

Measurement Framework for Schooling in Australia 2020



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1 Introduction

The Measurement Framework for Schooling in Australia, including the schedule of key performance measures (KPMs), provides the basis for Australian education ministers to report to the community on the performance of schooling, in accordance with the Education Goals for Young Australians as expressed in the *Alice Springs (Mparntwe) Education Declaration*.

The measurement framework lists the agreed national KPMs for schooling, outlines the annual assessment and reporting cycles and underpins the National Report on Schooling in Australia.

The Education Council has delegated the Australian Curriculum, Assessment and Reporting Authority (ACARA) to provide and apply a comprehensive and reliable national measurement framework and to assess data needs to review, and if necessary introduce, new performance indicators in the measurement framework.¹

In December 2019, Education Council endorsed the *Alice Springs (Mparntwe) Education Declaration* to replace the *Melbourne Declaration on Educational Goals for Young Australians*.

The *Measurement Framework for Schooling in Australia 2020* has been updated and revised to reflect the new Education Declaration.² It replaces the *Measurement Framework for Schooling Australia 2019*.³

A full review of the measurement framework will be undertaken by ACARA at least every three years. Under the terms of the National School Reform Agreement, an independent review of the framework will be conducted in 2022. Minor changes to the measurement framework may be approved by the Chief Executive Officer, ACARA.

The Education Council's [Principles and Protocols for Reporting on Schooling in Australia](#) guides the scope of the measurement framework and the practices and procedures used by all jurisdictions, ACARA and other agencies when reporting against the measurement framework.

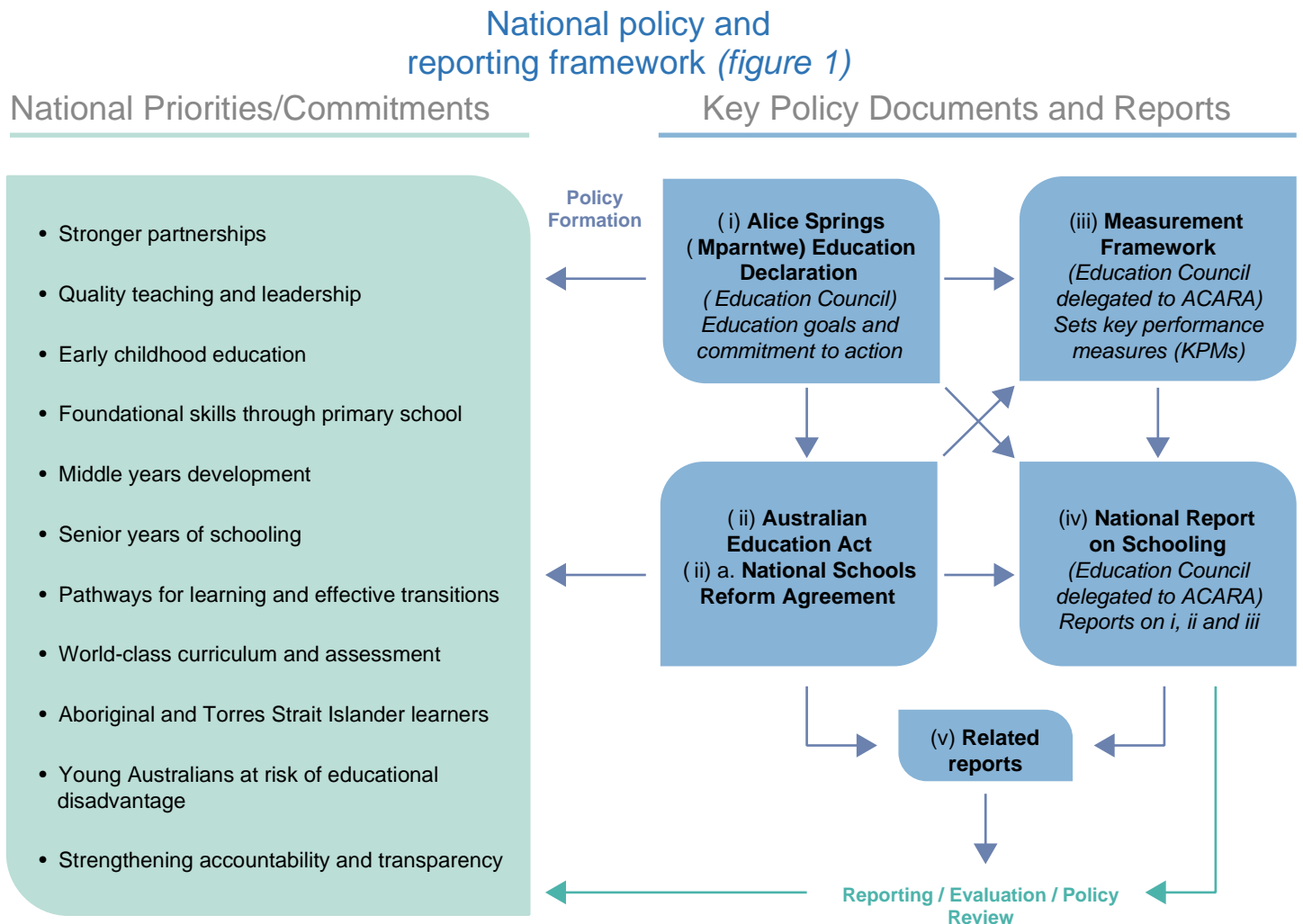
¹ ACARA Charter, 23 November 2016.

² The *Measurement Framework for Schooling in Australia 2020* will be used for national reporting on schooling in Australia from the 2020 reporting year.

³ The *Measurement Framework for Schooling Australia 2019*, is available on the ACARA website along with the 2010, 2012 and 2015 editions of the framework that also reference the Melbourne Declaration. Previous editions of the framework (originally known as the Measurement Framework for National Key Performance Measures) are available on the Education Council website.

2 National policy and reporting context

The key national school education policy documents and reports, including the *Measurement Framework for Schooling in Australia*, relate to and reinforce each other. Their relationships and roles in policy formation, reporting, evaluation and review are summarised in figure 1 below and are explained beneath the diagram.



Key policy documents and reports

(i) Alice Springs (Mparntwe) Education Declaration

The *Alice Springs (Mparntwe) Education Declaration* announced by education ministers in December 2019, sets two education goals for young Australians:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become confident and creative individuals, successful lifelong learners and active and informed members of the community.

The *Alice Springs (Mparntwe) Education Declaration* includes a Commitment to Action in the following eleven interrelated areas, in order to support the achievement of the educational goals:

All Australian Governments commit to working with the education community and in partnership with young Australians, their families, and the broader community to achieve the educational goals for young Australians.⁴

This commitment is supported by a range of inter-related areas for action

- Developing stronger partnerships
- Supporting quality teaching and leadership
- Strengthening early childhood education
- Building foundational skills in the primary school years
- Enhancing middle years development
- Supporting senior years of schooling
- Embedding pathways for learning throughout life and supporting effective transitions
- Delivering world-class curriculum and assessment
- Supporting Aboriginal and Torres Strait Islander learners to reach their potential
- Supporting all young Australians at risk of educational disadvantage
- Strengthening accountability and transparency with strong meaningful measures.

In strengthening accountability and transparency, the declaration states:

Australian Governments commit to continuing to provide public reporting that

- focuses on improving performance and student growth and outcomes for all students
- provides parents with information on their child's performance, progress and outcomes
- is locally, nationally, and internationally relevant
- is accessible, timely, consistent and comparable.⁵

(ii) *Australian Education Act and intergovernmental agreements on education*

The [Australian Education Act 2013](#) outlines the framework for Commonwealth funding to schools. The Act commenced on 1 January 2014.

The Act and its Regulations set out the funding expectations to ensure accountability and transparency to the community. Section 77 of the *Australian Education Act 2013* outlines the ongoing policy requirements for all approved authorities for schools. These include the provision

⁴ *Alice Springs (Mparntwe) Education Declaration* p6

⁵ *Alice Springs (Mparntwe) Education Declaration* p12

of information for the purposes of a national program to collect data on schools and school education.

The [National School Reform Agreement](#)⁶ articulates the objective that Australian schooling provides a high quality and equitable education for all students and the following outcomes:

- Academic achievement improves for all students, including priority equity cohorts
- All students are engaged in their schooling
- Students gain the skills they need to transition to further study and/or work and life success.

Sub-outcomes are specified for each of the outcomes.

The National School Reform Agreement also specifies the following targets:

- Australia considered to be a high quality and high equity schooling system by international standards by 2025
- lift the Year 12 (or equivalent) or Certificate III attainment rate to 90 per cent by 2020
- at least halve the gap for Aboriginal and Torres Strait Islander students in Year 12 or equivalent attainment rate by 2020, from the 2006 baseline.

The agreement specifies further that all sub-outcomes will be disaggregated by priority equity cohorts where available. Priority equity cohorts include Aboriginal and Torres Strait Islander students, students living in regional, rural and remote locations, students with a disability and students from educationally disadvantaged backgrounds.

The agreement also includes the policy initiative: Improving national data quality, consistency and collection to improve the national evidence base and inform policy development. A milestone for this initiative is that 'Education Council agree equity and proficiency standards (for numeracy and literacy assessed by NAPLAN) as part of the scheduled review of the National Measurement Framework for Schooling'⁷

(iii) Measurement Framework for Schooling in Australia

The *Measurement Framework for Schooling in Australia 2020* (this document) details nationally agreed KPMs for schooling reflecting the Education Goals for Young Australians and commitment to action expressed in the *Alice Springs (Mparntwe) Education Declaration*. In taking account of targets specified in intergovernmental agreements on education, it also addresses the commitment in the National School Reform Agreement to include equity and NAPLAN proficiency standards.

The schedule of Key Performance Measures specifies the data sources for the KPMs for public reporting in the *National Report in Schooling in Australia* and outlines the reporting cycle for the period 2020–23.

⁶ The National School Reform Agreement came into effect on 1 January 2019.

⁷ National School Reform Agreement, Schedule B, clause C (iii) a. The scheduled review of the measurement framework, completed in 2019, introduced KPMs for NAPLAN proficiency standards for implementation from 2022 subject to ministers' approval.

(iv) National Report on Schooling in Australia

The *National Report on Schooling in Australia* consists of an annual national report, reporting key information and commentary, published by ACARA on behalf of Education Council, and a web-based data portal, allowing public access to the various national data sets for schooling, including, but not limited to, the KPMs, as these become available.

The *National Report on Schooling in Australia* reports annually on progress towards the educational goals and commitment to action in the *Alice Springs (Mparntwe) Declaration*. It reports directly on national policy initiatives and achievements arising from the commitment to action, and is the main vehicle for reporting the nationally agreed KPMs for schooling defined in the Measurement Framework.

(v) Related reports

Information relevant to the national KPMs is also reported in the annual National Assessment Program Literacy and Numeracy (NAPLAN) national report, published by ACARA, and in the annual Report on Government Services, released by the Productivity Commission. Other related reports include, public reports on student performance in NAP sample assessments and reports on the international sample assessments that are included in the NAP.

In addition to national reporting on school education, a number of indicators that correspond to the national KPMs, are reported at the school level on the *My School* website.

3 National Assessment Program

The Measurement Framework specifies the annual assessment and reporting cycle for the National Assessment Program (NAP).

The National Assessment Program is a major component of the Measurement Framework and encompasses all national assessments approved by education ministers. These assessments comprise:

- annual literacy and numeracy tests (NAPLAN) for Years 3, 5, 7 and 9
- sample assessments in Civics and Citizenship, Information and Communication Technology (ICT) Literacy and Science Literacy for Years 6 and 10 conducted on a three-year cycle
- Australia's participation in the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

National standards are established within each element of the [National Assessment Program](#).

National Assessment Program—Literacy and Numeracy (NAPLAN)

National minimum standards for literacy and numeracy are defined for assessments in Reading, Writing and Numeracy at each year level. The national minimum standard for each year level is defined and located on a common underlying NAPLAN scale. Students achieving at 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.

For 2022, options for national proficient standards in NAPLAN will be developed for consideration by Education Council.

National Assessment Program—Sample assessments

National proficient standards are established for the sample assessment components of the National Assessment Program: Civics and Citizenship; ICT Literacy; and Science Literacy.

Proficient standards for sample assessments represent a 'challenging but reasonable' expectation of student achievement at a year level with students needing to demonstrate more than elementary skills expected at that year level.

The national proficient standards for approved NAP sample assessments are:

- Civics and Citizenship Year 6—Level 2; Year 10—Level 3
- ICT Literacy Year 6—Level 3; Year 10—Level 4
- Science Literacy Year 6—Level 3; Year 10—Level 4.

National Assessment Program—International sample assessments

National proficient standards have been established for Australian students participating in PISA, TIMSS, and PIRLS.

The national proficient standard for 15-year-old students participating in PISA (reading, mathematics and science) is Level 3 on the international PISA scales.

The national proficient standard for Year 4 and 8 students participating in TIMSS (mathematics and science) is the Intermediate international benchmark on the TIMSS scales.

The national proficient standard for Year 4 students participating in PIRLS (reading) is the Intermediate international benchmark on the PIRLS scale.

4 Outline of key performance measures

The core of the Measurement Framework is the schedule of KPMs (Part 5). By intent, these KPMs are:

- strategic measures which provide nationally comparable data on aspects of performance critical to achieving the Education Goals for Young Australians and monitoring progress against the *Alice Springs (Mparntwe) Education Declaration*
- student centred, focusing on student participation, achievement, attainment and equity
- based on sound and reliable practice, including for student assessment
- supportive of valid, consistent 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 schedule takes account of all Education Council decisions related to measuring performance against the national goals, including:

Participation with a focus on:

- enrolment in school
- student attendance
- participation in NAP assessments
- retention
- participation of young people, including secondary students, in vocational education and training (VET)
- participation by young people in post-school learning pathways and work.

Population-based participation measures provide evidence of the outcomes of schooling, including student transitions to work and further education.

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

- literacy
- numeracy
- civics and citizenship
- ICT literacy
- science literacy.

Attainment with a focus on:

- school completion and attainment
- attainment of young people in post-school learning pathways.

Population-based attainment measures provide evidence of the outcomes of schooling, including student transitions to further education.

Equity with a focus on:

- Aboriginal and/or Torres Strait Islander (Indigenous) status
- sex
- language background
- geographic location
- socioeconomic background
- disability.

Equity measures are not separately listed in the schedule of KPMs but are derived, for reporting purposes, by disaggregating the measures for participation, achievement and attainment where it is possible and appropriate to do so. Measures are disaggregated as outlined in the Data Standards Manual: Student Background Characteristics or other nationally agreed standards.

5 Schedule of key performance measures 2020–2023

For reporting purposes, measures are disaggregated, where possible and appropriate, by state and territory, Aboriginal and/or Torres Strait Islander (Indigenous) status, sex, language background, geographic location, socioeconomic background and disability.

Measures	Data source(s)	Frequency	2020	2021	2022	2023
1. Student participation						
(a) Enrolment Proportion of children aged 6–15 years who are enrolled in school	Census of Population and Housing	Quinquennial 2021		✓		
(b) Attendance rate The number of actual full-time equivalent student-days attended by full-time students in Years 1–10 in Semester 1 as a percentage of the total number of possible student-days attended in Semester 1	National Student Attendance Data Collection (ACARA) (administrative data)	Annual	✓	✓	✓	✓
(c) Attendance level The proportion of full-time students in Years 1–10 whose attendance rate in Semester 1 is equal to or greater than 90 per cent	National Student Attendance Data Collection (ACARA) (administrative data)	Annual	✓	✓	✓	✓
(d) NAPLAN participation Proportion of students in Years 3, 5, 7 and 9 participating in NAPLAN.	NAPLAN	Annual	✓	✓	✓	✓
(e) Apparent retention rate from Year 10 to Year 12	National Schools Statistics Collection	Annual	✓	✓	✓	✓
(f) Participation of young people, including secondary students, in VET Proportion of the population aged 15–19 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	NCVER national VET provider collection; NCVER national VET in Schools collection; ABS Estimated Resident Population	Annual	✓	✓	✓	✓

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Measures	Data source(s)	Frequency	2020	2021	2022	2023
(g) Proportion of 15–19-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training	Survey of Education and Work	Annual	✓	✓	✓	✓
	Census of Population and Housing	Quinquennial 2021		✓		
(h) Proportion of 20–24-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training	Survey of Education and Work	Annual	✓	✓	✓	✓
	Census of Population and Housing	Quinquennial 2021		✓		
(i) Proportion of 17–24-year-olds who have left school that are in full-time education or training, in full-time work, or both in part-time work and part-time education or training	Survey of Education and Work	Annual	✓	✓	✓	✓
	Census of Population and Housing	Quinquennial 2021		✓		
2. Student achievement: NAP – Literacy						
(a) Proportion of students in Years 3, 5, 7 and 9 achieving (i) at or above the national minimum standard for reading (Year 3–Band 2; Year 5–Band 4; Year 7–Band 5; Year 9–Band 6)	NAPLAN	Annual	✓	✓	✓	✓
	(ii) at or above the national proficient standard for reading*	NAPLAN	Annual from 2022		✓	✓
	(iii) at or above the national highly proficient standard for reading*	NAPLAN	Annual from 2022		✓	✓
(b) NAPLAN mean scale scores for reading in Years 3, 5, 7 and 9	NAPLAN	Annual	✓	✓	✓	✓
(c) Proportion of students in Years 3, 5, 7 and 9 achieving (i) at or above the national minimum standard for writing (Year 3–Band 2; Year 5–Band 4; Year 7–Band 5; Year 9–Band 6)	NAPLAN	Annual	✓	✓	✓	✓
	(ii) at or above the national proficient standard for writing*	NAPLAN	Annual from 2022	✓	✓	✓
	(iii) at or above the national highly proficient standard for writing*	NAPLAN	Annual from 2022	✓	✓	✓
(d) NAPLAN mean scale scores for writing in Years 3, 5, 7 and 9	NAPLAN	Annual	✓	✓	✓	✓

*The implementation of NAPLAN proficient standards in 2022 is dependent on all schools transitioning to NAPLAN online by this time, and on a separate decision by Education Council endorsing the proficient standards.

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Measures	Data source(s)	Frequency	2020	2021	2022	2023
(e) Proportion of participating 15-year-old students achieving at or above the proficient standard (Level 3) on the OECD PISA combined reading scale	PISA	Triennial 2022			✓	
(f) Proportion of participating Year 4 students achieving at or above the proficient standard (Intermediate) in PIRLS	PIRLS	Quinquennial 2021		✓		
3. Student achievement: NAP – Numeracy						
Proportion of students in Years 3, 5, 7 and 9 achieving:						
(a) (i) at or above the national minimum standard for numeracy (Year 3–Band 2; Year 5–Band 4; Year 7–Band 5; Year 9–Band 6)	NAPLAN	Annual	✓	✓	✓	✓
(ii) at or above the national proficient standard for numeracy*	NAPLAN	Annual from 2022			✓	✓
(iii) at or above the national highly proficient standard for numeracy*	NAPLAN	Annual from 2022			✓	✓
(b) NAPLAN mean scale scores for numeracy in Years 3, 5, 7 and 9	NAPLAN	Annual	✓	✓	✓	✓
(c) Proportion of participating 15-year-old students achieving at or above the national proficient standard (Level 3) on the OECD PISA combined mathematics scale	PISA	Triennial 2022			✓	
(d) Proportion of participating students in Years 4 and 8 achieving at or above the national proficient standard (Intermediate) on the TIMSS mathematics scales	TIMSS	Quadrennial 2023				✓

*The implementation of NAPLAN proficient standards in 2022 is dependent on all schools transitioning to NAPLAN online by this time, and on a separate decision by Education Council endorsing the proficient standards.

Measures	Data source(s)	Frequency	2020	2021	2022	2023
4. Student achievement: NAP – Science Literacy						
(a) Proportion of participating students in Years 6 and 10 achieving at or above the proficient standard (Year 6–Level 3; Year 10–Level 4) in Science Literacy	NAP – Science Literacy	Triennial 2022			✓	
(b) Proportion of participating 15-year-old students achieving at or above the national proficient standard (Level 3) on the OECD PISA combined scientific literacy scale	PISA	Triennial 2022			✓	
(c) Proportion of participating students in Years 4 and 8 achieving at or above the proficient standard (Intermediate) on the TIMSS science scales	TIMSS	Quadrennial 2023				✓
5. Student achievement: NAP – Civics and Citizenship						
Proportion of participating students in Years 6 and 10 achieving at or above the proficient standard (Year 6–Level 2; Year 10–Level 3) in Civics and Citizenship.	NAP – Civics and Citizenship	Triennial 2023				✓
6. Student achievement: NAP – Information and Communication Technology (ICT) Literacy						
Proportion of participating students in Years 6 and 10 achieving at or above the proficient standard (Year 6–Level 3; Year 10–Level 4) in ICT Literacy	NAP ICT Literacy	Triennial 2021		✓		

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Measures	Data source(s)	Frequency	2020	2021	2022	2023
7. Student attainment						
(a) Proportion of the 20–24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above	Survey of Education and Work	Annual	✓	✓	✓	✓
	Census of Population and Housing	Quinquennial 2021		✓		
(b) Proportion of the 20–24-year-old population having attained at least Year 12 or equivalent or AQF Certificate III or above	Survey of Education and Work	Annual	✓	✓	✓	✓
	Census of Population and Housing	Quinquennial 2021		✓		