# 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

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# 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

## Identifying and definitional attributes

| | |
|---|---|
| **Metadata item type:** | Indicator |
| **Indicator type:** | Indicator |
| **Short name:** | 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 |
| **METEOR identifier:** | 484338 |
| **Registration status:** | Indigenous, Superseded 13/12/2013 |
| **Description:** | There are two measures for this indicator:<br><br>a): 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).<br><br>b) (PI 11 sub-measure 1): Proportion of students in Years 3, 5, 7 and 9 who participated in national testing, by Indigenous status. |
| **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 (2013)<br>Indigenous, Superseded 13/12/2013 |
| **Outcome area:** | Indigenous students meet basic literacy and numeracy standards and overall levels of literacy and numeracy are improving<br>Indigenous, Standard 21/07/2010 |
| **Data quality statement:** | 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 QS<br>Indigenous, Superseded 25/06/2014 |

## Collection and usage attributes

**Computation description:** a): 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.

b) (PI 11 submeasure 1):

Presentation: Per 100 (Percentage).

Proportion of exempt, absent and withdrawn students are to be reported as separate categories for non-participation.

**Computation:** a): 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) (PI 11 submeasure 1): 100 x (Numerator ÷ Denominator).

**Numerator:** b) (PI 11 submeasure 1): Number of students (assessed and exempt) in Years 3, 5, 7 and 9 who participated in NAPLAN reading, writing and numeracy tests.

**Numerator data elements:**

**Data Element / Data Set**

**Data Element**

National standard achievement status for numeracy

**Data Source**

NAPLAN Report

**Guide for use**

Data source type: Administrative by-product data

**Data Element / Data Set**

**Data Element**

School year level.

**Data Source**

NAPLAN Report

**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

**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

**Guide for use**

Data source type: Administrative by-product data

**Data Element / Data Set**

**Data Element**

Number of exempt students.

**Data Source**

NAPLAN Report

**Guide for use**

Data source type: Administrative by-product data

**Data Element / Data Set**

**Data Element**

Number of students assessed.

**Data Source**

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**

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**

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**

NAPLAN Report

**Guide for use**

Data source type: Administrative by-product data

**Data Element / Data Set**

**Data Element**

School year level

**Data Source**

NAPLAN Report

**Guide for use**

Data source type: Administrative by-product data

**Denominator:**

For b) (PI 11 submeasure 1) only:

Total number of students in Years 3, 5, 7 and 9 (including absent and withdrawn).

**Denominator data elements:**

**Data Element / Data Set**

**Data Element**

School year level

**Data Source**

NAPLAN Report

**Guide for use**

Data source type: Administrative by-product data

**Disaggregation:**

a) and b): For each Year level (Years 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.

b) (PI 11 submeasure 1):

Data also reported on the proportion of students exempt, absent and withdrawn, by Indigenous status, by State and Territory.

**Disaggregation data elements:**

**Data Element / Data Set**

**Data Element**

MCEECDYA geographical location classification

**Data Source**

NAPLAN Report

**Guide for use**

Data source type: Administrative by-product data

**Data Element / Data Set**

Person—Indigenous status, code N

**Data Source**

NAPLAN Report

**Guide for use**

Data source type: Administrative by-product data

**Comments:**

Most recent data available for 2013 COAG Reform Council (CRC) report is 2012.

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

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.

a): 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, 2009 and 2010 in the 2009-10 and 2010-11 CRC reports (with additional material provided in the CRC's addendum to the NIRA report).

b) (PI submeasure 1):

For the baseline report (2008-09), participation rates were not available by geo-location for Indigenous and non-Indigenous students – only for Indigenous and all students. For the 2009-10 report (released in 2011) onwards, data are available which allows reporting of participation for Indigenous and non-Indigenous students by geo-location.

Participation rates disaggregated by state/territory were reported for Indigenous students and all students in the (2008-09) baseline CRC report. Rates for non-Indigenous students are reported in the 2009-10 report onwards.

Exempt, absent and withdrawn students will be reported separately in the 2010-11 report onwards.

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.

## 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**

NAPLAN Report

**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

# 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, 2012
Indigenous, Superseded 13/06/2013

Supersedes National Indigenous Reform Agreement: PI 16-Rates of participation in NAPLAN reading, writing and numeracy tests - Years 3,5,7 and 9, 2012
Indigenous, Superseded 13/06/2013

Has 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, 2014
Indigenous, Superseded 24/11/2014