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, 2019

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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, 2019

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, 2019
METEOR identifier:	699462
Registration status:	Indigenous, Superseded 23/08/2019
Description:	There are two measures for this indicator, both to be reported by Indigenous status: (a) The proportion of students in Years 3, 5, 7 and 9 who achieved at or above the national minimum standard for reading, writing and numeracy. (b) The 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 'Halve the gap for Indigenous students in reading, writing and numeracy within a decade (by 2018)'.
Indicator set:	National Indigenous Reform Agreement (2019) Indigenous, Superseded 23/08/2019
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, 2019; Quality Statement Indigenous, Standard 07/02/2019

Collection and usage attributes

Computation description: Measure (a):

There is no discrete numerator and denominator for this measure. See National Assessment Program—Literacy and Numeracy (NAPLAN) reports (ACARA 2016) 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 Australian Government 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.

Measure (b):

Presentation: per 100 (percentage).

Proportion of exempt, absent and withdrawn students are to be reported as separate categories.

Computation: Measure (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 (ACARA 2016) for more detail.

Measure (b):

100 x (Numerator ÷ Denominator).

Numerator: Measure (b):

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:

Measure (b) 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:

Measure (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.

Measure (b):

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 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 the 2019 National Indigenous Reform Agreement (NIRA) Report is 2018.

For pre-2016 data, geo-location was determined based on the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) geographical location classification. For 2016 data and later, geo-location is determined based on the Australian Bureau of Statistics Australian Statistical Geography Standard (ASGS) and reported for the 5 remoteness categories, resulting in a break in time-series

Participation rates disaggregated by state/territory were reported for Indigenous students and all students in the (2008–09) baseline Council of Australian Governments (COAG) Reform Council 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 the COAG 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.

The term ‘Aboriginal and Torres Strait Islander people’ is preferred when referring to the separate Indigenous peoples of Australia. However, the term ‘Indigenous’ is used interchangeably with ‘Aboriginal and Torres Strait Islander’ in this indicator to assist readability.

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

Source and reference attributes

Submitting organisation: Australian Institute of Health and Welfare

Steward: National Indigenous Reform Agreement Performance Information Management Group

Reference documents: ACARA (Australian Curriculum, Assessment and Reporting Authority) 2017. National Assessment Program, National Report for 2017. Sydney: ACARA. Viewed 26 July 2018, http://www.nap.edu.au/results-and-reports/national-reports.

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, 2018
Indigenous, Superseded 31/07/2018

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, 2020
Indigenous, Standard 23/08/2019