

Appendix B – Performance measures (Every student realising their potential)

From 2023, student achievement in NAPLAN is reported using proficiency levels which are set at a challenging but reasonable expectation of what students know and can do at the time of testing.

Further information on 2024–25 student achievement targets is available within the department's Service Delivery Statement, accessible at:

https://budget.qld.gov.au/files/Budget_2024-25_SDS_Department_of_Education.pdf.

Table 9: School Education proficiency level results

Performance area	2023–24 Actual
<p>Year 3 Test – Proportion of students achieving a proficiency level of Developing, Strong or Exceeding¹</p> <p>All students:</p> <ul style="list-style-type: none"> • Reading 83.3% • Writing 85.7% • Numeracy 83.2% <p>Aboriginal and Torres Strait Islander students:</p> <ul style="list-style-type: none"> • Reading 63.4% • Writing 67.1% • Numeracy 61.0% 	
<p>Year 5 Test – Proportion of students achieving a proficiency level of Developing, Strong or Exceeding¹</p> <p>All students:</p> <ul style="list-style-type: none"> • Reading 86.8% • Writing 81.7% • Numeracy 84.5% <p>Aboriginal and Torres Strait Islander students:</p> <ul style="list-style-type: none"> • Reading 67.1% • Writing 60.4% 	

<ul style="list-style-type: none"> Numeracy 	59.8%
<p>Year 7 Test – Proportion of students achieving a proficiency level of Developing, Strong or Exceeding¹</p> <p>All students:</p> <ul style="list-style-type: none"> Reading 82.7% Writing 80.6% Numeracy 82.9% <p>Aboriginal and Torres Strait Islander students:</p> <ul style="list-style-type: none"> Reading 62.5% Writing 60.4% Numeracy 61.1% 	
<p>Year 9 Test – Proportion of students achieving a proficiency level of Developing, Strong or Exceeding¹</p> <p>All students:</p> <ul style="list-style-type: none"> Reading 79.5% Writing 77.7% Numeracy 80.0% <p>Aboriginal and Torres Strait Islander students:</p> <ul style="list-style-type: none"> Reading 59.5% Writing 56.2% Numeracy 56.5% 	

Notes:

- From 2023, student achievement in NAPLAN is reported using proficiency levels which are set at a challenging but reasonable expectation of what students know and can do at the time of testing. The new proficiency levels establish a higher standard of expectation compared to the previous national minimum standard.

Summary of directions and orders

Type of direction or order	Directions or orders given to persons other than children/young people	Directions or orders given to children/young people who are not students of the school
State and non-state schools		
Prohibition from entering premises of all state educational institutions and non-state schools for up to one year—section 352	0	0
State schools		
Direction about conduct or movement for up to 30 days—section 337	127	8
Direction to leave and not re-enter for 24 hours—section 339	35	3
Prohibition from entering premises for up to 60 days—section 340	42	4
Prohibition from entering premises for more than 60 days but not more than one year—section 341	2	1
Review of direction—section 338:		
<ul style="list-style-type: none"> the number of review applications made 	1	0
<ul style="list-style-type: none"> the number of directions confirmed 	0	0
<ul style="list-style-type: none"> the number of directions varied or cancelled 	1	0
Prohibition from entering premises of all state education institutions for up to one year—section 353	0	0
Non-state schools		
Direction about conduct or movement—section 346	31	3
Direction to leave and not re-enter—section 348	44	30
Prohibition from entering premises for up to 60 days—section 349	31	6
Prohibition from entering premises for more than 60 days but not more than one year—section 350	7	1
Review of direction—section 347 or 349B:		
<ul style="list-style-type: none"> the number of review applications made 	3	0
<ul style="list-style-type: none"> the number of directions confirmed 	3	0
<ul style="list-style-type: none"> the number of directions varied or cancelled 	0	0

Source: Department of Education.

Note: Sections refer to the *Education (General Provisions) Act 2006*, Chapter 12, Parts 6–8.