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 QS

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.

Enquiries or comments on the METEOR metadata or download should be directed to the METEOR team at meteor@aihw.gov.au.

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 QS

Identifying and definitional attributes

Metadata item type: Data Quality Statement

METEOR identifier: 396279

Registration status: Community Services (retired), Superseded 04/04/2011

Data quality

Institutional environment: Test administration authorities for the states and territories collect data and their data management teams provide data for analysis. As project manager on behalf of Australian Education Systems Officials Committee (AESOC) for National Assessment Program - Literacy and Numeracy (NAPLAN) 2008 and 2009, Curriculum Corporation (CC) supplies data to the central analysis (national data) contractor (ACER). ACER undertakes analysis of national data and is advised through a process of consultation with the AESOC-appointed Expert Advisory Group (EAG). The process is endorsed by the EAG. All analysis is undertaken with a parallel independent process as a quality assurance measure. Test administration authorities for the states and territories audit the content of the final report.

CC is a company limited by guarantee of which the members are the Commonwealth, State and Territory Ministers of Education. The Board comprises appointees of each the Ministers, a nominee of the National Catholic Education Commission, a nominee the National Council of Independent Schools' Association, two representatives of MCEETYA (the Ministerial Council on Education, Employment, Training and Youth Affairs), one representative of teachers and one representative of parents.

CC's authority to collect the data is found by reference to:

- the funding agreements between the Commonwealth of Australia through the Department of Education, Employment and Workplace Relations and CC for CC to manage NAPLAN until the end of 2009 (and pursuant to that program, to collect the data) and

- the consent of the Commonwealth, State and Territory Governments and the Catholic and independent schools sector through the AESOC (Australian Education Standing Officials Committee) Steering Group (NAPLAN) for CC to manage NAPLAN and pursuant to that program to collect the data. Each of above-mentioned parties are represented on the AESOC Steering Group.

Timeliness: The NAPLAN tests are conducted every year in early May. The 2008 test dates were 13th, 14th and 15th May. The Summary National Report was released in September 2008. *The National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2008* was released by Education Ministers on 19 December 2008.

Accessibility: *The National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2008*, released by Education Ministers on 19 December 2008, is publicly available on the MCEETYA website. The NAPLAN website makes explicit reference to this document and provides a link with the website.

Raw data collected by jurisdictions is held as work-in-progress by the Contractor for the purposes of conducting the analysis and generating the National Report. Its purpose is to inform national reporting and is not available for other purposes.

Interpretability:

Commentary and notes are provided in the National Report to assist with the interpretation of the statistical data.

The 2009 Data Standards Manual (MCEEDYA) provides information to assist schools and school systems to collect student background information from parents as agreed by Education Ministers.

Relevance:

The aim of NAPLAN is to test all schools and all students in Australia in Years 3, 5, 7 and 9. Under the National Education Agreement, all schools are required to participate in NAPLAN testing.

Students are classified in three ways: assessed, exempt, absent/withdrawn. Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn. Exempt students are defined as follows: Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

Exempt students are not assessed and are deemed not to have met the national minimum standard.

Data on assessed students is collected from test booklets. Data on exempt and absent/withdrawn students is collected from schools.

Accuracy:

Student achievements for literacy and numeracy are reported on five national achievement scales. The scales consist of 10 bands to cover the full range of student achievement across Year 3 to Year 9. School participation data is not collected. The National Report includes only student participation rate.

Participation rates for Indigenous students are reported for each of the five domains, each year level and each state and territory. Participation rates differ across each of these categories. Participation rates for non-Indigenous are not published as a separate category but could be calculated using the student participation for all students and student participation for Indigenous students.

Achievement rates as reported by band levels are provided for both Indigenous and non-Indigenous students by domain, year level and state and territory.

95 per cent confidence intervals are reported for the average (mean) scale scores, percentage of students in each band and percentage of students at or above the national minimum standard.

In the majority of tables, percentages are expressed to one decimal place. In a small number of cases, percentages are rounded to the nearest whole number.

The percentages of students represented in all tables are rounded and may not sum to 100.

The results for the National Report are calculated based on five sets of plausible values drawn based on students' responses and conditioning on background variables.

No weightings were applied.

Missing data for parental education and parental occupation

Due to the high 'not stated' rate of parental education and occupation in some school sectors in States and Territories, this information is reported at the national level only.

Proportion of all students with parental education 'not stated': Year 3, 45 per cent; Year 5, 47 per cent; Year 7, 40 per cent; Year 9, 44 per cent.

Proportion of all students with parental occupation 'not stated': Year 3, 47 per cent; Year 5, 49 per cent; Year 7, 42 per cent; Year 9, 46 per cent.

Parental occupation/parental education may not have been stated on enrolment forms or may have been labelled optional.

Non-response for ATSI status

The non-response for Aboriginal and Torres Strait Islander (ATSI) status is approximately 3 per cent nationally.This data is captured from student test book covers. 3 per cent of students did not state their ATSI status on the test bookcover.

Coherence:

The same tests are used for all schools and all students.

Average age and years of schooling for all students are reported as at the time of testing. These differ between states and territories. Data for Indigenous status is collected from student test book covers. Data for SES (parent occupation/parent education) is collected by schools on student enrolment.

Data is reported for Indigenous students for each domain, year level, and state and territory. Further data is provided by geolocation.

Relational attributes

Indicators linked to this Data Quality statement:

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