Small schools or small student cohorts
The reporting of information must be consistent with privacy and personal information policies. It is highly recommended that the determination of appropriate reporting strategies for small schools or small student cohorts is made following consultation between the Principal and the School Education Director (SED). The professional judgements of both the Principal and the SED are valued as they are applied to the unique nature of the school and its community. Summary statistics or graphical representation of student performance must not be used for cohorts of less than 10 students in the course or subject. Where there are fewer than 10 students, schools will report in the narrative form and ensure that due consideration is given to privacy and personal information policies.
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Introduction

School development, school planning, self-evaluation and reporting are central components in a school’s relationship with its community. The outcomes of these processes are embodied in the school’s annual report.

The Annual School Report (ASR) is a concise summation of your school’s contextual framework, its achievements, and its plans and aspirations. The ASR is developed under the leadership of the principal. It provides details of the learning outcomes of students drawing from the school’s internal assessment information and state and national testing programs. These are central components of a school’s accountability requirements to its parents and community, and to the NSW Department of Education and Communities.

The ASR is the means by which parents and community members gain further insights into the activities of the school, celebrating the richness of life in our public schools today. As such, the ASR is integral in communicating with the wider community and prospective parents. The goal is to help all parents and community members engage more fully with their children’s school.

The reporting elements for the 2012 ASR cycle remain largely the same as for the 2011 ASR cycle. As in previous years schools may choose to adopt the template provided, to modify the template or to develop their own reporting format. For the 2012 cycle schools must make their ASRs publicly available on the Internet (see page 17 for options) and make arrangements to provide the information on request to a person who is responsible for a student and is unable to access the Internet. EMSAD is able to provide support for electronic distribution and/or printing for the small number of schools that are unable currently to deliver via the Internet or which have other unusual circumstances.

The purpose of this document is to provide assistance to principals and committee members in writing the report using the template or creating their own format. Some technical advice has been included in yellow text boxes within the template to assist school staff to manage images and tables efficiently. Along with this support document, there is a Technical Guide (which provides specific instructions for using the Annual School Report software in Microsoft Office); and Style Guidelines (a guide to developing and using a consistent style when writing ASRs).

The 2012 ASR Access Tool for downloading information and uploading finished reports is scheduled to be available to principals from early December. Schools will be notified when the 2012 application is available. The Tool will provide schools with access to the electronic data summary sheet (eDSS) and other resources for annual school reports.

The intended audience for the report is your school community. It is important that accessible language for your community members is used throughout the report and educational jargon and acronyms are minimised.

All the best for the 2012 annual reporting cycle. If you require further information or assistance with Annual School Reports, please contact Sarah Johnston (9707 6202) or Michele Howland (9707 6239) of the directorate.

Eric Jamieson
Acting Director
Educational Measurement and School Accountability
October 2012
Getting started

Who are the audiences for, and what are the purposes of, the report?

The prime audiences for the report are the students, parents and caregivers, prospective parents, and those in the wider school community. As such, the Annual School Report (ASR) is a concise summation, written in plain English, of the school’s plans, its achievements and its aspirations.

Public education is noted for its collegiality. ASRs are also means by which principals and school executive share and discuss their professional work with each other and with their School Education Director, their School Development Officer and with the Regional Director.

Schools are required to provide details of their achievements. Electronic copies of the ASR are accessible by your regional office, the Educational Measurement and School Accountability Directorate (EMSAD) in the state office of the Department, the State Library, the State Parliamentary Library and by the State Archive of NSW.

The Department is also required to report on aspects of school performance that are agreed to from time to time with the Commonwealth Government.

Do I have to use the Department’s template for the report?

No. Some school committees may wish to use the 2012 ASR template as a starting point. Others may wish to draw on the expertise with computer software programs that is available to them to design a flexible format. Some schools may wish to revert to the template having explored other alternatives. Report design support is also available via the DEC intranet ‘Corporate Communication’ website where a selection of DEC report templates are available for download: https://detwww.det.nsw.edu.au/deptresources/templates/reports/index.htm.

Schools have a choice of:
1. Adopting the MS Word ASR 2012 template
2. Modifying the MS Word ASR 2012 template
3. Developing their own format.

In each case there are mandatory elements that must be addressed by the school in its ASR.

The template addresses all the mandatory elements whether the school elects to modify the template or develop a format, it needs to ensure that the mandatory elements are still addressed. This flexibility is provided to allow schools to modify the ‘look and feel’ of the ASR by using alternative software as long as mandatory components are preserved.

Where do I find the template?

Schools access the template through the DET Intranet at https://detwww.det.nsw.edu.au/directorates/schoolpro/EMD/asr_support_docs.htm

In October, principals will receive a memorandum about how to access the electronic data summary sheets and the target setting tool for 2012 and how to submit their final report.

What important issues do I need to consider when developing an ASR?

It is important, whatever format is decided upon, that:
• mandatory components are included
• accessible language is used, and
• educational jargon and acronyms are minimised.

There is a requirement for principals to provide a balanced, open and genuine report, including any area of significance from the School Plan or area that has a direct impact on the school and its community.

What if I have started my ASR in an older version of the template or a different type of document?

Electronic versions of the ASR in any format can be copied and pasted directly into the appropriate sections of the 2012 ASR template.

How should I use the electronic Data Summary Sheet?

The electronic data summary sheet (eDSS), developed by EMSAD, contains tailored graphs and tables for each school and addresses many of the reporting requirements that have been provided in previous ASR cycles. The eDSS provides the school with a number of options for reporting student performance. The relevant information for the option selected by the school can be copied and pasted directly into the ASR. Alternatively, some schools may wish to draw upon the expertise of those with specific computer software skills in order to create their own graphical representation of the tabular information provided in the eDSS. In 2012, some data tables will be provided in a format suitable for insertion directly in the ASR, if schools choose to use them.

The eDSSs for primary schools are scheduled to be uploaded onto the ASR Access Tool from early December.

Secondary schools can access and download their eDSSs from the ASR Access Tool in mid-February.
Writing the report

What are the mandatory components of the ASR?

The development of the ASR is consistent with the 1997 protocols developed in consultation with the Primary Principals’ Association, the Secondary Principals’ Council and the NSW Teachers Federation (See Section 6: Protocols) and complies with State and Commonwealth requirements. Schools must ensure that mandatory components outlined below are addressed in their ASR.

The mandatory components required in the ASR are set out below and via the DEC Intranet at: https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/asr_MandReq.htm.

i. School ID information
ii. Messages (Principal; P&C and School Council; Student Representative/s)
iii. Student information
   – enrolment profile
   – attendance profile, including the management of non-attendance
   – class sizes (required only for primary and central schools)
   – retention to Year 12 (required only for secondary and central schools)
   – post-school destinations (required only for secondary and central schools)
   – Year 12 students undertaking vocational or trade training
   – Year 12 students attaining HSC or equivalent vocational educational qualification
iv. Staff information
   – staff establishment
   – Staff retention
   – teacher qualifications
   – professional learning
v. Financial summary
vi. Academic achievements in national testing

The eDSS provides schools with a number of options for reporting student performance.

Graphs are provided for school performance in the current year with a comparison to school over time, a comparison with the Statistically Similar Group (SSG) average and a comparison with state average.

Three options are provided – without SSG; without state average; and without SSG and state averages.

Within the options the following academic achievement components are reported:

- percentage of students in each band (Year 3, 5, 7 and 9 NAPLAN)
- relative performance of the school for 2012 NAPLAN compared to the school average over time (2010-2012)
- the average progress in reading and numeracy for matched students (growth) for Years 3-5; and/or Years 5-9 and/or Years 10-12 (value-added)
- the school 2012 data for Record of School Achievement (RoSA) where available
- the school 2012 mean score for all HSC subjects compared to the school mean over time (2008-2012)
- percentages of students in Years 3, 5, 7 and 9 achieving the national literacy (reading, writing, spelling, grammar and punctuation) and numeracy at or above the nationally agreed minimum standards in 2012

vii. Significant programs and initiatives
   – Aboriginal education
   – Multicultural education
   – Equity Funds (if participating in program/s)
   – outcomes of reviews or education support team visits under the School Development Policy
   – National Partnership programs (if participating in program)

viii. School progress on targets for 2012
ix. School evaluation
x. Professional Learning
xi. Parent, student and teacher satisfaction
   – comment on the three year School Plan
   – school priorities, outcomes, targets and strategies for 2013
xiii. About this report (contributors)
xiv. School contact information
xv. Principal’s sign off (usually in message)
Key elements
Where students are supported by significant programs and/or funding, such as Priority Schools Program (PSP), Priority Action Schools (PAS), and Country Areas Program (CAP), principals should include an evaluation of each program under ‘Significant programs and initiatives’.

Where schools have undertaken significant programs as National Partnership schools, this should be reported to their community. Schools should report using information collected as part of the National Partnership situational analysis or other evaluation activities under existing headings or under a specific National Partnership heading in the ‘Significant Programs and Initiatives’ section.

Findings and recommendations of any school reviews or education support team visits conducted under the School Development Policy should also be reported under this sub-heading.

Areas of the report for which a priority for action and targets arise should be cross-referenced to the section on school planning 2012 – 2014. An example of a suitable cross-reference would be ‘Refer to Priority 1 of the School Plan’.

The accuracy of the wording, formatting, styling, grammar, spelling and punctuation is the principal’s responsibility.

The checklist at the end of this document and the style guidelines have been developed to assist schools with a final proofing of the document before it is submitted.

The final date for principals to publish their ASR to the school website and upload it to the ASR Access Tool is 1 April 2013.

Am I obliged to use the headings for the mandatory components?
No. These headings are merely suggestions and can be varied appropriately provided that mandatory components within each are addressed. Consideration should also be given to the importance of providing a balanced, open and genuine report which reflects those aspects of the School Plan that have a direct impact on the school and its community.

How much flexibility does the school have in arranging the order of the components?
While the order outlined above is one logical sequence, the principal or a school committee responsible for self-evaluation and school planning can organise the components as it sees fit. The prime goal is one of effective communication with parents provided that mandatory components are covered.

Why are these components necessary?
Just as it is important to encourage local innovation and responsiveness to school community needs in the presentation of the report, it is also important to work within a state-wide framework that ensures consistency across ASRs in the areas reported upon. This is necessary so that schools and the Department can meet both State and Commonwealth reporting requirements.

Can additional components be added?
Yes. As one instance, some principals and parents have pointed to the importance of including a table of contents. Others prefer to include contextual information relating to important background information which they feel assists in the interpretation of school performance in later sections of the report. Photographs of school activities may also be included on the front cover and the body of the report.

How long should the report be?
The report length is at the discretion of the school, although 12 or 16 pages would be the most common. If a school chooses to print locally in booklet format (in addition to publishing the ASR online), be aware that printing formats are in multiples of 4 pages.

What support is available?
Principals have pointed to a need to identify and share examples of good practice in the preparation and presentation of ASRs to foster a process of continuous improvement.

Principal and school executive are encouraged to share innovative ideas for the presentation of reports at local meetings as well as the achievements and directions embodied in the reports as part of their regular meetings. Where the focus is on professional development in this area, interest group meetings could be funded from school and/or regional professional learning funds.

Other supporting information is available on the ASR website.

What are the responsibilities of the school education director and the school development officer in supporting the school?
Regions provide support for schools in their self-evaluation activities through their school education director (SED) and regional school development officer (SDO). These officers are able to provide advice, examples and other support to schools during the development of the ASR.
What are the appropriate reporting strategies for small schools and small student cohorts?

The reporting of information must be consistent with privacy and personal information policies. It is highly recommended that the determination of appropriate reporting strategies for small schools or small student cohorts is made following consultation between the principal and the school education director (SED). The professional judgements of both the principal and the SED are valued as they are applied to the unique nature of the school and its community. Summary statistics or graphical representation of student performance must not be used for cohorts of less than 10 students in any testing program or where there are fewer than 10 students in the course or subject. Where there are fewer than 10 students, schools will report in narrative form and ensure that due consideration is given to privacy and personal information policies.

Front cover

The front cover of the report should be visually appealing. It includes the school name and school code. The Department’s logo needs to be prominent and comply with DEC ‘Corporate Communication’ regulations outlined at:


Some schools like to include a photograph of the school and/or school activities. Some include the school crest and motto. The front cover template design may be modified to include photographs appropriate to the school. See technical guide for assistance.

Enter school name and school code in the spaces provided on the front cover. Your school logo can be inserted on the bottom right-hand corner of the page.

Additional school contact information is included at the end of the report.

Table of contents

(optional)

This is optional but schools can use a table of contents, if preferred.

Our school at a glance

(optional)

This is a summary that provides the reader with a brief overview of the school’s performance, generally in less than one page. Schools might find it easier to complete this section after completing the body of the report.

The suggested headings are:

- Students
- Staff
- Significant programs and initiatives
- Student achievement in 2012 (select the measures applicable to your school)

Include a summary statement regarding school performance on external test measures (NAPLAN, ESSA, RoSA where available, Higher School Certificate).

Small schools need to ensure that when they are reporting information they refer to the advice for small schools on the front cover of this document.

Messages

This section provides for statements from key representatives in the school community. These include:

Principal’s message

(mandatory)

This section provides the principal with an opportunity to convey a personal message to parents and the school community, to explain the purpose of the report, and to emphasise the school’s ownership of the report. It could include a global statement re-asserting the school’s values and the values of public education in NSW. It provides an opportunity to celebrate significant achievements in the school during 2012 with the school community.

The following statement forms part of the template:

‘I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.’

P&C and/or School Council message

(mandatory where such bodies exist)

This section provides opportunity for community comment on the school. It is recognised that some educational establishments do not have formal community representative bodies.

This section provides an opportunity to comment on the partnership between parents and the school. It could include comment on the contributions to the school’s governance, policy development, decision-making, canvassing of parental and community opinion, involvement in professional learning and special programs, advocacy for school improvement,
support for school activities and contributions to school finance.

**Student representative’s message**  
*mandatory for primary, central and secondary schools*

This section provides an opportunity for the student body to comment on its contribution to the life of the school. It could include comment on students’ involvement in improving the learning environment, fundraising activities and leadership opportunities. Participation in specific student welfare programs such as peer support, anti-bullying and mentoring could be mentioned.

The inclusion of a student message is partly in response to a request from the NSW Commissioner for Children and Young People.

**School context**

The information under school context provides a background to assist in the interpretation of school performance information in later sections of the report.

In order to meet both State and Commonwealth requirements, schools must report on a number of mandatory elements. These elements address the recommendations of the NSW Auditor-General’s Report on Annual School Reports, 2004, and the requirements of the National Education Agreement (NEA) 2009.

**Student information**

Tables and graphs of mandatory data are provided in your school’s electronic data summary sheet (eDSS) obtained from the ASR Access Tool. The eDSSs can be downloaded from the ASR Access Tool, once they become available. The primary eDSS are scheduled to be available by early December 2012 and the secondary eDSS scheduled to be available in mid-February 2013.

The following statement forms part of the template:

‘It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.’

The following headings provide a structure for reporting in this section:

- **Student enrolment profile**  
  *mandatory for primary, secondary and central schools*

The mandatory information (total enrolment 2008-2012, by gender) can be pasted directly from the eDSS obtained from the ASR Access Tool. The information could be represented by text, table or graph.

Further information could include:
- an analysis of numbers by Year
- cultural background information
- student mobility

**Student attendance profile**  
*mandatory for primary, secondary and central schools*

Rates of attendance for each year level can be pasted directly from the eDSS obtained from the ASR Access Tool.

Comment on attendance information must include:
- attendance rates Years K - 6 and/or 7 - 12 (as applicable and reported by year level)
- a description of how non-attendance is managed by the school

You may also address the outcomes of programs designed to improve student attendance.

**Class sizes**  
(optional for primary and central schools)

This heading can be used to show class sizes as reported at the class size audit conducted in March each year.

The class sizes table can be pasted directly from the eDSS obtained from the ASR Access Tool.

**Structure of classes**  
(optional)

This heading could be used to comment on important organisational features used to deliver the curriculum. Information could include:
- how students are organised into classes
- the educational rationale behind class organisation
- details of any special features of the ways in which teaching is organised to meet student learning needs.

**Retention Year 10 to Year 12**  
(optional for secondary and central schools)

This information can be pasted directly from the eDSS obtained from the ASR Access Tool.

The information provided includes:
- the percentage of the 2010 Year 10 cohort that completed Year 12 in 2012
- comparative data for the School Education Group and the state.
Post-school destinations
(mandatory for secondary and central schools)

Schools will need to collate this information. Schools will report on the basis of the information available to them.

The reporting of information should be in plain language in the most appropriate way according to each school’s circumstances and must be consistent with privacy and personal information policies.

The following information could be included:

- the destination of students from each of Years 10, 11 and 12
- a chart or table showing the percentage of Year 12 students in categories such as university entry, TAFE entry, employment, seeking employment and destinations unknown.

Year 12 students undertaking vocational or trade training
(mandatory for secondary and central schools)

Enter a summary statement which must include percentage of Year 12 students undertaking vocational or trade training.

Year 12 students attaining HSC or equivalent vocational educational qualification
(mandatory for secondary and central schools)

Enter a summary statement which must include percentage of Year 12 students attaining HSC or equivalent vocational educational qualification.

Small schools need to ensure that when they are reporting information they refer to the advice for small schools on the cover of this document.

Staff information
(mandatory)

The following statement forms part of the template:

‘It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.’

The following headings provide a structure for reporting in this section:

Staff establishment
(mandatory)

The template includes a table for completion describing the broad composition of the school’s teaching staff. Discussion of the following areas could be included:

- the number of executive, teaching and support positions
- staff experience where appropriate
- the different staffing positions and the number of staff in each
- the number of school administrative and support staff (SASS).

Principals must report the Indigenous composition of their school’s workforce on the basis of the information available to them. Principals need to ensure that they report in a manner consistent with privacy and personal information policies. It is strongly advised that principals discuss this with individual staff prior to the inclusion of this information in the ASR.

Staff retention
(mandatory)

Indicate the proportion of teaching staff retained from 2011. The school is required to collate this information. It is recognised that, depending on the school’s situation, either a higher value or a lower value could reflect positively on the school’s programs.

Schools may provide information regarding the nature of teacher movement (e.g. transfers, promotions, retirements etc.) with due regard to personal information policies.

Teacher qualifications
(mandatory)

The template includes a table in which staff qualifications should be inserted under two separate categories. Insert the percentage of staff holding:

- diplomas or degree or equivalent (including degree plus Dip.Ed.); and
- postgraduate qualifications.

These two categories should total 100%.

The following mandatory text is included in the template:

‘All teaching staff meet the professional requirements for teaching in NSW public schools.’

It is important to note that schools are not required to provide a list of individual staff members and their respective qualifications.
**Financial summary**  
*(mandatory)*

The following sentence appears in the template:

‘This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, buildings and major maintenance.’

In preparing the financial statement, check that the ‘Balance brought forward’ figure agrees with the ‘Balance carried forward’ figure at the rollover of 30/11/11 and, where applicable, include a note below the table explaining any difference, e.g. if you did not use 30/11/11 as the date in the 2011 report.

The 2012 financial statement is a calculable table, rather than an embedded spreadsheet, as in previous years. Information on how to operate the table is available in the template technical guide.

Errors can occur if the formulae in the statement are not used. Ensure that the ‘Balance brought forward’ figure is added in to ‘Total income’.

If you have a leased canteen, income received may be included in the item ‘School & community sources’. The figure against the item ‘Canteen’ would then be left as 0.00. Where applicable, include a note below the table.

You may also wish to comment on:

- voluntary school contributions
- high levels of retained income
- any significant variation between income and expenditure
- significant expenditure on student curriculum materials, resources and technology
- levels of retained income held in trust.

The following text appears under the table in the template:

‘A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.’

---

**School performance 2012**

**Achievements**

There are no standard headings provided given that the achievements of each school will be directly related to the priorities it has established in its School Plan. The goal is to provide a balanced and well-rounded account of school and student achievement. Where possible, photographs of student activities and work samples might be used to demonstrate points being made in the text.

Reporting on achievement should encompass two broad categories.

This section can include notable performance in:

1. Academic achievements
2. Arts, sport and other school programs.

**Academic**  
*(mandatory)*

The electronic data summary sheet (eDSS) provides schools with tables and graphs for all NAPLAN test domains, however, it is suggested that, from 2012, schools may choose to:

- include the tabulated and/or graphical information for **Reading** and **Numeracy** as a minimum requirement.

AND/OR

- refer readers to the ‘My School’ website for NAPLAN data.

The National Education Agreement (2009) and the recommendations of the **NSW Auditor-General’s Report 2004** on Annual School Reports require principals to report on the outcomes of national assessment programs. To assist with this process, the Department has provided the electronic data summary sheet and the SMART analysis software. Principals are also encouraged to report on student achievement in relation to school-based assessments.
OPTION 1: NAPLAN reporting
Referral to 'My School' via hyperlink (data available around March each year)

Suggested text:
'The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).'

Click on the link and enter the school name in the Find a school text box and select GO.

OPTION 2: NAPLAN reporting
Use data (graphs and/or tables) from the eDSS

The eDSS provides options for comparisons for reporting student performance. The options are:

1. School performance in current year, with comparison to school over time and the State; or
2. School performance in current year, with comparison to school over time; or
3. School performance in current year, with comparison to school over time and the Statistically Similar School Group (SSG) or;
4. School performance in current year, with comparison to school over time and the State and the Statistically Similar School Group (SSG).

Within these options the following academic achievement components are reported:

- percentage of students in each band (Year 3, 5, 7 and 9 National Assessment Program reading and Numeracy (NAPLAN))
- relative performance of the school for 2012 compared to the school average over time (2010-2012)
- the average progress in reading and numeracy for matched students (growth) for Years 3-5 and/or Years 5-7 & 7-9
- RoSA (where available)
- the school 2012 mean score for all HSC subjects compared to the school mean over time (2008-2012).

To ensure the effective communication of student performance data, the report should contain a short explanation of the NAPLAN achievement scale. The following explanatory texts are suggested:

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
and/or

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

The following sub-headings for reporting student performance data are suggestions only. Principals may elect to use alternative sub-headings so long as the mandatory content is clearly addressed.

- Reading – Year 3 NAPLAN
- Reading – Year 5 NAPLAN
- Reading – Year 7 NAPLAN
- Reading – Year 9 NAPLAN
- Progress in reading – Years 3-5
- Numeracy – Year 3 NAPLAN
- Numeracy – Year 5 NAPLAN
- Numeracy – Year 7 NAPLAN
- Numeracy – Year 9 NAPLAN
- Progress in numeracy – Years 3-5
- RoSA (where available)
- Higher School Certificate (refer to Course Summary Table and graphs included in the electronic Data Summary Sheet)

Small schools need to ensure that when they are reporting information they refer to the advice for small schools on the front cover of this document.

When reporting on literacy and numeracy information, care should be taken to ensure adherence to the protocols agreed to by the Department and the NSW Teachers Federation in 1997 (see Section 6: Protocols).

Included in the 1997 agreement is the Advice to School Self-evaluation Committees on the Nature and Language of Reports which specifically relates to the
way in which self-evaluation committees assess the use of student performance data. It states (point 6):

In the preparation of annual school reports schools will consider, and use if appropriate to their circumstances, the four types of comments below:

- statewide comparison comment
- strengths in curriculum comment
- internal school comparison comment
- student growth comment.

Consideration should also be given in accordance with the protocols to the way in which academic achievements are reported for students with additional educational needs in mainstream educational settings, special classes and schools for specific purposes. The reporting of information must be consistent with privacy and personal information policies. Refer to supplementary advice on page 14, Programs for students with additional educational needs.

The Arts, Sport and other school programs (optional)

This section provides an overview of other learning opportunities the school provides and student achievements in a range of areas, including citizenship.

Arts
This heading could be chosen to provide an overview of the opportunities the school provides and recognition of student achievements in the arts.

Sport
This heading could be chosen to provide an overview of the opportunities the school provides and recognition of student achievements in sport.

Other
Select headings that suit your school’s needs. Principals should provide a balanced account of school and student achievement. Examples of other areas your school might wish to report on include:

- National competitions
- Debating, public speaking and spelling
- Community involvement
- Special celebrations
- Camps and excursions
- Environmental education.

Self-selected headings

Principals may also report on the school’s analysis of student performance in other areas of the curriculum including the performance of particular subgroups.

Minimum standards (optional)

Sections relevant for both primary and secondary schools are included in the template. Schools should only include minimum standards data appropriate to their school.

Principals may report on percentages of students in Years 3, 5, 7 and 9 achieving the national literacy (reading, writing, grammar and punctuation and spelling) and numeracy minimum standards in 2012.

The following recommended text is included in the template:

‘The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below’.

Minimum standards information can be pasted directly from the electronic data summary sheet (eDSS).

Reporting exemptions:

The electronic data summary sheet will provide two tables for the reporting of National Minimum Standards to enable schools that have significant numbers of exempted students to report performance with and without the exemptions. The table with exemptions must be included. Schools should then decide if the data in the second table indicates a sufficiently big enough difference to report performance without exemptions. If the second table is included by the school, there needs to be a statement to provide the context for the different data, such as the presence of an Intensive English Centre (IEC) or a support class.

10
Reporting with exemptions (optional)
Enter your text and one or two data tables for each of years 3, 5, 7 and/or 9 from electronic data summary sheet as appropriate.

Sample of the required table

<table>
<thead>
<tr>
<th>Percentage of Year x students achieving at or above minimum standard in 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

*Percentage calculations in this table include <n> students who were exempted from NAPLAN tests

Reporting without exemptions (optional)

Sample of the optional additional table and text:

Our school has an Intensive English Centre of 35 students with a language background other than English and 31 of these students are exempt from sitting NAPLAN tests due to their arrival from overseas less than a year before the test. The following table indicates the percentage of students below the National Minimum Standard with the exempt students excluded from the data.

<table>
<thead>
<tr>
<th>Percentage of Year x students achieving at or above minimum standard in 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

*Percentage calculations in this table exclude <n> students who were exempted from NAPLAN tests

Significant programs and initiatives

This section provides an opportunity to report on major program areas of particular significance. Within each, the report should highlight initiatives which are specific to the 2012 year. Programs and initiatives may be short or long term and may include identified student outcomes. Use the guidelines below or select headings that best suit your school’s needs, or use a combination of both.

Mandatory reporting is required for Aboriginal education and multicultural education. Schools are encouraged to recognise in their reports the links between these areas and other policies such as values education and environmental education.

Write a summary statement outlining significant programs and initiatives implemented by the school that addressed identified needs in 2012.

Schools are required to provide information on significant programs and initiatives that gave students extra educational support.

Aboriginal Education (mandatory)

This heading is used to report on the school’s achievements in Aboriginal education.

In this section all schools should address their implementation of the Aboriginal Education and Training Policy.

This section also provides an opportunity to showcase:

- effective strategies and approaches
- the targeting of resources and training to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and KLAS
- outcomes of programs designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

All schools with Aboriginal students should also address their implementation of the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP) and the Partnership Agreement between the Department and the Aboriginal Education Consultative Group Incorporated. This should encompass commentary on each of the 6 domains of the ATSIEAP relevant to the school, namely:

- Readiness for school
- Engagement and connections
- Attendance
- Literacy and numeracy
- Leadership, quality teaching and workforce development, and
- Pathways to real post-school options.

Data relating to the following should also be included:

- Aboriginal students’ literacy and numeracy achievements
- Aboriginal students’ attendance rates (and attendance plans, where appropriate)
- outcomes of programs and strategies designed to ensure Aboriginal students achieve broader educational outcomes that match or better the outcomes of ‘all students’ in NSW
- the impacts of building genuine partnerships and promoting effective engagement and collaboration with parents/carers and local Aboriginal communities.
Multicultural Education

(Mandatory)

The Multicultural Education Policy and the Anti-Racism Policy require schools to report on their achievements in multicultural education and anti-racism education in their ASR.

Multicultural education relates to a wide range of school activities. While some activities apply to all schools, others will vary between schools according to the nature of the student population.

This section should be used to report on major funded programs such as English as a Second Language (ESL), where applicable, as well as other programs and activities relevant for the school community. Reports may include activities such as:

- numbers of students supported through English as a Second Language programs, including new arrivals, and ESL student learning outcomes on measures such as ESL Scales and NAPLAN
- initiatives to promote community harmony and positive school community relations
- programs to develop understanding of racism and discrimination and the role of the Anti-Racism Contact Officer (ARCO)
- teaching programs to promote intercultural understanding and skills
- programs to support education and settlement for refugee students, including numbers of students involved and outcomes achieved
- professional learning for teachers in English as a Second Language, cultural understanding and anti-racism education
- initiatives to enhance communication with and participation in school by parents and community members from culturally diverse backgrounds

Further information regarding multicultural education is available on the Multicultural Education website on the DET Intranet:


Other programs

The following programs should include those for which significant funding has been provided to schools to improve the outcomes for students.

Equity funds

(Mandatory reporting is required for all schools participating in the Priority Schools Funding Program (PSFP), the Priority Action Schools (PAS) program and the Country Areas Program (CAP).

Reporting on these programs should relate to the effectiveness of programs and strategies that:

- improve the learning outcomes of every student
- increase the level of students’ participation and engagement in learning and provide timely opportunities for students to learn collaboratively with a wider range of peers
- enhance students’ access to a wider range of curriculum, learning experiences, sources of knowledge and teachers, individual connections and educational and community services, including through connected learning
- improve the quality of teaching and learning
- raise the expectations of students, teachers, school executive, parents and caregivers
- strengthen partnerships between schools, parents and caregivers and community agencies
- increase the effectiveness of classroom and school organisation
- develop and sustain a positive and inclusive school culture.

National Partnerships

(Mandatory reporting is required for all schools participating in a National Partnerships program)

In 2012 these programs included:

a. Teacher Quality
b. Low SES School Communities

Reporting on these programs should relate to the effectiveness of programs and strategies:

- impact of leadership programs and professional learning aligned to professional teaching standards on supporting evidence based planning and teaching and learning programs,
- implementation and evaluation of programs and strategies to meet improvement targets including those for student literacy (reading, writing, spelling, grammar and punctuation) and numeracy and quality teaching practices
- impact on the quality of teachers’ professional learning programs on improving the quality of teaching practices and student outcomes
- impact of additional staff employed including Highly Accomplished Teachers, other additional executive staff and paraprofessionals
- evidence of improved consultation and collaboration with the school community
evidence that teachers have improved capacity to meet the learning needs of Aboriginal students.

**Student welfare** *(optional)*

This heading is used to report on achievements in student welfare. The report could address the extent to which welfare practices have:

- improved student learning
- enhanced student wellbeing and health
- promoted student discipline
- developed student leadership and participation
- celebrated student achievement and contributions
- ensured student safety and protection
- improved school attendance and engagement.

**Student leadership** *(optional)*

This heading could be used to report achievements in student leadership.

The report could include:

- school SRC or equivalent student leadership programs and their effectiveness, e.g. school parliaments (K-6), voluntary student forums
- involvement in internal and external programs that develop students’ leadership skills, e.g. student action teams on specific projects, programs incorporating anti-racism/community harmony strategies, student exchange programs, inter-school, regional and state SRC programs
- promotion of student leadership links with the local community.

**Boys’ and Girls’ Education** *(optional)*

This heading should be used to report on the school’s approach to gender as an educational issue as part of the Boys’ and Girls’ Education Strategy, and include activities implemented as they relate to the focus areas of teaching and learning, social support and home, school and community partnerships.

Schools could report on achievements such as:

- gender inclusive teaching and learning programs
- the results of programs implemented to support groups of boys and girls to achieve their academic or social potential
- school programs that develop shared understandings among the school community about gender as an educational issue
- initiatives involving parent and community members to improve boys’ and girls’ engagement with schooling
- positive whole-school activities that address the elimination of sex-based discrimination and harassment.

**Programs for students with additional educational needs** *(optional)*

This heading could be used to report on the role of the Learning Support Team in supporting the school’s achievements in providing tailored educational programs for students with disability and/or additional learning needs for whom accommodations and/or learning adjustments have been made.

The school and its learning support team’s report could include:

**Curriculum**

- outcomes of programs where accommodations’ and learning adjustments’ have been made to enable students to participate fully in achieving syllabus outcomes and content

**Assessment**

- outcomes of students with additional learning needs participation in the Best Start Assessment, NAPLAN, ESSA, RoSA (where available) and Higher School Certificate

**Parent partnerships**

- outcomes of collaborative processes to enhance the engagement of parents in the development of individual learning support plans and programs

**Professional learning**

- outcomes of professional learning programs implemented to address learner diversity in classrooms

**School Culture**

- outcomes of initiatives used by the school community to develop the knowledge, skills and understanding required to build and strengthen an inclusive school culture

**Access and participation**

- the extent to which programs ensure students’ access and participation in the full range of curriculum activities and school facilities.
† Definitions as per *Curriculum planning and programming, assessing and reporting to parents K-12* policy can be found at: https://detwww.det.nsw.edu.au/policies/curriculum/schools/curric_plan/PD20050290_i.shtml

Sensitivity and the 1997 Protocols should be observed when reporting in this area.

**Vocational education program (optional)**

This heading could be used to report on an evaluation of the school's VET and vocational learning programs.

The report could include:

- participation rates and outcomes for school, TAFE and private provider delivered vocational education and training (VET) courses
- participation rates and outcomes for career and transition planning activities using data collected via the student pathways survey and the annual school to work reporting process
- participation rates and outcomes for school based traineeships and apprenticeships
- examples of effective community networks and business and industry partnerships which have facilitated student engagement in workplace and enterprise learning and the development of employment related skills
- provision of career and transition planning support for all students including targeted groups of students, e.g. students with a disability.

**Drug education (optional)**

This heading could be used to report on an evaluation of the school’s drug education units as an integral part of Personal Development, Health and Physical Education (PDHPE).

Information could include:

- the involvement of parents and students in the planning and implementation of drug education
- how the school’s drug education meets the needs of the students and community.

**Environmental education for sustainability (optional)**

This heading is used to report on achievements in the implementation of the *Environmental Education Policy for Schools* including the development and implementation of a School Environment Management Plan (SEMP). This policy encourages schools to use their own environmental sustainability challenges as opportunities for authentic learning by students and involvement of the local community.

The report could use the following headings:

- Whole-school planning: overview of current sustainability challenges, vision, key actions and opportunities for student voice in environmental planning;
- Curriculum: overview of the incorporation of cross-curriculum environmental education in teaching and learning, school, class and individual student achievements or outcomes in environmental and sustainability education;
- Grounds management: consideration of aesthetics, biodiversity, cultural heritage, gardens, learnscapes, water conservation and catchment issues (e.g. rainwater tanks, irrigation and management of stormwater) especially student-centred actions to improve school grounds;
- Resource management: water and energy consumption and conservation, environmentally-friendly purchasing (e.g. products with high recycled content), waste avoidance, re-use and recycling of materials (e.g. paper, office materials, ICT and printing equipment, canteen waste) especially student-centred actions to improve resource management;
- School community engagement: including recycling, actions with the local council, community-awareness raising, celebration of environmental dates and events and environmental community service, such as Landcare, Coastcare, Clean Up Australia and Keep Australia Beautiful.


The support document contains a self-evaluation matrix (pp. 20-21) designed to assist schools gauge their progress towards sustainability.

**Parent and community program (optional)**

This heading could be chosen to comment on:

- parent and community participation in specific school learning programs
- School Council and P&C Association contributions to school planning, policy development and evaluation
- parent attendance at meetings to discuss student progress and school issues
- training and development programs provided for parents.

**Community use of school facilities** *(optional)*

This additional heading could be chosen to comment on:

- use of school facilities by school-sponsored groups including P&C, School Council, Schools in Partnership School Advisory Committees and NSW Aboriginal Education Consultative Group (AECG)
- frequency and terms of usage
- details of groups operating under a community use-of-facilities agreement
- financial benefits accruing to the school from such use and how such funds were spent.

**Progress on 2012 targets** *(mandatory)*

This section of the report describes the progress made towards achieving the improvement targets set for 2012.

Principals should report on all targets included in the 2011 ASR, regardless of progress made.

The report should include a statement to introduce the way the school addressed the targets for the year.

Specific information should be included about the progress towards the achievement of the 2012 targets. This should be drawn from an analysis of the indicators or measures of success listed in your school’s previous annual report.

A reporting framework is provided in the template and outlined below:

**Target 1**

<Repeat target for 2012 from 2011 report>

Our achievements include:

- ...
- ...
- ...

**School evaluation** *(mandatory)*

School evaluation informs the development of the three year School Plan. As well, it is used to monitor and appraise the extent to which the strategies of the plan are contributing to the achievement of targets and outcomes of the plan.

The following text forms part of the template:

‘NSW public schools conduct evaluation to support the effective implementation of the School Plan. In 2012 our school carried out evaluation of...[include the areas of the School Plan that you evaluated.]’

Evaluations should focus on the collation and analysis of evidence most relevant to school planning and development.

In this section, report on the evaluation processes conducted to monitor and appraise the effectiveness of the School Plan.

The following sub-headings provide a reporting framework for school evaluation:

- **Background**
  
  Briefly outline why the evaluation was undertaken, the instrument(s) used and how the data were collected.

- **Findings and conclusions**
  
  Under this sub-heading, summarise the major findings from the data analysis.

  The conclusions drawn from these findings should be clearly stated.

- **Future directions**
  
  Under this sub-heading, outline any actions to be taken as a result of the evaluation.

  If the future direction of the evaluation indicates the need to collate a more robust evidence base, then redevelop the situational analysis for the School Plan. If the future directions of the evaluations indicate the need for adjustment of the improvement targets, a statement to that effect should be included, e.g. ‘Refer to Priority 1 of the School Plan’.
Low SES School Communities National Partnership schools can report the Findings, Conclusions and Future Directions of a situational analysis undertaken by the school.

Schools could report on the monitoring and evaluation of the effectiveness of strategies implemented as part of the National Partnership. Schools may report on the effectiveness of the strategies and programs, aligned to the six reforms of the Low SES NP, the school has implemented. Most importantly, schools can report on the achievement and revisions of school targets and decisions about continuation, enhancement or even abandonment of strategies.

The situational analysis may also provide information about parent, student and teacher satisfaction and professional learning.

Principals should, include a report on any other evaluations that have been undertaken such as:
- findings and recommendations of any school review or education support team visit carried out under the School Development Policy
- the use of technology in teaching and learning
- Aboriginal education
- programs for identified students with physical, sensory and intellectual disabilities and those with behaviour or conduct disorders
- programs for enhancing student welfare
- drug education
- environmental education
- gender equity.

Parent, student and teacher satisfaction (mandatory)

Principals should provide a description in plain language of parent, student and teacher satisfaction with the school.

Principals should use appropriate evaluation instruments to collect relevant data. Strategies could include interview schedules, focus groups and survey instruments. SchoolMap, Quality of School Life surveys and other surveys are available on the Educational Measurement and School Accountability Directorate website at:


The data gathered can be represented in text or graphs (supported by text).

The following text could be included:

‘In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.’

Professional learning (mandatory)

This heading is used to provide details of the school’s major priorities and strategies for teacher professional learning as detailed in the professional learning component of the School Plan. The following information is to be reported for each school:
- number of teachers participating in professional learning activities and description of activities (mandatory)
- average expenditure per teacher on professional learning, at the school level (mandatory)
- total school expenditure on teacher professional learning (mandatory)
- information on and participation of staff in all school development days (mandatory)
- number of new scheme teachers working towards accreditation (mandatory)
- number of new scheme teachers maintaining accreditation at Professional Competence (mandatory).

Further information could include:
- key school priorities addressed in the professional learning component of the School Plan and the strategies to build the capacity of staff to achieve key targets and priorities
- significant professional learning programs in which teachers have participated
- highlight significant professional learning programs that have built the capacity of early career teachers, current teachers and aspiring and current school leaders
- data available on MyPL@DET on staff professional learning
- use of the NSW DET Analytical framework for effective leadership and school improvement in literacy and numeracy to inform school planning.

School planning 2012—2014 (mandatory)

This section provides concise information on the school’s planning for the 2012 – 14 cycle. It describes the:
- school identified priority areas,
- intended outcome/s for the three year plan,
- incremental school improvement targets for the coming year of the School Plan, and
- strategies to support the achievement of the intended outcomes.
This section should reflect the protocols for Annual School Self-evaluation (see 1997 Protocols) and provide information about the way in which the school community can view the plan.

The following scaffold, which is provided in the ASR template, is a suggested way to present the information for the school planning 2012-2014 section. Schools can modify to suit a preferred format.

<table>
<thead>
<tr>
<th>School priority 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome for 2012–2014</strong></td>
</tr>
<tr>
<td>Enter outcome here</td>
</tr>
<tr>
<td><strong>2013 Targets to achieve this outcome include:</strong></td>
</tr>
<tr>
<td>• Enter text here</td>
</tr>
<tr>
<td>• Enter text here</td>
</tr>
<tr>
<td>• Enter text here</td>
</tr>
<tr>
<td><strong>Strategies to achieve these targets include:</strong></td>
</tr>
<tr>
<td>• Enter text here</td>
</tr>
<tr>
<td>• Enter text here</td>
</tr>
<tr>
<td>• Enter text here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School priority 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome for 2012–2014</strong></td>
</tr>
<tr>
<td>Enter outcome here</td>
</tr>
<tr>
<td><strong>2013 Targets to achieve this outcome include:</strong></td>
</tr>
<tr>
<td>• Enter text here</td>
</tr>
<tr>
<td>• Enter text here as required</td>
</tr>
<tr>
<td>• Enter text here as required</td>
</tr>
<tr>
<td><strong>Strategies to achieve these targets include:</strong></td>
</tr>
<tr>
<td>• Enter text here</td>
</tr>
<tr>
<td>• Enter text here as required</td>
</tr>
<tr>
<td>• Enter text here as required</td>
</tr>
</tbody>
</table>

Add more priorities as required

---

**About this report** *(mandatory)*

This section provides information on the composition of the school self-evaluation committee and the process of validation of data and targets.

The following mandatory text forms part of the report template.

“In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.”

The names of members of the school’s self-evaluation committee and the groups they represent need to be inserted into the text boxes. ‘Enter team member and position’.

Delete any unused text field.

**School contact information** *(mandatory)*

Enter the following school details in the spaces provided on the back page:

- Name of school
- School address (including post code)
- Telephone
- Facsimile
- Email/web address
- School code (as per DEC Directory).

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**Publishing the ASR**

**Presentation**

Responsibility for the accuracy, formatting, styling, grammar, spelling and punctuation of the ASR remains with the principal.

**Publishing the report**

Under the National Education Agreement 2009, the main method for distribution of the Annual School Report to parents is by publication through the Internet.

As in recent years, schools can choose to use the template provided, to modify the template or develop their own reporting format.

Schools are required to:

1. **Publish their ASR on the school website**

   **AND**

2. **Upload a PDF of the ASR to the ASR Access Tool.**

Schools receive an email when their ASR is uploaded to the ASR Access Tool, which includes a secure URL where the ASR can be accessed. Schools that do not have their own website can publish the URL in the newsletter or by other means.

Schools are required to ensure that the information in the ASR is available to parents who cannot access the Internet. The PDF produced on the ASR Access Tool will be a print quality document suitable for commercial printing if required.

**Schools are required to ensure that parents are provided with the relevant information about how to access the ASR by 30th June.**
Checklist for assuring the quality of the Annual School Report
To ensure professional-looking reports, please check the following before submitting your report. The style guidelines may assist you in the process.

<table>
<thead>
<tr>
<th>1. Content</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td>The language is precise and succinct and the meaning is clear to your school community</td>
</tr>
<tr>
<td></td>
<td>Punctuation, spelling, grammar, and use of abbreviations are accurate and used consistently throughout the report</td>
</tr>
<tr>
<td></td>
<td>Other style conventions are used consistently throughout the report</td>
</tr>
<tr>
<td></td>
<td>A spell check has confirmed that no words are misspelt.</td>
</tr>
<tr>
<td><strong>Evalulative emphasis</strong></td>
<td>Reporting of any evaluation is analytical and defensible.</td>
</tr>
<tr>
<td><strong>Data analysis</strong></td>
<td>The source of the data is identified</td>
</tr>
<tr>
<td></td>
<td>The emphasis of the data analysis is on identifying the school’s strengths and areas for development</td>
</tr>
<tr>
<td></td>
<td>The reporting is meaningful to and appropriate for your school community</td>
</tr>
<tr>
<td><strong>School priorities, outcomes and targets</strong></td>
<td>Targets are focused on student outcomes and related to school practice</td>
</tr>
<tr>
<td></td>
<td>Targets are manageable in number</td>
</tr>
<tr>
<td></td>
<td>Targets identify measures of success</td>
</tr>
<tr>
<td></td>
<td>There is a direct link between the proposed strategies and the targets.</td>
</tr>
<tr>
<td><strong>Protocols</strong></td>
<td>Protocols agreed to by the DEC and the NSWTF are observed</td>
</tr>
<tr>
<td></td>
<td>The report is consistent with DEC protocols for publishing in print, e.g. naming students, use of photos</td>
</tr>
<tr>
<td></td>
<td>This is accessed via Legal Services site on DEC Intranet where specific ‘privacy’ information can be accessed from the third line on the Legal Services site</td>
</tr>
<tr>
<td></td>
<td>There are no statements which may be considered contentious.</td>
</tr>
</tbody>
</table>

| 2. Technical | |
| **Front cover** | Name of school is inserted into the masthead text box and does not run beyond the border |
| | The school code is inserted into the top right-hand corner of the page |
| | The school logo has been inserted into the bottom right-hand corner of the page and is of good quality. |
| **ASR Styles** | Only predefined ASR styles are used throughout the text |
| | Body text and bullets are fully justified |
| | Columns look balanced, i.e. new headings do not start close to the bottom of a page, and the tops of the two columns per page are the same height from the top of the page. |
| **Pictures, Photos, Charts, Tables** | School pictures, photos and tables are clear and the total file size is not substantially more than 25 MB |
| | The enrolment, attendance and financial summary charts are accurate. |
| **Length** | The report length is at the discretion of the school, although 12 or 16 pages would be the most common. |
| | If a school chooses to print locally in booklet format (in addition to publishing the ASR online), be aware that printing formats are in multiples of 4 pages. |
| **Privacy** | Privacy policy is adhered to, particularly for small schools or small student cohorts |
| | The reporting of information must be consistent with privacy and personal information policies. It is highly recommended that the determination of appropriate reporting strategies for small schools or small student cohorts is made following consultation between the principal and the school education director (SED). The professional judgements of both the principal and the SED are valued as they are applied to the unique nature of the school and its community. Summary statistics or graphical representation of student performance must not be used for cohorts of less than 10 students in the course or subject. Where there are fewer than 10 students, schools will report in the narrative form and ensure that due consideration is given to privacy and personal information policies. |
Protocols
Agreed To By
DET and NSW Teachers Federation,
1997

ANNUAL SCHOOL SELF-EVALUATION

(1) Each school will conduct an annual self-evaluation which will include consideration of progress in achieving statewide and school priorities.

(2) The principal, staff representatives and parent representatives will participate in the self-evaluation. Where appropriate, community and senior student representatives will join the committee. Representatives will make regular reports to their nominating groups, detailing discussions and directions in the committee’s work.

(3) All accumulated participation and learning outcome data available in the school will be provided to the committee. Committee members are to be made aware of the confidential nature of the data and will sign documents to that effect. Information that would identify individual students will not be made available to the committee.

(4) The committee will have the support of a designated regional officer to assist it in its work.

(5) The committee will develop recommendations on the school’s priorities and targets. After consideration by staff and the school education director, the committee will finalise its recommendations and refer them to the principal for incorporation into school plans.

(6) The committee’s deliberations and recommendations will be the major basis of the school’s Annual Report.
ANNUAL SCHOOL REPORTING

(1) Every school will produce an Annual Report.

(2) The school’s Annual Report will be the responsibility of the principal and will be produced in collaboration with the staff, parents, students and the school’s self-evaluation committee.

(3) A designated regional officer will assist in the production of the report and will be a co-signatory with the principal.

The role of the designated regional officer is to support the school’s self-evaluation committee during the process of preparing the school’s Annual Report. This support will be advisory to ensure accuracy in the use of objective evidence and validity in the comments made about outcomes and areas for future development and to attest to compliance with protocols on the collection and use of school achievement data. The designated regional officer will also where possible, attend the school community meeting where the report will be presented.

(4) The Annual Report will be written within a framework provided by the Department of Education and Training and will provide a balanced, open and genuine account of the school’s achievements and areas for development.

(5) Annual Reports draw on the full range of empirical evidence, including the results of external examinations, and observation to provide substance and validation for the report and its conclusions. Reports are to provide an appropriate balance of strengths and areas for future emphasis in relation to the school.

(6) Copies of the school’s Annual Report will be provided to each family in the school with copies being available on request from the school and the local district office.

(7) The Annual Report document will be the basis for discussion of the school’s achievements, areas for development and targets at an adequately promoted school community meeting which is to be convened annually by the principal.
PROTOCOLS FOR THE ANALYSIS AND REPORTING OF EXTERNAL TEST DATA

PRIMARY

(1) The reporting of Basic Skills Test data is governed by the Education Reform Regulations 1996.

   (i) The results of basic skills testing must not be publicly revealed if the results relating to particular children are revealed.

   (ii) However, the results relating to a particular child may be revealed:

         (a) to the child;

         (b) to the child’s parents, and

         (c) to the principal of the school in which the child is enrolled and, if the child was enrolled at some other school at the time the tests were conducted, to the principal of that other school.

   (iii) The results of basic skills testing must not be publicly revealed in a way that ranks or otherwise compares the results of particular schools.

(2) Any use of Basic Skills Test data must take into account limitations imposed by the size of the group and the mobility of students.

(3) The Department of Education and Training rejects as educationally inappropriate and misleading the production or publication of “League Tables” of any type.

(4) Departmental employees at system and school level, will not publish or broadcast, or aid in the publication or broadcast of any information or achievement which allows comparison between individual students or which will allow schools to be ranked in any publication or broadcast.

(5) The Basic Skills Tests are embedded in the primary curriculum and are reported in ways which direct teachers to appropriate teaching and learning activities for students.

(6) Many factors should be considered in evaluating school effectiveness. Basic Skills Test data alone is not a valid indicator. No simple conclusions can be drawn between individual student achievement data and school effectiveness.

(7) The Annual Report is not the mechanism for identifying ineffective teachers.

(8) In schools with small enrolments in a particular grade, special care must be taken with the use of data to ensure individual students are not identified.

(9) Teachers, principals and other departmental officers will ensure that information about student achievement is not misused.

(10) Reporting of student achievement in the Annual Report must include an appropriate balance of both qualitative and quantitative data and communicate clearly and directly the meaning of that data.
(11) Principals will work with parent organisations to ensure that the purposes and uses of student achievement data are meaningful and understood by the school community.

(12) Test results will not be used publicly to advertise or denigrate students, schools, teachers or principals.

(13) Test results are to be used in a way which takes account of social justice to ensure that unfair labelling and/or unfair comparison of particular groups of students or groups of schools does not occur.

(14) Applications to conduct research within the Department of Education and Training will be considered carefully on their merits, taking into consideration privacy matters and any implications for schools, teachers and students.

(15) It is recognised that further negotiations will take place arising from any significant changes such as the release of a revised policy on the Higher School Certificate.
PROTOCOLS FOR THE ANALYSIS AND REPORTING OF EXTERNAL TEST DATA

SECONDARY

(1) The reporting of School Certificate and Higher School Certificate data must respect the confidentiality of individual student results.

(2) Any use of School Certificate and Higher School Certificate data must take into account limitations imposed by the size of the group and the mobility of students.

(3) The Department of Education and Training rejects as educationally inappropriate and misleading the production or publication of “League Tables” of any type.

(4) Departmental employees at system and school level, will not publish or broadcast, or aid in the publication or broadcast of any information or achievement which allows comparison between individual students or which will allow schools to be ranked in any publication or broadcast.

(5) Many factors should be considered in evaluating school effectiveness. School Certificate and Higher School Certificate data alone is not a valid indicator. No simple conclusions can be drawn between individual student achievement data and school effectiveness.

(6) The Annual Report is not the mechanism for identifying ineffective teachers.

(7) Teachers, principals and other departmental officers will ensure that information about student achievement is not misused.

(8) Reporting of student achievement must include an appropriate balance of both qualitative and quantitative data and communicate clearly and directly the meaning of that data.

(9) Principals will work with parent organisations to ensure that the purposes and uses of student achievement data are meaningful and understood by the school community.

(10) In schools with small enrolments in a year or course, special care must be taken with the use of data to ensure individual students are not identified.

(11) Test results will not be used publicly to advertise or denigrate students, schools, teachers or principals.

(12) Test results are to be used in a way which takes account of social justice to ensure that unfair labelling and/or unfair comparison of particular groups of students or groups of schools does not occur.

(13) Applications to conduct research within the Department of Education and Training will be considered carefully on their merits, taking into consideration privacy matters and any implications for schools, teachers and students.

(14) Insert ELLA Undertaking.

(15) It is recognised that further negotiations will take place arising from any significant changes such as the release of a revised policy on the Higher School Certificate.
ADVICE TO SCHOOL SELF-EVALUATION COMMITTEES ON THE NATURE AND LANGUAGE OF REPORTS:

1. The analysis and reporting of student achievement data will be consistent with the protocols.

2. The reports must communicate the school’s achievements in a balanced, open and genuine way to the particular community of the school, where necessary, interpreting services should be arranged to facilitate discussion of the Annual Report in languages other than English.

3. Templates are provided to ensure a consistent format for the reports.

4. The parties note that a range of sample reports have been provided to illustrate ways of reporting, that are not prescriptive in either content or language, provided that the significant information about the areas of strength and areas for improvement is clearly communicated.

5. The school self-evaluation committee should have available all relevant data, provided that the privacy and confidentiality of individual students is preserved. The Committee with the assistance of the designated regional officer will analyse all data and determine the balance of quantitative and qualitative data to be reported.

6. In the preparation of annual school reports schools will consider, and use if appropriate to their circumstances, the four types of comments below:

   - statewide comparison comment
   - strengths in curriculum comment
   - internal school comparison comment
   - student growth comment

NB: State-wide tests (BST, ELLA and SNAP) are now replaced by National Assessment Program for Literacy and Numeracy (NAPLAN).