

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

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 11- Percentage of students at or above the national minimum standard in reading, writing and numeracy for Years 3, 5, 7 and 9, 2014

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, 2014
METEOR identifier:	525827
Registration status:	Indigenous , Superseded 24/11/2014
Description:	<p>There are two measures for this indicator:</p> <p>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).</p> <p>b) (PI 11 sub-measure 1): Proportion of students in Years 3, 5, 7 and 9 who participated in national testing, by Indigenous status.</p>
Rationale:	<p>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.</p>
Indicator set:	National Indigenous Reform Agreement (2014) Indigenous , Superseded 24/11/2014
Outcome area:	Indigenous students meet basic literacy and numeracy standards and overall levels of literacy and numeracy are improving 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, 2014 QS Indigenous , Superseded 17/02/2016

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): $100 \times (\text{Numerator} \div \text{Denominator})$.

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

National standard achievement status for numeracy

Data Source

[NAPLAN Report](#)

Guide for use

Data source type: Administrative by-product data

Data Element / Data Set

National standard achievement status for reading

Data Source

[NAPLAN Report](#)

Guide for use

Data source type: Administrative by-product data

Data Element / Data Set

National standard achievement status for writing

Data Source

[NAPLAN Report](#)

Guide for use

Data source type: Administrative by-product data

Data Element / Data Set

Number of exempt students.

Data Source

[NAPLAN Report](#)

Guide for use

Data source type: Administrative by-product data

Data Element / Data Set

Number of students assessed.

Data Source

[NAPLAN Report](#)

Guide for use

Data source type: Administrative by-product data

Data Element / Data Set

Participation in NAPLAN numeracy test

Data Source

[NAPLAN Report](#)

Guide for use

Data source type: Administrative by-product data

Data Element / Data Set

Participation in NAPLAN reading test

Data Source

[NAPLAN Report](#)

Guide for use

Data source type: Administrative by-product data

Data Element / Data Set

Participation in NAPLAN writing test

Data Source

[NAPLAN Report](#)

Guide for use

Data source type: Administrative by-product data

Data Element / Data Set

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
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
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 2014 COAG Reform Council (CRC) report is 2013.

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 11-Percentage of students at or above the national minimum standard in reading, writing and numeracy for Years 3, 5, 7 and 9, 2013](#)

[Indigenous](#), Superseded 13/12/2013

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, 2015](#)

[Indigenous](#), Superseded 18/11/2015