
Data quality information — School education, chapter 4

Data quality information

Data quality information (DQI) has been prepared for the first time for the 2011 Report on Government Services. DQI provides information against the seven ABS data quality framework dimensions, for a selection of performance indicators in the School education chapter. DQI for additional indicators will be progressively introduced in future reports.

Where RoGS indicators align with National Agreement indicators, DQI has been sourced from the Steering Committee's reports on National Agreements to the COAG Reform Council.

Technical DQI has been supplied or agreed by relevant data providers. Additional Steering Committee commentary does not necessarily reflect the views of data providers.

DQI are available for the following performance indicators:

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Attendance

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by ACARA) with additional Steering Committee comments.

Indicator definition and description

Element	Equity — Access
Indicator	Attendance
Measure (computation)	<p><u>Definition</u></p> <p>The number of actual full time equivalent 'student days attended' over the collection period as a percentage of the total number of possible student days attended over the collection period, disaggregated by sex, Indigenous status, and by school type (government, independent, Catholic)</p> <p><u>Numerator</u> – aggregate number of actual days in attendance in the collection period, for children in Years 1–10 (children enrolled full-time only).</p> <p><u>Denominator</u> – aggregate number of possible days for attendance in the collection period, for children in Years 1–10 (students enrolled full-time only).</p> <p><u>Computation/s:</u></p> <p>The proportion of students attending for each school type by sex and Indigenous status, for each year level from year 1 to year 10.</p>
Data source/s	Data are collected by ACARA from Jurisdictions.

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): Each jurisdiction and sector collects this data and provides to ACARA.</p> <p>Data Compiler(s): Jurisdictions compile the data that is sent from schools. ACARA compiles the data sent by jurisdictions.</p>
Relevance	<p>Level of Geography: Data are available by state and territory by sector only.</p> <p>Data Completeness: Data are not available by geo-location. A national attendance figure is not available.</p> <p>Indigenous Statistics: Indigenous statistics are available for each sector by state/territory for each year (1-10).</p> <p>Socioeconomic status data: Not available</p> <p>Numerator/Denominator Source: same source.</p> <p>For Education indicators, are all types of schools, universities, technical colleges/TAFEs and correspondence schools included? All types of schools are included.</p> <p>What does the data not represent or cover? The data do not cover year 11-12 attendance rates.</p> <p>Have standard classifications been used? If not, why not? Yes, standard definitions of Indigenous status have been applied from the MCEECDYA data standards manual.</p>
Timeliness	<p>Collection interval/s: The data are collected annually.</p> <p>Data available: This data were requested from the jurisdictions in April 2010. ACARA received this data during the period from April-June 2010. Attendance rates have been published in the COAG National Education Agreement: Performance report for 2009 for years 1, 5 & 10.</p>

Accuracy	<p>Referenced Period: 12 months</p> <p>Method of Collection: Schools within jurisdictions record student attendance by using various internal administrative systems.</p> <p>Known Issues: The collection and reporting of student attendance data are under review to achieve national consistency and comparability. Key issues are:</p> <p>Methodology for collection of the attendance data</p> <p>Treatment of part day attendance</p> <p>Treatment of ungraded students</p> <p>Methodology for calculation of attendance</p> <p>Treatment of inclusion / exclusions</p> <p>Year to year change: Percentages in each cell are rounded to the nearest whole number; therefore smaller changes are not detectable.</p> <p>Is the data being used attitudinal or data? Data</p>
Coherence	<p>Consistency over time: This data have been collected since 2007 and has remained fairly consistent during this period. A difference noted has been the collection period; the collection period for South Australian government schools in the first year of collection was one term only rather than the full first semester used in subsequent years.</p> <p>Numerator/denominator: The numerator is the number of attended days whereas the denominator is the number of possible attended days.</p> <p>The numerator and denominator are compiled from a single source.</p> <p>The data are consistent with data supplied in previous reporting round.</p> <p>Jurisdiction estimate calculation: No</p> <p>Jurisdiction/Australia estimate calculation: No</p> <p>Collections across populations: No</p>
Interpretability	<p>Other Supporting information: Explanatory notes for attendance data, published annually in the National Report on Schooling.</p>
Accessibility	<p>Data publicly available? Yes, some of these data are publicly available. Attendance rates have been published in the COAG National Education Agreement: Performance report for 2009 for years 1,5 and 10.</p> <p>Data are not available prior to public access.</p> <p>Supplementary data are not available.</p> <p>These data have been published to date in PDF format on the COAG Reform Council website.</p>

Data Gaps/Issues Analysis

Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • Data comparability issues limit the usefulness of this measure. Further improvements are required to provide comparable data across school sectors and across states and territories. ACARA has begun investigating the issues noted above, but it may be some years before comparable data are available across sectors and states and territories.
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Participation (6–15 year old children enrolled in school)

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by ABS), with additional information from the School Education Working Group and additional Steering Committee comments.

Indicator definition and description

Element	Equity — Access
Indicator	Participation
Measure (computation)	<u>Definition</u> Proportion of children aged 6–15 years who are enrolled in school (and is expressed as a percentage), by Indigenous status <u>Numerator</u> total number of children aged 6–15 years and enrolled in school (full time and part time enrolments) <u>Denominator</u> total population of children aged 6–15 years . <u>Computation/s:</u> The number of children aged 6–15 years enrolled in school (Indigenous, non-indigenous, all children) divided by the total population of children of that age group (Indigenous, non-Indigenous, all children).
Data source/s	<u>Numerator</u> MCEECDYA National Schools Statistics Collection (NSSC) data <u>Denominator</u> ABS Estimated Resident Population (total population) Data are available annually. These proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. Proportions that exceed 100 per cent may reflect disparities between the sources of data which may provide varying counts, including in the case of ABS Estimated Resident Population, and Indigenous undercount, or, may reflect students residing in one jurisdiction enrolling in schools in another jurisdiction.

Data Quality Framework Dimensions

Institutional environment	Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the non-finance National Schools Statistics Collection (NSSC). This collection was established through the work of the then Ministerial Council on Education, Employment, Training and Youth Affairs (MCEECDYA). For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment .
Relevance	School student data are available by state/territory and Indigenous status but are not currently available by socioeconomic status. Rates are based on school students as a proportion of the estimated resident population. Information on Indigenous status is obtained from school enrolment forms which are generally completed by the primary carer of the child. The NSSC includes people who did not state their Indigenous status in the category 'non-Indigenous'. All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual. Data cover all students

Timeliness	<p>enrolled in school, some of whom may be taking a VET course.</p> <p>The NSSC is based on the school census that is conducted annually on the first Friday in August by each state and territory department of education. The results from the 2009 NSSC were released in March 2010.</p>
Accuracy	<p>Each school provides information on their enrolments to the relevant state education department, which then forwards aggregate data to the ABS. The collection of data on students in non-government schools is coordinated through the Australian Government Department of Education, Employment and Workplace Relations.</p> <p>The NSSC is based on information on each student enrolled at the time of the school census.</p> <p>Data for the Indigenous population are projections based on final experimental estimates of the Indigenous population at 30 June 2006 derived from the 2006 Census and adjusted for net undercount. The extent of undercoverage of Aboriginal and Torres Strait Islander Australians in the 2006 Census and the relatively small sample size of the Post Enumeration Survey to adjust for that undercoverage means the estimates should be interpreted with caution. Quality issues associated with the identification of Indigenous status in both the National Schools Statistics Collection and ABS population statistics can also result in rates that exceed 100 per cent. See 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. no. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Indigenous population, see explanatory notes in the publication Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991-2021 (Cat. no. 3238.0).</p>
Coherence	<p>Rates are based on school students as a proportion of the estimated resident population. Data items are consistent over time, including with information supplied for 2008 COAG reporting.</p> <p>Data for jurisdictions are comparable and are collected in accordance with national standards. There is some variability in the reporting of Indigenous status, particularly in relation to not stated responses. This may result in some under reporting of Indigenous status, see Appendix 2: Collection of Indigenous Status of Students (Cat. No. 4221.0) 2009.</p> <p>Before sending data to the ABS, each state and territory education department cleans the data and removes duplicate records so that students are only counted once. Due to the different enrolment systems, the ability to remove duplicates varies among jurisdictions and this may result in over-reporting of school students in some states.</p> <p>Each state and territory government reports on school students. The Australian Curriculum Assessment & Reporting Authority (ACARA) also reports on school students and the five-yearly Census of Population and Housing includes information on children attending school.</p>
Accessibility	<p>Predominantly national level information is published in Schools Australia (Cat. No. 4221.0) on the ABS website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.</p>
Interpretability	<p>Schools, Australia (Cat. No. 4221.0) includes explanatory notes and a glossary available on the ABS website. Socioeconomic status is not yet available in the NSSC.</p>

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following issue:</p> <ul style="list-style-type: none"> • The differences in populations used for the numerator (service population
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for jurisdiction) and denominator (resident population for jurisdiction) may result in an overestimate of enrolment rates for some jurisdictions (in particular, the ACT) and a corresponding underestimate in other jurisdictions.

Participation (participation of 14–19 year old students)

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Equity — Access
Indicator	Participation
Measure (computation)	<p><u>Definition</u></p> <p>The number of full time and part time school students of a particular age expressed as a proportion of the estimated resident population of the same age, for each year for 14–19 year olds.</p> <p><u>Numerator/s</u></p> <p>Number of full and part time students of specific ages: 14, 15, 16, 17, 18, 19 and 14–19.</p> <p><u>Denominator/s</u></p> <p>Estimated resident population for these age groups, based on 2006 Census of Population and Housing.</p> <p><u>Computation/s:</u></p> <p>The number of full and part time students as a proportion of the estimated resident population. These are provided by jurisdiction and disaggregated by sex.</p>
Data source/s	<p><u>Numerator and Denominator</u></p> <p>Numerator: ABS Schools Australia (various years), Cat. no. 4221.0; Ministerial Council on Education, Early Childhood Development and Youth Affairs MCEECDYA National Schools Statistics Collection (NSSC) data; and unpublished data from Schools Australia.</p> <p><u>Denominator</u> – ABS Estimated Resident Population (total population) Data are available annually.</p> <p>The participation rate is supplied directly to the review, but the numerator and denominator on which it is based are not.</p> <p>All data are available annually.</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the non-finance National Schools Statistics Collection (NSSC) and are based on the annual School census. This collection was established through the work of the former MCEETYA.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>School student data are available by state/territory and for full time students and full plus part time students. Rates are based on school students as a proportion of the estimated resident population.</p> <p>All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual. Data covers all students enrolled in school, some of whom may be taking a VET course.</p>
Timeliness	<p>The NSSC is based on the school census that is conducted annually on the first Friday in August by each state and territory department of education. The results from the 2009 NSSC were released in March 2010 and updated in July 2010.</p>

Accuracy	<p>Each school provides information on their enrolments to the relevant state education department, which then forwards aggregate data to the ABS. The collection of data on students in non-government schools is coordinated through the Australian Government Department of Education, Employment and Workplace Relations.</p> <p>The NSSC is based on information on each student enrolled at the time of the school census.</p>
Coherence	<p>Rates are based on school students as a proportion of the estimated resident population from the five-yearly Census of Population and Housing for the relevant age group. Data items are consistent over time.</p> <p>Data for jurisdictions are comparable and are collected in accordance with national standards. Before sending data to the ABS, each state and territory education department cleans the data and removes duplicate records so that students are only counted once. Due to the different enrolment systems, the ability to remove duplicates varies among jurisdictions and this may result in over-reporting of school students in some jurisdictions.</p> <p>Cross boarder enrolments may affect consistency between the populations at the numerator and denominator.</p> <p>Each state and territory government reports on school students. The Australian Curriculum Assessment & Reporting Authority (ACARA) also reports on school students and the five-yearly Census of Population and Housing includes information on children attending school.</p>
Accessibility	<p><u>Schools, Australia</u> (Cat. No. 4221.0) includes explanatory notes and a glossary available on the ABS website.</p>
Interpretability	<p>Predominantly national level information is published in <u>Schools Australia</u> (Cat. No. 4221.0) on the ABS website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.</p>

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • This indicator does not provide information on young people who develop their talents and capacities through other options for delivering post-compulsory education and training — for example, work-based training and enrolment in technical and further education (TAFE) delivered programs. A broader participation indicator that accounts for some of these factors is reported in the ‘Early childhood, education and training preface’.
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Retention

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by ABS), with additional Steering Committee comments.

Indicator definition and description

Element	Access — Equity
Indicator	Retention
Measure (computation)	<u>Definition</u> The number of full time school students in a designated level/year of education as a percentage of their respective cohort group (either at the commencement of their secondary schooling — at year 7 or 8 — or at year 10). Data are reported for: the proportion of students commencing secondary school at year 7 or 8 and continuing to year 10 the proportion of students commencing secondary school at year 7 or 8 and continuing to year 12 the proportion of year 10 students continuing to year 12.

Numerators and denominators

Numerator (1) – number of full time students in year 10 in reference year (2009)

Denominator (1) – number of full-time students in the base year (year 7 in NSW, Vic, Tas and ACT in 2006; year 8 in QLD, WA, SA and NT in 2007).

Numerator (2) – number of full-time students in year 12 in reference year (2009)

Denominator (2) – number of full-time students in the base year (year 7 in NSW, Vic, Tas and ACT in 2004; year 8 in Qld, WA, SA and NT in 2005).

Numerator (3)– number of full time students in year 12 in reference year (2009)

Denominator (3) – number of full-time students in the base year (year 10 in 2007).

In addition data including part time students are provided for the year 10 – 12 measure.

This measure only provides information on those who are retained to year 10 or year 12. These students may or may not complete year 10 or year 12.

Computation/s:

The number of students in the relevant numerator year divided by the number of students in the denominator year. These data are provided by Indigenous status and for government, non-government and all schools. In addition data including part time students are provided for the year 10 – 12 measure.

Data source/s	<u>Numerator and denominator</u> – non finance NSSC. Data are published in <u>Schools, Australia</u> (cat. 4221.0). Data are available annually.
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Data Quality Framework Dimensions

Institutional environment	<p>Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the non-finance National Schools Statistics Collection (NSSC). This collection was established through the work of the then Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>School student data are available by state/territory and Indigenous status but are not currently available by socioeconomic status.</p> <p>Information on Indigenous status is obtained from school enrolment forms which are generally completed by the primary carer of the child. The NSSC includes people who did not state their Indigenous status in the category 'non-Indigenous'.</p> <p>This indicator is calculated by dividing the number of students in year 10 or year 12 in the reference year by the number enrolled at the commencement of secondary school some years previously (depending on jurisdiction). Hence the measure is an Apparent Retention Rate (ARR). It is not a measure of the proportion of students who actually completed year 10 or year 12.</p> <p>Particularly in small jurisdictions, relatively small changes in student numbers can create apparently large movements in retention rates. In addition, the rates in the smaller jurisdictions may be noticeably affected by changes in such factors as the proportion of ungraded and/or mature aged students from year to year.</p> <p>All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations manual. Data covers all students enrolled in school, some of whom may be taking a VET course.</p>
Timeliness	<p>The NSSC is based on the school census that is conducted annually on the first Friday in August by each state and territory department of education. The results from the 2009 NSSC were released in March 2010.</p>
Accuracy	<p>Each school provides information on their enrolments to the relevant state education department to then forward aggregate data to the ABS. The collection of data on students in non-government schools is coordinated through the Australian Government Department for Education, Employment and Workplace Relations.</p> <p>The NSSC is based on information on each student enrolled at the time of the school census.</p> <p>Care should be taken in the interpretation of ARR as the method of calculation does not take into account a range of factors such as repeating students, migration, inter-sector transfers and enrolment policies. For further details on the accuracy of the NSSC methodology and ARR, see Explanatory Notes of Schools, Australia (Cat. No. 4221.0).</p>
Coherence	<p>The ARR is based on those who are undertaking study at the year 10 or year 12 level as at August in the reference year and they may not go on to complete year 10 or year 12.</p> <p>The NSSC data items used to construct the ARR are consistent and comparable over time, and support assessment of annual change.</p> <p>The ARR measures change over a period of time. The numerator and denominator are sourced from different annual cycles of the NSSC, to follow the same age-cohort. Given the long analysis period, student transitions, such as migration or re-entry to the school system, have an effect on the</p>

accuracy of this calculation. In addition, the denominator is sourced from two different NSSC years due to different starting years for secondary school. For example, for the ARR from year 7/8 to year 10 in 2009, the denominator for NSW, Vic, Tas and ACT is sourced from NSSC 2006 (year 7) and for Qld, WA, SA and NT is sourced from 2007 (year 8).

There is some variability in the reporting of Indigenous status, particularly in relation to not stated responses. This may result in some under reporting of Indigenous status, see [Appendix 2: Collection of Indigenous Status of Students](#) (Cat. No. 4221.0) 2009. Increases in the number of Indigenous students due to improvements in the reporting of Indigenous status may lead to increases in ARRs for Indigenous students independently of changes in actual retention.

Before sending data to the ABS, each state education department cleans the data and removes duplicate records so that students are only counted once. Due to the different enrolment systems, the ability to remove duplicates varies among jurisdictions and this may result in over-reporting of school students in some states. Decreases in the number of students due to improvements in the identification and removal of duplicate enrolments may lead to decreases in ARRs independently of changes in actual retention.

Accessibility

Predominantly national level information is published in [Schools Australia](#) (Cat. No. 4221.0) on the ABS website. A range of time series data cubes, with a focus on state/territory level information, are available on the ABS website.

Interpretability

[Schools, Australia](#) (Cat. No. 4221.0) includes explanatory notes and glossary available on the ABS website.

Socioeconomic status is not yet available in the NSSC.

Data Gaps/Issues Analysis

Key data gaps/issues

The Steering Committee notes the following issues:

- Due to the number of issues affecting the quality of this measure, it is regarded as an annual proxy measure to provide supplementary information to the 5-yearly Census measure. More regular reporting of reliable data on year 10 completion rates by Indigenous status is required.
- Data may not be reliable, for example the apparent retention rates are greater than 100 per cent in many cases. Work published by the ABS has noted the limitations of apparent retention rates as measures of engagement in senior secondary school (Rossiter and Duncan, 2006). The ABS has developed alternative measures of secondary school engagement (apparent continuation rates and apparent progression rates), but neither of these measures are currently available disaggregated by Indigenous status.

Reading performance, writing performance, numeracy performance

Data quality information for NAPLAN outcomes for these indicators has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by ACARA), with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Reading performance', 'writing performance', 'numeracy performance'
Measure (computation)	<p><u>Definition</u></p> <p>Percentage of students achieving at or above the national minimum standard in reading, writing and numeracy</p> <p>Percentage outcomes by achievement levels (which are combinations of the achievement bands in NAPLAN testing) in reading, writing and numeracy</p> <p>The mean scale score achieved in NAPLAN testing for reading in reading, writing and numeracy</p> <p><u>Numerator:</u> number of students that achieved at or above the national minimum standard for reading, writing and numeracy, in years 3, 5, 7 and 9</p> <p><u>Denominator</u> total population of all students in years 3, 5, 7 and 9</p> <p><u>Computation</u> proportion at or above the national minimum standard, mean scale score or by achievement bands.</p>
Data source/s	2008 NAPLAN data sourced from MCEETYA publication, <i>National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2008</i> , December 2008 (and additional unpublished data supplied by ACARA). 2009 data sourced from MCEECDYA (2009 and unpublished) <i>2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy</i> (and additional unpublished data supplied by ACARA). Data are collected at school level and distributed by the Test Administration Authority

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): Individual schools send this data under a set of protocols to the Test Administration Authorities for the states and territories.</p> <p>Collection authority: ACARA Act</p> <p>Data Compiler(s): ACER</p>
Relevance	<p>Level of Geography: Data are available by National, State and Territory, and geo-location levels.</p> <p>Data Completeness: data are complete</p> <p>Indigenous Statistics: All data are available by Indigenous status by geo-location by state and territory.</p> <p>Socioeconomic status data: Not available at jurisdiction level</p> <p>Numerator/Denominator Source: The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER.</p> <p>For Education indicators, are all types of schools, universities, technical colleges/TAFEs and correspondence schools included? Schools that sit NAPLAN tests are included</p> <p>Have standard classifications been used? If not, why not? Yes</p>

Timeliness	<p>Collection interval/s: The NAPLAN tests are conducted annually.</p> <p>Data available: The Summary National Report was released in September 2009. The National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2009 was released by Education Ministers on 18 December 2009.</p> <p>Referenced Period: 12 months</p> <p>Revisions are made between the release of the Summary Report and National Report.</p>
Accuracy	<p>Method of Collection: Method of Collection: By Test Administration Authorities and provided to ACER, who provide to ACARA.</p> <p>Data Adjustments: Raw NAPLAN scores are converted to scaled scores.</p> <p>Sample/Collection size: The collection size is a census of NAPLAN participating years (3,5,7,9).</p> <p>Standard Errors: The standard errors have been used to calculate 95 per cent confidence intervals for all the data provided.</p> <p>Known Issues: Confidence intervals should be considered when ranking jurisdictions. The confidence intervals used to compare jurisdictions within a calendar year are not the same confidence intervals used to compare across calendar years.</p> <p>Year to year change: Caution should be exercised when using the data to measure small changes from year to year; 95 per cent confidence intervals have been provided.</p>
Coherence	<p>Is the data being used attitudinal or data? Data</p> <p>Consistency over time: NAPLAN results are collected in a consistent manner annually.</p> <p>The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER.</p> <p>The data are consistent with data supplied in previous reporting round.</p> <p>Jurisdiction estimate calculation: Yes</p> <p>Jurisdiction/Australia estimate calculation: Yes</p> <p>Collections across populations: Yes</p>
Accessibility:	<p>Data publicly available. www.naplan.edu.au</p> <p>Data are not available prior to public access.</p> <p>Supplementary data are not available.</p> <p>The data is available in PDF format on www.naplan.edu.au.</p>
Interpretability	<p>Context: Yes, this is within the context of the NAPLAN testing and reporting environment.</p> <p>Other Supporting information: FAQ's on www.naplan.edu.au</p> <p>Socioeconomic status definition: Not available</p> <p>Socioeconomic status derivation: Not available</p> <p>Socioeconomic status quintiles derivation: Not available</p>

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • Students are classified in three ways: assessed, exempt, absent/withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard. • Geolocation is determined based on the MCEECDYA geographic location classification. The MCEECDYA classification is not directly comparable to the ABS Accessibility/Remoteness Index for Australia (ARIA), used for all other geolocation disaggregations in this report (except PI 16, which also uses the MCEECDYA classification).
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- Confidence intervals are required to be calculated for each pair of NAPLAN tests being compared. Therefore, separate confidence intervals are provided for comparisons across jurisdictions in 2009 (referred to as 'within year' CIs) and comparisons over time between 2008 and 2009 (referred to as 'across year' CIs), except for the indicator 'writing performance'.

Completion (year 12)

Data quality information for this indicator has been drafted by the Australian Government Department of Education, Employment and Workplace Relations, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	Completion
Measure (computation)	<p><u>Definition</u></p> <p>The number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the estimated potential year 12 population, by socio-economic status and geolocation.</p> <p><u>Numerator/s</u></p> <p>The number of students who meet the requirements of a year 12 certificate or equivalent (these criteria vary across jurisdictions) by socio-economic status and geolocation.</p> <p><u>Denominator/s</u></p> <p>The estimated potential year 12 population (an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five) by socio-economic status and geolocation.</p> <p><u>Computation/s:</u></p> <p>The number of students who meet the requirements of a year 12 certificate or equivalent divided by the estimated potential year 12 population. These are provided as follows for socio-economic status (high, medium, low) and by geolocation (metropolitan, provincial, remote, very remote):</p> <p>Socio-economic status: The ABS Postal Area Index of Relative Socio-economic Disadvantage is used to calculate socioeconomic status on the basis of postcode of students' home addresses.</p> <p>Geolocation: Definitions for geolocation are based on the agreed MCEECDYA Geographic Location Classification.</p> <p>A common total for socio-economic status and geolocation is selected for reporting all students' rates and this may mean totals for socioeconomic status differ slightly to those in other publications.</p>
Data source/s	<p><u>Numerator/s:</u></p> <p>DEEWR (unpublished) – sourced from states and territories</p> <p><u>Denominator/s:</u></p> <p>DEEWR (unpublished) – sourced from ABS population data based on the Census of Population and Housing</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): The data was collected by each of the eight state/territory Australian Curriculum, Assessment and Certification Authorities (ACACA) boards.</p> <p>Collection authority: Collected at request of MCEECDYA and Steering Committee for the Review of Government Service Provision</p> <p>Data Compiler(s): Compiled by DEEWR</p> <p>DEEWR requests summary data at the postcode level. Significant errors picked up in subsequent report periods.</p>
Relevance	Data topic: Students under 20 years of age, issued with Year 12 Certificates

by sex and postcode. The certificates reported include:

- NSW - Year 12 Students Completing the Requirements of the High School Certificate (HSC);
- VIC - Year 12 Students Completing the Requirements of the Victorian Certificate of Education (VCE);
- QLD - Year 12 Students who received a Senior Statement;
- WA - Year 12 Students Receiving a Statement of Results for Completing at least one full year Curriculum Council Subject;
- SA - Year 12 Students Receiving a Record of Achievement for HESS General Subjects;
- TAS*- Year 12 Students Completing the Requirements of the Tasmanian Certificate of Education ;
- ACT - Year 12 Students Completing the Requirements of the ACT Year 12 Certificate.
- NT - Year 12 Students Completing the Requirements of the Northern Territory Certificate of Education;

* In 2009, the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education, which is based on students satisfactorily completing a number of senior secondary subjects before being eligible for the certificate. In previous years, the collection related to the numbers of students being issued a certificate for completing at least one Year 12 subject.

Level of geography: Data are collected at the postcode level.

Key Data Items: Year 12 completion rates, by region and SES status, which are both calculated from postcode data.

Numerator/Denominator Source: The numerator is calculated based on Year 12 certificate data supplied by the state/territory examination boards. The denominator is based on Estimated Resident Population data released by the ABS at the SLA level for 15 to 19 year olds by sex.

Year 12 Completions data are collected to construct indicators showing the relative rates of young people completing senior secondary school education across different socio economic groups and across geographic regions by state. The collection has limited scope. The data refer only to Year 12 Certificates issued from mainly academic streams, and so does not include completions from courses that have a large vocational component. The collection is therefore not suitable as a measure of Year 12 or equivalent attainment. Definitions of completions differ widely across states, so indicators are not comparable across states. Also, in three states, the completions numbers relate to students who have been issued certificates in at least one subject, whilst in other states the data refer to numbers of students who have successfully completed a Year 12 course over a number of subject areas..

Timeliness

Data collected: Annually. The Year 12 certificate data become available in January / February in the year following the reference year, whilst the estimated resident population data become available in July or August following the reference year.

Data available: The indicators are generally available four weeks after the estimated resident population data become available.

Referenced Period: The reference period for the Year 12 certificate data is the school calendar year. The estimated resident population data refer to 30 June of the reference year.

Data are unlikely to be updated after release, though the indicators are recalculated every five years as the ABS Estimated Resident Population series is rebased after each population census. In some years data have

Accuracy

been revised, due to annual revisions in data becoming available.

The only alternative data source, in relation to the socioeconomic status and geography of Year 12 completers, is from the ABS Census of Population and Housing.

Method of Collection: Year 12 Completions data are supplied by the relevant qualifications authorities in annual data submissions to DEEWR.

The population data are published by the ABS.

Data Adjustments: The postcodes are mapped to Statistical Local Areas, as per the Australian Standard Geographical Classification, as published for the most recent census year. Where postcodes refer to post office boxes, these postcodes are mapped on to the delivery postcode that the post office box is located in. Newly created postcodes are mapped to the existing postcode that covers the new postcode area. Completions for student addresses that are postcodes allocated to military bases and universities are excluded.

Sample size: Estimates are based on full counts of completions.

Collection size: About 190,000.

Standard errors: Not calculated.

Under Counts: There are no known issues with under counts.

Over Counts: Given that in some states, the completion count refers to numbers of students receiving a completion certificate for completing at least one Year 12 subject, it is likely that a number of these students will receive certificates over at least a two year period.

As the indicator was not designed to be used to be a measure of completion levels, this is not considered to be a major issue.

Sensitive Questions - Not applicable. Steps have been taken to minimise processing errors - incoming completions data are checked for reasonableness. Reporting rates - Not applicable. Coverage issues - none

Coherence

Consistency over time: The series has changed over time, as Year 12 qualifications have changed. This year, 2009 is a good example. In 2009 the Tasmanian Qualifications Authority (TQA) introduced a new Tasmanian Certificate of Education (TCE) which requires students to satisfactorily complete a senior secondary course involving a number of subject areas. In previous years the TCE was awarded to students completing at least one Year 12 course. The TQA no longer publish data comparable to the old series, so in 2009 there will be a break in series.

The Northern Territory also had a similar break in series some years ago.

Consistency of jurisdictions: Data are not comparable across states. State data submissions vary substantially.

Numerator/denominator: The numerator is based on the numbers of Year 12 certificates issued to people who are either less than twenty year of age, or are in the 15-19 age group, as of December in the reference year. The difference in the definition of age group is not considered significant.

The denominator is based on numbers of people in the 15 to 19 year age group. The difference in age groups is not considered significant.

The data have been collected and processed consistently over time. In 2009 the Tasmanian Qualification Authority introduced a new Tasmanian Certificate of Education, which is based on students satisfactorily completing a number of senior secondary subjects before being eligible for the certificate. In previous years, the collection related to the numbers of students being issued a certificate for completing at least one Year 12 subject. This break in series will be documented. There is no alternative annual data source for this collection. Similar indicators could be published quinquennially from ABS Census of Population and Housing data.

Accessibility

Contact details: Michael Stapleton, (02) 6240 9281
Data are available in Excel tables. Low level data are not released.

Interpretability

Context: As the Year 12 completions data are not strictly comparable across jurisdictions, care must be taken in making interstate comparisons.

The coverage of Year 12 courses is limited, so the indicators are not suitable to be used to measure progress towards achieving the 'Year 12 or equivalent' COAG targets, though they can provide an indication of which socioeconomic and geographical groups are most in danger of not completing Year 12 level education.

Other Supporting information:

Information about Year 12 certificates can be found at the ACACA website at <http://acaca.bos.nsw.edu.au/>.

The ABS web site on the Socio-Economic Indexes for Areas (SEIFA).

The ABS publication, Schools Australia for information on numbers enrolled in Year 12.

Technical documentation published by the ABS explaining the ABS Estimated Resident Population series.

Year 12 completion refers to state Year 12 certificates. The requirements for these certificates vary across states. The certificates reported include: NSW - Year 12 Students Completing the Requirements of the High School Certificate (HSC); VIC - Year 12 Students Completing the Requirements of the Victorian Certificate of Education (VCE); QLD - Year 12 Students who received a Senior Statement; WA - Year 12 Students Receiving a Statement of Results for Completing at least one full year Curriculum Council Subject; SA - Year 12 Students Receiving a Record of Achievement for HESS General Subjects; TAS- Year 12 Students Completing the Requirements of the Tasmanian Certificate of Education; ACT - Year 12 Students Completing the Requirements of the ACT Year 12 Certificate; NT - Year 12 Students Completing the Requirements of the Northern Territory Certificate of Education.

Data Gaps/Issues Analysis**Key data
gaps/issues**

The Steering Committee notes the following issues:

- The criteria for obtaining a Year 12 or equivalent certificate vary across jurisdictions. The aggregation of all postcode locations into three socioeconomic status categories — high, medium and low deciles — means there may be significant variation within the categories. Low deciles, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage.

Destination

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	Destination
Measure (computation)	<p><u>Definition</u></p> <p>The estimated number of school students who left school in a year and who, in May the following year, were participating in post-school education, training or full time employment, as a percentage of the estimated number of all school leavers in that given year.</p> <p><u>Numerator:</u></p> <p>Number of persons aged 15 to 19 years who have left school who are undertaking education, training or full time employment, or other outcomes by highest level of schooling completed.</p> <p><u>Denominator:</u></p> <p>Number of persons aged 15 to 19 years who have left school, by highest level of schooling completed.</p> <p><u>Computation/s:</u></p> <p>The proportion of students participating in post-school education, training or full time employment or other outcomes, as a percentage of the estimated number of all school leavers in the previous calendar year. These are provided by jurisdiction and disaggregated by highest level of schooling completed.</p>
Data source/s	<p><u>Numerator and Denominator</u></p> <p>ABS Survey of Education and Work (unpublished data)</p> <p>All data are available annually.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work is collected by the ABS under the Census and Statistics Act 1905.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment</p>
Relevance	<p>SEW data are available by state/territory. The SEW collects information on participation in education. The standard classification of qualifications used is the Australian Standard Classification of Education (ASCED).</p> <p>In the SEW, information may have been supplied by one household resident on behalf of another person. The person reporting may not know all the details of the educational participation of the other. Furthermore, answers to some questions were not supplied. Hence, judgement may be required in classifying people for this measure.</p>
Timeliness	<p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2009 survey were released in November 2009.</p>
Accuracy	<p>The data for SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and is weighted for non-response. The data are collected in all states and territories excluding very remote Indigenous communities in the NT, which may have some</p>

	<p>impact on NT data. The 2009 SEW response rate was 96 per cent which constituted 30,440 completed interviews.</p> <p>The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. As a consequence of sample reductions to the LFS, there was a 20 per cent decrease in sample size for SEW in 2009 compared with 2008 resulting in an 11 per cent increase in RSEs. The full LFS sample has been reinstated, and the sample for the 2010 SEW will return to 2008 levels (see Explanatory Notes).</p>
Coherence	<p>Both the numerator and denominator come from SEW. Measures based on the 2009 SEW are consistent with data from the 2008 SEW previously supplied.</p> <p>The Australian Standard Classification of Education (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared</p> <p>The Survey of Education and Training (SET) and the Census of Population and Housing also provide information on educational participation and attainment, and labour force status.</p>
Accessibility	<p>Information on how to interpret and use the data appropriately is available on the ABS website, see Explanatory Notes in Education and Work, Australia (Cat. No. 6227.0.)</p> <p>Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: www.abs.gov.au.</p>
Interpretability	<p>Published data for SEW are available via the ABS website in the publication Education and Work, Australia (Cat. No. 6227.0). This measure is also released as part of a SEW Detailed Education Datacube.</p> <p>Additional data are available at cost upon request through the National Information Referral Service (NIRS) and specialised data tables and Confidentialised Unit Record Files (CURFs) are also available on request.</p>

Data Gaps/Issues Analysis

Key data gaps/issues

The Steering Committee notes the following issues:

- The data reported for this indicator relate to the jurisdiction in which the young person was resident the year after they left school and not necessarily the jurisdiction in which they attended school. The small number of young people included in this sample survey also means that disaggregation of destination estimates by jurisdiction can be unreliable, particularly for the smaller states and territories.