

PERFORMANCE INDICATORS HANDBOOK
SUPPLEMENTARY RECURRENT ASSISTANCE 2005-2008 QUADRENNIUM
PART C - SCHOOLS AND SCHOOL SYSTEMS INDICATORS

The purpose of this handbook

This handbook is intended to assist schools and school systems in fulfilling their reporting requirements under clause 10 of their agreement (“the Agreement”) with the Commonwealth (through the Department of Education, Science and Training (DEST)). The Agreement enables funding for education providers under section 10 or 11 of the *Indigenous Education (Targeted Assistance) Act 2000* (“the Act”). This funding supplements mainstream education funding and is provided to improve educational outcomes for Indigenous Australians and to further the goals of the National Aboriginal and Torres Strait Islander Education Policy (AEP).

Under clause 10 of the Agreement education providers and other bodies must provide Performance Reports to DEST in accordance with specified requirements. One of those requirements is that Performance Reports must comply with this Performance Indicator Handbook.

This Performance Indicator Handbook sets out for each standard Performance Indicator how schools and school systems must report against the Performance Indicator. The specific Performance Indicators that each provider must report against are specified in the Schedules to the provider’s Agreement.

The following pages provide a User Guide on how to use this Performance Indicator Handbook.

THE PERFORMANCE INDICATOR HANDBOOK – A USER GUIDE

An overview

Each standard Performance Indicator has a dedicated section within this handbook and each section is structured in the same way. Performance Indicators appear in the same order as they are listed in the Schedule to your Agreement. Each section begins with the relevant Performance Indicator code (e.g. sLIT3) followed by a box with the text title of the Performance Indicator. Beneath the title, in parentheses, is a summary of what types of school providers must report against that Performance Indicator. However, the only way to be sure that you must report against a particular Performance Indicator is to check Schedule 1 to your Agreement.

This handbook only covers standard Performance Indicators. Where an indicator has been adapted to meet the needs of a particular provider that provider should consult their DEST contact officer if assistance is required to fulfil their reporting requirements under the Agreement.

What each subject heading means

Performance Indicator

This outlines the text of the standard Performance Indicator.

What the Indicator tells us

Information under this heading explains what the data gathered under the Performance Indicator tells us about Indigenous education outcomes. It acts as a rationale for why we (DEST) require you (the provider) to supply us with the particular data under the indicator.

Measurement Source

This text specifies the standard measurement source to be used in providing data for the Performance Indicator. While this is a good guide as to what source you should use in order to provide a response to the Indicator you must always check the Measurement Source specified in the Schedule to your Agreement to determine what source you must use to fulfil your reporting requirements.

Reporting Requirements

This section specifies what information you must provide so that the online reporting system can properly collate data. It will often provide an example with invented but relevant figures so that you can see an illustration of how to calculate data. Where a Performance Indicator requires a provider or its representative to undertake a sample this section will specify when that sample is to be collected or measured.

Targets

This identifies the standard target setting approach and the purpose of that approach. In some cases targets will have been set differently or not set at all in order to accommodate the diverse needs of providers. The only way to be sure of what targets apply to you (the provider) is to check the Schedule to your Agreement.

Using the handbook to assist you to meet your reporting requirements under the Agreement

Compliance with this Performance Indicator Handbook is a requirement of Performance Reports which, in turn, is a requirement under clause 10 of the Agreement. It is suggested that you refer regularly to this handbook while completing your institution's Performance Report each year.

The Performance Indicator Handbook provides examples of responses to specific Performance Indicators and, in many cases, provides a guide to how to perform the required calculations. We suggest that you frequently refer to this handbook when providing data under each Performance Indicator. This will assist you in fulfilling your reporting requirements under clause 10 and will minimise avoidable delays to SRA payments.

Using the INDIGO system

The INDIGO system has been developed for use by DEST staff and all providers in the 2005-2008 quadrennium. It is an online reporting tool which you must use to enter your Performance Report data, complete and correct, by 31 May each year.

The layout and style of question asked in INDIGO can appear slightly different from Schedule 1 of your IEA. This is usually because INDIGO asks for numbers and then performs calculations (such as percentages and some FTE) for you. The final INDIGO Performance Report will be consistent with Schedule 1 of your IEA.

Entering a Performance Report into INDIGO

The process for entering a Performance Report into INDIGO is:

1. Go to the INDIGO home page (<https://indigo.dest.gov.au>).
2. Enter your Login ID and Password and click 'log in'.
3. Your personalised work tray will appear.
4. Click the action next to the appropriate Performance Report.
5. Enter data into your Performance Report until 100% of data points have been completed.
6. Once all the data has been entered, review it to ensure it is complete and correct. This should include ensuring that all qualitative responses answer the question and that qualitative responses are not duplicated.
7. We suggest that you contact your local DEST officer and ask them to informally check that there are no obvious errors in the Performance Report.
8. Submit the Performance Report to the independent Indigenous representative and advise them that the Performance Report is awaiting their review.
9. Once the independent Indigenous representative has commented on the Performance Report, review their comments and, if no further action is required, submit to DEST.
10. If the report needs amendment after it returns from the independent Indigenous representative, you will need to repeat steps 6 to 9.

It is important to note that it is the provider's responsibility to ensure that Performance Reports are complete, correct and submitted on time.

If you require assistance in using INDIGO, training can be arranged through your local DEST office, or you can contact the INDIGO Help Desk on 02 6420 8852 or by emailing indigohelpdesk@dest.gov.au.

Guidelines for using the ‘Comments’ function in INDIGO

The ‘Comments’ function in INDIGO can be found on the right hand side underneath the ‘Print’ function. Comments may be added at the following levels:

- Report
- Sector
- Outcome Area
- Performance Indicator

In general, the comments function should be used to complement the data in your Performance Report. It is where you can explain apparent anomalies and provide further detail on outcomes. Comments may be used by DEST officers to assist in assessing the completeness and correctness of your Performance Report.

The type of comment you wish to make should determine which level of comment you use. Examples for each level are below:

Report

To be used for an overall statement about the performance report, such as an independent Indigenous representative commenting on the general functioning of an educational facility, or when progressing the Performance Report from “Draft” to “Ready to Submit to IIR”.

Sector

Should be used to make a general statement about a particular sector. This field should be used only by providers with multiple sectors, such as Department’s of Education.

Outcome Area

Should be used to comment on the overall performance at an outcome area, such as Literacy. For example, a provider that identifies a trend of exceptionally high number of Year 5 students’ meeting benchmarking levels throughout their Literacy data could comment on reasons why this has occurred, whether this trend is expected to continue. This level can also be used to detail measurement sources, such as the number of hours that constitute one FTE.

Performance Indicator

This level can be used to expand upon the results of a specific indicator. It can also be used to explain apparent discrepancies in the data. For example, if a provider employs one person as a part-time AIEW, bus driver and gardener they can explain this in the comments area.

The ‘Comments’ functions **should not** be used for amending data that has been requested in your Performance Report. This includes changes to numbers or to qualitative information.

PERFORMANCE INDICATORS HANDBOOK
SRA 2005-2008 QUADRENNIUM
PART C - SCHOOLS AND SCHOOL SYSTEMS INDICATORS

sLIT1

LITERACY ASSESSMENT – ENGLISH AS A SECOND LANGUAGE (ESL) – EARLY PRIMARY SCHOOL (OPTIONAL PI FOR REMOTE INDIGENOUS CONTROLLED COMMUNITY SCHOOLS)

Performance Indicator: Percentage (with numbers) of Indigenous students who have sufficient literacy skills in the language of instruction in the early years of primary school to move successfully into learning Standard Australian English.

What the Indicator Tells Us: This indicator is for Indigenous students who do not have English as their first language of instruction. In many cases, Standard Australian English is a third or fourth language for remote Indigenous children but well-developed literacy concepts and skills in the main language of instruction can provide a strong foundation for Standard Australian English literacy. This indicator measures the proportion of Indigenous students who have sufficient literacy skills to enable them to achieve a successful transition to learning and understanding Standard Australian English.

Measurement Source: Provider literacy profile records. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Calculate and report the number of Indigenous students who achieve a sufficient level of literacy skills in their main language of instruction to successfully make the transition to learning Standard Australian English. This indicator is for Indigenous students only.

Provide the number of Indigenous students who achieved sufficient literacy skills and the number of Indigenous students assessed. The online performance reporting system will calculate the required percentage using these numbers.

For those providers who do not report online both numbers and percentage must be provided. To calculate the percentage of Indigenous students who have sufficient literacy skills in their main language of instruction to enable a successful transition to learning Standard Australian English divide the number of Indigenous Year 1-3 students who have sufficient literacy skills by the total number of Indigenous Year 1-3 students assessed. Multiply this by 100 to obtain the necessary percentage.

In some cases it may be most appropriate for a provider to report on the basis of age levels rather than grade or year levels. This must be agreed to by the Australian government and must be documented in the Schedule to the Agreement.

The determination of whether a sufficient level of literacy skills has been attained is based on teacher/Aboriginal and Torres Strait Islander Education Worker (AIEW) judgement. The teacher/AIEW must be fully competent in the language of instruction in order to make a sound assessment of a child's literacy abilities and skills in the language of instruction.

Qualitative information is required to explain the outcomes. These qualitative comments will provide a context for the reported outcomes and will explain large shifts in outcomes between reporting years.

Targets:

No targets are set for this indicator.

**LITERACY ASSESSMENT – ENGLISH AS A SECOND LANGUAGE (ESL) – LATE
PRIMARY SCHOOL
(OPTIONAL PI FOR REMOTE INDIGENOUS CONTROLLED COMMUNITY SCHOOLS)**

Performance Indicator: Distribution of Indigenous students across an ESL scale or literacy profile appropriate for these students (this should be used later in primary school after Standard Australian English (SAE) has been introduced).

What the Indicator Tells Us: This indicator is for Indigenous students who do not have English as their first language of instruction. In many cases, Standard Australian English is a third or fourth language for remote Indigenous children. This indicator shows the progress of Indigenous children along the Standard Australian English learning continuum.

Measurement Source: The National ESL Band Scales or other appropriate instrument as agreed. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Provide the distribution of Indigenous students in each year level for Years 4, 5, 6 and, where applicable, Year 7, across the National ESL Band Scales (or equivalent agreed measurement source). This indicator is for Indigenous students only.

In order to calculate the distribution across the ESL Band Scales identify the Indigenous students who achieved the appropriate levels of an ESL scale dependent on their language background and level of schooling. The measurement of each student is dependent on their individual development along the National ESL Band Scales (or equivalent measurement).

Example

In Year 4 in the reporting year there are 20 students with a first language of instruction other than Standard Australian English. Seven of those students achieved ESL Scale 4, ten achieved ESL Scale 3, and three achieved ESL Scale 1. These figures are converted into percentages to provide the distribution of Indigenous students in Year 4 across the National ESL Band Scales and are reported as follows:

- Year 4 – ESL Scale 4 - 35% (7/20)
- Year 4 – ESL Scale 3 - 50% (10/20)
- Year 4 – ESL Scale 1 - 15% (3/20)

Continue in this way for Year 5, 6 and, where applicable, Year 7.

The online performance reporting system will calculate the above percentages automatically but for those providers who do not use online reporting both numbers and percentage must be provided using the format shown in the above example.

In some cases it may be most appropriate for a provider to report on the basis of age levels rather than grade or year levels. This must be agreed to by the Australian government and must be documented in the Schedule to the Agreement.

Qualitative information is required to explain the outcomes. These qualitative comments will provide a context for the reported outcomes and will explain large shifts in outcomes between reporting years.

Targets:

No targets are set for this indicator.

<p>LITERACY ACHIEVEMENT – YEAR 3 BENCHMARKS - READING (COMPULSORY PI FOR ALL SCHOOL PROVIDERS)</p>

Performance Indicator:	<p>Percentage (with numbers) of Indigenous and non-Indigenous Year 3 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) who achieved the national benchmark in the assessed strand of reading.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 3 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) exempted from testing.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 3 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) absent/withdrawn from testing.</p>
What the Indicator Tells Us:	<p>This indicator provides information on Year 3 Indigenous and non-Indigenous student achievement against the reading benchmark based on results that providers use for reporting purposes. It also provides information on the percentage of students who are either exempted or absent/withdrawn from testing.</p>
Measurement Source:	<p>Education provider based literacy testing against national benchmark literacy levels for Year 3 reading. The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	<p>Education providers will report provisional benchmarking data as agreed with the Australian Government to identify the number and percentage of Indigenous and, where applicable, non-Indigenous students who achieved the Year 3 benchmark level for reading.</p> <p>For both Indigenous and non-Indigenous students providers must report:</p> <ol style="list-style-type: none"> a) Percentage and number of students who achieved the benchmark b) Percentage and number of students who sat the test c) Percentage and number of students exempted from the test d) Percentage and number of students who were absent/withdrawn from the test. <p>Providers who report in INDIGO are required to provide numbers in all sub-parts. INDIGO will calculate percentages. Providers who do not report in INDIGO must provide number and percentage for all sub-parts. This information is to be in the format, numerator over denominator, and must accord with the percentage provided.</p> <p>Where a provider has both Indigenous and non-Indigenous students, outcomes must be reported for both.</p>

Targets:

Targets are set to increase the total percentage of Indigenous students achieving the reading benchmark. No targets will be set by geolocation. Targets are not to be set for non-Indigenous outcomes.

LITERACY ACHIEVEMENT – YEAR 3 BENCHMARKS - WRITING (COMPULSORY PI FOR ALL SCHOOL PROVIDERS)
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Performance Indicator:	<p>Percentage (with numbers) of Indigenous and non-Indigenous Year 3 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) who achieved the national benchmark in the assessed strand of writing.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 3 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) exempted from testing.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 3 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) absent/withdrawn from testing.</p>
What the Indicator Tells Us:	<p>This indicator provides information on Year 3 Indigenous and non-Indigenous student achievement against the writing benchmark, based on results that providers use for their reporting purposes. It also provides information on the percentage of students who are either exempted or absent/withdrawn from testing.</p>
Measurement Source:	<p>Education provider based literacy testing against national benchmark literacy levels for Year 3 for writing. The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	<p>Education providers will report provisional benchmarking data as agreed with the Australian Government to identify the number and percentage of Indigenous and, where applicable, non-Indigenous students who achieved the Year 3 benchmark level for writing.</p> <p>For both Indigenous and non-Indigenous students providers must report:</p> <ol style="list-style-type: none"> a) Percentage and number of students who achieved the benchmark b) Percentage and number of students who sat the test c) Percentage and number of students exempted from the test d) Percentage and number of students who were absent/withdrawn from the test. <p>Providers who report in INDIGO are required to provide numbers in all sub-parts. INDIGO will calculate percentages. Providers who do not report in INDIGO must provide number and percentage for all sub-parts. This information is to be in the format, numerator over denominator, and must accord with the percentage provided.</p>

Where a provider has both Indigenous and non-Indigenous students outcomes for both must be reported

Targets:

Targets are set to increase the total percentage of Indigenous students achieving the writing benchmark. No targets are set by geolocation. Targets are not to be set for non-Indigenous outcomes.

<p>LITERACY ACHIEVEMENT – YEAR 3 BENCHMARKS - SPELLING (COMPULSORY PI FOR ALL SCHOOL PROVIDERS)</p>
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- Performance Indicator:** Percentage (with numbers) of Indigenous and non-Indigenous Year 3 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) who achieved the national benchmark in the assessed strand of spelling.
- Percentage (with numbers) of Indigenous and non-Indigenous Year 3 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) exempted from testing.
- Percentage (with numbers) of Indigenous and non-Indigenous Year 3 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) absent/withdrawn from testing.
- What the Indicator Tells Us:** This indicator provides information on Year 3 Indigenous and non-Indigenous student achievement against the spelling benchmark, based on results that providers use for their reporting purposes. It also provides information on the percentage of students who are either exempted or absent/withdrawn from testing.
- Measurement Source:** Education provider based literacy testing against national benchmark literacy levels for Year 3 for spelling. Spelling will be reported, and targets set, when a MCEETYA performance measure is finalised and agreed. The Measurement Source is specified in the Schedule to the Agreement.
- Reporting Requirements:** Spelling will be reported, and targets set, when a MCEETYA performance measure is finalised and agreed.
- Education providers will report provisional benchmarking data as agreed with the Australian Government to identify the number and percentage of Indigenous and, where applicable, non-Indigenous students who achieved the Year 3 benchmark level for spelling.
- For both Indigenous and non-Indigenous students providers must report:
- a) Percentage and number of students who achieved the benchmark
 - b) Percentage and number of students who sat the test
 - c) Percentage and number of students exempted from the test
 - d) Percentage and number of students who were absent/withdrawn from the test.

Providers who report in INDIGO are required to provide numbers in all sub-parts. INDIGO will calculate percentages. Providers who do not report in INDIGO must provide number and percentage for all sub-parts. This information is to be in the format, numerator over denominator, and must accord with the percentage provided.

Where a provider has both Indigenous and non-Indigenous students outcomes for both must be reported.

Targets:

Targets are set to increase the total percentage of Indigenous students achieving the spelling benchmark. No targets are set by geolocation. Targets are not to be set for non-Indigenous outcomes.

**LEVELS OF LITERACY (READING) ACHIEVEMENT AT YEAR 3
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)**

Performance Indicator: Percentage of Year 3 Indigenous students in each quartile of all students as determined by their performance on a literacy (reading) assessment instrument.

What the Indicator Tells Us: This indicator provides information about Indigenous students' achievement in literacy relative to all students. This measure does not attempt to determine the standard of literacy of students, nor does it compare one provider with another in terms of the actual literacy ability of their students. It compares the distribution of Indigenous students to all students on the assumption that, if Indigenous students' outcomes were at the same level as all students, it would be expected that 25% of Indigenous students would be found in each quartile of all students.

Measurement Source: A comprehensive literacy assessment tool for Year 3 students as negotiated with the Australian Government.

Methods of determining the literacy standards of students vary greatly from one jurisdiction to another. In order to have a common approach to measuring the progress of Indigenous students in literacy a comparative measure has been developed. As stated above, if Indigenous students' outcomes were at the same level as all students then it would be expected that 25% of Indigenous students would be found in each quartile of all students, where all students incorporates both Indigenous and non-Indigenous students. This performance indicator provides a measure of progression in literacy beyond the minimum standard of the benchmark and must be used unless an alternative Measurement Source has been agreed with the Australian Government.

For some minor providers, particularly those with few or no non-Indigenous students, an alternative measurement technique may be negotiated with the Australian Government.

The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Calculate and report the percentage of Indigenous students in each quartile of all students (where all students includes Indigenous and non-Indigenous students) as determined by their performance on a literacy (reading) assessment instrument.

See below an example of how to calculate the percentage of Indigenous students in each quartile. This method ensures that each quartile contains 25% of all students. 25% of all students (where “all students” means both Indigenous and non-Indigenous students) must be allocated to each quartile based on their performance on the assessment instrument, i.e. 25% of all students will be in each quartile. The example does not take into account errors associated with determining the boundaries between quartiles. As mentioned above, the indicator is a relative measure and does not attempt to determine the standard of literacy of particular students. The example on the following pages outlines the process that must be followed to determine quartile outcomes.

Targets:

The targets are set to increase the percentage of Indigenous students in the highest reading quartile with the overall aim of achieving parity with non-Indigenous students.

How to calculate quartiles

It is unlikely that student populations will bunch neatly into quartiles on the basis of their literacy or numeracy assessment results. As a result, it is necessary to perform a number of calculations and take a series of steps to report against quartiles indicators. This is done by making a frequency distribution.

Table 1 shows an example of a frequency distribution for Indigenous and all students.

The scale score makes up the far left column. After that there are two sets of columns, one for Indigenous students and another for all students, where “all” includes Indigenous students. In this example we will discuss how the Indigenous figures were determined but the ‘all students’ columns are calculated in the same manner.

In the first Indigenous column, ‘N’, write the number of students who attained each scale score. At the base of this column insert the number of students who were exempted from the test then add up all the students in the column. This total must be the same as the number of students who sat the test combined with the number of students exempted.

The next column is the ‘%’ column. This is calculated by dividing the number in the ‘N’ column by the total number of students in the last row of the first column. Using the example, 32 students attained a scale score of 46. This is 32 divided by 6536 which is 0.5%. Perform this calculation for all rows in the table.

The final column under the heading of ‘Indigenous students’ is the ‘Cumulative %’ column. This column starts accumulating from the bottom. As noted previously, exempt students have been included in this example as performing at the lowest point in the bottom quartile. Exempted students form 3.6% of students, so 3.6% is written in the cumulative column. The next score is 46, attained by 0.5% of Indigenous students. In the cumulative column we write 4.1% which is 3.6% added to 0.5%. Adding the percentage who attained the score in question to the previous cumulative total allows us to progress up the ‘Cumulative %’ column. When you reach the top score you should have ‘accumulated’ 100% of Indigenous students.

Repeat this process for ‘All students’, then use the All students ‘Cumulative %’ column to divide the results into rough quartiles. To do this, draw a line at the point where 25%, 50% and 75% would occur. As noted above, students rarely bunch into neat quartiles. In this example, the first quartile falls between 24.2% and 27.9%, the 50% mark for the 2nd quartile falls between 47.3% and 51.1%, and so on. If these raw figures are used as the basis of the quartile divisions, then the lowest quartile would contain only 24.2% of the total student population instead of 25%. This means the percentage of the Indigenous population falling into these ‘raw quartiles’ cannot be compared with exactly 25% of the population nor accurately compared from year to year. To rectify this and to ensure comparable data we must perform a few more calculations.

A figure for each quartile which is comparable with 25% of the student population can be estimated using an adjustment factor. The method, called interpolation, is illustrated below using Table 2 as an example.

Calculating an adjustment factor

As noted previously, the boundary of the lowest 25% quartile and the next falls between 24.2% and 27.9% of the student population based on their assessment results. We calculate an adjustment factor in the following way:

- Calculate the difference between the two percentages that border the quartile:
 - $27.9 - 24.2 = 3.7$
- Calculate the difference between the quartile (in this case, 25%) and the percentage below the quartile:
 - $25.0 - 24.2 = 0.8$
- Divide the second result by the first result to obtain the adjustment factor:
 - $0.8 / 3.7 = 0.216$

Making the adjustment to the Indigenous percentage in the lowest quartile

Using the line that we drew to determine where the quartiles fall, we can see that the 25% mark for all students falls in the Indigenous “Cumulative %” column between 50.8% and 55.8% of the Indigenous population.

- First, we need to calculate the difference between these two percentages:
 - $55.8\% - 50.8\% = 5.0\%$
- Second, we apply the adjustment factor calculated above to the result of the last calculation:
 - $0.216 \times 5\% = 1.08\% = 1.1\%$
- Therefore the percentage of Indigenous students in the lowest quartile would be estimated as:
 - $50.8\% + 1.1\% = 51.9\%$

Using an adjustment factor ensures that the quartiles are adjusted to represent 25% of all students. Table 2 shows the differences in the percentages which would be reported for Indigenous students in the quartiles for the given example depending on whether interpolation is or is not used. The differences in this example are small, however, they can result in an underestimate or an overestimate of the percentage of Indigenous students in each quartile. For this reason, interpolation must be used when reporting against quartiles indicators.

Table 1: An example of the distribution of Indigenous and All students

Scale Score	Indigenous students			ALL STUDENTS		
	N	%	Cumulative %	N	%	Cumulative %
907	0	0.0%	100.0%	100	0.1%	100.0%
762	2	0.0%	100.0%	208	0.3%	99.9%
656	2	0.0%	100.0%	320	0.4%	99.6%
612	12	0.2%	99.9%	588	0.7%	99.2%
583	22	0.3%	99.8%	800	1.0%	98.5%
562	24	0.4%	99.4%	1120	1.4%	97.5%
545	16	0.2%	99.1%	1308	1.6%	96.1%
530	42	0.6%	98.8%	1698	2.1%	94.5%
517	46	0.7%	98.2%	1840	2.3%	92.4%
505	50	0.8%	97.5%	2212	2.7%	90.1%
494	56	0.9%	96.7%	2234	2.8%	87.4%
484	78	1.2%	95.8%	2520	3.1%	84.6%
474	84	1.3%	94.6%	2874	3.6%	81.5%
465	134	2.1%	93.4%	2984	3.7%	78.0%
456	106	1.6%	91.3%	3066	3.8%	74.3%
448	100	1.5%	89.7%	3086	3.8%	70.5%
439	108	1.7%	88.2%	3098	3.8%	66.7%
431	138	2.1%	86.5%	3072	3.8%	62.9%
423	180	2.8%	84.4%	3190	3.9%	59.1%
415	170	2.6%	81.6%	3256	4.0%	55.1%
407	192	2.9%	79.0%	3090	3.8%	51.1%
399	218	3.3%	76.1%	3236	4.0%	47.3%
390	212	3.2%	72.8%	3134	3.9%	43.3%
383	274	4.2%	69.5%	3242	4.0%	39.4%
374	308	4.7%	65.3%	3046	3.8%	35.4%
365	314	4.8%	60.6%	3048	3.8%	31.7%
357	330	5.0%	55.8%	2980	3.7%	27.9%
348	308	4.7%	50.8%	2798	3.5%	24.2%
339	296	4.5%	46.1%	2526	3.1%	20.7%
330	324	5.0%	41.5%	2290	2.8%	17.6%
320	316	4.8%	36.6%	2176	2.7%	14.8%
310	338	5.2%	31.7%	1904	2.4%	12.1%
298	308	4.7%	26.6%	1502	1.9%	9.8%
286	270	4.1%	21.8%	1304	1.6%	7.9%
274	304	4.7%	17.7%	1090	1.3%	6.3%
259	210	3.2%	13.1%	804	1.0%	4.9%
243	160	2.4%	9.9%	510	0.6%	3.9%
224	130	2.0%	7.4%	342	0.4%	3.3%
202	56	0.9%	5.4%	168	0.2%	2.9%
172	16	0.2%	4.6%	72	0.1%	2.7%
124	12	0.2%	4.3%	32	0.0%	2.6%
46	32	0.5%	4.1%	106	0.1%	2.6%
Exempt	238	3.6%	3.6%	1966	2.4%	2.4%
TOTALS:	6536			80940		

Table 2: Comparison of quartile calculations with and without interpolation

	No interpolation		With interpolation	
	% of total student population in group	% of Indigenous students in group	% of total student population in group	% of Indigenous students in group
4th 'quartile' (lowest)	24.2%	50.8%	25%	51.9%
3rd 'quartile'	23.1%	25.3%	25%	26.3%
2nd 'quartile'	27.0%	15.2%	25%	13.5%
1st 'quartile' (highest)	25.7%	8.7%	25%	8.3%

LITERACY ACHIEVEMENT – YEAR 5 BENCHMARKS - READING
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)

Performance Indicator:	<p>Percentage (with numbers) of Indigenous and non-Indigenous Year 5 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) who achieved the national benchmark in the assessed strand of reading.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 5 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) exempted from testing.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 5 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) absent/withdrawn from testing.</p>
What the Indicator Tells Us:	<p>This indicator provides information on Year 5 Indigenous and non-Indigenous student achievement against the reading benchmark based on results that providers use for their reporting purposes. It also provides information on the percentage of students who are either exempted or absent/withdrawn from testing.</p>
Measurement Source:	<p>Education provider based literacy testing against national benchmark literacy levels for Year 5 for reading. The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	<p>Education providers will report provisional benchmarking data as agreed with the Australian Government to identify the number and percentage of Indigenous and, where applicable, non-Indigenous students who achieved the Year 5 benchmark level for reading.</p> <p>For both Indigenous and non-Indigenous students providers must report:</p> <ol style="list-style-type: none"> a) Percentage and number of students who achieved the benchmark b) Percentage and number of students who sat the test c) Percentage and number of students exempted from the test d) Percentage and number of students who were absent/withdrawn from the test. <p>Providers who report in INDIGO are required to provide numbers in all sub-parts. INDIGO will calculate percentages. Providers who do not report in INDIGO must provide number and percentage</p>

for all sub-parts. This information is to be in the format numerator over denominator and must accord with the percentage provided.

Where a provider has both Indigenous and non-Indigenous students outcomes for both must be reported.

Targets:

Targets are set to increase the total percentage of Indigenous students achieving the reading benchmark. No targets are set by geolocation. Targets are not to be set for non-Indigenous outcomes.

<p>LITERACY ACHIEVEMENT – YEAR 5 BENCHMARKS - WRITING (COMPULSORY PI FOR ALL SCHOOL PROVIDERS)</p>

Performance Indicator:	<p>Percentage (with numbers) of Indigenous and non-Indigenous Year 5 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) who achieved the national benchmark in the assessed strand of writing.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 5 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) exempted from testing.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 5 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) absent/withdrawn from testing.</p>
What the Indicator Tells Us:	<p>This indicator provides information on Year 5 Indigenous and non-Indigenous student achievement against the writing benchmark, based on results that providers use for their reporting purposes. It also provides information on the percentage of students who are either exempted or absent/withdrawn from testing.</p>
Measurement Source:	<p>Education provider based literacy testing against national benchmark literacy levels for Year 5 for writing. The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	<p>Education providers will report provisional benchmarking data as agreed with the Australian Government to identify the number and percentage of Indigenous and, where applicable, non-Indigenous students who achieved the Year 5 benchmark level for writing.</p> <p>For both Indigenous and non-Indigenous students providers must report:</p> <ol style="list-style-type: none"> a) Percentage and number of students who achieved the benchmark b) Percentage and number of students who sat the test c) Percentage and number of students exempted from the test d) Percentage and number of students who were absent/withdrawn from the test. <p>Providers who report in INDIGO are required to provide numbers in all sub-parts. INDIGO will calculate percentages. Providers who do not report in INDIGO must provide number and percentage for all sub-parts. This information is to be in the format, numerator over denominator, and must accord with the percentage provided.</p>

Where a provider has both Indigenous and non-Indigenous students outcomes for both must be reported.

Targets:

Targets are set to increase the total percentage of Indigenous students achieving the writing benchmark. No targets are set by geolocation. Targets are not to be set for non-Indigenous outcomes.

LITERACY ACHIEVEMENT – YEAR 5 BENCHMARKS - SPELLING
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)

Performance Indicator:	<p>Percentage (with numbers) of Indigenous and non-Indigenous Year 5 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) who achieved the national benchmark in the assessed strand of spelling.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 5 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) exempted from testing.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 5 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) absent/withdrawn from testing.</p> <p>Spelling will be reported, and targets set, when all aspects of a MCEETYA performance measure are agreed.</p>
What the Indicator Tells Us:	<p>This indicator provides information on Year 5 Indigenous and non-Indigenous student achievement against the spelling benchmark, based on results that providers use for their reporting purposes. It also provides information on the percentage of students who are either exempted or absent/withdrawn from testing.</p>
Measurement Source:	<p>Education provider based literacy testing against national benchmark literacy levels for Year 5 spelling. Spelling will be reported, and targets set, when a MCEETYA performance measure is finalised and agreed. The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	<p>Spelling will be reported, and targets set, when a MCEETYA performance measure is finalised and agreed.</p> <p>Education providers will report provisional benchmarking data as agreed with the Australian Government to identify the number and percentage of Indigenous and, where applicable, non-Indigenous students who achieved the Year 5 benchmark level for spelling.</p> <p>For both Indigenous and non-Indigenous students providers must report:</p> <ol style="list-style-type: none"> a) Percentage and number of students who achieved the benchmark b) Percentage and number of students who sat the test c) Percentage and number of students exempted from the test

- d) Percentage and number of students who were absent/withdrawn from the test.

Providers who report in INDIGO are required to provide numbers in all sub-parts. INDIGO will calculate percentages. Providers who do not report in INDIGO must provide number and percentage for all sub-parts. This information is to be in the format, numerator over denominator, and must accord with the percentage provided.

Where a provider has both Indigenous and non-Indigenous students outcomes for both must be reported.

Targets:

Targets are set to increase the total percentage of Indigenous students achieving the spelling benchmark. No targets are set by geolocation. Targets are not to be set for non-Indigenous outcomes.

**LEVEL OF LITERACY (READING) ACHIEVEMENT AT YEAR 5
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)**

Performance Indicator: Percentage of Year 5 Indigenous students in each quartile of all students as determined by their performance on a literacy (reading) assessment instrument.

What the Indicator Tells Us: This indicator provides information about Indigenous students' achievement in literacy relative to all students. This measure does not attempt to determine the standard of literacy of students, nor does it compare one provider with another in terms of the actual literacy ability of their students. It compares the distribution of Indigenous students to all students on the assumption that, if Indigenous students' outcomes were at the same level as all students, it would be expected that 25% of Indigenous students would be found in each quartile of all students.

Measurement Source: A comprehensive literacy assessment tool for Year 5 students as negotiated with the Australian Government.

Methods of determining the literacy standards of students vary greatly from one jurisdiction to another. In order to have a common approach to measuring the progress of Indigenous students in literacy a comparative measure has been developed. As stated above, if Indigenous students' outcomes were at the same level as all students then it would be expected that 25% of Indigenous students would be found in each quartile of all students, where all students incorporates both Indigenous and non-Indigenous students. This performance indicator provides a measure of progression in literacy beyond the minimum standard of the benchmark and must be used unless an alternative Measurement Source has been agreed with the Australian Government.

For some minor providers, particularly those with few or no non-Indigenous students, an alternative measurement technique may be negotiated with the Australian Government.

The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Calculate and report the percentage of total Indigenous students in each quartile of all students (where all students includes Indigenous and non-Indigenous students) determined by their performance on a literacy (reading) assessment instrument.

See the example at the end of sLIT6 which explains how to calculate the percentage of Indigenous students in each quartile. This method ensures that each quartile contains 25% of all students. 25% of all students (where “all students” means both Indigenous and non-Indigenous) must be allocated to each quartile based on their performance on the assessment instrument, i.e. 25% of all students will be in each quartile. The example does not take into account errors associated with determining the boundaries between quartiles. As mentioned above, the indicator is a relative measure and does not attempt to determine the standard of literacy of particular students. The example on pages 17 to 19 outlines the process that must be followed to determine quartile outcomes.

Targets:

The targets are set to increase the percentage of Indigenous students in the highest reading quartile with the overall aim of achieving parity with non-Indigenous students.

LITERACY ACHIEVEMENT – YEAR 7 BENCHMARKS - READING
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)

Performance Indicator:	<p>Percentage (with numbers) of Indigenous and non-Indigenous Year 7 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) who achieved the national benchmark in the assessed strand of reading.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 7 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) exempted from testing.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 7 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) absent/withdrawn from testing.</p>
What the Indicator Tells Us:	<p>This indicator provides information on Year 7 Indigenous and non-Indigenous student achievement against the reading benchmark based on results that providers use for their reporting purposes. It also provides information on the percentage of students who are either exempted or absent/withdrawn from testing</p>
Measurement Source:	<p>Education provider based literacy testing against national benchmark literacy levels for Year 7 for reading. The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	<p>Education providers will report provisional benchmarking data as agreed with the Australian Government to identify the number and percentage of Indigenous and, where applicable, non-Indigenous students who achieved the Year 7 benchmark level for reading.</p> <p>For both Indigenous and non-Indigenous students providers must report:</p> <ol style="list-style-type: none"> a) Percentage and number of students who achieved the benchmark b) Percentage and number of students who sat the test c) Percentage and number of students exempted from the test d) Percentage and number of students who were absent/withdrawn from the test. <p>Providers who report in INDIGO are required to provide numbers in all sub-parts. INDIGO will calculate percentages. Providers who do not report in INDIGO must provide number and percentage</p>

for all sub-parts. This information is to be in the format, numerator over denominator, and must accord with the percentage provided.

Where a provider has both Indigenous and non-Indigenous students outcomes for both must be reported.

Targets:

Targets are set to increase the total percentage of Indigenous students achieving the reading benchmark. No targets are set by geolocation. Targets are not to be set for non-Indigenous outcomes.

<p>LITERACY ACHIEVEMENT – YEAR 7 BENCHMARKS - WRITING (COMPULSORY PI FOR ALL SCHOOL PROVIDERS)</p>

Performance Indicator: Percentage (with numbers) of Indigenous and non-Indigenous Year 7 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) who achieved the national benchmark in the assessed strand of writing.

Percentage (with numbers) of Indigenous and non-Indigenous Year 7 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) exempted from testing.

Percentage (with numbers) of Indigenous and non-Indigenous Year 7 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) absent/withdrawn from testing.

What the Indicator Tells Us: This indicator provides information on Year 7 Indigenous and non-Indigenous student achievement against the writing benchmark based on results that providers use for their reporting purposes. It also provides information on the percentage of students who are either exempted or absent/withdrawn from testing.

Measurement Source: Education provider based literacy testing against national benchmark literacy levels for Year 7 writing. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Education providers will report provisional benchmarking data as agreed with the Australian Government to identify the number and percentage of Indigenous and, where applicable, non-Indigenous students who achieved the Year 7 benchmark level for writing.

For both Indigenous and non-Indigenous students providers must report:

- a) Percentage and number of students who achieved the benchmark
- b) Percentage and number of students who sat the test
- c) Percentage and number of students exempted from the test
- d) Percentage and number of students who were absent/withdrawn from the test.

Providers who report in INDIGO are required to provide numbers in all sub-parts. INDIGO will calculate percentages. Providers who do not report in INDIGO must provide number and percentage for all sub-parts. This information is to be in the format, numerator over denominator, and must accord with the percentage provided.

Where a provider has both Indigenous and non-Indigenous students outcomes for both must be reported.

Targets:

Targets are set to increase the total percentage of Indigenous students achieving the writing benchmark. No targets are set by geolocation. Targets are not to be set for non-Indigenous outcomes.

LITERACY ACHIEVEMENT – YEAR 7 BENCHMARKS - SPELLING
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)

Performance Indicator:	<p>Percentage (with numbers) of Indigenous and non-Indigenous Year 7 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) who achieved the national benchmark in the assessed strand of spelling.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 7 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) exempted from testing.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 7 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) absent/withdrawn from testing.</p> <p>Spelling will be reported, and targets set, when all aspects of a MCEETYA performance measure are agreed.</p>
What the Indicator Tells Us:	<p>This indicator provides information on Year 7 Indigenous and non-Indigenous student achievement against the spelling benchmark based on results that providers use for their reporting purposes. It also provides information on the percentage of students who are either exempted or absent/withdrawn from testing.</p>
Measurement Source:	<p>Education provider based literacy testing against national benchmark literacy levels for Year 7 for spelling. Spelling will be reported, and targets set, when a MCEETYA performance measure is finalised and agreed. The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	<p>Spelling will be reported, and targets set, when a MCEETYA performance measure is finalised and agreed.</p> <p>Education providers will report provisional benchmarking data as agreed with the Australian Government to identify the number and percentage of Indigenous and, where applicable, non-Indigenous students who achieved the Year 7 benchmark level for spelling.</p> <p>For both Indigenous and non-Indigenous students providers must report:</p> <ol style="list-style-type: none"> a) Percentage and number of students who achieved the benchmark b) Percentage and number of students who sat the test c) Percentage and number of students exempted from the test d) Percentage and number of students who were absent/withdrawn from the test.

Providers who report in INDIGO are required to provide numbers in all sub-parts. INDIGO will calculate percentages. Providers who do not report in INDIGO must provide number and percentage for all sub-parts. This information is to be in the format, numerator over denominator, and must accord with the percentage provided.

Where a provider has both Indigenous and non-Indigenous students outcomes for both must be reported.

Targets:

Targets are set to increase the total percentage of Indigenous students achieving the spelling benchmark. No targets are set by geolocation. Targets are not to be set for non-Indigenous outcomes.

**LEVELS OF LITERACY (READING) ACHIEVEMENT AT YEAR 7
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)**

Performance Indicator: Percentage of Year 7 Indigenous students in each quartile of all students as determined by their performance on a literacy (reading) assessment instrument.

What the Indicator Tells Us: This indicator provides information about Indigenous students' achievement in literacy relative to all students. This measure does not attempt to determine the standard of literacy of students, nor does it compare one provider with another in terms of the actual literacy ability of their students. It compares the distribution of Indigenous students to all students on the assumption that, if Indigenous students' outcomes were at the same level as all students, it would be expected that 25% of Indigenous students would be found in each quartile of all students.

Measurement Source: A comprehensive literacy assessment tool for Year 7 students as negotiated with the Australian Government.

Methods of determining the literacy standards of students vary greatly from one jurisdiction to another. In order to have a common approach to measuring the progress of Indigenous students in literacy a comparative measure has been developed. As stated above, if Indigenous students' outcomes were at the same level as all students then it would be expected that 25% of Indigenous students would be found in each quartile of all students, where all students incorporates both Indigenous and non-Indigenous students. This performance indicator provides a measure of progression in literacy beyond the minimum standard of the benchmark and must be used unless an alternative Measurement Source has been agreed with the Australian Government.

For some minor providers, particularly those with few or no non-Indigenous students, an alternative measurement technique may be negotiated with the Australian Government.

The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Calculate and report the percentage of total Indigenous students in each quartile of all students (where all students includes Indigenous and non-Indigenous students) determined by their performance on a literacy (reading) assessment instrument.

See the example at the end of sLIT6 which explains how to calculate the percentage of Indigenous students in each quartile. This method ensures that each quartile contains 25% of all students. 25% of all students (where “all students” means both Indigenous and non-Indigenous) must be allocated to each quartile based on their performance on the assessment instrument, i.e. 25% of all students will be in each quartile. The example does not take into account errors associated with determining the boundaries between quartiles. As mentioned above, the indicator is a relative measure and does not attempt to determine the standard of literacy of particular students. The example on pages 17 to 19 outlines the process that must be followed to determine quartile outcomes.

Targets:

The targets are to be set to increase the percentage of Indigenous students in the highest reading quartile with the overall aim of achieving parity with non-Indigenous students.

**NUMERACY ASSESSMENT – ENGLISH AS A SECOND LANGUAGE (ESL) – EARLY
PRIMARY SCHOOL
(OPTIONAL PI FOR REMOTE INDIGENOUS CONTROLLED COMMUNITY SCHOOLS)**

Performance Indicator: Percentage (with numbers) of Indigenous students who have sufficient numeracy skills, as demonstrated in the language of instruction in early primary school, to move successfully into numeracy learning in Standard Australian English.

What the Indicator Tells Us: This indicator is for Indigenous students who do not have English as their first language of instruction. In many cases, Standard Australian English is a third or fourth language for remote Indigenous children but well-developed numeracy concepts and skills in the main language of instruction can provide a strong foundation for Standard Australian English numeracy. This indicator measures the proportion of Indigenous students who have sufficient numeracy skills to enable them to achieve a successful transition to learning and understanding numeracy concepts in Standard Australian English.

Measurement Source: Education provider's numeracy profile records. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Calculate and report the number of Indigenous students who achieve a sufficient level of numeracy skills in their main language of instruction to successfully make the transition to numeracy learning in Standard Australian English. This indicator is for Indigenous students only.

Provide the number of Indigenous students who achieved sufficient numeracy skills and the number of Indigenous students assessed. The online performance reporting system will calculate the required percentage using these numbers.

For those providers who do not report online both numbers and percentage must be provided. To calculate the percentage of Indigenous students who have sufficient numeracy skills in their main language of instruction to enable a successful transition to numeracy learning in Standard Australian English divide the number of Indigenous Year 1-3 students who have sufficient numeracy skills by the total number of Indigenous Year 1-3 students assessed. Multiply this by 100 to obtain the necessary percentage.

In some cases it may be most appropriate for a provider to report on the basis of age levels rather than grade or year levels. This

must be agreed to by the Australian government and must be documented in the Schedule to the Agreement.

The determination of whether a sufficient level of numeracy skills has been attained is based on teacher/ Aboriginal and Torres Strait Islander Education Worker (AIEW) judgement. The teacher/AIEW must be fully competent in the language of instruction in order to make a sound assessment of a child's numeracy abilities and skills in the language of instruction.

Targets:

No targets are set for this indicator.

**NUMERACY ASSESSMENT – ENGLISH AS A SECOND LANGUAGE (ESL) – LATE
PRIMARY SCHOOL
(OPTIONAL PI FOR REMOTE INDIGENOUS CONTROLLED COMMUNITY SCHOOLS)**

- Performance Indicator:** Distribution of Indigenous students across a numeracy profile appropriate for these students (this should be used later in primary school after Standard Australian English has been introduced).
- What the Indicator Tells Us:** This indicator is for Indigenous students who do not have English as their first language of instruction. In many cases, Standard Australian English is a third or fourth language for remote Indigenous children. This indicator shows the progress of Indigenous children along the Standard Australian English learning continuum as it applies to numeracy.
- Measurement Source:** Numeracy profiling instrument as appropriate. The Measurement Source is specified in the Schedule to the Agreement.
- Reporting Requirements:** Provide the distribution of Indigenous students in each year level for Years 4, 5, and 6 and, where applicable, Year 7, across the numeracy profile specified in the Schedule to the Agreement. This indicator is for Indigenous students only.

The measurement of each student is dependent on their individual development along the numeracy profile specified in the Schedule.

Example

In Year 4 in the reporting year there are 20 students with a first language of instruction other than Standard Australian English. Seven of those students achieved level 4 on the numeracy profile, ten achieved level 3, and three achieved level 1. These figures are converted into percentages to provide the distribution of Indigenous students in Year 4 across the numeracy profile and are reported as follows:

- Year 4 – numeracy profile level 4 – 35% (7/20)
- Year 4 – numeracy profile level 3 – 50% (10/20)
- Year 4 – numeracy profile level 1 – 15% (3/20)

Continue in this way for Year 5, 6 and, where applicable, Year 7.

The online performance reporting system will calculate the above percentages automatically but for those providers who do not use online reporting both numbers and percentage must be provided using the format shown in the above example.

In some cases it may be most appropriate for a provider to report on the basis of age levels rather than grade or year levels. This

must be agreed to by the Australian government and must be documented in the Schedule to the Agreement.

Targets:

No targets are set for this indicator.

<p>NUMERACY ACHIEVEMENT – YEAR 3 BENCHMARKS (COMPULSORY PI FOR ALL SCHOOL PROVIDERS)</p>

Performance Indicator:	<p>Percentage (with numbers) of Indigenous and non-Indigenous Year 3 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) who achieved the national benchmark in numeracy.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 3 students in (MCEETYA very remote, remote, provincial and metropolitan geographic locations) exempted from testing.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 3 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) absent/withdrawn from testing.</p>
What the Indicator Tells Us:	<p>This indicator provides information on Year 3 Indigenous and non-Indigenous student achievement against the numeracy benchmark based on results that providers use for reporting purposes. It also provides information on the percentage of students who are either exempted or absent/withdrawn from testing.</p>
Measurement Source:	<p>Education provider based numeracy testing against national benchmark levels for Year 3 numeracy. The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	<p>Education providers will report provisional benchmarking data as agreed with the Australian Government to identify the number and percentage of Indigenous and, where applicable, non-Indigenous students who achieved the Year 3 benchmark level for numeracy.</p> <p>For both Indigenous and non-Indigenous students providers must report:</p> <ol style="list-style-type: none"> a) Percentage and number of students who achieved the benchmark b) Percentage and number of students who sat the test c) Percentage and number of students exempted from the test d) Percentage and number of students who were absent/withdrawn from the test. <p>Providers who report in INDIGO are required to provide numbers in all sub-parts. INDIGO will calculate percentages. Providers who do not report in INDIGO must provide number and percentage for all sub-parts. This information is to be in the format numerator over denominator and must accord with the percentage provided.</p>

Please see the page at the end of sLIT3 for an explanation of how to calculate results according to the standard IEAs.

Where a provider has both Indigenous and non-Indigenous students outcomes for both must be reported.

Targets:

Targets are set to increase the total percentage of Indigenous students achieving the numeracy benchmark. No targets are set by geolocation. Targets are not to be set for non-Indigenous outcomes.

**LEVELS OF NUMERACY ACHIEVEMENT AT YEAR 3
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)**

Performance Indicator:	Percentage of Year 3 Indigenous students in each quartile of all students as determined by their performance on a numeracy assessment instrument.
What the Indicator Tells Us:	This indicator provides information about Indigenous students' achievement in numeracy relative to all students. This measure does not attempt to determine the standard of numeracy of students, nor does it compare one provider with another in terms of the actual numeracy ability of their students. It compares the distribution of Indigenous students to all students on the assumption that, if Indigenous students' outcomes were at the same level as all students, it would be expected that 25% of Indigenous students would be found in each quartile of all students.
Measurement Source:	<p>A comprehensive numeracy assessment tool for Year 3 students as negotiated with the Australian Government.</p> <p>Methods of determining the numeracy standards of students vary greatly from one jurisdiction to another. In order to have a common approach to measuring the progress of Indigenous students in numeracy a comparative measure has been developed. As stated above, if Indigenous students' outcomes were at the same level as all students then it would be expected that 25% of Indigenous students would be found in each quartile of all students, where all students incorporates both Indigenous and non-Indigenous students. This performance indicator provides a measure of progression in numeracy beyond the minimum standard of the benchmark and must be used unless an alternative Measurement Source has been agreed with the Australian Government.</p> <p>For some minor providers, particularly those with few or no non-Indigenous students, an alternative measurement technique may be negotiated with the Australian Government.</p> <p>The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	Calculate and report the percentage of total Indigenous students in each quartile of all students (where all students includes Indigenous and non-Indigenous students) as determined by their performance on a numeracy assessment instrument.

See the example after sLIT6 for an illustration of how to calculate the percentage of Indigenous students in each quartile. The example provided outlines the process that must be followed when reporting against this indicator. This method ensures that each quartile contains 25% of all students. 25% of all students (where “all students” means both Indigenous and non-Indigenous) must be allocated to each quartile based on their performance on the assessment instrument, i.e. 25% of all students will be in each quartile. The example does not take into account errors associated with determining the boundaries between quartiles. As mentioned above, the indicator is a relative measure and does not attempt to determine the standard of numeracy of particular students. The example on pages 17 to 19 outlines the process that must be followed to determine quartile outcomes.

Targets:

The targets are set to increase the percentage of Indigenous students in the highest numeracy quartile with the overall aim of achieving parity with non-Indigenous students.

<p>NUMERACY ACHIEVEMENT – YEAR 5 BENCHMARKS (COMPULSORY PI FOR ALL SCHOOL PROVIDERS)</p>

Performance Indicator:	<p>Percentage (with numbers) of Indigenous and non-Indigenous Year 5 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) who achieved the national benchmark in the assessed strand of numeracy.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 5 students in (MCEETYA very remote, remote, provincial and metropolitan geographic locations) exempted from testing.</p> <p>Percentage (with numbers) of Indigenous and non-Indigenous Year 5 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) absent/withdrawn from testing.</p>
What the Indicator Tells Us:	<p>This indicator provides information on Year 5 Indigenous and non-Indigenous student achievement against the numeracy benchmark based on results providers use for reporting purposes. It also provides information on the percentage of students who are either exempted or absent/withdrawn from testing.</p>
Measurement Source:	<p>Education provider based numeracy testing against national benchmark levels for Year 5 numeracy. The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	<p>Education providers will report provisional benchmarking data as agreed with the Australian Government to identify the number and percentage of Indigenous and, where applicable, non-Indigenous students who achieved the Year 5 benchmark level for numeracy.</p> <p>For both Indigenous and non-Indigenous students providers must report:</p> <ol style="list-style-type: none"> a) Percentage and number of students who achieved the benchmark b) Percentage and number of students who sat the test c) Percentage and number of students exempted from the test d) Percentage and number of students who were absent/withdrawn from the test. <p>Providers who report in INDIGO are required to provide numbers in all sub-parts. INDIGO will calculate percentages. Providers who do not report in INDIGO must provide number and percentage for all sub-parts. This information is to be in the format, numerator over denominator, and must accord with the percentage provided.</p>

Please see the page at the end of sLIT3 for an explanation of how to calculate results according to the standard IEAs.

Where a provider has both Indigenous and non-Indigenous students outcomes for both must be reported.

Targets:

Targets are set to increase the total percentage of Indigenous students achieving the numeracy benchmark. No targets are set by geolocation. Targets are not to be set for non-Indigenous outcomes.

**LEVEL OF NUMERACY ACHIEVEMENT AT YEAR 5
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)**

Performance Indicator:	Percentage of Year 5 Indigenous students in each quartile of all students as determined by their performance on a numeracy assessment instrument.
What the Indicator Tells Us:	This indicator provides information about Indigenous students' achievement in numeracy relative to all students. This measure does not attempt to determine the standard of numeracy of students, nor does it compare one provider with another in terms of the actual numeracy ability of their students. It compares the distribution of Indigenous students to all students on the assumption that, if Indigenous students' outcomes were at the same level as all students, it would be expected that 25% of Indigenous students would be found in each quartile of all students.
Measurement Source:	<p>A comprehensive numeracy assessment tool for Year 5 students as negotiated with the Australian Government.</p> <p>Methods of determining the numeracy standards of students vary greatly from one jurisdiction to another. In order to have a common approach to measuring the progress of Indigenous students in numeracy a comparative measure has been developed. As stated above, if Indigenous students' outcomes were at the same level as all students then it would be expected that 25% of Indigenous students would be found in each quartile of all students, where all students incorporates both Indigenous and non-Indigenous students. This performance indicator provides a measure of progression in numeracy beyond the minimum standard of the benchmark and must be used unless an alternative Measurement Source has been agreed with the Australian Government.</p> <p>For some minor providers, particularly those with few or no non-Indigenous students, an alternative measurement technique may be negotiated with the Australian Government.</p> <p>The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	Calculate and report the percentage of total Indigenous students in each quartile of all students (where all students includes Indigenous and non-Indigenous students) as determined by their performance on a numeracy assessment instrument.

See the example after sLIT6 for an illustration of how to calculate the percentage of Indigenous students in each quartile. The example provided outlines the process that must be followed when reporting against this indicator. This method ensures that each quartile contains 25% of all students. 25% of all students (where “all students” means both Indigenous and non-Indigenous) must be allocated to each quartile based on their performance on the assessment instrument, i.e. 25% of all students will be in each quartile. The example does not take into account errors associated with determining the boundaries between quartiles. As mentioned above, the indicator is a relative measure and does not attempt to determine the standard of numeracy of particular students. The example on pages 17 to 19 outlines the process that must be followed to determine quartile outcomes.

Targets:

The targets are set to increase the percentage of Indigenous students in the highest numeracy quartile with the overall aim of achieving parity with non-Indigenous students.

<p>NUMERACY ACHIEVEMENT – YEAR 7 BENCHMARKS (COMPULSORY PI FOR ALL SCHOOL PROVIDERS)</p>

Performance Indicator: Percentage (with numbers) of Indigenous and non-Indigenous Year 7 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) who achieved the national benchmark in the assessed strand of numeracy.

Percentage (with numbers) of Indigenous and non-Indigenous Year 7 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) exempted from testing.

Percentage (with numbers) of Indigenous and non-Indigenous Year 7 students (in MCEETYA very remote, remote, provincial and metropolitan geographic locations) absent/withdrawn from testing.

What the Indicator Tells Us: This indicator provides information on Year 7 Indigenous and non-Indigenous student achievement against the numeracy benchmark based on results that providers use for their own reporting purposes. It also provides information on the percentage of students who are either exempted or absent/withdrawn from testing.

Measurement Source: Education provider based numeracy testing against national benchmark levels for Year 7 numeracy. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Education providers will report provisional benchmarking data as agreed with the Australian Government to identify the number and percentage of Indigenous and, where applicable, non-Indigenous students who achieved the Year 7 benchmark level for numeracy.

For both Indigenous and non-Indigenous students providers must report:

- a) Percentage and number of students who achieved the benchmark
- b) Percentage and number of students who sat the test
- c) Percentage and number of students exempted from the test
- d) Percentage and number of students who were absent/withdrawn from the test.

Providers who report in INDIGO are required to provide numbers in all sub-parts. INDIGO will calculate percentages. Providers who do not report in INDIGO must provide number and percentage for all sub-parts. This information is to be in the format, numerator over denominator, and must accord with the percentage provided.

Please see the page at the end of sLIT3 for an explanation of how to calculate results according to the standard IEAs.

Where a provider has both Indigenous and non-Indigenous students outcomes for both must be reported.

Targets:

Targets are set to increase the total percentage of Indigenous students achieving the numeracy benchmark. No targets are set by geolocation. Targets are not to be set for non-Indigenous outcomes.

<p>LEVEL OF NUMERACY ACHIEVEMENT AT YEAR 7 (COMPULSORY PI FOR ALL SCHOOL PROVIDERS)</p>
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Performance Indicator:	Percentage of Year 7 Indigenous students in each quartile of all students as determined by their performance on a numeracy assessment instrument.
What the Indicator Tells Us:	This indicator provides information about Indigenous students' achievement in numeracy relative to all students. This measure does not attempt to determine the standard of numeracy of students, nor does it compare one provider with another in terms of the actual numeracy ability of their students. It compares the distribution of Indigenous students to all students on the assumption that, if Indigenous students' outcomes were at the same level as all students, it would be expected that 25% of Indigenous students would be found in each quartile of all students.
Measurement Source:	<p>A comprehensive numeracy assessment tool for Year 7 students as negotiated with the Australian Government.</p> <p>Methods of determining the numeracy standards of students vary greatly from one jurisdiction to another. In order to have a common approach to measuring the progress of Indigenous students in numeracy a comparative measure has been developed. As stated above, if Indigenous students' outcomes were at the same level as all students then it would be expected that 25% of Indigenous students would be found in each quartile of all students, where all students incorporates both Indigenous and non-Indigenous students. This performance indicator provides a measure of progression in numeracy beyond the minimum standard of the benchmark and must be used unless an alternative Measurement Source has been agreed with the Australian Government.</p> <p>For some minor providers, particularly those with few or no non-Indigenous students, an alternative measurement technique may be negotiated with the Australian Government.</p> <p>The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	Calculate and report the percentage of total Indigenous students in each quartile of all students (where all students includes Indigenous and non-Indigenous students) as determined by their performance on a numeracy assessment instrument.

See the example after sLIT6 for an illustration of how to calculate the percentage of Indigenous students in each quartile. The example provided outlines the process that must be followed when reporting against this indicator. This method ensures that each quartile contains 25% of all students. 25% of all students (where “all students” means both Indigenous and non-Indigenous) must be allocated to each quartile based on their performance on the assessment instrument, i.e. 25% of all students will be in each quartile. The example does not take into account errors associated with determining the boundaries between quartiles. As mentioned above, the indicator is a relative measure and does not attempt to determine the standard of numeracy of particular students. The example on pages 17 to 19 outlines the process that must be followed to determine quartile outcomes.

Targets:

The targets are set to increase the percentage of Indigenous students in the highest numeracy quartile with the overall aim of achieving parity with non-Indigenous students.

AVERAGE ATTENDANCE RATE
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)
Geolocation information only required for major providers

Performance Indicator:	<p>Average attendance rate of Indigenous students compared with non-Indigenous students:</p> <p>a) Primary students b) Secondary students to Year 10 only</p> <p>Major providers must also provide the above information by all MCEETYA geolocations that apply to their State or Territory from very remote, remote, provincial and metropolitan.</p> <p>One page of information is required on the factors that influence the attendance of Indigenous students at a school or school system.</p>
What the Indicator Tells Us:	<p>This indicator provides comparative information on the attendance of Indigenous students and, where applicable, non-Indigenous students.</p>
Measurement Source:	<p>Education provider attendance records.</p> <p>Attendance rates are to be calculated from attendance records. If a part-of-year survey is agreed with the Australian Government it must be at least one month in duration and not undertaken in the last term of the school year. Part-of-year surveys are to be undertaken at the same time in each year of the quadrennium.</p> <p>The data is required from all schools in a system unless another arrangement has been negotiated with the Australian Government.</p> <p>The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	<p>Providers must report on the attendance of Indigenous students and, where applicable, non-Indigenous students in both primary school and secondary school (up to and including Year 10).</p> <p>The average attendance rate must be calculated using:</p> <p>a) the total number of days of school actually attended and b) the total number of days of school available to be attended.</p> <p>For all students in the relevant sub-part (ie. primary school or secondary school up to Year 10) add up all the days attended in the reporting period. This becomes your numerator. Then, add up all the days that could have been attended by those students. This is your denominator. Divide the numerator by the denominator and multiply the result by 100. The resulting number is the overall</p>

attendance rate for the relevant sub-part. See the next page for a step-by-step approach to the calculations.

All absences are to be considered as non-attendance for the purposes of this indicator, irrespective of the reasons for absence or whether they are explained or unexplained.

Where a provider has both Indigenous and non-Indigenous students outcomes must be reported for both.

Provide at least one page of qualitative information on the factors that influence the attendance of Indigenous students at the provider level. If the targets are not met or large shifts in outcomes occur then the reasons for this are to be discussed in the comments.

Targets:

The targets are set on the average overall attendance rate of Indigenous students at both the primary and secondary levels and, for major providers, by MCEETYA geographic locations. The targets aim for parity of attendance rates of Indigenous and non-Indigenous students. Where a provider has only Indigenous students the target is set to increase overall attendance rates.

Targets are not to be set for non-Indigenous outcomes.

FORMULA FOR THE CALCULATION OF AN AVERAGE ATTENDANCE RATE

$$\text{AVERAGE ATTENDANCE RATE} = \frac{\text{TOTAL NUMBER OF DAYS OF SCHOOL ATTENDED}}{\text{TOTAL NUMBER OF DAYS AVAILABLE TO BE ATTENDED}} \times 100$$

Step 1 - **The total number of days of school actually attended**

$$= (A \times B) - C$$

where:

A = Total number of students in the specified group such as all schools in a system, an agreed sample of schools or an individual school.

B = Total number of school days in the year or selected part of year.

C = Number of days in total that all students in the specified group were absent from school in the year or selected part of year (during the period of time they were enrolled).

If you had students who were not enrolled for the full school year, you should add up the total number of days that these students were not enrolled, and deduct it from the amount calculated at (A x B) before entering data.

Step 2 - **The total number of days available to be attended**

$$= A \times B$$

Step 3 - **Divide the answer at Step 1 by the answer at Step 2 and to obtain a percentage (attendance rate), multiply it by 100.**

Example 1

There are 150 Indigenous students in the school system and the school year consisted of 200 days. The 150 Indigenous students were absent for a total of 3,000 days during the periods of time they were enrolled (in this example, all students were enrolled for the full year).

a) *The total number of days of school actually attended by Indigenous students in this school system would be:*

$$[150 \text{ (students)} \times 200 \text{ (days)}] - 3,000 \text{ (days of absence)} = 27,000$$

b) *The total number of days of school available to be attended would be:*

$$150 \text{ (students)} \times 200 \text{ (days)} = 30,000$$

c) *Divide 27,000 by 30,000 and multiply the answer by 100 to get the percentage.*

$$\text{Average attendance rate} = (27,000 \div 30,000) \times 100 = 90.0\%$$

Example 2

In this example, not all students are enrolled for the full school year (where a full school year comprises 200 days). 150 Indigenous students are enrolled in the school system but 10 students were only enrolled for part of the year. 8 of these students were enrolled for 100 days, 1 was only enrolled for 50 days and the other was enrolled for 150 days. The total number of absences in the reporting year was 3,000.

Add up the total number of days that these students were **not enrolled**. In this example, it would be: $(8 \times 100) + 150 + 50$ which equals 1,000 days. This number will later be deducted from the total number of days of school available to be attended and will be used as part of the calculations for the total number of days of school actually attended.

a) *The total number of days of school actually attended by Indigenous students in this school system would be:*

$$[150 \text{ (students)} \times 200 \text{ (days)}] - 3,000 \text{ (days of absence)} - 1,000 \text{ (non enrolled days)} = 26,000$$

b) *The total number of days of school available to be attended would be:*

$$[150 \text{ (students)} \times 200 \text{ (days)}] - 1,000 \text{ (non enrolled days)} = 29,000$$

c) *Divide 26,000 by 29,000 and multiply the answer by 100 to get the percentage.*

$$\text{Average attendance rate} = (26,000 \div 29,000) \times 100 = 89.7\%$$

APPARENT RETENTION RATE FROM YEAR 7 (OR 8) TO YEAR 10 (COMPULSORY PI FOR ALL SCHOOL PROVIDERS)

Performance Indicator: Apparent retention rate of Indigenous and non-Indigenous students from Year 7 to Year 10 (For providers in NSW, Victoria, Tasmania, ACT and relevant localities within the Northern Territory).

Apparent retention rate of Indigenous and non-Indigenous students from Year 8 to Year 10 (For providers in Queensland, Western Australia and South Australia and relevant localities within the Northern Territory).

What the Indicator Tells Us: This indicator compares the number of Indigenous and non-Indigenous students who commenced secondary school compared to the number in Year 10 two or three years later (in other words, in the same cohort). It provides an indication of the retention of Indigenous students in education.

Care should be exercised in the interpretation of apparent retention rates since a range of factors affecting the calculation are not taken into account. These factors include students repeating a year of school, students moving from one school to another, and other net changes to the school population.

Measurement Source: Education provider data on student enrolment numbers for the National Schools Statistics Collection Census, held in August each year. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: **For providers in NSW, Victoria, Tasmania, ACT and relevant localities within the Northern Territory**

This performance indicator requires the apparent retention rates based on the number of Indigenous (and, where applicable, non-Indigenous) students in Year 10 in the current reporting year as well as the number of Indigenous (and, where applicable, non-Indigenous) students that were in Year 7 three years earlier.

Example:

If there were 20 Indigenous students in Year 10 in 2004 (the reporting year, for the sake of this example) and there were 30 Indigenous students in Year 7 in 2001 then you would report:

- a) The number of Indigenous students enrolled in Year 7, the first year of secondary school = 30

- b) The number of Indigenous students enrolled in Year 10 in the reporting year = 20
- c) Divide the result from b) by the result from a) $[20/30]$ and multiply by 100 to get the percentage (the apparent retention rate).
- d) The apparent retention rate is 67%.

Repeat these steps for non-Indigenous students if there are non-Indigenous students in your school or system.

For providers in Queensland, Western Australia, South Australia and relevant localities within the Northern Territory

This performance indicator requires apparent retention rates based on the number of Indigenous (and, where applicable, non-Indigenous) students in Year 10 in the current year and the total number of Indigenous (and, where applicable, non-Indigenous) students that were in Year 8 two years earlier.

Example:

If there were 20 Indigenous students in Year 10 in 2004 (the reporting year) and there were 30 Indigenous students in Year 8 in 2002 then you would report:

- a) The number of Indigenous students enrolled in Year 8, the first year of secondary school = 30
- b) The number of Indigenous students enrolled in Year 10 in the reporting year = 20
- c) Divide the result from b) by the result from a) $[20/30]$ and multiply by 100 to get the percentage (the apparent retention rate).
- d) The apparent retention rate is 67%.

Repeat these steps for non-Indigenous students if there are non-Indigenous students in your school or system.

If you report online then the apparent retention rate will be automatically calculated based on the numbers you provide at parts (a) and (b) in the examples above. For those providers who do not report online the apparent retention rate must be calculated using the above steps. Both numbers and percentage must be reported.

This indicator is reported by numbers rather than full-time equivalents. This means that regardless of whether a student is studying full-time or part-time, they represent one enrolment.

Targets:

No targets are set for this indicator.

<p>APPARENT RETENTION RATE YEAR 10 TO YEAR 12 (COMPULSORY PI FOR ALL SCHOOL PROVIDERS)</p>

Performance Indicator: Apparent retention rate of Indigenous and non-Indigenous students from Year 10 to Year 12.

What the Indicator Tells Us: This indicator compares the number of Indigenous and non-Indigenous students who commenced Year 10 compared to those who were in Year 12 two years later. It provides an indication of the retention of Indigenous students in education.

Care should be exercised in the interpretation of apparent retention rates since a range of factors affecting the calculation are not taken into account. These factors include students repeating a year of school, students moving from one school to another, and other net changes to the school population.

Measurement Source: Education provider data on student enrolment numbers for the National Schools Statistics Collection Census, held in August each year. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Report separately for Indigenous students and, where applicable, non-Indigenous students:

- a) the number of enrolments in Year 12 in the reporting year; and
- b) the number of enrolments in Year 10 two years before the reporting year.

The online performance reporting system will use the above information to calculate an apparent retention rate. Providers who do not use the online reporting system will need to perform the calculation and provide both numbers and percentages to fulfil their reporting requirements. This is done as follows:

- (i) Report the number of enrolments in Year 12 in the reporting year;
- (ii) Report the number of enrolments in Year 10 two years before the reporting year;
- (iii) Divide the number at part (i) by the number at part (ii) and multiply the result by 100. This gives you the apparent retention rate.

This must be reported in the format [part (i)]/[part (ii)] followed by the percentage calculated at part (iii), eg. 20/30 67%.

Where a provider has both Indigenous and non-Indigenous students outcomes must be reported for both.

This indicator is reported by numbers rather than full-time equivalents. This means that regardless of whether a student is studying full-time or part-time, they represent one enrolment.

Targets:

Targets are set to increase the apparent retention rate of Indigenous students from Year 10 to Year 12 with the overall aim of achieving parity with non-Indigenous outcomes. Targets are not to be set for non-Indigenous outcomes.

It is recognised that the overall apparent level of retention to Year 12 will depend on a number of factors, including the existence of alternate educational pathways. Irrespective of the overall level of school retention, it is expected that Indigenous students would be retained to Year 12 at the same rate as non-Indigenous students.

PROGRESSION RATES OF 15 TO 19 YEAR OLDS IN EDUCATION AND TRAINING (OPTIONAL PI FOR ALL SCHOOL PROVIDERS)

- Performance Indicator:**
- a) Number of Indigenous (and non-Indigenous) 16 year old students in education and training (school, VET or higher education) as a percentage of the number of Indigenous (and non-Indigenous) 15 year old students in education and training (school, VET or higher education) in the previous year.
 - b) Number of Indigenous (and non-Indigenous) 17 year old students in education and training (school, VET or higher education) as a percentage of the number of Indigenous (and non-Indigenous) 16 year old students in education and training (school, VET or higher education) in the previous year.
 - c) equivalent measure for 18 year olds as a percentage of 17 year olds.
 - d) equivalent measure for 19 year olds as a percentage of 18 year olds.
- What the Indicator Tells Us:** This indicator provides comparative information on the progression of Indigenous and non-Indigenous students participating in the three sectors of education and training at key transition points. The information provided creates a picture of Indigenous engagement in education, regardless of the chosen educational pathway.
- Measurement Source:** School records dealing with school enrolments, VET statistics and Higher Education statistics. The Measurement Source is specified in the Schedule to the Agreement.
- Reporting Requirements:** Providers are to collect information on current and former Indigenous students in the relevant age groups and to report which students are still in school, and which ones are participating in VET or in higher education.
- As an example for part (a):
In the year before the year being reported on there were 16 Indigenous students aged 15 at the provider's school. In the year being reported on those students are 16 years old. Of those, 10 are still enrolled in school with the provider, 2 students changed schools and are enrolled elsewhere, 2 enrolled in a VET course, and 2 are no longer in any form of education or training. For reporting purposes this means that 14 of the 16 students are still in some form of education or training. This would mean the percentage reported would be 88% (14/16).

Repeat the above process for non-Indigenous students. Where a provider has both Indigenous and non-Indigenous students then outcomes for both must be reported.

The percentage will be calculated by the online performance reporting system but for those providers who do not use the online system both numbers and percentage must be reported for each part.

Former students would be classified as those who were students of the school in the year prior to the year being reported on.

Targets:

No targets are set for this indicator.

YEAR 10 ATTAINMENT
(COMPULSORY FOR ALL SCHOOL PROVIDERS)

Performance Indicator: Percentages (with numbers) of Indigenous (and non-Indigenous) Year 10 students who attain a Year 10 certificate or other measure of attainment at the Year 10 level.

It is required that you describe how Year 10 attainment was determined.

What the Indicator Tells Us: This indicator provides information on Year 10 attainment for Indigenous students. Where a provider has non-Indigenous enrolments it becomes a comparative indicator on Indigenous and non-Indigenous attainment of the Year 10 milestone.

Measurement Source: Year 10 enrolment records and the number of Year 10 certificates issued, or a measurement source agreed in negotiations with the Australian Government. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Report the number of Year 10 certificates or other statement of Year 10 attainment issued and the number of Year 10 enrolments (as recorded at the earliest official enrolment count, as close to the beginning of the year as possible). If an alternative Measurement Source for Year 10 attainment was agreed with the Australian Government then report outcomes based on the Measurement Source specified in the Schedule to the Agreement.

The online reporting system will automatically calculate the percentage based on the number of Year 10 certificates or equivalents attained and Year 10 enrolments. Where a provider does not use the online reporting system then both numbers and percentage must be calculated and reported. Do this by dividing the number of Indigenous Year 10 certificate attainments (or equivalents) by the number of Indigenous Year 10 students enrolled at the beginning of the year being reported on. Multiply the result by 100 to obtain the percentage. The outcome must be reported in the format of percentage followed by numerator and denominator. Repeat this for non-Indigenous students.

Where a provider has both Indigenous and non-Indigenous enrolments outcomes are to be reported for both.

While all providers are required to report on this indicator, the ways in which they do so will vary from state to state. Providers can report using a different Measurement Source so long as this has been negotiated with the Australian Government and is documented in the Schedule to the Agreement.

Targets: No targets are set for this indicator.

YEAR 12 ATTAINMENT
(COMPULSORY FOR ALL SCHOOL PROVIDERS)

Performance Indicator: Percentage (with numbers) of Indigenous and non-Indigenous Year 12 students who meet the requirements for a Year 12 certificate who commenced Year 11 in the previous year.

Half a page of information is required on the type and range of senior secondary student outcomes achieved in your system or school. If relevant, please indicate the number of Indigenous and non-Indigenous students who achieved a Year 12 certificate in the reporting year who were not included above (such as those students who were part-time, Year 13, mature aged or other).

What the Indicator Tells Us: This indicator tells us the percentage of Indigenous students who met the requirements for a Year 12 certificate (or equivalent State-based qualification) compared with the percentage of non-Indigenous students who met the requirements for a Year 12 certificate (or equivalent).

The information gathered provides an indication of one aspect of the successful completion of a senior secondary course of study.

Measurement Source: Bodies who issues relevant certificate and enrolment information collected by the jurisdiction:

State	Body Issuing Certificate
NSW	New South Wales Board of Studies
VIC	Victorian Board of Studies
QLD	Queensland Board of Senior Secondary School Studies
SA	Senior Secondary Assessment Board of South Australia
WA	Western Australian Curriculum Council
TAS	Tasmanian Secondary Assessment Board
NT	Northern Territory Board of Studies
ACT	ACT Board of Senior Secondary Studies

The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Report separately for Indigenous and non-Indigenous students the number of Year 12 students who complete the minimum requirements which make them eligible to receive a Year 12 certificate and the number of student enrolments commencing Year 11 in the previous year.

The following table provides a list of certificates used in different Australian states and territories.

State	Certificates
NSW	New South Wales Higher School Certificate
VIC	VCE/VCAL
QLD	Queensland Senior Certificate
SA	South Australian Certificate of Education
WA	Western Australian Certificate of Education
TAS	Tasmanian Certificate of Education
NT	Northern Territory Certificate of Education
ACT	ACT Year 12 Certificate

Where a provider has both Indigenous and non-Indigenous students then outcomes are to be reported for both.

Half a page of qualitative information is required to explain the type and range of senior secondary student outcomes achieved in your system or school. This could include the options open to senior secondary students and is an opportunity for providers to indicate the number of Indigenous and non-Indigenous students who achieved a Year 12 certificate in the reporting year who were not included in the quantitative reporting (such as those students who were part-time, Year 13, mature aged or other).

Targets:

The targets are set to increase the percentage of Indigenous students who meet the requirements for a Year 12 certificate with the overall aim of achieving parity with non-Indigenous outcomes. Targets are not to be set for non-Indigenous student outcomes.

**UNIVERSITY ADMISSIONS INDEX (UAI) OR EQUIVALENT, AND VET IN
SCHOOLS QUALIFICATIONS
(COMPULSORY FOR ALL SCHOOL PROVIDERS)**

Performance Indicator: Percentage (with numbers) of all Indigenous and non-Indigenous Year 12 students who attained:

- a) a UAI (or equivalent) at or above a specified level
- b) a UAI (or equivalent) below the level determined at a)
- c) a VET (AQF) Certificate
- d) a VET Statement of Attainment
- e) none of the above

Describe in a paragraph how the specified UAI is determined.

What the Indicator Tells Us: This indicator provides comparative percentages of Indigenous and non-Indigenous Year 12 completers who attain various forms of accreditation.

Measurement Source: Relevant state senior secondary accreditation body and state training authority accreditation. The Measurement Source is specified in the Schedule to the Agreement.

The “specified level” of University Admissions Index (UAI) or equivalent is used in this indicator as a way to compare Indigenous and non-Indigenous student achievement. This level is to be negotiated between the provider and the Australian Government. A standard approach would be to base the specified level on the UAI required to qualify for entry into a local university. Alternatively, a particular level might be specified.

The specified level will be clearly specified in the Measurement Source, for example, ‘the specified UAI for a) is 70.0’ or ‘the specified UAI for a) is the lowest UAI that would enable a student to qualify for entry into a degree level course at the University of Tasmania.’

Reporting Requirements: Of the total number of Indigenous Year 12 students separately identify the number of students who attained a) to e) as specified in the performance indicator. It is possible to count students in more than one category where they have attained more than one form of accreditations, eg. both a UAI above a specified level and a VET Statement of Attainment.

Where applicable, repeat this process for non-Indigenous students. Where a provider has both Indigenous and non-Indigenous students outcomes must be reported for both.

Example

There were 20 Indigenous Year 12 students in a school and:

- 3 gained a UAI of 70 or above (the “specified level” in this example only)
- 4 gained a UAI below 70
- 8 gained a VET Certificate
- 7 gained a VET Statement of Attainment
- 1 gained none of the above

As you can see, this adds up to 23. This indicates that some students gained more than one form of accreditation.

When a provider reports online percentages will be automatically calculated from the numbers provided. If the provider does not use online reporting then, using the above example, the following must be reported:

- a) UAI at or above specified level: 15% (3/20)
- b) UAI below specified level: 20% (4/20)
- c) VET certificate: 40% (8/20)
- d) VET Statement of Attainment: 35% (7/20)
- e) None of the above: 5% (1/20)

Just as the numerators may add up to more than the number of Indigenous Year 12 students, the total percentage for (a) to (e) may be greater than 100%. As above, this is because students are able to gain more than one of the qualifications sought.

If a provider does not report online all numbers and percentages must be provided for all parts of this indicator, using the format in the example above.

Qualitative information is required to explain how the specified UAI is determined, for example, whether it is based on the lowest score required for entry into a specific university or whether an alternate method has been used.

Targets:

The targets are set to increase the percentage of Indigenous students who attain a UAI at or above a specified level. Targets are not to be set for non-Indigenous outcomes.

STUDENT DESTINATION (YEAR 10)
(OPTIONAL PI FOR SMALL SCHOOL SYSTEMS AND INDEPENDENT SCHOOLS)

Performance Indicator: Report annually on the destination of Indigenous students in Year 10 as a proportion of Year 9 enrolments in the previous year with respect to the following outcomes:

- a) Still at the school
- b) Moved to another school
- c) Moved to another form of education/training (please state if known)
- d) Moved to employment (please state if known)
- e) Other (please state if known) eg. unemployed
- f) Unknown

What the Indicator Tells Us: This indicator provides information on student outcomes. For individual schools and small systems apparent retention rate information can become distorted due to small numbers. This indicator provides more detailed and useful information on Indigenous retention and alternate pathways.

Measurement Source: System or school records. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Current year outcomes under each of the listed parts are to be reported as a percentage of the previous year's Indigenous enrolments. There is no requirement to report on non-Indigenous outcomes. See the example below for a more detailed explanation.

Example:

Of the 10 Indigenous Year 9 enrolments in the previous year 5 are now still at the school (in Year 10), 2 have moved to another school, 1 has moved to VET, none has entered employment or become unemployed, and 2 cannot be tracked. This would be reported as follows.

Year 10 (current year)
(a) 50% (5/10)
(b) 20% (2/10)
(c) 10% (1/10)
(d) 0% (0/10)
(e) 0% (0/10)
(f) 20% (2/10)

For those providers who use the online performance reporting system the percentages will be calculated automatically but for

providers who do not report online both numbers and percentages must be provided, using the format in the example table above.

The measure is reported by numbers rather than full-time equivalents. This means that regardless of whether a student is studying full-time or part-time, each student represents one enrolment.

Targets:

No targets are set for this indicator.

STUDENT DESTINATION (YEAR 11)
(OPTIONAL PI FOR SMALL SCHOOL SYSTEMS AND INDEPENDENT SCHOOLS)

Performance Indicator: Report annually on the destination of Indigenous students in Year 11 as a proportion of Year 10 enrolments in the previous year with respect to the following outcomes:

- a) Still at the school
- b) Moved to another school
- c) Moved to another form of education/training (please state if known)
- d) Moved to employment (please state if known)
- e) Other (please state if known) eg. Unemployed
- f) Unknown

What the Indicator Tells Us: This indicator provides information on student outcomes. For individual schools and small systems apparent retention rate information can become distorted due to small numbers. This indicator provides more detailed and useful information on Indigenous retention and alternate pathways.

Measurement Source: System or school records. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Current year outcomes under each of the listed parts are to be reported as a percentage of the previous year's Indigenous enrolments. There is no requirement to report on non-Indigenous outcomes. See the example below for a more detailed explanation.

Example:

Of the 10 Indigenous Year 10 enrolments in the previous year 5 are now still at the school (in Year 11), 2 have moved to another school, 1 has moved to VET, none has entered employment or become unemployed, and 2 cannot be tracked. This would be reported as follows.

Year 11 (current year)
(a) 50% (5/10)
(b) 20% (2/10)
(c) 10% (1/10)
(d) 0% (0/10)
(e) 0% (0/10)
(f) 20% (2/10)

For those providers who use the online performance reporting system the percentages will be calculated automatically but for

providers who do not report online both numbers and percentages must be provided, using the format in the example table above.

The measure is reported by numbers rather than full-time equivalents. This means that regardless of whether a student is studying full-time or part-time, each student represents one enrolment.

Targets:

No targets are set for this indicator.

STUDENT DESTINATION (YEAR 12)
(OPTIONAL PI FOR SMALL SCHOOL SYSTEMS AND INDEPENDENT SCHOOLS)

Performance Indicator: Report annually on the destination of Indigenous students in Year 12 as a proportion of Year 11 enrolments in the previous year with respect to the following outcomes:

- a) Still at the school
- b) Moved to another school
- c) Moved to another form of education/training (please state if known)
- d) Moved to employment (please state if known)
- e) Other (please state if known) eg. Unemployed
- f) Unknown

What the Indicator Tells Us: This indicator provides information on student outcomes. For individual schools and small systems apparent retention rate information can become distorted due to small numbers. This indicator provides more detailed and useful information on Indigenous retention and alternate pathways.

Measurement Source: System or school records. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Current year outcomes under each of the listed parts are to be reported as a percentage of the previous year's Indigenous enrolments. There is no requirement to report on non-Indigenous outcomes. See the example below for a more detailed explanation.

Example:

Of the 10 Indigenous Year 11 enrolments in the previous year 5 are now still at the school (in Year 12), 2 have moved to another school, 1 has moved to VET, none has entered employment or become unemployed, and 2 cannot be tracked. This would be reported as follows:

Year 12 (current year)
(a) 50% (5/10)
(b) 20% (2/10)
(c) 10% (1/10)
(d) 0% (0/10)
(e) 0% (0/10)
(f) 20% (2/10)

For those providers who use the online performance reporting system the percentages will be calculated automatically but for

providers who do not report online both numbers and percentages must be provided, using the format in the example table above.

The measure is reported by numbers rather than full-time equivalents. This means that regardless of whether a student is studying full-time or part-time, each student represents one enrolment.

Education providers may negotiate bilaterally with the Australian Government on performance indicators or qualitative data which provide a richer source of information about student apparent retention/destinations in their own system or school. The outcome of any such negotiations must be documented in the Schedule to the Agreement.

Targets:

No targets are set for this indicator.

EMPLOYMENT OF INDIGENOUS AND NON-INDIGENOUS STAFF IN EDUCATION (SPECIFIC PI FOR LARGE SCHOOL SYSTEMS)
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Performance Indicator: The number and full-time equivalent (FTE) of Indigenous and non-Indigenous staff employed in the categories of:

Staff Generally Active in Schools

- a) teaching staff, e.g. principals, teachers, senior teachers, deputy principals
- b) specialist support staff e.g. librarians, special needs teachers, reading recovery teachers
- c) administrative and clerical staff e.g. school office staff, teacher aides and assistants, **AIEWs**
- d) other staff e.g. working in building operations and general maintenance, gardeners, bus drivers, CDEP participants (excluding cleaners).

Executive Staff and Staff not Generally Active in Schools

- e) executive staff e.g. Directors-General of Education, inspectors, superintendents
- f) specialist support staff e.g. curriculum developers, teacher resource developers, student services support staff, staff support services staff and staff development staff
- g) administrative and clerical staff e.g. general office staff, publicity staff in state, territory or regional offices
- h) other staff (excluding cleaners).

What the Indicator Tells Us: This indicator provides information on the representation of Indigenous and non-Indigenous staff across specified employment categories. The indicator enables a comparison of the employment of Indigenous to non-Indigenous staff in certain categories.

Measurement Source: Education provider employment records. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Provide the number of staff in each sub-part and the corresponding total Full Time Equivalent (FTE).

FTE is calculated by determining for what proportion of full-time work hours a part-time worker is employed. For example, where a full-time workload is 36 hours per week, an employee who is employed to work for 18 hours a week is reported as 0.5 FTE. As another example, if a provider employs one employee full-time (in this case, 25 hours per week) one employee for 15 hours, and another for 10 hours per week, this would be reported as 3 (2 FTE).

The first three reporting categories below are defined in the National Schools Statistics Collection but the relevant definitions have been reproduced below. These definitions form part of the reporting requirements for this indicator.

Staff Generally Active in Schools

These categories should provide a complete picture of staffing in all schools in your system. All employees that work directly in schools must be counted below.

Teaching staff – staff who spend the majority of their time in contact with students and have teaching duties. Teaching staff includes principals, deputy principals and senior teachers.

Specialist Support Staff – staff in this category assist students or teaching staff in roles such as the development of school curriculum or take part in Reading Recovery teaching. While these staff may spend the majority of their time in contact with the students they are not employed/engaged to impart the school curriculum.

Administrative and Clerical Staff – staff whose main duties are generally of a clerical/administrative nature. This category includes teacher aides and assistants and, **most importantly, AIEWs.** See sEMP3 for a full definition of AIEWs.

Executive Staff and Staff not Generally Active in Schools

These categories should provide a complete picture of staffing in your central and regional education offices. All employees in central and regional offices must be counted below.

Executive Staff – staff generally undertaking functions of a senior administrative nature. This would include Directors-General of Education (or equivalent), Inspectors and Superintendents and program managers.

Specialist Support Staff – staff who manage or are engaged in curriculum development and research activities, who assist with teaching resources, staff development and similar activities. Student support services staff and teacher support services staff are also included in this category.

Administrative and Clerical Staff – staff whose main duties are generally of a clerical/administrative nature. These include office staff and publicity staff in state, territory and regional offices.

Example

For this example, the provider defines a full-time staff member as an employee who works 36 hours per week (which is described as 1.0 FTE). In this case, a part-time staff member who works 12 hours per week would represent 12/36 hours or 0.33 FTE.

An individual staff member can never have an FTE greater than 1.0.

Where a provider has both Indigenous and non-Indigenous staff members numbers and full-time equivalents are to be reported for both.

Employees funded under other Indigenous Education Programme (IEP) elements are not to be included in reporting against this indicator. A provider may choose to provide additional qualitative information on employees funded under non-SRA IEP elements but these employees must not be counted in SRA employment indicators.

Targets:

Targets are set to increase the FTE of Indigenous teaching staff in the school system.

The overall aim of increasing the FTE of Indigenous teaching staff is for providers to employ Indigenous staff at a rate which is equivalent to the percentage of total students who are Indigenous.

Targets are not to be set non-Indigenous outcomes.

EMPLOYMENT OF INDIGENOUS AND NON-INDIGENOUS STAFF IN EDUCATION (SPECIFIC PI FOR INDEPENDENT SCHOOLS AND SMALL SCHOOL SYSTEMS)
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Performance Indicator:	<p>The number and full time equivalent (FTE) Indigenous and non-Indigenous staff employed in the categories of:</p> <ol style="list-style-type: none"> a) teaching staff, e.g. principals, teachers, senior teachers, deputy principals b) specialist support staff e.g. librarians, special needs teachers, reading recovery teachers c) administrative and clerical staff e.g. school office staff, teacher aides, assistants, <u>AIEWs</u> d) other staff e.g. working in building operations and general maintenance, gardeners, bus drivers, CDEP participants (excluding cleaners).
What the Indicator Tells Us:	<p>This indicator provides information on the representation of Indigenous and non-Indigenous staff across specified employment categories. The indicator enables a comparison of the employment of Indigenous to non-Indigenous staff in certain categories.</p>
Measurement Source:	<p>Education provider employment records. The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	<p>Provide the number of staff in each sub-part and the corresponding total Full Time Equivalent (FTE).</p> <p>FTE is calculated by determining for what proportion of full-time work hours a part-time worker is employed. For example, where a full-time workload is 36 hours per week, an employee who is employed to work for 18 hours a week is reported as 0.5 FTE. As another example, if a provider employs one employee full-time (in this case, 25 hours per week) one employee for 15 hours, and another for 10 hours per week, this would be reported as 3 (2 FTE). No individual employee can have an FTE greater than 1.0.</p> <p>The first three reporting categories below are defined in the National Schools Statistics Collection but the relevant definitions have been reproduced below. These definitions form part of the reporting requirements for this indicator:</p> <p><i>Teaching staff</i> – staff who spend the majority of their time in contact with students and have teaching duties. Teaching staff includes principals, deputy principals and senior teachers.</p> <p><i>Specialist Support Staff</i> – staff who assist students or teaching staff in roles such as the development of school curriculum or take part</p>

in Reading recovery teaching. While these staff may spend the majority of their time in contact with the students they are not employed/engaged to impart the school curriculum.

Administrative and Clerical Staff – staff whose main duties are generally of a clerical/administrative nature. This category includes teacher aides and assistants and, **most importantly, AIEWs.** See sEMP3 for a full definition of AIEWs.

All employees that work directly in schools must be counted in the above categories.

Where a provider has both Indigenous and non-Indigenous staff members numbers and full-time equivalents are to be reported for both.

Employees funded under other Indigenous Education Programme (IEP) elements are not to be included in reporting against this indicator. A provider may choose to provide additional qualitative information on employees funded under non-SRA IEP elements but these employees must not be counted in SRA employment indicators.

Targets:

Targets are set to increase the FTE of Indigenous teaching staff in the school or small system.

The overall aim of increasing the FTE of Indigenous teaching staff is for providers to employ Indigenous staff at a rate which is equivalent to the percentage of total students who are Indigenous.

Targets are not to be set for non-Indigenous outcomes.

**ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION WORKERS (AIEWS)
AND EQUIVALENTS EMPLOYED
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)**

Performance Indicator: The number and full-time equivalent (FTEs) Aboriginal and Torres Strait Islander Education Workers employed by MCEETYA very remote, remote, provincial and metropolitan geographic locations.

What the Indicator Tells Us: This indicator provides information on the employment of Aboriginal and Torres Strait Islander Education Workers (AIEWS) in your school or system.

Measurement Source: Education provider employment records. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Report both the number and FTE of AIEWS employed.

FTE is calculated by determining for what proportion of full-time work hours a part-time worker is employed. For example, where a full-time workload is 36 hours per week, an employee who is employed to work for 18 hours a week is reported as 0.5 FTE. As another example, if a provider employs one employee full-time (in this case, 25 hours per week) one employee for 15 hours, and another for 10 hours per week, this would be reported as 3 (2 FTE). No individual employee can have an FTE greater than 1.0.

Community Development Employment Programme (CDEP) participants working in schools are to be included for this measure, but **only to the extent that they are funded by SRA**. The proportion of FTE funded through SRA must be calculated and only this proportion can be included in the FTE reported.

Providers are welcome to provide separate information on the number and FTE of CDEP participants working in their system or school not funded through SRA but this information must be provided separately.

Employees funded under other Indigenous Education Programme (IEP) elements are not to be included in reporting against this indicator. A provider may choose to provide additional qualitative information on employees funded under non-SRA IEP elements but these employees must not be counted in SRA employment indicators.

Include positions equivalent to Aboriginal and Torres Strait Islander Education Workers as long as the positions are occupied by Indigenous people.

Defintions

The following definitions form part of the reporting requirements for this indicator.

The term AIEW is a generic term used to cover only **Indigenous people** employed to support the education of Indigenous students. AIEWs and equivalents are often referred to by different terms in different states and territories, such as:

- **Australian Capital Territory**
Indigenous Education Workers or Indigenous Education Assistants
- **New South Wales**
Aboriginal Education Assistants, Aboriginal Student Liaison Officers and Aboriginal Community Liaison Officers
- **Northern Territory**
Aboriginal Assistant Teachers, Aboriginal Resource Officers, Aboriginal Education Liaison Officers, Aboriginal Literacy Workers and Aboriginal and Islander Education Workers
- **Queensland**
Community Teachers, Assistant Teachers, Aboriginal Teacher Aides, Community Education Counsellors, Aboriginal Kindergarten Assistants, District Community Education Counsellors and Participation Officers
- **South Australia**
Aboriginal Education Workers, Early Childhood Workers and AEW Coordinators
- **Tasmania**
Aboriginal Education Worker, Teacher Assistant, Aboriginal Education Officers (non school-based)
- **Victoria**
Koorie Educators and Koorie Education Development Officers
- **Western Australia**
Aboriginal and Islander Education Officers, Aboriginal Liaison Officers and Aboriginal Literacy Teachers
- **Catholic Education Systems**
May include similar state/territory definitions as well as Home-School Liaison Officer, Teacher Aide, Community Teacher, Aboriginal Teaching Assistant and Indigenous Education Assistant.

Targets:

No targets are set for this indicator.

**PERMANENCY RATES OF ABORIGINAL AND TORRES STRAIT ISLANDER
EDUCATION WORKERS (AIEWS) AND EQUIVALENTS EMPLOYED
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)**

Performance Indicator:	<p>Percentage of Aboriginal and Torres Strait Islander Education Workers (and equivalent non-Indigenous staff) employed on a permanent or continuing basis:</p> <p style="margin-left: 20px;">a) Rate based on numbers of staff b) Rate based on full time equivalent (FTE) staff.</p> <p>One or two pages of information is required on any strategies or initiatives to increase the number of AIEWs employed permanently in the system.</p>
What the Indicator Tells Us:	<p>This indicator provides information on the permanency rates of AIEWs and allows a comparison to be made between the employment conditions of AIEWs and equivalent non-Indigenous staff.</p>
Measurement Source:	<p>Education provider employment records. The Measurement Source is specified in the Schedule to the Agreement.</p> <p>The definition and method of measuring permanent or continuing employment will vary between jurisdictions and providers. This is to be negotiated with the Australian Government and described in the Measurement Source.</p>
Reporting Requirements:	<p>Provide the rate (percentage) of AIEWs employed on a permanent or continuing basis, based on the total number of AIEWs employed. Next, provide the rate of AIEWs employed on a permanent or continuing basis, based on FTE. Repeat both steps for non-Indigenous equivalents.</p> <p>See sEMP3 for a full definition of AIEWs and see previous employment indicators for a definition of and an explanation of how to calculate FTEs.</p> <p>For those providers who report online the rates will be calculated automatically based on answers given by the provider. For those providers who do not use the online performance reporting system the numbers used to calculate the rate must be provided along with the percentage. The format is outlined in the example below.</p>

Example

A provider employs 10 AIEWs of which 6 are permanent or continuing staff. In total, the 10 AIEWs make up 7.5 FTEs. The 6 AIEWs that are permanent or continuing make up 5.0 FTE.

The outcomes for AIEWs are worked out as follows:

- a) rate based on numbers of staff:
 - i. 6 permanent AIEWs divided by 10 AIEWs employed =
 - ii. $6 / 10$ multiplied by 100 =
 - iii. 60%
- b) rate based on FTE:
 - i. 5.0 FTE permanent divided by 7.5 FTE total AIEWs employed =
 - ii. $5.0 / 7.5$ multiplied by 100 =
 - iii. 67%

If a provider were not reporting online, this would be reported as follows:

- a) AIEW rate based on numbers of staff = 60% (6/10)
- b) AIEW rate based on FTE = 67% (5.0/7.5)

Repeat this process for equivalent non-Indigenous staff. Where a provider has both Indigenous and non-Indigenous staff outcomes must be reported for both.

Community Development Employment Programme (CDEP) participants working in schools are to be included for this measure, but **only to the extent that they are funded by SRA**. The proportion of FTE funded through SRA must be calculated and only this proportion can be included in the FTE reported.

Providers can negotiate to report on additional qualitative or quantitative information on other aspects of improving the employment conditions of AIEWs, e.g. the provision of a career path and formal training. Where negotiated, this must be included in the Measurement Source.

Equivalents to Aboriginal and Torres Strait Islander Education Workers are to be included in the AIEW reporting as long as the positions are occupied by Indigenous persons. Employees funded under other Indigenous Education Programme (IEP) elements are not to be included in reporting against this indicator. A provider may choose to provide additional qualitative information on employees funded under non-SRA IEP elements but these employees must not be counted in SRA employment indicators.

Targets:

The targets are set to increase the rate of AIEWs who are permanent or continuing staff, based on FTE.

<p>PROFESSIONAL LEARNING UNDERTAKEN BY INDIGENOUS STAFF (COMPULSORY PI FOR ALL SCHOOL PROVIDERS)</p>

Performance Indicator:	<p>Average number of hours of professional learning undertaken over the reporting year by Indigenous teachers and support staff.</p> <p>Percentage of Indigenous teachers and support staff involved in professional learning over the reporting year.</p> <p>One to three pages of information is required on the type of professional learning activities undertaken by Indigenous teachers and support staff.</p> <p>Half a page is required on the support structures or mechanisms that have been put in place within the organisation to assist the professional learning of Indigenous teachers and support staff.</p>
What the Indicator Tells Us:	<p>This indicator provides both quantitative and qualitative information on the extent to which Indigenous staff undertake professional learning and the types of professional learning undertaken. It also gathers information on the support provided to Indigenous staff to assist their professional learning.</p>
Measurement Source:	<p>Provider's professional learning records. The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	<p>Report on the average number of hours of professional learning undertaken over the reporting year by Indigenous teachers and support staff. Only professional learning undertaken by these staff is to be included in the calculations. See sEMP1 and sEMP2 in the definitions for an explanation of what types of employment fit within these categories. All forms of in-service professional learning must be included in this performance indicator, not just professional development specific to Indigenous education. Do not include external training towards formal qualifications. To calculate the average number of hours, add up the total hours of professional learning undertaken by Indigenous teachers and support staff during the reporting year and divide by the total number of Indigenous teachers and support staff.</p> <p>Providers who report in INDIGO are required to provide numbers in all sub-parts. INDIGO will calculate percentages. Providers who do not report in INDIGO must provide number and percentage for all Indigenous teachers and support staff who undertook professional learning during the reporting year. This information is to be in the format numerator over denominator and must accord with the percentage provided. To calculate the</p>

percentage, divide the number of these staff who undertook training by the total number of Indigenous teachers and support staff. Multiply the result by 100 to obtain the percentage.

In one to three pages outline the types of professional learning activities undertaken by Indigenous teachers and support staff. This may include a list of courses and professional learning undertaken and may also include a description of those courses or further information on the number of Indigenous teachers and support staff who participated.

Provide half a page of qualitative information on the support structures or mechanisms that have been put in place within the organisation to assist the professional learning of Indigenous teachers and support staff. Outline opportunities provided and the structures, both formal and informal, that have been established to support the professional learning of Indigenous teachers and support staff.

Do not report on non-Indigenous outcomes.

Targets:

No targets are set for this indicator.

<p>CULTURAL AWARENESS TRAINING (COMPULSORY PI FOR ALL SCHOOL PROVIDERS)</p>
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Performance Indicator: One or two pages of information is required on the professional learning undertaken by teaching staff and other professional staff in the reporting year to help them foster:

- a) in their Indigenous students, an appreciation of their history, cultures and identity; and
- b) amongst all students, an understanding of, and respect for, Indigenous traditional and contemporary cultures.

What the Indicator Tells Us: This indicator provides information on the variety of professional learning undertaken that aims to improve the skills of teaching and other professional staff in their teaching and in their interactions with Indigenous students and their families and communities. It also provides information on the professional learning undertaken by teachers and other professional staff to enable them to foster an understanding of and respect for Indigenous contemporary and traditional cultures in all their students.

Measurement Source: Provider programmes and records. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Provide qualitative information on the professional learning undertaken by teaching and other professional staff during the reporting year that assists them to provide their Indigenous students with an appreciation of Indigenous history, cultures and identity, and that fosters an understanding of and respect for Indigenous cultures in all their students. New information is to be provided each reporting year.

‘Teaching staff’ is defined in the National Schools Statistics Collection and includes professional teachers, principals and non-teaching deputy principals but **does not** include specialist support staff, teaching support staff and administrative and clerical staff. As such, AIEWs are not to be included in calculations for this indicator.

Examples of some types of professional learning or training that could be reported include:

- cultural awareness training in Aboriginal and/or Torres Strait Islander culture;
- training in educational strategies specifically developed or adapted for Indigenous students;
- training in delivering Indigenous studies courses;

- training in the use of resource materials for the incorporation of Indigenous perspectives into the curriculum;
- training in approaches to literacy or numeracy assessment and reporting for Indigenous students;
- racism awareness and prevention;
- training relating to the National Reconciliation Strategy; and
- formal tertiary or vocational education courses or units in Indigenous studies (not necessarily as part of professional teacher training).

The source of the professional learning and training could include:

- the professional learning or training through tertiary teacher training;
- other formal university or vocational education and training courses;
- whole of school professional development days; or
- in-service training provided through the system or school.

The following activities must **not** be included:

- attendance or participation at commemorative occasions;
- participation in general staff meetings (multiple agenda items) other than whole school professional development days (which could be included);
- attendance or participation in school excursions; or
- on-the-job experience.

Targets:

No targets are set for this indicator.

**FORMAL TRAINING OF ABORIGINAL AND TORRES STRAIT ISLANDER
EDUCATION WORKERS
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)**

- Performance Indicator:
1. Percentage (with numbers) of Aboriginal and Torres Strait Islander Education Workers (AIEWs) who have **completed** study towards the following level of qualification:
 - a) Degree
 - b) Diploma/Associate Diploma/Advanced Diploma
 - c) AQF Certificate
 - d) Other

 2. Percentage (with numbers) of Aboriginal and Torres Strait Islander Education Workers (AIEWs) who have **part-completed** study towards the following level of qualification:
 - a) Degree
 - b) Diploma/Associate Diploma/Advanced Diploma
 - c) AQF Certificate
 - d) Other
- What the Indicator Tells Us: This indicator outlines the extent to which AIEWs are encouraged and supported to obtain formal qualifications and to what extent the AIEWs take up formal learning opportunities.
- Measurement Source: Provider employment records. The Measurement Source is specified in the Schedule to the Agreement.
- Reporting Requirements: There are two parts to this performance indicator. The first gathers information on those AIEWs who have completed qualifications at the stated levels. The second part gathers information on those AIEWs who are undertaking study towards the specified qualifications.
- The total number of AIEWs employed will be used as the denominator for both parts. This number must be the same as the number provided at **sEMP3**. In this indicator it is irrelevant whether an AIEW is full- or part-time – overall AIEW numbers are used for all calculations.
- See sEMP3 for a full definition of AIEWs.
- For those providers who use the online performance reporting system the percentages will be calculated automatically but for providers who do not report online both numbers and percentages must be provided, using the format in the example below.

Example

A provider has 10 AIEWs, some part-time and some full-time. One is studying towards a teaching degree, but has previously completed a diploma; one is studying towards a science degree; two have completed advanced diplomas; two are studying towards a certificate; and another one has part-completed study towards a certificate, but has deferred their studies.

The outcomes for Part 1 (AIEWs who have completed their qualifications) would be expressed as:

- a) the number of AIEWs who have completed study towards a Degree = 0
If not reported online this would be expressed as:
0% (0 / 10)
- b) the number of AIEWs who have completed study towards a Diploma/ Associate Diploma/ Advanced Diploma = 3
If not reported online this would be expressed as:
30% (3 / 10)
- c) the number of AIEWs who have completed study towards an AQF Certificate = 0
If not reported online this would be expressed as:
0% (0 / 10)
- d) Other = 0
If not reported online this would be expressed as:
0% (0 / 10)

The outcomes for Part 2 (AIEWs who have part-completed their qualifications) would be expressed as:

- a) the number of AIEWs who have part-completed study towards a Degree = 2
20% (2 / 10)
- b) the number of AIEWs who have part-completed study towards a Diploma/ Associate Diploma/ Advanced Diploma = 0
0% (0 / 10)
- c) the number of AIEWs who have part-completed study towards an AQF Certificate = 3
30% (3 / 10)
- d) Other = 0.
0% (0 / 10)

Targets:

Targets are set to increase the percentage at 2 a), that is, of AIEWs who have part-completed study towards a Degree.

**INDIGENOUS PEOPLE ON COMMITTEES DEALING WITH INDIGENOUS ISSUES
AT STATE AND REGIONAL LEVEL
(COMPULSORY, SPECIFIC PI FOR LARGE SCHOOL SYSTEMS)**

Performance Indicator: Percentage (with numbers) of Indigenous and non-Indigenous people (where applicable) who are members of advisory, reference or management committees that deal specifically with Indigenous issues at the:

- a) State level
- b) Regional, district or diocesan level.

Half a page of information is required on any strategies that have been put in place to give Indigenous members the skills they need to participate effectively in the work of the advisory committees.

What the Indicator Tells Us: This indicator provides a picture of the level of involvement of Indigenous people in advisory/reference/management committees that deal specifically with Indigenous issues.

Measurement Source: Membership records of the nominated committees. The committees must be specifically named in the Measurement Source of the Schedule and changes to the committees included in the calculation of the indicator require a formal variation to the Schedule. The Measurement Source is specified in the Schedule to the Agreement.

Committees attached to individual schools, such as ASSPA Incorporated Committees, must not be included in this measure.

Reporting Requirements: Report on both state level committees and, where applicable and where specified in the Schedule to the Agreement, on regional, district or diocesan level committees that specifically deal with Indigenous issues.

Where an individual is a member of more than one committee they are to be counted and reported as if they were different people (both in the numerator and the denominator).

The process used to calculate the outcomes for this indicator is as follows:

Using the state level committees listed at part (a) in the Measurement Source in the Schedule to the Agreement add up all the Indigenous members of the listed committees. Next, add up the total number of members of all the listed committees. Divide the total number of Indigenous members by the total number of committee members and multiply the result by 100.

Repeat this process for the specified committees at the regional, district or diocesan level.

Outcomes must be reported at the aggregate state and regional/district/diocesan level, not for each individual committee. The individual committees included in the measure will, however, be listed in the Measurement Source.

For providers who use the online reporting system the percentage will be calculated automatically. For those providers who do not report online the outcomes must be reported in the format percentage followed by (in parentheses) numerator over denominator, where the numerator is the total number of Indigenous members and the denominator is the total number of members of all committees.

Qualitative information is required on any strategies that have been put in place to give Indigenous members the skills they need to participate effectively in the work of the advisory committees. This may include information on training provided to individuals to prepare them to become committee members.

Targets:

Targets are set on percentages for committees at both the state level and the regional/district/diocesan level.

The targets should aim for a majority of, if not all, participants in committees advising specifically on Indigenous issues to be Indigenous.

**INDIGENOUS PEOPLE ON COMMITTEES WITH GENERAL EDUCATIONAL
ISSUES AT STATE AND REGIONAL LEVEL
(COMPULSORY, SPECIFIC PI FOR LARGE SCHOOL SYSTEMS)**

Performance Indicator:	<p>Percentage (with numbers) of Indigenous and non-Indigenous people who are members of advisory, reference or management committees that deal with issues relating to all school students at the:</p> <p style="margin-left: 40px;">a) State level b) Regional, district or diocesan level.</p> <p>Half a page of information is required on any strategies that have been put in place to give Indigenous members the skills they need to participate effectively in the work of the advisory committees.</p>
What the Indicator Tells Us:	<p>This indicator provides a picture of the level of involvement of Indigenous people in advisory/reference/management committees that deal specifically with all education issues.</p>
Measurement Source:	<p>Membership records of nominated committees. The committees must be specifically named in the Measurement Source of the Schedule and changes to the committees included in the calculation of the indicator require a formal variation to the Schedule. The Measurement Source is specified in the Schedule to the Agreement.</p> <p>Committees attached to individual schools, such as individual school boards and Parents and Citizens groups, must not be included in this measure.</p>
Reporting Requirements:	<p>Report on both state level committees and, where applicable and where specified in the Schedule to the Agreement, on regional, district or diocesan level committees that deal with general educational issues. Indigenous-specific committees are to be included in the previous indicator, sINV1, and not in this measure.</p> <p>Where an individual is a member of more than one committee they are to be counted and reported as if they were different people (both in the numerator and the denominator).</p> <p>The process used to calculate the outcomes for this indicator is as follows: Using the state level committees listed at part (a) in the Measurement Source in the Schedule to the Agreement add up all the Indigenous members of the listed committees. Next, add up the total number of members of all the listed committees. Divide</p>

the total number of Indigenous members by the total number of committee members and multiply the result by 100.

Repeat this process for the specified committees at the regional, district or diocesan level.

Outcomes must be reported at the aggregate state and regional/district/diocesan level, not for each individual committee. The individual committees included in the measure will, however, be listed in the Measurement Source.

For providers who use the online reporting system the percentage will be calculated automatically. For those providers who do not report online the outcomes must be reported in the format percentage followed by (in parentheses) numerator over denominator, where the numerator is the total number of Indigenous members and the denominator is the total number of members of all committees.

Qualitative information is required on any strategies that have been put in place to give Indigenous members the skills they need to participate effectively in the work of the advisory committees. This may include information on training provided to individuals to prepare them to become committee members.

Targets:

Targets are set on percentages for committees at both the state level and the regional/district/diocesan level. That is on the percentage of Indigenous participation relative to the percentage of Indigenous students in the system.

The targets should aim to increase the proportion of Indigenous people on committees dealing with general educational issues at both the state and regional/district/diocesan levels. The aim is for Indigenous committee membership to reflect the proportion of the provider's student population that is Indigenous.

**INDIGENOUS PEOPLE ON COMMITTEES IN SMALL SCHOOL SYSTEMS AND
INDEPENDENT SCHOOLS**
(COMPULSORY, SPECIFIC PI FOR SMALL SCHOOL SYSTEMS AND INDEPENDENT SCHOOLS)

Performance Indicator:	<p>Percentage (with numbers) of Indigenous and non-Indigenous people (where applicable) involved in a school or system committee that makes decisions:</p> <p>a) specifically dealing with Indigenous issues b) pertaining to general education issues.</p> <p>Half a page of information is required on any strategies that have been put in place to give members the skills they need to participate effectively in the work of the committee(s).</p>
What the Indicator Tells Us:	This indicator provides information on the level of involvement of Indigenous people in school-based decision-making bodies.
Measurement Source:	Membership records of the nominated committees. The committees must be specifically named in the Measurement Source of the Schedule and changes to the committees included in the calculation of the indicator require a formal variation to the Schedule. The Measurement Source is specified in the Schedule to the Agreement.
Reporting Requirements:	<p>Report on both Indigenous-specific committees and committees that deal with issues that pertain to general educational issues. Include committees attached to individual schools such as ASSPA Incorporated Committees or individual School Boards and Parents and Citizens groups. Parent School Partnership Initiative (PSPI) committees must not be included for this measure.</p> <p>The process used to calculate the outcomes for this indicator is as follows:</p> <p>Using the Indigenous-specific committees listed at part (a) in the Measurement Source in the Schedule to the Agreement add up all the Indigenous members of the listed committees. Next, add up the total number of members of all the listed committees at part (a). Divide the total number of Indigenous members by the total number of committee members and multiply the result by 100.</p> <p>Repeat this process for the committees pertaining to general education issues.</p> <p>For providers who use the online reporting system the percentage will be calculated automatically. For those providers who do not report online the outcomes must be reported in the format percentage followed by (in parentheses) numerator over denominator, where the numerator is the total number of</p>

Indigenous members and the denominator is the total number of members of all committees.

Qualitative information is required on any strategies that have been put in place to give Indigenous members the skills they need to participate effectively in the work of the advisory committees. This may include information on training provided to individuals to prepare them to become committee members.

Targets:

The targets are set on (a), that is, for committees specifically dealing with Indigenous issues. The aim is for a majority of, if not all, members of a committee dealing specifically with Indigenous issues to be Indigenous.

Targets may also be set on (b), that is, for committees making decisions pertaining to general education issues. The aim is for Indigenous committee membership to reflect the proportion of the provider's student population that is Indigenous.

**INDIGENOUS PEOPLE ON COMMITTEES IN SMALL SCHOOL SYSTEMS AND
INDEPENDENT SCHOOLS**
(ALTERNATIVE PI FOR SMALL SCHOOL SYSTEMS AND INDEPENDENT SCHOOLS)

Performance Indicator: Percentage (with numbers) of Indigenous and non-Indigenous people (where applicable) involved in a school committee that makes decisions:
a) about general education issues.

Half a page of information is required on any strategies that have been put in place to give members the skills they need to participate effectively in the work of the committee(s).

What the Indicator Tells Us: This indicator provides information on the level of involvement of Indigenous people in school-based decision-making bodies. This indicator is particularly relevant for Indigenous-controlled providers whose general education committees, by the nature of the school, are also Indigenous-specific committees.

Measurement Source: Membership records of the nominated committees. The committees must be specifically named in the Measurement Source of the Schedule and changes to the committees included in the calculation of the indicator require a formal variation to the Schedule. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Report on general education committees. Include committees attached to individual schools such as ASSPA Incorporated Committees or individual School Boards and Parents and Citizens groups. Parent School Partnership Initiative (PSPI) committees **must not** be included in this measure.

The process used to calculate the outcomes for this indicator is as follows:

Using the committees listed in the Measurement Source in the Schedule to the Agreement add up all the Indigenous members of the listed committees. Next, add up the total number of members of all the listed committees. Divide the total number of Indigenous members by the total number of committee members and multiply the result by 100.

For providers who use the online reporting system the percentage will be calculated automatically. For those providers who do not report online the outcomes must be reported in the format percentage followed by (in parentheses) numerator over denominator, where the numerator is the total number of Indigenous members and the denominator is the total number of members of all committees.

Qualitative information is required on any strategies that have been put in place to give Indigenous members the skills they need to participate effectively in the work of the advisory committees. This may include information on training provided to individuals to prepare them to become committee members.

Targets:

Targets are to be set on the percentage of the membership of general education committees that is Indigenous.

INDIGENOUS STUDIES, INDIGENOUS PERSPECTIVES AND INDIGENOUS INVOLVEMENT
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)

Performance Indicator:	<p>One to three pages of information is required on what your system/school is doing to:</p> <ul style="list-style-type: none"> a) provide Indigenous perspectives across the curriculum b) include Indigenous studies programmes in the school curriculum c) involve Indigenous people in the development and delivery of Indigenous studies.
What the Indicator Tells Us:	<p>This indicator provides information on the extent to which Indigenous perspectives have been incorporated into the curriculum. It is possible to see how widely available Indigenous studies programmes are and to gather information on how extensively schools and systems involve and consult Indigenous people in the development and delivery of the curriculum.</p>
Measurement Source:	<p>Education provider's curriculum records and development plans. The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	<p>Major providers and many independent schools have developed syllabus and curriculum documentation outlining sequential Indigenous studies and across curriculum perspectives in the compulsory years of schooling. Many systems and independent schools have designed documents to assist schools in working with their local community and for involving and consulting Indigenous people and communities in the delivery of their Indigenous education programmes.</p> <p>Providers are to report on their current activities in this area and plans for the future. Information is to be provided on the number of schools implementing the curriculum, a description of the curriculum, a breakdown of Indigenous and non-Indigenous students who participate in this curriculum and the frequency of delivery.</p> <p>All sub-parts of the indicator must be addressed in the qualitative response. New data is required in each reporting year.</p>
Targets:	<p>No targets are set for this indicator.</p>

**PRESERVE AND MAINTAIN INDIGENOUS LANGUAGES
(COMPULSORY PI FOR ALL SCHOOL PROVIDERS)**

Performance Indicator:	Half a page is required on the activities your system/school undertakes to promote, maintain and preserve Indigenous languages.
What the Indicator Tells Us:	This indicator provides qualitative information about activity in systems/schools to promote, maintain, preserve and teach Indigenous languages.
Measurement Source:	Provider curriculum records and development plans. The Measurement Source is specified in the Schedule to the Agreement.
Reporting Requirements:	<p>Provide half a page of written description of activities undertaken by your school or system to promote, maintain and preserve Indigenous languages. Include information on the specific languages, local Indigenous community involvement, and the frequency of programme delivery.</p> <p>Data and information provided must be based on activities undertaken in the reporting year. New data must be reported each year.</p> <p>Activities to promote, maintain and preserve Indigenous languages could involve the development and implementation of a programme to maintain and use Indigenous languages that are recognised and/or spoken by community people in that area. This may include developing and implementing a language programme to “pass on” the oral knowledge of an Indigenous language to the students of a community, undertaken with the sanction and involvement of the local Indigenous community or communities.</p>
Targets:	No targets are set for this indicator.