

2019

National Assessment Program

Literacy and Numeracy

Achievement in Reading, Writing,
Language Conventions and Numeracy

National Report for 2019

2019 National Assessment Program— Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2019

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Contact details

Australian Curriculum, Assessment and Reporting Authority
Level 13, Tower B, Centennial Plaza, 280 Elizabeth Street
Sydney NSW 2000
T 1300 895 563
F 1800 982 118
www.acara.edu.au

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Introduction

About ACARA

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent authority focused on improving the learning of all young Australians through a national curriculum, the national assessment program and a national data collection and reporting program.

ACARA collaborates with teachers, principals, governments, state and territory education authorities, professional education associations, community groups and the general public to develop national education standards for use in every school in Australia.

About NAPLAN

The National Assessment Program—Literacy and Numeracy (NAPLAN) tests are conducted in May for all students across Australia in Years 3, 5, 7 and 9. Each year, over one million students nationally sit the NAPLAN tests. The students are assessed in the assessment domains of reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

NAPLAN data provide parents, schools, governments and the non-government school sectors with important information about whether young Australians are reaching important educational goals.

NAPLAN tests are the only Australian assessments that provide nationally comparable data on the performance of students in the vital areas of literacy and numeracy. This gives NAPLAN a unique role in providing robust data to inform and support improvements to teaching and learning practices in Australian schools.

The NAPLAN assessment and reporting process

NAPLAN tests are developed collaboratively by ACARA, the state and territory governments, the non-government school sectors and the Australian Government. The test administration authority in each jurisdiction is responsible for test administration, data capture and delivery of reports.

NAPLAN tests broadly reflect aspects of literacy and numeracy within the curriculum in all jurisdictions. The types of test questions and test formats are chosen so that they are familiar to students and teachers across Australia.

The *National Protocols for Test Administration* ensure consistency in the administration of NAPLAN tests by all test administration authorities and schools across Australia.

The test administration authority in each jurisdiction manages the marking of the tests. Tests for reading, language conventions (spelling, grammar and punctuation) and numeracy are marked using optical mark recognition software to score multiple-choice items. Writing tasks are marked using well established procedures for maintaining marker consistency across all jurisdictions.

Test administration authorities submit de-identified student data from all tests to a contractor appointed to undertake analysis of the test data on behalf of ACARA. This analysis determines individual student scores across the national achievement scale and enables comparisons over time.

Comparative data showing the performance of each jurisdiction and the nation are provided to each test administration authority.

Student reports are produced by the test administration authorities, using a common national reporting format.

Comparisons over time

NAPLAN tests are equated so that the 2019 results can be compared with those from previous years and reported on the same achievement scale. As with all statistical calculations, the NAPLAN statistics in this report include some degree of uncertainty and this should be considered when interpreting any differences.

To help interpret differences in results, since 2013 an additional effect size measure has been included in the comparison calculations. Where comparisons of results are shown, a representation of the effect size and statistical significance of the comparison is also provided. This representation is referred to as the 'nature of the difference' and it combines the outcomes of statistical significance tests with an effect size measure of the difference.

Comparisons are made for results within jurisdictions, between the current and previous years, and between the current and base years. For reading, spelling, grammar and punctuation, and numeracy, the base year is 2008.

The writing prompt of NAPLAN can be either persuasive or narrative. In 2016 narrative prompts were placed onto the existing persuasive writing scale, creating a NAPLAN writing scale comparable for both genres. This means that the results can be compared and trends analysed in NAPLAN writing data from 2011 onwards but not for results before then. Therefore, for writing, the base year is 2011.

In addition, the Education Council approved the use of the ABS Australian Statistical Geography Standard (ASGS) Remoteness Structure for all national reporting from 2016 enabling comparison of schools from other educational sectors and other policy and program themes. As a result, the geolocation results obtained from the 2016 NAPLAN onwards are not directly comparable to those of previous cycles.

To maintain the current form of the national reports the NAPLAN 2009 to NAPLAN 2013 results have been omitted from this report.

Student achievement

NAPLAN results are publicly reported through the NAPLAN summary information and NAPLAN national reports. Results are also available for use by jurisdictions, non-government school sectors and schools.

Individual student reports, provided to parents/carers, show student results against the national average and the middle 60 per cent of students nationally. These reports contain a description of what was assessed in each of the tests and provide information about the knowledge and skills the student demonstrated in the tests.

NAPLAN results are reported using five national achievement scales, one for each of the NAPLAN assessment domains of reading, writing, spelling, grammar and punctuation, and numeracy. Each scale consists of ten bands, which represent the increasing complexity of the knowledge and skills assessed by NAPLAN from Years 3 to 9. Six of these bands are used for reporting student performance in each year level. Student raw scores on tests are converted to a NAPLAN 'scale score' so that those scores can be located on the national scale for each domain.

The NAPLAN reporting scales are constructed so that any given scale score represents the same level of achievement over time within a domain. For example, a score of 700 in reading in one year represents the same level of reading achievement in other testing years.

Move to NAPLAN Online

NAPLAN is in a period of transition, and 2019 was the second year where students completed either a paper test or an online test. The objective of moving NAPLAN online is to deliver a better, more precise and more engaging assessment for schools and students.

The NAPLAN 2019 National Report presents the combined results (online and paper) to allow year-to-year comparisons. During transition years, online test results are equated with the paper tests. Results for both the tests are reported on the same NAPLAN assessment scale. NAPLAN results, however, should always be interpreted with care. This is particularly the case this year as some students experienced disruptions due to connectivity issues.

Abbreviations

S.D. — Standard deviation

M — Male

F — Female

Indig. — Indigenous

Non-Indig. — Non-Indigenous

LBOTE — Language background other than English

Non-LBOTE — Non-language background other than English

E — Exempt

A — Absent

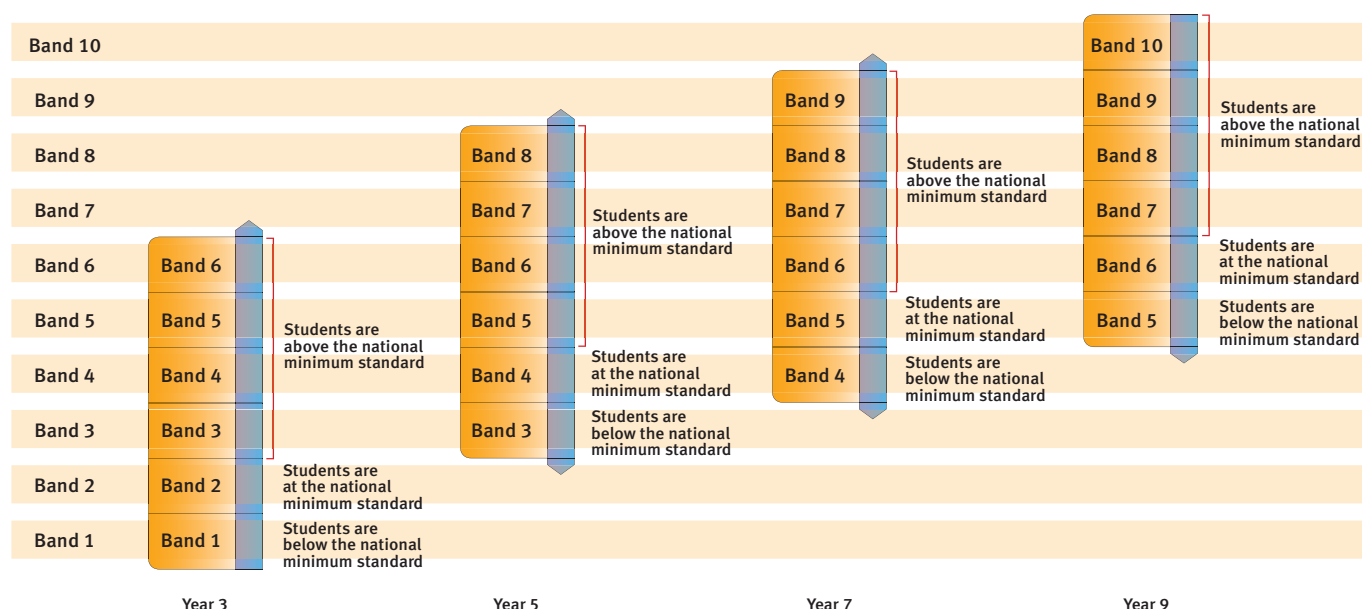
W — Withdrawn

National minimum standards

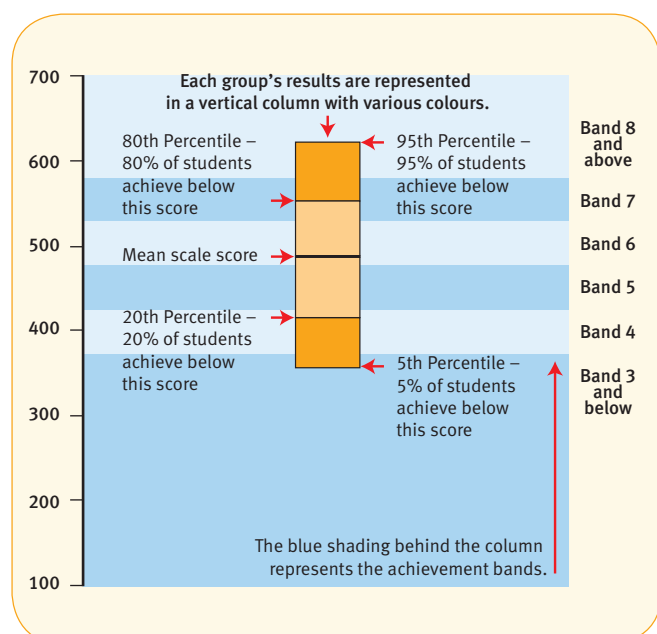
The second lowest band on the achievement scale reported for each year level represents the national minimum standard expected of students at that year level. The national minimum standard is the agreed minimum acceptable standard of knowledge and skills without which a student will have difficulty making sufficient progress at school.

Students whose results are in the lowest band for the year level have not achieved the national minimum standard for that year. These students are likely to need focused intervention and additional support to help them achieve the skills they require to progress in schooling. For each year level, the national minimum standard is located on the common underlying scale at the following national achievement bands:

National Assessment Program—Literacy and Numeracy National Assessment Scale



How to read the 2019 graphs



How to read the 2019 comparisons

State/Territory	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2019 Mean	435.1	445.0	425.3	425.1	419.6	421.9	441.4	349.6	432.2
NSW	435.1	■	■	■	■	■	■	▲	■
Vic	445.0	■	▲	▲	▲	▲	■	▲	■
Qld	425.3	▼	■	■	■	■	■	▲	■
WA	425.1	▼	■	■	■	■	■	▲	■
SA	419.6	▼	■	■	■	■	▼	▲	■
Tas	421.9	▼	■	■	■	■	▼	▲	■
ACT	441.4	■	■	■	■	■	■	▲	■
NT	349.6	▼	▼	▼	▼	▼	▼	■	▼
Aust	432.2	■	■	■	■	■	■	▲	■

Read across the appropriate row to compare one state/territory performance with jurisdictions listed at the top of the columns.

- ▲▲ Average achievement is substantially above and is statistically significantly different from the comparison state/territory.
- ▲ Average achievement is above and is statistically significantly different from the comparison state/territory.
- ▲ Average achievement is close to or not statistically different from the comparison state/territory.
- ▼ Average achievement is below and is statistically significantly different from the comparison state/territory.
- ▼ Average achievement is substantially below and is statistically significantly different from the comparison state/territory.

How to read the 2019 comparative tables

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	578.0 (67.0)	580.4 (67.6)	580.2 (67.5)	580.8 (65.8)	580.9 (66.0)	584.1 (64.1)	581.3 (67.2)	■	■
	% at or above NMS	92.9	92.1	92.3	92.8	91.7	93.4	91.8	■	■
Year 7	Mean / (S.D.)	536.5 (68.2)	546.1 (69.0)	546.0 (67.3)	540.8 (67.6)	544.7 (69.4)	542.2 (67.7)	546.3 (67.4)	■	■
	% at or above NMS	94.2	94.9	95.4	94.6	94.0	94.1	94.5	■	■
Year 5	Mean / (S.D.)	484.4 (76.5)	500.6 (78.0)	498.5 (78.2)	501.5 (77.1)	505.7 (77.0)	509.3 (75.0)	506.1 (70.7)	△	■
	% at or above NMS	91.0	92.9	93.3	93.0	93.9	94.9	94.7	△	■
Year 3	Mean / (S.D.)	400.5 (84.5)	418.3 (86.2)	425.5 (86.8)	425.6 (85.6)	431.3 (86.9)	433.8 (83.9)	432.2 (86.0)	△	■
	% at or above NMS	92.1	93.5	94.6	95.1	94.9	95.6	95.9	△	■

Comparison of means

- ▲▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this state/territory.
- △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this state/territory.
- ▲ Average achievement is close to or not statistically different from the base year (or previous year) for this state/territory.
- ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this state/territory.
- ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this state/territory.

Comparison of percentages of students at or above the national minimum standard (NMS)

- ▲▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this state/territory.
- △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this state/territory.
- ▲ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this state/territory.
- ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this state/territory.
- ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this state/territory.

Terms used in this report

Term	Definition	Notes
Absent	Absent students are students who did not sit the tests because they were not present at school when the test was administered or were unable to sit the test as a result of an accident or mishap.	The reported statistics (means and percentages) include results for absent students that have been statistically imputed.
Assessed	Students deemed to have participated in the test. Assessed includes present and exempt students.	Assessed students do not include students who were absent or withdrawn from tests.
Assessment domain	The learning areas assessed as part of NAPLAN.	These areas are: reading, writing, spelling, grammar and punctuation, and numeracy.
Average age	The average age of students is calculated from the dates of birth provided by each state/territory.	
Base year	First year of data collection for the purposes of time series comparisons.	For writing the base year is 2011. For all other assessment domains the base year is 2008.
Domain (see: Assessment domain)		
Effect size	Effect size is a measure for quantifying the difference between two groups or the same group over time. Effect size measures complement statistical tests (which examine whether the difference is statistically probable) and focus on the magnitude of the difference.	The effect size is reported as follows: ‘substantially above/below’ refers to an effect size of greater than 0.5/less than -0.5 ‘above/below’ refers to an effect size from 0.2 to 0.5 (inclusive)/from -0.2 to -0.5 (inclusive) ‘close to’ refers to an effect size of less than 0.2 but greater than -0.2
Exempt	Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant disabilities may be exempted from testing.	- Exempt students are included in the calculation of participation rates (see Participation rates for details of calculations). - Exempt students do not sit the tests. For reporting purposes, they are deemed to be below the national minimum standard. - Exempt students are included in calculations of percentages of students below national minimum standard. - Exempt students are not included in the calculation of mean scores.
Geolocation	The ABS Australian Statistical Geography Standard (ASGS) Remoteness Structure is based on the locality of individual schools and is used to disaggregate data according to Major Cities of Australia, Inner Regional Australia, Outer Regional Australia, Remote Australia and Very Remote Australia.	‘-’ indicates that the geolocation code does not apply within this state/territory or for this year level. ‘n.p.’ indicates data not published as there were no students tested or the number of students tested was less than 30.
Indigenous status	A student is considered to be ‘Indigenous’ if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. The term ‘origin’ is considered to relate to people’s Australian Aboriginal or Torres Strait Islander descent and for some, but not all, their cultural identity.	Students for whom ‘Indigenous status’ was not stated are not included in the data which is provided by Indigenous status.
Jurisdiction(s)	One (or more) of the eight states and territories of Australia.	
Language background other than English (LBOTE)	A student is classified as LBOTE if either the student or parents/ guardians speak a language other than English at home.	

Term	Definition	Notes
Nature of the difference	The 'nature of the difference' in results is a representation that incorporates the results of statistical significance testing (how statistically significant a difference in results is between two groups) and the results of effect size calculations (a measure of the magnitude of the difference).	- Some key comparisons from the full range of test domains and year levels are provided in this report. - Where the nature of the difference in performance is indicated, it relates to the comparison of mean scores either across the previous or base year and the current year, or between jurisdictions in the current year. - The nature of the difference is also applied to comparisons of the percentage of students achieving at or above national minimum standard. - Where the nature of the difference is not indicated, care should be taken when comparing results over time, between groups of students and between jurisdictions. - See definition of 'effect size' for notes on how effect size is reported.
Parental education	Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained.	- The higher level of school or non-school education that either parent/guardian has completed is reported. - Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates. - Parental education may not have been stated on enrolment forms.
Parental occupation	Parental occupation represents the occupation group which includes the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, the occupation group which reflects their main job is reported.	- The higher occupational group of either parent/guardian is reported. - Parental occupation may not have been stated on enrolment forms.
Participation rates	Participation rates are calculated as assessed students as a percentage of the total number of students in the year level, as reported by the school.	- Assessed = present + exempt - Total number of students in year level = assessed + absent + withdrawn
Percentages		The percentages of students represented in the tables have been rounded and may not sum to 100.
Present	Students who sat the test.	
Scale		The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.
Sex	Sex is the distinction 'male' and 'female' as reported on a student's enrolment record.	
Spelling and Grammar and Punctuation		The spelling and grammar and punctuation results, while reported separately, are drawn from a single language conventions assessment.
Standard deviation (S.D.)		In the tables, standard deviation is abbreviated as S.D. Standard deviation is a measure of variability in student performances. Approximately 68 per cent of student results are expected to fall between minus one and plus one standard deviation around the mean.
Statistical significance	The likelihood that the difference in results between two groups is due to chance.	
Withdrawn	Students may be withdrawn from the testing program by their parent/carer. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.	The reported statistics (means and percentages) include results for withdrawn students that have been statistically imputed.
Years of schooling	States and territories have different school starting ages. Years of schooling is an estimate of the average time students have spent in schooling at the time of testing, expressed in years and months.	



2019 Results

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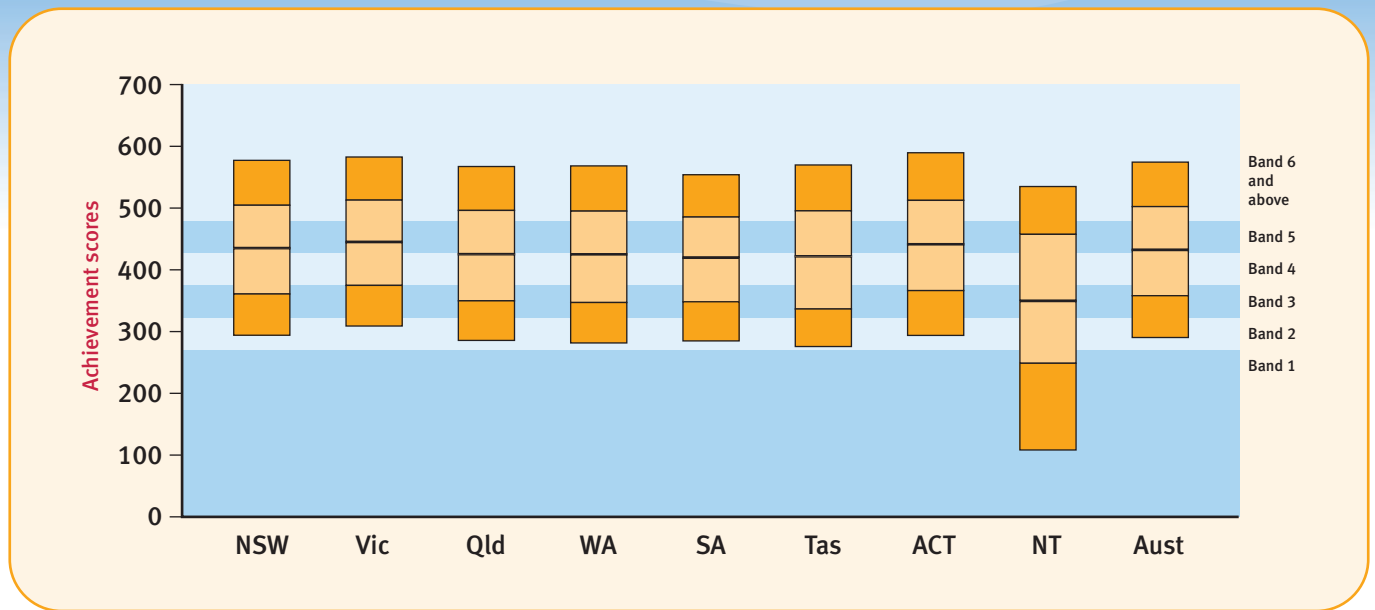
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NAPLAN Year 3 Reading

Figure 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	435.1 (84.9)	445.0 (82.4)	425.3 (85.5)	425.1 (86.5)	419.6 (81.4)	421.9 (90.1)	441.4 (88.2)	349.6 (126.7)	432.2 (86.0)

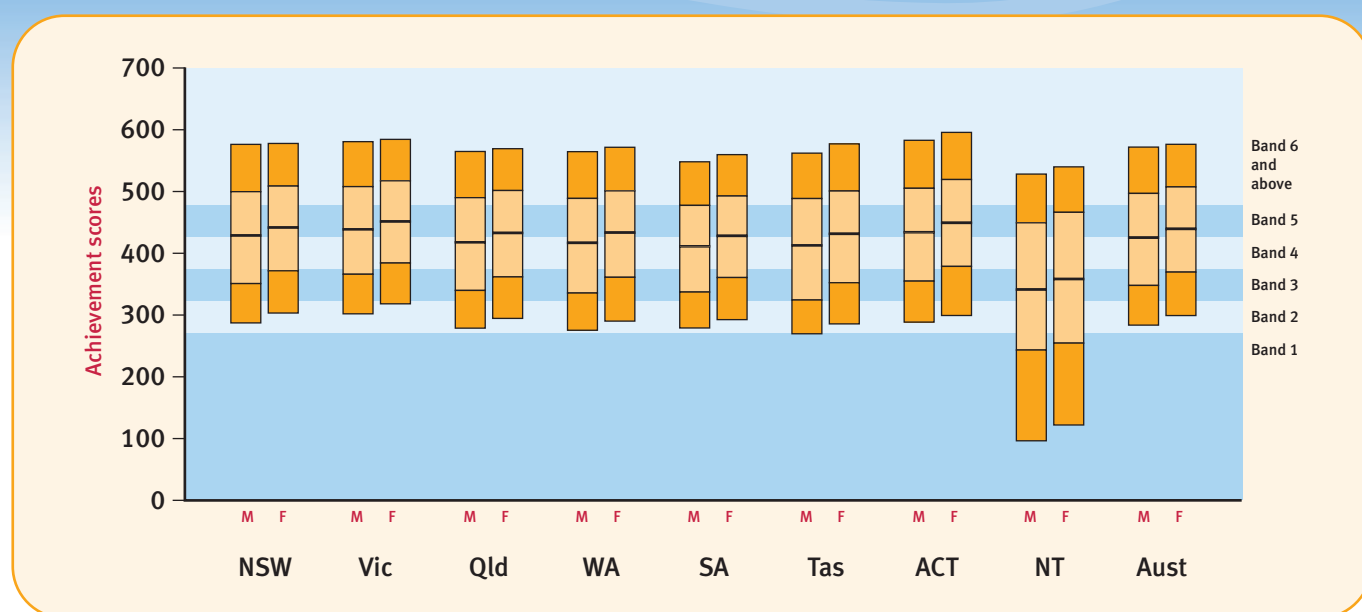
Table 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	8yrs 7mths 3yrs 4mths	96.8	1.5	1.7	1.5	1.9	8.2	13.5	20.8	24.4	29.6	96.6
Vic	8yrs 9mths 3yrs 4mths	95.0	2.3	2.7	2.2	1.2	5.7	12.4	20.5	24.9	33.1	96.6
Qld	8yrs 5mths 3yrs 4mths	93.2	1.9	4.9	1.1	2.9	9.4	15.4	21.7	23.3	26.2	96.0
WA	8yrs 5mths 3yrs 4mths	96.1	1.7	2.2	1.2	3.2	10.3	14.0	20.9	24.3	26.1	95.6
SA	8yrs 7mths 3yrs 4mths	94.4	1.8	3.8	2.6	2.8	9.9	15.1	23.3	24.3	22.2	94.6
Tas	8yrs 10mths 3yrs 4mths	96.9	1.3	1.8	1.6	3.8	12.2	13.5	19.5	23.4	26.0	94.6
ACT	8yrs 7mths 3yrs 4mths	95.0	1.4	3.6	1.9	2.1	7.8	11.7	19.5	24.8	32.2	96.0
NT	8yrs 6mths 3yrs 4mths	83.9	12.8	3.3	2.8	24.5	13.9	13.7	16.1	14.8	14.2	72.7
Aust	8yrs 7mths 3yrs 4mths	95.2	2.0	2.9	1.7	2.4	8.3	13.8	21.0	24.1	28.7	95.9

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Reading

Figure 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	428.8 (87.1)	438.8 (84.2)	417.8 (87.3)	416.9 (88.0)	411.3 (81.9)	412.8 (91.2)	434.1 (88.9)	341.3 (126.8)	425.3 (87.8)
Female Mean scale score / (S.D.)	441.7 (82.1)	451.5 (80.1)	432.9 (82.9)	433.5 (84.2)	428.2 (80.0)	431.5 (87.9)	449.3 (86.7)	358.3 (126.1)	439.5 (83.5)

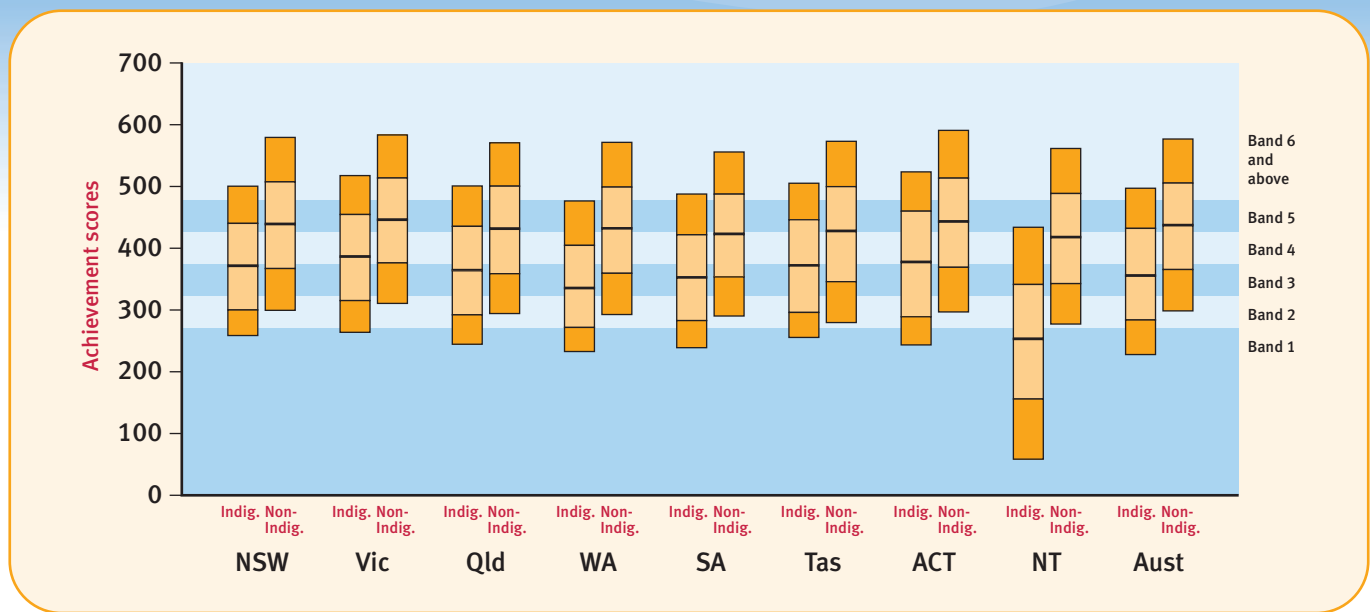
Table 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Male	2.0	2.5	9.6	14.6	20.8	23.1	27.4	95.6
	Female	1.1	1.4	6.7	12.4	20.7	25.7	32.0	97.6
Vic	Male	2.9	1.5	6.7	13.7	20.9	23.8	30.5	95.6
	Female	1.5	0.8	4.7	11.0	20.0	26.1	35.9	97.7
Qld	Male	1.4	3.6	10.8	16.9	21.5	21.9	23.8	94.9
	Female	0.8	2.1	7.8	13.8	21.9	24.7	28.8	97.1
WA	Male	1.6	4.0	11.9	15.5	20.8	22.7	23.5	94.5
	Female	0.8	2.4	8.5	12.5	21.0	26.0	28.9	96.9
SA	Male	3.4	3.4	11.7	16.3	23.2	22.8	19.2	93.1
	Female	1.6	2.2	8.0	13.7	23.4	25.8	25.3	96.2
Tas	Male	2.1	5.0	14.0	14.6	19.0	21.9	23.4	92.9
	Female	1.1	2.5	10.4	12.3	20.0	25.0	28.7	96.4
ACT	Male	2.5	2.6	9.0	13.1	19.4	24.2	29.3	95.0
	Female	1.2	1.6	6.5	10.3	19.6	25.4	35.4	97.2
NT	Male	3.5	25.7	14.8	14.7	15.4	13.9	12.1	70.8
	Female	1.9	23.3	13.1	12.6	16.8	15.8	16.4	74.8
Aust	Male	2.2	3.0	9.7	15.0	21.0	22.9	26.2	94.8
	Female	1.1	1.8	6.9	12.4	20.9	25.5	31.3	97.1

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Reading

Figure 3.R3: Achievement of Year 3 Students in Reading, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	371.5 (76.9)	386.5 (78.5)	364.5 (81.2)	335.5 (77.7)	352.8 (78.6)	372.3 (82.4)	377.7 (89.8)	253.2 (110.8)	355.7 (88.2)
Non-Indigenous Mean scale score / (S.D.)	439.2 (83.6)	446.1 (82.1)	431.6 (83.5)	432.3 (83.2)	423.1 (80.1)	427.9 (89.1)	443.3 (87.3)	418.0 (87.2)	437.4 (83.4)

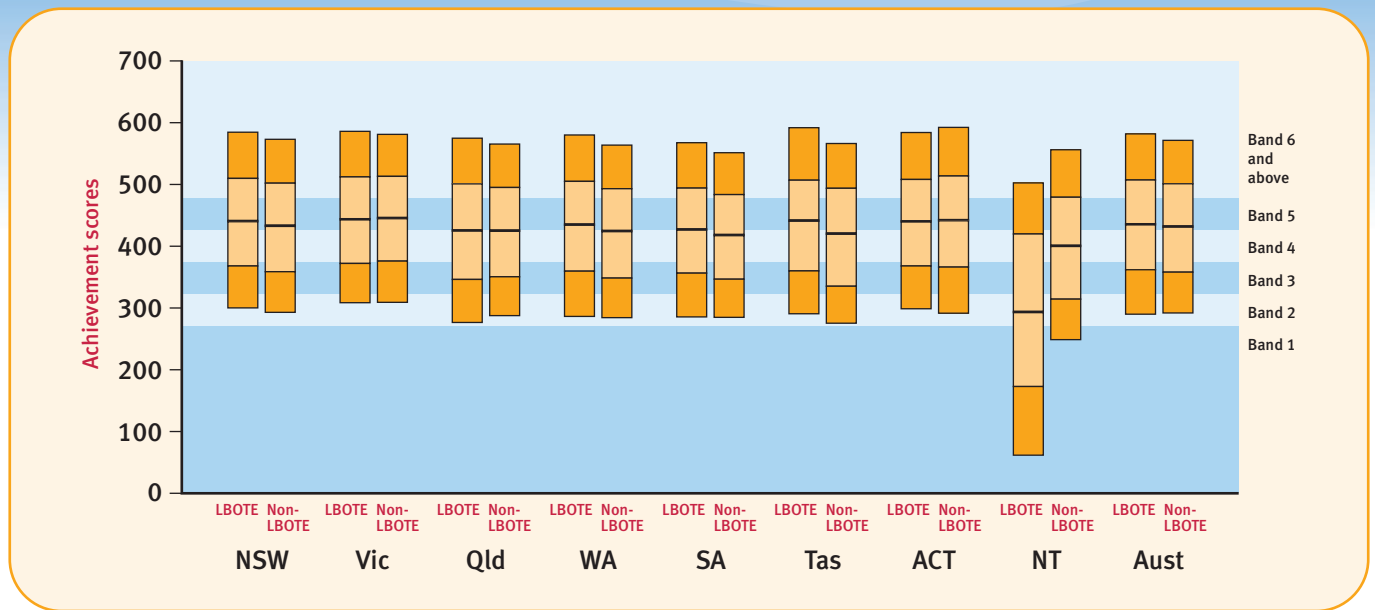
Table 3.R3: Achievement of Year 3 Students in Reading, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.9	7.8	21.5	22.2	21.1	16.0	8.7	89.4
	Non-Indigenous	1.4	1.5	7.4	12.9	20.8	25.0	31.0	97.1
Vic	Indigenous	5.9	5.6	15.6	21.2	22.2	17.9	11.8	88.6
	Non-Indigenous	2.1	1.1	5.5	12.2	20.4	25.1	33.5	96.8
Qld	Indigenous	1.7	11.5	21.2	22.6	20.1	14.4	8.6	86.8
	Non-Indigenous	1.0	2.0	8.2	14.6	21.9	24.2	28.1	97.0
WA	Indigenous	1.7	18.7	31.0	20.1	14.3	9.4	4.8	79.6
	Non-Indigenous	1.1	2.0	8.6	13.5	21.4	25.6	27.9	96.9
SA	Indigenous	6.1	13.4	23.4	20.2	19.6	11.3	5.9	80.5
	Non-Indigenous	2.3	2.3	9.1	14.8	23.5	25.0	23.1	95.4
Tas	Indigenous	1.8	9.0	22.9	19.5	20.2	16.4	10.2	89.2
	Non-Indigenous	1.6	3.2	10.9	12.7	19.4	24.2	28.0	95.2
ACT	Indigenous	6.3	11.9	18.3	14.6	18.1	18.3	12.4	81.7
	Non-Indigenous	1.7	1.7	7.5	11.7	19.6	25.0	32.7	96.6
NT	Indigenous	3.3	53.4	19.2	10.7	7.7	4.1	1.7	43.3
	Non-Indigenous	2.4	3.9	10.2	15.7	22.0	22.6	23.2	93.7
Aust	Indigenous	2.8	14.1	22.1	20.8	18.8	13.7	7.8	83.1
	Non-Indigenous	1.6	1.7	7.4	13.3	21.1	24.9	30.1	96.8

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Reading

Figure 3.R4: Achievement of Year 3 Students in Reading, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	440.7 (85.0)	443.7 (83.8)	425.5 (90.7)	435.0 (88.0)	427.1 (84.1)	441.5 (91.3)	440.3 (85.4)	293.5 (134.6)	435.6 (89.3)
Non-LBOTE Mean scale score / (S.D.)	433.1 (84.3)	445.6 (81.8)	425.2 (84.4)	424.6 (84.2)	418.1 (80.7)	420.4 (89.5)	442.2 (89.2)	400.6 (95.9)	431.9 (84.3)

Table 3.R4: Achievement of Year 3 Students in Reading, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	LBOTE	1.4	1.6	6.9	13.0	21.0	24.4	31.8	97.0
	Non-LBOTE	0.7	2.0	8.7	13.8	21.0	24.8	29.1	97.3
Vic	LBOTE	2.9	1.2	5.9	12.9	20.8	24.3	32.0	95.9
	Non-LBOTE	1.8	1.2	5.7	12.2	20.3	25.2	33.6	97.0
Qld	LBOTE	1.9	4.0	9.4	14.8	20.4	21.8	27.5	94.1
	Non-LBOTE	1.0	2.6	9.3	15.5	22.0	23.6	26.0	96.4
WA	LBOTE	1.8	2.9	8.1	12.6	19.6	25.0	30.0	95.3
	Non-LBOTE	1.0	2.8	10.2	14.2	21.7	24.6	25.5	96.2
SA	LBOTE	4.0	2.9	8.0	13.4	22.5	24.3	24.8	93.1
	Non-LBOTE	2.2	2.8	10.3	15.4	23.4	24.3	21.6	95.0
Tas	LBOTE	4.5	2.2	9.4	9.9	16.7	25.5	31.9	93.3
	Non-LBOTE	1.5	3.9	12.4	13.7	19.8	23.3	25.4	94.7
ACT	LBOTE	2.3	1.8	7.1	12.3	20.1	25.9	30.5	95.9
	Non-LBOTE	1.7	2.2	8.0	11.5	19.2	24.4	33.0	96.1
NT	LBOTE	3.0	42.2	14.4	11.2	11.4	9.8	8.1	54.8
	Non-LBOTE	2.3	8.1	13.4	15.7	20.7	19.8	19.9	89.6
Aust	LBOTE	2.1	2.8	7.3	13.2	20.6	23.8	30.3	95.1
	Non-LBOTE	1.2	2.2	8.5	14.0	21.3	24.4	28.4	96.6

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Reading

Table 3.R5: Achievement of Year 3 Students in Reading, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	442.7	1.5	1.4	6.8	12.4	20.4	24.9	32.5	97.1
	Inner Regional	416.8	1.5	3.0	11.4	16.2	21.8	23.8	22.3	95.5
	Outer Regional	398.8	1.6	4.4	15.5	19.0	22.7	20.1	16.7	94.0
	Remote	398.2	2.6	3.9	15.8	19.8	21.9	19.1	16.9	93.5
	Very Remote	352.9	2.6	15.2	22.4	19.5	20.5	13.6	6.2	82.2
Vic	Major Cities	450.0	2.2	1.0	5.0	11.6	19.9	25.1	35.2	96.8
	Inner Regional	429.6	2.1	1.8	7.9	15.0	22.0	24.5	26.6	96.1
	Outer Regional	426.2	2.7	1.9	8.0	15.7	22.9	23.4	25.4	95.4
	Remote	428.6	4.1	2.4	3.7	15.9	25.3	23.3	25.3	93.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	435.5	1.1	1.9	7.6	13.8	21.2	24.3	29.9	97.0
	Inner Regional	412.4	1.3	3.2	11.3	17.8	23.6	22.3	20.6	95.5
	Outer Regional	409.5	0.9	4.1	12.1	18.3	22.3	21.8	20.5	94.9
	Remote	380.1	1.3	10.1	18.4	19.4	20.0	15.8	15.0	88.5
	Very Remote	340.8	1.6	22.9	24.3	17.8	14.6	10.6	8.1	75.5
WA	Major Cities	433.7	1.2	2.1	8.5	13.1	20.9	25.4	28.8	96.7
	Inner Regional	409.5	0.8	4.0	13.0	16.7	22.3	22.9	20.3	95.2
	Outer Regional	398.6	1.5	5.6	15.4	18.1	21.6	21.0	16.8	93.0
	Remote	392.4	0.5	7.1	18.1	17.5	20.2	20.8	15.9	92.4
	Very Remote	346.7	1.6	20.6	26.0	15.7	14.0	12.5	9.7	77.8
SA	Major Cities	426.8	2.6	2.0	8.5	14.0	23.1	25.3	24.4	95.3
	Inner Regional	407.7	2.3	4.0	12.2	17.0	24.2	21.8	18.5	93.7
	Outer Regional	395.3	2.9	4.6	14.6	18.9	24.0	21.7	13.3	92.5
	Remote	392.8	0.7	5.9	14.9	20.6	22.8	20.5	14.5	93.4
	Very Remote	338.2	1.6	25.1	23.2	15.3	15.1	11.9	7.8	73.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	429.6	1.8	3.2	11.2	12.3	19.0	23.8	28.7	94.9
	Outer Regional	404.4	1.1	5.0	14.6	16.3	20.6	22.8	19.6	93.9
	Remote	400.1	1.5	6.3	17.9	15.2	23.0	13.7	22.4	92.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	441.5	1.9	2.1	7.8	11.7	19.5	24.8	32.2	96.1
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	404.3	3.4	6.5	12.7	16.5	20.9	20.3	19.7	90.1
	Remote	354.7	3.4	21.4	13.9	14.0	18.5	15.2	13.5	75.2
	Very Remote	232.5	0.9	65.1	16.7	7.5	4.1	2.9	3.0	34.0
Aust	Major Cities	441.1	1.7	1.5	6.8	12.6	20.7	24.9	31.7	96.8
	Inner Regional	419.4	1.6	2.8	10.5	16.0	22.2	23.5	23.3	95.5
	Outer Regional	406.4	1.7	4.3	13.0	17.9	22.3	21.5	19.3	94.0
	Remote	384.3	1.5	9.8	16.6	17.9	20.5	18.4	15.4	88.8
	Very Remote	311.2	1.4	34.5	22.2	13.9	11.5	9.2	7.2	64.1

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Reading

Table 3.R6: Achievement of Year 3 Indigenous Students in Reading, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
NSW	Major Cities	380.2	2.6	6.3	18.8	21.7	22.4	17.7	10.4	91.1
	Inner Regional	371.2	3.0	8.0	21.7	22.3	20.0	16.3	8.6	89.0
	Outer Regional	355.6	2.8	9.8	26.5	23.1	20.7	11.7	5.4	87.4
	Remote	352.7	4.3	9.7	26.3	25.2	17.9	12.7	3.8	85.9
	Very Remote	315.9	4.6	21.8	31.7	20.3	15.7	5.5	0.3	73.5
Vic	Major Cities	395.4	5.3	4.7	13.8	19.4	22.0	20.6	14.3	90.0
	Inner Regional	377.1	5.1	6.4	18.4	22.7	21.7	16.4	9.3	88.5
	Outer Regional	386.2	9.3	5.8	13.2	22.4	23.9	14.3	11.1	84.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	384.3	1.6	6.8	16.9	22.1	22.8	17.7	12.2	91.7
	Inner Regional	376.3	2.4	7.7	18.4	22.4	22.4	17.2	9.4	89.9
	Outer Regional	359.8	1.0	10.9	22.7	25.1	20.5	13.0	6.8	88.1
	Remote	320.8	1.4	23.9	32.7	20.8	10.9	6.9	3.4	74.6
	Very Remote	301.7	2.6	33.7	32.0	17.2	8.2	4.0	2.3	63.6
WA	Major Cities	357.7	1.7	12.0	26.3	20.8	18.4	13.6	7.4	86.3
	Inner Regional	343.6	0.0	15.1	30.2	24.3	15.0	11.4	4.0	84.9
	Outer Regional	336.8	3.2	15.6	30.8	22.9	16.7	7.6	3.1	81.2
	Remote	328.7	1.1	18.9	36.6	20.7	10.7	7.6	4.5	80.1
	Very Remote	291.8	1.6	35.7	37.1	14.8	6.5	2.8	1.5	62.7
SA	Major Cities	364.6	6.0	9.2	22.8	20.2	21.4	12.9	7.5	84.8
	Inner Regional	358.2	6.2	9.1	22.7	23.9	21.9	11.3	4.9	84.7
	Outer Regional	351.7	8.5	12.9	22.7	20.5	19.6	11.8	4.0	78.6
	Remote	336.2	3.4	21.7	23.7	19.7	16.3	8.8	6.4	74.9
	Very Remote	288.8	2.3	40.7	29.4	16.1	7.8	2.5	1.1	57.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	378.5	2.8	7.9	22.1	18.2	20.9	15.7	12.4	89.2
	Outer Regional	363.5	0.4	10.7	23.9	21.6	18.3	17.5	7.5	88.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	379.5	6.0	11.4	18.3	14.7	18.1	18.7	12.7	82.6
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	336.2	5.8	19.8	24.1	20.1	16.9	9.2	4.0	74.4
	Remote	271.3	7.0	43.7	19.0	12.0	10.0	5.9	2.3	49.3
	Very Remote	211.5	0.7	72.0	17.0	6.0	2.7	1.1	0.5	27.2
Aust	Major Cities	377.9	2.8	7.5	19.3	21.1	21.6	17.0	10.6	89.6
	Inner Regional	372.6	3.0	8.0	20.7	22.2	20.8	16.3	9.0	89.0
	Outer Regional	355.9	2.9	11.7	24.0	23.4	19.9	12.2	6.0	85.5
	Remote	315.1	3.2	25.9	29.1	18.7	11.8	7.6	3.7	70.9
	Very Remote	261.5	1.6	49.9	27.0	12.0	5.8	2.5	1.2	48.4

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Reading

Table 3.R7: Achievement of Year 3 Non-Indigenous Students in Reading, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
NSW	Major Cities	444.8	1.4	1.3	6.4	12.0	20.4	25.2	33.3	97.3
	Inner Regional	422.9	1.3	2.3	10.0	15.4	22.0	24.8	24.1	96.4
	Outer Regional	409.3	1.2	3.0	12.8	17.9	23.2	22.3	19.6	95.7
	Remote	422.8	1.9	0.9	10.1	15.7	24.3	23.3	23.7	97.2
	Very Remote	405.3	0.0	3.9	10.9	17.8	28.7	25.2	13.5	96.1
Vic	Major Cities	450.7	2.1	0.9	4.9	11.4	19.9	25.2	35.4	96.9
	Inner Regional	431.6	2.0	1.7	7.5	14.7	22.0	24.8	27.3	96.3
	Outer Regional	429.0	2.3	1.5	7.6	15.4	22.7	23.8	26.6	96.2
	Remote	429.4	4.2	2.5	3.8	16.3	23.8	23.8	25.8	93.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	438.3	1.0	1.7	7.2	13.4	21.1	24.7	30.9	97.3
	Inner Regional	417.4	1.1	2.6	10.3	17.1	23.7	23.1	22.1	96.3
	Outer Regional	421.0	0.8	2.5	9.7	16.7	22.8	23.9	23.6	96.6
	Remote	410.2	1.2	3.2	11.5	18.2	24.8	20.4	20.9	95.6
	Very Remote	402.8	0.3	5.3	11.8	18.3	25.5	21.1	17.6	94.4
WA	Major Cities	437.3	1.1	1.6	7.7	12.6	21.0	26.0	29.8	97.2
	Inner Regional	414.0	0.8	3.3	11.8	16.2	22.7	23.7	21.5	95.9
	Outer Regional	408.6	1.1	3.8	12.9	17.5	22.5	23.2	19.1	95.1
	Remote	416.3	0.3	2.5	11.1	16.3	24.0	25.8	20.1	97.2
	Very Remote	412.8	1.7	2.5	12.1	17.2	23.0	23.8	19.7	95.7
SA	Major Cities	429.2	2.5	1.7	8.0	13.8	23.2	25.8	25.1	95.8
	Inner Regional	409.7	2.1	3.8	11.7	16.7	24.3	22.1	19.2	94.1
	Outer Regional	400.6	2.2	3.5	13.5	18.7	24.6	22.9	14.6	94.3
	Remote	398.7	0.4	4.1	13.8	21.0	23.7	22.0	15.1	95.5
	Very Remote	385.2	0.0	10.4	16.6	15.1	22.8	20.6	14.5	89.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	435.0	1.8	2.8	10.0	11.6	18.8	24.4	30.6	95.4
	Outer Regional	411.0	1.1	4.2	12.9	15.2	21.0	24.1	21.5	94.7
	Remote	397.0	1.7	5.4	18.6	16.9	21.4	14.2	21.7	92.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	443.3	1.7	1.7	7.5	11.7	19.6	25.0	32.7	96.6
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	420.1	2.9	3.4	10.0	15.5	21.7	22.9	23.5	93.8
	Remote	413.9	0.8	4.6	9.9	15.5	24.7	22.4	22.1	94.7
	Very Remote	401.2	2.0	9.3	14.5	19.4	14.9	17.2	22.8	88.7
Aust	Major Cities	443.2	1.6	1.3	6.4	12.3	20.6	25.2	32.5	97.1
	Inner Regional	424.0	1.5	2.3	9.5	15.4	22.3	24.2	24.7	96.2
	Outer Regional	416.1	1.4	2.9	10.9	16.8	22.8	23.4	21.9	95.7
	Remote	411.8	0.8	3.1	11.5	17.4	24.2	23.0	20.0	96.1
	Very Remote	406.6	1.0	4.9	12.4	17.4	22.9	22.2	19.1	94.1

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Reading

Table 3.R8: Achievement of Year 3 Students in Reading, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Bachelor	470.0	1.0	0.3	2.9	7.7	16.7	26.6	44.7	98.6
	Diploma	425.0	1.4	1.4	8.0	15.3	24.0	27.0	22.9	97.2
	Certificate	402.0	1.5	3.1	13.2	19.0	25.4	22.7	15.1	95.4
	Year 12	403.2	2.3	3.1	12.7	19.0	25.3	21.9	15.6	94.6
	Year 11	366.0	3.6	7.8	22.3	23.7	22.1	13.9	6.7	88.6
	Not stated (3%)	434.4	3.7	2.4	8.0	14.4	19.8	22.4	29.2	93.9
Vic	Bachelor	473.3	1.3	0.3	2.5	7.5	16.2	25.6	46.4	98.3
	Diploma	430.2	2.1	1.1	6.4	14.6	24.1	26.9	24.8	96.8
	Certificate	415.6	2.5	2.0	8.7	17.6	25.4	24.7	19.1	95.6
	Year 12	413.4	3.1	2.3	10.1	17.5	24.7	23.3	19.0	94.6
	Year 11	385.0	6.8	4.2	15.1	22.2	24.6	18.1	9.0	89.1
	Not stated (1%)	442.9	3.6	2.5	5.4	13.3	18.4	22.5	34.3	93.9
Qld	Bachelor	464.8	0.7	0.5	3.5	9.1	17.5	26.2	42.6	98.9
	Diploma	419.6	0.9	2.3	9.1	16.1	24.4	25.5	21.8	96.9
	Certificate	404.9	1.0	3.3	11.8	19.4	25.2	22.2	17.0	95.7
	Year 12	394.7	1.5	4.9	14.5	19.9	24.8	20.5	13.9	93.6
	Year 11	364.7	2.3	9.7	21.6	23.5	21.5	13.9	7.5	88.0
	Not stated (6%)	398.3	3.3	6.5	13.6	18.3	21.4	19.2	17.7	90.2
WA	Bachelor	462.2	0.9	0.6	4.2	8.3	17.6	27.7	40.7	98.5
	Diploma	421.2	1.1	1.9	9.1	14.8	24.6	27.2	21.3	97.0
	Certificate	402.5	1.1	3.5	13.2	18.8	24.6	23.0	15.8	95.4
	Year 12	400.8	0.9	4.2	14.1	18.6	23.9	22.6	15.7	94.9
	Year 11	359.1	1.8	11.5	25.2	21.3	19.5	13.6	7.1	86.7
	Not stated (7%)	397.1	2.6	8.4	15.6	16.1	19.2	18.6	19.6	89.0
SA	Bachelor	453.1	1.5	0.5	4.1	9.9	20.3	28.8	34.9	97.9
	Diploma	414.9	2.0	2.2	10.1	16.0	24.9	25.6	19.1	95.8
	Certificate	397.7	2.0	3.6	13.2	19.0	27.2	22.1	12.9	94.4
	Year 12	398.3	3.7	4.5	13.0	18.1	24.9	21.8	14.0	91.8
	Year 11	366.0	6.7	8.5	20.7	21.7	22.0	14.2	6.3	84.8
	Not stated (5%)	394.3	6.0	6.5	14.9	17.3	21.8	17.2	16.2	87.4

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Refer to the introduction for explanatory notes.

NAPLAN Year 3 Reading

Table 3.R8 (cont.): Achievement of Year 3 Students in Reading, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
Tas	Bachelor	469.9	1.1	0.9	4.0	7.0	15.0	27.7	44.3	97.9
	Diploma	421.0	1.3	3.2	12.1	13.1	20.6	24.6	25.1	95.5
	Certificate	405.2	1.4	4.1	14.3	15.5	23.1	23.4	18.2	94.5
	Year 12	390.3	2.6	6.7	18.2	17.7	19.6	20.8	14.3	90.6
	Year 11	366.4	3.0	8.2	24.1	22.6	19.7	13.9	8.5	88.8
	Not stated (10%)	408.7	1.8	5.3	14.6	15.1	19.6	21.2	22.5	92.9
ACT	Bachelor	461.9	1.2	0.8	4.6	9.0	17.5	26.3	40.6	98.0
	Diploma	418.5	1.6	2.8	10.9	14.6	21.4	27.2	21.5	95.5
	Certificate	400.9	3.2	4.4	13.6	17.3	25.0	21.1	15.3	92.3
	Year 12	392.7	2.1	5.2	16.2	18.9	24.9	18.1	14.6	92.6
	Year 11	366.3	6.4	9.8	20.7	20.7	20.6	13.6	8.2	83.7
	Not stated (4%)	426.1	4.2	3.5	11.1	13.3	19.7	23.0	25.2	92.3
NT	Bachelor	429.9	2.1	4.8	8.0	12.2	20.2	23.4	29.2	93.1
	Diploma	373.0	1.8	12.8	14.3	17.8	21.8	19.3	12.2	85.4
	Certificate	372.3	2.7	12.3	15.8	19.0	21.9	16.3	12.0	84.9
	Year 12	309.2	3.2	32.5	18.3	14.6	13.5	12.6	5.3	64.3
	Year 11	241.6	3.6	58.1	18.0	9.2	6.3	3.3	1.5	38.4
	Not stated (12%)	303.3	3.5	39.0	16.0	12.9	10.5	9.2	8.9	57.6
Aust	Bachelor	467.7	1.1	0.4	3.2	8.2	17.0	26.5	43.6	98.5
	Diploma	423.7	1.5	1.7	8.2	15.3	24.1	26.5	22.7	96.8
	Certificate	405.2	1.6	3.1	11.9	18.7	25.3	22.9	16.4	95.3
	Year 12	401.3	2.2	4.0	13.0	18.7	24.6	21.8	15.7	93.8
	Year 11	364.8	4.1	9.6	20.7	22.3	21.6	14.4	7.3	86.4
	Not stated (4%)	407.2	3.5	6.6	12.3	16.1	19.9	19.7	21.9	90.0

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Reading

Table 3.R9: Achievement of Year 3 Students in Reading, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Group 1	471.2	0.8	0.3	3.1	7.6	16.2	26.3	45.7	98.9
	Group 2	449.5	1.0	0.8	4.9	11.0	20.5	27.4	34.4	98.2
	Group 3	417.7	1.5	1.9	9.9	16.5	24.8	25.0	20.4	96.6
	Group 4	396.6	1.9	3.9	15.0	20.0	24.4	20.6	14.3	94.2
	Not in paid work	377.5	3.9	6.7	19.2	22.1	22.2	16.0	9.9	89.3
	Not stated (4%)	434.1	2.9	2.3	8.1	14.1	20.2	23.2	29.3	94.9
Vic	Group 1	479.5	1.0	0.3	2.2	6.8	14.9	24.9	50.0	98.8
	Group 2	454.1	1.4	0.6	3.9	10.3	19.9	27.4	36.5	98.0
	Group 3	429.7	1.7	1.2	6.4	15.1	24.4	26.2	25.0	97.1
	Group 4	412.1	3.1	2.2	9.6	18.3	25.4	23.7	17.7	94.8
	Not in paid work	396.7	7.0	3.6	13.3	19.9	23.6	19.2	13.4	89.4
	Not stated (2%)	445.4	3.2	2.1	5.3	12.2	19.4	22.9	35.0	94.7
Qld	Group 1	465.4	0.6	0.6	3.6	8.9	17.3	26.3	42.8	98.8
	Group 2	440.6	0.5	1.2	6.2	13.0	21.5	26.1	31.5	98.3
	Group 3	413.6	0.8	2.5	10.3	17.7	25.2	23.5	19.9	96.7
	Group 4	394.5	1.5	4.5	14.3	20.9	24.9	20.1	13.8	94.0
	Not in paid work	375.0	2.4	8.2	19.3	22.8	21.4	15.7	10.2	89.4
	Not stated (17%)	400.9	2.3	5.7	13.3	18.5	22.2	20.0	17.9	92.0
WA	Group 1	463.2	0.7	0.7	4.2	8.2	17.5	27.1	41.6	98.6
	Group 2	435.9	0.9	1.4	7.3	12.9	21.5	27.6	28.4	97.8
	Group 3	412.8	1.0	2.6	11.5	16.6	24.0	25.0	19.3	96.4
	Group 4	397.5	1.3	4.3	15.1	18.8	23.8	21.9	14.7	94.4
	Not in paid work	371.7	1.9	9.5	22.1	20.6	19.7	15.8	10.4	88.6
	Not stated (13%)	398.6	2.4	7.7	14.8	16.4	20.6	19.2	19.0	89.9
SA	Group 1	453.0	1.0	0.6	4.6	10.2	19.8	28.0	35.7	98.3
	Group 2	430.5	1.4	1.4	7.3	13.5	23.7	27.4	25.3	97.2
	Group 3	409.6	2.0	2.6	10.6	16.9	26.3	24.9	16.6	95.3
	Group 4	396.5	3.2	3.9	13.9	18.9	25.7	21.7	12.8	93.0
	Not in paid work	376.8	5.0	6.1	18.9	22.2	22.9	16.5	8.4	88.9
	Not stated (12%)	386.3	6.7	7.4	15.5	17.9	23.3	16.8	12.5	85.9

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Reading

Table 3.R9 (cont.): Achievement of Year 3 Students in Reading, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
Tas	Group 1	458.6	1.3	1.7	5.8	8.1	16.2	27.3	39.5	97.0
	Group 2	443.3	1.1	1.9	8.1	11.0	18.0	26.0	33.9	97.0
	Group 3	414.8	1.5	3.4	12.0	14.5	22.2	24.5	21.8	95.1
	Group 4	394.0	1.3	5.8	17.8	16.7	22.1	21.0	15.3	92.9
	Not in paid work	368.7	4.1	8.3	22.7	21.6	20.1	14.6	8.7	87.7
	Not stated (14%)	400.6	1.9	5.7	17.1	16.5	19.9	19.3	19.6	92.5
ACT	Group 1	461.9	1.3	1.0	4.9	8.5	17.4	26.2	40.8	97.7
	Group 2	444.0	1.4	1.7	6.4	11.6	19.6	27.1	32.3	96.9
	Group 3	414.3	1.9	3.0	12.0	16.6	23.5	22.0	21.1	95.2
	Group 4	382.1	3.9	6.2	18.3	21.7	22.7	16.4	10.8	89.9
	Not in paid work	389.1	5.3	8.0	17.1	16.6	19.2	17.6	16.1	86.6
	Not stated (9%)	424.3	3.5	2.5	10.6	14.1	22.2	23.9	23.2	94.0
NT	Group 1	427.8	1.7	4.7	9.8	12.6	19.9	21.4	29.8	93.6
	Group 2	412.8	2.8	4.9	9.4	15.8	23.2	22.4	21.5	92.2
	Group 3	383.1	2.8	8.9	14.6	18.4	24.0	19.4	12.0	88.3
	Group 4	336.0	4.3	26.1	17.3	15.8	14.5	13.8	8.2	69.6
	Not in paid work	246.4	3.4	56.5	17.9	10.6	6.9	3.5	1.2	40.1
	Not stated (18%)	277.2	2.5	47.4	16.1	10.7	8.3	8.0	7.0	50.1
Aust	Group 1	469.4	0.8	0.5	3.3	7.9	16.5	26.1	44.8	98.7
	Group 2	446.0	1.1	1.0	5.4	11.6	20.8	27.1	33.1	98.0
	Group 3	418.2	1.4	2.1	9.5	16.4	24.7	24.8	21.0	96.5
	Group 4	399.9	2.2	3.9	13.4	19.4	24.6	21.5	15.0	94.0
	Not in paid work	379.3	4.5	7.4	17.6	21.1	21.9	16.7	10.8	88.1
	Not stated (8%)	403.7	2.9	6.5	12.8	16.8	21.2	19.9	20.0	90.6

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

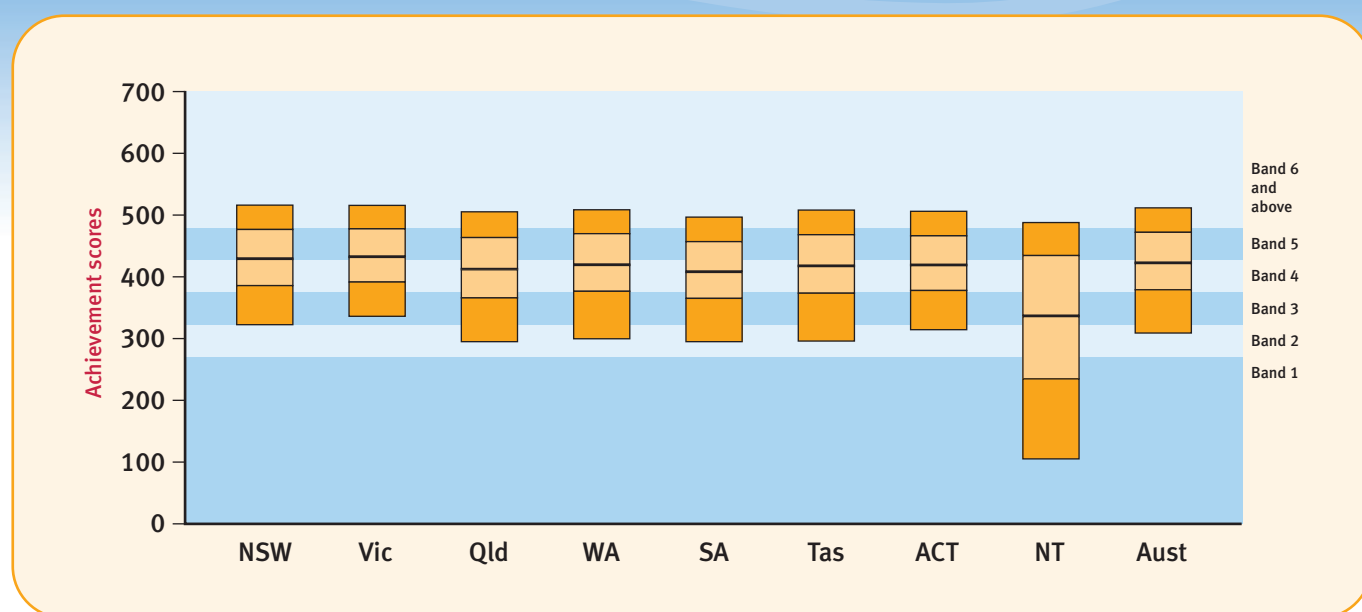
Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Writing

Figure 3.W1: Achievement of Year 3 Students in Writing, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	429.2 (58.8)	432.4 (58.8)	412.4 (64.2)	419.4 (63.4)	408.1 (61.6)	417.6 (64.3)	419.1 (59.8)	336.6 (120.3)	422.5 (63.1)

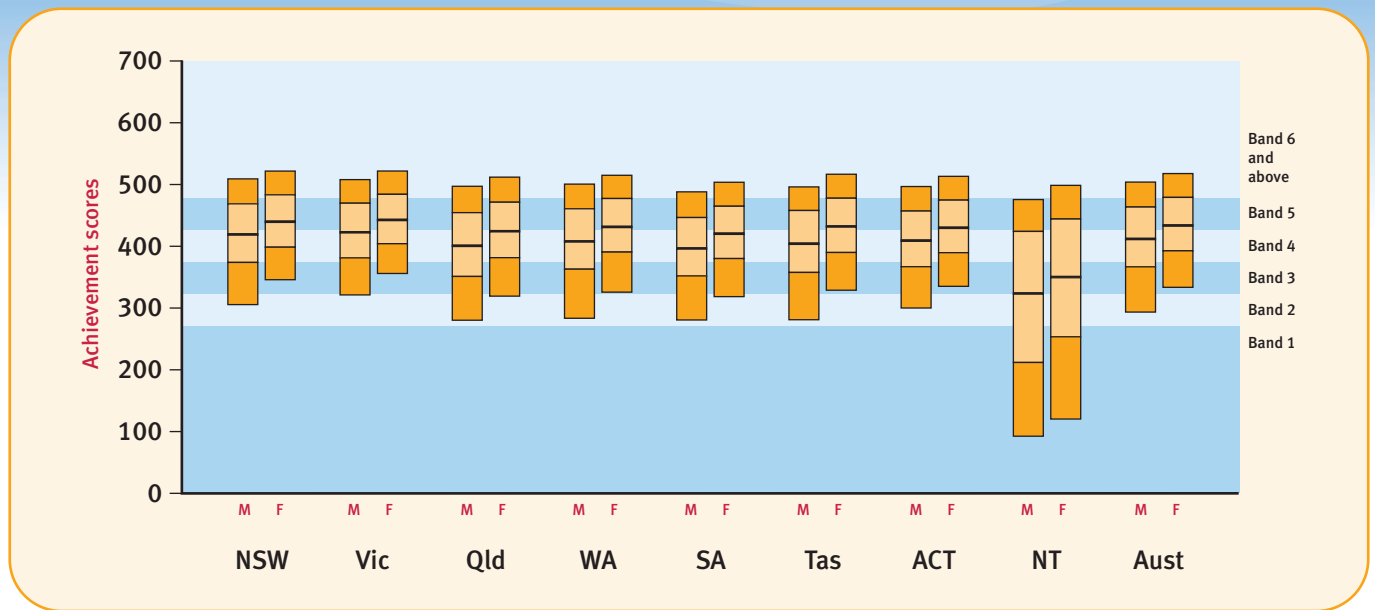
Table 3.W1: Achievement of Year 3 Students in Writing, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	8yrs 7mths 3yrs 4mths	96.2	2.1	1.7	1.5	1.2	3.7	10.2	28.6	35.8	19.0	97.3
Vic	8yrs 9mths 3yrs 4mths	94.2	3.0	2.7	2.2	1.2	2.4	8.8	28.4	37.7	19.3	96.6
Qld	8yrs 5mths 3yrs 4mths	92.8	2.2	5.0	1.2	2.6	6.0	14.5	31.5	31.3	13.0	96.2
WA	8yrs 5mths 3yrs 4mths	95.0	2.8	2.2	1.2	2.5	4.8	11.4	30.6	33.9	15.5	96.3
SA	8yrs 7mths 3yrs 4mths	92.8	3.6	3.6	2.3	2.6	5.8	15.1	34.5	29.7	9.9	95.1
Tas	8yrs 10mths 3yrs 4mths	95.3	2.9	1.7	1.6	2.6	5.3	12.0	30.4	33.5	14.6	95.8
ACT	8yrs 7mths 3yrs 4mths	94.6	2.3	3.1	1.8	1.9	3.9	12.1	33.6	32.6	14.0	96.3
NT	8yrs 6mths 3yrs 4mths	84.9	12.2	3.0	2.8	25.0	10.5	15.0	23.7	16.6	6.5	72.3
Aust	8yrs 7mths 3yrs 4mths	94.5	2.7	2.9	1.6	2.0	4.2	11.4	29.8	34.4	16.5	96.3

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Writing

Figure 3.W2: Achievement of Year 3 Students in Writing, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	419.1 (61.2)	422.7 (59.8)	400.7 (66.9)	407.9 (66.2)	396.5 (63.7)	404.1 (66.5)	409.1 (60.7)	323.6 (121.6)	411.8 (65.3)
Female Mean scale score / (S.D.)	439.7 (54.2)	442.6 (55.9)	424.4 (58.8)	431.3 (58.1)	420.3 (57.0)	432.1 (58.5)	429.9 (56.9)	350.1 (117.5)	433.6 (58.7)

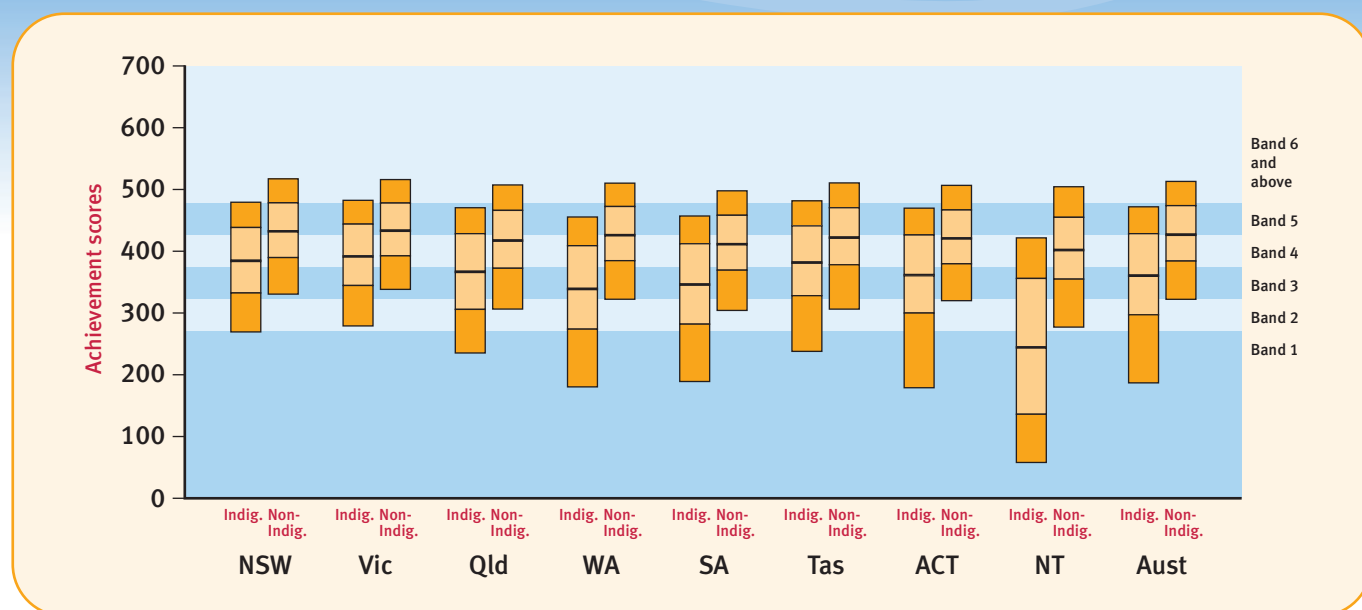
Table 3.W2: Achievement of Year 3 Students in Writing, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Male	1.9	1.8	5.1	12.7	30.7	32.7	15.0	96.2
	Female	1.0	0.5	2.2	7.6	26.3	39.1	23.2	98.4
Vic	Male	2.9	1.4	3.5	11.4	31.7	34.1	15.0	95.7
	Female	1.5	0.9	1.3	6.1	24.8	41.5	23.9	97.6
Qld	Male	1.5	3.8	8.1	17.3	32.3	27.3	9.7	94.7
	Female	0.8	1.4	3.9	11.5	30.7	35.4	16.3	97.8
WA	Male	1.6	3.6	6.4	14.0	32.9	30.0	11.6	94.8
	Female	0.8	1.4	3.2	8.7	28.3	38.1	19.5	97.8
SA	Male	3.0	3.7	7.7	18.3	35.4	24.7	7.2	93.3
	Female	1.6	1.5	3.8	11.7	33.5	35.0	12.9	96.9
Tas	Male	2.1	3.7	7.3	15.1	32.2	29.7	9.8	94.1
	Female	1.1	1.4	3.0	8.7	28.5	37.6	19.6	97.5
ACT	Male	2.5	2.4	5.4	14.8	35.2	29.3	10.4	95.1
	Female	1.1	1.4	2.2	9.2	31.9	36.2	18.0	97.5
NT	Male	3.5	27.3	11.3	16.1	23.2	14.1	4.5	69.1
	Female	1.9	22.5	9.6	13.7	24.3	19.3	8.6	75.6
Aust	Male	2.1	2.8	5.8	14.0	31.9	30.7	12.7	95.1
	Female	1.1	1.2	2.6	8.6	27.7	38.2	20.5	97.6

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Writing

Figure 3.W3: Achievement of Year 3 Students in Writing, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	384.4 (65.2)	391.6 (63.8)	366.6 (74.0)	338.9 (81.1)	346.0 (78.2)	381.6 (72.7)	361.3 (81.8)	244.3 (116.2)	360.4 (84.8)
Non-Indigenous Mean scale score / (S.D.)	432.3 (57.0)	433.2 (58.4)	417.2 (61.2)	426.0 (57.2)	411.4 (58.9)	422.0 (62.0)	420.8 (57.9)	401.9 (70.2)	426.7 (59.1)

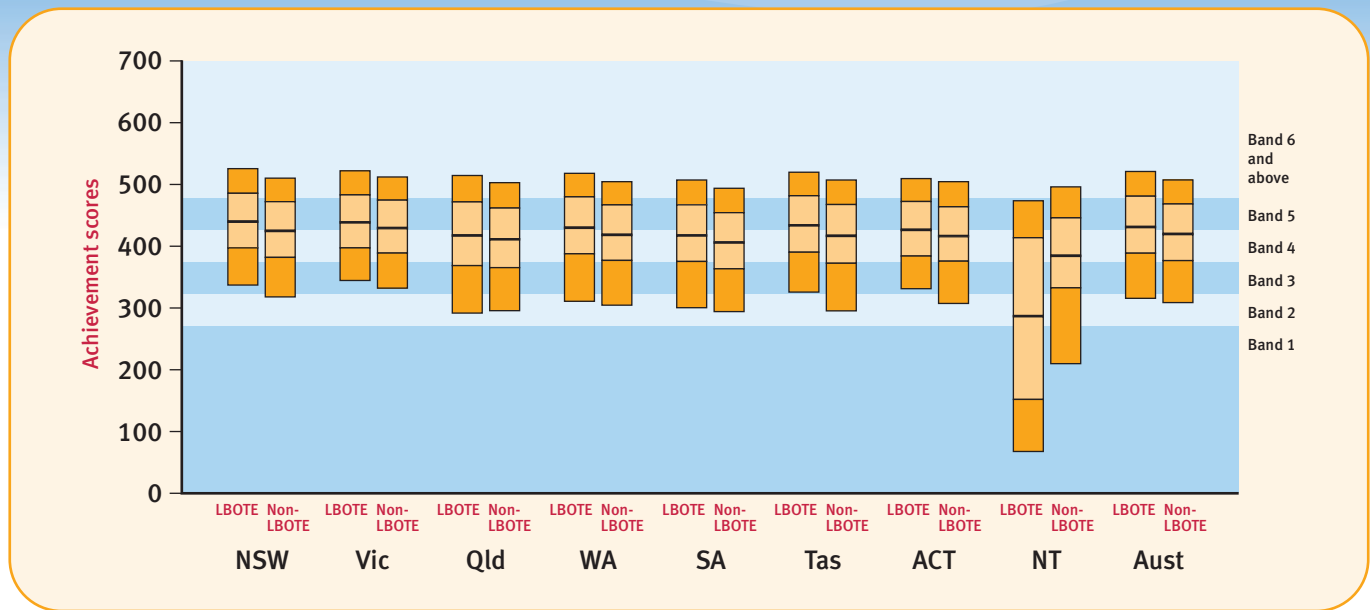
Table 3.W3: Achievement of Year 3 Students in Writing, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.8	4.9	11.5	21.2	33.3	21.2	5.1	92.3
	Non-Indigenous	1.4	0.9	3.1	9.5	28.3	36.9	20.0	97.7
Vic	Indigenous	5.8	3.5	8.9	19.7	33.5	22.9	5.7	90.7
	Non-Indigenous	2.1	1.1	2.3	8.6	28.2	38.0	19.6	96.8
Qld	Indigenous	1.7	9.5	15.1	23.4	29.3	17.3	3.6	88.7
	Non-Indigenous	1.1	1.9	5.0	13.5	31.7	32.8	14.0	97.0
WA	Indigenous	1.7	18.5	19.1	23.5	24.5	11.1	1.6	79.8
	Non-Indigenous	1.1	1.3	3.6	10.4	31.0	35.9	16.7	97.6
SA	Indigenous	5.5	14.9	17.3	23.8	25.9	10.9	1.8	79.6
	Non-Indigenous	2.1	1.9	5.2	14.6	35.0	30.8	10.4	95.9
Tas	Indigenous	1.8	7.3	11.0	19.2	33.0	22.1	5.5	90.9
	Non-Indigenous	1.6	2.0	4.5	11.2	30.1	34.8	15.7	96.3
ACT	Indigenous	6.3	13.4	11.3	19.8	29.8	16.5	2.9	80.3
	Non-Indigenous	1.7	1.5	3.7	12.0	33.9	33.1	14.3	96.8
NT	Indigenous	3.3	54.1	15.3	12.4	10.6	3.5	0.8	42.7
	Non-Indigenous	2.4	4.1	7.0	16.8	33.2	25.9	10.5	93.5
Aust	Indigenous	2.8	12.5	13.9	21.4	28.8	16.9	3.7	84.8
	Non-Indigenous	1.5	1.3	3.6	10.6	29.9	35.6	17.4	97.1

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Writing

Figure 3.W4: Achievement of Year 3 Students in Writing, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	439.8 (57.6)	438.7 (57.8)	417.4 (68.2)	429.9 (64.2)	417.5 (64.4)	433.9 (60.0)	426.5 (55.8)	286.8 (131.5)	431.1 (66.0)
Non-LBOTE Mean scale score / (S.D.)	424.8 (58.3)	429.4 (58.9)	411.3 (63.3)	418.4 (60.7)	406.1 (60.6)	416.8 (64.4)	416.4 (61.0)	384.5 (83.9)	419.8 (61.2)

Table 3.W4: Achievement of Year 3 Students in Writing, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	LBOTE	1.4	0.9	2.7	7.8	25.0	37.7	24.5	97.8
	Non-LBOTE	0.7	1.3	4.0	11.2	30.5	35.6	16.6	98.0
Vic	LBOTE	3.0	0.9	2.0	7.7	25.7	38.0	22.7	96.2
	Non-LBOTE	1.8	1.3	2.7	9.4	29.7	37.5	17.7	96.9
Qld	LBOTE	1.9	2.9	5.8	12.7	28.4	31.6	16.6	95.2
	Non-LBOTE	1.0	2.5	6.0	14.8	32.2	31.2	12.2	96.5
WA	LBOTE	1.8	2.3	3.6	8.9	26.3	36.3	20.8	95.9
	Non-LBOTE	1.0	2.2	4.7	11.7	32.4	34.2	13.9	96.8
SA	LBOTE	3.9	2.7	4.4	11.6	30.9	32.9	13.7	93.5
	Non-LBOTE	1.9	2.5	6.1	15.9	35.4	29.0	9.1	95.5
Tas	LBOTE	4.5	0.9	3.7	8.2	26.7	34.8	21.2	94.7
	Non-LBOTE	1.5	2.7	5.3	12.3	30.4	33.5	14.2	95.8
ACT	LBOTE	2.2	1.0	2.8	11.4	31.3	34.8	16.5	96.8
	Non-LBOTE	1.7	2.3	4.3	12.3	34.6	31.8	13.1	96.1
NT	LBOTE	3.1	41.7	12.6	11.7	15.1	11.5	4.3	55.2
	Non-LBOTE	2.2	8.6	8.3	18.2	32.7	21.9	8.2	89.2
Aust	LBOTE	2.2	2.2	3.3	8.9	26.1	36.0	21.4	95.7
	Non-LBOTE	1.2	1.9	4.5	12.2	31.3	34.1	14.8	96.9

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Writing

Table 3.W5: Achievement of Year 3 Students in Writing, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	435.1	1.5	0.9	3.0	8.7	27.0	37.4	21.5	97.6
	Inner Regional	414.4	1.5	1.8	5.3	13.9	33.0	32.2	12.3	96.6
	Outer Regional	404.2	1.6	2.5	7.5	17.1	33.5	28.6	9.3	95.9
	Remote	393.8	2.6	4.5	6.4	19.7	35.5	25.8	5.5	92.9
	Very Remote	376.7	2.6	6.9	14.1	21.0	29.5	21.2	4.7	90.5
Vic	Major Cities	436.3	2.2	1.1	2.1	7.9	26.9	38.6	21.3	96.8
	Inner Regional	420.2	2.1	1.6	3.6	11.8	32.9	34.9	13.2	96.4
	Outer Regional	419.0	2.6	1.6	3.6	11.9	33.4	34.3	12.5	95.8
	Remote	425.9	4.1	0.8	1.2	6.5	35.5	45.3	6.5	95.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	418.8	1.1	2.0	4.9	12.9	30.9	33.2	14.9	96.9
	Inner Regional	403.4	1.4	2.7	7.5	17.3	33.6	28.3	9.3	95.9
	Outer Regional	404.9	1.0	3.4	7.1	16.6	32.3	28.8	10.8	95.6
	Remote	381.9	1.4	8.3	11.8	18.4	29.0	23.8	7.4	90.3
	Very Remote	349.4	1.6	17.2	17.2	19.7	25.7	15.3	3.4	81.2
WA	Major Cities	426.7	1.2	1.5	3.8	10.0	29.7	36.1	17.6	97.2
	Inner Regional	406.7	0.8	2.4	6.0	15.3	36.6	30.6	8.3	96.8
	Outer Regional	399.5	1.5	4.1	7.7	16.5	35.0	26.5	8.8	94.4
	Remote	391.4	0.5	7.0	8.8	16.1	33.3	25.6	8.7	92.5
	Very Remote	343.5	1.6	21.1	16.6	18.5	22.8	15.2	4.3	77.3
SA	Major Cities	413.5	2.4	2.0	4.9	13.8	33.7	31.7	11.3	95.6
	Inner Regional	398.2	2.1	3.0	7.5	18.9	36.3	24.9	7.3	94.9
	Outer Regional	392.3	2.6	3.8	8.7	18.8	37.3	23.9	4.9	93.5
	Remote	391.6	0.7	4.3	8.1	18.1	41.1	22.3	5.5	95.0
	Very Remote	321.3	0.0	28.8	15.7	21.0	23.8	10.2	0.6	71.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	422.0	1.8	2.4	4.7	10.8	29.5	34.6	16.3	95.8
	Outer Regional	407.9	1.2	3.0	6.7	14.7	32.5	31.3	10.5	95.8
	Remote	396.2	1.5	6.3	7.2	18.5	28.4	25.4	12.8	92.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	419.2	1.8	1.9	3.9	12.1	33.6	32.6	14.0	96.3
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	392.5	3.3	6.2	8.6	17.4	31.7	23.6	9.2	90.5
	Remote	341.5	3.7	21.0	11.5	17.9	24.5	15.8	5.6	75.3
	Very Remote	217.0	0.9	67.9	13.8	7.5	6.2	2.4	1.3	31.2
Aust	Major Cities	429.4	1.7	1.3	3.4	9.9	28.7	36.3	18.8	97.0
	Inner Regional	413.0	1.6	2.1	5.4	14.2	33.2	31.8	11.8	96.3
	Outer Regional	404.2	1.6	3.3	7.0	16.2	33.3	28.6	9.9	95.1
	Remote	381.5	1.5	9.0	9.5	17.4	32.0	23.3	7.2	89.4
	Very Remote	307.6	1.3	33.8	15.6	15.7	19.0	11.5	3.0	64.9

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Writing

Table 3.W6: Achievement of Year 3 Indigenous Students in Writing, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	390.6	2.6	3.9	10.5	19.8	33.8	23.0	6.4	93.4
	Inner Regional	383.6	3.0	4.9	11.2	21.8	33.4	20.9	4.7	92.1
	Outer Regional	373.8	2.7	6.8	13.9	22.5	32.6	17.8	3.7	90.5
	Remote	368.0	4.3	8.3	12.0	24.5	33.4	16.3	1.0	87.3
	Very Remote	358.1	4.6	8.6	20.9	24.9	20.9	17.5	2.5	86.8
Vic	Major Cities	399.1	5.5	2.3	8.0	19.3	32.0	25.1	7.8	92.2
	Inner Regional	385.0	5.1	4.4	9.7	21.1	35.1	20.9	3.8	90.5
	Outer Regional	388.1	8.4	4.6	9.3	17.5	33.1	22.2	4.9	87.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	376.5	1.5	7.2	12.9	22.9	31.0	20.3	4.2	91.3
	Inner Regional	374.2	2.6	6.7	14.0	23.7	30.5	18.8	3.7	90.7
	Outer Regional	370.5	1.0	8.0	14.7	23.9	31.2	17.4	3.9	91.0
	Remote	330.9	1.4	19.6	22.5	24.4	20.2	9.6	2.2	79.0
	Very Remote	316.4	2.6	25.8	23.7	21.5	18.7	6.9	0.8	71.6
WA	Major Cities	362.4	1.7	10.7	15.4	23.7	29.7	16.3	2.5	87.6
	Inner Regional	348.7	0.0	12.6	19.0	29.8	28.1	9.1	1.5	87.4
	Outer Regional	344.4	3.2	14.6	19.4	24.9	27.5	9.2	1.2	82.2
	Remote	328.1	1.1	22.5	20.7	22.1	22.3	10.3	1.1	76.4
	Very Remote	291.8	1.6	36.4	25.4	20.8	12.1	3.4	0.3	62.0
SA	Major Cities	355.0	5.5	11.6	17.3	23.4	27.2	12.8	2.4	83.0
	Inner Regional	361.8	4.1	6.4	17.1	27.8	32.6	11.1	0.8	89.5
	Outer Regional	350.8	9.0	12.6	16.0	24.5	26.6	9.6	1.7	78.4
	Remote	340.6	3.4	16.3	15.6	26.4	26.1	10.8	1.4	80.3
	Very Remote	267.9	0.0	49.9	22.1	18.4	7.8	1.8	0.0	50.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	380.3	2.8	7.2	11.8	18.7	32.5	21.6	5.4	89.9
	Outer Regional	383.2	0.4	7.6	10.0	19.5	33.6	23.1	5.8	92.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	362.2	6.0	13.2	11.3	19.7	29.9	16.9	3.0	80.8
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	337.0	5.5	17.3	17.3	23.9	24.9	8.6	2.5	77.2
	Remote	267.9	7.3	41.4	16.1	14.9	14.3	5.3	0.7	51.3
	Very Remote	196.5	0.7	75.3	14.0	6.3	2.9	0.6	0.1	24.0
Aust	Major Cities	379.5	2.8	6.6	12.2	21.5	31.6	20.4	4.9	90.6
	Inner Regional	379.2	3.1	5.8	12.2	22.4	32.5	19.8	4.2	91.1
	Outer Regional	366.8	2.8	9.2	14.6	23.1	30.7	16.2	3.5	88.1
	Remote	318.4	3.3	24.9	18.7	21.3	21.0	9.5	1.3	71.8
	Very Remote	259.5	1.5	49.4	19.9	15.0	10.2	3.5	0.4	49.1

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Writing

Table 3.W7: Achievement of Year 3 Non-Indigenous Students in Writing, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
NSW	Major Cities	436.7	1.4	0.8	2.7	8.3	26.8	38.0	22.1	97.8
	Inner Regional	418.8	1.3	1.4	4.5	12.8	33.0	33.7	13.3	97.3
	Outer Regional	411.9	1.2	1.4	5.8	15.7	33.6	31.4	10.8	97.4
	Remote	409.2	1.9	1.9	3.2	16.7	36.4	31.9	8.2	96.3
	Very Remote	403.5	0.0	2.6	6.1	17.0	40.9	25.2	8.3	97.4
Vic	Major Cities	436.8	2.2	1.0	2.0	7.7	26.8	38.8	21.5	96.8
	Inner Regional	421.6	2.0	1.4	3.3	11.4	32.8	35.4	13.6	96.6
	Outer Regional	420.6	2.2	1.3	3.3	11.7	33.5	35.1	12.9	96.5
	Remote	426.3	4.2	0.8	1.3	6.7	34.6	45.8	6.7	95.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	421.1	1.1	1.7	4.5	12.4	30.8	34.0	15.5	97.2
	Inner Regional	407.2	1.2	2.2	6.6	16.4	34.0	29.5	10.1	96.6
	Outer Regional	413.3	0.9	2.3	5.2	14.8	32.7	31.7	12.5	96.8
	Remote	408.2	1.4	2.5	6.4	15.1	33.5	31.3	10.0	96.2
	Very Remote	402.2	0.3	3.0	7.0	16.4	36.6	29.0	7.7	96.7
WA	Major Cities	429.9	1.2	1.1	3.2	9.3	29.6	37.1	18.4	97.7
	Inner Regional	410.8	0.8	1.8	5.1	14.3	36.9	32.2	8.9	97.4
	Outer Regional	408.7	1.1	2.3	5.7	15.0	36.2	29.4	10.2	96.6
	Remote	415.6	0.3	0.9	4.2	13.9	37.6	31.5	11.6	98.8
	Very Remote	407.2	1.7	2.2	5.7	15.9	35.8	29.4	9.2	96.1
SA	Major Cities	415.8	2.3	1.6	4.5	13.4	34.0	32.5	11.7	96.1
	Inner Regional	399.8	1.9	2.8	7.2	18.4	36.5	25.6	7.7	95.2
	Outer Regional	397.1	1.9	2.8	7.7	18.0	38.6	25.8	5.3	95.4
	Remote	397.0	0.4	3.0	7.1	17.3	43.0	23.5	5.7	96.6
	Very Remote	373.4	0.0	8.3	9.8	22.8	39.6	18.3	1.3	91.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	426.1	1.8	1.9	3.9	10.1	29.0	35.8	17.4	96.3
	Outer Regional	412.5	1.3	2.2	6.0	13.6	32.9	32.7	11.3	96.6
	Remote	395.9	1.7	7.1	5.8	18.3	29.2	24.7	13.2	91.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	420.8	1.7	1.5	3.7	12.0	33.9	33.1	14.3	96.8
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	405.5	2.8	3.4	6.5	16.0	33.5	27.1	10.8	93.8
	Remote	393.6	1.0	5.6	8.0	20.1	32.1	23.8	9.3	93.4
	Very Remote	381.1	2.0	8.9	11.7	17.4	32.7	16.4	10.9	89.1
Aust	Major Cities	431.2	1.6	1.1	3.0	9.5	28.6	36.8	19.4	97.3
	Inner Regional	416.3	1.5	1.7	4.7	13.3	33.2	33.0	12.5	96.8
	Outer Regional	411.5	1.4	2.1	5.5	14.9	33.9	31.1	11.2	96.5
	Remote	406.9	0.9	2.5	5.6	15.8	36.6	29.1	9.6	96.7
	Very Remote	400.2	1.0	3.8	7.0	16.7	36.2	26.9	8.4	95.2

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Writing

Table 3.W8: Achievement of Year 3 Students in Writing, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Bachelor	448.9	1.0	0.3	1.3	5.5	23.0	40.9	28.1	98.7
	Diploma	426.0	1.4	0.9	3.3	10.6	31.6	37.0	15.2	97.7
	Certificate	410.4	1.4	1.7	5.7	15.0	35.0	31.3	9.9	96.8
	Year 12	414.1	2.3	1.8	5.3	13.6	33.6	31.6	11.8	95.9
	Year 11	385.6	3.6	5.0	11.0	20.6	33.0	21.2	5.6	91.4
	Not stated (3%)	424.5	3.7	1.8	4.2	11.5	28.0	33.3	17.5	94.6
Vic	Bachelor	447.3	1.4	0.8	1.1	5.1	22.9	41.5	27.2	97.8
	Diploma	425.2	2.1	1.1	2.4	10.0	32.9	37.3	14.1	96.8
	Certificate	415.9	2.4	1.4	3.8	13.1	35.0	33.6	10.6	96.1
	Year 12	419.0	3.2	1.3	3.7	12.7	32.3	34.6	12.2	95.5
	Year 11	399.7	6.7	2.6	7.0	17.0	34.3	26.0	6.4	90.7
	Not stated (1%)	432.3	2.1	2.3	2.1	8.4	27.6	36.2	21.3	95.6
Qld	Bachelor	436.9	0.7	0.8	2.3	8.2	27.6	39.1	21.4	98.5
	Diploma	411.2	0.9	2.0	5.4	15.2	34.4	31.5	10.6	97.1
	Certificate	400.6	1.1	2.9	7.5	18.0	35.4	27.3	7.9	96.1
	Year 12	394.7	1.6	3.9	9.3	19.0	33.3	25.7	7.3	94.6
	Year 11	368.1	2.3	8.8	14.5	23.9	30.1	16.8	3.6	88.9
	Not stated (6%)	391.5	3.2	5.6	9.8	18.3	30.0	24.5	8.6	91.1
WA	Bachelor	443.7	1.0	0.4	1.6	5.7	25.5	41.3	24.4	98.6
	Diploma	421.7	1.1	1.1	3.3	11.1	34.9	35.8	12.8	97.8
	Certificate	406.6	1.1	2.4	6.2	15.4	36.1	29.9	8.9	96.5
	Year 12	405.7	0.9	3.0	6.3	15.6	34.8	29.9	9.4	96.1
	Year 11	369.5	1.8	9.9	13.6	21.1	31.6	17.7	4.2	88.2
	Not stated (7%)	391.4	2.6	8.1	9.2	15.3	29.0	25.0	10.7	89.2
SA	Bachelor	431.0	1.5	0.6	2.3	8.9	31.8	38.4	16.5	97.9
	Diploma	406.5	1.7	2.0	5.1	16.2	37.9	29.7	7.5	96.3
	Certificate	394.9	1.9	3.0	7.8	19.4	38.0	24.4	5.5	95.1
	Year 12	394.5	3.2	2.9	8.1	19.5	37.0	23.9	5.4	93.9
	Year 11	366.2	6.0	8.3	13.7	24.1	31.1	14.4	2.4	85.7
	Not stated (5%)	385.9	5.4	7.2	8.3	18.7	31.4	22.6	6.3	87.3

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Writing

Table 3.W8 (cont.): Achievement of Year 3 Students in Writing, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
Tas	Bachelor	445.9	1.2	0.5	1.6	5.7	24.4	40.6	26.0	98.3
	Diploma	425.5	1.3	1.2	3.4	9.4	31.4	38.8	14.5	97.5
	Certificate	408.3	1.4	2.9	6.4	13.7	34.1	32.1	9.5	95.7
	Year 12	397.9	2.9	5.2	6.8	16.8	32.3	26.5	9.4	91.9
	Year 11	380.6	3.0	6.0	11.4	21.9	33.4	20.0	4.3	91.0
	Not stated (10%)	405.4	1.8	4.2	6.9	15.0	30.8	30.2	11.0	94.0
ACT	Bachelor	430.7	1.2	0.9	2.2	9.4	31.8	36.7	17.8	97.9
	Diploma	407.8	1.3	2.7	5.4	14.0	37.8	29.8	9.0	96.0
	Certificate	394.6	3.2	3.7	7.5	18.9	36.0	24.2	6.5	93.0
	Year 12	397.3	2.5	3.2	6.2	19.8	37.4	23.8	7.2	94.3
	Year 11	375.0	6.4	6.9	10.6	21.3	35.9	16.0	2.8	86.7
	Not stated (4%)	405.6	4.5	4.2	5.4	12.2	36.1	27.1	10.5	91.3
NT	Bachelor	407.5	2.2	4.9	5.3	13.5	31.5	29.0	13.5	92.9
	Diploma	366.0	1.8	12.8	11.0	19.6	30.9	19.0	4.9	85.4
	Certificate	366.3	2.7	11.7	10.9	20.9	32.2	16.7	4.9	85.6
	Year 12	308.9	3.2	32.3	12.4	18.6	20.0	10.9	2.5	64.5
	Year 11	231.4	3.3	58.8	15.4	10.2	8.5	3.1	0.7	37.9
	Not stated (12%)	286.8	3.7	42.3	12.8	12.0	13.5	10.7	5.1	54.1
Aust	Bachelor	443.9	1.1	0.6	1.6	6.2	24.9	40.4	25.2	98.3
	Diploma	420.2	1.5	1.4	3.7	11.9	33.4	35.1	13.0	97.1
	Certificate	407.0	1.6	2.3	6.0	15.7	35.4	30.0	9.0	96.1
	Year 12	406.0	2.2	2.9	6.4	15.7	33.5	29.6	9.7	94.9
	Year 11	376.3	4.0	7.9	11.5	20.5	31.6	19.8	4.8	88.1
	Not stated (4%)	399.1	3.3	6.2	7.6	15.0	28.9	27.2	11.8	90.5

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Writing

Table 3.W9: Achievement of Year 3 Students in Writing, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Group 1	448.3	0.8	0.3	1.4	5.7	23.3	40.7	27.8	98.9
	Group 2	438.2	1.0	0.5	2.2	7.7	27.6	39.1	21.9	98.5
	Group 3	421.8	1.5	1.0	4.0	12.2	32.4	35.0	13.9	97.5
	Group 4	410.0	1.9	2.2	6.2	15.0	33.7	30.0	11.1	96.0
	Not in paid work	391.4	3.9	4.4	9.8	19.2	32.2	23.6	6.8	91.7
	Not stated (4%)	426.5	2.8	1.7	4.2	10.9	27.8	33.9	18.7	95.5
Vic	Group 1	448.9	1.0	0.9	1.0	4.7	22.3	41.6	28.5	98.1
	Group 2	437.6	1.4	1.0	1.6	7.0	27.2	40.5	21.2	97.6
	Group 3	425.8	1.7	1.0	2.6	10.3	32.4	37.2	14.7	97.3
	Group 4	417.4	3.1	1.4	3.9	12.7	33.8	33.7	11.5	95.5
	Not in paid work	404.5	7.0	2.2	6.0	16.5	33.4	26.9	8.1	90.9
	Not stated (2%)	435.6	1.9	1.8	2.3	8.4	26.4	36.1	23.0	96.3
Qld	Group 1	436.4	0.7	0.9	2.3	8.2	27.9	39.0	21.2	98.5
	Group 2	424.3	0.5	1.1	3.8	11.5	31.5	36.1	15.4	98.4
	Group 3	407.8	0.9	2.3	6.0	16.2	34.8	30.1	9.8	96.9
	Group 4	394.8	1.6	3.6	9.2	19.3	34.0	24.9	7.4	94.8
	Not in paid work	373.8	2.5	7.5	13.4	23.1	30.9	17.8	4.8	90.0
	Not stated (17%)	393.9	2.3	4.9	9.3	18.6	31.4	24.8	8.7	92.8
WA	Group 1	443.3	0.7	0.4	1.7	6.1	25.7	40.8	24.6	98.8
	Group 2	429.2	0.9	0.8	2.9	9.3	31.8	37.7	16.7	98.3
	Group 3	415.1	1.0	1.8	4.7	12.8	34.7	33.5	11.4	97.1
	Group 4	403.7	1.3	3.2	7.0	16.3	34.5	28.7	9.1	95.5
	Not in paid work	376.2	1.9	8.8	12.8	19.8	31.0	19.8	5.9	89.3
	Not stated (13%)	397.1	2.5	6.7	8.2	14.8	30.0	26.8	11.1	90.9
SA	Group 1	429.5	0.9	0.7	2.5	9.8	31.9	37.5	16.6	98.4
	Group 2	417.5	1.4	1.3	3.7	12.6	36.4	33.7	11.0	97.4
	Group 3	404.9	1.8	2.1	6.2	15.9	37.6	28.8	7.6	96.1
	Group 4	394.0	2.8	3.1	7.9	19.7	37.2	24.2	5.1	94.0
	Not in paid work	374.4	4.5	6.8	12.0	24.4	32.0	16.6	3.8	88.7
	Not stated (12%)	380.4	6.2	6.9	10.6	20.1	31.1	19.7	5.4	86.9

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Writing

Table 3.W9 (cont.): Achievement of Year 3 Students in Writing, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
Tas	Group 1	442.5	1.4	0.9	1.9	6.1	25.0	40.6	24.2	97.8
	Group 2	430.9	1.1	0.8	4.0	9.5	28.3	37.8	18.6	98.1
	Group 3	416.1	1.5	2.2	4.7	11.8	33.6	34.1	12.0	96.3
	Group 4	400.3	1.4	3.6	7.6	16.6	34.7	27.9	8.2	95.0
	Not in paid work	377.4	4.1	7.8	10.5	19.7	34.0	20.9	3.1	88.2
	Not stated (14%)	400.8	1.9	4.7	7.8	16.4	30.8	28.4	10.0	93.4
ACT	Group 1	430.2	1.1	1.1	2.6	9.0	31.4	36.9	17.9	97.8
	Group 2	421.3	1.3	1.2	3.5	11.6	35.1	33.6	13.7	97.5
	Group 3	406.6	2.0	2.5	5.3	16.2	37.3	27.1	9.7	95.5
	Group 4	387.6	3.9	4.4	8.4	23.5	32.5	21.0	6.3	91.7
	Not in paid work	384.9	5.3	5.9	8.9	20.6	33.2	20.7	5.4	88.8
	Not stated (9%)	407.1	3.9	3.9	4.5	13.5	35.9	28.4	9.8	92.2
NT	Group 1	410.6	1.7	3.3	5.3	15.1	32.2	28.6	13.8	95.0
	Group 2	392.5	2.6	6.0	6.6	18.5	34.5	24.3	7.6	91.4
	Group 3	378.1	3.0	8.5	10.1	19.4	32.1	20.5	6.4	88.5
	Group 4	328.1	4.0	24.9	15.2	16.1	23.8	12.6	3.4	71.1
	Not in paid work	231.7	3.4	58.8	15.7	11.0	8.4	2.1	0.6	37.8
	Not stated (18%)	265.3	2.7	49.9	12.5	11.2	11.6	8.3	3.8	47.4
Aust	Group 1	443.5	0.8	0.7	1.6	6.4	25.0	40.2	25.2	98.5
	Group 2	432.4	1.1	0.9	2.6	8.9	29.4	38.2	18.9	98.1
	Group 3	417.2	1.4	1.6	4.4	13.0	33.6	33.7	12.4	97.0
	Group 4	406.2	2.2	2.7	6.5	15.7	34.0	29.3	9.7	95.1
	Not in paid work	386.5	4.5	6.0	9.7	19.1	31.8	22.5	6.5	89.5
	Not stated (8%)	397.6	2.8	5.9	8.1	16.0	29.9	26.4	11.0	91.3

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

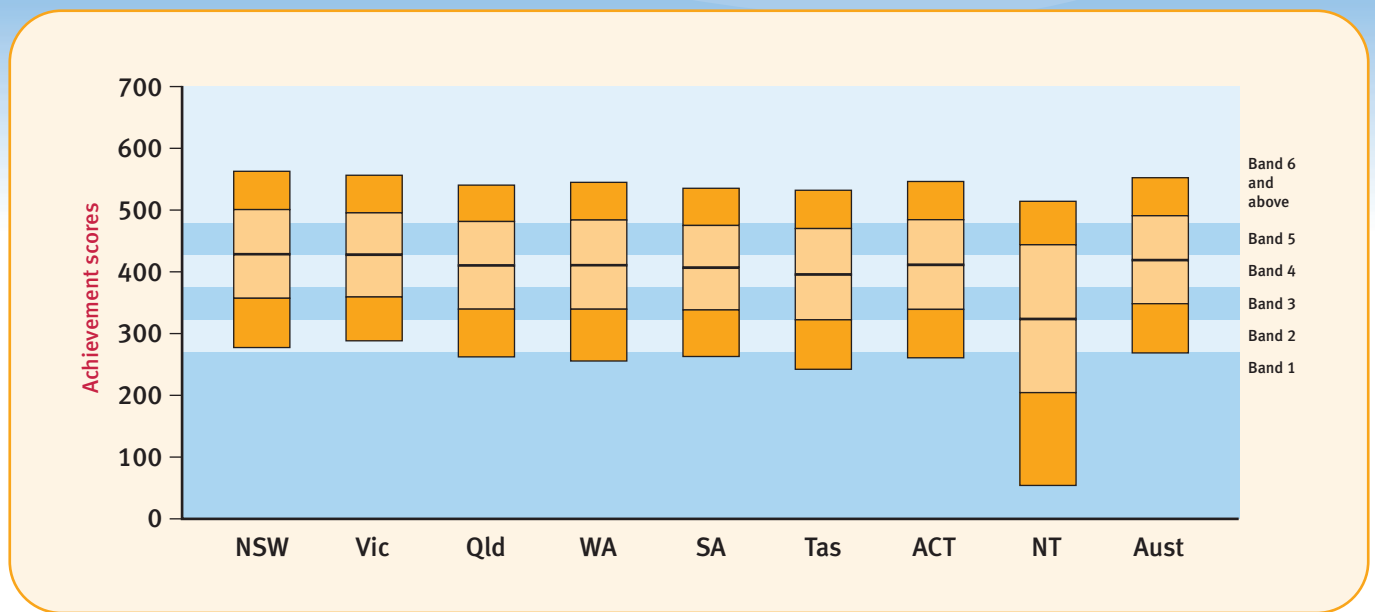
Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Spelling

Figure 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	428.5 (86.1)	427.6 (81.3)	410.3 (84.1)	410.7 (87.7)	406.6 (82.0)	395.6 (87.4)	411.2 (86.2)	323.5 (141.3)	418.9 (86.4)

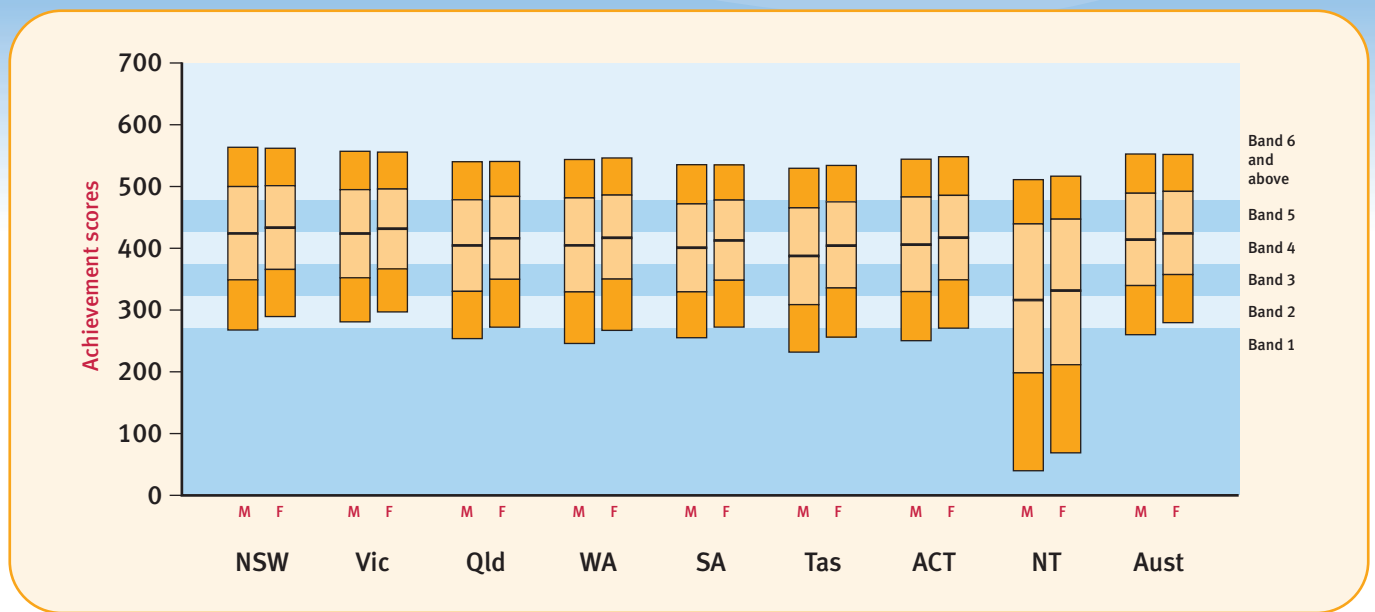
Table 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	8yrs 7mths 3yrs 4mths	96.7	1.6	1.7	1.5	4.2	7.2	13.6	21.1	23.8	28.6	94.3
Vic	8yrs 9mths 3yrs 4mths	94.7	2.6	2.7	2.2	3.1	7.1	14.3	22.3	24.6	26.5	94.7
Qld	8yrs 5mths 3yrs 4mths	93.1	2.0	4.9	1.1	5.9	9.2	16.2	23.4	23.1	21.1	93.0
WA	8yrs 5mths 3yrs 4mths	95.4	2.4	2.2	1.2	6.6	8.9	15.8	22.8	22.8	22.0	92.2
SA	8yrs 7mths 3yrs 4mths	93.8	2.3	3.8	2.6	5.7	9.3	16.8	24.6	22.6	18.4	91.7
Tas	8yrs 10mths 3yrs 4mths	96.2	2.1	1.7	1.6	9.0	10.6	18.2	23.4	20.2	17.0	89.4
ACT	8yrs 7mths 3yrs 4mths	94.8	1.6	3.6	1.9	6.0	9.0	16.5	22.5	22.2	21.9	92.1
NT	8yrs 6mths 3yrs 4mths	84.8	11.9	3.3	2.8	31.2	10.4	13.9	16.8	14.1	10.8	66.0
Aust	8yrs 7mths 3yrs 4mths	94.9	2.2	2.9	1.7	5.1	8.1	14.9	22.3	23.4	24.5	93.3

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Spelling

Figure 3.S2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	424.0 (89.4)	423.8 (83.9)	404.5 (86.7)	404.7 (90.8)	400.8 (84.3)	387.5 (90.1)	405.8 (89.0)	316.1 (143.8)	413.9 (89.3)
Female Mean scale score / (S.D.)	433.3 (82.3)	431.6 (78.3)	416.2 (80.8)	416.9 (84.0)	412.6 (78.9)	404.2 (83.5)	417.1 (82.6)	331.4 (138.2)	424.1 (82.9)

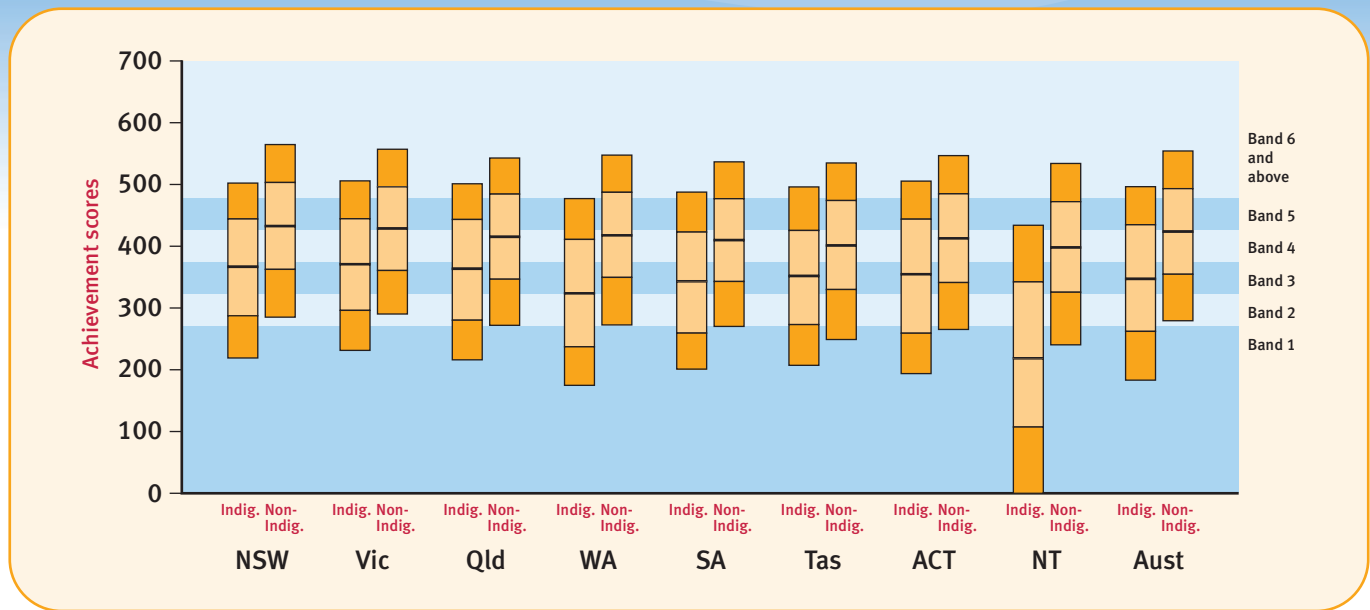
Table 3.S2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Male	2.0	5.2	8.0	14.3	20.6	22.2	27.7	92.9
	Female	1.1	3.2	6.3	12.9	21.6	25.5	29.5	95.8
Vic	Male	2.9	3.7	7.9	15.0	21.8	23.0	25.7	93.5
	Female	1.5	2.4	6.3	13.5	22.8	26.3	27.3	96.1
Qld	Male	1.4	7.0	10.4	17.0	22.8	21.5	19.9	91.6
	Female	0.8	4.7	8.0	15.4	24.0	24.8	22.3	94.5
WA	Male	1.6	7.9	9.9	16.5	21.8	21.3	20.9	90.5
	Female	0.8	5.2	7.8	15.1	23.8	24.4	23.0	94.0
SA	Male	3.4	6.7	10.6	17.4	24.0	20.5	17.3	89.9
	Female	1.7	4.6	8.0	16.1	25.1	24.8	19.7	93.7
Tas	Male	2.1	11.1	11.7	18.8	22.3	18.6	15.5	86.8
	Female	1.1	6.6	9.5	17.5	24.7	22.0	18.6	92.3
ACT	Male	2.5	7.1	10.0	17.1	21.5	20.4	21.3	90.4
	Female	1.3	4.9	7.9	15.8	23.6	24.1	22.6	93.9
NT	Male	3.5	32.6	11.0	14.3	15.6	12.6	10.4	63.9
	Female	1.9	29.8	9.8	13.5	18.0	15.7	11.3	68.3
Aust	Male	2.2	6.0	9.0	15.6	21.7	21.8	23.6	91.8
	Female	1.1	4.0	7.1	14.2	22.9	25.2	25.5	94.8

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Spelling

Figure 3.S3: Achievement of Year 3 Students in Spelling, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	366.7 (87.3)	370.9 (83.2)	363.5 (88.9)	323.8 (95.1)	343.3 (89.7)	351.8 (88.8)	354.7 (98.0)	218.6 (135.2)	347.1 (101.6)
Non-Indigenous Mean scale score / (S.D.)	432.6 (84.4)	428.7 (80.9)	415.2 (81.9)	417.7 (83.4)	409.9 (80.2)	401.2 (85.9)	412.8 (85.1)	398.0 (88.7)	423.7 (83.1)

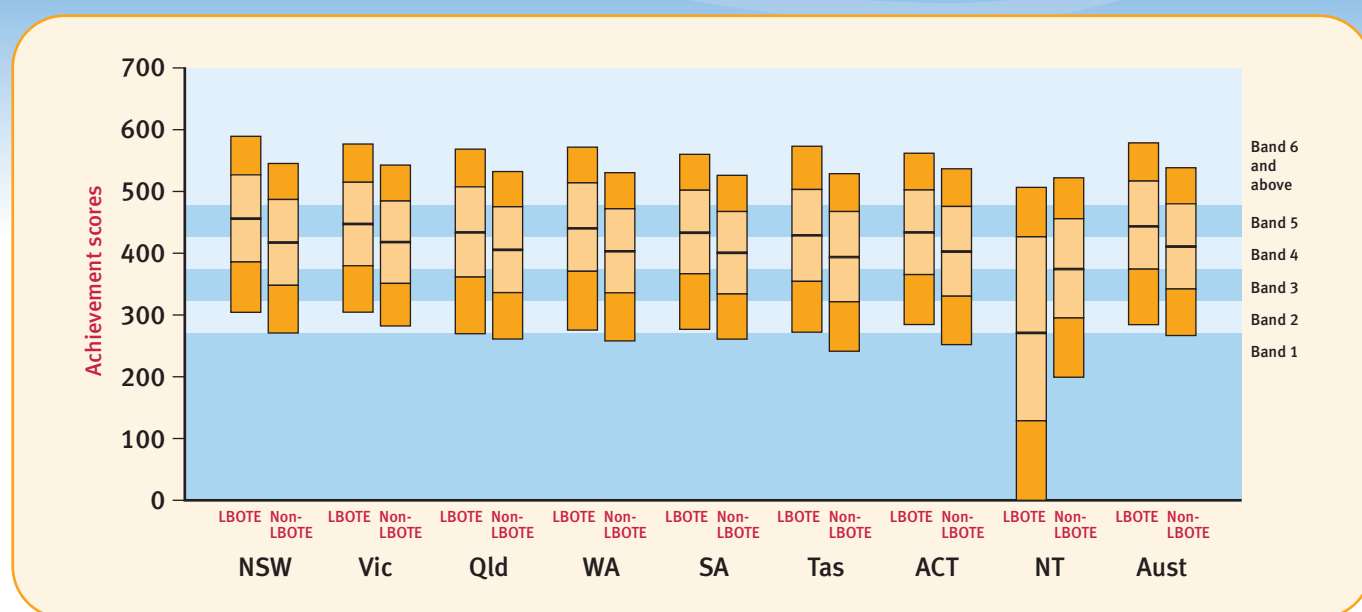
Table 3.S3: Achievement of Year 3 Students in Spelling, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.8	14.7	15.5	19.9	20.9	16.7	9.5	82.5
	Non-Indigenous	1.4	3.5	6.6	13.2	21.1	24.3	29.8	95.1
Vic	Indigenous	5.9	11.7	16.0	19.7	21.8	15.2	9.7	82.4
	Non-Indigenous	2.1	2.9	6.9	14.1	22.3	24.8	26.8	95.0
Qld	Indigenous	1.7	16.8	15.1	19.5	20.9	16.6	9.4	81.5
	Non-Indigenous	1.0	4.7	8.6	15.8	23.7	23.8	22.3	94.2
WA	Indigenous	1.7	31.0	17.7	18.1	15.9	10.7	4.8	67.3
	Non-Indigenous	1.1	4.6	8.1	15.6	23.4	23.8	23.4	94.3
SA	Indigenous	6.1	21.9	16.9	18.7	18.6	11.4	6.4	72.0
	Non-Indigenous	2.4	4.8	8.9	16.6	24.9	23.2	19.1	92.8
Tas	Indigenous	1.8	18.7	16.8	22.7	20.5	11.9	7.7	79.5
	Non-Indigenous	1.6	7.7	9.9	17.7	23.6	21.3	18.2	90.7
ACT	Indigenous	6.3	21.0	13.0	17.5	19.6	12.5	10.1	72.7
	Non-Indigenous	1.7	5.5	9.0	16.5	22.6	22.5	22.2	92.7
NT	Indigenous	3.3	62.8	10.8	8.9	8.3	4.4	1.4	33.9
	Non-Indigenous	2.4	8.5	10.0	17.5	23.0	21.1	17.5	89.1
Aust	Indigenous	2.8	21.5	15.4	18.7	19.2	14.3	8.0	75.7
	Non-Indigenous	1.6	3.9	7.6	14.7	22.5	24.1	25.7	94.5

Refer to the introduction for explanatory notes and how to read the graph.

NAPLAN Year 3 Spelling

Figure 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	455.9 (85.5)	447.3 (82.1)	433.7 (89.4)	440.3 (89.8)	433.1 (85.0)	429.0 (89.8)	433.7 (83.3)	270.9 (161.4)	443.5 (91.0)
Non-LBOTE Mean scale score / (S.D.)	417.2 (82.9)	418.0 (79.1)	405.4 (82.1)	403.2 (82.7)	400.6 (79.9)	393.7 (86.5)	402.6 (85.7)	374.3 (99.2)	410.7 (82.2)

Table 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	LBOTE	1.4	2.3	4.6	9.6	17.4	23.7	41.0	96.3
	Non-LBOTE	0.7	4.9	8.3	15.5	23.0	24.2	23.4	94.4
Vic	LBOTE	2.9	2.0	5.0	10.7	19.3	24.8	35.2	95.1
	Non-LBOTE	1.8	3.6	8.1	16.0	23.8	24.5	22.2	94.6
Qld	LBOTE	1.9	4.9	6.6	11.6	19.2	23.8	32.1	93.2
	Non-LBOTE	1.0	6.1	9.8	17.2	24.2	23.0	18.8	93.0
WA	LBOTE	1.8	4.4	5.6	10.6	18.4	24.1	35.2	93.8
	Non-LBOTE	1.0	6.4	9.7	17.6	24.8	22.9	17.6	92.6
SA	LBOTE	4.0	4.3	6.0	11.0	19.7	25.5	29.5	91.7
	Non-LBOTE	2.2	6.0	10.1	18.1	25.7	21.9	15.9	91.8
Tas	LBOTE	4.2	4.4	7.3	12.1	20.5	22.2	29.3	91.4
	Non-LBOTE	1.5	9.1	10.8	18.6	23.7	20.2	16.1	89.4
ACT	LBOTE	2.3	3.3	6.3	12.5	20.5	25.6	29.4	94.4
	Non-LBOTE	1.7	7.0	10.0	18.0	23.4	20.8	19.0	91.2
NT	LBOTE	3.0	48.2	8.8	8.5	11.7	11.0	8.7	48.7
	Non-LBOTE	2.3	14.7	11.7	18.6	21.8	17.6	13.3	83.0
Aust	LBOTE	2.1	3.8	5.3	10.4	18.4	24.0	35.9	94.1
	Non-LBOTE	1.2	5.3	9.0	16.6	23.9	23.5	20.5	93.5

Refer to the introduction for explanatory notes and how to read the graph.

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Table 3.S5: Achievement of Year 3 Students in Spelling, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	439.1	1.5	3.0	5.9	12.1	20.3	24.6	32.6	95.5
	Inner Regional	400.7	1.5	7.0	10.5	17.9	23.5	21.9	17.6	91.4
	Outer Regional	385.3	1.7	9.7	13.0	19.9	23.1	19.3	13.4	88.6
	Remote	390.5	2.6	9.8	12.6	17.5	21.0	21.3	15.2	87.6
	Very Remote	360.3	2.6	15.5	14.1	21.6	23.6	13.8	8.8	81.9
Vic	Major Cities	435.1	2.2	2.4	6.0	13.1	21.7	25.4	29.3	95.4
	Inner Regional	404.3	2.1	5.3	10.7	18.0	24.1	21.9	17.8	92.6
	Outer Regional	402.4	2.7	5.4	10.5	18.1	24.6	22.2	16.6	92.0
	Remote	408.1	4.1	2.4	8.6	15.5	29.8	26.1	13.5	93.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	419.4	1.1	4.5	7.9	15.0	23.1	24.4	24.0	94.4
	Inner Regional	395.8	1.3	7.5	11.5	18.5	24.2	21.1	16.0	91.2
	Outer Regional	399.3	0.9	7.4	10.9	17.8	23.8	21.7	17.4	91.7
	Remote	375.2	1.4	14.2	12.9	19.4	21.3	18.5	12.4	84.4
	Very Remote	342.1	1.6	25.5	16.1	17.9	19.2	12.4	7.3	72.9
WA	Major Cities	420.6	1.2	4.7	7.6	14.7	22.9	24.1	24.8	94.1
	Inner Regional	389.2	0.8	8.7	12.1	20.0	24.0	20.4	14.0	90.6
	Outer Regional	380.6	1.5	11.1	13.2	20.1	22.8	18.7	12.4	87.4
	Remote	376.4	0.5	13.8	13.6	18.5	22.4	18.4	12.8	85.7
	Very Remote	326.0	1.6	31.2	15.3	17.2	17.4	10.9	6.3	67.1
SA	Major Cities	414.8	2.7	4.4	8.0	15.6	24.5	24.0	20.8	92.9
	Inner Regional	388.2	2.3	8.2	12.0	20.3	25.5	18.8	13.0	89.5
	Outer Regional	383.1	2.9	8.6	13.5	20.4	24.9	18.3	11.3	88.5
	Remote	378.3	0.7	10.0	15.4	19.8	24.4	20.3	9.4	89.3
	Very Remote	322.3	1.6	34.4	15.1	14.7	16.2	13.1	4.9	64.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	403.3	1.8	7.6	9.5	17.0	23.8	21.3	19.0	90.6
	Outer Regional	378.3	1.1	12.1	13.1	20.9	22.5	17.7	12.5	86.8
	Remote	368.9	1.5	14.3	14.6	22.7	20.0	17.3	9.6	84.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	411.3	1.9	6.0	9.0	16.4	22.5	22.2	21.9	92.1
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	387.4	3.4	11.9	10.4	17.1	21.8	19.6	15.8	84.7
	Remote	330.6	3.4	27.6	12.2	14.7	19.0	14.1	9.0	69.0
	Very Remote	186.3	0.9	75.0	8.9	6.4	4.5	2.6	1.7	24.1
Aust	Major Cities	429.7	1.7	3.5	6.7	13.6	21.9	24.6	28.1	94.8
	Inner Regional	399.6	1.6	6.8	10.8	18.2	24.0	21.5	17.0	91.5
	Outer Regional	391.5	1.7	8.7	11.8	18.9	23.5	20.3	15.1	89.6
	Remote	370.0	1.5	15.2	13.3	18.2	21.8	18.3	11.7	83.3
	Very Remote	290.2	1.4	42.1	13.5	14.1	14.4	9.2	5.3	56.4

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Spelling

Table 3.S6: Achievement of Year 3 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
NSW	Major Cities	376.5	2.6	12.3	14.2	19.2	21.8	18.3	11.5	85.1
	Inner Regional	364.7	3.0	15.5	15.6	20.1	19.7	17.0	9.1	81.5
	Outer Regional	349.6	2.7	18.1	18.5	21.3	21.4	12.3	5.8	79.2
	Remote	358.0	4.3	18.3	13.7	20.3	21.0	15.0	7.3	77.4
	Very Remote	327.9	4.6	23.1	19.1	22.8	21.2	6.8	2.5	72.3
Vic	Major Cities	381.6	5.3	9.2	14.3	19.7	22.1	17.1	12.4	85.6
	Inner Regional	361.3	5.1	14.1	17.6	19.4	23.7	12.8	7.4	80.8
	Outer Regional	366.2	9.3	12.6	16.5	20.4	16.5	16.3	8.4	78.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	374.9	1.5	12.9	14.0	20.2	22.1	18.2	11.1	85.6
	Inner Regional	367.8	2.4	14.8	15.1	19.5	21.1	17.5	9.6	82.8
	Outer Regional	368.2	1.0	15.0	14.8	19.8	22.4	17.5	9.5	84.0
	Remote	329.3	1.4	28.8	18.9	18.6	16.0	10.9	5.4	69.8
	Very Remote	313.6	2.6	36.4	18.4	15.9	14.1	8.5	4.1	61.0
WA	Major Cities	348.6	1.7	21.9	16.6	19.2	18.8	14.8	7.1	76.4
	Inner Regional	334.2	0.0	25.8	18.9	22.6	16.9	10.3	5.5	74.2
	Outer Regional	324.5	3.2	29.1	16.9	19.8	17.9	10.4	2.7	67.7
	Remote	320.4	1.1	33.0	19.5	16.6	14.3	10.2	5.4	65.9
	Very Remote	271.5	1.6	51.3	19.1	14.4	9.5	3.0	1.1	47.1
SA	Major Cities	352.6	6.0	18.2	17.2	19.1	18.9	12.9	7.7	75.8
	Inner Regional	355.3	5.2	16.5	13.8	24.7	24.7	7.4	7.6	78.4
	Outer Regional	345.8	9.0	18.5	17.4	19.4	19.7	10.9	5.0	72.5
	Remote	344.6	3.4	23.7	17.3	15.9	18.3	16.3	5.1	72.9
	Very Remote	267.7	2.3	58.2	17.2	9.2	7.1	4.4	1.6	39.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	357.1	2.8	17.9	14.2	22.0	22.3	12.7	8.0	79.2
	Outer Regional	344.9	0.4	19.7	20.3	23.3	18.2	11.0	7.1	79.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	356.1	6.0	20.7	13.2	17.1	19.8	12.8	10.3	73.3
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	321.5	5.8	29.7	15.9	16.6	17.5	10.6	3.9	64.5
	Remote	250.5	7.0	50.2	11.5	11.1	12.9	5.9	1.3	42.8
	Very Remote	163.8	0.7	82.4	8.3	4.6	2.5	1.1	0.4	16.9
Aust	Major Cities	369.7	2.8	14.4	14.7	19.4	21.2	17.0	10.5	82.8
	Inner Regional	363.4	3.0	15.7	15.6	20.2	20.7	15.9	8.8	81.3
	Outer Regional	353.3	2.9	18.6	16.5	20.1	20.6	14.2	7.1	78.5
	Remote	309.7	3.2	34.5	16.6	16.0	15.2	10.0	4.5	62.3
	Very Remote	239.0	1.6	59.7	14.4	10.8	8.0	3.8	1.7	38.7

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Spelling

Table 3.S7: Achievement of Year 3 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	441.3	1.4	2.7	5.6	11.8	20.3	24.9	33.4	95.9
	Inner Regional	405.6	1.3	5.8	9.8	17.7	24.0	22.6	18.8	92.8
	Outer Regional	394.2	1.3	7.5	11.7	19.5	23.6	21.1	15.2	91.2
	Remote	409.1	1.9	5.1	11.4	15.8	21.4	24.3	20.1	93.0
	Very Remote	406.0	0.0	4.3	7.8	18.3	29.1	24.8	15.7	95.7
Vic	Major Cities	435.7	2.1	2.3	5.9	13.0	21.7	25.5	29.5	95.6
	Inner Regional	405.9	2.0	4.9	10.4	17.9	24.2	22.3	18.2	93.1
	Outer Regional	404.7	2.2	4.8	10.1	18.1	25.2	22.4	17.3	93.0
	Remote	409.9	4.2	2.5	7.5	15.0	30.4	26.7	13.8	93.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	421.8	1.1	4.0	7.6	14.7	23.3	24.7	24.7	95.0
	Inner Regional	399.7	1.1	6.5	11.0	18.2	24.6	21.7	16.9	92.3
	Outer Regional	406.7	0.9	5.5	10.1	17.5	24.1	22.7	19.2	93.7
	Remote	399.7	1.4	6.1	9.9	20.3	24.0	22.4	16.0	92.6
	Very Remote	387.0	0.3	8.6	11.6	20.8	27.3	18.9	12.5	91.1
WA	Major Cities	424.0	1.1	4.0	7.2	14.5	23.0	24.6	25.6	94.9
	Inner Regional	393.1	0.8	7.5	11.6	20.0	24.5	20.9	14.7	91.7
	Outer Regional	389.4	1.1	8.2	12.7	20.4	23.8	19.9	14.0	90.8
	Remote	397.9	0.3	6.2	11.5	19.3	25.6	21.5	15.6	93.5
	Very Remote	392.3	1.7	6.7	11.0	20.7	26.9	20.5	12.6	91.6
SA	Major Cities	417.2	2.5	3.9	7.7	15.4	24.7	24.4	21.4	93.6
	Inner Regional	389.6	2.1	7.9	11.9	20.1	25.6	19.2	13.4	90.0
	Outer Regional	387.7	2.2	7.3	12.9	20.6	25.6	19.3	12.2	90.5
	Remote	381.5	0.4	8.5	15.0	20.6	25.3	20.4	9.8	91.1
	Very Remote	375.0	0.0	11.7	12.1	20.6	25.7	21.5	8.3	88.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	408.4	1.8	6.5	9.0	16.4	23.8	22.3	20.3	91.8
	Outer Regional	384.1	1.2	10.6	11.9	20.9	22.8	19.1	13.4	88.2
	Remote	370.7	1.7	12.9	14.2	22.4	22.0	17.6	9.2	85.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	412.8	1.7	5.5	9.0	16.5	22.6	22.5	22.2	92.7
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	402.7	2.9	7.5	9.1	17.2	22.9	21.8	18.6	89.6
	Remote	387.4	0.8	10.5	12.5	17.5	23.7	20.4	14.7	88.8
	Very Remote	368.7	2.0	15.6	13.9	20.8	20.8	14.3	12.7	82.4
Aust	Major Cities	431.7	1.6	3.1	6.5	13.4	21.9	24.9	28.7	95.3
	Inner Regional	403.2	1.5	5.9	10.4	18.0	24.3	22.0	17.8	92.5
	Outer Regional	398.9	1.4	6.7	10.9	18.7	24.1	21.5	16.7	91.9
	Remote	394.3	0.8	7.2	11.9	19.2	24.6	21.6	14.7	92.0
	Very Remote	387.7	1.0	8.6	11.3	20.3	26.6	19.7	12.5	90.4

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Spelling

Table 3.S8: Achievement of Year 3 Students in Spelling, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Bachelor	458.4	1.0	1.1	3.5	9.4	18.6	25.7	40.6	97.9
	Diploma	421.1	1.4	3.5	7.5	15.4	23.8	24.9	23.5	95.1
	Certificate	398.9	1.5	6.9	10.9	18.2	23.9	22.2	16.4	91.6
	Year 12	407.4	2.3	6.2	9.3	16.9	23.1	22.2	20.0	91.5
	Year 11	368.6	3.6	14.1	15.5	19.3	20.9	16.5	10.1	82.3
	Not stated (3%)	426.3	3.8	5.0	7.0	13.7	20.2	22.9	27.3	91.2
Vic	Bachelor	450.1	1.4	1.0	4.2	11.1	19.9	26.6	35.8	97.6
	Diploma	416.0	2.1	3.1	8.4	16.3	24.8	24.9	20.4	94.7
	Certificate	401.3	2.4	5.2	10.7	18.3	25.4	22.2	15.8	92.4
	Year 12	408.2	3.1	5.3	9.0	17.0	24.1	23.0	18.5	91.6
	Year 11	382.5	6.8	9.4	12.9	18.5	23.3	17.9	11.2	83.8
	Not stated (1%)	435.6	3.7	3.2	6.8	12.2	18.6	24.7	30.8	93.1
Qld	Bachelor	439.9	0.7	1.8	5.1	12.4	21.8	26.6	31.5	97.5
	Diploma	406.2	0.9	5.2	9.7	17.1	25.6	23.3	18.1	93.9
	Certificate	394.0	1.0	7.3	11.6	19.2	24.9	21.2	14.8	91.6
	Year 12	392.5	1.4	8.8	11.4	18.4	23.7	21.4	15.0	89.8
	Year 11	363.0	2.3	15.9	16.2	19.2	21.2	16.6	8.6	81.8
	Not stated (6%)	389.7	3.2	10.7	11.6	16.6	22.2	19.5	16.0	86.0
WA	Bachelor	441.5	0.9	1.8	5.0	12.1	21.8	25.9	32.4	97.2
	Diploma	408.3	1.1	4.7	9.1	17.0	25.7	24.2	18.2	94.2
	Certificate	391.7	1.1	7.8	11.5	19.7	25.3	20.7	13.9	91.1
	Year 12	394.6	0.9	8.6	10.9	17.8	24.2	22.2	15.5	90.5
	Year 11	354.0	1.8	20.1	16.0	19.6	18.6	15.4	8.5	78.1
	Not stated (7%)	385.1	2.6	14.9	11.5	15.2	18.4	19.1	18.3	82.5
SA	Bachelor	435.0	1.6	1.7	4.9	13.4	23.6	27.0	27.8	96.7
	Diploma	402.0	2.1	5.1	10.3	17.2	27.2	22.8	15.4	92.8
	Certificate	388.5	2.1	7.0	12.7	20.1	26.7	19.5	11.9	90.9
	Year 12	389.9	3.7	8.3	11.2	18.3	24.3	21.4	12.9	87.9
	Year 11	358.7	6.7	15.5	15.9	19.9	20.4	14.5	7.0	77.8
	Not stated (5%)	386.1	6.0	11.4	10.8	17.3	21.5	19.5	13.4	82.5

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Refer to the introduction for explanatory notes.

NAPLAN Year 3 Spelling

Table 3.S8 (cont.): Achievement of Year 3 Students in Spelling, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
Tas	Bachelor	432.0	1.1	2.6	5.1	13.1	25.0	26.1	27.0	96.2
	Diploma	400.6	1.3	6.5	10.6	18.6	24.3	21.8	16.9	92.2
	Certificate	384.1	1.4	10.4	11.7	20.6	24.2	18.5	13.1	88.2
	Year 12	371.0	2.6	13.7	14.6	21.4	19.4	17.5	10.8	83.7
	Year 11	351.2	3.0	18.9	18.6	20.5	18.9	12.8	7.2	78.1
	Not stated (10%)	379.2	1.8	12.4	13.0	20.8	22.1	16.1	13.7	85.8
ACT	Bachelor	428.3	1.3	3.2	6.6	14.8	22.1	24.8	27.3	95.5
	Diploma	392.1	1.5	7.7	11.5	19.6	25.4	19.8	14.4	90.8
	Certificate	374.5	3.2	12.2	14.1	20.1	23.0	17.4	10.1	84.6
	Year 12	375.1	2.5	12.4	13.7	19.5	23.5	18.0	10.4	85.1
	Year 11	352.1	6.4	19.2	15.6	20.2	17.5	12.6	8.4	74.4
	Not stated (4%)	401.0	4.2	7.7	12.5	15.2	21.7	16.8	21.8	88.1
NT	Bachelor	409.0	2.1	7.7	7.4	15.4	22.8	23.2	21.3	90.1
	Diploma	360.4	1.8	17.9	13.4	18.2	19.1	18.7	10.9	80.3
	Certificate	352.8	2.7	19.8	13.5	19.2	20.9	14.8	9.1	77.4
	Year 12	292.3	3.2	40.2	11.2	14.0	14.5	7.9	9.1	56.6
	Year 11	199.5	3.6	68.8	10.0	5.6	6.5	3.8	1.6	27.7
	Not stated (12%)	267.7	3.5	47.3	10.6	12.6	12.5	8.6	5.0	49.3
Aust	Bachelor	448.1	1.1	1.4	4.4	11.2	20.4	26.2	35.3	97.5
	Diploma	412.9	1.5	4.2	8.7	16.4	24.9	24.2	20.2	94.3
	Certificate	395.6	1.6	7.0	11.3	18.9	24.8	21.4	15.1	91.4
	Year 12	398.5	2.2	7.7	10.3	17.6	23.6	21.8	16.8	90.1
	Year 11	361.6	4.1	16.3	15.0	18.8	20.6	16.0	9.2	79.7
	Not stated (4%)	395.9	3.5	11.0	10.2	15.5	20.4	20.0	19.5	85.6

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Spelling

Table 3.S9: Achievement of Year 3 Students in Spelling, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Group 1	454.5	0.8	1.2	3.9	10.1	19.2	26.1	38.7	98.0
	Group 2	440.9	1.0	2.1	5.2	12.6	21.2	25.3	32.6	96.8
	Group 3	416.2	1.5	4.6	8.7	15.9	23.4	23.3	22.7	93.9
	Group 4	402.5	1.9	7.6	11.2	16.8	21.7	21.3	19.6	90.5
	Not in paid work	380.2	3.9	12.3	13.3	18.2	21.1	18.2	13.1	83.8
	Not stated (4%)	428.2	3.0	4.8	6.9	13.2	20.6	23.0	28.5	92.2
Vic	Group 1	450.5	1.0	0.9	4.0	11.4	20.0	26.6	36.1	98.1
	Group 2	434.0	1.4	2.0	6.2	13.7	22.2	26.1	28.5	96.7
	Group 3	416.5	1.7	3.2	8.5	16.4	24.6	24.3	21.2	95.0
	Group 4	408.9	3.1	5.0	9.5	16.4	24.3	22.7	19.1	92.0
	Not in paid work	391.1	7.0	8.4	11.8	17.2	22.7	18.9	14.1	84.6
	Not stated (2%)	435.9	3.2	3.4	6.8	12.1	19.3	23.7	31.5	93.3
Qld	Group 1	436.9	0.6	2.0	5.4	13.0	22.4	26.6	30.0	97.4
	Group 2	422.2	0.5	3.4	7.5	15.4	23.6	25.2	24.3	96.1
	Group 3	403.5	0.8	5.8	10.3	17.5	25.3	22.4	17.9	93.3
	Group 4	390.8	1.5	8.9	12.0	18.4	23.6	20.9	14.5	89.6
	Not in paid work	373.3	2.4	13.4	14.9	19.5	20.9	17.1	11.7	84.2
	Not stated (17%)	391.5	2.3	9.8	11.7	17.5	22.8	19.9	16.0	87.9
WA	Group 1	438.1	0.7	2.1	5.4	12.7	22.4	25.8	30.9	97.2
	Group 2	419.9	0.9	3.5	7.5	16.2	24.5	24.4	23.0	95.6
	Group 3	403.9	1.0	5.9	9.8	18.0	24.8	22.5	18.0	93.1
	Group 4	394.9	1.3	8.6	11.6	17.7	22.7	21.6	16.5	90.1
	Not in paid work	362.7	1.9	18.5	14.7	17.9	19.9	16.4	10.6	79.6
	Not stated (13%)	388.2	2.4	13.4	11.2	15.6	19.8	19.1	18.4	84.2
SA	Group 1	431.6	1.1	2.0	5.6	14.0	24.1	26.7	26.6	96.9
	Group 2	414.5	1.4	3.5	7.8	16.6	26.4	24.4	19.9	95.1
	Group 3	399.7	2.0	5.4	10.7	18.4	26.5	22.0	15.0	92.5
	Group 4	391.7	3.2	7.6	12.2	19.0	24.3	19.3	14.5	89.2
	Not in paid work	373.0	4.9	11.8	14.9	19.6	22.3	17.1	9.5	83.4
	Not stated (12%)	379.1	6.7	12.8	12.0	17.0	21.2	18.2	12.1	80.5

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Spelling

Table 3.S9 (cont.): Achievement of Year 3 Students in Spelling, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
Tas	Group 1	424.1	1.4	3.8	5.9	14.5	25.2	25.0	24.3	94.8
	Group 2	411.4	1.0	5.6	8.4	17.0	24.6	23.5	19.8	93.4
	Group 3	396.4	1.5	7.3	9.9	20.1	25.0	20.2	16.1	91.2
	Group 4	376.4	1.3	13.3	13.8	19.6	21.5	17.2	13.3	85.4
	Not in paid work	348.4	4.1	19.1	18.3	21.1	19.3	11.4	6.7	76.8
	Not stated (14%)	372.2	1.9	14.1	14.8	20.1	21.1	15.9	12.2	84.0
ACT	Group 1	424.5	1.2	4.1	6.6	14.9	23.2	24.2	25.8	94.7
	Group 2	414.0	1.5	4.8	9.1	16.9	22.2	23.6	22.0	93.7
	Group 3	392.8	1.9	8.8	11.7	19.4	23.7	18.0	16.6	89.3
	Group 4	372.7	3.9	12.6	15.2	21.3	18.4	17.0	11.5	83.5
	Not in paid work	374.7	5.7	14.7	13.4	16.3	18.9	16.6	14.3	79.5
	Not stated (9%)	400.1	3.5	7.2	12.0	16.7	21.6	20.0	18.9	89.3
NT	Group 1	402.2	1.7	8.9	9.5	15.9	22.2	21.9	19.8	89.4
	Group 2	391.6	2.8	9.3	10.1	18.2	24.2	19.1	16.4	87.9
	Group 3	370.4	2.8	14.6	12.3	19.1	21.7	18.1	11.3	82.6
	Group 4	320.6	4.3	34.9	10.6	12.6	15.7	12.9	9.1	60.9
	Not in paid work	207.1	3.4	66.4	10.6	6.5	7.2	4.2	1.7	30.2
	Not stated (18%)	240.5	2.5	55.6	9.6	11.0	9.6	7.1	4.6	41.9
Aust	Group 1	445.1	0.8	1.6	4.6	11.7	20.9	26.2	34.0	97.5
	Group 2	430.1	1.1	2.7	6.5	14.3	22.7	25.2	27.5	96.2
	Group 3	410.0	1.4	4.9	9.4	16.9	24.4	23.0	20.0	93.7
	Group 4	398.9	2.2	7.6	11.1	17.3	23.0	21.3	17.5	90.2
	Not in paid work	376.0	4.5	13.1	13.3	17.9	21.1	17.6	12.5	82.3
	Not stated (8%)	393.3	2.9	10.9	10.7	16.1	21.2	19.8	18.3	86.2

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Grammar and Punctuation

Figure 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	446.5 (92.5)	452.0 (87.4)	430.9 (89.4)	433.0 (95.7)	425.3 (87.2)	425.5 (93.2)	445.7 (88.4)	339.5 (146.6)	440.0 (92.5)

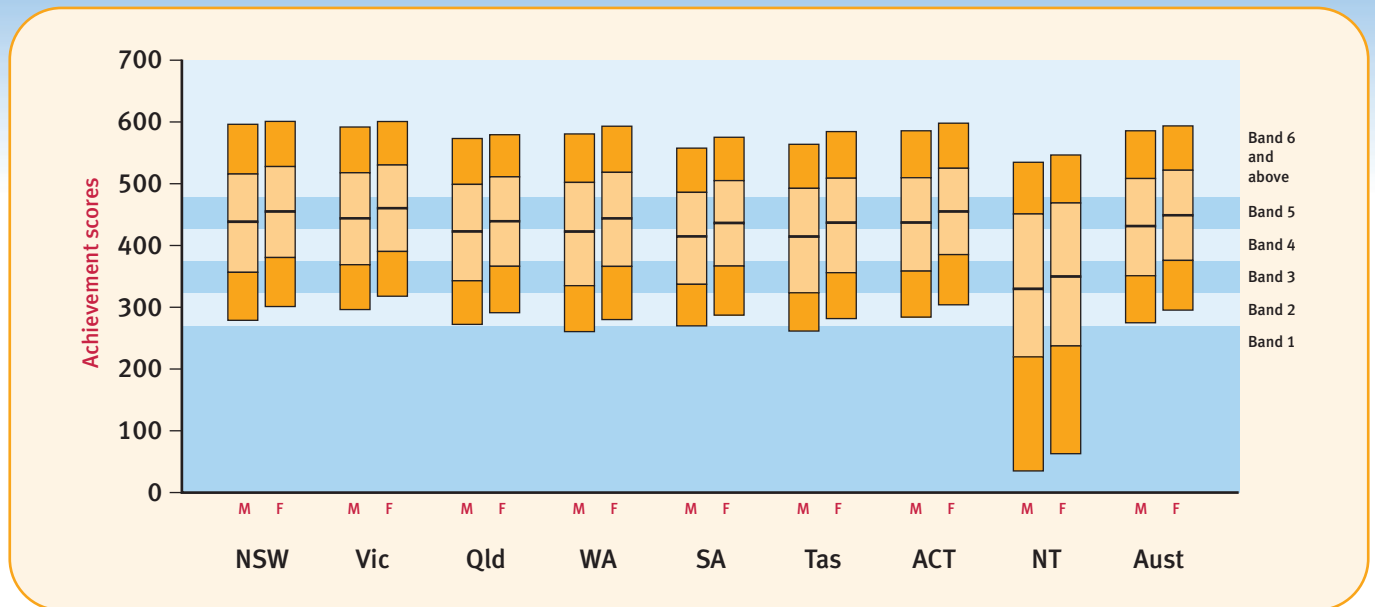
Table 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	8yrs 7mths 3yrs 4mths	96.7	1.6	1.7	1.5	2.9	7.1	11.3	17.9	23.1	36.2	95.6
Vic	8yrs 9mths 3yrs 4mths	94.7	2.6	2.7	2.2	1.8	5.3	11.0	18.8	23.7	37.2	96.0
Qld	8yrs 5mths 3yrs 4mths	93.1	2.0	4.9	1.1	3.7	8.4	13.8	20.4	22.9	29.7	95.1
WA	8yrs 5mths 3yrs 4mths	95.4	2.4	2.2	1.2	5.1	9.0	11.8	18.1	22.8	31.9	93.7
SA	8yrs 7mths 3yrs 4mths	93.8	2.3	3.8	2.6	4.0	8.9	13.5	21.1	23.9	26.0	93.5
Tas	8yrs 10mths 3yrs 4mths	96.2	2.1	1.7	1.6	5.0	11.0	12.3	18.3	23.4	28.4	93.4
ACT	8yrs 7mths 3yrs 4mths	94.8	1.6	3.6	1.9	2.3	7.1	10.9	18.3	24.8	34.7	95.8
NT	8yrs 6mths 3yrs 4mths	84.8	11.9	3.3	2.8	27.6	11.5	12.8	15.4	14.9	15.1	69.7
Aust	8yrs 7mths 3yrs 4mths	94.9	2.2	2.9	1.7	3.4	7.4	12.0	18.9	23.2	33.5	94.9

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Grammar and Punctuation

Figure 3.G2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	438.4 (94.8)	444.0 (89.0)	422.7 (91.3)	422.5 (97.2)	414.7 (87.5)	414.4 (93.7)	437.1 (89.4)	329.7 (148.2)	431.4 (94.3)
Female Mean scale score / (S.D.)	455.0 (89.3)	460.4 (84.8)	439.3 (86.6)	443.9 (92.9)	436.4 (85.3)	436.9 (90.9)	455.0 (86.3)	349.7 (144.3)	449.0 (89.6)

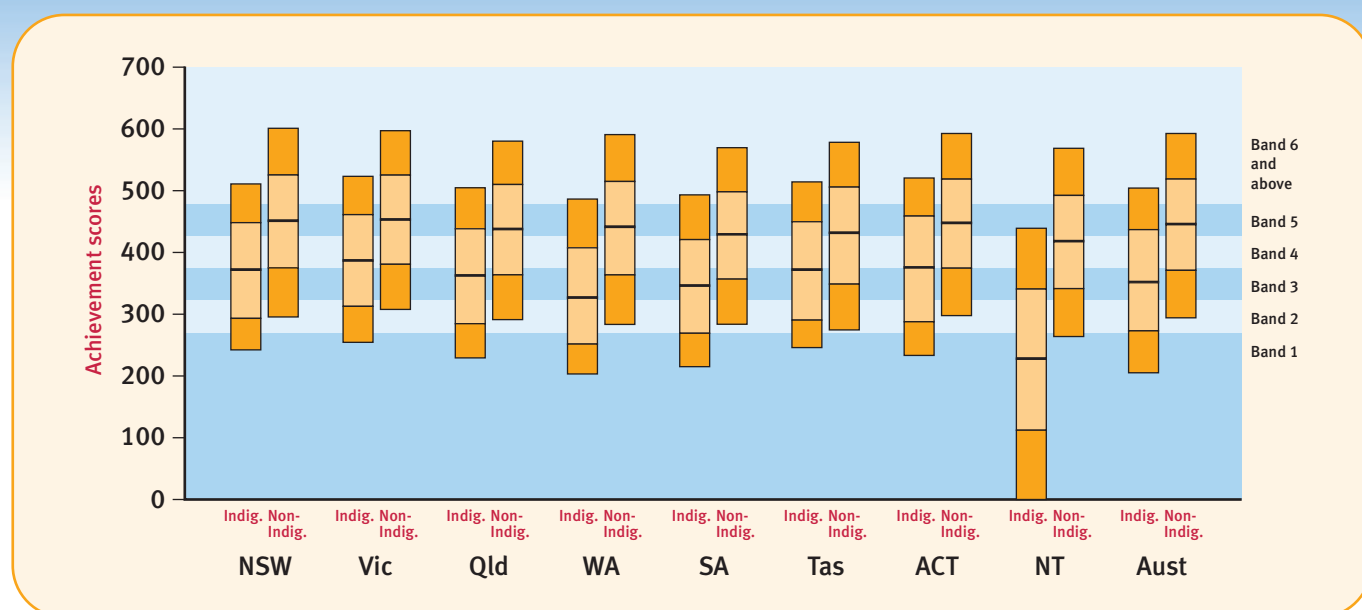
Table 3.G2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Male	2.0	3.8	8.3	12.3	18.5	22.3	32.9	94.3
	Female	1.1	2.0	5.8	10.3	17.3	24.0	39.6	97.0
Vic	Male	2.9	2.3	6.3	12.3	19.5	22.9	33.8	94.8
	Female	1.5	1.2	4.2	9.6	18.0	24.6	40.9	97.3
Qld	Male	1.4	4.6	9.7	15.1	20.7	21.6	26.8	93.9
	Female	0.8	2.8	6.9	12.4	20.0	24.4	32.7	96.4
WA	Male	1.6	6.4	10.4	13.2	18.6	21.6	28.2	92.0
	Female	0.8	3.7	7.6	10.4	17.6	24.1	35.8	95.5
SA	Male	3.4	4.8	10.5	15.3	21.5	22.4	22.0	91.7
	Female	1.7	3.0	7.1	11.7	20.7	25.5	30.3	95.3
Tas	Male	2.1	6.7	12.6	13.2	18.7	22.0	24.8	91.3
	Female	1.1	3.3	9.3	11.4	17.8	24.8	32.2	95.6
ACT	Male	2.5	2.9	8.3	12.3	18.4	24.3	31.3	94.6
	Female	1.3	1.6	5.7	9.3	18.2	25.4	38.3	97.1
NT	Male	3.5	29.4	11.8	13.2	15.0	14.0	13.0	67.1
	Female	1.9	25.6	11.2	12.3	15.7	15.9	17.4	72.5
Aust	Male	2.2	4.3	8.6	13.2	19.4	22.2	30.2	93.6
	Female	1.1	2.5	6.1	10.7	18.3	24.3	37.0	96.4

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Grammar and Punctuation

Figure 3.G3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	372.1 (84.7)	387.0 (83.9)	362.7 (86.5)	326.9 (90.2)	346.3 (86.3)	372.1 (85.8)	375.8 (93.1)	228.0 (136.9)	352.0 (99.3)
Non-Indigenous Mean scale score / (S.D.)	451.3 (90.8)	453.3 (87.0)	437.9 (86.8)	441.5 (91.1)	429.4 (85.2)	431.8 (91.7)	447.8 (87.3)	418.3 (92.6)	445.9 (89.0)

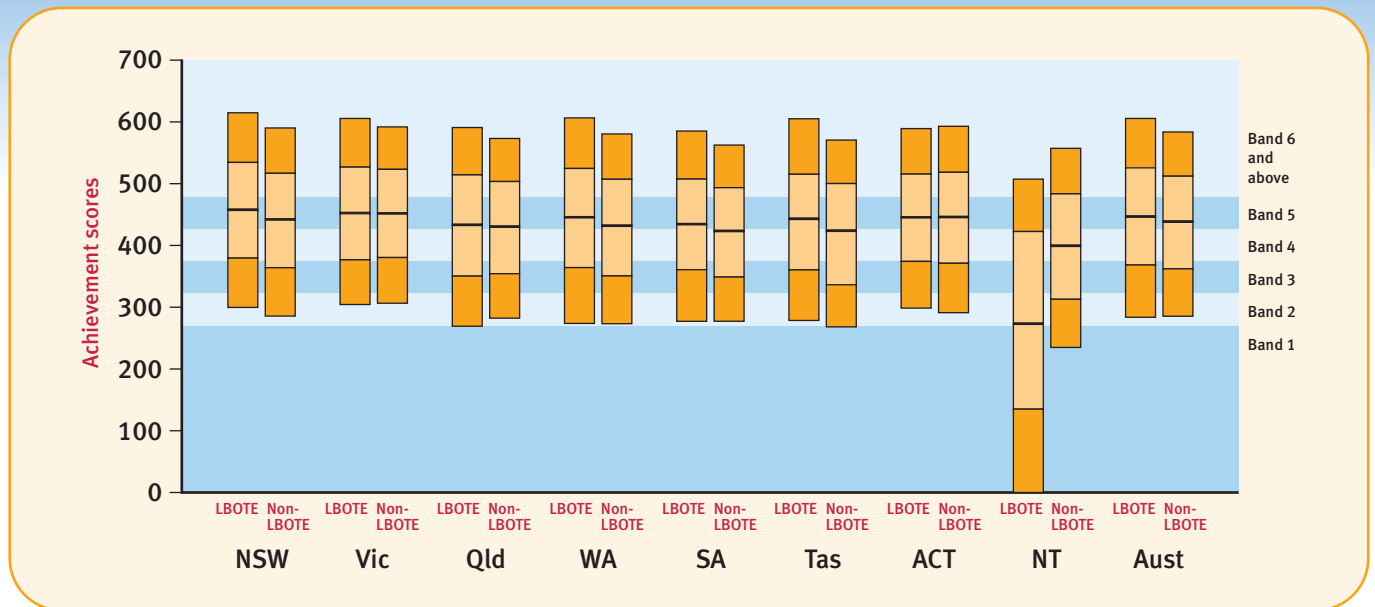
Table 3.G3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.8	11.3	19.3	19.3	20.0	16.4	10.9	85.8
	Non-Indigenous	1.4	2.3	6.3	10.8	17.8	23.6	37.8	96.3
Vic	Indigenous	5.9	7.2	14.8	20.7	19.7	18.2	13.6	86.9
	Non-Indigenous	2.1	1.7	5.1	10.8	18.8	23.8	37.7	96.2
Qld	Indigenous	1.7	14.8	18.9	20.7	20.1	14.4	9.3	83.5
	Non-Indigenous	1.0	2.6	7.3	13.0	20.4	23.8	31.9	96.4
WA	Indigenous	1.7	28.7	23.8	16.8	13.6	9.5	5.8	69.6
	Non-Indigenous	1.1	3.2	7.8	11.4	18.4	23.9	34.1	95.7
SA	Indigenous	6.1	19.2	19.6	19.6	18.3	10.6	6.5	74.7
	Non-Indigenous	2.4	3.1	8.3	13.2	21.3	24.7	27.1	94.5
Tas	Indigenous	1.8	11.4	20.5	19.0	18.6	18.3	10.4	86.7
	Non-Indigenous	1.6	4.3	9.8	11.4	18.3	24.0	30.7	94.1
ACT	Indigenous	6.3	13.5	15.9	15.7	19.2	15.9	13.4	80.2
	Non-Indigenous	1.7	1.9	6.8	10.8	18.3	25.1	35.3	96.4
NT	Indigenous	3.3	58.2	14.9	9.9	7.5	4.6	1.7	38.6
	Non-Indigenous	2.4	5.7	9.1	14.9	20.9	22.3	24.8	91.9
Aust	Indigenous	2.8	18.4	19.1	18.7	18.1	13.9	9.0	78.8
	Non-Indigenous	1.6	2.4	6.6	11.5	18.9	23.8	35.2	96.0

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Grammar and Punctuation

Figure 3.G4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	457.7 (93.7)	452.4 (90.4)	433.3 (96.7)	445.7 (99.0)	434.5 (91.7)	443.1 (94.2)	445.6 (86.9)	273.2 (161.2)	446.7 (98.5)
Non-LBOTE Mean scale score / (S.D.)	442.1 (90.9)	451.9 (85.8)	430.4 (87.8)	431.9 (92.2)	423.4 (85.9)	423.8 (92.5)	446.0 (88.8)	399.4 (102.9)	438.5 (89.3)

Table 3.G4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	LBOTE	1.4	2.2	5.7	10.4	17.3	22.7	40.3	96.5
	Non-LBOTE	0.7	3.1	7.7	11.8	18.4	23.6	34.8	96.2
Vic	LBOTE	2.9	1.8	5.5	11.4	18.8	22.9	36.7	95.3
	Non-LBOTE	1.8	1.8	5.2	10.9	18.8	24.1	37.4	96.4
Qld	LBOTE	1.9	5.0	8.1	13.3	18.7	21.0	32.0	93.2
	Non-LBOTE	1.0	3.5	8.4	13.9	20.7	23.4	29.2	95.6
WA	LBOTE	1.8	4.5	7.2	10.4	16.6	22.4	37.2	93.8
	Non-LBOTE	1.0	4.5	9.2	12.0	18.9	23.4	31.0	94.5
SA	LBOTE	4.0	4.1	6.9	12.1	19.7	23.8	29.4	91.8
	Non-LBOTE	2.2	3.9	9.3	13.8	21.5	24.0	25.3	93.9
Tas	LBOTE	4.2	3.4	8.0	10.1	17.0	23.7	33.6	92.4
	Non-LBOTE	1.5	5.2	11.2	12.4	18.5	23.4	27.8	93.3
ACT	LBOTE	2.3	2.0	6.8	10.7	18.8	25.8	33.6	95.7
	Non-LBOTE	1.7	2.4	7.1	10.9	18.1	24.5	35.2	95.9
NT	LBOTE	3.0	46.3	11.2	9.9	10.8	10.0	8.8	50.6
	Non-LBOTE	2.3	10.0	11.7	15.4	19.5	20.0	21.1	87.7
Aust	LBOTE	2.1	3.6	6.3	11.2	17.9	22.4	36.5	94.3
	Non-LBOTE	1.2	3.1	7.6	12.3	19.4	23.7	32.7	95.6

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Grammar and Punctuation

Table 3.G5: Achievement of Year 3 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
NSW	Major Cities	455.8	1.5	2.2	5.8	10.2	17.2	23.3	39.7	96.3
	Inner Regional	423.8	1.5	4.6	10.0	13.9	19.8	23.1	27.2	93.9
	Outer Regional	402.9	1.7	6.7	13.7	16.8	20.7	20.1	20.3	91.6
	Remote	406.2	2.6	6.4	13.2	17.8	19.1	18.7	22.2	91.0
	Very Remote	361.0	2.6	17.8	17.8	14.1	23.6	14.8	9.3	79.7
Vic	Major Cities	457.5	2.2	1.5	4.7	10.2	18.2	23.8	39.4	96.3
	Inner Regional	434.9	2.1	2.7	7.2	13.7	20.5	23.4	30.4	95.2
	Outer Regional	433.1	2.7	2.5	7.4	14.0	21.0	23.0	29.5	94.8
	Remote	440.8	4.1	1.2	4.5	12.2	25.7	23.7	28.6	94.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	441.4	1.1	2.7	6.9	12.4	19.7	23.7	33.6	96.2
	Inner Regional	416.7	1.3	4.2	10.1	15.9	22.6	22.5	23.3	94.5
	Outer Regional	416.1	0.9	5.1	10.7	16.2	20.9	21.9	24.3	94.0
	Remote	384.8	1.4	12.5	14.6	17.4	20.0	17.0	17.1	86.1
	Very Remote	345.1	1.6	24.6	20.1	17.0	14.4	11.9	10.4	73.8
WA	Major Cities	443.2	1.2	3.4	7.7	11.1	18.0	23.5	35.1	95.4
	Inner Regional	415.0	0.8	6.2	11.4	14.6	19.6	22.9	24.5	93.0
	Outer Regional	401.7	1.5	8.9	13.0	15.2	20.0	21.0	20.4	89.6
	Remote	394.9	0.5	11.5	15.2	13.9	18.4	20.1	20.4	88.0
	Very Remote	336.8	1.6	30.2	18.7	13.1	12.4	12.5	11.4	68.2
SA	Major Cities	433.3	2.7	2.9	7.7	12.6	20.9	24.6	28.6	94.4
	Inner Regional	412.1	2.3	5.2	11.0	15.6	22.1	22.5	21.4	92.5
	Outer Regional	398.1	2.9	6.5	13.1	16.7	22.6	22.0	16.2	90.6
	Remote	395.5	0.7	7.1	13.5	18.3	22.5	21.7	16.2	92.2
	Very Remote	330.3	1.6	33.2	17.1	13.2	11.5	14.4	8.9	65.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	433.9	1.8	4.3	9.8	11.4	17.4	23.9	31.3	93.9
	Outer Regional	405.8	1.1	6.7	13.8	14.3	20.2	22.5	21.4	92.2
	Remote	406.1	1.5	8.1	13.1	14.9	25.4	11.3	25.7	90.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	445.8	1.9	2.3	7.1	10.9	18.3	24.8	34.7	95.8
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	402.8	3.4	9.0	11.4	15.4	19.6	20.1	21.0	87.6
	Remote	350.2	3.4	23.0	12.6	12.5	17.8	16.2	14.6	73.6
	Very Remote	200.6	0.9	70.4	11.0	7.5	4.4	2.9	2.9	28.7
Aust	Major Cities	450.2	1.7	2.3	6.1	10.9	18.3	23.7	37.0	96.0
	Inner Regional	425.0	1.6	4.1	9.4	14.2	20.5	23.1	27.1	94.3
	Outer Regional	411.0	1.7	6.0	11.6	15.8	20.8	21.5	22.7	92.3
	Remote	386.8	1.5	12.5	14.0	15.4	19.5	18.7	18.4	86.1
	Very Remote	299.7	1.4	40.1	16.5	12.5	10.9	9.8	8.7	58.5

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Grammar and Punctuation

Table 3.G6: Achievement of Year 3 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	382.2	2.6	9.5	16.4	19.3	20.7	18.5	12.9	87.8
	Inner Regional	371.5	3.0	11.4	20.0	18.5	19.8	16.4	11.0	85.6
	Outer Regional	352.9	2.7	14.6	24.1	20.7	19.3	12.1	6.6	82.7
	Remote	353.7	4.3	14.3	22.6	23.5	16.9	12.2	6.3	81.4
	Very Remote	315.1	4.6	26.2	26.8	17.8	17.5	6.8	0.3	69.2
Vic	Major Cities	396.6	5.3	6.0	13.5	19.7	18.1	20.5	16.8	88.7
	Inner Regional	376.6	5.1	8.6	16.3	22.1	20.9	16.5	10.5	86.3
	Outer Regional	387.6	9.3	7.1	14.2	19.6	20.9	16.2	12.7	83.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	381.8	1.5	9.7	16.3	19.9	22.2	17.0	13.3	88.7
	Inner Regional	373.6	2.4	10.8	16.7	20.5	23.1	16.6	9.9	86.8
	Outer Regional	359.5	1.0	14.4	20.1	22.9	19.8	14.0	7.7	84.6
	Remote	317.3	1.4	30.1	25.9	19.4	12.4	6.7	4.0	68.4
	Very Remote	300.5	2.6	36.8	26.4	17.4	9.6	4.6	2.6	60.6
WA	Major Cities	354.0	1.7	19.1	21.7	18.1	16.9	13.6	8.9	79.3
	Inner Regional	337.3	0.0	23.9	24.0	21.1	13.8	11.7	5.4	76.1
	Outer Regional	329.5	3.2	25.5	23.6	19.1	16.7	8.5	3.3	71.2
	Remote	320.8	1.1	30.0	28.6	15.2	11.7	7.4	6.0	68.9
	Very Remote	270.8	1.6	51.6	24.5	11.8	6.1	2.8	1.5	46.8
SA	Major Cities	359.3	6.0	14.2	19.5	20.3	20.0	12.3	7.7	79.7
	Inner Regional	357.8	5.2	14.2	17.1	22.7	23.3	11.1	6.4	80.6
	Outer Regional	344.7	9.0	17.8	20.6	19.9	17.5	10.0	5.1	73.2
	Remote	330.2	3.4	24.1	23.7	20.0	13.6	6.8	8.5	72.5
	Very Remote	269.2	2.3	56.1	18.6	11.5	7.4	3.2	0.9	41.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	378.5	2.8	10.4	19.5	18.5	18.0	18.9	11.9	86.8
	Outer Regional	362.6	0.4	13.3	21.9	20.1	18.6	17.5	8.2	86.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	377.6	6.0	13.0	16.0	15.7	19.2	16.3	13.7	81.0
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	327.0	5.8	24.6	22.6	17.2	16.1	9.7	4.0	69.6
	Remote	255.6	7.0	46.3	15.9	11.5	9.9	7.1	2.1	46.7
	Very Remote	176.3	0.7	77.6	11.0	6.0	2.7	1.4	0.5	21.6
Aust	Major Cities	377.1	2.8	11.2	17.2	19.3	20.2	17.0	12.3	86.0
	Inner Regional	371.7	3.0	11.3	18.7	19.6	20.6	16.4	10.4	85.7
	Outer Regional	353.4	2.9	16.0	21.4	21.0	19.0	12.8	6.9	81.1
	Remote	307.3	3.2	32.4	23.6	16.4	12.2	7.6	4.6	64.4
	Very Remote	240.4	1.6	57.9	19.2	11.0	6.0	2.9	1.4	40.5

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Grammar and Punctuation

Table 3.G7: Achievement of Year 3 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	458.3	1.4	1.9	5.5	9.9	17.1	23.6	40.7	96.7
	Inner Regional	430.9	1.3	3.6	8.6	13.3	19.8	24.0	29.4	95.1
	Outer Regional	415.2	1.3	4.8	11.1	15.8	21.0	22.1	23.8	93.9
	Remote	434.7	1.9	2.4	7.6	14.1	20.5	22.5	31.0	95.7
	Very Remote	424.2	0.0	3.9	6.5	9.1	33.0	27.4	20.0	96.1
Vic	Major Cities	458.3	2.1	1.5	4.6	10.0	18.2	23.9	39.7	96.4
	Inner Regional	437.1	2.0	2.5	6.8	13.4	20.5	23.6	31.1	95.5
	Outer Regional	436.0	2.2	2.2	6.8	13.6	21.1	23.3	30.8	95.6
	Remote	441.7	4.2	1.3	4.6	12.1	24.6	24.2	29.2	94.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	444.5	1.1	2.3	6.4	12.0	19.6	24.0	34.7	96.6
	Inner Regional	422.5	1.1	3.3	9.3	15.3	22.5	23.3	25.2	95.5
	Outer Regional	429.1	0.9	2.9	8.5	14.7	21.1	23.9	28.1	96.3
	Remote	419.2	1.4	3.6	9.2	16.0	23.6	22.2	23.9	95.0
	Very Remote	414.8	0.3	5.3	9.1	16.5	22.3	23.5	22.9	94.4
WA	Major Cities	447.3	1.1	2.7	7.1	10.7	18.0	24.0	36.4	96.1
	Inner Regional	420.3	0.8	5.1	10.4	14.2	19.9	23.6	25.9	94.0
	Outer Regional	413.2	1.1	6.1	11.4	14.7	20.5	23.1	23.1	92.8
	Remote	422.8	0.3	4.3	10.3	13.5	21.0	24.9	25.8	95.4
	Very Remote	416.4	1.7	4.3	11.6	15.0	20.0	23.9	23.5	94.0
SA	Major Cities	436.1	2.5	2.5	7.2	12.3	20.9	25.1	29.5	95.0
	Inner Regional	414.2	2.1	4.8	10.7	15.3	22.0	23.0	22.0	93.0
	Outer Regional	404.4	2.2	5.1	12.0	16.4	23.3	23.4	17.7	92.7
	Remote	402.1	0.4	5.1	12.5	18.0	23.7	23.7	16.6	94.5
	Very Remote	388.7	0.0	11.3	15.3	15.1	16.4	25.3	16.6	88.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	439.6	1.8	3.8	8.7	10.6	17.4	24.2	33.5	94.5
	Outer Regional	412.9	1.2	5.6	12.5	13.2	20.4	23.7	23.5	93.2
	Remote	402.1	1.7	7.5	13.2	16.3	24.1	12.2	25.1	90.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	447.8	1.7	1.9	6.8	10.8	18.3	25.1	35.3	96.4
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	420.2	2.9	5.3	8.7	15.0	20.4	22.6	25.1	91.9
	Remote	417.0	0.8	5.4	10.1	13.1	23.4	23.2	24.1	93.9
	Very Remote	395.0	2.0	13.1	10.9	19.8	18.0	14.1	22.2	85.0
Aust	Major Cities	452.7	1.6	2.0	5.7	10.6	18.3	23.9	37.9	96.4
	Inner Regional	430.1	1.5	3.4	8.4	13.7	20.5	23.7	28.8	95.1
	Outer Regional	421.9	1.4	4.0	9.7	14.8	21.1	23.3	25.7	94.6
	Remote	418.3	0.8	4.3	10.2	14.9	22.5	23.4	24.0	94.9
	Very Remote	412.6	1.0	6.1	10.7	15.5	20.6	23.2	22.9	92.9

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Grammar and Punctuation

Table 3.G8: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
NSW	Bachelor	485.5	1.0	0.6	2.6	6.0	13.3	23.6	53.0	98.4
	Diploma	435.8	1.4	2.2	6.8	12.7	21.0	26.4	29.4	96.4
	Certificate	409.1	1.5	4.7	11.4	16.6	23.1	23.0	19.8	93.8
	Year 12	411.4	2.3	4.5	11.2	16.1	22.6	22.6	20.7	93.2
	Year 11	369.5	3.6	11.2	18.9	21.0	20.6	15.5	9.2	85.2
	Not stated (3%)	447.0	3.8	3.2	6.8	11.1	18.6	21.2	35.3	93.0
Vic	Bachelor	482.8	1.4	0.5	2.4	6.1	14.6	23.7	51.3	98.2
	Diploma	436.2	2.1	1.8	5.6	13.4	22.3	25.9	28.8	96.1
	Certificate	420.1	2.4	2.8	8.0	16.5	23.7	24.1	22.5	94.8
	Year 12	417.8	3.1	3.4	9.0	16.4	22.8	23.0	22.1	93.5
	Year 11	384.8	6.8	6.5	14.2	20.7	22.8	18.1	10.8	86.7
	Not stated (1%)	454.9	3.7	2.6	4.6	10.6	17.0	21.9	39.6	93.6
Qld	Bachelor	473.7	0.7	0.7	3.1	7.6	15.6	24.6	47.8	98.6
	Diploma	423.9	0.9	2.9	8.4	14.9	22.8	25.3	24.7	96.2
	Certificate	409.1	1.0	4.4	10.6	17.5	24.1	22.9	19.5	94.6
	Year 12	399.0	1.4	6.2	12.5	18.4	24.0	20.8	16.7	92.4
	Year 11	364.5	2.3	12.5	19.4	21.6	21.2	14.8	8.2	85.2
	Not stated (6%)	401.6	3.2	7.9	12.1	16.3	21.1	19.3	20.0	88.8
WA	Bachelor	473.1	0.9	1.1	3.9	7.4	15.0	24.3	47.4	97.9
	Diploma	430.5	1.1	3.0	8.4	12.7	20.8	25.6	28.4	95.9
	Certificate	409.7	1.1	5.5	12.0	15.5	21.7	23.2	21.1	93.5
	Year 12	406.4	0.9	7.1	12.4	14.9	21.4	22.4	20.9	92.0
	Year 11	357.4	1.8	18.3	20.2	17.9	17.7	15.0	9.0	79.9
	Not stated (7%)	401.5	2.6	12.4	12.8	12.7	16.8	18.4	24.3	85.0
SA	Bachelor	462.5	1.6	0.8	3.7	8.4	17.6	27.4	40.6	97.6
	Diploma	418.7	2.1	3.3	9.0	14.7	23.5	25.7	21.7	94.7
	Certificate	402.0	2.1	4.8	11.8	17.7	25.0	22.9	15.7	93.1
	Year 12	401.5	3.7	5.9	12.3	16.3	23.3	21.6	16.9	90.4
	Year 11	364.3	6.7	12.1	18.9	19.3	21.2	14.4	7.4	81.3
	Not stated (5%)	397.7	6.0	9.5	12.3	15.7	19.9	17.7	18.9	84.5

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Grammar and Punctuation

Table 3.G8 (cont.): Achievement of Year 3 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
Tas	Bachelor	475.3	1.1	1.0	3.3	6.1	14.7	25.6	48.2	97.9
	Diploma	429.1	1.3	3.3	10.5	12.8	17.0	25.6	29.6	95.4
	Certificate	408.0	1.4	5.8	12.7	14.2	21.7	24.5	19.7	92.8
	Year 12	392.0	2.6	8.2	17.1	16.3	19.4	20.0	16.5	89.2
	Year 11	364.0	3.0	12.0	22.7	19.1	19.7	14.5	9.0	85.0
	Not stated (10%)	412.2	1.8	6.9	13.2	14.9	16.9	22.5	23.9	91.3
ACT	Bachelor	466.3	1.3	0.9	4.3	7.8	16.2	26.1	43.4	97.8
	Diploma	419.9	1.5	3.1	9.1	14.9	22.5	26.1	22.7	95.4
	Certificate	404.4	3.2	4.8	11.8	17.5	23.6	22.8	16.4	92.0
	Year 12	399.4	2.5	6.2	14.8	14.9	22.8	21.0	17.8	91.3
	Year 11	365.2	6.4	11.5	20.6	19.6	19.6	13.5	8.8	82.1
	Not stated (4%)	438.7	4.2	2.6	9.8	14.5	16.6	20.7	31.7	93.3
NT	Bachelor	430.4	2.1	5.9	7.0	12.0	18.8	23.9	30.3	92.0
	Diploma	368.0	1.8	16.8	12.2	15.7	19.6	18.7	15.1	81.3
	Certificate	367.0	2.7	15.5	14.5	17.7	21.1	16.0	12.5	81.8
	Year 12	298.9	3.2	35.3	14.5	13.7	13.2	13.1	7.2	61.6
	Year 11	211.4	3.6	63.3	13.4	8.2	6.0	3.8	1.7	33.1
	Not stated (12%)	290.9	3.5	41.9	12.4	12.1	11.8	8.7	9.5	54.6
Aust	Bachelor	478.9	1.1	0.7	2.9	6.7	14.6	24.2	49.8	98.2
	Diploma	430.9	1.5	2.6	7.3	13.6	21.9	25.8	27.5	96.0
	Certificate	410.5	1.6	4.4	10.6	16.7	23.4	23.2	20.1	94.0
	Year 12	406.6	2.2	5.5	11.5	16.6	22.8	22.0	19.5	92.3
	Year 11	364.4	4.1	13.1	18.0	20.1	20.4	15.4	9.0	82.8
	Not stated (4%)	413.1	3.5	8.4	10.5	13.7	18.7	19.5	25.8	88.1

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Grammar and Punctuation

Table 3.G9: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
NSW	Group 1	485.8	0.8	0.6	2.8	6.0	13.0	23.4	53.5	98.6
	Group 2	462.8	1.0	1.3	4.2	8.9	17.1	25.4	42.0	97.7
	Group 3	427.8	1.5	3.0	8.5	14.0	21.7	24.8	26.5	95.5
	Group 4	404.3	1.9	5.7	13.0	17.3	22.2	20.8	19.1	92.4
	Not in paid work	382.4	3.9	9.5	16.2	19.4	20.7	16.9	13.4	86.6
	Not stated (4%)	446.3	3.0	3.1	7.1	11.0	18.5	22.0	35.3	93.9
Vic	Group 1	489.2	1.0	0.4	2.1	5.4	13.3	23.1	54.8	98.7
	Group 2	462.2	1.4	0.9	3.7	8.8	18.3	25.5	41.4	97.7
	Group 3	435.6	1.7	1.8	5.9	13.8	22.5	25.5	28.7	96.5
	Group 4	416.8	3.1	3.4	8.5	17.0	23.6	23.4	21.1	93.6
	Not in paid work	397.8	7.0	5.5	12.5	18.5	22.1	18.9	15.5	87.5
	Not stated (2%)	459.3	3.2	2.4	3.9	10.3	16.8	21.8	41.4	94.4
Qld	Group 1	473.3	0.6	0.8	3.3	7.5	15.5	24.8	47.6	98.6
	Group 2	448.2	0.5	1.6	5.6	11.3	19.6	25.5	35.9	97.9
	Group 3	419.3	0.8	3.3	9.1	16.1	23.5	24.1	23.1	95.8
	Group 4	397.4	1.5	5.9	13.0	18.9	24.3	20.6	15.8	92.6
	Not in paid work	376.8	2.4	10.4	17.1	20.7	21.3	16.1	11.9	87.1
	Not stated (17%)	403.8	2.3	7.2	11.9	17.0	21.5	20.0	20.2	90.6
WA	Group 1	473.6	0.7	1.2	3.9	7.5	14.9	23.8	48.0	98.1
	Group 2	445.7	0.9	2.3	6.9	10.9	18.6	25.4	35.2	96.9
	Group 3	422.1	1.0	4.1	10.2	14.0	20.6	24.3	25.8	94.9
	Group 4	402.4	1.3	7.3	13.3	15.8	21.3	22.0	19.1	91.4
	Not in paid work	370.8	1.9	15.8	17.9	17.1	18.1	16.4	12.9	82.3
	Not stated (13%)	403.9	2.4	11.2	12.5	13.0	17.9	19.2	23.8	86.4
SA	Group 1	461.9	1.1	1.0	4.1	8.9	17.4	26.7	40.9	98.0
	Group 2	438.8	1.4	1.9	6.5	11.5	21.2	27.3	30.2	96.7
	Group 3	415.0	2.0	3.4	9.8	15.4	23.7	25.5	20.1	94.6
	Group 4	399.0	3.2	5.3	12.7	17.6	24.6	21.3	15.3	91.4
	Not in paid work	374.7	4.9	9.9	17.0	20.9	21.7	15.9	9.9	85.3
	Not stated (12%)	388.0	6.7	10.2	13.6	16.2	21.7	17.0	14.6	83.1

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Grammar and Punctuation

Table 3.G9 (cont.): Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
Tas	Group 1	464.3	1.4	2.1	4.5	7.2	15.9	26.0	43.0	96.5
	Group 2	449.6	1.0	2.1	7.4	10.2	15.5	26.0	37.7	96.9
	Group 3	418.6	1.5	4.5	11.0	13.2	21.1	25.3	23.6	94.0
	Group 4	396.5	1.3	7.7	15.9	14.7	21.8	20.9	17.7	91.0
	Not in paid work	362.2	4.1	13.0	21.3	19.5	20.2	13.7	8.2	82.9
	Not stated (14%)	403.1	1.9	7.4	15.6	15.9	17.2	21.0	20.9	90.7
ACT	Group 1	466.2	1.2	1.1	4.6	7.4	15.8	26.3	43.6	97.6
	Group 2	448.0	1.5	1.7	5.5	11.2	19.6	26.0	34.5	96.8
	Group 3	420.1	1.9	3.3	10.5	15.1	22.2	23.3	23.6	94.8
	Group 4	385.7	3.9	6.9	18.3	18.3	21.6	18.9	12.2	89.2
	Not in paid work	389.7	5.7	8.9	14.6	17.6	18.8	17.6	16.8	85.3
	Not stated (9%)	428.5	3.5	2.8	9.4	14.5	20.3	23.2	26.4	93.7
NT	Group 1	427.3	1.7	6.4	9.0	12.1	18.5	22.2	30.1	91.9
	Group 2	412.0	2.8	6.2	9.0	15.0	21.2	22.9	22.8	90.9
	Group 3	380.9	2.8	12.0	12.8	17.2	21.6	18.7	14.9	85.2
	Group 4	323.1	4.3	30.8	14.1	14.3	14.5	13.0	9.1	65.0
	Not in paid work	221.7	3.4	60.5	14.0	9.8	6.9	4.6	0.9	36.2
	Not stated (18%)	256.1	2.5	51.4	11.5	9.8	9.8	7.3	7.8	46.1
Aust	Group 1	480.1	0.8	0.8	3.0	6.6	14.2	23.9	50.7	98.4
	Group 2	455.7	1.1	1.4	4.9	9.8	18.4	25.6	38.9	97.5
	Group 3	425.6	1.4	3.0	8.4	14.6	22.3	24.7	25.6	95.6
	Group 4	404.8	2.2	5.5	11.8	17.3	23.0	21.6	18.6	92.3
	Not in paid work	380.8	4.5	10.2	15.4	18.9	20.7	17.0	13.3	85.3
	Not stated (8%)	408.3	2.9	8.3	11.1	14.7	19.8	19.7	23.4	88.8

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

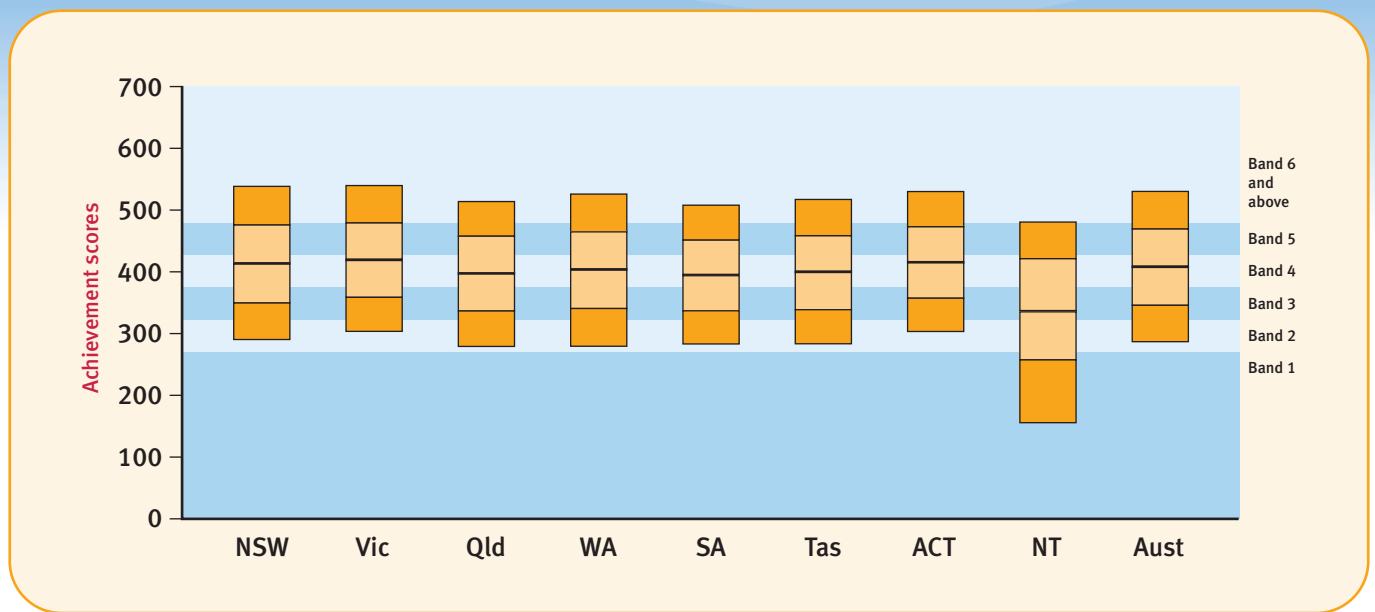
Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Numeracy

Figure 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	413.5 (74.8)	419.3 (71.6)	397.4 (71.2)	403.7 (74.4)	394.7 (67.8)	399.9 (70.4)	415.5 (68.7)	336.2 (99.2)	408.1 (73.9)

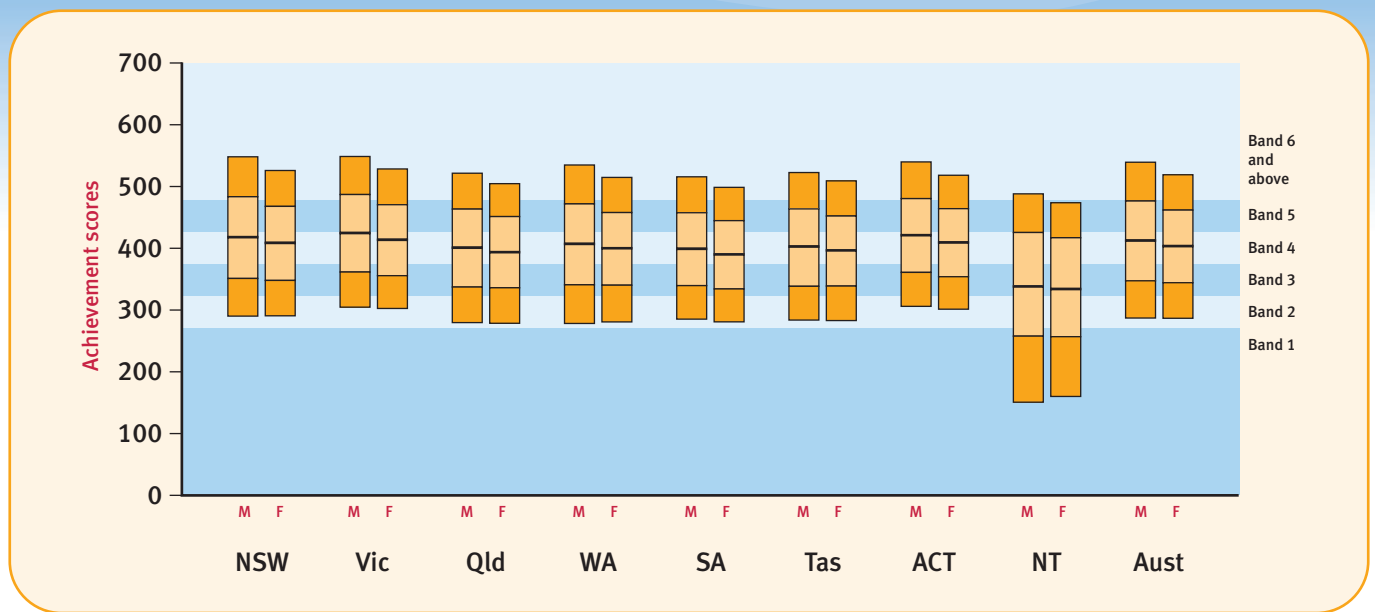
Table 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	8yrs 7mths 3yrs 4mths	96.3	2.1	1.7	1.5	2.4	8.9	18.3	26.5	23.5	18.9	96.1
Vic	8yrs 9mths 3yrs 4mths	94.6	2.9	2.5	2.1	1.5	7.0	17.7	27.1	24.7	20.0	96.4
Qld	8yrs 5mths 3yrs 4mths	92.7	2.7	4.6	1.1	3.7	11.1	21.8	28.0	21.6	12.8	95.2
WA	8yrs 5mths 3yrs 4mths	95.0	2.9	2.1	1.2	3.7	10.4	19.3	27.5	22.8	15.1	95.2
SA	8yrs 7mths 3yrs 4mths	93.6	2.8	3.6	2.5	3.0	11.2	22.8	29.5	20.3	10.6	94.4
Tas	8yrs 10mths 3yrs 4mths	96.1	2.3	1.6	1.5	3.0	11.2	20.9	28.4	22.0	13.1	95.5
ACT	8yrs 7mths 3yrs 4mths	94.8	1.8	3.4	1.8	1.3	7.4	18.0	29.0	24.8	17.7	96.8
NT	8yrs 6mths 3yrs 4mths	81.8	15.1	3.1	2.8	23.1	17.4	19.1	19.7	12.8	5.2	74.2
Aust	8yrs 7mths 3yrs 4mths	94.6	2.7	2.7	1.6	2.8	9.3	19.3	27.3	23.0	16.6	95.5

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Numeracy

Figure 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	418.0 (77.9)	424.7 (74.1)	400.9 (73.6)	407.1 (77.7)	399.1 (69.5)	402.8 (72.6)	421.2 (70.8)	338.2 (102.1)	412.5 (76.6)
Female Mean scale score / (S.D.)	408.7 (71.2)	413.7 (68.5)	393.7 (68.5)	400.1 (70.6)	390.1 (65.7)	396.6 (67.7)	409.4 (65.9)	334.0 (95.9)	403.5 (70.6)

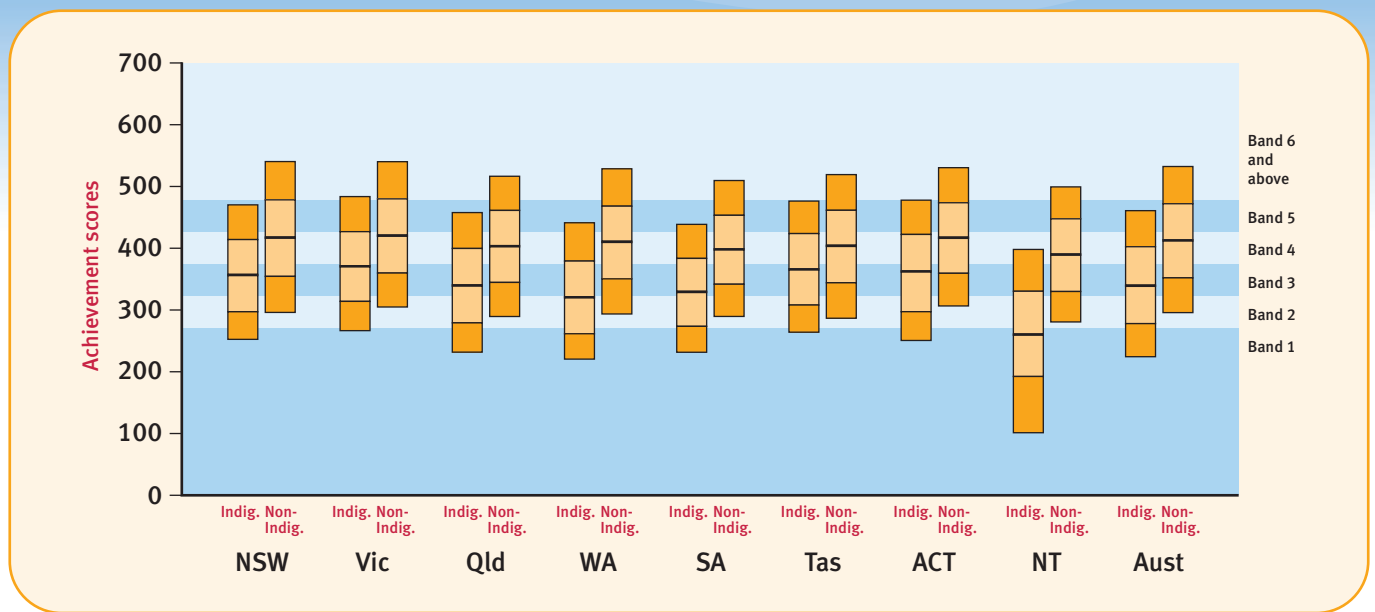
Table 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Male	1.9	2.5	8.6	17.2	25.0	23.2	21.6	95.6
	Female	1.0	2.4	9.2	19.3	28.2	23.8	16.1	96.6
Vic	Male	2.8	1.4	6.6	16.4	25.5	24.5	22.9	95.8
	Female	1.5	1.5	7.4	19.1	28.8	24.9	16.9	97.1
Qld	Male	1.4	3.6	11.0	20.8	26.6	21.8	14.7	95.0
	Female	0.8	3.7	11.2	22.9	29.4	21.3	10.7	95.4
WA	Male	1.6	3.9	10.2	18.5	25.8	22.4	17.6	94.6
	Female	0.8	3.5	10.6	20.1	29.3	23.3	12.6	95.8
SA	Male	3.3	2.7	10.7	21.5	28.7	20.7	12.4	94.0
	Female	1.7	3.4	11.8	24.2	30.4	19.8	8.8	95.0
Tas	Male	2.0	2.9	11.3	19.6	26.9	22.4	14.9	95.1
	Female	1.0	3.0	11.0	22.3	30.0	21.5	11.1	96.0
ACT	Male	2.4	1.4	6.5	16.9	27.2	25.2	20.4	96.2
	Female	1.2	1.3	8.4	19.2	30.9	24.3	14.8	97.5
NT	Male	3.5	22.6	16.9	18.9	18.9	13.2	6.0	73.8
	Female	1.9	23.6	18.0	19.3	20.5	12.4	4.3	74.5
Aust	Male	2.1	2.8	9.0	18.2	25.8	22.9	19.1	95.1
	Female	1.1	2.9	9.6	20.5	28.8	23.1	14.0	96.0

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Numeracy

Figure 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	356.7 (67.0)	370.8 (67.0)	339.7 (69.5)	320.6 (68.9)	329.3 (63.5)	365.8 (65.6)	362.5 (69.6)	260.2 (86.7)	339.3 (74.6)
Non-Indigenous Mean scale score / (S.D.)	417.2 (73.7)	420.4 (71.4)	403.3 (68.8)	410.4 (70.8)	398.2 (66.3)	403.9 (69.6)	417.0 (67.8)	389.7 (67.5)	412.7 (71.5)

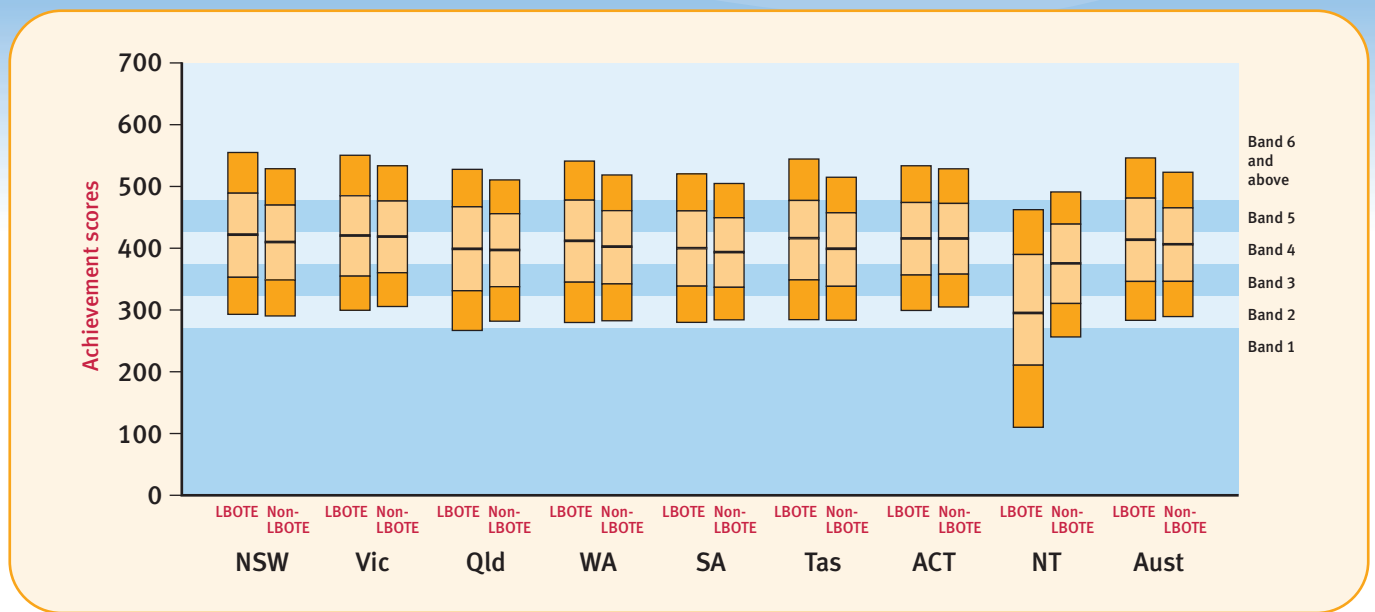
Table 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.8	9.2	22.3	27.2	23.3	11.4	3.8	88.0
	Non-Indigenous	1.4	2.0	8.0	17.7	26.8	24.3	19.9	96.7
Vic	Indigenous	6.0	5.3	17.4	27.2	25.0	13.6	5.6	88.7
	Non-Indigenous	2.1	1.4	6.7	17.5	27.1	24.9	20.3	96.6
Qld	Indigenous	1.7	15.8	25.2	27.2	18.6	8.9	2.5	82.5
	Non-Indigenous	1.0	2.5	9.6	21.2	28.9	22.9	13.9	96.5
WA	Indigenous	1.7	23.8	29.7	23.4	14.1	5.5	1.8	74.5
	Non-Indigenous	1.1	2.1	8.8	18.9	28.6	24.3	16.3	96.8
SA	Indigenous	5.9	17.2	28.4	25.4	16.2	5.7	1.2	76.9
	Non-Indigenous	2.3	2.3	10.3	22.6	30.3	21.1	11.2	95.4
Tas	Indigenous	1.8	6.0	21.2	28.3	24.0	14.0	4.6	92.2
	Non-Indigenous	1.5	2.6	9.9	20.0	29.0	23.0	14.0	95.9
ACT	Indigenous	6.3	7.8	20.1	25.6	23.0	12.8	4.4	85.9
	Non-Indigenous	1.7	1.1	7.0	17.8	29.3	25.1	18.0	97.2
NT	Indigenous	3.3	50.6	23.7	13.6	6.9	1.7	0.1	46.1
	Non-Indigenous	2.4	3.4	12.9	23.0	28.7	20.8	8.8	94.2
Aust	Indigenous	2.8	16.3	24.1	25.6	19.2	9.1	2.9	80.9
	Non-Indigenous	1.5	2.0	8.3	18.9	27.9	23.9	17.6	96.5

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Numeracy

Figure 3.N4: Achievement of Year 3 Students in Numeracy, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	421.9 (79.2)	420.5 (76.3)	398.9 (79.3)	411.9 (79.4)	400.1 (72.6)	416.3 (75.9)	415.8 (70.2)	295.1 (106.0)	413.7 (80.6)
Non-LBOTE Mean scale score / (S.D.)	410.0 (72.0)	418.8 (69.2)	397.1 (69.4)	402.5 (71.1)	393.7 (66.6)	399.1 (69.7)	415.7 (68.1)	375.5 (74.7)	406.5 (70.7)

Table 3.N4: Achievement of Year 3 Students in Numeracy, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	LBOTE	1.3	2.2	8.5	17.0	24.3	23.1	23.7	96.5
	Non-LBOTE	0.7	2.4	9.0	19.0	27.9	24.0	16.9	96.9
Vic	LBOTE	2.8	1.6	7.7	17.9	25.2	22.8	21.8	95.5
	Non-LBOTE	1.8	1.4	6.6	17.6	28.0	25.6	19.1	96.8
Qld	LBOTE	1.7	5.4	11.4	20.2	24.4	20.7	16.1	92.9
	Non-LBOTE	1.0	3.3	11.0	22.2	28.7	21.7	12.1	95.7
WA	LBOTE	1.7	3.8	9.0	17.8	24.8	23.2	19.6	94.5
	Non-LBOTE	1.0	3.3	10.1	19.7	29.2	23.0	13.8	95.7
SA	LBOTE	4.1	3.5	10.3	20.3	27.7	20.6	13.5	92.4
	Non-LBOTE	2.1	2.9	11.4	23.3	30.0	20.3	10.0	95.0
Tas	LBOTE	3.6	1.8	9.1	17.2	23.7	25.3	19.2	94.5
	Non-LBOTE	1.5	3.0	11.3	20.8	28.8	21.9	12.7	95.5
ACT	LBOTE	2.2	1.6	7.6	17.6	28.7	24.1	18.2	96.2
	Non-LBOTE	1.7	1.2	7.3	18.1	29.2	25.0	17.6	97.1
NT	LBOTE	3.0	39.4	18.9	14.8	12.8	7.9	3.1	57.5
	Non-LBOTE	2.3	7.4	16.0	22.9	26.4	17.7	7.2	90.3
Aust	LBOTE	2.1	3.4	9.0	17.9	24.7	22.3	20.6	94.5
	Non-LBOTE	1.2	2.5	9.3	19.9	28.4	23.4	15.2	96.3

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3 Numeracy

Table 3.N5: Achievement of Year 3 Students in Numeracy, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	419.9	1.5	2.0	7.8	17.0	26.0	24.3	21.5	96.5
	Inner Regional	397.8	1.5	3.3	11.1	21.5	28.4	22.1	12.1	95.2
	Outer Regional	383.1	1.6	4.7	15.5	23.5	28.1	17.8	8.7	93.7
	Remote	379.6	2.6	6.6	13.5	27.5	24.0	17.2	8.6	90.8
	Very Remote	348.8	2.6	11.9	23.8	27.4	19.1	11.2	4.0	85.5
Vic	Major Cities	423.4	2.1	1.3	6.4	16.7	26.5	25.2	21.7	96.6
	Inner Regional	406.1	2.1	2.0	8.7	20.9	29.1	22.9	14.4	96.0
	Outer Regional	408.4	2.6	1.8	8.3	20.3	28.4	23.6	15.0	95.6
	Remote	415.5	4.1	0.0	6.5	17.1	34.3	22.4	15.5	95.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	405.9	1.1	2.5	9.4	20.3	28.2	23.3	15.2	96.4
	Inner Regional	388.0	1.3	3.7	12.9	24.7	29.0	19.6	8.9	95.1
	Outer Regional	383.3	0.9	5.4	14.3	24.7	27.1	18.6	9.0	93.7
	Remote	359.8	1.3	12.3	19.6	24.3	22.6	13.7	6.2	86.4
	Very Remote	319.5	1.5	29.4	23.2	19.7	16.1	8.0	2.1	69.1
WA	Major Cities	410.9	1.2	2.4	9.0	18.5	27.7	24.2	17.0	96.4
	Inner Regional	392.3	0.8	4.1	12.3	21.6	29.3	21.6	10.2	95.1
	Outer Regional	383.7	1.5	5.3	14.7	23.8	27.3	18.1	9.2	93.2
	Remote	375.2	0.5	8.8	17.0	21.3	27.3	16.6	8.5	90.7
	Very Remote	330.4	1.5	26.9	21.7	17.6	18.0	10.2	4.1	71.6
SA	Major Cities	399.6	2.6	2.3	10.2	21.8	29.7	21.4	11.9	95.0
	Inner Regional	387.3	2.3	3.3	13.3	24.3	29.8	18.8	8.1	94.4
	Outer Regional	378.8	2.8	4.9	14.1	26.3	29.2	16.5	6.2	92.3
	Remote	377.2	0.7	5.8	13.7	29.6	28.5	15.0	6.6	93.5
	Very Remote	326.4	1.6	27.1	23.3	18.2	18.9	8.0	2.9	71.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	404.8	1.8	2.7	10.6	19.2	27.7	23.1	14.9	95.5
	Outer Regional	388.8	1.0	3.5	12.6	24.7	29.6	19.6	9.1	95.5
	Remote	382.1	1.5	3.0	13.7	26.0	35.8	11.6	8.4	95.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	415.6	1.8	1.3	7.4	18.0	29.0	24.8	17.7	96.9
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	377.8	3.4	6.4	15.7	23.7	25.4	18.0	7.4	90.2
	Remote	338.0	3.4	21.1	18.1	18.7	22.1	11.7	4.9	75.5
	Very Remote	248.7	0.9	60.1	20.5	9.6	5.6	2.6	0.7	39.0
Aust	Major Cities	415.6	1.6	2.0	8.0	18.1	27.1	24.2	19.1	96.4
	Inner Regional	397.6	1.6	3.0	11.0	22.0	28.8	21.6	11.9	95.3
	Outer Regional	385.8	1.6	4.8	13.9	23.9	27.7	18.8	9.3	93.6
	Remote	366.6	1.5	10.9	16.8	23.3	25.5	14.9	7.2	87.6
	Very Remote	303.9	1.4	36.8	21.8	16.3	14.0	7.3	2.5	61.9

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Numeracy

Table 3.N6: Achievement of Year 3 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	363.2	2.6	8.1	19.9	26.7	25.4	12.5	4.8	89.3
	Inner Regional	357.0	3.0	9.2	22.1	26.9	23.1	12.1	3.6	87.8
	Outer Regional	344.1	2.7	10.6	28.4	28.1	19.4	8.3	2.6	86.7
	Remote	337.5	4.3	15.1	21.6	32.5	21.0	4.0	1.4	80.5
	Very Remote	311.1	4.6	19.4	33.2	33.2	8.3	0.9	0.3	76.0
Vic	Major Cities	377.7	5.3	4.5	16.4	25.1	25.8	15.7	7.2	90.2
	Inner Regional	361.4	5.3	6.5	19.9	28.5	24.4	12.0	3.3	88.2
	Outer Regional	376.0	9.7	4.1	13.6	29.4	24.2	12.2	6.8	86.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	357.8	1.6	9.7	21.3	28.0	23.2	12.0	4.1	88.7
	Inner Regional	350.8	2.5	9.9	24.1	29.3	21.2	10.6	2.5	87.6
	Outer Regional	335.0	1.0	16.3	27.3	29.0	17.2	7.5	1.8	82.7
	Remote	302.9	1.4	30.1	35.1	20.6	8.8	2.9	1.0	68.4
	Very Remote	281.2	2.4	44.7	29.0	16.1	5.7	1.7	0.3	52.9
WA	Major Cities	340.2	1.7	14.2	27.8	27.3	18.5	7.9	2.7	84.1
	Inner Regional	331.3	0.0	20.1	27.2	25.7	18.4	6.9	1.8	79.9
	Outer Regional	322.9	3.2	19.8	30.5	27.6	13.1	4.8	1.0	76.9
	Remote	314.4	1.1	25.0	35.1	20.8	11.8	4.3	1.9	73.9
	Very Remote	279.6	1.6	46.5	29.9	13.6	6.3	1.7	0.5	51.9
SA	Major Cities	335.6	5.8	13.7	28.3	27.4	17.0	6.0	1.7	80.4
	Inner Regional	337.9	5.2	11.5	30.5	29.1	14.6	8.0	1.0	83.3
	Outer Regional	328.7	8.5	16.0	28.0	24.5	17.9	5.0	0.1	75.5
	Remote	335.4	3.4	18.6	23.4	27.1	17.6	8.1	1.7	78.0
	Very Remote	278.8	2.3	47.4	31.0	10.3	7.6	1.1	0.2	50.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	366.2	2.8	6.5	23.1	25.0	22.3	14.8	5.6	90.7
	Outer Regional	365.1	0.4	5.5	18.7	32.5	26.6	13.1	3.1	94.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	363.2	6.0	7.8	19.8	25.8	23.1	13.1	4.5	86.3
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	317.4	5.8	19.9	31.7	25.8	12.8	3.5	0.4	74.3
	Remote	266.8	7.0	44.5	22.7	14.8	9.1	2.0	0.0	48.5
	Very Remote	233.5	0.7	66.7	20.6	7.7	3.5	0.7	0.0	32.5
Aust	Major Cities	357.3	2.8	9.6	21.8	27.0	23.0	11.4	4.3	87.6
	Inner Regional	355.2	3.1	9.3	22.8	27.6	22.3	11.6	3.3	87.7
	Outer Regional	338.2	2.8	14.3	27.0	28.4	18.0	7.6	2.0	82.9
	Remote	302.9	3.2	30.0	29.7	20.9	11.6	3.5	1.1	66.8
	Very Remote	262.0	1.6	53.5	26.0	12.3	5.1	1.3	0.3	45.0

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Numeracy

Table 3.N7: Achievement of Year 3 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
NSW	Major Cities	421.9	1.4	1.8	7.3	16.7	26.0	24.8	22.0	96.8
	Inner Regional	403.4	1.3	2.5	9.5	20.8	29.2	23.4	13.3	96.2
	Outer Regional	393.0	1.2	3.2	12.3	22.3	30.4	20.3	10.3	95.5
	Remote	403.1	1.9	1.9	8.1	24.8	26.4	24.7	12.3	96.3
	Very Remote	402.5	0.0	0.0	10.0	20.9	36.5	23.5	9.1	100.0
Vic	Major Cities	424.0	2.1	1.3	6.3	16.6	26.5	25.4	21.9	96.7
	Inner Regional	407.8	2.0	1.8	8.3	20.7	29.2	23.3	14.8	96.3
	Outer Regional	410.8	2.1	1.6	7.8	19.7	28.5	24.4	15.8	96.3
	Remote	415.8	4.2	0.0	6.7	17.1	33.8	22.5	15.8	95.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	408.4	1.0	2.2	8.7	19.9	28.4	23.9	15.8	96.8
	Inner Regional	393.1	1.1	2.9	11.4	24.0	30.1	20.8	9.8	96.0
	Outer Regional	394.4	0.8	3.0	11.3	23.6	29.5	21.2	10.6	96.2
	Remote	388.4	1.2	3.6	12.1	25.6	29.5	19.2	8.9	95.2
	Very Remote	379.0	0.3	5.1	13.1	26.2	32.1	18.6	4.6	94.6
WA	Major Cities	414.1	1.1	1.9	8.2	18.0	28.1	25.0	17.7	97.0
	Inner Regional	396.7	0.8	3.0	11.2	21.4	30.2	22.5	10.9	96.2
	Outer Regional	393.7	1.1	2.8	12.1	23.4	29.7	20.4	10.6	96.1
	Remote	398.2	0.3	2.4	10.3	21.6	33.1	21.2	11.1	97.3
	Very Remote	391.8	1.5	3.1	11.9	22.3	32.0	20.6	8.6	95.4
SA	Major Cities	402.0	2.5	1.9	9.5	21.6	30.2	22.0	12.3	95.6
	Inner Regional	389.4	2.1	3.0	12.6	24.1	30.6	19.3	8.4	94.9
	Outer Regional	384.8	2.1	3.4	12.4	26.5	30.7	18.0	7.0	94.5
	Remote	381.8	0.4	4.4	12.4	29.8	30.1	15.6	7.3	95.2
	Very Remote	371.9	0.0	8.1	14.7	26.6	30.6	14.5	5.5	91.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	408.8	1.7	2.3	9.3	18.5	28.3	24.0	15.8	96.0
	Outer Regional	392.5	1.1	3.2	11.5	23.4	30.3	20.7	9.8	95.7
	Remote	382.7	1.7	3.1	13.2	24.1	36.9	13.2	7.8	95.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	417.0	1.7	1.1	7.0	17.8	29.3	25.1	18.0	97.2
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	391.4	2.9	3.1	12.1	23.2	28.3	21.4	9.0	94.0
	Remote	388.6	0.8	3.4	14.4	21.8	32.0	19.1	8.6	95.9
	Very Remote	369.6	2.0	7.7	19.2	24.8	22.6	17.8	5.9	90.3
Aust	Major Cities	417.6	1.6	1.7	7.5	17.8	27.2	24.6	19.6	96.7
	Inner Regional	401.8	1.5	2.4	9.8	21.5	29.4	22.6	12.8	96.1
	Outer Regional	394.9	1.4	2.9	11.3	23.0	29.6	21.0	10.7	95.7
	Remote	392.2	0.8	3.1	11.5	24.2	31.2	19.6	9.7	96.1
	Very Remote	384.8	0.9	4.5	13.0	24.2	31.1	19.3	7.1	94.6

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Numeracy

Table 3.N8: Achievement of Year 3 Students in Numeracy, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
NSW	Bachelor	444.7	1.0	0.5	3.2	11.2	24.3	29.2	30.6	98.5
	Diploma	403.0	1.3	1.9	9.3	21.2	30.6	23.3	12.3	96.8
	Certificate	384.7	1.4	3.7	13.8	25.1	29.8	18.5	7.6	94.8
	Year 12	384.1	2.3	4.0	14.3	25.5	27.7	17.7	8.4	93.7
	Year 11	352.7	3.6	9.7	22.9	28.9	21.6	9.9	3.4	86.7
	Not stated (3%)	410.8	3.7	3.1	9.6	18.3	25.1	21.2	19.0	93.2
Vic	Bachelor	443.8	1.3	0.4	3.3	11.2	24.5	29.5	29.7	98.3
	Diploma	406.5	2.1	1.4	7.9	21.0	31.2	23.1	13.4	96.5
	Certificate	393.5	2.4	2.3	10.5	25.2	30.3	19.7	9.6	95.3
	Year 12	392.7	3.1	2.6	11.3	24.7	28.6	20.0	9.7	94.3
	Year 11	367.6	6.7	5.5	17.1	28.5	25.5	12.6	4.2	87.8
	Not stated (1%)	418.1	3.4	2.5	8.0	16.7	24.2	23.5	21.6	94.1
Qld	Bachelor	431.0	0.6	0.7	4.2	13.9	27.7	29.3	23.5	98.7
	Diploma	392.4	0.9	2.9	11.1	24.0	31.1	21.2	8.9	96.2
	Certificate	380.3	1.0	4.2	14.2	27.4	29.3	17.6	6.3	94.9
	Year 12	370.5	1.4	6.6	17.1	27.4	27.3	15.0	5.2	92.0
	Year 11	344.2	2.3	12.7	24.5	28.5	21.2	8.5	2.1	85.0
	Not stated (6%)	376.1	3.2	7.5	15.6	24.3	24.4	16.4	8.7	89.3
WA	Bachelor	435.3	0.9	0.8	4.0	13.0	26.6	29.4	25.4	98.3
	Diploma	400.8	1.1	2.1	9.2	22.0	31.2	23.3	11.1	96.8
	Certificate	386.1	1.1	3.6	13.5	24.4	30.9	18.9	7.7	95.4
	Year 12	382.5	0.9	4.8	15.1	24.0	28.6	18.2	8.3	94.4
	Year 11	346.1	1.8	13.3	25.4	25.7	20.7	10.6	2.6	84.9
	Not stated (7%)	376.1	2.6	10.7	15.7	20.6	22.6	16.9	10.8	86.7
SA	Bachelor	423.8	1.5	0.6	4.6	15.2	31.4	28.0	18.7	97.9
	Diploma	389.3	2.0	2.5	12.4	24.1	31.8	19.8	7.4	95.5
	Certificate	377.2	2.0	3.2	14.6	30.0	29.8	15.6	4.8	94.8
	Year 12	376.3	3.7	4.6	14.7	28.2	27.8	15.3	5.7	91.7
	Year 11	345.6	6.7	10.5	24.2	28.6	20.8	7.4	1.8	82.8
	Not stated (5%)	372.6	5.9	7.7	15.9	24.5	24.7	13.6	7.7	86.4

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Numeracy

Table 3.N8 (cont.): Achievement of Year 3 Students in Numeracy, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
Tas	Bachelor	435.6	1.0	0.5	3.4	12.0	28.2	30.6	24.2	98.5
	Diploma	405.9	1.3	1.9	8.7	21.1	29.2	24.3	13.5	96.8
	Certificate	387.3	1.4	3.7	12.8	23.8	31.0	19.3	7.9	94.9
	Year 12	376.6	2.3	4.3	18.1	24.4	27.1	16.4	7.2	93.3
	Year 11	356.8	3.0	7.1	23.8	28.3	23.7	11.1	3.0	89.9
	Not stated (10%)	385.8	1.5	3.7	14.2	27.8	25.2	17.2	10.3	94.8
ACT	Bachelor	431.9	1.2	0.7	4.2	13.5	28.3	28.8	23.4	98.2
	Diploma	396.0	1.5	1.8	9.5	22.7	35.0	21.0	8.6	96.7
	Certificate	384.8	3.2	2.2	13.0	27.3	30.8	16.6	6.8	94.6
	Year 12	376.4	2.5	3.3	17.7	26.7	27.7	14.7	7.4	94.2
	Year 11	350.3	6.4	6.5	25.3	31.6	20.0	8.3	1.9	87.0
	Not stated (4%)	405.4	4.2	1.5	8.8	23.0	25.6	22.8	14.1	94.3
NT	Bachelor	398.2	2.1	4.2	10.6	19.0	28.9	23.1	12.1	93.7
	Diploma	352.1	1.8	14.3	19.0	22.2	23.8	15.0	3.8	83.8
	Certificate	354.5	2.7	11.5	19.4	26.2	23.7	13.3	3.2	85.8
	Year 12	305.3	3.2	31.6	18.5	23.5	15.9	5.9	1.5	65.3
	Year 11	255.9	3.6	53.2	23.3	11.3	6.5	2.0	0.2	43.3
	Not stated (12%)	294.6	3.5	38.2	18.8	17.1	12.1	7.6	2.8	58.3
Aust	Bachelor	439.0	1.0	0.6	3.7	12.2	25.8	29.2	27.4	98.4
	Diploma	400.1	1.5	2.1	9.6	22.0	31.0	22.5	11.3	96.4
	Certificate	384.9	1.6	3.5	13.2	26.0	29.9	18.3	7.5	94.9
	Year 12	380.7	2.2	4.8	14.6	25.8	27.8	17.3	7.6	93.0
	Year 11	349.7	4.0	11.2	22.4	27.7	21.8	9.9	3.0	84.7
	Not stated (4%)	385.2	3.4	7.5	13.6	21.6	23.9	17.8	12.3	89.1

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Numeracy

Table 3.N9: Achievement of Year 3 Students in Numeracy, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
NSW	Group 1	444.3	0.8	0.5	3.3	11.2	24.3	29.4	30.5	98.7
	Group 2	426.7	1.0	1.0	5.3	15.5	28.2	26.7	22.2	98.0
	Group 3	399.6	1.5	2.3	10.6	22.3	29.6	21.5	12.2	96.3
	Group 4	380.1	1.9	4.8	15.9	26.1	26.8	16.6	8.0	93.3
	Not in paid work	361.6	3.9	8.6	20.6	26.7	23.1	12.1	5.0	87.6
	Not stated (4%)	409.8	2.9	2.9	9.7	19.1	25.6	21.8	18.1	94.2
Vic	Group 1	448.7	0.9	0.3	2.7	10.0	23.7	30.2	32.2	98.8
	Group 2	428.3	1.3	0.6	4.6	15.2	28.4	27.9	22.0	98.1
	Group 3	406.1	1.7	1.5	8.0	21.9	30.7	22.6	13.7	96.8
	Group 4	390.3	3.0	2.6	12.1	25.6	28.8	18.5	9.4	94.4
	Not in paid work	377.1	6.9	4.6	15.2	26.8	25.0	14.7	6.9	88.5
	Not stated (2%)	419.6	3.0	2.7	7.3	16.3	25.0	24.0	21.8	94.3
Qld	Group 1	430.6	0.6	0.8	4.4	13.8	27.8	29.1	23.5	98.7
	Group 2	412.1	0.5	1.3	7.2	19.4	30.1	25.8	15.6	98.2
	Group 3	389.0	0.8	3.0	12.1	25.3	30.6	19.9	8.3	96.2
	Group 4	369.9	1.5	6.0	17.4	28.9	26.6	14.6	5.0	92.5
	Not in paid work	349.6	2.4	12.1	22.7	28.0	21.5	10.2	3.1	85.5
	Not stated (17%)	376.6	2.2	6.9	15.7	25.0	25.6	16.4	8.1	90.9
WA	Group 1	436.5	0.7	0.8	4.1	12.8	25.9	29.6	26.1	98.6
	Group 2	414.2	0.9	1.5	7.2	17.9	30.3	25.8	16.4	97.6
	Group 3	394.8	1.0	2.7	11.3	23.0	30.9	21.3	9.8	96.4
	Group 4	379.2	1.3	4.8	16.2	25.1	28.3	17.1	7.1	93.9
	Not in paid work	354.9	1.9	11.8	22.8	25.4	21.4	11.6	5.2	86.4
	Not stated (13%)	379.3	2.4	9.1	15.3	20.7	24.6	17.5	10.4	88.5
SA	Group 1	424.4	1.0	0.7	4.5	15.4	31.3	28.1	19.1	98.4
	Group 2	405.5	1.4	1.4	8.1	20.4	32.8	23.8	12.1	97.2
	Group 3	385.9	1.9	2.6	12.3	26.9	31.5	17.8	6.9	95.5
	Group 4	374.7	3.2	3.9	15.6	29.5	28.0	15.1	4.7	92.9
	Not in paid work	356.0	4.9	7.3	22.4	30.0	21.7	11.0	2.7	87.8
	Not stated (12%)	362.9	6.7	8.4	18.9	26.1	22.9	11.3	5.7	84.9

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Numeracy

Table 3.N9 (cont.): Achievement of Year 3 Students in Numeracy, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above
Tas	Group 1	427.7	1.2	1.2	4.6	13.5	29.3	28.8	21.3	97.5
	Group 2	418.4	0.9	1.2	6.8	17.4	28.4	26.7	18.5	97.8
	Group 3	397.9	1.5	2.0	10.7	21.3	32.4	21.8	10.3	96.5
	Group 4	375.9	1.3	5.4	16.4	26.3	27.4	16.9	6.3	93.3
	Not in paid work	356.8	3.9	7.0	23.8	28.4	23.0	10.8	3.1	89.2
	Not stated (14%)	380.5	1.8	4.8	16.0	27.0	25.3	16.2	9.0	93.5
ACT	Group 1	429.9	1.2	0.9	4.9	14.0	27.8	28.4	22.9	98.0
	Group 2	420.6	1.3	0.5	5.3	16.6	31.7	26.3	18.2	98.2
	Group 3	395.5	1.9	1.6	11.4	24.3	30.7	19.6	10.6	96.5
	Group 4	369.9	3.5	4.5	18.8	28.0	27.0	13.2	5.0	92.0
	Not in paid work	370.7	5.7	5.3	19.2	24.4	24.4	15.3	5.6	88.9
	Not stated (9%)	402.3	3.5	1.9	8.3	23.9	28.6	20.5	13.3	94.6
NT	Group 1	398.2	1.7	3.9	10.6	20.0	28.4	23.0	12.5	94.4
	Group 2	384.2	2.8	4.6	14.8	22.5	27.5	19.8	7.9	92.6
	Group 3	362.0	2.8	9.4	17.3	26.0	27.0	14.4	3.1	87.8
	Group 4	326.4	4.3	24.3	22.8	19.1	17.3	9.5	2.7	71.5
	Not in paid work	256.7	3.4	52.4	24.1	12.7	5.8	1.4	0.3	44.2
	Not stated (18%)	278.0	2.5	45.3	18.5	15.1	10.5	6.1	1.9	52.2
Aust	Group 1	439.7	0.8	0.6	3.7	12.0	25.7	29.4	27.9	98.6
	Group 2	421.2	1.0	1.1	5.9	16.8	29.2	26.5	19.4	97.9
	Group 3	397.0	1.4	2.4	10.6	23.3	30.4	21.1	11.0	96.3
	Group 4	379.9	2.2	4.6	15.2	26.6	27.5	16.6	7.4	93.3
	Not in paid work	361.2	4.5	9.0	19.7	26.7	22.9	12.3	5.1	86.5
	Not stated (8%)	381.1	2.9	7.4	14.5	22.8	24.8	17.1	10.5	89.7

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Participation

Table 3.P1: Year 3 Student Participation in Assessment, by State and Territory, 2019.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number Participation Rate (%)	96099 96.8	95496 96.2	95993 96.7	95993 96.7	95563 96.3
Vic	Number Participation Rate (%)	74933 95.0	74365 94.2	74720 94.7	74720 94.7	74620 94.6
Qld	Number Participation Rate (%)	63057 93.2	62795 92.8	63023 93.1	63023 93.1	62724 92.7
WA	Number Participation Rate (%)	33255 96.1	32868 95.0	33011 95.4	33011 95.4	32852 95.0
SA	Number Participation Rate (%)	19466 94.4	19137 92.8	19358 93.8	19358 93.8	19311 93.6
Tas	Number Participation Rate (%)	6186 96.9	6086 95.3	6143 96.2	6143 96.2	6132 96.1
ACT	Number Participation Rate (%)	5559 95.0	5534 94.6	5544 94.8	5544 94.8	5547 94.8
NT	Number Participation Rate (%)	2982 83.9	3016 84.9	3014 84.8	3014 84.8	2906 81.8
Aust	Number Participation Rate (%)	301537 95.2	299297 94.5	300806 94.9	300806 94.9	299655 94.6

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Participation

Table 3.P2: Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	Indigenous	5681	94.0	5595	92.6	5665	93.7	5665	93.7	5613	92.9
	Non-Indig.	88734	97.0	88233	96.5	88643	96.9	88643	96.9	88267	96.5
Vic	Indigenous	1238	88.4	1229	87.8	1233	88.1	1233	88.1	1237	88.4
	Non-Indig.	73120	95.1	72583	94.4	72923	94.8	72923	94.8	72810	94.7
Qld	Indigenous	4960	87.8	4932	87.3	4960	87.8	4960	87.8	4871	86.2
	Non-Indig.	56534	93.9	56319	93.6	56512	93.9	56512	93.9	56314	93.5
WA	Indigenous	2100	87.4	2032	84.5	2041	84.9	2041	84.9	2038	84.8
	Non-Indig.	30485	97.0	30170	96.0	30315	96.4	30315	96.4	30157	95.9
SA	Indigenous	878	87.5	856	85.3	864	86.1	864	86.1	851	84.8
	Non-Indig.	18355	94.8	18054	93.2	18262	94.3	18262	94.3	18227	94.1
Tas	Indigenous	582	95.7	565	92.9	577	94.9	577	94.9	575	94.6
	Non-Indig.	5202	97.2	5130	95.9	5169	96.6	5169	96.6	5161	96.4
ACT	Indigenous	175	85.0	182	88.3	175	85.0	175	85.0	173	84.0
	Non-Indig.	5285	95.4	5253	94.8	5269	95.1	5269	95.1	5275	95.2
NT	Indigenous	1046	71.2	1080	73.5	1079	73.5	1079	73.5	981	66.8
	Non-Indig.	1912	93.6	1914	93.7	1912	93.6	1912	93.6	1903	93.2
Aust	Indigenous	16660	88.7	16471	87.7	16594	88.3	16594	88.3	16339	87.0
	Non-Indig.	279627	95.7	277656	95.0	279005	95.5	279005	95.5	278114	95.1

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Participation

Table 3.P3: Percentage of Year 3 Student Exemptions, Absences and Withdrawals by State and Territory, 2019.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	1.5	1.5	1.7	1.5	2.1	1.7	1.5	1.6	1.7	1.5	1.6	1.7	1.5	2.1	1.7
Vic	2.2	2.3	2.7	2.2	3.0	2.7	2.2	2.6	2.7	2.2	2.6	2.7	2.1	2.9	2.5
Qld	1.1	1.9	4.9	1.2	2.2	5.0	1.1	2.0	4.9	1.1	2.0	4.9	1.1	2.7	4.6
WA	1.2	1.7	2.2	1.2	2.8	2.2	1.2	2.4	2.2	1.2	2.4	2.2	1.2	2.9	2.1
SA	2.6	1.8	3.8	2.3	3.6	3.6	2.6	2.3	3.8	2.6	2.3	3.8	2.5	2.8	3.6
Tas	1.6	1.3	1.8	1.6	2.9	1.7	1.6	2.1	1.7	1.6	2.1	1.7	1.5	2.3	1.6
ACT	1.9	1.4	3.6	1.8	2.3	3.1	1.9	1.6	3.6	1.9	1.6	3.6	1.8	1.8	3.4
NT	2.8	12.8	3.3	2.8	12.2	3.0	2.8	11.9	3.3	2.8	11.9	3.3	2.8	15.1	3.1
Aust	1.7	2.0	2.9	1.6	2.7	2.9	1.7	2.2	2.9	1.7	2.2	2.9	1.6	2.7	2.7

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Participation

Table 3.P4: Percentage of Year 3 Student Exemptions, Absences and Withdrawals by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	Indigenous	2.9	3.1	2.8	2.8	4.7	2.8	2.8	3.4	2.9	2.8	3.4	2.9	2.8	4.4	2.8
	Non-Indigenous	1.4	1.3	1.6	1.4	1.9	1.6	1.4	1.4	1.6	1.4	1.4	1.6	1.4	1.9	1.6
Vic	Indigenous	5.9	5.4	6.1	5.8	6.0	6.2	5.9	6.1	5.9	5.9	6.1	5.9	6.0	6.0	5.6
	Non-Indigenous	2.1	2.3	2.6	2.1	2.9	2.7	2.1	2.6	2.6	2.1	2.6	2.6	2.1	2.8	2.5
Qld	Indigenous	1.7	5.2	7.1	1.7	5.7	7.0	1.7	5.2	7.0	1.7	5.2	7.0	1.7	7.0	6.8
	Non-Indigenous	1.0	1.6	4.5	1.1	1.8	4.7	1.0	1.6	4.5	1.0	1.6	4.5	1.0	2.2	4.3
WA	Indigenous	1.7	9.5	3.1	1.7	12.2	3.2	1.7	11.9	3.2	1.7	11.9	3.2	1.7	12.1	3.1
	Non-Indigenous	1.1	1.0	2.0	1.1	1.9	2.1	1.1	1.5	2.0	1.1	1.5	2.0	1.1	2.1	1.9
SA	Indigenous	6.1	7.5	5.0	5.5	10.0	4.7	6.1	9.0	4.9	6.1	9.0	4.9	5.9	10.4	4.8
	Non-Indigenous	2.3	1.5	3.7	2.1	3.3	3.5	2.4	1.9	3.7	2.4	1.9	3.7	2.3	2.3	3.5
Tas	Indigenous	1.8	2.0	2.3	1.8	4.9	2.1	1.8	3.0	2.1	1.8	3.0	2.1	1.8	3.3	2.1
	Non-Indigenous	1.6	1.2	1.6	1.6	2.5	1.6	1.6	1.8	1.6	1.6	1.8	1.6	1.5	2.1	1.5
ACT	Indigenous	6.3	4.9	10.2	6.3	5.3	6.3	6.3	4.9	10.2	6.3	4.9	10.2	6.3	5.8	10.2
	Non-Indigenous	1.7	1.2	3.4	1.7	2.2	3.0	1.7	1.5	3.4	1.7	1.5	3.4	1.7	1.6	3.2
NT	Indigenous	3.3	26.5	2.3	3.3	24.5	2.0	3.3	24.2	2.3	3.3	24.2	2.3	3.3	30.9	2.3
	Non-Indigenous	2.4	2.8	3.5	2.4	3.0	3.2	2.4	2.8	3.5	2.4	2.8	3.5	2.4	3.6	3.2
Aust	Indigenous	2.8	6.8	4.5	2.8	7.9	4.4	2.8	7.2	4.5	2.8	7.2	4.5	2.8	8.6	4.4
	Non-Indigenous	1.6	1.6	2.7	1.5	2.3	2.7	1.6	1.8	2.7	1.6	1.8	2.7	1.5	2.3	2.6

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 3 Comparative Achievement

Table 3.CR: Comparative Achievement of Year 3 Students in Reading, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	435.1	445.0	425.3	425.1	419.6	421.9	441.4	349.6	432.2
NSW	435.1		■	■	■	■	■	■	▲	■
Vic	445.0	■		▲	▲	▲	▲	■	▲	■
Qld	425.3	■	▼		■	■	■	■	▲	■
WA	425.1	■	▼	■		■	■	■	▲	■
SA	419.6	■	▼	■	■		■	▼	▲	■
Tas	421.9	■	▼	■	■	■		▼	▲	■
ACT	441.4	■	■	■	■	▲	▲		▲	■
NT	349.6	▼	▼	▼	▼	▼	▼	▼		▼
Aust	432.2	■	■	■	■	■	■	■	▲	

Table 3.CW: Comparative Achievement of Year 3 Students in Writing, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	429.2	432.4	412.4	419.4	408.1	417.6	419.1	336.6	422.5
NSW	429.2		■	▲	■	▲	▲	■	▲	■
Vic	432.4	■		▲	▲	▲	▲	▲	▲	■
Qld	412.4	▼	▼		■	■	■	■	▲	■
WA	419.4	■	▼	■		■	■	■	▲	■
SA	408.1	▼	▼	■	■		■	■	▲	▼
Tas	417.6	▼	▼	■	■	■		■	▲	■
ACT	419.1	■	▼	■	■	■	■		▲	■
NT	336.6	▼	▼	▼	▼	▼	▼	▼		▼
Aust	422.5	■	■	■	■	▲	■	■	▲	

Table 3.CS: Comparative Achievement of Year 3 Students in Spelling, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	428.5	427.6	410.3	410.7	406.6	395.6	411.2	323.5	418.9
NSW	428.5		■	▲	▲	▲	▲	▲	▲	■
Vic	427.6	■		▲	▲	▲	▲	▲	▲	■
Qld	410.3	▼	▼		■	■	■	■	▲	■
WA	410.7	▼	▼	■		■	■	■	▲	■
SA	406.6	▼	▼	■	■		■	■	▲	■
Tas	395.6	▼	▼	■	■	■		■	▲	▼
ACT	411.2	▼	▼	■	■	■	■		▲	■
NT	323.5	▼	▼	▼	▼	▼	▼	▼		▼
Aust	418.9	■	■	■	■	■	▲	■	▲	

Refer to the introduction for explanatory notes and how to read the table.

NAPLAN Year 3 Comparative Achievement

Table 3.CG: Comparative Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	446.5	452.0	430.9	433.0	425.3	425.5	445.7	339.5	440.0
NSW	446.5		■	■	■	△	△	■	▲	■
Vic	452.0	■		△	△	△	△	■	▲	■
Qld	430.9	■	▽		■	■	■	■	▲	■
WA	433.0	■	▽	■		■	■	■	▲	■
SA	425.3	▽	▽	■	■		■	▽	▲	■
Tas	425.5	▽	▽	■	■	■		▽	▲	■
ACT	445.7	■	■	■	■	△	△		▲	■
NT	339.5	▽	▽	▽	▽	▽	▽	▽		▽
Aust	440.0	■	■	■	■	■	■	■	▲	

Table 3.CN: Comparative Achievement of Year 3 Students in Numeracy, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	413.5	419.3	397.4	403.7	394.7	399.9	415.5	336.2	408.1
NSW	413.5		■	△	■	△	■	■	▲	■
Vic	419.3	■		△	△	△	△	■	▲	■
Qld	397.4	▽	▽		■	■	■	▽	▲	■
WA	403.7	■	▽	■		■	■	■	▲	■
SA	394.7	▽	▽	■	■		■	▽	▲	■
Tas	399.9	■	▽	■	■	■		▽	▲	■
ACT	415.5	■	■	△	■	△	△		▲	■
NT	336.2	▽	▽	▽	▽	▽	▽	▽		▽
Aust	408.1	■	■	■	■	■	■	■	▲	

Refer to the introduction for explanatory notes and how to read the table.

NAPLAN Year 3 Commentary

Overall national and jurisdiction results (Year 3)

Achievement scores

Distributions of achievement scores in reading, writing, spelling, grammar and punctuation, and numeracy are presented in Figures 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1, respectively, for each jurisdiction and for Australia overall. The table below each figure presents the mean scale score and standard deviation for each jurisdiction and for Australia overall.

For most jurisdictions, mean scale scores are not substantially different from the national mean scale scores in most domains. The exceptions are:

- The mean scale score for South Australia is below and statistically significantly different from the national mean scale scores in writing.
- The mean scale score for Tasmania is below and statistically significantly different from the national mean scale scores in spelling.
- The mean scale scores for the Northern Territory are substantially below and statistically significantly different from the national mean scale scores in all five domains.

For the Northern Territory, the spread of scale scores in all achievement domains, as indicated by the standard deviation, is greater than in all the other jurisdictions. This is also evident in the bars in the figures, which are longer for the Northern Territory.

Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands across Years 3, 5, 7 and 9. For students in Year 3, Band 1 (the lowest band) indicates a scale score below the national minimum standard and Band 2 (the next lowest band) indicates a scale score at the national minimum standard (see p. vi). Band 6 represents high achievement for Year 3 and is reported as Band 6 and above. Exempt students do not receive an achievement score and are not included in the calculation of means and standard deviations, but they are included below the national minimum standard in reporting band percentages.

Tables 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1 show the percentages of students in each band for each jurisdiction and for Australia overall in each of the five achievement domains. The last column of each table shows the percentage of students who achieved at or above the national minimum standard in the achievement domain. The percentage of students in Australia overall who achieved at or above the national minimum standard is high: across the five achievement domains, between 93% and 97% of students achieved at or above the national minimum standard.

There is little variation across most jurisdictions in the percentage of students who achieved at or above the national minimum standard, with the exception of the Northern Territory. In the Northern Territory, between 66% and 75% of students achieved at or above the national minimum in all domains. In all other jurisdictions, at least 93% of students achieved at or above the national minimum standard in reading, writing, grammar and punctuation, and numeracy and at least 89% of students achieved at or above the national minimum standard in Spelling.

Sex

Mean scale scores and scale score distributions by sex are shown in Figures 3.R2, 3.W2, 3.S2, 3.G2 and 3.N2. There is a consistent pattern in reading, writing, and grammar and punctuation: the mean scale scores for female students are higher than the mean scale scores for male students for Australia overall and in each jurisdiction, although there is substantial overlap in the distribution of scale scores between the two sexes. Nationally, the differences range from 10 score points in spelling to 22 score points in writing.

Tables 3.R2, 3.W2, 3.S2, 3.G2 and 3.N2 present the percentages of male and female students in each achievement band. For Australia overall, in all domains, higher percentages of female students

achieved at or above the national minimum standard compared to male students, with differences up to three percentage points. In numeracy, higher percentages of male students achieved scores in Band 6 and above, compared to female students, for all jurisdictions and for Australia overall.

Indigenous students

Figures 3.R3, 3.W3, 3.S3, 3.G3 and 3.N3 show the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In all achievement domains and for most jurisdictions, the mean scale scores for non-Indigenous students are higher than the mean scale scores for Indigenous students. Differences for Australia overall range from 66 score points in writing to 94 score points in grammar and punctuation. In most domains and for all jurisdictions except Tasmania, the mean scale score for Indigenous students is close to or below the 20th percentile score for non-Indigenous students. For Tasmania, the mean scale scores for Indigenous students are between the 20th percentile scores and the mean scale scores for non-Indigenous students in all domains.

Tables 3.R3, 3.W3, 3.S3, 3.G3 and 3.N3 show the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and for Australia overall. For Australia, in all domains, at least 75% of Indigenous students achieved at or above the national minimum standard, compared to more than 94% of non-Indigenous students. Differences between Indigenous and non-Indigenous students were smallest in writing, with differences in New South Wales, Queensland, Tasmania and Victoria less than nine percentage points, and a difference of 12 percentage points for Australia overall.

Language background other than English

Figures 3.R4, 3.W4, 3.S4, 3.G4 and 3.N4 show the distributions of scores, mean scale scores and standard deviations for students by language background. Students from a language background other than English (LBOTE) are shown separately from those whose language background is English. For Australia overall and for all jurisdictions, the mean scale score for LBOTE students is higher than the mean scale score for non-LBOTE students in spelling. In reading, the mean scale score for LBOTE students is close to the mean scale score for non-LBOTE students.

Within most jurisdictions, differences between these two groups of students are similar to the national differences with some exceptions. For Tasmania, LBOTE students' mean scale scores are higher than non-LBOTE students' mean scale scores in all domains. For New South Wales, LBOTE students' mean scale scores are higher than non-LBOTE students' mean scale scores in writing as well as spelling. For the Northern Territory, mean scale scores for LBOTE students are substantially lower than mean scale scores for non-LBOTE students in all five domains.

Tables 3.R4, 3.W4, 3.S4, 3.G4 and 3.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for LBOTE and non-LBOTE students. For Australia overall in spelling, there is no difference between the two groups in the percentage of students who achieved at or above the national minimum standard. In all other domains, the differences between these two groups are less than two percentage points for Australia overall.

Geolocation

Beginning in 2016, NAPLAN results are reported using the Australian Statistical Geography Standard (ASGS) to classify each school's geographic location (geolocation). Tables 3.R5, 3.W5, 3.S5, 3.G5 and 3.N5 present summary results for students attending schools in major cities, inner regional, outer regional, remote and very remote geolocations for each jurisdiction and for Australia overall. These tables include mean scale scores, as well as the percentage of students in each achievement band. In Victoria, there are no schools in the very remote geolocation; in Tasmania, there are no schools in the major cities geolocation (Hobart, Launceston and Devonport are classified as inner regional); in the ACT, there are no schools in the outer regional,

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remote or very remote geolocations; and in the Northern Territory, there are no schools in the major cities or inner regional geolocations (Darwin is classified as outer regional). In addition, there are too few students for reporting in the very remote geolocation in Tasmania or in the inner regional geolocation in the ACT, as indicated by 'n.p.' in the tables.

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students attending schools in major cities geolocations have the highest mean scale score, followed by students attending schools in inner regional geolocations, then students attending schools in outer regional geolocations, then students attending schools in remote geolocations, and then students attending schools in very remote geolocations. Differences in mean scale scores between schools in inner regional geolocations and outer regional geolocations are the smallest, ranging from eight score points in spelling to 14 score points in grammar and punctuation.

This pattern is not always replicated within each jurisdiction. In Victoria and Queensland, there is little difference between mean scale scores for students attending schools in inner regional and students attending schools in outer regional geolocations in all domains. In South Australia, there is little difference between mean scale scores for students attending schools in outer regional and students attending schools in remote geolocations in all domains.

The distributions of students in achievement bands follow a pattern similar to the pattern for mean scale scores. For Australia overall, the highest percentage of students achieving at or above the national minimum standard attend schools in the major cities and the lowest percentage attend schools in very remote geolocations. And in all jurisdictions, the highest percentage of students achieving in the two top bands (Band 5 and Band 6 and above) attend schools in the main population centres.

Results by geolocation are also reported by Indigenous status. Results for Indigenous students by geolocation are provided in Tables 3.R6, 3.W6, 3.S6, 3.G6 and 3.N6, and for non-Indigenous students in Tables 3.R7, 3.W7, 3.S7, 3.G7 and 3.N7. For Indigenous students, the patterns of mean scale scores and the percentage of students who achieved at or above the national minimum standard by geolocation differ from the patterns for non-Indigenous students for Australia overall. For Indigenous students for Australia overall, there is little difference between students attending schools in major cities geolocations and those attending schools in inner regional geolocations; the remaining geolocations follow the pattern for all students by geolocation. Among non-Indigenous students for Australia overall, those attending schools in major cities geolocations achieved the highest mean scale score and the greatest percentage of students at or above the national minimum standard.

Parental education

Tables 3.R8, 3.W8, 3.S8, 3.G8 and 3.N8 provide results for each jurisdiction and for Australia overall by parental education. Parental education refers to the highest level of education completed by one parent or guardian. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 1% in Victoria to 12% in the Northern Territory. For Australia overall, there is no information on parental education for 4% of students, so these results should be treated with caution. The tables include results for students whose parental education is identified as 'Not stated'.

In all domains, mean scale scores are higher for students whose parents have higher levels of education. For each jurisdiction and for Australia overall, students whose parents hold a bachelor degree or higher have the highest mean scale scores and the greatest percentage of students who achieved at or above the national minimum standard. Nationally, there is little difference in the mean scale scores between students with parents whose highest level of education is a certificate and those with parents whose highest level of education is Year 12 completion. Students with parents whose education is not stated are excluded from these comparisons.

Parental occupation

Tables 3.R9, 3.W9, 3.S9, 3.G9 and 3.N9 show results for each jurisdiction and for Australia overall by parental occupation. Parental occupation group is defined by the main work undertaken by one parent or guardian. If a parent/guardian has more than one job, the occupation group reflects the main job. If both parents/guardians are working, the higher of the two occupation groups is used. Occupations are classified into four groups; a fifth group represents those not in paid work. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 2% in Victoria to 18% in the Northern Territory. For Australia overall, there is no information on parental occupation for 8% of students, so these results should be treated with caution. The tables include results for students whose parental occupation is identified as 'Not stated'.

Students with parents in Occupation Group 1, which includes senior managers and qualified professionals, have the highest mean scale scores in all domains for all jurisdictions and for Australia overall. The next highest mean scale scores were achieved by students with parents in Occupation Group 2, which includes other business managers and associate professionals, followed by Occupation Group 3 (tradespeople, clerks, and skilled office, sales and service staff) and Occupation Group 4 (machine operators, hospitality staff, assistants and labourers). Students whose parents are not in paid work have the lowest mean scale scores in all domains across Australia and for most jurisdictions. Students with parents whose occupation is not stated are excluded from these comparisons.

The percentage of students who scored at or above the national minimum standard is also related to parental occupation. For Australia overall, students with parents in Occupation Groups 1 and 2 most frequently achieved at or above the national minimum standard (between 96% and 99% across the five domains). Among students whose parents are in Occupation Group 4, the percentage who achieved at or above the national minimum standard is lowest in spelling (90%) and highest in writing (95%).

Participation

Tables 3.P1, 3.P2, 3.P3 and 3.P4 provide data on participation in each domain for each jurisdiction and for Australia overall. Table 3.P1 provides the overall rates; Table 3.P2 provides rates separately for Indigenous and non-Indigenous students; Table 3.P3 provides exemption, absence and withdrawal rates for the tests in each domain; and Table 3.P4 provides exemption, absence and withdrawal rates separately for Indigenous and non-Indigenous students. Students who are absent or withdrawn are considered non-participating. Students who are exempt do not receive a scale score but are considered to have achieved below the national minimum standard.

The overall participation rate for Australia is quite uniform across domains, ranging from 94.5% in writing to 95.2% in reading. Among the eight jurisdictions, New South Wales and Tasmania have the highest participation rates (96% or higher across most domains) and the Northern Territory has the lowest (81.8% to 84.9% across domains). Participation rates are lower among Indigenous students, ranging nationally from 87.0% in numeracy to 88.7% in reading.

For Australia overall, 1.6% of students were granted exemptions for the numeracy and writing assessments and 1.7% of students for reading, spelling, and grammar and punctuation. Exemptions were granted to 2.8% of Indigenous students and 1.5% to 1.6% of non-Indigenous students. The highest percentage of exemptions granted across all domains and jurisdictions was in the Northern Territory (2.8% overall). The lowest percentages of exemptions granted were in Queensland (1.1% to 1.2%) and Western Australia (1.2%). In Tasmania, there was little difference between Indigenous and non-Indigenous students in the percentage of students granted exemptions.

For Australia overall, withdrawal rates (2.7% to 2.9%) were higher than absence rates (2.0% to 2.7%) for reading, writing, spelling, and grammar and punctuation. For numeracy, the rate was 2.7% for both withdrawal and absence.

2019 Results

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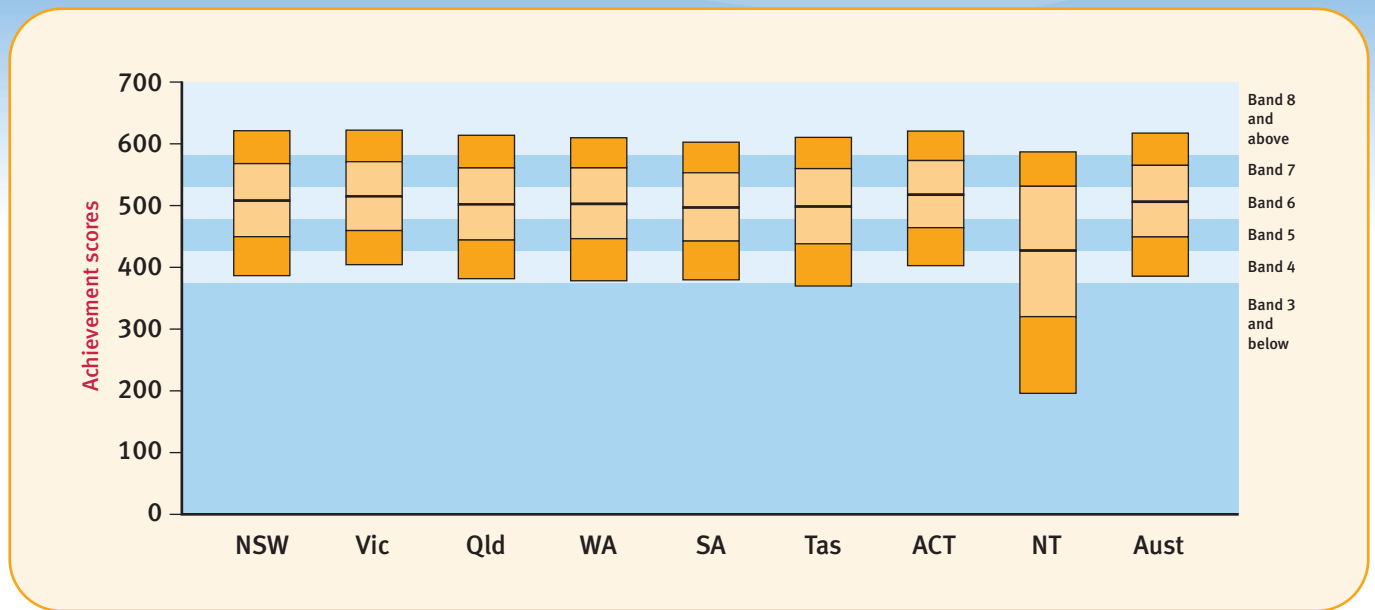
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Figure 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	507.9 (70.8)	514.9 (66.2)	501.9 (70.3)	502.6 (69.7)	496.7 (67.4)	498.3 (72.5)	517.5 (66.0)	427.0 (123.0)	506.1 (70.7)

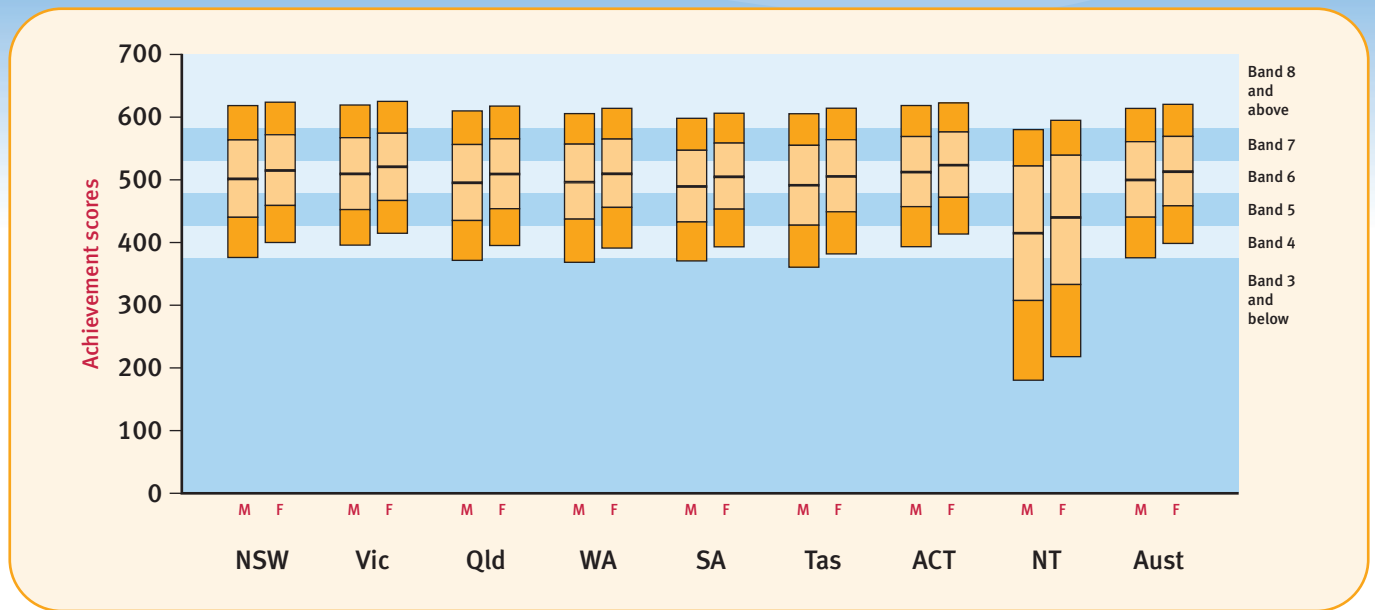
Table 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	10yrs 7mths 5yrs 4mths	97.1	1.5	1.4	1.4	3.5	8.9	19.7	28.5	23.5	14.4	95.1
Vic	10yrs 9mths 5yrs 4mths	95.6	2.3	2.1	2.3	1.8	7.1	19.1	29.3	25.2	15.2	95.9
Qld	10yrs 5mths 5yrs 4mths	93.4	2.0	4.6	1.1	4.0	9.8	21.3	29.0	22.7	12.2	94.8
WA	10yrs 5mths 5yrs 4mths	96.6	1.6	1.8	1.2	4.5	9.2	19.7	29.6	24.2	11.6	94.3
SA	10yrs 7mths 5yrs 4mths	94.6	2.2	3.3	2.7	4.1	9.9	22.0	30.3	21.6	9.3	93.2
Tas	10yrs 10mths 5yrs 4mths	96.9	1.6	1.5	1.7	5.5	10.5	19.9	28.2	22.5	11.6	92.7
ACT	10yrs 7mths 5yrs 4mths	95.5	1.4	3.0	1.8	2.3	6.3	17.0	28.8	28.2	15.6	95.9
NT	10yrs 6mths 5yrs 4mths	86.1	11.7	2.2	2.4	29.2	11.4	17.2	19.6	14.4	5.7	68.4
Aust	10yrs 7mths 5yrs 4mths	95.5	2.0	2.5	1.6	3.6	8.8	20.0	28.9	23.7	13.4	94.7

[Refer to the introduction for explanatory notes and how to read the graph.](#)

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Figure 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	501.3 (73.1)	509.3 (67.8)	495.1 (72.2)	496.2 (71.6)	489.2 (69.1)	491.3 (74.5)	512.2 (68.0)	414.8 (125.0)	499.6 (72.8)
Female Mean scale score / (S.D.)	514.7 (67.6)	520.6 (63.9)	509.1 (67.5)	509.4 (66.9)	504.6 (64.7)	505.3 (69.5)	523.3 (63.3)	439.8 (119.5)	512.8 (67.8)

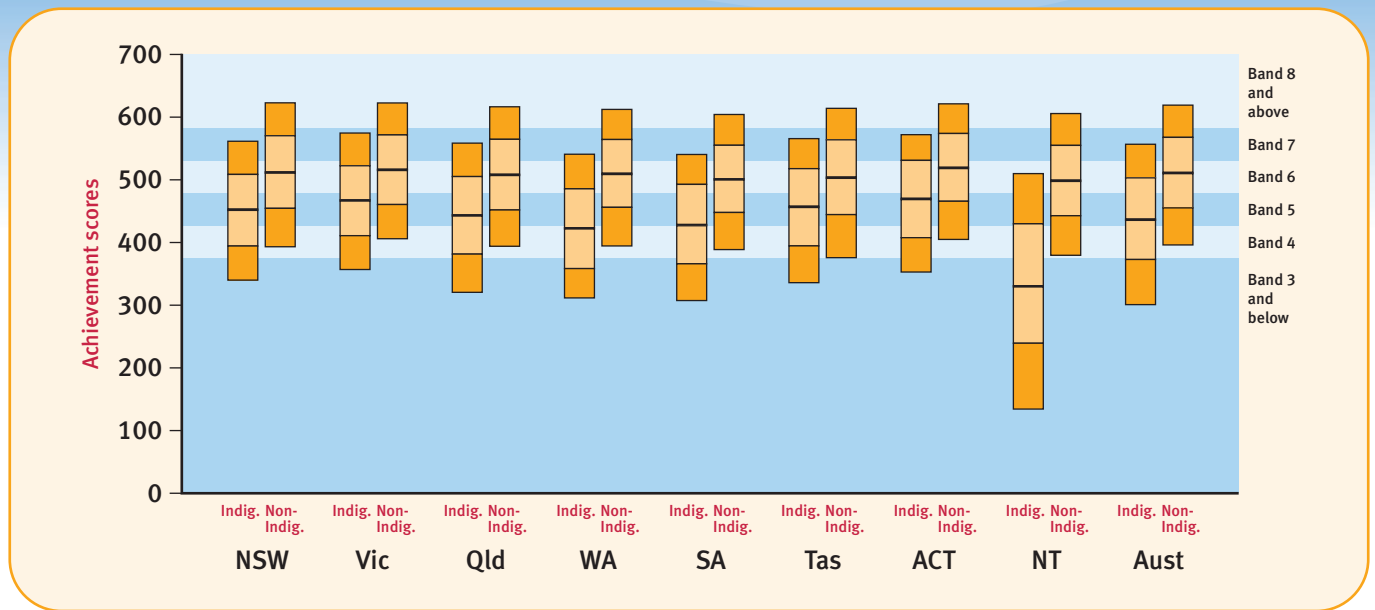
Table 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	1.8	4.7	10.5	20.7	27.5	21.8	13.1	93.5
	Female	0.9	2.3	7.3	18.8	29.5	25.4	15.8	96.8
Vic	Male	3.0	2.4	8.4	20.2	28.8	23.2	14.0	94.6
	Female	1.5	1.2	5.7	17.9	29.8	27.2	16.6	97.3
Qld	Male	1.6	5.2	11.4	22.2	27.8	20.8	11.0	93.2
	Female	0.7	2.7	8.1	20.2	30.2	24.6	13.4	96.6
WA	Male	1.6	5.7	10.6	20.5	28.6	22.6	10.4	92.7
	Female	0.7	3.2	7.7	18.8	30.7	26.0	13.0	96.2
SA	Male	3.5	5.3	11.8	23.2	29.0	19.2	8.0	91.2
	Female	1.8	2.9	8.0	20.8	31.6	24.2	10.6	95.3
Tas	Male	2.4	7.0	12.0	20.7	27.0	20.7	10.3	90.6
	Female	1.0	4.1	9.0	19.2	29.5	24.3	12.9	94.9
ACT	Male	2.2	3.0	7.4	18.2	28.3	26.5	14.4	94.8
	Female	1.3	1.6	5.1	15.8	29.2	30.0	17.0	97.1
NT	Male	3.5	31.6	12.5	17.5	18.2	12.2	4.5	64.9
	Female	1.3	26.7	10.2	17.0	21.2	16.7	7.0	72.0
Aust	Male	2.2	4.7	10.2	21.0	28.0	21.8	12.1	93.1
	Female	1.1	2.5	7.2	19.0	29.9	25.6	14.7	96.4

[Refer to the introduction for explanatory notes and how to read the graph.](#)

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Figure 5.R3: Achievement of Year 5 Students in Reading, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	452.2 (67.6)	467.1 (65.7)	443.2 (72.9)	422.6 (71.9)	427.7 (73.9)	456.8 (70.8)	469.4 (68.3)	330.1 (113.4)	436.3 (81.5)
Non-Indigenous Mean scale score / (S.D.)	511.6 (69.3)	515.8 (65.8)	507.8 (67.4)	509.4 (65.3)	500.7 (64.8)	503.3 (71.4)	518.9 (65.5)	498.4 (69.6)	510.8 (67.4)

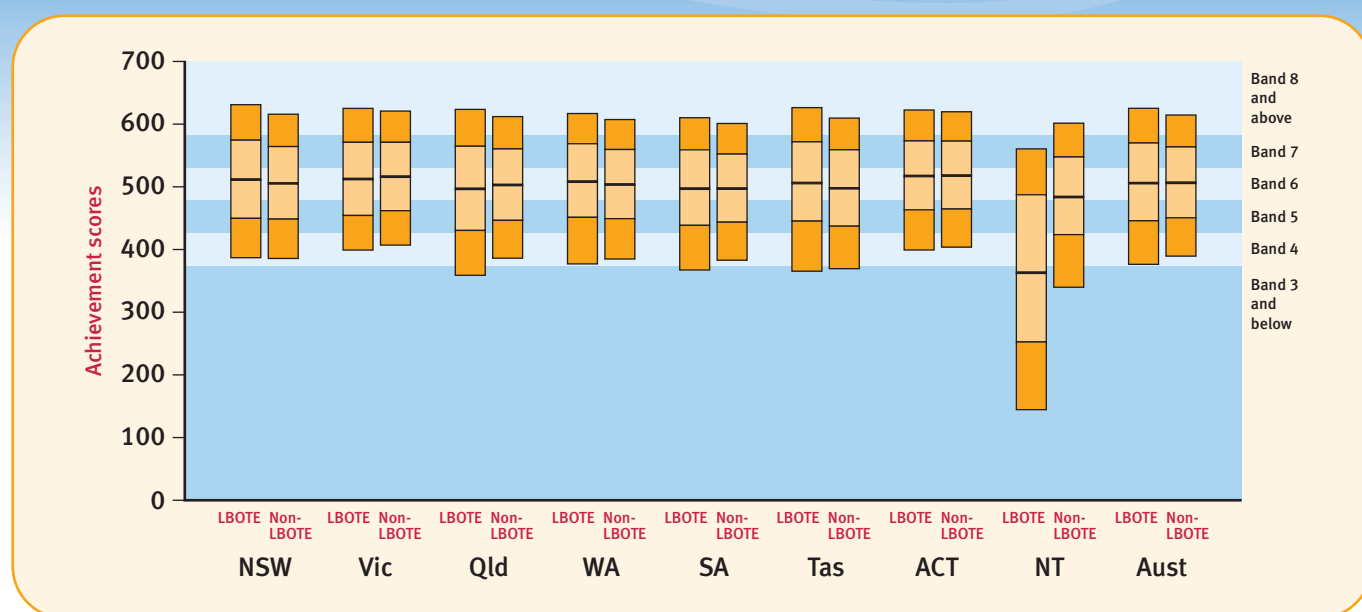
Table 5.R3: Achievement of Year 5 Students in Reading, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.6	12.7	20.7	29.0	22.9	9.5	2.4	84.6
	Non-Indigenous	1.3	2.9	8.1	19.1	28.9	24.5	15.2	95.9
Vic	Indigenous	4.9	7.8	17.5	27.8	26.4	11.8	3.7	87.2
	Non-Indigenous	2.2	1.7	6.9	18.9	29.4	25.4	15.5	96.1
Qld	Indigenous	2.0	17.1	21.7	27.4	20.7	8.7	2.4	80.9
	Non-Indigenous	1.0	2.7	8.6	20.6	29.8	24.1	13.2	96.2
WA	Indigenous	1.5	26.6	24.4	24.6	16.2	5.6	1.1	71.9
	Non-Indigenous	1.1	2.7	7.9	19.2	30.7	25.9	12.6	96.2
SA	Indigenous	4.9	22.0	23.9	24.0	18.2	6.1	0.8	73.1
	Non-Indigenous	2.5	3.1	9.1	21.9	31.0	22.5	9.8	94.4
Tas	Indigenous	2.4	13.2	18.8	25.8	24.8	12.5	2.4	84.3
	Non-Indigenous	1.7	4.7	9.5	19.2	28.4	23.7	12.8	93.6
ACT	Indigenous	5.0	9.2	16.0	26.3	23.4	17.1	3.0	85.8
	Non-Indigenous	1.7	2.1	6.1	16.7	28.8	28.5	16.0	96.2
NT	Indigenous	2.8	62.8	13.8	11.0	6.6	2.5	0.5	34.4
	Non-Indigenous	2.0	4.3	9.6	21.9	29.3	23.3	9.6	93.7
Aust	Indigenous	2.6	19.8	20.8	26.1	20.2	8.4	2.1	77.6
	Non-Indigenous	1.5	2.6	7.9	19.6	29.5	24.7	14.1	95.9

[Refer to the introduction for explanatory notes and how to read the graph.](#)

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Figure 5.R4: Achievement of Year 5 Students in Reading, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	511.4 (73.7)	512.3 (68.7)	496.6 (79.9)	508.1 (72.6)	496.9 (75.0)	505.9 (77.2)	517.1 (67.5)	362.8 (130.1)	505.8 (77.5)
Non-LBOTE Mean scale score / (S.D.)	505.4 (69.4)	516.0 (64.9)	502.8 (68.4)	503.5 (66.8)	497.0 (65.6)	497.6 (72.3)	517.7 (65.5)	483.6 (82.1)	506.3 (68.0)

Table 5.R4: Achievement of Year 5 Students in Reading, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	2.0	3.4	8.9	19.2	26.8	22.9	16.9	94.6
	Non-LBOTE	1.2	3.6	9.1	20.2	29.2	23.6	13.1	95.2
Vic	LBOTE	3.0	2.2	8.1	20.0	27.9	23.6	15.3	94.8
	Non-LBOTE	1.9	1.7	6.6	18.7	30.0	25.9	15.2	96.4
Qld	LBOTE	1.7	6.8	11.4	20.6	25.2	20.5	13.8	91.5
	Non-LBOTE	1.0	3.5	9.5	21.4	29.6	23.1	11.9	95.4
WA	LBOTE	0.0	4.7	8.1	18.1	28.5	26.1	14.4	95.2
	Non-LBOTE	0.0	3.7	9.1	20.2	30.9	25.0	11.1	96.2
SA	LBOTE	4.1	5.6	9.9	20.2	27.6	21.1	11.4	90.3
	Non-LBOTE	2.3	3.8	9.9	22.4	30.9	21.8	8.9	94.0
Tas	LBOTE	3.7	6.0	8.1	18.0	27.4	21.1	15.7	90.3
	Non-LBOTE	1.6	5.6	10.7	20.0	28.1	22.6	11.3	92.8
ACT	LBOTE	2.5	2.8	6.1	16.7	28.9	27.2	15.8	94.7
	Non-LBOTE	1.5	2.1	6.4	17.2	28.7	28.5	15.6	96.4
NT	LBOTE	2.2	52.1	11.7	12.7	10.5	8.4	2.4	45.7
	Non-LBOTE	2.6	8.8	11.2	21.5	27.8	19.7	8.4	88.6
Aust	LBOTE	2.2	4.7	9.0	19.4	26.8	22.8	15.2	93.1
	Non-LBOTE	1.3	3.2	8.7	20.3	29.7	24.0	12.8	95.4

[Refer to the introduction for explanatory notes and how to read the graph.](#)

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Table 5.R5: Achievement of Year 5 Students in Reading, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	514.5	1.4	2.7	7.8	18.4	28.1	24.8	16.7	95.9
	Inner Regional	492.6	1.4	4.9	11.2	22.9	30.1	20.8	8.7	93.7
	Outer Regional	479.1	1.2	7.4	14.4	25.5	27.7	17.2	6.6	91.4
	Remote	465.5	2.9	11.4	19.4	22.7	25.2	13.2	5.3	85.7
	Very Remote	428.1	0.8	26.5	22.5	22.7	13.8	11.7	2.0	72.7
Vic	Major Cities	518.6	2.2	1.6	6.5	18.1	28.8	26.1	16.7	96.2
	Inner Regional	504.0	2.3	2.4	8.8	22.0	30.7	22.7	11.2	95.3
	Outer Regional	501.1	3.0	2.7	9.1	22.3	31.2	22.0	9.7	94.3
	Remote	502.1	2.3	1.4	10.0	20.0	35.5	22.3	8.6	96.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	509.9	1.1	2.8	8.3	20.0	29.2	24.4	14.3	96.1
	Inner Regional	495.2	1.4	3.9	11.0	23.4	29.9	21.2	9.1	94.6
	Outer Regional	487.0	0.9	6.2	13.1	23.8	28.3	19.0	8.6	92.8
	Remote	466.3	1.3	14.3	15.2	21.8	24.5	16.9	6.1	84.4
	Very Remote	418.8	1.4	32.5	20.0	20.5	14.8	7.6	3.2	66.1
WA	Major Cities	509.7	1.3	3.0	8.1	18.8	29.8	25.8	13.2	95.7
	Inner Regional	491.3	0.7	5.1	10.9	22.9	31.4	21.8	7.2	94.3
	Outer Regional	483.2	1.2	7.6	12.9	23.2	29.3	18.7	7.1	91.2
	Remote	473.9	0.6	10.8	14.1	22.8	29.0	18.3	4.5	88.6
	Very Remote	427.5	0.8	30.0	18.6	19.5	17.1	11.4	2.6	69.2
SA	Major Cities	502.1	2.8	3.4	9.1	20.9	30.3	23.0	10.6	93.9
	Inner Regional	491.4	2.4	4.0	10.7	24.0	31.8	20.1	7.0	93.6
	Outer Regional	478.0	2.6	6.4	13.7	26.9	29.6	16.2	4.6	90.9
	Remote	482.6	2.0	4.9	12.8	26.7	31.9	16.6	5.1	93.1
	Very Remote	403.0	2.0	37.3	17.4	17.3	15.3	8.3	2.5	60.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	503.7	1.8	4.9	9.7	18.7	27.9	23.8	13.3	93.3
	Outer Regional	486.6	1.4	7.0	12.4	22.7	28.9	19.7	7.8	91.6
	Remote	475.8	2.9	10.0	12.9	25.1	26.9	15.7	6.6	87.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	517.5	1.8	2.3	6.3	17.0	28.8	28.2	15.6	95.9
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	483.7	2.9	8.2	12.1	22.3	27.1	19.9	7.5	88.9
	Remote	439.7	3.0	23.6	13.2	20.2	20.0	13.7	6.3	73.4
	Very Remote	299.4	0.9	78.2	8.7	4.4	3.4	2.9	1.3	20.9
Aust	Major Cities	513.3	1.6	2.5	7.6	18.8	28.9	25.1	15.3	95.8
	Inner Regional	497.0	1.7	4.0	10.3	22.5	30.2	21.6	9.7	94.3
	Outer Regional	485.7	1.6	6.4	12.8	24.0	28.7	18.9	7.7	92.0
	Remote	467.6	1.6	12.7	14.3	22.7	26.7	16.5	5.4	85.7
	Very Remote	384.3	1.1	45.7	16.0	15.2	12.1	7.5	2.4	53.2

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Reading

Table 5.R6: Achievement of Year 5 Indigenous Students in Reading, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	461.7	2.7	9.3	19.0	29.3	25.3	11.2	3.2	88.0
	Inner Regional	452.2	2.7	13.0	20.3	29.2	22.9	9.6	2.3	84.3
	Outer Regional	435.3	2.1	18.5	24.4	28.2	18.9	6.7	1.1	79.4
	Remote	419.3	5.0	19.5	32.7	28.0	13.2	1.7	0.0	75.5
	Very Remote	388.9	1.4	39.1	27.5	24.1	7.0	0.6	0.3	59.4
Vic	Major Cities	472.4	3.5	6.1	16.7	29.5	26.7	13.0	4.4	90.4
	Inner Regional	462.2	5.2	8.8	18.6	28.2	25.8	10.3	3.1	86.0
	Outer Regional	467.0	7.9	9.4	16.7	22.6	27.2	13.0	3.3	82.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	461.8	2.3	9.8	18.1	29.5	25.4	11.5	3.3	87.9
	Inner Regional	457.5	2.4	10.4	20.7	29.0	24.1	10.7	2.6	87.2
	Outer Regional	435.8	1.1	18.6	25.3	28.0	18.3	6.8	1.8	80.2
	Remote	405.7	2.4	36.2	23.0	20.2	12.1	4.7	1.4	61.4
	Very Remote	378.8	2.0	48.1	24.6	16.9	6.6	1.2	0.6	49.9
WA	Major Cities	442.1	2.2	16.5	24.3	26.9	20.7	7.6	1.9	81.3
	Inner Regional	429.6	0.5	20.0	26.7	31.0	14.9	5.4	1.5	79.5
	Outer Regional	425.5	1.6	24.9	23.6	27.3	16.8	5.1	0.6	73.5
	Remote	416.2	0.8	30.7	24.1	24.3	15.1	4.7	0.3	68.5
	Very Remote	372.9	0.7	53.3	24.4	13.7	5.8	1.9	0.2	46.0
SA	Major Cities	439.8	4.8	16.6	23.6	25.9	20.4	7.5	1.1	78.6
	Inner Regional	445.7	4.7	14.0	21.1	27.3	23.2	8.6	1.1	81.3
	Outer Regional	423.5	6.8	23.0	25.4	24.2	16.6	3.5	0.5	70.2
	Remote	426.7	2.0	20.0	31.4	25.7	18.4	2.4	0.0	78.0
	Very Remote	337.4	3.3	65.8	20.4	6.0	1.6	2.9	0.0	30.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	454.8	2.5	14.5	18.7	24.7	24.8	12.1	2.8	83.0
	Outer Regional	461.1	2.5	10.3	18.8	28.0	25.8	13.2	1.5	87.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	469.4	5.0	9.2	16.0	26.3	23.4	17.1	3.0	85.8
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	426.2	5.0	24.3	20.2	23.9	18.5	7.0	1.2	70.7
	Remote	359.6	5.3	48.3	19.9	15.6	7.4	2.9	0.5	46.4
	Very Remote	276.7	0.9	86.2	8.7	3.2	0.7	0.2	0.1	13.0
Aust	Major Cities	457.8	2.8	11.0	19.8	28.6	24.2	10.7	2.9	86.2
	Inner Regional	454.0	2.9	12.2	20.3	28.7	23.5	10.0	2.5	84.9
	Outer Regional	436.6	2.6	18.9	23.6	27.1	19.2	7.2	1.5	78.6
	Remote	399.9	2.9	35.0	24.0	21.4	12.2	3.8	0.6	62.1
	Very Remote	331.9	1.3	66.1	17.6	10.0	3.6	1.0	0.3	32.6

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Reading

Table 5.R7: Achievement of Year 5 Non-Indigenous Students in Reading, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	516.4	1.3	2.5	7.4	18.1	28.3	25.4	17.1	96.2
	Inner Regional	497.9	1.2	3.8	9.9	22.2	31.2	22.1	9.5	95.0
	Outer Regional	489.4	0.9	4.8	12.0	24.7	29.8	19.8	7.9	94.2
	Remote	496.2	1.6	5.4	10.6	19.5	33.0	21.1	8.9	93.0
	Very Remote	484.2	0.0	8.6	13.9	21.2	24.1	27.8	4.5	91.4
Vic	Major Cities	519.1	2.2	1.6	6.4	18.0	28.9	26.2	16.8	96.3
	Inner Regional	505.7	2.2	2.2	8.4	21.7	30.9	23.2	11.5	95.7
	Outer Regional	503.6	2.7	2.2	8.5	22.2	31.8	22.5	10.2	95.2
	Remote	502.1	2.3	1.4	10.0	20.0	35.5	22.3	8.6	96.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	512.5	1.0	2.4	7.7	19.5	29.4	25.2	14.9	96.6
	Inner Regional	500.0	1.3	3.1	9.8	22.6	30.6	22.5	10.0	95.6
	Outer Regional	498.2	0.9	3.5	10.4	22.9	30.4	21.8	10.0	95.6
	Remote	493.7	1.0	4.5	11.3	22.3	30.3	22.3	8.4	94.5
	Very Remote	485.2	0.3	6.2	11.8	27.1	28.7	18.4	7.5	93.5
WA	Major Cities	513.2	1.2	2.3	7.2	18.3	30.3	26.8	13.9	96.5
	Inner Regional	496.9	0.7	3.8	9.6	22.2	32.5	23.5	7.8	95.5
	Outer Regional	493.3	1.0	4.6	11.1	22.3	31.6	21.1	8.3	94.4
	Remote	495.3	0.4	3.4	10.4	22.2	34.1	23.5	6.0	96.2
	Very Remote	484.6	0.8	5.6	12.7	25.2	29.2	21.7	4.7	93.6
SA	Major Cities	504.8	2.6	2.8	8.4	20.7	30.7	23.7	11.1	94.6
	Inner Regional	493.4	2.2	3.5	10.3	23.9	32.3	20.5	7.3	94.3
	Outer Regional	484.4	2.0	4.4	12.2	27.3	31.1	17.8	5.2	93.5
	Remote	488.3	2.1	3.2	11.1	26.8	33.2	18.0	5.6	94.7
	Very Remote	472.1	1.1	7.3	14.2	28.6	29.0	14.8	4.9	91.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	508.7	1.7	3.9	8.7	18.1	28.0	25.0	14.5	94.3
	Outer Regional	490.6	1.4	6.6	11.3	21.6	29.3	20.8	8.9	92.0
	Remote	485.0	3.6	4.6	11.4	26.4	31.8	17.1	5.0	91.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	518.9	1.7	2.1	6.1	16.7	28.8	28.5	16.0	96.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	497.9	2.4	4.1	10.0	21.8	29.3	23.2	9.2	93.5
	Remote	501.2	1.1	3.7	7.9	23.9	29.8	22.4	11.0	95.1
	Very Remote	496.7	0.0	9.0	9.2	15.6	27.3	27.0	11.9	91.0
Aust	Major Cities	515.3	1.6	2.2	7.2	18.5	29.1	25.7	15.8	96.2
	Inner Regional	501.2	1.6	3.2	9.4	21.9	30.9	22.7	10.4	95.3
	Outer Regional	495.0	1.4	4.0	10.7	23.3	30.5	21.1	8.9	94.6
	Remote	494.3	1.1	3.8	10.4	23.2	32.4	21.7	7.3	95.1
	Very Remote	484.7	0.5	6.5	12.4	25.0	28.6	20.7	6.4	93.0

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Reading

Table 5.R8: Achievement of Year 5 Students in Reading, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Bachelor	540.3	0.9	0.7	3.4	11.5	26.6	31.4	25.5	98.4
	Diploma	501.0	1.2	2.5	8.5	22.9	33.3	22.8	8.8	96.3
	Certificate	480.8	1.3	5.2	13.4	27.6	31.0	16.9	4.6	93.5
	Year 12	481.7	1.8	5.5	13.6	26.6	30.0	16.9	5.7	92.8
	Year 11	448.1	3.5	13.1	21.7	29.5	22.4	8.0	1.7	83.4
	Not stated (3%)	504.4	2.8	4.6	10.1	19.4	25.7	22.8	14.6	92.6
Vic	Bachelor	539.4	1.3	0.4	3.2	12.3	26.8	31.4	24.6	98.3
	Diploma	504.8	1.8	1.8	7.6	22.3	33.1	23.9	9.6	96.4
	Certificate	491.7	2.6	2.8	10.6	25.7	32.5	19.6	6.2	94.6
	Year 12	490.0	3.4	3.1	10.5	26.4	31.9	19.1	5.6	93.5
	Year 11	468.4	7.0	6.3	16.5	29.0	26.6	11.8	2.9	86.7
	Not stated (2%)	523.9	3.7	2.3	6.8	15.3	25.8	25.5	20.6	94.0
Qld	Bachelor	536.7	0.7	0.6	3.6	13.0	27.2	31.5	23.4	98.7
	Diploma	499.9	0.8	2.7	8.9	23.4	32.5	23.1	8.7	96.5
	Certificate	485.4	1.1	4.5	12.6	26.6	31.3	18.1	5.8	94.4
	Year 12	477.1	1.7	7.1	14.4	26.2	29.2	16.2	5.1	91.1
	Year 11	450.3	2.1	13.4	21.0	28.7	23.2	9.4	2.1	84.5
	Not stated (6%)	476.8	3.1	9.0	14.5	23.4	26.0	16.7	7.2	87.9
WA	Bachelor	535.6	0.8	0.8	3.4	12.3	27.2	33.5	21.9	98.3
	Diploma	501.4	1.1	2.4	8.6	21.6	34.0	24.5	7.8	96.5
	Certificate	485.0	1.2	4.8	12.1	25.0	34.0	18.7	4.4	94.1
	Year 12	482.4	1.2	6.1	12.8	24.8	31.9	18.6	4.6	92.7
	Year 11	451.2	1.7	13.8	20.1	28.4	24.7	9.6	1.7	84.5
	Not stated (8%)	476.2	2.8	12.0	13.6	21.0	24.1	17.9	8.6	85.2
SA	Bachelor	528.6	1.4	0.7	4.0	14.3	30.1	31.4	18.1	97.9
	Diploma	496.8	2.2	2.7	9.0	22.7	34.9	22.1	6.4	95.1
	Certificate	480.5	2.2	4.7	12.7	28.1	32.1	16.2	4.0	93.1
	Year 12	479.6	3.3	5.3	13.3	27.4	30.7	16.0	4.0	91.4
	Year 11	452.3	6.3	11.5	20.0	28.5	22.9	8.7	2.0	82.1
	Not stated (6%)	465.7	6.8	11.6	14.7	22.8	24.9	14.2	5.0	81.7

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Refer to the introduction for explanatory notes.

NAPLAN Year 5 Reading

Table 5.R8 (cont.): Achievement of Year 5 Students in Reading, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
Tas	Bachelor	539.2	1.2	1.0	3.4	11.0	26.2	32.6	24.6	97.8
	Diploma	501.4	1.6	4.4	9.0	19.5	30.6	24.8	10.1	94.0
	Certificate	484.9	1.4	5.9	12.8	23.8	31.3	18.9	6.0	92.8
	Year 12	479.9	1.9	8.1	11.7	24.4	29.7	18.7	5.3	90.0
	Year 11	449.4	2.7	14.6	20.3	27.9	22.5	10.3	1.7	82.7
	Not stated (8%)	490.8	3.5	6.1	12.3	21.3	27.2	20.1	9.5	90.4
ACT	Bachelor	536.0	1.3	0.8	3.3	11.7	27.6	34.0	21.3	97.9
	Diploma	496.7	1.8	3.5	8.6	22.6	34.6	21.8	7.2	94.8
	Certificate	482.5	0.9	4.4	12.6	28.8	31.1	17.1	5.0	94.7
	Year 12	478.8	3.3	6.3	13.0	27.9	28.0	16.7	4.9	90.5
	Year 11	453.9	7.5	10.2	19.0	30.1	21.9	10.8	0.6	82.4
	Not stated (5%)	506.0	4.4	4.6	7.4	20.0	27.4	23.0	13.2	91.1
NT	Bachelor	503.7	1.7	5.6	7.7	19.0	27.2	25.7	13.1	92.7
	Diploma	473.1	1.0	9.9	12.8	23.9	27.9	19.1	5.4	89.0
	Certificate	451.8	2.6	16.9	14.8	22.7	24.7	14.8	3.5	80.5
	Year 12	431.0	3.7	24.7	12.5	20.7	21.7	14.0	2.7	71.7
	Year 11	316.2	3.3	67.6	12.1	8.7	5.9	1.8	0.5	29.1
	Not stated (11%)	377.6	2.5	49.5	11.0	13.0	11.6	7.9	4.6	48.1
Aust	Bachelor	537.8	1.0	0.7	3.4	12.3	27.1	31.7	23.8	98.3
	Diploma	501.2	1.3	2.5	8.4	22.6	33.2	23.3	8.7	96.2
	Certificate	484.6	1.6	4.5	12.4	26.6	31.7	17.9	5.2	93.9
	Year 12	481.9	2.2	5.6	12.9	26.2	30.4	17.4	5.2	92.1
	Year 11	449.5	4.0	13.3	19.7	28.3	23.3	9.3	2.0	82.6
	Not stated (4%)	485.2	3.4	9.0	12.3	20.7	25.1	19.0	10.5	87.6

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Reading

Table 5.R9: Achievement of Year 5 Students in Reading, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Group 1	540.8	0.7	0.7	3.3	11.6	26.4	31.3	25.9	98.6
	Group 2	520.0	0.8	1.5	5.8	17.1	31.0	27.5	16.3	97.8
	Group 3	493.0	1.2	3.5	10.7	25.1	31.7	20.2	7.6	95.2
	Group 4	474.3	1.9	6.9	15.6	28.2	27.9	14.6	4.8	91.2
	Not in paid work	457.0	4.1	11.5	19.6	27.6	23.4	10.6	3.2	84.4
	Not stated (4%)	502.9	2.2	4.6	10.1	19.9	27.2	22.1	13.8	93.1
Vic	Group 1	542.9	0.9	0.4	2.7	11.5	26.2	31.7	26.5	98.7
	Group 2	523.8	1.2	0.8	4.9	16.7	30.5	28.7	17.1	98.0
	Group 3	503.4	1.8	1.7	8.0	22.9	33.4	23.0	9.2	96.5
	Group 4	487.6	3.4	3.4	11.6	27.1	30.7	18.0	5.8	93.3
	Not in paid work	475.5	7.1	5.7	15.0	26.9	26.5	14.4	4.5	87.2
	Not stated (2%)	523.6	3.3	1.8	7.7	15.5	26.2	25.0	20.5	94.9
Qld	Group 1	536.5	0.6	0.7	3.7	13.1	27.0	31.4	23.5	98.7
	Group 2	516.2	0.7	1.5	6.4	18.6	31.5	27.0	14.4	97.9
	Group 3	492.6	0.9	3.6	10.8	25.0	31.8	20.5	7.3	95.5
	Group 4	474.9	1.2	6.8	15.5	27.7	28.8	15.3	4.7	92.0
	Not in paid work	454.8	2.6	12.9	19.9	27.9	23.1	10.3	3.3	84.5
	Not stated (15%)	479.0	2.4	7.7	14.3	24.9	27.0	16.6	7.1	89.9
WA	Group 1	534.9	0.5	0.9	3.7	12.7	27.2	33.1	21.9	98.6
	Group 2	512.6	0.9	1.9	6.6	18.3	32.4	27.8	12.0	97.2
	Group 3	492.6	1.1	3.5	10.4	23.9	33.8	21.2	6.0	95.4
	Group 4	479.2	1.3	6.5	14.1	25.5	30.5	17.2	4.8	92.2
	Not in paid work	459.7	2.5	13.8	18.2	24.2	24.7	12.1	4.5	83.7
	Not stated (15%)	480.5	2.3	9.6	13.0	22.2	26.7	18.3	8.0	88.1
SA	Group 1	527.8	1.1	0.8	4.2	14.8	29.9	31.1	18.0	98.1
	Group 2	508.8	1.3	1.8	6.9	20.0	33.5	25.8	10.7	96.9
	Group 3	487.5	2.1	3.6	11.5	26.2	32.8	18.6	5.3	94.3
	Group 4	479.1	3.4	5.1	13.0	28.1	31.1	15.0	4.2	91.5
	Not in paid work	460.7	7.6	10.1	16.9	27.2	24.4	11.2	2.6	82.2
	Not stated (13%)	463.2	5.4	10.8	17.0	24.9	24.8	12.8	4.2	83.7

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Reading

Table 5.R9 (cont.): Achievement of Year 5 Students in Reading, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
Tas	Group 1	532.0	1.3	1.6	4.5	12.5	27.5	30.4	22.1	97.0
	Group 2	512.7	0.8	3.1	6.9	18.0	29.9	27.2	14.1	96.1
	Group 3	494.9	1.2	4.3	10.6	22.4	31.2	22.0	8.4	94.5
	Group 4	469.6	1.8	8.7	16.8	26.6	27.8	14.4	4.0	89.5
	Not in paid work	445.1	4.1	17.8	19.7	24.3	22.4	9.5	2.1	78.0
	Not stated (12%)	484.5	3.2	7.0	13.9	22.4	26.4	19.2	7.9	89.8
ACT	Group 1	535.2	1.3	1.0	3.7	11.9	27.1	33.3	21.7	97.7
	Group 2	518.2	1.3	1.6	5.3	16.8	32.3	28.3	14.4	97.1
	Group 3	493.4	1.4	3.5	10.2	25.8	30.5	21.3	7.3	95.1
	Group 4	478.1	2.2	5.4	14.8	26.9	28.0	18.4	4.2	92.3
	Not in paid work	471.5	6.7	9.6	14.2	25.5	23.3	15.5	5.1	83.7
	Not stated (10%)	502.6	3.3	3.9	8.4	21.6	28.2	23.8	10.9	92.8
NT	Group 1	505.1	0.5	5.0	8.4	19.2	28.5	25.4	13.0	94.5
	Group 2	493.7	2.7	6.0	9.1	20.7	28.3	25.7	7.6	91.3
	Group 3	457.9	1.5	15.2	13.7	25.3	25.8	14.2	4.4	83.4
	Group 4	395.8	4.1	36.5	15.3	16.7	16.8	8.3	2.2	59.4
	Not in paid work	328.1	4.0	61.7	13.5	10.3	5.9	3.7	0.9	34.3
	Not stated (17%)	355.3	2.9	56.7	10.4	10.8	10.3	5.8	3.1	40.4
Aust	Group 1	538.4	0.8	0.7	3.4	12.3	26.8	31.6	24.4	98.5
	Group 2	518.4	0.9	1.4	5.9	17.6	31.2	27.6	15.2	97.6
	Group 3	494.7	1.3	3.2	10.1	24.4	32.3	20.9	7.6	95.4
	Group 4	478.1	2.2	6.1	14.2	27.4	29.3	15.9	5.0	91.7
	Not in paid work	459.9	4.9	11.2	17.8	26.7	24.1	11.8	3.6	83.9
	Not stated (8%)	482.1	2.8	8.6	13.0	22.5	26.3	17.9	8.9	88.6

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

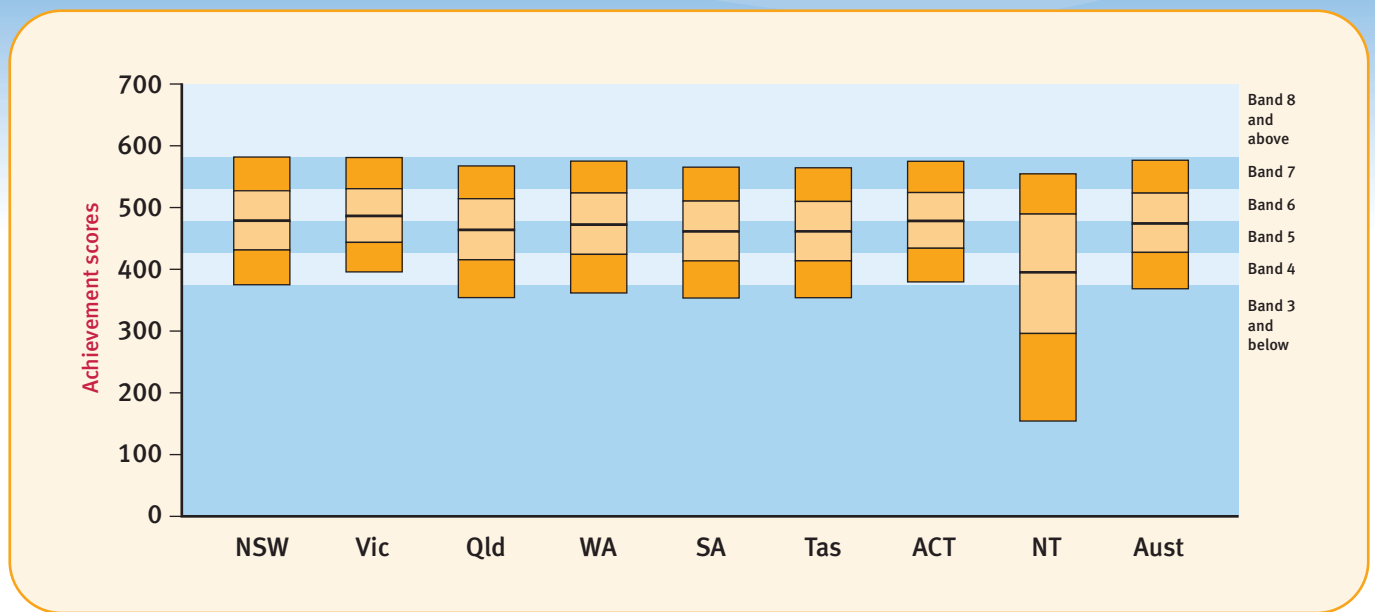
Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Writing

Figure 5.W1: Achievement of Year 5 Students in Writing, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	478.6 (63.3)	486.3 (56.0)	463.7 (65.2)	472.2 (66.1)	461.3 (64.9)	461.4 (65.5)	478.2 (60.1)	395.1 (118.5)	474.1 (64.5)

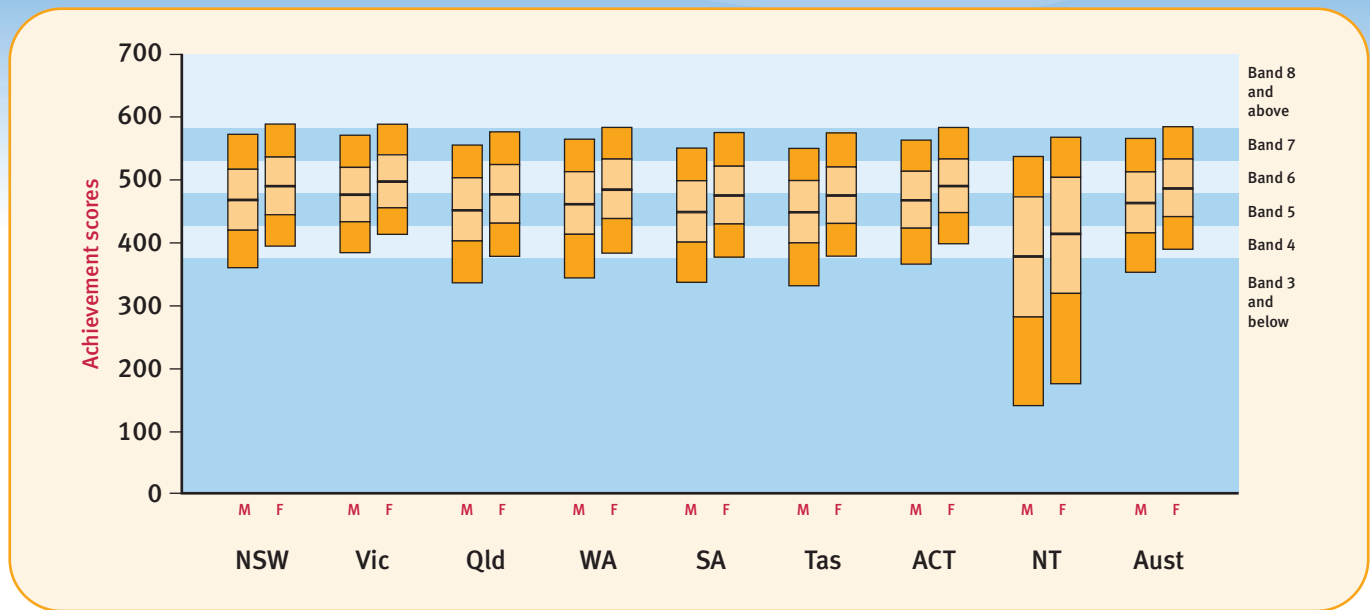
Table 5.W1: Achievement of Year 5 Students in Writing, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	10yrs 7mths 5yrs 4mths	97.1	1.5	1.4	1.4	4.8	12.7	30.8	31.8	13.6	4.9	93.8
Vic	10yrs 9mths 5yrs 4mths	95.3	2.6	2.1	2.3	2.4	9.8	31.2	34.7	15.0	4.7	95.3
Qld	10yrs 5mths 5yrs 4mths	93.1	2.2	4.7	1.1	7.7	17.0	33.2	27.4	10.5	3.1	91.1
WA	10yrs 5mths 5yrs 4mths	96.5	1.8	1.8	1.2	6.4	14.1	31.1	30.1	13.2	3.9	92.4
SA	10yrs 7mths 5yrs 4mths	94.4	2.4	3.2	2.7	7.8	17.3	34.1	25.8	9.4	2.9	89.5
Tas	10yrs 10mths 5yrs 4mths	96.3	2.1	1.6	1.7	7.8	17.1	34.2	26.8	9.4	2.9	90.5
ACT	10yrs 7mths 5yrs 4mths	95.4	1.5	3.1	1.8	4.2	12.1	32.1	32.6	13.4	3.9	94.0
NT	10yrs 6mths 5yrs 4mths	87.1	10.7	2.2	2.4	34.1	17.4	22.4	15.2	6.2	2.4	63.6
Aust	10yrs 7mths 5yrs 4mths	95.4	2.1	2.5	1.7	5.6	13.5	31.7	30.7	12.8	4.1	92.8

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Writing

Figure 5.W2: Achievement of Year 5 Students in Writing, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	467.7 (65.0)	476.1 (56.6)	451.3 (67.0)	461.0 (67.6)	448.4 (65.7)	448.2 (67.6)	467.3 (61.3)	377.5 (118.8)	462.8 (66.0)
Female Mean scale score / (S.D.)	489.8 (59.4)	497.0 (53.4)	476.7 (60.7)	484.1 (62.4)	474.8 (61.3)	474.8 (60.4)	489.9 (56.6)	413.6 (115.4)	486.0 (60.6)

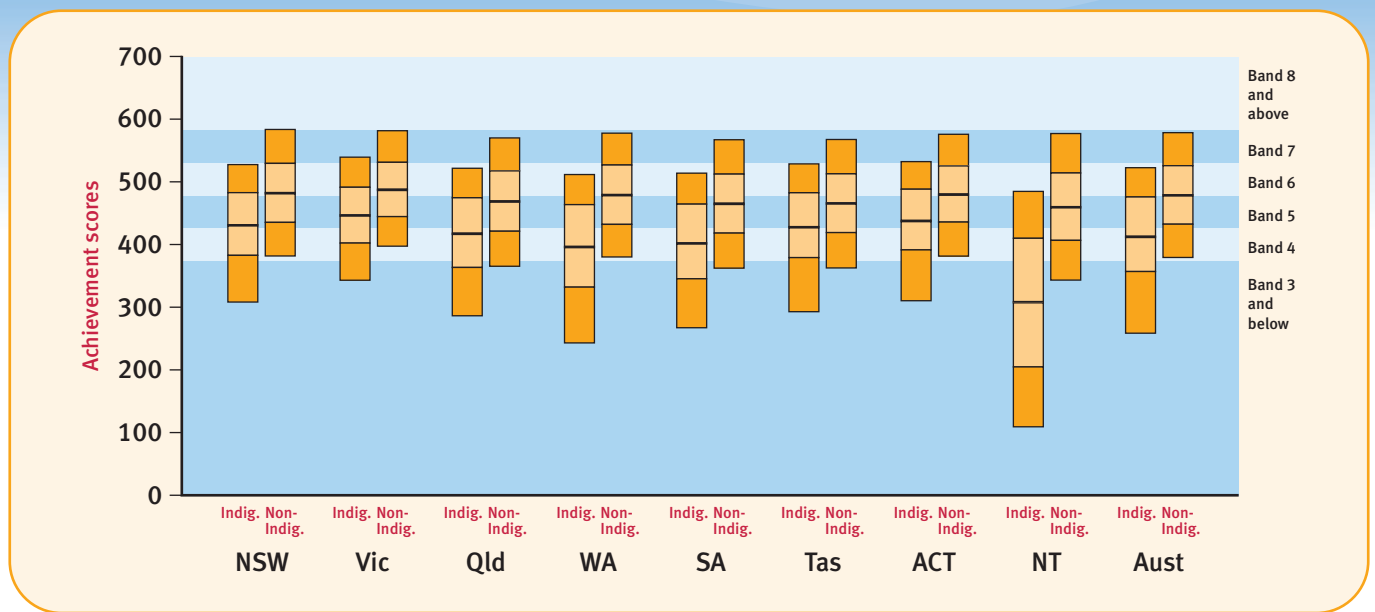
Table 5.W2: Achievement of Year 5 Students in Writing, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	1.9	6.8	15.6	32.5	28.8	10.7	3.7	91.3
	Female	0.9	2.7	9.6	29.1	34.8	16.7	6.1	96.3
Vic	Male	3.0	3.5	12.8	34.0	31.5	11.8	3.4	93.5
	Female	1.5	1.2	6.6	28.2	38.0	18.4	6.2	97.3
Qld	Male	1.6	10.7	20.5	33.5	23.7	7.9	2.1	87.7
	Female	0.7	4.5	13.1	32.8	31.3	13.3	4.1	94.8
WA	Male	1.6	8.7	16.9	32.6	27.1	10.4	2.7	89.7
	Female	0.7	4.0	11.1	29.5	33.4	16.1	5.2	95.4
SA	Male	3.5	10.8	20.9	34.4	21.8	6.7	1.8	85.7
	Female	1.8	4.5	13.5	33.8	30.0	12.3	4.1	93.6
Tas	Male	2.4	11.2	20.5	34.1	23.0	7.0	1.8	86.4
	Female	1.0	4.3	13.6	34.4	30.8	11.9	4.0	94.7
ACT	Male	2.2	6.0	15.1	34.7	28.6	10.8	2.7	91.8
	Female	1.3	2.3	8.8	29.3	37.0	16.2	5.2	96.3
NT	Male	3.4	38.5	19.1	21.7	11.6	4.4	1.4	58.1
	Female	1.3	29.2	15.7	23.2	19.0	8.1	3.6	69.5
Aust	Male	2.2	7.8	16.6	33.2	27.4	9.9	3.0	90.0
	Female	1.1	3.3	10.2	30.1	34.2	15.8	5.4	95.6

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Writing

Figure 5.W3: Achievement of Year 5 Students in Writing, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	430.6 (66.7)	446.3 (58.5)	417.0 (73.1)	395.9 (81.4)	401.7 (77.9)	427.5 (71.5)	437.4 (67.8)	307.9 (114.1)	412.1 (82.4)
Non-Indigenous Mean scale score / (S.D.)	481.8 (61.6)	487.1 (55.7)	468.5 (62.5)	478.7 (60.8)	464.8 (62.5)	465.5 (63.7)	479.5 (59.5)	459.4 (71.5)	478.4 (60.9)

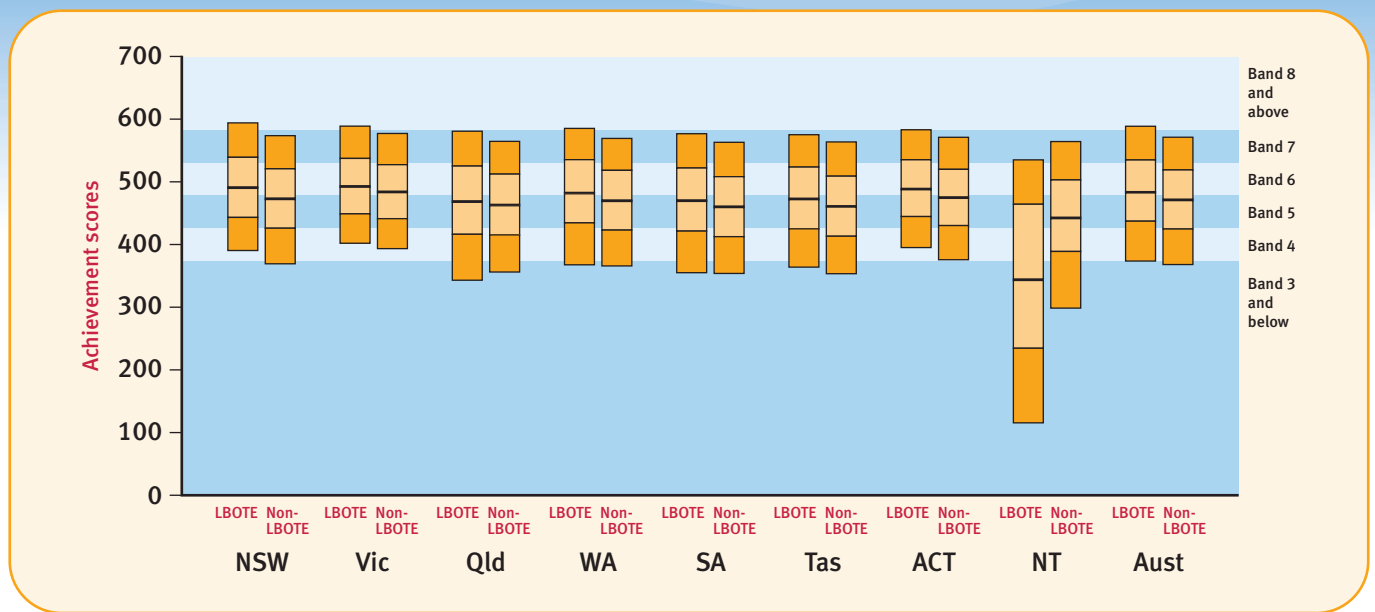
Table 5.W3: Achievement of Year 5 Students in Writing, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.6	16.4	25.1	33.8	17.6	3.8	0.7	81.0
	Non-Indigenous	1.3	4.0	11.8	30.6	32.8	14.3	5.2	94.7
Vic	Indigenous	4.9	9.6	21.6	36.7	20.8	5.5	0.8	85.4
	Non-Indigenous	2.2	2.2	9.5	31.1	34.9	15.2	4.8	95.6
Qld	Indigenous	1.9	23.3	26.5	30.4	14.1	3.1	0.7	74.8
	Non-Indigenous	1.0	6.1	16.0	33.4	28.7	11.3	3.4	92.8
WA	Indigenous	1.5	33.0	27.5	24.2	11.4	2.2	0.2	65.6
	Non-Indigenous	1.1	4.2	12.9	31.6	31.7	14.2	4.2	94.6
SA	Indigenous	4.8	29.2	27.8	24.9	10.2	2.8	0.3	66.1
	Non-Indigenous	2.5	6.5	16.7	34.7	26.7	9.8	3.1	91.0
Tas	Indigenous	2.4	17.9	24.7	33.0	17.3	3.6	1.0	79.7
	Non-Indigenous	1.7	6.6	16.2	34.3	28.0	10.1	3.2	91.7
ACT	Indigenous	5.0	12.1	25.8	32.1	20.1	3.8	1.1	82.9
	Non-Indigenous	1.7	4.0	11.7	31.9	32.9	13.7	4.0	94.2
NT	Indigenous	2.8	67.2	14.8	9.4	4.7	1.1	0.0	30.0
	Non-Indigenous	2.0	9.4	19.3	32.1	23.0	10.0	4.2	88.6
Aust	Indigenous	2.6	24.7	24.9	29.4	14.6	3.2	0.6	72.7
	Non-Indigenous	1.6	4.3	12.7	31.8	31.8	13.5	4.4	94.2

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Writing

Figure 5.W4: Achievement of Year 5 Students in Writing, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	490.5 (62.2)	492.4 (56.4)	468.3 (72.4)	481.9 (69.6)	469.7 (69.4)	472.5 (67.3)	488.3 (58.7)	343.6 (130.3)	483.3 (68.6)
Non-LBOTE Mean scale score / (S.D.)	472.7 (62.6)	483.7 (55.6)	462.8 (63.8)	469.6 (62.7)	459.9 (63.7)	460.7 (65.4)	474.6 (60.1)	442.2 (82.1)	471.0 (62.3)

Table 5.W4: Achievement of Year 5 Students in Writing, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	2.0	3.1	9.6	27.7	33.9	16.7	7.0	94.9
	Non-LBOTE	1.2	5.6	14.2	32.4	30.7	12.1	3.8	93.2
Vic	LBOTE	3.1	1.9	8.3	28.8	35.3	16.7	6.0	95.1
	Non-LBOTE	1.9	2.6	10.4	32.2	34.4	14.3	4.2	95.5
Qld	LBOTE	1.8	8.7	15.1	29.4	27.4	13.0	4.7	89.6
	Non-LBOTE	1.0	7.6	17.3	33.9	27.4	10.1	2.8	91.4
WA	LBOTE	0.0	5.7	11.0	28.1	32.7	17.0	5.5	94.3
	Non-LBOTE	0.0	6.1	15.3	33.2	30.3	11.9	3.2	93.9
SA	LBOTE	4.1	6.9	14.0	30.6	28.6	11.7	4.2	89.0
	Non-LBOTE	2.3	7.9	18.0	34.9	25.3	9.0	2.7	89.9
Tas	LBOTE	3.7	6.4	13.2	29.4	30.8	12.6	4.0	89.9
	Non-LBOTE	1.6	7.9	17.3	34.6	26.5	9.3	2.8	90.5
ACT	LBOTE	2.5	2.8	9.3	29.4	34.1	16.8	5.1	94.7
	Non-LBOTE	1.5	4.8	13.1	33.1	32.0	12.1	3.4	93.7
NT	LBOTE	2.2	55.0	12.7	14.5	10.0	3.9	1.6	42.8
	Non-LBOTE	2.5	14.8	21.7	29.9	19.8	8.2	3.1	82.6
Aust	LBOTE	2.2	4.9	10.3	28.2	32.6	15.7	6.0	92.8
	Non-LBOTE	1.4	5.7	14.6	33.1	30.1	11.7	3.5	92.9

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Writing

Table 5.W5: Achievement of Year 5 Students in Writing, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	485.8	1.4	3.5	10.7	29.4	33.6	15.5	5.8	95.0
	Inner Regional	460.6	1.4	7.6	17.3	35.1	27.5	8.8	2.3	91.0
	Outer Regional	449.1	1.2	10.9	21.0	34.8	23.7	6.8	1.7	87.9
	Remote	448.7	2.9	10.1	23.6	34.3	20.8	6.0	2.3	86.9
	Very Remote	408.0	0.8	26.2	31.3	26.5	11.7	3.3	0.2	73.0
Vic	Major Cities	491.0	2.2	1.9	8.5	29.5	35.9	16.4	5.5	95.9
	Inner Regional	473.0	2.3	3.8	13.4	36.0	30.9	11.0	2.6	93.9
	Outer Regional	470.1	3.0	3.7	14.5	36.5	30.4	9.9	1.9	93.3
	Remote	472.9	2.3	0.5	11.4	41.8	36.8	6.8	0.5	97.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	471.1	1.1	6.0	15.0	32.6	29.3	12.2	3.9	92.9
	Inner Regional	454.9	1.4	8.6	20.1	34.9	25.3	7.8	1.8	89.9
	Outer Regional	452.1	0.9	10.4	20.3	34.2	24.2	8.0	1.9	88.7
	Remote	435.9	1.3	17.6	20.7	31.9	19.8	7.2	1.4	81.0
	Very Remote	393.6	1.1	36.2	23.3	24.2	11.8	2.7	0.7	62.7
WA	Major Cities	480.3	1.3	4.4	12.4	30.3	32.0	15.0	4.6	94.2
	Inner Regional	457.4	0.7	7.9	18.3	36.7	26.8	7.9	1.8	91.5
	Outer Regional	450.9	1.2	10.3	21.0	34.2	23.7	7.6	1.9	88.5
	Remote	438.8	0.5	15.5	20.6	33.1	22.4	6.6	1.2	84.0
	Very Remote	394.6	0.8	36.0	21.0	23.7	14.2	3.8	0.4	63.1
SA	Major Cities	467.5	2.8	6.5	15.5	33.5	27.8	10.6	3.5	90.8
	Inner Regional	451.8	2.4	9.0	20.5	37.0	22.3	7.2	1.6	88.6
	Outer Regional	441.4	2.6	12.1	24.2	35.7	18.6	5.6	1.3	85.3
	Remote	445.9	2.2	9.5	24.6	35.3	21.1	5.9	1.3	88.3
	Very Remote	382.6	2.0	40.7	18.3	23.9	12.1	2.5	0.4	57.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	466.2	1.8	6.9	15.6	33.3	28.4	10.6	3.4	91.3
	Outer Regional	450.7	1.4	9.8	20.7	36.3	23.2	6.8	1.7	88.7
	Remote	443.1	2.9	14.3	20.6	33.4	18.3	8.6	2.0	82.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	478.2	1.8	4.2	12.1	32.1	32.6	13.4	3.9	94.0
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	448.7	2.9	13.5	19.9	29.8	21.5	8.8	3.6	83.6
	Remote	400.2	2.8	32.1	20.3	23.6	13.7	5.4	2.1	65.1
	Very Remote	279.3	0.9	79.3	10.1	5.7	2.7	1.1	0.2	19.8
Aust	Major Cities	482.2	1.7	3.9	11.5	30.5	32.8	14.6	5.0	94.4
	Inner Regional	462.5	1.7	6.8	16.9	35.3	27.7	9.2	2.3	91.5
	Outer Regional	452.2	1.6	10.0	20.2	34.5	24.0	7.7	1.9	88.4
	Remote	434.2	1.6	17.2	21.3	31.8	20.2	6.4	1.5	81.2
	Very Remote	359.0	1.0	49.1	18.5	18.5	9.9	2.6	0.4	49.9

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Writing

Table 5.W6: Achievement of Year 5 Indigenous Students in Writing, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	440.1	2.8	12.3	23.7	35.6	20.3	4.5	0.8	84.9
	Inner Regional	429.8	2.6	16.9	24.8	33.8	17.3	3.9	0.8	80.5
	Outer Regional	412.2	2.1	24.0	28.2	30.7	12.7	1.9	0.3	73.9
	Remote	417.2	5.0	19.3	35.3	28.0	10.2	2.2	0.0	75.7
	Very Remote	382.9	1.4	36.8	33.0	22.6	5.8	0.3	0.0	61.7
Vic	Major Cities	452.9	3.5	7.4	20.8	36.7	24.0	6.3	1.2	89.1
	Inner Regional	440.9	5.2	12.0	21.7	36.5	19.1	5.0	0.5	82.9
	Outer Regional	444.1	7.9	8.9	22.8	37.2	17.4	5.1	0.7	83.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	431.4	2.2	17.2	24.1	34.3	16.6	4.4	1.2	80.6
	Inner Regional	424.8	2.4	18.6	27.7	32.3	16.1	2.6	0.3	79.0
	Outer Regional	415.5	1.1	23.5	29.1	30.1	12.8	2.9	0.6	75.4
	Remote	388.2	2.4	37.4	25.2	21.6	11.0	2.2	0.2	60.2
	Very Remote	361.2	1.4	51.9	24.6	16.2	5.1	0.8	0.0	46.7
WA	Major Cities	420.8	2.2	20.9	27.8	29.5	15.4	3.6	0.5	76.9
	Inner Regional	404.3	0.5	29.5	28.9	27.7	11.3	1.9	0.2	70.0
	Outer Regional	400.3	1.6	29.7	30.4	24.8	11.7	1.8	0.0	68.7
	Remote	379.9	0.6	40.2	29.4	21.1	7.8	1.0	0.0	59.2
	Very Remote	339.1	0.7	62.2	22.0	11.0	4.0	0.1	0.0	37.1
SA	Major Cities	413.0	4.4	25.0	26.9	26.9	12.7	3.7	0.4	70.6
	Inner Regional	411.3	4.7	25.0	27.9	26.9	11.2	4.1	0.2	70.3
	Outer Regional	395.6	6.8	29.5	32.6	23.6	6.2	1.1	0.3	63.8
	Remote	400.4	2.0	25.7	32.2	32.7	6.5	0.8	0.0	72.2
	Very Remote	330.3	3.3	63.8	18.4	8.9	4.7	0.9	0.0	32.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	425.8	2.5	18.9	23.5	32.0	18.7	3.7	0.8	78.7
	Outer Regional	430.7	2.5	15.8	26.5	35.1	16.0	3.2	1.1	81.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	437.4	5.0	12.1	25.8	32.1	20.1	3.8	1.1	82.9
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	396.8	5.0	31.9	25.3	21.4	13.1	3.2	0.1	63.1
	Remote	330.1	5.3	58.4	18.1	12.8	4.5	0.9	0.1	36.2
	Very Remote	260.2	0.9	87.0	8.7	2.6	0.7	0.1	0.0	12.2
Aust	Major Cities	433.3	2.8	15.7	24.5	33.5	18.2	4.4	0.9	81.5
	Inner Regional	428.2	2.8	17.6	25.3	33.2	16.9	3.6	0.6	79.6
	Outer Regional	413.1	2.6	23.9	28.3	29.3	12.8	2.6	0.4	73.5
	Remote	374.3	2.8	41.4	26.2	20.2	7.8	1.4	0.2	55.8
	Very Remote	312.1	1.1	69.2	17.2	9.1	3.0	0.4	0.0	29.6

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Writing

Table 5.W7: Achievement of Year 5 Non-Indigenous Students in Writing, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	487.5	1.3	3.2	10.2	29.1	34.2	15.9	6.0	95.5
	Inner Regional	464.8	1.2	6.3	16.3	35.4	28.8	9.4	2.5	92.5
	Outer Regional	457.8	1.0	7.9	19.1	35.6	26.3	8.0	2.0	91.2
	Remote	469.6	1.6	3.4	16.2	38.6	27.9	8.5	3.8	95.0
	Very Remote	445.6	0.0	9.4	29.0	33.1	20.4	7.8	0.4	90.6
Vic	Major Cities	491.4	2.2	1.8	8.3	29.5	36.1	16.6	5.5	96.0
	Inner Regional	474.2	2.2	3.4	13.1	35.9	31.4	11.2	2.7	94.4
	Outer Regional	472.0	2.7	3.3	13.8	36.6	31.4	10.2	2.0	94.1
	Remote	472.9	2.3	0.5	11.4	41.8	36.8	6.8	0.5	97.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	473.3	1.0	5.4	14.5	32.5	29.9	12.7	4.0	93.6
	Inner Regional	458.7	1.3	7.4	19.1	35.2	26.4	8.5	2.0	91.2
	Outer Regional	460.4	0.9	7.4	18.4	35.0	26.8	9.2	2.3	91.7
	Remote	458.1	1.0	7.9	19.1	36.7	23.9	9.6	1.8	91.1
	Very Remote	449.1	0.3	10.0	21.5	36.5	23.7	6.1	1.9	89.7
WA	Major Cities	483.4	1.2	3.6	11.5	30.3	32.9	15.6	4.8	95.2
	Inner Regional	461.7	0.7	6.3	17.3	37.2	28.2	8.4	1.9	93.0
	Outer Regional	459.9	1.0	6.9	19.3	35.8	25.9	8.7	2.3	92.1
	Remote	461.1	0.4	6.1	17.3	37.8	28.0	8.7	1.7	93.5
	Very Remote	452.0	0.8	9.1	20.1	37.1	24.5	7.7	0.8	90.2
SA	Major Cities	469.8	2.6	5.7	15.0	33.8	28.5	10.9	3.6	91.7
	Inner Regional	453.7	2.2	8.2	20.1	37.5	22.8	7.4	1.7	89.6
	Outer Regional	446.8	2.0	10.0	23.1	37.2	20.2	6.1	1.4	88.0
	Remote	450.7	2.3	7.9	23.8	35.0	23.1	6.6	1.3	89.8
	Very Remote	439.5	1.1	14.8	18.7	39.1	20.9	4.5	0.9	84.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	470.4	1.7	5.6	14.7	33.5	29.5	11.1	3.8	92.6
	Outer Regional	453.8	1.4	9.0	19.8	36.2	24.4	7.6	1.7	89.7
	Remote	450.8	3.6	8.9	20.7	36.8	20.4	8.9	0.7	87.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	479.5	1.7	4.0	11.7	31.9	32.9	13.7	4.0	94.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	461.8	2.4	8.8	18.5	32.0	23.7	10.2	4.5	88.8
	Remote	453.7	0.8	11.1	22.0	32.2	21.0	9.1	3.7	88.0
	Very Remote	442.7	0.0	13.2	22.6	33.2	19.8	9.2	2.0	86.8
Aust	Major Cities	484.0	1.6	3.5	11.0	30.4	33.3	15.0	5.1	94.9
	Inner Regional	465.9	1.6	5.8	16.1	35.6	28.8	9.7	2.5	92.7
	Outer Regional	459.7	1.4	7.4	18.6	35.5	26.2	8.7	2.2	91.2
	Remote	458.0	1.1	7.3	19.5	36.4	25.2	8.5	2.0	91.6
	Very Remote	448.5	0.5	10.4	20.9	36.6	23.4	7.0	1.2	89.1

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Writing

Table 5.W8: Achievement of Year 5 Students in Writing, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Bachelor	501.4	0.9	1.5	6.7	25.2	37.1	20.1	8.5	97.5
	Diploma	475.3	1.3	3.8	12.8	34.6	32.9	11.6	3.0	95.0
	Certificate	458.2	1.3	7.3	18.3	36.6	27.2	7.6	1.6	91.3
	Year 12	463.8	1.8	6.2	16.8	35.2	28.4	9.2	2.4	92.0
	Year 11	434.9	3.6	14.9	23.8	33.8	18.7	4.4	0.9	81.5
	Not stated (3%)	474.8	2.8	6.3	13.2	30.1	29.0	13.4	5.2	90.9
Vic	Bachelor	502.9	1.3	1.0	5.5	25.3	38.5	20.8	7.6	97.7
	Diploma	479.4	1.8	2.5	10.8	35.2	34.7	12.2	2.9	95.7
	Certificate	470.0	2.6	3.6	14.0	37.7	30.9	9.4	2.0	93.8
	Year 12	473.5	3.4	3.1	12.4	36.2	33.1	9.8	2.1	93.6
	Year 11	454.8	7.0	6.7	18.8	36.5	23.8	6.1	1.1	86.3
	Not stated (2%)	490.4	3.7	2.9	9.5	27.3	33.0	17.7	5.8	93.4
Qld	Bachelor	489.9	0.7	2.5	9.6	29.7	34.3	17.2	6.1	96.8
	Diploma	462.9	0.8	6.2	17.5	36.1	28.2	9.0	2.1	93.0
	Certificate	451.1	1.1	9.3	21.1	36.4	23.9	6.8	1.4	89.6
	Year 12	447.5	1.7	11.2	21.9	34.4	22.6	6.8	1.5	87.2
	Year 11	423.2	2.1	20.3	26.2	31.4	15.8	3.7	0.5	77.6
	Not stated (6%)	442.0	3.1	14.5	20.3	31.7	22.2	6.5	1.7	82.4
WA	Bachelor	498.6	0.9	1.8	7.4	26.2	35.8	20.8	7.2	97.4
	Diploma	473.9	1.1	4.0	13.6	34.5	32.5	11.5	2.8	94.9
	Certificate	459.3	1.2	6.8	18.3	36.6	27.6	8.0	1.6	92.1
	Year 12	457.9	1.2	8.5	18.5	34.0	27.1	8.9	1.8	90.3
	Year 11	427.7	1.7	18.6	24.5	32.2	18.2	4.2	0.6	79.7
	Not stated (8%)	445.8	2.8	15.2	18.3	29.1	22.9	9.1	2.7	82.1
SA	Bachelor	486.9	1.4	2.5	10.2	31.4	33.5	15.3	5.6	96.1
	Diploma	462.2	2.2	6.0	17.4	37.4	26.2	8.6	2.1	91.7
	Certificate	448.1	2.2	9.6	21.9	37.3	21.8	5.8	1.5	88.3
	Year 12	450.7	3.3	9.8	19.4	36.5	23.0	6.5	1.4	86.8
	Year 11	423.6	6.3	18.1	26.8	31.0	14.0	3.3	0.5	75.6
	Not stated (6%)	435.5	6.7	15.7	20.6	30.8	19.0	6.0	1.2	77.6

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Writing

Table 5.W8 (cont.): Achievement of Year 5 Students in Writing, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
Tas	Bachelor	489.8	1.2	2.3	8.6	30.8	35.2	16.0	5.9	96.5
	Diploma	467.1	1.6	5.4	16.5	34.0	29.7	10.0	2.8	93.0
	Certificate	452.5	1.4	8.7	20.1	37.3	24.5	6.6	1.5	89.9
	Year 12	451.5	1.9	9.9	20.7	35.6	22.3	6.9	2.6	88.2
	Year 11	423.5	2.7	18.0	26.2	34.4	15.3	2.8	0.5	79.2
	Not stated (8%)	453.5	3.5	9.7	19.7	32.5	23.4	9.3	1.9	86.8
ACT	Bachelor	489.5	1.3	2.2	8.9	29.8	36.1	16.6	5.0	96.5
	Diploma	464.8	1.8	5.2	15.6	36.8	30.8	7.9	1.9	93.0
	Certificate	456.1	1.1	7.8	18.8	38.8	24.9	6.7	1.8	91.1
	Year 12	459.9	3.3	7.1	17.0	34.8	28.3	8.4	1.2	89.6
	Year 11	434.2	7.5	15.8	23.7	31.2	16.0	4.7	1.1	76.8
	Not stated (5%)	471.6	4.4	7.7	12.5	29.3	27.7	14.0	4.5	87.9
NT	Bachelor	462.5	1.7	9.6	16.9	29.9	24.9	11.7	5.4	88.7
	Diploma	441.0	1.0	16.5	20.2	29.4	22.0	7.9	3.0	82.4
	Certificate	420.9	2.5	22.7	23.5	28.1	15.5	6.0	1.8	74.8
	Year 12	396.7	3.7	31.7	18.8	24.7	14.3	5.6	1.3	64.7
	Year 11	297.9	3.3	70.4	13.2	9.3	3.1	0.5	0.1	26.2
	Not stated (11%)	339.3	2.5	55.9	13.5	13.4	9.9	3.3	1.5	41.6
Aust	Bachelor	497.8	1.0	1.7	7.4	26.8	36.5	19.3	7.3	97.3
	Diploma	472.0	1.3	4.3	13.9	35.2	31.7	10.9	2.7	94.4
	Certificate	457.9	1.6	7.3	18.4	36.8	26.7	7.7	1.6	91.1
	Year 12	459.2	2.2	7.6	17.6	35.1	27.2	8.4	1.9	90.1
	Year 11	430.4	4.1	16.7	23.2	32.8	18.2	4.3	0.8	79.3
	Not stated (4%)	452.9	3.4	12.5	16.9	29.8	24.5	9.8	3.1	84.1

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Writing

Table 5.W9: Achievement of Year 5 Students in Writing, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Group 1	500.5	0.8	1.5	7.0	25.8	36.8	19.8	8.3	97.7
	Group 2	487.6	0.8	2.7	9.9	30.4	35.2	15.5	5.5	96.5
	Group 3	469.2	1.2	5.0	15.2	35.2	30.2	10.4	2.7	93.7
	Group 4	457.9	1.9	8.1	18.6	34.6	26.5	8.0	2.2	90.0
	Not in paid work	439.1	4.2	14.1	22.4	32.8	19.8	5.4	1.3	81.7
	Not stated (4%)	474.7	2.2	6.0	13.4	30.8	29.7	12.9	5.0	91.8
Vic	Group 1	504.4	0.9	0.9	5.3	25.0	38.2	21.6	8.1	98.2
	Group 2	492.1	1.3	1.3	7.8	30.2	37.7	16.7	5.0	97.4
	Group 3	479.1	1.8	2.5	11.1	35.1	34.5	11.9	3.0	95.7
	Group 4	470.4	3.4	3.8	13.8	36.3	31.0	9.5	2.1	92.8
	Not in paid work	458.7	7.0	6.1	17.8	35.9	24.4	7.2	1.6	86.9
	Not stated (2%)	491.0	3.3	3.1	9.1	27.9	33.2	16.5	6.9	93.6
Qld	Group 1	488.9	0.6	2.7	9.9	29.7	34.2	17.0	5.9	96.6
	Group 2	475.0	0.7	4.1	13.7	34.3	31.3	12.3	3.7	95.2
	Group 3	457.8	0.9	7.3	19.6	36.4	26.0	8.0	1.9	91.8
	Group 4	443.7	1.2	12.5	23.1	34.5	21.2	6.2	1.3	86.3
	Not in paid work	425.8	2.6	19.9	25.6	30.3	16.3	4.4	0.9	77.5
	Not stated (15%)	446.0	2.4	12.7	20.8	32.8	22.4	7.1	1.8	85.0
WA	Group 1	497.6	0.5	2.0	7.6	26.5	35.8	20.3	7.2	97.5
	Group 2	481.0	1.0	3.3	12.0	31.9	33.2	14.8	3.9	95.7
	Group 3	467.3	1.1	5.3	16.2	35.2	29.6	10.2	2.4	93.6
	Group 4	455.9	1.3	9.0	19.0	34.6	26.0	8.3	1.8	89.7
	Not in paid work	432.3	2.5	18.0	22.9	30.6	18.8	5.8	1.4	79.5
	Not stated (15%)	451.2	2.3	12.3	18.2	30.9	24.7	9.0	2.5	85.4
SA	Group 1	485.4	1.1	2.5	10.8	32.6	32.6	14.8	5.6	96.3
	Group 2	470.9	1.3	4.8	14.7	35.2	29.7	11.3	3.0	93.9
	Group 3	457.4	2.1	6.9	19.3	37.5	25.2	6.8	2.1	91.0
	Group 4	446.8	3.4	10.1	22.4	36.3	20.5	6.0	1.4	86.5
	Not in paid work	427.5	7.6	17.9	24.0	29.8	14.7	4.8	1.3	74.5
	Not stated (13%)	434.6	5.5	16.1	22.6	31.0	18.3	5.5	1.1	78.5

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Writing

Table 5.W9 (cont.): Achievement of Year 5 Students in Writing, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
Tas	Group 1	486.7	1.3	3.2	8.9	30.9	35.5	14.9	5.2	95.4
	Group 2	472.1	0.8	4.3	14.9	34.9	30.9	10.8	3.4	94.9
	Group 3	461.9	1.2	6.0	18.0	37.0	27.1	8.7	2.1	92.8
	Group 4	440.5	1.8	12.1	23.6	37.1	19.4	4.8	1.3	86.1
	Not in paid work	414.4	4.1	21.9	28.3	30.3	12.0	2.4	0.9	74.0
	Not stated (12%)	450.1	3.2	10.8	19.8	34.0	21.9	8.4	1.9	86.1
ACT	Group 1	489.1	1.3	2.3	9.3	29.7	35.9	16.4	5.1	96.4
	Group 2	477.9	1.3	3.2	12.0	33.9	33.7	12.9	3.0	95.4
	Group 3	466.6	1.4	6.0	15.1	36.0	29.4	9.2	2.8	92.6
	Group 4	453.0	2.2	11.6	18.4	33.0	24.6	7.9	2.1	86.2
	Not in paid work	438.7	6.7	13.8	21.5	33.6	18.9	5.2	0.3	79.5
	Not stated (10%)	470.5	3.3	6.2	14.0	32.4	28.4	12.1	3.7	90.5
NT	Group 1	464.9	0.5	9.5	17.4	30.4	25.4	10.9	5.9	90.0
	Group 2	453.5	2.7	10.1	19.3	32.7	22.8	9.0	3.3	87.2
	Group 3	427.6	1.3	20.2	21.9	30.2	17.7	7.0	1.8	78.5
	Group 4	372.8	4.1	41.2	20.9	19.1	10.3	3.8	0.6	54.8
	Not in paid work	307.0	4.0	67.2	13.3	9.0	4.3	1.8	0.4	28.8
	Not stated (17%)	322.9	2.9	61.7	13.1	11.2	7.2	2.7	1.2	35.5
Aust	Group 1	497.1	0.8	1.8	7.6	27.1	36.1	19.2	7.3	97.4
	Group 2	483.8	1.0	2.9	10.8	31.7	34.3	14.6	4.6	96.1
	Group 3	467.4	1.3	5.3	15.7	35.6	29.7	9.9	2.5	93.4
	Group 4	456.3	2.3	8.4	18.6	35.1	25.9	7.8	1.9	89.3
	Not in paid work	438.6	4.9	14.3	21.5	32.5	19.9	5.7	1.3	80.8
	Not stated (8%)	451.1	2.8	12.2	18.3	31.2	24.0	8.8	2.7	85.0

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

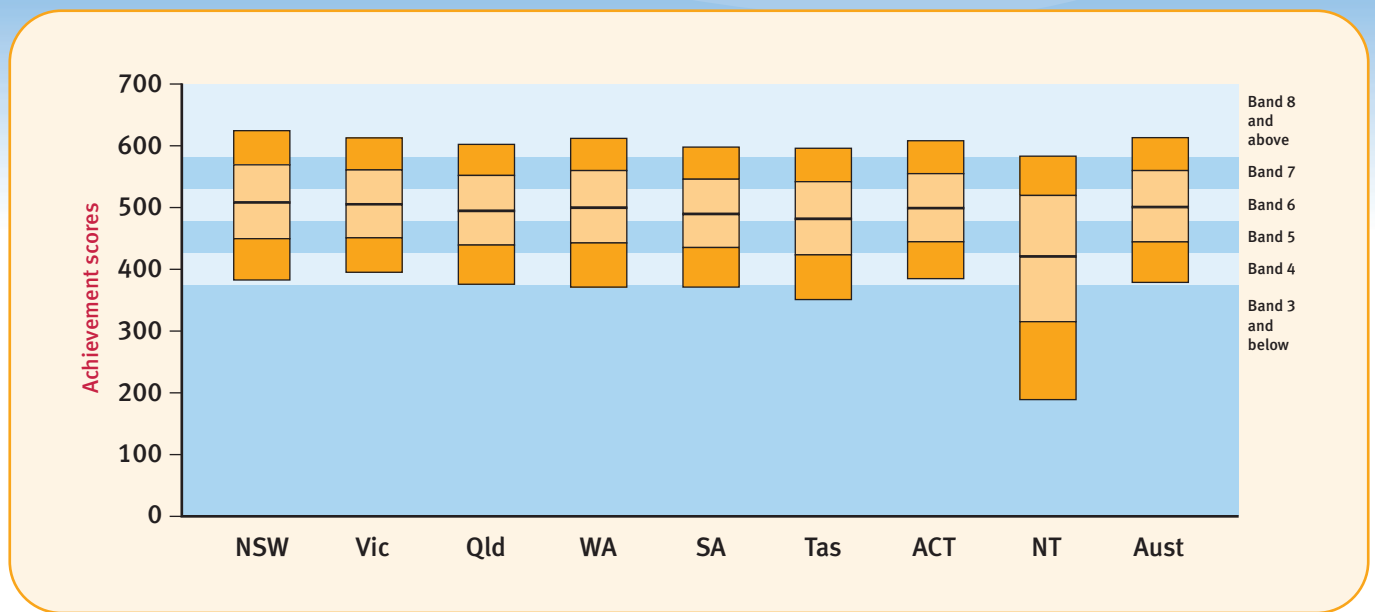
Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Spelling

Figure 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	508.2 (73.1)	505.3 (66.0)	494.5 (68.7)	499.6 (72.3)	489.5 (68.2)	481.6 (73.1)	499.0 (67.6)	420.7 (121.7)	500.7 (71.5)

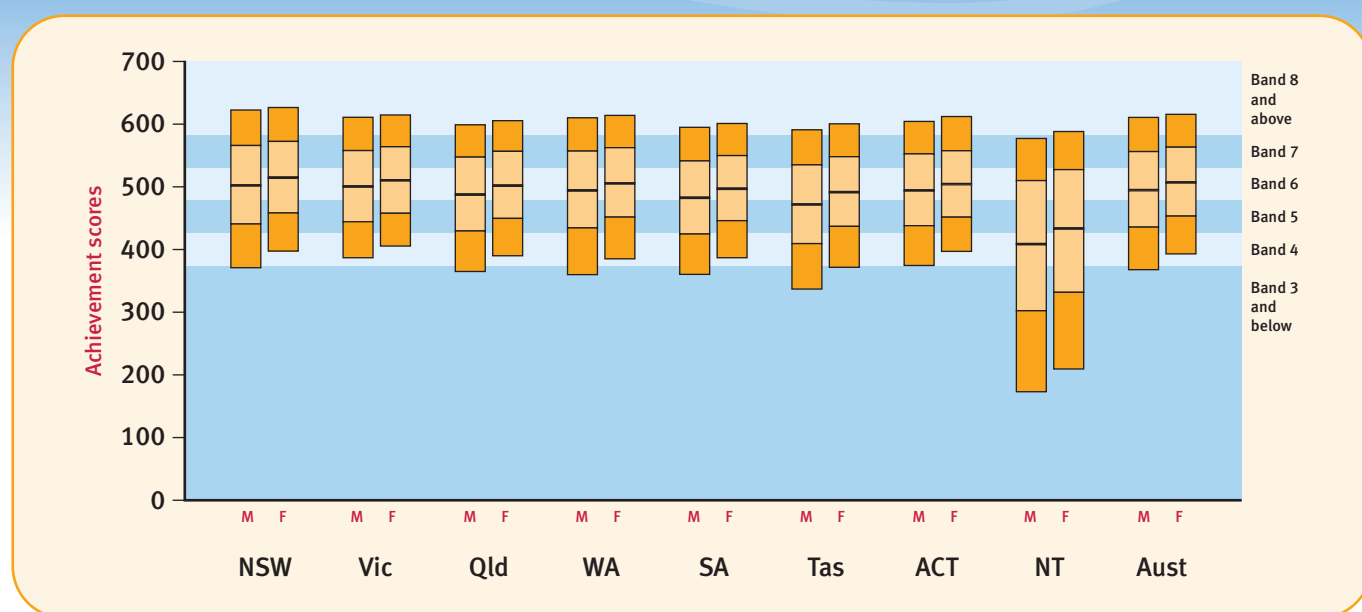
Table 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	10yrs 7mths 5yrs 4mths	97.0	1.6	1.4	1.4	4.0	8.5	19.7	28.1	23.2	15.1	94.6
Vic	10yrs 9mths 5yrs 4mths	95.3	2.6	2.1	2.3	2.6	8.4	21.6	30.4	22.7	12.0	95.1
Qld	10yrs 5mths 5yrs 4mths	93.3	2.1	4.6	1.1	4.7	10.5	22.9	30.3	21.2	9.3	94.1
WA	10yrs 5mths 5yrs 4mths	95.9	2.3	1.8	1.2	5.2	9.3	21.1	29.1	22.3	11.8	93.5
SA	10yrs 7mths 5yrs 4mths	94.1	2.7	3.2	2.7	5.2	11.2	24.2	30.0	18.9	7.9	92.1
Tas	10yrs 10mths 5yrs 4mths	96.1	2.3	1.5	1.7	8.0	12.5	24.9	28.0	17.5	7.4	90.2
ACT	10yrs 7mths 5yrs 4mths	95.0	1.8	3.2	1.8	3.7	9.4	23.0	30.4	21.7	10.1	94.6
NT	10yrs 6mths 5yrs 4mths	87.0	10.7	2.3	2.4	29.6	12.0	19.6	20.4	11.0	5.0	68.0
Aust	10yrs 7mths 5yrs 4mths	95.3	2.2	2.5	1.6	4.4	9.3	21.5	29.3	22.0	11.9	94.0

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Spelling

Figure 5.S2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	502.2 (75.9)	500.4 (67.9)	487.5 (70.9)	494.1 (74.9)	482.4 (70.5)	471.8 (75.5)	494.2 (69.5)	408.5 (124.6)	494.6 (74.0)
Female Mean scale score / (S.D.)	514.5 (69.5)	510.3 (63.7)	501.8 (65.4)	505.4 (69.0)	496.8 (64.9)	491.4 (69.0)	504.2 (65.0)	433.4 (117.3)	507.0 (68.2)

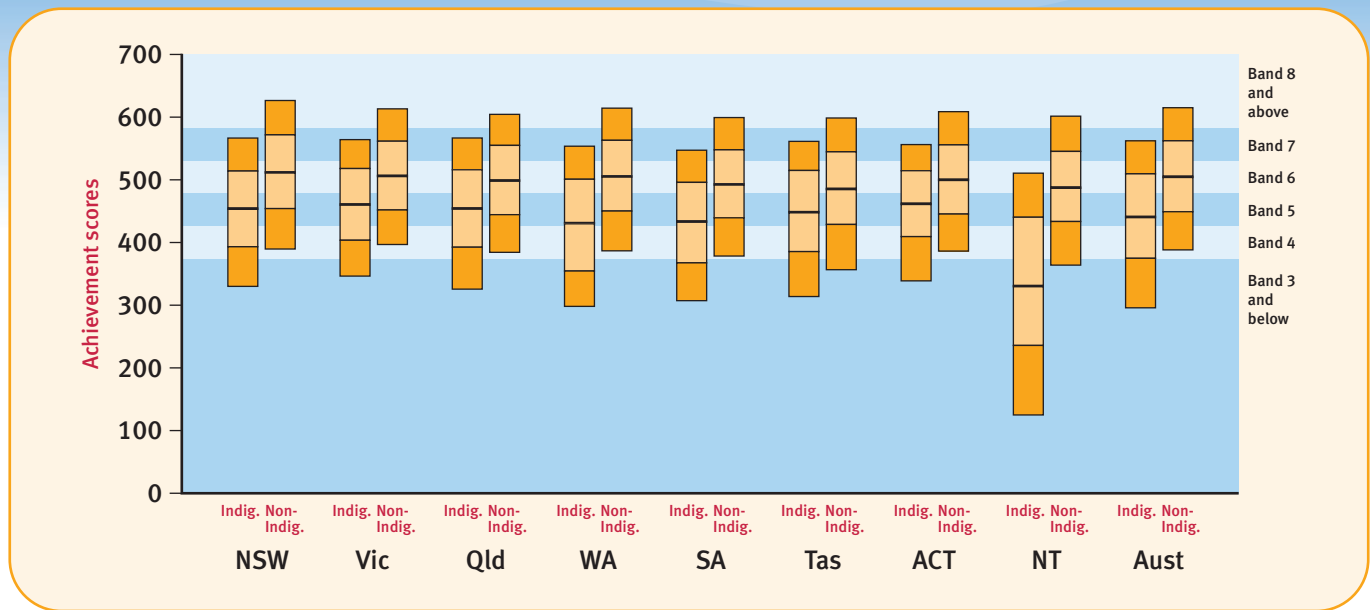
Table 5.S2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	1.8	5.3	9.8	20.3	27.1	21.7	14.0	92.9
	Female	0.9	2.6	7.2	19.0	29.3	24.8	16.1	96.4
Vic	Male	3.0	3.4	9.7	22.3	29.3	21.2	11.1	93.7
	Female	1.5	1.8	7.0	20.9	31.6	24.2	12.8	96.7
Qld	Male	1.6	6.1	12.3	23.6	28.8	19.2	8.4	92.3
	Female	0.7	3.2	8.7	22.2	31.8	23.2	10.3	96.1
WA	Male	1.6	6.5	10.5	21.7	27.5	20.9	11.1	91.8
	Female	0.7	3.8	7.9	20.5	30.7	23.8	12.5	95.5
SA	Male	3.5	6.8	13.0	24.8	27.7	17.0	7.2	89.7
	Female	1.8	3.5	9.3	23.5	32.5	20.8	8.6	94.7
Tas	Male	2.4	10.7	14.4	24.8	26.2	15.3	6.2	86.9
	Female	1.0	5.3	10.6	25.0	29.8	19.7	8.6	93.7
ACT	Male	2.2	4.8	10.6	23.2	28.9	21.0	9.3	93.0
	Female	1.3	2.5	8.2	22.7	32.0	22.4	10.9	96.2
NT	Male	3.5	32.7	12.7	19.1	18.6	9.2	4.3	63.9
	Female	1.3	26.2	11.2	20.2	22.3	13.1	5.7	72.5
Aust	Male	2.2	5.6	10.8	22.1	28.0	20.3	10.9	92.2
	Female	1.1	3.1	7.8	20.8	30.7	23.7	12.8	95.9

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Spelling

Figure 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	453.9 (71.7)	460.5 (67.0)	454.1 (73.1)	430.8 (79.5)	433.3 (74.7)	448.3 (75.1)	461.6 (65.8)	330.4 (118.1)	440.6 (84.4)
Non-Indigenous Mean scale score / (S.D.)	511.8 (71.7)	506.1 (65.7)	498.7 (66.9)	505.3 (68.8)	492.6 (66.4)	485.3 (71.9)	499.9 (67.3)	487.4 (71.3)	504.7 (68.7)

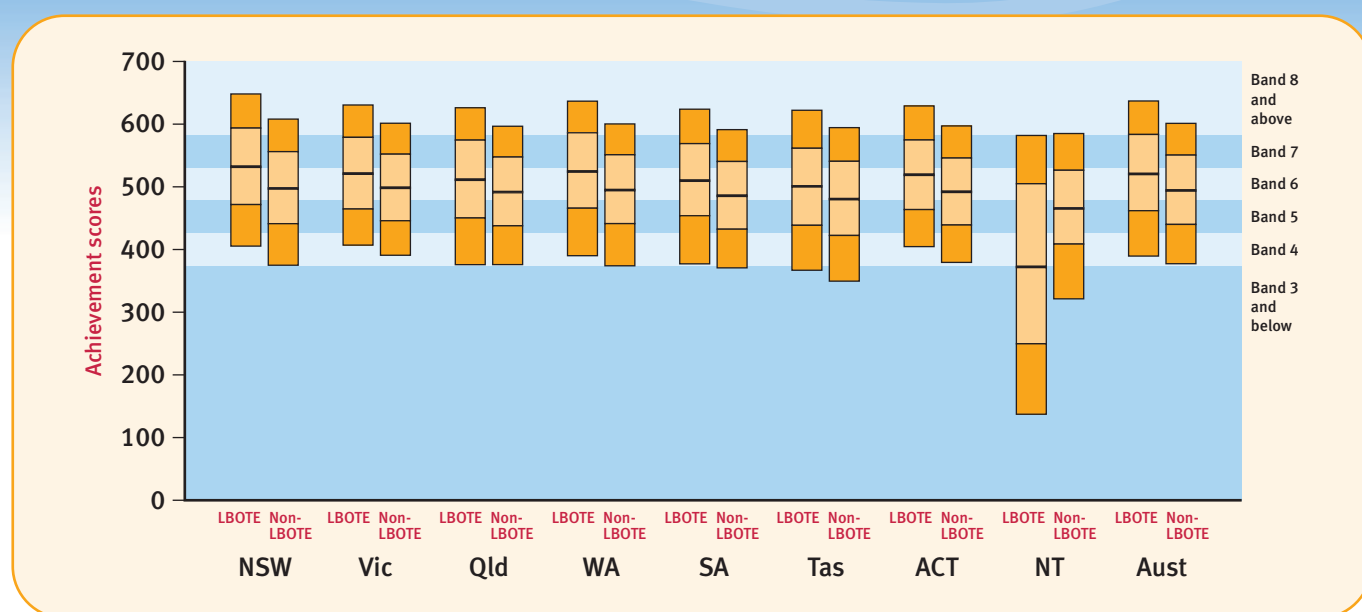
Table 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.6	13.9	18.2	28.4	23.3	10.7	2.9	83.5
	Non-Indigenous	1.3	3.3	7.9	19.1	28.5	24.1	15.9	95.4
Vic	Indigenous	4.9	10.0	18.4	27.2	25.2	11.6	2.7	85.1
	Non-Indigenous	2.2	2.5	8.2	21.5	30.5	22.9	12.1	95.3
Qld	Indigenous	1.8	14.2	18.0	27.2	24.2	11.9	2.6	84.0
	Non-Indigenous	1.0	3.8	9.8	22.4	30.9	22.2	10.0	95.2
WA	Indigenous	1.5	25.3	19.5	24.0	19.7	8.2	1.9	73.2
	Non-Indigenous	1.1	3.6	8.4	20.9	29.8	23.5	12.7	95.3
SA	Indigenous	4.8	21.1	19.8	26.9	19.3	6.4	1.7	74.1
	Non-Indigenous	2.5	4.3	10.7	24.0	30.7	19.6	8.2	93.3
Tas	Indigenous	2.4	16.4	18.6	26.8	22.5	11.2	2.1	81.1
	Non-Indigenous	1.7	7.1	11.7	24.8	28.6	18.2	8.0	91.3
ACT	Indigenous	5.0	10.8	14.8	28.7	29.4	8.7	2.5	84.2
	Non-Indigenous	1.7	3.5	9.4	22.8	30.3	22.1	10.2	94.8
NT	Indigenous	2.8	61.1	13.3	12.2	7.7	2.6	0.4	36.1
	Non-Indigenous	2.0	6.2	10.9	25.1	29.9	17.4	8.5	91.8
Aust	Indigenous	2.6	19.3	18.0	26.0	21.8	9.9	2.4	78.2
	Non-Indigenous	1.6	3.4	8.7	21.2	29.9	22.8	12.5	95.1

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Spelling

Figure 5.S4: Achievement of Year 5 Students in Spelling, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	531.9 (73.7)	520.9 (67.9)	511.2 (75.6)	524.3 (75.4)	509.7 (74.1)	500.7 (76.6)	519.1 (68.4)	372.1 (139.5)	520.4 (77.5)
Non-LBOTE Mean scale score / (S.D.)	497.3 (70.3)	498.3 (64.0)	491.5 (66.9)	494.7 (67.9)	485.6 (66.1)	480.3 (72.9)	491.9 (65.8)	465.4 (81.1)	494.1 (67.7)

Table 5.S4: Achievement of Year 5 Students in Spelling, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	2.0	2.2	5.5	14.3	24.7	26.8	24.6	95.8
	Non-LBOTE	1.2	4.8	10.0	22.2	29.7	21.5	10.7	94.0
Vic	LBOTE	3.0	1.8	6.1	17.3	28.1	25.5	18.2	95.2
	Non-LBOTE	1.9	3.0	9.4	23.6	31.5	21.4	9.2	95.1
Qld	LBOTE	1.7	4.7	8.2	17.1	26.4	25.2	16.6	93.5
	Non-LBOTE	1.0	4.7	11.0	23.9	31.0	20.4	8.0	94.3
WA	LBOTE	0.0	3.8	5.7	14.9	25.5	28.1	22.0	96.1
	Non-LBOTE	0.0	5.0	9.8	23.3	31.2	21.6	9.0	95.0
SA	LBOTE	4.1	4.5	7.3	17.7	27.0	25.2	14.2	91.3
	Non-LBOTE	2.3	5.3	12.0	25.5	30.7	17.7	6.6	92.4
Tas	LBOTE	3.7	5.8	10.0	18.9	26.9	22.0	12.7	90.6
	Non-LBOTE	1.6	8.3	12.6	25.2	28.0	17.2	7.2	90.1
ACT	LBOTE	2.5	2.3	5.6	18.3	27.7	27.2	16.4	95.2
	Non-LBOTE	1.5	4.2	10.8	24.7	31.4	19.7	7.8	94.3
NT	LBOTE	2.2	49.2	10.3	12.0	12.2	9.3	4.9	48.6
	Non-LBOTE	2.6	11.5	13.5	26.5	27.8	12.9	5.2	85.9
Aust	LBOTE	2.2	3.6	6.3	15.9	26.0	25.8	20.2	94.1
	Non-LBOTE	1.3	4.5	10.4	23.5	30.6	20.7	9.0	94.1

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Spelling

Table 5.S5: Achievement of Year 5 Students in Spelling, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	518.0	1.4	2.8	6.8	17.5	28.1	25.4	18.0	95.8
	Inner Regional	483.5	1.4	6.6	12.6	25.5	29.0	17.7	7.2	92.0
	Outer Regional	470.0	1.2	10.1	15.6	26.6	26.3	15.1	5.2	88.8
	Remote	463.5	2.9	10.9	16.8	29.9	22.9	11.1	5.5	86.2
	Very Remote	438.7	0.8	20.7	17.3	30.3	19.5	10.5	0.8	78.5
Vic	Major Cities	511.9	2.2	2.0	6.9	20.0	30.6	24.4	13.8	95.7
	Inner Regional	485.1	2.3	4.4	12.9	26.5	29.9	17.7	6.3	93.3
	Outer Regional	486.4	3.0	4.0	12.6	26.3	30.2	17.3	6.5	92.9
	Remote	477.7	2.3	3.2	13.2	38.2	25.9	12.3	5.0	94.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	502.2	1.1	3.5	8.9	21.6	30.7	23.1	11.0	95.4
	Inner Regional	485.5	1.4	5.3	12.7	24.9	30.5	18.5	6.6	93.3
	Outer Regional	481.8	0.9	6.8	13.3	25.3	29.2	18.0	6.6	92.3
	Remote	461.2	1.3	14.2	16.8	24.3	23.4	15.3	4.8	84.5
	Very Remote	434.1	1.1	24.5	19.3	23.1	21.2	8.8	2.0	74.4
WA	Major Cities	508.0	1.3	3.6	8.0	19.9	29.2	24.2	13.7	95.1
	Inner Regional	483.4	0.7	6.3	12.5	25.0	30.8	18.7	6.0	93.0
	Outer Regional	474.9	1.2	9.4	13.0	26.5	28.6	15.1	6.2	89.4
	Remote	466.4	0.6	11.7	14.4	26.0	28.7	14.6	4.0	87.7
	Very Remote	425.2	0.8	30.4	17.2	21.2	19.1	9.5	1.9	68.8
SA	Major Cities	496.5	2.8	4.0	9.9	22.7	30.6	20.9	9.1	93.2
	Inner Regional	476.0	2.4	6.6	13.5	28.6	30.1	14.1	4.8	91.1
	Outer Regional	468.0	2.6	8.7	16.4	28.2	27.6	12.7	3.9	88.7
	Remote	476.6	2.2	6.4	15.2	27.8	28.6	14.0	5.7	91.4
	Very Remote	409.7	2.0	35.2	16.0	22.9	16.1	5.2	2.7	62.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	486.6	1.8	7.1	11.3	23.9	28.9	18.6	8.4	91.1
	Outer Regional	470.7	1.4	9.9	15.1	27.2	25.7	15.2	5.5	88.6
	Remote	455.5	2.9	16.3	18.3	20.9	26.6	9.7	5.4	80.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	499.0	1.8	3.7	9.4	23.0	30.4	21.7	10.1	94.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	478.0	2.9	9.4	12.0	24.3	27.5	16.2	7.6	87.7
	Remote	428.2	3.0	24.5	15.5	23.6	21.5	8.4	3.5	72.5
	Very Remote	295.4	0.9	76.3	9.3	6.7	4.4	2.0	0.4	22.9
Aust	Major Cities	510.2	1.7	2.9	7.7	19.8	29.6	24.1	14.2	95.4
	Inner Regional	484.3	1.7	5.7	12.6	25.6	29.7	17.8	6.8	92.6
	Outer Regional	477.2	1.6	7.9	13.9	26.1	28.2	16.3	6.0	90.5
	Remote	460.3	1.6	13.5	15.5	25.9	25.7	13.3	4.5	84.9
	Very Remote	387.5	1.0	42.6	15.3	17.9	15.1	6.7	1.5	56.4

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Spelling

Table 5.S6: Achievement of Year 5 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	464.9	2.7	10.4	16.1	28.5	25.6	13.0	3.7	87.0
	Inner Regional	452.6	2.7	14.2	18.2	28.6	23.2	10.2	2.8	83.1
	Outer Regional	433.4	2.1	20.8	22.5	27.0	18.8	7.1	1.6	77.1
	Remote	429.2	5.0	18.0	24.7	32.2	16.5	2.8	0.8	77.0
	Very Remote	415.9	1.4	29.9	19.4	28.7	13.9	6.4	0.3	68.7
Vic	Major Cities	468.2	3.5	7.9	16.5	28.4	26.8	13.5	3.5	88.6
	Inner Regional	452.5	5.3	12.4	20.5	25.9	23.8	9.9	2.0	82.2
	Outer Regional	462.4	7.5	8.6	17.5	27.4	24.9	11.5	2.6	83.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	465.4	2.1	9.6	16.6	27.8	27.1	13.8	3.0	88.3
	Inner Regional	460.7	2.4	10.8	18.1	28.3	24.7	12.6	3.1	86.8
	Outer Regional	454.1	1.1	14.4	17.4	28.3	24.3	11.6	2.8	84.5
	Remote	417.5	2.4	30.2	22.5	20.9	14.8	8.0	1.2	67.4
	Very Remote	412.8	1.4	32.1	23.0	21.6	16.0	5.5	0.4	66.4
WA	Major Cities	451.5	2.2	16.0	18.5	26.0	23.2	11.2	3.0	81.9
	Inner Regional	434.6	0.5	21.2	21.6	28.0	19.4	7.6	1.8	78.3
	Outer Regional	435.6	1.6	22.8	18.5	26.6	21.6	7.5	1.4	75.6
	Remote	422.5	0.8	28.0	21.5	22.9	19.1	6.5	1.1	71.2
	Very Remote	379.9	0.7	51.0	20.2	15.4	9.7	2.7	0.2	48.2
SA	Major Cities	444.0	4.6	16.5	20.6	26.8	21.2	8.1	2.3	78.9
	Inner Regional	439.8	4.7	17.6	15.3	34.6	18.5	7.5	1.9	77.8
	Outer Regional	430.6	6.8	21.3	19.7	27.8	19.2	4.2	1.0	72.0
	Remote	430.9	2.0	20.0	25.3	26.9	22.0	2.9	0.8	78.0
	Very Remote	361.6	3.3	56.4	16.7	16.4	6.0	0.9	0.2	40.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	446.7	2.5	16.9	18.4	27.4	21.4	11.2	2.2	80.6
	Outer Regional	452.1	2.5	14.8	18.5	26.3	24.8	11.3	1.8	82.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	461.6	5.0	10.8	14.8	28.7	29.4	8.7	2.5	84.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	427.6	5.0	23.3	19.2	24.0	19.8	7.6	1.1	71.7
	Remote	364.2	5.3	46.9	17.0	18.9	9.4	2.1	0.4	47.8
	Very Remote	275.1	0.9	83.9	9.2	4.2	1.3	0.5	0.0	15.2
Aust	Major Cities	461.3	2.7	11.4	17.0	27.8	25.4	12.4	3.2	85.9
	Inner Regional	453.3	2.9	13.7	18.6	28.2	23.3	10.7	2.7	83.5
	Outer Regional	444.2	2.5	17.6	19.0	27.2	22.2	9.4	2.1	79.9
	Remote	407.2	2.9	32.1	21.1	22.5	15.2	5.1	1.0	64.9
	Very Remote	343.8	1.1	59.7	16.0	12.8	7.7	2.5	0.2	39.2

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Spelling

Table 5.S7: Achievement of Year 5 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	519.9	1.3	2.5	6.5	17.2	28.2	25.9	18.5	96.2
	Inner Regional	487.4	1.2	5.6	11.9	25.2	29.7	18.6	7.8	93.2
	Outer Regional	478.7	0.9	7.6	13.9	26.4	28.1	17.0	6.1	91.5
	Remote	486.8	1.6	5.7	11.5	28.6	27.2	16.7	8.6	92.7
	Very Remote	470.7	0.0	8.6	13.1	31.8	28.2	16.7	1.6	91.4
Vic	Major Cities	512.4	2.2	2.0	6.8	19.9	30.7	24.5	13.9	95.9
	Inner Regional	486.4	2.2	4.1	12.6	26.6	30.1	18.0	6.5	93.7
	Outer Regional	488.0	2.7	3.7	12.2	26.4	30.7	17.6	6.7	93.6
	Remote	477.7	2.3	3.2	13.2	38.2	25.9	12.3	5.0	94.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	504.2	1.0	3.1	8.5	21.3	30.9	23.7	11.5	95.9
	Inner Regional	488.7	1.3	4.6	12.0	24.5	31.2	19.3	7.1	94.1
	Outer Regional	487.9	0.9	5.1	12.4	24.6	30.2	19.4	7.4	94.0
	Remote	481.6	1.0	6.8	13.8	25.7	27.3	19.1	6.3	92.2
	Very Remote	471.5	0.3	10.4	13.4	26.2	30.8	14.3	4.6	89.3
WA	Major Cities	510.9	1.2	3.0	7.5	19.6	29.6	24.9	14.3	95.8
	Inner Regional	487.6	0.7	5.2	11.6	24.6	31.9	19.5	6.4	94.1
	Outer Regional	481.8	1.0	7.1	12.1	26.6	29.6	16.5	7.1	91.9
	Remote	482.8	0.4	5.6	11.7	27.4	32.1	17.7	5.0	94.0
	Very Remote	472.5	0.8	8.8	14.2	27.4	28.9	16.3	3.6	90.5
SA	Major Cities	498.6	2.6	3.5	9.4	22.5	31.1	21.5	9.4	93.9
	Inner Regional	477.6	2.2	6.0	13.4	28.4	30.6	14.4	4.9	91.8
	Outer Regional	472.2	2.0	7.2	16.0	28.2	28.6	13.7	4.3	90.8
	Remote	480.6	2.3	5.3	14.4	28.0	28.9	14.9	6.3	92.5
	Very Remote	460.2	1.1	12.3	15.7	30.1	26.5	9.0	5.4	86.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	490.6	1.7	6.1	10.5	23.8	29.6	19.3	9.0	92.1
	Outer Regional	473.3	1.4	9.2	14.5	27.4	26.0	15.6	5.9	89.4
	Remote	464.2	3.6	11.4	16.8	22.9	31.4	9.3	4.6	85.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	499.9	1.7	3.5	9.4	22.8	30.3	22.1	10.2	94.8
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	490.6	2.4	5.9	10.1	24.4	29.5	18.4	9.3	91.8
	Remote	477.3	1.1	6.5	14.4	27.4	31.1	13.4	6.1	92.4
	Very Remote	473.1	0.0	9.5	10.8	28.8	31.6	14.9	4.4	90.5
Aust	Major Cities	511.9	1.6	2.6	7.4	19.5	29.8	24.6	14.6	95.8
	Inner Regional	487.2	1.6	5.0	12.1	25.5	30.3	18.5	7.1	93.4
	Outer Regional	483.4	1.4	6.1	12.9	25.9	29.3	17.6	6.8	92.5
	Remote	481.2	1.2	6.0	13.2	27.3	29.8	16.6	5.9	92.8
	Very Remote	470.7	0.5	9.8	13.6	27.8	29.5	14.8	4.0	89.7

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Spelling

Table 5.S8: Achievement of Year 5 Students in Spelling, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Bachelor	536.3	0.9	1.0	4.0	13.4	27.1	29.0	24.5	98.1
	Diploma	502.9	1.2	3.1	8.2	22.2	31.9	22.9	10.6	95.7
	Certificate	482.3	1.3	6.3	13.0	26.1	29.3	17.7	6.3	92.4
	Year 12	492.2	1.8	5.1	10.7	24.4	28.9	20.0	9.2	93.1
	Year 11	458.0	3.5	13.1	17.6	26.8	23.3	11.9	3.8	83.4
	Not stated (3%)	505.3	2.8	5.2	9.0	17.5	27.2	23.9	14.2	91.9
Vic	Bachelor	524.6	1.3	1.0	4.7	16.7	30.3	27.8	18.2	97.7
	Diploma	497.2	1.8	2.6	9.4	24.4	32.5	21.0	8.3	95.7
	Certificate	484.7	2.6	4.2	12.4	27.1	30.6	17.6	5.5	93.2
	Year 12	490.4	3.4	3.6	10.4	26.0	31.5	18.7	6.3	93.0
	Year 11	470.9	7.0	6.9	15.9	26.8	26.2	13.1	4.1	86.1
	Not stated (2%)	515.1	3.7	2.7	7.1	18.2	28.1	24.1	16.1	93.6
Qld	Bachelor	520.5	0.7	1.3	5.4	17.7	30.5	28.3	16.2	98.1
	Diploma	492.0	0.8	3.8	10.5	24.9	32.8	20.3	7.0	95.5
	Certificate	482.0	1.1	5.6	13.2	26.2	31.0	17.4	5.5	93.3
	Year 12	479.4	1.6	7.2	13.3	25.0	30.1	17.3	5.4	91.1
	Year 11	454.5	2.1	13.5	19.0	27.4	23.9	11.2	2.9	84.4
	Not stated (6%)	476.3	3.1	9.0	13.8	24.2	26.9	16.8	6.2	87.9
WA	Bachelor	526.9	0.8	1.3	4.8	15.6	29.0	28.8	19.6	97.8
	Diploma	498.6	1.1	3.4	9.1	23.1	31.7	22.6	9.0	95.5
	Certificate	484.2	1.2	5.9	11.9	26.1	30.8	18.0	6.2	92.9
	Year 12	484.8	1.2	6.7	12.3	24.5	29.2	19.1	7.1	92.1
	Year 11	456.8	1.7	14.8	16.6	26.0	25.5	11.9	3.5	83.5
	Not stated (8%)	478.8	2.8	12.4	11.8	21.0	24.1	18.0	9.8	84.8
SA	Bachelor	515.2	1.4	1.3	6.4	18.7	32.3	26.0	13.8	97.2
	Diploma	488.1	2.2	4.0	11.4	25.6	32.5	18.5	5.9	93.8
	Certificate	474.5	2.1	6.6	14.0	29.1	30.0	14.1	4.1	91.3
	Year 12	479.8	3.3	5.9	13.5	26.6	29.9	15.9	4.9	90.8
	Year 11	454.6	6.3	13.0	17.7	27.4	22.2	10.8	2.5	80.7
	Not stated (6%)	469.6	6.8	11.3	13.9	23.1	24.0	15.0	5.9	81.9

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Refer to the introduction for explanatory notes.

NAPLAN Year 5 Spelling

Table 5.S8 (cont.): Achievement of Year 5 Students in Spelling, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
Tas	Bachelor	511.5	1.2	2.6	6.9	19.5	31.0	25.3	13.4	96.2
	Diploma	487.1	1.6	6.8	12.0	23.4	28.7	18.9	8.5	91.6
	Certificate	472.5	1.4	8.6	14.6	27.7	28.1	14.9	4.8	90.0
	Year 12	470.5	1.9	9.9	13.3	27.3	29.9	13.0	4.7	88.2
	Year 11	444.0	2.7	17.9	17.4	29.5	21.3	8.8	2.3	79.3
	Not stated (8%)	469.3	3.5	10.1	16.3	25.8	24.4	14.5	5.5	86.4
ACT	Bachelor	512.8	1.3	1.7	6.3	20.1	31.9	25.3	13.3	97.0
	Diploma	483.5	1.8	4.7	12.2	26.6	32.0	18.4	4.5	93.5
	Certificate	467.9	0.9	8.0	16.6	31.0	27.3	12.6	3.6	91.1
	Year 12	473.8	3.3	7.6	14.9	28.5	25.5	14.8	5.5	89.1
	Year 11	454.3	7.5	11.9	17.5	28.4	23.1	9.2	2.4	80.6
	Not stated (5%)	498.0	4.7	5.0	11.6	19.7	25.4	23.2	10.4	90.3
NT	Bachelor	492.4	1.7	6.7	9.9	20.9	29.6	20.3	10.9	91.6
	Diploma	465.4	1.0	12.6	12.0	28.2	27.4	13.5	5.4	86.4
	Certificate	446.3	2.6	18.0	15.2	25.8	23.8	11.1	3.4	79.4
	Year 12	425.3	3.7	26.8	13.0	22.2	21.8	8.1	4.4	69.5
	Year 11	316.9	3.3	64.9	11.6	10.8	6.6	2.3	0.4	31.8
	Not stated (11%)	368.4	2.5	49.8	11.2	14.2	13.2	6.0	3.2	47.7
Aust	Bachelor	526.6	1.0	1.2	4.8	16.0	29.3	28.1	19.5	97.8
	Diploma	496.8	1.3	3.4	9.5	23.8	32.2	21.3	8.6	95.3
	Certificate	481.7	1.6	5.8	13.0	26.7	30.1	17.2	5.6	92.6
	Year 12	485.2	2.2	5.9	11.8	25.2	29.9	18.3	6.7	91.9
	Year 11	454.7	4.0	13.8	17.2	26.4	23.6	11.5	3.4	82.2
	Not stated (4%)	484.0	3.4	9.4	11.6	21.1	25.8	19.0	9.7	87.1

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Spelling

Table 5.S9: Achievement of Year 5 Students in Spelling, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Group 1	532.5	0.7	1.1	4.4	14.5	28.0	28.4	22.8	98.1
	Group 2	518.0	0.8	2.2	6.6	18.0	29.8	25.6	17.1	97.1
	Group 3	497.0	1.2	4.1	10.4	23.3	29.8	20.9	10.3	94.6
	Group 4	486.1	1.9	7.0	12.5	24.6	26.7	18.3	9.0	91.1
	Not in paid work	464.7	4.1	12.0	15.9	25.4	24.0	13.3	5.3	83.9
	Not stated (4%)	506.3	2.3	5.1	8.7	18.4	26.9	23.8	14.8	92.6
Vic	Group 1	524.4	0.9	1.1	4.6	16.8	30.7	27.7	18.1	98.0
	Group 2	511.1	1.2	1.7	6.8	20.8	31.9	24.6	12.9	97.1
	Group 3	496.6	1.8	2.7	9.9	24.9	31.4	20.5	8.7	95.5
	Group 4	489.9	3.4	4.0	11.6	25.2	29.6	19.0	7.3	92.7
	Not in paid work	475.2	7.1	6.7	14.8	25.6	26.3	14.3	5.2	86.2
	Not stated (2%)	515.7	3.3	2.4	6.9	18.8	28.3	23.7	16.5	94.2
Qld	Group 1	518.1	0.6	1.5	5.8	18.0	30.9	27.7	15.4	97.9
	Group 2	504.4	0.7	2.5	8.2	22.1	32.2	23.6	10.7	96.9
	Group 3	488.5	0.9	4.5	11.5	25.6	31.7	19.0	6.8	94.7
	Group 4	476.7	1.2	7.6	14.6	25.6	29.0	16.5	5.4	91.2
	Not in paid work	461.6	2.6	12.3	17.4	25.2	25.4	13.4	3.7	85.1
	Not stated (15%)	478.0	2.3	8.0	14.0	24.9	27.4	17.0	6.3	89.6
WA	Group 1	523.7	0.5	1.6	5.2	16.6	29.6	28.1	18.4	97.9
	Group 2	506.4	0.9	2.8	8.2	20.9	30.8	24.2	12.1	96.2
	Group 3	492.2	1.1	4.6	10.3	24.9	30.8	20.4	8.0	94.3
	Group 4	487.0	1.3	6.7	12.2	23.8	28.7	18.9	8.4	92.0
	Not in paid work	464.0	2.5	14.8	14.6	23.4	24.1	14.2	6.3	82.6
	Not stated (15%)	481.7	2.3	10.1	12.1	21.9	26.3	18.1	9.1	87.6
SA	Group 1	512.1	1.2	1.4	6.8	19.9	33.4	24.3	13.0	97.4
	Group 2	497.7	1.3	2.9	9.3	24.0	32.4	21.5	8.5	95.8
	Group 3	483.9	2.1	4.4	12.9	27.5	30.5	16.9	5.7	93.5
	Group 4	476.1	3.4	7.4	13.9	26.9	27.9	15.4	5.1	89.2
	Not in paid work	461.9	7.6	11.9	16.3	24.7	23.3	12.4	3.9	80.5
	Not stated (13%)	465.9	5.4	11.4	14.9	25.1	24.8	13.6	4.7	83.1

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Spelling

Table 5.S9 (cont.): Achievement of Year 5 Students in Spelling, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
Tas	Group 1	506.7	1.3	3.8	6.7	20.3	31.9	24.0	11.9	94.8
	Group 2	493.3	0.8	4.5	11.2	24.2	29.5	20.4	9.4	94.7
	Group 3	482.6	1.2	6.2	13.2	25.1	30.9	16.5	6.8	92.6
	Group 4	460.4	1.8	12.1	17.1	28.7	23.8	12.8	3.8	86.1
	Not in paid work	436.3	4.1	21.3	16.5	29.7	19.4	7.0	1.9	74.5
	Not stated (12%)	466.9	3.2	11.0	16.0	26.6	24.2	14.2	4.8	85.8
ACT	Group 1	510.7	1.2	2.1	6.8	20.0	32.4	24.8	12.6	96.7
	Group 2	500.9	1.3	2.8	8.2	24.1	31.8	21.8	9.9	95.8
	Group 3	483.1	1.4	6.2	13.0	26.5	28.3	18.3	6.2	92.4
	Group 4	468.5	2.2	9.9	18.5	26.3	21.0	16.0	6.1	87.9
	Not in paid work	464.7	6.7	9.6	14.6	30.8	22.0	11.6	4.7	83.8
	Not stated (10%)	489.0	3.5	4.5	13.2	24.5	27.9	18.4	8.0	92.1
NT	Group 1	488.5	0.5	6.4	10.9	23.5	31.2	17.8	9.6	93.0
	Group 2	481.2	2.7	8.0	11.4	25.4	27.6	17.3	7.7	89.3
	Group 3	457.3	1.5	15.2	14.9	25.6	24.7	12.3	5.8	83.3
	Group 4	396.1	4.1	37.8	11.2	19.2	15.9	9.3	2.4	58.2
	Not in paid work	332.2	4.0	59.2	12.7	11.4	8.6	3.3	0.8	36.8
	Not stated (17%)	346.9	2.9	56.8	10.4	12.2	10.8	4.9	2.1	40.3
Aust	Group 1	524.0	0.8	1.4	5.1	16.7	30.0	27.5	18.5	97.8
	Group 2	509.9	0.9	2.3	7.5	20.5	31.1	24.3	13.3	96.8
	Group 3	492.8	1.3	4.1	10.8	24.7	30.7	19.9	8.4	94.6
	Group 4	483.1	2.2	6.7	12.9	25.1	28.0	17.8	7.3	91.0
	Not in paid work	463.8	4.9	11.8	15.6	25.1	24.5	13.3	4.9	83.3
	Not stated (8%)	481.3	2.8	9.1	12.4	22.7	26.4	18.0	8.6	88.1

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Grammar and Punctuation

Figure 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	504.4 (82.6)	506.0 (73.7)	496.2 (80.1)	495.5 (81.9)	484.8 (74.9)	481.2 (78.2)	501.6 (71.8)	406.2 (137.4)	499.1 (80.8)

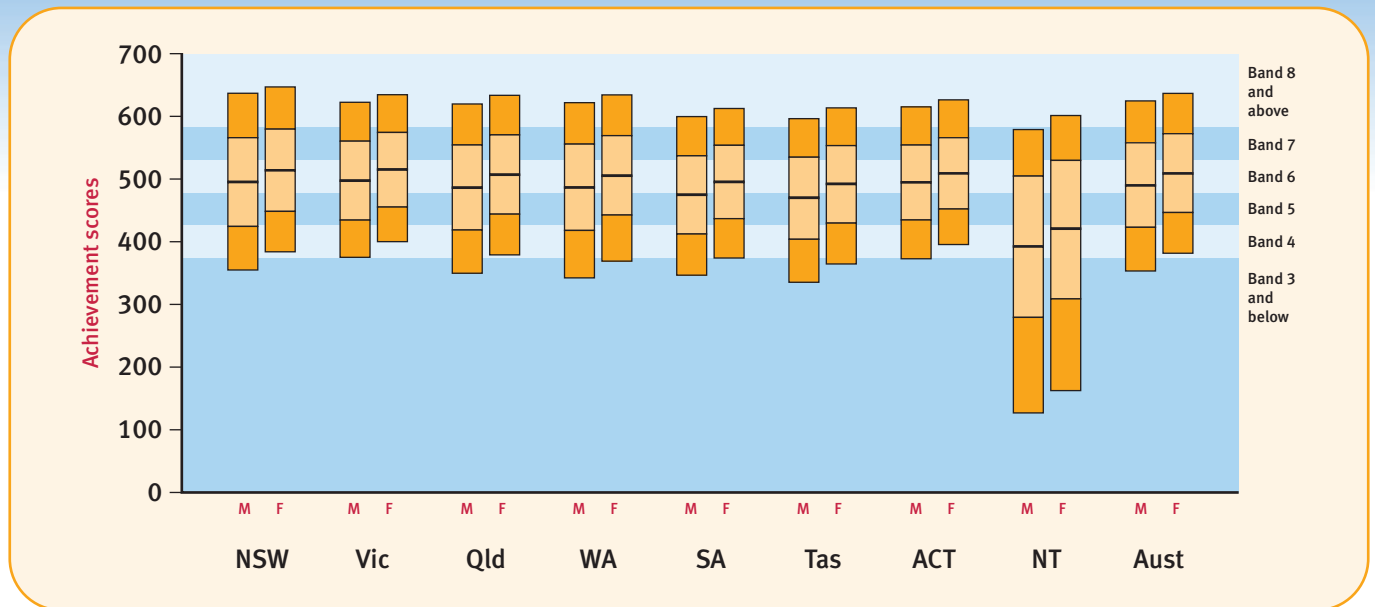
Table 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	10yrs 7mths 5yrs 4mths	97.0	1.6	1.4	1.4	5.8	10.8	20.3	25.0	19.9	16.9	92.8
Vic	10yrs 9mths 5yrs 4mths	95.3	2.6	2.1	2.3	3.5	9.8	21.4	27.2	21.1	14.8	94.3
Qld	10yrs 5mths 5yrs 4mths	93.3	2.1	4.6	1.1	6.5	11.8	21.7	25.8	19.4	13.7	92.4
WA	10yrs 5mths 5yrs 4mths	95.9	2.3	1.8	1.2	7.6	11.1	21.0	25.8	19.5	13.8	91.2
SA	10yrs 7mths 5yrs 4mths	94.1	2.7	3.2	2.7	7.1	13.2	24.2	26.9	16.9	9.1	90.3
Tas	10yrs 10mths 5yrs 4mths	96.1	2.3	1.5	1.7	9.1	13.9	23.8	25.8	16.7	9.0	89.2
ACT	10yrs 7mths 5yrs 4mths	95.0	1.8	3.2	1.8	3.9	9.8	22.0	29.1	21.1	12.3	94.3
NT	10yrs 6mths 5yrs 4mths	87.0	10.7	2.3	2.4	33.7	12.8	17.2	17.8	10.0	6.0	63.9
Aust	10yrs 7mths 5yrs 4mths	95.3	2.2	2.5	1.6	6.0	11.0	21.3	25.9	19.7	14.5	92.4

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Grammar and Punctuation

Figure 5.G2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	495.2 (84.7)	497.3 (75.0)	486.1 (81.7)	486.4 (83.5)	474.8 (76.1)	470.0 (78.6)	494.7 (73.0)	392.4 (138.2)	489.8 (82.5)
Female Mean scale score / (S.D.)	513.9 (79.2)	515.1 (71.2)	506.8 (77.0)	505.2 (79.0)	495.3 (72.3)	492.1 (75.4)	509.0 (69.7)	420.7 (135.0)	508.9 (77.7)

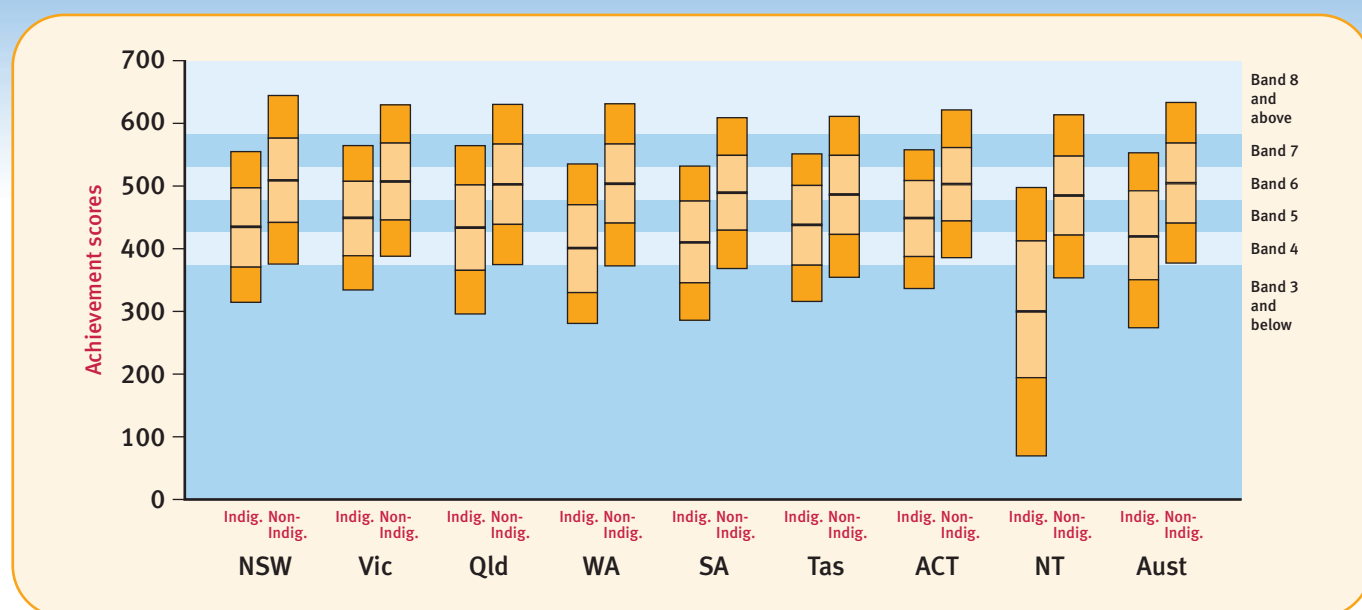
Table 5.G2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	1.8	7.7	12.5	21.2	23.8	18.1	15.0	90.5
	Female	0.9	3.8	9.0	19.3	26.2	21.8	19.0	95.3
Vic	Male	3.0	4.7	11.6	22.8	26.3	18.9	12.8	92.3
	Female	1.5	2.2	7.9	19.9	28.1	23.5	17.0	96.3
Qld	Male	1.6	8.4	13.8	22.8	24.4	17.4	11.7	90.0
	Female	0.7	4.4	9.6	20.5	27.2	21.6	15.9	94.9
WA	Male	1.6	9.6	12.6	22.0	24.6	17.5	12.1	88.8
	Female	0.7	5.6	9.4	19.9	27.2	21.7	15.6	93.8
SA	Male	3.5	9.1	15.2	25.3	25.0	14.3	7.6	87.4
	Female	1.8	4.9	11.0	23.1	28.9	19.6	10.8	93.3
Tas	Male	2.4	11.6	15.7	24.5	24.4	14.6	6.8	86.0
	Female	1.0	6.5	12.0	23.2	27.3	19.0	10.9	92.5
ACT	Male	2.2	5.0	11.4	23.1	28.1	19.5	10.8	92.8
	Female	1.3	2.8	8.2	20.8	30.2	22.8	13.9	95.9
NT	Male	3.5	36.7	13.4	17.5	16.3	8.3	4.4	59.9
	Female	1.3	30.5	12.2	17.0	19.4	11.9	7.7	68.3
Aust	Male	2.2	7.8	12.8	22.4	24.7	17.6	12.5	90.1
	Female	1.1	4.1	9.1	20.1	27.2	21.9	16.5	94.8

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Grammar and Punctuation

Figure 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	434.8 (73.9)	449.1 (70.7)	433.5 (81.5)	400.9 (79.6)	410.0 (77.5)	437.9 (72.8)	448.8 (68.1)	299.9 (127.9)	419.5 (90.1)
Non-Indigenous Mean scale score / (S.D.)	509.0 (80.9)	507.1 (73.3)	502.6 (77.2)	503.5 (77.2)	489.2 (72.4)	486.3 (77.1)	503.0 (71.4)	484.7 (79.5)	504.5 (77.2)

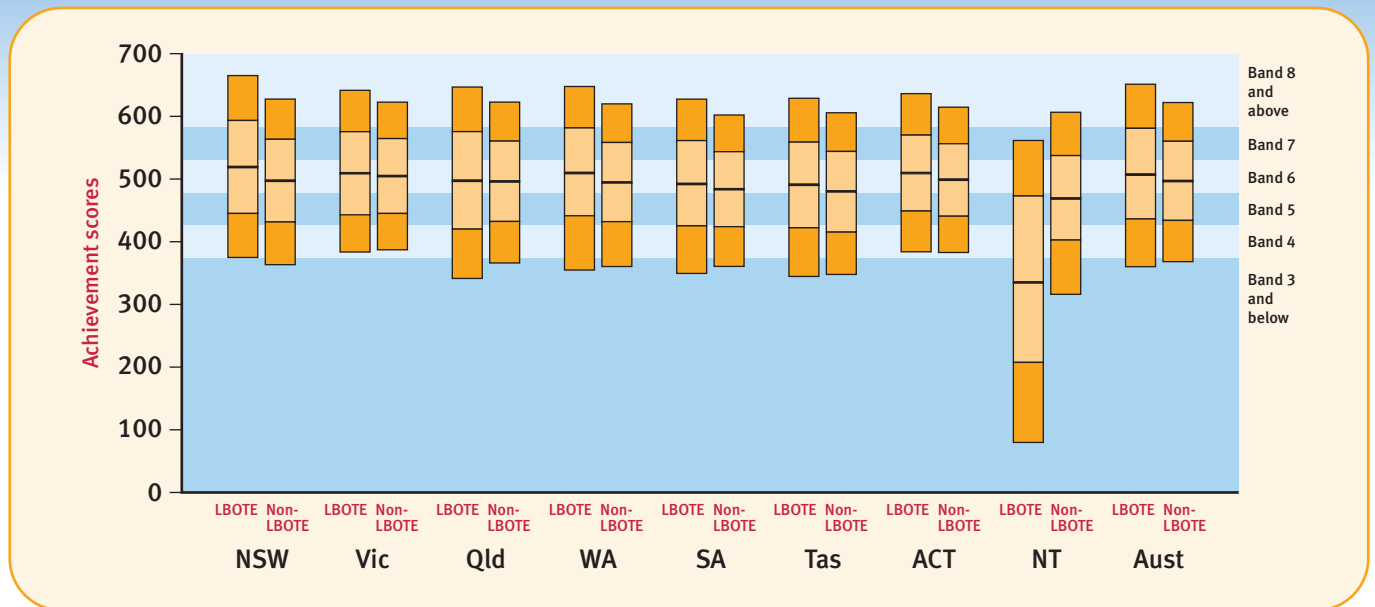
Table 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.6	20.7	22.9	26.7	17.7	7.1	2.3	76.7
	Non-Indigenous	1.3	4.8	10.0	19.9	25.5	20.8	17.9	94.0
Vic	Indigenous	4.9	14.1	21.1	27.0	21.2	8.7	2.9	80.9
	Non-Indigenous	2.2	3.3	9.6	21.3	27.3	21.3	15.0	94.5
Qld	Indigenous	1.8	22.3	22.0	24.8	17.8	8.2	3.0	75.8
	Non-Indigenous	1.0	4.9	10.7	21.3	26.6	20.6	14.9	94.1
WA	Indigenous	1.5	38.5	23.3	19.5	11.6	4.6	1.0	60.0
	Non-Indigenous	1.1	5.1	10.0	21.0	27.1	20.8	14.9	93.7
SA	Indigenous	4.8	30.5	24.2	22.0	13.4	4.0	1.0	64.7
	Non-Indigenous	2.5	5.7	12.5	24.3	27.7	17.6	9.6	91.9
Tas	Indigenous	2.4	19.7	21.9	25.7	21.0	7.3	1.9	77.9
	Non-Indigenous	1.7	7.9	12.9	23.5	26.5	17.8	9.8	90.5
ACT	Indigenous	5.0	14.7	19.4	27.7	21.6	8.9	2.6	80.3
	Non-Indigenous	1.7	3.6	9.6	21.8	29.2	21.5	12.6	94.6
NT	Indigenous	2.8	68.9	11.5	9.2	5.3	1.9	0.4	28.3
	Non-Indigenous	2.0	7.6	13.8	23.1	27.1	16.2	10.2	90.4
Aust	Indigenous	2.6	27.1	21.7	23.6	16.2	6.7	2.2	70.3
	Non-Indigenous	1.6	4.5	10.3	21.1	26.6	20.6	15.3	93.9

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Grammar and Punctuation

Figure 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	519.0 (87.5)	509.2 (78.2)	497.1 (92.6)	509.5 (87.8)	492.0 (84.6)	490.7 (85.5)	509.4 (75.1)	335.0 (147.2)	506.9 (90.5)
Non-LBOTE Mean scale score / (S.D.)	497.1 (79.4)	504.6 (71.5)	496.0 (77.6)	494.5 (77.2)	483.7 (72.5)	480.2 (77.5)	498.8 (70.3)	468.8 (90.2)	496.7 (76.6)

Table 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	2.0	4.8	9.3	17.7	22.7	20.4	23.2	93.3
	Non-LBOTE	1.2	6.3	11.7	21.5	25.9	19.5	13.9	92.5
Vic	LBOTE	3.0	3.7	10.1	20.6	25.0	20.3	17.3	93.2
	Non-LBOTE	1.9	3.4	9.7	21.7	28.1	21.5	13.7	94.7
Qld	LBOTE	1.7	9.3	12.2	19.1	21.5	18.5	17.7	89.0
	Non-LBOTE	1.0	6.0	11.7	22.2	26.5	19.6	13.0	93.0
WA	LBOTE	0.0	6.8	9.2	17.7	24.5	21.9	19.8	93.1
	Non-LBOTE	0.0	6.8	11.2	22.3	27.4	19.9	12.3	93.1
SA	LBOTE	4.1	7.8	11.5	20.7	24.8	18.1	13.0	88.1
	Non-LBOTE	2.3	6.8	13.5	25.0	27.4	16.7	8.4	90.9
Tas	LBOTE	3.7	9.3	11.0	21.6	24.7	17.7	11.9	87.0
	Non-LBOTE	1.6	9.2	14.1	23.9	25.8	16.6	8.7	89.2
ACT	LBOTE	2.5	3.6	8.8	19.4	28.2	22.0	15.4	93.9
	Non-LBOTE	1.5	4.0	10.2	22.9	29.5	20.8	11.1	94.5
NT	LBOTE	2.2	57.0	11.4	11.1	9.6	5.7	3.1	40.9
	Non-LBOTE	2.6	12.8	14.3	22.8	25.2	13.9	8.4	84.6
Aust	LBOTE	2.2	6.4	10.1	18.9	23.4	19.8	19.2	91.4
	Non-LBOTE	1.3	5.7	11.4	22.2	26.9	19.7	12.8	93.0

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Grammar and Punctuation

Table 5.G5: Achievement of Year 5 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	514.3	1.4	4.4	9.3	18.7	24.8	21.4	20.0	94.2
	Inner Regional	480.5	1.4	8.5	14.4	24.5	26.1	16.4	8.7	90.2
	Outer Regional	463.4	1.2	13.0	17.6	25.5	23.2	13.2	6.3	85.8
	Remote	450.8	2.9	17.7	20.0	24.5	18.6	10.1	6.1	79.4
	Very Remote	406.2	0.8	37.3	20.7	19.2	14.2	6.8	1.0	61.8
Vic	Major Cities	511.9	2.2	3.0	8.7	20.1	27.1	22.1	16.8	94.8
	Inner Regional	489.4	2.3	4.9	12.8	25.1	27.4	18.3	9.2	92.8
	Outer Regional	483.8	3.0	5.7	13.6	26.0	27.4	17.0	7.3	91.3
	Remote	481.3	2.3	2.7	16.8	24.1	36.4	14.1	3.6	95.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	505.0	1.1	4.9	10.3	20.6	26.3	20.8	16.0	94.0
	Inner Regional	488.5	1.4	6.6	13.3	23.7	26.1	18.4	10.5	91.9
	Outer Regional	480.5	0.9	9.2	14.7	23.8	25.0	16.5	9.9	89.9
	Remote	452.9	1.3	19.9	17.0	20.9	19.9	14.1	7.0	78.8
	Very Remote	403.9	1.1	39.2	18.8	19.1	11.9	6.7	3.3	59.7
WA	Major Cities	504.7	1.3	5.4	10.1	20.1	26.2	21.1	15.8	93.3
	Inner Regional	478.2	0.7	9.1	13.9	25.3	27.0	16.3	7.9	90.3
	Outer Regional	469.9	1.2	13.1	14.4	24.8	24.6	14.0	7.9	85.6
	Remote	461.6	0.6	16.2	14.7	23.6	25.3	13.9	5.8	83.2
	Very Remote	405.7	0.8	40.8	15.2	17.1	15.1	8.3	2.7	58.3
SA	Major Cities	492.0	2.8	5.9	11.8	23.0	27.5	18.3	10.7	91.4
	Inner Regional	474.6	2.4	7.5	15.3	27.2	27.3	14.5	5.9	90.1
	Outer Regional	460.4	2.6	11.4	18.3	28.5	23.7	11.5	4.0	85.9
	Remote	468.7	2.2	8.0	17.6	29.3	25.0	13.0	5.0	89.8
	Very Remote	389.3	2.0	41.7	16.9	16.2	12.9	7.7	2.6	56.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	486.8	1.8	8.1	12.8	22.9	25.9	18.0	10.4	90.0
	Outer Regional	469.3	1.4	10.9	16.2	25.8	25.7	14.0	5.9	87.6
	Remote	456.8	2.9	18.0	16.3	21.7	24.0	12.9	4.3	79.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	501.6	1.8	3.9	9.8	22.0	29.1	21.1	12.3	94.3
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	469.7	2.9	12.7	14.6	22.6	24.4	14.4	8.3	84.4
	Remote	420.0	3.0	29.1	15.8	19.8	18.2	8.5	5.5	67.9
	Very Remote	263.7	0.9	81.8	6.8	3.9	3.5	1.7	1.3	17.3
Aust	Major Cities	508.8	1.7	4.3	9.6	20.0	26.1	21.2	17.0	94.0
	Inner Regional	484.8	1.7	7.0	13.6	24.5	26.5	17.4	9.2	91.3
	Outer Regional	473.3	1.6	10.5	15.5	24.9	24.8	15.0	7.8	88.0
	Remote	453.2	1.6	17.9	16.3	23.3	22.4	12.6	5.9	80.5
	Very Remote	360.8	1.0	52.6	14.0	13.8	10.4	5.7	2.4	46.4

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Grammar and Punctuation

Table 5.G6: Achievement of Year 5 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	446.9	2.7	15.7	21.9	27.4	20.5	8.7	3.0	81.6
	Inner Regional	434.3	2.7	20.9	22.5	27.7	17.0	7.0	2.3	76.4
	Outer Regional	413.1	2.1	29.7	25.6	23.4	14.2	4.2	0.8	68.2
	Remote	399.3	5.0	32.8	28.8	23.5	9.2	0.7	0.0	62.2
	Very Remote	367.1	1.4	53.9	23.8	15.7	4.3	0.9	0.0	44.6
Vic	Major Cities	456.9	3.5	11.2	21.0	27.7	23.1	9.6	3.9	85.3
	Inner Regional	442.9	5.3	16.0	21.8	27.3	19.8	7.5	2.3	78.7
	Outer Regional	446.1	7.5	16.6	19.2	24.7	20.3	9.7	2.1	75.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	452.2	2.1	14.4	20.5	27.1	21.7	10.2	4.0	83.5
	Inner Regional	448.9	2.4	14.8	21.7	27.4	20.2	10.1	3.4	82.8
	Outer Regional	428.2	1.1	23.9	24.6	24.4	16.4	7.1	2.5	75.0
	Remote	386.2	2.4	46.0	20.3	15.5	9.6	4.8	1.4	51.5
	Very Remote	363.2	1.4	55.4	21.2	14.9	5.3	1.3	0.4	43.2
WA	Major Cities	423.1	2.2	26.8	25.4	22.5	14.9	6.4	1.8	71.0
	Inner Regional	405.9	0.5	32.8	28.9	21.7	11.6	3.8	0.6	66.7
	Outer Regional	403.9	1.6	36.4	24.8	21.1	12.1	3.3	0.8	62.0
	Remote	396.6	0.8	42.0	22.5	19.5	10.3	4.4	0.4	57.1
	Very Remote	343.8	0.7	69.8	14.4	9.3	4.0	1.8	0.0	29.5
SA	Major Cities	422.8	4.6	24.9	25.0	23.4	16.1	4.7	1.4	70.6
	Inner Regional	427.0	4.7	22.8	25.2	21.9	16.8	7.7	0.9	72.5
	Outer Regional	403.9	6.8	33.8	23.3	24.2	9.6	1.6	0.8	59.5
	Remote	408.9	2.0	28.2	29.8	26.1	12.2	1.2	0.4	69.8
	Very Remote	320.1	3.3	70.4	17.3	3.8	2.0	3.1	0.0	26.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	434.9	2.5	21.2	22.3	24.4	20.0	7.5	2.3	76.3
	Outer Regional	443.7	2.5	16.3	21.5	28.4	23.1	7.0	1.2	81.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	448.8	5.0	14.7	19.4	27.7	21.6	8.9	2.6	80.3
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	406.0	5.0	33.1	19.2	21.4	14.8	5.2	1.2	61.8
	Remote	337.1	5.3	57.1	17.8	12.7	4.6	2.1	0.4	37.6
	Very Remote	239.2	0.9	89.9	5.7	2.2	1.1	0.2	0.0	9.2
Aust	Major Cities	443.4	2.7	17.5	22.2	26.2	19.8	8.5	3.0	79.8
	Inner Regional	438.0	2.9	19.2	22.5	26.9	18.2	7.8	2.5	77.9
	Outer Regional	421.2	2.5	26.8	23.8	23.9	15.6	5.7	1.6	70.6
	Remote	379.7	2.9	45.4	21.8	17.4	8.5	3.4	0.7	51.7
	Very Remote	303.6	1.1	74.1	12.9	7.7	3.0	1.0	0.1	24.8

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Grammar and Punctuation

Table 5.G7: Achievement of Year 5 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	516.7	1.3	4.0	8.8	18.4	25.0	21.9	20.6	94.7
	Inner Regional	486.5	1.2	6.7	13.3	24.2	27.4	17.6	9.5	92.1
	Outer Regional	475.4	0.9	9.1	15.6	25.9	25.3	15.5	7.7	90.0
	Remote	485.3	1.6	6.8	14.5	25.1	25.0	16.6	10.3	91.6
	Very Remote	462.3	0.0	12.7	15.9	24.9	28.6	15.5	2.4	87.3
Vic	Major Cities	512.5	2.2	2.9	8.6	20.0	27.1	22.3	16.9	94.9
	Inner Regional	491.2	2.2	4.4	12.5	25.0	27.7	18.7	9.5	93.4
	Outer Regional	486.5	2.7	4.9	13.1	26.1	28.0	17.5	7.6	92.5
	Remote	481.3	2.3	2.7	16.8	24.1	36.4	14.1	3.6	95.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	507.9	1.0	4.3	9.8	20.2	26.5	21.4	16.7	94.7
	Inner Regional	493.8	1.3	5.6	12.2	23.1	26.8	19.5	11.5	93.1
	Outer Regional	492.2	0.9	5.9	12.4	23.7	27.0	18.6	11.5	93.1
	Remote	483.4	1.0	7.8	15.1	23.5	24.5	18.5	9.6	91.3
	Very Remote	473.1	0.3	10.9	15.1	27.0	22.9	15.6	8.2	88.8
WA	Major Cities	508.8	1.2	4.4	9.2	19.9	26.8	21.9	16.5	94.4
	Inner Regional	484.6	0.7	7.0	12.6	25.5	28.3	17.4	8.5	92.3
	Outer Regional	481.4	1.0	9.1	12.7	25.3	26.8	15.8	9.2	89.8
	Remote	485.8	0.4	6.6	11.7	25.1	31.0	17.5	7.7	93.0
	Very Remote	470.2	0.8	10.8	16.0	25.4	26.5	15.2	5.3	88.4
SA	Major Cities	495.0	2.6	5.0	11.3	23.0	28.1	19.0	11.1	92.4
	Inner Regional	476.9	2.2	6.7	14.9	27.5	27.8	14.8	6.1	91.1
	Outer Regional	467.0	2.0	8.7	17.6	29.1	25.6	12.6	4.4	89.2
	Remote	475.2	2.3	6.0	16.2	29.5	26.3	14.4	5.4	91.8
	Very Remote	462.0	1.1	11.4	17.0	28.2	24.5	12.5	5.4	87.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	491.9	1.7	6.8	11.9	22.7	26.6	19.0	11.2	91.4
	Outer Regional	473.3	1.4	10.2	15.2	25.4	26.2	15.1	6.5	88.4
	Remote	466.2	3.6	12.1	15.0	24.3	29.3	12.9	2.9	84.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	503.0	1.7	3.6	9.6	21.8	29.2	21.5	12.6	94.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	485.5	2.4	7.5	13.5	22.8	26.8	16.8	10.2	90.1
	Remote	483.5	1.1	6.7	14.3	25.6	29.0	13.7	9.7	92.2
	Very Remote	475.4	0.0	11.0	16.7	19.1	25.3	15.2	12.7	89.0
Aust	Major Cities	511.1	1.6	3.9	9.2	19.8	26.4	21.7	17.5	94.6
	Inner Regional	489.3	1.6	5.8	12.7	24.3	27.4	18.3	9.9	92.6
	Outer Regional	483.2	1.4	7.4	13.8	25.1	26.6	16.7	9.0	91.2
	Remote	482.4	1.2	6.8	14.0	25.6	28.0	16.4	7.9	92.0
	Very Remote	470.1	0.5	11.1	16.1	25.6	24.9	15.0	6.8	88.4

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Grammar and Punctuation

Table 5.G8: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Bachelor	543.0	0.9	1.4	4.4	13.1	24.5	26.3	29.5	97.7
	Diploma	495.4	1.2	4.4	11.0	24.4	28.9	19.5	10.6	94.4
	Certificate	471.4	1.3	8.7	16.8	27.2	26.0	14.5	5.6	90.0
	Year 12	476.2	1.8	8.4	15.6	26.4	25.3	14.7	7.8	89.8
	Year 11	434.8	3.5	20.1	23.2	26.1	17.7	7.0	2.3	76.3
	Not stated (3%)	499.1	2.8	7.8	11.1	19.5	23.0	19.2	16.5	89.4
Vic	Bachelor	533.9	1.3	1.1	4.7	14.8	27.0	27.0	24.1	97.6
	Diploma	495.5	1.8	3.1	10.7	25.6	29.7	19.6	9.5	95.1
	Certificate	478.9	2.6	5.4	14.7	27.9	28.2	15.5	5.6	92.0
	Year 12	478.6	3.4	5.6	14.2	28.4	27.3	15.6	5.5	91.0
	Year 11	452.9	7.0	11.1	20.8	28.9	20.3	9.3	2.6	81.9
	Not stated (2%)	516.8	3.7	3.5	8.6	17.8	24.7	22.1	19.6	92.8
Qld	Bachelor	535.7	0.7	1.3	5.1	14.4	26.0	26.8	25.8	98.0
	Diploma	493.7	0.8	4.7	11.6	24.3	28.8	19.8	10.1	94.5
	Certificate	477.5	1.1	7.7	15.1	26.6	26.9	15.6	7.1	91.2
	Year 12	469.4	1.6	10.6	16.5	25.9	24.6	14.6	6.3	87.8
	Year 11	436.5	2.1	20.0	22.3	26.5	18.7	7.8	2.5	77.8
	Not stated (6%)	467.4	3.1	12.7	16.5	23.0	22.3	14.5	8.0	84.2
WA	Bachelor	534.3	0.8	1.7	5.1	14.2	26.2	27.1	24.8	97.4
	Diploma	493.0	1.1	5.0	11.2	24.2	29.8	19.1	9.6	93.9
	Certificate	474.8	1.2	8.5	14.4	27.3	27.7	14.9	5.9	90.3
	Year 12	471.2	1.2	11.2	14.7	25.3	26.7	14.7	6.2	87.7
	Year 11	435.3	1.7	22.0	21.7	25.5	18.9	7.8	2.5	76.3
	Not stated (8%)	467.3	2.8	17.4	14.0	20.3	19.4	15.2	10.9	79.8
SA	Bachelor	520.9	1.4	1.8	6.0	17.6	29.8	25.7	17.8	96.8
	Diploma	483.5	2.2	5.1	12.6	27.1	30.8	16.0	6.2	92.7
	Certificate	466.5	2.1	8.2	17.2	29.9	26.5	12.1	3.9	89.7
	Year 12	468.0	3.3	8.7	16.9	28.6	25.7	12.2	4.7	88.1
	Year 11	433.3	6.3	18.5	24.3	26.3	17.1	5.9	1.5	75.1
	Not stated (6%)	451.5	6.8	16.9	16.7	22.8	20.5	11.0	5.3	76.3

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Grammar and Punctuation

Table 5.G8 (cont.): Achievement of Year 5 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
Tas	Bachelor	525.6	1.2	2.0	5.5	16.2	28.2	27.6	19.3	96.8
	Diploma	486.2	1.6	6.7	12.8	23.9	28.6	18.5	8.0	91.7
	Certificate	466.4	1.4	9.7	16.8	28.4	26.9	12.5	4.3	88.9
	Year 12	457.4	1.9	12.7	19.0	25.6	26.6	11.0	3.2	85.4
	Year 11	428.6	2.7	23.0	22.4	27.8	17.0	5.8	1.2	74.2
	Not stated (8%)	474.4	3.5	10.5	16.1	25.0	21.9	14.3	8.7	86.0
ACT	Bachelor	521.3	1.3	1.3	5.3	17.8	31.1	26.6	16.6	97.4
	Diploma	479.0	1.8	5.5	12.9	28.8	32.6	13.6	4.9	92.7
	Certificate	458.9	0.9	9.7	20.2	31.4	24.6	10.1	3.1	89.4
	Year 12	461.6	3.3	8.4	22.5	26.9	23.1	11.6	4.3	88.3
	Year 11	434.2	7.5	17.3	22.5	29.4	15.8	6.1	1.5	75.3
	Not stated (5%)	502.0	4.7	4.5	10.6	23.0	22.4	19.3	15.6	90.8
NT	Bachelor	487.3	1.7	8.7	11.5	21.5	25.5	17.9	13.2	89.6
	Diploma	458.8	1.0	15.5	15.1	22.3	25.8	13.5	6.7	83.4
	Certificate	435.4	2.6	21.5	17.7	22.1	21.7	10.1	4.3	75.9
	Year 12	405.6	3.7	30.9	14.0	19.7	19.7	8.0	3.9	65.4
	Year 11	284.8	3.3	72.9	9.6	7.7	4.5	1.7	0.2	23.7
	Not stated (11%)	357.1	2.5	52.9	11.5	11.9	11.3	5.8	4.1	44.6
Aust	Bachelor	535.7	1.0	1.4	4.9	14.4	26.2	26.6	25.5	97.6
	Diploma	493.4	1.3	4.4	11.2	24.8	29.3	19.2	9.7	94.3
	Certificate	474.0	1.6	7.8	15.7	27.4	26.9	14.7	5.8	90.6
	Year 12	472.5	2.2	9.0	15.6	26.7	25.8	14.5	6.2	88.8
	Year 11	434.0	4.0	19.9	21.9	26.3	18.1	7.5	2.3	76.0
	Not stated (4%)	476.2	3.4	12.8	13.7	20.9	21.6	16.0	11.5	83.8

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Grammar and Punctuation

Table 5.G9: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Group 1	541.4	0.7	1.4	4.6	13.5	24.7	26.0	29.0	97.9
	Group 2	518.7	0.8	2.8	7.6	18.8	27.4	23.1	19.4	96.5
	Group 3	487.7	1.2	5.9	13.6	24.9	27.2	17.4	9.7	92.9
	Group 4	466.9	1.9	11.1	18.0	26.7	23.0	12.7	6.7	87.0
	Not in paid work	444.9	4.1	17.9	21.0	25.4	18.4	9.1	4.1	78.0
	Not stated (4%)	498.6	2.3	7.5	11.5	20.1	23.3	19.0	16.2	90.2
Vic	Group 1	536.8	0.9	1.0	4.3	14.1	27.0	27.3	25.4	98.1
	Group 2	516.1	1.2	1.8	7.2	20.1	28.9	24.2	16.6	97.0
	Group 3	492.7	1.8	3.5	11.7	25.8	29.7	18.4	9.1	94.7
	Group 4	477.0	3.4	6.1	15.7	28.1	25.8	14.9	6.1	90.6
	Not in paid work	462.5	7.1	9.9	18.5	26.9	21.9	11.4	4.5	83.1
	Not stated (2%)	516.6	3.3	3.4	9.4	18.0	24.1	22.0	19.8	93.3
Qld	Group 1	535.1	0.6	1.4	5.1	14.6	25.9	26.7	25.6	98.0
	Group 2	511.9	0.7	2.9	8.5	20.1	28.3	23.2	16.3	96.4
	Group 3	485.9	0.9	6.1	13.2	25.5	27.9	17.5	8.8	93.0
	Group 4	465.2	1.2	11.0	18.1	26.8	24.0	13.1	5.8	87.8
	Not in paid work	443.4	2.6	18.7	21.2	25.5	18.9	9.2	3.9	78.7
	Not stated (15%)	470.9	2.3	11.4	16.1	24.2	23.2	14.4	8.2	86.2
WA	Group 1	532.4	0.5	2.0	5.5	14.9	26.0	26.9	24.3	97.5
	Group 2	505.9	0.9	4.1	9.0	20.8	29.3	21.6	14.4	95.0
	Group 3	484.0	1.1	6.6	12.8	25.9	28.7	16.9	8.0	92.3
	Group 4	470.5	1.3	11.0	16.2	25.6	24.7	14.3	6.9	87.7
	Not in paid work	444.6	2.5	21.8	18.5	23.0	18.8	9.5	5.8	75.7
	Not stated (15%)	471.4	2.3	14.4	14.3	21.8	21.9	15.2	10.0	83.3
SA	Group 1	520.1	1.2	1.8	6.2	18.2	29.6	25.4	17.6	97.0
	Group 2	497.4	1.3	3.6	9.9	24.4	30.8	19.7	10.4	95.1
	Group 3	475.6	2.1	6.3	15.5	28.3	28.1	14.3	5.4	91.6
	Group 4	463.9	3.4	9.3	18.0	29.2	24.7	11.2	4.2	87.3
	Not in paid work	443.9	7.6	16.5	20.1	26.2	18.6	8.5	2.6	76.0
	Not stated (13%)	448.0	5.4	16.5	20.1	23.8	20.4	9.6	4.2	78.1

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Grammar and Punctuation

Table 5.G9 (cont.): Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
Tas	Group 1	519.3	1.3	3.1	6.2	17.7	28.3	25.8	17.5	95.6
	Group 2	496.4	0.8	4.9	11.1	22.3	29.9	20.2	10.8	94.3
	Group 3	477.1	1.2	6.6	15.5	27.6	28.3	14.7	6.1	92.2
	Group 4	450.0	1.8	14.6	20.7	28.9	21.8	9.2	3.0	83.7
	Not in paid work	420.9	4.1	27.9	19.6	27.2	15.5	4.7	0.9	68.0
	Not stated (12%)	466.7	3.2	12.2	18.5	23.8	21.6	14.1	6.6	84.6
ACT	Group 1	521.4	1.2	1.6	5.7	17.7	30.1	26.7	17.0	97.1
	Group 2	499.5	1.3	3.1	9.4	23.7	31.6	20.2	10.7	95.6
	Group 3	476.6	1.4	6.4	15.7	27.4	28.8	14.3	6.0	92.2
	Group 4	456.5	2.2	11.7	20.4	29.1	21.9	10.7	4.0	86.1
	Not in paid work	449.2	6.7	14.8	18.5	27.8	20.3	9.2	2.8	78.5
	Not stated (10%)	488.8	3.5	5.3	13.5	24.5	26.1	16.6	10.5	91.3
NT	Group 1	489.0	0.5	7.8	12.1	22.0	27.3	18.1	12.1	91.6
	Group 2	485.1	2.7	8.5	12.1	21.3	27.1	17.0	11.4	88.8
	Group 3	442.1	1.5	19.4	18.3	23.8	21.3	10.5	5.1	79.1
	Group 4	368.0	4.1	43.7	13.8	18.5	12.1	5.9	1.9	52.2
	Not in paid work	297.7	4.0	68.5	11.0	7.8	6.1	2.0	0.5	27.5
	Not stated (17%)	327.5	2.9	60.7	9.8	9.5	9.9	4.4	2.8	36.4
Aust	Group 1	535.3	0.8	1.5	4.9	14.6	26.2	26.5	25.5	97.7
	Group 2	512.9	0.9	2.8	8.1	20.2	28.5	22.9	16.6	96.2
	Group 3	486.6	1.3	5.6	13.2	25.7	28.2	17.3	8.8	93.1
	Group 4	468.1	2.2	9.9	17.2	27.2	24.1	13.3	6.0	87.8
	Not in paid work	446.4	4.9	17.0	19.7	25.4	19.3	9.6	4.1	78.1
	Not stated (8%)	472.9	2.8	12.4	14.9	22.3	22.4	15.1	10.0	84.8

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

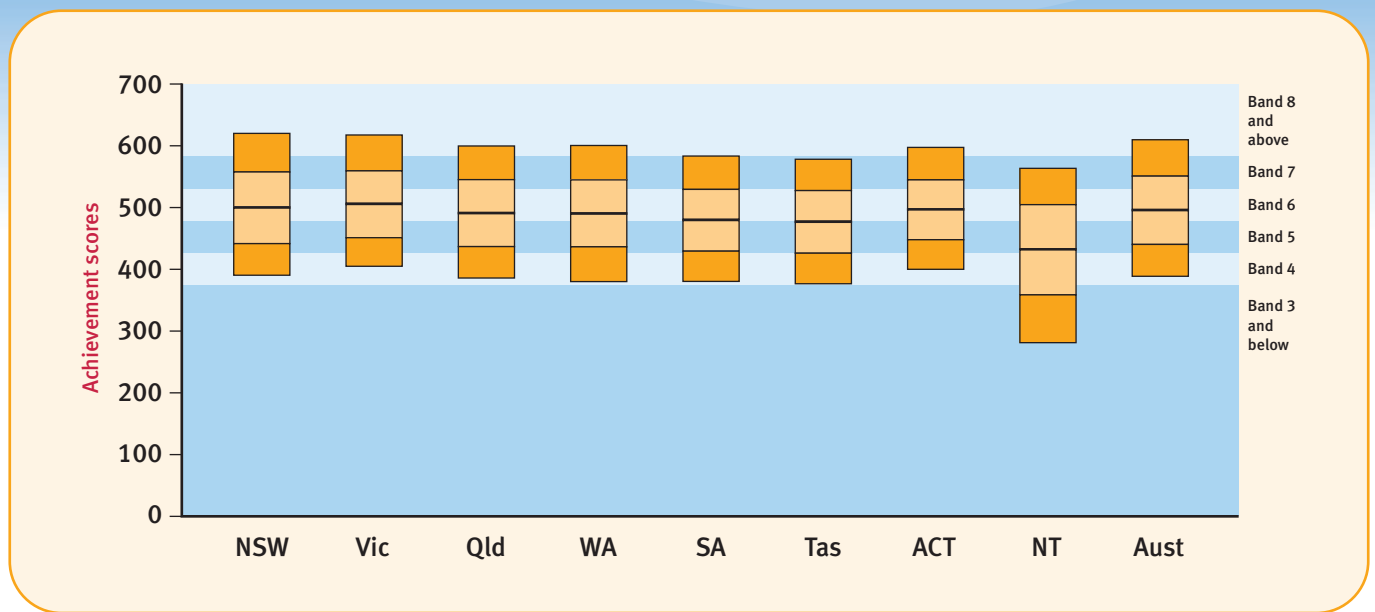
Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Numeracy

Figure 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	500.1 (69.5)	505.9 (64.4)	491.0 (65.0)	490.3 (66.2)	479.9 (61.1)	477.0 (60.7)	497.1 (59.9)	432.4 (87.3)	495.9 (67.1)

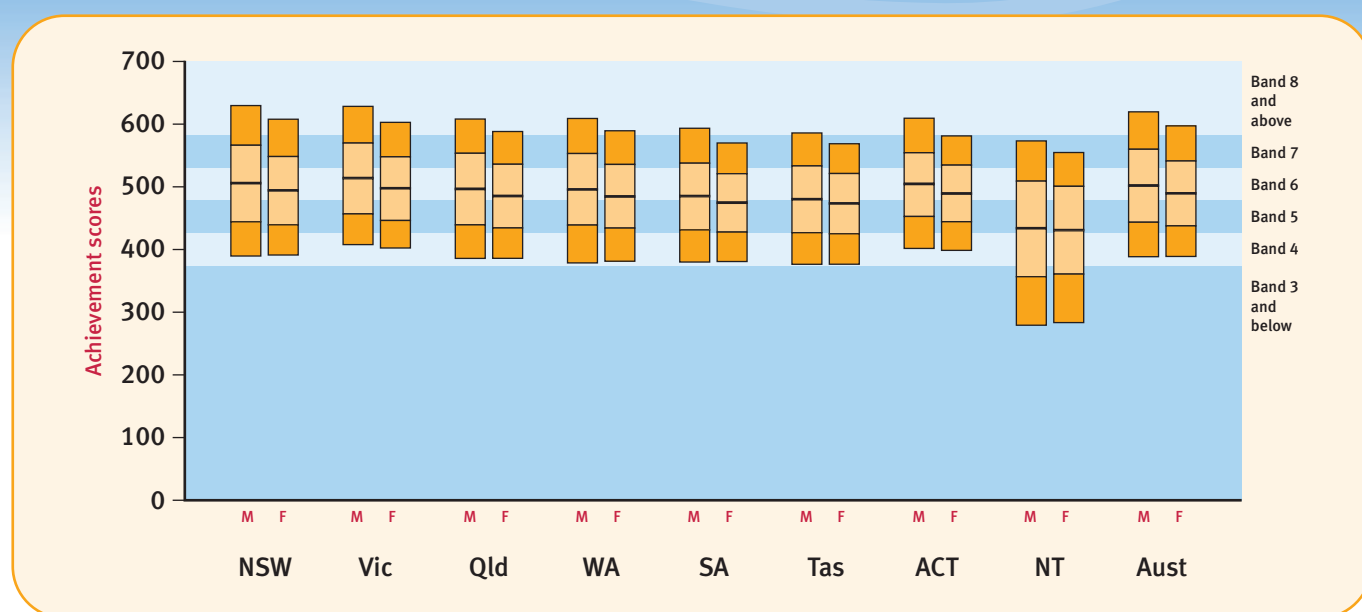
Table 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	10yrs 7mths 5yrs 4mths	96.5	2.1	1.4	1.4	2.8	10.8	24.7	28.6	19.5	12.2	95.8
Vic	10yrs 9mths 5yrs 4mths	95.0	2.9	2.1	2.2	1.4	8.5	23.9	30.7	21.2	12.1	96.4
Qld	10yrs 5mths 5yrs 4mths	92.7	2.8	4.5	1.1	3.3	12.2	26.8	30.0	18.5	8.2	95.6
WA	10yrs 5mths 5yrs 4mths	95.4	2.8	1.7	1.2	4.1	11.7	26.5	30.1	18.2	8.3	94.7
SA	10yrs 7mths 5yrs 4mths	93.7	3.2	3.2	2.6	3.9	14.1	30.1	30.2	14.1	5.1	93.5
Tas	10yrs 10mths 5yrs 4mths	95.5	3.1	1.4	1.7	4.4	15.2	30.3	29.9	14.0	4.4	93.9
ACT	10yrs 7mths 5yrs 4mths	94.9	2.1	3.0	1.7	1.9	9.0	26.1	33.7	20.0	7.6	96.4
NT	10yrs 6mths 5yrs 4mths	84.1	13.7	2.2	2.4	24.2	18.4	23.5	20.1	8.6	2.9	73.4
Aust	10yrs 7mths 5yrs 4mths	94.8	2.8	2.4	1.6	3.0	11.0	25.6	29.7	19.0	10.0	95.4

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Numeracy

Figure 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	505.8 (72.6)	513.8 (66.8)	496.5 (67.7)	495.8 (69.1)	485.1 (64.1)	480.2 (63.2)	504.5 (63.0)	433.9 (90.1)	501.9 (70.0)
Female Mean scale score / (S.D.)	494.3 (65.6)	497.7 (60.9)	485.2 (61.5)	484.5 (62.3)	474.6 (57.3)	473.5 (57.6)	489.2 (55.4)	430.8 (84.3)	489.6 (63.3)

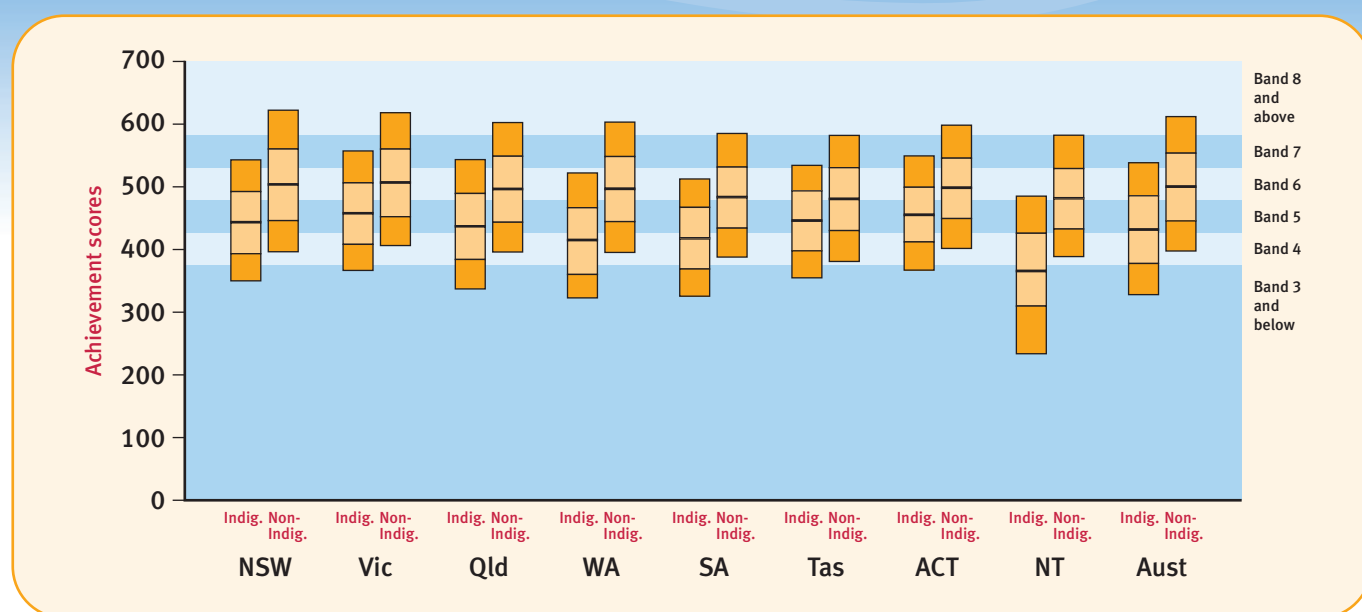
Table 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	1.8	2.9	10.3	22.1	27.5	20.7	14.7	95.3
	Female	0.9	2.7	11.4	27.5	29.7	18.3	9.5	96.4
Vic	Male	2.9	1.3	7.4	21.0	29.2	23.0	15.2	95.8
	Female	1.5	1.5	9.7	26.9	32.3	19.4	8.7	97.0
Qld	Male	1.5	3.3	11.5	24.0	29.1	20.4	10.2	95.2
	Female	0.7	3.2	12.9	29.6	30.9	16.5	6.0	96.1
WA	Male	1.6	4.3	10.9	23.6	29.4	19.9	10.3	94.1
	Female	0.7	3.9	12.6	29.6	30.9	16.3	6.1	95.5
SA	Male	3.4	3.9	13.3	27.2	29.5	15.9	6.8	92.7
	Female	1.8	3.9	14.9	33.1	30.9	12.2	3.3	94.3
Tas	Male	2.4	4.4	14.8	28.5	28.9	15.5	5.5	93.2
	Female	1.0	4.4	15.7	32.2	31.0	12.4	3.2	94.5
ACT	Male	2.1	1.7	8.5	22.2	32.8	22.5	10.1	96.2
	Female	1.3	2.0	9.7	30.3	34.6	17.3	4.8	96.7
NT	Male	3.5	24.3	17.5	22.2	19.7	9.2	3.6	72.2
	Female	1.3	24.0	19.2	24.9	20.6	8.0	2.0	74.7
Aust	Male	2.1	3.1	10.2	22.9	28.7	20.6	12.4	94.8
	Female	1.1	3.0	11.8	28.5	30.8	17.3	7.5	96.0

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Numeracy

Figure 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	443.5 (58.8)	457.8 (57.8)	437.0 (63.4)	415.0 (62.0)	417.8 (58.5)	446.0 (55.3)	455.2 (54.8)	365.6 (74.7)	431.7 (65.6)
Non-Indigenous Mean scale score / (S.D.)	503.8 (68.4)	506.8 (64.2)	496.4 (62.7)	496.7 (62.7)	483.5 (59.2)	480.6 (60.3)	498.4 (59.6)	481.7 (58.8)	500.2 (64.9)

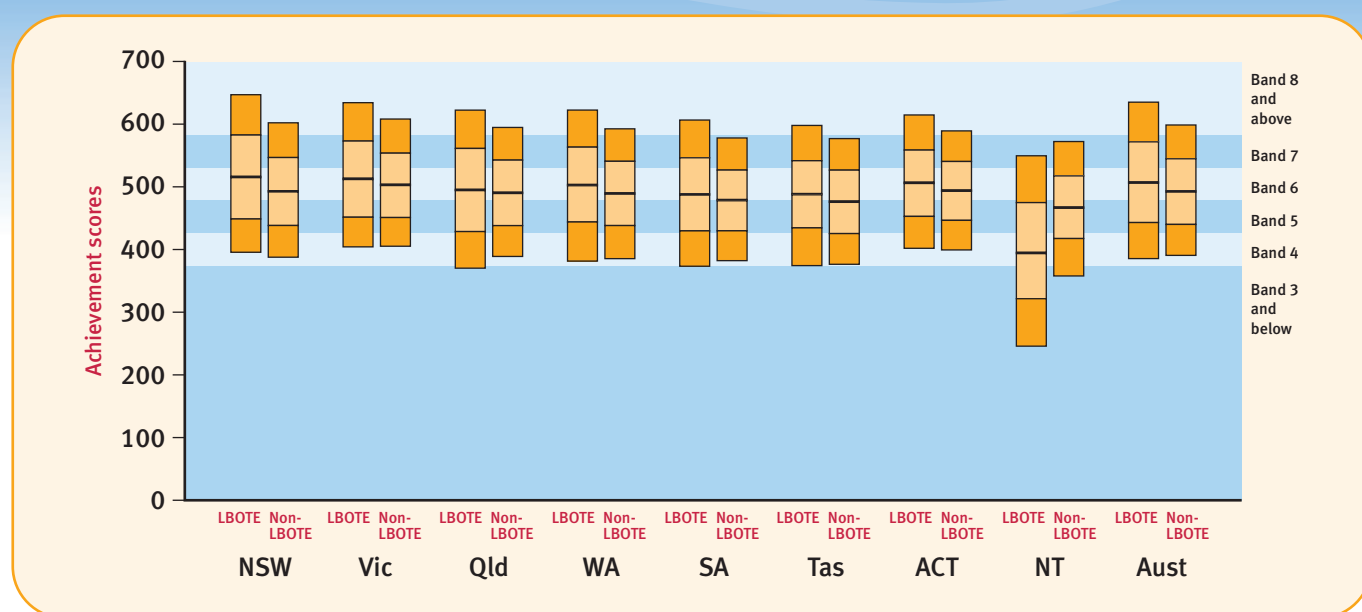
Table 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.6	11.5	26.4	33.0	19.2	6.1	1.2	85.9
	Non-Indigenous	1.2	2.2	9.8	24.2	29.3	20.4	12.9	96.5
Vic	Indigenous	4.8	6.7	21.6	33.9	22.4	8.8	2.0	88.5
	Non-Indigenous	2.1	1.3	8.2	23.7	30.9	21.5	12.3	96.6
Qld	Indigenous	1.9	15.1	27.8	30.6	17.3	5.9	1.4	83.0
	Non-Indigenous	1.0	2.1	10.6	26.3	31.3	19.8	8.9	96.9
WA	Indigenous	1.5	27.2	29.6	26.5	11.3	3.4	0.5	71.2
	Non-Indigenous	1.1	2.2	10.1	26.4	31.7	19.5	9.0	96.7
SA	Indigenous	4.9	21.7	31.2	27.6	11.9	2.2	0.3	73.3
	Non-Indigenous	2.4	2.9	13.1	30.3	31.3	14.8	5.4	94.7
Tas	Indigenous	2.4	9.9	25.6	34.1	22.3	4.9	0.8	87.7
	Non-Indigenous	1.7	3.8	14.0	29.9	30.8	15.0	4.9	94.5
ACT	Indigenous	5.0	6.4	20.6	36.4	23.3	6.7	1.6	88.6
	Non-Indigenous	1.7	1.7	8.7	25.6	34.0	20.5	7.7	96.6
NT	Indigenous	2.8	52.8	25.0	13.2	5.2	0.9	0.1	44.4
	Non-Indigenous	2.0	2.9	13.4	31.1	31.3	14.3	5.0	95.1
Aust	Indigenous	2.6	17.9	26.9	29.8	16.5	5.2	1.1	79.5
	Non-Indigenous	1.5	2.0	9.9	25.3	30.6	20.0	10.7	96.5

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Numeracy

Figure 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	515.6 (76.6)	512.6 (70.1)	494.9 (77.0)	502.7 (72.4)	487.8 (70.6)	488.2 (67.0)	506.3 (64.6)	394.4 (91.7)	506.7 (76.3)
Non-LBOTE Mean scale score / (S.D.)	492.8 (65.0)	503.0 (61.5)	490.3 (62.6)	489.3 (62.0)	478.7 (58.7)	476.2 (60.3)	493.8 (57.8)	466.7 (66.6)	492.6 (63.1)

Table 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	1.9	2.2	9.5	21.0	24.9	20.7	19.9	95.9
	Non-LBOTE	1.2	3.1	11.6	26.5	30.1	18.8	8.6	95.7
Vic	LBOTE	2.9	1.4	8.6	22.3	27.3	20.9	16.5	95.7
	Non-LBOTE	1.9	1.4	8.4	24.6	32.2	21.4	10.1	96.7
Qld	LBOTE	1.7	5.5	13.2	22.5	24.8	19.1	13.3	92.9
	Non-LBOTE	1.0	2.9	12.0	27.5	30.9	18.4	7.3	96.1
WA	LBOTE	0.0	4.1	9.4	23.1	28.0	21.7	13.6	95.8
	Non-LBOTE	0.0	3.3	11.7	27.8	31.9	18.3	6.9	96.6
SA	LBOTE	4.1	4.9	12.7	25.3	27.6	16.1	9.3	91.0
	Non-LBOTE	2.2	3.6	14.2	31.1	30.8	13.8	4.3	94.2
Tas	LBOTE	3.7	4.8	11.5	25.5	30.0	17.2	7.4	91.5
	Non-LBOTE	1.6	4.4	15.5	30.5	29.9	13.8	4.3	93.9
ACT	LBOTE	2.4	1.9	8.1	22.6	31.2	22.1	11.7	95.7
	Non-LBOTE	1.5	1.9	9.4	27.3	34.6	19.3	6.1	96.7
NT	LBOTE	2.2	42.6	21.0	15.4	11.2	5.4	2.2	55.2
	Non-LBOTE	2.6	7.3	16.3	30.7	28.2	11.5	3.4	90.1
Aust	LBOTE	2.1	3.5	10.1	21.9	25.9	20.1	16.3	94.3
	Non-LBOTE	1.3	2.7	11.3	26.9	31.1	18.7	7.9	95.9

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5 Numeracy

Table 5.N5: Achievement of Year 5 Students in Numeracy, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	508.2	1.4	2.1	9.3	22.7	28.3	21.3	14.8	96.5
	Inner Regional	480.1	1.4	4.2	14.2	30.1	29.9	15.3	5.0	94.5
	Outer Regional	468.2	1.1	6.1	18.4	31.3	27.7	11.9	3.5	92.8
	Remote	460.2	2.9	9.0	22.0	29.8	21.5	11.6	3.2	88.1
	Very Remote	421.9	0.8	27.8	26.7	22.7	14.3	6.0	1.7	71.3
Vic	Major Cities	510.7	2.2	1.2	7.7	22.4	30.4	22.3	13.8	96.6
	Inner Regional	491.3	2.3	2.0	11.0	28.6	31.4	18.0	6.8	95.8
	Outer Regional	493.7	2.9	1.7	10.4	27.2	32.4	18.5	7.1	95.5
	Remote	492.2	2.3	0.5	11.4	29.5	29.1	21.4	5.9	97.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	498.8	1.1	2.2	10.4	25.1	30.8	20.5	10.0	96.8
	Inner Regional	483.8	1.4	3.2	13.3	29.8	30.3	16.4	5.5	95.4
	Outer Regional	476.3	0.9	5.0	16.5	29.6	28.0	14.9	5.1	94.0
	Remote	457.7	1.2	11.4	18.8	29.6	25.6	10.7	2.6	87.4
	Very Remote	416.3	1.1	29.8	27.1	21.8	12.8	5.6	1.8	69.1
WA	Major Cities	497.7	1.3	2.6	10.2	25.5	30.6	20.0	9.8	96.1
	Inner Regional	475.6	0.7	4.7	14.9	31.6	30.8	13.9	3.5	94.7
	Outer Regional	470.9	1.1	6.7	16.1	31.2	28.4	12.6	3.9	92.2
	Remote	461.1	0.6	9.9	18.3	29.2	29.2	10.9	2.0	89.5
	Very Remote	418.0	0.8	31.0	22.8	21.8	17.2	5.3	1.1	68.2
SA	Major Cities	484.9	2.7	3.2	13.0	28.8	30.7	15.4	6.1	94.1
	Inner Regional	472.7	2.3	4.1	15.4	33.4	30.0	12.0	2.7	93.6
	Outer Regional	463.1	2.6	6.1	18.5	34.0	27.8	9.2	1.7	91.3
	Remote	470.2	2.2	3.7	16.1	36.0	29.0	10.6	2.4	94.1
	Very Remote	409.0	2.0	33.9	22.0	18.6	17.3	5.5	0.7	64.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	481.2	1.8	4.0	14.2	28.9	30.7	15.0	5.4	94.1
	Outer Regional	467.6	1.4	5.3	17.5	33.7	28.1	11.7	2.3	93.3
	Remote	461.3	2.9	7.4	22.3	25.1	29.1	9.7	3.4	89.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	497.1	1.7	1.9	9.0	26.1	33.7	20.0	7.6	96.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	472.4	2.9	5.8	16.3	30.0	27.8	12.7	4.5	91.3
	Remote	425.5	3.0	23.2	22.1	25.7	19.0	5.9	1.1	73.8
	Very Remote	353.5	0.9	64.1	20.1	8.0	4.7	1.7	0.5	35.0
Aust	Major Cities	503.9	1.6	2.0	9.5	23.9	29.9	20.8	12.2	96.4
	Inner Regional	483.5	1.7	3.4	13.2	29.8	30.5	16.0	5.4	95.0
	Outer Regional	474.1	1.5	5.2	16.4	30.5	28.4	13.6	4.4	93.3
	Remote	456.2	1.6	11.2	19.0	29.7	26.0	10.2	2.2	87.1
	Very Remote	397.8	1.0	40.6	23.2	17.5	12.1	4.4	1.2	58.4

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Numeracy

Table 5.N6: Achievement of Year 5 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	452.4	2.6	8.3	24.1	34.0	21.7	7.7	1.6	89.1
	Inner Regional	442.7	2.7	12.0	25.7	34.2	18.3	6.1	1.1	85.4
	Outer Regional	428.9	2.1	16.3	32.6	28.8	16.8	3.1	0.4	81.6
	Remote	418.4	5.0	18.2	34.3	31.5	10.3	0.7	0.0	76.8
	Very Remote	387.2	1.4	42.0	33.9	17.7	4.6	0.3	0.0	56.5
Vic	Major Cities	462.9	3.5	5.2	20.4	34.8	24.0	9.6	2.6	91.3
	Inner Regional	451.9	5.2	7.9	23.1	35.0	20.5	6.9	1.4	87.0
	Outer Regional	461.1	7.0	7.4	20.3	28.5	23.3	11.6	1.9	85.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	453.0	2.3	8.3	23.6	34.4	21.8	7.9	1.8	89.4
	Inner Regional	449.3	2.4	9.3	24.7	34.6	20.4	7.1	1.5	88.3
	Outer Regional	430.1	1.1	16.4	33.1	29.0	14.5	4.5	1.4	82.5
	Remote	407.1	2.4	30.6	29.8	23.4	11.0	2.5	0.2	66.9
	Very Remote	382.8	1.4	44.6	32.8	15.1	4.7	1.1	0.2	54.0
WA	Major Cities	431.6	2.2	17.2	29.4	31.4	14.1	5.0	0.7	80.6
	Inner Regional	419.0	0.5	22.7	32.4	31.1	10.4	2.1	0.7	76.8
	Outer Regional	420.8	1.6	23.0	30.7	29.5	11.7	2.9	0.6	75.4
	Remote	408.5	0.8	30.5	31.8	23.7	10.4	2.7	0.1	68.7
	Very Remote	371.7	0.7	56.1	26.2	11.4	4.8	0.7	0.0	43.1
SA	Major Cities	426.0	4.8	16.6	32.5	30.0	12.8	2.8	0.6	78.7
	Inner Regional	429.4	4.7	15.9	29.5	30.3	15.9	3.7	0.0	79.4
	Outer Regional	413.8	6.8	23.5	31.1	26.5	10.9	1.2	0.0	69.7
	Remote	421.9	2.0	17.1	32.2	35.5	12.7	0.4	0.0	80.8
	Very Remote	356.7	3.3	61.3	24.0	7.3	3.8	0.2	0.0	35.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	442.1	2.5	12.2	26.5	32.9	20.5	4.9	0.7	85.4
	Outer Regional	452.5	2.5	5.9	23.9	36.8	25.2	5.2	0.6	91.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	455.2	5.0	6.4	20.6	36.4	23.3	6.7	1.6	88.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	421.7	5.0	19.3	31.8	27.4	13.5	2.7	0.2	75.7
	Remote	369.6	5.3	47.1	27.2	14.9	4.8	0.8	0.0	47.6
	Very Remote	338.8	0.9	70.7	21.0	5.9	1.5	0.1	0.0	28.4
Aust	Major Cities	448.0	2.8	10.1	25.1	33.5	20.0	7.0	1.5	87.1
	Inner Regional	444.3	2.8	11.3	25.5	34.1	19.0	6.1	1.2	85.9
	Outer Regional	430.5	2.5	16.4	31.2	29.2	15.7	4.1	0.9	81.1
	Remote	399.9	2.9	32.9	30.5	22.6	9.1	1.8	0.2	64.1
	Very Remote	360.3	1.1	59.1	25.9	10.0	3.3	0.5	0.1	39.8

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Numeracy

Table 5.N7: Achievement of Year 5 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	510.2	1.3	1.9	8.8	22.3	28.6	21.8	15.3	96.8
	Inner Regional	484.8	1.2	3.1	12.7	29.7	31.5	16.5	5.4	95.7
	Outer Regional	477.5	0.9	3.8	15.0	31.8	30.3	14.0	4.2	95.3
	Remote	487.6	1.6	2.1	14.1	29.3	28.7	18.8	5.4	96.3
	Very Remote	472.2	0.0	6.9	15.5	30.6	28.6	14.3	4.1	93.1
Vic	Major Cities	511.2	2.1	1.2	7.6	22.3	30.5	22.4	14.0	96.7
	Inner Regional	492.9	2.1	1.7	10.5	28.4	31.8	18.4	7.0	96.1
	Outer Regional	496.1	2.6	1.2	9.5	27.0	33.2	19.0	7.5	96.2
	Remote	492.2	2.3	0.5	11.4	29.5	29.1	21.4	5.9	97.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	501.3	0.9	1.8	9.6	24.7	31.3	21.2	10.4	97.2
	Inner Regional	488.2	1.3	2.4	11.9	29.1	31.5	17.7	6.0	96.2
	Outer Regional	486.5	0.9	2.5	12.8	29.7	30.9	17.2	5.9	96.6
	Remote	480.6	0.8	2.9	13.3	32.3	32.4	14.5	3.7	96.3
	Very Remote	473.3	0.3	4.8	16.8	33.9	26.3	13.5	4.4	94.9
WA	Major Cities	501.1	1.2	1.9	9.2	25.1	31.5	20.8	10.3	96.9
	Inner Regional	480.6	0.7	3.3	13.2	31.5	32.5	15.1	3.8	96.1
	Outer Regional	479.8	0.9	3.9	13.5	31.4	31.5	14.3	4.5	95.2
	Remote	480.7	0.4	2.2	13.2	31.0	36.6	13.9	2.7	97.4
	Very Remote	466.7	0.8	4.8	18.9	33.1	29.8	10.4	2.2	94.5
SA	Major Cities	487.4	2.5	2.6	12.1	28.8	31.5	16.0	6.4	94.9
	Inner Regional	474.7	2.1	3.6	14.7	33.6	30.6	12.4	2.9	94.3
	Outer Regional	468.9	2.0	3.9	17.0	35.0	30.0	10.2	2.0	94.1
	Remote	475.3	2.3	2.2	14.6	35.5	31.1	11.7	2.6	95.5
	Very Remote	464.6	1.1	4.9	18.7	31.8	31.4	10.5	1.5	94.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	484.9	1.8	3.3	13.0	28.6	31.6	15.9	5.9	95.0
	Outer Regional	470.0	1.4	5.3	16.2	33.2	28.6	12.8	2.6	93.4
	Remote	468.3	3.6	3.2	19.3	27.5	33.9	10.7	1.8	93.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	498.4	1.7	1.7	8.7	25.6	34.0	20.5	7.7	96.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	484.9	2.4	2.4	12.3	30.6	31.4	15.2	5.6	95.2
	Remote	468.2	1.1	4.0	18.1	34.4	30.3	10.0	2.0	94.9
	Very Remote	481.1	0.0	5.9	13.0	26.6	33.0	16.3	5.3	94.1
Aust	Major Cities	505.9	1.5	1.7	8.9	23.6	30.3	21.3	12.6	96.7
	Inner Regional	487.2	1.6	2.6	12.0	29.4	31.6	17.0	5.8	95.8
	Outer Regional	482.5	1.4	3.0	13.5	30.7	30.9	15.5	5.1	95.6
	Remote	478.4	1.1	2.6	14.3	32.4	33.1	13.5	3.0	96.3
	Very Remote	470.7	0.5	4.9	17.5	32.4	29.1	12.2	3.4	94.6

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Numeracy

Table 5.N8: Achievement of Year 5 Students in Numeracy, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Bachelor	533.0	0.9	0.6	3.7	15.7	29.1	27.9	22.1	98.5
	Diploma	491.5	1.2	2.0	10.7	28.7	32.9	17.8	6.7	96.8
	Certificate	471.4	1.3	4.0	17.2	33.9	28.7	11.7	3.2	94.6
	Year 12	477.0	1.7	4.2	15.6	31.5	28.4	13.6	5.1	94.1
	Year 11	443.8	3.5	11.0	26.5	33.1	18.8	5.8	1.5	85.5
	Not stated (3%)	496.7	2.7	4.0	11.3	24.5	26.2	19.8	11.6	93.3
Vic	Bachelor	530.3	1.2	0.4	3.6	16.0	30.9	27.8	20.1	98.4
	Diploma	494.7	1.7	1.2	9.6	28.4	33.2	19.0	6.8	97.0
	Certificate	482.2	2.5	2.2	13.0	32.1	31.1	14.9	4.2	95.3
	Year 12	483.8	3.4	2.3	12.4	31.1	30.8	15.3	4.6	94.3
	Year 11	462.7	6.9	4.8	19.7	33.9	23.4	8.6	2.7	88.3
	Not stated (2%)	512.1	3.4	1.5	8.1	21.0	28.5	22.6	14.8	95.1
Qld	Bachelor	523.4	0.6	0.5	4.3	17.8	32.5	28.0	16.4	98.9
	Diploma	487.8	0.8	2.2	11.6	29.4	33.3	17.6	5.1	97.0
	Certificate	475.5	1.1	3.5	15.6	33.1	29.6	13.6	3.5	95.4
	Year 12	468.2	1.6	5.6	18.3	32.2	27.2	12.0	3.1	92.8
	Year 11	444.8	2.1	11.3	26.1	32.5	20.4	6.2	1.4	86.6
	Not stated (6%)	468.6	3.1	7.8	18.4	28.1	24.5	12.9	5.2	89.1
WA	Bachelor	522.1	0.8	0.7	4.5	18.1	32.4	27.6	16.0	98.5
	Diploma	487.6	1.1	1.9	10.9	30.6	33.9	16.8	4.8	97.0
	Certificate	472.7	1.2	3.9	15.5	34.0	30.8	12.1	2.6	95.0
	Year 12	470.3	1.2	6.0	16.0	32.9	28.8	11.5	3.6	92.8
	Year 11	442.6	1.7	13.6	24.8	33.0	20.0	5.7	1.3	84.8
	Not stated (8%)	467.2	2.8	11.7	17.2	24.4	23.7	13.9	6.3	85.5
SA	Bachelor	510.0	1.4	0.6	5.5	21.9	36.8	23.2	10.6	98.0
	Diploma	478.6	2.1	2.3	13.0	34.0	32.8	12.7	3.1	95.6
	Certificate	463.4	2.1	4.5	18.3	37.8	27.3	8.5	1.4	93.4
	Year 12	465.5	3.3	4.5	18.5	34.7	27.6	9.4	2.0	92.2
	Year 11	437.8	6.3	11.4	28.4	32.7	16.6	3.9	0.7	82.3
	Not stated (6%)	457.9	6.6	11.0	19.9	25.8	22.7	10.4	3.8	82.5

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Numeracy

Table 5.N8 (cont.): Achievement of Year 5 Students in Numeracy, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
Tas	Bachelor	509.8	1.2	1.1	5.8	20.8	36.6	24.1	10.4	97.7
	Diploma	482.2	1.6	2.3	12.9	30.8	33.9	14.4	4.1	96.1
	Certificate	466.8	1.4	4.5	17.0	35.9	29.3	10.1	1.8	94.1
	Year 12	458.6	1.9	6.6	20.8	34.7	26.1	8.8	1.1	91.5
	Year 11	436.7	2.7	11.7	30.8	33.4	16.7	4.1	0.5	85.5
	Not stated (8%)	469.6	3.7	5.5	16.5	32.3	26.7	12.4	3.0	90.8
ACT	Bachelor	513.1	1.3	0.6	4.7	21.3	35.9	25.6	10.7	98.1
	Diploma	480.9	1.5	2.3	11.1	32.1	37.1	13.4	2.5	96.2
	Certificate	463.8	0.9	4.6	19.4	35.9	28.7	9.5	1.0	94.5
	Year 12	468.2	3.3	3.6	18.4	36.1	24.1	10.8	3.6	93.1
	Year 11	441.3	7.5	7.2	28.3	36.9	15.9	3.4	0.9	85.3
	Not stated (5%)	485.2	4.7	4.3	9.9	28.5	31.5	14.0	7.0	91.0
NT	Bachelor	488.0	1.7	4.4	10.5	27.5	30.9	18.1	6.9	93.9
	Diploma	464.2	1.0	6.7	18.1	31.6	30.5	8.7	3.4	92.3
	Certificate	445.9	2.6	12.5	23.2	30.7	22.0	7.4	1.5	84.8
	Year 12	429.4	3.7	21.2	19.4	28.7	21.1	5.1	0.7	75.1
	Year 11	359.6	3.3	56.8	23.0	10.9	4.8	1.1	0.0	39.9
	Not stated (11%)	393.1	2.5	43.2	18.7	16.7	12.2	4.9	1.7	54.3
Aust	Bachelor	526.8	1.0	0.6	4.1	17.1	31.3	27.4	18.6	98.5
	Diploma	489.8	1.3	1.9	10.9	29.4	33.2	17.5	5.8	96.8
	Certificate	473.9	1.6	3.6	15.8	33.7	29.5	12.6	3.2	94.8
	Year 12	473.7	2.2	4.5	15.9	32.1	28.5	12.8	3.9	93.3
	Year 11	444.6	4.0	11.5	24.8	32.4	19.6	6.1	1.6	84.6
	Not stated (4%)	476.5	3.3	8.2	15.4	25.5	24.9	15.2	7.6	88.5

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Numeracy

Table 5.N9: Achievement of Year 5 Students in Numeracy, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Group 1	530.9	0.7	0.7	3.9	16.4	29.5	27.6	21.2	98.6
	Group 2	511.8	0.7	1.1	7.0	22.6	31.7	23.0	13.8	98.1
	Group 3	485.9	1.2	2.7	13.2	30.5	30.4	15.4	6.7	96.2
	Group 4	470.0	1.9	5.1	19.3	32.5	25.3	11.0	5.0	93.1
	Not in paid work	450.7	4.0	10.1	24.1	31.8	19.7	7.7	2.5	85.9
	Not stated (4%)	495.6	2.2	4.0	11.6	25.2	26.8	18.8	11.5	93.9
Vic	Group 1	532.2	0.9	0.3	3.4	15.1	30.9	28.5	20.8	98.8
	Group 2	514.2	1.2	0.7	5.7	21.9	33.3	23.9	13.4	98.2
	Group 3	494.6	1.7	1.3	9.7	29.0	32.7	18.3	7.3	96.9
	Group 4	481.8	3.3	2.4	14.4	31.3	28.7	14.6	5.3	94.3
	Not in paid work	469.1	7.0	4.6	17.7	32.0	24.4	10.7	3.8	88.5
	Not stated (2%)	511.8	3.0	1.5	8.5	21.9	27.6	22.6	15.0	95.6
Qld	Group 1	522.5	0.6	0.5	4.4	17.9	32.7	27.8	16.1	98.9
	Group 2	504.1	0.6	1.0	7.7	25.0	33.7	22.2	9.7	98.3
	Group 3	482.6	0.9	2.6	13.3	31.7	31.3	15.6	4.6	96.6
	Group 4	465.3	1.3	5.6	19.6	33.7	26.0	10.7	3.1	93.1
	Not in paid work	447.2	2.6	11.4	25.6	30.9	20.1	7.4	2.0	86.0
	Not stated (15%)	470.9	2.3	6.5	18.0	29.3	25.8	13.2	4.8	91.2
WA	Group 1	521.2	0.5	0.8	4.6	18.9	32.0	27.2	16.0	98.6
	Group 2	498.8	0.9	1.6	8.9	25.8	34.1	20.4	8.4	97.5
	Group 3	480.3	1.1	2.7	13.3	32.6	32.4	14.1	3.9	96.2
	Group 4	468.0	1.3	5.7	18.0	33.2	27.0	11.3	3.5	93.0
	Not in paid work	447.4	2.5	14.2	23.2	29.2	20.5	7.6	2.8	83.3
	Not stated (15%)	471.5	2.3	8.9	16.0	27.4	25.5	14.1	5.8	88.8
SA	Group 1	509.1	1.1	0.7	6.0	22.4	36.5	22.9	10.5	98.2
	Group 2	489.9	1.3	1.5	9.6	30.8	34.9	16.6	5.3	97.2
	Group 3	472.4	2.0	3.0	15.8	35.4	30.3	10.9	2.6	95.0
	Group 4	462.0	3.3	5.2	19.6	35.9	26.0	8.0	2.1	91.6
	Not in paid work	443.0	7.6	10.6	25.7	31.8	18.4	4.9	0.9	81.8
	Not stated (13%)	452.5	5.4	10.3	22.9	29.7	20.6	8.3	2.8	84.3

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Numeracy

Table 5.N9 (cont.): Achievement of Year 5 Students in Numeracy, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
Tas	Group 1	505.6	1.4	1.5	7.0	22.3	35.7	22.1	10.0	97.1
	Group 2	489.1	0.8	2.2	10.8	28.6	34.9	17.2	5.5	97.0
	Group 3	472.8	1.2	2.7	15.6	35.2	31.7	11.7	2.0	96.1
	Group 4	454.8	1.8	7.3	22.2	36.9	22.4	8.3	1.2	90.9
	Not in paid work	432.7	4.1	15.1	29.3	29.9	18.2	3.2	0.3	80.8
	Not stated (12%)	464.2	3.2	5.7	19.9	32.7	25.2	10.7	2.6	91.1
ACT	Group 1	513.4	1.2	0.6	5.2	20.9	35.1	25.6	11.3	98.2
	Group 2	495.4	1.3	1.0	8.4	28.1	36.4	18.6	6.2	97.7
	Group 3	476.9	1.3	2.8	14.4	33.2	31.7	14.2	2.3	95.9
	Group 4	465.2	2.2	6.1	18.0	31.8	29.2	10.7	2.0	91.7
	Not in paid work	459.1	6.7	7.7	20.8	29.2	24.8	8.8	2.1	85.6
	Not stated (10%)	481.7	3.5	3.9	12.0	31.3	29.5	14.4	5.6	92.7
NT	Group 1	487.5	0.5	3.5	12.3	28.3	31.5	16.7	7.2	96.0
	Group 2	479.3	2.7	4.7	11.3	30.6	32.3	14.0	4.5	92.6
	Group 3	453.2	1.5	10.1	20.9	32.0	25.1	8.6	1.9	88.5
	Group 4	409.1	4.1	30.9	22.8	23.0	13.6	4.8	0.8	65.0
	Not in paid work	364.1	4.0	52.7	24.6	11.8	5.5	1.3	0.1	43.3
	Not stated (17%)	382.3	2.9	48.1	20.1	14.9	9.4	3.6	1.0	49.0
Aust	Group 1	525.9	0.8	0.6	4.3	17.3	31.5	27.3	18.3	98.6
	Group 2	507.2	0.9	1.1	7.3	24.1	33.1	22.1	11.4	98.0
	Group 3	485.2	1.3	2.4	12.7	31.1	31.4	15.6	5.6	96.3
	Group 4	470.6	2.2	4.8	17.9	32.7	26.5	11.6	4.2	93.0
	Not in paid work	453.0	4.8	9.9	22.4	31.0	20.9	8.2	2.7	85.3
	Not stated (8%)	473.6	2.7	7.5	16.5	27.7	25.1	14.0	6.4	89.8

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Participation

Table 5.P1: Year 5 Student Participation in Assessment, by State and Territory, 2019.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number Participation Rate (%)	96010 97.1	95965 97.1	95893 97.0	95893 97.0	95408 96.5
Vic	Number Participation Rate (%)	74866 95.6	74604 95.3	74609 95.3	74609 95.3	74413 95.0
Qld	Number Participation Rate (%)	63994 93.4	63811 93.1	63940 93.3	63940 93.3	63554 92.7
WA	Number Participation Rate (%)	32967 96.6	32917 96.5	32738 95.9	32738 95.9	32568 95.4
SA	Number Participation Rate (%)	20111 94.6	20071 94.4	20005 94.1	20005 94.1	19922 93.7
Tas	Number Participation Rate (%)	6649 96.9	6612 96.3	6597 96.1	6597 96.1	6553 95.5
ACT	Number Participation Rate (%)	5351 95.5	5346 95.4	5323 95.0	5323 95.0	5315 94.9
NT	Number Participation Rate (%)	2971 86.1	3005 87.1	3002 87.0	3002 87.0	2900 84.1
Aust	Number Participation Rate (%)	302919 95.5	302331 95.4	302107 95.3	302107 95.3	300633 94.8

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Participation

Table 5.P2: Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	Indigenous	5686	93.7	5687	93.7	5666	93.3	5666	93.3	5626	92.7
	Non-Indig.	88658	97.4	88611	97.3	88559	97.2	88559	97.2	88124	96.8
Vic	Indigenous	1278	90.2	1281	90.4	1272	89.8	1272	89.8	1257	88.7
	Non-Indig.	73264	95.7	73012	95.4	73024	95.4	73024	95.4	72839	95.1
Qld	Indigenous	4883	87.5	4872	87.3	4887	87.6	4887	87.6	4816	86.3
	Non-Indig.	57632	94.1	57467	93.9	57578	94.0	57578	94.0	57268	93.5
WA	Indigenous	2122	89.0	2124	89.1	2059	86.4	2059	86.4	2050	86.0
	Non-Indig.	30110	97.4	30057	97.3	29943	96.9	29943	96.9	29786	96.4
SA	Indigenous	975	89.2	964	88.2	957	87.6	957	87.6	939	85.9
	Non-Indig.	18873	94.9	18845	94.8	18792	94.5	18792	94.5	18721	94.2
Tas	Indigenous	666	94.6	661	93.9	659	93.6	659	93.6	654	92.9
	Non-Indig.	5537	97.4	5507	96.9	5495	96.7	5495	96.7	5458	96.0
ACT	Indigenous	137	86.2	144	90.6	135	84.9	135	84.9	140	88.1
	Non-Indig.	5071	95.8	5059	95.5	5045	95.3	5045	95.3	5034	95.1
NT	Indigenous	1083	74.1	1116	76.3	1117	76.4	1117	76.4	1025	70.1
	Non-Indig.	1877	95.5	1881	95.7	1877	95.5	1877	95.5	1863	94.8
Aust	Indigenous	16830	89.2	16849	89.3	16752	88.8	16752	88.8	16507	87.5
	Non-Indig.	281022	96.1	280439	95.9	280313	95.8	280313	95.8	279093	95.4

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Participation

Table 5.P3: Percentage of Year 5 Student Exemptions, Absences and Withdrawals by State and Territory, 2019.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	1.4	1.5	1.4	1.4	1.5	1.4	1.4	1.6	1.4	1.4	1.6	1.4	1.4	2.1	1.4
Vic	2.3	2.3	2.1	2.3	2.6	2.1	2.3	2.6	2.1	2.3	2.6	2.1	2.2	2.9	2.1
Qld	1.1	2.0	4.6	1.1	2.2	4.7	1.1	2.1	4.6	1.1	2.1	4.6	1.1	2.8	4.5
WA	1.2	1.6	1.8	1.2	1.8	1.8	1.2	2.3	1.8	1.2	2.3	1.8	1.2	2.8	1.7
SA	2.7	2.2	3.3	2.7	2.4	3.2	2.7	2.7	3.2	2.7	2.7	3.2	2.6	3.2	3.2
Tas	1.7	1.6	1.5	1.7	2.1	1.6	1.7	2.3	1.5	1.7	2.3	1.5	1.7	3.1	1.4
ACT	1.8	1.4	3.0	1.8	1.5	3.1	1.8	1.8	3.2	1.8	1.8	3.2	1.7	2.1	3.0
NT	2.4	11.7	2.2	2.4	10.7	2.2	2.4	10.7	2.3	2.4	10.7	2.3	2.4	13.7	2.2
Aust	1.6	2.0	2.5	1.7	2.1	2.5	1.6	2.2	2.5	1.6	2.2	2.5	1.6	2.8	2.4

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Participation

Table 5.P4: Percentage of Year 5 Student Exemptions, Absences and Withdrawals by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	Indigenous	2.6	3.7	2.6	2.6	3.8	2.5	2.6	4.0	2.7	2.6	4.0	2.7	2.6	4.8	2.5
	Non-Indigenous	1.3	1.3	1.3	1.3	1.4	1.3	1.3	1.4	1.3	1.3	1.4	1.3	1.2	1.9	1.3
Vic	Indigenous	4.9	5.7	4.1	4.9	5.8	3.8	4.9	6.3	4.0	4.9	6.3	4.0	4.8	7.2	4.1
	Non-Indigenous	2.2	2.2	2.1	2.2	2.5	2.1	2.2	2.5	2.1	2.2	2.5	2.1	2.1	2.8	2.0
Qld	Indigenous	2.0	5.7	6.8	1.9	5.9	6.8	1.8	5.6	6.8	1.8	5.6	6.8	1.9	6.8	6.8
	Non-Indigenous	1.0	1.6	4.2	1.0	1.8	4.3	1.0	1.7	4.2	1.0	1.7	4.2	1.0	2.3	4.1
WA	Indigenous	1.5	8.6	2.4	1.5	8.6	2.3	1.5	11.2	2.4	1.5	11.2	2.4	1.5	11.7	2.3
	Non-Indigenous	1.1	1.0	1.6	1.1	1.1	1.7	1.1	1.5	1.7	1.1	1.5	1.7	1.1	2.0	1.6
SA	Indigenous	4.9	6.7	4.1	4.8	7.8	4.0	4.8	8.4	4.0	4.8	8.4	4.0	4.9	10.2	3.8
	Non-Indigenous	2.5	1.9	3.2	2.5	2.1	3.1	2.5	2.3	3.2	2.5	2.3	3.2	2.4	2.8	3.1
Tas	Indigenous	2.4	3.1	2.3	2.4	3.8	2.3	2.4	4.1	2.3	2.4	4.1	2.3	2.4	5.3	1.8
	Non-Indigenous	1.7	1.3	1.3	1.7	1.8	1.4	1.7	2.0	1.3	1.7	2.0	1.3	1.7	2.7	1.2
ACT	Indigenous	5.0	4.4	9.4	5.0	0.6	8.8	5.0	6.9	8.2	5.0	6.9	8.2	5.0	3.1	8.8
	Non-Indigenous	1.7	1.3	2.9	1.7	1.5	3.0	1.7	1.6	3.1	1.7	1.6	3.1	1.7	2.0	2.9
NT	Indigenous	2.8	24.1	1.8	2.8	21.8	1.9	2.8	21.7	1.9	2.8	21.7	1.9	2.8	28.0	1.8
	Non-Indigenous	2.0	2.2	2.3	2.0	2.0	2.2	2.0	2.1	2.3	2.0	2.1	2.3	2.0	2.9	2.3
Aust	Indigenous	2.6	6.8	4.0	2.6	6.8	3.9	2.6	7.2	4.0	2.6	7.2	4.0	2.6	8.6	4.0
	Non-Indigenous	1.5	1.6	2.3	1.6	1.8	2.4	1.6	1.9	2.3	1.6	1.9	2.3	1.5	2.3	2.3

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 5 Comparative Achievement

Table 5.CR: Comparative Achievement of Year 5 Students in Reading, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	507.9	514.9	501.9	502.6	496.7	498.3	517.5	427.0	506.1
NSW	507.9		■	■	■	■	■	■	▲	■
Vic	514.9	■		■	■	▲	▲	■	▲	■
Qld	501.9	■	■		■	■	■	▼	▲	■
WA	502.6	■	■	■		■	■	▼	▲	■
SA	496.7	■	▼	■	■		■	▼	▲	■
Tas	498.3	■	▼	■	■	■		▼	▲	■
ACT	517.5	■	■	▲	▲	▲	▲		▲	■
NT	427.0	▼	▼	▼	▼	▼	▼	▼		▼
Aust	506.1	■	■	■	■	■	■	■	▲	

Table 5.CW: Comparative Achievement of Year 5 Students in Writing, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	478.6	486.3	463.7	472.2	461.3	461.4	478.2	395.1	474.1
NSW	478.6		■	▲	■	▲	▲	■	▲	■
Vic	486.3	■		▲	▲	▲	▲	■	▲	■
Qld	463.7	▼	▼		■	■	■	▼	▲	■
WA	472.2	■	▼	■		■	■	■	▲	■
SA	461.3	▼	▼	■	■		■	▼	▲	▼
Tas	461.4	▼	▼	■	■	■		▼	▲	▼
ACT	478.2	■	■	▲	■	▲	▲		▲	■
NT	395.1	▼	▼	▼	▼	▼	▼	▼		▼
Aust	474.1	■	■	■	■	▲	▲	■	▲	

Table 5.CS: Comparative Achievement of Year 5 Students in Spelling, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	508.2	505.3	494.5	499.6	489.5	481.6	499.0	420.7	500.7
NSW	508.2		■	■	■	▲	▲	■	▲	■
Vic	505.3	■		■	■	▲	▲	■	▲	■
Qld	494.5	■	■		■	■	■	■	▲	■
WA	499.6	■	■	■		■	▲	■	▲	■
SA	489.5	▼	▼	■	■		■	■	▲	■
Tas	481.6	▼	▼	■	▼	■		▼	▲	▼
ACT	499.0	■	■	■	■	■	▲		▲	■
NT	420.7	▼	▼	▼	▼	▼	▼	▼		▼
Aust	500.7	■	■	■	■	■	▲	■	▲	

Refer to the introduction for explanatory notes and how to read the table.

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Table 5.CG: Comparative Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	504.4	506.0	496.2	495.5	484.8	481.2	501.6	406.2	499.1
NSW	504.4		■	■	■	△	△	■	▲	■
Vic	506.0	■		■	■	△	△	■	▲	■
Qld	496.2	■	■		■	■	■	■	▲	■
WA	495.5	■	■	■		■	■	■	▲	■
SA	484.8	▽	▽	■	■		■	▽	▲	■
Tas	481.2	▽	▽	■	■	■		▽	▲	▽
ACT	501.6	■	■	■	■	△	△		▲	■
NT	406.2	▽	▽	▽	▽	▽	▽	▽		▽
Aust	499.1	■	■	■	■	■	△	■	▲	

Table 5.CN: Comparative Achievement of Year 5 Students in Numeracy, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	500.1	505.9	491.0	490.3	479.9	477.0	497.1	432.4	495.9
NSW	500.1		■	■	■	△	△	■	▲	■
Vic	505.9	■		△	△	△	△	■	▲	■
Qld	491.0	■	▽		■	■	△	■	▲	■
WA	490.3	■	▽	■		■	△	■	▲	■
SA	479.9	▽	▽	■	■		■	▽	▲	▽
Tas	477.0	▽	▽	▽	▽	■		▽	▲	▽
ACT	497.1	■	■	■	■	△	△		▲	■
NT	432.4	▽	▽	▽	▽	▽	▽	▽		▽
Aust	495.9	■	■	■	■	△	△	■	▲	

Refer to the introduction for explanatory notes and how to read the table.

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Overall national and jurisdiction results (Year 5)

Achievement scores

Distributions of achievement scores in reading, writing, spelling, grammar and punctuation, and numeracy are presented in Figures 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1, respectively, for each jurisdiction and for Australia overall. The table below each figure presents the mean scale score and standard deviation for each jurisdiction and for Australia overall.

For New South Wales, Victoria, Queensland, Western Australia and the ACT, mean scale scores are not substantially different from the national mean scale scores in all domains. For the other jurisdictions:

- The mean scale scores for South Australia are not substantially different from the national mean scale scores in reading, spelling, and grammar and punctuation. The mean scale scores for South Australia are below and statistically significantly different from the national mean scale scores in writing and numeracy.
- The mean scale score for Tasmania is not substantially different from the national mean scale score in reading. The mean scale scores for Tasmania are below and statistically significantly different from the national mean scale scores in writing, spelling, grammar and punctuation, and numeracy.
- The mean scale scores for the Northern Territory are substantially below and statistically significantly different from the national mean scale scores in all five domains.

For the Northern Territory, the spread of scores in all achievement domains, as indicated by the standard deviation, is greater than in the other jurisdictions. This is also indicated by the bars in the figures, which are longer for the Northern Territory.

Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands across Years 3, 5, 7 and 9. For students in Year 5, Band 3 and below is the lowest band that is reported and indicates a score below the national minimum standard. Band 4, the next lowest band, indicates a score at the national minimum standard (see p. vi). Band 8 is the highest reported band, representing high achievement for Year 5, and is reported as Band 8 and above. Exempt students do not receive an achievement score and are not included in the calculation of means and standard deviations, but they are considered as below the national minimum standard for the reporting of percentages of students in each achievement band.

Tables 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1 show the percentages of students in each band for each jurisdiction and for Australia overall in each of the five achievement domains. The last column of each table shows the percentage of students who achieved at or above the national minimum standard in the achievement domain. The percentage of students across Australia who achieved at or above the national minimum standard is high, with approximately 95% achieving the standard in reading and numeracy.

In all jurisdictions aside from the Northern Territory, more than 92% of students achieved at or above the national minimum standard in reading and more than 93% of students achieved at or above the national minimum standard in numeracy. In the Northern Territory, more than 68% of students achieved at or above the national minimum standard in reading, and more than 73% of students achieved at or above the national minimum standard in numeracy.

Sex

Mean scale scores and score distributions are shown in Figures 5.R2, 5.W2, 5.S2, 5.G2 and 5.N2. In writing, mean scale scores for female students are higher than mean scale scores for male students, for Australia overall and for all jurisdictions. In grammar and punctuation, mean scale scores for female students are higher than mean scale scores for male students, for Australia overall and for all jurisdictions except the Northern Territory. In reading and spelling, mean scale scores for female students are higher than mean scale scores for male students in some jurisdictions. In numeracy, mean scale scores for male students are higher than mean scale scores for female students for Victoria and the ACT. In all domains,

there is considerable overlap between male students' scale scores and female students' scale scores.

Tables 5.R2, 5.W2, 5.S2, 5.G2 and 5.N2 present the percentages of male and female students in each achievement band. For Australia overall and for all jurisdictions, higher percentages of female students achieved at or above the national minimum standard than did male students in all domains, with the smallest difference in numeracy and the largest difference in writing. In numeracy for all jurisdictions and for Australia overall, higher percentages of male students than female students achieved scale scores in Band 7 and Band 8 and above.

Indigenous students

Figures 5.R3, 5.W3, 5.S3, 5.G3 and 5.N3 show the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In each achievement domain and for all jurisdictions, the mean scale score for Indigenous students is lower than the mean scale score for non-Indigenous students. Differences for Australia overall range from 64 score points in spelling to 85 score points in grammar and punctuation.

Tables 5.R3, 5.W3, 5.S3, 5.G3 and 5.N3 show the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and for Australia overall. For Australia overall, more than 79% of Indigenous students achieved at or above the national minimum standard in numeracy and more than 77% of Indigenous students achieved at or above the national minimum standard in reading. The percentage of Indigenous students who achieved at or above the national minimum standard is lower than the percentage of non-Indigenous students by 17 percentage points in spelling and numeracy, and 24 percentage points in grammar and punctuation for Australia overall.

Language background other than English

Figures 5.R4, 5.W4, 5.S4, 5.G4 and 5.N4 show the distributions of scores, mean scale scores and standard deviations for LBOTE students and non-LBOTE students. For Australia overall, the mean scale score for LBOTE students is higher than the mean scale score for non-LBOTE students in spelling (26 score points) and numeracy (14 score points). In reading, the mean scale score for LBOTE students is very close to the mean scale score for non-LBOTE students for Australia overall.

Across jurisdictions, differences between these two groups of students are similar to the national differences, with some exceptions. For New South Wales, mean scale scores for LBOTE students are higher than mean scale scores for non-LBOTE students in writing, spelling, grammar and punctuation, and numeracy. For the Northern Territory, mean scale scores for LBOTE students are substantially lower than and statistically significantly different from mean scale scores for non-LBOTE students in all five domains. These differences in the Northern Territory range from 72 score points in numeracy to 134 score points in grammar and punctuation.

Tables 5.R4, 5.W4, 5.S4, 5.G4 and 5.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for LBOTE and non-LBOTE students. In reading and numeracy, greater percentages of non-LBOTE students than LBOTE students achieved at or above the national minimum standard for Australia overall. In writing and spelling for Australia overall, there is little difference between these two groups in the percentage of students who achieved at or above the national minimum standard. For the Northern Territory, greater percentages of non-LBOTE students than LBOTE students achieved at or above the national minimum standard in all domains.

Geolocation

Beginning in 2016, NAPLAN results are reported using the Australian Statistical Geography Standard (ASGS) to classify each school's geographic location (geolocation). Tables 5.R5, 5.W5, 5.S5, 5.G5 and 5.N5 present summary results for students from schools in major cities, inner regional, outer regional, remote and very remote geolocations for each jurisdiction and for Australia overall. These tables include the mean scale score, as well as the percentage of students in each achievement band. In Victoria, there are no schools in the very remote geolocation; in Tasmania, there are no schools

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in the major cities geolocation (Hobart, Launceston and Devonport are classified as inner regional); in the ACT, there are no schools with Year 5 students in the outer regional, remote or very remote geolocations (one school in the inner regional geolocation had no Year 5 students in 2019); and in the Northern Territory, there are no schools in the major cities or inner regional geolocations (Darwin is classified as outer regional). In addition, there are too few students for reporting in the very remote geolocation in Tasmania, as indicated by 'n.p.' in the tables.

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students attending schools in major cities geolocations have the highest mean scale score, followed by students attending schools in inner regional geolocations, then students attending schools in outer regional geolocations, then students attending schools in remote geolocations, and then students attending schools in very remote geolocations. The smallest differences in mean scale scores are between students attending schools in inner regional geolocations and those attending schools in outer regional geolocations.

This pattern is not always replicated within each jurisdiction. For Victoria, there is little difference in mean scale scores among students attending schools in inner regional, outer regional and remote geolocations in all domains. For South Australia, students attending schools in remote geolocations have mean scale scores close to the mean scale scores of students attending schools in outer regional geolocations in all domains.

The distributions of students in achievement bands are similar. For Australia overall, the highest percentage of students achieving at or above the national minimum standard attend schools in the major cities geolocations and the lowest percentage attend schools in very remote geolocations. As for achievement scores, this pattern is inconsistent across jurisdictions.

Results by geolocation are also reported by Indigenous status. Results for Indigenous students by geolocation are provided in Tables 5.R6, 5.W6, 5.S6, 5.G6 and 5.N6, and results for non-Indigenous students in Tables 5.R7, 5.W7, 5.S7, 5.G7 and 5.N7. For Indigenous students for Australia overall, there is little difference between students attending schools in major cities geolocations and those attending schools in inner regional geolocations, with differences of four score points in reading and eight score points in spelling; the remaining geolocations follow the pattern for all students by geolocation. For Australia overall, approximately 86% of Indigenous students from major cities geolocations achieved at or above the national minimum standard in reading and spelling, and 87% in numeracy.

Among non-Indigenous students for Australia overall, those attending schools in major cities geolocations achieved the highest mean scale scores and the highest percentage of students at or above the national minimum standard in all achievement domains. Differences across the other geolocations were smaller for both the mean scale score and the percentage of students at or above the national minimum standard in all domains.

Parental education

Tables 5.R8, 5.W8, 5.S8, 5.G8 and 5.N8 provide results for each jurisdiction and for Australia overall by parental education. Parental education refers to the highest level of education completed by either parent or guardian. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 2% in Victoria to 11% in the Northern Territory. For Australia overall, there is no information on parental education for 4% of Year 5 students, so these results should be treated with caution. The tables include results for students whose parental education is identified as 'Not stated'.

In all domains, mean scale scores are higher for students whose parents have higher levels of education. For Australia overall and for all jurisdictions, students whose parents hold a bachelor degree or higher have the highest mean scale score in each domain and the greatest percentage of students who achieved at or above the national minimum standard. In most jurisdictions, there is little difference in the mean scale scores between students with parents whose highest level of education is a certificate and those with parents whose highest level of education is Year 12 completion. For Australia overall, more than 93% of students whose parents completed Year 12 or higher achieved at or above the national minimum standard in numeracy compared to 85% of students whose

parents had not completed Year 12. Students with parents whose level of education is not stated are excluded from all comparisons.

Parental occupation

Tables 5.R9, 5.W9, 5.S9, 5.G9 and 5.N9 show results for each jurisdiction and for Australia overall by parental occupation. Parental occupation group is defined by the main work undertaken by one parent or guardian. If a parent or guardian has more than one job, the occupation group reflecting the main job is reported. If both parents/guardians are working, the higher of the two occupation groups is used. Occupations are classified into four groups; a fifth group represents those not in paid work. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 2% in Victoria to 17% in the Northern Territory. For Australia overall, there is no information on parental occupation for 8% of students, so these results should be treated with caution. The tables include results for students whose parental occupation is identified as 'Not stated'.

Students with parents in Occupation Group 1, which includes senior managers and qualified professionals, have the highest mean scale scores in all domains for all jurisdictions and for Australia overall. The next highest mean scale scores were achieved by students with parents in Occupation Group 2, which includes other business managers and associate professionals, followed by Occupation Group 3 (tradespeople; clerks; and skilled office, sales and service staff) and Occupation Group 4 (machine operators, hospitality staff, assistants and labourers). Students whose parents were not in paid work have the lowest mean scale scores in all domains in all jurisdictions. Students with parents whose occupation is not stated are excluded from these comparisons.

The percentage of students who scored at or above the national minimum standard is also related to parental occupation. For Australia overall, students with parents in Occupation Group 1 most frequently achieved at or above the national minimum standard (between 97% and 99%). For Australia overall, more than 83% of students whose parents are not in paid work achieved at or above the national minimum standard in reading, spelling and numeracy.

Participation

Tables 5.P1, 5.P2, 5.P3 and 5.P4 provide data on participation in the tests in each domain for each jurisdiction and for Australia overall. Table 5.P1 provides the overall rates and Table 5.P2 provides rates separately for Indigenous and non-Indigenous students. Tables 5.P3 and 5.P4 provide exemption, absence and withdrawal rates for the tests in each domain, with Table 5.P4 showing these rates separately for Indigenous and non-Indigenous students. Students who are absent or withdrawn are considered non-participating. Students who are exempt do not receive a scale score but are considered to have achieved below the national minimum standard.

Nationally, the overall participation rate is quite uniform across domains, between 94.8% in numeracy and 95.5% in reading. Year 5 has the highest participation rates among the four year levels that were tested in 2019. Among the eight jurisdictions, New South Wales has the highest participation rates (96.5% to 97.1% across domains) and the Northern Territory the lowest (84.1% to 87.1% across domains). For Australia overall, participation rates among Indigenous students (87.5% to 89.3% across domains) are lower than the rates for non-Indigenous students (95.4% to 96.1% across domains).

For Australia overall, 1.7% of Year 5 students were granted exemptions in writing, and 1.6% in the other domains. Across Australia, exemptions were granted to 2.6% of Indigenous students and 1.5% to 1.6% of non-Indigenous students. The highest percentages of exemptions were granted in South Australia (2.6% to 2.7%). The lowest percentages of exemptions were granted in Queensland (1.1%) and Western Australia (1.2%). Among Indigenous students, the highest rates of exemption were recorded in the ACT (5.0%), Victoria (4.8% to 4.9%) and South Australia (4.8% to 4.9%), and the lowest rates in Western Australia (1.5%).

For Australia overall and for all jurisdictions, the absence rate in numeracy was higher than the absence rate in all other domains. Among Indigenous students, absence rates for Australia overall, which range from 6.8% in reading and writing to 8.6% in numeracy, are higher than the combined rates of exemption and withdrawal, and are more than three times the absence rates among non-Indigenous students. For all students, withdrawal rates are higher than absence rates, except in numeracy.

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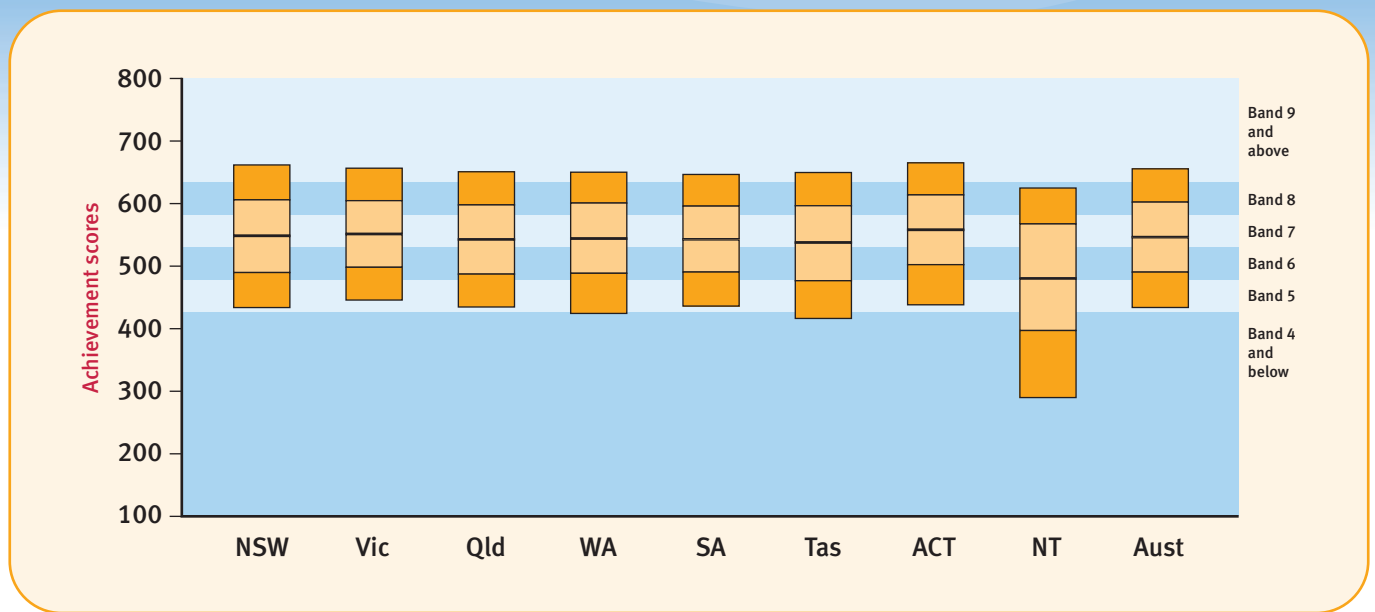
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Figure 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	548.4 (68.9)	551.3 (63.4)	542.7 (65.8)	544.0 (68.1)	542.9 (63.6)	537.7 (70.5)	558.0 (67.4)	480.3 (103.1)	546.3 (67.4)

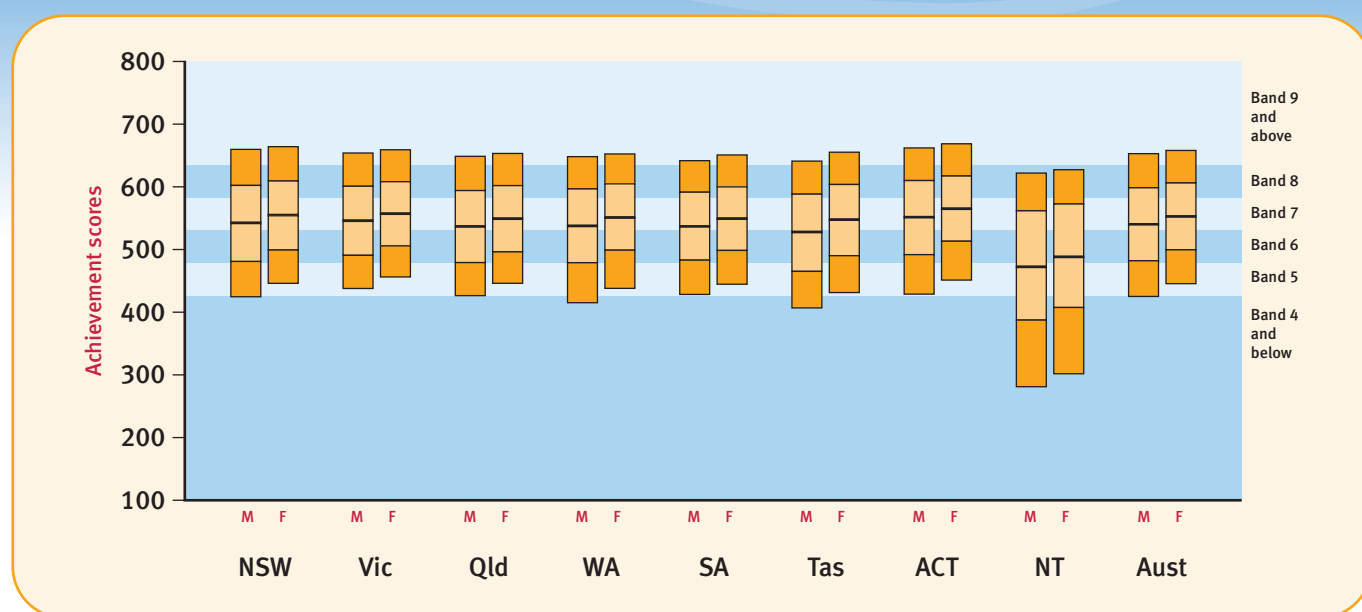
Table 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	12yrs 7mths 7yrs 4mths	96.3	2.8	0.9	1.5	3.8	11.7	23.0	29.0	20.5	10.4	94.7
Vic	12yrs 9mths 7yrs 4mths	94.8	3.6	1.6	1.9	2.4	9.8	23.9	31.3	21.2	9.5	95.7
Qld	12yrs 5mths 7yrs 4mths	90.4	3.9	5.7	1.3	3.7	12.4	25.4	30.1	18.9	8.1	95.0
WA	12yrs 5mths 7yrs 4mths	96.1	3.2	0.6	1.2	5.1	11.1	22.8	30.5	21.1	8.2	93.7
SA	12yrs 7mths 7yrs 4mths	94.4	2.7	2.8	2.6	3.5	11.3	25.1	31.2	19.0	7.1	93.9
Tas	12yrs 10mths 7yrs 4mths	96.3	2.6	1.1	1.5	6.5	13.6	22.9	28.8	19.0	7.8	92.0
ACT	12yrs 7mths 7yrs 4mths	94.2	2.3	3.5	1.8	3.4	9.1	18.8	30.2	24.9	11.8	94.8
NT	12yrs 6mths 7yrs 4mths	83.3	14.9	1.8	2.3	27.4	15.4	20.2	20.0	11.0	3.7	70.2
Aust	12yrs 7mths 7yrs 4mths	94.3	3.4	2.3	1.6	3.9	11.3	23.7	30.1	20.3	9.1	94.5

[Refer to the introduction for explanatory notes and how to read the graph.](#)

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Figure 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	542.3 (71.1)	545.8 (65.0)	536.7 (67.7)	537.5 (70.4)	536.8 (64.8)	527.8 (71.4)	551.5 (69.8)	472.2 (105.2)	540.2 (69.3)
Female Mean scale score / (S.D.)	554.8 (65.9)	557.0 (61.2)	549.0 (63.1)	550.9 (64.8)	549.1 (61.7)	547.5 (67.8)	564.9 (63.9)	488.1 (100.4)	552.6 (64.7)

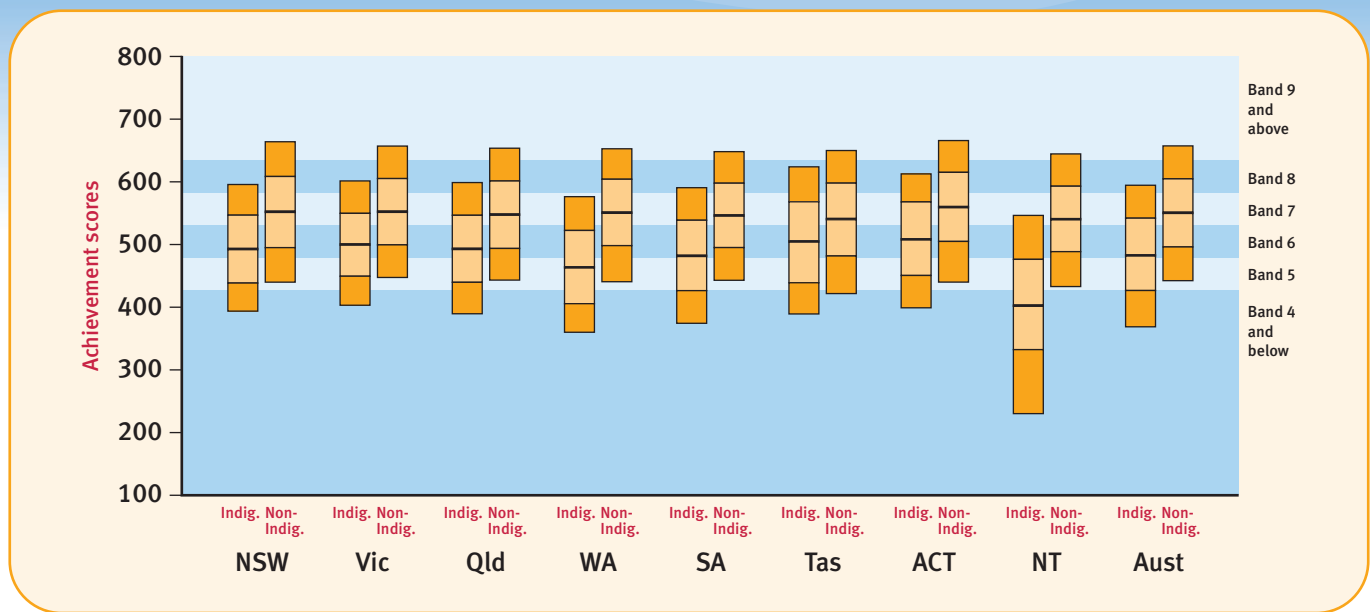
Table 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Male	2.0	5.1	13.4	23.4	27.5	18.8	9.7	92.9
	Female	1.0	2.4	9.9	22.5	30.6	22.4	11.2	96.6
Vic	Male	2.4	3.2	11.5	24.7	30.2	19.4	8.7	94.4
	Female	1.3	1.6	8.1	23.0	32.6	23.1	10.4	97.1
Qld	Male	1.7	4.8	14.4	25.8	28.4	17.4	7.5	93.4
	Female	0.8	2.5	10.3	24.9	31.9	20.7	8.9	96.7
WA	Male	1.4	6.6	12.8	23.6	29.0	19.2	7.5	92.0
	Female	0.9	3.6	9.4	22.0	32.1	23.2	8.9	95.6
SA	Male	3.3	4.5	13.0	26.2	29.5	17.3	6.2	92.2
	Female	1.9	2.5	9.7	24.0	33.0	20.7	8.1	95.6
Tas	Male	2.0	8.6	15.8	23.9	27.1	16.4	6.2	89.4
	Female	0.9	4.3	11.4	21.9	30.6	21.7	9.3	94.8
ACT	Male	2.3	4.5	10.9	19.7	29.0	22.8	10.9	93.2
	Female	1.3	2.1	7.2	17.8	31.4	27.3	12.8	96.6
NT	Male	3.1	30.8	15.0	19.6	18.5	9.7	3.3	66.1
	Female	1.5	24.1	15.7	20.8	21.5	12.2	4.1	74.3
Aust	Male	2.1	5.0	13.1	24.4	28.6	18.5	8.4	92.9
	Female	1.1	2.6	9.5	23.1	31.6	22.1	9.9	96.3

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Reading

Figure 7.R3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	492.7 (62.4)	499.9 (60.5)	492.9 (64.3)	463.5 (68.4)	481.8 (66.1)	504.8 (72.9)	508.2 (64.5)	402.4 (92.3)	482.6 (71.6)
Non-Indigenous Mean scale score / (S.D.)	552.1 (67.6)	552.2 (63.0)	547.6 (63.8)	550.7 (63.8)	546.2 (61.7)	540.5 (69.0)	559.6 (66.9)	540.3 (63.8)	550.5 (64.9)

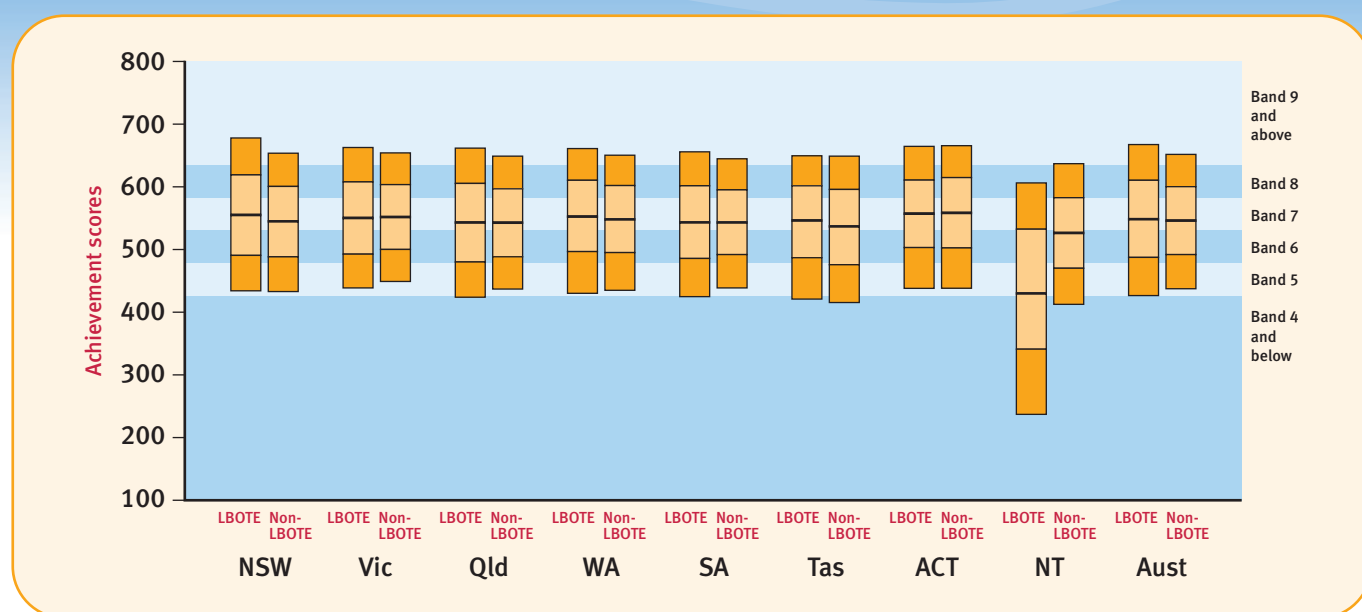
Table 7.R3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Indigenous	3.2	13.8	26.7	29.3	19.3	6.7	1.1	83.0
	Non-Indigenous	1.4	3.1	10.7	22.6	29.7	21.5	11.0	95.5
Vic	Indigenous	5.4	10.0	24.4	31.8	20.0	7.0	1.4	84.6
	Non-Indigenous	1.8	2.3	9.5	23.7	31.6	21.5	9.7	96.0
Qld	Indigenous	2.0	13.8	26.6	30.1	19.3	6.8	1.5	84.2
	Non-Indigenous	1.3	2.7	11.0	24.9	31.1	20.2	8.8	96.0
WA	Indigenous	1.4	29.8	28.0	24.2	12.5	3.6	0.5	68.7
	Non-Indigenous	1.1	3.1	9.7	22.7	32.0	22.6	8.8	95.8
SA	Indigenous	5.5	18.9	26.4	26.6	16.6	5.3	0.7	75.6
	Non-Indigenous	2.4	2.7	10.5	25.1	32.1	19.8	7.5	94.9
Tas	Indigenous	1.1	15.4	21.9	23.4	23.2	11.6	3.4	83.5
	Non-Indigenous	1.5	5.6	12.9	22.8	29.5	19.7	7.9	92.8
ACT	Indigenous	6.5	10.3	21.0	27.1	22.3	10.8	2.1	83.2
	Non-Indigenous	1.7	3.2	8.7	18.4	30.3	25.5	12.2	95.1
NT	Indigenous	3.3	57.5	20.5	11.0	5.9	1.5	0.2	39.1
	Non-Indigenous	1.6	3.9	11.4	27.2	30.9	18.4	6.6	94.5
Aust	Indigenous	2.9	19.2	25.9	27.3	17.5	6.1	1.1	77.9
	Non-Indigenous	1.5	2.8	10.4	23.5	30.9	21.2	9.7	95.7

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Reading

Figure 7.R4: Achievement of Year 7 Students in Reading, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	555.0 (74.0)	550.2 (67.4)	543.0 (72.6)	552.4 (70.1)	543.2 (69.6)	546.2 (70.2)	557.1 (66.7)	429.9 (111.0)	548.3 (74.2)
Non-LBOTE Mean scale score / (S.D.)	544.9 (66.8)	551.7 (61.8)	542.7 (64.6)	548.0 (64.9)	543.1 (62.1)	536.8 (70.5)	558.3 (67.5)	526.3 (70.1)	546.0 (64.8)

Table 7.R4: Achievement of Year 7 Students in Reading, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	2.1	3.7	11.6	21.2	26.3	20.4	14.7	94.2
	Non-LBOTE	1.4	3.9	12.0	24.0	29.9	20.1	8.6	94.7
Vic	LBOTE	2.4	3.1	11.2	23.5	28.6	20.5	10.8	94.5
	Non-LBOTE	1.6	2.2	9.3	24.0	32.4	21.5	9.0	96.2
Qld	LBOTE	1.4	5.2	13.7	22.9	27.0	19.2	10.5	93.3
	Non-LBOTE	1.3	3.4	12.2	25.8	30.6	18.9	7.7	95.3
WA	LBOTE	0.2	4.6	9.6	20.8	29.7	24.0	11.1	95.3
	Non-LBOTE	0.1	3.9	10.4	22.8	32.3	22.1	8.4	96.0
SA	LBOTE	3.7	5.0	11.5	23.0	28.9	19.1	8.9	91.3
	Non-LBOTE	2.4	3.1	11.3	25.6	31.8	19.1	6.8	94.5
Tas	LBOTE	3.9	5.7	10.7	20.4	27.4	23.5	8.4	90.4
	Non-LBOTE	1.4	6.6	13.9	23.1	28.7	18.7	7.7	92.0
ACT	LBOTE	2.2	3.5	8.9	18.6	31.4	24.2	11.1	94.3
	Non-LBOTE	1.7	3.3	9.2	18.8	29.8	25.2	12.0	95.0
NT	LBOTE	2.6	48.8	14.9	13.5	11.2	6.9	1.9	48.5
	Non-LBOTE	2.3	7.5	15.1	26.8	28.4	14.6	5.3	90.2
Aust	LBOTE	2.0	4.8	11.6	22.0	27.3	20.3	11.9	93.1
	Non-LBOTE	1.4	3.4	11.2	24.4	31.0	20.3	8.4	95.2

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Reading

Table 7.R5: Achievement of Year 7 Students in Reading, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	555.2	1.5	3.0	10.3	21.5	29.2	22.2	12.3	95.5
	Inner Regional	532.0	1.6	5.6	14.8	26.6	29.4	16.7	5.5	92.9
	Outer Regional	516.6	1.4	7.8	19.5	29.9	26.0	12.3	3.0	90.8
	Remote	488.8	1.9	17.0	25.9	28.4	19.9	5.7	1.2	81.2
	Very Remote	496.4	1.6	21.3	21.3	22.3	18.1	11.6	3.9	77.1
Vic	Major Cities	555.7	1.8	2.0	8.9	22.6	31.4	22.5	10.7	96.1
	Inner Regional	538.4	1.9	3.4	12.6	27.5	31.2	17.5	5.9	94.6
	Outer Regional	532.4	1.9	4.3	13.7	29.2	30.1	16.0	4.7	93.8
	Remote	561.2	2.6	0.5	4.1	23.1	38.5	20.5	10.8	96.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	550.2	1.3	2.6	10.7	23.9	30.8	20.8	9.9	96.1
	Inner Regional	532.9	1.4	4.3	14.3	28.7	29.9	16.2	5.2	94.3
	Outer Regional	528.8	1.2	5.8	16.3	27.3	28.4	15.7	5.2	92.9
	Remote	506.4	1.0	11.2	21.8	28.8	24.0	10.8	2.4	87.8
	Very Remote	467.3	1.0	29.6	27.3	21.1	15.2	4.2	1.5	69.4
WA	Major Cities	551.0	1.2	3.6	9.7	22.0	31.3	22.8	9.4	95.2
	Inner Regional	531.6	0.8	5.6	14.1	26.7	31.5	17.1	4.2	93.6
	Outer Regional	525.1	1.3	8.7	16.2	25.5	27.5	15.9	4.8	90.0
	Remote	505.5	0.4	15.1	18.2	26.8	24.7	12.7	2.1	84.4
	Very Remote	465.2	0.8	33.3	21.5	21.5	16.0	5.8	1.1	65.9
SA	Major Cities	547.5	2.5	2.9	10.3	24.4	31.4	20.2	8.3	94.6
	Inner Regional	538.5	2.2	3.3	12.5	26.4	32.6	18.2	5.0	94.6
	Outer Regional	526.6	3.5	5.1	15.8	28.4	29.8	14.1	3.3	91.4
	Remote	530.6	3.2	5.2	13.3	28.4	30.7	15.5	3.7	91.6
	Very Remote	450.6	2.9	40.4	19.3	18.4	15.2	3.3	0.6	56.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	542.3	1.7	6.1	12.4	21.6	28.8	20.4	9.0	92.2
	Outer Regional	526.6	0.9	7.3	16.8	26.1	28.7	15.3	4.9	91.8
	Remote	503.5	2.6	15.9	17.4	26.2	26.2	9.7	2.1	81.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	558.0	1.8	3.4	9.1	18.8	30.2	24.9	11.8	94.8
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	526.3	3.1	8.1	15.2	25.7	26.9	15.4	5.5	88.8
	Remote	482.0	1.7	25.5	19.9	21.5	20.1	8.9	2.4	72.8
	Very Remote	368.9	0.8	76.4	12.3	5.6	3.0	1.7	0.3	22.8
Aust	Major Cities	553.4	1.6	2.7	9.9	22.5	30.5	22.0	10.8	95.7
	Inner Regional	535.0	1.6	4.7	13.7	26.9	30.2	17.2	5.7	93.7
	Outer Regional	526.2	1.7	6.5	16.5	27.7	28.1	15.0	4.6	91.8
	Remote	504.8	1.4	14.6	18.9	26.6	24.5	11.6	2.5	84.0
	Very Remote	432.0	1.1	47.6	19.4	15.7	11.4	4.0	1.0	51.4

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Reading

Table 7.R6: Achievement of Year 7 Indigenous Students in Reading, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	501.3	3.6	10.8	24.5	29.7	21.7	8.2	1.5	85.6
	Inner Regional	490.3	2.7	14.6	27.2	29.6	18.8	6.2	0.9	82.7
	Outer Regional	477.8	3.0	18.6	31.6	28.3	14.2	3.9	0.3	78.3
	Remote	466.2	3.4	25.8	30.6	24.8	12.7	2.3	0.3	70.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	507.2	5.9	7.4	23.0	31.7	21.5	8.7	1.9	86.7
	Inner Regional	493.3	4.4	12.2	25.9	32.2	19.1	5.3	1.0	83.4
	Outer Regional	494.0	6.8	12.2	25.1	31.4	17.3	5.9	1.3	81.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	507.1	2.1	8.6	23.5	31.5	22.4	9.5	2.4	89.3
	Inner Regional	499.6	2.4	9.9	24.4	33.4	22.2	6.3	1.4	87.7
	Outer Regional	483.5	1.7	16.6	30.7	28.9	15.8	5.5	0.8	81.7
	Remote	469.9	1.9	24.1	29.3	25.9	14.6	2.9	1.3	74.0
	Very Remote	438.3	0.7	42.9	31.8	15.4	8.0	1.2	0.0	56.4
WA	Major Cities	480.5	1.7	20.7	27.2	27.6	16.6	5.4	0.8	77.6
	Inner Regional	472.8	0.5	23.5	29.6	29.3	12.7	3.6	0.7	76.0
	Outer Regional	459.3	2.0	30.6	32.4	22.6	10.1	2.1	0.1	67.3
	Remote	451.7	0.3	36.4	28.5	22.1	10.3	2.3	0.1	63.3
	Very Remote	426.8	1.3	51.7	24.1	15.5	5.3	1.7	0.4	46.9
SA	Major Cities	493.2	5.0	13.7	25.8	28.9	19.0	6.6	1.0	81.3
	Inner Regional	490.9	3.7	12.8	25.9	30.8	20.2	6.4	0.2	83.5
	Outer Regional	478.5	7.9	17.0	31.5	25.7	13.8	3.5	0.5	75.1
	Remote	468.3	4.5	30.9	20.9	24.1	15.5	2.7	1.4	64.5
	Very Remote	408.0	5.1	61.0	19.7	9.4	4.1	0.8	0.0	33.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	505.5	1.1	14.7	23.1	23.0	22.6	11.0	4.3	84.2
	Outer Regional	505.6	1.2	15.3	20.0	24.6	23.9	12.9	2.2	83.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	508.2	6.5	10.3	21.0	27.1	22.3	10.8	2.1	83.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	470.0	8.3	22.6	29.7	22.1	13.0	3.8	0.6	69.2
	Remote	426.1	2.1	47.8	28.7	13.0	7.1	1.3	0.1	50.1
	Very Remote	355.1	0.9	82.6	11.6	3.4	1.2	0.3	0.0	16.6
Aust	Major Cities	499.9	3.3	11.6	24.5	29.9	20.9	8.1	1.6	85.1
	Inner Regional	493.7	2.6	13.3	26.0	30.5	19.9	6.4	1.3	84.1
	Outer Regional	480.2	3.3	18.8	30.0	27.1	15.1	5.0	0.7	77.9
	Remote	451.1	1.7	35.4	28.6	20.7	10.9	2.2	0.4	62.8
	Very Remote	394.9	1.2	64.5	19.7	9.6	4.0	0.9	0.1	34.3

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Reading

Table 7.R7: Achievement of Year 7 Non-Indigenous Students in Reading, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	557.3	1.4	2.7	9.7	21.2	29.5	22.7	12.7	95.9
	Inner Regional	537.1	1.4	4.3	13.2	26.4	30.7	18.0	5.9	94.2
	Outer Regional	525.8	1.1	5.0	16.7	30.4	28.9	14.3	3.7	93.9
	Remote	519.7	0.0	4.7	18.1	33.9	30.4	10.4	2.4	95.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	556.2	1.8	2.0	8.7	22.5	31.6	22.6	10.8	96.3
	Inner Regional	540.1	1.8	3.1	12.0	27.3	31.7	18.0	6.1	95.1
	Outer Regional	534.7	1.6	3.7	12.9	29.3	31.0	16.6	4.8	94.7
	Remote	561.3	2.7	0.5	4.3	24.3	35.7	21.1	11.4	96.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	552.6	1.3	2.3	10.0	23.5	31.2	21.4	10.3	96.4
	Inner Regional	537.1	1.3	3.6	13.0	28.1	30.8	17.5	5.7	95.0
	Outer Regional	539.0	1.1	3.3	13.1	27.1	31.2	18.0	6.2	95.5
	Remote	529.6	0.5	2.9	16.4	31.3	30.1	15.6	3.2	96.5
	Very Remote	516.9	1.6	7.3	19.7	29.9	27.9	9.5	4.1	91.1
WA	Major Cities	554.1	1.2	2.8	8.9	21.7	32.0	23.6	9.8	96.0
	Inner Regional	537.1	0.8	4.0	12.6	26.4	33.4	18.3	4.5	95.2
	Outer Regional	537.3	1.1	4.7	13.2	26.1	30.5	18.6	5.8	94.2
	Remote	530.7	0.5	5.1	13.6	29.0	31.1	17.7	3.0	94.5
	Very Remote	521.9	0.0	5.9	16.7	31.5	31.7	11.8	2.4	94.1
SA	Major Cities	549.6	2.4	2.4	9.7	24.2	32.0	20.7	8.6	95.2
	Inner Regional	540.9	2.1	2.8	11.7	26.2	33.2	18.8	5.2	95.1
	Outer Regional	531.9	3.0	3.6	14.0	28.7	31.6	15.3	3.6	93.3
	Remote	536.0	3.2	3.0	12.8	28.6	31.7	17.0	3.8	93.9
	Very Remote	504.3	1.4	13.2	15.9	31.1	30.3	6.8	1.4	85.4
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	544.6	1.8	5.5	11.6	21.5	29.5	21.1	9.0	92.8
	Outer Regional	529.7	0.8	6.0	16.3	26.4	29.7	15.7	5.1	93.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	559.6	1.7	3.2	8.7	18.4	30.3	25.5	12.2	95.1
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	542.1	1.7	3.8	11.0	26.5	30.8	18.9	7.2	94.5
	Remote	534.5	1.3	4.5	11.4	29.7	32.4	16.1	4.5	94.1
	Very Remote	526.6	0.0	3.9	20.0	30.5	23.6	18.0	3.9	96.1
Aust	Major Cities	555.2	1.5	2.4	9.4	22.2	30.9	22.5	11.1	96.0
	Inner Regional	538.8	1.5	3.8	12.6	26.6	31.2	18.2	6.0	94.6
	Outer Regional	535.0	1.4	4.0	13.8	27.9	30.7	16.9	5.3	94.6
	Remote	531.9	1.3	4.1	13.7	29.6	31.3	16.5	3.5	94.6
	Very Remote	519.4	0.8	7.4	17.4	30.3	29.3	11.7	3.1	91.8

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Reading

Table 7.R8: Achievement of Year 7 Students in Reading, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Bachelor	581.3	0.9	0.8	4.4	14.7	29.7	29.9	19.6	98.3
	Diploma	540.6	1.3	2.9	11.8	26.5	33.5	18.6	5.4	95.8
	Certificate	521.1	1.7	5.6	17.7	31.1	29.0	12.2	2.7	92.7
	Year 12	523.9	2.5	5.6	17.1	29.8	28.0	13.3	3.8	91.9
	Year 11	491.9	4.0	13.9	26.7	29.6	18.6	6.1	1.2	82.1
	Not stated (4%)	553.3	1.6	4.0	10.9	20.9	27.5	23.0	12.1	94.5
Vic	Bachelor	576.4	1.0	0.7	4.4	16.0	32.2	29.3	16.4	98.3
	Diploma	541.4	1.5	2.2	10.6	28.2	34.5	17.9	5.1	96.3
	Certificate	528.4	2.1	3.4	14.6	31.9	31.3	13.8	2.9	94.5
	Year 12	530.2	3.0	3.5	14.6	30.2	30.6	14.6	3.6	93.5
	Year 11	505.9	5.7	8.4	21.6	32.9	22.0	7.7	1.7	85.9
	Not stated (4%)	567.9	1.9	2.7	7.5	17.3	28.2	26.5	15.9	95.5
Qld	Bachelor	575.0	0.7	0.8	4.6	17.1	31.8	28.5	16.5	98.5
	Diploma	540.2	1.0	2.7	11.8	27.9	32.9	18.0	5.6	96.3
	Certificate	526.7	1.2	4.2	16.1	30.9	30.4	13.8	3.3	94.6
	Year 12	523.1	1.6	5.3	17.3	30.8	28.6	13.5	3.0	93.1
	Year 11	493.7	3.5	12.3	26.2	31.2	19.6	6.1	1.0	84.2
	Not stated (7%)	525.4	2.9	7.2	16.8	26.4	26.6	14.6	5.6	89.9
WA	Bachelor	577.1	0.7	0.9	4.4	14.9	31.5	31.7	15.9	98.4
	Diploma	541.6	0.9	3.4	10.5	26.0	34.5	19.9	4.9	95.8
	Certificate	526.1	1.0	5.5	14.9	29.5	32.2	14.0	2.8	93.4
	Year 12	522.4	1.4	7.9	15.9	28.0	29.4	14.4	3.0	90.6
	Year 11	487.5	2.0	17.7	24.0	30.1	19.4	6.1	0.6	80.3
	Not stated (7%)	520.5	3.1	12.7	15.6	21.5	24.9	15.9	6.2	84.1
SA	Bachelor	572.6	1.3	0.7	4.6	17.1	33.5	28.5	14.3	98.0
	Diploma	541.2	1.4	2.5	11.0	27.2	34.1	18.6	5.1	96.0
	Certificate	529.4	2.6	3.5	14.1	30.8	31.9	14.3	2.8	93.9
	Year 12	528.3	3.3	3.9	14.3	30.6	31.3	13.8	2.8	92.8
	Year 11	500.7	6.4	10.5	22.1	31.0	22.4	6.6	1.1	83.1
	Not stated (7%)	522.3	5.3	8.8	16.2	25.5	25.1	14.0	5.2	85.9

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Reading

Table 7.R8 (cont.): Achievement of Year 7 Students in Reading, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
Tas	Bachelor	577.5	1.2	1.5	5.1	13.9	29.9	31.1	17.2	97.3
	Diploma	545.2	0.5	3.8	10.6	24.6	32.5	19.9	7.9	95.6
	Certificate	522.7	1.5	7.0	16.5	27.8	30.4	13.8	3.0	91.5
	Year 12	519.4	1.9	9.6	18.0	23.5	29.0	14.5	3.6	88.6
	Year 11	492.5	2.6	16.5	24.5	27.9	19.8	7.3	1.5	80.9
	Not stated (5%)	532.7	1.4	7.5	15.2	23.8	27.2	17.8	7.1	91.1
ACT	Bachelor	577.8	1.4	1.2	4.9	13.7	30.9	31.3	16.6	97.4
	Diploma	537.1	1.4	3.8	12.7	26.9	32.2	18.6	4.3	94.7
	Certificate	519.7	2.1	7.5	17.5	28.5	29.0	12.4	2.9	90.4
	Year 12	515.0	1.8	8.9	18.5	30.3	26.2	10.9	3.4	89.3
	Year 11	484.1	11.5	14.9	27.0	25.6	17.0	3.2	0.8	73.6
	Not stated (3%)	553.9	1.6	5.8	9.4	16.7	29.9	24.5	12.1	92.6
NT	Bachelor	551.1	1.5	3.7	8.3	23.8	30.7	21.9	10.2	94.8
	Diploma	519.8	2.4	7.1	16.5	30.6	25.5	14.4	3.5	90.5
	Certificate	498.7	2.0	17.0	19.1	25.1	25.1	10.2	1.5	81.0
	Year 12	486.4	4.6	18.2	19.8	25.4	23.7	6.9	1.5	77.3
	Year 11	388.9	3.4	63.4	17.3	9.7	5.0	1.0	0.1	33.2
	Not stated (16%)	446.0	1.4	42.6	17.9	15.4	13.3	7.7	1.7	56.0
Aust	Bachelor	577.4	0.9	0.8	4.5	15.7	31.2	29.6	17.2	98.3
	Diploma	540.7	1.2	2.8	11.4	27.2	33.7	18.4	5.3	96.0
	Certificate	525.1	1.6	4.8	16.0	30.9	30.4	13.3	2.9	93.6
	Year 12	524.8	2.3	5.4	16.2	29.8	29.2	13.7	3.3	92.3
	Year 11	492.6	4.3	14.0	24.4	30.2	19.6	6.4	1.2	81.8
	Not stated (5%)	536.6	2.6	7.6	13.5	22.2	26.3	18.8	9.0	89.8

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Reading

Table 7.R9: Achievement of Year 7 Students in Reading, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Group 1	580.4	0.7	0.8	4.7	15.1	29.7	29.7	19.3	98.5
	Group 2	558.3	1.0	1.8	8.4	21.5	32.7	23.5	11.1	97.2
	Group 3	532.0	1.4	4.1	14.5	29.3	30.8	15.2	4.7	94.6
	Group 4	514.8	2.3	7.6	20.6	30.5	25.0	10.6	3.5	90.1
	Not in paid work	498.8	5.0	12.8	24.6	28.0	19.3	8.0	2.3	82.2
	Not stated (5%)	551.6	1.5	4.0	11.1	21.3	28.3	22.7	11.2	94.5
Vic	Group 1	578.8	0.8	0.5	4.0	15.5	32.0	29.9	17.3	98.7
	Group 2	558.6	0.9	1.2	7.1	22.3	34.9	23.8	9.8	97.9
	Group 3	538.5	1.5	2.6	11.8	29.1	32.9	17.2	4.9	96.0
	Group 4	524.2	2.7	4.5	16.3	32.2	28.6	12.5	3.2	92.8
	Not in paid work	511.6	6.8	7.3	20.3	31.0	22.9	9.3	2.5	86.0
	Not stated (4%)	566.6	1.9	2.5	8.0	17.9	28.1	25.5	16.1	95.6
Qld	Group 1	574.4	0.6	0.9	5.0	17.2	31.5	28.1	16.6	98.5
	Group 2	553.0	0.7	1.7	8.5	24.4	33.8	22.3	8.6	97.6
	Group 3	532.0	1.0	3.6	14.7	29.7	31.3	15.5	4.3	95.4
	Group 4	516.3	1.7	6.5	19.9	31.9	26.4	10.8	2.9	91.9
	Not in paid work	500.0	3.6	11.5	24.5	29.5	20.9	7.9	2.1	84.9
	Not stated (13%)	523.1	2.8	6.8	17.5	28.3	26.4	13.5	4.7	90.4
WA	Group 1	576.0	0.6	1.1	4.9	15.1	31.4	31.0	15.9	98.4
	Group 2	551.4	0.9	2.5	8.6	23.3	33.8	23.2	7.7	96.6
	Group 3	533.3	1.0	4.2	13.1	28.3	33.4	16.6	3.6	94.9
	Group 4	516.5	1.3	9.0	17.3	29.4	28.1	12.1	2.7	89.7
	Not in paid work	492.1	2.3	17.9	22.9	27.5	19.2	8.1	2.0	79.8
	Not stated (11%)	517.3	2.9	12.3	16.7	23.7	24.9	14.5	5.1	84.9
SA	Group 1	571.9	1.1	0.8	4.8	17.6	33.4	27.9	14.5	98.1
	Group 2	551.6	1.7	1.6	8.2	24.7	34.3	22.1	7.3	96.7
	Group 3	536.5	1.9	2.8	12.4	29.0	33.3	16.2	4.4	95.3
	Group 4	524.5	2.8	5.2	15.7	30.0	30.4	13.2	2.7	92.0
	Not in paid work	511.0	6.5	8.7	19.7	29.4	23.2	9.8	2.7	84.8
	Not stated (15%)	518.1	5.4	8.0	18.1	27.5	24.9	12.3	3.8	86.6

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Reading

Table 7.R9 (cont.): Achievement of Year 7 Students in Reading, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
Tas	Group 1	573.5	1.0	1.9	5.4	15.3	30.6	29.6	16.2	97.1
	Group 2	548.5	0.6	2.9	10.7	22.8	33.6	21.3	8.1	96.5
	Group 3	531.8	1.1	5.4	15.2	26.5	30.3	16.9	4.6	93.5
	Group 4	508.9	1.7	12.1	20.3	26.7	25.0	11.4	2.7	86.2
	Not in paid work	487.3	5.3	18.1	24.9	26.6	16.3	7.1	1.7	76.6
	Not stated (8%)	527.8	1.5	8.6	15.9	24.5	27.6	14.8	7.1	89.9
ACT	Group 1	574.7	1.2	1.3	5.8	15.2	30.2	29.9	16.3	97.4
	Group 2	554.6	1.8	3.3	9.3	19.3	32.1	25.0	9.2	94.9
	Group 3	530.9	1.9	6.1	13.0	26.1	33.1	16.0	3.9	92.0
	Group 4	508.6	2.9	9.9	24.5	27.4	22.1	9.6	3.6	87.2
	Not in paid work	505.8	9.4	9.9	20.4	29.0	21.9	6.3	3.1	80.7
	Not stated (7%)	546.6	1.7	6.2	12.1	19.6	27.0	23.5	9.8	92.1
NT	Group 1	553.5	1.6	3.2	8.0	24.4	30.1	21.3	11.5	95.2
	Group 2	541.8	2.0	3.6	10.6	25.5	33.4	19.3	5.6	94.4
	Group 3	508.7	2.0	11.9	16.5	28.3	26.6	12.4	2.3	86.1
	Group 4	470.8	2.8	26.8	20.4	21.9	18.0	8.2	1.9	70.3
	Not in paid work	400.9	4.6	58.3	18.0	11.2	5.5	1.6	0.7	37.1
	Not stated (24%)	431.4	1.4	48.4	18.0	13.6	11.6	5.9	1.0	50.2
Aust	Group 1	577.3	0.7	0.8	4.7	15.8	31.1	29.4	17.4	98.4
	Group 2	555.7	1.0	1.7	8.2	22.7	33.7	23.2	9.5	97.3
	Group 3	533.8	1.3	3.6	13.7	29.1	31.8	16.0	4.5	95.1
	Group 4	517.8	2.2	6.9	18.6	30.9	26.9	11.5	3.1	90.9
	Not in paid work	500.8	5.2	12.1	22.7	28.9	20.6	8.3	2.3	82.7
	Not stated (8%)	529.9	2.7	8.0	15.0	24.3	26.2	16.6	7.2	89.3

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

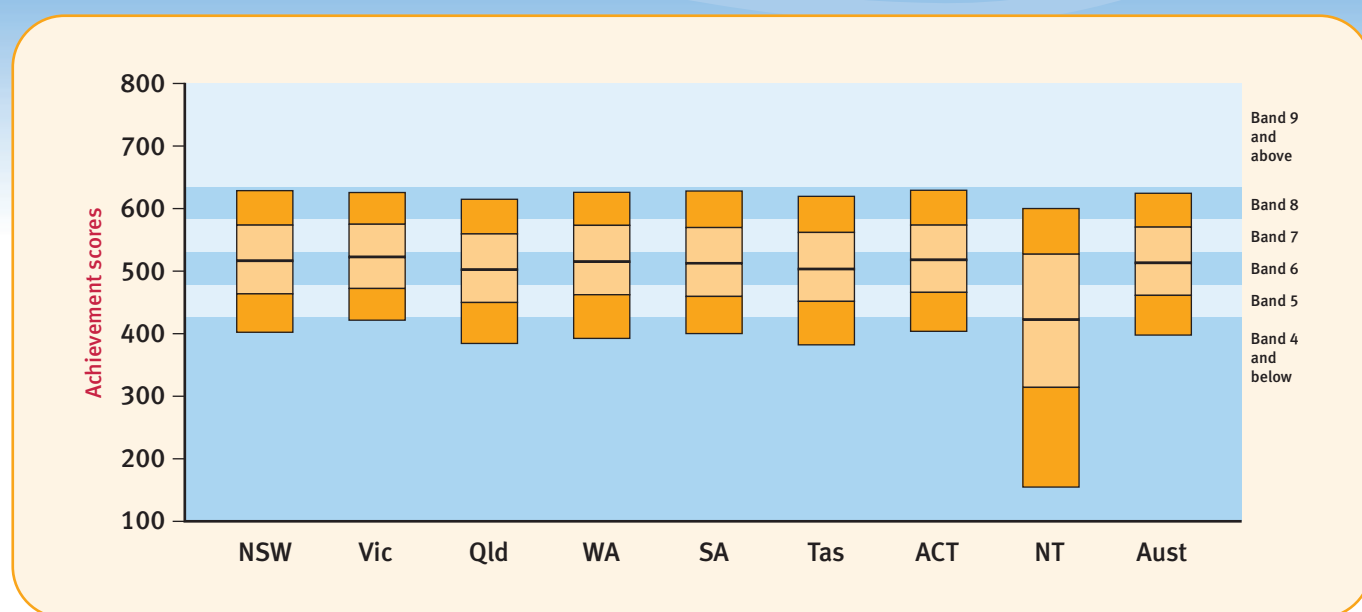
Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Writing

Figure 7.W1: Achievement of Year 7 Students in Writing, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	516.5 (69.7)	522.6 (63.2)	502.3 (71.6)	515.1 (72.6)	512.6 (70.9)	503.3 (73.9)	518.0 (69.3)	422.4 (131.5)	513.2 (71.0)

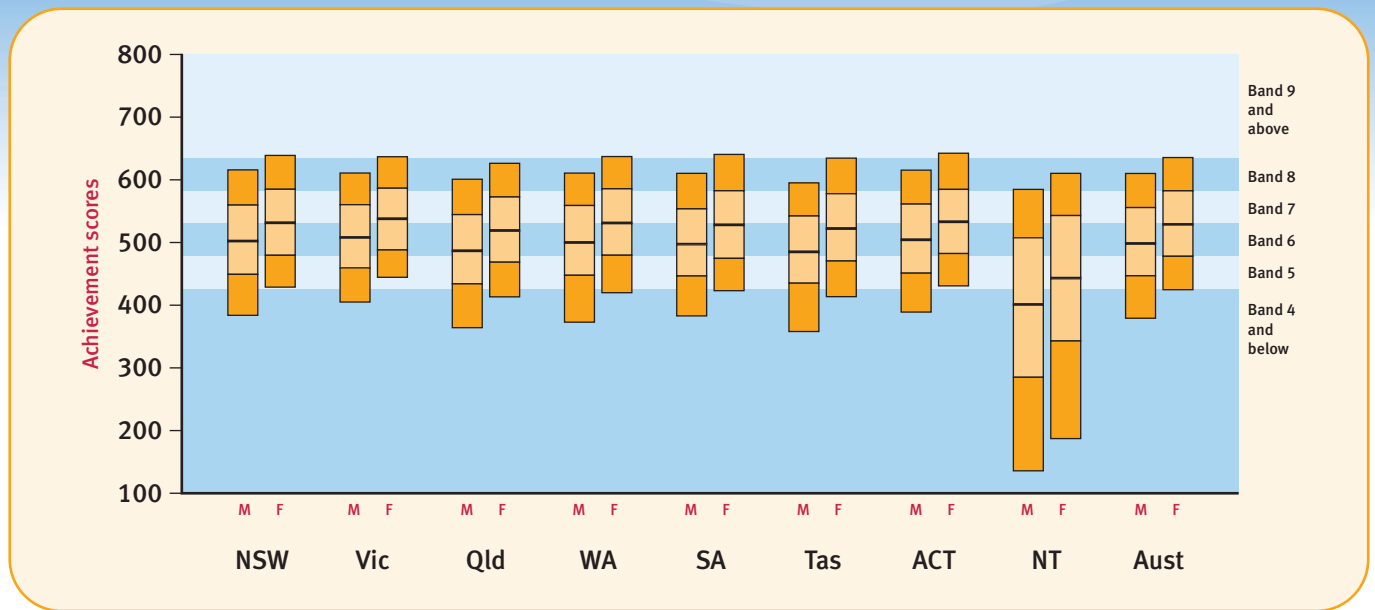
Table 7.W1: Achievement of Year 7 Students in Writing, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	12yrs 7mths 7yrs 4mths	96.4	2.6	0.9	1.5	8.4	18.1	30.9	24.5	12.3	4.2	90.0
Vic	12yrs 9mths 7yrs 4mths	94.7	3.8	1.5	1.9	5.5	17.1	31.6	27.4	12.8	3.8	92.6
Qld	12yrs 5mths 7yrs 4mths	90.6	3.7	5.6	1.3	12.0	21.7	31.1	21.9	9.3	2.7	86.7
WA	12yrs 5mths 7yrs 4mths	96.2	3.2	0.6	1.2	9.5	17.4	29.7	26.0	12.4	3.8	89.3
SA	12yrs 7mths 7yrs 4mths	94.4	2.8	2.7	2.6	8.9	20.0	30.2	23.4	10.7	4.2	88.5
Tas	12yrs 10mths 7yrs 4mths	96.2	2.7	1.1	1.5	11.6	21.8	30.8	21.8	9.2	3.3	86.9
ACT	12yrs 7mths 7yrs 4mths	94.3	2.4	3.4	1.8	8.2	17.0	30.9	25.6	12.1	4.3	90.0
NT	12yrs 6mths 7yrs 4mths	83.8	14.5	1.8	2.3	40.8	18.8	19.3	11.4	5.2	2.1	56.9
Aust	12yrs 7mths 7yrs 4mths	94.4	3.3	2.2	1.6	9.0	18.8	30.8	24.6	11.5	3.7	89.4

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Writing

Figure 7.W2: Achievement of Year 7 Students in Writing, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	502.2 (71.0)	508.0 (63.2)	486.6 (72.9)	499.9 (73.6)	497.3 (70.5)	484.9 (73.4)	504.2 (69.8)	401.1 (134.7)	498.3 (71.9)
Female Mean scale score / (S.D.)	531.3 (65.2)	537.7 (59.7)	519.0 (66.1)	531.0 (68.0)	528.0 (67.9)	522.1 (69.4)	532.9 (65.7)	443.1 (125.0)	528.9 (66.5)

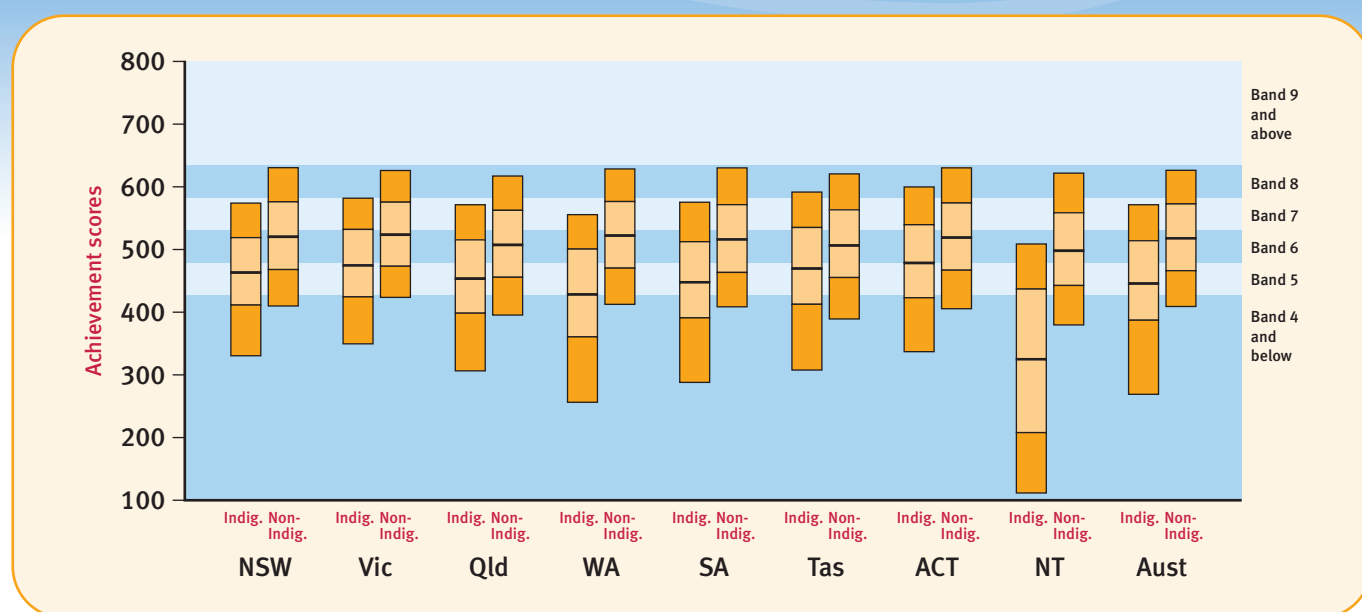
Table 7.W2: Achievement of Year 7 Students in Writing, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Male	2.0	12.1	21.6	31.1	21.1	9.4	2.8	85.9
	Female	1.0	4.6	14.4	30.7	28.2	15.4	5.7	94.4
Vic	Male	2.4	8.3	21.8	33.1	23.1	9.2	2.3	89.4
	Female	1.3	2.7	12.2	30.1	31.8	16.6	5.4	96.0
Qld	Male	1.8	16.8	25.3	30.1	17.7	6.6	1.6	81.4
	Female	0.8	6.8	17.8	32.3	26.3	12.1	3.9	92.4
WA	Male	1.5	13.1	21.1	30.7	22.4	9.0	2.3	85.4
	Female	0.9	5.7	13.4	28.7	29.9	16.0	5.5	93.5
SA	Male	3.3	12.5	24.1	30.5	19.6	7.5	2.5	84.2
	Female	1.9	5.3	15.8	29.9	27.2	13.9	5.9	92.8
Tas	Male	2.0	16.5	26.2	30.2	17.7	5.7	1.7	81.5
	Female	0.9	6.5	17.3	31.5	25.9	13.0	5.0	92.6
ACT	Male	2.3	11.6	20.5	31.1	22.3	9.6	2.5	86.1
	Female	1.3	4.4	13.2	30.7	29.2	14.8	6.3	94.2
NT	Male	3.1	46.8	19.8	16.6	8.6	3.6	1.5	50.1
	Female	1.5	34.9	17.8	22.1	14.2	6.9	2.7	63.6
Aust	Male	2.1	12.8	22.6	31.1	20.7	8.4	2.3	85.1
	Female	1.1	5.1	14.7	30.5	28.6	14.8	5.2	93.8

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Writing

Figure 7.W3: Achievement of Year 7 Students in Writing, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	463.1 (72.4)	474.6 (69.4)	453.4 (79.8)	428.2 (89.7)	447.7 (84.0)	469.5 (82.2)	478.4 (77.2)	324.9 (124.3)	445.6 (90.6)
Non-Indigenous Mean scale score / (S.D.)	520.2 (67.9)	523.5 (62.7)	507.2 (68.6)	522.1 (66.5)	516.0 (68.5)	506.3 (71.8)	518.9 (69.0)	497.9 (76.6)	517.8 (67.1)

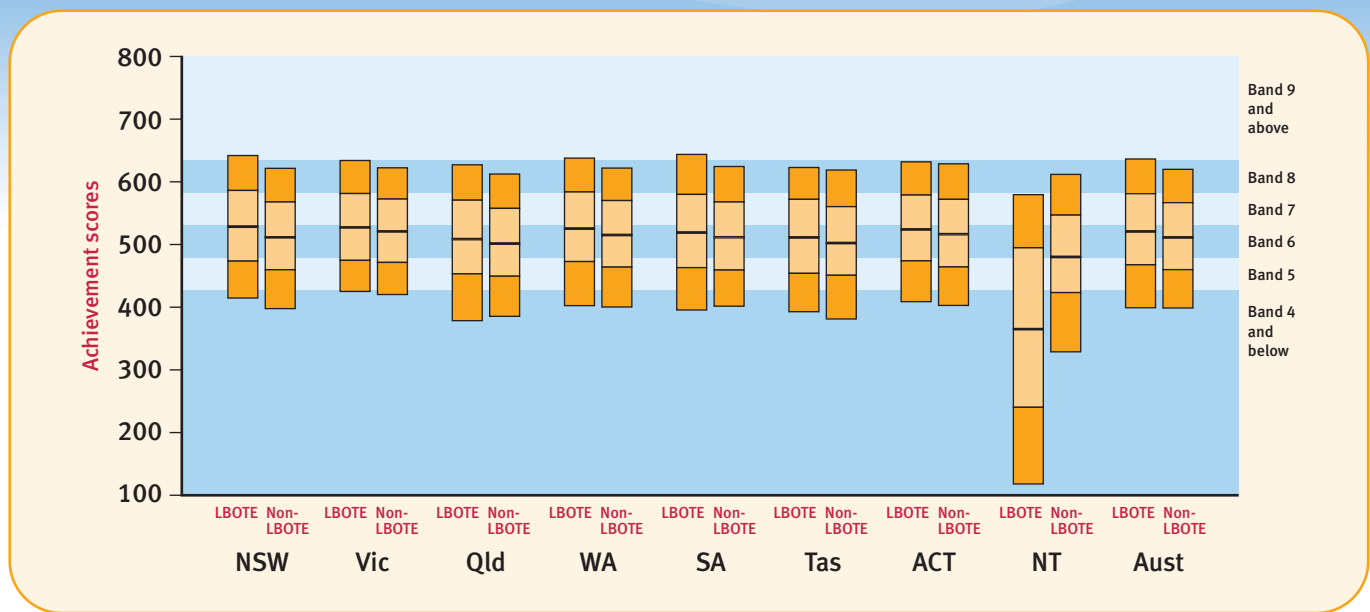
Table 7.W3: Achievement of Year 7 Students in Writing, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Indigenous	3.1	25.0	29.8	27.0	11.4	3.1	0.6	71.9
	Non-Indigenous	1.4	7.3	17.3	31.1	25.5	12.9	4.4	91.3
Vic	Indigenous	5.4	19.5	29.1	26.4	14.9	4.0	0.7	75.1
	Non-Indigenous	1.8	5.2	16.8	31.7	27.6	13.0	3.8	93.0
Qld	Indigenous	1.9	30.5	29.1	24.1	10.9	2.9	0.6	67.6
	Non-Indigenous	1.3	10.1	21.0	31.9	23.0	9.9	2.9	88.6
WA	Indigenous	1.5	42.6	26.0	19.8	7.9	1.9	0.3	55.9
	Non-Indigenous	1.1	6.8	16.6	30.4	27.5	13.3	4.1	92.0
SA	Indigenous	5.5	31.6	29.5	19.8	9.8	3.2	0.6	62.9
	Non-Indigenous	2.4	7.7	19.5	30.8	24.1	11.1	4.4	89.9
Tas	Indigenous	1.1	24.2	27.0	26.1	14.9	5.8	1.0	74.7
	Non-Indigenous	1.5	10.4	21.5	31.2	22.5	9.5	3.4	88.1
ACT	Indigenous	6.5	19.6	25.2	26.6	15.1	5.1	1.9	73.9
	Non-Indigenous	1.7	7.9	16.9	31.0	25.8	12.2	4.4	90.3
NT	Indigenous	3.3	74.4	12.5	6.6	2.2	0.8	0.2	22.2
	Non-Indigenous	1.6	14.4	23.4	29.3	18.8	8.8	3.7	84.0
Aust	Indigenous	2.8	32.5	27.6	23.2	10.4	2.9	0.5	64.6
	Non-Indigenous	1.5	7.4	18.2	31.3	25.5	12.1	3.9	91.0

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Writing

Figure 7.W4: Achievement of Year 7 Students in Writing, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	528.3 (70.0)	527.2 (64.7)	508.5 (77.3)	525.2 (74.7)	518.9 (77.9)	511.1 (72.9)	523.9 (67.6)	364.9 (142.5)	520.7 (76.3)
Non-LBOTE Mean scale score / (S.D.)	511.4 (68.9)	520.8 (62.6)	501.3 (70.4)	515.0 (68.6)	511.5 (69.2)	502.2 (74.0)	516.4 (69.7)	480.0 (88.3)	511.1 (68.6)

Table 7.W4: Achievement of Year 7 Students in Writing, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	2.1	6.4	15.2	29.0	26.0	15.1	6.2	91.5
	Non-LBOTE	1.4	9.3	19.5	31.6	23.9	11.1	3.3	89.3
Vic	LBOTE	2.4	5.0	16.1	30.2	27.1	14.4	4.9	92.6
	Non-LBOTE	1.7	5.7	17.4	32.2	27.5	12.2	3.4	92.6
Qld	LBOTE	1.5	11.8	19.0	29.3	22.7	11.7	4.0	86.7
	Non-LBOTE	1.3	12.0	22.2	31.5	21.7	8.9	2.5	86.7
WA	LBOTE	0.2	7.6	14.4	28.6	28.4	15.2	5.6	92.2
	Non-LBOTE	0.1	8.8	18.0	31.4	26.5	11.9	3.4	91.1
SA	LBOTE	3.7	8.7	17.4	28.3	23.5	12.1	6.3	87.6
	Non-LBOTE	2.3	8.9	20.5	30.6	23.4	10.4	3.8	88.7
Tas	LBOTE	3.9	9.8	19.0	27.4	25.2	11.7	3.2	86.3
	Non-LBOTE	1.4	11.9	22.2	30.9	21.4	9.0	3.3	86.7
ACT	LBOTE	2.2	6.9	14.6	31.0	26.9	13.9	4.4	90.9
	Non-LBOTE	1.7	8.5	17.7	30.9	25.3	11.6	4.3	89.8
NT	LBOTE	2.6	60.9	12.8	12.0	7.2	3.3	1.3	36.5
	Non-LBOTE	2.3	20.3	24.8	26.9	15.7	7.2	2.8	77.4
Aust	LBOTE	2.0	8.2	16.1	29.0	25.5	13.9	5.2	89.8
	Non-LBOTE	1.4	9.2	19.7	31.5	24.3	10.7	3.2	89.4

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Writing

Table 7.W5: Achievement of Year 7 Students in Writing, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	524.3	1.5	6.6	16.1	30.5	26.3	14.0	5.0	91.9
	Inner Regional	496.6	1.6	12.9	23.4	32.2	20.1	7.8	2.0	85.6
	Outer Regional	483.6	1.4	16.9	27.4	31.7	16.2	5.3	1.2	81.7
	Remote	460.6	1.9	26.2	29.3	29.1	9.7	3.1	0.7	71.9
	Very Remote	461.5	1.6	35.8	19.4	20.6	14.2	7.4	1.0	62.6
Vic	Major Cities	527.6	1.8	4.6	15.5	31.1	28.5	14.1	4.4	93.5
	Inner Regional	508.0	1.9	8.1	22.0	33.0	24.0	9.0	2.1	90.0
	Outer Regional	501.9	1.9	9.7	23.0	33.9	22.5	7.6	1.3	88.4
	Remote	521.9	2.6	4.6	9.2	39.0	34.9	9.2	0.5	92.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	511.1	1.3	9.4	19.8	31.3	23.9	11.0	3.4	89.3
	Inner Regional	490.4	1.4	14.9	25.0	31.6	18.8	6.6	1.6	83.7
	Outer Regional	486.4	1.2	16.9	25.1	30.7	18.2	6.2	1.6	81.9
	Remote	459.7	1.0	27.4	26.6	25.8	15.3	3.4	0.6	71.6
	Very Remote	421.9	1.2	46.8	23.3	17.9	8.2	2.2	0.4	52.0
WA	Major Cities	522.9	1.2	7.2	15.9	29.6	27.7	13.9	4.5	91.5
	Inner Regional	501.9	0.8	11.1	22.3	32.6	22.3	8.8	2.0	88.1
	Outer Regional	490.9	1.3	15.9	22.7	30.4	20.6	7.1	1.9	82.8
	Remote	479.9	0.6	20.5	23.7	29.2	19.6	5.6	0.8	78.9
	Very Remote	414.6	0.8	48.7	23.0	18.0	7.3	1.6	0.6	50.5
SA	Major Cities	518.4	2.5	7.4	18.7	30.0	24.8	11.8	4.7	90.1
	Inner Regional	505.9	2.2	9.9	22.8	31.4	21.4	9.1	3.3	87.9
	Outer Regional	493.3	3.4	13.8	24.9	30.9	18.5	6.3	2.3	82.8
	Remote	490.3	3.2	15.2	23.0	31.4	17.8	7.2	2.2	81.6
	Very Remote	409.3	2.9	46.2	20.9	16.6	9.5	2.6	1.2	50.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	508.0	1.7	10.5	20.3	30.4	23.0	10.4	3.8	87.8
	Outer Regional	491.6	0.9	14.4	25.8	31.8	18.7	6.5	2.1	84.7
	Remote	482.1	2.6	15.9	26.2	34.4	18.5	2.6	0.0	81.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	518.0	1.8	8.2	17.0	30.9	25.6	12.1	4.3	90.0
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	480.8	3.1	21.1	23.6	26.2	15.9	7.2	3.0	75.8
	Remote	428.7	1.7	42.3	20.0	18.2	11.0	5.2	1.7	56.0
	Very Remote	277.9	0.8	88.2	6.2	3.4	0.9	0.4	0.2	11.1
Aust	Major Cities	521.8	1.6	6.8	16.8	30.7	26.5	13.2	4.4	91.6
	Inner Regional	499.8	1.6	11.6	23.1	32.1	21.3	8.2	2.1	86.7
	Outer Regional	488.7	1.6	15.8	24.9	31.0	18.5	6.4	1.7	82.5
	Remote	467.6	1.4	25.0	23.8	27.1	16.3	5.2	1.1	73.5
	Very Remote	369.8	1.1	61.2	17.0	13.1	5.7	1.5	0.5	37.7

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Writing

Table 7.W6: Achievement of Year 7 Indigenous Students in Writing, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	473.7	3.6	20.4	28.7	28.5	14.1	3.9	0.7	76.0
	Inner Regional	458.6	2.6	26.6	30.5	26.9	10.0	2.9	0.6	70.8
	Outer Regional	447.3	3.0	32.1	31.6	24.2	7.5	1.6	0.0	64.9
	Remote	438.6	3.4	36.0	30.9	21.8	6.3	1.4	0.1	60.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	485.0	5.7	14.9	28.3	28.3	17.7	4.5	0.6	79.4
	Inner Regional	463.9	4.4	24.6	29.9	24.9	11.9	3.2	1.0	71.0
	Outer Regional	470.1	6.8	21.0	29.8	24.7	13.7	4.0	0.1	72.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	469.7	2.1	23.2	29.1	26.7	14.0	4.2	0.8	74.7
	Inner Regional	461.9	2.3	26.2	31.0	25.4	11.3	3.2	0.6	71.6
	Outer Regional	444.6	1.6	34.3	29.9	23.1	8.9	1.9	0.4	64.1
	Remote	414.7	1.9	49.1	22.8	17.1	7.4	1.5	0.2	48.9
	Very Remote	385.2	1.0	64.5	20.4	10.8	2.6	0.4	0.3	34.4
WA	Major Cities	450.5	1.7	32.6	26.9	24.8	10.6	2.8	0.5	65.7
	Inner Regional	443.5	0.5	34.8	32.0	21.4	9.1	2.0	0.1	64.6
	Outer Regional	419.4	2.0	44.7	28.1	17.5	6.6	1.1	0.0	53.3
	Remote	428.5	0.9	44.1	26.5	19.6	6.9	1.9	0.1	55.1
	Very Remote	367.6	1.3	71.2	17.6	7.5	1.7	0.3	0.3	27.4
SA	Major Cities	464.9	5.2	23.9	30.5	23.8	11.6	4.3	0.7	70.9
	Inner Regional	452.9	3.7	31.2	32.3	15.2	13.2	4.0	0.4	65.1
	Outer Regional	447.9	7.5	32.9	30.8	19.5	7.0	1.8	0.6	59.6
	Remote	415.9	4.5	48.6	28.6	10.0	6.8	1.4	0.0	46.8
	Very Remote	340.1	5.1	71.6	14.9	4.8	3.5	0.0	0.0	23.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	469.7	1.1	23.9	28.2	23.5	15.1	7.0	1.1	75.0
	Outer Regional	470.8	1.2	23.9	25.0	29.8	15.1	4.3	0.9	75.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	478.4	6.5	19.6	25.2	26.6	15.1	5.1	1.9	73.9
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	414.0	8.3	44.9	24.9	15.1	5.1	1.4	0.3	46.8
	Remote	360.7	2.1	69.9	15.8	7.3	2.7	1.9	0.4	28.0
	Very Remote	260.8	0.9	94.1	3.7	1.1	0.2	0.0	0.0	5.0
Aust	Major Cities	469.6	3.3	22.7	28.6	27.0	13.7	3.9	0.7	74.0
	Inner Regional	460.2	2.5	26.5	30.5	25.5	11.0	3.3	0.7	71.0
	Outer Regional	442.7	3.2	34.5	29.3	22.2	8.5	1.9	0.3	62.2
	Remote	408.2	1.9	51.2	23.5	15.6	5.8	1.8	0.2	46.8
	Very Remote	320.3	1.3	80.2	11.7	5.1	1.4	0.2	0.1	18.5

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Writing

Table 7.W7: Achievement of Year 7 Non-Indigenous Students in Writing, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	526.3	1.4	6.0	15.5	30.6	26.9	14.4	5.2	92.5
	Inner Regional	501.5	1.4	11.0	22.6	32.9	21.5	8.5	2.1	87.6
	Outer Regional	492.1	1.1	13.1	26.4	33.7	18.2	6.1	1.4	85.8
	Remote	488.8	0.0	12.3	27.7	38.4	14.6	5.6	1.4	87.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	528.0	1.8	4.5	15.3	31.2	28.7	14.2	4.4	93.8
	Inner Regional	509.7	1.8	7.4	21.6	33.3	24.5	9.2	2.1	90.7
	Outer Regional	503.8	1.6	8.9	22.6	34.7	23.0	7.9	1.3	89.5
	Remote	520.6	2.7	4.9	9.7	39.5	34.1	8.6	0.5	92.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	513.4	1.3	8.5	19.3	31.6	24.4	11.3	3.5	90.2
	Inner Regional	494.1	1.3	13.5	24.2	32.4	19.8	7.0	1.8	85.2
	Outer Regional	496.1	1.1	12.9	24.0	32.5	20.4	7.2	1.8	86.0
	Remote	488.6	0.5	13.8	28.7	30.9	20.7	4.6	0.8	85.7
	Very Remote	485.2	1.6	15.8	27.3	31.0	18.2	5.3	0.7	82.6
WA	Major Cities	526.1	1.2	6.1	15.4	29.8	28.5	14.4	4.6	92.7
	Inner Regional	507.4	0.8	8.8	21.4	33.7	23.6	9.5	2.2	90.4
	Outer Regional	504.3	1.1	10.5	21.7	32.8	23.3	8.2	2.3	88.4
	Remote	503.3	0.5	9.5	22.4	33.8	25.4	7.3	1.1	90.0
	Very Remote	482.9	0.0	15.7	30.6	32.9	16.4	3.2	1.2	84.3
SA	Major Cities	520.5	2.4	6.8	18.3	30.3	25.3	12.1	4.9	90.9
	Inner Regional	508.4	2.1	8.9	22.3	32.3	21.7	9.4	3.4	89.0
	Outer Regional	498.3	2.9	11.6	24.2	32.2	19.8	6.8	2.5	85.5
	Remote	496.8	3.2	12.2	22.3	33.4	18.9	7.6	2.4	84.7
	Very Remote	487.0	1.4	14.1	27.0	31.9	17.3	5.7	2.7	84.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	510.7	1.8	9.5	19.8	30.9	23.6	10.6	3.9	88.8
	Outer Regional	494.5	0.8	12.9	26.0	32.1	19.3	6.7	2.1	86.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	518.9	1.7	7.9	16.9	31.0	25.8	12.2	4.4	90.3
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	499.9	1.7	13.9	22.7	29.5	19.2	9.0	3.9	84.4
	Remote	493.3	1.3	15.7	24.1	28.5	18.9	8.3	3.1	82.9
	Very Remote	476.4	0.0	18.4	35.1	30.5	8.2	5.6	2.3	81.6
Aust	Major Cities	523.7	1.5	6.2	16.4	30.8	26.9	13.5	4.5	92.3
	Inner Regional	503.5	1.6	10.2	22.4	32.8	22.2	8.6	2.3	88.2
	Outer Regional	497.6	1.4	12.1	24.1	32.7	20.5	7.3	2.0	86.5
	Remote	497.3	1.3	11.8	23.8	32.9	21.8	6.9	1.6	87.0
	Very Remote	484.5	0.7	15.8	28.6	32.3	16.5	4.9	1.3	83.5

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Writing

Table 7.W8: Achievement of Year 7 Students in Writing, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Bachelor	542.5	0.9	3.2	11.0	28.4	30.4	18.7	7.5	95.9
	Diploma	512.2	1.3	7.7	19.5	33.9	24.6	10.4	2.6	91.0
	Certificate	494.2	1.6	12.4	25.1	33.3	19.6	6.6	1.3	86.0
	Year 12	500.1	2.5	11.1	22.3	33.8	20.7	7.9	1.8	86.5
	Year 11	469.3	4.0	22.6	28.2	28.1	12.5	3.8	0.8	73.4
	Not stated (4%)	518.7	1.5	8.5	16.6	30.8	24.8	13.1	4.7	89.9
Vic	Bachelor	542.1	1.0	2.5	11.0	28.6	32.2	18.4	6.2	96.5
	Diploma	515.3	1.5	5.6	19.4	34.6	26.7	10.1	2.3	92.9
	Certificate	503.8	2.1	8.2	23.0	35.2	22.7	7.5	1.3	89.7
	Year 12	509.7	3.0	6.7	21.1	34.4	24.5	8.4	1.9	90.3
	Year 11	486.2	5.7	13.7	27.3	31.5	16.5	4.6	0.8	80.6
	Not stated (4%)	536.2	1.9	5.2	12.6	26.5	30.1	16.8	7.0	92.9
Qld	Bachelor	530.2	0.7	4.6	14.6	30.8	28.9	15.2	5.1	94.7
	Diploma	501.6	1.0	10.7	22.7	33.7	22.0	7.9	2.0	88.3
	Certificate	489.0	1.2	14.6	26.3	32.5	18.3	5.9	1.2	84.2
	Year 12	487.3	1.5	15.9	25.6	31.6	17.7	6.2	1.5	82.6
	Year 11	456.8	3.6	28.3	28.4	25.6	10.7	2.8	0.6	68.1
	Not stated (7%)	483.6	2.8	19.0	24.2	27.3	17.8	7.1	1.8	78.2
WA	Bachelor	544.5	0.8	2.8	10.4	27.2	32.1	19.5	7.3	96.4
	Diploma	515.9	1.0	7.3	18.0	32.5	27.5	11.1	2.6	91.8
	Certificate	500.1	1.1	11.0	22.7	33.5	23.0	7.4	1.4	88.0
	Year 12	498.7	1.4	12.7	21.4	31.8	23.0	8.3	1.4	85.9
	Year 11	460.9	2.0	27.5	26.6	26.8	13.0	3.4	0.6	70.4
	Not stated (7%)	485.3	3.1	20.3	19.9	25.3	19.3	9.4	2.6	76.5
SA	Bachelor	539.4	1.3	3.4	12.8	29.0	29.1	16.6	7.8	95.4
	Diploma	514.0	1.4	7.5	20.3	32.7	24.0	10.9	3.3	91.1
	Certificate	499.5	2.5	10.2	25.1	32.3	20.8	7.0	2.0	87.3
	Year 12	502.3	3.4	10.5	22.3	32.0	22.0	7.3	2.5	86.1
	Year 11	473.7	6.4	20.3	27.5	26.5	13.7	4.4	1.2	73.3
	Not stated (7%)	489.4	5.2	16.2	23.0	26.8	19.1	7.2	2.5	78.6

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Writing

Table 7.W8 (cont.): Achievement of Year 7 Students in Writing, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
Tas	Bachelor	536.0	1.2	4.0	12.6	30.4	28.9	16.2	6.7	94.8
	Diploma	513.9	0.5	7.3	19.5	34.5	24.0	10.7	3.4	92.2
	Certificate	491.2	1.5	13.4	26.3	31.8	19.7	5.8	1.5	85.2
	Year 12	489.3	1.9	15.6	25.6	30.9	16.8	6.5	2.7	82.6
	Year 11	461.4	2.6	25.1	30.3	25.8	12.3	3.2	0.6	72.3
	Not stated (5%)	499.1	1.1	12.0	22.9	31.4	21.0	8.0	3.6	86.9
ACT	Bachelor	532.8	1.4	4.7	12.9	30.6	29.4	15.3	5.8	93.9
	Diploma	505.8	1.4	9.0	21.6	34.1	23.3	8.5	2.1	89.6
	Certificate	488.4	2.1	15.2	25.7	31.1	18.5	6.2	1.3	82.7
	Year 12	484.2	1.8	17.7	26.6	31.8	14.8	5.5	1.8	80.5
	Year 11	461.5	11.5	23.2	27.5	25.1	10.7	2.1	0.0	65.3
	Not stated (3%)	511.4	1.6	13.6	16.1	27.5	24.2	11.4	5.7	84.9
NT	Bachelor	507.8	1.5	11.7	19.9	29.4	21.0	11.5	5.1	86.8
	Diploma	476.3	2.4	22.2	24.0	28.3	15.8	5.0	2.2	75.4
	Certificate	450.1	2.0	32.4	25.2	22.5	12.0	4.8	1.1	65.7
	Year 12	440.6	4.6	34.2	26.5	18.4	11.1	3.8	1.4	61.2
	Year 11	314.0	3.4	76.7	10.1	6.8	2.1	0.7	0.2	19.9
	Not stated (16%)	363.9	1.4	60.9	16.1	12.1	5.8	2.5	1.1	37.7
Aust	Bachelor	539.4	0.9	3.3	11.9	28.9	30.6	17.7	6.6	95.7
	Diploma	510.9	1.2	7.9	20.1	33.8	24.8	9.8	2.4	90.9
	Certificate	495.5	1.6	11.9	24.7	33.3	20.4	6.7	1.4	86.5
	Year 12	498.2	2.3	11.7	22.9	32.8	21.0	7.5	1.8	85.9
	Year 11	465.2	4.3	23.7	27.3	27.4	12.9	3.7	0.7	72.1
	Not stated (5%)	498.9	2.5	15.1	19.3	27.3	21.7	10.5	3.6	82.4

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Writing

Table 7.W9: Achievement of Year 7 Students in Writing, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Group 1	541.6	0.7	3.4	11.2	28.6	30.2	18.5	7.4	95.9
	Group 2	525.1	1.0	5.4	16.0	32.1	27.5	13.6	4.4	93.6
	Group 3	505.1	1.4	9.5	22.2	33.6	22.3	8.9	2.2	89.1
	Group 4	490.3	2.3	14.4	25.6	31.8	18.1	6.4	1.5	83.3
	Not in paid work	472.2	5.0	22.2	26.7	27.0	13.2	4.7	1.3	72.8
	Not stated (5%)	517.8	1.5	8.2	17.2	31.6	24.3	12.7	4.5	90.3
Vic	Group 1	543.6	0.8	2.3	10.5	28.2	32.9	18.9	6.4	96.9
	Group 2	528.6	1.0	3.8	15.0	32.4	30.1	13.9	4.0	95.2
	Group 3	514.2	1.5	5.9	19.9	35.0	25.5	10.0	2.3	92.7
	Group 4	502.5	2.6	8.7	23.9	33.7	21.9	7.5	1.6	88.6
	Not in paid work	487.3	6.7	13.4	26.6	31.1	16.2	4.9	1.0	79.9
	Not stated (4%)	534.8	1.9	5.4	13.1	27.4	28.7	16.5	7.0	92.7
Qld	Group 1	529.2	0.7	4.9	15.0	30.7	28.7	15.1	5.0	94.5
	Group 2	512.2	0.7	8.0	19.8	33.5	24.6	10.2	3.1	91.3
	Group 3	494.9	1.0	12.6	25.1	32.9	19.7	6.9	1.7	86.4
	Group 4	479.3	1.7	18.8	27.3	30.3	15.8	5.1	1.0	79.5
	Not in paid work	460.2	3.7	28.4	27.0	24.9	11.5	3.7	0.7	67.9
	Not stated (13%)	484.1	2.7	18.0	24.7	28.7	17.7	6.5	1.7	79.2
WA	Group 1	543.0	0.6	3.2	10.8	27.6	31.5	19.2	7.2	96.3
	Group 2	523.6	0.9	5.7	16.2	31.3	29.0	13.1	3.8	93.4
	Group 3	508.0	1.0	9.2	20.4	33.3	24.9	9.2	2.0	89.8
	Group 4	492.7	1.3	14.3	23.6	31.8	20.3	7.2	1.4	84.4
	Not in paid work	462.7	2.4	28.1	24.8	25.6	13.8	4.3	1.0	69.5
	Not stated (11%)	485.3	2.9	19.6	21.3	26.0	19.5	8.4	2.2	77.5
SA	Group 1	538.7	1.1	3.4	13.3	28.8	29.1	16.7	7.5	95.5
	Group 2	521.5	1.7	5.6	18.1	32.0	26.3	11.5	4.7	92.7
	Group 3	508.3	1.9	8.5	22.1	33.0	22.6	8.8	3.0	89.6
	Group 4	495.8	2.8	12.8	24.2	31.0	19.9	7.2	2.1	84.4
	Not in paid work	480.5	6.5	17.8	26.7	27.4	14.6	5.3	1.7	75.8
	Not stated (15%)	488.1	5.3	16.2	24.8	27.0	17.3	6.9	2.4	78.5

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Writing

Table 7.W9 (cont.): Achievement of Year 7 Students in Writing, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
Tas	Group 1	533.9	1.0	4.1	13.3	31.0	29.2	15.2	6.4	94.9
	Group 2	514.7	0.6	7.8	20.2	32.2	24.0	11.3	3.9	91.6
	Group 3	499.5	1.1	10.5	25.1	33.1	20.1	7.7	2.2	88.4
	Group 4	478.8	1.7	19.0	27.3	29.4	16.8	4.6	1.2	79.3
	Not in paid work	451.0	5.3	28.6	29.0	23.5	11.0	2.0	0.5	66.1
	Not stated (8%)	494.6	1.3	13.4	24.2	31.4	19.7	7.2	2.9	85.3
ACT	Group 1	530.9	1.2	5.2	13.2	30.3	29.3	15.2	5.5	93.6
	Group 2	515.3	1.8	8.5	17.6	32.8	25.0	10.7	3.7	89.8
	Group 3	499.6	1.9	11.5	23.2	33.1	20.8	7.2	2.3	86.7
	Group 4	478.4	2.9	19.2	27.4	28.3	14.4	6.6	1.2	77.8
	Not in paid work	472.1	9.4	21.5	26.4	25.1	11.7	4.1	1.8	69.1
	Not stated (7%)	508.4	1.7	10.6	21.0	30.1	22.4	9.9	4.3	87.8
NT	Group 1	510.4	1.6	11.2	19.2	29.6	19.4	12.7	6.3	87.3
	Group 2	496.8	2.0	13.4	22.6	29.9	22.1	8.2	1.8	84.6
	Group 3	467.6	2.0	24.8	26.6	26.0	14.1	4.9	1.6	73.3
	Group 4	418.2	2.8	42.2	21.9	18.9	9.4	3.3	1.4	55.0
	Not in paid work	327.2	4.6	73.1	11.1	6.8	3.0	0.8	0.6	22.3
	Not stated (24%)	351.6	1.4	65.8	14.3	10.2	4.9	2.5	0.9	32.7
Aust	Group 1	538.9	0.7	3.5	12.0	28.9	30.5	17.7	6.6	95.7
	Group 2	522.4	1.0	5.7	16.8	32.4	27.5	12.7	4.0	93.3
	Group 3	504.8	1.3	9.5	22.3	33.6	22.6	8.6	2.1	89.2
	Group 4	490.9	2.2	14.1	25.2	31.7	18.9	6.5	1.5	83.8
	Not in paid work	471.1	5.2	21.8	26.3	27.4	13.8	4.5	1.1	72.9
	Not stated (8%)	493.8	2.7	15.9	21.1	28.0	20.2	9.1	3.0	81.4

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Spelling

Figure 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	553.0 (72.2)	547.2 (67.7)	542.4 (67.8)	545.4 (71.2)	540.6 (68.9)	527.6 (72.0)	547.7 (66.7)	476.5 (111.7)	546.1 (70.8)

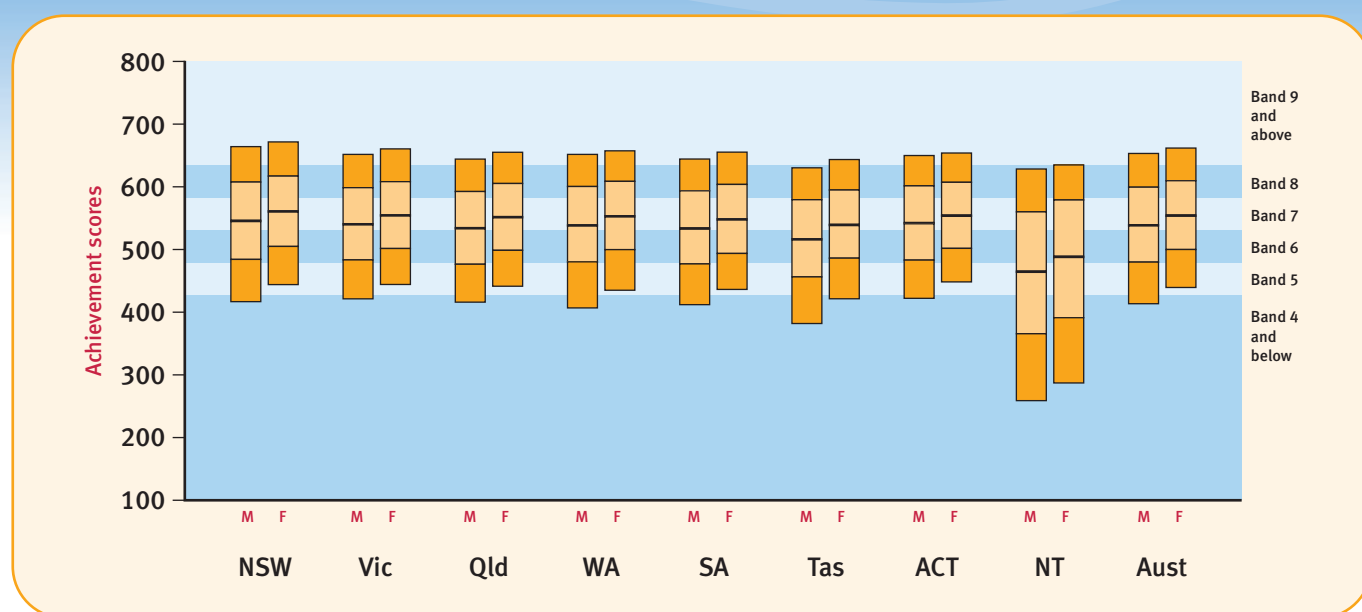
Table 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	12yrs 7mths 7yrs 4mths	96.1	2.9	0.9	1.5	4.7	9.8	21.1	28.5	22.3	12.2	93.8
Vic	12yrs 9mths 7yrs 4mths	94.6	3.9	1.5	1.9	4.2	10.4	23.6	30.0	20.4	9.5	93.9
Qld	12yrs 5mths 7yrs 4mths	90.6	3.8	5.6	1.3	4.9	11.7	24.3	30.0	19.8	8.1	93.9
WA	12yrs 5mths 7yrs 4mths	95.2	4.2	0.6	1.2	5.8	10.1	22.9	29.1	21.6	9.4	93.1
SA	12yrs 7mths 7yrs 4mths	94.0	3.1	2.9	2.6	5.2	11.5	25.2	28.4	19.1	8.0	92.2
Tas	12yrs 10mths 7yrs 4mths	95.1	3.8	1.1	1.5	8.7	13.7	26.0	27.6	17.0	5.5	89.9
ACT	12yrs 7mths 7yrs 4mths	93.5	2.9	3.6	1.8	4.1	10.5	22.9	29.9	21.9	9.0	94.1
NT	12yrs 6mths 7yrs 4mths	83.8	14.4	1.8	2.3	29.6	12.9	19.7	19.7	11.3	4.6	68.1
Aust	12yrs 7mths 7yrs 4mths	94.1	3.6	2.3	1.6	5.1	10.6	23.0	29.2	20.7	9.7	93.3

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Spelling

Figure 7.S2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	545.5 (74.5)	540.2 (69.2)	533.9 (69.3)	538.4 (73.6)	533.4 (70.1)	516.2 (73.9)	542.0 (69.4)	464.5 (114.4)	538.6 (72.7)
Female Mean scale score / (S.D.)	560.7 (68.8)	554.4 (65.3)	551.5 (64.8)	552.9 (67.7)	548.0 (66.8)	539.1 (67.6)	553.9 (63.0)	488.2 (107.8)	554.0 (67.8)

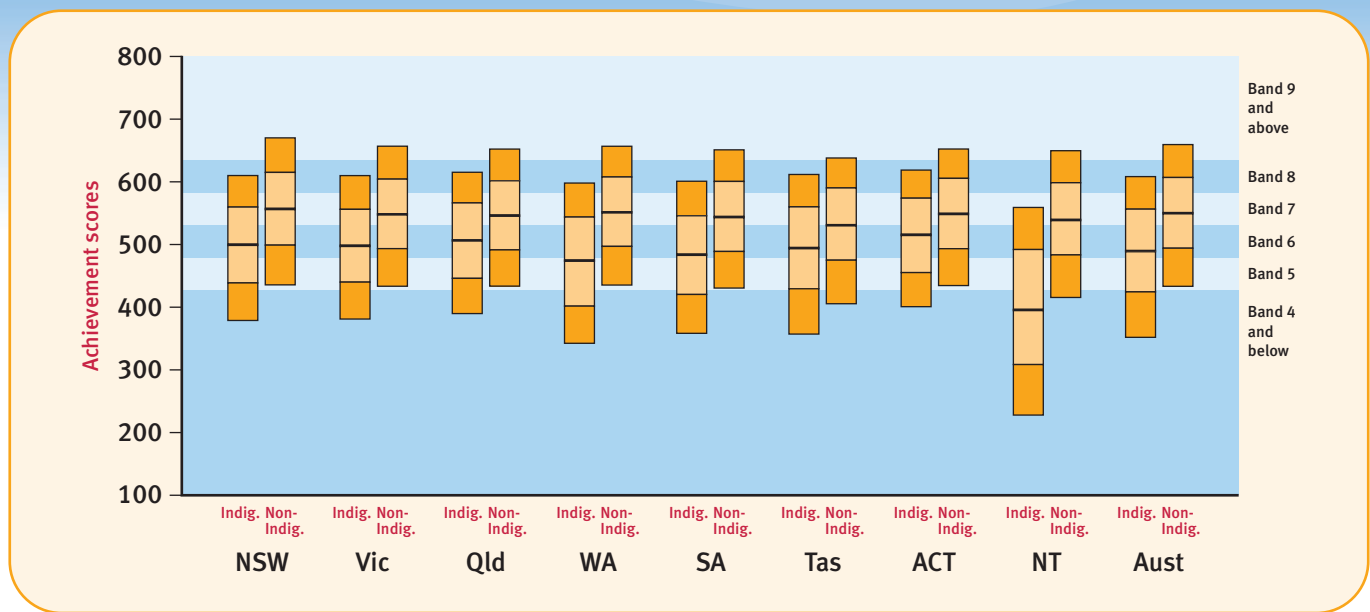
Table 7.S2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Male	2.0	6.1	11.4	22.1	27.2	20.3	10.9	91.9
	Female	1.0	3.1	8.1	20.0	29.8	24.5	13.5	95.9
Vic	Male	2.4	5.5	12.1	24.8	28.5	18.5	8.3	92.1
	Female	1.3	3.0	8.7	22.4	31.6	22.3	10.7	95.7
Qld	Male	1.7	6.4	13.9	25.7	28.1	17.5	6.8	91.9
	Female	0.8	3.2	9.3	22.9	32.0	22.2	9.5	95.9
WA	Male	1.5	7.3	11.6	23.9	27.5	19.8	8.5	91.2
	Female	0.8	4.1	8.5	21.9	30.7	23.6	10.4	95.0
SA	Male	3.3	6.6	13.1	26.0	26.8	17.5	6.7	90.0
	Female	1.9	3.7	9.9	24.3	30.1	20.7	9.3	94.3
Tas	Male	2.0	11.7	16.1	26.5	24.9	14.5	4.2	86.3
	Female	0.9	5.5	11.1	25.6	30.5	19.6	6.7	93.6
ACT	Male	2.3	5.4	12.4	22.7	28.5	20.6	8.2	92.3
	Female	1.3	2.6	8.4	23.1	31.4	23.2	9.8	96.0
NT	Male	3.1	33.2	13.4	19.7	17.1	9.2	4.2	63.7
	Female	1.5	26.0	12.3	19.6	22.1	13.4	5.1	72.5
Aust	Male	2.1	6.6	12.4	24.1	27.6	18.7	8.5	91.4
	Female	1.1	3.5	8.8	21.9	30.8	22.8	11.0	95.4

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Spelling

Figure 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	499.5 (70.1)	497.8 (68.4)	506.5 (69.3)	474.2 (79.0)	483.6 (72.7)	494.2 (76.5)	515.3 (67.2)	395.5 (103.1)	489.4 (79.7)
Non-Indigenous Mean scale score / (S.D.)	556.6 (70.7)	548.1 (67.3)	546.0 (66.4)	551.3 (67.3)	543.7 (67.2)	530.7 (70.4)	548.7 (66.4)	539.0 (71.0)	549.9 (68.5)

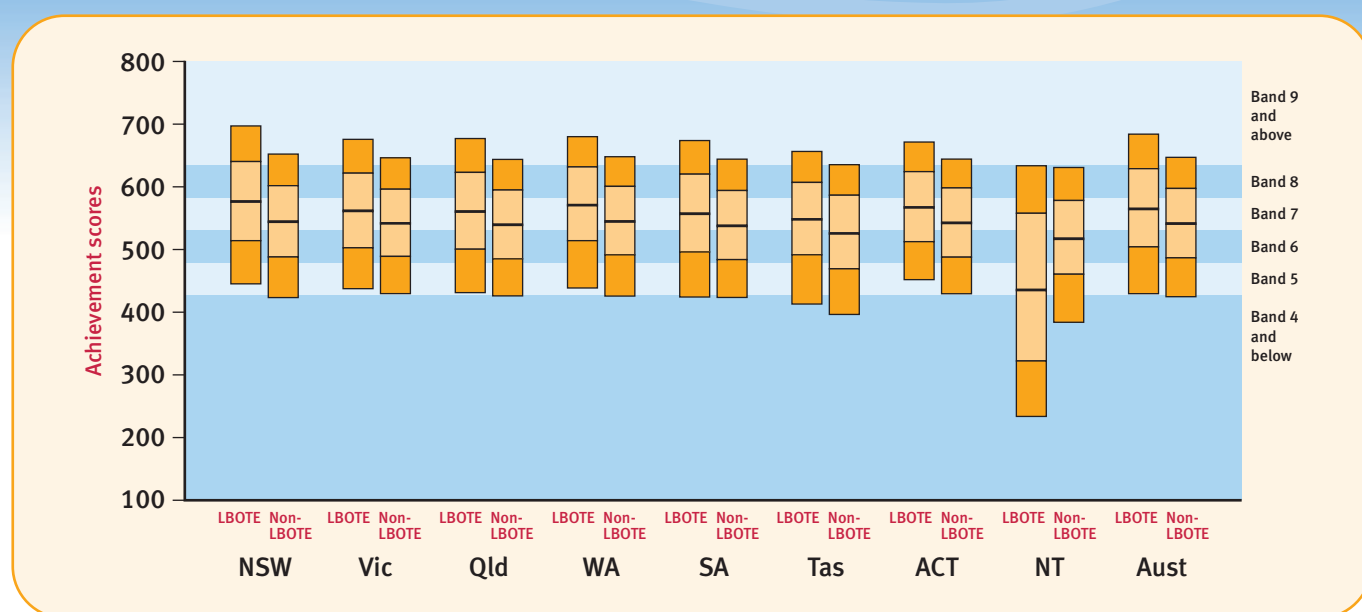
Table 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Indigenous	3.2	15.5	19.9	27.7	22.2	9.4	2.1	81.3
	Non-Indigenous	1.4	3.9	9.1	20.7	28.9	23.2	12.8	94.7
Vic	Indigenous	5.4	14.2	21.8	28.4	20.0	8.2	2.0	80.4
	Non-Indigenous	1.8	4.0	10.2	23.5	30.2	20.6	9.6	94.2
Qld	Indigenous	1.9	13.0	19.7	27.6	24.4	10.8	2.5	85.0
	Non-Indigenous	1.3	4.0	10.9	24.0	30.6	20.7	8.6	94.7
WA	Indigenous	1.4	27.7	21.3	24.1	17.6	6.5	1.3	70.9
	Non-Indigenous	1.1	4.0	9.2	22.8	30.0	22.9	10.1	94.9
SA	Indigenous	5.5	20.8	21.6	27.1	16.9	6.8	1.3	73.7
	Non-Indigenous	2.4	4.3	10.9	25.1	29.1	19.8	8.3	93.2
Tas	Indigenous	1.1	18.9	20.0	26.6	21.0	10.1	2.3	79.9
	Non-Indigenous	1.5	7.7	13.1	25.9	28.4	17.8	5.7	90.8
ACT	Indigenous	6.5	9.0	17.9	25.3	26.5	12.1	2.7	84.5
	Non-Indigenous	1.8	3.9	10.3	22.7	30.1	22.1	9.2	94.3
NT	Indigenous	3.3	59.3	14.5	12.8	7.9	1.9	0.3	37.4
	Non-Indigenous	1.6	6.4	11.4	25.0	28.7	18.8	8.2	91.9
Aust	Indigenous	2.9	19.9	19.8	26.0	20.7	8.7	1.9	77.2
	Non-Indigenous	1.5	4.1	10.0	22.8	29.8	21.5	10.2	94.4

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Spelling

Figure 7.S4: Achievement of Year 7 Students in Spelling, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	576.4 (76.0)	561.5 (71.5)	560.4 (73.8)	570.7 (73.7)	556.9 (75.4)	548.1 (72.8)	567.1 (66.9)	435.3 (127.6)	564.6 (78.0)
Non-LBOTE Mean scale score / (S.D.)	544.2 (69.0)	541.7 (65.4)	539.3 (66.2)	544.6 (67.2)	537.6 (66.8)	525.6 (71.8)	542.3 (65.5)	517.0 (76.5)	541.2 (67.3)

Table 7.S4: Achievement of Year 7 Students in Spelling, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	2.1	3.1	6.9	15.5	24.8	25.5	22.1	94.8
	Non-LBOTE	1.4	5.3	11.0	23.2	29.7	20.9	8.6	93.3
Vic	LBOTE	2.4	3.6	8.5	19.0	27.8	23.7	15.0	94.0
	Non-LBOTE	1.6	4.5	11.1	25.4	30.9	19.1	7.3	93.9
Qld	LBOTE	1.5	4.4	8.9	18.7	27.6	23.4	15.6	94.2
	Non-LBOTE	1.3	4.9	12.2	25.3	30.4	19.1	6.8	93.8
WA	LBOTE	0.2	3.9	6.4	15.7	27.0	27.8	19.0	95.9
	Non-LBOTE	0.1	5.0	10.2	24.3	30.8	21.7	8.0	94.9
SA	LBOTE	3.7	5.1	8.8	18.9	25.8	23.7	14.1	91.2
	Non-LBOTE	2.4	5.2	12.0	26.5	29.0	18.2	6.8	92.5
Tas	LBOTE	3.9	6.1	9.5	19.0	28.7	23.5	9.4	90.1
	Non-LBOTE	1.4	9.0	14.1	26.5	27.4	16.5	5.2	89.6
ACT	LBOTE	2.3	2.4	6.9	17.9	28.7	26.1	15.7	95.3
	Non-LBOTE	1.7	4.5	11.5	24.3	30.2	20.7	7.0	93.8
NT	LBOTE	2.6	48.3	10.4	11.7	12.8	9.3	4.8	49.1
	Non-LBOTE	2.3	10.9	14.9	27.6	26.3	13.4	4.6	86.8
Aust	LBOTE	2.0	4.6	7.8	17.3	26.2	24.4	17.6	93.4
	Non-LBOTE	1.4	5.1	11.4	24.7	30.1	19.7	7.5	93.5

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Spelling

Table 7.S5: Achievement of Year 7 Students in Spelling, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	562.2	1.5	3.4	8.1	19.2	28.7	24.5	14.6	95.1
	Inner Regional	528.9	1.6	7.7	14.0	26.4	28.4	16.7	5.3	90.7
	Outer Regional	515.4	1.4	10.5	17.6	28.1	25.5	13.5	3.4	88.1
	Remote	495.8	1.9	15.6	21.3	30.6	19.8	8.4	2.5	82.5
	Very Remote	495.0	1.6	16.1	23.9	26.8	21.3	7.7	2.6	82.3
Vic	Major Cities	553.7	1.8	3.3	8.9	22.3	30.6	22.0	11.0	94.8
	Inner Regional	526.8	1.9	7.0	15.0	27.9	28.3	15.1	4.8	91.1
	Outer Regional	526.6	1.9	7.7	14.9	27.0	28.1	15.5	4.9	90.3
	Remote	546.2	2.6	2.1	6.7	27.2	37.4	19.0	5.1	95.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	549.8	1.3	3.7	10.0	23.0	30.6	21.7	9.7	95.0
	Inner Regional	530.6	1.4	6.3	14.5	27.0	29.1	16.6	5.2	92.4
	Outer Regional	531.0	1.2	6.7	14.2	26.3	29.4	16.6	5.5	92.1
	Remote	512.4	1.0	12.9	18.0	25.6	25.5	12.9	4.1	86.1
	Very Remote	482.2	1.2	25.2	22.1	24.2	18.5	6.3	2.7	73.6
WA	Major Cities	553.1	1.2	4.1	8.7	21.8	29.9	23.4	10.8	94.6
	Inner Regional	529.3	0.8	7.5	13.1	27.4	28.9	17.5	4.8	91.7
	Outer Regional	522.8	1.3	10.0	15.3	26.8	25.9	15.3	5.5	88.7
	Remote	509.5	0.4	13.6	16.1	28.5	25.4	13.5	2.5	86.0
	Very Remote	462.5	0.8	33.6	20.7	21.2	16.4	6.5	0.9	65.6
SA	Major Cities	546.5	2.6	4.3	10.3	23.9	29.0	20.7	9.2	93.2
	Inner Regional	530.6	2.2	5.9	13.7	28.5	28.6	16.0	5.1	91.9
	Outer Regional	520.6	3.5	8.1	15.9	29.5	25.8	13.1	4.2	88.5
	Remote	530.3	3.2	6.4	14.0	27.6	25.9	17.7	5.2	90.4
	Very Remote	455.5	2.9	36.5	19.9	19.2	15.3	4.8	1.4	60.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	532.0	1.7	8.1	12.6	24.9	28.0	18.5	6.3	90.2
	Outer Regional	516.9	0.9	10.0	16.5	29.0	26.8	13.2	3.6	89.1
	Remote	504.3	2.6	15.4	11.3	36.4	22.1	11.3	1.0	82.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	547.7	1.8	4.1	10.5	22.9	29.9	21.9	9.0	94.1
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	527.4	3.1	10.5	13.1	23.7	26.5	15.9	7.2	86.4
	Remote	472.8	1.7	28.6	15.5	24.3	18.8	9.0	2.2	69.7
	Very Remote	357.4	0.8	77.2	10.3	6.1	3.6	1.7	0.3	22.0
Aust	Major Cities	554.9	1.6	3.6	9.0	21.5	29.8	22.8	11.7	94.8
	Inner Regional	529.1	1.6	7.1	14.2	27.0	28.5	16.4	5.2	91.3
	Outer Regional	524.9	1.6	8.4	15.2	27.0	27.5	15.2	5.0	89.9
	Remote	506.1	1.4	15.0	16.3	27.3	24.0	12.9	3.2	83.6
	Very Remote	430.8	1.1	46.5	17.4	16.6	12.6	4.6	1.2	52.4

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Spelling

Table 7.S6: Achievement of Year 7 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	509.8	3.6	12.3	17.6	27.5	24.6	11.6	2.7	84.0
	Inner Regional	494.9	2.7	17.0	20.9	27.9	21.6	8.2	1.8	80.4
	Outer Regional	483.7	3.0	20.5	23.8	27.6	17.2	6.8	1.1	76.5
	Remote	480.0	3.4	21.8	23.3	28.4	17.9	4.0	1.1	74.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	506.2	5.7	11.7	20.2	28.2	21.5	9.9	2.8	82.6
	Inner Regional	490.8	4.4	15.4	23.3	30.6	18.6	6.5	1.1	80.2
	Outer Regional	489.6	6.8	19.0	22.7	23.2	19.2	7.3	1.7	74.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	514.4	2.1	9.7	19.1	27.6	25.9	12.8	2.8	88.2
	Inner Regional	510.0	2.3	11.4	18.5	28.9	25.7	10.4	2.7	86.4
	Outer Regional	504.8	1.6	13.5	20.5	27.7	23.9	10.4	2.3	84.9
	Remote	483.4	1.9	24.6	20.1	24.2	19.2	8.4	1.6	73.5
	Very Remote	465.7	1.0	31.7	24.5	22.9	15.4	3.3	1.2	67.3
WA	Major Cities	495.6	1.7	18.9	19.4	24.7	23.9	9.2	2.2	79.4
	Inner Regional	483.1	0.5	23.0	20.0	30.4	18.3	6.8	1.0	76.5
	Outer Regional	467.8	2.0	29.0	23.8	25.3	14.0	5.2	0.6	69.0
	Remote	463.6	0.3	30.9	23.0	27.4	13.9	4.2	0.3	68.8
	Very Remote	426.9	1.3	50.3	22.9	14.8	7.3	2.7	0.6	48.3
SA	Major Cities	495.3	5.2	15.5	20.9	29.6	18.5	8.6	1.8	79.3
	Inner Regional	489.8	3.7	17.4	24.2	24.8	20.2	9.5	0.2	78.9
	Outer Regional	479.3	7.5	19.7	23.6	29.5	15.6	3.3	0.8	72.8
	Remote	467.3	4.5	36.8	16.8	17.3	15.9	6.4	2.3	58.6
	Very Remote	416.6	5.1	55.9	19.7	12.2	5.1	1.5	0.5	39.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	495.4	1.1	18.8	19.3	26.8	20.7	10.8	2.5	80.1
	Outer Regional	494.5	1.2	18.1	21.3	26.4	21.5	9.5	2.0	80.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	515.3	6.5	9.0	17.9	25.3	26.5	12.1	2.7	84.5
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	472.5	8.3	25.8	20.4	23.3	17.4	4.1	0.8	65.9
	Remote	418.1	2.1	50.6	18.4	17.9	8.5	2.4	0.1	47.3
	Very Remote	343.4	0.9	83.0	9.4	4.3	2.0	0.4	0.0	16.1
Aust	Major Cities	507.7	3.3	12.7	18.8	27.3	24.1	11.2	2.6	84.0
	Inner Regional	498.1	2.6	15.6	20.4	28.4	22.2	8.8	1.9	81.8
	Outer Regional	490.6	3.2	18.8	21.9	26.8	20.0	7.8	1.6	78.0
	Remote	457.4	1.7	34.2	20.8	23.9	14.1	4.7	0.7	64.1
	Very Remote	395.4	1.3	61.7	16.8	11.7	6.4	1.6	0.4	37.0

[Refer to the introduction for explanatory notes.](#)

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Table 7.S7: Achievement of Year 7 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	564.3	1.4	3.0	7.7	18.8	29.0	25.0	15.1	95.6
	Inner Regional	533.1	1.4	6.4	13.1	26.3	29.3	17.7	5.7	92.1
	Outer Regional	523.0	1.1	8.0	16.1	28.3	27.6	15.0	4.0	90.9
	Remote	514.7	0.0	8.7	18.6	32.2	21.7	14.4	4.3	91.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	554.2	1.8	3.2	8.8	22.2	30.7	22.2	11.0	95.0
	Inner Regional	528.1	1.8	6.6	14.7	27.8	28.7	15.5	4.9	91.5
	Outer Regional	528.9	1.6	6.9	14.4	27.4	28.5	16.0	5.1	91.5
	Remote	546.4	2.7	2.2	7.0	25.9	38.9	17.8	5.4	95.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	551.7	1.3	3.3	9.5	22.8	30.9	22.2	10.0	95.5
	Inner Regional	533.3	1.3	5.6	13.9	26.8	29.5	17.4	5.5	93.1
	Outer Regional	537.1	1.1	5.0	12.8	26.0	30.8	18.0	6.2	93.9
	Remote	530.3	0.5	6.0	16.2	26.5	28.9	16.0	5.9	93.5
	Very Remote	510.0	1.6	13.9	18.8	25.9	23.4	11.2	5.1	84.5
WA	Major Cities	555.6	1.2	3.5	8.2	21.7	30.2	24.1	11.2	95.4
	Inner Regional	533.8	0.7	6.1	12.4	27.1	30.1	18.5	5.1	93.2
	Outer Regional	533.1	1.1	6.4	13.9	26.9	27.9	17.3	6.5	92.5
	Remote	531.3	0.5	5.4	12.7	29.3	30.7	17.9	3.5	94.1
	Very Remote	515.0	0.0	8.1	17.4	31.9	29.3	12.1	1.2	91.9
SA	Major Cities	548.5	2.4	3.8	9.9	23.8	29.5	21.2	9.4	93.7
	Inner Regional	532.7	2.1	5.3	13.1	28.7	29.1	16.4	5.4	92.6
	Outer Regional	525.3	3.0	6.7	15.0	29.5	26.9	14.3	4.7	90.3
	Remote	535.7	3.2	3.7	13.9	28.3	26.7	18.8	5.5	93.1
	Very Remote	507.4	1.4	10.8	17.6	28.4	29.7	9.5	2.7	87.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	534.5	1.8	7.4	12.1	24.5	28.5	19.3	6.4	90.9
	Outer Regional	520.4	0.8	8.6	15.7	29.6	27.8	13.9	3.6	90.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	548.7	1.8	3.9	10.3	22.7	30.1	22.1	9.2	94.3
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	543.1	1.7	6.0	10.8	23.7	29.0	19.6	9.2	92.3
	Remote	524.2	1.3	7.9	12.5	30.4	28.5	15.3	4.1	90.8
	Very Remote	518.6	0.0	10.2	19.3	27.2	22.3	17.0	3.9	89.8
Aust	Major Cities	556.6	1.5	3.3	8.6	21.3	30.0	23.2	12.0	95.2
	Inner Regional	531.9	1.5	6.3	13.6	26.9	29.1	17.1	5.5	92.2
	Outer Regional	531.4	1.4	6.4	14.0	27.1	29.0	16.6	5.6	92.3
	Remote	530.2	1.3	5.6	13.7	28.9	28.8	17.1	4.5	93.1
	Very Remote	513.4	0.8	10.6	18.0	28.3	27.2	12.0	3.0	88.6

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Spelling

Table 7.S8: Achievement of Year 7 Students in Spelling, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Bachelor	580.6	0.9	1.3	4.8	15.2	28.5	28.9	20.3	97.7
	Diploma	547.1	1.3	4.0	10.3	23.5	31.1	21.5	8.4	94.8
	Certificate	529.0	1.6	7.0	14.1	27.0	28.9	16.4	4.9	91.3
	Year 12	537.8	2.5	6.1	12.6	24.3	28.4	18.8	7.4	91.5
	Year 11	505.0	4.0	14.3	19.1	26.7	22.0	10.6	3.4	81.7
	Not stated (4%)	554.4	1.6	5.1	9.2	19.6	28.3	23.4	12.9	93.3
Vic	Bachelor	567.3	1.0	1.7	6.2	19.1	31.5	25.8	14.6	97.3
	Diploma	539.4	1.5	4.3	11.5	26.4	31.6	18.4	6.2	94.2
	Certificate	527.2	2.1	6.4	14.6	28.8	28.9	14.9	4.2	91.5
	Year 12	533.6	3.0	5.2	13.4	27.1	29.1	16.7	5.4	91.8
	Year 11	510.7	5.7	11.2	17.9	27.7	23.0	11.4	3.1	83.1
	Not stated (4%)	563.4	1.8	3.8	7.7	17.8	29.0	24.2	15.6	94.4
Qld	Bachelor	566.7	0.7	1.6	6.4	19.3	31.7	26.3	14.1	97.7
	Diploma	541.3	1.0	3.9	11.5	26.0	31.9	19.2	6.5	95.1
	Certificate	530.1	1.2	5.8	14.5	27.8	29.8	16.4	4.5	93.0
	Year 12	531.0	1.5	6.1	14.5	26.3	29.8	16.9	4.9	92.4
	Year 11	502.8	3.5	13.9	20.2	27.5	22.5	9.9	2.4	82.6
	Not stated (7%)	528.7	2.8	8.1	14.5	25.4	26.8	16.2	6.3	89.1
WA	Bachelor	572.8	0.7	1.4	5.2	17.6	30.0	28.9	16.2	97.8
	Diploma	542.6	0.9	4.4	10.2	25.4	32.0	20.7	6.5	94.7
	Certificate	529.9	1.0	6.7	13.0	28.3	29.7	16.9	4.4	92.3
	Year 12	534.8	1.5	7.7	12.2	24.1	29.0	19.4	6.2	90.9
	Year 11	498.6	2.0	16.8	19.0	27.6	22.1	10.2	2.3	81.1
	Not stated (7%)	523.0	3.2	13.6	13.6	20.7	24.1	16.6	8.2	83.2
SA	Bachelor	566.8	1.3	1.5	6.2	20.0	30.7	26.3	14.2	97.2
	Diploma	539.9	1.5	4.4	11.1	27.1	30.5	19.3	6.1	94.1
	Certificate	527.6	2.5	5.7	14.6	29.7	28.3	15.0	4.1	91.8
	Year 12	529.8	3.4	6.5	13.3	27.1	28.7	15.8	5.2	90.1
	Year 11	503.8	6.5	12.8	18.8	28.2	21.2	10.1	2.5	80.7
	Not stated (7%)	522.2	5.3	10.8	14.8	23.6	24.5	14.7	6.3	83.9

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Spelling

Table 7.S8 (cont.): Achievement of Year 7 Students in Spelling, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
Tas	Bachelor	558.0	1.2	2.8	7.0	21.5	32.1	24.9	10.6	96.0
	Diploma	535.5	0.5	6.6	11.4	26.4	30.2	18.8	5.9	92.9
	Certificate	516.2	1.5	9.8	16.6	28.6	27.1	13.8	2.7	88.7
	Year 12	516.9	1.9	10.9	17.2	27.7	22.5	16.1	3.7	87.2
	Year 11	488.9	2.6	19.0	21.1	28.0	19.9	7.5	1.9	78.4
	Not stated (5%)	526.1	1.4	9.3	13.7	27.2	27.1	15.2	6.2	89.3
ACT	Bachelor	562.0	1.4	2.1	7.1	20.3	31.0	26.3	11.8	96.5
	Diploma	533.9	1.4	4.2	14.1	27.8	30.1	17.8	4.6	94.4
	Certificate	516.5	2.1	9.4	17.6	28.1	26.7	12.5	3.6	88.5
	Year 12	523.4	1.8	8.2	16.4	26.8	27.1	14.5	5.2	90.0
	Year 11	497.1	11.5	11.0	22.2	26.1	22.7	6.1	0.5	77.5
	Not stated (3%)	546.1	1.6	5.5	10.1	21.5	31.5	21.5	8.5	93.0
NT	Bachelor	548.9	1.5	5.4	9.0	22.5	28.9	21.5	11.2	93.1
	Diploma	521.1	2.4	9.4	14.5	25.3	30.2	13.2	5.0	88.2
	Certificate	497.7	2.0	18.7	16.1	26.9	22.2	11.7	2.4	79.3
	Year 12	495.1	4.6	19.1	15.0	25.9	21.5	11.2	2.7	76.3
	Year 11	382.0	3.4	65.4	12.9	9.9	6.2	1.6	0.6	31.2
	Not stated (16%)	432.5	1.4	46.8	14.0	15.0	13.5	6.6	2.6	51.8
Aust	Bachelor	571.6	0.9	1.6	5.7	17.9	30.4	27.2	16.3	97.5
	Diploma	542.4	1.2	4.2	11.0	25.4	31.4	19.8	7.0	94.6
	Certificate	528.2	1.6	6.6	14.3	28.0	29.1	15.9	4.5	91.7
	Year 12	532.9	2.3	6.4	13.4	25.8	28.8	17.4	5.8	91.3
	Year 11	500.7	4.3	15.3	18.9	26.9	21.7	10.2	2.8	80.4
	Not stated (5%)	536.7	2.5	8.9	11.9	21.5	26.6	19.0	9.7	88.6

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Spelling

Table 7.S9: Achievement of Year 7 Students in Spelling, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Group 1	577.0	0.7	1.5	5.1	16.2	29.1	28.6	18.7	97.8
	Group 2	561.1	1.0	2.7	8.2	20.4	30.1	24.3	13.4	96.3
	Group 3	541.7	1.4	5.1	11.6	25.0	29.9	19.2	8.0	93.6
	Group 4	529.4	2.3	8.3	14.9	25.0	26.3	16.2	7.0	89.4
	Not in paid work	509.8	5.0	13.7	18.1	25.0	21.6	12.0	4.6	81.3
	Not stated (5%)	553.2	1.5	5.1	9.3	20.2	28.6	23.2	12.2	93.4
Vic	Group 1	566.8	0.7	1.7	6.3	19.4	31.9	25.7	14.3	97.6
	Group 2	552.0	0.9	3.0	9.0	23.5	32.1	21.6	9.8	96.1
	Group 3	539.0	1.5	4.6	12.1	26.4	30.6	18.2	6.7	94.0
	Group 4	530.4	2.7	6.6	14.1	27.3	27.5	16.2	5.7	90.8
	Not in paid work	512.6	6.8	10.7	17.3	27.1	23.1	11.4	3.6	82.5
	Not stated (4%)	562.4	1.9	3.8	8.3	18.3	27.9	24.1	15.7	94.3
Qld	Group 1	564.6	0.6	1.8	6.8	19.8	31.9	25.8	13.3	97.6
	Group 2	550.0	0.7	2.9	9.6	24.3	32.0	21.8	8.7	96.4
	Group 3	535.1	1.0	5.0	13.4	26.8	30.7	17.6	5.6	94.0
	Group 4	526.7	1.7	7.4	15.5	26.7	28.2	15.3	5.2	90.9
	Not in paid work	509.1	3.6	12.5	19.0	26.8	23.2	11.2	3.6	83.9
	Not stated (13%)	527.0	2.7	8.1	15.1	25.8	26.5	16.0	5.8	89.1
WA	Group 1	568.9	0.6	1.7	5.7	19.0	30.4	27.9	14.8	97.8
	Group 2	551.3	0.9	3.6	8.9	23.2	31.2	22.9	9.4	95.6
	Group 3	538.9	1.0	5.0	11.6	26.2	30.6	19.6	6.1	94.1
	Group 4	527.8	1.3	9.3	13.4	26.0	27.2	16.9	6.0	89.4
	Not in paid work	504.3	2.3	16.4	17.4	25.8	22.6	11.6	3.9	81.3
	Not stated (11%)	521.2	2.9	13.3	14.4	22.3	24.0	15.9	7.3	83.8
SA	Group 1	563.8	1.1	1.6	6.8	21.2	30.8	24.7	13.8	97.2
	Group 2	548.2	1.7	3.2	9.2	25.2	31.2	21.3	8.2	95.1
	Group 3	537.5	2.0	4.3	12.4	27.6	30.3	17.5	6.0	93.7
	Group 4	525.8	2.8	8.0	14.5	27.3	26.4	16.6	4.4	89.2
	Not in paid work	510.6	6.5	11.5	17.7	27.3	21.5	11.4	4.0	82.0
	Not stated (15%)	519.3	5.4	10.0	16.3	25.9	23.2	13.9	5.3	84.6

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Spelling

Table 7.S9 (cont.): Achievement of Year 7 Students in Spelling, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
Tas	Group 1	554.8	1.0	3.2	7.2	22.9	31.5	24.5	9.7	95.8
	Group 2	538.2	0.6	5.4	11.9	25.5	31.3	19.4	5.9	94.0
	Group 3	524.8	1.1	7.6	15.0	28.5	28.3	15.4	4.1	91.3
	Group 4	503.7	1.7	15.0	18.7	27.4	22.9	11.9	2.3	83.3
	Not in paid work	481.3	5.3	21.6	21.7	24.9	18.0	7.0	1.6	73.1
	Not stated (8%)	522.2	1.5	9.8	15.2	28.8	24.9	13.3	6.5	88.8
ACT	Group 1	558.8	1.3	2.5	8.0	21.4	30.3	24.8	11.8	96.2
	Group 2	545.1	1.8	4.2	11.4	22.9	30.0	22.5	7.3	94.1
	Group 3	531.0	1.9	5.9	13.4	26.9	30.9	16.5	4.6	92.2
	Group 4	517.4	2.9	9.8	18.5	27.1	22.1	15.2	4.4	87.3
	Not in paid work	510.4	9.4	11.3	17.7	22.8	25.2	11.9	1.7	79.3
	Not stated (7%)	539.4	1.7	5.2	12.5	24.2	30.8	17.6	8.0	93.1
NT	Group 1	545.7	1.6	4.4	11.2	25.3	27.3	19.6	10.7	94.0
	Group 2	534.8	2.0	7.3	11.1	24.0	31.5	17.4	6.6	90.7
	Group 3	512.0	2.0	13.5	14.1	26.3	26.0	14.6	3.6	84.5
	Group 4	477.3	2.8	28.3	15.4	19.7	18.1	11.3	4.4	68.9
	Not in paid work	397.1	4.6	58.7	12.6	11.4	8.9	2.4	1.4	36.7
	Not stated (24%)	421.7	1.4	52.4	12.9	14.0	11.5	5.6	2.3	46.2
Aust	Group 1	569.0	0.7	1.7	6.1	18.7	30.7	26.8	15.3	97.5
	Group 2	553.6	1.0	3.0	9.0	22.8	31.3	22.5	10.4	96.0
	Group 3	538.2	1.3	5.0	12.3	26.1	30.3	18.3	6.6	93.7
	Group 4	527.4	2.2	8.1	14.7	26.2	26.9	15.9	5.8	89.6
	Not in paid work	507.1	5.3	13.8	17.9	25.8	22.1	11.3	3.9	81.0
	Not stated (8%)	531.3	2.7	9.4	13.1	23.0	25.9	17.7	8.2	88.0

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

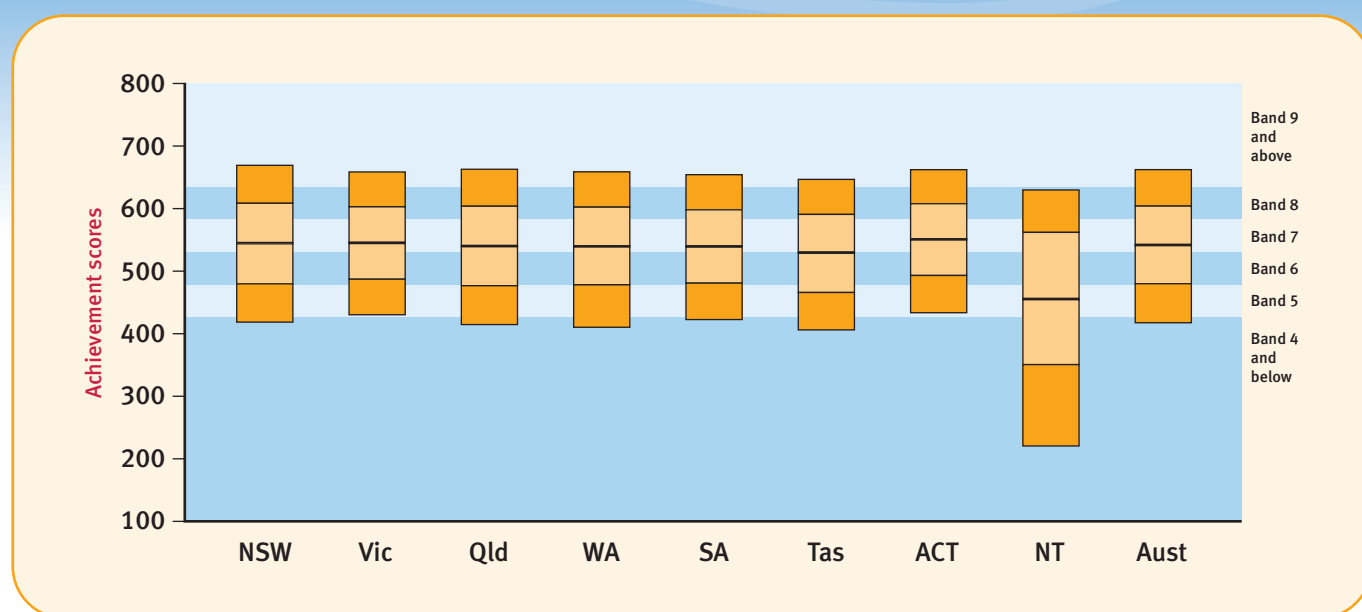
Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Grammar and Punctuation

Figure 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	544.7 (75.7)	545.1 (68.9)	540.0 (75.7)	539.6 (75.0)	539.4 (70.5)	529.5 (73.0)	550.8 (68.8)	455.3 (125.7)	541.7 (74.8)

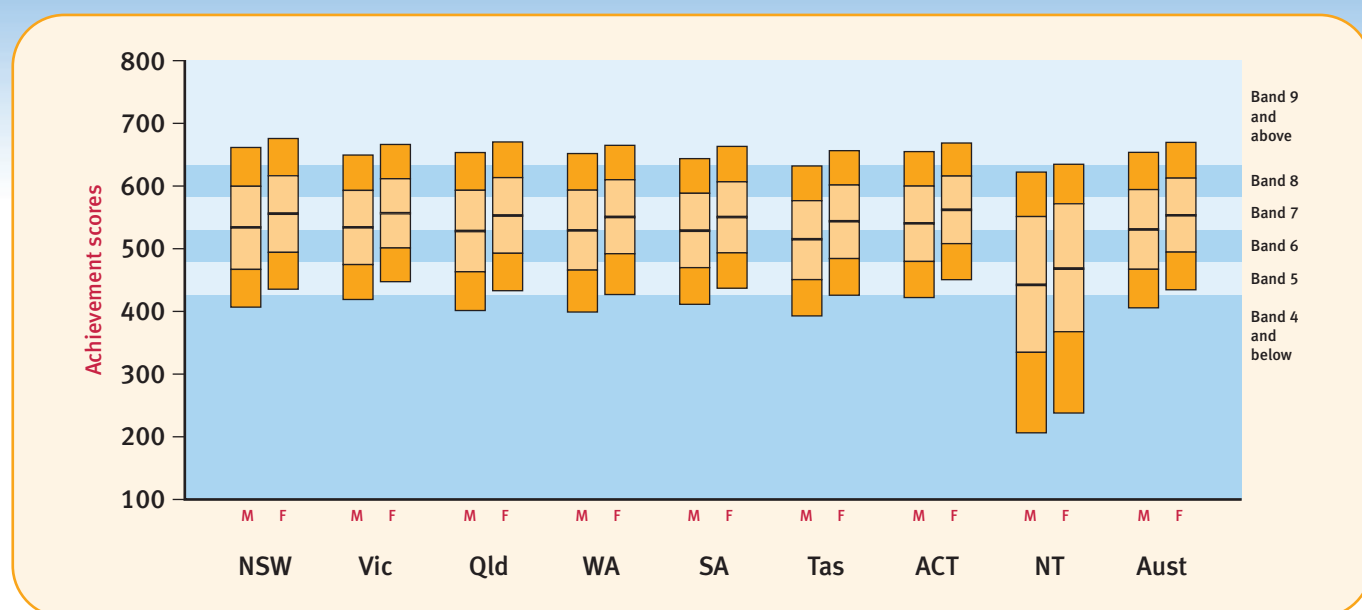
Table 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	12yrs 7mths 7yrs 4mths	96.1	2.9	0.9	1.5	6.1	13.0	22.3	26.3	19.2	11.7	92.4
Vic	12yrs 9mths 7yrs 4mths	94.6	3.9	1.5	1.9	4.3	11.9	24.0	28.8	19.4	9.6	93.8
Qld	12yrs 5mths 7yrs 4mths	90.6	3.8	5.6	1.3	6.7	13.5	23.3	26.3	18.5	10.4	92.0
WA	12yrs 5mths 7yrs 4mths	95.2	4.2	0.6	1.2	7.2	12.6	23.1	27.4	18.9	9.7	91.7
SA	12yrs 7mths 7yrs 4mths	94.0	3.1	2.9	2.6	5.3	13.1	24.6	27.9	18.0	8.5	92.1
Tas	12yrs 10mths 7yrs 4mths	95.1	3.8	1.1	1.5	8.4	15.6	24.2	26.9	16.5	6.9	90.1
ACT	12yrs 7mths 7yrs 4mths	93.5	2.9	3.6	1.8	3.9	10.9	21.6	29.5	21.6	10.7	94.3
NT	12yrs 6mths 7yrs 4mths	83.8	14.4	1.8	2.3	35.5	14.0	17.9	16.2	9.6	4.4	62.1
Aust	12yrs 7mths 7yrs 4mths	94.1	3.6	2.3	1.6	6.2	12.8	23.2	27.1	18.9	10.3	92.2

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Grammar and Punctuation

Figure 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	534.0 (77.2)	534.1 (69.7)	528.1 (76.9)	529.2 (76.3)	528.6 (70.7)	515.1 (72.8)	540.5 (70.3)	442.2 (128.2)	530.6 (75.9)
Female Mean scale score / (S.D.)	555.8 (72.5)	556.6 (66.2)	552.8 (72.1)	550.5 (72.0)	550.4 (68.6)	543.8 (69.9)	561.9 (65.4)	468.1 (121.8)	553.3 (71.7)

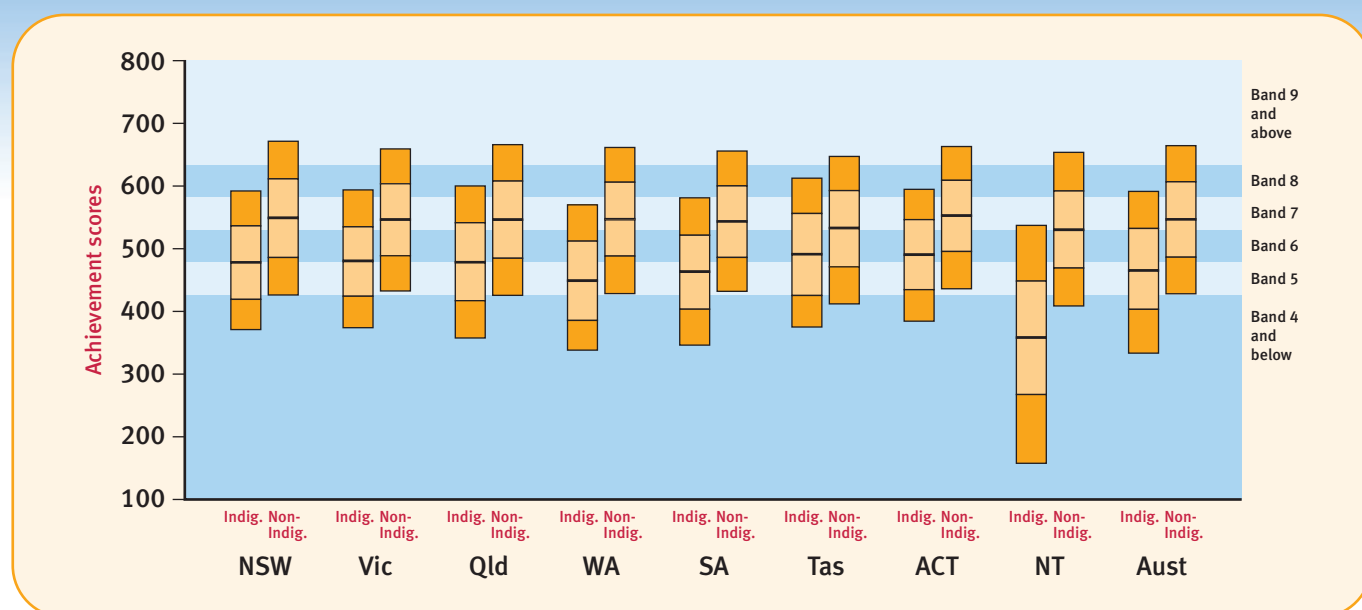
Table 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Male	2.0	8.3	15.3	23.2	24.7	16.8	9.7	89.7
	Female	1.0	3.7	10.6	21.2	27.9	21.8	13.8	95.3
Vic	Male	2.4	6.0	14.7	25.8	27.0	16.6	7.5	91.6
	Female	1.3	2.5	9.1	22.2	30.6	22.4	11.9	96.2
Qld	Male	1.7	9.2	16.1	24.5	24.5	15.9	8.1	89.1
	Female	0.8	4.0	10.7	22.1	28.2	21.3	12.8	95.1
WA	Male	1.5	9.4	14.6	24.7	25.7	16.3	7.9	89.2
	Female	0.8	4.8	10.5	21.5	29.2	21.7	11.5	94.3
SA	Male	3.3	7.2	15.5	26.3	26.0	15.3	6.4	89.5
	Female	1.9	3.4	10.7	22.8	29.8	20.7	10.7	94.7
Tas	Male	2.0	11.6	18.6	25.4	24.7	13.0	4.6	86.3
	Female	0.9	5.0	12.5	23.0	29.3	20.2	9.1	94.1
ACT	Male	2.3	5.4	13.5	23.3	28.2	18.6	8.8	92.3
	Female	1.3	2.2	8.0	19.9	30.9	24.9	12.7	96.5
NT	Male	3.1	39.1	14.3	17.6	14.5	7.6	3.7	57.8
	Female	1.5	32.0	13.7	18.2	17.9	11.6	5.0	66.4
Aust	Male	2.1	8.3	15.3	24.5	25.4	16.2	8.2	89.6
	Female	1.1	3.9	10.3	21.8	28.9	21.7	12.4	95.0

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Grammar and Punctuation

Figure 7.G3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	478.2 (68.0)	480.4 (66.6)	478.4 (74.4)	448.9 (73.4)	463.3 (71.3)	491.2 (73.1)	490.4 (63.0)	358.2 (111.7)	465.2 (81.8)
Non-Indigenous Mean scale score / (S.D.)	549.1 (73.9)	546.4 (68.3)	546.3 (72.9)	547.0 (70.2)	543.5 (68.1)	532.9 (71.4)	552.7 (68.1)	530.1 (74.5)	546.8 (71.4)

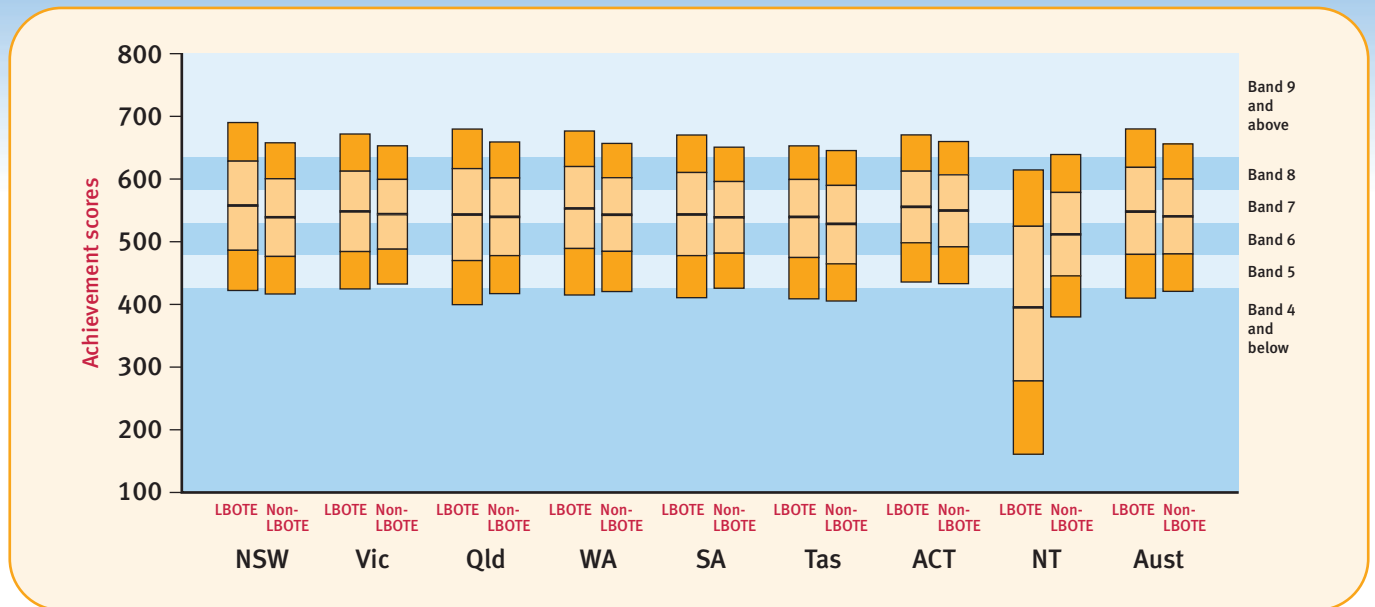
Table 7.G3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Indigenous	3.2	22.4	26.9	25.5	15.4	5.5	1.2	74.4
	Non-Indigenous	1.4	4.9	12.1	22.1	27.0	20.1	12.4	93.7
Vic	Indigenous	5.4	19.7	26.7	27.4	14.1	5.6	1.1	75.0
	Non-Indigenous	1.8	4.0	11.7	24.0	29.1	19.7	9.8	94.2
Qld	Indigenous	1.9	23.6	25.4	25.0	16.1	6.4	1.7	74.5
	Non-Indigenous	1.3	5.0	12.3	23.2	27.3	19.7	11.3	93.8
WA	Indigenous	1.4	38.9	25.5	20.5	10.2	3.1	0.4	59.7
	Non-Indigenous	1.1	4.6	11.5	23.3	28.8	20.3	10.4	94.3
SA	Indigenous	5.5	27.9	27.5	22.7	11.6	4.0	0.7	66.6
	Non-Indigenous	2.4	4.1	12.3	24.7	28.8	18.7	8.9	93.5
Tas	Indigenous	1.1	20.1	24.0	23.7	20.0	8.9	2.3	78.8
	Non-Indigenous	1.5	7.2	14.8	24.2	27.8	17.3	7.1	91.2
ACT	Indigenous	6.5	14.8	25.3	27.8	18.7	5.9	1.0	78.7
	Non-Indigenous	1.8	3.5	10.5	21.3	29.8	22.2	11.0	94.7
NT	Indigenous	3.3	70.6	12.7	7.8	3.9	1.5	0.2	26.1
	Non-Indigenous	1.6	8.2	15.0	25.6	25.9	16.0	7.7	90.2
Aust	Indigenous	2.9	28.5	25.1	23.3	13.9	5.2	1.2	68.7
	Non-Indigenous	1.5	4.6	12.0	23.2	28.0	19.8	10.9	93.9

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Grammar and Punctuation

Figure 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	557.6 (81.4)	548.3 (74.4)	543.2 (85.5)	553.0 (79.4)	543.3 (79.3)	539.4 (74.0)	555.5 (69.8)	395.2 (137.5)	547.9 (84.1)
Non-LBOTE Mean scale score / (S.D.)	539.0 (73.0)	543.9 (66.7)	539.5 (73.8)	542.9 (71.0)	538.9 (68.4)	528.3 (72.9)	549.6 (68.4)	511.7 (82.0)	540.4 (71.3)

Table 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	2.1	5.4	11.7	19.2	23.5	20.3	17.9	92.5
	Non-LBOTE	1.4	6.4	13.8	23.6	27.0	18.5	9.2	92.2
Vic	LBOTE	2.4	5.1	12.2	22.3	25.8	19.6	12.6	92.5
	Non-LBOTE	1.6	4.0	11.8	24.7	30.0	19.4	8.5	94.3
Qld	LBOTE	1.5	9.0	13.3	19.9	23.2	18.9	14.3	89.6
	Non-LBOTE	1.3	6.3	13.5	23.9	26.9	18.4	9.7	92.4
WA	LBOTE	0.2	6.2	10.3	20.0	26.3	22.1	14.8	93.6
	Non-LBOTE	0.1	5.8	11.9	23.9	29.3	19.6	9.5	94.2
SA	LBOTE	3.7	6.9	12.5	21.4	24.5	19.3	11.7	89.4
	Non-LBOTE	2.4	4.9	13.2	25.3	28.6	17.7	7.9	92.7
Tas	LBOTE	3.9	6.9	13.1	20.3	27.5	20.7	7.7	89.2
	Non-LBOTE	1.4	8.6	15.9	24.3	26.8	16.3	6.7	90.0
ACT	LBOTE	2.3	3.4	10.5	19.7	29.8	21.6	12.7	94.3
	Non-LBOTE	1.7	3.9	11.0	22.2	29.4	21.6	10.1	94.4
NT	LBOTE	2.6	58.0	10.0	11.0	9.0	6.3	3.1	39.4
	Non-LBOTE	2.3	13.7	17.4	25.0	23.2	12.8	5.6	84.0
Aust	LBOTE	2.0	7.1	12.0	20.3	24.3	19.7	14.6	90.9
	Non-LBOTE	1.4	5.7	13.1	24.1	28.0	18.7	9.0	92.9

[Refer to the introduction for explanatory notes and how to read the graph.](#)

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Table 7.G5: Achievement of Year 7 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	553.7	1.5	4.6	11.2	20.9	26.7	21.1	14.0	93.8
	Inner Regional	522.3	1.6	9.1	17.3	26.2	25.7	14.7	5.3	89.3
	Outer Regional	503.8	1.4	13.7	22.0	27.4	22.4	10.0	3.1	84.8
	Remote	469.3	1.9	28.0	26.3	24.5	13.0	4.9	1.3	70.1
	Very Remote	459.9	1.6	37.7	21.9	17.1	13.5	6.5	1.6	60.6
Vic	Major Cities	550.7	1.8	3.6	10.7	22.9	29.2	20.8	11.0	94.6
	Inner Regional	528.6	1.9	6.3	15.6	27.6	27.6	15.5	5.4	91.8
	Outer Regional	522.3	1.9	7.8	16.7	28.0	27.3	13.9	4.3	90.2
	Remote	558.5	2.6	1.5	6.7	27.2	28.2	22.6	11.3	95.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	549.0	1.3	5.0	11.8	22.2	26.9	20.3	12.5	93.7
	Inner Regional	528.4	1.4	7.6	16.0	26.2	26.1	16.0	6.7	91.0
	Outer Regional	524.0	1.2	10.1	16.8	24.6	25.1	15.5	6.8	88.7
	Remote	491.3	1.0	20.4	19.9	25.7	19.8	10.1	3.0	78.6
	Very Remote	444.8	1.2	42.6	21.9	17.1	11.3	3.9	2.0	56.2
WA	Major Cities	547.4	1.2	5.2	11.3	22.6	28.3	20.4	11.1	93.6
	Inner Regional	526.7	0.8	8.2	15.2	26.7	28.0	16.0	5.2	91.0
	Outer Regional	518.0	1.3	12.1	17.6	24.8	24.5	13.9	5.8	86.6
	Remote	496.4	0.4	19.4	19.6	25.6	21.3	11.0	2.7	80.2
	Very Remote	446.6	0.8	42.3	20.4	17.0	13.6	4.8	1.0	56.9
SA	Major Cities	545.0	2.6	4.4	12.2	23.7	28.2	19.2	9.8	93.1
	Inner Regional	534.1	2.2	5.2	13.8	26.8	29.0	17.0	6.0	92.6
	Outer Regional	518.6	3.5	8.4	18.1	27.6	26.3	12.1	4.1	88.1
	Remote	525.0	3.2	7.1	14.9	28.6	25.9	16.0	4.2	89.7
	Very Remote	435.4	2.9	47.3	14.9	17.4	12.0	4.8	0.6	49.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	534.9	1.7	7.7	14.0	23.3	27.1	18.2	8.0	90.7
	Outer Regional	516.3	0.9	10.0	19.6	26.4	26.5	12.5	4.1	89.1
	Remote	492.7	2.6	19.5	20.5	28.2	22.6	5.1	1.5	77.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	550.8	1.8	3.9	10.9	21.6	29.5	21.6	10.7	94.3
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	513.1	3.1	14.8	16.7	23.4	21.6	13.7	6.6	82.0
	Remote	462.7	1.7	35.5	16.2	19.3	17.2	7.6	2.5	62.8
	Very Remote	311.4	0.8	86.4	5.6	3.5	2.3	1.2	0.3	12.9
Aust	Major Cities	550.5	1.6	4.5	11.3	22.1	27.8	20.6	12.2	93.9
	Inner Regional	527.1	1.6	7.7	16.1	26.4	26.7	15.6	5.9	90.7
	Outer Regional	517.9	1.6	10.9	18.1	25.8	24.8	13.6	5.3	87.5
	Remote	492.5	1.4	20.9	18.7	25.0	20.4	10.6	2.9	77.7
	Very Remote	398.6	1.1	57.8	15.1	12.5	9.1	3.4	1.0	41.1

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Grammar and Punctuation

Table 7.G6: Achievement of Year 7 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	489.6	3.6	17.6	24.9	26.9	18.2	7.2	1.6	78.8
	Inner Regional	474.6	2.7	23.7	27.7	25.9	14.4	4.7	0.9	73.6
	Outer Regional	459.3	3.0	30.0	31.1	21.8	10.7	2.9	0.4	67.0
	Remote	444.3	3.4	40.8	27.6	17.5	8.0	2.1	0.6	55.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	488.6	5.7	16.3	26.1	27.6	16.3	6.6	1.4	78.0
	Inner Regional	473.9	4.4	21.4	28.8	27.7	12.4	4.6	0.8	74.2
	Outer Regional	471.4	6.8	25.9	23.5	26.3	11.7	5.0	0.9	67.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	494.1	2.1	17.3	24.1	26.2	18.9	8.7	2.6	80.6
	Inner Regional	487.7	2.3	17.7	25.1	28.5	18.7	6.3	1.6	80.1
	Outer Regional	469.3	1.6	27.2	28.3	23.5	13.3	5.0	1.1	71.2
	Remote	441.9	1.9	41.7	21.6	20.1	11.1	3.0	0.7	56.4
	Very Remote	409.7	1.0	59.1	22.1	11.9	4.3	1.6	0.1	39.9
WA	Major Cities	469.0	1.7	28.0	25.9	24.9	14.0	4.7	0.7	70.3
	Inner Regional	461.2	0.5	31.3	30.2	22.7	11.7	2.8	0.7	68.2
	Outer Regional	444.7	2.0	41.4	27.3	18.6	9.1	1.6	0.0	56.6
	Remote	437.4	0.3	44.6	27.1	19.3	6.6	1.9	0.2	55.1
	Very Remote	402.3	1.3	65.3	18.2	10.1	3.5	1.2	0.3	33.3
SA	Major Cities	476.6	5.2	20.9	29.1	25.3	13.3	5.3	0.9	74.0
	Inner Regional	474.8	3.7	23.5	25.3	25.3	16.9	5.1	0.2	72.8
	Outer Regional	459.8	7.5	28.5	31.7	20.8	8.9	1.9	0.6	64.0
	Remote	437.6	4.5	44.1	18.2	20.9	9.5	1.8	0.9	51.4
	Very Remote	381.0	5.1	71.1	13.2	7.8	1.8	1.0	0.0	23.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	492.8	1.1	18.8	25.6	23.1	18.9	9.8	2.7	80.1
	Outer Regional	490.7	1.2	20.6	22.2	24.8	21.5	8.0	1.8	78.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	490.4	6.5	14.8	25.3	27.8	18.7	5.9	1.0	78.7
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	444.1	8.3	38.9	22.9	16.9	8.2	4.3	0.5	52.8
	Remote	397.3	2.1	64.2	18.0	8.9	5.7	1.0	0.1	33.7
	Very Remote	294.5	0.9	92.3	4.3	1.9	0.5	0.1	0.0	6.8
Aust	Major Cities	486.7	3.3	19.1	25.3	26.4	17.2	7.0	1.7	77.6
	Inner Regional	479.0	2.6	21.7	27.0	26.5	15.6	5.4	1.2	75.7
	Outer Regional	463.2	3.2	30.0	27.8	22.0	12.0	4.2	0.8	66.7
	Remote	428.4	1.7	48.9	23.1	16.4	7.6	1.9	0.3	49.4
	Very Remote	352.0	1.3	76.9	12.4	6.4	2.3	0.7	0.1	21.9

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Grammar and Punctuation

Table 7.G7: Achievement of Year 7 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	556.2	1.4	4.1	10.7	20.6	27.0	21.6	14.5	94.5
	Inner Regional	528.3	1.4	7.2	16.0	26.4	27.3	15.9	5.8	91.4
	Outer Regional	514.4	1.1	9.6	20.0	28.7	25.2	11.7	3.7	89.3
	Remote	502.5	0.0	10.8	23.0	34.8	20.2	8.9	2.4	89.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	551.4	1.8	3.4	10.5	22.8	29.4	20.9	11.2	94.8
	Inner Regional	530.7	1.8	5.7	15.1	27.6	28.2	15.9	5.6	92.4
	Outer Regional	525.7	1.6	6.5	16.3	28.1	28.5	14.5	4.5	91.9
	Remote	558.9	2.7	1.6	7.0	26.5	27.6	22.7	11.9	95.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	552.2	1.3	4.3	11.1	22.0	27.4	20.9	13.1	94.4
	Inner Regional	533.7	1.3	6.3	14.8	25.8	27.1	17.2	7.4	92.4
	Outer Regional	536.6	1.1	6.1	14.2	24.9	27.7	17.8	8.1	92.8
	Remote	522.2	0.5	6.9	18.2	30.2	25.2	14.6	4.5	92.5
	Very Remote	504.8	1.6	14.7	20.4	27.1	23.0	8.0	5.2	83.7
WA	Major Cities	550.9	1.2	4.2	10.6	22.5	28.9	21.1	11.5	94.7
	Inner Regional	532.9	0.7	6.1	13.8	27.0	29.5	17.2	5.6	93.2
	Outer Regional	531.7	1.1	6.6	15.7	26.0	27.2	16.5	6.9	92.3
	Remote	524.3	0.5	7.3	16.4	28.4	28.0	15.5	3.9	92.2
	Very Remote	511.8	0.0	8.1	22.6	28.7	27.9	10.5	2.2	91.9
SA	Major Cities	547.6	2.4	3.7	11.6	23.7	28.8	19.7	10.1	93.9
	Inner Regional	537.1	2.1	4.3	13.1	27.0	29.7	17.6	6.3	93.6
	Outer Regional	525.2	3.0	6.1	16.5	28.4	28.3	13.3	4.5	90.9
	Remote	532.4	3.2	3.9	14.8	29.0	27.2	17.4	4.5	92.9
	Very Remote	501.6	1.4	16.8	14.1	30.8	25.7	10.0	1.4	81.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	537.7	1.8	6.8	13.2	23.2	27.9	18.9	8.1	91.4
	Outer Regional	520.2	0.8	8.2	19.2	26.7	27.5	13.2	4.3	91.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	552.7	1.8	3.5	10.5	21.3	29.8	22.2	11.0	94.7
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	532.6	1.7	7.8	14.8	24.9	25.6	16.5	8.5	90.5
	Remote	524.0	1.3	8.5	14.3	29.3	27.9	13.9	4.8	90.2
	Very Remote	505.7	0.0	16.4	20.7	21.6	23.3	14.1	3.9	83.6
Aust	Major Cities	552.8	1.5	3.9	10.8	22.0	28.1	21.1	12.6	94.6
	Inner Regional	531.6	1.5	6.4	15.0	26.4	27.8	16.6	6.3	92.1
	Outer Regional	528.6	1.4	7.0	16.2	26.5	27.3	15.4	6.2	91.6
	Remote	524.8	1.3	6.8	16.3	29.3	26.8	15.2	4.3	92.0
	Very Remote	507.4	0.8	12.5	20.1	27.9	25.4	10.1	3.2	86.7

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Grammar and Punctuation

Table 7.G8: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Bachelor	580.9	0.9	1.4	5.5	15.4	27.7	27.7	21.4	97.7
	Diploma	537.5	1.3	4.5	13.9	25.7	30.1	17.8	6.7	94.2
	Certificate	514.2	1.6	9.1	19.6	29.5	25.5	11.5	3.2	89.2
	Year 12	520.1	2.5	8.6	18.0	27.8	25.4	12.9	4.9	89.0
	Year 11	479.5	4.0	21.7	26.9	25.4	15.0	5.4	1.6	74.3
	Not stated (4%)	549.4	1.6	6.6	11.7	20.3	25.1	21.3	13.3	91.8
Vic	Bachelor	572.5	1.0	1.2	5.7	17.8	30.8	27.1	16.5	97.8
	Diploma	535.6	1.5	3.8	13.3	28.0	31.7	16.4	5.3	94.7
	Certificate	520.0	2.1	6.3	17.8	30.9	27.5	12.4	3.0	91.6
	Year 12	523.7	3.0	6.0	17.4	29.1	26.8	13.9	3.9	91.1
	Year 11	492.5	5.7	14.9	24.0	29.2	18.0	6.5	1.7	79.4
	Not stated (4%)	562.3	1.8	4.4	8.6	17.9	27.3	23.6	16.4	93.8
Qld	Bachelor	577.1	0.7	1.7	5.7	16.8	28.1	26.8	20.3	97.7
	Diploma	538.7	1.0	4.9	13.0	26.1	29.1	18.2	7.7	94.1
	Certificate	522.7	1.2	7.7	17.6	27.7	26.7	14.4	4.6	91.1
	Year 12	517.9	1.5	9.5	18.3	27.8	25.1	13.2	4.6	89.0
	Year 11	479.3	3.5	21.5	25.9	26.3	15.6	5.9	1.4	75.0
	Not stated (7%)	517.3	2.8	12.4	17.6	23.7	22.6	14.4	6.5	84.8
WA	Bachelor	575.3	0.7	1.5	5.5	16.9	29.6	27.8	18.1	97.8
	Diploma	536.4	0.9	5.0	12.8	26.6	31.2	17.3	6.2	94.2
	Certificate	520.6	1.0	8.0	16.8	29.3	27.8	13.4	3.6	91.0
	Year 12	519.3	1.5	10.2	16.7	27.2	25.9	13.8	4.7	88.3
	Year 11	478.5	2.0	22.8	25.7	26.3	16.1	5.8	1.3	75.2
	Not stated (7%)	510.6	3.2	18.1	15.7	20.3	21.3	14.0	7.4	78.7
SA	Bachelor	572.8	1.3	1.2	5.8	18.0	30.1	26.9	16.7	97.6
	Diploma	539.0	1.5	3.8	12.4	26.7	31.5	18.0	6.1	94.7
	Certificate	524.5	2.5	5.5	16.4	30.0	28.5	13.5	3.6	91.9
	Year 12	523.6	3.4	6.0	16.6	28.7	28.1	14.0	3.3	90.6
	Year 11	488.1	6.5	15.9	25.2	28.1	17.6	5.4	1.3	77.6
	Not stated (7%)	516.2	5.3	11.8	17.7	23.5	22.4	12.9	6.4	82.9

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Refer to the introduction for explanatory notes.

NAPLAN Year 7 Grammar and Punctuation

Table 7.G8 (cont.): Achievement of Year 7 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
Tas	Bachelor	570.5	1.2	1.8	6.3	17.1	30.9	27.4	15.4	97.0
	Diploma	537.7	0.5	4.8	13.5	26.2	30.4	17.6	7.0	94.7
	Certificate	514.1	1.5	9.3	19.2	28.7	26.7	12.0	2.6	89.2
	Year 12	512.5	1.9	12.7	18.1	24.5	26.8	12.8	3.2	85.4
	Year 11	481.9	2.6	20.8	26.2	26.8	16.4	6.2	1.1	76.7
	Not stated (5%)	523.6	1.4	9.6	18.6	23.4	26.5	14.0	6.5	89.0
ACT	Bachelor	570.1	1.4	1.4	6.1	17.6	31.6	27.0	14.9	97.2
	Diploma	529.8	1.4	4.4	15.3	29.8	29.5	15.3	4.3	94.2
	Certificate	513.0	2.1	9.3	20.4	27.9	26.2	11.2	2.7	88.6
	Year 12	515.6	1.8	8.1	20.3	28.9	25.2	11.9	3.8	90.0
	Year 11	475.2	11.5	16.8	30.5	26.2	11.9	3.0	0.0	71.6
	Not stated (3%)	547.4	1.6	6.4	10.8	22.1	26.2	21.1	11.8	92.0
NT	Bachelor	543.4	1.5	6.9	10.7	23.3	25.8	20.3	11.5	91.6
	Diploma	503.9	2.4	12.2	20.1	28.4	22.9	10.5	3.5	85.4
	Certificate	479.9	2.0	25.8	19.1	22.3	20.0	8.6	2.2	72.2
	Year 12	475.8	4.6	24.6	18.9	23.0	18.8	7.9	2.3	70.9
	Year 11	342.7	3.4	75.2	10.8	6.4	2.8	1.1	0.3	21.4
	Not stated (16%)	404.3	1.4	55.4	12.7	12.4	10.3	5.6	2.2	43.2
Aust	Bachelor	576.0	0.9	1.4	5.6	16.8	29.1	27.3	18.9	97.6
	Diploma	536.9	1.2	4.5	13.4	26.6	30.5	17.4	6.4	94.3
	Certificate	518.7	1.6	7.9	18.2	29.3	26.7	12.7	3.5	90.5
	Year 12	519.9	2.3	8.4	17.7	28.0	25.9	13.3	4.3	89.3
	Year 11	479.1	4.3	21.2	25.2	26.3	15.8	5.7	1.4	74.5
	Not stated (5%)	528.8	2.5	11.6	14.2	21.0	23.5	17.3	9.9	85.9

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Grammar and Punctuation

Table 7.G9: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Group 1	578.7	0.7	1.5	5.9	16.0	27.8	27.5	20.7	97.8
	Group 2	556.3	1.0	2.9	10.0	21.7	29.8	21.9	12.7	96.1
	Group 3	528.6	1.4	6.4	16.3	27.8	27.5	14.7	6.0	92.3
	Group 4	507.9	2.3	11.9	22.1	27.8	21.4	10.1	4.3	85.7
	Not in paid work	487.2	5.0	20.2	24.6	24.4	15.9	7.3	2.7	74.8
	Not stated (5%)	547.5	1.5	6.5	12.2	20.7	25.9	20.9	12.4	92.0
Vic	Group 1	574.1	0.7	1.1	5.4	17.4	30.6	27.6	17.0	98.2
	Group 2	553.7	0.9	2.2	9.1	23.3	32.5	21.9	10.0	96.9
	Group 3	533.8	1.5	4.3	14.3	28.3	30.1	16.1	5.5	94.3
	Group 4	516.1	2.7	8.0	18.8	30.8	25.1	11.1	3.6	89.4
	Not in paid work	496.9	6.8	13.2	23.8	28.2	18.2	7.5	2.3	80.0
	Not stated (4%)	561.8	1.9	4.3	9.2	18.5	26.0	23.2	16.9	93.8
Qld	Group 1	575.7	0.6	1.9	6.0	17.2	27.9	26.1	20.2	97.5
	Group 2	553.3	0.7	3.2	10.0	22.7	30.0	22.0	11.4	96.1
	Group 3	529.2	1.0	6.5	16.1	27.2	27.3	15.9	6.1	92.5
	Group 4	511.1	1.7	11.2	20.6	27.8	22.9	11.6	4.2	87.1
	Not in paid work	486.6	3.6	20.3	24.4	24.3	17.4	7.4	2.6	76.0
	Not stated (13%)	514.8	2.7	12.1	18.4	25.2	22.5	13.4	5.6	85.1
WA	Group 1	572.4	0.6	1.8	6.1	17.6	29.8	26.6	17.5	97.6
	Group 2	549.3	0.9	3.7	10.2	23.8	30.4	21.3	9.8	95.5
	Group 3	528.6	1.0	6.1	15.5	28.1	28.9	15.6	4.9	93.0
	Group 4	511.6	1.3	12.0	18.7	27.9	24.4	11.6	4.1	86.6
	Not in paid work	484.3	2.3	22.9	23.3	24.7	16.6	7.7	2.5	74.8
	Not stated (11%)	508.4	2.9	17.1	17.3	22.2	21.4	12.8	6.2	80.0
SA	Group 1	571.2	1.1	1.4	6.1	18.4	30.6	25.8	16.6	97.4
	Group 2	549.7	1.7	2.5	10.0	25.2	30.5	21.2	8.9	95.8
	Group 3	533.7	2.0	4.3	14.0	28.1	30.4	15.8	5.5	93.7
	Group 4	519.1	2.8	7.7	17.8	28.7	26.8	12.7	3.5	89.5
	Not in paid work	500.7	6.5	13.4	22.4	27.0	19.1	8.1	3.4	80.0
	Not stated (15%)	510.8	5.4	11.5	20.4	25.0	21.3	11.7	4.7	83.1

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Grammar and Punctuation

Table 7.G9 (cont.): Achievement of Year 7 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
Tas	Group 1	566.3	1.0	2.3	6.7	18.6	31.2	25.7	14.6	96.7
	Group 2	540.6	0.6	4.2	13.0	25.4	31.0	18.9	7.0	95.2
	Group 3	524.3	1.1	6.9	17.5	27.3	27.9	15.1	4.1	92.0
	Group 4	498.7	1.7	15.9	22.0	26.6	22.0	9.5	2.2	82.3
	Not in paid work	476.0	5.3	23.1	26.8	23.8	13.7	6.0	1.3	71.6
	Not stated (8%)	521.6	1.5	10.2	18.6	25.0	25.2	12.8	6.8	88.4
ACT	Group 1	567.1	1.3	1.7	7.2	18.6	30.8	25.7	14.7	97.0
	Group 2	546.6	1.8	3.9	11.0	22.8	30.7	22.1	7.7	94.3
	Group 3	527.5	1.9	6.2	14.9	28.1	29.9	14.3	4.8	91.9
	Group 4	503.2	2.9	11.1	29.8	21.9	20.8	10.5	3.0	86.0
	Not in paid work	498.0	9.4	12.5	22.0	29.0	18.1	6.5	2.5	78.1
	Not stated (7%)	536.6	1.7	6.8	15.0	23.9	26.0	17.8	9.0	91.5
NT	Group 1	544.1	1.6	6.3	12.0	23.2	25.5	18.8	12.7	92.1
	Group 2	529.0	2.0	8.2	13.4	25.6	28.0	16.8	5.9	89.8
	Group 3	495.4	2.0	17.6	18.8	25.8	21.6	11.1	3.1	80.4
	Group 4	451.6	2.8	36.6	17.5	17.1	15.1	7.9	3.0	60.6
	Not in paid work	357.0	4.6	69.5	11.0	8.9	3.7	1.5	0.8	25.9
	Not stated (24%)	389.9	1.4	60.6	12.3	10.9	8.5	4.7	1.5	37.9
Aust	Group 1	575.0	0.7	1.5	5.9	17.1	29.1	26.9	18.7	97.7
	Group 2	553.2	1.0	2.9	9.9	22.9	30.7	21.7	10.9	96.1
	Group 3	529.9	1.3	5.8	15.6	27.8	28.4	15.5	5.7	92.9
	Group 4	511.1	2.2	10.8	20.2	28.5	23.4	11.0	3.9	87.0
	Not in paid work	487.7	5.3	18.9	23.8	25.5	16.8	7.3	2.5	75.9
	Not stated (8%)	521.9	2.7	12.1	16.0	22.7	23.0	15.5	8.1	85.2

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Numeracy

Figure 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	559.3 (79.2)	560.3 (71.6)	547.1 (72.3)	555.1 (77.8)	546.3 (70.1)	537.4 (71.8)	560.3 (71.9)	487.9 (92.3)	554.4 (75.5)

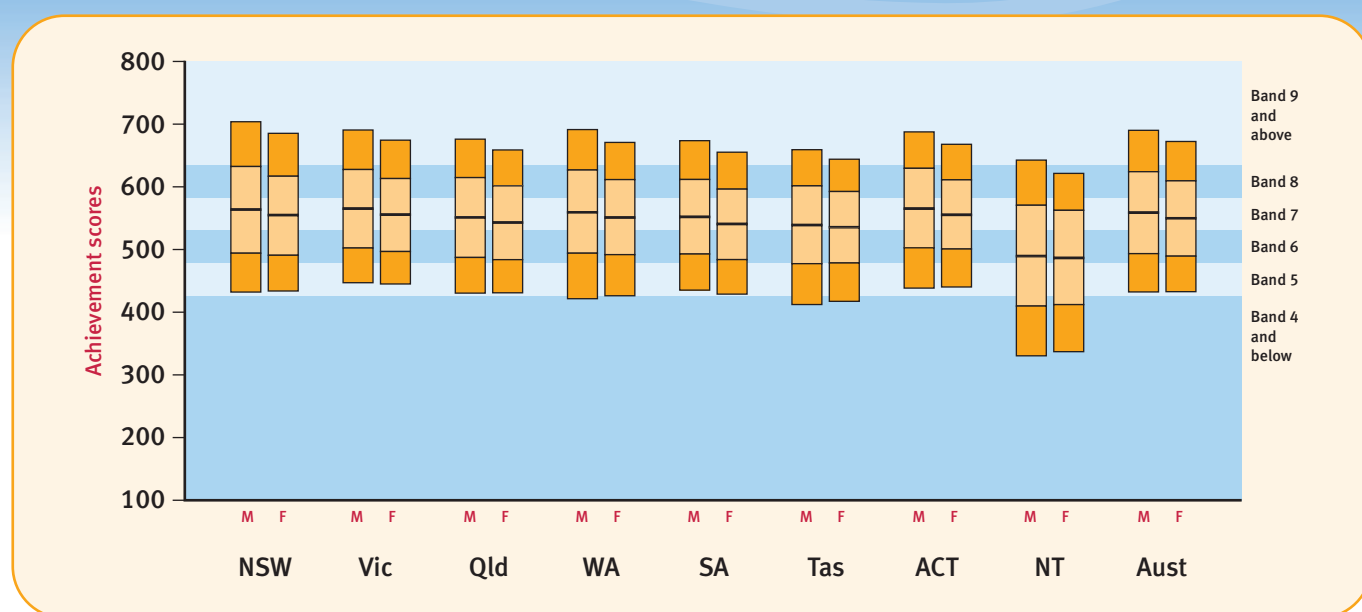
Table 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	12yrs 7mths 7yrs 4mths	95.4	3.7	0.9	1.5	4.0	11.0	21.0	25.8	19.8	17.0	94.5
Vic	12yrs 9mths 7yrs 4mths	94.2	4.2	1.6	1.9	2.4	9.6	21.9	28.0	20.9	15.3	95.7
Qld	12yrs 5mths 7yrs 4mths	89.6	4.7	5.7	1.3	4.3	12.7	23.7	27.1	19.4	11.5	94.4
WA	12yrs 5mths 7yrs 4mths	94.6	4.8	0.6	1.2	5.2	10.0	20.5	27.4	20.8	14.9	93.6
SA	12yrs 7mths 7yrs 4mths	93.0	4.1	2.9	2.6	4.1	11.8	24.0	28.7	18.3	10.5	93.4
Tas	12yrs 10mths 7yrs 4mths	93.9	5.1	1.0	1.4	6.7	13.0	24.3	28.3	17.8	8.5	91.8
ACT	12yrs 7mths 7yrs 4mths	93.0	3.5	3.5	1.9	3.2	9.0	19.9	29.3	22.1	14.7	94.9
NT	12yrs 6mths 7yrs 4mths	81.8	16.4	1.8	2.3	24.9	18.6	20.4	19.3	9.8	4.7	72.7
Aust	12yrs 7mths 7yrs 4mths	93.4	4.3	2.3	1.6	4.1	11.0	22.0	27.1	19.9	14.3	94.3

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Numeracy

Figure 7.N2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	563.6 (82.0)	565.1 (73.5)	551.1 (74.7)	559.3 (81.0)	551.9 (71.7)	538.9 (74.6)	565.1 (75.0)	489.4 (96.1)	558.7 (78.1)
Female Mean scale score / (S.D.)	554.8 (75.9)	555.5 (69.2)	542.9 (69.3)	550.9 (73.9)	540.6 (68.1)	535.5 (68.5)	555.2 (67.9)	486.4 (88.4)	549.8 (72.5)

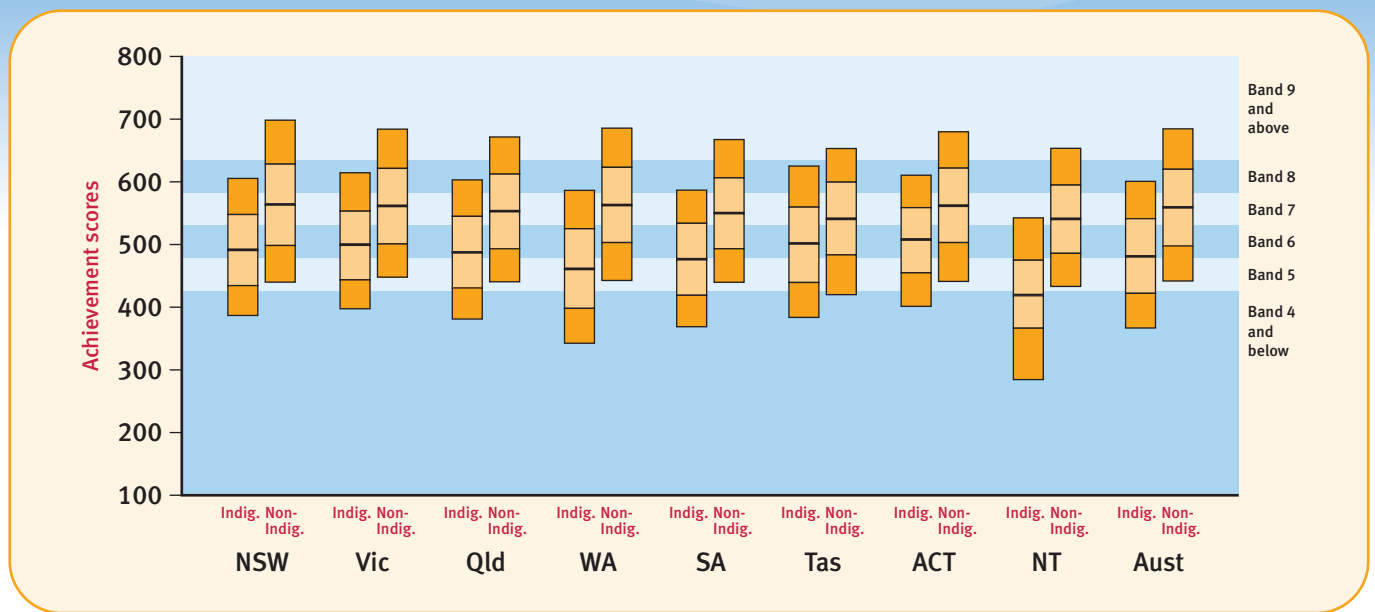
Table 7.N2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Male	2.0	4.1	10.5	19.7	24.7	20.0	19.2	93.9
	Female	1.0	3.9	11.5	22.4	27.1	19.6	14.6	95.1
Vic	Male	2.4	2.3	9.1	20.3	27.0	21.4	17.4	95.3
	Female	1.3	2.5	10.2	23.5	29.1	20.4	13.0	96.1
Qld	Male	1.7	4.3	12.0	22.4	26.2	19.9	13.4	94.0
	Female	0.8	4.2	13.4	25.1	28.1	18.9	9.5	95.0
WA	Male	1.4	5.5	9.7	19.0	26.1	21.0	17.3	93.1
	Female	0.9	4.9	10.4	21.9	28.8	20.6	12.4	94.2
SA	Male	3.3	3.6	10.8	22.4	28.2	19.2	12.5	93.1
	Female	1.9	4.5	12.9	25.7	29.3	17.4	8.4	93.6
Tas	Male	1.9	7.1	12.7	23.7	26.9	17.7	9.9	90.9
	Female	0.9	6.4	13.3	25.0	29.8	17.8	6.9	92.8
ACT	Male	2.3	3.3	8.9	18.6	26.8	22.6	17.7	94.4
	Female	1.4	3.1	9.1	21.4	32.0	21.5	11.6	95.5
NT	Male	3.1	25.1	17.6	20.0	18.0	10.2	5.9	71.8
	Female	1.5	24.7	19.6	20.7	20.5	9.3	3.6	73.7
Aust	Male	2.1	4.1	10.5	20.6	26.0	20.3	16.5	93.8
	Female	1.1	4.0	11.6	23.4	28.2	19.5	12.1	94.9

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Numeracy

Figure 7.N3: Achievement of Year 7 Students in Numeracy, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	491.3 (67.5)	499.6 (65.9)	487.4 (68.3)	460.9 (75.4)	476.5 (67.3)	501.6 (72.5)	507.8 (64.0)	419.2 (75.0)	481.0 (72.5)
Non-Indigenous Mean scale score / (S.D.)	563.8 (77.8)	561.4 (71.1)	553.1 (70.0)	562.8 (72.8)	550.0 (68.3)	540.8 (70.5)	561.7 (71.6)	540.7 (66.7)	559.2 (73.2)

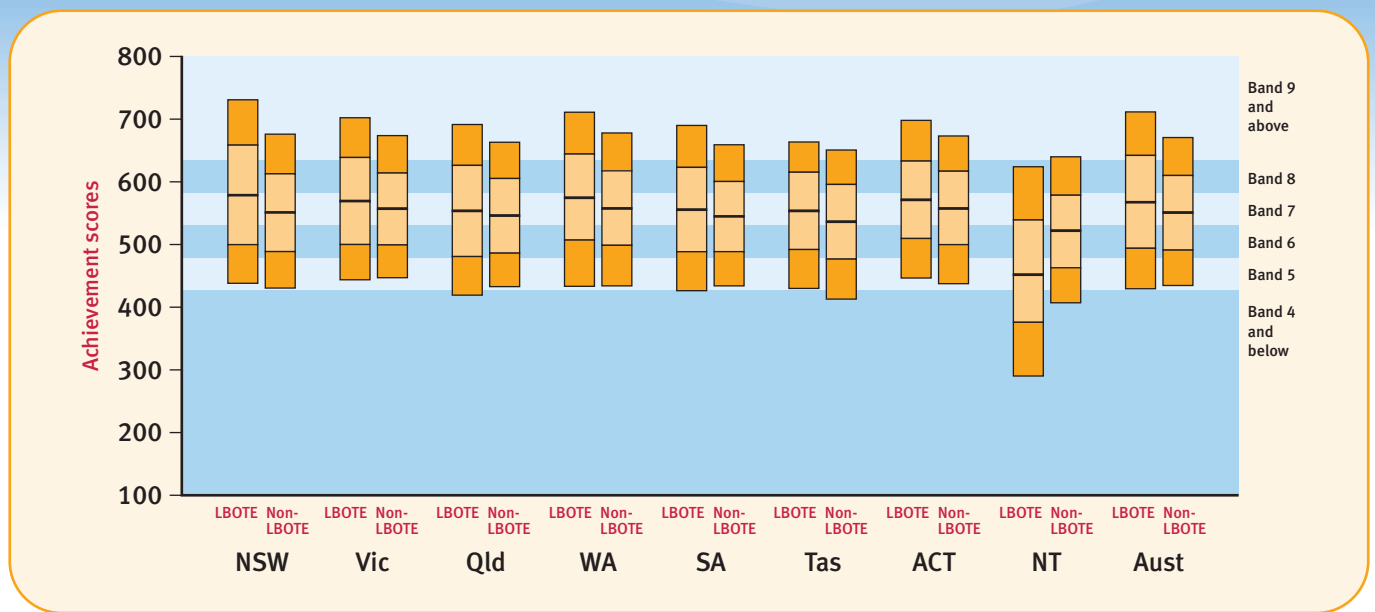
Table 7.N3: Achievement of Year 7 Students in Numeracy, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Indigenous	3.2	15.8	26.8	27.7	17.4	7.1	2.0	81.0
	Non-Indigenous	1.4	3.2	9.9	20.6	26.4	20.6	18.0	95.4
Vic	Indigenous	5.4	11.7	25.3	28.8	18.1	8.1	2.7	82.9
	Non-Indigenous	1.8	2.3	9.3	21.8	28.2	21.2	15.5	96.0
Qld	Indigenous	1.9	17.4	27.9	27.1	16.9	6.9	1.8	80.6
	Non-Indigenous	1.2	3.0	11.2	23.4	28.1	20.6	12.5	95.8
WA	Indigenous	1.4	32.6	26.4	21.7	12.4	4.4	1.1	66.0
	Non-Indigenous	1.1	3.0	8.7	20.3	28.6	22.2	16.1	95.9
SA	Indigenous	5.5	21.8	26.2	26.3	14.8	4.2	1.1	72.7
	Non-Indigenous	2.4	3.1	11.1	23.9	29.5	19.0	11.0	94.5
Tas	Indigenous	1.0	15.4	21.1	28.9	20.8	9.0	3.9	83.7
	Non-Indigenous	1.5	5.9	12.2	23.9	29.1	18.6	8.8	92.7
ACT	Indigenous	7.0	9.8	18.4	31.6	22.7	8.0	2.5	83.1
	Non-Indigenous	1.8	3.0	8.7	19.6	29.3	22.5	15.1	95.2
NT	Indigenous	3.3	52.2	26.2	11.5	5.1	1.5	0.1	44.5
	Non-Indigenous	1.6	3.8	12.6	27.0	30.2	16.3	8.5	94.6
Aust	Indigenous	2.9	21.1	26.6	25.6	15.8	6.2	1.8	76.0
	Non-Indigenous	1.5	2.9	10.0	21.8	27.8	20.8	15.2	95.6

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Numeracy

Figure 7.N4: Achievement of Year 7 Students in Numeracy, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	578.6 (89.3)	569.2 (78.6)	553.5 (83.1)	574.4 (83.6)	555.4 (79.5)	553.5 (73.3)	571.1 (74.7)	451.7 (99.0)	567.4 (86.1)
Non-LBOTE Mean scale score / (S.D.)	551.1 (74.2)	557.0 (68.4)	546.0 (70.2)	557.4 (73.0)	544.8 (67.8)	536.2 (71.7)	557.3 (70.7)	521.9 (71.8)	550.8 (71.3)

Table 7.N4: Achievement of Year 7 Students in Numeracy, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	2.1	3.3	9.8	17.5	21.7	18.7	26.9	94.6
	Non-LBOTE	1.4	4.3	11.7	22.6	27.2	19.7	13.1	94.3
Vic	LBOTE	2.4	2.6	9.7	19.5	24.4	20.3	21.1	95.0
	Non-LBOTE	1.6	2.4	9.6	22.8	29.4	21.1	13.1	96.0
Qld	LBOTE	1.4	6.0	12.9	20.0	23.2	19.3	17.2	92.6
	Non-LBOTE	1.3	4.0	12.7	24.3	27.8	19.4	10.6	94.8
WA	LBOTE	0.2	4.2	7.6	17.0	24.4	23.0	23.7	95.6
	Non-LBOTE	0.1	4.1	9.4	20.8	29.4	21.8	14.5	95.9
SA	LBOTE	3.6	4.8	11.3	20.5	24.3	19.4	16.0	91.6
	Non-LBOTE	2.4	3.8	11.9	24.7	29.7	18.1	9.4	93.9
Tas	LBOTE	3.9	4.5	10.9	18.8	27.0	21.6	13.3	91.6
	Non-LBOTE	1.3	7.0	13.2	24.4	28.4	17.6	8.2	91.7
ACT	LBOTE	2.3	2.3	8.3	17.2	27.6	23.1	19.2	95.4
	Non-LBOTE	1.8	3.4	9.1	20.7	29.8	21.8	13.5	94.8
NT	LBOTE	2.6	41.9	20.3	13.2	11.5	6.7	3.8	55.5
	Non-LBOTE	2.3	8.7	17.0	27.1	26.5	12.7	5.7	89.1
Aust	LBOTE	2.0	4.5	10.3	18.5	23.1	19.6	22.1	93.5
	Non-LBOTE	1.4	3.8	11.3	23.2	28.3	20.0	12.1	94.8

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7 Numeracy

Table 7.N5: Achievement of Year 7 Students in Numeracy, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	568.5	1.5	3.1	9.4	19.3	25.5	21.0	20.2	95.4
	Inner Regional	535.9	1.5	5.9	14.5	25.4	27.4	17.1	8.1	92.5
	Outer Regional	519.2	1.4	8.7	19.0	28.0	25.0	13.0	4.9	89.9
	Remote	486.8	1.9	17.5	27.6	27.1	17.0	6.8	2.2	80.7
	Very Remote	487.9	1.6	26.8	18.7	20.0	18.7	10.0	4.2	71.6
Vic	Major Cities	566.2	1.8	2.0	8.6	20.4	27.8	21.9	17.4	96.1
	Inner Regional	541.9	1.9	3.7	12.7	26.6	28.7	17.8	8.6	94.4
	Outer Regional	541.6	1.9	4.0	13.2	25.1	29.2	17.9	8.6	94.1
	Remote	564.4	2.6	0.5	4.1	24.6	36.4	17.9	13.8	96.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	556.4	1.3	3.0	10.8	22.1	27.5	21.3	14.1	95.7
	Inner Regional	534.9	1.4	4.8	14.9	27.5	27.5	16.7	7.2	93.8
	Outer Regional	530.0	1.2	7.0	16.7	25.7	26.0	16.1	7.2	91.7
	Remote	499.8	1.0	15.3	21.3	29.1	20.2	10.6	2.5	83.7
	Very Remote	462.3	1.2	34.0	25.1	19.6	13.4	4.7	2.0	64.8
WA	Major Cities	563.9	1.2	3.6	8.6	19.5	27.7	22.3	17.1	95.2
	Inner Regional	539.4	0.8	5.3	12.9	24.5	30.0	18.8	7.6	93.8
	Outer Regional	528.8	1.3	9.3	15.0	24.8	26.3	15.2	8.1	89.4
	Remote	506.1	0.4	16.7	18.2	24.2	23.9	11.9	4.7	82.8
	Very Remote	463.2	0.8	35.3	21.8	18.1	14.0	7.7	2.3	63.9
SA	Major Cities	551.2	2.5	3.4	11.1	23.1	28.7	19.1	12.0	94.1
	Inner Regional	538.8	2.1	3.7	13.3	26.7	29.7	17.4	7.0	94.2
	Outer Regional	529.3	3.5	5.9	14.3	28.0	28.6	14.3	5.3	90.6
	Remote	539.8	3.2	5.4	12.1	24.6	28.2	19.0	7.7	91.5
	Very Remote	462.1	2.9	37.6	16.5	17.3	18.7	5.6	1.3	59.4
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	542.0	1.6	6.3	12.0	23.0	28.3	19.1	9.8	92.1
	Outer Regional	526.1	0.8	7.9	15.4	27.5	28.4	14.5	5.4	91.2
	Remote	513.6	2.6	11.3	17.4	26.7	24.6	14.9	2.6	86.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	560.3	1.9	3.2	9.0	19.9	29.3	22.1	14.7	94.9
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	525.9	3.1	8.1	17.3	25.3	25.6	13.6	7.0	88.8
	Remote	476.6	1.7	29.5	19.6	20.1	18.6	8.1	2.4	68.8
	Very Remote	405.4	0.8	62.8	21.2	8.4	4.3	1.7	0.9	36.4
Aust	Major Cities	563.6	1.6	2.9	9.5	20.4	27.1	21.3	17.2	95.5
	Inner Regional	538.1	1.6	5.0	13.8	26.0	28.0	17.5	8.1	93.4
	Outer Regional	528.7	1.6	7.3	16.3	26.2	26.6	15.2	6.7	91.1
	Remote	504.3	1.4	16.7	18.6	24.7	22.5	11.8	4.2	81.9
	Very Remote	443.9	1.1	44.3	21.7	15.3	11.1	4.8	1.7	54.7

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Numeracy

Table 7.N6: Achievement of Year 7 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	500.5	3.6	12.2	25.4	28.3	19.3	8.4	2.8	84.2
	Inner Regional	488.7	2.7	17.0	27.0	27.5	17.2	6.9	1.7	80.3
	Outer Regional	474.6	3.0	21.4	30.4	27.3	13.0	4.2	0.7	75.6
	Remote	464.4	3.4	26.8	31.2	22.9	11.3	3.3	1.1	69.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	505.4	5.9	9.9	24.2	27.8	20.1	9.0	3.2	84.3
	Inner Regional	493.3	4.4	13.0	26.7	30.9	16.1	6.9	1.9	82.6
	Outer Regional	497.9	6.8	13.8	25.0	26.7	16.3	8.3	3.2	79.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	504.5	2.0	10.4	25.7	28.7	20.1	10.0	3.1	87.6
	Inner Regional	495.0	2.4	12.9	25.9	30.6	20.0	6.7	1.5	84.7
	Outer Regional	475.2	1.7	22.1	31.9	24.8	13.7	4.7	1.1	76.3
	Remote	457.0	1.9	32.4	27.3	24.9	10.1	3.3	0.1	65.6
	Very Remote	429.4	1.0	48.2	30.0	14.5	4.6	1.7	0.0	50.8
WA	Major Cities	480.2	1.7	22.7	25.7	25.8	15.7	6.5	1.9	75.6
	Inner Regional	476.1	0.5	24.8	28.6	22.0	17.6	5.6	0.9	74.6
	Outer Regional	455.6	2.0	35.0	28.0	21.4	10.5	2.5	0.6	63.0
	Remote	445.4	0.3	40.0	27.6	19.4	10.3	2.1	0.3	59.7
	Very Remote	419.4	1.3	54.8	24.4	12.4	4.8	2.2	0.2	43.9
SA	Major Cities	486.0	5.0	17.4	25.4	28.8	17.0	5.0	1.4	77.6
	Inner Regional	486.6	3.7	16.5	27.3	25.0	20.9	6.4	0.2	79.8
	Outer Regional	471.9	7.9	21.4	29.2	26.6	11.4	2.7	0.8	70.7
	Remote	468.0	4.5	26.4	30.9	22.7	7.7	3.6	4.1	69.1
	Very Remote	415.5	5.1	58.2	18.2	12.7	5.1	0.8	0.0	36.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	501.0	1.1	16.0	21.2	28.0	20.5	8.3	4.9	82.9
	Outer Regional	503.8	0.8	14.3	20.3	30.0	21.5	10.4	2.7	84.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	507.8	7.0	9.8	18.4	31.6	22.7	8.0	2.5	83.1
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	464.9	8.3	24.9	32.6	20.5	9.8	3.6	0.3	66.8
	Remote	420.7	2.1	53.6	27.0	10.8	4.7	1.5	0.1	44.3
	Very Remote	393.2	0.9	68.0	22.0	6.4	2.5	0.3	0.0	31.1
Aust	Major Cities	498.1	3.3	13.4	25.2	28.1	19.0	8.3	2.7	83.3
	Inner Regional	491.3	2.6	15.6	26.3	28.5	18.2	6.9	1.8	81.7
	Outer Regional	474.9	3.3	22.5	30.0	25.1	13.3	4.7	1.1	74.2
	Remote	444.8	1.7	39.7	28.0	18.7	8.9	2.4	0.5	58.6
	Very Remote	409.5	1.3	59.5	24.1	10.2	3.7	1.1	0.1	39.2

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Numeracy

Table 7.N7: Achievement of Year 7 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	571.2	1.4	2.7	8.8	19.0	25.7	21.5	20.9	95.9
	Inner Regional	541.6	1.4	4.4	12.9	25.3	28.8	18.4	8.8	94.2
	Outer Regional	529.8	1.0	5.5	16.2	28.3	28.1	15.0	5.9	93.5
	Remote	516.3	0.0	6.1	20.2	33.0	25.6	11.5	3.7	93.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	566.9	1.8	1.9	8.4	20.4	27.9	22.0	17.6	96.3
	Inner Regional	543.7	1.8	3.4	12.1	26.5	29.1	18.2	8.9	94.8
	Outer Regional	544.4	1.6	3.3	12.4	25.1	30.2	18.6	8.8	95.1
	Remote	564.9	2.7	0.5	4.3	25.4	34.1	18.4	14.6	96.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	559.3	1.2	2.6	10.0	21.7	27.9	21.9	14.7	96.2
	Inner Regional	540.0	1.3	3.8	13.6	27.0	28.4	18.0	7.9	94.9
	Outer Regional	542.4	1.1	3.6	13.3	26.0	28.8	18.6	8.7	95.3
	Remote	526.4	0.5	4.2	17.4	32.4	26.5	15.2	3.8	95.3
	Very Remote	518.6	1.6	9.5	16.1	29.2	28.3	9.6	5.6	88.9
WA	Major Cities	567.6	1.2	2.8	7.8	19.1	28.3	23.0	17.8	96.1
	Inner Regional	545.4	0.8	3.6	11.4	24.7	31.1	20.1	8.3	95.6
	Outer Regional	542.6	1.1	4.6	12.4	25.4	29.2	17.6	9.6	94.2
	Remote	534.8	0.5	5.5	14.2	26.2	30.2	16.6	6.7	94.0
	Very Remote	528.5	0.0	5.8	17.7	27.2	27.8	16.0	5.5	94.2
SA	Major Cities	553.7	2.4	2.9	10.6	22.9	29.2	19.7	12.5	94.8
	Inner Regional	541.4	2.1	3.1	12.5	26.8	30.2	17.9	7.4	94.8
	Outer Regional	535.6	3.0	4.1	12.6	28.2	30.6	15.6	5.8	92.9
	Remote	546.0	3.2	3.6	10.4	24.7	29.8	20.4	8.0	93.3
	Very Remote	521.2	1.4	9.7	12.4	24.3	37.0	12.2	3.0	88.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	544.9	1.7	5.5	11.4	22.7	28.9	19.8	10.0	92.8
	Outer Regional	529.7	0.8	6.8	14.7	27.2	29.5	15.3	5.7	92.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	561.7	1.8	3.0	8.7	19.6	29.3	22.5	15.1	95.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	543.2	1.7	3.2	12.7	26.4	30.0	16.6	9.3	95.1
	Remote	529.0	1.3	6.8	12.3	28.8	31.8	14.3	4.6	91.9
	Very Remote	543.6	0.0	3.0	11.5	31.5	25.2	18.0	10.8	97.0
Aust	Major Cities	565.8	1.5	2.5	8.9	20.2	27.4	21.8	17.7	96.0
	Inner Regional	542.3	1.5	4.0	12.6	25.9	29.0	18.4	8.6	94.5
	Outer Regional	539.1	1.4	4.2	13.6	26.5	29.2	17.3	7.9	94.4
	Remote	534.3	1.3	5.0	13.8	27.7	29.4	16.7	6.1	93.7
	Very Remote	526.3	0.7	7.4	15.4	27.9	29.1	13.7	5.9	92.0

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Numeracy

Table 7.N8: Achievement of Year 7 Students in Numeracy, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Bachelor	598.1	0.9	0.8	3.8	12.6	25.0	26.6	30.2	98.3
	Diploma	550.1	1.3	3.0	10.7	24.6	30.5	19.3	10.6	95.7
	Certificate	526.0	1.6	5.9	17.1	29.3	27.0	13.6	5.3	92.4
	Year 12	532.7	2.5	5.6	15.6	27.1	26.7	15.0	7.4	91.9
	Year 11	493.9	4.0	14.8	26.3	28.0	17.2	7.0	2.8	81.2
	Not stated (4%)	565.1	1.5	4.4	10.0	18.3	24.5	21.9	19.5	94.1
Vic	Bachelor	588.8	1.0	0.7	3.9	14.5	27.9	27.2	24.8	98.3
	Diploma	547.4	1.5	2.4	10.7	26.5	31.1	18.5	9.2	96.1
	Certificate	533.3	2.1	3.6	14.7	29.8	28.8	15.2	5.7	94.3
	Year 12	539.1	3.0	3.4	13.7	27.3	28.2	16.9	7.6	93.6
	Year 11	510.4	5.8	8.0	22.8	29.0	21.4	9.2	3.7	86.2
	Not stated (4%)	584.9	1.8	2.5	6.2	14.0	24.5	24.0	26.9	95.8
Qld	Bachelor	584.1	0.6	0.7	4.7	15.6	27.9	27.6	22.8	98.6
	Diploma	543.6	1.0	3.2	12.2	26.1	30.1	19.3	8.0	95.8
	Certificate	528.9	1.2	4.9	16.5	29.0	28.0	15.3	5.1	93.9
	Year 12	524.9	1.6	6.3	17.3	29.6	26.2	13.7	5.3	92.1
	Year 11	491.7	3.6	14.2	26.7	29.5	18.0	6.7	1.4	82.2
	Not stated (7%)	527.8	3.0	8.3	17.4	24.2	23.8	15.3	7.9	88.7
WA	Bachelor	593.2	0.7	0.9	3.6	12.8	26.8	28.1	27.1	98.3
	Diploma	551.6	0.9	3.1	9.5	23.4	31.9	21.2	10.0	96.0
	Certificate	534.2	1.0	5.5	13.3	27.4	29.9	16.2	6.5	93.4
	Year 12	533.7	1.4	7.4	14.3	24.8	27.8	16.3	8.1	91.2
	Year 11	490.7	2.0	18.8	23.3	26.0	19.7	7.9	2.3	79.2
	Not stated (7%)	525.7	3.1	13.7	14.6	20.5	21.6	15.9	10.5	83.2
SA	Bachelor	581.1	1.3	0.6	4.5	16.1	30.5	26.2	20.7	98.1
	Diploma	544.2	1.4	2.7	11.1	26.9	31.8	18.7	7.4	95.9
	Certificate	528.9	2.5	4.7	14.9	29.9	29.3	14.3	4.4	92.8
	Year 12	530.8	3.3	4.4	14.7	28.5	30.2	14.3	4.6	92.3
	Year 11	497.3	6.4	11.6	25.0	28.5	20.3	6.8	1.5	82.0
	Not stated (7%)	524.9	5.3	9.8	15.9	24.5	23.0	13.8	7.7	84.9

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Numeracy

Table 7.N8 (cont.): Achievement of Year 7 Students in Numeracy, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
Tas	Bachelor	575.7	1.2	1.1	5.1	16.3	31.0	27.7	17.5	97.7
	Diploma	546.2	0.5	3.6	10.5	24.3	32.2	20.7	8.1	95.8
	Certificate	523.4	1.4	7.9	15.3	29.0	28.6	13.9	4.1	90.7
	Year 12	522.0	1.7	10.1	17.4	24.0	27.0	13.6	6.3	88.3
	Year 11	493.8	2.6	16.2	23.7	28.4	19.8	7.3	2.2	81.3
	Not stated (5%)	525.2	1.1	8.9	14.7	28.7	26.4	13.5	6.6	89.9
ACT	Bachelor	581.7	1.4	0.9	4.7	14.9	30.3	27.2	20.6	97.7
	Diploma	534.8	1.6	4.4	12.6	29.1	31.0	15.5	5.8	94.0
	Certificate	520.9	2.2	6.9	18.0	29.2	26.7	12.5	4.4	90.8
	Year 12	520.4	1.8	6.1	18.0	29.6	29.1	12.0	3.3	92.1
	Year 11	478.0	11.5	20.4	24.5	23.8	13.6	5.6	0.7	68.1
	Not stated (3%)	554.2	1.6	6.3	8.8	18.9	29.1	22.1	13.3	92.1
NT	Bachelor	553.8	1.5	3.7	8.8	21.8	32.3	19.3	12.6	94.8
	Diploma	516.4	2.4	7.3	19.1	31.7	23.7	11.1	4.6	90.3
	Certificate	496.0	2.0	17.3	21.4	26.8	21.8	9.0	1.7	80.8
	Year 12	493.5	4.6	16.6	21.7	25.1	20.6	9.1	2.2	78.8
	Year 11	410.5	3.4	56.6	24.1	9.9	4.4	1.2	0.5	40.0
	Not stated (16%)	459.7	1.4	37.2	22.5	17.1	13.0	6.9	2.0	61.4
Aust	Bachelor	590.2	0.9	0.8	4.1	14.1	27.2	27.1	25.8	98.3
	Diploma	547.3	1.2	3.0	11.0	25.6	30.8	19.2	9.3	95.8
	Certificate	529.1	1.6	5.2	15.8	29.2	28.1	14.7	5.3	93.2
	Year 12	531.5	2.3	5.6	15.5	27.6	27.3	15.1	6.6	92.1
	Year 11	494.6	4.3	14.6	24.9	27.8	18.6	7.4	2.5	81.1
	Not stated (5%)	544.3	2.6	8.1	13.2	20.3	23.5	18.1	14.2	89.3

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Numeracy

Table 7.N9: Achievement of Year 7 Students in Numeracy, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
NSW	Group 1	594.7	0.7	0.9	4.3	13.4	25.3	26.8	28.6	98.5
	Group 2	571.2	1.0	1.9	7.1	19.6	29.1	22.5	18.7	97.1
	Group 3	541.5	1.4	4.0	13.5	27.2	28.2	16.2	9.6	94.6
	Group 4	521.9	2.3	7.9	20.0	28.1	22.8	11.7	7.2	89.8
	Not in paid work	500.3	5.0	14.0	24.7	25.9	18.0	8.1	4.4	81.0
	Not stated (5%)	564.0	1.5	4.1	10.0	18.9	25.3	21.8	18.5	94.4
Vic	Group 1	590.1	0.7	0.6	3.7	14.2	28.0	27.4	25.4	98.7
	Group 2	568.1	0.9	1.2	6.5	20.9	30.7	23.7	15.9	97.8
	Group 3	546.7	1.5	2.5	11.4	26.5	30.2	18.4	9.5	96.0
	Group 4	531.3	2.7	4.4	16.6	28.9	26.6	14.0	6.9	93.0
	Not in paid work	514.2	6.7	7.7	21.3	28.7	21.0	10.1	4.6	85.6
	Not stated (4%)	583.5	1.8	2.4	6.7	15.5	23.8	22.9	26.9	95.8
Qld	Group 1	583.1	0.6	0.9	5.0	15.9	28.0	27.0	22.7	98.5
	Group 2	559.5	0.7	1.7	8.7	22.3	30.9	22.9	12.8	97.6
	Group 3	535.5	1.0	3.9	14.9	28.3	28.3	17.2	6.5	95.2
	Group 4	516.8	1.7	7.7	20.4	30.0	24.1	11.8	4.2	90.6
	Not in paid work	495.6	3.6	14.6	25.9	27.4	17.6	8.1	2.8	81.8
	Not stated (13%)	524.7	2.8	8.0	17.9	26.2	24.1	14.3	6.7	89.2
WA	Group 1	590.0	0.6	1.2	4.2	13.6	27.1	27.3	26.1	98.2
	Group 2	564.6	0.9	2.2	7.5	20.1	30.7	23.2	15.4	96.9
	Group 3	543.6	1.0	4.1	11.5	25.4	30.9	18.4	8.7	94.9
	Group 4	525.6	1.3	8.6	16.7	26.3	25.4	14.9	6.7	90.1
	Not in paid work	496.3	2.3	19.5	19.9	25.5	19.5	9.2	4.0	78.1
	Not stated (11%)	522.9	2.9	13.0	15.9	22.1	22.2	14.8	9.1	84.2
SA	Group 1	579.2	1.2	0.8	4.8	16.7	30.6	25.4	20.4	98.0
	Group 2	557.8	1.7	1.7	7.9	23.3	32.3	21.7	11.4	96.6
	Group 3	538.3	1.8	3.2	12.9	28.3	30.7	16.6	6.5	95.0
	Group 4	524.8	2.8	6.2	16.8	29.0	27.3	13.2	4.7	91.0
	Not in paid work	505.9	6.4	9.7	23.5	27.8	20.8	8.4	3.4	83.9
	Not stated (15%)	518.4	5.3	9.5	18.3	26.2	22.9	12.0	5.8	85.2

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Numeracy

Table 7.N9 (cont.): Achievement of Year 7 Students in Numeracy, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 6	Band 7	Band 8	Band 9 and above	
Tas	Group 1	574.5	1.0	1.6	4.9	17.0	30.7	27.4	17.4	97.4
	Group 2	549.1	0.6	2.6	9.8	24.5	33.3	20.7	8.6	96.8
	Group 3	534.4	1.1	5.2	13.3	28.2	29.6	16.5	6.1	93.7
	Group 4	506.9	1.6	12.6	20.4	28.1	24.2	9.9	3.2	85.8
	Not in paid work	484.7	5.1	20.9	25.1	23.3	15.9	7.9	1.8	74.0
	Not stated (8%)	521.2	1.3	9.8	16.2	28.8	25.5	11.9	6.5	88.9
ACT	Group 1	578.0	1.3	1.4	5.4	16.4	29.5	25.5	20.4	97.3
	Group 2	555.8	1.8	2.6	9.5	21.0	31.6	21.9	11.5	95.6
	Group 3	533.9	2.0	5.3	13.6	26.9	29.5	17.2	5.6	92.7
	Group 4	516.3	2.9	8.7	21.3	26.0	24.0	12.3	4.8	88.3
	Not in paid work	506.6	9.4	10.9	19.7	26.8	20.9	9.1	3.2	79.7
	Not stated (7%)	542.1	1.7	7.4	12.1	22.0	27.9	18.1	10.8	91.0
NT	Group 1	554.2	1.6	3.4	9.5	22.0	30.9	19.8	12.9	95.0
	Group 2	542.5	2.0	2.9	11.3	26.9	32.6	15.9	8.2	95.0
	Group 3	510.6	2.0	10.9	18.4	29.5	25.2	10.3	3.8	87.2
	Group 4	475.1	2.8	27.7	23.8	18.8	15.8	8.3	2.6	69.4
	Not in paid work	417.7	4.6	52.3	23.0	12.3	5.2	1.7	1.0	43.1
	Not stated (24%)	447.5	1.4	42.3	23.5	15.5	10.9	5.1	1.3	56.3
Aust	Group 1	588.6	0.7	0.9	4.4	14.6	27.3	26.9	25.3	98.4
	Group 2	565.5	0.9	1.7	7.5	21.0	30.4	22.9	15.5	97.3
	Group 3	540.8	1.3	3.7	13.1	27.2	29.1	17.2	8.4	95.0
	Group 4	523.1	2.2	7.2	18.6	28.5	24.7	12.7	6.1	90.6
	Not in paid work	501.8	5.2	13.2	23.3	26.8	18.8	8.7	4.0	81.6
	Not stated (8%)	536.0	2.7	8.6	14.9	22.6	23.6	16.3	11.4	88.8

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Participation

Table 7.P1: Year 7 Student Participation in Assessment, by State and Territory, 2019.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number Participation Rate (%)	91834 96.3	92006 96.4	91705 96.1	91705 96.1	90962 95.4
Vic	Number Participation Rate (%)	73185 94.8	73100 94.7	73015 94.6	73015 94.6	72721 94.2
Qld	Number Participation Rate (%)	61594 90.4	61749 90.6	61727 90.6	61727 90.6	61048 89.6
WA	Number Participation Rate (%)	32865 96.1	32890 96.2	32547 95.2	32547 95.2	32332 94.6
SA	Number Participation Rate (%)	19680 94.4	19684 94.4	19597 94.0	19597 94.0	19387 93.0
Tas	Number Participation Rate (%)	6423 96.3	6419 96.2	6343 95.1	6343 95.1	6263 93.9
ACT	Number Participation Rate (%)	5398 94.2	5399 94.3	5354 93.5	5354 93.5	5328 93.0
NT	Number Participation Rate (%)	2697 83.3	2712 83.8	2714 83.8	2714 83.8	2648 81.8
Aust	Number Participation Rate (%)	293676 94.3	293959 94.4	293002 94.1	293002 94.1	290689 93.4

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Participation

Table 7.P2: Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	Indigenous	5311	88.5	5350	89.2	5276	87.9	5276	87.9	5197	86.6
	Non-Indig.	84182	96.9	84311	97.0	84086	96.7	84086	96.7	83443	96.0
Vic	Indigenous	1192	85.1	1190	85.0	1191	85.1	1191	85.1	1170	83.6
	Non-Indig.	71627	95.0	71557	94.9	71464	94.8	71464	94.8	71183	94.4
Qld	Indigenous	4374	80.6	4398	81.1	4398	81.1	4398	81.1	4267	78.7
	Non-Indig.	55843	91.5	55977	91.7	55947	91.7	55947	91.7	55426	90.8
WA	Indigenous	1939	82.8	1977	84.4	1890	80.7	1890	80.7	1874	80.0
	Non-Indig.	30332	97.4	30345	97.5	30077	96.6	30077	96.6	29882	96.0
SA	Indigenous	852	85.3	857	85.8	845	84.6	845	84.6	823	82.4
	Non-Indig.	18627	95.0	18620	95.0	18550	94.6	18550	94.6	18362	93.7
Tas	Indigenous	573	92.3	583	93.9	560	90.2	560	90.2	547	88.1
	Non-Indig.	5637	96.9	5625	96.7	5573	95.8	5573	95.8	5508	94.7
ACT	Indigenous	150	81.1	156	84.3	151	81.6	151	81.6	148	80.0
	Non-Indig.	5015	94.6	5012	94.5	4971	93.8	4971	93.8	4948	93.3
NT	Indigenous	978	69.4	983	69.7	988	70.1	988	70.1	941	66.7
	Non-Indig.	1647	94.7	1656	95.2	1654	95.1	1654	95.1	1636	94.1
Aust	Indigenous	15369	83.6	15494	84.3	15299	83.2	15299	83.2	14967	81.4
	Non-Indig.	272910	95.1	273103	95.2	272322	94.9	272322	94.9	270388	94.2

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Participation

Table 7.P3: Percentage of Year 7 Student Exemptions, Absences and Withdrawals by State and Territory, 2019.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	1.5	2.8	0.9	1.5	2.6	0.9	1.5	2.9	0.9	1.5	2.9	0.9	1.5	3.7	0.9
Vic	1.9	3.6	1.6	1.9	3.8	1.5	1.9	3.9	1.5	1.9	3.9	1.5	1.9	4.2	1.6
Qld	1.3	3.9	5.7	1.3	3.7	5.6	1.3	3.8	5.6	1.3	3.8	5.6	1.3	4.7	5.7
WA	1.2	3.2	0.6	1.2	3.2	0.6	1.2	4.2	0.6	1.2	4.2	0.6	1.2	4.8	0.6
SA	2.6	2.7	2.8	2.6	2.8	2.7	2.6	3.1	2.9	2.6	3.1	2.9	2.6	4.1	2.9
Tas	1.5	2.6	1.1	1.5	2.7	1.1	1.5	3.8	1.1	1.5	3.8	1.1	1.4	5.1	1.0
ACT	1.8	2.3	3.5	1.8	2.4	3.4	1.8	2.9	3.6	1.8	2.9	3.6	1.9	3.5	3.5
NT	2.3	14.9	1.8	2.3	14.5	1.8	2.3	14.4	1.8	2.3	14.4	1.8	2.3	16.4	1.8
Aust	1.6	3.4	2.3	1.6	3.3	2.2	1.6	3.6	2.3	1.6	3.6	2.3	1.6	4.3	2.3

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Participation

Table 7.P4: Percentage of Year 7 Student Exemptions, Absences and Withdrawals by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	<i>Indigenous</i>	3.2	9.9	1.6	3.1	9.3	1.5	3.2	10.4	1.6	3.2	10.4	1.6	3.2	11.7	1.6
	<i>Non-Indigenous</i>	1.4	2.3	0.9	1.4	2.1	0.9	1.4	2.4	0.9	1.4	2.4	0.9	1.4	3.1	0.9
Vic	<i>Indigenous</i>	5.4	11.4	3.4	5.4	11.6	3.4	5.4	11.8	3.1	5.4	11.8	3.1	5.4	12.8	3.6
	<i>Non-Indigenous</i>	1.8	3.4	1.6	1.8	3.6	1.5	1.8	3.7	1.5	1.8	3.7	1.5	1.8	4.0	1.6
Qld	<i>Indigenous</i>	2.0	10.5	8.8	1.9	10.3	8.7	1.9	10.2	8.8	1.9	10.2	8.8	1.9	12.4	9.0
	<i>Non-Indigenous</i>	1.3	3.2	5.3	1.3	3.0	5.2	1.3	3.1	5.2	1.3	3.1	5.2	1.2	3.9	5.3
WA	<i>Indigenous</i>	1.4	16.0	1.2	1.5	14.3	1.3	1.4	18.1	1.2	1.4	18.1	1.2	1.4	18.7	1.3
	<i>Non-Indigenous</i>	1.1	2.0	0.6	1.1	2.0	0.5	1.1	2.9	0.5	1.1	2.9	0.5	1.1	3.5	0.5
SA	<i>Indigenous</i>	5.5	10.4	4.3	5.5	10.4	3.8	5.5	11.1	4.3	5.5	11.1	4.3	5.5	13.1	4.5
	<i>Non-Indigenous</i>	2.4	2.3	2.7	2.4	2.4	2.6	2.4	2.6	2.8	2.4	2.6	2.8	2.4	3.6	2.7
Tas	<i>Indigenous</i>	1.1	6.4	1.3	1.1	5.0	1.1	1.1	8.7	1.1	1.1	8.7	1.1	1.0	10.8	1.1
	<i>Non-Indigenous</i>	1.5	2.1	1.0	1.5	2.3	1.0	1.5	3.2	1.0	1.5	3.2	1.0	1.5	4.3	1.0
ACT	<i>Indigenous</i>	6.5	7.0	11.9	6.5	5.4	10.3	6.5	6.5	11.9	6.5	6.5	11.9	7.0	8.1	11.9
	<i>Non-Indigenous</i>	1.7	2.1	3.3	1.7	2.3	3.2	1.8	2.9	3.4	1.8	2.9	3.4	1.8	3.5	3.2
NT	<i>Indigenous</i>	3.3	29.0	1.6	3.3	28.7	1.6	3.3	28.3	1.6	3.3	28.3	1.6	3.3	31.6	1.6
	<i>Non-Indigenous</i>	1.6	3.6	1.7	1.6	3.2	1.6	1.6	3.2	1.7	1.6	3.2	1.7	1.6	4.2	1.7
Aust	<i>Indigenous</i>	2.9	12.3	4.1	2.8	11.8	4.0	2.9	12.7	4.0	2.9	12.7	4.0	2.9	14.4	4.2
	<i>Non-Indigenous</i>	1.5	2.7	2.2	1.5	2.7	2.1	1.5	3.0	2.1	1.5	3.0	2.1	1.5	3.6	2.1

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 7 Comparative Achievement

Table 7.CR: Comparative Achievement of Year 7 Students in Reading, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	548.4	551.3	542.7	544.0	542.9	537.7	558.0	480.3	546.3
NSW	548.4		■	■	■	■	■	■	▲	■
Vic	551.3	■		■	■	■	▲	■	▲	■
Qld	542.7	■	■		■	■	■	▼	▲	■
WA	544.0	■	■	■		■	■	▼	▲	■
SA	542.9	■	■	■	■		■	▼	▲	■
Tas	537.7	■	▼	■	■	■		▼	▲	■
ACT	558.0	■	■	▲	▲	▲	▲		▲	■
NT	480.3	▼	▼	▼	▼	▼	▼	▼		▼
Aust	546.3	■	■	■	■	■	■	■	▲	

Table 7.CW: Comparative Achievement of Year 7 Students in Writing, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	516.5	522.6	502.3	515.1	512.6	503.3	518.0	422.4	513.2
NSW	516.5		■	▲	■	■	■	■	▲	■
Vic	522.6	■		▲	■	■	▲	■	▲	■
Qld	502.3	▼	▼		■	■	■	▼	▲	■
WA	515.1	■	■	■		■	■	■	▲	■
SA	512.6	■	■	■	■		■	■	▲	■
Tas	503.3	■	▼	■	■	■		▼	▲	■
ACT	518.0	■	■	▲	■	■	▲		▲	■
NT	422.4	▼	▼	▼	▼	▼	▼	▼		▼
Aust	513.2	■	■	■	■	■	■	■	▲	

Table 7.CS: Comparative Achievement of Year 7 Students in Spelling, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	553.0	547.2	542.4	545.4	540.6	527.6	547.7	476.5	546.1
NSW	553.0		■	■	■	■	▲	■	▲	■
Vic	547.2	■		■	■	■	▲	■	▲	■
Qld	542.4	■	■		■	■	▲	■	▲	■
WA	545.4	■	■	■		■	▲	■	▲	■
SA	540.6	■	■	■	■		■	■	▲	■
Tas	527.6	▼	▼	▼	▼	■		▼	▲	▼
ACT	547.7	■	■	■	■	■	▲		▲	■
NT	476.5	▼	▼	▼	▼	▼	▼	▼		▼
Aust	546.1	■	■	■	■	■	▲	■	▲	

Refer to the introduction for explanatory notes and how to read the table.

NAPLAN Year 7 Comparative Achievement

Table 7.CG: Comparative Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	544.7	545.1	540.0	539.6	539.4	529.5	550.8	455.3	541.7
NSW	544.7		■	■	■	■	△	■	▲	■
Vic	545.1	■		■	■	■	△	■	▲	■
Qld	540.0	■	■		■	■	■	■	▲	■
WA	539.6	■	■	■		■	■	■	▲	■
SA	539.4	■	■	■	■		■	■	▲	■
Tas	529.5	▽	▽	■	■	■		▽	▲	■
ACT	550.8	■	■	■	■	■	△		▲	■
NT	455.3	▽	▽	▽	▽	▽	▽	▽		▽
Aust	541.7	■	■	■	■	■	■	■	▲	

Table 7.CN: Comparative Achievement of Year 7 Students in Numeracy, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	559.3	560.3	547.1	555.1	546.3	537.4	560.3	487.9	554.4
NSW	559.3		■	■	■	■	△	■	▲	■
Vic	560.3	■		■	■	△	△	■	▲	■
Qld	547.1	■	■		■	■	■	■	▲	■
WA	555.1	■	■	■		■	△	■	▲	■
SA	546.3	■	▽	■	■		■	▽	▲	■
Tas	537.4	▽	▽	■	▽	■		▽	▲	▽
ACT	560.3	■	■	■	■	△	△		▲	■
NT	487.9	▽	▽	▽	▽	▽	▽	▽		▽
Aust	554.4	■	■	■	■	■	△	■	▲	

Refer to the introduction for explanatory notes and how to read the table.

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Overall national and jurisdiction results (Year 7)

Year 7 marks the beginning of secondary education in most Australian jurisdictions. In South Australia, Year 7 is the last year of primary education in most schools.

Achievement scores

Figures 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 show the distributions of achievement scores in reading, writing, spelling, grammar and punctuation, and numeracy, respectively, for each jurisdiction and for Australia overall. The table below each figure presents the mean scale score and standard deviation for each jurisdiction and for Australia overall.

For most jurisdictions, mean scale scores are not substantially different from the national mean scale scores in most domains. The exceptions are:

- The mean scale scores for Tasmania in spelling and numeracy are below and statistically significantly different from the national mean scale score.
- The mean scale scores for the Northern Territory in all five domains are substantially below and statistically significantly different from the national mean scale scores.

For the Northern Territory, the spread of scores, as indicated by the standard deviation, is much greater than in the other jurisdictions. This is also indicated by the length of the bars in the figures, which shows that much of the spread is between the 80th percentile and the 20th percentile, and between the 20th percentile and the 5th percentile in most domains.

Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands across Years 3, 5, 7 and 9. For students in Year 7, Band 4 and below is the lowest band that is reported and indicates a score below the national minimum standard. Band 5 (the next lowest band) indicates a score at the national minimum standard (see p. vi). Band 9 is the highest reported band, representing high achievement for Year 7, and is reported as Band 9 and above. Exempt students do not receive an achievement score and are not included in the calculation of means and standard deviations, but they are included below the national minimum standard in reporting band percentages.

Tables 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 present the percentages of students in each band for each jurisdiction and for Australia overall in each of the five achievement domains. The last column of each table shows the percentage of students who achieved at or above the national minimum standard in the achievement domain. For Australia overall, the percentage of students who achieved at or above the national minimum standard is high, ranging from 89% in writing to 95% in reading. For New South Wales, Victoria, Queensland, Western Australia, South Australia and the ACT, more than 10% of students achieved at Band 9 or above in numeracy.

Sex

Mean scale scores and score distributions are shown separately for male and female students in Figures 7.R2, 7.W2, 7.S2, 7.G2 and 7.N2. In writing, the mean scale scores for female students are higher than the mean scale scores for male students, for Australia overall and for all jurisdictions. In reading, the mean scale scores for female students are higher than the mean scale scores for male students for Tasmania and the ACT. In numeracy, the mean scale scores for female students are close to the mean scale scores for male students in all jurisdictions and for Australia overall.

Tables 7.R2, 7.W2, 7.S2, 7.G2 and 7.N2 present the percentages of male and female students in each achievement band. For Australia overall, a higher percentage of female students achieved at or above the national minimum standard compared with male students in the four literacy domains. In numeracy, a higher percentage of male students than female students achieved in the two highest achievement bands (Band 8 and Band 9 and above) for Australia overall and for all jurisdictions.

Indigenous students

Figures 7.R3, 7.W3, 7.S3, 7.G3 and 7.N3 display the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In all achievement domains and for all jurisdictions, the mean scale scores for Indigenous students are below the mean scale scores for non-Indigenous students. Differences for Australia overall range from 60 score points in spelling to 82 score points in grammar and punctuation.

Tables 7.R3, 7.W3, 7.S3, 7.G3 and 7.N3 show the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and for Australia overall. For Australia overall, 78% of Indigenous students achieved at or above the national minimum standard in reading, 77% in spelling and 76% in numeracy.

Language background other than English

Figures 7.R4, 7.W4, 7.S4, 7.G4 and 7.N4 provide the distributions of scores, mean scale scores and standard deviations separately for LBOTE students and non-LBOTE students, for each jurisdiction and for Australia overall. In spelling, the mean scale scores for LBOTE students are higher than the mean scale scores for non-LBOTE students in all jurisdictions except the Northern Territory, where the mean scale scores for non-LBOTE students are substantially higher than the mean scale scores for LBOTE students in all domains. For New South Wales, the mean scale scores for LBOTE students are higher than and statistically significantly different from the mean scale scores for non-LBOTE students in writing, grammar and punctuation, and numeracy, in addition to spelling.

Tables 7.R4, 7.W4, 7.S4, 7.G4 and 7.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for LBOTE students and non-LBOTE students. In reading, greater percentages of non-LBOTE students than LBOTE students achieved at or above the national minimum standard for Victoria, Queensland and South Australia and for Australia overall. For the Northern Territory, greater percentages of non-LBOTE students than LBOTE students achieved at or above the national minimum standard in all domains.

Geolocation

Beginning in 2016, NAPLAN results are reported using the Australian Statistical Geography Standard (ASGS) to classify each school's geographic location (geolocation). Tables 7.R5, 7.W5, 7.S5, 7.G5 and 7.N5 present summary results for students from schools in major cities, inner regional, outer regional, remote and very remote geolocations for each jurisdiction and for Australia overall. These tables include the mean scale score, as well as the percentage of students in each achievement band. In Victoria, there are no schools with Year 7 students in the very remote geolocation; in Tasmania, there are no schools in the major cities geolocation (Hobart, Launceston and Devonport are classified as inner regional); in the ACT, there are no schools in the inner regional, outer regional, remote or very remote geolocations; and in the Northern Territory, there are no schools in the major cities or inner regional geolocations (Darwin is classified as outer regional). In addition, there are too few students for reporting in the very remote geolocation in Tasmania, as indicated by 'n.p.' in the tables.

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students attending schools in major cities geolocations have the highest mean scale scores, followed by students attending schools in inner regional geolocations, then students attending schools in outer regional geolocations, then students attending schools in remote geolocations, and then students attending schools in very remote geolocations. This pattern is not always replicated within each jurisdiction. For New South Wales, there is little difference in the mean scale scores for students attending schools in remote and very remote geolocations; for Queensland and Western Australia, there is little difference in mean scale scores for students attending schools in inner regional and outer regional geolocations; and for South Australia, there is little difference

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among students attending schools in inner regional, outer regional and remote geolocations in most domains.

The national distributions of achievement bands show similar results, with students attending schools in major cities geolocations having the highest percentage of students achieving at or above the national minimum standard and students attending schools in very remote geolocations having the lowest percentage. In reading and numeracy, at least 95% of students in major cities geolocations achieved at or above the national minimum standard. In all domains for Australia overall, greater percentages of students attending schools in major cities geolocations achieved at Band 8 and Band 9 and above than did students attending schools in other geolocations.

Results by geolocation are also reported by Indigenous status, in Tables 7.R6, 7.W6, 7.S6, 7.G6 and 7.N6 for Indigenous students and in Tables 7.R7, 7.W7, 7.S7, 7.G7 and 7.N7 for non-Indigenous students. Among Indigenous students for Australia overall, the pattern of mean scale scores by geolocation is notionally the same as the pattern for all students, but with smaller differences between Indigenous students attending schools in major cities geolocations and those attending schools in inner regional geolocations. For Tasmania, there is little difference in results for Indigenous students attending schools in outer regional geolocations and those attending schools in inner regional geolocations in most domains. For non-Indigenous students for Australia overall, there are small differences in results among students attending schools in inner regional, outer regional and remote locations.

Parental education

Tables 7.R8, 7.W8, 7.S8, 7.G8 and 7.N8 provide results for each jurisdiction and for Australia overall by parental education. Parental education refers to the highest level of education completed by either parent or guardian. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 3% in the ACT to 16% in the Northern Territory. For Australia overall, there is no information on parental education for 5% of Year 7 students, so these results should be treated with caution. The tables include results for students whose parental education is identified as 'Not stated'.

In all domains, mean scale scores are higher for students whose parents have higher levels of education. Students whose parents hold a bachelor degree or higher have the highest mean scale scores for each jurisdiction and for Australia overall, and the greatest percentage of students who achieved at or above the national minimum standard. For all jurisdictions and in all domains, there is little difference in the mean scale scores between students with parents whose highest level of education is a certificate and those with parents whose highest level is Year 12 completion. For Australia overall, at least 95% of students whose parents completed a bachelor degree or higher achieved at or above the national minimum standard in each domain. Students with parents whose education is not stated are excluded from these comparisons.

Parental occupation

Tables 7.R9, 7.W9, 7.S9, 7.G9 and 7.N9 show results for each jurisdiction and for Australia overall by parental occupation. Parental occupation group is defined by the main work undertaken by one parent or guardian. If a parent/guardian has more than one job, the occupation group reflecting the main job is reported. If both parents/guardians are working, the higher of the two occupation groups is used. Occupations are classified into four groups; a fifth group represents those not in paid work. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 4% in Victoria to 24% in the Northern Territory. For Australia overall, there is no information on parental occupation for 8% of students, so these results should be treated with caution. The tables include results for students whose parental occupation is identified as 'Not stated'.

Students with parents in Occupation Group 1, which includes senior managers and qualified professionals, have the highest

mean scale scores in all domains for all jurisdictions and for Australia overall. The next highest mean scale scores were achieved by students with parents in Occupation Group 2, which includes other business managers and associate professionals, followed by Occupation Group 3 (tradespeople; clerks; and skilled office, sales and service staff) and Occupation Group 4 (machine operators, hospitality staff, assistants and labourers). Students whose parents are not in paid work have the lowest mean scale scores in all domains for Australia overall and for most jurisdictions. Students with parents whose occupation is not stated are excluded from these comparisons.

The percentage of students who achieved at or above the national minimum standard is also related to parental occupation. Students with parents in Occupation Group 1 most frequently achieved at or above the national minimum standard (between 95% and 99% nationally). For Australia overall, more than 90% of students with at least one parent in paid work achieved at or above the national minimum standard in reading and numeracy.

Participation

Tables 7.P1, 7.P2, 7.P3 and 7.P4 provide data on participation in the tests in each domain for each jurisdiction and for Australia overall. Table 7.P1 provides the overall rates and Table 7.P2 provides rates separately for Indigenous and non-Indigenous students. Tables 7.P3 and 7.P4 provide exemption, absence and withdrawal rates for the tests in each domain, with Table 7.P4 showing these rates separately for Indigenous and non-Indigenous students. Students who are absent or withdrawn are considered non-participating. Students who are exempt do not receive a scale score but are considered to have achieved below the national minimum standard.

The national participation rate is lowest in numeracy at 93.4% and highest in writing at 94.4%. The participation rate was more than 96% for New South Wales, Western Australia and Tasmania in the reading and writing domains. The lowest rate was in the numeracy domain for the Northern Territory (81.8%). For Australia overall, participation rates are lower among Indigenous students (from 81.4% in numeracy to 84.3% in writing) than among non-Indigenous students (from 94.2% in numeracy to 95.2% in writing).

Across Australia, 1.6% of students were granted exemptions from the assessment in each achievement domain. Exemption rates vary across jurisdictions, ranging from 1.2% for Western Australia to 2.6% for South Australia. For Australia overall, students were absent most frequently for the numeracy assessment (4.3%). Among Indigenous students, withdrawal rates were highest for the ACT (10.3% to 11.9%) and lowest for Tasmania (1.1% to 1.3%) and Western Australia (1.2% to 1.3%). Among non-Indigenous students, withdrawal rates were highest for Queensland (5.2% to 5.3%) and lowest for Western Australia (0.5% to 0.6%).

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Figure 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	584.3 (65.6)	585.6 (64.4)	574.3 (68.7)	587.1 (63.4)	575.2 (64.1)	570.3 (68.4)	594.5 (69.0)	511.4 (121.5)	581.3 (67.2)

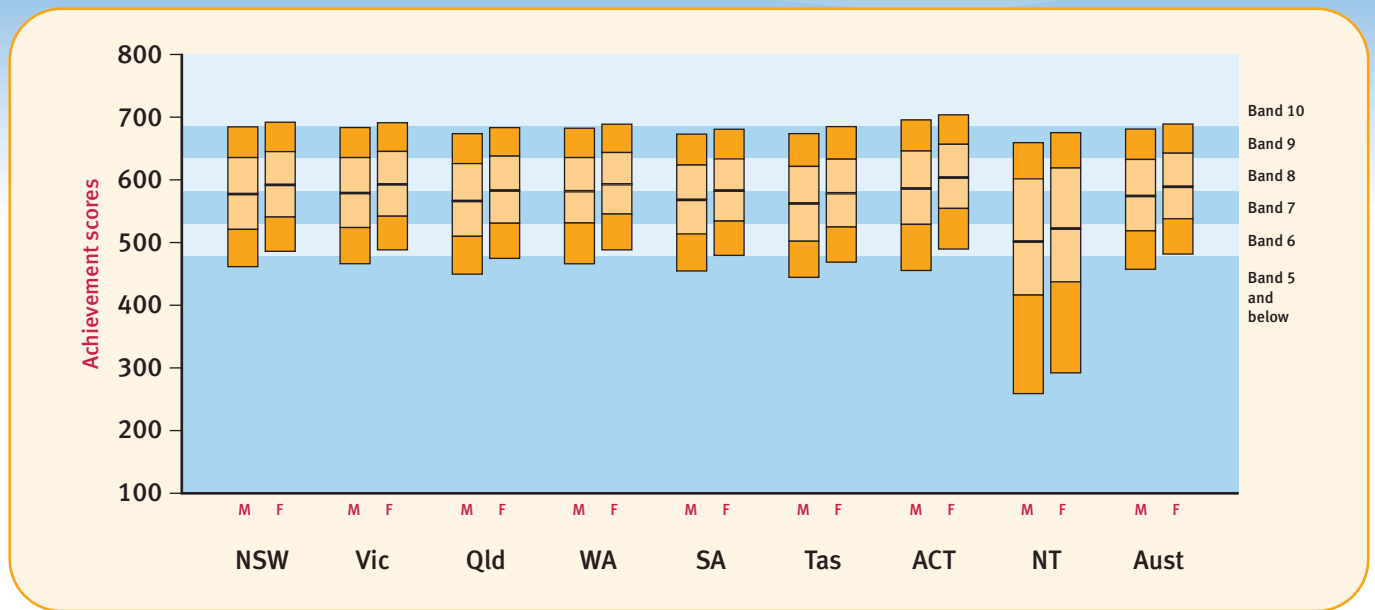
Table 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	93.5	5.1	1.4	1.6	5.8	13.6	27.0	29.3	17.2	5.4	92.5
Vic	14yrs 9mths 9yrs 4mths	90.3	7.0	2.7	2.4	5.2	13.3	26.9	29.7	17.5	5.1	92.4
Qld	14yrs 5mths 9yrs 4mths	85.2	6.9	7.9	1.4	7.8	16.2	28.0	27.7	15.2	3.7	90.9
WA	14yrs 5mths 9yrs 4mths	94.3	5.2	0.5	1.2	5.2	11.4	27.2	32.4	17.6	4.9	93.6
SA	14yrs 7mths 9yrs 4mths	89.6	6.0	4.5	3.0	6.8	15.1	29.7	28.2	13.8	3.4	90.2
Tas	14yrs 10mths 9yrs 4mths	92.5	5.8	1.7	1.5	9.2	17.4	28.1	26.7	13.0	4.1	89.3
ACT	14yrs 8mths 9yrs 4mths	88.4	4.9	6.7	1.4	5.7	10.2	23.2	31.1	20.4	8.0	92.9
NT	14yrs 6mths 9yrs 4mths	76.4	21.7	1.9	2.4	31.9	15.3	20.3	18.2	9.3	2.6	65.7
Aust	14yrs 7mths 9yrs 4mths	90.4	6.2	3.4	1.8	6.4	14.0	27.3	29.2	16.5	4.8	91.8

[Refer to the introduction for explanatory notes and how to read the graph.](#)

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Figure 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	577.2 (67.9)	578.8 (66.1)	566.1 (70.8)	581.8 (65.0)	567.9 (66.0)	562.2 (70.4)	586.0 (71.9)	501.4 (123.1)	574.1 (69.2)
Female Mean scale score / (S.D.)	591.8 (62.3)	592.7 (61.7)	582.8 (65.4)	592.9 (61.1)	582.7 (61.1)	578.6 (65.2)	603.5 (64.5)	522.1 (118.8)	588.8 (64.1)

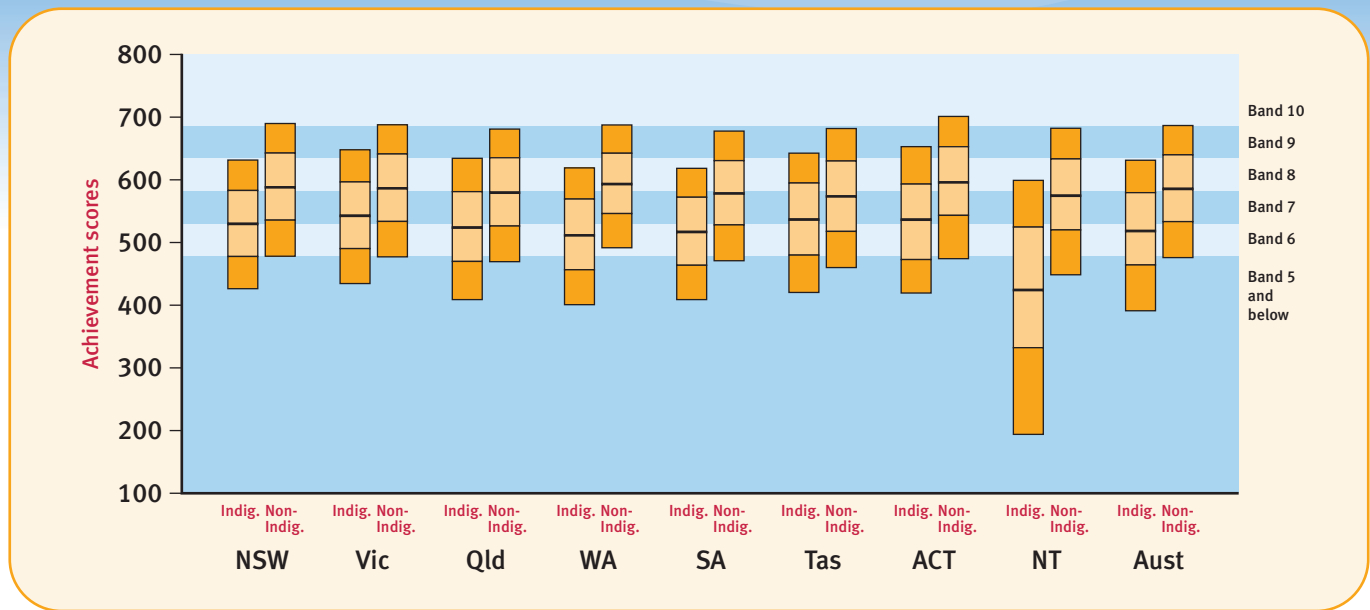
Table 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	2.1	7.7	15.5	27.1	27.4	15.6	4.6	90.2
	Female	1.2	3.9	11.7	26.9	31.3	18.9	6.2	95.0
Vic	Male	3.1	6.7	15.1	27.3	27.8	15.6	4.4	90.2
	Female	1.7	3.6	11.4	26.4	31.6	19.4	5.9	94.8
Qld	Male	1.7	10.0	18.2	28.0	25.7	13.3	3.0	88.3
	Female	1.0	5.4	14.1	28.0	29.9	17.2	4.5	93.6
WA	Male	1.5	6.6	12.7	27.6	31.1	16.1	4.3	91.9
	Female	0.8	3.8	10.1	26.8	33.9	19.3	5.5	95.4
SA	Male	3.7	8.9	17.0	29.4	25.9	12.3	2.9	87.4
	Female	2.2	4.7	13.1	30.0	30.7	15.3	4.0	93.1
Tas	Male	2.2	11.8	19.1	27.6	24.6	11.4	3.3	86.0
	Female	0.8	6.5	15.6	28.7	28.9	14.6	4.8	92.7
ACT	Male	1.7	7.8	12.3	23.7	29.2	18.4	7.0	90.6
	Female	1.1	3.6	8.0	22.7	33.2	22.5	9.0	95.4
NT	Male	3.0	34.5	15.9	19.5	17.7	7.4	2.0	62.5
	Female	1.9	28.9	14.8	21.1	18.6	11.3	3.3	69.2
Aust	Male	2.3	8.3	15.8	27.4	27.3	14.8	4.0	89.4
	Female	1.3	4.5	12.1	27.1	31.2	18.3	5.5	94.2

[Refer to the introduction for explanatory notes and how to read the graph.](#)

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Figure 9.R3: Achievement of Year 9 Students in Reading, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	529.6 (64.8)	542.5 (64.8)	523.7 (70.2)	511.4 (69.1)	516.7 (66.8)	536.5 (69.3)	536.3 (70.5)	424.1 (123.3)	518.2 (78.2)
Non-Indigenous Mean scale score / (S.D.)	588.0 (63.9)	586.4 (64.1)	579.4 (65.6)	593.1 (59.0)	578.2 (62.3)	573.5 (67.2)	595.9 (68.6)	574.5 (70.6)	585.4 (64.1)

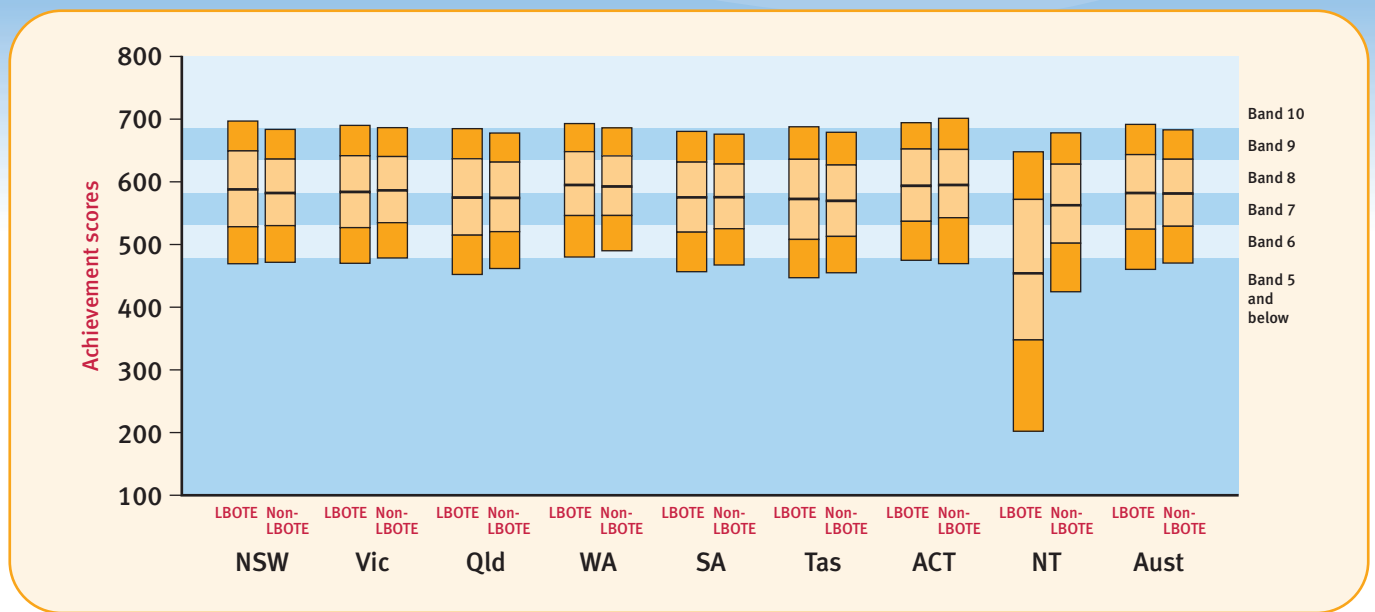
Table 9.R3: Achievement of Year 9 Students in Reading, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Indigenous	3.4	19.4	28.2	29.2	15.3	4.1	0.4	77.2
	Non-Indigenous	1.6	4.9	12.6	26.9	30.3	18.0	5.7	93.5
Vic	Indigenous	7.0	14.2	23.8	29.8	18.0	6.3	0.9	78.8
	Non-Indigenous	2.3	5.0	13.1	26.8	29.9	17.7	5.2	92.7
Qld	Indigenous	2.6	22.9	28.4	27.0	14.1	4.4	0.5	74.4
	Non-Indigenous	1.2	6.3	15.0	28.1	29.1	16.3	4.0	92.5
WA	Indigenous	2.0	29.7	28.6	25.0	11.8	2.8	0.1	68.3
	Non-Indigenous	1.1	3.3	10.0	27.4	34.1	18.8	5.2	95.6
SA	Indigenous	4.7	25.4	28.5	26.5	12.5	2.2	0.3	69.9
	Non-Indigenous	2.9	5.8	14.4	29.9	29.1	14.3	3.5	91.3
Tas	Indigenous	2.5	18.9	24.9	28.0	18.9	5.8	0.9	78.5
	Non-Indigenous	1.3	8.2	16.7	28.3	27.5	13.7	4.3	90.5
ACT	Indigenous	1.7	21.6	22.1	29.7	17.2	6.2	1.4	76.6
	Non-Indigenous	1.4	5.4	10.0	23.0	31.4	20.6	8.3	93.2
NT	Indigenous	3.6	62.8	15.9	10.6	5.2	1.5	0.4	33.6
	Non-Indigenous	1.6	9.1	14.7	27.5	27.8	15.1	4.2	89.3
Aust	Indigenous	3.3	24.9	26.9	26.5	13.9	4.0	0.5	71.7
	Non-Indigenous	1.7	5.2	13.1	27.4	30.2	17.3	5.0	93.1

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Reading

Figure 9.R4: Achievement of Year 9 Students in Reading, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	587.8 (69.2)	583.7 (66.7)	574.7 (71.3)	594.8 (65.2)	575.1 (67.4)	572.5 (73.8)	593.5 (68.0)	454.0 (135.8)	582.0 (72.7)
Non-LBOTE Mean scale score / (S.D.)	582.0 (64.3)	586.3 (63.4)	574.2 (68.3)	592.4 (58.8)	575.4 (63.1)	569.5 (68.1)	594.8 (69.2)	562.6 (79.3)	581.2 (65.3)

Table 9.R4: Achievement of Year 9 Students in Reading, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	LBOTE	2.2	6.2	14.0	24.3	27.0	19.0	7.3	91.6
	Non-LBOTE	1.5	5.9	13.8	28.3	29.9	16.2	4.5	92.6
Vic	LBOTE	2.9	6.1	14.5	25.9	27.8	17.2	5.6	91.0
	Non-LBOTE	2.2	4.8	12.8	27.2	30.4	17.5	5.0	93.0
Qld	LBOTE	1.6	9.2	16.3	25.5	26.4	16.3	4.7	89.2
	Non-LBOTE	1.3	7.5	16.2	28.4	28.0	15.1	3.5	91.2
WA	LBOTE	0.0	4.8	9.6	24.7	33.2	21.1	6.5	95.2
	Non-LBOTE	0.1	3.5	10.0	27.7	34.8	18.8	5.0	96.4
SA	LBOTE	6.4	7.8	14.6	26.3	27.2	13.7	3.9	85.8
	Non-LBOTE	2.3	6.5	15.1	30.5	28.6	13.8	3.2	91.2
Tas	LBOTE	4.4	10.9	15.8	23.1	26.3	14.4	5.2	84.7
	Non-LBOTE	1.4	9.3	17.6	28.6	26.4	12.8	3.9	89.3
ACT	LBOTE	2.8	5.4	11.9	22.0	29.4	21.7	6.9	91.8
	Non-LBOTE	1.0	5.9	9.7	23.5	31.6	20.1	8.2	93.1
NT	LBOTE	3.3	51.8	14.4	13.9	10.1	4.9	1.6	44.8
	Non-LBOTE	1.8	13.6	15.8	26.4	25.4	13.5	3.5	84.6
Aust	LBOTE	2.4	7.5	14.1	24.9	27.4	17.7	6.0	90.1
	Non-LBOTE	1.6	6.1	14.0	28.1	29.7	16.2	4.4	92.4

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Reading

Table 9.R5: Achievement of Year 9 Students in Reading, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Major Cities	590.3	1.6	4.8	12.2	25.9	30.3	18.9	6.3	93.6
	Inner Regional	569.5	1.7	8.3	16.9	30.3	27.3	12.7	2.7	90.0
	Outer Regional	553.3	1.3	12.2	21.9	31.5	23.0	8.8	1.3	86.5
	Remote	526.3	4.7	20.9	27.5	25.9	15.0	5.1	0.9	74.4
	Very Remote	529.9	0.0	25.0	23.8	23.1	19.6	6.9	1.5	75.0
Vic	Major Cities	589.7	2.3	4.5	12.3	26.0	30.3	18.8	5.7	93.2
	Inner Regional	571.4	2.5	7.5	16.7	29.7	27.5	12.9	3.1	90.0
	Outer Regional	575.1	2.8	6.8	15.9	29.0	27.4	14.5	3.6	90.4
	Remote	604.0	0.0	2.7	8.7	26.5	31.1	20.2	10.7	97.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	582.0	1.3	6.1	14.3	26.8	29.4	17.4	4.6	92.6
	Inner Regional	563.3	1.5	9.3	19.1	30.7	25.7	11.5	2.1	89.1
	Outer Regional	560.8	1.1	11.0	19.6	29.8	24.5	11.7	2.3	87.9
	Remote	533.7	1.2	22.6	22.1	26.3	19.2	7.8	0.8	76.2
	Very Remote	510.5	3.0	31.0	25.8	23.3	12.0	4.5	0.4	66.0
WA	Major Cities	593.1	1.3	3.9	10.1	26.3	33.6	19.3	5.5	94.8
	Inner Regional	576.5	0.9	5.7	14.9	31.1	31.5	13.1	2.9	93.4
	Outer Regional	572.8	0.9	7.4	15.2	31.3	29.8	12.9	2.6	91.7
	Remote	549.5	0.4	14.9	20.4	32.1	22.7	8.5	1.0	84.7
	Very Remote	502.1	0.6	39.6	20.1	21.4	13.0	4.0	1.4	59.8
SA	Major Cities	580.1	3.0	6.1	13.8	28.5	29.4	15.3	4.0	91.0
	Inner Regional	568.5	3.3	6.8	17.1	33.0	26.5	11.2	2.0	89.9
	Outer Regional	551.0	2.8	11.5	21.5	34.1	22.8	6.3	0.9	85.7
	Remote	565.4	1.9	7.3	16.9	35.0	27.3	9.7	2.0	90.9
	Very Remote	520.2	5.1	24.1	29.0	24.0	11.8	5.7	0.3	70.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	575.5	1.3	8.4	16.0	27.1	27.9	14.5	4.9	90.3
	Outer Regional	557.0	2.1	11.2	21.1	30.9	23.9	8.9	1.8	86.7
	Remote	540.0	5.4	25.9	21.1	22.7	10.3	11.9	2.7	68.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	594.5	1.4	5.7	10.2	23.2	31.1	20.4	8.0	92.9
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	562.2	2.7	13.5	16.1	25.6	25.4	13.2	3.5	83.8
	Remote	512.6	3.6	31.4	18.3	21.7	15.1	7.1	2.8	65.0
	Very Remote	380.1	0.8	80.4	10.7	5.2	1.8	1.0	0.1	18.9
Aust	Major Cities	588.3	1.8	5.0	12.5	26.3	30.5	18.4	5.6	93.2
	Inner Regional	569.3	1.9	8.1	17.2	30.1	27.2	12.6	2.8	90.0
	Outer Regional	561.7	1.6	10.5	19.1	30.2	25.1	11.2	2.3	87.8
	Remote	542.7	1.8	18.2	20.0	28.8	20.9	8.5	1.8	80.0
	Very Remote	462.6	1.6	50.2	18.9	16.4	8.9	3.4	0.6	48.2

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Reading

Table 9.R6: Achievement of Year 9 Indigenous Students in Reading, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Major Cities	537.8	3.8	16.1	26.1	30.8	17.3	5.2	0.7	80.2
	Inner Regional	527.3	3.4	20.3	28.9	28.6	14.9	3.6	0.2	76.3
	Outer Regional	516.0	1.4	25.3	32.3	26.9	11.7	2.3	0.0	73.2
	Remote	497.1	8.6	30.0	33.0	21.3	6.6	0.6	0.0	61.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	551.5	5.9	11.8	22.0	29.5	21.7	7.6	1.6	82.3
	Inner Regional	536.7	8.9	15.4	24.2	30.7	14.8	5.6	0.4	75.6
	Outer Regional	530.6	5.4	18.2	28.0	28.5	15.4	4.3	0.1	76.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	538.4	3.1	16.5	26.6	28.3	17.8	6.6	1.1	80.4
	Inner Regional	529.7	3.4	20.2	27.1	29.3	14.9	4.7	0.4	76.4
	Outer Regional	516.5	1.8	24.9	31.6	26.8	11.9	2.9	0.2	73.4
	Remote	482.1	1.6	47.3	24.9	18.2	5.8	2.2	0.0	51.1
	Very Remote	483.1	2.5	44.4	28.6	16.9	6.6	1.0	0.0	53.1
WA	Major Cities	524.4	2.8	22.5	28.3	28.1	14.0	3.9	0.3	74.7
	Inner Regional	528.6	1.8	19.1	30.7	28.4	17.0	2.9	0.0	79.0
	Outer Regional	523.0	1.2	22.8	31.0	28.1	13.7	3.1	0.0	75.9
	Remote	496.4	1.3	37.4	31.8	21.4	7.0	1.1	0.0	61.3
	Very Remote	461.1	1.0	59.5	22.2	12.6	4.2	0.5	0.0	39.5
SA	Major Cities	522.4	4.7	23.8	24.5	28.6	15.5	2.6	0.3	71.5
	Inner Regional	524.8	7.8	19.0	33.6	24.7	10.9	3.4	0.7	73.3
	Outer Regional	512.5	2.8	26.0	34.6	25.7	9.7	1.0	0.1	71.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	536.8	1.6	17.9	25.3	29.3	19.3	5.6	1.0	80.5
	Outer Regional	537.0	3.9	19.2	24.9	25.9	19.4	6.3	0.3	76.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	536.3	1.7	21.6	22.1	29.7	17.2	6.2	1.4	76.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	504.7	5.9	33.3	22.8	20.0	13.0	4.0	0.9	60.7
	Remote	453.9	6.6	51.5	20.0	14.7	5.0	1.5	0.7	42.0
	Very Remote	366.5	0.8	85.2	10.1	3.3	0.6	0.0	0.0	14.0
Aust	Major Cities	535.7	3.6	17.6	26.0	29.4	17.2	5.4	0.8	78.8
	Inner Regional	529.6	3.9	19.5	27.9	29.0	15.2	4.2	0.4	76.6
	Outer Regional	517.6	2.4	25.0	30.4	26.2	12.6	3.1	0.2	72.6
	Remote	481.4	3.9	42.7	26.8	19.1	6.0	1.3	0.3	53.5
	Very Remote	423.1	1.6	66.8	18.4	9.5	3.2	0.5	0.0	31.6

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Reading

Table 9.R7: Achievement of Year 9 Non-Indigenous Students in Reading, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Major Cities	592.4	1.6	4.3	11.6	25.7	30.8	19.4	6.5	94.1
	Inner Regional	574.9	1.5	6.7	15.3	30.7	29.1	13.8	3.0	91.8
	Outer Regional	563.1	1.3	8.7	19.1	32.9	25.9	10.4	1.7	90.0
	Remote	554.7	0.8	11.8	20.5	31.3	23.5	10.2	1.8	87.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	590.2	2.2	4.4	12.2	26.0	30.5	18.9	5.8	93.4
	Inner Regional	572.6	2.3	7.2	16.5	29.6	28.0	13.2	3.2	90.5
	Outer Regional	577.5	2.7	6.1	15.4	29.1	28.0	15.1	3.8	91.2
	Remote	603.5	0.0	2.8	9.1	27.0	29.8	20.2	11.1	97.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	584.7	1.2	5.4	13.7	26.8	30.1	18.0	4.8	93.3
	Inner Regional	567.3	1.4	8.1	18.1	30.8	26.9	12.3	2.3	90.5
	Outer Regional	571.2	1.0	7.7	16.8	30.6	27.5	13.7	2.8	91.4
	Remote	560.3	1.1	10.0	20.2	30.7	25.8	10.9	1.3	88.9
	Very Remote	562.6	4.3	6.0	20.6	34.4	22.2	11.2	1.1	89.6
WA	Major Cities	596.3	1.2	2.9	9.2	26.2	34.6	20.0	5.8	95.8
	Inner Regional	580.5	0.7	4.6	13.4	31.4	32.8	14.0	3.0	94.7
	Outer Regional	581.2	0.6	4.6	12.6	32.1	32.5	14.5	3.1	94.8
	Remote	571.4	0.1	5.8	15.5	35.8	29.5	11.7	1.5	94.1
	Very Remote	568.9	0.0	7.6	16.2	35.0	28.0	9.3	4.0	92.4
SA	Major Cities	582.3	2.9	5.4	13.3	28.5	30.0	15.8	4.1	91.7
	Inner Regional	570.6	3.2	6.1	16.3	33.6	27.2	11.5	2.1	90.7
	Outer Regional	556.2	2.9	9.6	19.6	35.4	24.6	6.9	1.0	87.5
	Remote	570.7	2.1	5.1	16.3	35.2	28.8	10.3	2.2	92.8
	Very Remote	553.1	1.5	8.9	26.5	32.0	19.4	11.1	0.6	89.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	578.3	1.1	7.5	15.4	27.2	28.6	15.2	5.1	91.4
	Outer Regional	560.5	1.8	9.9	20.3	31.5	24.7	9.6	2.1	88.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	595.9	1.4	5.4	10.0	23.0	31.4	20.6	8.3	93.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	576.8	1.9	8.3	14.1	27.1	28.7	15.6	4.2	89.8
	Remote	568.3	0.7	11.1	16.4	28.6	25.5	12.9	4.7	88.1
	Very Remote	548.0	0.0	19.2	19.2	30.0	17.1	13.8	0.8	80.8
Aust	Major Cities	590.2	1.7	4.5	12.0	26.2	31.0	18.8	5.8	93.8
	Inner Regional	572.9	1.7	7.1	16.2	30.3	28.3	13.3	3.0	91.2
	Outer Regional	570.3	1.5	7.6	16.8	31.1	27.5	12.8	2.7	90.9
	Remote	569.3	0.9	7.4	16.7	33.0	27.6	11.8	2.5	91.7
	Very Remote	562.5	1.7	8.3	19.6	33.3	24.2	10.9	2.0	90.0

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Reading

Table 9.R8: Achievement of Year 9 Students in Reading, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
NSW	Bachelor	615.9	0.9	1.4	5.7	19.3	34.3	27.8	10.7	97.7
	Diploma	580.0	1.6	4.4	13.3	32.0	31.8	14.2	2.7	94.0
	Certificate	560.2	1.9	8.6	20.0	34.2	25.3	8.7	1.4	89.5
	Year 12	563.5	2.1	8.4	19.8	31.4	26.0	10.3	1.9	89.4
	Year 11	534.3	4.2	17.9	26.6	29.4	16.5	4.8	0.6	77.9
	Not stated (5%)	580.7	1.9	7.3	14.7	25.3	28.7	17.1	5.0	90.8
Vic	Bachelor	611.9	1.3	1.6	6.5	20.8	33.9	26.5	9.5	97.1
	Diploma	577.1	1.7	5.2	15.0	30.4	31.6	13.7	2.4	93.1
	Certificate	563.6	2.5	7.7	19.1	33.1	26.3	9.8	1.5	89.8
	Year 12	567.5	3.2	7.0	17.9	32.5	26.4	11.0	2.0	89.8
	Year 11	543.5	7.0	13.6	24.4	30.0	17.9	6.3	0.8	79.4
	Not stated (3%)	588.4	5.6	6.3	11.8	22.2	28.9	18.8	6.4	88.1
Qld	Bachelor	607.5	0.7	2.3	7.5	21.4	33.9	26.0	8.2	97.0
	Diploma	572.4	0.9	6.6	16.1	31.2	30.0	13.1	2.1	92.4
	Certificate	558.4	1.3	9.3	21.1	33.0	24.6	9.4	1.3	89.4
	Year 12	555.5	1.7	10.4	21.7	32.4	23.9	8.6	1.2	87.9
	Year 11	529.4	3.5	19.7	27.5	28.0	16.0	4.8	0.5	76.8
	Not stated (8%)	551.8	3.1	13.6	19.7	27.6	23.6	10.5	1.9	83.3
WA	Bachelor	618.0	0.6	1.0	4.2	18.6	37.4	28.2	9.9	98.4
	Diploma	589.2	1.0	2.6	9.7	30.9	36.3	16.7	2.9	96.5
	Certificate	573.3	1.0	5.2	14.8	34.6	31.8	11.0	1.7	93.9
	Year 12	570.3	1.7	7.1	15.3	32.8	29.3	12.1	1.7	91.2
	Year 11	539.9	2.2	15.6	25.0	32.1	19.7	4.8	0.6	82.2
	Not stated (7%)	554.4	3.0	16.3	17.7	25.9	22.4	11.7	3.0	80.7
SA	Bachelor	606.4	1.0	1.7	6.8	23.7	35.0	24.3	7.5	97.3
	Diploma	573.5	1.7	5.5	15.5	32.6	30.9	12.0	1.9	92.8
	Certificate	561.3	2.1	7.7	19.1	35.9	25.9	8.2	1.1	90.2
	Year 12	562.3	2.8	8.0	18.6	34.6	26.3	8.6	1.1	89.3
	Year 11	531.6	5.6	18.2	25.9	30.3	16.2	3.3	0.5	76.2
	Not stated (7%)	557.4	12.8	12.3	18.3	23.6	20.0	9.9	3.2	74.9

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Reading

Table 9.R8 (cont.): Achievement of Year 9 Students in Reading, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
Tas	Bachelor	610.6	1.0	2.3	6.6	20.1	35.5	24.8	9.7	96.7
	Diploma	575.4	0.9	5.9	14.8	32.1	30.4	12.5	3.3	93.1
	Certificate	558.7	1.4	9.1	21.0	33.8	24.4	8.6	1.6	89.4
	Year 12	555.0	1.7	12.8	19.9	29.9	25.0	8.3	2.4	85.5
	Year 11	525.4	2.9	22.4	29.5	26.9	14.4	3.5	0.2	74.6
	Not stated (5%)	563.1	2.2	12.1	19.8	25.8	23.1	12.1	4.8	85.7
ACT	Bachelor	615.9	1.0	2.0	5.8	18.6	34.3	26.6	11.6	97.0
	Diploma	577.4	2.5	7.2	13.0	28.7	31.5	13.9	3.2	90.3
	Certificate	558.0	0.7	12.1	17.4	32.8	25.7	9.4	1.9	87.2
	Year 12	564.1	1.6	10.3	17.5	28.5	28.3	11.7	2.1	88.1
	Year 11	524.1	2.5	21.9	29.1	27.3	14.2	4.8	0.2	75.7
	Not stated (7%)	587.4	2.9	8.7	11.2	23.1	26.1	19.7	8.3	88.4
NT	Bachelor	588.9	1.5	7.1	10.9	23.7	30.3	20.0	6.5	91.3
	Diploma	549.2	2.0	16.9	17.6	27.8	22.9	10.1	2.7	81.1
	Certificate	536.5	1.3	21.7	19.8	26.1	20.3	9.1	1.7	77.0
	Year 12	521.8	3.6	27.8	16.3	26.2	18.8	6.1	1.2	68.6
	Year 11	420.4	4.3	62.7	15.9	10.7	5.1	1.2	0.3	33.1
	Not stated (15%)	450.0	2.5	52.1	15.0	14.8	10.8	3.8	1.0	45.4
Aust	Bachelor	612.6	0.9	1.7	6.2	20.3	34.5	26.8	9.6	97.4
	Diploma	577.9	1.4	5.1	14.1	31.3	31.7	13.9	2.5	93.5
	Certificate	561.7	1.8	8.3	19.4	33.7	26.0	9.3	1.4	89.9
	Year 12	562.7	2.3	8.6	19.1	32.2	25.9	10.1	1.7	89.1
	Year 11	532.7	4.6	18.3	25.8	29.1	16.7	4.9	0.6	77.2
	Not stated (5%)	562.8	4.0	12.3	16.7	25.2	24.7	13.4	3.7	83.7

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Reading

Table 9.R9: Achievement of Year 9 Students in Reading, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Group 1	614.2	0.8	1.5	6.1	20.1	33.9	26.9	10.6	97.7
	Group 2	594.3	1.1	3.0	10.0	27.6	33.5	19.4	5.4	95.9
	Group 3	570.3	1.5	6.6	17.4	32.4	28.0	11.6	2.5	91.9
	Group 4	555.9	2.1	10.8	22.0	32.2	22.3	8.9	1.8	87.1
	Not in paid work	539.2	5.1	17.1	24.9	27.8	17.4	6.4	1.3	77.8
	Not stated (6%)	581.6	2.0	6.7	14.0	26.2	29.7	16.6	4.7	91.3
Vic	Group 1	614.1	0.9	1.5	6.1	20.1	34.1	27.2	10.1	97.6
	Group 2	592.4	1.2	3.3	10.8	27.3	33.1	19.1	5.2	95.5
	Group 3	574.6	1.6	5.7	16.2	31.2	29.3	13.3	2.7	92.7
	Group 4	560.2	3.6	8.9	20.3	32.1	24.1	9.5	1.5	87.6
	Not in paid work	547.8	8.1	12.6	22.7	29.0	19.1	7.1	1.4	79.3
	Not stated (2%)	584.9	5.9	6.8	12.9	22.2	28.4	17.8	5.9	87.2
Qld	Group 1	606.7	0.6	2.5	7.8	21.6	33.5	25.7	8.2	96.9
	Group 2	583.8	0.7	4.7	13.3	28.7	31.9	17.0	3.7	94.6
	Group 3	563.7	1.1	8.3	19.1	32.4	26.4	10.9	1.7	90.6
	Group 4	548.0	1.6	12.7	24.4	31.5	21.4	7.4	1.0	85.6
	Not in paid work	534.3	4.6	18.2	25.5	28.1	16.8	5.8	1.0	77.2
	Not stated (14%)	551.4	2.7	13.5	21.2	28.7	22.2	9.8	1.9	83.8
WA	Group 1	615.8	0.7	1.1	4.7	19.8	36.8	27.4	9.6	98.2
	Group 2	596.4	0.8	2.0	8.1	27.7	37.5	19.3	4.5	97.2
	Group 3	578.4	0.8	4.7	13.1	33.4	32.5	13.2	2.3	94.5
	Group 4	563.7	1.3	8.0	18.7	33.6	27.3	9.4	1.7	90.7
	Not in paid work	543.6	2.6	16.1	23.9	29.2	19.8	6.6	1.9	81.3
	Not stated (12%)	557.2	3.0	14.2	18.0	26.9	23.5	11.5	2.8	82.8
SA	Group 1	603.9	0.9	2.3	7.6	24.3	34.0	23.5	7.4	96.9
	Group 2	583.4	1.4	3.6	12.4	31.5	32.7	15.4	2.9	95.0
	Group 3	568.3	1.8	6.6	17.2	33.9	28.5	10.3	1.7	91.6
	Group 4	554.1	2.8	10.4	21.1	34.5	23.3	6.8	1.2	86.8
	Not in paid work	543.5	5.9	14.0	23.4	30.8	19.1	5.7	1.0	80.1
	Not stated (13%)	548.9	9.6	14.0	21.1	26.5	18.8	7.7	2.3	76.4

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Reading

Table 9.R9 (cont.): Achievement of Year 9 Students in Reading, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
Tas	Group 1	603.9	0.6	3.2	9.3	21.1	34.1	23.0	8.6	96.2
	Group 2	583.6	0.7	5.1	13.0	29.3	31.1	16.1	4.7	94.2
	Group 3	560.8	1.8	8.4	19.7	34.3	25.4	8.9	1.5	89.7
	Group 4	541.6	1.2	14.9	26.7	31.8	19.1	5.0	1.3	83.9
	Not in paid work	530.2	5.8	22.2	25.3	24.5	17.0	4.2	1.0	72.0
	Not stated (7%)	554.8	2.1	16.0	20.4	26.0	21.6	10.0	3.9	81.9
ACT	Group 1	612.7	1.2	3.0	7.0	18.5	32.8	26.0	11.6	95.9
	Group 2	593.7	0.8	4.2	8.7	26.1	35.6	19.0	5.6	95.0
	Group 3	568.2	1.1	10.1	15.7	29.6	27.1	13.6	2.7	88.8
	Group 4	547.3	2.2	14.5	18.8	34.3	23.9	5.1	1.2	83.4
	Not in paid work	543.3	6.9	16.7	23.0	25.4	18.2	7.2	2.5	76.4
	Not stated (11%)	580.1	1.9	9.2	13.7	25.3	26.1	16.5	7.4	88.9
NT	Group 1	593.0	1.8	5.7	11.5	23.4	29.3	21.5	6.7	92.5
	Group 2	574.5	0.8	9.5	14.3	26.2	29.9	15.5	3.8	89.7
	Group 3	551.3	1.8	16.7	16.3	28.6	23.4	10.2	3.0	81.5
	Group 4	498.2	3.9	36.2	19.7	18.4	13.9	6.6	1.3	59.9
	Not in paid work	433.3	5.4	57.5	16.5	12.1	6.0	1.8	0.5	37.0
	Not stated (27%)	445.9	1.9	54.4	15.2	15.0	9.8	2.8	0.8	43.7
Aust	Group 1	611.8	0.8	1.8	6.5	20.6	34.1	26.5	9.7	97.4
	Group 2	590.7	1.0	3.5	10.9	28.0	33.4	18.5	4.7	95.5
	Group 3	570.1	1.4	6.8	17.1	32.3	28.4	11.9	2.3	91.9
	Group 4	555.3	2.4	10.7	21.7	32.2	23.0	8.6	1.5	86.9
	Not in paid work	539.8	5.9	16.4	24.0	28.2	17.9	6.4	1.3	77.7
	Not stated (8%)	558.2	3.6	13.0	18.2	26.6	23.7	11.8	3.1	83.4

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

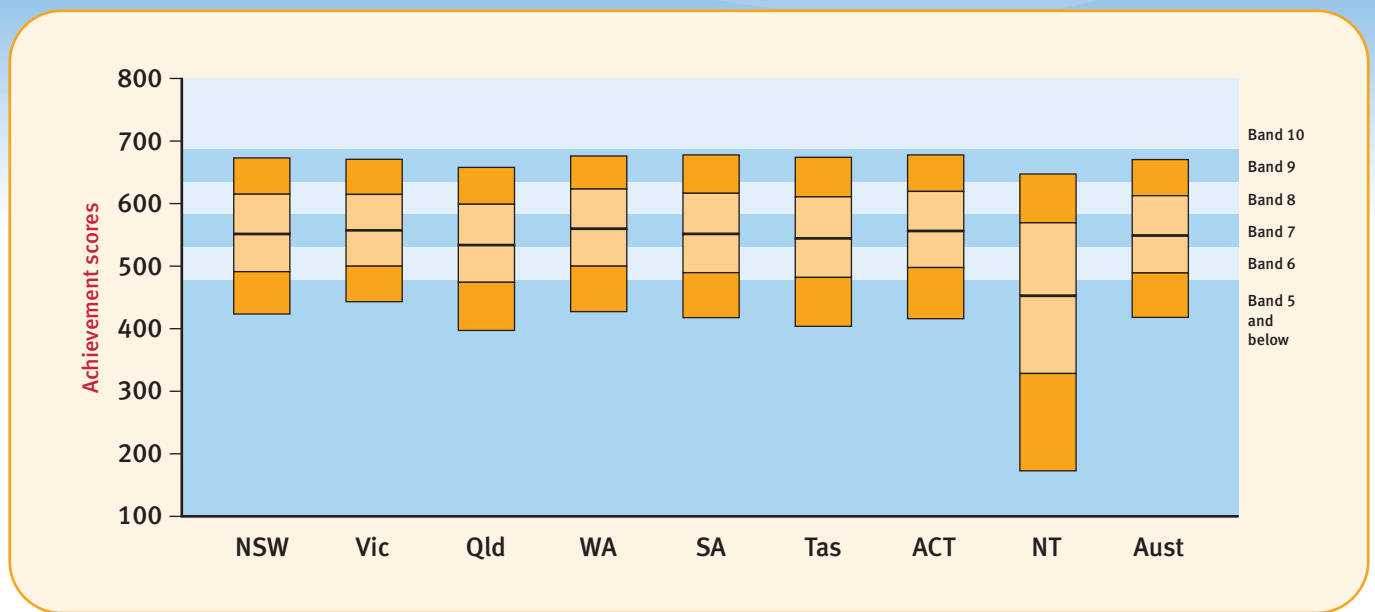
Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Writing

Figure 9.W1: Achievement of Year 9 Students in Writing, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	551.3 (77.1)	557.2 (69.9)	533.6 (80.8)	559.7 (77.4)	551.4 (79.8)	544.3 (81.8)	556.1 (79.8)	452.5 (141.4)	548.8 (78.7)

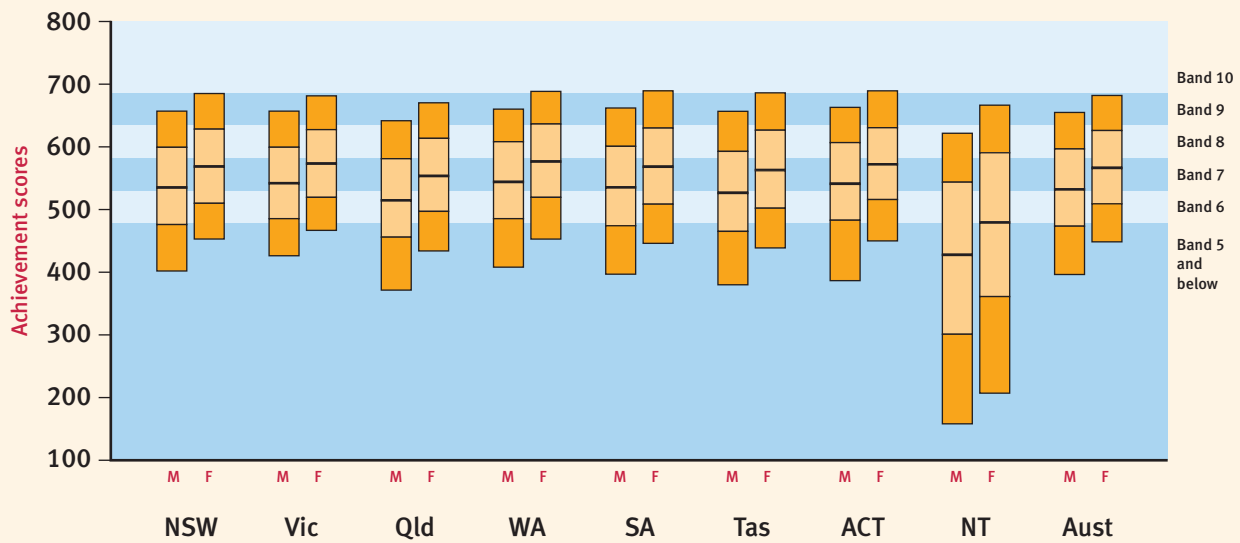
Table 9.W1: Achievement of Year 9 Students in Writing, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	93.9	4.8	1.3	1.6	15.1	22.0	26.8	21.4	9.8	3.3	83.3
Vic	14yrs 9mths 9yrs 4mths	90.5	7.0	2.6	2.4	11.8	21.2	29.3	22.4	9.8	3.0	85.8
Qld	14yrs 5mths 9yrs 4mths	85.6	6.7	7.7	1.4	21.1	24.6	26.1	17.5	7.2	2.0	77.5
WA	14yrs 5mths 9yrs 4mths	94.6	4.9	0.5	1.2	13.0	18.8	27.0	24.4	11.9	3.7	85.8
SA	14yrs 7mths 9yrs 4mths	89.8	6.0	4.2	3.0	15.6	20.6	26.5	20.6	9.9	3.9	81.4
Tas	14yrs 10mths 9yrs 4mths	91.9	6.3	1.8	1.5	18.3	22.2	26.4	18.8	9.3	3.5	80.1
ACT	14yrs 8mths 9yrs 4mths	89.2	4.4	6.5	1.4	13.5	19.8	27.8	23.2	10.5	3.9	85.2
NT	14yrs 6mths 9yrs 4mths	77.6	20.5	1.9	2.4	48.4	17.3	15.7	9.8	4.3	2.1	49.1
Aust	14yrs 7mths 9yrs 4mths	90.7	6.0	3.2	1.8	15.8	21.9	27.2	20.9	9.4	3.0	82.4

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Writing

Figure 9.W2: Achievement of Year 9 Students in Writing, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	535.0 (78.1)	541.9 (70.4)	514.6 (82.3)	543.9 (77.8)	535.3 (80.6)	526.5 (82.1)	541.0 (81.8)	427.6 (139.7)	532.1 (79.8)
Female Mean scale score / (S.D.)	568.5 (72.3)	573.2 (65.7)	553.4 (74.3)	576.5 (73.2)	568.2 (75.5)	562.8 (77.1)	572.1 (74.3)	479.3 (138.2)	566.3 (73.5)

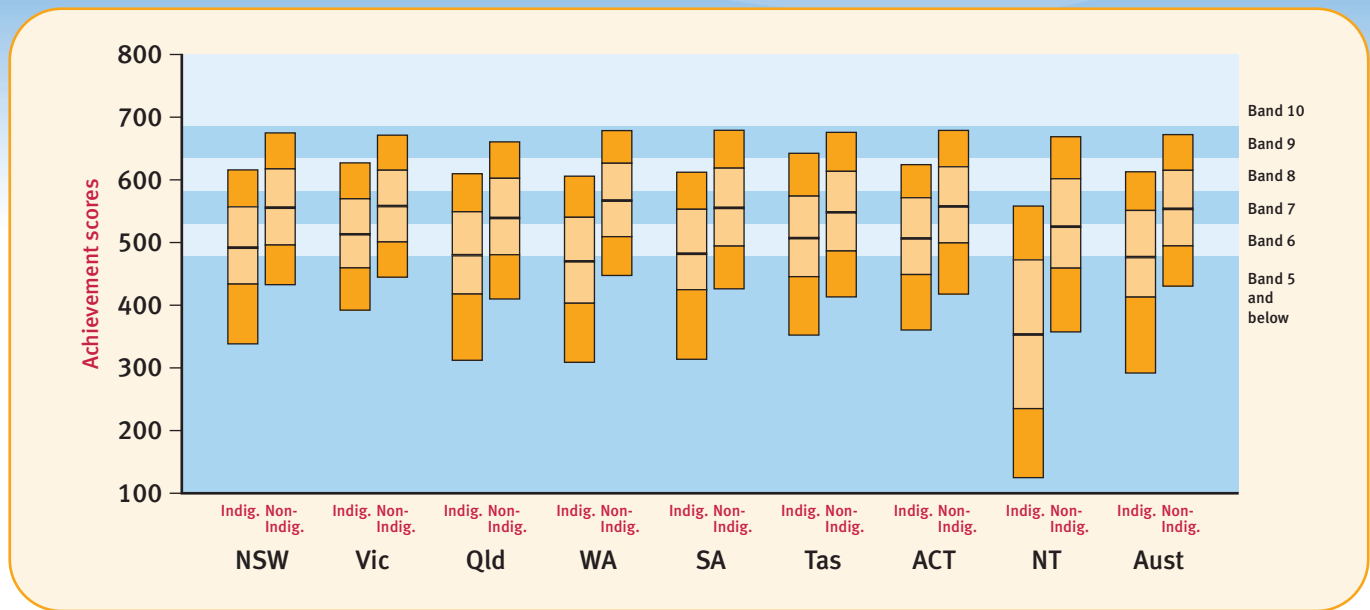
Table 9.W2: Achievement of Year 9 Students in Writing, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	2.1	20.4	24.7	25.9	17.9	7.1	1.9	77.5
	Female	1.2	9.5	19.1	27.7	25.0	12.8	4.8	89.4
Vic	Male	3.1	16.5	24.9	28.4	18.3	6.9	1.9	80.4
	Female	1.7	6.9	17.3	30.2	26.8	12.9	4.2	91.4
Qld	Male	1.8	28.5	27.1	23.4	13.2	4.9	1.2	69.7
	Female	1.0	13.3	22.0	29.0	21.9	9.7	3.0	85.7
WA	Male	1.5	17.2	22.1	27.5	21.1	8.5	2.1	81.3
	Female	0.8	8.5	15.3	26.5	27.9	15.6	5.3	90.7
SA	Male	3.7	20.6	23.3	25.6	17.2	7.3	2.3	75.8
	Female	2.2	10.4	17.8	27.4	24.1	12.6	5.5	87.4
Tas	Male	2.2	24.4	24.9	24.7	15.4	6.3	2.1	73.4
	Female	0.8	12.0	19.3	28.2	22.3	12.4	5.0	87.2
ACT	Male	1.7	18.0	22.6	27.1	20.1	8.3	2.4	80.4
	Female	1.0	8.6	16.8	28.5	26.5	12.9	5.6	90.3
NT	Male	3.0	56.0	17.4	13.1	6.8	2.7	1.0	41.1
	Female	1.9	40.2	17.2	18.4	13.1	5.9	3.3	57.9
Aust	Male	2.3	21.3	24.8	26.0	17.1	6.7	1.8	76.4
	Female	1.3	10.0	18.8	28.4	24.9	12.3	4.4	88.7

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Writing

Figure 9.W3: Achievement of Year 9 Students in Writing, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	491.6 (81.4)	513.1 (70.3)	479.7 (88.3)	469.9 (87.7)	481.9 (86.5)	506.9 (86.1)	506.4 (79.6)	353.1 (133.3)	476.6 (96.1)
Non-Indigenous Mean scale score / (S.D.)	555.4 (75.0)	558.0 (69.6)	539.0 (77.7)	566.7 (72.1)	555.1 (77.7)	548.1 (80.1)	557.4 (79.9)	525.1 (95.8)	553.5 (74.9)

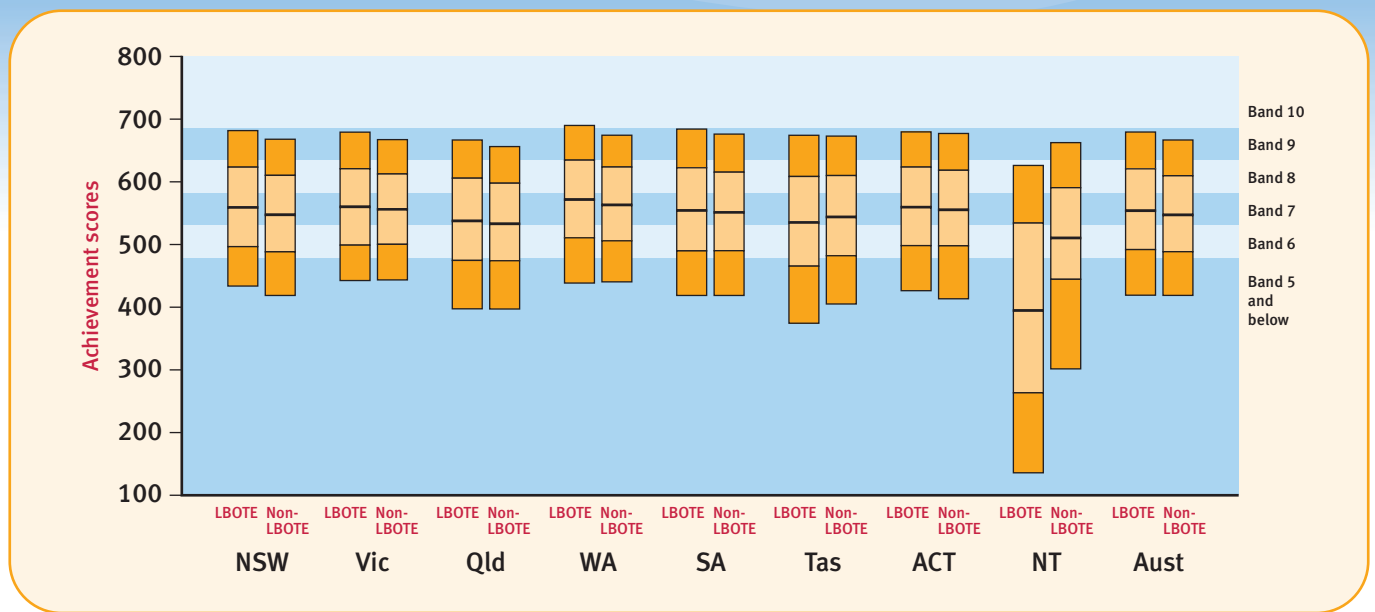
Table 9.W3: Achievement of Year 9 Students in Writing, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Indigenous	3.4	38.4	27.7	19.3	8.3	2.5	0.5	58.3
	Non-Indigenous	1.6	13.4	21.6	27.3	22.3	10.3	3.5	85.0
Vic	Indigenous	6.9	26.1	29.3	23.3	10.6	3.1	0.7	66.9
	Non-Indigenous	2.3	11.6	21.1	29.4	22.6	9.9	3.1	86.2
Qld	Indigenous	2.6	44.3	25.5	17.7	7.4	2.0	0.5	53.0
	Non-Indigenous	1.3	18.8	24.5	26.9	18.5	7.8	2.2	79.9
WA	Indigenous	2.1	50.2	24.3	14.9	6.1	2.0	0.4	47.7
	Non-Indigenous	1.1	10.1	18.4	27.9	25.8	12.7	3.9	88.8
SA	Indigenous	4.6	44.3	23.7	17.0	7.9	1.7	0.7	51.1
	Non-Indigenous	2.9	14.0	20.5	27.0	21.3	10.3	4.0	83.1
Tas	Indigenous	2.5	32.5	25.4	23.3	10.3	4.0	1.9	64.9
	Non-Indigenous	1.3	16.8	21.9	26.9	19.7	9.8	3.6	81.9
ACT	Indigenous	1.7	32.1	26.5	24.4	11.6	2.8	0.9	66.1
	Non-Indigenous	1.4	13.1	19.6	27.5	23.5	10.8	4.1	85.5
NT	Indigenous	3.6	78.5	9.5	5.5	2.1	0.6	0.3	17.9
	Non-Indigenous	1.6	26.0	22.9	23.3	15.7	7.1	3.4	72.4
Aust	Indigenous	3.3	43.8	25.1	17.6	7.6	2.2	0.5	52.9
	Non-Indigenous	1.7	13.9	21.6	27.8	21.8	9.9	3.2	84.4

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Writing

Figure 9.W4: Achievement of Year 9 Students in Writing, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	559.1 (76.4)	560.0 (72.4)	537.5 (82.9)	571.6 (77.5)	554.2 (81.0)	535.1 (89.0)	559.5 (78.6)	394.6 (149.9)	553.8 (82.3)
Non-LBOTE Mean scale score / (S.D.)	547.3 (77.1)	556.1 (68.9)	532.9 (80.5)	563.0 (73.1)	551.2 (79.3)	543.8 (81.2)	555.2 (80.0)	510.3 (104.4)	547.1 (77.0)

Table 9.W4: Achievement of Year 9 Students in Writing, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	LBOTE	2.2	13.2	20.9	25.6	22.3	11.5	4.3	84.5
	Non-LBOTE	1.5	16.0	22.7	27.2	20.7	9.0	2.8	82.4
Vic	LBOTE	2.9	12.2	20.7	27.1	22.2	11.0	3.9	84.9
	Non-LBOTE	2.2	11.7	21.4	30.2	22.5	9.3	2.7	86.1
Qld	LBOTE	1.6	20.9	23.2	24.8	18.3	8.3	2.7	77.4
	Non-LBOTE	1.4	21.2	24.9	26.4	17.3	7.0	1.9	77.5
WA	LBOTE	0.0	10.7	16.3	25.5	27.2	14.7	5.5	89.2
	Non-LBOTE	0.1	11.2	19.0	28.5	25.6	12.1	3.5	88.7
SA	LBOTE	6.3	15.0	19.8	24.0	19.9	10.5	4.4	78.7
	Non-LBOTE	2.3	15.5	20.8	27.1	20.8	9.8	3.7	82.2
Tas	LBOTE	4.4	22.0	22.4	21.1	18.1	8.4	3.5	73.6
	Non-LBOTE	1.4	18.3	22.4	26.7	18.6	9.2	3.3	80.3
ACT	LBOTE	2.7	13.3	18.3	26.9	23.4	11.3	4.2	84.0
	Non-LBOTE	1.0	13.5	20.2	28.0	23.1	10.3	3.9	85.5
NT	LBOTE	3.3	65.4	11.1	9.7	6.4	2.9	1.2	31.2
	Non-LBOTE	1.8	31.0	23.2	21.7	13.6	5.8	2.9	67.2
Aust	LBOTE	2.4	15.0	20.5	25.5	21.7	10.9	4.0	82.6
	Non-LBOTE	1.6	16.0	22.5	27.8	20.6	8.9	2.7	82.4

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Writing

Table 9.W5: Achievement of Year 9 Students in Writing, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Major Cities	559.2	1.6	12.4	20.8	27.2	23.0	11.1	3.9	86.0
	Inner Regional	531.5	1.7	21.4	25.3	26.3	17.1	6.5	1.7	76.9
	Outer Regional	513.5	1.3	29.6	27.3	23.0	13.0	4.6	1.2	69.1
	Remote	474.3	4.7	44.7	28.9	14.3	5.3	1.9	0.3	50.6
	Very Remote	455.5	0.0	51.2	15.4	22.7	8.1	1.9	0.8	48.8
Vic	Major Cities	561.6	2.3	10.7	20.1	29.1	23.4	10.8	3.5	86.9
	Inner Regional	543.2	2.5	15.4	24.5	29.8	19.3	6.8	1.7	82.1
	Outer Regional	541.5	2.8	15.5	25.4	29.7	18.4	6.5	1.6	81.7
	Remote	581.6	0.0	6.4	16.9	25.6	30.2	13.3	7.6	93.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	541.8	1.4	18.1	23.4	27.1	19.2	8.4	2.5	80.6
	Inner Regional	523.1	1.6	24.4	27.2	25.2	15.1	5.3	1.3	74.0
	Outer Regional	518.6	1.1	27.1	26.6	24.4	14.2	5.3	1.4	71.9
	Remote	483.5	1.2	40.1	25.6	18.9	9.4	4.0	0.7	58.6
	Very Remote	448.2	3.0	58.6	20.8	11.7	4.2	1.5	0.2	38.4
WA	Major Cities	566.9	1.3	10.7	17.6	27.0	26.0	13.2	4.2	88.0
	Inner Regional	545.6	0.9	15.7	23.2	29.2	20.6	8.1	2.4	83.4
	Outer Regional	541.1	0.9	18.4	23.7	26.5	20.7	8.1	1.7	80.7
	Remote	519.5	0.5	26.8	26.8	26.0	13.8	4.8	1.3	72.6
	Very Remote	456.3	0.6	57.0	14.5	16.3	8.4	3.1	0.1	42.4
SA	Major Cities	558.0	2.9	13.6	19.5	26.5	22.1	11.0	4.4	83.5
	Inner Regional	541.5	3.3	17.6	23.3	27.1	18.1	7.8	2.8	79.0
	Outer Regional	522.6	2.8	25.6	25.1	25.9	14.1	5.5	1.1	71.6
	Remote	531.4	1.9	21.8	26.0	26.4	14.6	6.9	2.4	76.3
	Very Remote	484.4	5.1	42.4	19.4	20.9	9.3	2.5	0.4	52.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	549.5	1.3	16.8	20.6	26.4	20.6	10.3	4.0	81.9
	Outer Regional	531.4	2.1	22.0	26.1	26.6	14.2	6.7	2.3	76.0
	Remote	499.6	5.4	33.0	29.2	18.9	5.4	6.5	1.6	61.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	556.1	1.4	13.5	19.8	27.8	23.2	10.5	3.9	85.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	506.1	2.7	32.8	22.6	20.5	13.3	5.2	2.9	64.5
	Remote	462.4	3.6	46.4	16.7	15.6	9.9	5.8	1.9	49.9
	Very Remote	307.0	0.8	90.9	4.0	3.0	0.7	0.4	0.2	8.4
Aust	Major Cities	557.2	1.8	13.0	20.6	27.6	22.7	10.7	3.6	85.2
	Inner Regional	535.2	1.9	19.7	25.0	27.2	17.7	6.7	1.9	78.4
	Outer Regional	523.2	1.6	25.1	25.8	25.0	15.1	5.7	1.6	73.3
	Remote	503.2	1.8	32.8	24.5	21.9	12.2	5.2	1.6	65.4
	Very Remote	402.4	1.6	68.2	12.9	10.9	4.7	1.6	0.2	30.2

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Writing

Table 9.W6: Achievement of Year 9 Indigenous Students in Writing, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Major Cities	503.8	3.7	32.3	28.7	21.5	9.9	3.1	0.7	63.9
	Inner Regional	486.7	3.4	41.0	26.9	18.4	7.9	2.2	0.2	55.6
	Outer Regional	477.0	1.3	46.4	27.7	16.4	5.8	2.1	0.2	52.3
	Remote	442.7	8.6	57.5	24.8	7.8	1.3	0.0	0.0	33.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	519.4	5.9	24.4	28.6	25.0	11.3	3.5	1.2	69.7
	Inner Regional	508.4	8.7	27.3	28.1	22.1	10.7	2.8	0.3	64.0
	Outer Regional	506.3	5.4	28.3	34.6	21.2	7.8	2.7	0.0	66.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	496.1	3.2	36.6	26.2	20.8	9.2	3.1	0.8	60.2
	Inner Regional	493.0	3.5	38.1	27.9	19.6	8.5	1.7	0.6	58.4
	Outer Regional	471.8	1.6	49.2	25.7	15.9	6.1	1.3	0.2	49.2
	Remote	419.3	1.6	65.4	18.2	10.4	3.3	1.1	0.0	33.0
	Very Remote	416.0	2.5	73.4	15.3	6.2	2.0	0.5	0.0	24.1
WA	Major Cities	482.4	2.9	44.0	25.7	16.6	7.5	2.7	0.6	53.1
	Inner Regional	485.9	1.8	41.0	26.1	22.2	7.1	1.7	0.1	57.2
	Outer Regional	485.7	1.2	43.8	29.7	15.4	7.1	2.3	0.5	55.0
	Remote	465.3	1.6	55.0	24.8	13.9	3.7	0.9	0.1	43.4
	Very Remote	406.7	1.0	78.6	12.0	5.8	2.4	0.2	0.0	20.4
SA	Major Cities	489.0	4.5	41.3	23.5	18.1	9.2	2.6	0.9	54.3
	Inner Regional	488.1	7.8	37.6	25.3	18.4	8.4	1.6	0.9	54.7
	Outer Regional	478.7	2.8	48.6	25.3	15.7	6.8	0.4	0.5	48.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	506.8	1.6	32.5	25.4	24.4	10.4	3.8	1.9	65.9
	Outer Regional	510.1	3.9	31.3	25.6	22.1	10.8	4.5	1.8	64.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	506.4	1.7	32.1	26.5	24.4	11.6	2.8	0.9	66.1
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	439.6	5.9	56.9	18.6	11.4	5.0	1.3	0.8	37.1
	Remote	384.5	6.6	69.3	13.2	8.0	2.3	0.5	0.2	24.2
	Very Remote	291.5	0.8	95.3	2.5	0.9	0.2	0.2	0.0	3.8
Aust	Major Cities	498.6	3.7	35.3	27.1	20.7	9.4	3.1	0.8	61.0
	Inner Regional	492.1	3.9	38.0	27.1	19.7	8.5	2.2	0.5	58.0
	Outer Regional	475.6	2.3	46.7	26.2	16.2	6.5	1.8	0.4	51.0
	Remote	429.3	4.0	61.7	20.0	10.8	2.8	0.6	0.1	34.3
	Very Remote	355.7	1.6	84.1	8.5	4.1	1.5	0.3	0.0	14.3

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Writing

Table 9.W7: Achievement of Year 9 Non-Indigenous Students in Writing, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Major Cities	561.4	1.6	11.5	20.5	27.4	23.6	11.4	4.0	86.9
	Inner Regional	537.4	1.5	18.7	25.2	27.4	18.3	7.0	1.9	79.8
	Outer Regional	523.1	1.3	25.1	27.2	24.7	14.9	5.3	1.5	73.6
	Remote	504.0	0.8	31.3	32.2	22.0	9.0	4.0	0.7	67.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	562.1	2.2	10.6	20.0	29.2	23.6	10.9	3.5	87.2
	Inner Regional	544.4	2.3	15.0	24.4	30.1	19.6	6.9	1.7	82.7
	Outer Regional	543.2	2.7	14.8	25.0	30.3	18.9	6.6	1.7	82.5
	Remote	580.9	0.0	6.6	17.2	25.1	30.9	12.3	7.9	93.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	544.8	1.3	16.9	23.3	27.4	19.8	8.7	2.6	81.8
	Inner Regional	526.8	1.4	22.8	27.0	25.8	15.9	5.7	1.4	75.8
	Outer Regional	529.3	1.0	21.9	26.8	26.3	16.2	6.1	1.7	77.1
	Remote	516.9	1.1	26.3	29.6	23.7	12.6	5.6	1.2	72.6
	Very Remote	507.5	4.3	32.2	29.3	21.9	8.6	3.2	0.5	63.5
WA	Major Cities	570.9	1.2	9.1	17.2	27.5	26.9	13.7	4.3	89.6
	Inner Regional	550.6	0.7	13.7	22.7	29.9	21.7	8.7	2.6	85.6
	Outer Regional	550.7	0.6	13.9	22.8	28.6	23.0	9.1	2.0	85.5
	Remote	541.3	0.1	15.4	27.4	31.1	17.9	6.3	1.8	84.5
	Very Remote	536.2	0.0	21.3	18.5	34.2	17.6	8.3	0.2	78.7
SA	Major Cities	560.6	2.9	12.5	19.3	26.9	22.6	11.3	4.5	84.6
	Inner Regional	544.1	3.2	16.5	23.3	27.6	18.5	8.0	2.9	80.3
	Outer Regional	528.8	2.9	22.3	24.9	27.3	15.2	6.2	1.3	74.8
	Remote	536.2	2.1	19.8	25.8	27.2	15.2	7.1	2.7	78.1
	Very Remote	528.6	1.5	24.9	21.8	30.8	14.8	5.2	0.9	73.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	552.8	1.1	15.5	20.3	26.8	21.5	10.7	4.0	83.4
	Outer Regional	535.7	1.8	20.1	26.0	27.4	14.9	7.3	2.5	78.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	557.4	1.4	13.1	19.6	27.5	23.5	10.8	4.1	85.5
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	523.4	1.9	26.3	23.4	23.0	15.6	6.4	3.4	71.8
	Remote	537.4	0.7	22.9	20.4	23.5	17.9	11.4	3.3	76.4
	Very Remote	503.3	0.0	34.6	23.3	29.2	7.1	2.9	2.9	65.4
Aust	Major Cities	559.4	1.8	12.1	20.4	27.9	23.2	11.0	3.7	86.1
	Inner Regional	539.1	1.7	18.0	24.8	27.9	18.5	7.1	2.0	80.3
	Outer Regional	532.5	1.5	20.8	25.7	26.8	16.9	6.5	1.8	77.7
	Remote	535.1	0.9	19.8	26.4	27.0	16.4	7.2	2.3	79.3
	Very Remote	520.9	1.7	27.3	23.2	29.1	12.7	5.2	0.8	71.0

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Writing

Table 9.W8: Achievement of Year 9 Students in Writing, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Bachelor	581.8	0.9	6.1	15.5	27.2	28.7	15.6	6.1	93.1
	Diploma	549.5	1.6	13.6	23.7	29.4	21.1	8.3	2.3	84.8
	Certificate	527.4	1.9	21.7	27.8	26.9	15.4	5.3	1.1	76.4
	Year 12	533.0	2.1	20.2	26.3	26.7	17.0	6.0	1.7	77.7
	Year 11	499.8	4.1	34.0	28.6	20.4	9.6	2.6	0.7	62.0
	Not stated (5%)	547.6	1.9	17.5	20.9	25.6	20.4	10.4	3.3	80.6
Vic	Bachelor	581.4	1.3	5.6	15.1	28.8	28.6	15.1	5.5	93.1
	Diploma	550.1	1.7	12.3	23.6	31.7	21.4	7.6	1.6	86.0
	Certificate	536.2	2.5	16.8	27.3	30.5	16.9	5.1	1.0	80.7
	Year 12	542.9	3.2	15.4	24.5	30.1	18.8	6.6	1.4	81.4
	Year 11	517.2	6.9	25.0	27.9	24.8	11.8	3.1	0.6	68.1
	Not stated (3%)	561.6	5.7	11.8	18.8	24.7	24.5	11.0	3.6	82.5
Qld	Bachelor	566.1	0.7	9.9	19.2	28.7	25.0	12.4	4.1	89.4
	Diploma	533.1	0.9	19.8	26.6	28.0	17.2	6.2	1.2	79.3
	Certificate	518.7	1.3	25.9	28.1	25.7	13.6	4.4	1.0	72.8
	Year 12	517.8	1.7	26.2	28.4	25.0	13.3	4.3	1.1	72.1
	Year 11	485.4	3.7	40.7	27.0	18.4	7.9	2.0	0.4	55.6
	Not stated (8%)	508.0	3.0	30.6	25.7	21.9	12.6	5.0	1.2	66.4
WA	Bachelor	593.7	0.7	4.2	11.3	25.2	32.5	19.1	7.0	95.1
	Diploma	562.5	1.0	9.5	20.3	30.2	25.7	10.9	2.6	89.6
	Certificate	544.6	1.0	15.1	24.1	30.1	20.8	7.5	1.5	83.9
	Year 12	543.5	1.8	16.7	23.7	27.9	19.2	8.9	1.9	81.5
	Year 11	506.1	2.3	31.6	26.7	23.4	11.5	4.0	0.6	66.1
	Not stated (7%)	521.4	3.0	28.2	20.8	22.6	16.0	7.2	2.1	68.8
SA	Bachelor	584.5	1.0	6.4	14.5	26.8	27.7	16.2	7.3	92.6
	Diploma	553.2	1.7	12.9	22.1	29.9	21.1	9.1	3.2	85.4
	Certificate	536.7	2.1	18.9	24.8	28.0	17.6	6.6	2.0	79.0
	Year 12	539.8	2.8	17.9	24.5	26.5	19.3	7.3	1.7	79.3
	Year 11	502.9	5.7	33.2	25.5	20.2	10.8	3.8	0.8	61.1
	Not stated (7%)	526.5	12.6	23.3	19.6	22.0	13.8	6.2	2.6	64.1

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Refer to the introduction for explanatory notes.

NAPLAN Year 9 Writing

Table 9.W8 (cont.): Achievement of Year 9 Students in Writing, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
Tas	Bachelor	582.3	1.0	7.9	14.1	26.3	26.4	16.8	7.5	91.1
	Diploma	553.2	0.9	13.9	20.8	29.1	22.5	9.4	3.3	85.1
	Certificate	533.1	1.4	20.0	26.0	28.1	16.2	6.6	1.7	78.6
	Year 12	531.2	1.7	20.9	27.4	25.2	16.2	7.2	1.4	77.4
	Year 11	499.7	2.9	34.6	27.3	22.3	9.1	2.9	0.9	62.5
	Not stated (5%)	532.6	2.2	24.2	22.1	23.1	16.9	6.8	4.7	73.6
ACT	Bachelor	575.8	1.0	7.2	16.3	28.8	27.9	13.2	5.6	91.8
	Diploma	541.4	2.5	16.4	23.0	28.2	20.2	7.9	1.7	81.0
	Certificate	524.1	0.7	23.7	26.1	26.6	15.1	6.2	1.6	75.6
	Year 12	532.7	1.6	21.2	23.0	26.7	17.7	8.2	1.6	77.2
	Year 11	489.1	2.5	39.8	27.8	18.9	8.8	2.1	0.1	57.8
	Not stated (7%)	541.5	2.9	18.3	21.7	26.2	19.2	8.7	3.0	78.9
NT	Bachelor	542.5	1.5	19.9	20.8	25.6	18.6	8.8	4.7	78.5
	Diploma	501.1	2.0	33.9	23.7	22.1	10.5	5.4	2.3	64.1
	Certificate	480.0	1.3	43.5	20.9	17.5	11.3	4.0	1.4	55.2
	Year 12	477.3	3.6	42.2	21.8	14.9	10.3	4.6	2.8	54.3
	Year 11	347.5	4.3	77.6	10.2	5.5	2.1	0.3	0.0	18.1
	Not stated (15%)	374.8	2.5	72.1	11.5	7.5	3.8	1.7	1.1	25.5
Aust	Bachelor	579.6	0.9	6.7	15.7	27.7	28.2	15.2	5.7	92.4
	Diploma	547.4	1.4	14.3	23.8	29.7	20.8	8.0	2.0	84.3
	Certificate	529.5	1.8	20.8	27.0	27.8	16.0	5.4	1.2	77.4
	Year 12	533.0	2.3	20.1	25.9	27.2	16.9	6.2	1.5	77.6
	Year 11	498.2	4.6	33.9	27.1	21.1	9.9	2.8	0.6	61.6
	Not stated (5%)	525.9	4.0	24.6	21.7	23.0	16.7	7.6	2.4	71.4

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Writing

Table 9.W9: Achievement of Year 9 Students in Writing, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Group 1	580.0	0.8	6.6	16.0	27.3	27.9	15.3	6.0	92.6
	Group 2	562.4	1.1	10.3	20.6	28.8	24.6	11.1	3.4	88.6
	Group 3	538.8	1.5	17.6	26.2	27.8	18.3	6.7	1.9	80.9
	Group 4	523.7	2.1	24.3	27.6	25.2	14.2	5.2	1.4	73.6
	Not in paid work	501.8	5.1	33.6	26.6	20.1	10.6	3.2	0.9	61.3
	Not stated (6%)	550.0	2.0	15.9	21.4	26.4	20.7	10.3	3.4	82.2
Vic	Group 1	583.2	0.9	5.1	14.8	29.0	29.2	15.4	5.7	94.1
	Group 2	564.0	1.2	8.9	20.0	31.4	24.6	10.8	3.1	89.9
	Group 3	547.7	1.6	13.6	24.2	31.1	20.4	7.4	1.7	84.8
	Group 4	534.8	3.6	17.9	26.9	28.9	16.1	5.4	1.2	78.5
	Not in paid work	519.3	8.1	24.4	27.5	23.4	12.1	3.8	0.8	67.6
	Not stated (2%)	558.2	6.0	12.9	19.5	24.3	23.1	10.5	3.7	81.1
Qld	Group 1	565.3	0.7	10.0	19.3	29.0	24.8	12.4	3.9	89.3
	Group 2	545.3	0.7	16.0	24.4	28.3	20.0	8.3	2.3	83.3
	Group 3	524.3	1.1	23.5	27.7	26.5	15.1	5.0	1.2	75.4
	Group 4	507.3	1.7	31.1	28.4	23.1	11.4	3.4	0.8	67.2
	Not in paid work	486.9	4.7	39.2	26.1	18.9	8.2	2.2	0.6	56.1
	Not stated (14%)	508.9	2.7	30.8	26.3	22.2	12.2	4.7	1.1	66.5
WA	Group 1	590.9	0.7	4.6	11.9	25.9	31.8	18.5	6.6	94.7
	Group 2	570.6	0.8	7.9	18.0	29.6	27.0	12.8	3.8	91.3
	Group 3	552.4	0.8	12.9	22.6	29.4	22.9	9.5	1.9	86.3
	Group 4	534.1	1.4	20.3	25.2	27.1	17.9	6.7	1.5	78.4
	Not in paid work	506.9	2.5	32.8	25.4	21.2	12.1	4.5	1.5	64.7
	Not stated (12%)	524.2	3.0	26.5	21.8	23.2	16.3	6.9	2.2	70.5
SA	Group 1	582.0	0.9	6.8	15.4	27.2	26.5	16.0	7.2	92.3
	Group 2	561.7	1.3	11.4	19.9	28.9	23.3	11.3	3.9	87.2
	Group 3	547.4	1.8	15.1	22.9	28.7	20.6	7.9	3.0	83.1
	Group 4	529.2	2.8	22.0	25.5	26.3	15.8	5.9	1.8	75.2
	Not in paid work	512.2	5.8	29.7	24.8	20.5	13.5	4.5	1.2	64.4
	Not stated (13%)	518.8	9.6	26.5	22.2	21.5	13.0	5.4	1.9	63.9

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Refer to the introduction for explanatory notes.

NAPLAN Year 9 Writing

Table 9.W9 (cont.): Achievement of Year 9 Students in Writing, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
Tas	Group 1	577.7	0.6	9.0	15.5	26.6	25.6	15.6	7.0	90.4
	Group 2	557.4	0.7	12.9	20.6	28.6	22.0	11.2	3.9	86.3
	Group 3	537.4	1.8	17.4	26.1	28.7	18.0	6.4	1.6	80.8
	Group 4	515.7	1.2	28.1	27.6	25.7	11.1	5.1	1.2	70.7
	Not in paid work	497.8	5.8	35.8	25.0	18.6	9.9	3.8	1.2	58.4
	Not stated (7%)	528.6	2.1	25.7	22.0	23.1	16.7	6.3	4.1	72.2
ACT	Group 1	573.7	1.1	8.4	16.8	27.4	27.0	13.4	5.8	90.4
	Group 2	554.7	0.8	12.4	20.4	31.0	23.1	9.2	3.0	86.8
	Group 3	537.3	1.1	18.1	23.7	27.7	19.7	8.1	1.7	80.8
	Group 4	511.1	2.2	27.2	31.2	22.5	11.0	5.3	0.7	70.7
	Not in paid work	497.3	6.9	37.1	21.1	21.4	10.1	2.8	0.6	56.0
	Not stated (11%)	537.1	1.9	20.0	22.1	26.7	19.3	7.5	2.5	78.1
NT	Group 1	547.2	1.8	19.8	19.9	24.6	19.1	9.3	5.5	78.4
	Group 2	522.7	0.8	24.3	26.1	23.3	15.3	7.1	3.1	74.9
	Group 3	495.6	1.8	36.6	22.1	20.4	12.7	4.6	1.8	61.6
	Group 4	443.9	3.9	53.1	16.6	15.4	7.2	3.1	0.5	43.0
	Not in paid work	363.2	5.4	72.8	10.2	6.5	3.2	1.0	0.8	21.7
	Not stated (27%)	377.0	1.9	71.8	12.0	7.9	3.9	1.6	0.9	26.3
Aust	Group 1	578.7	0.8	6.9	15.9	27.9	27.8	15.0	5.6	92.3
	Group 2	559.6	1.0	11.1	20.9	29.5	23.7	10.6	3.2	87.9
	Group 3	539.1	1.4	17.6	25.4	28.5	18.6	6.8	1.7	81.1
	Group 4	524.1	2.4	23.6	27.1	26.0	14.5	5.1	1.2	74.0
	Not in paid work	503.5	5.9	31.9	26.3	20.8	10.9	3.4	0.9	62.2
	Not stated (8%)	521.5	3.6	26.1	22.9	23.0	15.5	6.7	2.1	70.3

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Spelling

Figure 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	588.7 (67.7)	583.0 (63.8)	577.8 (62.3)	584.1 (67.5)	575.2 (67.4)	562.8 (71.2)	587.8 (69.0)	517.2 (110.0)	582.2 (66.8)

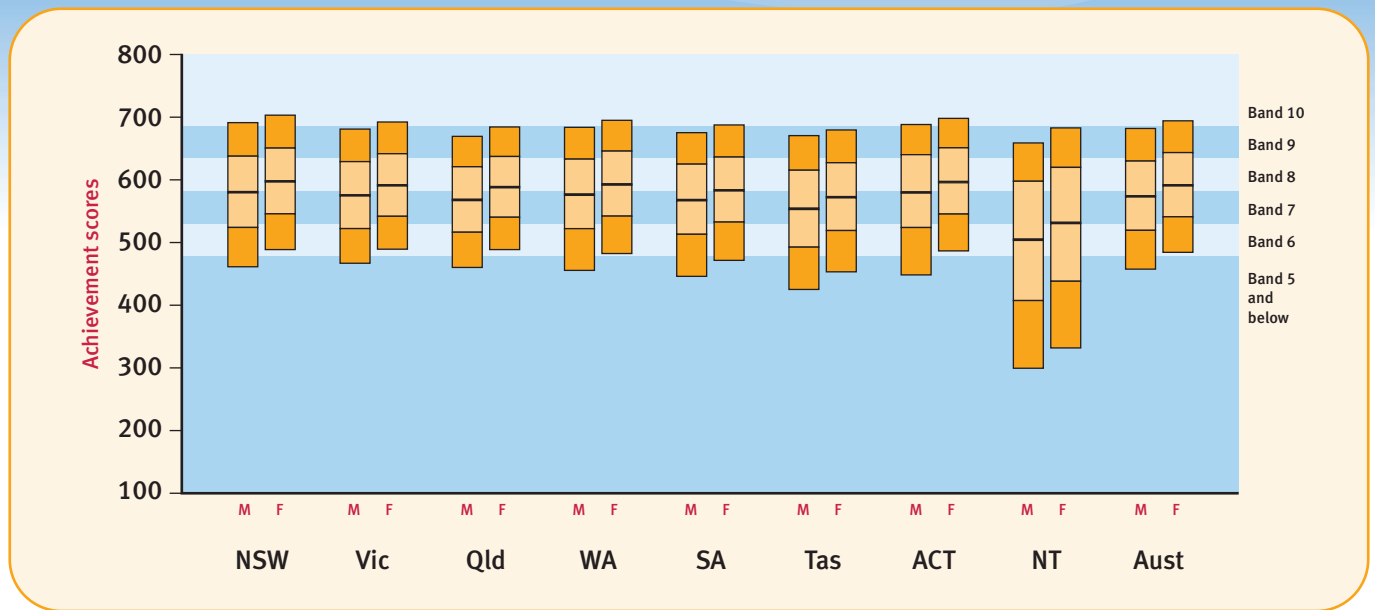
Table 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	93.4	5.3	1.3	1.7	5.6	12.4	26.3	29.7	17.4	6.9	92.8
Vic	14yrs 9mths 9yrs 4mths	90.5	6.9	2.6	2.4	5.1	13.8	28.8	29.6	15.2	5.0	92.5
Qld	14yrs 5mths 9yrs 4mths	85.5	6.8	7.7	1.4	5.8	15.0	30.2	29.9	14.0	3.6	92.8
WA	14yrs 5mths 9yrs 4mths	93.0	6.5	0.5	1.2	6.3	12.9	27.2	30.1	16.7	5.6	92.5
SA	14yrs 7mths 9yrs 4mths	88.7	6.7	4.6	3.0	7.7	14.7	28.8	27.7	13.8	4.3	89.3
Tas	14yrs 10mths 9yrs 4mths	91.0	7.3	1.7	1.5	11.6	18.1	29.0	24.6	11.7	3.4	86.9
ACT	14yrs 8mths 9yrs 4mths	88.2	5.1	6.7	1.4	6.4	11.6	25.8	29.3	19.1	6.4	92.2
NT	14yrs 6mths 9yrs 4mths	77.3	20.6	2.1	2.4	31.2	15.1	21.0	18.4	8.6	3.3	66.3
Aust	14yrs 7mths 9yrs 4mths	90.3	6.4	3.3	1.8	6.2	13.6	28.0	29.4	15.6	5.3	92.0

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Spelling

Figure 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	580.2 (69.3)	575.2 (65.1)	567.8 (63.4)	576.2 (69.0)	567.5 (68.9)	553.6 (73.4)	579.8 (71.6)	504.3 (111.0)	573.6 (68.2)
Female Mean scale score / (S.D.)	597.5 (64.8)	591.2 (61.4)	588.2 (59.4)	592.5 (64.8)	583.2 (64.8)	572.2 (67.5)	596.3 (65.1)	531.1 (107.2)	591.2 (63.9)

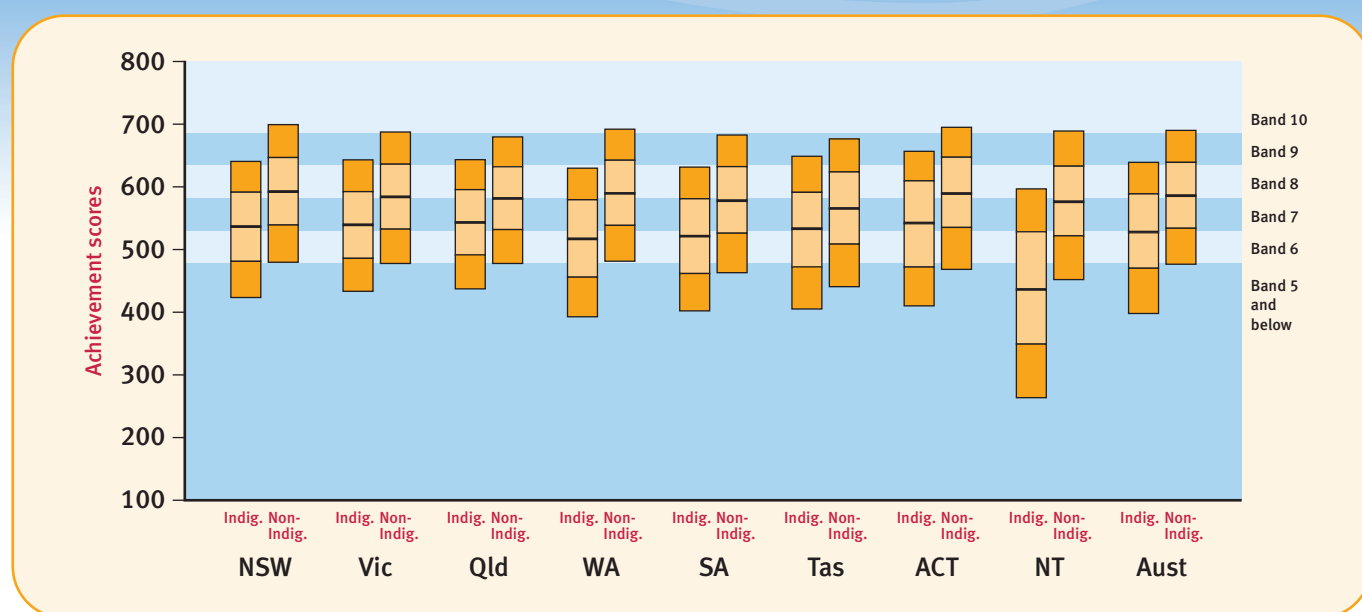
Table 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	2.1	7.4	14.5	27.1	27.8	15.4	5.8	90.5
	Female	1.2	3.7	10.2	25.4	31.8	19.5	8.2	95.2
Vic	Male	3.1	6.7	16.1	29.4	27.4	13.3	4.1	90.3
	Female	1.7	3.5	11.4	28.2	32.0	17.2	6.0	94.9
Qld	Male	1.7	8.0	18.0	31.1	27.1	11.4	2.7	90.3
	Female	1.0	3.6	11.8	29.3	32.9	16.7	4.7	95.4
WA	Male	1.5	8.1	14.8	27.9	28.4	14.7	4.5	90.4
	Female	0.8	4.4	10.7	26.5	32.0	18.8	6.7	94.8
SA	Male	3.7	9.7	16.6	28.7	25.7	12.2	3.5	86.7
	Female	2.2	5.7	12.8	29.0	29.7	15.5	5.1	92.1
Tas	Male	2.2	14.6	20.5	27.7	21.7	10.4	2.8	83.2
	Female	0.8	8.5	15.7	30.4	27.6	13.0	4.1	90.7
ACT	Male	1.7	8.6	13.3	25.7	28.3	17.1	5.3	89.7
	Female	1.0	4.1	9.8	25.8	30.4	21.2	7.5	94.8
NT	Male	3.0	34.8	16.1	20.3	16.6	6.9	2.2	62.2
	Female	1.9	27.3	14.0	21.7	20.3	10.5	4.4	70.8
Aust	Male	2.3	8.0	16.0	28.7	27.2	13.5	4.3	89.7
	Female	1.3	4.2	11.2	27.4	31.8	17.8	6.4	94.5

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Spelling

Figure 9.S3: Achievement of Year 9 Students in Spelling, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	536.4 (66.2)	539.2 (63.5)	543.0 (62.1)	516.8 (73.1)	521.2 (70.6)	533.0 (72.0)	542.1 (75.9)	436.2 (103.3)	527.7 (74.9)
Non-Indigenous Mean scale score / (S.D.)	592.2 (66.3)	583.8 (63.5)	581.3 (61.0)	589.5 (64.1)	577.7 (65.9)	565.4 (70.3)	589.1 (68.9)	576.0 (70.2)	585.7 (64.6)

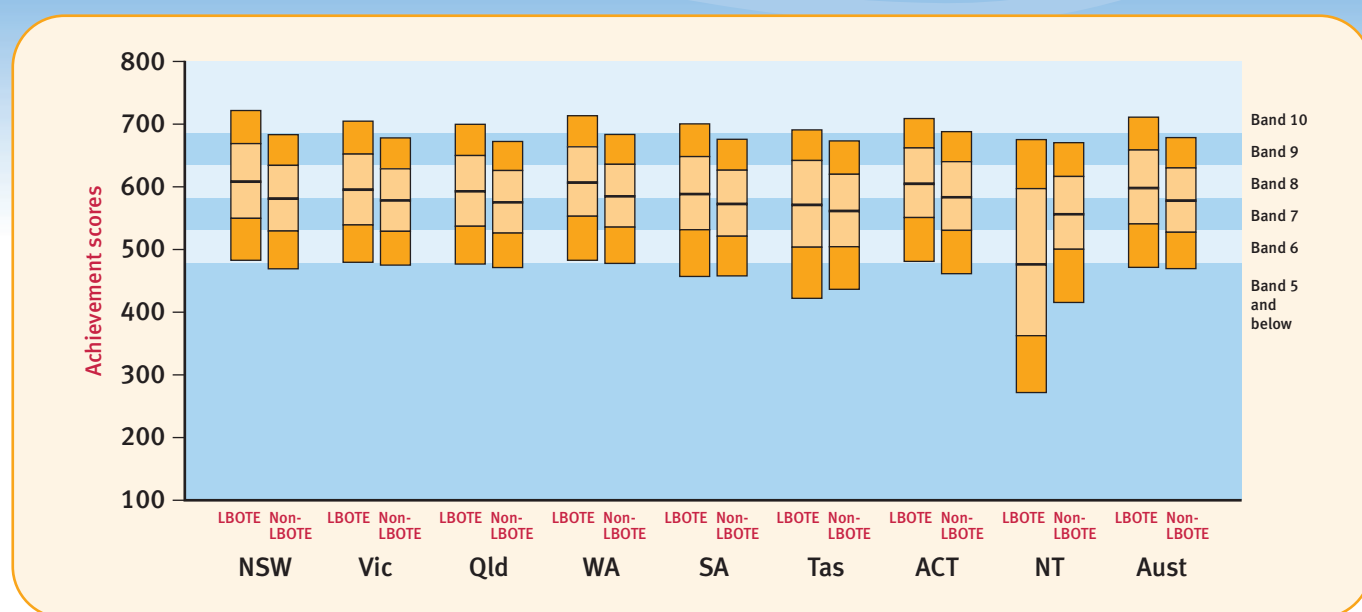
Table 9.S3: Achievement of Year 9 Students in Spelling, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Indigenous	3.4	18.3	24.5	30.1	17.7	5.1	0.9	78.3
	Non-Indigenous	1.6	4.7	11.5	26.0	30.6	18.3	7.3	93.7
Vic	Indigenous	6.9	15.6	25.2	28.8	17.3	5.1	1.0	77.4
	Non-Indigenous	2.3	4.9	13.6	28.9	29.9	15.4	5.1	92.8
Qld	Indigenous	2.6	14.3	25.2	31.7	19.7	5.9	0.6	83.1
	Non-Indigenous	1.2	5.0	14.0	30.1	30.9	14.8	3.9	93.8
WA	Indigenous	2.1	28.5	25.4	25.4	14.3	3.7	0.6	69.4
	Non-Indigenous	1.1	4.5	11.9	27.4	31.4	17.8	6.0	94.4
SA	Indigenous	4.7	24.9	25.4	26.3	14.5	4.0	0.3	70.4
	Non-Indigenous	2.9	6.8	14.2	29.0	28.4	14.2	4.4	90.3
Tas	Indigenous	2.5	21.1	24.1	28.8	15.7	6.6	1.1	76.4
	Non-Indigenous	1.3	10.8	17.6	29.1	25.4	12.3	3.5	87.9
ACT	Indigenous	2.3	20.8	17.5	28.0	21.6	8.2	1.6	76.9
	Non-Indigenous	1.4	6.2	11.5	25.6	29.3	19.5	6.7	92.4
NT	Indigenous	3.6	62.3	15.2	11.7	5.2	1.6	0.4	34.1
	Non-Indigenous	1.6	8.3	14.8	27.9	28.1	13.9	5.3	90.1
Aust	Indigenous	3.3	22.0	24.1	28.2	16.7	4.9	0.8	74.7
	Non-Indigenous	1.7	5.1	13.0	28.0	30.3	16.3	5.6	93.2

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Spelling

Figure 9.S4: Achievement of Year 9 Students in Spelling, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	608.1 (71.8)	595.3 (67.8)	592.8 (66.9)	606.6 (70.1)	588.3 (72.0)	571.0 (80.1)	604.7 (68.4)	476.2 (126.0)	597.9 (73.5)
Non-LBOTE Mean scale score / (S.D.)	581.0 (64.7)	578.2 (61.6)	575.2 (61.1)	584.8 (62.4)	572.5 (65.7)	561.3 (70.6)	583.3 (68.5)	556.2 (76.1)	577.8 (63.4)

Table 9.S4: Achievement of Year 9 Students in Spelling, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	LBOTE	2.2	4.4	9.1	20.2	28.3	22.5	13.3	93.4
	Non-LBOTE	1.5	6.2	13.7	28.6	30.1	15.3	4.5	92.3
Vic	LBOTE	2.9	4.6	11.6	23.8	29.2	19.3	8.5	92.4
	Non-LBOTE	2.2	5.3	14.7	30.8	29.8	13.6	3.7	92.5
Qld	LBOTE	1.6	5.1	11.9	24.3	30.1	19.3	7.7	93.3
	Non-LBOTE	1.3	6.0	15.5	31.3	29.9	13.1	2.9	92.7
WA	LBOTE	0.0	4.5	8.3	20.6	30.7	24.5	11.4	95.5
	Non-LBOTE	0.1	5.0	12.6	29.2	32.3	16.3	4.6	94.9
SA	LBOTE	6.4	7.3	10.9	23.3	27.1	17.8	7.2	86.3
	Non-LBOTE	2.3	7.7	15.5	30.1	27.9	12.9	3.5	90.0
Tas	LBOTE	4.4	12.6	14.5	21.7	24.9	16.2	5.6	82.9
	Non-LBOTE	1.4	11.8	18.6	29.5	24.3	11.3	3.1	86.8
ACT	LBOTE	2.7	4.6	8.1	21.4	28.2	24.9	10.2	92.8
	Non-LBOTE	1.0	7.0	12.6	26.9	29.7	17.5	5.3	92.0
NT	LBOTE	3.3	49.6	11.8	12.2	11.9	7.5	3.7	47.0
	Non-LBOTE	1.8	13.6	17.7	29.3	24.6	9.9	3.0	84.6
Aust	LBOTE	2.4	5.6	10.4	22.0	28.6	20.7	10.2	91.9
	Non-LBOTE	1.6	6.2	14.6	30.0	29.8	14.1	3.8	92.3

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Spelling

Table 9.S5: Achievement of Year 9 Students in Spelling, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Major Cities	597.1	1.6	4.1	10.5	24.6	31.0	19.6	8.4	94.3
	Inner Regional	565.8	1.7	9.2	17.4	31.3	26.5	11.2	2.6	89.1
	Outer Regional	552.5	1.3	13.2	20.9	31.5	23.3	8.1	1.6	85.5
	Remote	530.9	4.7	22.4	21.0	29.3	15.5	5.5	1.5	72.9
	Very Remote	523.3	0.0	31.5	17.3	27.3	18.1	4.2	1.5	68.5
Vic	Major Cities	589.0	2.3	4.1	12.3	27.8	30.8	16.8	5.9	93.6
	Inner Regional	563.2	2.5	8.7	18.8	32.4	25.6	9.9	2.2	88.8
	Outer Regional	566.5	2.8	8.0	17.9	31.5	27.0	10.4	2.5	89.2
	Remote	585.7	0.0	4.5	16.4	27.3	27.1	19.3	5.5	95.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	584.9	1.3	4.4	12.8	29.4	31.6	15.9	4.5	94.2
	Inner Regional	566.0	1.5	7.8	18.7	32.0	27.2	10.9	2.0	90.7
	Outer Regional	566.6	1.0	8.1	18.4	31.6	27.7	10.8	2.4	90.9
	Remote	545.1	1.2	16.5	22.9	28.8	22.2	6.7	1.6	82.3
	Very Remote	532.0	3.0	19.5	27.3	28.8	15.7	5.1	0.6	77.5
WA	Major Cities	590.9	1.3	4.8	11.3	26.3	31.4	18.4	6.4	93.9
	Inner Regional	567.6	0.9	8.0	17.2	32.7	27.4	11.3	2.6	91.2
	Outer Regional	566.3	0.9	9.3	18.3	30.0	26.9	11.9	2.7	89.8
	Remote	547.8	0.4	15.2	21.9	30.4	22.1	8.0	1.9	84.3
	Very Remote	507.8	0.6	36.7	20.4	22.7	12.6	5.9	1.1	62.6
SA	Major Cities	580.8	2.9	6.9	13.2	27.7	28.8	15.4	5.0	90.2
	Inner Regional	565.3	3.3	8.2	17.5	32.5	25.8	10.3	2.3	88.4
	Outer Regional	549.4	2.8	12.8	22.1	32.2	21.9	7.0	1.2	84.4
	Remote	564.0	1.9	9.1	18.1	32.2	26.4	9.6	2.8	89.1
	Very Remote	533.9	5.1	21.6	21.9	26.8	15.9	7.5	1.2	73.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	567.0	1.3	10.8	17.1	28.2	25.6	12.9	4.1	87.9
	Outer Regional	552.5	2.1	13.3	20.7	31.3	22.0	8.8	1.9	84.7
	Remote	529.5	5.4	24.3	22.2	18.4	19.5	10.3	0.0	70.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	587.8	1.4	6.4	11.6	25.8	29.3	19.1	6.4	92.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	564.5	2.7	12.1	16.7	26.8	25.1	11.9	4.7	85.2
	Remote	518.8	3.6	29.2	18.7	22.4	15.9	7.7	2.5	67.2
	Very Remote	394.7	0.8	83.1	7.8	4.4	2.8	0.9	0.3	16.2
Aust	Major Cities	590.4	1.8	4.5	11.7	26.8	30.9	17.7	6.5	93.7
	Inner Regional	565.4	1.9	8.8	18.1	31.6	26.4	10.9	2.4	89.4
	Outer Regional	561.8	1.6	10.0	19.1	31.1	25.8	10.1	2.3	88.3
	Remote	544.6	1.8	17.3	20.6	28.7	21.3	8.2	2.1	81.0
	Very Remote	475.5	1.6	47.6	17.7	18.2	10.4	3.9	0.7	50.8

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Spelling

Table 9.S6: Achievement of Year 9 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Major Cities	546.3	3.7	14.0	22.8	31.4	20.5	6.2	1.3	82.2
	Inner Regional	532.2	3.5	20.1	24.8	29.9	16.3	4.7	0.7	76.4
	Outer Regional	522.8	1.4	23.5	29.5	27.6	14.4	3.1	0.4	75.1
	Remote	505.5	8.6	31.7	24.5	23.6	9.1	2.5	0.0	59.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	548.9	5.9	13.2	22.2	29.2	21.7	6.3	1.5	80.9
	Inner Regional	532.5	8.7	16.9	27.4	28.0	13.8	4.3	0.8	74.4
	Outer Regional	527.4	5.4	19.6	28.3	29.8	13.0	3.8	0.1	75.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	552.1	3.1	11.3	22.8	31.8	22.1	7.7	1.1	85.6
	Inner Regional	545.1	3.4	12.5	25.1	33.0	19.5	6.0	0.5	84.1
	Outer Regional	540.6	1.5	14.8	26.1	32.4	19.8	5.0	0.4	83.7
	Remote	509.8	1.6	30.2	31.0	24.1	11.5	1.6	0.0	68.2
	Very Remote	517.5	2.5	25.5	29.9	27.6	11.1	3.1	0.3	72.0
WA	Major Cities	529.4	2.9	22.0	24.9	27.8	16.5	4.9	1.0	75.1
	Inner Regional	531.5	1.8	19.8	24.6	30.2	19.0	4.5	0.0	78.4
	Outer Regional	525.8	1.2	23.9	26.8	28.2	15.1	3.8	0.9	74.9
	Remote	502.2	1.3	35.3	28.8	21.8	11.3	1.6	0.0	63.4
	Very Remote	471.6	1.0	53.7	22.4	15.0	6.2	1.5	0.1	45.2
SA	Major Cities	525.7	4.7	23.2	23.1	27.5	16.1	5.2	0.2	72.1
	Inner Regional	529.0	7.8	21.9	22.9	25.9	17.6	3.1	0.9	70.3
	Outer Regional	513.6	2.8	28.1	30.4	24.0	12.0	2.5	0.1	69.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	532.1	1.6	21.6	23.6	30.2	16.1	5.4	1.6	76.8
	Outer Regional	536.7	3.9	18.8	25.2	27.4	15.9	8.1	0.6	77.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	542.1	2.3	20.8	17.5	28.0	21.6	8.2	1.6	76.9
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	508.4	5.9	30.6	23.7	23.3	12.0	3.6	0.9	63.5
	Remote	468.2	6.6	46.4	21.8	16.4	7.0	1.5	0.4	47.1
	Very Remote	382.3	0.8	88.1	7.3	2.7	0.5	0.6	0.0	11.1
Aust	Major Cities	543.6	3.7	15.4	23.0	30.4	20.1	6.4	1.2	80.9
	Inner Regional	535.6	3.9	17.9	25.0	30.4	17.0	5.0	0.7	78.2
	Outer Regional	530.0	2.3	20.2	26.9	29.2	16.5	4.3	0.5	77.4
	Remote	494.4	3.9	37.0	26.7	20.9	9.6	1.8	0.1	59.1
	Very Remote	441.6	1.6	62.3	17.1	12.7	4.7	1.5	0.2	36.1

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Spelling

Table 9.S7: Achievement of Year 9 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Major Cities	599.1	1.6	3.7	10.0	24.3	31.5	20.2	8.7	94.7
	Inner Regional	570.2	1.5	7.7	16.4	31.6	27.8	12.1	2.8	90.8
	Outer Regional	560.3	1.3	10.5	18.7	32.4	25.7	9.5	1.9	88.2
	Remote	555.3	0.8	13.5	16.3	35.2	22.2	8.8	3.2	85.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	589.4	2.2	4.0	12.2	27.8	30.9	16.9	6.0	93.8
	Inner Regional	564.3	2.3	8.3	18.5	32.5	26.1	10.0	2.2	89.4
	Outer Regional	568.5	2.7	7.3	17.3	31.9	27.8	10.7	2.5	90.1
	Remote	584.5	0.0	4.7	17.0	27.9	26.0	18.7	5.7	95.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	586.9	1.3	4.0	12.3	29.3	32.1	16.4	4.7	94.7
	Inner Regional	568.5	1.4	7.2	17.9	31.8	28.0	11.5	2.2	91.4
	Outer Regional	572.8	1.0	6.5	16.5	31.4	29.6	12.2	2.9	92.6
	Remote	563.0	1.1	9.4	18.7	31.7	27.5	9.1	2.4	89.5
	Very Remote	560.6	4.3	8.0	21.9	31.6	23.6	9.4	1.2	87.7
WA	Major Cities	593.8	1.2	4.0	10.7	26.3	32.2	19.0	6.7	94.8
	Inner Regional	570.7	0.7	6.8	16.6	33.0	28.2	11.9	2.7	92.5
	Outer Regional	573.1	0.6	6.9	16.9	30.5	28.9	13.2	3.0	92.6
	Remote	566.6	0.1	7.1	19.1	33.6	26.6	10.8	2.7	92.8
	Very Remote	567.4	0.0	8.7	15.5	35.9	24.2	13.1	2.6	91.3
SA	Major Cities	582.6	2.9	6.2	12.8	27.8	29.4	15.8	5.1	90.9
	Inner Regional	566.9	3.2	7.5	17.4	32.8	26.2	10.5	2.4	89.4
	Outer Regional	554.0	2.9	10.8	21.0	33.4	23.2	7.5	1.4	86.4
	Remote	567.7	2.1	7.7	16.9	32.9	27.4	10.0	3.1	90.2
	Very Remote	557.4	1.5	13.8	18.5	27.7	23.7	12.3	2.5	84.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	569.2	1.1	10.1	16.7	28.3	26.3	13.4	4.0	88.8
	Outer Regional	555.1	1.8	12.6	19.8	31.8	22.9	9.1	2.1	85.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	589.1	1.4	6.2	11.5	25.6	29.3	19.5	6.7	92.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	578.8	1.9	7.1	14.7	27.9	28.6	14.2	5.6	91.0
	Remote	566.7	0.7	11.9	15.5	28.6	24.9	14.1	4.3	87.3
	Very Remote	549.8	0.0	19.6	13.8	26.3	31.7	5.0	3.8	80.4
Aust	Major Cities	592.1	1.7	4.1	11.3	26.7	31.3	18.1	6.6	94.2
	Inner Regional	568.0	1.7	7.9	17.4	31.8	27.2	11.4	2.6	90.4
	Outer Regional	567.9	1.5	8.1	17.5	31.5	27.6	11.2	2.7	90.4
	Remote	566.2	0.9	8.6	17.9	32.1	26.4	11.0	3.1	90.5
	Very Remote	560.6	1.7	11.0	17.7	32.2	25.1	10.3	2.1	87.3

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Spelling

Table 9.S8: Achievement of Year 9 Students in Spelling, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Bachelor	615.9	0.9	1.7	6.3	20.1	33.4	25.3	12.5	97.5
	Diploma	585.6	1.6	4.3	12.6	29.4	31.8	15.8	4.5	94.1
	Certificate	567.3	1.9	8.0	17.5	32.3	26.9	10.9	2.5	90.1
	Year 12	575.8	2.1	7.1	15.0	30.1	28.1	13.3	4.2	90.7
	Year 11	544.3	4.2	16.8	22.2	28.3	19.5	7.1	2.0	79.1
	Not stated (5%)	582.8	1.9	6.8	13.9	26.5	28.7	16.3	5.9	91.3
Vic	Bachelor	604.6	1.3	1.8	8.2	24.6	34.1	21.4	8.7	96.9
	Diploma	576.3	1.7	5.0	15.4	32.1	30.3	12.8	2.8	93.3
	Certificate	564.0	2.5	7.7	19.0	33.6	25.7	9.6	2.0	89.8
	Year 12	572.6	3.2	6.2	16.3	31.6	28.0	11.8	2.9	90.6
	Year 11	546.7	6.9	13.6	22.3	29.7	19.5	6.7	1.2	79.5
	Not stated (3%)	587.2	5.7	6.1	12.3	24.1	27.8	17.7	6.3	88.2
Qld	Bachelor	602.8	0.6	1.9	7.8	25.5	35.1	21.7	7.3	97.4
	Diploma	575.0	0.9	5.2	15.5	32.7	30.8	12.5	2.4	93.8
	Certificate	565.7	1.3	7.1	18.6	33.6	27.9	9.9	1.6	91.6
	Year 12	567.2	1.7	6.9	18.4	32.8	28.0	10.1	2.1	91.4
	Year 11	543.0	3.6	14.3	25.2	31.1	19.1	6.1	0.7	82.1
	Not stated (8%)	562.1	3.0	9.9	18.3	30.2	25.8	10.4	2.3	87.0
WA	Bachelor	612.1	0.6	1.7	6.0	22.0	34.8	24.5	10.4	97.7
	Diploma	585.2	1.0	3.9	12.4	30.5	32.1	16.2	4.0	95.1
	Certificate	570.2	1.0	6.9	17.1	32.0	28.9	11.7	2.4	92.1
	Year 12	572.0	1.7	8.0	16.2	29.2	28.1	13.3	3.3	90.2
	Year 11	541.7	2.3	17.1	22.5	30.1	19.9	7.1	1.0	80.6
	Not stated (7%)	556.7	3.0	16.0	17.6	24.9	22.8	11.8	3.9	81.0
SA	Bachelor	603.1	1.0	2.4	8.1	25.3	32.9	21.9	8.4	96.5
	Diploma	575.5	1.7	5.7	14.7	32.6	29.4	12.9	3.0	92.6
	Certificate	562.5	2.1	9.1	18.5	32.5	26.1	9.8	1.9	88.8
	Year 12	564.0	2.8	8.9	18.2	31.1	27.2	9.8	2.1	88.3
	Year 11	535.6	5.7	19.7	22.4	27.1	18.5	5.8	0.9	74.6
	Not stated (7%)	556.9	12.7	12.7	16.9	25.0	20.1	9.1	3.5	74.5

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Spelling

Table 9.S8 (cont.): Achievement of Year 9 Students in Spelling, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
Tas	Bachelor	595.6	1.0	4.1	9.8	25.2	32.7	20.1	7.1	94.9
	Diploma	567.5	0.9	7.8	18.6	32.1	26.3	10.9	3.5	91.3
	Certificate	553.1	1.4	12.6	21.4	31.8	22.2	9.1	1.5	86.0
	Year 12	551.9	1.7	15.0	17.8	32.3	22.5	8.4	2.2	83.3
	Year 11	524.6	2.9	24.2	25.8	26.6	15.0	4.4	1.0	72.8
	Not stated (5%)	561.1	2.2	14.0	18.1	26.9	22.3	11.5	5.0	83.9
ACT	Bachelor	604.6	1.0	2.9	7.6	23.9	32.0	23.9	8.8	96.1
	Diploma	573.6	2.5	6.9	14.7	31.5	27.8	13.5	3.1	90.5
	Certificate	560.0	0.9	13.1	17.7	28.1	25.9	11.8	2.6	86.0
	Year 12	561.7	1.6	11.0	19.2	29.9	24.9	10.5	2.9	87.4
	Year 11	534.8	2.5	22.4	24.8	21.0	20.6	8.1	0.6	75.2
	Not stated (7%)	582.3	2.9	8.5	13.8	24.1	25.6	18.2	7.0	88.6
NT	Bachelor	586.4	1.5	7.4	12.2	24.1	29.7	17.2	7.9	91.1
	Diploma	556.6	2.0	14.1	16.7	28.2	26.4	8.9	3.7	83.9
	Certificate	537.3	1.3	20.9	19.6	28.7	19.4	8.2	1.9	77.8
	Year 12	535.5	3.6	23.1	18.9	24.2	16.3	11.5	2.4	73.3
	Year 11	434.0	4.3	61.9	14.0	11.9	6.2	1.4	0.3	33.8
	Not stated (15%)	461.3	2.5	53.3	13.9	14.0	11.1	3.8	1.4	44.2
Aust	Bachelor	608.3	0.9	1.9	7.3	23.1	34.0	23.1	9.8	97.2
	Diploma	579.6	1.4	4.9	14.2	31.2	30.9	14.0	3.4	93.7
	Certificate	565.4	1.8	7.9	18.3	32.8	26.8	10.3	2.1	90.3
	Year 12	570.5	2.3	7.4	16.7	31.1	27.7	11.7	3.0	90.3
	Year 11	540.0	4.6	17.3	22.8	28.8	18.9	6.5	1.2	78.2
	Not stated (5%)	566.8	4.0	11.1	16.0	26.6	25.3	12.9	4.2	84.9

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Spelling

Table 9.S9: Achievement of Year 9 Students in Spelling, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Group 1	611.7	0.8	2.0	7.0	21.5	33.5	24.2	11.1	97.2
	Group 2	596.6	1.1	3.2	10.1	26.5	32.5	19.2	7.4	95.7
	Group 3	578.5	1.5	6.1	15.1	30.2	28.7	13.8	4.6	92.4
	Group 4	570.1	2.1	9.2	17.3	29.2	25.4	12.2	4.6	88.7
	Not in paid work	548.1	5.1	16.0	21.1	27.3	20.0	8.1	2.4	78.9
	Not stated (6%)	585.0	2.0	6.2	13.4	26.2	29.4	16.7	6.1	91.8
Vic	Group 1	604.5	0.9	1.7	8.1	25.0	34.3	21.4	8.6	97.4
	Group 2	587.9	1.2	3.5	12.2	29.6	32.4	16.2	5.0	95.3
	Group 3	575.6	1.6	5.4	15.8	32.4	28.8	12.4	3.5	93.0
	Group 4	566.4	3.6	8.0	18.7	30.8	25.3	10.7	3.0	88.5
	Not in paid work	549.4	8.1	13.1	21.8	28.5	19.1	7.8	1.7	78.9
	Not stated (2%)	584.5	6.0	6.7	12.9	23.9	27.8	17.2	5.5	87.3
Qld	Group 1	600.6	0.6	2.1	8.4	25.9	35.4	20.8	6.7	97.3
	Group 2	584.5	0.7	4.0	12.5	30.8	32.7	15.5	3.9	95.3
	Group 3	569.9	1.1	6.3	17.3	33.4	28.5	11.2	2.2	92.5
	Group 4	560.4	1.7	9.1	20.6	32.4	25.5	9.1	1.7	89.3
	Not in paid work	547.7	4.6	13.3	23.3	29.9	20.4	7.3	1.2	82.1
	Not stated (14%)	562.4	2.6	9.4	19.5	30.7	25.2	10.2	2.4	88.0
WA	Group 1	607.7	0.7	1.9	7.1	23.4	34.7	22.8	9.5	97.5
	Group 2	591.8	0.8	3.3	10.8	28.3	33.0	18.4	5.3	95.9
	Group 3	577.6	0.8	6.2	14.7	30.4	30.3	14.0	3.7	93.0
	Group 4	565.7	1.3	9.5	18.0	30.8	25.4	11.8	3.0	89.2
	Not in paid work	545.7	2.6	16.9	23.3	26.9	18.9	8.5	2.8	80.5
	Not stated (12%)	558.6	3.0	14.7	17.5	25.9	23.4	11.9	3.7	82.3
SA	Group 1	598.3	0.9	2.9	9.1	27.2	32.3	20.2	7.5	96.3
	Group 2	582.4	1.4	4.7	13.7	30.4	30.0	15.4	4.4	93.9
	Group 3	571.7	1.8	6.8	16.4	31.9	28.3	11.5	3.3	91.4
	Group 4	560.0	2.8	11.2	18.6	29.9	25.4	10.3	1.8	86.0
	Not in paid work	546.6	5.9	16.4	20.7	26.6	20.4	8.4	1.6	77.7
	Not stated (13%)	550.1	9.6	15.4	18.3	25.6	20.1	8.3	2.7	75.0

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Spelling

Table 9.S9 (cont.): Achievement of Year 9 Students in Spelling, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
Tas	Group 1	589.0	0.6	5.2	12.1	26.7	30.5	18.8	6.1	94.2
	Group 2	574.3	0.7	8.0	14.6	30.6	28.7	13.0	4.3	91.2
	Group 3	558.8	1.8	10.6	20.5	31.3	23.6	10.2	1.9	87.6
	Group 4	537.9	1.2	17.4	25.9	30.7	17.7	6.1	1.1	81.5
	Not in paid work	526.0	5.8	24.8	23.7	23.8	15.0	5.4	1.5	69.4
	Not stated (7%)	550.4	2.1	18.1	17.8	26.9	22.2	9.2	3.8	79.8
ACT	Group 1	600.1	1.1	3.8	9.1	24.1	31.3	22.3	8.3	95.1
	Group 2	588.5	0.8	4.9	10.9	28.9	30.4	18.4	5.7	94.3
	Group 3	570.3	1.1	10.0	15.7	27.7	27.0	15.2	3.3	89.0
	Group 4	554.9	2.7	13.9	19.5	27.6	25.8	9.1	1.4	83.4
	Not in paid work	537.1	6.9	21.6	19.9	25.2	16.6	8.1	1.8	71.4
	Not stated (11%)	579.8	1.9	9.6	14.1	23.7	26.7	17.8	6.3	88.6
NT	Group 1	587.6	1.8	5.5	11.9	27.0	30.9	16.2	6.6	92.6
	Group 2	573.1	0.8	8.3	16.0	30.5	25.1	14.1	5.3	91.0
	Group 3	550.3	1.8	18.0	16.8	26.1	23.5	10.2	3.6	80.2
	Group 4	507.1	3.9	35.4	16.9	18.1	15.2	7.6	3.0	60.7
	Not in paid work	452.1	5.4	54.7	15.5	14.1	6.5	2.7	1.0	39.9
	Not stated (27%)	459.3	1.9	53.8	14.6	13.7	11.2	3.6	1.2	44.2
Aust	Group 1	605.4	0.8	2.1	7.9	24.1	34.0	22.2	8.9	97.1
	Group 2	589.6	1.0	3.7	11.6	28.8	32.2	17.1	5.5	95.3
	Group 3	574.5	1.4	6.3	16.0	31.6	28.7	12.7	3.5	92.3
	Group 4	564.5	2.4	9.5	18.8	30.4	25.1	10.8	3.1	88.1
	Not in paid work	546.0	5.9	15.6	21.7	27.7	19.3	7.8	1.9	78.5
	Not stated (8%)	563.7	3.6	11.7	16.9	27.1	24.9	12.1	3.7	84.8

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

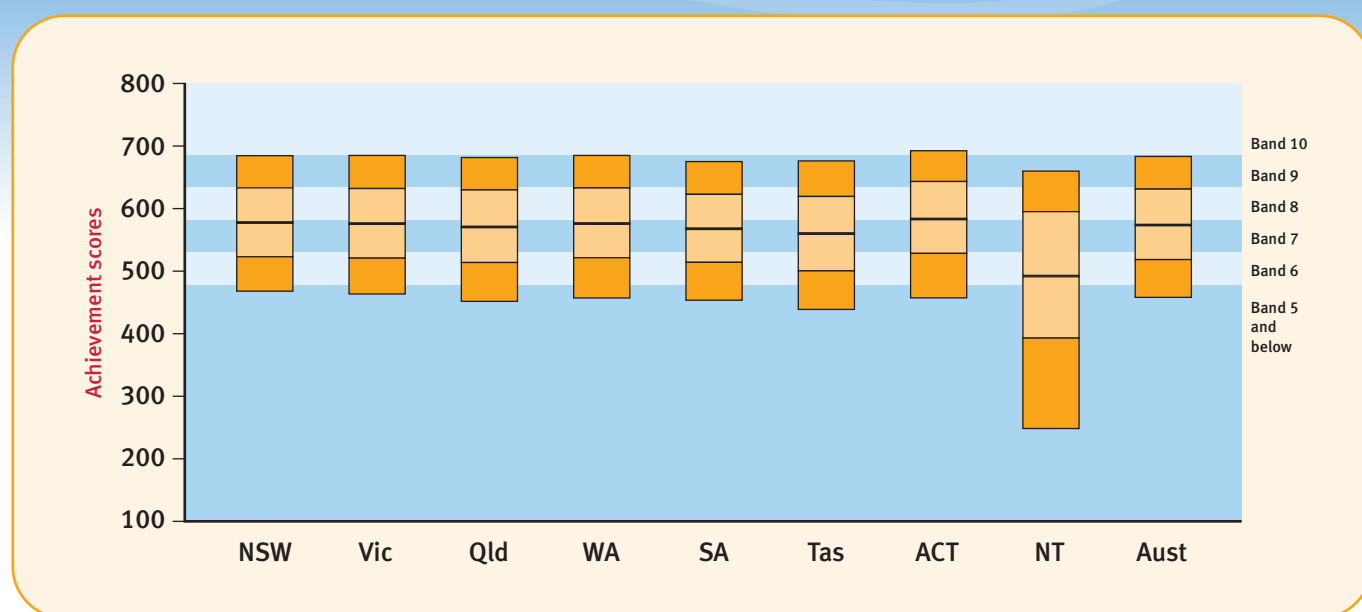
Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Grammar and Punctuation

Figure 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	577.5 (65.7)	575.8 (67.1)	570.5 (71.2)	575.9 (68.8)	567.6 (66.9)	559.9 (71.9)	583.2 (71.5)	492.0 (126.5)	573.6 (69.4)

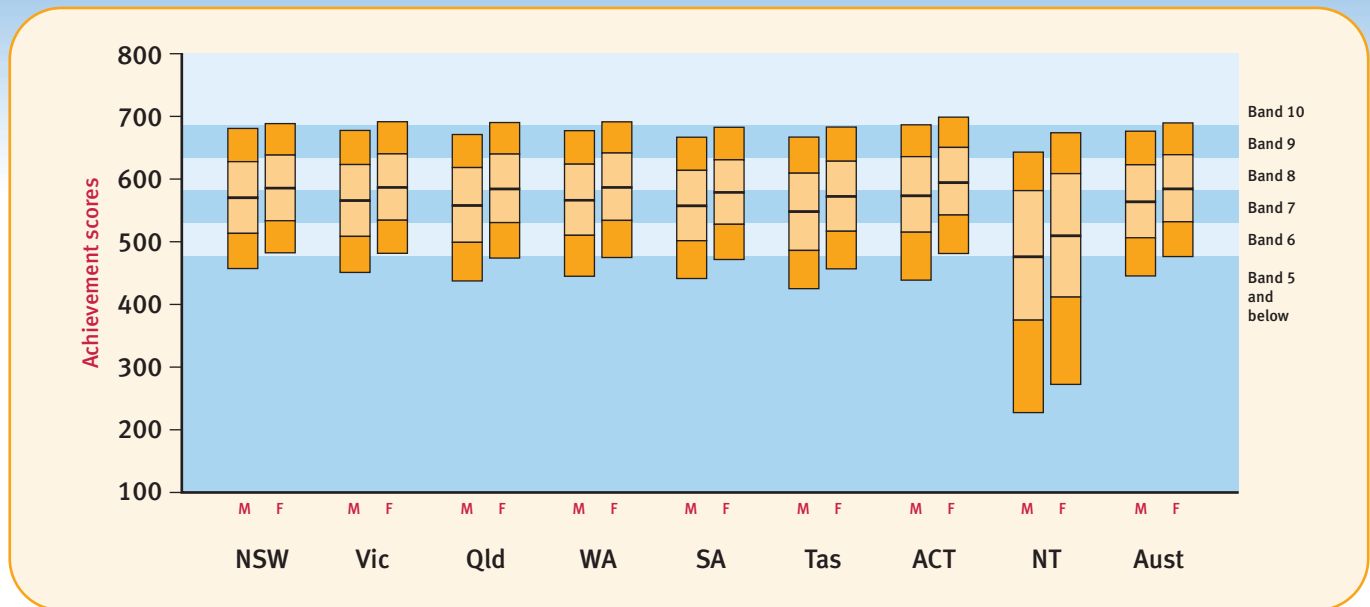
Table 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	93.4	5.3	1.3	1.7	6.6	16.0	28.9	27.5	14.7	4.7	91.8
Vic	14yrs 9mths 9yrs 4mths	90.5	6.9	2.6	2.4	7.2	16.3	28.7	26.6	14.0	4.7	90.4
Qld	14yrs 5mths 9yrs 4mths	85.5	6.8	7.7	1.4	9.3	17.2	28.1	26.0	13.8	4.3	89.4
WA	14yrs 5mths 9yrs 4mths	93.0	6.5	0.5	1.2	8.1	15.1	28.4	27.8	14.6	4.8	90.7
SA	14yrs 7mths 9yrs 4mths	88.7	6.7	4.6	3.0	8.9	17.5	30.0	25.6	11.7	3.4	88.2
Tas	14yrs 10mths 9yrs 4mths	91.0	7.3	1.7	1.5	12.8	19.5	27.9	23.8	11.0	3.6	85.7
ACT	14yrs 8mths 9yrs 4mths	88.2	5.1	6.7	1.4	7.5	12.9	26.0	28.5	17.5	6.2	91.1
NT	14yrs 6mths 9yrs 4mths	77.3	20.6	2.1	2.4	37.3	16.2	19.7	15.0	7.0	2.3	60.2
Aust	14yrs 7mths 9yrs 4mths	90.3	6.4	3.3	1.8	8.1	16.4	28.5	26.7	14.0	4.5	90.1

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Grammar and Punctuation

Figure 9.G2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	570.0 (67.8)	565.5 (68.6)	557.6 (72.8)	566.1 (69.9)	557.1 (68.2)	547.9 (73.4)	573.1 (74.3)	475.8 (127.7)	563.5 (71.2)
Female Mean scale score / (S.D.)	585.4 (62.6)	586.5 (63.7)	584.0 (67.0)	586.5 (66.0)	578.6 (63.8)	572.1 (67.9)	594.1 (66.9)	509.3 (122.8)	584.1 (65.8)

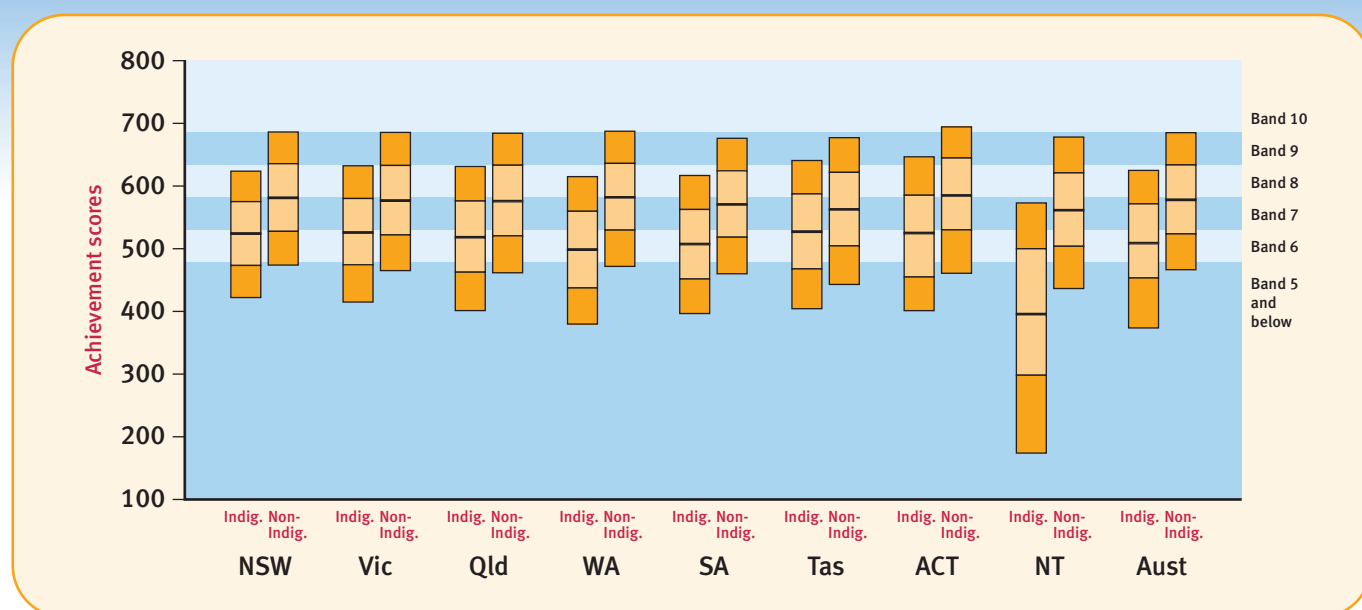
Table 9.G2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	2.1	8.7	18.0	28.5	25.5	13.0	4.1	89.1
	Female	1.2	4.3	13.9	29.3	29.6	16.4	5.4	94.6
Vic	Male	3.1	9.9	18.9	28.7	24.1	11.7	3.7	87.1
	Female	1.7	4.4	13.4	28.8	29.4	16.6	5.8	93.9
Qld	Male	1.7	12.8	20.1	28.5	23.0	10.9	3.0	85.5
	Female	1.0	5.5	14.1	27.8	29.2	16.8	5.7	93.5
WA	Male	1.5	10.6	17.1	29.3	25.7	12.0	3.7	87.9
	Female	0.8	5.4	12.9	27.5	30.2	17.4	5.9	93.8
SA	Male	3.7	11.8	20.2	29.5	22.8	9.6	2.5	84.6
	Female	2.2	5.8	14.7	30.5	28.6	13.8	4.4	91.9
Tas	Male	2.2	16.8	21.9	26.8	21.0	8.8	2.6	81.0
	Female	0.8	8.6	17.0	29.1	26.8	13.2	4.5	90.6
ACT	Male	1.7	10.3	15.0	26.5	26.1	15.3	5.0	88.0
	Female	1.0	4.5	10.6	25.4	31.1	19.9	7.5	94.4
NT	Male	3.0	41.6	16.9	19.3	13.1	4.7	1.3	55.4
	Female	1.9	32.7	15.5	20.1	17.1	9.5	3.2	65.4
Aust	Male	2.3	10.8	18.8	28.5	24.2	11.8	3.6	86.9
	Female	1.3	5.2	13.8	28.6	29.3	16.4	5.5	93.5

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Grammar and Punctuation

Figure 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	524.0 (62.6)	525.7 (65.5)	518.3 (71.1)	498.4 (73.8)	507.3 (69.0)	527.0 (72.6)	524.9 (74.8)	395.6 (121.8)	508.8 (80.6)
Non-Indigenous Mean scale score / (S.D.)	581.0 (64.3)	576.6 (66.7)	575.8 (68.4)	582.0 (64.7)	570.6 (65.2)	562.7 (70.7)	584.9 (71.3)	561.4 (72.8)	577.8 (66.4)

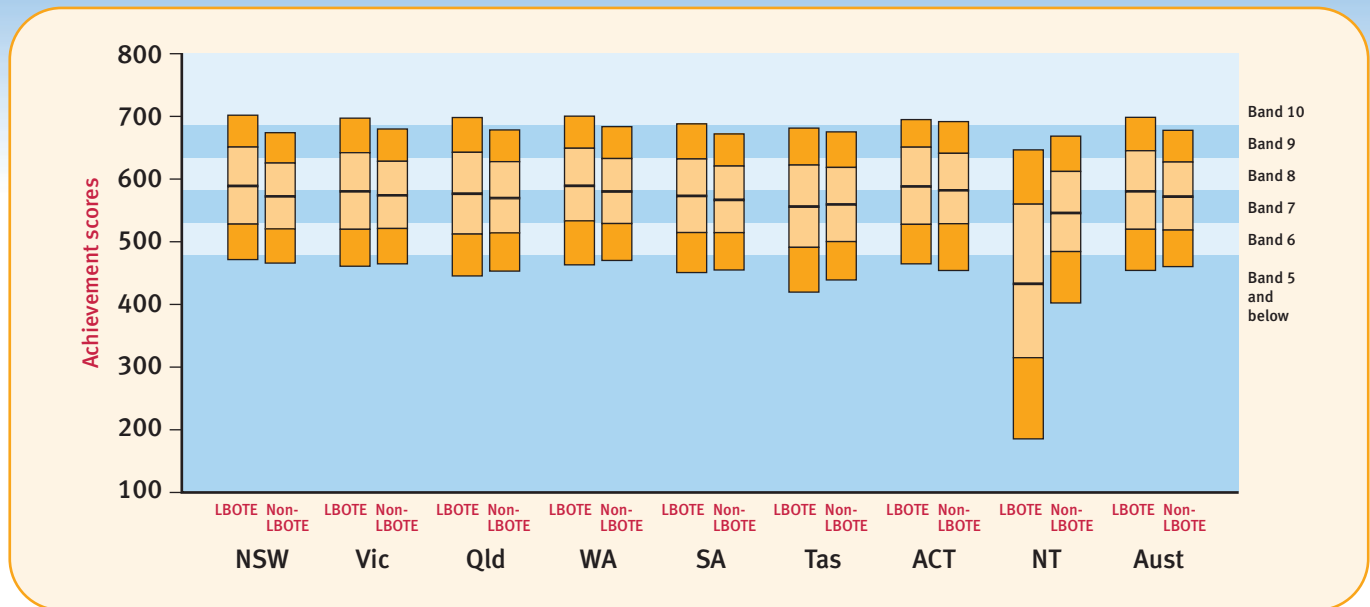
Table 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Indigenous	3.4	21.3	29.9	29.0	13.1	2.9	0.3	75.3
	Non-Indigenous	1.6	5.6	15.1	28.9	28.4	15.4	5.0	92.9
Vic	Indigenous	6.9	20.4	28.7	26.0	13.4	3.9	0.7	72.6
	Non-Indigenous	2.3	7.0	16.0	28.8	26.9	14.2	4.8	90.8
Qld	Indigenous	2.6	26.4	27.6	26.4	12.6	3.9	0.6	71.1
	Non-Indigenous	1.2	7.6	16.2	28.3	27.3	14.8	4.7	91.2
WA	Indigenous	2.1	37.0	27.2	21.7	9.4	2.4	0.2	60.9
	Non-Indigenous	1.1	5.8	14.1	29.0	29.3	15.5	5.2	93.1
SA	Indigenous	4.7	30.6	27.7	25.2	9.4	2.2	0.2	64.7
	Non-Indigenous	2.9	7.7	17.0	30.3	26.5	12.1	3.5	89.4
Tas	Indigenous	2.5	23.2	26.5	25.5	16.2	5.0	1.0	74.3
	Non-Indigenous	1.3	11.8	18.9	28.3	24.5	11.6	3.7	86.9
ACT	Indigenous	2.3	26.2	22.7	28.2	13.9	5.9	0.8	71.4
	Non-Indigenous	1.4	7.1	12.6	25.8	28.7	17.8	6.6	91.5
NT	Indigenous	3.6	71.1	13.6	7.7	2.9	0.9	0.2	25.3
	Non-Indigenous	1.6	12.4	18.1	28.6	24.1	11.5	3.7	86.0
Aust	Indigenous	3.3	29.1	27.3	25.2	11.7	3.1	0.4	67.6
	Non-Indigenous	1.7	6.7	15.6	28.8	27.7	14.7	4.8	91.6

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Grammar and Punctuation

Figure 9.G4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	588.8 (70.2)	580.3 (71.2)	576.4 (76.7)	589.0 (72.1)	572.9 (71.1)	555.9 (78.4)	588.1 (71.2)	432.7 (141.2)	580.3 (76.8)
Non-LBOTE Mean scale score / (S.D.)	572.3 (63.4)	574.0 (65.3)	569.5 (70.2)	580.0 (63.8)	566.6 (65.7)	559.4 (71.5)	582.0 (71.5)	545.7 (81.9)	571.8 (66.5)

Table 9.G4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	LBOTE	2.2	5.9	14.4	24.7	26.0	18.5	8.2	91.8
	Non-LBOTE	1.5	7.0	16.9	30.7	27.8	12.9	3.2	91.5
Vic	LBOTE	2.9	7.7	15.8	25.7	25.2	15.9	6.7	89.4
	Non-LBOTE	2.2	7.0	16.4	29.9	27.2	13.3	4.0	90.8
Qld	LBOTE	1.6	10.3	15.9	24.1	24.9	16.0	7.1	88.0
	Non-LBOTE	1.3	9.1	17.4	28.8	26.2	13.4	3.8	89.6
WA	LBOTE	0.0	6.9	11.9	25.0	29.0	19.4	7.7	93.0
	Non-LBOTE	0.1	6.1	14.3	30.0	30.1	14.8	4.6	93.8
SA	LBOTE	6.4	9.1	15.1	26.2	25.3	13.1	4.9	84.6
	Non-LBOTE	2.3	8.7	18.0	30.9	25.8	11.4	3.0	89.0
Tas	LBOTE	4.4	16.0	18.2	23.7	23.9	9.6	4.2	79.6
	Non-LBOTE	1.4	12.8	19.8	28.0	23.8	10.8	3.4	85.8
ACT	LBOTE	2.7	6.8	13.7	23.1	26.8	19.9	7.1	90.5
	Non-LBOTE	1.0	7.7	12.6	26.7	29.0	16.9	5.9	91.3
NT	LBOTE	3.3	57.7	12.8	11.5	8.5	4.4	1.8	39.0
	Non-LBOTE	1.8	17.9	19.4	27.4	21.2	9.7	2.5	80.3
Aust	LBOTE	2.4	8.5	14.9	24.7	25.5	16.8	7.2	89.1
	Non-LBOTE	1.6	7.8	16.8	29.8	27.1	13.2	3.7	90.6

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Grammar and Punctuation

Table 9.G5: Achievement of Year 9 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Major Cities	585.1	1.6	5.0	14.1	27.9	28.9	16.7	5.7	93.3
	Inner Regional	558.5	1.7	10.0	21.0	32.2	24.2	9.3	1.6	88.3
	Outer Regional	541.4	1.3	15.0	26.5	31.9	19.0	5.5	0.7	83.7
	Remote	498.2	4.7	35.8	29.5	19.4	7.5	2.2	0.9	59.5
	Very Remote	502.7	0.0	38.1	26.9	22.3	10.0	1.9	0.8	61.9
Vic	Major Cities	581.2	2.3	6.1	14.9	28.0	27.7	15.4	5.5	91.6
	Inner Regional	557.3	2.5	11.0	20.8	31.1	23.1	9.4	2.1	86.5
	Outer Regional	561.5	2.8	10.1	19.7	30.4	23.9	10.6	2.5	87.1
	Remote	603.3	0.0	2.9	9.5	26.2	30.2	19.1	12.2	97.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	578.4	1.3	7.4	15.3	27.4	27.6	15.6	5.3	91.3
	Inner Regional	559.6	1.5	10.9	20.5	29.9	23.9	10.7	2.5	87.6
	Outer Regional	556.8	1.0	13.0	20.2	29.3	23.2	10.7	2.6	85.9
	Remote	525.3	1.2	25.9	23.6	26.1	15.8	6.6	0.8	72.9
	Very Remote	497.8	3.0	39.0	25.3	18.3	10.1	4.1	0.3	58.0
WA	Major Cities	582.6	1.3	6.3	13.7	27.8	29.4	16.0	5.5	92.4
	Inner Regional	562.1	0.9	10.1	18.7	32.5	24.9	10.5	2.3	89.0
	Outer Regional	559.4	0.9	11.2	20.0	31.2	23.8	10.0	2.8	87.9
	Remote	538.3	0.4	19.4	23.6	30.1	17.9	7.1	1.3	80.1
	Very Remote	484.4	0.6	46.1	20.2	19.2	9.2	3.7	1.0	53.3
SA	Major Cities	573.3	2.9	7.7	16.0	29.1	27.1	13.1	4.1	89.4
	Inner Regional	557.6	3.3	9.8	20.8	32.5	23.3	8.7	1.6	86.9
	Outer Regional	542.1	2.8	15.0	23.7	33.0	18.9	5.8	0.7	82.2
	Remote	553.4	1.9	11.9	21.1	33.0	21.4	8.7	2.1	86.3
	Very Remote	524.1	5.1	26.0	24.9	23.2	13.5	5.9	1.3	68.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	564.3	1.3	11.9	18.2	27.4	24.8	12.1	4.2	86.8
	Outer Regional	548.9	2.1	14.5	22.9	29.4	21.5	7.9	1.8	83.4
	Remote	537.5	5.4	29.2	20.5	15.1	14.6	9.7	5.4	65.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	583.2	1.4	7.5	12.9	26.0	28.5	17.5	6.2	91.1
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	545.7	2.7	18.7	19.2	26.0	20.6	9.7	3.2	78.6
	Remote	497.4	3.6	36.1	19.2	19.2	13.5	6.4	2.0	60.3
	Very Remote	349.8	0.8	87.1	6.1	3.7	1.7	0.6	0.0	12.1
Aust	Major Cities	581.6	1.8	6.2	14.6	27.9	28.2	15.8	5.5	92.0
	Inner Regional	559.1	1.9	10.6	20.5	31.0	23.9	9.9	2.2	87.5
	Outer Regional	552.7	1.6	13.5	21.5	30.1	22.0	9.1	2.1	84.9
	Remote	530.3	1.8	23.2	22.4	26.7	16.9	7.2	1.9	75.0
	Very Remote	442.7	1.6	57.1	17.0	13.9	7.1	2.8	0.5	41.3

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Grammar and Punctuation

Table 9.G6: Achievement of Year 9 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Major Cities	534.6	3.7	15.9	28.4	32.2	15.2	4.0	0.6	80.3
	Inner Regional	521.2	3.5	22.5	30.6	27.9	13.0	2.5	0.1	74.1
	Outer Regional	508.7	1.4	29.1	33.9	25.5	8.8	1.2	0.0	69.4
	Remote	469.2	8.6	50.6	25.5	12.5	2.5	0.3	0.0	40.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	535.4	5.9	17.9	25.9	28.1	16.1	4.8	1.2	76.2
	Inner Regional	518.9	8.7	21.5	31.2	23.6	11.4	3.4	0.3	69.8
	Outer Regional	514.4	5.4	25.1	30.4	26.0	10.7	2.3	0.1	69.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	531.9	3.1	20.0	26.0	28.8	15.2	5.8	1.1	76.9
	Inner Regional	526.7	3.4	22.2	27.0	28.3	14.6	3.9	0.6	74.4
	Outer Regional	512.4	1.5	28.3	30.0	26.2	10.9	2.8	0.2	70.2
	Remote	472.4	1.6	51.3	25.6	16.0	4.3	1.2	0.0	47.1
	Very Remote	469.8	2.5	53.0	27.1	12.0	4.4	1.1	0.0	44.5
WA	Major Cities	512.5	2.9	29.7	27.3	25.1	11.3	3.3	0.4	67.4
	Inner Regional	516.3	1.8	27.9	27.6	27.0	12.6	3.0	0.1	70.2
	Outer Regional	510.5	1.2	30.0	32.4	22.6	11.0	2.5	0.2	68.8
	Remote	485.3	1.3	44.6	29.8	17.6	5.6	1.0	0.1	54.1
	Very Remote	442.0	1.0	66.8	18.1	10.3	3.3	0.5	0.0	32.2
SA	Major Cities	513.1	4.7	27.1	26.6	26.9	12.0	2.4	0.2	68.2
	Inner Regional	511.8	7.8	28.1	26.7	27.1	7.6	2.1	0.7	64.1
	Outer Regional	501.0	2.8	35.4	30.2	23.1	6.3	2.2	0.0	61.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	525.3	1.6	23.0	26.9	26.7	16.1	4.5	1.1	75.3
	Outer Regional	530.8	3.9	21.7	26.7	24.2	17.0	6.0	0.5	74.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	524.9	2.3	26.2	22.7	28.2	13.9	5.9	0.8	71.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	478.1	5.9	45.2	21.6	17.3	7.1	2.3	0.5	48.8
	Remote	430.2	6.6	58.1	22.1	8.9	3.1	1.1	0.1	35.3
	Very Remote	334.9	0.8	92.3	5.0	1.5	0.3	0.0	0.0	6.9
Aust	Major Cities	528.5	3.7	20.5	27.1	29.3	14.4	4.3	0.7	75.8
	Inner Regional	522.3	3.9	22.7	29.2	27.4	13.3	3.1	0.3	73.4
	Outer Regional	508.9	2.3	30.1	30.0	24.6	10.2	2.5	0.2	67.6
	Remote	464.7	3.9	50.9	26.0	14.1	4.1	0.9	0.2	45.3
	Very Remote	400.4	1.6	74.1	14.5	7.0	2.3	0.5	0.0	24.3

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Grammar and Punctuation

Table 9.G7: Achievement of Year 9 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Major Cities	587.0	1.6	4.6	13.5	27.8	29.5	17.2	5.9	93.8
	Inner Regional	563.2	1.5	8.3	19.7	32.9	25.6	10.1	1.9	90.1
	Outer Regional	550.0	1.3	11.3	24.5	33.6	21.6	6.6	0.9	87.4
	Remote	525.8	0.8	20.8	33.5	25.7	12.8	4.3	2.0	78.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	581.7	2.2	6.0	14.8	28.0	27.8	15.6	5.6	91.8
	Inner Regional	558.6	2.3	10.6	20.4	31.4	23.5	9.6	2.2	87.1
	Outer Regional	564.0	2.7	9.2	19.1	30.9	24.6	10.9	2.6	88.1
	Remote	602.8	0.0	3.0	9.8	27.0	28.7	19.1	12.5	97.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	581.4	1.3	6.6	14.7	27.4	28.3	16.2	5.5	92.2
	Inner Regional	563.6	1.4	9.6	19.7	30.1	25.0	11.5	2.8	89.1
	Outer Regional	567.4	1.0	9.3	17.9	30.1	26.0	12.5	3.2	89.8
	Remote	552.6	1.1	13.0	22.0	31.2	21.7	9.6	1.3	85.9
	Very Remote	551.8	4.3	12.5	22.5	29.4	20.7	9.9	0.7	83.2
WA	Major Cities	585.9	1.2	5.2	13.1	28.0	30.2	16.6	5.7	93.6
	Inner Regional	565.9	0.7	8.6	17.9	33.0	26.1	11.1	2.5	90.7
	Outer Regional	567.6	0.6	8.0	18.1	32.9	26.1	11.2	3.2	91.5
	Remote	560.1	0.1	9.2	20.9	35.0	23.1	9.8	1.9	90.7
	Very Remote	553.6	0.0	12.4	21.4	35.2	19.5	8.6	2.8	87.6
SA	Major Cities	575.4	2.9	6.9	15.6	29.3	27.7	13.4	4.1	90.2
	Inner Regional	559.8	3.2	8.8	20.6	32.8	24.0	8.9	1.7	88.1
	Outer Regional	547.7	2.9	12.2	22.7	34.5	20.6	6.4	0.8	84.9
	Remote	558.7	2.1	9.5	20.5	34.0	22.3	9.3	2.3	88.4
	Very Remote	553.1	1.5	14.2	22.8	28.0	20.0	11.1	2.5	84.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	566.8	1.1	11.1	17.7	27.7	25.5	12.7	4.2	87.8
	Outer Regional	552.0	1.8	13.4	22.0	30.2	22.1	8.4	2.0	84.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	584.9	1.4	7.1	12.6	25.8	28.7	17.8	6.6	91.5
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	562.5	1.9	11.8	18.5	28.3	24.2	11.6	3.8	86.3
	Remote	561.1	0.7	13.6	16.1	29.8	24.4	11.9	3.6	85.7
	Very Remote	534.2	0.0	21.7	20.0	30.8	18.8	8.3	0.4	78.3
Aust	Major Cities	583.5	1.7	5.6	14.2	27.8	28.8	16.2	5.6	92.6
	Inner Regional	562.3	1.7	9.5	19.7	31.4	24.8	10.5	2.4	88.8
	Outer Regional	561.2	1.5	10.2	19.8	31.3	24.3	10.4	2.5	88.3
	Remote	558.7	0.9	11.0	20.6	32.3	22.5	10.1	2.6	88.1
	Very Remote	549.2	1.7	14.1	22.2	31.8	19.7	8.9	1.6	84.2

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Grammar and Punctuation

Table 9.G8: Achievement of Year 9 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
NSW	Bachelor	610.0	0.9	1.6	6.9	22.2	34.2	24.7	9.5	97.5
	Diploma	572.7	1.6	4.8	16.7	34.1	29.2	11.4	2.2	93.6
	Certificate	551.8	1.9	9.8	24.0	35.2	21.8	6.3	1.0	88.3
	Year 12	559.6	2.1	8.7	21.3	33.5	23.5	9.0	1.8	89.2
	Year 11	525.3	4.2	21.3	29.4	28.3	12.7	3.7	0.6	74.5
	Not stated (5%)	577.6	1.9	6.7	15.9	27.9	28.1	15.1	4.4	91.4
Vic	Bachelor	603.1	1.3	2.4	9.0	24.5	32.3	21.7	8.8	96.4
	Diploma	565.9	1.7	7.4	18.7	33.3	26.4	10.5	2.0	90.9
	Certificate	553.1	2.5	10.6	22.8	33.1	22.2	7.5	1.3	86.9
	Year 12	559.2	3.2	9.5	20.7	32.3	23.2	9.1	2.0	87.4
	Year 11	530.9	6.9	19.0	26.8	27.3	14.7	4.5	0.8	74.0
	Not stated (3%)	582.4	5.7	7.6	13.1	24.6	26.2	16.5	6.3	86.8
Qld	Bachelor	605.0	0.6	2.9	8.6	22.9	32.3	23.3	9.4	96.5
	Diploma	568.0	0.9	8.0	17.7	31.4	27.7	11.9	2.4	91.0
	Certificate	554.5	1.3	11.1	22.0	32.4	23.2	8.6	1.5	87.6
	Year 12	553.2	1.7	12.0	22.2	31.3	22.7	8.6	1.6	86.3
	Year 11	523.4	3.6	23.2	27.6	26.3	14.2	4.4	0.6	73.2
	Not stated (8%)	545.4	3.0	16.4	20.9	27.5	20.9	9.2	2.0	80.6
WA	Bachelor	609.0	0.6	1.8	7.0	22.8	34.2	23.9	9.6	97.5
	Diploma	575.2	1.0	5.1	15.6	32.7	30.8	12.2	2.6	94.0
	Certificate	560.5	1.0	8.9	19.9	34.1	25.5	8.9	1.7	90.2
	Year 12	559.8	1.7	11.0	18.9	31.8	24.3	9.9	2.4	87.3
	Year 11	526.7	2.3	22.4	26.3	29.4	14.6	4.3	0.7	75.3
	Not stated (7%)	544.9	3.0	20.4	19.3	24.4	19.1	10.3	3.4	76.6
SA	Bachelor	601.0	1.0	2.4	8.7	25.6	33.4	21.3	7.6	96.5
	Diploma	565.9	1.7	6.8	18.7	34.4	26.7	9.9	1.8	91.5
	Certificate	552.6	2.1	10.3	22.5	34.3	22.9	6.9	1.0	87.6
	Year 12	552.4	2.8	10.5	22.1	34.1	23.2	6.4	0.9	86.7
	Year 11	521.7	5.7	23.1	26.5	28.3	13.3	2.7	0.4	71.2
	Not stated (7%)	549.4	12.7	14.7	19.7	24.2	18.0	7.6	3.0	72.5

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Grammar and Punctuation

Table 9.G8 (cont.): Achievement of Year 9 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
Tas	Bachelor	599.1	1.0	3.4	10.0	24.0	32.3	21.3	8.1	95.7
	Diploma	567.0	0.9	8.1	19.5	30.5	26.7	10.9	3.3	91.0
	Certificate	548.2	1.4	13.4	23.8	31.0	22.1	6.8	1.5	85.2
	Year 12	542.2	1.7	19.0	19.9	30.5	20.3	7.0	1.5	79.3
	Year 11	515.7	2.9	29.1	27.0	25.2	12.5	2.8	0.5	68.0
	Not stated (5%)	554.7	2.2	16.1	19.3	27.1	19.3	11.3	4.9	81.7
ACT	Bachelor	604.7	1.0	3.0	8.0	23.0	32.6	23.3	9.1	96.0
	Diploma	565.7	2.5	9.3	16.3	31.2	27.4	11.2	2.1	88.1
	Certificate	544.8	0.9	15.5	21.7	32.0	21.1	7.5	1.4	83.7
	Year 12	547.3	1.6	15.5	21.7	29.8	23.0	7.4	0.9	82.9
	Year 11	516.4	2.5	25.6	29.6	24.1	14.5	3.6	0.1	71.9
	Not stated (7%)	582.8	2.9	8.9	13.1	24.8	24.4	18.2	7.6	88.2
NT	Bachelor	572.6	1.5	10.1	14.6	27.6	25.3	15.2	5.6	88.4
	Diploma	539.1	2.0	21.1	18.3	26.8	21.4	8.4	1.9	76.9
	Certificate	516.1	1.3	29.1	21.0	25.2	16.2	6.0	1.2	69.5
	Year 12	515.2	3.6	30.2	19.8	20.4	18.2	7.1	0.8	66.2
	Year 11	394.4	4.3	69.5	13.9	7.9	3.3	0.9	0.2	26.2
	Not stated (15%)	425.3	2.5	59.6	14.3	12.2	7.8	2.1	1.6	37.9
Aust	Bachelor	605.9	0.9	2.3	8.0	23.3	33.1	23.2	9.1	96.8
	Diploma	569.3	1.4	6.6	17.5	33.0	28.0	11.2	2.2	92.0
	Certificate	553.2	1.8	10.5	22.7	33.7	22.6	7.4	1.3	87.7
	Year 12	556.5	2.3	10.6	21.1	32.3	23.2	8.7	1.8	87.1
	Year 11	522.4	4.6	23.0	27.3	27.1	13.5	3.9	0.6	72.5
	Not stated (5%)	556.2	4.0	14.3	17.9	26.0	22.5	11.6	3.6	81.7

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Grammar and Punctuation

Table 9.G9: Achievement of Year 9 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
NSW	Group 1	606.6	0.8	1.8	7.8	23.3	33.8	23.6	8.8	97.4
	Group 2	587.4	1.1	3.4	12.4	30.3	31.5	16.4	4.8	95.5
	Group 3	563.6	1.5	7.5	20.5	33.8	25.0	9.3	2.4	91.0
	Group 4	550.0	2.1	12.0	25.2	31.6	19.7	7.6	1.8	85.9
	Not in paid work	532.0	5.1	19.2	27.3	27.7	14.6	5.0	1.1	75.7
	Not stated (6%)	577.3	2.0	6.7	15.7	28.6	27.9	14.8	4.3	91.3
Vic	Group 1	604.5	0.9	2.2	8.6	24.4	32.6	22.1	9.2	96.9
	Group 2	582.7	1.2	4.7	14.1	30.3	29.8	15.4	4.6	94.2
	Group 3	564.8	1.6	8.0	19.6	32.9	25.0	10.3	2.6	90.3
	Group 4	550.8	3.6	12.2	23.2	31.0	20.6	7.7	1.8	84.3
	Not in paid work	535.3	8.1	17.5	25.9	26.5	15.5	5.4	1.2	74.4
	Not stated (2%)	579.6	6.0	8.4	13.8	24.2	25.4	16.2	6.0	85.6
Qld	Group 1	603.9	0.6	3.0	8.8	23.2	32.1	23.0	9.2	96.3
	Group 2	580.4	0.7	5.7	14.6	29.4	29.9	15.5	4.3	93.6
	Group 3	559.7	1.1	9.9	20.7	31.7	24.6	10.0	2.0	89.0
	Group 4	545.4	1.7	14.6	24.5	30.7	20.0	7.2	1.3	83.8
	Not in paid work	526.5	4.6	22.6	25.5	26.5	14.9	4.8	1.1	72.8
	Not stated (14%)	546.2	2.6	16.1	22.0	28.2	20.0	8.8	2.2	81.3
WA	Group 1	605.7	0.7	2.1	7.9	24.0	33.6	22.7	9.1	97.2
	Group 2	585.3	0.8	3.9	12.9	30.0	32.3	15.8	4.3	95.3
	Group 3	566.6	0.8	7.7	18.2	33.1	27.1	10.7	2.4	91.5
	Group 4	551.4	1.3	13.0	22.0	32.5	21.4	7.8	2.0	85.6
	Not in paid work	530.5	2.6	23.0	25.4	26.1	15.0	5.8	1.9	74.4
	Not stated (12%)	545.9	3.0	19.0	19.9	25.8	19.5	9.8	3.1	78.0
SA	Group 1	597.9	0.9	2.9	9.8	26.4	32.5	20.2	7.5	96.3
	Group 2	575.3	1.4	5.2	15.9	32.6	29.3	12.7	3.0	93.4
	Group 3	561.2	1.8	8.2	20.2	33.8	25.5	8.8	1.8	90.0
	Group 4	546.9	2.8	13.3	23.5	32.3	20.7	6.6	0.9	84.0
	Not in paid work	532.2	5.9	19.3	25.1	28.6	15.1	5.0	0.9	74.8
	Not stated (13%)	540.1	9.6	17.6	21.8	26.0	16.6	6.0	2.3	72.7

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Grammar and Punctuation

Table 9.G9 (cont.): Achievement of Year 9 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
Tas	Group 1	593.5	0.6	4.7	12.2	24.1	30.9	20.1	7.4	94.7
	Group 2	572.5	0.7	8.2	16.4	29.2	29.0	12.4	4.2	91.1
	Group 3	549.9	1.8	12.8	22.8	32.3	21.4	7.5	1.5	85.4
	Group 4	534.3	1.2	18.8	27.7	29.1	17.7	4.5	1.1	80.1
	Not in paid work	515.1	5.8	30.1	23.3	23.5	12.7	4.0	0.6	64.1
	Not stated (7%)	545.2	2.1	20.1	20.0	26.6	18.2	9.1	3.8	77.8
ACT	Group 1	601.3	1.1	4.2	8.9	22.6	31.7	22.4	9.0	94.7
	Group 2	581.5	0.8	5.8	12.3	30.1	31.1	15.7	4.3	93.4
	Group 3	559.3	1.1	12.7	17.8	29.9	24.5	11.6	2.4	86.2
	Group 4	519.8	2.7	21.2	31.6	29.1	12.1	2.9	0.3	76.1
	Not in paid work	532.7	6.9	21.3	22.3	26.4	16.1	4.9	2.1	71.8
	Not stated (11%)	573.5	1.9	10.1	16.4	25.8	23.6	16.1	6.0	88.0
NT	Group 1	579.8	1.8	8.0	13.8	27.7	26.7	16.1	6.0	90.2
	Group 2	561.5	0.8	12.7	17.0	28.0	26.1	12.8	2.6	86.5
	Group 3	531.4	1.8	23.4	20.0	27.8	17.2	7.5	2.4	74.8
	Group 4	481.2	3.9	43.1	18.0	15.8	12.7	5.4	1.1	53.0
	Not in paid work	405.2	5.4	65.7	15.0	8.9	3.6	1.0	0.3	28.8
	Not stated (27%)	423.0	1.9	60.3	15.0	12.4	7.5	1.8	1.1	37.8
Aust	Group 1	604.3	0.8	2.4	8.5	23.8	32.9	22.6	8.9	96.8
	Group 2	583.1	1.0	4.6	13.7	30.2	30.5	15.5	4.5	94.4
	Group 3	562.6	1.4	8.6	20.1	32.9	25.0	9.8	2.3	90.1
	Group 4	548.1	2.4	13.2	24.1	31.1	20.1	7.4	1.6	84.4
	Not in paid work	529.6	5.9	20.5	26.0	26.6	14.8	5.1	1.2	73.6
	Not stated (8%)	551.1	3.6	15.6	19.3	26.8	21.2	10.4	3.2	80.9

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

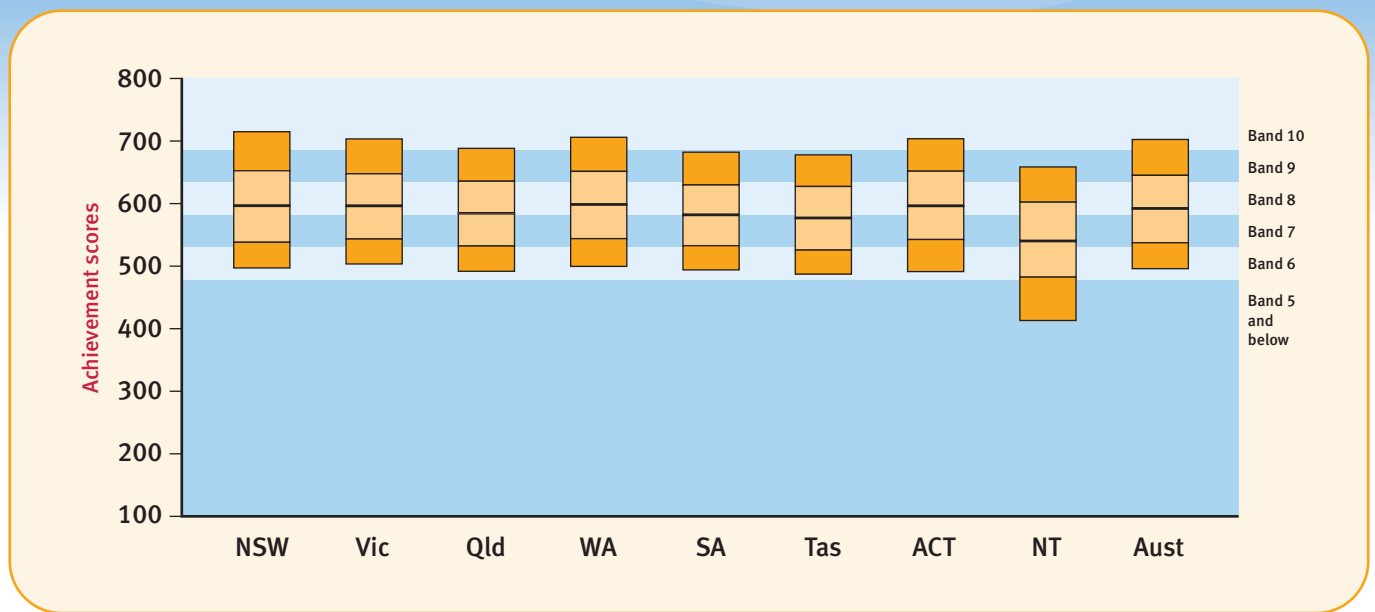
Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Numeracy

Figure 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	596.5 (67.2)	596.3 (61.4)	584.5 (61.3)	598.5 (63.3)	581.9 (58.1)	576.9 (58.9)	596.3 (65.5)	540.1 (73.8)	592.1 (63.9)

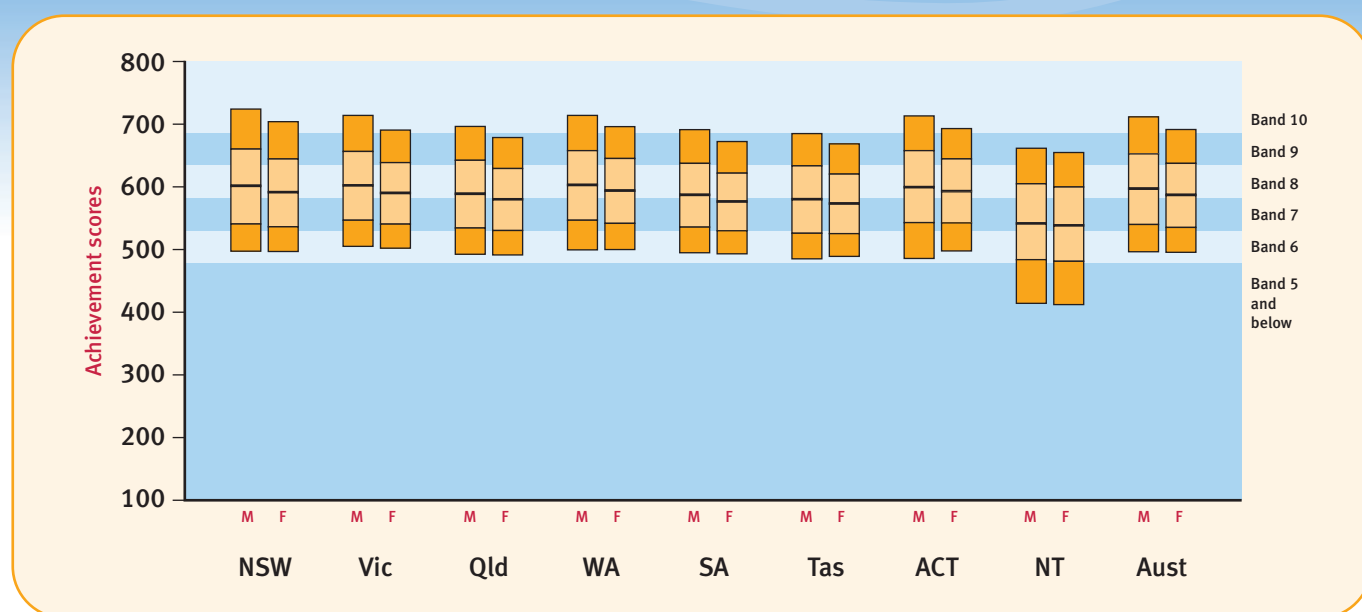
Table 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2019.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	92.2	6.4	1.4	1.6	2.0	14.0	27.8	27.5	17.2	9.9	96.4
Vic	14yrs 9mths 9yrs 4mths	89.7	7.6	2.7	2.4	1.4	12.0	29.0	29.7	17.7	8.0	96.2
Qld	14yrs 5mths 9yrs 4mths	84.1	7.9	8.0	1.4	2.7	15.9	30.9	28.6	15.2	5.3	95.9
WA	14yrs 5mths 9yrs 4mths	92.4	7.0	0.5	1.2	1.9	12.0	26.6	30.3	19.5	8.6	96.9
SA	14yrs 7mths 9yrs 4mths	88.0	7.4	4.6	3.0	2.3	15.7	33.0	28.3	13.4	4.3	94.7
Tas	14yrs 10mths 9yrs 4mths	89.0	9.3	1.7	1.5	3.2	18.8	32.2	27.3	13.4	3.6	95.2
ACT	14yrs 8mths 9yrs 4mths	87.4	6.0	6.6	1.4	3.4	11.2	27.0	29.4	19.2	8.4	95.2
NT	14yrs 6mths 9yrs 4mths	74.3	23.6	2.1	2.4	18.0	25.6	25.5	18.8	7.6	2.0	79.6
Aust	14yrs 7mths 9yrs 4mths	89.2	7.4	3.4	1.8	2.2	14.0	29.0	28.6	16.7	7.7	96.0

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Numeracy

Figure 9.N2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	601.5 (69.8)	602.3 (64.1)	588.8 (63.6)	602.9 (65.4)	587.1 (60.3)	580.2 (61.9)	599.4 (69.2)	541.6 (74.2)	597.0 (66.4)
Female Mean scale score / (S.D.)	591.4 (63.9)	590.1 (57.9)	580.1 (58.4)	593.9 (60.5)	576.5 (55.1)	573.3 (55.2)	593.0 (61.1)	538.5 (73.3)	587.0 (60.7)

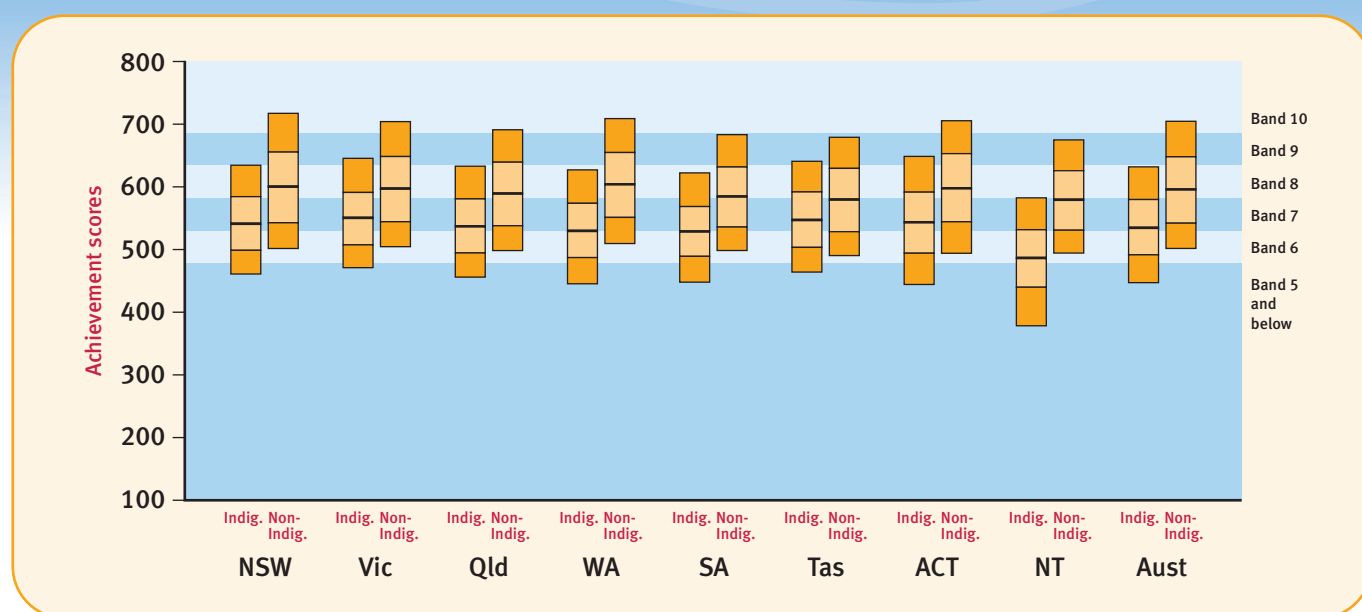
Table 9.N2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2019.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	2.1	2.0	13.2	25.7	26.9	18.2	11.9	95.9
	Female	1.2	2.0	14.8	29.9	28.2	16.1	7.9	96.9
Vic	Male	3.0	1.3	11.0	26.4	29.0	19.1	10.2	95.6
	Female	1.7	1.5	13.0	31.6	30.5	16.1	5.7	96.8
Qld	Male	1.7	2.6	15.0	29.0	28.4	16.5	6.7	95.6
	Female	1.0	2.7	16.9	32.8	28.8	13.9	3.9	96.3
WA	Male	1.5	1.9	11.3	24.6	29.8	20.5	10.4	96.5
	Female	0.8	1.9	12.6	28.7	30.9	18.4	6.7	97.3
SA	Male	3.7	2.2	14.3	30.5	28.6	15.2	5.5	94.1
	Female	2.2	2.4	17.2	35.6	27.9	11.6	3.1	95.4
Tas	Male	2.2	3.5	18.2	29.8	27.1	14.6	4.7	94.3
	Female	0.9	3.0	19.5	34.7	27.5	11.9	2.5	96.2
ACT	Male	1.7	4.0	11.1	24.8	28.1	20.1	10.2	94.3
	Female	1.1	2.7	11.3	29.4	30.9	18.2	6.5	96.2
NT	Male	3.0	17.5	25.2	25.3	18.7	8.4	2.0	79.5
	Female	1.9	18.5	26.1	25.8	19.0	6.9	1.9	79.6
Aust	Male	2.3	2.2	13.1	26.9	28.1	18.0	9.5	95.5
	Female	1.3	2.2	14.9	31.3	29.1	15.4	5.8	96.5

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Numeracy

Figure 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	541.0 (54.2)	550.4 (52.4)	536.9 (54.8)	529.6 (55.8)	528.7 (52.5)	547.0 (54.8)	543.4 (60.9)	486.4 (60.7)	534.5 (56.9)
Non-Indigenous Mean scale score / (S.D.)	600.2 (66.3)	597.1 (61.3)	589.2 (59.7)	604.0 (60.7)	584.5 (56.9)	579.6 (58.3)	597.6 (65.3)	579.3 (55.9)	595.8 (62.5)

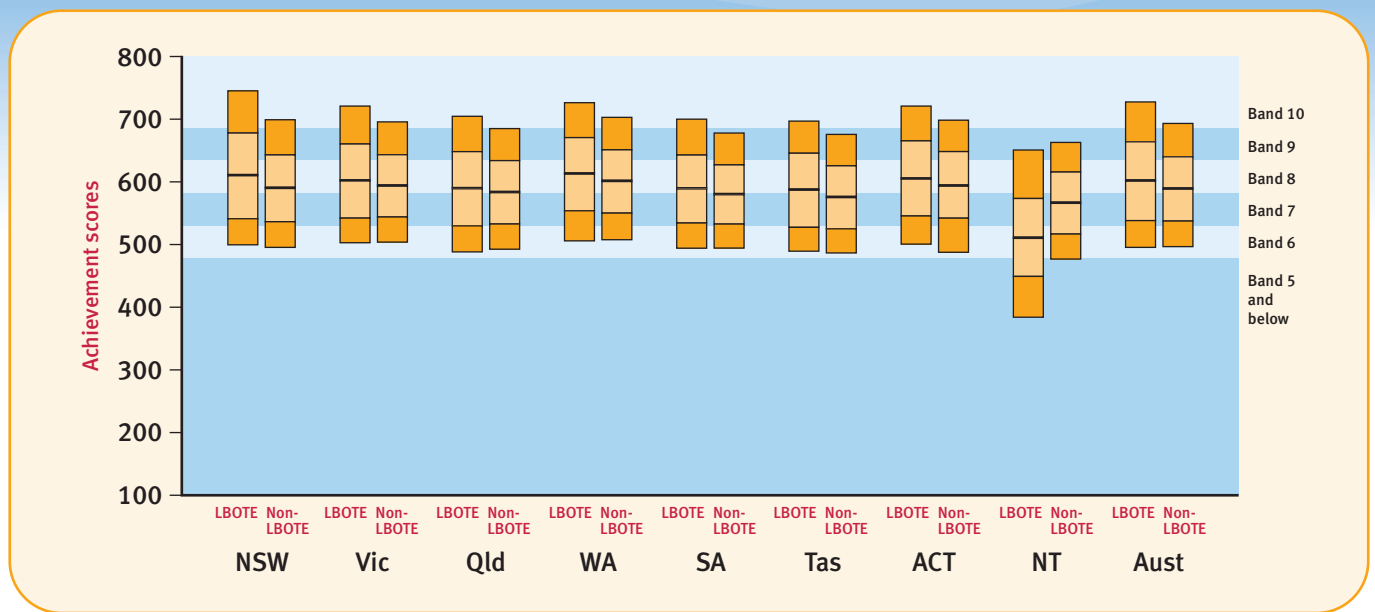
Table 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Indigenous	3.4	9.4	33.8	33.0	15.4	4.3	0.7	87.2
	Non-Indigenous	1.5	1.5	12.6	27.5	28.3	18.0	10.5	97.0
Vic	Indigenous	6.9	5.9	28.7	35.3	16.9	5.5	0.9	87.2
	Non-Indigenous	2.2	1.3	11.7	28.9	29.9	17.9	8.1	96.4
Qld	Indigenous	2.6	10.6	36.5	31.4	14.2	4.0	0.7	86.8
	Non-Indigenous	1.2	1.9	14.0	30.8	30.0	16.3	5.8	96.9
WA	Indigenous	2.1	14.4	37.8	29.6	12.1	3.4	0.5	83.5
	Non-Indigenous	1.1	0.9	9.9	26.2	31.7	20.8	9.3	98.0
SA	Indigenous	4.7	13.4	37.4	30.9	10.5	2.9	0.3	81.9
	Non-Indigenous	2.9	1.8	14.6	33.1	29.2	13.9	4.5	95.3
Tas	Indigenous	2.5	8.1	30.1	34.7	18.5	5.5	0.5	89.3
	Non-Indigenous	1.3	2.8	17.7	31.9	28.5	14.0	3.8	95.9
ACT	Indigenous	1.7	13.5	25.9	34.5	17.5	5.3	1.6	84.7
	Non-Indigenous	1.4	3.1	10.9	26.7	29.7	19.4	8.7	95.4
NT	Indigenous	3.6	39.2	37.1	15.3	3.9	0.9	0.0	57.2
	Non-Indigenous	1.6	2.4	16.9	33.0	30.0	12.7	3.4	96.0
Aust	Indigenous	3.3	12.6	35.0	30.9	13.7	3.9	0.6	84.1
	Non-Indigenous	1.7	1.5	12.6	28.9	29.6	17.6	8.1	96.8

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Numeracy

Figure 9.N4: Achievement of Year 9 Students in Numeracy, by LBOTE Status, by State and Territory, 2019.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	610.6 (76.0)	602.3 (67.1)	589.8 (67.3)	613.2 (67.7)	589.6 (63.4)	587.5 (65.5)	605.3 (67.8)	510.7 (78.2)	602.0 (72.1)
Non-LBOTE Mean scale score / (S.D.)	590.3 (62.9)	594.0 (58.9)	583.6 (60.1)	601.4 (59.4)	580.3 (56.5)	575.7 (58.4)	594.0 (64.6)	566.6 (58.1)	589.2 (60.7)

Table 9.N4: Achievement of Year 9 Students in Numeracy, by LBOTE Status, by State and Territory, 2019.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	LBOTE	2.2	1.5	13.5	23.6	23.8	18.4	17.1	96.3
	Non-LBOTE	1.5	2.2	14.5	29.6	28.6	16.4	7.1	96.2
Vic	LBOTE	2.9	1.2	12.8	26.3	26.6	18.7	11.5	95.9
	Non-LBOTE	2.2	1.5	11.6	30.0	30.9	17.3	6.6	96.4
Qld	LBOTE	1.6	3.0	16.8	27.1	26.0	17.1	8.5	95.4
	Non-LBOTE	1.3	2.6	15.8	31.5	29.1	14.9	4.8	96.0
WA	LBOTE	0.0	1.4	9.9	21.7	29.2	23.4	14.3	98.6
	Non-LBOTE	0.1	1.1	10.4	27.0	32.6	20.6	8.2	98.8
SA	LBOTE	6.3	2.2	14.6	27.9	26.6	15.6	6.7	91.4
	Non-LBOTE	2.3	2.3	15.9	34.1	28.8	13.0	3.7	95.4
Tas	LBOTE	4.4	3.0	17.3	25.4	26.0	17.2	6.7	92.6
	Non-LBOTE	1.4	3.4	19.1	32.6	27.3	12.9	3.3	95.2
ACT	LBOTE	2.8	1.8	11.6	24.4	27.1	20.3	12.2	95.5
	Non-LBOTE	1.0	3.8	11.1	27.7	30.1	18.9	7.4	95.2
NT	LBOTE	3.3	31.9	29.9	17.3	10.4	5.5	1.6	64.7
	Non-LBOTE	1.8	5.1	21.8	33.0	26.4	9.7	2.2	93.1
Aust	LBOTE	2.4	2.3	13.8	24.9	25.4	18.3	12.8	95.3
	Non-LBOTE	1.6	2.1	14.0	30.4	29.6	16.2	6.1	96.3

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 9 Numeracy

Table 9.N5: Achievement of Year 9 Students in Numeracy, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Major Cities	604.0	1.6	1.4	12.1	26.0	27.9	18.9	12.0	96.9
	Inner Regional	577.1	1.7	3.3	18.4	32.7	27.2	12.7	4.1	95.0
	Outer Regional	561.9	1.3	4.9	25.0	35.2	22.6	9.3	1.7	93.9
	Remote	534.6	4.7	10.8	34.7	35.2	10.6	2.5	1.4	84.5
	Very Remote	535.9	0.0	20.8	24.6	29.6	18.8	5.4	0.8	79.2
Vic	Major Cities	600.9	2.3	1.1	10.8	27.5	30.1	19.0	9.1	96.6
	Inner Regional	580.6	2.5	2.4	16.0	33.9	28.0	13.0	4.1	95.1
	Outer Regional	587.2	2.8	1.9	13.7	31.4	30.1	15.1	5.0	95.3
	Remote	608.7	0.0	0.4	6.2	30.7	30.9	22.7	9.1	99.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	592.3	1.4	1.9	13.3	29.2	30.0	17.4	6.8	96.7
	Inner Regional	573.4	1.6	3.1	19.2	34.4	27.4	11.6	2.7	95.4
	Outer Regional	570.2	1.1	4.2	21.2	33.6	25.6	11.4	2.9	94.6
	Remote	550.0	1.2	10.0	27.0	33.3	19.8	7.5	1.2	88.8
	Very Remote	525.9	3.0	17.2	38.2	26.3	11.2	3.9	0.3	79.8
WA	Major Cities	604.2	1.3	1.3	10.4	25.2	31.0	21.0	9.8	97.4
	Inner Regional	589.4	0.9	1.6	13.6	31.0	31.1	16.4	5.4	97.5
	Outer Regional	582.1	0.9	2.6	16.9	32.3	27.9	14.9	4.5	96.5
	Remote	561.4	0.4	6.4	24.0	34.1	23.3	9.6	2.1	93.1
	Very Remote	527.0	0.6	22.7	31.5	23.8	14.9	4.9	1.6	76.7
SA	Major Cities	586.5	2.9	2.1	14.2	31.5	29.2	14.8	5.2	94.9
	Inner Regional	572.9	3.3	2.2	18.1	37.3	26.9	10.1	2.1	94.5
	Outer Regional	561.5	2.8	3.5	23.5	38.0	24.0	7.2	0.9	93.7
	Remote	574.8	1.9	2.7	18.0	35.9	26.4	12.3	2.8	95.5
	Very Remote	544.7	5.1	10.3	29.9	31.2	15.9	6.8	0.9	84.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	580.5	1.3	3.4	17.4	30.7	28.2	14.7	4.3	95.3
	Outer Regional	567.7	2.1	2.7	22.4	36.4	25.0	9.7	1.8	95.2
	Remote	551.2	5.4	9.7	30.3	24.9	20.0	9.7	0.0	84.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	596.3	1.4	3.4	11.2	27.0	29.4	19.2	8.4	95.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	568.4	2.7	5.2	21.3	31.8	25.5	10.7	2.7	92.1
	Remote	536.1	3.6	16.2	31.0	25.0	16.0	6.4	1.8	80.2
	Very Remote	471.0	0.8	53.1	32.3	9.4	3.7	0.7	0.1	46.2
Aust	Major Cities	599.5	1.8	1.5	11.9	27.3	29.4	18.6	9.4	96.7
	Inner Regional	577.8	1.9	2.9	17.6	33.4	27.7	12.7	3.8	95.2
	Outer Regional	571.2	1.6	3.8	20.7	33.8	25.7	11.4	2.9	94.6
	Remote	556.5	1.8	8.4	25.2	32.5	21.1	8.9	2.2	89.8
	Very Remote	508.3	1.6	31.0	33.1	20.1	10.2	3.3	0.6	67.4

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Numeracy

Table 9.N6: Achievement of Year 9 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10
NSW	Major Cities	548.6	3.7	6.8	30.9	34.2	17.9	5.3	1.1	89.5
	Inner Regional	539.0	3.4	10.3	34.0	33.1	15.0	3.8	0.4	86.3
	Outer Regional	527.7	1.4	13.2	41.9	30.2	10.6	2.5	0.1	85.3
	Remote	514.0	8.6	17.7	40.3	29.2	3.1	1.1	0.0	73.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	557.3	5.7	4.9	25.7	36.2	19.0	6.9	1.6	89.4
	Inner Regional	545.1	8.9	6.4	31.1	33.0	15.8	4.5	0.3	84.7
	Outer Regional	542.8	5.4	7.4	31.1	38.4	13.6	4.0	0.1	87.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	550.1	3.0	6.8	30.3	34.3	17.8	6.3	1.5	90.1
	Inner Regional	542.2	3.4	8.3	34.4	33.0	16.3	4.2	0.4	88.3
	Outer Regional	528.5	1.7	12.0	42.5	29.7	11.5	2.4	0.2	86.3
	Remote	508.1	1.6	24.6	41.2	25.6	6.7	0.3	0.0	73.8
	Very Remote	505.5	2.5	25.4	45.3	21.0	4.7	1.1	0.0	72.1
WA	Major Cities	539.0	2.9	10.2	35.5	31.2	15.1	4.5	0.6	86.9
	Inner Regional	548.5	1.8	5.7	32.9	37.0	15.6	5.0	2.0	92.4
	Outer Regional	535.7	1.2	10.2	37.9	34.6	11.8	4.0	0.4	88.6
	Remote	516.3	1.3	17.8	44.7	27.8	7.2	1.0	0.1	80.9
	Very Remote	495.1	1.0	34.8	40.8	16.7	5.6	0.7	0.3	64.1
SA	Major Cities	529.6	4.7	13.9	33.6	33.6	10.7	3.1	0.4	81.4
	Inner Regional	528.6	7.8	10.7	42.9	26.2	10.9	1.6	0.0	81.6
	Outer Regional	529.4	2.8	11.3	42.8	29.1	10.3	3.5	0.2	85.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	543.8	1.6	9.9	30.2	35.1	17.5	4.9	0.7	88.5
	Outer Regional	552.2	3.9	5.1	29.8	34.3	20.4	6.1	0.3	91.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	543.4	1.7	13.5	25.9	34.5	17.5	5.3	1.6	84.7
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	521.1	5.9	16.7	40.1	25.8	9.1	2.3	0.1	77.4
	Remote	495.8	6.6	29.2	41.6	18.4	3.1	1.2	0.0	64.2
	Very Remote	463.1	0.8	57.0	33.3	7.7	1.2	0.0	0.0	42.2
Aust	Major Cities	546.6	3.6	7.9	31.1	33.9	17.0	5.4	1.1	88.5
	Inner Regional	540.9	3.9	9.1	33.7	33.2	15.5	4.1	0.5	86.9
	Outer Regional	530.5	2.4	11.8	40.4	30.5	11.7	2.9	0.2	85.8
	Remote	508.7	3.9	22.6	42.5	24.8	5.2	1.1	0.0	73.6
	Very Remote	484.1	1.6	42.3	37.7	13.9	3.7	0.7	0.1	56.1

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Numeracy

Table 9.N7: Achievement of Year 9 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2019.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	606.1	1.6	1.2	11.3	25.7	28.3	19.4	12.4	97.2
	Inner Regional	581.9	1.5	2.3	16.3	32.9	28.8	13.7	4.5	96.2
	Outer Regional	570.7	1.3	2.8	20.6	36.5	25.6	11.1	2.1	96.0
	Remote	554.3	0.8	4.2	28.5	41.2	18.2	4.2	3.0	95.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	601.3	2.2	1.1	10.7	27.5	30.2	19.1	9.2	96.7
	Inner Regional	581.8	2.3	2.3	15.4	33.9	28.5	13.3	4.3	95.4
	Outer Regional	589.6	2.6	1.5	12.7	31.3	30.9	15.8	5.2	95.9
	Remote	608.5	0.0	0.4	6.4	31.1	30.0	22.6	9.4	99.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	594.8	1.2	1.6	12.4	28.9	30.7	18.0	7.1	97.2
	Inner Regional	577.1	1.4	2.5	17.5	34.4	28.7	12.5	3.0	96.2
	Outer Regional	579.9	1.0	2.4	16.3	34.5	28.8	13.5	3.5	96.6
	Remote	572.0	1.1	2.2	19.9	36.7	26.5	11.6	1.9	96.7
	Very Remote	564.1	4.3	2.8	23.0	37.0	22.7	9.3	0.9	92.8
WA	Major Cities	607.4	1.2	0.8	9.2	24.9	31.8	21.8	10.3	98.0
	Inner Regional	592.9	0.7	1.3	11.9	30.5	32.5	17.5	5.7	98.0
	Outer Regional	590.1	0.6	1.1	13.4	32.1	30.8	16.7	5.2	98.2
	Remote	580.4	0.1	1.6	15.2	36.6	30.3	13.3	2.9	98.3
	Very Remote	579.1	0.0	2.9	17.0	34.1	30.1	12.0	4.0	97.1
SA	Major Cities	588.4	2.9	1.7	13.4	31.5	30.0	15.3	5.3	95.4
	Inner Regional	575.0	3.1	1.7	16.8	38.0	27.7	10.5	2.2	95.1
	Outer Regional	565.9	2.9	2.4	20.9	39.2	25.8	7.7	1.1	94.7
	Remote	578.8	2.1	1.8	16.0	36.4	27.5	13.1	3.2	96.2
	Very Remote	563.7	1.5	2.5	25.8	36.9	20.3	11.1	1.8	96.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	583.0	1.1	2.9	16.5	30.3	29.4	15.3	4.4	96.0
	Outer Regional	570.5	1.8	2.4	21.1	36.4	25.8	10.4	2.2	95.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	597.6	1.4	3.1	10.9	26.7	29.7	19.4	8.7	95.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	580.6	1.9	2.2	16.2	33.3	29.9	13.0	3.5	95.9
	Remote	574.7	0.7	3.0	19.9	31.9	29.4	11.8	3.3	96.3
	Very Remote	569.0	0.0	3.8	19.6	31.3	35.4	8.8	1.3	96.3
Aust	Major Cities	601.3	1.7	1.3	11.2	27.1	29.9	19.1	9.7	97.0
	Inner Regional	581.1	1.7	2.3	16.1	33.5	28.9	13.5	4.0	96.0
	Outer Regional	579.2	1.5	2.2	16.9	34.5	28.4	13.0	3.4	96.3
	Remote	577.5	0.9	2.0	17.3	35.8	28.1	12.6	3.2	97.1
	Very Remote	570.0	1.7	3.1	20.5	35.5	26.9	10.2	2.1	95.2

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Numeracy

Table 9.N8: Achievement of Year 9 Students in Numeracy, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
NSW	Bachelor	630.5	0.8	0.3	4.6	18.2	30.7	26.2	19.2	98.8
	Diploma	590.2	1.6	1.3	13.0	32.0	30.8	15.5	5.8	97.1
	Certificate	569.5	1.9	2.9	21.2	37.0	24.8	9.5	2.7	95.3
	Year 12	576.0	2.1	2.5	19.9	34.5	25.0	11.7	4.3	95.4
	Year 11	547.9	4.1	7.5	32.0	32.5	16.5	5.7	1.7	88.4
	Not stated (5%)	593.2	1.9	2.8	15.5	25.1	27.8	18.1	8.8	95.3
Vic	Bachelor	622.6	1.2	0.3	4.7	20.1	33.2	25.9	14.4	98.4
	Diploma	585.9	1.7	1.3	12.7	34.9	30.9	14.3	4.1	97.0
	Certificate	573.5	2.5	2.1	18.0	37.5	27.1	10.4	2.4	95.4
	Year 12	579.8	3.1	1.8	16.1	34.8	28.1	12.6	3.5	95.1
	Year 11	556.1	6.9	4.4	26.7	35.2	19.0	6.5	1.4	88.7
	Not stated (3%)	609.5	5.3	1.9	8.7	21.3	29.6	21.5	11.8	92.8
Qld	Bachelor	615.6	0.7	0.6	6.1	22.2	33.8	25.1	11.5	98.8
	Diploma	581.6	0.9	2.0	14.9	34.3	31.1	13.8	3.0	97.1
	Certificate	569.0	1.3	3.0	20.4	37.4	26.5	9.7	1.8	95.7
	Year 12	566.7	1.7	3.6	22.7	35.0	25.8	9.3	1.9	94.7
	Year 11	543.6	3.5	8.3	32.6	33.7	16.3	4.9	0.8	88.2
	Not stated (8%)	568.2	3.3	5.5	21.0	31.4	24.1	11.3	3.4	91.2
WA	Bachelor	630.3	0.6	0.2	3.6	16.5	32.8	29.4	16.8	99.1
	Diploma	597.3	0.9	0.7	9.3	30.3	34.5	18.7	5.6	98.4
	Certificate	583.1	1.0	1.4	15.1	33.9	31.3	13.8	3.5	97.6
	Year 12	583.8	1.7	2.2	16.2	31.4	29.1	14.8	4.6	96.1
	Year 11	552.6	2.3	6.7	28.2	36.0	19.0	6.8	1.1	91.1
	Not stated (7%)	569.3	3.0	7.8	22.1	26.8	22.5	12.7	5.2	89.2
SA	Bachelor	611.0	1.0	0.5	5.9	24.8	35.1	23.4	9.3	98.5
	Diploma	580.1	1.7	1.2	14.5	37.4	30.6	11.9	2.7	97.1
	Certificate	567.0	2.1	2.7	20.1	39.7	26.1	8.1	1.3	95.2
	Year 12	567.8	2.8	2.4	20.4	38.5	26.1	8.5	1.4	94.8
	Year 11	543.2	5.7	7.6	32.0	34.7	16.1	3.4	0.6	86.7
	Not stated (7%)	572.3	12.8	3.7	19.3	29.2	20.6	9.9	4.4	83.5

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Refer to the introduction for explanatory notes.

NAPLAN Year 9 Numeracy

Table 9.N8 (cont.): Achievement of Year 9 Students in Numeracy, by Parental Education, by State and Territory, 2019.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
Tas	Bachelor	611.6	1.0	1.0	6.1	22.3	35.2	25.4	9.0	98.0
	Diploma	579.4	0.9	2.2	15.8	34.9	31.1	12.6	2.5	96.9
	Certificate	566.7	1.4	3.1	21.4	37.5	25.9	9.1	1.4	95.5
	Year 12	563.9	2.0	4.5	22.4	36.1	24.9	8.0	2.0	93.5
	Year 11	541.1	2.9	7.0	35.9	34.9	15.3	3.8	0.2	90.0
	Not stated (5%)	567.5	2.2	5.8	22.8	32.2	21.5	12.2	3.3	92.0
ACT	Bachelor	616.5	1.0	1.0	5.9	21.8	32.5	25.5	12.3	98.0
	Diploma	581.7	2.5	3.4	13.7	33.5	29.8	12.6	4.4	94.0
	Certificate	559.7	0.7	8.5	19.7	38.5	21.9	8.6	1.9	90.7
	Year 12	563.6	1.6	5.4	21.7	34.9	26.5	8.9	0.9	93.0
	Year 11	538.6	2.5	13.0	33.3	28.0	16.0	6.7	0.5	84.5
	Not stated (7%)	590.8	2.9	5.2	13.4	25.0	27.9	17.6	7.9	91.9
NT	Bachelor	590.2	1.5	2.2	13.2	28.4	32.8	16.4	5.5	96.3
	Diploma	562.4	2.0	6.3	21.7	34.6	25.0	9.1	1.3	91.7
	Certificate	548.7	1.3	8.7	30.0	32.4	20.4	6.3	0.9	90.0
	Year 12	543.8	3.6	12.7	27.9	29.9	18.7	6.7	0.5	83.7
	Year 11	486.6	4.3	40.3	34.7	15.5	4.0	1.1	0.1	55.4
	Not stated (15%)	504.6	2.5	32.7	30.2	19.7	11.0	3.1	0.8	64.8
Aust	Bachelor	623.3	0.9	0.4	5.0	19.9	32.6	26.0	15.1	98.7
	Diploma	586.9	1.4	1.5	13.2	33.5	31.2	14.8	4.4	97.1
	Certificate	571.1	1.8	2.7	19.6	37.1	26.4	10.0	2.3	95.5
	Year 12	574.3	2.3	2.7	19.3	34.6	26.5	11.3	3.2	95.0
	Year 11	547.4	4.5	7.7	30.6	33.6	16.9	5.5	1.2	87.8
	Not stated (5%)	578.9	4.0	5.3	18.2	27.2	24.8	14.3	6.2	90.7

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Numeracy

Table 9.N9: Achievement of Year 9 Students in Numeracy, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
NSW	Group 1	626.6	0.8	0.4	5.4	19.2	31.0	25.5	17.7	98.8
	Group 2	606.3	1.1	0.7	9.0	27.3	31.8	19.4	10.7	98.2
	Group 3	581.7	1.5	2.0	17.4	34.3	26.8	12.7	5.4	96.5
	Group 4	569.2	2.1	3.6	24.1	34.5	21.4	9.6	4.8	94.3
	Not in paid work	551.7	5.1	7.3	30.5	31.4	16.3	6.8	2.5	87.6
	Not stated (6%)	593.9	1.9	2.7	14.6	26.3	27.6	17.9	9.0	95.4
Vic	Group 1	623.9	0.9	0.3	4.5	19.5	33.5	26.6	14.7	98.8
	Group 2	603.6	1.1	0.7	8.4	28.0	33.5	19.8	8.5	98.1
	Group 3	584.1	1.6	1.4	14.0	35.8	29.4	13.6	4.2	97.0
	Group 4	572.0	3.6	2.4	19.9	36.5	24.4	10.0	3.1	94.0
	Not in paid work	558.9	8.1	4.5	25.4	33.7	19.1	7.1	2.1	87.4
	Not stated (2%)	607.7	5.5	2.0	9.1	22.9	28.1	20.1	12.3	92.5
Qld	Group 1	614.9	0.6	0.5	6.3	22.4	34.0	24.8	11.3	98.9
	Group 2	593.8	0.7	1.2	11.2	30.6	33.1	17.8	5.5	98.1
	Group 3	574.0	1.1	2.6	18.2	36.7	27.8	11.2	2.5	96.3
	Group 4	557.7	1.6	4.8	26.7	37.0	21.2	7.4	1.4	93.6
	Not in paid work	545.0	4.5	8.7	31.7	32.1	16.6	5.0	1.4	86.7
	Not stated (14%)	566.3	2.8	5.1	22.6	32.4	23.7	10.4	3.0	92.1
WA	Group 1	627.5	0.7	0.2	4.4	17.5	32.7	28.4	16.0	99.1
	Group 2	607.0	0.8	0.6	7.2	25.8	35.4	21.8	8.4	98.6
	Group 3	589.5	0.8	1.2	12.9	32.4	31.7	16.3	4.7	98.1
	Group 4	573.8	1.3	2.5	20.1	35.6	25.8	11.2	3.4	96.2
	Not in paid work	554.9	2.6	7.6	29.3	32.1	17.4	7.9	3.1	89.8
	Not stated (12%)	571.1	3.0	6.5	21.3	28.7	23.1	12.4	5.0	90.5
SA	Group 1	607.9	0.9	0.7	6.8	26.2	34.5	21.8	9.2	98.4
	Group 2	590.4	1.4	0.8	11.1	33.0	33.8	15.6	4.2	97.8
	Group 3	574.0	1.8	2.0	17.3	38.7	27.9	10.4	2.0	96.2
	Group 4	561.8	2.8	3.6	23.5	38.9	22.4	7.7	1.1	93.6
	Not in paid work	549.0	5.8	6.3	30.0	34.3	17.4	5.3	0.9	87.9
	Not stated (13%)	561.5	9.6	5.0	23.9	31.9	18.9	7.4	3.3	85.4

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Numeracy

Table 9.N9 (cont.): Achievement of Year 9 Students in Numeracy, by Parental Occupation, by State and Territory, 2019.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 7	Band 8	Band 9	Band 10	
Tas	Group 1	605.7	0.6	1.1	8.9	24.0	33.8	23.6	8.0	98.3
	Group 2	588.3	0.7	1.9	12.8	31.1	33.3	15.8	4.3	97.3
	Group 3	570.3	1.8	2.5	20.1	36.2	27.6	10.1	1.6	95.6
	Group 4	551.5	1.3	4.9	29.1	40.1	18.8	5.2	0.6	93.9
	Not in paid work	540.7	5.8	9.4	32.9	32.7	14.5	3.8	0.9	84.8
	Not stated (7%)	563.2	2.1	5.2	25.8	32.6	20.6	11.0	2.6	92.7
ACT	Group 1	613.7	1.2	1.7	7.0	22.0	31.1	24.6	12.3	97.2
	Group 2	593.7	0.8	2.3	10.0	30.0	33.1	17.9	5.9	96.9
	Group 3	573.5	1.1	5.8	17.2	35.6	23.8	12.8	3.8	93.1
	Group 4	552.5	2.2	8.6	22.4	38.7	22.0	4.6	1.6	89.2
	Not in paid work	547.7	6.9	10.8	26.5	30.1	18.4	4.4	2.9	82.3
	Not stated (11%)	582.9	1.9	6.2	16.0	26.6	27.4	15.4	6.6	92.0
NT	Group 1	593.6	1.8	1.6	11.8	28.3	33.7	17.0	5.8	96.6
	Group 2	580.8	0.8	3.2	15.2	32.0	32.3	13.2	3.4	96.0
	Group 3	558.7	1.8	6.3	24.4	36.3	21.2	8.5	1.6	91.9
	Group 4	528.1	3.9	18.7	32.2	25.4	14.5	4.5	0.8	77.4
	Not in paid work	492.7	5.4	35.6	36.6	15.2	4.8	2.1	0.2	58.9
	Not stated (27%)	502.0	1.9	34.0	31.9	18.9	10.2	2.5	0.5	64.0
Aust	Group 1	621.5	0.8	0.5	5.5	20.4	32.7	25.6	14.5	98.8
	Group 2	601.2	1.0	0.9	9.4	28.6	33.1	19.0	8.1	98.1
	Group 3	580.3	1.4	2.0	16.4	35.3	28.2	12.7	4.0	96.6
	Group 4	566.8	2.4	3.5	23.2	36.0	22.6	9.1	3.1	94.0
	Not in paid work	551.8	5.9	7.1	29.0	32.2	17.2	6.5	2.1	87.0
	Not stated (8%)	573.7	3.6	5.6	20.0	29.2	23.8	12.5	5.3	90.9

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Participation

Table 9.P1: Year 9 Student Participation in Assessment, by State and Territory, 2019.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number Participation Rate (%)	83455 93.5	83794 93.9	83329 93.4	83329 93.4	82314 92.2
Vic	Number Participation Rate (%)	64813 90.3	64934 90.5	64962 90.5	64962 90.5	64374 89.7
Qld	Number Participation Rate (%)	53889 85.2	54130 85.6	54071 85.5	54071 85.5	53191 84.1
WA	Number Participation Rate (%)	29525 94.3	29629 94.6	29118 93.0	29118 93.0	28940 92.4
SA	Number Participation Rate (%)	17557 89.6	17597 89.8	17378 88.7	17378 88.7	17247 88.0
Tas	Number Participation Rate (%)	5534 92.5	5499 91.9	5440 91.0	5440 91.0	5321 89.0
ACT	Number Participation Rate (%)	4632 88.4	4672 89.2	4621 88.2	4621 88.2	4578 87.4
NT	Number Participation Rate (%)	2219 76.4	2254 77.6	2247 77.3	2247 77.3	2158 74.3
Aust	Number Participation Rate (%)	261624 90.4	262509 90.7	261166 90.3	261166 90.3	258123 89.2

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Participation

Table 9.P2: Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	Indigenous	4268	77.8	4337	79.0	4245	77.4	4245	77.4	4110	74.9
	Non-Indig.	77162	94.6	77441	95.0	77065	94.5	77065	94.5	76209	93.5
Vic	Indigenous	881	73.7	885	74.1	892	74.6	892	74.6	872	73.0
	Non-Indig.	63640	90.6	63771	90.8	63791	90.8	63791	90.8	63206	90.0
Qld	Indigenous	3463	71.6	3490	72.2	3473	71.8	3473	71.8	3359	69.5
	Non-Indig.	49117	86.7	49328	87.1	49277	87.0	49277	87.0	48558	85.7
WA	Indigenous	1479	71.0	1519	72.9	1407	67.5	1407	67.5	1390	66.7
	Non-Indig.	27604	96.4	27662	96.6	27268	95.3	27268	95.3	27115	94.7
SA	Indigenous	608	66.5	624	68.3	593	64.9	593	64.9	581	63.6
	Non-Indig.	16693	90.9	16714	91.0	16539	90.0	16539	90.0	16416	89.4
Tas	Indigenous	468	84.9	471	85.5	455	82.6	455	82.6	444	80.6
	Non-Indig.	4812	93.4	4780	92.8	4740	92.0	4740	92.0	4634	89.9
ACT	Indigenous	125	72.3	130	75.1	126	72.8	126	72.8	125	72.3
	Non-Indig.	4289	88.8	4324	89.5	4283	88.7	4283	88.7	4240	87.8
NT	Indigenous	666	54.2	694	56.5	698	56.8	698	56.8	621	50.5
	Non-Indig.	1535	93.4	1542	93.8	1531	93.1	1531	93.1	1520	92.5
Aust	Indigenous	11958	72.6	12150	73.8	11889	72.2	11889	72.2	11502	69.8
	Non-Indig.	244852	91.7	245562	92.0	244494	91.6	244494	91.6	241898	90.6

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Participation

Table 9.P3: Percentage of Year 9 Student Exemptions, Absences and Withdrawals by State and Territory, 2019.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	1.6	5.1	1.4	1.6	4.8	1.3	1.7	5.3	1.3	1.7	5.3	1.3	1.6	6.4	1.4
Vic	2.4	7.0	2.7	2.4	7.0	2.6	2.4	6.9	2.6	2.4	6.9	2.6	2.4	7.6	2.7
Qld	1.4	6.9	7.9	1.4	6.7	7.7	1.4	6.8	7.7	1.4	6.8	7.7	1.4	7.9	8.0
WA	1.2	5.2	0.5	1.2	4.9	0.5	1.2	6.5	0.5	1.2	6.5	0.5	1.2	7.0	0.5
SA	3.0	6.0	4.5	3.0	6.0	4.2	3.0	6.7	4.6	3.0	6.7	4.6	3.0	7.4	4.6
Tas	1.5	5.8	1.7	1.5	6.3	1.8	1.5	7.3	1.7	1.5	7.3	1.7	1.5	9.3	1.7
ACT	1.4	4.9	6.7	1.4	4.4	6.5	1.4	5.1	6.7	1.4	5.1	6.7	1.4	6.0	6.6
NT	2.4	21.7	1.9	2.4	20.5	1.9	2.4	20.6	2.1	2.4	20.6	2.1	2.4	23.6	2.1
Aust	1.8	6.2	3.4	1.8	6.0	3.2	1.8	6.4	3.3	1.8	6.4	3.3	1.8	7.4	3.4

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Participation

Table 9.P4: Percentage of Year 9 Student Exemptions, Absences and Withdrawals by Indigenous Status, by State and Territory, 2019.

State/ Territory	Indigenous status	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	Indigenous	3.4	18.9	3.3	3.4	17.8	3.1	3.4	19.4	3.3	3.4	19.4	3.3	3.4	21.8	3.3
	Non-Indigenous	1.6	4.1	1.2	1.6	3.8	1.2	1.6	4.3	1.2	1.6	4.3	1.2	1.5	5.3	1.2
Vic	Indigenous	7.0	19.8	6.4	6.9	19.7	6.2	6.9	19.2	6.1	6.9	19.2	6.1	6.9	20.4	6.6
	Non-Indigenous	2.3	6.8	2.6	2.3	6.7	2.5	2.3	6.6	2.6	2.3	6.6	2.6	2.2	7.4	2.6
Qld	Indigenous	2.6	17.3	11.1	2.6	17.1	10.7	2.6	17.5	10.7	2.6	17.5	10.7	2.6	19.3	11.3
	Non-Indigenous	1.2	5.8	7.5	1.3	5.6	7.3	1.2	5.7	7.3	1.2	5.7	7.3	1.2	6.7	7.6
WA	Indigenous	2.0	28.2	0.8	2.1	26.2	1.0	2.1	31.7	0.8	2.1	31.7	0.8	2.1	32.5	0.8
	Non-Indigenous	1.1	3.1	0.5	1.1	2.9	0.5	1.1	4.3	0.5	1.1	4.3	0.5	1.1	4.8	0.5
SA	Indigenous	4.7	24.4	9.1	4.6	24.0	7.8	4.7	26.1	9.0	4.7	26.1	9.0	4.7	27.1	9.3
	Non-Indigenous	2.9	5.0	4.2	2.9	5.0	4.0	2.9	5.7	4.3	2.9	5.7	4.3	2.9	6.3	4.3
Tas	Indigenous	2.5	12.7	2.4	2.5	12.0	2.5	2.5	15.1	2.4	2.5	15.1	2.4	2.5	17.1	2.4
	Non-Indigenous	1.3	5.0	1.6	1.3	5.6	1.6	1.3	6.4	1.6	1.3	6.4	1.6	1.3	8.5	1.6
ACT	Indigenous	1.7	13.3	14.5	1.7	12.7	12.1	2.3	12.7	14.5	2.3	12.7	14.5	1.7	13.3	14.5
	Non-Indigenous	1.4	4.6	6.6	1.4	4.1	6.4	1.4	4.7	6.6	1.4	4.7	6.6	1.4	5.7	6.5
NT	Indigenous	3.6	44.6	1.2	3.6	42.3	1.2	3.6	42.0	1.2	3.6	42.0	1.2	3.6	48.3	1.2
	Non-Indigenous	1.6	4.6	2.1	1.6	4.1	2.1	1.6	4.6	2.3	1.6	4.6	2.3	1.6	5.2	2.3
Aust	Indigenous	3.3	21.6	5.8	3.3	20.7	5.5	3.3	22.2	5.6	3.3	22.2	5.6	3.3	24.3	5.8
	Non-Indigenous	1.7	5.2	3.2	1.7	5.0	3.1	1.7	5.3	3.1	1.7	5.3	3.1	1.7	6.2	3.2

[Refer to the introduction for explanatory notes.](#)

NAPLAN Year 9 Comparative Achievement

Table 9.CR: Comparative Achievement of Year 9 Students in Reading, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	584.3	585.6	574.3	587.1	575.2	570.3	594.5	511.4	581.3
NSW	584.3		■	■	■	■	△	■	▲	■
Vic	585.6	■		■	■	■	△	■	▲	■
Qld	574.3	■	■		■	■	■	▽	▲	■
WA	587.1	■	■	■		■	△	■	▲	■
SA	575.2	■	■	■	■		■	▽	▲	■
Tas	570.3	▽	▽	■	▽	■		▽	▲	■
ACT	594.5	■	■	△	■	△	△		▲	△
NT	511.4	▽	▽	▽	▽	▽	▽	▽		▽
Aust	581.3	■	■	■	■	■	■	▽	▲	

Table 9.CW: Comparative Achievement of Year 9 Students in Writing, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	551.3	557.2	533.6	559.7	551.4	544.3	556.1	452.5	548.8
NSW	551.3		■	△	■	■	■	■	▲	■
Vic	557.2	■		△	■	■	■	■	▲	■
Qld	533.6	▽	▽		▽	▽	■	▽	▲	■
WA	559.7	■	■	△		■	△	■	▲	■
SA	551.4	■	■	△	■		■	■	▲	■
Tas	544.3	■	■	■	▽	■		■	▲	■
ACT	556.1	■	■	△	■	■	■		▲	■
NT	452.5	▽	▽	▽	▽	▽	▽	▽		▽
Aust	548.8	■	■	■	■	■	■	■	▲	

Table 9.CS: Comparative Achievement of Year 9 Students in Spelling, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	588.7	583.0	577.8	584.1	575.2	562.8	587.8	517.2	582.2
NSW	588.7		■	■	■	△	△	■	▲	■
Vic	583.0	■		■	■	■	△	■	▲	■
Qld	577.8	■	■		■	■	△	■	▲	■
WA	584.1	■	■	■		■	△	■	▲	■
SA	575.2	▽	■	■	■		■	■	▲	■
Tas	562.8	▽	▽	▽	▽	■		▽	▲	▽
ACT	587.8	■	■	■	■	■	△		▲	■
NT	517.2	▽	▽	▽	▽	▽	▽	▽		▽
Aust	582.2	■	■	■	■	■	△	■	▲	

Refer to the introduction for explanatory notes and how to read the table.

NAPLAN Year 9 Comparative Achievement

Table 9.CG: Comparative Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	577.5	575.8	570.5	575.9	567.6	559.9	583.2	492.0	573.6
NSW	577.5		■	■	■	■	△	■	▲	■
Vic	575.8	■		■	■	■	△	■	▲	■
Qld	570.5	■	■		■	■	■	■	▲	■
WA	575.9	■	■	■		■	△	■	▲	■
SA	567.6	■	■	■	■		■	▽	▲	■
Tas	559.9	▽	▽	■	▽	■		▽	▲	▽
ACT	583.2	■	■	■	■	△	△		▲	■
NT	492.0	▽	▽	▽	▽	▽	▽	▽		▽
Aust	573.6	■	■	■	■	■	△	■	▲	

Table 9.CN: Comparative Achievement of Year 9 Students in Numeracy, by State and Territory, 2019.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2019 Mean	596.5	596.3	584.5	598.5	581.9	576.9	596.3	540.1	592.1
NSW	596.5		■	■	■	△	△	■	▲	■
Vic	596.3	■		■	■	△	△	■	▲	■
Qld	584.5	■	■		▽	■	■	■	▲	■
WA	598.5	■	■	△		△	△	■	▲	■
SA	581.9	▽	▽	■	▽		■	▽	▲	■
Tas	576.9	▽	▽	■	▽	■		▽	▲	▽
ACT	596.3	■	■	■	■	△	△		▲	■
NT	540.1	▽	▽	▽	▽	▽	▽	▽		▽
Aust	592.1	■	■	■	■	■	△	■	▲	

Refer to the introduction for explanatory notes and how to read the table.

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Overall national and jurisdiction results (Year 9)

Achievement scores

Figures 9.R1, 9.W1, 9.S1, 9.G1 and 9.N1 show the distributions of achievement scores in reading, writing, spelling, grammar and punctuation, and numeracy, respectively, for each jurisdiction and for Australia overall. The table below each figure presents the mean scale score and standard deviation for each jurisdiction and for Australia overall.

For most jurisdictions, mean scale scores are not substantially different from the national mean scale scores in most domains. The exceptions are:

- The mean scale score for the ACT is above and statistically significantly different from the national mean scale score in reading.
- The mean scale scores for Tasmania are below and statistically significantly different from the national mean scale scores in spelling, grammar and punctuation, and numeracy.
- The mean scale scores for the Northern Territory are substantially below and statistically significantly different from the national mean scale scores in all five domains.

In reading, writing, spelling, and grammar and punctuation, the spread of scores for the Northern Territory, as indicated by the standard deviation, is much greater than in the other jurisdictions. This is also indicated by the length of the bars in the figures, which shows that much of the spread is between the 80th percentile and the 20th percentile, and between the 20th percentile and the 5th percentile.

Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands across Years 3, 5, 7 and 9. For students in Year 9, Band 5 and below is the lowest band that is reported and indicates a score below the national minimum standard. Band 6 (the next lowest band) indicates a score at the national minimum standard (see p. vi). Band 10 is the highest reported band on the NAPLAN scale and represents high achievement for Year 9. Exempt students do not receive an achievement score and are not included in the calculation of means and standard deviations, but they are included as below the national minimum standard in reporting achievement band percentages.

Tables 9.R1, 9.W1, 9.S1, 9.G1 and 9.N1 present the percentage of students in each band for each jurisdiction and for Australia overall in each of the five achievement domains. The last column of each table shows the percentage of students who achieved at or above the national minimum standard in the achievement domain. For Australia overall, between 90% and 92% achieved at or above the national minimum standard in reading, spelling, and grammar and punctuation. In writing, 82% of students achieved at or above the national minimum standard. In numeracy, 96% of students achieved at or above the national minimum standard.

Sex

Mean scale scores and score distributions are shown in Figures 9.R2, 9.W2, 9.S2, 9.G2 and 9.N2 separately for male and female students. Mean scale scores for female students are higher than the mean scale scores for male students in writing, spelling, and grammar and punctuation for Australia overall and for all jurisdictions. In reading, the mean scale scores for female students are higher than the mean scale score for male students for most jurisdictions and for Australia overall. The national differences are 15 score points in reading, 18 score points in spelling, 21 score points in grammar and punctuation, and 34 score points in writing.

Tables 9.R2, 9.W2, 9.S2, 9.G2 and 9.N2 present the percentages of male students and female students in each achievement band. In reading, writing, spelling, and grammar and punctuation, a higher percentage of female students than male students achieved at or above the national minimum standard for Australia overall and in most jurisdictions, with differences between 5 percentage points

in reading and spelling, and 12 percentage points in writing for Australia overall. In numeracy, a higher percentage of female students than male students achieved at or above the national minimum standard, with differences less than 2 percentage points. In numeracy, for all jurisdictions and for Australia overall, greater percentages of male students than female students achieved at Band 9 and Band 10. In all other assessment domains, greater percentages of female students than male students achieved in the three highest achievement bands (Band 8, Band 9 and Band 10).

Indigenous students

Figures 9.R3, 9.W3, 9.S3, 9.G3 and 9.N3 present the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In each achievement domain and for all jurisdictions, the mean scale score for Indigenous students is below the mean scale score for non-Indigenous students. For Australia overall, differences range from 58 score points in spelling to 77 score points in writing.

Tables 9.R3, 9.W3, 9.S3, 9.G3 and 9.N3 present the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and for Australia overall. Across Australia, 84% of Indigenous students achieved at or above the national minimum standard in numeracy, and more than 71% achieved at or above the national minimum standard in reading and spelling.

Language background other than English

Figures 9.R4, 9.W4, 9.S4, 9.G4 and 9.N4 show the distributions of scores, mean scale scores and standard deviations for LBOTE students separately from non-LBOTE students for each jurisdiction and for Australia overall. For Australia overall, mean scale scores for LBOTE students are close to the mean scale scores for non-LBOTE students in reading. In spelling and numeracy, mean scale scores for LBOTE students are higher than mean scale scores for non-LBOTE students.

For Tasmania, mean scale scores in all domains are similar for the two groups of students. For New South Wales, mean scale scores for LBOTE students are higher than mean scale scores for non-LBOTE students in spelling, grammar and punctuation, and numeracy. In the Northern Territory, mean scale scores for LBOTE students are substantially lower than mean scale scores for non-LBOTE students in all achievement domains.

Tables 9.R4, 9.W4, 9.S4, 9.G4 and 9.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for LBOTE students and non-LBOTE students. For the Northern Territory, a higher percentage of non-LBOTE students than LBOTE students achieved at or above the national minimum standard in all five domains. In numeracy, 13% of LBOTE students achieved in Band 10 compared to 6% of non-LBOTE students for Australia overall.

Geolocation

Beginning in 2016, NAPLAN results are reported using the Australian Statistical Geography Standard (ASGS) to classify each school's geographic location (geolocation). Tables 9.R5, 9.W5, 9.S5, 9.G5 and 9.N5 present summary results for students attending schools in major cities, inner regional, outer regional, remote and very remote geolocations for each jurisdiction and for Australia overall. These tables include the mean scale score and the percentage of students in each achievement band. In Victoria, there are no schools in the very remote geolocation; in Tasmania, there are no schools in the major cities geolocation (Hobart, Launceston and Devonport are classified as inner regional); in the ACT, there are no schools in the inner regional, outer regional, remote or very remote geolocations; and in the Northern Territory, there are no schools in the major cities or inner regional geolocations (Darwin is classified as outer regional). In addition, there are too few Year 9 students attending schools in very remote geolocations in Tasmania to provide reliable results, as indicated by 'n.p.' in the tables.

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students attending

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schools in major cities geolocations have the highest mean scale score, followed by students attending schools in inner regional geolocations, then students attending schools in outer regional geolocations, then students attending schools in remote geolocations, and then students attending schools in very remote geolocations. This pattern holds for both mean scale scores and the percentage of students who achieved at or above the national minimum standard.

Within each jurisdiction, the relationship between geolocation and mean scale scores differs from the national pattern. For Victoria, Queensland and Western Australia, mean scale scores for students attending schools in outer regional geolocations are close to mean scale scores for students attending schools in inner regional geolocations. For South Australia, mean scale scores are similar among students attending schools in remote and inner regional geolocations. The distributions of achievement bands show similar results within jurisdictions. For Australia overall, greater percentages of students attending schools in major cities geolocations achieved at Band 8, Band 9 and Band 10 than did students attending schools in other geolocations.

Results by geolocation are also reported by Indigenous status, in Tables 9.R6, 9.W6, 9.S6, 9.G6 and 9.N6 for Indigenous students and in Tables 9.R7, 9.W7, 9.S7, 9.G7 and 9.N7 for non-Indigenous students. For Indigenous students, the pattern of results by geolocation holds. For Victoria and Tasmania, Indigenous students attending schools in outer regional geolocations and Indigenous students attending schools in inner regional geolocations have similar mean scale scores in most domains. For Western Australia, Indigenous students attending schools in major cities geolocations and Indigenous students attending schools in inner and outer regional geolocations have similar mean scale scores in all domains. For South Australia, Indigenous students attending schools in major cities geolocations and Indigenous students attending schools in inner regional geolocations have similar mean scale scores in all domains. In numeracy, Indigenous students in outer regional geolocations in South Australia have mean scale scores similar to scores for Indigenous students in major cities and inner regional geolocations.

Among non-Indigenous students for Australia overall, results in most domains for students attending schools in remote geolocations are close to mean scale scores for students attending schools in inner regional and outer regional geolocations.

Parental education

Tables 9.R8, 9.W8, 9.S8, 9.G8 and 9.N8 provide results for each jurisdiction and for Australia overall by parental education. Parental education refers to the highest level of education completed by either parent or guardian. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 3% in Victoria to 15% in the Northern Territory. For Australia overall, there is no information on parental education for 5% of Year 9 students, so these results should be treated with caution. The tables include results for students whose parental education is identified as 'Not stated'.

In all domains, mean scale scores are higher for students whose parents have higher levels of education. Students whose parents hold a bachelor degree or higher have the highest mean scale scores for all jurisdictions and for Australia overall, and the greatest percentage of students who achieved at or above the national minimum standard. For all jurisdictions and in all domains, there is little difference in the mean scale scores between students with parents whose highest level of education is a certificate and those with parents whose highest level is Year 12 completion. For Australia overall, greater percentages of students with parents whose highest level of education is a bachelor degree or above achieved at Band 8, Band 9 and Band 10 compared with other Year 9 students. Students with parents whose education is not stated are excluded from these comparisons.

Parental occupation

Tables 9.R9, 9.W9, 9.S9, 9.G9 and 9.N9 show results for each jurisdiction and for Australia overall by parental occupation. Parental occupation group is defined by the main work undertaken

by one parent or guardian. If a parent/guardian has more than one job, the occupation group reflecting the main job is reported. If both parents/guardians are working, the higher of the two occupation groups is used. Occupations are classified into four groups; a fifth group represents those not in paid work. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 2% in Victoria to 27% in the Northern Territory. For Australia overall, there is no information on parental occupation for 8% of students, so these results should be treated with caution. The tables contain results for students whose parental occupation is identified as 'Not stated'.

Students with parents in Occupation Group 1, which includes senior managers and qualified professionals, have the highest mean scale scores in all domains for Australia overall and for most jurisdictions. The next highest mean scale scores were achieved by students with parents in Occupation Group 2, which includes other business managers and associate professionals, followed by Occupation Group 3 (tradespeople; clerks; and skilled office, sales and service staff) and Occupation Group 4 (machine operators, hospitality staff, assistants and labourers). Students whose parents are not in paid work have the lowest mean scale scores in all domains for Australia overall and in most jurisdictions. Students with parents whose occupation is not stated are excluded from these comparisons.

The percentage of students who achieved at or above the national minimum standard is also related to parental occupation. For Australia overall, students with parents in Occupation Group 1 most frequently achieved scores at or above the national minimum standard. For students with at least one parent in paid work at any occupation level, more than 94% achieved at or above the national minimum standard in numeracy.

Participation

Tables 9.P1, 9.P2, 9.P3 and 9.P4 provide data on participation in the tests in each domain for each jurisdiction and for Australia overall. Table 9.P1 provides the overall rates and Table 9.P2 provides rates separately for Indigenous and non-Indigenous students. Table 9.P3 provides exemption, absence and withdrawal rates for the tests in each domain, and Table 9.P4 shows these rates separately for Indigenous and non-Indigenous students. Students who are absent or withdrawn are considered non-participating. Students who are exempt do not receive a scale score but are considered to have achieved below the national minimum standard.

The participation rate is lower in Year 9 than in all other year levels. For Year 9, the overall participation rate is highest in writing at 90.7% and lowest in numeracy at 89.2%. Among the eight jurisdictions, Western Australia has the highest participation rates in reading (94.3%), writing (94.6%) and numeracy (92.4%) and New South Wales has the highest participation rates in spelling (93.4%) and grammar and punctuation (93.4%). The Northern Territory has the lowest participation rates, between 74.3% in numeracy and 77.6% in writing. For Australia overall and for each jurisdiction, participation rates for Indigenous students are lower than participation rates for non-Indigenous students. For Australia overall, participation rates for Indigenous students range from 69.8% in numeracy to 73.8% in writing.

For Australia overall, 1.8% of all Year 9 students were granted exemptions from the assessments in each domain, including 3.3% of Indigenous students and 1.7% of non-Indigenous students. Exemption rates for all Year 9 students vary across jurisdictions, from 1.2% in Western Australia to 3.0% in South Australia. The highest exemption rate for Indigenous students is in Victoria (6.9% to 7.0%).

In all jurisdictions, students were absent most frequently for the numeracy assessment, with 7.4% of students absent across Australia, compared to 6.0% to 6.4% for the assessments in the other domains. Indigenous student absence rates are highest in the Northern Territory (42.0% to 48.3%). Overall withdrawal rates are lowest in Western Australia (0.5%) and highest in Queensland (7.7% to 8.0%). In the ACT, 14.5% of Indigenous students were withdrawn for the reading, spelling, grammar and punctuation, and numeracy assessments, and 12.1% for the writing assessment. Withdrawal rates for Indigenous students are lowest in Western Australia (0.8% to 1.0%), consistent with the overall withdrawal rate for that jurisdiction.

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NAPLAN Reading

Figure TS.R1: Achievement of Students in Reading, Australia, 2008, 2014–2019.

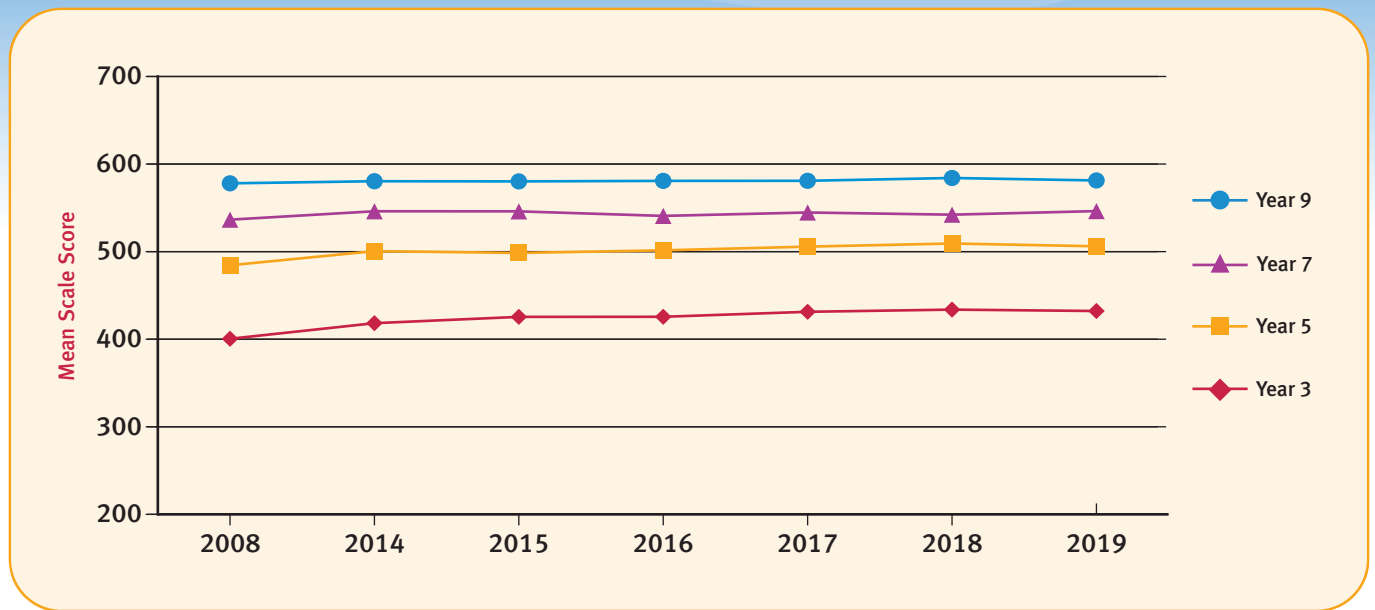


Table TS.R1: Achievement of Students in Reading, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	578.0 (67.0)	580.4 (67.6)	580.2 (67.5)	580.8 (65.8)	580.9 (66.0)	584.1 (64.1)	581.3 (67.2)	■	■
	% at or above NMS	92.9	92.1	92.3	92.8	91.7	93.4	91.8	■	■
Year 7	Mean / (S.D.)	536.5 (68.2)	546.1 (69.0)	546.0 (67.3)	540.8 (67.6)	544.7 (69.4)	542.2 (67.7)	546.3 (67.4)	■	■
	% at or above NMS	94.2	94.9	95.4	94.6	94.0	94.1	94.5	■	■
Year 5	Mean / (S.D.)	484.4 (76.5)	500.6 (78.0)	498.5 (78.2)	501.5 (77.1)	505.7 (77.0)	509.3 (75.0)	506.1 (70.7)	△	■
	% at or above NMS	91.0	92.9	93.3	93.0	93.9	94.9	94.7	△	■
Year 3	Mean / (S.D.)	400.5 (84.5)	418.3 (86.2)	425.5 (86.8)	425.6 (85.6)	431.3 (86.9)	433.8 (83.9)	432.2 (86.0)	△	■
	% at or above NMS	92.1	93.5	94.6	95.1	94.9	95.6	95.9	△	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R2: Achievement of Year 3 Students in Reading by Sex, Australia, 2008, 2014–2019.

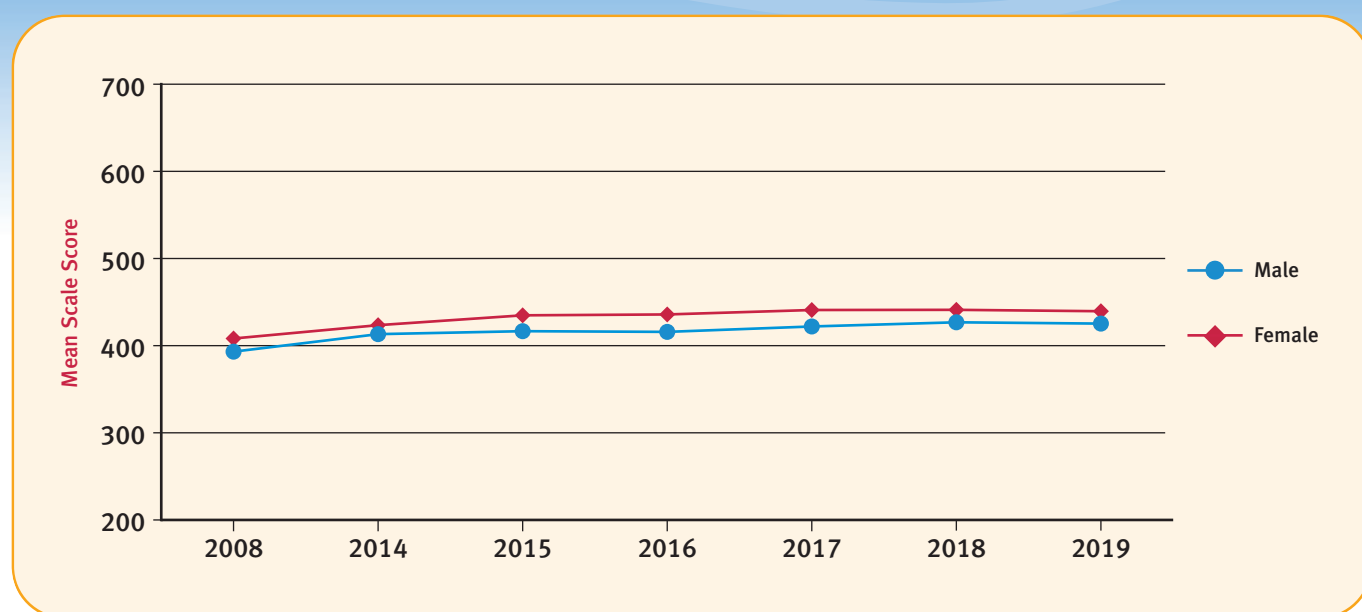


Table TS.R2: Achievement of Year 3 Students in Reading by Sex, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Male	Mean / (S.D.)	393.1 (86.2)	413.2 (88.5)	416.6 (88.1)	415.8 (86.6)	422.0 (88.8)	426.8 (85.5)	425.3 (87.8)	▲	■
	% at or above NMS	90.3	92.0	93.0	93.5	93.4	94.4	94.8	▲	■
Female	Mean / (S.D.)	408.2 (82.0)	423.5 (83.5)	434.8 (84.5)	435.8 (83.5)	440.9 (83.9)	441.1 (81.6)	439.5 (83.5)	▲	■
	% at or above NMS	94.1	95.1	96.2	96.7	96.5	96.9	97.1	▲	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R3: Achievement of Year 5 Students in Reading by Sex, Australia, 2008, 2014–2019.

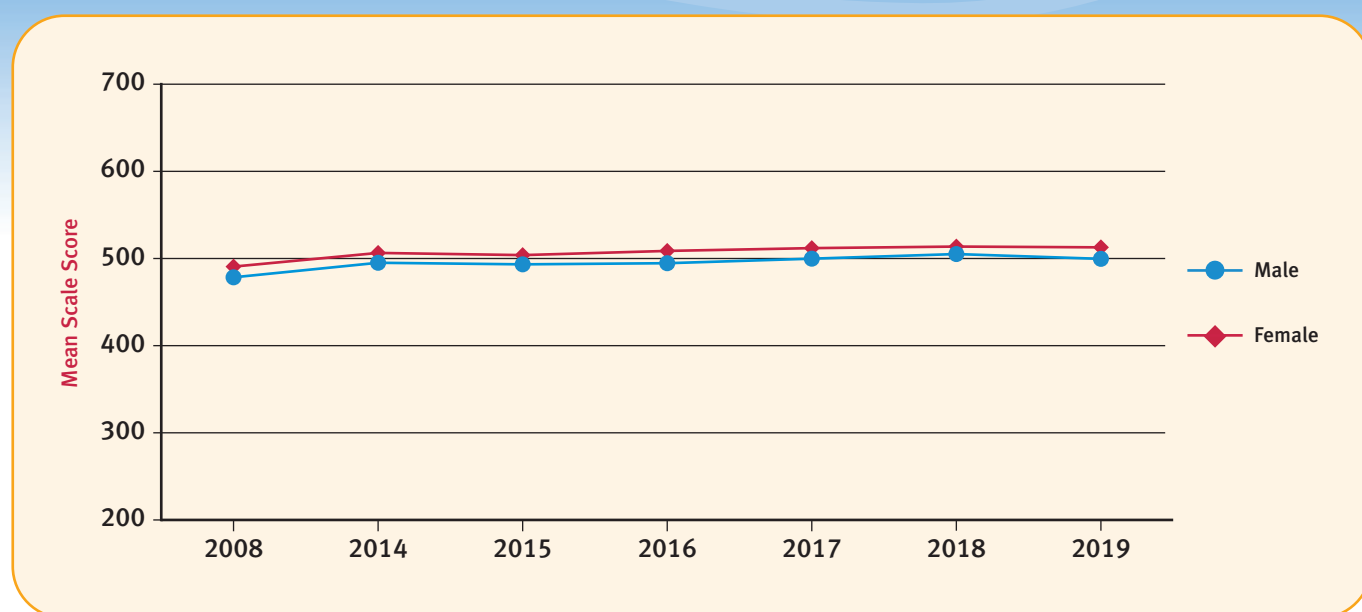


Table TS.R3: Achievement of Year 5 Students in Reading by Sex, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Male	Mean / (S.D.)	478.4 (77.4)	495.1 (79.4)	493.3 (79.9)	494.6 (79.0)	499.8 (79.3)	505.1 (77.1)	499.6 (72.8)	△	■
	% at or above NMS	89.3	91.2	91.7	91.2	92.2	93.6	93.1	△	■
Female	Mean / (S.D.)	490.7 (75.1)	506.4 (76.0)	503.9 (76.1)	508.7 (74.5)	511.9 (74.1)	513.7 (72.4)	512.8 (67.8)	△	■
	% at or above NMS	92.8	94.7	95.0	95.0	95.7	96.2	96.4	△	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R4: Achievement of Year 7 Students in Reading by Sex, Australia, 2008, 2014–2019.

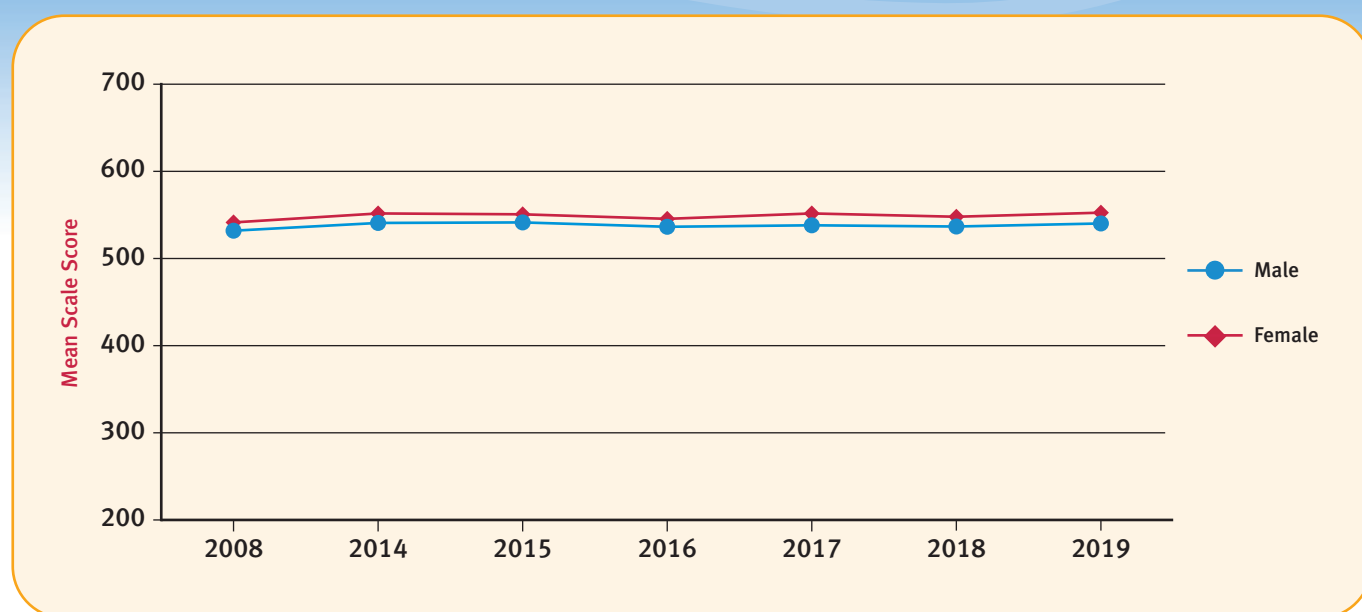


Table TS.R4: Achievement of Year 7 Students in Reading by Sex, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Male	Mean / (S.D.)	531.9 (69.9)	540.8 (70.3)	541.4 (68.9)	536.4 (68.6)	538.1 (71.1)	536.7 (69.6)	540.2 (69.3)	■	■
	% at or above NMS	92.8	93.5	94.2	93.3	92.2	92.5	92.9	■	■
Female	Mean / (S.D.)	541.4 (66.1)	551.7 (67.1)	550.7 (65.2)	545.5 (66.2)	551.7 (66.8)	547.9 (65.2)	552.6 (64.7)	■	■
	% at or above NMS	95.6	96.3	96.7	95.9	95.8	95.9	96.3	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

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Figure TS.R5: Achievement of Year 9 Students in Reading by Sex, Australia, 2008, 2014–2019.

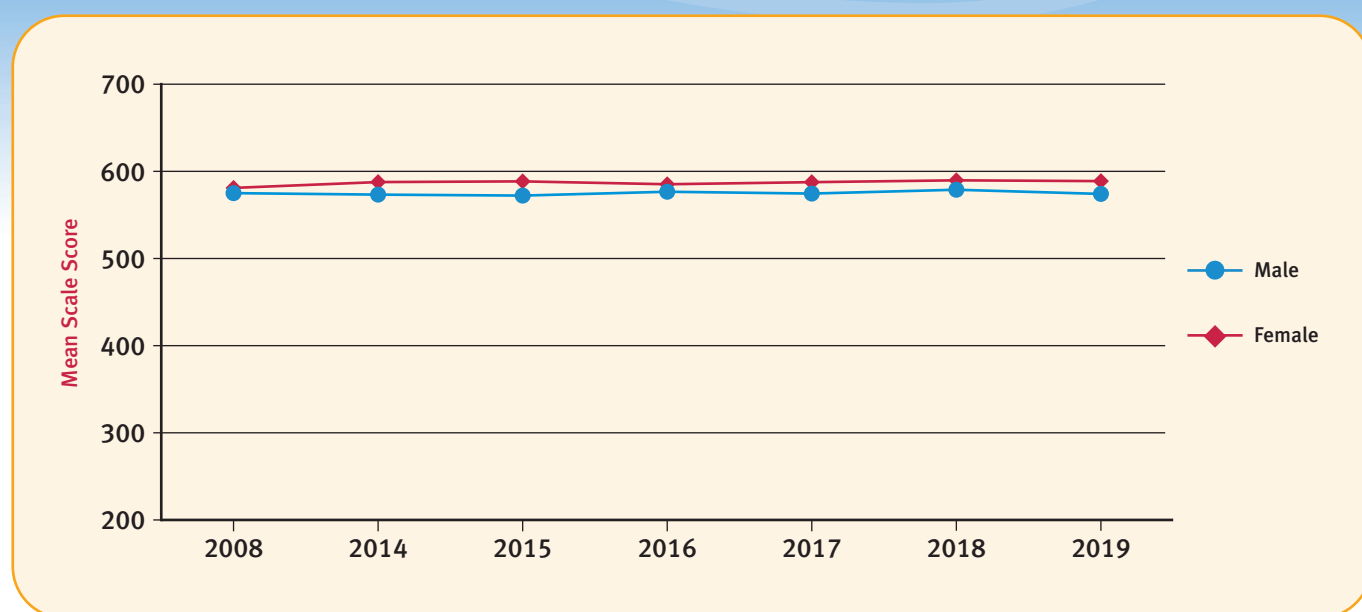


Table TS.R5: Achievement of Year 9 Students in Reading by Sex, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Male	Mean / (S.D.)	575.0 (68.7)	573.3 (68.4)	572.2 (67.6)	576.6 (66.5)	574.5 (67.7)	578.9 (65.7)	574.1 (69.2)	■	■
	% at or above NMS	91.5	90.1	90.2	91.6	89.6	91.6	89.4	■	■
Female	Mean / (S.D.)	581.0 (65.0)	587.7 (65.9)	588.5 (66.3)	585.2 (64.7)	587.6 (63.5)	589.7 (61.9)	588.8 (64.1)	■	■
	% at or above NMS	94.4	94.2	94.6	94.2	93.8	95.3	94.2	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R6: Achievement of Year 3 Students in Reading by Indigenous Status, Australia, 2008, 2014–2019.

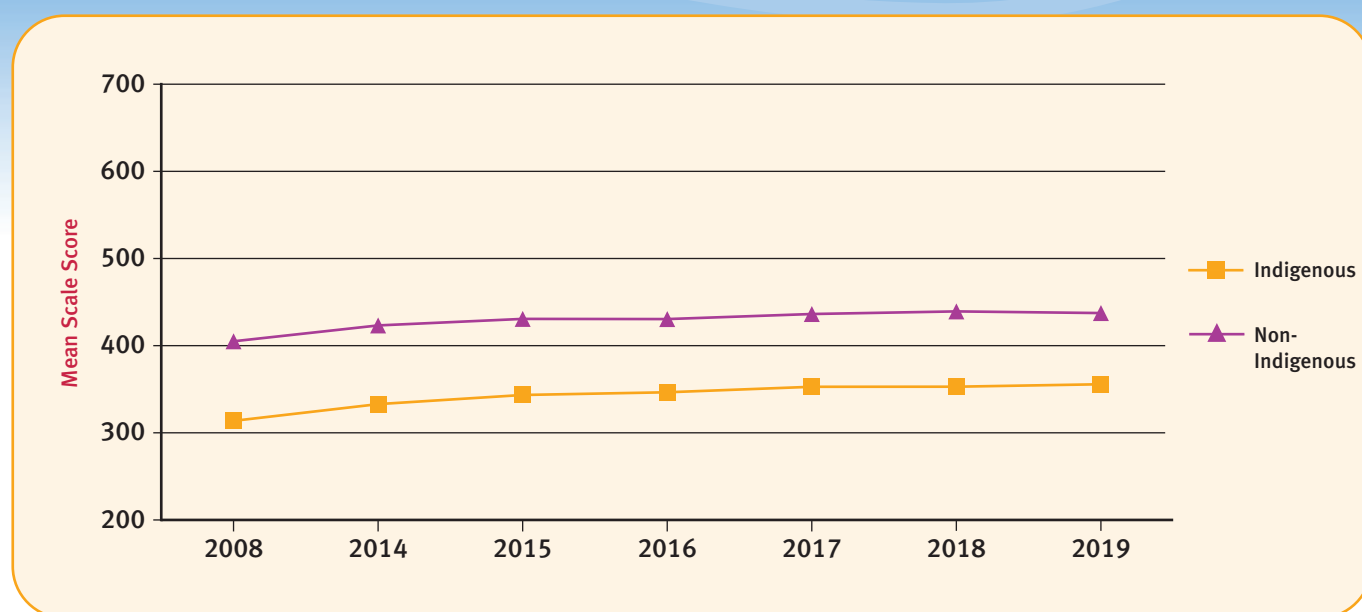


Table TS.R6: Achievement of Year 3 Students in Reading by Indigenous Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Indigenous	Mean / (S.D.)	313.7 (96.3)	332.9 (94.0)	343.4 (91.5)	346.5 (90.9)	352.8 (92.6)	352.9 (95.4)	355.7 (88.2)	▲	■
	% at or above NMS	68.3	74.7	78.7	80.6	81.6	82.0	83.1	▲	■
Non-Indigenous	Mean / (S.D.)	405.0 (81.3)	423.2 (83.0)	430.7 (84.0)	430.5 (82.9)	436.3 (84.1)	439.3 (80.4)	437.4 (83.4)	▲	■
	% at or above NMS	93.5	94.7	95.6	96.0	95.8	96.6	96.8	▲	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R7: Achievement of Year 5 Students in Reading by Indigenous Status, Australia, 2008, 2014–2019.

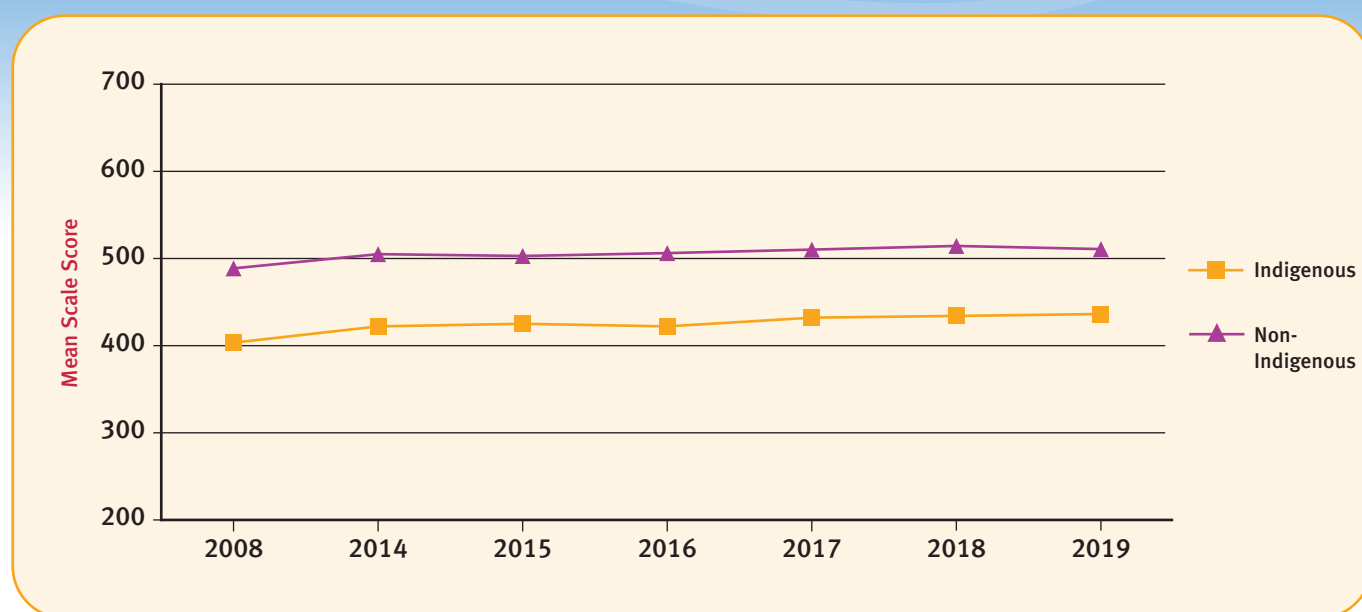


Table TS.R7: Achievement of Year 5 Students in Reading by Indigenous Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Indigenous	Mean / (S.D.)	403.4 (88.9)	422.1 (83.8)	425.1 (78.4)	422.1 (89.6)	432.1 (81.3)	434.1 (84.3)	436.3 (81.5)	▲	■
	% at or above NMS	63.4	70.3	73.6	70.8	75.5	77.2	77.6	▲	■
Non-Indigenous	Mean / (S.D.)	488.7 (73.3)	505.0 (75.2)	502.9 (76.0)	506.2 (73.6)	510.2 (74.4)	514.4 (71.7)	510.8 (67.4)	▲	■
	% at or above NMS	92.6	94.2	94.5	94.4	95.1	96.0	95.9	▲	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R8: Achievement of Year 7 Students in Reading by Indigenous Status, Australia, 2008, 2014–2019.

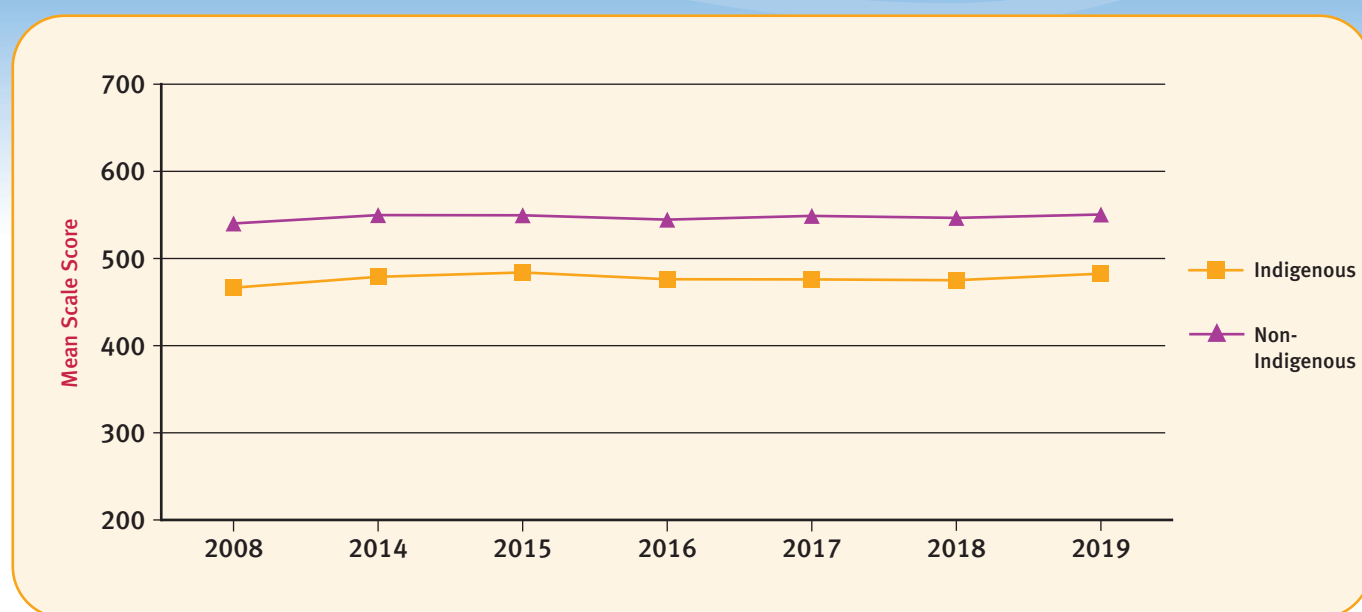


Table TS.R8: Achievement of Year 7 Students in Reading by Indigenous Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Indigenous	Mean / (S.D.)	466.5 (76.3)	479.0 (72.4)	484.0 (68.1)	476.2 (71.8)	476.0 (75.0)	475.1 (72.9)	482.6 (71.6)	▲	■
	% at or above NMS	71.9	77.1	80.8	77.4	74.4	75.6	77.9	■	■
Non-Indigenous	Mean / (S.D.)	540.2 (65.7)	549.8 (66.8)	549.6 (65.4)	544.6 (65.3)	548.9 (66.7)	546.6 (65.0)	550.5 (64.9)	■	■
	% at or above NMS	95.4	95.9	96.3	95.6	95.2	95.4	95.7	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R9: Achievement of Year 9 Students in Reading by Indigenous Status, Australia, 2008, 2014–2019.

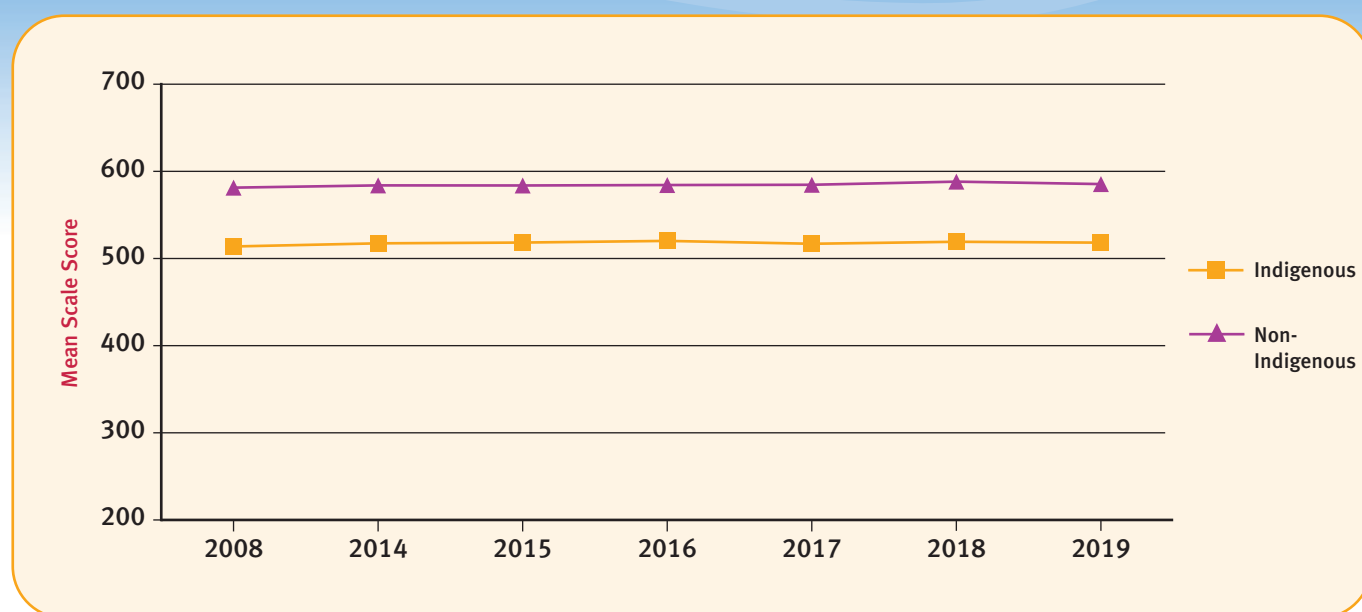


Table TS.R9: Achievement of Year 9 Students in Reading by Indigenous Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Indigenous	Mean / (S.D.)	513.8 (73.2)	517.4 (71.4)	518.3 (67.8)	520.2 (70.2)	516.9 (73.0)	519.2 (75.3)	518.2 (78.2)	■	■
	% at or above NMS	70.7	71.2	71.7	73.6	70.6	73.9	71.7	■	■
Non-Indigenous	Mean / (S.D.)	581.3 (65.0)	583.9 (65.6)	583.8 (65.8)	584.3 (63.7)	584.6 (63.6)	588.2 (61.2)	585.4 (64.1)	■	■
	% at or above NMS	94.2	93.3	93.6	94.0	92.9	94.6	93.1	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R10: Achievement of Year 3 Students in Reading by LBOTE Status, Australia, 2008, 2014–2019.

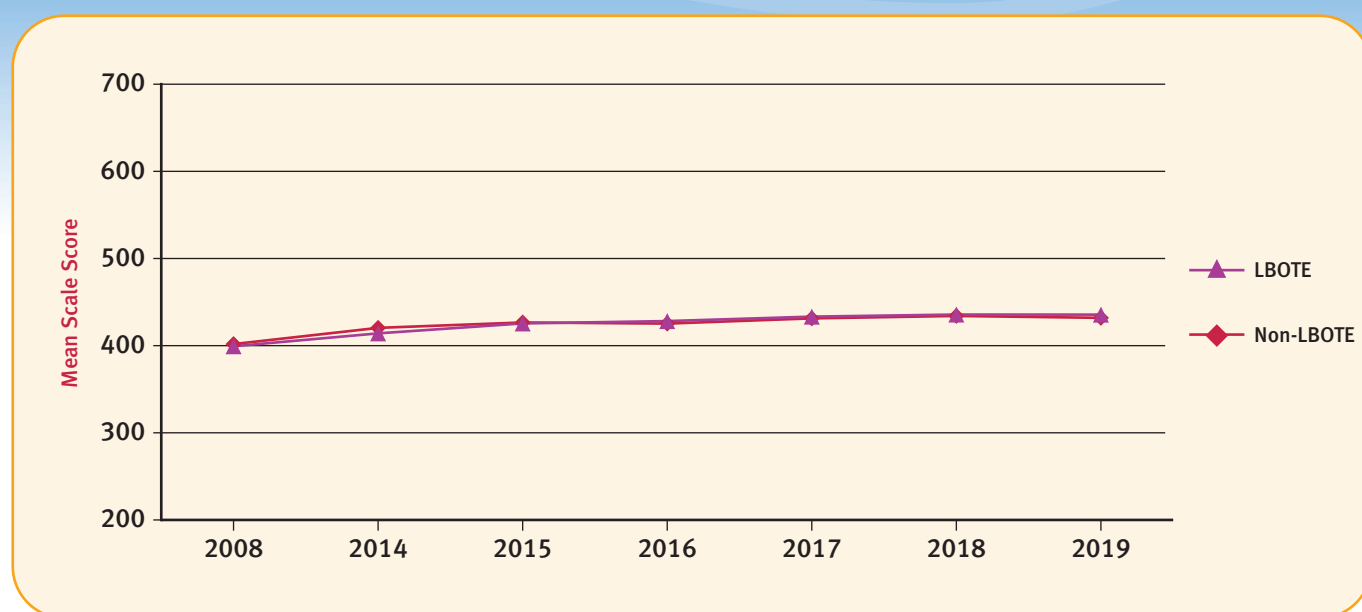


Table TS.R10: Achievement of Year 3 Students in Reading by LBOTE Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
LBOTE	Mean / (S.D.)	399.3 (88.0)	414.1 (88.8)	425.5 (90.5)	428.2 (89.3)	433.3 (92.0)	435.7 (88.4)	435.6 (89.3)	△	■
	% at or above NMS	90.4	91.7	93.3	94.0	93.5	94.5	95.1	△	■
Non-LBOTE	Mean / (S.D.)	401.8 (82.9)	420.4 (84.8)	426.6 (85.1)	425.3 (84.0)	431.3 (84.6)	434.1 (81.8)	431.9 (84.3)	△	■
	% at or above NMS	92.9	94.3	95.2	95.5	95.6	96.2	96.6	△	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R11: Achievement of Year 5 Students in Reading by LBOTE Status, Australia, 2008, 2014–2019.

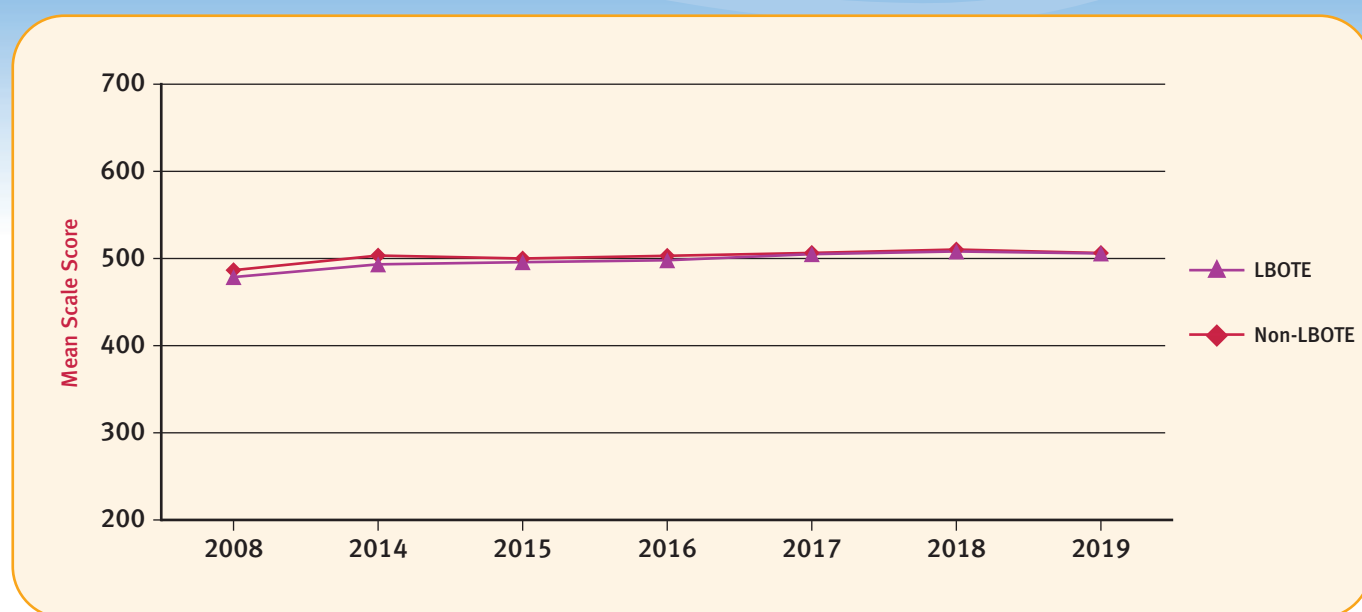


Table TS.R11: Achievement of Year 5 Students in Reading by LBOTE Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
LBOTE	Mean / (S.D.)	478.7 (83.7)	493.3 (82.3)	495.8 (83.2)	498.0 (83.9)	505.0 (83.5)	508.1 (81.1)	505.8 (77.5)	▲	■
	% at or above NMS	87.5	90.2	91.2	91.2	92.0	93.2	93.1	▲	■
Non-LBOTE	Mean / (S.D.)	486.6 (74.3)	503.4 (76.0)	500.0 (76.2)	503.1 (74.4)	506.4 (74.4)	510.3 (72.5)	506.3 (68.0)	▲	■
	% at or above NMS	92.1	93.9	94.1	93.8	94.7	95.5	95.4	▲	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R12: Achievement of Year 7 Students in Reading by LBOTE Status, Australia, 2008, 2014–2019.

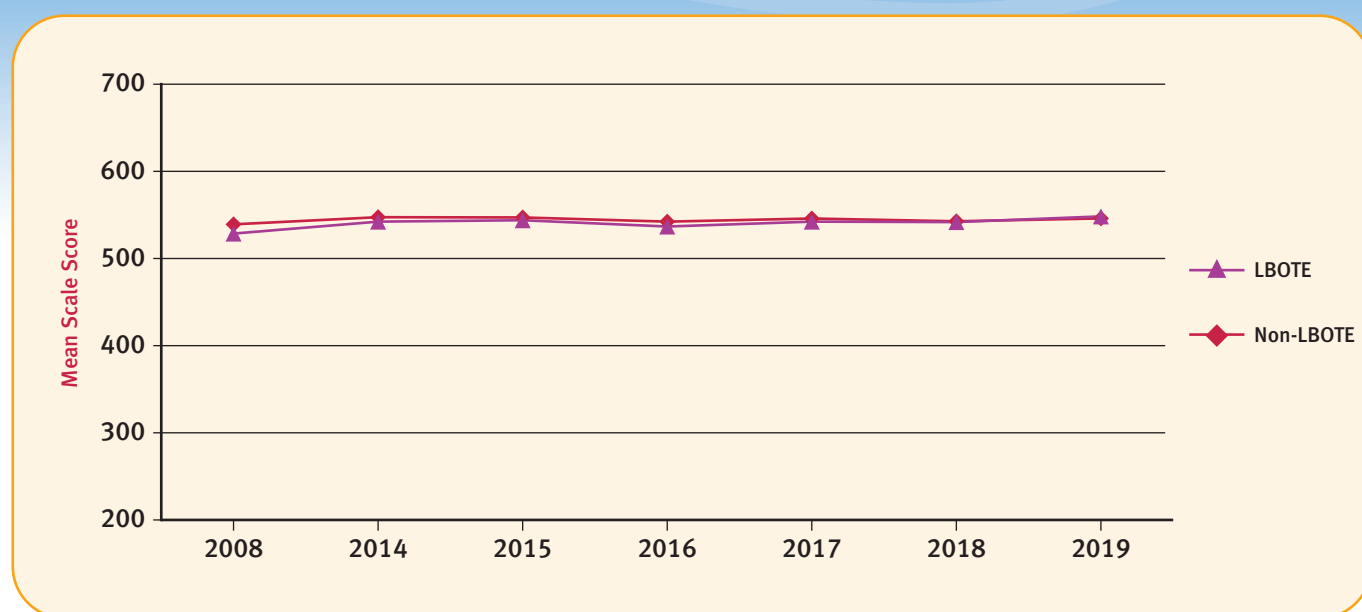


Table TS.R12: Achievement of Year 7 Students in Reading by LBOTE Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
LBOTE	Mean / (S.D.)	528.6 (75.2)	542.3 (76.3)	543.9 (72.9)	536.7 (74.4)	542.3 (76.5)	541.8 (74.8)	548.3 (74.2)	▲	■
	% at or above NMS	90.8	92.4	93.9	92.4	91.8	92.3	93.1	■	■
Non-LBOTE	Mean / (S.D.)	539.2 (65.9)	547.4 (66.5)	547.1 (65.3)	542.3 (65.0)	545.9 (66.6)	542.7 (65.0)	546.0 (64.8)	■	■
	% at or above NMS	95.2	95.6	96.0	95.3	94.8	94.8	95.2	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R13: Achievement of Year 9 Students in Reading by LBOTE Status, Australia, 2008, 2014–2019.

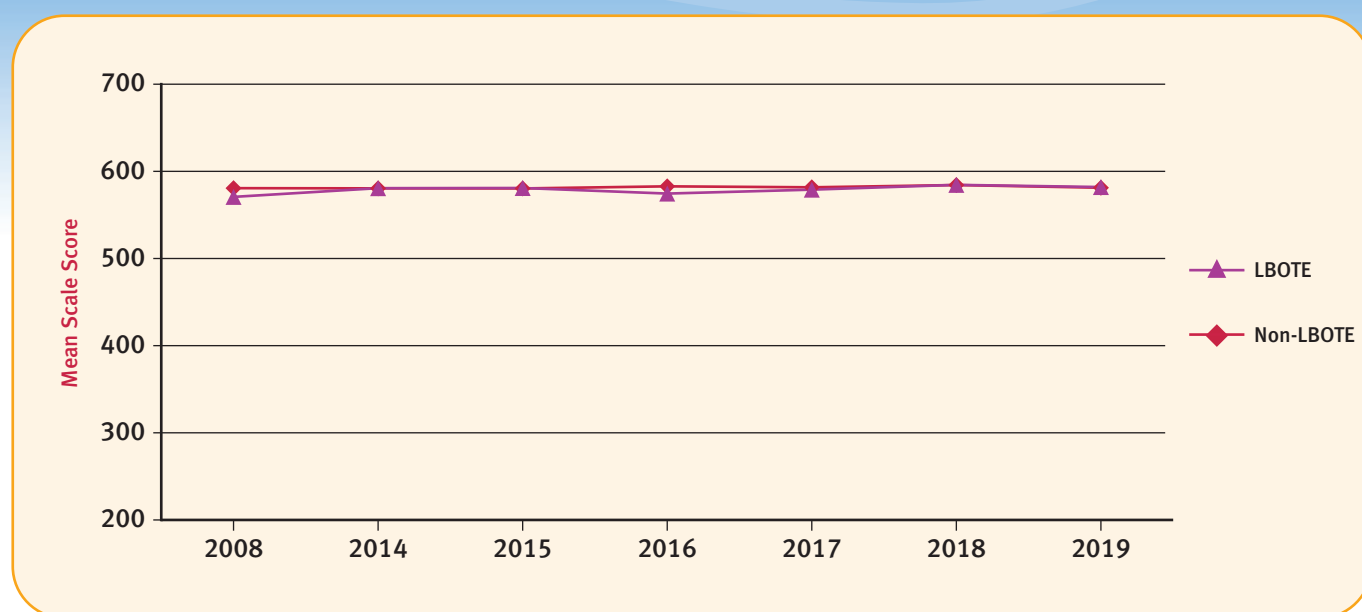


Table TS.R13: Achievement of Year 9 Students in Reading by LBOTE Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
LBOTE	Mean / (S.D.)	570.7 (71.9)	580.7 (74.5)	580.9 (74.2)	574.5 (71.5)	579.0 (70.9)	584.5 (70.6)	582.0 (72.7)	■	■
	% at or above NMS	90.0	89.9	90.4	89.6	89.5	91.7	90.1	■	■
Non-LBOTE	Mean / (S.D.)	580.7 (65.3)	580.5 (65.4)	580.4 (65.2)	582.8 (63.6)	581.7 (64.1)	584.3 (61.9)	581.2 (65.3)	■	■
	% at or above NMS	93.9	92.8	93.0	93.8	92.4	94.0	92.4	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R14: Achievement of Students in Reading, NSW, 2008, 2014–2019.

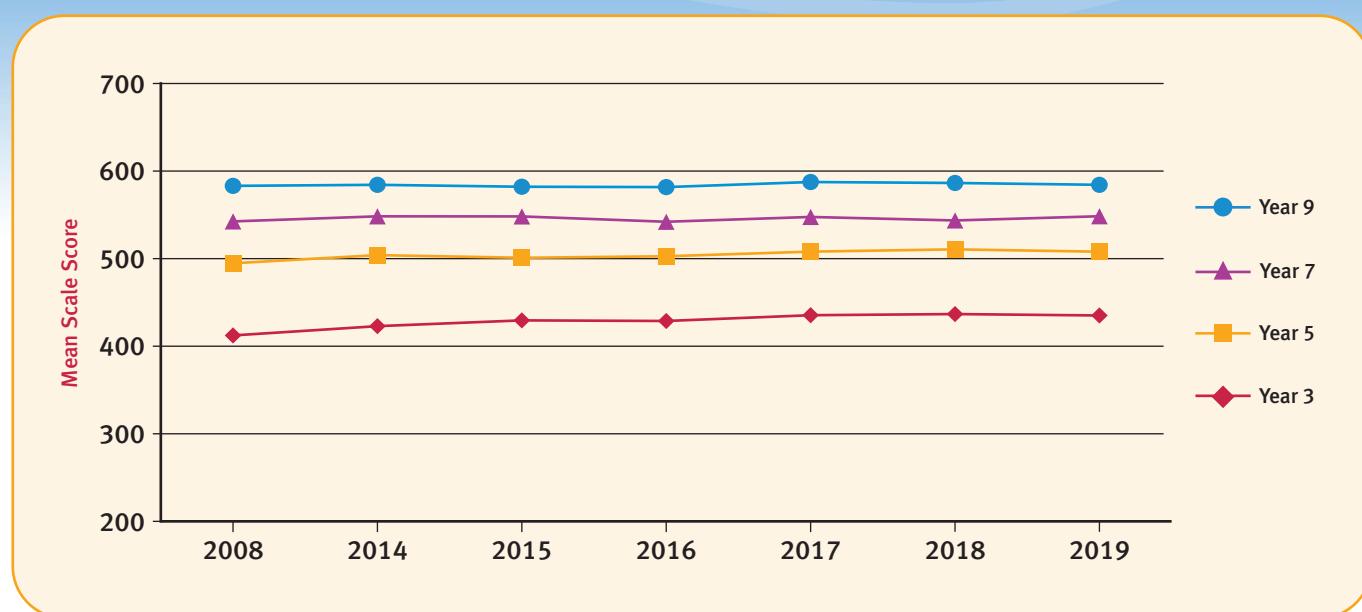


Table TS.R14: Achievement of Students in Reading, NSW, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	583.1 (66.9)	584.3 (69.1)	582.1 (69.3)	581.7 (66.8)	587.5 (64.7)	586.4 (63.5)	584.3 (65.6)	■	■
	% at or above NMS	94.4	92.6	92.6	93.1	93.2	94.2	92.5	■	■
Year 7	Mean / (S.D.)	542.5 (69.0)	548.3 (69.9)	548.2 (68.3)	542.1 (67.7)	547.6 (70.2)	543.6 (69.0)	548.4 (68.9)	■	■
	% at or above NMS	95.4	95.4	95.9	95.2	94.5	94.5	94.7	■	■
Year 5	Mean / (S.D.)	494.7 (74.9)	504.0 (77.8)	501.0 (78.8)	502.7 (77.1)	508.0 (78.3)	510.6 (74.9)	507.9 (70.8)	■	■
	% at or above NMS	93.5	93.7	93.8	93.5	94.3	95.3	95.1	■	■
Year 3	Mean / (S.D.)	412.3 (80.1)	422.9 (84.2)	429.5 (86.1)	428.8 (84.6)	435.4 (86.4)	436.7 (81.9)	435.1 (84.9)	△	■
	% at or above NMS	95.1	94.7	95.3	95.8	95.5	96.3	96.6	△	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R15: Achievement of Students in Reading, Vic, 2008, 2014–2019.

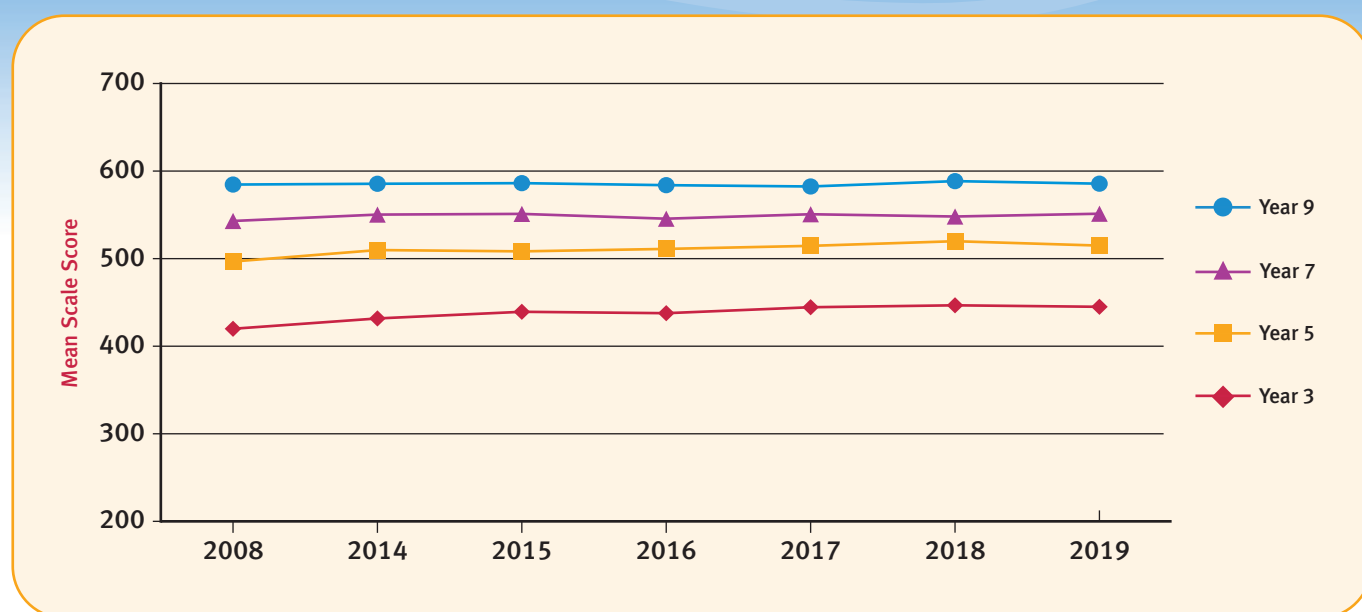


Table TS.R15: Achievement of Students in Reading, Vic, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	584.6 (62.6)	585.5 (64.7)	586.2 (65.0)	583.9 (62.4)	582.4 (63.4)	588.5 (60.2)	585.6 (64.4)	■	■
	% at or above NMS	94.7	93.3	93.5	93.4	92.0	94.1	92.4	▽	■
Year 7	Mean / (S.D.)	543.0 (63.1)	550.3 (65.9)	551.1 (64.8)	545.6 (64.2)	550.7 (65.5)	548.1 (63.7)	551.3 (63.4)	■	■
	% at or above NMS	95.8	95.6	95.9	95.3	94.9	95.1	95.7	■	■
Year 5	Mean / (S.D.)	496.7 (69.3)	509.8 (73.1)	508.3 (75.0)	511.1 (70.8)	514.6 (71.6)	519.9 (70.3)	514.9 (66.2)	△	■
	% at or above NMS	93.7	94.2	94.3	94.6	95.2	95.8	95.9	△	■
Year 3	Mean / (S.D.)	419.9 (74.9)	431.7 (80.8)	439.3 (81.9)	437.7 (80.8)	444.5 (82.9)	446.7 (79.5)	445.0 (82.4)	△	■
	% at or above NMS	95.2	94.6	95.5	95.8	95.8	96.2	96.6	△	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R16: Achievement of Students in Reading, Qld, 2008, 2014–2019.

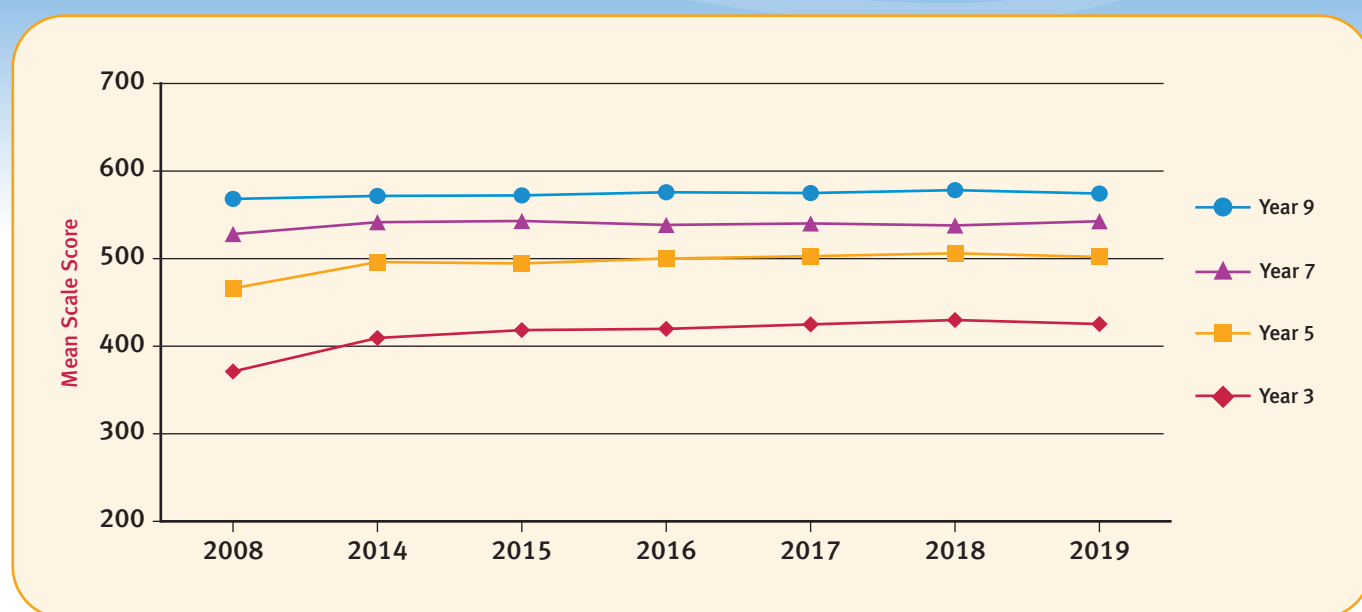


Table TS.R16: Achievement of Students in Reading, Qld, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	568.2 (68.0)	571.6 (64.3)	572.2 (64.5)	575.8 (65.2)	574.9 (66.5)	578.2 (66.7)	574.3 (68.7)	■	■
	% at or above NMS	90.5	91.3	91.8	92.4	90.8	92.1	90.9	■	■
Year 7	Mean / (S.D.)	528.1 (67.1)	541.6 (66.9)	543.0 (64.5)	538.5 (66.3)	540.2 (67.6)	537.9 (66.5)	542.7 (65.8)	△	■
	% at or above NMS	92.9	94.4	95.8	94.6	93.9	94.1	95.0	△	■
Year 5	Mean / (S.D.)	466.1 (77.5)	496.1 (76.6)	494.5 (75.1)	500.1 (75.2)	502.8 (75.0)	506.1 (74.4)	501.9 (70.3)	△	■
	% at or above NMS	86.9	92.8	93.8	93.4	94.3	95.1	94.8	▲	■
Year 3	Mean / (S.D.)	371.1 (84.9)	409.4 (84.0)	418.4 (83.7)	419.8 (85.2)	424.9 (84.1)	429.9 (82.4)	425.3 (85.5)	▲	■
	% at or above NMS	87.1	93.4	95.0	95.4	95.5	96.2	96.0	▲	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R17: Achievement of Students in Reading, WA, 2008, 2014–2019.

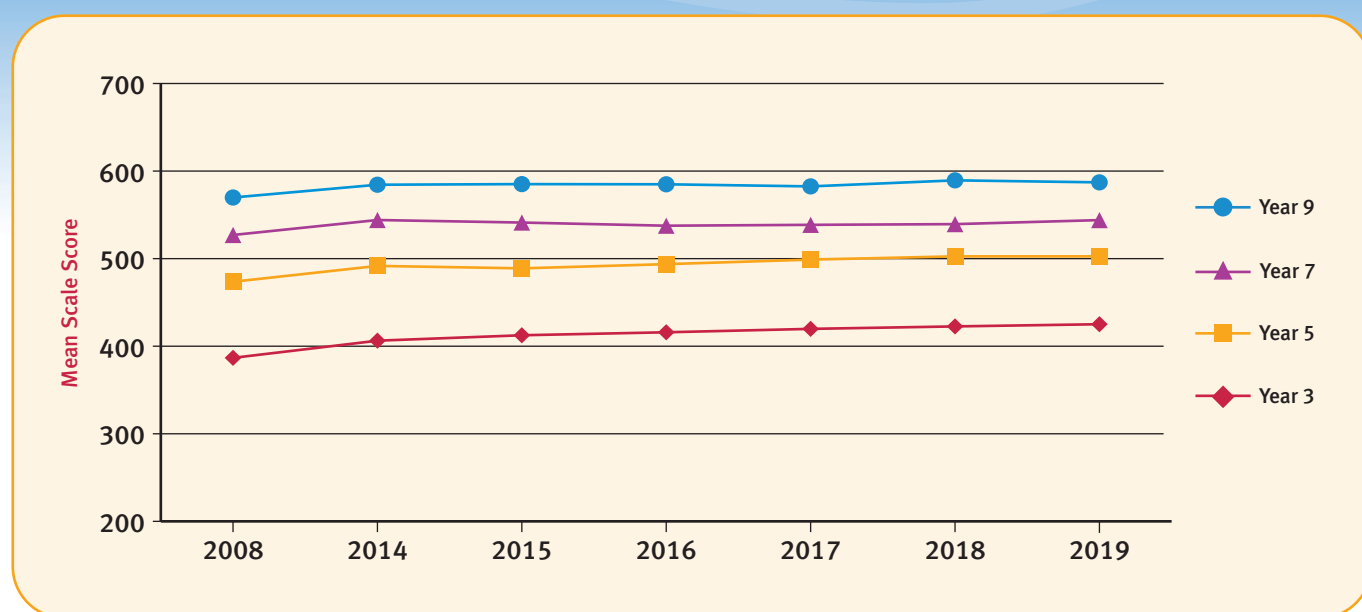


Table TS.R17: Achievement of Students in Reading, WA, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	569.8 (65.6)	584.4 (67.0)	585.1 (67.4)	584.9 (64.1)	582.5 (64.9)	589.4 (60.2)	587.1 (63.4)	▲	■
	% at or above NMS	91.8	92.9	93.2	94.0	92.7	95.0	93.6	■	■
Year 7	Mean / (S.D.)	527.0 (67.0)	544.1 (69.0)	541.2 (67.6)	537.6 (69.0)	538.6 (70.5)	539.4 (67.6)	544.0 (68.1)	▲	■
	% at or above NMS	92.7	94.8	94.7	93.8	92.9	93.9	93.7	■	■
Year 5	Mean / (S.D.)	473.6 (77.2)	491.7 (80.5)	488.9 (78.8)	493.7 (80.5)	498.9 (78.5)	502.6 (74.4)	502.6 (69.7)	▲	■
	% at or above NMS	89.1	91.2	91.9	91.4	93.0	94.3	94.3	▲	■
Year 3	Mean / (S.D.)	386.7 (87.7)	406.3 (89.5)	412.5 (90.1)	415.9 (88.1)	419.8 (88.9)	422.6 (84.3)	425.1 (86.5)	▲	■
	% at or above NMS	89.4	91.8	93.0	93.8	93.9	94.9	95.6	▲	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R18: Achievement of Students in Reading, SA, 2008, 2014–2019.

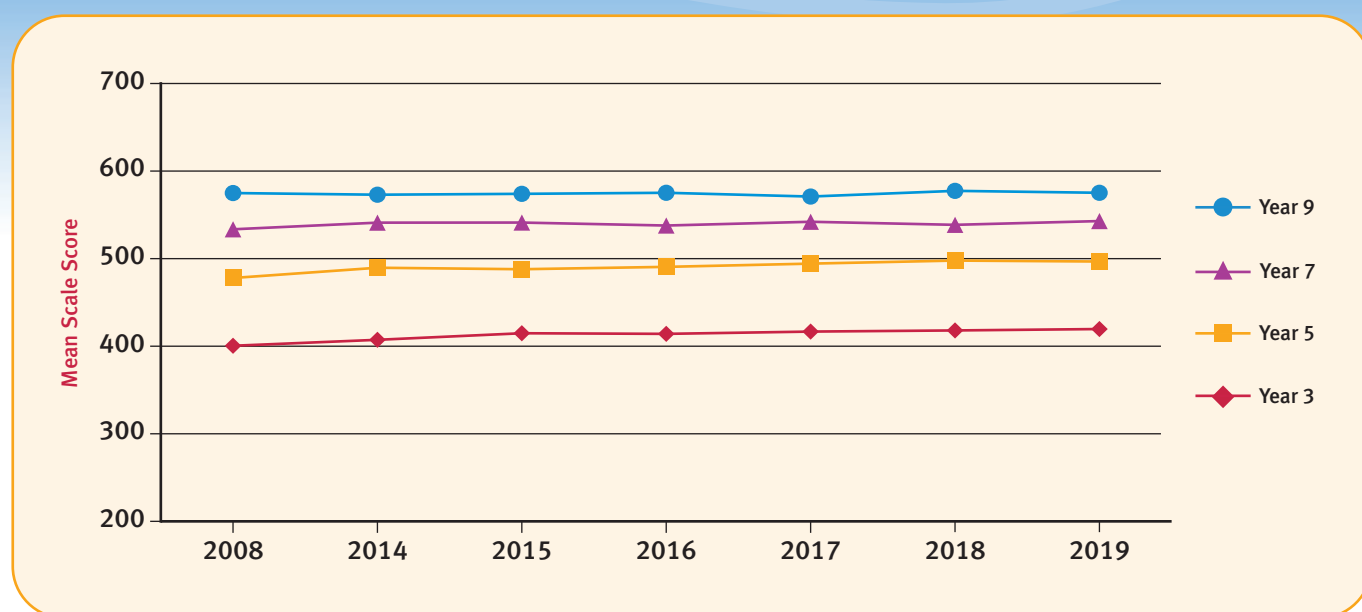


Table TS.R18: Achievement of Students in Reading, SA, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	574.9 (64.1)	573.0 (65.6)	574.0 (63.8)	575.2 (62.4)	570.9 (63.8)	577.4 (60.1)	575.2 (64.1)	■	■
	% at or above NMS	91.7	90.3	91.6	91.9	89.1	92.0	90.2	■	■
Year 7	Mean / (S.D.)	533.5 (65.2)	541.1 (65.1)	541.2 (64.4)	537.8 (64.0)	542.1 (66.6)	538.6 (64.7)	542.9 (63.6)	■	■
	% at or above NMS	93.4	95.0	95.0	94.2	93.7	93.5	93.9	■	■
Year 5	Mean / (S.D.)	477.9 (71.3)	489.6 (75.6)	487.9 (76.6)	490.6 (75.4)	494.3 (75.0)	497.8 (72.6)	496.7 (67.4)	△	■
	% at or above NMS	89.9	91.6	91.7	91.5	92.1	93.1	93.2	△	■
Year 3	Mean / (S.D.)	400.5 (80.5)	407.3 (86.3)	414.8 (85.2)	414.1 (82.4)	416.7 (83.4)	418.0 (82.7)	419.6 (81.4)	△	■
	% at or above NMS	91.5	91.8	93.4	93.4	93.1	93.7	94.6	△	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R19: Achievement of Students in Reading, Tas, 2008, 2014–2019.

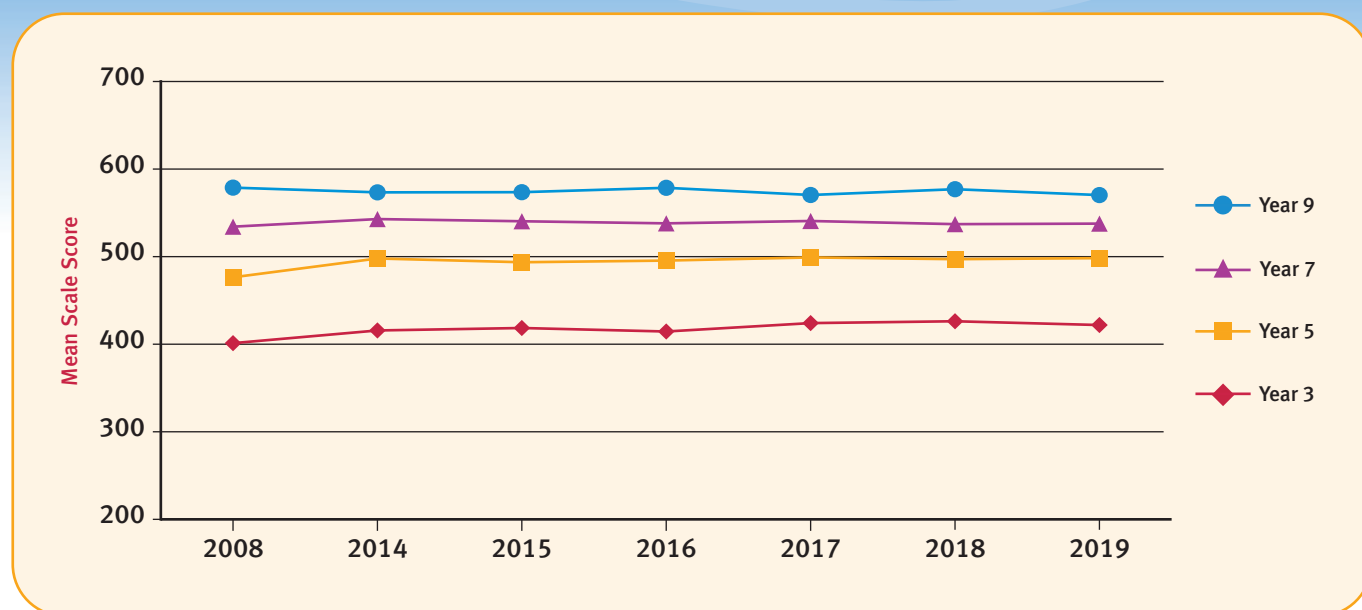


Table TS.R19: Achievement of Students in Reading, Tas, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	578.8 (67.9)	573.4 (68.6)	573.6 (67.2)	578.6 (65.8)	570.4 (69.5)	577.0 (66.3)	570.3 (68.4)	■	■
	% at or above NMS	93.0	90.5	91.4	92.7	88.7	91.9	89.3	▽	■
Year 7	Mean / (S.D.)	534.2 (68.5)	542.9 (69.1)	540.4 (69.2)	538.0 (70.1)	540.7 (71.5)	537.1 (70.4)	537.7 (70.5)	■	■
	% at or above NMS	93.9	94.7	94.7	93.7	93.1	92.5	92.0	■	■
Year 5	Mean / (S.D.)	476.4 (75.8)	497.9 (83.9)	493.6 (82.8)	495.5 (81.2)	499.1 (81.7)	497.1 (80.4)	498.3 (72.5)	△	■
	% at or above NMS	89.7	91.3	92.1	90.8	92.3	92.6	92.7	△	■
Year 3	Mean / (S.D.)	401.2 (84.2)	415.7 (93.1)	418.5 (92.7)	414.5 (87.7)	424.1 (89.1)	426.2 (93.1)	421.9 (90.1)	△	■
	% at or above NMS	92.8	92.1	92.9	94.0	94.4	93.9	94.6	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R20: Achievement of Students in Reading, ACT, 2008, 2014–2019.

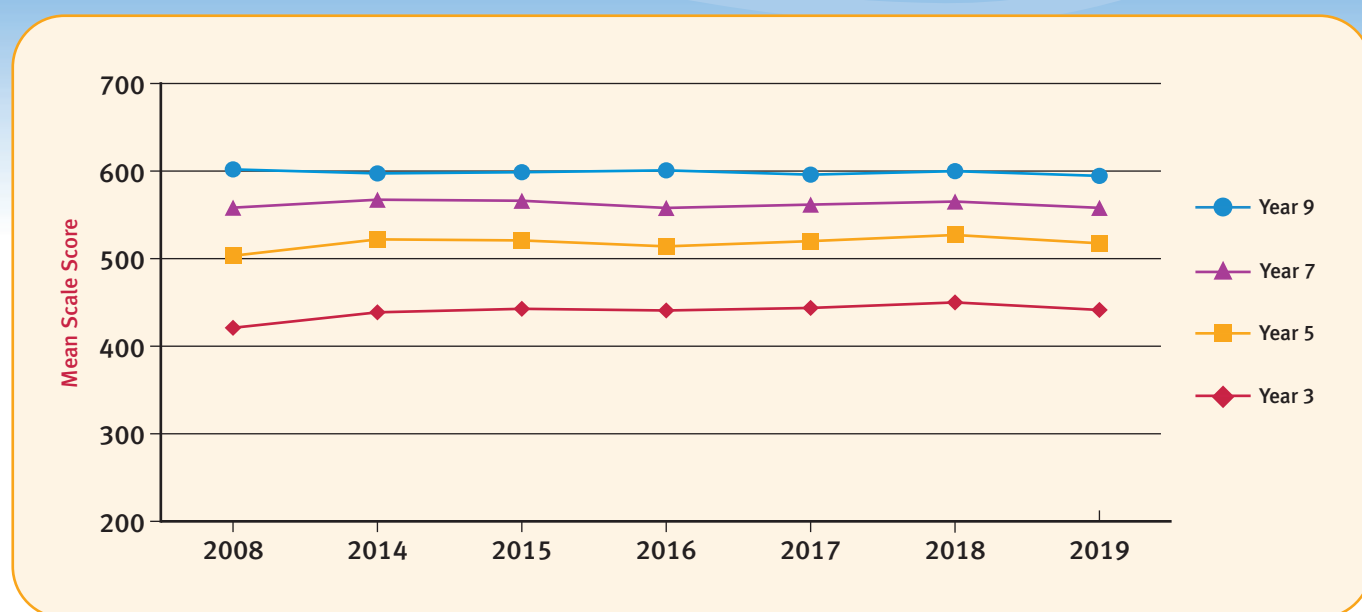


Table TS.R20: Achievement of Students in Reading, ACT, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	601.9 (68.4)	597.3 (68.4)	598.7 (66.9)	600.8 (65.8)	595.9 (63.6)	599.9 (49.1)	594.5 (69.0)	■	■
	% at or above NMS	96.6	93.9	94.0	95.2	93.9	97.0	92.9	▽	▽
Year 7	Mean / (S.D.)	558.2 (70.2)	567.3 (68.5)	566.1 (69.5)	557.9 (67.2)	561.7 (67.6)	565.2 (60.5)	558.0 (67.4)	■	■
	% at or above NMS	96.3	96.5	96.8	96.2	96.2	96.8	94.8	■	■
Year 5	Mean / (S.D.)	503.3 (72.2)	522.0 (76.9)	520.8 (79.3)	514.0 (73.3)	520.0 (75.6)	527.0 (64.9)	517.5 (66.0)	△	■
	% at or above NMS	94.8	95.6	95.2	95.4	95.6	97.2	95.9	■	■
Year 3	Mean / (S.D.)	421.0 (81.5)	438.7 (86.4)	442.7 (90.1)	440.8 (85.2)	443.7 (89.4)	450.0 (73.0)	441.4 (88.2)	△	■
	% at or above NMS	94.4	95.4	95.2	96.3	95.6	97.1	96.0	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Reading

Figure TS.R21: Achievement of Students in Reading, NT, 2008, 2014–2019.

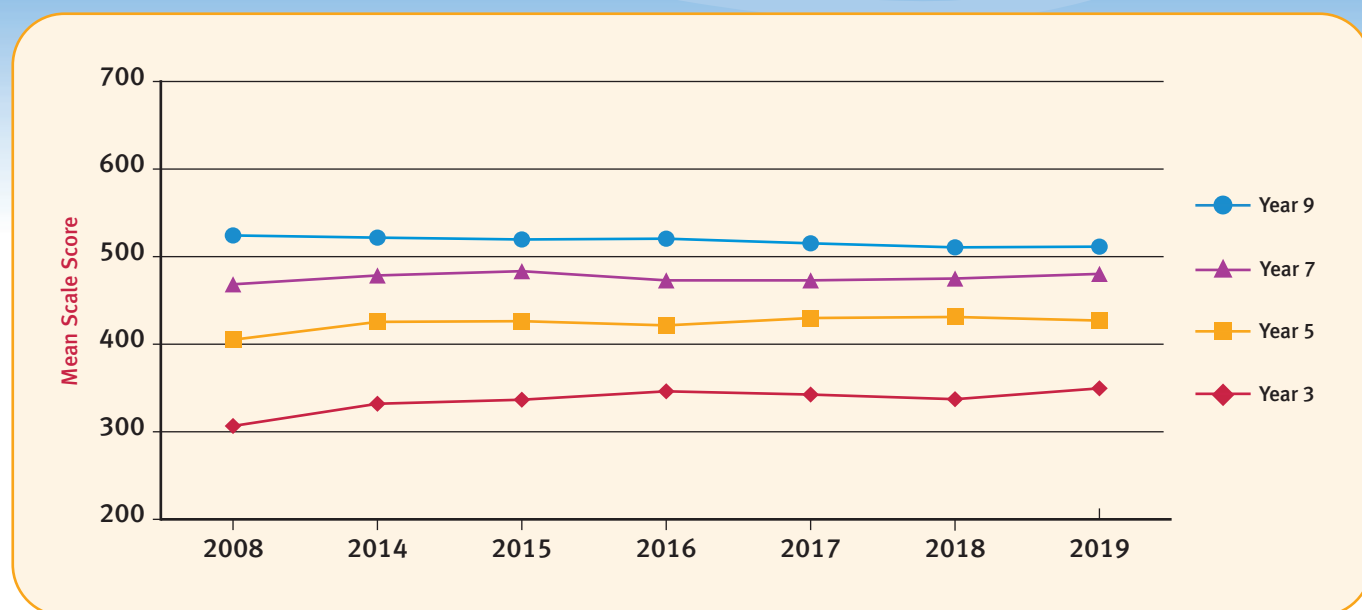


Table TS.R21: Achievement of Students in Reading, NT, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	524.2 (101.8)	521.7 (104.8)	519.6 (94.6)	520.5 (102.9)	515.2 (103.5)	510.6 (116.1)	511.4 (121.5)	■	■
	% at or above NMS	69.9	68.8	66.2	68.3	65.6	65.6	65.7	■	■
Year 7	Mean / (S.D.)	468.4 (107.7)	478.5 (102.9)	483.4 (96.8)	472.9 (109.0)	472.9 (108.6)	475.0 (108.0)	480.3 (103.1)	■	■
	% at or above NMS	67.1	69.1	72.4	68.4	66.6	69.0	70.2	■	■
Year 5	Mean / (S.D.)	405.1 (123.3)	425.5 (112.8)	426.3 (110.2)	421.5 (133.9)	429.9 (113.2)	431.1 (125.5)	427.0 (123.0)	■	■
	% at or above NMS	62.5	66.4	67.7	64.4	68.6	71.4	68.4	■	■
Year 3	Mean / (S.D.)	306.6 (134.1)	332.0 (136.2)	336.6 (122.9)	346.2 (128.3)	342.5 (131.0)	337.2 (145.9)	349.6 (126.7)	△	■
	% at or above NMS	62.7	67.0	71.1	73.8	71.9	71.3	72.7	△	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N1: Achievement of Students in Numeracy, Australia, 2008, 2014–2019.

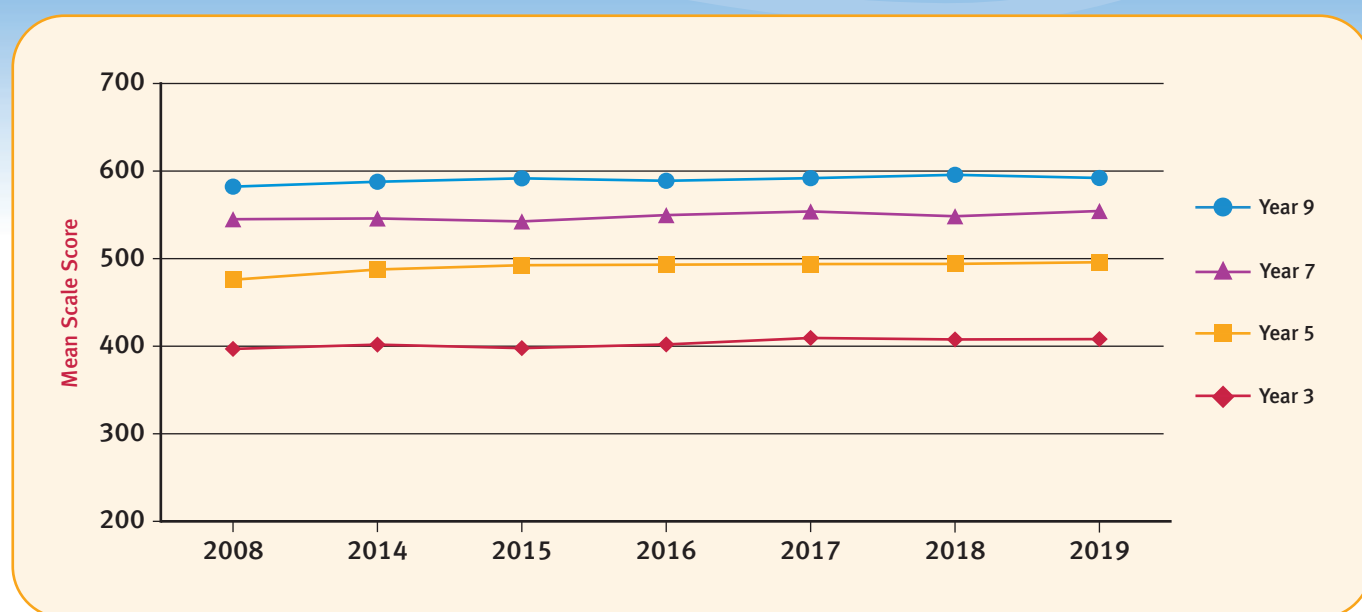


Table TS.N1: Achievement of Students in Numeracy, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	582.2 (70.2)	587.8 (70.9)	591.7 (67.8)	588.9 (66.8)	591.9 (63.5)	595.7 (66.3)	592.1 (63.9)	■	■
	% at or above NMS	93.6	94.1	95.7	95.2	95.8	95.5	96.0	△	■
Year 7	Mean / (S.D.)	545.0 (73.2)	545.9 (73.0)	542.5 (68.6)	549.7 (70.4)	553.9 (71.1)	548.4 (69.1)	554.4 (75.5)	■	■
	% at or above NMS	95.4	95.1	95.9	95.5	95.4	95.6	94.3	■	■
Year 5	Mean / (S.D.)	475.9 (68.8)	487.6 (69.0)	492.5 (68.0)	493.1 (70.6)	493.8 (65.5)	494.0 (65.4)	495.9 (67.1)	△	■
	% at or above NMS	92.7	93.5	95.1	94.3	95.4	95.7	95.4	△	■
Year 3	Mean / (S.D.)	396.9 (70.4)	401.8 (73.0)	397.8 (74.3)	402.0 (73.4)	409.4 (73.9)	407.7 (71.6)	408.1 (73.9)	■	■
	% at or above NMS	95.0	94.6	94.4	95.5	95.4	95.8	95.5	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N2: Achievement of Year 3 Students in Numeracy by Sex, Australia, 2008, 2014–2019.

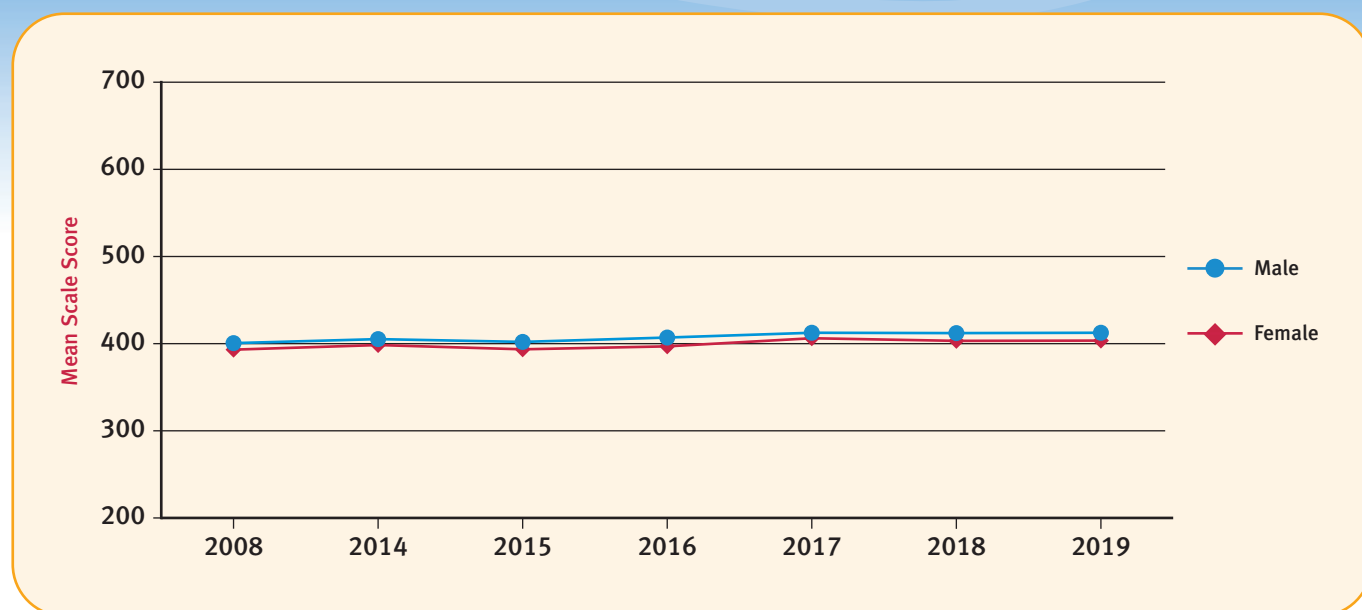


Table TS.N2: Achievement of Year 3 Students in Numeracy by Sex, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Male	Mean / (S.D.)	400.6 (72.8)	405.2 (74.9)	402.0 (76.3)	407.0 (75.3)	412.5 (76.5)	412.1 (73.6)	412.5 (76.6)	■	■
	% at or above NMS	94.6	94.2	94.1	95.1	94.8	95.3	95.1	■	■
Female	Mean / (S.D.)	393.1 (67.6)	398.4 (70.9)	393.5 (71.9)	396.9 (71.0)	406.2 (71.1)	403.2 (69.2)	403.5 (70.6)	■	■
	% at or above NMS	95.5	95.1	94.8	96.0	96.1	96.4	96.0	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N3: Achievement of Year 5 Students in Numeracy by Sex, Australia, 2008, 2014–2019.

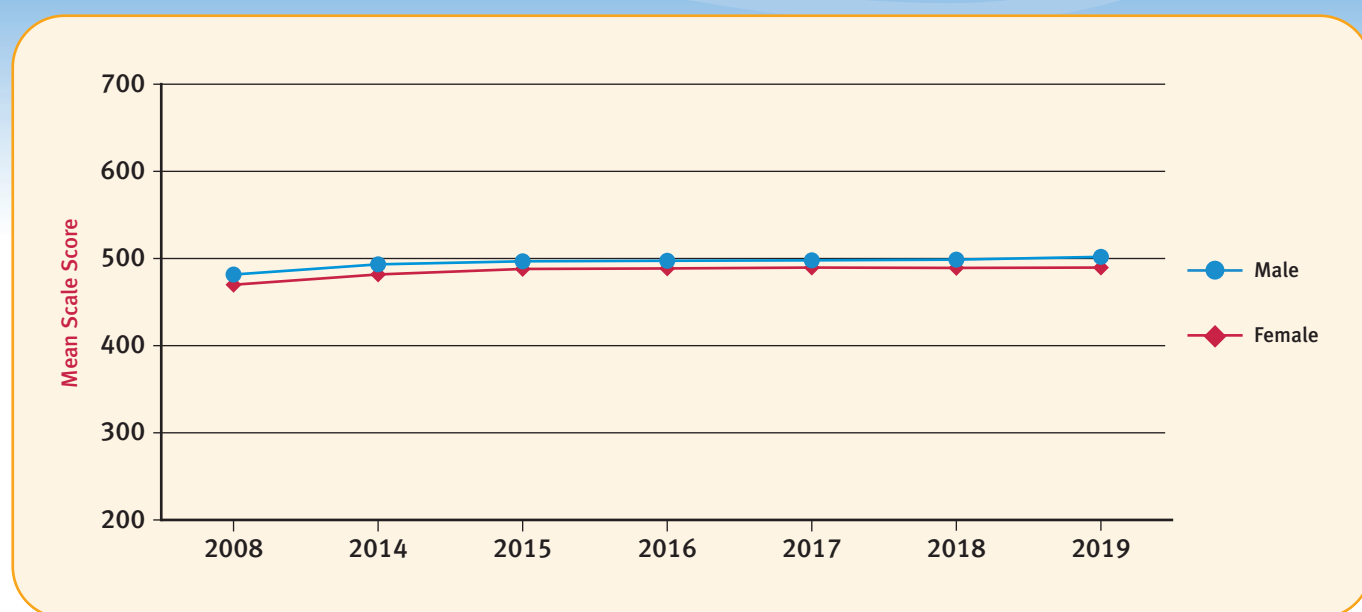


Table TS.N3: Achievement of Year 5 Students in Numeracy by Sex, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Male	Mean / (S.D.)	481.6 (70.5)	493.3 (71.3)	496.8 (70.6)	497.4 (73.0)	497.9 (68.1)	498.7 (68.0)	501.9 (70.0)	▲	■
	% at or above NMS	92.8	93.1	94.5	93.9	94.8	95.1	94.8	▲	■
Female	Mean / (S.D.)	469.9 (66.4)	481.7 (65.9)	488.0 (64.9)	488.6 (67.6)	489.6 (62.4)	489.2 (62.1)	489.6 (63.3)	▲	■
	% at or above NMS	92.5	93.8	95.7	94.7	95.9	96.3	96.0	▲	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N4: Achievement of Year 7 Students in Numeracy by Sex, Australia, 2008, 2014–2019.

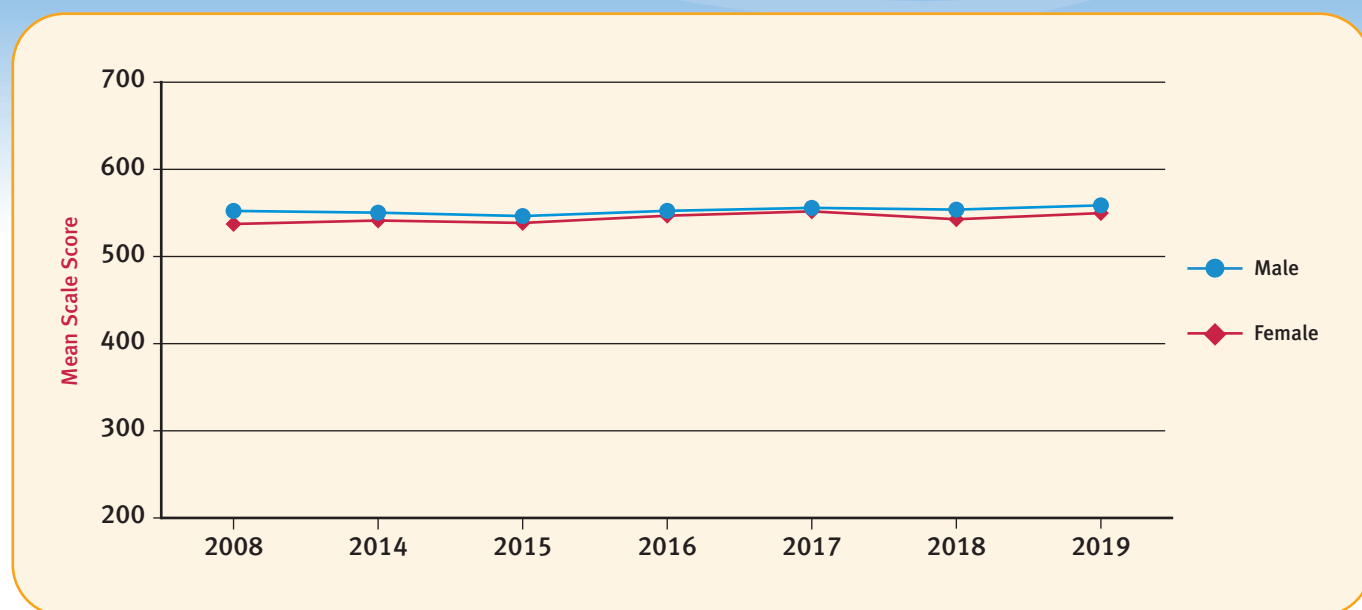


Table TS.N4: Achievement of Year 7 Students in Numeracy by Sex, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Male	Mean / (S.D.)	552.3 (75.8)	550.3 (75.6)	546.4 (71.4)	552.4 (73.2)	555.8 (73.8)	553.8 (71.6)	558.7 (78.1)	■	■
	% at or above NMS	95.4	94.8	95.4	94.8	94.6	95.2	93.8	■	■
Female	Mean / (S.D.)	537.3 (69.6)	541.3 (69.7)	538.5 (65.3)	546.8 (67.2)	551.8 (68.2)	542.7 (65.9)	549.8 (72.5)	■	■
	% at or above NMS	95.3	95.5	96.4	96.2	96.2	96.0	94.9	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N5: Achievement of Year 9 Students in Numeracy by Sex, Australia, 2008, 2014–2019.

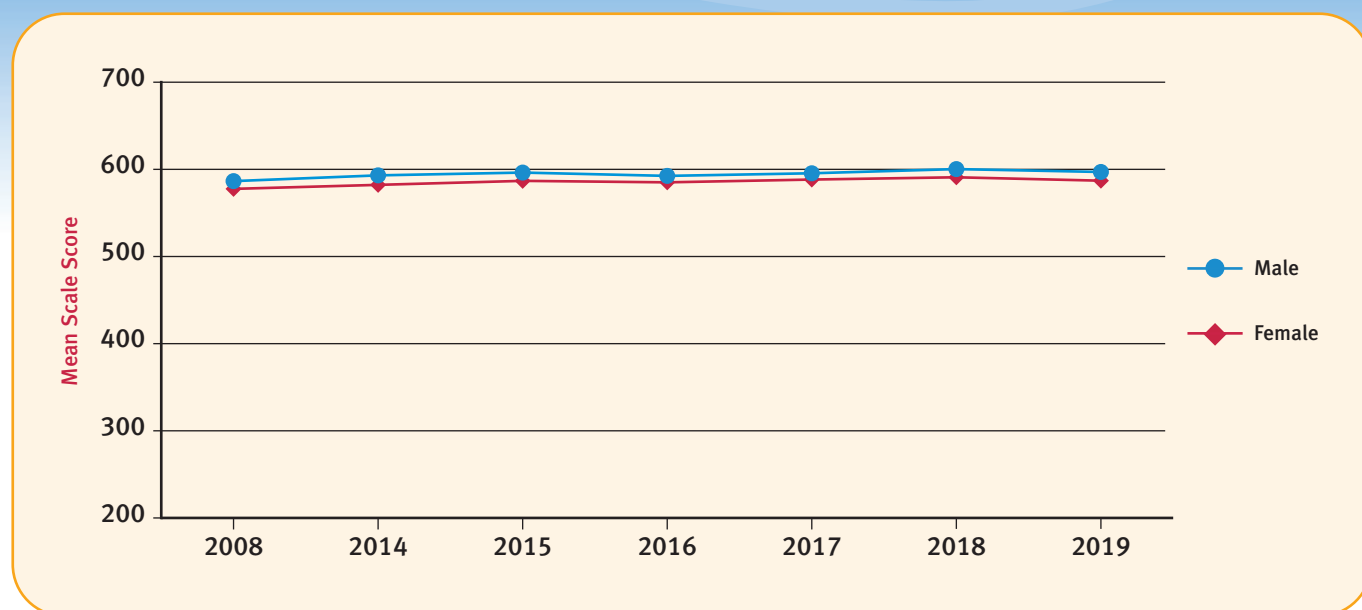


Table TS.N5: Achievement of Year 9 Students in Numeracy by Sex, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Male	Mean / (S.D.)	586.5 (72.0)	593.1 (73.1)	596.3 (70.0)	592.5 (69.5)	595.5 (65.3)	600.3 (68.3)	597.0 (66.4)	■	■
	% at or above NMS	93.7	94.0	95.4	94.7	95.3	95.1	95.5	△	■
Female	Mean / (S.D.)	577.6 (68.1)	582.2 (68.2)	586.8 (65.1)	585.1 (63.5)	588.3 (61.4)	590.9 (63.7)	587.0 (60.7)	■	■
	% at or above NMS	93.6	94.3	95.9	95.7	96.3	95.9	96.5	△	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N6: Achievement of Year 3 Students in Numeracy by Indigenous Status, Australia, 2008, 2014–2019.

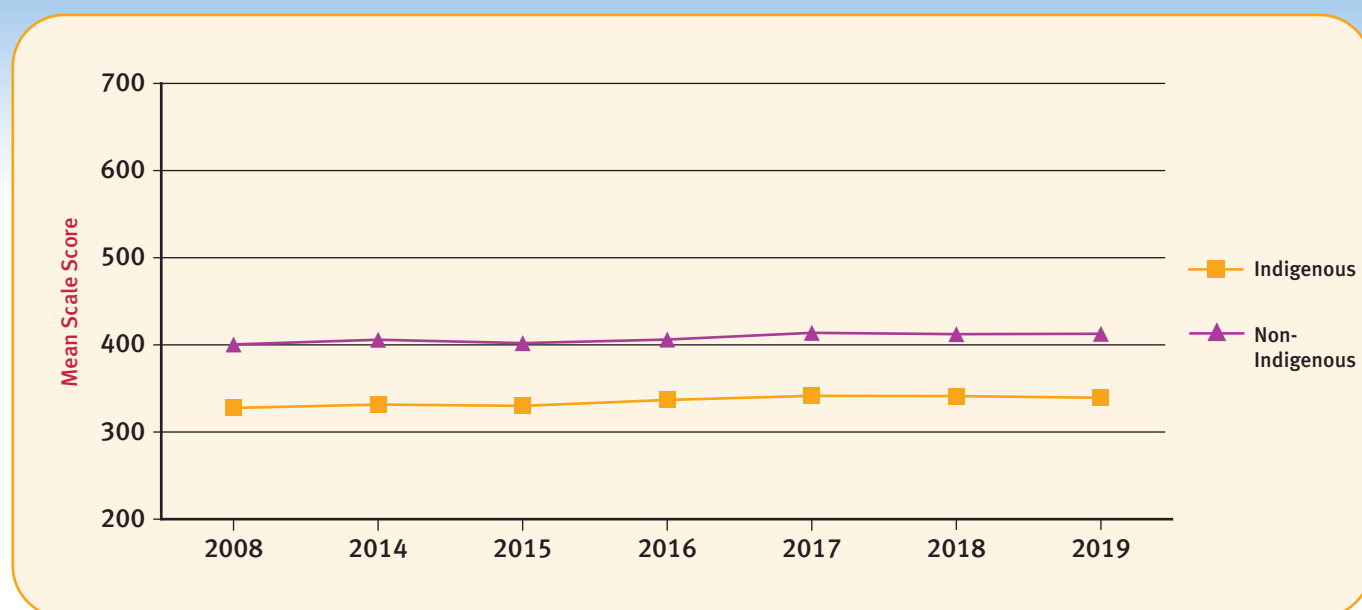


Table TS.N6: Achievement of Year 3 Students in Numeracy by Indigenous Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Indigenous	Mean / (S.D.)	327.6 (70.6)	331.5 (74.4)	330.0 (72.3)	336.8 (71.3)	341.5 (73.5)	341.2 (71.8)	339.3 (74.6)	■	■
	% at or above NMS	78.6	78.2	78.2	82.6	82.2	83.1	80.9	■	■
Non-Indigenous	Mean / (S.D.)	400.5 (68.4)	405.9 (70.8)	402.0 (72.4)	406.1 (71.6)	413.8 (71.8)	412.3 (69.4)	412.7 (71.5)	■	■
	% at or above NMS	96.0	95.7	95.5	96.4	96.3	96.7	96.5	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N7: Achievement of Year 5 Students in Numeracy by Indigenous Status, Australia, 2008, 2014–2019.

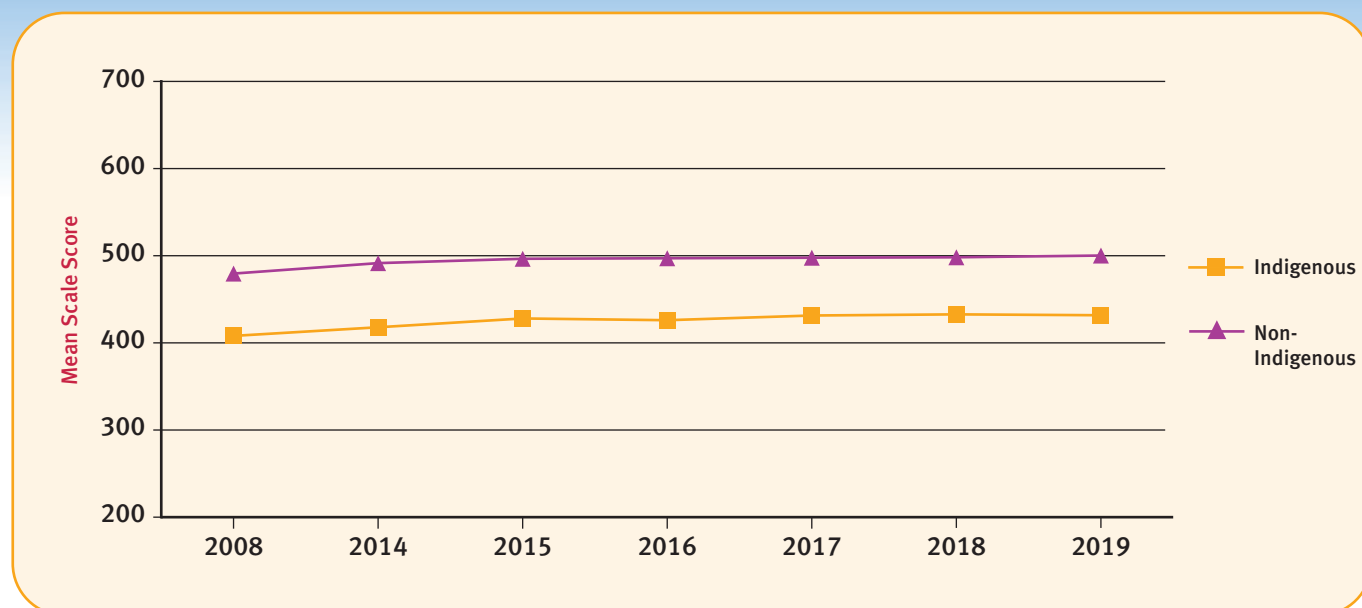


Table TS.N7: Achievement of Year 5 Students in Numeracy by Indigenous Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Indigenous	Mean / (S.D.)	408.0 (65.8)	417.9 (69.3)	428.0 (64.5)	426.0 (67.7)	431.4 (62.9)	432.7 (64.1)	431.7 (65.6)	▲	■
	% at or above NMS	69.2	71.1	78.6	76.1	80.2	81.4	79.5	▲	■
Non-Indigenous	Mean / (S.D.)	479.5 (66.9)	491.5 (66.8)	496.5 (66.2)	497.1 (68.6)	497.7 (63.7)	498.2 (63.4)	500.2 (64.9)	▲	■
	% at or above NMS	94.0	94.8	96.1	95.5	96.3	96.7	96.5	▲	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N8: Achievement of Year 7 Students in Numeracy by Indigenous Status, Australia, 2008, 2014–2019.

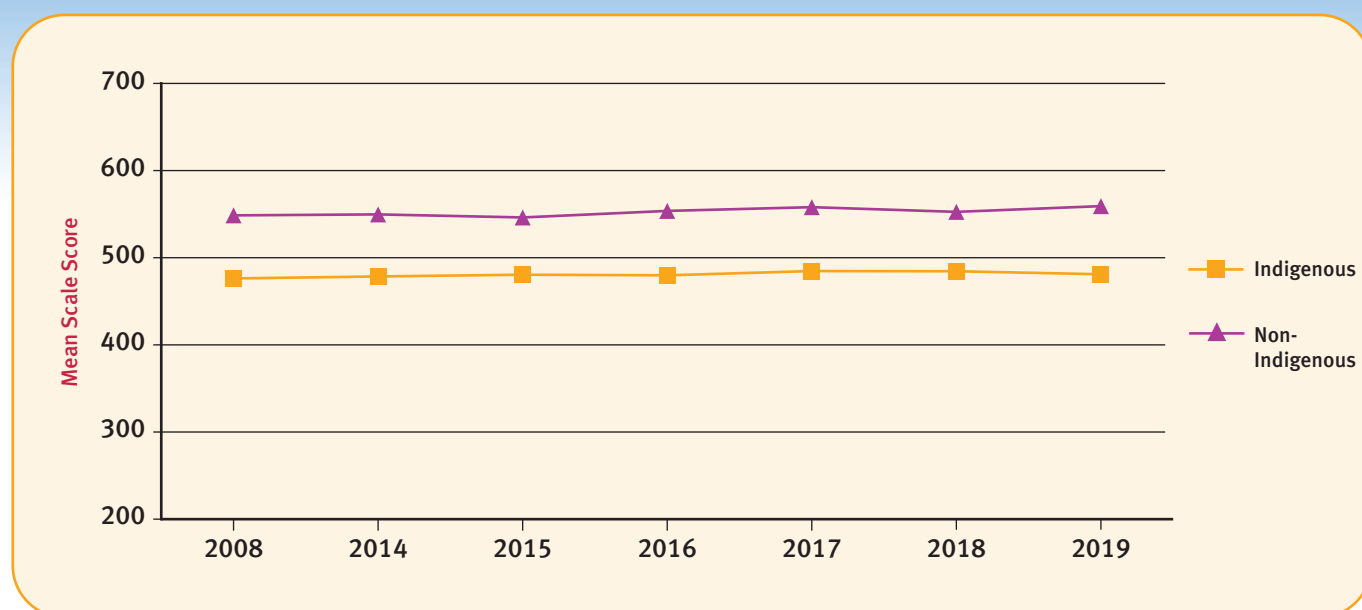


Table TS.N8: Achievement of Year 7 Students in Numeracy by Indigenous Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Indigenous	Mean / (S.D.)	476.2 (67.2)	478.5 (64.4)	480.5 (59.7)	479.8 (66.6)	484.7 (67.9)	484.5 (64.8)	481.0 (72.5)	■	■
	% at or above NMS	78.6	79.5	82.8	79.4	79.9	82.1	76.0	■	▽
Non-Indigenous	Mean / (S.D.)	548.6 (71.6)	549.7 (71.5)	546.2 (67.3)	553.7 (68.4)	558.0 (69.1)	552.6 (67.3)	559.2 (73.2)	■	■
	% at or above NMS	96.4	96.1	96.7	96.5	96.3	96.4	95.6	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N9: Achievement of Year 9 Students in Numeracy by Indigenous Status, Australia, 2008, 2014–2019.

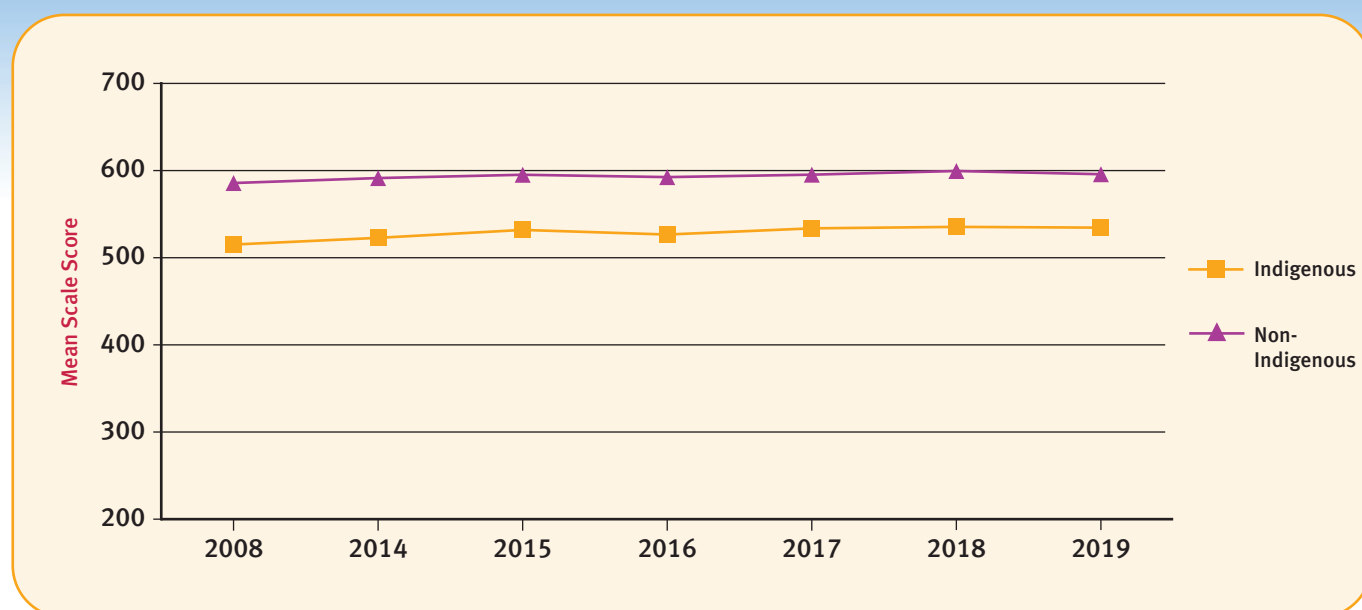


Table TS.N9: Achievement of Year 9 Students in Numeracy by Indigenous Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Indigenous	Mean / (S.D.)	515.1 (65.6)	522.8 (63.4)	531.9 (57.1)	526.6 (61.5)	533.7 (57.8)	535.4 (64.6)	534.5 (56.9)	▲	■
	% at or above NMS	72.5	76.2	82.8	79.7	84.0	83.0	84.1	▲	■
Non-Indigenous	Mean / (S.D.)	585.7 (68.7)	591.4 (69.6)	595.2 (66.9)	592.5 (65.3)	595.3 (62.1)	599.5 (64.6)	595.8 (62.5)	■	■
	% at or above NMS	94.8	95.2	96.4	96.1	96.5	96.3	96.8	▲	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N10: Achievement of Year 3 Students in Numeracy by LBOTE Status, Australia, 2008, 2014–2019.

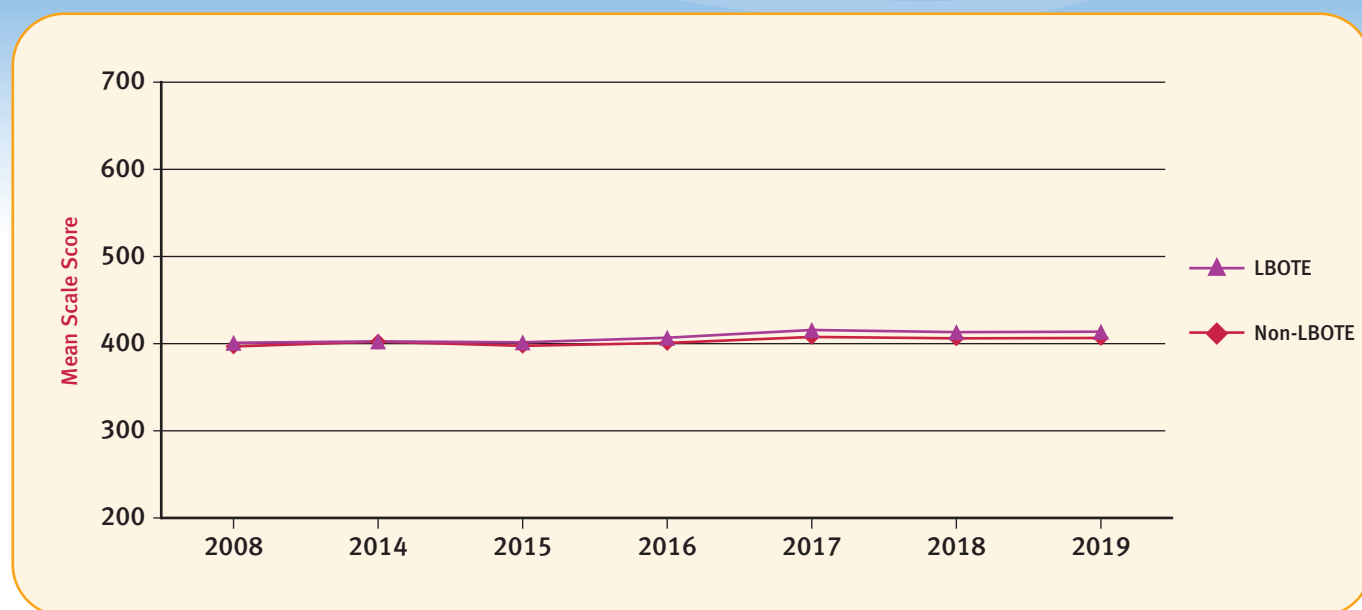


Table TS.N10: Achievement of Year 3 Students in Numeracy by LBOTE Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
LBOTE	Mean / (S.D.)	401.0 (75.1)	402.6 (77.7)	401.5 (80.5)	406.8 (79.8)	415.7 (80.6)	413.2 (77.6)	413.7 (80.6)	■	■
	% at or above NMS	93.0	92.7	93.0	94.3	93.9	94.7	94.5	■	■
Non-LBOTE	Mean / (S.D.)	396.8 (69.1)	402.3 (71.2)	397.5 (72.0)	400.8 (70.9)	407.7 (71.1)	406.1 (68.9)	406.5 (70.7)	■	■
	% at or above NMS	95.6	95.4	95.1	96.0	96.0	96.3	96.3	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N11: Achievement of Year 5 Students in Numeracy by LBOTE Status, Australia, 2008, 2014–2019.

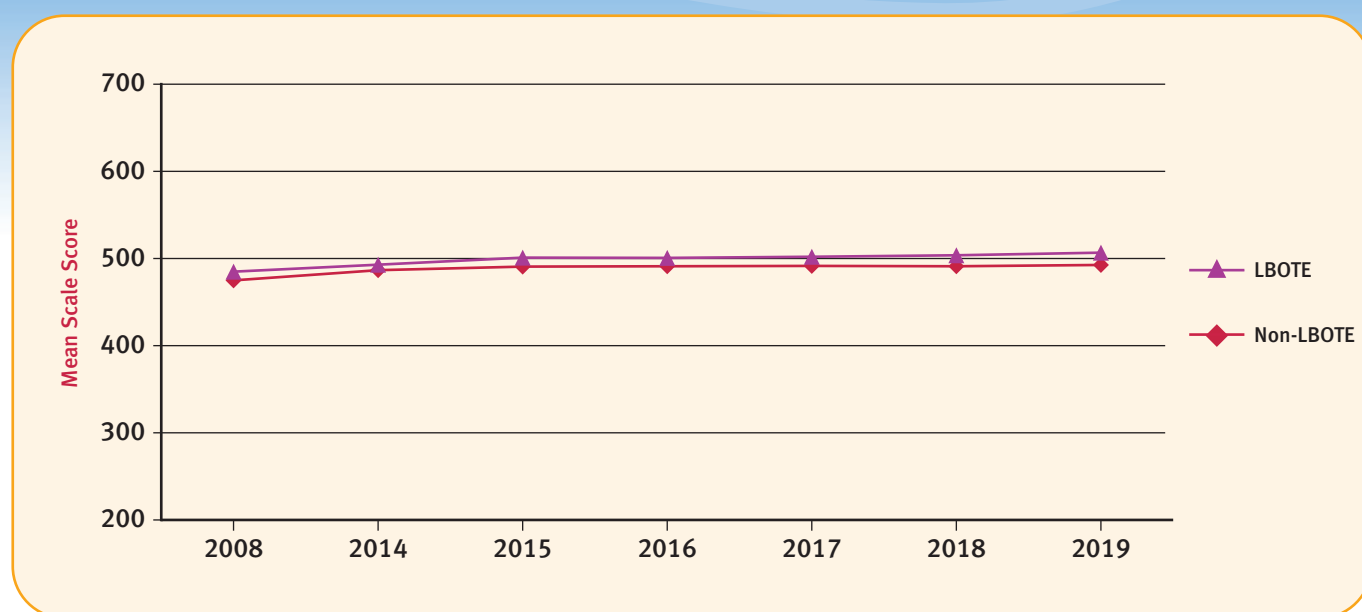


Table TS.N11: Achievement of Year 5 Students in Numeracy by LBOTE Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
LBOTE	Mean / (S.D.)	484.9 (78.9)	492.9 (76.5)	501.0 (76.9)	500.7 (79.6)	502.0 (72.9)	503.7 (73.9)	506.7 (76.3)	▲	■
	% at or above NMS	90.7	91.6	93.6	93.1	94.1	94.5	94.3	▲	■
Non-LBOTE	Mean / (S.D.)	474.9 (66.1)	486.6 (66.1)	490.7 (64.6)	491.1 (67.0)	491.5 (62.4)	491.1 (61.7)	492.6 (63.1)	▲	■
	% at or above NMS	93.4	94.2	95.6	94.8	95.9	96.2	95.9	▲	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N12: Achievement of Year 7 Students in Numeracy by LBOTE Status, Australia, 2008, 2014–2019.

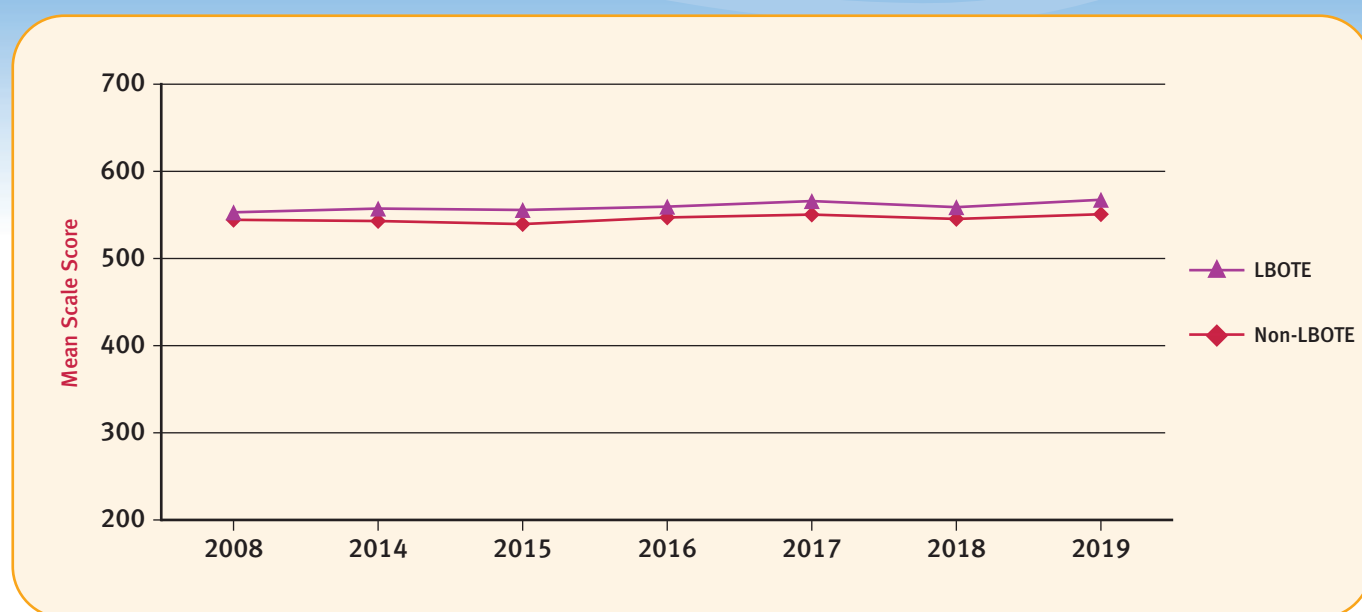


Table TS.N12: Achievement of Year 7 Students in Numeracy by LBOTE Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
LBOTE	Mean / (S.D.)	553.0 (84.8)	557.3 (85.5)	555.7 (80.8)	559.5 (81.7)	565.9 (81.9)	558.9 (79.5)	567.4 (86.1)	■	■
	% at or above NMS	93.6	93.9	95.2	94.4	94.4	94.5	93.5	■	■
Non-LBOTE	Mean / (S.D.)	544.4 (70.3)	543.0 (68.5)	539.5 (64.2)	547.1 (66.1)	550.4 (66.7)	545.4 (65.0)	550.8 (71.3)	■	■
	% at or above NMS	96.0	95.6	96.2	95.9	95.8	96.0	94.8	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N13: Achievement of Year 9 Students in Numeracy by LBOTE Status, Australia, 2008, 2014–2019.

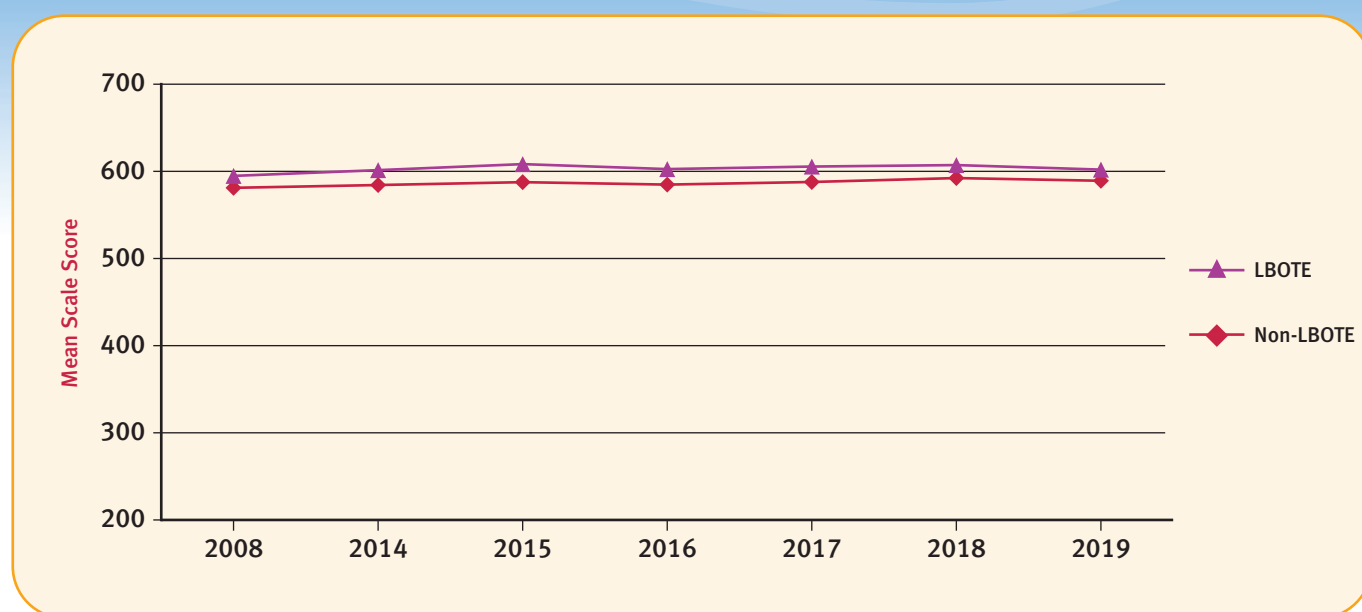


Table TS.N13: Achievement of Year 9 Students in Numeracy by LBOTE Status, Australia, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
LBOTE	Mean / (S.D.)	594.8 (80.9)	601.4 (83.6)	608.3 (80.3)	602.6 (78.7)	605.5 (72.1)	607.2 (76.1)	602.0 (72.1)	■	■
	% at or above NMS	93.0	93.2	95.3	94.4	95.1	94.6	95.3	△	■
Non-LBOTE	Mean / (S.D.)	581.1 (67.3)	584.3 (66.5)	587.6 (63.1)	584.8 (62.0)	587.8 (59.8)	592.3 (62.5)	589.2 (60.7)	■	■
	% at or above NMS	94.2	94.5	95.9	95.4	96.0	95.8	96.3	△	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N14: Achievement of Students in Numeracy, NSW, 2008, 2014–2019.

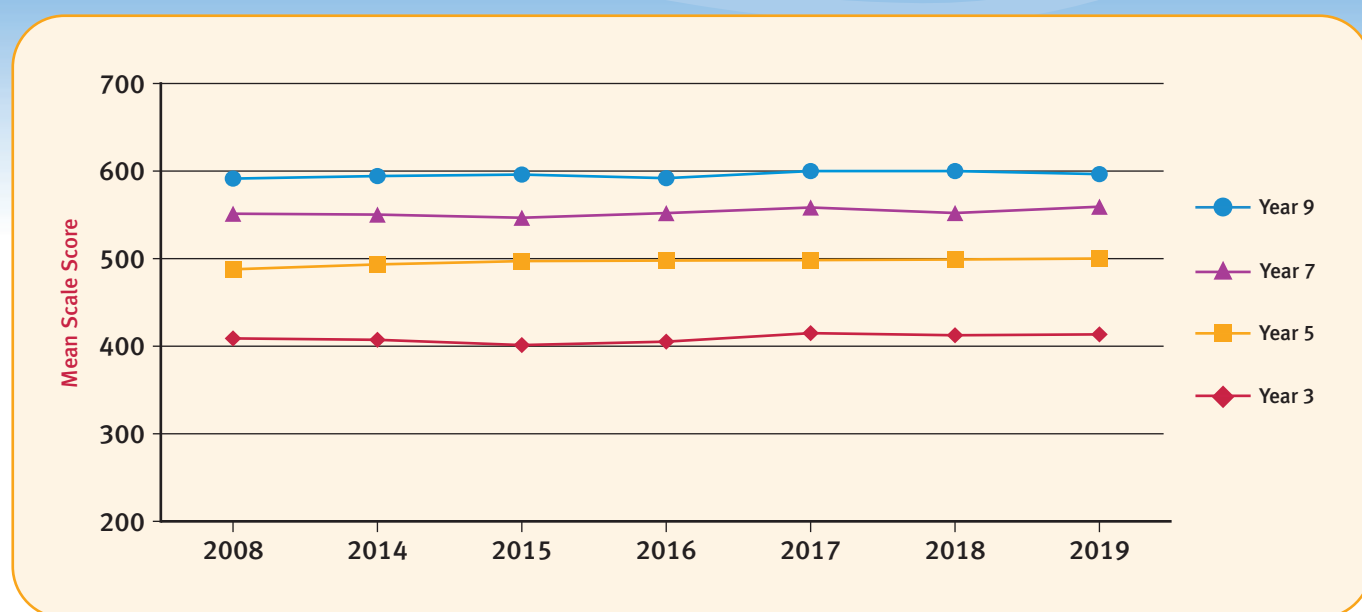


Table TS.N14: Achievement of Students in Numeracy, NSW, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	591.4 (75.1)	594.3 (77.2)	596.0 (73.7)	591.9 (71.5)	600.0 (67.5)	600.0 (70.0)	596.5 (67.2)	■	■
	% at or above NMS	94.7	94.5	95.8	95.4	96.4	96.0	96.4	▲	■
Year 7	Mean / (S.D.)	551.3 (78.3)	550.3 (77.7)	546.7 (74.4)	552.0 (74.1)	558.4 (74.9)	552.1 (72.8)	559.3 (79.2)	■	■
	% at or above NMS	96.0	95.5	96.1	95.8	95.8	95.9	94.5	▼	■
Year 5	Mean / (S.D.)	487.8 (72.4)	493.4 (71.1)	497.2 (71.5)	497.8 (74.4)	498.3 (68.2)	499.0 (68.1)	500.1 (69.5)	■	■
	% at or above NMS	94.4	94.3	95.4	94.7	95.8	96.0	95.8	■	■
Year 3	Mean / (S.D.)	408.9 (70.6)	407.3 (74.2)	401.3 (76.2)	405.2 (75.2)	414.9 (74.5)	412.5 (72.6)	413.5 (74.8)	■	■
	% at or above NMS	96.9	95.4	94.7	95.9	96.0	96.3	96.1	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N15: Achievement of Students in Numeracy, Vic, 2008, 2014–2019.

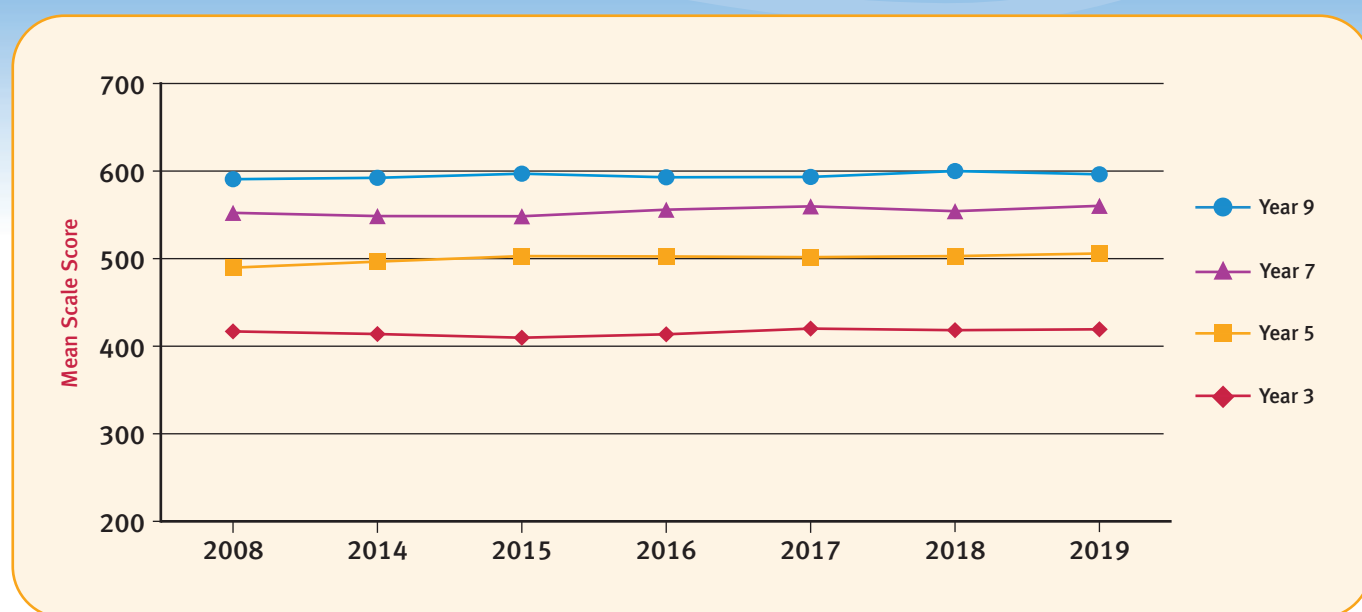


Table TS.N15: Achievement of Students in Numeracy, Vic, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	590.7 (66.6)	592.3 (68.7)	597.0 (67.1)	592.9 (64.3)	593.3 (61.5)	600.0 (64.5)	596.3 (61.4)	■	■
	% at or above NMS	95.2	94.8	95.6	95.4	95.5	95.5	96.2	■	■
Year 7	Mean / (S.D.)	552.3 (69.4)	548.6 (69.4)	548.4 (66.1)	555.9 (67.2)	559.7 (67.9)	554.2 (66.9)	560.3 (71.6)	■	■
	% at or above NMS	96.5	95.5	96.3	96.1	96.0	95.9	95.7	■	■
Year 5	Mean / (S.D.)	489.7 (65.8)	496.6 (65.2)	502.9 (65.1)	502.5 (67.2)	501.7 (62.4)	502.9 (62.8)	505.9 (64.4)	△	■
	% at or above NMS	94.6	94.7	95.8	95.3	96.0	96.4	96.4	△	■
Year 3	Mean / (S.D.)	416.9 (63.8)	413.9 (69.1)	409.7 (72.2)	413.6 (71.6)	420.1 (71.6)	418.3 (68.8)	419.3 (71.6)	■	■
	% at or above NMS	96.5	95.5	95.3	95.9	96.0	96.3	96.4	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N16: Achievement of Students in Numeracy, Qld, 2008, 2014–2019.

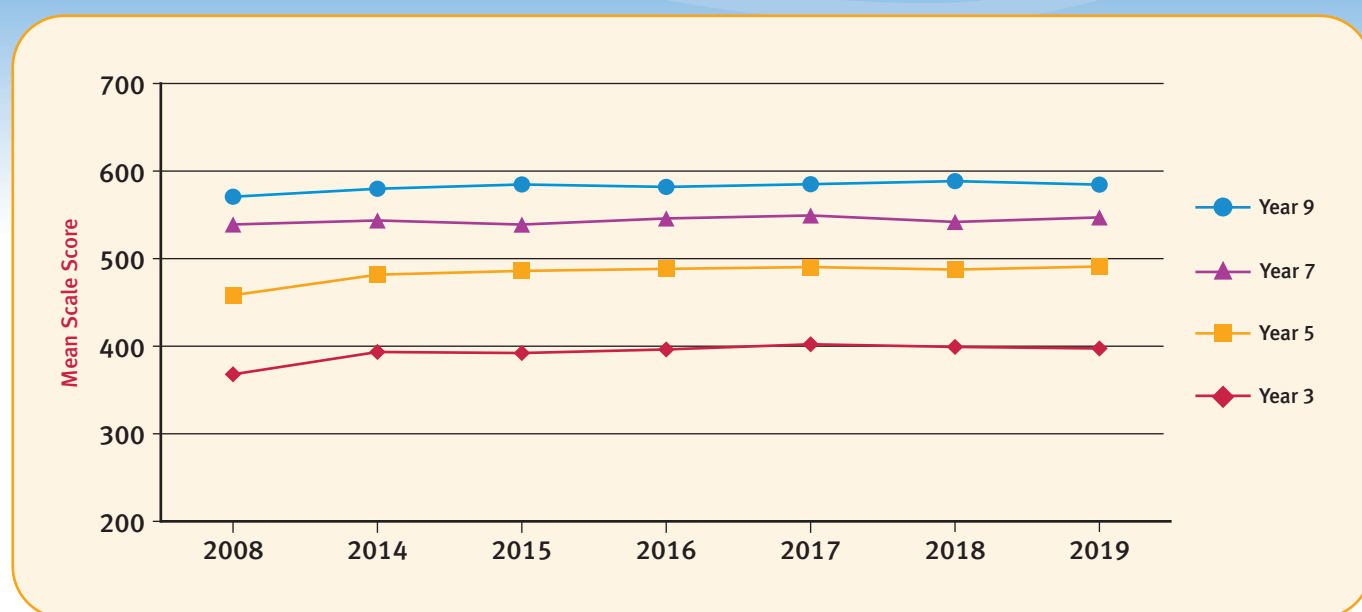


Table TS.N16: Achievement of Students in Numeracy, Qld, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	570.7 (66.2)	579.8 (64.1)	584.7 (59.9)	581.9 (61.3)	585.0 (59.0)	588.5 (64.1)	584.5 (61.3)	▲	■
	% at or above NMS	92.4	94.2	96.3	95.3	96.0	95.2	95.9	▲	■
Year 7	Mean / (S.D.)	539.0 (70.4)	543.6 (69.1)	538.9 (62.9)	545.9 (66.7)	549.3 (67.8)	541.9 (66.0)	547.1 (72.3)	■	■
	% at or above NMS	94.9	95.3	96.2	95.6	95.4	95.5	94.4	■	■
Year 5	Mean / (S.D.)	458.2 (62.7)	481.7 (66.4)	486.0 (63.4)	488.3 (67.0)	490.4 (62.6)	487.5 (62.3)	491.0 (65.0)	▲	■
	% at or above NMS	90.4	93.1	95.5	94.7	95.9	95.9	95.6	▲	■
Year 3	Mean / (S.D.)	367.9 (67.0)	393.4 (70.6)	392.2 (70.5)	396.3 (71.1)	402.2 (72.1)	399.2 (70.4)	397.4 (71.2)	▲	■
	% at or above NMS	92.0	94.6	95.0	96.0	95.7	95.9	95.2	▲	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N17: Achievement of Students in Numeracy, WA, 2008, 2014–2019.

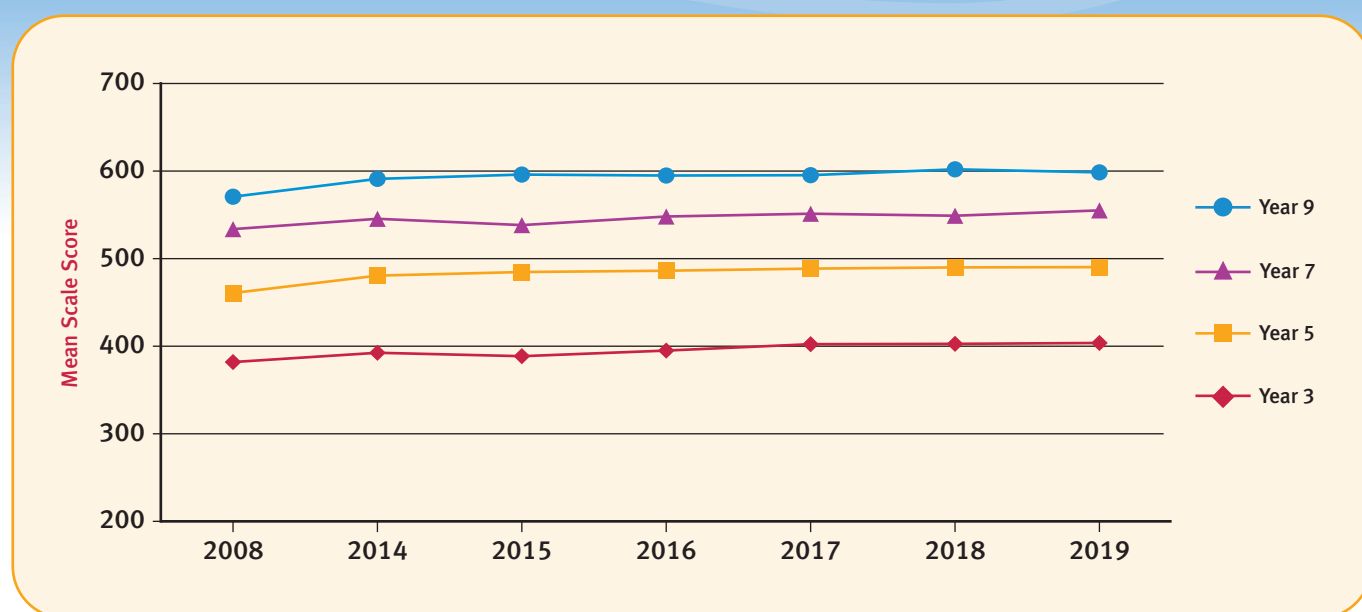


Table TS.N17: Achievement of Students in Numeracy, WA, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	570.7 (66.6)	591.1 (69.8)	596.0 (66.7)	594.9 (66.2)	595.3 (63.3)	602.0 (64.2)	598.5 (63.3)	▲	■
	% at or above NMS	92.3	94.7	96.4	95.9	96.4	96.6	96.9	▲	■
Year 7	Mean / (S.D.)	533.7 (68.7)	545.5 (72.1)	538.3 (67.3)	548.1 (72.0)	551.3 (72.2)	549.0 (68.1)	555.1 (77.8)	▲	■
	% at or above NMS	94.7	95.4	95.6	95.1	94.9	96.0	93.6	■	▼
Year 5	Mean / (S.D.)	460.7 (63.4)	480.6 (70.4)	484.7 (68.0)	486.2 (70.9)	488.6 (66.1)	490.0 (65.0)	490.3 (66.2)	▲	■
	% at or above NMS	91.1	92.2	94.3	93.4	95.0	95.5	94.7	▲	■
Year 3	Mean / (S.D.)	381.9 (66.4)	392.5 (74.1)	388.6 (74.7)	395.0 (73.1)	402.3 (74.0)	402.7 (71.1)	403.7 (74.4)	▲	■
	% at or above NMS	94.5	93.8	93.7	95.0	95.1	95.8	95.2	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N18: Achievement of Students in Numeracy, SA, 2008, 2014–2019.

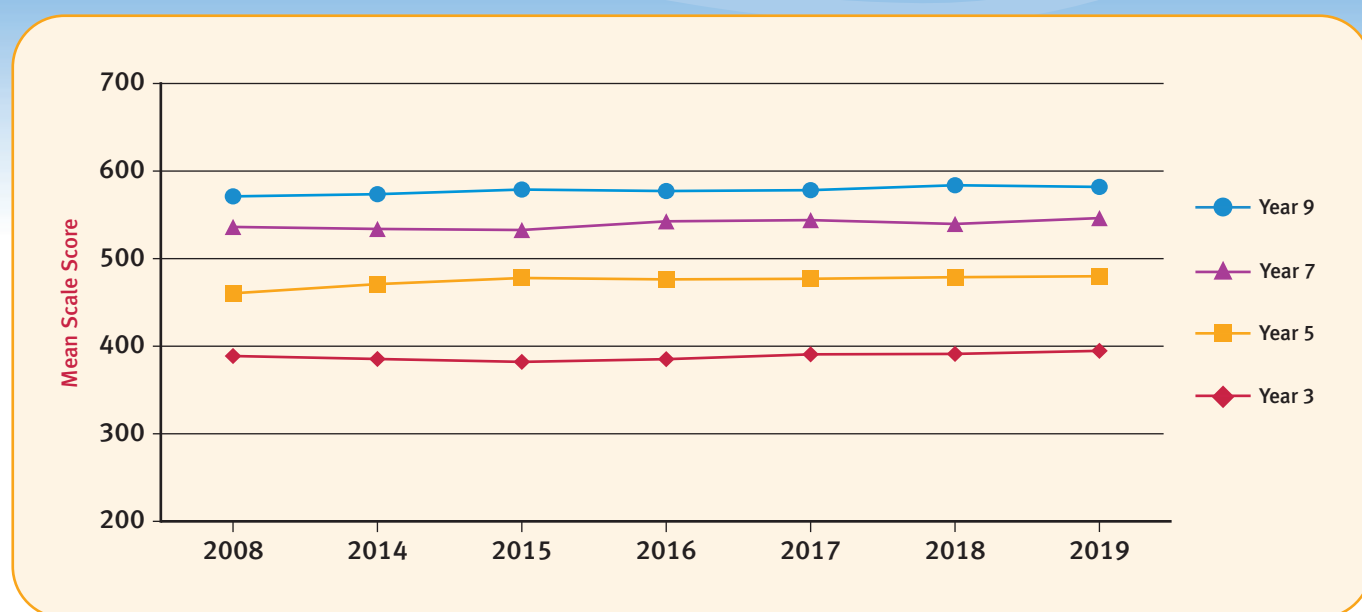


Table TS.N18: Achievement of Students in Numeracy, SA, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	571.1 (62.8)	573.6 (62.8)	578.9 (60.4)	577.2 (58.3)	578.2 (56.8)	583.8 (58.0)	581.9 (58.1)	■	■
	% at or above NMS	92.0	92.6	95.0	94.4	94.3	94.3	94.7	△	■
Year 7	Mean / (S.D.)	536.2 (67.7)	533.9 (65.0)	532.7 (60.7)	542.6 (64.0)	544.0 (64.4)	539.6 (63.8)	546.3 (70.1)	■	■
	% at or above NMS	94.5	94.8	95.8	95.2	94.9	94.5	93.4	■	■
Year 5	Mean / (S.D.)	460.4 (60.7)	470.9 (64.1)	477.9 (62.4)	476.3 (63.8)	477.0 (61.3)	478.8 (60.0)	479.9 (61.1)	△	■
	% at or above NMS	90.5	91.8	94.0	92.8	93.3	94.0	93.5	△	■
Year 3	Mean / (S.D.)	388.8 (64.9)	385.4 (68.8)	382.1 (70.2)	385.2 (65.3)	390.7 (71.1)	391.2 (67.5)	394.7 (67.8)	■	■
	% at or above NMS	93.8	93.2	92.8	94.2	93.0	94.3	94.4	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N19: Achievement of Students in Numeracy, Tas, 2008, 2014–2019.

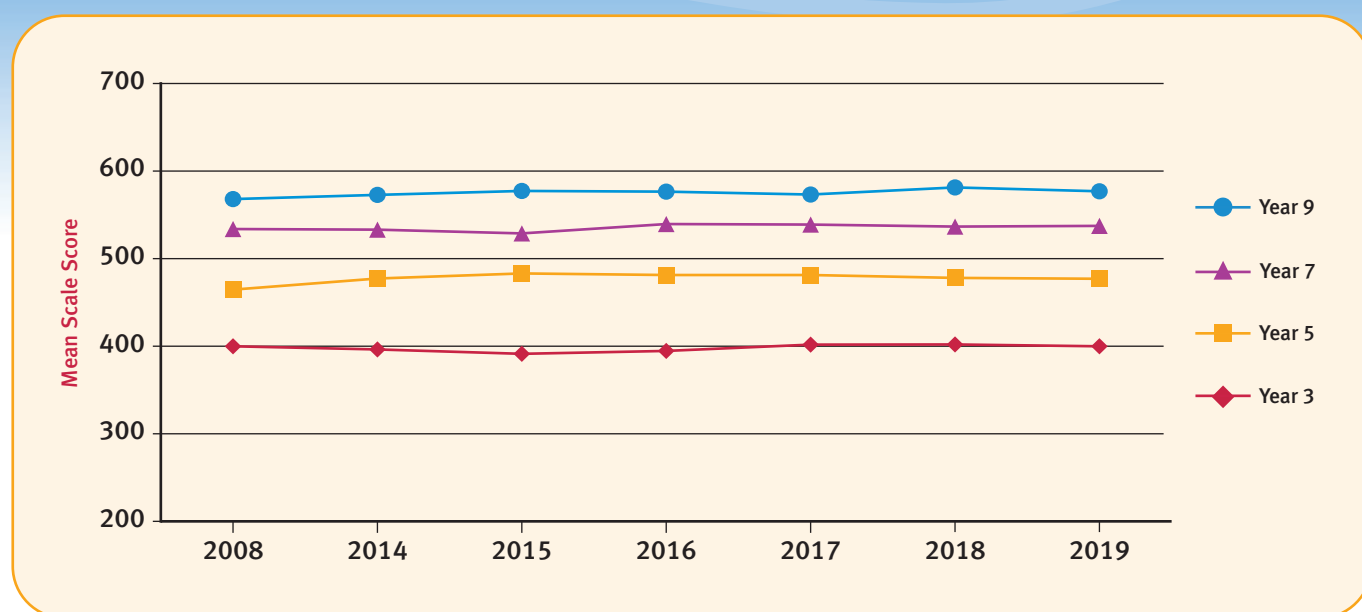


Table TS.N19: Achievement of Students in Numeracy, Tas, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	568.0 (65.1)	572.8 (63.0)	577.3 (60.0)	576.5 (58.2)	573.2 (56.3)	581.3 (60.0)	576.9 (58.9)	■	■
	% at or above NMS	92.3	93.5	95.8	95.7	95.4	95.4	95.2	△	■
Year 7	Mean / (S.D.)	533.8 (67.5)	533.1 (66.7)	528.8 (60.3)	539.5 (65.2)	538.9 (66.1)	536.6 (64.1)	537.4 (71.8)	■	■
	% at or above NMS	95.2	94.8	96.0	95.3	94.9	95.2	91.8	▽	▽
Year 5	Mean / (S.D.)	464.6 (62.9)	477.3 (66.2)	483.1 (65.0)	481.3 (65.3)	481.3 (62.9)	478.0 (61.1)	477.0 (60.7)	△	■
	% at or above NMS	92.1	92.6	94.9	94.0	95.0	95.1	93.9	■	■
Year 3	Mean / (S.D.)	399.9 (67.7)	396.3 (72.8)	391.3 (72.9)	394.6 (69.4)	401.8 (68.8)	402.0 (68.4)	399.9 (70.4)	■	■
	% at or above NMS	96.7	94.5	94.0	95.8	96.2	96.1	95.5	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N20: Achievement of Students in Numeracy, ACT, 2008, 2014–2019.

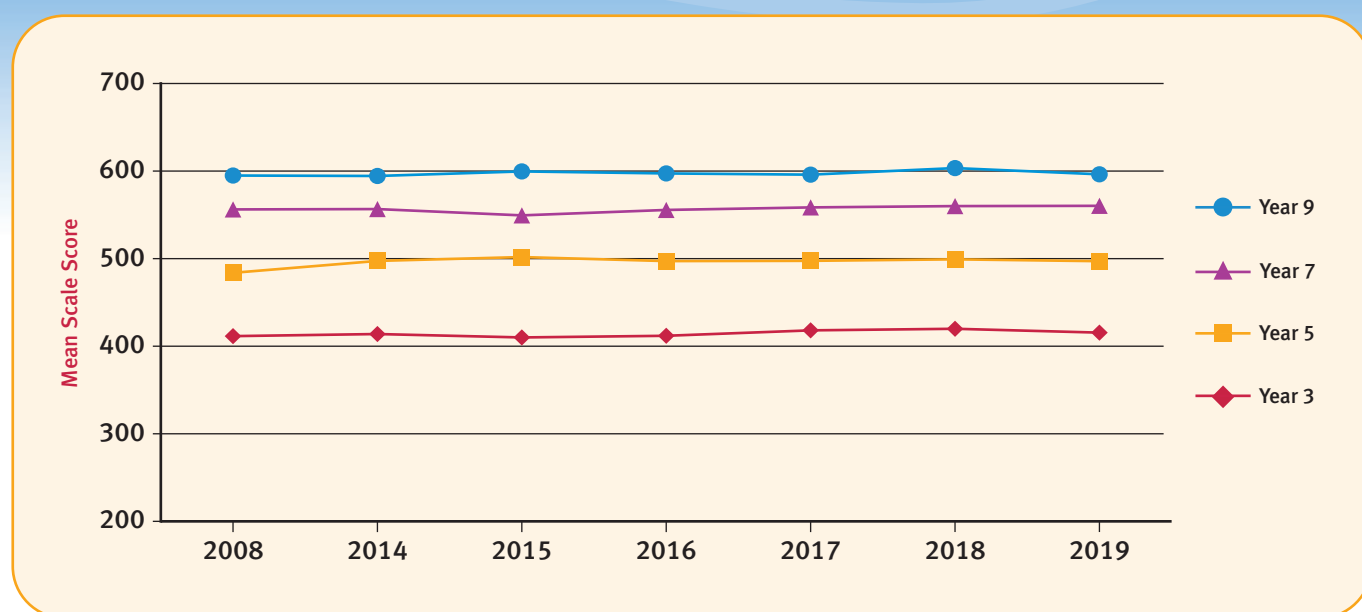


Table TS.N20: Achievement of Students in Numeracy, ACT, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	594.9 (68.0)	594.4 (69.8)	599.6 (66.6)	597.3 (61.5)	595.9 (60.2)	603.4 (53.2)	596.3 (65.5)	■	■
	% at or above NMS	96.6	94.9	95.2	96.4	96.2	97.4	95.2	■	■
Year 7	Mean / (S.D.)	556.2 (71.0)	556.6 (69.1)	549.4 (65.7)	555.6 (65.1)	558.5 (64.2)	560.0 (58.9)	560.3 (71.9)	■	■
	% at or above NMS	97.1	96.3	96.7	96.7	96.9	97.4	94.9	■	▽
Year 5	Mean / (S.D.)	483.8 (64.1)	497.4 (64.9)	501.8 (63.3)	497.2 (63.7)	497.5 (60.9)	499.2 (58.3)	497.1 (59.9)	△	■
	% at or above NMS	94.9	95.9	96.5	96.3	96.3	96.9	96.4	■	■
Year 3	Mean / (S.D.)	411.5 (66.8)	413.9 (69.6)	410.0 (70.5)	411.9 (68.8)	418.1 (70.0)	419.9 (64.5)	415.5 (68.7)	■	■
	% at or above NMS	96.4	96.5	96.0	96.9	96.7	97.3	96.8	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Numeracy

Figure TS.N21: Achievement of Students in Numeracy, NT, 2008, 2014–2019.

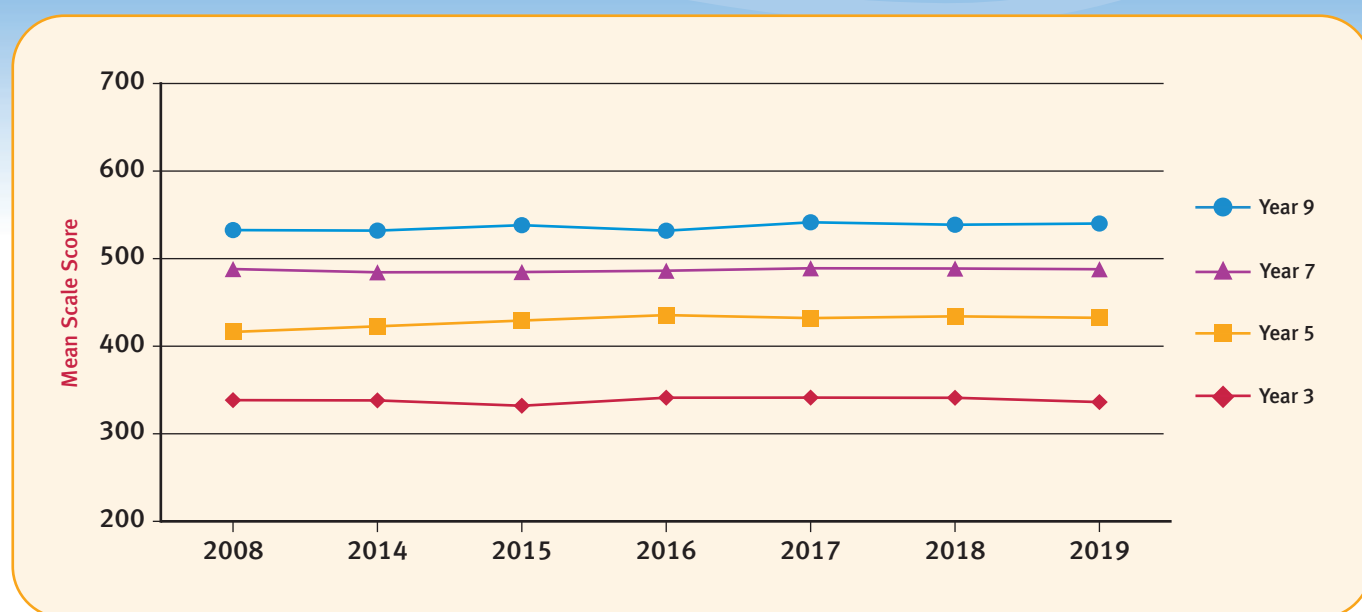


Table TS.N21: Achievement of Students in Numeracy, NT, 2008, 2014–2019.

Students		2008	2014	2015	2016	2017	2018	2019	Nature of the difference	
									2008 vs. 2019	2018 vs. 2019
Year 9	Mean / (S.D.)	532.6 (83.5)	532.0 (83.5)	538.2 (72.3)	531.9 (84.9)	541.5 (71.5)	538.7 (84.8)	540.1 (73.8)	■	■
	% at or above NMS	74.1	74.2	79.1	75.2	81.2	78.1	79.6	■	■
Year 7	Mean / (S.D.)	488.1 (84.0)	484.4 (84.5)	484.7 (81.2)	486.2 (92.1)	489.0 (91.6)	488.7 (88.9)	487.9 (92.3)	■	■
	% at or above NMS	75.9	74.4	77.4	74.3	74.1	76.8	72.7	■	■
Year 5	Mean / (S.D.)	416.3 (81.0)	422.7 (87.0)	429.3 (83.2)	435.5 (87.4)	432.1 (78.5)	434.1 (82.9)	432.4 (87.3)	■	■
	% at or above NMS	69.1	68.2	72.7	73.5	74.5	77.7	73.4	■	■
Year 3	Mean / (S.D.)	338.4 (86.3)	338.1 (96.6)	332.0 (86.7)	341.2 (94.4)	341.3 (91.2)	341.1 (92.4)	336.2 (99.2)	■	■
	% at or above NMS	77.0	73.0	75.0	77.9	76.3	78.2	74.2	■	■

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Commentary on 2008, 2014–2019 Time series

Reading

Figure TS.R1 represents national mean scale scores in reading for 2008 and between 2014 and 2019 and Table TS.R1 provides the national mean scores and standard deviations along with the percentages of students estimated to be working at or above the national minimum standard. Increases in mean scores of a specified cohort indicate improvements in the overall performance of that cohort. Increases in the percentages of students estimated to be working at or above the national minimum standard indicate improvements for part of the cohort. Although the two measures often change together there are instances where the percentage of students estimated to be working at or above the national minimum standard has increased but the mean has not increased or vice versa.

The table also indicates the ‘nature of the difference’ between means, or percentages, between 2008 and 2019 and between 2018 and 2019. The ‘nature of the difference’ refers to whether: 1) the difference is statistically significant at the five percent level and 2) the effect size for the difference is of sufficient size to be worth further consideration. A difference that is statistically significant is one in which apparent differences could not have resulted simply from random fluctuations across the cohorts or from differences between the tests. A significant difference is considered to be worth further consideration if its ‘effect size’ is sufficiently large. An effect size considers the difference between means in relation to the spread of scores for the groups to which those means refer. For differences between means, an effect size greater than 0.5 (i.e. more than half the spread) is considered to be ‘substantial’ and an effect size between 0.2 and 0.5 inclusive (i.e. more than one fifth of the spread) is considered to be ‘moderate’.

Similar criteria apply to the effect sizes for differences between percentages. In this commentary, an expression such as ‘there was a change over time’ means that the change was statistically significant and its size was at least moderate and an expression such as ‘there was no change over time’ means that there was no change that met the NAPLAN reporting criteria of being statistically significant and having an effect size greater than 0.2. Where there was an increase or a decrease that met these criteria (i.e. significant and an effect size greater than 0.2) it is referred to as an improvement or a decline respectively.

Year 3 Reading

Results in Table TS.R1 indicate that there was an improvement of 32 score points (equivalent to two-fifths of a standard deviation) in Year 3 mean reading achievement at a national level from 2008 to 2019. The apparent decrease of two score points in the national mean between 2018 and 2019 did not satisfy the NAPLAN reporting criteria of significance and effect size outlined above. There was an increase of four percentage points (from 92% to 96%) in the numbers of Year 3 students performing at or above the national minimum standard between 2008 and 2019, but there was no change between 2018 and 2019 in the percentage of Year 3 students performing at or above the national minimum standard.

Table TS.R2 shows that this pattern of improvement in mean reading achievement from 2008 to 2019 is similar for male (an increase of 32 score points) and female students (an increase of 31 score points). In other words, the difference between male and female students in mean reading achievement that was evident in 2008 (15 score points) remained similar in 2019 (14 score points). The change from 2008 to 2019 corresponded to an increase of five percentage points in the proportion of male students, and an increase of three percentage points in the proportion of female students, attaining the national minimum standard.

Table TS.R6 also shows that the improvement in mean reading achievement from 2008 to 2019 was evident for both Indigenous (by 42 score points) and non-Indigenous students (by 32 score points). Non-Indigenous students scored higher than Indigenous students by approximately 91 score points in 2008 and by 82 score

points in 2019. These data, like those reported for 2018 suggest a small decrease in the gap in reading achievement between Indigenous and non-Indigenous Year 3 students over the 11-year period of NAPLAN. There was almost no change (just three score points) in the mean reading achievement between 2018 and 2019 for Indigenous students in Year 3. Importantly, the increased percentage of Year 3 students at or above the national minimum standard between 2008 and 2019 was greater for Indigenous students (15 percentage points) than non-Indigenous students (three percentage points).

Results in Table TS.R10 indicate that the increase between 2008 and 2019 in the mean reading achievement for Year 3 students from a language background other than English (LBOTE) was 36 score points and for those whose language background was English (non-LBOTE) was 30 score points. In other words, both groups of students improved but LBOTE students improved a little more than non-LBOTE students. These changes did not satisfy the NAPLAN reporting criteria related to statistical significance and effect size. There was an increase in the percentages of both LBOTE (five percentage points) and non-LBOTE students (four percentage points) at Year 3 performing at or above the national minimum standard between 2008 and 2019.

Tables TS.R14 through TS.R21 contain Year 3 achievement data for each jurisdiction. There was a substantial increase in mean reading achievement between 2008 and 2019 in Queensland (54 score points). There were also increases between 2008 and 2019 in mean reading achievement in: the Northern Territory (43 score points), Western Australia (38 score points), Victoria (25 score points), New South Wales (23 score points), Tasmania (21 score points), the ACT (20 score points) and South Australia (19 score points). The differences among jurisdictions in the magnitudes of the increases in mean reading achievement invite consideration of what differences in policy and practice were associated with these increases. In none of the jurisdictions, however, were there improvements in mean reading achievement between 2018 and 2019 that satisfied the NAPLAN criteria of statistical significance and effect size. In terms of changes from 2008 to 2019 in the percentages of students performing at or above the national minimum standard, there had been a substantial increase of nine percentage points in Queensland, a substantial increase of about six percentage points in Western Australia and increases of 10 percentage points in the Northern Territory, three percentage points in South Australia, two percentage points in New South Wales and one percentage point in Victoria.

Year 5 Reading

Table TS.R1 shows that there was an improvement in the national mean reading achievement for Year 5 students between 2008 and 2019 amounting to 22 score points. There was an improvement of 16 score points in the mean reading achievement for Year 5 students over the period from 2008 to 2014. Since then, there have been fluctuations from year to year but overall it can be concluded that the improvement has been sustained. Table TS.R1 also shows no change in mean reading achievement between 2018 and 2019. The percentage of Year 5 students working at or above the national minimum standard increased by four percentage points from 2008 to 2019 but there was no change from 2018 to 2019.

As shown in Table TS.R3, there were improvements in mean reading achievement between 2008 and 2019 for both male (by 21 score points) and female students (by 22 score points). There was no change in mean reading achievement between 2018 and 2019 for either male or female students. There were increases between 2008 and 2019 in the percentages of male and female (each by four percentage points) students working at or above the national minimum standard.

Table TS.R7 shows that there was an improvement of 33 score points in the mean reading score for Year 5 Indigenous students between 2008 and 2019 but no change between 2018 and 2019. For non-Indigenous students, there was an improvement of 22

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score points in the Year 5 mean reading score between 2008 and 2019, but no change between 2018 and 2019. The percentage of Indigenous students working at or above the national minimum standard increased from 63% to 78% over the period from 2008 to 2019. For non-Indigenous students the corresponding increase was from 93% to 96%.

Table TS.R11 shows that between 2008 and 2019 there was an improvement of 27 score points in the Year 5 mean reading achievement of LBOTE students and an improvement of 20 score points for non-LBOTE students. For LBOTE students, there was a corresponding increase in the percentage of students working at or above the national minimum standard (from 88% to 93%). For non-LBOTE students, the increase in the percentage of students working at or above the national minimum standard was from 92% to 95%. For both LBOTE and non-LBOTE students, there were no changes between 2018 and 2019 in either mean reading achievement or the percentages of students working at or above the national minimum standard.

As seen in Tables TS.R14 through TS.R21, there were increases in mean reading scores among Year 5 students over the period from 2008 to 2019 in Queensland (36 score points), Western Australia (29 score points), the ACT (14 score points), Victoria (18 score points), Tasmania (22 score points), and South Australia (19 score points). In the Northern Territory, the apparent change was 22 score points but this did not meet the NAPLAN reporting criteria because the number of students is small and the spread of scores is large. There were no changes between 2018 and 2019 in mean reading scores among Year 5 students in any jurisdiction.

There were increases between 2008 and 2019 in the percentages of students working at or above the national minimum standard in several jurisdictions: Queensland from 87% to 95%, Western Australia from 89% to 94%, South Australia from 90% to 93%, Victoria from 94% to 96%, and Tasmania from 90% to 93%. There were no changes between 2018 and 2019 in the percentage of Year 5 students working at or above the national minimum standard in any jurisdiction.

Year 7 Reading

Results in Table TS.R1 indicate that, nationally, there was no change in mean reading achievement for Year 7 students from 2008 to 2019 or from 2018 to 2019. Nor were there any changes in the percentages of students working at or above the national minimum standard over these time periods. No changes over these time periods were evident for either male or female students (Table TS.R4).

There was an increase of 16 score points in the mean reading scores for Year 7 Indigenous students from 2008 to 2019 (Table TS.R8). In contrast, there was no change in the mean reading scores for Year 7 non-Indigenous students over the same time period. However, there was no change in the percentage of Year 7 Indigenous students who were reading at or above the national minimum standard. Similarly, for non-Indigenous students there was no change over the same time period in the percentage of students attaining the national minimum standard. There was no change in either performance indicator between 2018 and 2019 for either Indigenous or non-Indigenous students.

There was an increase of 20 score points in the mean reading scores of Year 7 LBOTE students over the period from 2008 to 2019 (Table TS.R12). Over the same time period, there was no change in the mean reading achievement for non-LBOTE students. There was no change between 2008 and 2019 in the percentages of Year 7 LBOTE students or Year 7 non-LBOTE students who were reading at or above the national minimum standard (Table TS.R12).

Jurisdictional results in Tables TS.R14 through TS.R21 show an increase, between 2008 and 2019, of 17 score points in mean reading scores for Year 7 students in Western Australia and 15 score points in mean reading scores for Year 7 students in Queensland. There were no increases in mean reading achievement among Year 7 students in any other jurisdiction,

over the period from 2008 to 2019. There were no changes in any jurisdiction in mean reading scores for Year 7 students over the shorter period from 2018 to 2019. There was an increase in the percentage of Year 7 students working at or above the national minimum standard between 2008 and 2019 in Queensland from 93% to 95% but no change in this indicator in any other jurisdiction.

Year 9 Reading

For Australia overall, there was no change in the mean Year 9 reading achievement, or in the percentages of Year 9 students working at or above the national minimum standard, from 2008 to 2019 or from 2018 to 2019 (Table TS.R1). The same pattern of stability was evident for both male and female students in Year 9, as shown in Table TS.R5.

Mean reading achievement for Indigenous and non-Indigenous students in Year 9 (Table TS.R9) did not change from 2008 to 2019 or from 2018 to 2019. There was also no change in the percentage of Indigenous, or non-Indigenous, Year 9 students working at or above the national minimum standard from 2008 to 2019 or from 2018 to 2019. Mean reading achievement scores, as well as the percentages of Year 9 students working at or above the national minimum standard, for Year 9 LBOTE and non-LBOTE students, did not change between 2008 and 2019 or between 2018 and 2019.

Between 2008 and 2019, there was an increase in the mean reading achievement score for Year 9 students in Western Australia (17 score points). In Victoria, Tasmania and the ACT, there were declines between 2008 and 2019 in the percentages of Year 9 students working at or above the national minimum standard (from 95% to 92%, from 93% to 89% and from 97% to 93%). Over the period from 2018 to 2019, there were no jurisdictions in which there was an increase in the mean reading achievement score for Year 9 students. However, there was a decline in the percentage of students working at or above the national minimum standard in the ACT (from 97% to 93%). In the ACT, the decline reversed the increase that had occurred between 2017 and 2018.

Summary of trends in Reading

The results in this report show that, over the period from 2008 to 2019, mean reading achievement in Year 3 has improved nationally by 32 score points (equivalent to two-fifths of a standard deviation) and the percentage of students performing at or above the national minimum standard increased by four percentage points (from 92% to 96%). The improvement in reading achievement among Year 3 students was similar for male and female students. The improvement in reading for Year 3 Indigenous students appeared to be greater than that for non-Indigenous students, which resulted in a small reduction in the gap between these two groups of Year 3 students. Among Indigenous students in Year 3, between 2008 and 2019, there was an encouraging increase in the percentage of students attaining the national minimum standard. The average reading score for both LBOTE and non-LBOTE Year 3 students improved between 2008 and 2019 but the improvement appeared to be a little greater for LBOTE students than for non-LBOTE students.

These general improvements in reading achievement in Year 3 can possibly be attributed to the strong focus on reading in the early school years in most jurisdictions together with initiatives in pre-school education. Over the period from 2008 to 2019, there were increases in mean reading achievement in all jurisdictions. There was a substantial increase of 54 score points (or six tenths of a standard deviation) in mean reading achievement in Year 3 in Queensland. This increase appears to have been built on four successive annual increases over the period from 2008 to 2012 followed by almost no change in 2013 and 2014 and then an increase in 2015 which was sustained in 2016, and then rose in 2017 and remained steady from 2017 to 2019. There were also improvements of more than 30 score points in Year 3 reading achievement in Western Australia and the Northern Territory. There were differences among jurisdictions in the magnitudes of

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the increases in mean reading achievement. These improvements invite consideration of policies and practices in the early school and preschool years that may be associated with increased achievement.

There was also an improvement of 22 score points in the national mean reading achievement for Year 5 students between 2008 and 2019 but the improvement was of slightly smaller magnitude (one third of a standard deviation taking account of the different standard deviation for Year 5) and took place later than the improvement in Year 3 as shown in previous NAPLAN Annual reports. This suggests that the improvement in Year 5 may have built on the earlier improvements in Year 3 and possibly that these had foundations in the emphasis on the early years of school. Overall, it appears that the improvement in Year 5 reading has been sustained since 2014. The improvement appeared to be similar for male and female students, but greater for LBOTE than non-LBOTE students and greater for Indigenous than non-Indigenous students. Encouragingly, the percentage of Indigenous students working at or above the national minimum standard increased over the period from 2008 to 2019. In Year 5, there were differences among jurisdictions in the improvements in reading achievement between 2008 and 2019 with the largest improvements being evident in Queensland and Western Australia.

The results for Year 7 and Year 9 are not so encouraging. For Year 7, there was no improvement nationally in average reading achievement from 2008 to 2019 and there was no change in the percentages of students working at or above the national minimum standard. This lack of change was evident for male and female students. There was an improvement in reading scores for Indigenous, but not for non-Indigenous students. There was an improvement in reading scores for LBOTE, but not for non-LBOTE students. There were improvements in reading achievement over the period from 2008 to 2019 among Year 7 students in Western Australia and Queensland but not in any other jurisdiction.

Reading achievement at Year 9 has been static from 2008 to 2019 and this lack of change is evident for male and female students, Indigenous and non-Indigenous students, and LBOTE and non-LBOTE students. However, there was evidence of an improvement in Year 9 reading achievement in Western Australia with an increase in the mean of 17 score points (or one quarter of a standard deviation). This could be associated with the link between Year 9 NAPLAN and the literacy and numeracy requirements that are attached to the Western Australian Certificate of Education (WACE). There were declines between 2008 and 2019 in three jurisdictions in the percentages of Year 9 students attaining the national minimum standard in reading: Victoria, Tasmania and the ACT.

Numeracy

Figure TS.N1 represents the trends in national mean scale scores in numeracy from 2008 to 2019 and Table TS.N1 shows the national mean scores and standard deviations along with the percentages of students estimated to be working at or above the national minimum standard. The table also indicates whether the differences in mean scores, and percentages working at the national minimum standard between 2008 and 2019 and between 2018 and 2019 satisfy the NAPLAN criteria of statistical significance and effect size.

Year 3 Numeracy

Results in Table TS.N1 indicate that there was no change in mean Year 3 numeracy achievement at a national level from 2008 to 2019 or from 2018 to 2019. Table TS.N2 shows that there were no changes in mean Year 3 numeracy achievement over these periods for either male or female students.

There was no change in mean numeracy achievement for Year 3 Indigenous or non-Indigenous students between 2008 and 2019, or between 2018 and 2019 (Table TS.N6). In addition, there were

no changes in the percentages of Indigenous and non-Indigenous Year 3 students working at or above the national minimum standard between 2008 and 2019 or between 2018 and 2019. The mean numeracy achievement for Year 3 LBOTE students, as for Year 3 non-LBOTE students, did not change over the period from 2008 to 2019 or between 2018 and 2019 (Table TS.N10).

Among the eight jurisdictions, only Queensland (by 30 score points) and Western Australia (by 22 score points) recorded increases in Year 3 mean numeracy achievement over the period from 2008 to 2019. No jurisdiction showed a change from 2018 to 2019 in the mean Year 3 numeracy achievement. It is of interest that Queensland and Western Australia were two of the jurisdictions to record relatively large increases in Year 3 mean reading achievement from 2008 to 2019. In Queensland, there was also an increase (three percentage points) from 2008 to 2019 in the percentage of Year 3 students working at or above the national minimum standard. No other jurisdiction showed a change from 2008 to 2019 in the percentage of Year 3 students working at or above the national minimum standard for numeracy.

Year 5 Numeracy

There was an increase of 20 score points in mean Year 5 numeracy achievement at a national level from 2008 to 2019 and an increase in the percentage of Year 5 students working at or above the national minimum standard from 93% to 95% over the same period (Table TS.N1). There were no changes over the period from 2018 to 2019. The overall increase in mean numeracy achievement was also evident in the increased mean numeracy achievements of male and female students in Year 5 between 2008 and 2019 (Table TS.N3). In addition, there was an increase in the percentage of female students in Year 5 who attained the national minimum standard (by four percentage points), and a corresponding increase for male students (by two percentage points) between 2008 and 2019.

Table TS.N7 shows that there was an increase in the mean numeracy achievement among Indigenous students (24 score points) in Year 5 over the period from 2008 to 2019 that was very slightly greater than the increase for non-Indigenous students (21 score points). There was also an increase (10 percentage points) in the percentage of Year 5 Indigenous students working at or above the national minimum standard. The corresponding increase in the percentage of Year 5 non-Indigenous students working at or above the national minimum standard was three percentage points. There were no changes between 2018 and 2019 in either the mean Year 5 numeracy scores for Indigenous or non-Indigenous students, or the percentages of Indigenous or non-Indigenous students working at or above the national minimum standard.

Table TS.N11 shows similar increases between 2008 and 2019 in the mean numeracy achievement of both LBOTE (22 score points) and non-LBOTE (18 score points) Year 5 students. In addition, there were increases in the percentages of Year 5 LBOTE students (four percentage points) and non-LBOTE students (three percentage points) working at or above the national minimum standard. There were no changes in either indicator for LBOTE and non-LBOTE Year 5 students between 2018 and 2019.

Jurisdictional results for Year 5 numeracy achievement (Tables TS.N14 through TS.N21) indicate that, between 2008 and 2019, there was a substantial increase in mean numeracy achievement of Year 5 students in Queensland (by 33 score points) and an increase in mean numeracy achievement of Year 5 students in Western Australia (by 30 score points). In four other jurisdictions there were smaller improvements in the mean numeracy achievement for Year 5 students that satisfied the NAPLAN reporting criteria: South Australia (20 score points), Victoria (16 score points), the ACT (13 score points) and Tasmania (12 score points). In the Northern Territory, the apparent change was 16 score points but this did not meet the NAPLAN reporting criteria because the number of students is small and the spread of scores is large. There was a substantial increase in the percentage

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of students working at or above the national minimum standard in Queensland (five percentage points). Other increases in the percentages of students working at or above the national minimum standard were Western Australia (four percentage points), South Australia (three percentage points) and Victoria (two percentage points). There were no changes in either the mean Year 5 numeracy achievement, or the percentage of Year 5 students working at or above the national minimum standard in numeracy, between 2018 and 2019 in any jurisdiction.

Year 7 Numeracy

Table TS.N1 shows that, at a national level, there was no change in mean Year 7 numeracy achievement, or in the percentage of students working at or above the national minimum standard, from 2008 to 2019 or from 2018 to 2019. Table TS.N4 indicates that between 2008 and 2019, or between 2018 and 2019, there were no increases in mean Year 7 numeracy achievement for either female or male students.

There was no change in the mean Year 7 numeracy scores for Indigenous students either from 2008 to 2019 or from 2018 to 2019 (Table TS.N8). This pattern was the same for non-Indigenous students. However, there was a small decline (of six percentage points from 82% to 76%) between 2018 and 2019 in the percentage of Year 7 Indigenous students working at or above the national minimum standard (Table TS.N8). There were no changes over these time periods in either of the indicators of Year 7 numeracy achievement for LBOTE and non-LBOTE students (Table TS.N12).

Jurisdictional means for numeracy achievement in Year 7, along with the percentages of students working at or above the national minimum standard, are shown in Tables TS.N14 through TS.N21. Only in Western Australia was there an increase in mean Year 7 numeracy achievement (by 21 score points) between 2008 and 2019. Over the period from 2008 to 2019, there were declines in the percentages of Year 7 students working at or above the national minimum standard in New South Wales (from 96% to 95%) and Tasmania (from 95% to 92%). Between 2018 and 2019, there were declines in the percentages of Year 7 students working at or above the national minimum standard in Tasmania (from 95% to 92%), the ACT (from 97% to 95%) and Western Australia (from 95% to 94%).

Year 9 Numeracy

Table TS.N1 shows that, nationally, there was no change in mean Year 9 numeracy achievement between 2008 and 2019 or between 2018 and 2019. There was an increase of two percentage points in the percentage of students working at or above the national minimum standard between 2008 and 2019, but no change between 2018 and 2019. There were no changes in mean Year 9 numeracy scores between 2008 and 2019 or between 2018 and 2019 for either male or female students (Table TS.N5). An increase in the percentage of Year 9 students working at or above the national minimum standard between 2008 and 2019 was evident for both male (from 94% to 96%) and female (from 94% to 97%) students.

Between 2008 and 2019, there was an increase of 19 score points in the mean numeracy achievement for Year 9 Indigenous students but no change that met the NAPLAN reporting criteria for non-Indigenous students (Table TS.N9). In addition, between 2008 and 2019 there was an increase from 73% to 84% in the percentage of Indigenous Year 9 students working at or above the national minimum standard. There was also an increase of just two percentage points (from 95% to 97%) in the percentage of non-Indigenous students working at or above the national minimum standard.

Data for Year 9 numeracy for LBOTE and non-LBOTE students are shown in Table TS.N13. Those data show no change in mean numeracy achievement for either group between 2008 and 2019. However, between 2008 and 2019 there was an increase of two

percentage points in the percentages of both LBOTE and non-LBOTE Year 9 students working at or above the national minimum standard.

Jurisdictional results for Year 9 numeracy achievement (Tables TS.N14 through TS.N21) indicate that, over the period from 2008 to 2019 there were increases in mean Year 9 numeracy achievement in Western Australia (28 score points) and Queensland (14 score points). Improvements in Year 9 mean numeracy scores for Western Australia were first observed from 2008 to 2014 and have been sustained since then. Improvements in Year 9 numeracy scores were first observed for Queensland from 2008 to 2015 and have been sustained since then. In Western Australia, there was a substantial increase between 2008 and 2019 in the percentage of Year 9 students working at or above the national minimum standard from 92% to 97%. There was a corresponding increase from 92% to 96% in Queensland. There were increases from 92% to 95% of Year 9 students working at or above the national minimum standard between 2008 and 2019 in South Australia and Tasmania and from 95% to 96% in New South Wales.

Summary of trends in Numeracy

There was an improvement in numeracy at Year 5 that had been sustained from an increase first noted in 2015. There was also some improvement at Year 9 mainly relating to the percentage of students working at or above the national minimum standard, though this was variable across jurisdictions.

The improvement in mean numeracy achievement at Year 5 between 2008 and 2019 was evident for all groups of students that were considered, but was a little greater for Indigenous than non-Indigenous students. The improvement in Year 5 numeracy was evident in most jurisdictions and was larger in Queensland and Western Australia. It is of interest that these two jurisdictions were those that had the strongest improvements in reading over the 2008 to 2019 period. That correspondence could indicate a general school improvement rather than an improvement tied to a particular learning domain.

National mean numeracy achievement in Year 3, Year 7 and Year 9 remained unchanged from 2008 to 2019. However, there was an improvement in the national percentage of Year 9 students working at or above the national minimum standard. Perhaps more encouragingly, there was an improvement in the mean numeracy scores for Year 9 Indigenous students that was not evident for Year 9 non-Indigenous students.

Average Year 9 numeracy improved in Western Australia and Queensland. There could be lessons to be learned from what has been implemented in those jurisdictions. Improved average numeracy scores were evident in all four year levels (including Years 7 and 9) in Western Australia and it could be fruitful to probe what has been implemented in the early secondary years there. There was an improvement in the percentages of Year 9 students working at or above the national minimum standard in five of the eight jurisdictions. This suggests that there may have been an improvement in numeracy amongst low achieving Year 9 students.

NAPLAN Participation

Notes on reporting of participation

Notes for Table CP1 (all students)

Exempt students are deemed not to have met the national minimum standard and are included in the calculation of participation rates.

For 2008:

- The participation (%) rates are taken from Tables *.A1 in the 2008 National Report. These participation rates count both students who sat the test and exempt students, and are correct to one decimal place.
- The exempt (%) rates are taken from Tables *.R1 and *.N1 in the 2008 National Report. These exempt rates are correct to one decimal place.
- The absent (%) rates are taken from Tables *.A3 in the 2008 National Report, and are for absent and withdrawn students combined. These absent rates are correct to the nearest integer.
- Absent and withdrawn rates were reported combined, as one category, in the 2008 and 2009 NAPLAN National Reports. The absent rates for 2008 thus include both absent and withdrawn students and the withdrawn (%) rates have been left blank in this table.

Notes for Table CP2 (by Indigenous Status)

Exempt students are deemed not to have met the national minimum standard and are included in the calculation of participation rates.

For 2008:

- The participation (%) rates for Indigenous students are taken from Tables *.A2 in the 2008 National Report. These participation rates count both students who sat the test and exempt students, and are correct to one decimal place.
- The exempt (%) rates for Indigenous students are taken from Tables *.R3 and *.N3 in the 2008 National Report. These exempt rates are correct to one decimal place.
- The absent (%) rates for Indigenous students are taken from Tables *.A4 of the 2008 National Report, and are for absent and withdrawn students combined. These absent rates are correct to the nearest integer.
- Participation rates for non-Indigenous students were not reported in the 2008 NAPLAN National Report and have been left blank in this table.
- Absent and withdrawn rates were reported combined, as one category, in the 2008 and 2009 NAPLAN National Reports. The absent rates for 2008 thus include both absent and withdrawn students and the withdrawn (%) rates have been left blank in this table.

NAPLAN Participation

Table 3.CP1: Year 3 Student Participation in Assessment, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Reading					Numeracy				
		Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
NSW	2008	85682	97.2	3		0.9	85364	96.9	3		0.9
	2014	90831	97.1	1.6	1.3	1.6	90599	96.8	1.9	1.2	1.6
	2015	94461	97.0	1.8	1.3	1.6	94089	96.6	2.2	1.2	1.6
	2016	96510	97.0	1.7	1.4	1.6	96212	96.7	2.0	1.3	1.5
	2017	95748	96.8	1.7	1.5	1.7	95465	96.6	2.0	1.4	1.7
	2018	96439	96.8	1.6	1.6	1.6	96008	96.4	2.1	1.5	1.6
	2019	96099	96.8	1.5	1.7	1.5	95563	96.3	2.1	1.7	1.5
Vic	2008	62230	96.0	4		2.7	62133	95.8	4		2.7
	2014	67292	94.4	2.7	2.9	3.1	67241	94.3	3.0	2.7	3.0
	2015	70588	94.5	2.7	2.8	2.8	70562	94.5	2.9	2.6	2.7
	2016	72851	94.6	2.6	2.8	2.7	72689	94.4	2.9	2.6	2.6
	2017	72919	94.7	2.5	2.8	2.7	72845	94.6	2.8	2.6	2.7
	2018	74257	94.5	2.6	2.9	2.6	74096	94.3	3.0	2.7	2.6
	2019	74933	95.0	2.3	2.7	2.2	74620	94.6	2.9	2.5	2.1
Qld	2008	55770	97.6	2		1.9	55507	97.1	3		1.8
	2014	59295	93.3	2.4	4.4	1.5	59079	92.9	2.9	4.2	1.4
	2015	60993	93.2	2.3	4.5	1.4	60820	93.0	2.8	4.2	1.3
	2016	62254	93.2	2.2	4.6	1.3	62071	93.0	2.7	4.3	1.2
	2017	62265	92.8	2.2	5.0	1.2	62147	92.7	2.6	4.7	1.2
	2018	63698	92.8	2.1	5.1	1.2	63404	92.4	2.8	4.9	1.1
	2019	63057	93.2	1.9	4.9	1.1	62724	92.7	2.7	4.6	1.1
WA	2008	26635	95.2	5		1.0	26591	95.1	5		1.0
	2014	30804	95.0	3.0	1.9	1.3	30677	94.6	3.5	1.9	1.2
	2015	32532	95.3	3.0	1.8	1.2	32412	94.9	3.4	1.7	1.1
	2016	32926	95.3	3.1	1.6	1.4	32787	94.9	3.6	1.5	1.3
	2017	32371	95.3	2.9	1.9	1.4	32295	95.0	3.2	1.7	1.4
	2018	32756	95.2	2.6	2.2	1.2	32610	94.8	3.1	2.1	1.2
	2019	33255	96.1	1.7	2.2	1.2	32852	95.0	2.9	2.1	1.2
SA	2008	18717	96.9	3		3.1	18698	96.8	3		3.1
	2014	18680	92.8	3.1	4.1	2.3	18618	92.5	3.6	3.9	2.3
	2015	19079	92.8	3.1	4.2	2.3	19047	92.6	3.5	4.0	2.2
	2016	19747	93.3	2.9	3.9	2.7	19724	93.2	3.2	3.6	2.6
	2017	19553	93.1	3.0	4.0	2.8	19482	92.7	3.5	3.8	2.7
	2018	19411	92.8	3.0	4.2	2.5	19338	92.4	3.7	3.9	2.4
	2019	19466	94.4	1.8	3.8	2.6	19311	93.6	2.8	3.6	2.5
Tas	2008	6377	96.8	3		1.0	6356	96.5	4		1.0
	2014	6107	95.5	2.7	1.8	1.9	6073	94.9	3.3	1.8	1.9
	2015	6248	94.9	2.8	2.3	1.7	6228	94.6	3.3	2.1	1.7
	2016	6376	94.5	2.8	2.8	1.7	6370	94.4	2.9	2.7	1.6
	2017	6469	94.7	2.5	2.7	1.5	6455	94.5	2.9	2.6	1.4
	2018	6310	94.4	2.8	2.7	1.8	6276	93.9	3.4	2.6	1.7
	2019	6186	96.9	1.3	1.8	1.6	6132	96.1	2.3	1.6	1.5

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 304 for notes on the Participation tables.](#)

[Refer to the introduction for explanatory notes.](#)

NAPLAN Participation

Table 3.CP1 (cont.): Year 3 Student Participation in Assessment, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Reading					Numeracy				
		Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
ACT	2008	4174	95.6	4		2.1	4148	95.0	5		2.1
	2014	4657	93.0	2.1	4.9	1.8	4658	93.0	2.2	4.7	1.7
	2015	4875	93.2	2.0	4.7	2.0	4873	93.2	2.4	4.5	1.9
	2016	4946	93.1	2.3	4.7	1.7	4944	93.0	2.7	4.3	1.6
	2017	5114	93.7	2.2	4.0	1.8	5112	93.7	2.7	3.6	1.7
	2018	5502	94.6	1.4	4.0	1.6	5477	94.2	2.3	3.6	1.5
	2019	5559	95.0	1.4	3.6	1.9	5547	94.8	1.8	3.4	1.8
NT	2008	2787	82.7	17		1.6	2800	83.1	17		1.6
	2014	3045	88.4	8.2	3.4	2.5	3056	88.7	9.3	2.1	2.5
	2015	3066	87.6	10.1	2.3	1.9	3028	86.5	11.2	2.3	1.7
	2016	3229	89.8	8.9	1.4	2.4	3213	89.3	9.3	1.4	2.4
	2017	3120	88.4	9.2	2.5	2.1	3056	86.6	11.0	2.4	2.1
	2018	3005	86.0	11.3	2.7	1.3	2967	84.9	12.3	2.7	1.2
	2019	2982	83.9	12.8	3.3	2.8	2906	81.8	15.1	3.1	2.8
Aust	2008	262372	96.6	3		1.7	261597	96.3	4		1.7
	2014	280711	94.9	2.4	2.7	2.0	280001	94.6	2.8	2.5	1.9
	2015	291842	94.9	2.4	2.7	1.9	291059	94.6	2.8	2.5	1.8
	2016	298839	95.0	2.3	2.7	1.8	298010	94.7	2.8	2.5	1.8
	2017	297559	94.8	2.3	2.8	1.9	296857	94.6	2.7	2.7	1.9
	2018	301378	94.7	2.3	3.0	1.8	300176	94.3	2.8	2.8	1.7
	2019	301537	95.2	2.0	2.9	1.7	299655	94.6	2.7	2.7	1.6

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 304 for notes on the Participation tables.](#)

[Refer to the introduction for explanatory notes.](#)

NAPLAN Participation

Table 3.CP2: Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
NSW	2008	Indig.	3432	93.6	6		1.3	3384	92.3	8		1.3
		Non-Indig.	78553	97.5				78291	97.2			
	2014	Indig.	4695	94.8	3.2	2.0	2.8	4671	94.3	3.8	1.9	2.8
		Non-Indig.	84242	97.3	1.5	1.2	1.5	84029	97.0	1.8	1.1	1.5
	2015	Indig.	5058	94.2	4.1	1.7	2.4	5017	93.4	4.9	1.7	2.3
		Non-Indig.	87181	97.2	1.6	1.2	1.6	86862	96.8	2.0	1.1	1.5
	2016	Indig.	5382	94.8	3.1	2.1	2.8	5326	93.8	4.1	2.1	2.8
		Non-Indig.	89042	97.2	1.6	1.2	1.5	88815	97.0	1.9	1.2	1.4
	2017	Indig.	5507	94.1	3.4	2.5	2.9	5448	93.1	4.6	2.4	2.9
		Non-Indig.	89067	97.1	1.6	1.3	1.6	88843	96.8	1.9	1.3	1.6
	2018	Indig.	5451	93.6	3.8	2.6	3.0	5382	92.4	5.1	2.5	3.0
		Non-Indig.	88790	97.0	1.5	1.5	1.5	88443	96.7	1.9	1.4	1.5
Vic	2008	Indig.	699	89.7	10		3.6	694	89.1	11		3.6
		Non-Indig.	61322	96.3				61220	96.1			
	2014	Indig.	994	87.5	6.2	6.3	5.7	993	87.4	6.5	6.1	5.5
		Non-Indig.	66061	94.9	2.5	2.6	2.8	66008	94.8	2.8	2.4	2.8
	2015	Indig.	1037	89.1	5.6	5.3	7.3	1040	89.3	6.1	4.6	7.2
		Non-Indig.	69397	94.7	2.6	2.7	2.6	69370	94.6	2.8	2.6	2.5
	2016	Indig.	1161	87.8	5.2	7.0	6.4	1145	86.5	6.5	7.0	6.5
		Non-Indig.	71351	94.8	2.5	2.7	2.5	71200	94.6	2.9	2.5	2.5
	2017	Indig.	1251	89.9	4.9	5.2	5.1	1244	89.4	6.0	4.7	5.0
		Non-Indig.	71358	94.9	2.4	2.7	2.6	71290	94.8	2.7	2.5	2.5
	2018	Indig.	1275	88.4	5.3	6.3	5.8	1271	88.1	5.8	6.0	5.7
		Non-Indig.	72571	94.7	2.5	2.8	2.5	72413	94.5	3.0	2.5	2.4
Qld	2008	Indig.	3921	95.0	5		2.8	3859	93.5	6		2.8
		Non-Indig.	51849	97.8				51648	97.4			
	2014	Indig.	4202	89.6	4.7	5.7	1.9	4142	88.4	6.1	5.5	1.9
		Non-Indig.	54315	94.1	1.9	4.1	1.4	54168	93.8	2.3	3.9	1.4
	2015	Indig.	4186	88.6	5.5	5.9	2.6	4133	87.5	6.7	5.8	2.5
		Non-Indig.	54948	93.9	2.0	4.1	1.3	54829	93.7	2.4	3.9	1.2
	2016	Indig.	4751	87.7	5.7	6.7	2.3	4702	86.8	6.8	6.4	2.1
		Non-Indig.	56933	93.9	1.8	4.3	1.2	56799	93.7	2.3	4.0	1.1
	2017	Indig.	4893	87.3	5.1	7.6	2.0	4828	86.2	6.6	7.3	2.0
		Non-Indig.	56977	93.6	1.9	4.6	1.2	56922	93.5	2.2	4.3	1.1
	2018	Indig.	4744	86.9	5.3	7.8	1.8	4669	85.6	7.1	7.4	1.8
		Non-Indig.	57303	93.6	1.7	4.7	1.1	57103	93.3	2.3	4.4	1.0
	2019	Indig.	4960	87.8	5.2	7.1	1.7	4871	86.2	7.0	6.8	1.7
		Non-Indig.	56534	93.9	1.6	4.5	1.0	56314	93.5	2.2	4.3	1.0

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 304 for notes on the Participation tables.](#)

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NAPLAN Participation

Table 3.CP2 (cont.): Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
WA	2008	Indig.	1635	84.6	15		0.9	1625	84.1	16		0.9
		Non-Indig.	23359	96.8				23328	96.7			
	2014	Indig.	1903	84.8	13.1	2.0	1.1	1885	84.0	13.9	2.0	1.2
		Non-Indig.	28089	96.0	2.1	1.9	1.3	27984	95.6	2.5	1.8	1.2
	2015	Indig.	2054	87.1	11.6	1.3	1.1	2003	84.9	13.9	1.2	1.0
		Non-Indig.	29735	96.2	2.1	1.7	1.1	29665	96.0	2.5	1.6	1.1
	2016	Indig.	1971	84.2	14.2	1.6	1.5	1935	82.7	15.7	1.6	1.5
		Non-Indig.	30269	96.3	2.2	1.5	1.4	30172	96.0	2.6	1.4	1.3
	2017	Indig.	2061	85.5	12.7	1.9	1.5	2038	84.5	13.7	1.8	1.5
		Non-Indig.	29297	96.3	1.9	1.8	1.4	29242	96.2	2.2	1.7	1.4
	2018	Indig.	1865	84.4	13.3	2.4	1.8	1819	82.3	15.3	2.4	1.8
		Non-Indig.	29701	96.2	1.7	2.0	1.1	29615	96.0	2.1	1.9	1.1
SA	2008	Indig.	666	95.6	4		5.2	674	96.7	3		5.2
		Non-Indig.	17689	98.7				17664	98.5			
	2014	Indig.	694	81.3	11.1	7.6	4.6	686	80.3	12.4	7.3	4.6
		Non-Indig.	17594	93.5	2.6	3.9	2.2	17544	93.3	3.1	3.6	2.1
	2015	Indig.	746	83.0	10.5	6.6	3.9	746	83.0	11.1	5.9	3.7
		Non-Indig.	18015	93.4	2.6	4.0	2.1	17984	93.2	3.0	3.8	2.0
	2016	Indig.	798	84.7	10.0	5.3	5.3	788	83.7	11.4	5.0	5.0
		Non-Indig.	18692	93.7	2.5	3.8	2.4	18686	93.7	2.8	3.5	2.4
	2017	Indig.	868	84.9	8.8	6.3	6.4	864	84.5	9.7	5.8	6.0
		Non-Indig.	17309	93.6	2.6	3.8	2.7	17242	93.2	3.1	3.7	2.6
	2018	Indig.	825	83.6	9.6	6.8	4.1	804	81.5	11.7	6.9	3.9
		Non-Indig.	18224	93.3	2.6	4.1	2.4	18172	93.0	3.2	3.7	2.3
Tas	2008	Indig.	430	96.6	3		0.7	425	95.5	4		0.7
		Non-Indig.	4717	97.6				4703	97.3			
	2014	Indig.	471	95.3	2.8	1.8	1.2	468	94.7	3.4	1.8	1.2
		Non-Indig.	5474	96.4	2.7	0.8	2.0	5447	95.9	3.2	0.8	2.0
	2015	Indig.	518	94.0	4.5	1.5	1.6	516	93.6	5.3	1.1	1.6
		Non-Indig.	5581	96.1	2.6	1.3	1.7	5564	95.8	3.1	1.1	1.7
	2016	Indig.	573	93.0	4.5	2.4	0.5	576	93.5	4.2	2.3	0.5
		Non-Indig.	5523	95.9	2.7	1.4	1.8	5514	95.7	2.9	1.4	1.8
	2017	Indig.	627	94.1	2.9	3.0	1.5	622	93.4	4.1	2.6	1.5
		Non-Indig.	5347	96.2	2.5	1.3	1.5	5340	96.0	2.8	1.2	1.5
	2018	Indig.	597	93.9	4.6	1.6	1.9	592	93.1	5.5	1.4	1.9
		Non-Indig.	5408	95.8	2.7	1.5	1.7	5384	95.4	3.3	1.4	1.7
	2019	Indig.	582	95.7	2.0	2.3	1.8	575	94.6	3.3	2.1	1.8
		Non-Indig.	5202	97.2	1.2	1.6	1.6	5161	96.4	2.1	1.5	1.5

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 304 for notes on the Participation tables.](#)

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NAPLAN Participation

Table 3.CP2 (cont.): Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
ACT	2008	Indig.	96	89.7	10		0.9	94	87.9	12		1.9
		Non-Indig.	4000	95.9				3979	95.4			
	2014	Indig.	109	85.2	6.3	8.6	2.3	110	85.9	5.5	8.6	2.3
		Non-Indig.	4490	93.3	2.0	4.7	1.8	4489	93.3	2.2	4.6	1.7
	2015	Indig.	128	81.5	7.0	11.5	3.8	134	85.4	4.5	10.2	3.8
		Non-Indig.	4664	93.6	1.9	4.6	1.9	4657	93.4	2.3	4.3	1.9
	2016	Indig.	120	84.5	4.2	11.3	4.2	118	83.1	6.3	10.6	4.2
		Non-Indig.	4796	94.1	2.2	3.7	1.6	4795	94.1	2.6	3.4	1.5
	2017	Indig.	125	85.6	6.8	7.5	2.7	126	86.3	6.2	7.5	2.7
		Non-Indig.	4933	94.0	2.1	3.9	1.8	4929	93.9	2.6	3.5	1.7
	2018	Indig.	149	84.7	2.8	12.5	5.7	149	84.7	4.5	10.8	5.7
		Non-Indig.	5225	94.8	1.4	3.8	1.5	5201	94.4	2.2	3.4	1.5
	2019	Indig.	175	85.0	4.9	10.2	6.3	173	84.0	5.8	10.2	6.3
		Non-Indig.	5285	95.4	1.2	3.4	1.7	5275	95.2	1.6	3.2	1.7
NT	2008	Indig.	1016	71.0	29		1.0	1027	71.8	28		1.0
		Non-Indig.	1617	92.6				1621	92.8			
	2014	Indig.	1082	77.4	17.8	4.8	1.8	1096	78.4	20.0	1.6	1.8
		Non-Indig.	1856	96.0	1.7	2.4	3.2	1853	95.8	1.9	2.3	3.2
	2015	Indig.	1153	78.0	20.0	2.0	2.6	1122	75.9	22.1	2.0	2.5
		Non-Indig.	1880	95.0	2.8	2.2	1.4	1873	94.7	3.2	2.1	1.2
	2016	Indig.	1109	80.4	19.0	0.6	3.3	1099	79.7	19.7	0.7	3.3
		Non-Indig.	2111	95.7	2.5	1.7	1.9	2104	95.4	2.9	1.7	1.9
	2017	Indig.	1154	79.1	19.3	1.6	2.2	1095	75.1	23.4	1.5	2.2
		Non-Indig.	1959	94.9	2.0	3.1	2.0	1954	94.6	2.4	3.0	1.9
	2018	Indig.	1073	74.1	24.0	1.9	1.4	1040	71.8	26.2	1.9	1.2
		Non-Indig.	1924	94.5	2.2	3.3	1.3	1919	94.2	2.5	3.3	1.2
	2019	Indig.	1046	71.2	26.5	2.3	3.3	981	66.8	30.9	2.3	3.3
		Non-Indig.	1912	93.6	2.8	3.5	2.4	1903	93.2	3.6	3.2	2.4
Aust	2008	Indig.	11895	90.2	10		2.0	11782	89.4	11		2.0
		Non-Indig.	243106	97.2				242454	96.9			
	2014	Indig.	14150	89.0	7.0	4.0	2.5	14051	88.4	8.0	3.6	2.4
		Non-Indig.	262121	95.5	2.0	2.5	1.9	261522	95.3	2.4	2.4	1.8
	2015	Indig.	14880	89.1	7.4	3.5	2.7	14711	88.1	8.6	3.3	2.6
		Non-Indig.	271401	95.4	2.1	2.5	1.8	270804	95.2	2.5	2.4	1.7
	2016	Indig.	15865	88.9	7.1	3.9	2.9	15689	87.9	8.2	3.8	2.8
		Non-Indig.	278717	95.5	2.0	2.5	1.7	278085	95.3	2.4	2.3	1.7
	2017	Indig.	16486	88.9	6.8	4.3	2.7	16265	87.7	8.2	4.1	2.7
		Non-Indig.	276247	95.4	2.0	2.6	1.8	275762	95.2	2.3	2.5	1.8
	2018	Indig.	15979	87.9	7.5	4.6	2.6	15726	86.5	9.0	4.5	2.6
		Non-Indig.	279146	95.3	1.9	2.8	1.7	278250	95.0	2.4	2.6	1.6
	2019	Indig.	16660	88.7	6.8	4.5	2.8	16339	87.0	8.6	4.4	2.8
		Non-Indig.	279627	95.7	1.6	2.7	1.6	278114	95.1	2.3	2.6	1.5

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 304 for notes on the Participation tables.](#)

[Refer to the introduction for explanatory notes.](#)

NAPLAN Participation

Table 5.CP1: Year 5 Student Participation in Assessment, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Reading					Numeracy				
		Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
NSW	2008	85775	97.5	3		0.8	85496	97.2	3		0.8
	2014	87654	97.5	1.6	0.9	1.7	87410	97.3	1.9	0.9	1.6
	2015	88364	97.4	1.7	0.9	1.6	88058	97.0	2.1	0.9	1.6
	2016	91623	97.2	1.7	1.1	1.4	91310	96.9	2.1	1.0	1.4
	2017	95424	97.3	1.7	1.0	1.6	95135	97.0	2.1	1.0	1.6
	2018	97497	97.2	1.7	1.1	1.5	96931	96.6	2.3	1.1	1.5
	2019	96010	97.1	1.5	1.4	1.4	95408	96.5	2.1	1.4	1.4
Vic	2008	62954	96.3	4		2.4	62906	96.2	4		2.4
	2014	65281	95.2	2.6	2.2	3.1	65077	94.9	3.0	2.1	3.0
	2015	65881	95.2	2.5	2.2	2.9	65769	95.1	2.8	2.1	2.8
	2016	69296	95.3	2.5	2.2	2.8	69030	95.0	2.9	2.1	2.7
	2017	72753	95.4	2.4	2.2	2.7	72506	95.1	2.8	2.1	2.7
	2018	74805	95.1	2.5	2.4	2.5	74477	94.7	3.0	2.3	2.4
	2019	74866	95.6	2.3	2.1	2.3	74413	95.0	2.9	2.1	2.2
Qld	2008	55459	97.8	2		1.6	55284	97.5	2		1.5
	2014	56424	94.0	2.4	3.6	1.6	56120	93.5	3.0	3.6	1.6
	2015	57981	93.8	2.2	4.0	1.4	57662	93.3	2.9	3.9	1.3
	2016	60199	93.3	2.3	4.4	1.4	59958	92.9	2.8	4.3	1.3
	2017	62249	93.2	2.2	4.6	1.4	61955	92.8	2.7	4.5	1.3
	2018	63750	93.4	2.2	4.4	1.2	63357	92.8	2.9	4.3	1.2
	2019	63994	93.4	2.0	4.6	1.1	63554	92.7	2.8	4.5	1.1
WA	2008	26630	95.6	4		0.8	26594	95.5	5		0.8
	2014	29287	95.8	2.9	1.3	1.3	29187	95.4	3.3	1.3	1.3
	2015	29959	95.8	3.0	1.1	1.2	29815	95.4	3.5	1.1	1.2
	2016	31205	95.8	3.0	1.2	1.2	31016	95.2	3.6	1.1	1.2
	2017	32794	95.9	2.8	1.3	1.2	32632	95.5	3.3	1.2	1.2
	2018	33450	96.2	2.3	1.5	1.1	33259	95.7	2.9	1.5	1.1
	2019	32967	96.6	1.6	1.8	1.2	32568	95.4	2.8	1.7	1.2
SA	2008	18664	97.1	3		2.6	18654	97.1	3		2.6
	2014	18289	94.1	2.9	3.0	2.2	18210	93.7	3.4	2.9	2.1
	2015	17902	93.8	3.1	3.1	2.2	17797	93.2	3.7	3.1	2.2
	2016	18985	93.9	3.0	3.0	2.3	18900	93.5	3.6	2.9	2.3
	2017	19348	93.9	3.2	2.9	2.6	19254	93.4	3.8	2.8	2.5
	2018	20078	94.1	3.0	2.9	2.6	19943	93.4	3.7	2.9	2.6
	2019	20111	94.6	2.2	3.3	2.7	19922	93.7	3.2	3.2	2.6
Tas	2008	6158	96.8	3		1.0	6126	96.3	4		0.9
	2014	5775	95.6	2.7	1.7	1.7	5750	95.2	3.2	1.7	1.7
	2015	5747	95.7	2.2	2.2	1.4	5713	95.1	2.8	2.1	1.4
	2016	6153	95.4	2.6	2.0	1.6	6096	94.5	3.5	2.0	1.6
	2017	6288	94.7	2.9	2.4	1.3	6263	94.3	3.4	2.3	1.3
	2018	6400	93.9	3.7	2.5	1.6	6359	93.3	4.3	2.4	1.5
	2019	6649	96.9	1.6	1.5	1.7	6553	95.5	3.1	1.4	1.7

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 304 for notes on the Participation tables.](#)

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NAPLAN Participation

Table 5.CP1 (cont.): Year 5 Student Participation in Assessment, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Reading					Numeracy				
		Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
ACT	2008	4341	96.4	4		1.4	4313	95.8	4		1.4
	2014	4504	93.7	2.5	3.8	1.7	4477	93.2	3.1	3.8	1.6
	2015	4537	94.8	2.1	3.1	2.0	4515	94.3	2.6	3.1	1.9
	2016	4828	94.2	2.4	3.4	1.6	4809	93.9	2.8	3.3	1.5
	2017	5086	94.4	2.2	3.4	1.9	5057	93.9	2.8	3.4	1.8
	2018	5206	95.8	1.3	2.9	1.4	5162	95.0	1.9	3.1	1.4
	2019	5351	95.5	1.4	3.0	1.8	5315	94.9	2.1	3.0	1.7
NT	2008	2891	84.9	15		1.4	2895	85.0	15		1.5
	2014	2910	89.6	8.7	1.6	2.7	2868	88.4	10.1	1.6	2.7
	2015	2826	86.8	11.1	2.1	2.0	2796	85.9	12.1	2.0	2.0
	2016	3059	89.6	9.2	1.2	2.5	3027	88.6	10.1	1.2	2.5
	2017	3031	88.6	10.0	1.4	2.4	2975	87.0	11.6	1.4	2.4
	2018	3045	88.0	10.1	1.9	1.2	2981	86.2	11.9	1.9	1.1
	2019	2971	86.1	11.7	2.2	2.4	2900	84.1	13.7	2.2	2.4
Aust	2008	262872	96.8	3		1.5	262268	96.6	3		1.5
	2014	270124	95.6	2.3	2.1	2.0	269099	95.2	2.8	2.0	2.0
	2015	273197	95.5	2.4	2.1	1.9	272125	95.1	2.8	2.1	1.8
	2016	285348	95.4	2.4	2.3	1.8	284146	95.0	2.8	2.2	1.8
	2017	296973	95.4	2.3	2.3	1.9	295777	95.0	2.8	2.2	1.8
	2018	304231	95.3	2.3	2.4	1.7	302469	94.8	2.9	2.3	1.7
	2019	302919	95.5	2.0	2.5	1.6	300633	94.8	2.8	2.4	1.6

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

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NAPLAN Participation

Table 5.CP2: Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
NSW	2008	Indig.	3429	92.7	7		1.0	3392	91.7	8		1.0
		Non-Indig.	79396	97.8				79160	97.5			
	2014	Indig.	4295	95.1	3.5	1.4	3.1	4256	94.2	4.4	1.4	3.1
		Non-Indig.	81496	97.7	1.5	0.8	1.6	81294	97.5	1.7	0.8	1.5
	2015	Indig.	4612	94.1	4.1	1.8	3.2	4574	93.4	4.9	1.7	3.2
		Non-Indig.	81492	97.6	1.6	0.8	1.5	81230	97.3	1.9	0.8	1.5
	2016	Indig.	4979	93.9	4.1	2.0	2.5	4929	93.0	5.1	1.9	2.4
		Non-Indig.	84456	97.5	1.6	0.9	1.3	84200	97.2	1.9	0.9	1.3
	2017	Indig.	5524	94.0	4.2	1.8	2.6	5487	93.4	4.8	1.8	2.5
		Non-Indig.	88494	97.5	1.6	0.9	1.6	88244	97.2	1.9	0.9	1.5
	2018	Indig.	5652	94.1	3.9	2.0	2.9	5583	93.0	5.1	1.9	2.9
		Non-Indig.	89552	97.5	1.5	1.0	1.4	89071	96.9	2.1	1.0	1.4
Vic	2008	Indig.	650	90.2	10		3.6	639	88.6	11		3.6
		Non-Indig.	62109	96.5				62071	96.4			
	2014	Indig.	897	89.0	5.5	5.6	7.0	891	88.4	6.1	5.6	7.0
		Non-Indig.	64177	95.5	2.4	2.0	2.8	63976	95.2	2.8	2.0	2.8
	2015	Indig.	927	88.0	5.6	6.4	7.3	919	87.3	6.6	6.1	7.4
		Non-Indig.	64835	95.4	2.5	2.1	2.7	64728	95.2	2.7	2.1	2.7
	2016	Indig.	1045	88.3	6.6	5.2	6.3	1040	87.8	7.3	4.9	6.3
		Non-Indig.	68008	95.5	2.4	2.1	2.6	67749	95.2	2.8	2.0	2.6
	2017	Indig.	1095	88.5	6.1	5.4	6.6	1105	89.3	5.6	5.1	6.6
		Non-Indig.	71441	95.6	2.3	2.1	2.6	71184	95.2	2.8	2.0	2.5
	2018	Indig.	1191	86.9	7.0	6.1	7.1	1194	87.1	7.0	5.9	7.0
		Non-Indig.	73345	95.3	2.5	2.3	2.3	73014	94.8	3.0	2.2	2.3
Qld	2008	Indig.	3940	94.9	5		2.0	3897	93.8	6		2.0
		Non-Indig.	51519	98.0				51387	97.8			
	2014	Indig.	3942	90.6	4.5	4.9	2.8	3884	89.2	5.9	4.8	2.7
		Non-Indig.	51532	94.7	1.9	3.3	1.5	51292	94.3	2.5	3.2	1.4
	2015	Indig.	3996	88.6	5.5	5.9	2.6	3912	86.8	7.4	5.8	2.4
		Non-Indig.	52095	94.4	1.9	3.7	1.2	51876	94.0	2.4	3.6	1.2
	2016	Indig.	4280	87.7	5.8	6.5	1.9	4232	86.7	6.9	6.5	1.9
		Non-Indig.	55218	93.9	2.0	4.1	1.3	55039	93.6	2.4	3.9	1.3
	2017	Indig.	4665	87.9	5.1	7.0	2.4	4589	86.4	6.7	6.9	2.4
		Non-Indig.	56991	93.9	1.9	4.2	1.3	56775	93.5	2.4	4.1	1.3
	2018	Indig.	4795	87.7	5.6	6.7	2.0	4708	86.1	7.2	6.7	2.0
		Non-Indig.	57342	94.2	1.8	4.0	1.1	57053	93.7	2.4	3.9	1.1
	2019	Indig.	4883	87.5	5.7	6.8	2.0	4816	86.3	6.8	6.8	1.9
		Non-Indig.	57632	94.1	1.6	4.2	1.0	57268	93.5	2.3	4.1	1.0

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

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NAPLAN Participation

Table 5.CP2 (cont.): Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
WA	2008	Indig.	1530	84.1	16		1.0	1521	83.6	16		0.9
		Non-Indig.	23515	97.2				23478	97.1			
	2014	Indig.	1685	84.8	13.9	1.3	1.2	1668	83.9	14.8	1.3	1.2
		Non-Indig.	26822	96.7	2.0	1.3	1.3	26738	96.4	2.3	1.2	1.3
	2015	Indig.	1874	86.5	12.3	1.2	1.7	1819	83.9	14.9	1.2	1.7
		Non-Indig.	27397	96.7	2.2	1.1	1.1	27306	96.4	2.5	1.1	1.1
	2016	Indig.	1973	86.0	12.7	1.4	1.7	1928	84.0	14.6	1.4	1.7
		Non-Indig.	28579	96.8	2.1	1.1	1.2	28438	96.3	2.6	1.1	1.2
	2017	Indig.	2056	85.9	12.5	1.5	1.2	1992	83.2	15.2	1.5	1.3
		Non-Indig.	29568	97.0	1.7	1.2	1.2	29477	96.7	2.1	1.2	1.2
	2018	Indig.	1953	85.6	12.0	2.4	1.4	1901	83.4	14.3	2.3	1.4
		Non-Indig.	30268	97.2	1.5	1.3	1.1	30142	96.8	1.9	1.3	1.0
SA	2008	Indig.	625	96.7	3		5.4	625	96.7	3		5.4
		Non-Indig.	17740	98.8				17725	98.7			
	2014	Indig.	655	83.9	9.7	6.4	3.8	644	82.5	11.5	6.0	3.7
		Non-Indig.	17278	94.6	2.5	2.9	1.9	17210	94.2	3.0	2.8	1.9
	2015	Indig.	703	85.6	9.0	5.4	4.3	694	84.5	10.0	5.5	4.1
		Non-Indig.	16898	94.3	2.7	3.0	2.1	16805	93.7	3.3	3.0	2.0
	2016	Indig.	717	81.2	12.7	6.1	4.8	704	79.7	14.3	6.0	4.6
		Non-Indig.	18018	94.6	2.6	2.9	2.2	17949	94.2	3.0	2.8	2.2
	2017	Indig.	774	82.5	12.0	5.4	5.5	752	80.2	14.3	5.5	5.5
		Non-Indig.	17811	94.5	2.7	2.8	2.4	17741	94.1	3.2	2.7	2.4
	2018	Indig.	827	85.3	10.3	4.3	4.3	813	83.9	11.5	4.6	4.5
		Non-Indig.	18853	94.5	2.6	2.8	2.4	18732	93.9	3.3	2.7	2.4
Tas	2008	Indig.	428	97.1	3		1.4	421	95.5	5		1.4
		Non-Indig.	4767	97.7				4747	97.3			
	2014	Indig.	415	93.7	5.2	1.1	1.6	417	94.1	4.7	1.1	1.6
		Non-Indig.	5225	96.7	2.5	0.8	1.6	5198	96.2	3.1	0.7	1.6
	2015	Indig.	457	95.4	3.5	1.0	1.5	450	93.9	5.0	1.0	1.7
		Non-Indig.	5118	96.9	2.1	1.0	1.4	5093	96.4	2.7	0.9	1.4
	2016	Indig.	532	95.9	2.7	1.4	1.6	529	95.3	3.4	1.3	1.6
		Non-Indig.	5402	96.6	2.6	0.8	1.7	5349	95.6	3.6	0.8	1.7
	2017	Indig.	528	92.3	5.6	2.1	1.7	527	92.1	6.1	1.7	1.7
		Non-Indig.	5584	96.2	2.7	1.1	1.3	5562	95.9	3.2	1.0	1.3
	2018	Indig.	587	92.2	5.2	2.7	1.4	585	91.8	5.8	2.4	1.4
		Non-Indig.	5671	95.4	3.5	1.1	1.5	5631	94.7	4.1	1.1	1.5
	2019	Indig.	666	94.6	3.1	2.3	2.4	654	92.9	5.3	1.8	2.4
		Non-Indig.	5537	97.4	1.3	1.3	1.7	5458	96.0	2.7	1.2	1.7

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

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NAPLAN Participation

Table 5.CP2 (cont.): Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
ACT	2008	Indig.	96	91.4	9		4.8	97	92.4	8		4.8
		Non-Indig.	4193	96.6				4166	96.0			
	2014	Indig.	128	87.1	4.8	8.2	2.7	124	84.4	7.5	8.2	2.7
		Non-Indig.	4324	94.0	2.4	3.7	1.6	4301	93.5	2.9	3.6	1.6
	2015	Indig.	117	83.6	6.4	10.0	2.1	116	82.9	6.4	10.7	2.1
		Non-Indig.	4331	95.1	2.0	2.9	2.0	4312	94.7	2.5	2.9	1.9
	2016	Indig.	113	83.7	6.7	9.6	5.2	110	81.5	8.9	9.6	5.2
		Non-Indig.	4643	94.7	2.2	3.1	1.5	4626	94.4	2.6	3.0	1.5
	2017	Indig.	147	84.5	4.6	10.9	4.6	142	81.6	7.5	10.9	4.6
		Non-Indig.	4908	94.7	2.1	3.2	1.8	4884	94.3	2.6	3.1	1.7
	2018	Indig.	146	88.5	3.6	7.9	6.1	142	86.1	5.5	8.5	6.1
		Non-Indig.	4925	96.1	1.1	2.8	1.2	4883	95.3	1.8	3.0	1.2
	2019	Indig.	137	86.2	4.4	9.4	5.0	140	88.1	3.1	8.8	5.0
		Non-Indig.	5071	95.8	1.3	2.9	1.7	5034	95.1	2.0	2.9	1.7
NT	2008	Indig.	999	71.5	29		1.1	1004	71.8	28		1.1
		Non-Indig.	1723	95.6				1722	95.6			
	2014	Indig.	1126	80.7	18.1	1.3	2.4	1089	78.0	20.7	1.3	2.4
		Non-Indig.	1681	96.6	1.6	1.8	3.1	1676	96.3	2.0	1.7	3.0
	2015	Indig.	1113	77.3	21.1	1.6	2.0	1084	75.3	23.1	1.6	2.0
		Non-Indig.	1689	94.6	3.1	2.3	2.0	1689	94.6	3.2	2.1	2.0
	2016	Indig.	1141	79.9	19.5	0.6	3.4	1111	77.8	21.6	0.6	3.4
		Non-Indig.	1911	96.5	1.8	1.7	1.8	1909	96.4	1.9	1.7	1.8
	2017	Indig.	1144	78.6	20.3	1.1	3.7	1103	75.8	23.1	1.1	3.7
		Non-Indig.	1876	96.1	2.2	1.7	1.4	1860	95.3	3.1	1.6	1.4
	2018	Indig.	1055	77.4	21.2	1.4	1.8	1006	73.8	24.7	1.5	1.8
		Non-Indig.	1984	95.0	2.8	2.2	0.7	1970	94.3	3.4	2.3	0.6
	2019	Indig.	1083	74.1	24.1	1.8	2.8	1025	70.1	28.0	1.8	2.8
		Non-Indig.	1877	95.5	2.2	2.3	2.0	1863	94.8	2.9	2.3	2.0
Aust	2008	Indig.	11697	90.1	10		1.7	11596	89.3	11		1.7
		Non-Indig.	244962	97.5				244456	97.3			
	2014	Indig.	13143	89.8	7.1	3.0	2.9	12973	88.7	8.4	3.0	2.9
		Non-Indig.	252535	96.1	2.0	1.9	1.9	251685	95.8	2.4	1.8	1.8
	2015	Indig.	13799	89.0	7.6	3.4	3.0	13568	87.5	9.1	3.4	2.9
		Non-Indig.	253855	96.0	2.0	2.0	1.8	253039	95.7	2.4	1.9	1.7
	2016	Indig.	14780	88.7	7.7	3.6	2.7	14583	87.5	8.9	3.5	2.7
		Non-Indig.	266235	95.9	2.0	2.1	1.7	265259	95.5	2.4	2.0	1.7
	2017	Indig.	15933	88.7	7.5	3.8	2.9	15697	87.4	8.8	3.7	2.8
		Non-Indig.	276673	95.9	2.0	2.1	1.8	275727	95.6	2.4	2.0	1.7
	2018	Indig.	16206	88.8	7.3	3.9	2.7	15932	87.3	8.8	3.9	2.7
		Non-Indig.	281940	95.9	1.9	2.2	1.6	280496	95.4	2.5	2.1	1.6
	2019	Indig.	16830	89.2	6.8	4.0	2.6	16507	87.5	8.6	4.0	2.6
		Non-Indig.	281022	96.1	1.6	2.3	1.5	279093	95.4	2.3	2.3	1.5

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 304 for notes on the Participation tables.](#)

[Refer to the introduction for explanatory notes.](#)

NAPLAN Participation

Table 7.CP1: Year 7 Student Participation in Assessment, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Reading					Numeracy				
		Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
NSW	2008	85350	96.6	3		0.6	85110	96.3	4		0.6
	2014	85123	96.7	2.8	0.6	1.5	84812	96.3	3.1	0.6	1.5
	2015	85510	96.5	2.8	0.8	1.4	85057	95.9	3.3	0.8	1.4
	2016	86791	96.6	2.6	0.8	1.4	86256	96.0	3.2	0.8	1.4
	2017	87726	96.8	2.5	0.7	1.5	87333	96.4	2.9	0.7	1.5
	2018	90871	96.3	2.9	0.9	1.4	90224	95.6	3.5	0.9	1.4
	2019	91834	96.3	2.8	0.9	1.5	90962	95.4	3.7	0.9	1.5
Vic	2008	63760	95.7	4		1.6	63880	95.8	4		1.7
	2014	63092	94.9	3.7	1.4	2.3	62901	94.6	4.0	1.4	2.3
	2015	64491	94.6	3.8	1.5	2.2	64391	94.5	4.0	1.5	2.2
	2016	66041	94.7	3.7	1.6	2.3	65934	94.6	3.8	1.6	2.2
	2017	66914	94.7	3.7	1.7	2.3	66558	94.2	4.2	1.7	2.4
	2018	70029	94.4	3.8	1.8	2.2	69705	93.9	4.3	1.8	2.2
	2019	73185	94.8	3.6	1.6	1.9	72721	94.2	4.2	1.6	1.9
Qld	2008	56296	97.7	2		1.6	56191	97.5	2		1.5
	2014	38321	93.1	2.7	4.1	1.9	38152	92.7	3.2	4.1	1.9
	2015	53295	91.9	3.8	4.3	1.6	53178	91.7	4.0	4.3	1.7
	2016	55725	91.4	3.5	5.1	1.6	55564	91.1	3.9	5.0	1.6
	2017	57136	91.0	3.9	5.1	1.5	56882	90.6	4.4	5.0	1.5
	2018	59528	90.4	4.2	5.5	1.4	59168	89.8	4.7	5.5	1.4
	2019	61594	90.4	3.9	5.7	1.3	61048	89.6	4.7	5.7	1.3
WA	2008	27379	95.7	4		1.0	27293	95.4	5		1.0
	2014	28767	95.6	3.5	1.0	1.2	28645	95.2	3.9	0.9	1.2
	2015	28706	95.5	4.1	0.4	1.3	28627	95.2	4.4	0.4	1.2
	2016	29219	95.5	4.2	0.3	1.3	29108	95.1	4.6	0.3	1.3
	2017	29888	95.4	4.0	0.5	1.2	29774	95.1	4.4	0.5	1.2
	2018	31265	95.6	3.8	0.6	1.1	30944	94.7	4.8	0.6	1.1
	2019	32865	96.1	3.2	0.6	1.2	32332	94.6	4.8	0.6	1.2
SA	2008	19222	96.8	3		2.0	19171	96.5	4		2.0
	2014	18098	93.8	3.7	2.6	1.9	17979	93.2	4.3	2.6	1.9
	2015	17748	93.5	3.7	2.7	1.9	17644	93.0	4.3	2.7	1.9
	2016	18423	94.0	3.3	2.7	2.2	18378	93.8	3.7	2.6	2.2
	2017	18004	93.8	3.4	2.7	2.4	17896	93.3	4.0	2.7	2.4
	2018	19041	93.3	3.8	2.9	2.4	18938	92.8	4.4	2.8	2.4
	2019	19680	94.4	2.7	2.8	2.6	19387	93.0	4.1	2.9	2.6
Tas	2008	6422	95.6	4		0.7	6401	95.2	5		0.7
	2014	5875	95.1	3.8	1.1	1.4	5861	94.9	4.0	1.1	1.4
	2015	5924	94.2	4.3	1.5	1.4	5909	93.9	4.6	1.5	1.4
	2016	5695	94.2	4.2	1.6	1.4	5679	93.9	4.5	1.6	1.5
	2017	5670	93.9	3.7	2.4	1.4	5613	92.9	4.7	2.4	1.4
	2018	6131	93.6	4.5	1.9	1.7	6081	92.8	5.3	1.9	1.7
	2019	6423	96.3	2.6	1.1	1.5	6263	93.9	5.1	1.0	1.4

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 304 for notes on the Participation tables.](#)

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NAPLAN Participation

Table 7.CP1 (cont.): Year 7 Student Participation in Assessment, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Reading					Numeracy				
		Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
ACT	2008	4527	95.0	5		0.9	4523	94.9	5		1.0
	2014	4510	94.5	2.7	2.8	1.9	4482	93.9	3.3	2.8	1.9
	2015	4629	94.7	2.9	2.4	1.7	4605	94.2	3.4	2.3	1.8
	2016	4850	94.0	3.1	2.9	1.6	4846	93.9	3.2	2.9	1.6
	2017	4975	95.3	2.6	2.1	1.5	4923	94.3	3.6	2.1	1.5
	2018	5144	94.4	3.0	2.6	1.6	5045	92.5	4.7	2.8	1.6
	2019	5398	94.2	2.3	3.5	1.8	5328	93.0	3.5	3.5	1.9
NT	2008	2671	79.5	21		1.3	2706	80.5	19		1.3
	2014	2842	88.4	10.0	1.5	2.7	2797	87.0	11.4	1.5	2.7
	2015	2801	84.3	14.9	0.8	2.4	2822	84.9	14.3	0.8	2.4
	2016	2793	87.0	12.3	0.7	2.5	2686	83.7	15.6	0.7	2.5
	2017	2584	84.7	14.5	0.8	2.4	2551	83.6	15.6	0.8	2.4
	2018	2714	85.0	13.5	1.5	2.2	2665	83.5	15.1	1.4	2.2
	2019	2697	83.3	14.9	1.8	2.3	2648	81.8	16.4	1.8	2.3
Aust	2008	265627	96.3	4		1.2	265275	96.1	4		1.2
	2014	246628	95.1	3.3	1.6	1.8	245629	94.7	3.7	1.6	1.8
	2015	263104	94.5	3.6	1.8	1.7	262233	94.2	4.0	1.8	1.7
	2016	269537	94.5	3.4	2.0	1.7	268451	94.1	3.8	2.0	1.7
	2017	272897	94.5	3.5	2.1	1.8	271530	94.0	4.0	2.1	1.7
	2018	284723	94.0	3.7	2.3	1.7	282770	93.4	4.3	2.3	1.7
	2019	293676	94.3	3.4	2.3	1.6	290689	93.4	4.3	2.3	1.6

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 304 for notes on the Participation tables.](#)

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NAPLAN Participation

Table 7.CP2: Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
NSW	2008	Indig.	3432	89.5	10		0.7	3387	88.3	12		0.8
		Non-Indig.	78246	96.9				78065	96.7			
	2014	Indig.	4180	89.9	8.8	1.2	2.3	4161	89.5	9.2	1.3	2.3
		Non-Indig.	78704	97.1	2.4	0.5	1.4	78428	96.7	2.7	0.5	1.4
	2015	Indig.	4352	90.1	8.9	1.0	2.9	4291	88.9	10.2	1.0	2.9
		Non-Indig.	78423	96.9	2.4	0.7	1.3	78052	96.4	2.9	0.7	1.3
	2016	Indig.	4576	90.8	7.7	1.4	2.5	4517	89.7	8.9	1.5	2.5
		Non-Indig.	79593	97.0	2.3	0.7	1.4	79130	96.4	2.8	0.8	1.4
	2017	Indig.	5073	91.0	7.5	1.5	2.7	5018	90.0	8.5	1.5	2.6
		Non-Indig.	80556	97.2	2.1	0.6	1.5	80223	96.8	2.5	0.6	1.4
	2018	Indig.	5132	88.9	9.4	1.8	2.8	5009	86.7	11.5	1.8	2.8
		Non-Indig.	83093	96.8	2.4	0.8	1.3	82582	96.2	3.0	0.8	1.3
	2019	Indig.	5311	88.5	9.9	1.6	3.2	5197	86.6	11.7	1.6	3.2
		Non-Indig.	84182	96.9	2.3	0.9	1.4	83443	96.0	3.1	0.9	1.4
Vic	2008	Indig.	671	85.2	15		2.7	682	86.5	13		2.9
		Non-Indig.	62821	96.1				62908	96.2			
	2014	Indig.	921	85.1	11.7	3.1	5.4	900	83.2	13.7	3.1	5.4
		Non-Indig.	62102	95.2	3.5	1.3	2.2	61932	94.9	3.8	1.3	2.2
	2015	Indig.	956	85.1	12.2	2.7	4.5	933	83.1	14.2	2.7	4.5
		Non-Indig.	63468	94.8	3.7	1.5	2.1	63387	94.7	3.8	1.5	2.1
	2016	Indig.	1004	86.0	9.6	4.4	6.1	1008	86.4	9.1	4.5	6.0
		Non-Indig.	64858	95.0	3.5	1.5	2.2	64746	94.8	3.7	1.5	2.1
	2017	Indig.	1035	85.1	11.5	3.4	5.3	1015	83.5	13.2	3.4	5.3
		Non-Indig.	65741	94.9	3.5	1.6	2.3	65399	94.4	4.0	1.6	2.3
	2018	Indig.	1113	84.6	10.7	4.7	4.6	1085	82.4	12.5	5.0	4.6
		Non-Indig.	68706	94.6	3.7	1.7	2.2	68412	94.2	4.1	1.7	2.1
	2019	Indig.	1192	85.1	11.4	3.4	5.4	1170	83.6	12.8	3.6	5.4
		Non-Indig.	71627	95.0	3.4	1.6	1.8	71183	94.4	4.0	1.6	1.8
Qld	2008	Indig.	3842	94.7	5		2.4	3823	94.2	6		2.3
		Non-Indig.	52454	97.9				52368	97.8			
	2014	Indig.	2608	88.7	6.4	5.0	3.3	2595	88.2	6.7	5.0	3.2
		Non-Indig.	35051	94.0	2.2	3.8	1.8	34903	93.6	2.7	3.7	1.8
	2015	Indig.	3586	84.4	9.3	6.3	2.4	3567	83.9	9.9	6.2	2.8
		Non-Indig.	47973	92.7	3.2	4.1	1.5	47883	92.5	3.5	4.0	1.6
	2016	Indig.	3847	83.5	10.4	6.1	2.9	3853	83.6	10.3	6.1	2.9
		Non-Indig.	51081	92.1	2.9	4.9	1.5	50918	91.8	3.3	4.9	1.5
	2017	Indig.	4118	82.2	11.1	6.6	3.1	4069	81.3	12.0	6.7	3.0
		Non-Indig.	52166	92.1	3.3	4.6	1.4	51961	91.8	3.7	4.6	1.4
	2018	Indig.	4058	81.8	10.4	7.8	2.1	3985	80.3	11.9	7.8	2.1
		Non-Indig.	54110	91.6	3.4	5.0	1.3	53825	91.1	3.9	5.0	1.3
	2019	Indig.	4374	80.6	10.5	8.8	2.0	4267	78.7	12.4	9.0	1.9
		Non-Indig.	55843	91.5	3.2	5.3	1.3	55426	90.8	3.9	5.3	1.2

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

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NAPLAN Participation

Table 7.CP2 (cont.): Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
WA	2008	Indig.	1559	86.3	14		1.1	1515	83.8	16		1.1
		Non-Indig.	24166	97.2				24119	97.0			
	2014	Indig.	1726	82.3	16.6	1.0	1.6	1716	81.8	17.1	1.0	1.6
		Non-Indig.	26333	96.8	2.3	0.9	1.2	26229	96.4	2.7	0.9	1.2
	2015	Indig.	1599	80.4	19.2	0.4	1.3	1581	79.5	20.1	0.5	1.3
		Non-Indig.	26333	96.7	2.9	0.4	1.2	26270	96.5	3.1	0.4	1.2
	2016	Indig.	1541	79.0	20.6	0.4	1.0	1525	78.2	21.5	0.3	1.0
		Non-Indig.	26933	96.7	3.0	0.3	1.2	26834	96.3	3.4	0.3	1.2
	2017	Indig.	1702	80.3	19.2	0.5	1.5	1664	78.5	21.0	0.5	1.5
		Non-Indig.	27047	96.9	2.6	0.5	1.1	26979	96.6	2.9	0.5	1.1
	2018	Indig.	1674	79.0	20.0	1.0	1.2	1620	76.5	22.5	1.0	1.2
		Non-Indig.	28423	97.2	2.3	0.5	1.1	28175	96.3	3.2	0.5	1.1
SA	2008	Indig.	581	95.7	4		4.0	569	93.7	6		4.0
		Non-Indig.	18354	98.6				18318	98.4			
	2014	Indig.	620	82.7	11.9	5.5	2.1	612	81.6	12.9	5.5	2.1
		Non-Indig.	17206	94.4	3.2	2.4	1.8	17098	93.8	3.8	2.4	1.8
	2015	Indig.	657	82.7	12.8	4.4	3.8	647	81.5	14.1	4.4	3.8
		Non-Indig.	16821	94.2	3.2	2.6	1.8	16728	93.7	3.7	2.7	1.8
	2016	Indig.	659	82.5	12.6	4.9	4.5	650	81.4	14.0	4.6	4.5
		Non-Indig.	17551	94.6	2.9	2.5	2.1	17517	94.4	3.2	2.4	2.1
	2017	Indig.	697	81.3	13.7	5.0	5.1	687	80.2	14.7	5.1	5.0
		Non-Indig.	16723	94.5	2.9	2.6	2.3	16622	93.9	3.5	2.6	2.3
	2018	Indig.	766	80.4	14.6	5.0	5.6	749	78.6	16.5	4.9	5.5
		Non-Indig.	17992	94.0	3.2	2.8	2.2	17909	93.5	3.8	2.7	2.2
Tas	2008	Indig.	439	93.0	7		0.2	442	93.6	6		0.2
		Non-Indig.	4903	96.6				4880	96.1			
	2014	Indig.	449	92.8	6.6	0.6	1.7	449	92.8	6.6	0.6	1.7
		Non-Indig.	5102	95.9	3.6	0.5	1.4	5088	95.6	3.8	0.6	1.4
	2015	Indig.	463	89.4	10.2	0.4	2.1	469	90.5	9.1	0.4	2.1
		Non-Indig.	5271	95.8	3.8	0.5	1.3	5250	95.4	4.1	0.5	1.3
	2016	Indig.	427	90.9	8.3	0.9	1.7	430	91.5	7.7	0.9	1.7
		Non-Indig.	4914	95.6	3.9	0.5	1.3	4899	95.3	4.2	0.5	1.4
	2017	Indig.	466	91.2	8.2	0.6	1.6	457	89.4	10.0	0.6	1.6
		Non-Indig.	4983	95.5	3.4	1.1	1.4	4939	94.7	4.2	1.1	1.3
	2018	Indig.	552	92.3	7.5	0.2	1.5	553	92.5	7.4	0.2	1.5
		Non-Indig.	5403	94.9	4.3	0.8	1.7	5358	94.1	5.1	0.8	1.7
	2019	Indig.	573	92.3	6.4	1.3	1.1	547	88.1	10.8	1.1	1.0
		Non-Indig.	5637	96.9	2.1	1.0	1.5	5508	94.7	4.3	1.0	1.5

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 304 for notes on the Participation tables.](#)

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NAPLAN Participation

Table 7.CP2 (cont.): Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
ACT	2008	Indig.	70	80.5	20		1.1	72	82.8	17		1.1
		Non-Indig.	4409	95.3				4402	95.2			
	2014	Indig.	102	83.6	9.8	6.6	7.4	103	84.4	9.0	6.6	7.4
		Non-Indig.	4324	94.8	2.5	2.7	1.7	4296	94.2	3.1	2.7	1.7
	2015	Indig.	111	86.7	9.4	3.9	5.5	108	84.4	11.7	3.9	5.5
		Non-Indig.	4409	95.0	2.8	2.3	1.6	4388	94.5	3.2	2.2	1.6
	2016	Indig.	124	83.8	11.5	4.7	3.4	124	83.8	11.5	4.7	3.4
		Non-Indig.	4664	94.5	2.9	2.6	1.5	4661	94.4	3.0	2.6	1.5
	2017	Indig.	130	84.4	11.0	4.5	1.9	130	84.4	11.7	3.9	1.9
		Non-Indig.	4745	95.7	2.2	2.0	1.5	4693	94.7	3.3	2.0	1.5
	2018	Indig.	120	77.9	11.7	10.4	5.8	121	78.6	11.0	10.4	5.8
		Non-Indig.	4807	94.7	2.8	2.5	1.5	4715	92.9	4.5	2.6	1.5
	2019	Indig.	150	81.1	7.0	11.9	6.5	148	80.0	8.1	11.9	7.0
		Non-Indig.	5015	94.6	2.1	3.3	1.7	4948	93.3	3.5	3.2	1.8
NT	2008	Indig.	900	63.2	37		0.8	933	65.5	34		0.8
		Non-Indig.	1674	92.2				1677	92.3			
	2014	Indig.	1116	79.2	19.0	1.8	3.7	1075	76.3	21.9	1.8	3.7
		Non-Indig.	1558	95.4	3.2	1.4	2.1	1554	95.2	3.4	1.4	2.1
	2015	Indig.	1032	71.0	28.5	0.5	2.8	1050	72.3	27.3	0.5	2.8
		Non-Indig.	1735	94.9	4.2	0.9	2.1	1740	95.2	3.9	0.9	2.1
	2016	Indig.	1067	75.8	23.7	0.6	3.3	973	69.1	30.3	0.6	3.3
		Non-Indig.	1716	95.8	3.5	0.7	2.0	1703	95.0	4.2	0.7	1.9
	2017	Indig.	917	69.4	30.2	0.4	3.0	896	67.8	31.7	0.5	2.9
		Non-Indig.	1656	96.4	2.5	1.0	2.0	1645	95.8	3.2	1.0	2.0
	2018	Indig.	936	70.7	28.2	1.1	3.2	901	68.1	30.8	1.1	3.2
		Non-Indig.	1755	95.2	3.1	1.7	1.5	1743	94.6	3.8	1.6	1.5
	2019	Indig.	978	69.4	29.0	1.6	3.3	941	66.7	31.6	1.6	3.3
		Non-Indig.	1647	94.7	3.6	1.7	1.6	1636	94.1	4.2	1.7	1.6
Aust	2008	Indig.	11494	87.9	12		1.6	11423	87.4	13		1.6
		Non-Indig.	247027	97.0				246737	96.9			
	2014	Indig.	11722	86.6	10.9	2.5	2.8	11611	85.8	11.7	2.5	2.8
		Non-Indig.	230380	95.8	2.8	1.5	1.7	229528	95.4	3.1	1.5	1.7
	2015	Indig.	12756	84.6	12.8	2.7	2.7	12646	83.8	13.5	2.6	2.8
		Non-Indig.	244433	95.2	3.1	1.7	1.6	243698	94.9	3.4	1.7	1.6
	2016	Indig.	13245	85.0	12.0	3.0	2.9	13080	83.9	13.1	3.0	2.9
		Non-Indig.	251310	95.2	2.9	1.9	1.6	250408	94.8	3.3	1.9	1.6
	2017	Indig.	14138	84.4	12.5	3.1	2.9	13936	83.1	13.7	3.2	2.9
		Non-Indig.	253617	95.2	2.9	1.9	1.7	252461	94.8	3.3	1.9	1.7
	2018	Indig.	14351	83.4	12.8	3.8	2.7	14023	81.5	14.7	3.8	2.7
		Non-Indig.	264289	94.9	3.0	2.1	1.6	262719	94.3	3.6	2.1	1.6
	2019	Indig.	15369	83.6	12.3	4.1	2.9	14967	81.4	14.4	4.2	2.9
		Non-Indig.	272910	95.1	2.7	2.2	1.5	270388	94.2	3.6	2.1	1.5

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 304 for notes on the Participation tables.](#)

[Refer to the introduction for explanatory notes.](#)

NAPLAN Participation

Table 9.CP1: Year 9 Student Participation in Assessment, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Reading					Numeracy				
		Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
NSW	2008	84520	94.2	6		0.5	84129	93.8	6		0.6
	2014	83968	93.9	5.3	0.8	1.4	83362	93.2	6.0	0.8	1.4
	2015	84033	93.8	5.3	1.0	1.5	83409	93.1	6.0	1.0	1.5
	2016	82948	93.5	5.4	1.1	1.4	82283	92.8	6.1	1.1	1.4
	2017	84932	95.2	4.0	0.8	1.7	84474	94.7	4.5	0.8	1.7
	2018	85053	93.8	5.1	1.2	1.7	84225	92.8	6.0	1.2	1.7
	2019	83455	93.5	5.1	1.4	1.6	82314	92.2	6.4	1.4	1.6
Vic	2008	62853	92.2	8		1.8	63021	92.5	8		1.8
	2014	62161	91.1	6.9	2.0	2.3	61984	90.9	7.1	2.0	2.3
	2015	62075	90.7	7.1	2.2	2.5	62045	90.6	7.1	2.3	2.5
	2016	61553	90.6	7.0	2.4	2.6	61456	90.4	7.1	2.5	2.6
	2017	63123	90.4	6.9	2.6	2.8	62681	89.8	7.6	2.6	2.7
	2018	64103	90.1	7.0	2.9	2.7	63570	89.3	7.7	2.9	2.6
	2019	64813	90.3	7.0	2.7	2.4	64374	89.7	7.6	2.7	2.4
Qld	2008	56133	94.9	5		1.4	55952	94.6	5		1.3
	2014	54536	89.1	5.2	5.6	1.7	54094	88.4	6.0	5.6	1.7
	2015	52663	88.8	5.7	5.5	1.5	52407	88.4	6.2	5.4	1.5
	2016	36688	87.2	5.7	7.0	1.6	36443	86.7	6.3	7.0	1.5
	2017	50689	86.8	6.6	6.6	1.5	50284	86.1	7.3	6.6	1.5
	2018	52531	85.2	6.8	7.9	1.5	52117	84.6	7.5	7.9	1.5
	2019	53889	85.2	6.9	7.9	1.4	53191	84.1	7.9	8.0	1.4
WA	2008	27392	93.1	7		0.6	27371	93.0	7		0.6
	2014	28739	93.7	5.7	0.6	1.3	28639	93.3	6.1	0.6	1.3
	2015	28480	94.1	5.6	0.3	1.2	28408	93.9	5.8	0.3	1.2
	2016	28236	93.7	6.0	0.3	1.3	28159	93.4	6.3	0.3	1.3
	2017	28380	94.1	5.6	0.3	1.2	28254	93.7	6.0	0.3	1.2
	2018	28854	94.2	5.3	0.4	1.2	28592	93.4	6.2	0.4	1.2
	2019	29525	94.3	5.2	0.5	1.2	28940	92.4	7.0	0.5	1.2
SA	2008	18647	93.6	6		2.2	18652	93.6	6		2.2
	2014	18076	89.8	7.1	3.1	2.4	17920	89.0	7.9	3.0	2.4
	2015	17333	89.1	7.5	3.4	2.0	17210	88.5	8.1	3.4	2.0
	2016	17509	89.5	7.0	3.4	2.5	17385	88.9	7.5	3.6	2.5
	2017	17225	89.1	7.5	3.4	3.0	17054	88.2	8.3	3.4	3.0
	2018	17808	89.5	7.0	3.5	2.9	17571	88.3	8.2	3.5	2.9
	2019	17557	89.6	6.0	4.5	3.0	17247	88.0	7.4	4.6	3.0
Tas	2008	6179	91.1	9		0.7	6176	91.1	9		0.6
	2014	6077	91.9	7.3	0.8	1.5	6034	91.2	7.9	0.8	1.5
	2015	5917	90.9	7.8	1.3	1.3	5888	90.4	8.3	1.3	1.3
	2016	5630	90.5	7.8	1.7	1.3	5594	89.9	8.4	1.7	1.2
	2017	5714	90.1	7.9	2.0	1.7	5646	89.1	8.9	2.0	1.7
	2018	5475	89.7	8.0	2.3	1.4	5415	88.7	9.0	2.3	1.4
	2019	5534	92.5	5.8	1.7	1.5	5321	89.0	9.3	1.7	1.5

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 304 for notes on the Participation tables.](#)

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NAPLAN Participation

Table 9.CP1 (cont.): Year 9 Student Participation in Assessment, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Reading					Numeracy				
		Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
ACT	2008	4439	92.4	8		0.3	4452	92.7	7		0.3
	2014	4382	89.4	5.8	4.8	1.7	4353	88.8	6.4	4.8	1.7
	2015	4487	89.8	6.0	4.2	2.6	4476	89.6	6.2	4.3	2.5
	2016	4376	90.9	5.0	4.1	1.8	4368	90.8	5.2	4.0	1.7
	2017	4410	89.9	5.7	4.4	2.1	4351	88.7	6.9	4.4	2.1
	2018	4713	89.6	5.0	5.4	1.6	4606	87.6	6.9	5.6	1.6
	2019	4632	88.4	4.9	6.7	1.4	4578	87.4	6.0	6.6	1.4
NT	2008	2386	79.9	20		1.9	2369	79.3	21		1.9
	2014	2414	84.6	13.2	2.2	2.1	2389	83.7	14.0	2.3	2.2
	2015	2315	76.6	20.5	2.9	2.2	2289	75.7	21.3	2.9	2.2
	2016	2398	80.6	18.5	0.9	2.8	2393	80.4	18.6	0.9	2.7
	2017	2397	78.0	20.7	1.3	2.4	2373	77.2	21.5	1.3	2.4
	2018	2314	77.8	21.1	1.1	1.7	2241	75.4	23.5	1.1	1.7
	2019	2219	76.4	21.7	1.9	2.4	2158	74.3	23.6	2.1	2.4
Aust	2008	262549	93.5	7		1.2	262122	93.3	7		1.1
	2014	260353	91.7	6.0	2.4	1.8	258775	91.1	6.5	2.4	1.8
	2015	257303	91.4	6.2	2.4	1.8	256132	91.0	6.6	2.4	1.8
	2016	239338	91.2	6.2	2.5	1.8	238081	90.7	6.7	2.6	1.8
	2017	256870	91.3	6.0	2.7	2.0	255117	90.7	6.6	2.7	2.0
	2018	260851	90.5	6.3	3.2	1.9	258337	89.6	7.2	3.2	1.9
	2019	261624	90.4	6.2	3.4	1.8	258123	89.2	7.4	3.4	1.8

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 304 for notes on the Participation tables.](#)

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NAPLAN Participation

Table 9.CP2: Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
NSW	2008	Indig.	2897	80.2	20		0.9	2864	79.3	21		1.1
		Non-Indig.	78106	94.9				77740	94.5			
	2014	Indig.	3650	79.5	18.5	2.0	2.4	3580	77.9	20.0	2.0	2.4
		Non-Indig.	78304	94.8	4.5	0.7	1.3	77786	94.2	5.1	0.7	1.3
	2015	Indig.	3732	80.7	17.7	1.6	3.0	3643	78.8	19.6	1.6	3.0
		Non-Indig.	77730	94.6	4.5	0.9	1.5	77200	93.9	5.2	0.9	1.5
	2016	Indig.	3935	80.8	17.0	2.2	2.7	3875	79.5	18.2	2.2	2.7
		Non-Indig.	76861	94.4	4.6	1.0	1.4	76264	93.6	5.3	1.1	1.4
	2017	Indig.	4320	83.0	15.3	1.6	3.0	4271	82.1	16.2	1.7	2.9
		Non-Indig.	78842	96.0	3.3	0.7	1.6	78431	95.5	3.8	0.7	1.6
	2018	Indig.	4253	79.9	17.6	2.5	2.6	4128	77.6	19.9	2.6	2.6
		Non-Indig.	78583	94.7	4.2	1.0	1.6	77908	93.9	5.0	1.1	1.6
Vic	2008	Indig.	610	77.7	22		6.1	622	79.2	21		6.1
		Non-Indig.	61986	92.8				62123	93.0			
	2014	Indig.	771	77.4	19.7	2.9	4.7	775	77.8	18.8	3.4	4.7
		Non-Indig.	61328	91.5	6.6	1.9	2.3	61140	91.2	6.8	2.0	2.2
	2015	Indig.	751	73.3	22.6	4.1	6.0	750	73.2	22.2	4.6	6.0
		Non-Indig.	61257	91.0	6.8	2.2	2.4	61228	90.9	6.8	2.2	2.3
	2016	Indig.	811	73.5	21.9	4.5	5.3	826	74.9	20.2	4.9	5.3
		Non-Indig.	60559	91.0	6.7	2.3	2.5	60444	90.8	6.8	2.4	2.5
	2017	Indig.	835	71.7	21.4	6.9	5.2	832	71.5	22.2	6.4	5.4
		Non-Indig.	62097	90.9	6.6	2.5	2.6	61663	90.3	7.2	2.5	2.6
	2018	Indig.	828	69.3	22.3	8.5	6.5	807	67.5	23.7	8.8	6.6
		Non-Indig.	63037	90.5	6.7	2.7	2.5	62524	89.8	7.4	2.8	2.5
Qld	2008	Indig.	3533	87.1	13		2.3	3502	86.3	14		2.1
		Non-Indig.	52600	95.5				52450	95.2			
	2014	Indig.	3463	80.9	13.2	5.9	3.1	3425	80.0	14.0	6.0	3.1
		Non-Indig.	49889	90.2	4.4	5.4	1.6	49497	89.5	5.1	5.4	1.6
	2015	Indig.	3183	78.7	14.0	7.3	2.3	3158	78.1	14.8	7.1	2.6
		Non-Indig.	47410	89.8	4.9	5.3	1.5	47180	89.4	5.4	5.2	1.5
	2016	Indig.	2272	75.2	15.5	9.2	2.5	2243	74.3	16.3	9.5	2.4
		Non-Indig.	33777	88.3	4.9	6.7	1.5	33570	87.8	5.5	6.7	1.5
	2017	Indig.	3286	74.1	16.7	9.2	3.0	3231	72.8	18.0	9.2	3.1
		Non-Indig.	46557	88.0	5.7	6.3	1.4	46214	87.3	6.4	6.3	1.4
	2018	Indig.	3170	72.6	16.9	10.5	2.6	3113	71.3	18.3	10.5	2.6
		Non-Indig.	48009	86.9	5.8	7.3	1.5	47676	86.3	6.4	7.3	1.4
	2019	Indig.	3463	71.6	17.3	11.1	2.6	3359	69.5	19.3	11.3	2.6
		Non-Indig.	49117	86.7	5.8	7.5	1.2	48558	85.7	6.7	7.6	1.2

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

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NAPLAN Participation

Table 9.CP2 (cont.): Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
WA	2008	Indig.	1218	71.4	29		0.9	1222	71.6	28		0.9
		Non-Indig.	24152	95.2				24120	95.1			
	2014	Indig.	1336	70.8	27.6	1.6	1.4	1334	70.7	27.7	1.6	1.4
		Non-Indig.	26772	95.6	4.0	0.4	1.2	26674	95.2	4.3	0.4	1.2
	2015	Indig.	1380	72.2	27.4	0.4	1.3	1376	72.0	27.6	0.4	1.3
		Non-Indig.	26377	95.9	3.9	0.3	1.2	26312	95.6	4.1	0.3	1.2
	2016	Indig.	1365	68.2	31.5	0.2	1.5	1355	67.7	32.0	0.2	1.5
		Non-Indig.	26012	95.8	3.9	0.3	1.1	25942	95.6	4.1	0.3	1.1
	2017	Indig.	1349	69.0	30.8	0.2	1.6	1330	68.1	31.8	0.2	1.6
		Non-Indig.	25603	96.3	3.4	0.3	1.0	25500	95.9	3.8	0.3	1.1
	2018	Indig.	1254	67.9	31.5	0.6	1.2	1212	65.7	33.7	0.7	1.2
		Non-Indig.	26632	96.3	3.3	0.4	1.2	26436	95.6	4.0	0.4	1.2
SA	2008	Indig.	443	90.4	10		3.9	438	89.4	11		3.9
		Non-Indig.	17639	97.2				17640	97.2			
	2014	Indig.	561	66.5	26.0	7.5	3.3	553	65.6	27.0	7.4	3.3
		Non-Indig.	17052	91.0	6.1	2.9	2.3	16914	90.3	6.8	2.9	2.3
	2015	Indig.	542	66.1	26.2	7.7	2.7	525	64.0	28.5	7.4	2.7
		Non-Indig.	16463	90.2	6.6	3.2	2.0	16362	89.7	7.1	3.3	2.0
	2016	Indig.	579	70.6	24.0	5.4	4.1	563	68.7	25.6	5.7	4.1
		Non-Indig.	16622	90.5	6.2	3.4	2.5	16510	89.9	6.6	3.5	2.5
	2017	Indig.	568	64.5	29.8	5.7	4.8	541	61.5	32.6	5.9	4.5
		Non-Indig.	15720	90.3	6.4	3.3	3.0	15581	89.5	7.2	3.4	3.0
	2018	Indig.	548	68.1	25.3	6.6	4.7	523	65.0	28.2	6.8	4.8
		Non-Indig.	16757	90.5	6.2	3.4	2.9	16556	89.4	7.2	3.4	2.9
Tas	2008	Indig.	390	81.6	18		0.6	403	84.3	16		0.6
		Non-Indig.	4713	93.2				4699	92.9			
	2014	Indig.	439	86.1	13.7	0.2	2.4	437	85.7	14.1	0.2	2.4
		Non-Indig.	5191	93.0	6.6	0.4	1.4	5147	92.2	7.4	0.4	1.3
	2015	Indig.	432	84.0	15.0	1.0	2.3	425	82.7	16.0	1.4	2.3
		Non-Indig.	5246	92.2	7.2	0.6	1.1	5229	91.9	7.6	0.6	1.0
	2016	Indig.	418	82.9	15.1	2.0	1.6	411	81.5	16.5	2.0	1.6
		Non-Indig.	4818	91.9	7.4	0.7	1.2	4798	91.5	7.7	0.8	1.2
	2017	Indig.	446	82.6	16.9	0.6	2.2	443	82.0	17.4	0.6	2.2
		Non-Indig.	4957	91.9	7.2	0.9	1.5	4896	90.8	8.3	0.9	1.5
	2018	Indig.	422	84.4	14.0	1.6	1.6	406	81.2	17.2	1.6	1.6
		Non-Indig.	4901	91.4	7.6	0.9	1.3	4857	90.6	8.5	0.9	1.3
	2019	Indig.	468	84.9	12.7	2.4	2.5	444	80.6	17.1	2.4	2.5
		Non-Indig.	4812	93.4	5.0	1.6	1.3	4634	89.9	8.5	1.6	1.3

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

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NAPLAN Participation

Table 9.CP2 (cont.): Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2014–2019.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
ACT	2008	Indig.	59	69.4	31		0.0	62	72.9	27		0.0
		Non-Indig.	4348	93.0				4357	93.2			
	2014	Indig.	94	72.3	18.5	9.2	2.3	94	72.3	18.5	9.2	2.3
		Non-Indig.	4205	90.1	5.4	4.5	1.8	4177	89.5	6.0	4.5	1.7
	2015	Indig.	87	68.0	19.5	12.5	3.9	85	66.4	21.1	12.5	3.9
		Non-Indig.	4276	90.4	5.7	3.9	2.5	4267	90.2	5.8	4.0	2.5
	2016	Indig.	109	78.4	7.9	13.7	6.5	107	77.0	9.4	13.7	6.5
		Non-Indig.	4193	91.4	5.0	3.6	1.7	4188	91.3	5.1	3.6	1.6
	2017	Indig.	97	68.8	20.6	10.6	3.5	95	67.4	21.3	11.3	3.5
		Non-Indig.	4279	90.5	5.2	4.3	2.0	4222	89.3	6.5	4.2	2.0
	2018	Indig.	106	64.6	17.7	17.7	4.3	105	64.0	18.3	17.7	4.3
		Non-Indig.	4435	90.3	4.7	5.0	1.5	4336	88.3	6.5	5.2	1.5
	2019	Indig.	125	72.3	13.3	14.5	1.7	125	72.3	13.3	14.5	1.7
		Non-Indig.	4289	88.8	4.6	6.6	1.4	4240	87.8	5.7	6.5	1.4
NT	2008	Indig.	749	61.8	38		1.5	744	61.4	39		1.5
		Non-Indig.	1618	92.7				1605	92.0			
	2014	Indig.	765	68.4	28.4	3.2	2.3	742	66.4	30.4	3.2	2.3
		Non-Indig.	1541	94.8	3.7	1.5	2.2	1540	94.7	3.6	1.7	2.3
	2015	Indig.	730	56.5	40.3	3.2	3.1	715	55.3	41.6	3.0	3.1
		Non-Indig.	1569	91.9	5.5	2.6	1.5	1560	91.4	5.9	2.7	1.5
	2016	Indig.	767	62.5	36.6	0.9	3.4	762	62.1	37.1	0.9	3.4
		Non-Indig.	1622	93.3	5.8	0.9	2.2	1624	93.4	5.6	1.0	2.2
	2017	Indig.	748	58.1	41.0	0.9	3.0	725	56.3	42.8	0.9	3.0
		Non-Indig.	1631	92.2	6.1	1.7	2.1	1629	92.1	6.2	1.7	2.1
	2018	Indig.	730	57.8	41.4	0.7	1.8	683	54.1	45.2	0.7	1.8
		Non-Indig.	1577	92.5	6.1	1.4	1.7	1551	91.0	7.6	1.5	1.7
	2019	Indig.	666	54.2	44.6	1.2	3.6	621	50.5	48.3	1.2	3.6
		Non-Indig.	1535	93.4	4.6	2.1	1.6	1520	92.5	5.2	2.3	1.6
Aust	2008	Indig.	9899	79.7	20		1.9	9857	79.3	21		1.8
		Non-Indig.	245162	94.6				244734	94.4			
	2014	Indig.	11079	77.2	19.2	3.6	2.7	10940	76.2	20.1	3.7	2.7
		Non-Indig.	244282	92.7	5.1	2.2	1.7	242875	92.2	5.6	2.2	1.7
	2015	Indig.	10837	75.5	20.7	3.8	2.8	10677	74.4	21.9	3.8	2.9
		Non-Indig.	240328	92.4	5.3	2.3	1.7	239338	92.0	5.7	2.3	1.7
	2016	Indig.	10256	74.9	21.2	3.9	2.9	10142	74.1	22.0	4.0	2.8
		Non-Indig.	224464	92.2	5.3	2.4	1.8	223340	91.8	5.8	2.5	1.7
	2017	Indig.	11649	74.6	21.1	4.2	3.1	11468	73.5	22.3	4.2	3.1
		Non-Indig.	239686	92.4	5.0	2.5	1.9	238136	91.8	5.6	2.5	1.9
	2018	Indig.	11311	73.1	21.7	5.2	2.8	10977	71.0	23.8	5.2	2.8
		Non-Indig.	243931	91.7	5.3	3.0	1.9	241844	90.9	6.1	3.0	1.9
	2019	Indig.	11958	72.6	21.6	5.8	3.3	11502	69.8	24.3	5.8	3.3
		Non-Indig.	244852	91.7	5.2	3.2	1.7	241898	90.6	6.2	3.2	1.7

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 304 for notes on the Participation tables.](#)

[Refer to the introduction for explanatory notes.](#)

NAPLAN Commentary on Participation

Participation

Student participation in NAPLAN, overall and for groups of students, is monitored to ensure that any potential for bias in estimates of achievement resulting from differential participation is minimised. To limit this source of potential bias, participation needs to be high and uniform across groups. It is important to note, however, that the relationship between non-participation and achievement has not been established, so it is not possible to comment explicitly on the effect that differences in participation rates might have on achievement. Participation rates are calculated as the sum of present and exempt students and then expressed as a percentage of the total number of students in the year level, including those absent and withdrawn.

Student participation data for NAPLAN reading and numeracy for 2008 and from 2014 to 2019 are provided in Tables 3.CP1, 5.CP1, 7.CP1 and 9.CP1. Participation data are not presented for other domains. These tables provide information about overall participation rates and the percentages of students who were absent, withdrawn and exempt for the assessments in reading and numeracy. Tables 3.CP2, 5.CP2, 7.CP2 and 9.CP2 provide these data separately for Indigenous and non-Indigenous students.

Nationally, the percentages of exempt students have been 2.0% or less since 2014 and have not changed appreciably for any year level.

Year 3 and Year 5

Tables 3.CP1 and 5.CP1 record the participation rates for Year 3 and Year 5, respectively. The national participation rates in 2019 for Years 3 and 5 were very similar. In reading, the participation rates were 95.2% and 95.5% for Years 3 and 5 respectively; in numeracy, the rates were 94.6% and 94.8% for Years 3 and 5 respectively. The participation rates are slightly higher than those for 2018 (by 0.2 to 0.5 percentage points) except for Year 5 numeracy which has not altered. Since 2008, there have been small decreases in participation rates for Year 3 reading (1.4 percentage points), Year 3 numeracy (1.7 percentage points), Year 5 reading (1.3 percentage points) and Year 5 numeracy (1.8 percentage points).

In 2019, the national absence rates were 2.0% in reading and 2.7% in numeracy for Year 3 and 2.0% in reading and 2.8% in numeracy for Year 5. These figures were slightly smaller than those reported in 2018. For Year 3, absence rates in reading had been 2.4% in 2014 and 2015, before decreasing slightly to 2.3% for 2016, 2017 and 2018, and to 2.0% in 2019. For Year 3, absence rates in numeracy had been 2.8% in 2014, 2015 and 2016, declining slightly to 2.7% in 2017, increasing to 2.8% in 2018 and dropping back to 2.7% in 2019. In other words, there has been no appreciable change in absence rates for numeracy since 2014. At each NAPLAN cycle, the Year 3 absence rate for numeracy was higher than the Year 3 absence rate for reading.

For Year 5 reading, the absence rate in 2014 was 2.3%, followed by very little change between 2014 and 2018 (the rate was 2.4% for 2015 and 2016 and 2.3% in 2017 and 2018) but was lower at 2.0% for 2019. For Year 5 numeracy, the absence rate was 2.8% in 2014 where it stayed for 2015, 2016 and 2017 before increasing to 2.9% in 2018, but dropping back to 2.8% in 2019. For Year 5, as has been noted for Year 3, the absence rate in each cycle for numeracy was higher than the absence rate for reading.

Withdrawn rates were first recorded separately from the absent category in 2010. For Year 3 reading, withdrawn rates remained stable at 2.7% from 2014 through to 2016, increased to 2.8% in 2017 and 3.0% in 2018, but dropped back to 2.9% in 2019. For Year 3 numeracy, the withdrawn rate was steady at 2.5% from 2014 to 2016, rose to 2.7% in 2017 and 2.8% in 2018, and dropped back to 2.7% in 2019. For Year 5, in both reading and numeracy, the withdrawn rate increased from 2014 to 2019. In reading, the increase was from 2.1% to 2.5% and in numeracy the increase was from 2.0% to 2.4%.

Participation rates are reported for each jurisdiction, as well as for Australia overall in Tables 3.CP1 and 5.CP1. In 2019 at Year 3, participation rates in reading and numeracy were noticeably lower in the Northern Territory than in other jurisdictions, at 83.9% and 81.8% for reading and numeracy respectively. Year 3 participation rates for the other jurisdictions ranged from 93.2% (Queensland) to 96.9% (Tasmania) in reading and from 92.7% (Queensland) to 96.3% (New South Wales) in numeracy. Year 5 participation rates in reading and numeracy for 2019 were also noticeably lower in the Northern Territory than in other jurisdictions, at 86.1% and 84.1% for reading and numeracy respectively. Year 5 participation rates in 2019 for the other jurisdictions ranged from 93.4% (Queensland) to 97.1% (New South Wales) in reading and from 92.7% (Queensland) to 96.5% (New South Wales) in numeracy.

Jurisdictional participation rates for Years 3 and 5 show different patterns of change over time. From 2008 to 2019, participation rates have been steady for New South Wales and Western Australia in reading and numeracy for both year levels (the changes being 1.0 percentage point or less). Participation rates in Victoria decreased from 2008 to 2014 (by between 1.1 and 1.6 percentage points) but then rose slightly to 2019 (by between 0.1 and 0.6 percentage points). In 2019, the participation rates in Victoria in Year 3 were 95.0% in reading and 94.6% in numeracy and in Year 5 the participation rates were 95.6% and 95.0% for reading and numeracy respectively. Participation rates in the ACT declined between 2008 and 2019 for both reading (by 0.6 percentage points) and numeracy (by 0.2 percentage points) in Year 3 and Year 5 (by 0.9 percentage points for both reading and numeracy). Between 2017 and 2019 in the ACT, participation rates increased at Year 3 (by 1.3 and 1.1 percentage points for reading and numeracy respectively) and in Year 5 for both reading and numeracy (from 1.1 and 1.0 percentage points respectively).

For Tasmania, the participation rates in Year 3 and Year 5 reading had fallen by 2.4 and 2.9 percentage points between 2008 and 2018 and in Year 3 and Year 5 numeracy by 2.6 and 3.0 percentage points. These participation rates increased between 2018 and 2019 for both Year 3 (by 2.5 and 2.2 percentage points for reading and numeracy respectively) and Year 5 (by 3.0 and 2.2 percentage points for reading and numeracy respectively).

In Queensland and South Australia, there had been larger overall declines between 2008 and 2019 in participation rates at Year 3 and Year 5 than for other jurisdictions. Queensland had declines from 2008 to 2019 in Year 3 of 4.4 percentage points for both reading and numeracy. For Year 5, the overall decline was also 4.4 percentage points in reading but 4.8 percentage points in numeracy. South Australia had declines from 2008 to 2019 in Year 3 (by 2.5 percentage points in reading and 3.2 percentage points in numeracy). For Year 5, the overall decline was of similar magnitude being 2.5 percentage points in reading and 3.4 percentage points in numeracy.

In the Northern Territory, participation rates in Years 3 reading increased between 2008 and 2019 by 1.2 percentage points. This overall change included a 7.1 percentage point increase between 2008 and 2016 and a drop of 5.9 percentage points between 2016 and 2019. In Year 3 numeracy, there was an overall decline in participation between 2008 and 2019 of 1.3 percentage points, which was made up of an increase of 6.2 percentage points between 2008 and 2016, followed by a decline of 7.5 percentage points between 2016 and 2019. In Year 5, the changes in participation between 2008 and 2019 were an increase of 1.2 percentage points in reading (including a 4.7 percentage point increase between 2008 and 2016 followed by a 3.5 percentage points drop between 2016 and 2019) and a decline of 0.9 percentage points in numeracy (including a 3.6 percentage point increase between 2008 and 2016 followed by a 4.5 percentage point decline between 2016 and 2019).

In commenting on absence rates, the focus is on the period from 2014 to 2019 which followed general declines in absence rates between 2008 and 2014. Overall, and in New South Wales,

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Victoria, Queensland and the ACT, absence rates for Year 3 reading and numeracy in 2019 were close to those in 2014. However, in Western Australia, South Australia and Tasmania, there were declines of 0.6 to 1.4 percentage points for reading and numeracy between 2014 and 2019. In the Northern Territory, there were large increases of 4.6 and 5.8 percentage points in absence rates in reading and numeracy respectively between 2014 and 2019.

Year 5 absence rates for reading and numeracy in 2019 were also close to those in 2014, with the differences in most jurisdictions being one percentage point or less. In Western Australia, there were declines of 1.3 percentage points in reading and 0.5 percentage points in numeracy between 2014 and 2019. In the ACT, there were declines in absence rates of 1.1 percentage points in reading and 1.0 percentage points in numeracy. However, in the Northern Territory there were increases in the absence rates of 3.0 and 3.6 percentage points between 2014 and 2019 in reading and numeracy respectively.

Table 3.CP2 indicates that participation by Indigenous students for Year 3 in 2019 was lower than participation by non-Indigenous students nationally by 7.0 percentage points in reading and 8.1 percentage points in numeracy. These differences are similar to those for 2018. For Year 5, the differences in 2019 were 6.9 percentage points in reading and 7.9 percentage points in numeracy (Table 5.CP2). These differences in participation for Year 5 for reading and numeracy are very similar to the rates for 2018, 2017 and 2016.

For Year 3, absence rates for Indigenous students in 2019 were 6.8% in reading, a decrease of 0.7 percentage points from 2018, and 8.6% in numeracy, a decrease of 0.4 percentage points from 2018. The corresponding absence rates for non-Indigenous students in Year 3 were 1.6% in reading and 2.3% in numeracy. For Year 5, the absence rate in reading for Indigenous students decreased by 0.5 percentage points to 6.8%, and by 0.2 percentage points to 8.6% in numeracy, between 2018 and 2019. For non-Indigenous students in Year 5, the absence rates in 2019 were 1.6% for reading and 2.3% for numeracy, which are a little less than the absence rates in 2018.

Year 7

Table 7.CP1 indicates that the national participation rates in 2019 for Year 7 were 94.3% in reading (slightly higher than the 2018 rate of 94.0%) and 93.4% in numeracy (the same as the 2018 rate). These rates represent decreases of 0.8 percentage points for reading and 1.3 percentage points for numeracy from the corresponding rate in 2014 and decreases of 2.0 and 2.7 percentage points for reading and numeracy respectively since 2008.

Participation rates have been stable between 2008 and 2019 for New South Wales, Victoria, and Western Australia with declines in the participation rates of 1.6 percentage points or less. In Tasmania, the participation rate increased by 0.7 percentage points between 2008 and 2019 in reading, but for numeracy the participation rate decreased by 1.3 percentage points. For South Australia, the participation rate decreased by 2.4 (reading) and 3.5 (numeracy) percentage points since 2008. For Queensland, participation rates decreased by 7.3 and 7.9 percentage points in reading and numeracy respectively since 2008. For the Northern Territory, the participation rate increased by 3.8 (reading) and 1.3 (numeracy) percentage points between 2008 and 2019, although these increases were mainly attributable to the increase between 2008 and 2014.

Table 7.CP2 shows that for Year 7 in 2019, as for Years 3 and 5, participation by Indigenous students was lower than participation by non-Indigenous students in both reading and numeracy. For Year 7 students in 2019, the differences in the participation rates between Indigenous and non-Indigenous students were 11.5 percentage points in reading and 12.8 percentage points in numeracy. The gaps in participation between Indigenous and non-Indigenous students have widened a little since 2014. These

differences are largely explained by differences in the absence rates. In 2019, the absence rates of 12.3% in reading and 14.4% in numeracy for Indigenous students are substantially greater than the corresponding absence rates of 2.7% in reading and 3.6% in numeracy for non-Indigenous students. The difference in absence rates between Indigenous and non-Indigenous students in Year 7 widened between 2014 and 2019.

Year 9

Table 9.CP1 indicates that the national participation rates in 2019 for Year 9 were lower than those for Years 3, 5 and 7, as has been the case in previous years. In reading, the participation rate was 90.4% which is similar to the rate in 2018; in numeracy, the rate was 89.2%, which was also a little lower than the rate in 2018. For Year 9 reading, the decline since 2014 was 1.3 percentage points and 3.1 percentage points since 2008. For Year 9 numeracy, the decline was 1.9 percentage points since 2014 and 4.1 percentage points since 2008.

Absence rates for Australia are higher for Year 9 than for any other year level. In 2019, the national absence rates were 6.2% for reading and 7.4% for numeracy. Between 2018 and 2019, these absence rates hardly changed. Withdrawn rates increased slightly between 2018 and 2019 in both reading and numeracy by 0.2 percentage points to 3.4%. However, Year 9 withdrawn rates have increased since 2014 by 1.0 percentage points in both reading and numeracy.

Participation rates in 2019 in reading and numeracy were lowest in the Northern Territory (76.4% and 74.3%, respectively). Among the other jurisdictions, participation rates in reading ranged from 85.2% in Queensland to 94.3% in Western Australia, and participation rates in numeracy ranged from 84.1% in Queensland to 92.4% in Western Australia. In Queensland, there has been a steady decrease in Year 9 participation rates in reading and numeracy since 2008, totaling 9.7 percentage points in reading and 10.5 percentage points in numeracy. Since 2014, Year 9 NAPLAN participation in the Northern Territory has fluctuated considerably but the overall trend reflects declining participation.

The 2019 absence rates for most jurisdictions ranged between 4.9% (ACT reading) and 9.3% (Tasmania numeracy). However, the 2019 absence rates in the Northern Territory were 21.7% (reading) and 23.6% (numeracy). Year 9 NAPLAN absence rates in the Northern Territory in 2014 had been 13.2% for reading and 14.0% in numeracy. These absence rates have fluctuated since then, but the overall trend reflects increasing absence rates.

Table 9.CP2 shows that in Year 9, as for Years 3, 5 and 7, participation by Indigenous students in 2019 was lower than participation by non-Indigenous students in both reading (72.6% compared to 91.7%) and numeracy (69.8% compared to 90.6%). The 2019 participation rates for Indigenous students are very slightly lower (by 0.5 percentage points for reading and 1.2 percentage points for numeracy) than the 2018 rates.

In Year 9, the non-participation by Indigenous students arising from absence is quite large. Nationally, absence rates for Year 9 Indigenous students in 2019 were 21.6% in reading and 24.3% in numeracy. These absence rates represent steady increases since 2014 of 2.4 percentage points in reading and 4.2 percentage points in numeracy. In Western Australia, the absence rates for Indigenous students were 28.2% in reading and 32.5% in numeracy. In the Northern Territory, the absence rates for Indigenous students were greater than 40% in both reading and numeracy with increases from the 2018 figures. In South Australia, the absence rates for Indigenous students were 24.4% in reading and 27.1% in numeracy – both these absence rates represent a decrease from the corresponding 2018 percentages.

Summary

The steady decrease in participation rates in NAPLAN over the period since 2008 appears to have slowed in 2019. Since 2014, there has been a small increase in the withdrawn rate. Overall,

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the large percentage of students participating each year ensures that results are reliable and valid at the jurisdictional and national level.

Participation rates for 2019 are similar across Years 3, 5 and 7 at approximately 94%, but somewhat lower in Year 9, at approximately 90%. Participation rates in reading are a little higher than those in numeracy. In Year 9, participation is lower in numeracy than reading by approximately 1.2 percentage points. In other year levels, these differences were less than the difference in Year 9. In Year 9 in 2019, compared to other year levels, absence is a substantial contribution to non-participation, with absence rates at 6.2% in reading and 7.4% in numeracy. In all year levels, participation rates for Indigenous students are lower than for non-Indigenous students. The difference is greatest in Year 9, where absence contributes substantially to non-participation by Indigenous students.

2015–2017, 2016–2018 and 2017–2019 Cohort gain NAPLAN Years 3, 5, 7 and 9

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Figure R1.3_5: Achievement of Year 3 (2017) and Year 5 (2019) Students in Reading, by State and Territory.

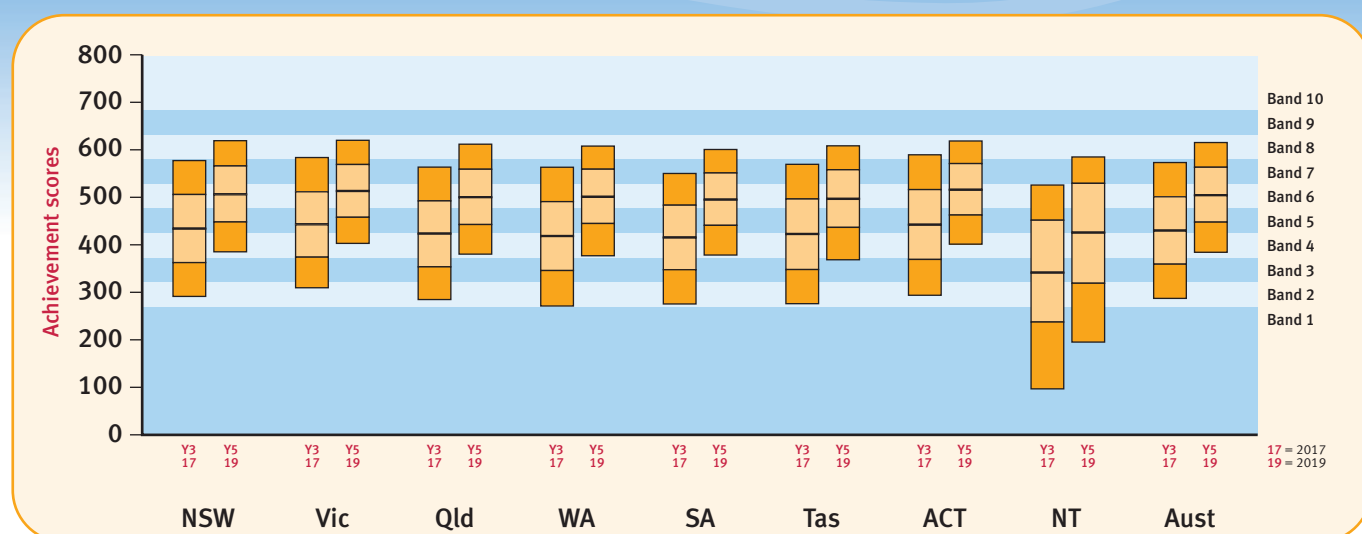


Table R1.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017									
Average gain (with 95% confidence interval)	78.5 ± 10.9	75.3 ± 10.9	84.4 ± 11.0	86.4 ± 11.4	79.5 ± 11.7	80.6 ± 14.0	77.3 ± 13.6	93.3 ± 26.5	80.2 ± 10.6
2016–2018									
Average gain (with 95% confidence interval)	81.8 ± 10.3	82.2 ± 10.2	86.3 ± 10.4	86.7 ± 10.7	83.7 ± 11.0	82.6 ± 12.9	86.2 ± 13.1	84.9 ± 28.4	83.7 ± 10.0
2017–2019									
Average gain (with 95% confidence interval)	72.5 ± 10.8	70.4 ± 10.7	77.0 ± 10.9	82.8 ± 11.2	80.0 ± 11.4	74.2 ± 12.9	73.8 ± 13.4	84.5 ± 29.9	74.8 ± 10.5

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3–Year 5 Reading

Figure R2.3_5a: Achievement of Year 3 (2017) and Year 5 (2019) Male Students in Reading, by State and Territory.

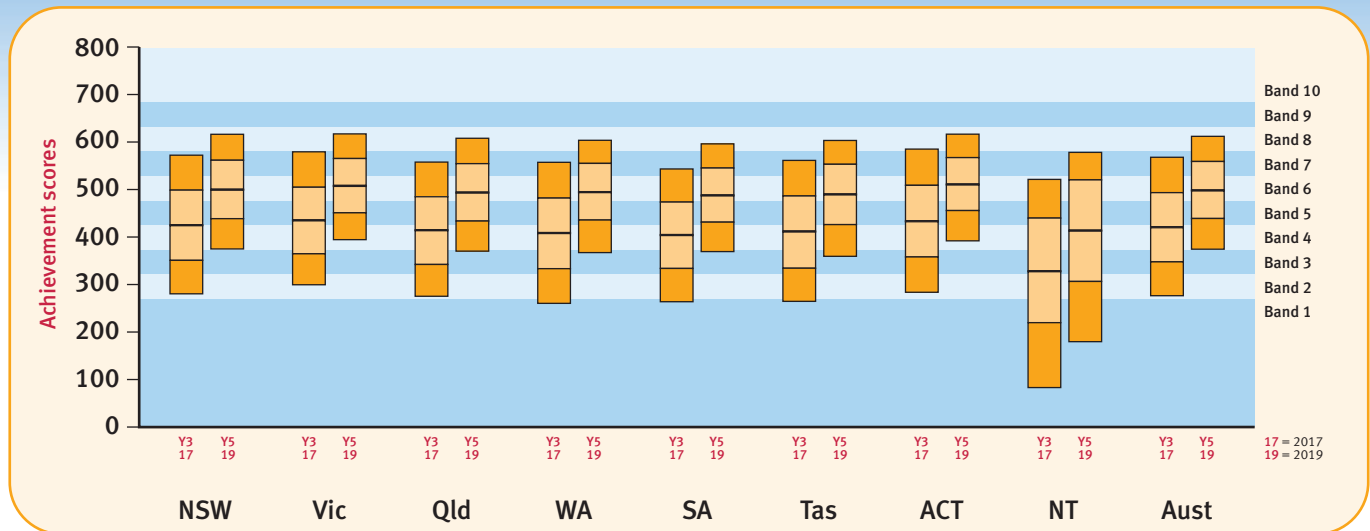


Figure R2.3_5b: Achievement of Year 3 (2017) and Year 5 (2019) Female Students in Reading, by State and Territory.

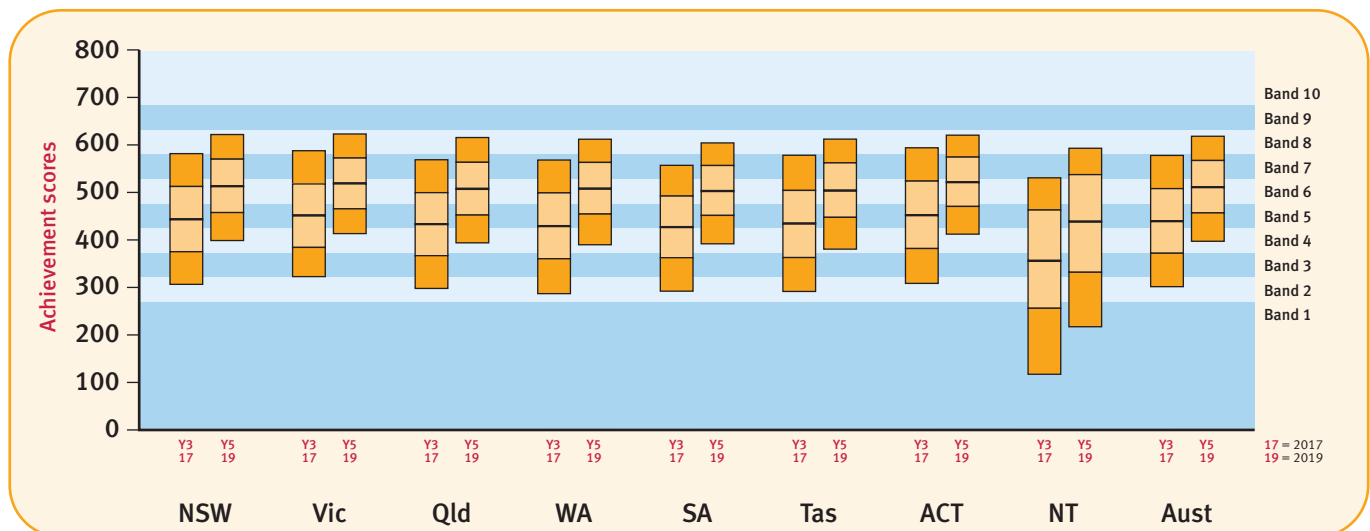


Table R2.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by Sex, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	Male	81.6 ± 11.0	77.8 ± 10.9	87.1 ± 11.1	90.0 ± 11.7	82.1 ± 11.8	85.2 ± 14.9	81.0 ± 14.2	98.6 ± 27.9	83.2 ± 10.7
	Female	75.3 ± 10.9	72.7 ± 10.9	81.4 ± 11.0	82.8 ± 11.5	76.9 ± 11.8	75.6 ± 14.2	73.4 ± 14.4	88.1 ± 26.4	77.1 ± 10.6
2016–2018 Average gain (with 95% confidence interval)	Male	87.5 ± 10.4	87.7 ± 10.3	92.2 ± 10.6	91.9 ± 10.9	88.4 ± 11.4	88.9 ± 13.5	90.2 ± 13.7	94.4 ± 29.2	89.3 ± 10.0
	Female	76.1 ± 10.3	76.5 ± 10.2	80.3 ± 10.4	81.3 ± 10.8	78.9 ± 11.1	76.4 ± 13.3	82.4 ± 13.4	75.0 ± 29.4	77.9 ± 10.0
2017–2019 Average gain (with 95% confidence interval)	Male	75.0 ± 10.9	72.8 ± 10.8	79.4 ± 11.1	86.5 ± 11.4	83.8 ± 11.8	78.4 ± 13.4	77.6 ± 14.0	85.8 ± 31.0	77.6 ± 10.5
	Female	69.9 ± 10.8	67.7 ± 10.8	74.5 ± 10.9	79.0 ± 11.2	76.2 ± 11.4	69.5 ± 13.1	69.8 ± 14.0	82.8 ± 30.3	71.9 ± 10.5

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3–Year 5 Reading

Figure R3.3_5a: Achievement of Year 3 (2017) and Year 5 (2019) Indigenous Students in Reading, by State and Territory.

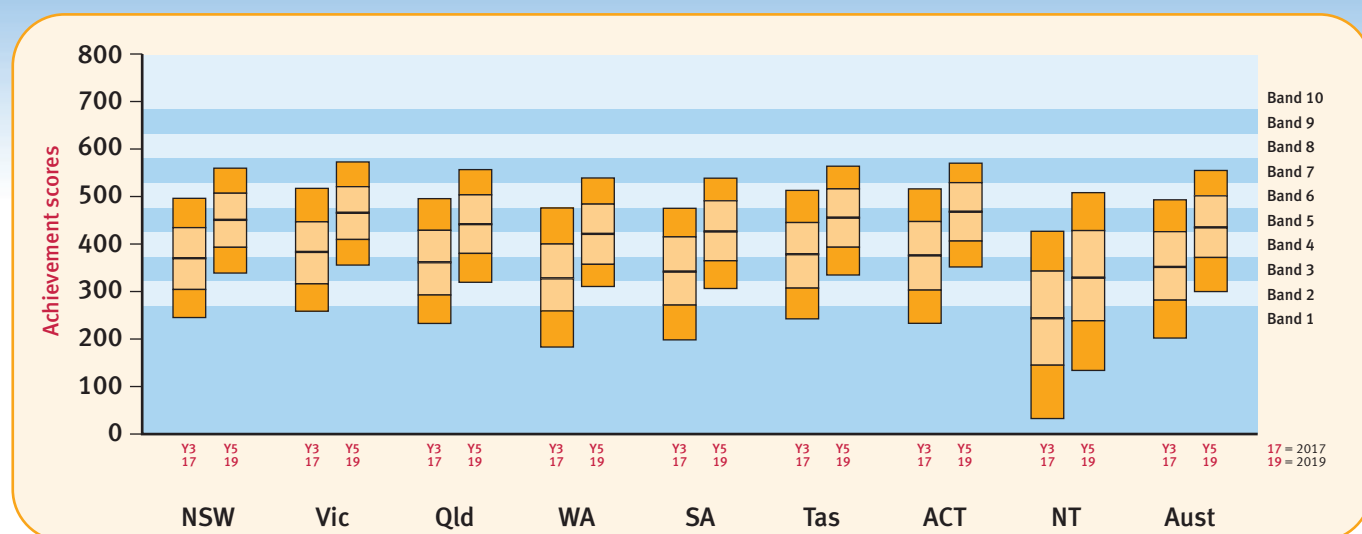


Figure R3.3_5b: Achievement of Year 3 (2017) and Year 5 (2019) Non-Indigenous Students in Reading, by State and Territory.

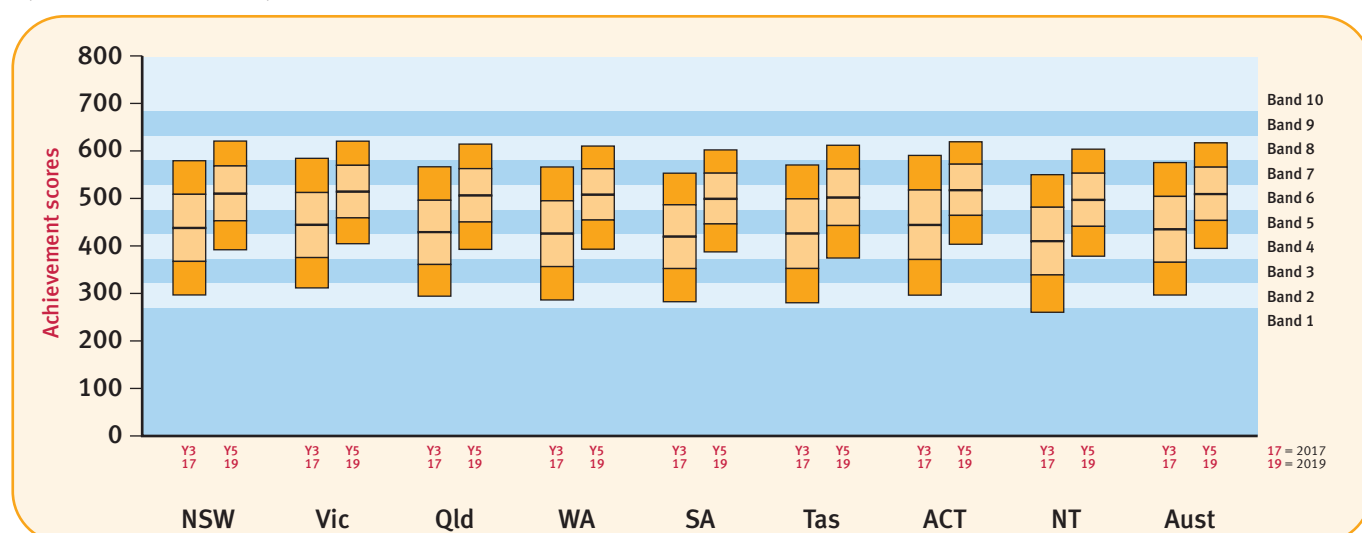


Table R3.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by Indigenous Status, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	Indigenous	83.9 ± 11.3	82.6 ± 13.5	85.0 ± 12.1	96.8 ± 15.2	94.0 ± 16.7	86.3 ± 15.8	93.5 ± 21.6	94.0 ± 23.5	88.7 ± 11.4
	Non-Indigenous	78.0 ± 10.9	75.2 ± 10.9	83.8 ± 10.9	85.4 ± 11.3	79.0 ± 11.6	78.9 ± 13.4	77.1 ± 13.6	92.5 ± 15.8	79.5 ± 10.6
2016–2018 Average gain (with 95% confidence interval)	Indigenous	83.9 ± 10.8	86.5 ± 12.9	88.8 ± 12.0	92.0 ± 13.5	86.5 ± 16.6	85.4 ± 14.3	82.3 ± 25.8	88.4 ± 31.1	87.6 ± 10.9
	Non-Indigenous	81.9 ± 10.2	82.0 ± 10.2	87.0 ± 10.4	87.0 ± 10.6	83.6 ± 10.9	83.7 ± 12.8	86.6 ± 13.0	85.9 ± 15.6	83.9 ± 9.9
2017–2019 Average gain (with 95% confidence interval)	Indigenous	81.0 ± 11.2	82.6 ± 12.7	80.6 ± 12.3	93.9 ± 14.4	84.8 ± 16.0	77.1 ± 14.7	92.3 ± 25.3	85.5 ± 30.0	83.5 ± 11.5
	Non-Indigenous	72.4 ± 10.8	70.0 ± 10.7	77.3 ± 10.9	82.2 ± 11.0	79.9 ± 11.4	75.9 ± 12.6	73.3 ± 13.4	87.1 ± 15.4	74.5 ± 10.5

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3–Year 5 Reading

Figure R4.3_5a: Achievement of Year 3 (2017) and Year 5 (2019) LBOTE Students in Reading, by State and Territory.

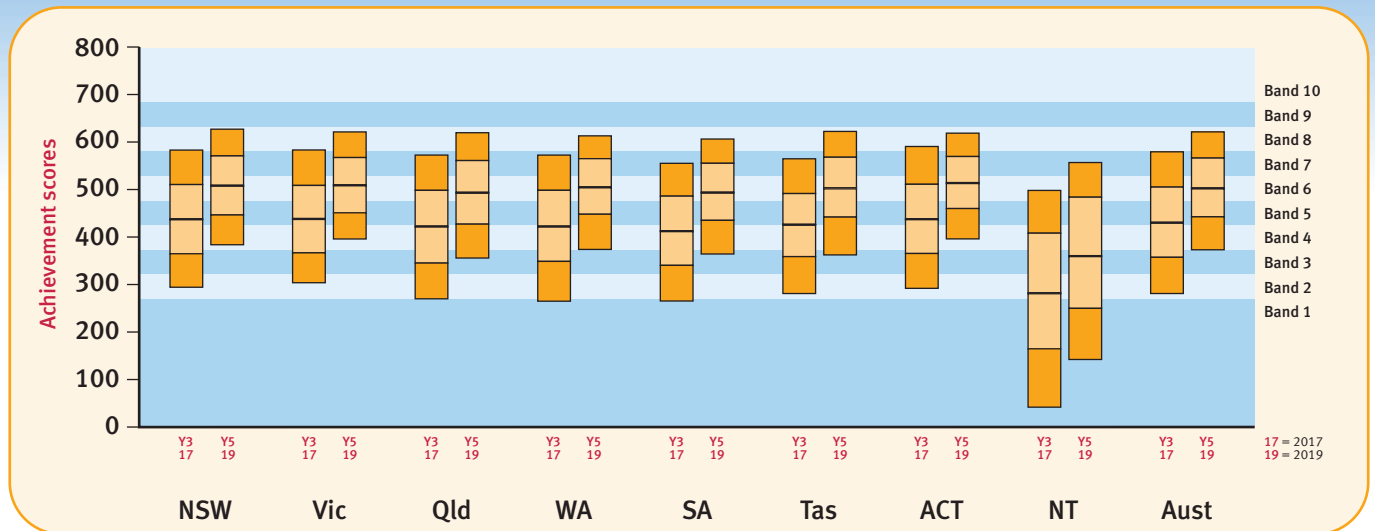


Figure R4.3_5b: Achievement of Year 3 (2017) and Year 5 (2019) Non-LBOTE Students in Reading, by State and Territory.

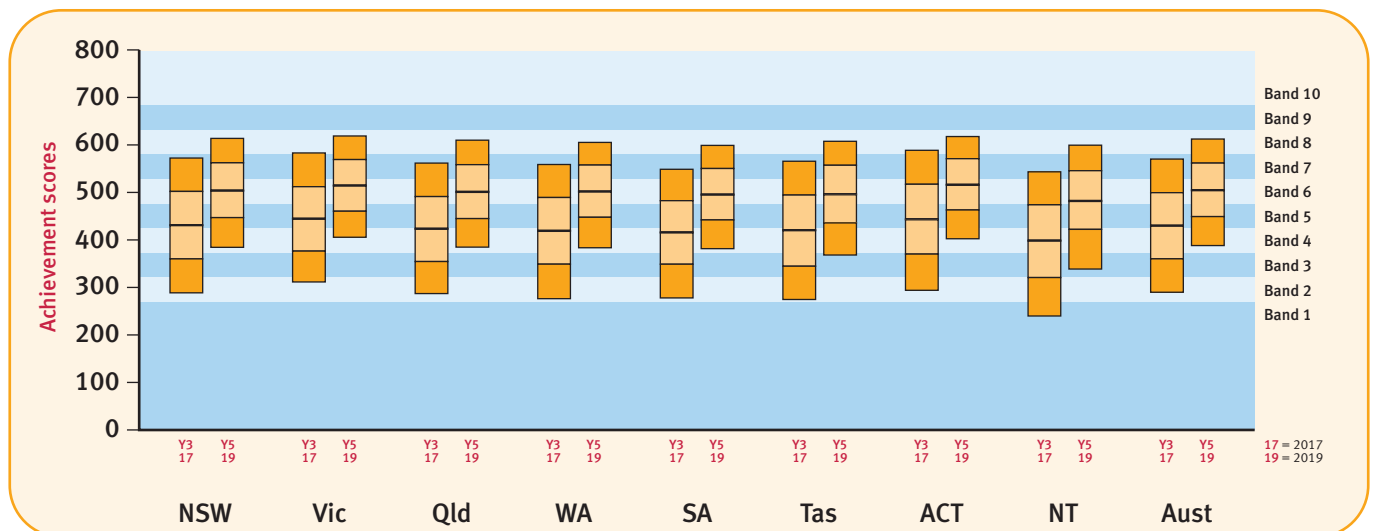


Table R4.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by LBOTE Status, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	LBOTE	79.2 ± 11.7	75.9 ± 11.4	87.9 ± 13.9	85.2 ± 13.2	80.4 ± 14.4	83.9 ± 22.9	76.5 ± 15.7	101.8 ± 32.6	79.5 ± 10.9
	Non-LBOTE	78.0 ± 10.9	75.2 ± 10.8	84.1 ± 10.9	86.4 ± 11.5	77.1 ± 11.6	78.5 ± 13.5	77.4 ± 13.9	96.2 ± 18.3	79.8 ± 10.6
2016–2018 Average gain (with 95% confidence interval)	LBOTE	79.4 ± 11.0	79.3 ± 10.8	81.6 ± 13.4	82.4 ± 12.0	80.2 ± 13.3	62.3 ± 26.2	89.2 ± 16.1	77.8 ± 39.4	79.9 ± 10.3
	Non-LBOTE	83.1 ± 10.2	83.4 ± 10.2	87.1 ± 10.3	88.8 ± 10.8	85.0 ± 11.0	84.2 ± 12.9	85.3 ± 13.2	89.5 ± 17.4	85.0 ± 10.0
2017–2019 Average gain (with 95% confidence interval)	LBOTE	70.8 ± 11.5	71.0 ± 11.4	71.3 ± 13.5	82.8 ± 12.4	81.4 ± 14.2	76.9 ± 18.8	76.3 ± 15.7	78.3 ± 38.7	72.5 ± 10.8
	Non-LBOTE	73.0 ± 10.8	70.1 ± 10.7	78.0 ± 10.8	83.0 ± 11.2	79.9 ± 11.4	75.8 ± 12.8	72.9 ± 13.5	83.8 ± 18.3	75.0 ± 10.5

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5–Year 7 Reading

Figure R1.5_7: Achievement of Year 5 (2017) and Year 7 (2019) Students in Reading, by State and Territory.

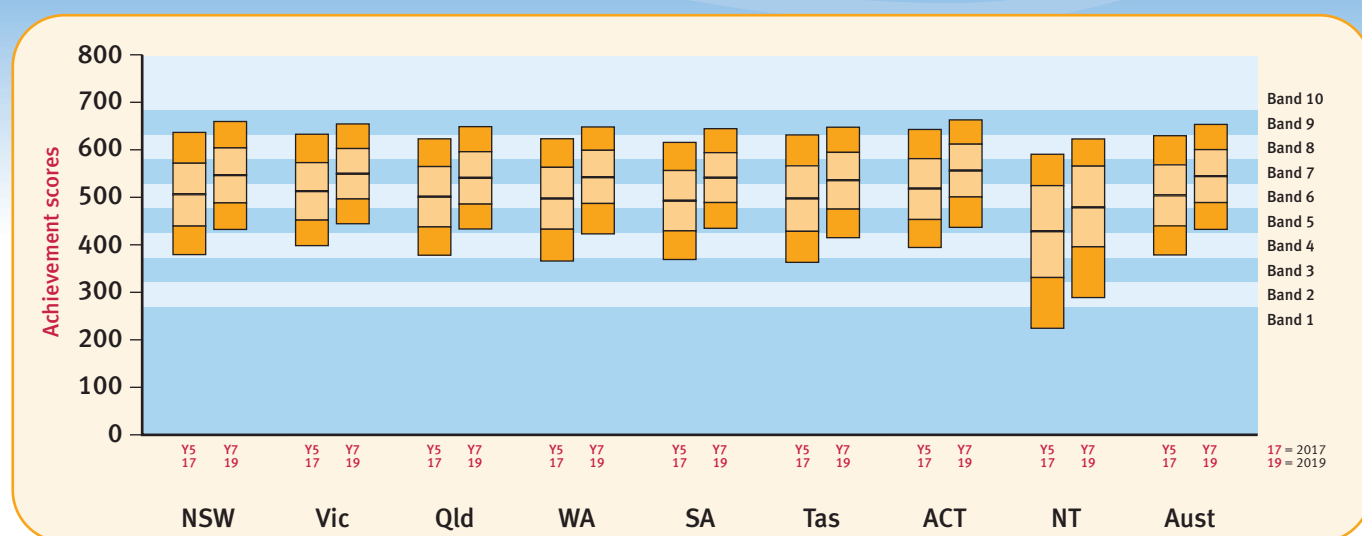


Table R1.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017									
Average gain (with 95% confidence interval)	46.6 ± 10.6	42.4 ± 10.5	45.7 ± 10.7	49.7 ± 11.6	54.2 ± 11.0	47.1 ± 14.2	40.9 ± 14.9	46.6 ± 31.6	46.2 ± 10.1
2016–2018									
Average gain (with 95% confidence interval)	40.9 ± 11.7	37.0 ± 11.5	37.8 ± 11.8	45.7 ± 12.7	48.0 ± 12.0	41.6 ± 15.0	51.2 ± 15.3	53.5 ± 34.9	40.7 ± 11.3
2017–2019									
Average gain (with 95% confidence interval)	40.4 ± 10.9	36.7 ± 10.7	39.9 ± 11.0	45.1 ± 11.8	48.6 ± 11.3	38.6 ± 14.2	38.0 ± 14.6	50.4 ± 29.9	40.6 ± 10.5

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5–Year 7 Reading

Figure R2.5_7a: Achievement of Year 5 (2017) and Year 7 (2019) Male Students in Reading, by State and Territory.

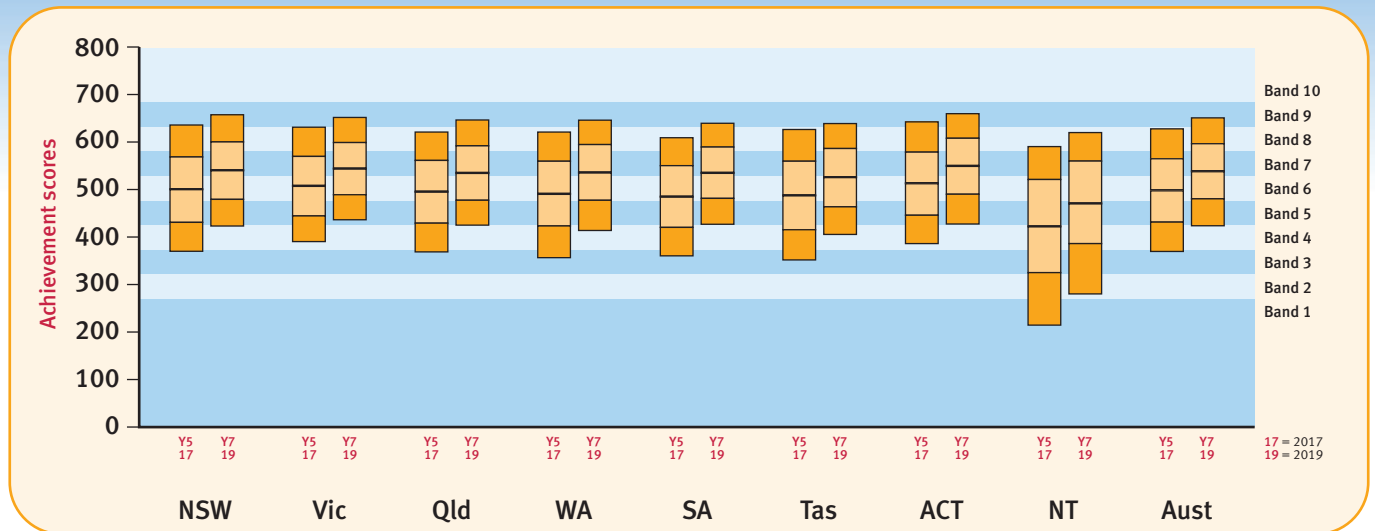


Figure R2.5_7b: Achievement of Year 5 (2017) and Year 7 (2019) Female Students in Reading, by State and Territory.

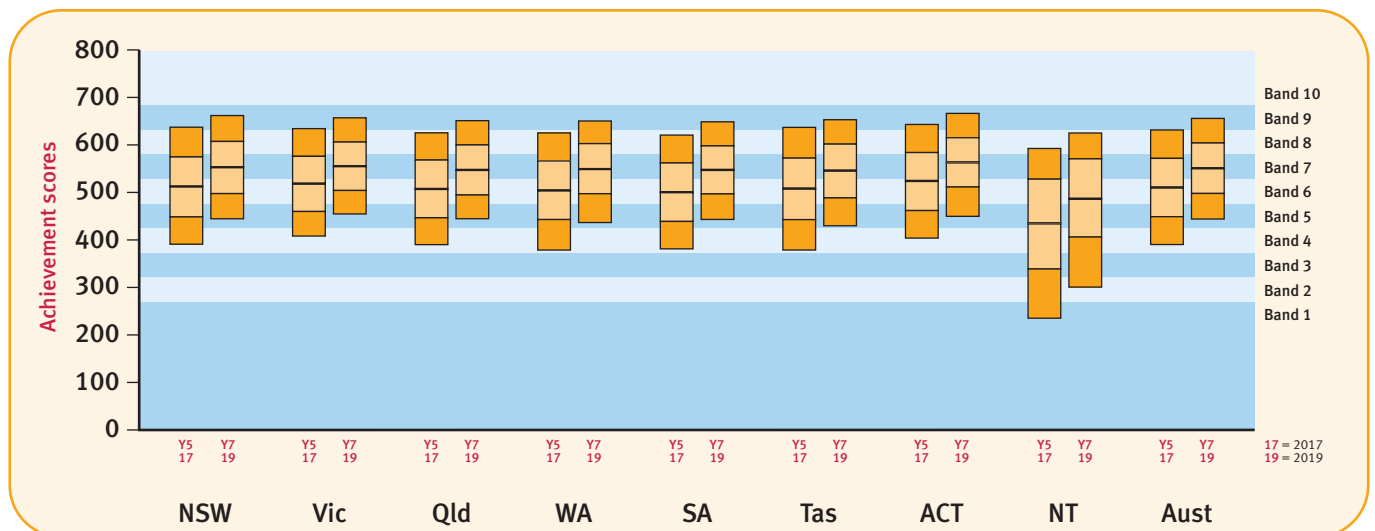


Table R2.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by Sex, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	Male	45.1 ± 11.0	40.7 ± 10.7	44.1 ± 11.0	48.9 ± 12.1	53.1 ± 11.4	48.4 ± 14.7	37.7 ± 16.6	43.3 ± 33.2	44.8 ± 10.2
	Female	48.1 ± 10.7	44.2 ± 10.5	47.4 ± 10.8	50.5 ± 11.7	55.4 ± 11.1	45.7 ± 14.9	44.5 ± 15.3	50.3 ± 31.0	47.8 ± 10.2
2016–2018 Average gain (with 95% confidence interval)	Male	42.7 ± 12.0	38.0 ± 11.7	38.8 ± 12.0	47.4 ± 13.0	50.1 ± 12.3	43.1 ± 15.8	50.7 ± 16.4	57.3 ± 35.7	42.1 ± 11.3
	Female	39.0 ± 11.8	35.9 ± 11.6	36.9 ± 11.9	44.0 ± 12.7	45.8 ± 12.1	40.1 ± 15.3	51.5 ± 15.3	49.8 ± 35.1	39.2 ± 11.3
2017–2019 Average gain (with 95% confidence interval)	Male	40.0 ± 11.3	36.5 ± 10.9	39.7 ± 11.3	45.0 ± 12.2	50.3 ± 11.5	38.6 ± 15.2	36.7 ± 15.7	48.5 ± 31.2	40.4 ± 10.5
	Female	40.8 ± 11.0	37.0 ± 10.8	40.1 ± 11.0	45.2 ± 11.8	47.0 ± 11.4	38.0 ± 14.4	39.2 ± 14.5	52.0 ± 29.4	40.7 ± 10.5

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5–Year 7 Reading

Figure R3.5_7a: Achievement of Year 5 (2017) and Year 7 (2019) Indigenous Students in Reading, by State and Territory.

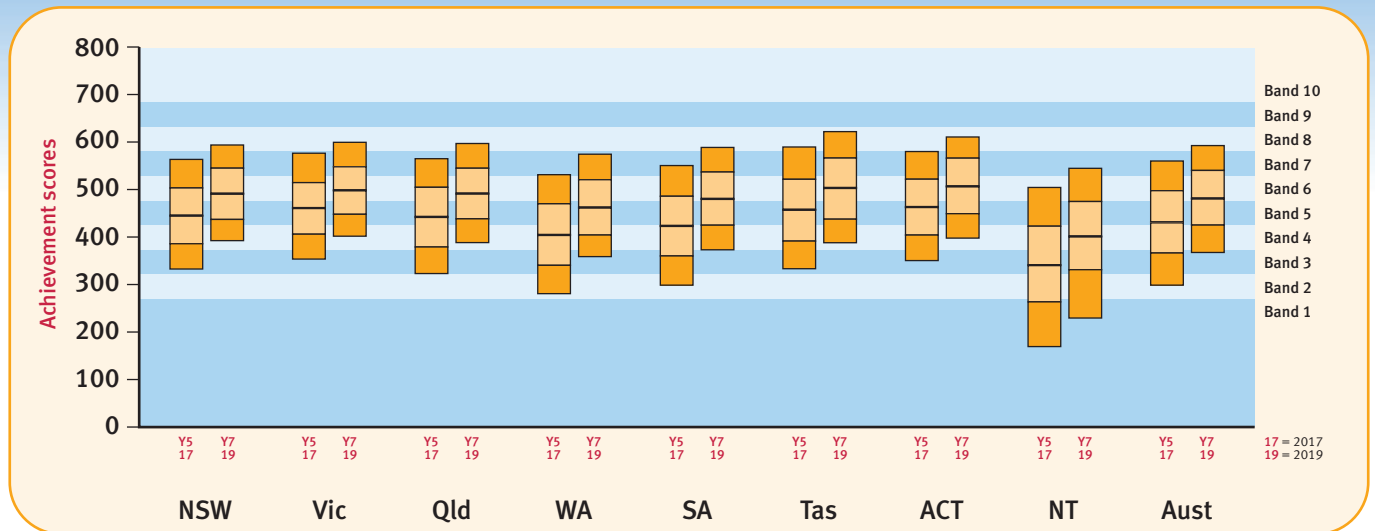


Figure R3.5_7b: Achievement of Year 5 (2017) and Year 7 (2019) Non-Indigenous Students in Reading, by State and Territory.

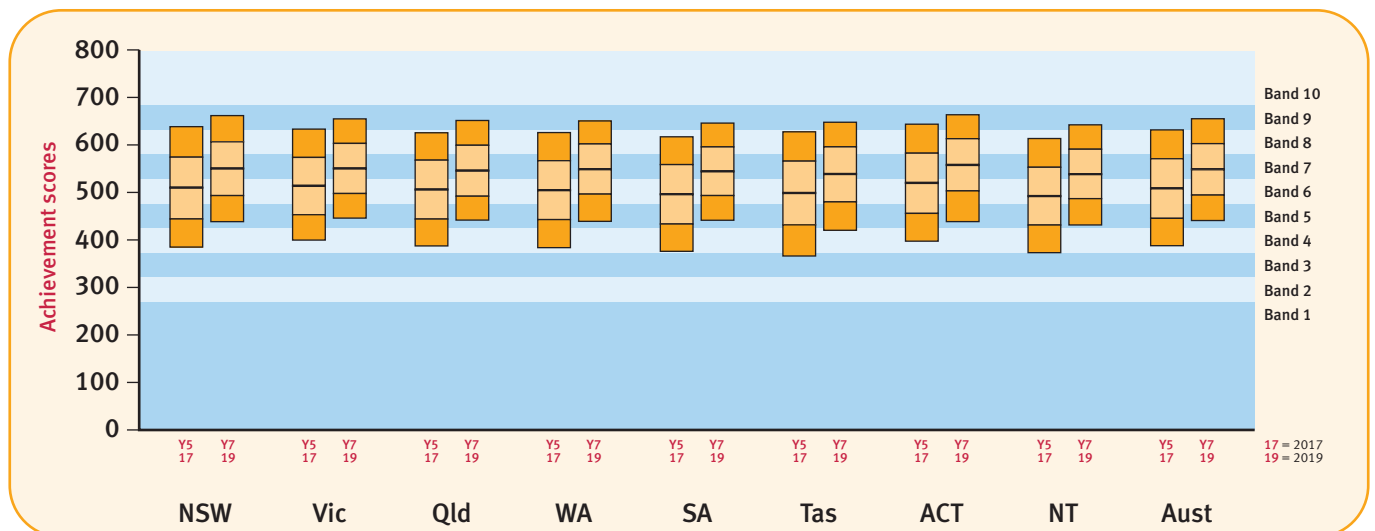


Table R3.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by Indigenous Status, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	Indigenous	50.2 ± 10.8	40.7 ± 12.6	47.5 ± 12.0	53.8 ± 13.9	59.9 ± 14.3	55.2 ± 14.9	49.5 ± 24.2	38.9 ± 28.0	50.9 ± 11.0
	Non-Indigenous	46.3 ± 10.6	42.6 ± 10.5	45.2 ± 10.7	49.1 ± 11.5	54.2 ± 10.9	45.9 ± 13.6	41.1 ± 14.8	49.1 ± 18.1	46.0 ± 10.1
2016–2018 Average gain (with 95% confidence interval)	Indigenous	45.8 ± 12.0	34.5 ± 13.5	47.9 ± 12.6	66.0 ± 15.9	55.8 ± 17.3	44.7 ± 15.4	49.2 ± 28.0	77.0 ± 32.0	53.0 ± 12.2
	Non-Indigenous	41.1 ± 11.7	37.0 ± 11.5	37.8 ± 11.7	44.8 ± 12.4	47.6 ± 12.0	41.6 ± 14.7	52.0 ± 15.3	36.5 ± 19.6	40.4 ± 11.2
2017–2019 Average gain (with 95% confidence interval)	Indigenous	46.3 ± 11.1	37.5 ± 12.8	49.3 ± 11.8	58.0 ± 13.7	57.2 ± 15.1	46.0 ± 16.8	43.6 ± 20.8	60.5 ± 25.6	50.5 ± 11.1
	Non-Indigenous	40.5 ± 10.9	36.7 ± 10.7	39.8 ± 11.0	44.3 ± 11.5	48.3 ± 11.2	40.1 ± 13.6	37.9 ± 14.6	46.4 ± 16.3	40.3 ± 10.5

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5–Year 7 Reading

Figure R4.5_7a: Achievement of Year 5 (2017) and Year 7 (2019) LBOTE Students in Reading, by State and Territory.

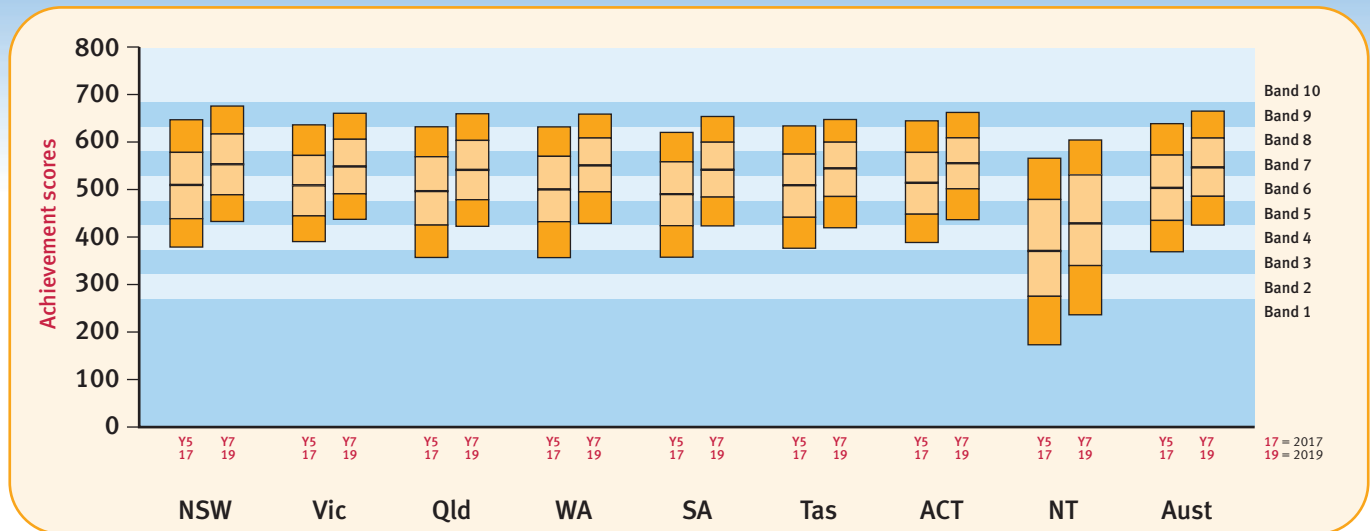


Figure R4.5_7b: Achievement of Year 5 (2017) and Year 7 (2019) Non-LBOTE Students in Reading, by State and Territory.

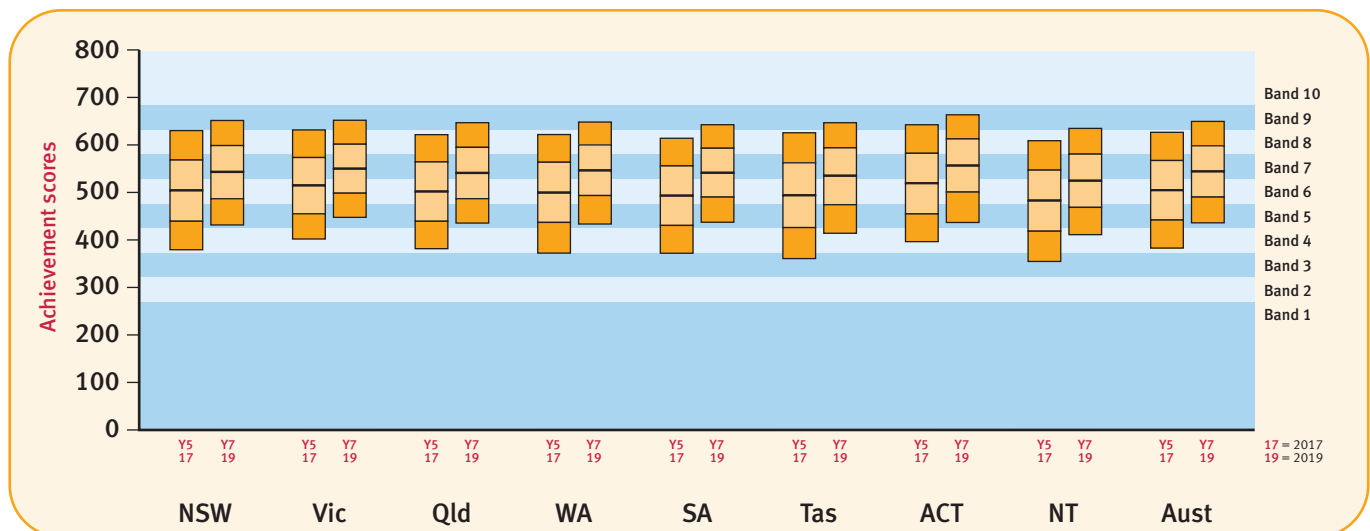


Table R4.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by LBOTE Status, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	LBOTE	46.9 ± 12.1	42.0 ± 11.3	53.1 ± 14.6	52.3 ± 14.3	54.0 ± 13.3	39.4 ± 19.9	43.4 ± 16.9	46.7 ± 39.6	46.5 ± 10.7
	Non-LBOTE	46.3 ± 10.5	42.5 ± 10.4	45.0 ± 10.6	50.7 ± 11.6	52.2 ± 11.0	46.3 ± 13.7	40.3 ± 15.1	46.2 ± 20.3	45.9 ± 10.1
2016–2018 Average gain (with 95% confidence interval)	LBOTE	43.8 ± 13.0	38.5 ± 12.2	42.8 ± 14.8	51.6 ± 15.1	49.2 ± 14.4	38.0 ± 23.2	57.3 ± 17.7	68.6 ± 45.9	43.8 ± 11.7
	Non-LBOTE	39.9 ± 11.6	36.3 ± 11.5	37.1 ± 11.7	44.5 ± 12.5	48.3 ± 12.0	40.6 ± 14.9	49.4 ± 15.2	39.1 ± 21.0	39.6 ± 11.2
2017–2019 Average gain (with 95% confidence interval)	LBOTE	43.8 ± 12.7	39.8 ± 11.4	44.8 ± 14.0	50.7 ± 14.1	51.3 ± 13.5	35.5 ± 20.4	41.4 ± 16.3	58.1 ± 38.9	43.3 ± 11.0
	Non-LBOTE	39.0 ± 10.8	35.4 ± 10.7	39.3 ± 10.9	46.9 ± 11.7	48.4 ± 11.2	41.3 ± 13.9	37.2 ± 14.7	41.9 ± 18.3	39.6 ± 10.4

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7–Year 9 Reading

Figure R1.7_9: Achievement of Year 7 (2017) and Year 9 (2019) Students in Reading, by State and Territory.

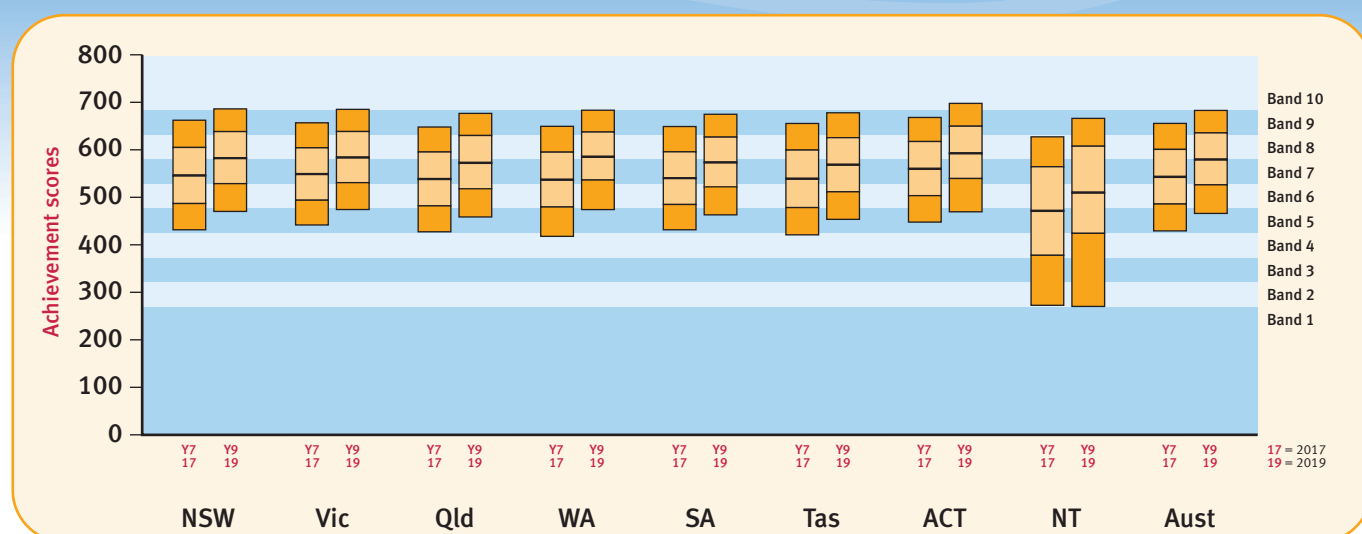


Table R1.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017									
Average gain (with 95% confidence interval)	39.3 ± 6.5	31.3 ± 6.4	31.9 ± 6.8	41.3 ± 8.5	29.7 ± 7.7	30.0 ± 11.4	29.8 ± 12.5	31.8 ± 31.2	34.9 ± 5.5
2016–2018									
Average gain (with 95% confidence interval)	44.3 ± 6.3	42.9 ± 6.1	39.7 ± 6.7	51.8 ± 8.3	39.6 ± 7.4	39.0 ± 12.0	42.0 ± 11.8	37.7 ± 35.2	43.3 ± 5.2
2017–2019									
Average gain (with 95% confidence interval)	36.7 ± 6.6	34.9 ± 6.4	34.1 ± 7.0	48.5 ± 8.6	33.1 ± 7.8	29.6 ± 11.8	32.8 ± 13.7	38.5 ± 35.5	36.6 ± 5.6

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7–Year 9 Reading

Figure R2.7_9a: Achievement of Year 7 (2017) and Year 9 (2019) Male Students in Reading, by State and Territory.

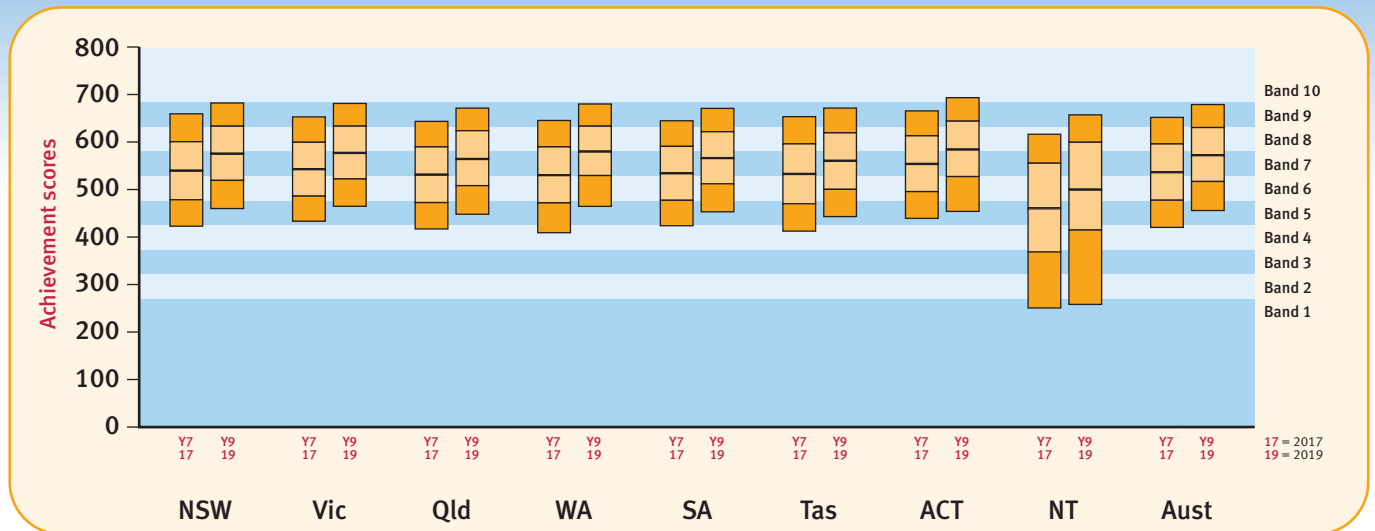


Figure R2.7_9b: Achievement of Year 7 (2017) and Year 9 (2019) Female Students in Reading, by State and Territory.

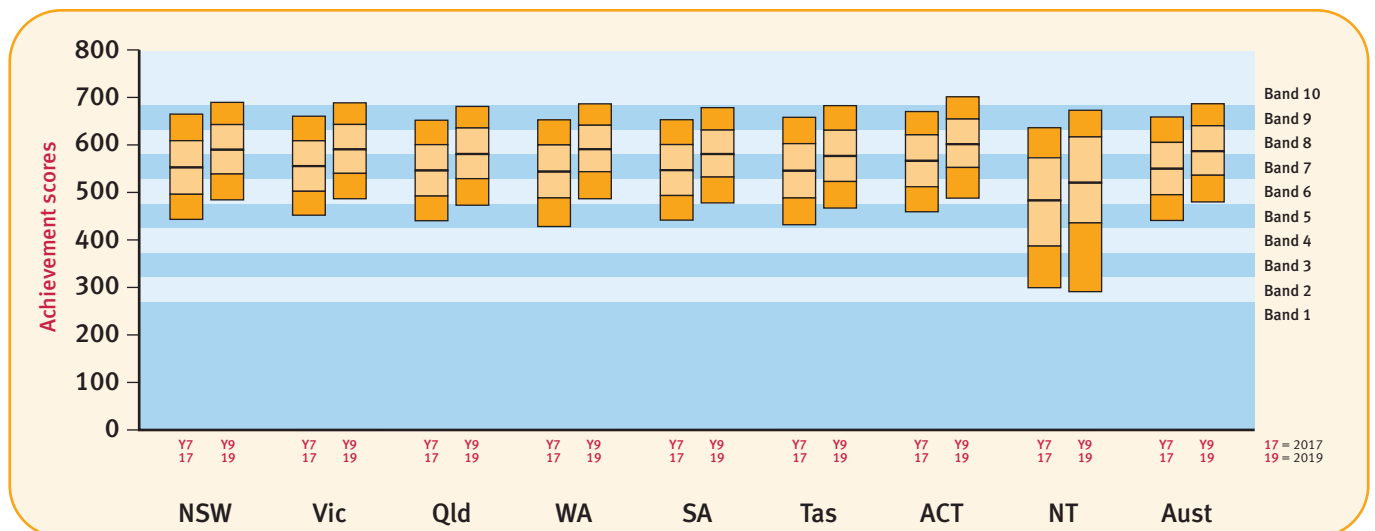


Table R2.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by Sex, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	Male	38.3 ± 7.3	29.3 ± 7.0	28.5 ± 7.3	40.0 ± 9.4	27.3 ± 8.6	29.6 ± 12.6	28.2 ± 14.4	28.8 ± 32.4	33.1 ± 5.7
	Female	40.4 ± 6.7	33.4 ± 6.5	35.3 ± 7.0	42.7 ± 8.6	32.2 ± 7.5	30.5 ± 12.2	31.4 ± 13.3	34.7 ± 30.7	36.9 ± 5.6
2016–2018 Average gain (with 95% confidence interval)	Male	43.7 ± 7.0	42.7 ± 6.6	37.9 ± 7.2	51.2 ± 9.1	38.5 ± 8.1	39.2 ± 12.9	39.8 ± 13.1	38.1 ± 35.7	42.5 ± 5.4
	Female	45.0 ± 6.5	43.3 ± 6.2	41.5 ± 6.8	52.4 ± 8.4	41.0 ± 7.5	38.8 ± 12.7	44.3 ± 12.5	37.2 ± 35.9	44.2 ± 5.3
2017–2019 Average gain (with 95% confidence interval)	Male	35.9 ± 7.4	34.3 ± 7.0	33.3 ± 7.6	49.8 ± 9.4	32.0 ± 8.5	27.8 ± 12.6	30.4 ± 15.6	39.5 ± 37.1	36.0 ± 5.8
	Female	37.5 ± 6.8	35.5 ± 6.5	34.8 ± 7.1	47.4 ± 8.7	34.1 ± 7.8	31.3 ± 12.5	35.2 ± 13.7	37.4 ± 34.9	37.1 ± 5.7

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7–Year 9 Reading

Figure R3.7_9a: Achievement of Year 7 (2017) and Year 9 (2019) Indigenous Students in Reading, by State and Territory.

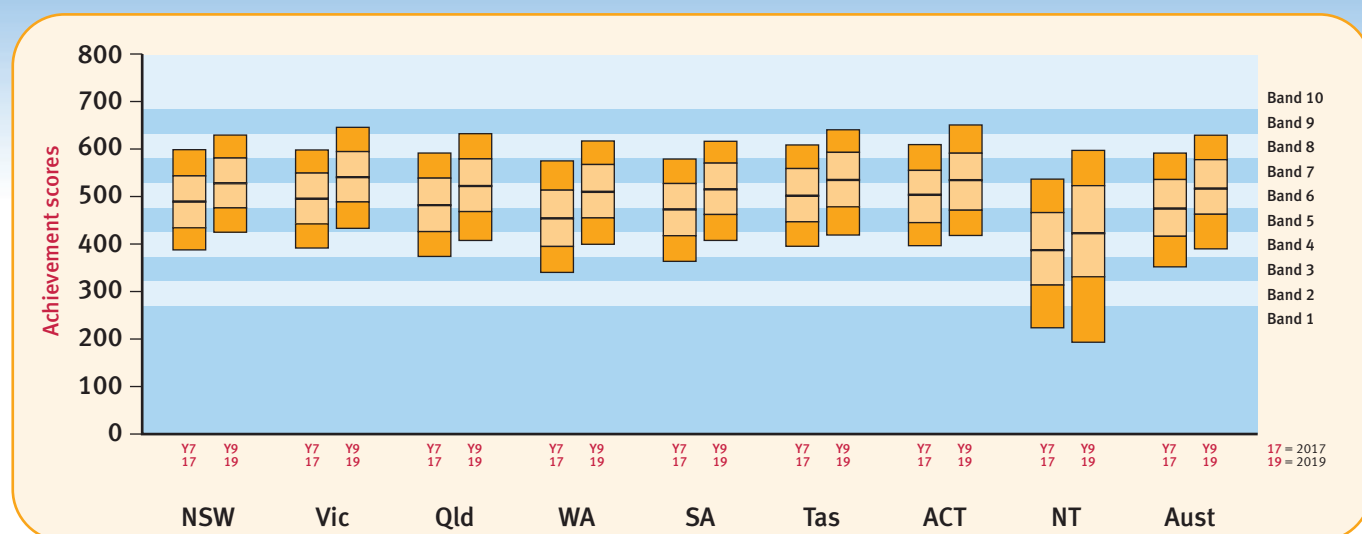


Figure R3.7_9b: Achievement of Year 7 (2017) and Year 9 (2019) Non-Indigenous Students in Reading, by State and Territory.

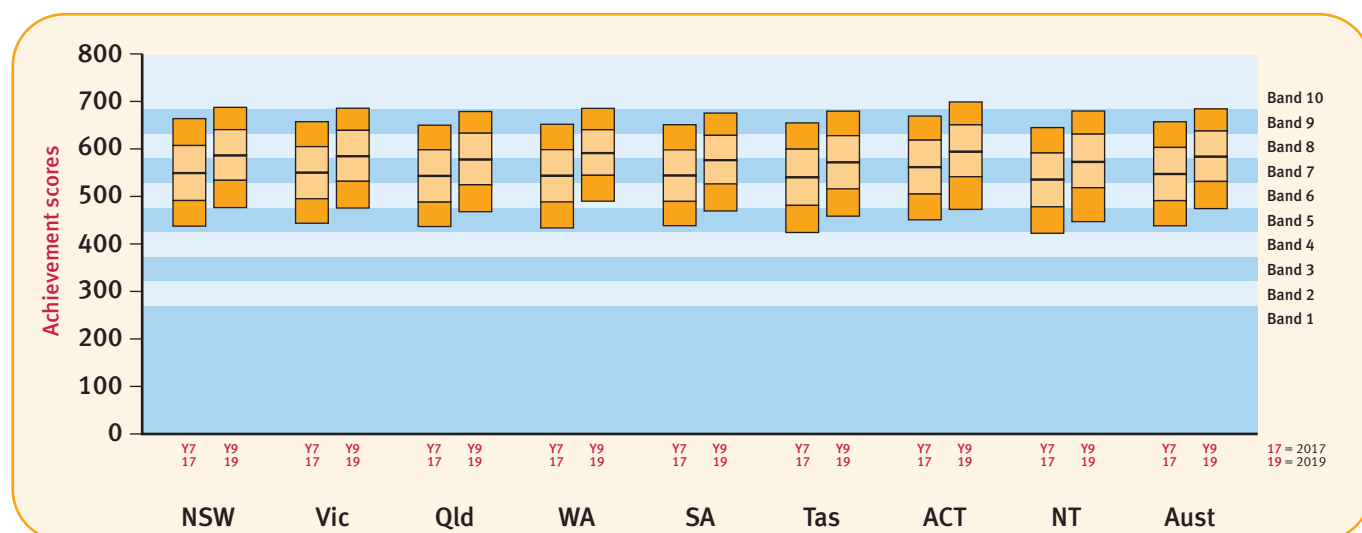


Table R3.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by Indigenous Status, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	Indigenous	36.7 ± 6.7	36.6 ± 9.0	26.3 ± 7.7	35.8 ± 10.4	28.7 ± 11.6	28.6 ± 10.6	25.3 ± 18.3	22.1 ± 26.6	32.9 ± 6.9
	Non-Indigenous	39.5 ± 6.5	31.4 ± 6.4	31.9 ± 6.7	41.3 ± 8.3	29.5 ± 7.6	29.5 ± 10.9	30.7 ± 12.4	33.4 ± 16.6	35.0 ± 5.5
2016–2018 Average gain (with 95% confidence interval)	Indigenous	41.5 ± 6.9	43.3 ± 8.9	41.0 ± 7.8	57.6 ± 11.2	34.5 ± 11.4	42.7 ± 12.6	50.7 ± 18.4	27.0 ± 30.1	43.0 ± 6.9
	Non-Indigenous	45.0 ± 6.2	42.9 ± 6.0	40.2 ± 6.6	51.8 ± 8.0	39.3 ± 7.2	40.6 ± 11.5	42.3 ± 11.8	43.1 ± 16.1	43.6 ± 5.2
2017–2019 Average gain (with 95% confidence interval)	Indigenous	38.9 ± 6.9	45.7 ± 9.6	40.3 ± 8.3	56.0 ± 10.7	42.5 ± 10.9	33.4 ± 12.2	31.2 ± 21.7	35.7 ± 33.4	42.2 ± 7.0
	Non-Indigenous	37.1 ± 6.6	34.7 ± 6.4	34.5 ± 6.9	48.0 ± 8.3	32.5 ± 7.6	31.6 ± 11.2	32.5 ± 13.8	37.5 ± 17.0	36.5 ± 5.6

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7–Year 9 Reading

Figure R4.7_9a: Achievement of Year 7 (2017) and Year 9 (2019) LBOTE Students in Reading, by State and Territory.

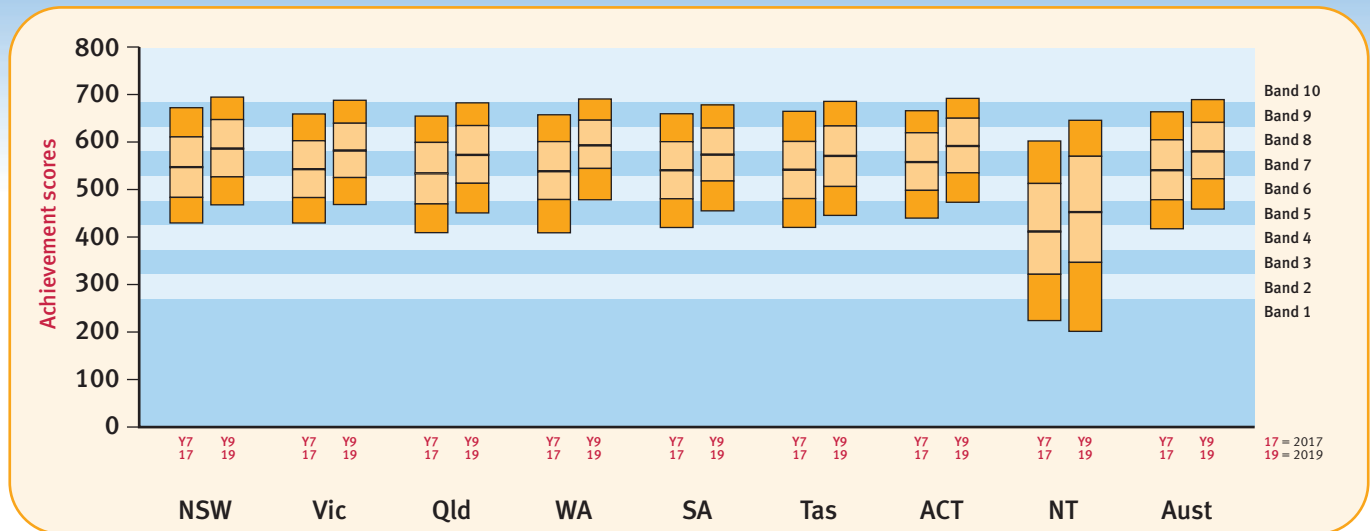


Figure R4.7_9b: Achievement of Year 7 (2017) and Year 9 (2019) Non-LBOTE Students in Reading, by State and Territory.

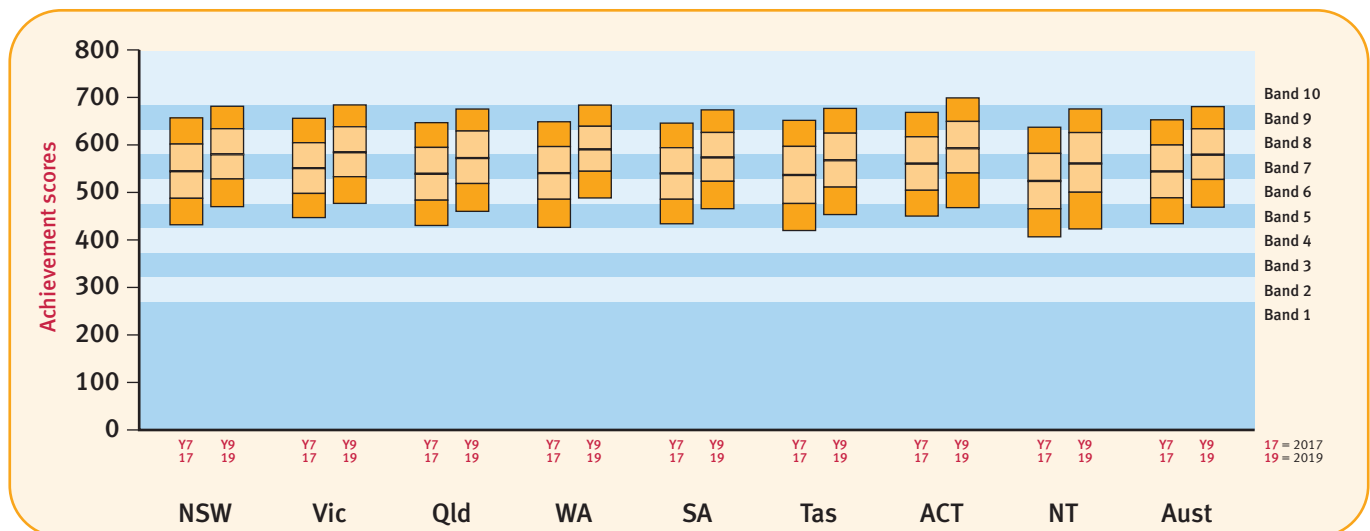


Table R4.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by LBOTE Status, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	LBOTE	38.5 ± 9.2	31.7 ± 8.6	34.0 ± 11.9	39.7 ± 12.3	29.3 ± 12.3	29.5 ± 18.4	28.9 ± 18.0	32.3 ± 40.9	35.1 ± 6.7
	Non-LBOTE	39.9 ± 6.4	31.3 ± 6.3	31.7 ± 6.6	42.0 ± 8.5	27.5 ± 7.4	28.3 ± 11.3	29.9 ± 12.3	34.6 ± 20.5	34.6 ± 5.5
2016–2018 Average gain (with 95% confidence interval)	LBOTE	48.5 ± 9.1	47.3 ± 8.5	43.6 ± 12.3	57.0 ± 12.3	40.3 ± 11.9	39.9 ± 20.4	47.9 ± 14.7	6.0 ± 47.2	47.8 ± 6.5
	Non-LBOTE	42.9 ± 6.1	41.5 ± 5.9	39.1 ± 6.3	51.6 ± 8.0	39.7 ± 7.3	40.3 ± 11.7	40.8 ± 11.9	43.1 ± 18.6	42.0 ± 5.2
2017–2019 Average gain (with 95% confidence interval)	LBOTE	38.9 ± 9.6	39.1 ± 8.5	39.1 ± 12.6	54.6 ± 12.7	32.9 ± 11.8	29.3 ± 19.4	34.0 ± 16.3	41.3 ± 50.6	39.7 ± 6.8
	Non-LBOTE	35.6 ± 6.5	33.4 ± 6.3	33.3 ± 6.7	50.0 ± 8.2	33.6 ± 7.5	31.1 ± 11.5	32.5 ± 13.8	36.9 ± 18.8	35.3 ± 5.6

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Achievement of Students in Reading

Figure R1.3_5_7: Achievement of Year 3 (2015), Year 5 (2017) and Year 7 (2019) Students in Reading, by State and Territory.

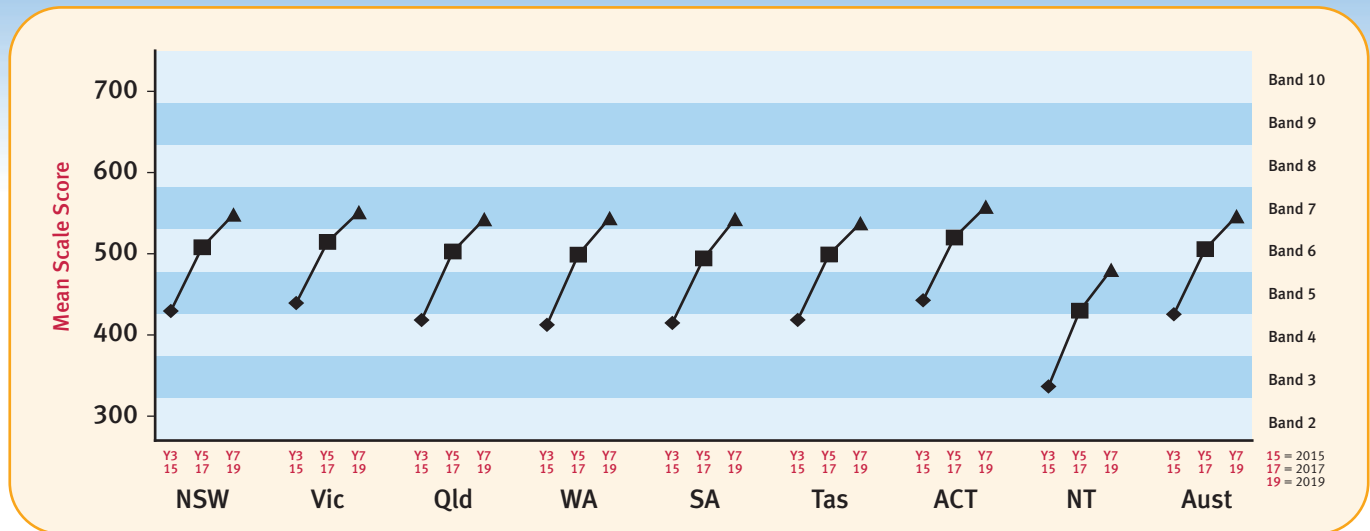


Figure R1.5_7_9: Achievement of Year 5 (2015), Year 7 (2017) and Year 9 (2019) Students in Reading, by State and Territory.

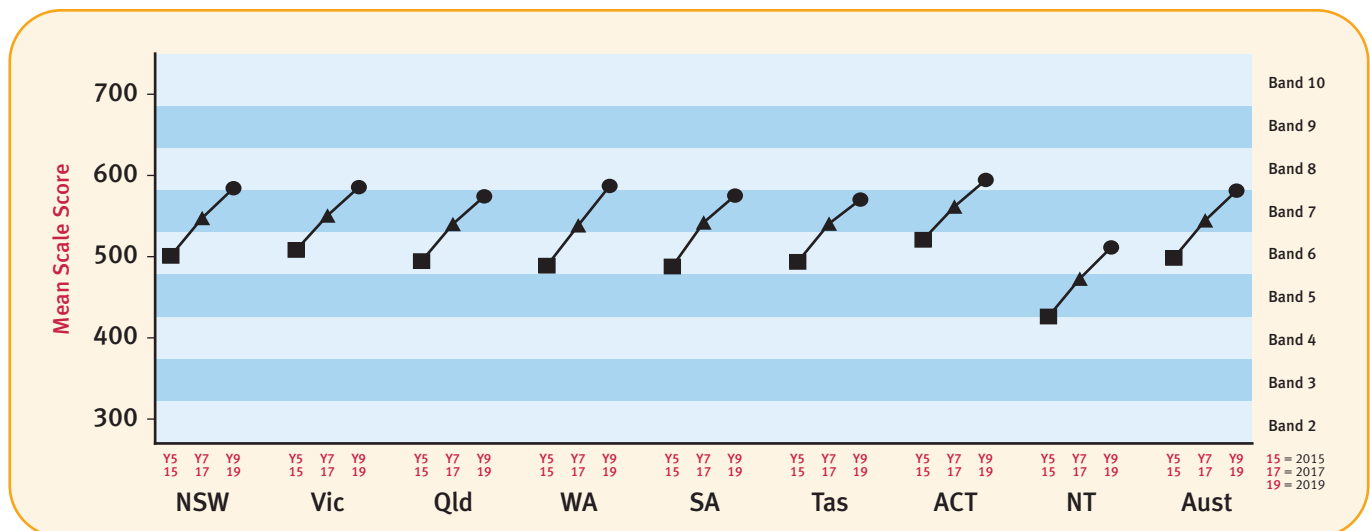


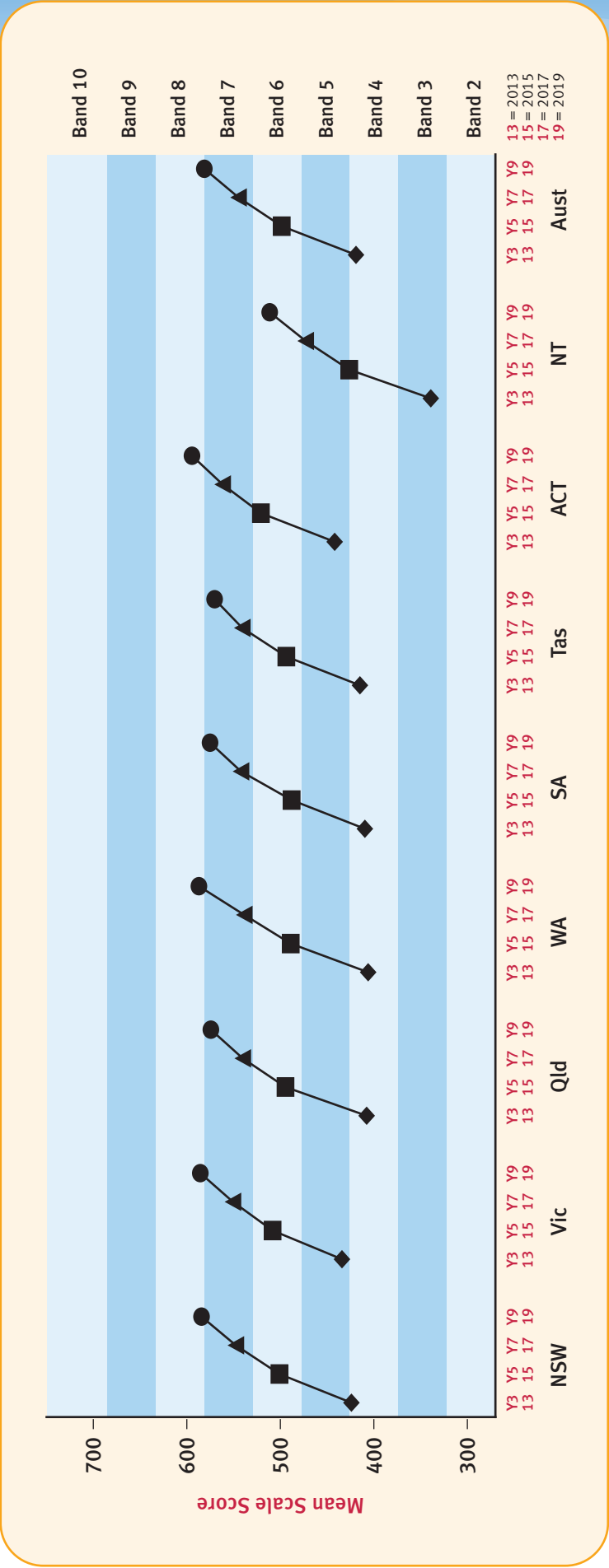
Table R1.2015_2017_2019: Achievement of Students in Reading from Year 3 (2015), Year 5 (2017) and Year 7 (2019), and from Year 5 (2015), Year 7 (2017) and Year 9 (2019), by State and Territory.

			NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	Year 3	2015	429.5 (86.1)	439.3 (81.9)	418.4 (83.7)	412.5 (90.1)	414.8 (85.2)	418.5 (92.7)	442.7 (90.1)	336.6 (122.9)	425.5 (86.8)
Mean scale score / (S.D.)	Year 5	2017	508.0 (78.3)	514.6 (71.6)	502.8 (75.0)	498.9 (78.5)	494.3 (75.0)	499.1 (81.7)	520.0 (75.6)	429.9 (113.2)	505.7 (77.0)
Mean scale score / (S.D.)	Year 7	2019	548.4 (68.9)	551.3 (63.4)	542.7 (65.8)	544.0 (68.1)	542.9 (63.6)	537.7 (70.5)	558.0 (67.4)	480.3 (103.1)	546.3 (67.4)
Mean scale score / (S.D.)	Year 5	2015	501.0 (78.8)	508.3 (75.0)	494.5 (75.1)	488.9 (78.8)	487.9 (76.6)	493.6 (82.8)	520.8 (79.3)	426.3 (110.2)	498.5 (78.2)
Mean scale score / (S.D.)	Year 7	2017	547.6 (70.2)	550.7 (65.5)	540.2 (67.6)	538.6 (70.5)	542.1 (66.6)	540.7 (71.5)	561.7 (67.6)	472.9 (108.6)	544.7 (69.4)
Mean scale score / (S.D.)	Year 9	2019	584.3 (65.6)	585.6 (64.4)	574.3 (68.7)	587.1 (63.4)	575.2 (64.1)	570.3 (68.4)	594.5 (69.0)	511.4 (121.5)	581.3 (67.2)

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Achievement of Students in Reading

Figure R1.3_5_7_9: Achievement of Year 3 (2013), Year 5 (2015), Year 7 (2017) and Year 9 (2019) Students in Reading, by State and Territory.



[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3–Year 5 Numeracy

Figure N1.3_5: Achievement of Year 3 (2017) and Year 5 (2019) Students in Numeracy, by State and Territory.

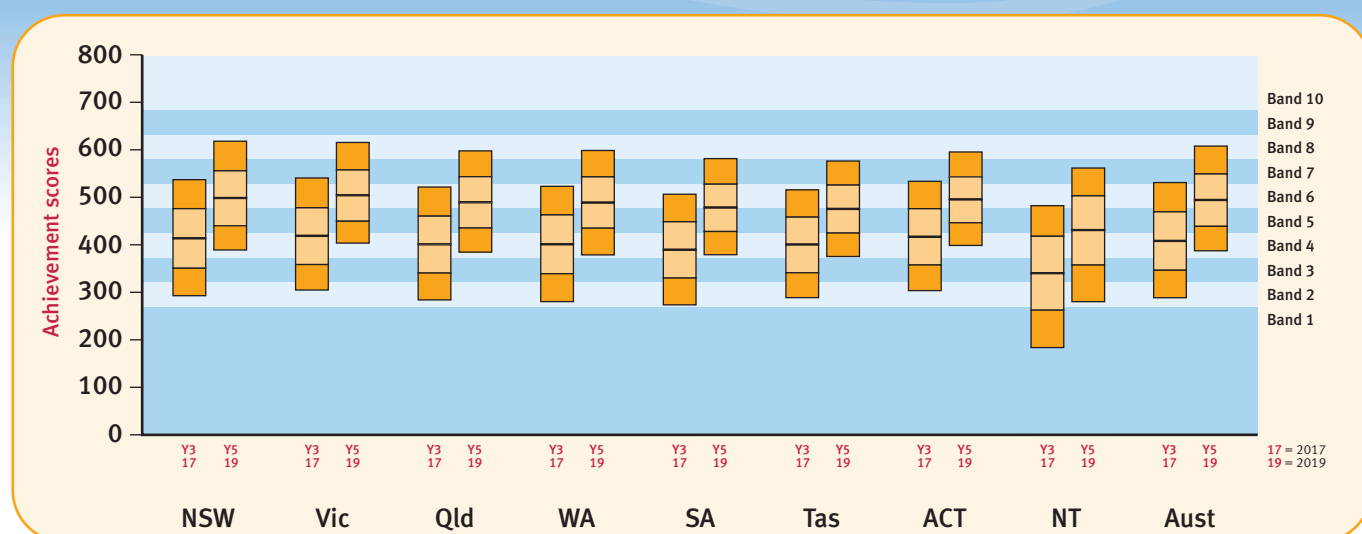


Table N1.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017									
Average gain (with 95% confidence interval)	97.0 ± 6.6	92.0 ± 6.5	98.2 ± 6.6	100.0 ± 7.1	94.9 ± 7.4	90.0 ± 9.7	87.5 ± 9.2	100.1 ± 17.8	96.0 ± 6.1
2016–2018									
Average gain (with 95% confidence interval)	93.8 ± 7.5	89.3 ± 7.4	91.2 ± 7.6	95.0 ± 7.9	93.6 ± 8.1	83.4 ± 9.6	87.3 ± 9.8	92.9 ± 19.8	92.0 ± 7.1
2017–2019									
Average gain (with 95% confidence interval)	85.2 ± 6.8	85.8 ± 6.7	88.8 ± 6.9	88.0 ± 7.2	89.2 ± 7.6	75.2 ± 8.7	79.0 ± 9.6	91.1 ± 20.2	86.5 ± 6.4

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3–Year 5 Numeracy

Figure N2.3_5a: Achievement of Year 3 (2017) and Year 5 (2019) Male Students in Numeracy, by State and Territory.

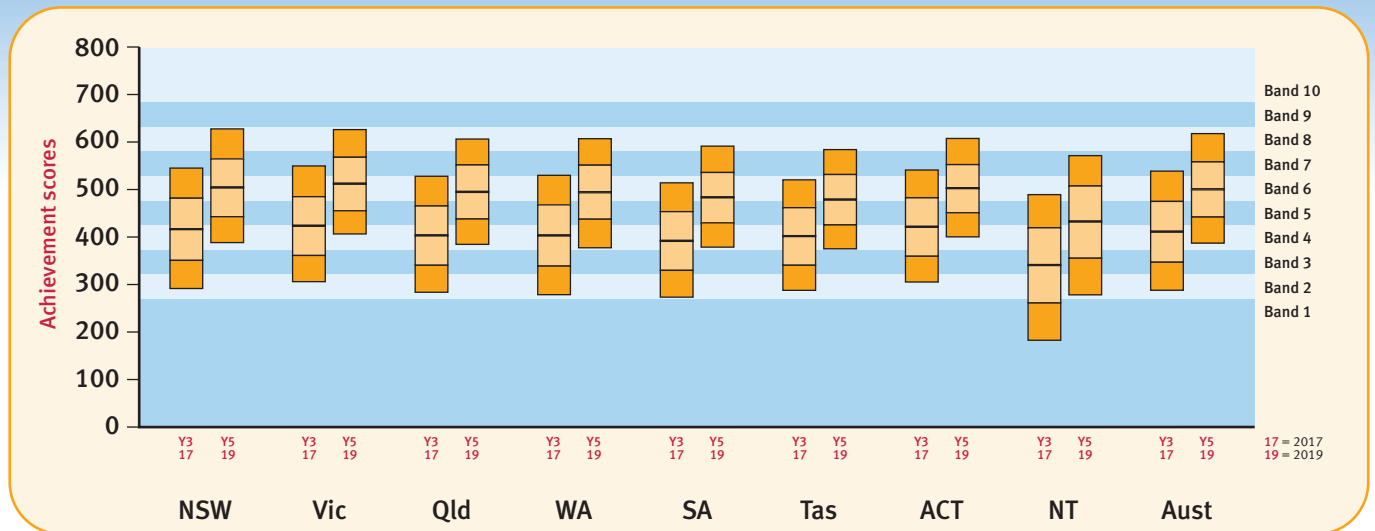


Figure N2.3_5b: Achievement of Year 3 (2017) and Year 5 (2019) Female Students in Numeracy, by State and Territory.

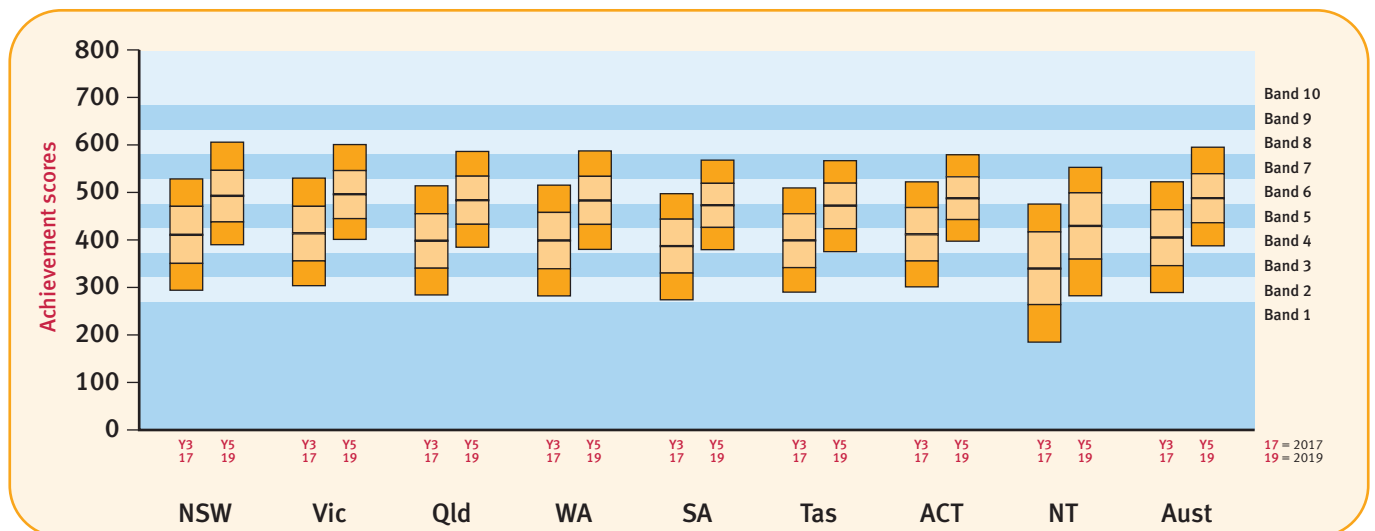


Table N2.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by Sex, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	Male	96.8 ± 6.7	91.7 ± 6.6	97.9 ± 6.8	100.4 ± 7.5	94.7 ± 7.6	91.0 ± 10.5	89.0 ± 9.7	100.3 ± 19.1	95.9 ± 6.2
	Female	97.2 ± 6.6	92.3 ± 6.5	98.6 ± 6.6	99.5 ± 7.1	95.2 ± 7.6	89.0 ± 9.9	85.8 ± 10.1	100.0 ± 17.5	96.1 ± 6.2
2016–2018 Average gain (with 95% confidence interval)	Male	93.3 ± 7.6	88.9 ± 7.5	91.0 ± 7.7	95.3 ± 8.1	93.5 ± 8.5	82.8 ± 10.1	87.5 ± 10.6	95.0 ± 20.8	91.7 ± 7.1
	Female	94.3 ± 7.5	89.9 ± 7.4	91.6 ± 7.6	94.5 ± 7.9	93.8 ± 8.2	84.0 ± 10.0	87.0 ± 10.4	90.8 ± 20.0	92.3 ± 7.1
2017–2019 Average gain (with 95% confidence interval)	Male	87.9 ± 6.9	88.9 ± 6.8	91.8 ± 7.1	91.3 ± 7.6	92.0 ± 8.1	77.0 ± 9.3	81.7 ± 10.4	91.9 ± 21.3	89.4 ± 6.4
	Female	82.4 ± 6.8	82.5 ± 6.7	85.7 ± 6.9	84.5 ± 7.3	86.4 ± 7.6	73.2 ± 8.8	76.1 ± 10.0	90.2 ± 20.4	83.4 ± 6.4

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3–Year 5 Numeracy

Figure N3.3_5a: Achievement of Year 3 (2017) and Year 5 (2019) Indigenous Students in Numeracy, by State and Territory.

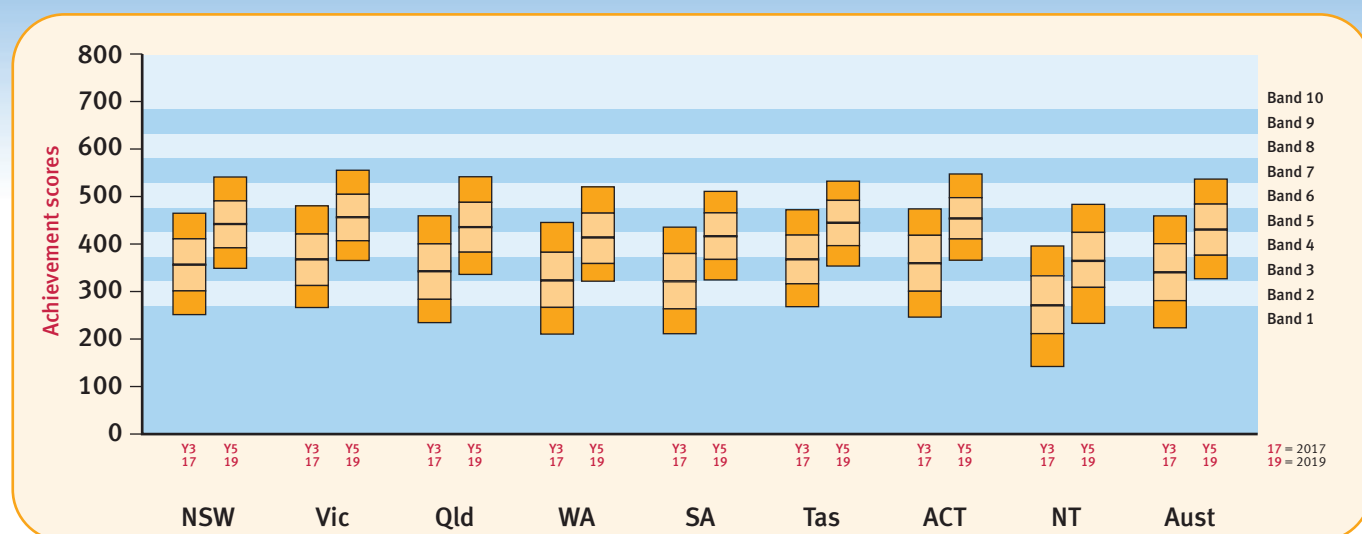


Figure N3.3_5b: Achievement of Year 3 (2017) and Year 5 (2019) Non-Indigenous Students in Numeracy, by State and Territory.

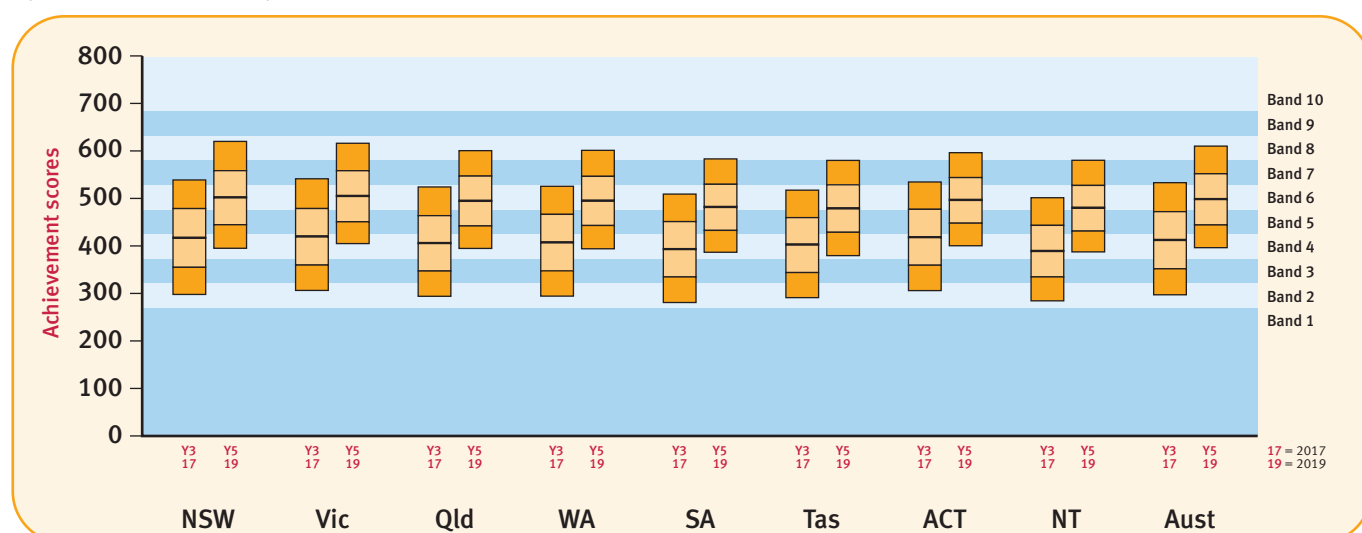


Table N3.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by Indigenous Status, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	Indigenous	99.1 ± 7.0	95.3 ± 8.8	100.9 ± 7.8	105.0 ± 10.4	106.2 ± 11.4	90.4 ± 10.9	100.1 ± 17.6	101.6 ± 14.3	101.4 ± 6.8
	Non-Indigenous	96.9 ± 6.5	91.9 ± 6.4	97.5 ± 6.6	99.4 ± 7.0	94.5 ± 7.3	89.9 ± 8.6	87.4 ± 9.1	98.8 ± 11.1	95.7 ± 6.1
2016–2018 Average gain (with 95% confidence interval)	Indigenous	94.5 ± 7.8	90.6 ± 10.0	96.3 ± 8.9	97.9 ± 10.1	95.6 ± 11.7	85.6 ± 10.6	96.7 ± 19.4	101.4 ± 19.6	95.9 ± 7.7
	Non-Indigenous	93.9 ± 7.5	89.3 ± 7.4	91.7 ± 7.5	95.5 ± 7.7	93.5 ± 8.1	83.9 ± 9.4	87.4 ± 9.8	90.0 ± 12.3	92.1 ± 7.1
2017–2019 Average gain (with 95% confidence interval)	Indigenous	86.0 ± 7.2	89.0 ± 8.7	93.3 ± 8.4	90.8 ± 10.3	95.3 ± 11.3	77.1 ± 10.3	94.5 ± 18.6	94.0 ± 17.8	90.2 ± 7.1
	Non-Indigenous	85.5 ± 6.8	85.6 ± 6.7	89.0 ± 6.9	88.0 ± 7.1	88.9 ± 7.5	76.5 ± 8.5	78.6 ± 9.6	91.2 ± 11.4	86.4 ± 6.4

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 3–Year 5 Numeracy

Figure N4.3_5a: Achievement of Year 3 (2017) and Year 5 (2019) LBOTE Students in Numeracy, by State and Territory.

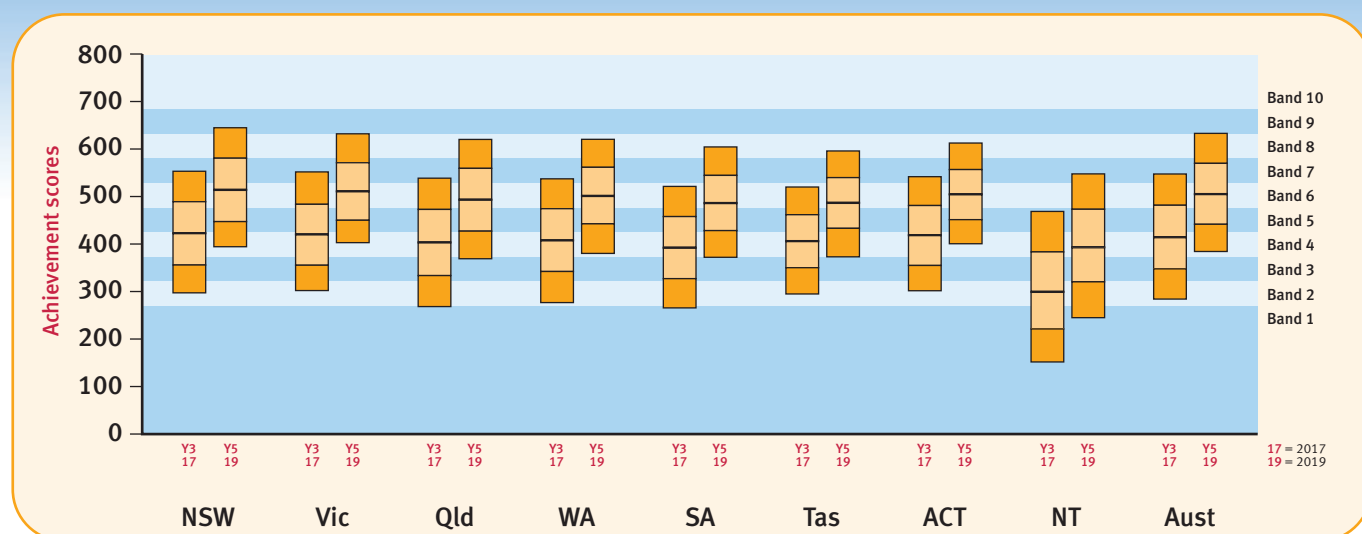


Figure N4.3_5b: Achievement of Year 3 (2017) and Year 5 (2019) Non-LBOTE Students in Numeracy, by State and Territory.

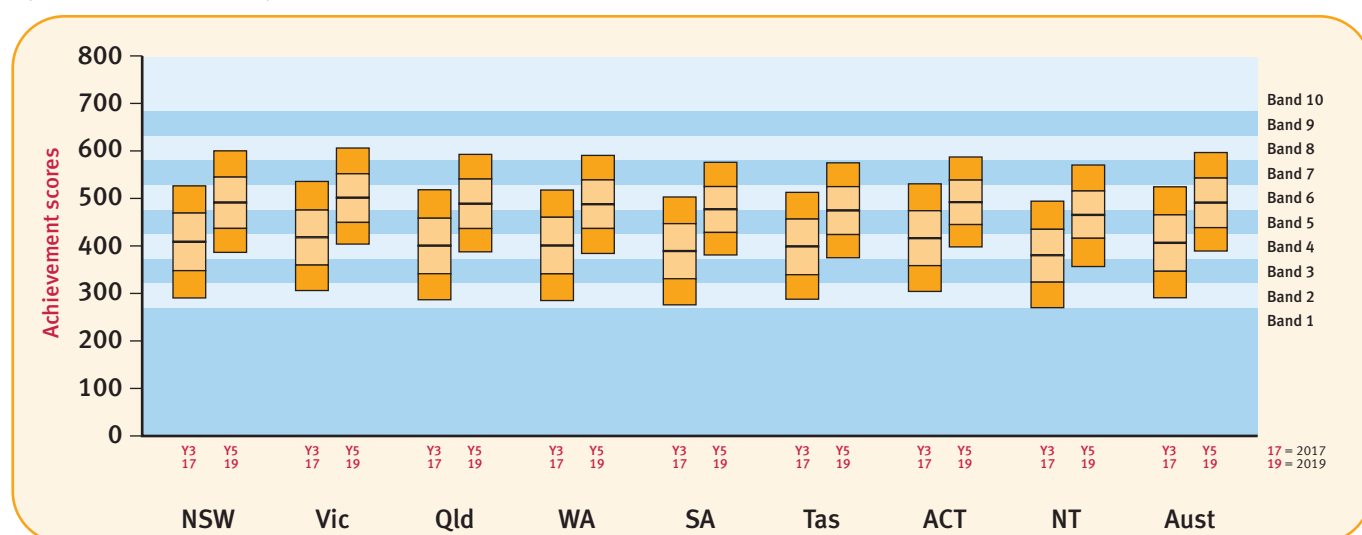


Table N4.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by LBOTE Status, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	LBOTE	103.0 ± 7.7	96.9 ± 7.4	103.9 ± 10.3	103.9 ± 9.2	99.8 ± 10.4	95.7 ± 14.0	92.9 ± 11.3	111.0 ± 21.5	100.5 ± 6.6
	Non-LBOTE	94.1 ± 6.5	90.1 ± 6.4	97.4 ± 6.5	99.3 ± 7.2	92.2 ± 7.2	88.7 ± 8.8	85.8 ± 9.3	99.3 ± 12.7	94.0 ± 6.1
2016–2018 Average gain (with 95% confidence interval)	LBOTE	99.9 ± 8.5	94.0 ± 8.3	93.8 ± 10.6	99.9 ± 9.4	98.0 ± 10.3	72.6 ± 20.9	93.7 ± 12.3	96.3 ± 26.5	96.9 ± 7.5
	Non-LBOTE	90.9 ± 7.4	87.4 ± 7.3	90.8 ± 7.5	94.9 ± 7.9	93.4 ± 8.1	84.2 ± 9.4	85.4 ± 9.7	89.8 ± 13.2	90.3 ± 7.1
2017–2019 Average gain (with 95% confidence interval)	LBOTE	91.4 ± 8.0	90.9 ± 7.7	90.2 ± 10.5	93.6 ± 8.9	94.3 ± 11.1	80.8 ± 15.1	86.3 ± 11.9	94.1 ± 25.5	91.0 ± 6.9
	Non-LBOTE	82.9 ± 6.7	83.5 ± 6.6	88.5 ± 6.8	87.3 ± 7.3	88.3 ± 7.4	76.1 ± 8.6	76.2 ± 9.6	85.1 ± 13.0	84.9 ± 6.3

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5–Year 7 Numeracy

Figure N1.5_7: Achievement of Year 5 (2017) and Year 7 (2019) Students in Numeracy, by State and Territory.

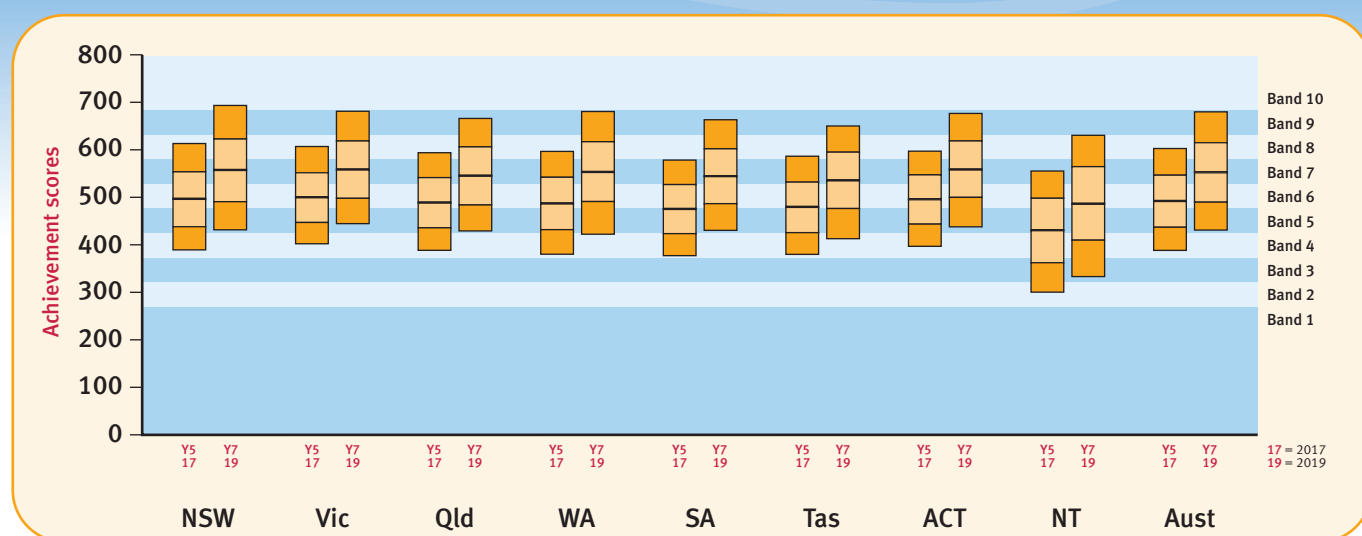


Table N1.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017									
Average gain (with 95% confidence interval)	61.2 ± 6.4	56.8 ± 5.9	63.3 ± 6.4	66.6 ± 8.0	66.1 ± 6.7	55.8 ± 10.2	56.7 ± 11.3	59.7 ± 24.6	61.4 ± 5.3
2016–2018									
Average gain (with 95% confidence interval)	54.3 ± 5.8	51.7 ± 5.4	53.6 ± 5.8	62.8 ± 7.4	63.3 ± 6.1	55.3 ± 10.1	62.8 ± 10.1	53.2 ± 24.6	55.3 ± 4.6
2017–2019									
Average gain (with 95% confidence interval)	61.0 ± 6.4	58.6 ± 5.9	56.7 ± 6.5	66.5 ± 8.2	69.3 ± 6.7	56.1 ± 10.4	62.8 ± 11.8	55.8 ± 23.5	60.6 ± 5.3

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5–Year 7 Numeracy

Figure N2.5_7a: Achievement of Year 5 (2017) and Year 7 (2019) Male Students in Numeracy, by State and Territory.

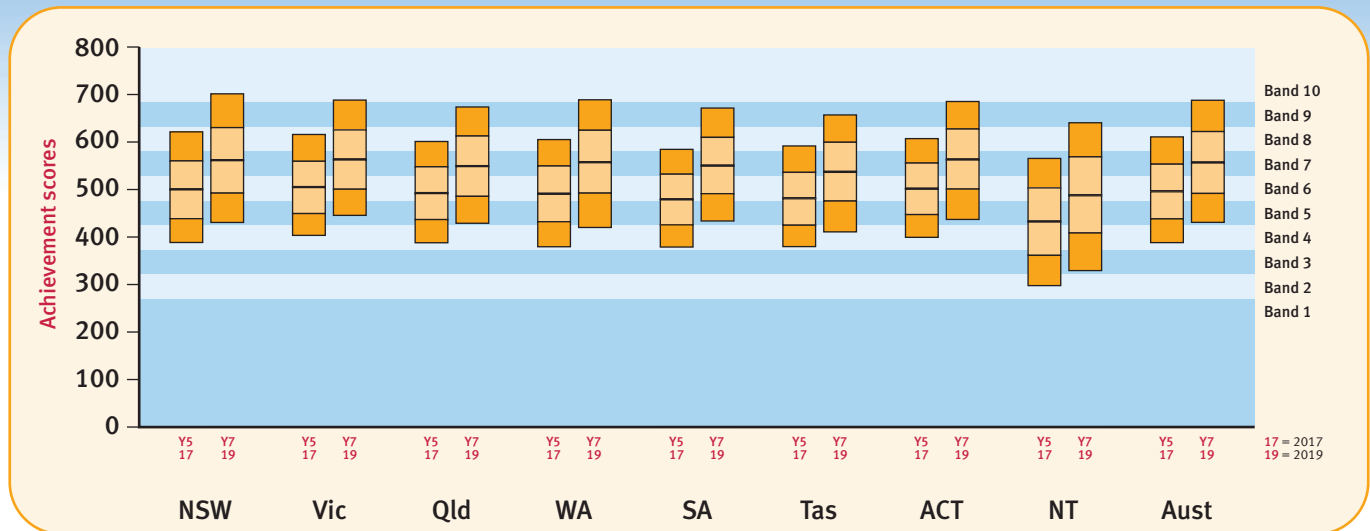


Figure N2.5_7b: Achievement of Year 5 (2017) and Year 7 (2019) Female Students in Numeracy, by State and Territory.

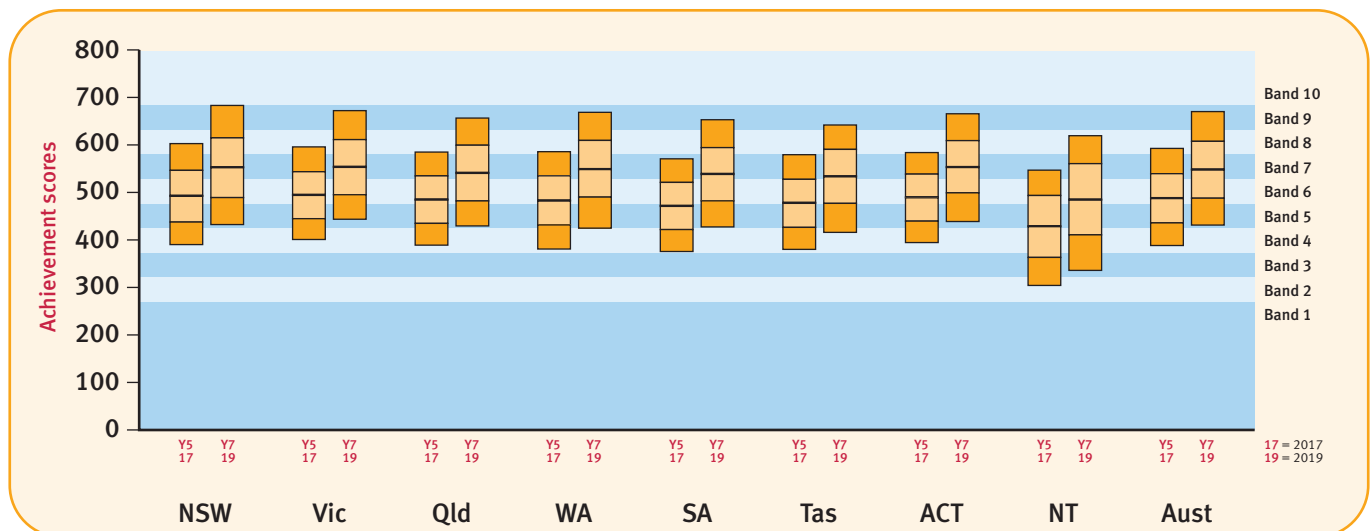


Table N2.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by Sex, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	Male	58.6 ± 7.1	54.0 ± 6.3	60.9 ± 6.9	64.4 ± 8.7	65.3 ± 7.3	54.8 ± 11.1	54.3 ± 13.0	57.9 ± 26.2	59.0 ± 5.4
	Female	63.9 ± 6.6	59.6 ± 6.0	65.7 ± 6.4	68.9 ± 8.1	67.0 ± 6.7	56.8 ± 10.7	59.3 ± 11.5	61.6 ± 23.9	63.8 ± 5.3
2016–2018 Average gain (with 95% confidence interval)	Male	56.0 ± 6.6	52.2 ± 5.7	54.2 ± 6.2	64.0 ± 8.0	65.3 ± 6.6	56.9 ± 11.2	62.6 ± 11.7	56.2 ± 25.2	56.4 ± 4.8
	Female	52.8 ± 5.9	51.0 ± 5.4	53.1 ± 5.9	61.5 ± 7.4	61.2 ± 6.2	53.7 ± 10.4	63.0 ± 10.1	50.3 ± 24.6	54.1 ± 4.6
2017–2019 Average gain (with 95% confidence interval)	Male	61.6 ± 7.1	58.3 ± 6.3	57.0 ± 6.9	66.7 ± 8.9	71.0 ± 7.2	55.8 ± 11.3	61.8 ± 13.1	55.4 ± 25.1	60.8 ± 5.4
	Female	60.4 ± 6.6	59.1 ± 6.1	56.4 ± 6.6	66.5 ± 8.1	67.5 ± 7.0	56.0 ± 10.8	64.0 ± 11.8	56.1 ± 22.6	60.2 ± 5.3

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5–Year 7 Numeracy

Figure N3.5_7a: Achievement of Year 5 (2017) and Year 7 (2019) Indigenous Students in Numeracy, by State and Territory.

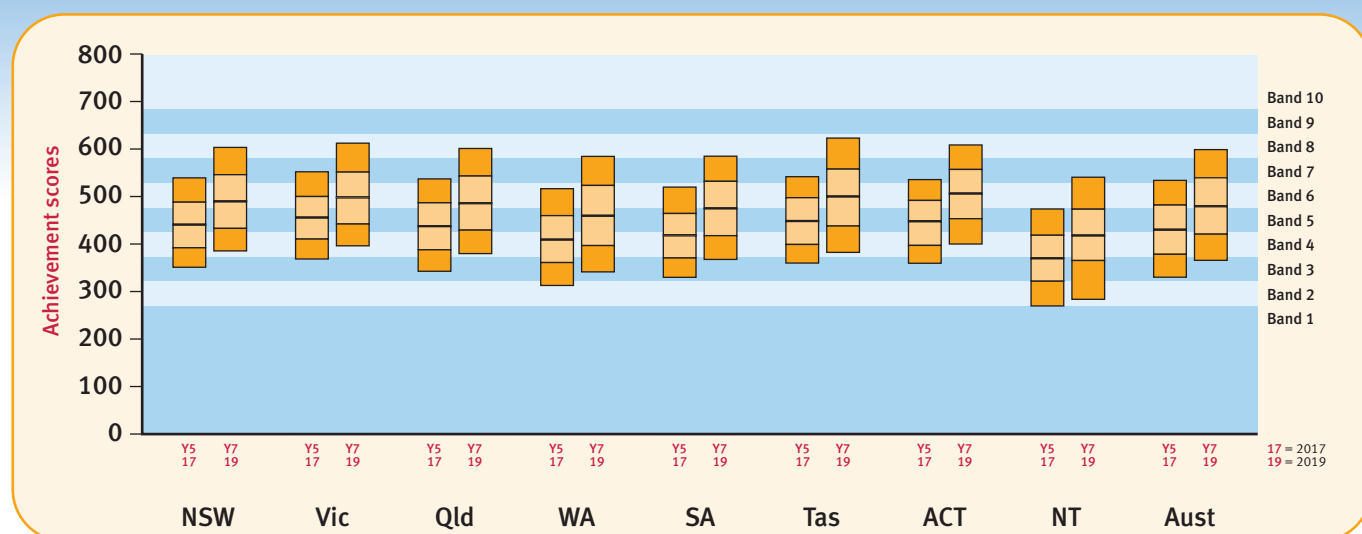


Figure N3.5_7b: Achievement of Year 5 (2017) and Year 7 (2019) Non-Indigenous Students in Numeracy, by State and Territory.

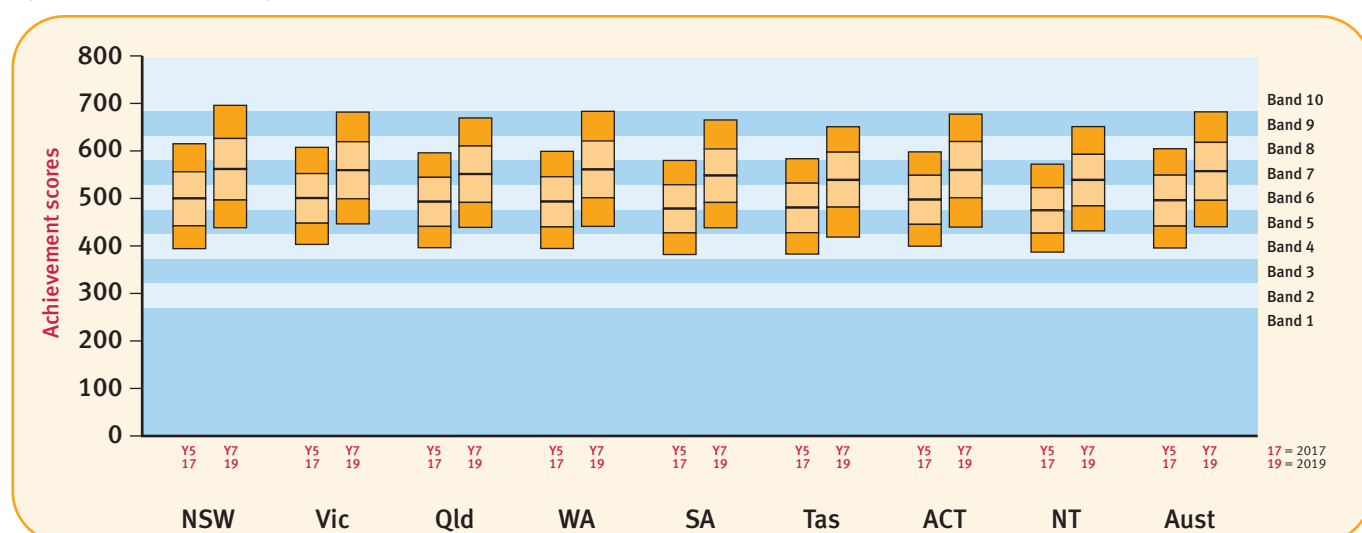


Table N3.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by Indigenous Status, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	Indigenous	54.1 ± 6.2	48.4 ± 8.4	56.3 ± 7.9	58.9 ± 9.9	63.6 ± 10.4	54.3 ± 11.0	56.3 ± 18.1	50.1 ± 19.5	56.7 ± 6.1
	Non-Indigenous	61.5 ± 6.4	57.0 ± 5.9	63.3 ± 6.3	67.1 ± 7.9	66.5 ± 6.6	55.3 ± 9.5	56.9 ± 11.3	64.4 ± 15.5	61.5 ± 5.2
2016–2018 Average gain (with 95% confidence interval)	Indigenous	55.0 ± 5.5	44.1 ± 7.6	56.9 ± 6.7	72.7 ± 10.7	63.0 ± 11.3	55.6 ± 9.6	72.6 ± 20.9	52.9 ± 20.0	58.5 ± 5.5
	Non-Indigenous	54.7 ± 5.8	51.8 ± 5.3	54.1 ± 5.7	62.6 ± 7.1	63.3 ± 6.0	55.0 ± 9.6	62.8 ± 10.2	53.2 ± 15.4	55.5 ± 4.6
2017–2019 Average gain (with 95% confidence interval)	Indigenous	49.2 ± 6.3	42.5 ± 8.3	48.4 ± 7.3	50.4 ± 9.9	56.9 ± 10.3	51.8 ± 12.8	58.5 ± 18.9	48.1 ± 15.8	49.6 ± 5.9
	Non-Indigenous	62.1 ± 6.4	59.0 ± 5.9	58.4 ± 6.4	67.9 ± 7.8	70.0 ± 6.6	58.5 ± 9.6	62.6 ± 11.7	64.2 ± 15.2	61.5 ± 5.2

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5–Year 7 Numeracy

Figure N4.5_7a: Achievement of Year 5 (2017) and Year 7 (2019) LBOTE Students in Numeracy, by State and Territory.

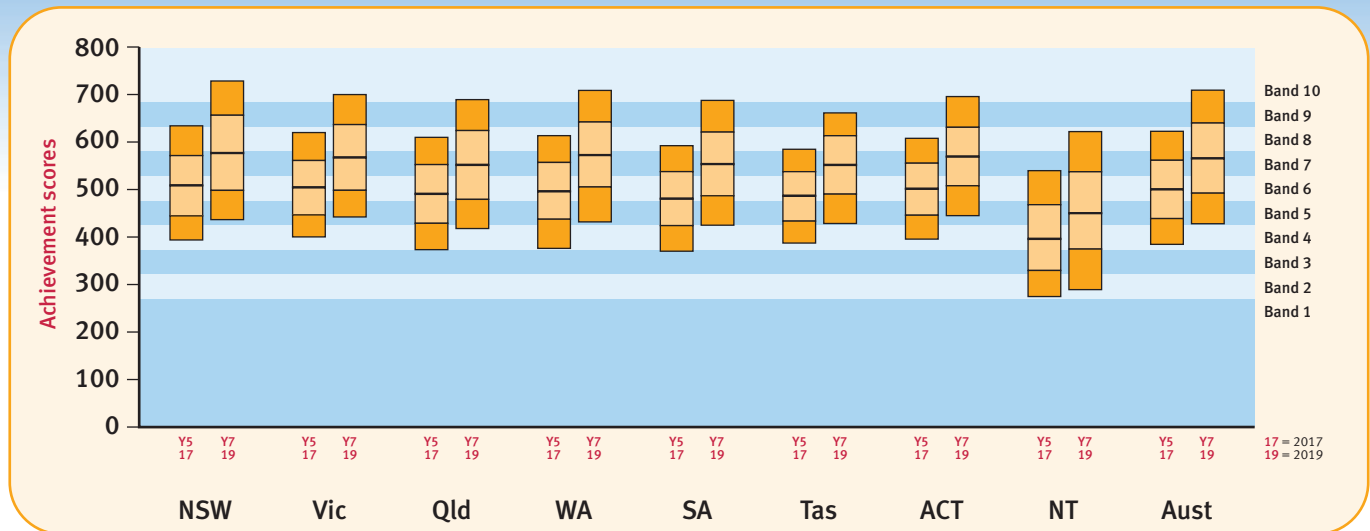


Figure N4.5_7b: Achievement of Year 5 (2017) and Year 7 (2019) Non-LBOTE Students in Numeracy, by State and Territory.

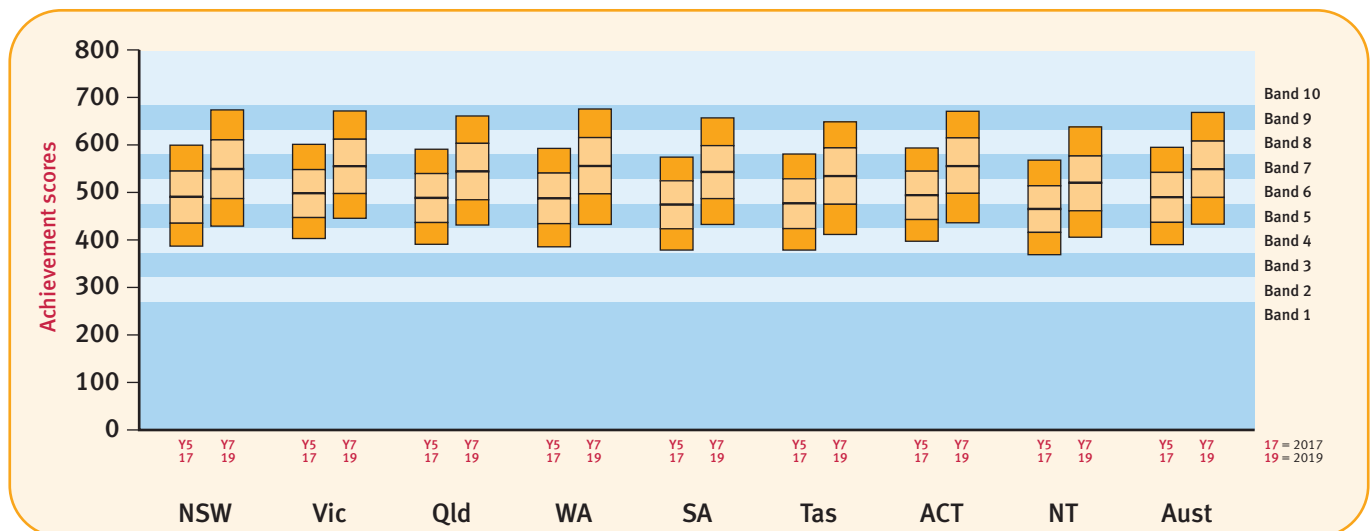


Table N4.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by LBOTE Status, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	LBOTE	65.9 ± 9.4	61.5 ± 7.8	70.7 ± 12.4	72.5 ± 12.7	69.7 ± 9.9	53.0 ± 18.1	60.3 ± 13.6	59.1 ± 32.1	64.9 ± 6.5
	Non-LBOTE	59.1 ± 6.0	55.1 ± 5.8	62.0 ± 6.1	67.1 ± 7.6	63.1 ± 6.5	54.4 ± 9.5	56.0 ± 11.1	59.0 ± 16.7	59.7 ± 5.2
2016–2018 Average gain (with 95% confidence interval)	LBOTE	57.7 ± 9.0	54.9 ± 7.3	58.8 ± 11.0	68.0 ± 11.6	65.6 ± 10.1	53.8 ± 18.9	66.7 ± 13.3	52.5 ± 32.7	58.2 ± 5.9
	Non-LBOTE	53.4 ± 5.4	50.5 ± 5.2	52.9 ± 5.5	61.9 ± 6.8	63.3 ± 6.0	54.1 ± 9.7	61.6 ± 9.7	53.2 ± 16.1	54.3 ± 4.5
2017–2019 Average gain (with 95% confidence interval)	LBOTE	68.3 ± 10.1	63.1 ± 7.7	61.1 ± 11.9	76.6 ± 13.1	73.2 ± 10.3	65.2 ± 17.1	68.1 ± 14.1	54.4 ± 30.7	65.4 ± 6.5
	Non-LBOTE	58.9 ± 6.0	57.1 ± 5.8	56.0 ± 6.1	68.3 ± 7.7	69.0 ± 6.6	57.6 ± 10.0	61.5 ± 11.4	55.2 ± 16.6	59.3 ± 5.2

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7–Year 9 Numeracy

Figure N1.7_9: Achievement of Year 7 (2017) and Year 9 (2019) Students in Numeracy, by State and Territory.

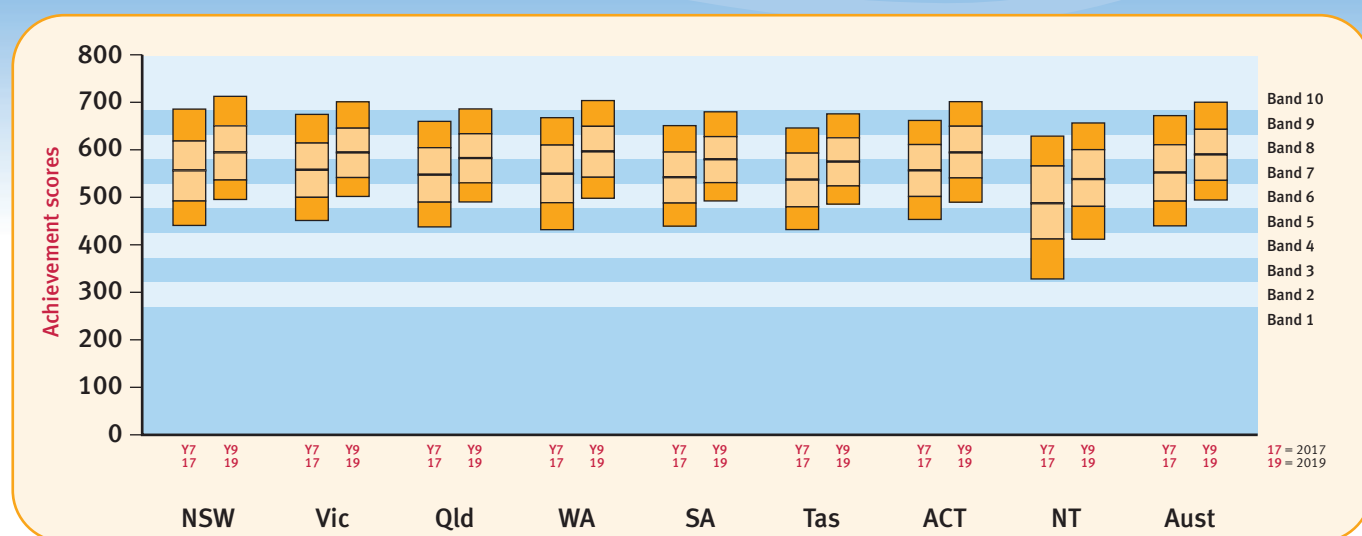


Table N1.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017									
Average gain (with 95% confidence interval)	53.3 ± 6.3	44.9 ± 5.9	46.1 ± 6.0	57.0 ± 8.4	45.5 ± 7.2	44.4 ± 9.8	46.5 ± 13.1	56.8 ± 22.9	49.4 ± 4.5
2016–2018									
Average gain (with 95% confidence interval)	48.0 ± 6.3	44.1 ± 6.0	42.6 ± 6.3	53.9 ± 8.6	41.2 ± 7.3	41.8 ± 11.0	47.8 ± 11.4	52.5 ± 27.9	46.0 ± 4.6
2017–2019									
Average gain (with 95% confidence interval)	38.1 ± 6.9	36.6 ± 6.5	35.2 ± 6.9	47.2 ± 9.0	37.9 ± 7.8	38.0 ± 10.7	37.8 ± 13.4	51.1 ± 25.8	38.2 ± 5.4

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7–Year 9 Numeracy

Figure N2.7_9a: Achievement of Year 7 (2017) and Year 9 (2019) Male Students in Numeracy, by State and Territory.

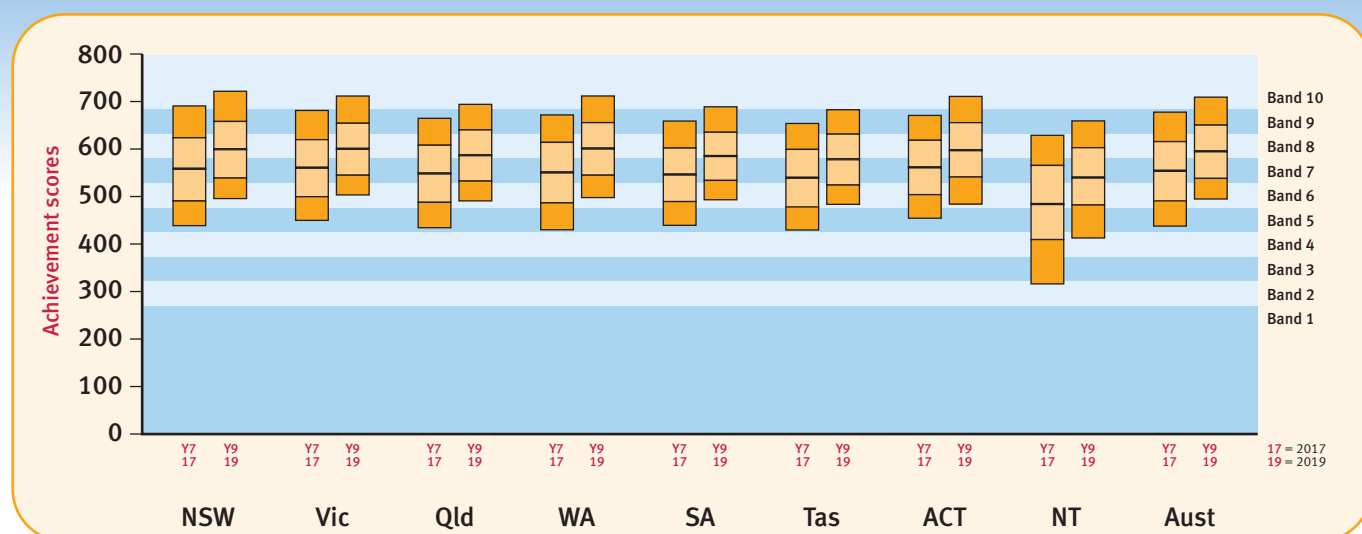


Figure N2.7_9b: Achievement of Year 7 (2017) and Year 9 (2019) Female Students in Numeracy, by State and Territory.

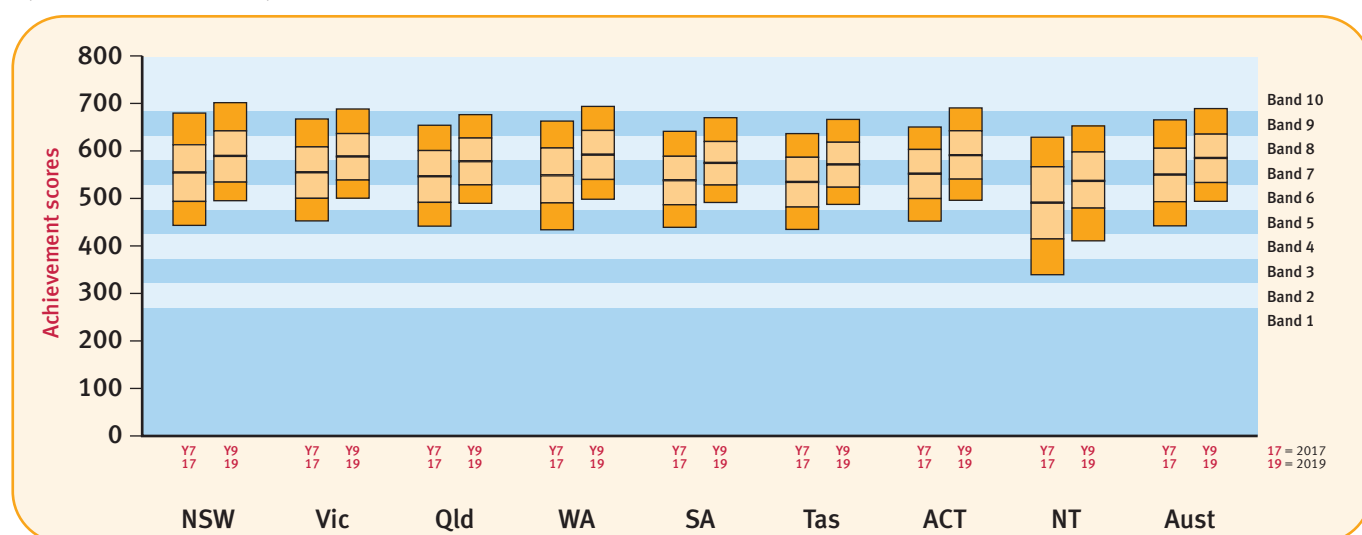


Table N2.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by Sex, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	Male	53.0 ± 7.4	44.9 ± 6.8	45.1 ± 6.6	56.7 ± 9.5	45.1 ± 8.2	46.9 ± 11.0	46.1 ± 15.1	58.6 ± 24.1	49.1 ± 4.9
	Female	53.7 ± 6.7	45.1 ± 6.0	47.2 ± 6.2	57.3 ± 8.4	46.1 ± 7.0	41.9 ± 10.3	46.9 ± 13.9	55.1 ± 22.4	49.8 ± 4.6
2016–2018 Average gain (with 95% confidence interval)	Male	50.3 ± 7.4	46.3 ± 6.9	44.1 ± 7.0	55.1 ± 9.6	42.5 ± 8.0	45.4 ± 12.4	46.9 ± 13.2	57.2 ± 28.8	47.9 ± 4.9
	Female	45.7 ± 6.6	41.8 ± 6.1	41.0 ± 6.5	52.6 ± 8.7	39.9 ± 7.3	38.1 ± 11.0	48.6 ± 12.2	47.7 ± 27.7	44.1 ± 4.7
2017–2019 Average gain (with 95% confidence interval)	Male	41.3 ± 7.9	39.9 ± 7.3	38.6 ± 7.6	50.5 ± 10.0	39.1 ± 8.7	39.0 ± 11.7	36.3 ± 15.3	55.9 ± 27.1	41.2 ± 5.6
	Female	35.0 ± 7.2	33.3 ± 6.5	31.8 ± 7.0	43.6 ± 9.0	36.6 ± 7.7	36.9 ± 11.2	39.3 ± 13.4	46.0 ± 25.3	35.2 ± 5.4

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7–Year 9 Numeracy

Figure N3.7_9a: Achievement of Year 7 (2017) and Year 9 (2019) Indigenous Students in Numeracy, by State and Territory.

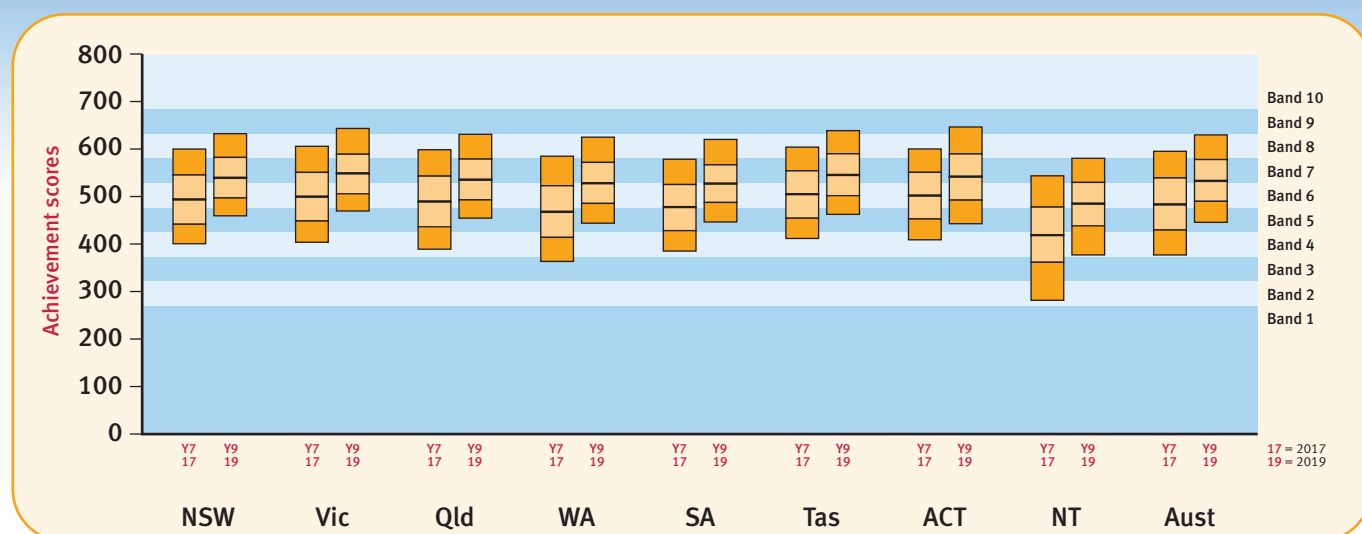


Figure N3.7_9b: Achievement of Year 7 (2017) and Year 9 (2019) Non-Indigenous Students in Numeracy, by State and Territory.

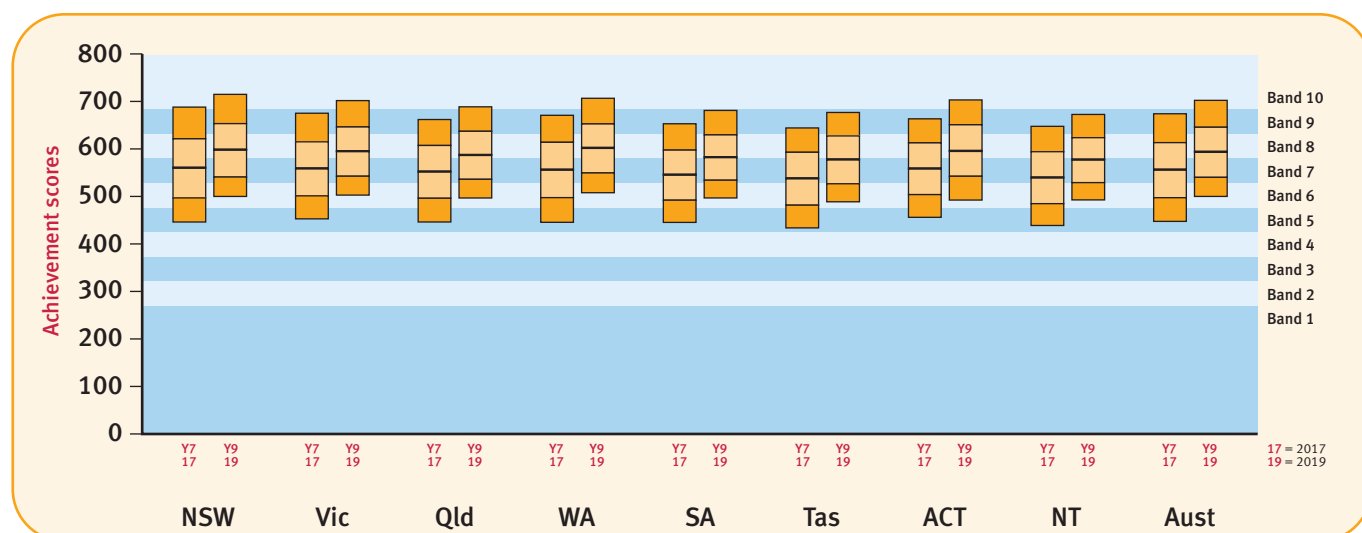


Table N3.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by Indigenous Status, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	Indigenous	54.4 ± 5.6	49.3 ± 8.2	47.7 ± 6.4	54.9 ± 8.8	46.1 ± 9.0	49.3 ± 8.7	51.3 ± 17.5	62.7 ± 17.6	53.2 ± 5.2
	Non-Indigenous	53.2 ± 6.3	45.1 ± 5.9	45.5 ± 5.9	56.7 ± 8.3	45.2 ± 7.2	43.3 ± 9.4	47.0 ± 13.0	48.4 ± 15.0	49.1 ± 4.5
2016–2018 Average gain (with 95% confidence interval)	Indigenous	53.1 ± 6.6	53.3 ± 8.7	50.6 ± 6.9	70.0 ± 10.9	51.8 ± 10.3	47.0 ± 11.9	64.7 ± 17.3	59.7 ± 20.0	55.6 ± 5.5
	Non-Indigenous	48.2 ± 6.3	43.9 ± 6.0	42.7 ± 6.3	53.1 ± 8.4	40.1 ± 7.1	42.1 ± 10.7	47.6 ± 11.6	44.8 ± 17.7	45.8 ± 4.6
2017–2019 Average gain (with 95% confidence interval)	Indigenous	45.8 ± 6.4	49.3 ± 8.1	46.1 ± 7.6	60.4 ± 9.6	49.4 ± 9.0	40.4 ± 10.8	40.0 ± 19.0	66.3 ± 19.4	49.8 ± 5.9
	Non-Indigenous	38.1 ± 6.9	36.4 ± 6.5	35.2 ± 6.8	46.0 ± 8.8	37.1 ± 7.6	39.9 ± 10.1	37.2 ± 13.5	37.8 ± 17.2	37.8 ± 5.4

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 7–Year 9 Numeracy

Figure N4.7_9a: Achievement of Year 7 (2017) and Year 9 (2019) LBOTE Students in Numeracy, by State and Territory.

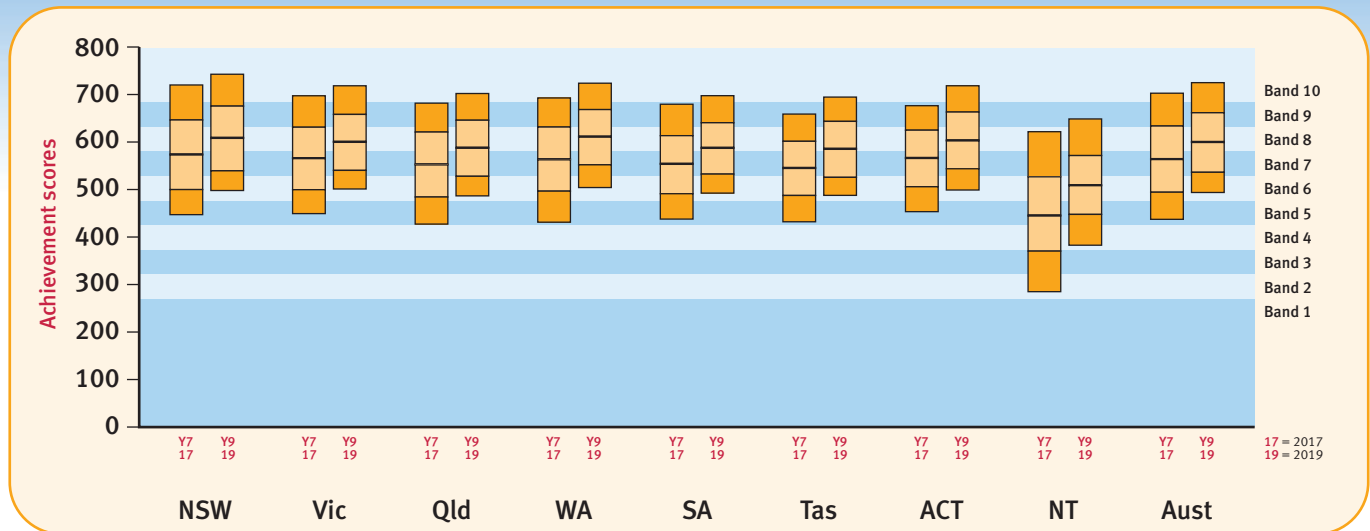


Figure N4.7_9b: Achievement of Year 7 (2017) and Year 9 (2019) Non-LBOTE Students in Numeracy, by State and Territory.

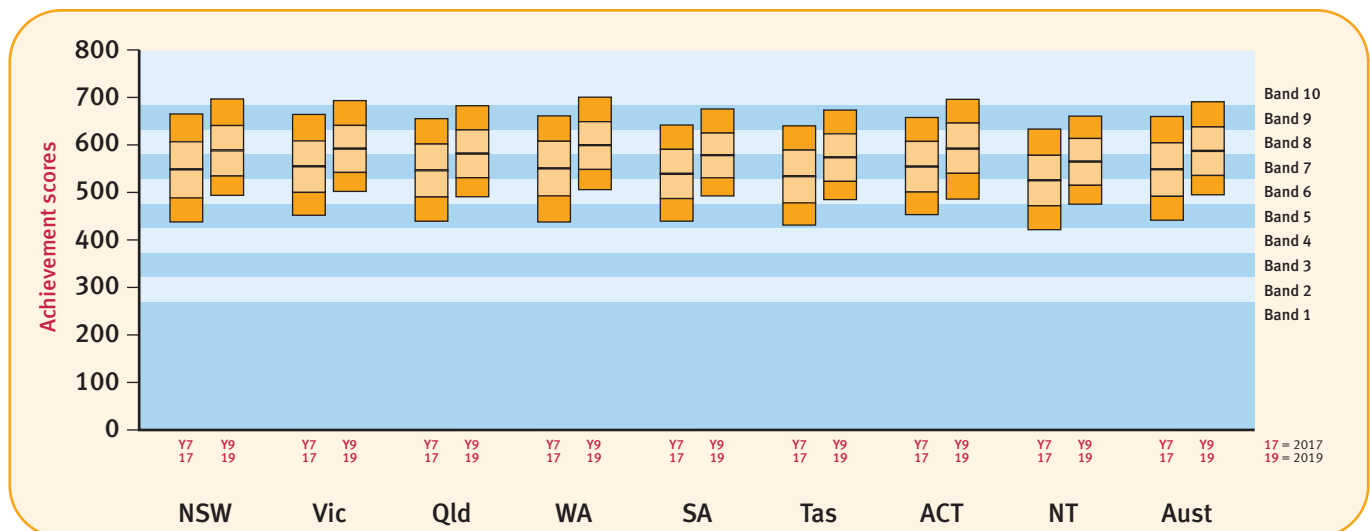


Table N4.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by LBOTE Status, by State and Territory, 2015–2017, 2016–2018 and 2017–2019.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2015–2017 Average gain (with 95% confidence interval)	LBOTE	51.8 ± 10.7	46.8 ± 9.5	47.7 ± 12.3	59.3 ± 13.5	45.4 ± 12.7	44.1 ± 14.8	48.9 ± 18.4	69.5 ± 28.4	49.8 ± 6.7
	Non-LBOTE	53.8 ± 5.6	44.0 ± 5.5	45.4 ± 5.7	56.1 ± 8.1	42.6 ± 6.7	42.3 ± 9.7	46.0 ± 12.3	49.3 ± 17.6	48.3 ± 4.4
2016–2018 Average gain (with 95% confidence interval)	LBOTE	47.8 ± 10.7	45.7 ± 10.0	44.4 ± 13.3	55.3 ± 14.4	38.8 ± 13.2	42.9 ± 19.2	48.0 ± 15.4	39.7 ± 36.6	47.7 ± 6.7
	Non-LBOTE	48.1 ± 5.7	43.3 ± 5.5	42.2 ± 5.8	53.5 ± 8.0	41.7 ± 7.0	42.1 ± 10.8	47.6 ± 10.9	46.3 ± 18.8	45.2 ± 4.4
2017–2019 Average gain (with 95% confidence interval)	LBOTE	35.1 ± 11.2	34.5 ± 9.7	35.2 ± 13.5	47.8 ± 14.9	33.8 ± 12.8	40.4 ± 20.5	37.1 ± 15.8	64.0 ± 35.9	36.1 ± 7.1
	Non-LBOTE	40.1 ± 6.4	37.3 ± 6.1	35.3 ± 6.5	49.1 ± 8.4	39.4 ± 7.3	39.8 ± 10.1	37.9 ± 13.1	39.4 ± 18.0	38.8 ± 5.2

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Achievement of Students in Numeracy

Figure N1.3_5_7: Achievement of Year 3 (2015), Year 5 (2017) and Year 7 (2019) Students in Numeracy, by State and Territory.

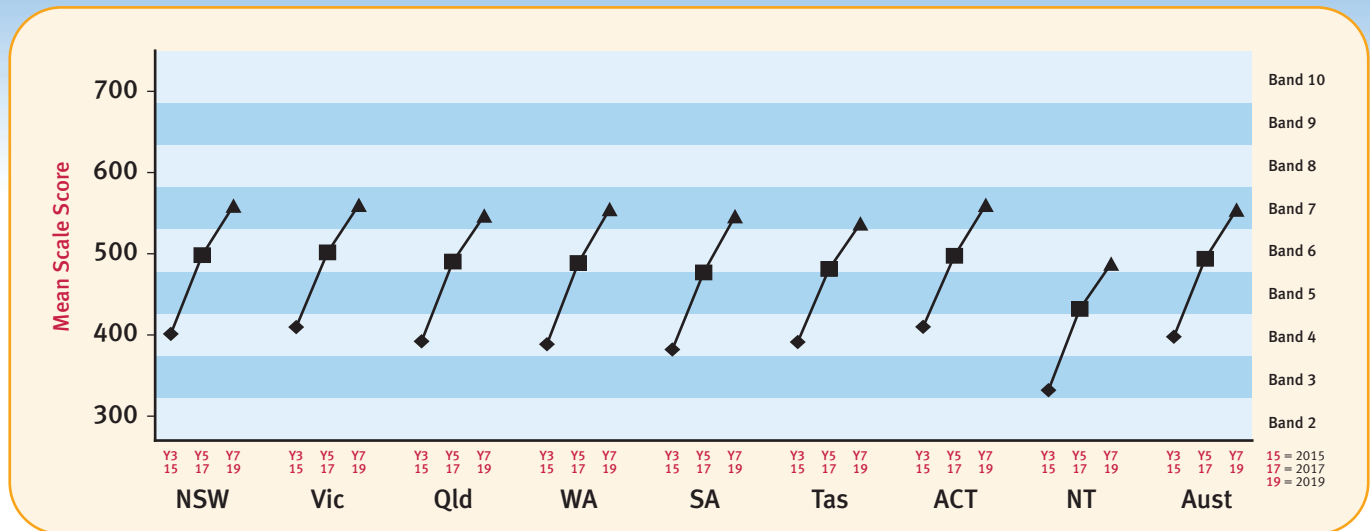


Figure N1.5_7_9: Achievement of Year 5 (2015), Year 7 (2017) and Year 9 (2019) Students in Numeracy, by State and Territory.

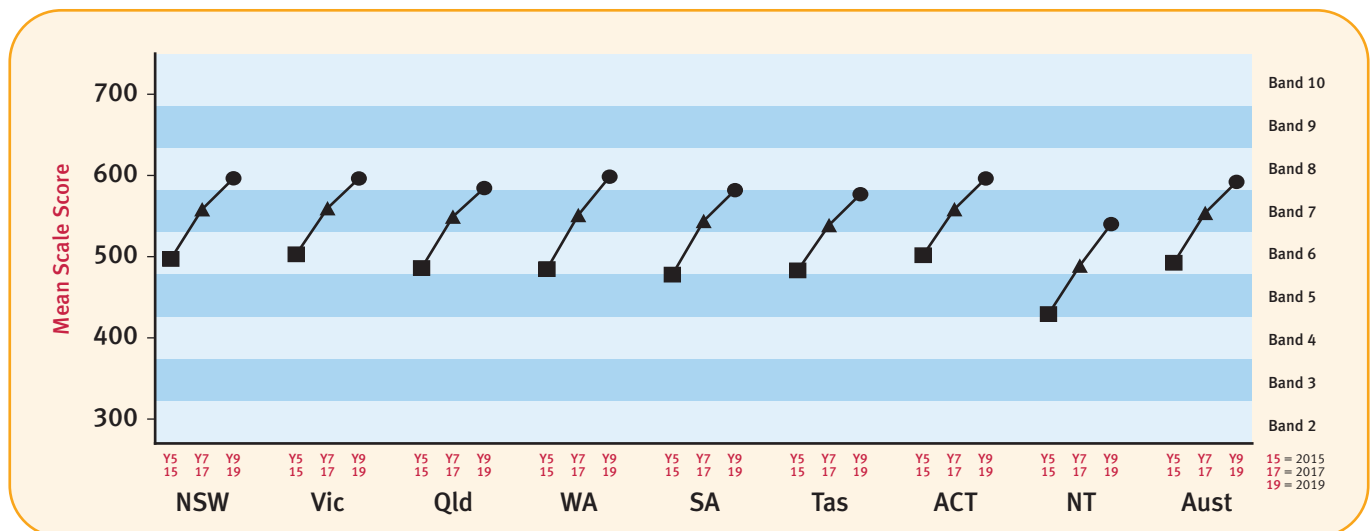


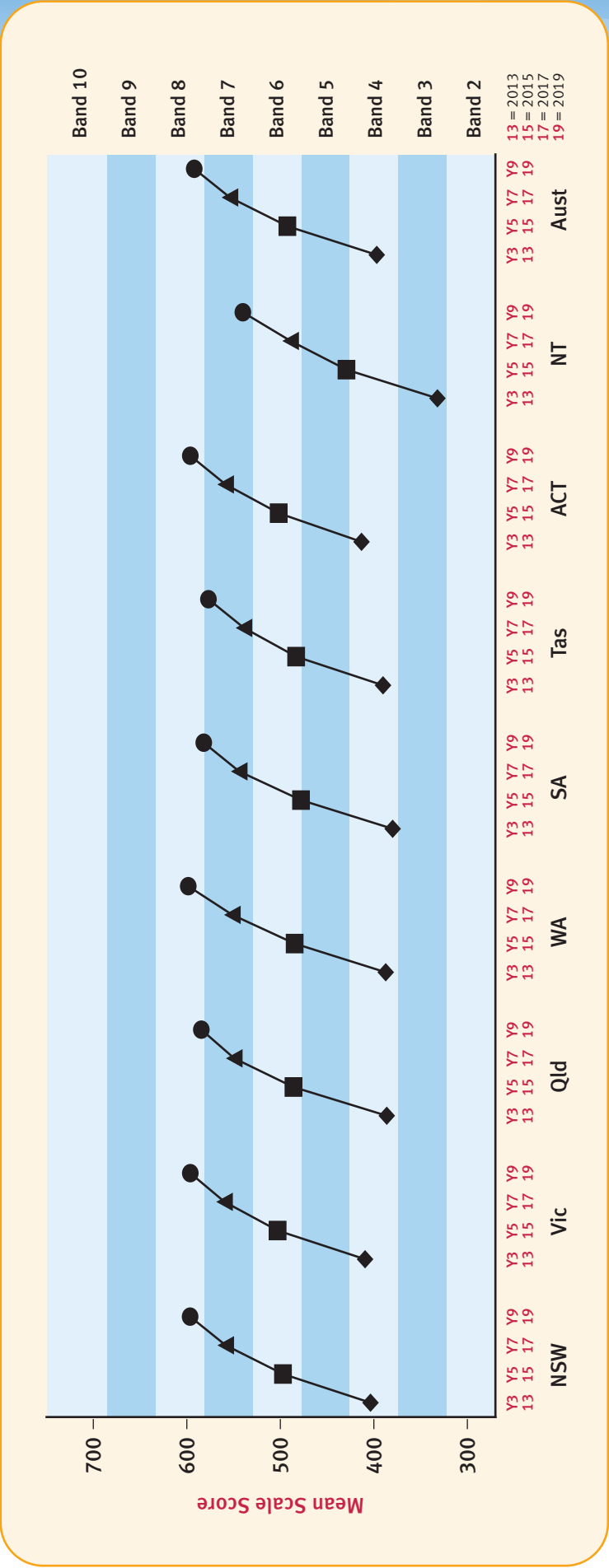
Table N1.2015_2017_2019: Achievement of Students in Numeracy from Year 3 (2015), Year 5 (2017) and Year 7 (2019), and from Year 5 (2015), Year 7 (2017) and Year 9 (2019), by State and Territory.

			NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	Year 3	2015	401.3 (76.2)	409.7 (72.2)	392.2 (70.5)	388.6 (74.7)	382.1 (70.2)	391.3 (72.9)	410.0 (70.5)	332.0 (86.7)	397.8 (74.3)
Mean scale score / (S.D.)	Year 5	2017	498.3 (68.2)	501.7 (62.4)	490.4 (62.6)	488.6 (66.1)	477.0 (61.3)	481.3 (62.9)	497.5 (60.9)	432.1 (78.5)	493.8 (65.5)
Mean scale score / (S.D.)	Year 7	2019	559.3 (79.2)	560.3 (71.6)	547.1 (72.3)	555.1 (77.8)	546.3 (70.1)	537.4 (71.8)	560.3 (71.9)	487.9 (92.3)	554.4 (75.5)
Mean scale score / (S.D.)	Year 5	2015	497.2 (71.5)	502.9 (65.1)	486.0 (63.4)	484.7 (68.0)	477.9 (62.4)	483.1 (65.0)	501.8 (63.3)	429.3 (83.2)	492.5 (68.0)
Mean scale score / (S.D.)	Year 7	2017	558.4 (74.9)	559.7 (67.9)	549.3 (67.8)	551.3 (72.2)	544.0 (64.4)	538.9 (66.1)	558.5 (64.2)	489.0 (91.6)	553.9 (71.1)
Mean scale score / (S.D.)	Year 9	2019	596.5 (67.2)	596.3 (61.4)	584.5 (61.3)	598.5 (63.3)	581.9 (58.1)	576.9 (58.9)	596.3 (65.5)	540.1 (73.8)	592.1 (63.9)

[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Achievement of Students in Numeracy

Figure N1.3_5_7_9: Achievement of Year 3 (2013), Year 5 (2015), Year 7 (2017) and Year 9 (2019) Students in Numeracy, by State and Territory.



[Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Commentary

Gains in Reading and Numeracy achievement

Students develop greater proficiency in capabilities such as reading and numeracy because of the teaching they experience and their general development. NAPLAN results provide the opportunity to examine these changes in student proficiency because the NAPLAN achievement scales within each domain are equated over year levels (the same scales apply to Years 3, 5, 7 and 9) and successive cycles (the same scales apply in 2008 to 2019).

Gains discussed in this commentary

In this NAPLAN report, two-year, four-year and six-year gains for reading and numeracy achievement are discussed. Two-year gains refer to the difference in mean scores in NAPLAN cycles two years apart for the same cohorts of students: from Year 3 to Year 5, Year 5 to Year 7 and Year 7 to Year 9. Data based on two-year gains for 2017 to 2019, 2016 to 2018 and 2015 to 2017 are discussed. There are three cohorts for each two-year progression, but the greatest emphasis is placed on gains from 2017 to 2019. These gains are considered for students overall and compared for male and female students, for Indigenous and non-Indigenous students and for students whose language background is other than English (LBOTE) and students whose language background is English (non-LBOTE). In addition the gains for each jurisdiction are compared with the national gain. Four-year gains refer to the progression of cohorts over four years or two NAPLAN cycles; from Year 3 to Year 7 and from Year 5 to Year 9. These four-year gains are discussed for the period from 2015 to 2019. Six-year gains refer to the progression of cohorts over three NAPLAN cycles from Year 3 to Year 9. The six-year gains from Year 3 in 2013 to Year 9 in 2019 are also discussed.

About the figures and tables

Table R1.3_5 provides the average two-year gains in reading achievement from Year 3 to Year 5 for three cohorts: those who were in Year 3 in 2017, those who were in Year 3 in 2016 and those who were in Year 3 in 2015. Table R1.5_7 and Table R1.7_9 provide the corresponding average gains in reading achievement from Year 5 to Year 7 and Year 7 to Year 9 for each of these time periods. The commentary discusses differences in the gains for the three cohorts. Figures N1.3_5, N1.5_7 and N1.7_9, together with Tables N1.3_5, N1.5_7 and N1.7_9, provide representations of the corresponding data for gains in numeracy achievement.

In addition, Figures R1.3_5_7 and R1.5_7_9, together with Table R1.2015_2017_2019, provide representations of the four-year gains in reading achievement for the 2015 Year 3 cohort and the 2015 Year 5 cohort. Corresponding data for numeracy achievement are represented in Figures N1.3_5_7 and N1.5_7_9, together with Table N1.2015_2017_2019. Figure R1.3_5_7_9 and Figure N1.3_5_7_9 provide representations of the six-year gains in reading and numeracy respectively for the cohort that was in Year 3 in 2013 and reached Year 9 in 2019.

The commentary

In this commentary, the focus is on differences among the two-year gains that are statistically significant (in other words, are unlikely to have arisen by chance). Where the commentary states that there was no difference in a set of gain scores it means that the difference did not satisfy this criterion. Where no comment is made regarding a possible comparison it indicates that the difference was not statistically significant. The commentary focuses on two aspects of the gain scores among the multitude of possible comparisons that could be made. The first is whether the national gain scores for each progression are similar, or consistent, across cohorts. The second is whether there are differences in gain scores for different jurisdictions and groups of students.

Gains in Reading

From Year 3 to Year 5

Table R1.3_5 records the average gains in reading achievement from Year 3 to Year 5 for 2017 to 2019, 2016 to 2018 and 2015 to 2017. These are shown for Australia overall and for each jurisdiction. Figure R1.3_5 represents the gains for the 2017 to 2019 Year 3 to Year 5 cohort. Nationally the gains in reading achievement from Year 3 to Year 5 ranged from 75 to 84 score points and averaged 80 score points over the three cohorts. Nationally, there were no significant differences among the cycles (Table R1.3_5 and Figure R1.3_5). For the cohort progressing from Year 3 in 2017 to Year 5 in 2019, the jurisdictional gain for Victoria (70 score points) was lower than the national gain (75 score points) and the jurisdictional gains for Western Australia (83 score points) and South Australia (80 score points) were higher than the national gain. In addition, the jurisdictional gains for Queensland (77 score points), Western Australia and South Australia were significantly greater than those for New South Wales (73 score points) and Victoria. None of the jurisdictional gains from Year 3 in 2016 to Year 5 in 2018 differed significantly from the national gain (84 score points). However, the jurisdictional gains from Year 3 in 2015 to Year 5 in 2017 Western Australia (86 points) and Queensland (84 score points) were greater than the national gain (80 score points) and the gain for Victoria (75 score points) was less than the national gain.

In the cohort that progressed from Year 3 in 2017 to Year 5 in 2019, the national gains for male students (78 score points) were greater than the national gains for female students (72 score points) (Table R2.3_5 and Figure R2.3_5). The gain scores for male students were significantly greater than the gain scores for female students in New South Wales, Victoria, Western Australia and South Australia but not in Queensland and the other (smaller) jurisdictions. The national difference in the gains for female and male students for the previous cohort that progressed from Year 3 in 2016 to Year 5 in 2018 followed a similar pattern with the national gains for male students (89 score points) being greater than the national gains for female students (78 score points) (Table R2.3_5). There were greater gains for male than female students in all jurisdictions except for Tasmania, the ACT and the Northern Territory. In the cohort that progressed from Year 3 in 2015 to Year 5 in 2017 the national gains for male students (83 score points) were greater than the national gains for female students (77 score points) (Table R2.3_5).

Nationally, in the cohort that progressed from Year 3 in 2017 to Year 5 in 2019, there were greater gains for Indigenous (84 score points) than non-Indigenous (75 score points) students (Table R3.3_5). The differences between Indigenous and non-Indigenous students were significant in New South Wales, Victoria and Western Australia but not in other jurisdictions. In the cohort that progressed from Year 3 in 2016 to Year 5 in 2018, there was no significant difference between the gains for Indigenous and non-Indigenous students (Table R3.3_5). This lack of difference was also evident in all of the jurisdictions. For the previous cohort that progressed from Year 3 in 2015 to Year 5 in 2017, there had been a greater national gain for Indigenous students (89 score points) than non-Indigenous students (80 score points) (Table R3.3_5).

The gains from Year 3 in 2017 to Year 5 in 2019 for LBOTE students (73 score points) were not significantly different than the corresponding gains for non-LBOTE students (75 score points) and there were no significant differences between the two groups in any of the jurisdictions. The gains from Year 3 in 2016 to Year 5 in 2018 for LBOTE students (80 score points) were nationally lower than the corresponding gains for non-LBOTE students (85 score points) but there were no significant differences between the two groups in any of the jurisdictions. For the cohort that progressed from Year 3 in 2015 to Year 5 in 2017, the gains for LBOTE students had been the same as those for non-LBOTE students: nationally and in every jurisdiction (Table R4.3_5).

From Year 5 to Year 7

Table R1.5_7 records the average gains in reading achievement from Year 5 to Year 7 for 2017 to 2019, 2016 to 2018, and 2015 to 2017. These are shown for Australia as a whole and for each jurisdiction. Figure R1.5_7 represents the gains for the 2017 to 2019 Year 5 to Year 7 cohorts. The Year 5 to Year 7 gain in reading averaged 43 score points over the three cohorts and the gain for

NAPLAN Commentary

the 2017 to 2019 cohort was 41 score points. This gain was not significantly different from either of the two previous cohorts. For the 2017 to 2019 cohort, most jurisdictional gains did not differ from the national gain but in South Australia the gain (49 score points) was significantly greater than the national gain and in Victoria the gain (37 score points) was significantly lower than the national gain.

Nationally, there was no significant difference between male and female students in the gains in reading achievement from Year 5 to Year 7 in the 2017 to 2019 cohort (Table R2.5_7 and Figure R2.5_7). This had been the case for the two previous Year 5 to Year 7 cohorts. In addition, in the 2017 to 2019 cohort (as well as the 2016 to 2018 and the 2015 to 2017 cohorts), there were no differences between male and female students in reading achievement gains between Year 5 and Year 7 within jurisdictions (Table R2.5_7 and Figure R2.5_7).

Nationally, the gain from Year 5 in 2017 to Year 7 in 2019 for Indigenous students was significantly greater than the gain for non-Indigenous students (51 and 40 score points respectively) (Table R3.5_7 and Figure R3.5_7). Significant differences in gain scores were also evident in New South Wales, Queensland and Western Australia. There had also been larger national gains in reading for Indigenous (53 score points) than non-Indigenous (40 score points) students from Year 5 in 2016 to Year 7 in 2018. However, there had been no significant difference for the cohort that progressed from Year 5 in 2015 to Year 7 in 2017 between the national gain for Indigenous students and the national gain for non-Indigenous students.

In the cohort that progressed from Year 5 in 2017 to Year 7 in 2019 the reading gains for LBOTE students were the same as those for non-LBOTE students, nationally and for every jurisdiction (Table R4.5_7 and Figure R4.5_7). In the previous cohort that progressed from Year 5 in 2016 to Year 7 in 2018 the national reading gains for LBOTE students (44 score points) had been a little greater than those for non-LBOTE students (40 score points) but there were no significant differences within jurisdictions (Table R4.5_7 and Figure R4.5_7). In the cohort that progressed from Year 5 in 2015 to Year 7 in 2017 the reading gains for LBOTE students had been the same as those for non-LBOTE students, nationally and for every jurisdiction.

From Year 7 to Year 9

Table R1.7_9 and Figure R1.7_9 show, nationally and for each jurisdiction, the average gains in reading achievement from Year 7 to Year 9. These data reference the 2017 to 2019, 2016 to 2018, and 2015 to 2017 cohorts. Over the three cohorts the average gain was 38 score points. For the 2017 to 2019 cohort the national gain was 37 score points. The difference in the gain for the 2016 to 2018 and the gain for the 2015 to 2017 cohorts was statistically significant but the other differences between cohorts were not.

For the 2017 to 2019 cohort, the jurisdictional reading gains from Year 7 to Year 9 for Western Australia (49 score points) differed significantly from the national gain of 37 score points but no other jurisdictional gain was different from the national gain (Table R1.7_9 and Figure R1.7_9). For the 2016 to 2018 cohort, the jurisdictional reading gains from Year 7 to Year 9 for Western Australia (52 score points) differed significantly from the national gain of 43 score points but no other jurisdictional gain was different from the national gain. For the 2015 to 2017 cohort, none of the jurisdictional reading gains from Year 7 to Year 9 differed significantly from the national gain of 35 score points.

For the 2017 to 2019 cohort, the national gain scores for female students were not significantly different from those for male students (Table R2.7_9 and Figure R2.7_9). The same was true for every jurisdiction. In the 2016 to 2018 cohort the same pattern was evident: no significant differences between the national or jurisdictional gain scores for female and male students (Table R2.7_9 and Figure R2.7_9). For the 2015 to 2017 cohort, the national gain scores for female students (37 score points) had been larger than those for male students (33 score points) (Table R2.7_9). However, within jurisdictions no differences between the gain scores of male and female students were evident.

Nationally, reading gains from Year 7 to Year 9 in the 2017 to 2019 cohort for Indigenous students were significantly greater than the gains for non-Indigenous students (Table R3.7_9 and Figure R3.7_9). This difference was also evident in Victoria but not

in any other jurisdiction. The national reading gains from Year 7 to Year 9 in the 2016 to 2018 and the 2015 to 2017 cohorts for Indigenous students were not significantly different from the gains for non-Indigenous students (Table R3.7_9 and Figure R3.7_9). The same lack of difference was observed within each jurisdiction.

For the 2017 to 2019 the gains from Year 7 to Year 9 for LBOTE and non-LBOTE students were not significantly different, nationally or within any jurisdiction (Table R4.7_9 and Figure R4.7_9). In the 2016 to 2018 cohort, larger gains from Year 7 to Year 9 were observed for LBOTE (48 score points) than non-LBOTE (42 score points) students nationally but not within any jurisdiction (Table R4.7_9 and Figure R4.7_9). In the 2015 to 2017 cohort the gains from Year 7 to Year 9 for LBOTE and non-LBOTE students were not significantly different, nationally or within any jurisdiction (Table R4.7_9 and Figure R4.7_9).

From Year 3 to Year 7 and Year 5 to Year 9

For the four-year progressions, the focus is on differences that appear worthy of comment in a general, rather than in a statistically significant, sense. Table R1.2015_2017_2019 (and the corresponding Figure R1.3_5_7 and Figure R1.5_7_9) records the mean reading achievement scores across four-year periods from:

- Year 3 to Year 7 (for the cohorts that were in Year 3 in 2015, in Year 5 in 2017 and Year 7 in 2019); and
- Year 5 to Year 9 (for the cohorts that were in Year 5 in 2015, in Year 7 in 2017 and Year 9 in 2019).

For the first of these cohorts, it was evident that, nationally, the gain from Year 3 to Year 5 was 80 score points and the gain from Year 5 to Year 7 was 41 score points, making a total four-year gain of 121 score points. This overall gain was a little less than the 124-score point gain observed in the preceding cohort (from 2014 to 2018). The jurisdictional reading gain scores for the 2015 to 2019 cohort ranged from 112 score points in Victoria to 144 score points in the Northern Territory.

For the cohort that was in Year 5 in 2015, it appears that, nationally, the reading gain from Year 5 to Year 9 was 83 score points. Nationally, for the 2015 Year 5 cohort, the gain from Year 5 to Year 7 was 46 score points and the gain from Year 7 to Year 9 was 37 score points. The largest gains over four years for the 2015 Year 5 cohort were evident in Western Australia (98 score points) and the smallest was in the ACT (74 score points).

From Year 3 to Year 9

The 2019 data for NAPLAN reading made it possible to examine the gain in reading achievement over six years from Year 3 in 2013 to Year 9 in 2019. These data are shown in Figure R1.3_5_7_9. For this cohort nationally, there was a gain of 79 score points from Year 3 to Year 5, a gain of 46 score points from Year 5 to Year 7 and a gain of 37 score points from Year 7 to Year 9. The total increase amounted to 162 score points. The increase from Year 3 to Year 5 was considerably greater than the increases from Year 5 to Year 7 and Year 7 to Year 9. The data in Figure R1.3_5_7_9 show differences among jurisdictions in the total change from Year 3 to Year 9. These ranged from 152 score points in Victoria (and 153 score points in the ACT) to 181 score points in Western Australia. There was a tendency for greater gains in jurisdictions with lower average initial reading scores (the correlation was -0.63). The pattern for the six-year gains in reading in the 2013-2019 cohort were similar to those for the 2012-2018 cohort. In the 2012-2018 cohort there was a gain of 81 score points from Year 3 to Year 5, 40 score points from Year 5 to Year 7 and 43 score points from Year 7 to Year 9 amounting to a total increase of 165 score points.

Gains in Numeracy

From Year 3 to Year 5

Table N1.3_5 shows data regarding the Year 3 to Year 5 gains in numeracy from 2017 to 2019, 2016 to 2018 and 2015 to 2017. Figure N1.3_5 displays the data for the 2017 to 2019 cohort. Nationally, the average gain over three cohorts was 92 score points and the gain for the 2017 to 2019 cohort was 87 score points. The gain for the 2017 to 2019 cohort was not significantly different from the gains for either the 2016 to 2018 or 2015 to 2017 cohort. For the 2017 to 2019 cohort, the gains in numeracy for Tasmania (75 score points) and the ACT (79 score points) were significantly lower than the national gain of 87 score points. In no other

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jurisdiction was the Year 3 to Year 5 gain in numeracy significantly different from the national gain.

For the Year 3 in 2017 to Year 5 in 2019 cohort, the average gain for male students (89 score points) was significantly greater than the average gain for female students (83 score points) (Table N.2.3_5). Significant differences in the average gains for male and female students (favouring male students) were also evident in New South Wales, Victoria, Queensland and Western Australia. Interestingly, there had been no significant differences in the national numeracy gains for male and female students in either the 2016 to 2018 or 2015 to 2017 cohorts (Table N.2.3_5).

For the 2017 to 2019 cohort there were significantly greater gains in numeracy from Year 3 to Year 5 for Indigenous (90 score points) than non-Indigenous (86 score points) students (Table N3.3_5). However, there were no differences in gains in numeracy from Year 3 to Year 5 between Indigenous and non-Indigenous students in any jurisdiction. For the 2016 to 2018 cohort, and the 2015 to 2017 cohort, there were also slightly greater gains in numeracy from Year 3 to Year 5 for Indigenous than non-Indigenous students at a national level but the difference was only statistically significant in South Australia for the 2015 to 2017 cohort.

For the 2017 to 2019 cohort, there was a greater gain in numeracy from Year 3 to Year 5 for LBOTE (91 score points) than for non-LBOTE (85 score points) students nationally (Table N4.3_5). This pattern of a greater gain in numeracy for LBOTE than non-LBOTE students was also evident in New South Wales (by nine score points) and Victoria (by seven score points) but not in other jurisdictions. For the 2016 to 2018 cohort, and the 2015 to 2017 cohorts, there had been similar patterns of a greater gain in numeracy from Year 3 to Year 5 for LBOTE than for non-LBOTE students nationally (Table N4.3_5).

From Year 5 to Year 7

Table N1.5_7 records data regarding the Year 5 to Year 7 national average gains in numeracy from 2017 to 2019, 2016 to 2018, and 2015 to 2017. Figure N1.5_7 displays the relevant data graphically for the 2017 to 2019 cohort. Nationally, there were no significant differences among the cycles for the numeracy gains between Year 5 and Year 7. Only in South Australia was the 2017 to 2019 average gain score significantly greater than the national average gain score. In no other jurisdiction was the gain score significantly different from the national gain score.

For the 2017 to 2019 cohort, nationally and in each jurisdiction, there was no significant difference in the average gain in numeracy between female and male students (Table N2.5_7). This was the same pattern that had been observed for the 2016 to 2018 cohort but there had been significantly larger gains for female than male students nationally in the 2015 to 2017 cohort.

In the 2017 to 2019 cohort, there were larger gains from Year 5 to Year 7 for non-Indigenous (62 score points) than Indigenous students (50 score points) (Table N3.5_7). Differences in this direction were observed in all jurisdictions except Tasmania, the ACT and the Northern Territory (although in the Northern Territory the lack of a significant difference could be due to its small size and wide spread of scores). In the 2016 to 2018 cohort, there had been no difference in the average national gains from Year 5 to Year 7 for Indigenous and non-Indigenous students. However, in the 2015 to 2017 cohort, there had been larger gains from Year 5 to Year 7 for non-Indigenous than Indigenous students (Table N3.5_7).

In the 2017 to 2019 cohort, the Year 5 to Year 7 numeracy gains for LBOTE students across Australia were significantly greater than those for non-LBOTE students (by six score points) (Table N4.5_7). However, no difference was evident in any jurisdiction. In the 2016 to 2018 cohort, the Year 5 to Year 7 numeracy gains, across Australia and in every jurisdiction, for LBOTE students had been not significantly different from those for non-LBOTE students (Table N4.5_7). In the previous cohort (2015 to 2017) the Year 5 to Year 7 numeracy gains for LBOTE students across Australia had been a little greater than those for non-LBOTE students (by five score points) (Table N4.5_7).

From Year 7 to Year 9

Table N1.7_9 records data regarding the Year 7 to Year 9 gains in numeracy between 2017 to 2019, 2016 to 2018, and 2015 to 2017. Figure N1.7_9 displays graphically the data for the 2017

to 2019 cohort. Nationally, the gain in numeracy between Year 7 and Year 9 for the 2017 to 2019 cohort was 38 score points. For the 2017 to 2019 cohort, the gain score from Year 7 to Year 9 for Western Australia (47 score points) was significantly greater than the national gain score (38 score points) but none of the other jurisdictional Year 7 to Year 9 gain scores differed significantly from the national gain score. The national Year 7 to Year 9 gain score for the 2017 to 2019 cohorts was lower than the national gain scores for the 2016 to 2018 (46 score points) and the 2015 to 2017 (49 score points) cohorts (Table N1.7_9).

For the 2017 to 2019 cohort the national numeracy gain from Year 7 to Year 9 was significantly greater for male students (41 score points) than female students (35 score points) (Table N2.7_9). However, there were no significant differences between male and female students in the numeracy gain scores within jurisdictions. For the 2016 to 2018 cohort, and the 2015 to 2017 cohort, there had been no differences, either nationally or within any jurisdiction, in the Year 7 to Year 9 numeracy gains between male and female students (Table N2.7_9).

Nationally, and in all jurisdictions except Tasmania and the ACT, for the 2017 to 2019 cohort, the gains for Year 7 to Year 9 numeracy for Indigenous students were higher than for non-Indigenous students (50 compared 38 score points) (Table N3.7_9). A similar picture had been evident for the 2016 to 2018 cohort but for the 2015 to 2017 cohort there had been no significant differences between the gain scores for Year 7 to Year 9 numeracy for Indigenous and non-Indigenous students.

Nationally, in the 2017 to 2019 cohort, as had been the case in the 2016 to 2018 and the 2015 to 2017 cohorts, the Year 7 to Year 9 numeracy gains for LBOTE students were not significantly different than the gains for non-LBOTE students (Table N4.7_9). In addition, there were no differences in the gains for LBOTE and non-LBOTE students within any of the jurisdictions.

From Year 3 to Year 7 and Year 5 to Year 9

Table N1.2015_2017_2019 (and the corresponding Figures N1.3_5_7 and N1.5_7_9) records the mean numeracy achievement scores across a four-year period from Year 3 to Year 7 for the cohorts that were in Year 3 in 2015 (progressing to Year 7 in 2019) and in Year 5 in 2015 (progressing to Year 9 in 2019). From these data it was possible to compute numeracy gain scores for the two relevant four-year periods.

It was evident that, nationally, the four-year gain in numeracy achievement over Year 3 to Year 7 between 2015 and 2019 was 157 score points and this was made up of an average gain of 96 score points between Year 3 and Year 5 and 61 score points between Year 5 and Year 7 (Table N1.2015_2017_2019). Figure N1.3_5_7 illustrates the decline in gain scores with successive progressions through school nationally and in every jurisdiction. These data also indicate that the average gain scores over four years from 2015 to 2019 ranged from 146 score points in Tasmania to 167 score points in Western Australia.

Nationally, the average numeracy gain from Year 5 to Year 9 for the 2015 to 2019 cohort was 100 score points (allowing for rounding effects). The average gain scores over those four years ranged from 93 score points in Victoria to 114 score points in Western Australia. Figure N1.5_7_9 shows that the changes in national numeracy gain scores were 61 score points between Year 5 and Year 7 and 38 score points between Year 7 and Year 9 nationally.

From Year 3 to Year 9

The 2019 data for NAPLAN numeracy made it possible to examine the gain in numeracy achievement over six years from Year 3 in 2013 to Year 9 in 2019 (Figure N1.3_5_7_9). The national increase in numeracy scores, as students progressed through school over six years, amounted to a total increase of 195 score points. For this cohort, there was a gain of 96 score points from Year 3 to Year 5, a gain of 61 score points from Year 5 to Year 7 and a gain of 38 score points from Year 7 to Year 9. In other words, following a substantial increase between Year 3 and Year 5 there was a more modest gain between Year 5 and Year 7, and a slightly smaller gain from Year 7 to Year 9. The data in Figure N1.3_5_7_9 also show differences among jurisdictions in the total change from Year 3 to Year 9. These differences ranged from 183 score points in the ACT to 211 score points in Western Australia. There was a tendency for there to be greater gains in those jurisdictions where Year 3 numeracy achievement was lower.