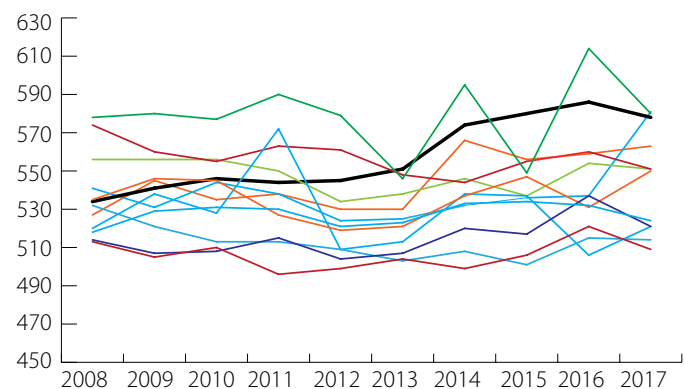


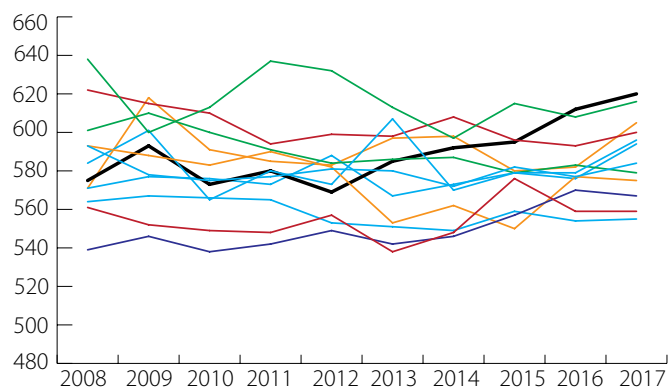
Measure your school's progress

Alexander Young, RFD, FACEL, MACE on measuring the performance of Victorian schools



— Government School ICSEA 919 — Government School ICSEA 920
 — Non government school ICSEA 944 — Government School ICSEA 945
 — Government School ICSEA 947 — Non-government school ICSEA 949
 — Government School ICSEA 954 — Non government school ICSEA 1013
 — Non government school ICSEA 1019 — Government school ICSEA 1028 (AM) — Non government school ICSEA 1029 — Non government school ICSEA 1031

Figure 1: A sample of Victorian Schools Year 7 NAPLAN Numeracy



— Government School ICSEA 919 — Government School ICSEA 920
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 — Non government school ICSEA 1019 — Government school ICSEA 1028 (AM) — Non government school ICSEA 1029 — Non government school ICSEA 1031

Figure 2: A sample of Victorian Schools Year 9 NAPLAN Numeracy

It is well understood that the dynamics of a school change with time. However, when asked this question many an educational leader will respond with something like; 'We are doing very well thank you.'

However, when we look at how a range of schools have been doing in NAPLAN, (the only independent source for comparison of schools), most appear to be flat lining (Figures 1 and 2).

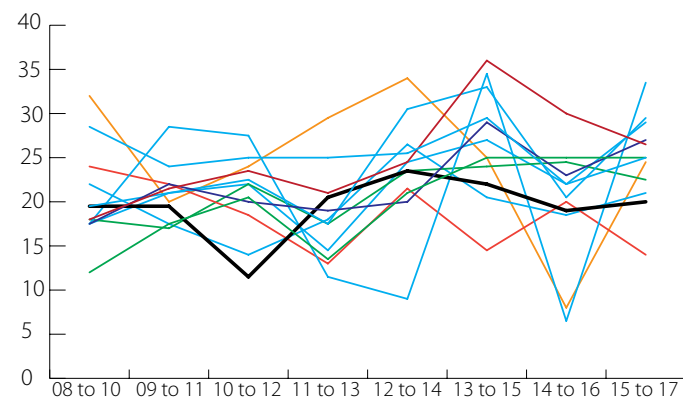
Do your teachers know their impact?

Prof John Hattie asserts the importance of teachers knowing the effect size of their teaching as it builds their "... sense of self efficacy, which is the belief in their ability to positively impact student learning."

"Over time, as teachers discuss the data and success with their peers, they develop collective teacher efficacy." The growth per year of students in their numeracy outcomes between Year 7 and 9 were calculated by subtracting the Year 7 result from the Year 9 result, in each school, and dividing this by 2. This was entered in a table and graphed, Figure 3. The average growth per year per school is also shown as are the results of the best growth in any one year.

When we look at the results in Figure 3 we see how the AutoMarque licensee (AM) initially lifted its student growth but when their team leader, who had ensured discussion and review of data, left, their performance slackened off. This is a prime example of the impact of an individual on team dynamics when the team leader is able to harness increased self-efficacy amongst her/his team through insightful use of data.

Team leaders, the evidence is clear, the more that teachers know about their teaching impact the better. Or to quote Prof John Hattie "Know thy impact"



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Figure 3: Victorian Schools NAPLAN Numeracy Average Student Growth from Year 7 to Year 9

As a profession we teachers need to be very aware of the importance of the evidence revealed through the regular use of pre-test post/test analysis as it enables increased student outcomes and a commensurate lift in teacher morale. Some might say the author is suggesting an increased work load. This is not the case if you use AutoMarque as the school photocopier does the teachers' marking, data input and analysis. Give it a try by visiting www.automarque.biz