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

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: 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

|  |
| --- |
| Identifying and definitional attributes |
| Metadata item type: | Indicator |
| Indicator type: | Indicator |
| Short name: | 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 |
| METEOR identifier: | 438652 |
| Registration status: | [Indigenous](https://meteor.aihw.gov.au/RegistrationAuthority/6), Superseded 13/06/2013 |
| Description: | 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). |
| Rationale: | 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 *halving the gap for Indigenous students in reading, writing and numeracy within a decade*. |
| Indicator set: | [National Indigenous Reform Agreement (2012)](https://meteor.aihw.gov.au/content/438475)       [Indigenous](https://meteor.aihw.gov.au/RegistrationAuthority/6), Superseded 13/06/2013 |
| Outcome area: | [Indigenous students meet basic literacy and numeracy standards and overall levels of literacy and numeracy are improving](https://meteor.aihw.gov.au/content/396169)       [Indigenous](https://meteor.aihw.gov.au/RegistrationAuthority/6), Standard 21/07/2010 |
| Data quality statement: | [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 QS](https://meteor.aihw.gov.au/content/480572)       [Indigenous](https://meteor.aihw.gov.au/RegistrationAuthority/6), Superseded 22/10/2013 |

|  |
| --- |
| Collection and usage attributes |
| Computation description: | There is no discrete numerator and denominator for this measure. See National Assessment Program - Literacy and Numeracy (NAPLAN) reports for more detail.NAPLAN reports the percentage of students who achieved at or above the national minimum standard. The complex process by which student scores are arrived at and distributed across the national achievement bands (using the Rasch model, a recognised analysis model for educational measurement) are agreed by states, territories and the Commonwealth and endorsed by the then NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible (with the data currently provided) to give a simple computation of the precise number of students at or above the national minimum standard, which is best reported in the bands designed for that purpose. |
| Computation: | 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. |
| Numerator data elements: | **Data Element / Data Set****Data Element**National standard achievement status for numeracy**Data Source**[NAPLAN Report](https://meteor.aihw.gov.au/content/458253)**Guide for use**Data source type: Administrative by-product data**Data Element / Data Set****Data Element**National standard achievement status for reading**Data Source**[NAPLAN Report](https://meteor.aihw.gov.au/content/458253)**Guide for use**Data source type: Administrative by-product data**Data Element / Data Set****Data Element**National standard achievement status for writing**Data Source**[NAPLAN Report](https://meteor.aihw.gov.au/content/458253)**Guide for use**Data source type: Administrative by-product data**Data Element / Data Set****Data Element**Participation in NAPLAN numeracy test**Data Source**[NAPLAN Report](https://meteor.aihw.gov.au/content/458253)**Guide for use**Data source type: Administrative by-product data**Data Element / Data Set****Data Element**Participation in NAPLAN reading test**Data Source**[NAPLAN Report](https://meteor.aihw.gov.au/content/458253)**Guide for use**Data source type: Administrative by-product data**Data Element / Data Set****Data Element**Participation in NAPLAN writing test**Data Source**[NAPLAN Report](https://meteor.aihw.gov.au/content/458253)**Guide for use**Data source type: Administrative by-product data**Data Element / Data Set****Data Element**School year level**Data Source**[NAPLAN Report](https://meteor.aihw.gov.au/content/458253)**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, by geo-location. |
| Disaggregation data elements: | **Data Element / Data Set****Data Element**MCEECDYA geographical location classification**Data Source**[NAPLAN Report](https://meteor.aihw.gov.au/content/458253)**Guide for use**Data source type: Administrative by-product data**Data Element / Data Set**[Person—Indigenous status, code N](https://meteor.aihw.gov.au/content/291036)**Data Source**[NAPLAN Report](https://meteor.aihw.gov.au/content/458253)**Guide for use**Data source type: Administrative by-product data |
| Comments: | Most recent data available for 2012 COAG Reform Council (CRC) report is 2010.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 2008-09 baseline CRC report. Disaggregations for non-Indigenous students were reported for 2008 and 2009 in the 2009-10 CRC report (with additional material provided in the CRC’s addendum to the NIRA report).Baseline year for NIRA target (Halve the gap in reading, writing and numeracy within a decade) is 2008; baseline year for this indicator is 2008; target year is 2018.The CRC no longer requires the Steering Committee to collate confidence intervals for NAPLAN data. The CRC will separately request significance testing directly from the data provider for its reports. |
| Representational attributes |
| Representation class: | Percentage |
| Data type: | Real |
| Unit of measure: | Person |
| Format: | NN[N].N |
| Indicator conceptual framework |
| Framework and dimensions: | [Socioeconomic Factors](https://meteor.aihw.gov.au/content/410674)  |
| Data source attributes |
| Data sources: | **Data Source**[NAPLAN Report](https://meteor.aihw.gov.au/content/458253)**Frequency**Annual |
| 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. |
| Source and reference attributes |
| Steward: | [National Indigenous Reform Agreement Performance Information Management Group](https://meteor.aihw.gov.au/content/410271) |
| Relational attributes  |
| Related metadata references: | Supersedes [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](https://meteor.aihw.gov.au/content/425777)       [Indigenous](https://meteor.aihw.gov.au/RegistrationAuthority/6), Superseded 01/07/2012Has been superseded by [National Indigenous Reform Agreement: PI 11-Percentage of students at or above the national minimum standard in reading, writing and numeracy for Years 3, 5, 7 and 9, 2013](https://meteor.aihw.gov.au/content/484338)       [Indigenous](https://meteor.aihw.gov.au/RegistrationAuthority/6), Superseded 13/12/2013 |