

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

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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Registration status:	Indigenous , Superseded 13/06/2013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 <i>halving the gap for Indigenous students in reading, writing and numeracy within a decade</i> .
Indicator set:	National Indigenous Reform Agreement (2012) Indigenous , Superseded 13/06/2013
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 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at or above the national minimum standard in reading, writing and numeracy for Years 3,5,7 and 9, 2012 QS Indigenous , Superseded 22/10/2013

Collection and usage attributes

Computation description:	<p>There is no discrete numerator and denominator for this measure. See National Assessment Program - Literacy and Numeracy (NAPLAN) reports for more detail.</p> <p>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.</p>			
Computation:	<p>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.</p>			
Numerator data elements:	<table><tr><th>Data Element / Data Set</th></tr><tr><td>National standard achievement status for numeracy</td></tr><tr><th>Data Source</th></tr></table>	Data Element / Data Set	National standard achievement status for numeracy	Data Source
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

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

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Guide for use

Data source type: Administrative by-product data

Data Element / Data Set

Participation in NAPLAN writing test

Data Source

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Data source type: Administrative by-product data

Data Element / Data Set

School year level

Data Source

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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**

MCEECDYA geographical location classification

Data Source

[NAPLAN Report](#)

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Data source type: Administrative by-product data

Data Element / Data Set

[Person—Indigenous status, code N](#)

Data Source

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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](#)

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, 2011](#)
[Indigenous](#), Superseded 01/07/2012

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[Indigenous](#), Superseded 13/12/2013