



# School Excellence Framework

## Protocols for the use and reporting of data associated with the School Excellence Framework

The purpose of the School Excellence Framework is to support ongoing, system-wide, school improvement and system accountability. This document outlines principles and protocols for the use and reporting of student performance data associated with the School Excellence Framework. All reporting of student data should have regard for the values and principles contained in these protocols.

Information and data generated at the school level are outside the scope of this document.

1. The reporting of student performance measures associated with the School Excellence Framework must respect the confidentiality of individual student results.
2. School results must not be publicly revealed in a way that ranks or otherwise compares the results of particular schools, except as authorised by or under a relevant national agreement.
3. Any use of student performance data associated with the School Excellence Framework must take into account limitations imposed by the size of the group and mobility of students.
4. The Department of Education and Communities rejects as educationally inappropriate and misleading the production or publication of league tables of any type.
5. 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.
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 performance is not misused.
8. Reporting of student performance must include an appropriate balance of qualitative and quantitative data and communicate clearly and directly the meaning of that data.
9. The reporting of basic skills testing (NAPLAN), the Higher School Certificate and the results of annual or periodic assessments of academic performance of students contained in reports to parents on student achievement are governed by the Education Act 1990 (s 18A).
10. Principals will work with parent organisations to ensure that the purposes and uses of student performance data are meaningful and understood by the school community.
11. 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.
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 comparisons of particular groups of students or groups of schools does not occur.
14. Many factors should be considered in the evaluation of school effectiveness. No simple conclusions can be drawn between individual student achievement data and school effectiveness.