

2018

National Assessment Program

Literacy and Numeracy

Achievement in Reading, Writing,
Language Conventions and Numeracy

National Report for 2018

2018 National Assessment Program— Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018

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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 2018 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 2012 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 moving from a paper test to an online test to provide precise information about what students know and can do. In 2018, a majority of students took NAPLAN on paper while nationally approximately 15 per cent of students sat NAPLAN online, with variances to this figure in each state and territory. The transition to NAPLAN online will continue over the next few years, with the goal that all schools will be participating in NAPLAN online.

For the 2018 transition year, the online test results were equated with the pen-and-paper tests. Results for both the tests are reported on the same NAPLAN assessment scale. NAPLAN results, however, should always be interpreted with care.

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

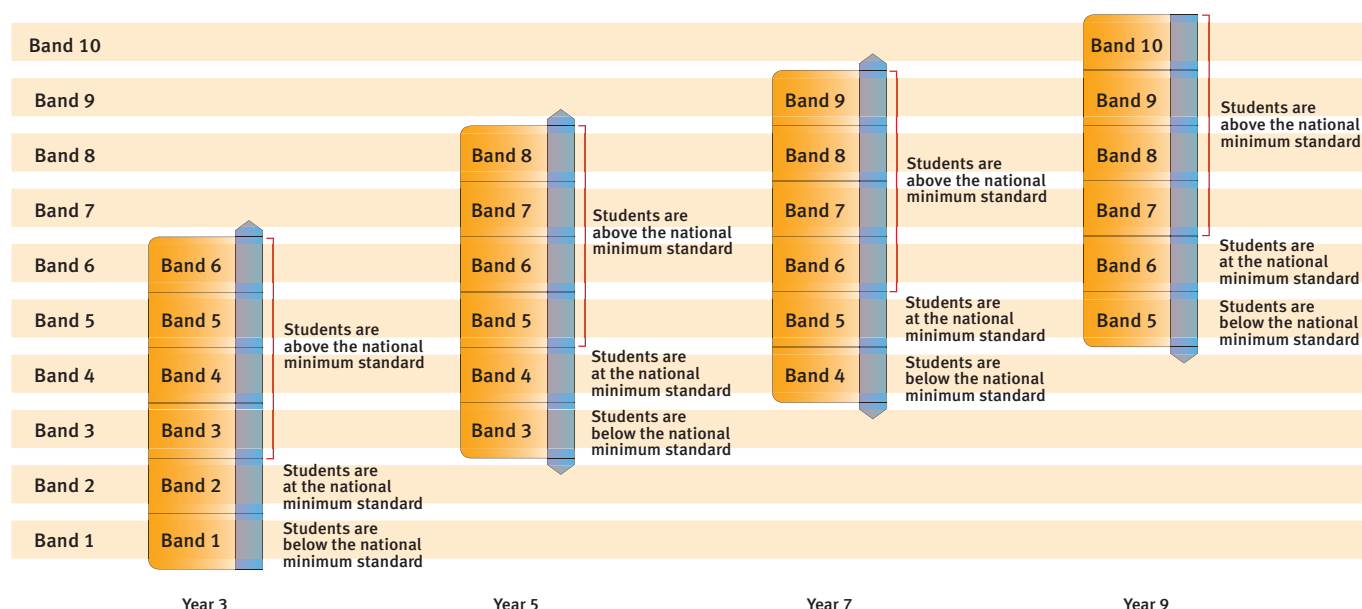
W — Withdrawn

National minimum standards

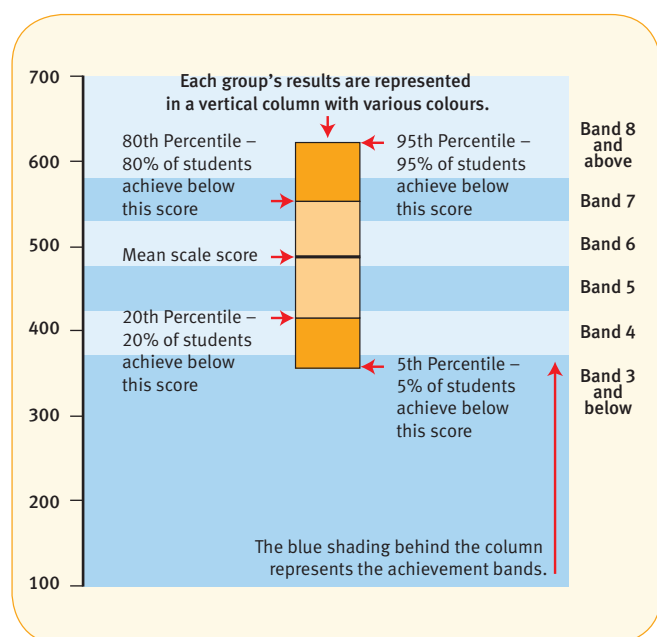
The second lowest band on the achievement scale reported for each year level represents the national minimum standard expected of students at that year level. The national minimum standard is the agreed minimum acceptable standard of knowledge and skills without which a student will have difficulty making 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 2018 graphs



How to read the 2018 comparisons

State/ Territory	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2018 Mean	436.7	446.7	429.9	422.6	417.8	426.2	450.0	337.2	433.8
NSW	436.7	■	■	■	▲	■	■	▲	■
Vic	446.7	■	▲	▲	▲	■	■	▲	■
Qld	429.9	▼	■	■	■	■	■	▲	■
WA	422.6	■	▼	■	■	■	■	▲	■
SA	417.8	▼	▼	■	■	■	■	▲	■
Tas	426.2	■	▼	■	■	■	■	▲	■
ACT	450.0	■	▲	▲	▲	▲	■	▲	■
NT	337.2	▼	▼	▼	▼	▼	▼	■	■
Aust	433.8	■	■	■	■	■	■	▲	■

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 2018 comparative tables

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	578.0 (67.0)	580.2 (63.4)	580.4 (67.6)	580.2 (67.5)	580.8 (65.8)	580.9 (66.0)	584.1 (64.1)	■	■
	% at or above NMS	92.9	93.4	92.1	92.3	92.8	91.7	93.4	■	■
Year 7	Mean / (S.D.)	536.5 (68.2)	540.6 (66.3)	546.1 (69.0)	546.0 (67.3)	540.8 (67.6)	544.7 (69.4)	542.2 (67.7)	■	■
	% at or above NMS	94.2	94.2	94.9	95.4	94.6	94.0	94.1	■	■
Year 5	Mean / (S.D.)	484.4 (76.5)	502.3 (64.7)	500.6 (78.0)	498.5 (78.2)	501.5 (77.1)	505.7 (77.0)	509.3 (75.0)	△	■
	% at or above NMS	91.0	96.1	92.9	93.3	93.0	93.9	94.9	△	■
Year 3	Mean / (S.D.)	400.5 (84.5)	419.1 (80.6)	418.3 (86.2)	425.5 (86.8)	425.6 (85.6)	431.3 (86.9)	433.8 (83.9)	△	■
	% at or above NMS	92.1	95.3	93.5	94.6	95.1	94.9	95.6	△	■

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.	

2018 Results

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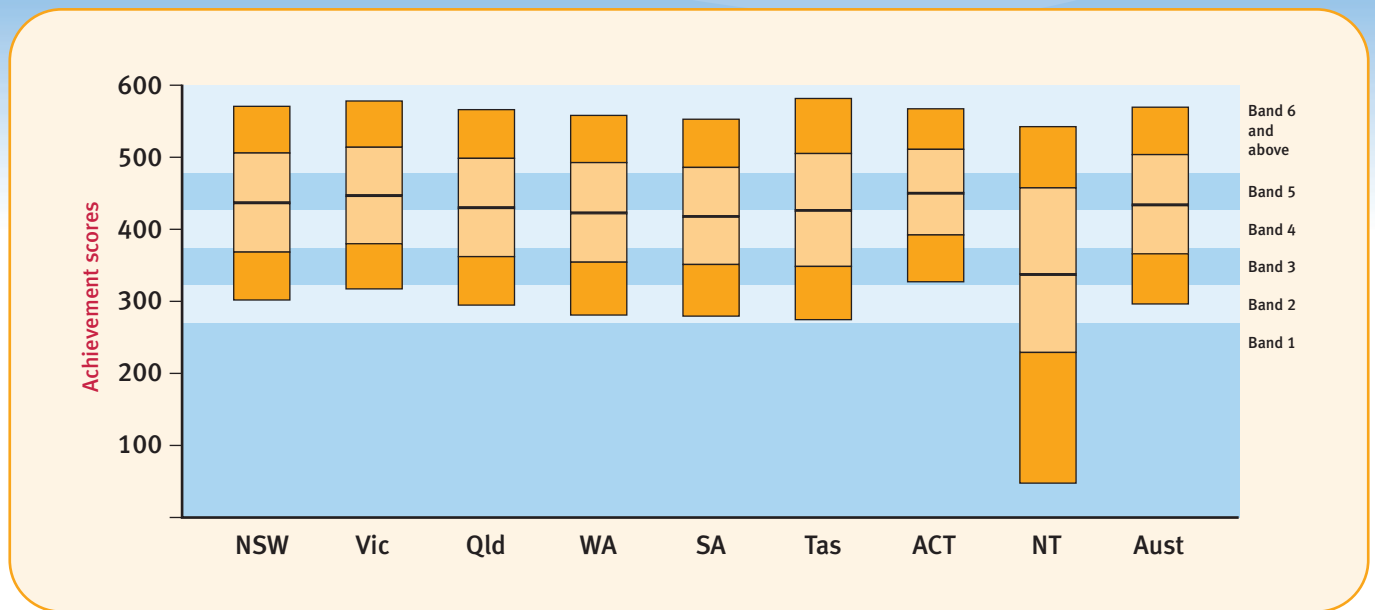
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NAPLAN Year 3 Reading

Figure 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	436.7 (81.9)	446.7 (79.5)	429.9 (82.4)	422.6 (84.3)	418.0 (82.7)	426.2 (93.1)	450.0 (73.0)	337.2 (145.9)	433.8 (83.9)

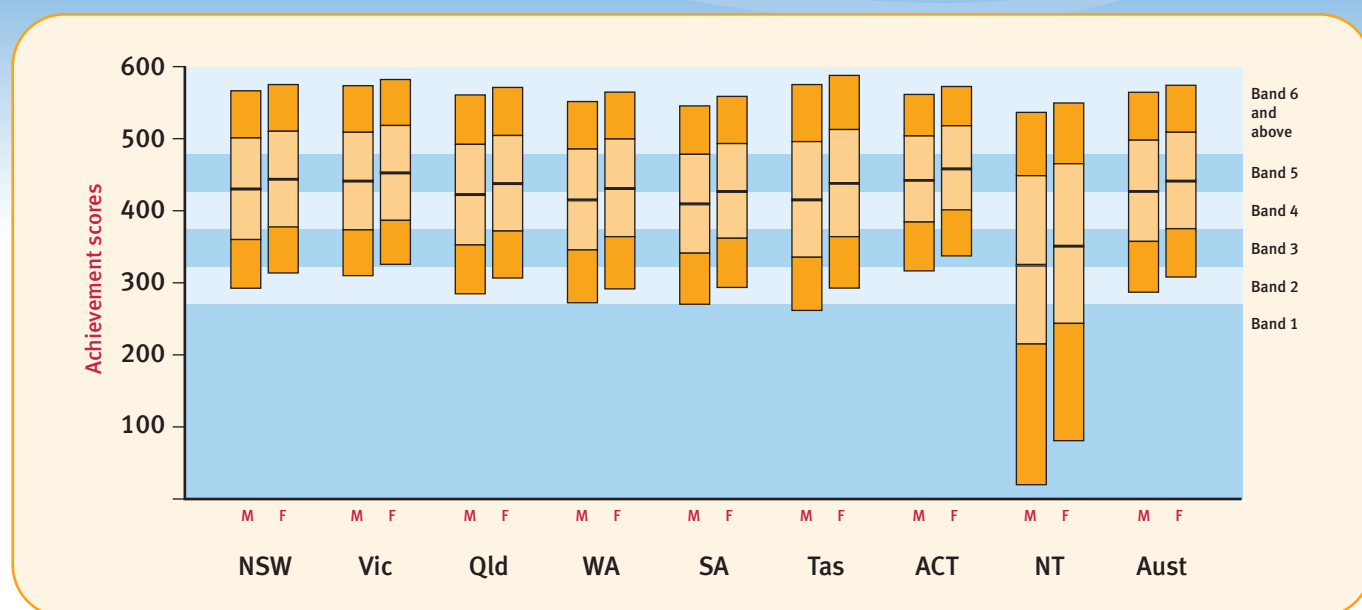
Table 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2018.

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	1.6	1.6	1.6	2.1	5.9	13.6	22.6	24.0	30.2	96.3
Vic	8yrs 9mths 3yrs 4mths	94.5	2.6	2.9	2.6	1.2	4.3	12.0	21.6	24.7	33.6	96.2
Qld	8yrs 5mths 3yrs 4mths	92.8	2.1	5.1	1.2	2.6	6.6	14.9	23.5	24.1	27.2	96.2
WA	8yrs 5mths 3yrs 4mths	95.2	2.6	2.2	1.2	3.9	7.5	15.1	23.7	23.5	25.0	94.9
SA	8yrs 7mths 3yrs 4mths	92.8	3.0	4.2	2.5	3.8	7.9	16.1	24.5	22.9	22.3	93.7
Tas	8yrs 11mths 3yrs 4mths	94.4	2.8	2.7	1.8	4.4	8.5	15.6	21.0	20.6	28.2	93.9
ACT	8yrs 7mths 3yrs 4mths	94.6	1.4	4.0	1.6	1.3	3.1	9.4	21.5	29.0	34.1	97.1
NT	8yrs 6mths 3yrs 4mths	86.0	11.3	2.7	1.3	27.3	12.0	14.9	16.3	13.3	14.8	71.3
Aust	8yrs 7mths 3yrs 4mths	94.7	2.3	3.0	1.8	2.6	6	13.8	22.7	24	29.2	95.6

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	430.1 (83.5)	441.1 (80.5)	422.4 (83.8)	414.9 (85.0)	409.6 (83.8)	415.0 (95.2)	442.2 (73.5)	324.4 (150.3)	426.8 (85.5)
Female Mean scale score / (S.D.)	443.7 (79.4)	452.4 (78.1)	437.6 (80.2)	430.8 (82.6)	426.8 (80.6)	438.0 (89.3)	458.0 (71.5)	350.8 (139.8)	441.1 (81.6)

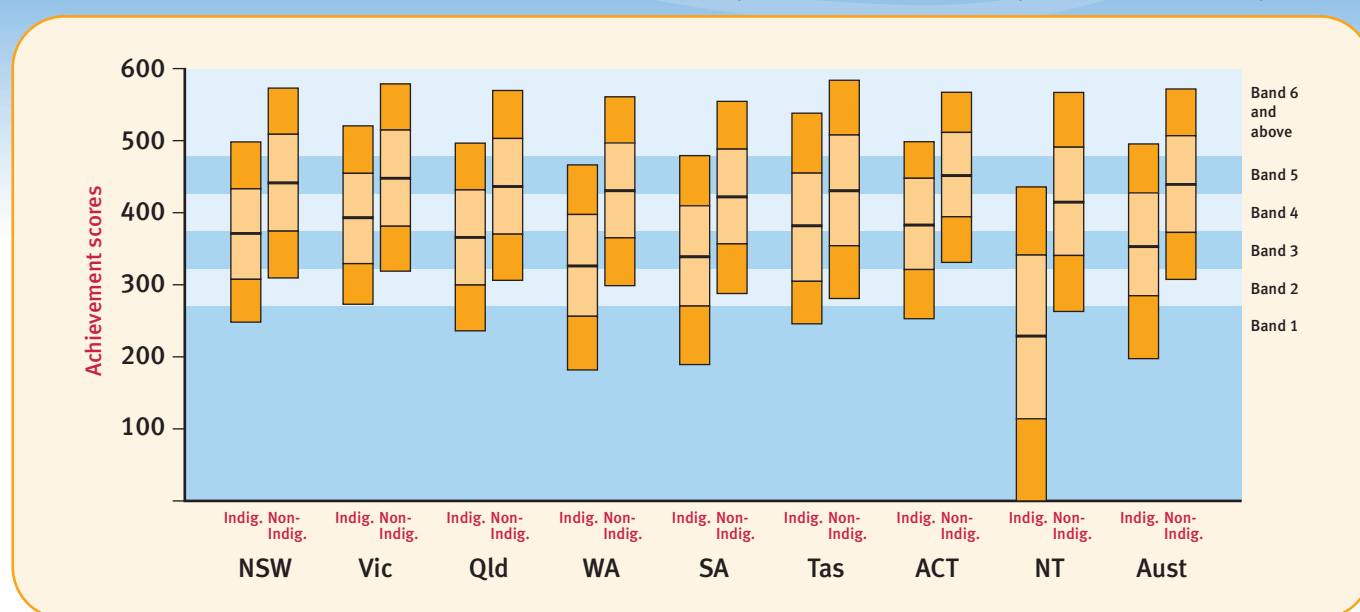
Table 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2018.

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	2.2	2.7	7.0	14.8	22.5	22.9	28.0	95.2
	Female	1.1	1.4	4.7	12.4	22.6	25.3	32.6	97.5
Vic	Male	3.5	1.5	5.0	13.0	21.8	24.1	31.1	95.0
	Female	1.7	0.9	3.6	10.9	21.4	25.4	36.2	97.4
Qld	Male	1.5	3.4	7.8	16.2	23.7	22.8	24.7	95.1
	Female	0.8	1.8	5.3	13.4	23.4	25.4	29.8	97.3
WA	Male	1.6	4.7	8.6	16.4	24.0	22.4	22.4	93.8
	Female	0.8	3.0	6.4	13.8	23.4	24.8	27.9	96.2
SA	Male	3.3	4.8	9.3	17.3	24.5	21.3	19.5	91.9
	Female	1.6	2.8	6.4	14.8	24.5	24.6	25.3	95.6
Tas	Male	2.2	5.9	10.1	17.1	20.9	19.1	24.7	91.9
	Female	1.4	2.7	6.7	13.9	21.2	22.3	31.9	95.9
ACT	Male	2.2	1.6	3.8	10.5	23.2	28.8	29.9	96.1
	Female	1.0	0.9	2.4	8.2	19.7	29.3	38.5	98.1
NT	Male	1.8	29.9	12.6	15.1	15.4	12.2	13.0	68.3
	Female	0.8	24.6	11.3	14.7	17.3	14.6	16.7	74.6
Aust	Male	2.4	3.3	7.1	15.0	22.8	22.9	26.7	94.4
	Female	1.2	1.9	4.9	12.5	22.5	25.1	31.8	96.9

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	371.2 (76.4)	393.0 (74.4)	365.7 (79.6)	326.0 (86.8)	338.3 (88.9)	381.8 (89.1)	382.8 (74.9)	228.7 (138.5)	352.9 (95.4)
Non-Indigenous Mean scale score / (S.D.)	441.3 (80.2)	447.8 (79.3)	436.3 (80.0)	430.5 (79.3)	422.1 (80.2)	430.4 (91.7)	451.5 (71.7)	414.6 (91.9)	439.3 (80.4)

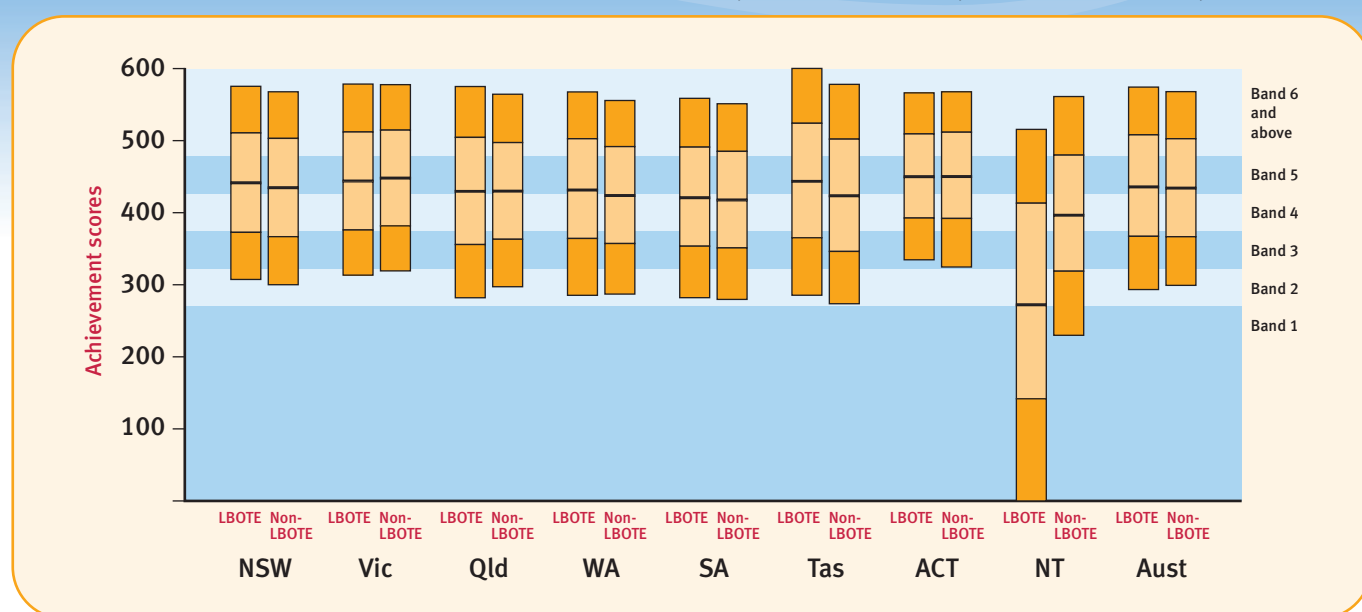
Table 3.R3: Achievement of Year 3 Students in Reading, by Indigenous Status, by State and Territory, 2018.

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	3.0	8.5	16.5	25.0	24.9	14.3	7.7	88.5
	Non-Indigenous	1.5	1.6	5.1	12.8	22.4	24.8	31.8	96.9
Vic	Indigenous	5.8	4.2	12.0	21.9	25.5	18.2	12.3	90.0
	Non-Indigenous	2.5	1.1	4.2	11.8	21.5	24.9	34.1	96.4
Qld	Indigenous	1.8	11.1	17.3	24.9	23.2	14.1	7.7	87.1
	Non-Indigenous	1.1	1.8	5.5	13.8	23.5	25.1	29.2	97.1
WA	Indigenous	1.8	24.5	22.6	22.7	16.7	7.9	3.7	73.7
	Non-Indigenous	1.1	2.3	6.3	14.4	24.1	24.9	26.9	96.6
SA	Indigenous	4.1	19.1	21.4	22.7	18.3	9.5	4.9	76.8
	Non-Indigenous	2.4	3.0	7.2	15.8	24.8	23.6	23.2	94.6
Tas	Indigenous	1.9	9.1	17.0	21.5	20.4	16.1	13.9	89.0
	Non-Indigenous	1.7	3.8	7.6	15.1	21.3	21.1	29.4	94.5
ACT	Indigenous	5.7	7.5	11.8	21.4	27.3	17.2	9.2	86.8
	Non-Indigenous	1.5	1.1	2.9	9.1	21.4	29.4	34.6	97.4
NT	Indigenous	1.4	57.8	16.2	11.6	7.2	3.8	2.0	40.8
	Non-Indigenous	1.3	5.6	9.0	17.3	22.8	20.1	23.9	93.1
Aust	Indigenous	2.6	15.4	17.3	23.1	21.5	12.8	7.2	82.0
	Non-Indigenous	1.7	1.7	5.2	13.1	22.7	24.8	30.7	96.6

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	441.4 (81.6)	443.9 (80.9)	429.7 (89.0)	431.4 (86.2)	421.2 (85.2)	443.6 (96.0)	449.9 (71.1)	272.1 (158.0)	435.7 (88.4)
Non-LBOTE Mean scale score / (S.D.)	434.6 (81.5)	448.0 (78.9)	429.9 (81.1)	423.8 (81.6)	417.7 (82.0)	423.4 (92.5)	450.1 (73.6)	396.5 (103.3)	434.1 (81.8)

Table 3.R4: Achievement of Year 3 Students in Reading, by LBOTE Status, by State and Territory, 2018.

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	2.1	1.7	5.3	13.0	21.9	24.0	32.1	96.2
	Non-LBOTE	1.4	2.2	6.1	13.9	23.0	24.2	29.3	96.4
Vic	LBOTE	3.4	1.3	4.8	12.6	21.9	24.0	32.1	95.3
	Non-LBOTE	2.3	1.1	4.1	11.7	21.5	25.1	34.3	96.6
Qld	LBOTE	1.6	3.8	7.2	14.6	21.4	22.5	29.0	94.6
	Non-LBOTE	1.1	2.4	6.5	14.9	23.9	24.4	26.8	96.5
WA	LBOTE	1.6	3.7	6.1	13.1	22.4	24.3	28.8	94.7
	Non-LBOTE	1.0	3.3	7.2	15.3	24.3	24.1	24.9	95.7
SA	LBOTE	5.1	3.7	7.2	15.3	23.8	21.7	23.3	91.3
	Non-LBOTE	2.0	3.8	8.0	16.2	24.7	23.2	22.2	94.2
Tas	LBOTE	6.9	3.5	6.3	11.6	17.7	21.5	32.3	89.5
	Non-LBOTE	1.5	4.5	8.8	16.1	21.4	20.3	27.2	94.0
ACT	LBOTE	2.6	1.1	2.5	9.5	22.2	29.5	32.7	96.4
	Non-LBOTE	1.3	1.3	3.3	9.3	21.2	28.9	34.7	97.4
NT	LBOTE	1.3	47.1	12.7	10.9	10.7	8.4	8.9	51.6
	Non-LBOTE	1.4	9.4	11.4	18.4	21.3	17.8	20.3	89.2
Aust	LBOTE	2.5	3.0	5.6	13.1	21.7	23.5	30.6	94.5
	Non-LBOTE	1.5	2.3	6.0	13.9	23.0	24.3	28.9	96.2

[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, 2018.

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	443.8	1.7	1.6	5.0	12.5	21.6	24.4	33.2	96.7
	Inner Regional	419.3	1.5	2.8	7.8	16.5	25.5	23.5	22.4	95.6
	Outer Regional	404.2	1.3	4.9	10.3	19.2	25.6	21.2	17.6	93.8
	Remote	382.6	4.4	7.9	11.9	21.7	26.9	16.5	10.6	87.7
	Very Remote	368.8	0.0	14.3	16.2	20.3	25.5	12.1	11.6	85.7
Vic	Major Cities	451.3	2.7	1.1	3.9	11.1	20.8	24.8	35.7	96.3
	Inner Regional	433.0	2.4	1.6	5.6	14.5	24.0	24.6	27.3	96.0
	Outer Regional	429.7	2.7	1.6	5.8	15.4	24.9	24.3	25.4	95.7
	Remote	398.5	2.0	9.8	7.1	14.9	23.1	20.0	23.1	88.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	440.0	1.2	1.7	5.2	13.1	22.6	25.1	31.0	97.0
	Inner Regional	417.0	1.2	3.0	7.9	17.4	25.8	23.2	21.5	95.8
	Outer Regional	415.9	1.0	3.5	8.7	17.7	24.8	22.8	21.6	95.5
	Remote	385.9	0.9	10.8	13.2	18.9	22.8	17.5	15.8	88.4
	Very Remote	352.1	0.9	18.5	19.4	23.2	18.6	10.3	9.2	80.7
WA	Major Cities	432.3	1.3	2.5	6.1	13.8	23.5	24.9	27.9	96.2
	Inner Regional	407.2	1.0	4.4	9.6	18.9	26.1	21.5	18.6	94.7
	Outer Regional	400.3	1.0	5.4	11.3	20.3	25.0	20.0	16.9	93.6
	Remote	380.2	0.8	11.9	14.3	18.6	22.8	17.8	13.9	87.4
	Very Remote	331.8	0.5	27.7	18.5	18.1	17.3	10.5	7.4	71.8
SA	Major Cities	424.6	2.7	2.9	7.0	15.1	24.2	23.9	24.2	94.4
	Inner Regional	412.3	1.6	4.4	9.0	16.8	25.1	22.5	20.5	94.0
	Outer Regional	395.5	2.4	6.2	11.3	20.2	25.6	19.1	15.3	91.4
	Remote	396.7	1.9	6.0	10.9	21.4	27.0	16.8	16.1	92.1
	Very Remote	314.6	3.1	34.8	14.4	14.3	14.7	10.9	7.8	62.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	433.3	2.0	3.7	7.8	14.4	20.5	20.9	30.7	94.3
	Outer Regional	410.4	1.4	5.7	10.1	18.1	22.4	20.1	22.2	93.0
	Remote	412.2	1.2	4.9	9.6	20.5	21.6	17.4	24.7	93.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	450.0	1.6	1.3	3.1	9.3	21.5	29.1	34.1	97.1
	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	401.1	1.6	8.7	10.6	17.4	22.2	18.7	20.8	89.7
	Remote	346.0	0.8	24.2	15.5	18.0	16.0	12.2	13.2	74.9
	Very Remote	200.9	1.1	67.8	12.2	7.4	4.4	3.4	3.8	31.1
Aust	Major Cities	442.6	1.9	1.7	5.0	12.5	22.0	24.8	32.3	96.5
	Inner Regional	422.5	1.7	2.8	7.4	16.2	24.8	23.4	23.8	95.5
	Outer Regional	410.4	1.4	4.5	9.4	18.2	24.7	21.6	20.2	94.0
	Remote	379.2	1.3	12.4	13.4	19.2	22.6	16.6	14.6	86.4
	Very Remote	298.1	0.9	37.2	16.4	16.2	13.8	8.4	7.1	61.9

[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, 2018.

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	379.5	3.1	6.8	14.8	24.2	26.1	15.6	9.5	90.1
	Inner Regional	371.4	3.2	7.6	16.8	25.3	25.6	14.6	6.9	89.2
	Outer Regional	354.4	2.2	13.3	19.9	26.7	20.7	11.7	5.4	84.5
	Remote	344.5	7.3	15.0	17.6	26.8	21.0	8.7	3.7	77.7
	Very Remote	319.4	0.0	26.3	27.0	21.7	21.0	2.0	2.0	73.7
Vic	Major Cities	401.7	5.0	4.0	10.1	20.7	25.0	19.5	15.8	91.0
	Inner Regional	388.8	6.3	4.6	12.8	22.1	24.6	19.2	10.5	89.2
	Outer Regional	378.9	7.0	3.9	15.2	25.0	29.3	12.3	7.4	89.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	386.7	2.9	6.3	13.0	22.9	25.4	18.0	11.5	90.7
	Inner Regional	377.7	1.9	7.3	14.8	24.2	26.7	16.1	9.0	90.8
	Outer Regional	360.7	0.9	10.4	19.4	27.7	23.1	12.7	5.9	88.8
	Remote	317.1	1.0	28.1	26.4	20.6	14.9	7.0	2.1	70.9
	Very Remote	311.4	1.3	28.4	26.1	26.0	12.5	4.2	1.3	70.2
WA	Major Cities	356.0	2.1	13.6	18.6	25.0	22.4	12.4	6.0	84.3
	Inner Regional	325.1	1.7	21.2	25.5	26.0	17.3	5.7	2.6	77.1
	Outer Regional	329.3	2.1	20.1	25.3	27.6	15.5	6.3	3.0	77.8
	Remote	303.4	1.6	32.9	26.1	19.6	13.0	5.1	1.7	65.5
	Very Remote	278.2	1.0	46.1	24.9	15.4	8.1	2.8	1.7	53.0
SA	Major Cities	354.4	4.6	14.3	20.1	23.0	20.3	11.5	6.1	81.1
	Inner Regional	342.9	3.1	16.1	23.9	20.2	21.0	11.1	4.5	80.8
	Outer Regional	329.1	3.9	20.7	22.9	23.9	16.8	7.7	4.1	75.4
	Remote	329.2	0.0	18.7	22.2	34.7	19.1	4.0	1.3	81.3
	Very Remote	251.7	4.3	53.9	21.4	11.3	4.3	2.3	2.3	41.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	383.2	1.9	8.1	17.2	21.9	21.2	16.4	13.3	90.0
	Outer Regional	378.2	1.9	10.8	17.1	21.1	19.8	15.4	13.9	87.3
	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	383.1	5.7	7.6	11.8	20.9	27.2	17.4	9.3	86.7
	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	329.9	2.9	25.2	19.9	20.0	15.9	9.7	6.4	71.9
	Remote	267.8	0.7	46.2	21.7	16.6	9.3	4.5	1.0	53.1
	Very Remote	171.8	1.0	76.0	12.5	6.1	2.8	1.0	0.5	23.0
Aust	Major Cities	378.4	3.3	8.0	14.7	23.5	24.8	15.9	9.9	88.8
	Inner Regional	373.9	3.1	7.8	16.2	24.3	25.0	15.3	8.2	89.1
	Outer Regional	354.1	2.1	13.5	19.9	25.9	21.0	11.5	6.1	84.5
	Remote	304.0	1.7	32.3	23.9	20.4	13.6	5.9	2.1	65.9
	Very Remote	242.2	1.2	53.6	19.8	14.5	7.3	2.4	1.2	45.2

[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, 2018.

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	446.5	1.6	1.4	4.6	12.0	21.4	24.9	34.3	97.0
	Inner Regional	425.9	1.3	2.1	6.6	15.3	25.5	24.7	24.5	96.6
	Outer Regional	416.2	1.1	3.0	7.9	17.3	26.7	23.6	20.5	96.0
	Remote	406.9	2.9	3.0	7.8	18.7	30.6	21.8	15.1	94.0
	Very Remote	425.7	0.0	0.0	3.8	18.9	32.1	23.8	21.5	100.0
Vic	Major Cities	451.9	2.5	1.0	3.8	11.0	20.7	24.9	36.0	96.4
	Inner Regional	434.8	2.2	1.5	5.4	14.2	23.9	24.8	27.9	96.3
	Outer Regional	433.8	2.3	1.5	4.9	14.6	24.6	25.3	26.9	96.2
	Remote	398.5	2.0	9.8	7.1	14.9	23.1	20.0	23.1	88.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	442.8	1.1	1.5	4.8	12.6	22.5	25.5	32.1	97.4
	Inner Regional	421.9	1.1	2.5	7.1	16.4	25.8	24.0	23.1	96.4
	Outer Regional	427.8	1.0	2.0	6.4	15.5	25.2	25.0	25.0	97.0
	Remote	418.9	0.8	2.7	6.8	18.1	26.8	22.4	22.5	96.6
	Very Remote	413.9	0.3	3.0	9.4	18.4	27.5	19.9	21.4	96.7
WA	Major Cities	436.1	1.2	2.0	5.5	13.2	23.4	25.6	29.2	96.9
	Inner Regional	411.1	0.8	3.5	8.6	18.5	26.7	22.6	19.2	95.6
	Outer Regional	412.5	0.8	2.8	8.9	19.2	26.5	22.4	19.4	96.4
	Remote	408.9	0.5	3.8	9.9	18.2	26.3	22.9	18.5	95.7
	Very Remote	398.4	0.0	5.0	10.2	21.0	29.6	19.9	14.4	95.0
SA	Major Cities	427.1	2.6	2.5	6.4	14.9	24.4	24.4	24.8	94.9
	Inner Regional	415.8	1.4	3.8	8.3	16.6	25.3	23.1	21.4	94.7
	Outer Regional	402.9	2.1	4.6	10.0	19.5	26.6	20.5	16.6	93.3
	Remote	402.7	2.1	5.0	9.9	20.2	27.3	17.9	17.6	92.9
	Very Remote	374.5	2.5	15.6	9.1	17.8	23.5	19.0	12.6	82.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	436.5	1.9	3.4	7.1	14.1	20.7	21.2	31.7	94.7
	Outer Regional	416.1	1.2	4.7	8.8	17.6	23.0	20.9	23.7	94.1
	Remote	413.2	1.4	4.8	8.7	20.0	24.2	16.6	24.2	93.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	451.5	1.5	1.1	2.9	9.1	21.4	29.4	34.6	97.4
	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	417.3	1.3	4.9	8.4	16.8	23.7	20.7	24.2	93.8
	Remote	404.0	1.0	7.9	11.1	19.1	21.0	17.8	22.2	91.1
	Very Remote	415.9	1.8	7.3	9.5	16.5	16.5	20.7	27.5	90.8
Aust	Major Cities	444.9	1.8	1.4	4.6	12.1	21.8	25.2	33.1	96.8
	Inner Regional	427.0	1.5	2.3	6.6	15.4	24.8	24.1	25.3	96.2
	Outer Regional	421.0	1.3	2.8	7.4	16.7	25.4	23.5	22.9	95.9
	Remote	409.2	1.1	4.4	9.2	18.7	26.0	20.9	19.7	94.5
	Very Remote	405.8	0.5	5.4	9.3	18.9	26.6	20.2	19.0	94.0

[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, 2018.

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	472.1	1.2	0.4	1.9	6.8	17.3	26.0	46.4	98.4
	Diploma	428.0	1.4	1.5	5.2	14.8	26.5	27.1	23.4	97.1
	Certificate	405.6	1.6	3.1	9.0	20.1	28.2	22.6	15.5	95.3
	Year 12	406.3	2.3	3.3	9.1	19.7	27.6	21.9	16.2	94.4
	Year 11	369.4	3.9	7.8	17.4	26.0	24.2	13.6	7.1	88.3
	Not stated (4%)	421.3	2.9	4.1	7.8	15.7	22.8	22.0	24.8	93.1
Vic	Bachelor	475.1	1.4	0.3	1.8	6.4	16.9	25.4	47.8	98.2
	Diploma	433.8	2.4	1.0	4.7	14.2	25.1	26.6	26.0	96.5
	Certificate	417.9	3.0	2.0	6.6	17.7	26.7	24.5	19.4	95.0
	Year 12	419.3	4.0	1.8	6.5	17.2	26.4	24.1	19.9	94.2
	Year 11	391.6	7.6	4.1	11.5	22.1	25.8	18.0	10.8	88.3
	Not stated (2%)	445.1	7.6	2.2	4.1	10.6	19.9	22.7	32.7	90.1
Qld	Bachelor	467.7	0.8	0.6	2.2	7.4	18.2	27.0	43.8	98.7
	Diploma	426.6	0.9	1.8	5.8	15.5	26.3	26.0	23.6	97.3
	Certificate	410.9	1.1	3.0	8.2	18.9	27.7	23.4	17.8	96.0
	Year 12	403.8	1.2	4.0	10.2	20.4	26.5	21.2	16.5	94.8
	Year 11	371.9	2.0	8.7	16.3	25.3	24.7	14.9	8.1	89.3
	Not stated (6%)	402.6	3.5	6.0	10.2	19.0	23.4	20.4	17.5	90.5
WA	Bachelor	460.8	0.9	0.8	3.0	8.2	19.0	27.6	40.6	98.3
	Diploma	421.1	1.1	2.2	6.0	15.9	28.0	26.7	20.1	96.7
	Certificate	402.1	1.1	3.8	9.4	20.3	29.1	21.6	14.7	95.1
	Year 12	396.6	1.1	5.7	10.6	20.5	27.3	21.0	13.9	93.3
	Year 11	355.5	1.7	13.5	18.9	24.5	22.8	12.9	5.7	84.7
	Not stated (9%)	393.7	2.2	9.4	11.8	18.1	22.4	18.3	17.9	88.4
SA	Bachelor	455.8	1.7	0.8	2.8	9.0	21.1	27.7	36.9	97.5
	Diploma	416.1	1.8	2.6	6.7	16.9	27.9	25.5	18.6	95.6
	Certificate	398.5	2.1	4.4	10.4	21.0	27.8	20.5	13.8	93.5
	Year 12	399.2	2.9	5.6	10.7	18.5	26.6	20.7	15.1	91.5
	Year 11	356.5	5.5	12.1	17.4	25.1	22.8	12.2	5.0	82.4
	Not stated (8%)	399.7	4.7	6.8	10.9	17.7	23.3	19.1	17.6	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 3 Reading

Table 3.R8 (cont.): Achievement of Year 3 Students in Reading, by Parental Education, by State and Territory, 2018.

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	<i>Bachelor</i>	473.9	1.1	0.8	3.0	8.8	16.7	22.1	47.4	98.1
	<i>Diploma</i>	432.3	2.1	2.9	6.0	15.3	22.4	22.2	29.0	95.0
	<i>Certificate</i>	406.4	1.3	4.8	10.6	18.9	24.0	21.8	18.8	94.0
	<i>Year 12</i>	390.4	3.0	8.8	12.7	19.4	23.5	16.2	16.5	88.2
	<i>Year 11</i>	369.1	3.3	12.0	16.0	22.5	21.8	14.2	10.2	84.7
	<i>Not stated (11%)</i>	430.4	2.3	3.7	8.7	14.5	20.5	20.9	29.4	93.9
ACT	<i>Bachelor</i>	470.7	1.2	0.4	1.2	4.8	16.8	31.7	43.8	98.4
	<i>Diploma</i>	429.0	2.0	1.3	3.6	13.0	28.6	31.0	20.4	96.7
	<i>Certificate</i>	412.8	1.9	2.4	7.3	18.2	29.2	23.8	17.2	95.8
	<i>Year 12</i>	414.4	1.9	2.8	5.9	15.8	31.5	24.8	17.2	95.3
	<i>Year 11</i>	372.7	3.3	8.4	14.7	22.4	30.0	14.4	6.8	88.3
	<i>Not stated (7%)</i>	433.7	3.7	2.5	4.3	15.1	23.5	21.5	29.4	93.8
NT	<i>Bachelor</i>	426.3	1.5	6.2	7.8	12.8	19.9	21.0	30.8	92.3
	<i>Diploma</i>	376.6	1.6	12.8	11.4	20.1	23.4	16.2	14.6	85.7
	<i>Certificate</i>	356.8	1.4	17.4	14.7	19.4	20.7	16.1	10.4	81.2
	<i>Year 12</i>	313.3	1.5	32.7	13.6	16.7	14.8	10.8	9.8	65.8
	<i>Year 11</i>	214.9	1.2	62.1	14.2	10.7	6.7	2.9	2.1	36.7
	<i>Not stated (15%)</i>	304.7	0.8	37.7	13.0	14.6	13.2	9.6	11.1	61.5
Aust	<i>Bachelor</i>	469.7	1.2	0.5	2.1	7.1	17.7	26.3	45.0	98.3
	<i>Diploma</i>	427.5	1.6	1.7	5.4	15.1	26.3	26.5	23.5	96.7
	<i>Certificate</i>	408.5	1.8	3.1	8.5	19.3	27.6	22.9	16.8	95.1
	<i>Year 12</i>	405.8	2.3	4.0	9.2	19.2	26.7	21.8	16.7	93.7
	<i>Year 11</i>	367.1	4.1	10.0	15.9	24.1	23.8	14.4	7.7	85.9
	<i>Not stated (5%)</i>	407.3	3.4	6.8	9.4	16.7	22.3	20.1	21.3	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 3 Reading

Table 3.R9: Achievement of Year 3 Students in Reading, by Parental Occupation, by State and Territory, 2018.

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	473.8	1.0	0.4	1.9	6.6	17.0	25.9	47.2	98.7
	Group 2	450.2	1.1	0.8	3.4	10.6	22.0	27.3	34.9	98.1
	Group 3	419.8	1.4	2.2	6.8	17.2	26.8	24.5	21.1	96.4
	Group 4	399.9	2.0	3.7	10.4	21.5	27.6	20.5	14.3	94.3
	Not in paid work	379.0	4.7	7.0	15.2	23.3	24.7	15.4	9.7	88.3
	Not stated (5%)	421.9	2.5	3.6	7.6	16.3	23.3	21.8	24.9	93.9
Vic	Group 1	480.9	1.1	0.2	1.4	5.6	15.8	24.9	50.9	98.7
	Group 2	456.8	1.5	0.6	2.7	9.6	20.8	26.8	38.0	97.9
	Group 3	432.9	2.0	1.2	4.8	14.6	25.2	26.4	25.8	96.8
	Group 4	414.0	3.6	2.2	7.5	18.5	26.4	23.9	18.0	94.2
	Not in paid work	401.0	7.9	3.6	10.0	20.0	25.7	18.7	14.1	88.5
	Not stated (2%)	445.9	7.6	2.2	4.0	10.8	19.7	22.2	33.5	90.2
Qld	Group 1	469.0	0.6	0.6	2.3	7.4	17.8	26.7	44.7	98.8
	Group 2	443.7	0.6	1.1	4.0	12.0	23.3	27.5	31.6	98.2
	Group 3	418.5	0.9	2.4	6.9	17.2	27.4	24.6	20.5	96.7
	Group 4	400.2	1.3	4.4	10.2	21.2	27.5	20.5	14.9	94.3
	Not in paid work	378.1	2.3	8.1	16.0	23.8	23.9	15.4	10.6	89.6
	Not stated (16%)	406.6	2.4	4.7	9.9	19.1	24.4	21.0	18.5	92.9
WA	Group 1	461.0	0.8	0.8	3.0	8.5	19.2	26.9	40.9	98.4
	Group 2	432.1	0.7	1.7	5.3	13.8	25.1	27.4	26.0	97.6
	Group 3	412.1	1.0	3.2	8.0	17.4	28.3	23.9	18.1	95.8
	Group 4	396.2	1.4	5.4	10.9	21.3	27.1	19.8	14.1	93.2
	Not in paid work	367.9	2.1	12.6	16.0	23.0	21.7	14.4	10.2	85.3
	Not stated (15%)	393.6	2.2	8.5	12.3	18.6	23.0	18.4	17.1	89.3
SA	Group 1	455.8	1.4	0.8	3.0	9.1	20.7	27.7	37.3	97.8
	Group 2	432.1	1.5	2.0	4.9	13.8	25.3	26.7	25.8	96.5
	Group 3	408.6	1.4	3.2	8.1	19.0	29.1	23.0	16.3	95.5
	Group 4	390.6	3.0	6.0	12.5	21.0	26.4	18.9	12.2	91.0
	Not in paid work	380.0	6.3	7.3	14.6	23.3	22.6	15.0	10.9	86.4
	Not stated (15%)	385.1	4.7	8.9	12.9	19.8	23.5	16.6	13.6	86.4

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 3 Reading

Table 3.R9 (cont.): Achievement of Year 3 Students in Reading, by Parental Occupation, by State and Territory, 2018.

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	466.6	0.8	1.3	3.9	9.8	17.9	21.9	44.4	97.9
	Group 2	437.2	1.3	2.6	5.6	14.1	22.1	24.3	30.0	96.1
	Group 3	423.0	1.3	3.5	8.5	16.8	22.2	21.4	26.3	95.2
	Group 4	392.3	1.9	7.3	12.7	20.7	23.4	18.3	15.7	90.8
	Not in paid work	364.2	4.9	12.4	17.9	23.1	20.5	11.1	10.1	82.7
	Not stated (16%)	419.1	2.7	5.2	10.0	15.7	20.8	20.1	25.4	92.1
ACT	Group 1	470.2	1.2	0.6	1.3	5.4	16.8	30.7	44.2	98.3
	Group 2	452.5	1.2	0.9	2.4	7.8	21.9	32.2	33.6	97.9
	Group 3	431.3	1.4	1.2	4.9	13.2	26.5	28.5	24.4	97.4
	Group 4	405.6	2.7	2.7	8.2	20.4	30.3	21.7	14.1	94.6
	Not in paid work	397.0	5.6	6.9	8.8	17.7	28.0	19.1	13.9	87.4
	Not stated (12%)	428.1	2.9	2.2	5.1	15.2	25.8	23.9	24.9	94.9
NT	Group 1	433.1	1.5	4.7	7.1	12.8	21.2	20.7	32.0	93.8
	Group 2	410.7	2.2	5.3	10.2	17.1	23.6	19.5	22.2	92.5
	Group 3	373.0	0.7	13.0	12.6	21.2	22.0	17.9	12.6	86.4
	Group 4	302.4	1.6	34.4	16.2	15.5	13.9	10.9	7.5	64.0
	Not in paid work	215.4	1.7	61.6	15.1	11.7	6.1	2.6	1.2	36.7
	Not stated (21%)	276.7	0.7	45.8	13.0	12.7	11.2	7.9	8.7	53.5
Aust	Group 1	471.6	0.9	0.5	2.1	6.9	17.4	26.0	46.1	98.6
	Group 2	447.3	1.1	1.1	3.7	11.1	22.5	27.1	33.4	97.8
	Group 3	421.0	1.4	2.2	6.6	16.7	26.7	24.8	21.6	96.3
	Group 4	401.8	2.3	4.1	9.8	20.5	26.9	21.1	15.2	93.6
	Not in paid work	381.2	5.2	7.8	13.7	22.0	24.1	16.0	11.2	87.0
	Not stated (9%)	403.9	2.9	6.6	9.9	17.8	23.2	20.0	19.7	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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	413.9 (66.3)	421.6 (59.5)	397.7 (71.2)	400.1 (73.2)	383.1 (70.0)	393.9 (71.7)	410.1 (63.7)	313.9 (122.8)	407.1 (69.5)

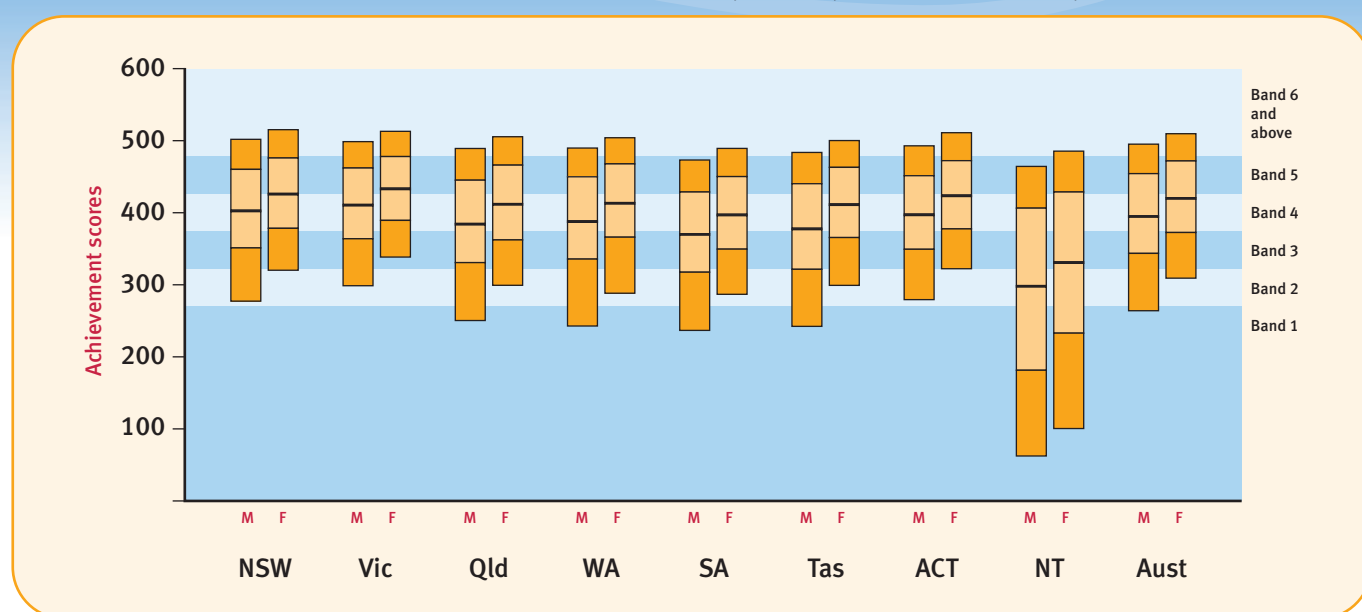
Table 3.W1: Achievement of Year 3 Students in Writing, by State and Territory, 2018.

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	96.4	2.1	1.5	1.6	2.9	5.4	15.6	29.4	30.0	15.1	95.5
Vic	8yrs 9mths 3yrs 4mths	94.3	2.7	3.0	2.7	1.7	3.9	13.2	29.1	34.1	15.4	95.7
Qld	8yrs 5mths 3yrs 4mths	92.5	2.3	5.2	1.1	4.8	7.8	19.7	30.0	25.8	10.7	94.0
WA	8yrs 5mths 3yrs 4mths	94.9	3.0	2.2	1.2	5.6	6.9	17.1	29.8	28.3	11.2	93.2
SA	8yrs 7mths 3yrs 4mths	92.0	4.0	4.0	2.3	6.1	9.8	23.2	31.7	21.1	5.8	91.6
Tas	8yrs 11mths 3yrs 4mths	94.2	3.2	2.7	1.8	5.7	8.2	19.1	30.6	25.7	8.9	92.6
ACT	8yrs 7mths 3yrs 4mths	93.9	2.0	4.1	1.6	2.8	5.3	16.9	31.6	29.2	12.6	95.6
NT	8yrs 6mths 3yrs 4mths	87.0	10.2	2.7	1.3	30.9	12.4	18.9	19.5	12.3	4.7	67.8
Aust	8yrs 7mths 3yrs 4mths	94.4	2.6	3.0	1.8	3.9	6.1	16.7	29.6	29	12.9	94.4

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	402.5 (69.1)	410.5 (61.7)	384.1 (73.9)	387.7 (76.1)	369.9 (72.7)	377.5 (75.0)	397.1 (64.9)	297.9 (125.6)	394.9 (72.2)
Female Mean scale score / (S.D.)	425.8 (61.0)	433.1 (54.9)	411.7 (65.3)	413.1 (67.6)	397.0 (64.2)	411.2 (63.6)	423.5 (59.6)	330.8 (117.6)	419.9 (64.0)

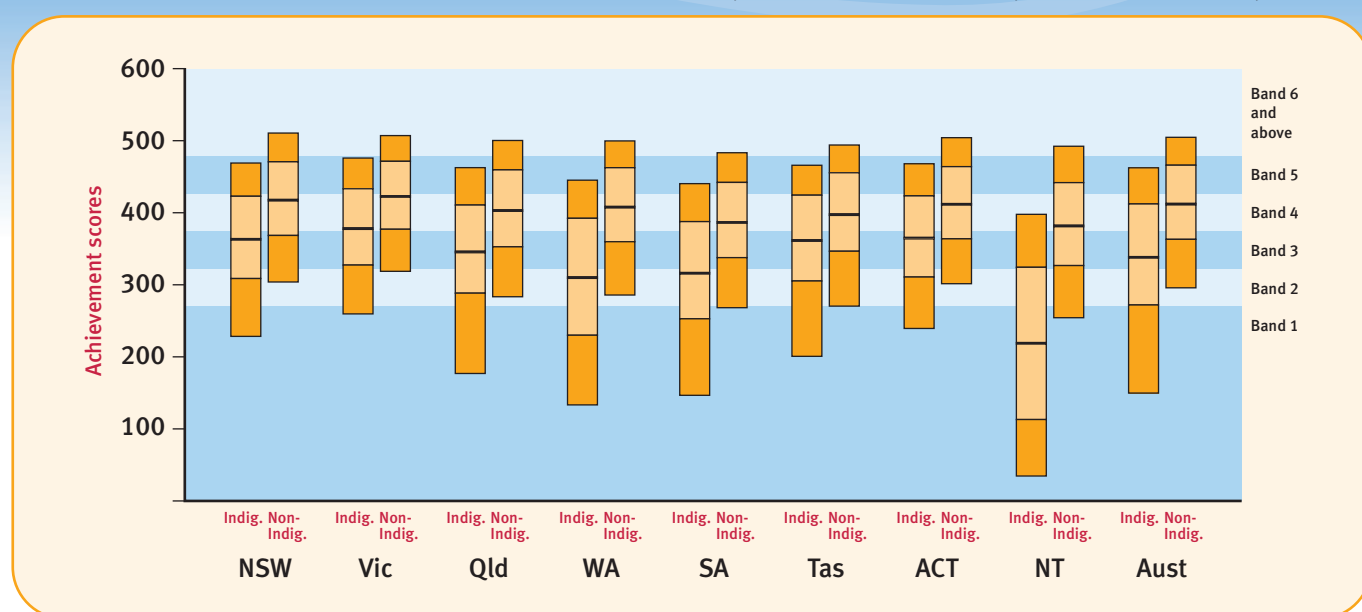
Table 3.W2: Achievement of Year 3 Students in Writing, by Sex, by State and Territory, 2018.

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	2.1	4.2	7.1	18.2	30.2	26.5	11.7	93.6
	Female	1.0	1.5	3.7	12.7	28.6	33.8	18.7	97.5
Vic	Male	3.6	2.5	5.3	16.0	31.1	30.2	11.4	93.9
	Female	1.7	0.8	2.4	10.2	27.1	38.1	19.7	97.5
Qld	Male	1.4	6.9	10.1	22.4	29.9	21.7	7.6	91.7
	Female	0.8	2.7	5.5	16.8	30.1	30.1	14.0	96.5
WA	Male	1.6	7.4	8.6	19.7	30.2	24.4	8.2	91.0
	Female	0.8	3.7	5.0	14.3	29.4	32.5	14.3	95.5
SA	Male	3.1	8.5	12.3	25.2	30.2	16.7	3.9	88.4
	Female	1.4	3.5	7.2	21	33.3	25.8	7.8	95.1
Tas	Male	2.2	8.3	11.4	22.5	29.3	20.2	6.3	89.5
	Female	1.3	2.9	4.9	15.5	32.1	31.6	11.7	95.8
ACT	Male	2.0	3.9	7.3	20.4	32.9	24.8	8.7	94.0
	Female	1.1	1.6	3.3	13.3	30.3	33.7	16.6	97.3
NT	Male	1.8	34.8	13.3	19.2	17.5	10.1	3.3	63.4
	Female	0.8	26.8	11.4	18.5	21.6	14.6	6.3	72.4
Aust	Male	2.3	5.4	7.9	19.3	30.2	25.1	9.6	92.2
	Female	1.2	2.2	4.2	13.8	29	33.1	16.4	96.6

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	363.1 (73.4)	377.9 (65.5)	345.5 (80.9)	309.9 (95.0)	315.5 (85.7)	361.4 (78.2)	364.7 (70.4)	218.8 (114.4)	338.1 (92.1)
Non-Indigenous Mean scale score / (S.D.)	417.4 (64.3)	422.6 (59.0)	403.0 (68.0)	407.7 (66.3)	386.6 (67.3)	397.3 (69.5)	411.7 (62.9)	381.6 (74.4)	411.9 (65.2)

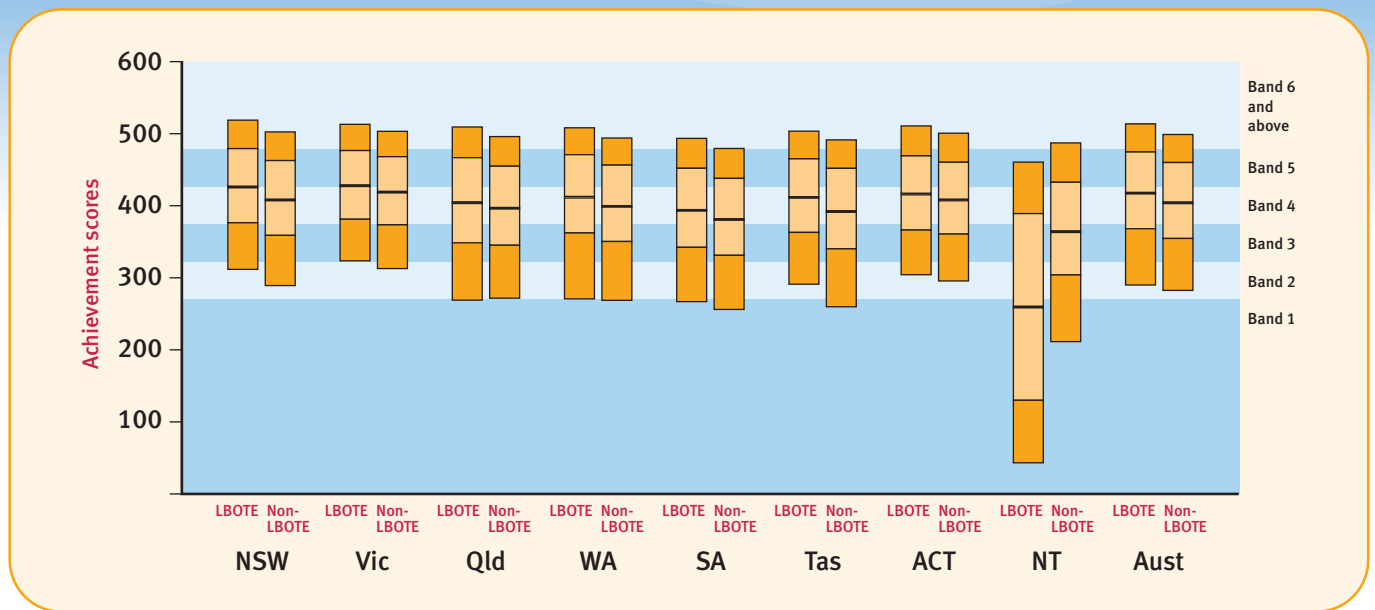
Table 3.W3: Achievement of Year 3 Students in Writing, by Indigenous Status, by State and Territory, 2018.

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	10.4	13.6	26.1	28.8	14.9	3.2	86.6
	Non-Indigenous	1.5	2.4	4.9	14.8	29.4	31.1	15.9	96.2
Vic	Indigenous	5.9	6.1	11.0	24.9	29.8	18.1	4.2	88.0
	Non-Indigenous	2.5	1.6	3.7	12.9	29.2	34.5	15.7	95.9
Qld	Indigenous	1.8	15.0	17.0	28.7	23.6	11.0	2.9	83.2
	Non-Indigenous	1.0	3.8	6.9	18.7	30.6	27.4	11.5	95.2
WA	Indigenous	1.8	30.5	17.7	22.7	18.5	7.4	1.4	67.7
	Non-Indigenous	1.1	3.6	5.9	16.4	30.7	30.2	12.1	95.3
SA	Indigenous	3.9	24.8	22	24.8	16.7	6.5	1.1	71.2
	Non-Indigenous	2.2	5.1	9.2	23.1	32.5	21.9	6.1	92.8
Tas	Indigenous	1.9	11.6	12.7	25.0	29.9	16.1	2.8	86.5
	Non-Indigenous	1.7	4.9	7.8	18.6	31.0	26.7	9.4	93.4
ACT	Indigenous	5.7	9.4	13.9	25.5	27.8	14.5	3.2	84.9
	Non-Indigenous	1.5	2.5	5.1	16.7	31.7	29.6	12.9	96.0
NT	Indigenous	1.2	64.8	13.7	11.7	6.0	1.9	0.6	34.0
	Non-Indigenous	1.3	6.9	11.3	24.0	29.2	19.6	7.7	91.8
Aust	Indigenous	2.6	19	15.4	25.1	23.6	11.6	2.6	78.4
	Non-Indigenous	1.7	2.9	5.5	16	30	30.3	13.7	95.5

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	425.9 (64.5)	427.7 (59.3)	404.1 (75.7)	411.8 (74.2)	393.8 (71.3)	411.6 (64.8)	416.1 (64.3)	259.3 (133.6)	417.4 (72.2)
Non-LBOTE Mean scale score / (S.D.)	407.9 (66.1)	418.8 (59.4)	396.5 (70.2)	399.1 (70.1)	381.0 (69.5)	391.9 (72.0)	407.9 (63.3)	363.9 (86.1)	404.0 (67.6)

Table 3.W4: Achievement of Year 3 Students in Writing, by LBOTE Status, by State and Territory, 2018.

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	2.0	2.0	4.1	12.6	26.7	32.3	20.3	96.0
	Non-LBOTE	1.4	3.3	6.1	17.1	30.9	28.9	12.4	95.3
Vic	LBOTE	3.4	1.3	3.3	11.8	27.1	34.6	18.5	95.3
	Non-LBOTE	2.3	1.8	4.1	13.8	30.1	33.9	14.0	95.8
Qld	LBOTE	1.5	5.0	7.3	17.5	27.0	27.0	14.7	93.5
	Non-LBOTE	1.1	4.8	7.9	20.1	30.6	25.6	10.0	94.2
WA	LBOTE	1.6	4.9	5.2	14.0	26.9	31.4	16.0	93.5
	Non-LBOTE	1.0	5.1	7.1	17.8	31.3	28.0	9.9	94.0
SA	LBOTE	4.1	5.1	7.7	19.9	30.1	24.4	8.7	90.8
	Non-LBOTE	1.9	6.2	10.3	24.0	31.9	20.4	5.2	91.8
Tas	LBOTE	6.7	2.9	6.3	12.9	28.9	29.6	12.8	90.4
	Non-LBOTE	1.5	6.0	8.5	19.5	30.7	25.2	8.4	92.5
ACT	LBOTE	2.6	2.4	4.6	15.5	30.1	29.6	15.2	95.0
	Non-LBOTE	1.1	2.9	5.6	17.5	32.2	29.0	11.6	95.9
NT	LBOTE	1.3	51.7	10.7	12.7	12.5	8.2	2.9	47.0
	Non-LBOTE	1.3	12.0	13.8	24.5	25.8	16.1	6.5	86.7
Aust	LBOTE	2.4	3.6	4.7	13.5	26.8	31.4	17.7	94.0
	Non-LBOTE	1.5	3.8	6.6	17.8	30.7	28.3	11.2	94.6

[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, 2018.

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	420.6	1.6	2.3	4.6	13.8	28.3	31.9	17.5	96.1
	Inner Regional	396.2	1.5	4.4	7.5	20.1	32.6	25.4	8.5	94.1
	Outer Regional	386.6	1.3	5.9	9.0	22.6	32.6	21.9	6.7	92.8
	Remote	376.2	4.4	6.7	10.7	25.6	31.3	16.5	4.7	88.9
	Very Remote	372.4	0.0	9.4	13.2	22.2	33.0	17.6	4.6	90.6
Vic	Major Cities	426.0	2.7	1.4	3.3	12.0	28.1	35.3	17.1	95.9
	Inner Regional	408.1	2.4	2.4	5.6	16.9	32.3	30.2	10.3	95.1
	Outer Regional	407.8	2.7	2.5	5.3	17.1	32.2	30.9	9.4	94.9
	Remote	389.7	2.0	7.5	5.5	17.6	33.7	27.8	5.9	90.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	405.5	1.2	3.6	6.7	17.8	29.9	28.3	12.5	95.1
	Inner Regional	385.8	1.1	5.8	9.7	23.4	31.1	21.7	7.4	93.2
	Outer Regional	390.1	0.9	6.0	9.0	21.7	30.0	23.3	9.1	93.1
	Remote	361.7	0.8	13.2	12.2	25.3	27.0	16.9	4.7	86.0
	Very Remote	330.9	0.7	22.4	16.3	26.1	21.6	9.9	3.0	76.8
WA	Major Cities	409.4	1.3	3.8	5.6	15.5	29.8	30.8	13.1	94.9
	Inner Regional	389.0	1.0	5.5	9.0	21.6	32.6	24.0	6.4	93.5
	Outer Regional	376.4	1.0	9.0	10.5	22.4	30.3	21.2	5.6	90.1
	Remote	356.0	0.8	16.0	13.0	21.4	27.2	17.5	4.0	83.2
	Very Remote	308.7	0.5	34.5	13.5	20.6	18.6	9.9	2.2	64.9
SA	Major Cities	389.0	2.4	5.1	8.8	21.7	32.3	23.0	6.7	92.4
	Inner Regional	374.9	1.5	6.3	11.9	27.3	31.9	17.2	3.9	92.1
	Outer Regional	364.9	2.4	9.1	13.0	27.5	29.1	15.8	3.2	88.5
	Remote	362.6	1.4	9.2	13.8	29.2	30.1	12.8	3.4	89.4
	Very Remote	311.9	3.1	30.4	17.9	17.5	18.1	10.9	2.1	66.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	398.5	2.0	5.1	7.8	17.9	29.8	27.3	10.2	93.0
	Outer Regional	383.9	1.4	7.0	9.1	21.7	32.9	21.9	6.1	91.7
	Remote	377.2	1.2	5.2	12.9	26.4	27.1	24.5	2.8	93.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	410.2	1.6	2.8	5.3	16.9	31.6	29.2	12.6	95.6
	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	368.1	1.6	11.3	12.4	24.1	27.2	16.4	7.1	87.1
	Remote	324.0	0.8	26.6	16.4	20.6	18.8	13.1	3.6	72.5
	Very Remote	195.9	1.1	74.3	9.3	7.0	4.2	3.2	0.9	24.6
Aust	Major Cities	415.4	1.9	2.7	5.1	14.9	29.1	31.3	15.0	95.4
	Inner Regional	395.9	1.7	4.4	7.8	20.2	31.9	25.6	8.5	94.0
	Outer Regional	385.8	1.4	6.6	9.3	22.2	30.7	22.4	7.4	92.0
	Remote	355.3	1.2	15.1	13.2	23.6	26.6	16.2	4.1	83.7
	Very Remote	283.6	0.9	41.8	13.3	18.0	15.6	8.3	2.1	57.3

[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, 2018.

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	370.4	2.9	9.2	11.9	25.3	29.3	17.2	4.3	87.9
	Inner Regional	362.0	3.1	10.4	14.0	26.0	29.2	14.2	3.0	86.5
	Outer Regional	348.3	2.1	13.4	16.6	28.5	27.1	10.6	1.6	84.5
	Remote	347.9	7.3	12.9	17.7	26.3	24.4	11.1	0.3	79.8
	Very Remote	344.6	0.0	13.8	20.3	28.9	28.2	8.9	0.0	86.2
Vic	Major Cities	384.9	5.0	5.6	9.3	23.2	30.6	21.2	5.1	89.4
	Inner Regional	372.3	6.4	6.5	13.2	25.9	28.2	16.2	3.6	87.1
	Outer Regional	372.1	7.0	6.5	10.5	27.0	31.6	14.2	3.2	86.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	360.9	3.0	10.4	14.3	27.5	26.9	14.0	3.9	86.6
	Inner Regional	353.0	1.9	11.5	17.0	29.7	25.7	11.7	2.5	86.6
	Outer Regional	346.5	0.9	14.1	18.2	29.8	23.5	10.5	3.1	85.1
	Remote	307.4	1.0	28.6	22.0	28.2	14.5	5.1	0.5	70.3
	Very Remote	295.7	1.1	34.1	19.5	27.4	12.7	4.2	1.0	64.8
WA	Major Cities	344.9	2.1	17.2	15.8	24.5	25.4	12.2	2.8	80.7
	Inner Regional	328.8	1.7	20.3	20.2	29.1	22.2	5.7	0.7	77.9
	Outer Regional	309.0	2.1	26.7	20.9	24.9	19.1	5.8	0.6	71.2
	Remote	281.8	1.6	42.0	20.7	19.1	11.4	4.7	0.5	56.4
	Very Remote	252.0	1.0	56.7	15.5	17.6	7.7	1.3	0.2	42.4
SA	Major Cities	326.9	4.6	21.6	20.4	24.5	19.6	8.1	1.2	73.8
	Inner Regional	323.6	2.1	18.8	23.9	32.6	17.7	4.5	0.4	79.2
	Outer Regional	306.8	3.9	27.3	23.6	24.4	13.6	5.7	1.5	68.9
	Remote	315.8	0.0	20.4	28.9	32.0	16.9	1.8	0.0	79.6
	Very Remote	250.5	4.3	51.3	21.2	13.6	5.8	3.8	0.0	44.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	363.8	1.9	10.1	13.6	26.2	28.9	16.3	3.1	88.0
	Outer Regional	357.4	1.9	14.0	11.8	23.2	31.0	15.7	2.3	84.1
	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	364.4	5.7	9.5	13.9	25.4	27.7	14.5	3.2	84.7
	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	302.4	2.3	32.5	18.3	23.7	15.9	5.5	1.8	65.1
	Remote	251.1	0.7	52.2	21.8	16.8	6.2	2.0	0.4	47.2
	Very Remote	171.4	1.0	83.2	8.8	4.8	1.7	0.4	0.1	15.8
Aust	Major Cities	362.2	3.2	11.3	13.5	25.5	27.4	15.3	3.8	85.5
	Inner Regional	358.8	3.0	10.7	15.1	27.3	27.6	13.4	2.8	86.2
	Outer Regional	339.6	2.0	17.0	17.5	27.6	23.7	10.0	2.3	81.0
	Remote	289.4	1.7	36.9	21.2	22.3	12.7	4.8	0.5	61.4
	Very Remote	232.8	1.1	60.1	14.1	15.0	7.1	2.1	0.4	38.8

[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, 2018.

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	422.7	1.5	2.0	4.3	13.4	28.3	32.5	18.0	96.5
	Inner Regional	400.8	1.3	3.6	6.6	19.3	33.1	26.9	9.2	95.2
	Outer Regional	395.8	1.1	4.0	7.2	21.1	33.9	24.7	7.9	94.9
	Remote	393.9	2.9	2.7	6.2	24.6	35.5	20.4	7.6	94.3
	Very Remote	410.6	0.0	2.3	4.5	15.1	39.2	28.7	10.2	97.7
Vic	Major Cities	426.6	2.6	1.4	3.2	11.8	28.2	35.5	17.3	96.0
	Inner Regional	409.6	2.2	2.2	5.3	16.5	32.4	30.8	10.5	95.5
	Outer Regional	410.7	2.3	2.1	4.8	16.3	32.3	32.2	9.9	95.6
	Remote	389.7	2.0	7.5	5.5	17.6	33.7	27.8	5.9	90.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	408.0	1.1	3.3	6.3	17.2	30.1	29.1	13.0	95.6
	Inner Regional	390.1	1.0	5.0	8.8	22.5	31.7	23.1	8.0	94.0
	Outer Regional	399.7	0.9	4.2	7.0	19.9	31.5	26.2	10.4	94.9
	Remote	387.7	0.6	5.7	8.0	23.7	32.6	22.6	6.8	93.7
	Very Remote	383.8	0.3	4.9	11.2	24.3	34.3	18.9	6.2	94.8
WA	Major Cities	412.8	1.2	3.2	5.1	15.0	30.0	31.9	13.7	95.6
	Inner Regional	392.8	0.9	4.6	8.2	21.0	33.2	25.4	6.7	94.5
	Outer Regional	388.4	0.8	5.7	8.8	21.9	32.3	24.0	6.6	93.5
	Remote	385.0	0.5	5.9	9.6	22.1	33.6	22.9	5.5	93.7
	Very Remote	379.0	0.0	7.2	10.3	24.3	32.5	21.0	4.7	92.8
SA	Major Cities	391.1	2.3	4.5	8.4	21.7	32.7	23.5	6.9	93.2
	Inner Regional	377.6	1.4	5.7	11.2	27.0	32.8	17.8	4.1	92.9
	Outer Regional	371.5	2.1	7.1	11.7	27.7	31.0	17.0	3.4	90.8
	Remote	367.4	1.5	8.1	12.6	28.8	31.3	13.9	3.8	90.4
	Very Remote	370.7	2.5	9.1	15.6	21.0	29.4	18.3	4.2	88.4
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	400.9	1.9	4.6	7.4	17.3	30.0	28.2	10.5	93.5
	Outer Regional	389.2	1.2	5.5	8.4	21.3	33.8	23.0	6.8	93.3
	Remote	379.0	1.4	4.8	13.0	26.2	26.5	25.6	2.5	93.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	411.7	1.5	2.5	5.1	16.7	31.7	29.6	12.9	96.0
	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	383.1	1.4	6.5	10.9	24.1	29.9	18.9	8.3	92.2
	Remote	377.4	1.0	7.8	12.4	23.5	28.1	21.2	6.0	91.2
	Very Remote	375.8	1.8	9.2	12.7	23.5	22.9	23.5	6.4	89.0
Aust	Major Cities	417.4	1.7	2.4	4.8	14.5	29.2	31.9	15.5	95.9
	Inner Regional	399.5	1.5	3.7	7.0	19.5	32.4	26.8	9.1	94.8
	Outer Regional	394.6	1.3	4.6	7.8	21.0	32.1	24.8	8.4	94.1
	Remote	382.0	1.0	6.3	9.9	24.0	32.2	21.0	5.6	92.8
	Very Remote	381.6	0.5	6.5	11.1	23.5	31.8	20.7	5.8	93.0

[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, 2018.

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	437.2	1.2	0.9	2.3	9.4	25.9	36.8	23.5	97.9
	Diploma	410.6	1.4	2.3	5.2	16.6	32.6	30.5	11.5	96.3
	Certificate	392.7	1.5	4.2	8.1	21.8	33.6	23.6	7.1	94.2
	Year 12	397.1	2.3	4.2	7.7	20.0	31.8	25.0	8.9	93.5
	Year 11	365.3	3.7	9.6	13.4	25.7	29.3	14.9	3.5	86.7
	Not stated (4%)	402.9	3.0	4.8	7.2	17.6	27.9	26.7	12.8	92.3
Vic	Bachelor	438.6	1.4	0.7	1.9	8.3	25.8	39.5	22.4	97.9
	Diploma	415.7	2.4	1.6	4.1	14.8	32.2	33.5	11.5	96.0
	Certificate	403.5	3.1	2.6	5.8	18.5	33.1	28.8	8.1	94.3
	Year 12	407.5	4.0	2.0	5.5	16.9	32.6	29.8	9.1	93.9
	Year 11	385.4	7.6	4.9	9.1	22.6	30.1	20.3	5.4	87.6
	Not stated (2%)	420.6	7.9	2.7	4.3	12.6	25.3	30.0	17.2	89.4
Qld	Bachelor	425.5	0.8	1.6	3.4	12.3	29.0	34.9	18.0	97.7
	Diploma	397.6	0.9	4.0	7.1	20.6	32.6	25.8	9.1	95.1
	Certificate	384.7	1.0	5.6	9.9	24.1	31.6	21.3	6.5	93.4
	Year 12	378.1	1.2	6.9	11.7	24.5	30.5	19.4	5.8	91.9
	Year 11	352.0	1.8	12.7	16.3	28.5	25.7	11.8	3.1	85.4
	Not stated (6%)	371.1	3.5	10.2	11.2	23.8	27.0	17.9	6.3	86.3
WA	Bachelor	427.6	0.9	1.7	3.1	11.1	28.0	36.9	18.3	97.4
	Diploma	403.3	1.1	3.4	6.1	18.0	32.9	29.4	9.0	95.5
	Certificate	387.9	1.1	5.8	8.5	21.5	33.4	23.4	6.3	93.0
	Year 12	382.6	1.1	7.8	9.6	21.5	31.3	22.3	6.5	91.1
	Year 11	347.3	1.7	16.7	14.9	25.1	25.0	13.7	2.9	81.6
	Not stated (9%)	369.6	2.2	13.2	10.5	19.6	27.1	20.4	7.0	84.6
SA	Bachelor	409.8	1.5	2.0	4.8	16.8	34.4	30.3	10.2	96.5
	Diploma	383.3	1.8	4.4	9.5	25.5	34.4	20.0	4.4	93.9
	Certificate	369.9	2.1	7.1	12.4	28.1	31.4	15.7	3.1	90.8
	Year 12	369.5	2.9	7.9	12.2	26.9	30.7	15.9	3.5	89.2
	Year 11	335.8	5.2	16.5	18.9	27.9	21.9	8.7	0.8	78.3
	Not stated (8%)	369.6	3.6	10.3	11.9	22.8	28.0	18.4	5.0	86.1

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 Writing

Table 3.W8 (cont.): Achievement of Year 3 Students in Writing, by Parental Education, by State and Territory, 2018.

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	<i>Bachelor</i>	425.1	1.1	1.8	3.3	11.2	29.6	36.5	16.6	97.1
	<i>Diploma</i>	398.1	2.1	4.3	7.8	18.8	31.2	26.7	9.0	93.6
	<i>Certificate</i>	385.7	1.3	5.7	9.4	22.1	33.1	22.9	5.5	93.0
	<i>Year 12</i>	371.2	3.0	10.1	12.2	22.8	27.3	19.5	5.1	86.9
	<i>Year 11</i>	352.3	3.2	13.4	14.8	25.9	27.4	13.4	1.9	83.4
	<i>Not stated (11%)</i>	386.9	2.3	6.4	9.3	22.1	30.7	21.0	8.1	91.3
ACT	<i>Bachelor</i>	422.5	1.1	1.7	3.2	13.0	31.5	33.3	16.1	97.1
	<i>Diploma</i>	396.5	1.8	3.7	8.1	20.7	31.7	25.6	8.4	94.5
	<i>Certificate</i>	387.5	1.8	4.5	8.6	24.1	34.4	21.6	5.1	93.8
	<i>Year 12</i>	390.0	1.5	3.4	8.4	27.4	30.8	21.3	7.2	95.1
	<i>Year 11</i>	360.8	4.0	10.2	15.4	28.2	27.1	11.8	3.2	85.8
	<i>Not stated (7%)</i>	403.8	3.5	3.9	6.0	19.1	29.0	26.8	11.8	92.6
NT	<i>Bachelor</i>	388.4	1.4	7.8	8.7	19.8	29.4	23.1	9.8	90.8
	<i>Diploma</i>	348.2	1.6	19.0	12.7	22.9	22.6	15.2	5.9	79.4
	<i>Certificate</i>	340.7	1.4	17.4	16.9	26.4	22.4	11.3	4.2	81.3
	<i>Year 12</i>	299.4	1.5	34.3	13.1	19.7	19.2	10.3	1.8	64.2
	<i>Year 11</i>	211.1	1.2	67.7	12.7	10.3	5.5	2.1	0.6	31.2
	<i>Not stated (15%)</i>	270.3	0.8	45.8	12.5	16.8	15.3	6.6	2.3	53.4
Aust	<i>Bachelor</i>	432.0	1.2	1.2	2.7	10.4	27.4	36.6	20.5	97.6
	<i>Diploma</i>	405.8	1.5	2.9	5.8	17.8	32.5	29.3	10.2	95.5
	<i>Certificate</i>	390.3	1.8	4.7	8.5	22.1	32.7	23.5	6.7	93.5
	<i>Year 12</i>	389.0	2.3	5.5	9.0	21.3	31.3	23.3	7.2	92.2
	<i>Year 11</i>	357.0	4.0	12.5	13.7	25.2	26.9	14.4	3.4	83.5
	<i>Not stated (5%)</i>	380.4	3.4	9.7	9.4	20.0	27.1	21.6	8.9	86.9

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 3 Writing

Table 3.W9: Achievement of Year 3 Students in Writing, by Parental Occupation, by State and Territory, 2018.

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	436.8	0.9	1.0	2.4	9.7	25.7	36.9	23.4	98.0
	Group 2	423.8	1.0	1.4	3.6	13.0	30.2	33.6	17.1	97.5
	Group 3	405.0	1.4	2.9	6.3	18.5	32.7	27.7	10.6	95.7
	Group 4	391.7	1.9	4.8	8.7	21.5	32.4	22.7	8.0	93.3
	Not in paid work	370.3	4.4	8.9	12.3	24.7	28.5	16.5	4.6	86.6
	Not stated (5%)	404.9	2.6	4.5	6.9	17.5	28.1	26.9	13.6	92.9
Vic	Group 1	440.7	1.1	0.6	1.6	8.0	25.2	39.9	23.6	98.3
	Group 2	428.4	1.5	1.1	2.6	11.0	29.4	37.4	16.9	97.4
	Group 3	415.4	2.1	1.6	4.3	14.8	32.2	33.2	11.8	96.2
	Group 4	404.2	3.6	2.7	6.1	18.1	32.1	28.5	8.9	93.7
	Not in paid work	389.6	7.9	4.2	8.5	21.5	30.0	21.6	6.2	87.8
	Not stated (2%)	421.8	7.8	2.5	3.7	12.3	25.8	31.4	16.6	89.7
Qld	Group 1	425.4	0.6	1.8	3.4	12.1	29.1	34.9	18.2	97.6
	Group 2	410.3	0.6	2.6	5.2	17.2	32.1	29.9	12.5	96.8
	Group 3	392.4	1.0	4.4	8.4	22.3	32.0	23.9	8.0	94.6
	Group 4	375.8	1.2	7.2	12.2	25.4	29.9	18.5	5.6	91.6
	Not in paid work	354.4	2.2	12.4	15.6	28.4	25.2	12.5	3.8	85.4
	Not stated (16%)	376.9	2.4	8.2	11.3	23.7	28.1	19.4	6.8	89.4
WA	Group 1	426.8	0.8	1.7	3.2	11.5	28.2	36.6	18.0	97.5
	Group 2	410.5	0.6	2.9	5.1	15.8	32.2	31.5	11.7	96.4
	Group 3	396.5	1.1	4.7	7.3	19.1	33.1	26.4	8.3	94.2
	Group 4	381.2	1.4	7.7	10.3	22.4	29.9	21.4	6.8	90.8
	Not in paid work	352.1	2.1	16.7	13.6	22.4	25.3	15.7	4.1	81.1
	Not stated (15%)	374.6	2.2	11.4	10.2	20.3	27.2	21.4	7.4	86.4
SA	Group 1	410.3	1.3	1.8	4.8	17.0	34.5	30.5	10.1	97.0
	Group 2	393.6	1.4	3.7	7.1	21.9	35.5	24.2	6.2	94.9
	Group 3	379.7	1.3	5.2	10.6	26.0	34.1	18.3	4.5	93.4
	Group 4	363.5	2.9	8.8	13.5	29.6	27.7	14.4	3.1	88.3
	Not in paid work	349.4	5.2	12.3	17.1	27.7	24.4	11.1	2.2	82.5
	Not stated (15%)	357.5	4.5	12.5	14.7	24.4	25.6	14.6	3.7	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 3 Writing

Table 3.W9 (cont.): Achievement of Year 3 Students in Writing, by Parental Occupation, by State and Territory, 2018.

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	420.8	0.8	2.3	4.0	12.8	29.7	34.8	15.6	96.8
	Group 2	407.5	1.3	2.6	6.1	16.5	32.8	30.1	10.6	96.1
	Group 3	394.4	1.3	4.7	7.6	20.6	32.6	25.4	7.8	94.0
	Group 4	369.6	1.9	9.3	12.5	23.7	31.1	18.3	3.1	88.7
	Not in paid work	344.3	4.7	15.9	15.2	26.3	24.4	11.4	2.1	79.4
	Not stated (16%)	383.9	2.7	6.7	10.2	21.9	29.7	21.6	7.2	90.6
ACT	Group 1	422.3	1.1	1.9	3.7	12.7	31.0	33.3	16.4	97.0
	Group 2	411.2	1.0	2.2	4.2	18.0	33.0	29.6	11.9	96.8
	Group 3	398.1	1.4	3.4	6.8	21.1	33.9	25.4	8.0	95.2
	Group 4	379.4	2.3	7.0	9.5	26.5	29.8	18.8	6.1	90.7
	Not in paid work	375.8	5.2	4.9	14.2	25.3	29.7	17.1	3.6	89.9
	Not stated (12%)	401.0	2.9	4.3	7.2	18.9	29.7	25.8	11.1	92.7
NT	Group 1	390.5	1.3	6.7	9.5	20.2	28.5	23.3	10.5	92.0
	Group 2	381.1	2.4	6.7	11.6	23.1	28.5	20.0	7.6	90.9
	Group 3	351.5	0.7	14.8	14.0	26.0	26.4	14.0	4.0	84.6
	Group 4	289.1	1.6	37.6	15.6	19.6	15.2	7.9	2.4	60.8
	Not in paid work	219.3	1.6	65.4	13.1	12.1	5.5	1.8	0.6	33.0
	Not stated (21%)	248.9	0.7	54.1	12.1	13.9	12.0	5.1	2.0	45.2
Aust	Group 1	431.8	0.9	1.3	2.8	10.6	27.3	36.6	20.6	97.8
	Group 2	418.4	1.1	1.9	4.1	14.3	31.0	32.9	14.6	97.0
	Group 3	401.4	1.4	3.4	6.7	19.1	32.5	27.3	9.5	95.2
	Group 4	387.4	2.3	5.7	9.3	22.0	31.1	22.5	7.1	92.0
	Not in paid work	367.7	5.1	10.0	12.0	23.9	27.5	16.8	4.7	84.9
	Not stated (9%)	378.7	2.9	9.4	10.2	21.1	27.2	21.0	8.2	87.7

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 Spelling

Figure 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	426.5 (83.6)	424.7 (78.9)	410.8 (81.2)	410.3 (85.4)	405.9 (82.1)	398.0 (86.8)	414.5 (82.0)	322.4 (140.7)	417.6 (84.0)

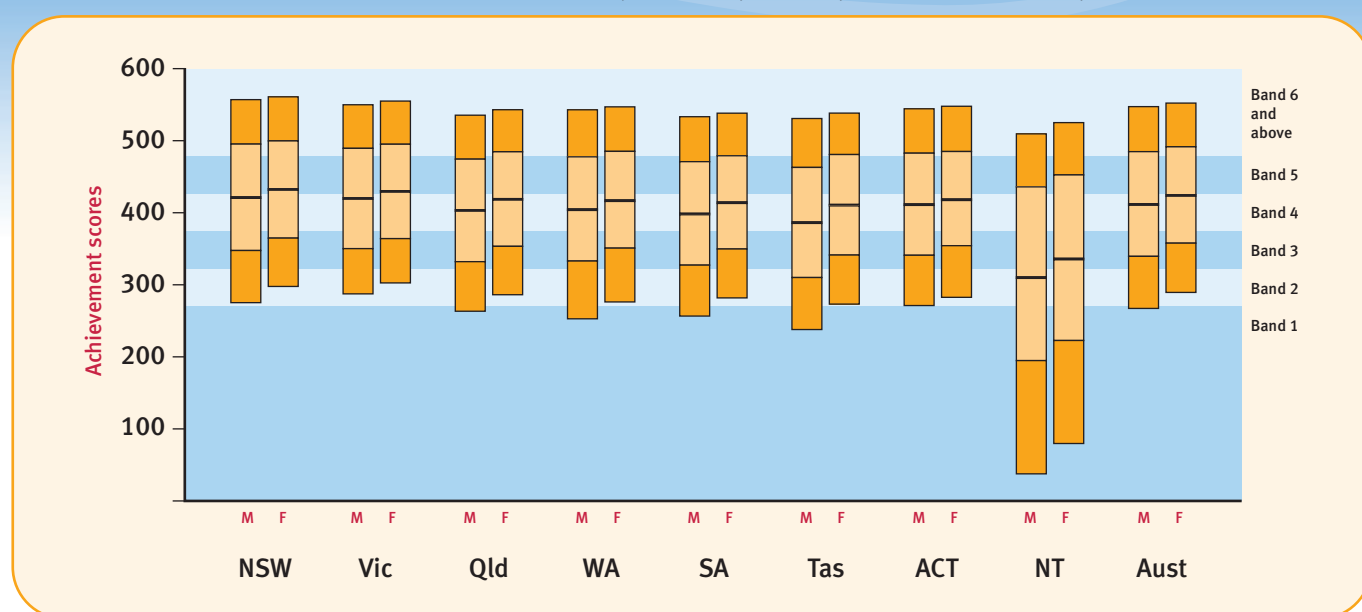
Table 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2018.

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	1.6	1.5	1.7	3.3	7.5	14.9	21.8	23.5	27.2	95.0
Vic	8yrs 9mths 3yrs 4mths	94.5	2.6	2.9	2.6	2.4	7.3	16.0	23.0	23.8	24.9	94.9
Qld	8yrs 5mths 3yrs 4mths	92.8	2.1	5.1	1.1	4.5	9.5	17.3	24.0	23.1	20.4	94.3
WA	8yrs 5mths 3yrs 4mths	95.3	2.5	2.2	1.2	5.7	8.7	16.9	24.0	22.5	21.0	93.1
SA	8yrs 7mths 3yrs 4mths	92.8	3.0	4.2	2.5	5.2	9.7	18.2	24.1	21.9	18.5	92.3
Tas	8yrs 11mths 3yrs 4mths	94.3	3.0	2.7	1.8	7.3	11.6	19.0	22.3	20.1	17.9	91.0
ACT	8yrs 7mths 3yrs 4mths	94.2	1.8	4.0	1.6	4.2	8.3	17.1	24.6	22.2	22.0	94.2
NT	8yrs 6mths 3yrs 4mths	87.3	10.0	2.7	1.3	31.5	12.0	14.9	15.5	13.3	11.4	67.2
Aust	8yrs 7mths 3yrs 4mths	94.8	2.3	3.0	1.8	4.2	8.3	16.3	23	23.1	23.5	94.1

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	421.0 (86.3)	419.8 (80.6)	403.2 (83.1)	404.2 (87.8)	398.3 (84.7)	386.2 (89.7)	411.2 (83.6)	309.9 (144.3)	411.4 (86.4)
Female Mean scale score / (S.D.)	432.3 (80.2)	429.6 (76.9)	418.6 (78.4)	416.7 (82.3)	413.9 (78.5)	410.5 (81.8)	418.0 (80.2)	335.7 (135.5)	424.0 (80.8)

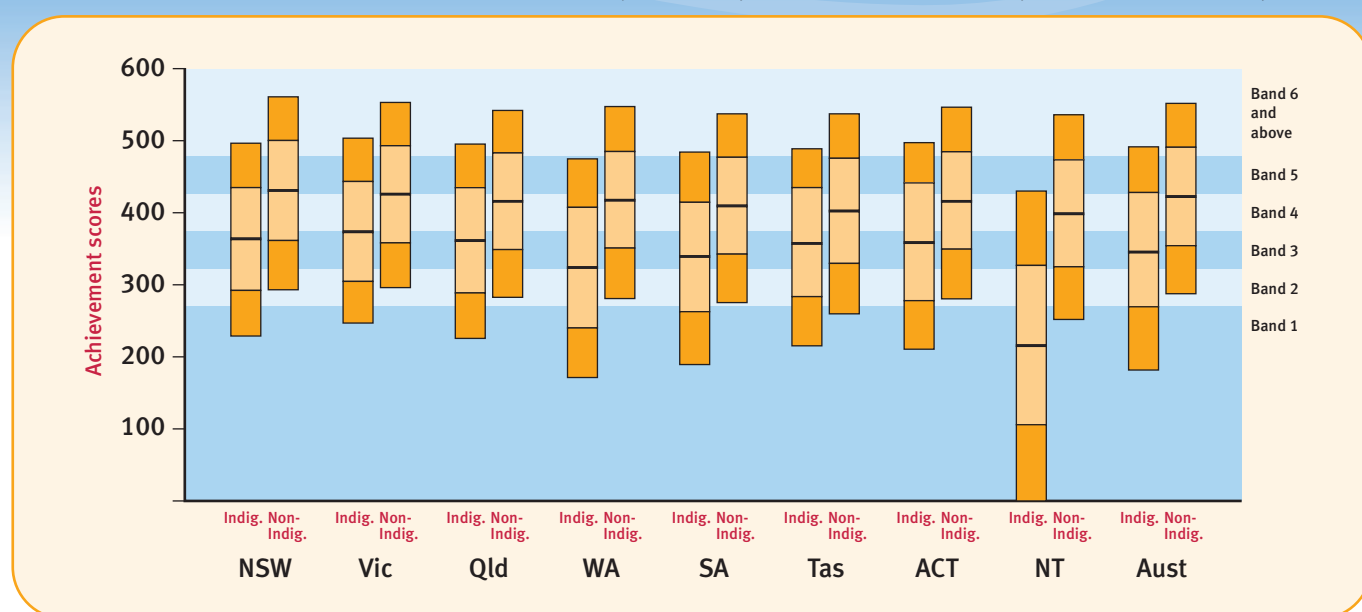
Table 3.S2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2018.

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	2.2	4.3	8.5	15.6	21.2	22.1	26.0	93.5
	Female	1.1	2.3	6.5	14.1	22.4	25.0	28.5	96.6
Vic	Male	3.5	3.0	8.2	16.8	22.4	22.7	23.4	93.5
	Female	1.7	1.9	6.2	15.2	23.7	25.0	26.4	96.4
Qld	Male	1.4	5.8	10.9	18.4	23.3	21.7	18.4	92.8
	Female	0.8	3.2	7.9	16.2	24.8	24.6	22.4	95.9
WA	Male	1.5	7.0	9.6	17.6	23.4	21.4	19.6	91.5
	Female	0.8	4.3	7.8	16.2	24.7	23.6	22.6	94.9
SA	Male	3.3	6.6	11.1	19.1	22.8	20	17	90.1
	Female	1.6	3.6	8.1	17.2	25.4	23.9	20.1	94.7
Tas	Male	2.2	9.8	13.5	20.2	21.4	17.8	15.1	88.0
	Female	1.3	4.6	9.6	17.7	23.3	22.5	20.8	94.1
ACT	Male	2.2	4.8	9.1	17.8	23.3	21.6	21.2	93.0
	Female	1.0	3.6	7.5	16.4	25.9	22.8	22.9	95.4
NT	Male	1.8	34.2	12.4	15.1	14.4	12.1	10.0	64.0
	Female	0.8	28.7	11.5	14.7	16.8	14.7	12.9	70.6
Aust	Male	2.4	5.2	9.4	17.1	22.3	21.7	22	92.5
	Female	1.2	3.1	7.1	15.4	23.7	24.5	25.1	95.7

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	363.7 (82.1)	373.5 (78.3)	361.3 (83.5)	323.9 (95.1)	338.8 (91.6)	357.3 (84.8)	358.5 (95.9)	215.5 (131.5)	345.3 (98.4)
Non-Indigenous Mean scale score / (S.D.)	430.8 (81.9)	425.7 (78.6)	415.8 (79.2)	417.3 (80.8)	409.5 (80.0)	402.3 (85.3)	415.8 (81.1)	398.5 (87.8)	422.4 (80.7)

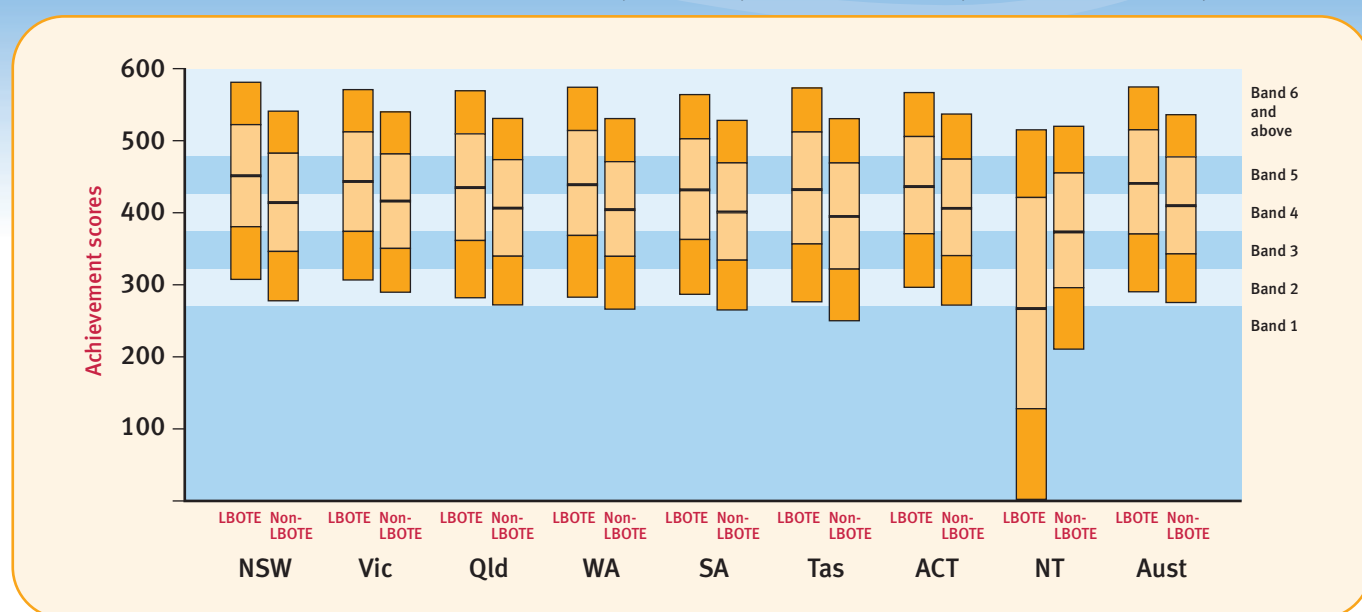
Table 3.S3: Achievement of Year 3 Students in Spelling, by Indigenous Status, by State and Territory, 2018.

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	3.0	12.6	17.4	22.5	21.8	15.0	7.7	84.4
	Non-Indigenous	1.5	2.7	6.8	14.4	21.8	24.2	28.6	95.8
Vic	Indigenous	5.8	8.8	16.0	23.1	21.2	16.0	9.1	85.5
	Non-Indigenous	2.5	2.3	7.1	15.9	23.0	24.0	25.3	95.2
Qld	Indigenous	1.8	14.0	18.5	21.7	20.9	15.3	7.7	84.2
	Non-Indigenous	1.0	3.6	8.6	16.9	24.3	23.9	21.7	95.4
WA	Indigenous	1.8	29.4	18.5	19.1	16.9	9.9	4.5	68.8
	Non-Indigenous	1.1	3.8	7.9	16.6	24.7	23.5	22.4	95.1
SA	Indigenous	4.1	21.7	18.6	21.4	18.3	10.2	5.7	74.2
	Non-Indigenous	2.4	4.3	9.2	18.0	24.4	22.6	19.2	93.3
Tas	Indigenous	1.9	15.5	18.6	21.8	19.7	15.3	7.1	82.6
	Non-Indigenous	1.7	6.3	10.9	18.9	22.7	20.6	18.9	92.0
ACT	Indigenous	5.7	16.8	13.5	20.8	19.7	15.0	8.5	77.5
	Non-Indigenous	1.5	3.8	8.1	17.1	24.8	22.3	22.4	94.6
NT	Indigenous	1.4	65.7	12.2	9.0	6.3	3.6	1.8	32.9
	Non-Indigenous	1.3	7.2	11.7	19.1	22.1	20.3	18.3	91.5
Aust	Indigenous	2.6	19.6	17.4	20.7	19.4	13.4	6.8	77.7
	Non-Indigenous	1.7	3.1	7.7	15.9	23.2	23.8	24.6	95.2

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	451.2 (83.4)	443.3 (80.6)	434.8 (87.4)	438.8 (89.5)	431.9 (84.5)	432.0 (89.8)	436.2 (81.4)	266.9 (159.1)	440.8 (89.6)
Non-LBOTE Mean scale score / (S.D.)	414.0 (80.5)	416.1 (76.6)	406.3 (79.2)	404.2 (80.1)	401.0 (80.4)	394.8 (85.9)	406.1 (80.7)	373.2 (97.2)	409.7 (79.8)

Table 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE Status, by State and Territory, 2018.

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	2.1	1.8	5.0	10.9	18.1	23.8	38.4	96.1
	Non-LBOTE	1.4	4.0	8.8	17.0	23.8	23.5	21.5	94.6
Vic	LBOTE	3.4	1.7	5.3	12.3	19.8	24.1	33.4	94.9
	Non-LBOTE	2.3	2.8	8.2	17.7	24.5	23.7	20.9	94.9
Qld	LBOTE	1.6	3.7	7.2	12.5	19.4	23.6	32.1	94.7
	Non-LBOTE	1.0	4.7	9.9	18.2	24.9	23.0	18.2	94.3
WA	LBOTE	1.6	4.0	5.5	11.8	19.7	23.4	34.0	94.4
	Non-LBOTE	1.0	5.4	9.3	18.6	25.9	22.7	17.3	93.6
SA	LBOTE	5.1	3.2	6.3	12.8	20.6	23.6	28.4	91.7
	Non-LBOTE	2.0	5.5	10.3	19.3	24.8	21.6	16.5	92.5
Tas	LBOTE	6.7	4.2	6.7	12.5	19.8	20.6	29.5	89.2
	Non-LBOTE	1.5	7.6	12.1	19.6	22.4	19.9	16.7	90.8
ACT	LBOTE	2.6	2.8	5.4	12.4	22.4	23.7	30.8	94.7
	Non-LBOTE	1.3	4.7	9.4	18.9	25.5	21.7	18.5	94.0
NT	LBOTE	1.3	51.6	9.7	9.1	9.3	9.1	10.0	47.1
	Non-LBOTE	1.4	13.1	14.1	20.2	21.3	17.2	12.8	85.5
Aust	LBOTE	2.5	3.3	5.6	11.7	18.9	23.5	34.5	94.2
	Non-LBOTE	1.5	4.3	9.2	17.9	24.5	23.0	19.5	94.2

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

NAPLAN Year 3 Spelling

Table 3.S5: Achievement of Year 3 Students in Spelling, by Geolocation, by State and Territory, 2018.

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	436.5	1.7	2.4	6.2	13.2	20.9	24.5	31.1	95.9
	Inner Regional	400.3	1.5	5.5	10.8	19.5	24.8	21.4	16.6	93.0
	Outer Regional	385.4	1.3	8.1	14.2	21.2	23.6	18.3	13.3	90.6
	Remote	373.3	4.4	11.7	13.7	19.2	26.1	15.1	9.9	83.9
	Very Remote	363.7	0.0	12.8	19.7	20.7	23.1	16.0	7.8	87.2
Vic	Major Cities	431.7	2.7	1.9	6.1	14.7	22.4	24.6	27.6	95.4
	Inner Regional	402.8	2.4	4.0	10.9	20.2	24.5	21.3	16.7	93.6
	Outer Regional	402.5	2.7	4.1	10.5	19.7	26.1	21.0	16.0	93.2
	Remote	373.7	2.0	10.2	14.1	18.4	27.1	18.4	9.8	87.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	419.8	1.2	3.4	7.9	16.0	23.9	24.4	23.3	95.4
	Inner Regional	397.4	1.1	5.6	11.7	19.9	24.7	21.5	15.5	93.3
	Outer Regional	399.8	0.9	6.0	11.5	18.9	24.4	21.5	16.8	93.1
	Remote	374.3	0.9	13.2	14.5	19.8	21.4	18.0	12.2	85.9
	Very Remote	349.6	0.9	19.0	20.1	20.3	19.9	12.6	7.2	80.1
WA	Major Cities	421.0	1.3	3.7	7.4	15.6	24.2	23.8	24.0	95.0
	Inner Regional	392.3	1.0	6.9	11.5	21.0	25.1	20.5	14.1	92.1
	Outer Regional	383.2	1.0	9.5	12.9	20.7	25.0	19.0	11.9	89.5
	Remote	363.3	0.8	16.1	14.2	21.6	21.2	16.5	9.5	83.1
	Very Remote	319.5	0.5	33.0	17.6	18.0	14.9	10.0	6.0	66.5
SA	Major Cities	413.4	2.7	4.1	8.4	17.1	24.3	22.7	20.7	93.2
	Inner Regional	393.0	1.6	6.5	11.9	20.2	25.0	21.1	13.7	91.9
	Outer Regional	383.1	2.4	8.3	14.1	21.9	22.4	18.8	12.2	89.3
	Remote	387.0	1.5	7.0	12.8	23.1	24.0	19.3	12.3	91.4
	Very Remote	320.8	3.1	32.1	14.8	16.4	15.4	12.0	6.2	64.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	404.9	2.0	6.2	10.5	18.2	22.4	20.9	19.8	91.9
	Outer Regional	382.6	1.4	9.7	14.1	20.7	22.5	18.2	13.3	89.0
	Remote	372.4	1.2	12.2	17.2	23.8	14.6	18.4	12.7	86.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	414.5	1.6	4.2	8.3	17.1	24.6	22.2	22.0	94.2
	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	384.9	1.6	11.5	13.0	18.6	20.5	18.9	15.8	86.9
	Remote	335.6	0.8	28.4	14.0	17.0	17.5	11.3	11.0	70.7
	Very Remote	185.5	1.1	74.7	8.4	5.8	3.8	3.5	2.8	24.3
Aust	Major Cities	428.1	1.9	2.8	6.8	14.8	22.6	24.3	26.9	95.3
	Inner Regional	399.9	1.7	5.3	11.1	19.8	24.5	21.3	16.4	93.0
	Outer Regional	392.0	1.4	7.4	12.6	20.0	23.9	19.9	14.8	91.2
	Remote	365.6	1.2	15.7	14.1	20.5	21.3	16.3	10.9	83.1
	Very Remote	289.4	0.9	40.6	15.3	14.9	13.4	9.2	5.6	58.4

[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, 2018.

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	373.3	3.1	10.0	16.2	22.1	22.1	16.4	10.0	86.9
	Inner Regional	362.1	3.2	12.6	17.5	22.6	23.0	14.9	6.3	84.2
	Outer Regional	345.5	2.2	18.0	20.2	23.8	18.1	12.4	5.2	79.7
	Remote	341.8	7.3	18.5	16.0	21.6	24.2	8.1	4.4	74.2
	Very Remote	328.1	0.0	22.7	28.7	17.3	20.0	9.3	2.0	77.3
Vic	Major Cities	381.6	4.7	7.5	15.1	22.1	21.5	18.0	11.3	87.8
	Inner Regional	369.3	6.4	10.1	16.1	23.1	20.7	15.2	8.3	83.5
	Outer Regional	361.4	7.0	9.1	18.6	26.3	21.5	12.7	4.9	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	375.3	2.9	10.4	15.8	21.2	21.9	17.4	10.3	86.6
	Inner Regional	366.3	1.9	11.5	18.1	22.1	22.9	16.1	7.4	86.6
	Outer Regional	363.0	0.9	12.7	18.9	23.2	21.2	15.5	7.7	86.4
	Remote	315.5	1.3	30.9	23.0	19.7	14.2	8.5	2.4	67.8
	Very Remote	324.1	1.3	26.7	24.5	19.4	16.0	9.2	2.8	71.9
WA	Major Cities	358.3	2.1	16.2	16.1	21.4	22.3	14.8	7.0	81.7
	Inner Regional	329.6	1.7	24.3	19.7	24.4	15.3	10.0	4.5	74.0
	Outer Regional	328.5	2.1	26.2	20.1	19.6	19.4	8.8	3.8	71.7
	Remote	296.0	1.6	41.2	19.5	16.2	12.8	6.0	2.8	57.3
	Very Remote	268.2	1.0	52.6	21.0	14.1	7.0	3.1	1.2	46.4
SA	Major Cities	354.3	4.6	17.6	17.2	20.1	20.7	12.1	7.7	77.8
	Inner Regional	341.8	3.1	17.9	19.6	26.0	18.6	10.5	4.3	79.0
	Outer Regional	327.4	3.9	24.4	20.3	22.5	16.3	8.6	4.0	71.7
	Remote	334.2	0.0	17.8	23.6	27.1	23.6	5.3	2.7	82.2
	Very Remote	265.7	4.3	50.7	18.3	16.8	4.1	5.2	0.6	44.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	358.9	1.9	14.9	18.6	21.7	20.3	15.8	6.8	83.2
	Outer Regional	353.8	1.9	16.8	18.9	21.3	19.3	15.1	6.7	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	358.1	5.7	17.0	13.4	20.7	19.9	14.8	8.4	77.2
	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	313.4	2.9	33.7	19.1	16.2	13.5	9.9	4.7	63.4
	Remote	260.4	0.7	54.4	16.4	13.6	10.0	3.1	1.9	44.9
	Very Remote	157.8	1.0	83.5	7.7	4.3	1.9	1.1	0.4	15.5
Aust	Major Cities	370.6	3.3	11.5	16.0	21.6	21.9	16.2	9.5	85.2
	Inner Regional	362.2	3.1	12.7	17.7	22.6	22.1	15.1	6.8	84.2
	Outer Regional	348.9	2.1	17.7	19.4	22.4	19.2	13.1	6.1	80.2
	Remote	298.7	1.8	38.2	19.4	17.6	14.0	6.2	2.8	59.9
	Very Remote	238.3	1.2	57.6	16.4	11.6	7.7	4.2	1.4	41.3

[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, 2018.

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	439.0	1.6	2.1	5.8	12.9	20.9	24.9	31.9	96.3
	Inner Regional	405.6	1.3	4.5	9.9	19.0	25.0	22.3	18.0	94.2
	Outer Regional	394.7	1.1	5.8	12.7	20.5	24.9	19.7	15.2	93.1
	Remote	395.0	2.9	6.7	11.3	17.4	27.9	20.0	13.8	90.3
	Very Remote	404.8	0.0	1.1	9.8	24.5	26.0	23.8	14.7	98.9
Vic	Major Cities	432.4	2.6	1.8	6.0	14.6	22.5	24.7	27.8	95.6
	Inner Regional	404.2	2.2	3.8	10.6	20.1	24.6	21.6	17.1	94.0
	Outer Regional	405.9	2.3	3.7	9.8	19.1	26.5	21.7	17.0	94.0
	Remote	373.7	2.0	10.2	14.1	18.4	27.1	18.4	9.8	87.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	422.1	1.1	3.0	7.5	15.7	24.0	24.8	23.9	95.9
	Inner Regional	401.5	1.0	4.8	11.0	19.6	24.9	22.1	16.6	94.2
	Outer Regional	407.7	0.9	4.4	10.0	18.0	25.3	22.8	18.6	94.7
	Remote	403.5	0.6	4.3	10.5	19.8	25.1	22.7	17.0	95.1
	Very Remote	389.4	0.3	7.1	13.1	21.7	25.5	18.3	14.1	92.6
WA	Major Cities	424.2	1.2	3.1	6.9	15.3	24.4	24.3	24.9	95.7
	Inner Regional	395.4	0.8	5.9	11.0	20.8	25.8	21.3	14.4	93.2
	Outer Regional	393.1	0.8	6.4	11.7	20.7	26.2	20.8	13.4	92.8
	Remote	389.0	0.5	6.5	11.8	23.6	25.1	20.4	12.1	93.0
	Very Remote	383.5	0.0	8.2	13.0	23.5	25.0	17.9	12.3	91.8
SA	Major Cities	415.6	2.6	3.6	8.0	17.0	24.4	23.2	21.2	93.8
	Inner Regional	395.5	1.4	6.0	11.5	19.8	25.4	21.7	14.2	92.6
	Outer Regional	389.5	2.1	6.5	13.4	21.7	23.1	20.0	13.2	91.4
	Remote	392.2	1.7	6.2	11.7	22.6	23.8	20.8	13.3	92.1
	Very Remote	373.4	2.5	13.3	13.1	16.5	25.9	18.0	10.6	84.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	408.4	1.9	5.4	9.9	18.1	22.6	21.4	20.7	92.7
	Outer Regional	388.1	1.2	8.2	13.2	20.7	23.5	18.8	14.3	90.6
	Remote	375.3	1.4	11.8	16.3	21.4	16.6	20.0	12.4	86.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	415.8	1.5	3.8	8.1	17.1	24.8	22.3	22.4	94.7
	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	401.2	1.3	6.4	11.5	19.1	22.2	21.1	18.4	92.3
	Remote	391.0	1.0	9.5	12.1	19.5	23.0	17.3	17.7	89.5
	Very Remote	390.2	1.8	9.5	13.4	16.7	17.8	20.9	19.8	88.6
Aust	Major Cities	430.1	1.8	2.4	6.5	14.6	22.6	24.6	27.5	95.8
	Inner Regional	403.4	1.5	4.6	10.5	19.5	24.8	21.9	17.2	93.9
	Outer Regional	400.1	1.3	5.4	11.3	19.5	24.9	21.2	16.4	93.4
	Remote	392.8	1.0	6.6	11.7	21.5	24.6	20.5	14.2	92.4
	Very Remote	387.2	0.5	8.1	12.8	21.5	24.2	18.6	14.2	91.3

[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, 2018.

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	456.5	1.2	0.9	3.3	9.9	19.4	26.1	39.3	97.9
	Diploma	420.0	1.4	2.6	7.4	16.5	24.7	25.1	22.3	96.0
	Certificate	398.4	1.6	5.2	11.5	20.1	24.6	21.2	15.7	93.2
	Year 12	407.1	2.3	4.5	10.2	18.2	23.7	22.1	19.0	93.2
	Year 11	368.1	3.9	11.4	17.5	21.9	20.8	15.2	9.3	84.7
	Not stated (4%)	415.4	2.9	5.3	9.2	15.9	20.8	21.5	24.3	91.8
Vic	Bachelor	447.4	1.4	1.0	3.8	11.8	21.2	26.6	34.2	97.6
	Diploma	414.2	2.4	2.3	8.4	18.5	25.4	23.3	19.7	95.3
	Certificate	399.2	3.1	4.0	11.1	21.1	25.3	20.6	14.9	93.0
	Year 12	408.5	4.0	3.1	9.0	18.7	25.3	22.3	17.5	92.9
	Year 11	382.1	7.6	6.9	15.1	21.2	21.1	17.1	11.0	85.5
	Not stated (2%)	430.0	7.9	2.8	6.4	12.8	20.5	23.4	26.3	89.4
Qld	Bachelor	439.8	0.7	1.5	4.6	12.2	23.4	26.8	30.7	97.8
	Diploma	408.5	0.9	3.6	9.3	18.9	25.6	23.7	18.1	95.5
	Certificate	396.7	1.0	5.3	11.6	20.5	25.2	21.7	14.5	93.7
	Year 12	392.7	1.2	6.8	12.8	20.1	23.9	20.9	14.3	92.0
	Year 11	364.7	1.9	12.1	18.6	22.3	21.3	15.7	8.1	86.0
	Not stated (6%)	386.6	3.5	9.2	13.2	19.2	21.9	18.5	14.3	87.2
WA	Bachelor	441.5	0.9	1.6	4.6	11.7	22.9	26.6	31.5	97.5
	Diploma	409.9	1.1	3.9	8.3	18.6	26.5	23.4	18.2	95.0
	Certificate	393.2	1.1	6.3	10.9	21.7	26.2	20.1	13.7	92.6
	Year 12	390.3	1.1	8.0	11.6	20.2	25.1	20.2	13.9	90.9
	Year 11	355.8	1.7	16.9	17.0	20.9	21.6	14.5	7.3	81.4
	Not stated (9%)	384.7	2.2	12.3	11.8	18.5	20.9	18.0	16.3	85.6
SA	Bachelor	435.7	1.7	1.5	4.9	13.4	24.0	26.2	28.3	96.8
	Diploma	404.7	1.8	3.9	8.7	20.0	27.1	22.4	16.0	94.2
	Certificate	388.6	2.1	6.5	12.7	21.8	24.8	20.1	11.9	91.3
	Year 12	395.0	3.0	6.5	11.0	20.2	23.8	20.7	14.8	90.6
	Year 11	358.7	5.5	13.7	18.0	21.4	20.1	13.5	7.7	80.8
	Not stated (8%)	392.6	4.6	8.4	11.7	19.0	21.6	18.5	16.2	87.0

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 Spelling

Table 3.S8 (cont.): Achievement of Year 3 Students in Spelling, by Parental Education, by State and Territory, 2018.

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	<i>Bachelor</i>	433.7	1.1	2.1	5.7	14.9	22.8	24.3	29.2	96.8
	<i>Diploma</i>	404.0	2.1	5.3	10.3	18.6	24.1	20.0	19.5	92.5
	<i>Certificate</i>	384.2	1.3	8.4	14.1	22.0	22.8	19.0	12.5	90.3
	<i>Year 12</i>	376.0	3.0	10.7	15.3	20.7	21.9	16.6	11.8	86.3
	<i>Year 11</i>	355.4	3.2	16.2	17.6	21.9	19.7	14.5	6.9	80.6
	<i>Not stated (11%)</i>	395.0	2.3	8.2	12.9	17.3	21.4	20.2	17.5	89.4
ACT	<i>Bachelor</i>	429.9	1.2	2.0	5.8	14.4	25.3	24.8	26.6	96.9
	<i>Diploma</i>	397.1	2.0	6.4	10.5	20.3	24.8	19.8	16.3	91.6
	<i>Certificate</i>	387.7	1.9	8.1	12.1	22.7	24.0	17.1	14.0	90.0
	<i>Year 12</i>	386.2	2.2	6.5	14.3	22.1	24.8	17.8	12.3	91.2
	<i>Year 11</i>	355.8	3.3	16.5	15.1	23.2	19.7	14.5	7.6	80.1
	<i>Not stated (7%)</i>	405.6	3.7	5.1	11.1	18.1	21.1	20.1	20.8	91.2
NT	<i>Bachelor</i>	407.7	1.5	7.7	9.3	15.6	21.2	21.5	23.1	90.8
	<i>Diploma</i>	365.8	1.6	15.2	14.9	19.4	20.3	16.1	12.5	83.2
	<i>Certificate</i>	350.1	1.4	18.7	15.6	20.4	20.1	15.4	8.5	79.9
	<i>Year 12</i>	307.0	1.5	37.9	13.6	12.5	13.7	11.4	9.3	60.6
	<i>Year 11</i>	201.6	1.2	69.6	10.7	7.9	5.7	3.2	1.7	29.2
	<i>Not stated (15%)</i>	278.0	0.8	46.6	11.6	14.4	10.5	8.8	7.3	52.6
Aust	<i>Bachelor</i>	446.8	1.2	1.2	4.0	11.5	21.5	26.3	34.3	97.6
	<i>Diploma</i>	413.0	1.6	3.2	8.4	18.1	25.4	23.7	19.7	95.3
	<i>Certificate</i>	396.0	1.8	5.4	11.6	20.8	25.0	20.8	14.6	92.8
	<i>Year 12</i>	398.7	2.3	5.8	11.0	19.3	24.2	21.2	16.1	91.8
	<i>Year 11</i>	362.3	4.1	13.4	16.9	21.2	20.5	15.1	8.7	82.5
	<i>Not stated (5%)</i>	394.5	3.5	9.3	11.1	17.4	20.9	19.3	18.4	87.2

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, 2018.

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	453.0	1.0	1.0	3.6	10.4	20.1	26.4	37.4	98.0
	Group 2	437.7	1.1	1.7	5.3	13.3	22.5	25.4	30.6	97.2
	Group 3	414.2	1.4	3.5	9.2	17.7	23.8	22.9	21.5	95.0
	Group 4	403.0	2.0	5.5	11.4	19.0	22.8	20.7	18.6	92.5
	Not in paid work	377.3	4.7	10.3	15.5	20.5	20.5	16.3	12.2	84.9
	Not stated (5%)	417.9	2.6	4.8	9.0	16.0	20.7	21.8	25.1	92.6
Vic	Group 1	447.3	1.1	0.9	3.8	12.0	21.5	26.7	34.1	98.1
	Group 2	431.8	1.5	1.6	5.8	15.1	23.7	25.1	27.3	96.9
	Group 3	415.4	2.1	2.5	8.2	18.2	25.1	23.3	20.5	95.4
	Group 4	405.3	3.6	4.0	10.4	19.4	23.3	21.7	17.7	92.4
	Not in paid work	389.4	7.9	5.9	13.6	20.4	21.4	17.6	13.2	86.2
	Not stated (2%)	432.3	7.8	2.8	6.0	12.4	20.9	22.4	27.7	89.4
Qld	Group 1	436.8	0.6	1.6	5.0	13.0	23.6	26.7	29.5	97.8
	Group 2	422.2	0.6	2.5	7.0	16.1	25.3	25.5	23.1	96.9
	Group 3	404.1	1.0	4.4	10.2	19.3	25.4	22.9	16.8	94.7
	Group 4	392.5	1.2	6.7	13.1	20.4	23.6	20.2	14.7	92.1
	Not in paid work	371.0	2.2	11.4	17.8	21.1	21.2	16.1	10.2	86.4
	Not stated (16%)	392.4	2.4	7.8	12.7	19.1	22.6	19.8	15.6	89.8
WA	Group 1	437.3	0.8	1.8	5.0	12.8	23.9	26.4	29.4	97.4
	Group 2	418.5	0.7	3.1	7.3	17.2	25.4	24.4	22.0	96.2
	Group 3	404.6	1.0	5.2	9.2	18.9	26.1	21.9	17.6	93.7
	Group 4	395.3	1.4	7.3	11.9	19.4	23.8	19.7	16.4	91.3
	Not in paid work	363.2	2.1	16.7	15.3	19.5	20.7	14.9	10.8	81.1
	Not stated (15%)	386.6	2.2	11.2	12.0	18.7	21.4	18.5	16.1	86.6
SA	Group 1	433.0	1.4	1.7	5.0	14.2	24.3	26.2	27.1	96.8
	Group 2	414.9	1.6	2.9	7.8	17.8	25.7	24.3	19.9	95.5
	Group 3	401.0	1.4	4.6	10.1	20.0	26.7	22.1	15.1	94.1
	Group 4	388.8	2.9	7.4	13.3	21.3	22.2	18.7	14.2	89.7
	Not in paid work	377.6	6.6	9.3	15.1	20.8	20.9	15.5	11.7	84.1
	Not stated (15%)	380.1	4.7	10.9	13.9	19.5	21.2	16.7	13.2	84.4

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 3 Spelling

Table 3.S9 (cont.): Achievement of Year 3 Students in Spelling, by Parental Occupation, by State and Territory, 2018.

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	426.2	0.8	3.2	6.8	16.0	22.7	23.3	27.2	96.0
	Group 2	410.1	1.3	4.0	9.1	18.2	25.9	22.3	19.2	94.7
	Group 3	396.7	1.3	6.1	12.7	21.2	21.7	20.0	17.0	92.7
	Group 4	375.3	1.9	10.7	15.1	21.6	22.7	17.6	10.4	87.4
	Not in paid work	349.4	4.7	18.9	19.1	20.7	16.7	11.9	8.1	76.4
	Not stated (16%)	388.1	2.7	9.7	13.6	18.4	20.5	19.3	15.9	87.7
ACT	Group 1	428.7	1.2	2.1	6.0	14.9	24.9	25.0	26.0	96.7
	Group 2	416.1	1.2	2.9	7.6	17.7	26.5	23.1	21.0	95.8
	Group 3	399.1	1.4	6.8	10.1	20.5	25.0	17.7	18.5	91.8
	Group 4	387.4	2.3	8.3	16.1	19.5	19.0	19.5	15.2	89.4
	Not in paid work	375.1	5.6	12.0	13.0	20.8	23.4	11.9	13.3	82.3
	Not stated (12%)	401.7	2.9	6.5	11.1	17.6	21.9	20.6	19.4	90.6
NT	Group 1	410.6	1.5	6.2	9.9	15.8	21.5	22.1	23.1	92.3
	Group 2	394.5	2.2	6.5	12.0	21.5	22.9	19.0	15.9	91.3
	Group 3	368.6	0.7	14.4	14.3	19.7	22.2	17.3	11.3	84.9
	Group 4	300.7	1.6	37.7	14.6	14.7	12.3	10.4	8.6	60.7
	Not in paid work	199.9	1.7	70.2	11.8	7.3	4.7	2.7	1.6	28.1
	Not stated (21%)	255.8	0.7	53.8	11.0	12.0	9.4	7.3	5.9	45.5
Aust	Group 1	444.0	0.9	1.3	4.3	12.1	22.0	26.4	32.9	97.7
	Group 2	428.5	1.1	2.1	6.3	15.2	24.0	25.0	26.2	96.8
	Group 3	409.4	1.4	3.9	9.4	18.6	24.9	22.7	19.2	94.7
	Group 4	398.0	2.3	6.0	11.8	19.6	23.0	20.5	16.7	91.6
	Not in paid work	374.6	5.2	11.0	15.2	20.2	20.5	16.1	11.8	83.8
	Not stated (9%)	392.7	2.9	9.2	11.7	17.9	21.4	19.4	17.5	87.9

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 Grammar and Punctuation

Figure 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	438.4 (88.9)	439.9 (83.2)	429.4 (88.8)	424.5 (92.8)	414.7 (88.6)	409.9 (86.4)	440.1 (85.4)	310.9 (171.2)	431.8 (90.4)

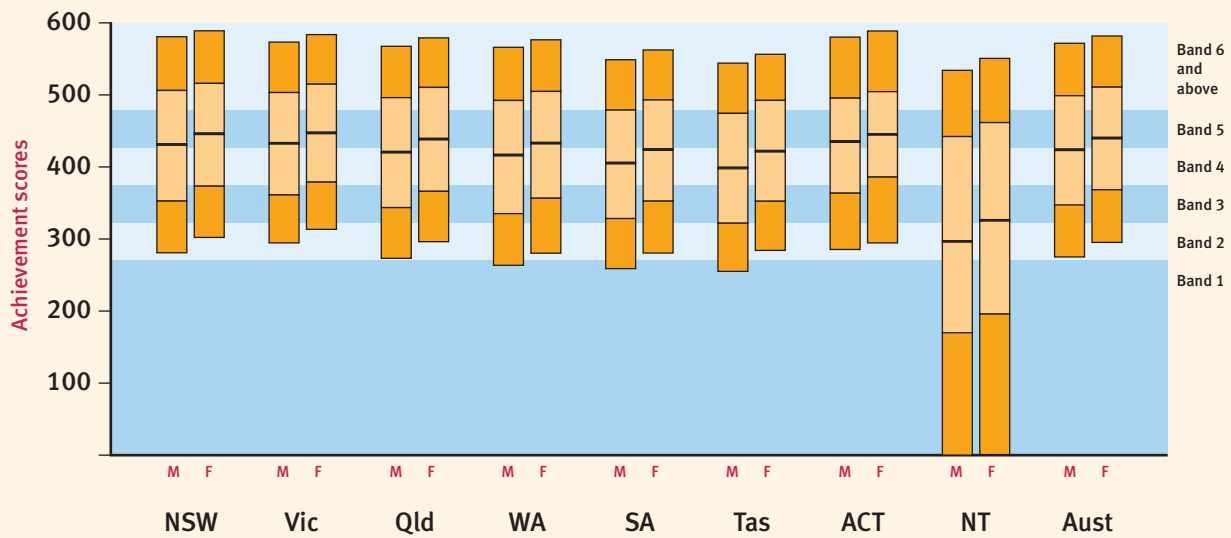
Table 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2018.

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	1.6	1.5	1.7	2.6	7.3	13.3	19.3	23.9	32.0	95.7
Vic	8yrs 9mths 3yrs 4mths	94.5	2.6	2.9	2.6	1.8	5.8	13.2	21.3	24.1	31.1	95.5
Qld	8yrs 5mths 3yrs 4mths	92.8	2.1	5.1	1.1	3.5	8.0	14.6	21.0	22.8	29.0	95.4
WA	8yrs 5mths 3yrs 4mths	95.3	2.5	2.2	1.2	4.6	9.4	14.2	19.1	23.9	27.6	94.3
SA	8yrs 7mths 3yrs 4mths	92.8	3.0	4.2	2.5	4.9	10	15.5	21.3	23.3	22.5	92.6
Tas	8yrs 11mths 3yrs 4mths	94.3	3.0	2.7	1.8	5.3	10.4	17.6	22.7	20.7	21.6	93.0
ACT	8yrs 7mths 3yrs 4mths	94.2	1.8	4.0	1.6	1.6	9.4	8.5	19.0	31.2	28.7	96.8
NT	8yrs 6mths 3yrs 4mths	87.3	10.0	2.7	1.3	33.4	11.7	13.4	13.8	11.9	14.4	65.2
Aust	8yrs 7mths 3yrs 4mths	94.8	2.3	3.0	1.8	3.3	7.7	13.8	20.3	23.6	29.5	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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	431.1 (91.1)	432.8 (84.4)	420.5 (90.2)	416.4 (94.2)	405.6 (90.0)	398.5 (88.6)	435.2 (86.1)	296.7 (176.1)	423.8 (92.3)
Female Mean scale score / (S.D.)	446.0 (85.8)	447.2 (81.3)	438.6 (86.4)	433.0 (90.6)	424.3 (86.0)	421.8 (82.4)	445.2 (84.4)	325.9 (164.7)	440.0 (87.7)

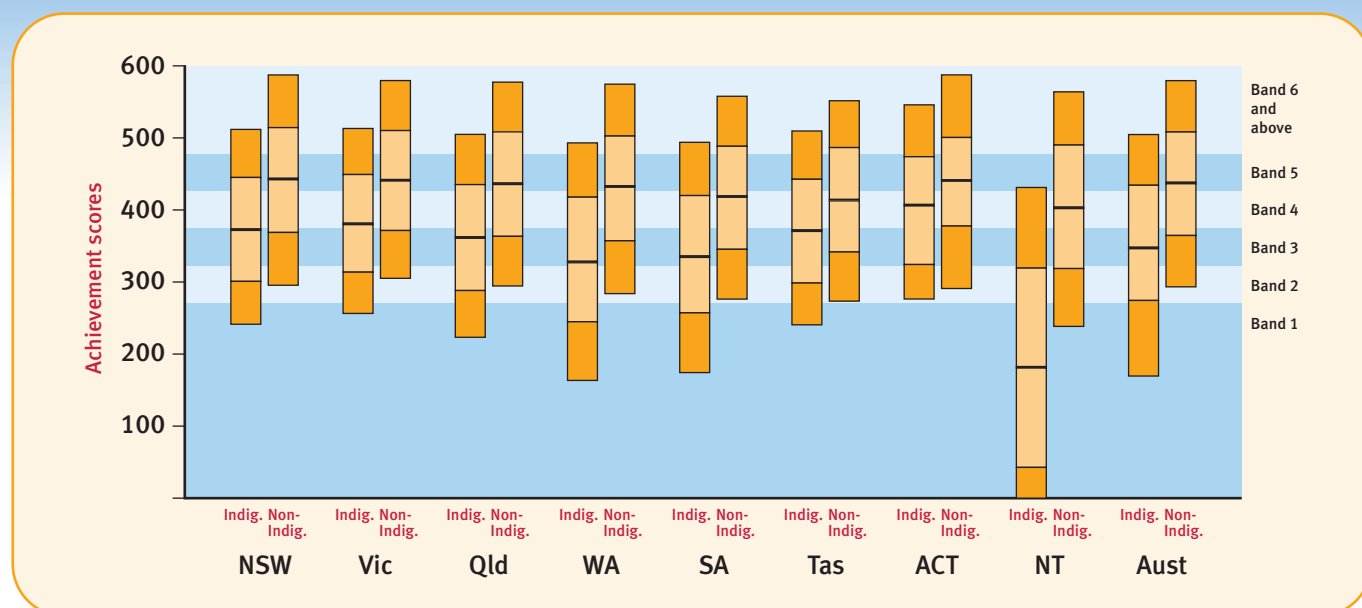
Table 3.G2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2018.

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	2.2	3.4	8.5	14.2	19.4	22.6	29.6	94.4
	Female	1.1	1.7	6.0	12.3	19.3	25.2	34.5	97.2
Vic	Male	3.5	2.4	6.8	14.5	21.5	23.1	28.3	94.1
	Female	1.7	1.3	4.8	11.9	21.1	25.2	34.0	97.0
Qld	Male	1.4	4.5	9.4	15.7	21.3	21.7	26.0	94.0
	Female	0.8	2.4	6.6	13.4	20.7	24.0	32.1	96.8
WA	Male	1.5	5.6	10.6	15.2	19.3	22.9	24.9	92.9
	Female	0.8	3.5	8.2	13.1	18.8	25.0	30.5	95.7
SA	Male	3.3	6.1	11.3	16.8	21.2	21.5	19.8	90.5
	Female	1.6	3.6	8.5	14.2	21.5	25.2	25.4	94.8
Tas	Male	2.2	7.1	12.5	18.8	22.2	18.7	18.6	90.7
	Female	1.3	3.3	8.1	16.3	23.2	22.9	24.9	95.4
ACT	Male	2.2	1.7	10.8	8.7	19.5	30.5	26.7	96.1
	Female	1.0	1.4	7.9	8.3	18.5	32.1	30.8	97.6
NT	Male	1.8	35.8	12.5	13.6	12.6	10.8	12.9	62.3
	Female	0.8	30.9	10.9	13.2	15.1	13.1	16.1	68.4
Aust	Male	2.4	4.2	8.9	14.9	20.4	22.4	26.9	93.4
	Female	1.2	2.4	6.4	12.6	20.2	24.8	32.4	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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	372.6 (84.0)	380.6 (78.1)	361.7 (86.4)	327.7 (103.0)	334.9 (100.4)	371.2 (83.1)	406.6 (89.1)	181.6 (165.9)	347.2 (109.7)
Non-Indigenous Mean scale score / (S.D.)	442.9 (87.3)	441.2 (82.9)	436.3 (86.2)	432.5 (87.6)	418.9 (85.8)	413.6 (84.9)	440.9 (85.3)	402.9 (101.5)	437.5 (86.3)

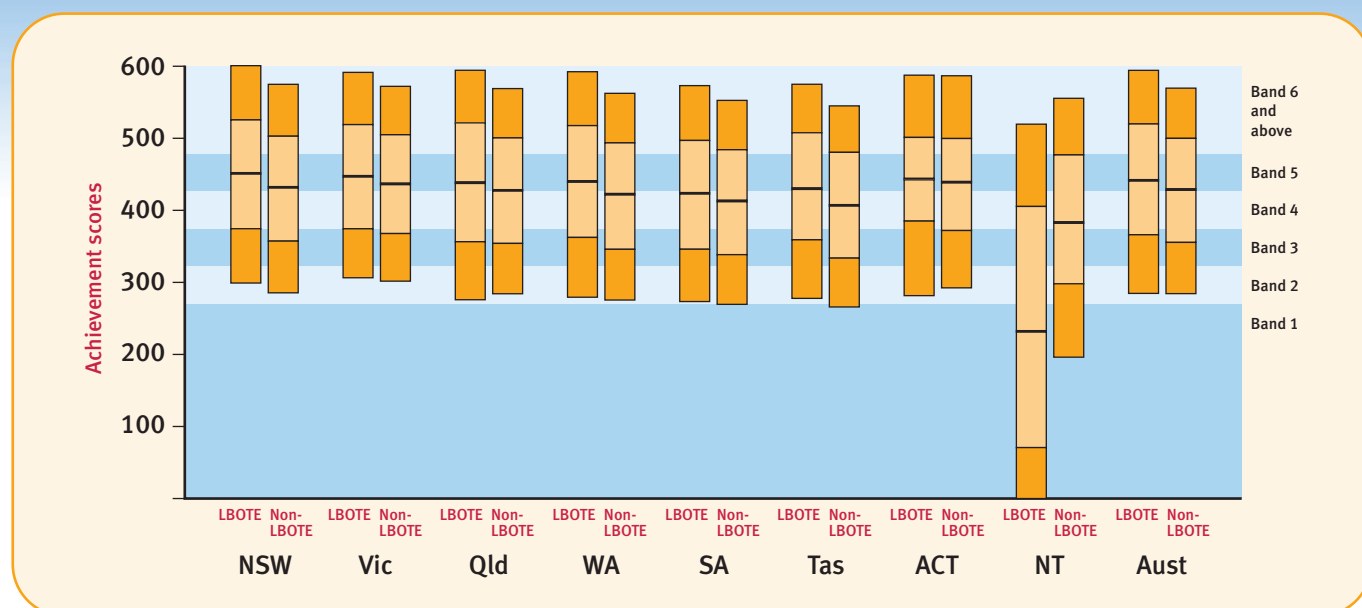
Table 3.G3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2018.

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	3.0	9.7	17.6	23.5	20.5	14.9	10.8	87.2
	Non-Indigenous	1.5	2.1	6.6	12.6	19.3	24.5	33.4	96.4
Vic	Indigenous	5.8	7.0	15.3	23.0	21.9	16.3	10.7	87.2
	Non-Indigenous	2.5	1.7	5.6	13.0	21.3	24.3	31.5	95.8
Qld	Indigenous	1.8	14.0	18.2	22.4	21.0	13.7	8.9	84.2
	Non-Indigenous	1.0	2.4	7.0	13.7	21.0	23.7	31.1	96.6
WA	Indigenous	1.8	27.2	20.7	19.1	13.7	10.7	6.9	71.1
	Non-Indigenous	1.1	2.8	8.4	13.7	19.5	25.0	29.5	96.1
SA	Indigenous	4.1	23.0	20.0	19.9	15.4	11.0	6.6	72.9
	Non-Indigenous	2.4	3.9	9.4	15.3	21.7	23.9	23.3	93.7
Tas	Indigenous	1.9	11.2	18.2	20.3	23.3	14.4	10.7	86.9
	Non-Indigenous	1.7	4.5	9.5	17.5	22.9	21.3	22.5	93.8
ACT	Indigenous	5.7	3.2	14.9	16.4	17.7	24.9	17.3	91.1
	Non-Indigenous	1.5	1.5	9.3	8.3	19.1	31.5	28.8	97.0
NT	Indigenous	1.4	67.6	11.7	8.5	5.5	3.4	2.0	31.0
	Non-Indigenous	1.3	9.1	11.7	16.9	19.8	17.9	23.3	89.7
Aust	Indigenous	2.6	18.2	17.6	21.0	18.5	13.1	8.9	79.1
	Non-Indigenous	1.7	2.4	7.0	13.3	20.4	24.3	31.0	96

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	451.3 (90.0)	447.2 (86.0)	438.3 (97.2)	440.0 (96.8)	424.2 (92.5)	430.0 (89.1)	443.3 (85.1)	232.0 (188.8)	441.7 (98.3)
Non-LBOTE Mean scale score / (S.D.)	431.9 (87.3)	436.6 (81.7)	427.7 (87.1)	422.3 (88.7)	413.1 (87.4)	406.9 (85.5)	439.0 (85.5)	383.0 (113.2)	428.8 (86.6)

Table 3.G4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2018.

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	2.1	2.0	5.8	11.7	17.8	23.2	37.5	95.9
	Non-LBOTE	1.4	2.9	8.0	14.1	20.3	24.2	29.1	95.7
Vic	LBOTE	3.4	1.7	5.3	12.3	19.9	23.3	34.3	94.9
	Non-LBOTE	2.3	1.9	6.1	13.6	22.0	24.5	29.6	95.8
Qld	LBOTE	1.6	4.3	7.5	13.0	18.5	20.7	34.5	94.1
	Non-LBOTE	1.0	3.3	8.1	14.9	21.5	23.2	28.0	95.6
WA	LBOTE	1.6	4.2	6.8	12.0	17.3	23.7	34.4	94.2
	Non-LBOTE	1.0	4.1	9.7	14.7	20.0	24.6	25.9	94.9
SA	LBOTE	5.1	4.3	8.6	13.9	18.8	23.5	25.7	90.6
	Non-LBOTE	2.0	4.9	10.2	15.9	21.8	23.2	21.9	93.1
Tas	LBOTE	6.7	3.8	7.2	13.3	19.7	21.7	27.5	89.5
	Non-LBOTE	1.5	5.4	10.8	18.2	22.9	20.4	20.6	93.0
ACT	LBOTE	2.6	1.6	8.2	8.2	18.0	32.2	29.4	95.9
	Non-LBOTE	1.3	1.5	9.9	8.6	19.5	30.9	28.4	97.2
NT	LBOTE	1.3	55.0	10.1	8.8	8.3	7.3	9.2	43.8
	Non-LBOTE	1.4	13.7	13.2	17.6	18.8	16.0	19.4	84.9
Aust	LBOTE	2.5	3.5	6.2	12.0	18.3	22.8	34.6	94.0
	Non-LBOTE	1.5	3.1	8.0	14.4	21.1	23.9	27.8	95.3

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, 2018.

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	447.3	1.7	1.9	6.2	12.0	18.5	24.2	35.5	96.4
	Inner Regional	415.9	1.5	4.0	10.0	16.6	22.1	23.4	22.4	94.5
	Outer Regional	399.0	1.3	6.7	13.1	18.8	21.4	20.8	18.0	92.0
	Remote	382.4	4.4	8.4	15.4	20.6	20.9	17.2	13.1	87.2
	Very Remote	383.2	0.0	9.7	15.3	19.1	25.0	15.7	15.2	90.3
Vic	Major Cities	446.5	2.7	1.5	5.0	12.0	20.5	24.5	33.8	95.8
	Inner Regional	419.9	2.4	2.9	8.3	16.9	23.9	22.9	22.8	94.7
	Outer Regional	417.0	2.7	2.9	8.5	17.5	24.5	22.3	21.6	94.4
	Remote	387.9	2.0	11.4	6.7	18.8	22.0	20.8	18.4	86.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	439.6	1.2	2.4	6.6	13.2	20.5	23.5	32.6	96.4
	Inner Regional	415.8	1.1	4.0	9.7	17.0	22.6	22.2	23.4	94.9
	Outer Regional	417.1	0.9	4.6	10.0	16.5	21.5	22.2	24.3	94.5
	Remote	386.6	0.9	11.4	14.5	17.8	19.1	18.9	17.3	87.7
	Very Remote	343.8	0.9	22.9	20.4	19.3	17.0	10.6	8.9	76.2
WA	Major Cities	434.9	1.3	3.0	8.0	13.2	19.1	24.9	30.6	95.8
	Inner Regional	407.4	1.0	5.1	12.6	17.4	20.3	22.8	20.8	94.0
	Outer Regional	403.0	1.0	5.8	13.7	16.9	19.9	23.0	19.7	93.2
	Remote	377.6	0.8	14.0	15.2	17.3	18.4	18.3	16.1	85.2
	Very Remote	321.4	0.5	33.6	17.1	15.6	12.9	11.8	8.4	65.9
SA	Major Cities	421.8	2.7	3.8	9.0	14.7	21.2	24.2	24.3	93.5
	Inner Regional	409.7	1.6	5.3	11.3	15.8	21.7	23.2	21.1	93.1
	Outer Regional	389.6	2.4	8.5	13.3	19.2	21.8	19.7	15.2	89.1
	Remote	391.5	1.5	7.7	13.5	20.1	23.4	18.5	15.3	90.8
	Very Remote	311.5	3.1	37.5	12.8	13.3	11.2	11.5	10.5	59.4
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	417.3	2.0	4.4	9.2	16.7	22.3	21.2	24.2	93.6
	Outer Regional	393.0	1.4	7.2	13.0	19.5	23.5	19.8	15.7	91.5
	Remote	392.6	1.2	5.2	15.8	20.9	20.9	20.0	16.0	93.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	440.1	1.6	1.6	9.4	8.5	19.0	31.3	28.7	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	387.9	1.6	13.2	12.8	17.0	18.4	16.7	20.3	85.2
	Remote	331.4	0.8	29.8	13.3	16.2	15.6	10.8	13.4	69.3
	Very Remote	138.6	1.1	77.5	8.2	3.9	3.2	2.9	3.2	21.4
Aust	Major Cities	442.2	1.9	2.1	6.4	12.4	19.7	24.4	33.0	96.0
	Inner Regional	416.3	1.7	3.8	9.6	16.8	22.6	22.8	22.7	94.5
	Outer Regional	406.0	1.4	6.1	11.5	17.6	21.6	21.2	20.6	92.5
	Remote	374.8	1.2	14.5	14.4	18.0	19.1	17.2	15.6	84.3
	Very Remote	273.5	0.9	43.1	15.0	13.1	11.6	8.8	7.4	56.0

[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, 2018.

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	383.8	3.1	6.8	16.3	22.9	21.4	16.4	13.1	90.1
	Inner Regional	371.5	3.2	9.7	17.7	23.9	20.4	14.9	10.2	87.2
	Outer Regional	349.5	2.2	16.9	20.4	23.7	18.4	11.4	7.0	80.9
	Remote	345.5	7.3	15.2	17.7	25.6	20.0	10.3	3.9	77.6
	Very Remote	339.7	0.0	17.7	25.7	24.0	19.0	10.7	3.0	82.3
Vic	Major Cities	391.0	4.7	6.2	13.1	21.4	21.9	19.0	13.8	89.1
	Inner Regional	375.9	6.4	7.7	16.6	22.5	21.5	15.9	9.3	85.8
	Outer Regional	362.9	7.0	7.6	18.2	28.3	23.2	10.1	5.7	85.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	381.6	2.9	9.2	14.3	21.3	23.3	16.6	12.4	87.9
	Inner Regional	373.4	1.9	10.1	16.2	22.8	23.2	16.3	9.6	88.0
	Outer Regional	360.1	0.9	12.7	20.0	24.5	21.2	12.8	8.0	86.4
	Remote	314.0	1.3	29.3	26.9	19.4	11.9	7.8	3.4	69.4
	Very Remote	300.9	1.3	35.2	25.3	19.7	12.7	4.4	1.3	63.4
WA	Major Cities	364.4	2.1	14.2	18.0	21.1	18.6	15.9	10.1	83.7
	Inner Regional	332.3	1.7	20.6	22.9	26.5	12.6	9.1	6.6	77.7
	Outer Regional	337.2	2.1	20.4	24.2	22.2	14.0	11.4	5.7	77.5
	Remote	301.7	1.6	37.5	22.9	16.4	10.1	6.6	5.0	60.9
	Very Remote	261.5	1.0	54.5	20.8	11.7	6.3	2.9	2.9	44.6
SA	Major Cities	354.5	4.6	16.2	19.3	19.9	18.0	13.6	8.3	79.1
	Inner Regional	352.0	3.1	15.1	22.3	22.5	15.1	15.5	6.6	81.9
	Outer Regional	318.8	3.9	28.6	20.5	20.6	13.4	8.1	4.9	67.6
	Remote	316.0	0.0	25.3	26.7	27.6	16.9	2.7	0.9	74.7
	Very Remote	236.6	4.3	62.3	15.1	9.0	2.6	2.0	4.6	33.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	373.8	1.9	9.9	18.0	20.8	24.3	14.3	10.7	88.1
	Outer Regional	365.9	1.9	13.3	18.8	19.6	22.0	14.6	9.9	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	406.3	5.7	3.2	15.1	16.3	17.6	24.9	17.1	91.0
	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	311.3	2.9	33.8	18.7	17.1	12.3	9.1	6.1	63.3
	Remote	244.6	0.7	55.6	15.2	13.6	9.1	3.8	2.0	43.7
	Very Remote	103.8	1.0	86.6	7.3	2.8	1.2	0.8	0.3	12.5
Aust	Major Cities	379.5	3.3	9.0	15.9	21.7	21.2	16.6	12.3	87.7
	Inner Regional	370.8	3.1	10.1	17.5	23.3	21.2	15.1	9.8	86.8
	Outer Regional	349.4	2.1	16.9	20.2	23.1	18.8	11.7	7.2	81.0
	Remote	296.1	1.8	36.8	21.5	17.8	11.7	6.6	3.7	61.3
	Very Remote	206.4	1.2	61.9	16.2	10.4	6.2	2.6	1.5	36.9

[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, 2018.

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	449.9	1.6	1.7	5.7	11.5	18.4	24.6	36.5	96.7
	Inner Regional	421.9	1.3	3.2	8.9	15.6	22.3	24.6	24.1	95.5
	Outer Regional	410.7	1.1	4.3	11.2	17.6	22.2	23.0	20.6	94.6
	Remote	406.4	2.9	3.9	13.3	17.4	21.4	22.1	19.0	93.2
	Very Remote	434.2	0.0	0.0	3.4	13.2	33.2	20.8	29.4	100.0
Vic	Major Cities	447.3	2.6	1.4	4.9	11.9	20.5	24.6	34.1	96.0
	Inner Regional	421.7	2.2	2.6	7.9	16.6	24.1	23.2	23.3	95.1
	Outer Regional	421.5	2.3	2.5	7.7	16.6	24.6	23.4	23.0	95.2
	Remote	387.9	2.0	11.4	6.7	18.8	22.0	20.8	18.4	86.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	442.7	1.1	2.1	6.3	12.7	20.3	23.8	33.7	96.8
	Inner Regional	421.2	1.0	3.2	8.8	16.2	22.6	23.0	25.2	95.8
	Outer Regional	429.5	0.9	2.7	7.8	14.8	21.7	24.3	27.8	96.4
	Remote	421.9	0.6	3.0	8.3	17.0	22.7	24.1	24.3	96.4
	Very Remote	408.2	0.3	4.6	12.8	18.1	23.5	20.0	20.7	95.2
WA	Major Cities	438.6	1.2	2.4	7.4	12.8	19.1	25.4	31.8	96.4
	Inner Regional	411.0	0.8	4.3	11.8	17.1	20.8	23.7	21.4	94.8
	Outer Regional	414.7	0.8	3.3	11.7	16.1	20.8	25.0	22.4	95.9
	Remote	406.7	0.5	5.0	12.2	17.6	21.4	22.7	20.6	94.6
	Very Remote	395.7	0.0	7.1	12.8	20.4	21.5	22.9	15.3	92.9
SA	Major Cities	424.1	2.6	3.3	8.7	14.6	21.4	24.5	24.9	94.1
	Inner Regional	412.9	1.4	4.8	10.7	15.5	21.9	23.7	22.0	93.8
	Outer Regional	397.7	2.1	6.3	12.4	18.9	22.7	21.1	16.4	91.5
	Remote	398.2	1.7	6.3	12.4	19.3	23.6	19.9	16.8	92.0
	Very Remote	383.5	2.5	13.3	12.1	18.0	17.8	19.8	16.5	84.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	420.0	1.9	3.9	8.5	16.7	22.5	21.5	24.9	94.2
	Outer Regional	398.2	1.2	5.9	11.7	19.6	24.1	20.8	16.7	92.8
	Remote	392.8	1.4	4.8	14.9	22.8	20.3	20.3	15.5	93.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	440.8	1.5	1.5	9.3	8.3	19.1	31.5	28.8	97.0
	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	405.4	1.3	8.4	11.4	17.0	19.8	18.4	23.6	90.3
	Remote	395.7	1.0	10.8	12.0	18.1	20.3	15.9	21.8	88.2
	Very Remote	395.7	1.8	11.4	14.9	11.6	17.6	18.2	24.6	86.8
Aust	Major Cities	444.6	1.8	1.9	6.1	12.1	19.6	24.7	33.8	96.3
	Inner Regional	420.5	1.5	3.2	8.8	16.2	22.8	23.5	23.9	95.3
	Outer Regional	416.7	1.3	4.0	9.8	16.6	22.2	23.0	23.2	94.7
	Remote	406.4	1.0	5.6	11.4	18.0	21.9	21.5	20.6	93.4
	Very Remote	401.8	0.5	6.9	12.4	17.7	22.0	20.8	19.6	92.6

[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, 2018.

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	<i>Bachelor</i>	473.7	1.2	0.6	3.1	7.2	15.6	25.4	46.9	98.2
	<i>Diploma</i>	428.7	1.4	2.0	7.1	14.8	22.6	26.5	25.6	96.6
	<i>Certificate</i>	406.4	1.6	4.0	11.1	19.0	23.5	22.5	18.3	94.4
	<i>Year 12</i>	410.4	2.3	4.0	10.3	18.7	22.2	22.7	19.7	93.6
	<i>Year 11</i>	373.5	3.9	9.0	17.6	23.5	20.2	15.4	10.3	87.0
	<i>Not stated (4%)</i>	425.7	2.9	4.5	9.0	14.8	18.8	22.1	27.9	92.6
Vic	<i>Bachelor</i>	469.1	1.4	0.6	2.7	7.6	17.4	26.1	44.2	98.0
	<i>Diploma</i>	426.3	2.4	1.8	6.4	15.9	24.9	25.0	23.6	95.8
	<i>Certificate</i>	409.8	3.1	2.9	8.9	19.0	25.9	22.4	17.8	94.0
	<i>Year 12</i>	414.0	4.0	2.6	8.1	18.3	25.5	22.4	19.0	93.4
	<i>Year 11</i>	382.9	7.6	6.1	14.4	22.6	23.0	15.7	10.5	86.3
	<i>Not stated (2%)</i>	441.4	7.9	2.8	5.3	12.3	18.1	22.3	31.4	89.4
Qld	<i>Bachelor</i>	469.2	0.7	0.8	3.0	8.2	16.8	24.7	45.7	98.4
	<i>Diploma</i>	425.4	0.9	2.6	7.6	15.5	23.2	24.9	25.4	96.6
	<i>Certificate</i>	410.2	1.0	3.9	10.2	18.1	24.5	22.4	20.0	95.1
	<i>Year 12</i>	402.8	1.2	5.4	12.1	18.9	23.1	21.1	18.2	93.4
	<i>Year 11</i>	369.1	1.9	10.7	17.7	23.2	22.0	15.2	9.2	87.4
	<i>Not stated (6%)</i>	397.0	3.5	8.2	12.2	17.8	20.6	19.5	18.3	88.3
WA	<i>Bachelor</i>	460.0	0.9	1.2	4.7	9.2	16.6	26.3	41.0	97.8
	<i>Diploma</i>	423.7	1.1	2.7	8.9	14.9	21.9	26.5	24.2	96.3
	<i>Certificate</i>	405.8	1.1	4.5	12.0	18.2	21.9	23.5	18.7	94.4
	<i>Year 12</i>	399.4	1.1	6.7	13.1	17.8	20.6	22.8	17.8	92.2
	<i>Year 11</i>	364.6	1.7	14.1	18.3	19.9	19.2	16.4	10.4	84.2
	<i>Not stated (9%)</i>	393.5	2.2	11.3	13.2	16.2	17.6	18.6	21.0	86.6
SA	<i>Bachelor</i>	449.9	1.7	1.3	4.7	10.4	19.8	27.1	35.0	97.0
	<i>Diploma</i>	415.0	1.8	3.3	9.1	16.1	24.1	25.5	20.1	94.8
	<i>Certificate</i>	396.2	2.1	5.8	13.1	19.6	22.8	21.4	15.3	92.1
	<i>Year 12</i>	398.6	3.0	6.1	12.6	17.7	22.1	22.4	16.2	90.9
	<i>Year 11</i>	358.4	5.5	14.1	18.1	20.7	19.5	14.5	7.6	80.4
	<i>Not stated (8%)</i>	393.3	4.6	9.3	13.0	16.2	20.2	19.5	17.2	86.1

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.G8 (cont.): Achievement of Year 3 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2018.

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	453.9	1.1	1.1	4.1	11.2	19.7	23.9	39.0	97.8
	Diploma	410.2	2.1	3.8	9.6	18.7	24.0	20.6	21.1	94.0
	Certificate	392.9	1.3	5.6	12.7	21.2	24.9	21.1	13.3	93.1
	Year 12	384.7	3.0	7.7	14.7	19.2	24.9	17.4	13.1	89.2
	Year 11	355.8	3.2	14.7	17.9	23.1	22.1	13.4	5.5	82.1
	Not stated (11%)	412.2	2.3	5.5	10.5	16.3	22.1	20.8	22.5	92.2
ACT	Bachelor	452.3	1.2	1.4	6.4	6.2	18.9	32.9	33.1	97.4
	Diploma	422.8	2.0	1.7	11.9	11.7	21.1	31.7	20.0	96.3
	Certificate	417.9	1.9	2.1	15.2	12.2	19.2	28.1	21.4	96.1
	Year 12	418.0	2.2	1.8	15.4	11.3	18.8	28.0	22.5	96.0
	Year 11	394.5	3.3	2.7	20.9	17.2	16.5	25.6	13.7	94.0
	Not stated (7%)	440.3	3.7	1.1	10.6	10.3	16.9	27.1	30.3	95.2
NT	Bachelor	412.9	1.5	9.8	9.0	13.3	18.3	19.0	29.0	88.7
	Diploma	366.3	1.6	16.8	14.3	17.1	19.6	14.4	16.3	81.7
	Certificate	338.8	1.4	24.0	14.5	18.3	17.4	13.5	10.9	74.6
	Year 12	290.3	1.5	38.6	13.6	14.4	11.2	9.7	10.9	59.9
	Year 11	172.7	1.2	68.4	10.9	8.7	5.7	3.1	1.9	30.4
	Not stated (15%)	253.3	0.8	49.3	11.5	11.0	9.5	8.2	9.7	49.9
Aust	Bachelor	467.6	1.2	0.8	3.3	8.0	16.8	25.8	44.1	98.0
	Diploma	425.1	1.6	2.4	7.5	15.4	23.3	25.6	24.3	96.1
	Certificate	406.5	1.8	4.1	10.8	18.7	24.0	22.4	18.2	94.1
	Year 12	405.4	2.3	4.9	11.0	18.3	22.9	22.1	18.5	92.8
	Year 11	365.4	4.1	11.7	16.8	22.1	20.6	15.1	9.5	84.2
	Not stated (5%)	403.4	3.5	8.6	11.0	15.7	18.9	20.0	22.3	87.9

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 3 Grammar and Punctuation

Table 3.G9: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2018.

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	473.1	1.0	0.6	3.2	7.3	15.8	25.5	46.7	98.4
	Group 2	451.3	1.1	1.2	5.0	10.9	19.2	26.4	36.2	97.7
	Group 3	422.6	1.4	2.7	8.7	16.3	22.4	24.4	24.1	95.9
	Group 4	405.3	2.0	4.5	11.4	19.5	22.8	21.0	18.7	93.5
	Not in paid work	380.4	4.7	8.5	16.3	22.0	20.0	15.9	12.6	86.8
	Not stated (5%)	427.3	2.6	3.9	8.8	15.2	19.0	22.4	28.2	93.5
Vic	Group 1	472.5	1.1	0.4	2.4	7.2	17.0	25.9	46.0	98.5
	Group 2	450.5	1.5	1.0	4.1	11.0	21.0	26.4	35.0	97.5
	Group 3	426.7	2.1	1.8	6.3	16.0	25.0	24.7	24.1	96.1
	Group 4	409.1	3.6	3.3	9.6	18.9	24.6	21.9	18.0	93.1
	Not in paid work	392.9	7.9	5.1	12.5	21.0	23.0	16.9	13.5	87.0
	Not stated (2%)	444.4	7.8	2.7	4.6	12.1	18.3	21.4	33.1	89.6
Qld	Group 1	468.9	0.6	0.9	3.2	8.4	16.7	24.6	45.7	98.5
	Group 2	444.4	0.6	1.5	5.4	12.1	20.8	25.6	33.8	97.9
	Group 3	420.0	1.0	3.0	8.5	16.4	24.0	23.7	23.5	96.1
	Group 4	398.8	1.2	5.6	12.3	20.2	23.8	20.2	16.6	93.1
	Not in paid work	376.0	2.2	10.1	17.1	21.9	21.4	15.8	11.5	87.7
	Not stated (16%)	402.7	2.4	6.6	11.8	18.0	21.6	19.8	19.8	91.0
WA	Group 1	458.3	0.8	1.3	4.9	9.5	17.0	26.3	40.1	97.9
	Group 2	433.1	0.7	2.2	7.7	13.7	20.5	26.2	28.9	97.1
	Group 3	417.5	1.0	3.6	10.3	15.5	21.5	25.2	22.8	95.3
	Group 4	401.5	1.4	6.4	13.1	18.2	20.3	21.8	18.8	92.2
	Not in paid work	372.0	2.1	13.8	17.0	19.5	17.4	15.9	14.3	84.1
	Not stated (15%)	396.9	2.2	9.8	13.2	16.4	17.9	19.8	20.7	88.1
SA	Group 1	449.4	1.4	1.2	5.1	10.7	19.6	27.0	35.0	97.3
	Group 2	427.6	1.6	2.6	7.4	14.2	22.5	26.2	25.6	95.8
	Group 3	408.2	1.4	3.9	10.6	18.2	24.2	23.8	17.9	94.7
	Group 4	391.9	2.9	7.1	14.0	18.5	22.3	20.4	14.7	89.9
	Not in paid work	380.6	6.6	9.1	16.1	20.5	18.0	16.8	12.9	84.3
	Not stated (15%)	379.8	4.7	11.6	14.7	17.6	19.8	17.8	13.7	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 3 Grammar and Punctuation

Table 3.G9 (cont.): Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2018.

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	446.7	0.8	1.8	4.8	12.8	20.7	22.6	36.5	97.4
	Group 2	421.2	1.3	2.5	8.0	16.2	24.9	23.8	23.4	96.3
	Group 3	403.4	1.3	4.7	11.3	19.2	23.9	21.3	18.3	94.0
	Group 4	379.8	1.9	8.2	15.0	22.3	24.0	18.3	10.2	89.9
	Not in paid work	356.0	4.7	15.0	18.8	23.1	18.6	12.5	7.3	80.3
	Not stated (16%)	403.4	2.7	6.9	11.6	17.1	22.1	20.0	19.7	90.5
ACT	Group 1	451.2	1.2	1.5	6.8	6.5	18.6	32.5	32.9	97.3
	Group 2	440.5	1.2	1.3	9.3	7.6	20.2	33.0	27.4	97.5
	Group 3	426.3	1.4	2.1	11.8	10.7	19.1	31.3	23.6	96.5
	Group 4	411.5	2.3	2.2	16.1	14.8	21.6	23.8	19.2	95.5
	Not in paid work	413.8	5.6	1.9	15.7	13.7	17.2	25.5	20.4	92.5
	Not stated (12%)	435.7	2.9	1.3	11.0	10.6	17.5	27.9	28.7	95.8
NT	Group 1	418.7	1.5	8.8	9.0	13.3	17.8	19.1	30.7	89.8
	Group 2	398.7	2.2	8.8	11.9	17.6	21.3	17.9	20.3	89.0
	Group 3	358.5	0.7	19.0	13.8	19.0	19.3	15.4	12.8	80.4
	Group 4	279.8	1.6	40.5	14.5	13.4	11.5	8.8	9.7	57.9
	Not in paid work	175.3	1.7	68.1	12.1	8.5	5.6	2.4	1.7	30.2
	Not stated (21%)	228.2	0.7	55.5	10.9	10.1	8.3	6.7	7.9	43.8
Aust	Group 1	467.6	0.9	0.9	3.5	8.0	16.8	25.7	44.2	98.2
	Group 2	445.3	1.1	1.5	5.4	11.7	20.5	26.2	33.5	97.4
	Group 3	420.7	1.4	2.9	8.5	16.3	23.4	24.3	23.2	95.7
	Group 4	402.0	2.3	5.2	11.6	19.2	23.1	21.0	17.6	92.5
	Not in paid work	378.3	5.2	9.4	15.2	21.1	20.5	16.0	12.6	85.4
	Not stated (9%)	401.6	2.9	8.2	11.5	16.5	19.7	20.0	21.3	88.9

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

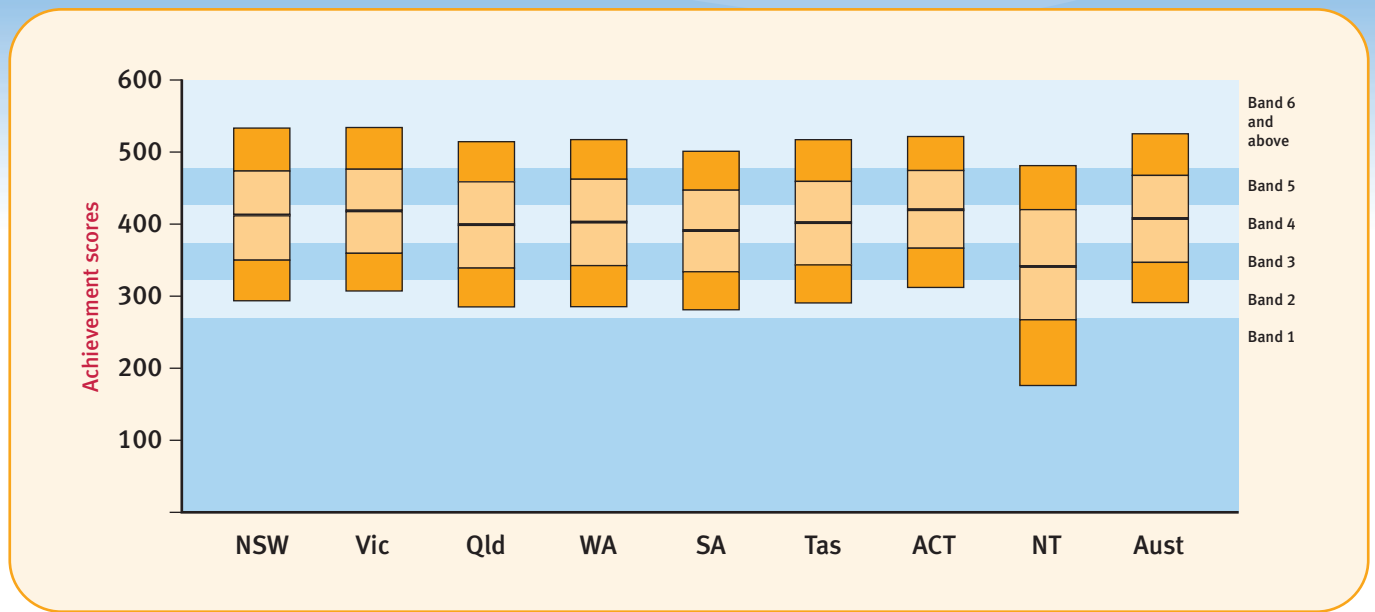
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

Figure 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	412.5 (72.6)	418.3 (68.8)	399.2 (70.4)	402.7 (71.1)	391.2 (67.5)	402.0 (68.4)	419.9 (64.5)	341.1 (92.4)	407.7 (71.6)

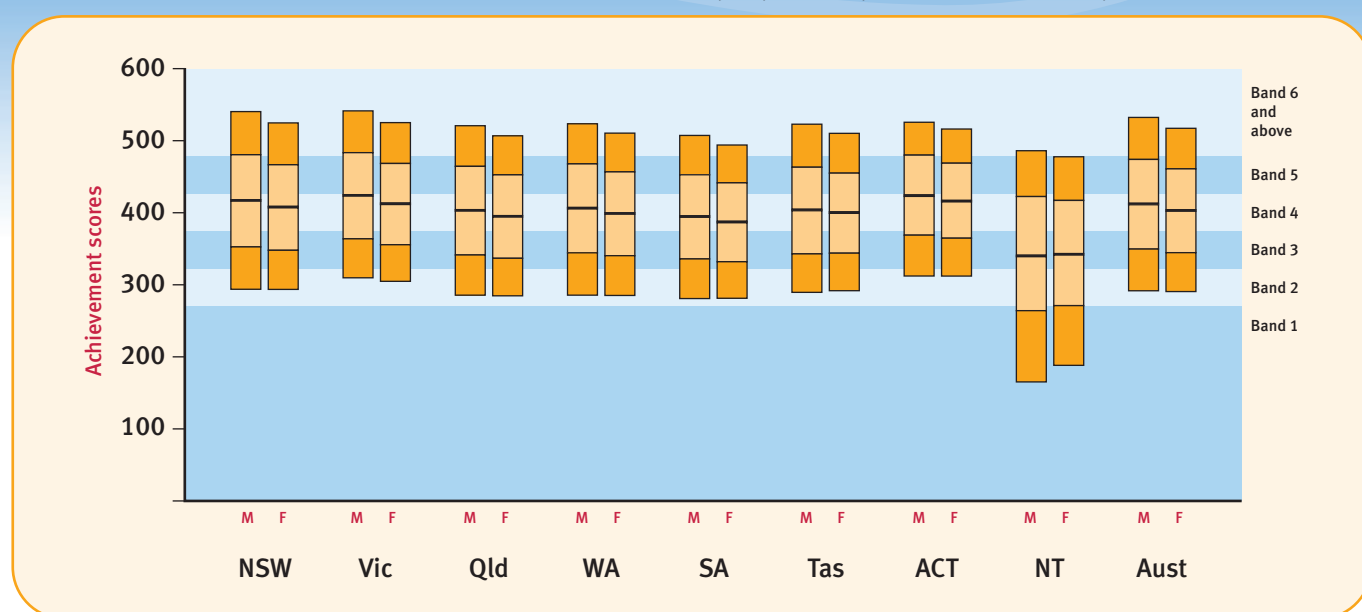
Table 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2018.

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	96.4	2.1	1.5	1.6	2.1	8.7	18.9	26.8	23.8	18.1	96.3
Vic	8yrs 9mths 3yrs 4mths	94.3	3.0	2.7	2.6	1.1	6.6	18.0	27.8	25.0	18.8	96.3
Qld	8yrs 5mths 3yrs 4mths	92.4	2.8	4.9	1.1	3.0	10.8	21.9	28.2	22.1	13.0	95.9
WA	8yrs 5mths 3yrs 4mths	94.8	3.1	2.1	1.2	3.0	10.0	20.5	27.8	23.3	14.1	95.8
SA	8yrs 7mths 3yrs 4mths	92.4	3.7	3.9	2.4	3.3	11.8	23.8	29.1	20.1	9.5	94.3
Tas	8yrs 11mths 3yrs 4mths	93.9	3.4	2.6	1.7	2.2	10.0	21.4	29.6	21.7	13.4	96.1
ACT	8yrs 7mths 3yrs 4mths	94.2	2.3	3.6	1.5	1.1	5.8	15.8	29.3	28.1	18.3	97.3
NT	8yrs 6mths 3yrs 4mths	84.9	12.3	2.7	1.2	20.6	18.4	22.1	20.2	12.1	5.4	78.2
Aust	8yrs 7mths 3yrs 4mths	94.3	2.8	2.8	1.7	2.4	9.1	19.9	27.6	23.3	15.9	95.8

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	417.1 (74.7)	424.1 (70.2)	403.3 (72.2)	406.3 (72.8)	394.9 (69.3)	403.8 (70.3)	423.7 (65.9)	340.0 (95.9)	412.1 (73.6)
Female Mean scale score / (S.D.)	407.8 (70.1)	412.4 (66.8)	395.0 (68.2)	399.0 (69.0)	387.3 (65.3)	400.2 (66.3)	416.1 (62.9)	342.3 (88.5)	403.2 (69.2)

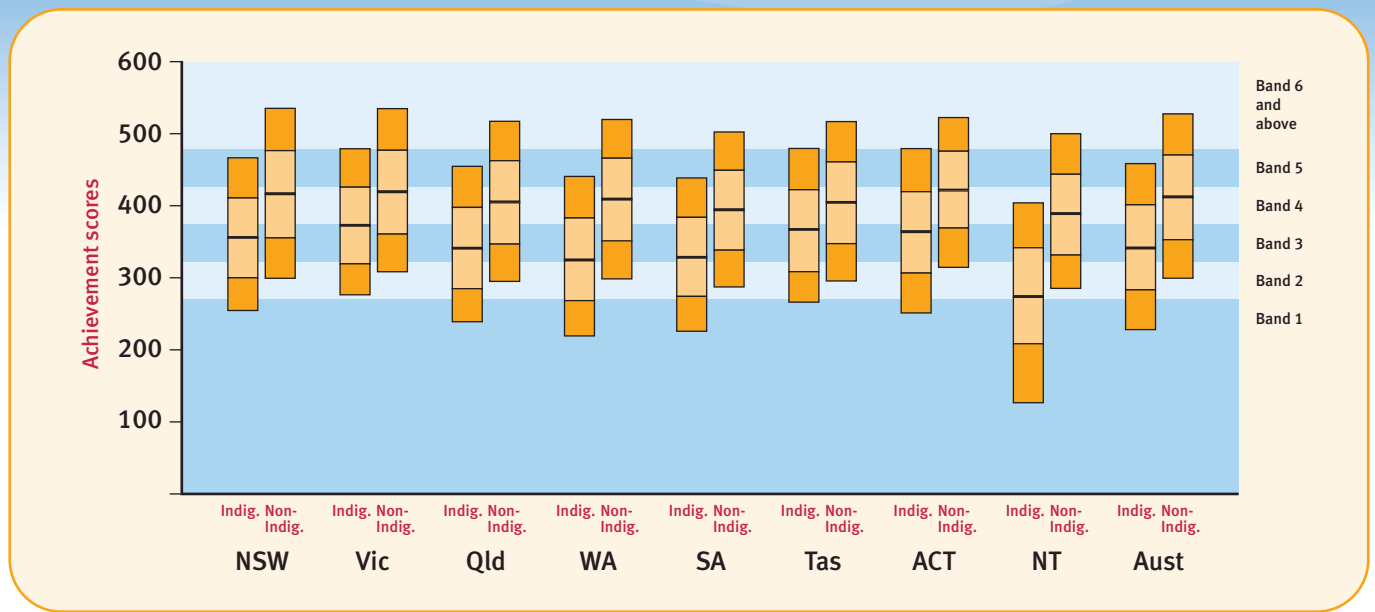
Table 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2018.

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	2.1	2.1	8.3	17.5	25.3	24.1	20.5	95.7
	Female	1.1	2.1	9.0	20.4	28.3	23.5	15.7	96.8
Vic	Male	3.4	1.0	6.1	16.3	26.2	25.6	21.4	95.6
	Female	1.7	1.3	7.2	19.8	29.6	24.4	16.1	97.0
Qld	Male	1.4	3.0	10.3	20.6	27.2	22.8	14.8	95.6
	Female	0.8	3.0	11.4	23.2	29.3	21.3	11.1	96.2
WA	Male	1.5	3.1	9.6	19.4	26.9	23.7	15.9	95.4
	Female	0.8	3.0	10.5	21.7	28.8	23.0	12.1	96.2
SA	Male	3.2	3.2	11.4	22.1	28.3	20.8	11.0	93.6
	Female	1.6	3.4	12.2	25.6	30.1	19.3	7.9	95.0
Tas	Male	2.2	2.3	10.0	21.1	28.1	21.7	14.6	95.5
	Female	1.3	2.1	10.0	21.7	31.2	21.7	12.1	96.7
ACT	Male	2.1	1.2	5.4	15.0	27.6	28.3	20.4	96.7
	Female	1.0	1.0	6.2	16.7	31.2	27.9	16.0	98.0
NT	Male	1.7	21.5	18.1	21.1	19.2	12.5	5.9	76.9
	Female	0.8	19.6	18.6	23.2	21.2	11.7	4.9	79.6
Aust	Male	2.3	2.4	8.6	18.4	26.3	23.8	18.1	95.3
	Female	1.2	2.4	9.5	21.3	29.0	22.8	13.7	96.4

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	356.0 (65.4)	372.8 (62.0)	341.0 (66.6)	324.6 (69.3)	328.0 (66.2)	367.1 (65.4)	363.9 (72.4)	273.9 (82.6)	341.2 (71.8)
Non-Indigenous Mean scale score / (S.D.)	416.5 (71.4)	419.3 (68.6)	405.1 (68.2)	409.1 (67.5)	394.5 (65.9)	404.7 (66.9)	421.6 (63.6)	389.0 (65.3)	412.3 (69.4)

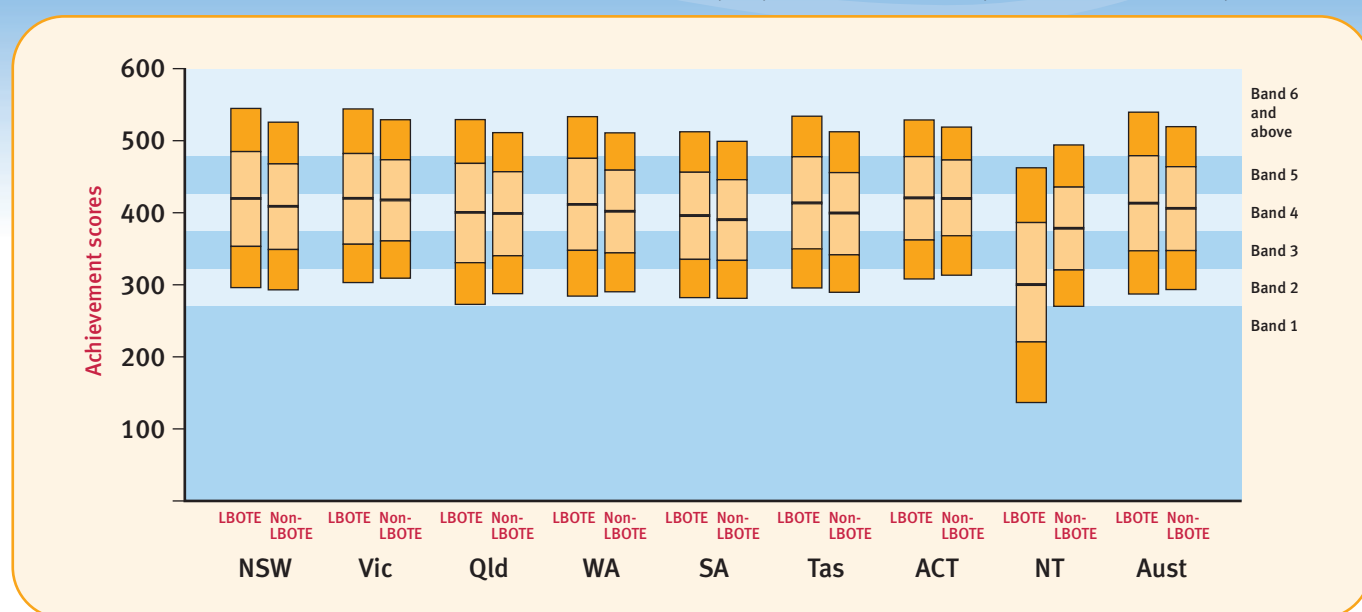
Table 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous Status, by State and Territory, 2018.

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	3.0	8.4	21.7	30.2	23.0	10.3	3.5	88.6
	Non-Indigenous	1.5	1.7	7.7	18.1	27.1	24.8	19.2	96.8
Vic	Indigenous	5.7	3.8	16.3	29.4	26.1	13.9	4.9	90.6
	Non-Indigenous	2.4	1.1	6.4	17.8	27.9	25.3	19.1	96.5
Qld	Indigenous	1.8	13.3	26.7	28.1	19.7	8.0	2.3	84.9
	Non-Indigenous	1.0	2.0	9.2	21.2	29.0	23.5	14.1	97.0
WA	Indigenous	1.8	20.4	29.1	25.6	15.6	5.8	1.7	77.8
	Non-Indigenous	1.1	1.7	8.4	20.0	28.8	24.8	15.2	97.2
SA	Indigenous	3.9	17.5	29.2	26.1	16.4	5.5	1.5	78.7
	Non-Indigenous	2.3	2.6	10.9	23.7	29.8	20.8	10.0	95.1
Tas	Indigenous	1.9	5.8	19.7	28.2	26.2	13.0	5.2	92.3
	Non-Indigenous	1.7	1.8	9.1	20.8	30.2	22.8	13.6	96.5
ACT	Indigenous	5.7	8.2	15.9	28.1	26.0	11.0	5.1	86.1
	Non-Indigenous	1.5	0.9	5.5	15.4	29.4	28.6	18.7	97.7
NT	Indigenous	1.2	45.8	25.6	17.2	7.4	2.2	0.6	53.0
	Non-Indigenous	1.2	2.6	13.2	25.7	29.4	19.2	8.8	96.2
Aust	Indigenous	2.6	14.3	24.3	27.6	19.9	8.5	2.8	83.1
	Non-Indigenous	1.6	1.6	8.0	19.3	28.2	24.4	16.9	96.7

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	419.8 (75.7)	420.0 (73.2)	400.5 (79.0)	411.6 (76.3)	396.4 (70.7)	413.5 (72.8)	420.5 (67.1)	300.2 (96.8)	413.2 (77.6)
Non-LBOTE Mean scale score / (S.D.)	408.9 (70.4)	417.6 (66.7)	399.0 (68.7)	402.0 (67.5)	390.5 (66.7)	399.5 (67.3)	419.7 (63.5)	378.4 (70.1)	406.1 (68.9)

Table 3.N4: Achievement of Year 3 Students in Numeracy, by LBOTE Status, by State and Territory, 2018.

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	2.0	1.9	8.3	17.5	24.3	23.7	22.2	96.1
	Non-LBOTE	1.4	2.2	8.7	19.6	28.2	23.9	16.0	96.4
Vic	LBOTE	3.3	1.3	7.3	18.1	25.5	23.6	20.9	95.4
	Non-LBOTE	2.2	1.1	6.3	18.0	28.9	25.7	17.8	96.7
Qld	LBOTE	1.4	4.5	12.4	19.9	24.2	21.1	16.6	94.1
	Non-LBOTE	1.0	2.7	10.5	22.3	29.0	22.2	12.3	96.3
WA	LBOTE	1.6	3.4	8.7	17.9	25.5	24.2	18.8	95.0
	Non-LBOTE	1.0	2.4	9.8	21.3	29.2	23.6	12.7	96.6
SA	LBOTE	5.0	3.1	10.8	22.3	26.9	19.8	12.1	91.9
	Non-LBOTE	1.9	3.3	11.9	24.1	29.6	20.1	9.1	94.8
Tas	LBOTE	6.2	2.2	7.3	19.4	24.7	21.7	18.5	91.7
	Non-LBOTE	1.5	2.3	10.4	21.9	30.2	21.4	12.3	96.2
ACT	LBOTE	2.4	1.1	6.6	16.4	27.1	26.9	19.5	96.6
	Non-LBOTE	1.2	1.1	5.5	15.6	30.3	28.6	17.7	97.7
NT	LBOTE	1.3	37.7	21.7	16.5	12.6	7.1	3.1	61.0
	Non-LBOTE	1.2	5.0	15.4	27.0	27.2	16.8	7.5	93.8
Aust	LBOTE	2.4	2.9	8.9	18.2	24.7	23.0	19.9	94.7
	Non-LBOTE	1.5	2.2	9.0	20.4	28.8	23.6	14.6	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, 2018.

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	418.4	1.7	1.8	7.7	17.5	26.1	24.8	20.5	96.6
	Inner Regional	398.0	1.5	2.7	10.7	22.5	29.1	21.8	11.9	95.8
	Outer Regional	384.8	1.3	4.6	14.1	24.7	27.9	18.3	9.1	94.1
	Remote	373.9	4.4	7.1	14.9	25.0	25.6	16.1	6.9	88.5
	Very Remote	362.4	0.0	11.7	18.3	26.7	24.8	11.9	6.6	88.3
Vic	Major Cities	422.3	2.6	1.1	6.1	16.9	27.0	25.6	20.6	96.3
	Inner Regional	405.4	2.3	1.4	8.3	21.6	30.3	23.0	13.1	96.3
	Outer Regional	408.4	2.6	1.3	7.7	20.2	30.6	23.7	14.0	96.1
	Remote	406.1	2.0	4.7	8.2	19.2	23.9	24.7	17.3	93.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	407.5	1.2	2.1	9.0	20.2	28.5	23.8	15.3	96.8
	Inner Regional	390.1	1.1	3.0	12.2	25.1	28.9	20.2	9.5	95.9
	Outer Regional	386.7	0.9	4.3	14.0	24.4	27.6	19.4	9.5	94.9
	Remote	362.4	0.7	11.2	19.4	23.7	24.8	13.5	6.7	88.1
	Very Remote	331.3	0.7	20.4	28.7	22.4	16.3	8.2	3.2	78.8
WA	Major Cities	410.6	1.3	1.9	8.4	19.2	28.1	24.9	16.2	96.9
	Inner Regional	390.4	0.9	3.2	12.4	24.8	29.1	20.7	9.0	95.9
	Outer Regional	382.7	1.0	4.6	14.4	25.3	27.9	19.5	7.4	94.4
	Remote	371.2	0.8	8.9	17.0	23.9	25.3	17.7	6.3	90.3
	Very Remote	325.8	0.5	25.0	24.9	21.5	16.7	8.7	2.7	74.4
SA	Major Cities	395.9	2.6	2.6	10.8	23.0	29.2	21.2	10.6	94.8
	Inner Regional	385.8	1.5	3.8	12.0	25.6	30.7	19.2	7.2	94.7
	Outer Regional	375.4	2.2	5.4	16.1	26.3	27.9	15.9	6.1	92.4
	Remote	378.4	1.7	4.2	15.1	27.6	28.9	15.7	6.8	94.1
	Very Remote	330.0	3.1	25.4	20.4	19.3	19.6	7.4	4.8	71.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	406.2	1.9	1.9	9.4	20.6	28.9	22.3	15.1	96.2
	Outer Regional	392.4	1.4	2.8	11.4	23.4	31.2	20.4	9.4	95.8
	Remote	386.0	1.2	4.0	12.2	23.1	35.3	16.2	8.0	94.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	420.0	1.5	1.1	5.8	15.8	29.3	28.1	18.3	97.3
	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	379.5	1.5	5.2	15.1	26.2	27.4	16.9	7.7	93.3
	Remote	343.8	0.8	16.5	24.3	24.0	19.4	10.3	4.7	82.7
	Very Remote	261.1	1.0	55.1	20.4	12.4	6.2	3.8	1.2	43.9
Aust	Major Cities	414.9	1.8	1.7	7.8	18.4	27.3	24.7	18.3	96.5
	Inner Regional	397.9	1.6	2.4	10.4	22.9	29.4	21.6	11.6	96.0
	Outer Regional	387.2	1.4	4.1	13.4	24.3	28.3	19.2	9.3	94.6
	Remote	366.5	1.2	9.8	18.2	24.4	24.9	15.2	6.4	89.0
	Very Remote	309.7	0.9	32.3	24.0	18.9	13.8	7.3	2.8	66.8

[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, 2018.

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	362.1	3.0	7.1	20.3	29.3	24.4	11.5	4.3	89.9
	Inner Regional	356.2	3.1	7.8	21.2	31.3	23.5	10.1	3.0	89.1
	Outer Regional	342.3	2.2	11.8	26.6	30.3	19.0	7.6	2.5	86.0
	Remote	342.7	7.3	12.7	21.1	29.0	17.4	10.6	1.8	80.0
	Very Remote	325.9	0.0	20.0	27.3	32.0	17.3	3.3	0.0	80.0
Vic	Major Cities	379.6	4.7	3.6	14.1	28.7	25.4	17.3	6.2	91.7
	Inner Regional	367.6	6.3	4.1	18.9	28.2	26.9	11.4	4.2	89.7
	Outer Regional	366.7	7.0	3.6	15.9	34.3	26.0	10.4	2.9	89.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	358.0	3.0	8.3	20.8	29.4	24.0	11.1	3.5	88.7
	Inner Regional	352.4	1.9	8.2	23.9	30.6	23.3	9.9	2.3	90.0
	Outer Regional	335.6	0.9	13.7	30.2	29.0	18.1	6.1	2.0	85.4
	Remote	304.0	1.0	29.2	35.4	20.5	8.9	3.6	1.3	69.8
	Very Remote	296.0	1.1	32.4	37.2	19.5	7.9	1.6	0.3	66.5
WA	Major Cities	348.2	2.1	10.7	25.0	28.6	21.4	9.1	3.0	87.2
	Inner Regional	326.3	1.7	17.1	30.3	29.4	16.5	4.0	0.9	81.2
	Outer Regional	327.1	2.1	17.0	31.1	28.0	15.7	5.2	0.8	80.9
	Remote	310.4	1.6	25.5	32.3	24.7	11.9	3.6	0.4	72.9
	Very Remote	283.4	1.0	41.3	33.4	16.0	5.6	1.9	0.8	57.8
SA	Major Cities	337.5	4.3	12.5	28.6	27.7	18.4	6.8	1.7	83.2
	Inner Regional	332.8	3.1	14.8	28.9	28.0	18.6	5.8	0.8	82.1
	Outer Regional	322.0	3.9	21.3	28.8	24.7	15.1	4.8	1.4	74.8
	Remote	311.0	0.0	19.6	40.4	28.0	10.7	0.9	0.4	80.4
	Very Remote	283.6	4.3	42.6	28.4	14.8	7.0	0.9	2.0	53.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	367.0	1.9	5.6	19.8	29.2	25.8	12.1	5.7	92.5
	Outer Regional	366.7	1.9	6.1	20.1	27.1	26.5	13.7	4.5	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	364.3	5.7	8.2	15.6	28.3	25.9	11.1	5.2	86.1
	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	330.1	2.3	17.8	27.3	28.7	16.1	5.5	2.3	79.9
	Remote	295.2	0.7	33.5	33.6	21.2	8.3	2.5	0.2	65.8
	Very Remote	242.3	1.0	62.3	21.8	10.8	3.3	0.7	0.0	36.7
Aust	Major Cities	358.8	3.2	8.0	21.0	29.0	23.5	11.2	3.9	88.7
	Inner Regional	355.7	3.0	7.8	22.1	30.4	23.7	10.0	3.1	89.2
	Outer Regional	338.9	2.0	13.3	27.6	29.1	18.8	7.0	2.2	84.7
	Remote	308.7	1.7	26.8	32.4	23.4	10.9	4.1	0.8	71.5
	Very Remote	270.8	1.1	47.2	29.1	15.2	5.8	1.4	0.4	51.7

[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, 2018.

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	420.8	1.6	1.5	7.2	17.0	26.2	25.4	21.1	96.9
	Inner Regional	403.8	1.3	1.9	9.2	21.2	29.9	23.4	13.1	96.8
	Outer Regional	394.9	1.0	2.8	11.1	23.5	30.0	20.9	10.7	96.1
	Remote	395.6	2.9	2.9	10.1	22.6	30.6	20.4	10.3	94.1
	Very Remote	405.2	0.0	1.1	8.3	21.1	34.7	21.1	13.6	98.9
Vic	Major Cities	422.9	2.5	1.0	6.0	16.8	27.1	25.8	20.8	96.5
	Inner Regional	407.0	2.1	1.3	7.8	21.3	30.4	23.5	13.5	96.6
	Outer Regional	411.8	2.2	1.1	7.0	19.0	31.0	24.8	14.9	96.7
	Remote	406.1	2.0	4.7	8.2	19.2	23.9	24.7	17.3	93.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	410.1	1.1	1.7	8.4	19.7	28.7	24.5	15.9	97.2
	Inner Regional	394.9	1.0	2.4	10.7	24.5	29.6	21.4	10.4	96.6
	Outer Regional	397.9	0.8	2.2	10.4	23.4	29.6	22.3	11.2	97.0
	Remote	391.1	0.5	2.7	11.4	25.3	32.2	18.5	9.6	96.8
	Very Remote	384.8	0.3	2.8	14.9	26.9	28.7	18.6	7.8	97.0
WA	Major Cities	413.9	1.1	1.5	7.6	18.7	28.4	25.7	17.0	97.4
	Inner Regional	393.3	0.8	2.5	11.1	24.7	30.2	21.9	8.8	96.7
	Outer Regional	392.5	0.8	2.3	11.7	24.7	30.1	21.9	8.6	96.9
	Remote	394.1	0.5	2.7	11.2	23.4	30.6	23.1	8.7	96.9
	Very Remote	378.7	0.0	4.3	14.3	29.1	30.1	16.8	5.4	95.7
SA	Major Cities	397.9	2.5	2.3	10.1	22.9	29.6	21.7	10.9	95.2
	Inner Regional	388.6	1.4	3.2	11.2	25.4	31.3	20.0	7.5	95.4
	Outer Regional	381.5	2.0	3.6	14.6	26.4	29.4	17.2	6.7	94.4
	Remote	384.7	1.9	2.9	12.9	27.2	30.4	17.2	7.5	95.2
	Very Remote	376.0	2.5	7.9	14.8	22.5	31.9	12.6	7.9	89.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	407.8	1.8	1.6	8.7	20.1	29.4	23.4	15.0	96.5
	Outer Regional	396.9	1.2	2.3	10.0	22.7	32.0	21.6	10.3	96.5
	Remote	389.7	1.4	3.1	12.1	21.1	37.2	16.3	8.7	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	421.6	1.5	0.9	5.5	15.4	29.4	28.6	18.7	97.7
	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	390.9	1.3	2.3	12.3	25.6	30.0	19.5	9.0	96.4
	Remote	379.6	1.0	3.9	17.4	26.2	27.5	16.0	8.0	95.1
	Very Remote	398.3	0.9	2.0	9.7	24.0	27.2	26.4	9.7	97.1
Aust	Major Cities	417.0	1.7	1.5	7.3	18.0	27.5	25.2	18.8	96.8
	Inner Regional	401.8	1.5	1.9	9.3	22.3	30.0	22.8	12.3	96.6
	Outer Regional	396.4	1.2	2.3	10.8	23.4	30.1	21.6	10.7	96.5
	Remote	390.0	1.0	3.0	12.3	24.7	30.5	19.8	8.8	96.0
	Very Remote	385.7	0.4	3.5	13.5	26.5	29.4	18.9	7.9	96.1

[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, 2018.

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	<i>Bachelor</i>	443.9	1.1	0.4	3.0	11.3	24.0	30.0	30.1	98.4
	<i>Diploma</i>	404.6	1.4	1.6	8.2	21.3	31.5	23.9	12.2	97.0
	<i>Certificate</i>	384.7	1.6	3.2	13.3	26.2	30.0	18.6	7.0	95.2
	<i>Year 12</i>	385.9	2.3	3.3	13.7	25.4	29.3	17.5	8.5	94.4
	<i>Year 11</i>	353.4	3.9	8.2	23.0	30.0	22.4	9.5	3.0	87.9
	<i>Not stated (4%)</i>	398.9	2.8	3.8	11.8	21.1	25.7	19.8	14.9	93.3
Vic	<i>Bachelor</i>	443.2	1.4	0.3	2.8	11.2	24.9	30.4	29.0	98.3
	<i>Diploma</i>	406.1	2.4	1.1	7.5	21.4	31.5	23.8	12.3	96.6
	<i>Certificate</i>	393.5	3.0	1.8	10.1	25.0	31.8	19.8	8.6	95.2
	<i>Year 12</i>	393.9	3.9	2.0	10.6	24.4	30.1	19.8	9.2	94.1
	<i>Year 11</i>	370.9	7.5	4.2	16.5	28.8	25.6	12.7	4.8	88.3
	<i>Not stated (2%)</i>	419.0	7.8	1.7	6.3	16.9	25.2	22.4	19.9	90.5
Qld	<i>Bachelor</i>	432.0	0.7	0.6	3.8	13.5	27.9	29.8	23.6	98.7
	<i>Diploma</i>	396.8	0.9	2.1	9.8	24.0	31.0	22.4	9.9	97.0
	<i>Certificate</i>	383.7	1.0	3.2	13.4	27.1	30.1	18.3	6.8	95.8
	<i>Year 12</i>	374.8	1.2	4.9	17.1	27.8	26.8	16.1	6.2	93.9
	<i>Year 11</i>	348.7	1.8	10.0	24.8	30.1	21.6	9.3	2.4	88.3
	<i>Not stated (6%)</i>	372.4	3.4	7.2	17.5	24.7	24.0	15.8	7.3	89.4
WA	<i>Bachelor</i>	434.4	0.9	0.5	3.8	13.1	26.6	30.2	24.9	98.6
	<i>Diploma</i>	400.4	1.1	1.5	9.1	22.5	31.6	24.0	10.2	97.4
	<i>Certificate</i>	385.9	1.1	2.9	12.7	26.2	30.6	20.0	6.4	96.0
	<i>Year 12</i>	381.0	1.1	4.3	14.5	26.0	29.1	18.5	6.5	94.6
	<i>Year 11</i>	349.5	1.7	10.5	23.4	29.4	23.1	9.6	2.3	87.8
	<i>Not stated (9%)</i>	377.0	2.1	8.3	15.8	22.9	24.1	17.8	8.9	89.6
SA	<i>Bachelor</i>	422.4	1.6	0.6	4.7	16.4	30.0	28.2	18.5	97.8
	<i>Diploma</i>	388.9	1.8	2.3	10.9	25.7	32.6	20.5	6.2	95.9
	<i>Certificate</i>	375.3	2.0	3.9	15.1	29.2	29.8	15.7	4.3	94.0
	<i>Year 12</i>	374.9	2.9	4.6	15.8	26.6	29.8	15.5	4.8	92.4
	<i>Year 11</i>	342.4	5.3	10.0	25.2	31.2	20.0	6.9	1.2	84.6
	<i>Not stated (8%)</i>	375.6	4.5	6.3	15.0	24.5	26.9	16.9	6.0	89.2

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, 2018.

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	436.8	1.0	0.4	3.4	12.5	26.4	30.1	26.1	98.6
	Diploma	405.2	2.1	1.6	7.0	19.7	33.0	25.2	11.4	96.2
	Certificate	387.8	1.3	2.0	12.3	26.1	32.5	19.1	6.7	96.7
	Year 12	378.6	3.0	4.5	15.8	24.7	29.6	16.2	6.4	92.5
	Year 11	361.8	3.3	6.5	19.2	28.9	28.1	10.9	3.1	90.2
	Not stated (11%)	402.8	2.3	2.3	10.4	22.7	28.3	18.4	15.6	95.4
ACT	Bachelor	436.0	1.1	0.4	2.4	11.9	28.1	31.5	24.5	98.5
	Diploma	403.1	1.8	1.8	8.2	19.0	33.4	26.7	9.1	96.4
	Certificate	390.9	1.7	1.7	12.1	24.7	31.2	21.3	7.3	96.6
	Year 12	387.8	1.9	1.4	12.1	26.8	32.3	18.9	6.6	96.7
	Year 11	361.1	4.0	8.8	20.3	21.1	29.3	13.3	3.2	87.2
	Not stated (7%)	410.9	3.2	2.0	8.7	16.9	27.5	26.4	15.4	94.8
NT	Bachelor	399.0	1.3	3.7	11.0	20.4	27.1	23.4	13.1	94.9
	Diploma	360.9	1.6	9.3	19.0	26.4	26.6	14.1	3.2	89.2
	Certificate	352.8	1.4	11.4	19.2	28.4	25.9	11.1	2.7	87.3
	Year 12	320.0	1.5	26.3	22.3	24.1	16.1	5.8	4.0	72.2
	Year 11	269.4	1.2	48.1	24.4	15.9	7.6	2.1	0.7	50.7
	Not stated (15%)	316.0	0.6	29.9	20.2	22.7	15.0	7.9	3.6	69.5
Aust	Bachelor	438.7	1.1	0.5	3.3	12.3	25.7	30.0	27.1	98.4
	Diploma	401.5	1.5	1.7	8.7	22.3	31.5	23.3	11.0	96.8
	Certificate	385.7	1.7	2.9	12.7	26.4	30.5	18.7	7.0	95.3
	Year 12	382.6	2.3	3.9	14.2	25.9	28.7	17.5	7.4	93.9
	Year 11	352.5	4.0	9.3	22.0	29.2	22.6	9.8	3.0	86.7
	Not stated (5%)	384.4	3.4	6.4	14.1	22.4	24.8	18.0	10.8	90.2

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, 2018.

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	444.1	0.9	0.4	3.0	11.3	24.2	30.0	30.2	98.6
	Group 2	424.6	1.0	0.8	5.3	16.1	28.3	27.8	20.6	98.2
	Group 3	398.8	1.4	2.0	10.2	23.2	30.3	21.5	11.4	96.6
	Group 4	381.3	2.0	3.9	14.9	27.1	27.8	16.8	7.6	94.1
	Not in paid work	360.3	4.7	7.6	21.1	28.2	22.5	11.3	4.7	87.7
	Not stated (5%)	400.7	2.5	3.4	11.4	21.2	26.4	19.9	15.2	94.1
Vic	Group 1	446.9	1.0	0.2	2.3	10.5	24.2	31.0	30.8	98.8
	Group 2	427.2	1.5	0.6	4.2	15.4	28.9	28.4	21.0	98.0
	Group 3	406.6	2.0	1.1	7.5	21.8	31.3	23.4	12.8	96.9
	Group 4	390.9	3.5	2.1	11.6	25.2	30.0	18.7	8.8	94.3
	Not in paid work	378.9	7.8	3.5	14.8	26.9	26.0	14.0	7.0	88.7
	Not stated (2%)	422.1	7.7	1.7	5.7	15.2	25.9	23.0	20.8	90.6
Qld	Group 1	432.1	0.6	0.6	4.1	13.5	27.4	29.9	23.9	98.8
	Group 2	413.0	0.6	1.2	6.5	19.1	31.1	26.0	15.5	98.3
	Group 3	391.3	0.9	2.4	11.3	25.5	31.1	20.3	8.5	96.7
	Group 4	372.6	1.2	5.0	17.2	29.2	26.8	15.1	5.6	93.8
	Not in paid work	352.2	2.2	9.5	25.1	28.6	20.7	10.2	3.7	88.3
	Not stated (16%)	377.1	2.3	5.7	16.2	25.7	25.7	16.6	7.7	91.9
WA	Group 1	433.7	0.8	0.6	4.0	13.2	26.6	30.1	24.6	98.6
	Group 2	412.4	0.7	1.0	6.7	19.6	30.8	26.1	15.1	98.3
	Group 3	393.3	1.0	2.4	11.0	24.4	30.8	21.6	8.7	96.5
	Group 4	379.6	1.4	4.5	15.5	26.6	27.4	17.9	6.8	94.2
	Not in paid work	356.0	2.1	10.3	22.4	27.1	21.6	11.8	4.6	87.6
	Not stated (15%)	380.1	2.1	6.9	15.2	23.3	25.4	18.1	9.0	90.9
SA	Group 1	422.0	1.4	0.7	4.8	16.7	29.8	28.1	18.5	97.9
	Group 2	403.2	1.5	1.3	7.6	21.9	33.3	24.0	10.4	97.2
	Group 3	384.5	1.3	2.9	12.1	27.9	31.8	17.9	6.2	95.9
	Group 4	369.4	2.9	4.7	18.1	29.0	26.9	14.2	4.2	92.4
	Not in paid work	356.2	6.1	7.7	21.4	29.2	21.9	10.8	2.8	86.1
	Not stated (15%)	364.1	4.6	7.9	18.8	26.5	24.2	13.1	4.8	87.5

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 Numeracy

Table 3.N9 (cont.): Achievement of Year 3 Students in Numeracy, by Parental Occupation, by State and Territory, 2018.

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	431.9	0.8	0.8	4.1	13.6	27.7	28.4	24.5	98.3
	Group 2	411.6	1.3	1.1	6.7	18.9	31.2	27.2	13.7	97.7
	Group 3	399.9	1.2	1.5	8.8	22.6	33.0	22.8	10.2	97.3
	Group 4	375.3	1.9	3.7	15.7	28.6	30.4	14.3	5.4	94.4
	Not in paid work	358.8	4.9	6.2	22.5	28.8	24.9	9.2	3.5	89.0
	Not stated (16%)	394.9	2.5	3.0	12.2	23.8	28.4	17.2	13.0	94.5
ACT	Group 1	435.4	1.2	0.4	2.9	12.0	26.9	31.9	24.8	98.4
	Group 2	421.6	1.0	0.7	4.5	15.5	32.5	28.7	17.0	98.3
	Group 3	404.6	1.4	0.8	8.5	20.0	33.4	25.2	10.8	97.8
	Group 4	384.3	1.9	4.3	13.3	25.4	29.7	17.8	7.7	93.8
	Not in paid work	375.6	5.6	4.1	17.1	25.5	25.4	16.0	6.3	90.2
	Not stated (12%)	406.7	2.8	2.6	9.0	18.2	28.4	24.7	14.4	94.6
NT	Group 1	404.5	1.3	2.6	10.4	19.9	26.5	24.7	14.6	96.1
	Group 2	387.9	2.2	2.4	12.0	27.8	28.6	19.8	7.3	95.4
	Group 3	361.7	0.7	8.3	17.7	27.8	30.9	12.0	2.6	91.0
	Group 4	314.1	1.6	28.0	24.0	22.2	16.7	5.7	1.8	70.4
	Not in paid work	270.0	1.6	46.3	27.2	16.9	6.3	1.3	0.5	52.2
	Not stated (21%)	299.3	0.6	36.7	21.2	20.3	12.2	6.3	2.8	62.7
Aust	Group 1	439.2	0.9	0.5	3.3	12.2	25.6	30.1	27.4	98.6
	Group 2	419.9	1.1	0.9	5.6	17.3	29.7	27.2	18.2	98.0
	Group 3	397.3	1.4	2.0	10.0	23.8	31.0	21.5	10.4	96.6
	Group 4	380.5	2.3	3.9	14.8	27.0	28.1	16.7	7.1	93.8
	Not in paid work	362.5	5.1	7.6	19.9	27.6	23.0	11.8	5.1	87.3
	Not stated (9%)	381.7	2.8	6.2	14.8	23.7	25.4	17.3	9.8	91.0

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 3 Participation

Table 3.P1: Year 3 Student Participation in Assessment, by State and Territory, 2018.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number Participation Rate (%)	96439 96.8	96079 96.4	96480 96.8	96480 96.8	96008 96.4
Vic	Number Participation Rate (%)	74257 94.5	74120 94.3	74271 94.5	74271 94.5	74096 94.3
Qld	Number Participation Rate (%)	63698 92.8	63463 92.5	63706 92.8	63706 92.8	63404 92.4
WA	Number Participation Rate (%)	32756 95.2	32630 94.9	32787 95.3	32787 95.3	32610 94.8
SA	Number Participation Rate (%)	19411 92.8	19313 92.0	19426 92.8	19426 92.8	19338 92.4
Tas	Number Participation Rate (%)	6310 94.4	6293 94.2	6298 94.3	6298 94.3	6276 93.9
ACT	Number Participation Rate (%)	5502 94.6	5443 93.9	5482 94.2	5482 94.2	5477 94.2
NT	Number Participation Rate (%)	3005 86.0	3039 87.0	3049 87.3	3049 87.3	2967 84.9
Aust	Number Participation Rate (%)	301378 94.7	300380 94.4	301499 94.8	301499 94.8	300176 94.3

[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, 2018.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	Indigenous	5451	93.6	5406	92.7	5453	93.7	5453	93.7	5382	92.4
	Non-Indig.	88790	97.0	88497	96.7	88824	97.1	88824	97.1	88443	96.7
Vic	Indigenous	1275	88.4	1269	88.0	1270	88.1	1270	88.1	1271	88.1
	Non-Indig.	72571	94.7	72452	94.5	72600	94.7	72600	94.7	72413	94.5
Qld	Indigenous	4744	86.9	4732	86.7	4759	87.2	4759	87.2	4669	85.6
	Non-Indig.	57303	93.6	57094	93.3	57305	93.6	57305	93.6	57103	93.3
WA	Indigenous	1865	84.4	1855	83.9	1874	84.8	1874	84.8	1819	82.3
	Non-Indig.	29701	96.2	29612	95.9	29726	96.3	29726	96.3	29615	96.0
SA	Indigenous	825	83.6	816	82.6	821	83.2	821	83.2	804	81.5
	Non-Indig.	18224	93.3	18139	92.5	18242	93.4	18242	93.4	18172	93.0
Tas	Indigenous	597	93.9	601	94.5	596	93.7	596	93.7	592	93.1
	Non-Indig.	5408	95.8	5392	95.5	5400	95.6	5400	95.6	5384	95.4
ACT	Indigenous	149	84.7	139	79.0	148	84.1	148	84.1	149	84.7
	Non-Indig.	5225	94.8	5179	94.3	5207	94.5	5207	94.5	5201	94.4
NT	Indigenous	1073	74.1	1105	76.3	1110	76.7	1110	76.7	1040	71.8
	Non-Indig.	1924	94.5	1926	94.6	1931	94.8	1931	94.8	1919	94.2
Aust	Indigenous	15979	87.9	15923	87.6	16031	88.2	16031	88.2	15726	86.5
	Non-Indig.	279146	95.3	278291	95.0	279235	95.3	279235	95.3	278250	95.0

[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, 2018.

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	1.6	1.6	1.6	2.1	1.5	1.7	1.6	1.5	1.7	1.6	1.5	1.6	2.1	1.5
Vic	2.6	2.6	2.9	2.7	2.7	3.0	2.6	2.6	2.9	2.6	2.6	2.9	2.6	3.0	2.7
Qld	1.2	2.1	5.1	1.1	2.3	5.2	1.1	2.1	5.1	1.1	2.1	5.1	1.1	2.8	4.9
WA	1.2	2.6	2.2	1.2	3.0	2.2	1.2	2.5	2.2	1.2	2.5	2.2	1.2	3.1	2.1
SA	2.5	3.0	4.2	2.3	4.0	4.0	2.5	3.0	4.2	2.5	3.0	4.2	2.4	3.7	3.9
Tas	1.8	2.8	2.7	1.8	3.2	2.7	1.8	3.0	2.7	1.8	3.0	2.7	1.7	3.4	2.6
ACT	1.6	1.4	4.0	1.6	2.0	4.1	1.6	1.8	4.0	1.6	1.8	4.0	1.5	2.3	3.6
NT	1.3	11.3	2.7	1.3	10.2	2.7	1.3	10.0	2.7	1.3	10.0	2.7	1.2	12.3	2.7
Aust	1.8	2.3	3.0	1.8	2.6	3.0	1.8	2.3	3.0	1.8	2.3	3.0	1.7	2.8	2.8

[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, 2018.

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	3.0	3.8	2.6	2.9	5.0	2.3	3.0	3.8	2.5	3.0	3.8	2.5	3.0	5.1	2.5
	Non-Indigenous	1.5	1.5	1.5	1.5	1.9	1.4	1.5	1.5	1.4	1.5	1.5	1.4	1.5	1.9	1.4
Vic	Indigenous	5.8	5.3	6.3	5.9	5.8	6.2	5.8	5.8	6.1	5.8	5.8	6.1	5.7	5.8	6.0
	Non-Indigenous	2.5	2.5	2.8	2.5	2.6	2.8	2.5	2.5	2.7	2.5	2.5	2.7	2.4	3.0	2.5
Qld	Indigenous	1.8	5.3	7.8	1.8	5.6	7.7	1.8	5.2	7.6	1.8	5.2	7.6	1.8	7.1	7.4
	Non-Indigenous	1.1	1.7	4.7	1.0	1.9	4.8	1.0	1.7	4.6	1.0	1.7	4.6	1.0	2.3	4.4
WA	Indigenous	1.8	13.3	2.4	1.8	13.8	2.3	1.8	12.9	2.3	1.8	12.9	2.3	1.8	15.3	2.4
	Non-Indigenous	1.1	1.7	2.0	1.1	2.0	2.1	1.1	1.7	2.0	1.1	1.7	2.0	1.1	2.1	1.9
SA	Indigenous	4.1	9.6	6.8	3.9	11.2	6.2	4.1	10.1	6.7	4.1	10.1	6.7	3.9	11.7	6.9
	Non-Indigenous	2.4	2.6	4.1	2.2	3.6	3.9	2.4	2.6	4.0	2.4	2.6	4.0	2.3	3.2	3.7
Tas	Indigenous	1.9	4.6	1.6	1.9	3.9	1.6	1.9	4.7	1.6	1.9	4.7	1.6	1.9	5.5	1.4
	Non-Indigenous	1.7	2.7	1.5	1.7	3.1	1.4	1.7	2.9	1.5	1.7	2.9	1.5	1.7	3.3	1.4
ACT	Indigenous	5.7	2.8	12.5	5.7	8.5	12.5	5.7	4.0	11.9	5.7	4.0	11.9	5.7	4.5	10.8
	Non-Indigenous	1.5	1.4	3.8	1.5	1.8	3.9	1.5	1.7	3.8	1.5	1.7	3.8	1.5	2.2	3.4
NT	Indigenous	1.4	24.0	1.9	1.2	21.8	1.9	1.4	21.5	1.9	1.4	21.5	1.9	1.2	26.2	1.9
	Non-Indigenous	1.3	2.2	3.3	1.3	2.1	3.3	1.3	1.9	3.3	1.3	1.9	3.3	1.2	2.5	3.3
Aust	Indigenous	2.6	7.5	4.6	2.6	8.0	4.5	2.6	7.3	4.5	2.6	7.3	4.5	2.6	9.0	4.5
	Non-Indigenous	1.7	1.9	2.8	1.7	2.2	2.8	1.7	1.9	2.7	1.7	1.9	2.7	1.6	2.4	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, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	436.7	446.7	429.9	422.6	418.0	426.2	450.0	337.2	433.8
NSW	436.7		■	■	■	△	■	■	▲	■
Vic	446.7	■		△	△	△	△	■	▲	■
Qld	429.9	■	▽		■	■	■	▽	▲	■
WA	422.6	■	▽	■		■	■	▽	▲	■
SA	418.0	▽	▽	■	■		■	▽	▲	■
Tas	426.2	■	▽	■	■	■		▽	▲	■
ACT	450.0	■	■	△	△	△	△		▲	■
NT	337.2	▽	▽	▽	▽	▽	▽	▽		▽
Aust	433.8	■	■	■	■	■	■	■	▲	

Table 3.CW: Comparative Achievement of Year 3 Students in Writing, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	413.9	421.6	397.7	400.1	383.1	393.9	410.1	313.9	407.1
NSW	413.9		■	△	△	△	△	■	▲	■
Vic	421.6	■		△	△	▲	△	■	▲	△
Qld	397.7	▽	▽		■	△	■	■	▲	■
WA	400.1	▽	▽	■		△	■	■	▲	■
SA	383.1	▽	▽	▽	▽		■	▽	▲	▽
Tas	393.9	▽	▽	■	■	■		▽	▲	■
ACT	410.1	■	■	■	■	△	△		▲	■
NT	313.9	▽	▽	▽	▽	▽	▽	▽		▽
Aust	407.1	■	▽	■	■	△	■	■	▲	

Table 3.CS: Comparative Achievement of Year 3 Students in Spelling, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	426.5	424.7	410.8	410.3	405.9	398.0	414.5	322.4	417.6
NSW	426.5		■	■	■	△	△	■	▲	■
Vic	424.7	■		■	■	△	△	■	▲	■
Qld	410.8	■	■		■	■	■	■	▲	■
WA	410.3	■	■	■		■	■	■	▲	■
SA	405.9	▽	▽	■	■		■	■	▲	■
Tas	398.0	▽	▽	■	■	■		▽	▲	▽
ACT	414.5	■	■	■	■	■	△		▲	■
NT	322.4	▽	▽	▽	▽	▽	▽	▽		▽
Aust	417.6	■	■	■	■	■	△	■	▲	

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, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	438.4	439.9	429.4	424.5	414.7	409.9	440.1	310.9	431.8
NSW	438.4		■	■	■	△	△	■	▲	■
Vic	439.9	■		■	■	△	△	■	▲	■
Qld	429.4	■	■		■	■	△	■	▲	■
WA	424.5	■	■	■		■	■	■	▲	■
SA	414.7	▽	▽	■	■		■	▽	▲	■
Tas	409.9	▽	▽	▽	■	■		▽	▲	▽
ACT	440.1	■	■	■	■	△	△		▲	■
NT	310.9	▽	▽	▽	▽	▽	▽	▽		▽
Aust	431.8	■	■	■	■	■	△	■	▲	

Table 3.CN: Comparative Achievement of Year 3 Students in Numeracy, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	412.5	418.3	399.2	402.7	391.2	402.0	419.9	341.1	407.7
NSW	412.5		■	■	■	△	■	■	▲	■
Vic	418.3	■		△	△	△	△	■	▲	■
Qld	399.2	■	▽		■	■	■	▽	▲	■
WA	402.7	■	▽	■		■	■	▽	▲	■
SA	391.2	▽	▽	■	■		■	▽	▲	▽
Tas	402.0	■	▽	■	■	■		▽	▲	■
ACT	419.9	■	■	△	△	△	△		▲	■
NT	341.1	▽	▽	▽	▽	▽	▽	▽		▽
Aust	407.7	■	■	■	■	△	■	■	▲	

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 Victoria is above and statistically significantly different from the national mean scale score in writing.
- 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 scores for Tasmania are below and statistically significantly different from the national mean scale scores in spelling, and grammar and punctuation.
- 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 noted above, 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. v). 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 achievement score means and standard deviations, but they are included below the national minimum standard when 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 94% and 96% of students scored 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 65% and 79% of students achieved at or above the national minimum standard in all domains. In all other jurisdictions and in all domains, at least 91% of students achieved at or above the national minimum standard.

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 13 score points in spelling to 25 score points in writing.

In numeracy, the pattern is quite different. For Australia overall and in all jurisdictions, the mean scale scores for male students are close to the mean scale scores for female students.

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 reading, writing, spelling, and grammar and punctuation, higher percentages of female students achieved at or above the national minimum standard compared to male students, with differences between one and four percentage points.

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 71 score points in numeracy to 90 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 and the 50th percentile scores 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 77% of Indigenous students achieved at or above the national minimum standard, compared to more than 95% of non-Indigenous students. Differences between Indigenous and non-Indigenous students were smallest in Tasmania, ranging from a difference of four percentage points in numeracy to a difference of nine percentage points in spelling.

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, the mean scale score for LBOTE students is higher than the mean scale score for non-LBOTE students in spelling, a difference of 31 score points. In reading, the mean scale score for LBOTE students is close to the mean scale score for non-LBOTE students.

Within jurisdictions, differences between these two groups of students are similar to the national differences, except for the Northern Territory. In 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.

Geolocation

Since 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; in the ACT, there are no schools in the outer regional, remote or very remote geolocations; and in the Northern Territory, there are no schools in the major cities or inner regional geolocations. 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.

NAPLAN Year 3 Commentary

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students attending schools in the 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 in all domains, ranging from eight score points in spelling to 12 score points in reading.

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 geolocations and students attending schools in outer regional geolocations in all domains. In Tasmania, there is little difference between mean scale scores for students attending schools in outer regional geolocations and students attending schools in remote geolocations in most domains.

The distributions of students in achievement bands follow a pattern similar to the pattern for mean scale scores. For Australia overall in all domains, 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 as noted 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 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 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 in all domains, 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 scores and greatest percentages of students at or above the national minimum standard; those attending schools in inner regional geolocations achieved results similar to those attending schools in outer regional geolocations; and those attending schools in remote geolocations achieved results similar to those attending schools in very remote geolocations.

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 2% in Victoria to 15% in the Northern Territory. For Australia overall, there is no information on parental education for 5% 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 for 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 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 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 21% in the Northern Territory. For Australia overall, there is no information on parental occupation for 9% 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 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 Groups 1 and 2 most frequently achieved at or above the national minimum standard (between 96% and 99% across the five domains), with differences of less than one percentage point between Group 1 and Group 2. Among students whose parents are not in paid work, the percentage who achieved at or above the national minimum standard is lowest in spelling (84%) and highest in numeracy (87%).

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 94.3% in numeracy to 94.7% in reading, spelling, and grammar and punctuation. Among the eight jurisdictions, New South Wales has the highest participation rate (96.4% to 96.8% across domains) and the Northern Territory the lowest (84.9% to 87.3% across domains). Participation rates are lower among Indigenous students, ranging nationally from 86.4% in numeracy to 87.8% in spelling, and 87.5% grammar and punctuation.

For Australia overall, 1.7% of students were granted exemptions for the numeracy assessment and 1.8% of students for reading, writing, spelling, and grammar and punctuation. Exemptions were granted to 2.6% of Indigenous students and 1.6% to 1.7% of non-Indigenous students. The highest proportions of exemptions across all domains and jurisdictions were granted in Victoria (2.6% to 2.7% overall, and 5.7% to 5.9% for Indigenous students). The lowest proportions of exemptions were granted in Queensland (1.1% to 1.2%), Western Australia (1.2%) and the Northern Territory (1.2% to 1.3%). In Tasmania and the Northern Territory, there was little difference between Indigenous and non-Indigenous students in the proportion of students granted exemptions.

For Australia overall, withdrawal rates (2.6% to 3.0%) were higher than absence rates (2.4% to 2.7%) for reading, writing, spelling, and grammar and punctuation. For numeracy, the withdrawal rate was 2.8% and the absence rate was 2.8%. In most jurisdictions and for Australia overall, the absence rate was higher for numeracy than for the other domains.

2018 Results

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Figure 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	510.6 (74.9)	519.9 (70.3)	506.1 (74.4)	502.6 (74.4)	497.8 (72.6)	497.1 (80.4)	527.0 (64.9)	431.1 (125.5)	509.3 (75.0)

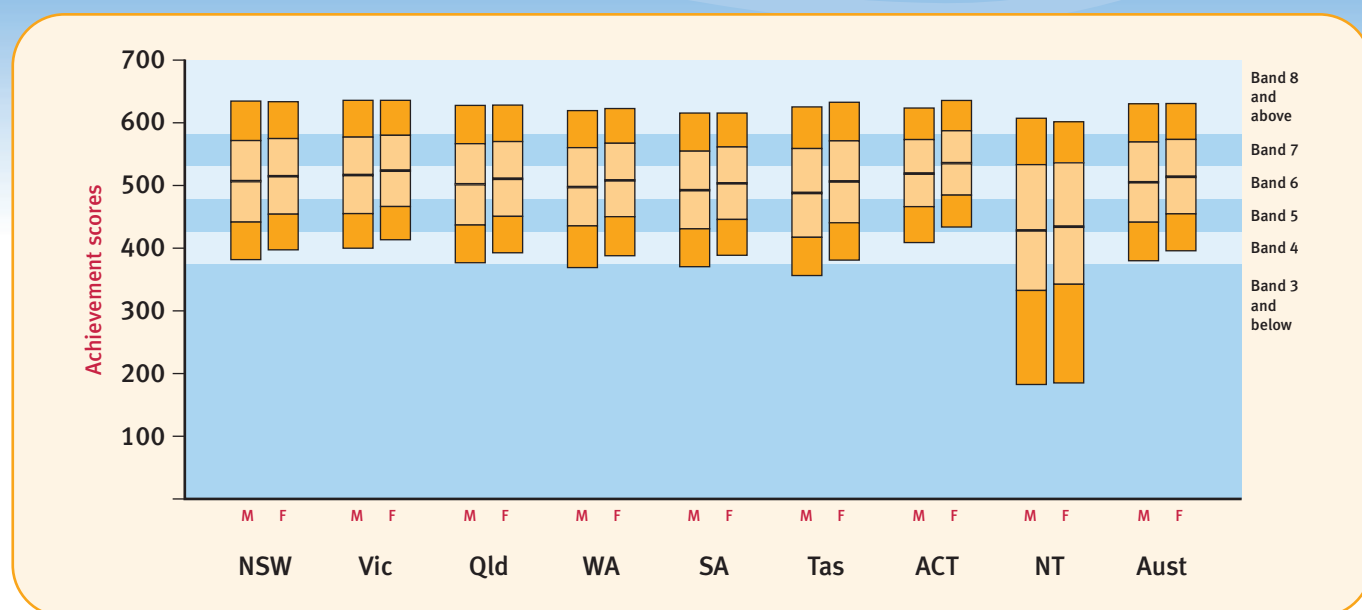
Table 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2018.

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	97.2	1.7	1.1	1.5	3.2	9.5	20.0	26.7	22.4	16.6	95.3
Vic	10yrs 9mths 5yrs 4mths	95.1	2.5	2.4	2.5	1.7	7.0	18.4	27.4	24.8	18.2	95.8
Qld	10yrs 5mths 5yrs 4mths	93.4	2.2	4.4	1.2	3.7	10.2	20.7	27.1	22.1	15.0	95.1
WA	10yrs 5mths 5yrs 4mths	96.2	2.3	1.5	1.1	4.5	9.9	20.9	28.1	22.0	13.5	94.3
SA	10yrs 7mths 5yrs 4mths	94.1	3.0	2.9	2.6	4.3	11.0	22.4	27.8	20.3	11.7	93.1
Tas	10yrs 11mths 5yrs 4mths	93.9	3.7	2.5	1.6	5.9	13.2	21.5	24.3	19.0	14.6	92.6
ACT	10yrs 7mths 5yrs 4mths	95.8	1.3	2.9	1.4	1.4	4.4	15.0	29.3	29.4	19.1	97.2
NT	10yrs 6mths 5yrs 4mths	88.0	10.1	1.9	1.2	27.4	14.4	18.4	17.5	13.0	8.2	71.4
Aust	10yrs 7mths 5yrs 4mths	95.3	2.3	2.4	1.7	3.4	9.2	19.9	27.1	22.7	15.9	94.9

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

NAPLAN Year 5 Reading

Figure 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	506.8 (77.2)	516.5 (72.1)	501.9 (76.7)	497.3 (76.3)	492.4 (75.0)	487.9 (82.7)	518.8 (66.3)	428.2 (126.6)	505.1 (77.1)
Female Mean scale score / (S.D.)	514.7 (72.1)	523.5 (68.1)	510.5 (71.7)	508.1 (71.9)	503.4 (69.6)	506.3 (76.9)	535.5 (62.2)	434.1 (124.3)	513.7 (72.4)

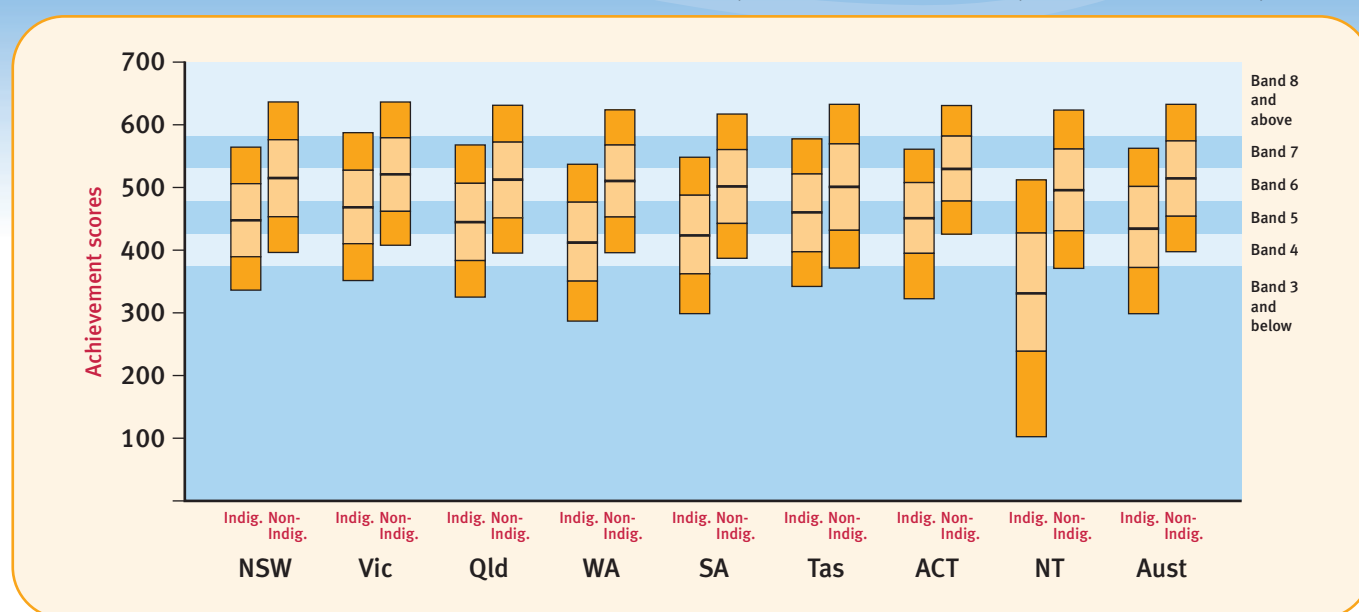
Table 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2018.

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	2.0	3.9	10.5	20.5	25.9	21.1	16.2	94.1
	Female	1.0	2.4	8.3	19.6	27.7	23.9	17.1	96.6
Vic	Male	3.3	2.0	8.0	19.1	26.5	23.5	17.6	94.7
	Female	1.7	1.3	5.9	17.7	28.4	26.2	18.9	97.0
Qld	Male	1.6	4.6	11.3	21.3	25.7	21.0	14.5	93.8
	Female	0.8	2.9	8.9	20.0	28.5	23.3	15.6	96.4
WA	Male	1.4	5.5	11.0	21.7	27.3	20.5	12.6	93.0
	Female	0.8	3.5	8.6	20.0	29.1	23.6	14.4	95.7
SA	Male	3.3	5.3	12.2	23.2	26.6	18.4	11.0	91.4
	Female	1.8	3.2	9.7	21.5	29.0	22.2	12.4	94.9
Tas	Male	2.1	7.7	15.0	22.5	22.7	16.9	13.0	90.2
	Female	1.0	4.0	11.2	20.5	25.9	21.1	16.3	95.0
ACT	Male	1.6	2.0	5.8	17.1	30.2	27.2	16.1	96.4
	Female	1.1	0.8	3.1	12.8	28.4	31.6	22.2	98.1
NT	Male	1.6	28.6	14.8	17.6	16.8	12.0	8.5	69.7
	Female	0.6	26.1	13.9	19.2	18.2	14.0	7.9	73.2
Aust	Male	2.2	4.2	10.3	20.6	26.1	21.4	15.3	93.6
	Female	1.1	2.7	8.0	19.3	28.2	24.2	16.6	96.2

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

NAPLAN Year 5 Reading

Figure 5.R3: Achievement of Year 5 Students in Reading, by Indigenous Status, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	447.6 (70.1)	468.3 (72.0)	444.6 (74.3)	411.9 (77.2)	423.4 (77.4)	460.2 (72.2)	450.9 (72.2)	331.0 (119.6)	434.1 (84.3)
Non-Indigenous Mean scale score / (S.D.)	514.9 (73.2)	520.9 (69.9)	512.3 (71.7)	510.2 (69.3)	501.5 (70.4)	500.8 (80.4)	529.4 (63.2)	495.6 (77.8)	514.4 (71.7)

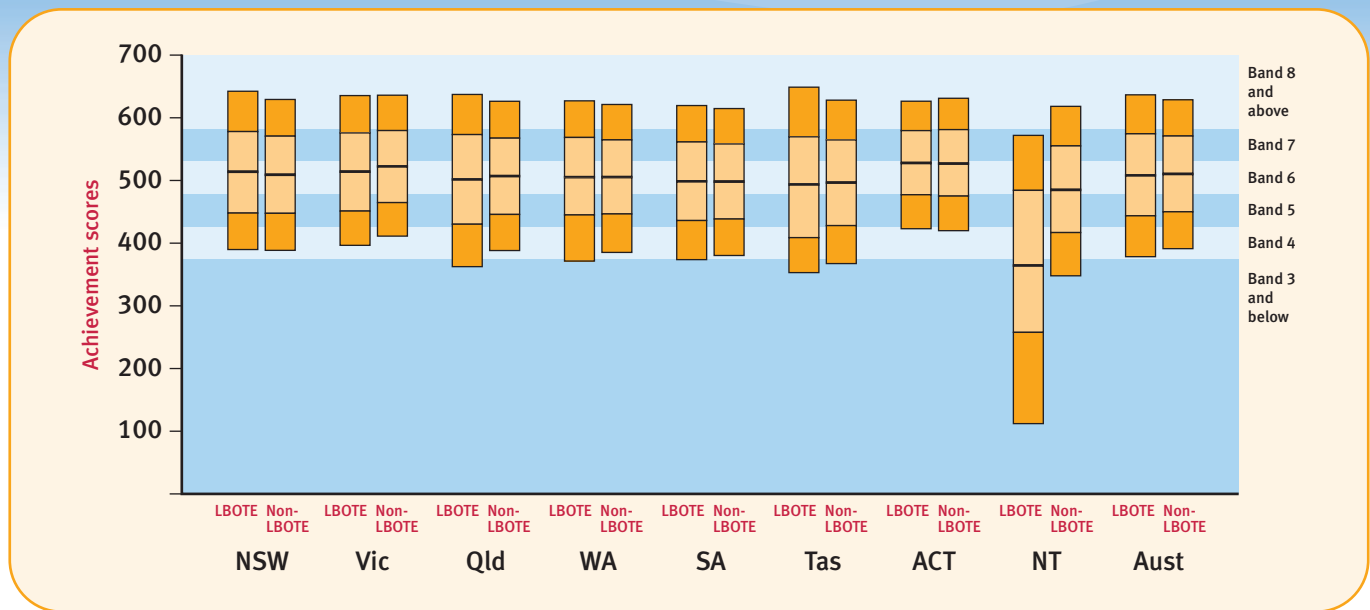
Table 5.R3: Achievement of Year 5 Students in Reading, by Indigenous Status, by State and Territory, 2018.

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	2.9	13.6	23.7	28.2	19.9	8.9	2.9	83.5
	Non-Indigenous	1.4	2.5	8.5	19.5	27.2	23.4	17.6	96.1
Vic	Indigenous	7.1	8.3	16.7	26.5	23.8	11.9	5.6	84.5
	Non-Indigenous	2.3	1.6	6.8	18.2	27.5	25.1	18.5	96.1
Qld	Indigenous	2.0	16.2	23.2	26.9	19.4	8.9	3.3	81.8
	Non-Indigenous	1.1	2.5	8.8	20.0	27.8	23.5	16.3	96.4
WA	Indigenous	1.4	29.9	27.0	22.6	13.1	5.0	1.1	68.7
	Non-Indigenous	1.1	2.5	8.3	20.5	29.4	23.6	14.6	96.4
SA	Indigenous	4.3	23.6	25.3	24.3	14.8	5.8	1.8	72.1
	Non-Indigenous	2.4	3.3	10.3	22.2	28.4	21.0	12.2	94.2
Tas	Indigenous	1.4	11.8	19.8	26.9	23.8	12.0	4.3	86.8
	Non-Indigenous	1.5	5.3	12.6	20.9	24.3	19.7	15.7	93.2
ACT	Indigenous	6.1	13.3	17.0	27.0	26.3	7.8	2.5	80.6
	Non-Indigenous	1.2	1.0	4.0	14.6	29.4	30.0	19.7	97.7
NT	Indigenous	1.8	61.3	17.0	10.7	5.9	2.7	0.7	36.9
	Non-Indigenous	0.7	5.3	12.7	23.5	25.0	19.6	13.2	94.0
Aust	Indigenous	2.7	20.0	22.8	25.4	18.1	8.1	2.8	77.2
	Non-Indigenous	1.6	2.4	8.2	19.5	27.7	23.7	16.8	96.0

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

NAPLAN Year 5 Reading

Figure 5.R4: Achievement of Year 5 Students in Reading, by LBOTE Status, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	513.8 (76.8)	514.0 (73.3)	501.6 (84.1)	505.2 (78.4)	498.6 (76.0)	493.6 (90.7)	527.8 (62.7)	364.3 (136.4)	508.1 (81.1)
Non-LBOTE Mean scale score / (S.D.)	509.0 (73.6)	522.4 (68.8)	506.9 (72.5)	505.3 (72.0)	498.1 (71.9)	496.5 (79.8)	526.8 (65.5)	484.9 (83.2)	510.3 (72.5)

Table 5.R4: Achievement of Year 5 Students in Reading, by LBOTE Status, by State and Territory, 2018.

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	3.0	9.5	19.6	25.5	22.2	18.3	95.1
	Non-LBOTE	1.3	3.2	9.4	20.3	27.4	22.6	15.7	95.5
Vic	LBOTE	3.3	2.3	8.8	19.9	26.0	22.6	17.1	94.4
	Non-LBOTE	2.1	1.4	6.2	17.8	28.1	25.8	18.7	96.5
Qld	LBOTE	1.6	6.5	11.9	19.4	23.6	20.3	16.7	91.9
	Non-LBOTE	1.1	3.2	9.8	20.9	27.7	22.5	14.7	95.6
WA	LBOTE	1.5	5.2	8.9	19.3	27.5	22.4	15.1	93.3
	Non-LBOTE	1.0	3.7	9.4	20.7	28.7	22.8	13.6	95.3
SA	LBOTE	4.9	4.8	10.8	20.9	26.2	20.3	12.2	90.3
	Non-LBOTE	2.1	4.1	11.1	22.5	28.1	20.4	11.7	93.8
Tas	LBOTE	4.4	8.0	16.2	18.1	19.5	17.9	15.9	87.6
	Non-LBOTE	1.4	5.8	13.2	21.8	24.5	18.9	14.4	92.7
ACT	LBOTE	2.9	1.1	4.2	14.4	28.7	30.4	18.2	96.0
	Non-LBOTE	0.8	1.5	4.5	15.2	29.6	29.0	19.4	97.6
NT	LBOTE	1.7	50.3	14.4	12.5	10.1	7.0	3.9	48.0
	Non-LBOTE	0.7	8.8	14.3	23.2	23.6	17.7	11.7	90.5
Aust	LBOTE	2.4	4.4	9.6	19.4	25.4	21.9	16.9	93.2
	Non-LBOTE	1.5	3.0	8.9	20.0	27.7	23.2	15.7	95.5

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

NAPLAN Year 5 Reading

Table 5.R5: Achievement of Year 5 Students in Reading, by Geolocation, by State and Territory, 2018.

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	517.5	1.6	2.6	8.3	18.7	26.4	23.6	18.9	95.9
	Inner Regional	494.5	1.4	4.3	12.1	23.6	28.1	19.9	10.7	94.3
	Outer Regional	481.9	1.2	6.3	15.1	25.7	27.1	16.6	7.9	92.5
	Remote	458.4	2.7	15.2	18.4	22.9	22.2	12.8	5.8	82.1
	Very Remote	430.1	2.3	24.1	27.7	20.9	14.0	6.3	4.8	73.7
Vic	Major Cities	523.2	2.5	1.6	6.6	17.6	26.9	25.3	19.6	95.9
	Inner Regional	510.4	2.3	2.0	8.0	20.9	29.4	23.4	14.1	95.8
	Outer Regional	507.3	2.6	2.5	8.7	21.5	28.1	23.3	13.2	94.9
	Remote	490.9	0.0	0.4	11.5	33.6	28.1	21.7	4.7	99.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	514.7	1.2	2.6	8.5	19.2	27.1	23.9	17.5	96.3
	Inner Regional	498.7	1.2	3.7	11.6	22.8	28.1	20.8	11.9	95.1
	Outer Regional	491.2	1.3	5.5	13.2	23.6	26.9	18.8	10.8	93.2
	Remote	471.5	1.8	12.3	15.4	21.9	25.4	15.7	7.5	85.9
	Very Remote	419.4	0.8	31.0	24.2	18.9	14.1	7.1	3.9	68.2
WA	Major Cities	510.8	1.3	2.9	8.5	19.9	28.6	23.6	15.3	95.9
	Inner Regional	492.1	0.8	4.4	11.8	25.0	29.3	19.3	9.4	94.8
	Outer Regional	482.6	0.8	7.2	14.1	24.6	27.7	17.4	8.1	92.0
	Remote	468.3	0.5	12.6	16.7	22.7	24.9	16.0	6.6	86.9
	Very Remote	407.1	0.3	37.9	20.7	16.6	14.6	7.3	2.7	61.9
SA	Major Cities	504.0	2.8	3.5	9.8	21.4	27.6	21.6	13.3	93.7
	Inner Regional	491.8	1.6	4.3	11.9	24.3	29.8	19.0	9.0	94.0
	Outer Regional	474.7	2.6	7.0	16.3	26.6	27.3	14.8	5.4	90.4
	Remote	488.0	0.9	5.2	14.0	23.7	29.0	18.0	9.2	93.9
	Very Remote	418.8	1.3	35.8	18.9	13.0	15.2	9.1	6.7	62.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	503.8	1.6	5.4	12.0	19.9	24.1	19.9	17.2	93.1
	Outer Regional	481.6	1.5	7.1	15.8	25.1	24.9	16.9	8.7	91.4
	Remote	480.0	2.5	6.2	14.1	27.9	25.2	17.0	7.2	91.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	527.2	1.3	1.4	4.4	15.0	29.3	29.4	19.1	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	482.2	1.1	8.6	15.0	24.1	23.2	17.0	10.9	90.3
	Remote	447.1	0.5	25.3	16.0	17.3	17.7	14.6	8.7	74.2
	Very Remote	299.7	1.9	72.4	11.8	6.0	4.0	2.3	1.6	25.7
Aust	Major Cities	517.0	1.8	2.4	7.9	18.7	27.1	24.1	18.0	95.8
	Inner Regional	500.1	1.5	3.6	10.9	22.5	28.3	20.9	12.2	94.8
	Outer Regional	487.6	1.5	5.9	13.7	24.3	26.8	18.1	9.7	92.6
	Remote	467.9	1.1	13.5	16.0	22.1	24.2	15.8	7.4	85.4
	Very Remote	380.8	1.1	45.2	19.3	14.2	11.2	6.0	3.1	53.7

[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, 2018.

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	458.4	3.3	10.4	20.9	28.2	22.5	10.6	4.0	86.2
	Inner Regional	445.5	2.4	13.6	24.9	28.9	18.9	8.8	2.5	83.9
	Outer Regional	432.5	2.3	18.2	27.2	28.4	17.1	5.5	1.3	79.5
	Remote	412.5	4.7	28.8	28.0	21.2	11.8	4.7	0.8	66.5
	Very Remote	388.3	2.6	38.2	36.6	16.3	5.3	0.8	0.3	59.2
Vic	Major Cities	476.4	6.2	6.7	14.9	27.1	23.8	14.1	7.3	87.1
	Inner Regional	462.6	8.1	8.8	18.1	26.6	24.0	10.2	4.1	83.1
	Outer Regional	459.4	7.7	11.5	18.6	24.4	23.2	10.1	4.4	80.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	462.4	2.4	9.7	20.4	28.1	22.6	11.9	5.0	87.9
	Inner Regional	460.4	1.6	9.2	20.9	30.1	23.3	11.1	3.8	89.2
	Outer Regional	439.2	2.0	16.6	25.6	28.0	18.3	7.0	2.6	81.4
	Remote	408.9	4.4	32.5	26.0	19.0	12.8	4.8	0.5	63.1
	Very Remote	380.3	1.0	46.4	29.3	14.5	6.1	2.2	0.6	52.7
WA	Major Cities	434.9	1.9	18.5	25.8	28.0	17.2	6.6	1.8	79.5
	Inner Regional	433.1	1.1	17.2	29.9	26.8	17.3	6.9	0.8	81.7
	Outer Regional	419.0	0.6	26.9	27.6	23.8	14.6	5.8	0.8	72.5
	Remote	400.4	2.1	34.0	30.6	20.4	9.2	3.1	0.6	63.9
	Very Remote	359.7	0.5	58.0	24.5	10.3	4.9	1.5	0.2	41.5
SA	Major Cities	432.8	3.6	18.6	24.9	27.2	17.3	6.2	2.1	77.7
	Inner Regional	437.7	6.5	19.1	21.7	25.2	17.4	7.5	2.6	74.4
	Outer Regional	420.6	6.6	24.3	27.8	22.4	12.1	5.3	1.5	69.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	345.7	0.0	63.0	26.8	8.2	1.4	0.3	0.3	37.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	459.2	1.6	10.9	21.3	26.9	24.7	10.1	4.5	87.5
	Outer Regional	460.9	1.2	12.7	18.0	27.8	22.7	13.6	4.0	86.1
	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	453.2	5.7	12.6	16.2	27.7	27.2	8.1	2.6	81.8
	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	425.0	2.6	24.3	24.3	23.9	15.4	7.7	1.8	73.1
	Remote	364.9	0.4	55.9	22.9	11.0	6.1	2.8	0.9	43.7
	Very Remote	276.7	2.0	79.9	11.6	4.5	1.6	0.3	0.1	18.1
Aust	Major Cities	455.7	3.2	11.7	21.1	28.0	21.6	10.3	4.1	85.1
	Inner Regional	451.9	2.8	11.9	22.9	28.6	21.0	9.6	3.1	85.3
	Outer Regional	435.9	2.6	18.5	25.3	26.8	17.6	7.1	2.2	78.9
	Remote	397.4	2.5	37.5	26.8	18.2	10.2	4.1	0.7	60.0
	Very Remote	332.9	1.3	62.9	21.2	9.3	3.8	1.2	0.3	35.8

[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, 2018.

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	1.5	2.2	7.7	18.3	26.5	24.2	19.6	96.3
	Inner Regional	500.9	1.3	3.1	10.4	22.9	29.4	21.4	11.7	95.7
	Outer Regional	492.6	0.9	3.8	12.5	25.0	29.3	19.1	9.4	95.3
	Remote	487.8	1.4	6.2	12.4	23.8	28.9	18.1	9.2	92.4
	Very Remote	489.8	2.0	5.6	13.6	26.0	25.6	14.8	12.4	92.4
Vic	Major Cities	523.8	2.4	1.5	6.5	17.4	26.9	25.5	19.8	96.1
	Inner Regional	512.1	2.0	1.7	7.7	20.6	29.7	23.8	14.5	96.3
	Outer Regional	510.8	2.2	1.8	8.0	21.3	28.5	24.3	13.9	96.0
	Remote	491.5	0.0	0.4	11.7	32.6	28.3	22.2	4.8	99.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	517.5	1.1	2.2	7.9	18.7	27.3	24.5	18.2	96.7
	Inner Regional	503.5	1.1	3.0	10.4	21.8	28.7	22.0	12.9	95.9
	Outer Regional	502.5	1.1	3.1	10.5	22.5	28.7	21.3	12.7	95.7
	Remote	498.2	0.9	3.3	10.9	23.0	30.7	20.5	10.6	95.8
	Very Remote	487.7	0.7	4.9	14.5	25.9	28.2	16.0	10.0	94.5
WA	Major Cities	514.8	1.2	2.2	7.5	19.3	29.1	24.6	16.1	96.6
	Inner Regional	495.1	0.8	3.4	10.7	25.0	30.6	20.3	9.2	95.8
	Outer Regional	493.5	0.8	3.7	11.8	24.7	30.1	19.5	9.3	95.4
	Remote	494.9	0.0	4.1	10.9	23.4	31.5	21.1	9.0	95.9
	Very Remote	481.2	0.0	6.5	14.4	25.4	29.9	17.2	6.7	93.5
SA	Major Cities	506.5	2.7	3.0	9.3	21.1	28.0	22.2	13.8	94.3
	Inner Regional	493.7	1.4	3.9	11.5	24.2	30.2	19.5	9.2	94.7
	Outer Regional	480.9	2.0	4.9	15.0	27.1	29.0	15.9	6.0	93.1
	Remote	491.2	1.0	4.4	13.5	23.7	29.0	18.3	10.1	94.6
	Very Remote	494.5	2.5	8.1	10.9	18.2	29.1	18.0	13.2	89.4
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	507.4	1.6	4.9	11.4	19.3	23.9	20.6	18.3	93.5
	Outer Regional	484.9	1.4	6.3	15.5	24.6	25.1	17.5	9.6	92.3
	Remote	485.8	3.2	3.2	12.7	31.1	26.3	14.9	8.6	93.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	529.4	1.2	1.0	4.0	14.6	29.4	30.0	19.7	97.7
	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	494.0	0.7	5.3	13.0	24.2	24.9	18.9	12.9	93.9
	Remote	501.6	0.5	5.1	11.4	21.4	25.3	22.4	13.9	94.4
	Very Remote	499.0	1.2	6.7	11.7	19.3	25.5	20.5	15.2	92.1
Aust	Major Cities	519.2	1.7	2.0	7.4	18.4	27.3	24.7	18.6	96.3
	Inner Regional	504.5	1.4	2.9	9.8	21.9	29.0	22.0	13.0	95.7
	Outer Regional	496.9	1.3	3.7	11.6	23.7	28.4	20.1	11.0	95.0
	Remote	495.1	0.6	4.2	11.6	23.5	29.7	20.3	10.1	95.2
	Very Remote	487.3	0.7	6.0	13.9	24.3	28.0	17.2	9.8	93.3

[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, 2018.

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 4	Band 5	Band 6	Band 7	Band 8 and above
NSW	Bachelor	547.3	0.9	0.6	3.0	11.3	24.5	30.1	29.6	98.5
	Diploma	503.1	1.2	2.1	8.9	23.0	31.8	22.4	10.6	96.7
	Certificate	482.2	1.6	4.3	14.3	28.1	29.5	16.4	5.9	94.2
	Year 12	481.6	2.3	5.0	14.8	27.5	27.7	16.1	6.6	92.7
	Year 11	445.4	3.7	13.1	24.2	29.4	20.1	7.4	2.2	83.3
	Not stated (4%)	501.4	2.8	4.7	10.7	20.7	26.8	20.5	13.8	92.5
Vic	Bachelor	547.7	1.4	0.4	2.7	10.9	24.5	30.5	29.5	98.1
	Diploma	510.0	1.9	1.5	7.3	21.2	31.2	24.7	12.2	96.6
	Certificate	496.0	2.9	2.4	10.1	25.4	30.7	20.4	8.1	94.7
	Year 12	494.7	3.0	2.5	10.6	25.4	30.8	19.6	8.0	94.5
	Year 11	468.3	7.2	5.9	17.5	29.1	25.3	11.5	3.5	86.8
	Not stated (2%)	530.8	4.9	1.6	5.8	14.9	25.6	24.0	23.3	93.5
Qld	Bachelor	544.5	0.7	0.6	3.2	11.9	25.1	30.2	28.2	98.6
	Diploma	503.8	0.8	2.5	9.3	22.4	30.7	22.9	11.5	96.7
	Certificate	488.6	1.1	4.2	12.9	25.8	29.7	18.5	7.8	94.7
	Year 12	481.6	1.4	5.7	15.1	26.4	27.2	16.8	7.4	92.9
	Year 11	451.9	2.5	12.2	22.4	28.6	21.5	9.6	3.2	85.3
	Not stated (6%)	480.8	3.0	7.9	15.4	23.4	24.8	16.1	9.3	89.0
WA	Bachelor	540.5	0.8	0.7	3.3	12.0	26.7	31.1	25.4	98.4
	Diploma	503.8	0.9	2.0	8.0	22.9	33.1	23.2	9.8	97.1
	Certificate	485.9	1.1	4.1	12.1	27.1	31.9	18.0	5.8	94.8
	Year 12	481.5	1.3	5.5	14.0	27.5	29.4	15.6	6.6	93.3
	Year 11	442.5	1.8	15.9	22.8	29.0	20.7	7.9	1.8	82.3
	Not stated (11%)	474.2	1.7	11.0	15.5	23.1	24.4	15.1	9.1	87.3
SA	Bachelor	534.6	1.5	0.8	3.8	13.9	27.8	29.7	22.5	97.7
	Diploma	494.8	1.7	3.1	10.1	24.8	31.8	20.7	7.7	95.1
	Certificate	480.5	2.3	4.7	14.1	28.1	29.6	15.9	5.3	93.0
	Year 12	479.9	3.1	4.9	15.7	27.1	27.9	14.6	6.6	92.0
	Year 11	444.1	5.1	13.5	23.9	28.8	19.4	7.2	2.2	81.4
	Not stated (7%)	475.7	6.1	9.0	14.0	24.2	24.7	14.1	7.9	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 5 Reading

Table 5.R8 (cont.): Achievement of Year 5 Students in Reading, by Parental Education, by State and Territory, 2018.

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	<i>Bachelor</i>	548.0	1.1	0.8	3.8	12.7	22.2	26.6	32.9	98.1
	<i>Diploma</i>	506.6	1.2	3.0	9.4	20.3	28.2	24.4	13.4	95.7
	<i>Certificate</i>	479.6	1.1	6.7	16.3	25.6	26.4	16.4	7.5	92.2
	<i>Year 12</i>	472.5	2.1	7.9	18.1	27.3	24.1	13.8	6.7	90.0
	<i>Year 11</i>	447.1	2.8	14.3	23.1	28.0	20.1	9.0	2.7	82.9
	<i>Not stated (8%)</i>	489.7	2.6	7.3	15.4	19.5	24.5	18.8	11.8	90.1
ACT	<i>Bachelor</i>	547.5	1.1	0.5	1.5	8.9	25.9	35.0	27.1	98.4
	<i>Diploma</i>	512.1	0.9	0.8	4.7	19.4	37.2	27.9	9.1	98.2
	<i>Certificate</i>	486.4	1.6	3.3	10.2	27.6	36.2	16.7	4.4	95.1
	<i>Year 12</i>	492.8	2.0	2.6	8.7	24.8	36.9	20.4	4.5	95.4
	<i>Year 11</i>	454.8	5.9	7.2	24.4	28.8	24.6	7.2	2.0	86.9
	<i>Not stated (7%)</i>	513.3	1.6	3.4	6.3	20.2	27.1	24.5	16.9	95.0
NT	<i>Bachelor</i>	509.9	0.9	5.3	8.4	19.2	24.8	23.0	18.4	93.8
	<i>Diploma</i>	474.8	0.8	10.3	13.2	25.0	26.8	15.9	8.0	88.9
	<i>Certificate</i>	445.9	1.1	18.3	19.4	24.6	19.0	12.5	5.1	80.6
	<i>Year 12</i>	416.8	0.5	29.2	21.3	18.2	15.4	10.6	4.8	70.3
	<i>Year 11</i>	319.1	1.4	64.0	16.6	10.2	5.6	1.7	0.5	34.6
	<i>Not stated (14%)</i>	397.2	2.0	40.9	13.3	14.6	12.4	10.0	6.7	57.1
Aust	<i>Bachelor</i>	545.2	1.1	0.6	3.1	11.5	25.0	30.3	28.4	98.3
	<i>Diploma</i>	504.6	1.3	2.2	8.5	22.4	31.5	23.1	11.0	96.6
	<i>Certificate</i>	486.7	1.7	4.0	12.9	26.7	29.9	17.9	6.8	94.2
	<i>Year 12</i>	484.1	2.2	4.8	13.8	26.6	28.5	16.9	7.1	93.0
	<i>Year 11</i>	448.1	4.1	12.9	21.8	28.5	21.3	8.7	2.6	83.0
	<i>Not stated (5%)</i>	487.2	3.1	8.1	12.9	21.5	24.9	17.6	11.8	88.7

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.R9: Achievement of Year 5 Students in Reading, by Parental Occupation, by State and Territory, 2018.

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 4	Band 5	Band 6	Band 7	Band 8 and above
NSW	Group 1	548.7	0.8	0.5	3.0	10.9	24.1	30.2	30.5	98.7
	Group 2	523.6	1.0	1.2	5.7	17.5	29.4	26.5	18.6	97.8
	Group 3	494.7	1.4	3.0	11.1	25.5	30.6	19.4	9.1	95.6
	Group 4	473.7	1.9	6.1	17.4	29.3	26.0	13.6	5.8	92.0
	Not in paid work	453.8	4.1	11.5	22.2	27.9	21.1	9.6	3.6	84.4
	Not stated (5%)	498.0	2.6	4.6	11.5	22.3	26.5	19.8	12.7	92.8
Vic	Group 1	552.2	1.0	0.3	2.3	9.9	23.7	31.0	31.8	98.7
	Group 2	529.7	1.3	0.7	4.4	15.8	28.7	28.7	20.3	98.0
	Group 3	507.8	1.8	1.7	7.7	22.4	31.1	23.6	11.7	96.5
	Group 4	490.9	3.4	3.1	12.0	26.0	29.6	18.2	7.7	93.6
	Not in paid work	476.9	7.8	5.0	15.5	27.5	24.9	13.3	6.0	87.1
	Not stated (2%)	529.8	5.8	1.7	5.2	15.6	25.8	23.3	22.5	92.5
Qld	Group 1	544.7	0.7	0.7	3.3	12.2	24.8	29.8	28.7	98.7
	Group 2	519.6	0.5	1.5	6.4	18.2	29.7	26.6	17.1	97.9
	Group 3	495.5	0.8	3.3	11.4	24.1	30.5	20.3	9.5	95.8
	Group 4	476.1	1.4	6.2	16.7	28.0	26.5	15.2	6.2	92.5
	Not in paid work	455.8	3.4	12.3	21.1	26.9	21.5	10.6	4.2	84.3
	Not stated (15%)	483.3	2.4	6.9	15.0	24.4	25.1	16.7	9.4	90.7
WA	Group 1	540.4	0.7	0.8	3.5	12.4	26.3	30.6	25.8	98.6
	Group 2	515.9	0.7	1.6	6.6	19.0	30.9	26.6	14.6	97.7
	Group 3	491.2	0.9	3.4	10.9	26.2	32.3	19.1	7.1	95.7
	Group 4	476.4	1.7	6.2	15.2	27.7	29.1	14.9	5.3	92.2
	Not in paid work	449.8	2.5	15.8	20.3	26.8	20.6	10.2	3.9	81.8
	Not stated (17%)	477.0	1.7	9.7	14.9	23.8	25.5	15.6	8.8	88.6
SA	Group 1	533.8	1.3	1.0	4.3	14.0	27.5	29.0	22.9	97.7
	Group 2	508.1	1.1	2.0	8.0	21.6	31.2	23.7	12.4	96.8
	Group 3	489.3	1.6	3.4	12.0	26.7	30.9	18.3	7.1	94.9
	Group 4	474.4	2.5	5.8	16.7	28.7	26.8	14.5	5.0	91.7
	Not in paid work	459.5	7.7	9.7	19.5	27.1	21.9	10.0	4.1	82.7
	Not stated (15%)	467.0	5.6	10.5	16.9	25.0	23.3	12.6	6.2	83.9

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 5 Reading

Table 5.R9 (cont.): Achievement of Year 5 Students in Reading, by Parental Occupation, by State and Territory, 2018.

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	540.8	0.7	1.5	5.4	13.6	22.8	25.6	30.4	97.7
	Group 2	513.1	1.1	3.0	8.6	19.5	27.1	23.3	17.4	95.9
	Group 3	489.0	1.0	5.5	13.8	24.7	26.2	18.9	9.9	93.5
	Group 4	465.1	1.5	9.4	19.4	27.9	23.9	13.2	4.7	89.1
	Not in paid work	445.3	5.0	14.9	23.5	26.4	19.1	8.2	2.9	80.1
	Not stated (11%)	481.8	2.5	7.9	18.1	21.7	23.4	15.5	10.9	89.6
ACT	Group 1	547.6	1.2	0.5	1.5	9.6	25.8	33.7	27.8	98.3
	Group 2	533.1	0.8	0.8	2.5	13.2	29.8	33.4	19.4	98.4
	Group 3	506.3	1.4	1.6	7.4	20.7	35.0	24.8	9.1	97.0
	Group 4	485.1	0.9	3.8	12.5	26.0	35.6	16.1	5.2	95.3
	Not in paid work	460.8	6.1	8.7	18.6	27.9	25.7	10.1	2.9	85.2
	Not stated (14%)	504.6	1.4	2.6	7.3	21.7	32.5	23.5	10.9	95.9
NT	Group 1	511.0	0.4	4.9	8.2	19.6	25.5	23.3	18.1	94.7
	Group 2	492.1	0.9	6.5	11.0	25.5	25.7	18.6	11.7	92.6
	Group 3	460.2	0.5	13.7	19.7	24.1	22.2	13.3	6.4	85.8
	Group 4	397.3	1.5	37.4	18.5	18.1	13.6	7.5	3.4	61.1
	Not in paid work	338.4	1.4	58.1	18.6	11.4	6.6	2.8	1.1	40.5
	Not stated (22%)	367.7	2.2	48.2	13.4	12.9	9.9	8.5	4.9	49.6
Aust	Group 1	546.5	0.8	0.6	3.1	11.3	24.6	30.2	29.3	98.5
	Group 2	522.5	1.0	1.3	5.8	17.6	29.5	26.9	17.9	97.7
	Group 3	497.2	1.3	3.0	10.5	24.5	30.8	20.5	9.5	95.7
	Group 4	478.3	2.2	5.6	15.5	27.7	27.3	15.3	6.2	92.2
	Not in paid work	459.3	5.3	10.6	19.5	27.2	22.1	10.9	4.5	84.1
	Not stated (9%)	482.6	2.8	8.2	13.9	23.1	25.0	16.8	10.1	89.0

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

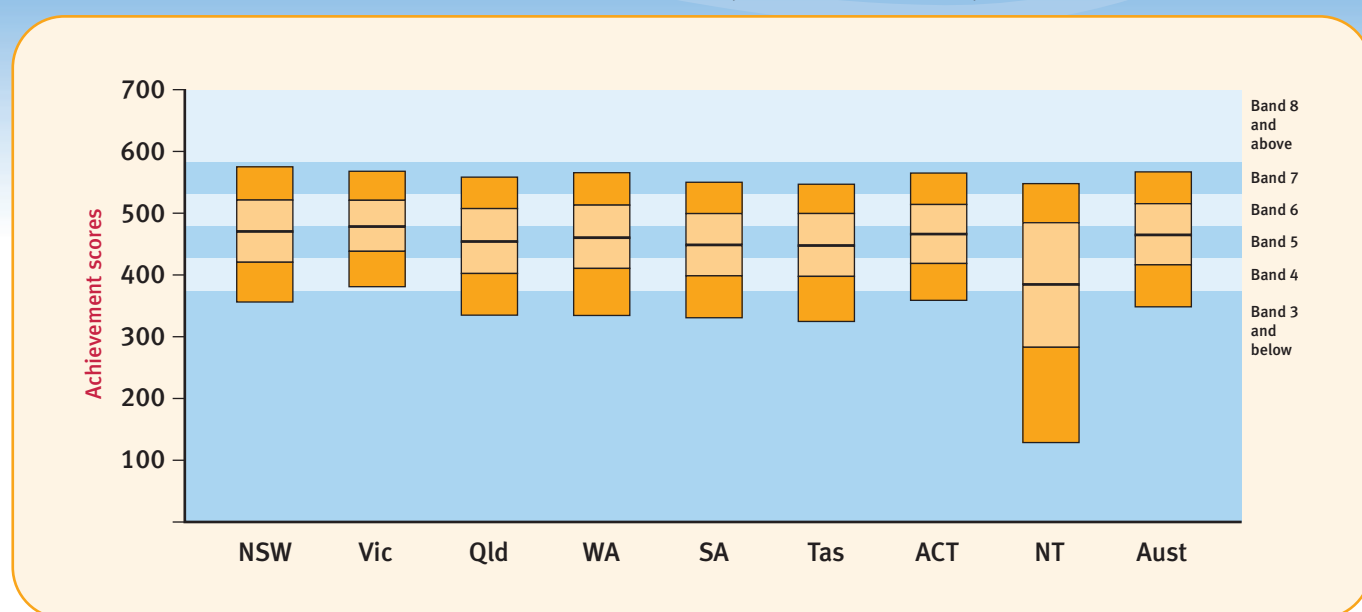
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 Writing

Figure 5.W1: Achievement of Year 5 Students in Writing, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	470.3 (66.6)	478.2 (56.4)	454.0 (69.4)	460.2 (71.4)	448.5 (68.3)	447.5 (68.8)	466.1 (63.1)	384.5 (124.9)	464.7 (67.8)

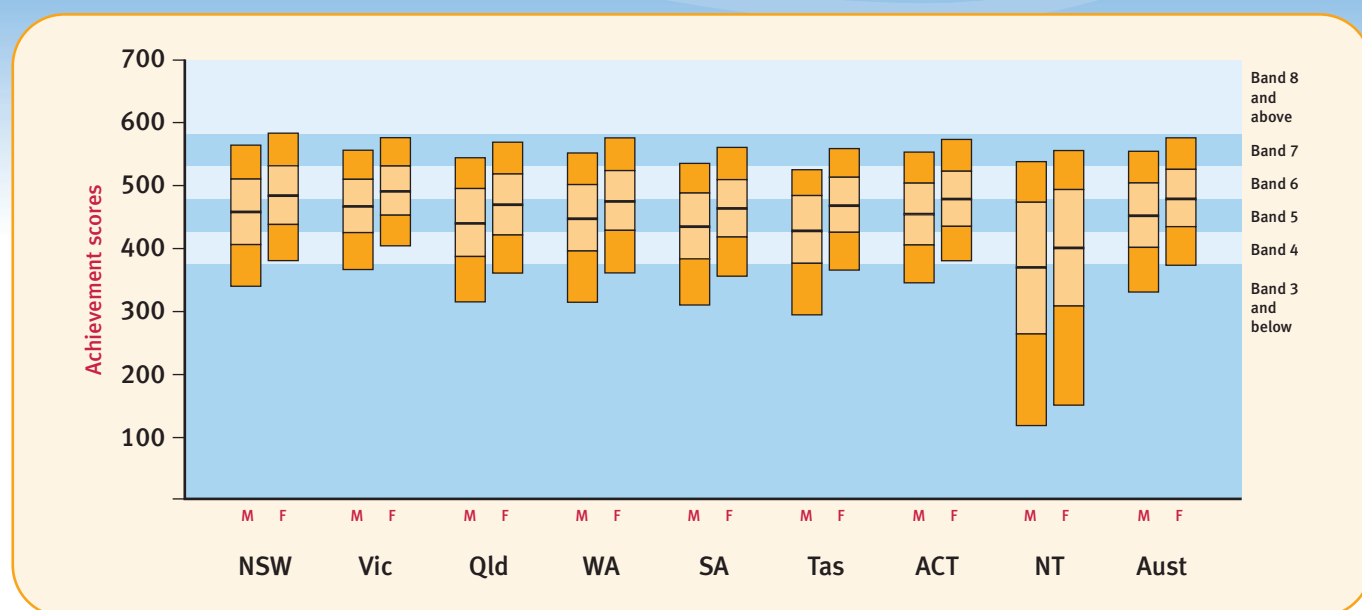
Table 5.W1: Achievement of Year 5 Students in Writing, by State and Territory, 2018.

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	97.2	1.7	1.1	1.5	7.4	14.4	30.2	30.4	12.2	3.9	91.1
Vic	10yrs 9mths 5yrs 4mths	94.8	2.7	2.5	2.5	4.0	10.7	32.1	35.4	12.4	2.9	93.4
Qld	10yrs 5mths 5yrs 4mths	93.0	2.4	4.6	1.2	11.3	18.3	31.8	26.3	8.8	2.2	87.5
WA	10yrs 5mths 5yrs 4mths	96.2	2.3	1.5	1.1	10.1	15.6	31.3	28.8	10.2	2.8	88.7
SA	10yrs 7mths 5yrs 4mths	93.7	3.3	3.0	2.6	12.0	19.1	33.7	24.1	6.8	1.7	85.5
Tas	10yrs 11mths 5yrs 4mths	94.0	3.5	2.5	1.6	12.6	18.7	33.8	25.0	7.0	1.3	85.8
ACT	10yrs 7mths 5yrs 4mths	95.3	1.7	3.0	1.3	7.1	15.6	32.6	30.4	10.0	2.9	91.5
NT	10yrs 6mths 5yrs 4mths	89.1	9.0	1.9	1.2	37.2	17.7	21.8	14.4	5.6	2.1	61.6
Aust	10yrs 7mths 5yrs 4mths	95.2	2.4	2.4	1.7	8.5	14.9	31.4	29.9	10.7	3.0	89.8

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	457.6 (68.8)	466.5 (57.9)	439.4 (71.6)	446.7 (73.3)	434.1 (70.5)	427.4 (71.7)	454.2 (64.6)	369.2 (127.5)	451.5 (70.0)
Female Mean scale score / (S.D.)	483.6 (61.4)	490.5 (52.1)	469.1 (63.6)	474.4 (66.4)	463.2 (62.7)	467.6 (59.4)	478.2 (59.1)	400.2 (120.2)	478.4 (62.5)

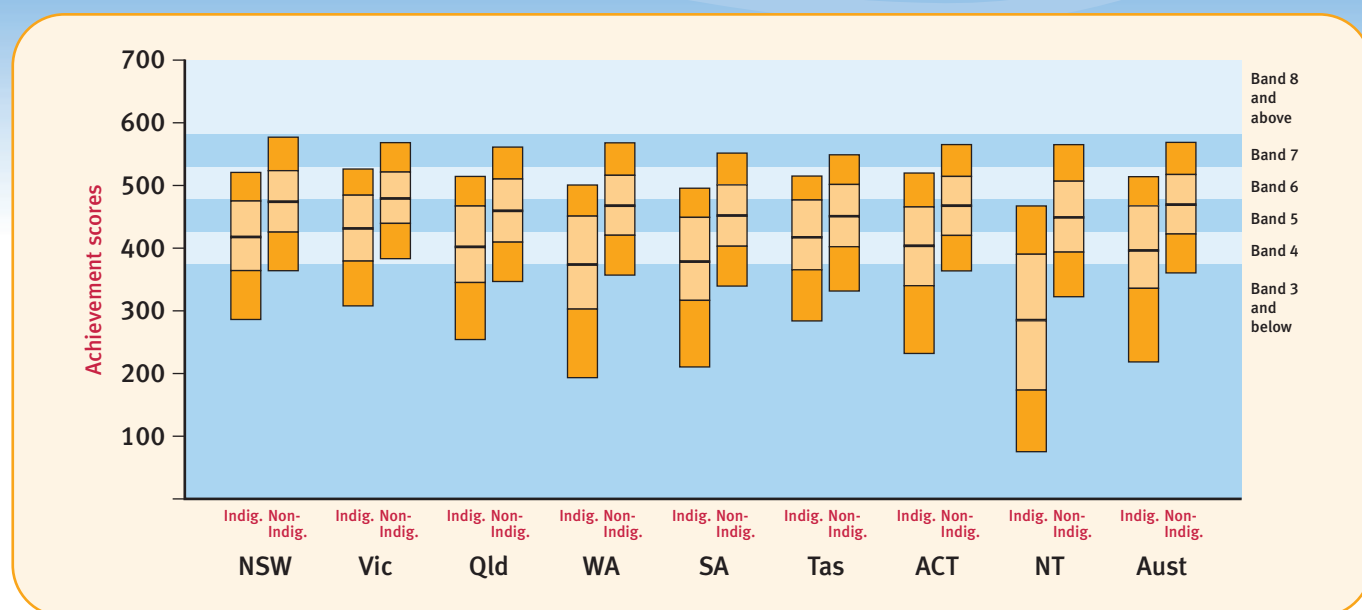
Table 5.W2: Achievement of Year 5 Students in Writing, by Sex, by State and Territory, 2018.

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	2.0	10.4	17.5	31.2	26.7	9.3	2.8	87.6
	Female	1.0	4.2	11.1	29.0	34.3	15.2	5.2	94.8
Vic	Male	3.3	6.0	13.9	34.7	31.3	8.9	1.9	90.7
	Female	1.7	2.0	7.2	29.2	39.7	16.2	4.0	96.3
Qld	Male	1.6	15.5	21.7	31.8	21.9	6.1	1.3	82.9
	Female	0.8	7.0	14.8	31.7	30.8	11.7	3.2	92.2
WA	Male	1.4	13.5	18.6	32.4	24.9	7.4	1.7	85.0
	Female	0.8	6.6	12.4	30.1	32.9	13.2	4.0	92.6
SA	Male	3.3	16.1	22.6	33.1	19.3	4.5	1.1	80.6
	Female	1.9	7.6	15.4	34.4	29.1	9.2	2.4	90.5
Tas	Male	2.1	18.8	23.6	32.6	18.6	3.6	0.6	79.1
	Female	1.0	6.4	13.6	35.0	31.4	10.5	2.1	92.6
ACT	Male	1.6	10.0	19.2	33.5	26.1	7.4	2.2	88.4
	Female	1.0	4.3	11.9	31.6	34.8	12.6	3.7	94.7
NT	Male	1.7	41.6	19.5	19.2	11.9	4.5	1.6	56.7
	Female	0.6	32.7	15.9	24.5	17.0	6.6	2.6	66.6
Aust	Male	2.3	11.6	18.1	32.4	25.8	7.8	1.9	86.1
	Female	1.2	5.1	11.5	30.2	34.1	13.8	4.0	93.7

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	417.7 (72.3)	431.3 (67.6)	401.9 (80.6)	373.7 (91.2)	378.4 (84.8)	417.3 (72.9)	403.6 (82.2)	285.1 (120.4)	396.2 (89.7)
Non-Indigenous Mean scale score / (S.D.)	473.9 (64.6)	479.1 (55.8)	459.4 (66.0)	467.6 (64.8)	451.9 (65.6)	450.9 (67.4)	467.6 (61.4)	449.0 (75.7)	469.3 (63.6)

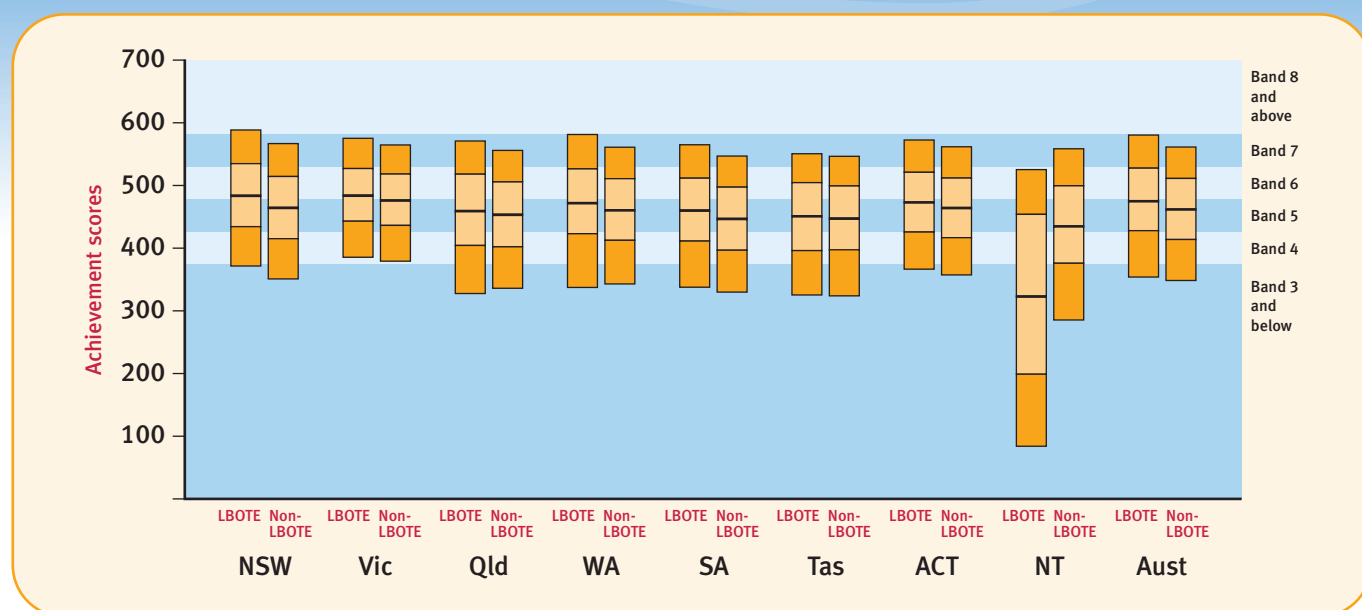
Table 5.W3: Achievement of Year 5 Students in Writing, by Indigenous Status, by State and Territory, 2018.

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	2.9	23.0	26.2	29.9	14.5	3.0	0.6	74.1
	Non-Indigenous	1.4	6.3	13.6	30.2	31.5	12.8	4.2	92.3
Vic	Indigenous	7.1	16.9	21.6	32.4	18.1	3.4	0.7	76.1
	Non-Indigenous	2.4	3.8	10.4	32.1	35.8	12.6	2.9	93.9
Qld	Indigenous	2.0	31.1	26.0	26.0	12.1	2.7	0.2	66.9
	Non-Indigenous	1.1	9.3	17.5	32.3	27.8	9.5	2.5	89.6
WA	Indigenous	1.4	44.5	24.0	19.7	8.4	1.5	0.4	54.1
	Non-Indigenous	1.1	7.3	14.7	32.1	30.6	11.0	3.1	91.6
SA	Indigenous	4.3	39.7	26.3	21.1	7.7	0.9	0.0	56.0
	Non-Indigenous	2.5	10.6	18.7	34.3	24.9	7.1	1.8	86.9
Tas	Indigenous	1.4	22.6	25.9	30.9	16.5	2.4	0.2	76.0
	Non-Indigenous	1.5	11.5	18.0	34.1	26.0	7.5	1.5	87.0
ACT	Indigenous	6.1	29.8	22.5	27.0	11.2	2.8	0.6	64.1
	Non-Indigenous	1.2	6.5	15.6	32.8	30.9	10.1	3.0	92.3
NT	Indigenous	1.8	74.1	12.8	7.5	2.7	0.8	0.2	24.1
	Non-Indigenous	0.8	13.1	21.0	31.1	22.1	8.7	3.3	86.1
Aust	Indigenous	2.7	32.4	24.5	25.5	12.1	2.4	0.4	64.9
	Non-Indigenous	1.6	6.8	14.2	31.7	31.1	11.3	3.1	91.6

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	483.4 (65.5)	483.6 (56.7)	459.0 (76.2)	471.7 (75.1)	459.8 (71.4)	450.8 (67.6)	472.9 (62.9)	322.7 (138.7)	474.8 (71.9)
Non-LBOTE Mean scale score / (S.D.)	464.1 (65.9)	475.9 (56.1)	453.1 (68.0)	460.3 (67.5)	446.5 (67.5)	447.0 (69.0)	463.9 (63.0)	434.7 (84.3)	461.7 (65.5)

Table 5.W4: Achievement of Year 5 Students in Writing, by LBOTE Status, by State and Territory, 2018.

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	5.2	11.4	27.0	32.8	15.7	6.0	92.8
	Non-LBOTE	1.3	8.3	15.9	31.8	29.3	10.5	2.9	90.3
Vic	LBOTE	3.4	3.5	9.4	29.6	36.2	14.0	3.8	93.1
	Non-LBOTE	2.1	4.3	11.2	33.1	35.0	11.8	2.5	93.6
Qld	LBOTE	1.5	11.5	16.6	28.2	27.3	11.4	3.5	87.0
	Non-LBOTE	1.1	11.3	18.7	32.4	26.1	8.4	2.0	87.6
WA	LBOTE	1.6	8.8	11.9	28.2	31.2	13.5	4.8	89.7
	Non-LBOTE	1.0	9.2	16.1	32.4	29.1	9.8	2.3	89.8
SA	LBOTE	4.9	9.5	14.8	31.2	27.5	9.2	2.8	85.6
	Non-LBOTE	2.1	12.4	19.9	34.2	23.5	6.4	1.5	85.5
Tas	LBOTE	4.4	13.1	15.3	33.3	23.9	7.8	2.1	82.5
	Non-LBOTE	1.4	12.7	18.9	33.8	25.0	6.9	1.3	85.9
ACT	LBOTE	2.9	6.1	13.5	29.8	32.0	12.2	3.5	91.1
	Non-LBOTE	0.8	7.5	16.4	33.5	29.8	9.2	2.7	91.7
NT	LBOTE	1.7	59.5	12.3	13.2	8.9	3.1	1.3	38.8
	Non-LBOTE	0.7	19.0	22.1	28.8	19.0	7.6	2.7	80.2
Aust	LBOTE	2.4	7.1	11.7	28.0	32.2	13.8	4.6	90.5
	Non-LBOTE	1.5	8.7	15.9	32.6	29.2	9.7	2.4	89.8

[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, 2018.

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	477.8	1.6	5.9	12.5	28.8	32.4	14.1	4.8	92.5
	Inner Regional	451.0	1.4	11.0	19.3	34.1	25.4	7.3	1.6	87.6
	Outer Regional	442.2	1.2	13.6	21.9	34.3	22.4	5.6	1.2	85.3
	Remote	424.0	2.7	22.3	23.3	29.5	16.8	4.1	1.2	75.0
	Very Remote	414.8	2.3	24.2	31.9	24.4	11.6	4.4	1.4	73.5
Vic	Major Cities	482.2	2.6	3.5	9.6	30.7	36.6	13.7	3.3	93.9
	Inner Regional	466.5	2.3	5.7	13.9	36.0	31.8	8.8	1.6	92.1
	Outer Regional	464.2	2.6	5.5	14.4	37.3	31.0	8.1	1.1	91.8
	Remote	452.4	0.0	8.1	20.0	40.4	26.0	3.4	2.1	91.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	462.1	1.2	8.9	16.5	31.6	28.6	10.4	2.8	89.9
	Inner Regional	443.7	1.2	13.8	21.5	32.7	23.1	6.4	1.3	85.0
	Outer Regional	443.6	1.3	14.4	21.0	32.0	22.8	6.8	1.7	84.4
	Remote	428.9	1.7	20.3	19.5	31.5	20.9	5.0	1.1	78.0
	Very Remote	372.7	0.7	43.4	23.0	20.1	10.7	1.8	0.3	55.9
WA	Major Cities	469.4	1.3	7.3	14.0	31.3	31.0	11.7	3.4	91.4
	Inner Regional	446.7	0.8	11.7	20.8	35.0	24.4	6.0	1.3	87.5
	Outer Regional	437.2	0.9	17.0	21.1	31.0	22.6	6.2	1.3	82.1
	Remote	424.5	0.5	22.4	20.3	30.4	21.0	4.8	0.6	77.0
	Very Remote	361.0	0.3	53.1	16.6	15.7	11.0	2.9	0.5	46.7
SA	Major Cities	455.3	2.8	10.0	17.5	33.2	26.2	8.1	2.1	87.2
	Inner Regional	438.9	1.6	13.4	23.1	36.8	20.1	4.3	0.7	85.0
	Outer Regional	426.6	2.6	18.8	23.8	34.1	17.0	3.1	0.6	78.6
	Remote	433.7	1.1	15.9	24.3	34.6	20.8	3.0	0.3	83.0
	Very Remote	360.3	1.3	48.5	13.8	19.1	13.5	3.0	0.8	50.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	452.3	1.6	11.3	17.2	33.5	26.9	7.9	1.6	87.2
	Outer Regional	436.1	1.5	15.9	22.1	34.3	20.5	4.9	0.7	82.5
	Remote	443.7	2.5	10.6	18.5	41.2	21.5	5.7	0.0	86.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	466.2	1.3	7.1	15.6	32.6	30.4	10.0	2.9	91.6
	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	437.4	1.1	18.2	21.8	28.6	19.8	7.6	3.0	80.8
	Remote	398.4	0.6	35.7	18.4	24.5	13.5	5.6	1.8	63.7
	Very Remote	250.4	1.9	82.6	7.7	4.0	2.7	0.9	0.2	15.5
Aust	Major Cities	473.1	1.8	6.3	13.1	30.5	32.2	12.5	3.6	91.9
	Inner Regional	452.8	1.6	10.4	18.5	34.4	26.4	7.3	1.5	88.1
	Outer Regional	442.5	1.5	14.3	20.8	33.1	22.7	6.2	1.4	84.2
	Remote	423.2	1.1	22.8	20.6	30.5	19.5	4.7	0.9	76.1
	Very Remote	334.2	1.0	57.1	16.6	14.2	8.5	2.1	0.4	41.8

[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, 2018.

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	428.0	3.3	18.6	24.6	30.9	17.3	4.3	0.9	78.0
	Inner Regional	414.4	2.4	24.5	26.4	30.3	13.7	2.3	0.4	73.1
	Outer Regional	404.3	2.3	28.4	28.8	28.1	10.6	1.7	0.2	69.3
	Remote	386.4	4.7	38.2	25.9	21.8	7.6	1.8	0.0	57.0
	Very Remote	383.3	2.6	35.5	40.0	17.6	4.2	0.0	0.0	61.8
Vic	Major Cities	435.2	5.9	16.0	20.6	33.1	19.5	4.2	0.8	78.2
	Inner Regional	428.4	8.2	17.8	22.1	31.5	17.2	2.5	0.7	74.0
	Outer Regional	427.0	7.7	17.3	23.0	32.4	16.2	3.2	0.2	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	415.2	2.3	25.5	25.1	28.2	14.9	3.6	0.3	72.2
	Inner Regional	413.8	1.7	25.6	26.6	29.4	14.1	2.6	0.1	72.8
	Outer Regional	404.7	1.9	30.3	28.0	26.1	10.8	2.5	0.3	67.8
	Remote	370.8	4.4	44.2	23.1	19.0	7.6	1.7	0.0	51.4
	Very Remote	334.6	0.8	60.0	22.1	12.6	3.9	0.6	0.0	39.2
WA	Major Cities	404.1	1.9	30.0	27.0	26.4	12.1	1.9	0.6	68.1
	Inner Regional	392.4	1.1	35.3	27.2	25.1	8.2	3.0	0.0	63.6
	Outer Regional	379.8	0.6	41.8	25.8	19.8	9.8	1.8	0.5	57.7
	Remote	363.1	2.1	48.9	23.8	17.4	6.6	1.2	0.2	49.0
	Very Remote	307.0	0.5	77.5	15.2	5.3	1.4	0.2	0.0	22.1
SA	Major Cities	390.6	3.6	34.3	27.5	23.8	9.5	1.2	0.0	62.1
	Inner Regional	389.6	6.5	32.9	28.8	23.9	6.5	1.5	0.0	60.6
	Outer Regional	374.7	6.6	42.4	26.3	18.1	6.3	0.2	0.0	51.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	290.4	0.0	77.0	12.9	8.5	1.6	0.0	0.0	23.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	416.7	1.6	22.3	26.1	30.9	16.3	2.6	0.3	76.1
	Outer Regional	417.9	1.2	23.5	25.0	31.2	16.9	1.9	0.2	75.3
	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	403.4	5.0	30.8	21.4	27.7	11.6	2.9	0.6	64.2
	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	380.9	2.6	41.5	25.4	19.6	8.0	2.5	0.5	55.9
	Remote	319.5	0.4	72.2	14.7	9.1	2.4	0.8	0.4	27.4
	Very Remote	229.9	2.0	89.5	6.4	1.5	0.4	0.1	0.1	8.5
Aust	Major Cities	418.4	3.2	23.3	24.9	29.1	15.4	3.5	0.6	73.6
	Inner Regional	414.6	2.9	24.4	26.1	29.9	14.0	2.4	0.3	72.7
	Outer Regional	400.4	2.6	31.5	27.2	25.6	10.8	2.1	0.3	66.0
	Remote	359.3	2.5	51.1	21.9	16.9	6.1	1.3	0.1	46.4
	Very Remote	286.3	1.2	75.7	14.6	6.4	1.8	0.2	0.1	23.1

[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, 2018.

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	479.9	1.5	5.3	12.0	28.7	33.0	14.5	5.0	93.2
	Inner Regional	456.0	1.2	9.1	18.4	34.7	26.9	7.9	1.7	89.7
	Outer Regional	450.5	0.9	10.2	20.4	35.7	24.9	6.5	1.4	88.9
	Remote	448.1	1.4	11.4	21.7	34.6	23.3	5.9	1.6	87.2
	Very Remote	459.2	2.0	8.8	20.0	31.6	24.0	10.0	3.6	89.2
Vic	Major Cities	482.8	2.5	3.4	9.4	30.7	36.8	13.8	3.4	94.2
	Inner Regional	467.8	2.0	5.2	13.6	36.1	32.4	9.0	1.6	92.8
	Outer Regional	467.0	2.2	4.6	13.6	37.7	32.2	8.5	1.1	93.2
	Remote	452.4	0.0	8.3	20.4	39.6	26.1	3.5	2.2	91.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	464.7	1.1	8.1	16.0	31.7	29.4	10.7	2.9	90.8
	Inner Regional	447.8	1.1	12.2	20.8	33.2	24.2	7.0	1.4	86.7
	Outer Regional	452.2	1.1	10.9	19.4	33.3	25.5	7.8	2.0	88.0
	Remote	453.9	0.8	9.3	18.0	37.1	26.7	6.6	1.6	89.9
	Very Remote	439.8	0.7	13.0	25.5	33.5	22.8	3.8	0.7	86.3
WA	Major Cities	472.8	1.2	6.2	13.2	31.4	32.1	12.3	3.6	92.6
	Inner Regional	450.6	0.7	10.0	20.5	35.7	25.5	6.3	1.3	89.3
	Outer Regional	447.5	0.9	12.5	20.3	32.9	24.9	7.0	1.5	86.6
	Remote	448.6	0.0	11.5	19.4	35.4	26.8	6.1	0.8	88.5
	Very Remote	445.2	0.0	14.7	18.8	32.4	26.1	7.0	1.1	85.3
SA	Major Cities	457.5	2.7	9.2	17.1	33.6	26.8	8.3	2.2	88.0
	Inner Regional	440.6	1.4	12.7	23.0	37.1	20.6	4.5	0.7	85.9
	Outer Regional	432.4	2.1	16.0	23.5	36.1	18.3	3.4	0.7	82.0
	Remote	436.1	1.2	14.8	23.7	35.0	21.6	3.2	0.4	84.0
	Very Remote	440.2	2.5	18.2	15.7	30.4	25.6	6.1	1.5	79.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	455.6	1.6	10.2	16.5	33.7	28.0	8.4	1.7	88.2
	Outer Regional	439.3	1.4	14.6	21.7	34.9	21.2	5.4	0.8	84.0
	Remote	447.1	3.2	9.2	17.8	41.6	22.2	6.0	0.0	87.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	467.6	1.2	6.5	15.6	32.8	30.9	10.1	3.0	92.3
	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	449.3	0.7	13.2	21.0	30.5	22.4	8.7	3.5	86.1
	Remote	450.9	0.8	11.4	20.9	34.7	20.8	8.7	2.7	87.8
	Very Remote	435.4	1.2	19.5	19.8	25.7	23.3	9.0	1.4	79.3
Aust	Major Cities	475.2	1.7	5.7	12.6	30.6	32.8	12.8	3.8	92.6
	Inner Regional	456.5	1.4	8.9	17.7	34.9	27.6	7.8	1.6	89.6
	Outer Regional	450.2	1.3	11.1	19.6	34.5	24.9	7.0	1.6	87.7
	Remote	448.0	0.7	11.5	20.2	35.8	24.7	6.0	1.2	87.9
	Very Remote	441.9	0.7	14.8	21.4	31.8	24.1	6.1	1.2	84.4

[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, 2018.

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 4	Band 5	Band 6	Band 7	Band 8 and above
NSW	Bachelor	495.0	0.9	2.5	8.1	26.1	36.8	18.5	7.0	96.5
	Diploma	468.2	1.2	6.3	14.6	33.5	31.3	10.6	2.5	92.5
	Certificate	450.1	1.6	10.5	20.3	34.6	25.1	6.6	1.3	87.9
	Year 12	454.8	2.3	10.2	18.6	32.6	26.3	8.2	1.9	87.6
	Year 11	422.1	3.7	21.4	25.0	30.2	15.9	3.2	0.7	75.0
	Not stated (4%)	462.0	2.8	10.2	15.4	29.3	27.7	11.1	3.4	87.0
Vic	Bachelor	495.2	1.5	1.6	6.3	27.2	40.6	18.1	4.8	96.9
	Diploma	473.3	1.9	3.8	11.6	35.4	35.7	9.8	1.6	94.3
	Certificate	462.5	2.9	6.1	14.6	37.3	30.8	7.2	1.1	91.0
	Year 12	468.2	3.1	4.9	13.0	35.8	33.3	8.6	1.4	92.0
	Year 11	443.6	7.2	11.1	19.9	35.5	21.4	4.3	0.5	81.7
	Not stated (2%)	484.0	5.2	4.1	9.1	28.6	34.2	14.1	4.8	90.7
Qld	Bachelor	482.1	0.7	4.1	11.0	29.9	35.0	14.9	4.4	95.2
	Diploma	454.3	0.8	9.7	18.4	34.8	27.0	7.7	1.6	89.5
	Certificate	441.6	1.1	13.4	22.6	34.0	22.2	5.6	1.1	85.4
	Year 12	437.9	1.4	15.8	22.6	32.3	21.4	5.6	1.0	82.8
	Year 11	411.2	2.5	26.7	26.5	28.0	13.2	2.7	0.5	70.9
	Not stated (6%)	430.0	3.1	19.7	22.7	28.5	19.0	5.8	1.3	77.2
WA	Bachelor	489.1	0.8	3.1	8.9	28.4	36.9	16.5	5.4	96.1
	Diploma	463.7	1.0	7.3	15.5	34.7	30.4	9.2	2.0	91.8
	Certificate	449.4	1.1	10.7	19.8	35.3	25.3	6.5	1.2	88.2
	Year 12	447.6	1.2	12.6	19.5	33.4	24.6	7.3	1.4	86.2
	Year 11	411.0	1.8	27.0	24.2	28.1	15.0	3.3	0.6	71.2
	Not stated (11%)	431.9	1.7	20.3	18.8	29.3	21.6	6.4	1.8	78.0
SA	Bachelor	475.5	1.5	4.3	12.6	33.5	33.0	11.7	3.5	94.2
	Diploma	450.9	1.8	9.4	19.5	37.3	24.7	6.2	1.1	88.8
	Certificate	435.6	2.3	14.5	23.5	35.7	19.4	4.0	0.7	83.2
	Year 12	440.1	3.1	14.0	21.9	33.7	21.7	4.7	1.0	83.0
	Year 11	401.6	5.3	29.7	26.2	26.6	10.3	1.7	0.3	65.1
	Not stated (7%)	428.2	6.0	18.6	20.9	30.3	18.8	4.5	0.8	75.4

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 5 Writing

Table 5.W8 (cont.): Achievement of Year 5 Students in Writing, by Parental Education, by State and Territory, 2018.

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	479.4	1.1	4.1	10.8	31.9	34.7	14.0	3.3	94.8
	Diploma	453.2	1.2	9.4	17.3	36.9	27.1	7.2	0.9	89.4
	Certificate	439.7	1.1	14.0	21.3	35.8	22.6	4.5	0.7	84.9
	Year 12	428.6	2.1	18.0	22.9	34.6	18.2	3.6	0.5	79.9
	Year 11	412.4	2.9	24.6	25.3	31.3	14.6	1.4	0.0	72.5
	Not stated (8%)	438.2	2.6	15.9	21.3	30.9	22.0	6.5	0.7	81.5
ACT	Bachelor	479.3	1.1	3.7	11.9	31.8	34.6	12.9	3.9	95.1
	Diploma	455.7	0.6	8.5	19.4	35.6	27.1	7.0	1.9	90.9
	Certificate	440.1	1.5	13.5	23.2	35.4	21.1	4.4	0.9	85.0
	Year 12	442.9	1.0	12.5	25.1	31.4	24.8	4.9	0.3	86.5
	Year 11	413.9	7.2	23.7	25.2	29.0	12.0	2.9	0.0	69.2
	Not stated (7%)	461.6	1.9	10.2	14.4	30.0	30.8	8.9	3.7	87.9
NT	Bachelor	457.5	1.0	12.1	17.1	28.8	24.4	11.8	4.8	86.9
	Diploma	427.2	0.8	20.1	21.2	31.1	18.1	6.5	2.2	79.1
	Certificate	405.9	1.1	29.3	24.8	24.8	14.7	4.1	1.3	69.6
	Year 12	374.9	0.5	40.2	21.4	21.8	12.2	3.0	1.0	59.3
	Year 11	279.3	1.4	75.1	11.6	8.9	2.6	0.4	0.1	23.5
	Not stated (14%)	340.4	2.0	52.5	13.4	15.8	10.8	4.0	1.4	45.4
Aust	Bachelor	490.0	1.1	2.8	8.7	28.0	37.1	16.8	5.4	96.1
	Diploma	464.2	1.3	6.9	15.2	34.7	30.8	9.2	1.9	91.8
	Certificate	448.8	1.7	10.9	19.9	35.1	25.1	6.2	1.1	87.4
	Year 12	450.5	2.1	11.3	18.7	33.5	25.9	7.1	1.3	86.6
	Year 11	417.7	4.1	22.8	23.7	30.0	15.7	3.1	0.5	73.1
	Not stated (5%)	441.5	3.1	16.6	18.1	28.8	23.2	7.9	2.3	80.3

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 Writing

Table 5.W9: Achievement of Year 5 Students in Writing, by Parental Occupation, by State and Territory, 2018.

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 4	Band 5	Band 6	Band 7	Band 8 and above
NSW	Group 1	494.5	0.8	2.6	8.1	26.4	36.6	18.4	7.0	96.6
	Group 2	480.2	1.0	4.3	11.8	30.5	34.0	14.0	4.4	94.7
	Group 3	461.2	1.4	8.0	17.2	33.6	28.6	8.9	2.3	90.7
	Group 4	447.1	1.9	12.3	20.9	32.7	23.7	6.9	1.5	85.8
	Not in paid work	427.6	4.0	19.9	23.7	29.7	17.2	4.5	1.1	76.1
	Not stated (5%)	461.8	2.6	9.7	16.1	29.9	27.8	10.7	3.3	87.7
Vic	Group 1	496.4	1.0	1.5	5.9	26.9	41.0	18.6	5.1	97.5
	Group 2	484.6	1.3	2.5	8.6	31.7	38.9	13.9	3.1	96.2
	Group 3	472.9	1.9	4.0	11.9	35.7	34.7	10.0	1.8	94.2
	Group 4	463.0	3.4	6.3	14.8	36.4	30.2	7.4	1.5	90.4
	Not in paid work	447.8	7.8	10.5	18.8	33.6	23.0	5.4	0.9	81.6
	Not stated (2%)	484.5	6.2	3.7	8.8	28.6	33.8	14.1	4.8	90.1
Qld	Group 1	481.7	0.7	4.2	11.1	30.2	34.6	14.9	4.4	95.2
	Group 2	466.6	0.5	6.5	16.1	33.4	30.3	10.6	2.6	92.9
	Group 3	448.0	0.9	11.5	20.7	34.2	24.9	6.5	1.3	87.6
	Group 4	433.1	1.4	17.2	24.0	32.3	19.4	4.8	1.0	81.4
	Not in paid work	412.5	3.4	25.6	26.7	27.4	13.3	3.0	0.6	71.0
	Not stated (15%)	432.9	2.4	18.8	22.1	29.8	20.0	5.7	1.4	78.8
WA	Group 1	487.6	0.7	3.4	9.6	28.4	36.5	16.2	5.2	95.9
	Group 2	472.1	0.7	5.5	13.4	32.9	33.1	11.5	2.9	93.8
	Group 3	455.5	1.0	9.3	17.9	35.1	27.5	7.8	1.5	89.7
	Group 4	442.6	1.7	14.1	20.8	32.9	23.2	5.9	1.4	84.3
	Not in paid work	414.6	2.5	25.9	22.4	28.2	15.5	4.3	1.1	71.6
	Not stated (17%)	437.3	1.7	18.3	18.8	30.0	22.1	7.2	2.0	80.0
SA	Group 1	474.8	1.4	4.4	12.9	33.9	32.5	11.6	3.4	94.2
	Group 2	459.1	1.2	7.6	17.3	36.8	27.4	7.8	2.0	91.2
	Group 3	445.6	1.7	11.0	21.5	36.8	22.9	5.2	0.9	87.3
	Group 4	430.8	2.5	17.5	23.6	33.1	18.7	3.8	0.8	80.0
	Not in paid work	413.9	7.7	23.2	25.5	27.2	12.9	2.9	0.6	69.1
	Not stated (15%)	420.4	5.6	22.2	22.5	28.8	16.4	3.8	0.8	72.2

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 5 Writing

Table 5.W9 (cont.): Achievement of Year 5 Students in Writing, by Parental Occupation, by State and Territory, 2018.

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	474.6	0.7	5.1	12.0	32.4	34.0	13.0	2.7	94.1
	Group 2	460.5	1.1	7.3	16.6	35.4	29.3	8.3	2.0	91.6
	Group 3	445.8	0.9	12.0	19.1	37.1	24.7	5.3	0.8	87.1
	Group 4	425.3	1.5	19.9	23.8	34.0	17.8	2.6	0.3	78.5
	Not in paid work	408.1	5.2	26.3	24.9	29.3	11.4	2.4	0.4	68.5
	Not stated (11%)	435.3	2.5	16.7	22.1	31.1	20.9	6.1	0.7	80.8
ACT	Group 1	479.3	1.2	4.3	11.6	31.0	34.6	13.5	3.8	94.6
	Group 2	469.5	0.8	5.2	15.1	34.5	32.0	9.2	3.2	94.0
	Group 3	453.0	1.3	8.9	21.0	35.5	25.3	6.1	1.9	89.8
	Group 4	437.5	0.9	15.6	24.2	34.1	18.3	5.3	1.5	83.5
	Not in paid work	418.0	5.1	24.4	23.3	28.6	14.7	3.7	0.2	70.5
	Not stated (14%)	454.2	1.7	10.4	18.7	31.8	27.7	7.5	2.2	87.9
NT	Group 1	457.8	0.5	11.2	17.1	30.6	25.3	10.5	4.8	88.2
	Group 2	446.2	0.9	14.6	20.5	30.2	21.3	9.6	2.9	84.5
	Group 3	415.3	0.5	24.8	26.0	26.3	15.8	5.5	1.1	74.7
	Group 4	362.0	1.5	46.4	19.3	19.8	9.2	2.1	1.7	52.1
	Not in paid work	288.2	1.4	73.2	12.4	9.4	2.9	0.5	0.1	25.4
	Not stated (22%)	322.6	2.2	58.5	12.7	13.4	8.6	3.4	1.2	39.3
Aust	Group 1	489.4	0.9	3.0	8.8	28.2	36.9	16.8	5.4	96.1
	Group 2	475.8	1.0	4.7	12.5	32.2	33.9	12.4	3.3	94.3
	Group 3	458.6	1.3	8.4	17.2	34.6	28.6	8.2	1.7	90.3
	Group 4	445.7	2.2	12.7	20.1	33.7	24.0	6.1	1.3	85.1
	Not in paid work	427.1	5.2	19.4	22.3	30.0	17.8	4.4	0.9	75.4
	Not stated (9%)	437.9	2.8	17.4	19.3	29.3	22.0	7.1	2.0	79.7

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

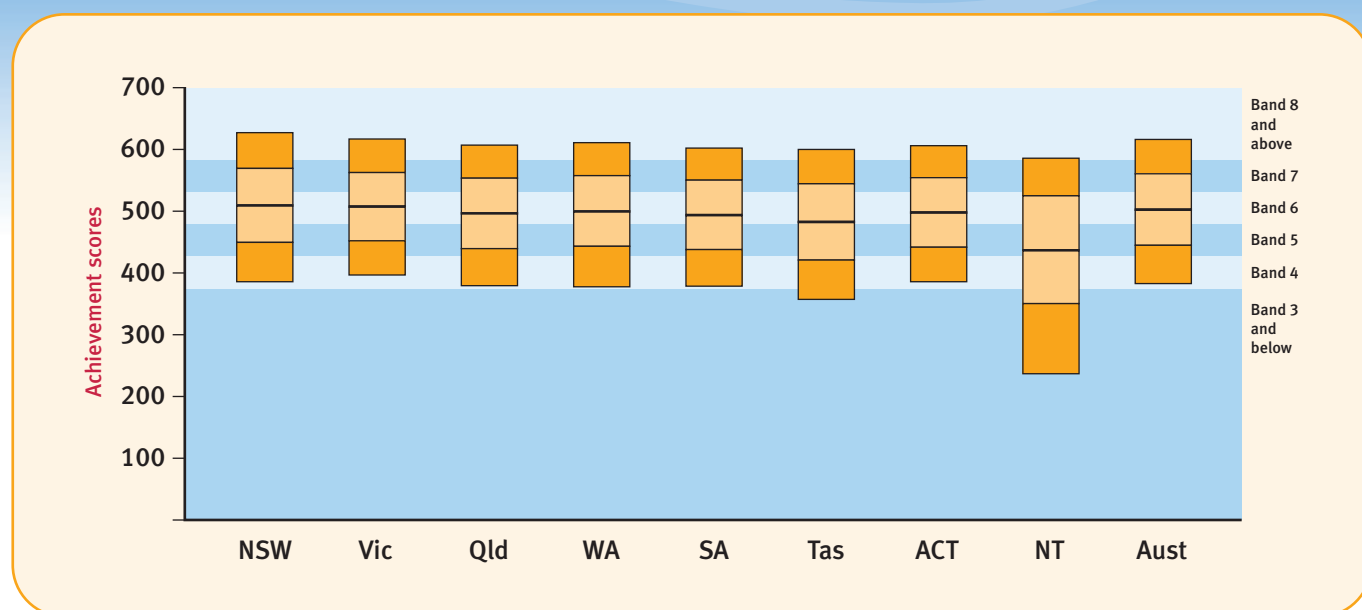
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 Spelling

Figure 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	509.3 (73.0)	507.4 (66.7)	496.5 (68.8)	499.6 (70.6)	493.6 (68.2)	482.5 (73.6)	497.8 (68.3)	436.7 (106.1)	502.4 (71.1)

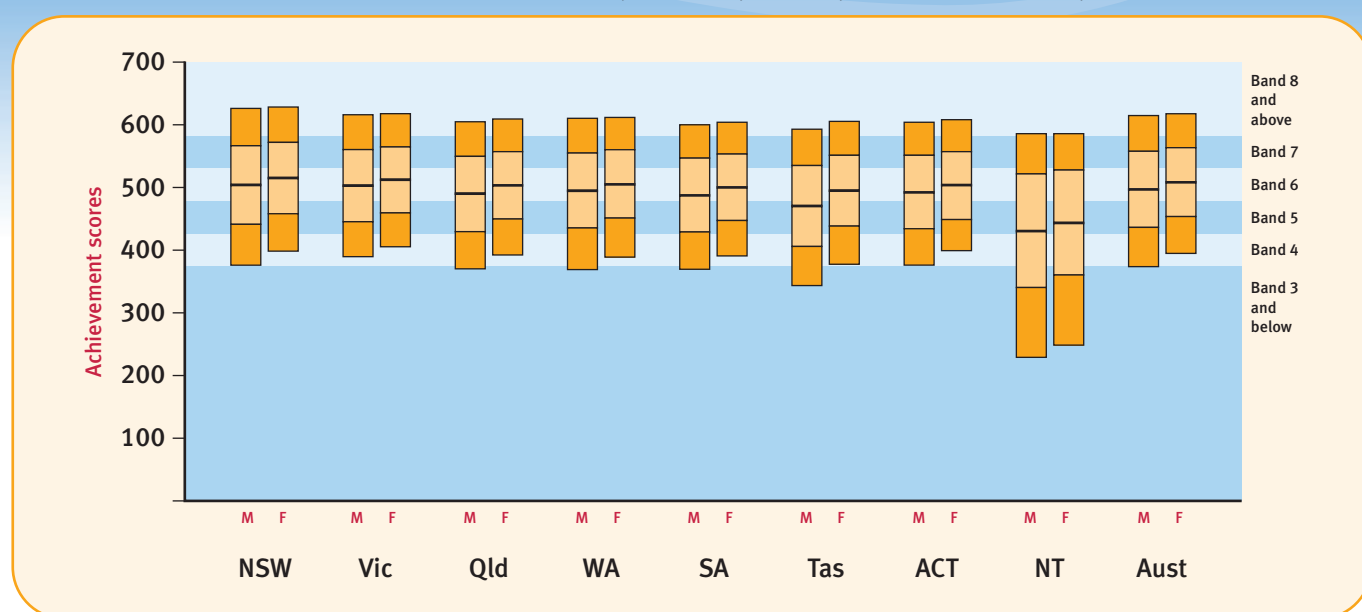
Table 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2018.

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	97.3	1.6	1.1	1.5	3.6	9.0	19.2	28.2	23.5	15.1	94.9
Vic	10yrs 9mths 5yrs 4mths	95.1	2.5	2.4	2.5	2.3	8.6	20.5	30.4	23.2	12.5	95.2
Qld	10yrs 5mths 5yrs 4mths	93.3	2.2	4.4	1.2	4.2	11.0	22.2	30.0	21.4	9.9	94.6
WA	10yrs 5mths 5yrs 4mths	96.2	2.3	1.5	1.1	4.5	9.7	21.3	30.0	22.2	11.2	94.4
SA	10yrs 7mths 5yrs 4mths	94.1	3.0	3.0	2.6	4.3	11.0	23.4	29.9	20.1	8.8	93.2
Tas	10yrs 11mths 5yrs 4mths	94.2	3.3	2.5	1.5	7.6	13.9	23.9	27.1	18.0	8.0	90.9
ACT	10yrs 7mths 5yrs 4mths	95.1	1.9	3.0	1.4	3.5	10.5	22.8	29.7	22.2	9.9	95.1
NT	10yrs 6mths 5yrs 4mths	89.5	8.7	1.9	1.2	25.1	14.5	20.0	21.4	12.4	5.5	73.7
Aust	10yrs 7mths 5yrs 4mths	95.4	2.2	2.4	1.7	3.9	9.7	20.9	29.4	22.3	12.2	94.4

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	503.9 (75.7)	502.8 (68.7)	490.0 (71.2)	494.6 (73.0)	487.3 (71.0)	470.3 (76.0)	492.1 (70.8)	430.3 (108.1)	496.8 (73.5)
Female Mean scale score / (S.D.)	515.0 (69.6)	512.2 (64.1)	503.3 (65.6)	504.9 (67.6)	500.0 (64.6)	494.8 (68.9)	503.7 (65.2)	443.3 (103.6)	508.2 (67.9)

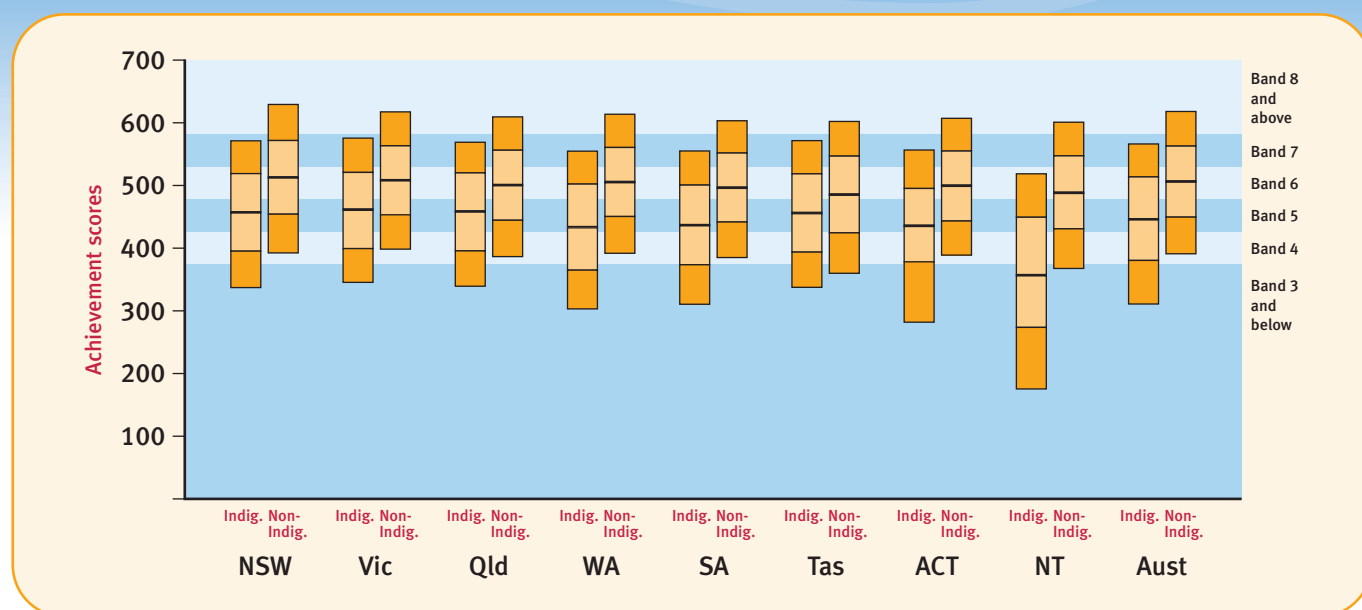
Table 5.S2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2018.

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	2.0	4.6	10.3	19.7	27.2	21.9	14.3	93.4
	Female	1.0	2.4	7.5	18.7	29.3	25.2	15.9	96.6
Vic	Male	3.3	2.9	9.9	21.4	29.1	21.3	12.0	93.8
	Female	1.7	1.7	7.1	19.6	31.7	25.1	13.1	96.6
Qld	Male	1.6	5.5	12.9	22.9	28.4	19.5	9.2	92.9
	Female	0.8	2.9	9.0	21.5	31.7	23.4	10.7	96.4
WA	Male	1.4	5.6	11.0	21.8	28.8	20.7	10.6	93.0
	Female	0.8	3.4	8.2	20.8	31.2	23.8	11.8	95.8
SA	Male	3.3	5.5	12.8	24.2	27.5	18.5	8.3	91.2
	Female	1.8	3.0	9.2	22.6	32.3	21.8	9.3	95.2
Tas	Male	2.0	10.6	16.7	24.5	24.7	14.7	6.8	87.3
	Female	1.0	4.4	11.1	23.4	29.5	21.3	9.3	94.6
ACT	Male	1.6	4.6	12.0	23.6	28.2	20.7	9.2	93.7
	Female	1.1	2.3	9.0	22.1	31.3	23.7	10.6	96.6
NT	Male	1.6	27.2	15.5	18.7	20.2	11.4	5.3	71.1
	Female	0.6	23.0	13.4	21.3	22.7	13.3	5.7	76.4
Aust	Male	2.2	4.9	11.2	21.5	28.0	20.6	11.5	92.8
	Female	1.1	2.7	8.1	20.2	30.8	24.2	12.9	96.1

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	457.1 (72.3)	461.3 (70.5)	458.5 (71.3)	433.4 (78.3)	436.6 (74.9)	455.9 (72.3)	435.5 (80.7)	356.8 (102.6)	446.0 (80.3)
Non-Indigenous Mean scale score / (S.D.)	512.8 (71.7)	508.3 (66.3)	500.5 (67.4)	505.3 (67.2)	496.3 (66.5)	485.3 (73.2)	499.5 (67.1)	488.2 (70.4)	506.2 (68.8)

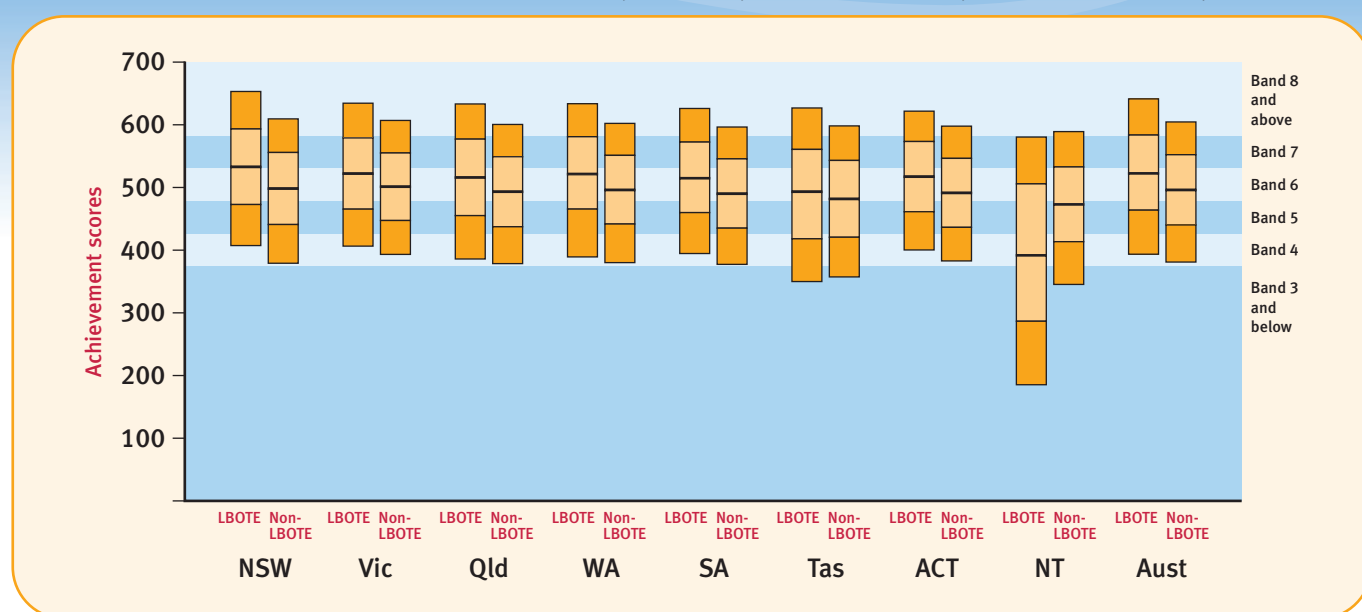
Table 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous Status, by State and Territory, 2018.

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	2.9	12.7	19.3	26.2	23.6	11.9	3.4	84.4
	Non-Indigenous	1.4	2.9	8.2	18.7	28.5	24.3	15.9	95.7
Vic	Indigenous	7.0	10.7	18.1	25.0	24.0	11.5	3.7	82.3
	Non-Indigenous	2.3	2.2	8.4	20.5	30.5	23.4	12.7	95.5
Qld	Indigenous	2.0	12.4	19.1	25.9	24.9	12.5	3.2	85.6
	Non-Indigenous	1.1	3.4	10.2	21.8	30.6	22.4	10.6	95.5
WA	Indigenous	1.4	23.3	20.9	24.0	20.2	8.3	1.9	75.3
	Non-Indigenous	1.1	3.0	8.6	21.0	30.9	23.5	12.0	95.9
SA	Indigenous	4.4	19.2	21.6	26.3	18.9	7.6	2.0	76.3
	Non-Indigenous	2.4	3.5	10.5	23.2	30.5	20.8	9.1	94.1
Tas	Indigenous	1.4	13.1	20.1	26.9	23.2	11.6	3.7	85.5
	Non-Indigenous	1.5	7.0	13.2	23.7	27.4	18.6	8.5	91.5
ACT	Indigenous	6.1	18.1	18.8	28.6	20.0	5.5	3.0	75.9
	Non-Indigenous	1.2	3.1	10.3	22.7	29.9	22.7	10.1	95.7
NT	Indigenous	1.8	54.6	17.8	14.0	8.2	3.1	0.4	43.6
	Non-Indigenous	0.7	5.9	12.3	23.9	30.0	18.3	8.8	93.4
Aust	Indigenous	2.7	17.4	19.4	24.9	22.1	10.7	2.9	79.9
	Non-Indigenous	1.6	3.0	9.0	20.6	29.9	23.1	12.8	95.4

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	532.7 (73.7)	522.0 (68.7)	515.8 (74.5)	521.3 (73.8)	514.7 (70.1)	493.1 (83.0)	517.1 (69.3)	391.7 (121.7)	522.4 (76.0)
Non-LBOTE Mean scale score / (S.D.)	498.1 (69.8)	501.1 (64.8)	493.1 (67.2)	495.9 (67.3)	489.9 (66.9)	481.6 (73.0)	491.2 (66.8)	472.9 (73.6)	495.9 (67.8)

Table 5.S4: Achievement of Year 5 Students in Spelling, by LBOTE Status, by State and Territory, 2018.

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	2.0	5.7	13.8	25.2	27.1	24.2	96.1
	Non-LBOTE	1.3	4.3	10.5	21.9	29.6	21.7	10.7	94.4
Vic	LBOTE	3.3	1.7	6.3	16.4	28.1	26.0	18.1	94.9
	Non-LBOTE	2.1	2.6	9.6	22.4	31.4	21.9	10.1	95.3
Qld	LBOTE	1.6	3.6	8.2	16.2	27.0	25.6	17.8	94.8
	Non-LBOTE	1.1	4.3	11.5	23.3	30.6	20.7	8.5	94.6
WA	LBOTE	1.5	3.7	5.9	14.6	27.4	27.7	19.2	94.8
	Non-LBOTE	1.0	4.2	10.2	23.0	31.2	21.3	9.2	94.8
SA	LBOTE	4.8	2.9	6.6	17.1	28.2	25.4	15.0	92.3
	Non-LBOTE	2.1	4.5	11.8	24.5	30.3	19.2	7.6	93.5
Tas	LBOTE	4.4	7.7	13.7	16.0	26.0	18.9	13.1	87.8
	Non-LBOTE	1.4	7.6	14.0	24.4	27.0	17.8	7.7	91.0
ACT	LBOTE	3.0	2.7	6.7	16.6	26.7	28.9	15.4	94.3
	Non-LBOTE	0.9	3.8	11.9	24.9	30.7	19.9	8.0	95.3
NT	LBOTE	1.7	44.5	13.7	13.2	13.0	9.2	4.7	53.8
	Non-LBOTE	0.7	9.4	15.1	25.6	28.3	14.9	6.0	89.9
Aust	LBOTE	2.4	3.2	6.5	15.1	26.4	26.2	20.2	94.4
	Non-LBOTE	1.5	4.0	10.8	22.8	30.4	21.1	9.4	94.5

[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, 2018.

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	518.6	1.6	2.6	7.2	17.2	28.1	25.5	17.9	95.8
	Inner Regional	485.1	1.4	5.7	13.5	24.8	28.7	18.4	7.5	92.9
	Outer Regional	475.2	1.2	7.9	15.7	25.7	28.1	16.0	5.4	90.9
	Remote	456.5	2.7	14.4	16.8	26.2	22.7	14.1	3.2	82.8
	Very Remote	451.1	2.3	15.9	22.4	24.2	21.4	10.2	3.6	81.8
Vic	Major Cities	513.1	2.6	1.9	7.2	19.3	30.4	24.5	14.2	95.6
	Inner Regional	490.1	2.3	3.7	12.7	24.6	30.2	18.8	7.7	94.0
	Outer Regional	489.8	2.7	4.0	12.7	23.4	30.7	20.0	6.5	93.4
	Remote	479.0	0.0	7.2	12.3	24.3	33.2	21.7	1.3	92.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	504.0	1.2	3.1	9.3	21.0	30.7	23.1	11.6	95.7
	Inner Regional	487.2	1.2	5.0	13.4	24.3	29.5	19.2	7.4	93.8
	Outer Regional	486.1	1.2	5.7	13.4	24.0	29.3	19.0	7.3	93.0
	Remote	468.8	1.8	10.6	17.4	23.6	25.2	15.8	5.5	87.6
	Very Remote	438.4	0.7	20.2	23.5	24.4	20.2	8.7	2.3	79.1
WA	Major Cities	508.2	1.2	2.9	8.1	19.9	30.7	24.2	13.0	95.9
	Inner Regional	484.8	0.8	5.4	12.7	26.3	30.5	17.7	6.7	93.8
	Outer Regional	476.7	0.8	8.5	14.4	25.3	28.2	17.0	5.8	90.7
	Remote	466.7	0.5	11.0	16.0	26.2	26.8	15.1	4.3	88.4
	Very Remote	420.7	0.3	31.6	20.4	20.5	16.7	7.9	2.6	68.1
SA	Major Cities	500.5	2.8	3.2	9.5	22.0	30.3	21.8	10.3	94.0
	Inner Regional	481.1	1.6	5.2	14.2	27.0	29.2	17.2	5.5	93.2
	Outer Regional	472.9	2.6	6.8	15.6	27.9	28.7	14.5	3.9	90.6
	Remote	476.0	1.1	8.0	15.9	23.5	29.9	16.4	5.2	90.8
	Very Remote	428.4	1.3	31.6	17.4	19.2	16.7	7.3	6.5	67.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	487.7	1.5	6.6	12.9	22.9	27.8	19.2	9.1	91.8
	Outer Regional	470.7	1.5	9.7	16.4	26.3	25.2	15.2	5.7	88.8
	Remote	467.5	2.5	9.9	14.8	27.2	29.1	12.6	4.0	87.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	497.9	1.4	3.5	10.5	22.8	29.7	22.2	9.9	95.2
	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	480.9	1.1	7.9	13.5	23.7	28.9	17.1	7.7	91.0
	Remote	443.4	0.5	22.5	18.4	23.5	19.6	10.8	4.9	77.1
	Very Remote	328.3	1.9	67.1	13.7	8.7	5.4	2.6	0.7	31.0
Aust	Major Cities	511.4	1.8	2.6	7.9	19.3	29.7	24.3	14.4	95.6
	Inner Regional	486.9	1.6	5.1	13.2	24.7	29.3	18.7	7.5	93.4
	Outer Regional	480.9	1.5	6.7	14.2	24.9	28.8	17.6	6.3	91.8
	Remote	464.0	1.1	12.6	16.7	24.8	25.5	14.7	4.6	86.3
	Very Remote	400.5	1.0	37.9	19.2	18.2	14.6	6.7	2.2	61.0

[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, 2018.

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	467.6	3.3	10.2	16.7	25.5	25.8	13.8	4.8	86.5
	Inner Regional	454.1	2.4	12.5	20.9	27.1	22.7	11.5	2.8	85.1
	Outer Regional	441.9	2.3	17.9	21.8	26.1	21.9	8.6	1.4	79.7
	Remote	427.7	4.7	24.1	21.8	25.3	13.6	9.5	1.1	71.2
	Very Remote	422.0	2.6	24.5	29.5	24.2	13.2	5.8	0.3	72.9
Vic	Major Cities	471.6	5.7	7.6	16.3	25.4	26.2	14.3	4.5	86.7
	Inner Regional	452.4	8.2	12.5	20.0	25.8	21.5	9.3	2.7	79.3
	Outer Regional	453.2	7.7	14.9	19.0	22.2	23.5	8.9	3.9	77.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	467.7	2.3	9.5	16.7	26.8	26.3	14.4	4.0	88.2
	Inner Regional	466.8	1.7	8.9	18.2	26.9	26.4	14.2	3.7	89.5
	Outer Regional	459.1	1.8	12.3	19.2	25.4	25.8	12.6	2.9	85.9
	Remote	426.8	4.4	22.4	26.3	21.5	18.1	6.7	0.6	73.1
	Very Remote	420.4	0.8	26.9	26.1	23.6	16.4	5.1	1.1	72.3
WA	Major Cities	457.0	1.9	11.8	18.7	27.6	26.2	11.3	2.5	86.3
	Inner Regional	448.8	1.1	15.0	21.8	28.4	20.2	10.3	3.1	83.9
	Outer Regional	435.0	0.6	24.9	19.0	24.1	21.3	8.4	1.8	74.6
	Remote	422.8	2.1	26.5	24.1	22.6	17.4	5.9	1.4	71.4
	Very Remote	386.0	0.5	47.1	23.9	15.8	8.8	3.2	0.8	52.5
SA	Major Cities	444.2	3.6	16.0	20.5	28.0	20.6	8.7	2.6	80.4
	Inner Regional	442.1	7.5	14.8	21.1	29.9	17.2	6.5	3.0	77.6
	Outer Regional	438.5	6.6	17.6	22.0	26.4	18.6	7.6	1.3	75.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	371.6	0.0	53.4	27.1	12.9	5.2	1.1	0.3	46.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	455.1	1.6	13.2	20.3	26.8	23.4	11.5	3.2	85.2
	Outer Regional	457.3	1.2	12.8	19.4	27.8	23.0	11.7	4.2	86.0
	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	436.5	5.7	18.0	18.1	28.9	20.5	5.7	3.1	76.4
	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	435.1	2.6	20.4	20.7	26.9	19.4	8.5	1.5	77.0
	Remote	388.7	0.4	43.7	25.3	17.8	9.1	3.4	0.2	55.9
	Very Remote	310.3	2.0	73.9	13.8	6.9	2.8	0.6	0.0	24.1
Aust	Major Cities	464.0	3.2	10.6	17.2	26.4	25.5	13.1	4.0	86.2
	Inner Regional	457.1	2.9	11.7	20.1	27.0	23.4	11.8	3.1	85.4
	Outer Regional	449.2	2.5	15.9	20.1	25.6	23.2	10.4	2.4	81.6
	Remote	417.1	2.5	29.0	24.5	21.3	15.6	6.2	0.9	68.5
	Very Remote	366.2	1.2	51.6	20.8	14.6	8.5	2.7	0.5	47.2

[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, 2018.

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	520.7	1.5	2.3	6.8	16.9	28.2	25.9	18.4	96.3
	Inner Regional	489.1	1.2	4.8	12.6	24.5	29.5	19.4	8.0	94.0
	Outer Regional	482.6	0.9	5.6	14.4	25.4	29.7	17.8	6.3	93.4
	Remote	474.9	1.4	8.1	13.5	27.0	28.3	17.0	4.7	90.5
	Very Remote	490.4	2.0	5.2	13.2	23.6	29.6	17.2	9.2	92.8
Vic	Major Cities	513.6	2.4	1.8	7.1	19.2	30.5	24.6	14.3	95.8
	Inner Regional	491.4	2.0	3.4	12.4	24.6	30.5	19.2	7.9	94.6
	Outer Regional	492.4	2.3	3.1	12.2	23.5	31.3	20.8	6.8	94.6
	Remote	478.3	0.0	7.4	12.6	24.8	32.2	21.7	1.3	92.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	505.8	1.1	2.8	8.9	20.7	30.9	23.6	12.0	96.1
	Inner Regional	490.0	1.1	4.5	12.7	23.9	30.0	19.9	7.9	94.4
	Outer Regional	492.0	1.1	4.3	12.1	23.7	30.1	20.5	8.3	94.6
	Remote	487.0	0.9	5.4	13.7	23.8	28.6	19.8	7.8	93.7
	Very Remote	470.9	0.7	7.5	19.1	26.3	26.5	15.3	4.6	91.8
WA	Major Cities	510.9	1.2	2.4	7.5	19.5	30.9	24.9	13.5	96.4
	Inner Regional	487.0	0.7	4.5	12.1	26.4	31.3	18.2	6.7	94.7
	Outer Regional	484.2	0.8	5.6	13.5	25.5	29.6	18.6	6.4	93.6
	Remote	484.5	0.0	4.8	12.3	28.0	30.6	19.0	5.4	95.2
	Very Remote	475.2	0.0	7.5	14.6	27.7	29.2	15.3	5.8	92.5
SA	Major Cities	502.4	2.7	2.8	9.1	21.8	30.7	22.3	10.5	94.5
	Inner Regional	482.1	1.4	5.0	14.1	26.9	29.6	17.6	5.5	93.7
	Outer Regional	476.9	2.1	5.5	14.8	28.0	29.9	15.4	4.2	92.5
	Remote	478.7	1.2	7.3	14.9	23.9	30.1	17.0	5.5	91.4
	Very Remote	489.8	2.5	7.0	9.3	26.5	28.5	13.5	12.8	90.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	490.4	1.5	6.1	12.2	22.6	28.2	19.8	9.6	92.4
	Outer Regional	473.0	1.3	9.2	15.8	26.3	25.5	15.9	6.0	89.5
	Remote	472.5	3.2	8.3	12.4	29.5	30.8	11.7	4.1	88.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	499.5	1.2	3.1	10.3	22.7	29.9	22.7	10.1	95.7
	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	490.4	0.7	5.2	12.0	23.1	31.0	18.8	9.1	94.0
	Remote	479.8	0.5	8.4	13.7	27.2	26.6	15.6	8.0	91.1
	Very Remote	484.8	1.2	7.1	11.9	24.5	27.4	20.5	7.4	91.7
Aust	Major Cities	513.1	1.7	2.3	7.6	19.0	29.9	24.7	14.8	96.0
	Inner Regional	489.6	1.4	4.4	12.5	24.4	29.9	19.3	7.9	94.1
	Outer Regional	486.6	1.3	5.0	13.2	24.7	29.9	18.9	7.0	93.7
	Remote	482.4	0.7	6.2	13.3	26.2	29.4	18.1	6.2	93.2
	Very Remote	476.6	0.7	7.3	15.6	26.4	27.9	15.9	6.2	92.0

[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, 2018.

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 4	Band 5	Band 6	Band 7	Band 8 and above
NSW	Bachelor	537.2	0.9	1.0	4.0	13.5	26.8	29.1	24.7	98.1
	Diploma	504.0	1.2	2.6	8.9	21.6	31.4	23.2	11.0	96.2
	Certificate	485.6	1.6	5.3	13.2	24.7	29.7	18.8	6.8	93.2
	Year 12	494.7	2.3	4.5	11.5	21.8	29.7	20.9	9.3	93.2
	Year 11	459.6	3.6	11.9	19.0	25.5	24.2	12.1	3.7	84.5
	Not stated (4%)	502.8	2.8	4.9	10.0	19.0	27.3	22.6	13.4	92.3
Vic	Bachelor	527.1	1.4	0.9	4.6	16.0	30.0	27.9	19.2	97.6
	Diploma	499.8	1.9	2.3	9.5	23.3	32.2	21.9	8.9	95.9
	Certificate	488.4	2.9	3.5	12.3	25.3	31.1	18.7	6.2	93.6
	Year 12	494.6	3.0	3.0	10.7	23.5	31.8	20.6	7.4	93.9
	Year 11	472.9	7.2	6.3	16.6	25.3	26.2	14.2	4.3	86.6
	Not stated (2%)	516.5	5.0	2.1	7.0	18.0	28.4	23.7	15.9	92.9
Qld	Bachelor	521.9	0.7	1.3	5.5	17.2	30.6	27.6	17.0	98.0
	Diploma	494.5	0.8	3.5	10.9	23.8	31.8	21.3	7.9	95.7
	Certificate	485.1	1.1	4.6	13.5	25.4	30.9	18.6	5.9	94.2
	Year 12	482.2	1.4	6.2	14.3	24.5	29.0	18.3	6.4	92.4
	Year 11	460.4	2.5	11.4	19.0	26.5	25.2	12.2	3.3	86.2
	Not stated (6%)	478.7	3.0	7.8	15.5	23.1	26.5	17.0	7.0	89.1
WA	Bachelor	526.4	0.8	1.2	4.6	15.7	30.3	28.8	18.6	98.0
	Diploma	500.8	0.9	2.5	9.0	23.0	32.5	22.7	9.4	96.6
	Certificate	486.9	1.1	4.4	12.2	26.0	31.2	18.8	6.3	94.4
	Year 12	488.6	1.2	5.4	11.4	24.2	31.3	19.0	7.5	93.4
	Year 11	459.5	1.8	12.7	18.0	25.8	25.4	12.8	3.5	85.4
	Not stated (11%)	476.6	1.7	10.8	14.0	22.2	26.3	17.0	8.0	87.5
SA	Bachelor	519.1	1.5	1.2	5.5	18.1	31.4	27.3	14.9	97.3
	Diploma	492.0	1.8	3.0	10.8	25.2	33.0	19.4	6.8	95.3
	Certificate	480.1	2.2	4.9	13.9	27.7	30.4	16.2	4.7	92.9
	Year 12	487.6	3.1	4.7	12.3	24.9	29.9	18.1	7.1	92.3
	Year 11	454.6	5.2	12.0	20.0	27.2	22.2	10.2	3.1	82.8
	Not stated (7%)	477.7	6.0	8.4	14.0	22.9	25.5	16.2	7.0	85.5

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 Spelling

Table 5.S8 (cont.): Achievement of Year 5 Students in Spelling, by Parental Education, by State and Territory, 2018.

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	515.4	1.1	1.9	7.4	18.5	29.9	25.4	15.7	96.9
	Diploma	484.4	1.2	5.6	13.3	26.1	28.3	18.3	7.1	93.1
	Certificate	473.6	1.1	8.0	16.2	26.0	27.4	15.9	5.3	90.9
	Year 12	466.6	2.1	10.9	16.4	26.6	25.3	13.9	4.8	86.9
	Year 11	450.1	2.8	16.2	19.3	26.5	21.6	11.0	2.7	81.0
	Not stated (8%)	473.4	2.6	9.9	15.8	23.8	24.9	16.3	6.6	87.5
ACT	Bachelor	511.9	1.1	1.9	7.5	19.5	30.3	26.6	13.2	97.0
	Diploma	484.0	1.1	3.8	13.4	27.7	31.0	17.7	5.4	95.1
	Certificate	470.9	1.6	6.5	16.4	29.3	28.4	13.1	4.6	91.9
	Year 12	475.6	2.0	5.5	14.9	30.1	28.1	15.8	3.6	92.5
	Year 11	453.8	5.8	11.0	21.0	25.3	22.3	11.6	2.9	83.1
	Not stated (7%)	490.3	1.6	5.4	11.2	23.4	29.8	20.1	8.5	93.0
NT	Bachelor	495.4	0.9	5.8	9.5	21.2	31.4	20.6	10.6	93.4
	Diploma	472.0	0.8	10.2	12.4	27.6	28.0	15.2	5.8	89.1
	Certificate	452.7	1.1	15.8	18.4	24.2	24.6	11.8	4.2	83.1
	Year 12	436.2	0.5	24.9	17.2	20.6	20.0	11.9	4.9	74.6
	Year 11	347.2	1.4	58.4	17.0	12.4	7.3	3.2	0.4	40.3
	Not stated (14%)	406.6	2.0	38.0	14.7	16.7	14.2	9.3	5.1	60.0
Aust	Bachelor	528.2	1.1	1.1	4.8	15.7	29.2	28.2	20.0	97.8
	Diploma	498.9	1.3	2.9	9.8	23.1	31.8	22.0	9.2	95.9
	Certificate	485.1	1.7	4.8	13.2	25.4	30.4	18.3	6.2	93.5
	Year 12	488.9	2.1	5.0	12.2	23.6	30.1	19.4	7.5	92.9
	Year 11	459.0	4.1	11.9	18.4	25.5	24.3	12.3	3.6	84.0
	Not stated (5%)	485.5	3.1	8.2	12.7	21.3	26.4	18.7	9.6	88.7

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 Spelling

Table 5.S9: Achievement of Year 5 Students in Spelling, by Parental Occupation, by State and Territory, 2018.

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	533.9	0.8	1.1	4.4	14.4	27.6	28.6	23.1	98.1
	Group 2	518.2	1.0	1.9	6.9	18.1	29.5	25.8	16.8	97.1
	Group 3	498.7	1.4	3.6	10.7	22.5	29.9	21.3	10.6	95.0
	Group 4	488.0	1.9	6.0	13.4	23.2	27.7	18.7	9.0	92.1
	Not in paid work	467.3	4.0	11.0	17.2	23.7	24.1	14.4	5.6	85.0
	Not stated (5%)	502.6	2.6	4.9	10.1	19.4	27.5	22.2	13.4	92.6
Vic	Group 1	526.7	1.0	0.9	4.7	16.0	30.6	27.9	18.9	98.1
	Group 2	513.5	1.3	1.4	6.9	20.0	31.5	24.9	13.9	97.3
	Group 3	499.5	1.8	2.5	9.6	23.3	32.1	21.5	9.2	95.7
	Group 4	492.3	3.4	3.6	12.0	23.6	29.8	19.4	8.2	93.0
	Not in paid work	478.7	7.8	5.8	15.2	23.8	25.8	16.1	5.5	86.4
	Not stated (2%)	518.3	6.0	2.2	6.4	17.5	27.9	22.8	17.1	91.8
Qld	Group 1	520.0	0.7	1.4	5.8	17.8	30.9	27.1	16.3	97.9
	Group 2	505.2	0.5	2.3	8.7	21.3	32.2	23.9	11.1	97.1
	Group 3	490.2	0.9	4.0	12.3	24.7	30.8	20.0	7.2	95.1
	Group 4	481.2	1.4	6.3	14.6	25.0	29.0	17.6	6.1	92.4
	Not in paid work	463.4	3.4	10.9	18.4	24.8	25.5	13.0	4.0	85.7
	Not stated (15%)	480.8	2.4	7.1	15.0	23.7	27.2	17.3	7.2	90.5
WA	Group 1	522.7	0.6	1.3	5.2	16.8	30.8	28.0	17.3	98.0
	Group 2	508.1	0.6	2.1	7.7	20.7	32.5	24.5	11.8	97.2
	Group 3	494.0	1.0	3.8	10.6	24.4	31.5	20.4	8.3	95.3
	Group 4	486.8	1.6	5.8	12.4	24.4	29.2	19.1	7.5	92.6
	Not in paid work	462.9	2.5	13.2	17.0	24.1	24.6	13.3	5.3	84.3
	Not stated (17%)	481.8	1.7	8.9	13.3	22.5	26.7	18.1	8.7	89.4
SA	Group 1	516.6	1.3	1.3	6.0	18.6	32.1	26.5	14.1	97.3
	Group 2	499.4	1.1	2.6	9.6	23.5	32.1	22.0	9.1	96.3
	Group 3	489.0	1.6	3.5	12.0	26.3	31.6	18.2	6.7	94.8
	Group 4	481.3	2.5	5.5	14.1	26.7	28.1	17.1	6.0	91.9
	Not in paid work	467.8	7.7	8.7	16.4	24.9	24.7	13.3	4.4	83.6
	Not stated (15%)	472.1	5.6	9.4	15.4	24.2	24.8	14.4	6.2	85.1

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, 2018.

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	510.3	0.7	2.8	8.2	19.7	29.6	24.8	14.2	96.4
	Group 2	494.8	1.0	4.0	11.1	23.6	30.1	21.0	9.2	95.0
	Group 3	477.7	0.9	7.1	15.7	25.3	27.9	16.7	6.4	92.0
	Group 4	461.7	1.5	11.9	18.1	26.7	24.8	13.3	3.8	86.6
	Not in paid work	449.0	5.0	16.3	19.5	26.0	19.9	9.8	3.5	78.7
	Not stated (11%)	469.4	2.5	10.8	16.9	24.8	23.9	14.6	6.5	86.7
ACT	Group 1	510.5	1.2	2.0	7.5	19.7	31.9	24.9	12.9	96.8
	Group 2	500.4	0.9	2.7	10.8	22.8	29.6	22.3	10.7	96.4
	Group 3	485.1	1.4	4.1	13.3	28.7	26.2	19.6	6.6	94.5
	Group 4	480.2	0.9	5.1	16.6	25.5	29.6	16.6	5.6	93.9
	Not in paid work	449.5	6.1	14.7	16.8	26.1	25.4	9.7	1.2	79.2
	Not stated (14%)	485.7	1.4	5.2	12.9	24.8	28.0	21.1	6.6	93.4
NT	Group 1	491.8	0.4	6.5	10.5	21.0	31.3	21.5	8.9	93.1
	Group 2	487.0	0.9	5.9	11.8	25.7	29.7	17.4	8.7	93.2
	Group 3	463.0	0.5	13.3	16.5	23.9	27.0	13.6	5.2	86.2
	Group 4	422.1	1.5	30.6	16.6	20.5	17.3	8.6	4.9	67.9
	Not in paid work	362.3	1.4	52.9	18.1	14.9	9.1	2.6	0.9	45.7
	Not stated (22%)	385.2	2.2	43.8	14.8	15.6	12.3	7.6	3.7	54.0
Aust	Group 1	525.7	0.9	1.2	5.1	16.3	29.8	27.7	19.0	97.9
	Group 2	511.2	1.0	2.0	7.7	20.1	31.0	24.6	13.6	97.0
	Group 3	494.9	1.3	3.6	11.1	23.8	30.8	20.6	8.8	95.1
	Group 4	485.8	2.2	5.7	13.4	24.1	28.5	18.4	7.7	92.1
	Not in paid work	467.6	5.2	10.2	16.7	23.9	24.6	14.3	5.1	84.6
	Not stated (9%)	483.1	2.8	8.1	13.4	22.3	26.5	18.1	8.9	89.1

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

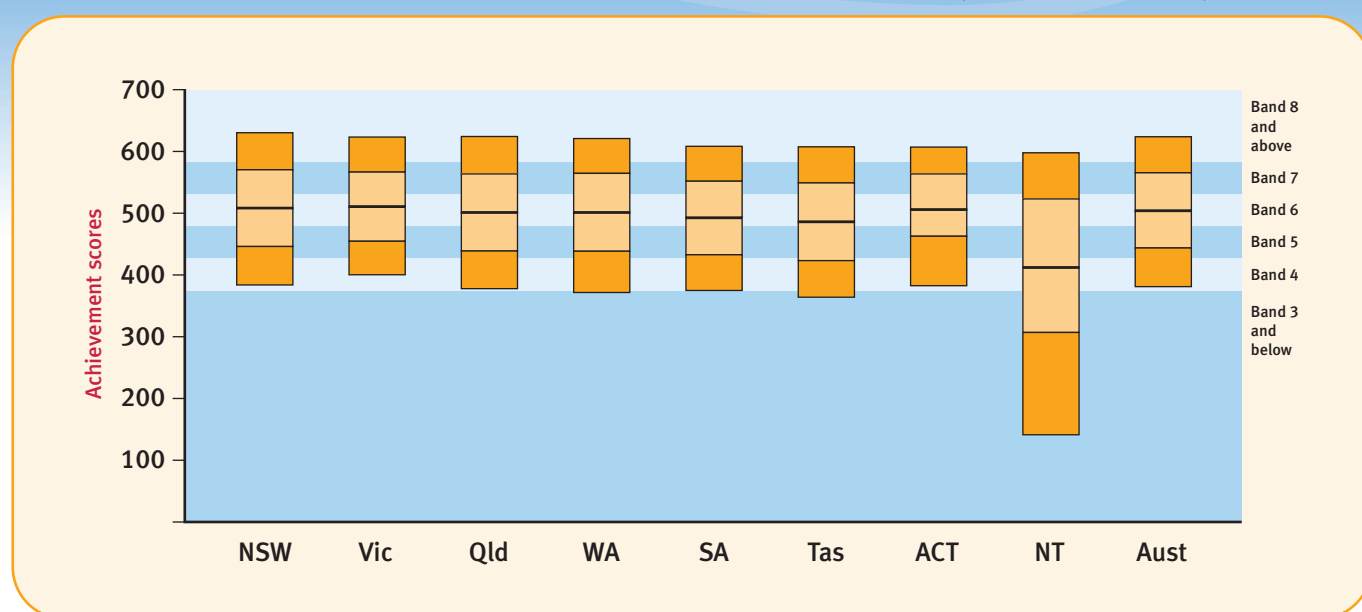
Not stated: No data was provided for parental occupation at the time of student enrolment.

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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	508.2 (74.5)	510.5 (67.3)	501.0 (75.0)	501.0 (76.5)	492.4 (71.5)	485.9 (74.1)	505.7 (67.0)	411.9 (137.3)	503.8 (74.7)

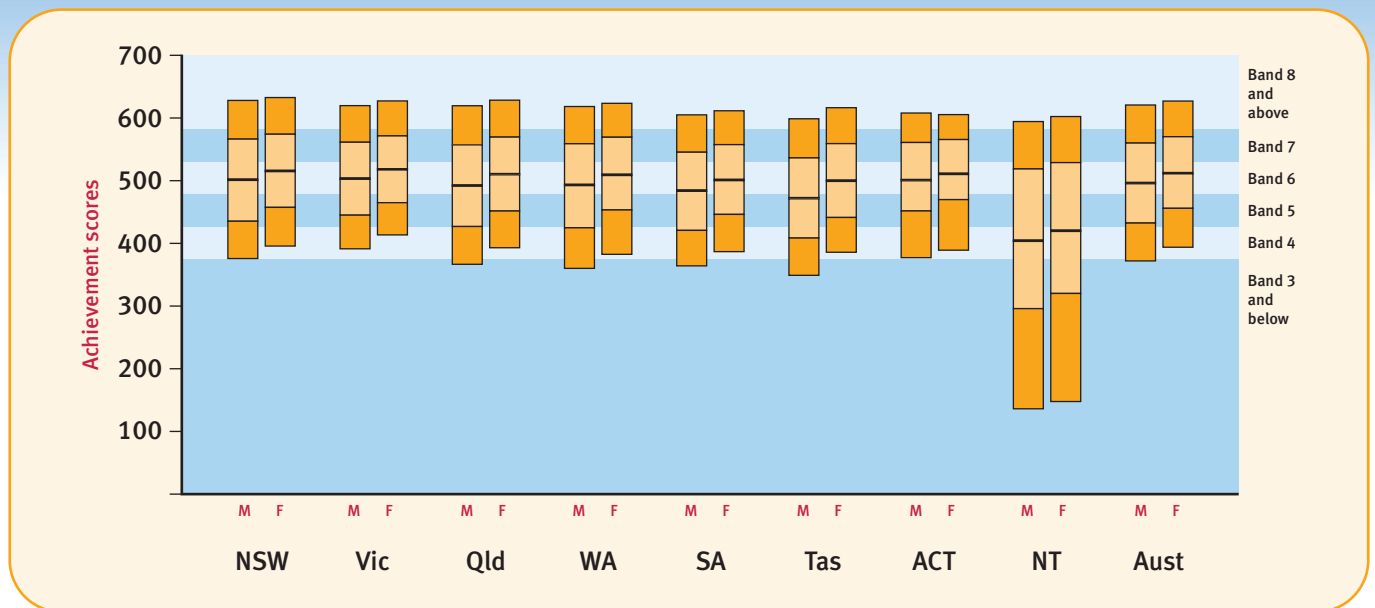
Table 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2018.

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	97.3	1.6	1.1	1.5	3.4	10.5	18.7	28.1	22.2	15.5	95.1
Vic	10yrs 9mths 5yrs 4mths	95.1	2.5	2.4	2.5	1.9	8.1	20.6	29.9	23.0	14.0	95.6
Qld	10yrs 5mths 5yrs 4mths	93.3	2.2	4.4	1.2	4.4	11.1	21.3	27.6	20.6	13.7	94.4
WA	10yrs 5mths 5yrs 4mths	96.2	2.3	1.5	1.1	5.2	11.5	17.5	29.5	21.8	13.4	93.7
SA	10yrs 7mths 5yrs 4mths	94.1	3.0	3.0	2.6	4.7	12.7	21.7	29.6	18.9	9.9	92.8
Tas	10yrs 11mths 5yrs 4mths	94.2	3.3	2.5	1.5	6.5	14.2	24.7	25.8	17.8	9.6	92.0
ACT	10yrs 7mths 5yrs 4mths	95.1	1.9	3.0	1.4	3.4	9.3	14.9	35.5	23.6	12.0	95.2
NT	10yrs 6mths 5yrs 4mths	89.5	8.7	1.9	1.2	32.2	14.0	17.8	16.8	11.0	7.1	66.6
Aust	10yrs 7mths 5yrs 4mths	95.4	2.2	2.4	1.7	3.9	10.4	19.8	28.6	21.6	13.9	94.4

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	501.4 (77.0)	503.2 (69.1)	492.1 (77.2)	493.1 (79.0)	484.0 (74.0)	472.0 (75.3)	500.8 (70.0)	404.1 (138.3)	496.1 (76.9)
Female Mean scale score / (S.D.)	515.4 (71.0)	518.1 (64.6)	510.3 (71.5)	509.2 (72.9)	501.0 (67.7)	499.8 (70.1)	510.8 (63.4)	420.0 (135.7)	511.9 (71.3)

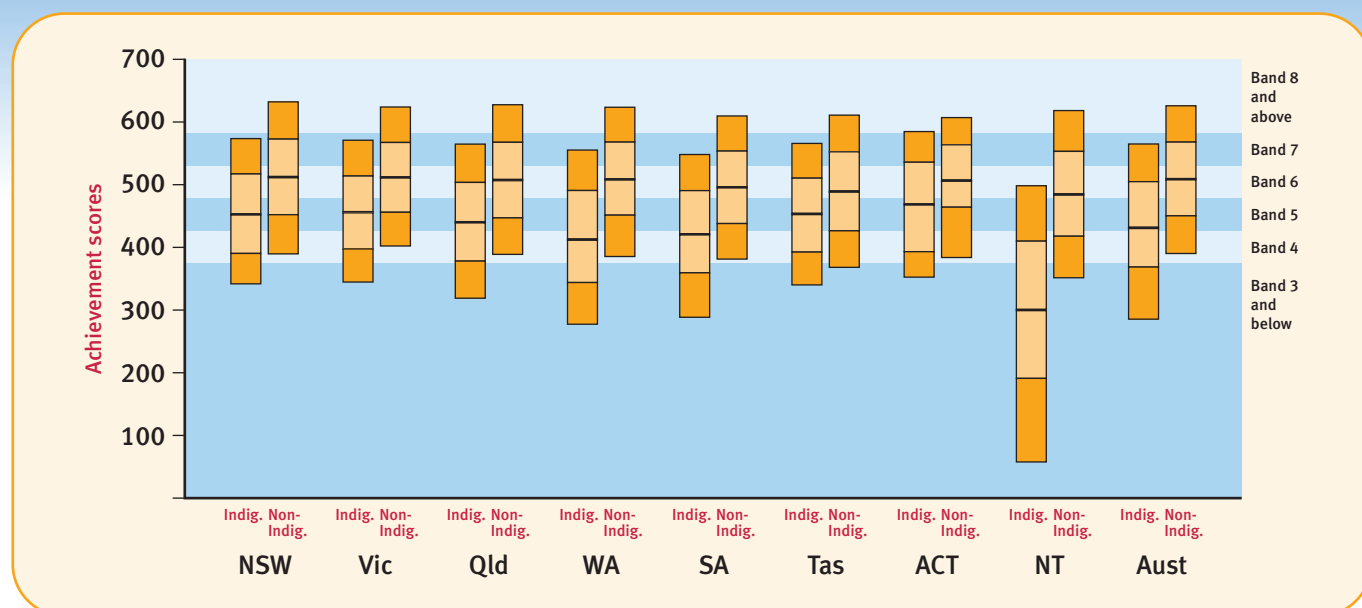
Table 5.G2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2018.

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	2.0	4.6	12.3	19.4	26.9	20.5	14.4	93.4
	Female	1.0	2.1	8.6	17.9	29.5	24.1	16.8	96.9
Vic	Male	3.3	2.6	10.1	22.2	28.7	20.6	12.5	94.1
	Female	1.7	1.1	6.0	19.0	31.1	25.5	15.6	97.2
Qld	Male	1.6	6.0	13.4	22.4	26.0	18.6	12.0	92.4
	Female	0.8	2.8	8.8	20.2	29.2	22.8	15.4	96.4
WA	Male	1.4	6.7	13.4	18.5	28.1	19.8	12.1	91.9
	Female	0.8	3.7	9.5	16.4	31.0	23.9	14.7	95.6
SA	Male	3.3	6.2	15.0	22.7	27.4	16.6	8.8	90.5
	Female	1.8	3.1	10.3	20.6	31.9	21.3	11.0	95.1
Tas	Male	2.0	9.4	17.4	26.0	23.3	14.7	7.3	88.6
	Female	1.0	3.6	11.0	23.3	28.3	20.8	11.9	95.4
ACT	Male	1.6	4.3	11.1	15.1	34.6	21.5	11.7	94.1
	Female	1.1	2.5	7.4	14.7	36.3	25.7	12.3	96.4
NT	Male	1.6	34.5	14.6	17.0	15.6	10.2	6.5	63.9
	Female	0.6	29.9	13.5	18.6	18.0	11.8	7.6	69.5
Aust	Male	2.2	5.1	12.4	20.9	27.3	19.5	12.5	92.6
	Female	1.1	2.6	8.3	18.7	30.1	23.8	15.3	96.3

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	452.6 (72.4)	456.0 (68.0)	440.0 (75.4)	412.3 (86.0)	420.8 (79.6)	453.2 (68.3)	468.5 (74.4)	300.0 (130.9)	431.0 (90.2)
Non-Indigenous Mean scale score / (S.D.)	512.0 (73.0)	511.6 (66.9)	507.3 (72.3)	508.4 (71.2)	495.8 (69.2)	489.0 (74.0)	506.4 (66.3)	484.3 (81.4)	508.7 (71.0)

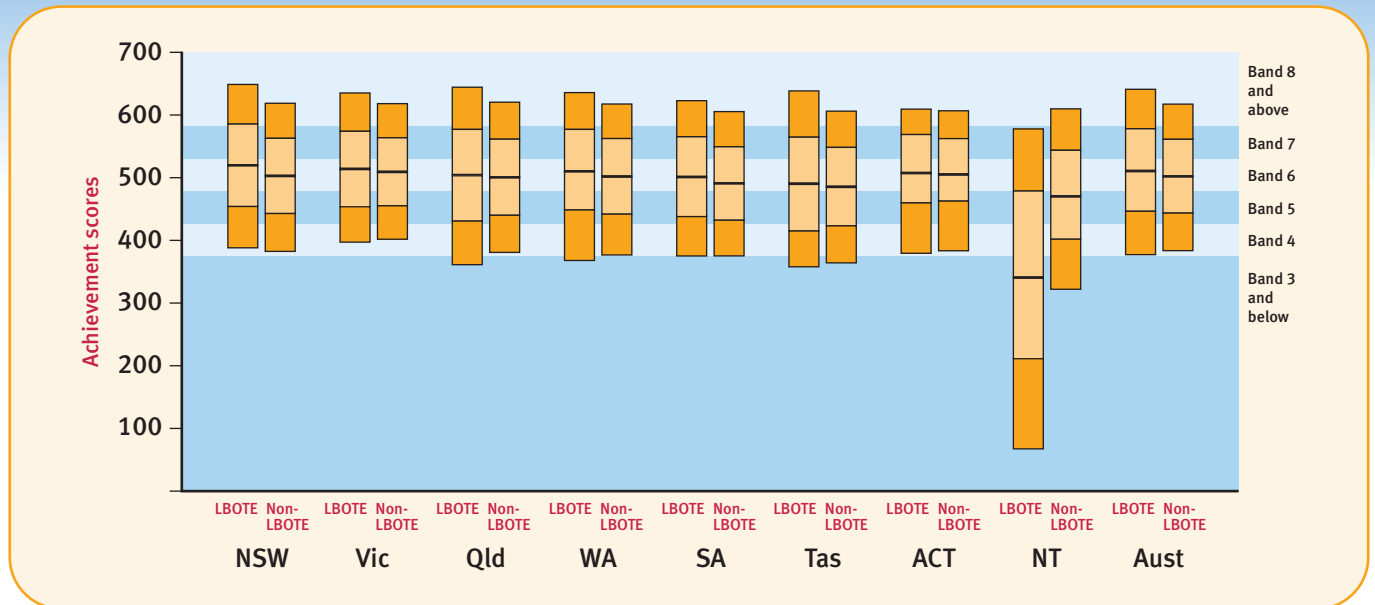
Table 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2018.

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	2.9	12.4	25.2	24.7	20.0	11.2	3.8	84.8
	Non-Indigenous	1.4	2.7	9.5	18.3	28.7	23.0	16.3	95.9
Vic	Indigenous	7.0	10.2	21.1	27.3	21.3	10.0	3.1	82.8
	Non-Indigenous	2.3	1.7	7.9	20.5	30.0	23.2	14.3	95.9
Qld	Indigenous	2.0	18.0	24.2	25.9	18.1	8.7	3.1	80.0
	Non-Indigenous	1.1	3.1	9.8	20.8	28.5	21.9	14.8	95.8
WA	Indigenous	1.4	31.8	26.4	17.0	14.2	6.9	2.2	66.8
	Non-Indigenous	1.1	3.1	10.1	17.4	30.8	23.1	14.4	95.8
SA	Indigenous	4.4	24.4	26.6	21.7	15.0	6.3	1.5	71.1
	Non-Indigenous	2.4	3.7	12.0	21.7	30.3	19.5	10.3	93.9
Tas	Indigenous	1.4	13.2	20.6	28.6	23.9	9.4	2.9	85.4
	Non-Indigenous	1.5	5.8	13.7	24.3	25.9	18.5	10.3	92.7
ACT	Indigenous	6.1	10.3	22.7	11.4	28.2	16.4	5.0	83.6
	Non-Indigenous	1.2	3.3	8.9	14.9	36.0	23.7	12.0	95.5
NT	Indigenous	1.8	68.7	13.6	8.6	5.0	1.9	0.4	29.5
	Non-Indigenous	0.7	8.3	14.4	23.8	24.5	16.9	11.4	90.9
Aust	Indigenous	2.7	21.2	23.8	22.9	17.6	8.8	2.9	76.1
	Non-Indigenous	1.6	2.8	9.5	19.6	29.4	22.5	14.6	95.6

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	519.7 (78.2)	513.8 (71.5)	504.0 (86.3)	510.1 (82.4)	501.0 (77.0)	490.2 (84.7)	507.3 (70.7)	340.5 (152.7)	510.5 (83.5)
Non-LBOTE Mean scale score / (S.D.)	502.7 (71.7)	509.1 (65.4)	500.5 (72.8)	501.7 (73.2)	490.9 (70.1)	485.3 (73.6)	505.0 (66.1)	470.1 (87.5)	502.0 (70.9)

Table 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2018.

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	2.8	9.1	16.8	25.7	22.8	20.9	95.3
	Non-LBOTE	1.3	3.6	11.1	19.7	29.4	21.9	12.9	95.1
Vic	LBOTE	3.3	2.1	8.4	19.5	27.8	22.3	16.6	94.6
	Non-LBOTE	2.1	1.8	8.0	21.1	30.8	23.3	12.9	96.1
Qld	LBOTE	1.6	6.6	11.6	18.6	23.4	20.2	18.0	91.8
	Non-LBOTE	1.1	4.0	11.0	21.8	28.3	20.7	12.9	94.8
WA	LBOTE	1.5	5.4	9.2	15.4	27.8	23.1	17.7	93.2
	Non-LBOTE	1.0	4.5	11.2	18.1	30.3	22.1	12.8	94.5
SA	LBOTE	4.8	4.5	11.1	18.0	27.9	20.5	13.1	90.6
	Non-LBOTE	2.1	4.6	13.0	22.4	30.0	18.7	9.2	93.3
Tas	LBOTE	4.4	7.9	14.9	20.2	21.8	16.3	14.5	87.7
	Non-LBOTE	1.4	6.5	14.3	24.9	25.9	17.7	9.3	92.1
ACT	LBOTE	3.0	3.6	10.5	12.5	33.2	23.6	13.5	93.4
	Non-LBOTE	0.9	3.4	9.0	15.7	35.9	23.4	11.6	95.7
NT	LBOTE	1.7	55.9	12.0	10.5	9.6	5.9	4.3	42.3
	Non-LBOTE	0.7	12.8	15.7	23.7	22.7	15.1	9.3	86.5
Aust	LBOTE	2.4	4.4	9.4	17.6	26.1	21.9	18.1	93.2
	Non-LBOTE	1.5	3.6	10.6	20.8	29.5	21.6	12.5	94.9

[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, 2018.

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	515.6	1.6	2.6	9.0	17.4	27.8	23.6	18.0	95.8
	Inner Regional	490.4	1.4	4.8	13.9	22.0	29.6	19.2	9.2	93.9
	Outer Regional	477.9	1.2	7.2	17.2	23.8	27.6	16.2	6.8	91.6
	Remote	451.4	2.7	18.0	20.1	19.4	22.1	13.1	4.5	79.2
	Very Remote	420.8	2.3	27.2	28.4	20.2	12.6	5.0	4.4	70.5
Vic	Major Cities	515.1	2.6	1.7	7.3	19.3	29.7	24.0	15.6	95.8
	Inner Regional	496.9	2.3	2.5	10.7	24.9	30.3	19.9	9.5	95.3
	Outer Regional	493.6	2.7	3.3	11.1	24.8	30.5	19.4	8.2	94.1
	Remote	480.5	0.0	4.7	15.3	23.4	37.0	15.7	3.8	95.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	509.1	1.2	3.3	9.5	20.1	27.9	22.2	15.8	95.6
	Inner Regional	494.3	1.2	4.3	12.6	23.5	28.1	19.5	10.9	94.6
	Outer Regional	487.3	1.2	6.2	14.2	23.3	27.3	17.5	10.2	92.5
	Remote	469.5	1.8	12.6	17.3	21.6	23.9	15.0	7.8	85.7
	Very Remote	412.9	0.7	34.0	23.1	19.3	13.5	6.3	3.2	65.3
WA	Major Cities	509.4	1.2	3.3	10.0	16.9	30.2	23.2	15.1	95.5
	Inner Regional	490.7	0.8	5.0	14.1	21.0	30.3	19.6	9.3	94.3
	Outer Regional	482.5	0.8	8.1	16.7	18.5	28.1	18.9	8.8	91.1
	Remote	463.2	0.5	15.4	17.2	19.7	25.2	15.9	6.1	84.0
	Very Remote	398.2	0.3	42.6	19.9	11.8	14.6	7.6	3.2	57.1
SA	Major Cities	499.3	2.8	3.6	11.4	20.3	29.9	20.4	11.5	93.6
	Inner Regional	485.8	1.6	4.7	13.7	23.9	32.0	16.9	7.2	93.7
	Outer Regional	467.9	2.6	8.3	18.2	26.8	26.6	13.3	4.2	89.1
	Remote	472.6	1.1	7.2	16.8	26.6	28.6	15.2	4.5	91.7
	Very Remote	405.4	1.3	40.1	15.8	10.4	16.2	11.7	4.4	58.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	491.6	1.5	6.0	12.9	23.2	25.9	19.2	11.2	92.5
	Outer Regional	473.4	1.5	7.6	17.0	27.7	25.4	14.8	5.9	90.9
	Remote	466.4	2.5	9.1	14.3	33.6	25.9	9.6	4.9	88.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	505.8	1.4	3.4	9.3	14.9	35.5	23.6	12.0	95.2
	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	471.1	1.1	12.1	16.5	23.5	22.6	14.4	9.8	86.8
	Remote	430.8	0.5	30.2	15.4	17.7	17.2	12.6	6.4	69.3
	Very Remote	259.4	1.9	80.3	7.3	4.7	3.0	1.7	1.1	17.9
Aust	Major Cities	512.2	1.8	2.7	9.0	18.5	28.9	23.2	16.0	95.6
	Inner Regional	492.9	1.6	4.1	12.7	23.2	29.3	19.4	9.7	94.3
	Outer Regional	481.8	1.5	7.0	15.4	23.8	27.2	16.8	8.3	91.6
	Remote	460.0	1.1	16.0	17.1	21.0	24.0	14.7	6.1	82.9
	Very Remote	362.5	1.0	50.3	17.3	12.4	10.8	5.5	2.6	48.6

[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, 2018.

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	464.1	3.3	8.6	23.0	24.7	22.2	13.3	5.0	88.1
	Inner Regional	451.3	2.4	11.8	26.5	25.5	19.4	10.9	3.4	85.8
	Outer Regional	435.3	2.3	19.1	26.9	24.8	18.2	7.1	1.6	78.6
	Remote	413.5	4.7	30.5	27.8	16.1	12.2	6.9	1.8	64.7
	Very Remote	379.3	2.6	44.2	35.8	12.4	2.6	1.8	0.5	53.2
Vic	Major Cities	465.5	5.7	7.3	19.7	27.8	22.6	12.4	4.5	87.0
	Inner Regional	450.0	8.2	10.9	23.0	26.9	21.2	7.9	1.8	80.8
	Outer Regional	443.6	7.7	16.8	20.4	26.5	17.8	8.4	2.5	75.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	455.5	2.3	12.2	21.7	27.2	20.9	11.4	4.2	85.4
	Inner Regional	456.6	1.7	10.3	22.8	28.8	21.9	10.7	3.9	88.0
	Outer Regional	436.3	1.8	17.9	26.9	26.7	17.0	7.2	2.5	80.3
	Remote	406.1	4.4	33.2	29.0	17.9	11.0	3.8	0.6	62.3
	Very Remote	375.2	0.8	49.9	25.7	15.5	5.9	1.8	0.5	49.3
WA	Major Cities	441.1	1.9	17.6	27.6	21.5	18.9	9.1	3.4	80.5
	Inner Regional	438.1	1.1	16.1	30.3	23.3	19.4	7.8	1.9	82.8
	Outer Regional	423.7	0.6	26.7	29.1	16.7	14.3	10.1	2.5	72.7
	Remote	397.5	2.1	39.7	26.0	14.9	11.8	4.1	1.4	58.2
	Very Remote	345.5	0.5	65.5	20.3	7.3	4.5	1.6	0.4	34.1
SA	Major Cities	434.8	3.6	18.4	26.6	24.0	17.7	7.5	2.2	77.9
	Inner Regional	439.0	7.5	17.6	24.7	19.8	20.2	9.5	0.6	74.8
	Outer Regional	415.4	6.6	25.9	28.4	22.1	11.0	4.7	1.3	67.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	326.3	0.0	69.6	22.7	4.7	1.4	1.6	0.0	30.4
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	451.8	1.6	12.8	20.6	30.0	24.1	8.1	2.7	85.6
	Outer Regional	455.5	1.2	13.3	20.9	27.2	22.7	11.6	3.1	85.5
	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	469.3	5.7	10.7	22.4	10.4	29.1	16.6	5.2	83.6
	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	410.0	2.6	29.5	24.8	21.8	15.1	5.1	1.1	67.9
	Remote	344.6	0.4	64.5	18.9	9.5	3.7	2.3	0.7	35.1
	Very Remote	234.8	2.0	88.0	6.6	2.3	0.8	0.2	0.0	10.0
Aust	Major Cities	456.6	3.2	11.5	23.3	24.8	21.2	11.8	4.3	85.3
	Inner Regional	451.9	2.9	11.6	24.7	26.7	20.7	10.1	3.2	85.5
	Outer Regional	432.9	2.5	20.1	26.3	24.7	16.9	7.4	2.1	77.4
	Remote	390.1	2.5	42.1	25.2	14.8	10.3	4.0	1.1	55.4
	Very Remote	310.1	1.2	69.5	17.0	7.7	3.3	1.1	0.2	29.3

[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, 2018.

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	517.8	1.5	2.3	8.5	17.1	28.1	24.0	18.5	96.2
	Inner Regional	495.5	1.2	3.7	12.2	21.7	31.0	20.3	9.9	95.0
	Outer Regional	487.1	0.9	4.6	14.9	23.6	29.8	18.3	7.9	94.5
	Remote	477.0	1.4	9.9	14.1	21.4	28.9	17.7	6.6	88.7
	Very Remote	480.0	2.0	4.4	15.6	30.8	26.4	10.0	10.8	93.6
Vic	Major Cities	515.8	2.4	1.6	7.1	19.2	29.8	24.2	15.7	96.0
	Inner Regional	498.6	2.0	2.1	10.2	24.8	30.7	20.3	9.8	95.8
	Outer Regional	497.3	2.3	2.2	10.4	24.7	31.5	20.3	8.7	95.5
	Remote	481.4	0.0	4.8	14.8	22.6	37.8	16.1	3.9	95.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	512.0	1.1	2.8	8.9	19.7	28.2	22.8	16.5	96.1
	Inner Regional	499.2	1.1	3.5	11.3	22.7	29.0	20.6	11.7	95.4
	Outer Regional	498.4	1.1	3.8	11.4	22.6	29.4	19.8	11.9	95.2
	Remote	496.6	0.9	3.6	12.4	22.8	29.1	20.0	11.0	95.5
	Very Remote	479.1	0.7	6.3	17.2	26.3	26.9	14.4	8.3	93.1
WA	Major Cities	513.1	1.2	2.6	9.0	16.6	30.8	23.9	15.8	96.2
	Inner Regional	493.1	0.7	4.1	13.2	21.3	31.2	20.3	9.1	95.2
	Outer Regional	492.9	0.8	4.8	14.7	18.8	30.4	20.4	10.0	94.4
	Remote	489.0	0.0	5.8	13.5	21.4	30.7	20.7	7.9	94.2
	Very Remote	480.7	0.0	7.3	18.5	18.7	30.1	17.9	7.6	92.7
SA	Major Cities	501.5	2.7	3.1	10.9	20.3	30.3	20.8	11.8	94.2
	Inner Regional	487.3	1.4	4.3	13.2	24.1	32.4	17.2	7.4	94.3
	Outer Regional	473.8	2.1	6.1	17.1	27.5	28.4	14.3	4.6	91.9
	Remote	476.2	1.2	6.3	16.3	26.2	29.1	16.0	4.9	92.5
	Very Remote	488.4	2.5	9.0	10.5	16.5	31.0	21.8	8.8	88.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	494.7	1.5	5.4	12.4	22.7	26.0	20.0	11.9	93.1
	Outer Regional	476.0	1.3	6.8	16.7	27.7	25.8	15.2	6.4	91.8
	Remote	471.1	3.2	6.3	13.0	37.8	23.5	10.8	5.4	90.5
	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	1.2	3.3	8.9	14.9	36.0	23.7	12.0	95.5
	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	483.8	0.7	8.4	14.7	23.8	24.2	16.3	11.7	90.9
	Remote	488.0	0.5	7.5	13.0	23.1	26.2	19.5	10.2	92.0
	Very Remote	476.6	1.2	11.0	13.6	26.2	21.9	15.2	11.0	87.9
Aust	Major Cities	514.2	1.7	2.3	8.4	18.3	29.3	23.6	16.4	96.0
	Inner Regional	496.6	1.4	3.4	11.6	22.9	30.2	20.2	10.3	95.2
	Outer Regional	490.6	1.3	4.6	13.4	23.6	29.1	18.5	9.4	94.1
	Remote	487.1	0.7	5.9	13.7	23.1	29.3	19.1	8.2	93.4
	Very Remote	479.1	0.7	7.5	16.9	23.0	27.6	16.0	8.3	91.7

[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, 2018.

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	<i>Bachelor</i>	540.7	0.9	0.9	3.8	11.9	27.0	29.1	26.4	98.2
	<i>Diploma</i>	501.3	1.2	2.6	9.9	21.8	32.5	21.4	10.6	96.2
	<i>Certificate</i>	481.9	1.6	4.6	15.9	25.1	29.8	16.7	6.2	93.8
	<i>Year 12</i>	484.1	2.3	5.2	15.5	24.0	28.3	17.0	7.8	92.5
	<i>Year 11</i>	452.8	3.6	11.3	25.2	25.0	21.7	9.8	3.4	85.1
	<i>Not stated (4%)</i>	501.7	2.8	5.5	12.2	17.0	27.0	20.8	14.8	91.7
Vic	<i>Bachelor</i>	536.3	1.4	0.5	3.4	13.3	28.6	30.1	22.7	98.0
	<i>Diploma</i>	501.4	1.9	1.7	8.6	23.9	33.6	21.1	9.3	96.4
	<i>Certificate</i>	486.5	2.9	2.9	12.4	28.0	31.6	16.4	5.9	94.2
	<i>Year 12</i>	490.9	3.0	2.5	11.2	26.9	31.7	17.6	7.1	94.5
	<i>Year 11</i>	463.8	7.2	6.3	19.4	29.6	23.9	10.4	3.2	86.5
	<i>Not stated (2%)</i>	523.0	5.0	1.8	6.1	17.1	27.2	23.5	19.2	93.2
Qld	<i>Bachelor</i>	538.2	0.7	0.9	3.9	13.2	27.3	28.7	25.2	98.4
	<i>Diploma</i>	498.9	0.8	3.2	10.4	23.2	31.0	20.8	10.6	96.1
	<i>Certificate</i>	485.0	1.1	4.7	14.1	26.3	29.3	17.0	7.5	94.1
	<i>Year 12</i>	476.9	1.4	7.0	16.3	26.2	27.0	15.0	7.1	91.6
	<i>Year 11</i>	448.1	2.5	14.0	23.1	28.0	19.9	9.5	3.0	83.5
	<i>Not stated (6%)</i>	473.4	3.0	9.8	16.7	24.0	23.5	14.6	8.4	87.2
WA	<i>Bachelor</i>	532.6	0.8	1.2	4.6	12.8	29.6	28.7	22.3	98.0
	<i>Diploma</i>	502.2	0.9	3.0	10.3	19.1	33.8	22.1	10.8	96.1
	<i>Certificate</i>	488.3	1.1	4.7	14.6	21.0	32.1	18.9	7.6	94.2
	<i>Year 12</i>	485.5	1.2	6.8	14.6	20.7	30.1	17.9	8.7	92.0
	<i>Year 11</i>	450.2	1.8	15.0	24.2	21.5	22.2	11.2	4.1	83.2
	<i>Not stated (11%)</i>	473.4	1.7	12.9	16.2	18.2	24.4	16.3	10.2	85.4
SA	<i>Bachelor</i>	523.6	1.5	1.0	5.3	15.9	31.8	26.8	17.7	97.4
	<i>Diploma</i>	491.3	1.8	3.4	11.5	23.5	34.2	18.6	7.1	94.9
	<i>Certificate</i>	476.9	2.2	5.2	16.4	26.5	30.0	14.6	5.0	92.5
	<i>Year 12</i>	477.9	3.1	5.4	17.3	25.6	27.3	14.6	6.7	91.5
	<i>Year 11</i>	445.5	5.2	14.0	25.2	24.2	19.6	9.0	2.6	80.7
	<i>Not stated (7%)</i>	474.3	6.0	9.4	15.4	21.0	25.3	15.1	7.8	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 5 Grammar and Punctuation

Table 5.G8 (cont.): Achievement of Year 5 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2018.

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	531.6	1.1	0.9	4.7	15.4	27.0	28.9	21.9	97.9
	Diploma	496.1	1.2	3.5	10.1	24.9	30.7	20.6	9.0	95.3
	Certificate	472.2	1.1	7.0	17.0	29.1	26.6	14.4	4.8	92.0
	Year 12	461.1	2.1	8.9	20.2	29.9	25.0	9.8	4.0	88.9
	Year 11	438.4	2.8	16.1	25.6	29.0	18.1	7.2	1.4	81.1
	Not stated (8%)	474.5	2.6	9.2	15.9	24.9	25.2	14.6	7.6	88.2
ACT	Bachelor	515.2	1.1	2.2	6.1	14.9	34.8	26.2	14.6	96.7
	Diploma	497.6	1.1	3.9	11.5	15.9	36.8	22.0	8.9	95.0
	Certificate	484.8	1.6	6.0	15.1	15.7	37.9	18.3	5.3	92.4
	Year 12	488.7	2.0	4.5	14.9	15.5	38.6	18.4	6.0	93.5
	Year 11	475.6	5.8	6.0	22.1	10.8	34.8	16.5	4.0	88.2
	Not stated (7%)	506.0	1.6	5.7	11.0	12.5	31.7	21.3	16.2	92.7
NT	Bachelor	496.3	0.9	8.0	10.6	20.4	23.5	20.6	16.0	91.1
	Diploma	458.7	0.8	14.0	16.9	26.2	23.1	12.1	7.0	85.2
	Certificate	434.9	1.1	21.9	19.3	23.4	20.1	9.8	4.4	77.0
	Year 12	403.9	0.5	34.6	18.0	16.5	15.8	10.3	4.3	64.9
	Year 11	289.6	1.4	71.3	12.1	8.2	5.2	1.4	0.4	27.3
	Not stated (14%)	365.8	2.0	48.4	11.7	12.7	12.0	8.1	5.1	49.6
Aust	Bachelor	536.1	1.1	0.9	4.0	13.0	28.2	29.0	23.8	98.0
	Diploma	499.8	1.3	2.7	9.9	22.5	32.6	21.0	10.0	96.0
	Certificate	483.3	1.7	4.5	14.6	25.8	30.2	16.7	6.4	93.7
	Year 12	482.6	2.1	5.5	14.8	24.9	28.9	16.4	7.3	92.3
	Year 11	448.6	4.1	13.0	22.9	25.8	21.3	9.7	3.1	82.9
	Not stated (5%)	482.7	3.1	9.6	14.0	19.5	25.0	17.3	11.4	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 5 Grammar and Punctuation

Table 5.G9: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2018.

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	540.1	0.8	1.0	3.8	11.9	27.3	29.1	26.1	98.3
	Group 2	519.2	1.0	1.6	6.9	17.4	30.6	25.3	17.3	97.4
	Group 3	494.7	1.4	3.3	12.5	22.9	31.0	19.3	9.6	95.3
	Group 4	478.0	1.9	5.8	18.3	25.1	26.5	15.2	7.2	92.3
	Not in paid work	459.1	4.0	10.7	23.2	24.1	21.7	11.5	4.8	85.2
	Not stated (5%)	498.4	2.6	5.1	12.7	19.3	26.8	20.0	13.6	92.3
Vic	Group 1	538.7	1.0	0.4	3.1	12.6	28.3	30.8	23.7	98.5
	Group 2	519.8	1.3	0.8	5.3	18.4	32.3	26.1	15.7	97.9
	Group 3	499.6	1.8	1.9	9.1	24.9	32.8	20.1	9.3	96.2
	Group 4	484.9	3.4	3.4	13.6	27.6	29.9	15.7	6.4	93.3
	Not in paid work	471.5	7.8	5.6	17.5	28.0	23.8	12.2	5.1	86.6
	Not stated (2%)	524.3	6.0	1.9	5.3	17.0	27.0	23.3	19.5	92.1
Qld	Group 1	537.2	0.7	1.0	4.2	13.4	27.4	28.3	25.0	98.3
	Group 2	514.9	0.5	1.8	7.3	19.4	30.8	24.4	15.8	97.7
	Group 3	492.2	0.9	3.9	12.4	24.8	29.9	19.0	9.2	95.3
	Group 4	473.1	1.4	7.2	17.5	27.9	25.9	13.9	6.2	91.4
	Not in paid work	450.8	3.4	14.1	22.5	26.1	19.9	9.9	4.2	82.5
	Not stated (15%)	477.6	2.4	8.3	16.1	24.7	24.5	15.2	8.8	89.3
WA	Group 1	531.1	0.6	1.4	5.1	13.1	29.7	28.2	21.9	98.0
	Group 2	511.6	0.6	2.4	8.7	16.8	32.7	24.6	14.1	97.0
	Group 3	494.1	1.0	3.9	12.8	20.8	32.8	19.7	9.1	95.2
	Group 4	481.7	1.6	6.5	16.8	21.5	28.5	17.3	7.8	91.9
	Not in paid work	453.7	2.5	16.5	21.5	19.6	21.9	12.5	5.4	81.0
	Not stated (17%)	479.1	1.7	10.7	16.0	18.2	25.5	17.3	10.6	87.6
SA	Group 1	522.8	1.3	1.2	5.5	16.2	31.6	26.5	17.6	97.4
	Group 2	502.9	1.1	2.3	9.1	21.5	33.9	21.4	10.7	96.6
	Group 3	485.5	1.6	3.8	14.1	25.4	31.9	16.6	6.6	94.6
	Group 4	471.2	2.5	6.6	18.7	26.5	27.0	13.8	4.8	90.8
	Not in paid work	459.4	7.7	9.7	22.6	23.4	20.4	11.5	4.8	82.7
	Not stated (15%)	464.7	5.6	11.1	18.7	21.7	23.9	13.0	6.0	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 5 Grammar and Punctuation

Table 5.G9 (cont.): Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2018.

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	526.0	0.7	1.8	5.7	16.5	27.4	27.6	20.3	97.5
	Group 2	500.9	1.0	3.2	10.0	22.5	30.4	21.8	11.1	95.8
	Group 3	479.8	0.9	5.6	15.2	27.9	27.8	16.3	6.3	93.5
	Group 4	456.9	1.5	10.0	21.5	31.3	21.6	11.0	3.0	88.4
	Not in paid work	436.2	5.0	17.8	24.0	27.6	17.3	6.6	1.6	77.2
	Not stated (11%)	469.7	2.5	9.4	18.3	26.6	23.4	12.4	7.4	88.1
ACT	Group 1	515.6	1.2	2.5	5.4	15.3	34.6	26.7	14.3	96.3
	Group 2	509.6	0.9	2.2	8.6	16.2	34.4	24.1	13.5	96.9
	Group 3	492.0	1.4	4.3	13.0	15.1	40.0	20.1	6.1	94.3
	Group 4	488.2	0.9	5.3	17.7	10.9	36.8	22.0	6.3	93.8
	Not in paid work	463.5	6.1	9.3	23.5	13.4	32.6	11.9	3.2	84.6
	Not stated (14%)	499.6	1.4	5.2	12.3	12.8	35.5	20.3	12.5	93.3
NT	Group 1	494.7	0.4	8.4	11.1	20.5	24.0	20.9	14.8	91.2
	Group 2	482.7	0.9	8.4	13.5	25.5	25.3	15.7	10.8	90.7
	Group 3	450.7	0.5	16.4	20.5	23.8	21.9	10.9	5.9	83.1
	Group 4	381.4	1.5	42.6	15.6	16.9	13.2	6.9	3.3	55.9
	Not in paid work	309.1	1.4	66.9	13.9	9.6	5.3	1.9	1.0	31.7
	Not stated (22%)	336.9	2.2	54.9	11.3	11.4	9.8	6.4	3.9	42.8
Aust	Group 1	535.8	0.9	1.0	4.1	13.0	28.3	29.0	23.8	98.1
	Group 2	516.0	1.0	1.7	7.0	18.4	31.5	24.9	15.6	97.4
	Group 3	494.0	1.3	3.4	11.9	23.8	31.4	19.2	9.1	95.3
	Group 4	477.4	2.2	6.0	16.8	26.1	27.4	15.0	6.5	91.8
	Not in paid work	458.2	5.2	11.1	20.9	25.0	21.8	11.3	4.7	83.7
	Not stated (9%)	479.2	2.8	9.4	15.0	21.0	25.1	16.5	10.2	87.8

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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	499.0 (68.1)	502.9 (62.8)	487.5 (62.3)	490.0 (65.0)	478.8 (60.0)	478.0 (61.1)	499.2 (58.3)	434.1 (82.9)	494.0 (65.4)

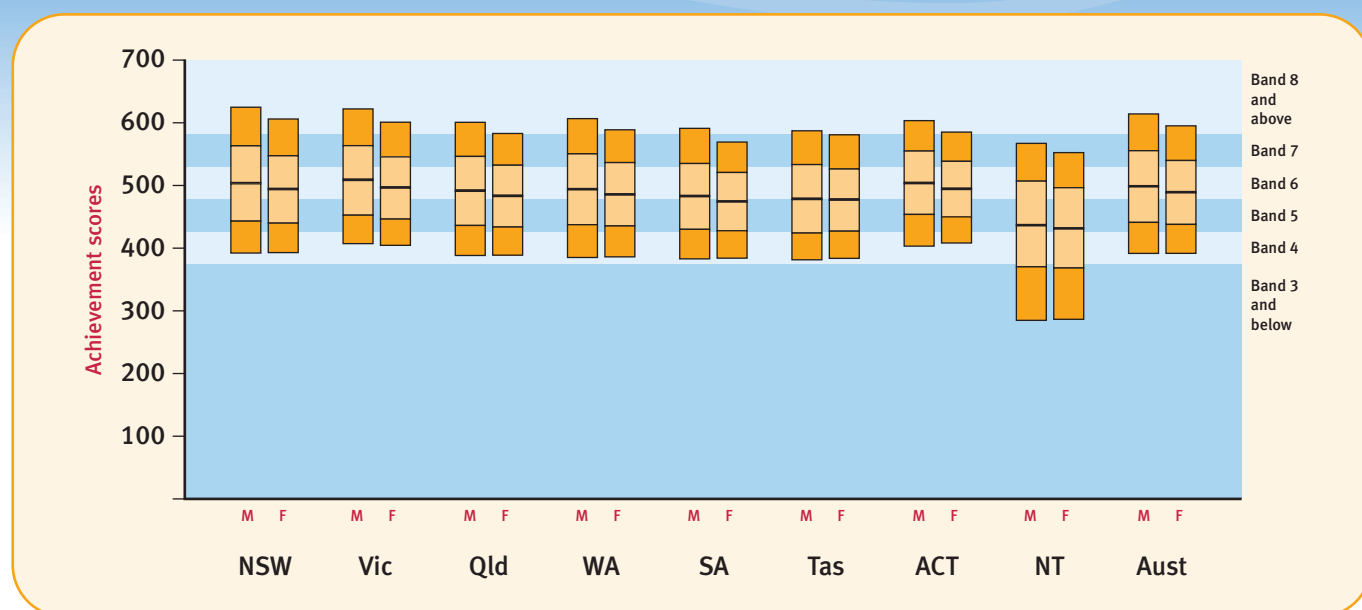
Table 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2018.

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	96.6	2.3	1.1	1.5	2.5	11.0	25.2	28.9	19.4	11.5	96.0
Vic	10yrs 9mths 5yrs 4mths	94.7	3.0	2.3	2.4	1.2	8.8	25.4	31.1	20.3	10.8	96.4
Qld	10yrs 5mths 5yrs 4mths	92.8	2.9	4.3	1.2	2.9	12.8	28.5	30.4	17.3	6.8	95.9
WA	10yrs 5mths 5yrs 4mths	95.7	2.9	1.5	1.1	3.4	12.1	27.2	30.2	18.0	8.0	95.5
SA	10yrs 7mths 5yrs 4mths	93.4	3.7	2.9	2.6	3.4	14.7	31.1	29.6	13.8	4.8	94.0
Tas	10yrs 11mths 5yrs 4mths	93.3	4.3	2.4	1.5	3.4	16.5	31.5	27.5	14.2	5.3	95.1
ACT	10yrs 7mths 5yrs 4mths	95.0	1.9	3.1	1.4	1.7	7.8	25.5	35.1	20.8	7.6	96.9
NT	10yrs 6mths 5yrs 4mths	86.2	11.9	1.9	1.1	21.2	21.0	26.3	19.6	8.2	2.5	77.7
Aust	10yrs 7mths 5yrs 4mths	94.8	2.9	2.3	1.7	2.6	11.4	26.7	29.9	18.4	9.2	95.7

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	503.6 (70.8)	508.9 (65.1)	491.6 (64.9)	494.0 (67.5)	483.0 (63.0)	478.5 (63.1)	503.8 (61.4)	436.6 (84.8)	498.7 (68.0)
Female Mean scale score / (S.D.)	494.2 (64.8)	496.7 (59.7)	483.3 (59.3)	485.7 (62.0)	474.5 (56.3)	477.4 (59.0)	494.5 (54.6)	431.5 (80.7)	489.2 (62.1)

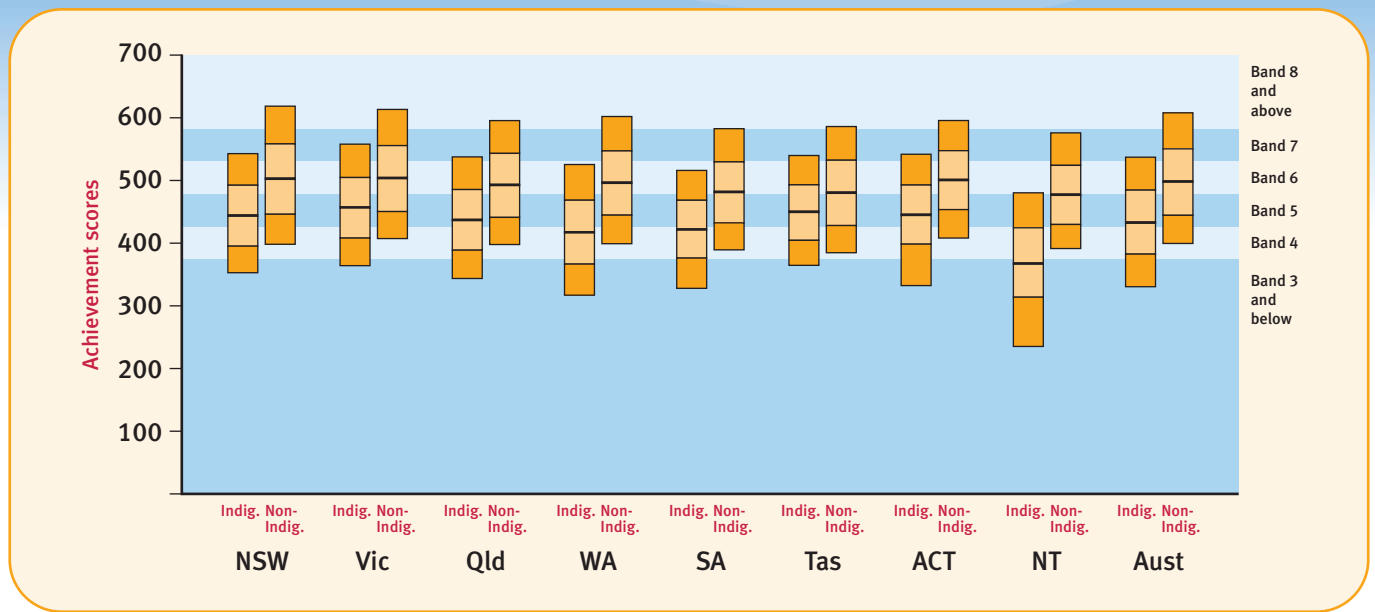
Table 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2018.

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	2.0	2.6	10.6	23.2	27.7	20.3	13.6	95.4
	Female	1.0	2.4	11.5	27.4	30.1	18.4	9.2	96.6
Vic	Male	3.2	1.1	8.3	22.9	29.8	21.6	13.2	95.7
	Female	1.6	1.3	9.4	28.1	32.5	18.9	8.2	97.1
Qld	Male	1.5	3.0	12.3	26.6	29.4	18.8	8.4	95.5
	Female	0.8	2.9	13.4	30.5	31.5	15.8	5.1	96.3
WA	Male	1.4	3.4	11.9	25.2	29.3	19.1	9.7	95.2
	Female	0.8	3.4	12.2	29.4	31.3	16.8	6.1	95.8
SA	Male	3.2	3.5	14.1	28.8	28.9	15.2	6.3	93.2
	Female	1.8	3.3	15.4	33.6	30.5	12.3	3.2	94.9
Tas	Male	2.0	3.6	16.8	31.0	25.6	15.0	5.9	94.4
	Female	1.0	3.2	16.1	32.1	29.4	13.4	4.8	95.9
ACT	Male	1.6	1.9	7.9	22.7	33.1	22.8	9.8	96.4
	Female	1.1	1.5	7.7	28.3	37.2	18.8	5.5	97.4
NT	Male	1.5	20.8	20.8	24.4	20.1	9.1	3.2	77.6
	Female	0.6	21.5	21.3	28.2	19.2	7.4	1.8	77.9
Aust	Male	2.2	2.7	10.9	24.6	28.8	19.6	11.1	95.1
	Female	1.1	2.6	11.9	29.0	31.1	17.2	7.1	96.3

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	443.9 (58.7)	457.0 (58.8)	436.9 (59.3)	417.3 (63.4)	421.8 (57.6)	449.9 (53.8)	445.1 (62.5)	367.4 (72.3)	432.7 (64.1)
Non-Indigenous Mean scale score / (S.D.)	502.7 (67.1)	503.8 (62.6)	492.8 (60.4)	496.3 (61.5)	481.6 (58.6)	480.4 (61.0)	500.7 (57.3)	477.2 (56.6)	498.2 (63.4)

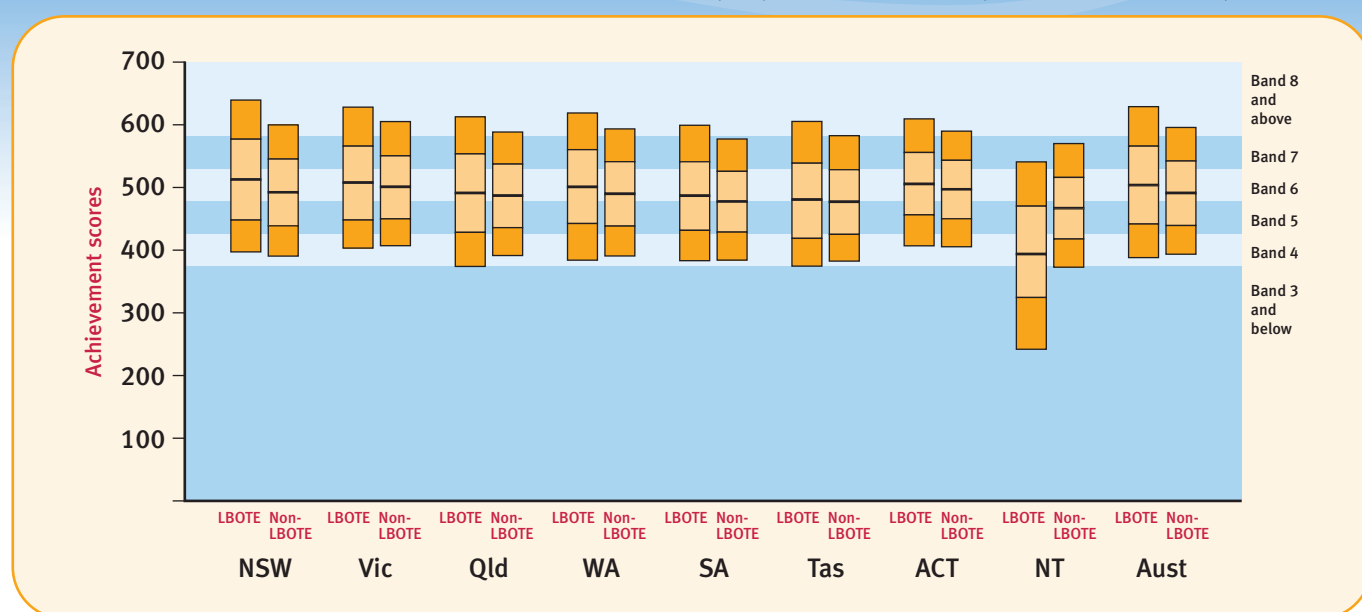
Table 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous Status, by State and Territory, 2018.

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	2.9	10.6	27.4	33.0	18.8	6.1	1.2	86.5
	Non-Indigenous	1.4	2.0	9.9	24.7	29.6	20.3	12.2	96.7
Vic	Indigenous	7.0	6.8	21.1	33.2	21.8	8.0	2.0	86.2
	Non-Indigenous	2.3	1.1	8.6	25.3	31.3	20.5	10.9	96.6
Qld	Indigenous	2.0	13.1	29.8	32.0	16.9	5.3	0.9	84.8
	Non-Indigenous	1.1	1.9	11.1	28.1	31.8	18.6	7.4	97.1
WA	Indigenous	1.4	23.3	33.3	25.6	12.2	3.7	0.5	75.3
	Non-Indigenous	1.0	1.8	10.1	27.2	31.9	19.3	8.7	97.1
SA	Indigenous	4.5	18.0	32.9	29.9	11.7	2.6	0.4	77.5
	Non-Indigenous	2.4	2.7	13.8	31.2	30.5	14.4	5.0	94.9
Tas	Indigenous	1.4	7.1	26.2	36.9	21.5	5.6	1.3	91.5
	Non-Indigenous	1.5	3.0	15.7	31.1	28.0	15.0	5.7	95.5
ACT	Indigenous	6.1	11.3	23.0	31.3	21.9	5.0	1.5	82.7
	Non-Indigenous	1.2	1.4	7.3	25.3	35.5	21.4	7.8	97.3
NT	Indigenous	1.8	49.9	29.4	13.6	4.6	0.6	0.0	48.3
	Non-Indigenous	0.6	2.4	15.6	34.6	29.3	13.2	4.2	97.0
Aust	Indigenous	2.7	15.9	28.7	30.3	16.3	5.1	1.0	81.4
	Non-Indigenous	1.6	1.8	10.2	26.5	30.9	19.4	9.7	96.7

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	512.7 (74.0)	507.7 (68.4)	491.1 (72.7)	500.8 (71.7)	486.8 (65.6)	480.6 (70.7)	505.5 (61.3)	393.7 (89.3)	503.7 (73.9)
Non-LBOTE Mean scale score / (S.D.)	492.3 (63.9)	500.9 (60.1)	486.9 (60.3)	489.8 (61.6)	477.6 (58.5)	477.1 (60.5)	497.1 (56.9)	466.9 (59.7)	491.1 (61.7)

Table 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE Status, by State and Territory, 2018.

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	2.1	9.6	21.7	25.9	20.9	18.0	96.0
	Non-LBOTE	1.3	2.7	11.7	27.0	30.4	18.6	8.2	96.0
Vic	LBOTE	3.2	1.3	9.4	23.7	27.7	20.3	14.3	95.4
	Non-LBOTE	2.1	1.1	8.6	26.2	32.6	20.3	9.2	96.8
Qld	LBOTE	1.5	4.9	13.8	24.2	26.2	18.5	11.0	93.6
	Non-LBOTE	1.1	2.6	12.7	29.3	31.2	17.1	6.1	96.3
WA	LBOTE	1.4	3.8	9.8	23.0	28.7	20.6	12.6	94.8
	Non-LBOTE	1.0	2.8	11.7	28.2	31.3	18.0	7.0	96.2
SA	LBOTE	4.8	3.5	13.3	26.4	28.6	16.1	7.4	91.7
	Non-LBOTE	2.1	3.3	15.0	32.0	29.9	13.5	4.3	94.6
Tas	LBOTE	3.8	5.0	17.9	26.5	23.9	14.0	9.0	91.2
	Non-LBOTE	1.4	3.4	16.7	32.0	27.5	14.0	5.0	95.2
ACT	LBOTE	2.9	1.6	7.4	22.9	32.9	21.5	10.8	95.5
	Non-LBOTE	0.8	1.7	8.0	26.4	35.9	20.6	6.5	97.4
NT	LBOTE	1.7	40.6	23.7	16.5	10.9	5.0	1.6	57.7
	Non-LBOTE	0.6	5.2	19.0	34.2	26.7	10.9	3.3	94.2
Aust	LBOTE	2.3	3.2	10.5	22.9	26.7	19.9	14.6	94.5
	Non-LBOTE	1.5	2.4	11.6	28.1	31.1	18.0	7.3	96.2

[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, 2018.

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	506.2	1.5	2.0	9.5	23.4	28.7	21.0	13.8	96.5
	Inner Regional	480.3	1.3	3.7	14.6	30.2	30.0	15.2	5.0	95.0
	Outer Regional	472.5	1.2	4.7	17.5	31.8	27.8	13.1	3.9	94.1
	Remote	454.3	3.0	9.2	25.9	25.8	23.7	11.3	1.2	87.8
	Very Remote	436.7	2.3	15.9	31.7	25.6	17.0	3.6	3.9	81.8
Vic	Major Cities	507.3	2.5	1.0	8.0	24.0	30.9	21.4	12.2	96.5
	Inner Regional	489.0	2.2	1.6	11.5	30.2	31.6	16.7	6.2	96.1
	Outer Regional	492.3	2.7	1.5	10.7	28.4	32.1	18.0	6.6	95.8
	Remote	487.4	0.0	1.3	14.9	28.1	33.6	16.6	5.5	98.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	495.0	1.1	2.0	10.8	26.9	31.3	19.4	8.5	96.8
	Inner Regional	481.0	1.1	2.7	14.2	31.4	30.9	15.2	4.4	96.2
	Outer Regional	474.2	1.3	4.4	16.7	31.8	28.2	13.6	4.1	94.4
	Remote	457.0	1.5	10.1	21.6	29.1	25.0	10.5	2.2	88.4
	Very Remote	418.8	0.8	24.9	31.8	22.8	14.3	4.4	1.0	74.3
WA	Major Cities	497.5	1.2	2.1	10.1	26.3	31.2	19.6	9.4	96.7
	Inner Regional	479.0	0.8	3.4	14.6	31.4	31.0	14.4	4.3	95.8
	Outer Regional	470.7	0.8	5.5	18.2	31.1	27.2	13.7	3.5	93.7
	Remote	459.3	0.5	9.6	20.2	30.4	25.6	11.0	2.6	89.8
	Very Remote	411.2	0.3	31.7	28.4	19.7	13.5	5.5	1.0	68.1
SA	Major Cities	484.1	2.8	2.8	13.2	29.8	30.5	15.2	5.8	94.4
	Inner Regional	471.9	1.7	3.2	15.9	35.6	29.5	11.7	2.4	95.1
	Outer Regional	461.5	2.5	5.0	21.0	34.8	26.0	8.8	1.9	92.4
	Remote	463.9	0.9	5.2	19.4	34.4	28.9	9.3	2.0	93.9
	Very Remote	427.4	1.3	30.4	20.9	17.5	17.9	8.4	3.6	68.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	482.2	1.5	3.2	15.5	29.9	27.9	15.7	6.4	95.3
	Outer Regional	468.3	1.5	3.8	18.8	35.4	26.6	11.0	2.9	94.7
	Remote	468.2	2.5	5.7	16.0	34.6	27.7	8.9	4.7	91.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	499.2	1.3	1.7	7.8	25.5	35.2	20.8	7.7	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	467.5	1.0	5.0	19.1	33.8	26.1	11.3	3.6	94.0
	Remote	440.4	0.5	17.1	25.0	27.8	20.0	7.7	2.0	82.5
	Very Remote	351.4	1.8	61.6	22.4	7.8	4.4	1.6	0.4	36.6
Aust	Major Cities	501.7	1.8	1.8	9.6	25.0	30.3	20.2	11.2	96.4
	Inner Regional	482.5	1.5	2.8	13.8	30.7	30.5	15.5	5.1	95.6
	Outer Regional	473.5	1.5	4.3	17.0	32.0	28.0	13.2	4.0	94.2
	Remote	456.5	1.0	10.1	21.5	29.9	25.0	10.2	2.3	88.9
	Very Remote	398.1	1.0	37.6	27.3	17.4	11.4	4.1	1.1	61.4

[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, 2018.

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	452.7	3.3	8.5	24.1	32.9	21.4	7.8	1.9	88.2
	Inner Regional	440.8	2.4	11.1	28.7	33.4	17.9	5.5	0.9	86.5
	Outer Regional	432.8	2.3	13.3	30.8	34.3	15.6	3.2	0.4	84.4
	Remote	422.4	5.4	16.8	37.4	24.3	11.1	5.0	0.0	77.8
	Very Remote	403.9	2.6	26.6	42.1	22.1	6.1	0.5	0.0	70.8
Vic	Major Cities	464.3	5.7	4.9	19.7	33.5	23.6	10.0	2.6	89.4
	Inner Regional	450.6	8.2	7.9	21.6	34.4	20.7	5.9	1.2	83.8
	Outer Regional	451.4	7.7	9.5	23.5	29.5	19.6	7.7	2.5	82.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	451.0	2.4	8.1	25.4	34.0	21.0	7.6	1.5	89.5
	Inner Regional	450.7	1.7	6.7	26.1	36.5	21.8	6.3	1.0	91.6
	Outer Regional	431.3	1.9	13.6	33.3	32.7	13.9	4.1	0.5	84.5
	Remote	404.4	4.4	27.7	37.3	21.4	7.5	1.4	0.3	67.9
	Very Remote	389.3	1.0	37.4	38.7	17.0	5.1	0.8	0.1	61.7
WA	Major Cities	437.3	1.9	12.1	30.5	33.1	16.6	5.0	0.8	85.9
	Inner Regional	432.3	1.1	12.8	35.3	30.3	15.0	4.7	0.8	86.1
	Outer Regional	420.7	0.6	21.5	36.4	24.2	12.6	4.0	0.7	77.9
	Remote	407.9	2.1	27.2	35.6	22.8	9.7	2.5	0.1	70.7
	Very Remote	375.1	0.5	49.0	33.8	11.5	3.5	1.5	0.1	50.5
SA	Major Cities	428.5	3.6	14.6	30.8	35.0	12.8	2.9	0.3	81.8
	Inner Regional	427.7	8.6	15.1	27.7	31.0	13.3	3.7	0.6	76.3
	Outer Regional	420.9	6.6	15.8	39.5	23.7	11.5	2.4	0.5	77.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	370.9	0.0	54.2	29.9	12.9	2.7	0.3	0.0	45.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	448.0	1.6	6.2	28.3	38.2	19.6	4.9	1.1	92.2
	Outer Regional	452.8	1.2	7.8	23.6	35.8	23.3	6.7	1.6	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	445.4	5.7	11.2	23.0	31.4	22.4	4.8	1.5	83.1
	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	420.7	2.6	17.6	35.2	30.6	12.1	1.8	0.1	79.8
	Remote	388.1	0.4	38.6	39.2	16.7	4.1	1.0	0.0	61.0
	Very Remote	336.1	2.0	68.5	23.3	4.8	1.4	0.0	0.0	29.6
Aust	Major Cities	449.1	3.2	9.1	25.4	33.4	20.2	7.1	1.6	87.7
	Inner Regional	444.6	2.9	9.3	27.4	34.6	19.2	5.7	1.0	87.8
	Outer Regional	431.5	2.5	14.1	32.4	31.6	14.8	3.9	0.7	83.3
	Remote	405.2	2.6	28.1	36.8	21.6	8.4	2.3	0.1	69.3
	Very Remote	364.5	1.3	52.9	31.1	10.9	3.2	0.6	0.1	45.9

[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, 2018.

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	508.4	1.4	1.7	8.9	23.1	29.0	21.6	14.3	96.8
	Inner Regional	485.6	1.2	2.6	12.6	29.8	31.6	16.5	5.6	96.1
	Outer Regional	481.2	0.9	2.8	14.5	31.1	30.6	15.3	4.8	96.3
	Remote	475.2	1.4	4.2	18.4	26.0	31.9	16.0	2.1	94.4
	Very Remote	483.7	2.0	2.0	14.8	30.8	31.6	8.4	10.4	96.0
Vic	Major Cities	507.9	2.4	1.0	7.8	23.8	31.0	21.5	12.4	96.6
	Inner Regional	490.4	2.0	1.4	11.1	30.0	32.0	17.1	6.3	96.6
	Outer Regional	495.3	2.3	0.9	9.7	28.3	33.0	18.8	7.0	96.9
	Remote	488.7	0.0	1.3	14.3	27.4	34.3	17.0	5.7	98.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	497.4	1.1	1.7	10.1	26.5	31.8	20.0	8.9	97.3
	Inner Regional	485.1	1.1	2.2	12.6	30.7	32.1	16.4	4.9	96.8
	Outer Regional	483.6	1.1	2.3	13.0	31.6	31.3	15.8	4.9	96.5
	Remote	479.2	0.5	2.2	15.1	32.5	32.3	14.5	3.1	97.3
	Very Remote	471.0	0.7	3.2	18.2	33.8	30.8	10.8	2.6	96.1
WA	Major Cities	500.8	1.2	1.6	9.0	25.8	32.0	20.5	10.0	97.3
	Inner Regional	481.6	0.7	2.5	13.4	31.8	32.5	14.8	4.3	96.7
	Outer Regional	479.6	0.7	2.7	15.0	32.3	29.8	15.5	4.0	96.6
	Remote	479.7	0.0	2.3	14.2	33.1	32.4	14.4	3.5	97.7
	Very Remote	468.2	0.0	4.7	19.0	32.1	29.6	12.2	2.4	95.3
SA	Major Cities	485.9	2.7	2.4	12.6	29.6	31.1	15.7	5.9	94.9
	Inner Regional	473.2	1.4	2.8	15.6	35.7	30.1	12.0	2.3	95.8
	Outer Regional	466.1	2.0	3.8	18.9	36.3	27.5	9.5	2.1	94.3
	Remote	465.8	1.0	4.6	18.7	34.3	29.7	9.6	2.1	94.3
	Very Remote	485.9	2.5	6.3	11.5	23.0	33.0	16.5	7.3	91.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	484.4	1.5	2.9	14.7	29.4	28.4	16.4	6.7	95.6
	Outer Regional	470.5	1.3	3.3	18.0	35.4	27.1	11.7	3.1	95.4
	Remote	473.9	3.2	2.9	16.2	35.9	26.0	9.8	6.0	94.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	500.7	1.2	1.4	7.3	25.3	35.5	21.4	7.8	97.3
	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	477.3	0.7	2.3	15.7	34.5	29.0	13.3	4.4	97.0
	Remote	475.2	0.5	2.8	15.5	35.2	30.5	12.1	3.3	96.7
	Very Remote	483.2	0.0	1.0	14.3	33.6	30.5	16.4	4.3	99.0
Aust	Major Cities	503.6	1.7	1.5	9.1	24.7	30.7	20.7	11.5	96.8
	Inner Regional	486.0	1.4	2.2	12.5	30.4	31.6	16.4	5.5	96.4
	Outer Regional	481.1	1.3	2.5	14.2	32.1	30.4	14.9	4.6	96.3
	Remote	476.3	0.5	2.9	15.7	32.9	31.5	13.4	3.1	96.6
	Very Remote	473.6	0.6	3.6	17.4	32.0	30.4	12.4	3.6	95.8

[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, 2018.

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	<i>Bachelor</i>	531.3	0.9	0.5	3.7	16.1	29.7	27.8	21.2	98.6
	<i>Diploma</i>	491.5	1.2	1.7	10.4	29.7	32.7	17.8	6.5	97.1
	<i>Certificate</i>	472.7	1.5	3.5	16.7	33.9	29.0	12.3	3.1	95.0
	<i>Year 12</i>	476.1	2.3	3.8	16.7	31.2	28.0	13.4	4.7	94.0
	<i>Year 11</i>	444.2	3.6	9.9	27.3	33.6	18.7	5.6	1.3	86.5
	<i>Not stated (4%)</i>	492.6	2.8	3.7	12.8	25.3	27.0	18.1	10.4	93.6
Vic	<i>Bachelor</i>	527.4	1.4	0.3	3.6	17.1	31.7	27.9	18.1	98.3
	<i>Diploma</i>	493.3	1.8	1.0	9.4	29.9	33.7	17.6	6.5	97.2
	<i>Certificate</i>	480.4	2.8	1.7	13.3	33.9	31.1	13.2	3.9	95.5
	<i>Year 12</i>	484.2	3.0	1.7	12.6	31.6	31.8	14.5	4.7	95.3
	<i>Year 11</i>	460.3	7.2	4.3	21.0	34.8	22.8	8.0	2.0	88.5
	<i>Not stated (2%)</i>	513.4	4.5	1.2	7.4	20.9	29.9	21.0	15.1	94.2
Qld	<i>Bachelor</i>	519.2	0.7	0.5	4.2	19.3	33.9	27.2	14.1	98.8
	<i>Diploma</i>	484.8	0.7	2.0	12.2	31.4	33.2	16.1	4.4	97.3
	<i>Certificate</i>	473.5	1.1	3.0	16.0	34.6	30.3	12.2	2.7	95.9
	<i>Year 12</i>	467.0	1.3	4.7	19.1	33.9	26.9	11.5	2.5	94.0
	<i>Year 11</i>	444.3	2.5	9.4	27.7	34.6	18.9	5.9	1.0	88.1
	<i>Not stated (6%)</i>	465.2	2.9	7.2	19.8	29.9	24.7	11.6	4.0	89.9
WA	<i>Bachelor</i>	521.7	0.8	0.5	4.3	18.6	32.7	27.6	15.5	98.7
	<i>Diploma</i>	489.0	0.9	1.6	10.3	30.7	34.8	16.7	5.1	97.5
	<i>Certificate</i>	475.8	1.1	2.9	15.0	33.8	31.5	12.6	3.1	96.0
	<i>Year 12</i>	474.4	1.1	4.0	15.9	32.8	29.4	13.1	3.8	94.9
	<i>Year 11</i>	443.3	1.8	11.2	26.6	34.1	19.3	5.7	1.2	87.0
	<i>Not stated (11%)</i>	464.8	1.7	9.6	19.0	28.4	23.7	12.4	5.3	88.7
SA	<i>Bachelor</i>	508.5	1.5	0.6	5.6	23.1	36.2	23.2	9.9	97.9
	<i>Diploma</i>	475.4	1.8	2.0	14.0	36.3	32.1	11.5	2.3	96.2
	<i>Certificate</i>	464.1	2.2	3.7	19.1	37.1	27.7	8.6	1.5	94.1
	<i>Year 12</i>	467.4	3.1	4.1	18.4	35.3	26.5	9.4	3.2	92.9
	<i>Year 11</i>	436.1	5.2	10.7	30.3	34.7	14.5	3.8	0.7	84.1
	<i>Not stated (7%)</i>	461.9	6.0	7.9	19.3	29.4	24.0	10.2	3.3	86.1

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 Numeracy

Table 5.N8 (cont.): Achievement of Year 5 Students in Numeracy, by Parental Education, by State and Territory, 2018.

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	<i>Bachelor</i>	514.4	1.1	0.3	4.9	21.5	34.5	25.4	12.3	98.6
	<i>Diploma</i>	483.5	1.2	1.5	13.4	32.4	31.4	15.4	4.7	97.2
	<i>Certificate</i>	467.4	1.1	3.4	19.1	36.8	26.5	10.6	2.6	95.5
	<i>Year 12</i>	454.5	2.1	5.7	25.9	36.3	20.6	6.7	2.6	92.1
	<i>Year 11</i>	441.1	2.8	8.5	30.4	36.2	17.1	4.3	0.7	88.7
	<i>Not stated (8%)</i>	472.4	2.4	5.6	17.4	30.2	26.3	13.4	4.6	92.0
ACT	<i>Bachelor</i>	515.2	1.1	0.7	3.7	20.4	36.1	26.8	11.2	98.2
	<i>Diploma</i>	484.2	0.9	1.2	10.6	31.4	39.5	14.1	2.3	97.9
	<i>Certificate</i>	467.2	1.6	3.4	16.0	37.9	30.4	9.4	1.3	95.0
	<i>Year 12</i>	475.0	2.0	4.0	13.5	29.4	39.0	10.8	1.2	94.0
	<i>Year 11</i>	447.3	5.9	7.5	24.3	36.3	20.4	4.1	1.6	86.7
	<i>Not stated (7%)</i>	490.5	1.9	3.9	10.9	25.8	31.8	18.9	6.9	94.2
NT	<i>Bachelor</i>	487.4	0.9	3.2	10.5	30.0	32.1	16.5	6.8	95.9
	<i>Diploma</i>	457.7	0.5	6.3	20.9	38.0	23.1	9.7	1.5	93.2
	<i>Certificate</i>	443.8	1.1	11.1	25.3	34.1	21.0	6.1	1.3	87.8
	<i>Year 12</i>	426.8	0.5	23.2	26.8	24.1	16.2	8.3	1.0	76.3
	<i>Year 11</i>	362.0	1.4	53.1	28.3	12.9	4.0	0.4	0.0	45.6
	<i>Not stated (14%)</i>	410.0	1.8	33.2	21.7	19.2	16.0	6.5	1.6	64.9
Aust	<i>Bachelor</i>	524.7	1.0	0.5	4.0	17.9	32.0	27.3	17.3	98.5
	<i>Diploma</i>	488.8	1.2	1.6	10.9	30.8	33.2	16.7	5.5	97.1
	<i>Certificate</i>	473.8	1.7	3.0	15.9	34.4	29.8	12.1	3.0	95.3
	<i>Year 12</i>	474.1	2.1	3.7	16.5	32.5	28.6	12.7	3.8	94.1
	<i>Year 11</i>	444.9	4.1	9.8	26.1	33.8	19.1	5.9	1.3	86.2
	<i>Not stated (5%)</i>	475.2	3.0	7.0	16.4	27.1	25.4	14.2	6.9	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 5 Numeracy

Table 5.N9: Achievement of Year 5 Students in Numeracy, by Parental Occupation, by State and Territory, 2018.

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	530.0	0.8	0.6	3.8	16.5	30.2	27.6	20.6	98.6
	Group 2	509.5	1.0	1.0	7.3	23.5	31.9	22.5	12.8	98.0
	Group 3	486.2	1.3	2.4	12.8	30.8	30.5	15.9	6.3	96.3
	Group 4	470.1	1.9	4.5	19.3	33.2	25.3	11.2	4.7	93.7
	Not in paid work	450.5	4.0	9.2	25.2	32.0	19.9	7.3	2.4	86.8
	Not stated (5%)	489.5	2.5	3.6	13.7	26.6	26.9	17.0	9.6	93.8
Vic	Group 1	529.6	1.0	0.2	3.2	16.4	31.7	28.7	18.8	98.8
	Group 2	510.8	1.2	0.5	5.9	23.4	34.1	23.1	11.8	98.2
	Group 3	492.8	1.8	1.0	10.0	30.3	32.9	17.0	6.9	97.2
	Group 4	480.0	3.4	2.1	14.4	33.0	29.1	13.2	4.8	94.6
	Not in paid work	466.5	7.7	3.9	19.0	33.2	23.4	9.3	3.5	88.4
	Not stated (2%)	514.0	5.5	1.3	7.5	20.0	29.6	21.1	15.1	93.2
Qld	Group 1	519.1	0.6	0.6	4.4	19.3	33.7	27.1	14.3	98.8
	Group 2	498.7	0.5	1.1	8.3	26.8	35.0	20.8	7.5	98.3
	Group 3	479.0	0.8	2.4	14.2	33.4	31.6	14.0	3.6	96.8
	Group 4	464.0	1.3	4.7	20.4	35.4	25.8	9.9	2.4	94.0
	Not in paid work	446.2	3.5	9.8	26.7	32.3	19.6	6.8	1.4	86.7
	Not stated (15%)	467.7	2.3	5.7	19.2	31.7	25.2	11.8	4.0	91.9
WA	Group 1	519.8	0.6	0.6	4.8	19.2	32.7	27.0	15.2	98.8
	Group 2	500.1	0.6	1.2	8.3	26.3	34.2	21.2	8.2	98.1
	Group 3	481.9	0.9	2.3	12.8	33.0	32.4	14.3	4.3	96.8
	Group 4	469.6	1.6	4.4	17.6	34.2	27.7	11.2	3.3	94.0
	Not in paid work	447.9	2.5	11.1	26.0	30.6	19.5	7.7	2.6	86.4
	Not stated (17%)	469.2	1.7	8.0	17.8	28.9	25.4	12.6	5.6	90.3
SA	Group 1	507.3	1.3	0.6	5.9	23.9	35.9	22.6	9.8	98.0
	Group 2	487.1	1.1	1.4	10.6	32.3	34.2	15.6	4.8	97.5
	Group 3	473.3	1.6	2.3	16.2	35.6	30.4	11.2	2.8	96.1
	Group 4	459.8	2.5	4.8	21.4	37.2	24.6	7.7	1.8	92.7
	Not in paid work	447.0	7.7	8.3	25.8	31.6	19.4	5.8	1.4	83.9
	Not stated (15%)	453.9	5.5	8.9	23.1	30.7	20.7	8.4	2.6	85.6

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 Numeracy

Table 5.N9 (cont.): Achievement of Year 5 Students in Numeracy, by Parental Occupation, by State and Territory, 2018.

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	510.6	0.7	0.8	6.6	22.5	32.7	24.6	12.0	98.5
	Group 2	489.5	0.9	1.2	10.8	30.8	33.6	17.1	5.6	97.9
	Group 3	473.1	0.9	3.1	17.1	34.9	28.5	12.2	3.4	96.0
	Group 4	453.2	1.5	5.3	25.7	38.2	20.7	7.2	1.4	93.2
	Not in paid work	439.2	5.0	9.2	30.4	35.1	15.5	3.9	0.9	85.8
	Not stated (11%)	466.7	2.4	5.7	20.4	31.9	24.2	10.7	4.6	91.9
ACT	Group 1	513.9	1.2	0.8	4.3	20.9	35.8	25.8	11.2	98.0
	Group 2	501.3	0.8	1.0	6.2	26.4	36.6	21.8	7.1	98.2
	Group 3	484.9	1.4	1.7	10.7	31.1	37.0	15.1	3.0	96.9
	Group 4	469.4	0.9	3.2	17.8	35.7	31.2	7.9	3.3	95.9
	Not in paid work	451.2	6.1	8.3	21.2	32.8	24.6	6.4	0.6	85.6
	Not stated (14%)	486.0	1.6	3.6	11.9	27.2	32.8	17.5	5.5	94.9
NT	Group 1	487.0	0.4	3.3	11.3	29.5	32.8	16.0	6.7	96.3
	Group 2	476.3	0.9	2.6	16.5	32.8	29.8	13.8	3.6	96.5
	Group 3	451.7	0.5	8.2	22.7	38.4	21.9	7.1	1.2	91.3
	Group 4	411.8	1.5	28.1	27.4	26.5	11.1	4.4	0.9	70.4
	Not in paid work	371.0	1.4	47.7	31.1	14.1	4.2	1.3	0.2	50.9
	Not stated (22%)	393.8	2.0	39.6	22.2	17.2	13.0	4.7	1.2	58.4
Aust	Group 1	524.1	0.8	0.5	4.1	18.1	32.1	27.2	17.1	98.7
	Group 2	504.6	0.9	1.0	7.5	25.2	33.6	21.6	10.2	98.1
	Group 3	484.3	1.3	2.1	12.8	32.0	31.5	15.1	5.3	96.6
	Group 4	469.8	2.2	4.1	18.4	34.1	26.4	11.1	3.8	93.7
	Not in paid work	453.0	5.2	8.3	23.6	32.1	20.6	7.7	2.5	86.5
	Not stated (9%)	471.2	2.7	6.8	17.7	29.0	25.1	12.9	5.7	90.5

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 Participation

Table 5.P1: Year 5 Student Participation in Assessment, by State and Territory, 2018.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number Participation Rate (%)	97497 97.2	97421 97.2	97555 97.3	97555 97.3	96931 96.6
Vic	Number Participation Rate (%)	74805 95.1	74603 94.8	74817 95.1	74817 95.1	74477 94.7
Qld	Number Participation Rate (%)	63750 93.4	63531 93.0	63739 93.3	63739 93.3	63357 92.8
WA	Number Participation Rate (%)	33450 96.2	33448 96.2	33456 96.2	33456 96.2	33259 95.7
SA	Number Participation Rate (%)	20078 94.1	20006 93.7	20083 94.1	20083 94.1	19943 93.4
Tas	Number Participation Rate (%)	6400 93.9	6410 94.0	6425 94.2	6425 94.2	6359 93.3
ACT	Number Participation Rate (%)	5206 95.8	5170 95.3	5165 95.1	5165 95.1	5162 95.0
NT	Number Participation Rate (%)	3045 88.0	3082 89.1	3095 89.5	3095 89.5	2981 86.2
Aust	Number Participation Rate (%)	304231 95.3	303671 95.2	304335 95.4	304335 95.4	302469 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, 2018.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	Indigenous	5652	94.1	5642	94.0	5650	94.1	5650	94.1	5583	93.0
	Non-Indig.	89552	97.5	89497	97.4	89621	97.5	89621	97.5	89071	96.9
Vic	Indigenous	1191	86.9	1194	87.1	1197	87.3	1197	87.3	1194	87.1
	Non-Indig.	73345	95.3	73154	95.0	73364	95.3	73364	95.3	73014	94.8
Qld	Indigenous	4795	87.7	4782	87.5	4811	88.0	4811	88.0	4708	86.1
	Non-Indig.	57342	94.2	57146	93.9	57323	94.2	57323	94.2	57053	93.7
WA	Indigenous	1953	85.6	1968	86.2	1966	86.2	1966	86.2	1901	83.4
	Non-Indig.	30268	97.2	30262	97.1	30265	97.2	30265	97.2	30142	96.8
SA	Indigenous	827	85.3	810	83.6	828	85.4	828	85.4	813	83.9
	Non-Indig.	18853	94.5	18796	94.2	18857	94.6	18857	94.6	18732	93.9
Tas	Indigenous	587	92.2	584	91.7	591	92.8	591	92.8	585	91.8
	Non-Indig.	5671	95.4	5684	95.6	5692	95.8	5692	95.8	5631	94.7
ACT	Indigenous	146	88.5	146	88.5	143	86.7	143	86.7	142	86.1
	Non-Indig.	4925	96.1	4889	95.5	4883	95.3	4883	95.3	4883	95.3
NT	Indigenous	1055	77.4	1085	79.6	1095	80.3	1095	80.3	1006	73.8
	Non-Indig.	1984	95.0	1992	95.4	1995	95.5	1995	95.5	1970	94.3
Aust	Indigenous	16206	88.8	16211	88.8	16281	89.2	16281	89.2	15932	87.3
	Non-Indig.	281940	95.9	281420	95.7	282000	95.9	282000	95.9	280496	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, 2018.

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	1.7	1.1	1.5	1.7	1.1	1.5	1.6	1.1	1.5	1.6	1.1	1.5	2.3	1.1
Vic	2.5	2.5	2.4	2.5	2.7	2.5	2.5	2.5	2.4	2.5	2.5	2.4	2.4	3.0	2.3
Qld	1.2	2.2	4.4	1.2	2.4	4.6	1.2	2.2	4.4	1.2	2.2	4.4	1.2	2.9	4.3
WA	1.1	2.3	1.5	1.1	2.3	1.5	1.1	2.3	1.5	1.1	2.3	1.5	1.1	2.9	1.5
SA	2.6	3.0	2.9	2.6	3.3	3.0	2.6	3.0	3.0	2.6	3.0	3.0	2.6	3.7	2.9
Tas	1.6	3.7	2.5	1.6	3.5	2.5	1.5	3.3	2.5	1.5	3.3	2.5	1.5	4.3	2.4
ACT	1.4	1.3	2.9	1.3	1.7	3.0	1.4	1.9	3.0	1.4	1.9	3.0	1.4	1.9	3.1
NT	1.2	10.1	1.9	1.2	9.0	1.9	1.2	8.7	1.9	1.2	8.7	1.9	1.1	11.9	1.9
Aust	1.7	2.3	2.4	1.7	2.4	2.4	1.7	2.2	2.4	1.7	2.2	2.4	1.7	2.9	2.3

[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, 2018.

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	3.9	2.0	2.9	4.0	2.0	2.9	3.9	2.0	2.9	3.9	2.0	2.9	5.1	1.9
	Non-Indigenous	1.4	1.5	1.0	1.4	1.5	1.0	1.4	1.4	1.0	1.4	1.4	1.0	1.4	2.1	1.0
Vic	Indigenous	7.1	7.0	6.1	7.1	6.7	6.2	7.0	6.8	5.9	7.0	6.8	5.9	7.0	7.0	5.9
	Non-Indigenous	2.3	2.5	2.3	2.4	2.6	2.4	2.3	2.4	2.3	2.3	2.4	2.3	2.3	3.0	2.2
Qld	Indigenous	2.0	5.6	6.7	2.0	5.8	6.8	2.0	5.3	6.7	2.0	5.3	6.7	2.0	7.2	6.7
	Non-Indigenous	1.1	1.8	4.0	1.1	2.0	4.1	1.1	1.8	4.0	1.1	1.8	4.0	1.1	2.4	3.9
WA	Indigenous	1.4	12.0	2.4	1.4	11.3	2.5	1.4	11.4	2.4	1.4	11.4	2.4	1.4	14.3	2.3
	Non-Indigenous	1.1	1.5	1.3	1.1	1.5	1.4	1.1	1.5	1.3	1.1	1.5	1.3	1.0	1.9	1.3
SA	Indigenous	4.3	10.3	4.3	4.3	11.6	4.9	4.4	10.0	4.5	4.4	10.0	4.5	4.5	11.5	4.6
	Non-Indigenous	2.4	2.6	2.8	2.5	2.9	2.9	2.4	2.6	2.8	2.4	2.6	2.8	2.4	3.3	2.7
Tas	Indigenous	1.4	5.2	2.7	1.4	5.7	2.7	1.4	4.6	2.7	1.4	4.6	2.7	1.4	5.8	2.4
	Non-Indigenous	1.5	3.5	1.1	1.5	3.2	1.2	1.5	3.1	1.1	1.5	3.1	1.1	1.5	4.1	1.1
ACT	Indigenous	6.1	3.6	7.9	6.1	4.8	6.7	6.1	4.8	8.5	6.1	4.8	8.5	6.1	5.5	8.5
	Non-Indigenous	1.2	1.1	2.8	1.2	1.6	2.9	1.2	1.8	2.9	1.2	1.8	2.9	1.2	1.8	3.0
NT	Indigenous	1.8	21.2	1.4	1.8	18.9	1.5	1.8	18.3	1.4	1.8	18.3	1.4	1.8	24.7	1.5
	Non-Indigenous	0.7	2.8	2.2	0.8	2.4	2.2	0.7	2.3	2.2	0.7	2.3	2.2	0.6	3.4	2.3
Aust	Indigenous	2.7	7.3	3.9	2.7	7.2	4.0	2.7	6.9	3.9	2.7	6.9	3.9	2.7	8.8	3.9
	Non-Indigenous	1.6	1.9	2.2	1.6	2.0	2.2	1.6	1.9	2.2	1.6	1.9	2.2	1.6	2.5	2.1

[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, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	510.6	519.9	506.1	502.6	497.8	497.1	527.0	431.1	509.3
NSW	510.6		■	■	■	■	■	▽	▲	■
Vic	519.9	■		■	▲	▲	▲	■	▲	■
Qld	506.1	■	■		■	■	■	▽	▲	■
WA	502.6	■	▽	■		■	■	▽	▲	■
SA	497.8	■	▽	■	■		■	▽	▲	■
Tas	497.1	■	▽	■	■	■		▽	▲	■
ACT	527.0	▲	■	▲	▲	▲	▲		▲	▲
NT	431.1	▽	▽	▽	▽	▽	▽	▽		▽
Aust	509.3	■	■	■	■	■	■	▽	▲	

Table 5.CW: Comparative Achievement of Year 5 Students in Writing, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	470.3	478.2	454.0	460.2	448.5	447.5	466.1	384.5	464.7
NSW	470.3		■	▲	■	▲	▲	■	▲	■
Vic	478.2	■		▲	▲	▲	▲	▲	▲	▲
Qld	454.0	▽	▽		■	■	■	■	▲	■
WA	460.2	■	▽	■		■	■	■	▲	■
SA	448.5	▽	▽	■	■		■	▽	▲	▽
Tas	447.5	▽	▽	■	■	■		▽	▲	▽
ACT	466.1	■	▽	■	■	▲	▲		▲	■
NT	384.5	▽	▽	▽	▽	▽	▽	▽		▽
Aust	464.7	■	▽	■	■	▲	▲	■	▲	

Table 5.CS: Comparative Achievement of Year 5 Students in Spelling, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	509.3	507.4	496.5	499.6	493.6	482.5	497.8	436.7	502.4
NSW	509.3		■	■	■	▲	▲	■	▲	■
Vic	507.4	■		■	■	▲	▲	■	▲	■
Qld	496.5	■	■		■	■	▲	■	▲	■
WA	499.6	■	■	■		■	▲	■	▲	■
SA	493.6	▽	▽	■	■		■	■	▲	■
Tas	482.5	▽	▽	▽	▽	■		▽	▲	▽
ACT	497.8	■	■	■	■	■	▲		▲	■
NT	436.7	▽	▽	▽	▽	▽	▽	▽		▽
Aust	502.4	■	■	■	■	■	▲	■	▲	

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

NAPLAN Year 5 Comparative Achievement

Table 5.CG: Comparative Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	508.2	510.5	501.0	501.0	492.4	485.9	505.7	411.9	503.8
NSW	508.2		■	■	■	△	△	■	▲	■
Vic	510.5	■		■	■	△	△	■	▲	■
Qld	501.0	■	■		■	■	△	■	▲	■
WA	501.0	■	■	■		■	△	■	▲	■
SA	492.4	▽	▽	■	■		■	■	▲	■
Tas	485.9	▽	▽	▽	▽	■		▽	▲	▽
ACT	505.7	■	■	■	■	■	△		▲	■
NT	411.9	▽	▽	▽	▽	▽	▽	▽		▽
Aust	503.8	■	■	■	■	■	△	■	▲	

Table 5.CN: Comparative Achievement of Year 5 Students in Numeracy, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	499.0	502.9	487.5	490.0	478.8	478.0	499.2	434.1	494.0
NSW	499.0		■	■	■	△	△	■	▲	■
Vic	502.9	■		△	△	△	△	■	▲	■
Qld	487.5	■	▽		■	■	■	■	▲	■
WA	490.0	■	▽	■		■	■	■	▲	■
SA	478.8	▽	▽	■	■		■	▽	▲	▽
Tas	478.0	▽	▽	■	■	■		▽	▲	▽
ACT	499.2	■	■	■	■	△	△		▲	■
NT	434.1	▽	▽	▽	▽	▽	▽	▽		▽
Aust	494.0	■	■	■	■	△	△	■	▲	

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 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 score for Victoria is above and statistically significantly different from the national mean scale score in writing.
- 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 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 noted above, 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. v). 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 achievement score 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 96% achieving the standard in numeracy and approximately 95% achieving the standard in reading.

In all jurisdictions aside from the Northern Territory, more than 90% of students achieved at or above the national minimum standard in reading, spelling, grammar and punctuation, and numeracy. In the Northern Territory, approximately 78% of students achieved at or above the national minimum standard in numeracy, and more than 71% of students achieved at or above the national minimum standard in reading.

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. In all domains, there is considerable overlap of scores

between male students and female students.

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 male students in the four literacy domains, with the smallest difference in reading and the largest difference in writing. In numeracy in most jurisdictions, the percentage of female students who achieved at or above the national minimum standard was close to the percentage of male students who achieved at or above the national minimum standard. In 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 between Indigenous and non-Indigenous students across Australia overall range from 60 score points in spelling to 80 score points in reading.

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 Australia overall. For Australia overall, more than 81% of Indigenous students achieved at or above the national minimum standard in numeracy, approximately 80% in spelling, and more than 77% in reading. Across the five domains, the percentage of Indigenous students who achieved at or above the national minimum standard is lower than the percentage of non-Indigenous students by between 15 percentage points for numeracy and 27 percentage points for writing for Australia overall. For every jurisdiction, the pattern is similar, though the range of differences is much larger than was observed 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 writing, spelling, grammar and punctuation, and numeracy. 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 reading, 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 73 score points in numeracy to 130 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. With the exception of the Northern Territory, there is little difference between these two groups in the percentage of students who are at or above the national minimum standard in any domain. For Australia overall, the difference is approximately two percentage points in reading.

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

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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; in the ACT, there are no schools in the outer regional, remote or very remote geolocations; and in the Northern Territory, there are no schools in the major cities or inner regional geolocations. In addition, there are too few students for reporting in the very remote geolocation in Tasmania or in the inner regional location 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. The smallest differences 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 and Queensland, there is little difference in mean scale scores among students attending schools in inner regional and outer regional geolocations in all domains. For South Australia and Tasmania, students attending schools in remote geolocations have mean scale scores close to mean scale scores of students attending schools in outer regional geolocations in most 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, 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. For Australia overall, more than 85% of Indigenous students from major cities and inner regional geolocations achieved at or above the national minimum standard in reading, spelling, and grammar and punctuation, and more than 87% at or above the national minimum standard 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 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 14% in the Northern Territory. For Australia overall, there is no information on parental education for 5% 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 most jurisdictions, 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. And 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, at least 93% of students whose parents completed Year 12 or higher achieved at or above the national minimum standard in reading compared to 83% 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 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 22% in the Northern Territory. For Australia overall, there is no information on parental occupation for 9% 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 in all domains, students with parents in Occupation Group 1 most frequently achieved at or above the national minimum standard (between 96% and 99%). For Australia overall, more than 84% of students whose parents are not in paid work achieved at or above the national minimum standard in reading, spelling, grammar and punctuation 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 95.4% in spelling, and grammar and punctuation. Year 5 has the highest participation rates among the four year levels that were tested in 2018. Among the eight jurisdictions, New South Wales has the highest participation rates (96.6% to 97.3% across domains) and the Northern Territory the lowest (86.2% to 89.5% across domains). Participation rates are lower among Indigenous students, ranging nationally from 87.3% to 89.2% across domains.

For Australia overall, 1.7% of students were granted exemptions in each domain. The highest percentages of exemptions were granted in South Australia (2.6%) and Victoria (2.4% to 2.5%). The lowest percentages of exemptions were granted in Western Australia (1.1%), Northern Territory (1.1% to 1.2%) and Queensland (1.2%). Nationally, exemptions were granted to 2.7% of Indigenous students and 1.6% of non-Indigenous students. Among Indigenous students, the highest rates of exemption were recorded in Victoria (7.0% to 7.1%) and the ACT (6.1%), and the lowest rates in Tasmania (1.4%) and Western Australia (1.4%).

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 nationally, absence rates, which range from 6.9% in spelling, and grammar and punctuation to 8.8% in numeracy, are considerably higher than rates of exemption or withdrawal, and are more than three times the absence rates among non-Indigenous students. Nationally, for all students, withdrawal rates are similar to absence rates, except in numeracy.

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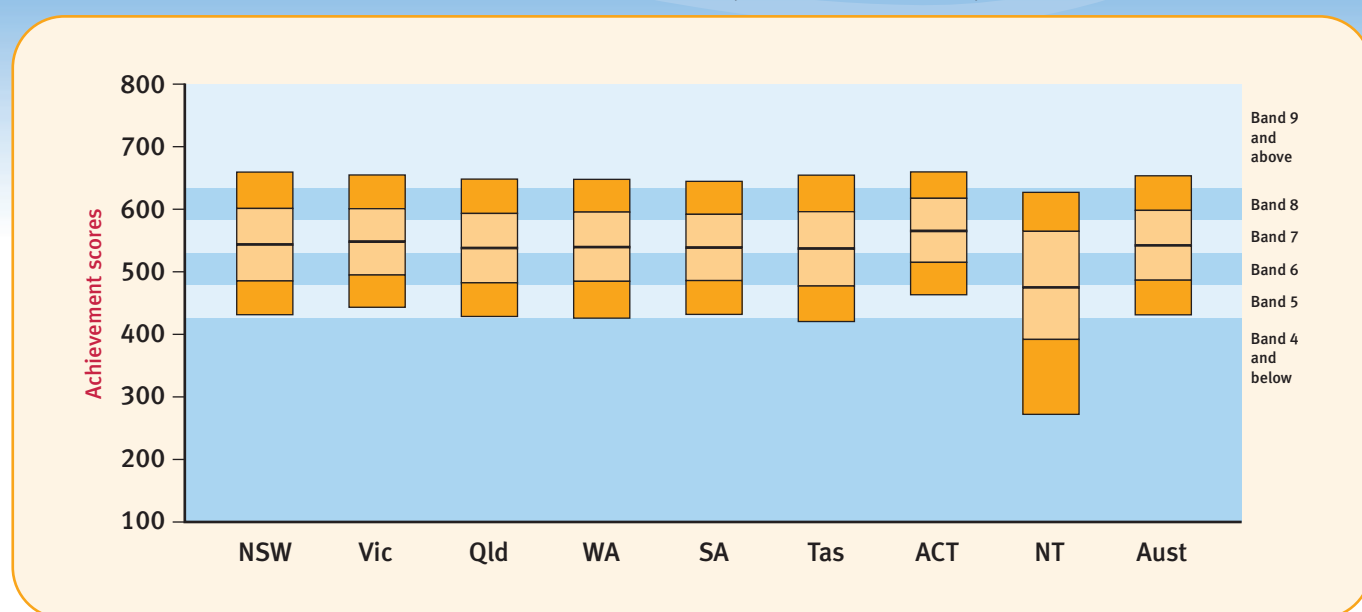
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NAPLAN Year 7 Reading

Figure 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	543.6 (69.0)	548.1 (63.7)	537.9 (66.5)	539.4 (67.6)	538.6 (64.7)	537.1 (70.4)	565.2 (60.5)	475.0 (108.0)	542.2 (67.7)

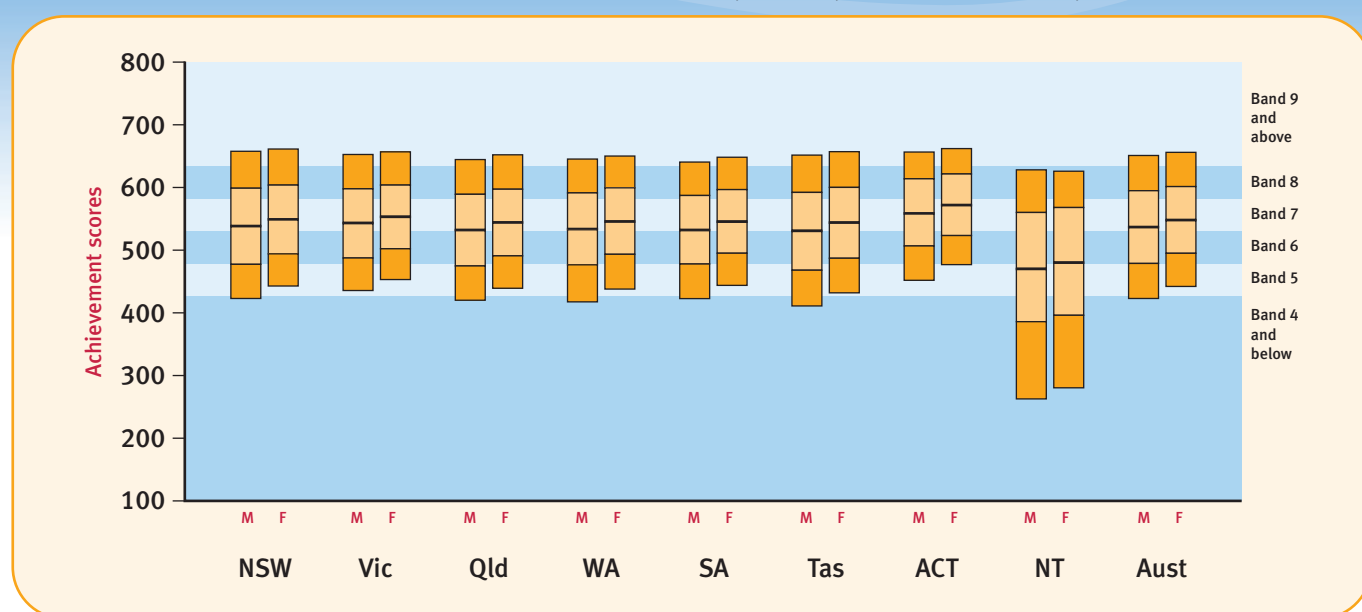
Table 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2018.

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	2.9	0.9	1.4	4.1	12.7	25.3	28.6	18.2	9.7	94.5
Vic	12yrs 9mths 7yrs 4mths	94.4	3.8	1.8	2.2	2.7	10.4	25.0	31.2	19.6	8.9	95.1
Qld	12yrs 5mths 7yrs 4mths	90.4	4.2	5.5	1.4	4.5	13.4	26.7	29.4	17.2	7.4	94.1
WA	12yrs 5mths 7yrs 4mths	95.6	3.8	0.6	1.1	4.9	12.2	25.7	30.0	18.4	7.6	93.9
SA	12yrs 7mths 7yrs 4mths	93.3	3.8	2.9	2.4	4.0	12.2	27.1	30.2	17.3	6.7	93.5
Tas	12yrs 11mths 7yrs 4mths	93.6	4.5	1.9	1.7	5.8	14.1	25.0	27.7	17.1	8.5	92.5
ACT	12yrs 7mths 7yrs 4mths	94.4	3.0	2.6	1.6	1.6	6.0	19.8	31.1	27.5	12.5	96.8
NT	12yrs 6mths 7yrs 4mths	85.0	13.5	1.5	2.2	28.8	15.8	20.2	18.9	10.0	4.1	69.0
Aust	12yrs 7mths 7yrs 4mths	94.0	3.7	2.3	1.7	4.2	12.1	25.5	29.6	18.4	8.5	94.1

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

NAPLAN Year 7 Reading

Figure 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	538.3 (71.3)	543.2 (65.4)	532.0 (68.0)	533.5 (69.4)	532.0 (66.5)	530.7 (72.4)	558.6 (63.0)	470.0 (109.8)	536.7 (69.6)
Female Mean scale score / (S.D.)	549.1 (66.0)	553.1 (61.4)	544.1 (64.2)	545.6 (65.2)	545.4 (61.9)	543.9 (67.5)	571.8 (57.2)	480.0 (106.0)	547.9 (65.2)

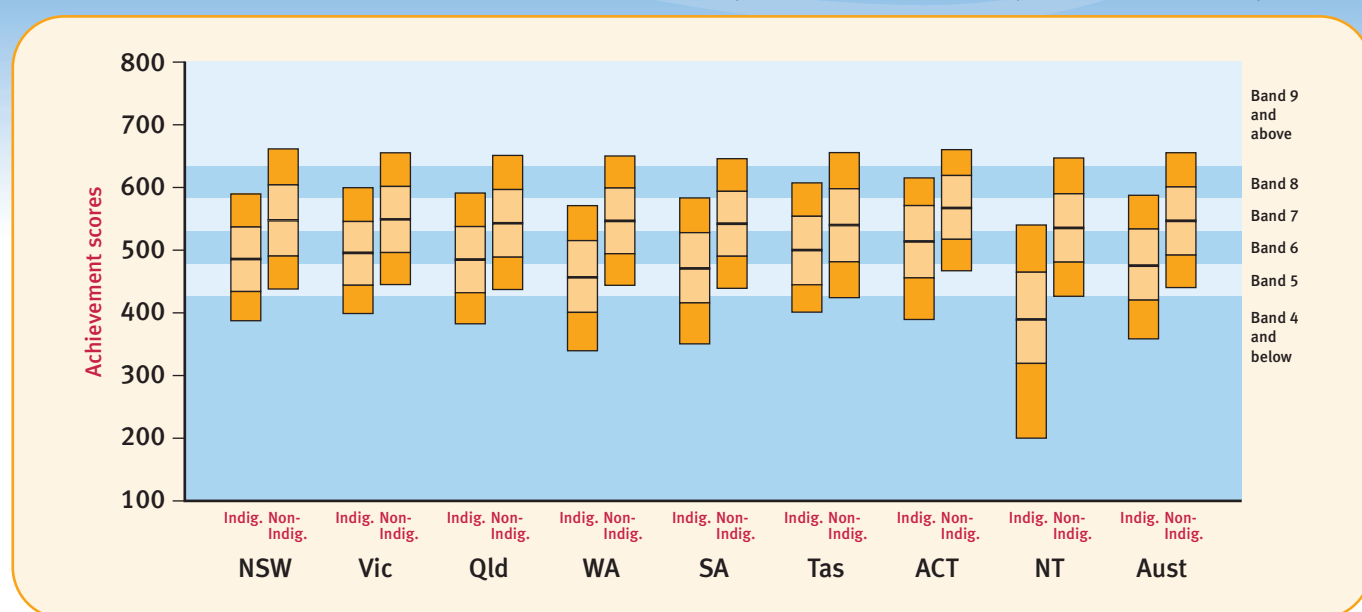
Table 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2018.

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	1.8	5.4	14.5	25.2	26.7	17.2	9.2	92.8
	Female	0.9	2.8	10.8	25.3	30.6	19.4	10.3	96.3
Vic	Male	3.0	3.5	12.0	25.4	29.6	18.2	8.3	93.5
	Female	1.5	1.8	8.7	24.5	33.0	21.0	9.5	96.7
Qld	Male	1.7	5.8	15.2	27.1	27.7	15.8	6.7	92.5
	Female	1.0	3.2	11.5	26.3	31.2	18.7	8.1	95.8
WA	Male	1.5	6.2	14.0	26.2	28.4	16.8	6.9	92.3
	Female	0.8	3.6	10.4	25.1	31.7	20.0	8.3	95.6
SA	Male	3.1	5.4	14.0	27.7	28.2	15.7	5.9	91.5
	Female	1.7	2.6	10.3	26.6	32.3	18.9	7.7	95.6
Tas	Male	1.9	7.4	16.0	25.2	26.0	15.7	7.8	90.7
	Female	1.4	4.1	12.1	24.9	29.6	18.6	9.2	94.4
ACT	Male	1.9	2.4	7.5	21.2	30.8	25.3	11.0	95.7
	Female	1.3	0.8	4.3	18.3	31.4	29.9	14.0	98.0
NT	Male	3.3	30.1	16.4	19.6	17.5	9.1	4.1	66.6
	Female	1.1	27.5	15.2	20.7	20.4	11.0	4.1	71.4
Aust	Male	2.2	5.4	13.9	25.8	27.9	17.0	7.9	92.5
	Female	1.1	3.0	10.3	25.2	31.4	19.8	9.2	95.9

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

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Figure 7.R3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	485.7 (62.4)	495.5 (60.7)	484.8 (64.0)	456.6 (70.5)	470.7 (70.8)	500.0 (64.1)	513.8 (70.2)	389.4 (97.8)	475.1 (72.9)
Non-Indigenous Mean scale score / (S.D.)	547.6 (67.5)	549.1 (63.3)	542.9 (64.6)	546.5 (62.8)	542.0 (62.5)	539.9 (69.4)	567.1 (59.7)	535.3 (66.2)	546.6 (65.0)

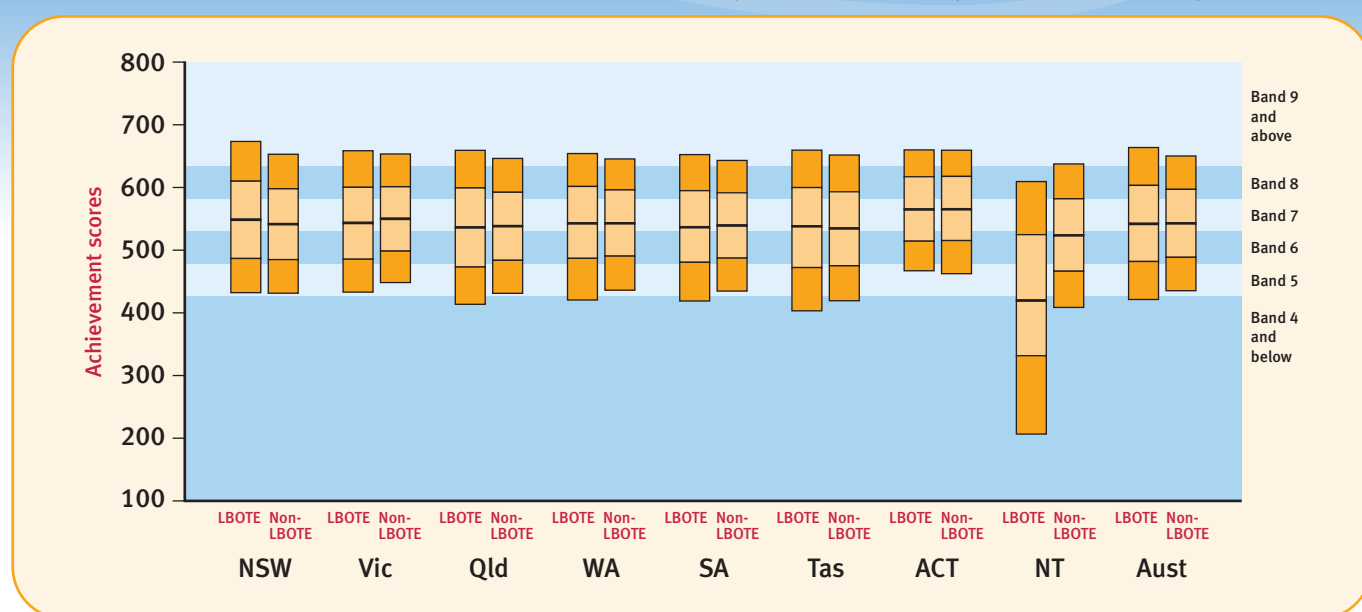
Table 7.R3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2018.

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	2.8	16.0	28.3	30.3	16.7	5.0	1.1	81.3
	Non-Indigenous	1.3	3.3	11.6	25.0	29.4	19.2	10.3	95.4
Vic	Indigenous	4.6	11.8	25.3	32.2	18.3	6.5	1.3	83.6
	Non-Indigenous	2.2	2.5	10.1	24.8	31.5	19.8	9.0	95.3
Qld	Indigenous	2.1	16.9	28.4	29.6	16.7	5.3	1.0	81.0
	Non-Indigenous	1.3	3.4	12.0	26.4	30.5	18.4	8.0	95.3
WA	Indigenous	1.2	32.4	28.8	23.3	11.0	2.8	0.5	66.5
	Non-Indigenous	1.1	2.7	10.7	25.7	31.7	19.8	8.2	96.1
SA	Indigenous	5.6	22.7	27.8	25.9	13.1	4.3	0.7	71.8
	Non-Indigenous	2.2	3.1	11.4	27.2	31.1	18.0	7.1	94.7
Tas	Indigenous	1.5	12.2	24.5	30.5	21.6	7.1	2.5	86.3
	Non-Indigenous	1.7	5.2	13.2	24.8	28.4	17.8	8.8	93.1
ACT	Indigenous	5.8	10.0	18.7	22.2	28.3	12.2	2.7	84.2
	Non-Indigenous	1.5	1.4	5.5	19.5	31.0	28.2	12.9	97.1
NT	Indigenous	3.2	62.4	18.4	9.8	4.7	1.3	0.2	34.4
	Non-Indigenous	1.5	4.8	13.9	27.5	29.1	16.3	7.0	93.7
Aust	Indigenous	2.7	21.7	27.1	27.5	15.3	4.7	1.0	75.6
	Non-Indigenous	1.6	3.0	11.1	25.4	30.6	19.3	9.0	95.4

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

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Figure 7.R4: Achievement of Year 7 Students in Reading, by LBOTE Status, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	548.4 (72.7)	543.3 (67.9)	536.2 (74.3)	542.7 (72.0)	536.5 (71.6)	538.0 (75.7)	564.9 (59.5)	419.5 (117.6)	541.8 (74.8)
Non-LBOTE Mean scale score / (S.D.)	541.4 (67.2)	549.9 (61.9)	538.2 (65.1)	542.8 (63.8)	539.2 (63.2)	534.6 (69.8)	565.2 (60.7)	523.6 (69.9)	542.7 (65.0)

Table 7.R4: Achievement of Year 7 Students in Reading, by LBOTE Status, by State and Territory, 2018.

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	1.8	4.0	12.5	24.2	26.9	18.2	12.5	94.3
	Non-LBOTE	1.3	4.2	12.8	25.8	29.2	18.2	8.5	94.6
Vic	LBOTE	3.1	3.8	12.6	25.1	28.3	17.8	9.4	93.1
	Non-LBOTE	1.9	2.2	9.6	24.9	32.4	20.3	8.7	95.8
Qld	LBOTE	1.6	6.8	14.8	24.3	26.1	17.1	9.4	91.6
	Non-LBOTE	1.4	4.2	13.1	27.1	29.9	17.2	7.1	94.5
WA	LBOTE	1.3	5.6	11.2	23.4	29.9	19.5	9.2	93.2
	Non-LBOTE	1.0	3.7	11.3	25.8	31.4	19.5	7.3	95.3
SA	LBOTE	3.7	5.6	12.6	26.3	27.2	16.5	8.1	90.7
	Non-LBOTE	2.1	3.7	12.1	27.3	30.8	17.5	6.5	94.2
Tas	LBOTE	6.8	7.5	12.8	19.8	27.1	16.2	9.7	85.6
	Non-LBOTE	1.4	6.0	14.8	25.7	27.6	16.5	7.9	92.5
ACT	LBOTE	2.4	1.1	5.9	20.8	31.1	26.2	12.5	96.5
	Non-LBOTE	1.4	1.7	6.0	19.4	31.1	27.9	12.4	96.9
NT	LBOTE	2.8	52.3	15.4	11.2	9.9	5.6	2.7	44.9
	Non-LBOTE	1.7	7.9	16.1	27.9	26.9	14.1	5.4	90.3
Aust	LBOTE	2.2	5.5	12.7	24.1	27.2	17.8	10.5	92.3
	Non-LBOTE	1.5	3.7	11.9	25.9	30.5	18.6	7.9	94.8

[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, 2018.

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	550.0	1.3	3.3	11.3	24.0	28.9	19.7	11.4	95.4
	Inner Regional	527.5	1.5	5.8	16.0	28.9	28.3	14.5	5.0	92.7
	Outer Regional	512.2	1.8	9.3	20.3	30.0	24.8	11.0	2.9	89.0
	Remote	473.7	3.5	20.2	32.2	26.1	14.5	3.5	0.1	76.4
	Very Remote	471.9	0.0	27.5	30.6	19.5	15.8	5.9	0.7	72.5
Vic	Major Cities	552.3	2.3	2.3	9.5	23.6	31.4	20.7	10.0	95.3
	Inner Regional	536.0	1.8	3.6	12.9	28.8	31.2	16.2	5.4	94.5
	Outer Regional	525.1	2.9	4.8	15.5	31.7	28.7	13.1	3.2	92.3
	Remote	525.9	2.6	1.5	16.4	31.3	40.5	5.6	2.1	95.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	546.0	1.4	3.3	11.3	25.3	30.6	19.2	9.0	95.3
	Inner Regional	527.7	1.4	5.1	16.3	29.8	28.2	14.3	4.9	93.5
	Outer Regional	523.7	1.2	6.9	17.1	29.1	27.2	13.7	4.9	91.9
	Remote	493.6	1.2	18.5	21.2	26.2	21.0	9.7	2.2	80.3
	Very Remote	468.4	1.5	29.9	26.3	20.8	13.5	6.3	1.7	68.5
WA	Major Cities	546.8	1.2	3.4	10.6	24.7	31.1	20.1	8.8	95.4
	Inner Regional	528.3	0.9	4.5	16.4	29.9	29.0	15.4	3.9	94.5
	Outer Regional	518.3	1.0	7.9	18.2	29.6	27.6	12.0	3.7	91.0
	Remote	507.8	0.6	12.8	18.7	29.1	24.7	11.8	2.3	86.6
	Very Remote	441.9	0.3	44.3	20.1	18.4	12.5	3.7	0.6	55.3
SA	Major Cities	544.4	2.4	3.1	10.9	25.9	31.0	18.9	7.8	94.4
	Inner Regional	534.3	2.8	3.6	13.0	29.4	30.9	15.6	4.8	93.7
	Outer Regional	518.3	2.6	6.8	17.9	31.6	26.5	11.4	3.3	90.7
	Remote	526.4	1.4	5.2	15.4	32.0	28.9	12.7	4.5	93.5
	Very Remote	452.4	0.0	40.0	17.8	19.2	14.0	6.9	2.0	60.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	543.9	1.6	4.9	12.5	23.7	28.6	18.7	10.1	93.5
	Outer Regional	520.0	1.9	8.1	18.2	28.7	25.4	13.1	4.6	89.9
	Remote	500.8	0.0	10.9	29.1	24.0	25.1	9.1	1.7	89.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	565.2	1.6	1.6	6.0	19.8	31.1	27.5	12.5	96.8
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	521.9	2.2	9.1	17.0	26.5	25.8	13.8	5.7	88.8
	Remote	482.3	3.7	27.8	16.5	19.6	18.6	10.0	3.9	68.5
	Very Remote	356.3	1.1	77.8	12.3	5.1	2.5	0.9	0.3	21.1
Aust	Major Cities	549.4	1.7	3.0	10.6	24.3	30.3	20.1	10.1	95.3
	Inner Regional	531.4	1.6	4.8	14.9	28.7	29.2	15.3	5.4	93.5
	Outer Regional	520.5	1.7	7.4	17.7	29.6	26.7	12.7	4.1	90.9
	Remote	501.2	1.6	15.8	19.3	27.0	23.0	10.5	2.7	82.6
	Very Remote	420.8	0.8	51.4	19.1	14.5	9.7	3.7	0.9	47.8

[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, 2018.

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	495.0	2.5	12.5	25.9	31.9	19.3	6.4	1.5	85.0
	Inner Regional	482.9	3.3	16.4	29.3	30.0	15.9	4.4	0.8	80.3
	Outer Regional	469.6	2.6	22.6	32.1	28.0	11.7	2.2	0.7	74.7
	Remote	448.9	2.8	33.2	35.0	21.1	7.5	0.4	0.0	64.0
	Very Remote	444.0	0.0	38.1	38.1	18.8	4.2	0.8	0.0	61.9
Vic	Major Cities	503.4	4.7	10.4	22.5	31.2	21.1	8.2	1.8	84.9
	Inner Regional	491.0	4.5	13.0	25.3	33.6	17.4	5.6	0.5	82.5
	Outer Regional	484.4	4.3	13.0	32.7	32.0	12.5	3.7	1.7	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	501.3	2.5	10.3	24.2	32.1	22.1	7.1	1.6	87.2
	Inner Regional	491.6	2.3	11.8	29.7	32.2	17.2	5.8	1.1	85.9
	Outer Regional	476.6	1.2	20.1	31.7	28.7	13.4	4.3	0.6	78.7
	Remote	443.3	3.5	40.3	23.3	21.5	9.5	1.4	0.6	56.2
	Very Remote	432.3	2.5	44.2	32.2	14.8	5.4	0.9	0.1	53.3
WA	Major Cities	472.4	1.4	23.9	30.0	26.0	13.7	4.2	0.7	74.7
	Inner Regional	478.9	1.0	18.5	32.3	28.5	14.5	4.0	1.2	80.5
	Outer Regional	462.5	1.9	26.8	32.3	27.5	9.1	2.1	0.3	71.3
	Remote	457.1	1.3	31.8	29.7	24.1	11.2	1.6	0.3	66.9
	Very Remote	403.1	0.0	64.7	20.7	10.1	3.9	0.5	0.1	35.3
SA	Major Cities	483.6	6.3	15.4	28.8	28.7	14.6	5.2	1.0	78.3
	Inner Regional	484.5	7.4	14.5	28.2	30.5	13.3	5.9	0.2	78.1
	Outer Regional	468.5	6.4	23.3	29.2	25.6	11.9	3.0	0.5	70.3
	Remote	486.1	0.0	21.0	23.6	25.1	23.1	7.2	0.0	79.0
	Very Remote	392.0	0.0	69.1	19.8	6.7	3.9	0.4	0.0	30.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	502.5	0.9	11.3	25.7	29.4	21.3	8.0	3.3	87.8
	Outer Regional	497.3	2.3	13.2	23.0	31.9	22.3	5.9	1.4	84.5
	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	513.8	5.8	10.0	18.7	22.2	28.3	12.2	2.7	84.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	464.2	4.6	27.3	29.5	22.3	12.5	3.4	0.3	68.1
	Remote	418.6	6.8	52.0	21.7	11.8	5.6	1.8	0.3	41.2
	Very Remote	341.1	1.0	84.6	11.4	2.6	0.4	0.0	0.0	14.4
Aust	Major Cities	493.7	2.9	13.5	25.8	30.6	19.3	6.5	1.4	83.6
	Inner Regional	487.4	3.0	14.5	28.8	30.8	16.7	5.2	1.0	82.6
	Outer Regional	474.3	2.5	21.1	30.9	28.1	13.1	3.6	0.7	76.4
	Remote	443.2	3.6	39.5	26.2	19.4	9.3	1.7	0.3	57.0
	Very Remote	381.0	0.9	69.2	19.2	7.7	2.6	0.4	0.0	29.8

[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, 2018.

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	552.3	1.3	2.9	10.6	23.7	29.4	20.3	11.8	95.8
	Inner Regional	533.7	1.3	4.2	14.1	28.8	30.0	15.9	5.6	94.4
	Outer Regional	522.1	1.6	6.2	17.4	30.4	27.9	13.0	3.4	92.2
	Remote	501.7	4.5	6.2	29.3	31.1	22.0	6.7	0.2	89.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	552.9	2.2	2.2	9.4	23.5	31.5	20.9	10.1	95.5
	Inner Regional	537.6	1.7	3.3	12.4	28.7	31.7	16.6	5.5	95.0
	Outer Regional	528.9	2.8	3.9	13.9	31.8	30.3	14.0	3.4	93.3
	Remote	524.9	2.6	1.6	16.8	32.1	38.9	5.8	2.1	95.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	548.4	1.4	2.9	10.6	24.9	31.0	19.9	9.4	95.7
	Inner Regional	531.9	1.3	4.3	14.8	29.5	29.4	15.3	5.3	94.4
	Outer Regional	533.9	1.1	4.1	14.0	29.2	30.1	15.7	5.8	94.8
	Remote	520.5	0.2	6.5	19.6	29.1	27.2	14.2	3.1	93.2
	Very Remote	522.0	0.5	7.8	16.4	30.7	26.2	14.3	4.1	91.7
WA	Major Cities	550.8	1.2	2.4	9.6	24.5	32.0	21.0	9.3	96.4
	Inner Regional	532.1	0.7	3.6	14.9	30.1	30.4	16.1	4.2	95.7
	Outer Regional	527.1	0.9	4.6	15.8	30.5	30.7	13.5	3.9	94.5
	Remote	529.2	0.4	4.9	14.0	30.9	30.5	16.1	3.2	94.8
	Very Remote	517.8	1.1	4.6	17.9	36.0	28.5	9.9	1.9	94.3
SA	Major Cities	546.6	2.3	2.7	10.2	25.8	31.6	19.4	8.0	95.0
	Inner Regional	536.4	2.5	3.1	12.3	29.3	31.7	16.1	5.0	94.4
	Outer Regional	523.2	2.0	5.1	16.8	32.1	28.0	12.3	3.7	92.9
	Remote	529.9	1.5	3.5	14.6	33.1	29.2	13.2	4.9	95.0
	Very Remote	525.2	0.0	5.9	13.1	34.4	26.9	14.9	4.8	94.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	545.8	1.7	4.4	11.7	23.7	29.3	19.1	10.1	93.9
	Outer Regional	524.1	1.9	7.1	17.3	28.3	25.9	14.3	5.1	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	567.1	1.5	1.4	5.5	19.5	31.0	28.2	12.9	97.1
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	535.2	1.6	4.9	14.0	27.4	28.8	16.3	7.1	93.5
	Remote	540.1	0.7	4.4	11.6	27.3	31.2	17.6	7.3	95.0
	Very Remote	517.0	1.5	5.8	21.5	31.7	24.9	10.5	4.0	92.6
Aust	Major Cities	551.5	1.6	2.6	10.0	24.0	30.8	20.6	10.4	95.8
	Inner Regional	535.4	1.5	3.9	13.5	28.6	30.4	16.3	5.8	94.6
	Outer Regional	529.0	1.6	4.8	15.2	30.0	29.2	14.4	4.7	93.6
	Remote	527.5	0.9	4.9	15.8	30.5	29.4	14.6	3.9	94.3
	Very Remote	519.5	0.7	6.9	17.2	32.0	27.7	12.3	3.3	92.4

[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, 2018.

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	577.7	0.7	0.8	4.9	16.5	30.7	27.6	18.7	98.5
	Diploma	537.8	1.2	2.8	11.8	29.9	32.4	16.8	5.2	96.0
	Certificate	516.4	1.5	6.1	19.0	33.4	27.1	10.4	2.4	92.3
	Year 12	518.1	2.2	6.2	18.6	31.9	27.1	10.9	3.1	91.6
	Year 11	486.6	3.7	14.8	28.5	31.0	16.9	4.3	0.9	81.6
	Not stated (5%)	542.1	2.0	5.0	13.2	23.2	28.4	18.7	9.6	93.0
Vic	Bachelor	574.7	1.2	0.6	4.6	16.6	33.0	28.2	15.7	98.2
	Diploma	538.2	1.8	2.6	11.2	29.9	33.4	16.4	4.7	95.6
	Certificate	525.6	2.5	3.8	15.0	33.2	30.8	12.0	2.7	93.7
	Year 12	529.2	3.1	4.0	14.3	31.0	30.3	13.6	3.7	92.9
	Year 11	503.3	6.5	8.6	23.0	32.1	21.4	6.7	1.7	84.9
	Not stated (4%)	563.6	3.1	2.7	7.3	18.8	30.0	24.0	14.3	94.3
Qld	Bachelor	572.9	0.8	0.8	5.4	17.3	32.5	27.4	15.9	98.4
	Diploma	536.4	1.1	2.9	12.4	29.9	32.6	16.2	4.9	96.0
	Certificate	521.3	1.4	5.4	16.7	32.9	28.9	12.0	2.7	93.2
	Year 12	517.2	1.6	6.8	18.5	32.1	26.9	11.4	2.7	91.6
	Year 11	490.5	3.0	13.7	26.9	31.3	18.6	5.4	1.0	83.3
	Not stated (7%)	515.6	2.7	9.4	19.1	28.3	24.6	11.9	4.1	88.0
WA	Bachelor	575.5	0.7	0.7	4.1	16.3	32.9	29.6	15.7	98.6
	Diploma	537.8	0.9	2.5	11.4	29.9	34.4	16.9	4.1	96.7
	Certificate	522.3	0.9	4.4	16.4	34.0	30.7	11.4	2.3	94.7
	Year 12	523.2	1.8	5.4	16.8	31.2	28.9	12.7	3.2	92.8
	Year 11	483.4	1.7	18.0	26.9	30.9	16.6	4.8	1.0	80.3
	Not stated (9%)	506.6	2.7	14.8	18.1	25.5	23.2	11.5	4.2	82.5
SA	Bachelor	572.0	1.1	0.9	4.4	17.9	33.1	28.2	14.4	98.0
	Diploma	539.4	1.5	2.1	10.8	30.3	33.3	17.3	4.6	96.3
	Certificate	524.6	2.2	3.9	15.0	33.5	30.9	11.7	2.7	93.8
	Year 12	527.1	2.9	4.4	15.2	30.7	30.1	12.9	3.7	92.6
	Year 11	493.1	5.4	11.4	25.7	32.0	20.0	4.8	0.6	83.1
	Not stated (8%)	516.9	5.4	9.8	15.5	28.2	24.3	12.6	4.3	84.8

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.R8 (cont.): Achievement of Year 7 Students in Reading, by Parental Education, by State and Territory, 2018.

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	<i>Bachelor</i>	582.6	1.2	0.8	4.6	13.6	30.2	29.3	20.4	98.1
	<i>Diploma</i>	544.2	0.8	2.8	10.5	27.0	32.3	19.7	6.8	96.4
	<i>Certificate</i>	519.0	1.4	6.9	17.3	31.6	28.4	11.3	3.1	91.7
	<i>Year 12</i>	513.1	1.5	9.9	19.4	29.0	26.0	11.2	3.0	88.6
	<i>Year 11</i>	491.2	3.4	14.3	25.8	30.7	18.7	6.1	0.9	82.2
	<i>Not stated (7%)</i>	542.8	3.3	5.2	14.4	20.9	26.7	19.1	10.3	91.5
ACT	<i>Bachelor</i>	586.1	1.0	0.3	1.9	12.7	30.7	34.6	18.8	98.6
	<i>Diploma</i>	543.9	0.9	1.6	8.2	29.8	35.1	21.1	3.2	97.4
	<i>Certificate</i>	528.5	2.3	3.9	13.0	31.0	32.7	15.4	1.7	93.8
	<i>Year 12</i>	530.2	3.8	4.2	13.4	30.2	30.4	14.9	3.2	92.0
	<i>Year 11</i>	500.0	4.3	8.1	24.3	34.2	21.7	7.0	0.4	87.6
	<i>Not stated (7%)</i>	563.3	3.1	2.7	6.7	20.2	27.7	25.8	13.8	94.2
NT	<i>Bachelor</i>	550.6	1.1	4.0	10.8	21.4	30.8	20.3	11.6	94.9
	<i>Diploma</i>	511.5	2.8	10.5	18.1	29.2	23.3	13.1	3.0	86.7
	<i>Certificate</i>	499.3	2.3	15.4	17.9	28.4	24.0	9.9	2.0	82.3
	<i>Year 12</i>	476.7	2.9	25.2	19.0	25.1	19.5	6.9	1.4	71.9
	<i>Year 11</i>	379.7	3.6	64.9	17.9	9.3	3.3	0.6	0.4	31.5
	<i>Not stated (19%)</i>	445.3	1.3	41.1	15.8	18.1	14.9	7.0	1.8	57.6
Aust	<i>Bachelor</i>	575.5	0.9	0.7	4.8	16.6	32.0	28.1	16.8	98.3
	<i>Diploma</i>	537.7	1.3	2.8	11.6	29.8	32.9	16.7	4.8	95.9
	<i>Certificate</i>	520.9	1.7	5.2	16.9	33.2	29.1	11.4	2.6	93.1
	<i>Year 12</i>	521.8	2.3	5.8	16.9	31.4	28.3	12.1	3.2	91.9
	<i>Year 11</i>	488.8	4.1	14.5	26.0	30.8	18.3	5.2	1.1	81.4
	<i>Not stated (6%)</i>	528.7	2.8	8.8	14.6	24.2	26.0	16.0	7.6	88.4

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 Reading

Table 7.R9: Achievement of Year 7 Students in Reading, by Parental Occupation, by State and Territory, 2018.

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	577.8	0.6	0.8	5.0	16.7	30.4	27.5	19.0	98.6
	Group 2	553.1	0.8	1.9	8.9	24.8	32.6	21.1	9.9	97.3
	Group 3	527.3	1.2	4.4	15.9	31.6	29.4	13.3	4.2	94.4
	Group 4	511.2	2.0	8.1	21.5	32.1	23.9	9.2	3.1	89.9
	Not in paid work	490.0	4.7	14.0	27.4	30.0	16.8	5.4	1.6	81.3
	Not stated (6%)	538.9	2.0	5.2	13.6	25.0	28.2	17.2	8.8	92.8
Vic	Group 1	577.7	0.9	0.4	4.0	16.0	33.0	29.0	16.8	98.7
	Group 2	555.3	1.0	1.2	7.6	24.3	34.7	22.3	8.9	97.8
	Group 3	536.3	1.6	2.6	11.8	31.0	33.0	15.5	4.6	95.9
	Group 4	520.4	3.5	5.2	17.6	32.5	27.3	10.8	3.2	91.3
	Not in paid work	505.6	7.8	8.7	22.2	30.3	21.5	7.4	2.2	83.5
	Not stated (4%)	562.3	3.2	2.8	7.8	18.8	30.0	22.9	14.5	94.1
Qld	Group 1	572.9	0.6	0.8	5.4	17.6	32.3	27.4	16.0	98.6
	Group 2	549.2	0.9	1.9	9.3	25.8	34.0	20.2	7.9	97.3
	Group 3	526.2	1.2	4.6	15.6	32.0	29.9	13.2	3.6	94.3
	Group 4	509.4	1.8	8.3	21.3	33.2	24.1	9.1	2.2	89.9
	Not in paid work	497.4	3.5	13.0	24.9	29.3	19.6	7.5	2.2	83.5
	Not stated (13%)	513.9	2.7	9.0	19.6	29.7	24.4	11.1	3.5	88.3
WA	Group 1	573.7	0.7	0.9	4.6	17.0	32.5	28.7	15.5	98.4
	Group 2	549.8	0.7	1.6	8.5	26.1	34.8	21.1	7.2	97.7
	Group 3	528.5	0.9	3.4	14.6	32.6	31.7	13.7	3.1	95.7
	Group 4	512.2	1.4	7.7	20.7	32.3	25.7	9.7	2.4	90.8
	Not in paid work	481.6	2.6	20.0	26.9	27.8	15.6	5.5	1.6	77.3
	Not stated (13%)	507.0	2.5	13.6	18.8	27.2	23.5	10.4	4.0	84.0
SA	Group 1	572.7	1.0	0.9	4.2	17.7	33.3	28.2	14.7	98.1
	Group 2	548.3	1.4	1.6	8.9	26.7	34.4	19.8	7.1	97.0
	Group 3	530.9	1.2	3.1	13.1	32.8	32.3	14.0	3.5	95.7
	Group 4	518.9	3.3	5.2	18.0	33.3	26.8	10.5	2.8	91.5
	Not in paid work	502.9	6.3	9.9	21.5	32.0	21.1	7.5	1.8	83.8
	Not stated (15%)	510.4	5.2	9.9	19.3	28.4	23.5	10.4	3.2	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 7 Reading

Table 7.R9 (cont.): Achievement of Year 7 Students in Reading, by Parental Occupation, by State and Territory, 2018.

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	576.6	0.9	1.1	5.6	15.7	30.4	28.0	18.1	97.9
	Group 2	548.9	0.8	3.0	10.1	24.1	32.3	20.3	9.4	96.1
	Group 3	529.1	1.5	5.1	14.1	30.4	30.6	13.7	4.6	93.4
	Group 4	503.7	1.4	10.6	22.6	32.6	22.3	8.2	2.2	87.9
	Not in paid work	490.9	4.7	16.1	26.1	27.1	16.9	7.3	1.8	79.2
	Not stated (10%)	534.4	3.1	6.5	16.6	23.2	25.2	16.1	9.2	90.3
ACT	Group 1	584.0	0.8	0.6	2.6	13.5	29.8	33.4	19.2	98.5
	Group 2	563.4	1.9	1.3	5.2	20.5	33.4	26.8	10.7	96.8
	Group 3	542.9	1.3	2.5	10.2	26.8	34.0	21.1	4.0	96.1
	Group 4	526.9	2.5	3.7	16.0	32.7	27.2	14.6	3.3	93.8
	Not in paid work	509.6	7.9	6.4	19.7	29.7	25.4	10.0	0.9	85.7
	Not stated (13%)	551.6	2.2	2.6	7.2	25.8	31.2	24.1	6.9	95.2
NT	Group 1	557.4	0.9	2.6	7.6	20.8	34.3	21.9	11.8	96.4
	Group 2	535.3	1.0	5.3	13.4	28.4	27.9	16.9	7.1	93.7
	Group 3	510.8	2.1	11.1	19.9	27.1	24.2	11.9	3.8	86.9
	Group 4	455.3	3.1	34.3	21.6	21.7	12.8	5.2	1.3	62.6
	Not in paid work	398.0	5.6	56.9	18.2	11.6	5.9	1.7	0.1	37.5
	Not stated (28%)	426.0	1.3	47.8	15.6	16.0	12.3	5.2	1.7	50.8
Aust	Group 1	576.0	0.7	0.7	4.7	16.7	31.8	28.2	17.1	98.5
	Group 2	552.2	0.9	1.7	8.6	25.1	33.7	21.2	8.8	97.4
	Group 3	529.7	1.3	3.9	14.4	31.6	30.8	14.0	4.0	94.9
	Group 4	513.3	2.4	7.4	20.0	32.5	25.1	9.7	2.8	90.2
	Not in paid work	494.6	5.5	13.2	24.7	29.5	18.8	6.5	1.9	81.3
	Not stated (9%)	521.1	2.8	9.5	16.4	26.3	25.3	13.7	6.0	87.7

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

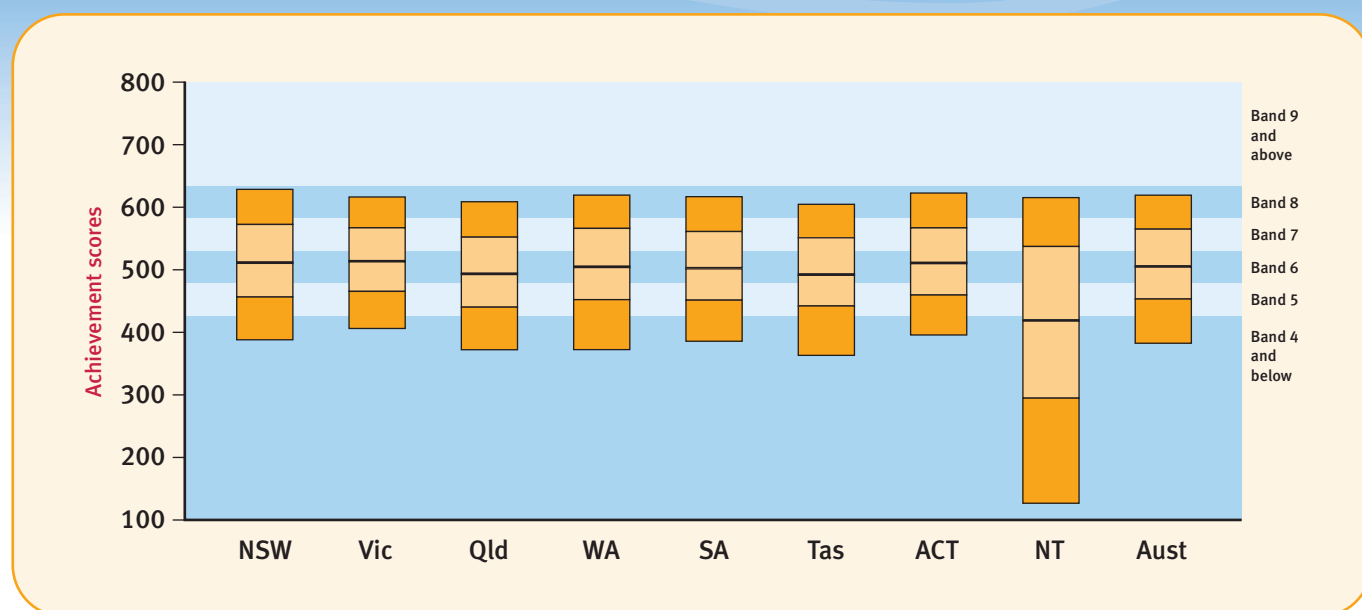
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 7 Writing

Figure 7.W1: Achievement of Year 7 Students in Writing, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	511.3 (74.0)	513.7 (64.8)	493.4 (73.2)	504.6 (77.1)	502.5 (72.2)	492.2 (73.8)	510.8 (68.4)	419.0 (146.2)	505.3 (74.0)

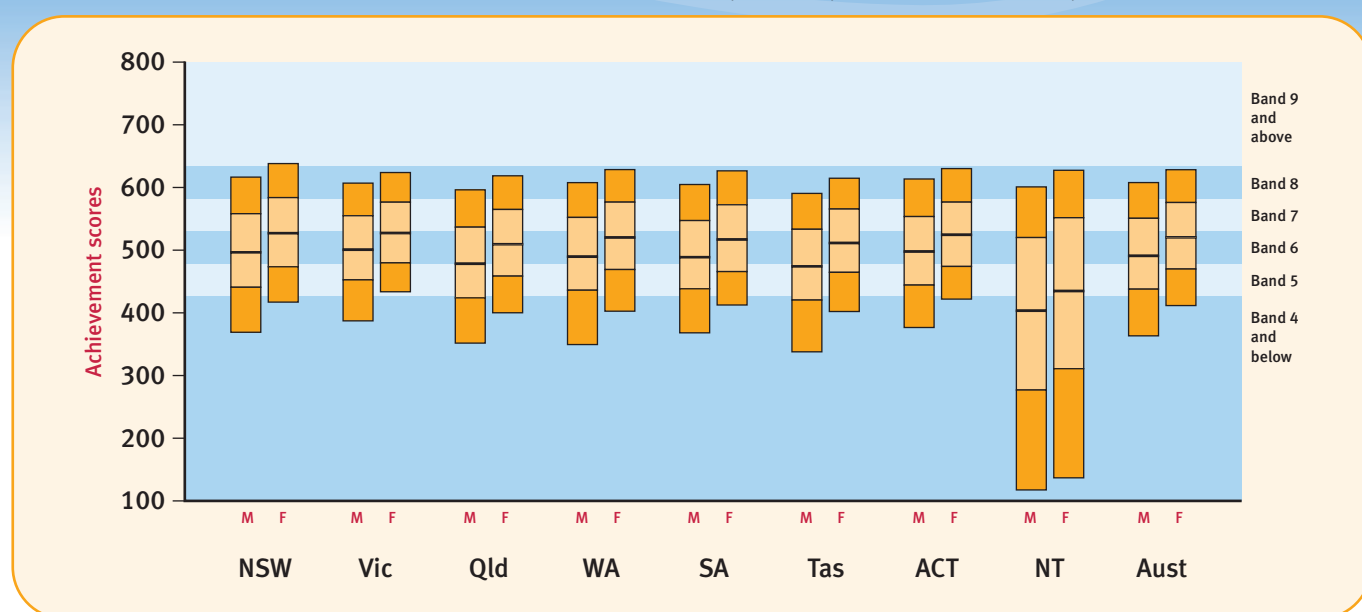
Table 7.W1: Achievement of Year 7 Students in Writing, by State and Territory, 2018.

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	96.5	2.7	0.9	1.4	10.7	19.2	29.8	22.8	11.9	4.2	87.9
Vic	12yrs 9mths 7yrs 4mths	94.5	3.7	1.8	2.3	7.6	18.7	32.8	25.1	10.8	2.8	90.2
Qld	12yrs 5mths 7yrs 4mths	90.6	4.0	5.4	1.4	15.0	23.8	30.6	18.9	8.1	2.2	83.7
WA	12yrs 5mths 7yrs 4mths	95.7	3.7	0.6	1.2	12.3	19.9	29.9	23.1	10.5	3.2	86.6
SA	12yrs 7mths 7yrs 4mths	93.3	3.9	2.8	2.5	11.2	22.7	30.8	20.5	9.3	3.0	86.3
Tas	12yrs 11mths 7yrs 4mths	93.8	4.3	1.8	1.7	14.8	23.4	31.3	19.2	7.7	1.8	83.5
ACT	12yrs 7mths 7yrs 4mths	94.3	3.1	2.6	1.5	9.7	19.2	32.4	23.1	10.6	3.5	88.8
NT	12yrs 6mths 7yrs 4mths	85.5	13.0	1.5	2.2	41.2	17.0	18.1	12.1	6.4	3.1	56.7
Aust	12yrs 7mths 7yrs 4mths	94.2	3.6	2.2	1.7	11.5	20.5	30.7	22.2	10.3	3.2	86.9

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	496.5 (76.0)	500.6 (66.9)	478.2 (75.1)	489.5 (79.7)	488.7 (74.0)	474.1 (76.4)	497.7 (70.7)	403.3 (145.1)	490.8 (76.0)
Female Mean scale score / (S.D.)	527.0 (68.4)	527.2 (59.7)	509.4 (67.7)	520.1 (71.0)	516.9 (67.3)	511.3 (65.8)	524.4 (63.2)	434.7 (145.7)	520.4 (68.6)

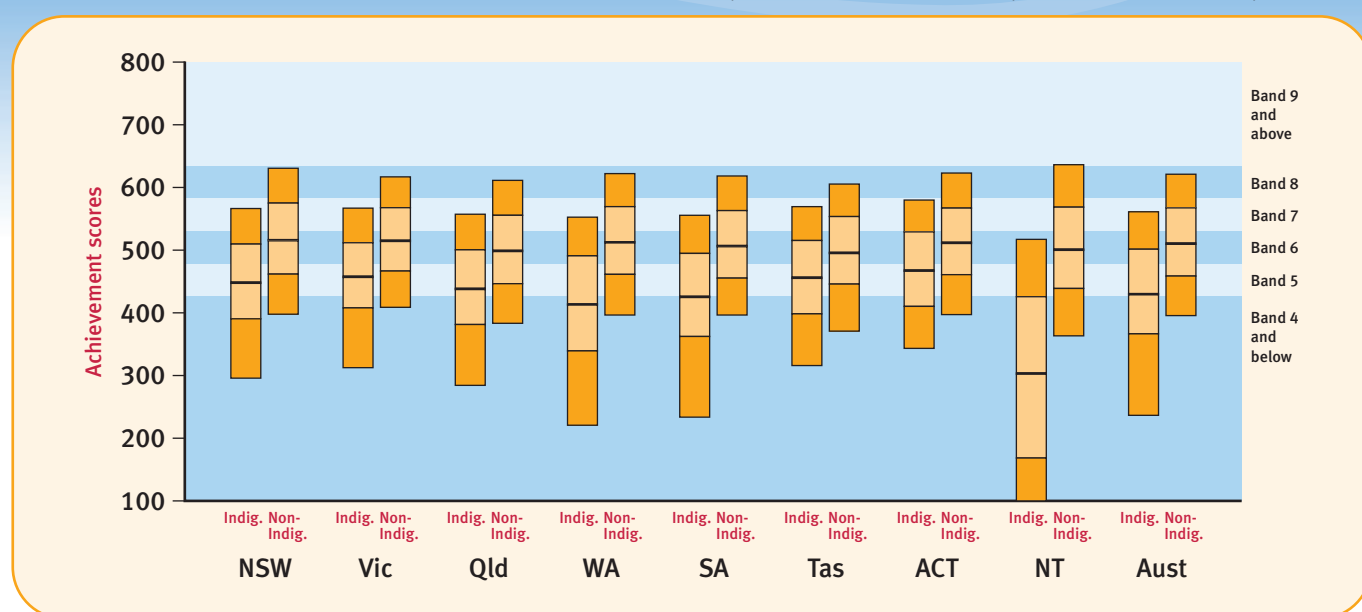
Table 7.W2: Achievement of Year 7 Students in Writing, by Sex, by State and Territory, 2018.

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	1.8	15.0	22.3	29.6	19.2	9.0	3.0	83.1
	Female	0.9	6.2	15.8	29.9	26.6	15.0	5.6	92.9
Vic	Male	3.0	11.0	22.5	32.7	20.8	8.0	2.1	86.0
	Female	1.5	3.9	14.8	33.0	29.6	13.7	3.5	94.6
Qld	Male	1.7	20.4	26.6	28.9	15.1	5.8	1.5	77.9
	Female	1.0	9.2	20.8	32.4	23.0	10.5	3.0	89.8
WA	Male	1.5	16.8	23.0	29.8	18.9	7.7	2.3	81.7
	Female	0.8	7.6	16.6	30.1	27.4	13.3	4.1	91.6
SA	Male	3.1	15.4	25.7	29.9	17.0	6.9	2.0	81.5
	Female	1.8	6.9	19.6	31.8	24.2	11.9	4.0	91.4
Tas	Male	1.9	21.5	26.8	29.1	14.4	5.2	1.2	76.6
	Female	1.4	7.7	19.9	33.7	24.3	10.4	2.5	90.8
ACT	Male	1.7	13.7	22.3	32.2	19.0	8.4	2.6	84.6
	Female	1.4	5.5	16.0	32.6	27.3	12.8	4.4	93.1
NT	Male	3.2	45.2	18.0	16.8	9.6	5.0	2.1	51.6
	Female	1.1	37.1	15.9	19.4	14.6	7.8	4.2	61.8
Aust	Male	2.2	15.9	23.7	30.2	18.3	7.6	2.2	82.0
	Female	1.1	6.8	17.1	31.4	26.3	13.1	4.2	92.0

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	448.0 (80.2)	457.4 (72.6)	438.1 (82.6)	413.4 (97.8)	425.4 (94.0)	455.9 (76.0)	467.3 (71.4)	303.1 (136.8)	429.7 (96.8)
Non-Indigenous Mean scale score / (S.D.)	515.8 (71.4)	514.8 (64.2)	498.7 (70.1)	512.5 (70.0)	506.4 (68.6)	495.5 (72.3)	511.6 (68.0)	500.6 (85.1)	510.3 (69.4)

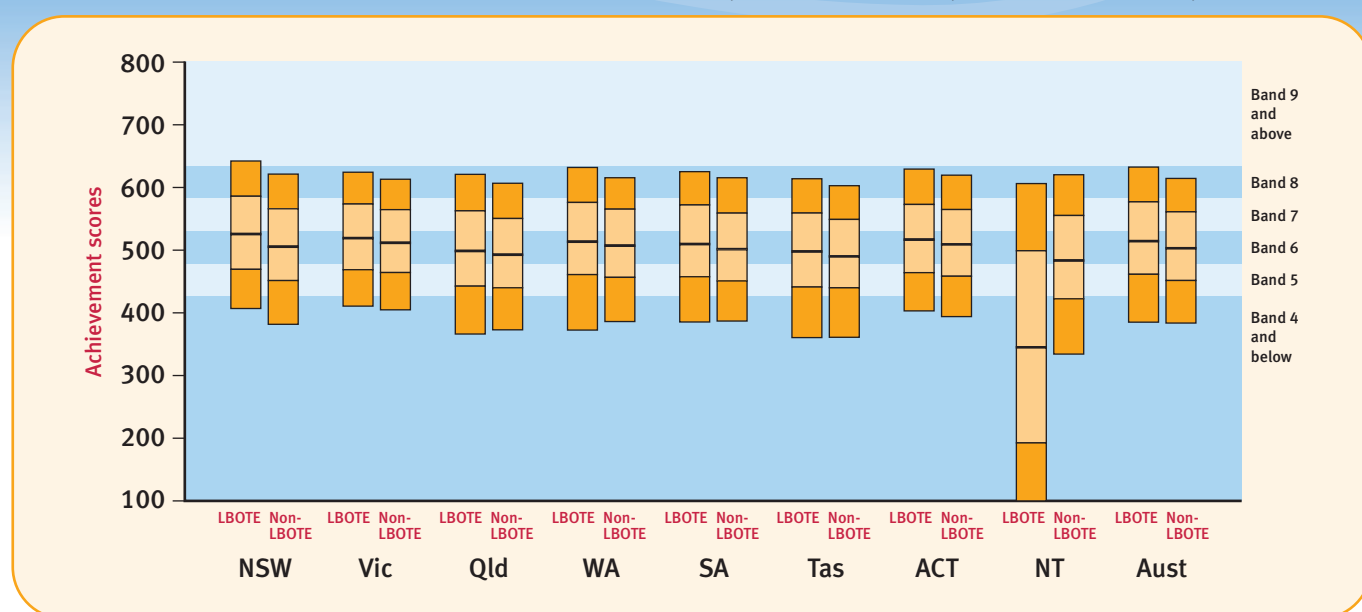
Table 7.W3: Achievement of Year 7 Students in Writing, by Indigenous Status, by State and Territory, 2018.

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	2.8	32.9	28.5	23.3	9.6	2.5	0.5	64.3
	Non-Indigenous	1.3	9.1	18.5	30.3	23.7	12.6	4.5	89.6
Vic	Indigenous	4.5	25.3	31.9	25.6	10.2	2.2	0.4	70.2
	Non-Indigenous	2.2	7.2	18.5	33.0	25.4	10.9	2.8	90.6
Qld	Indigenous	2.1	37.6	28.9	21.7	7.3	2.1	0.4	60.4
	Non-Indigenous	1.3	12.8	23.3	31.4	20.0	8.7	2.4	85.9
WA	Indigenous	1.2	47.9	25.6	16.6	6.6	1.7	0.4	50.9
	Non-Indigenous	1.2	9.2	19.3	31.1	24.6	11.3	3.5	89.7
SA	Indigenous	5.6	40.1	26.8	18.8	6.4	2.0	0.3	54.3
	Non-Indigenous	2.3	9.7	22.5	31.5	21.3	9.7	3.1	88.0
Tas	Indigenous	1.5	28.7	29.9	26.5	10.0	2.9	0.4	69.8
	Non-Indigenous	1.7	13.4	22.9	31.9	20.0	8.2	1.8	84.8
ACT	Indigenous	4.5	25.1	29.6	21.7	14.4	4.0	0.6	70.4
	Non-Indigenous	1.5	9.3	18.9	32.8	23.2	10.6	3.6	89.2
NT	Indigenous	3.2	77.4	9.5	6.1	2.7	0.9	0.2	19.4
	Non-Indigenous	1.4	15.3	22.1	26.6	18.9	10.4	5.3	83.3
Aust	Indigenous	2.7	39.1	27.0	20.7	7.9	2.2	0.4	58.2
	Non-Indigenous	1.6	9.6	20.0	31.4	23.2	10.8	3.3	88.8

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	525.6 (72.3)	519.1 (65.5)	498.6 (79.2)	513.4 (80.3)	509.6 (78.1)	497.8 (77.5)	516.7 (68.8)	345.0 (162.2)	514.3 (79.7)
Non-LBOTE Mean scale score / (S.D.)	505.4 (73.8)	511.6 (64.5)	492.6 (72.2)	507.1 (72.1)	501.5 (70.7)	490.0 (73.8)	509.2 (68.1)	483.4 (92.0)	503.0 (71.3)

Table 7.W4: Achievement of Year 7 Students in Writing, by LBOTE Status, by State and Territory, 2018.

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	1.8	7.6	16.0	28.5	24.8	15.1	6.2	90.7
	Non-LBOTE	1.3	12.0	20.5	30.3	21.9	10.6	3.4	86.7
Vic	LBOTE	3.0	6.9	17.0	31.4	25.7	12.3	3.6	90.1
	Non-LBOTE	1.9	7.8	19.4	33.4	24.8	10.2	2.5	90.2
Qld	LBOTE	1.5	14.6	21.5	29.1	20.2	9.8	3.3	83.9
	Non-LBOTE	1.3	15.0	24.2	30.9	18.7	7.8	2.0	83.6
WA	LBOTE	1.3	10.7	16.8	29.1	24.8	12.8	4.6	88.0
	Non-LBOTE	1.0	10.7	20.0	31.0	24.1	10.3	2.8	88.3
SA	LBOTE	3.8	9.8	19.6	28.9	22.7	11.4	3.8	86.4
	Non-LBOTE	2.1	11.4	23.2	31.3	20.1	9.0	2.8	86.5
Tas	LBOTE	6.8	14.4	18.6	26.4	23.1	8.4	2.2	78.8
	Non-LBOTE	1.4	15.4	24.2	31.4	18.5	7.4	1.7	83.1
ACT	LBOTE	2.2	8.2	18.7	30.2	24.8	11.7	4.2	89.6
	Non-LBOTE	1.3	10.1	19.3	33.0	22.7	10.2	3.3	88.6
NT	LBOTE	2.8	64.2	9.7	9.7	6.7	4.0	3.0	33.1
	Non-LBOTE	1.7	21.0	23.5	25.0	16.9	8.7	3.3	77.4
Aust	LBOTE	2.2	9.9	17.2	29.1	24.0	12.9	4.7	87.9
	Non-LBOTE	1.5	11.7	21.4	31.4	21.7	9.5	2.7	86.8

[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, 2018.

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	520.1	1.3	8.3	17.2	29.8	24.6	13.7	5.1	90.4
	Inner Regional	488.3	1.5	16.8	24.7	30.2	17.9	7.0	1.9	81.7
	Outer Regional	472.2	1.8	22.4	26.6	28.6	14.6	5.0	1.0	75.8
	Remote	430.5	3.5	43.0	26.8	17.7	6.0	2.0	1.1	53.5
	Very Remote	431.0	0.0	46.8	27.8	13.9	7.5	3.5	0.5	53.2
Vic	Major Cities	519.3	2.3	6.2	17.1	32.7	26.7	12.0	3.2	91.5
	Inner Regional	496.5	1.8	11.9	23.8	33.4	20.3	7.0	1.7	86.3
	Outer Regional	489.1	2.9	13.3	26.1	33.0	18.3	5.6	0.8	83.8
	Remote	496.7	2.6	5.1	31.3	41.0	13.3	5.6	1.0	92.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	502.7	1.4	11.8	22.2	31.2	21.0	9.6	2.7	86.8
	Inner Regional	481.1	1.4	18.3	27.6	30.3	15.4	5.6	1.3	80.3
	Outer Regional	477.9	1.2	20.7	25.7	29.4	16.0	5.6	1.4	78.0
	Remote	451.8	1.2	31.4	25.8	26.7	10.5	3.7	0.7	67.4
	Very Remote	406.3	1.1	51.0	21.5	17.2	6.6	1.9	0.6	47.9
WA	Major Cities	512.9	1.2	9.7	18.5	30.2	24.9	11.8	3.7	89.1
	Inner Regional	495.0	0.9	13.7	24.4	31.4	19.8	7.7	2.0	85.3
	Outer Regional	477.3	1.1	20.0	25.8	30.3	16.2	5.4	1.3	78.9
	Remote	468.4	0.6	24.8	25.3	27.6	15.7	5.1	0.9	74.6
	Very Remote	390.3	0.3	57.3	15.8	16.5	6.7	2.6	0.8	42.3
SA	Major Cities	509.7	2.5	9.3	21.1	30.9	22.0	10.7	3.5	88.2
	Inner Regional	493.6	2.8	11.9	26.4	32.8	17.5	6.7	1.9	85.3
	Outer Regional	482.1	2.5	17.4	27.5	30.0	15.9	5.3	1.4	80.1
	Remote	485.3	1.4	15.2	28.2	30.2	18.1	5.9	1.1	83.5
	Very Remote	383.5	0.0	56.3	15.7	17.8	8.0	1.7	0.6	43.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	497.6	1.6	13.2	22.2	31.5	20.9	8.5	2.1	85.2
	Outer Regional	479.2	1.9	18.7	26.7	30.9	15.0	5.9	1.0	79.5
	Remote	426.9	0.0	40.0	24.6	29.1	4.6	1.7	0.0	60.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	510.8	1.5	9.7	19.2	32.4	23.1	10.6	3.5	88.8
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	486.8	2.1	20.8	21.9	24.5	16.7	9.3	4.7	77.1
	Remote	419.5	3.7	43.1	17.9	16.9	11.2	5.3	2.0	53.3
	Very Remote	255.1	1.1	89.5	4.2	3.4	1.6	0.2	0.1	9.4
Aust	Major Cities	514.7	1.7	8.7	18.6	31.0	24.3	11.9	3.8	89.6
	Inner Regional	490.1	1.6	15.2	25.0	31.3	18.3	6.8	1.8	83.2
	Outer Regional	479.3	1.7	19.6	25.9	29.6	16.0	5.7	1.5	78.6
	Remote	456.4	1.6	29.1	24.7	25.4	13.4	4.8	1.1	69.3
	Very Remote	348.6	0.7	66.2	13.7	12.3	5.1	1.5	0.5	33.0

[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, 2018.

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	462.7	2.5	26.5	28.2	26.5	12.0	3.7	0.8	71.0
	Inner Regional	440.8	3.3	36.0	29.5	21.1	8.1	1.7	0.4	60.8
	Outer Regional	427.6	2.6	40.9	27.1	21.1	7.0	0.9	0.3	56.5
	Remote	405.9	2.8	56.7	23.1	12.3	3.7	0.9	0.6	40.6
	Very Remote	397.1	0.0	60.8	31.5	6.2	1.5	0.0	0.0	39.2
Vic	Major Cities	470.1	4.5	20.3	31.9	28.0	11.9	2.9	0.5	75.2
	Inner Regional	447.0	4.5	29.7	30.8	23.3	9.7	1.8	0.2	65.8
	Outer Regional	446.1	4.3	29.0	34.5	24.2	6.5	1.0	0.4	66.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	457.6	2.4	27.7	30.9	25.4	9.8	3.2	0.5	69.8
	Inner Regional	446.9	2.3	34.3	31.1	22.0	7.2	2.5	0.6	63.3
	Outer Regional	429.6	1.3	42.8	27.8	20.4	6.2	1.4	0.1	55.8
	Remote	400.7	3.5	54.3	22.2	15.6	3.9	0.5	0.1	42.3
	Very Remote	360.7	1.8	68.2	17.7	10.9	1.3	0.1	0.0	30.1
WA	Major Cities	436.7	1.4	37.4	29.2	20.5	8.6	2.3	0.5	61.2
	Inner Regional	446.5	1.0	33.4	30.2	22.7	9.1	2.8	0.7	65.6
	Outer Regional	418.5	1.9	46.6	30.4	13.4	5.9	1.6	0.3	51.5
	Remote	412.0	1.3	50.2	24.5	16.8	6.2	1.0	0.0	48.5
	Very Remote	338.6	0.0	79.8	11.8	6.6	1.1	0.4	0.3	20.2
SA	Major Cities	447.2	6.3	31.8	29.1	22.2	6.9	3.1	0.6	61.9
	Inner Regional	439.9	7.4	31.6	36.8	18.3	5.1	0.8	0.0	61.1
	Outer Regional	422.9	6.4	44.4	23.7	17.1	7.4	1.0	0.1	49.2
	Remote	420.5	0.0	41.5	27.2	19.0	10.3	2.1	0.0	58.5
	Very Remote	309.6	0.0	82.4	11.7	5.0	0.7	0.2	0.0	17.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	456.7	0.9	28.6	29.9	27.0	10.4	2.7	0.4	70.5
	Outer Regional	456.1	2.3	28.1	30.0	26.3	9.6	3.3	0.5	69.7
	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	467.3	4.5	25.1	29.6	21.7	14.4	4.0	0.6	70.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	414.8	4.6	46.0	23.1	16.4	6.7	2.8	0.4	49.4
	Remote	338.1	6.8	71.2	11.6	6.6	2.7	0.7	0.3	22.0
	Very Remote	234.4	1.0	95.9	1.8	0.6	0.7	0.0	0.0	3.0
Aust	Major Cities	457.2	2.8	28.2	29.5	25.1	10.6	3.2	0.6	69.0
	Inner Regional	444.5	3.0	34.1	30.3	22.0	8.2	2.0	0.4	62.9
	Outer Regional	429.4	2.5	41.2	27.7	20.0	6.7	1.5	0.2	56.2
	Remote	387.4	3.5	57.9	20.0	13.0	4.5	0.8	0.2	38.6
	Very Remote	295.6	0.8	84.4	9.0	4.6	1.0	0.1	0.1	14.8

[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, 2018.

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	522.6	1.3	7.5	16.8	30.0	25.2	14.1	5.2	91.2
	Inner Regional	494.9	1.3	14.0	23.9	31.5	19.3	7.7	2.2	84.6
	Outer Regional	482.6	1.5	18.0	26.7	30.3	16.6	5.8	1.1	80.5
	Remote	457.1	4.5	29.8	30.9	23.3	6.4	3.3	1.8	65.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	519.9	2.2	6.0	16.9	32.7	26.9	12.1	3.2	91.8
	Inner Regional	498.3	1.7	11.2	23.6	33.7	20.7	7.2	1.8	87.0
	Outer Regional	493.1	2.8	11.7	25.4	33.9	19.4	6.1	0.8	85.5
	Remote	495.9	2.6	5.3	32.1	40.5	12.6	5.8	1.1	92.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	505.1	1.4	11.0	21.7	31.5	21.6	10.0	2.9	87.6
	Inner Regional	485.1	1.3	16.4	27.3	31.3	16.3	6.0	1.4	82.3
	Outer Regional	488.6	1.2	15.8	25.2	31.4	18.2	6.5	1.7	83.0
	Remote	478.8	0.2	18.8	27.7	32.7	14.1	5.5	1.0	81.0
	Very Remote	474.7	0.5	22.8	27.6	27.6	14.9	4.9	1.6	76.7
WA	Major Cities	517.2	1.3	8.1	17.9	30.6	25.9	12.3	3.9	90.6
	Inner Regional	499.4	0.7	11.9	23.7	32.3	21.1	8.1	2.1	87.4
	Outer Regional	487.1	0.9	15.4	25.5	33.2	17.9	5.7	1.3	83.7
	Remote	492.5	0.4	13.5	26.1	32.5	19.6	6.7	1.2	86.1
	Very Remote	491.7	1.1	12.6	24.4	35.4	18.2	6.9	1.4	86.3
SA	Major Cities	512.0	2.3	8.5	20.8	31.2	22.6	11.0	3.6	89.2
	Inner Regional	495.6	2.5	11.1	25.9	33.6	18.1	6.9	1.9	86.4
	Outer Regional	487.8	2.0	14.7	27.9	31.3	16.8	5.7	1.5	83.3
	Remote	491.6	1.5	12.5	28.2	31.2	19.0	6.4	1.2	85.9
	Very Remote	473.2	0.0	23.5	19.5	35.5	17.1	3.2	1.3	76.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	500.1	1.7	12.1	21.8	32.0	21.5	8.8	2.1	86.2
	Outer Regional	483.7	1.9	16.8	26.1	31.8	16.0	6.4	1.1	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	511.6	1.5	9.3	18.9	32.8	23.2	10.6	3.6	89.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	503.4	1.6	14.9	21.5	26.3	19.1	11.0	5.8	83.6
	Remote	493.8	0.7	16.1	23.7	26.8	19.4	9.7	3.6	83.3
	Very Remote	471.4	1.5	21.2	30.2	32.9	11.1	1.5	1.5	77.2
Aust	Major Cities	516.9	1.6	7.9	18.2	31.3	24.8	12.3	3.9	90.4
	Inner Regional	494.3	1.5	13.4	24.5	32.2	19.2	7.3	1.9	85.1
	Outer Regional	488.7	1.6	15.5	25.6	31.3	17.8	6.5	1.7	82.9
	Remote	487.5	0.9	15.6	26.8	31.2	17.5	6.6	1.5	83.5
	Very Remote	479.7	0.7	19.5	25.4	32.0	16.0	5.0	1.4	79.8

[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, 2018.

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	541.0	0.7	3.8	11.8	28.2	29.2	18.6	7.7	95.5
	Diploma	508.9	1.2	9.1	20.4	33.2	23.4	10.0	2.6	89.7
	Certificate	487.6	1.5	15.6	26.1	31.8	17.1	6.3	1.5	82.8
	Year 12	492.7	2.2	14.6	23.6	31.8	18.2	7.7	1.9	83.2
	Year 11	456.7	3.6	29.0	28.6	24.4	10.6	3.1	0.6	67.3
	Not stated (5%)	507.9	2.0	12.5	18.7	28.5	22.2	12.1	4.0	85.5
Vic	Bachelor	535.9	1.2	3.0	12.1	30.9	31.6	16.4	4.9	95.8
	Diploma	507.3	1.8	7.8	20.8	35.4	24.2	8.4	1.6	90.4
	Certificate	493.6	2.5	11.1	25.2	35.8	19.0	5.5	0.9	86.4
	Year 12	501.1	3.1	9.3	23.0	34.6	21.5	7.4	1.2	87.7
	Year 11	473.1	6.4	19.1	28.4	29.2	13.0	3.4	0.5	74.4
	Not stated (4%)	527.7	3.0	5.5	13.7	30.0	28.8	14.6	4.4	91.5
Qld	Bachelor	524.8	0.8	5.7	16.3	31.8	26.8	14.1	4.6	93.5
	Diploma	493.7	1.1	13.2	25.3	32.3	19.5	7.2	1.5	85.7
	Certificate	479.3	1.4	18.3	28.4	31.2	14.9	4.9	1.0	80.3
	Year 12	475.6	1.5	19.7	28.5	31.2	13.5	4.7	0.9	78.8
	Year 11	447.1	3.0	32.6	29.8	23.7	8.8	1.9	0.3	64.4
	Not stated (7%)	470.2	2.6	24.6	25.5	26.4	14.3	5.2	1.5	72.8
WA	Bachelor	537.1	0.8	3.9	12.5	29.2	30.3	17.1	6.3	95.4
	Diploma	505.6	0.9	9.6	21.2	33.4	23.9	9.0	2.0	89.5
	Certificate	491.8	0.9	13.6	25.5	32.8	19.5	6.3	1.4	85.5
	Year 12	491.4	1.9	14.4	24.5	31.0	19.7	7.1	1.5	83.7
	Year 11	449.2	1.7	32.1	27.6	24.2	11.0	3.0	0.3	66.1
	Not stated (9%)	466.9	2.7	26.1	21.8	24.8	15.9	6.8	1.8	71.2
SA	Bachelor	531.9	1.2	4.1	14.9	30.8	27.9	15.6	5.6	94.7
	Diploma	505.2	1.6	8.4	23.1	34.5	21.7	8.7	2.0	90.0
	Certificate	490.9	2.3	12.8	27.9	32.7	16.5	6.1	1.7	85.0
	Year 12	494.1	2.8	12.7	24.6	32.3	19.3	6.5	1.8	84.5
	Year 11	459.9	5.4	25.3	30.2	24.9	10.7	3.2	0.3	69.3
	Not stated (8%)	479.5	5.4	19.5	24.6	25.4	15.5	6.9	2.7	75.2

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, 2018.

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	<i>Bachelor</i>	529.1	1.2	4.9	13.9	31.5	28.8	15.2	4.4	93.9
	<i>Diploma</i>	499.3	0.8	10.9	21.5	36.1	21.5	8.0	1.1	88.3
	<i>Certificate</i>	480.4	1.4	17.1	27.5	32.6	16.0	4.6	0.8	81.5
	<i>Year 12</i>	473.5	1.5	21.2	26.3	29.6	15.8	5.1	0.5	77.3
	<i>Year 11</i>	449.7	3.3	29.8	31.3	25.3	7.9	2.0	0.4	66.9
	<i>Not stated (7%)</i>	489.9	3.3	14.2	25.8	30.1	18.2	6.5	1.8	82.5
ACT	<i>Bachelor</i>	526.3	1.0	5.2	15.4	32.9	27.1	13.6	4.9	93.8
	<i>Diploma</i>	497.2	1.1	13.0	22.8	33.0	21.4	7.1	1.6	85.9
	<i>Certificate</i>	482.0	2.2	17.7	26.5	32.4	15.1	4.8	1.3	80.1
	<i>Year 12</i>	488.4	3.1	14.1	24.6	33.8	17.6	6.2	0.5	82.8
	<i>Year 11</i>	458.9	3.1	30.6	28.1	23.8	11.4	2.9	0.1	66.3
	<i>Not stated (7%)</i>	508.1	3.2	11.3	20.7	29.6	19.5	11.8	3.9	85.5
NT	<i>Bachelor</i>	518.8	1.1	11.9	17.2	26.1	20.9	14.7	8.1	87.0
	<i>Diploma</i>	469.3	2.5	25.8	22.3	23.8	15.6	6.7	3.4	71.8
	<i>Certificate</i>	452.7	2.3	30.4	23.5	22.5	14.3	4.9	2.1	67.2
	<i>Year 12</i>	440.2	2.9	33.8	22.7	19.8	13.3	5.7	1.7	63.2
	<i>Year 11</i>	292.3	3.6	78.7	9.2	5.5	2.3	0.6	0.1	17.8
	<i>Not stated (19%)</i>	371.8	1.3	55.3	15.7	14.9	7.8	3.6	1.3	43.3
Aust	<i>Bachelor</i>	534.9	0.9	4.1	13.2	30.0	29.3	16.6	6.0	95.0
	<i>Diploma</i>	503.9	1.3	9.9	21.9	33.7	22.6	8.7	2.0	88.8
	<i>Certificate</i>	487.1	1.7	15.0	26.6	32.7	17.1	5.7	1.2	83.2
	<i>Year 12</i>	489.6	2.3	14.6	24.9	32.2	18.1	6.6	1.3	83.1
	<i>Year 11</i>	453.2	4.1	28.8	28.4	24.9	10.5	2.8	0.4	67.1
	<i>Not stated (6%)</i>	488.1	2.8	18.5	20.6	27.0	19.2	9.1	2.8	78.8

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 Writing

Table 7.W9: Achievement of Year 7 Students in Writing, by Parental Occupation, by State and Territory, 2018.

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	540.3	0.6	4.0	12.1	28.1	29.1	18.3	7.7	95.4
	Group 2	521.6	0.8	6.7	17.1	31.9	25.7	13.4	4.4	92.5
	Group 3	498.3	1.2	12.5	23.5	32.2	20.1	8.4	2.2	86.3
	Group 4	484.5	2.0	17.8	26.2	29.6	16.2	6.4	1.8	80.2
	Not in paid work	457.8	4.7	28.7	27.4	24.3	10.5	3.5	0.9	66.6
	Not stated (6%)	506.7	2.0	12.4	19.3	29.2	21.6	11.7	3.8	85.5
Vic	Group 1	537.5	0.9	2.8	11.7	30.6	32.0	17.0	5.0	96.3
	Group 2	520.0	1.0	5.1	16.9	34.9	27.8	11.5	2.8	93.9
	Group 3	505.4	1.6	8.1	22.2	35.7	22.8	8.0	1.6	90.3
	Group 4	492.1	3.5	12.3	25.1	33.7	18.6	5.8	1.1	84.2
	Not in paid work	474.1	7.8	18.8	27.6	28.3	13.0	3.7	0.7	73.4
	Not stated (4%)	527.6	3.1	5.6	13.7	29.9	28.8	14.4	4.4	91.3
Qld	Group 1	524.8	0.6	5.8	16.4	31.4	26.9	14.3	4.7	93.6
	Group 2	504.9	0.9	9.9	22.4	33.3	21.8	9.3	2.4	89.3
	Group 3	484.6	1.2	16.2	27.7	31.9	16.3	5.6	1.1	82.6
	Group 4	468.3	1.8	23.4	29.5	28.3	12.5	3.7	0.8	74.8
	Not in paid work	449.6	3.5	31.9	28.8	23.9	8.9	2.5	0.6	64.6
	Not stated (13%)	469.8	2.6	23.9	26.4	27.5	13.6	4.8	1.2	73.5
WA	Group 1	534.3	0.7	4.5	13.2	29.4	30.1	16.2	5.9	94.8
	Group 2	517.3	0.7	6.9	19.0	32.3	25.8	11.9	3.4	92.4
	Group 3	498.9	0.9	11.8	23.3	32.9	21.5	7.7	1.9	87.4
	Group 4	480.6	1.4	18.6	26.1	30.4	16.7	5.5	1.3	80.0
	Not in paid work	444.3	2.7	34.7	26.5	22.2	10.3	3.1	0.5	62.6
	Not stated (13%)	468.5	2.4	25.2	23.2	25.4	15.6	6.5	1.6	72.4
SA	Group 1	530.8	1.1	4.4	14.9	31.1	27.3	15.4	5.7	94.5
	Group 2	513.2	1.4	6.6	20.5	35.0	23.3	10.2	2.9	92.0
	Group 3	499.8	1.3	9.9	25.8	33.1	20.2	7.9	1.7	88.8
	Group 4	484.9	3.3	15.5	28.9	29.2	15.5	6.0	1.6	81.1
	Not in paid work	468.4	6.3	22.9	28.1	25.4	12.0	3.8	1.4	70.7
	Not stated (15%)	473.9	5.1	21.3	26.6	25.5	14.1	5.5	1.9	73.6

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 Writing

Table 7.W9 (cont.): Achievement of Year 7 Students in Writing, by Parental Occupation, by State and Territory, 2018.

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	525.9	0.9	5.5	14.6	32.6	27.8	14.3	4.3	93.5
	Group 2	506.3	0.8	8.6	21.2	35.3	23.1	9.3	1.6	90.5
	Group 3	489.7	1.5	13.4	26.5	32.9	18.6	5.7	1.4	85.1
	Group 4	459.1	1.4	26.1	31.0	28.4	10.2	2.6	0.2	72.5
	Not in paid work	447.3	4.5	32.4	27.2	23.5	9.0	3.0	0.3	63.1
	Not stated (10%)	485.1	3.1	16.9	25.8	29.0	17.2	6.3	1.6	79.9
ACT	Group 1	524.8	1.0	5.8	15.8	32.3	26.6	13.7	4.8	93.2
	Group 2	509.4	1.6	8.4	20.2	34.7	22.3	9.6	3.1	90.0
	Group 3	495.3	1.2	14.0	22.8	32.6	20.3	7.5	1.7	84.8
	Group 4	478.5	2.0	22.2	25.3	27.2	16.7	5.4	1.3	75.9
	Not in paid work	462.2	7.2	29.9	23.8	24.2	10.7	2.5	1.7	62.9
	Not stated (13%)	502.6	2.2	11.3	22.6	32.7	19.9	8.2	3.0	86.5
NT	Group 1	523.5	0.9	9.9	17.3	27.1	21.1	14.7	8.8	89.1
	Group 2	498.1	0.7	16.5	21.8	24.5	20.0	12.0	4.4	82.8
	Group 3	471.3	2.1	25.5	21.9	24.0	17.3	6.0	3.2	72.4
	Group 4	405.0	3.1	45.6	19.6	17.9	8.7	3.4	1.7	51.3
	Not in paid work	321.9	5.6	71.1	10.8	7.5	3.1	1.5	0.5	23.3
	Not stated (28%)	346.8	1.3	61.9	14.0	12.0	6.3	3.1	1.2	36.7
Aust	Group 1	534.4	0.8	4.3	13.3	29.9	29.2	16.5	6.0	95.0
	Group 2	516.1	0.9	7.1	18.7	33.3	25.1	11.5	3.3	92.0
	Group 3	496.5	1.3	12.2	24.3	33.1	19.9	7.5	1.7	86.5
	Group 4	481.4	2.4	17.8	26.8	30.4	15.9	5.4	1.3	79.8
	Not in paid work	458.3	5.5	27.1	27.3	25.1	10.9	3.3	0.8	67.4
	Not stated (9%)	480.7	2.8	20.3	22.6	27.2	17.2	7.6	2.3	76.9

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

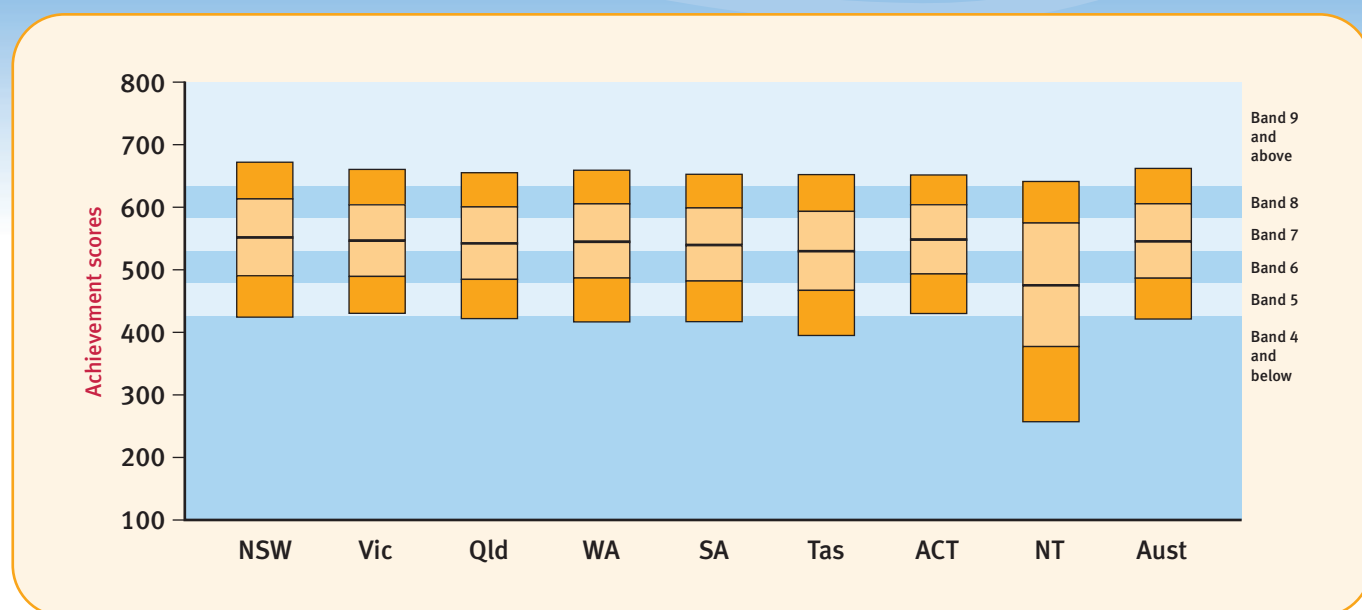
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 7 Spelling

Figure 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	551.6 (74.5)	546.5 (69.2)	542.2 (70.1)	544.7 (73.3)	539.5 (71.2)	529.7 (76.7)	548.2 (67.9)	475.2 (117.6)	545.4 (73.0)

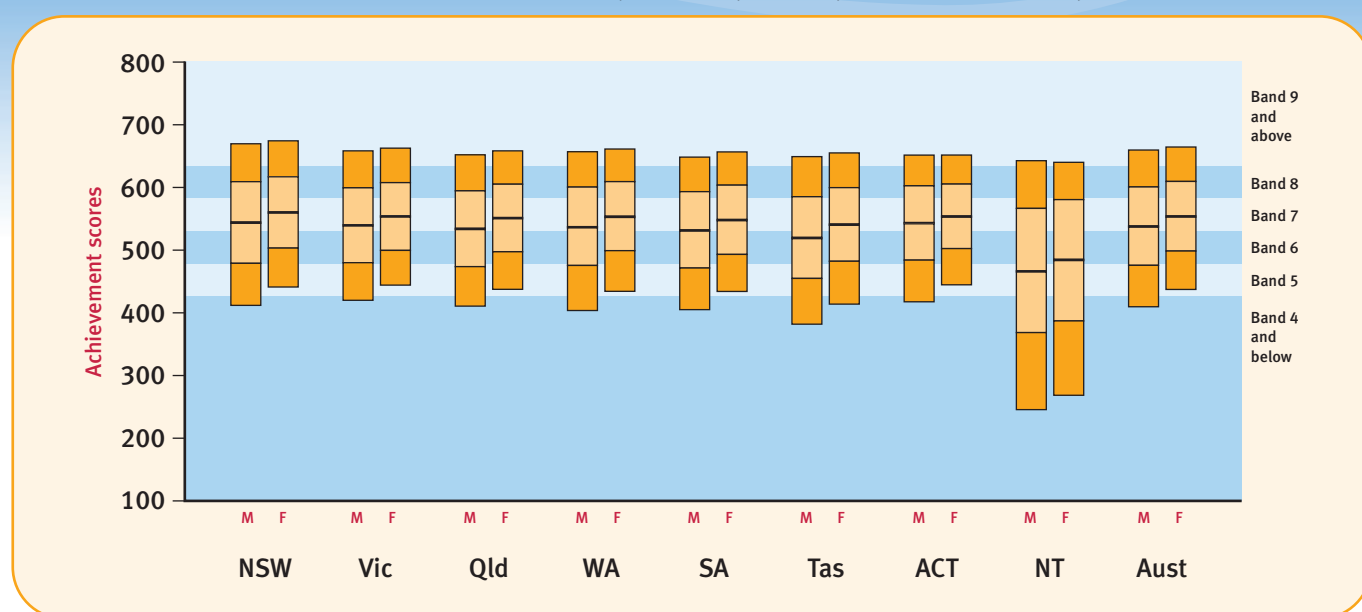
Table 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2018.

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	96.5	2.7	0.9	1.4	5.2	10.5	21.2	27.9	21.1	12.8	93.5
Vic	12yrs 9mths 7yrs 4mths	94.6	3.6	1.8	2.2	4.3	11.1	23.7	29.1	19.6	9.9	93.4
Qld	12yrs 5mths 7yrs 4mths	90.8	3.8	5.3	1.4	5.4	11.9	24.1	29.1	19.1	9.0	93.2
WA	12yrs 5mths 7yrs 4mths	95.5	3.9	0.6	1.2	6.0	10.8	23.0	28.5	20.6	10.1	92.8
SA	12yrs 7mths 7yrs 4mths	93.6	3.5	2.8	2.4	6.0	12.1	24.1	28.5	18.6	8.4	91.6
Tas	12yrs 11mths 7yrs 4mths	94.2	4.0	1.8	1.7	9.4	14.1	24.6	26.1	16.1	8.0	89.0
ACT	12yrs 7mths 7yrs 4mths	93.3	4.1	2.7	1.7	4.5	10.2	21.9	30.0	22.9	8.8	93.8
NT	12yrs 6mths 7yrs 4mths	85.8	12.7	1.5	2.2	29.6	14.7	18.7	17.6	11.4	5.8	68.3
Aust	12yrs 7mths 7yrs 4mths	94.3	3.5	2.2	1.7	5.5	11.2	22.9	28.4	19.9	10.4	92.8

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	543.8 (77.6)	539.5 (71.6)	533.8 (72.4)	536.5 (76.2)	531.3 (73.6)	519.3 (79.3)	543.0 (72.0)	466.1 (119.3)	537.6 (75.7)
Female Mean scale score / (S.D.)	560.0 (70.2)	553.7 (65.8)	551.0 (66.4)	553.1 (69.2)	547.9 (67.6)	540.6 (72.3)	553.5 (62.9)	484.3 (115.2)	553.6 (69.1)

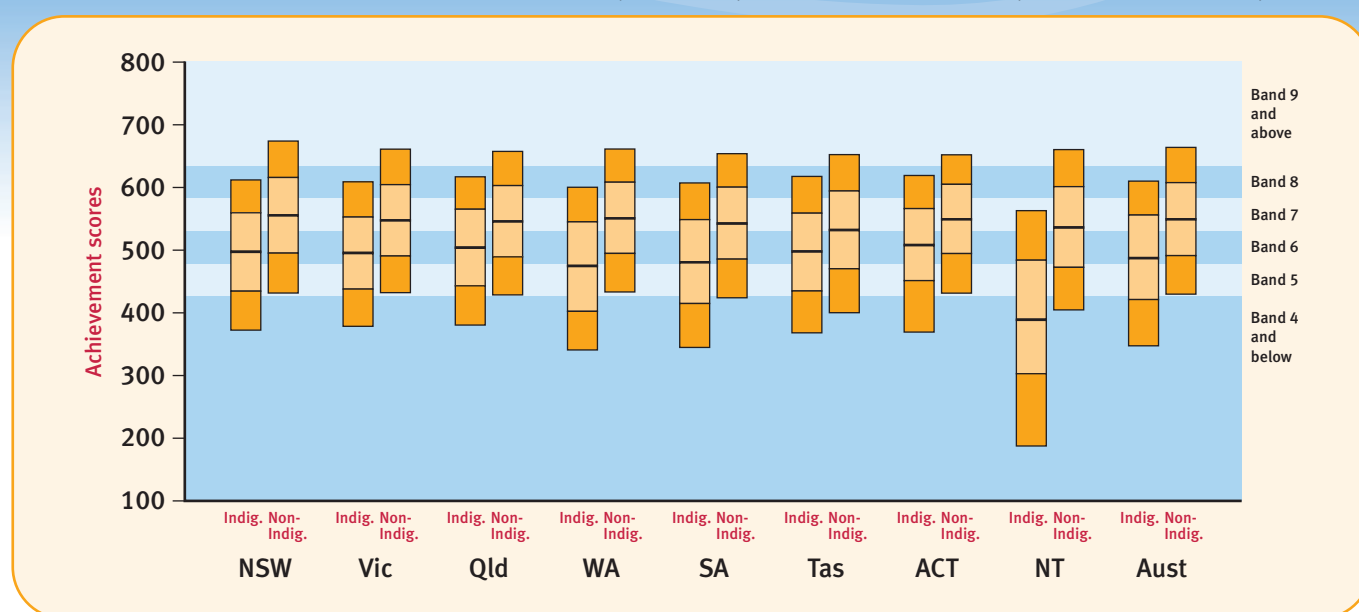
Table 7.S2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2018.

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	1.8	6.9	12.4	22.2	25.9	18.8	12.0	91.3
	Female	0.9	3.3	8.5	20.1	30.0	23.5	13.7	95.8
Vic	Male	3.0	5.7	13.0	24.7	27.0	17.4	9.2	91.3
	Female	1.5	2.9	9.2	22.7	31.2	22.0	10.5	95.7
Qld	Male	1.7	7.2	14.0	25.4	26.9	16.6	8.1	91.1
	Female	1.0	3.6	9.6	22.7	31.5	21.8	9.9	95.4
WA	Male	1.5	7.8	12.7	24.1	26.4	18.1	9.3	90.6
	Female	0.8	4.2	8.7	21.8	30.6	23.1	10.8	95.1
SA	Male	3.1	7.9	13.7	25.0	26.3	16.6	7.4	89.0
	Female	1.7	4.0	10.3	23.2	30.8	20.6	9.4	94.3
Tas	Male	1.9	12.1	16.4	25.7	23.2	13.5	7.2	86.1
	Female	1.4	6.6	11.6	23.5	29.2	18.8	8.8	92.0
ACT	Male	1.9	6.0	11.6	22.5	27.5	21.7	8.7	92.1
	Female	1.4	2.9	8.8	21.4	32.7	24.1	8.8	95.7
NT	Male	3.2	31.9	15.9	18.6	15.1	9.4	5.8	64.8
	Female	1.1	27.1	13.5	18.8	20.1	13.5	5.9	71.8
Aust	Male	2.2	7.2	13.1	24.0	26.3	17.6	9.6	90.6
	Female	1.1	3.7	9.2	21.8	30.7	22.3	11.2	95.1

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	497.3 (72.8)	495.4 (69.1)	503.9 (71.9)	474.7 (81.0)	480.6 (80.4)	497.9 (74.7)	508.0 (72.1)	388.9 (111.4)	487.2 (83.0)
Non-Indigenous Mean scale score / (S.D.)	555.5 (73.1)	547.5 (68.8)	545.8 (68.9)	550.7 (69.4)	542.4 (69.4)	532.0 (75.6)	549.2 (67.6)	536.1 (77.1)	549.2 (70.6)

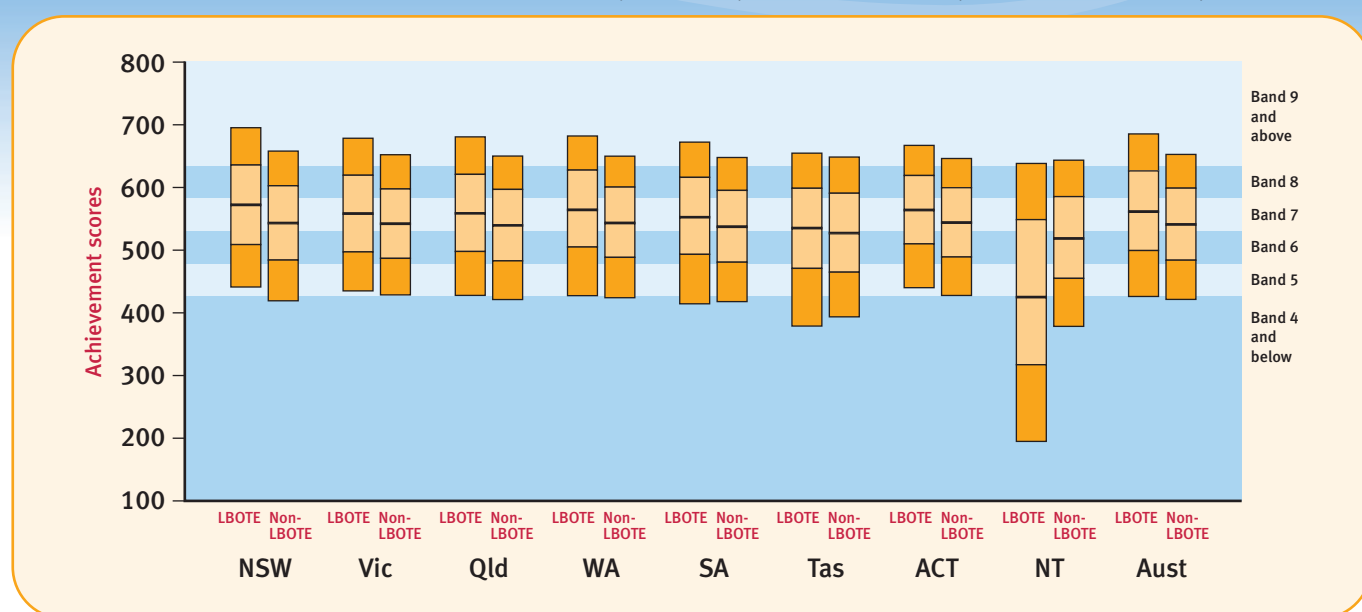
Table 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous Status, by State and Territory, 2018.

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	2.8	16.7	20.3	27.0	21.8	9.1	2.3	80.5
	Non-Indigenous	1.3	4.3	9.8	20.8	28.3	21.9	13.5	94.4
Vic	Indigenous	4.5	15.1	22.7	28.4	19.2	8.3	1.9	80.4
	Non-Indigenous	2.2	4.1	10.9	23.7	29.3	19.9	10.0	93.7
Qld	Indigenous	2.0	14.4	19.6	27.7	22.7	10.8	2.7	83.6
	Non-Indigenous	1.3	4.6	11.1	23.7	29.7	19.9	9.6	94.1
WA	Indigenous	1.2	28.1	20.4	24.3	17.3	7.1	1.6	70.7
	Non-Indigenous	1.1	4.2	9.8	22.7	29.5	21.8	10.8	94.7
SA	Indigenous	5.6	22.7	21.6	24.3	17.3	6.9	1.7	71.8
	Non-Indigenous	2.2	5.1	11.6	24.1	29.1	19.2	8.7	92.6
Tas	Indigenous	1.5	16.5	20.6	28.2	20.4	9.8	3.0	82.0
	Non-Indigenous	1.7	8.7	13.6	24.6	26.8	16.6	8.2	89.6
ACT	Indigenous	5.8	12.2	16.4	29.1	21.9	12.1	2.5	81.9
	Non-Indigenous	1.6	4.3	10.0	21.7	30.0	23.4	8.9	94.1
NT	Indigenous	3.2	60.1	15.4	11.6	6.3	2.7	0.5	36.6
	Non-Indigenous	1.4	7.7	14.1	23.7	25.7	17.7	9.7	90.9
Aust	Indigenous	2.7	20.9	20.0	25.7	19.8	8.7	2.2	76.4
	Non-Indigenous	1.6	4.5	10.6	22.7	29.0	20.6	10.9	93.9

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	572.1 (76.5)	558.2 (72.9)	558.7 (75.5)	564.1 (77.5)	552.5 (78.0)	535.1 (81.7)	563.9 (68.2)	425.0 (133.8)	561.3 (79.8)
Non-LBOTE Mean scale score / (S.D.)	543.1 (71.9)	542.0 (67.2)	539.5 (68.8)	543.2 (68.7)	537.2 (69.5)	527.1 (76.1)	543.8 (67.1)	518.5 (80.0)	540.9 (69.7)

Table 7.S4: Achievement of Year 7 Students in Spelling, by LBOTE Status, by State and Territory, 2018.

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	1.8	3.3	7.7	16.8	25.6	24.5	20.4	94.9
	Non-LBOTE	1.3	5.8	11.7	23.1	28.8	19.6	9.6	92.9
Vic	LBOTE	3.0	3.7	9.5	20.2	27.0	22.2	14.3	93.3
	Non-LBOTE	1.9	4.6	11.7	25.1	29.9	18.7	8.2	93.5
Qld	LBOTE	1.5	4.7	9.0	19.3	28.0	22.3	15.2	93.7
	Non-LBOTE	1.3	5.6	12.4	24.9	29.3	18.6	8.0	93.1
WA	LBOTE	1.3	4.8	7.6	17.7	26.6	24.7	17.3	93.9
	Non-LBOTE	1.0	5.2	10.9	24.2	29.7	20.6	8.3	93.8
SA	LBOTE	3.7	6.0	9.0	19.5	26.8	21.8	13.3	90.3
	Non-LBOTE	2.1	5.9	12.6	25.0	28.9	18.0	7.4	91.9
Tas	LBOTE	6.8	10.8	9.9	18.7	27.2	18.5	8.0	82.4
	Non-LBOTE	1.4	9.7	14.7	25.3	25.9	15.5	7.4	88.9
ACT	LBOTE	2.4	3.5	6.3	18.0	29.1	27.3	13.3	94.1
	Non-LBOTE	1.5	4.7	11.3	23.1	30.3	21.5	7.5	93.8
NT	LBOTE	2.8	49.6	13.1	11.3	10.1	7.9	5.3	47.6
	Non-LBOTE	1.7	12.0	16.2	25.2	24.2	14.5	6.4	86.3
Aust	LBOTE	2.2	4.9	8.5	18.3	26.2	23.1	16.8	92.9
	Non-LBOTE	1.5	5.5	12.0	24.3	29.2	19.0	8.4	93.0

[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, 2018.

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	560.3	1.3	3.8	8.9	19.7	28.1	23.1	15.1	94.8
	Inner Regional	528.4	1.5	8.1	14.8	25.8	27.8	15.7	6.3	90.3
	Outer Regional	514.1	1.8	12.5	16.9	26.1	25.5	12.7	4.4	85.7
	Remote	484.4	3.5	20.7	25.7	23.4	15.9	8.8	2.0	75.8
	Very Remote	473.9	0.0	26.6	19.5	29.9	20.2	3.5	0.2	73.4
Vic	Major Cities	552.5	2.3	3.4	9.9	22.5	29.6	21.2	11.2	94.3
	Inner Regional	527.3	1.8	7.3	15.1	27.6	27.6	14.9	5.6	90.9
	Outer Regional	524.0	2.9	7.5	15.7	28.6	26.9	13.3	5.1	89.6
	Remote	501.0	2.6	9.7	23.6	32.8	23.6	7.2	0.5	87.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	549.2	1.4	4.1	10.4	22.9	29.9	20.8	10.4	94.5
	Inner Regional	531.7	1.4	6.8	14.3	26.4	28.3	16.4	6.5	91.8
	Outer Regional	531.6	1.2	7.5	13.9	25.8	28.2	16.7	6.8	91.3
	Remote	504.7	1.2	16.5	18.0	24.9	22.3	12.9	4.1	82.3
	Very Remote	486.2	1.3	24.5	20.8	22.3	17.4	10.4	3.3	74.1
WA	Major Cities	552.7	1.2	4.3	9.3	21.9	29.2	22.4	11.6	94.4
	Inner Regional	529.5	0.9	6.8	14.5	27.1	29.0	16.4	5.2	92.3
	Outer Regional	521.1	1.0	10.4	15.6	26.8	26.0	14.6	5.5	88.5
	Remote	510.2	0.6	14.6	16.7	26.8	23.9	13.1	4.4	84.9
	Very Remote	456.1	0.3	38.4	18.5	20.9	13.0	6.9	1.9	61.2
SA	Major Cities	545.7	2.4	4.9	10.7	23.2	29.1	20.0	9.6	92.7
	Inner Regional	530.7	2.8	6.6	14.6	26.5	27.5	16.0	6.0	90.7
	Outer Regional	520.3	2.6	9.1	16.6	26.5	26.8	14.2	4.3	88.3
	Remote	528.3	1.4	7.2	15.2	27.4	28.8	14.1	6.0	91.5
	Very Remote	457.2	0.0	40.5	14.1	16.8	16.4	8.8	3.5	59.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	535.6	1.6	7.8	12.8	24.5	27.2	17.3	8.8	90.6
	Outer Regional	514.9	1.9	13.1	17.3	25.1	23.5	13.1	6.0	85.0
	Remote	486.4	0.0	22.9	21.7	25.1	17.1	11.4	1.7	77.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	548.2	1.7	4.5	10.2	21.9	30.0	22.9	8.8	93.8
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	526.7	2.1	10.6	15.4	23.6	23.6	16.1	8.6	87.3
	Remote	481.4	3.7	27.2	17.1	20.0	17.7	9.9	4.5	69.2
	Very Remote	346.2	1.1	77.8	11.0	5.8	2.9	1.3	0.1	21.2
Aust	Major Cities	553.9	1.7	3.9	9.7	21.6	29.1	21.8	12.2	94.4
	Inner Regional	529.6	1.6	7.4	14.6	26.4	27.9	15.8	6.3	91.0
	Outer Regional	524.2	1.7	9.4	15.4	26.1	26.6	14.9	5.9	88.9
	Remote	504.7	1.6	16.5	17.6	25.1	22.6	12.2	4.4	81.9
	Very Remote	426.0	0.8	48.4	16.1	16.0	11.2	5.8	1.6	50.8

[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, 2018.

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	506.4	2.5	13.8	18.4	27.1	24.8	10.5	3.0	83.8
	Inner Regional	494.2	3.3	17.1	21.7	27.6	19.7	8.7	1.9	79.6
	Outer Regional	481.5	2.6	23.5	21.7	24.6	20.0	6.2	1.4	73.9
	Remote	470.7	2.8	23.9	27.0	28.6	10.3	7.0	0.6	73.4
	Very Remote	454.9	0.0	35.4	21.5	28.5	11.9	2.3	0.4	64.6
Vic	Major Cities	504.8	4.5	11.7	21.7	28.3	21.4	10.0	2.4	83.8
	Inner Regional	488.6	4.5	18.0	21.8	28.9	18.0	7.5	1.2	77.4
	Outer Regional	484.9	4.3	17.7	27.2	27.4	15.7	5.7	2.1	78.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	515.7	2.4	10.0	18.1	28.5	24.3	12.7	3.9	87.6
	Inner Regional	505.1	2.3	13.1	20.1	28.9	23.0	9.8	2.7	84.6
	Outer Regional	503.1	1.2	14.4	20.3	27.8	23.1	11.2	2.0	84.4
	Remote	463.6	3.5	31.0	21.0	22.8	16.1	4.7	1.0	65.5
	Very Remote	463.0	2.1	33.2	22.0	20.6	14.9	6.3	0.9	64.7
WA	Major Cities	492.7	1.4	20.0	19.4	26.9	20.7	9.4	2.2	78.6
	Inner Regional	495.2	1.0	18.8	17.9	28.9	23.3	8.2	2.0	80.2
	Outer Regional	478.8	1.9	24.1	23.9	26.5	17.3	4.8	1.5	74.0
	Remote	471.5	1.3	29.3	21.7	23.2	16.1	7.4	1.0	69.4
	Very Remote	421.1	0.0	54.7	20.4	14.9	6.9	2.6	0.4	45.3
SA	Major Cities	494.8	6.3	16.1	21.6	25.7	19.8	8.6	1.9	77.6
	Inner Regional	490.2	7.4	16.6	25.5	24.4	16.4	7.6	2.1	76.0
	Outer Regional	477.3	6.4	23.2	21.8	26.2	16.7	4.2	1.5	70.3
	Remote	502.5	0.0	13.3	25.1	28.7	19.5	8.7	4.6	86.7
	Very Remote	399.4	0.0	66.3	15.2	9.6	5.9	3.0	0.0	33.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	502.5	0.9	15.7	18.7	29.7	21.3	9.4	4.3	83.4
	Outer Regional	492.6	2.3	17.4	22.9	26.5	19.3	10.3	1.4	80.3
	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	508.0	5.8	12.2	16.4	29.1	21.9	12.1	2.5	81.9
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	476.7	4.6	24.9	21.7	24.0	15.8	7.1	1.8	70.5
	Remote	425.2	6.8	46.7	21.0	14.5	7.3	3.5	0.1	46.5
	Very Remote	331.4	1.0	83.7	9.9	4.2	1.1	0.1	0.0	15.3
Aust	Major Cities	505.9	2.9	13.7	19.0	27.5	23.4	10.7	3.0	83.5
	Inner Regional	497.2	3.0	16.1	21.0	28.2	20.6	8.9	2.2	81.0
	Outer Regional	490.8	2.5	19.0	21.8	26.5	20.2	8.4	1.7	78.5
	Remote	457.3	3.6	33.7	22.1	21.3	12.9	5.7	0.8	62.8
	Very Remote	388.0	0.9	63.9	15.6	11.2	5.9	2.2	0.3	35.2

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

NAPLAN Year 7 Spelling

Table 7.S7: Achievement of Year 7 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2018.

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	562.6	1.3	3.4	8.6	19.4	28.2	23.6	15.6	95.3
	Inner Regional	533.3	1.3	6.8	13.8	25.6	28.9	16.6	7.0	91.9
	Outer Regional	521.6	1.6	9.9	15.7	26.5	26.7	14.4	5.1	88.5
	Remote	499.3	4.5	16.9	23.5	19.5	22.9	9.3	3.5	78.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	553.1	2.2	3.3	9.7	22.4	29.7	21.3	11.3	94.5
	Inner Regional	528.7	1.7	6.9	14.9	27.6	28.0	15.1	5.8	91.4
	Outer Regional	527.7	2.7	6.5	14.6	28.7	28.0	14.0	5.4	90.8
	Remote	500.2	2.6	10.0	24.2	33.2	22.1	7.4	0.5	87.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	551.0	1.4	3.8	10.0	22.7	30.2	21.2	10.8	94.8
	Inner Regional	534.9	1.3	6.0	13.7	26.1	28.8	17.1	7.0	92.7
	Outer Regional	537.7	1.1	6.0	12.5	25.4	29.3	17.9	7.8	92.9
	Remote	525.3	0.2	8.9	16.3	26.3	25.5	17.0	5.7	90.8
	Very Remote	522.8	0.5	10.7	17.6	24.7	22.1	17.5	6.9	88.8
WA	Major Cities	555.9	1.3	3.5	8.7	21.6	29.7	23.1	12.1	95.2
	Inner Regional	532.2	0.7	5.8	14.1	27.0	30.0	17.2	5.2	93.5
	Outer Regional	527.7	0.9	8.2	14.2	27.0	27.7	16.1	5.9	90.9
	Remote	527.3	0.4	7.8	14.7	28.4	27.4	15.7	5.7	91.8
	Very Remote	525.1	1.1	6.3	14.7	33.3	25.3	14.3	5.1	92.6
SA	Major Cities	547.4	2.3	4.5	10.3	23.1	29.5	20.5	9.9	93.3
	Inner Regional	532.4	2.5	6.1	14.1	26.7	27.9	16.4	6.3	91.3
	Outer Regional	524.6	2.0	7.7	16.1	26.6	27.8	15.3	4.6	90.3
	Remote	530.9	1.5	6.6	14.1	27.0	29.8	14.9	6.0	91.9
	Very Remote	526.5	0.0	10.1	11.7	24.5	30.4	15.7	7.5	89.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	537.0	1.7	7.3	12.5	24.5	27.7	17.6	8.7	91.0
	Outer Regional	518.9	1.9	12.2	16.4	24.9	24.2	13.5	6.9	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.
ACT	Major Cities	549.2	1.6	4.3	10.0	21.7	30.0	23.4	8.9	94.1
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	538.3	1.6	7.2	13.9	23.4	25.4	18.2	10.3	91.2
	Remote	532.4	0.7	8.3	13.5	25.5	27.6	15.9	8.6	91.0
	Very Remote	502.3	1.5	14.5	23.4	23.1	22.8	13.8	0.9	84.0
Aust	Major Cities	555.7	1.6	3.6	9.3	21.4	29.3	22.2	12.5	94.8
	Inner Regional	532.6	1.5	6.6	14.0	26.3	28.5	16.4	6.7	91.9
	Outer Regional	530.3	1.5	7.6	14.2	26.1	27.8	16.1	6.6	90.9
	Remote	526.1	0.9	8.5	15.4	26.9	27.2	15.3	5.9	90.6
	Very Remote	519.5	0.7	10.3	16.6	27.3	24.7	15.1	5.2	89.0

[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, 2018.

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	580.1	0.7	1.5	5.6	15.5	27.9	27.5	21.2	97.7
	Diploma	547.7	1.2	4.0	10.6	23.3	31.0	20.3	9.5	94.8
	Certificate	528.5	1.5	7.6	14.6	26.7	28.2	15.6	5.8	90.9
	Year 12	535.9	2.2	6.6	13.4	24.5	27.7	17.6	7.9	91.2
	Year 11	502.1	3.6	15.3	19.7	26.5	21.5	10.3	3.1	81.0
	Not stated (5%)	547.8	2.0	6.8	10.9	19.5	27.6	21.3	11.9	91.1
Vic	Bachelor	568.1	1.2	1.6	6.7	19.4	30.3	25.5	15.4	97.2
	Diploma	538.8	1.8	4.5	12.5	26.1	30.6	17.5	7.0	93.8
	Certificate	527.0	2.5	6.4	15.2	28.3	28.6	14.3	4.7	91.1
	Year 12	535.5	3.1	5.5	12.8	26.0	29.3	16.8	6.4	91.4
	Year 11	509.3	6.5	11.2	18.9	27.6	22.2	10.4	3.3	82.4
	Not stated (4%)	558.8	3.0	3.3	8.3	20.7	28.3	22.9	13.5	93.6
Qld	Bachelor	568.1	0.8	1.6	6.8	19.2	30.6	25.5	15.5	97.6
	Diploma	541.2	1.1	4.5	11.8	25.6	30.6	18.9	7.6	94.5
	Certificate	530.3	1.4	6.4	14.3	27.2	29.3	16.0	5.4	92.1
	Year 12	528.1	1.5	7.7	14.4	26.6	29.0	15.2	5.5	90.8
	Year 11	503.9	3.0	14.3	19.0	27.6	23.1	10.4	2.6	82.7
	Not stated (7%)	525.7	2.6	9.3	15.6	25.0	25.5	15.5	6.5	88.1
WA	Bachelor	573.4	0.8	1.5	5.3	17.8	30.1	27.3	17.2	97.7
	Diploma	543.8	0.9	4.2	10.5	25.6	30.6	20.6	7.6	94.9
	Certificate	531.2	0.9	6.1	13.9	27.9	29.1	16.7	5.4	93.0
	Year 12	534.6	1.9	6.7	13.1	24.8	28.2	18.7	6.6	91.4
	Year 11	498.7	1.7	18.0	19.1	26.0	21.8	10.7	2.8	80.3
	Not stated (9%)	515.9	2.7	14.9	15.1	22.4	23.3	14.6	7.0	82.4
SA	Bachelor	565.8	1.1	2.1	6.5	19.4	30.9	25.5	14.5	96.8
	Diploma	542.6	1.6	3.8	11.2	25.9	31.1	19.0	7.4	94.7
	Certificate	527.5	2.2	6.5	15.1	27.9	28.1	15.2	4.9	91.2
	Year 12	532.6	2.9	6.7	12.9	26.5	28.4	16.7	6.0	90.4
	Year 11	501.7	5.4	14.5	20.4	24.8	22.2	10.2	2.4	80.0
	Not stated (8%)	521.1	5.4	11.5	14.3	23.8	24.2	14.2	6.7	83.1

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 7 Spelling

Table 7.S8 (cont.): Achievement of Year 7 Students in Spelling, by Parental Education, by State and Territory, 2018.

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	<i>Bachelor</i>	564.3	1.2	3.1	7.5	19.2	29.5	24.3	15.1	95.7
	<i>Diploma</i>	538.3	0.8	5.8	11.5	25.7	30.2	18.6	7.4	93.4
	<i>Certificate</i>	515.5	1.4	10.9	16.9	28.6	25.8	11.8	4.7	87.7
	<i>Year 12</i>	514.7	1.5	13.8	16.1	25.8	23.8	14.0	5.0	84.7
	<i>Year 11</i>	490.3	3.3	19.6	22.1	24.8	19.0	9.2	2.0	77.1
	<i>Not stated (7%)</i>	535.6	3.3	8.5	13.0	24.2	24.1	15.9	11.1	88.2
ACT	<i>Bachelor</i>	563.2	1.0	2.5	6.7	18.8	31.9	27.2	11.9	96.5
	<i>Diploma</i>	532.9	1.2	5.1	13.2	27.6	31.3	16.8	4.8	93.7
	<i>Certificate</i>	521.0	2.7	8.2	17.4	26.4	26.3	15.3	3.7	89.1
	<i>Year 12</i>	528.2	3.5	7.5	13.8	24.1	30.7	17.1	3.4	89.1
	<i>Year 11</i>	499.1	4.3	16.0	17.9	30.7	17.5	11.2	2.4	79.6
	<i>Not stated (7%)</i>	545.4	3.1	4.8	12.4	22.5	24.5	25.0	7.8	92.1
NT	<i>Bachelor</i>	555.4	1.1	5.1	10.2	19.9	27.3	22.0	14.4	93.8
	<i>Diploma</i>	514.8	2.5	10.9	18.5	27.4	21.4	13.1	6.2	86.6
	<i>Certificate</i>	496.5	2.3	19.3	17.4	23.9	22.3	11.8	3.1	78.4
	<i>Year 12</i>	481.0	2.9	25.8	16.5	21.7	17.9	11.3	3.9	71.3
	<i>Year 11</i>	377.3	3.6	63.1	14.7	11.1	4.4	2.3	0.9	33.3
	<i>Not stated (19%)</i>	441.7	1.3	42.1	15.9	16.3	14.3	7.1	3.0	56.6
Aust	<i>Bachelor</i>	572.2	0.9	1.7	6.2	17.9	29.6	26.3	17.4	97.4
	<i>Diploma</i>	542.7	1.3	4.3	11.5	25.1	30.7	19.1	8.0	94.4
	<i>Certificate</i>	528.1	1.7	7.0	14.7	27.4	28.5	15.4	5.3	91.3
	<i>Year 12</i>	532.3	2.3	7.0	13.5	25.6	28.4	16.7	6.4	90.7
	<i>Year 11</i>	499.8	4.1	15.8	19.3	26.3	21.5	10.1	2.8	80.1
	<i>Not stated (6%)</i>	533.0	2.8	9.7	12.8	22.0	25.6	17.9	9.2	87.5

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 7 Spelling

Table 7.S9: Achievement of Year 7 Students in Spelling, by Parental Occupation, by State and Territory, 2018.

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	577.2	0.6	1.7	5.9	16.4	28.5	27.1	19.9	97.7
	Group 2	559.6	0.8	3.1	8.8	20.8	29.8	22.8	14.1	96.1
	Group 3	539.8	1.2	5.8	12.6	24.6	29.0	18.4	8.5	93.0
	Group 4	530.5	2.0	8.4	14.8	25.0	25.8	16.0	7.9	89.5
	Not in paid work	505.0	4.7	14.9	19.0	25.2	21.2	11.1	3.8	80.3
	Not stated (6%)	546.7	2.0	6.6	11.2	20.5	28.1	19.8	11.8	91.4
Vic	Group 1	567.2	0.9	1.6	6.6	19.8	30.8	25.3	14.9	97.5
	Group 2	551.5	1.0	2.8	9.9	24.0	30.8	21.1	10.3	96.2
	Group 3	538.3	1.6	4.6	12.9	26.5	30.0	17.2	7.2	93.8
	Group 4	530.0	3.5	6.8	14.9	26.2	27.0	15.1	6.5	89.7
	Not in paid work	511.7	7.8	11.2	17.9	26.1	22.0	11.2	3.8	81.1
	Not stated (4%)	558.6	3.2	3.6	8.8	19.8	28.4	22.5	13.9	93.3
Qld	Group 1	566.8	0.6	1.8	6.8	19.6	30.8	25.5	14.8	97.6
	Group 2	549.7	0.8	3.3	10.3	23.9	30.9	20.8	9.9	95.9
	Group 3	535.2	1.2	5.6	13.3	26.3	30.1	17.0	6.5	93.2
	Group 4	523.6	1.8	8.9	15.8	26.7	27.2	14.6	5.0	89.4
	Not in paid work	510.7	3.5	13.2	17.9	26.0	23.1	11.9	4.4	83.3
	Not stated (13%)	523.6	2.7	9.4	15.7	25.9	25.8	14.6	5.9	87.9
WA	Group 1	569.0	0.7	1.9	6.1	18.7	30.7	26.2	15.6	97.3
	Group 2	553.1	0.7	3.1	8.8	23.7	30.6	22.5	10.5	96.2
	Group 3	538.6	0.9	5.3	12.6	25.9	29.2	18.9	7.3	93.9
	Group 4	529.1	1.4	8.6	14.2	25.7	26.6	16.9	6.6	90.0
	Not in paid work	497.3	2.7	19.2	18.4	25.0	21.2	9.9	3.5	78.1
	Not stated (13%)	516.2	2.5	13.9	15.7	23.6	23.1	14.6	6.6	83.6
SA	Group 1	563.9	1.0	2.4	7.0	19.6	31.1	24.9	14.0	96.6
	Group 2	547.8	1.4	3.2	10.4	24.7	30.5	21.2	8.6	95.4
	Group 3	536.9	1.3	4.9	12.9	26.8	29.7	17.5	6.9	93.8
	Group 4	525.4	3.3	7.9	15.2	26.8	27.2	14.0	5.6	88.8
	Not in paid work	512.5	6.2	11.6	18.3	25.4	21.9	12.1	4.5	82.2
	Not stated (15%)	514.1	5.2	12.9	16.1	24.1	24.1	12.9	4.9	81.9

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 7 Spelling

Table 7.S9 (cont.): Achievement of Year 7 Students in Spelling, by Parental Occupation, by State and Territory, 2018.

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	560.1	0.9	3.8	8.1	20.6	29.0	23.4	14.1	95.2
	Group 2	541.7	0.8	5.4	11.6	24.2	31.2	18.3	8.5	93.8
	Group 3	526.8	1.5	8.3	14.2	27.9	27.9	13.6	6.5	90.2
	Group 4	500.9	1.4	16.1	20.4	27.5	20.1	11.1	3.4	82.5
	Not in paid work	486.4	4.5	21.3	21.7	24.8	16.1	9.1	2.4	74.2
	Not stated (10%)	526.6	3.1	10.7	15.1	23.4	24.6	14.4	8.7	86.2
ACT	Group 1	559.6	1.0	2.7	7.6	19.7	31.9	26.4	10.8	96.4
	Group 2	548.6	1.9	4.2	9.8	22.0	31.3	22.6	8.2	93.9
	Group 3	534.1	1.6	5.8	13.4	25.7	29.8	18.3	5.4	92.7
	Group 4	518.9	2.0	10.9	16.4	26.2	25.8	12.7	6.0	87.1
	Not in paid work	509.3	7.9	14.2	16.5	24.4	19.9	12.1	4.9	77.9
	Not stated (13%)	541.8	2.2	5.3	12.8	23.5	25.5	22.4	8.3	92.5
NT	Group 1	556.3	0.9	4.0	9.4	20.9	28.4	23.1	13.2	95.0
	Group 2	529.4	0.7	8.4	16.4	25.8	24.5	14.4	9.7	90.8
	Group 3	519.1	2.1	12.5	15.8	23.6	23.5	16.2	6.3	85.4
	Group 4	465.0	3.1	33.7	17.1	19.8	13.7	8.7	4.0	63.3
	Not in paid work	400.6	5.6	53.8	16.3	13.2	6.8	3.2	1.1	40.7
	Not stated (28%)	419.9	1.3	49.4	14.6	13.9	12.0	6.0	2.8	49.3
Aust	Group 1	570.0	0.7	1.8	6.5	18.5	30.0	26.0	16.4	97.4
	Group 2	553.3	0.9	3.2	9.6	22.9	30.4	21.7	11.3	95.9
	Group 3	537.5	1.3	5.5	12.9	25.8	29.5	17.7	7.4	93.3
	Group 4	526.9	2.4	8.5	15.2	25.9	26.3	15.2	6.5	89.1
	Not in paid work	505.4	5.5	14.5	18.4	25.4	21.4	11.0	3.8	80.0
	Not stated (9%)	526.7	2.8	10.7	14.0	23.0	25.4	16.2	8.0	86.5

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

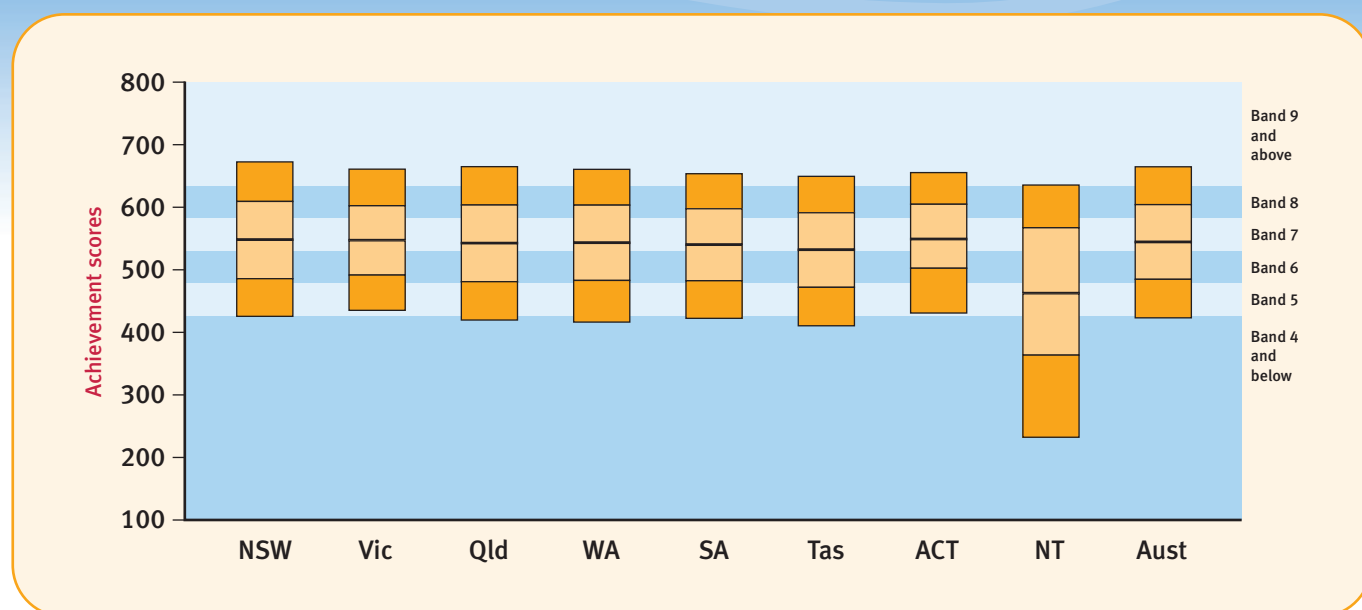
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 Grammar and Punctuation

Figure 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	548.1 (74.6)	547.3 (67.7)	542.6 (74.5)	543.2 (74.9)	540.1 (71.1)	532.0 (71.6)	549.1 (67.7)	462.6 (123.6)	544.4 (73.8)

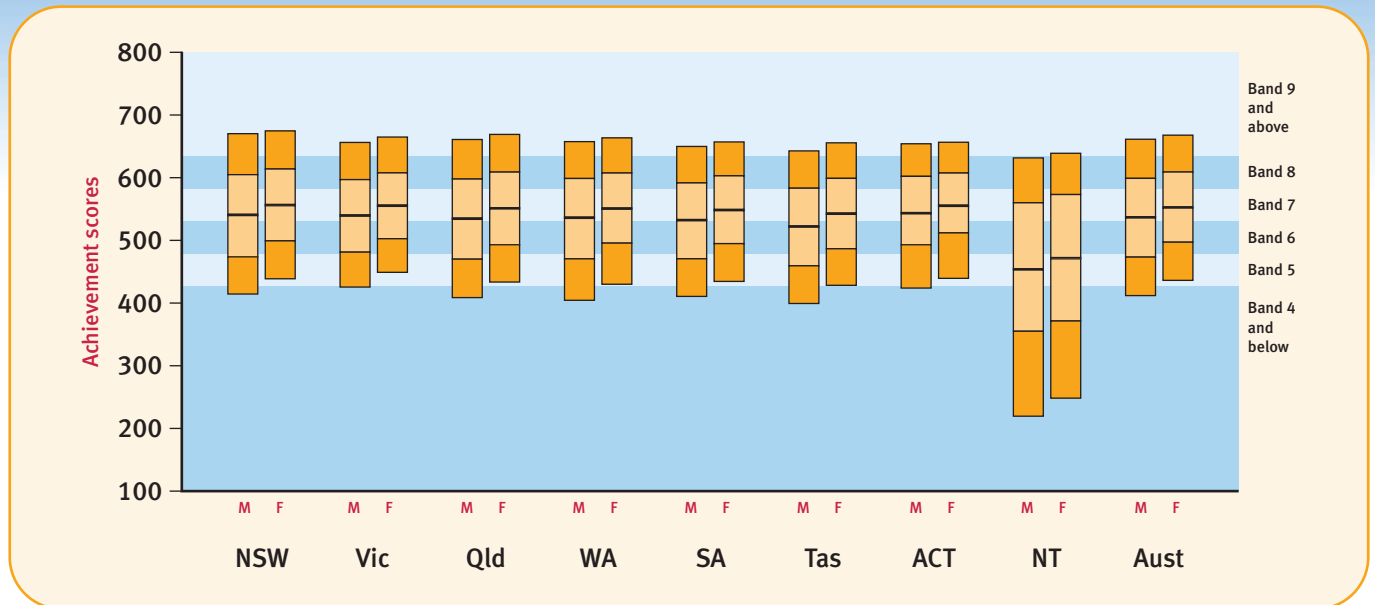
Table 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2018.

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	96.5	2.7	0.9	1.4	5.0	12.3	21.6	28.5	19.1	12.1	93.6
Vic	12yrs 9mths 7yrs 4mths	94.6	3.6	1.8	2.2	3.6	11.2	23.7	30.6	19.0	9.7	94.2
Qld	12yrs 5mths 7yrs 4mths	90.8	3.8	5.3	1.4	5.8	12.9	23.3	27.8	18.3	10.5	92.8
WA	12yrs 5mths 7yrs 4mths	95.5	3.9	0.6	1.2	6.0	12.5	20.7	30.4	19.4	10.0	92.9
SA	12yrs 7mths 7yrs 4mths	93.6	3.5	2.8	2.4	5.3	12.8	23.1	30.0	18.0	8.4	92.2
Tas	12yrs 11mths 7yrs 4mths	94.2	4.0	1.8	1.7	7.4	14.5	25.5	27.3	16.2	7.4	90.9
ACT	12yrs 7mths 7yrs 4mths	93.3	4.1	2.7	1.7	4.0	9.1	20.0	36.7	20.1	8.5	94.4
NT	12yrs 6mths 7yrs 4mths	85.8	12.7	1.5	2.2	33.8	14.1	17.9	17.1	9.9	5.1	64.1
Aust	12yrs 7mths 7yrs 4mths	94.3	3.5	2.2	1.7	5.3	12.2	22.5	29.2	18.7	10.4	93.0

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	540.5 (77.4)	539.5 (69.6)	534.5 (76.6)	536.0 (77.3)	532.2 (73.7)	522.0 (73.4)	543.3 (71.0)	453.7 (125.2)	536.7 (76.2)
Female Mean scale score / (S.D.)	556.2 (70.5)	555.2 (64.7)	551.1 (71.2)	550.6 (71.5)	548.3 (67.3)	542.5 (68.1)	555.1 (63.6)	471.5 (121.5)	552.5 (70.4)

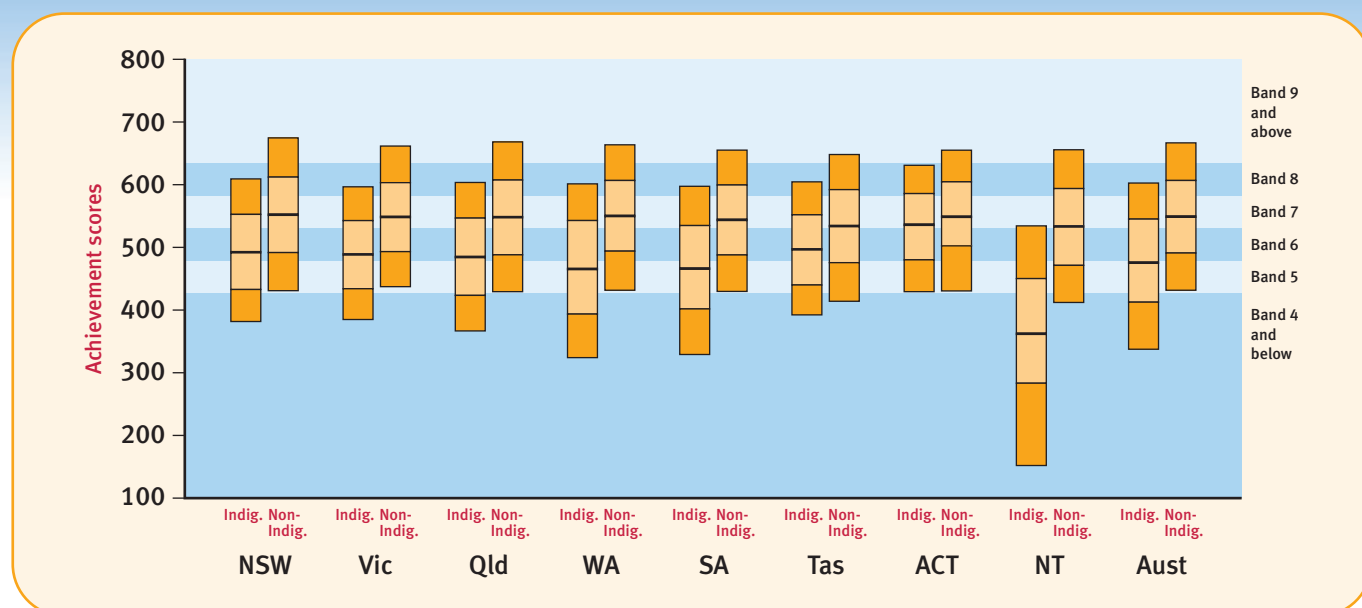
Table 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2018.

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	1.8	6.7	14.3	22.2	26.5	17.3	11.1	91.5
	Female	0.9	3.1	10.0	21.0	30.7	21.1	13.1	96.0
Vic	Male	3.0	4.9	13.3	24.6	28.7	16.9	8.5	92.1
	Female	1.5	2.2	8.9	22.8	32.6	21.1	10.9	96.4
Qld	Male	1.7	7.7	14.9	23.9	25.8	16.5	9.4	90.6
	Female	1.0	3.9	10.8	22.6	29.8	20.2	11.7	95.1
WA	Male	1.5	7.6	14.1	21.5	28.4	17.7	9.2	90.8
	Female	0.8	4.2	10.8	19.8	32.4	21.2	10.8	95.0
SA	Male	3.1	7.0	14.8	23.5	28.2	15.9	7.4	89.9
	Female	1.7	3.6	10.7	22.6	31.9	20.1	9.5	94.7
Tas	Male	1.9	10.0	16.6	26.5	24.9	13.9	6.2	88.1
	Female	1.4	4.6	12.3	24.6	29.9	18.5	8.7	94.0
ACT	Male	1.9	5.1	10.6	21.2	34.1	18.7	8.2	92.9
	Female	1.4	2.8	7.4	18.8	39.3	21.4	8.8	95.9
NT	Male	3.2	36.1	14.7	17.2	15.5	8.7	4.6	60.7
	Female	1.1	31.4	13.6	18.6	18.7	11.2	5.5	67.5
Aust	Male	2.2	6.9	14.2	23.2	27.2	16.9	9.4	90.9
	Female	1.1	3.5	10.1	21.8	31.3	20.7	11.5	95.3

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	492.2 (70.5)	488.7 (65.0)	484.5 (73.7)	465.4 (86.2)	466.0 (81.5)	496.8 (66.4)	536.0 (66.7)	362.1 (110.1)	475.5 (84.5)
Non-Indigenous Mean scale score / (S.D.)	552.0 (73.2)	548.4 (67.2)	548.1 (72.3)	550.0 (70.1)	543.8 (68.5)	533.9 (70.1)	548.7 (67.7)	533.3 (74.0)	548.9 (70.8)

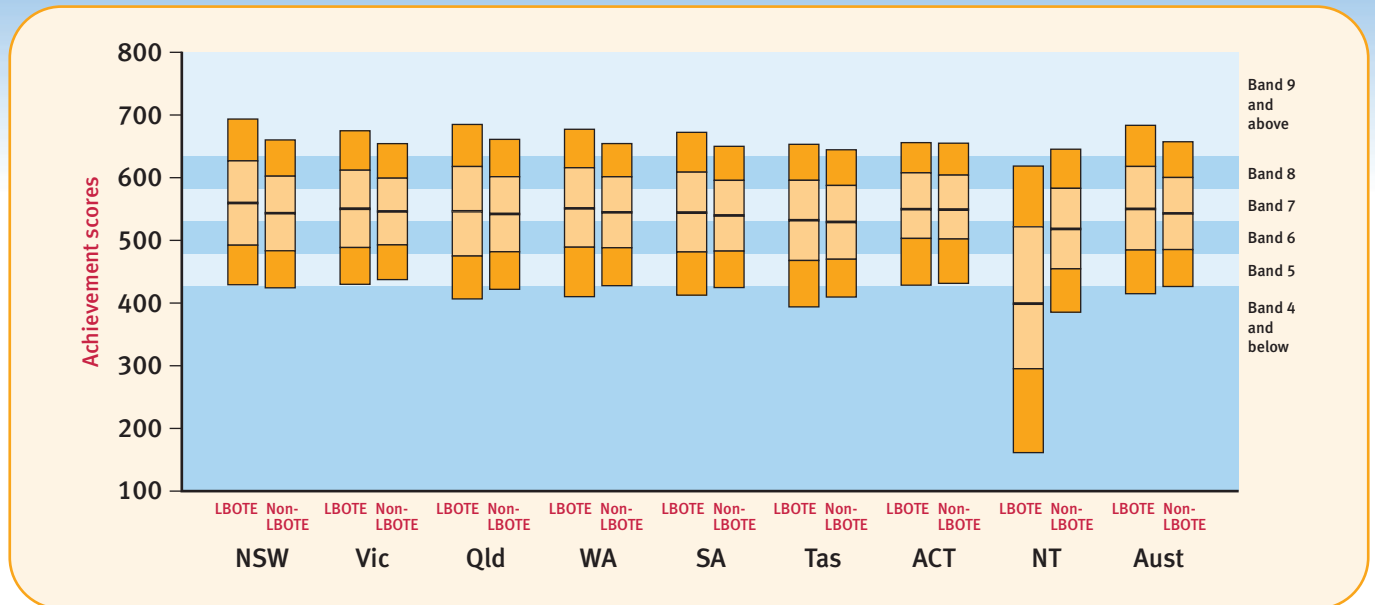
Table 7.G3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2018.

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	2.8	16.3	26.2	25.5	19.2	7.8	2.2	80.9
	Non-Indigenous	1.3	4.1	11.3	21.4	29.2	20.0	12.7	94.6
Vic	Indigenous	4.5	16.1	25.9	28.6	17.3	6.6	1.1	79.5
	Non-Indigenous	2.2	3.3	10.9	23.6	30.9	19.2	9.9	94.5
Qld	Indigenous	2.0	20.6	24.8	25.8	18.0	7.0	1.8	77.3
	Non-Indigenous	1.3	4.5	11.7	23.0	28.7	19.4	11.4	94.2
WA	Indigenous	1.2	31.0	24.7	18.7	16.2	6.4	1.7	67.8
	Non-Indigenous	1.1	3.8	11.3	20.7	31.7	20.6	10.7	95.0
SA	Indigenous	5.6	27.4	25.2	21.2	13.8	5.7	1.1	67.0
	Non-Indigenous	2.2	4.2	12.1	23.2	30.8	18.6	8.8	93.6
Tas	Indigenous	1.5	14.3	23.7	30.6	20.6	7.1	2.1	84.1
	Non-Indigenous	1.7	6.7	13.8	25.5	28.2	16.7	7.3	91.5
ACT	Indigenous	5.8	4.3	13.5	20.1	35.5	16.5	4.3	89.9
	Non-Indigenous	1.6	4.1	9.0	20.1	36.9	19.9	8.4	94.3
NT	Indigenous	3.2	70.9	12.8	7.7	4.0	1.1	0.2	25.8
	Non-Indigenous	1.4	7.2	15.0	25.1	26.3	16.3	8.6	91.4
Aust	Indigenous	2.7	24.0	24.3	23.5	17.1	6.7	1.8	73.3
	Non-Indigenous	1.6	4.0	11.4	22.5	30.0	19.5	11.0	94.4

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	559.5 (79.7)	550.3 (73.3)	546.4 (84.7)	551.0 (81.6)	544.1 (80.4)	532.1 (76.6)	549.7 (69.8)	398.9 (135.3)	550.0 (83.2)
Non-LBOTE Mean scale score / (S.D.)	543.3 (71.7)	546.1 (65.4)	542.0 (72.6)	544.7 (69.9)	539.6 (69.1)	529.2 (70.7)	548.9 (67.2)	518.1 (79.2)	543.0 (70.2)

Table 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2018.

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	1.8	4.4	11.0	19.2	26.4	19.8	17.5	93.8
	Non-LBOTE	1.3	5.2	12.8	22.8	29.4	18.8	9.8	93.5
Vic	LBOTE	3.0	4.3	11.5	22.2	27.6	18.6	12.7	92.7
	Non-LBOTE	1.9	3.3	11.0	24.3	31.8	19.1	8.5	94.7
Qld	LBOTE	1.5	7.8	12.8	20.7	23.8	18.7	14.7	90.7
	Non-LBOTE	1.3	5.5	12.9	23.7	28.5	18.3	9.8	93.1
WA	LBOTE	1.3	6.4	10.7	17.9	28.7	21.0	14.0	92.3
	Non-LBOTE	1.0	4.6	12.3	21.3	31.8	20.0	9.0	94.4
SA	LBOTE	3.7	6.4	11.9	20.9	26.9	18.4	11.8	89.9
	Non-LBOTE	2.1	5.1	12.9	23.5	30.6	17.9	7.8	92.8
Tas	LBOTE	6.8	9.9	12.2	20.9	25.5	17.0	7.6	83.3
	Non-LBOTE	1.4	7.6	15.2	26.2	27.4	15.5	6.7	91.0
ACT	LBOTE	2.4	4.6	8.2	20.2	35.1	20.1	9.5	93.1
	Non-LBOTE	1.5	3.8	9.3	20.0	37.0	20.1	8.3	94.7
NT	LBOTE	2.8	58.8	10.6	9.8	8.4	6.0	3.6	38.4
	Non-LBOTE	1.7	11.6	17.1	24.9	24.7	13.5	6.5	86.7
Aust	LBOTE	2.2	6.2	11.4	20.1	26.4	19.1	14.7	91.6
	Non-LBOTE	1.5	4.8	12.4	23.4	30.1	18.7	9.1	93.6

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

NAPLAN Year 7 Grammar and Punctuation

Table 7.G5: Achievement of Year 7 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2018.

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	1.3	4.0	10.9	20.5	28.6	20.5	14.1	94.6
	Inner Regional	530.0	1.5	7.0	15.7	25.0	28.8	15.7	6.3	91.5
	Outer Regional	515.4	1.8	10.8	19.3	25.0	26.3	12.5	4.3	87.4
	Remote	481.1	3.5	20.9	28.6	22.6	15.9	6.6	2.0	75.7
	Very Remote	454.8	0.0	37.9	28.0	16.0	13.6	4.2	0.2	62.1
Vic	Major Cities	552.2	2.3	3.0	10.0	22.6	30.8	20.2	11.0	94.6
	Inner Regional	532.5	1.8	5.2	14.7	26.7	30.3	15.4	5.9	93.0
	Outer Regional	523.3	2.9	6.2	16.3	30.1	27.7	13.1	3.7	90.9
	Remote	529.0	2.6	0.5	16.4	33.8	32.3	12.8	1.5	96.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	550.8	1.4	4.4	11.1	22.3	28.5	20.0	12.3	94.2
	Inner Regional	532.9	1.4	6.5	15.5	25.4	27.5	16.0	7.7	92.1
	Outer Regional	528.2	1.2	8.7	15.8	24.8	26.6	15.4	7.5	90.1
	Remote	494.1	1.2	20.4	19.0	23.8	19.5	12.4	3.7	78.4
	Very Remote	462.1	1.3	34.6	23.5	17.7	13.1	7.1	2.6	64.0
WA	Major Cities	550.4	1.2	4.2	11.3	20.2	31.1	20.6	11.3	94.5
	Inner Regional	533.0	0.9	5.8	15.8	23.3	30.7	17.5	6.0	93.3
	Outer Regional	525.1	1.0	9.2	17.1	22.3	28.8	15.4	6.1	89.7
	Remote	512.4	0.6	14.4	16.9	23.2	26.5	13.7	4.8	85.1
	Very Remote	433.2	0.3	49.3	15.9	14.9	12.9	5.4	1.3	50.4
SA	Major Cities	546.6	2.4	4.2	11.5	22.0	30.8	19.3	9.7	93.3
	Inner Regional	536.8	2.8	4.5	13.7	25.4	29.6	17.5	6.5	92.8
	Outer Regional	517.0	2.6	9.3	18.5	26.5	26.7	12.4	4.1	88.1
	Remote	523.5	1.4	7.4	16.0	28.6	28.8	13.4	4.5	91.3
	Very Remote	445.9	0.0	44.0	14.0	12.8	18.0	8.8	2.5	56.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	537.1	1.6	6.5	13.3	24.8	28.0	17.4	8.4	91.9
	Outer Regional	519.3	1.9	9.5	17.4	27.8	25.6	13.0	4.9	88.6
	Remote	487.0	0.0	19.4	24.6	25.1	23.4	4.6	2.9	80.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	549.1	1.7	4.0	9.1	20.0	36.7	20.1	8.5	94.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	517.7	2.1	13.0	16.6	24.0	23.3	14.0	7.0	84.9
	Remote	471.1	3.7	33.3	14.7	17.6	16.6	8.9	5.3	63.1
	Very Remote	323.1	1.1	84.8	7.6	3.2	2.1	1.0	0.2	14.2
Aust	Major Cities	552.2	1.7	3.9	10.7	21.5	29.8	20.2	12.2	94.5
	Inner Regional	532.3	1.6	6.2	15.1	25.4	28.9	16.0	6.7	92.2
	Outer Regional	522.7	1.7	9.3	17.0	25.5	26.6	14.1	5.8	89.0
	Remote	501.0	1.6	18.2	17.6	23.2	23.0	11.9	4.4	80.2
	Very Remote	404.2	0.8	57.0	15.2	11.4	9.8	4.5	1.3	42.2

[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, 2018.

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	499.6	2.5	13.5	24.3	26.7	21.2	9.2	2.7	84.0
	Inner Regional	491.1	3.3	16.2	26.7	25.9	18.4	7.5	2.0	80.5
	Outer Regional	479.0	2.6	21.8	29.2	22.7	17.0	5.0	1.5	75.5
	Remote	459.6	2.8	30.3	37.1	12.8	10.1	6.1	0.9	67.0
	Very Remote	425.9	0.0	50.8	33.5	10.4	4.6	0.8	0.0	49.2
Vic	Major Cities	495.1	4.5	13.4	24.4	29.8	19.5	7.0	1.3	82.1
	Inner Regional	486.8	4.5	17.2	25.5	28.0	16.5	7.3	0.9	78.2
	Outer Regional	475.7	4.3	20.7	30.6	27.1	12.5	3.8	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	-	-	-	-	-	-	-	-	-
Qld	Major Cities	501.3	2.4	13.8	22.1	28.1	21.6	9.3	2.6	83.8
	Inner Regional	493.8	2.3	15.5	25.5	27.4	19.6	7.7	2.1	82.2
	Outer Regional	476.8	1.2	23.7	27.5	24.9	16.1	5.4	1.2	75.1
	Remote	437.8	3.5	43.1	20.4	18.8	10.6	3.1	0.6	53.5
	Very Remote	421.6	2.1	50.6	25.4	15.1	5.2	1.5	0.1	47.3
WA	Major Cities	486.4	1.4	20.0	27.1	22.1	19.1	8.1	2.0	78.5
	Inner Regional	490.1	1.0	19.5	25.9	22.7	19.2	8.7	3.1	79.5
	Outer Regional	478.9	1.9	22.5	30.5	19.4	16.9	6.6	2.1	75.5
	Remote	471.2	1.3	30.8	20.8	19.7	19.4	6.7	1.2	67.9
	Very Remote	388.0	0.0	70.4	16.5	7.3	4.5	0.9	0.4	29.6
SA	Major Cities	485.0	6.3	19.6	25.1	22.4	16.7	8.1	1.8	74.2
	Inner Regional	480.9	7.4	17.3	29.5	25.5	13.9	5.3	1.3	75.4
	Outer Regional	456.3	6.4	30.1	27.5	22.6	10.6	2.6	0.3	63.5
	Remote	478.6	0.0	25.1	26.7	23.1	17.4	7.7	0.0	74.9
	Very Remote	373.9	0.0	74.3	15.2	5.4	4.8	0.2	0.0	25.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	497.5	0.9	15.4	23.3	30.1	20.3	7.5	2.4	83.6
	Outer Regional	496.7	2.3	12.9	23.9	31.8	20.8	6.8	1.7	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	536.0	5.8	4.3	13.5	20.1	35.5	16.5	4.3	89.9
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	448.5	4.6	38.2	23.4	19.6	10.6	2.9	0.7	57.2
	Remote	397.2	6.8	61.0	16.5	9.0	5.0	1.6	0.1	32.2
	Very Remote	305.7	1.0	91.8	5.9	1.1	0.2	0.0	0.0	7.2
Aust	Major Cities	497.5	2.9	14.7	24.0	26.2	20.9	9.0	2.4	82.4
	Inner Regional	491.6	3.0	16.2	26.0	26.7	18.6	7.5	2.0	80.8
	Outer Regional	475.0	2.5	24.0	27.7	24.0	15.6	5.0	1.3	73.5
	Remote	441.1	3.6	42.3	21.6	15.5	12.0	4.3	0.6	54.1
	Very Remote	357.3	0.9	75.9	13.8	5.9	2.8	0.6	0.1	23.2

[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, 2018.

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	557.6	1.3	3.6	10.3	20.3	29.0	21.0	14.6	95.2
	Inner Regional	535.4	1.3	5.6	14.2	24.9	30.2	16.8	7.0	93.1
	Outer Regional	523.7	1.6	8.2	17.0	25.6	28.5	14.2	4.9	90.2
	Remote	502.4	4.5	10.9	21.1	32.5	21.6	7.1	2.2	84.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	552.9	2.2	2.9	9.8	22.6	31.0	20.4	11.1	94.9
	Inner Regional	534.2	1.7	4.8	14.3	26.6	30.8	15.8	6.1	93.5
	Outer Regional	527.7	2.7	4.8	15.0	30.4	29.1	14.0	4.0	92.5
	Remote	528.3	2.6	0.5	16.8	34.7	30.5	13.2	1.6	96.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	553.4	1.4	3.9	10.5	22.0	28.8	20.6	12.9	94.7
	Inner Regional	537.5	1.3	5.3	14.3	25.2	28.4	17.0	8.4	93.3
	Outer Regional	539.3	1.1	5.5	13.4	24.8	28.9	17.5	8.9	93.4
	Remote	523.7	0.2	8.2	17.6	26.9	24.3	17.3	5.4	91.5
	Very Remote	521.9	0.5	10.1	19.3	22.8	25.4	15.4	6.5	89.4
WA	Major Cities	554.0	1.3	3.3	10.4	20.0	31.8	21.4	11.8	95.4
	Inner Regional	536.4	0.7	4.8	14.8	23.3	32.0	18.2	6.2	94.5
	Outer Regional	532.5	0.9	6.7	15.2	22.8	30.9	17.1	6.3	92.4
	Remote	531.6	0.4	6.5	15.6	24.2	29.9	16.9	6.4	93.1
	Very Remote	521.4	1.1	7.2	15.4	30.8	29.4	13.1	3.0	91.7
SA	Major Cities	548.7	2.3	3.7	11.0	22.0	31.4	19.8	10.0	94.1
	Inner Regional	539.3	2.5	3.9	12.9	25.4	30.4	18.0	6.8	93.5
	Outer Regional	522.9	2.0	7.2	17.6	27.0	28.3	13.4	4.5	90.8
	Remote	527.8	1.5	5.5	15.1	29.4	29.6	14.1	4.8	93.0
	Very Remote	532.0	0.0	6.9	12.5	21.3	34.9	18.7	5.6	93.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	538.1	1.7	5.9	12.9	24.9	28.9	17.8	8.0	92.4
	Outer Regional	523.1	1.9	8.8	16.3	27.3	26.4	13.9	5.4	89.3
	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	548.7	1.6	4.1	9.0	20.1	36.9	19.9	8.4	94.3
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	533.5	1.6	7.2	15.0	24.9	26.2	16.6	8.5	91.3
	Remote	538.0	0.7	6.5	13.0	25.9	27.9	15.7	10.3	92.8
	Very Remote	505.6	1.5	11.7	24.6	25.8	22.5	11.1	2.8	86.8
Aust	Major Cities	554.3	1.6	3.4	10.2	21.3	30.2	20.7	12.5	94.9
	Inner Regional	536.0	1.5	5.2	14.1	25.4	29.9	16.8	7.1	93.3
	Outer Regional	531.4	1.5	6.5	15.1	25.9	28.6	15.7	6.6	92.0
	Remote	528.2	0.9	6.9	15.9	26.7	28.1	15.5	6.1	92.2
	Very Remote	519.7	0.7	9.5	17.7	25.6	27.9	14.3	4.4	89.8

[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, 2018.

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	<i>Bachelor</i>	580.9	0.7	1.4	5.2	15.5	29.3	26.2	21.7	97.9
	<i>Diploma</i>	543.4	1.2	3.5	11.8	24.9	32.2	18.6	7.8	95.3
	<i>Certificate</i>	521.9	1.5	7.2	18.2	27.3	28.4	13.1	4.2	91.3
	<i>Year 12</i>	523.9	2.2	7.5	17.3	26.6	27.3	14.0	5.0	90.3
	<i>Year 11</i>	493.1	3.6	15.9	25.9	25.5	19.1	7.6	2.3	80.5
	<i>Not stated (5%)</i>	545.2	2.0	6.7	12.3	19.9	28.3	19.3	11.6	91.3
Vic	<i>Bachelor</i>	574.1	1.2	1.1	5.0	17.1	32.3	26.7	16.6	97.8
	<i>Diploma</i>	537.5	1.8	3.3	12.5	27.8	32.9	16.1	5.7	94.9
	<i>Certificate</i>	524.5	2.5	5.0	16.1	30.4	30.4	12.2	3.4	92.5
	<i>Year 12</i>	528.6	3.1	5.2	15.0	28.4	29.7	14.2	4.4	91.8
	<i>Year 11</i>	500.4	6.5	11.4	23.6	29.0	20.1	7.5	2.1	82.2
	<i>Not stated (4%)</i>	565.0	3.0	2.9	7.5	18.1	29.6	23.2	15.7	94.0
Qld	<i>Bachelor</i>	579.4	0.8	1.3	5.4	16.2	29.0	26.5	20.8	97.9
	<i>Diploma</i>	541.1	1.1	4.1	12.7	25.2	31.0	18.1	7.8	94.9
	<i>Certificate</i>	526.5	1.4	6.7	16.0	27.9	28.4	14.6	5.0	91.9
	<i>Year 12</i>	520.2	1.5	8.7	17.7	27.6	26.4	13.2	4.8	89.7
	<i>Year 11</i>	490.0	3.0	17.6	23.8	27.6	19.1	7.1	1.9	79.4
	<i>Not stated (7%)</i>	517.1	2.6	11.6	18.2	24.5	23.7	13.2	6.1	85.7
WA	<i>Bachelor</i>	574.3	0.8	1.4	5.5	16.7	31.9	26.1	17.6	97.8
	<i>Diploma</i>	543.4	0.9	3.4	12.1	22.7	34.5	19.2	7.1	95.7
	<i>Certificate</i>	529.2	0.9	5.8	16.8	24.4	31.6	15.6	5.0	93.3
	<i>Year 12</i>	531.1	1.9	6.6	15.6	23.7	29.9	16.2	6.2	91.5
	<i>Year 11</i>	495.4	1.7	17.3	24.2	22.2	21.3	10.5	2.6	80.9
	<i>Not stated (9%)</i>	508.5	2.7	17.2	16.8	19.9	23.2	13.4	6.7	80.0
SA	<i>Bachelor</i>	571.0	1.1	1.6	5.7	17.7	31.7	26.1	16.0	97.3
	<i>Diploma</i>	542.5	1.6	2.9	12.7	24.1	33.2	18.7	6.9	95.5
	<i>Certificate</i>	527.1	2.2	5.3	16.0	27.5	30.8	14.1	4.1	92.5
	<i>Year 12</i>	529.6	2.9	6.2	15.0	25.2	30.5	14.5	5.7	90.9
	<i>Year 11</i>	497.9	5.4	14.0	22.7	25.5	22.3	8.1	1.8	80.5
	<i>Not stated (8%)</i>	518.0	5.4	12.0	15.2	23.0	24.9	13.3	6.2	82.6

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 Grammar and Punctuation

Table 7.G8 (cont.): Achievement of Year 7 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2018.

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	<i>Bachelor</i>	575.3	1.2	1.2	5.4	15.9	30.9	28.7	16.9	97.7
	<i>Diploma</i>	537.6	0.8	4.2	11.4	27.5	32.4	18.8	4.8	95.0
	<i>Certificate</i>	514.5	1.4	8.6	17.7	32.2	27.3	10.1	2.8	90.0
	<i>Year 12</i>	507.5	1.5	12.3	20.8	27.5	25.6	9.6	2.8	86.2
	<i>Year 11</i>	485.8	3.3	18.0	25.8	28.3	17.8	5.7	1.0	78.7
	<i>Not stated (7%)</i>	545.6	3.3	6.2	12.3	21.7	25.8	18.0	12.7	90.5
ACT	<i>Bachelor</i>	559.7	1.0	2.9	5.7	19.2	36.7	23.8	10.6	96.1
	<i>Diploma</i>	534.3	1.2	5.2	13.0	22.5	38.6	14.5	5.1	93.6
	<i>Certificate</i>	529.5	2.7	6.4	14.9	20.7	36.4	14.4	4.5	90.9
	<i>Year 12</i>	529.5	3.5	7.1	13.7	22.1	34.7	14.0	4.9	89.4
	<i>Year 11</i>	528.2	4.3	4.8	18.9	20.1	30.8	16.8	4.2	90.8
	<i>Not stated (7%)</i>	554.6	3.1	2.8	8.8	18.9	36.7	18.4	11.2	94.0
NT	<i>Bachelor</i>	550.1	1.1	6.1	11.3	20.5	26.4	20.6	13.9	92.8
	<i>Diploma</i>	504.3	2.5	14.7	18.4	26.9	21.0	13.0	3.5	82.8
	<i>Certificate</i>	490.1	2.3	20.4	18.2	23.2	24.3	8.8	2.8	77.3
	<i>Year 12</i>	463.5	2.9	32.0	16.3	22.0	17.7	7.3	1.9	65.1
	<i>Year 11</i>	352.7	3.6	72.8	11.9	7.5	2.9	1.0	0.4	23.7
	<i>Not stated (19%)</i>	428.8	1.3	46.1	14.2	16.2	13.0	6.5	2.6	52.6
Aust	<i>Bachelor</i>	576.7	0.9	1.4	5.3	16.5	30.6	26.3	19.0	97.7
	<i>Diploma</i>	540.8	1.3	3.6	12.3	25.5	32.4	17.8	7.0	95.0
	<i>Certificate</i>	524.4	1.7	6.4	16.8	27.9	29.4	13.5	4.2	91.9
	<i>Year 12</i>	524.6	2.3	7.3	16.4	26.8	28.3	14.0	4.9	90.4
	<i>Year 11</i>	490.9	4.1	16.7	24.0	26.0	19.5	7.6	2.1	79.2
	<i>Not stated (6%)</i>	529.9	2.8	10.6	13.9	20.9	25.9	16.5	9.4	86.6

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 Grammar and Punctuation

Table 7.G9: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2018.

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	579.3	0.6	1.4	5.5	16.0	29.5	25.9	21.0	98.0
	Group 2	557.6	0.8	2.6	9.1	21.6	31.5	21.6	12.8	96.6
	Group 3	533.6	1.2	5.4	15.1	25.8	30.0	15.9	6.6	93.5
	Group 4	518.6	2.0	9.0	20.1	26.2	25.1	11.9	5.7	89.0
	Not in paid work	495.8	4.7	15.6	25.0	24.4	19.0	8.4	2.9	79.7
	Not stated (6%)	544.6	2.0	6.5	12.3	21.1	27.8	18.9	11.4	91.5
Vic	Group 1	575.3	0.9	0.9	4.8	16.8	32.5	27.0	17.0	98.2
	Group 2	554.6	1.0	1.9	8.4	23.6	33.9	21.1	10.1	97.1
	Group 3	536.7	1.6	3.2	13.1	28.4	32.3	15.8	5.6	95.2
	Group 4	521.1	3.5	6.5	18.1	29.3	26.9	11.5	4.3	90.1
	Not in paid work	503.1	7.8	11.2	22.1	27.6	20.6	8.1	2.6	81.0
	Not stated (4%)	565.0	3.2	3.2	7.5	18.0	29.1	23.0	16.0	93.6
Qld	Group 1	578.3	0.6	1.4	5.7	16.5	29.2	26.2	20.4	98.0
	Group 2	554.5	0.8	2.7	9.8	22.5	31.1	21.6	11.6	96.5
	Group 3	532.4	1.2	5.7	14.8	26.8	29.2	15.8	6.4	93.1
	Group 4	513.7	1.8	10.1	19.7	28.2	24.5	11.5	4.2	88.1
	Not in paid work	496.4	3.5	16.9	22.3	26.2	19.0	8.5	3.5	79.6
	Not stated (13%)	516.4	2.7	11.2	18.1	25.9	23.9	12.7	5.5	86.1
WA	Group 1	571.6	0.7	1.7	6.0	17.1	32.5	25.3	16.7	97.6
	Group 2	553.5	0.7	2.7	9.5	21.2	33.9	21.7	10.4	96.6
	Group 3	535.6	0.9	4.6	15.1	24.0	31.8	17.4	6.3	94.5
	Group 4	522.2	1.4	8.9	19.1	22.5	27.8	14.9	5.4	89.7
	Not in paid work	493.8	2.7	19.1	23.0	21.2	20.5	10.1	3.3	78.2
	Not stated (13%)	510.5	2.5	15.3	18.1	20.9	23.8	13.0	6.3	82.2
SA	Group 1	570.2	1.0	1.6	5.8	17.9	32.3	25.5	15.8	97.4
	Group 2	551.6	1.4	2.4	10.0	22.5	33.1	21.2	9.3	96.2
	Group 3	534.4	1.3	4.1	14.4	26.3	32.6	16.2	5.2	94.7
	Group 4	521.8	3.3	6.8	18.4	26.8	27.5	12.7	4.5	89.9
	Not in paid work	506.5	6.2	11.9	20.3	26.7	21.9	9.3	3.6	81.9
	Not stated (15%)	511.7	5.2	12.7	17.6	23.5	24.5	11.8	4.7	82.1

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, 2018.

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	569.6	0.9	1.8	6.3	17.4	31.5	27.1	15.0	97.3
	Group 2	543.0	0.8	3.6	11.1	25.6	32.4	18.8	7.6	95.5
	Group 3	527.3	1.5	6.0	14.2	30.4	30.1	13.1	4.6	92.5
	Group 4	498.5	1.4	13.6	22.9	31.7	20.8	7.7	1.8	85.0
	Not in paid work	482.1	4.5	20.6	26.2	26.1	14.6	6.8	1.2	74.9
	Not stated (10%)	531.6	3.1	8.7	15.7	23.6	24.3	14.4	10.2	88.2
ACT	Group 1	558.0	1.0	3.0	6.1	19.8	36.7	23.2	10.2	96.0
	Group 2	547.7	1.9	3.9	9.7	20.0	37.5	18.4	8.7	94.2
	Group 3	534.7	1.6	5.5	14.0	20.5	36.9	16.8	4.7	93.0
	Group 4	527.9	2.0	8.8	13.0	23.5	32.0	15.5	5.2	89.3
	Not in paid work	524.8	7.9	5.9	17.9	18.9	32.3	12.2	4.8	86.2
	Not stated (13%)	548.7	2.2	3.8	9.2	19.9	37.3	18.7	8.9	94.0
NT	Group 1	557.5	0.9	3.8	9.7	20.9	27.9	22.4	14.4	95.3
	Group 2	529.8	0.7	8.4	15.1	25.5	28.2	14.3	7.8	90.9
	Group 3	507.3	2.1	15.2	17.9	24.2	22.8	13.0	4.8	82.8
	Group 4	442.4	3.1	39.9	18.7	18.5	12.1	5.7	2.0	57.0
	Not in paid work	370.5	5.6	66.6	12.1	8.6	5.1	1.7	0.3	27.8
	Not stated (28%)	405.8	1.3	53.5	13.4	13.7	10.8	4.9	2.3	45.1
Aust	Group 1	575.8	0.7	1.4	5.5	16.7	30.9	26.1	18.7	97.9
	Group 2	554.8	0.9	2.5	9.3	22.4	32.5	21.3	11.2	96.6
	Group 3	534.0	1.3	4.8	14.5	26.5	30.8	16.0	6.1	93.9
	Group 4	517.6	2.4	8.8	19.3	27.2	25.7	11.9	4.8	88.8
	Not in paid work	496.0	5.5	15.5	22.9	25.3	19.5	8.3	2.9	79.0
	Not stated (9%)	523.2	2.8	11.4	15.3	22.4	25.2	14.9	8.0	85.8

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 Numeracy

Figure 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	552.1 (72.8)	554.2 (66.9)	541.9 (66.0)	549.0 (68.1)	539.6 (63.8)	536.6 (64.1)	560.0 (58.9)	488.7 (88.9)	548.4 (69.1)

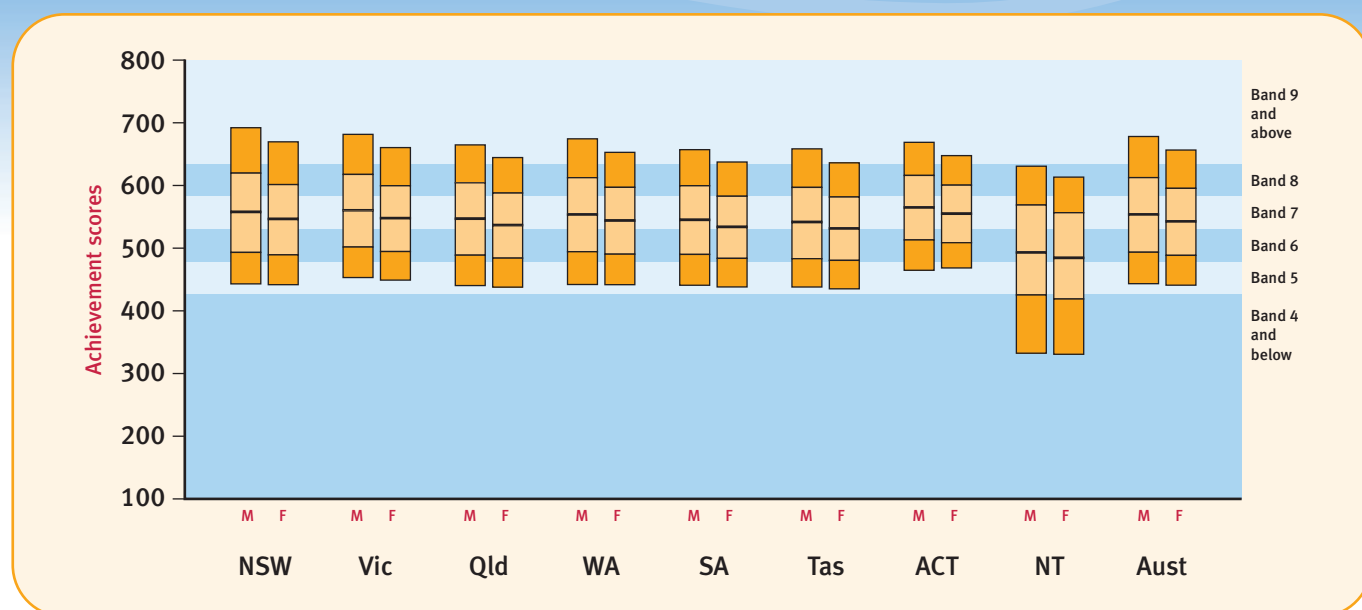
Table 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2018.

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	95.6	3.5	0.9	1.4	2.7	11.9	25.1	27.9	18.0	13.1	95.9
Vic	12yrs 9mths 7yrs 4mths	93.9	4.3	1.8	2.2	1.8	9.9	24.9	30.0	19.3	11.8	95.9
Qld	12yrs 5mths 7yrs 4mths	89.8	4.7	5.5	1.4	3.1	13.1	27.5	29.2	17.2	8.6	95.5
WA	12yrs 5mths 7yrs 4mths	94.7	4.8	0.6	1.1	2.9	11.4	25.0	29.6	19.4	10.6	96.0
SA	12yrs 7mths 7yrs 4mths	92.8	4.4	2.8	2.4	3.0	12.8	28.3	29.9	16.3	7.3	94.5
Tas	12yrs 11mths 7yrs 4mths	92.8	5.3	1.9	1.7	3.2	14.7	28.9	28.8	15.5	7.2	95.2
ACT	12yrs 7mths 7yrs 4mths	92.5	4.7	2.8	1.6	1.0	6.3	22.8	34.1	23.7	10.4	97.4
NT	12yrs 6mths 7yrs 4mths	83.5	15.1	1.4	2.2	20.9	20.9	23.3	19.3	9.7	3.5	76.8
Aust	12yrs 7mths 7yrs 4mths	93.4	4.3	2.3	1.7	2.8	11.7	25.8	29.1	18.1	10.8	95.6

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	557.7 (75.8)	560.4 (68.9)	546.9 (68.4)	553.7 (70.8)	545.1 (66.2)	541.6 (66.7)	564.9 (61.9)	493.1 (90.0)	553.8 (71.6)
Female Mean scale score / (S.D.)	546.5 (69.0)	547.8 (64.0)	536.7 (63.0)	544.0 (64.9)	533.8 (60.7)	531.4 (60.7)	554.9 (55.1)	484.4 (87.5)	542.7 (65.9)

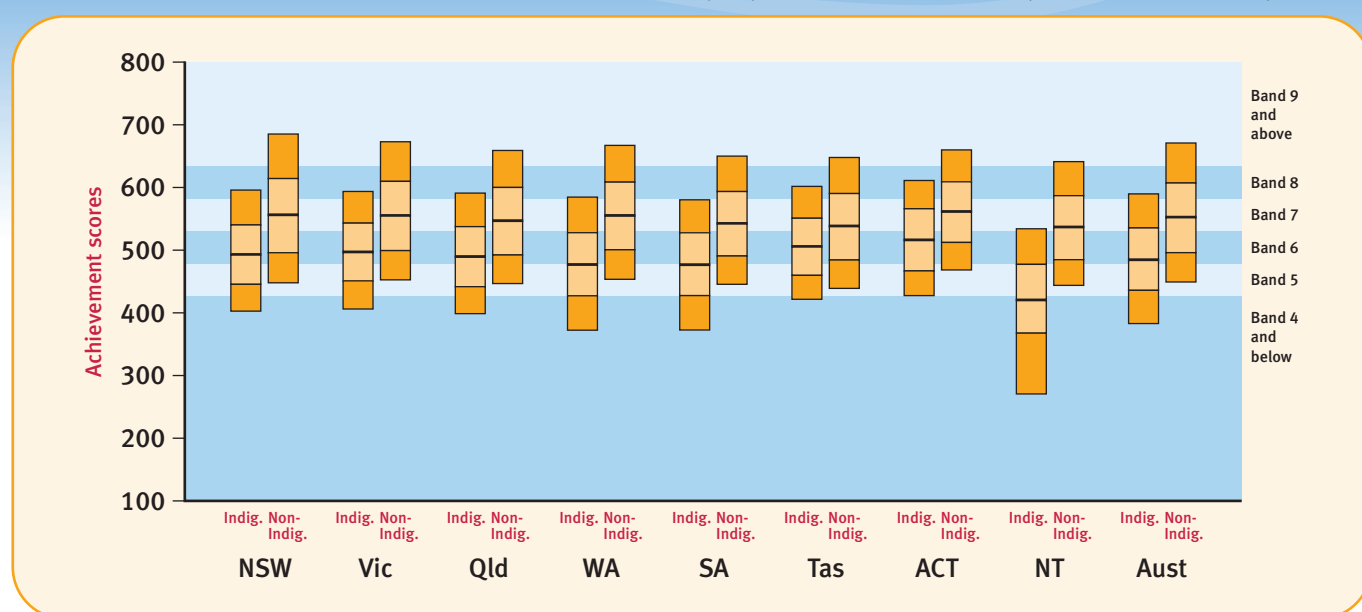
Table 7.N2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2018.

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	1.8	2.6	11.3	23.1	26.8	19.0	15.4	95.6
	Female	0.9	2.7	12.4	27.3	29.1	17.0	10.6	96.3
Vic	Male	3.0	1.7	9.0	22.5	29.0	20.7	14.1	95.3
	Female	1.5	2.0	10.8	27.3	31.1	17.9	9.4	96.5
Qld	Male	1.7	3.0	12.3	25.7	28.3	18.6	10.5	95.3
	Female	1.0	3.2	13.9	29.4	30.2	15.8	6.6	95.7
WA	Male	1.5	2.9	10.8	23.2	28.5	20.3	12.7	95.6
	Female	0.8	2.9	12.0	26.8	30.8	18.4	8.4	96.4
SA	Male	3.1	2.9	11.8	25.9	29.5	17.8	9.0	94.1
	Female	1.7	3.2	13.8	30.9	30.3	14.6	5.4	95.1
Tas	Male	1.9	2.9	14.4	26.5	28.7	16.6	9.1	95.2
	Female	1.4	3.5	15.2	31.5	28.9	14.3	5.3	95.1
ACT	Male	1.9	1.0	6.5	20.4	32.3	24.6	13.3	97.1
	Female	1.3	1.0	6.1	25.3	36.0	22.9	7.4	97.7
NT	Male	3.4	19.6	20.9	21.9	19.1	10.6	4.4	77.1
	Female	1.1	22.3	20.9	24.7	19.6	8.8	2.6	76.6
Aust	Male	2.1	2.7	11.0	23.8	28.1	19.3	13.0	95.2
	Female	1.1	2.9	12.4	27.9	30.1	16.9	8.6	96.0

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	493.1 (59.6)	497.0 (56.8)	489.6 (59.6)	476.9 (65.3)	476.6 (63.6)	505.9 (55.4)	516.2 (59.2)	420.4 (77.2)	484.5 (64.8)
Non-Indigenous Mean scale score / (S.D.)	556.2 (71.8)	555.3 (66.6)	546.8 (64.5)	555.2 (64.8)	542.7 (62.2)	538.4 (63.2)	561.5 (58.4)	536.8 (60.9)	552.6 (67.3)

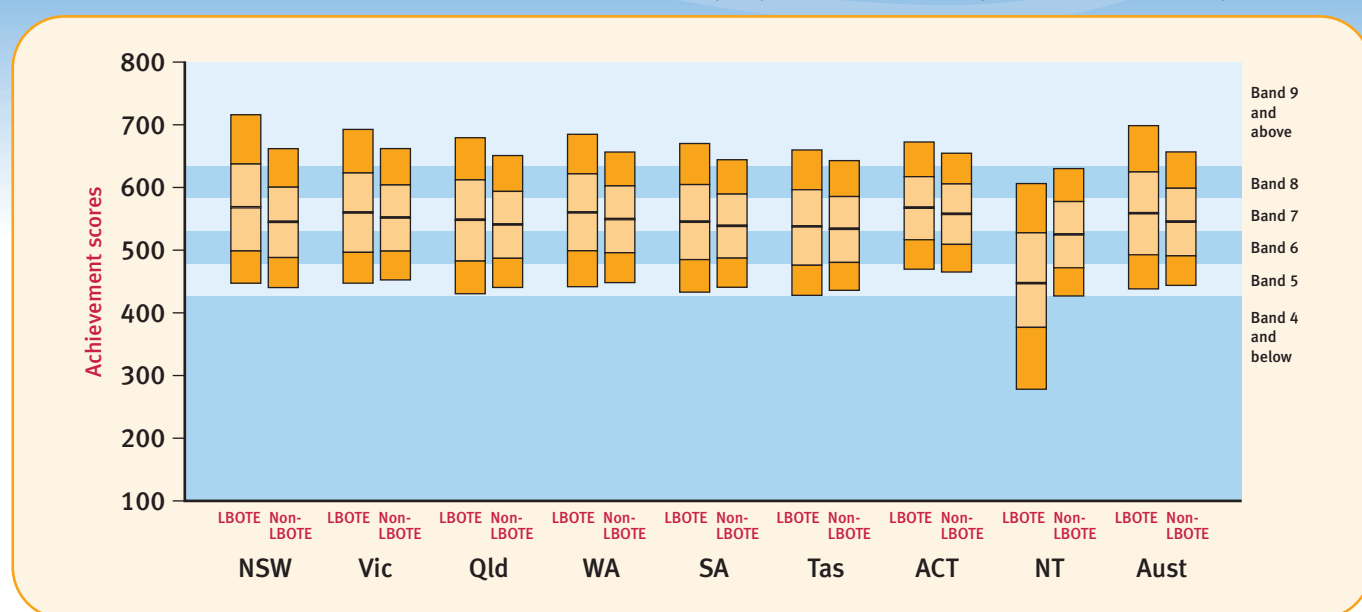
Table 7.N3: Achievement of Year 7 Students in Numeracy, by Indigenous Status, by State and Territory, 2018.

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	2.8	10.8	28.9	33.3	17.3	5.6	1.3	86.4
	Non-Indigenous	1.3	2.1	10.7	24.6	28.6	18.8	13.9	96.6
Vic	Indigenous	4.6	9.1	27.3	33.7	18.9	5.4	1.2	86.4
	Non-Indigenous	2.1	1.7	9.5	24.7	30.3	19.6	12.0	96.1
Qld	Indigenous	2.1	12.4	30.1	32.4	16.5	5.3	1.1	85.5
	Non-Indigenous	1.3	2.2	11.5	27.0	30.3	18.3	9.3	96.5
WA	Indigenous	1.2	19.2	31.8	28.8	13.7	4.2	1.0	79.6
	Non-Indigenous	1.1	1.6	9.5	24.5	31.1	20.8	11.4	97.3
SA	Indigenous	5.5	18.3	29.6	28.7	13.3	3.8	0.7	76.2
	Non-Indigenous	2.2	2.2	11.9	28.3	30.8	17.0	7.6	95.5
Tas	Indigenous	1.5	6.3	24.2	37.2	22.4	6.7	1.8	92.2
	Non-Indigenous	1.7	2.9	13.9	28.6	29.7	16.1	7.1	95.4
ACT	Indigenous	5.8	4.5	19.9	31.9	26.5	8.6	2.7	89.6
	Non-Indigenous	1.5	0.9	5.9	22.4	34.3	24.3	10.7	97.6
NT	Indigenous	3.2	47.3	30.2	13.7	4.3	1.2	0.1	49.5
	Non-Indigenous	1.5	2.1	14.3	30.0	30.1	15.9	6.0	96.3
Aust	Indigenous	2.7	15.2	29.4	30.9	15.8	4.9	1.1	82.1
	Non-Indigenous	1.6	2.0	10.5	25.5	30.0	19.0	11.5	96.4

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	568.4 (81.2)	560.0 (74.1)	548.4 (75.9)	560.2 (74.7)	545.3 (73.1)	537.9 (68.8)	567.7 (60.7)	447.3 (96.5)	558.9 (79.5)
Non-LBOTE Mean scale score / (S.D.)	545.1 (67.7)	552.0 (63.7)	540.9 (64.2)	549.5 (63.7)	538.7 (61.9)	534.0 (62.9)	557.8 (58.0)	525.1 (63.0)	545.4 (65.0)

Table 7.N4: Achievement of Year 7 Students in Numeracy, by LBOTE Status, by State and Territory, 2018.

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	1.7	2.2	10.1	21.7	25.3	18.4	20.6	96.1
	Non-LBOTE	1.3	2.9	12.6	26.7	29.0	17.7	9.8	95.9
Vic	LBOTE	3.0	2.1	10.4	23.1	26.6	18.5	16.2	94.8
	Non-LBOTE	1.9	1.7	9.7	25.6	31.4	19.6	10.1	96.3
Qld	LBOTE	1.4	4.3	13.6	23.5	25.5	18.3	13.3	94.3
	Non-LBOTE	1.3	2.9	13.0	28.1	29.8	17.0	7.8	95.7
WA	LBOTE	1.3	3.2	9.5	20.8	28.2	21.3	15.7	95.6
	Non-LBOTE	1.0	2.2	10.6	25.5	31.3	20.1	9.4	96.8
SA	LBOTE	3.6	3.9	12.6	24.4	27.4	16.9	11.2	92.5
	Non-LBOTE	2.1	2.8	12.8	29.0	30.5	16.2	6.6	95.0
Tas	LBOTE	6.8	4.2	15.1	24.7	25.2	15.6	8.4	89.0
	Non-LBOTE	1.4	3.3	15.3	29.8	29.0	14.9	6.3	95.3
ACT	LBOTE	2.4	0.6	5.8	19.5	32.5	26.3	12.8	97.0
	Non-LBOTE	1.4	1.1	6.4	23.8	34.6	23.0	9.6	97.5
NT	LBOTE	2.8	39.3	24.3	14.9	10.3	5.7	2.7	57.9
	Non-LBOTE	1.8	4.8	17.7	30.5	27.5	13.4	4.4	93.5
Aust	LBOTE	2.2	3.4	11.0	22.2	25.9	18.5	16.9	94.5
	Non-LBOTE	1.5	2.5	11.8	26.9	30.2	18.1	8.9	96.0

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

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Table 7.N5: Achievement of Year 7 Students in Numeracy, by Geolocation, by State and Territory, 2018.

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	560.1	1.3	2.1	10.2	23.3	27.9	19.4	15.6	96.5
	Inner Regional	530.7	1.6	3.9	15.8	30.5	28.4	14.2	5.6	94.6
	Outer Regional	518.7	1.7	5.7	19.9	31.2	26.5	11.1	3.7	92.6
	Remote	487.8	3.5	11.7	31.9	30.8	14.8	6.8	0.5	84.8
	Very Remote	475.7	0.0	23.3	34.6	20.2	12.9	7.8	1.2	76.7
Vic	Major Cities	559.3	2.3	1.6	8.9	23.4	30.0	20.5	13.4	96.1
	Inner Regional	538.3	1.8	2.7	13.2	29.6	30.4	15.7	6.7	95.5
	Outer Regional	535.0	2.9	2.4	13.4	31.3	29.8	14.7	5.4	94.7
	Remote	533.7	2.6	2.1	14.9	35.9	17.9	23.6	3.1	95.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	550.5	1.4	2.2	10.6	25.7	30.1	19.4	10.5	96.4
	Inner Regional	529.9	1.4	3.6	16.3	31.5	28.2	13.8	5.3	95.1
	Outer Regional	527.4	1.2	4.8	17.5	29.7	27.6	13.7	5.5	94.0
	Remote	499.5	1.7	12.5	24.5	28.3	22.1	8.6	2.5	85.8
	Very Remote	481.0	1.5	19.8	31.1	22.9	16.8	6.3	1.6	78.6
WA	Major Cities	556.3	1.2	1.9	9.7	23.6	30.3	21.0	12.4	96.9
	Inner Regional	535.8	0.9	2.8	13.7	30.5	30.3	16.2	5.5	96.2
	Outer Regional	526.6	1.1	4.9	17.3	30.3	27.7	13.9	4.9	94.0
	Remote	517.0	0.6	7.3	20.4	30.4	25.6	12.4	3.4	92.2
	Very Remote	467.4	0.3	29.2	27.0	21.1	14.7	6.3	1.5	70.5
SA	Major Cities	545.3	2.4	2.4	11.5	26.7	30.7	17.8	8.6	95.2
	Inner Regional	533.1	2.8	2.8	12.8	32.4	30.6	14.0	4.4	94.3
	Outer Regional	520.6	2.5	4.9	18.6	33.3	25.8	11.5	3.6	92.6
	Remote	527.9	1.4	3.0	15.7	33.9	30.4	11.8	3.9	95.7
	Very Remote	468.4	0.0	33.1	21.1	19.7	15.3	7.7	3.1	66.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	542.1	1.6	2.8	13.1	27.6	29.2	17.0	8.7	95.6
	Outer Regional	522.7	1.9	3.9	18.7	32.3	28.2	11.5	3.5	94.2
	Remote	496.5	0.0	8.6	30.9	36.0	16.6	6.9	1.1	91.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	560.0	1.6	1.0	6.3	22.8	34.1	23.7	10.4	97.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	525.2	2.2	5.2	18.3	29.5	26.0	13.6	5.1	92.6
	Remote	490.4	3.8	19.4	23.8	22.4	18.9	8.6	3.1	76.7
	Very Remote	399.4	1.1	60.6	25.0	8.7	3.4	1.1	0.1	38.4
Aust	Major Cities	556.6	1.7	2.0	9.9	24.0	29.5	19.9	13.1	96.4
	Inner Regional	533.8	1.6	3.3	14.8	30.3	29.1	14.8	6.0	95.1
	Outer Regional	525.6	1.7	4.7	17.7	30.7	27.4	13.0	4.8	93.6
	Remote	508.5	1.7	10.1	21.9	29.3	23.5	10.5	3.0	88.2
	Very Remote	447.7	0.8	37.8	27.1	17.1	11.4	4.7	1.1	61.4

[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, 2018.

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	501.4	2.5	9.1	25.5	33.3	20.5	7.2	1.8	88.4
	Inner Regional	490.1	3.3	10.8	30.1	34.0	15.8	5.0	0.9	85.9
	Outer Regional	479.6	2.6	14.2	33.6	33.6	12.6	2.2	1.1	83.1
	Remote	465.8	2.8	16.9	44.0	24.2	8.6	3.5	0.0	80.4
	Very Remote	450.2	0.0	32.3	43.8	14.6	5.4	3.5	0.4	67.7
Vic	Major Cities	503.9	4.7	8.0	24.8	32.3	21.9	6.5	1.9	87.4
	Inner Regional	491.3	4.5	10.3	27.9	35.7	16.9	4.2	0.5	85.2
	Outer Regional	491.0	4.3	9.3	32.5	32.8	15.1	4.9	1.0	86.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	505.3	2.4	7.9	23.5	35.2	21.4	7.7	1.9	89.7
	Inner Regional	494.8	2.3	9.3	29.6	35.2	17.2	5.4	1.1	88.4
	Outer Regional	480.4	1.2	14.5	35.3	31.5	13.2	3.7	0.6	84.3
	Remote	455.4	4.5	27.8	35.0	19.5	10.1	3.0	0.2	67.7
	Very Remote	449.3	2.5	30.8	39.2	18.4	7.7	1.4	0.1	66.8
WA	Major Cities	490.9	1.4	12.1	30.4	32.0	17.5	5.5	1.1	86.5
	Inner Regional	487.9	1.0	15.2	30.6	31.7	14.9	4.7	1.8	83.8
	Outer Regional	482.3	1.9	14.2	34.4	32.3	12.4	3.2	1.6	83.9
	Remote	476.9	1.3	18.7	32.0	30.0	13.0	4.9	0.1	80.0
	Very Remote	434.0	0.0	42.9	33.8	15.7	5.9	1.3	0.4	57.1
SA	Major Cities	488.9	6.1	12.3	28.9	30.9	14.9	5.7	1.2	81.6
	Inner Regional	481.6	7.4	14.1	27.2	36.6	10.9	3.6	0.2	78.5
	Outer Regional	471.8	6.4	18.5	32.3	27.2	14.4	1.1	0.0	75.0
	Remote	491.1	0.0	11.8	35.9	28.7	17.9	4.1	1.5	88.2
	Very Remote	414.5	0.0	57.2	26.5	13.0	2.8	0.4	0.0	42.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	505.2	0.9	7.2	24.3	37.8	21.2	6.3	2.4	91.9
	Outer Regional	507.5	2.3	4.6	24.5	36.4	24.2	7.1	1.0	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	516.2	5.8	4.5	19.9	31.9	26.5	8.6	2.7	89.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	472.4	4.6	17.9	36.2	28.0	9.8	2.9	0.5	77.5
	Remote	438.9	6.8	37.6	34.5	14.1	5.1	1.8	0.1	55.6
	Very Remote	387.6	1.0	66.3	25.3	6.2	1.1	0.1	0.0	32.7
Aust	Major Cities	500.6	2.9	9.3	25.7	33.3	20.2	6.9	1.7	87.9
	Inner Regional	492.4	3.0	10.3	29.3	34.8	16.6	5.1	1.0	86.7
	Outer Regional	481.7	2.5	14.0	33.8	31.8	13.7	3.4	0.8	83.5
	Remote	460.4	3.8	26.0	34.8	22.3	9.6	3.3	0.2	70.2
	Very Remote	415.1	0.9	51.8	30.8	11.7	3.8	0.8	0.1	47.3

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

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Table 7.N7: Achievement of Year 7 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2018.

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	562.5	1.3	1.8	9.6	23.0	28.2	20.0	16.2	96.9
	Inner Regional	536.3	1.3	2.9	13.8	30.0	30.1	15.5	6.3	95.8
	Outer Regional	527.5	1.5	3.8	16.8	30.8	29.8	13.0	4.3	94.8
	Remote	511.3	4.5	5.6	20.2	37.3	21.1	10.2	1.1	89.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	559.9	2.2	1.5	8.7	23.3	30.1	20.6	13.6	96.2
	Inner Regional	539.9	1.7	2.4	12.7	29.3	30.9	16.2	6.9	95.9
	Outer Regional	539.1	2.7	1.7	11.6	31.2	31.2	15.6	5.8	95.5
	Remote	534.8	2.6	2.1	15.3	34.2	18.4	24.2	3.2	95.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	552.9	1.4	1.9	10.0	25.3	30.5	20.0	11.0	96.7
	Inner Regional	534.0	1.3	2.9	14.7	31.1	29.5	14.8	5.8	95.8
	Outer Regional	537.5	1.1	2.6	13.8	29.4	30.7	15.9	6.6	96.3
	Remote	522.6	0.5	4.0	18.9	32.7	28.7	11.6	3.7	95.6
	Very Remote	526.8	0.5	3.6	18.0	30.5	30.0	13.4	3.9	95.9
WA	Major Cities	560.0	1.2	1.3	8.5	23.0	31.0	21.9	13.0	97.4
	Inner Regional	539.2	0.7	1.9	12.5	30.3	31.9	17.0	5.6	97.4
	Outer Regional	533.4	0.9	3.1	14.5	30.5	30.4	15.5	5.0	95.9
	Remote	534.2	0.4	2.5	14.9	30.5	31.4	15.7	4.7	97.1
	Very Remote	533.4	1.1	2.7	13.0	31.7	31.2	16.7	3.6	96.2
SA	Major Cities	547.2	2.3	2.0	10.9	26.5	31.3	18.2	8.8	95.7
	Inner Regional	535.5	2.6	2.3	12.1	32.4	31.4	14.5	4.7	95.1
	Outer Regional	525.4	1.9	3.5	17.2	33.9	26.9	12.6	4.0	94.6
	Remote	531.2	1.5	2.2	13.9	34.3	31.5	12.6	3.9	96.2
	Very Remote	534.1	0.0	3.7	12.5	28.8	32.0	16.0	6.9	96.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	543.2	1.7	2.5	12.5	27.4	30.0	17.5	8.4	95.8
	Outer Regional	525.3	1.9	3.8	17.5	31.8	29.0	12.3	3.8	94.3
	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	561.5	1.5	0.9	5.9	22.4	34.3	24.3	10.7	97.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	537.3	1.6	2.3	14.1	29.7	29.8	16.2	6.3	96.1
	Remote	537.2	1.0	1.8	13.7	30.3	32.1	15.2	6.0	97.3
	Very Remote	523.0	1.5	0.9	21.5	34.8	27.7	12.0	1.5	97.5
Aust	Major Cities	558.6	1.6	1.7	9.3	23.7	29.9	20.4	13.5	96.7
	Inner Regional	537.5	1.5	2.6	13.4	30.0	30.3	15.7	6.4	95.9
	Outer Regional	533.5	1.5	2.9	14.7	30.6	30.0	14.8	5.5	95.6
	Remote	530.3	1.0	2.8	15.8	32.2	30.1	14.0	4.3	96.3
	Very Remote	528.8	0.7	3.3	16.3	31.1	30.2	14.7	3.8	96.0

[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, 2018.

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	<i>Bachelor</i>	587.5	0.7	0.6	4.1	16.0	28.7	25.7	24.1	98.7
	<i>Diploma</i>	545.1	1.2	1.8	11.0	28.8	32.1	17.0	8.1	97.0
	<i>Certificate</i>	523.2	1.5	3.8	18.2	33.8	27.5	11.3	3.9	94.6
	<i>Year 12</i>	527.7	2.2	3.9	17.2	31.2	27.7	12.2	5.6	93.9
	<i>Year 11</i>	496.5	3.7	9.6	28.0	33.5	17.7	5.7	1.8	86.7
	<i>Not stated (5%)</i>	551.3	2.0	3.6	12.0	22.7	27.1	19.6	13.0	94.4
Vic	<i>Bachelor</i>	581.2	1.2	0.6	4.0	16.9	30.7	26.5	20.1	98.3
	<i>Diploma</i>	543.2	1.8	1.7	10.7	29.8	32.6	16.4	7.0	96.5
	<i>Certificate</i>	530.0	2.5	2.6	14.9	32.6	30.6	12.9	4.0	94.9
	<i>Year 12</i>	536.9	3.1	2.5	13.0	30.0	30.3	15.4	5.8	94.5
	<i>Year 11</i>	510.2	6.4	5.9	22.6	32.8	21.6	7.9	2.7	87.6
	<i>Not stated (4%)</i>	574.5	3.0	1.6	6.2	17.7	27.5	24.9	19.0	95.3
Qld	<i>Bachelor</i>	576.1	0.8	0.6	4.6	18.3	31.3	26.7	17.8	98.6
	<i>Diploma</i>	539.1	1.1	2.1	11.9	30.5	32.6	16.3	5.5	96.8
	<i>Certificate</i>	525.6	1.4	3.5	16.5	33.2	29.5	12.3	3.5	95.1
	<i>Year 12</i>	522.9	1.5	4.3	18.5	32.9	26.7	12.0	4.1	94.1
	<i>Year 11</i>	496.2	3.0	9.7	27.9	33.6	18.5	6.0	1.3	87.3
	<i>Not stated (7%)</i>	521.5	2.5	6.7	19.1	28.7	25.4	12.4	5.1	90.8
WA	<i>Bachelor</i>	582.8	0.7	0.5	3.5	15.7	31.1	28.3	20.2	98.8
	<i>Diploma</i>	545.2	0.9	1.5	10.2	28.5	34.0	18.6	6.4	97.7
	<i>Certificate</i>	531.7	0.9	2.7	14.7	32.4	30.6	14.0	4.6	96.4
	<i>Year 12</i>	535.2	1.8	2.9	14.9	29.2	29.4	16.2	5.7	95.3
	<i>Year 11</i>	500.1	1.7	9.7	26.3	32.8	20.0	7.5	1.9	88.5
	<i>Not stated (9%)</i>	520.2	2.7	8.9	18.9	26.4	23.7	12.9	6.5	88.4
SA	<i>Bachelor</i>	571.1	1.1	0.5	4.7	19.5	33.5	26.0	14.7	98.4
	<i>Diploma</i>	541.0	1.5	1.6	11.7	29.4	33.3	16.9	5.7	96.9
	<i>Certificate</i>	525.7	2.2	2.8	15.5	35.3	30.0	11.2	3.0	95.0
	<i>Year 12</i>	528.4	2.8	3.6	15.4	31.6	29.8	12.1	4.6	93.6
	<i>Year 11</i>	496.9	5.5	9.3	26.2	33.5	19.2	5.3	1.1	85.3
	<i>Not stated (8%)</i>	520.5	5.3	7.4	17.2	29.0	24.1	12.0	5.0	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 7 Numeracy

Table 7.N8 (cont.): Achievement of Year 7 Students in Numeracy, by Parental Education, by State and Territory, 2018.

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	<i>Bachelor</i>	574.9	1.2	0.6	4.3	18.0	32.3	27.5	16.2	98.3
	<i>Diploma</i>	542.8	0.8	1.5	9.8	30.1	35.7	16.4	5.7	97.7
	<i>Certificate</i>	522.4	1.4	3.1	17.7	35.3	29.2	10.5	2.9	95.6
	<i>Year 12</i>	513.4	1.5	6.3	21.1	34.7	24.1	9.7	2.6	92.1
	<i>Year 11</i>	494.8	3.4	8.3	29.9	33.7	19.2	5.0	0.4	88.2
	<i>Not stated (7%)</i>	543.6	3.3	3.6	14.7	25.1	25.3	15.9	12.2	93.1
ACT	<i>Bachelor</i>	577.0	1.0	0.3	2.6	16.6	34.5	30.2	14.7	98.6
	<i>Diploma</i>	538.7	0.9	1.1	8.7	33.2	37.5	15.0	3.5	98.0
	<i>Certificate</i>	531.4	2.3	2.1	12.6	32.7	34.2	13.2	2.9	95.6
	<i>Year 12</i>	534.7	3.8	1.5	13.4	31.3	31.6	13.9	4.4	94.7
	<i>Year 11</i>	514.2	4.3	5.3	20.0	35.4	22.9	9.1	3.0	90.3
	<i>Not stated (7%)</i>	559.4	3.4	1.9	7.7	21.0	30.8	23.4	11.9	94.7
NT	<i>Bachelor</i>	552.7	1.1	1.7	10.2	24.6	30.8	20.7	10.9	97.2
	<i>Diploma</i>	514.1	2.8	6.3	19.7	32.4	25.1	12.4	1.3	90.9
	<i>Certificate</i>	504.5	2.3	9.1	22.0	32.0	26.0	7.2	1.3	88.6
	<i>Year 12</i>	488.4	2.9	16.6	23.9	27.2	21.3	7.1	1.1	80.5
	<i>Year 11</i>	412.2	3.6	50.9	29.6	11.6	3.1	0.9	0.3	45.5
	<i>Not stated (19%)</i>	466.1	1.5	30.1	23.6	22.0	14.1	7.2	1.5	68.4
Aust	<i>Bachelor</i>	581.5	0.9	0.6	4.2	17.0	30.5	26.5	20.4	98.5
	<i>Diploma</i>	542.7	1.3	1.8	11.1	29.5	32.7	16.8	6.8	96.9
	<i>Certificate</i>	526.3	1.7	3.3	16.5	33.4	29.3	12.1	3.8	95.0
	<i>Year 12</i>	529.2	2.3	3.6	16.1	31.2	28.4	13.3	5.1	94.1
	<i>Year 11</i>	497.8	4.1	9.8	26.4	32.7	18.9	6.3	1.8	86.1
	<i>Not stated (6%)</i>	537.5	2.8	6.0	14.6	24.4	25.5	16.6	10.0	91.2

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, 2018.

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	585.4	0.6	0.6	4.5	16.5	28.9	25.7	23.2	98.8
	Group 2	561.0	0.8	1.3	8.2	24.1	31.4	20.5	13.7	97.9
	Group 3	536.1	1.2	2.7	14.7	31.0	29.3	14.0	7.1	96.1
	Group 4	522.1	2.0	4.7	20.4	32.6	24.1	10.2	5.9	93.3
	Not in paid work	499.1	4.7	9.7	26.9	32.2	17.6	6.2	2.7	85.6
	Not stated (6%)	548.8	2.0	3.7	12.3	24.4	27.3	17.9	12.4	94.4
Vic	Group 1	582.7	0.9	0.5	3.6	16.8	30.6	26.9	20.7	98.6
	Group 2	561.5	1.0	0.8	7.0	23.6	33.5	21.5	12.5	98.1
	Group 3	541.9	1.6	1.7	11.5	30.3	32.1	16.2	6.7	96.8
	Group 4	528.5	3.5	3.3	16.2	32.3	27.5	12.1	5.1	93.2
	Not in paid work	511.6	7.8	6.1	22.1	30.7	21.5	8.6	3.1	86.1
	Not stated (4%)	572.9	3.2	1.8	6.6	18.3	27.0	24.4	18.6	95.0
Qld	Group 1	575.0	0.6	0.6	4.9	18.8	31.2	26.4	17.5	98.7
	Group 2	553.6	0.8	1.3	8.4	25.6	33.6	20.7	9.6	97.8
	Group 3	531.0	1.2	2.9	14.9	32.6	30.3	13.6	4.6	96.0
	Group 4	514.3	1.8	5.5	21.7	34.2	24.4	9.6	2.9	92.8
	Not in paid work	499.4	3.5	9.8	27.0	31.7	18.9	6.6	2.3	86.6
	Not stated (13%)	519.7	2.6	6.1	19.6	30.6	25.1	11.7	4.4	91.3
WA	Group 1	580.4	0.7	0.5	4.2	16.7	31.1	27.1	19.8	98.8
	Group 2	557.0	0.7	1.1	7.5	24.5	33.5	22.6	10.1	98.2
	Group 3	538.7	0.9	2.1	12.8	30.4	31.8	16.2	5.9	97.1
	Group 4	524.6	1.4	4.2	18.5	32.2	26.6	12.3	4.7	94.3
	Not in paid work	498.2	2.7	11.1	27.8	30.4	17.3	7.7	3.0	86.2
	Not stated (13%)	520.4	2.5	8.0	19.0	27.7	24.3	12.5	6.0	89.5
SA	Group 1	570.7	1.0	0.5	5.0	19.3	33.8	25.6	14.7	98.5
	Group 2	551.0	1.4	1.1	8.7	26.9	33.8	19.8	8.3	97.5
	Group 3	533.6	1.2	2.0	12.8	33.7	32.4	13.4	4.4	96.8
	Group 4	519.8	3.2	4.1	18.6	34.6	26.6	9.9	3.0	92.7
	Not in paid work	503.5	6.4	7.8	23.8	33.1	20.0	6.7	2.2	85.8
	Not stated (15%)	512.1	5.2	7.9	20.8	30.3	22.6	9.7	3.5	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 7 Numeracy

Table 7.N9 (cont.): Achievement of Year 7 Students in Numeracy, by Parental Occupation, by State and Territory, 2018.

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	573.4	0.9	0.6	5.0	18.0	32.5	27.2	15.8	98.4
	Group 2	544.1	0.8	1.6	10.6	28.9	33.7	17.8	6.6	97.6
	Group 3	529.9	1.5	2.8	14.0	33.8	31.8	11.9	4.1	95.7
	Group 4	508.1	1.4	5.5	23.8	37.0	23.0	7.5	1.8	93.0
	Not in paid work	493.5	4.7	9.1	31.3	30.9	18.0	5.1	0.9	86.2
	Not stated (10%)	535.7	3.1	3.6	16.7	28.8	24.0	13.6	10.2	93.2
ACT	Group 1	574.4	0.8	0.5	3.5	17.5	34.1	29.3	14.4	98.7
	Group 2	556.8	1.9	0.5	6.2	24.3	36.9	22.0	8.2	97.6
	Group 3	540.9	1.3	1.3	9.4	31.4	34.8	17.1	4.5	97.3
	Group 4	526.9	2.5	3.3	15.3	31.7	33.3	10.8	3.2	94.3
	Not in paid work	522.1	7.9	5.2	16.9	30.8	22.9	10.7	5.5	86.9
	Not stated (13%)	555.0	2.3	1.5	7.6	24.8	32.1	21.8	10.0	96.2
NT	Group 1	557.7	0.9	1.3	8.0	23.7	31.7	22.8	11.5	97.7
	Group 2	538.9	1.0	1.7	13.4	28.6	34.5	15.4	5.5	97.3
	Group 3	515.7	2.1	5.2	20.2	33.4	26.4	10.7	2.1	92.8
	Group 4	476.0	3.1	21.6	28.8	25.3	14.3	5.0	2.0	75.3
	Not in paid work	422.8	5.6	44.8	30.6	13.1	4.6	1.2	0.2	49.6
	Not stated (28%)	448.8	1.5	37.3	23.9	19.5	11.1	5.4	1.3	61.3
Aust	Group 1	580.5	0.7	0.6	4.3	17.3	30.6	26.4	20.1	98.7
	Group 2	558.0	0.9	1.1	7.9	24.7	32.9	20.9	11.5	97.9
	Group 3	536.2	1.3	2.4	13.6	31.4	30.8	14.6	6.0	96.4
	Group 4	521.5	2.4	4.6	19.3	33.0	25.4	10.7	4.6	93.1
	Not in paid work	501.8	5.5	9.2	25.4	31.2	19.0	7.1	2.7	85.3
	Not stated (9%)	529.4	2.8	6.6	16.6	26.9	25.0	14.3	7.9	90.7

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 7 Participation

Table 7.P1: Year 7 Student Participation in Assessment, by State and Territory, 2018.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	<i>Number Participation Rate (%)</i>	90871 96.3	91046 96.5	91036 96.5	91036 96.5	90224 95.6
Vic	<i>Number Participation Rate (%)</i>	70029 94.4	70147 94.5	70224 94.6	70224 94.6	69705 93.9
Qld	<i>Number Participation Rate (%)</i>	59528 90.4	59708 90.6	59845 90.8	59845 90.8	59168 89.8
WA	<i>Number Participation Rate (%)</i>	31265 95.6	31303 95.7	31219 95.5	31219 95.5	30944 94.7
SA	<i>Number Participation Rate (%)</i>	19041 93.3	19050 93.3	19113 93.6	19113 93.6	18938 92.8
Tas	<i>Number Participation Rate (%)</i>	6131 93.6	6147 93.8	6170 94.2	6170 94.2	6081 92.8
ACT	<i>Number Participation Rate (%)</i>	5144 94.4	5121 94.3	5086 93.3	5086 93.3	5045 92.5
NT	<i>Number Participation Rate (%)</i>	2714 85.0	2729 85.5	2739 85.8	2739 85.8	2665 83.5
Aust	<i>Number Participation Rate (%)</i>	284723 94.0	285251 94.2	285432 94.3	285432 94.3	282770 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, 2018.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	Indigenous	5132	88.9	5158	89.3	5146	89.1	5146	89.1	5009	86.7
	Non-Indig.	83093	96.8	83243	97.0	83248	97.0	83248	97.0	82582	96.2
Vic	Indigenous	1113	84.6	1129	85.8	1128	85.7	1128	85.7	1085	82.4
	Non-Indig.	68706	94.6	68818	94.8	68895	94.9	68895	94.9	68412	94.2
Qld	Indigenous	4058	81.8	4068	82.0	4067	81.9	4067	81.9	3985	80.3
	Non-Indig.	54110	91.6	54283	91.9	54410	92.1	54410	92.1	53825	91.1
WA	Indigenous	1674	79.0	1710	80.4	1690	79.8	1690	79.8	1620	76.5
	Non-Indig.	28423	97.2	28436	97.2	28369	97.0	28369	97.0	28175	96.3
SA	Indigenous	766	80.4	779	81.7	781	82.0	781	82.0	749	78.6
	Non-Indig.	17992	94.0	17989	94.0	18048	94.3	18048	94.3	17909	93.5
Tas	Indigenous	552	92.3	553	92.5	557	93.1	557	93.1	553	92.5
	Non-Indig.	5403	94.9	5419	95.2	5437	95.5	5437	95.5	5358	94.1
ACT	Indigenous	120	77.9	124	80.5	123	79.9	123	79.9	121	78.6
	Non-Indig.	4807	94.7	4781	94.6	4748	93.6	4748	93.6	4715	92.9
NT	Indigenous	936	70.7	951	71.8	957	72.3	957	72.3	901	68.1
	Non-Indig.	1755	95.2	1757	95.3	1761	95.6	1761	95.6	1743	94.6
Aust	Indigenous	14351	83.4	14472	84.1	14449	84.0	14449	84.0	14023	81.5
	Non-Indig.	264289	94.9	264726	95.0	264916	95.1	264916	95.1	262719	94.3

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

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Table 7.P3: Percentage of Year 7 Student Exemptions, Absences and Withdrawals by State and Territory, 2018.

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	2.9	0.9	1.4	2.7	0.9	1.4	2.7	0.9	1.4	2.7	0.9	1.4	3.5	0.9
Vic	2.2	3.8	1.8	2.3	3.7	1.8	2.2	3.6	1.8	2.2	3.6	1.8	2.2	4.3	1.8
Qld	1.4	4.2	5.5	1.4	4.0	5.4	1.4	3.8	5.3	1.4	3.8	5.3	1.4	4.7	5.5
WA	1.1	3.8	0.6	1.2	3.7	0.6	1.2	3.9	0.6	1.2	3.9	0.6	1.1	4.8	0.6
SA	2.4	3.8	2.9	2.5	3.9	2.8	2.4	3.5	2.8	2.4	3.5	2.8	2.4	4.4	2.8
Tas	1.7	4.5	1.9	1.7	4.3	1.8	1.7	4.0	1.8	1.7	4.0	1.8	1.7	5.3	1.9
ACT	1.6	3.0	2.6	1.5	3.1	2.6	1.7	4.1	2.7	1.7	4.1	2.7	1.6	4.7	2.8
NT	2.2	13.5	1.5	2.2	13.0	1.5	2.2	12.7	1.5	2.2	12.7	1.5	2.2	15.1	1.4
Aust	1.7	3.7	2.3	1.7	3.6	2.2	1.7	3.5	2.2	1.7	3.5	2.2	1.7	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, 2018.

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	2.8	9.4	1.8	2.8	8.9	1.7	2.8	9.2	1.7	2.8	9.2	1.7	2.8	11.5	1.8
	Non-Indigenous	1.3	2.4	0.8	1.3	2.2	0.8	1.3	2.2	0.8	1.3	2.2	0.8	1.3	3.0	0.8
Vic	Indigenous	4.6	10.7	4.7	4.5	9.7	4.5	4.5	9.8	4.5	4.5	9.8	4.5	4.6	12.5	5.0
	Non-Indigenous	2.2	3.7	1.7	2.2	3.5	1.7	2.2	3.5	1.7	2.2	3.5	1.7	2.1	4.1	1.7
Qld	Indigenous	2.1	10.4	7.8	2.1	10.5	7.5	2.0	10.5	7.5	2.0	10.5	7.5	2.1	11.9	7.8
	Non-Indigenous	1.3	3.4	5.0	1.3	3.2	4.9	1.3	3.1	4.9	1.3	3.1	4.9	1.3	3.9	5.0
WA	Indigenous	1.2	20.0	1.0	1.2	18.7	1.0	1.2	19.3	1.0	1.2	19.3	1.0	1.2	22.5	1.0
	Non-Indigenous	1.1	2.3	0.5	1.2	2.3	0.5	1.1	2.5	0.5	1.1	2.5	0.5	1.1	3.2	0.5
SA	Indigenous	5.6	14.6	5.0	5.6	13.4	4.8	5.6	13.1	4.9	5.6	13.1	4.9	5.5	16.5	4.9
	Non-Indigenous	2.2	3.2	2.8	2.3	3.3	2.7	2.2	3.0	2.7	2.2	3.0	2.7	2.2	3.8	2.7
Tas	Indigenous	1.5	7.5	0.2	1.5	7.4	0.2	1.5	6.7	0.2	1.5	6.7	0.2	1.5	7.4	0.2
	Non-Indigenous	1.7	4.3	0.8	1.7	4.1	0.7	1.7	3.7	0.7	1.7	3.7	0.7	1.7	5.1	0.8
ACT	Indigenous	5.8	11.7	10.4	4.5	7.8	11.7	5.8	9.7	10.4	5.8	9.7	10.4	5.8	11.0	10.4
	Non-Indigenous	1.5	2.8	2.5	1.5	3.0	2.4	1.6	3.9	2.5	1.6	3.9	2.5	1.5	4.5	2.6
NT	Indigenous	3.2	28.2	1.1	3.2	27.0	1.1	3.2	26.6	1.1	3.2	26.6	1.1	3.2	30.8	1.1
	Non-Indigenous	1.5	3.1	1.7	1.4	3.0	1.7	1.4	2.8	1.7	1.4	2.8	1.7	1.5	3.8	1.6
Aust	Indigenous	2.7	12.8	3.8	2.7	12.2	3.7	2.7	12.3	3.7	2.7	12.3	3.7	2.7	14.7	3.8
	Non-Indigenous	1.6	3.0	2.1	1.6	2.9	2.0	1.6	2.9	2.0	1.6	2.9	2.0	1.6	3.6	2.1

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

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Table 7.CR: Comparative Achievement of Year 7 Students in Reading, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	543.6	548.1	537.9	539.4	538.6	537.1	565.2	475.0	542.2
NSW	543.6		■	■	■	■	■	▽	▲	■
Vic	548.1	■		■	■	■	■	▽	▲	■
Qld	537.9	■	■		■	■	■	▽	▲	■
WA	539.4	■	■	■		■	■	▽	▲	■
SA	538.6	■	■	■	■		■	▽	▲	■
Tas	537.1	■	■	■	■	■		▽	▲	■
ACT	565.2	▲	▲	▲	▲	▲	▲		▲	▲
NT	475.0	▽	▽	▽	▽	▽	▽	▽		▽
Aust	542.2	■	■	■	■	■	■	▽	▲	

Table 7.CW: Comparative Achievement of Year 7 Students in Writing, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	511.3	513.7	493.4	504.6	502.5	492.2	510.8	419.0	505.3
NSW	511.3		■	▲	■	■	▲	■	▲	■
Vic	513.7	■		▲	■	■	▲	■	▲	■
Qld	493.4	▽	▽		■	■	■	▽	▲	■
WA	504.6	■	■	■		■	■	■	▲	■
SA	502.5	■	■	■	■		■	■	▲	■
Tas	492.2	▽	▽	■	■	■		▽	▲	■
ACT	510.8	■	■	▲	■	■	▲		▲	■
NT	419.0	▽	▽	▽	▽	▽	▽	▽		▽
Aust	505.3	■	■	■	■	■	■	■	▲	

Table 7.CS: Comparative Achievement of Year 7 Students in Spelling, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	551.6	546.5	542.2	544.7	539.5	529.7	548.2	475.2	545.4
NSW	551.6		■	■	■	■	▲	■	▲	■
Vic	546.5	■		■	■	■	▲	■	▲	■
Qld	542.2	■	■		■	■	■	■	▲	■
WA	544.7	■	■	■		■	▲	■	▲	■
SA	539.5	■	■	■	■		■	■	▲	■
Tas	529.7	▽	▽	■	▽	■		▽	▲	▽
ACT	548.2	■	■	■	■	■	▲		▲	■
NT	475.2	▽	▽	▽	▽	▽	▽	▽		▽
Aust	545.4	■	■	■	■	■	▲	■	▲	

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

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Table 7.CG: Comparative Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	548.1	547.3	542.6	543.2	540.1	532.0	549.1	462.6	544.4
NSW	548.1		■	■	■	■	△	■	▲	■
Vic	547.3	■		■	■	■	△	■	▲	■
Qld	542.6	■	■		■	■	■	■	▲	■
WA	543.2	■	■	■		■	■	■	▲	■
SA	540.1	■	■	■	■		■	■	▲	■
Tas	532.0	▽	▽	■	■	■		▽	▲	■
ACT	549.1	■	■	■	■	■	△		▲	■
NT	462.6	▽	▽	▽	▽	▽	▽	▽		▽
Aust	544.4	■	■	■	■	■	■	■	▲	

Table 7.CN: Comparative Achievement of Year 7 Students in Numeracy, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	552.1	554.2	541.9	549.0	539.6	536.6	560.0	488.7	548.4
NSW	552.1		■	■	■	■	△	■	▲	■
Vic	554.2	■		■	■	△	△	■	▲	■
Qld	541.9	■	■		■	■	■	▽	▲	■
WA	549.0	■	■	■		■	■	■	▲	■
SA	539.6	■	▽	■	■		■	▽	▲	■
Tas	536.6	▽	▽	■	■	■		▽	▲	■
ACT	560.0	■	■	△	■	△	△		▲	■
NT	488.7	▽	▽	▽	▽	▽	▽	▽		▽
Aust	548.4	■	■	■	■	■	■	■	▲	

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:

- In reading, the mean scale score for the ACT is above and statistically significantly different from the national mean scale score.
- In spelling, the mean scale score for Tasmania is below and statistically significantly different from the national mean scale score.
- In all five domains, the mean scale scores for the Northern Territory 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 noted above, 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 all 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. v). Band 9 is the highest reported band for Year 7, representing high achievement, 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 when 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 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 87% in writing to 96% in numeracy. For New South Wales, Victoria, Western 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. For South Australia and the ACT, the mean scale scores in reading for female students are higher than the mean scale scores for male students. 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. Nationally, in reading, writing, spelling, and grammar and punctuation, a higher percentage of female students achieved at or above the national

minimum standard compared with male students. For Australia overall and for most jurisdictions, the differences in writing are approximately 10 percentage points. The differences in numeracy were much smaller, and were accompanied by greater percentages of male students than female students scoring in the two highest achievement bands reported for Year 7 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 62 score points in spelling to 81 score points in writing.

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 Australia overall. For Australia overall, 76% of Indigenous students achieved at or above the national minimum standard in reading and spelling, and 82% achieved at or above the national minimum standard 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 most jurisdictions except Tasmania, where the mean scale scores are close to one another, and in the Northern Territory, where the mean scale scores for non-LBOTE students are higher than the mean scale scores for LBOTE students. In reading, the mean scale scores for LBOTE students are close to the mean scale scores for non-LBOTE students for Australia overall and for all jurisdictions except the Northern Territory. For New South Wales, the mean scale scores for LBOTE students are higher than the mean scale scores for non-LBOTE students in writing, spelling, grammar and punctuation, and numeracy. For the Northern Territory, the mean scale scores for non-LBOTE students are substantially higher than the mean scale scores for LBOTE students in all domains.

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. For Australia overall, there is only a small difference in the percentage of students who scored at or above the national minimum standard in spelling for LBOTE and non-LBOTE students.

Geolocation

From 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; 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. 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

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geolocations. This pattern is not always replicated within each jurisdiction, with small differences between students attending inner regional, outer regional and remote schools 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 7, 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, the pattern of mean scale scores by geolocation is notionally the same as the pattern for all students. For Indigenous students in South Australia and Western Australia, mean scale scores and the percentage of students achieving at or above the national minimum standard for those attending schools in inner regional geolocations are close to the results for those attending schools in major cities geolocations in all domains. 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 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 4% in Victoria to 19% in the Northern Territory. For Australia overall, there is no information on parental education for 6% 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 most jurisdictions and in most 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 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 28% in the Northern Territory. For Australia overall, there is no information on parental occupation for 9% 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 most domains for most 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, 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 spelling and grammar and punctuation at 94.3%. Among the eight jurisdictions, New South Wales has the highest participation rates (96.5% in writing, spelling, and grammar and punctuation) and the Northern Territory the lowest (83.5% in numeracy). For Australia overall, participation rates are lower among Indigenous students (between 81.5% in numeracy and 84.1% in writing) than among non-Indigenous students (between 94.3% in numeracy and 95.1% in spelling and grammar and punctuation).

Across Australia, 1.7% of students were granted exemptions from the assessment in each achievement domain. Exemption rates vary across jurisdictions, ranging from 1.1% to 1.2% in Western Australia to 2.4% to 2.5% in South Australia. For Australia overall, students were absent most frequently for the numeracy assessment (4.3%). Withdrawal rates were highest in the ACT for Indigenous students (10.4% to 11.7%) and in Queensland for non-Indigenous students (4.9% to 5.0%), and lowest in Tasmania (0.2%) for Indigenous students and in Western Australia (0.5%) for non-Indigenous students.

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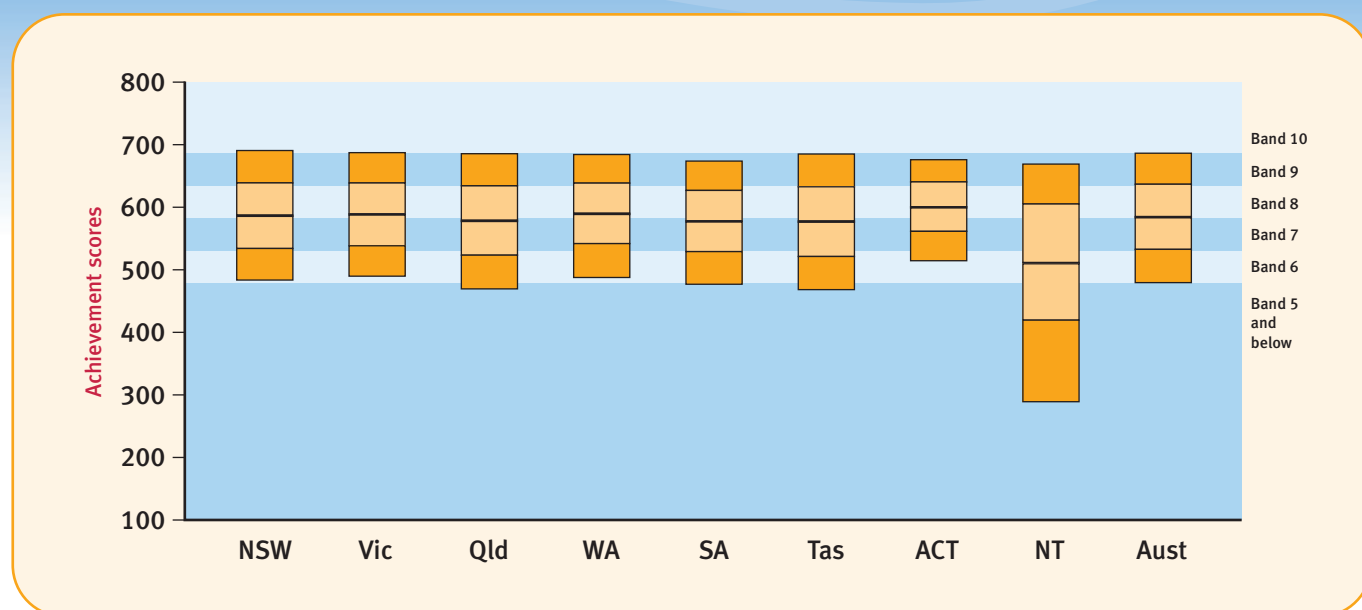
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Figure 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	586.4 (63.5)	588.5 (60.2)	578.2 (66.7)	589.4 (60.2)	577.4 (60.1)	577.0 (66.3)	599.9 (49.1)	510.6 (116.1)	584.1 (64.1)

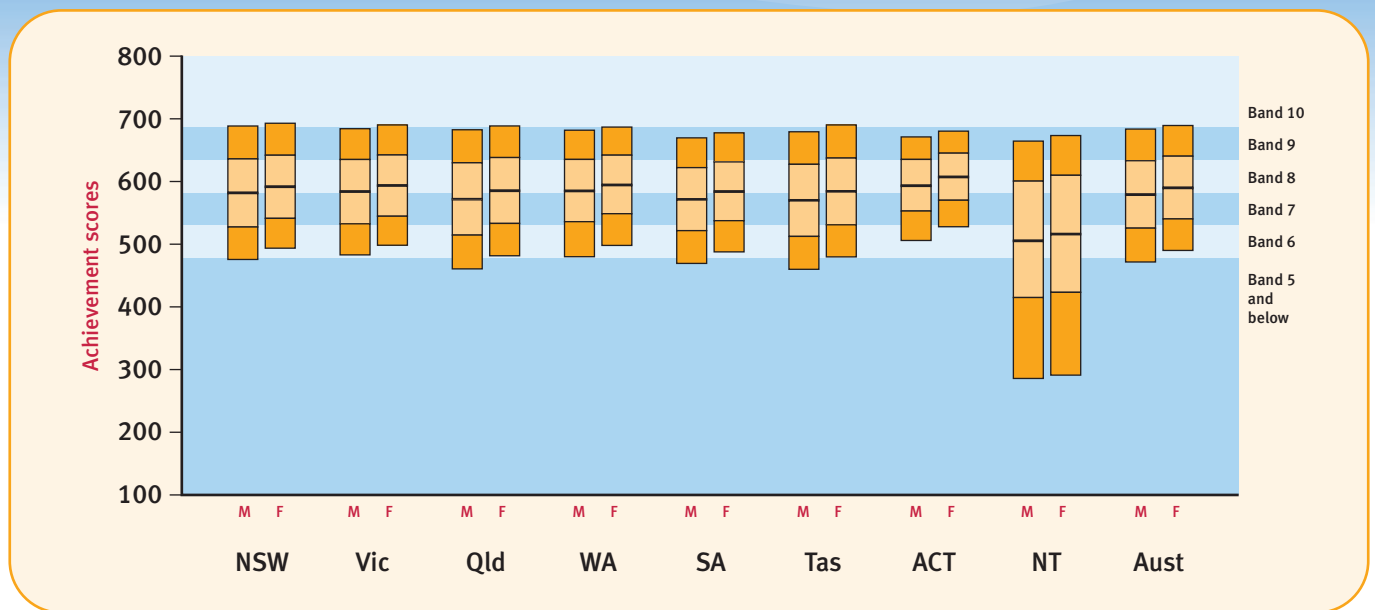
Table 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2018.

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	93.8	5.1	1.2	1.7	4.1	13.8	28.5	30.0	16.2	5.7	94.2
Vic	14yrs 9mths 9yrs 4mths	90.1	7.0	2.9	2.7	3.2	12.7	28.5	31.3	16.6	5.1	94.1
Qld	14yrs 5mths 9yrs 4mths	85.2	6.8	7.9	1.5	6.4	16.2	28.4	27.8	14.9	4.9	92.1
WA	14yrs 5mths 9yrs 4mths	94.2	5.3	0.4	1.2	3.8	11.1	28.0	33.7	17.5	4.6	95.0
SA	14yrs 7mths 9yrs 4mths	89.5	7.0	3.5	2.9	5.0	14.8	31.0	30.0	13.1	3.1	92.0
Tas	14yrs 11mths 9yrs 4mths	89.7	8.0	2.3	1.4	6.7	16.9	28.1	27.8	14.4	4.8	91.9
ACT	14yrs 8mths 9yrs 4mths	89.6	5.0	5.4	1.6	1.4	6.7	24.6	41.6	21.1	3.0	97.0
NT	14yrs 6mths 9yrs 4mths	77.8	21.1	1.1	1.7	32.6	16.3	21.0	16.7	8.7	3.0	65.6
Aust	14yrs 7mths 9yrs 4mths	90.5	6.3	3.2	1.9	4.7	13.8	28.4	30.2	15.9	5.0	93.4

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

NAPLAN Year 9 Reading

Figure 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	581.7 (65.3)	583.8 (61.3)	571.7 (68.7)	584.8 (61.7)	571.5 (61.4)	570.0 (67.4)	593.1 (50.5)	505.2 (116.0)	578.9 (65.7)
Female Mean scale score / (S.D.)	591.5 (61.1)	593.5 (58.6)	585.1 (63.7)	594.3 (58.1)	583.8 (57.9)	584.3 (64.3)	607.1 (46.5)	516.0 (116.0)	589.7 (61.9)

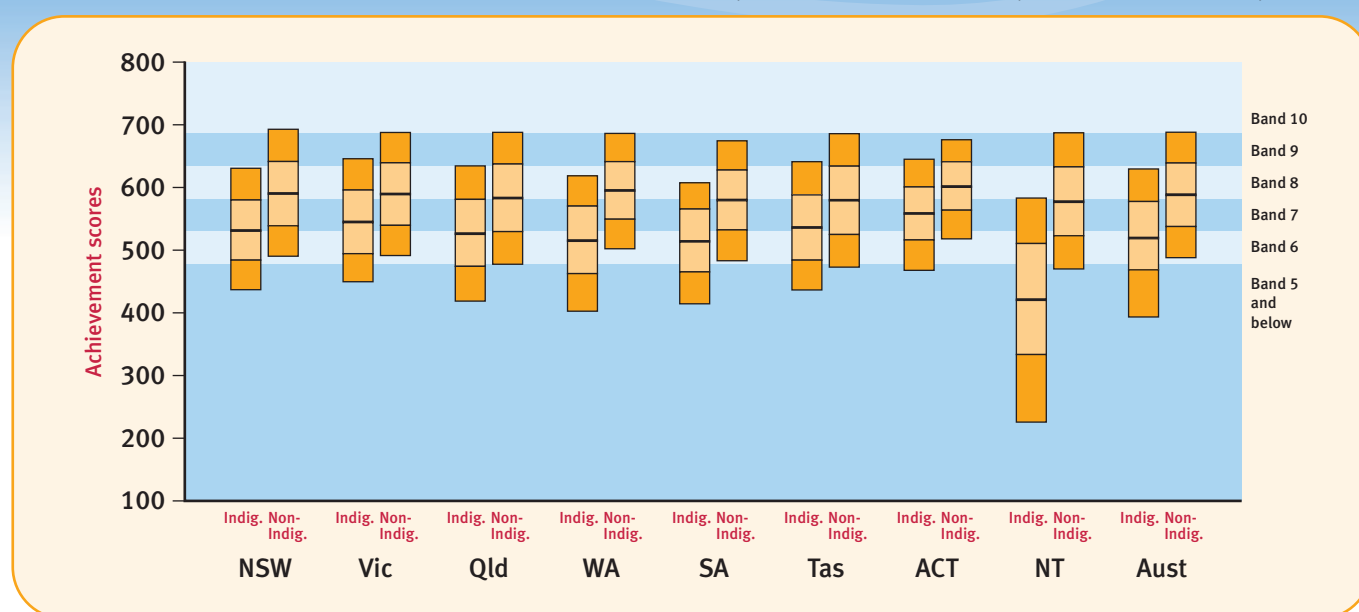
Table 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2018.

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	2.2	5.3	15.4	28.2	28.5	15.1	5.3	92.6
	Female	1.2	2.8	12.1	28.8	31.6	17.4	6.1	96.0
Vic	Male	3.4	4.1	14.2	28.7	29.8	15.2	4.5	92.5
	Female	1.8	2.3	11.1	28.3	32.8	18.1	5.7	95.9
Qld	Male	1.9	8.2	18.2	28.0	25.8	13.6	4.3	89.9
	Female	1.1	4.4	14.0	28.8	29.9	16.3	5.4	94.4
WA	Male	1.5	4.7	12.5	28.3	32.7	16.1	4.2	93.8
	Female	0.9	2.8	9.6	27.7	34.9	19.1	5.1	96.3
SA	Male	3.7	6.3	16.8	31.0	27.9	11.8	2.6	90.0
	Female	2.2	3.6	12.7	31.0	32.3	14.6	3.7	94.2
Tas	Male	2.0	8.6	18.9	27.4	26.1	13.2	3.8	89.4
	Female	0.7	4.7	14.7	28.9	29.6	15.7	5.7	94.6
ACT	Male	2.1	2.1	8.5	27.1	39.8	18.3	2.2	95.9
	Female	1.1	0.7	4.8	22.0	43.6	24.1	3.8	98.2
NT	Male	2.3	34.2	17.4	20.1	15.4	7.9	2.7	63.5
	Female	1.2	31.0	15.1	21.9	18.0	9.5	3.4	67.9
Aust	Male	2.5	5.9	15.5	28.4	28.7	14.6	4.5	91.6
	Female	1.4	3.4	12.0	28.5	31.9	17.3	5.5	95.3

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

NAPLAN Year 9 Reading

Figure 9.R3: Achievement of Year 9 Students in Reading, by Indigenous Status, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	531.1 (61.8)	544.8 (60.9)	526.1 (66.5)	515.0 (68.5)	514.0 (61.3)	536.0 (63.6)	558.4 (53.1)	420.8 (108.3)	519.2 (75.3)
Non-Indigenous Mean scale score / (S.D.)	590.2 (61.9)	589.4 (59.9)	583.0 (64.7)	595.1 (56.0)	579.8 (58.3)	579.6 (65.0)	601.2 (48.0)	577.1 (66.4)	588.2 (61.2)

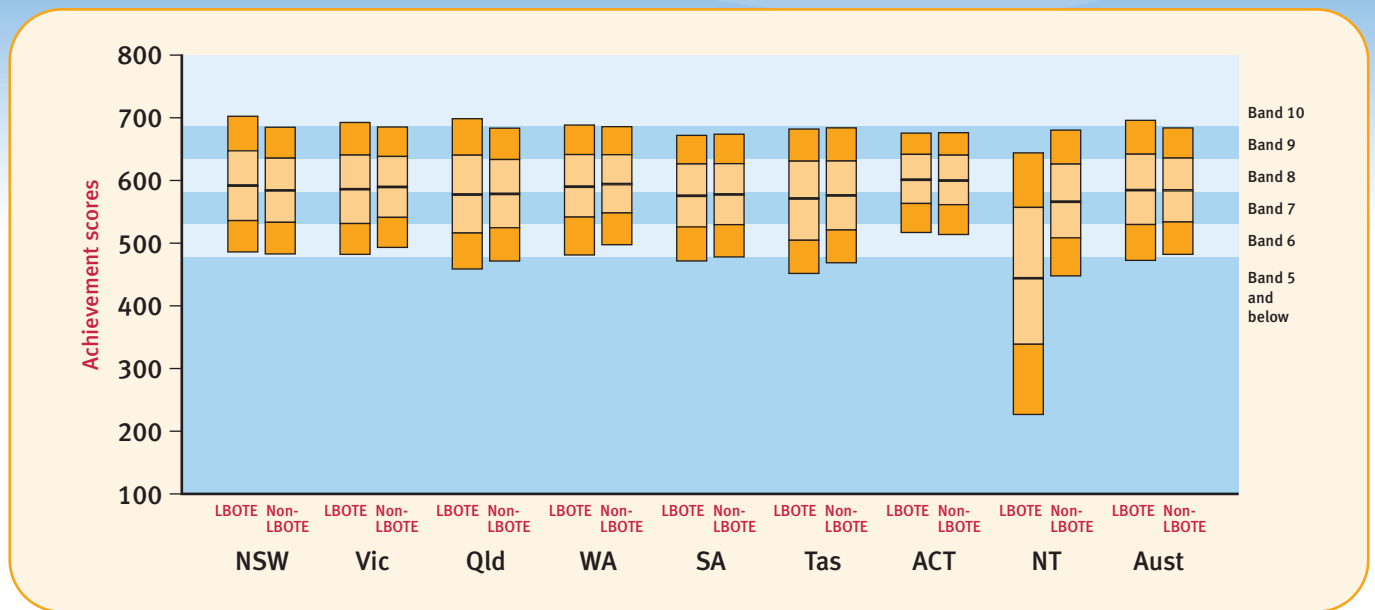
Table 9.R3: Achievement of Year 9 Students in Reading, by Indigenous Status, by State and Territory, 2018.

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	2.6	16.8	30.9	31.3	14.2	3.8	0.5	80.6
	Non-Indigenous	1.6	3.2	12.7	28.4	31.0	17.0	6.1	95.2
Vic	Indigenous	6.5	12.0	26.2	30.1	18.5	5.5	1.1	81.5
	Non-Indigenous	2.5	3.0	12.4	28.5	31.5	16.9	5.2	94.4
Qld	Indigenous	2.6	21.2	29.5	27.5	14.2	4.3	0.6	76.2
	Non-Indigenous	1.5	5.0	14.9	28.4	29.0	15.9	5.3	93.5
WA	Indigenous	1.2	26.2	30.1	27.5	12.0	2.6	0.4	72.5
	Non-Indigenous	1.2	2.2	9.6	27.9	35.5	18.8	5.0	96.7
SA	Indigenous	4.7	24.5	31.7	27.5	9.9	1.6	0.1	70.7
	Non-Indigenous	2.9	4.1	14.2	31.3	30.8	13.5	3.2	92.9
Tas	Indigenous	1.6	17.2	28.8	30.5	15.7	4.8	1.3	81.2
	Non-Indigenous	1.3	5.8	16.1	28.2	28.9	14.8	4.9	92.9
ACT	Indigenous	4.3	6.6	20.7	36.1	25.6	6.3	0.4	89.1
	Non-Indigenous	1.5	1.2	6.2	24.3	42.3	21.6	2.9	97.3
NT	Indigenous	1.8	68.3	15.4	9.3	3.5	1.4	0.2	29.9
	Non-Indigenous	1.7	6.1	16.9	29.7	26.4	14.1	5.1	92.2
Aust	Indigenous	2.8	23.3	28.6	27.7	13.3	3.7	0.6	73.9
	Non-Indigenous	1.9	3.5	12.8	28.5	31.3	16.7	5.3	94.6

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	591.7 (65.7)	586.0 (64.2)	577.4 (73.5)	589.9 (64.5)	575.4 (61.8)	571.1 (71.1)	601.0 (48.4)	444.0 (126.2)	584.5 (70.6)
Non-LBOTE Mean scale score / (S.D.)	584.1 (62.4)	589.5 (58.6)	578.4 (65.4)	594.1 (57.3)	577.6 (59.6)	576.0 (65.8)	599.7 (49.2)	565.9 (71.9)	584.3 (61.9)

Table 9.R4: Achievement of Year 9 Students in Reading, by LBOTE Status, by State and Territory, 2018.

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	2.3	3.7	13.3	27.1	28.6	17.1	7.9	94.0
	Non-LBOTE	1.5	4.2	14.1	29.2	30.5	15.7	4.7	94.3
Vic	LBOTE	3.5	4.1	14.6	27.6	28.0	16.1	5.9	92.3
	Non-LBOTE	2.3	2.9	12.0	28.8	32.5	16.8	4.8	94.8
Qld	LBOTE	1.3	8.3	17.3	26.2	24.7	15.0	7.1	90.4
	Non-LBOTE	1.5	6.0	16.0	28.8	28.3	14.9	4.5	92.4
WA	LBOTE	1.5	4.6	10.8	26.3	33.3	18.2	5.3	93.9
	Non-LBOTE	1.1	2.7	9.8	27.3	35.5	18.7	4.9	96.2
SA	LBOTE	7.6	5.5	14.9	28.6	28.5	12.3	2.7	87.0
	Non-LBOTE	2.2	4.9	14.9	31.4	30.2	13.2	3.2	92.9
Tas	LBOTE	3.9	10.8	17.2	22.9	27.3	14.2	3.7	85.3
	Non-LBOTE	1.3	6.6	17.2	28.6	27.6	14.0	4.6	92.1
ACT	LBOTE	2.2	1.0	6.9	23.3	42.5	21.6	2.6	96.8
	Non-LBOTE	1.5	1.5	6.7	24.9	41.4	20.9	3.1	97.1
NT	LBOTE	2.1	59.0	12.5	12.7	7.8	4.0	1.9	38.9
	Non-LBOTE	1.5	10.0	19.4	28.1	24.3	12.7	4.0	88.5
Aust	LBOTE	2.7	5.6	13.9	26.8	28.2	16.3	6.5	91.7
	Non-LBOTE	1.7	4.3	13.7	28.9	30.9	15.9	4.5	94.0

[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, 2018.

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	592.5	1.7	3.2	12.2	27.3	31.0	17.9	6.7	95.1
	Inner Regional	570.8	1.7	6.1	17.7	32.1	27.7	11.9	2.8	92.1
	Outer Regional	556.3	1.3	9.9	22.7	32.5	24.1	7.9	1.5	88.8
	Remote	528.8	0.0	18.5	32.3	33.3	12.1	3.1	0.6	81.5
	Very Remote	519.0	0.0	30.3	29.4	22.5	12.8	3.9	1.1	69.7
Vic	Major Cities	592.1	2.7	2.9	11.7	27.4	31.7	17.9	5.7	94.4
	Inner Regional	576.3	2.5	4.4	15.9	32.3	30.0	12.1	2.9	93.2
	Outer Regional	578.3	3.3	4.2	16.4	30.2	28.6	13.8	3.5	92.5
	Remote	614.1	0.0	0.9	5.0	17.6	39.6	33.9	3.0	99.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	586.8	1.5	4.5	14.0	27.4	29.5	17.2	6.0	94.0
	Inner Regional	565.9	1.6	8.3	19.4	31.1	25.4	11.3	2.9	90.1
	Outer Regional	563.6	1.4	9.7	20.0	29.7	25.1	11.2	2.9	88.8
	Remote	539.5	2.2	17.8	26.5	26.7	17.9	7.5	1.3	80.0
	Very Remote	500.2	0.8	36.7	29.1	19.3	9.9	3.8	0.5	62.5
WA	Major Cities	595.8	1.3	2.5	9.5	26.8	35.3	19.4	5.3	96.2
	Inner Regional	578.2	1.1	4.1	14.2	33.8	31.6	12.7	2.5	94.9
	Outer Regional	571.9	1.1	6.1	16.7	32.8	28.8	12.0	2.5	92.8
	Remote	553.4	0.7	12.1	21.3	32.0	24.9	7.8	1.3	87.2
	Very Remote	503.8	0.4	35.2	23.7	21.9	13.6	4.6	0.5	64.4
SA	Major Cities	582.6	3.1	4.0	13.2	30.3	31.4	14.5	3.6	92.9
	Inner Regional	571.3	2.5	5.7	17.0	33.0	28.0	11.1	2.6	91.8
	Outer Regional	558.6	2.5	8.6	21.6	32.9	24.8	8.2	1.4	88.9
	Remote	564.2	1.3	7.2	19.1	34.0	26.9	10.2	1.3	91.5
	Very Remote	511.1	2.5	31.8	20.4	26.3	15.2	2.5	1.4	65.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	582.5	1.6	5.9	15.3	26.7	29.0	15.9	5.6	92.5
	Outer Regional	561.8	1.0	8.9	20.9	32.1	24.8	9.9	2.4	90.1
	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	599.9	1.6	1.4	6.7	24.6	41.6	21.1	3.0	97.0
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	564.0	1.6	10.8	19.8	28.5	22.9	12.1	4.4	87.5
	Remote	515.0	3.2	33.7	18.3	20.2	14.5	7.7	2.5	63.1
	Very Remote	380.0	0.9	83.9	6.3	3.8	3.6	1.4	0.1	15.3
Aust	Major Cities	591.2	2.0	3.3	12.0	27.5	31.7	17.7	5.8	94.7
	Inner Regional	572.5	1.9	6.0	17.2	31.6	28.1	12.2	3.1	92.1
	Outer Regional	564.4	1.7	8.6	19.9	30.9	25.5	10.7	2.6	89.7
	Remote	545.4	1.5	16.7	21.6	28.7	21.4	8.7	1.5	81.8
	Very Remote	458.8	0.8	52.9	18.6	15.0	9.0	3.2	0.5	46.3

[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, 2018.

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	541.8	2.6	12.7	28.1	33.6	17.1	5.1	0.8	84.7
	Inner Regional	526.7	2.9	17.9	31.5	30.6	13.6	3.2	0.4	79.2
	Outer Regional	514.1	2.3	24.1	36.4	27.5	8.2	1.4	0.1	73.5
	Remote	506.3	0.0	27.9	40.9	24.5	5.5	0.9	0.2	72.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	550.7	6.8	10.6	23.9	30.2	20.3	6.4	1.8	82.6
	Inner Regional	539.2	5.6	14.7	27.3	29.0	18.0	4.7	0.7	79.7
	Outer Regional	539.8	7.8	10.2	30.5	32.4	14.0	4.9	0.2	82.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	545.0	2.5	12.9	26.1	31.2	19.6	6.9	0.8	84.6
	Inner Regional	530.5	2.8	18.3	29.9	29.7	14.7	3.8	0.7	78.9
	Outer Regional	514.9	2.8	25.8	32.9	24.9	10.3	2.9	0.5	71.4
	Remote	505.2	2.9	32.4	30.1	22.8	9.6	1.9	0.4	64.7
	Very Remote	470.9	1.2	51.0	29.7	14.1	3.5	0.6	0.0	47.9
WA	Major Cities	532.8	1.9	17.4	28.3	32.0	16.3	3.5	0.6	80.7
	Inner Regional	531.2	1.8	20.0	31.2	26.5	13.9	5.5	1.2	78.2
	Outer Regional	517.8	1.1	21.9	35.8	29.7	10.0	1.6	0.0	77.0
	Remote	506.0	0.3	30.5	33.9	25.2	8.5	1.6	0.1	69.2
	Very Remote	464.7	0.3	53.6	25.0	15.9	4.8	0.2	0.2	46.1
SA	Major Cities	524.5	5.3	19.5	30.0	30.9	12.0	2.0	0.1	75.2
	Inner Regional	516.6	4.5	21.2	35.8	29.3	6.9	2.4	0.0	74.3
	Outer Regional	506.5	3.8	27.4	37.2	23.3	7.5	0.8	0.0	68.8
	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	535.5	2.5	18.0	28.6	30.0	14.6	4.7	1.6	79.5
	Outer Regional	537.4	0.5	16.1	28.4	31.5	17.4	5.2	0.9	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	558.4	4.3	6.6	20.7	36.1	25.6	6.3	0.4	89.1
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	509.6	1.6	31.0	30.8	22.7	9.3	4.1	0.5	67.4
	Remote	452.8	4.1	60.6	19.9	10.4	3.2	1.4	0.3	35.3
	Very Remote	363.8	0.9	90.0	6.0	2.3	0.8	0.1	0.0	9.1
Aust	Major Cities	541.4	3.1	13.5	27.2	32.3	17.8	5.3	0.8	83.4
	Inner Regional	529.7	3.1	17.8	30.5	30.0	14.3	3.7	0.6	79.1
	Outer Regional	516.8	2.6	24.2	33.5	26.4	10.2	2.7	0.3	73.2
	Remote	490.0	2.0	40.0	29.2	20.2	7.0	1.5	0.2	58.1
	Very Remote	416.5	1.1	70.7	17.0	8.5	2.4	0.2	0.0	28.2

[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, 2018.

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	594.8	1.7	2.7	11.5	27.1	31.6	18.4	7.0	95.6
	Inner Regional	576.4	1.6	4.6	15.9	32.3	29.5	13.1	3.1	93.8
	Outer Regional	566.3	1.1	6.4	19.7	33.6	27.8	9.4	1.9	92.5
	Remote	549.9	0.0	9.5	25.5	40.0	18.3	5.5	1.1	90.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	592.7	2.6	2.8	11.5	27.4	31.9	18.0	5.8	94.7
	Inner Regional	577.7	2.3	4.0	15.4	32.4	30.5	12.4	3.0	93.7
	Outer Regional	580.9	2.9	3.8	15.4	30.1	29.7	14.4	3.7	93.3
	Remote	613.5	0.0	1.0	5.5	18.6	38.0	33.7	3.2	99.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	589.1	1.5	4.1	13.3	27.1	30.0	17.8	6.3	94.4
	Inner Regional	569.9	1.5	7.1	18.2	31.2	26.7	12.1	3.2	91.4
	Outer Regional	573.4	1.1	6.4	17.3	30.7	28.2	12.8	3.4	92.4
	Remote	560.2	2.0	9.0	23.7	29.3	23.2	11.1	1.7	89.0
	Very Remote	549.9	0.6	11.3	28.5	29.4	19.8	9.2	1.3	88.2
WA	Major Cities	598.9	1.2	1.9	8.6	26.4	36.2	20.2	5.6	96.9
	Inner Regional	580.5	0.8	3.1	13.0	34.8	33.2	12.9	2.2	96.1
	Outer Regional	579.3	1.2	3.9	13.9	33.1	31.9	13.2	2.7	94.8
	Remote	576.7	0.9	3.1	15.1	34.9	33.3	10.8	1.9	96.0
	Very Remote	571.5	0.7	4.5	20.9	30.9	27.9	14.0	1.1	94.8
SA	Major Cities	583.9	3.1	3.5	12.8	30.4	31.9	14.6	3.6	93.4
	Inner Regional	573.0	2.5	5.2	16.3	33.2	28.8	11.3	2.7	92.3
	Outer Regional	563.6	2.4	6.7	20.1	33.9	26.5	8.9	1.6	91.0
	Remote	567.5	1.5	6.1	18.7	33.6	27.7	11.1	1.4	92.5
	Very Remote	561.0	0.0	6.9	17.9	41.0	26.7	4.6	2.8	93.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	584.4	1.4	5.2	14.8	26.8	30.0	16.2	5.7	93.4
	Outer Regional	565.9	0.9	7.8	19.7	32.2	26.0	10.7	2.7	91.3
	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	601.2	1.5	1.2	6.2	24.3	42.3	21.6	2.9	97.3
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	577.0	1.6	6.0	17.2	29.9	26.1	14.0	5.3	92.4
	Remote	575.2	2.4	7.1	16.7	29.9	25.6	13.9	4.5	90.6
	Very Remote	589.4	0.0	3.6	11.6	23.2	40.4	19.2	2.0	96.4
Aust	Major Cities	593.0	1.9	2.9	11.5	27.3	32.2	18.2	6.0	95.2
	Inner Regional	576.1	1.8	5.0	16.0	31.8	29.4	12.8	3.2	93.3
	Outer Regional	572.6	1.6	5.9	17.5	31.7	28.2	12.1	3.0	92.6
	Remote	571.9	1.3	5.6	17.7	32.5	28.5	12.2	2.2	93.1
	Very Remote	563.8	0.4	7.4	21.9	31.8	25.5	11.4	1.6	92.2

[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, 2018.

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	618.2	1.0	0.8	5.1	19.6	35.3	26.8	11.5	98.2
	Diploma	584.9	1.4	2.5	12.3	32.7	33.5	14.2	3.4	96.1
	Certificate	563.2	1.8	5.9	20.4	36.4	25.9	8.1	1.5	92.3
	Year 12	569.8	2.0	5.0	18.9	33.7	27.3	10.4	2.6	92.9
	Year 11	537.5	4.1	13.8	29.3	32.4	15.6	4.0	0.9	82.1
	Not stated (5%)	577.3	2.5	6.2	15.4	28.5	29.5	14.0	3.9	91.3
Vic	Bachelor	614.3	1.4	0.9	5.5	20.9	35.7	26.0	9.6	97.7
	Diploma	582.2	1.9	2.9	13.3	32.4	33.2	13.5	2.8	95.2
	Certificate	569.2	3.0	4.4	18.0	35.3	28.2	9.4	1.7	92.6
	Year 12	571.7	3.6	4.4	17.3	34.2	27.8	10.6	2.1	91.9
	Year 11	550.0	6.7	9.1	25.0	32.8	20.1	5.5	0.9	84.3
	Not stated (3%)	592.8	5.3	3.8	11.0	24.8	31.0	18.5	5.8	91.0
Qld	Bachelor	612.5	0.8	1.5	6.6	21.3	33.9	25.4	10.5	97.7
	Diploma	577.2	1.1	4.8	15.4	32.0	30.2	13.1	3.3	94.1
	Certificate	562.6	1.5	7.5	20.9	33.1	25.5	9.7	1.8	91.0
	Year 12	560.5	2.3	8.9	21.3	31.4	24.3	9.6	2.2	88.8
	Year 11	534.7	3.3	17.1	27.8	30.0	16.2	5.1	0.6	79.6
	Not stated (8%)	557.2	2.7	11.2	22.3	29.0	22.1	9.8	2.8	86.2
WA	Bachelor	621.3	0.7	0.5	3.4	16.7	38.9	30.3	9.6	98.8
	Diploma	589.5	0.8	1.8	9.0	31.7	39.0	14.9	2.7	97.3
	Certificate	575.4	0.8	3.4	14.1	36.8	33.0	10.4	1.6	95.8
	Year 12	573.1	2.0	4.0	15.0	36.6	30.8	10.0	1.5	94.0
	Year 11	542.2	2.3	13.1	25.6	35.0	19.1	4.3	0.6	84.6
	Not stated (10%)	565.3	3.0	9.7	17.6	29.2	25.7	11.5	3.3	87.3
SA	Bachelor	607.2	1.1	1.2	5.9	23.2	38.4	23.7	6.4	97.7
	Diploma	579.4	1.7	3.0	13.7	33.9	33.3	12.1	2.2	95.2
	Certificate	563.3	2.3	5.8	19.0	37.3	27.2	7.2	1.2	91.9
	Year 12	567.6	2.1	5.7	17.9	35.9	26.8	9.4	2.2	92.2
	Year 11	537.8	4.5	13.5	28.2	33.4	16.3	3.8	0.4	82.1
	Not stated (10%)	568.4	10.5	7.9	15.9	27.6	24.0	10.9	3.1	81.6

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 9 Reading

Table 9.R8 (cont.): Achievement of Year 9 Students in Reading, by Parental Education, by State and Territory, 2018.

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	<i>Bachelor</i>	617.8	1.0	1.6	5.2	18.5	34.3	27.8	11.6	97.4
	<i>Diploma</i>	584.4	0.9	3.6	12.2	31.3	33.3	14.4	4.3	95.5
	<i>Certificate</i>	563.2	1.2	6.9	20.8	33.5	27.0	9.1	1.5	91.9
	<i>Year 12</i>	556.6	1.1	10.1	24.2	29.8	23.0	10.0	1.8	88.8
	<i>Year 11</i>	534.2	2.1	16.6	29.9	31.0	16.4	3.4	0.6	81.3
	<i>Not stated (8%)</i>	586.5	3.4	5.1	14.9	25.9	27.5	17.0	6.3	91.5
ACT	<i>Bachelor</i>	618.5	1.1	0.2	2.3	15.2	45.7	30.4	5.0	98.6
	<i>Diploma</i>	585.4	1.0	0.7	8.8	34.8	42.9	11.2	0.6	98.3
	<i>Certificate</i>	570.2	1.7	3.7	13.4	40.7	32.8	7.2	0.4	94.5
	<i>Year 12</i>	572.5	2.3	3.6	14.7	35.0	37.9	6.2	0.3	94.1
	<i>Year 11</i>	557.9	4.5	5.6	23.6	37.7	21.4	6.5	0.6	89.8
	<i>Not stated (14%)</i>	589.8	3.0	2.6	9.0	27.9	39.0	16.9	1.6	94.4
NT	<i>Bachelor</i>	589.2	1.0	5.6	13.2	25.8	27.0	19.2	8.2	93.4
	<i>Diploma</i>	558.0	2.3	12.2	18.2	28.6	24.2	11.7	2.8	85.5
	<i>Certificate</i>	539.9	2.4	17.1	21.2	28.2	20.6	8.2	2.3	80.5
	<i>Year 12</i>	528.5	1.5	24.1	20.4	27.3	16.8	6.8	3.1	74.3
	<i>Year 11</i>	418.6	2.1	67.4	14.4	10.7	4.3	1.0	0.1	30.6
	<i>Not stated (22%)</i>	475.3	1.5	47.8	15.9	16.3	12.3	5.2	1.0	50.7
Aust	<i>Bachelor</i>	615.5	1.0	1.0	5.4	20.1	35.9	26.5	10.1	98.0
	<i>Diploma</i>	582.5	1.4	3.1	13.0	32.4	33.4	13.7	3.1	95.5
	<i>Certificate</i>	565.5	1.9	5.8	19.2	35.4	27.2	8.9	1.6	92.3
	<i>Year 12</i>	567.6	2.5	6.0	18.6	33.6	27.0	10.1	2.2	91.5
	<i>Year 11</i>	537.5	4.3	14.5	27.1	31.8	17.0	4.5	0.7	81.2
	<i>Not stated (6%)</i>	568.2	3.9	9.2	16.8	27.6	26.2	12.6	3.6	86.9

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.R9: Achievement of Year 9 Students in Reading, by Parental Occupation, by State and Territory, 2018.

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	617.7	0.8	0.9	5.3	19.8	35.1	26.9	11.3	98.4
	Group 2	595.9	1.0	2.0	9.7	28.1	35.2	18.1	5.8	97.0
	Group 3	573.5	1.5	4.1	16.8	35.4	28.4	10.8	2.9	94.3
	Group 4	558.3	2.4	7.6	23.5	34.3	22.4	7.7	2.0	90.0
	Not in paid work	540.3	5.2	13.3	28.3	30.7	16.1	5.0	1.4	81.5
	Not stated (5%)	576.4	2.3	6.3	15.9	29.3	28.3	13.8	4.1	91.4
Vic	Group 1	616.5	1.0	0.8	4.8	20.4	36.1	26.8	10.1	98.2
	Group 2	595.0	1.4	1.8	9.8	28.6	35.2	18.1	5.1	96.8
	Group 3	578.8	1.9	3.2	14.7	33.8	31.2	12.5	2.7	94.9
	Group 4	565.9	3.8	5.4	20.1	34.0	25.5	9.2	2.0	90.8
	Not in paid work	551.4	8.3	9.3	24.5	30.9	19.1	6.4	1.5	82.4
	Not stated (3%)	587.5	6.6	4.6	12.9	25.1	28.5	16.9	5.4	88.9
Qld	Group 1	612.0	0.7	1.5	6.9	21.5	33.9	25.0	10.5	97.8
	Group 2	588.9	0.9	3.3	12.0	29.3	32.4	17.1	5.0	95.8
	Group 3	567.1	1.3	6.6	19.5	32.8	26.7	10.8	2.3	92.1
	Group 4	551.3	2.0	11.1	25.0	31.7	20.4	8.1	1.6	86.9
	Not in paid work	536.6	4.5	17.2	26.8	27.9	16.5	5.7	1.4	78.4
	Not stated (14%)	555.4	2.6	11.6	22.5	29.7	21.8	9.4	2.5	85.8
WA	Group 1	619.1	0.5	0.6	4.0	17.7	38.6	29.1	9.4	98.8
	Group 2	597.8	0.8	1.4	7.3	28.2	38.9	19.1	4.2	97.8
	Group 3	580.8	0.9	2.6	12.3	35.4	34.5	12.3	2.0	96.5
	Group 4	564.3	1.4	5.9	19.1	36.5	28.0	7.7	1.3	92.7
	Not in paid work	543.0	3.1	14.6	25.2	31.9	18.1	5.8	1.2	82.4
	Not stated (14%)	562.4	3.1	9.9	18.5	30.6	24.8	10.3	2.8	87.0
SA	Group 1	606.0	1.1	1.5	6.5	23.3	37.6	23.3	6.6	97.3
	Group 2	586.4	1.4	2.7	11.4	31.6	34.7	15.1	3.2	95.9
	Group 3	571.1	1.6	4.5	15.7	36.6	30.9	9.2	1.5	93.9
	Group 4	558.3	2.5	6.8	21.5	37.0	24.1	6.9	1.1	90.7
	Not in paid work	542.9	5.9	11.9	26.9	32.2	17.6	4.4	1.0	82.2
	Not stated (15%)	556.5	8.6	9.9	20.7	29.6	20.7	8.3	2.2	81.5

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 9 Reading

Table 9.R9 (cont.): Achievement of Year 9 Students in Reading, by Parental Occupation, by State and Territory, 2018.

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
Tas	Group 1	613.5	1.1	2.1	6.4	19.6	33.8	26.0	11.1	96.8
	Group 2	587.0	0.6	3.7	12.8	29.3	32.4	16.3	4.9	95.7
	Group 3	568.8	0.9	6.2	18.2	33.4	28.6	10.3	2.4	92.9
	Group 4	546.0	1.7	12.3	26.6	32.2	20.5	5.9	0.7	86.0
	Not in paid work	534.9	3.1	16.7	30.8	28.1	15.4	5.0	0.9	80.2
	Not stated (10%)	577.4	3.0	6.5	18.2	26.8	25.5	14.8	5.2	90.5
ACT	Group 1	615.6	1.1	0.4	3.3	17.5	43.3	29.2	5.2	98.5
	Group 2	596.0	1.3	1.3	6.6	28.1	42.1	18.8	1.8	97.4
	Group 3	582.2	1.3	2.1	10.7	34.6	38.1	12.3	0.9	96.5
	Group 4	570.5	3.2	3.6	18.1	34.1	32.2	8.2	0.6	93.2
	Not in paid work	564.1	3.5	6.5	16.1	35.8	30.6	6.7	0.8	90.1
	Not stated (17%)	591.9	2.8	2.0	8.0	26.4	43.7	16.0	1.2	95.2
NT	Group 1	591.8	0.9	5.0	13.6	24.5	28.3	19.3	8.4	94.1
	Group 2	578.5	1.6	8.0	14.0	27.1	26.0	17.5	5.8	90.4
	Group 3	550.2	1.0	12.9	22.6	30.8	22.2	7.7	2.8	86.2
	Group 4	505.6	2.7	31.9	18.4	23.2	15.8	6.7	1.3	65.4
	Not in paid work	435.7	3.2	60.3	15.9	12.6	5.1	2.1	0.7	36.5
	Not stated (35%)	464.3	1.6	50.9	15.4	16.0	10.7	4.3	1.1	47.5
Aust	Group 1	615.4	0.8	1.0	5.4	20.2	35.8	26.5	10.1	98.2
	Group 2	593.5	1.1	2.2	10.1	28.8	35.0	17.8	5.1	96.7
	Group 3	573.8	1.5	4.4	16.4	34.4	29.5	11.2	2.5	94.1
	Group 4	558.9	2.6	7.7	22.3	34.0	23.5	8.1	1.7	89.6
	Not in paid work	541.9	5.9	13.4	26.3	30.2	17.3	5.6	1.4	80.7
	Not stated (9%)	561.3	3.6	10.6	18.7	28.7	24.3	11.0	3.0	85.7

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

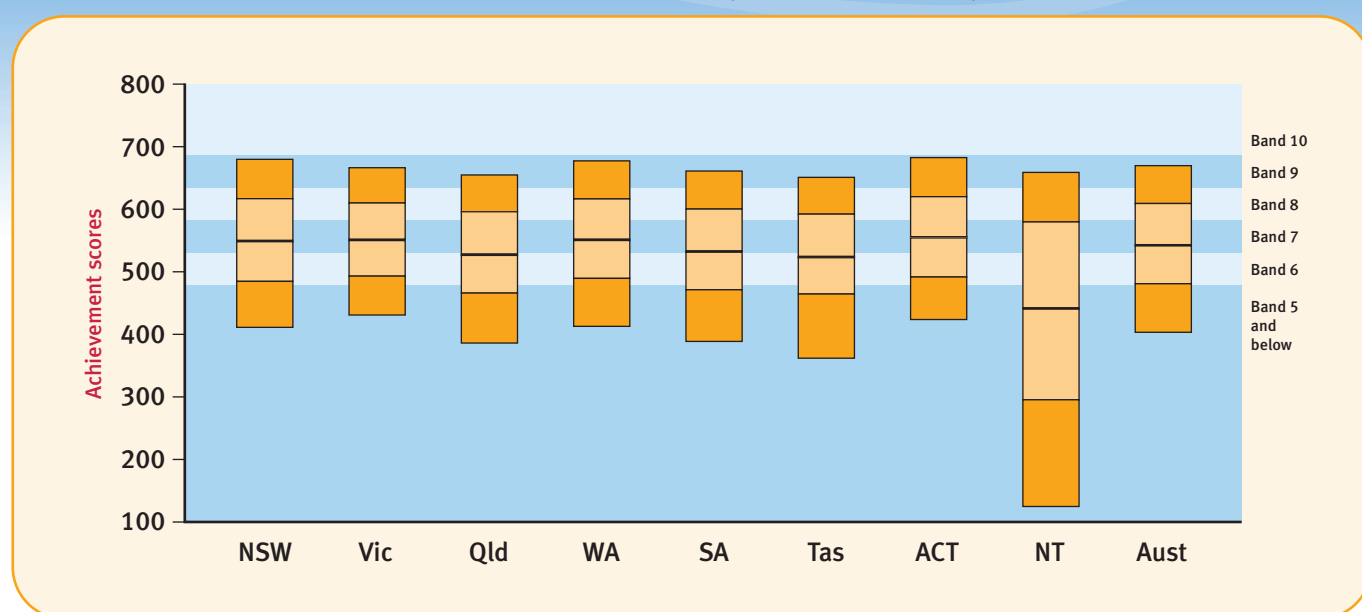
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 Writing

Figure 9.W1: Achievement of Year 9 Students in Writing, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	549.1 (83.0)	550.9 (72.9)	527.2 (83.2)	551.0 (82.6)	532.3 (84.4)	523.5 (86.9)	555.1 (79.0)	441.3 (162.2)	542.4 (83.3)

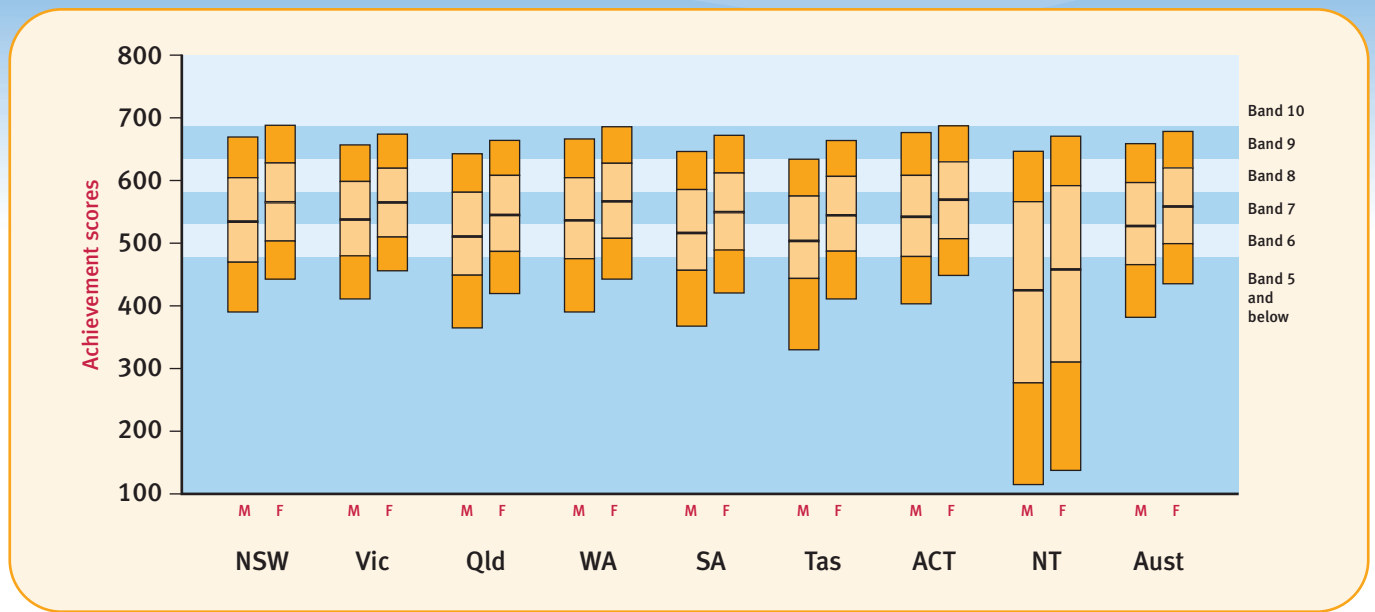
Table 9.W1: Achievement of Year 9 Students in Writing, by State and Territory, 2018.

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	94.1	4.8	1.2	1.7	17.3	21.6	24.6	20.8	9.9	4.2	81.0
Vic	14yrs 9mths 9yrs 4mths	90.7	6.5	2.8	2.7	13.9	22.2	28.3	21.5	8.7	2.7	83.4
Qld	14yrs 5mths 9yrs 4mths	85.7	6.5	7.7	1.5	24.3	25.1	23.8	16.7	6.8	1.8	74.2
WA	14yrs 5mths 9yrs 4mths	94.5	5.1	0.4	1.2	15.9	20.6	26.9	21.6	10.0	3.9	82.9
SA	14yrs 7mths 9yrs 4mths	89.7	6.9	3.4	2.9	22.0	24.0	24.1	17.6	6.9	2.5	75.0
Tas	14yrs 11mths 9yrs 4mths	90.1	7.7	2.2	1.4	24.7	24.5	25.2	16.5	6.1	1.7	73.9
ACT	14yrs 8mths 9yrs 4mths	89.8	4.7	5.5	1.4	15.1	21.0	25.7	21.8	10.6	4.4	83.5
NT	14yrs 6mths 9yrs 4mths	78.6	20.3	1.1	1.7	49.5	16.1	13.5	10.8	5.7	2.6	48.7
Aust	14yrs 7mths 9yrs 4mths	90.9	6.0	3.1	1.9	18.6	22.6	25.5	19.8	8.6	3.1	79.5

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	534.2 (85.5)	537.5 (75.0)	510.4 (85.5)	536.3 (85.4)	516.1 (85.5)	503.4 (89.3)	541.9 (81.3)	424.8 (162.6)	527.2 (85.6)
Female Mean scale score / (S.D.)	565.2 (76.8)	564.8 (68.0)	544.8 (77.0)	566.6 (76.6)	549.4 (79.6)	544.4 (79.1)	569.2 (73.9)	457.9 (160.0)	558.3 (77.5)

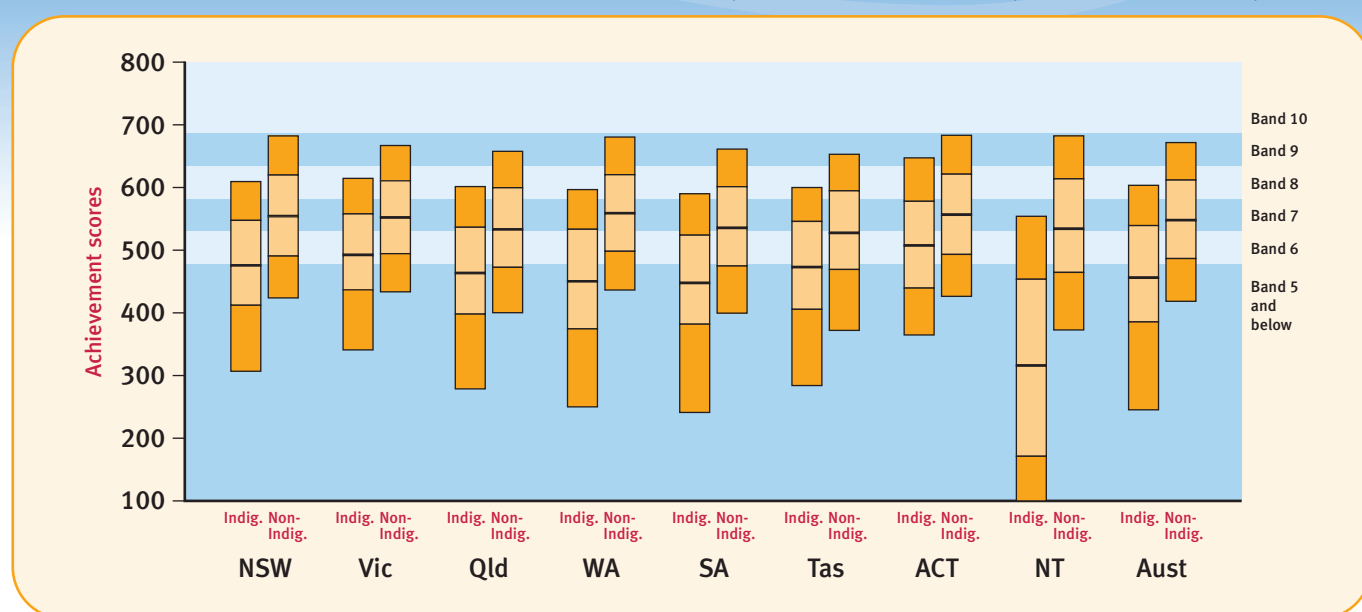
Table 9.W2: Achievement of Year 9 Students in Writing, by Sex, by State and Territory, 2018.

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	2.2	22.7	23.6	23.0	17.6	7.7	3.2	75.1
	Female	1.2	11.4	19.5	26.2	24.2	12.3	5.2	87.4
Vic	Male	3.4	18.6	24.8	26.8	17.7	6.7	2.0	77.9
	Female	1.8	9.0	19.6	30.0	25.4	10.8	3.4	89.2
Qld	Male	1.9	31.6	26.2	20.9	13.2	4.9	1.3	66.5
	Female	1.1	16.6	23.9	26.9	20.4	8.8	2.3	82.3
WA	Male	1.6	20.7	23.2	25.6	18.3	7.7	2.9	77.7
	Female	0.9	10.7	17.8	28.2	25.1	12.4	4.9	88.4
SA	Male	3.6	28.0	25.9	21.9	14.0	5.0	1.6	68.4
	Female	2.2	15.5	21.9	26.4	21.5	9.0	3.4	82.3
Tas	Male	2.0	32.6	26.2	22.1	12.2	3.9	0.9	65.4
	Female	0.7	16.4	22.6	28.5	20.9	8.4	2.4	82.9
ACT	Male	1.8	19.4	23.4	25.1	18.3	8.3	3.7	78.8
	Female	1.0	10.4	18.5	26.3	25.6	13.0	5.2	88.6
NT	Male	2.3	55.0	14.7	12.0	9.4	4.9	1.7	42.7
	Female	1.2	44.0	17.7	15.0	12.2	6.5	3.5	54.9
Aust	Male	2.5	24.2	24.5	23.6	16.3	6.6	2.3	73.3
	Female	1.3	12.6	20.5	27.5	23.4	10.8	3.9	86.1

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	475.7 (89.7)	492.3 (79.3)	463.4 (93.9)	450.3 (102.7)	447.6 (102.4)	472.9 (91.9)	507.4 (84.8)	315.9 (148.9)	456.0 (107.9)
Non-Indigenous Mean scale score / (S.D.)	554.2 (80.0)	552.0 (72.3)	533.1 (79.7)	558.9 (76.2)	535.4 (80.9)	527.4 (85.1)	556.5 (78.6)	534.0 (95.8)	547.8 (78.5)

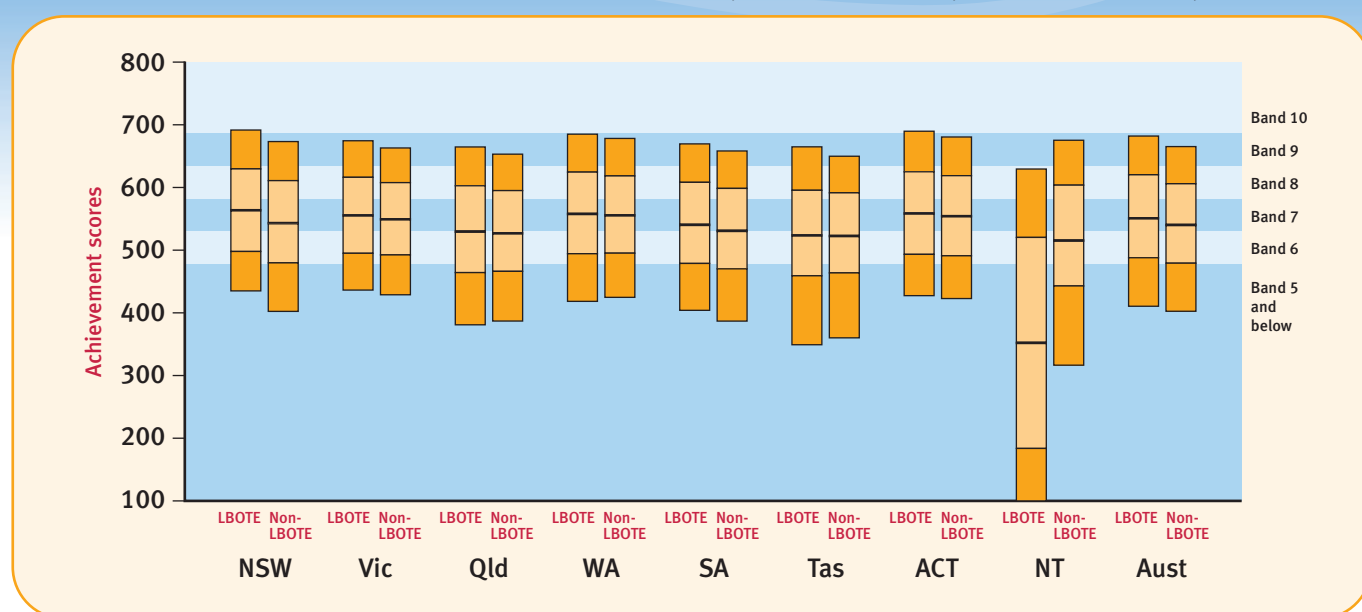
Table 9.W3: Achievement of Year 9 Students in Writing, by Indigenous Status, by State and Territory, 2018.

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	2.6	46.4	25.3	15.9	7.4	2.0	0.4	51.0
	Non-Indigenous	1.6	15.3	21.4	25.1	21.7	10.5	4.4	83.1
Vic	Indigenous	6.6	37.0	27.2	18.2	8.5	2.0	0.4	56.4
	Non-Indigenous	2.5	13.5	22.1	28.6	21.7	8.8	2.7	84.0
Qld	Indigenous	2.6	51.5	24.2	13.7	6.1	1.7	0.2	45.9
	Non-Indigenous	1.5	21.8	25.1	24.7	17.7	7.3	2.0	76.7
WA	Indigenous	1.3	55.6	22.3	13.8	5.3	1.3	0.4	43.1
	Non-Indigenous	1.2	12.8	20.3	27.8	23.0	10.7	4.2	86.0
SA	Indigenous	4.7	54.8	23.1	11.5	4.6	1.1	0.2	40.4
	Non-Indigenous	2.9	20.7	24.1	24.6	18.1	7.0	2.5	76.4
Tas	Indigenous	1.6	45.8	26.6	17.2	6.8	1.3	0.8	52.6
	Non-Indigenous	1.3	23.0	24.5	25.9	17.2	6.4	1.7	75.7
ACT	Indigenous	4.3	34.5	23.9	18.9	12.0	4.6	1.8	61.2
	Non-Indigenous	1.3	14.5	21.0	25.8	22.0	10.8	4.5	84.1
NT	Indigenous	1.8	83.6	7.5	4.0	2.2	0.8	0.2	14.6
	Non-Indigenous	1.7	24.3	22.6	20.5	17.2	9.3	4.4	74.0
Aust	Indigenous	2.8	51.5	23.2	14.1	6.3	1.7	0.3	45.7
	Non-Indigenous	1.9	16.5	22.5	26.2	20.6	9.1	3.3	81.7

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	563.6 (79.1)	555.4 (73.7)	529.5 (88.2)	557.7 (83.7)	540.3 (85.5)	523.5 (93.3)	558.5 (78.9)	352.0 (174.3)	550.8 (87.8)
Non-LBOTE Mean scale score / (S.D.)	543.0 (83.6)	549.2 (72.5)	526.8 (82.4)	555.5 (79.8)	530.7 (83.3)	522.5 (86.9)	554.1 (79.0)	515.2 (107.9)	540.1 (81.3)

Table 9.W4: Achievement of Year 9 Students in Writing, by LBOTE Status, by State and Territory, 2018.

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	2.3	13.0	19.6	24.4	22.7	12.3	5.7	84.8
	Non-LBOTE	1.5	19.1	22.5	24.6	19.9	8.9	3.5	79.4
Vic	LBOTE	3.5	13.3	21.4	26.9	21.6	9.8	3.5	83.2
	Non-LBOTE	2.3	14.2	22.5	28.9	21.4	8.2	2.4	83.5
Qld	LBOTE	1.3	24.6	23.9	22.6	16.6	8.4	2.5	74.0
	Non-LBOTE	1.5	24.3	25.3	24.0	16.7	6.5	1.7	74.2
WA	LBOTE	1.5	14.3	19.4	25.6	22.8	11.6	4.8	84.2
	Non-LBOTE	1.1	14.0	19.9	27.7	22.8	10.3	4.0	84.8
SA	LBOTE	7.6	18.2	22.1	23.1	17.9	8.1	3.0	74.2
	Non-LBOTE	2.2	22.7	24.4	24.2	17.6	6.6	2.3	75.1
Tas	LBOTE	3.9	25.0	22.2	24.0	16.3	5.7	2.9	71.1
	Non-LBOTE	1.3	25.0	24.7	25.2	16.3	5.9	1.6	73.7
ACT	LBOTE	2.2	14.3	20.7	24.8	21.7	10.8	5.5	83.4
	Non-LBOTE	1.2	15.3	21.2	25.9	21.8	10.4	4.1	83.4
NT	LBOTE	2.1	70.4	9.7	7.4	5.8	3.3	1.3	27.5
	Non-LBOTE	1.5	31.5	21.6	18.7	15.1	7.9	3.8	67.1
Aust	LBOTE	2.7	16.1	20.6	24.6	21.0	10.6	4.3	81.2
	Non-LBOTE	1.7	19.2	23.2	25.7	19.4	8.0	2.7	79.1

[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, 2018.

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	558.7	1.7	14.0	20.3	25.2	22.5	11.3	5.0	84.3
	Inner Regional	524.0	1.7	25.5	25.3	23.1	16.3	6.1	2.0	72.8
	Outer Regional	504.9	1.3	33.6	27.3	20.5	12.2	4.1	0.9	65.0
	Remote	467.1	0.0	51.8	23.8	14.3	7.4	2.6	0.0	48.2
	Very Remote	458.3	0.0	53.1	28.6	15.3	2.8	0.3	0.0	46.9
Vic	Major Cities	556.0	2.7	12.3	21.2	28.6	22.7	9.5	3.1	85.1
	Inner Regional	534.5	2.5	19.2	25.7	27.7	17.4	6.1	1.5	78.3
	Outer Regional	532.3	3.3	20.4	24.7	27.3	16.7	6.0	1.6	76.3
	Remote	568.2	0.0	8.7	20.7	26.7	25.7	12.6	5.6	91.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	538.1	1.5	20.0	24.4	25.0	18.8	8.1	2.3	78.5
	Inner Regional	513.7	1.6	29.6	26.8	22.6	13.6	4.6	1.1	68.7
	Outer Regional	506.5	1.4	32.5	26.2	21.4	12.9	4.5	1.1	66.1
	Remote	465.8	2.4	49.8	21.3	15.0	8.1	3.0	0.3	47.7
	Very Remote	427.5	0.8	64.8	17.5	10.3	4.9	1.6	0.1	34.4
WA	Major Cities	560.1	1.3	12.8	19.4	27.5	23.3	11.2	4.5	85.9
	Inner Regional	538.6	1.1	19.4	24.6	27.0	18.1	7.1	2.8	79.5
	Outer Regional	519.6	1.1	25.6	25.4	26.6	14.7	5.1	1.5	73.3
	Remote	501.2	0.7	35.3	25.2	20.4	12.8	4.3	1.3	64.0
	Very Remote	439.0	0.4	57.0	19.7	11.2	8.5	2.4	0.7	42.5
SA	Major Cities	540.9	3.1	18.9	22.7	24.9	19.3	8.1	2.9	77.9
	Inner Regional	518.0	2.5	28.0	26.7	21.9	15.1	4.4	1.5	69.5
	Outer Regional	505.2	2.5	31.8	28.3	21.8	11.8	3.0	1.0	65.8
	Remote	509.7	1.3	29.4	29.7	22.9	12.5	3.3	0.8	69.2
	Very Remote	412.8	2.5	55.9	19.4	14.4	7.2	0.4	0.2	41.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	529.4	1.6	22.6	23.6	25.7	17.7	6.9	2.0	75.8
	Outer Regional	507.5	0.9	30.5	26.8	24.1	13.1	3.9	0.8	68.5
	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	555.1	1.4	15.1	21.0	25.7	21.8	10.6	4.4	83.5
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	521.1	1.6	29.9	21.5	18.7	15.3	8.7	4.3	68.5
	Remote	429.5	3.2	56.6	16.0	11.9	8.3	3.1	0.8	40.1
	Very Remote	260.9	0.9	90.9	3.4	2.2	1.9	0.7	0.1	8.3
Aust	Major Cities	552.9	2.0	14.9	21.4	26.3	21.7	9.9	3.7	83.1
	Inner Regional	525.3	1.9	24.4	25.6	24.5	16.1	5.8	1.7	73.8
	Outer Regional	511.7	1.7	30.1	26.1	22.5	13.5	4.8	1.3	68.2
	Remote	482.0	1.5	41.5	23.2	17.9	11.1	3.8	1.0	57.0
	Very Remote	369.5	0.8	70.9	13.6	8.2	4.8	1.3	0.3	28.3

[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, 2018.

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	490.3	2.6	39.5	26.1	19.1	9.4	2.8	0.5	57.8
	Inner Regional	470.5	2.9	48.5	25.5	14.3	6.8	1.6	0.4	48.6
	Outer Regional	451.3	2.3	58.2	23.5	11.7	3.6	0.7	0.0	39.5
	Remote	432.1	0.0	70.2	18.1	8.3	3.0	0.4	0.0	29.8
	Very Remote	418.6	0.0	75.3	19.5	4.7	0.5	0.0	0.0	24.7
Vic	Major Cities	499.3	6.8	34.5	26.6	19.0	10.2	2.4	0.5	58.7
	Inner Regional	490.0	5.6	37.8	28.5	18.0	7.9	1.7	0.4	56.5
	Outer Regional	475.9	8.3	42.8	26.1	16.4	5.1	1.1	0.1	48.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	487.8	2.6	41.4	26.9	17.3	8.4	3.0	0.4	56.0
	Inner Regional	474.9	2.8	47.8	25.9	15.5	6.7	1.2	0.2	49.4
	Outer Regional	447.4	2.8	58.0	23.2	10.8	4.1	0.9	0.2	39.2
	Remote	411.0	2.9	70.2	12.9	8.3	4.9	0.8	0.0	26.9
	Very Remote	390.8	1.2	79.7	13.4	4.5	1.1	0.2	0.0	19.2
WA	Major Cities	474.0	2.0	46.3	24.1	16.9	7.9	2.2	0.6	51.8
	Inner Regional	469.1	1.8	49.1	27.6	14.2	5.8	0.9	0.6	49.1
	Outer Regional	449.6	1.1	57.1	23.0	15.0	3.2	0.2	0.3	41.8
	Remote	438.1	0.3	63.1	20.6	10.8	4.0	0.8	0.4	36.6
	Very Remote	389.1	0.3	76.0	15.2	6.9	1.4	0.1	0.0	23.7
SA	Major Cities	468.5	5.3	47.0	25.7	14.2	5.7	1.8	0.3	47.7
	Inner Regional	453.7	4.5	53.4	24.5	14.0	3.6	0.0	0.0	42.1
	Outer Regional	436.8	3.8	64.3	20.4	7.1	3.8	0.6	0.0	31.9
	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	479.2	2.5	44.1	26.3	17.7	6.8	1.2	1.3	53.4
	Outer Regional	465.9	0.5	47.9	26.4	16.8	6.9	1.4	0.1	51.6
	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	507.4	4.3	34.5	23.9	18.9	12.0	4.6	1.8	61.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	443.3	1.6	60.3	18.0	10.3	6.4	2.9	0.6	38.2
	Remote	347.8	4.1	81.4	8.5	4.2	1.5	0.3	0.0	14.5
	Very Remote	240.1	0.9	96.0	1.9	0.8	0.4	0.0	0.0	3.1
Aust	Major Cities	487.1	3.2	40.9	26.0	17.9	8.8	2.7	0.5	56.0
	Inner Regional	474.0	3.1	47.0	26.1	15.2	6.8	1.4	0.4	49.9
	Outer Regional	450.2	2.7	57.0	23.0	11.8	4.4	1.0	0.2	40.3
	Remote	405.0	2.0	70.8	15.2	8.1	3.2	0.7	0.2	27.2
	Very Remote	314.0	1.1	86.5	8.3	3.2	0.8	0.1	0.0	12.5

[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, 2018.

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	561.8	1.6	12.9	20.0	25.5	23.1	11.7	5.2	85.5
	Inner Regional	531.0	1.6	22.4	25.4	24.2	17.5	6.7	2.2	76.0
	Outer Regional	517.7	1.1	27.9	28.2	22.6	14.3	4.9	1.1	71.0
	Remote	500.4	0.0	35.2	28.8	18.7	12.2	5.1	0.0	64.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	556.7	2.6	12.0	21.2	28.7	22.9	9.6	3.1	85.5
	Inner Regional	536.1	2.3	18.5	25.5	28.0	17.8	6.3	1.5	79.2
	Outer Regional	536.1	2.9	18.9	24.6	28.1	17.5	6.3	1.7	78.2
	Remote	564.0	0.0	9.5	21.6	27.3	25.7	10.9	5.1	90.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	540.8	1.5	18.9	24.2	25.3	19.3	8.4	2.4	79.6
	Inner Regional	518.1	1.5	27.5	26.9	23.4	14.4	5.0	1.2	70.9
	Outer Regional	518.8	1.1	27.2	26.8	23.7	14.8	5.2	1.3	71.8
	Remote	497.7	2.3	37.2	26.4	19.2	10.1	4.2	0.5	60.5
	Very Remote	498.1	0.6	38.3	25.7	20.5	10.8	4.0	0.2	61.1
WA	Major Cities	564.3	1.2	11.2	19.1	27.9	24.2	11.7	4.7	87.6
	Inner Regional	543.6	0.8	17.3	24.3	28.0	19.3	7.5	2.9	82.0
	Outer Regional	529.6	1.2	21.2	25.5	28.3	16.2	5.9	1.7	77.6
	Remote	532.4	0.9	21.7	27.2	25.1	17.2	6.1	1.8	77.4
	Very Remote	522.4	0.7	25.2	27.5	18.0	20.0	6.5	2.1	74.1
SA	Major Cities	542.3	3.1	18.2	22.8	25.2	19.6	8.1	2.9	78.6
	Inner Regional	519.8	2.5	27.2	26.8	22.1	15.4	4.4	1.6	70.3
	Outer Regional	511.8	2.4	28.5	29.1	23.2	12.6	3.3	1.1	69.1
	Remote	512.7	1.5	27.8	29.9	23.7	12.7	3.5	0.9	70.7
	Very Remote	503.2	0.0	33.1	27.4	25.1	13.1	0.8	0.5	66.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	532.0	1.4	21.4	23.6	26.2	18.2	7.1	2.0	77.2
	Outer Regional	514.5	0.8	27.7	26.8	25.1	14.3	4.3	0.9	71.4
	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	556.5	1.3	14.5	21.0	25.8	22.0	10.8	4.5	84.1
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	539.6	1.6	22.6	22.4	20.7	17.5	10.1	5.2	75.8
	Remote	508.7	2.4	32.2	23.4	19.5	15.1	5.9	1.6	65.4
	Very Remote	530.4	0.0	23.6	22.4	21.2	22.0	9.6	1.2	76.4
Aust	Major Cities	555.2	1.9	14.0	21.3	26.6	22.2	10.2	3.8	84.1
	Inner Regional	529.8	1.8	22.3	25.6	25.4	17.0	6.2	1.8	75.9
	Outer Regional	522.4	1.5	25.4	26.5	24.4	15.1	5.5	1.6	73.1
	Remote	518.2	1.4	27.5	26.9	22.7	14.8	5.3	1.4	71.2
	Very Remote	510.9	0.4	30.5	27.5	21.2	14.7	4.6	1.1	69.1

[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, 2018.

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	584.8	1.0	6.6	15.0	25.4	28.1	16.1	7.8	92.5
	Diploma	549.8	1.4	14.7	23.3	27.4	21.6	8.6	3.0	83.9
	Certificate	522.9	1.8	24.9	27.4	24.2	15.1	5.2	1.4	73.3
	Year 12	534.4	2.1	20.5	26.4	24.8	17.3	6.8	2.2	77.5
	Year 11	488.4	4.1	40.3	26.1	17.5	8.6	2.8	0.6	55.6
	Not stated (5%)	538.3	2.5	20.9	21.4	24.2	19.0	8.5	3.4	76.6
Vic	Bachelor	577.7	1.4	6.3	16.0	28.9	28.7	13.7	5.0	92.3
	Diploma	545.9	1.9	14.1	24.3	30.8	20.4	7.0	1.6	84.1
	Certificate	529.0	3.0	19.9	27.8	28.4	15.7	4.4	0.9	77.2
	Year 12	538.2	3.6	16.7	26.0	28.4	18.0	6.0	1.3	79.7
	Year 11	507.2	6.6	28.8	28.8	22.6	10.0	2.7	0.5	64.6
	Not stated (3%)	558.8	5.2	12.4	18.8	26.5	23.3	10.3	3.5	82.4
Qld	Bachelor	563.8	0.8	10.7	20.5	26.9	25.0	12.3	3.8	88.5
	Diploma	528.9	1.2	22.8	26.2	25.8	16.8	5.9	1.4	76.0
	Certificate	510.9	1.5	29.9	28.3	23.0	12.6	3.9	0.8	68.6
	Year 12	508.3	2.2	30.8	28.1	22.1	12.4	3.9	0.6	67.0
	Year 11	476.4	3.3	45.1	26.5	16.1	7.1	1.6	0.2	51.6
	Not stated (8%)	502.6	2.7	34.3	25.9	20.4	11.4	4.4	1.0	63.1
WA	Bachelor	588.2	0.7	5.2	13.5	27.2	29.2	16.6	7.6	94.1
	Diploma	553.8	0.8	12.6	22.0	29.9	23.0	9.0	2.6	86.6
	Certificate	536.8	0.8	18.7	25.7	28.4	18.1	6.4	1.9	80.5
	Year 12	534.1	2.0	20.3	25.2	26.8	17.4	6.1	2.1	77.7
	Year 11	491.4	2.3	37.6	26.9	20.2	9.5	2.8	0.5	60.0
	Not stated (10%)	517.3	3.0	27.4	22.3	24.0	15.4	5.8	2.1	69.6
SA	Bachelor	568.3	1.1	9.6	18.6	27.4	26.6	11.9	4.8	89.2
	Diploma	537.1	1.7	19.2	25.6	26.1	18.4	6.9	2.1	79.1
	Certificate	515.3	2.3	27.3	28.6	23.5	13.4	3.8	1.1	70.4
	Year 12	525.0	2.0	24.0	26.7	25.0	14.9	5.6	1.9	74.0
	Year 11	479.9	4.5	43.5	26.0	16.2	7.4	2.2	0.2	52.0
	Not stated (10%)	517.9	10.6	25.6	21.6	20.1	13.6	6.0	2.5	63.8

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 9 Writing

Table 9.W8 (cont.): Achievement of Year 9 Students in Writing, by Parental Education, by State and Territory, 2018.

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	566.6	0.9	10.0	17.4	28.8	26.5	12.3	4.1	89.1
	Diploma	536.9	0.9	17.4	24.8	30.1	19.7	6.0	1.1	81.8
	Certificate	511.8	1.2	27.3	29.2	25.2	12.8	3.5	0.8	71.5
	Year 12	503.1	1.1	32.9	24.9	24.8	12.1	3.4	0.8	66.0
	Year 11	471.3	2.1	46.1	27.1	16.0	6.9	1.4	0.3	51.8
	Not stated (8%)	525.7	3.4	25.3	21.9	24.8	15.7	7.9	1.0	71.3
ACT	Bachelor	576.9	1.0	7.8	17.4	26.9	26.1	14.1	6.6	91.1
	Diploma	540.2	1.0	17.5	25.3	28.5	18.5	7.7	1.4	81.4
	Certificate	520.2	1.5	27.5	27.3	22.5	15.1	4.5	1.5	71.0
	Year 12	534.9	2.3	20.6	25.1	24.0	19.4	6.4	2.2	77.1
	Year 11	491.5	2.3	41.4	25.0	19.5	8.9	2.4	0.5	56.3
	Not stated (13%)	541.5	2.9	20.3	22.1	23.2	18.9	9.2	3.4	76.8
NT	Bachelor	552.0	1.0	19.4	19.2	19.7	19.2	13.5	8.0	79.6
	Diploma	506.4	2.3	30.8	22.9	17.2	16.6	8.3	1.8	66.8
	Certificate	483.9	2.4	37.7	21.8	20.0	12.0	4.4	1.5	59.8
	Year 12	465.0	1.5	45.9	19.1	13.8	11.9	6.0	1.8	52.6
	Year 11	314.7	2.1	81.4	8.2	3.8	3.2	1.0	0.3	16.5
	Not stated (22%)	388.4	1.5	66.0	13.2	10.3	6.1	2.2	0.7	32.5
Aust	Bachelor	577.6	1.0	7.5	16.5	27.0	27.5	14.4	6.0	91.5
	Diploma	543.3	1.4	16.5	24.3	28.1	20.1	7.5	2.1	82.1
	Certificate	521.7	1.9	24.6	27.6	25.2	14.7	4.7	1.2	73.4
	Year 12	526.9	2.5	22.8	26.5	25.2	16.0	5.6	1.5	74.8
	Year 11	485.3	4.3	39.5	26.5	18.3	8.5	2.4	0.5	56.2
	Not stated (6%)	520.3	3.9	26.5	22.1	22.5	15.8	6.7	2.3	69.6

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 9 Writing

Table 9.W9: Achievement of Year 9 Students in Writing, by Parental Occupation, by State and Territory, 2018.

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	584.3	0.8	6.8	15.5	25.1	27.9	16.0	8.0	92.5
	Group 2	561.4	1.0	11.8	20.7	27.0	24.1	11.1	4.3	87.1
	Group 3	535.7	1.5	20.3	25.7	25.7	17.7	6.9	2.3	78.2
	Group 4	517.3	2.5	28.2	26.8	22.1	13.7	5.0	1.7	69.3
	Not in paid work	490.5	5.2	38.8	25.3	17.5	8.8	3.4	1.0	56.0
	Not stated (5%)	538.2	2.3	20.6	22.0	24.3	19.2	8.4	3.1	77.1
Vic	Group 1	580.3	1.0	5.7	15.4	29.0	29.2	14.5	5.2	93.3
	Group 2	558.9	1.4	10.2	21.5	30.6	24.0	9.6	2.7	88.3
	Group 3	541.7	1.9	15.3	25.7	30.1	19.2	6.1	1.5	82.8
	Group 4	526.4	3.8	21.5	27.6	26.4	15.0	4.5	1.1	74.7
	Not in paid work	507.2	8.3	29.3	27.6	21.4	10.1	2.8	0.6	62.4
	Not stated (3%)	552.7	6.5	14.8	18.8	25.9	21.2	9.4	3.4	78.7
Qld	Group 1	563.7	0.7	11.0	20.2	26.9	25.3	12.2	3.7	88.3
	Group 2	540.8	0.9	17.9	25.5	26.8	19.1	7.8	2.1	81.2
	Group 3	516.5	1.3	27.5	28.3	23.8	13.7	4.5	0.9	71.2
	Group 4	495.4	2.0	37.7	27.6	19.0	10.0	3.1	0.6	60.3
	Not in paid work	476.0	4.4	45.2	25.0	15.3	7.4	2.1	0.5	50.4
	Not stated (14%)	501.7	2.7	34.4	26.1	20.7	11.2	4.0	0.9	63.0
WA	Group 1	585.4	0.5	5.9	14.2	27.3	28.5	16.1	7.4	93.5
	Group 2	563.0	0.8	10.6	19.6	29.2	25.1	10.9	3.9	88.7
	Group 3	544.0	0.9	16.2	24.8	28.5	19.9	7.4	2.3	82.9
	Group 4	522.2	1.4	24.8	26.8	25.9	14.3	5.3	1.5	73.8
	Not in paid work	488.8	3.1	39.2	24.9	19.2	9.5	3.4	0.8	57.8
	Not stated (14%)	515.2	3.1	28.4	23.1	23.5	14.5	5.5	2.0	68.6
SA	Group 1	567.0	1.1	10.2	19.1	26.8	26.3	11.7	4.8	88.7
	Group 2	545.6	1.4	16.3	23.6	27.5	20.2	8.2	2.9	82.3
	Group 3	526.4	1.6	22.6	27.5	25.8	16.1	5.0	1.4	75.9
	Group 4	506.6	2.5	31.3	29.4	20.6	11.8	3.6	0.9	66.2
	Not in paid work	485.4	6.0	40.6	25.7	17.0	7.7	2.4	0.6	53.4
	Not stated (15%)	504.8	8.6	32.1	22.5	18.8	11.7	4.6	1.8	59.4

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

Table 9.W9 (cont.): Achievement of Year 9 Students in Writing, by Parental Occupation, by State and Territory, 2018.

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	565.4	1.0	10.5	17.4	28.5	26.2	12.1	4.2	88.4
	Group 2	536.9	0.6	17.8	24.7	29.7	19.1	6.5	1.6	81.6
	Group 3	518.1	0.9	24.6	29.4	24.8	15.0	4.4	1.0	74.5
	Group 4	490.2	1.7	38.2	29.0	20.4	8.3	1.9	0.5	60.2
	Not in paid work	465.4	3.1	49.4	24.1	15.8	6.1	1.3	0.2	47.5
	Not stated (10%)	515.6	3.0	28.2	22.2	24.8	14.5	6.4	0.9	68.9
ACT	Group 1	572.8	1.0	9.0	18.3	27.0	25.0	13.2	6.4	89.9
	Group 2	554.1	1.0	13.9	22.6	26.6	23.0	9.3	3.6	85.1
	Group 3	533.2	1.2	23.5	24.6	23.2	17.0	8.0	2.3	75.3
	Group 4	513.6	2.7	29.6	31.1	18.7	11.5	5.1	1.2	67.7
	Not in paid work	502.5	3.0	37.4	23.4	19.8	10.9	3.8	1.8	59.6
	Not stated (17%)	547.7	2.6	17.5	20.8	25.7	20.5	9.8	3.1	79.9
NT	Group 1	551.7	0.9	18.8	21.2	20.7	17.9	12.3	8.2	80.4
	Group 2	532.2	1.6	23.7	21.6	18.8	20.7	9.8	3.7	74.7
	Group 3	505.5	1.0	35.2	20.6	17.8	13.7	7.7	3.9	63.8
	Group 4	433.1	2.7	51.4	16.5	13.3	10.0	5.2	0.9	45.9
	Not in paid work	332.8	3.2	75.9	10.5	5.9	3.3	0.9	0.2	20.9
	Not stated (35%)	377.6	1.6	67.4	12.3	9.6	6.0	2.5	0.6	31.0
Aust	Group 1	577.4	0.8	7.7	16.6	26.9	27.5	14.5	6.1	91.5
	Group 2	554.9	1.1	13.0	22.1	28.1	22.7	9.7	3.2	85.9
	Group 3	532.4	1.5	20.7	26.3	26.5	17.2	6.0	1.7	77.8
	Group 4	513.9	2.6	28.5	27.4	22.9	13.1	4.4	1.2	68.9
	Not in paid work	490.1	5.9	37.5	25.7	18.4	8.9	2.9	0.7	56.6
	Not stated (9%)	512.1	3.6	29.5	23.0	21.8	14.3	5.8	1.9	66.8

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

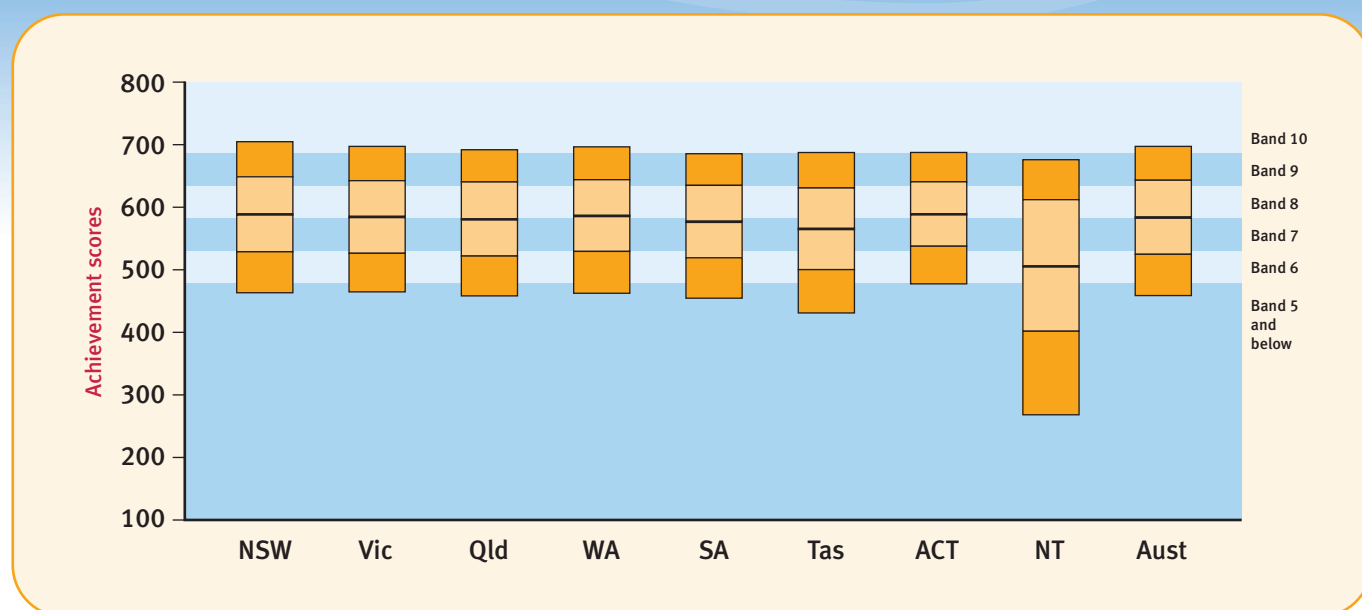
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 Spelling

Figure 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	588.5 (73.6)	584.4 (70.6)	580.6 (71.4)	586.0 (71.3)	576.7 (70.3)	565.2 (78.2)	588.7 (64.3)	505.4 (126.7)	583.4 (73.2)

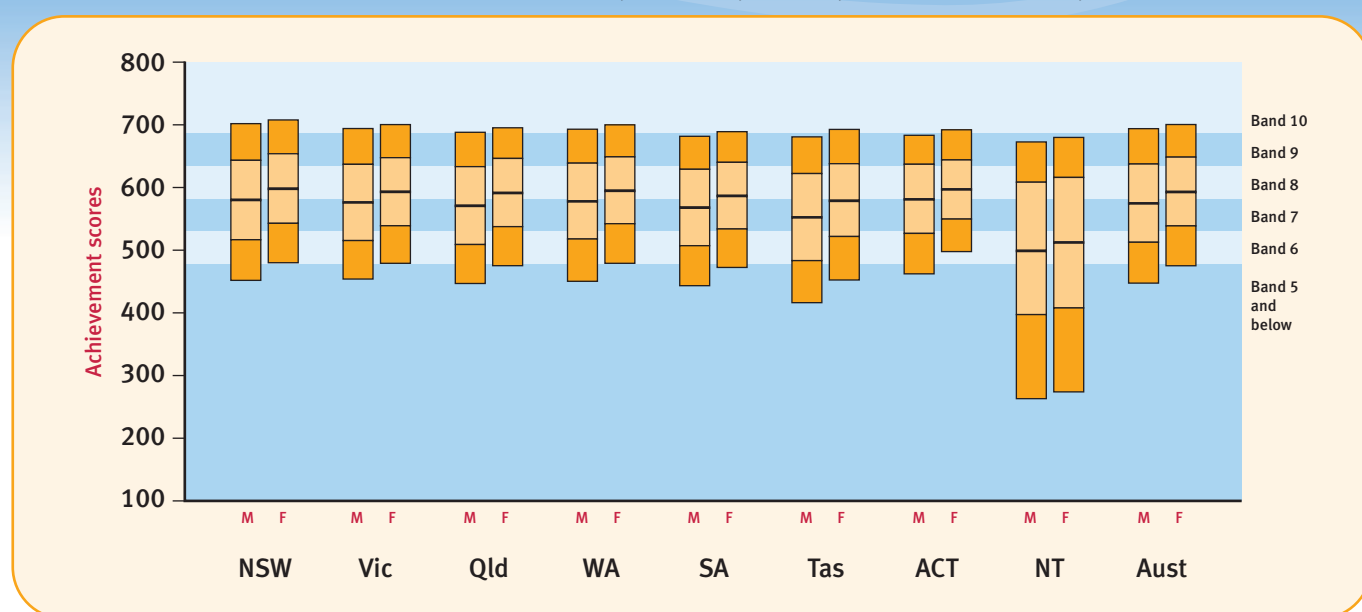
Table 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2018.

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	94.0	4.8	1.1	1.7	7.1	13.0	23.8	28.2	18.0	8.2	91.2
Vic	14yrs 9mths 9yrs 4mths	90.7	6.5	2.7	2.7	6.8	14.0	25.3	28.0	16.5	6.7	90.5
Qld	14yrs 5mths 9yrs 4mths	85.9	6.4	7.7	1.5	8.0	14.6	25.4	28.0	16.6	5.9	90.5
WA	14yrs 5mths 9yrs 4mths	94.4	5.2	0.4	1.2	7.0	13.0	24.8	29.6	17.7	6.7	91.8
SA	14yrs 7mths 9yrs 4mths	89.8	6.7	3.4	2.9	8.4	14.9	25.9	28.0	15.0	4.8	88.7
Tas	14yrs 11mths 9yrs 4mths	90.3	7.5	2.2	1.4	13.6	16.8	25.3	24.4	13.3	5.1	85.0
ACT	14yrs 8mths 9yrs 4mths	88.6	6.0	5.5	1.6	4.9	11.6	25.8	33.2	17.7	5.2	93.5
NT	14yrs 6mths 9yrs 4mths	78.9	20.0	1.1	1.7	35.3	14.4	18.8	16.5	9.5	3.8	62.9
Aust	14yrs 7mths 9yrs 4mths	90.9	6.0	3.1	1.9	7.7	13.8	24.8	28.1	16.9	6.8	90.4

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	580.0 (76.4)	576.1 (72.8)	570.6 (73.9)	577.8 (73.9)	567.7 (72.9)	552.3 (81.2)	581.0 (67.1)	498.7 (127.5)	574.6 (75.7)
Female Mean scale score / (S.D.)	597.8 (69.3)	592.9 (67.1)	591.1 (67.2)	594.6 (67.4)	586.4 (66.1)	578.6 (72.5)	596.9 (60.0)	512.2 (125.5)	592.7 (69.3)

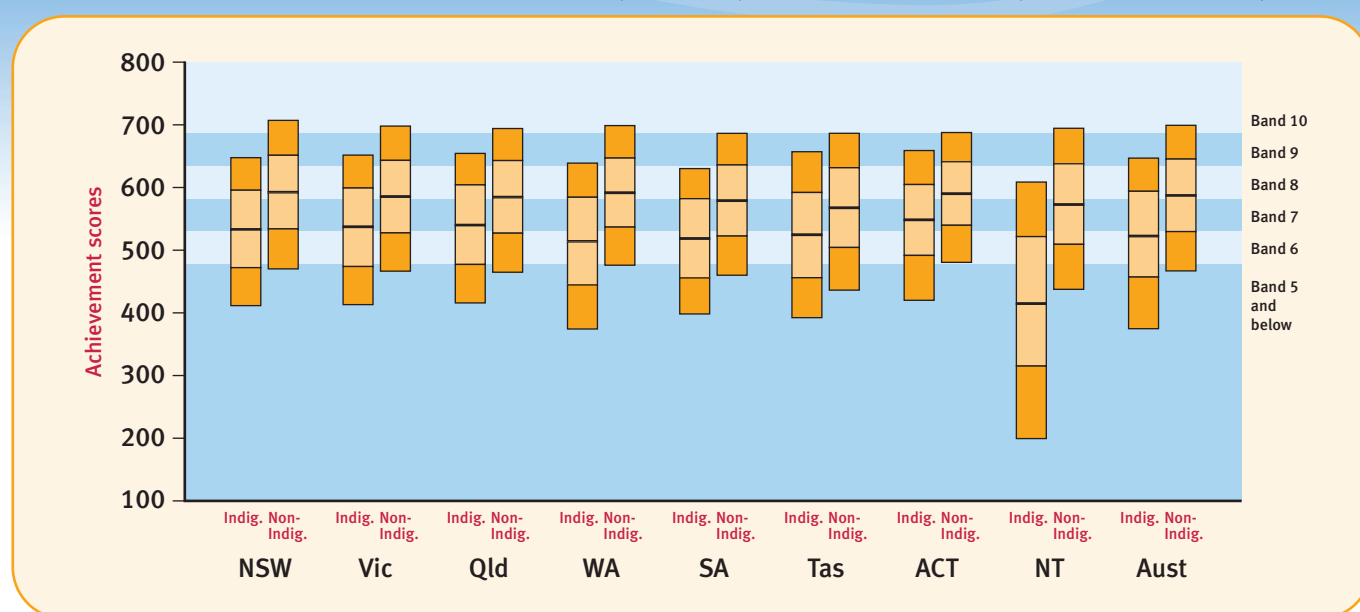
Table 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2018.

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	2.2	9.2	15.2	24.3	25.9	15.8	7.5	88.6
	Female	1.2	4.7	10.7	23.3	30.8	20.3	9.0	94.1
Vic	Male	3.4	8.8	16.1	25.8	25.4	14.4	6.1	87.7
	Female	1.8	4.8	11.7	24.8	30.9	18.6	7.4	93.4
Qld	Male	1.9	10.5	17.4	25.8	25.1	14.1	5.2	87.6
	Female	1.1	5.3	11.7	24.9	30.9	19.3	6.7	93.6
WA	Male	1.5	9.0	15.2	25.2	27.3	15.7	6.0	89.5
	Female	0.9	4.8	10.6	24.4	32.0	19.8	7.5	94.3
SA	Male	3.6	10.9	17.1	26.2	24.8	13.1	4.2	85.4
	Female	2.2	5.6	12.6	25.7	31.4	17.1	5.4	92.2
Tas	Male	2.0	18.0	19.7	23.8	20.9	11.2	4.3	80.0
	Female	0.7	8.9	13.8	26.9	28.1	15.5	6.0	90.3
ACT	Male	2.1	6.8	13.8	26.0	30.5	16.5	4.3	91.1
	Female	1.1	2.9	9.3	25.6	36.1	19.0	6.1	96.0
NT	Male	2.3	37.8	14.7	17.6	15.1	9.1	3.4	59.9
	Female	1.2	32.8	14.1	20.0	17.9	9.8	4.2	66.1
Aust	Male	2.5	9.9	16.1	25.1	25.6	14.8	6.1	87.6
	Female	1.4	5.3	11.4	24.4	30.9	19.2	7.6	93.4

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	533.1 (74.0)	537.1 (73.2)	539.9 (73.7)	514.1 (81.6)	518.4 (72.6)	524.4 (79.5)	548.2 (72.2)	414.6 (123.2)	522.4 (86.8)
Non-Indigenous Mean scale score / (S.D.)	592.4 (72.0)	585.3 (70.2)	584.5 (70.1)	591.4 (67.7)	578.8 (68.9)	567.4 (76.3)	589.9 (63.4)	572.6 (78.1)	587.2 (70.6)

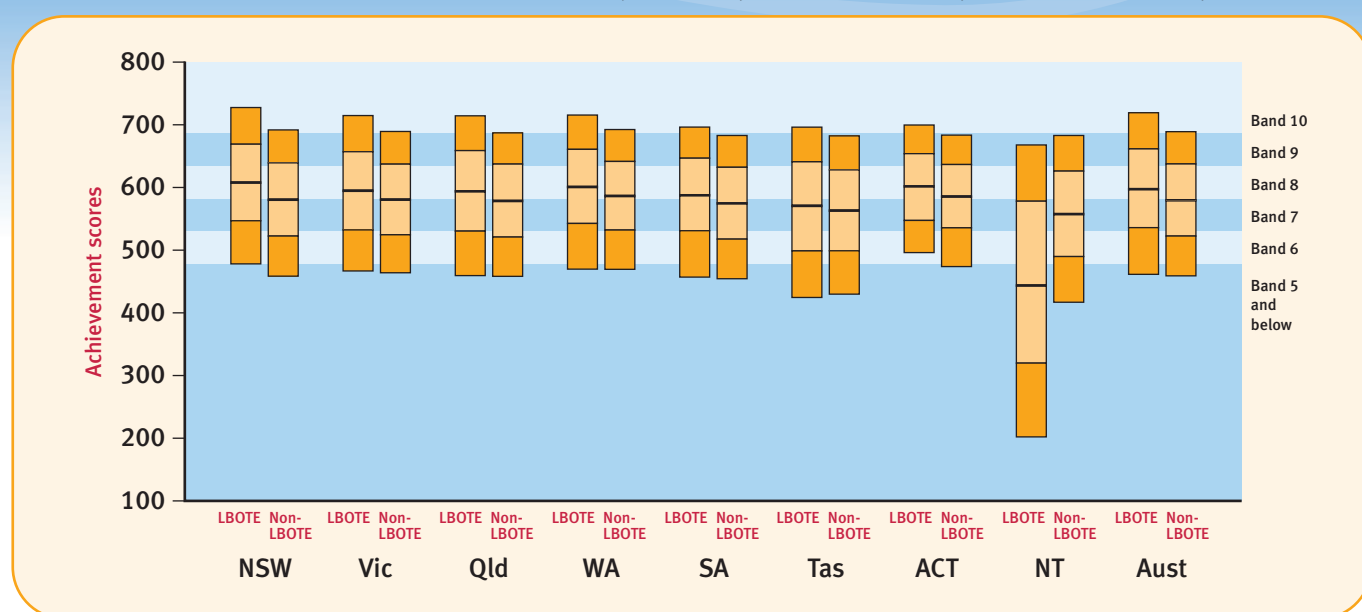
Table 9.S3: Achievement of Year 9 Students in Spelling, by Indigenous Status, by State and Territory, 2018.

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	2.6	21.6	23.2	27.1	18.2	6.0	1.2	75.7
	Non-Indigenous	1.6	6.0	12.3	23.6	28.9	18.8	8.7	92.3
Vic	Indigenous	6.6	20.0	20.8	26.7	18.1	6.3	1.5	73.4
	Non-Indigenous	2.5	6.6	13.8	25.3	28.3	16.7	6.9	90.9
Qld	Indigenous	2.6	19.7	22.1	26.0	20.4	7.7	1.4	77.6
	Non-Indigenous	1.5	6.9	13.9	25.3	28.7	17.4	6.3	91.6
WA	Indigenous	1.2	31.0	23.1	24.1	14.7	5.1	0.7	67.7
	Non-Indigenous	1.2	5.2	12.1	24.8	30.8	18.7	7.2	93.6
SA	Indigenous	4.6	27.2	23.9	25.1	15.0	3.8	0.4	68.2
	Non-Indigenous	2.9	7.5	14.6	26.2	28.5	15.3	4.9	89.5
Tas	Indigenous	1.6	27.3	23.7	24.0	15.2	6.4	1.8	71.1
	Non-Indigenous	1.3	12.6	16.5	25.8	25.2	13.8	4.9	86.2
ACT	Indigenous	4.3	15.1	20.9	27.3	23.0	7.4	2.0	80.6
	Non-Indigenous	1.5	4.5	11.4	25.8	33.6	18.0	5.2	94.0
NT	Indigenous	1.8	67.5	12.9	9.7	5.3	2.5	0.3	30.6
	Non-Indigenous	1.7	11.5	15.5	25.5	24.8	14.7	6.3	86.8
Aust	Indigenous	2.8	26.2	21.9	24.8	17.1	6.0	1.2	71.0
	Non-Indigenous	1.9	6.5	13.3	24.8	28.9	17.6	7.2	91.6

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	607.7 (75.0)	594.7 (74.9)	593.8 (77.3)	600.7 (75.5)	587.5 (72.8)	570.6 (83.2)	601.7 (64.3)	443.5 (144.7)	597.2 (80.3)
Non-LBOTE Mean scale score / (S.D.)	580.4 (71.3)	580.5 (68.5)	578.4 (70.2)	586.3 (67.7)	574.6 (69.5)	563.0 (77.2)	585.4 (63.9)	557.4 (81.5)	579.5 (70.1)

Table 9.S4: Achievement of Year 9 Students in Spelling, by LBOTE Status, by State and Territory, 2018.

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	4.9	9.7	19.5	27.7	22.3	13.7	92.9
	Non-LBOTE	1.5	7.9	14.5	25.7	28.4	16.1	5.9	90.6
Vic	LBOTE	3.5	6.5	12.0	21.9	27.0	18.9	10.3	90.0
	Non-LBOTE	2.3	7.0	14.7	26.6	28.4	15.5	5.4	90.7
Qld	LBOTE	1.3	7.5	12.1	21.7	26.5	20.2	10.7	91.2
	Non-LBOTE	1.6	8.1	15.1	26.0	28.2	16.0	5.1	90.4
WA	LBOTE	1.4	5.9	10.0	20.2	29.2	22.5	10.8	92.7
	Non-LBOTE	1.1	6.1	12.9	25.7	30.8	17.4	6.0	92.8
SA	LBOTE	7.6	7.2	11.0	22.3	27.5	17.8	6.4	85.1
	Non-LBOTE	2.2	8.6	15.7	26.7	28.0	14.4	4.4	89.2
Tas	LBOTE	3.9	14.0	16.3	18.4	25.6	15.5	6.5	82.1
	Non-LBOTE	1.3	13.9	17.2	26.0	24.3	12.9	4.5	84.8
ACT	LBOTE	2.4	3.1	9.9	21.6	32.2	23.0	7.8	94.5
	Non-LBOTE	1.4	5.4	12.0	27.0	33.4	16.3	4.5	93.2
NT	LBOTE	2.1	57.3	10.3	11.3	9.4	6.4	3.1	40.5
	Non-LBOTE	1.5	16.4	17.4	25.2	22.7	12.3	4.5	82.1
Aust	LBOTE	2.7	6.9	10.8	20.5	27.2	20.5	11.4	90.4
	Non-LBOTE	1.7	7.8	14.7	26.1	28.5	15.8	5.4	90.5

[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, 2018.

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	597.2	1.7	5.4	11.3	22.6	29.2	20.0	9.8	92.9
	Inner Regional	565.0	1.7	11.2	17.8	27.5	25.8	12.4	3.7	87.1
	Outer Regional	551.6	1.3	16.2	20.5	26.8	23.4	9.6	2.2	82.5
	Remote	531.7	0.0	23.1	23.8	27.9	20.2	3.8	1.1	76.9
	Very Remote	547.3	0.0	19.4	21.4	24.4	23.1	8.9	2.8	80.6
Vic	Major Cities	590.1	2.7	5.8	12.7	24.4	28.8	17.9	7.8	91.5
	Inner Regional	565.1	2.5	10.4	18.1	28.6	25.8	11.4	3.3	87.2
	Outer Regional	568.6	3.2	9.8	18.0	26.5	25.3	13.2	4.0	86.9
	Remote	597.5	0.0	2.8	11.7	21.3	34.4	26.1	3.7	97.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	588.8	1.5	6.0	12.9	24.7	29.2	18.6	7.1	92.5
	Inner Regional	568.2	1.6	10.4	17.5	27.1	26.2	13.3	3.9	88.0
	Outer Regional	567.2	1.4	11.3	17.7	25.9	26.2	13.5	3.9	87.3
	Remote	542.0	2.4	20.9	21.6	23.3	19.2	10.6	1.9	76.7
	Very Remote	513.8	1.1	33.6	22.1	23.4	13.2	5.7	1.0	65.4
WA	Major Cities	593.5	1.3	5.1	11.4	24.2	30.8	19.5	7.7	93.6
	Inner Regional	569.4	1.1	9.5	16.8	28.1	28.2	12.7	3.6	89.4
	Outer Regional	563.8	1.1	11.8	18.8	27.2	25.1	12.0	3.9	87.1
	Remote	549.3	0.7	17.5	20.8	25.7	22.8	9.7	2.8	81.8
	Very Remote	502.7	0.4	36.4	21.4	21.1	15.2	4.5	1.1	63.2
SA	Major Cities	582.6	3.1	6.9	13.4	25.5	29.5	16.2	5.4	90.0
	Inner Regional	566.2	2.5	10.3	19.4	26.7	24.1	13.2	3.8	87.2
	Outer Regional	557.9	2.5	13.5	19.3	27.3	23.9	10.7	2.9	84.1
	Remote	562.9	1.3	11.6	18.1	29.8	23.9	12.7	2.7	87.1
	Very Remote	510.9	2.5	33.8	20.4	23.2	12.5	5.8	1.7	63.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	570.7	1.6	12.2	15.7	25.0	25.2	14.3	6.0	86.2
	Outer Regional	549.8	0.9	17.5	19.7	26.4	22.3	10.7	2.5	81.6
	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	588.7	1.6	4.9	11.6	25.8	33.2	17.7	5.2	93.5
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	562.4	1.6	15.9	16.8	24.0	22.3	13.6	5.7	82.5
	Remote	513.8	3.2	32.7	16.7	21.1	16.3	7.4	2.5	64.0
	Very Remote	362.9	0.9	84.1	6.7	4.2	2.8	1.2	0.2	15.1
Aust	Major Cities	592.0	2.0	5.7	12.1	24.0	29.4	18.8	8.1	92.3
	Inner Regional	566.5	1.9	10.8	17.6	27.5	25.9	12.6	3.8	87.4
	Outer Regional	562.0	1.7	12.9	18.5	26.3	24.8	12.2	3.6	85.4
	Remote	543.5	1.5	20.1	19.7	25.0	21.2	10.0	2.5	78.4
	Very Remote	456.4	0.9	52.4	16.1	15.6	10.2	3.9	0.9	46.7

[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, 2018.

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 7	Band 8	Band 9	Band 10	
NSW	Major Cities	544.6	2.6	17.2	21.3	28.9	20.5	7.5	2.0	80.1
	Inner Regional	527.6	2.9	23.3	23.9	26.1	17.6	5.4	0.8	73.8
	Outer Regional	514.7	2.3	29.6	26.7	24.4	13.4	3.3	0.2	68.1
	Remote	509.6	0.0	32.8	27.5	24.9	13.6	1.1	0.0	67.2
	Very Remote	512.0	0.0	31.1	30.0	24.7	11.6	2.6	0.0	68.9
Vic	Major Cities	545.8	6.8	17.1	19.9	26.6	19.1	7.9	2.6	76.0
	Inner Regional	528.1	5.6	23.4	21.5	27.5	16.7	4.6	0.7	71.0
	Outer Regional	532.5	8.3	20.5	22.2	25.6	17.9	5.0	0.4	71.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	553.7	2.5	14.0	20.9	27.0	23.6	10.1	1.9	83.6
	Inner Regional	543.5	2.8	17.5	22.5	27.1	21.2	7.7	1.4	79.7
	Outer Regional	533.8	2.8	22.3	23.0	25.3	19.2	6.2	1.3	75.0
	Remote	515.9	2.9	32.3	21.3	21.6	15.6	5.7	0.6	64.8
	Very Remote	493.3	1.5	41.5	24.1	21.5	8.4	2.7	0.3	57.0
WA	Major Cities	533.3	1.9	22.2	22.5	27.0	18.4	7.2	0.9	76.0
	Inner Regional	522.3	1.8	30.2	21.6	22.5	15.8	6.7	1.4	68.0
	Outer Regional	517.4	1.1	29.1	24.7	25.3	15.5	3.9	0.4	69.7
	Remote	501.4	0.3	36.7	25.5	23.7	10.5	3.1	0.3	63.0
	Very Remote	468.0	0.3	51.6	21.8	16.5	8.0	1.5	0.3	48.0
SA	Major Cities	529.6	5.1	21.0	24.6	27.6	16.7	4.4	0.6	73.9
	Inner Regional	515.9	4.5	29.9	22.1	28.1	12.2	2.1	1.2	65.7
	Outer Regional	512.7	3.8	30.0	25.5	22.2	15.6	2.9	0.0	66.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	470.5	5.8	51.0	19.4	13.9	6.7	3.2	0.0	43.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	524.4	2.5	28.1	21.5	23.7	15.5	6.8	1.9	69.3
	Outer Regional	526.0	0.5	25.5	26.2	24.8	15.3	6.0	1.7	74.1
	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	548.2	4.3	15.1	20.9	27.3	23.0	7.4	2.0	80.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	513.4	1.6	34.2	22.7	20.3	13.2	7.4	0.6	64.3
	Remote	458.5	4.1	55.6	17.2	13.7	6.2	2.5	0.8	40.3
	Very Remote	347.6	0.9	89.2	6.2	2.7	1.0	0.1	0.0	9.9
Aust	Major Cities	544.5	3.1	17.3	21.4	27.8	20.7	8.0	1.8	79.6
	Inner Regional	531.4	3.1	22.4	22.9	26.2	18.2	6.0	1.1	74.4
	Outer Regional	524.2	2.7	26.2	24.3	24.4	16.4	5.2	0.8	71.1
	Remote	492.2	2.0	41.4	22.0	20.3	10.5	3.3	0.4	56.6
	Very Remote	414.5	1.1	67.6	14.6	10.7	4.6	1.2	0.1	31.2

[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, 2018.

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	599.5	1.6	4.8	10.8	22.4	29.6	20.5	10.2	93.5
	Inner Regional	569.9	1.6	9.6	16.9	27.8	26.8	13.3	4.0	88.8
	Outer Regional	560.5	1.1	12.9	19.0	27.5	25.7	11.1	2.7	86.0
	Remote	551.3	0.0	15.0	21.0	29.1	25.7	6.9	2.3	85.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	590.7	2.6	5.6	12.6	24.4	28.9	18.0	7.9	91.8
	Inner Regional	566.4	2.3	9.9	17.9	28.7	26.1	11.7	3.4	87.8
	Outer Regional	571.1	2.8	9.0	17.7	26.6	25.8	13.8	4.3	88.1
	Remote	595.6	0.0	3.0	12.7	21.8	33.1	25.3	4.0	97.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	590.8	1.5	5.6	12.4	24.6	29.5	19.0	7.4	92.9
	Inner Regional	571.0	1.6	9.6	16.8	27.0	26.8	14.0	4.2	88.8
	Outer Regional	574.1	1.1	9.1	16.6	26.0	27.8	15.0	4.5	89.8
	Remote	558.2	2.3	14.0	21.1	24.4	21.7	13.7	2.8	83.6
	Very Remote	550.7	0.6	17.6	19.4	28.2	22.2	9.9	2.2	81.8
WA	Major Cities	596.4	1.2	4.4	10.9	24.0	31.4	20.1	8.1	94.4
	Inner Regional	571.5	0.8	8.1	16.7	28.8	29.6	12.8	3.3	91.1
	Outer Regional	569.8	1.3	9.5	17.9	27.6	26.6	13.1	4.1	89.3
	Remote	572.6	0.9	8.0	18.8	26.6	28.6	12.9	4.1	91.2
	Very Remote	564.0	0.7	11.5	18.0	27.3	28.9	10.8	2.8	87.9
SA	Major Cities	583.6	3.2	6.5	13.2	25.7	29.8	16.3	5.4	90.4
	Inner Regional	567.7	2.4	9.7	19.2	26.8	24.7	13.4	3.8	87.9
	Outer Regional	562.3	2.4	11.8	18.7	27.7	24.8	11.5	3.2	85.8
	Remote	567.2	1.5	9.7	18.1	29.7	24.6	13.5	3.0	88.9
	Very Remote	556.7	0.0	11.5	22.8	34.1	19.0	9.0	3.6	88.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	572.0	1.4	11.4	15.7	25.5	25.8	14.6	5.7	87.2
	Outer Regional	554.0	0.8	16.2	18.5	26.7	23.6	11.5	2.6	83.0
	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	589.9	1.5	4.5	11.4	25.8	33.6	18.0	5.2	94.0
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	574.2	1.6	11.5	15.4	24.9	24.5	15.2	6.9	86.9
	Remote	567.4	2.4	10.2	16.3	28.5	26.2	12.3	4.1	87.5
	Very Remote	560.9	0.0	17.2	14.0	24.4	26.4	14.8	3.2	82.8
Aust	Major Cities	593.7	1.9	5.2	11.8	23.9	29.7	19.1	8.3	92.8
	Inner Regional	569.4	1.8	9.7	17.1	27.7	26.6	13.1	4.0	88.5
	Outer Regional	568.5	1.5	10.6	17.5	26.6	26.2	13.4	4.0	87.8
	Remote	568.1	1.4	9.8	18.6	27.1	26.3	13.3	3.6	88.8
	Very Remote	559.1	0.4	14.1	18.9	27.6	24.8	10.9	3.2	85.5

[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, 2018.

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	618.2	1.0	2.3	7.0	18.7	30.6	25.7	14.8	96.7
	Diploma	586.9	1.4	5.6	12.9	26.0	31.0	17.1	6.0	93.0
	Certificate	566.6	1.8	10.0	17.9	28.4	26.6	12.0	3.3	88.2
	Year 12	578.3	2.1	7.7	15.1	26.6	28.1	15.1	5.2	90.3
	Year 11	541.8	4.1	19.0	21.3	26.3	19.8	7.6	1.9	76.8
	Not stated (5%)	578.0	2.5	9.9	14.4	23.7	26.5	16.6	6.4	87.7
Vic	Bachelor	608.1	1.4	2.9	8.7	21.6	31.0	22.7	11.6	95.7
	Diploma	578.1	1.9	6.7	15.2	28.0	29.3	14.6	4.3	91.4
	Certificate	565.8	3.0	9.3	18.5	29.1	25.7	11.4	3.0	87.7
	Year 12	573.1	3.6	8.1	16.8	26.9	27.1	13.3	4.2	88.3
	Year 11	548.9	6.6	15.8	20.2	26.1	20.9	8.2	2.2	77.6
	Not stated (3%)	585.3	5.2	7.9	12.7	22.3	27.2	17.9	6.8	86.9
Qld	Bachelor	608.1	0.8	2.9	8.5	21.6	31.5	23.6	11.1	96.3
	Diploma	581.3	1.2	6.5	14.7	26.8	29.4	16.6	4.8	92.3
	Certificate	567.5	1.5	9.7	17.7	28.3	27.0	12.9	3.0	88.9
	Year 12	568.5	2.2	10.3	17.3	26.8	25.7	13.8	3.8	87.5
	Year 11	544.7	3.4	17.6	21.7	25.9	21.3	8.3	1.8	79.0
	Not stated (8%)	561.9	2.7	12.9	18.8	25.3	23.8	12.8	3.7	84.4
WA	Bachelor	616.0	0.7	1.8	6.5	19.7	32.9	26.1	12.4	97.5
	Diploma	586.3	0.8	4.7	12.6	27.6	33.1	16.5	4.6	94.5
	Certificate	572.4	0.8	7.7	16.7	29.5	28.8	13.0	3.5	91.5
	Year 12	573.9	2.0	7.8	16.1	27.5	29.1	13.7	3.7	90.1
	Year 11	540.5	2.3	19.2	22.2	26.7	20.1	7.7	1.8	78.5
	Not stated (10%)	562.5	3.0	14.3	16.9	23.7	24.1	13.3	4.7	82.7
SA	Bachelor	602.9	1.1	3.3	8.8	22.7	33.2	22.5	8.4	95.6
	Diploma	578.1	1.7	6.3	15.6	28.2	29.3	14.7	4.1	92.0
	Certificate	563.8	2.3	10.2	18.5	28.8	26.6	11.0	2.7	87.5
	Year 12	570.3	2.0	9.8	15.8	27.5	27.4	14.0	3.5	88.2
	Year 11	541.5	4.4	18.1	22.1	27.1	19.9	6.9	1.5	77.5
	Not stated (10%)	569.4	10.6	10.8	14.9	22.8	23.2	12.8	4.9	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 9 Spelling

Table 9.S8 (cont.): Achievement of Year 9 Students in Spelling, by Parental Education, by State and Territory, 2018.

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	<i>Bachelor</i>	599.3	0.9	4.9	10.0	23.6	29.6	21.1	10.0	94.2
	<i>Diploma</i>	573.1	0.9	8.1	16.5	29.5	26.2	14.3	4.5	91.0
	<i>Certificate</i>	554.3	1.2	15.3	19.5	26.7	24.1	10.6	2.6	83.6
	<i>Year 12</i>	541.0	1.1	21.7	21.6	23.4	20.7	8.4	3.0	77.1
	<i>Year 11</i>	526.4	2.1	26.2	22.8	25.5	16.4	6.1	0.9	71.7
	<i>Not stated (8%)</i>	578.8	3.4	12.9	13.5	20.5	24.1	15.3	10.3	83.7
ACT	<i>Bachelor</i>	605.2	1.1	2.3	7.0	22.8	36.4	22.9	7.4	96.6
	<i>Diploma</i>	574.2	1.0	6.2	16.6	28.7	32.1	13.2	2.1	92.7
	<i>Certificate</i>	562.6	1.9	9.9	17.6	31.3	27.6	10.0	1.8	88.2
	<i>Year 12</i>	578.0	2.3	5.7	17.0	25.7	30.5	13.8	5.1	92.0
	<i>Year 11</i>	545.8	4.5	12.0	24.2	33.0	18.6	5.6	2.0	83.5
	<i>Not stated (14%)</i>	578.7	3.0	6.5	14.2	26.9	31.6	13.8	4.0	90.4
NT	<i>Bachelor</i>	588.5	1.0	9.0	12.1	23.1	25.2	19.4	10.2	90.0
	<i>Diploma</i>	561.2	2.3	14.1	17.9	25.4	21.6	12.8	5.9	83.6
	<i>Certificate</i>	534.8	2.4	23.4	17.3	23.7	20.5	10.1	2.6	74.2
	<i>Year 12</i>	527.6	1.5	27.1	17.3	22.6	19.3	8.8	3.4	71.4
	<i>Year 11</i>	403.7	2.1	69.6	11.7	8.7	6.0	1.8	0.2	28.3
	<i>Not stated (22%)</i>	470.6	1.5	47.8	15.1	17.2	12.2	5.3	0.9	50.7
Aust	<i>Bachelor</i>	611.6	1.0	2.7	7.9	20.6	31.3	24.2	12.3	96.3
	<i>Diploma</i>	582.2	1.4	6.1	14.2	27.1	30.2	16.0	4.9	92.4
	<i>Certificate</i>	566.4	1.9	9.8	18.0	28.6	26.6	12.0	3.1	88.3
	<i>Year 12</i>	572.2	2.5	9.0	16.4	26.8	27.1	13.9	4.2	88.5
	<i>Year 11</i>	539.9	4.3	19.4	21.1	25.9	19.9	7.6	1.8	76.3
	<i>Not stated (6%)</i>	567.4	3.9	12.5	15.8	23.7	24.7	14.3	5.1	83.6

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 9 Spelling

Table 9.S9: Achievement of Year 9 Students in Spelling, by Parental Occupation, by State and Territory, 2018.

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	615.2	0.8	2.5	7.5	19.6	30.9	25.0	13.7	96.8
	Group 2	596.2	1.0	4.6	11.3	24.0	30.9	19.6	8.6	94.4
	Group 3	578.4	1.5	7.8	15.3	27.1	28.0	14.7	5.6	90.7
	Group 4	567.4	2.5	11.4	17.8	26.2	24.8	12.6	4.8	86.1
	Not in paid work	545.2	5.2	18.0	20.8	25.2	19.6	8.6	2.7	76.8
	Not stated (5%)	578.7	2.3	10.0	14.5	23.1	26.6	16.9	6.6	87.7
Vic	Group 1	608.1	1.0	2.8	8.6	22.0	31.4	22.8	11.4	96.2
	Group 2	589.8	1.4	4.9	13.0	25.7	30.0	17.8	7.0	93.6
	Group 3	576.6	1.9	7.1	16.1	28.1	28.1	13.9	4.8	91.0
	Group 4	568.2	3.8	10.1	17.4	27.0	25.4	12.3	4.1	86.1
	Not in paid work	548.7	8.3	15.7	20.4	25.3	19.6	8.3	2.4	76.0
	Not stated (3%)	579.9	6.5	9.2	13.6	22.7	25.0	16.8	6.2	84.3
Qld	Group 1	606.7	0.7	3.0	8.8	22.1	31.5	23.1	10.8	96.3
	Group 2	589.1	0.9	5.1	12.7	25.8	31.0	18.4	6.2	94.0
	Group 3	572.5	1.4	8.5	16.9	27.5	27.6	14.3	3.8	90.1
	Group 4	560.5	2.0	12.8	19.1	27.4	23.6	11.8	3.2	85.2
	Not in paid work	545.4	4.4	17.8	21.0	25.2	20.6	8.9	2.2	77.8
	Not stated (14%)	562.5	2.7	12.8	18.6	25.5	23.9	12.7	3.9	84.6
WA	Group 1	611.4	0.5	2.4	7.4	21.2	32.5	24.5	11.5	97.1
	Group 2	593.3	0.8	4.3	11.0	25.6	32.8	18.9	6.6	95.0
	Group 3	579.9	0.9	6.0	15.2	28.0	30.5	14.9	4.5	93.1
	Group 4	568.1	1.4	9.9	18.1	27.4	26.4	13.0	3.7	88.7
	Not in paid work	541.5	3.1	20.2	21.5	24.9	18.9	9.0	2.5	76.7
	Not stated (14%)	559.6	3.0	14.9	17.4	24.3	23.8	12.4	4.3	82.1
SA	Group 1	600.2	1.1	3.6	9.7	23.5	32.3	21.4	8.4	95.3
	Group 2	583.9	1.4	5.8	13.7	26.8	30.6	16.7	5.0	92.8
	Group 3	571.6	1.6	8.2	16.7	28.5	28.4	13.4	3.2	90.2
	Group 4	563.5	2.4	11.2	18.2	27.3	26.1	11.9	2.9	86.3
	Not in paid work	547.3	6.0	16.2	20.6	27.5	19.5	7.9	2.4	77.8
	Not stated (15%)	558.0	8.6	13.8	17.5	23.9	22.2	10.4	3.6	77.6

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 9 Spelling

Table 9.S9 (cont.): Achievement of Year 9 Students in Spelling, by Parental Occupation, by State and Territory, 2018.

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
Tas	Group 1	596.0	1.0	5.8	10.2	23.7	30.0	20.1	9.2	93.2
	Group 2	575.2	0.6	9.1	15.7	27.6	27.1	14.7	5.2	90.3
	Group 3	559.5	0.9	13.5	18.4	27.1	25.1	11.7	3.2	85.6
	Group 4	536.2	1.7	22.2	22.6	25.5	18.4	7.7	1.8	76.1
	Not in paid work	523.5	3.1	27.0	24.7	22.7	15.1	5.9	1.4	69.9
	Not stated (10%)	568.9	3.0	15.2	14.5	22.5	22.7	14.0	8.2	81.9
ACT	Group 1	601.9	1.1	2.7	8.0	23.9	35.6	21.7	7.0	96.2
	Group 2	586.6	1.3	5.5	12.3	26.2	32.2	17.1	5.5	93.2
	Group 3	573.5	1.3	6.1	16.0	30.6	30.9	12.2	2.8	92.5
	Group 4	562.8	3.8	10.7	18.3	25.3	27.2	12.1	2.6	85.5
	Not in paid work	558.4	3.5	12.7	18.7	25.8	25.2	11.4	2.7	83.8
	Not stated (17%)	580.9	2.8	6.1	13.6	26.3	32.9	15.1	3.2	91.2
NT	Group 1	582.5	0.9	10.2	13.5	25.6	22.7	18.0	9.1	89.0
	Group 2	576.0	1.6	11.0	13.0	24.4	26.7	15.6	7.7	87.4
	Group 3	550.9	1.0	20.0	17.6	22.9	21.6	12.3	4.7	79.1
	Group 4	504.5	2.7	34.5	14.1	18.2	19.5	8.5	2.6	62.8
	Not in paid work	422.6	3.2	62.2	12.9	11.6	6.9	2.4	0.8	34.6
	Not stated (35%)	459.5	1.6	51.1	14.7	15.1	10.9	5.5	1.1	47.3
Aust	Group 1	609.5	0.8	2.8	8.3	21.3	31.5	23.6	11.7	96.3
	Group 2	591.3	1.1	5.0	12.3	25.3	30.8	18.5	7.1	93.9
	Group 3	575.7	1.5	7.8	16.0	27.6	28.1	14.2	4.6	90.7
	Group 4	564.7	2.6	11.6	18.1	26.8	24.8	12.2	3.9	85.7
	Not in paid work	543.6	5.9	18.2	20.6	25.0	19.4	8.4	2.4	75.9
	Not stated (9%)	562.5	3.6	13.8	16.7	24.0	24.0	13.3	4.6	82.5

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

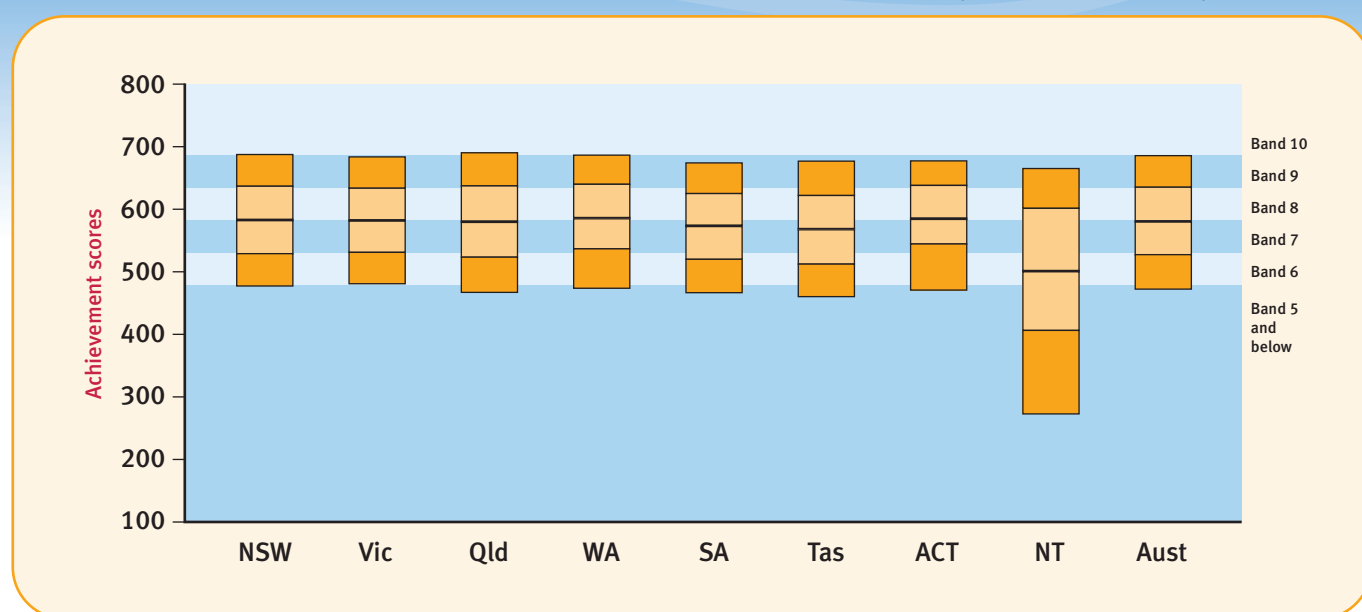
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 9 Grammar and Punctuation

Figure 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	582.7 (64.5)	582.0 (61.6)	579.9 (68.6)	585.7 (64.5)	573.3 (63.1)	568.1 (65.8)	584.7 (61.1)	501.0 (120.4)	580.5 (66.0)

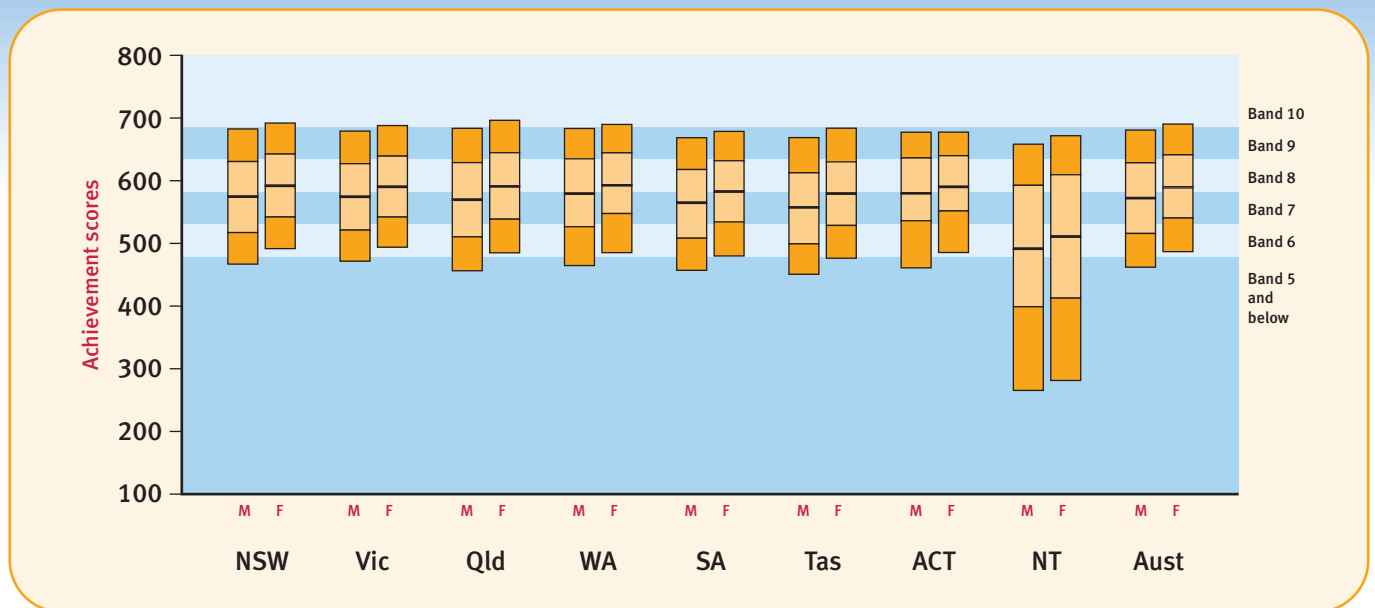
Table 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2018.

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	94.0	4.8	1.1	1.7	5.0	15.0	28.3	29.2	15.6	5.2	93.3
Vic	14yrs 9mths 9yrs 4mths	90.7	6.5	2.7	2.7	4.4	14.6	29.9	29.1	14.8	4.5	93.0
Qld	14yrs 5mths 9yrs 4mths	85.9	6.4	7.7	1.5	6.7	15.7	27.5	27.6	15.5	5.6	91.8
WA	14yrs 5mths 9yrs 4mths	94.4	5.2	0.4	1.2	5.6	12.0	27.9	30.9	17.4	5.0	93.2
SA	14yrs 7mths 9yrs 4mths	89.8	6.7	3.4	2.9	6.8	16.2	29.5	28.6	12.8	3.1	90.2
Tas	14yrs 11mths 9yrs 4mths	90.3	7.5	2.2	1.4	8.6	18.6	30.1	26.2	11.3	3.8	90.0
ACT	14yrs 8mths 9yrs 4mths	88.6	6.0	5.5	1.6	5.6	9.4	31.7	29.8	18.4	3.4	92.8
NT	14yrs 6mths 9yrs 4mths	78.9	20.0	1.1	1.7	36.4	16.0	19.2	16.0	8.0	2.6	61.8
Aust	14yrs 7mths 9yrs 4mths	90.9	6.0	3.1	1.9	5.8	14.8	28.6	28.8	15.3	4.9	92.3

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	574.4 (66.5)	574.2 (63.0)	569.5 (70.5)	579.2 (66.5)	564.7 (64.8)	557.3 (67.0)	579.8 (64.2)	491.3 (120.7)	572.1 (67.8)
Female Mean scale score / (S.D.)	591.7 (60.9)	590.1 (58.9)	590.8 (64.9)	592.6 (61.6)	582.5 (59.9)	579.3 (62.7)	590.0 (57.1)	510.7 (119.3)	589.4 (62.8)

Table 9.G2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2018.

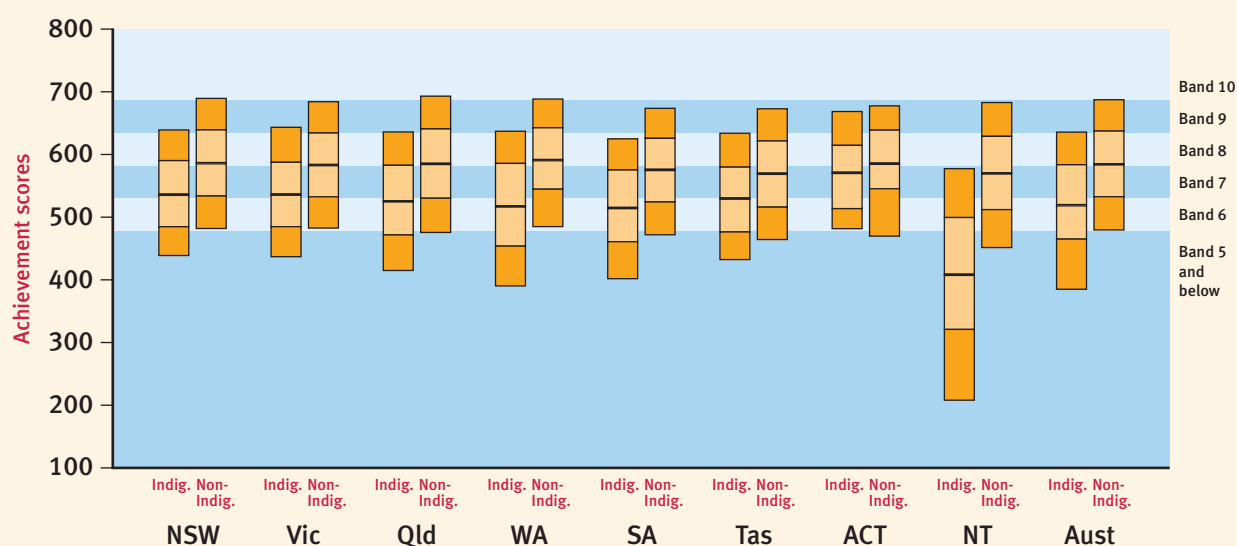
State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	2.2	7.0	17.6	28.5	26.4	13.8	4.4	90.8
	Female	1.2	2.8	12.2	28.0	32.2	17.6	6.0	96.0
Vic	Male	3.4	6.0	17.2	30.4	26.4	12.8	3.9	90.6
	Female	1.8	2.7	12.0	29.5	32.0	16.9	5.2	95.5
Qld	Male	1.9	9.2	18.6	27.9	24.7	13.1	4.6	88.9
	Female	1.1	4.0	12.5	27.0	30.6	17.9	6.8	94.9
WA	Male	1.5	7.1	13.7	28.4	29.1	15.6	4.5	91.3
	Female	0.9	3.9	10.1	27.3	32.8	19.3	5.6	95.2
SA	Male	3.6	9.0	18.8	29.6	25.6	10.9	2.6	87.4
	Female	2.2	4.5	13.5	29.4	31.9	14.9	3.7	93.3
Tas	Male	2.0	11.8	21.8	29.2	22.9	9.4	2.9	86.2
	Female	0.7	5.3	15.2	31.0	29.7	13.4	4.7	94.0
ACT	Male	2.1	7.4	10.4	31.7	27.9	17.3	3.3	90.5
	Female	1.1	3.7	8.4	31.7	31.9	19.6	3.6	95.2
NT	Male	2.3	39.6	16.3	18.8	14.2	6.7	2.0	58.1
	Female	1.2	33.1	15.8	19.5	17.8	9.4	3.3	65.7
Aust	Male	2.5	7.8	17.3	28.9	26.1	13.3	4.1	89.7
	Female	1.4	3.7	12.1	28.2	31.6	17.4	5.7	95.0

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

Figure 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous Status, by State

NAPLAN Year 9 Grammar and Punctuation

and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	535.7 (64.8)	535.9 (62.0)	525.2 (68.5)	517.1 (79.0)	514.5 (69.1)	529.6 (62.1)	570.6 (61.0)	408.0 (110.7)	519.0 (80.1)
Non-Indigenous Mean scale score / (S.D.)	586.0 (63.2)	583.0 (61.1)	584.9 (66.5)	590.9 (60.6)	575.3 (61.1)	569.2 (63.2)	585.2 (61.1)	569.8 (71.1)	584.3 (63.1)

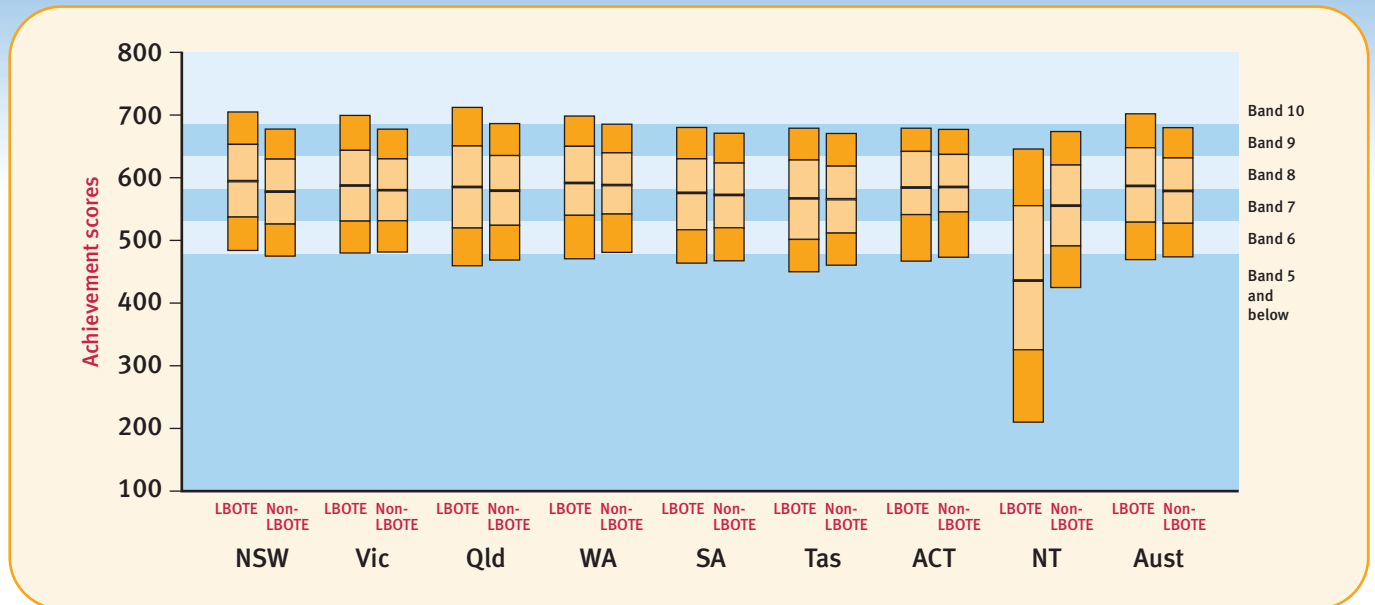
Table 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2018.

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	2.6	16.0	30.3	27.7	17.6	5.1	0.7	81.4
	Non-Indigenous	1.6	4.2	14.0	28.3	30.0	16.4	5.5	94.1
Vic	Indigenous	6.6	15.8	28.4	28.3	15.1	5.2	0.6	77.6
	Non-Indigenous	2.5	4.1	14.3	30.0	29.4	15.0	4.6	93.4
Qld	Indigenous	2.6	22.2	29.1	26.3	14.6	4.6	0.6	75.2
	Non-Indigenous	1.5	5.3	14.3	27.5	28.8	16.5	6.1	93.2
WA	Indigenous	1.2	29.0	26.3	21.9	16.2	4.5	0.9	69.8
	Non-Indigenous	1.2	3.9	10.8	28.2	32.1	18.4	5.4	94.9
SA	Indigenous	4.6	28.0	28.6	22.7	12.5	3.3	0.3	67.4
	Non-Indigenous	2.9	5.8	15.8	30.0	29.3	13.1	3.0	91.2
Tas	Indigenous	1.6	20.6	29.2	29.6	14.3	3.9	0.9	77.8
	Non-Indigenous	1.3	7.7	18.1	30.7	27.4	11.7	3.1	91.0
ACT	Indigenous	4.3	3.4	18.8	29.3	33.3	8.4	2.6	92.3
	Non-Indigenous	1.5	5.8	9.0	31.8	29.7	18.8	3.4	92.7
NT	Indigenous	1.8	72.2	14.0	7.5	3.4	0.9	0.1	26.0
	Non-Indigenous	1.7	9.8	17.6	27.7	25.4	13.3	4.5	88.5
Aust	Indigenous	2.8	24.5	27.8	24.8	15.0	4.4	0.7	72.7
	Non-Indigenous	1.9	4.6	14.0	28.8	29.7	16.0	5.1	93.5

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	594.4 (67.3)	587.3 (66.4)	585.0 (77.4)	591.4 (70.9)	575.6 (66.7)	566.9 (71.2)	584.1 (63.8)	435.7 (132.8)	586.7 (73.8)
Non-LBOTE Mean scale score / (S.D.)	577.6 (62.4)	580.0 (59.5)	579.1 (67.0)	588.1 (61.1)	572.3 (62.0)	565.6 (63.7)	585.0 (60.2)	555.2 (76.9)	578.7 (63.1)

Table 9.G4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2018.

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	3.9	13.1	24.9	28.3	18.9	8.7	93.8
	Non-LBOTE	1.5	5.5	15.9	29.8	29.5	14.2	3.6	93.1
Vic	LBOTE	3.5	4.5	14.5	26.9	27.3	16.2	7.0	92.0
	Non-LBOTE	2.3	4.3	14.7	31.1	29.8	14.2	3.6	93.4
Qld	LBOTE	1.3	8.0	15.6	23.9	25.0	16.6	9.6	90.7
	Non-LBOTE	1.6	6.5	15.7	28.1	28.0	15.3	5.0	92.0
WA	LBOTE	1.4	6.1	10.9	24.1	30.1	20.2	7.2	92.5
	Non-LBOTE	1.1	4.5	11.2	28.5	32.3	17.6	4.8	94.3
SA	LBOTE	7.6	6.9	15.4	24.9	28.1	13.4	3.7	85.4
	Non-LBOTE	2.2	6.8	16.5	30.5	28.6	12.6	2.8	91.0
Tas	LBOTE	3.9	11.9	17.8	24.7	24.5	13.7	3.5	84.2
	Non-LBOTE	1.3	8.7	19.1	30.9	26.4	10.8	2.9	90.0
ACT	LBOTE	2.4	7.0	9.5	29.5	28.4	19.4	3.8	90.6
	Non-LBOTE	1.4	5.2	9.3	32.4	30.2	18.1	3.4	93.4
NT	LBOTE	2.1	60.4	12.4	10.6	8.3	4.3	1.8	37.5
	Non-LBOTE	1.5	15.8	18.9	26.5	22.7	11.3	3.3	82.7
Aust	LBOTE	2.7	6.1	13.7	25.1	27.3	17.4	7.7	91.2
	Non-LBOTE	1.7	5.6	15.2	29.7	29.3	14.6	4.0	92.7

[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, 2018.

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	589.1	1.7	3.9	13.3	27.5	30.2	17.3	6.1	94.4
	Inner Regional	566.5	1.7	7.5	19.4	30.8	26.9	11.2	2.4	90.8
	Outer Regional	552.6	1.3	12.1	24.2	29.4	23.3	8.4	1.3	86.6
	Remote	512.3	0.0	33.1	29.4	17.2	14.2	5.5	0.7	66.9
	Very Remote	503.5	0.0	39.7	28.6	18.3	10.6	2.5	0.3	60.3
Vic	Major Cities	586.4	2.7	3.7	13.4	29.1	30.0	15.9	5.2	93.6
	Inner Regional	567.5	2.5	6.6	18.7	32.9	26.3	10.7	2.3	90.9
	Outer Regional	569.2	3.2	6.1	18.9	31.9	25.3	12.0	2.5	90.6
	Remote	591.9	0.0	1.9	9.6	29.6	34.4	23.5	0.9	98.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	588.2	1.5	4.8	13.5	26.9	29.1	17.4	6.8	93.6
	Inner Regional	568.9	1.6	8.3	18.9	29.3	25.7	12.4	3.8	90.1
	Outer Regional	565.1	1.4	10.2	19.6	28.1	24.9	12.2	3.6	88.4
	Remote	540.3	2.4	20.5	23.9	25.2	16.4	9.2	2.4	77.1
	Very Remote	495.9	1.1	39.5	27.6	18.0	10.0	3.3	0.5	59.4
WA	Major Cities	591.6	1.3	4.1	10.6	27.5	31.9	19.0	5.6	94.6
	Inner Regional	575.6	1.1	6.5	15.1	30.8	29.8	13.3	3.4	92.4
	Outer Regional	570.7	1.1	8.6	16.3	29.8	28.9	12.1	3.2	90.3
	Remote	556.3	0.7	13.3	19.3	30.0	24.6	10.1	2.0	86.0
	Very Remote	492.9	0.4	41.6	21.6	17.2	13.3	5.4	0.5	58.0
SA	Major Cities	579.3	3.1	5.4	14.6	28.6	30.1	14.4	3.7	91.4
	Inner Regional	568.1	2.5	7.5	18.0	31.2	27.7	10.9	2.3	90.1
	Outer Regional	551.3	2.5	11.8	22.5	32.6	22.4	7.1	1.1	85.7
	Remote	549.4	1.3	10.9	23.0	35.7	22.7	5.8	0.6	87.8
	Very Remote	503.6	2.5	37.0	19.1	20.4	15.7	3.7	1.6	60.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	573.3	1.6	7.9	16.9	29.1	27.3	12.7	4.6	90.5
	Outer Regional	553.5	0.9	10.8	23.3	32.9	23.0	7.6	1.5	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	584.7	1.6	5.6	9.4	31.7	29.8	18.4	3.4	92.8
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	554.9	1.6	16.2	19.5	25.8	21.6	11.5	3.8	82.2
	Remote	506.9	3.2	36.2	17.9	18.4	15.3	6.7	2.2	60.5
	Very Remote	367.8	0.9	85.0	6.1	3.7	3.2	1.0	0.1	14.1
Aust	Major Cities	587.7	2.0	4.2	13.0	28.0	30.1	17.0	5.7	93.8
	Inner Regional	568.5	1.9	7.4	18.6	30.9	26.7	11.6	2.9	90.7
	Outer Regional	561.2	1.7	10.5	20.5	29.6	24.5	10.6	2.6	87.9
	Remote	540.7	1.5	19.7	20.9	27.0	20.5	8.7	1.7	78.8
	Very Remote	449.0	0.9	56.5	17.5	12.8	8.9	3.1	0.4	42.6

[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, 2018.

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 7	Band 8	Band 9	Band 10	
NSW	Major Cities	545.1	2.6	12.0	28.2	30.4	19.8	6.1	0.9	85.4
	Inner Regional	533.9	2.9	16.3	30.1	27.7	17.5	4.9	0.6	80.8
	Outer Regional	520.8	2.3	21.8	37.4	22.7	12.7	2.7	0.4	75.9
	Remote	484.2	0.0	46.0	34.7	9.8	6.4	3.0	0.0	54.0
	Very Remote	471.0	0.0	58.9	31.1	7.9	2.1	0.0	0.0	41.1
Vic	Major Cities	541.1	6.8	13.9	26.7	29.3	16.6	5.4	1.2	79.2
	Inner Regional	532.4	5.6	18.2	28.6	27.2	14.8	5.4	0.2	76.2
	Outer Regional	527.9	8.3	15.7	33.0	28.0	11.5	3.4	0.0	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	542.1	2.5	15.1	26.0	30.1	18.7	6.9	0.7	82.4
	Inner Regional	532.7	2.8	17.9	29.9	27.6	16.5	4.6	0.8	79.3
	Outer Regional	514.8	2.8	26.0	32.3	24.2	11.2	3.1	0.5	71.2
	Remote	502.6	2.9	35.9	27.7	21.1	8.9	2.7	0.8	61.2
	Very Remote	465.6	1.5	53.4	28.0	12.8	3.9	0.3	0.0	45.0
WA	Major Cities	537.2	1.9	19.4	26.8	24.2	20.3	6.1	1.3	78.7
	Inner Regional	531.5	1.8	22.9	26.4	22.6	20.4	4.6	1.4	75.3
	Outer Regional	525.4	1.1	23.9	28.8	24.6	16.7	4.2	0.7	74.9
	Remote	515.3	0.3	30.8	27.0	23.4	13.9	3.8	0.8	68.9
	Very Remote	449.0	0.3	61.4	21.9	11.0	4.6	0.8	0.0	38.3
SA	Major Cities	531.4	5.1	19.7	27.9	24.8	17.5	4.6	0.4	75.2
	Inner Regional	521.2	4.5	24.8	32.2	20.0	13.4	4.5	0.6	70.7
	Outer Regional	500.8	3.8	35.2	32.3	20.8	5.8	1.9	0.1	61.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	451.3	5.8	58.0	18.0	16.2	1.7	0.3	0.0	36.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	528.5	2.5	22.2	27.9	29.2	13.3	3.9	1.1	75.3
	Outer Regional	531.8	0.5	18.4	30.1	30.5	15.9	4.0	0.6	81.2
	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	570.6	4.3	3.4	18.8	29.3	33.3	8.4	2.6	92.3
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	493.6	1.6	41.3	27.2	18.1	8.8	2.6	0.4	57.2
	Remote	441.8	4.1	64.2	18.6	8.3	3.5	1.2	0.1	31.7
	Very Remote	351.8	0.9	90.9	5.5	1.9	0.7	0.0	0.0	8.2
Aust	Major Cities	542.6	3.1	14.3	27.0	28.9	19.5	6.2	1.0	82.6
	Inner Regional	532.7	3.1	17.7	29.6	27.4	16.7	4.8	0.7	79.1
	Outer Regional	516.0	2.7	25.8	32.6	23.7	11.7	3.0	0.5	71.5
	Remote	485.9	2.0	44.2	25.5	16.5	8.5	2.7	0.4	53.8
	Very Remote	404.7	1.1	74.2	15.1	7.0	2.3	0.3	0.0	24.7

[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, 2018.

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	591.1	1.6	3.4	12.6	27.5	30.7	17.8	6.4	94.9
	Inner Regional	570.7	1.6	6.3	18.0	31.3	28.2	12.1	2.6	92.1
	Outer Regional	560.0	1.1	9.7	21.2	31.1	25.6	9.7	1.5	89.2
	Remote	536.2	0.0	21.5	26.3	24.4	18.5	7.8	1.5	78.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	587.0	2.6	3.5	13.2	29.1	30.2	16.1	5.2	93.9
	Inner Regional	568.9	2.3	6.2	18.3	33.1	26.8	10.9	2.4	91.5
	Outer Regional	572.1	2.8	5.4	17.9	32.2	26.3	12.7	2.6	91.8
	Remote	590.9	0.0	2.0	10.5	29.3	34.3	22.8	1.0	98.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	590.6	1.5	4.3	12.8	26.7	29.6	18.0	7.1	94.2
	Inner Regional	573.1	1.6	7.2	17.6	29.4	26.9	13.3	4.1	91.2
	Outer Regional	575.3	1.1	7.0	16.9	29.0	27.8	14.0	4.3	91.9
	Remote	563.3	2.3	11.1	21.2	27.9	21.1	13.0	3.4	86.6
	Very Remote	546.5	0.6	14.2	29.0	26.5	20.2	8.3	1.3	85.2
WA	Major Cities	594.3	1.2	3.5	9.9	27.4	32.5	19.6	5.9	95.3
	Inner Regional	577.8	0.8	5.5	14.2	31.9	30.9	13.6	3.2	93.7
	Outer Regional	576.9	1.3	6.6	14.6	30.2	30.8	13.2	3.5	92.2
	Remote	576.7	0.9	5.0	15.1	32.9	30.1	13.3	2.7	94.1
	Very Remote	565.3	0.7	9.3	20.8	27.6	26.8	13.6	1.2	90.0
SA	Major Cities	580.0	3.2	5.0	14.4	29.0	30.5	14.5	3.5	91.8
	Inner Regional	569.6	2.4	6.9	17.6	31.5	28.1	11.1	2.4	90.7
	Outer Regional	556.3	2.4	9.4	21.6	33.9	24.0	7.6	1.2	88.2
	Remote	553.8	1.5	9.1	22.1	36.5	23.9	6.4	0.6	89.5
	Very Remote	561.4	0.0	9.7	22.6	26.2	30.8	7.4	3.3	90.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	573.4	1.4	7.1	16.7	29.8	28.5	12.9	3.6	91.5
	Outer Regional	557.0	0.8	9.6	22.1	33.2	24.2	8.2	1.7	89.5
	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	585.2	1.5	5.8	9.0	31.8	29.7	18.8	3.4	92.7
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	569.6	1.6	10.1	17.8	27.6	24.7	13.6	4.6	88.3
	Remote	570.0	2.4	8.7	17.2	28.4	27.0	12.1	4.3	88.9
	Very Remote	574.8	0.0	8.0	14.0	27.2	35.2	14.4	1.2	92.0
Aust	Major Cities	589.3	1.9	3.8	12.5	28.0	30.5	17.4	5.9	94.3
	Inner Regional	571.3	1.8	6.5	17.6	31.3	27.7	12.1	3.0	91.7
	Outer Regional	568.9	1.5	7.8	18.4	30.6	26.6	11.9	3.0	90.7
	Remote	566.8	1.4	8.2	18.3	31.8	26.3	11.7	2.4	90.5
	Very Remote	557.5	0.4	11.2	24.0	27.0	25.5	10.4	1.5	88.4

[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, 2018.

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	<i>Bachelor</i>	611.9	1.0	1.5	6.0	22.7	33.8	25.1	10.0	97.6
	<i>Diploma</i>	582.1	1.4	3.3	13.8	32.0	32.2	14.1	3.2	95.3
	<i>Certificate</i>	560.8	1.8	7.0	22.2	33.7	25.5	8.2	1.6	91.2
	<i>Year 12</i>	568.2	2.1	6.1	20.2	31.6	26.4	11.0	2.6	91.8
	<i>Year 11</i>	538.0	4.1	15.0	29.8	27.7	17.5	4.9	1.1	80.8
	<i>Not stated (5%)</i>	573.9	2.5	7.6	16.7	27.3	28.7	13.3	4.0	89.9
Vic	<i>Bachelor</i>	607.0	1.4	1.6	6.8	24.4	34.3	22.9	8.5	97.0
	<i>Diploma</i>	575.8	1.9	4.0	15.7	33.9	30.1	12.0	2.4	94.1
	<i>Certificate</i>	562.4	3.0	6.0	20.9	35.4	25.2	8.2	1.4	91.1
	<i>Year 12</i>	567.8	3.6	5.5	19.3	33.5	25.8	10.1	2.2	90.9
	<i>Year 11</i>	545.0	6.6	11.2	26.5	31.2	18.2	5.4	0.8	82.1
	<i>Not stated (3%)</i>	587.4	5.2	5.3	11.9	25.5	29.5	16.9	5.7	89.5
Qld	<i>Bachelor</i>	613.1	0.8	1.8	6.7	21.6	32.5	24.8	11.8	97.4
	<i>Diploma</i>	580.3	1.2	5.0	14.6	30.3	30.2	14.7	4.0	93.8
	<i>Certificate</i>	565.7	1.5	7.5	19.9	31.6	26.2	11.0	2.3	91.0
	<i>Year 12</i>	562.2	2.2	9.2	20.7	30.2	24.6	10.5	2.6	88.6
	<i>Year 11</i>	534.1	3.4	18.2	27.4	28.3	16.7	5.2	0.9	78.4
	<i>Not stated (8%)</i>	557.8	2.7	12.0	21.7	27.8	22.2	10.2	3.3	85.3
WA	<i>Bachelor</i>	612.9	0.7	1.6	4.9	22.7	33.8	27.0	9.3	97.8
	<i>Diploma</i>	585.5	0.8	3.8	10.7	31.6	34.1	15.7	3.3	95.4
	<i>Certificate</i>	574.7	0.8	5.7	15.3	32.2	31.3	12.1	2.5	93.4
	<i>Year 12</i>	572.2	2.0	6.3	15.9	32.4	29.4	11.6	2.5	91.7
	<i>Year 11</i>	545.5	2.3	15.0	24.0	28.9	21.9	6.3	1.5	82.7
	<i>Not stated (10%)</i>	563.5	3.0	12.4	16.6	26.4	24.7	13.0	3.8	84.6
SA	<i>Bachelor</i>	598.0	1.1	2.8	8.0	26.6	34.8	21.4	5.4	96.1
	<i>Diploma</i>	574.1	1.7	5.3	16.0	32.4	30.3	11.9	2.4	92.9
	<i>Certificate</i>	562.1	2.3	7.5	20.1	33.5	26.9	7.9	1.7	90.2
	<i>Year 12</i>	565.4	2.0	7.6	19.9	30.3	27.5	10.7	2.0	90.4
	<i>Year 11</i>	537.9	4.4	15.5	28.3	27.9	18.0	5.3	0.6	80.1
	<i>Not stated (10%)</i>	567.6	10.6	9.7	15.7	24.9	24.0	10.8	4.4	79.7

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.G8 (cont.): Achievement of Year 9 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2018.

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	606.0	0.9	2.2	6.3	23.1	36.8	22.8	7.9	96.9
	Diploma	571.8	0.9	4.0	17.4	35.3	29.8	10.9	1.8	95.1
	Certificate	555.1	1.2	8.8	22.9	35.1	24.1	6.9	0.9	90.0
	Year 12	542.4	1.1	16.1	27.4	27.8	20.2	6.4	1.0	82.8
	Year 11	526.7	2.1	20.5	30.0	30.7	13.5	2.8	0.4	77.4
	Not stated (8%)	590.5	3.4	6.9	14.5	25.3	23.3	13.0	13.6	89.7
ACT	Bachelor	595.0	1.1	3.1	6.7	31.5	30.7	23.1	3.7	95.8
	Diploma	573.1	1.0	7.9	11.6	35.5	28.3	13.1	2.6	91.1
	Certificate	566.2	1.9	10.0	13.5	34.6	27.5	9.6	3.0	88.2
	Year 12	573.8	2.3	7.6	12.6	33.0	28.5	14.0	2.0	90.1
	Year 11	560.9	4.5	10.9	20.8	28.3	20.8	10.0	4.7	84.5
	Not stated (14%)	584.3	3.0	6.7	10.1	26.0	32.3	18.0	3.9	90.3
NT	Bachelor	585.4	1.0	7.7	13.0	24.5	27.6	18.7	7.5	91.3
	Diploma	547.4	2.3	17.2	18.8	28.5	20.3	9.8	3.2	80.5
	Certificate	526.7	2.4	24.2	21.1	24.0	20.0	7.0	1.3	73.4
	Year 12	513.2	1.5	31.3	21.1	23.0	14.4	6.2	2.4	67.2
	Year 11	404.3	2.1	70.8	14.0	8.0	4.2	0.9	0.1	27.1
	Not stated (22%)	468.9	1.5	49.8	14.9	16.4	11.7	4.8	0.9	48.7
Aust	Bachelor	609.4	1.0	1.8	6.4	23.4	33.7	24.3	9.4	97.2
	Diploma	579.4	1.4	4.2	14.3	32.2	31.1	13.6	3.1	94.4
	Certificate	563.4	1.9	7.0	20.5	33.4	26.2	9.2	1.8	91.1
	Year 12	565.9	2.5	7.3	19.7	31.6	26.0	10.6	2.4	90.2
	Year 11	536.1	4.3	16.3	27.3	28.5	17.6	5.1	0.9	79.4
	Not stated (6%)	566.1	3.9	10.9	16.9	26.3	25.3	12.5	4.2	85.2

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, 2018.

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	609.7	0.8	1.5	6.6	23.4	33.8	24.6	9.4	97.7
	Group 2	591.6	1.0	2.8	11.0	29.2	33.4	17.3	5.3	96.2
	Group 3	571.4	1.5	5.4	18.6	32.7	27.5	11.1	3.1	93.1
	Group 4	557.8	2.5	9.2	24.3	30.0	23.0	8.7	2.3	88.3
	Not in paid work	543.8	5.2	13.2	27.9	27.4	18.4	6.3	1.7	81.6
	Not stated (5%)	572.4	2.3	7.7	17.6	27.8	27.5	13.3	3.8	90.0
Vic	Group 1	608.1	1.0	1.5	6.4	24.3	34.9	23.4	8.6	97.5
	Group 2	588.8	1.4	2.7	11.7	30.6	32.4	16.4	4.7	95.8
	Group 3	572.5	1.9	4.3	17.2	34.8	28.5	10.9	2.4	93.8
	Group 4	561.3	3.8	6.8	22.0	33.5	23.4	8.5	2.0	89.4
	Not in paid work	545.3	8.3	11.5	26.5	29.6	17.1	5.8	1.2	80.2
	Not stated (3%)	584.0	6.5	6.1	13.7	24.2	27.2	16.5	5.8	87.4
Qld	Group 1	612.1	0.7	1.9	6.9	22.0	32.6	24.4	11.5	97.4
	Group 2	590.8	0.9	3.5	11.9	28.1	32.0	17.7	6.0	95.6
	Group 3	570.4	1.4	6.6	18.6	31.1	27.0	12.3	3.0	92.0
	Group 4	553.3	2.0	11.7	24.0	30.3	20.8	9.0	2.3	86.2
	Not in paid work	536.1	4.4	18.3	26.3	26.4	17.1	5.9	1.6	77.4
	Not stated (14%)	557.4	2.7	11.9	21.7	28.4	22.1	10.0	3.2	85.4
WA	Group 1	610.0	0.5	1.8	5.7	23.8	33.4	25.8	8.9	97.6
	Group 2	593.1	0.8	3.1	9.3	29.0	33.8	19.2	4.9	96.1
	Group 3	579.2	0.9	4.5	13.8	32.5	32.3	13.2	2.8	94.6
	Group 4	566.2	1.4	8.2	19.3	30.0	28.2	10.5	2.4	90.4
	Not in paid work	545.9	3.1	17.3	21.9	26.5	21.7	7.4	2.1	79.7
	Not stated (14%)	562.3	3.0	12.3	17.1	27.3	24.7	12.2	3.4	84.7
SA	Group 1	596.5	1.1	3.1	8.4	27.2	33.9	20.8	5.5	95.7
	Group 2	581.2	1.4	4.5	13.0	31.1	32.9	14.1	3.0	94.1
	Group 3	568.4	1.6	6.1	18.2	33.5	28.5	10.3	1.9	92.3
	Group 4	557.6	2.4	8.9	22.6	31.7	24.7	8.0	1.6	88.6
	Not in paid work	543.1	6.0	13.7	27.0	26.2	19.6	6.5	1.0	80.3
	Not stated (15%)	556.0	8.6	12.0	20.5	25.5	21.7	8.5	3.2	79.5

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 9 Grammar and Punctuation

Table 9.G9 (cont.): Achievement of Year 9 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2018.

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
Tas	Group 1	602.5	1.0	2.8	7.3	23.5	36.1	21.9	7.3	96.2
	Group 2	576.6	0.6	4.4	15.9	32.9	30.4	12.9	2.8	95.0
	Group 3	560.4	0.9	7.6	20.7	35.5	26.1	7.7	1.5	91.6
	Group 4	534.5	1.7	16.9	28.3	32.5	16.5	3.7	0.4	81.4
	Not in paid work	526.3	3.1	21.0	31.7	26.6	13.7	3.3	0.6	75.8
	Not stated (10%)	578.5	3.0	8.8	17.9	26.4	21.9	11.6	10.4	88.3
ACT	Group 1	591.8	1.1	3.4	7.5	33.1	30.1	21.4	3.4	95.5
	Group 2	581.9	1.3	6.6	9.1	32.7	30.6	16.2	3.5	92.1
	Group 3	574.4	1.3	8.3	11.9	34.5	26.1	15.3	2.7	90.4
	Group 4	560.1	3.8	9.1	19.6	30.6	26.7	8.2	2.1	87.1
	Not in paid work	565.6	3.5	8.7	17.0	29.2	29.3	9.4	2.9	87.8
	Not stated (17%)	587.1	2.8	6.6	9.1	25.5	31.9	19.7	4.4	90.6
NT	Group 1	586.0	0.9	7.3	14.3	23.5	27.7	18.6	7.7	91.8
	Group 2	571.8	1.6	10.8	15.0	26.2	25.9	14.9	5.6	87.6
	Group 3	537.8	1.0	20.2	21.6	27.7	19.6	8.3	1.6	78.8
	Group 4	495.7	2.7	36.4	18.2	18.4	17.1	6.2	1.0	60.9
	Not in paid work	413.8	3.2	66.8	14.7	9.4	4.4	1.0	0.5	30.0
	Not stated (35%)	457.8	1.6	53.1	14.9	15.3	10.0	4.1	1.0	45.3
Aust	Group 1	608.2	0.8	1.8	6.7	23.9	33.7	24.0	9.1	97.3
	Group 2	589.6	1.1	3.2	11.4	29.6	32.7	17.0	5.0	95.7
	Group 3	571.6	1.5	5.5	17.7	32.9	28.1	11.4	2.7	93.0
	Group 4	557.6	2.6	9.3	23.0	31.1	23.1	8.7	2.1	88.0
	Not in paid work	540.7	5.9	14.7	26.5	27.6	17.8	6.0	1.5	79.4
	Not stated (9%)	560.4	3.6	12.1	18.6	26.8	23.8	11.5	3.7	84.2

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

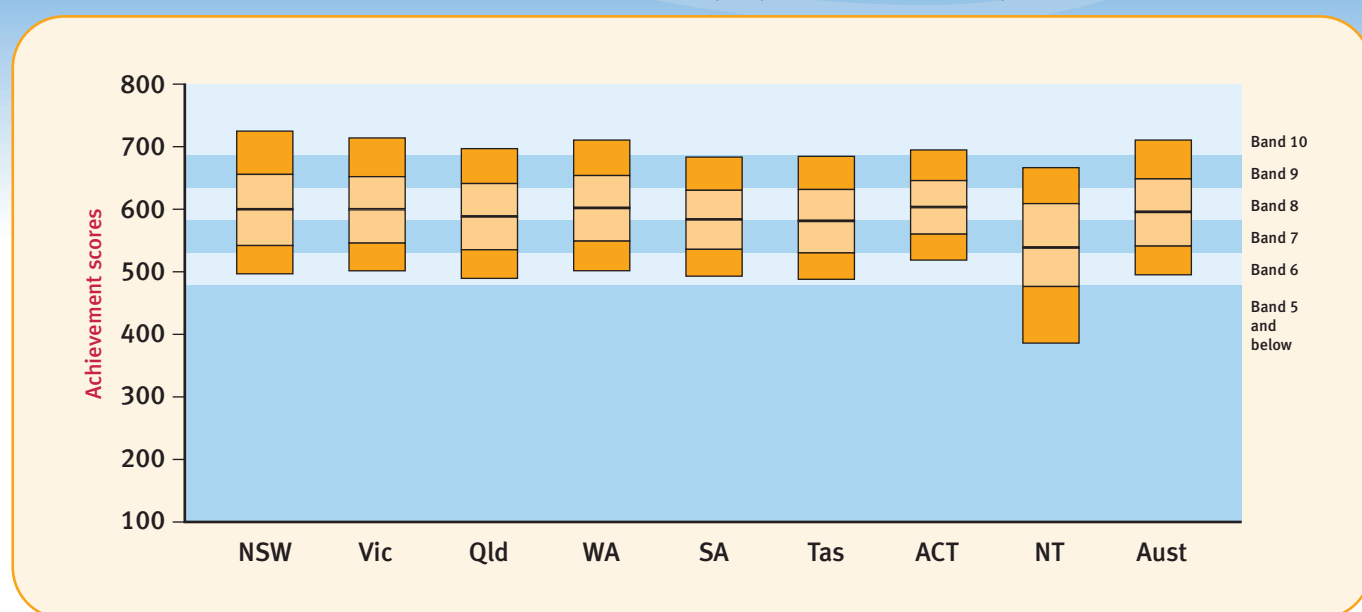
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 9 Numeracy

Figure 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	600.0 (70.0)	600.0 (64.5)	588.5 (64.1)	602.0 (64.2)	583.8 (58.0)	581.3 (60.0)	603.4 (53.2)	538.7 (84.8)	595.7 (66.3)

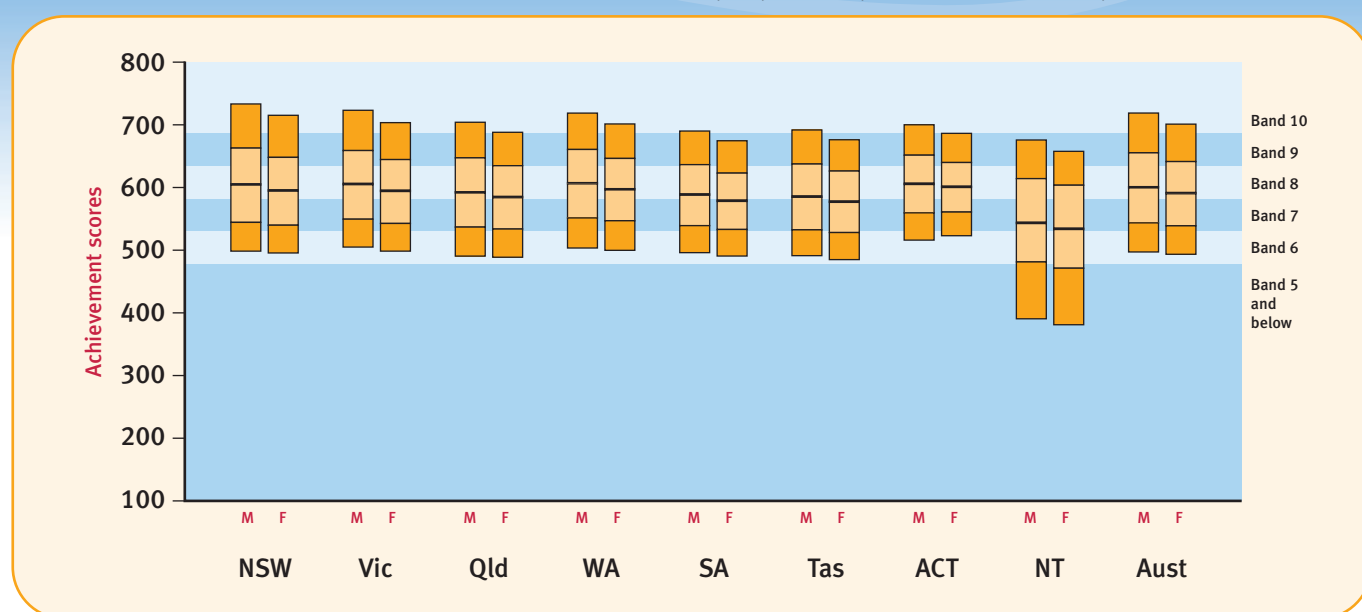
Table 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2018.

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	92.8	6.0	1.2	1.7	2.3	12.1	27.1	28.6	17.0	11.2	96.0
Vic	14yrs 9mths 9yrs 4mths	89.3	7.7	2.9	2.6	1.9	10.8	27.3	30.3	17.6	9.6	95.5
Qld	14yrs 5mths 9yrs 4mths	84.6	7.5	7.9	1.5	3.2	14.1	29.1	29.4	16.0	6.7	95.2
WA	14yrs 5mths 9yrs 4mths	93.4	6.2	0.4	1.2	2.1	9.9	25.7	32.0	19.6	9.5	96.6
SA	14yrs 7mths 9yrs 4mths	88.3	8.2	3.5	2.9	2.7	13.7	32.1	30.7	13.3	4.5	94.3
Tas	14yrs 11mths 9yrs 4mths	88.7	9.0	2.3	1.4	3.2	16.4	31.4	28.9	14.0	4.7	95.4
ACT	14yrs 8mths 9yrs 4mths	87.6	6.9	5.6	1.6	0.9	6.8	26.1	38.7	19.4	6.5	97.4
NT	14yrs 6mths 9yrs 4mths	75.4	23.5	1.1	1.7	20.1	22.3	25.5	18.7	9.1	2.6	78.1
Aust	14yrs 7mths 9yrs 4mths	89.6	7.2	3.2	1.9	2.6	12.2	27.8	29.8	16.9	8.9	95.5

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	604.8 (72.3)	605.4 (66.3)	592.2 (66.2)	606.7 (66.3)	588.6 (59.4)	585.3 (61.3)	605.7 (56.1)	543.4 (85.7)	600.3 (68.3)
Female Mean scale score / (S.D.)	595.1 (67.1)	594.5 (62.2)	584.6 (61.6)	597.1 (61.5)	578.7 (56.0)	577.2 (58.2)	600.9 (49.6)	533.9 (83.7)	590.9 (63.7)

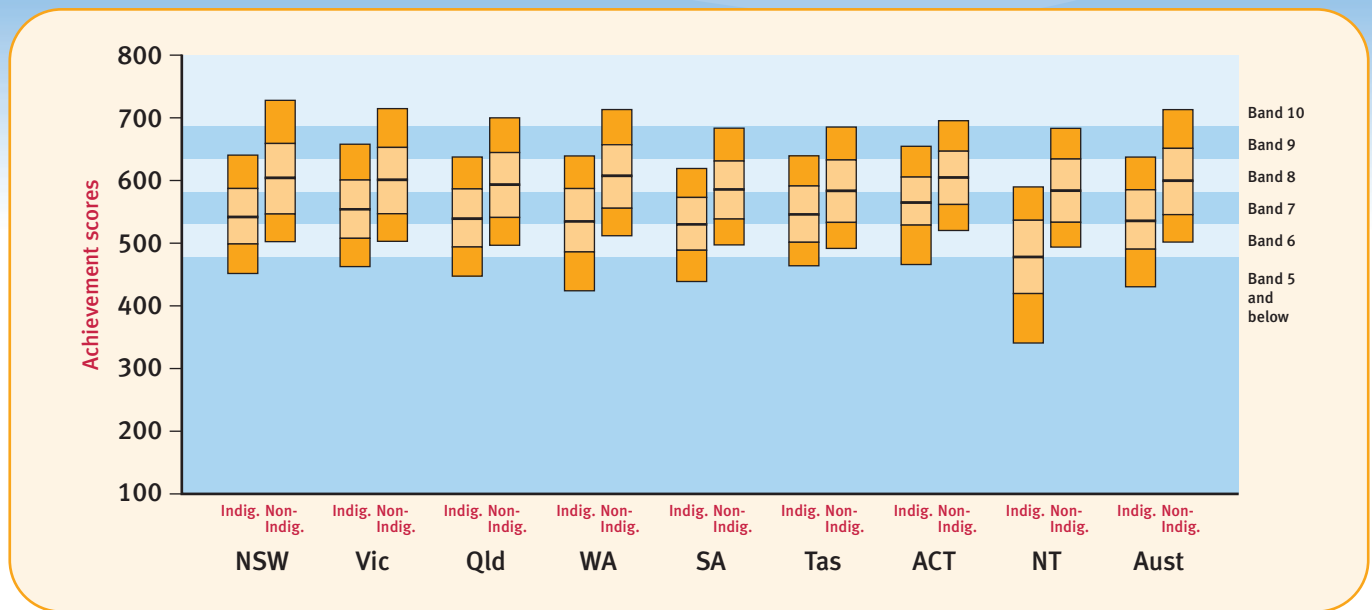
Table 9.N2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2018.

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	2.2	2.2	11.4	25.4	27.9	18.0	12.9	95.6
	Female	1.2	2.4	12.8	28.9	29.2	16.0	9.4	96.4
Vic	Male	3.4	1.6	9.9	25.5	29.7	18.6	11.3	95.0
	Female	1.8	2.1	11.8	29.2	30.9	16.5	7.7	96.1
Qld	Male	1.9	3.2	13.4	27.6	28.7	17.2	8.0	94.9
	Female	1.1	3.3	14.8	30.7	30.1	14.8	5.3	95.6
WA	Male	1.5	2.1	9.3	23.9	31.0	20.8	11.3	96.4
	Female	0.9	2.2	10.4	27.5	33.1	18.2	7.6	96.9
SA	Male	3.7	2.5	12.6	29.8	31.1	14.9	5.4	93.8
	Female	2.2	2.9	15.0	34.5	30.4	11.5	3.5	94.9
Tas	Male	2.0	2.7	15.9	29.9	28.6	15.1	5.8	95.3
	Female	0.7	3.8	17.0	32.9	29.1	12.9	3.5	95.4
ACT	Male	2.1	1.2	7.1	24.8	36.3	20.7	7.8	96.7
	Female	1.1	0.7	6.4	27.5	41.3	18.0	5.0	98.2
NT	Male	2.3	18.6	21.8	24.6	19.5	9.6	3.5	79.1
	Female	1.2	21.7	22.7	26.4	17.8	8.5	1.7	77.1
Aust	Male	2.4	2.4	11.4	26.1	29.2	18.0	10.5	95.1
	Female	1.4	2.8	12.9	29.6	30.4	15.7	7.2	95.9

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	541.6 (61.8)	554.0 (58.2)	538.9 (59.3)	534.6 (66.9)	529.9 (54.9)	545.8 (54.2)	564.6 (55.8)	477.8 (75.1)	535.4 (64.6)
Non-Indigenous Mean scale score / (S.D.)	604.0 (68.9)	600.9 (64.3)	593.2 (62.6)	607.3 (61.2)	585.6 (56.6)	583.3 (59.1)	604.6 (52.7)	583.6 (60.1)	599.5 (64.6)

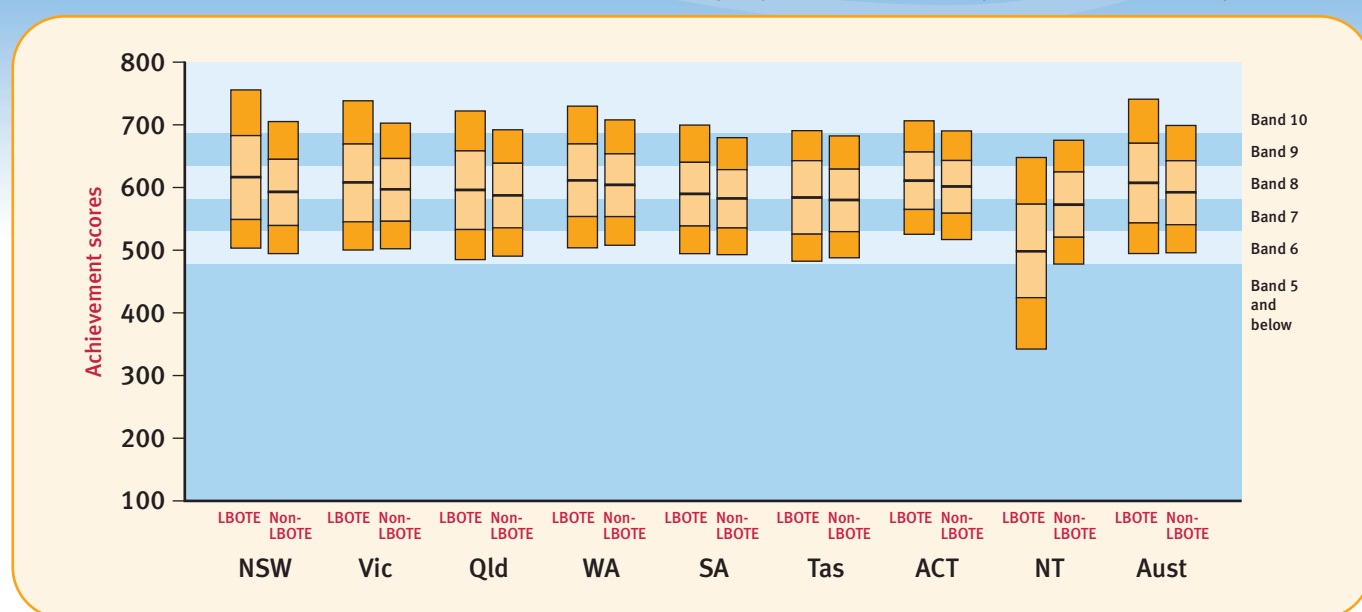
Table 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous Status, by State and Territory, 2018.

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	2.6	10.4	30.6	34.4	16.3	4.7	1.1	87.0
	Non-Indigenous	1.6	1.8	10.9	26.6	29.4	17.8	12.0	96.6
Vic	Indigenous	6.6	7.6	25.0	33.3	19.1	6.7	1.7	85.8
	Non-Indigenous	2.5	1.7	10.5	27.2	30.5	17.8	9.7	95.8
Qld	Indigenous	2.6	12.3	31.3	32.4	16.0	4.7	0.8	85.1
	Non-Indigenous	1.4	2.4	12.4	28.7	30.6	17.2	7.3	96.2
WA	Indigenous	1.2	16.2	28.9	31.6	16.2	4.8	1.0	82.5
	Non-Indigenous	1.2	1.1	8.3	25.0	33.3	20.8	10.2	97.7
SA	Indigenous	4.8	14.4	33.4	33.0	11.5	2.6	0.3	80.8
	Non-Indigenous	2.9	2.2	13.0	32.2	31.6	13.6	4.5	94.9
Tas	Indigenous	1.6	8.5	31.9	33.8	18.3	5.1	0.8	89.9
	Non-Indigenous	1.3	2.8	15.4	31.6	29.7	14.4	4.8	95.9
ACT	Indigenous	4.3	5.9	14.1	40.4	27.3	5.6	2.4	89.9
	Non-Indigenous	1.5	0.8	6.6	25.7	38.9	19.9	6.6	97.7
NT	Indigenous	1.8	43.8	31.4	16.9	5.0	1.0	0.1	54.4
	Non-Indigenous	1.7	2.7	15.4	31.9	28.8	15.1	4.5	95.6
Aust	Indigenous	2.8	14.2	30.2	31.9	15.4	4.5	0.9	83.0
	Non-Indigenous	1.9	1.9	11.0	27.6	30.7	17.6	9.4	96.3

[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, 2018.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	616.4 (77.2)	608.0 (72.4)	595.9 (73.3)	611.2 (70.9)	589.6 (62.3)	583.8 (65.2)	610.7 (54.7)	498.1 (91.9)	607.2 (76.1)
Non-LBOTE Mean scale score / (S.D.)	592.8 (65.4)	597.0 (61.0)	587.3 (62.3)	604.0 (60.9)	582.4 (56.9)	579.9 (59.3)	601.4 (52.6)	572.4 (62.4)	592.3 (62.5)

Table 9.N4: Achievement of Year 9 Students in Numeracy, by LBOTE Status, by State and Territory, 2018.

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	2.3	1.6	10.5	23.3	25.5	18.2	18.6	96.2
	Non-LBOTE	1.5	2.6	12.9	28.9	29.9	16.4	7.9	95.9
Vic	LBOTE	3.4	1.9	11.2	25.0	26.0	17.9	14.6	94.7
	Non-LBOTE	2.3	1.8	10.6	28.2	31.9	17.4	7.7	95.8
Qld	LBOTE	1.4	3.9	14.6	25.5	25.5	17.6	11.5	94.7
	Non-LBOTE	1.5	3.1	14.0	29.7	30.0	15.8	5.9	95.3
WA	LBOTE	1.5	2.4	8.4	22.3	29.8	21.6	14.1	96.2
	Non-LBOTE	1.1	1.6	8.9	25.3	33.7	20.4	9.0	97.3
SA	LBOTE	7.6	2.5	12.3	28.8	27.8	14.2	6.7	89.9
	Non-LBOTE	2.2	2.8	14.1	32.7	31.2	13.1	3.9	95.0
Tas	LBOTE	3.9	3.8	17.8	26.4	25.7	16.7	5.7	92.3
	Non-LBOTE	1.3	3.3	16.7	32.0	28.9	13.4	4.4	95.4
ACT	LBOTE	2.3	0.5	5.9	24.1	36.7	20.9	9.6	97.2
	Non-LBOTE	1.5	1.1	7.0	26.7	39.1	19.0	5.6	97.5
NT	LBOTE	2.1	38.5	24.2	18.0	10.3	5.0	1.9	59.4
	Non-LBOTE	1.5	5.0	19.7	31.9	25.9	12.7	3.3	93.5
Aust	LBOTE	2.6	2.8	11.3	24.1	26.1	18.0	15.0	94.6
	Non-LBOTE	1.7	2.5	12.4	29.0	30.9	16.5	7.0	95.8

[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, 2018.

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	607.9	1.7	1.7	10.5	25.2	28.7	18.6	13.6	96.6
	Inner Regional	578.8	1.7	3.8	16.0	32.3	28.8	13.0	4.4	94.4
	Outer Regional	565.7	1.3	5.2	21.6	35.2	24.9	9.3	2.5	93.5
	Remote	549.4	0.0	10.2	25.5	37.1	20.1	5.5	1.6	89.8
	Very Remote	534.2	0.0	15.3	35.8	26.9	16.1	5.3	0.6	84.7
Vic	Major Cities	604.4	2.6	1.6	9.9	25.9	30.4	18.7	10.9	95.8
	Inner Regional	584.9	2.5	2.7	13.7	32.4	30.1	13.8	4.9	94.9
	Outer Regional	589.3	3.2	2.5	13.4	30.2	28.8	15.0	6.8	94.3
	Remote	612.7	0.0	0.4	4.6	19.3	46.5	23.9	5.4	99.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	597.1	1.5	2.3	11.6	27.3	30.6	18.3	8.4	96.2
	Inner Regional	576.0	1.6	4.1	17.4	32.5	28.2	12.5	3.7	94.3
	Outer Regional	573.3	1.4	4.9	18.7	32.3	27.0	12.0	3.6	93.7
	Remote	555.5	2.0	8.4	27.9	30.0	20.2	8.6	2.9	89.6
	Very Remote	522.3	0.8	22.0	33.2	26.7	12.2	4.4	0.7	77.2
WA	Major Cities	608.4	1.3	1.4	8.3	24.3	32.6	21.2	11.0	97.3
	Inner Regional	591.2	1.1	2.4	12.3	29.2	32.5	16.7	5.8	96.5
	Outer Regional	582.3	1.1	3.1	15.4	31.6	30.5	14.0	4.3	95.7
	Remote	565.2	0.7	7.0	20.1	32.7	27.7	9.9	1.8	92.3
	Very Remote	528.8	0.4	22.8	23.8	26.2	18.6	5.8	2.3	76.8
SA	Major Cities	588.7	3.1	2.3	12.2	30.7	31.8	14.4	5.4	94.6
	Inner Regional	576.6	2.5	2.9	15.6	35.4	29.0	12.1	2.4	94.6
	Outer Regional	566.5	2.5	4.2	19.9	36.7	26.6	8.8	1.4	93.3
	Remote	570.6	1.3	3.5	17.7	36.2	30.6	8.9	1.8	95.1
	Very Remote	540.0	2.5	15.3	28.1	28.0	17.6	6.5	2.1	82.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	586.3	1.6	3.0	14.7	29.9	29.7	15.6	5.6	95.5
	Outer Regional	567.8	1.0	4.0	21.1	35.6	26.6	9.6	2.1	95.0
	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	603.4	1.6	0.9	6.8	26.1	38.7	19.4	6.5	97.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	573.2	1.6	5.0	19.5	31.6	26.0	12.7	3.7	93.4
	Remote	534.3	3.2	19.9	27.1	26.1	14.3	6.9	2.5	76.9
	Very Remote	459.9	0.9	56.6	25.0	10.3	4.7	2.3	0.1	42.5
Aust	Major Cities	603.5	2.0	1.8	10.3	26.1	30.4	18.6	10.8	96.2
	Inner Regional	580.9	1.9	3.4	15.4	32.1	29.3	13.4	4.5	94.7
	Outer Regional	573.9	1.7	4.3	18.5	33.1	27.1	11.7	3.6	93.9
	Remote	558.7	1.4	9.3	22.4	31.4	24.3	9.0	2.2	89.3
	Very Remote	503.0	0.8	34.0	27.5	20.6	11.8	4.2	1.0	65.1

[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, 2018.

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	550.0	2.6	8.2	27.8	35.2	18.5	6.2	1.5	89.2
	Inner Regional	537.2	2.9	11.2	31.0	34.1	16.0	3.9	0.9	85.9
	Outer Regional	529.9	2.3	13.6	36.6	32.7	11.7	2.6	0.5	84.1
	Remote	524.8	0.0	17.4	35.8	35.1	8.5	3.0	0.2	82.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	560.4	6.8	6.5	23.7	31.2	20.6	8.5	2.5	86.6
	Inner Regional	549.2	5.8	8.7	26.7	33.6	18.3	5.9	1.0	85.5
	Outer Regional	546.1	7.8	8.1	25.2	38.2	16.4	3.3	0.9	84.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	553.8	2.4	7.4	25.4	36.0	20.7	6.9	1.3	90.2
	Inner Regional	543.2	2.9	9.9	30.9	33.5	17.3	4.8	0.8	87.2
	Outer Regional	528.7	2.8	15.3	35.6	30.2	12.5	3.2	0.4	81.8
	Remote	525.7	2.9	16.4	37.7	28.1	11.3	2.5	1.2	80.7
	Very Remote	496.7	1.2	32.0	39.7	21.1	5.2	0.8	0.1	66.8
WA	Major Cities	548.4	1.9	10.4	26.0	34.6	19.7	6.1	1.4	87.7
	Inner Regional	549.9	1.8	9.8	30.6	29.9	18.0	7.3	2.7	88.5
	Outer Regional	535.1	1.1	13.2	32.3	35.5	14.2	3.1	0.4	85.7
	Remote	528.0	0.3	19.3	32.2	30.3	13.7	4.0	0.3	80.4
	Very Remote	495.1	0.3	35.7	29.1	22.3	9.9	2.2	0.5	64.0
SA	Major Cities	536.6	5.6	12.0	30.2	35.1	13.9	2.8	0.4	82.4
	Inner Regional	533.1	4.5	13.1	30.1	39.7	8.4	4.2	0.0	82.4
	Outer Regional	522.0	3.8	15.0	41.1	32.3	6.3	1.3	0.1	81.1
	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	545.8	2.5	9.0	31.2	32.4	19.6	4.0	1.3	88.4
	Outer Regional	546.6	0.5	7.8	32.6	35.1	17.3	6.6	0.3	91.8
	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	564.6	4.3	5.9	14.1	40.4	27.3	5.6	2.4	89.9
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	527.8	1.6	15.1	37.4	30.2	12.6	2.9	0.3	83.3
	Remote	489.5	4.1	36.7	36.4	18.7	3.6	0.5	0.1	59.2
	Very Remote	448.6	0.9	61.0	26.3	9.5	1.9	0.3	0.0	38.1
Aust	Major Cities	551.2	3.1	8.4	26.4	35.1	19.3	6.3	1.5	88.5
	Inner Regional	541.2	3.2	10.4	30.5	33.7	16.8	4.5	0.9	86.4
	Outer Regional	531.2	2.7	13.8	35.3	32.1	12.6	3.1	0.4	83.5
	Remote	515.2	2.0	24.0	34.9	26.5	9.8	2.4	0.4	74.0
	Very Remote	473.5	1.1	46.6	30.7	15.7	4.7	1.0	0.2	52.4

[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, 2018.

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	610.4	1.7	1.4	9.7	24.8	29.2	19.1	14.1	96.9
	Inner Regional	584.2	1.6	2.8	14.0	32.1	30.4	14.1	4.9	95.6
	Outer Regional	574.0	1.1	3.2	18.1	35.7	28.1	10.9	2.9	95.7
	Remote	573.8	0.0	3.2	15.4	37.7	33.0	7.6	3.0	96.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	604.9	2.5	1.5	9.8	25.9	30.5	18.8	11.0	95.9
	Inner Regional	586.2	2.3	2.4	13.2	32.4	30.5	14.1	5.1	95.2
	Outer Regional	592.2	2.8	2.1	12.5	29.7	29.8	15.8	7.2	95.0
	Remote	612.2	0.0	0.4	5.1	19.4	46.5	22.8	5.9	99.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	599.5	1.5	2.0	10.8	26.8	31.1	19.0	8.8	96.5
	Inner Regional	580.0	1.5	3.4	15.7	32.4	29.5	13.4	4.0	95.1
	Outer Regional	582.5	1.2	2.7	15.1	32.7	30.1	13.9	4.3	96.1
	Remote	574.2	1.7	3.0	21.7	31.7	25.6	12.3	4.0	95.3
	Very Remote	564.4	0.6	5.1	22.0	35.7	24.1	10.8	1.7	94.3
WA	Major Cities	611.5	1.2	1.0	7.4	23.7	33.2	22.0	11.5	97.8
	Inner Regional	592.9	0.8	1.9	11.2	29.2	34.3	17.4	5.3	97.3
	Outer Regional	588.6	1.2	1.7	12.9	31.4	32.7	15.4	4.6	97.1
	Remote	582.8	0.9	1.4	13.8	33.9	34.9	12.8	2.3	97.7
	Very Remote	589.6	0.7	1.7	13.9	29.3	34.4	13.7	6.3	97.6
SA	Major Cities	589.5	3.1	2.0	11.7	30.8	32.4	14.6	5.3	94.8
	Inner Regional	577.8	2.4	2.5	15.2	35.4	29.9	12.2	2.4	95.0
	Outer Regional	570.7	2.4	3.2	17.7	37.3	28.5	9.5	1.5	94.5
	Remote	573.6	1.5	2.3	16.6	37.6	30.9	9.1	2.0	96.3
	Very Remote	575.3	0.0	1.8	19.2	37.4	27.4	10.5	3.6	98.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	587.5	1.4	2.6	13.9	30.3	30.3	15.8	5.6	96.0
	Outer Regional	571.2	0.9	3.5	19.3	35.6	28.1	10.1	2.5	95.6
	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	604.6	1.5	0.8	6.6	25.7	38.9	19.9	6.6	97.7
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	584.1	1.6	2.6	15.1	31.9	29.2	15.0	4.5	95.8
	Remote	577.6	2.4	3.3	18.0	33.5	24.8	13.2	4.8	94.3
	Very Remote	605.9	0.0	1.2	6.4	20.8	41.2	28.4	2.0	98.8
Aust	Major Cities	605.4	1.9	1.5	9.7	25.8	30.8	19.0	11.2	96.5
	Inner Regional	584.3	1.8	2.8	14.0	32.1	30.4	14.2	4.7	95.5
	Outer Regional	581.2	1.5	2.7	15.6	33.3	29.6	13.2	4.1	95.7
	Remote	579.4	1.3	2.2	16.1	33.8	31.4	12.1	3.1	96.5
	Very Remote	578.3	0.4	2.9	17.9	31.9	30.3	13.4	3.3	96.7

[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, 2018.

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	<i>Bachelor</i>	635.0	1.0	0.4	4.0	17.0	30.5	25.8	21.3	98.6
	<i>Diploma</i>	595.6	1.4	1.4	10.9	30.4	32.6	15.8	7.5	97.2
	<i>Certificate</i>	573.6	1.8	3.4	17.8	36.1	27.3	10.0	3.5	94.8
	<i>Year 12</i>	584.5	2.0	2.6	15.9	32.4	27.5	12.9	6.6	95.3
	<i>Year 11</i>	551.2	4.1	7.8	27.8	34.2	17.9	5.8	2.4	88.1
	<i>Not stated (5%)</i>	591.4	2.4	4.1	13.8	26.0	28.4	16.4	8.8	93.4
Vic	<i>Bachelor</i>	627.7	1.3	0.4	4.4	18.7	32.5	25.6	17.1	98.3
	<i>Diploma</i>	590.9	1.9	1.7	11.5	31.5	32.9	14.8	5.8	96.4
	<i>Certificate</i>	577.4	3.0	2.7	15.7	35.6	28.7	10.9	3.4	94.3
	<i>Year 12</i>	584.7	3.6	2.4	14.0	32.6	28.9	13.3	5.1	94.0
	<i>Year 11</i>	562.2	6.6	5.6	22.2	33.6	21.7	7.7	2.6	87.8
	<i>Not stated (3%)</i>	612.1	4.9	1.9	8.5	20.9	29.3	21.6	12.9	93.2
Qld	<i>Bachelor</i>	622.3	0.8	0.6	4.6	20.0	33.7	25.8	14.5	98.6
	<i>Diploma</i>	587.1	1.1	2.2	13.1	31.6	32.3	15.2	4.5	96.7
	<i>Certificate</i>	572.2	1.4	3.8	18.0	35.5	28.0	10.9	2.4	94.8
	<i>Year 12</i>	571.7	2.3	4.3	19.3	32.8	26.9	11.4	3.0	93.4
	<i>Year 11</i>	546.4	3.3	9.7	27.9	34.0	18.7	5.5	0.9	87.0
	<i>Not stated (8%)</i>	570.1	2.7	6.1	20.5	30.3	25.1	11.5	3.9	91.3
WA	<i>Bachelor</i>	634.4	0.7	0.3	2.9	14.8	33.1	29.8	18.4	99.0
	<i>Diploma</i>	599.0	0.8	1.3	8.7	27.8	36.9	18.3	6.2	97.9
	<i>Certificate</i>	586.7	0.8	1.9	11.8	33.5	33.7	14.2	4.0	97.2
	<i>Year 12</i>	585.5	2.0	2.1	13.4	32.1	32.1	13.7	4.6	95.9
	<i>Year 11</i>	558.2	2.3	6.9	23.2	35.8	22.6	7.2	1.9	90.8
	<i>Not stated (10%)</i>	580.9	3.0	5.8	15.8	28.1	26.3	13.9	7.0	91.2
SA	<i>Bachelor</i>	612.4	1.1	0.5	5.0	22.9	38.3	23.0	9.1	98.4
	<i>Diploma</i>	584.4	1.7	1.3	12.7	34.4	34.5	12.2	3.3	97.0
	<i>Certificate</i>	567.9	2.3	3.5	17.9	39.4	27.6	7.9	1.4	94.2
	<i>Year 12</i>	576.0	2.1	2.9	16.5	36.3	27.5	11.6	3.2	95.1
	<i>Year 11</i>	545.9	4.5	8.1	27.8	37.8	17.6	3.6	0.5	87.4
	<i>Not stated (10%)</i>	581.8	10.6	3.8	14.0	28.0	27.0	11.2	5.4	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 9 Numeracy

Table 9.N8 (cont.): Achievement of Year 9 Students in Numeracy, by Parental Education, by State and Territory, 2018.

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	617.3	1.0	0.7	4.8	21.0	35.2	26.0	11.4	98.3
	Diploma	584.9	0.9	1.9	13.7	33.0	32.5	14.6	3.5	97.3
	Certificate	570.1	1.2	3.1	18.9	36.8	29.3	9.1	1.7	95.7
	Year 12	562.0	1.1	4.8	25.6	35.0	20.6	10.0	2.8	94.0
	Year 11	544.7	2.1	8.4	31.1	35.6	18.3	3.9	0.6	89.5
	Not stated (8%)	589.0	3.4	2.9	13.2	29.7	27.5	17.1	6.2	93.7
ACT	Bachelor	618.5	1.1	0.2	2.8	19.4	41.6	26.0	8.8	98.6
	Diploma	588.9	1.0	0.7	9.9	34.7	38.8	11.3	3.5	98.3
	Certificate	577.2	1.9	2.4	13.7	38.0	33.0	8.5	2.5	95.7
	Year 12	583.9	2.3	1.1	13.3	32.8	34.7	13.9	1.9	96.6
	Year 11	573.3	4.5	3.3	16.2	34.7	29.4	8.0	3.8	92.1
	Not stated (14%)	599.1	3.2	1.7	8.0	26.7	36.4	17.8	6.3	95.2
NT	Bachelor	601.7	1.0	2.3	8.5	25.8	33.7	21.2	7.5	96.7
	Diploma	568.8	2.3	5.7	17.9	33.5	26.4	11.4	2.8	92.0
	Certificate	549.8	2.4	10.1	24.5	33.6	20.8	7.8	0.8	87.5
	Year 12	546.8	1.5	13.5	24.3	33.4	17.5	6.7	3.0	84.9
	Year 11	478.5	2.1	43.6	29.9	17.0	5.2	2.0	0.2	54.3
	Not stated (22%)	510.6	1.5	30.1	28.4	22.2	12.3	4.5	1.1	68.4
Aust	Bachelor	628.3	1.0	0.5	4.2	18.3	32.8	26.0	17.3	98.5
	Diploma	591.8	1.4	1.6	11.5	31.0	33.2	15.3	5.9	96.9
	Certificate	574.8	1.9	3.2	16.9	35.9	28.5	10.6	3.0	94.9
	Year 12	580.0	2.5	3.1	16.2	32.9	28.1	12.5	4.7	94.4
	Year 11	551.4	4.3	8.4	26.0	34.1	19.2	6.1	1.8	87.3
	Not stated (6%)	583.1	3.9	5.4	15.5	27.0	26.9	14.5	7.0	90.8

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 9 Numeracy

Table 9.N9: Achievement of Year 9 Students in Numeracy, by Parental Occupation, by State and Territory, 2018.

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	632.4	0.8	0.4	4.5	17.6	30.9	25.5	20.3	98.8
	Group 2	608.9	1.0	1.0	8.1	26.0	32.7	19.7	11.5	98.0
	Group 3	585.7	1.6	2.4	14.6	33.5	29.2	12.3	6.5	96.1
	Group 4	572.5	2.4	4.1	21.0	34.3	23.1	9.5	5.6	93.5
	Not in paid work	554.3	5.2	8.0	26.0	33.2	17.7	6.7	3.3	86.9
	Not stated (5%)	590.5	2.3	4.1	14.3	27.2	27.3	15.7	9.1	93.7
Vic	Group 1	628.1	1.0	0.3	4.1	18.4	33.0	26.1	17.0	98.6
	Group 2	607.2	1.4	0.9	7.7	26.4	33.8	19.6	10.2	97.7
	Group 3	588.4	1.9	1.8	12.5	33.3	31.2	13.7	5.7	96.3
	Group 4	576.9	3.8	3.3	17.2	33.6	26.5	10.9	4.7	92.9
	Not in paid work	562.6	8.3	5.8	22.3	32.8	19.9	8.0	3.1	85.9
	Not stated (3%)	610.9	6.1	2.3	9.8	20.9	26.5	20.8	13.7	91.6
Qld	Group 1	621.9	0.7	0.6	4.8	20.2	33.7	25.4	14.5	98.6
	Group 2	598.3	0.9	1.5	9.4	28.6	33.9	18.7	6.9	97.6
	Group 3	577.2	1.3	3.1	16.7	34.1	29.4	12.5	3.0	95.6
	Group 4	561.5	2.1	5.7	23.3	35.3	22.8	8.6	2.2	92.2
	Not in paid work	547.1	4.4	10.2	27.5	31.9	18.4	5.8	1.7	85.4
	Not stated (14%)	568.0	2.6	6.2	20.9	31.5	24.3	10.9	3.6	91.2
WA	Group 1	632.1	0.5	0.3	3.3	16.0	33.4	28.4	18.0	99.1
	Group 2	609.1	0.8	0.8	6.5	24.3	36.3	22.4	8.9	98.4
	Group 3	591.9	0.9	1.4	10.9	31.2	34.8	16.0	4.8	97.7
	Group 4	577.4	1.4	3.3	16.3	34.9	28.7	11.4	4.1	95.3
	Not in paid work	556.0	3.1	8.2	24.6	34.0	19.8	7.9	2.4	88.7
	Not stated (14%)	577.7	3.0	5.8	16.6	29.7	26.0	12.6	6.3	91.2
SA	Group 1	610.6	1.1	0.7	5.8	23.7	36.8	22.6	9.2	98.2
	Group 2	592.6	1.3	1.1	9.7	31.5	36.4	15.5	4.4	97.5
	Group 3	576.2	1.6	2.2	14.9	38.0	31.3	9.7	2.3	96.2
	Group 4	564.3	2.4	3.7	21.2	38.8	24.7	7.4	1.7	93.8
	Not in paid work	548.0	6.0	8.6	26.1	36.3	17.2	4.7	1.1	85.4
	Not stated (15%)	568.2	8.7	5.5	19.0	31.2	23.2	8.7	3.7	85.8

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 Numeracy

Table 9.N9 (cont.): Achievement of Year 9 Students in Numeracy, by Parental Occupation, by State and Territory, 2018.

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	614.8	1.1	0.9	6.1	20.9	34.6	25.9	10.6	98.0
	Group 2	590.4	0.6	1.3	11.5	32.4	33.1	16.5	4.6	98.1
	Group 3	574.0	1.0	2.9	17.3	35.9	30.6	9.7	2.5	96.1
	Group 4	553.6	1.6	5.8	27.6	37.4	21.2	5.2	1.3	92.7
	Not in paid work	542.6	3.1	8.9	32.6	33.9	16.3	4.2	1.0	88.0
	Not stated (10%)	580.5	3.0	4.3	16.0	30.8	26.6	14.2	5.1	92.8
ACT	Group 1	615.7	1.1	0.4	3.6	20.7	40.9	24.8	8.6	98.6
	Group 2	600.2	1.4	0.6	7.9	28.5	38.2	17.4	6.0	98.0
	Group 3	584.1	1.3	1.3	11.9	35.6	35.5	12.1	2.1	97.3
	Group 4	582.0	3.2	2.6	12.9	33.3	33.5	11.0	3.5	94.2
	Not in paid work	571.2	3.5	4.7	15.6	34.2	31.0	8.6	2.4	91.8
	Not stated (17%)	602.5	2.9	1.3	6.3	26.1	38.7	18.0	6.7	95.8
NT	Group 1	603.2	0.9	1.9	9.8	25.9	31.6	21.2	8.8	97.2
	Group 2	584.8	1.6	3.7	14.2	29.2	30.3	16.1	5.0	94.7
	Group 3	564.4	1.0	5.8	20.9	35.0	25.3	10.4	1.6	93.3
	Group 4	528.3	2.7	19.7	25.7	28.6	16.0	6.9	0.5	77.6
	Not in paid work	484.6	3.2	38.9	31.3	18.6	5.7	2.1	0.2	57.9
	Not stated (35%)	506.7	1.6	32.6	26.8	22.0	11.9	4.1	1.0	65.8
Aust	Group 1	626.9	0.8	0.5	4.5	18.7	33.0	25.7	16.8	98.7
	Group 2	604.6	1.1	1.1	8.3	27.0	33.9	19.4	9.2	97.8
	Group 3	584.1	1.5	2.3	14.3	33.7	30.5	12.8	4.9	96.2
	Group 4	570.7	2.6	4.2	20.1	34.7	24.6	9.6	4.1	93.1
	Not in paid work	554.4	5.9	8.1	25.0	32.9	18.5	6.8	2.7	86.0
	Not stated (9%)	576.2	3.6	6.2	17.5	29.0	25.3	12.6	5.9	90.2

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 9 Participation

Table 9.P1: Year 9 Student Participation in Assessment, by State and Territory, 2018.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	<i>Number Participation Rate (%)</i>	85053 93.8	85344 94.1	85276 94.0	85276 94.0	84225 92.8
Vic	<i>Number Participation Rate (%)</i>	64103 90.1	64573 90.7	64586 90.7	64586 90.7	63570 89.3
Qld	<i>Number Participation Rate (%)</i>	52531 85.2	52817 85.7	52946 85.9	52946 85.9	52117 84.6
WA	<i>Number Participation Rate (%)</i>	28854 94.2	28968 94.5	28894 94.4	28894 94.4	28592 93.4
SA	<i>Number Participation Rate (%)</i>	17808 89.5	17854 89.7	17871 89.8	17871 89.8	17571 88.3
Tas	<i>Number Participation Rate (%)</i>	5475 89.7	5499 90.1	5512 90.3	5512 90.3	5415 88.7
ACT	<i>Number Participation Rate (%)</i>	4713 89.6	4698 89.8	4659 88.6	4659 88.6	4606 87.6
NT	<i>Number Participation Rate (%)</i>	2314 77.8	2337 78.6	2346 78.9	2346 78.9	2241 75.4
Aust	<i>Number Participation Rate (%)</i>	260851 90.5	262090 90.9	262090 90.9	262090 90.9	258337 89.6

[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, 2018.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	Indigenous	4253	79.9	4287	80.6	4275	80.3	4275	80.3	4128	77.6
	Non-Indig.	78583	94.7	78859	95.1	78796	95.0	78796	95.0	77908	93.9
Vic	Indigenous	828	69.3	847	70.9	868	72.6	868	72.6	807	67.5
	Non-Indig.	63037	90.5	63514	91.2	63501	91.2	63501	91.2	62524	89.8
Qld	Indigenous	3170	72.6	3217	73.6	3219	73.7	3219	73.7	3113	71.3
	Non-Indig.	48009	86.9	48236	87.3	48365	87.5	48365	87.5	47676	86.3
WA	Indigenous	1254	67.9	1289	69.6	1293	70.1	1293	70.1	1212	65.7
	Non-Indig.	26632	96.3	26706	96.5	26620	96.3	26620	96.3	26436	95.6
SA	Indigenous	548	68.1	555	68.9	556	69.1	556	69.1	523	65.0
	Non-Indig.	16757	90.5	16798	90.7	16814	90.8	16814	90.8	16556	89.4
Tas	Indigenous	422	84.4	420	84.0	421	84.2	421	84.2	406	81.2
	Non-Indig.	4901	91.4	4927	91.9	4937	92.1	4937	92.1	4857	90.6
ACT	Indigenous	106	64.6	109	66.5	104	63.4	104	63.4	105	64.0
	Non-Indig.	4435	90.3	4422	90.5	4386	89.3	4386	89.3	4336	88.3
NT	Indigenous	730	57.8	743	58.9	753	59.7	753	59.7	683	54.1
	Non-Indig.	1577	92.5	1587	93.1	1586	93.0	1586	93.0	1551	91.0
Aust	Indigenous	11311	73.1	11467	74.1	11489	74.3	11489	74.3	10977	71.0
	Non-Indig.	243931	91.7	245049	92.1	245005	92.1	245005	92.1	241844	90.9

[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, 2018.

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	1.7	5.1	1.2	1.7	4.8	1.2	1.7	4.8	1.1	1.7	4.8	1.1	1.7	6.0	1.2
Vic	2.7	7.0	2.9	2.7	6.5	2.8	2.7	6.5	2.7	2.7	6.5	2.7	2.6	7.7	2.9
Qld	1.5	6.8	7.9	1.5	6.5	7.7	1.5	6.4	7.7	1.5	6.4	7.7	1.5	7.5	7.9
WA	1.2	5.3	0.4	1.2	5.1	0.4	1.2	5.2	0.4	1.2	5.2	0.4	1.2	6.2	0.4
SA	2.9	7.0	3.5	2.9	6.9	3.4	2.9	6.7	3.4	2.9	6.7	3.4	2.9	8.2	3.5
Tas	1.4	8.0	2.3	1.4	7.7	2.2	1.4	7.5	2.2	1.4	7.5	2.2	1.4	9.0	2.3
ACT	1.6	5.0	5.4	1.4	4.7	5.5	1.6	6.0	5.5	1.6	6.0	5.5	1.6	6.9	5.6
NT	1.7	21.1	1.1	1.7	20.3	1.1	1.7	20.0	1.1	1.7	20.0	1.1	1.7	23.5	1.1
Aust	1.9	6.3	3.2	1.9	6.0	3.1	1.9	6.0	3.1	1.9	6.0	3.1	1.9	7.2	3.2

[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, 2018.

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>	2.6	17.6	2.5	2.6	17.0	2.4	2.6	17.2	2.4	2.6	17.2	2.4	2.6	19.9	2.6
	<i>Non-Indigenous</i>	1.6	4.2	1.0	1.6	3.9	1.0	1.6	4.0	1.0	1.6	4.0	1.0	1.6	5.0	1.1
Vic	<i>Indigenous</i>	6.5	22.3	8.5	6.6	20.9	8.2	6.6	19.5	7.9	6.6	19.5	7.9	6.6	23.7	8.8
	<i>Non-Indigenous</i>	2.5	6.7	2.7	2.5	6.1	2.6	2.5	6.2	2.6	2.5	6.2	2.6	2.5	7.4	2.8
Qld	<i>Indigenous</i>	2.6	16.9	10.5	2.6	16.1	10.3	2.6	16.1	10.2	2.6	16.1	10.2	2.6	18.3	10.5
	<i>Non-Indigenous</i>	1.5	5.8	7.3	1.5	5.5	7.2	1.5	5.4	7.1	1.5	5.4	7.1	1.4	6.4	7.3
WA	<i>Indigenous</i>	1.2	31.5	0.6	1.3	29.7	0.6	1.2	29.3	0.7	1.2	29.3	0.7	1.2	33.7	0.7
	<i>Non-Indigenous</i>	1.2	3.3	0.4	1.2	3.1	0.4	1.2	3.3	0.4	1.2	3.3	0.4	1.2	4.0	0.4
SA	<i>Indigenous</i>	4.7	25.3	6.6	4.7	24.4	6.7	4.6	24.2	6.7	4.6	24.2	6.7	4.8	28.2	6.8
	<i>Non-Indigenous</i>	2.9	6.2	3.4	2.9	6.1	3.3	2.9	5.9	3.3	2.9	5.9	3.3	2.9	7.2	3.4
Tas	<i>Indigenous</i>	1.6	14.0	1.6	1.6	14.6	1.4	1.6	14.4	1.4	1.6	14.4	1.4	1.6	17.2	1.6
	<i>Non-Indigenous</i>	1.3	7.6	0.9	1.3	7.2	0.9	1.3	7.0	0.9	1.3	7.0	0.9	1.3	8.5	0.9
ACT	<i>Indigenous</i>	4.3	17.7	17.7	4.3	16.5	17.1	4.3	19.5	17.1	4.3	19.5	17.1	4.3	18.3	17.7
	<i>Non-Indigenous</i>	1.5	4.7	5.0	1.3	4.3	5.1	1.5	5.6	5.1	1.5	5.6	5.1	1.5	6.5	5.2
NT	<i>Indigenous</i>	1.8	41.4	0.7	1.8	40.4	0.7	1.8	39.6	0.7	1.8	39.6	0.7	1.8	45.2	0.7
	<i>Non-Indigenous</i>	1.7	6.1	1.4	1.7	5.5	1.4	1.7	5.6	1.4	1.7	5.6	1.4	1.7	7.6	1.5
Aust	<i>Indigenous</i>	2.8	21.7	5.2	2.8	20.8	5.1	2.8	20.6	5.1	2.8	20.6	5.1	2.8	23.8	5.2
	<i>Non-Indigenous</i>	1.9	5.3	3.0	1.9	5.0	2.9	1.9	5.0	2.9	1.9	5.0	2.9	1.9	6.1	3.0

[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, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	586.4	588.5	578.2	589.4	577.4	577.0	599.9	510.6	584.1
NSW	586.4		■	■	■	■	■	▽	▲	■
Vic	588.5	■		■	■	■	■	■	▲	■
Qld	578.2	■	■		■	■	■	▽	▲	■
WA	589.4	■	■	■		▲	▲	■	▲	■
SA	577.4	■	■	■	▽		■	▽	▲	■
Tas	577.0	■	■	■	▽	■		▽	▲	■
ACT	599.9	▲	■	▲	■	▲	▲		▲	▲
NT	510.6	▽	▽	▽	▽	▽	▽	▽		▽
Aust	584.1	■	■	■	■	■	■	▽	▲	

Table 9.CW: Comparative Achievement of Year 9 Students in Writing, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	549.1	550.9	527.2	551.0	532.3	523.5	555.1	441.3	542.4
NSW	549.1		■	▲	■	▲	▲	■	▲	■
Vic	550.9	■		▲	■	▲	▲	■	▲	■
Qld	527.2	▽	▽		▽	■	■	▽	▲	■
WA	551.0	■	■	▲		▲	▲	■	▲	■
SA	532.3	▽	▽	■	▽		■	▽	▲	■
Tas	523.5	▽	▽	■	▽	■		▽	▲	▽
ACT	555.1	■	■	▲	■	▲	▲		▲	■
NT	441.3	▽	▽	▽	▽	▽	▽	▽		▽
Aust	542.4	■	■	■	■	■	▲	■	▲	

Table 9.CS: Comparative Achievement of Year 9 Students in Spelling, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	588.5	584.4	580.6	586.0	576.7	565.2	588.7	505.4	583.4
NSW	588.5		■	■	■	■	▲	■	▲	■
Vic	584.4	■		■	■	■	▲	■	▲	■
Qld	580.6	■	■		■	■	▲	■	▲	■
WA	586.0	■	■	■		■	▲	■	▲	■
SA	576.7	■	■	■	■		■	■	▲	■
Tas	565.2	▽	▽	▽	▽	■		▽	▲	▽
ACT	588.7	■	■	■	■	■	▲		▲	■
NT	505.4	▽	▽	▽	▽	▽	▽	▽		▽
Aust	583.4	■	■	■	■	■	▲	■	▲	

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, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	582.7	582.0	579.9	585.7	573.3	568.1	584.7	501.0	580.5
NSW	582.7		■	■	■	■	△	■	▲	■
Vic	582.0	■		■	■	■	△	■	▲	■
Qld	579.9	■	■		■	■	■	■	▲	■
WA	585.7	■	■	■		■	△	■	▲	■
SA	573.3	■	■	■	■		■	■	▲	■
Tas	568.1	▽	▽	■	▽	■		▽	▲	■
ACT	584.7	■	■	■	■	■	△		▲	■
NT	501.0	▽	▽	▽	▽	▽	▽	▽		▽
Aust	580.5	■	■	■	■	■	■	■	▲	

Table 9.CN: Comparative Achievement of Year 9 Students in Numeracy, by State and Territory, 2018.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2018 Mean	600.0	600.0	588.5	602.0	583.8	581.3	603.4	538.7	595.7
NSW	600.0		■	■	■	△	△	■	▲	■
Vic	600.0	■		■	■	△	△	■	▲	■
Qld	588.5	■	■		▽	■	■	▽	▲	■
WA	602.0	■	■	△		△	△	■	▲	■
SA	583.8	▽	▽	■	▽		■	▽	▲	■
Tas	581.3	▽	▽	■	▽	■		▽	▲	▽
ACT	603.4	■	■	△	■	△	△		▲	■
NT	538.7	▽	▽	▽	▽	▽	▽	▽		▽
Aust	595.7	■	■	■	■	■	△	■	▲	

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

NAPLAN Year 9 Commentary

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 writing, spelling 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 all domains, 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 noted above, 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. v). 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 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, more than 90% of students achieved at or above the national minimum standard in reading, spelling, grammar and punctuation, and numeracy. In writing, however, less than 80% 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 for Australia overall and for all jurisdictions. In spelling and grammar and punctuation, the mean scale score for female students is higher than the mean scale score for male students for Australia overall and for most jurisdictions. The national differences between male and female students are 31 score points in writing, 18 score points in spelling and 17 score points in grammar and punctuation.

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 numeracy, the percentage of female students who achieved at or above the national minimum standard is close to the percentage of male students who achieved at or above the national minimum standard. 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 4 percentage points in reading and 13 percentage points in writing. 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. In writing, the difference is 92 score points for Australia overall; in the other domains, differences range between 64 and 69 score points.

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 Australia overall. Nationally, 83% 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, spelling, and grammar and punctuation.

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. Mean scale scores for LBOTE students are higher than mean scale scores for non-LBOTE students in spelling and numeracy.

In South Australia and Tasmania, mean scale scores in most domains are similar for the two groups of students. In 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. 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 Australia overall, a higher percentage of non-LBOTE students than LBOTE students achieved at or above the national minimum standard in reading. In numeracy, 15% of LBOTE students achieved in Band 10 compared to 7% of non-LBOTE students.

Geolocation

From 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; 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. In addition, there are too few Year 9 students attending schools in remote and 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 schools in

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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, mean scale scores are similar among students attending schools in remote, outer regional and inner regional geolocations. For 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 outer 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. The pattern of results by geolocation for Indigenous students is largely consistent with the pattern of results by geolocation for Australia overall. 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 South Australia and Western Australia, Indigenous students attending schools in major cities geolocations and Indigenous students attending schools in inner regional geolocations have similar mean scale scores in reading, spelling and numeracy. Among non-Indigenous students for Australia overall, results in most domains for students attending schools in very remote and 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 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 22% in the Northern Territory. For Australia overall, there is no information on parental education for 6% 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 most jurisdictions and for Australia overall, and the greatest percentage of students who achieved at or above the national minimum standard. In reading for Australia overall, the mean scale score for students with parents whose highest level of education is a certificate are close to the mean scale score for students with parents whose highest level is Year 12 completion. 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 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 3% in Victoria to 35% in the Northern Territory. For Australia overall, there is no information on parental occupation for 9% 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 all 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 93% achieved at or above the national minimum standard in numeracy, more than 89% nationally achieved at or above the national minimum standard in reading, and more than 88% nationally achieved at or above the national minimum standard in grammar and punctuation.

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, spelling, and grammar and punctuation at 90.9% and lowest in numeracy at 89.6%. Among the eight jurisdictions, Western Australia has the highest participation rates in each domain (between 93.4% and 94.5%) and the Northern Territory has the lowest (between 75.4% and 78.9%). 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 71.0% in numeracy to 74.3% in spelling, and grammar and punctuation.

For Australia overall, 1.9% of students were granted exemptions from the assessments in each domain. Exemption rates for Indigenous students vary across jurisdictions, from 1.2% to 1.3% in Western Australia to 6.5% to 6.6% in Victoria. There are also wide variations in absence and withdrawal rates across jurisdictions and domains. In all jurisdictions, students were absent most frequently for the numeracy assessment, with 7.2% of students absent nationally, compared to 6.0% for the writing, spelling, and grammar and punctuation assessments. Indigenous student absence rates are highest in the Northern Territory (39.6% to 45.2%). Overall withdrawal rates are lowest in Western Australia (0.4%) and highest in Queensland (7.7% to 7.9%). In the ACT, 17.1% of Indigenous students were withdrawn for the writing, spelling, and grammar and punctuation assessments, and 17.7% of Indigenous students were withdrawn for the reading and numeracy assessments.

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NAPLAN Reading

Figure TS.R1: Achievement of Students in Reading, Australia, 2008, 2013–2018.

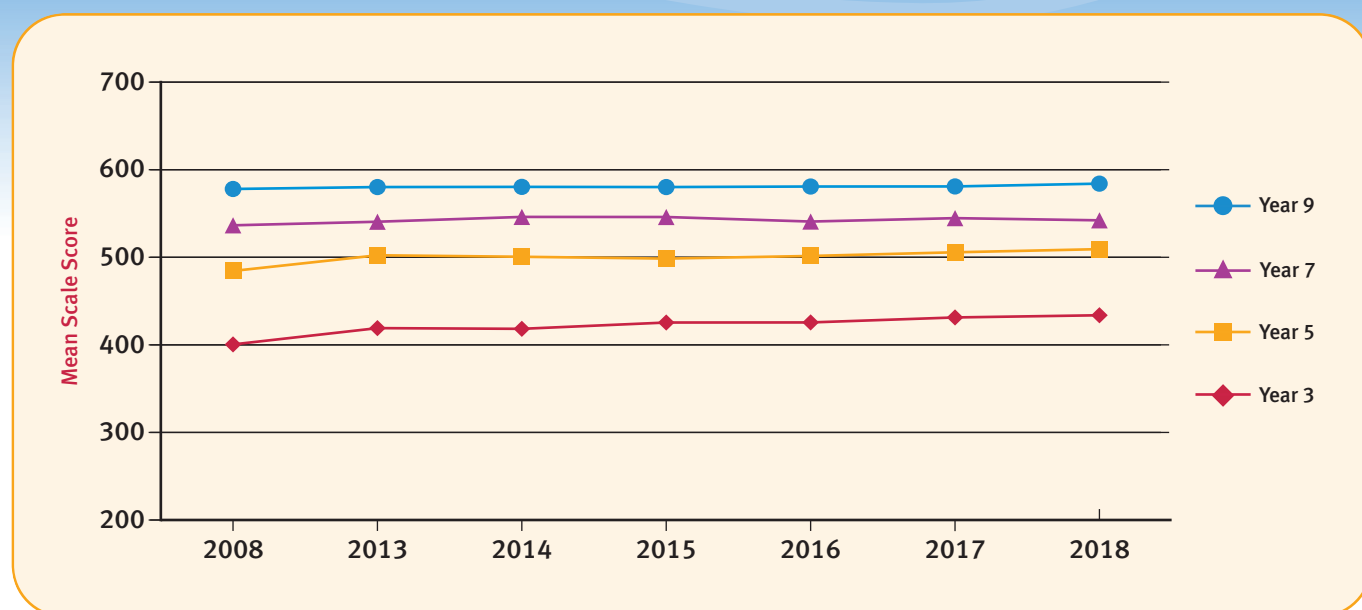


Table TS.R1: Achievement of Students in Reading, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	578.0 (67.0)	580.2 (63.4)	580.4 (67.6)	580.2 (67.5)	580.8 (65.8)	580.9 (66.0)	584.1 (64.1)	■	■
	% at or above NMS	92.9	93.4	92.1	92.3	92.8	91.7	93.4	■	■
Year 7	Mean / (S.D.)	536.5 (68.2)	540.6 (66.3)	546.1 (69.0)	546.0 (67.3)	540.8 (67.6)	544.7 (69.4)	542.2 (67.7)	■	■
	% at or above NMS	94.2	94.2	94.9	95.4	94.6	94.0	94.1	■	■
Year 5	Mean / (S.D.)	484.4 (76.5)	502.3 (64.7)	500.6 (78.0)	498.5 (78.2)	501.5 (77.1)	505.7 (77.0)	509.3 (75.0)	△	■
	% at or above NMS	91.0	96.1	92.9	93.3	93.0	93.9	94.9	△	■
Year 3	Mean / (S.D.)	400.5 (84.5)	419.1 (80.6)	418.3 (86.2)	425.5 (86.8)	425.6 (85.6)	431.3 (86.9)	433.8 (83.9)	△	■
	% at or above NMS	92.1	95.3	93.5	94.6	95.1	94.9	95.6	△	■

[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, 2013–2018.

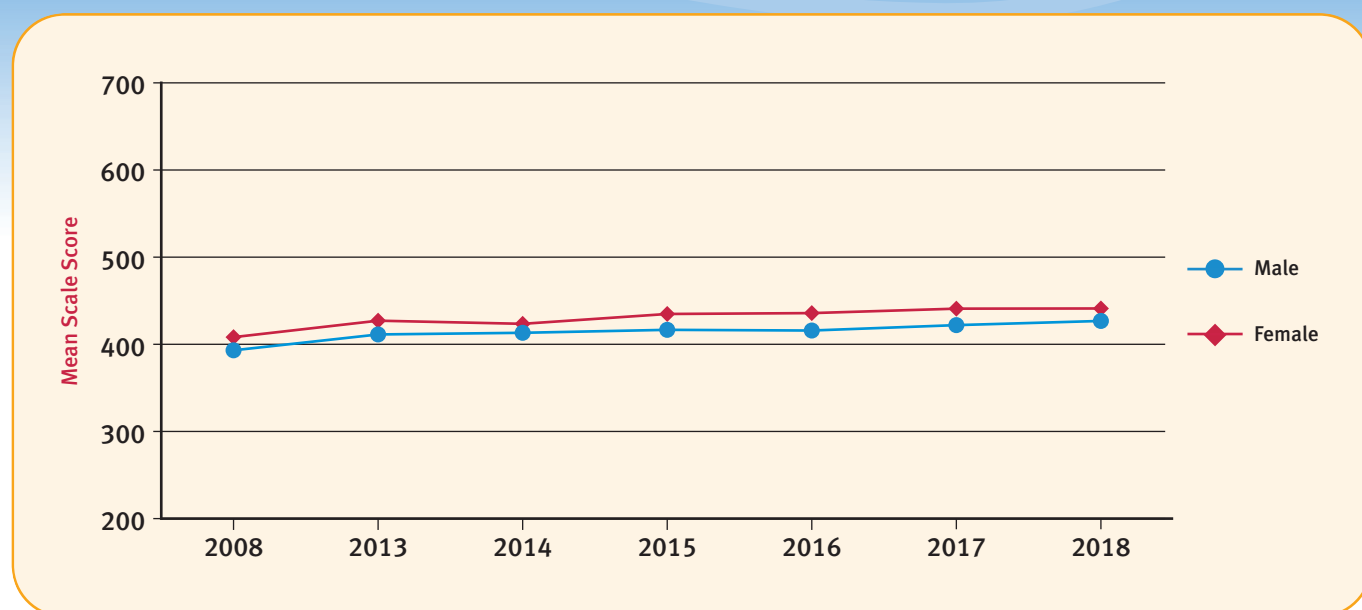


Table TS.R2: Achievement of Year 3 Students in Reading by Sex, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Male	Mean / (S.D.)	393.1 (86.2)	411.3 (81.9)	413.2 (88.5)	416.6 (88.1)	415.8 (86.6)	422.0 (88.8)	426.8 (85.5)	▲	■
	% at or above NMS	90.3	94.0	92.0	93.0	93.5	93.4	94.4	▲	■
Female	Mean / (S.D.)	408.2 (82.0)	427.1 (78.4)	423.5 (83.5)	434.8 (84.5)	435.8 (83.5)	440.9 (83.9)	441.1 (81.6)	▲	■
	% at or above NMS	94.1	96.8	95.1	96.2	96.7	96.5	96.9	▲	■

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

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Figure TS.R3: Achievement of Year 5 Students in Reading by Sex, Australia, 2008, 2013–2018.

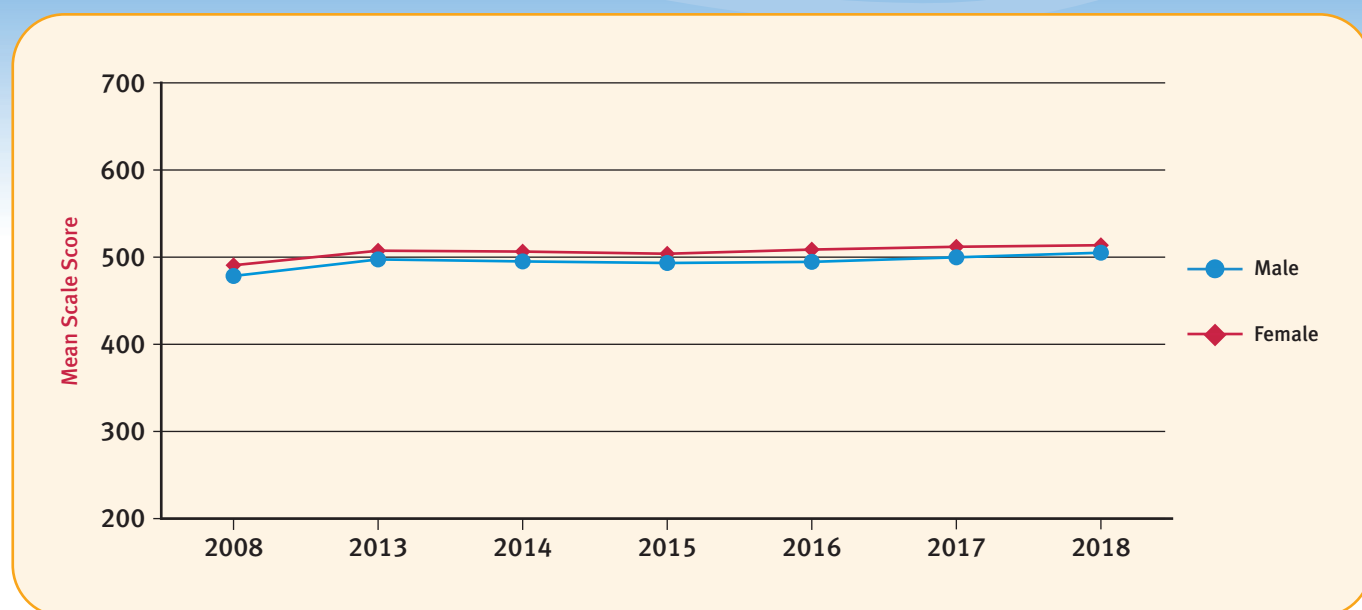


Table TS.R3: Achievement of Year 5 Students in Reading by Sex, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Male	Mean / (S.D.)	478.4 (77.4)	497.4 (66.0)	495.1 (79.4)	493.3 (79.9)	494.6 (79.0)	499.8 (79.3)	505.1 (77.1)	▲	■
	% at or above NMS	89.3	95.0	91.2	91.7	91.2	92.2	93.6	▲	■
Female	Mean / (S.D.)	490.7 (75.1)	507.4 (63.0)	506.4 (76.0)	503.9 (76.1)	508.7 (74.5)	511.9 (74.1)	513.7 (72.4)	▲	■
	% at or above NMS	92.8	97.3	94.7	95.0	95.0	95.7	96.2	▲	■

[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, 2013–2018.

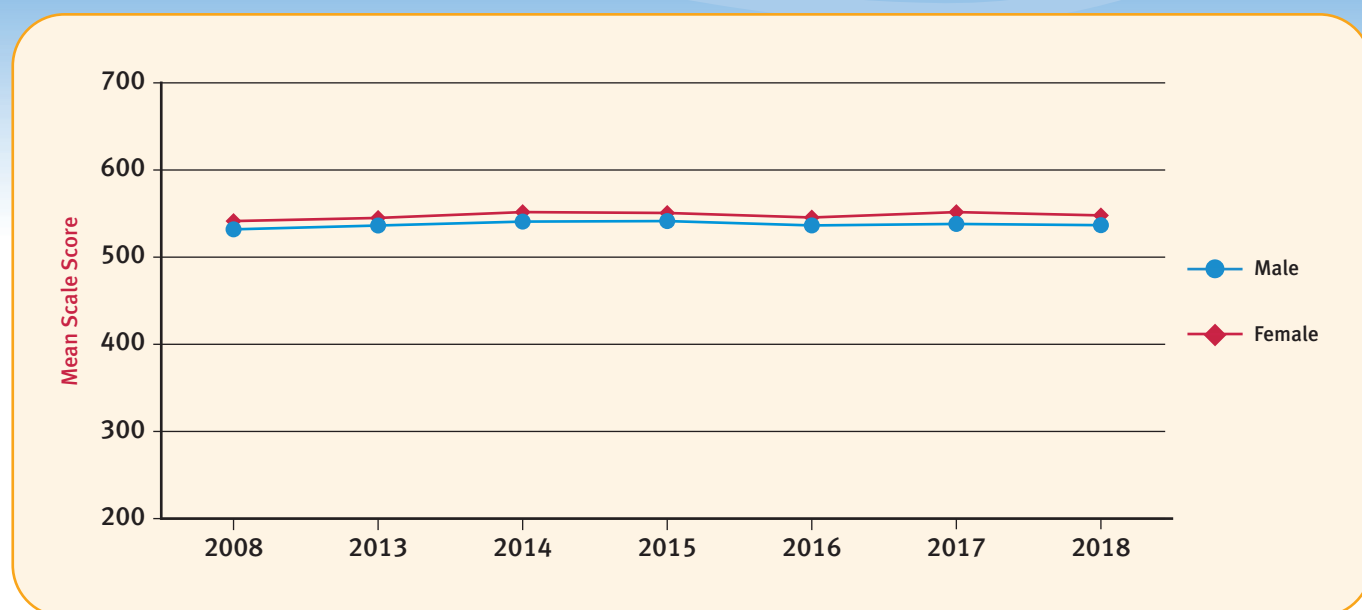


Table TS.R4: Achievement of Year 7 Students in Reading by Sex, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Male	Mean / (S.D.)	531.9 (69.9)	536.3 (68.1)	540.8 (70.3)	541.4 (68.9)	536.4 (68.6)	538.1 (71.1)	536.7 (69.6)	■	■
	% at or above NMS	92.8	92.8	93.5	94.2	93.3	92.2	92.5	■	■
Female	Mean / (S.D.)	541.4 (66.1)	545.0 (64.1)	551.7 (67.1)	550.7 (65.2)	545.5 (66.2)	551.7 (66.8)	547.9 (65.2)	■	■
	% at or above NMS	95.6	95.7	96.3	96.7	95.9	95.8	95.9	■	■

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

NAPLAN Reading

Figure TS.R5: Achievement of Year 9 Students in Reading by Sex, Australia, 2008, 2013–2018.

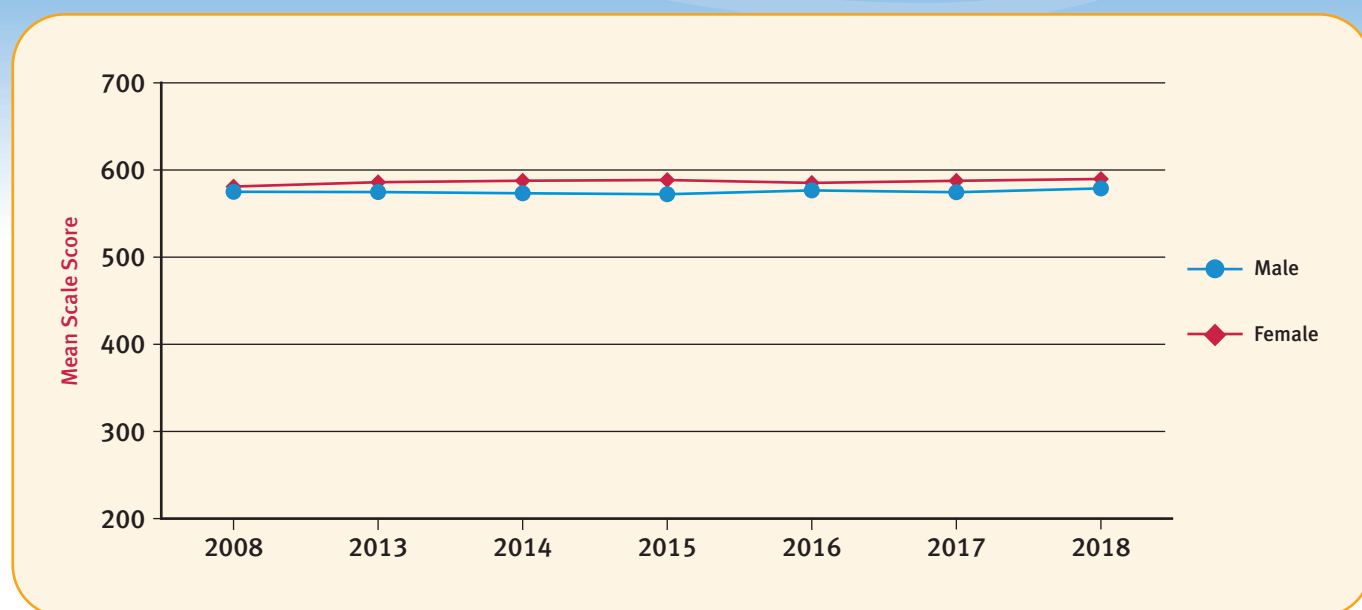


Table TS.R5: Achievement of Year 9 Students in Reading by Sex, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Male	Mean / (S.D.)	575.0 (68.7)	574.7 (64.2)	573.3 (68.4)	572.2 (67.6)	576.6 (66.5)	574.5 (67.7)	578.9 (65.7)	■	■
	% at or above NMS	91.5	91.8	90.1	90.2	91.6	89.6	91.6	■	■
Female	Mean / (S.D.)	581.0 (65.0)	586.0 (61.9)	587.7 (65.9)	588.5 (66.3)	585.2 (64.7)	587.6 (63.5)	589.7 (61.9)	■	■
	% at or above NMS	94.4	95.0	94.2	94.6	94.2	93.8	95.3	■	■

[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, 2013–2018.

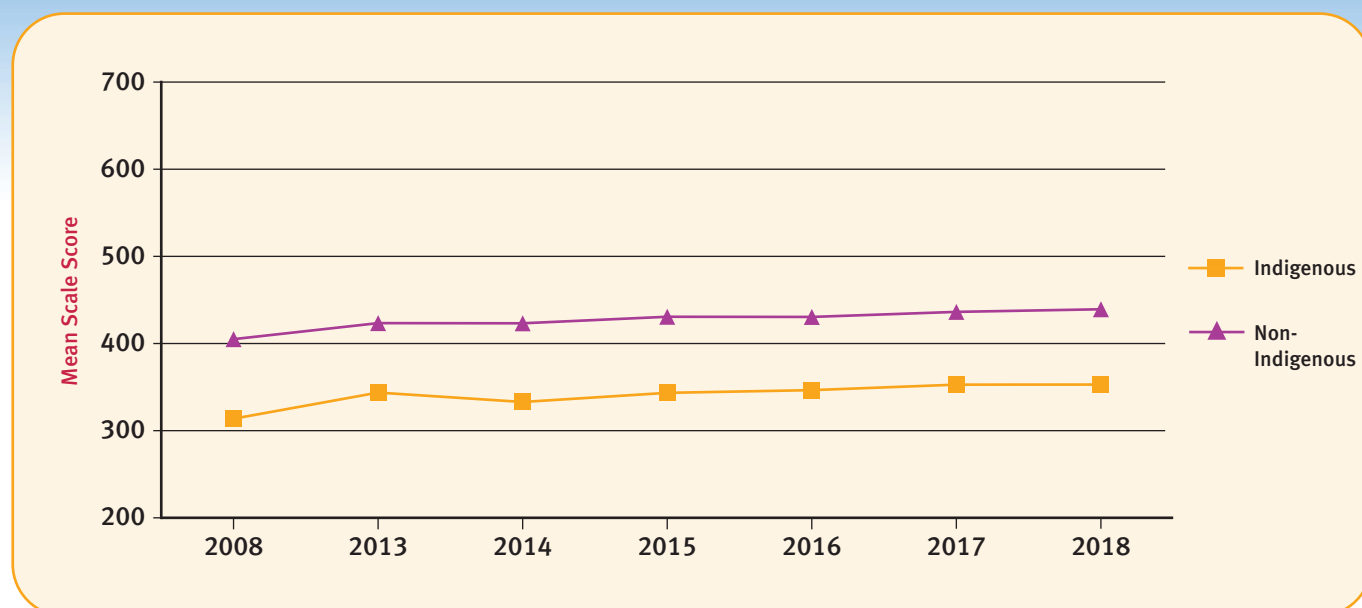


Table TS.R6: Achievement of Year 3 Students in Reading by Indigenous Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Indigenous	Mean / (S.D.)	313.7 (96.3)	343.7 (82.9)	332.9 (94.0)	343.4 (91.5)	346.5 (90.9)	352.8 (92.6)	352.9 (95.4)	▲	■
	% at or above NMS	68.3	81.5	74.7	78.7	80.6	81.6	82.0	▲	■
Non-Indigenous	Mean / (S.D.)	405.0 (81.3)	423.4 (78.2)	423.2 (83.0)	430.7 (84.0)	430.5 (82.9)	436.3 (84.1)	439.3 (80.4)	▲	■
	% at or above NMS	93.5	96.2	94.7	95.6	96.0	95.8	96.6	▲	■

[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, 2013–2018.

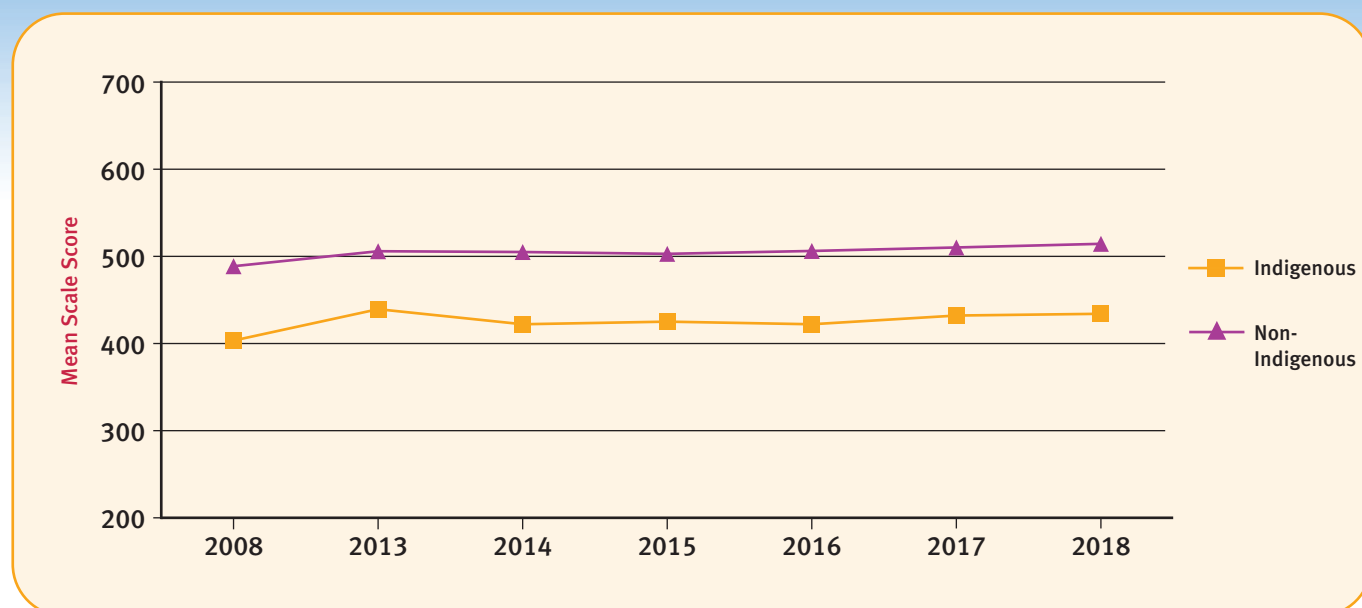


Table TS.R7: Achievement of Year 5 Students in Reading by Indigenous Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Indigenous	Mean / (S.D.)	403.4 (88.9)	439.4 (67.4)	422.1 (83.8)	425.1 (78.4)	422.1 (89.6)	432.1 (81.3)	434.1 (84.3)	▲	■
	% at or above NMS	63.4	83.3	70.3	73.6	70.8	75.5	77.2	▲	■
Non-Indigenous	Mean / (S.D.)	488.7 (73.3)	505.9 (62.7)	505.0 (75.2)	502.9 (76.0)	506.2 (73.6)	510.2 (74.4)	514.4 (71.7)	▲	■
	% at or above NMS	92.6	96.9	94.2	94.5	94.4	95.1	96.0	▲	■

[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, 2013–2018.

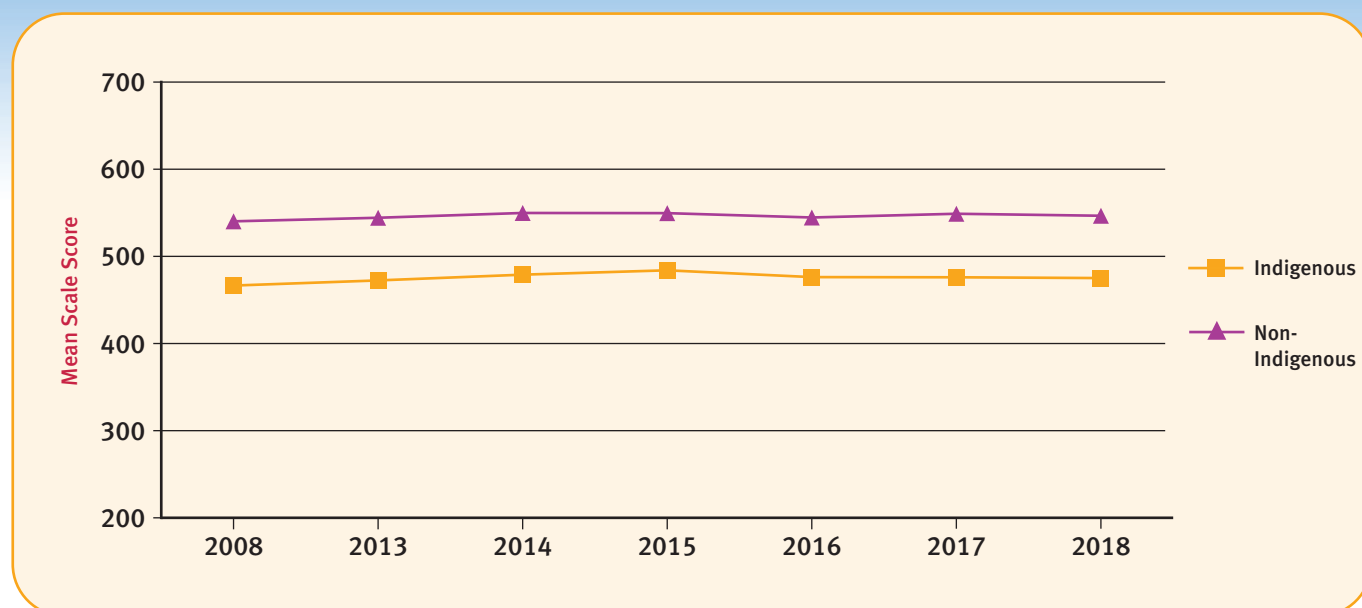


Table TS.R8: Achievement of Year 7 Students in Reading by Indigenous Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Indigenous	Mean / (S.D.)	466.5 (76.3)	472.4 (72.3)	479.0 (72.4)	484.0 (68.1)	476.2 (71.8)	476.0 (75.0)	475.1 (72.9)	■	■
	% at or above NMS	71.9	73.2	77.1	80.8	77.4	74.4	75.6	■	■
Non-Indigenous	Mean / (S.D.)	540.2 (65.7)	544.3 (63.8)	549.8 (66.8)	549.6 (65.4)	544.6 (65.3)	548.9 (66.7)	546.6 (65.0)	■	■
	% at or above NMS	95.4	95.4	95.9	96.3	95.6	95.2	95.4	■	■

[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, 2013–2018.

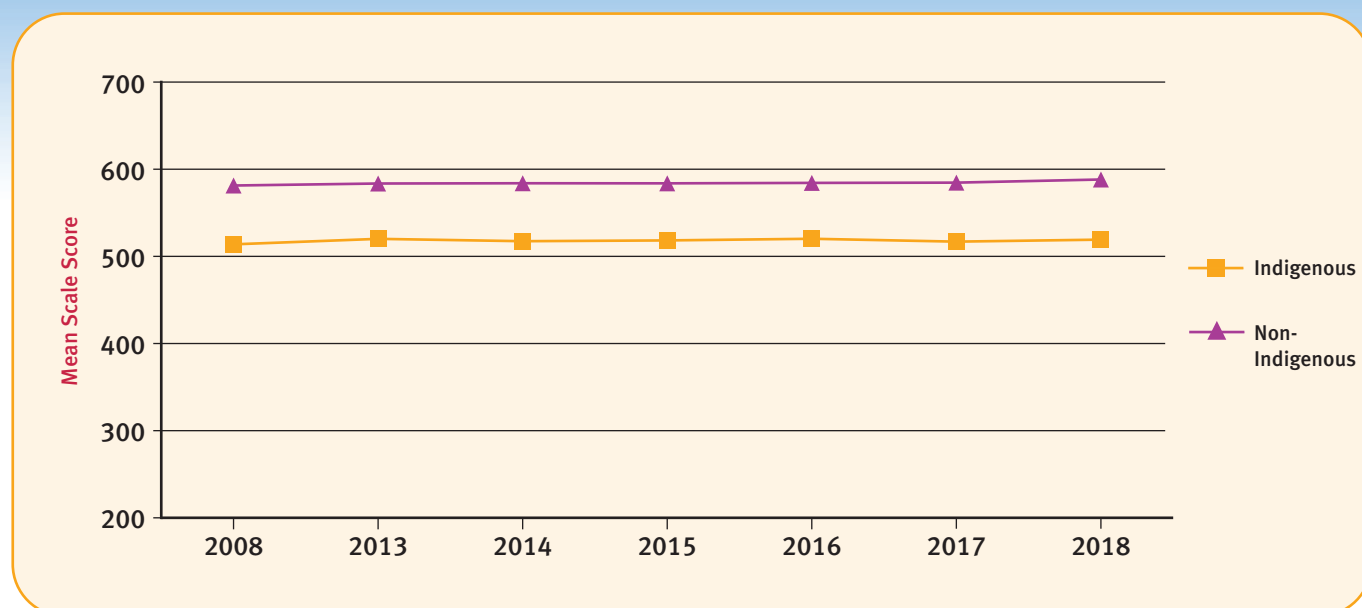


Table TS.R9: Achievement of Year 9 Students in Reading by Indigenous Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Indigenous	Mean / (S.D.)	513.8 (73.2)	520.1 (65.0)	517.4 (71.4)	518.3 (67.8)	520.2 (70.2)	516.9 (73.0)	519.2 (75.3)	■	■
	% at or above NMS	70.7	73.9	71.2	71.7	73.6	70.6	73.9	■	■
Non-Indigenous	Mean / (S.D.)	581.3 (65.0)	583.6 (61.4)	583.9 (65.6)	583.8 (65.8)	584.3 (63.7)	584.6 (63.6)	588.2 (61.2)	■	■
	% at or above NMS	94.2	94.5	93.3	93.6	94.0	92.9	94.6	■	■

[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, 2013–2018.

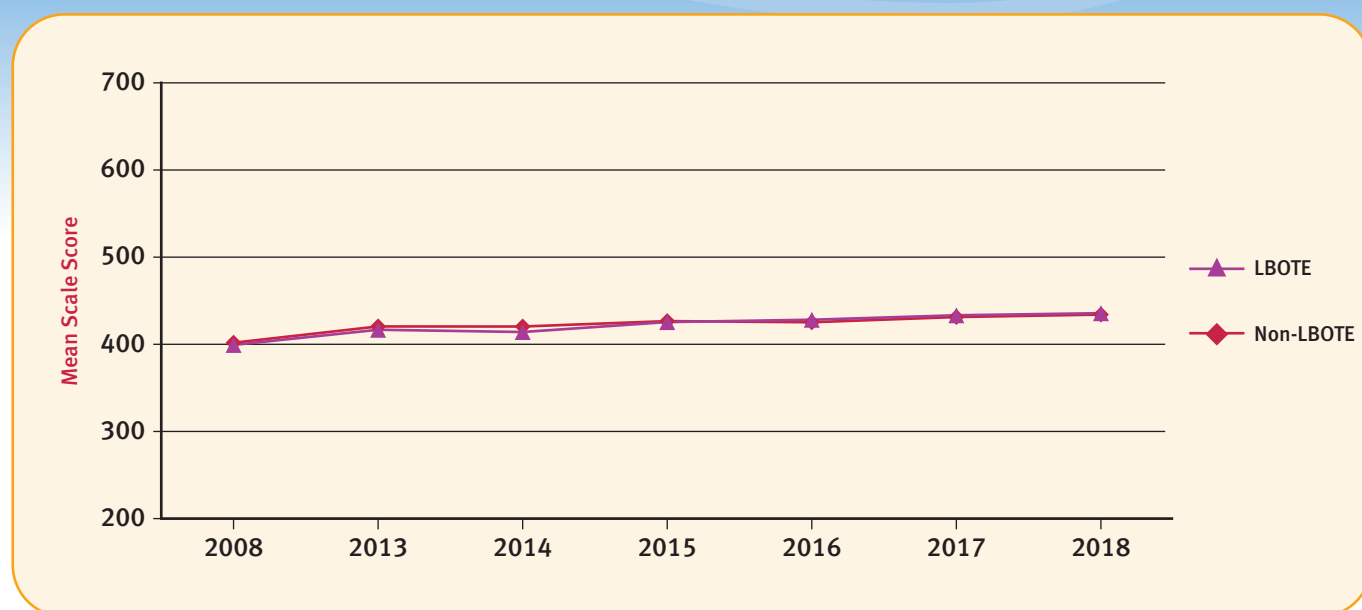


Table TS.R10: Achievement of Year 3 Students in Reading by LBOTE Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
LBOTE	Mean / (S.D.)	399.3 (88.0)	416.7 (82.4)	414.1 (88.8)	425.5 (90.5)	428.2 (89.3)	433.3 (92.0)	435.7 (88.4)	△	■
	% at or above NMS	90.4	93.9	91.7	93.3	94.0	93.5	94.5	△	■
Non-LBOTE	Mean / (S.D.)	401.8 (82.9)	420.5 (79.7)	420.4 (84.8)	426.6 (85.1)	425.3 (84.0)	431.3 (84.6)	434.1 (81.8)	△	■
	% at or above NMS	92.9	95.9	94.3	95.2	95.5	95.6	96.2	△	■

[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, 2013–2018.

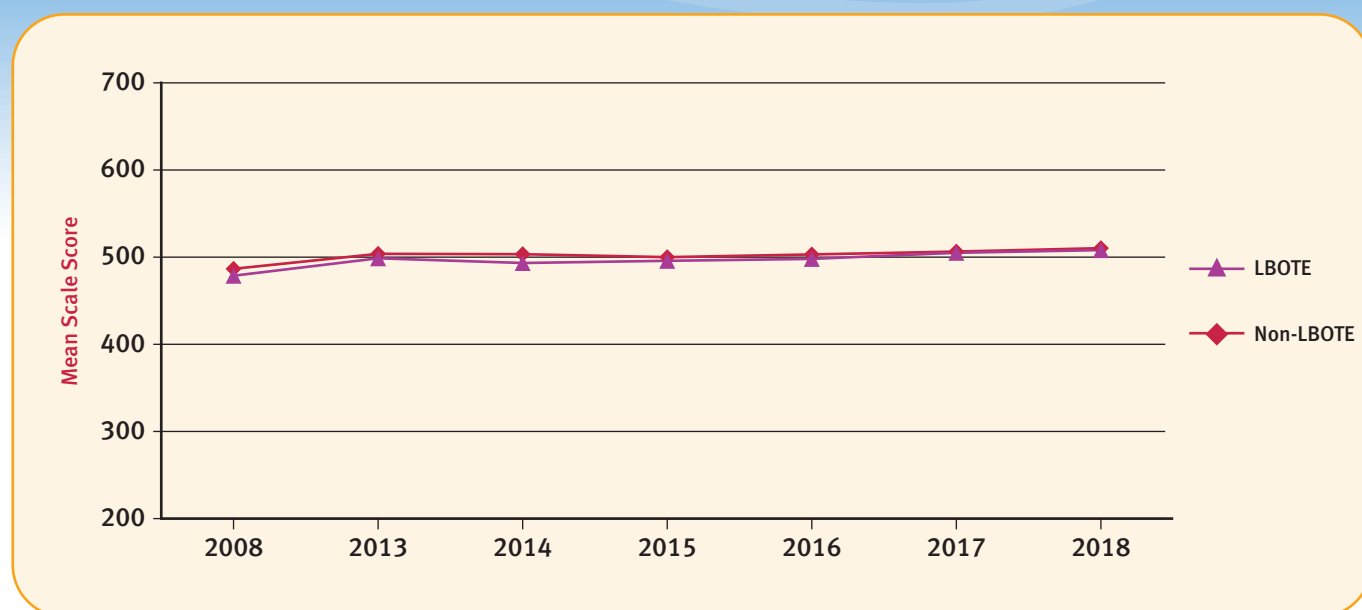


Table TS.R11: Achievement of Year 5 Students in Reading by LBOTE Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
LBOTE	Mean / (S.D.)	478.7 (83.7)	498.7 (68.9)	493.3 (82.3)	495.8 (83.2)	498.0 (83.9)	505.0 (83.5)	508.1 (81.1)	▲	■
	% at or above NMS	87.5	94.4	90.2	91.2	91.2	92.0	93.2	▲	■
Non-LBOTE	Mean / (S.D.)	486.6 (74.3)	503.8 (63.2)	503.4 (76.0)	500.0 (76.2)	503.1 (74.4)	506.4 (74.4)	510.3 (72.5)	▲	■
	% at or above NMS	92.1	96.7	93.9	94.1	93.8	94.7	95.5	▲	■

[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, 2013–2018.

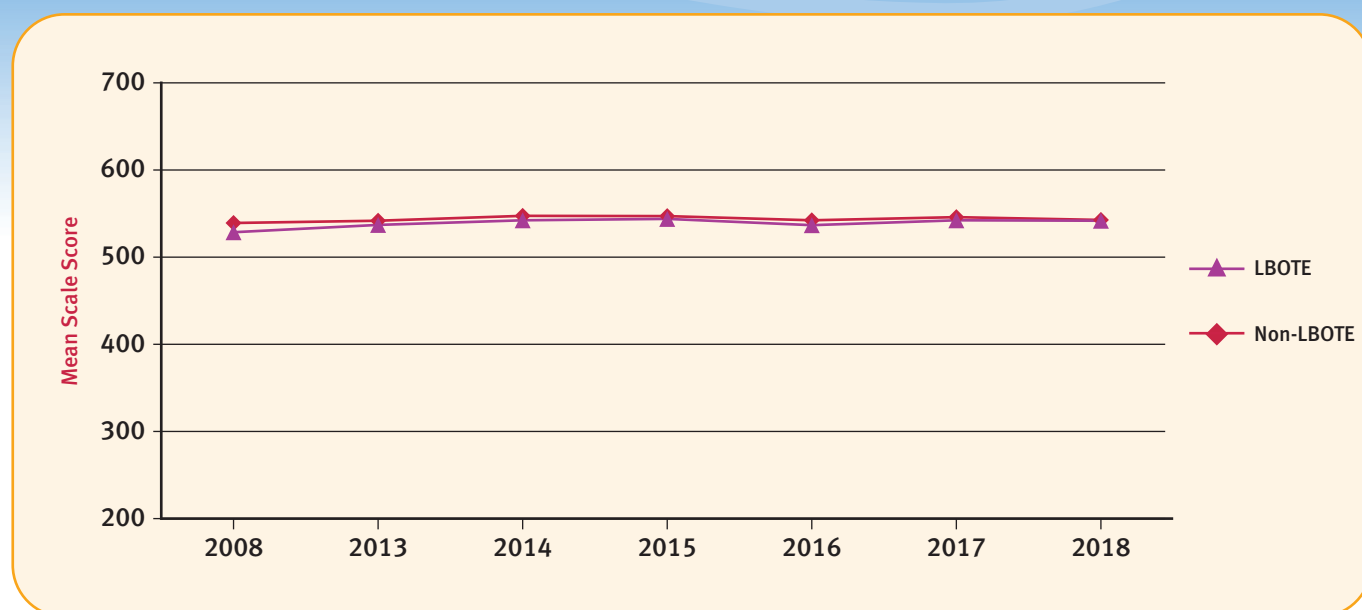


Table TS.R12: Achievement of Year 7 Students in Reading by LBOTE Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
LBOTE	Mean / (S.D.)	528.6 (75.2)	537.0 (73.8)	542.3 (76.3)	543.9 (72.9)	536.7 (74.4)	542.3 (76.5)	541.8 (74.8)	■	■
	% at or above NMS	90.8	91.7	92.4	93.9	92.4	91.8	92.3	■	■
Non-LBOTE	Mean / (S.D.)	539.2 (65.9)	541.8 (63.8)	547.4 (66.5)	547.1 (65.3)	542.3 (65.0)	545.9 (66.6)	542.7 (65.0)	■	■
	% at or above NMS	95.2	95.0	95.6	96.0	95.3	94.8	94.8	■	■

[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, 2013–2018.

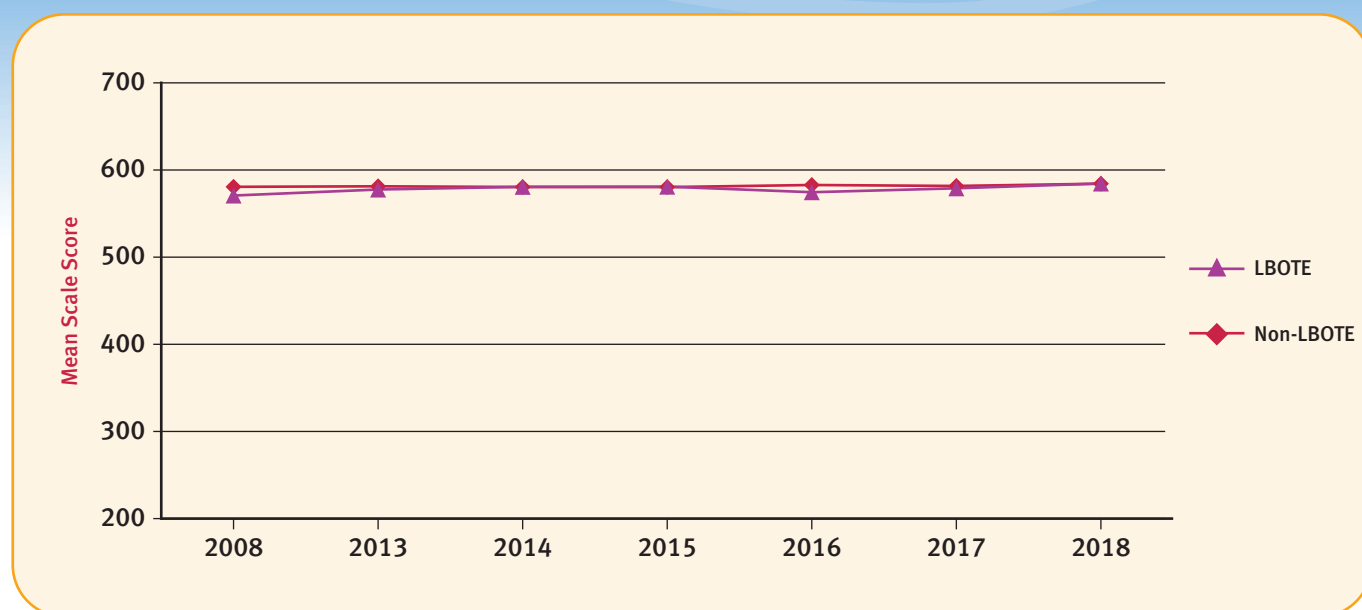


Table TS.R13: Achievement of Year 9 Students in Reading by LBOTE Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
LBOTE	Mean / (S.D.)	570.7 (71.9)	577.6 (68.3)	580.7 (74.5)	580.9 (74.2)	574.5 (71.5)	579.0 (70.9)	584.5 (70.6)	■	■
	% at or above NMS	90.0	91.3	89.9	90.4	89.6	89.5	91.7	■	■
Non-LBOTE	Mean / (S.D.)	580.7 (65.3)	581.3 (61.9)	580.5 (65.4)	580.4 (65.2)	582.8 (63.6)	581.7 (64.1)	584.3 (61.9)	■	■
	% at or above NMS	93.9	94.0	92.8	93.0	93.8	92.4	94.0	■	■

[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, 2013–2018.

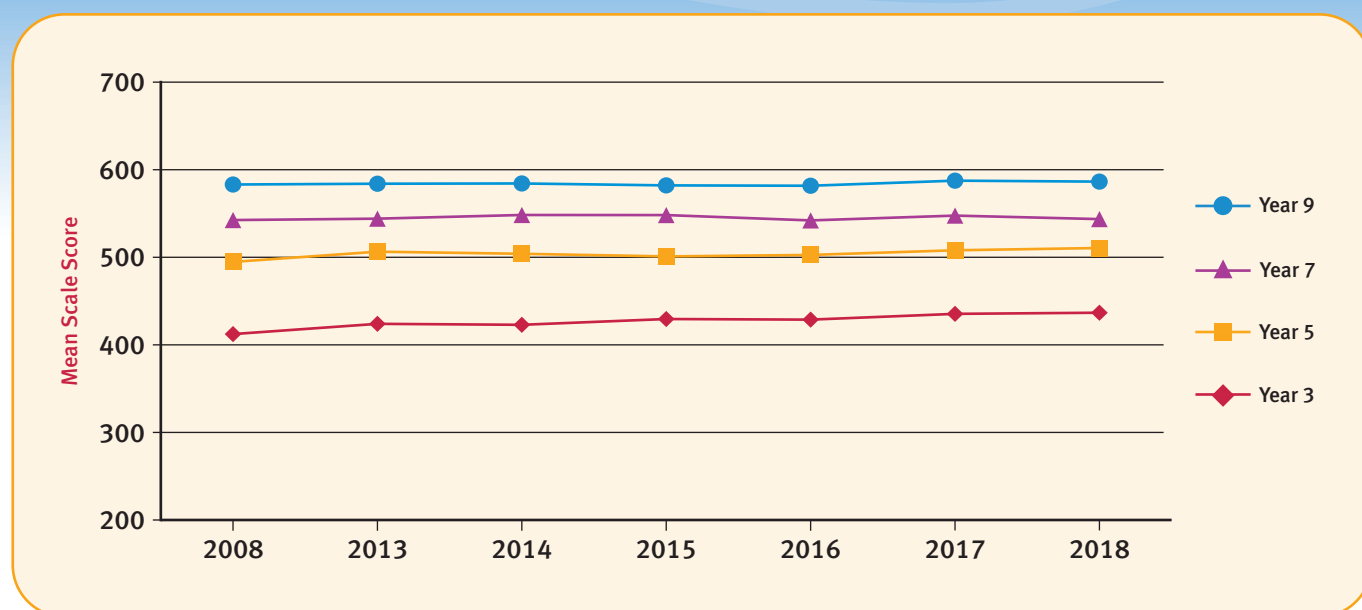


Table TS.R14: Achievement of Students in Reading, NSW, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	583.1 (66.9)	584.0 (64.1)	584.3 (69.1)	582.1 (69.3)	581.7 (66.8)	587.5 (64.7)	586.4 (63.5)	■	■
	% at or above NMS	94.4	94.1	92.6	92.6	93.1	93.2	94.2	■	■
Year 7	Mean / (S.D.)	542.5 (69.0)	544.1 (67.5)	548.3 (69.9)	548.2 (68.3)	542.1 (67.7)	547.6 (70.2)	543.6 (69.0)	■	■
	% at or above NMS	95.4	94.7	95.4	95.9	95.2	94.5	94.5	■	■
Year 5	Mean / (S.D.)	494.7 (74.9)	506.4 (65.0)	504.0 (77.8)	501.0 (78.8)	502.7 (77.1)	508.0 (78.3)	510.6 (74.9)	△	■
	% at or above NMS	93.5	96.8	93.7	93.8	93.5	94.3	95.3	△	■
Year 3	Mean / (S.D.)	412.3 (80.1)	424.0 (79.1)	422.9 (84.2)	429.5 (86.1)	428.8 (84.6)	435.4 (86.4)	436.7 (81.9)	△	■
	% at or above NMS	95.1	96.3	94.7	95.3	95.8	95.5	96.3	■	■

[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, 2013–2018.

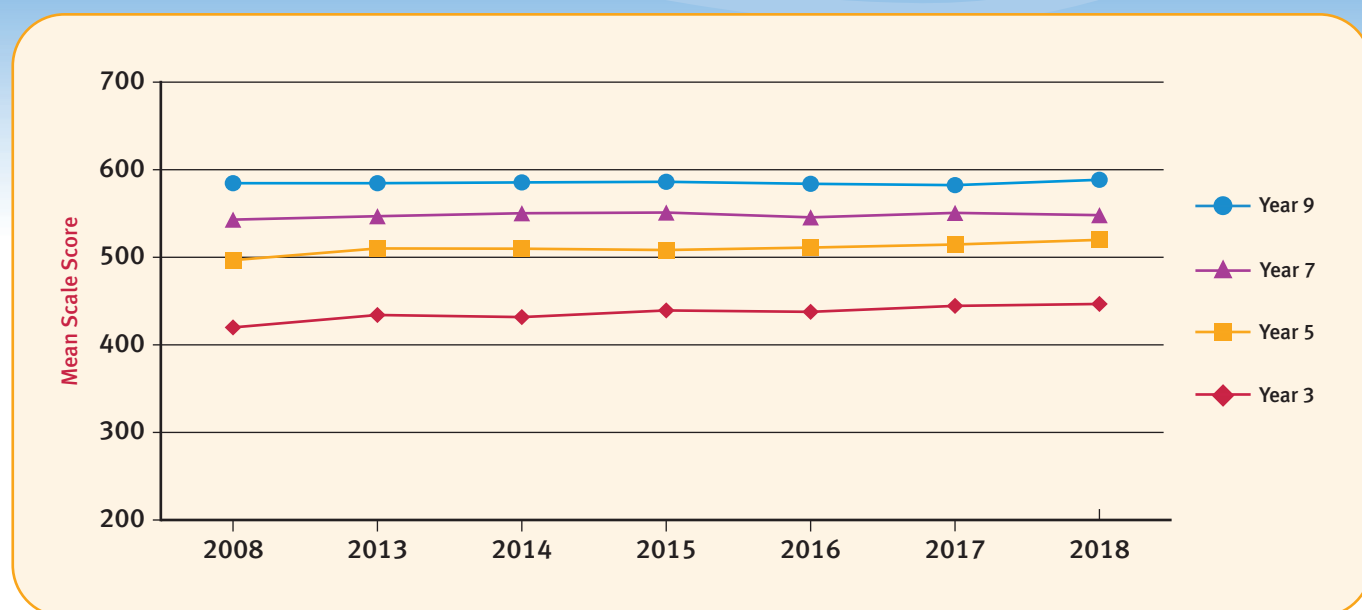


Table TS.R15: Achievement of Students in Reading, Vic, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	584.6 (62.6)	584.6 (60.6)	585.5 (64.7)	586.2 (65.0)	583.9 (62.4)	582.4 (63.4)	588.5 (60.2)	■	■
	% at or above NMS	94.7	94.3	93.3	93.5	93.4	92.0	94.1	■	▲
Year 7	Mean / (S.D.)	543.0 (63.1)	546.9 (61.6)	550.3 (65.9)	551.1 (64.8)	545.6 (64.2)	550.7 (65.5)	548.1 (63.7)	■	■
	% at or above NMS	95.8	95.6	95.6	95.9	95.3	94.9	95.1	■	■
Year 5	Mean / (S.D.)	496.7 (69.3)	510.1 (61.2)	509.8 (73.1)	508.3 (75.0)	511.1 (70.8)	514.6 (71.6)	519.9 (70.3)	▲	■
	% at or above NMS	93.7	96.5	94.2	94.3	94.6	95.2	95.8	▲	■
Year 3	Mean / (S.D.)	419.9 (74.9)	434.1 (76.6)	431.7 (80.8)	439.3 (81.9)	437.7 (80.8)	444.5 (82.9)	446.7 (79.5)	▲	■
	% at or above NMS	95.2	96.0	94.6	95.5	95.8	95.8	96.2	■	■

[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, 2013–2018.

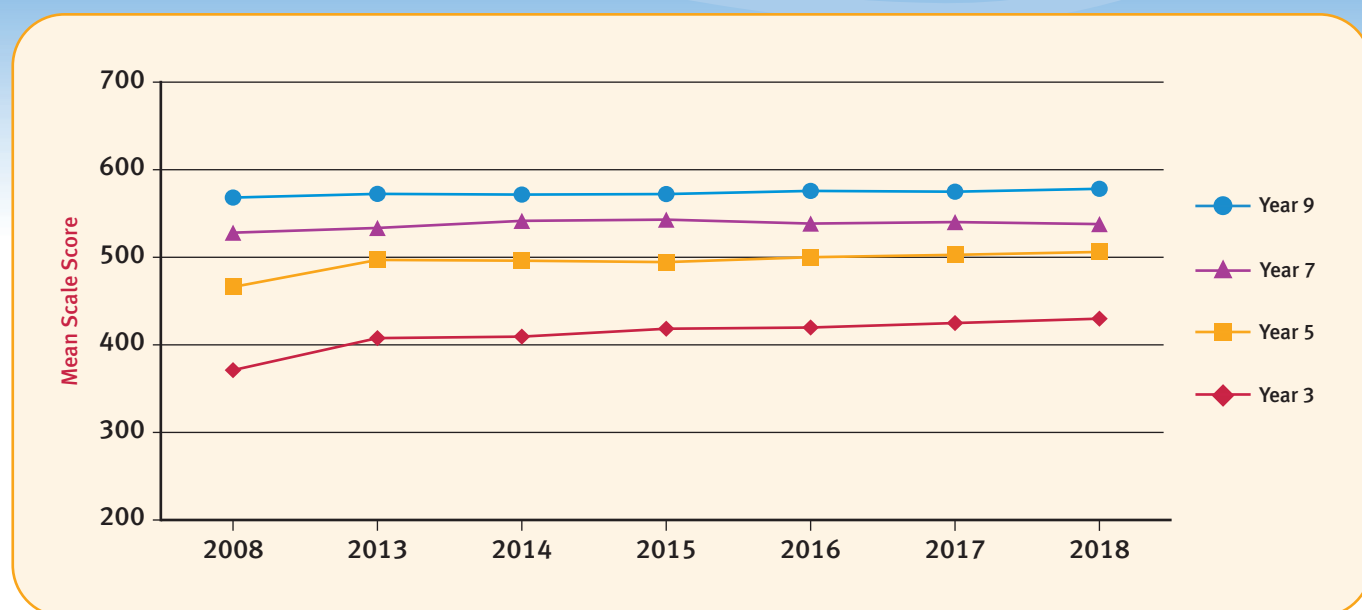


Table TS.R16: Achievement of Students in Reading, Qld, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	568.2 (68.0)	572.4 (62.0)	571.6 (64.3)	572.2 (64.5)	575.8 (65.2)	574.9 (66.5)	578.2 (66.7)	■	■
	% at or above NMS	90.5	92.7	91.3	91.8	92.4	90.8	92.1	■	■
Year 7	Mean / (S.D.)	528.1 (67.1)	533.5 (64.1)	541.6 (66.9)	543.0 (64.5)	538.5 (66.3)	540.2 (67.6)	537.9 (66.5)	■	■
	% at or above NMS	92.9	93.6	94.4	95.8	94.6	93.9	94.1	■	■
Year 5	Mean / (S.D.)	466.1 (77.5)	497.0 (63.4)	496.1 (76.6)	494.5 (75.1)	500.1 (75.2)	502.8 (75.0)	506.1 (74.4)	▲	■
	% at or above NMS	86.9	96.2	92.8	93.8	93.4	94.3	95.1	▲	■
Year 3	Mean / (S.D.)	371.1 (84.9)	407.7 (78.8)	409.4 (84.0)	418.4 (83.7)	419.8 (85.2)	424.9 (84.1)	429.9 (82.4)	▲	■
	% at or above NMS	87.1	95.1	93.4	95.0	95.4	95.5	96.2	▲	■

[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, 2013–2018.

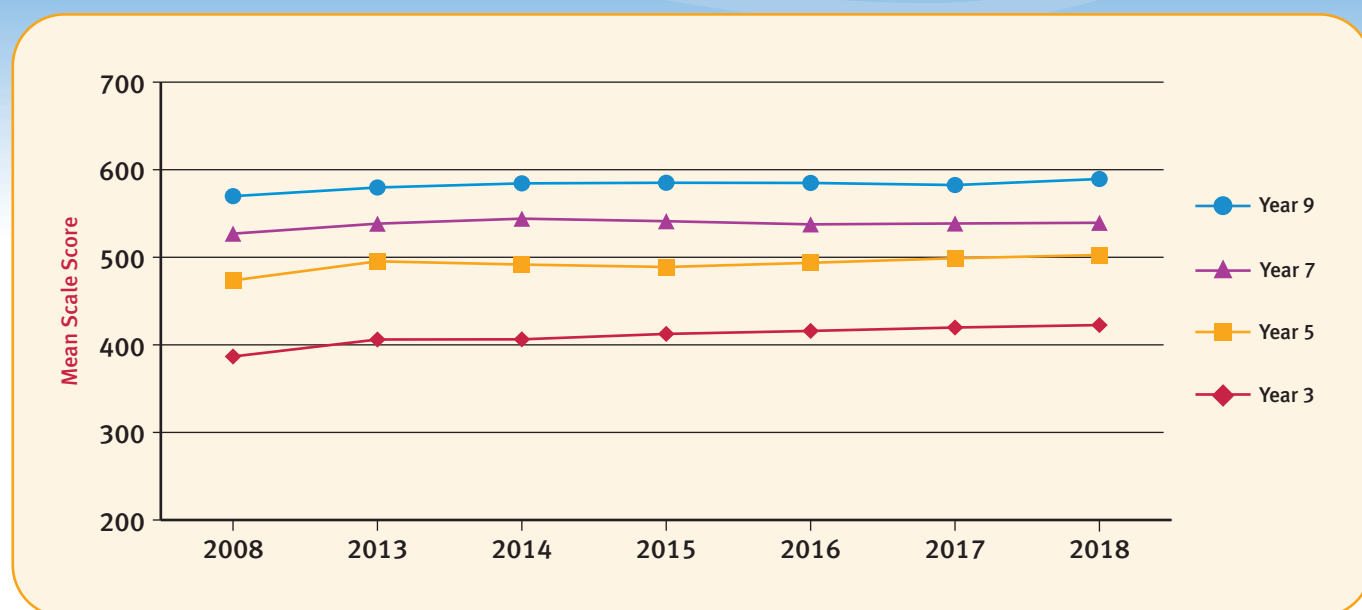


Table TS.R17: Achievement of Students in Reading, WA, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	569.8 (65.6)	579.7 (64.4)	584.4 (67.0)	585.1 (67.4)	584.9 (64.1)	582.5 (64.9)	589.4 (60.2)	▲	■
	% at or above NMS	91.8	92.9	92.9	93.2	94.0	92.7	95.0	▲	▲
Year 7	Mean / (S.D.)	527.0 (67.0)	538.4 (66.4)	544.1 (69.0)	541.2 (67.6)	537.6 (69.0)	538.6 (70.5)	539.4 (67.6)	■	■
	% at or above NMS	92.7	93.8	94.8	94.7	93.8	92.9	93.9	■	■
Year 5	Mean / (S.D.)	473.6 (77.2)	495.4 (64.9)	491.7 (80.5)	488.9 (78.8)	493.7 (80.5)	498.9 (78.5)	502.6 (74.4)	▲	■
	% at or above NMS	89.1	96.0	91.2	91.9	91.4	93.0	94.3	▲	■
Year 3	Mean / (S.D.)	386.7 (87.7)	406.1 (81.6)	406.3 (89.5)	412.5 (90.1)	415.9 (88.1)	419.8 (88.9)	422.6 (84.3)	▲	■
	% at or above NMS	89.4	94.3	91.8	93.0	93.8	93.9	94.9	▲	■

[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, 2013–2018.

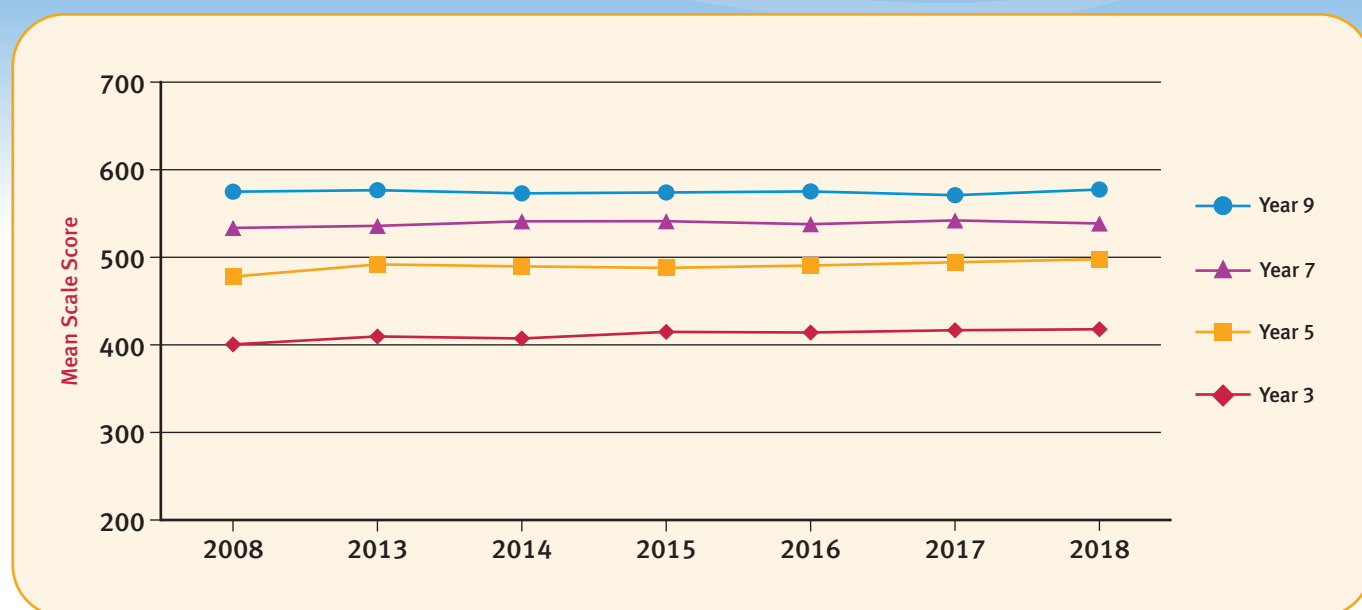


Table TS.R18: Achievement of Students in Reading, SA, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	574.9 (64.1)	576.6 (59.7)	573.0 (65.6)	574.0 (63.8)	575.2 (62.4)	570.9 (63.8)	577.4 (60.1)	■	■
	% at or above NMS	91.7	93.2	90.3	91.6	91.9	89.1	92.0	■	■
Year 7	Mean / (S.D.)	533.5 (65.2)	535.9 (64.0)	541.1 (65.1)	541.2 (64.4)	537.8 (64.0)	542.1 (66.6)	538.6 (64.7)	■	■
	% at or above NMS	93.4	94.0	95.0	95.0	94.2	93.7	93.5	■	■
Year 5	Mean / (S.D.)	477.9 (71.3)	491.9 (60.9)	489.6 (75.6)	487.9 (76.6)	490.6 (75.4)	494.3 (75.0)	497.8 (72.6)	△	■
	% at or above NMS	89.9	95.7	91.6	91.7	91.5	92.1	93.1	△	■
Year 3	Mean / (S.D.)	400.5 (80.5)	409.6 (78.9)	407.3 (86.3)	414.8 (85.2)	414.1 (82.4)	416.7 (83.4)	418.0 (82.7)	△	■
	% at or above NMS	91.5	94.3	91.8	93.4	93.4	93.1	93.7	△	■

[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, 2013–2018.

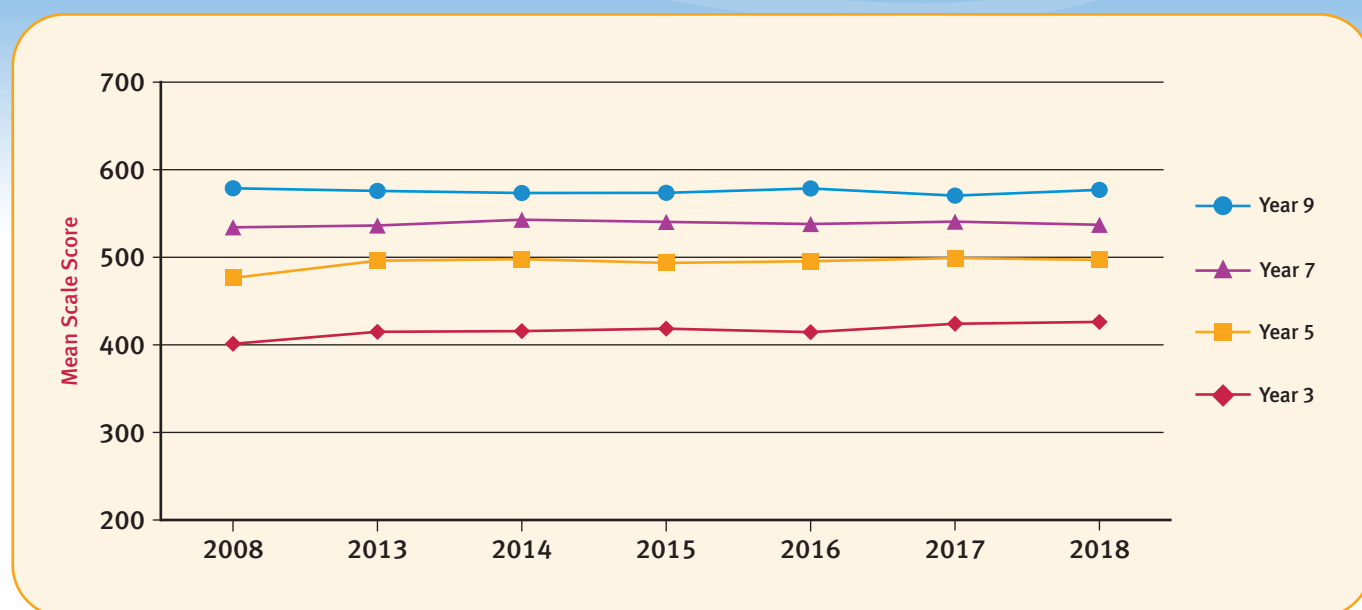


Table TS.R19: Achievement of Students in Reading, Tas, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	578.8 (67.9)	575.8 (65.5)	573.4 (68.6)	573.6 (67.2)	578.6 (65.8)	570.4 (69.5)	577.0 (66.3)	■	■
	% at or above NMS	93.0	91.8	90.5	91.4	92.7	88.7	91.9	■	▲
Year 7	Mean / (S.D.)	534.2 (68.5)	536.3 (67.7)	542.9 (69.1)	540.4 (69.2)	538.0 (70.1)	540.7 (71.5)	537.1 (70.4)	■	■
	% at or above NMS	93.9	93.7	94.7	94.7	93.7	93.1	92.5	■	■
Year 5	Mean / (S.D.)	476.4 (75.8)	496.1 (67.7)	497.9 (83.9)	493.6 (82.8)	495.5 (81.2)	499.1 (81.7)	497.1 (80.4)	▲	■
	% at or above NMS	89.7	95.5	91.3	92.1	90.8	92.3	92.6	■	■
Year 3	Mean / (S.D.)	401.2 (84.2)	414.9 (86.7)	415.7 (93.1)	418.5 (92.7)	414.5 (87.7)	424.1 (89.1)	426.2 (93.1)	▲	■
	% at or above NMS	92.8	94.6	92.1	92.9	94.0	94.4	93.9	■	■

[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, 2013–2018.

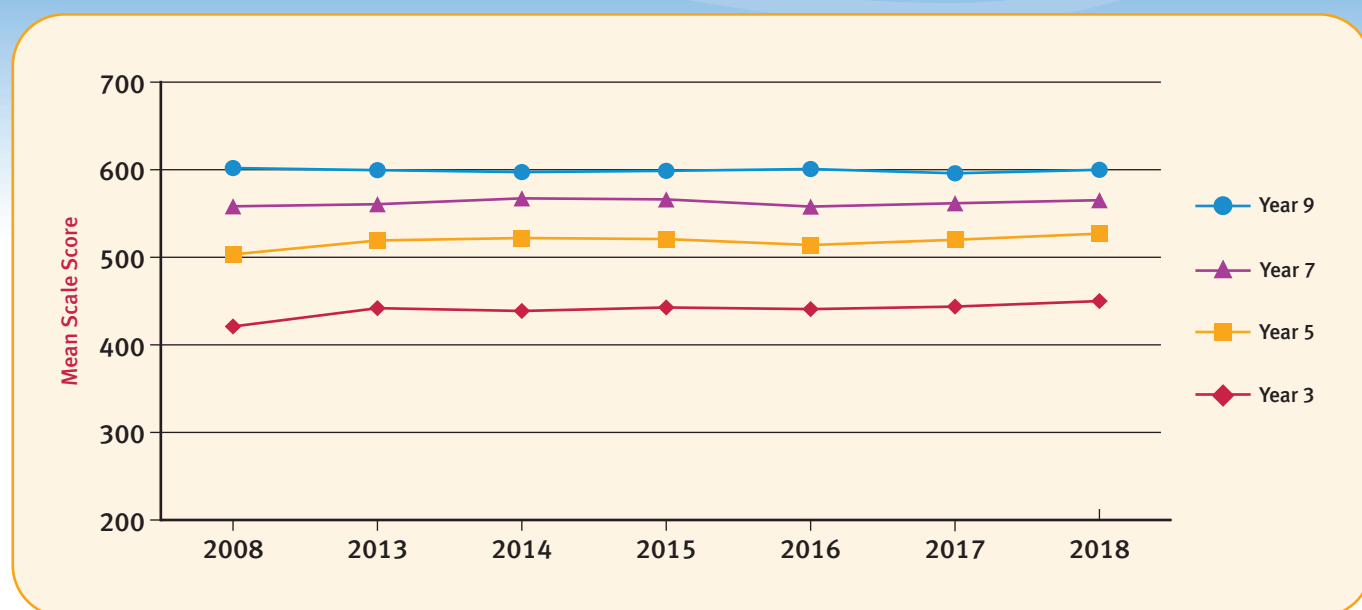


Table TS.R20: Achievement of Students in Reading, ACT, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	601.9 (68.4)	599.5 (61.3)	597.3 (68.4)	598.7 (66.9)	600.8 (65.8)	595.9 (63.6)	599.9 (49.1)	■	■
	% at or above NMS	96.6	96.0	93.9	94.0	95.2	93.9	97.0	■	▲
Year 7	Mean / (S.D.)	558.2 (70.2)	560.6 (64.6)	567.3 (68.5)	566.1 (69.5)	557.9 (67.2)	561.7 (67.6)	565.2 (60.5)	■	■
	% at or above NMS	96.3	95.9	96.5	96.8	96.2	96.2	96.8	■	■
Year 5	Mean / (S.D.)	503.3 (72.2)	519.2 (63.7)	522.0 (76.9)	520.8 (79.3)	514.0 (73.3)	520.0 (75.6)	527.0 (64.9)	▲	■
	% at or above NMS	94.8	97.0	95.6	95.2	95.4	95.6	97.2	▲	▲
Year 3	Mean / (S.D.)	421.0 (81.5)	441.9 (81.0)	438.7 (86.4)	442.7 (90.1)	440.8 (85.2)	443.7 (89.4)	450.0 (73.0)	▲	■
	% at or above NMS	94.4	96.1	95.4	95.2	96.3	95.6	97.1	▲	▲

[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, 2013–2018.

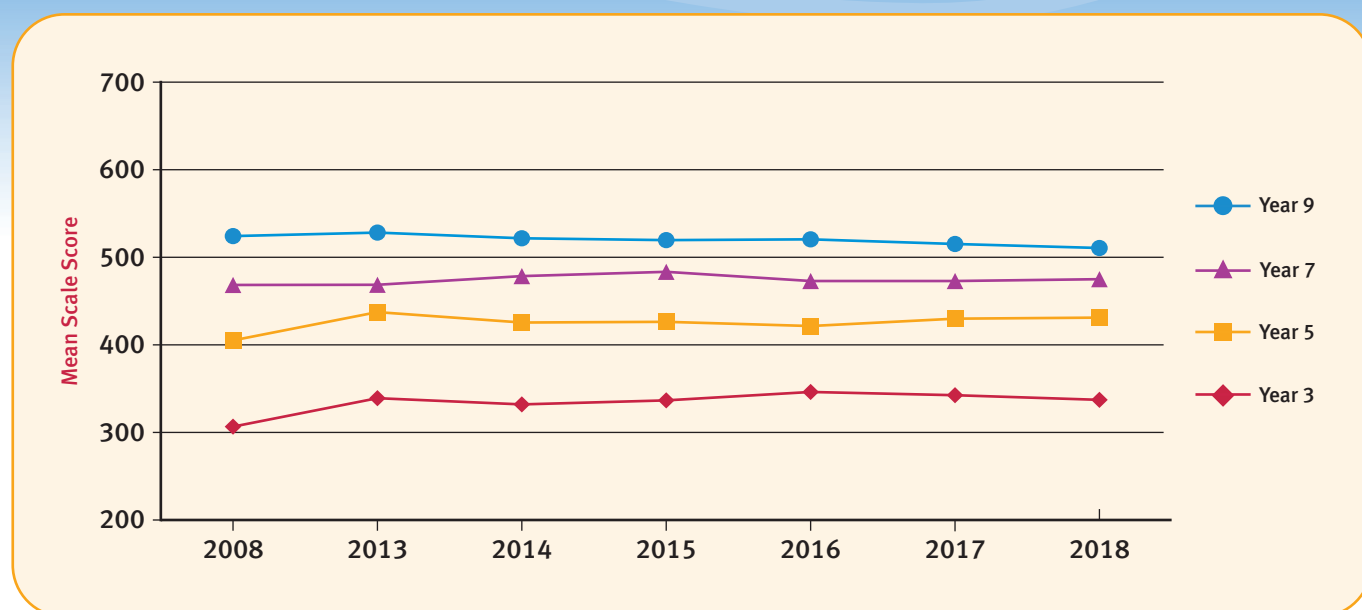


Table TS.R21: Achievement of Students in Reading, NT, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	524.2 (101.8)	528.2 (92.2)	521.7 (104.8)	519.6 (94.6)	520.5 (102.9)	515.2 (103.5)	510.6 (116.1)	■	■
	% at or above NMS	69.9	70.5	68.8	66.2	68.3	65.6	65.6	■	■
Year 7	Mean / (S.D.)	468.4 (107.7)	468.6 (104.6)	478.5 (102.9)	483.4 (96.8)	472.9 (109.0)	472.9 (108.6)	475.0 (108.0)	■	■
	% at or above NMS	67.1	65.7	69.1	72.4	68.4	66.6	69.0	■	■
Year 5	Mean / (S.D.)	405.1 (123.3)	437.4 (91.8)	425.5 (112.8)	426.3 (110.2)	421.5 (133.9)	429.9 (113.2)	431.1 (125.5)	■	■
	% at or above NMS	62.5	73.7	66.4	67.7	64.4	68.6	71.4	■	■
Year 3	Mean / (S.D.)	306.6 (134.1)	339.1 (110.1)	332.0 (136.2)	336.6 (122.9)	346.2 (128.3)	342.5 (131.0)	337.2 (145.9)	■	■
	% at or above NMS	62.7	74.3	67.0	71.1	73.8	71.9	71.3	■	■

[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, 2013–2018.

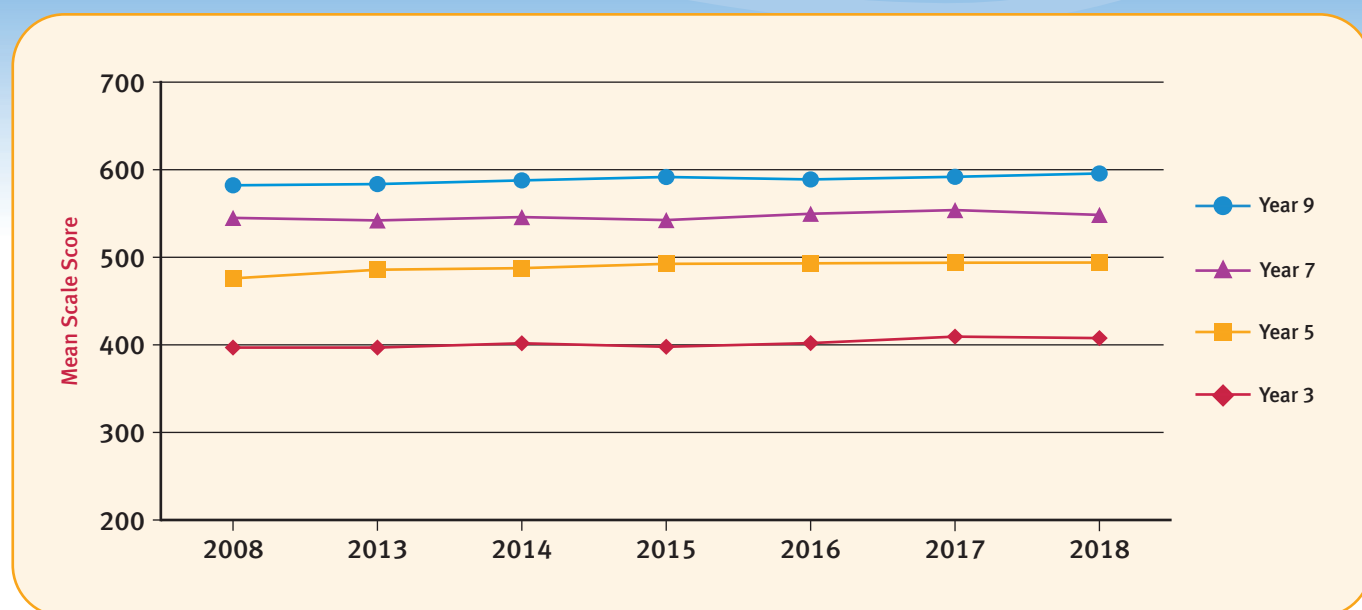


Table TS.N1: Achievement of Students in Numeracy, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	582.2 (70.2)	583.6 (82.2)	587.8 (70.9)	591.7 (67.8)	588.9 (66.8)	591.9 (63.5)	595.7 (66.3)	△	■
	% at or above NMS	93.6	90.6	94.1	95.7	95.2	95.8	95.5	△	■
Year 7	Mean / (S.D.)	545.0 (73.2)	542.1 (71.4)	545.9 (73.0)	542.5 (68.6)	549.7 (70.4)	553.9 (71.1)	548.4 (69.1)	■	■
	% at or above NMS	95.4	95.0	95.1	95.9	95.5	95.4	95.6	■	■
Year 5	Mean / (S.D.)	475.9 (68.8)	485.8 (71.5)	487.6 (69.0)	492.5 (68.0)	493.1 (70.6)	493.8 (65.5)	494.0 (65.4)	△	■
	% at or above NMS	92.7	93.4	93.5	95.1	94.3	95.4	95.7	△	■
Year 3	Mean / (S.D.)	396.9 (70.4)	396.9 (65.8)	401.8 (73.0)	397.8 (74.3)	402.0 (73.4)	409.4 (73.9)	407.7 (71.6)	■	■
	% at or above NMS	95.0	95.7	94.6	94.4	95.5	95.4	95.8	■	■

[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, 2013–2018.

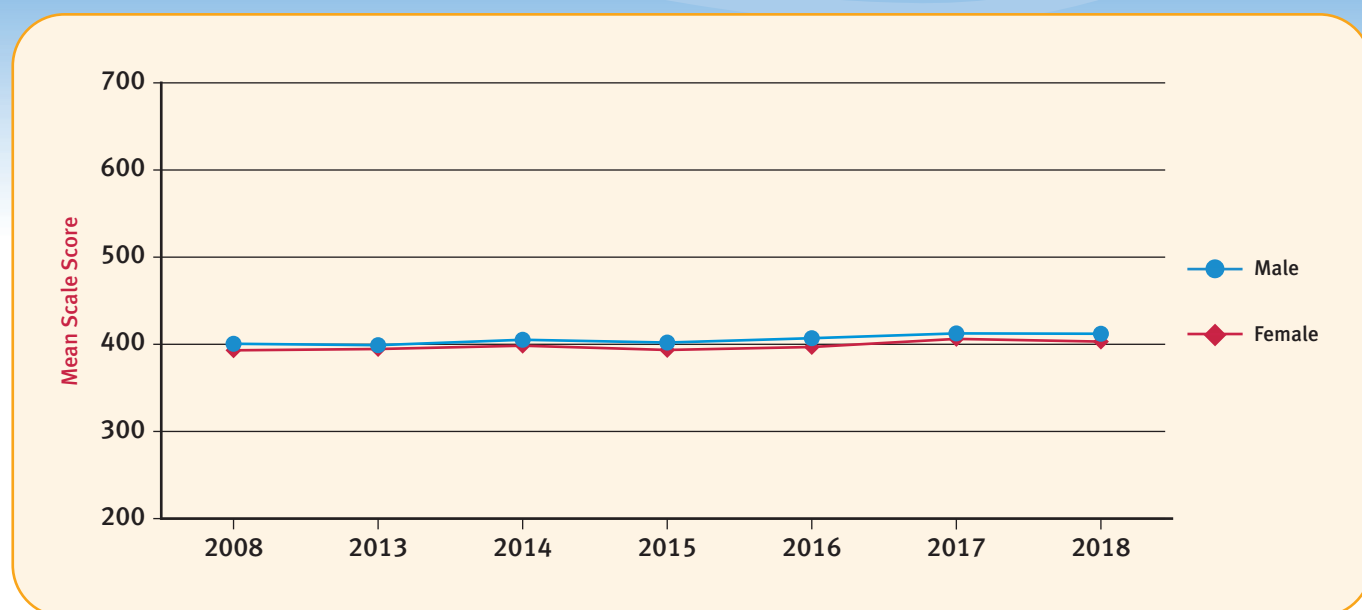


Table TS.N2: Achievement of Year 3 Students in Numeracy by Sex, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Male	Mean / (S.D.)	400.6 (72.8)	399.0 (68.4)	405.2 (74.9)	402.0 (76.3)	407.0 (75.3)	412.5 (76.5)	412.1 (73.6)	■	■
	% at or above NMS	94.6	95.0	94.2	94.1	95.1	94.8	95.3	■	■
Female	Mean / (S.D.)	393.1 (67.6)	394.6 (63.0)	398.4 (70.9)	393.5 (71.9)	396.9 (71.0)	406.2 (71.1)	403.2 (69.2)	■	■
	% at or above NMS	95.5	96.5	95.1	94.8	96.0	96.1	96.4	■	■

[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, 2013–2018.

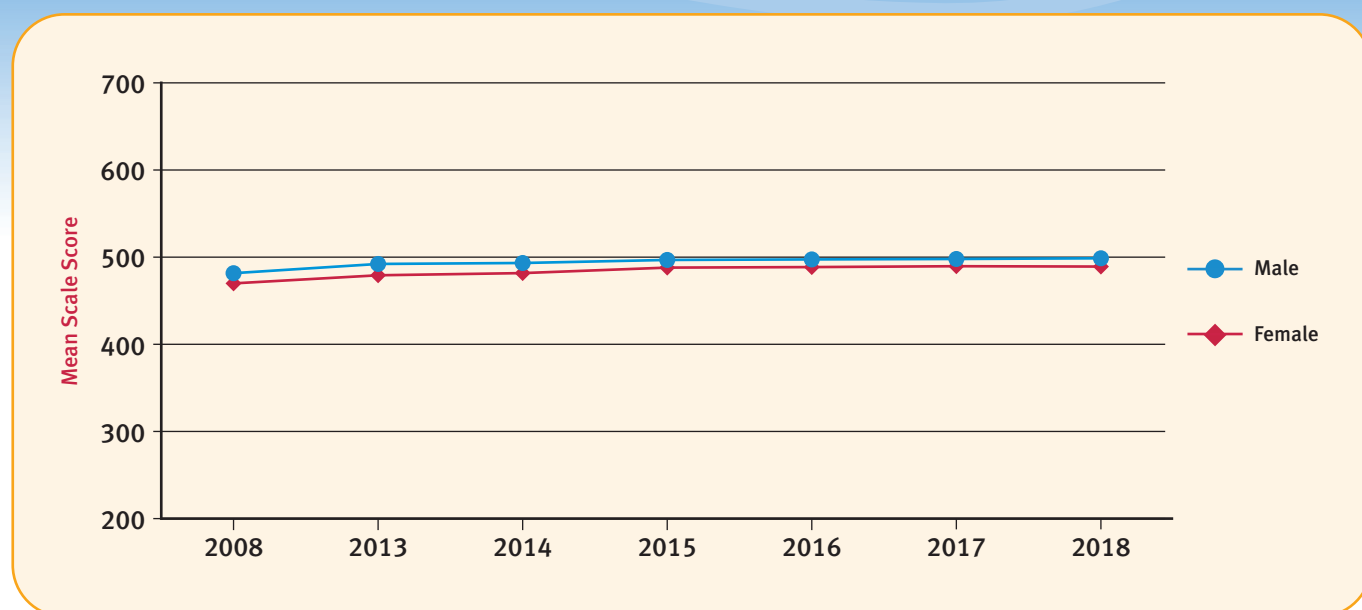


Table TS.N3: Achievement of Year 5 Students in Numeracy by Sex, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Male	Mean / (S.D.)	481.6 (70.5)	492.2 (74.0)	493.3 (71.3)	496.8 (70.6)	497.4 (73.0)	497.9 (68.1)	498.7 (68.0)	▲	■
	% at or above NMS	92.8	93.3	93.1	94.5	93.9	94.8	95.1	▲	■
Female	Mean / (S.D.)	469.9 (66.4)	479.2 (68.3)	481.7 (65.9)	488.0 (64.9)	488.6 (67.6)	489.6 (62.4)	489.2 (62.1)	▲	■
	% at or above NMS	92.5	93.4	93.8	95.7	94.7	95.9	96.3	▲	■

[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, 2013–2018.

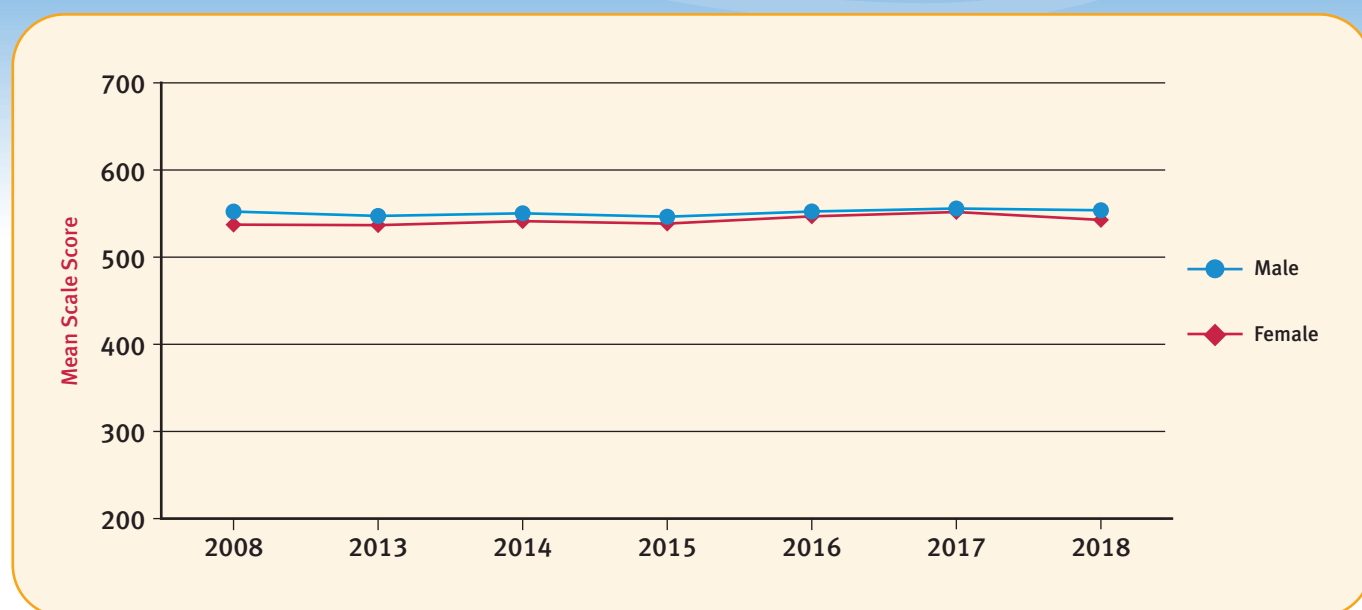


Table TS.N4: Achievement of Year 7 Students in Numeracy by Sex, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Male	Mean / (S.D.)	552.3 (75.8)	547.3 (73.9)	550.3 (75.6)	546.4 (71.4)	552.4 (73.2)	555.8 (73.8)	553.8 (71.6)	■	■
	% at or above NMS	95.4	94.7	94.8	95.4	94.8	94.6	95.2	■	■
Female	Mean / (S.D.)	537.3 (69.6)	536.7 (68.2)	541.3 (69.7)	538.5 (65.3)	546.8 (67.2)	551.8 (68.2)	542.7 (65.9)	■	■
	% at or above NMS	95.3	95.3	95.5	96.4	96.2	96.2	96.0	■	■

[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, 2013–2018.

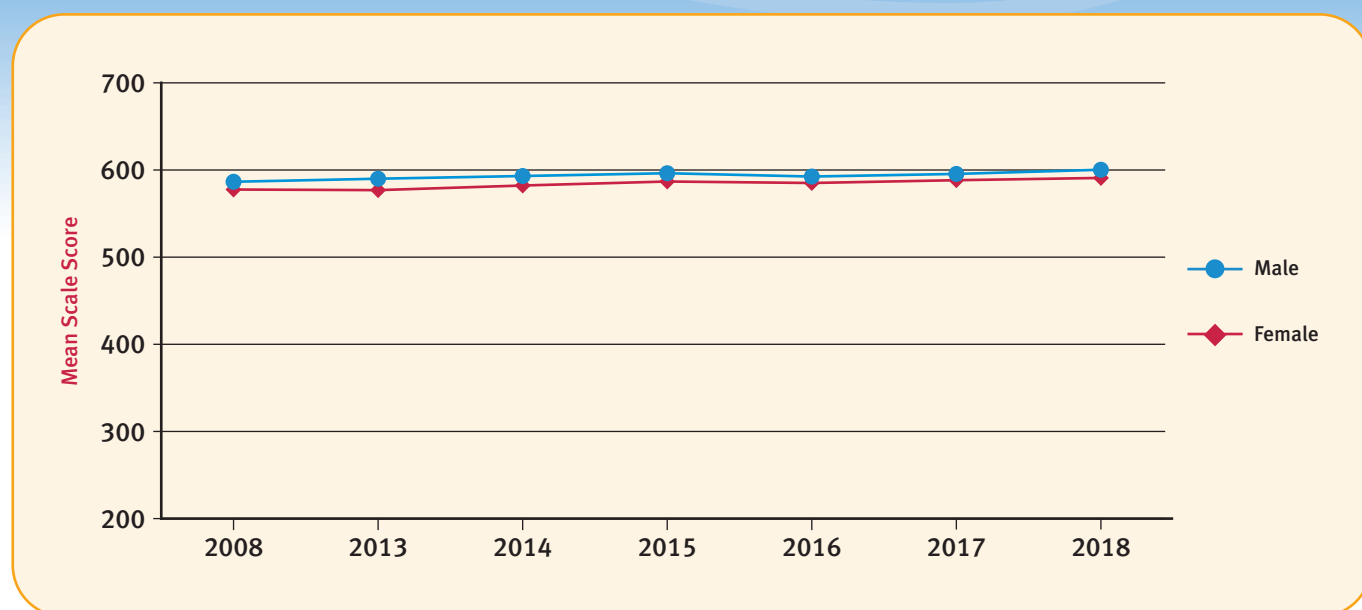


Table TS.N5: Achievement of Year 9 Students in Numeracy by Sex, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Male	Mean / (S.D.)	586.5 (72.0)	590.0 (84.6)	593.1 (73.1)	596.3 (70.0)	592.5 (69.5)	595.5 (65.3)	600.3 (68.3)	▲	■
	% at or above NMS	93.7	90.9	94.0	95.4	94.7	95.3	95.1	■	■
Female	Mean / (S.D.)	577.6 (68.1)	576.9 (79.2)	582.2 (68.2)	586.8 (65.1)	585.1 (63.5)	588.3 (61.4)	590.9 (63.7)	▲	■
	% at or above NMS	93.6	90.1	94.3	95.9	95.7	96.3	95.9	▲	■

[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, 2013–2018.

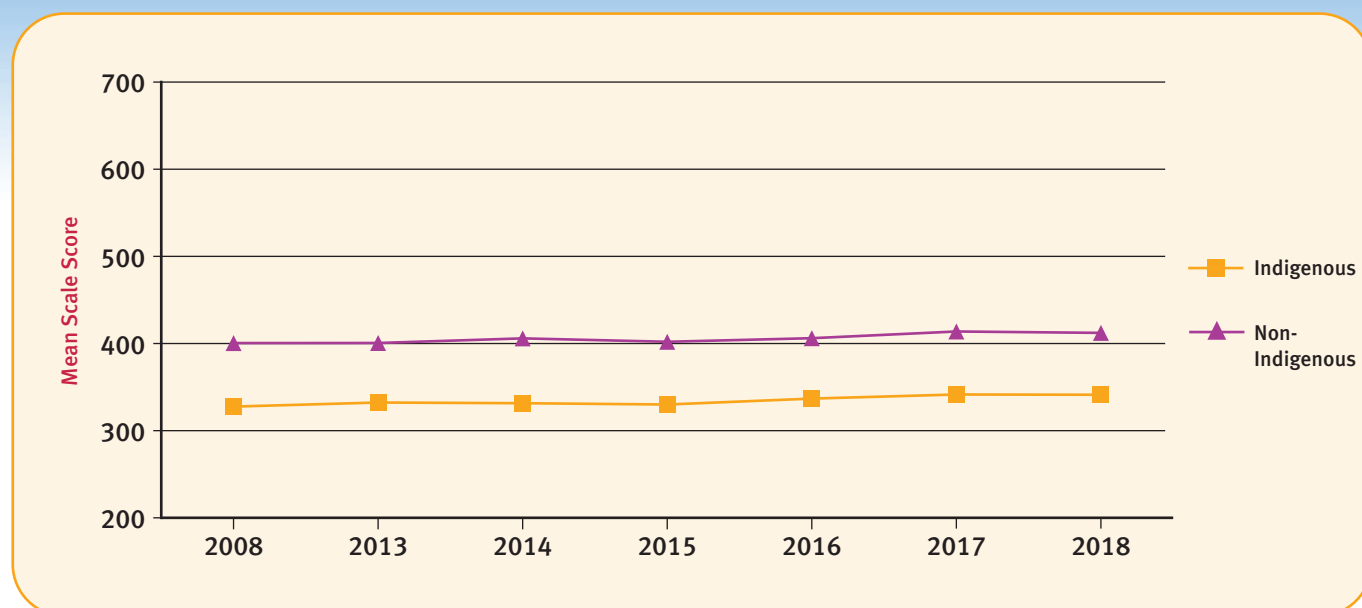


Table TS.N6: Achievement of Year 3 Students in Numeracy by Indigenous Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Indigenous	Mean / (S.D.)	327.6 (70.6)	332.3 (65.5)	331.5 (74.4)	330.0 (72.3)	336.8 (71.3)	341.5 (73.5)	341.2 (71.8)	■	■
	% at or above NMS	78.6	81.6	78.2	78.2	82.6	82.2	83.1	■	■
Non-Indigenous	Mean / (S.D.)	400.5 (68.4)	400.6 (63.9)	405.9 (70.8)	402.0 (72.4)	406.1 (71.6)	413.8 (71.8)	412.3 (69.4)	■	■
	% at or above NMS	96.0	96.6	95.7	95.5	96.4	96.3	96.7	■	■

[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, 2013–2018.

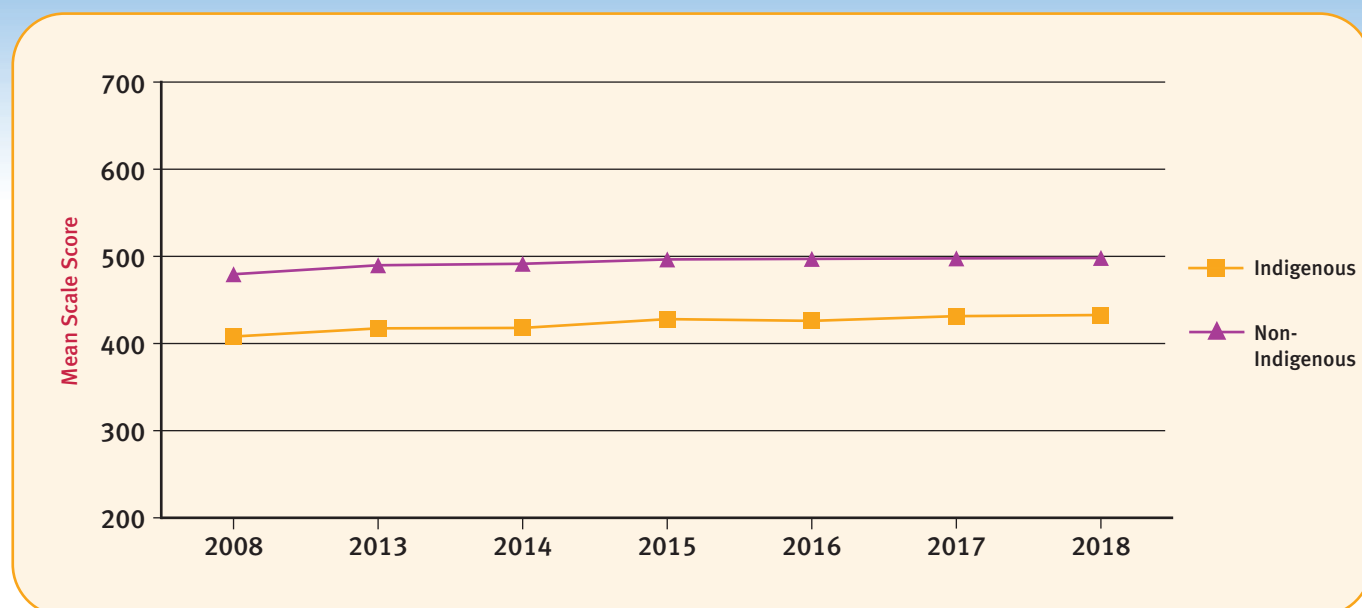


Table TS.N7: Achievement of Year 5 Students in Numeracy by Indigenous Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Indigenous	Mean / (S.D.)	408.0 (65.8)	417.4 (66.0)	417.9 (69.3)	428.0 (64.5)	426.0 (67.7)	431.4 (62.9)	432.7 (64.1)	▲	■
	% at or above NMS	69.2	73.0	71.1	78.6	76.1	80.2	81.4	▲	■
Non-Indigenous	Mean / (S.D.)	479.5 (66.9)	489.8 (69.8)	491.5 (66.8)	496.5 (66.2)	497.1 (68.6)	497.7 (63.7)	498.2 (63.4)	▲	■
	% at or above NMS	94.0	94.6	94.8	96.1	95.5	96.3	96.7	▲	■

[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, 2013–2018.

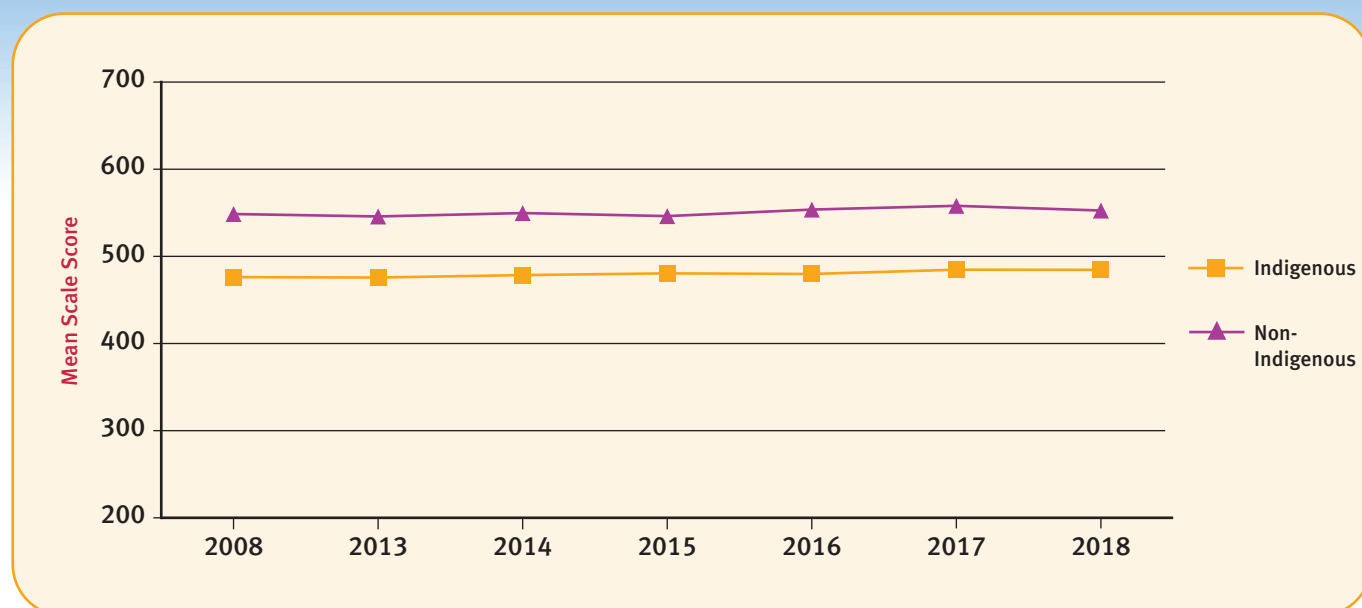


Table TS.N8: Achievement of Year 7 Students in Numeracy by Indigenous Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Indigenous	Mean / (S.D.)	476.2 (67.2)	475.7 (63.6)	478.5 (64.4)	480.5 (59.7)	479.8 (66.6)	484.7 (67.9)	484.5 (64.8)	■	■
	% at or above NMS	78.6	78.1	79.5	82.8	79.4	79.9	82.1	■	■
Non-Indigenous	Mean / (S.D.)	548.6 (71.6)	545.8 (69.9)	549.7 (71.5)	546.2 (67.3)	553.7 (68.4)	558.0 (69.1)	552.6 (67.3)	■	■
	% at or above NMS	96.4	96.0	96.1	96.7	96.5	96.3	96.4	■	■

[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, 2013–2018.

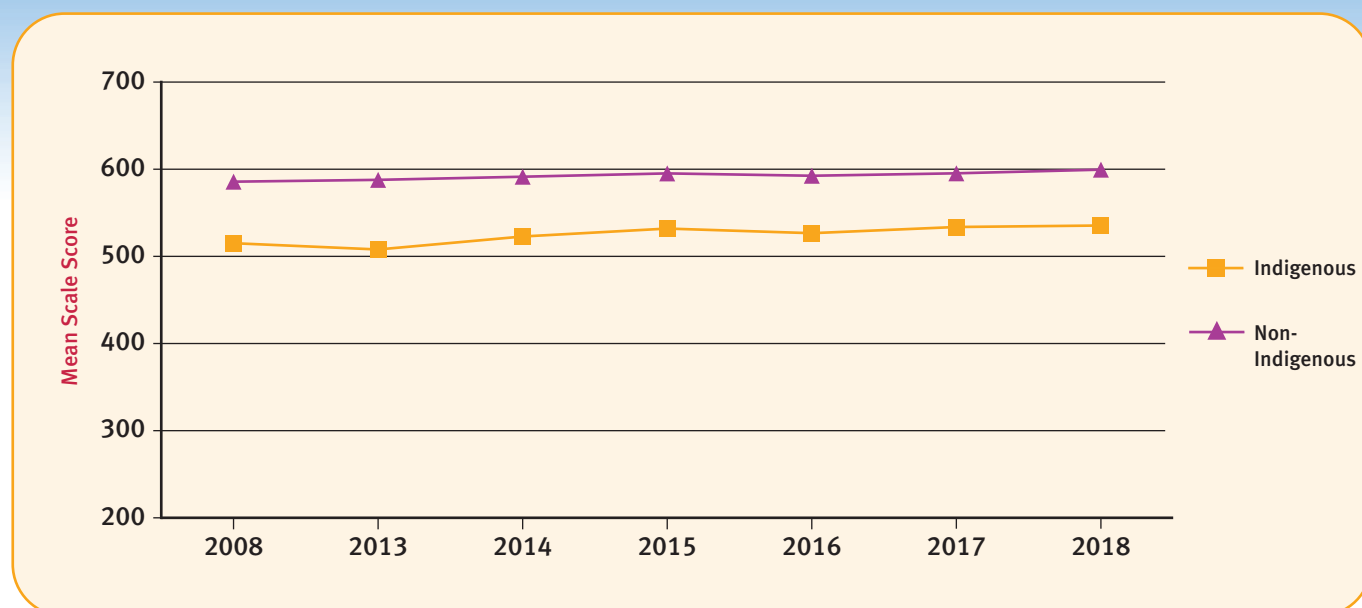


Table TS.N9: Achievement of Year 9 Students in Numeracy by Indigenous Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Indigenous	Mean / (S.D.)	515.1 (65.6)	507.9 (72.2)	522.8 (63.4)	531.9 (57.1)	526.6 (61.5)	533.7 (57.8)	535.4 (64.6)	▲	■
	% at or above NMS	72.5	65.7	76.2	82.8	79.7	84.0	83.0	▲	■
Non-Indigenous	Mean / (S.D.)	585.7 (68.7)	587.8 (80.7)	591.4 (69.6)	595.2 (66.9)	592.5 (65.3)	595.3 (62.1)	599.5 (64.6)	▲	■
	% at or above NMS	94.8	92.0	95.2	96.4	96.1	96.5	96.3	▲	■

[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, 2013–2018.

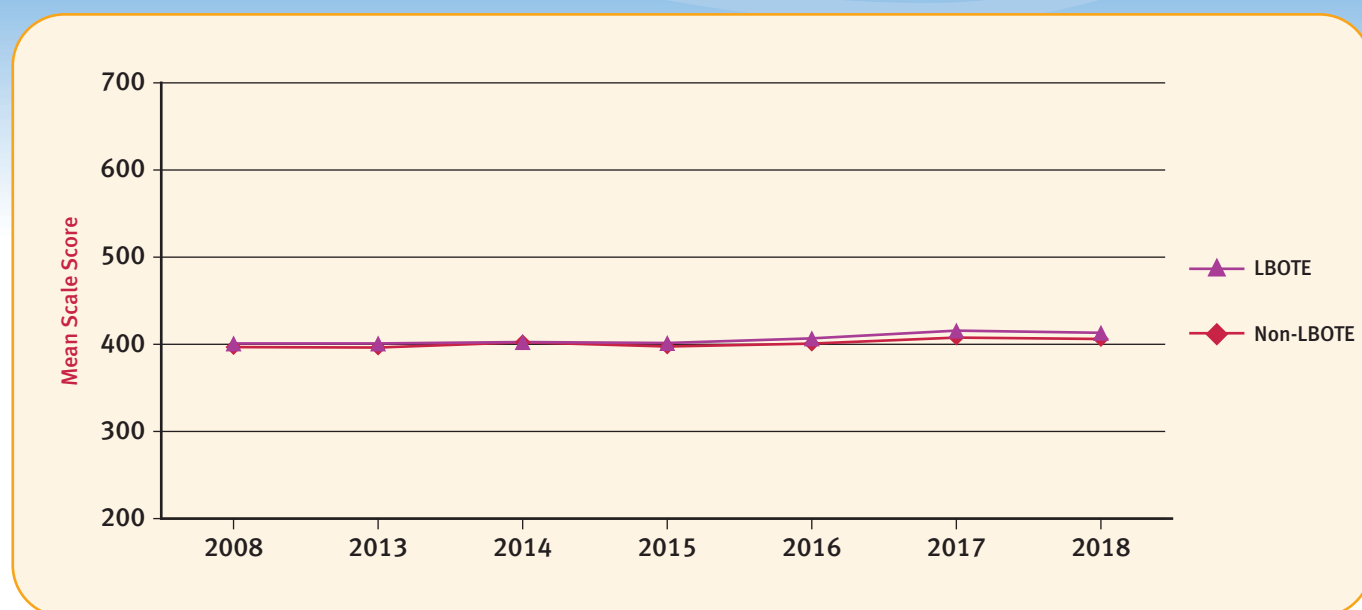


Table TS.N10: Achievement of Year 3 Students in Numeracy by LBOTE Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
LBOTE	Mean / (S.D.)	401.0 (75.1)	401.0 (71.1)	402.6 (77.7)	401.5 (80.5)	406.8 (79.8)	415.7 (80.6)	413.2 (77.6)	■	■
	% at or above NMS	93.0	94.2	92.7	93.0	94.3	93.9	94.7	■	■
Non-LBOTE	Mean / (S.D.)	396.8 (69.1)	396.3 (64.0)	402.3 (71.2)	397.5 (72.0)	400.8 (70.9)	407.7 (71.1)	406.1 (68.9)	■	■
	% at or above NMS	95.6	96.2	95.4	95.1	96.0	96.0	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, 2013–2018.

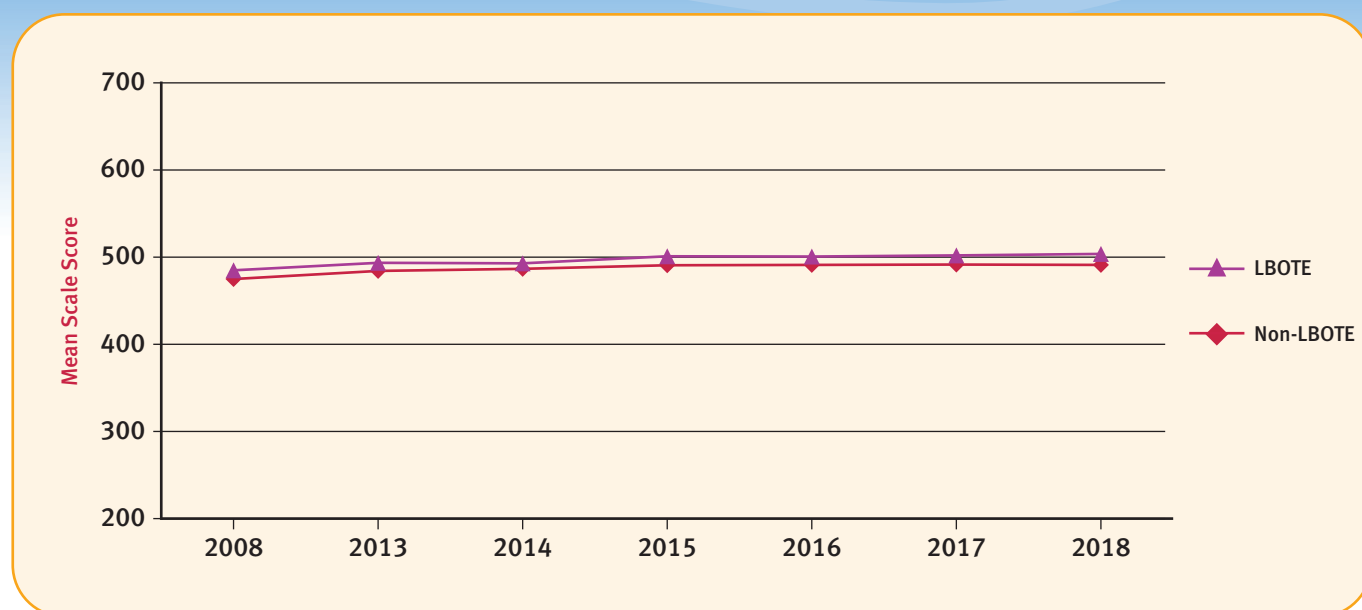


Table TS.N11: Achievement of Year 5 Students in Numeracy by LBOTE Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
LBOTE	Mean / (S.D.)	484.9 (78.9)	493.5 (81.9)	492.9 (76.5)	501.0 (76.9)	500.7 (79.6)	502.0 (72.9)	503.7 (73.9)	△	■
	% at or above NMS	90.7	91.7	91.6	93.6	93.1	94.1	94.5	△	■
Non-LBOTE	Mean / (S.D.)	474.9 (66.1)	484.2 (68.0)	486.6 (66.1)	490.7 (64.6)	491.1 (67.0)	491.5 (62.4)	491.1 (61.7)	△	■
	% at or above NMS	93.4	94.0	94.2	95.6	94.8	95.9	96.2	△	■

[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, 2013–2018.

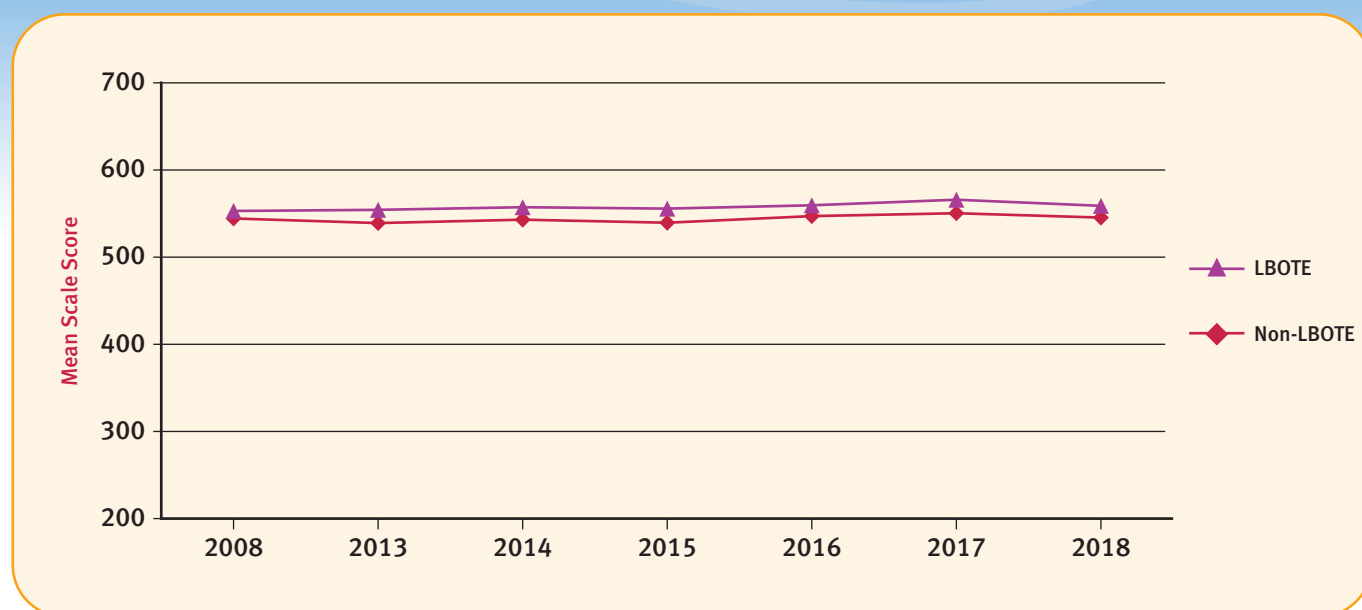


Table TS.N12: Achievement of Year 7 Students in Numeracy by LBOTE Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
LBOTE	Mean / (S.D.)	553.0 (84.8)	554.3 (85.6)	557.3 (85.5)	555.7 (80.8)	559.5 (81.7)	565.9 (81.9)	558.9 (79.5)	■	■
	% at or above NMS	93.6	93.6	93.9	95.2	94.4	94.4	94.5	■	■
Non-LBOTE	Mean / (S.D.)	544.4 (70.3)	539.1 (66.5)	543.0 (68.5)	539.5 (64.2)	547.1 (66.1)	550.4 (66.7)	545.4 (65.0)	■	■
	% at or above NMS	96.0	95.5	95.6	96.2	95.9	95.8	96.0	■	■

[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, 2013–2018.

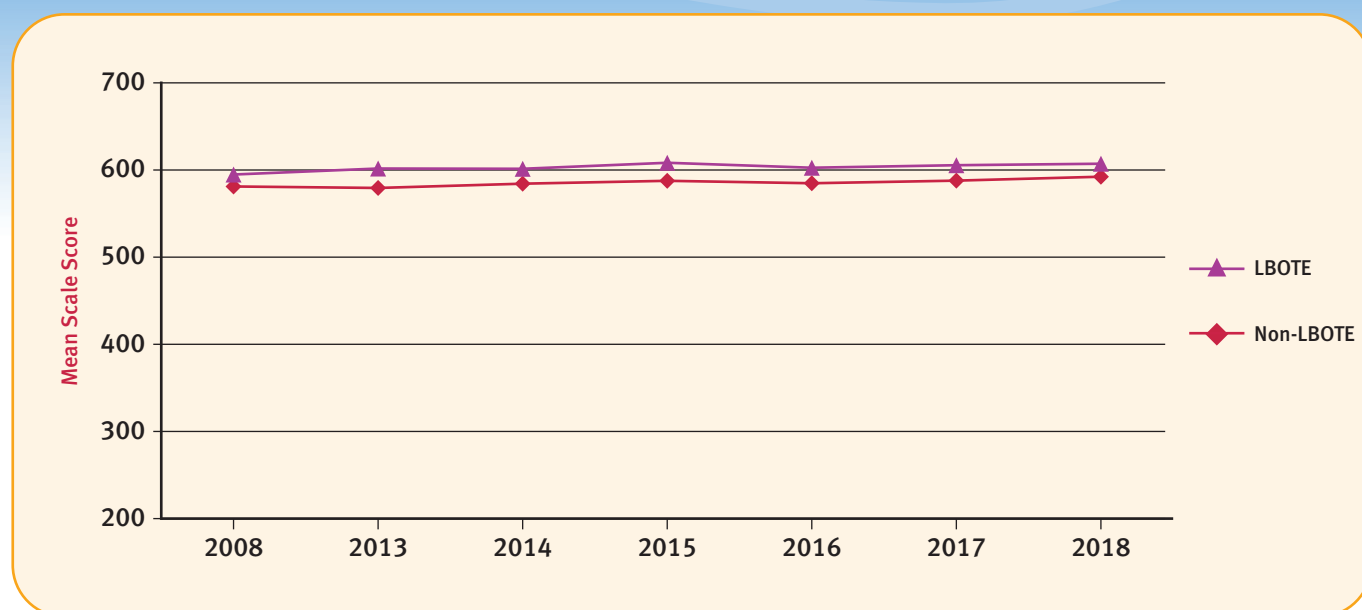


Table TS.N13: Achievement of Year 9 Students in Numeracy by LBOTE Status, Australia, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
LBOTE	Mean / (S.D.)	594.8 (80.9)	601.7 (98.5)	601.4 (83.6)	608.3 (80.3)	602.6 (78.7)	605.5 (72.1)	607.2 (76.1)	■	■
	% at or above NMS	93.0	89.8	93.2	95.3	94.4	95.1	94.6	■	■
Non-LBOTE	Mean / (S.D.)	581.1 (67.3)	579.4 (76.9)	584.3 (66.5)	587.6 (63.1)	584.8 (62.0)	587.8 (59.8)	592.3 (62.5)	■	■
	% at or above NMS	94.2	90.9	94.5	95.9	95.4	96.0	95.8	▲	■

[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, 2013–2018.

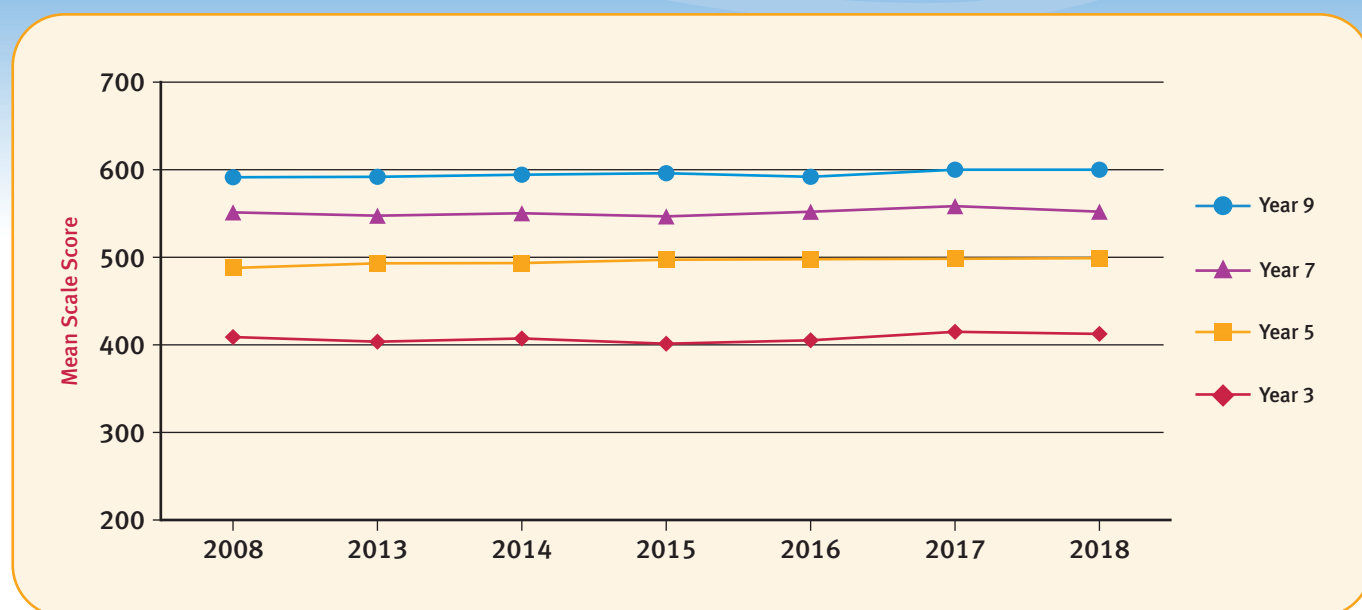


Table TS.N14: Achievement of Students in Numeracy, NSW, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	591.4 (75.1)	591.9 (90.7)	594.3 (77.2)	596.0 (73.7)	591.9 (71.5)	600.0 (67.5)	600.0 (70.0)	■	■
	% at or above NMS	94.7	90.4	94.5	95.8	95.4	96.4	96.0	■	■
Year 7	Mean / (S.D.)	551.3 (78.3)	547.5 (77.4)	550.3 (77.7)	546.7 (74.4)	552.0 (74.1)	558.4 (74.9)	552.1 (72.8)	■	■
	% at or above NMS	96.0	95.1	95.5	96.1	95.8	95.8	95.9	■	■
Year 5	Mean / (S.D.)	487.8 (72.4)	493.1 (76.8)	493.4 (71.1)	497.2 (71.5)	497.8 (74.4)	498.3 (68.2)	499.0 (68.1)	■	■
	% at or above NMS	94.4	93.9	94.3	95.4	94.7	95.8	96.0	△	■
Year 3	Mean / (S.D.)	408.9 (70.6)	403.6 (67.4)	407.3 (74.2)	401.3 (76.2)	405.2 (75.2)	414.9 (74.5)	412.5 (72.6)	■	■
	% at or above NMS	96.9	96.4	95.4	94.7	95.9	96.0	96.3	■	■

[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, 2013–2018.

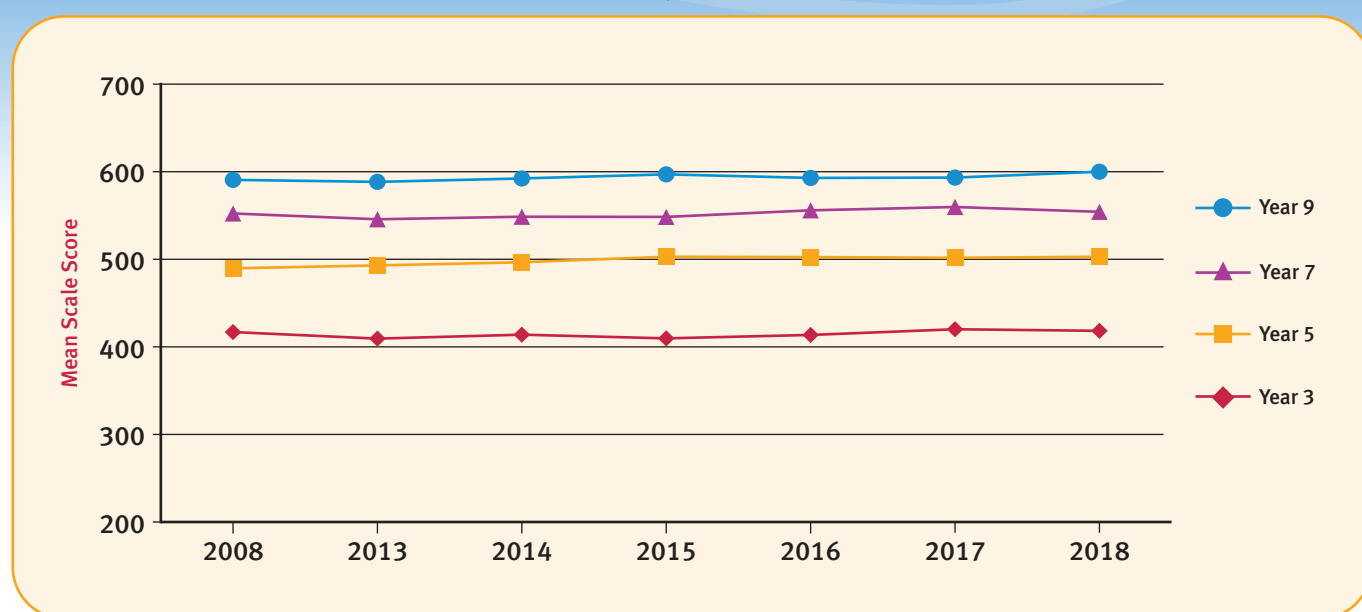


Table TS.N15: Achievement of Students in Numeracy, Vic, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	590.7 (66.6)	588.4 (77.9)	592.3 (68.7)	597.0 (67.1)	592.9 (64.3)	593.3 (61.5)	600.0 (64.5)	■	■
	% at or above NMS	95.2	92.2	94.8	95.6	95.4	95.5	95.5	■	■
Year 7	Mean / (S.D.)	552.3 (69.4)	545.7 (67.7)	548.6 (69.4)	548.4 (66.1)	555.9 (67.2)	559.7 (67.9)	554.2 (66.9)	■	■
	% at or above NMS	96.5	95.7	95.5	96.3	96.1	96.0	95.9	■	■
Year 5	Mean / (S.D.)	489.7 (65.8)	493.0 (67.5)	496.6 (65.2)	502.9 (65.1)	502.5 (67.2)	501.7 (62.4)	502.9 (62.8)	△	■
	% at or above NMS	94.6	94.4	94.7	95.8	95.3	96.0	96.4	△	■
Year 3	Mean / (S.D.)	416.9 (63.8)	409.4 (62.8)	413.9 (69.1)	409.7 (72.2)	413.6 (71.6)	420.1 (71.6)	418.3 (68.8)	■	■
	% at or above NMS	96.5	96.2	95.5	95.3	95.9	96.0	96.3	■	■

[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, 2013–2018.

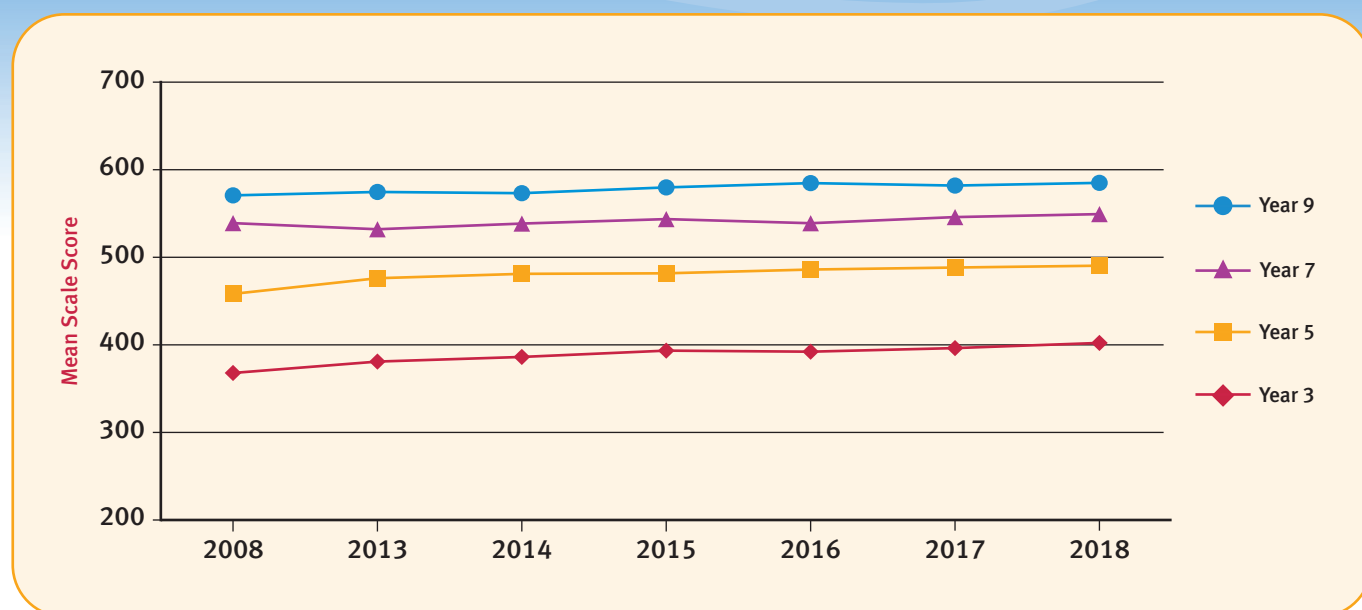


Table TS.N16: Achievement of Students in Numeracy, Qld, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	570.7 (66.2)	573.2 (74.5)	579.8 (64.1)	584.7 (59.9)	581.9 (61.3)	585.0 (59.0)	588.5 (64.1)	▲	■
	% at or above NMS	92.4	90.1	94.2	96.3	95.3	96.0	95.2	▲	■
Year 7	Mean / (S.D.)	539.0 (70.4)	538.5 (65.7)	543.6 (69.1)	538.9 (62.9)	545.9 (66.7)	549.3 (67.8)	541.9 (66.0)	■	■
	% at or above NMS	94.9	95.4	95.3	96.2	95.6	95.4	95.5	■	■
Year 5	Mean / (S.D.)	458.2 (62.7)	481.1 (66.7)	481.7 (66.4)	486.0 (63.4)	488.3 (67.0)	490.4 (62.6)	487.5 (62.3)	▲	■
	% at or above NMS	90.4	93.6	93.1	95.5	94.7	95.9	95.9	▲	■
Year 3	Mean / (S.D.)	367.9 (67.0)	386.2 (62.0)	393.4 (70.6)	392.2 (70.5)	396.3 (71.1)	402.2 (72.1)	399.2 (70.4)	▲	■
	% at or above NMS	92.0	95.8	94.6	95.0	96.0	95.7	95.9	▲	■

[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, 2013–2018.

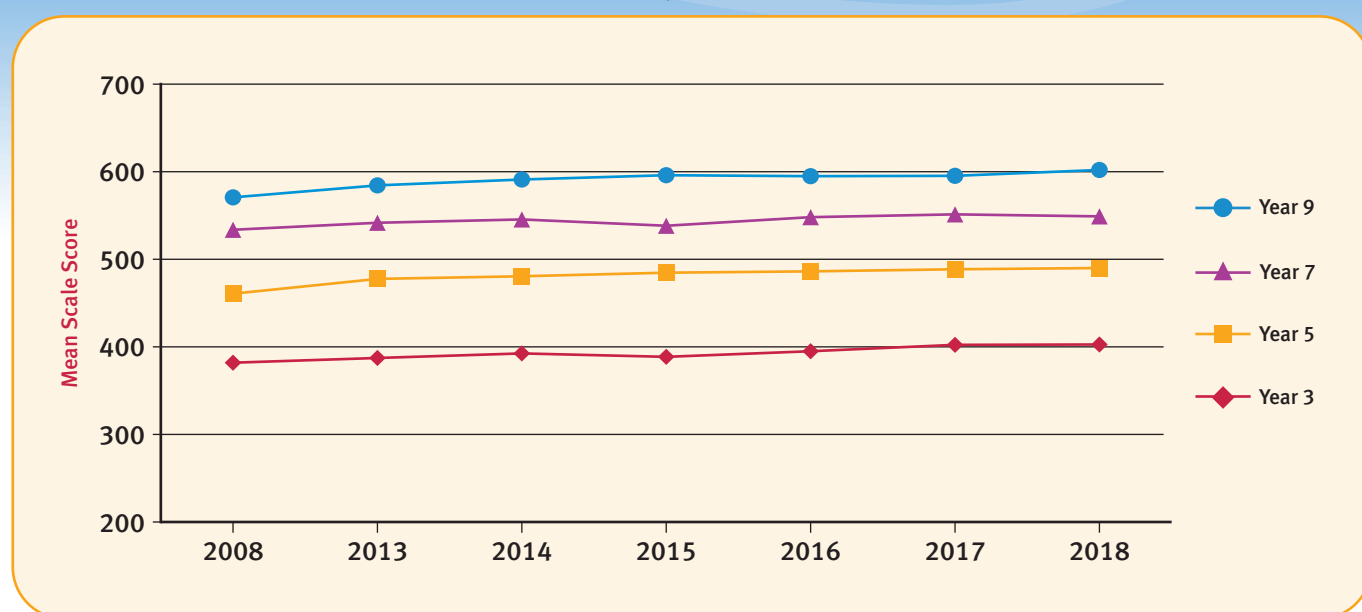


Table TS.N17: Achievement of Students in Numeracy, WA, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	570.7 (66.6)	584.4 (80.9)	591.1 (69.8)	596.0 (66.7)	594.9 (66.2)	595.3 (63.3)	602.0 (64.2)	▲	■
	% at or above NMS	92.3	90.8	94.7	96.4	95.9	96.4	96.6	▲	■
Year 7	Mean / (S.D.)	533.7 (68.7)	541.7 (71.1)	545.5 (72.1)	538.3 (67.3)	548.1 (72.0)	551.3 (72.2)	549.0 (68.1)	▲	■
	% at or above NMS	94.7	95.1	95.4	95.6	95.1	94.9	96.0	■	■
Year 5	Mean / (S.D.)	460.7 (63.4)	477.6 (69.7)	480.6 (70.4)	484.7 (68.0)	486.2 (70.9)	488.6 (66.1)	490.0 (65.0)	▲	■
	% at or above NMS	91.1	92.7	92.2	94.3	93.4	95.0	95.5	▲	■
Year 3	Mean / (S.D.)	381.9 (66.4)	387.3 (64.7)	392.5 (74.1)	388.6 (74.7)	395.0 (73.1)	402.3 (74.0)	402.7 (71.1)	▲	■
	% at or above NMS	94.5	95.4	93.8	93.7	95.0	95.1	95.8	■	■

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

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Figure TS.N18: Achievement of Students in Numeracy, SA, 2008, 2013–2018.

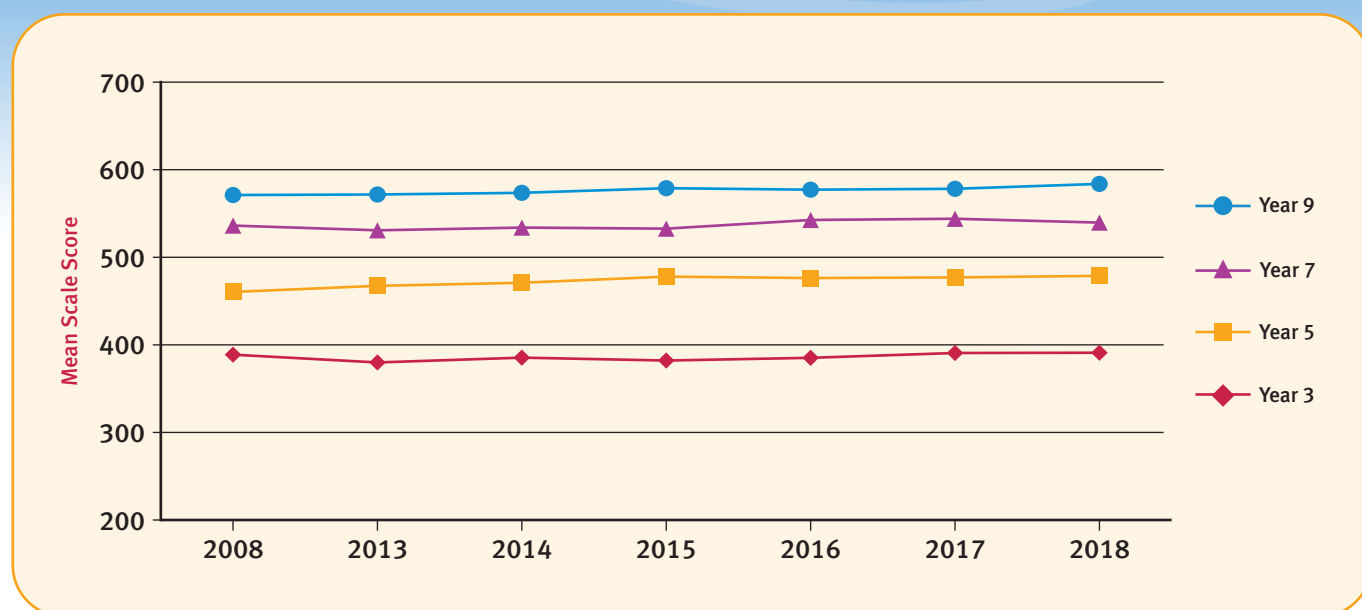


Table TS.N18: Achievement of Students in Numeracy, SA, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	571.1 (62.8)	571.7 (72.3)	573.6 (62.8)	578.9 (60.4)	577.2 (58.3)	578.2 (56.8)	583.8 (58.0)	▲	■
	% at or above NMS	92.0	90.1	92.6	95.0	94.4	94.3	94.3	■	■
Year 7	Mean / (S.D.)	536.2 (67.7)	530.8 (64.6)	533.9 (65.0)	532.7 (60.7)	542.6 (64.0)	544.0 (64.4)	539.6 (63.8)	■	■
	% at or above NMS	94.5	94.6	94.8	95.8	95.2	94.9	94.5	■	■
Year 5	Mean / (S.D.)	460.4 (60.7)	467.4 (63.7)	470.9 (64.1)	477.9 (62.4)	476.3 (63.8)	477.0 (61.3)	478.8 (60.0)	▲	■
	% at or above NMS	90.5	92.0	91.8	94.0	92.8	93.3	94.0	▲	■
Year 3	Mean / (S.D.)	388.8 (64.9)	379.9 (61.3)	385.4 (68.8)	382.1 (70.2)	385.2 (65.3)	390.7 (71.1)	391.2 (67.5)	■	■
	% at or above NMS	93.8	94.4	93.2	92.8	94.2	93.0	94.3	■	■

[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, 2013–2018.

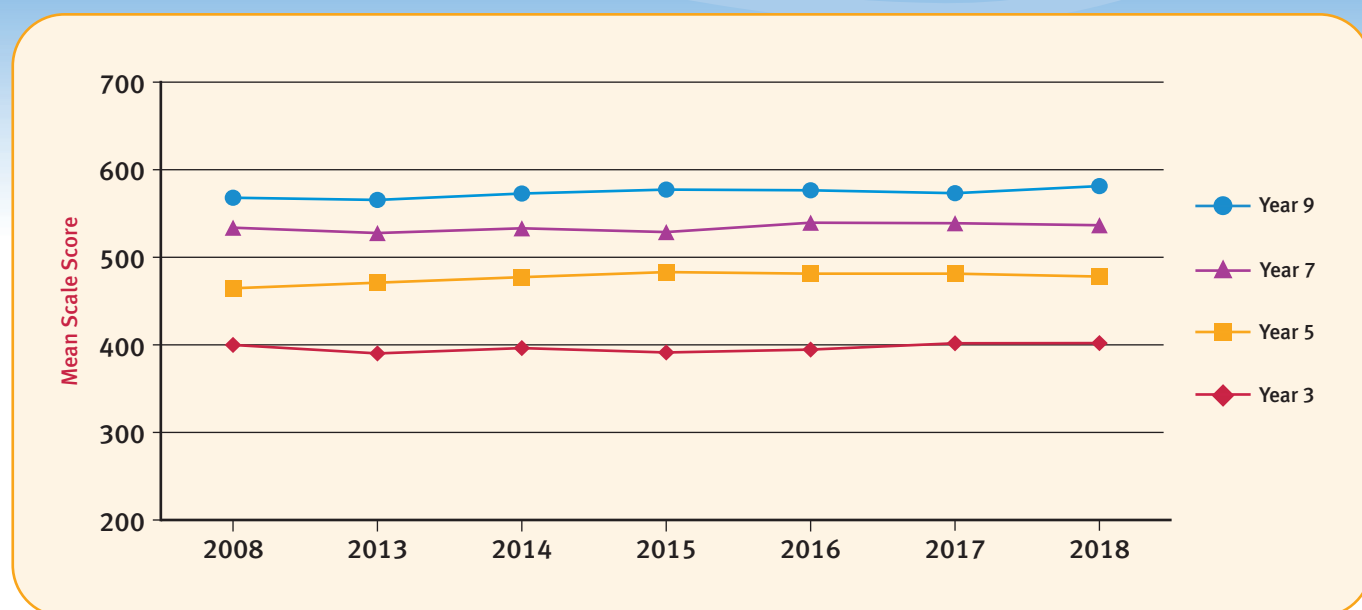


Table TS.N19: Achievement of Students in Numeracy, Tas, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	568.0 (65.1)	565.5 (73.5)	572.8 (63.0)	577.3 (60.0)	576.5 (58.2)	573.2 (56.3)	581.3 (60.0)	△	■
	% at or above NMS	92.3	88.0	93.5	95.8	95.7	95.4	95.4	△	■
Year 7	Mean / (S.D.)	533.8 (67.5)	527.7 (65.1)	533.1 (66.7)	528.8 (60.3)	539.5 (65.2)	538.9 (66.1)	536.6 (64.1)	■	■
	% at or above NMS	95.2	94.5	94.8	96.0	95.3	94.9	95.2	■	■
Year 5	Mean / (S.D.)	464.6 (62.9)	471.0 (66.0)	477.3 (66.2)	483.1 (65.0)	481.3 (65.3)	481.3 (62.9)	478.0 (61.1)	△	■
	% at or above NMS	92.1	92.4	92.6	94.9	94.0	95.0	95.1	△	■
Year 3	Mean / (S.D.)	399.9 (67.7)	390.2 (67.1)	396.3 (72.8)	391.3 (72.9)	394.6 (69.4)	401.8 (68.8)	402.0 (68.4)	■	■
	% at or above NMS	96.7	95.4	94.5	94.0	95.8	96.2	96.1	■	■

[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, 2013–2018.

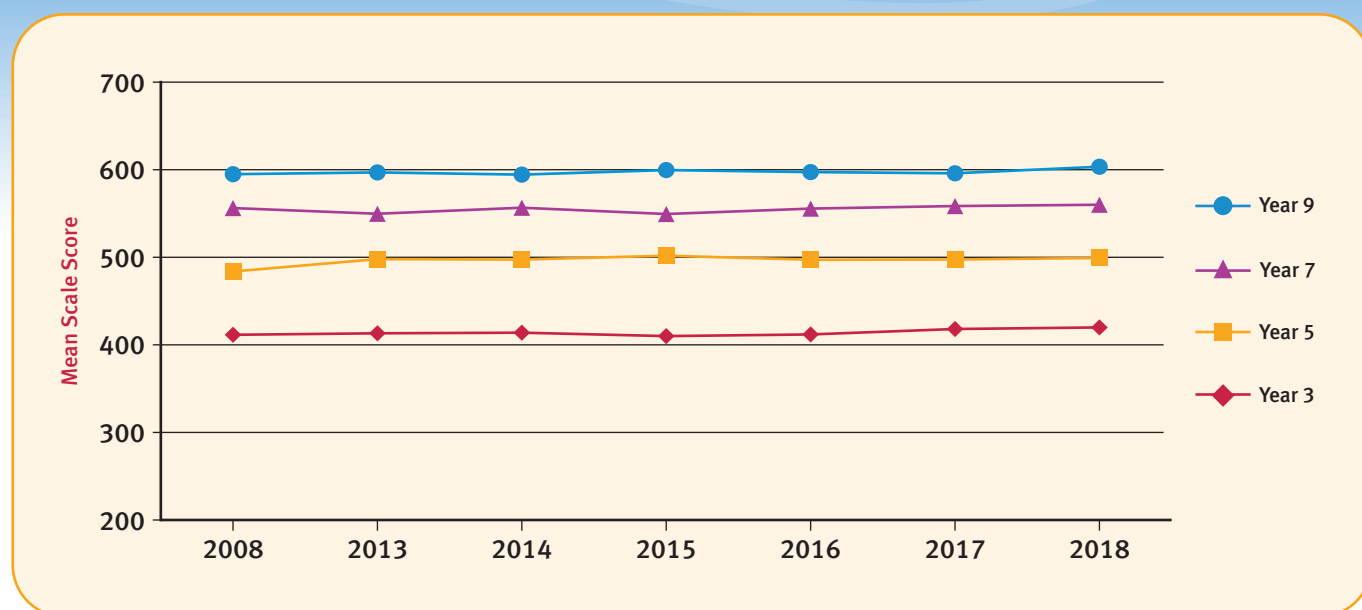


Table TS.N20: Achievement of Students in Numeracy, ACT, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	594.9 (68.0)	596.9 (80.3)	594.4 (69.8)	599.6 (66.6)	597.3 (61.5)	595.9 (60.2)	603.4 (53.2)	■	■
	% at or above NMS	96.6	92.9	94.9	95.2	96.4	96.2	97.4	■	■
Year 7	Mean / (S.D.)	556.2 (71.0)	549.7 (66.7)	556.6 (69.1)	549.4 (65.7)	555.6 (65.1)	558.5 (64.2)	560.0 (58.9)	■	■
	% at or above NMS	97.1	95.8	96.3	96.7	96.7	96.9	97.4	■	■
Year 5	Mean / (S.D.)	483.8 (64.1)	497.9 (70.5)	497.4 (64.9)	501.8 (63.3)	497.2 (63.7)	497.5 (60.9)	499.2 (58.3)	△	■
	% at or above NMS	94.9	95.0	95.9	96.5	96.3	96.3	96.9	△	■
Year 3	Mean / (S.D.)	411.5 (66.8)	413.2 (63.0)	413.9 (69.6)	410.0 (70.5)	411.9 (68.8)	418.1 (70.0)	419.9 (64.5)	■	■
	% at or above NMS	96.4	96.6	96.5	96.0	96.9	96.7	97.3	■	■

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

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Figure TS.N21: Achievement of Students in Numeracy, NT, 2008, 2013–2018.

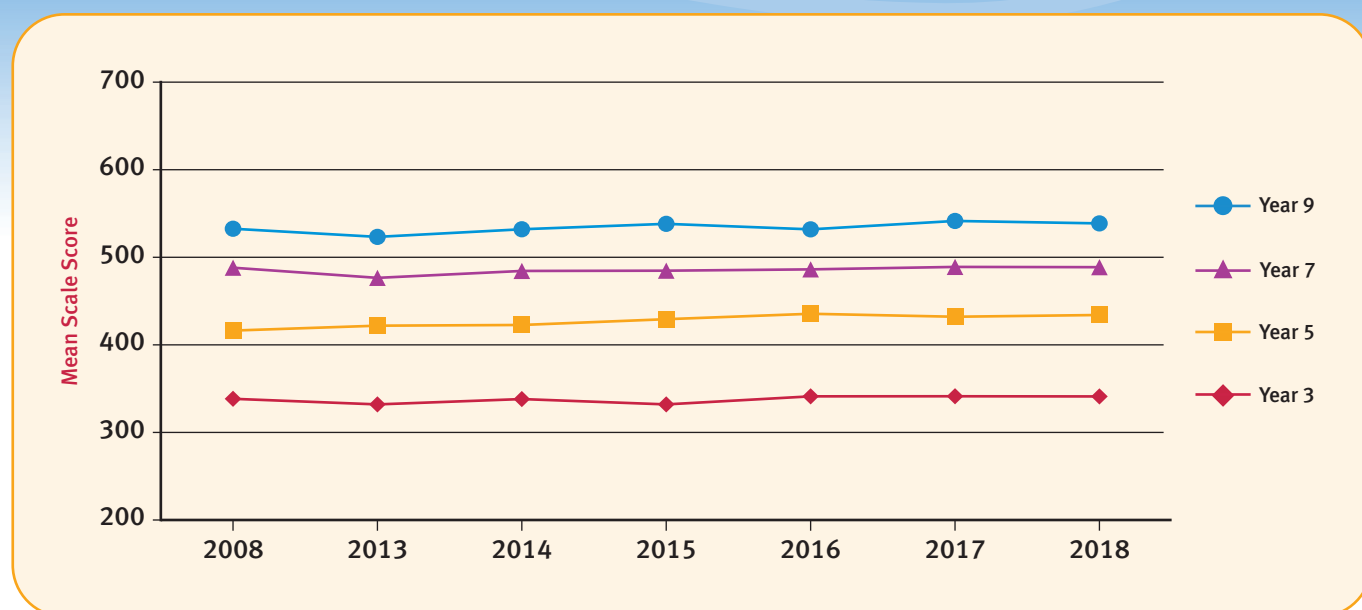


Table TS.N21: Achievement of Students in Numeracy, NT, 2008, 2013–2018.

Students		2008	2013	2014	2015	2016	2017	2018	Nature of the difference	
									2008 vs. 2018	2017 vs. 2018
Year 9	Mean / (S.D.)	532.6 (83.5)	523.3 (94.9)	532.0 (83.5)	538.2 (72.3)	531.9 (84.9)	541.5 (71.5)	538.7 (84.8)	■	■
	% at or above NMS	74.1	68.2	74.2	79.1	75.2	81.2	78.1	■	■
Year 7	Mean / (S.D.)	488.1 (84.0)	476.5 (82.3)	484.4 (84.5)	484.7 (81.2)	486.2 (92.1)	489.0 (91.6)	488.7 (88.9)	■	■
	% at or above NMS	75.9	72.3	74.4	77.4	74.3	74.1	76.8	■	■
Year 5	Mean / (S.D.)	416.3 (81.0)	421.9 (83.0)	422.7 (87.0)	429.3 (83.2)	435.5 (87.4)	432.1 (78.5)	434.1 (82.9)	■	■
	% at or above NMS	69.1	69.7	68.2	72.7	73.5	74.5	77.7	▲	■
Year 3	Mean / (S.D.)	338.4 (86.3)	332.0 (83.3)	338.1 (96.6)	332.0 (86.7)	341.2 (94.4)	341.3 (91.2)	341.1 (92.4)	■	■
	% at or above NMS	77.0	75.7	73.0	75.0	77.9	76.3	78.2	■	■

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

NAPLAN Commentary on 2008, 2013–2018 Time series

Reading

Figure TS.R1 represents national mean scale scores in reading from 2008 and between 2013 and 2018 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 2018 and between 2017 and 2018. 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 that met these criteria (i.e. significant and an effect size greater than 0.2) it is referred to as an improvement.

Year 3 Reading

Results in Table TS.R1 indicate that there was an improvement of 33 score points (equivalent to two-fifths of a standard deviation) in Year 3 mean reading achievement at a national level from 2008 to 2018. The apparent increase of three score points in the national mean between 2017 and 2018 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 2018 but the change between 2017 and 2018 was less than one percentage point.

Table TS.R2 shows that this pattern of improvement in mean reading achievement from 2008 to 2018 applied to both male (an increase of 34 score points) and female students (an increase of 33 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 2018 (14 score points). The change from 2008 to 2018 corresponded to an increase of four 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 2018 was evident for both Indigenous (by 39 score points) and non-Indigenous students (by 34 score points). Non-Indigenous students scored higher than Indigenous students by approximately 91 score points in 2008 and by 86 score points in 2018. There was almost no change in the mean reading achievement between 2017 and 2018 for Indigenous

students. Over the period from 2013 to 2018, the mean reading achievement for Indigenous students fell in 2014, and then rose again in 2015, 2016 and 2017 but was unchanged in 2018. The general steady improvement in the reading achievement of Year 3 Indigenous students from 2014 to 2017 was encouraging but has not continued into 2018. Importantly, the increased percentage of students at or above the national minimum standard between 2008 and 2018 was greater for Indigenous students (14 percentage points) than non-Indigenous students (three percentage points).

Results in Table TS.R10 indicate that the increase between 2008 and 2018 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 32 score points. In other words, both groups of students improved by a similar amount. Between 2017 and 2018, there was an apparent increase in mean reading achievement of two score points for LBOTE students and an apparent increase of three score points for 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 (four percentage points) and non-LBOTE students (three percentage points) at Year 3 performing at or above the national minimum standard between 2008 and 2018.

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 2018 in Queensland (59 score points). There were also increases between 2008 and 2018 in mean reading achievement in: Western Australia (36 score points), Victoria (27 score points), New South Wales (24 score points), Tasmania (25 score points), the ACT (29 score points) and South Australia (17 score points). In the Northern Territory, the apparent change was 31 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. 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 2017 and 2018 that satisfied the NAPLAN criteria of statistical significance and effect size. In terms of changes from 2008 to 2018 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, an increase of about six percentage points in Western Australia and smaller increases of three and two percentage points in the ACT and South Australia respectively. Between 2017 and 2018, there was an increase of two percentage points in the proportion of Year 3 students in the ACT performing at or above the national minimum standard but no change in this percentage in any other jurisdiction.

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 2018 amounting to 25 score points. In a previous report it had been noted that there had been an improvement of 18 score points in the mean reading achievement for Year 5 students over the period from 2008 to 2013. Since then, there have been small 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 2017 and 2018. The percentage of Year 5 students working at or above the national minimum standard increased by four percentage points from 2008 to 2018 but there was no change from 2017 to 2018.

As shown in Table TS.R3, there were improvements in mean reading achievement between 2008 and 2018 for both male (by 27 score points) and female students (by 23 score points). There was no change in mean reading achievement between 2017 and 2018

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for either male or female students. There were increases between 2008 and 2018 in the percentages of male (by four percentage points) or female (by three percentage points) students working at or above the national minimum standard.

Table TS.R7 shows that there was an improvement of 31 score points in the mean reading score for Year 5 Indigenous students between 2008 and 2018 but no change between 2017 and 2018. For non-Indigenous students, there was also an improvement of 26 score points in the Year 5 mean reading score between 2008 and 2018 but no change between 2017 and 2018. The percentage of Indigenous students working at or above the national minimum standard increased from 63% to 77% over the period from 2008 to 2018. For non-Indigenous students the corresponding increase was from 93% to 96%.

Table TS.R11 shows that between 2008 and 2018 there was an improvement of 29 score points in the Year 5 mean reading achievement of LBOTE students and an improvement of 24 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 96%. For both LBOTE and non-LBOTE students, there were no changes between 2017 and 2018 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 moderate increases in mean reading scores among Year 5 students over the period from 2008 to 2018 in Queensland (40 score points), Western Australia (29 score points), the ACT (24 score points), Victoria (23 score points), Tasmania (21 score points), South Australia (20 score points) and New South Wales (16 score points). In the Northern Territory, the apparent change was 26 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 increases between 2008 and 2018 in the percentages of students working at or above the national minimum standard in most jurisdictions: Queensland from 87% to 95%, Western Australia from 89% to 94%, South Australia from 90% to 93%, Victoria from 94% to 96%, the ACT from 95% to 97%, and New South Wales from 94% to 95%. There were no changes between 2017 and 2018 in mean reading scores among Year 5 students in any jurisdiction and only in the ACT was there a change in the percentage of students working at or above the national minimum standard (an increase of two percentage points).

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 2018 or from 2017 to 2018. 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 no change in the mean reading scores for Year 7 Indigenous students from 2008 to 2018 (Table TS.R8). Similarly, there was no change in the mean reading scores for Year 7 non-Indigenous students over the same time period. The mean reading scores for Year 7 Indigenous students have been the same since 2016 after having peaked in 2015 at a level that represented an increase since 2008. In addition, 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 2017 and 2018 for either Indigenous or non-Indigenous students.

There was no change from 2008 to 2018 in the mean reading scores of Year 7 LBOTE students or in the percentage of Year 7 LBOTE students who were reading at or above the national minimum standard (Table TS.R12). Similarly, there was no change over the same time period for non-LBOTE students in either mean reading achievement or the percentages attaining the national minimum standard. There were no changes, for either LBOTE or non-LBOTE students, in either performance indicator between 2017 and 2018.

Jurisdictional results in Tables TS.R14 through TS.R21 show that there were no increases in mean reading achievement among Year 7 students in any jurisdiction, over the period from 2008 to 2018 or the shorter period from 2017 to 2018. Similarly, there were no increases in the percentages of Year 7 students working at or above the national minimum standard between 2008 and 2018 or between 2017 and 2018.

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 2018 or from 2017 to 2018 (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 2018 or from 2017 to 2018. 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 2018 or from 2017 to 2018. 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 2018 or between 2017 and 2018 (Table TS.R13).

Between 2008 and 2018, the only jurisdiction in which there was an increase in the mean reading achievement score for Year 9 students was Western Australia (20 score points). There was also an increase over this period in the percentage of Year 9 students in Western Australia working at or above the national minimum standard (from 92% to 95%). Over the period from 2017 to 2018, there were no jurisdictions in which there was an increase in the mean reading achievement score for Year 9 students. However, there were several jurisdictions in which there were increases in the percentages of students working at or above the national minimum standard: Tasmania (from 89% to 92%), the ACT (from 94% to 97%), Western Australia (from 93% to 95%) and Victoria (from 92% to 94%). In Tasmania and the ACT, these increases reversed declines that had occurred between 2016 and 2017.

Summary of trends in Reading

The results in this report show that, over the period from 2008 to 2018, mean reading achievement in Year 3 has improved nationally by 33 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 improvements in reading achievement among Year 3 students was similar for male and female students, for Indigenous and non-Indigenous students and for LBOTE and non-LBOTE students. Among Indigenous students in Year 3, between 2008 and 2018, there was an encouraging increase in the percentage of students attaining the national minimum standard.

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 2018, there were increases in mean reading achievement in all jurisdictions. There was a substantial increase of 59 score points (or seven tenths of a standard deviation) in mean reading achievement in

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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 from 2016 and 2018. 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 the increases in mean reading achievement. These differences among jurisdictions invite consideration of policies and practices in the early school and preschool years that may be associated with increases in achievement.

There was also an improvement of 25 score points in the national mean reading achievement for Year 5 students between 2008 and 2018 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 in time 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 has been sustained since 2013. The improvement appeared to be similar for male and female students, for LBOTE and non-LBOTE students and for Indigenous as well as non-Indigenous students. Encouragingly, the percentage of Indigenous students working at or above the national minimum standard increased over the period from 2008 to 2018. In Year 5, there were differences among jurisdictions in the improvements in reading achievement between 2008 and 2018 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 in reading achievement from 2008 to 2018 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, for Indigenous and non-Indigenous students and for LBOTE and non-LBOTE students. Furthermore, there were no improvements in reading achievement among Year 7 students in any jurisdiction, over the period from 2008 to 2018, or from 2017 to 2018.

Reading achievement at Year 9 has been static from 2008 to 2018 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 were some small increases in several jurisdictions in the percentages of students attaining the national minimum standard in reading. Only in Western Australia was there evidence of an improvement in reading achievement with an increase in the mean of 20 score points (or one third of a standard deviation).

Numeracy

Figure TS.N1 represents the trends in national mean scale scores in numeracy from 2008 and between 2013 and 2018 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 2018 and between 2017 and 2018 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 2018 or from 2017 to 2018. 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 2018,

or between 2017 and 2018 (Table TS.N6). Nor were there any changes in the percentages of Indigenous and non-Indigenous Year 3 students working at or above the national minimum standard between 2008 and 2018 or between 2017 and 2018. 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 2018 or between 2017 and 2018 (Table TS.N10).

Among the eight jurisdictions, only Queensland (by 31 score points) and Western Australia (by 21 score points) recorded increases in Year 3 mean numeracy achievement over the period from 2008 to 2018 (Tables TS.N14 through TS.N21). No jurisdiction showed a change from 2017 to 2018 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 2018. In Queensland, there was also an increase (four percentage points) from 2008 to 2018 in the percentage of Year 3 students working at or above the national minimum standard. No other jurisdiction showed a change from 2017 to 2018 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 18 score points in mean Year 5 numeracy achievement at a national level from 2008 to 2018 and an increase in the percentage of students working at or above the national minimum standard from 93% to 96% over the same period (Table TS.N1). There were no changes over the period from 2017 to 2018. The overall increase in mean numeracy achievement was also evident in the increased mean numeracy achievements of male (17 score points) and female (19 score points) students in Year 5 between 2008 and 2018 (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 2018.

Table TS.N7 shows that there was an increase in the mean numeracy achievement among Indigenous students (25 score points) in Year 5 over the period from 2008 to 2018 that was slightly greater than the increase for non-Indigenous students (19 score points). There was also an increase (12 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 2017 and 2018 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 2018 in the mean numeracy achievement of both LBOTE (19 score points) and non-LBOTE (16 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 2017 and 2018.

Jurisdictional results for Year 5 numeracy achievement (Tables TS.N14 through TS.N21) indicate that, between 2008 and 2018, there was a moderate increase in the mean numeracy achievement of Year 5 students in Queensland and Western Australia (each by 29 score points) and 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 (18 score points), the ACT (15 score points), Tasmania (13 score points) and Victoria (13 score points). In the Northern Territory the apparent change was 18 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 substantial increases in the percentages of

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students working at or above the national minimum standard in the Northern Territory (nine percentage points) and Queensland (six 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 (four percentage points), Tasmania (three percentage points), New South Wales (two percentage points) and Victoria (two percentage points). There were no changes between 2017 and 2018 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 2018 or from 2017 to 2018. Table TS.N4 indicates that between 2008 and 2018, or between 2017 and 2018, there were no increases in mean Year 7 numeracy achievement for either female or male students.

There were no changes in the mean Year 7 numeracy scores, or the percentages of students working at or above the national minimum standard, for Indigenous students either from 2008 to 2018 or from 2017 to 2018 (Table TS.N8). This pattern was the same for non-Indigenous students. There were also 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 (15 score points) was there a change in mean numeracy achievement between 2008 and 2018. There were no changes in the percentages of Year 7 students working at or above the national minimum standard, from 2008 to 2018 or from 2017 to 2018 in any of the eight jurisdictions.

Year 9 Numeracy

Table TS.N1 shows that, nationally, there was a small increase of 14 score points (or 0.2 of a standard deviation) in mean Year 9 numeracy achievement between 2008 and 2018 but no change between 2017 and 2018. There was an increase of two percentage points in the percentage of students working at or above the national minimum standard between 2008 and 2018 but no change between 2017 and 2018. The changes in mean numeracy achievement between 2008 and 2018 were similar for male (14 score points) and female (13 score points) students but there were no changes between 2017 and 2018 (Table TS.N5). There was no change in the percentage of male students, but an increase of two percentage points among female students, working at or above the national minimum standard.

Between 2008 and 2018, there was an increase of 20 score points in the mean numeracy achievement for Year 9 Indigenous students and a smaller change of 14 score points for non-Indigenous students (Table TS.N9). In addition, between 2008 and 2018 there was an increase of 10 percentage points (from 73% to 83%) in the percentage of Indigenous Year 9 students working at or above the national minimum standard. There was also an increase of almost two percentage points 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 2018. However, between 2008 and 2018 there was an increase of two percentage points in the percentages of 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 2018 there were increases in mean Year 9 numeracy achievement in Western Australia (31 score points), Queensland (18 score points), South Australia (13 score points) and Tasmania (13 score points). Improvements in Year 9 mean numeracy scores

for Western Australia had been 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. The improvements in South Australia and Tasmania first became evident in 2018. In three jurisdictions there were increases in the percentage of Year 9 students working at or above the national minimum standard between 2008 and 2018: in Western Australia from 92% to 97%, in Queensland from 92% to 95%, and in Tasmania from 92% to 95%.

Summary of trends in Numeracy

Mean numeracy achievement at the national level in Year 3 and Year 7 remained unchanged from 2008 to 2018. However, there was an improvement in numeracy at Year 5 and Year 9 between 2008 and 2018.

The improvement in mean numeracy achievement at Year 5 between 2008 and 2018 was evident for all groups of students that were considered but was 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 2018 period. That correspondence could indicate a general school improvement rather than an improvement tied to a particular learning domain.

The improvement in mean Year 9 numeracy achievement between 2008 and 2018 was similar for male and female students but was greater for Indigenous than non-Indigenous students. Year 9 numeracy improved in four jurisdictions but especially in Western Australia and Queensland. There could be lessons to be learned from what has been implemented in those jurisdictions. It is also worth reflecting on the improvements in the mean numeracy achievement of Indigenous students in Year 5 (to a greater extent than for non-Indigenous students) and Year 9.

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, 2013–2018.

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
	2013	87333	97.2	1.6	1.1	1.6	87078	96.9	2.0	1.1	1.6
	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
Vic	2008	62230	96.0	4		2.7	62133	95.8	4		2.7
	2013	64053	94.4	2.9	2.7	2.8	63813	94.1	3.4	2.6	2.8
	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
Qld	2008	55770	97.6	2		1.9	55507	97.1	3		1.8
	2013	57364	94.2	2.4	3.4	1.5	57125	93.9	2.9	3.2	1.4
	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
WA	2008	26635	95.2	5		1.0	26591	95.1	5		1.0
	2013	29286	95.1	3.2	1.7	1.2	29185	94.7	3.6	1.7	1.2
	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
SA	2008	18717	96.9	3		3.1	18698	96.8	3		3.1
	2013	17589	93.3	2.9	3.8	2.3	17561	93.2	3.2	3.6	2.2
	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
Tas	2008	6377	96.8	3		1.0	6356	96.5	4		1.0
	2013	5690	95.8	2.5	1.8	1.5	5678	95.6	2.7	1.8	1.5
	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

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, 2013–2018.

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
	2013	4338	93.1	2.5	4.4	2.3	4336	93.1	2.7	4.2	2.2
	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
NT	2008	2787	82.7	17		1.6	2800	83.1	17		1.6
	2013	2829	86.6	11.3	2.1	1.7	2817	86.3	11.6	2.1	1.7
	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
Aust	2008	262372	96.6	3		1.7	261597	96.3	4		1.7
	2013	268482	95.2	2.5	2.3	1.9	267593	94.9	2.9	2.2	1.9
	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

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, 2013–2018.

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			
	2013	Indig.	4343	94.9	3.5	1.6	2.8	4318	94.3	4.2	1.5	2.8
		Non-Indig.	81100	97.4	1.5	1.1	1.5	80875	97.1	1.9	1.0	1.5
	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			
	2013	Indig.	857	87.9	5.8	6.3	7.1	852	87.4	6.7	5.9	7.0
		Non-Indig.	62975	94.8	2.7	2.4	2.6	62738	94.5	3.2	2.3	2.5
	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			
	2013	Indig.	4151	90.7	5.6	3.7	2.3	4102	89.6	6.8	3.6	2.3
		Non-Indig.	53213	94.5	2.1	3.4	1.4	53023	94.2	2.6	3.2	1.4
	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

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 (cont.): Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2013–2018.

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			
	2013	Indig.	1807	85.6	13.0	1.4	1.6	1776	84.1	14.5	1.3	1.6
		Non-Indig.	26651	96.0	2.3	1.7	1.2	26583	95.7	2.6	1.6	1.2
	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			
	2013	Indig.	624	83.2	9.3	7.5	4.4	617	82.3	10.3	7.5	4.4
		Non-Indig.	16537	93.9	2.5	3.5	2.1	16510	93.8	2.9	3.4	2.0
	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			
	2013	Indig.	385	94.8	3.9	1.2	1.7	386	95.1	3.9	1.0	1.7
		Non-Indig.	5118	96.8	2.4	0.8	1.5	5106	96.6	2.6	0.8	1.5
	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

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 (cont.): Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2013–2018.

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			
	2013	Indig.	110	83.3	6.1	10.6	2.3	107	81.1	8.3	10.6	2.3
		Non-Indig.	4220	93.4	2.4	4.1	2.3	4220	93.4	2.5	4.0	2.2
	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
NT	2008	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
	2013	Indig.	1016	71.0	29		1.0	1027	71.8	28		1.0
		Non-Indig.	1617	92.6				1621	92.8			
	2014	Indig.	1072	76.6	22.4	0.9	1.6	1071	76.6	22.5	0.9	1.6
		Non-Indig.	1728	94.9	2.3	2.8	1.8	1718	94.4	2.8	2.8	1.8
	2015	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
	2016	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
	2017	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
Aust	2008	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
	2013	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
	2014	Indig.	11895	90.2	10		2.0	11782	89.4	11		2.0
		Non-Indig.	243106	97.2				242454	96.9			
	2015	Indig.	13349	89.4	7.8	2.8	2.7	13229	88.6	8.7	2.7	2.7
		Non-Indig.	251542	95.7	2.1	2.2	1.8	250773	95.4	2.5	2.1	1.7
	2016	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
	2017	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
	2018	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

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: Year 5 Student Participation in Assessment, by State and Territory, 2008, 2013–2018.

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
	2013	86369	97.6	1.6	0.8	1.6	86067	97.2	2.0	0.8	1.5
	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
Vic	2008	62954	96.3	4		2.4	62906	96.2	4		2.4
	2013	63813	95.2	2.7	2.0	2.8	63505	94.8	3.3	2.0	2.8
	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
Qld	2008	55459	97.8	2		1.6	55284	97.5	2		1.5
	2013	54554	94.9	2.3	2.7	1.7	54276	94.5	2.9	2.6	1.6
	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
WA	2008	26630	95.6	4		0.8	26594	95.5	5		0.8
	2013	28378	95.5	3.2	1.3	1.2	28228	95.0	3.8	1.2	1.2
	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
SA	2008	18664	97.1	3		2.6	18654	97.1	3		2.6
	2013	17683	94.0	2.8	3.2	2.0	17637	93.8	3.2	3.0	2.0
	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
Tas	2008	6158	96.8	3		1.0	6126	96.3	4		0.9
	2013	6033	96.4	2.1	1.5	1.6	5987	95.7	2.8	1.5	1.6
	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

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.CP1 (cont.): Year 5 Student Participation in Assessment, by State and Territory, 2008, 2013–2018.

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
	2013	4317	94.7	2.5	2.8	2.0	4313	94.6	2.7	2.7	2.0
	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
NT	2008	2891	84.9	15		1.4	2895	85.0	15		1.5
	2013	3057	87.3	10.8	1.9	2.4	2993	85.5	12.6	1.9	2.4
	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
Aust	2008	262872	96.8	3		1.5	262268	96.6	3		1.5
	2013	264204	95.8	2.4	1.8	1.9	263006	95.4	2.9	1.7	1.9
	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

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.CP2: Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2013–2018.

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			
	2013	Indig.	4154	94.6	4.0	1.4	2.6	4138	94.2	4.5	1.3	2.6
		Non-Indig.	80469	97.8	1.5	0.8	1.5	80189	97.4	1.8	0.8	1.5
	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			
	2013	Indig.	872	87.8	7.6	4.6	5.4	855	86.1	9.4	4.5	5.4
		Non-Indig.	62794	95.6	2.5	1.9	2.6	62500	95.1	3.0	1.8	2.5
	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			
	2013	Indig.	3966	92.0	4.9	3.1	2.8	3922	91.0	6.0	3.0	2.8
		Non-Indig.	50588	95.2	2.1	2.7	1.6	50354	94.7	2.7	2.6	1.5
	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

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.CP2 (cont.): Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2013–2018.

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			
	2013	Indig.	1711	84.4	14.2	1.4	1.2	1671	82.4	16.1	1.5	1.2
		Non-Indig.	25805	96.5	2.3	1.2	1.2	25700	96.1	2.7	1.2	1.2
	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			
	2013	Indig.	608	83.7	10.7	5.5	3.6	604	83.2	11.3	5.5	3.4
		Non-Indig.	16695	94.6	2.4	3.1	1.9	16653	94.3	2.8	2.9	1.9
	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			
	2013	Indig.	462	96.3	2.9	0.8	2.7	453	94.4	4.8	0.8	2.7
		Non-Indig.	5385	97.4	2.0	0.6	1.5	5347	96.7	2.6	0.6	1.5
	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

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.CP2 (cont.): Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2013–2018.

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			
	2013	Indig.	108	91.5	3.4	5.1	3.4	108	91.5	3.4	5.1	3.4
		Non-Indig.	4202	94.8	2.5	2.7	2.0	4198	94.7	2.7	2.6	2.0
	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
NT	2008	Indig.	999	71.5	29		1.1	1004	71.8	28		1.1
		Non-Indig.	1723	95.6				1722	95.6			
	2013	Indig.	1206	78.1	21.0	0.9	2.2	1157	74.9	24.2	0.9	2.2
		Non-Indig.	1819	95.1	2.5	2.5	2.6	1808	94.5	3.0	2.5	2.6
	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
Aust	2008	Indig.	11697	90.1	10		1.7	11596	89.3	11		1.7
		Non-Indig.	244962	97.5				244456	97.3			
	2013	Indig.	13087	89.7	8.0	2.3	2.7	12908	88.5	9.3	2.2	2.7
		Non-Indig.	247757	96.2	2.1	1.7	1.8	246749	95.9	2.5	1.6	1.8
	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

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: Year 7 Student Participation in Assessment, by State and Territory, 2008, 2013–2018.

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
	2013	86145	97.1	2.5	0.4	1.4	85662	96.5	3.0	0.5	1.4
	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
Vic	2008	63760	95.7	4		1.6	63880	95.8	4		1.7
	2013	63656	95.0	3.9	1.1	2.1	63425	94.7	4.2	1.1	2.0
	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
Qld	2008	56296	97.7	2		1.6	56191	97.5	2		1.5
	2013	55903	95.0	2.6	2.4	1.6	55618	94.5	3.1	2.4	1.6
	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
WA	2008	27379	95.7	4		1.0	27293	95.4	5		1.0
	2013	28706	95.6	3.3	1.0	1.2	28570	95.2	3.8	1.0	1.2
	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
SA	2008	19222	96.8	3		2.0	19171	96.5	4		2.0
	2013	18058	94.2	3.3	2.4	1.6	17970	93.8	3.8	2.4	1.6
	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
Tas	2008	6422	95.6	4		0.7	6401	95.2	5		0.7
	2013	6151	95.0	4.0	1.0	1.3	6101	94.2	4.7	1.0	1.3
	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

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, 2013–2018.

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
	2013	4657	93.9	3.4	2.7	2.3	4656	93.9	3.3	2.8	2.3
	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
NT	2008	2671	79.5	21		1.3	2706	80.5	19		1.3
	2013	2848	85.2	13.7	1.0	2.5	2845	85.1	13.8	1.0	2.6
	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
Aust	2008	265627	96.3	4		1.2	265275	96.1	4		1.2
	2013	266124	95.5	3.2	1.3	1.6	264847	95.1	3.6	1.3	1.6
	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

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.CP2: Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2013–2018.

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			
	2013	Indig.	4023	91.5	7.8	0.8	2.9	3952	89.8	9.4	0.8	2.9
		Non-Indig.	79567	97.4	2.2	0.4	1.3	79164	96.9	2.7	0.4	1.3
	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
Vic	2008	Indig.	671	85.2	15		2.7	682	86.5	13		2.9
		Non-Indig.	62821	96.1				62908	96.2			
	2013	Indig.	810	86.0	12.1	1.9	3.5	800	84.9	13.2	1.9	3.5
		Non-Indig.	62759	95.3	3.7	1.1	2.0	62537	94.9	4.0	1.1	1.9
	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
Qld	2008	Indig.	3842	94.7	5		2.4	3823	94.2	6		2.3
		Non-Indig.	52454	97.9				52368	97.8			
	2013	Indig.	3752	91.5	5.8	2.7	3.0	3714	90.6	6.8	2.6	3.0
		Non-Indig.	52151	95.3	2.4	2.4	1.5	51904	94.8	2.8	2.3	1.5
	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

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, 2013–2018.

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			
	2013	Indig.	1610	82.9	15.7	1.4	1.7	1589	81.8	16.8	1.4	1.7
		Non-Indig.	26077	96.7	2.3	1.0	1.2	25964	96.3	2.7	0.9	1.2
	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			
	2013	Indig.	639	86.0	9.2	4.8	2.8	623	83.8	11.3	4.8	3.1
		Non-Indig.	17122	94.7	3.0	2.3	1.6	17054	94.3	3.4	2.3	1.6
	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			
	2013	Indig.	459	93.7	5.7	0.6	3.3	452	92.2	7.1	0.6	3.3
		Non-Indig.	5367	95.9	3.8	0.3	1.0	5322	95.1	4.6	0.4	1.1
	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

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, 2013–2018.

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			
	2013	Indig.	100	86.2	7.8	6.0	2.6	95	81.9	11.2	6.9	2.6
		Non-Indig.	4447	94.1	3.3	2.6	2.3	4449	94.2	3.2	2.6	2.3
	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
NT	2008	Indig.	900	63.2	37		0.8	933	65.5	34		0.8
		Non-Indig.	1674	92.2				1677	92.3			
	2013	Indig.	1065	72.4	26.6	1.0	3.0	1071	72.9	26.2	1.0	3.0
		Non-Indig.	1760	95.8	3.2	1.0	2.2	1750	95.2	3.8	1.0	2.2
	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
Aust	2008	Indig.	11494	87.9	12		1.6	11423	87.4	13		1.6
		Non-Indig.	247027	97.0				246737	96.9			
	2013	Indig.	12458	87.7	10.5	1.8	2.8	12296	86.6	11.7	1.7	2.8
		Non-Indig.	249250	96.0	2.7	1.2	1.5	248144	95.6	3.2	1.2	1.5
	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

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.CP1: Year 9 Student Participation in Assessment, by State and Territory, 2008, 2013–2018.

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
	2013	83519	94.3	5.1	0.6	1.3	82888	93.6	5.8	0.6	1.3
	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
Vic	2008	62853	92.2	8		1.8	63021	92.5	8		1.8
	2013	61591	91.2	7.3	1.5	2.1	61111	90.5	7.9	1.6	2.1
	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
Qld	2008	56133	94.9	5		1.4	55952	94.6	5		1.3
	2013	54301	90.8	5.3	3.8	1.5	53823	90.0	6.1	3.9	1.5
	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
WA	2008	27392	93.1	7		0.6	27371	93.0	7		0.6
	2013	28340	92.5	6.6	0.8	1.3	28185	92.0	7.1	0.9	1.3
	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
SA	2008	18647	93.6	6		2.2	18652	93.6	6		2.2
	2013	18033	90.2	7.2	2.5	1.9	17921	89.7	7.7	2.6	1.9
	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
Tas	2008	6179	91.1	9		0.7	6176	91.1	9		0.6
	2013	6034	91.4	7.5	1.0	1.4	5980	90.6	8.3	1.1	1.5
	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

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.CP1 (cont.): Year 9 Student Participation in Assessment, by State and Territory, 2008, 2013–2018.

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
	2013	4463	90.5	6.0	3.6	1.5	4455	90.3	6.2	3.5	1.5
	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
NT	2008	2386	79.9	20		1.9	2369	79.3	21		1.9
	2013	2377	80.5	18.3	1.2	2.6	2369	80.3	18.6	1.2	2.6
	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
Aust	2008	262549	93.5	7		1.2	262122	93.3	7		1.1
	2013	258658	92.1	6.2	1.7	1.6	256732	91.4	6.9	1.8	1.6
	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

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, 2013–2018.

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			
	2013	Indig.	3628	81.1	17.9	1.0	2.2	3578	80.0	19.0	1.1	2.2
		Non-Indig.	77788	95.1	4.4	0.6	1.3	77226	94.4	5.0	0.6	1.3
	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			
	2013	Indig.	757	74.4	21.7	3.9	5.0	743	73.0	22.6	4.4	5.0
		Non-Indig.	60754	91.6	6.9	1.4	2.0	60287	90.9	7.6	1.5	2.0
	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			
	2013	Indig.	3283	82.6	12.9	4.5	2.4	3222	81.1	14.4	4.5	2.4
		Non-Indig.	51018	91.4	4.8	3.8	1.5	50601	90.7	5.5	3.8	1.5
	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

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.CP2 (cont.): Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2013–2018.

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			
	2013	Indig.	1277	68.0	30.9	1.1	2.1	1260	67.1	31.9	1.0	2.1
		Non-Indig.	26235	94.5	4.8	0.8	1.2	26107	94.0	5.2	0.8	1.2
	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			
	2013	Indig.	499	67.2	26.6	6.2	3.9	482	64.9	28.7	6.5	3.9
		Non-Indig.	17082	91.3	6.3	2.4	1.8	16977	90.8	6.8	2.4	1.8
	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			
	2013	Indig.	386	80.8	18.8	0.4	1.9	386	80.8	18.8	0.4	1.9
		Non-Indig.	5142	93.4	6.3	0.4	1.3	5092	92.5	7.2	0.4	1.3
	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

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.CP2 (cont.): Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2013–2018.

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			
	2013	Indig.	93	74.4	18.4	7.2	4.0	93	74.4	19.2	6.4	4.0
		Non-Indig.	4280	91.0	5.5	3.5	1.5	4271	90.8	5.8	3.4	1.4
	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
NT	2008	Indig.	749	61.8	38		1.5	744	61.4	39		1.5
		Non-Indig.	1618	92.7				1605	92.0			
	2013	Indig.	720	61.4	36.8	1.8	3.2	724	61.8	36.4	1.8	3.2
		Non-Indig.	1636	93.6	5.7	0.7	2.3	1625	93.0	6.4	0.7	2.3
	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
Aust	2008	Indig.	9899	79.7	20		1.9	9857	79.3	21		1.8
		Non-Indig.	245162	94.6				244734	94.4			
	2013	Indig.	10643	76.8	20.6	2.6	2.6	10488	75.7	21.7	2.7	2.6
		Non-Indig.	243935	93.0	5.3	1.7	1.5	242186	92.3	6.0	1.7	1.5
	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

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 2013 to 2018 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 2013 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 2018 for Years 3 and 5 were very similar. In reading, the participation rates were 94.7% and 95.3% for Years 3 and 5 respectively; in numeracy, the rates were 94.3% and 94.8% for Years 3 and 5 respectively. These participation rates are slightly lower than those for 2017 (by 0.1 to 0.3 percentage points). Since 2008, there have been small decreases in participation rates for Year 3 reading (2.0 percentage points), Year 3 numeracy (2.1 percentage points), Year 5 reading (1.5 percentage points) and Year 5 numeracy (1.8 percentage points).

In 2018, the national absence rates were 2.3% in reading and 2.8% in numeracy for Year 3 and 2.3% in reading and 2.9% in numeracy for Year 5. These figures were slightly larger than those reported in 2017, with the exception of reading for Year 5, which did not change between 2017 and 2018. For Year 3, absence rates in reading had been 2.5% in 2013, 2.4% in 2014 and 2015, before decreasing slightly to 2.3% for 2016, 2017 and 2018. For Year 3, absence rates in numeracy had been 2.9% in 2013, before plateauing at 2.8% in 2014, 2015 and 2016, declining slightly to 2.7% in 2017, but increasing to 2.8% in 2018. 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 2013 was 2.4%, followed by very little change between 2013 and 2018 (for three of those years the rate was 2.4% and for 2014, 2017 and 2018 it was 2.3%). For Year 5 numeracy, the absence rate was 2.9% in 2013 and 2.8% in 2014 where it stayed for 2015, 2016 and 2017 before increasing to 2.9% in 2018. For Year 5, as has been noted for Year 3, the absence rate in each cycle for numeracy was slightly 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 increased from 2.3% in 2013 to 2.7% in 2014. The withdrawn rates then remained stable at 2.7% through to 2016 and increased to 2.8% in 2017 and 2.9% in 2018. For Year 3 numeracy, the trend was from 2.2% in 2013 to 2.7% in 2017 and 2.8% in 2018. For Year 5, in both reading and numeracy, the withdrawn rate increased from 2013 to 2018. In reading, the increase was from 1.8% to 2.4% and in numeracy the increase was from 1.7% to 2.3%.

Participation rates are reported for each jurisdiction, as well as for Australia overall in Tables 3.CP1 and 5.CP1. In 2018 at Year 3,

participation rates in reading and numeracy were noticeably lower in the Northern Territory than in other jurisdictions, at 86.0% and 84.9% for reading and numeracy respectively. Year 3 participation rates for the other jurisdictions ranged from 92.4% (South Australia) to 96.8% (New South Wales) in reading and from 92.1% (South Australia) to 96.4% (New South Wales) in numeracy. Year 5 participation rates in reading and numeracy for 2018 were also noticeably lower in the Northern Territory than in other jurisdictions, at 88.0% and 86.2% for reading and numeracy respectively. Year 5 participation rates in 2018 for the other jurisdictions ranged from 93.4% (Queensland) to 97.2% (New South Wales) in reading and from 92.8% (Queensland) to 96.6% (New South Wales) in numeracy.

Jurisdictional participation rates for Years 3 and 5 show different patterns of change over time. From 2008 to 2018, participation rates have been steady for New South Wales and Western Australia in reading and numeracy for both year levels (the changes being 0.6 percentage points or less). Participation rates in Victoria decreased from 2008 to 2013 (by between 1.2 and 1.7 percentage points) but remained fairly constant from 2013 to 2018 in Year 3 (at 94.5% in reading and 94.3% in numeracy) and Year 5 (at 95.1% and 94.7%) for both reading and numeracy. Participation rates in the ACT declined between 2008 and 2018 for both reading (by 1.0 percentage points) and numeracy (by 0.8 percentage points) in Year 3 and Year 5 (by 0.6 for reading and 0.8 percentage points for numeracy). Between 2017 and 2018 in the ACT, participation rates increased at Year 3 and Year 5 for both reading and numeracy (from 0.5 to 1.4 percentage points).

For Tasmania, the participation rates in Year 3 and Year 5 reading both fell 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. For both Year 3 and Year 5 there was a larger drop between 2017 and 2018 than in previous years.

In Queensland and South Australia, there were larger declines in participation rates at Year 3 and Year 5 than for other jurisdictions. South Australia had declines from 2008 to 2018 in Year 3 (by 4.5 percentage points in reading and 4.7 percentage points in numeracy) including sharp drops of 0.7 and 0.5 percentage points respectively between 2017 and 2018. In Queensland in Year 3, there was a decline in participation from 2008 to 2018 in both reading (4.8 percentage points) and numeracy (4.7 percentage points). For Year 5, the overall decline was of similar magnitude being 4.4 percentage points in reading and 4.7 percentage points in numeracy.

In the Northern Territory, participation rates in Years 3 and 5 increased between 2008 and 2018. However, most of these increases took place between 2008 and 2013. In Year 3, the increases between 2008 and 2018 were 3.3 percentage points in reading (including a 3.9 percentage point increase between 2008 and 2013) and 1.8 percentage points in numeracy (including a 3.2 percentage point increase between 2008 and 2013). In both Year 3 reading and numeracy, participation rates fell between 2017 and 2018. In Year 5, the increases between 2008 and 2018 were 3.1 percentage points in reading (including a 2.4 percentage point increase between 2008 and 2013) and 1.2 percentage points in numeracy (including a 0.5 percentage point increase between 2008 and 2013). In both Year 5 reading and Year 5 numeracy, participation rates fell between 2017 and 2018 by 0.6 and 0.8 percentage points respectively.

In commenting on absence rates, the focus is on the period from 2013 to 2018 which followed general declines in absence rates between 2008 and 2013. In most jurisdictions, absence rates for Year 3 reading and numeracy in 2018 were close to those in 2013. However, in South Australia, there were increases of 0.1 percentage points for reading and 0.5 percentage points for numeracy between 2013 and 2018. In fact,

NAPLAN Commentary on Participation

Year 5 absence rates for reading and numeracy in 2018 were also close to those in 2013, with the differences in New South Wales, Victoria, Queensland and South Australia being 0.5 percentage points or less. In Western Australia, there were declines of 0.9 percentage points (for both reading and numeracy) between 2013 and 2018. In the ACT, there were declines in absence rates of 1.2 and 0.8 percentage points respectively and in the Northern Territory there were declines of 0.7 percentage points in both reading and numeracy. In Tasmania, there were increases in absence rates of 1.6 and 0.9 percentage points for reading and numeracy respectively (mainly as a result of increases of 0.8 and 0.1 percentage points between 2017 and 2018).

Table 3.CP2 indicates that participation by Indigenous students for Year 3 in 2018 was lower than participation by non-Indigenous students nationally by 7.5 percentage points in reading and 8.6 percentage points in numeracy. For Indigenous students, these figures represent a wider gap (of approximately one percentage point) in participation between 2017 and 2018. For Year 5, these differences were 7.1 percentage points in reading and 8.1 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 2017, 2016 and 2015.

For Year 3, absence rates for Indigenous students in 2018 were 7.4% in reading, an increase of 0.6 percentage points from 2017, and 9.0% in numeracy, an increase of 1.0 percentage points from 2017. The corresponding absence rates for non-Indigenous students in Year 3 were 1.9% in reading and 2.4% in numeracy. For Year 5, the absence rate in reading for Indigenous students decreased by 0.2 percentage points to 7.3%, and remained the same at 8.8% in numeracy, between 2017 and 2018. For non-Indigenous students in Year 5, the absence rates in 2018 were 1.9% for reading and 2.5% for numeracy, which are close to the absence rates in 2017, 2016 and 2015.

Year 7

Table 7.CP1 indicates that the national participation rates in 2018 for Year 7 were 94.0% in reading (slightly less than the 2017 rate of 94.5%) and 93.4% in numeracy (slightly less than the 2017 rate of 94.0%). These rates represent decreases of 1.5 percentage points for reading and 1.7 percentage points for numeracy from the corresponding rate in 2013 and decreases of 2.3 and 2.7 percentage points for reading and numeracy respectively since 2008.

Participation rates have been stable between 2008 and 2018 for New South Wales, Victoria, and Western Australia with declines in participation rates less than two percentage points. In the ACT, the decline in the participation rate for reading was in this range but for numeracy the decline was 2.4 percentage points (mainly because of a sharp drop between 2017 and 2018). In Tasmania, the decline between 2008 and 2018 in the participation rate for reading was 2.0 percentage points and for numeracy the decline was 2.4 percentage points. For South Australia, the participation rate decreased by 3.5 (reading) and 3.7 (numeracy) percentage points since 2008. For Queensland, participation rates decreased by 7.3 and 7.7 percentage points in reading and numeracy respectively since 2008. For the Northern Territory, the participation rate increased by 5.5 (reading) and 3.0 (numeracy) percentage points between 2008 and 2018, although these increases were mainly attributable to the increase between 2008 and 2013.

Table 7.CP2 shows that for Year 7 in 2018, 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 2018, 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 since 2013, although they were stable between 2015 and 2017. These differences are largely explained by differences in the absence rates. In 2018, the absence rates of 12.8% in reading and 14.7% in numeracy

for Indigenous students are substantially greater than the corresponding absence rates of 3.0% 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 2013 and 2015 but has remained steady between 2015 and 2018 (although with an increase for numeracy between 2017 and 2018).

Year 9

Table 9.CP1 indicates that the national participation rates in 2018 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 90.5% which was a little lower than the rate in 2017; in numeracy, the rate was 89.6%, which was also a little lower than the rate in 2017. For Year 9 reading, the decline since 2013 was 1.6 percentage points and 3.0 percentage points since 2008. For Year 9 numeracy, the decline was 1.8 percentage points since 2013 and 3.7 percentage points since 2008.

Absence rates for Australia are higher for Year 9 than for any other year level. In 2018, the national absence rates were 6.3% for reading and 7.2% for numeracy. Between 2017 and 2018, these absence rates increased slightly (0.3 percentage points in reading and 0.6 percentage points in numeracy). Withdrawn rates increased slightly between 2017 and 2018 in both reading and numeracy by 0.5 percentage points to 3.2%. However, Year 9 withdrawn rates have increased since 2013 by 1.5 percentage points in reading and 1.4 percentage points in numeracy.

Participation rates in 2018 in reading and numeracy were lowest in the Northern Territory (77.8% and 75.4%, respectively). Among the other jurisdictions, participation rates in reading ranged from 85.2% in Queensland to 94.2% in Western Australia, and participation rates in numeracy ranged from 84.6% in Queensland to 93.4% 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. The corresponding decline in numeracy participation in Queensland was 10.0 percentage points. Since 2013, Year 9 NAPLAN participation in the Northern Territory has fluctuated considerably but the overall trend reflects declining participation.

The 2018 absence rates for most jurisdictions ranged between 5.0% (ACT reading) and 9.0% (Tasmania numeracy). However, the 2018 absence rates in the Northern Territory were 21.1% (reading) and 23.5% (numeracy). Year 9 NAPLAN absence rates in the Northern Territory in 2013 had been 18.3% for reading and 18.6% 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 2018 was lower than participation by non-Indigenous students in both reading (73.1% compared to 91.7%) and numeracy (71.0% compared to 90.9%). The 2018 participation rates for Indigenous students are slightly lower (by 1.5 percentage points for reading and 2.5 percentage points for numeracy) than the 2017 rates. The differences in participation rates between Indigenous and non-Indigenous students are greater in Year 9 than in other year levels.

In Year 9, the non-participation by Indigenous students arising from absence is quite large. Nationally, absence rates for Year 9 Indigenous students in 2018 were 21.7% in reading and 23.8% in numeracy. These absence rates represent steady increases since 2013 of 1.1 percentage points in reading and 2.1 percentage points in numeracy. In Western Australia, the absence rates for Indigenous students were greater than 30% in both reading and numeracy. In the Northern Territory, the absence rates for Indigenous students were greater than 40% in both reading and numeracy with small increases from the 2017 figures. In South Australia, the absence rates for Indigenous students were 25.3% in reading and 28.2% in numeracy – both these absence rates represent a decrease from the corresponding 2017 percentages of 29.8% and 32.6%.

NAPLAN Commentary on Participation

Summary

There has been a steady decrease in participation rates in NAPLAN over the period from 2008 to 2018, with the average total decrease across all year levels and the two domains being approximately 2.4 percentage points, or an average of 0.26 percentage points per year. Since 2013, there has been a small increase in the withdrawn rate. Despite this trend, the large percentage of students participating each year ensures that results are reliable and valid at the jurisdictional and national level.

Participation rates for 2018 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 0.9 percentage points. In other year levels, these differences were less than the difference in Year 9. In Year 9 in 2018, compared to other year levels, absence is a substantial contribution to non-participation, with absence rates at 6.3% in reading and 7.2% 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.

2014–2016, 2015–2017 and 2016–2018 Cohort gain NAPLAN Years 3, 5, 7 and 9

Reading

Year 3–Year 5 329

- by State and Territory
- by Sex, by State and Territory
- by Indigenous Status, by State and Territory
- by LBOTE Status, by State and Territory

Year 5–Year 7 333

- by State and Territory
- by Sex, by State and Territory
- by Indigenous Status, by State and Territory
- by LBOTE Status, by State and Territory

Year 7–Year 9 337

- by State and Territory
- by Sex, by State and Territory
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Numeracy

Year 3–Year 5 343

- by State and Territory
- by Sex, by State and Territory
- by Indigenous Status, by State and Territory
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Year 5–Year 7 347

- by State and Territory
- by Sex, by State and Territory
- by Indigenous Status, by State and Territory
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Year 7–Year 9 351

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NAPLAN Year 3–Year 5 Reading

Figure R1.3_5: Achievement of Year 3 (2016) and Year 5 (2018) Students in Reading, by State and Territory.

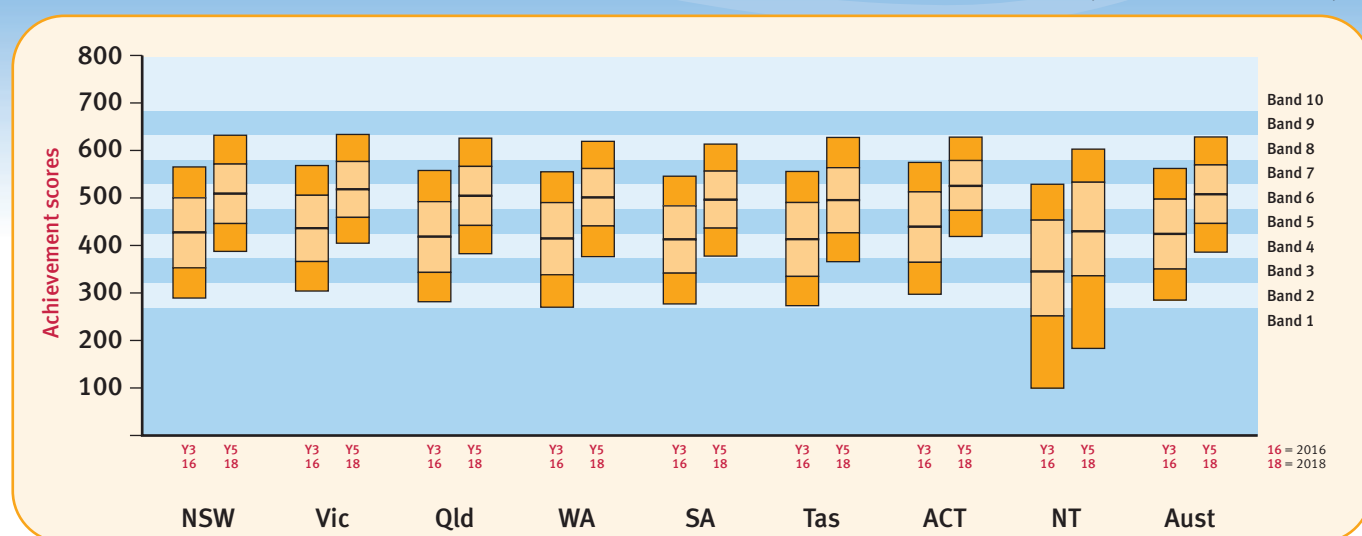


Table R1.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016									
Average gain (with 95% confidence interval)	79.8 ± 7.0	79.4 ± 6.9	90.7 ± 7.2	87.4 ± 7.8	83.3 ± 8.1	79.8 ± 11.1	75.3 ± 10.5	89.5 ± 31.6	83.2 ± 6.6
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

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 (2016) and Year 5 (2018) Male Students in Reading, by State and Territory.

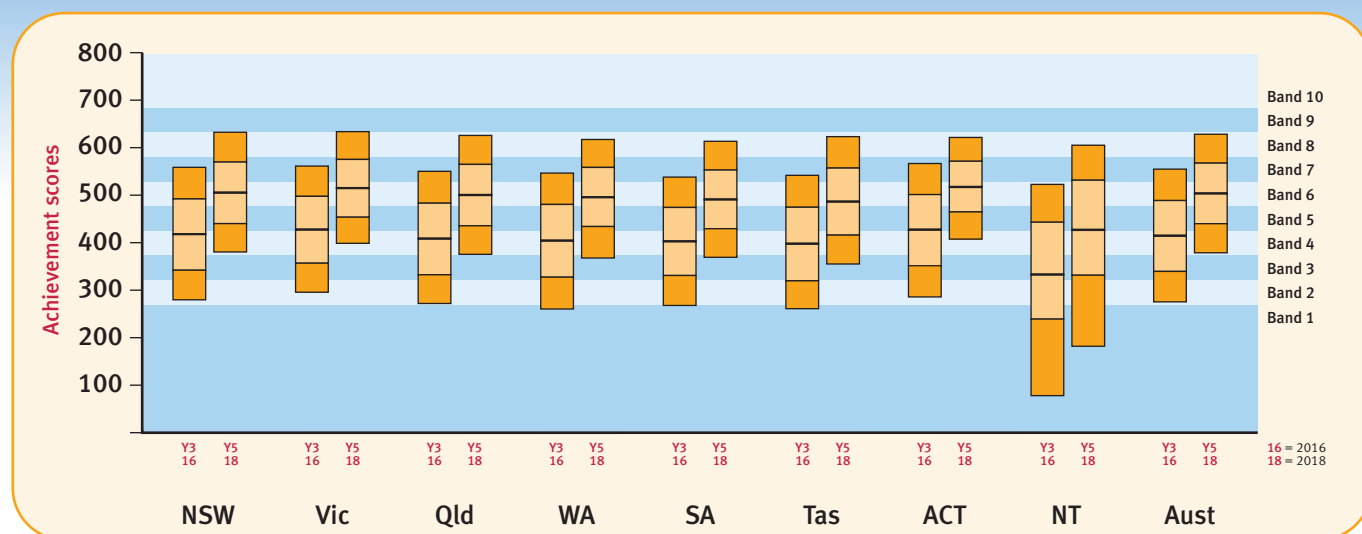


Figure R2.3_5b: Achievement of Year 3 (2016) and Year 5 (2018) Female Students in Reading, by State and Territory.

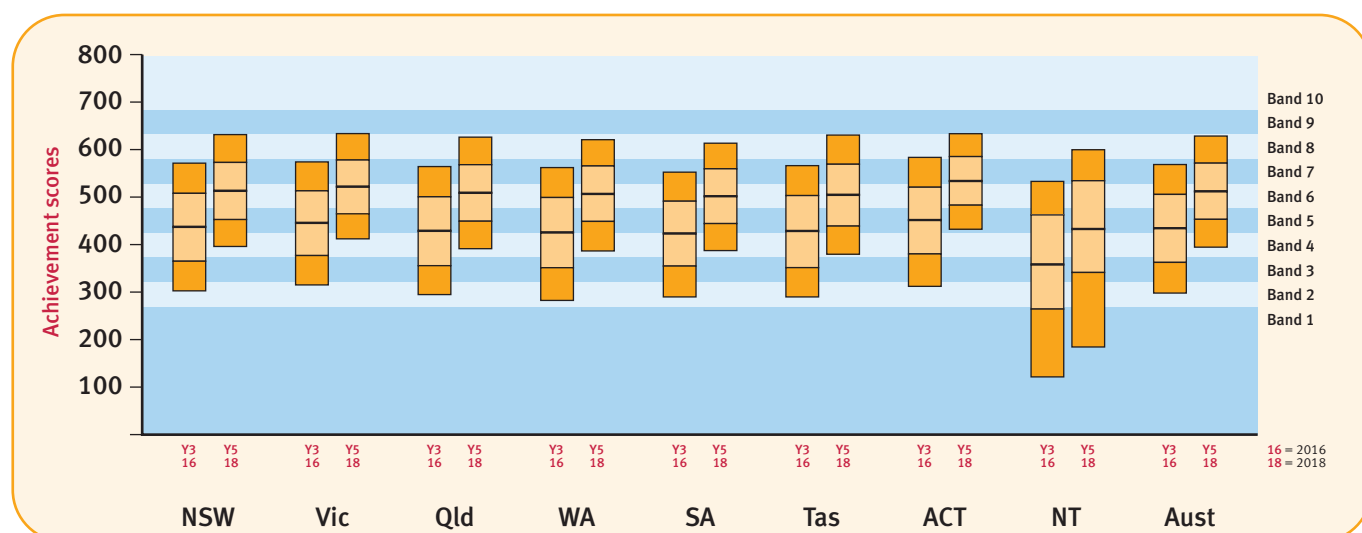


Table R2.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by Sex, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	Male	77.8 ± 7.2	77.0 ± 7.1	89.2 ± 7.4	85.7 ± 8.1	81.1 ± 8.5	78.8 ± 12.1	72.6 ± 11.7	86.3 ± 31.3	81.4 ± 6.7
	Female	81.9 ± 7.0	81.8 ± 7.0	92.2 ± 7.2	89.1 ± 7.9	85.5 ± 8.3	80.8 ± 11.4	78.1 ± 10.9	92.7 ± 33.3	85.2 ± 6.6
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

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 (2016) and Year 5 (2018) Indigenous Students in Reading, by State and Territory.

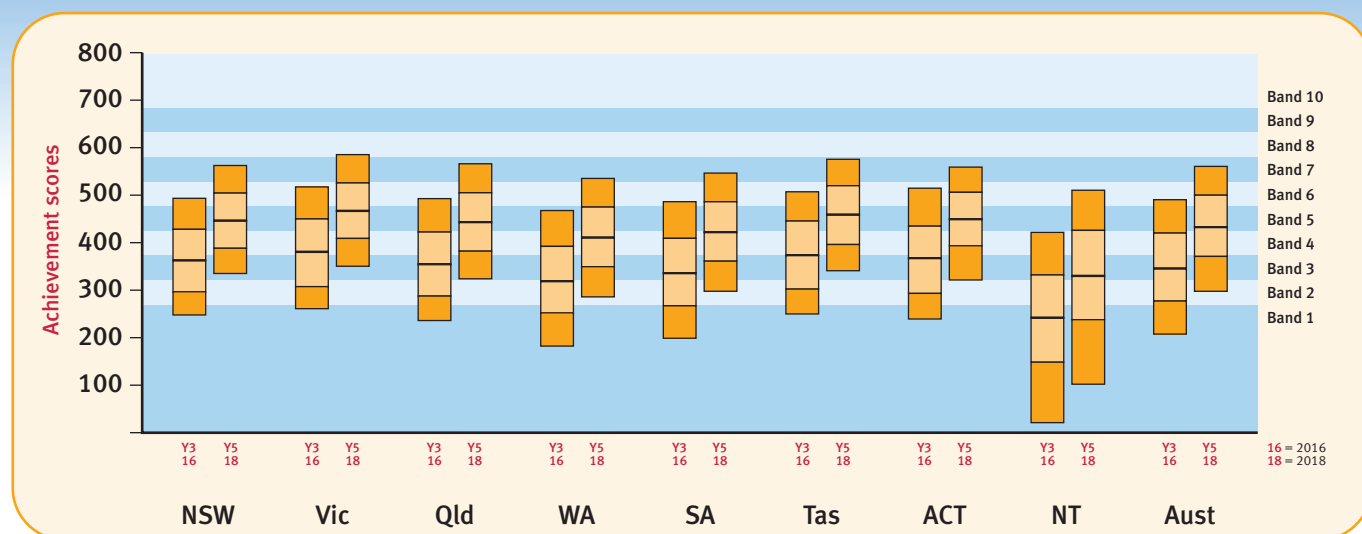


Figure R3.3_5b: Achievement of Year 3 (2016) and Year 5 (2018) Non-Indigenous Students in Reading, by State and Territory.

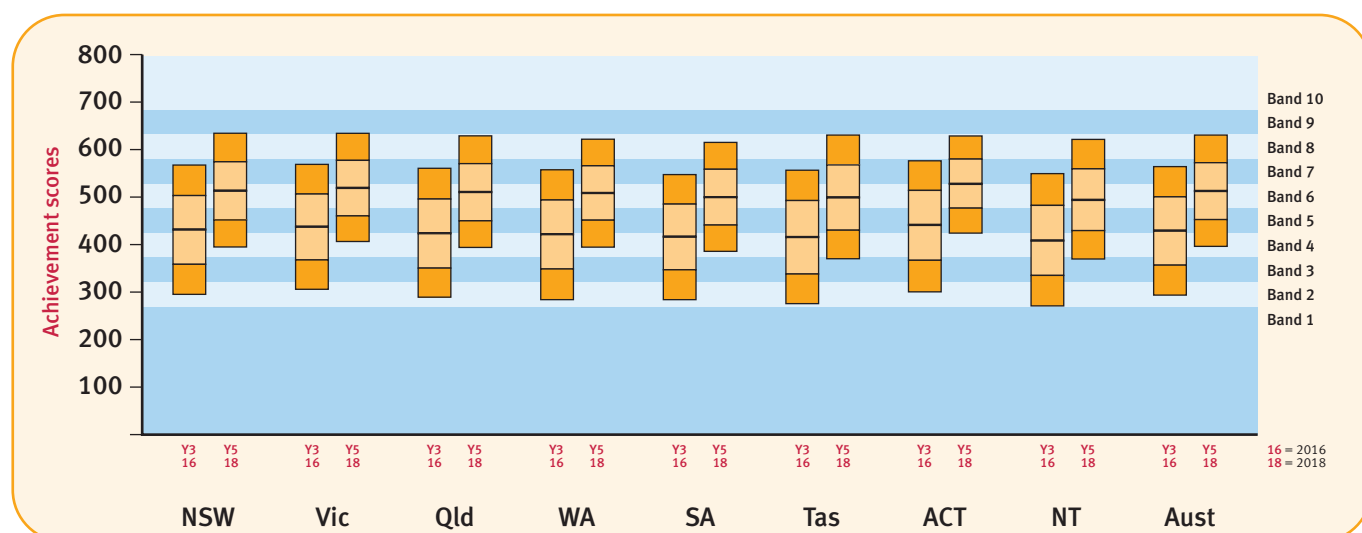


Table R3.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by Indigenous Status, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	Indigenous	84.7 ± 7.9	89.6 ± 10.4	93.4 ± 8.9	87.1 ± 12.7	93.2 ± 16.1	79.7 ± 13.9	105.5 ± 25.9	86.3 ± 30.1	89.2 ± 8.5
	Non-Indigenous	79.9 ± 7.0	79.3 ± 6.9	90.4 ± 7.1	87.4 ± 7.5	82.9 ± 7.9	80.1 ± 10.8	74.5 ± 10.4	97.2 ± 14.3	83.0 ± 6.6
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

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 (2016) and Year 5 (2018) LBOTE Students in Reading, by State and Territory.

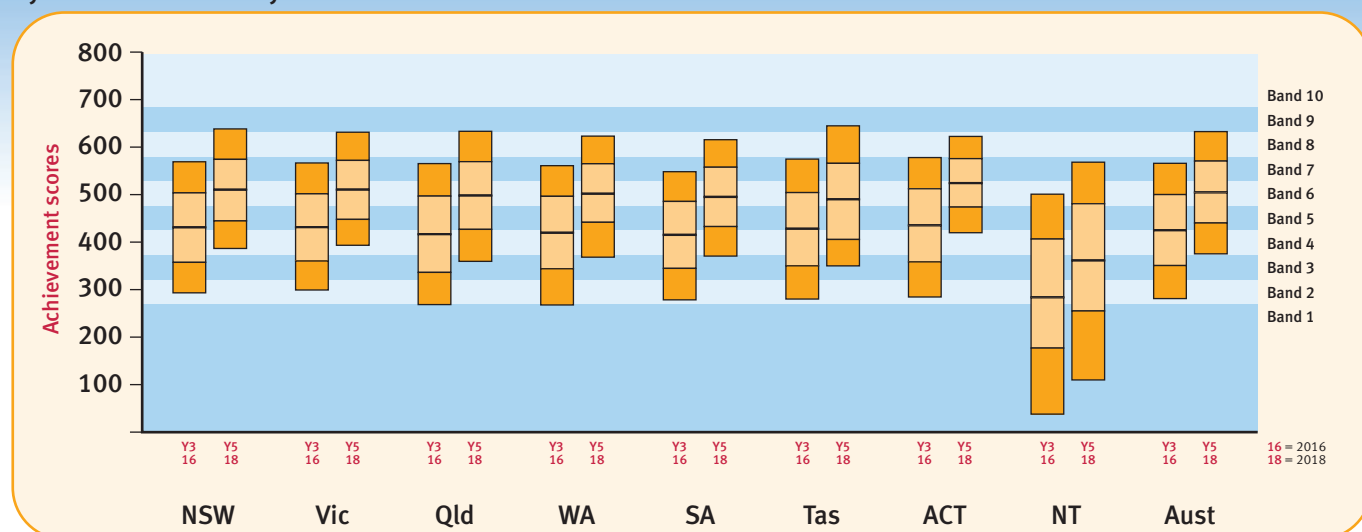


Figure R4.3_5b: Achievement of Year 3 (2016) and Year 5 (2018) Non-LBOTE Students in Reading, by State and Territory.

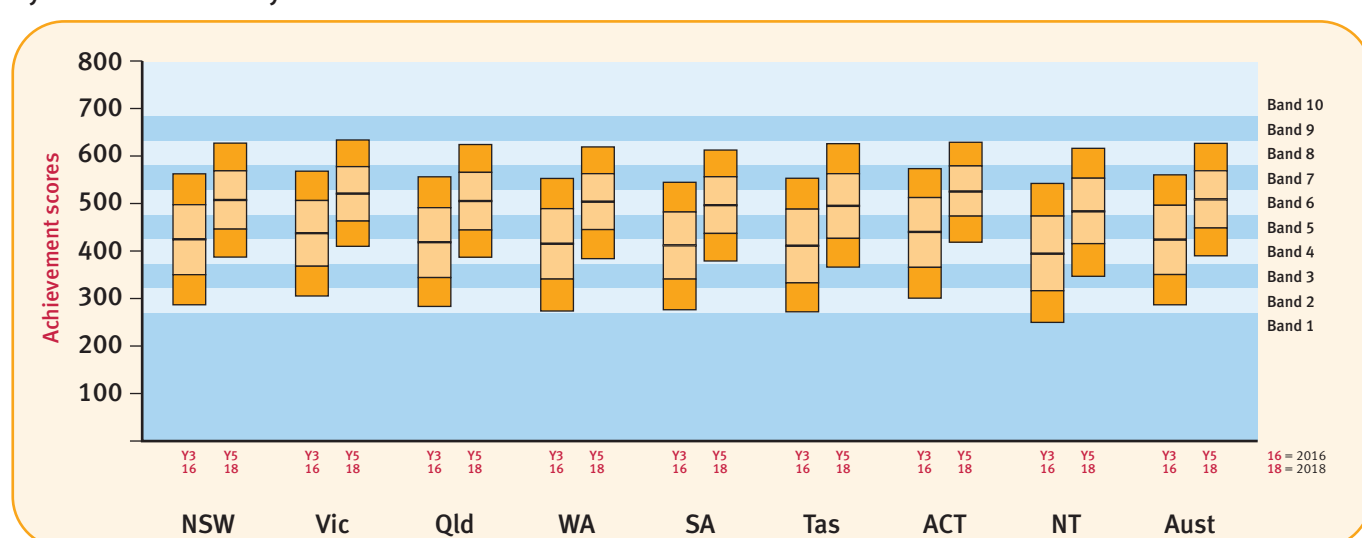


Table R4.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by LBOTE Status, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	LBOTE	83.2 ± 8.0	81.3 ± 7.8	90.4 ± 10.5	86.8 ± 9.8	90.8 ± 12.2	69.5 ± 19.7	77.0 ± 13.7	99.6 ± 42.9	83.9 ± 7.1
	Non-LBOTE	78.4 ± 7.0	78.9 ± 6.9	90.7 ± 7.1	86.2 ± 7.9	81.4 ± 8.0	80.1 ± 11.0	74.8 ± 10.6	100.1 ± 19.0	82.7 ± 6.6
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

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 (2016) and Year 7 (2018) Students in Reading, by State and Territory.

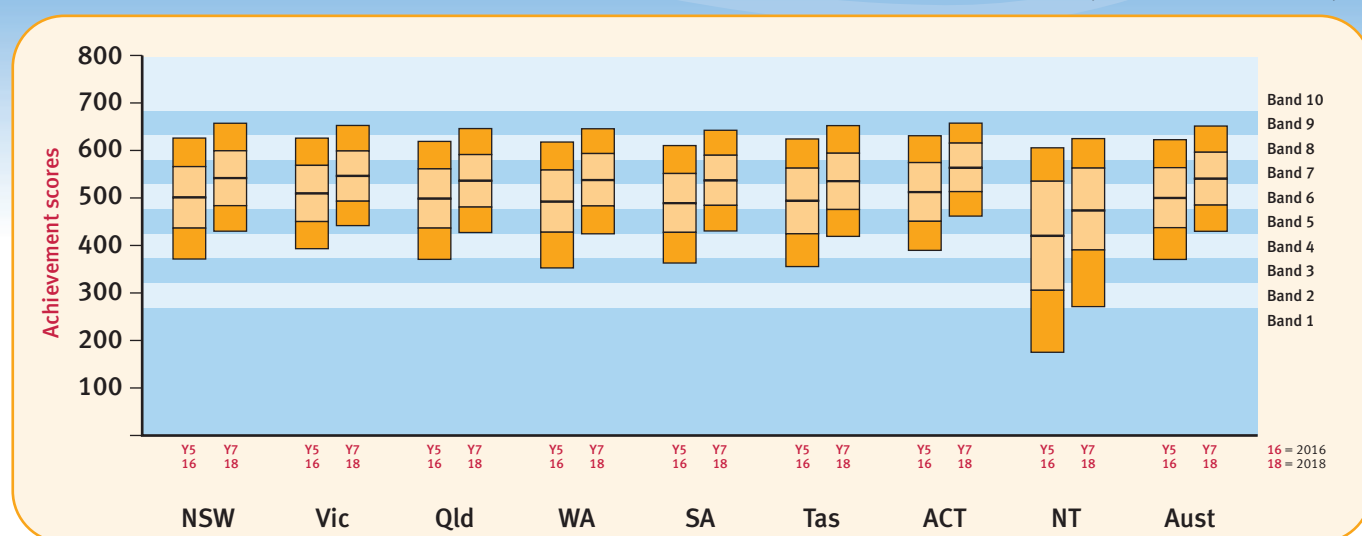


Table R1.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	38.1 ± 8.2	35.8 ± 8.1	42.4 ± 8.4	45.9 ± 9.5	48.2 ± 8.7	40.1 ± 12.9	35.9 ± 12.6	47.4 ± 29.6	40.2 ± 7.7
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

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 (2016) and Year 7 (2018) Male Students in Reading, by State and Territory.

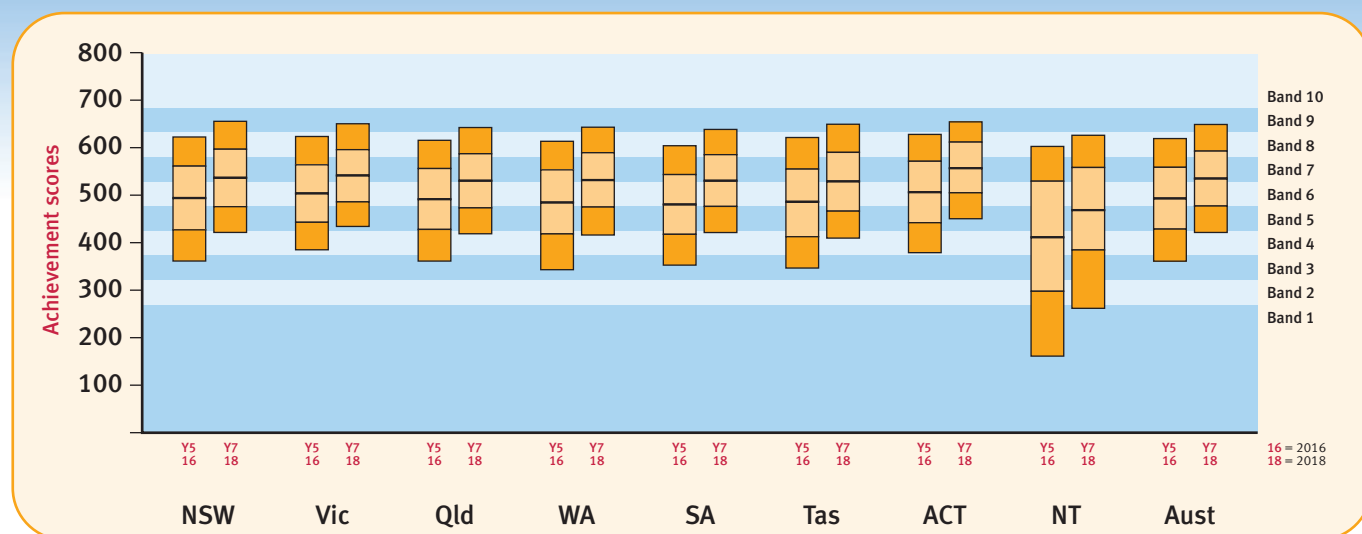


Figure R2.5_7b: Achievement of Year 5 (2016) and Year 7 (2018) Female Students in Reading, by State and Territory.

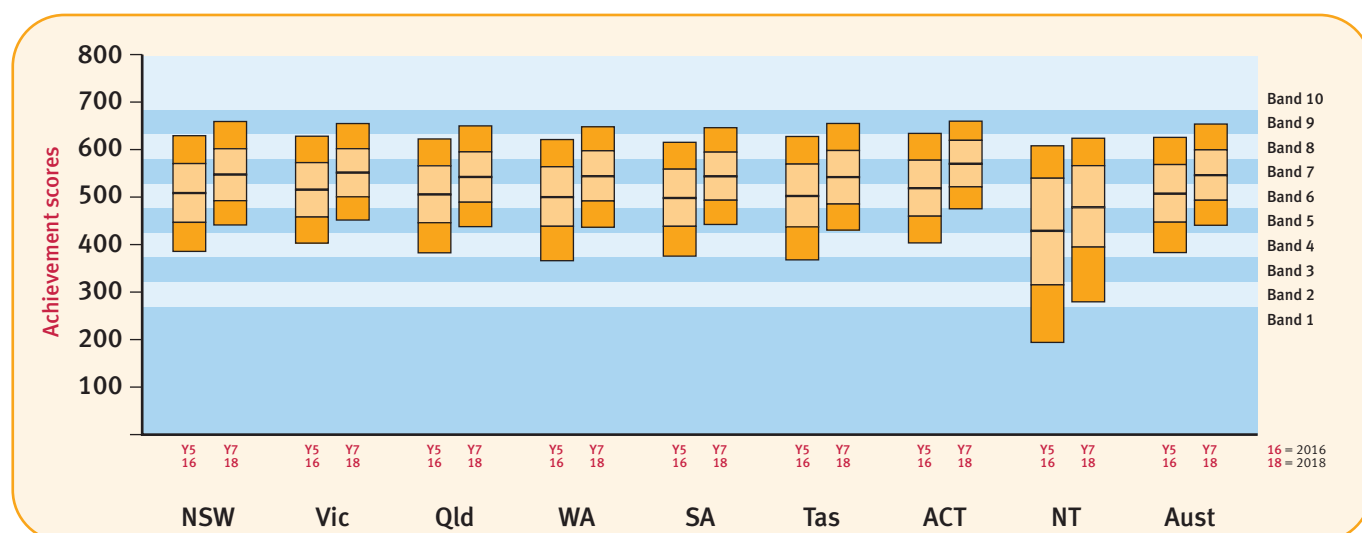


Table R2.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by Sex, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	Male	39.6 ± 8.6	36.0 ± 8.3	43.6 ± 8.7	47.4 ± 10.0	49.7 ± 9.0	43.0 ± 13.9	36.9 ± 13.8	47.5 ± 30.5	41.3 ± 7.8
	Female	36.7 ± 8.4	35.6 ± 8.2	41.4 ± 8.5	44.4 ± 9.6	46.6 ± 8.8	36.9 ± 13.2	34.9 ± 13.9	47.4 ± 29.9	39.1 ± 7.7
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

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 (2016) and Year 7 (2018) Indigenous Students in Reading, by State and Territory.

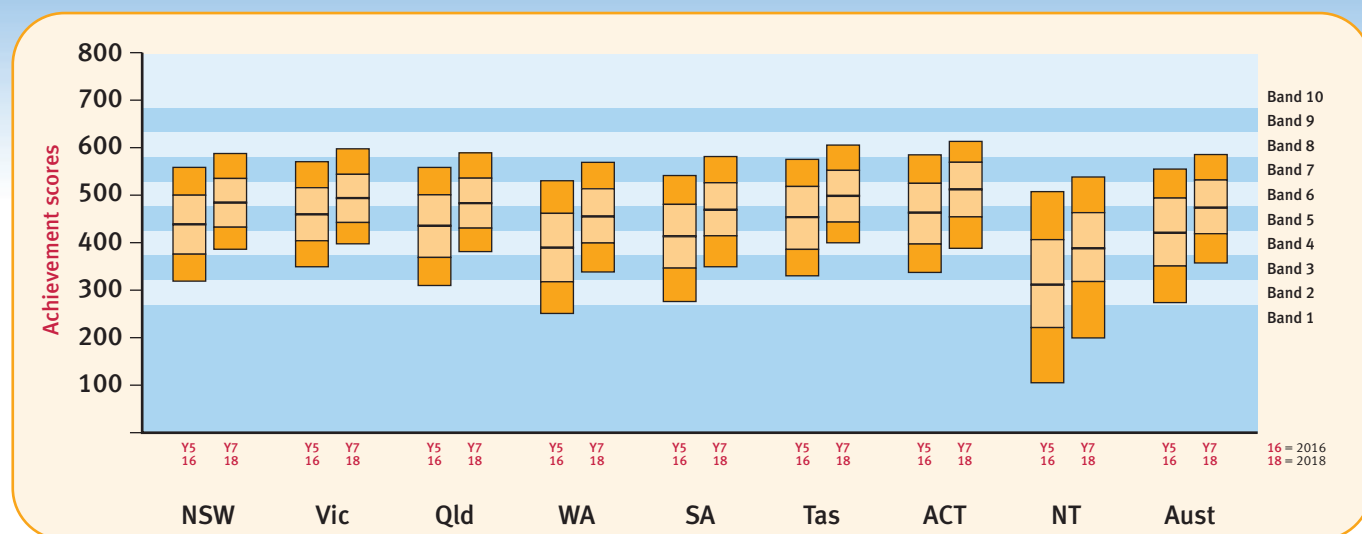


Figure R3.5_7b: Achievement of Year 5 (2016) and Year 7 (2018) Non-Indigenous Students in Reading, by State and Territory.

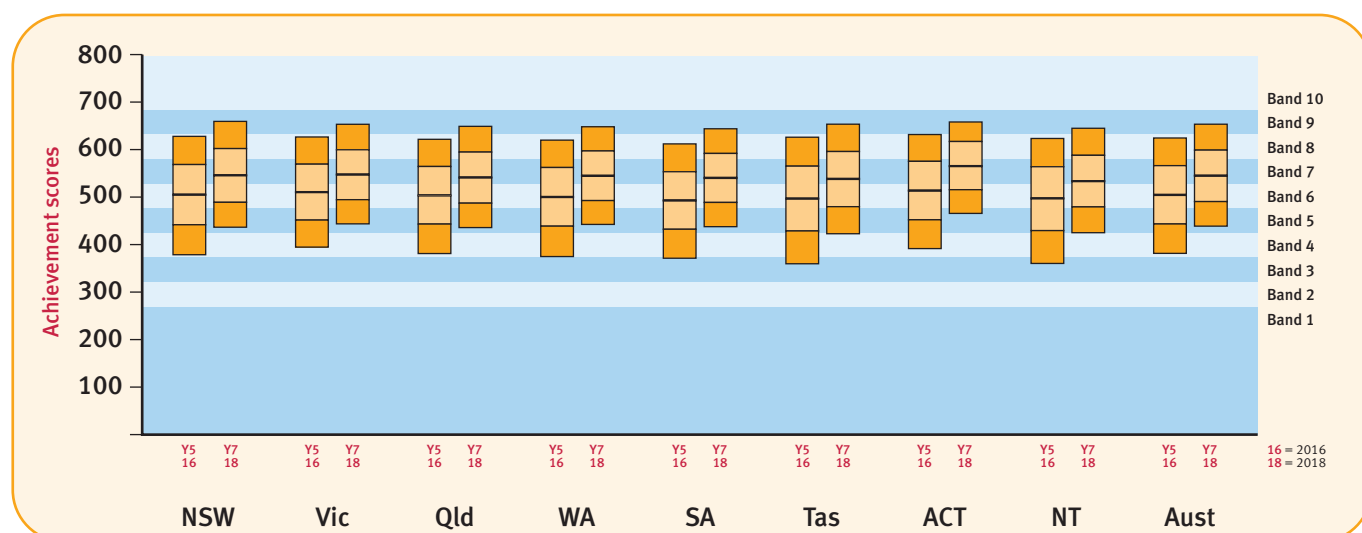


Table R3.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by Indigenous Status, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	Indigenous	49.2 ± 8.7	41.1 ± 11.1	53.8 ± 9.6	61.8 ± 12.1	67.5 ± 13.9	44.1 ± 14.8	46.3 ± 21.5	54.4 ± 25.4	54.1 ± 8.8
	Non-Indigenous	37.9 ± 8.2	35.9 ± 8.1	41.8 ± 8.3	44.4 ± 9.3	47.5 ± 8.6	38.6 ± 12.3	34.8 ± 12.6	44.9 ± 15.3	39.6 ± 7.7
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

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 (2016) and Year 7 (2018) LBOTE Students in Reading, by State and Territory.

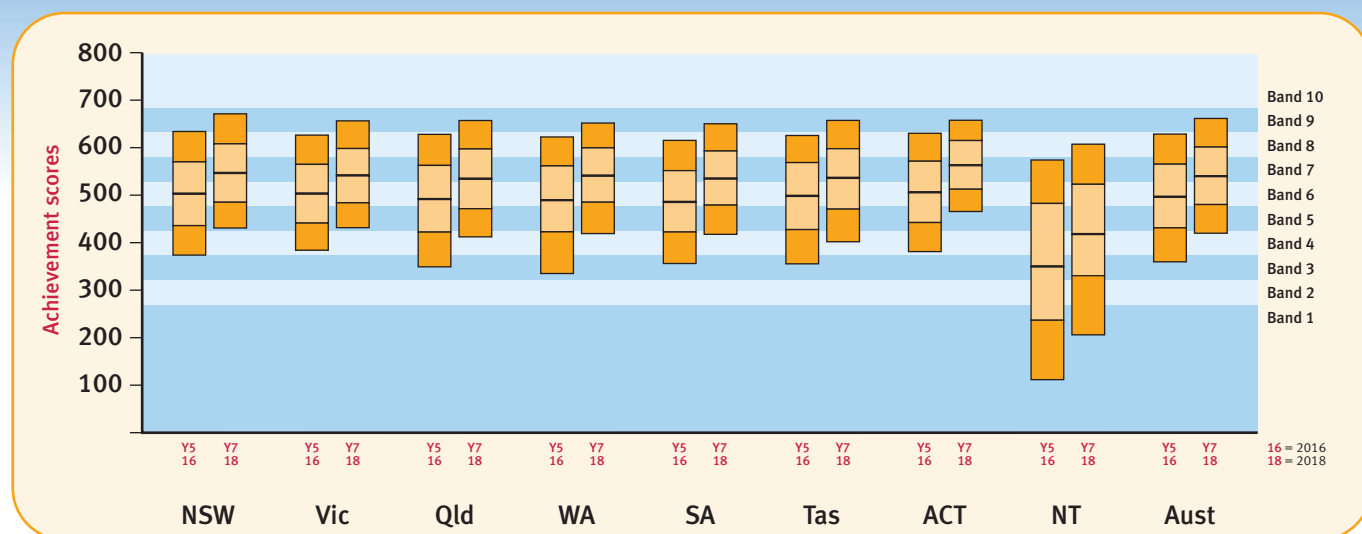


Figure R4.5_7b: Achievement of Year 5 (2016) and Year 7 (2018) Non-LBOTE Students in Reading, by State and Territory.

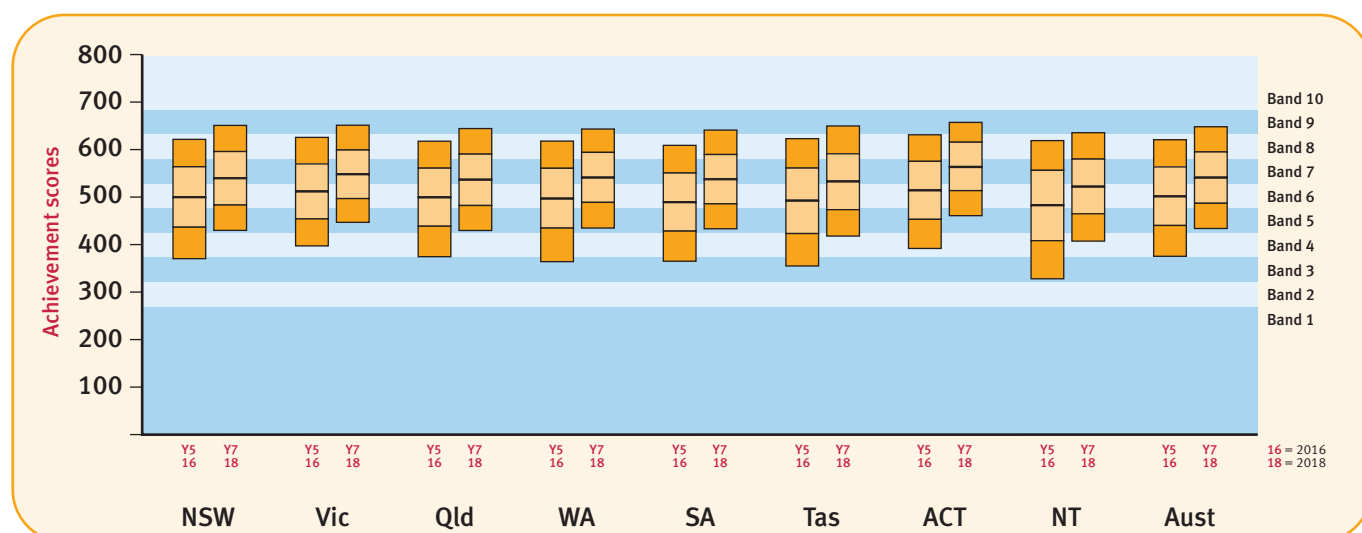


Table R4.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by LBOTE Status, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	LBOTE	42.0 ± 10.0	40.1 ± 9.1	49.0 ± 12.3	46.2 ± 12.5	59.2 ± 11.8	28.8 ± 21.0	42.2 ± 15.7	84.3 ± 37.6	43.4 ± 8.3
	Non-LBOTE	36.4 ± 8.1	34.2 ± 8.1	41.5 ± 8.2	45.6 ± 9.4	46.1 ± 8.6	39.4 ± 12.4	34.2 ± 12.8	45.6 ± 18.6	38.9 ± 7.6
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

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 (2016) and Year 9 (2018) Students in Reading, by State and Territory.

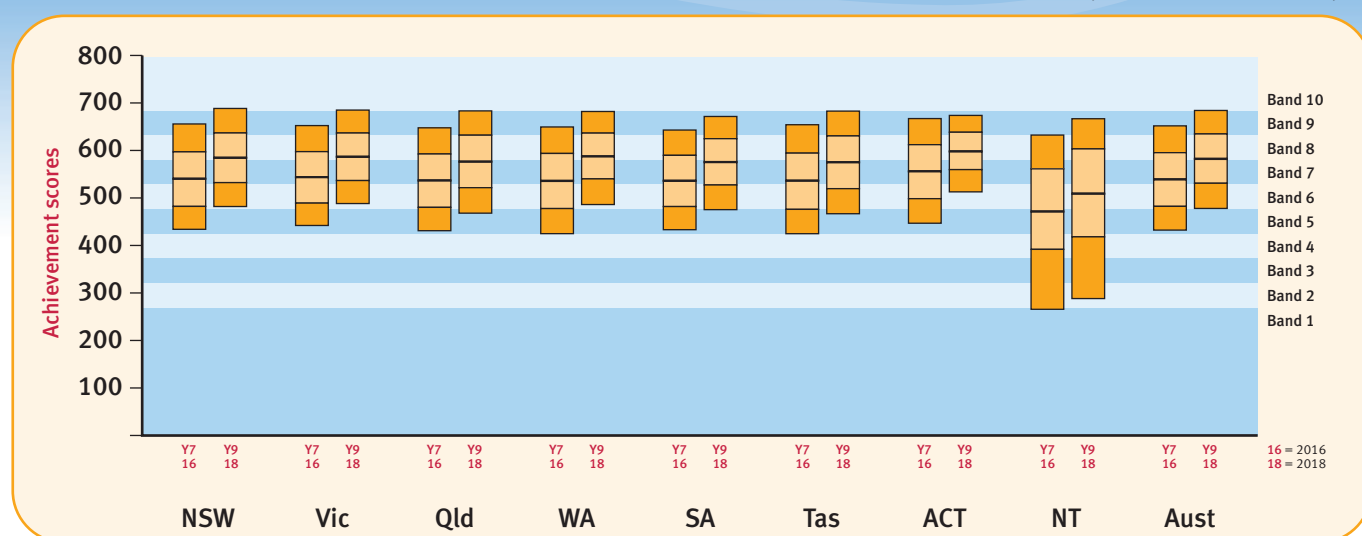


Table R1.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	33.4 ± 6.5	33.6 ± 6.4	34.2 ± 6.5	40.8 ± 7.7	34.1 ± 7.6	35.7 ± 10.7	33.5 ± 13.2	42.0 ± 32.1	34.7 ± 5.5
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

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 (2016) and Year 9 (2018) Male Students in Reading, by State and Territory.

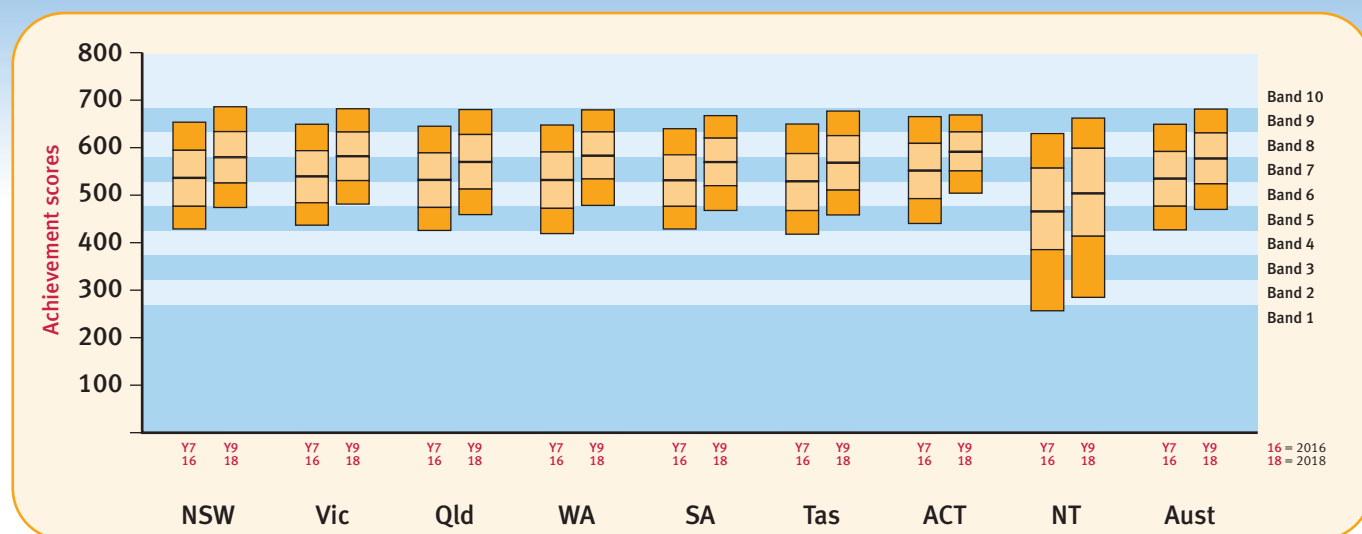


Figure R2.7_9b: Achievement of Year 7 (2016) and Year 9 (2018) Female Students in Reading, by State and Territory.

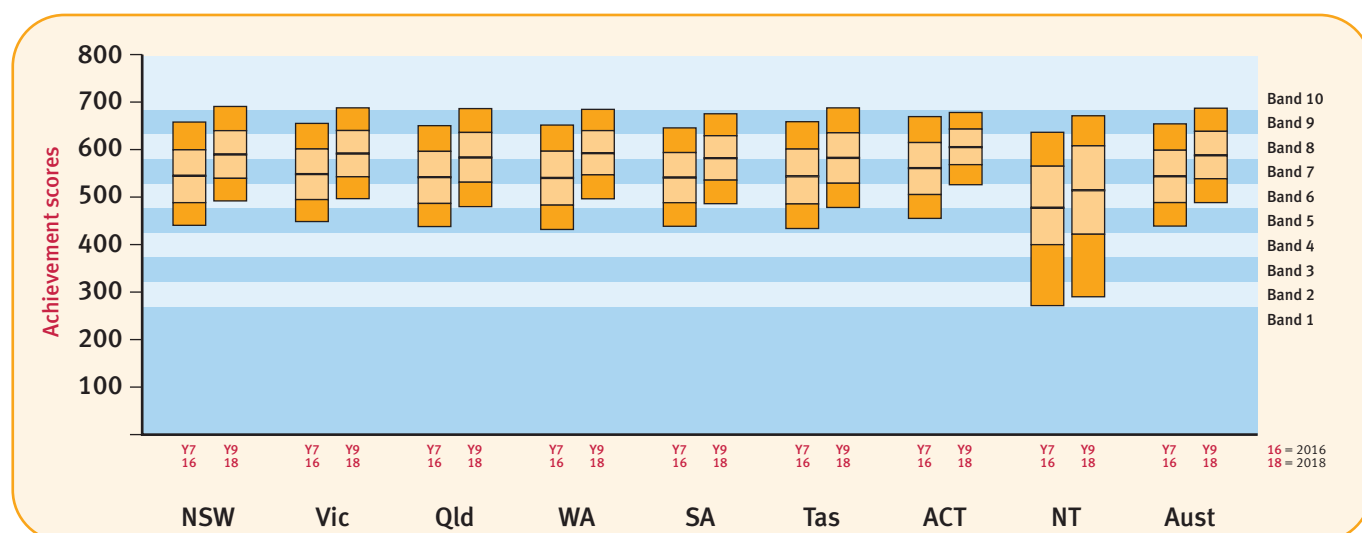


Table R2.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by Sex, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	Male	34.5 ± 7.3	35.3 ± 7.0	33.9 ± 6.9	42.8 ± 8.6	35.3 ± 7.9	37.7 ± 12.2	32.3 ± 15.1	43.8 ± 32.7	35.8 ± 5.7
	Female	32.4 ± 6.8	31.7 ± 6.6	34.5 ± 6.8	38.8 ± 8.1	32.7 ± 7.8	33.8 ± 10.9	34.7 ± 14.2	40.1 ± 32.5	33.5 ± 5.6
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

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 (2016) and Year 9 (2018) Indigenous Students in Reading, by State and Territory.

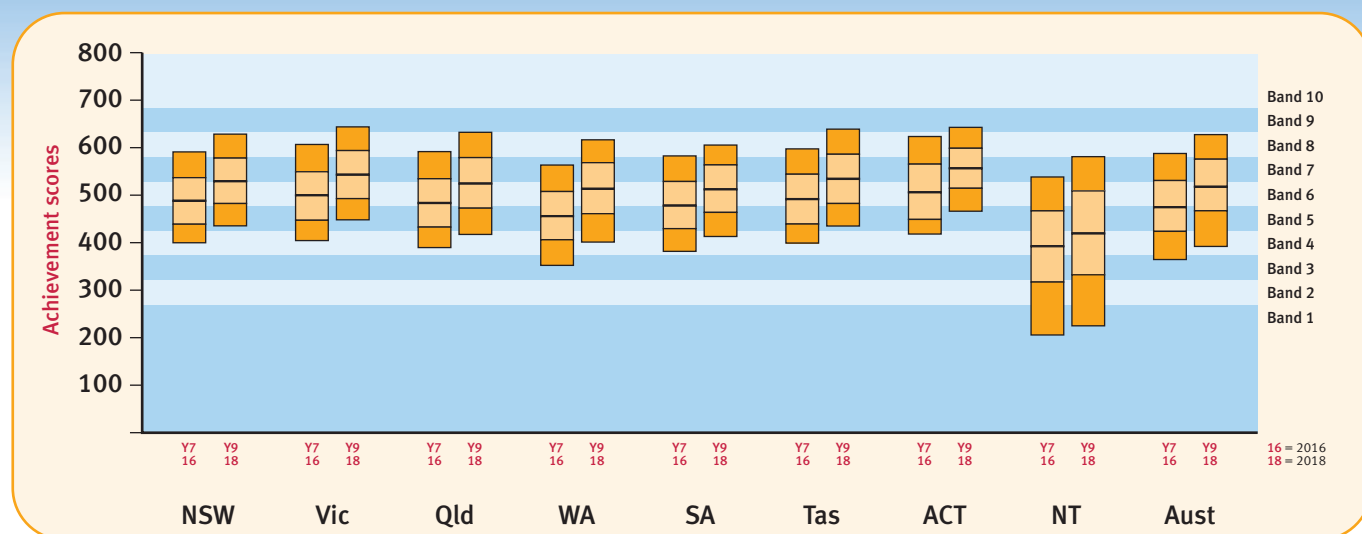


Figure R3.7_9b: Achievement of Year 7 (2016) and Year 9 (2018) Non-Indigenous Students in Reading, by State and Territory.

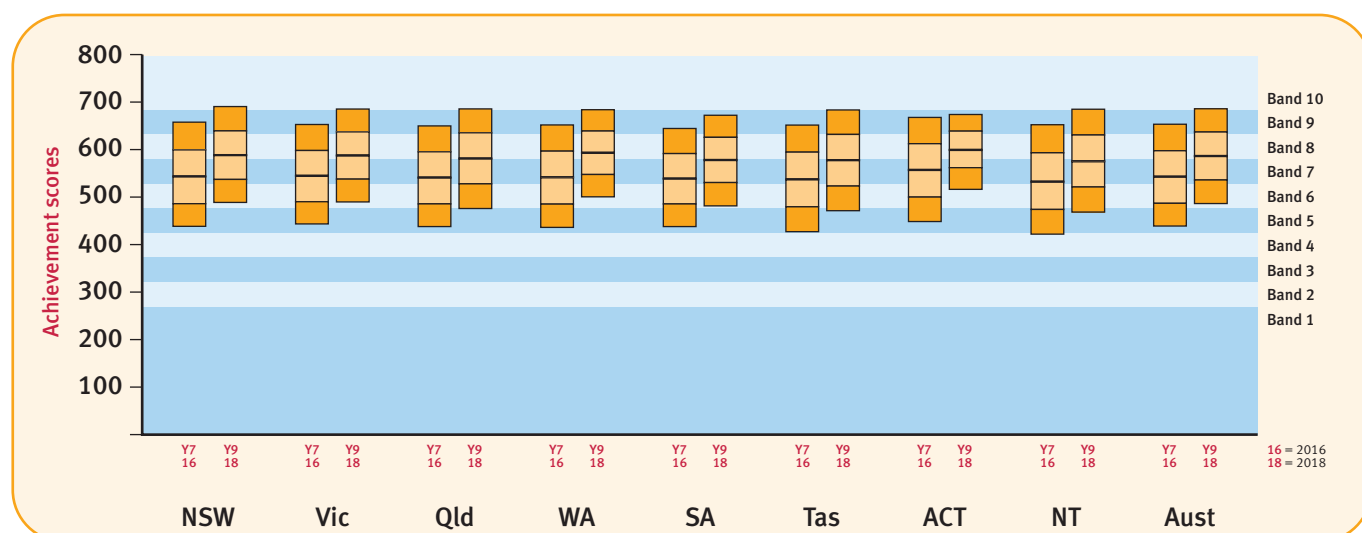


Table R3.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by Indigenous Status, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	Indigenous	37.3 ± 6.6	43.5 ± 8.9	38.4 ± 8.1	44.5 ± 9.4	41.2 ± 11.7	39.7 ± 11.0	36.1 ± 23.6	40.2 ± 29.6	41.2 ± 7.1
	Non-Indigenous	33.9 ± 6.6	33.4 ± 6.4	34.2 ± 6.4	40.2 ± 7.5	33.5 ± 7.4	35.7 ± 10.6	32.9 ± 13.0	40.4 ± 18.2	34.5 ± 5.5
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

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 (2016) and Year 9 (2018) LBOTE Students in Reading, by State and Territory.

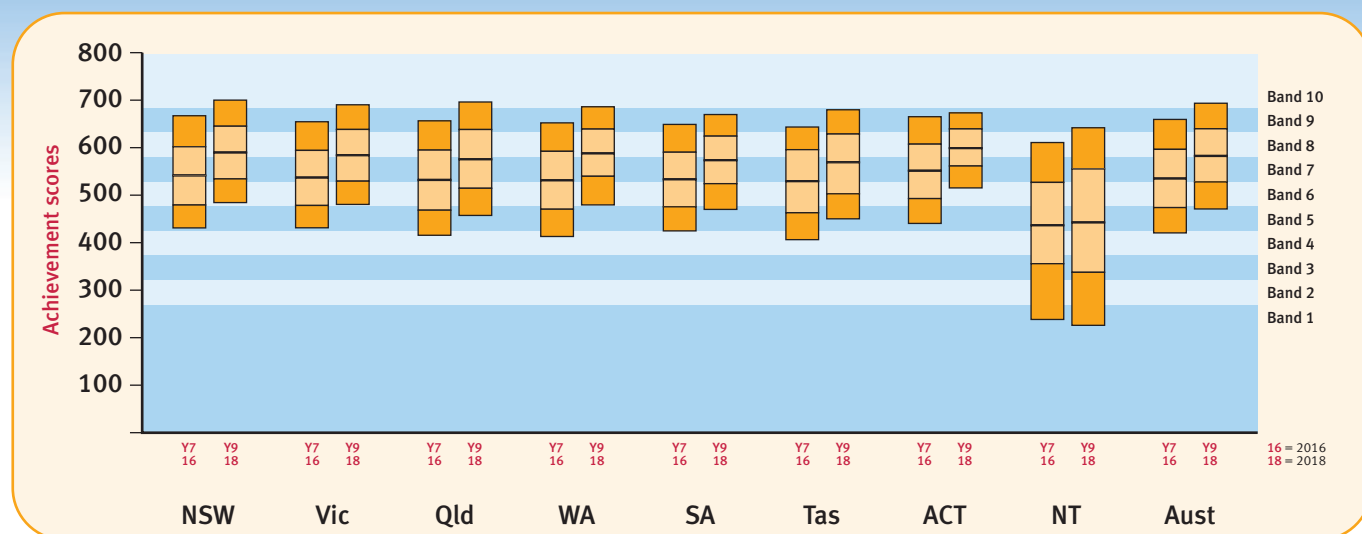


Figure R4.7_9b: Achievement of Year 7 (2016) and Year 9 (2018) Non-LBOTE Students in Reading, by State and Territory.

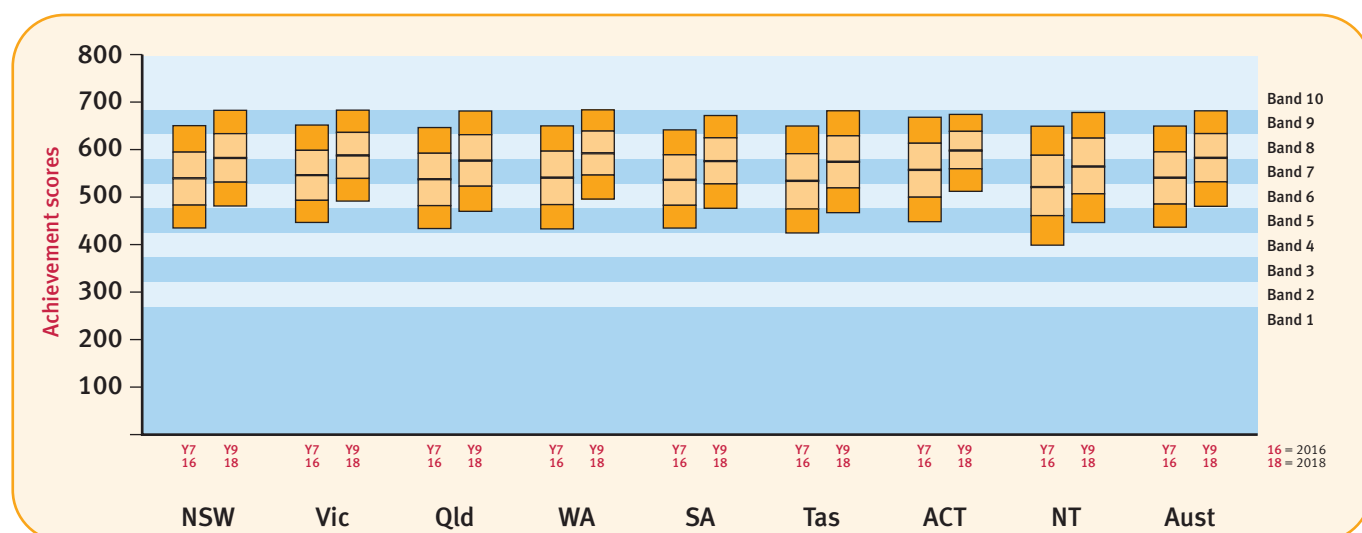


Table R4.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by LBOTE Status, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	LBOTE	31.2 ± 9.8	31.3 ± 8.9	32.5 ± 11.2	37.9 ± 10.4	32.0 ± 13.5	29.5 ± 22.5	30.0 ± 18.6	80.7 ± 40.3	32.2 ± 6.9
	Non-LBOTE	34.7 ± 6.4	34.5 ± 6.2	34.6 ± 6.3	41.5 ± 7.9	32.8 ± 7.3	36.6 ± 10.7	34.1 ± 13.4	55.3 ± 19.8	35.4 ± 5.4
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

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 (2014), Year 5 (2016) and Year 7 (2018) Students in Reading, by State and Territory.

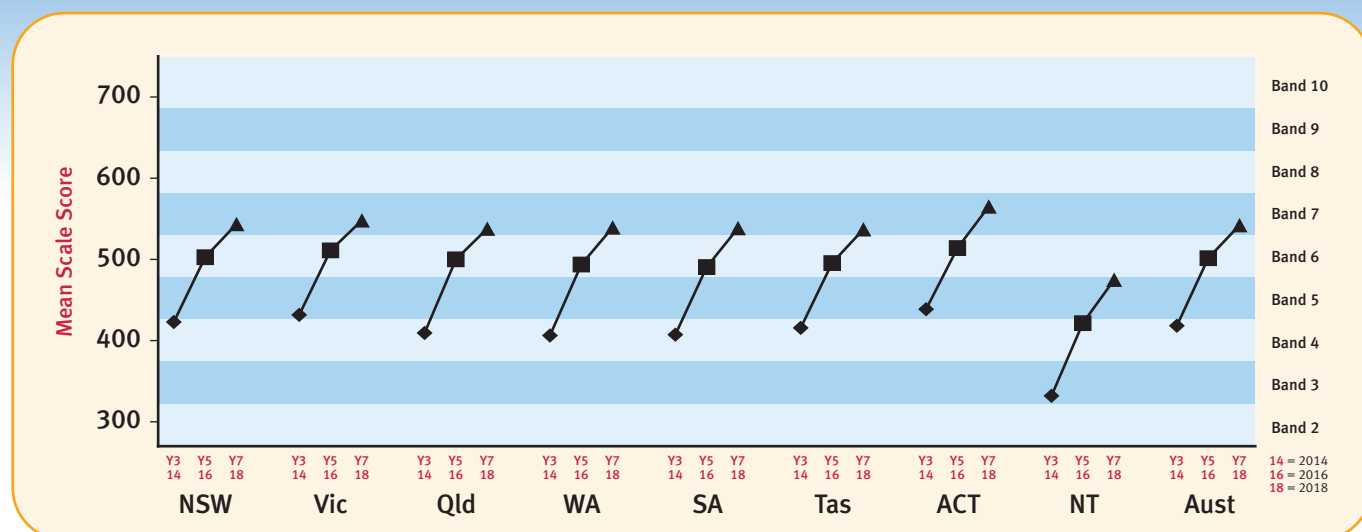


Figure R1.5_7_9: Achievement of Year 5 (2014), Year 7 (2016) and Year 9 (2018) Students in Reading, by State and Territory.

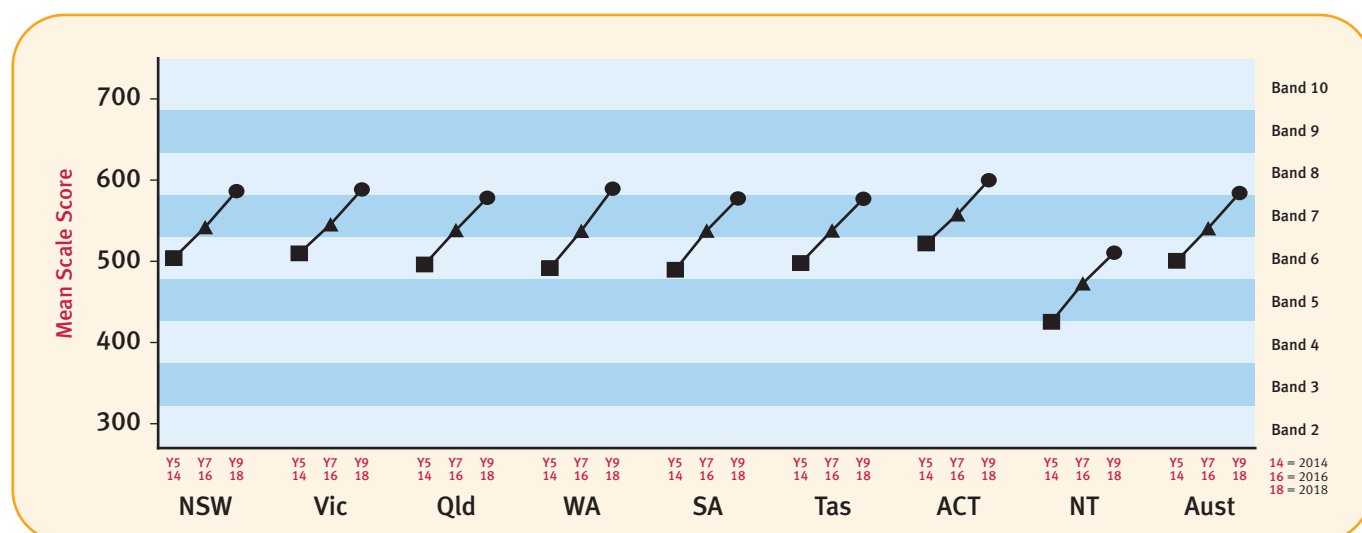


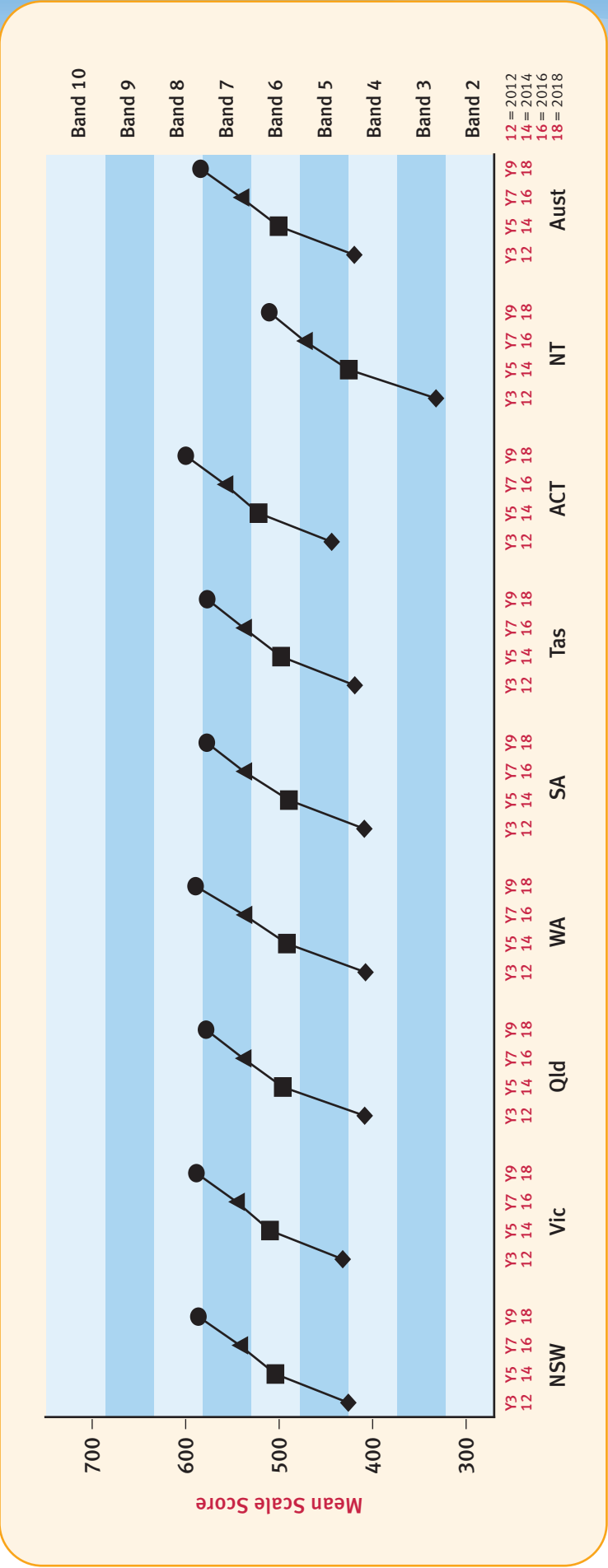
Table R1.2014_2016_2018: Achievement of Students in Reading from Year 3 (2014), Year 5 (2016) and Year 7 (2018), and from Year 5 (2014), Year 7 (2016) and Year 9 (2018), by State and Territory.

			NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	Year 3	2014	422.9 (84.2)	431.7 (80.8)	409.4 (84.0)	406.3 (89.5)	407.3 (86.3)	415.7 (93.1)	438.7 (86.4)	332.0 (136.2)	418.3 (86.2)
Mean scale score / (S.D.)	Year 5	2016	502.7 (77.1)	511.1 (70.8)	500.1 (75.2)	493.7 (80.5)	490.6 (75.4)	495.5 (81.2)	514.0 (73.3)	421.5 (133.9)	501.5 (77.1)
Mean scale score / (S.D.)	Year 7	2018	543.6 (69.0)	548.1 (63.7)	537.9 (66.5)	539.4 (67.6)	538.6 (64.7)	537.1 (70.4)	565.2 (60.5)	475.0 (108.0)	542.2 (67.7)
Mean scale score / (S.D.)	Year 5	2014	504.0 (77.8)	509.8 (73.1)	496.1 (76.6)	491.7 (80.5)	489.6 (75.6)	497.9 (83.9)	522.0 (76.9)	425.5 (112.8)	500.6 (78.0)
Mean scale score / (S.D.)	Year 7	2016	542.1 (67.7)	545.6 (64.2)	538.5 (66.3)	537.6 (69.0)	537.8 (64.0)	538.0 (70.1)	557.9 (67.2)	472.9 (109.0)	540.8 (67.6)
Mean scale score / (S.D.)	Year 9	2018	586.4 (63.5)	588.5 (60.2)	578.2 (66.7)	589.4 (60.2)	577.4 (60.1)	577.0 (66.3)	599.9 (49.1)	510.6 (116.1)	584.1 (64.1)

[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 (2012), Year 5 (2014), Year 7 (2016) and Year 9 (2018) 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 (2016) and Year 5 (2018) Students in Numeracy, by State and Territory.

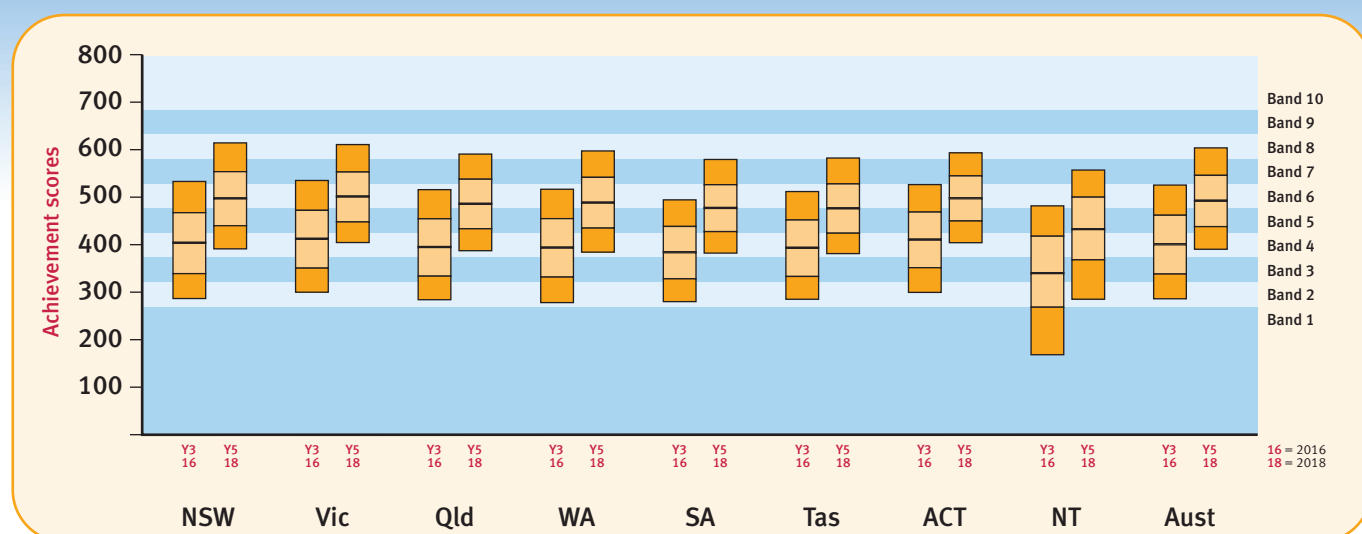


Table N1.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	90.5 ± 7.9	88.6 ± 7.8	94.9 ± 8.0	93.7 ± 8.4	90.9 ± 8.5	85.0 ± 10.5	83.3 ± 10.3	97.4 ± 22.0	91.3 ± 7.5
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

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 (2016) and Year 5 (2018) Male Students in Numeracy, by State and Territory.

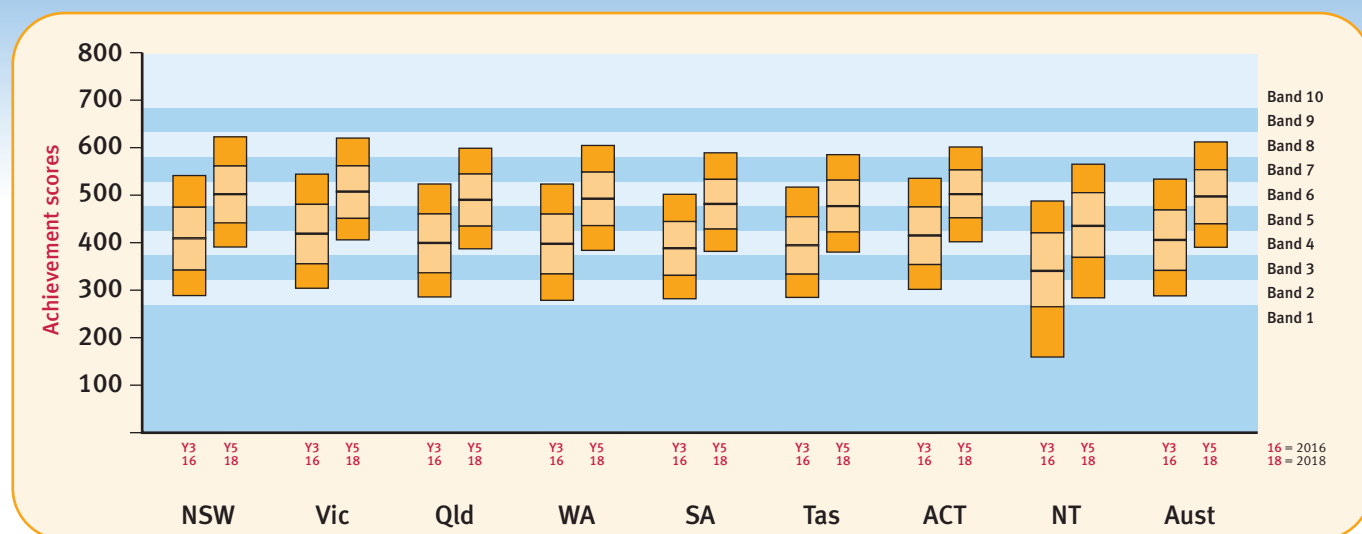


Figure N2.3_5b: Achievement of Year 3 (2016) and Year 5 (2018) Female Students in Numeracy, by State and Territory.

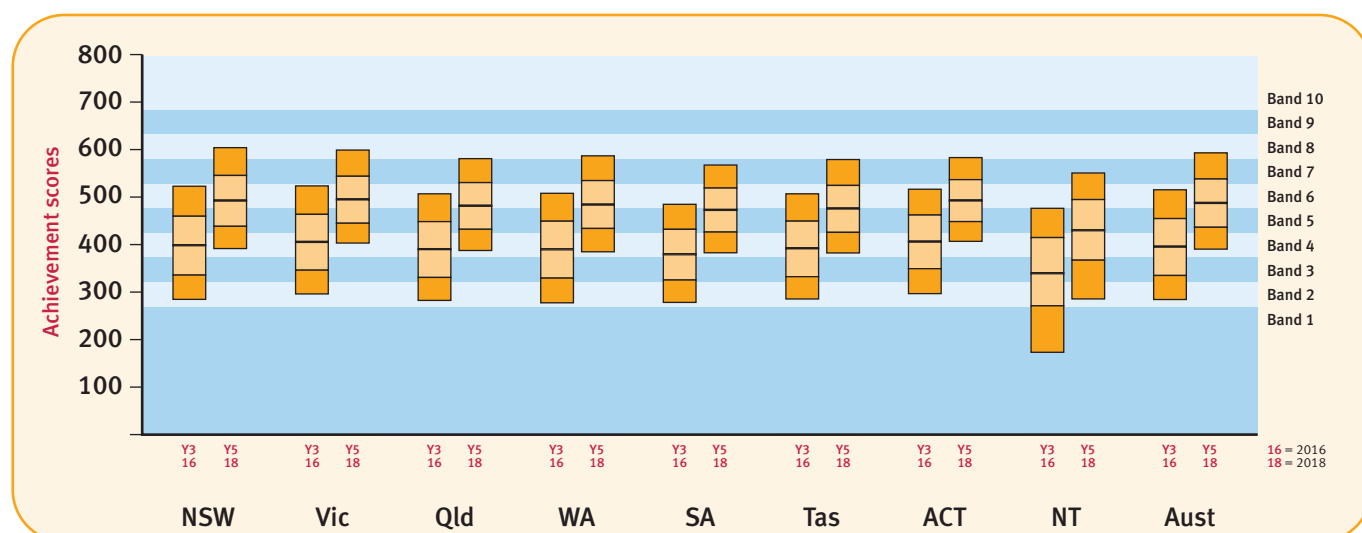


Table N2.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by Sex, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	Male	91.7 ± 8.0	89.4 ± 7.9	96.1 ± 8.1	94.7 ± 8.6	91.9 ± 8.8	84.8 ± 11.2	83.6 ± 11.3	96.6 ± 22.0	92.2 ± 7.6
	Female	89.2 ± 7.9	88.0 ± 7.8	93.6 ± 8.0	92.6 ± 8.4	89.7 ± 8.6	85.1 ± 10.8	82.8 ± 10.6	98.1 ± 23.0	90.2 ± 7.5
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

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 (2016) and Year 5 (2018) Indigenous Students in Numeracy, by State and Territory.

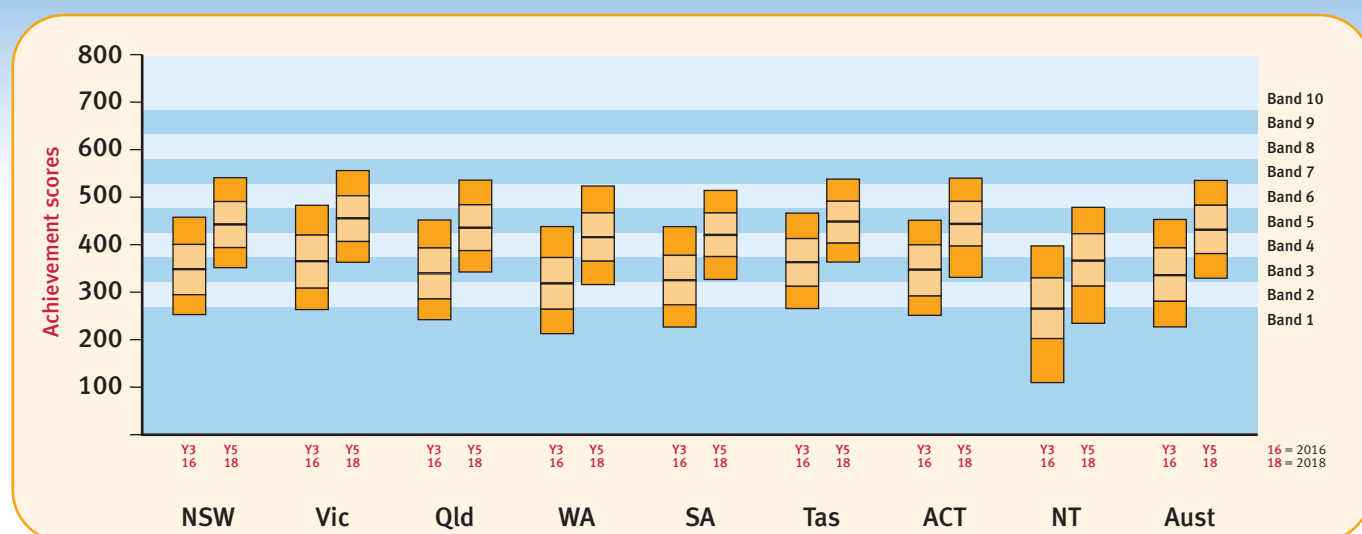


Figure N3.3_5b: Achievement of Year 3 (2016) and Year 5 (2018) Non-Indigenous Students in Numeracy, by State and Territory.

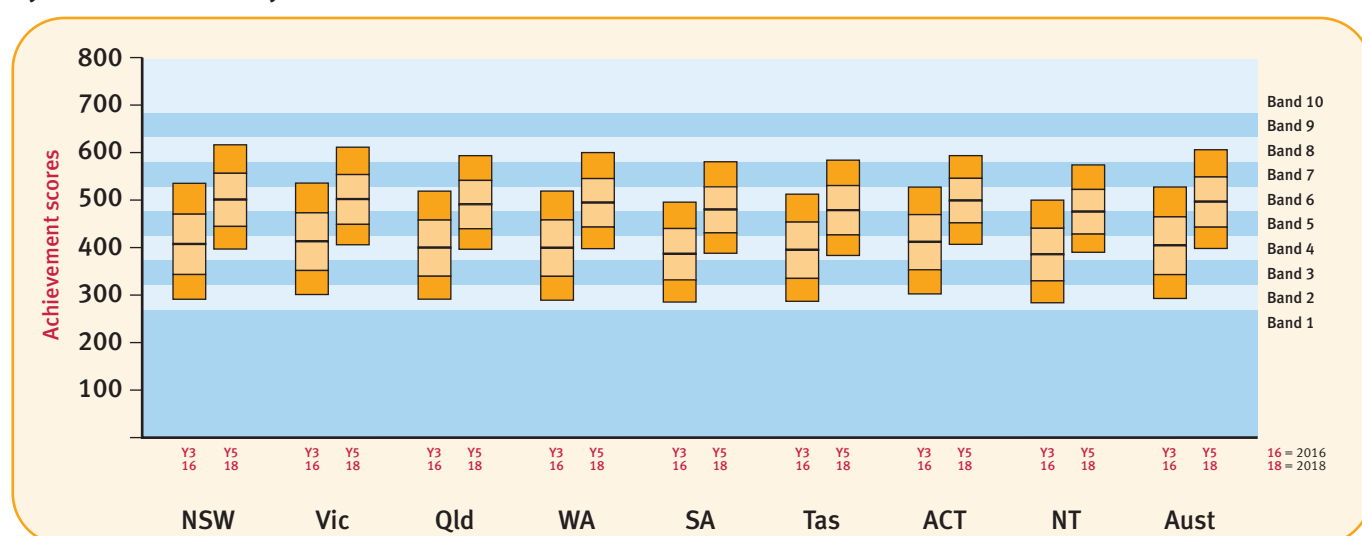


Table N3.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by Indigenous Status, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	Indigenous	90.0 ± 8.4	87.7 ± 9.9	96.7 ± 9.1	93.8 ± 11.4	97.2 ± 13.9	85.1 ± 11.7	87.5 ± 22.7	106.7 ± 18.7	94.5 ± 8.3
	Non-Indigenous	90.9 ± 7.9	88.7 ± 7.8	94.6 ± 7.9	93.6 ± 8.2	90.5 ± 8.4	85.2 ± 10.2	83.5 ± 10.2	95.2 ± 12.3	91.2 ± 7.5
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

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 (2016) and Year 5 (2018) LBOTE Students in Numeracy, by State and Territory.

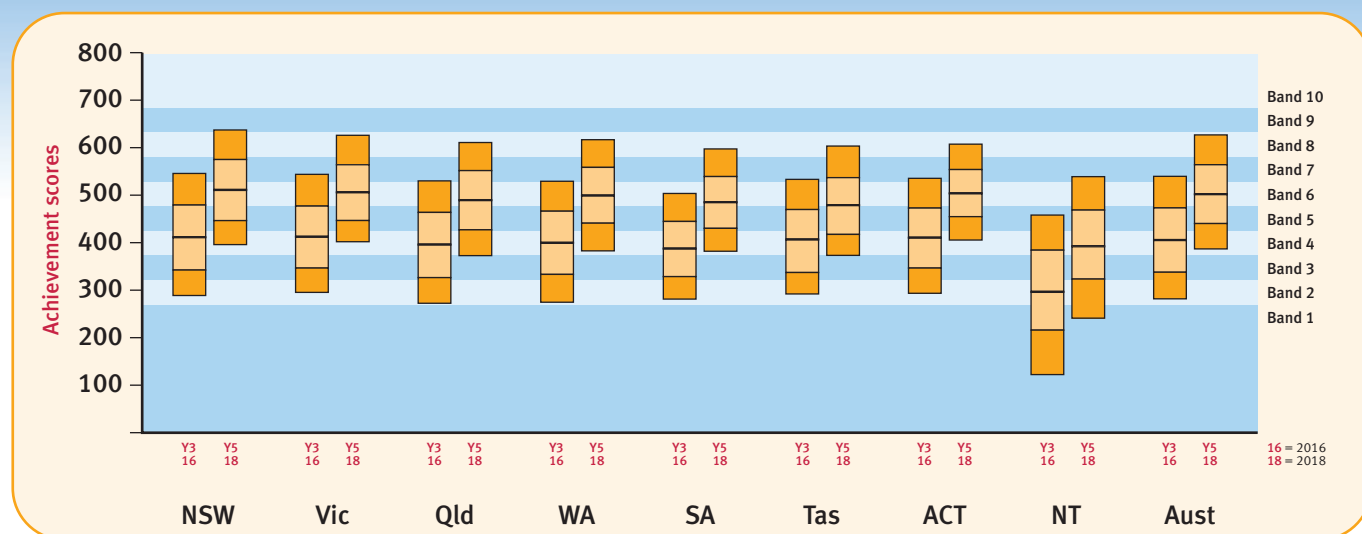


Figure N4.3_5b: Achievement of Year 3 (2016) and Year 5 (2018) Non-LBOTE Students in Numeracy, by State and Territory.

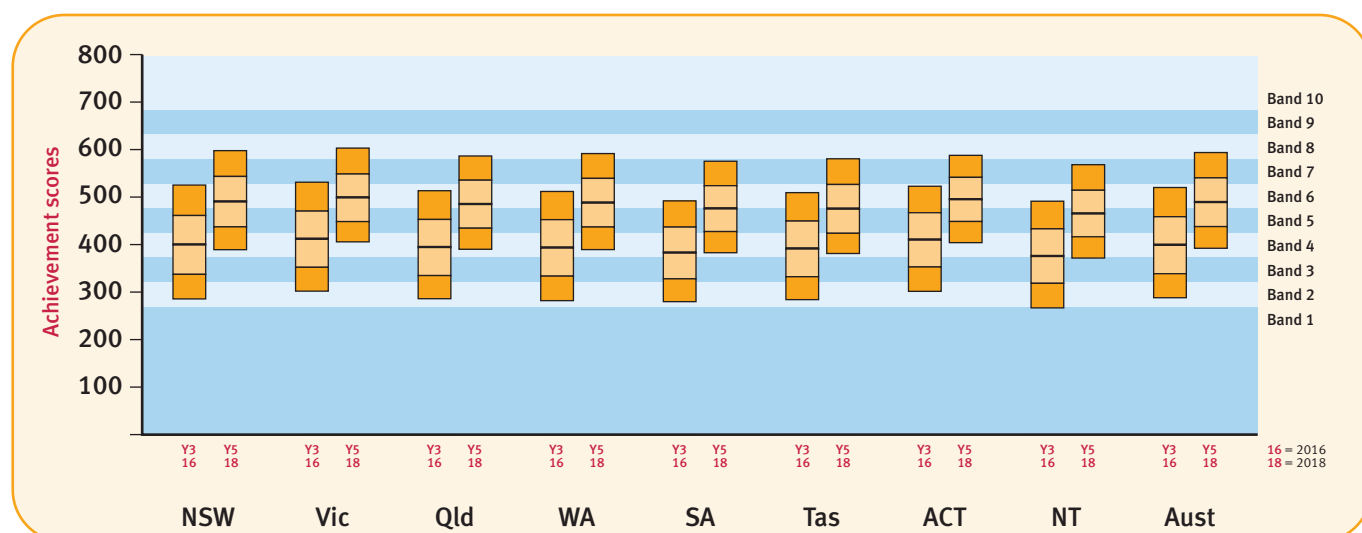


Table N4.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by LBOTE Status, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	LBOTE	100.4 ± 8.9	95.1 ± 8.5	99.1 ± 10.8	97.3 ± 10.1	103.4 ± 11.7	80.8 ± 17.1	89.5 ± 13.5	112.8 ± 28.7	98.1 ± 8.0
	Non-LBOTE	86.1 ± 7.8	86.2 ± 7.8	94.2 ± 7.9	91.3 ± 8.4	88.2 ± 8.4	84.8 ± 10.3	81.6 ± 10.2	98.3 ± 15.6	88.8 ± 7.5
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

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 (2016) and Year 7 (2018) Students in Numeracy, by State and Territory.

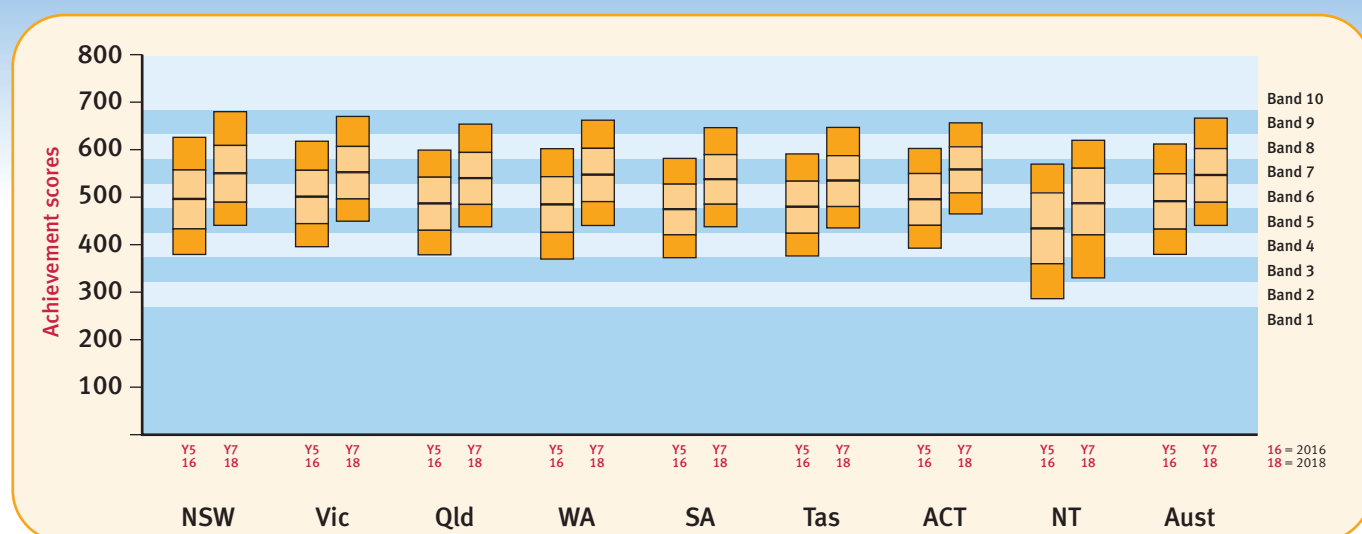


Table N1.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	58.6 ± 5.8	59.3 ± 5.4	64.2 ± 5.9	67.5 ± 7.6	71.7 ± 6.1	62.2 ± 9.9	58.2 ± 10.5	63.5 ± 24.7	62.1 ± 4.7
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

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 (2016) and Year 7 (2018) Male Students in Numeracy, by State and Territory.

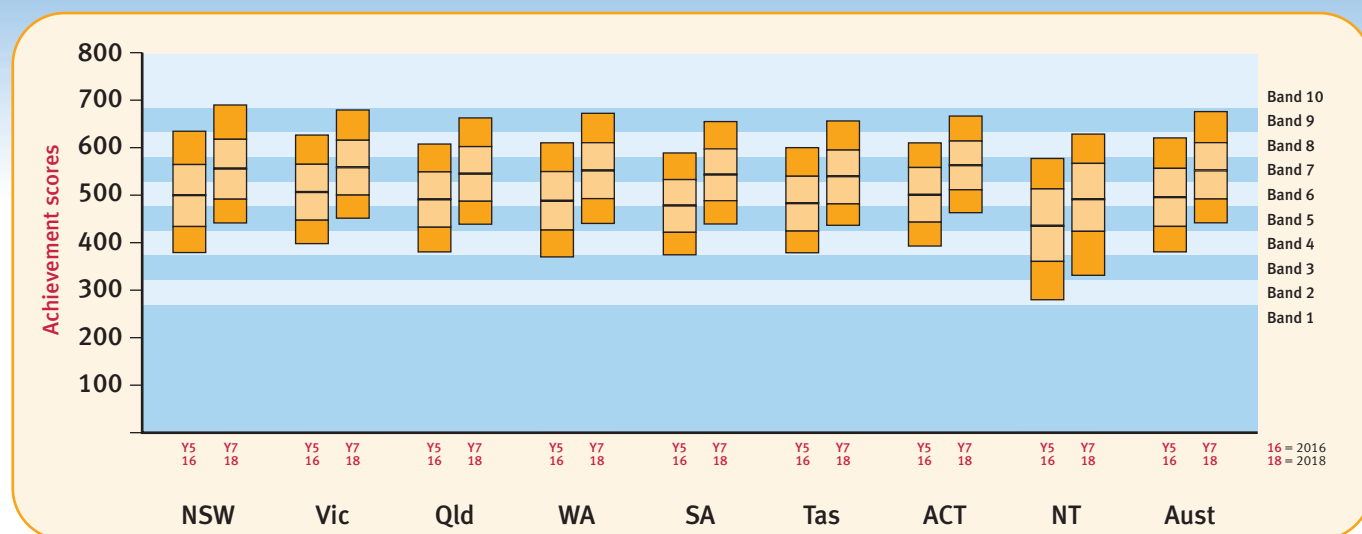


Figure N2.5_7b: Achievement of Year 5 (2016) and Year 7 (2018) Female Students in Numeracy, by State and Territory.

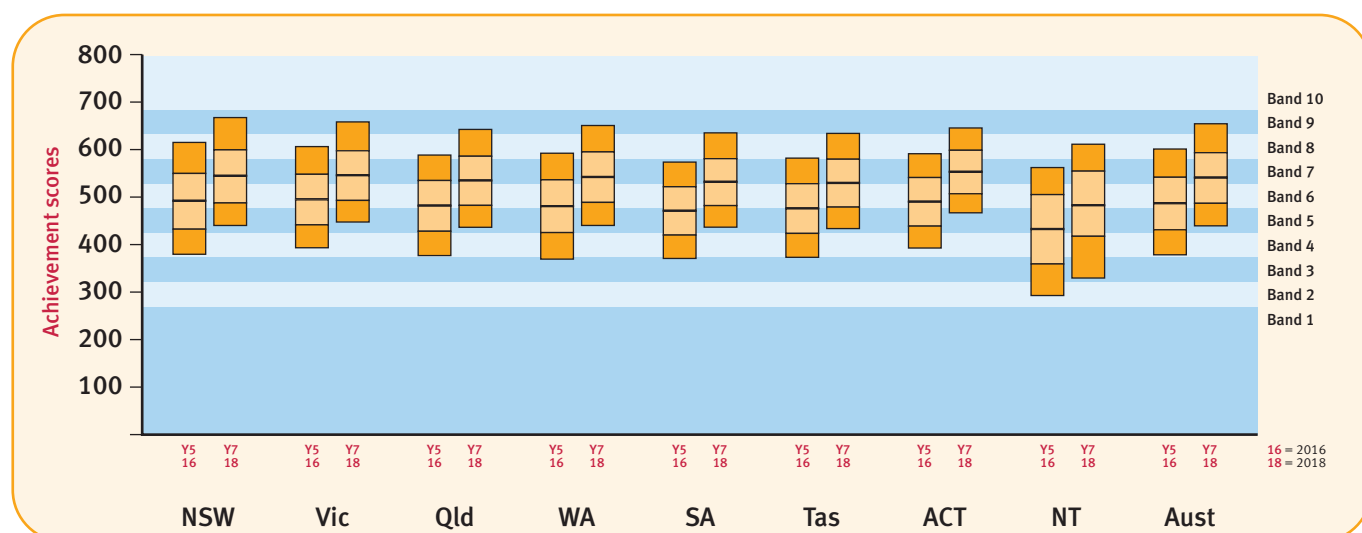


Table N2.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by Sex, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	Male	55.9 ± 6.5	55.6 ± 5.9	61.3 ± 6.4	65.0 ± 8.5	69.2 ± 6.7	59.7 ± 11.2	55.9 ± 11.9	62.1 ± 25.7	59.1 ± 4.8
	Female	61.5 ± 6.0	63.3 ± 5.5	67.4 ± 6.0	70.3 ± 7.6	74.3 ± 6.2	64.8 ± 10.1	60.8 ± 11.6	64.8 ± 24.5	65.1 ± 4.7
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

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 (2016) and Year 7 (2018) Indigenous Students in Numeracy, by State and Territory.

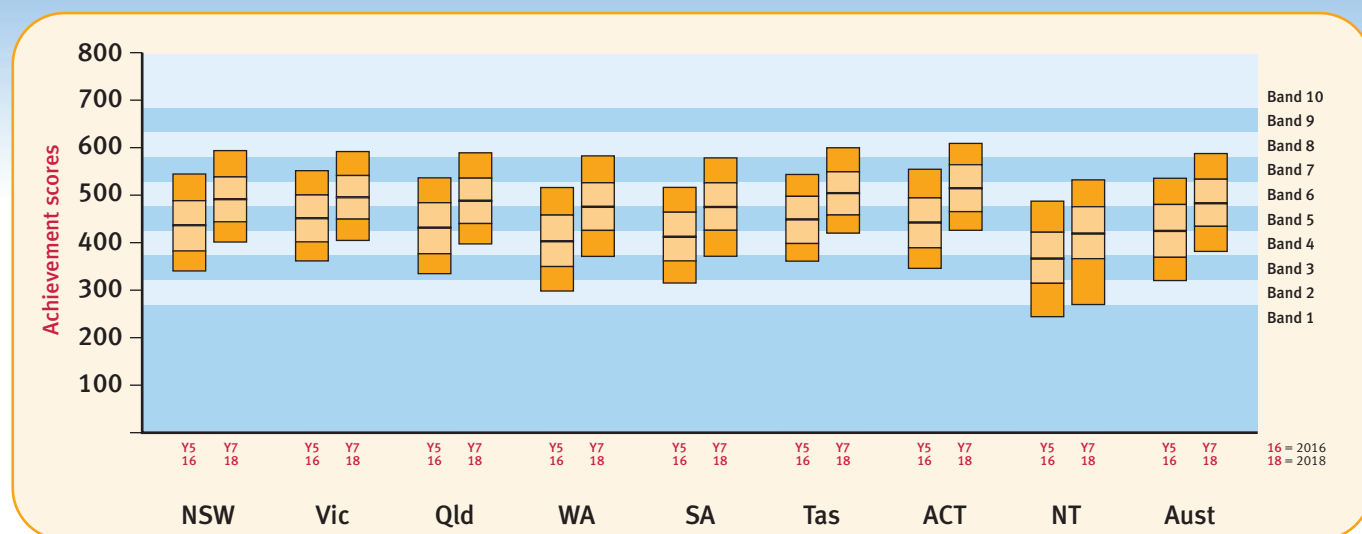


Figure N3.5_7b: Achievement of Year 5 (2016) and Year 7 (2018) Non-Indigenous Students in Numeracy, by State and Territory.

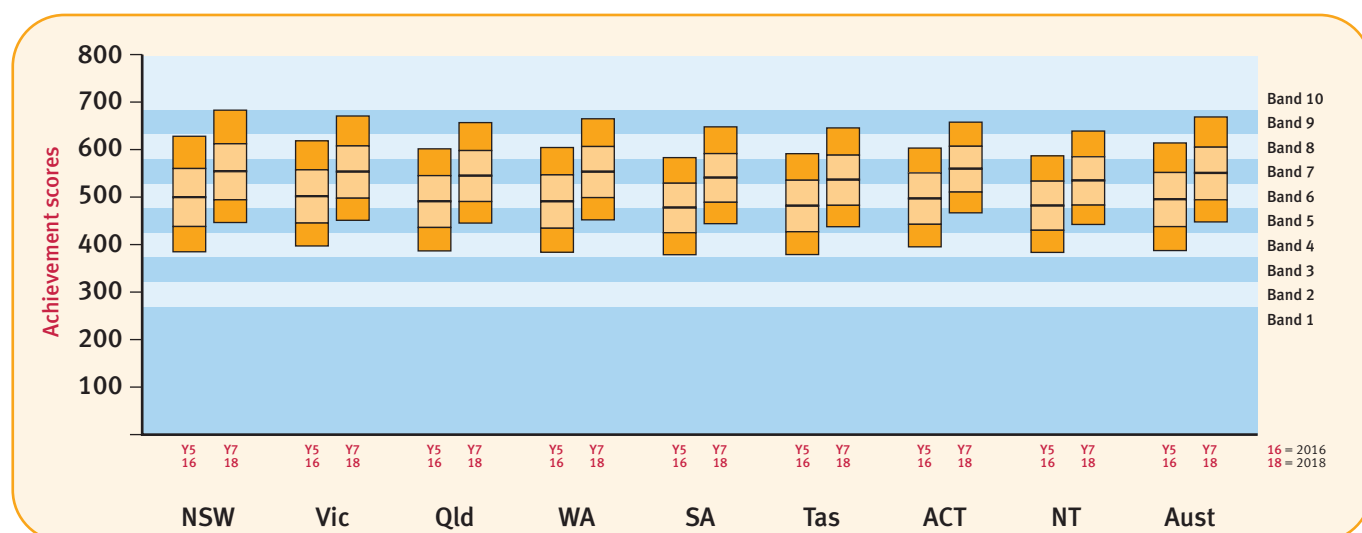


Table N3.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by Indigenous Status, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	Indigenous	55.5 ± 6.0	48.7 ± 8.7	66.0 ± 7.0	67.3 ± 9.6	70.6 ± 10.8	57.5 ± 11.7	57.2 ± 17.6	60.7 ± 18.3	61.9 ± 5.7
	Non-Indigenous	59.2 ± 5.8	59.7 ± 5.4	64.3 ± 5.8	67.3 ± 7.4	71.9 ± 6.0	61.6 ± 9.8	57.9 ± 10.6	68.9 ± 14.5	62.2 ± 4.6
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

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 (2016) and Year 7 (2018) LBOTE Students in Numeracy, by State and Territory.

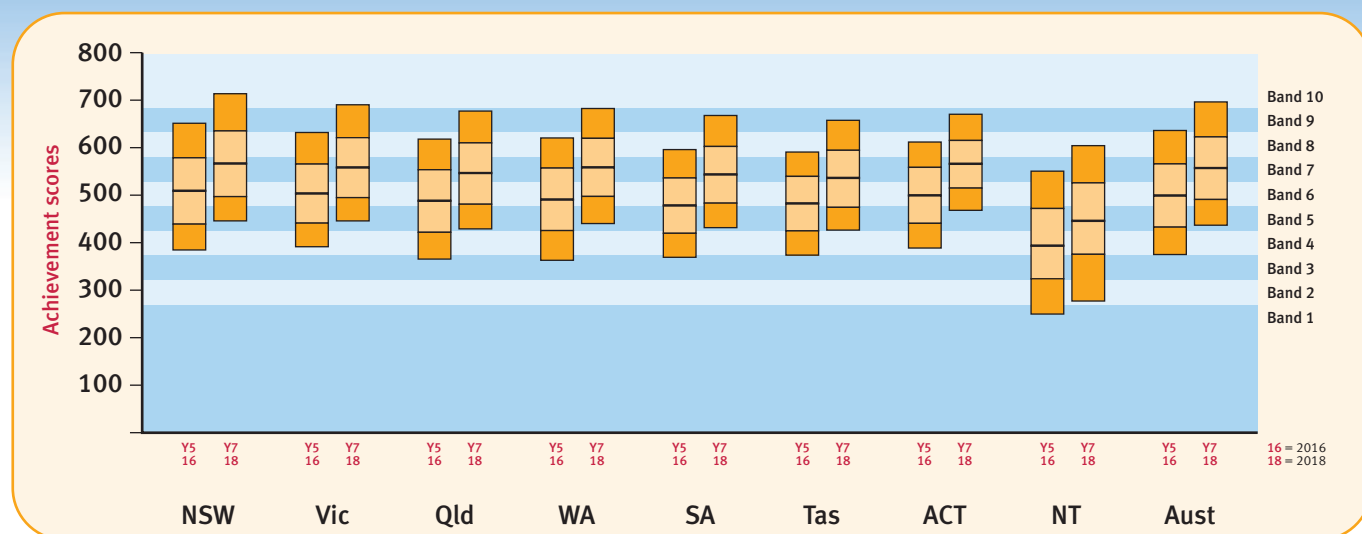


Figure N4.5_7b: Achievement of Year 5 (2016) and Year 7 (2018) Non-LBOTE Students in Numeracy, by State and Territory.

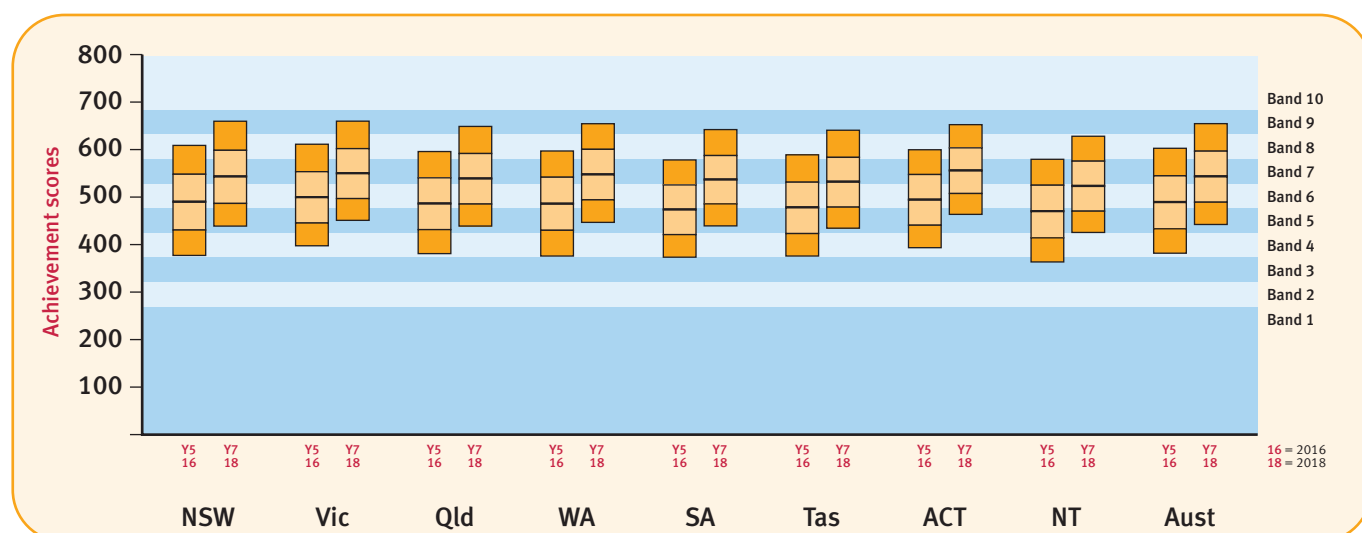


Table N4.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by LBOTE Status, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	LBOTE	65.6 ± 9.1	64.7 ± 7.4	71.2 ± 11.6	69.0 ± 12.3	82.9 ± 10.0	56.8 ± 17.3	67.0 ± 14.7	88.5 ± 31.0	66.6 ± 6.1
	Non-LBOTE	55.8 ± 5.4	57.5 ± 5.3	63.2 ± 5.6	67.8 ± 7.2	69.2 ± 6.0	61.4 ± 9.8	56.0 ± 10.3	65.6 ± 17.4	60.5 ± 4.6
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

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 (2016) and Year 9 (2018) Students in Numeracy, by State and Territory.

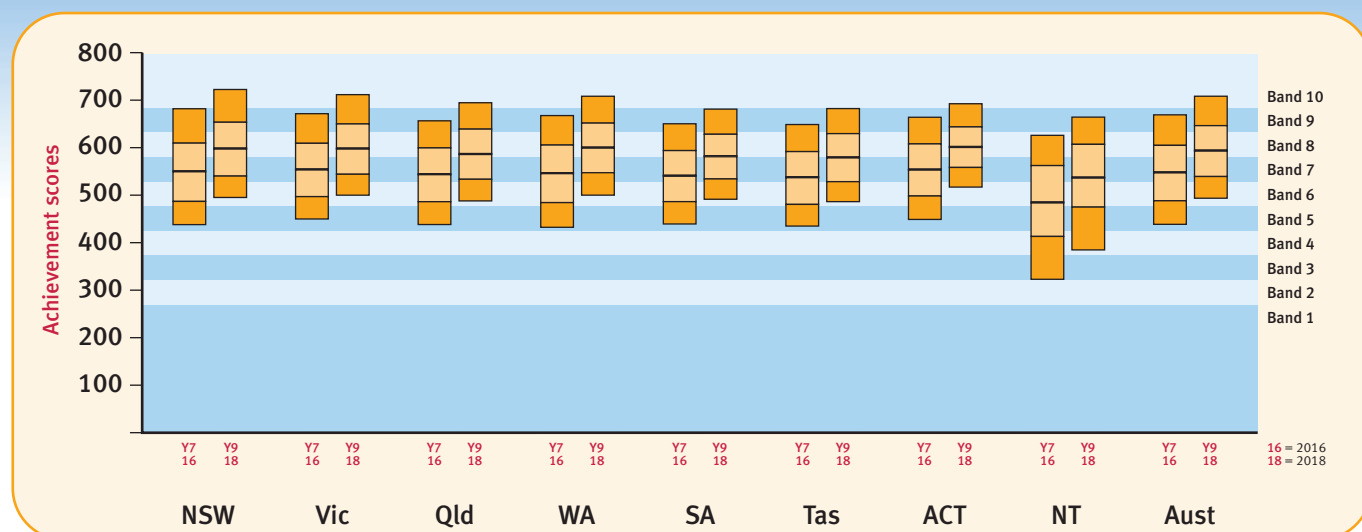


Table N1.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	41.6 ± 6.3	44.3 ± 5.9	38.3 ± 5.6	49.4 ± 7.6	43.3 ± 7.3	43.4 ± 9.8	40.7 ± 13.4	47.5 ± 26.4	43.0 ± 4.4
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

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 (2016) and Year 9 (2018) Male Students in Numeracy, by State and Territory.

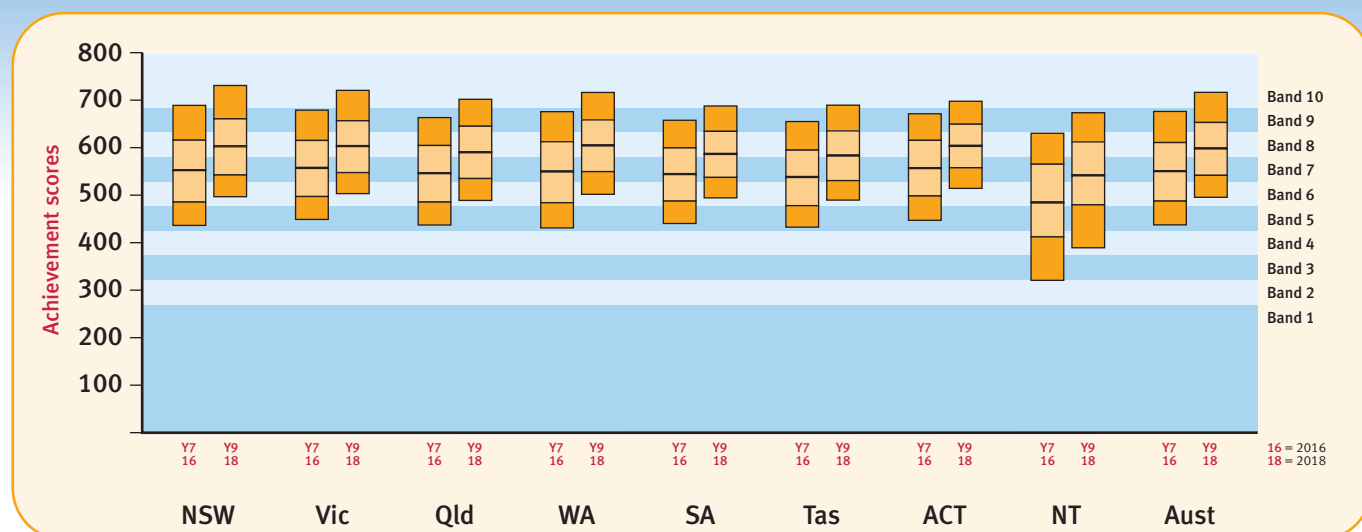


Figure N2.7_9b: Achievement of Year 7 (2016) and Year 9 (2018) Female Students in Numeracy, by State and Territory.

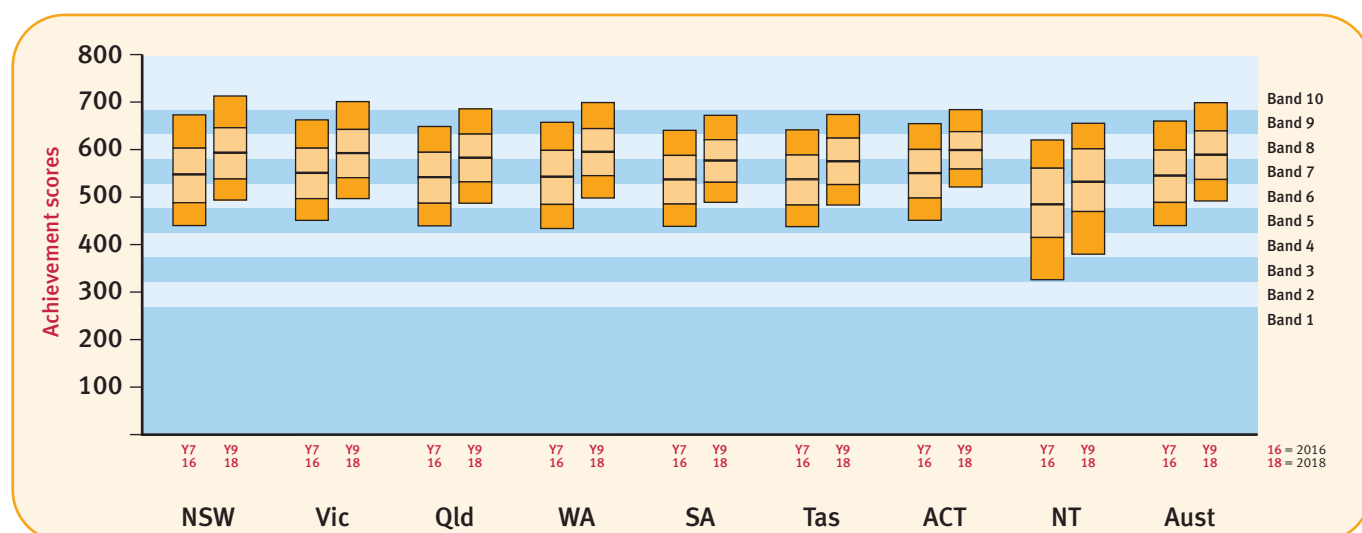


Table N2.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by Sex, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	Male	40.8 ± 7.6	44.1 ± 7.0	36.4 ± 6.2	49.0 ± 8.9	42.7 ± 8.0	43.4 ± 11.3	37.6 ± 16.1	48.2 ± 26.8	42.2 ± 4.8
	Female	42.4 ± 6.8	44.7 ± 6.1	40.5 ± 5.9	49.9 ± 7.7	43.8 ± 7.3	43.2 ± 9.4	43.6 ± 13.5	46.8 ± 26.8	43.8 ± 4.5
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

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 (2016) and Year 9 (2018) Indigenous Students in Numeracy, by State and Territory.

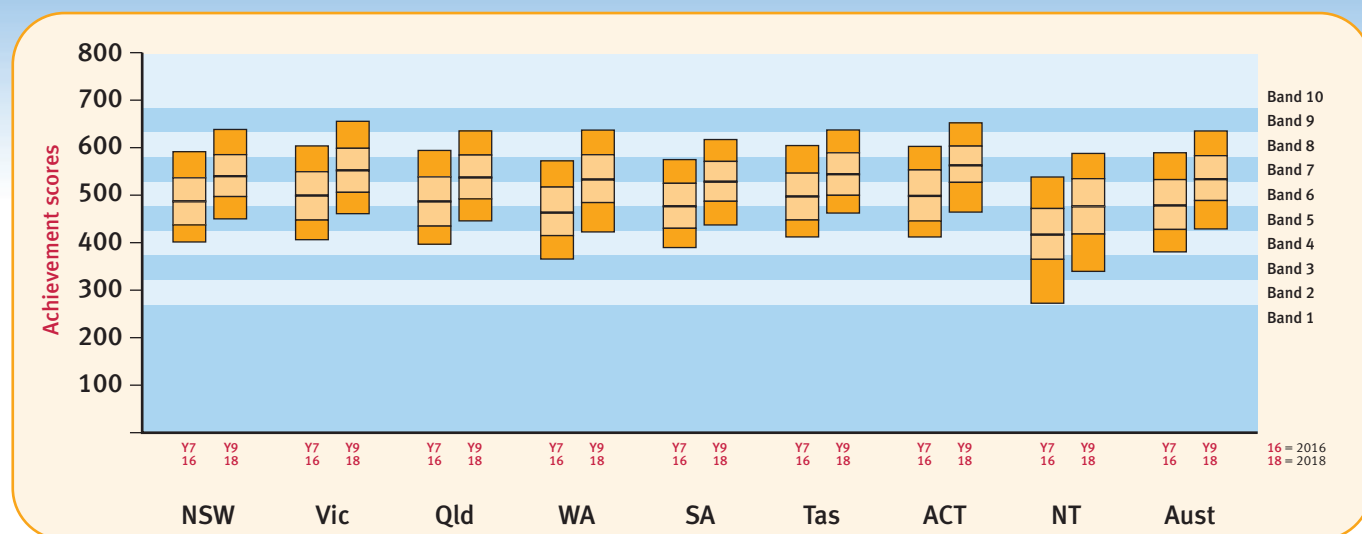


Figure N3.7_9b: Achievement of Year 7 (2016) and Year 9 (2018) Non-Indigenous Students in Numeracy, by State and Territory.

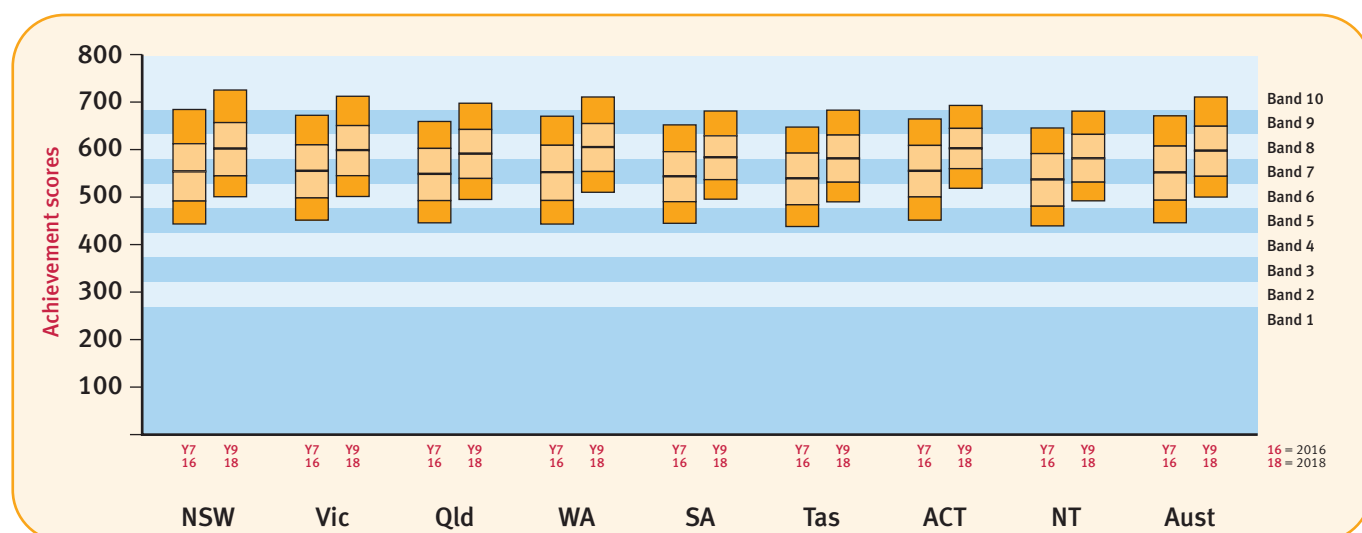


Table N3.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by Indigenous Status, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	Indigenous	45.7 ± 5.6	50.5 ± 8.1	44.2 ± 6.8	51.7 ± 8.2	50.8 ± 9.9	51.0 ± 10.6	46.9 ± 22.5	44.7 ± 21.0	48.1 ± 5.4
	Non-Indigenous	42.0 ± 6.4	44.3 ± 5.9	38.1 ± 5.5	48.8 ± 7.5	42.6 ± 7.1	42.5 ± 9.7	40.2 ± 13.2	49.7 ± 16.9	42.8 ± 4.4
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

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 (2016) and Year 9 (2018) LBOTE Students in Numeracy, by State and Territory.

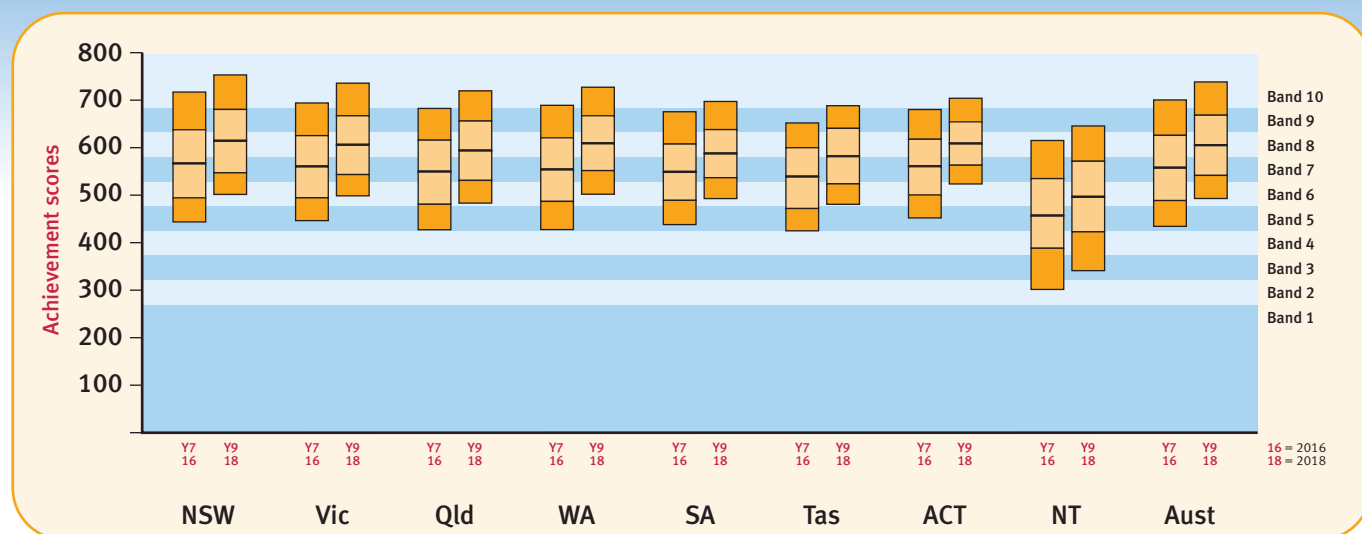


Figure N4.7_9b: Achievement of Year 7 (2016) and Year 9 (2018) Non-LBOTE Students in Numeracy, by State and Territory.

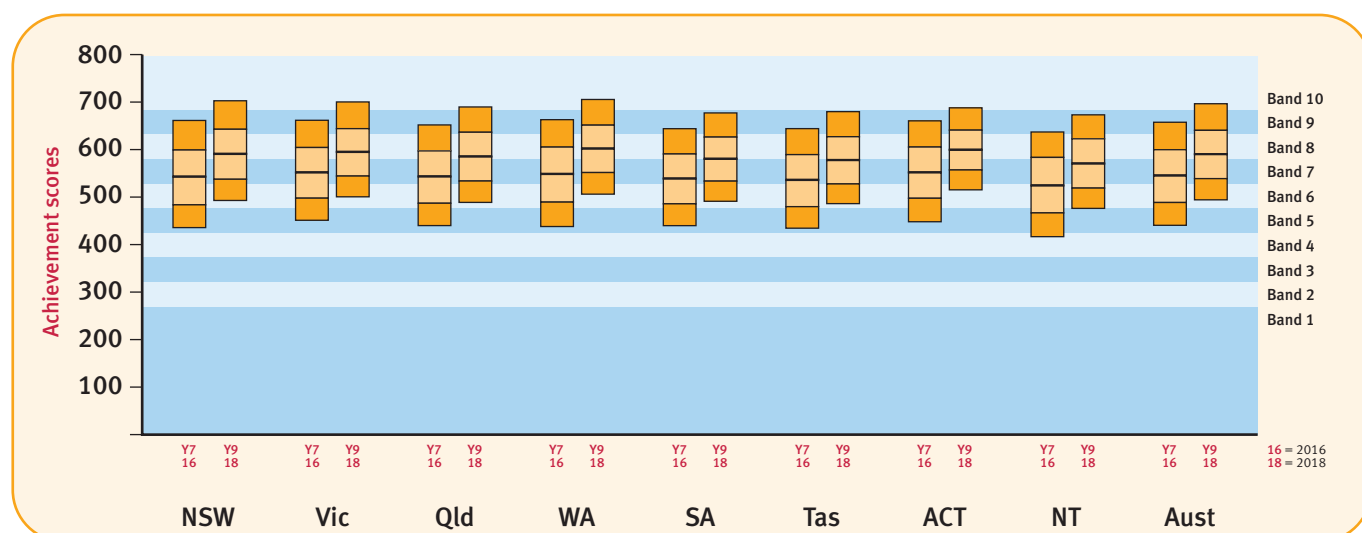


Table N4.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by LBOTE Status, by State and Territory, 2014–2016, 2015–2017 and 2016–2018.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014–2016 Average gain (with 95% confidence interval)	LBOTE	43.1 ± 11.7	48.3 ± 10.4	40.8 ± 11.5	51.9 ± 11.8	47.8 ± 14.4	44.8 ± 22.4	46.7 ± 18.2	74.2 ± 31.8	45.3 ± 7.0
	Non-LBOTE	40.7 ± 5.6	42.7 ± 5.3	37.8 ± 5.2	49.0 ± 7.5	40.5 ± 6.8	43.4 ± 9.6	39.3 ± 13.2	60.2 ± 20.2	41.8 ± 4.1
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

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 (2014), Year 5 (2016) and Year 7 (2018) Students in Numeracy, by State and Territory.

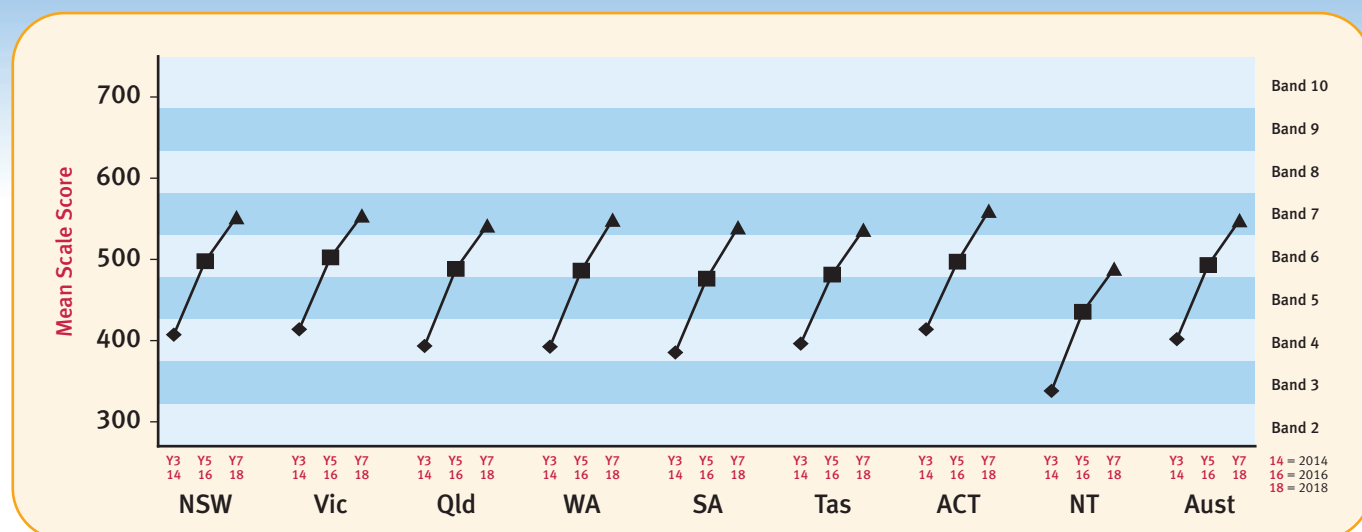


Figure N1.5_7_9: Achievement of Year 5 (2014), Year 7 (2016) and Year 9 (2018) Students in Numeracy, by State and Territory.

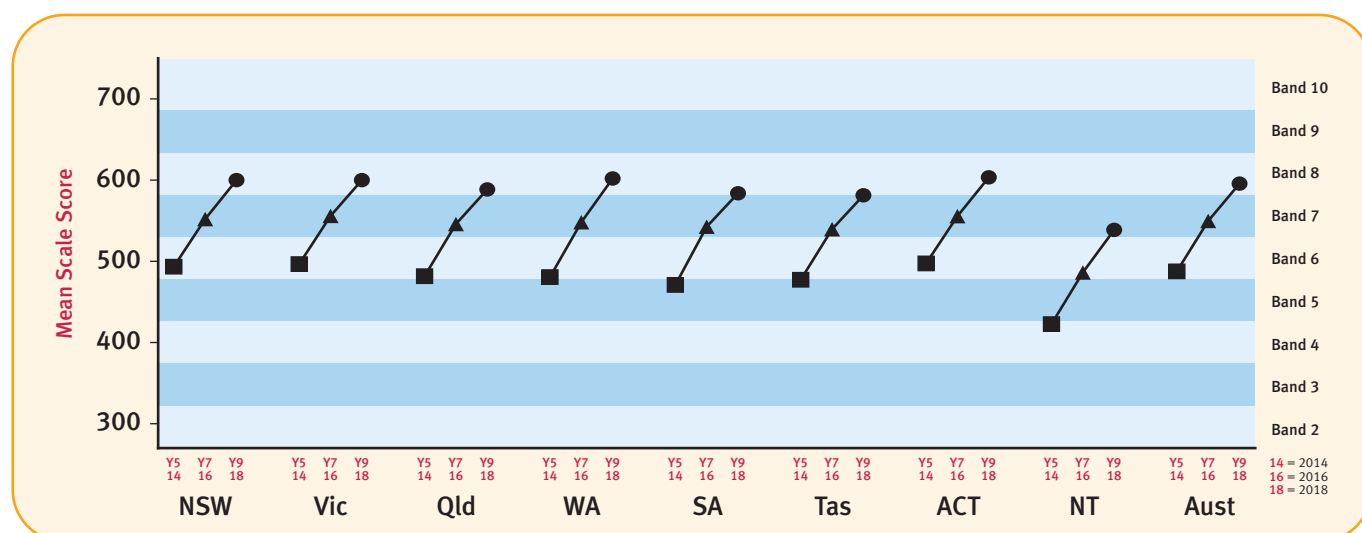


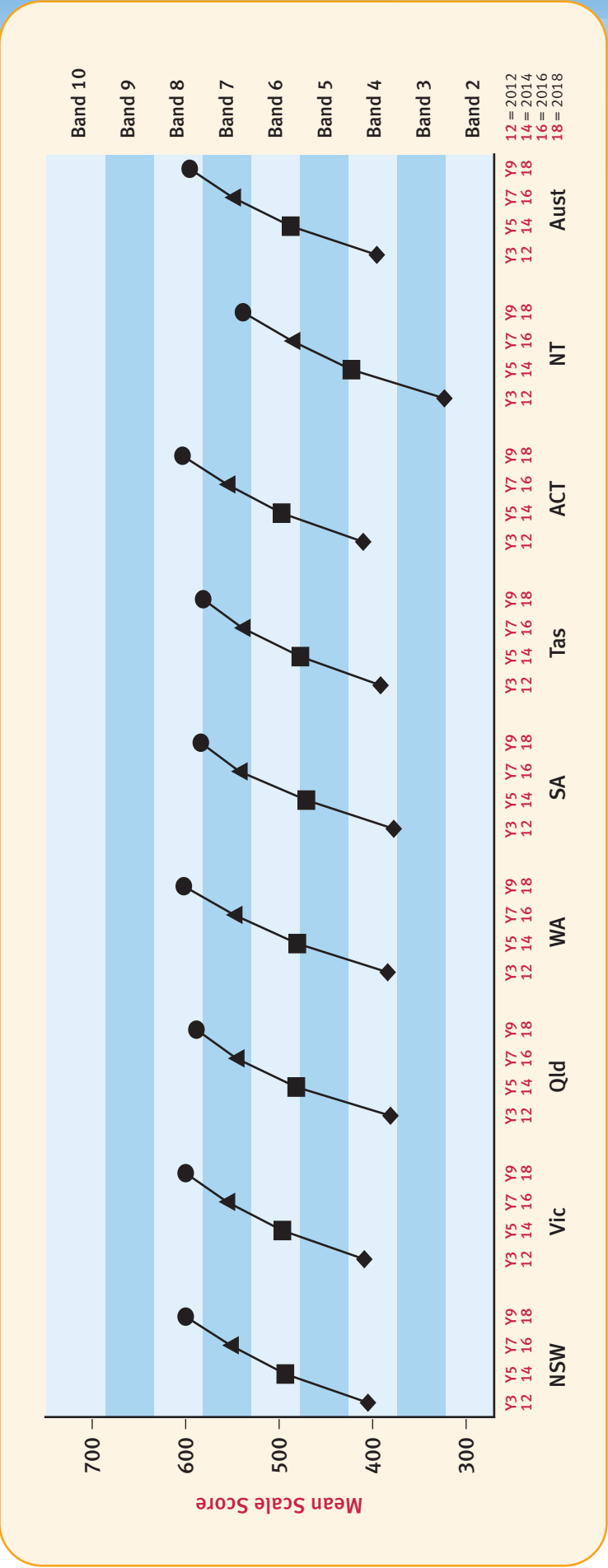
Table N1.2014_2016_2018: Achievement of Students in Numeracy from Year 3 (2014), Year 5 (2016) and Year 7 (2018), and from Year 5 (2014), Year 7 (2016) and Year 9 (2018), by State and Territory.

			NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	Year 3	2014	407.3 (74.2)	413.9 (69.1)	393.4 (70.6)	392.5 (74.1)	385.4 (68.8)	396.3 (72.8)	413.9 (69.6)	338.1 (96.6)	401.8 (73.0)
Mean scale score / (S.D.)	Year 5	2016	497.8 (74.4)	502.5 (67.2)	488.3 (67.0)	486.2 (70.9)	476.3 (63.8)	481.3 (65.3)	497.2 (63.7)	435.5 (87.4)	493.1 (70.6)
Mean scale score / (S.D.)	Year 7	2018	552.1 (72.8)	554.2 (66.9)	541.9 (66.0)	549.0 (68.1)	539.6 (63.8)	536.6 (64.1)	560.0 (58.9)	488.7 (88.9)	548.4 (69.1)
Mean scale score / (S.D.)	Year 5	2014	493.4 (71.1)	496.6 (65.2)	481.7 (66.4)	480.6 (70.4)	470.9 (64.1)	477.3 (66.2)	497.4 (64.9)	422.7 (87.0)	487.6 (69.0)
Mean scale score / (S.D.)	Year 7	2016	552.0 (74.1)	555.9 (67.2)	545.9 (66.7)	548.1 (72.0)	542.6 (64.0)	539.5 (65.2)	555.6 (65.1)	486.2 (92.1)	549.7 (70.4)
Mean scale score / (S.D.)	Year 9	2018	600.0 (70.0)	600.0 (64.5)	588.5 (64.1)	602.0 (64.2)	583.8 (58.0)	581.3 (60.0)	603.4 (53.2)	538.7 (84.8)	595.7 (66.3)

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 (2012), Year 5 (2014), Year 7 (2016) and Year 9 (2018) 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 the learning areas they study 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 from 2008 to 2018).

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 2016 to 2018, 2015 to 2017 and 2014 to 2016 are discussed. There are three estimates for each two-year progression, but the greatest emphasis is placed on gains from 2016 to 2018. 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). Four-year gains refer to the progression of cohorts over four years; from Year 3 to Year 7 and from Year 5 to Year 9. These four-year gains are discussed for the period from 2014 to 2018. Six-year gains refer to the progression of cohorts from Year 3 to Year 9. The six-year gains from Year 3 in 2012 to Year 9 in 2018 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: students who were in Year 3 in 2016, those who were in Year 3 in 2015 and those who were in Year 3 in 2014. 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, Figure R1.3_5_7 and Figure R1.5_7_9 provide representations of the four-year gains in reading achievement for the 2014 Year 3 cohort and the 2014 Year 5 cohort. Corresponding data for numeracy achievement are represented in Figure N1.3_5_7 and Figure N1.5_7_9. 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 2012 and reached Year 9 in 2018.

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. 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 2016 to 2018, 2015 to 2017 and 2014 to 2016. These are shown for Australia overall and for each jurisdiction. Figure R1.3_5 represents the gains for the 2016 to 2018 Year 3 to Year 5 cohort. Nationally the gains in reading achievement from Year 3 to Year 5 ranged from 80 to 84 score points and averaged 82 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 2016 to Year 5 in 2018, none of the jurisdictional gains differed from the national gain. In addition, there were no significant differences between any of the jurisdictional gains. Among the jurisdictional gains from Year 3 in 2015 to Year 5 in 2017, it had been noted that the gains in 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 progressing from Year 3 in 2014 to Year 5 in 2016, it had been evident that the gain for Queensland (91 score points) was greater than the national gain (83 score points), and the gains for New South Wales (80 score points) and Victoria (79 score points) were less than the national gain.

In the cohort that progressed from Year 3 in 2016 to Year 5 in 2018, the national gains for male students (89 score points) were greater than the national gains for female students (78 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, Queensland, Western Australia and South Australia but not in 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 2015 to Year 5 in 2017 followed a similar pattern with the national gains for male students (83 score points) being greater than the national gains for female students (77 score points) (Table R2.3_5). Intriguingly, the national difference in the gains for female and male students for the cohort that progressed from Year 3 in 2014 to Year 5 in 2016 followed a different pattern, with the national gains for female students (85 score points) being greater than the national gains for male students (81 score points) (Table R2.3_5).

Nationally, 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 also been a greater national gain for Indigenous students (89 score points) than non-Indigenous students (80 score points) (Table R3.3_5). Similarly, for the cohort that progressed from Year 3 in 2014 to Year 5 in 2016, there had also been a greater gain for Indigenous students (89 score points) than non-Indigenous students (83 score points) (Table R3.3_5).

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). However, 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, and for the cohort that progressed from Year 3 in 2014 to Year 5 in 2016, 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 2016 to 2018, 2015 to 2017 and 2014 to 2016. These are shown for Australia as a whole and for each jurisdiction. Figure R1.5_7 represents the gains for the 2016 to 2018 Year 5 to Year 7 cohort. The Year 5 to Year 7 gain in reading

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averaged 42 score points over the three cohorts and the gain for the 2016 to 2018 cohort (being 41 score points) was not significantly different from either of the two previous cohorts. For the 2016 to 2018 cohort, most jurisdictional gains did not differ from the national gain but in South Australia the gain (48 score points) was significantly greater than the national gain and in Victoria the gain (37 score points) was significantly lower than the national gain. This pattern of a larger gain in South Australia and a lower gain in Victoria was evident for the two previous cohorts.

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 2016 to 2018 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 2016 to 2018 cohort (as well as the 2015 to 2017 and the 2014 to 2016 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 2016 to Year 7 in 2018 for Indigenous students was significantly greater than the gain for non-Indigenous students (53 and 40 score points respectively) (Table R3.5_7 and Figure R3.5_7). Significant differences in gain scores were also evident in Queensland, Western Australia and the Northern Territory. There was 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 non-Indigenous students. For the cohort that progressed from Year 5 in 2014 to Year 7 in 2016, the national gain for Indigenous students (54 score points) was significantly greater than that for non-Indigenous students (40 score points) (Table R3.5_7 and Figure R3.5_7).

In the cohort that progressed from Year 5 in 2016 to Year 7 in 2018, the national reading gains for LBOTE students (44 score points) were greater than those for non-LBOTE students (40 score points) (Table R4.5_7 and Figure R4.5_7). However, there were no significant differences within jurisdictions. In the cohort that progressed from Year 5 in 2015 to Year 7 in 2017, the reading gains for LBOTE students were similar to those for non-LBOTE students, nationally and for every jurisdiction. In the cohort that progressed from Year 5 in 2014 to Year 7 in 2016, the gain for LBOTE students had been greater than that for non-LBOTE students nationally (by five score points).

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 2016 to 2018, 2015 to 2017, and 2014 to 2016 cohorts. Over the three cohorts the average gain was 38 score points. None of the differences in gains between cohorts were statistically significant.

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. In the previous cohort, 2014 to 2016, none of the jurisdictional gains between Year 7 and Year 9 differed significantly from the national gain of 35 score points.

For the 2016 to 2018 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. For the 2015 to 2017 cohort, the national gain scores for female students (37 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. In the cohort from 2014 to 2016, the national gain scores for female students did not differ from those for male students.

Nationally, reading gains from Year 7 to Year 9 in the 2016 to 2018 cohort 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.

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, and the 2014 to 2016 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 R1.2014_2016_2018 (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 2014, in Year 5 in 2016 and Year 7 in 2018); and
- Year 5 to Year 9 (for the cohorts that were in Year 5 in 2014, in Year 7 in 2016 and Year 9 in 2018).

For the first of these cohorts, it was evident that, nationally, the gain from Year 3 to Year 5 was 83 score points and the gain from Year 5 to Year 7 was 41 score points, making a total four-year gain of 124 score points. The jurisdictional reading gain scores for the 2014 to 2018 cohort ranged from 116 score points in Victoria to 143 score points in the Northern Territory. However, it should be noted that there were gains of 133 score points in Western Australia and 131 score points in South Australia.

For the cohort that was in Year 5 in 2014, it appears that, nationally, the reading gain from Year 5 to Year 9 was 83 score points. Nationally, for the 2014 Year 5 cohort, the gain from Year 5 to Year 7 was 40 score points and the gain from Year 7 to Year 9 was 43 score points. The largest gains over four years for the 2014 Year 5 cohort were evident in Western Australia (98 score points) and the smallest was in the ACT (78 score points).

From Year 3 to Year 9

The 2018 data for NAPLAN reading made it possible to examine the gain in reading achievement over six years from Year 3 in 2012 to Year 9 in 2018. These data are shown in Figure R1.3_5_7_9. For this cohort nationally, there was a gain of 81 score points from Year 3 to Year 5, a gain of 40 score points from Year 5 to Year 7 and a gain of 43 score points from Year 7 to Year 9 amounted to a total increase of 165 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 (which were of similar magnitude). Figure R1.3_5_7_9 shows differences among jurisdictions in the total change from Year 3 to Year 9. These differences ranged from 156 score points in the ACT (and 157 score points in Victoria) to 182 score points in Western Australia. There was a strong negative association between mean scores in Year 3 and the gain from Year 3 to Year 9 (the between-jurisdiction correlation coefficient was -0.80). In other words, there were greater gains in those jurisdictions where initial reading achievement was lower.

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 2016 to 2018, 2015 to 2017 and 2014 to 2016. Figure N1.3_5 displays the data for the 2016 to 2018 cohort. Nationally, the average gain over three cohorts was 93 score points.

For the 2016 to 2018 cohort, the gain in numeracy for Tasmania (83 score points) was significantly lower than the national gain of 92 score points. In no other jurisdiction was the Year 3 to Year 5 gain in numeracy significantly different from the national gain.

For the Year 3 in 2016 to Year 5 in 2018 cohort, there was no significant difference in the national numeracy gains for male

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and female students (Table N.2.3_5). Nor was there a significant difference in any of the jurisdictions. The same lack of difference between male and female students had been evident in the corresponding 2015 to 2017 and 2014 to 2016 cohorts.

For the 2016 to 2018 cohort, there were slightly greater gains in numeracy from Year 3 to Year 5 for Indigenous (96 score points) than for non-Indigenous (92 score points) students. There were no differences in gains in numeracy from Year 3 to Year 5 between Indigenous and non-Indigenous students in any jurisdiction (Table N3.3_5). In the 2015 to 2017 cohort, but not the 2014 to 2016 cohort, the national gain from Year 3 to Year 5 had also been greater for Indigenous than non-Indigenous students.

For the 2016 to 2018 cohort, there was a greater gain in numeracy from Year 3 to Year 5 for LBOTE (97 score points) than for non-LBOTE (90 score points) students nationally (Table N4.3_5). This pattern of a greater gain in numeracy for LBOTE than for 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. Nationally, in the 2015 to 2017 and the 2014 to 2016 cohorts, there had also been larger Year 3 to Year 5 numeracy gain scores for LBOTE than non-LBOTE students.

From Year 5 to Year 7

Table N1.5_7 records data regarding the Year 5 to Year 7 gains in numeracy between 2016 and 2018, 2015 and 2017, and 2014 and 2016. Figure N1.5_7 displays the relevant data graphically for the 2016 to 2018 cohort. Nationally, the numeracy gain between Year 5 and Year 7 for the 2016 to 2018 cohort was 55 score points which was smaller than the numeracy gains for the 2015 to 2017 cohort (61 score points) and the 2014 to 2016 cohort (62 score points). Only in Western Australia and South Australia was the 2016 to 2018 gain score significantly greater than the national gain score. In no jurisdiction was the gain score significantly smaller than the national gain score.

For the 2016 to 2018 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). In the two previous cohorts (2015 to 2017 and 2014 to 2016) there had been significantly larger gains for female than for male students nationally and in Victoria.

At a national level for the 2016 to 2018 cohort, there were no differences in the gains for Indigenous and non-Indigenous students. However, there was a smaller gain for Indigenous students in Victoria (44 score points compared to 52 score points). Previously, in the 2015 to 2017 cohort, there had been larger gains from Year 5 to Year 7 for non-Indigenous (62 score points) than for Indigenous students (57 score points) (Table N3.5_7). However, there had been no difference in the Year 5 to Year 7 numeracy gains for Indigenous and non-Indigenous students in the 2014 to 2016 cohort at a national level.

In the 2016 to 2018 cohort, the Year 5 to Year 7 numeracy gains, across Australia and in every jurisdiction, for LBOTE students were not significantly different from those for non-LBOTE students (Table N4.5_7). In the previous cohorts (2015 to 2017 and 2014 to 2016), 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 and six score points respectively) (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 2016 to 2018, 2015 and 2017 and 2014 and 2016. Figure N1.7_9 displays graphically the data for the 2016 to 2018 cohort. Nationally, the gain in numeracy between Year 7 and Year 9 for the 2016 to 2018 cohort was 46 score points. This gain was not significantly different from the national Year 7 to Year 9 gains for the 2015 to 2017 cohort or the 2014 to 2016 cohort. For the 2016 to 2018 cohort, none of the jurisdictional Year 7 to Year 9 gain scores differed significantly from the national gain score.

For the 2016 to 2018 cohort, there were 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). This repeated the observation made for the 2015 to 2017 and the 2014 to 2016 cohorts.

Nationally, and for four jurisdictions (Victoria, Queensland, Western Australia and South Australia), for the 2016 to 2018 cohort, the gains for Year 7 to Year 9 numeracy for Indigenous students were higher than for non-Indigenous students (56 compared to 46 score points) (Table N3.7_9). For the 2015 to 2017 cohort, the gains for Year 7 to Year 9 numeracy for Indigenous and non-Indigenous students nationally were not significantly different, although the gains for Indigenous students appeared to be higher than for non-Indigenous students (Table N3.7_9). In the 2014 to 2016 cohort, there had been greater gains from Year 7 to Year 9 numeracy for Indigenous than for non-Indigenous students nationally.

Nationally, in the 2016 to 2018 cohort, as had been the case in the 2015 to 2017 and 2014 to 2016 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 N1.2014_2016_2018 (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 2014 (progressing to Year 7 in 2018) and in Year 5 in 2014 (progressing to Year 9 in 2018). 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 2014 and 2018 was 147 score points and this was made up of an average gain of 91 score points between Year 3 and Year 5 and 55 score points between Year 5 and Year 7 (allowing for rounding errors) (Table N1.2014_2016_2018). 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 2014 to 2018 ranged from 140 score points in Victoria and Tasmania to 157 score points in Western Australia.

Nationally, the average numeracy gain from Year 5 to Year 9 for the 2014 to 2018 cohort was 108 score points. The average gain scores over those four years ranged from 103 score points in Victoria to 121 score points in Western Australia. Figure N1.5_7_9 shows that the changes in national numeracy gain scores were 62 score points between Year 5 and Year 7 and 46 score points between Year 7 and Year 9 nationally.

From Year 3 to Year 9

The 2018 data for NAPLAN numeracy made it possible to examine the gain in numeracy achievement over six years from Year 3 in 2012 to Year 9 in 2018 (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 200 score points. For this cohort, there was a gain of 92 score points from Year 3 to Year 5, a gain of 62 score points from Year 5 to Year 7 and a gain of 46 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. Figure N1.3_5_7_9 also shows differences among jurisdictions in the total change from Year 3 to Year 9. These differences ranged from 190 score points in Tasmania to 218 score points in Western Australia. There was a negative association between mean numeracy scores in Year 3 and the numeracy gain from Year 3 to Year 9 (the correlation coefficient was -0.90). In other words, there were greater gains in those jurisdictions where initial numeracy achievement was lower.