National Indigenous Reform Agreement: PI 13-Attendance rates Year 1 to Year 10, 2019

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National Indigenous Reform Agreement: PI 13-Attendance rates Year 1 to Year 10, 2019

Identifying and definitional attributes

Metadata item type:	Indicator
Indicator type:	Indicator
Short name:	PI 13-Attendance rates Year 1 to Year 10, 2019
METEOR identifier:	699469
Registration status:	Indigenous, Superseded 23/08/2019
Description:	There are three measures for this indicator:
	Main measure (a) Overall attendance rates for students in Year 1 to Year 10, by Indigenous status.
	Supplementary measure (b) Proportion of students in Year 1 to Year 10 who attend school 90% or more of the time, by Indigenous status.
	Supplementary measure (c) Number and proportion of schools achieving 90% or greater average school attendance for both Indigenous and non-Indigenous students.
Rationale:	Improvements in attendance rates can lead to improvement in Year 12 attainments.
Indicator set:	National Indigenous Reform Agreement (2019) Indigenous, Superseded 23/08/2019
Outcome area:	Schooling promotes social inclusion and reduces the educational disadvantage of children, especially Indigenous children Indigenous, Standard 01/07/2016
Data quality statement:	National Indigenous Reform Agreement: PI 13-Attendance rates Year 1 to Year 10, 2019; Quality Statement Indigenous, Standard 07/02/2019

Collection and usage attributes

Computation description:	Presentation:
	Measure (a) as a per cent of possible days of attendance
	Measure (b) as a proportion of students
	Measure (c) as a number and proportion of schools
Computation:	Measure (a):
	100 x (Numerator ÷ Denominator)
	Measure (b):
	Numerator ÷ Denominator
	Measure (c):
	Numerator ÷ Denominator

Numerator:

Measure (a):

Aggregate number of actual days in attendance in the collection period, for children in Years 1–10 by Indigenous status (children enrolled full time only) (Section 6.7; ACARA 2015).

Measure (b):

Sum of possible school days for students attending more than or equal to 90% of possible days in the collection period, for children in Years 1–10 by Indigenous status (children enrolled full time only) (Section 6.7; ACARA 2015).

Measure (c):

Indigenous: Aggregate number of schools for which the average attendance rate for Indigenous students in Years 1–10 is 90% or more.

Non-Indigenous: Aggregate number of schools for which the average attendance rate for non-Indigenous students in Years 1–10 is 90% or more.

Numerator data elements:

┌─ **Data Element / Data Set** ─────────────────────────

Actual days of school attendance.

Data Source

National Student Attendance Collection

Guide for use

Data source type: Administrative by-product.

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┌─ **Data Element / Data Set** ─────────────────────────

Number of schools whose non-Indigenous students in Years 1–10 attended on average 90% or more of the time.

Data Source

National Student Attendance Collection

Guide for use

Data source type: Administrative by-product.

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┌─ **Data Element / Data Set** ─────────────────────────

Number of schools whose Indigenous students in Years 1–10 attended on average 90% or more of the time.

Data Source

National Student Attendance Collection

Guide for use

Data source type: Administrative by-product.

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┌─ **Data Element / Data Set** ─────────────────────────

Number of students who attend 90% or more of actual days of school.

Data Source

National Student Attendance Collection

Guide for use

Data source type: Administrative by-product.

Data Element / Data Set

School attendance status.

Data Source

National Student Attendance Collection

Guide for use

Data source type: Administrative by-product.

Denominator:

Measure (a):

Aggregate number of possible days for attendance in the collection period, for children in Years 1–10 by Indigenous status (children enrolled full time only) (Section 6.3; ACARA 2015).

Measure (b):

Sum of possible school days (the days each student is expected to attend) for all students in the collection period, for children in Years 1–10 by Indigenous status (children enrolled full time only) (Section 6.3; ACARA 2015).

Measure (c):

Indigenous: Aggregate number of schools reporting Indigenous student attendance rates for Years 1–10.

Non-Indigenous: Aggregate number of schools reporting non-Indigenous student attendance rates for Years 1–10.

Denominator data elements:

Data Element / Data Set

Number of schools reporting Indigenous student attendance rates for Years 1-10.

Data Source

National Student Attendance Collection

Guide for use

Data source type: Administrative by-product.

Data Element / Data Set

Number of schools reporting non-Indigenous student attendance rates for Years 1-10.

Data Source

National Student Attendance Collection

Guide for use

Data source type: Administrative by-product.

Data Element / Data Set

Number of students possible for attendance in the collection period.

Data Source

National Student Attendance Collection

Guide for use

Data source type: Administrative by-product.

Data Element / Data Set

Possible days of school attendance.

Data Source

National Student Attendance Collection

Guide for use

Data source type: Administrative by-product.

Data Element / Data Set

School attendance status.

Data Source

National Student Attendance Collection

Guide for use

Data source type: Administrative by-product.

Disaggregation: Measure (a):

National and state/territory, by Indigenous status, by:

- Combined for year levels and school sectors, by remoteness
- Year level (1–10 individually), by school sector (government, Catholic, independent)

Measure (b):

National and state/territory, by Indigenous status, by

- Combined year levels for government sector, by remoteness
- Combined year levels for non-government sector, by remoteness

Measure (c):

National and state/territory, by Indigenous status, by

- Combined year levels and sectors (government and non-government), by remoteness.

Disaggregation data elements:

> **Data Element / Data Set**
>
> Person—area of usual residence
>
> **Data Source**
>
> [National Student Attendance Collection](#)
>
> **Guide for use**
>
> Data source type: Administrative by-product.

> **Data Element / Data Set**
>
> Person—Indigenous status
>
> **Data Source**
>
> [National Student Attendance Collection](#)
>
> **Guide for use**
>
> Data source type: Administrative by-product.

> **Data Element / Data Set**
>
> School sector.
>
> **Data Source**
>
> [National Student Attendance Collection](#)
>
> **Guide for use**
>
> Data source type: Administrative by-product.

> **Data Element / Data Set**
>
> School year level.
>
> **Data Source**
>
> [National Student Attendance Collection](#)
>
> **Guide for use**
>
> Data source type: Administrative by-product.

Comments:

Most recent data available for the 2019 National Indigenous Reform Agreement (NIRA) Report (2017–18 reporting cycle) are for 2018. Data are available from 2014 onwards for measure (a) and from 2015 onwards for measures (b) and (c).

Data availability:

Measure (a) 2018 (Semester 1).

Measures (b) and (c) 2018 (Semester 1).

Data are also collected for Term 3, but not reported in the National Indigenous Reform Agreement (NIRA) performance report.

Baseline year for the Council of Australian Governments' (COAG) NIRA target

(Close the gap between Indigenous and non-Indigenous school attendance within 5 years) is 2014 (Semester 1); target year is 2018 (Semester 1 2019).

In May 2014, the COAG agreed to a new target to close the gap between Indigenous and non-Indigenous school attendance within 5 years (by the end of 2018). COAG also agreed that the main measure to monitor the target would be the overall attendance rates for Year 1 to Year 10 by Indigenous status and remoteness.

Prior to 2014, no national school attendance rates were published for Indigenous and non-Indigenous students, nor were overall rates published for each jurisdiction. Data were published for each year level (1 to 10) for each jurisdiction for the three sectors (government, Catholic and independent). For practical reasons it was decided that the gap at the overall national level and gap for each of the 8 jurisdictions should be monitored. Under this approach, an overall attendance rate for Years 1 to 10 students needs to be calculated. This approach is consistent with arrangements for the other targets.

It was not previously possible to calculate a national average attendance rate (Measure (a)) as measurement varied by jurisdiction and across sectors; however, now all sectors and jurisdictions have adopted the National Standards for Student Attendance Data Reporting with New South Wales government schools adopting the standards in 2018.

Additional reporting by remoteness areas (within state and territory jurisdiction, and at national level using the education standard categories) provides a useful context for monitoring where gains are being made. Data are reported by remoteness using the Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEEDYA) geo-location classification for 2014 and 2015 data, and the Australian Bureau of Statistics Australian Statistical Geography Standard for 2016 data onwards.

While measuring progress against this target using data across Years 1 to 10, it will be important that the existing data by year level continue to be published (that is data for each year level) to allow for an understanding of how attendance at each year level is contributing to progress against the target.

For Measure (b), data for government schools are comparable with data for non-government schools from 2016 onwards.

Counting 'schools':

Measure (c) refers to number and proportion of 'schools'. Student attendance data are collected at both a campus and/or school level. For NIRA reporting of the total number of schools, it has been agreed to count only head campuses and single campus schools.

Exclusion of certain schools:

Schools where student attendance rates have not been provided by the jurisdictions or Australian Government Department of Education and Training (on behalf of the Catholic and independent sectors), or where rates have been suppressed due to small numbers (that is, based on less than 6 students) are excluded from both the numerator and denominator in the calculation of the percentage of measure (c). These schools cannot be counted in the numerator as no statement can be made as to whether their attendance rate is under or over 90%.

Similarly, if either of the Indigenous and non-Indigenous attendance rates is based on less than 6 students, then neither rate is collected. The result is that around 30% of schools will not have either rate. As with the total student attendance rate, schools not reporting the Indigenous and non-Indigenous attendance rates will be excluded from both the numerator and denominator for the proportion of schools above 90% attendance rates.

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:	Rate
Data type:	Real
Unit of measure:	Time (e.g. days, hours)
Format:	NN[N]

Indicator conceptual framework

Framework and dimensions:	Socioeconomic Factors

Data source attributes

Data sources:

---Data Source---

National Student Attendance Collection

Frequency

Annual

Data custodian

COAG Education Council

Accountability attributes

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) 2015. National standards for student attendance data reporting 2015. 2nd edn. Sydney: ACARA. Viewed 22 June 2017, https://acaraweb.blob.core.windows.net/acaraweb/docs/default-source/assessment-and-reporting-publications/2016115-national-standards-for-student-attendance-reporting.pdf?sfvrsn=2

Relational attributes

Related metadata references:	Supersedes National Indigenous Reform Agreement: PI 13-Attendance rates Year 1 to Year 10, 2018 Indigenous, Superseded 31/07/2018
	Has been superseded by National Indigenous Reform Agreement: PI 13-Attendance rates Year 1 to Year 10, 2020 Indigenous, Standard 23/08/2019