

# **National Indigenous Reform Agreement: PI 15- Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3,5,7 and 9, 2011**

**Exported from METEOR (AIHW's Metadata Online Registry)**

© Australian Institute of Health and Welfare 2024

This product, excluding the AIHW logo, Commonwealth Coat of Arms and any material owned by a third party or protected by a trademark, has been released under a Creative Commons BY 4.0 (CC BY 4.0) licence. Excluded material owned by third parties may include, for example, design and layout, images obtained under licence from third parties and signatures. We have made all reasonable efforts to identify and label material owned by third parties.

You may distribute, remix and build on this website's material but must attribute the AIHW as the copyright holder, in line with our attribution policy. The full terms and conditions of this licence are available at <https://creativecommons.org/licenses/by/4.0/>.

Enquiries relating to copyright should be addressed to [info@aihw.gov.au](mailto:info@aihw.gov.au).

Enquiries or comments on the METEOR metadata or download should be directed to the METEOR team at [meteor@aihw.gov.au](mailto:meteor@aihw.gov.au).

# National Indigenous Reform Agreement: PI 15- Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3,5,7 and 9, 2011

## Identifying and definitional attributes

<b>Metadata item type:</b>	Indicator
<b>Indicator type:</b>	Indicator
<b>Short name:</b>	PI 15-Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3,5,7 and 9, 2011
<b>METEOR identifier:</b>	425777
<b>Registration status:</b>	<a href="#">Indigenous</a> , Superseded 01/07/2012
<b>Description:</b>	Proportion of students who achieved at or above the national minimum standard, by Indigenous status (for reading, writing and numeracy, in years 3, 5, 7 and 9).
<b>Rationale:</b>	Early educational experiences are important as they influence future academic performance. Students who do not attain the national reading, writing and numeracy benchmark standards are less likely to progress from Year 9 to Year 12 or equivalent attainment, to enter higher education and have lower employment prospects. Indigenous students have lower literacy and numeracy attainment than non-Indigenous students. This is a key indicator in measuring the closing the gap target of <i>halving the gap for Indigenous students in reading, writing and numeracy within a decade</i> .
<b>Indicator set:</b>	<a href="#">National Indigenous Reform Agreement (2011)</a> <a href="#">Indigenous</a> , Superseded 01/07/2012
<b>Outcome area:</b>	<a href="#">Indigenous students meet basic literacy and numeracy standards and overall levels of literacy and numeracy are improving</a> <a href="#">Indigenous</a> , Standard 21/07/2010

## Collection and usage attributes

<b>Computation description:</b>	Confidence intervals are to be calculated.  Presentation: Percentage of participation rate; below national minimum standard, at national minimum standard, above national minimum standard, and at or above national minimum standard.  There is no discrete numerator and denominator for this measure. See National Assessment Program - Literacy and Numeracy (NAPLAN) reports for more detail.  Participation rates are presented for: below national minimum standard, at national minimum standard, above national minimum standard, and at or above national minimum standard.						
<b>Computation:</b>	Proportions are calculated using an interpolation process. They are not simply the numerator ÷ denominator as the computation is more complex than this. See NAPLAN reports for more detail.						
<b>Numerator data elements:</b>	<table><tr><th>Data Element / Data Set</th></tr><tr><td><b>Data Element</b></td></tr><tr><td>National standard achievement status for numeracy</td></tr><tr><td><b>Data Source</b></td></tr><tr><td><a href="#">MCEETYA NAPLAN Report</a></td></tr><tr><td><b>Guide for use</b></td></tr></table>	Data Element / Data Set	<b>Data Element</b>	National standard achievement status for numeracy	<b>Data Source</b>	<a href="#">MCEETYA NAPLAN Report</a>	<b>Guide for use</b>
Data Element / Data Set							
<b>Data Element</b>							
National standard achievement status for numeracy							
<b>Data Source</b>							
<a href="#">MCEETYA NAPLAN Report</a>							
<b>Guide for use</b>							

Data source type: Administrative by-product data

**Data Element / Data Set**

**Data Element**

National standard achievement status for reading

**Data Source**

[MCEETYA NAPLAN Report](#)

**Guide for use**

Data source type: Administrative by-product data

**Data Element / Data Set**

**Data Element**

National standard achievement status for writing

**Data Source**

[MCEETYA NAPLAN Report](#)

**Guide for use**

Data source type: Administrative by-product data

**Data Element / Data Set**

**Data Element**

Participation in NAPLAN numeracy test

**Data Source**

[MCEETYA NAPLAN Report](#)

**Guide for use**

Data source type: Administrative by-product data

**Data Element / Data Set**

**Data Element**

Participation in NAPLAN reading test

**Data Source**

[MCEETYA NAPLAN Report](#)

**Guide for use**

Data source type: Administrative by-product data

**Data Element / Data Set**

**Data Element**

Participation in NAPLAN writing test

**Data Source**

[MCEETYA NAPLAN Report](#)

**Guide for use**

Data source type: Administrative by-product data

#### Data Element / Data Set

##### Data Element

School year level

##### Data Source

[MCEETYA NAPLAN Report](#)

##### Guide for use

Data source type: Administrative by-product data

#### Disaggregation:

For each year level (3, 5, 7 and 9— reported individually) by learning domain (reading, writing and numeracy— reported individually):

National and state/territory by:

- Indigenous status
- Geo-location and Indigenous status

#### Disaggregation data elements:

#### Data Element / Data Set

##### Data Element

MCEECDYA geographical location classification

##### Data Source

[MCEETYA NAPLAN Report](#)

##### Guide for use

Data source type: Administrative by-product data

#### Data Element / Data Set

[Person—Indigenous status, code N](#)

##### Data Source

[MCEETYA NAPLAN Report](#)

##### Guide for use

Data source type: Administrative by-product data

#### Comments:

Most recent data available for 2011 CRC report is 2009.

Geo-location is determined based on the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) geographical location classification.

Disaggregation by geo-location was reported for Indigenous students and all students in the 2010 baseline CRC report. Equivalent disaggregations for non-Indigenous students were reported for the 2011 report.

Absent and withdrawn students will be reported separately in future reporting.

Baseline year for this indicator is 2008; target year is 2018.

## Representational attributes

**Representation class:** Percentage

**Data type:** Real

**Unit of measure:** Person

Format: NN[N].N

## Indicator conceptual framework

Framework and dimensions: [Socioeconomic Factors](#)

## Data source attributes

Data sources:

### Data Source

[MCEETYA NAPLAN Report](#)

### Frequency

Annual

### Data custodian

Ministerial Council on Education, Employment, Training and Youth Affairs

## Accountability attributes

Reporting requirements: National Indigenous Reform Agreement.

Organisation responsible for providing data: Australian Curriculum, Assessment and Reporting Authority (ACARA).

Further data development / collection required: Specification: Long-term.

## Relational attributes

Related metadata references: Supersedes [National Indigenous Reform Agreement: P15-Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3,5,7 and 9, 2010](#)  
[Community Services \(retired\)](#), Superseded 04/04/2011  
Has been superseded by [National Indigenous Reform Agreement: PI 15-Percentage of students at or above the national minimum standard in reading, writing and numeracy for Years 3,5,7 and 9, 2012](#)  
[Indigenous](#), Superseded 13/06/2013