



Education Statistics Digest 2015

Republic of Nauru
Department of Education

DRAFT

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Foreword by the Secretary of Education

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Glossary of terms

Gender Parity Index (GPI): The proportion of female to male students. Values of 1.0 (or close to this value) indicate gender parity; values over 1.0 indicate a higher proportion of females, while values less than 1.0 indicate a lower proportion of females.

Gross Enrolment Ratio (GER): Total enrolment in a defined school level, irrespective of age, expressed as a percentage of the official school age population for that level and year.

Gross Intake Ratio (GIR) in the First Grade of Primary: Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age population.

Net Enrolment Ratio (NER): Enrolment in the official age group of a defined school level expressed as a percentage of the corresponding population.

Net Intake Rate (NIR) in the First Grade of Primary: New entrants in the first grade of primary education, who are in the official primary school entrance age, expressed as a percentage of the population for the official entrance age.

Student to Teacher Ratio (STR): The average number of students per teacher for a given level of schooling (UNESCO, 2009).

1 Introduction

The 2014 Nauru Education Digest has been developed to monitor the accessibility, equity and quality of education in Nauru. The information will also support the evaluation of current strategies, support evidence based policy and planning, and will be a useful resource for all interested stakeholders.

1.1.1 Goals, Policies and Strategies for Education

Nauru has committed to a number of important international and regional educational initiatives including the Education for All (EFA), Millennium Development Goals (MDGs) and the Pacific Education Development Framework (PEDF). It is also targeting a number of critical issues which have been outlined in the 2011-2016 Strategic Plan.

The Department of Education's Strategic Plan for 2011-2016 outlines and overarching vision and the purpose of the educational strategies for the six year period:

Vision

A high quality education for all Nauruan's.

Purpose

To provide Nauruan students with the knowledge, skills, attitudes and confidence to achieve their potential and contribute in a positive manner to the betterment of their country.

Critical issues targeted:

- Increasing student attendance rates
- Improving enrolment, completion and transition rates of students
- Improving learning outcomes for students
- Increasing the level of literacy and numeracy in each sector
- Improving teacher attendance and punctuality
- Building and sustaining a skilled workforce
- Providing safe, health and welcoming learning facilities.

The key objectives:

1. Improving the quality and access to early years, primary and secondary education.
2. Creating a proactive and continually improving education system.
3. Improved learning outcomes for all students.
4. A sustainable and high quality workforce to meet future education needs.

1.1.2 The Education System in Nauru

Education in Nauru is provided by the Department of Education. The Early Childhood Care and Education (ECCE) sector consists of three stages: Playcentre, Preschool and Prep-School for children aged three to five years.

Formal schooling in Nauru incorporates six years of primary school (Classes 1 to 6) and three years of secondary school (Lower secondary: Classes 7 to 9,). The first 9 years of schooling are both compulsory and free for all students.

Upper secondary school consists of a further three years of schooling which are non-compulsory and free. Figure 1 shows the levels of education and the respective official age groups in Nauru.

Figure 1 Education System Overview, Nauru 2015



1.1.3 The organisation of information included in this digest

The information provided in this Digest has primarily been obtained from the Republic of Nauru Educational Management Information System (RoN EMIS).

The Ron EMIS is a computerised database system which stores administrative data held by the Department of Education. The information held in the RoN EMIS includes:

- Student attendance and enrolment data
- Benchmarking results for literacy and numeracy
- Results for population based education indicators
- The Teacher qualifications, numbers and location

- Literacy and numeracy benchmarking results
- School summary data.

The information provided in the report has been organised into two major sections:

1. Access to Education – This section provides fundamental information on student enrolments, and the numbers of teachers and schools. Where possible information is disaggregated on the basis of demographic and educational factors including age group and sex, class level and school type. Using population estimates key education statistics for measuring access to education have been derived. These include the Net Intake Rate (NIR), Gross Enrolment Rate (GER) and Net Enrolment Rate (NER). Information is also provided on the number of teachers and student teacher ratio's.
2. Literacy and Numeracy Benchmarking – Results for the 2013 and 2014 literacy and numeracy benchmarking are a vital measure of the quality of education in Nauru and as such are examined on the basis of factors including gender, level of schooling and specific skill areas. A comparison of outcomes for 2013 and 2014 is also provided.

1.2 2015 Summary Statistics, Nauru

Table 1 Access to Education, Nauru, 2015

	<i>ECCE</i>	<i>Primary</i>	<i>Lower secondary</i>	<i>Upper secondary</i>
<i>Student enrolments</i>				
<i>Male</i>	453	809	219	144
<i>Female</i>	432	723	232	149
<i>Total</i>	885	1532	451	293
<i>Gross Enrolment Rates (%)</i>				
<i>Male</i>	81.2	110.3	68.4	44.6
<i>Female</i>	91.2	101.6	71.6	50.2
<i>Total</i>	85.8	106	70.0	47.3
<i>Gender parity index</i>	1.1	0.9	1.00	1.1
<i>Net Enrolment Rates (%)</i>				
<i>Male</i>	80.7	75.7	52.2	32.8
<i>Female</i>	74.9	76.1	58.6	38
<i>Total</i>	78.1	75.9	55.4	35.3
<i>Gender parity index</i>	0.9	1.0	1.1	1.2
<i>Number of teachers</i>	35	51	22	27
<i>Pupil-Teacher Ratio's</i>	25.3	30.0	20.5	10.9
<i>Number of schools</i>	4	3	1	1

Source: RoN EMIS, 2015

Table 2 Literacy Benchmarking, Nauru, 2014

<i>Class level</i>	<i>% Critical risk or well below benchmark</i>	<i>% Below or approaching benchmark</i>	<i>% At or above benchmark</i>
Year 3			
<i>Oral language</i>	60.9	31.8	7.3
<i>Reading alphabet</i>	44.5	16.4	39.1
<i>Burt word test</i>	61.8	17.3	20.9
<i>Reading test</i>	68.2	5.5	26.4
<i>Spelling</i>	67.3	13.6	19.1
<i>Writing text</i>	86.4	9.1	4.5
Year 6			
<i>Reading</i>	29.9	40.3	29.9
<i>Spelling</i>	17.9	46.9	35.8
<i>Grammar and conventions</i>	17.9	61.2	20.9
<i>Writing</i>	56.7	31.9	11.9

Source: RoN EMIS, 2015

Table 3 Numeracy Benchmarking, Nauru, 2014

<i>% Correct</i>	<i>Year 3 (% Students)</i>	<i>Year 6 (% Students)</i>	<i>Year 9 (% Students)</i>
2013			
<i>1% to 25%</i>	0.0	39.6	51.5
<i>26% to 50%</i>	8.9	36.0	30.3
<i>51% to 75%</i>	57.8	20.7	15.2
<i>76% to 100%</i>	33.3	3.6	3.0
2014			
<i>1% to 25%</i>	16.3	52.2	51.1
<i>26% to 50%</i>	24.4	39.1	38.3
<i>51% to 75%</i>	43.1	7.6	8.5
<i>76% to 100%</i>	16.3	1.1	2.1

Source: RoN EMIS, 2015

2 Executive Summary

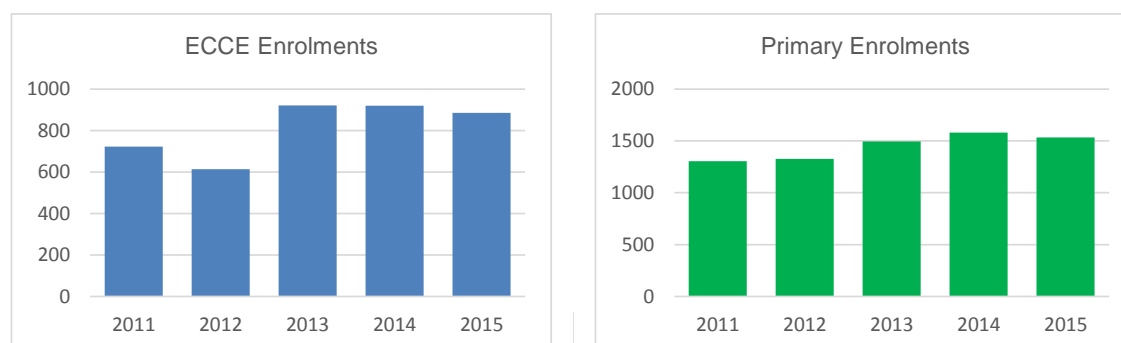
2.1 Access to Education

2.1.1 Enrolments

ECCE and Primary Education

Between 2011 and 2015, ECCE enrolments increased by 23% to 885 and primary enrolments by 18% to 1,532 in 2015 despite small declines in enrolments in both sectors in 2015 (Figure 2).

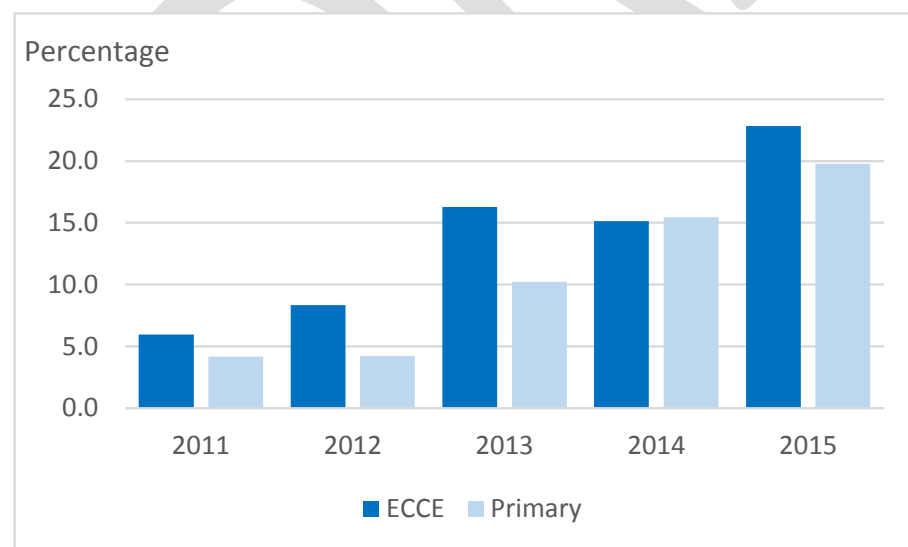
Figure 2 Enrolments, ECCE and Primary Sectors, Nauru, 2011-2015



Source: RoN EMIS, 2015

Official age for class level enrolments decreased gradually in both the ECCE and Primary School Sectors between 2011 and 2015 coinciding with a significant increase in the numbers of unspecified age enrolments (Figure 3).

Figure 3 Percentage of Unspecified Age Enrolments, ECCE and Primary Sectors, Nauru, 2011-2015

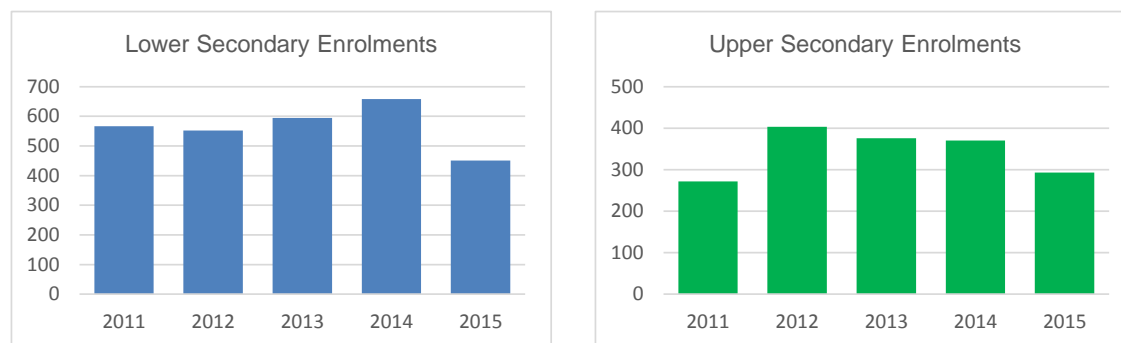


Source: RoN EMIS, 2015

Secondary Education

Between 2011 and 2014, lower secondary enrolments increased by 16% to 885, followed by a sharp decline to 451 in 2015. Upper secondary enrolments did not change significantly between 2012 and 2014, but did decline from 370 to 293 in 2015.

Figure 4 Enrolments, Secondary Sector, Nauru, 2011-2015

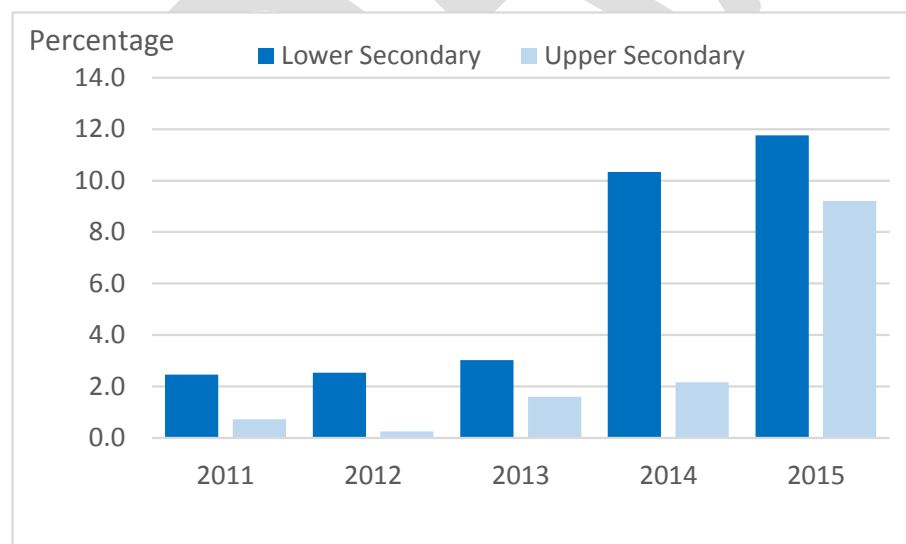


Source: RoN EMIS, 2015

Between 2011 and 2015, there was a decline in the proportion of official age range enrolments from 85% to 79% in the lower secondary sector (Classes 7 to 9). This trend coincided with an increase in the proportion of unspecified age enrolments from 2% to 12%.

In the upper secondary sector (Classes 10 to 12), the proportion of unspecified age enrolments increased gradually from 1% to 9% between 2011 and 2015.

Figure 5 Percentage of Unspecified Age Enrolments, Secondary Sector, Nauru, 2011-2015



Source: RoN EMIS, 2015

2.1.2 Enrolment Ratios

Key Findings across ECCE, Primary and Secondary School Sectors include:

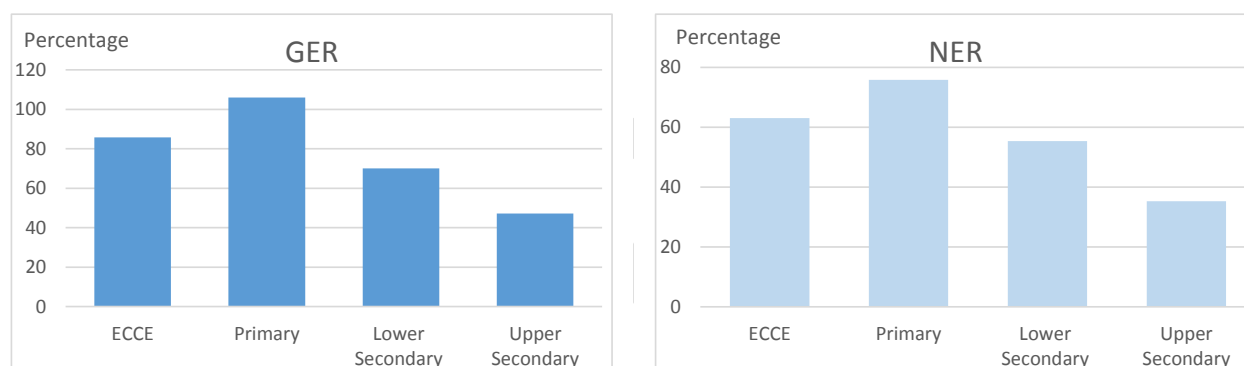
Between 2013 and 2015, there was a gradual decline in ECCE Net Enrolment Rates (NERs) from 78% to 63% and primary school NER's from 93% to 76%.

Between 2014 and 2015, there was a decrease in the Net Intake Rate (NIR) for Year 1 from 76% to 57%.

Between 2014 and 2015, the lower secondary GER for dropped from 100% to 70% and the NER from 80% to 56%.

Between 2011 and 2014 there was a gradual decline in the upper secondary GER and NER, then in 2015, the GER declined from 61% to 47%, and the NER from 47% to 35%.

Figure 6 GER and NER by School Sector, Nauru, 2015



Source: RoN EMIS, 2015

2.1.3 Teachers

While there has been some variability in the number of teachers by Sector the number of teachers in ECCE, primary and secondary schools was higher in 2015 than 2014.

Between 2011 and 2015 all teachers in the ECCE Sector were female. Female teachers also dominated the primary sector 3:1 for lower primary and 2:1 for upper primary.

In 2015, there were similar numbers of male and female teachers in lower secondary school, however female teachers dominated 2:1 in the upper secondary sector.

Implications for Policy and Planning

There has been a significant increase in the number of 'unspecified age' enrolments, particularly in the ECCE and Primary School sectors. This is an important areas to address as has impacted the ability to accurately determine NER's. The NER is an important for understanding participation by children from the official age groups for given levels of education and a core indicator in a number of international and regional education agreements.

In 2015, there was a sudden decline Secondary School enrolments, which resulted in significant reductions in both the GERs and NERs in the lower and upper secondary sectors. The data has revealed that the declines were greater for males than females. This trend warrants close monitoring and further investigation may be required to understand the underlying reasons for this trend.

The predominance of female teachers is another area for consideration, where there the GPI was 3:1 in lower primary, 2:1 in upper primary and 2:1 in upper secondary. Incentives may be required to attract a higher proportion of male teachers into teaching.

2.2 Literacy Benchmarking

2.2.1 Year 3

In 2013 and 2014, literacy benchmarking was conducted for Year 3 students in Nauru. The test consisted of three sections: oral language, reading (alphabet, Burt word test, reading text) and writing (spelling and writing text).

This report summarises the levels of achievement into the following three categories:

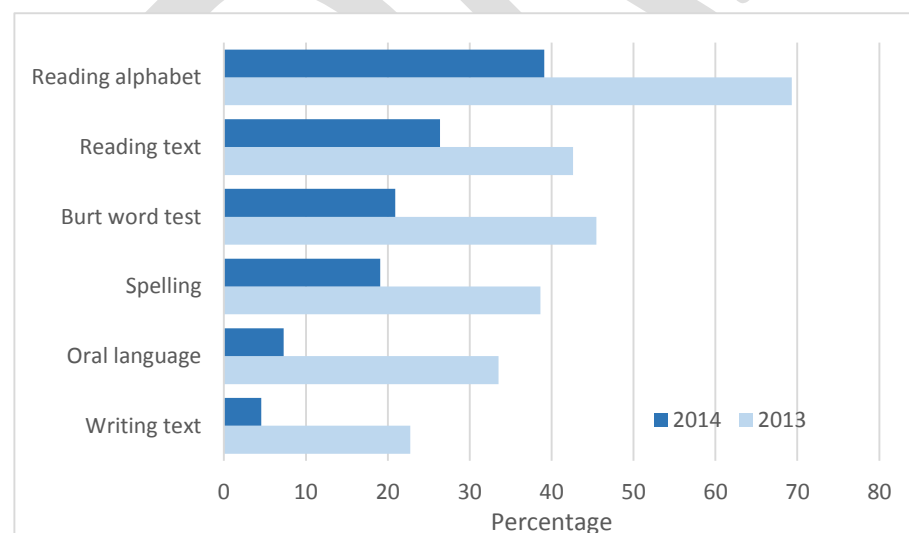
- A) At critical risk or well below the expected level*
- B) Below or approaching the expected level*
- C) At or above the expected level.*

In 2013, two thirds of all Year 3 students participated in literacy benchmarking, compared with only 41% of students in 2014.

The percentage of Year 3 students who were assessed as being 'at or above' the expected standard for literacy was lower in 2014 than 2013 in all six elements tested.

In 2014, a larger percentage of boys than girls were 'at or above' the expected level for reading the alphabet, the Burt word test, reading text and spelling. Similar percentages of boys and girls were 'at or above' the expected level for oral language and writing.

Figure 7 Percentage of Year 3 students 'at or above' the expected level for literacy, Nauru, 2013 and 2014



2.2.2 Year 6

In 2013 and 2014, the Literacy Benchmarking was conducted for Year 6 students in Nauru. The testing comprised three areas: reading, language conventions (spelling and, grammar and conventions) and writing.

This report summarises the levels of achievement into the following three categories:

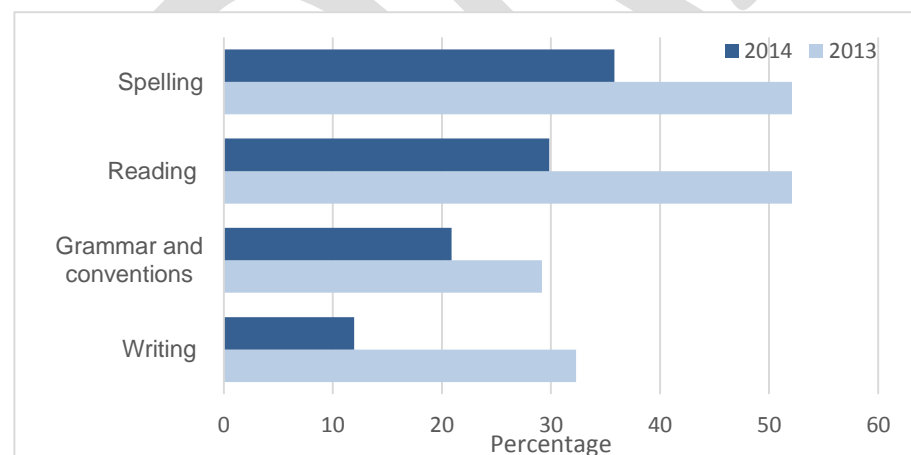
- A. At critical risk or significant difficulty*
- B. Some difficulty or moving towards the standard*
- C. Capable or highly competent.*

In 2013, 44% Year 6 students participated in literacy benchmarking, while in 2014, only 27% of students participated. Two thirds of participants were girls in 2013, however in 2014 there equal proportions of both sexes participated.

The percentage of Year 6 students who were appraised as 'capable or highly competent' for literacy was lower in 2014 than 2013 for all four areas tested.

In 2014, a larger percentage of boys than girls were 'capable or highly competent' for spelling, writing and reading. Similar percentages of boys and girls were 'at or above' the expected level for grammar and conventions.

Figure 8 Percentage of Year 6 students 'capable or highly competent' for literacy, Nauru, 2013 and 2014



2.3 Numeracy Benchmarking

In 2013 and 2014, the Numeracy Benchmarking was conducted for students from Years 3, 6 and 9 in Nauru.

This report summarises Average scores and the total percentages correct for students who participated in these examinations.

Year 3

Participation in Year 3 numeracy benchmarking increased from 17% in 2013, to 46% in 2014. Roughly equal portions of boys and girls participated.

The average score declined from 68% in 2013, to 52% in 2014.

While 90% of students scored 51% or higher in 2013, only 60% of students scored 51% or higher in 2014. For boys, the most significant change was a decline in the proportion of students who scored 51% to 75%, while for girls the greatest change was a decrease in the proportion who scored 76% to 100%.

Year 6

Participation in Year 3 numeracy benchmarking decreased from 51% 2013 to 38% in 2014. In 2013, there were similar proportion of girls and boys, while in 2014 a higher proportion of boys participated.

The average score declined from 35% in 2013 to 28% in 2014. Average scores were similar for boys and girls.

The percentage of students who scored 51% or higher decreased from 24% in 2013 to 9% in 2014. The most significant changes were an increases in the percentages of boys who scored 26% to 50%, and girls who scored 1% to 25%.

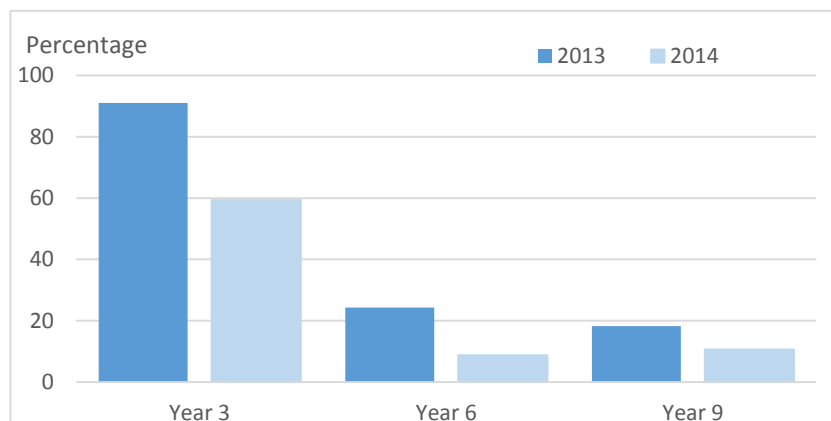
Year 9

In 2013, 19% of Year 9 students participated in numeracy benchmarking, while in 2014, 23% of Year 9 students participated.

The average score declined marginally from 29% in 2013 to 26% in 2014. Average scores were similar for both sexes in 2013, but higher for girls than boys in 2014.

One fifth of students (18%) scored 51% or higher in 2013, compared with only 11% in 2014. The most significant changes were an increase in the proportion of boys who scored 1% to 25%, and an increase in the proportion of girls who scored 26% to 50%.

Figure 9 Percentage of students who scored >50% in Numeracy Benchmarking, Nauru, 2013 & 2014



Implications for Policy and Planning

In 2013 and 2014, there were low levels of participation rates for both literacy and numeracy benchmarking.

Participation in literacy benchmarking was lower in 2014 than 2013, with only 41% of Year 3 and 27% of Year 6 taking part in testing.

Participation in numeracy benchmarking differed by class level. Between 2013 and 2014, Year 3 participation increased from 17% to 46%, Year 6 participation declined from 51% to 38%, and Year 9 participation increased marginally from 19% to 23%.

Ideally all students should participate in benchmarking, to facilitate accurate assessment of both individual and class level strengths and areas of need. Higher rates of participation are also important to accurately monitor and compare changes in student outcomes over time.

Year 3 literacy benchmarking, results were lower in all areas in 2014 than 2013. In 2014, a higher proportion of boys than girls were 'at or above' the benchmark in all areas. Oral language and writing text were two areas that students found most difficult, with 67% and 86% of students respectively were at 'critical risk or well below' the benchmark.

Year 6 literacy benchmarking results were also lower in all areas in 2014 than 2013. In 2014, higher proportions of boys than girls were 'capable or highly competent' in all areas. Both sexes, experienced greatest difficulty with writing text, with 56% of students assessed as being at 'critical risk or significant difficulty'.

In 2014, average scores for numeracy benchmarking were significantly lower than in 2013 for Year 3 and Year 6 students, and marginally lower for Year 9 students. In 2014, 60% of Year 3 students scored over 50% correct, while only 9% of Year 6 students and 11% of Year 9 students scored over 50%.

These results strongly suggest that Years 6 and Year 9 students in particular, are experiencing significant difficulty achieving the required standard for numeracy.

3 Access to Education

3.1 Enrolments

3.1.1 Total enrolments by school level

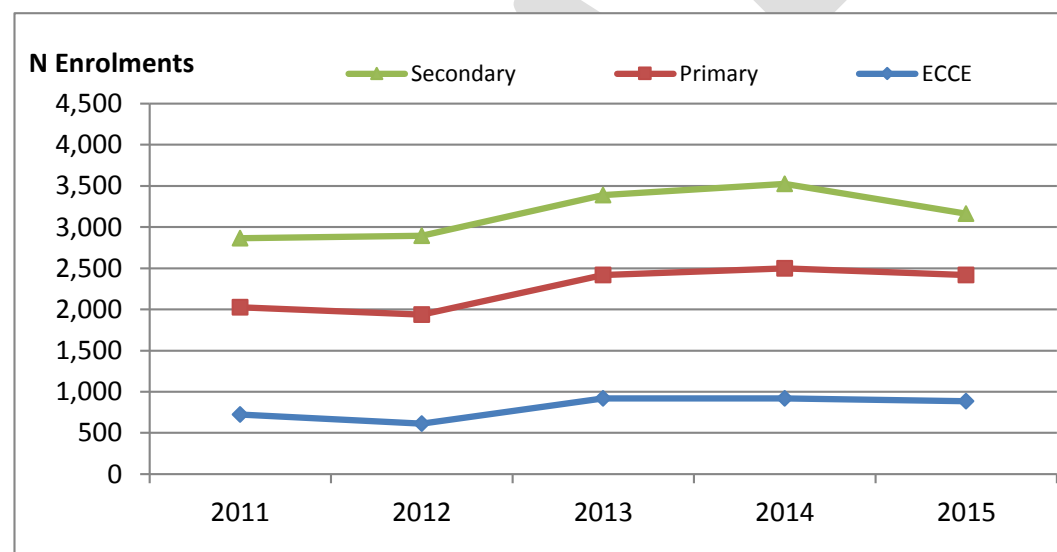
Enrolments in the Early Childhood Care and Education (ECCE), primary and secondary sectors increased between 2011 and 2013 (Table 4 and Figure 10). Between 2014 and 2015, there was a slight decline in ECCE and primary enrolments, however secondary enrolments declined by 284 (28%).

Table 4 Enrolments by School level and Year, 2011-2015

School Level	2011	2012	2013	2014	2015
Able disable	30	n/a	n/a	45	45
ECCE	722	613	921	919	885
Primary	1,303	1,325	1,495	1,580	1,532
Secondary	839	955	971	1,028	744
Total	2,894	2,893	3,387	3,572	3,206

Source: RON EMIS, 2015

Figure 10 Enrolments by School level and Year, 2011-2015



Source: RON EMIS, 2015

3.1.2 Early Childhood Care and Education

3.1.2.1 Enrolment by sex

ECCE enrolments increased substantially between 2012 and 2013, followed by a slight decline in 2014 and 2015 (Table 5 and Figure 11). Overall, ECCE enrolments were 23% higher in 2015 than 2011.

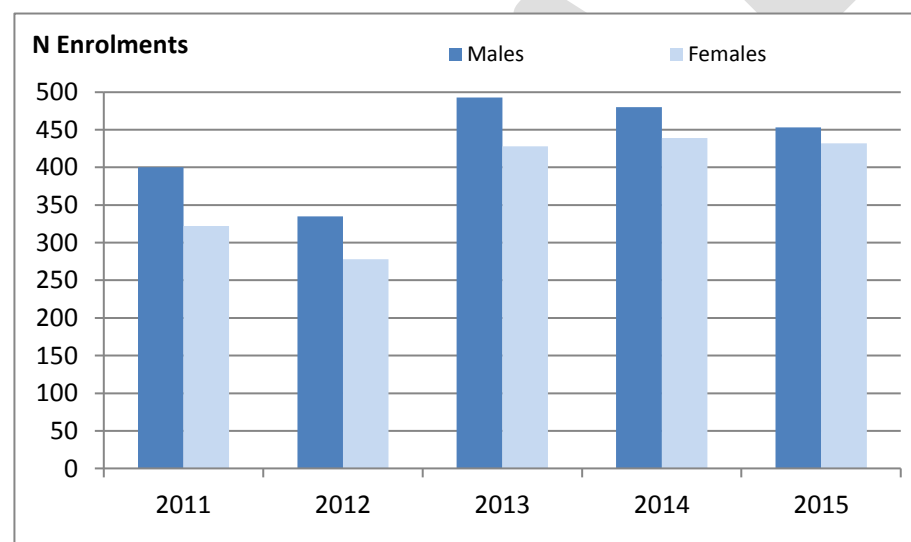
A larger number of males than females were enrolled in ECCE throughout the five year period.

Table 5 ECCE enrolments by sex, 2011-2015

Year	Males		Females		Total	
	N	%	N	%	N	%
2011	400	55.4	322	44.6	722	100.0
2012	335	54.6	278	45.4	613	100.0
2013	493	53.5	428	46.5	921	100.0
2014	480	52.2	439	47.8	919	100.0
2015	453	51.2	432	48.8	885	100.0

Source: RON EMIS, 2015

Figure 11 ECCE enrolments by sex, 2011-2015



Source: RON EMIS, 2015

3.1.2.2 Enrolment by class level

Over the five year period from 2011 to 2015:

- Prep school enrolments increased gradually from 223 to 322 (44%)
- Playcentre and Preschool enrolments fluctuated by year (Table 6).

Table 6 Total Enrolments by Class level, ECCE Nauru, 2011-2015

Class Level	2011	2012	2013	2014	2015
Playcentre	256	114	313	274	276
Preschool	243	258	310	352	287
Prep School	223	241	298	293	322
Total	722	613	921	919	885

Source: RON EMIS, 2015

3.1.2.3 Enrolment by official class age

The number of enrolments in the official age range for class level fluctuated between 2011 and 2015. However, the percentage of total enrolments within the official age range (3 to 5 years) have gradually decreased for males and females (Table 7).

Table 7 Official age and total enrolments by class level and sex, ECCE, 2011 – 2015

Year	Males			Females		
	Official age range		All ages	Official age range		All ages
	N	%	N	N	%	N
2011	346	86.5	400	272	84.5	322
2012	281	83.9	335	232	83.5	278
2013	356	72.2	493	336	78.5	428
2014	325	67.7	480	334	76.1	439
2015	284	62.7	453	289	66.9	432

Source: RoN EMIS, 2015

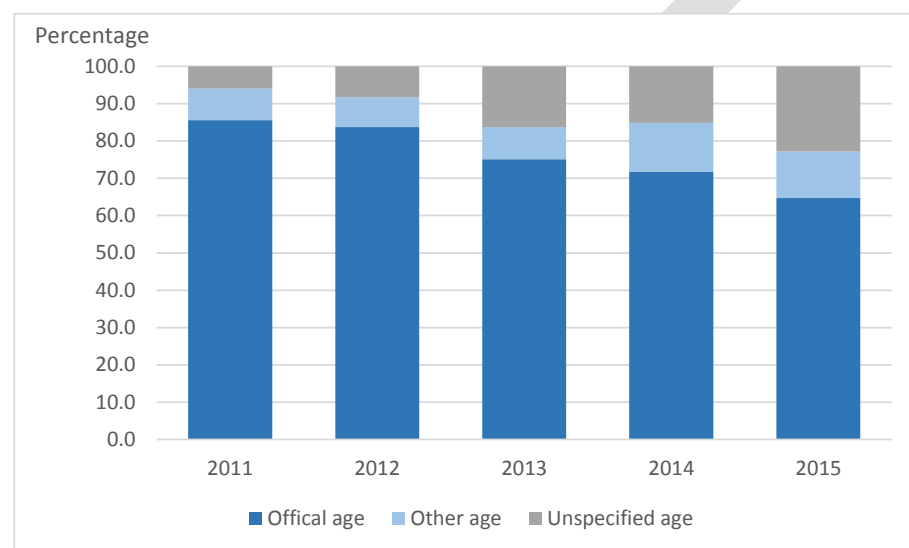
The decline in the percentage of enrolments from official age range for ECCE, coincided with an increase in the percentage of enrolments from other age groups and more significantly children whose age was unspecified (Figure 12).

Table 8 Official, other and unspecified age enrolments, ECCE, 2011-2015

Year	Official age		Other age		Unspecified age		Total enrolments	
	N	%	N	%	N	%	N	%
2011	618	85.6	61	8.4	43	6.0	722	100.0
2012	513	83.7	49	8.0	51	8.3	613	100.0
2013	692	75.1	79	8.6	150	16.3	921	100.0
2014	659	71.7	121	13.2	139	15.1	919	100.0
2015	573	64.7	110	12.4	202	22.8	885	100.0

Source: RoN EMIS, 2015

Figure 12 The percentage of students within the official age range and with age not specified, ECCE, 2011-2015



Source: RoN EMIS, 2015

3.1.3 Primary School Sector

3.1.3.1 Enrolment by sex

Primary enrolments increased gradually from 2011 and 2014, followed by a minor decline in 2015 (Table 9 and Figure 13). Overall, total enrolments were approximately 18% higher in 2015 than 2011.

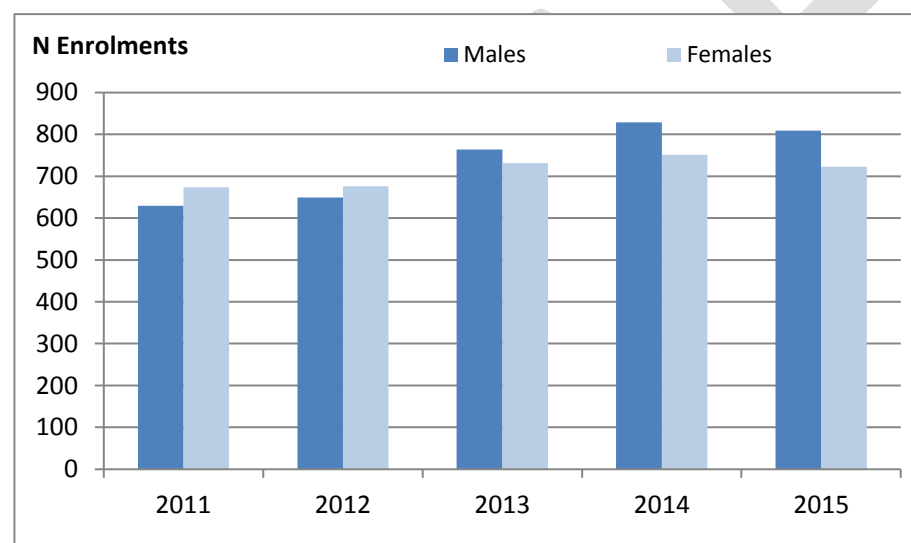
In 2015, enrolments were approximately 6% higher for males compared with females.

Table 9 Total Enrolments by Sex and Year, 2011-2015

Year	Male		Female		Total	
	N	%	N	%	N	%
2011	629	48.3	674	51.7	1,303	100.0
2012	649	49.0	676	51.0	1,325	100.0
2013	764	51.1	731	48.9	1,495	100.0
2014	829	52.5	751	47.5	1,580	100.0
2015	809	52.8	723	47.2	1,532	100.0

Source: RON EMIS, 2015

Figure 13 Enrolment Primary by Sex and Year, 2011-2015



Source: RoN EMIS, 2015

3.1.3.2 Enrolment by Class Level

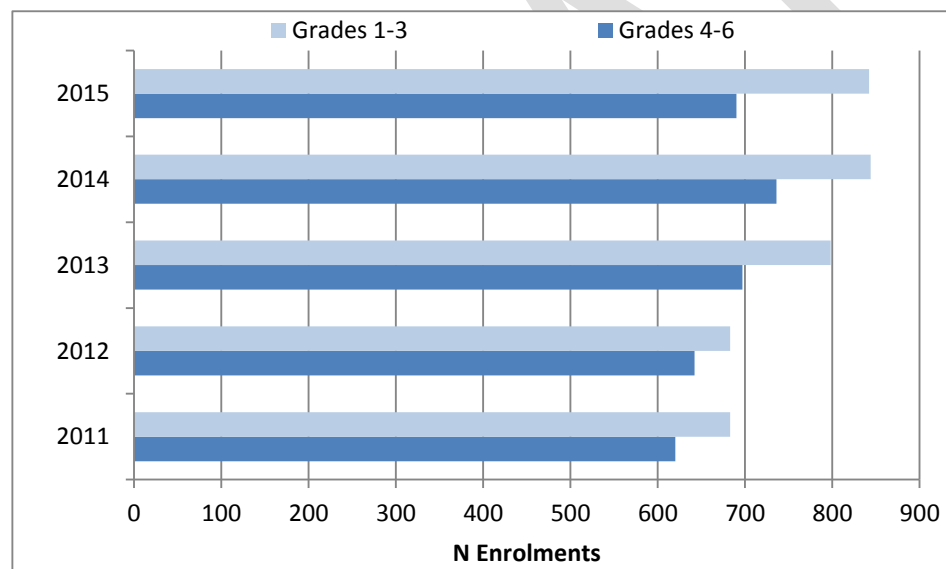
There was a significant increase in enrolments in all class levels between 2012 and 2013. In 2014 and 2015, there was some minor fluctuations by class level and a significant decline in Grade 6 enrolments (Table 10 and Figure 14).

Table 10 Total Enrolments by Class level, Primary Schools, 2011 – 2015

Class Level	2011	2012	2013	2014	2015
Grade 1	255	222	278	309	292
Grade 2	210	253	249	269	304
Grade 3	218	208	271	266	246
Grade 4	209	217	225	281	252
Grade 5	204	206	253	211	251
Grade 6	207	219	219	244	187
Total	1,303	1,325	1,495	1,580	1,532

Source: RON EMIS, 2015

Figure 14 Total Enrolments by Class level, Primary Schools, 2011 – 2015



Source: RoN EMIS, 2015

3.1.3.3 Official Age Enrolments

From 2011 to 2015, the percentage of enrolments in the official age range for Grades 1 to 3 and Grades 4 to 6 have gradually declined for both sexes (Table 11 and Table 12).

Table 11 Official age (6 to 8 years) and total enrolments by sex, Classes 1 to 3 2011 – 2015

Year	Males			Females		
	Official age range		All ages	Official age range		All ages
	N	%	N	N	%	N
2011	268	82.2	326	302	84.6	357
2012	278	86.3	322	306	84.8	361
2013	327	41.7	784	299	45.0	664
2014	343	73.8	465	278	73.4	379
2015	306	65.4	468	258	69.0	374

Source: RoN EMIS, 2015

Table 12 Official age and total enrolments by sex, Classes 4 to 6, 2011 – 2015

Year	Males			Females		
	Official age range		All ages	Official age range		All ages
	N	%	N	N	%	N
2011	255	84.2	303	278	87.7	317
2012	266	81.3	327	274	87.0	315
2013	266	77.3	344	290	82.2	353
2014	270	74.2	364	297	79.8	372
2015	254	74.5	341	270	77.4	349

Source: RoN EMIS, 2015

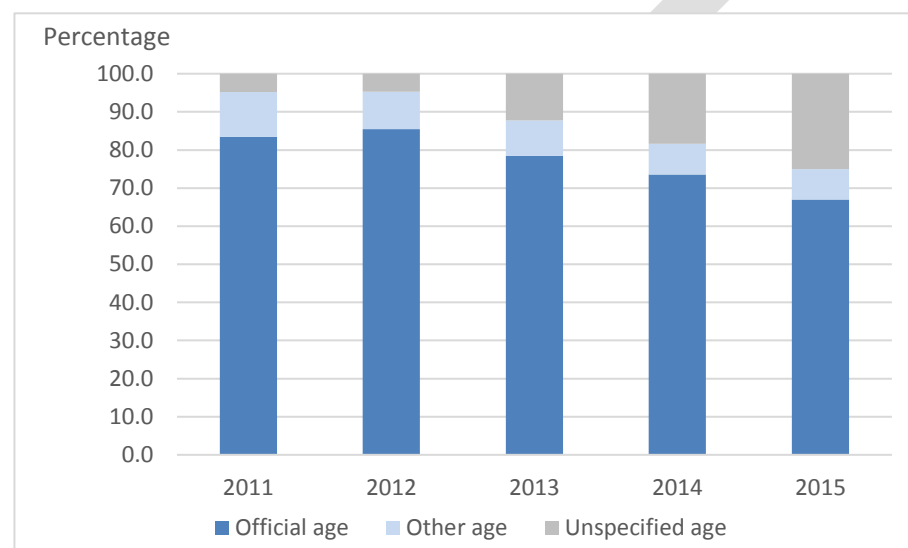
The decline in the proportion of enrolments from the official age range for Grades 1 to 3 (6 to 8 years), coincided with an increase in enrolments for children whose age was unspecified (Table 13 and Figure 15). Enrolments with an unspecified age increased from 4.8% to 25.1% between 2011 and 2015.

Table 13 Classes 1 to 3 Official, other and unspecified age enrolments, 2011-2015

Year	Official age		Other age		Unspecified age		Total enrolments	
	N	%	N	%	N	%	N	%
2011	570	83.5	80	11.7	33	4.8	683	100
2012	584	85.5	67	9.8	32	4.7	683	100
2013	626	78.4	74	9.3	98	12.3	798	100
2014	621	73.6	68	8.1	155	18.4	844	100
2015	564	67.0	67	8.0	211	25.1	842	100

Source: RoN EMIS, 2015

Figure 15 Classes 1 to 3 Official, other and unspecified age enrolments, 2011-2015



Source: RoN EMIS, 2015

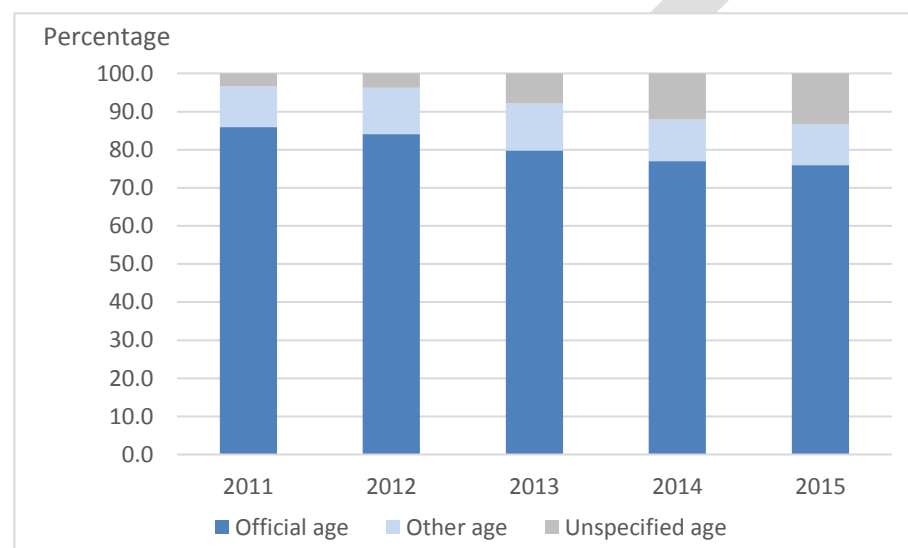
The decline in the proportion of enrolments from the official age range for Grades 4 to 6 (9 to 11 years), coincides with the increase in unspecified age enrolments (Table 14 and Figure 16). Unspecified age enrolments increased from 3.4% to 13.3% over the five year period.

Table 14 Official, other and unspecified age enrolments, Classes 4 to 6, 2011-2015

Year	Official age		Other age		Unspecified age		Total enrolments	
	N	%	N	%	N	%	N	%
2011	533	86.0	66	10.6	21	3.4	620	100
2012	540	84.1	78	12.1	24	3.7	642	100
2013	556	79.8	86	12.3	55	7.9	697	100
2014	567	77.0	80	10.9	89	12.1	736	100
2015	524	75.9	74	10.7	92	13.3	690	100

Source: RoN EMIS, 2015

Figure 16 Official, other and unspecified age enrolments, Classes 4 to 6, 2011-2015



Source: RoN EMIS, 2015

3.1.4 Enrolment Secondary School Sector

3.1.4.1 Enrolment by Sex, Lower Secondary

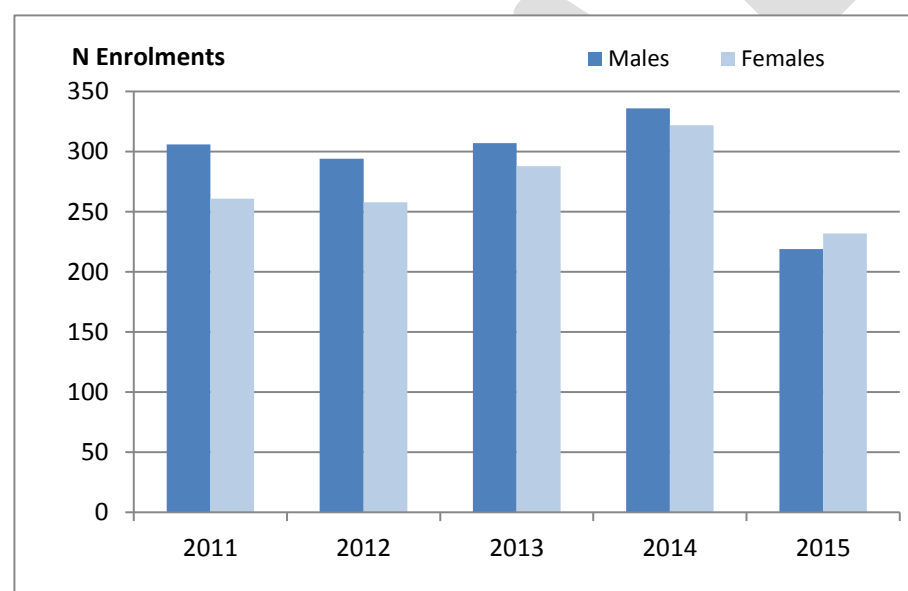
Between 2011 and 2014, the number of lower secondary school enrolments gradually increased, then in 2015, they decreased by one third (31%) (Table 15 and Figure 17). The decline in enrolments in 2015 was greater for males (117, 35%) than females (90, 28%).

Table 15 Enrolment Lower Secondary by Sex and Year, 2011-2015

Year	Male		Female		Total	
	N	%	N	%	N	%
2011	306	54.0	261	46.0	567	100.0
2012	294	53.3	258	46.7	552	100.0
2013	307	51.6	288	48.4	595	100.0
2014	336	51.1	322	48.9	658	100.0
2015	219	48.6	232	51.4	451	100.0

Source: RoN EMIS, 2015

Figure 17 Enrolment Lower Secondary by Sex and Year, 2011-2015



Source: RoN EMIS, 2015

3.1.4.2 Enrolment by Sex, Upper Secondary

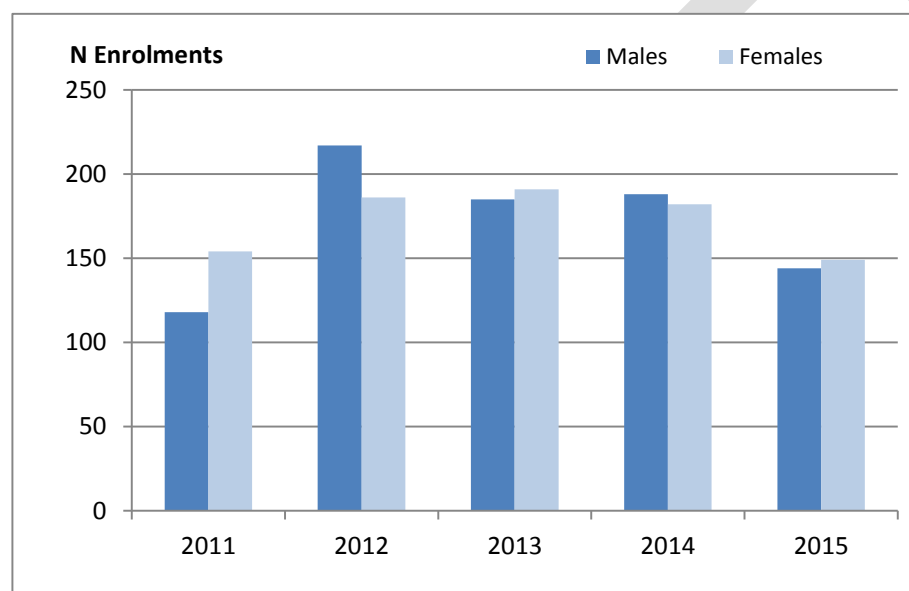
Upper secondary enrolments decreased by one fifth (20%) in between 2014 and 2015 (Table 16 and Figure 18). The decline in enrolments was greater for males (23%) than females (18%).

Table 16 Enrolment Upper Secondary by Sex and Year, 2011-2015

Year	Male		Female		Total	
	N	%	N	%	N	%
2011	118	43.4	154	56.6	272	100.0
2012	217	53.8	186	46.2	403	100.0
2013	185	49.2	191	50.8	376	100.0
2014	188	50.8	182	49.2	370	100.0
2015	144	49.1	149	50.9	293	100.0

Source: RoN EMIS, 2015

Figure 18 Enrolment Upper Secondary by Sex and Year, 2011-2015



3.1.4.3 Enrolment by Class Level

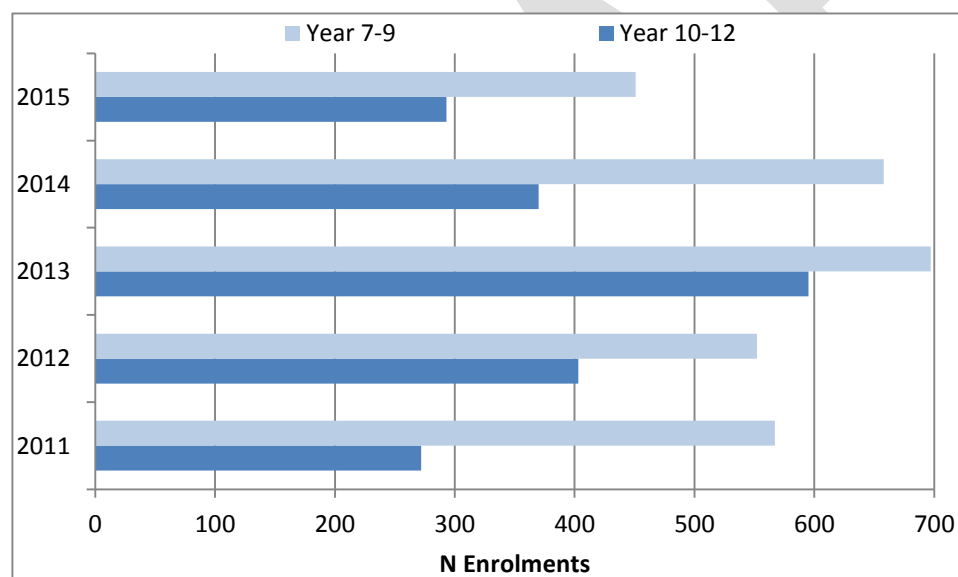
Secondary enrolments increased across all class levels between 2012 and 2013. In 2014, there was a significant decline in the number of enrolments in Classes 10 to 12, with a further decline in 2015. For Classes 7 to 9, a decline in the number of enrolments was apparent in 2015 only (Table 17 and Figure 19).

Table 17 Enrolment by class level, Secondary Schools, 2011-2015

Class Level	2011	2012	2013	2014	2015
Year 7	173	205	225	228	160
Year 8	205	165	253	222	133
Year 9	189	182	219	208	158
Year 10	175	153	204	154	108
Year 11	47	136	217	113	86
Year 12	50	114	174	103	99
Total	839	955	1,292	1,028	744

Source: RON EMIS, 2015

Figure 19 Enrolment by class level, Secondary Schools, 2011-2015



Source: RoN EMIS, 2015

3.1.4.4 Official Age Enrolments, Secondary Schools

From 2011 to 2015, there was a gradual decrease in the percentage of official age for level lower secondary enrolments for males, and a small decrease for females in the last two years (Table 18).

For the upper secondary sector (15 to 17 years) there was also a gradual decrease in the percentage of official age for level enrolments for males and a small decrease for females in the last two years (Table 19).

Table 18 Official age and total enrolments by sex, Lower Secondary, 2011 – 2015

Year	Males			Females		
	Official age range		All ages	Official age range		All ages
	N	%	N	N	%	N
2011	262	85.6	306	225	86.2	261
2012	248	84.4	294	227	88.0	258
2013	255	83.1	307	250	86.8	288
2014	251	74.7	336	263	81.7	322
2015	167	76.3	219	190	81.9	232

Source: RoN EMIS, 2015

Table 19 Official age and total enrolments by sex, Upper Secondary, 2011 – 2015

Year	Males			Females		
	Official age range		All ages	Official age range		All ages
	N	%	N	N	%	N
2011	91	77.1	118	117	76.0	154
2012	178	82.0	217	149	80.1	186
2013	146	78.9	185	158	82.7	191
2014	140	74.5	188	137	75.3	182
2015	106	73.6	144	113	75.8	149

Source: RoN EMIS, 2015

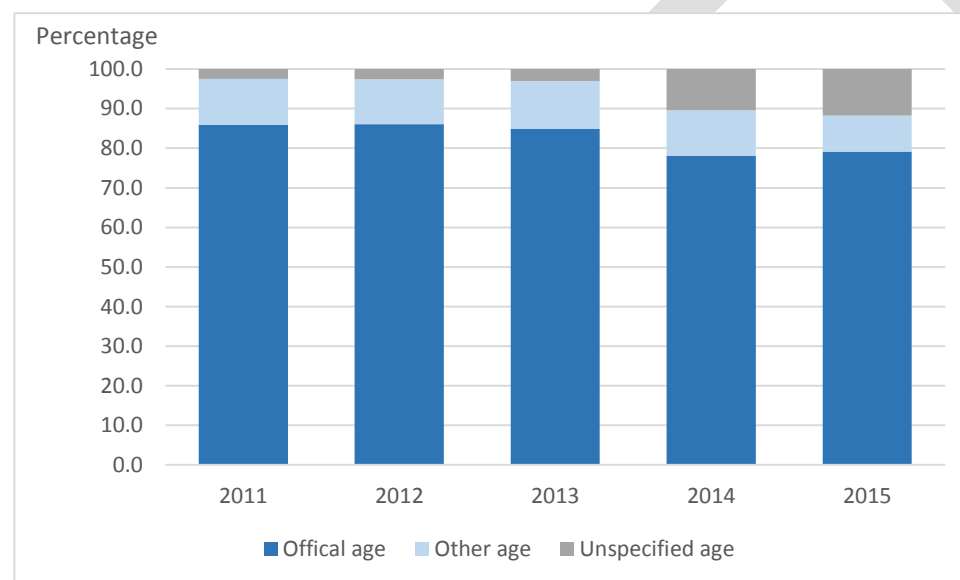
Trends for enrolments in the lower secondary sector show that the decline in the proportion of official age enrolments coincided with an increase in the proportion of unspecified age enrolments (Table 20 and Figure 20).

Table 20 Official, other and unspecified age enrolments, Lower Secondary 2011-2015

Year	Official age		Other age		Unspecified age		Total enrolments	
	N	%	N	%	N	%	N	%
2011	487	85.9	66	11.6	14	2.5	567	100.0
2012	475	86.1	63	11.4	14	2.5	552	100.0
2013	505	84.9	72	12.1	18	3.0	595	100.0
2014	514	78.1	76	11.6	68	10.3	658	100.0
2015	357	79.2	41	9.1	53	11.8	451	100.0

Source: RoN EMIS, 2015

Figure 20 Official, other and unspecified age enrolments, Lower Secondary, 2011-2015



Source: RoN EMIS, 2015

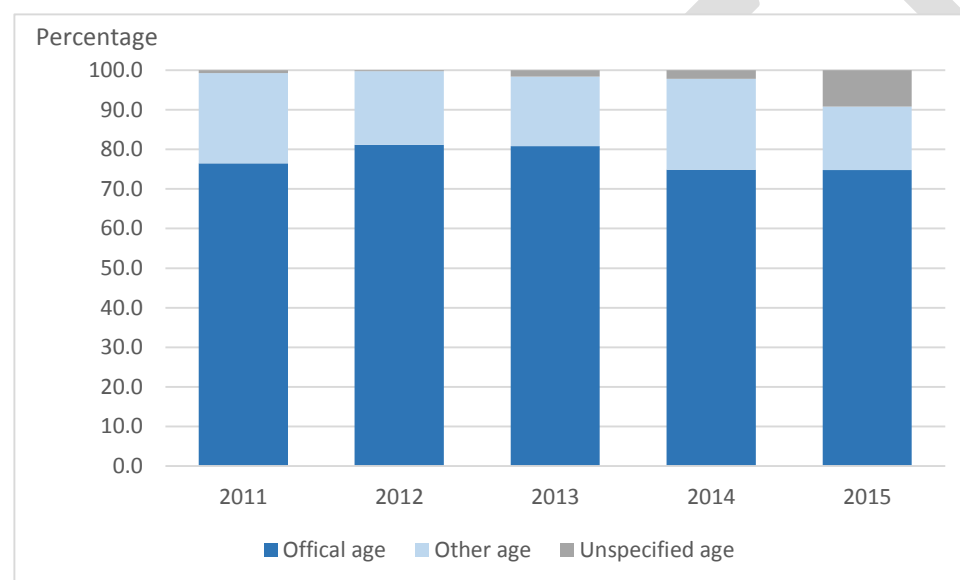
In 2015, there was an increase in enrolments with age unspecified for Classes 10 to 12, while the proportion of enrolments from other ages declined (Table 21 and Figure 21).

Table 21 Official, other and unspecified age enrolments, Upper Secondary, 2011-2015

Year	Official age		Other age		Unspecified age		Total enrolments	
	N	%	N	%	N	%	N	%
2011	208	76.5	62	22.8	2	0.7	272	100.0
2012	327	81.1	75	18.6	1	0.2	403	100.0
2013	304	80.9	66	17.6	6	1.6	376	100.0
2014	277	74.9	85	23.0	8	2.2	370	100.0
2015	219	74.7	47	16.0	27	9.2	293	100.0

Source: RoN EMIS, 2015

Figure 21 Official, other and unspecified age enrolments, Classes 10 to 12, 2011-2015



Source: RoN EMIS, 2015

3.2 Enrolment ratios

3.2.1 Early Childhood and Care

Although rates have fluctuated for both sexes, gross and net enrolment ratios were consistently higher for females than males between 2013 and 2015 (Table 22).

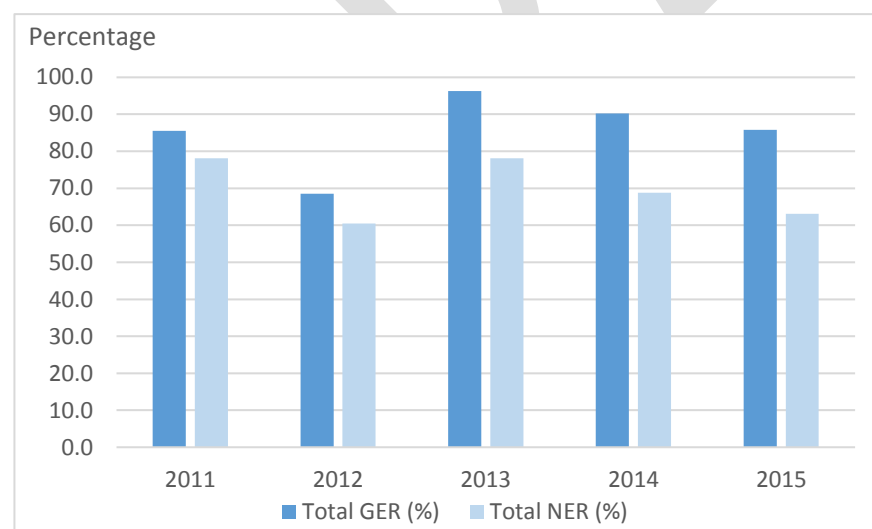
The increase in the proportion of students with an unspecified age has almost certainly contributed to the decline in the NER for males and females between 2013 and 2015 (Figure 22).

Table 22 Gross and Net enrolment ratios by sex, ECCE, 2011-2015

	2011	2012	2013	2014	2015
GER					
GER Males (%)	87.5	71.0	95.4	85.1	81.2
GER Females (%)	83.2	65.7	97.3	96.5	91.2
Total GER (%)	85.5	68.5	96.3	90.2	85.8
GPI	1.0	0.9	1.0	1.1	1.1
NER					
NER Males (%)	80.7	62.7	74.0	61.9	58.3
NER Females (%)	74.9	58.2	83.0	77.4	68.8
Total NER (%)	78.1	60.5	78.1	68.8	63.1
GPI	0.9	0.9	1.1	1.3	1.2

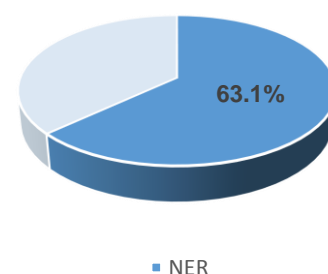
Source: RoN EMIS, 2015

Figure 22 GER and NER, ECCE, 2011-2015



Source: RoN EMIS, 2015

In 2015, two thirds of students (68.8%) were in the official age range for ECCE.



3.2.2 Primary School Sector

3.2.2.1 Gross and Net Intake Ratios

Table 23 shows that gross intake ratios (GIR's) for primary education ranged from 9% to 21% higher for males than females between 2012 and 2015. Net intake rates (NIR's) ranged from 9% to 12% higher for males than females between 2012 and 2014, however in 2015 the NIR was 7% higher for females (Table 23).

Table 23 Gross and Net Intake ratios by sex, Primary Education (Class 1), 2011-2015

	2011	2012	2013	2014	2015
GIR					
Males %	98.3	91.4	111.4	112.3	112.3
Females%	116.1	82.0	89.6	96.4	96.4
Total %	107.1	86.7	100.7	104.7	104.7
GPI	1.2	0.9	0.8	0.9	0.9
NIR					
Males %	83.3	82.0	78.7	80.0	53.8
Females%	96.6	70.3	67.9	71.4	61.0
Total %	89.9	76.2	73.5	75.9	57.1
GPI	1.2	0.9	0.9	0.9	1.1

Source: RoN EMIS, 2015

In 2015, three in five children commencing Primary School (57%) were in the official age range for Year 1.

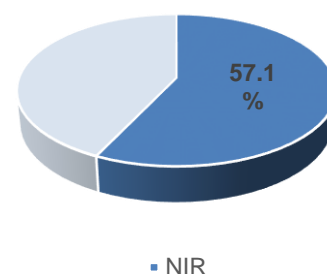
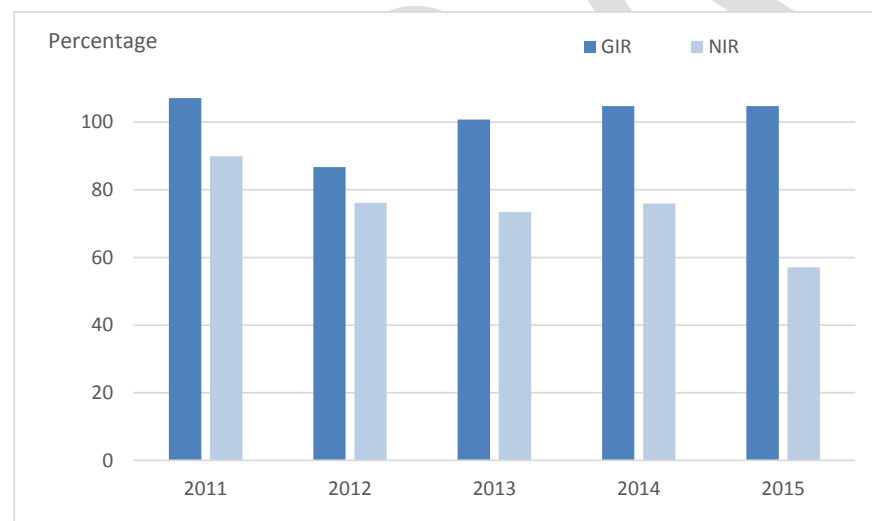


Figure 23 GIR and NIR, Primary Education, 2011-2015



Source: RoN EMIS, 2015

3.2.2.2 Gross and Net Enrolment Ratio's

GER's for the primary school sector were higher for males than females between 2013 and 2015.

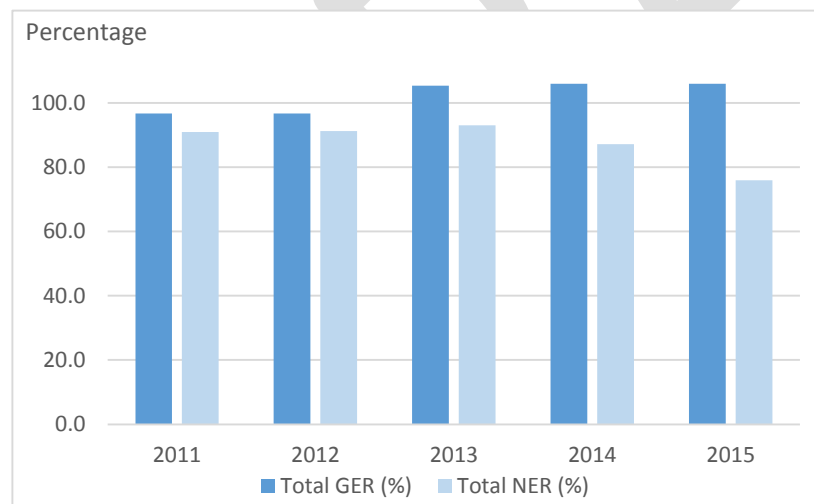
Between 2013 and 2015, the NER declined by 19% for males and 9.2% for females. These trends coincide with the increase in students who were enrolled with an unspecified age during this period (Table 24 and Figure 24).

Table 24 Gross and Net enrolment ratios by sex, Primary Education, 2011-2015

	2011	2012	2013	2014	2015
GER					
GER Males (%)	94.3	95.7	108.6	110.3	110.3
GER Females (%)	99.1	97.7	102.2	101.6	101.6
Total GER (%)	96.7	96.7	105.4	106.0	106.0
GPI	1.1	1.0	0.9	0.9	0.9
NER					
NER Males (%)	87.0	89.4	94.9	89.1	75.7
NER Females (%)	94.8	92.9	91.2	85.3	76.1
Total NER (%)	90.9	91.2	93	87.2	75.9
GPI	1.1	1.0	1.0	1.0	1.0

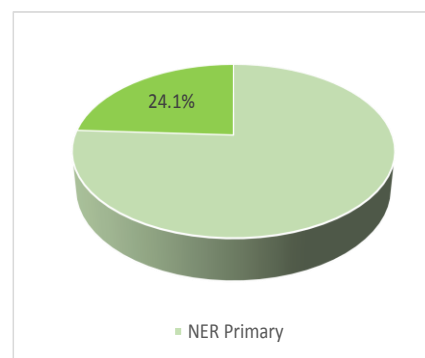
Source: RoN EMIS, 2015

Figure 24 GER and NER, Primary Schools, 2011-2015



Source: RoN EMIS, 2015

In 2015, one quarter of primary school students were not in the official age range.



3.2.3 Enrolment ratio's, Lower Secondary Education

GER's for the lower secondary sector increased for both sexes between 2011 and 2014, then declined sharply from 103.7% to 68.4% for males and 101.6% to 71.6% for females in 2015.

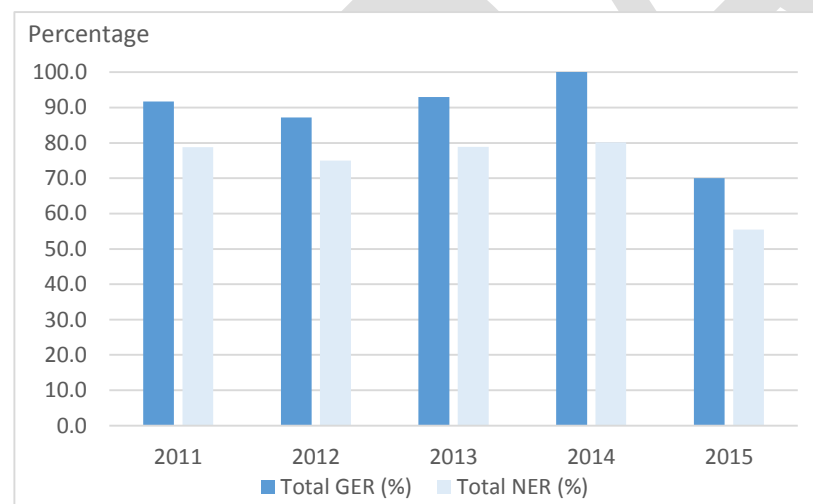
NER's fluctuated between 2011 and 2014 for both sexes between 2011 and 2014, and declined sharply from 77.5% to 52.2% for males and 83.0% to 58.6% for females in 2015 (Table 25 and Figure 25).

Table 25 Gross and Net enrolment ratios by sex, Lower Secondary Education, 2011-2015

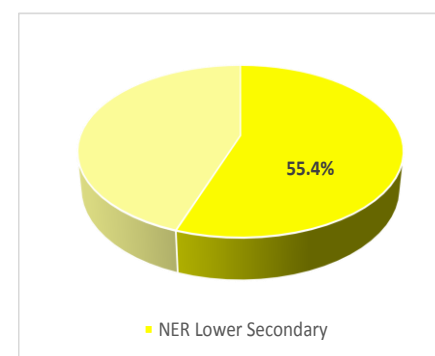
	2011	2012	2013	2014	2015
GER					
GER Males (%)	94.4	89.1	93.3	103.7	68.4
GER Females (%)	88.8	85.1	92.6	101.6	71.6
Total GER (%)	91.7	87.2	93.0	102.7	70.0
GPI	0.94	0.96	0.99	0.98	1.05
NER					
NER Males (%)	80.9	75.2	77.5	77.5	52.2
NER Females (%)	76.5	74.9	80.4	83.0	58.6
Total NER (%)	78.8	75.0	78.9	80.2	55.4
GPI	0.95	1.00	1.04	1.07	1.12

Source: RoN EMIS, 2015

Figure 25 GER and NER, Lower Secondary Education, 2011-2015



In 2015, just over half of lower secondary school students were in the official age range.



3.2.4 Enrolment ratio's, Upper Secondary Education

GER's for the upper secondary sector decreased gradually from 2012 to 2014, then declined sharply from 59.5% to 44.6% for males and 63.4% to 50.2% for females in 2015.

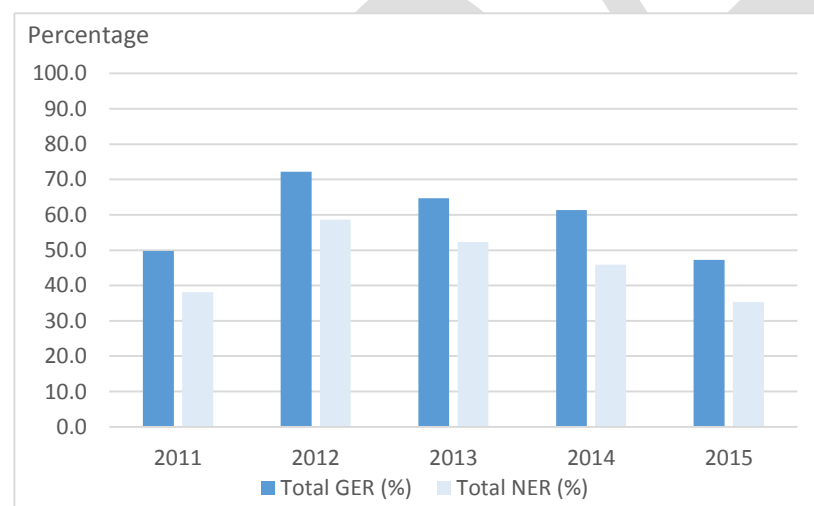
NER's also decreased gradually for both sexes between 2012 and 2014, then declined further from 44.3% to 32.8% for males and 47.7% to 38.0% for females in 2015 (Table 26 and Figure 26).

Table 26 Gross and Net enrolment ratios by sex, Upper Secondary Education, 2011-2015

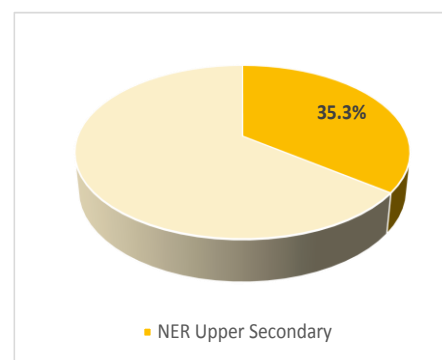
	2011	2012	2013	2014	2015
GER					
GER Males (%)	41.3	74.1	60.7	59.5	44.6
GER Females (%)	59.2	70.2	69.2	63.4	50.2
Total GER (%)	49.8	72.2	64.7	61.4	47.3
GPI	1.44	0.95	1.14	1.07	1.13
NER					
NER Males (%)	31.8	60.8	47.9	44.3	32.8
NER Females (%)	45.0	56.2	57.2	47.7	38.0
Total NER (%)	38.1	58.6	52.3	45.9	35.3
GPI	1.41	0.93	1.20	1.08	1.16

Source: RoN EMIS, 2015

Figure 26 GER and NER, Upper Secondary Education, 2011-2015



In 2015, only one third of upper secondary school students were in the official age range.



3.3 Teachers

In 2015, all ECCE teachers, three quarters of primary and two thirds of secondary teachers were females (Table 27).

Table 27 Number of teachers by education sector and sex, 2015

	Male		Female		Total	
	N	%	N	%	N	%
ECCE	0	0.0	35	100.0	35	100.0
Primary	11	26.8	30	73.2	41	100.0
Secondary	18	36.7	31	63.3	49	100.0
<i>Total</i>	29	23.2	96	76.8	125	100.0

Source: RoN EMIS

There have been some minor fluctuations in the total numbers of teachers the ECCE sector, however all teachers were female throughout the five year period (Table 28).

Table 28 Number of teachers, ECCE, 2011-2015

Level/Sex	2011	2012	2013	2014	2015
<i>Playcentre</i>					
Male	0	0	0	0	0
Female	12	11	11	7	12
<i>Total</i>	12	11	11	7	12
<i>PreSchool</i>					
Male	0	0	0	0	0
Female	12	12	11	11	11
<i>Total</i>	12	12	11	11	11
<i>Prep-School</i>					
Male	0	0	0	0	0
Female	12	15	12	10	12
<i>Total</i>	12	15	12	10	12
Total ECCE	36	38	34	28	35

Source: RoN EMIS

The total number of teachers fluctuated by year in lower and upper primary (Table 29). There was an increase in the number of male teachers in lower and upper primary in 2015.

Table 29 Number and percentage of teachers, Primary Schools, 2011-2015

Level/Sex	2011	2012	2013	2014	2015
<i>Classes 1 to 3</i>					
Male	0	1	0	1	6
Female	23	25	7	14	18
Total	23	26	7	15	24
GPI	-	25	-	14	3
<i>Classes 4 to 6</i>					
Male	3	3	1	1	5
Female	18	17	20	18	12
Total	21	20	21	19	17
GPI	6	6	20	18	2
Total Primary	44	46	28	34	41

Source: RoN EMIS

The total number of secondary school teachers fluctuated but was highest in 2015 (Table 30). In 2014 and 2015, there were similar proportions of male and female teachers in lower secondary school, however there were twice as many female teachers in the upper secondary sector.

Table 30 Number and percentage of teachers, Secondary Schools, 2011-2015

Level/Sex	2011	2012	2013	2014	2015
<i>Classes 7 to 9</i>					
Male	2	na	6	12	10
Female	13	na	12	11	12
Total	15	na	18	23	22
GPI	7	na	2	1	1
<i>Classes 10 to 12</i>					
Male	16	na	6	7	8
Female	9	na	6	15	19
Total	25	na	12	22	27
GPI	1	na	1	2	2
Total Secondary	40	na	30	45	49

Source: RoN EMIS

3.4 Schools

All schools in Nauru are publicly funded by the Ministry of Education. The list of schools that were operational in 2015 are shown in Table 31.

Table 31 Schools by type and district, Nauru, 2015

Name	Type	District
Able-Disable Centre	Special	Meneng
Anetan Infant School	ECCE	Anetan
Boe Infant School	ECCE	Boe
Meneng Infant School	ECCE	Meneng
Nibok Infant School	ECCE	Nibok
Yaren Primary School	Primary	Yaren
Nauru Primary School	Primary	Meneng
Kayser College	Primary	Ewa
Nauru College	Secondary	Denigomodu
Nauru Secondary School	Secondary	Yaren

Source: RON EMIS, 2015

4 Literacy Benchmarking

4.1 Year 3 students

In 2013 and 2014, the Literacy Benchmarking for Year 3 students consisted of three sections: oral language, reading (alphabet, Burt word test, reading text) and writing (spelling and writing text). Further information on the purpose, methods and components of these tests should be obtained from the Ministry of Education.

Achievement levels for Year 3 Literacy Benchmarking comprised:

1. *At critical risk*
2. *Well below the expected level*
3. *Below the expected level*
4. *Approaching the expected level*
5. *At the expected level*
6. *Above the expected level.*

This report summarises the levels of achievement into the following three categories:

- A) *At critical risk or well below the expected level*
- B) *Below or approaching the expected level*
- C) *At or above the expected level.*

4.1.1 Participation

In 2013, 176 of the 271 Year 3 students (65%) participated in literacy benchmarking, while in 2014, 110 of the 266 Year 3 students (41%) took part.

A larger proportion of students were from Nauru Primary than Kayser College in both years (Table 32). Similar proportions of boys and girls took part in the tests in 2013, however in 2014, more boys than girls participated (Table 33).

Table 32 Year 3 Participation by school and year, Year 3 students, 2013-2014

School	2013		2014	
	N	%	N	%
Kayser College	36	20.5	43	39.1
Yaren Primary School	139	79.0	67	60.9
Nauru Primary School	1	0.6	0	0.0
Total	176	100.0	110	100.0

Source: RoN EMIS, 2015

Table 33 Year 3 Participation by sex and year, Year 3 students, 2013-2014

Sex	2013		2014	
	N	%	N	%
Male	91	51.7	64	58.2
Female	85	48.3	46	41.8
Total	176	100.0	110	100.0

Source: RoN EMIS, 2015

4.1.2 Oral Language

Oral language achievements for boys and girls were lower in 2014 than 2013 (Table 34 and Figure 27):

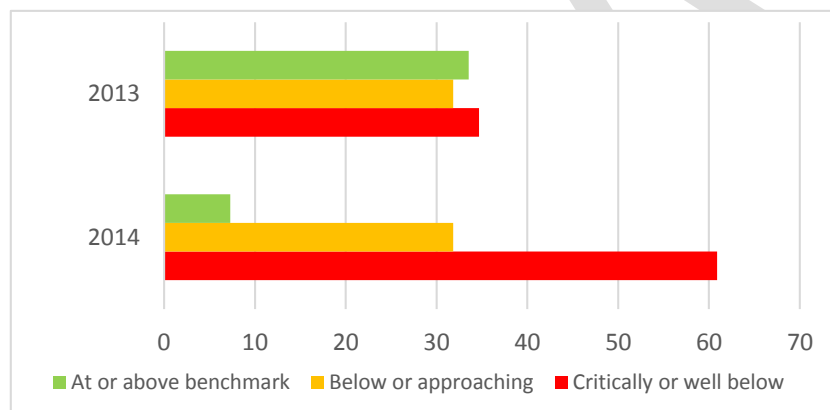
- A larger percentage of boys and girls were at 'critical risk or well below' the benchmark in 2014.
- A smaller percentage of boys and girls were 'at or above' the benchmark in 2014.

Table 34 Oral language results for Class 3 students by sex and year, 2013-2014

Oral language	Male students		Female students		Total Students	
	N	%	N	%	N	%
2013						
Critical risk or well below	40	44.0	21	24.7	61	34.7
Below or Approaching	30	33.0	26	30.6	56	31.8
At or Above	21	23.1	38	44.7	59	33.5
<i>Total</i>	<i>91</i>	<i>100.0</i>	<i>85</i>	<i>100.0</i>	<i>176</i>	<i>100.0</i>
2014						
Critical risk or well below	27	58.7	40	62.5	67	60.9
Below or Approaching	15	32.6	20	31.3	35	31.8
At or Above	4	8.7	4	6.3	8	7.3
<i>Total</i>	<i>46</i>	<i>100.0</i>	<i>64</i>	<i>100.0</i>	<i>110</i>	<i>100.0</i>

Source: RoN EMIS, 2015

Figure 27 Oral language results for Class 3 students, 2013 and 2014



Key Findings

Nearly twice as many students were 'at critical risk or well below' in 2014 than 2013.

Only 7% students were 'at or above' the benchmark in 2014.

4.1.3 Reading

4.1.3.1 Reading Alphabet

Alphabet reading achievements for boys and girls were lower in 2014 than 2013 (Table 35 and Figure 27):

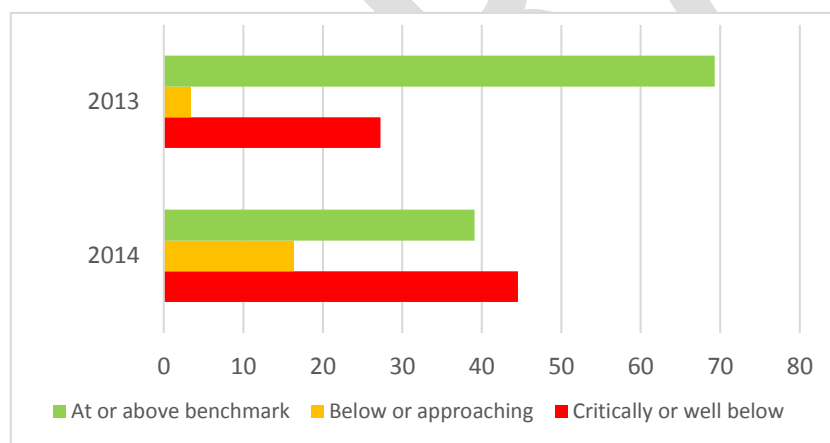
- A larger percentage of girls were at 'critical risk or well below' and 'below or approaching' the benchmark in 2014.
- A smaller percentage of boys and girls were 'at or above' the benchmark in 2014.

Table 35 Reading Alphabet results for Class 3 students by sex and year, 2013-2014

Reading: Alphabet	Males		Females		Total Students	
	N	%	N	%	N	%
2013						
Critical risk or well below	36	39.6	12	14.1	48	27.3
Below or Approaching	4	4.4	2	2.4	6	3.4
At or Above	51	56.0	71	83.5	122	69.3
<i>Total</i>	<i>91</i>	<i>100.0</i>	<i>85</i>	<i>100.0</i>	<i>176</i>	<i>100.0</i>
2014						
Critical risk or well below	20	43.5	29	45.3	49	44.5
Below or Approaching	3	6.5	15	23.4	18	16.4
At or Above	23	50.0	20	31.3	43	39.1
<i>Total</i>	<i>46</i>	<i>100.0</i>	<i>64</i>	<i>100.0</i>	<i>110</i>	<i>100.0</i>

Source: RoN EMIS, 2015

Figure 28 Reading Alphabet results for Class 3 students, 2013 and 2014



Key Findings

Nearly twice as many students were 'at critical risk or well below' the benchmark in 2014 than 2013.

Only two in every five students were 'at or above' the benchmark in 2014.

4.1.3.2 Reading: Burt Word Test

Achievements for the Year 3 Burt Word Test for *girls* were lower in 2014 than 2013 (Table 36 and Figure 28):

- A larger percentage of girls were at 'critical risk or well below' in 2014.
- A smaller percentage of girls were 'at or above' the benchmark in 2014.
- In 2013, achievements for girls were markedly higher than for boys, conversely in 2014, a larger percentage of boys were 'at or above' the benchmark.

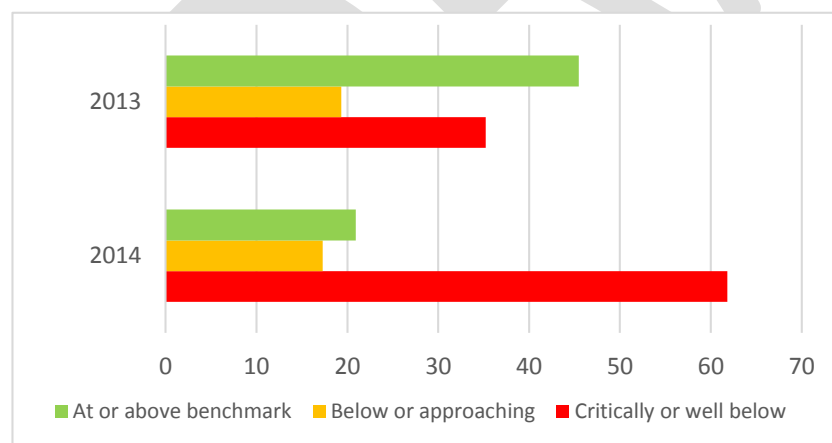
For boys there was no significant change in results for 2014.

Table 36 Burt Word Test results for Class 3 students by sex and year, 2013-2014

Reading: Burt word test	Males		Females		Total Students	
	N	%	N	%	N	%
2013						
Critical risk or well below	47	51.6	15	17.6	62	35.2
Below or Approaching	20	22.0	14	16.5	34	19.3
At or Above	24	26.4	56	65.9	80	45.5
<i>Total</i>	91	100.0	85	100.0	176	100.0
2014						
Critical risk or well below	25	54.3	43	67.2	68	61.8
Below or Approaching	7	15.2	12	18.8	19	17.3
At or Above	14	30.4	9	14.1	23	20.9
<i>Total</i>	46	100.0	64	100.0	110	100.0

Source: RoN EMIS, 2015

Figure 29 Burt word test results for Class 3 students, 2013 and 2014



Key findings

Almost twice as many students were at critical risk for the Burt Word Test in 2014 than 2013.

Only one in five students were 'at or above' the benchmark in 2014.

4.1.3.3 Reading Text

Achievements for Reading Text for *girls* were lower in 2014 than 2013 (Table 37 and Figure 30):

- A larger percentage of girls were at 'critical risk or well below' the benchmark in 2014.
- A smaller percentage of girls were 'at or above' the benchmark in 2014.

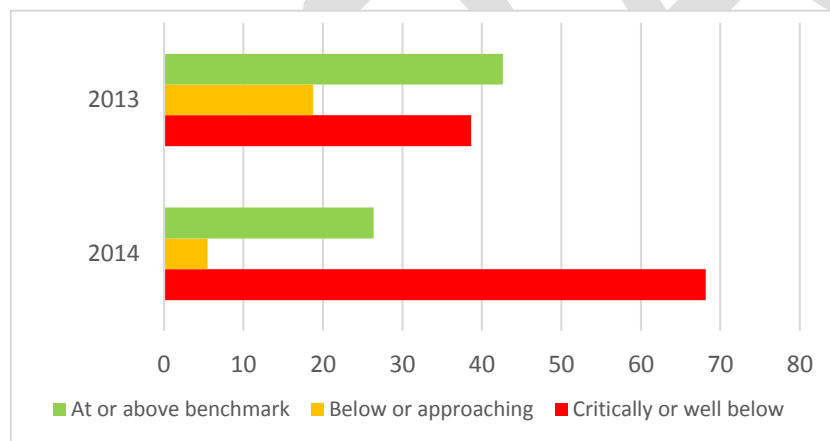
Conversely, larger percentage of boys were 'at or above' and a smaller percentage were 'below or approaching' the benchmark in 2014.

Table 37 Text reading results for Class 3 students by sex and year, 2013-2014

Reading Text	Males		Females		Total Students	
	N	%	N	%	N	%
2013						
Critical risk or well below	53	58.2	15	17.6	68	38.6
Below or Approaching	20	22.0	13	15.3	33	18.8
At or Above	18	19.8	57	67.1	75	42.6
<i>Total</i>	91	100.0	85	100.0	176	100.0
2014						
Critical risk or well below	27	58.7	48	75.0	75	68.2
Below or Approaching	3	6.5	3	4.7	6	5.5
At or Above	16	34.8	13	20.3	29	26.4
<i>Total</i>	46	100.0	64	100.0	110	100.0

Source: RoN EMIS, 2015

Figure 30 Reading text results for Class 3 students, 2013 and 2014



Key findings

Nearly twice as many students were at 'critical risk or well below' the benchmark for reading text in 2014 than 2013.

Only one in four students were 'at or above' the benchmark in 2014.

4.1.4 Writing

4.1.4.1 Writing: Spelling

Achievements for Year 3 Spelling for *girls* were lower in 2014 than 2013 (Table 38 and Figure 31):

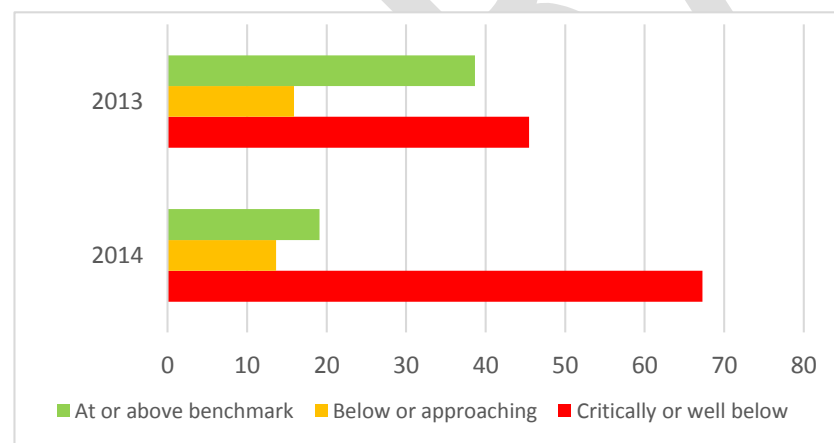
- A larger percentage of girls were at 'critical risk or well below' the benchmark in 2014.
- A smaller percentage of female students were 'at or above' the benchmark for spelling in 2014.
- In 2013, achievements for girls were significantly higher than for boys, however in 2014 overall achievements were higher for boys.

Table 38 Spelling results for Class 3 students by sex and year, 2013-2014

Spelling	Males		Females		Total Students	
	N	%	N	%	N	%
2013						
Critical risk or well below	57	62.6	23	27.1	80	45.5
Below or Approaching	12	13.2	16	18.8	28	15.9
At or Above	22	24.2	46	54.1	68	38.6
<i>Total</i>	<i>91</i>	<i>100.0</i>	<i>85</i>	<i>100.0</i>	<i>176</i>	<i>100.0</i>
2014						
Critical risk or well below	29	63.0	45	70.3	74	67.3
Below or Approaching	6	13.0	9	14.1	15	13.6
At or Above	11	23.9	10	15.6	21	19.1
<i>Total</i>	<i>46</i>	<i>100.0</i>	<i>64</i>	<i>100.0</i>	<i>110</i>	<i>100.0</i>

Source: RoN EMIS, 2015

Figure 31 Spelling results for Class 3 students, 2013 and 2014



Key findings

Nearly two thirds of students were at critical risk for reading text in 2014 compared with under half in 2013.

Only one in five students were 'at or above' the benchmark in 2014.

4.1.4.2 Writing Text

Achievements for Year 3 Writing Text for both sexes were lower in 2014 than 2013 (Table 39 and Figure 32):

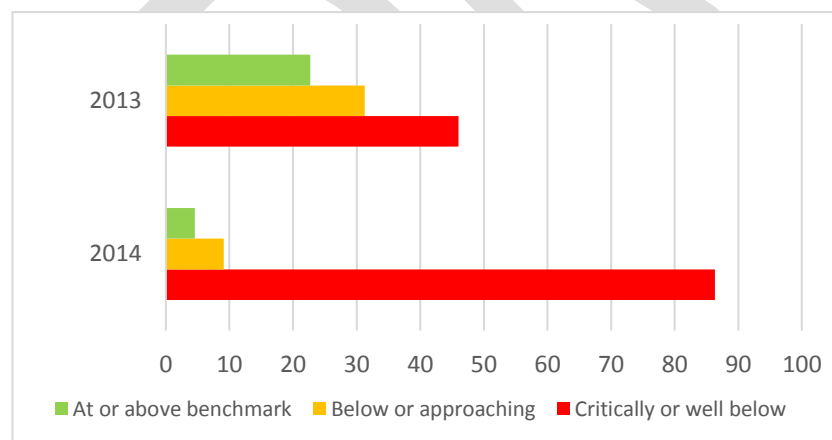
- A larger percentage of girls and to a lesser extent boys were at 'critical risk or well below' the benchmark in 2014.
- A smaller percentage of female students were 'at or above' the benchmark for writing text in 2014.
- Only 4% of students 'at or above' the benchmark while 86% were at 'critical risk or well below' the expected level.

Table 39 Text writing results for Class 3 students by sex and year, 2013-2014

Writing Text	Males		Females		Total Students	
	N	%	N	%	N	%
2013						
Critical risk or well below	58	63.7	23	27.1	81	46.0
Below or Approaching	25	27.5	30	35.3	55	31.3
At or Above	8	8.8	32	37.6	40	22.7
<i>Total</i>	91	100.0	85	100.0	176	100.0
2014						
Critical risk or well below	37	80.4	58	90.6	95	86.4
Below or Approaching	6	13.0	4	6.3	10	9.1
At or Above	3	6.5	2	3.1	5	4.5
<i>Total</i>	46	100.0	64	100.0	110	100.0

Source: RoN EMIS, 2015

Figure 32 Text writing results for Class 3 students by sex, 2014



Key Finding

The vast majority of students experienced serious difficulties writing text in 2014, with 86% at 'critical risk or well below' in 2014 compared with just under half in 2013.

4.2 Year 6 students

In 2013 and 2014, the Literacy Benchmarking for Year 6 students consisted of three areas: reading, language conventions (spelling and, grammar and conventions) writing. Further information on the purpose, methods and components of these tests should be obtained from the Ministry of Education.

Achievement levels for Year 6 Literacy Benchmarking comprised:

1. *At critical risk*
2. *Experienced significant difficulty*
3. *Experienced some difficulty*
4. *Moving towards the standard*
5. *Capable*
6. *Highly competent.*

This report summarises the levels of achievement into the following three categories:

- A. *At critical risk or significant difficulty*
- B. *Some difficulty or moving towards the standard*
- C. *Capable or highly competent.*

4.2.1 Participation

In 2013, 96 of the 219 Year 6 students (44%) participated in literacy benchmarking, while in 2014, 67 of 244 students (27%) participated.

A larger proportion of students were from Nauru Primary than Kayser College in both 2013 and 2014 (Table 40). In 2013, a larger proportion of girls than boys participated in literacy benchmarking, however in 2014 there were similar proportions of boys and girls (Table 41).

Table 40 Participation in Year 6 Literacy Benchmarking by School, Nauru, 2013-2014

School	2013		2014	
	N	%	N	%
Kayser College	17	17.7	9	13.4
Nauru Primary	79	82.3	58	86.6
Total	96	100.0	67	100.0

Table 41 Participation in Year 6 Literacy Benchmarking by Sex, Nauru, 2013-2014

Sex	2013		2014	
	N	%	N	%
Male	37	38.5	33	49.3
Female	59	61.5	34	50.7
Total	96	100.0	67	100.0

Source: RoN EMIS, 2015

DRAFT

4.2.2 Reading

Reading achievements for girls were lower in 2014 than 2013, while results for boys were largely unchanged (Table 42 and Figure 33). Key results include:

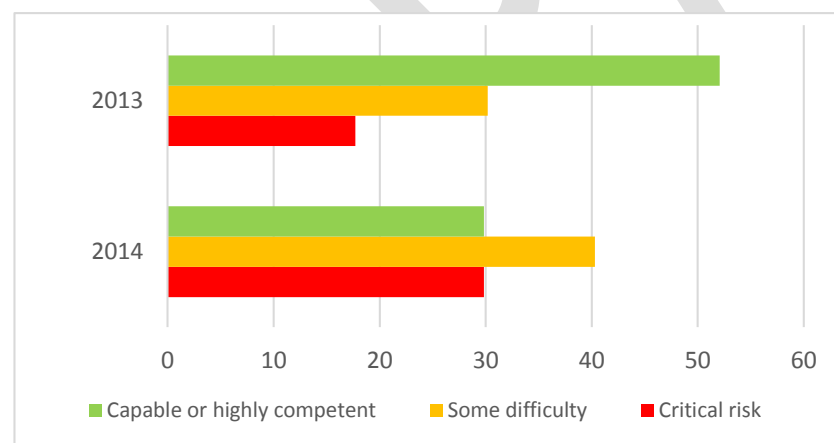
- A larger percentage of girls were at 'critical risk or significant difficulty' and experienced 'some difficulty or were moving towards standard' in 2014.
- A smaller percentage of girls were 'capable or highly competent' in 2014.

Table 42 Reading results for Class 6 students by sex and year, 2013-2014

Level of achievement	Males		Females		Total Students	
	N	%	N	%	N	%
2013						
Critical risk or significant difficulty	13	35.1	4	6.8	17	17.7
Some difficulty or moving towards standard	11	29.7	18	30.5	29	30.2
Capable or highly competent	13	35.1	37	62.7	50	52.1
<i>Total</i>	37	100.0	59	100.0	96	100.0
2014						
Critical risk or significant difficulty	12	35.3	8	24.2	20	29.9
Some difficulty or moving towards standard	9	26.5	18	54.5	27	40.3
Capable or highly competent	13	38.2	7	21.2	20	29.9
<i>Total</i>	34	100.0	33	100.0	67	100.0

Source: RoN EMIS, 2015

Figure 33 Reading results for Class 6 students, 2013 and 2014



Key Findings

In 2014, the percentage of students who were assessed as being 'capable or highly competent' declined from half in 2013.

4.2.3 Language Conventions

4.2.3.1 Spelling

Spelling achievements for girls were lower in 2014 than 2013, while results for boys were improved (Table 43 and Figure 34). Key results include:

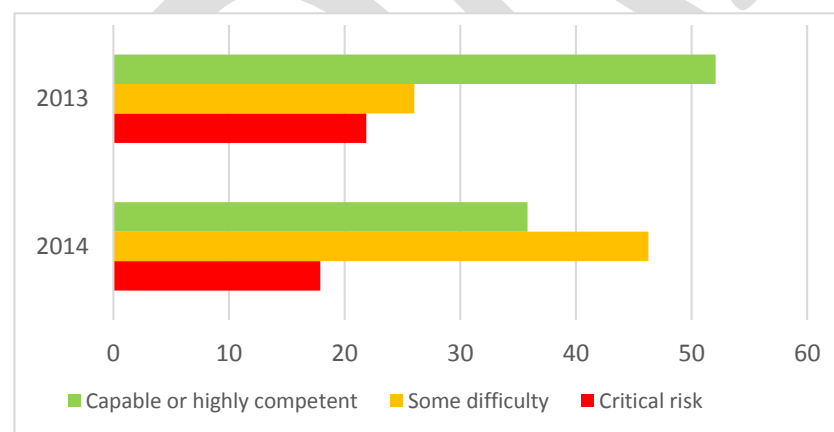
- A smaller percentage of girls were 'capable or highly competent', while a larger percentage were at 'critical risk or significant difficulty' in 2014.
- A smaller percentage of boys experienced 'critical risk or significant difficulty' while a larger percentage were 'capable or highly competent' in 2014.

Table 43 Spelling results for Class 6 students by sex and year, 2013-2014

Level of achievement	Males		Females		Total Students	
	N	%	N	%	N	%
2013						
Critical risk or significant difficulty	14	37.8	7	11.9	21	21.9
Some difficulty or moving towards standard	10	27.0	15	25.4	25	26.0
Capable or highly competent	13	35.1	37	62.7	50	52.1
<i>Total</i>	37	100.0	59	100.0	96	100.0
2014						
Critical risk or significant difficulty	4	11.8	8	24.2	12	17.9
Some difficulty or moving towards standard	15	44.1	16	48.5	31	46.3
Capable or highly competent	15	44.1	9	27.3	24	35.8
<i>Total</i>	34	100.0	33	100.0	67	100.0

Source: RoN EMIS, 2015

Figure 34 Spelling results for Class 6 students by sex, 2013-2014



Key Findings

In 2014, a higher percentage of students experienced 'some difficulty or moving towards the standard' while a smaller percentage were 'capable or highly competent' than in 2013.

4.2.3.2 Grammar and Conventions

Grammar and conventions results for girls declined in 2014, while outcomes for boys were improved (Table 44 and Figure 35). Key results include:

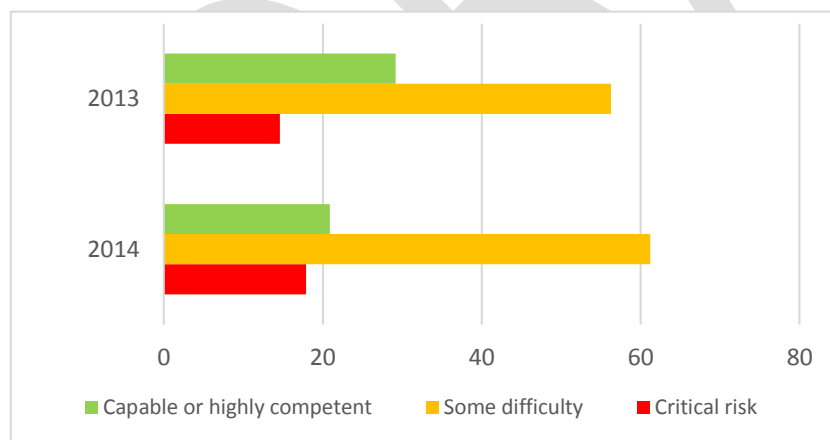
- A smaller percentage of girls were 'capable or highly competent' while a larger percentage 'had some difficulty or were moving towards standard' in 2014.
- A smaller percentage of boys 'had some difficulty or were moving towards standard' while larger percentage were 'capable or highly competent' in 2014.

Table 44 Grammar and conventions results for Class 6 students by sex and year, 2013-2014

Level of achievement	Males		Females		Total Students	
	N	%	N	%	N	%
2013						
Critical risk or significant difficulty	8	21.6	6	10.2	14	14.6
Some difficulty or moving towards standard	22	59.5	32	54.2	54	56.3
Capable or highly competent	7	18.9	21	35.6	28	29.2
<i>Total</i>	37	100.0	59	100.0	96	100.0
2014						
Critical risk or significant difficulty	8	23.5	4	12.1	12	17.9
Some difficulty or moving towards standard	16	47.1	25	75.8	41	61.2
Capable or highly competent	10	29.4	4	12.1	14	20.9
<i>Total</i>	34	100.0	33	100.0	67	100.0

Source: RoN EMIS, 2015

Figure 35 Grammar and conventions results for Class 6 students by sex, 2013-2014



Key Findings

Between 2013 and 2014, the percentage of students who were assessed as 'capable or highly competent' decreased and the percentage who experienced 'some difficulty or moving towards the standard' increased.

4.2.4 Writing

Writing results for girls were less favourable in 2014 than 2013, while results for boys were mixed (Table 45 and Figure 36). Key results include:

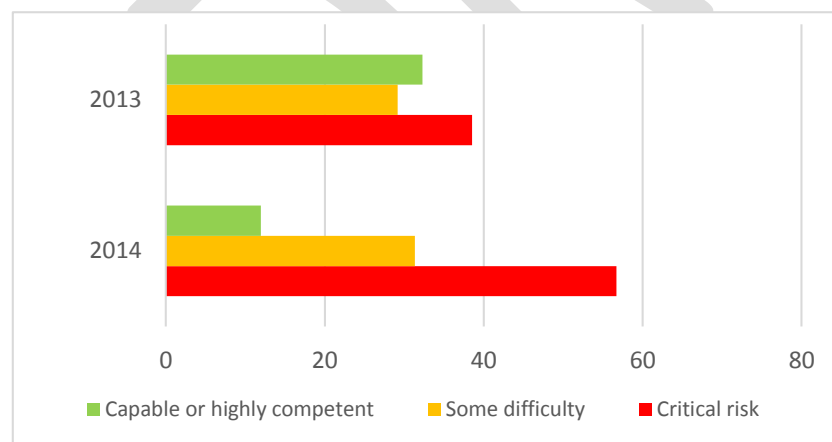
- A smaller percentage of girls were assessed as 'capable or highly competent' and a larger percentage 'critical risk or significant difficulty' in 2014.
- A smaller percentage of boys were assessed as being at 'critical risk or significant difficulty' in 2014. However, a smaller percentage of boys were also assessed as 'capable or highly competent' in 2014.

Table 45 Writing results for Class 6 students by sex and year, 2013-2014

Level of achievement	Males		Females		Total Students	
	N	%	N	%	N	%
2013						
Critical risk or significant difficulty	22	59.5	15	25.4	37	38.5
Some difficulty or moving towards standard	5	13.5	23	39.0	28	29.2
Capable or highly competent	10	27.0	21	35.6	31	32.3
<i>Total</i>	37	100.0	59	100.0	96	100.0
2014						
Critical risk or significant difficulty	15	44.1	23	69.7	38	56.7
Some difficulty or moving towards standard	13	38.2	8	24.2	21	31.3
Capable or highly competent	6	17.6	2	6.1	8	11.9
<i>Total</i>	34	100.0	33	100.0	67	100.0

Source: RoN EMIS, 2015

Figure 36 Writing results for Class 6 students by sex, 2013-2014



Key findings

Between 2013 and 2014, the percentage of students 'assessed as being at 'critical risk or significant difficulty' increased markedly while the percentage who were 'capable or highly competent' decreased from three in ten to one in ten students.

5 Numeracy Benchmarking

In 2013 and 2014, the Numeracy Benchmarking was conducted for students from Years 3, 6 and 9 in Nauru.

This report summarises Average scores and the total percentages correct for students who participated in these examinations.

Further information on the purpose, methods and components of these tests should be obtained from the Ministry of Education.

5.1 Year 3 students

5.1.1 Participation

In 2013, 45 of the 271 Year 3 students (17%) participated in numeracy benchmarking, while in 2014, 123 of the 266 Year 3 students (46%) took part in the benchmarking.

A larger proportion of students were from Kayser College in 2013, while in 2014 over three quarters of participants were from Yaren Primary School (Table 46). Similar proportions of boys and girls took part in the tests in both years (Table 47).

Table 46 Participation in Year 3 Numeracy Benchmarking by School, Nauru, 2013-2014

School	2013		2014	
	N	%	N	%
Kayser College	27	60.0	24	19.5
Nauru Primary School	1	2.2	0	0.0
Yaren Primary School	17	37.8	99	80.5
Total	45	100.0	123	100.0

Source: RoN EMIS, 2015

Table 47 Participation in Year 3 Numeracy Benchmarking by Sex, Nauru, 2013-2014

Sex	2013		2014	
	N	%	N	%
Male	22	48.9	63	51.2
Female	23	51.1	60	48.8
Total	45	100.0	123	100.0

Source: RoN EMIS, 2015

5.1.2 Results for Year 3 Students

The average and range for scores (from a total of 42 marks), and the total percentages correct are shown in Table 48. Key results include:

- Average scores and percentages correct were marginally higher for girls than boys in 2013 and 2014.
- Overall, the average scores and percentages correct were 7 marks and 16% lower respectively for students in 2014 compared with 2013.

Table 48 Scores and Percentage Correct by Sex, Year 3, Nauru, 2013-2014

	Score		% Correct	
	Average	Range	Average	Range
2013				
Males	27.8	13 - 41	66.2	31.0 - 97.6
Females	29.6	16 - 37	70.5	38.1 - 88.1
<i>Total</i>	<i>28.7</i>	<i>13 - 41</i>	<i>68.4</i>	<i>31.0 - 97.6</i>
2014				
Males	21.7	3 - 37	51.5	7.1 - 88.1
Females	22.4	7 - 36	53.3	16.7 - 85.7
<i>Total</i>	<i>22.0</i>	<i>3 - 37</i>	<i>52.4</i>	<i>7.1 - 88.1</i>

Source: RoN EMIS, 2015

In 2014, 41% of the Year 3 students scored 50% or less, compared with only 9% in 2013 (Table 49). Further, only 16% of students scored over 75% in 2014, compared with 33% in 2013.

Table 49 Distribution of Numeracy Results for Year 3, 2013-2014

Percentage correct	2013		2014	
	N	%	N	%
1 to 25	0	0.0	20	16.3
26 to 50	4	8.9	30	24.4
51 to 75	26	57.8	53	43.1
76 to 100	15	33.3	20	16.3
Total	45	100.0	123	100.0

Source: RoN EMIS, 2015

For boys, the most significant change in the distribution of scores was a decrease in the percentage who scored 51% to 75%, and an increase in those who scored 26 to 50% in 2014 (Figure 37).

For girls, there was a decrease in the percentage who scored 76% to 100%, and an increase in those who scored 26% to 50% in 2014 (Figure 38).

Figure 37 Distribution of Numeracy Results for Year 3 Males, 2013-2014

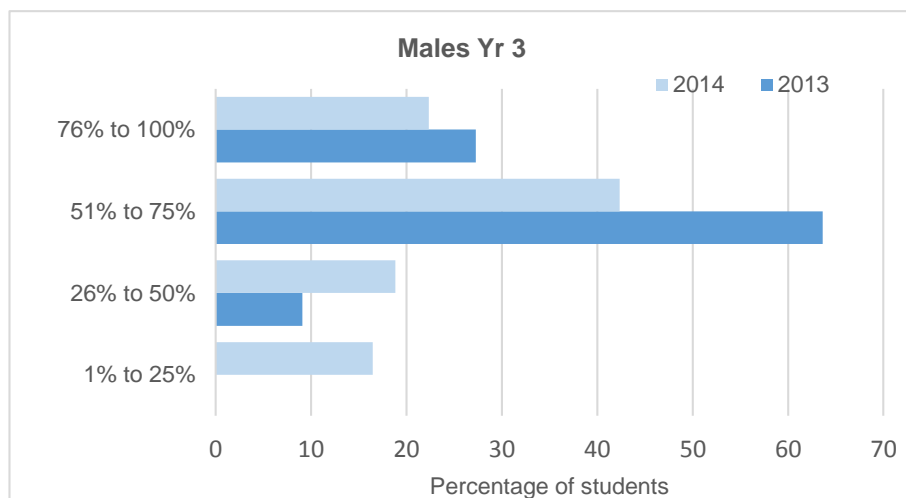
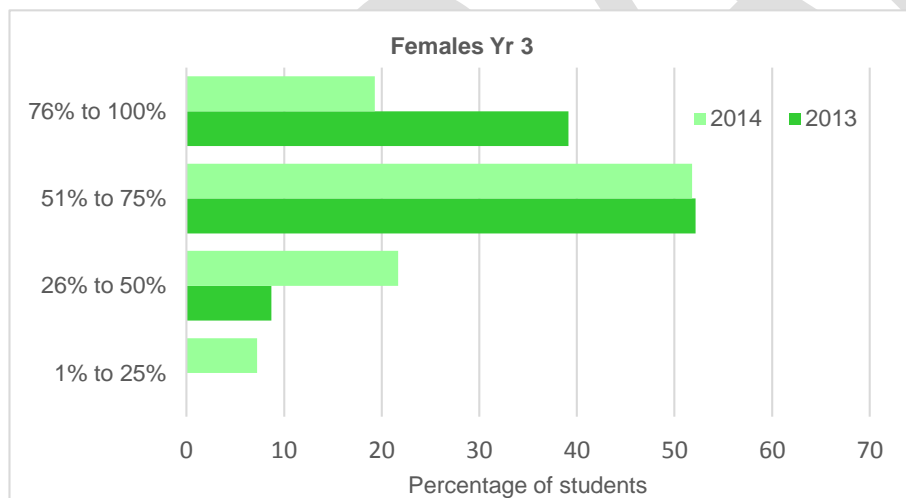


Figure 38 Distribution of Numeracy Results for Year 3 Females, 2013-2014



5.2 Year 6 students

5.2.1 Participation

In 2013, 111 of the 219 Year 6 students (51%) participated in numeracy benchmarking, while in 2014, 92 of 244 students (38%) participated.

Most students were from Nauru Primary in 2013, and all students were from Nauru Primary in 2014 (Table 50). In 2013, there were similar proportion of girls and boys, while in 2014 a higher proportion of boys participated (Table 51).

Table 50 Participation in Year 6 Numeracy Benchmarking by School, Nauru, 2013-2014

School	2013		2014	
	N	%	N	%
Kayser College	24	21.6	0	0.0
Nauru Primary School	87	78.4	92	100.0
Total	111	100.0	92	100.0

Source: RoN EMIS, 2015

Table 51 Participation in Year 6 Numeracy Benchmarking by School, Nauru, 2013-2014

Sex	2013		2014	
	N	%	N	%
Male	109	50.9	54	58.7
Female	105	49.1	38	41.3
Total	214	100.0	92	100.0

Source: RoN EMIS, 2015

5.2.2 Results for Year 6 Students

The average and range for scores (from a total of 50 marks), and the total percentages correct are shown in Table 52. Key results include:

- Results were similar for girls and boys in both years.
- Overall, the average scores and total percentages correct were 4 marks and 7% lower respectively for students in 2014 compared with 2013.

Table 52 Scores and Percentage Correct by Sex, Year 6, Nauru, 2013-2014

	Score		% Correct	
	Average	Range	Average	Range
2013				
Male	17.3	2.0 - 46.0	34.6	4.0 - 92.0
Female	18.0	1.0 - 44.0	35.9	2.0 - 88.0
<i>Total</i>	<i>17.7</i>	<i>1.0 - 46.0</i>	<i>35.4</i>	<i>2.0 - 92.0</i>
2014				
Male	14.2	1.0 - 40.0	28.5	2.0 - 80.0
Female	13.8	1.0 - 33.0	27.5	2.0 - 66.0
<i>Total</i>	<i>14.0</i>	<i>1.0 - 40.0</i>	<i>28.1</i>	<i>2.0 - 80.0</i>

Source: RoN EMIS, 2015

In 2014, there was an increase in the percentage of students who scored less than 26% and a decrease in the percentage who scored 51% to 75% (Table 53).

Table 53 Distribution of Numeracy Results for Year 6, 2013-2014

Percentage correct	2013		2014	
	N	%	N	%
1 to 25	44	39.6	48	52.2
26 to 50	40	36.0	36	39.1
51 to 75	23	20.7	7	7.6
76 to 100	4	3.6	1	1.1
Total	111	100.0	92	100.0

Source: RoN EMIS, 2015

For boys, the most significant change in the distribution of scores was an increase in the percentage who scored 26% to 50%, and the decrease in those scoring 51% to 75% (Figure 39).

For girls, there was an increase in the percentage who scored 1% to 25%, and a decrease in the percentage who scored 26% to 50% in 2014 (Figure 40).

Figure 39 Distribution of Numeracy Results for Year 6 Males, 2013-2014

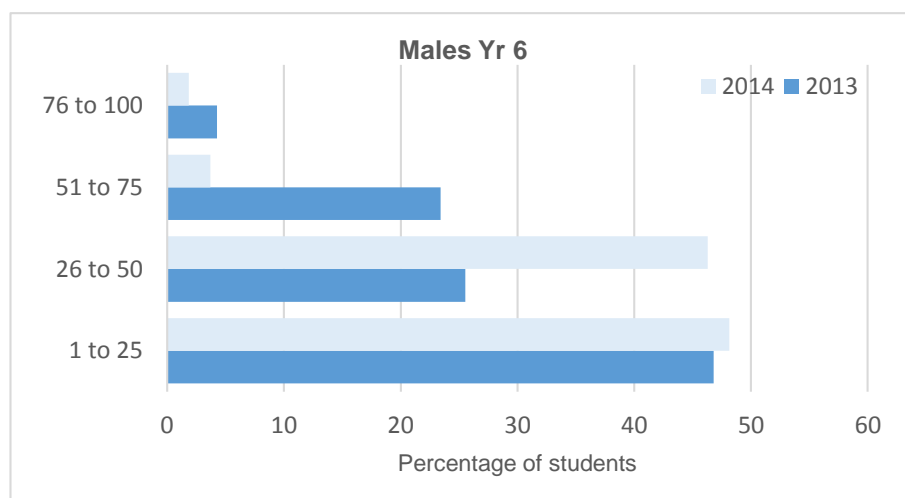
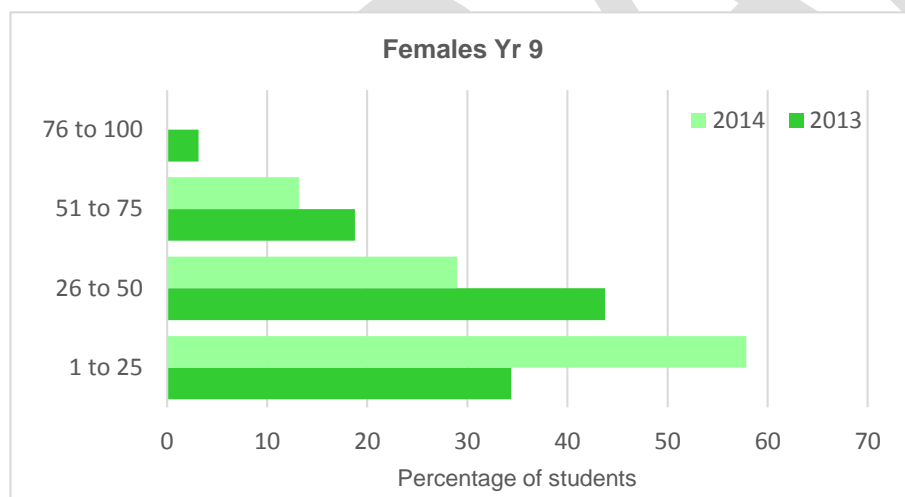


Figure 40 Distribution of Numeracy Results for Year 6 Females, 2013-2014



5.3 Year 9 students

5.3.1 Participation

In 2013, 33 of the 174 Year 9 students (19%) participated in numeracy benchmarking, while in 2014, 47 of 208 students (23%) participated.

All students who participated in Numeracy Benchmarking in 2013 and 2014 were from Nauru College (Table 54). There were a higher proportion of males than females in both years, particularly 2013 when two thirds of participants were male (Table 55).

Table 54 Participation in Year 9 Numeracy Benchmarking by School, Nauru, 2013-2014

Year	Nauru College	
	N	%
2013	33	41.3
2014	47	58.8
Total	80	100.0

Source: RoN EMIS, 2015

Table 55 Participation in Year 9 Numeracy Benchmarking by School, Nauru, 2013-2014

Sex	2013		2014	
	N	%	N	%
Male	21	63.6	26	55.3
Female	12	36.4	21	44.7
Total	33	100.0	47	100.0

Source: RoN EMIS, 2015

5.3.2 Numeracy Results for Year 9 Students

The average and range for scores (from a total of 94 marks), and total percentages correct are shown in Table 56. Key results include:

- Average marks and percentages correct for numeracy were higher for boys in 2013. However results for boys were significantly lower than for girls in 2014.
- Average marks and percentages correct were lower in 2014 than 2013.

Table 56 Scores and Percentage Correct by Sex, Year 9, Nauru, 2013-2014

Numeracy Scores	Marks		Percentage	
	Average	Range	Average	Range
2013				
Male	29.2	0.0 - 71.0	31.1	0.0 - 75.5
Female	23.8	11.0 - 67.0	25.4	11.7 - 71.3
<i>Total</i>	27.3	0.0 - 71.0	29.0	0.0 - 75.5
2014				
Male	16.2	0.0 - 42.0	17.2	0.0 - 44.7
Female	33.8	5.0 - 77.0	35.9	5.3 - 81.9
<i>Total</i>	24.0	0.0 - 77.0	25.6	0.0 - 81.9

Source: RoN EMIS, 2015

In 2014, the percentage of students who scored 51% to 75% in numeracy benchmarking decreased while the percentage who scored 26% to 50% increased (Table 57).

Table 57 Distribution of Numeracy Results for Year 9, 2013-2014

Percentage correct	2013		2014	
	N	%	N	%
1 to 25	17	51.5	24	51.1
26 to 50	10	30.3	18	38.3
51 to 75	5	15.2	4	8.5
76 to 100	1	3.0	1	2.1
Total	33	100.0	47	100.0

Source: RoN EMIS, 2015

For males overall scores declined in 2014; with an increase in the percentage of students who scored 1% to 25%, while no males scored between 51% and 100% (Figure 41).

For girls overall scores improved in 2014, with a decrease in the percentage who scored 1% to 25% and an increase in the percentage who scored 26% to 50% (Figure 42).

Figure 41 Distribution of Numeracy Results for Year 9 Males, 2013-2014

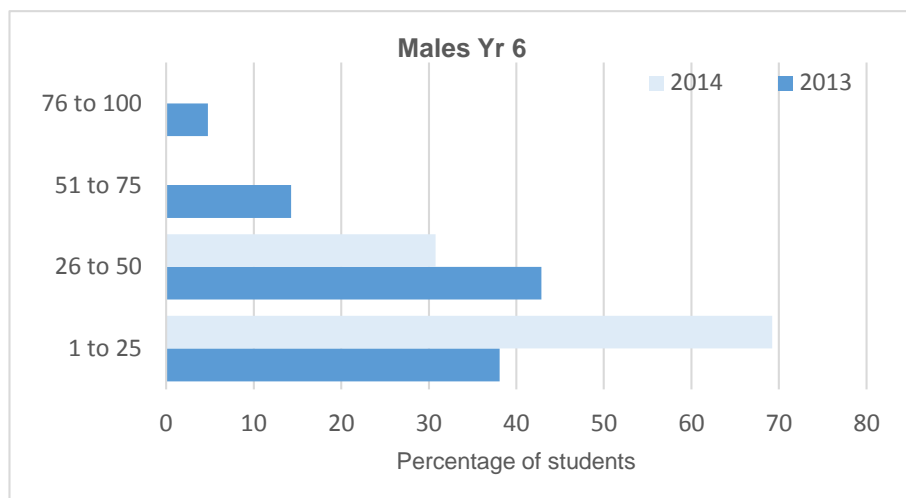
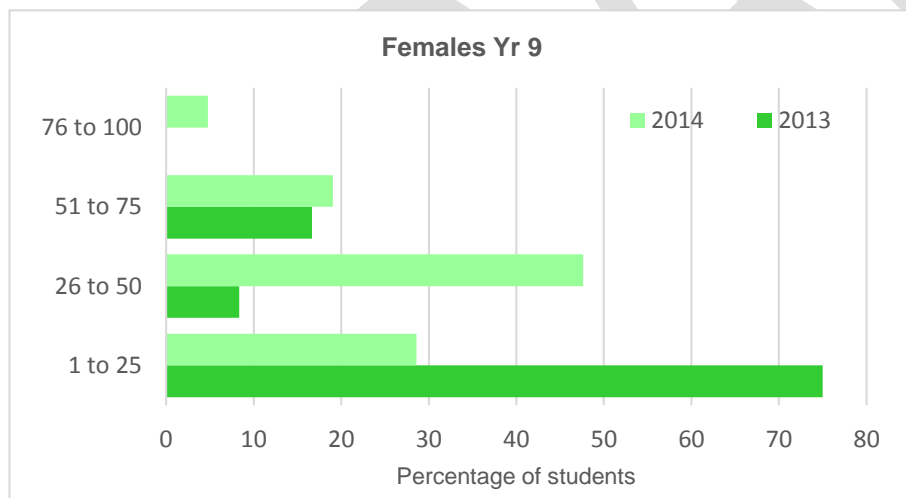


Figure 42 Distribution of Numeracy Results for Year 9 Females, 2013-2014



Appendix A: Enrolments by sex, age in years and level of schooling, Nauru, 2015

Age in yrs Level	Males																	
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total	
ECCE	69	97	160	13	0	-	-	-	-	-	-	-	-	-	-	-	339	
Year 1	-	-	2	92	13	160	-	-	-	-	-	-	-	-	-	-	267	
Year 2	-	-	-	0	113	11	-	-	-	-	-	-	-	-	-	-	124	
Year 3	-	-	-	-	0	101	10	0	-	-	-	-	-	-	-	-	111	
Year 4	-	-	-	-	-	0	102	13	0	-	-	-	-	-	-	-	115	
Year 5	-	-	-	-	-	1	2	94	7	1	-	-	-	-	-	-	105	
Year 6	-	-	-	-	-	-	-	1	58	5	-	-	-	-	-	-	64	
Year 7	-	-	-	-	-	-	-	-	2	65	10	-	-	-	-	-	77	
Year 8	-	-	-	-	-	-	-	-	-	1	42	3	-	-	-	-	46	
Year 9	-	-	-	-	-	-	-	-	-	-	3	60	4	-	-	-	67	
Year 10	-	-	-	-	-	-	-	-	-	-	-	0	35	7	0	-	42	
Year 11	-	-	-	-	-	-	-	-	-	-	-	0	1	37	3	-	41	
Year 12	-	-	-	-	-	-	-	-	-	-	-	-	-	1	34	7	42	
Total	69	97	162	105	126	273	114	108	67	72	55	63	40	45	34	7	1,440	
Age in yrs	Females																	
Level	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total	
ECCE	73	104	150	16	1	-	-	-	-	-	-	-	-	-	-	-	344	
Year 1	-	-	0	89	9	132	-	-	-	-	-	-	-	-	-	-	230	
Year 2	-	-	-	2	96	9	-	-	-	-	-	-	-	-	-	-	107	
Year 3	-	-	-	-	1	73	8	1	-	-	-	-	-	-	-	-	83	
Year 4	-	-	-	-	-	3	88	8	1	-	-	-	-	-	-	-	100	
Year 5	-	-	-	-	-	0	1	102	11	0	-	-	-	-	-	-	114	
Year 6	-	-	-	-	-	-	-	4	80	4	-	-	-	-	-	-	88	
Year 7	-	-	-	-	-	-	-	-	1	56	6	-	-	-	-	-	63	
Year 8	-	-	-	-	-	-	-	-	-	0	63	6	-	-	-	-	69	
Year 9	-	-	-	-	-	-	-	-	-	-	2	71	3	-	-	-	76	
Year 10	-	-	-	-	-	-	-	-	-	-	-	0	46	3	2	-	51	
Year 11	-	-	-	-	-	-	-	-	-	-	-	1	0	30	1	-	32	
Year 12	-	-	-	-	-	-	-	-	-	-	-	-	-	1	37	5	43	
Total	73	104	150	107	107	217	97	115	93	60	71	78	49	34	37	5	1,400	
Age in yrs	Total																	
Level	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total	
ECCE	142	201	310	29	1	-	-	-	-	-	-	-	-	-	-	-	683	
Year 1	-	-	2	181	22	292	-	-	-	-	-	-	-	-	-	-	497	
Year 2	-	-	-	2	209	20	-	-	-	-	-	-	-	-	-	-	231	
Year 3	-	-	-	-	1	174	18	1	-	-	-	-	-	-	-	-	194	
Year 4	-	-	-	-	-	3	190	21	1	-	-	-	-	-	-	-	215	
Year 5	-	-	-	-	-	1	3	196	18	1	-	-	-	-	-	-	219	
Year 6	-	-	-	-	-	-	-	5	138	9	-	-	-	-	-	-	152	
Year 7	-	-	-	-	-	-	-	-	3	121	16	-	-	-	-	-	140	
Year 8	-	-	-	-	-	-	-	-	-	1	105	9	-	-	-	-	115	
Year 9	-	-	-	-	-	-	-	-	-	-	5	131	7	-	-	-	143	
Year 10	-	-	-	-	-	-	-	-	-	-	-	0	81	10	2	-	93	
Year 11	-	-	-	-	-	-	-	-	-	-	-	1	1	67	4	-	73	
Year 12	-	-	-	-	-	-	-	-	-	-	-	-	-	2	71	12	85	
Total	142	201	312	212	233	490	211	223	160	132	126	141	89	79	71	12	2,840	