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, 2017

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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, 2017

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, 2017
METEOR identifier:	645403
Registration status:	Indigenous, Superseded 06/06/2017
Description:	There are two measures for this indicator: a) Proportion of students in Years 3, 5, 7 and 9 who achieved at or above the national minimum standard for reading, writing and numeracy, by Indigenous status. b) (PI 11 submeasure 1) Proportion of students in Years 3, 5, 7 and 9 who participated (includes all assessed and exempt students) 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Indicator set:	National Indigenous Reform Agreement (2017) Indigenous, Superseded 06/06/2017
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minimum standard in reading, writing and numeracy for Years 3, 5, 7 and 9, 2015-16; Quality Statement Indigenous, Superseded 07/02/2018

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 across five areas: reading, numeracy, persuasive writing, spelling, and grammar and punctuation. 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.

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

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/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

Data Element

Person—Indigenous status

Data Source

NAPLAN Report

Guide for use

Data source type: Administrative by-product data

Comments: Most recent data available for 2017 report is 2016.

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

Under new reporting arrangements yet to be determined, the body assessing progress over time may 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 COAG Reform Council (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 11 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 are reported separately in the 2010–11 report onwards.

Baseline year for NIRA target (Halve the gap for Indigenous students 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

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

Source and reference attributes

Steward: National Indigenous Reform Agreement Performance Information Management Group

Reference documents: ACARA (Australian Curriculum, Assessment and Reporting Authority) 2015. NAPLAN national reports. Sydney: ACARA. Viewed 12 October 2015, http://www.nap.edu.au/results-and-reports/national-reports.html.

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, 2016
Indigenous, Superseded 01/07/2016

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, 2018
Indigenous, Superseded 31/07/2018