

MCEECDYA

Ministerial Council for Education, Early Childhood
Development and Youth Affairs

Measurement Framework for Schooling in Australia

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acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

Measurement Framework for Schooling in Australia 2010

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Contents

1. Introduction	4
2. Key performance measures	5
3. National Assessment Program	5
4. Participation and attainment	6
Schedule of Key Performance Measures	7
Appendix 1: Melbourne Declaration—Goals	12
Appendix 2: National Education Agreement—Objectives (COAG targets)	13

1. Introduction

The Measurement Framework for Schooling in Australia¹ provides the basis for Australian, State and Territory Governments to report on the performance of schooling in accordance with the [Melbourne Declaration on Educational Goals for Young Australians](#), endorsed by all Australian Education Ministers in December 2008. A summary of the Melbourne Declaration is provided as Appendix 1.

The Melbourne Declaration set two educational goals for the next ten years:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The Measurement Framework outlines the collection and reporting responsibilities of school systems and sectors across the country. It details the national key performance measures, outlines the annual assessment and reporting cycle and informs the [National Report on Schooling in Australia](#).

These performance measures align with the Council of Australian Governments (COAG) targets, the performance indicators contained in the [National Education Agreement](#), other national agreements and the Schools Assistance Act 2008.

The framework is maintained by the Australian Curriculum, Assessment and Reporting Authority (ACARA) on behalf of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

The Measurement Framework will be revised by ACARA in consultation with jurisdictions and sectors. Minor changes to the document will be approved by the Chief Executive Officer, ACARA. A full review of the framework will be undertaken by ACARA every three years, commencing in 2012. Amendments to the key performance measures will be agreed by MCEECDYA and informed by COAG's commitment to improved data quality.

The MCEECDYA [Principles and protocols for reporting on schooling in Australia](#) guide the practices and procedures used by all jurisdictions, ACARA and other agencies in reporting against the Measurement Framework.

¹ Formerly known as the MCEETYA Measurement Framework for National Key Performance Measures. This document replaces the August 2008 version of the Measurement Framework for National Key Performance Measures.

2. Key performance measures

The core of the Measurement Framework is the Schedule of Key Performance Measures (KPMs). By intent, these KPMs are:

- strategic measures which provide nationally comparable data on aspects of performance critical to monitoring progress against the Melbourne Declaration;
- focussed on student participation, achievement and attainment;
- based on sound and reliable assessment practice;
- supportive of open and transparent reporting;
- relevant and of interest to the public;
- cost effective, practical to collect, and take account of the burden and impact that data collection may place on students, schools and schooling systems.

The agreed areas of performance monitoring include the following:

Achievement in the National Assessment Program (NAP), with a focus on:

- literacy;
- numeracy;
- science;
- civics and citizenship; and
- information and communication technologies (ICT).

Participation and attainment, with a focus on:

- engagement of young people in vocational education and training (VET);
- participation;
- school completion and attainment; and
- student attendance.

For reporting purposes these focus areas are disaggregated by sex and Indigenous status and, where possible and appropriate, by language background, geographic location, socio-economic background and disability as outlined in the [MCEECDYA Data Standards Manual](#).

3. National Assessment Program

The National Assessment Program is a major component of the Measurement Framework and encompasses all assessments endorsed by Education Ministers. These assessments comprise:

- literacy and numeracy tests (NAPLAN);
- three-yearly sample assessments in Science Literacy, Civics and Citizenship, and ICT literacy; and
- Australia's participation in the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS).

National standards

MCEECDYA has established national standards within each element of the National Assessment Program.

National Assessment Program—Literacy and Numeracy

National standards for Literacy and Numeracy are minimum standards to be achieved at each year level under this program. For each year level, a minimum standard is defined and located on the common underlying NAPLAN scale. Students achieving the minimum standard have typically demonstrated only the basic elements of literacy and numeracy for their year level.

Within the NAPLAN scale, Band 2 is the minimum standard for Year 3; Band 4 is the minimum standard for Year 5; Band 5 is the minimum standard for Year 7; and Band 6 is the minimum standard for Year 9.

Further information about the NAPLAN national minimum standards is available on the [NAP website](#).

National Assessment Program—Sample Assessments

Proficient standards have been established for the sample assessment components of the National Assessment Program, namely Science Literacy, Civics and Citizenship, Information and Communication Technologies (ICT) Literacy, PISA and TIMSS.

The national proficient standards represent a challenging level of performance, requiring students to demonstrate more than elementary skills.

The proficient standard for PISA (reading, mathematics and science) is Level 3 on the international PISA scales. The proficient standard for TIMSS (mathematics and science) is the Intermediate level on the international TIMSS scales.

In terms of the three-yearly national sample assessments, the proficient standards are: Band 3.2 for Year 6 Science Literacy; Level 2 (Year 6) and Level 3 (Year 10) for Civics and Citizenship; and Level 3 (Year 6) and Level 4 (Year 10) for ICT Literacy.

4. Participation and attainment

The Measurement Framework includes a number of measures related to the enrolment, attendance, participation and attainment of Australian students. Population-based full participation and attainment measures provide evidence of schooling outcomes and other learning pathways.

Schedule of Key Performance Measures

Measures	Target Population	Data source(s)	Frequency	2010	2011	2012	2013	2014	2015
1. Literacy									
(a) Proportion of students achieving at or above the national minimum standard for Reading: Year 3—Level 2 Year 5—Level 4 Year 7—Level 5 Year 9—Level 6	Years 3, 5, 7 and 9	NAPLAN	Annual	✓	✓	✓	✓	✓	✓
(b) NAPLAN mean scale scores for Reading	Years 3, 5, 7 and 9	NAPLAN	Annual	✓	✓	✓	✓	✓	✓
(c) Proportion of students achieving at or above the national minimum standard for Writing: Year 3—Level 2 Year 5—Level 4 Year 7—Level 5 Year 9—Level 6	Years 3, 5, 7 and 9	NAPLAN	Annual	✓	✓	✓	✓	✓	✓
(d) NAPLAN mean scale scores for Writing	Years 3, 5, 7 and 9	NAPLAN	Annual	✓	✓	✓	✓	✓	✓
(e) Proportion of students achieving at or above the proficient standard (Level 3) on the OECD PISA combined Reading scale	15 year old students	PISA	Triennial			✓			✓

Measurement Framework for Schooling in Australia 2010

Measures	Target Population	Data source(s)	Frequency	2010	2011	2012	2013	2014	2015
2. Numeracy									
(a) Proportion of students achieving at or above the national minimum standard for Numeracy: Year 3—Level 2 Year 5—Level 4 Year 7—Level 5 Year 9—Level 6	Years 3, 5, 7 and 9	NAPLAN	Annual	✓	✓	✓	✓	✓	✓
(b) NAPLAN mean scale scores for Numeracy	Years 3, 5, 7 and 9	NAPLAN	Annual	✓	✓	✓	✓	✓	✓
(c) Proportion of students achieving at or above the proficient standard (Level 3) on the OECD PISA combined Mathematics scale	15 year old students	PISA	Triennial			✓			✓
(d) Proportion of students achieving at or above the proficient standard (Intermediate) on the TIMSS Mathematics scales	Years 4 and 8	TIMSS	Quadrennial	✓				✓	
3. Science Literacy									
(a) Proportion of students achieving at or above the proficient standard (Level 3.2) in Science Literacy	Year 6	NAP – Science Literacy	Triennial			✓			✓
(b) Proportion of students achieving at or above the proficient standard (Level 3) on the OECD PISA combined Scientific Literacy Scale	15 year old students	PISA	Triennial			✓			✓
(c) Proportion of students achieving at or above the proficient standard (Intermediate) on the TIMSS Science scales	Years 4 and 8	TIMSS	Quadrennial	✓				✓	

Measurement Framework for Schooling in Australia 2010

Measures	Target Population	Data source(s)	Frequency	2010	2011	2012	2013	2014	2015
4. Civics and Citizenship									
Proportion of students achieving at or above the proficient standard in Civics and Citizenship: Year 6 - Level 2 Year 10 - Level 3	Years 6 and 10	NAP – Civics and Citizenship	Triennial	✓			✓		
5. Information and Communication Technology (ICT) Literacy									
Proportion of students achieving at or above the proficient standard in ICT Literacy: Year 6 - Level 3 Year 10 - Level 4	Years 6 and 10	NAP – ICT Literacy	Triennial		✓			✓	
6. Engagement of young people in VET									
Proportion of the population aged 15 to 19 years who in the calendar year successfully completed at least one Unit of Competency as part of a VET qualification at AQF Certificate II or above	15 to 19 year olds	NCVER national VET provider collection NCVER VETiS collection ABS Estimated Resident Population	Annual	✓	✓	✓	✓	✓	✓
7. Student participation									
(a) Proportion of children aged 6 to 15 years who are enrolled in school	6 to 15 year olds	MCEECDYA National Schools Statistics Collection ABS Estimated Resident Population	Annual	✓	✓	✓	✓	✓	✓
(b) The number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period	Years 1 to 10	Government and non-government school sectors in States and Territories Administrative Data	Annual	✓	✓	✓	✓	✓	✓

Measurement Framework for Schooling in Australia 2010

Measures	Target Population	Data source(s)	Frequency	2010	2011	2012	2013	2014	2015
7. Student participation									
(c) Proportion of 15 to 19 year olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training	15 to 19 year olds	ABS Survey of Education and Work	Annual	✓	✓	✓	✓	✓	✓
(d) Proportion of 20 to 24 year olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training	20 to 24 year olds	ABS Survey of Education and Work	Annual	✓	✓	✓	✓	✓	✓
(e) Proportion of 15 to 19 year olds, who have left school, and are fully engaged in education, training or employment, by highest level of schooling	15 to 19 year olds	ABS Survey of Education and Work	Annual	✓	✓	✓	✓	✓	✓
(f) Proportion of 18 to 24 year olds engaged in full-time employment, education or training at or above AQF Certificate III	18 to 24 year olds	ABS Survey of Education and Work	Annual	✓	✓	✓	✓	✓	✓
(g) Proportion of 17 to 19 year old population having completed Year 10 or above	17 to 19 year olds	ABS Census of Population and Housing	Quinquennial		✓				
(h) Apparent retention rates from Year 7/8 to Year 10 and Year 12	Year 10 and 12 students	MCEECDYA National Schools Statistics Collection	Annual	✓	✓	✓	✓	✓	✓
(i) Proportion of students participating in NAPLAN for Years 3, 5, 7 and 9 for Reading, Writing and Numeracy	Year 3, 5, 7, 9 students	NAPLAN	Annual	✓	✓	✓	✓	✓	✓

Measurement Framework for Schooling in Australia 2010

Measures	Target Population	Data source(s)	Frequency	2010	2011	2012	2013	2014	2015
8. Student attainment									
(a) Proportion of the 20 to 24 year old population having attained at least Year 12 or equivalent or AQF Certificate II or above	20 to 24 year olds	ABS Survey of Education and Work	Annual	✓	✓	✓	✓	✓	✓
(b) Proportion of the 20 to 24 year old population having attained at least Year 12 or equivalent or AQF Certificate III or above	20 to 24 year olds	ABS Survey of Education and Work	Annual	✓	✓	✓	✓	✓	✓
(c) The proportion of 25 to 29 year olds who have gained a post-secondary qualification at AQF Certificate III or above	25 to 29 year olds	ABS Survey of Education and Work	Annual	✓	✓	✓	✓	✓	✓

Appendix 1: Melbourne Declaration—Goals

The 2008 Melbourne Declaration on Educational Goals for Young Australians set two educational goals for the next ten years:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become

- successful learners
- confident and creative individuals
- active and informed citizens.

Within the Melbourne Declaration, a Commitment to Action was made by all Australian governments to work with all school sectors and the broader community to achieve the two educational goals. Eight inter-related areas were identified:

- developing stronger partnerships;
- supporting quality teaching and school leadership;
- strengthening early childhood education;
- enhancing middle years development;
- supporting senior years of schooling and youth transitions;
- promoting world-class curriculum and assessment;
- improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds; and
- strengthening accountability and transparency.

Appendix 2: National Education Agreement—Objectives (COAG targets)

The key objective to be achieved by the National Education Agreement, as similarly identified in the Melbourne Declaration and supported by MCEECDYA Indigenous Education policy directions and action plans is to ensure that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy.

All aspects of the Agreement contribute to, or measure progress towards, the objective.

More particularly, the Agreement will contribute to the following five outcomes:

- all children are engaged in and benefiting from schooling;
- young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving;
- Australian students excel by international standards;
- schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children; and
- young people make a successful transition from school to work and further study.

COAG has agreed to the following targets, which are critical to the achievement of the objective and outcomes above:

- lift the Year 12 or equivalent attainment rate to 90 per cent by 2020;
- halve the gap for Indigenous students in reading, writing and numeracy within a decade; and
- at least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020.

In April 2009, COAG further agreed to bring forward the 90 per cent Year 12 or equivalent attainment rate target from 2020 to 2015. COAG agreed as well that the most appropriate measure of the 90 per cent Year 12 or equivalent attainment rate target is:

- for 2015, the proportion of young people in the 20-24 year old age group who have achieved Year 12 or a Certificate II or above as measured by the Australian Bureau of Statistics Survey of Education and Work; and
- for 2020, the proportion of young people in the 20-24 year old age group who have achieved Year 12 or a Certificate III or above as measured by the Australian Bureau of Statistics Survey of Education and Work.