


2014

National Assessment Program

Literacy and Numeracy

Achievement in Reading, Persuasive Writing,
Language Conventions and Numeracy

National Report for 2014



**2014
National Assessment Program—
Literacy and Numeracy
Achievement in Reading, Persuasive Writing,
Language Conventions and Numeracy:
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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. All students in the same year level are assessed on the same test items 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 2014 results can be compared with those for previous years. Equating enables the results from NAPLAN tests in different years to be reported on the same achievement scale. As with all statistical calculations, the NAPLAN statistics provided in this report include some degree of uncertainty and this should be considered when interpreting differences in jurisdictional and national average scores, and percentages at or above national minimum standards.

To help interpret differences in results, an additional effect size measure has been included in the 2014 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 'nature of the difference'. The 'nature of the difference' representation 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 year and previous year, and between the current year and base year. For reading, narrative writing, spelling, grammar and punctuation, and numeracy, the base year is 2008. For persuasive writing, the base year is 2011.

Between 2008 and 2010, students were assessed using a narrative task. A persuasive task has been used since 2011. With the change in the writing genre in 2011, a new persuasive writing scale was introduced. As this is a separate scale to narrative writing, there is a break in the time series data. The persuasive writing results should not be directly compared to the narrative writing results.

Student achievement

NAPLAN results are publicly reported through the summary and 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. In 2014, results for writing are reported on the persuasive writing scale. 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. For example, a score of 700 in reading in one year represents the same level of achievement in other testing years.

Abbreviations

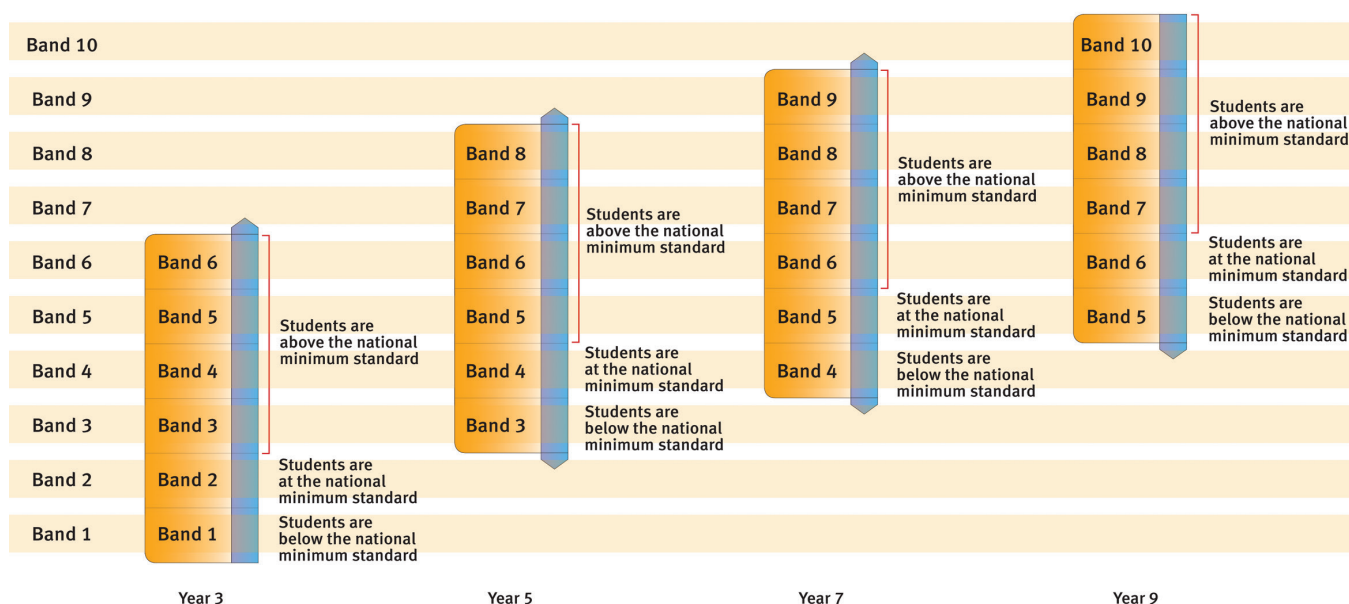
- S.D. — Standard deviation
- M — Male
- F — Female
- Indig. — Indigenous
- Non-Indig. — Non-Indigenous
- LBOTE — Language background other than English
- Non-LBOTE — Non-language background other than English
- E — Exempt
- A — Absent
- W — Withdrawn

National minimum standards

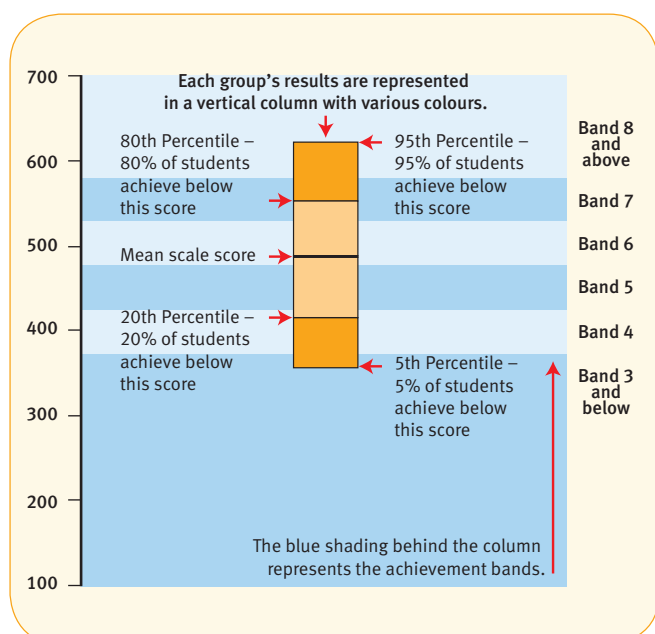
The second lowest band on the achievement scale reported for each year level represents the national minimum standard expected of students at that year level. The national minimum standard is the agreed minimum acceptable standard of knowledge and skills without which a student will have difficulty making 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 2014 graphs



How to read the 2014 comparisons

State/ Territory	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014 Mean	422.9	431.7	409.4	406.3	407.3	415.7	438.7	332.0	418.3
NSW		▲	▲	▲	▲	▲	▲	▲	▲
Vic	▲		▲	▲	▲	▲	▲	▲	▲
Qld	▲	▲		▲	▲	▲	▲	▲	▲
WA	▲	▲	▲		▲	▲	▲	▲	▲
SA	▲	▲	▲	▲		▲	▲	▲	▲
Tas	▲	▲	▲	▲	▲		▲	▲	▲
ACT	▲	▲	▲	▲	▲	▲		▲	▲
NT	▲	▲	▲	▲	▲	▲	▲		▲
Aust	▲	▲	▲	▲	▲	▲	▲	▲	

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 2014 comparative tables

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	578.0 (67.0)	580.5 (66.3)	573.7 (66.2)	579.5 (66.2)	574.8 (66.8)	580.2 (63.4)	580.4 (67.6)	■	■
	% at or above NMS	92.9	92.2	90.8	92.4	91.4	93.4	92.1	■	■
Year 7	Mean / (S.D.)	536.5 (68.2)	541.1 (68.6)	546.0 (68.4)	540.2 (67.5)	541.5 (68.3)	540.6 (66.3)	546.1 (69.0)	■	■
	% at or above NMS	94.2	94.0	94.9	94.7	94.1	94.2	94.9	■	■
Year 5	Mean / (S.D.)	484.4 (76.5)	493.9 (78.1)	487.4 (76.1)	488.1 (76.3)	493.6 (77.6)	502.3 (64.7)	500.6 (78.0)	△	■
	% at or above NMS	91.0	91.7	91.3	91.5	91.6	96.1	92.9	■	▽
Year 3	Mean / (S.D.)	400.5 (84.5)	410.8 (86.2)	414.3 (83.3)	415.7 (87.5)	419.6 (87.9)	419.1 (80.6)	418.3 (86.2)	△	■
	% at or above NMS	92.1	93.7	93.9	93.8	93.6	95.3	93.5	■	▽

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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Assessed students do not include students who were absent or withdrawn from tests.
Assessment domain	The learning areas assessed as part of NAPLAN.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> For persuasive 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.	<p>The effect size is reported as follows:</p> <ul style="list-style-type: none"> '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.	<ul style="list-style-type: none"> 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 MCEECDYA Schools Geographic Location Classification System is based on the locality of individual schools and is used to disaggregate data according to Metropolitan, Provincial, Remote and Very Remote.	<ul style="list-style-type: none"> '.' 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.	<ul style="list-style-type: none"> 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).	<ul style="list-style-type: none"> 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 2014, or between jurisdictions in 2014. 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Assessed = present + exempt Total number of students in year level = assessed + absent + withdrawn
Percentages		<ul style="list-style-type: none"> The percentages of students represented in the tables have been rounded and may not sum to 100.
Present	Students who sat the test.	
Scale		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> The spelling and grammar and punctuation results, while reported separately, are drawn from a single language conventions assessment.
Standard deviation (S.D.)		<ul style="list-style-type: none"> 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/carers. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.	<ul style="list-style-type: none"> 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.	

2014 Results

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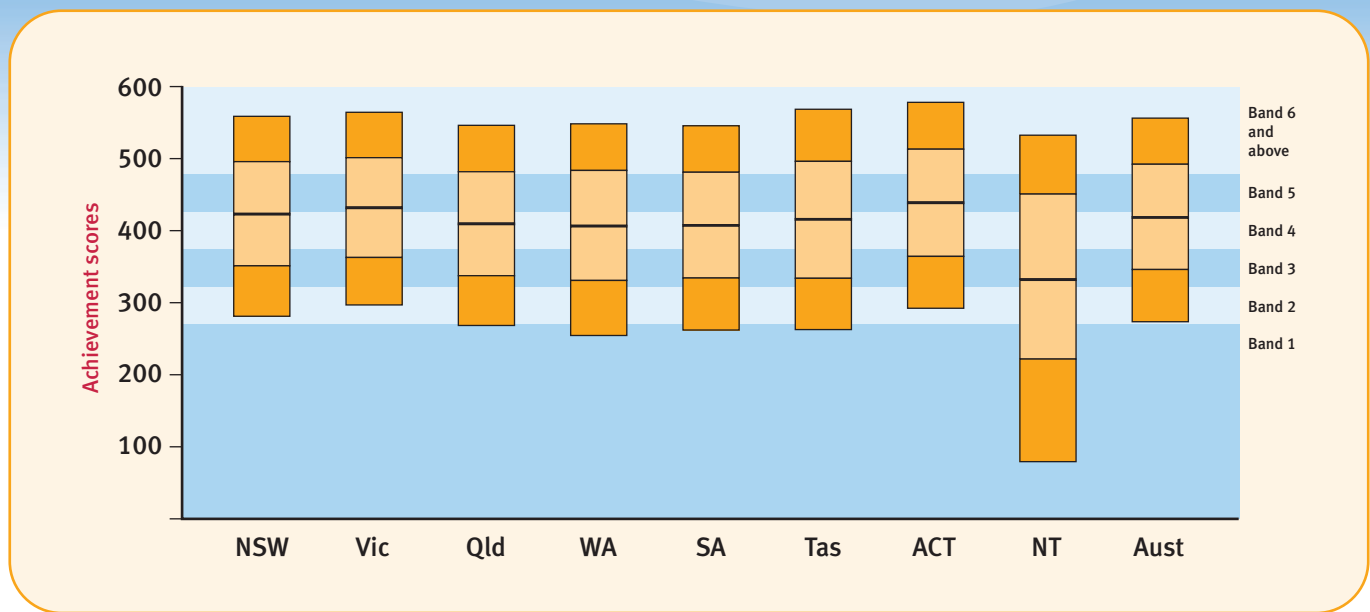
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NAPLAN Year 3 Reading

Figure 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	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)

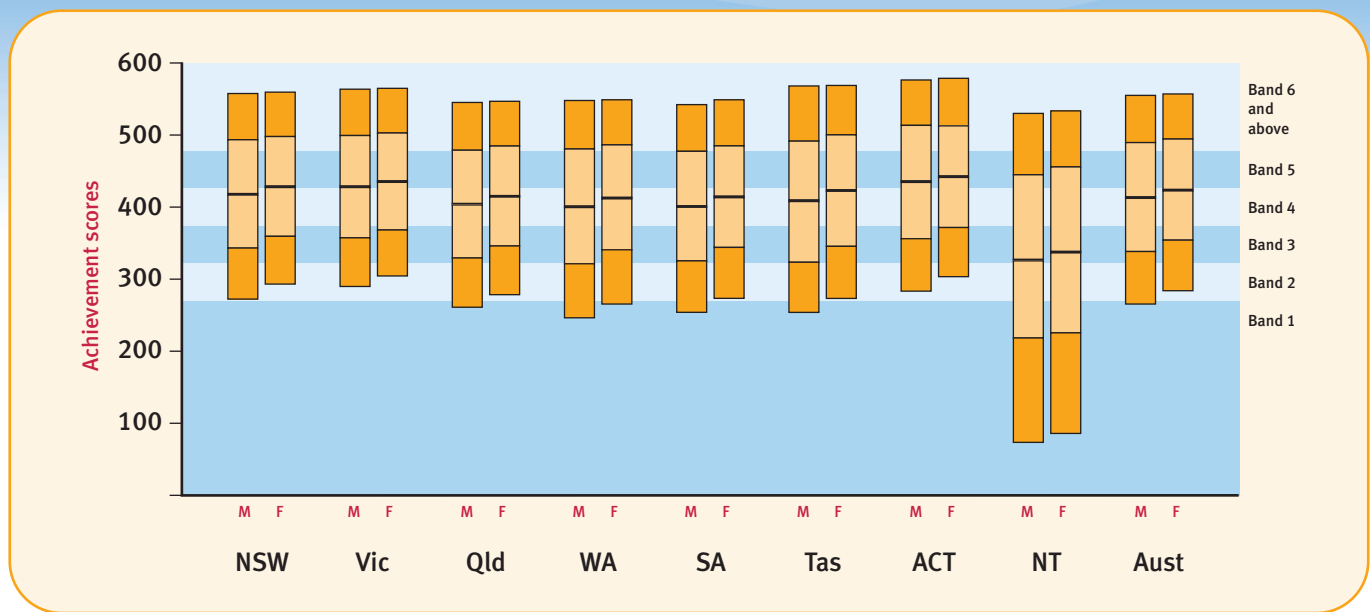
Table 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2014.

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	
NSW	8yrs 7mths 3yrs 4mths	97.1	1.6	1.3	1.6	3.7	8.1	15.9	22.6	22.1	26.0	94.7
Vic	8yrs 9mths 3yrs 4mths	94.4	2.7	2.9	3.1	2.3	6.4	14.5	22.5	23.2	28.0	94.6
Qld	8yrs 5mths 3yrs 4mths	93.3	2.4	4.4	1.5	5.2	10.0	18.0	23.3	21.1	21.0	93.4
WA	8yrs 5mths 3yrs 4mths	95.0	3.0	1.9	1.3	6.9	10.4	17.1	22.4	20.4	21.5	91.8
SA	8yrs 7mths 3yrs 4mths	92.8	3.1	4.1	2.3	5.9	10.1	17.7	22.9	20.6	20.6	91.8
Tas	8yrs 10mths 3yrs 4mths	95.5	2.7	1.8	1.9	6.0	10.4	16.2	20.5	19.7	25.4	92.1
ACT	8yrs 7mths 3yrs 4mths	93.0	2.1	4.9	1.8	2.7	6.7	13.1	20.2	22.3	33.0	95.4
NT	8yrs 6mths 3yrs 4mths	88.4	8.2	3.4	2.5	30.4	12.3	13.5	15.2	12.6	13.3	67.0
Aust	8yrs 7mths 3yrs 4mths	94.9	2.4	2.7	2.0	4.5	8.6	16.2	22.5	21.7	24.5	93.5

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	417.8 (86.7)	428.2 (82.6)	404.0 (86.1)	400.4 (92.4)	400.8 (88.0)	408.8 (95.5)	435.3 (89.1)	326.4 (136.6)	413.2 (88.5)
Female Mean scale score / (S.D.)	428.2 (81.0)	435.4 (78.8)	415.0 (81.3)	412.5 (86.0)	414.1 (83.9)	423.0 (90.0)	442.2 (83.4)	337.5 (135.6)	423.5 (83.5)

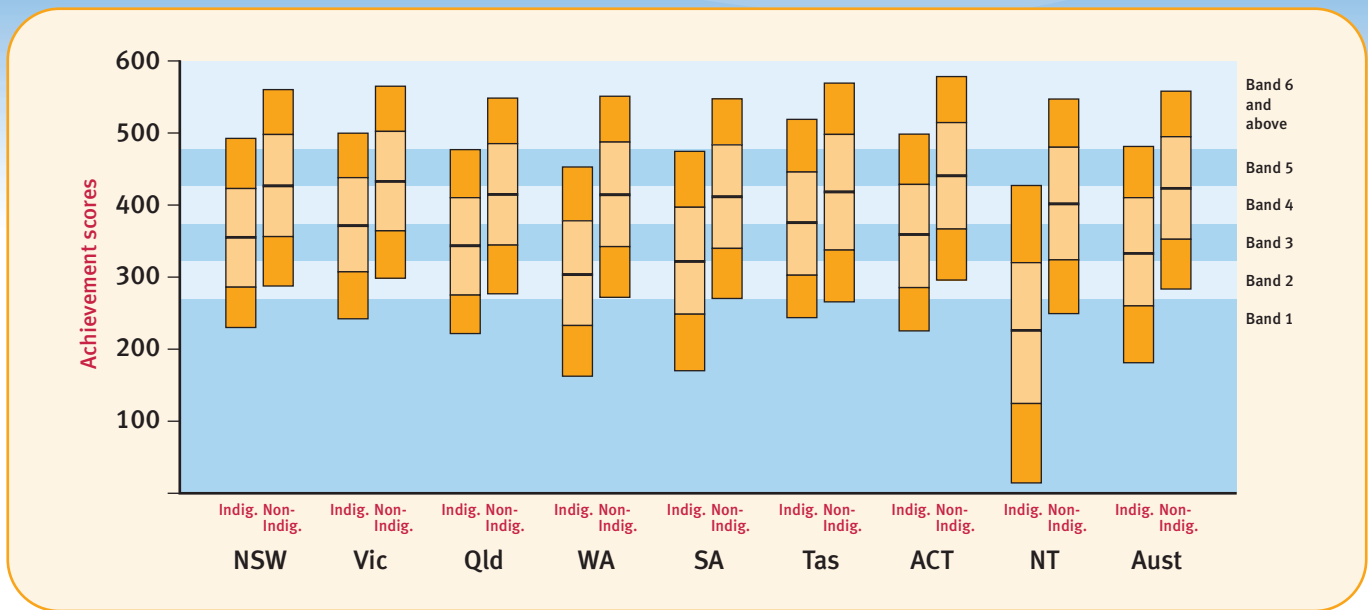
Table 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2014.

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	4.6	9.2	16.3	21.9	21.0	24.8	93.2
	Female	1.1	2.7	6.9	15.4	23.3	23.4	27.2	96.2
Vic	Male	4.2	2.8	7.1	15.0	22.0	22.2	26.8	93.1
	Female	2.0	1.8	5.7	14.1	22.9	24.2	29.3	96.2
Qld	Male	1.9	6.3	11.2	18.3	22.7	19.9	19.8	91.9
	Female	1.1	4.0	8.8	17.6	24.0	22.4	22.2	94.9
WA	Male	1.5	8.3	11.6	17.3	21.7	19.0	20.5	90.1
	Female	1.0	5.5	9.1	16.9	23.1	21.7	22.6	93.5
SA	Male	2.9	7.1	11.3	18.2	22.3	19.1	19.1	90.0
	Female	1.7	4.5	8.9	17.1	23.4	22.1	22.1	93.7
Tas	Male	2.2	7.3	11.8	16.5	19.9	18.7	23.6	90.5
	Female	1.6	4.5	8.9	15.9	21.2	20.7	27.3	93.9
ACT	Male	2.2	3.5	7.6	13.4	19.6	21.2	32.6	94.4
	Female	1.5	2.0	5.7	12.8	20.9	23.5	33.5	96.5
NT	Male	3.3	31.2	13.2	13.6	14.7	11.6	12.4	65.5
	Female	1.8	29.7	11.5	13.4	15.7	13.7	14.3	68.6
Aust	Male	2.6	5.5	9.6	16.6	21.9	20.5	23.3	92.0
	Female	1.4	3.5	7.5	15.8	23.2	22.9	25.7	95.1

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

NAPLAN Year 3 Reading

Figure 3.R3: Achievement of Year 3 Students in Reading, by Indigenous Status, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	355.2 (80.7)	371.4 (77.1)	343.5 (77.9)	303.5 (88.2)	321.7 (93.0)	375.6 (84.7)	359.1 (83.1)	226.1 (119.8)	332.9 (94.0)
Non-Indigenous Mean scale score / (S.D.)	426.6 (82.6)	432.8 (80.5)	414.7 (82.2)	414.3 (84.6)	411.5 (83.8)	418.2 (92.5)	440.6 (85.5)	401.6 (90.3)	423.2 (83.0)

Table 3.R3: Achievement of Year 3 Students in Reading, by Indigenous Status, by State and Territory, 2014.

State/Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.8	14.0	19.9	24.7	20.1	11.6	6.9	83.2
	Non-Indigenous	1.5	3.1	7.4	15.4	22.7	22.8	27.0	95.4
Vic	Indigenous	5.7	9.0	15.6	24.5	22.4	14.2	8.5	85.3
	Non-Indigenous	2.8	2.2	6.3	14.4	22.5	23.4	28.4	95.0
Qld	Indigenous	1.9	17.8	22.0	24.6	18.9	10.0	4.8	80.3
	Non-Indigenous	1.4	4.1	9.1	17.4	23.7	22.0	22.3	94.5
WA	Indigenous	1.1	35.8	23.2	19.0	12.5	5.7	2.7	63.1
	Non-Indigenous	1.3	4.7	9.3	16.9	23.2	21.5	23.0	94.0
SA	Indigenous	4.6	25.8	22.2	21.4	13.7	7.9	4.4	69.6
	Non-Indigenous	2.2	4.9	9.5	17.4	23.3	21.2	21.5	93.0
Tas	Indigenous	1.2	10.7	15.7	23.7	21.9	15.9	10.9	88.1
	Non-Indigenous	2.0	5.6	9.9	15.7	20.6	19.9	26.2	92.4
ACT	Indigenous	2.3	14.2	18.9	21.7	22.8	12.3	7.7	83.4
	Non-Indigenous	1.8	2.5	6.4	12.9	20.2	22.5	33.7	95.8
NT	Indigenous	1.8	64.1	14.8	8.5	5.7	3.6	1.4	34.1
	Non-Indigenous	3.2	7.7	11.0	17.4	22.1	18.5	20.1	89.1
Aust	Indigenous	2.5	22.8	20.2	22.2	17.3	9.7	5.3	74.7
	Non-Indigenous	1.9	3.5	7.9	15.8	22.9	22.4	25.6	94.7

[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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	421.4 (82.7)	423.5 (80.4)	403.0 (88.1)	404.3 (90.5)	396.5 (91.2)	430.5 (91.4)	430.6 (84.9)	251.3 (143.3)	414.1 (88.8)
Non-LBOTE Mean scale score / (S.D.)	423.1 (84.6)	434.7 (80.8)	410.4 (83.3)	412.1 (87.1)	409.5 (85.2)	413.9 (92.8)	441.0 (86.6)	384.4 (101.4)	420.4 (84.8)

Table 3.R4: Achievement of Year 3 Students in Reading, by LBOTE Status, by State and Territory, 2014.

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	2.3	3.3	7.9	16.7	23.5	21.6	24.6	94.3
	Non-LBOTE	1.3	3.9	8.3	15.6	22.2	22.4	26.4	94.8
Vic	LBOTE	4.6	2.5	7.1	16.5	23.8	21.4	24.1	92.9
	Non-LBOTE	2.5	2.2	6.2	13.8	21.9	23.8	29.5	95.2
Qld	LBOTE	2.9	6.9	10.8	18.5	22.1	18.8	20.1	90.2
	Non-LBOTE	1.3	4.9	9.9	17.9	23.5	21.4	21.1	93.9
WA	LBOTE	2.6	7.3	10.0	17.2	22.6	19.6	20.8	90.1
	Non-LBOTE	0.9	5.8	9.5	16.6	22.8	21.5	23.0	93.3
SA	LBOTE	5.3	7.8	11.0	18.1	21.6	18.7	17.6	86.9
	Non-LBOTE	1.8	5.4	10.0	17.5	23.2	20.9	21.2	92.8
Tas	LBOTE	8.5	4.3	7.9	12.0	19.0	18.0	30.3	87.2
	Non-LBOTE	1.5	6.1	10.6	16.6	20.7	19.8	24.6	92.3
ACT	LBOTE	4.6	2.6	7.5	14.6	22.0	20.3	28.4	92.8
	Non-LBOTE	1.0	2.8	6.5	12.6	19.7	22.9	34.4	96.2
NT	LBOTE	3.4	56.5	11.3	7.7	8.3	6.7	6.0	40.0
	Non-LBOTE	2.2	13.2	12.9	17.3	20.0	16.5	18.0	84.6
Aust	LBOTE	3.3	5.1	8.4	16.7	22.9	20.6	23.0	91.7
	Non-LBOTE	1.6	4.1	8.5	16.0	22.5	22.2	25.1	94.3

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, 2014.

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	<i>Metro</i>	428.8	1.6	3.0	7.1	15.1	22.4	22.7	28.0	95.4
	<i>Provincial</i>	404.4	1.6	5.7	11.1	18.6	23.3	20.4	19.5	92.8
	<i>Remote</i>	366.5	2.2	14.3	18.0	19.2	20.7	14.0	11.6	83.5
	<i>Very Remote</i>	367.3	2.0	13.6	19.0	22.4	17.6	11.8	13.6	84.4
Vic	<i>Metro</i>	436.3	3.1	2.0	5.8	13.7	22.1	23.6	29.8	94.9
	<i>Provincial</i>	416.9	3.0	3.4	8.4	17.2	23.7	22.0	22.2	93.6
	<i>Remote</i>	397.5	0.0	7.2	10.2	23.0	23.8	15.7	20.0	92.8
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	415.6	1.5	4.3	8.9	17.2	23.4	22.0	22.9	94.3
	<i>Provincial</i>	398.4	1.6	6.1	11.9	19.8	23.9	19.7	17.0	92.3
	<i>Remote</i>	380.1	1.6	10.7	14.9	20.8	22.3	16.7	13.1	87.7
	<i>Very Remote</i>	336.0	1.1	24.3	23.2	20.6	14.7	9.1	7.0	74.6
WA	<i>Metro</i>	417.4	1.4	4.7	8.8	16.3	22.6	21.6	24.5	93.8
	<i>Provincial</i>	389.5	1.0	8.5	13.5	19.8	23.5	18.3	15.4	90.5
	<i>Remote</i>	363.7	1.0	17.1	15.5	19.8	19.2	15.8	11.6	81.9
	<i>Very Remote</i>	316.6	0.3	35.3	19.7	15.4	12.8	10.2	6.4	64.4
SA	<i>Metro</i>	413.2	2.3	4.9	9.4	16.9	22.9	21.3	22.2	92.8
	<i>Provincial</i>	394.6	2.6	7.4	12.0	19.8	23.0	18.5	16.8	90.1
	<i>Remote</i>	401.4	1.7	5.8	10.0	19.6	24.6	21.8	16.6	92.5
	<i>Very Remote</i>	309.0	0.0	39.3	16.0	12.2	11.3	11.1	10.2	60.7
Tas	<i>Metro</i>	422.6	2.2	5.4	9.9	15.0	19.6	19.2	28.7	92.3
	<i>Provincial</i>	410.7	1.7	6.2	10.7	17.2	21.3	20.1	22.8	92.1
	<i>Remote</i>	387.0	0.0	9.3	14.8	20.0	21.7	19.7	14.5	90.7
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	438.9	1.8	2.7	6.7	13.1	20.3	22.4	33.1	95.4
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	390.0	3.6	11.4	12.3	16.8	20.5	17.2	18.1	85.0
	<i>Remote</i>	356.0	2.1	23.3	14.4	14.7	16.4	13.4	15.7	74.6
	<i>Very Remote</i>	202.3	0.6	73.6	11.1	5.9	3.7	2.9	2.1	25.7
Aust	<i>Metro</i>	425.8	2.0	3.3	7.5	15.4	22.5	22.5	26.8	94.7
	<i>Provincial</i>	403.7	2.0	5.8	11.0	18.6	23.3	20.2	19.1	92.2
	<i>Remote</i>	372.6	1.5	14.4	14.7	19.3	20.5	16.3	13.3	84.2
	<i>Very Remote</i>	288.2	0.7	43.6	17.7	13.9	10.6	7.8	5.8	55.7

[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, 2014.

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	<i>Metro</i>	366.6	2.6	11.1	18.1	24.5	21.5	13.2	9.1	86.4
	<i>Provincial</i>	348.5	3.0	15.6	20.8	25.3	19.3	10.6	5.4	81.5
	<i>Remote</i>	316.9	3.6	26.9	26.1	19.2	16.0	6.8	1.5	69.5
	<i>Very Remote</i>	306.4	4.4	25.3	29.8	25.8	11.1	2.7	0.9	70.2
Vic	<i>Metro</i>	384.3	5.2	7.1	13.5	22.6	23.5	16.5	11.6	87.7
	<i>Provincial</i>	360.6	6.1	10.6	17.4	26.0	21.5	12.4	5.9	83.2
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	353.1	1.3	14.9	20.3	25.2	20.5	11.7	6.1	83.8
	<i>Provincial</i>	348.9	2.6	14.8	21.6	25.2	20.3	10.9	4.6	82.6
	<i>Remote</i>	316.4	3.6	28.2	24.5	22.5	14.5	4.3	2.5	68.2
	<i>Very Remote</i>	297.1	1.0	36.0	29.6	20.5	9.7	2.7	0.5	63.0
WA	<i>Metro</i>	328.0	1.2	24.4	24.1	22.4	15.9	7.5	4.5	74.4
	<i>Provincial</i>	319.0	1.2	28.7	22.6	22.5	14.8	6.7	3.4	70.1
	<i>Remote</i>	283.0	1.7	44.0	21.3	16.6	11.5	4.4	0.5	54.3
	<i>Very Remote</i>	262.7	0.4	55.6	23.8	11.6	5.5	2.5	0.6	44.0
SA	<i>Metro</i>	342.1	5.3	17.7	23.0	22.0	16.2	10.1	5.7	77.0
	<i>Provincial</i>	320.6	5.5	25.6	21.6	24.0	13.2	6.6	3.6	68.9
	<i>Remote</i>	345.7	0.0	15.2	22.4	32.7	13.9	9.7	6.1	84.8
	<i>Very Remote</i>	232.4	0.0	65.3	20.8	7.5	4.2	1.8	0.4	34.7
Tas	<i>Metro</i>	370.1	0.5	12.7	16.8	25.1	21.1	13.0	10.9	86.8
	<i>Provincial</i>	379.9	1.7	9.8	14.6	22.2	22.5	18.0	11.2	88.5
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	361.1	2.5	14.5	17.9	20.7	23.3	13.1	8.1	83.0
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	321.5	3.3	28.6	20.5	19.0	15.4	9.1	4.1	68.2
	<i>Remote</i>	267.6	3.3	50.2	20.4	10.7	8.2	5.6	1.6	46.5
	<i>Very Remote</i>	175.4	0.7	83.1	10.8	3.5	1.0	0.8	0.1	16.2
Aust	<i>Metro</i>	356.9	2.3	14.2	19.5	24.1	20.3	12.0	7.5	83.5
	<i>Provincial</i>	345.8	3.1	16.9	20.6	24.6	19.0	10.6	5.2	80.0
	<i>Remote</i>	295.8	2.8	37.4	22.7	17.9	12.3	5.2	1.6	59.8
	<i>Very Remote</i>	234.7	0.8	61.8	19.8	10.6	4.8	1.8	0.4	37.4

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

NAPLAN Year 3 Reading

Table 3.R7: Achievement of Year 3 Non-Indigenous Students in Reading, by Geolocation, by State and Territory, 2014.

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	<i>Metro</i>	430.7	1.6	2.7	6.8	14.8	22.4	23.1	28.6	95.7
	<i>Provincial</i>	411.9	1.3	4.3	9.8	17.6	23.8	21.8	21.4	94.3
	<i>Remote</i>	397.1	1.1	6.3	13.2	19.4	23.5	18.6	18.0	92.6
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	436.9	2.8	1.9	5.7	13.6	22.1	23.7	30.1	95.2
	<i>Provincial</i>	419.1	2.7	3.1	8.1	16.9	23.8	22.4	22.9	94.1
	<i>Remote</i>	399.0	0.0	7.4	10.0	21.7	24.3	16.1	20.4	92.6
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	419.2	1.4	3.7	8.3	16.7	23.5	22.5	23.9	94.9
	<i>Provincial</i>	404.0	1.4	5.2	10.8	19.2	24.3	20.7	18.4	93.4
	<i>Remote</i>	399.6	1.0	5.2	11.9	20.3	24.8	20.5	16.4	93.8
	<i>Very Remote</i>	392.1	1.2	7.4	14.2	20.8	21.7	18.4	16.3	91.4
WA	<i>Metro</i>	420.8	1.4	4.0	8.2	15.9	22.9	22.2	25.3	94.6
	<i>Provincial</i>	396.6	0.9	6.5	12.5	19.5	24.4	19.5	16.6	92.6
	<i>Remote</i>	390.1	0.8	8.5	13.2	20.6	21.9	19.5	15.4	90.7
	<i>Very Remote</i>	385.8	0.3	9.3	14.0	20.3	22.5	20.1	13.5	90.4
SA	<i>Metro</i>	415.8	2.1	4.4	8.9	16.7	23.2	21.8	22.9	93.5
	<i>Provincial</i>	399.3	2.4	6.1	11.4	19.4	23.8	19.3	17.5	91.5
	<i>Remote</i>	403.8	1.9	5.4	9.5	18.9	24.5	22.9	16.9	92.6
	<i>Very Remote</i>	412.8	0.0	5.2	8.9	17.5	21.5	23.0	24.0	94.8
Tas	<i>Metro</i>	427.0	2.4	4.9	9.1	14.3	19.6	19.7	30.1	92.7
	<i>Provincial</i>	411.2	1.7	6.0	10.6	17.1	21.5	20.2	22.9	92.3
	<i>Remote</i>	391.8	0.0	10.3	13.8	16.9	20.7	21.4	16.9	89.7
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	440.6	1.8	2.5	6.4	12.9	20.2	22.6	33.7	95.8
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	400.0	3.9	8.1	11.0	17.0	22.1	18.6	19.2	87.9
	<i>Remote</i>	412.9	1.4	5.4	10.5	17.4	22.0	18.5	24.7	93.2
	<i>Very Remote</i>	384.5	0.0	9.1	12.8	23.3	22.9	16.0	15.9	90.9
Aust	<i>Metro</i>	428.1	1.9	3.0	7.1	15.1	22.6	22.9	27.4	95.1
	<i>Provincial</i>	409.2	1.8	4.7	10.1	18.1	23.8	21.2	20.4	93.5
	<i>Remote</i>	398.1	1.1	6.6	12.0	19.8	23.3	20.1	17.3	92.3
	<i>Very Remote</i>	391.1	0.5	8.6	13.2	20.3	22.0	19.1	16.4	90.9

[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, 2014.

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>	462.5	1.1	0.9	2.9	8.5	18.6	25.4	42.7	98.0
	<i>Diploma</i>	422.3	1.3	2.5	6.6	16.2	25.4	25.0	23.0	96.2
	<i>Certificate</i>	398.3	1.4	4.7	11.0	21.0	26.3	21.1	14.5	93.9
	<i>Year 12</i>	395.4	2.2	5.4	11.5	21.6	25.4	19.6	14.4	92.4
	<i>Year 11</i>	359.6	3.2	11.3	19.3	25.5	22.5	12.0	6.1	85.5
	<i>Not stated (4%)</i>	406.3	3.5	5.9	10.9	18.6	22.2	17.9	21.0	90.6
Vic	<i>Bachelor</i>	463.2	1.9	0.6	3.0	8.8	18.2	25.1	42.4	97.5
	<i>Diploma</i>	425.3	2.4	2.0	6.4	15.2	25.1	25.2	23.7	95.6
	<i>Certificate</i>	408.3	2.9	3.2	8.8	19.1	26.4	22.3	17.1	93.8
	<i>Year 12</i>	411.3	4.0	3.2	8.3	17.6	26.3	22.6	18.0	92.8
	<i>Year 11</i>	376.9	7.8	7.1	13.8	23.9	24.2	15.0	8.2	85.0
	<i>Not stated (3%)</i>	439.8	6.2	1.7	6.2	13.6	19.0	21.7	31.6	92.1
Qld	<i>Bachelor</i>	451.0	1.0	1.3	3.9	10.9	20.6	25.5	36.9	97.7
	<i>Diploma</i>	412.1	1.0	3.4	8.6	18.0	26.3	23.4	19.3	95.6
	<i>Certificate</i>	394.6	1.2	5.5	11.8	21.4	26.0	20.2	14.0	93.3
	<i>Year 12</i>	388.3	1.3	7.2	13.5	21.7	24.3	18.9	13.1	91.5
	<i>Year 11</i>	354.6	2.9	14.2	19.5	24.8	20.8	12.0	5.9	83.0
	<i>Not stated (11%)</i>	388.2	3.0	8.1	13.9	20.4	22.3	17.8	14.6	88.9
WA	<i>Bachelor</i>	449.9	1.1	1.5	4.3	10.9	20.6	24.4	37.2	97.4
	<i>Diploma</i>	408.9	1.1	4.4	9.2	18.0	25.2	23.6	18.6	94.5
	<i>Certificate</i>	391.3	0.9	7.0	12.6	21.1	25.0	19.4	14.0	92.2
	<i>Year 12</i>	391.7	1.5	6.3	12.3	21.6	24.6	19.8	13.8	92.3
	<i>Year 11</i>	347.5	1.7	17.9	19.7	22.5	20.7	11.6	5.9	80.4
	<i>Not stated (14%)</i>	375.4	2.1	14.7	14.5	18.1	19.8	15.9	14.9	83.2
SA	<i>Bachelor</i>	449.1	1.5	1.6	4.3	11.1	19.6	25.8	36.1	96.9
	<i>Diploma</i>	411.3	1.1	3.8	8.8	18.3	25.8	22.6	19.6	95.1
	<i>Certificate</i>	392.1	2.2	6.5	12.4	20.7	25.0	19.1	14.1	91.3
	<i>Year 12</i>	393.4	2.2	5.4	12.4	21.5	26.0	18.5	14.0	92.4
	<i>Year 11</i>	354.9	4.2	14.3	18.7	23.4	21.5	12.1	5.7	81.6
	<i>Not stated (10%)</i>	382.8	4.5	10.7	11.9	19.1	22.6	17.2	14.0	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 3 Reading

Table 3.R8 (cont.): Achievement of Year 3 Students in Reading, by Parental Education, by State and Territory, 2014.

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>	472.8	1.1	1.0	4.1	8.2	14.1	22.2	49.4	97.9
	<i>Diploma</i>	432.5	1.8	2.5	6.5	13.6	23.4	24.1	28.1	95.7
	<i>Certificate</i>	396.3	1.7	7.1	11.9	19.1	24.1	19.4	16.6	91.1
	<i>Year 12</i>	387.4	1.6	7.2	14.3	22.9	22.1	18.7	13.2	91.2
	<i>Year 11</i>	362.4	2.4	13.4	18.9	22.5	20.9	13.0	8.8	84.2
	<i>Not stated (10%)</i>	425.1	3.9	5.2	8.5	13.8	20.1	21.1	27.4	90.8
ACT	<i>Bachelor</i>	463.4	1.9	1.2	3.6	9.2	17.3	23.1	43.6	96.9
	<i>Diploma</i>	412.4	1.2	3.2	9.0	17.3	26.8	23.6	18.9	95.6
	<i>Certificate</i>	402.3	1.6	5.3	12.0	18.3	23.7	21.2	17.9	93.0
	<i>Year 12</i>	408.4	2.6	4.1	11.3	17.8	21.6	21.8	20.8	93.3
	<i>Year 11</i>	397.4	3.0	7.9	12.5	20.3	19.7	16.4	20.2	89.1
	<i>Not stated (6%)</i>	429.5	1.6	3.0	7.0	14.9	23.5	21.3	28.8	95.4
NT	<i>Bachelor</i>	432.6	1.5	4.2	6.4	13.7	21.6	20.9	31.7	94.3
	<i>Diploma</i>	390.2	1.1	8.9	11.5	19.0	25.4	18.1	16.0	90.0
	<i>Certificate</i>	355.4	2.4	18.6	17.3	18.5	18.5	14.4	10.4	79.1
	<i>Year 12</i>	355.2	2.6	18.0	15.2	17.3	20.6	18.1	8.1	79.4
	<i>Year 11</i>	249.2	2.6	56.5	17.8	11.8	6.9	2.7	1.6	40.9
	<i>Not stated (24%)</i>	245.2	4.1	58.8	9.1	6.7	6.5	6.8	7.9	37.1
Aust	<i>Bachelor</i>	458.5	1.3	1.0	3.4	9.4	19.0	25.1	40.7	97.6
	<i>Diploma</i>	418.7	1.5	2.9	7.4	16.6	25.5	24.3	21.7	95.6
	<i>Certificate</i>	398.1	1.7	5.1	11.0	20.5	25.9	20.7	15.0	93.2
	<i>Year 12</i>	396.5	2.3	5.5	11.4	20.6	25.1	20.1	14.9	92.1
	<i>Year 11</i>	359.1	4.1	12.8	17.9	24.1	21.9	12.6	6.6	83.2
	<i>Not stated (7%)</i>	389.6	3.4	10.5	12.0	17.9	20.8	17.5	17.9	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 Reading

Table 3.R9: Achievement of Year 3 Students in Reading, by Parental Occupation, by State and Territory, 2014.

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	463.7	0.9	1.0	2.9	8.1	18.4	25.3	43.5	98.1
	Group 2	437.5	1.0	1.8	5.1	13.4	22.9	25.6	30.3	97.2
	Group 3	408.3	1.2	3.5	9.1	19.3	26.6	22.7	17.7	95.4
	Group 4	389.0	1.7	6.1	13.2	22.5	25.3	18.6	12.6	92.2
	Not in paid work	369.5	4.2	10.1	17.4	23.7	22.0	13.3	9.2	85.7
	Not stated (10%)	392.1	3.6	7.4	13.1	21.0	22.3	16.5	16.1	89.0
Vic	Group 1	468.6	1.3	0.5	2.7	7.9	16.9	25.1	45.5	98.1
	Group 2	443.2	1.7	1.3	4.4	12.0	22.3	26.1	32.2	97.0
	Group 3	419.9	2.1	2.3	7.2	16.7	25.8	24.3	21.5	95.6
	Group 4	399.5	4.3	4.0	9.9	21.0	26.9	19.8	14.1	91.7
	Not in paid work	386.5	9.2	6.1	12.5	21.7	23.5	15.7	11.4	84.7
	Not stated (3%)	441.0	5.6	1.7	6.0	12.8	19.5	22.4	31.9	92.7
Qld	Group 1	450.7	0.8	1.3	4.1	11.0	20.5	25.1	37.1	97.9
	Group 2	424.8	0.8	2.6	6.7	15.9	24.7	24.7	24.6	96.6
	Group 3	401.2	1.1	4.6	10.8	20.2	25.9	21.3	16.1	94.3
	Group 4	377.7	1.6	8.8	15.3	23.0	24.3	16.6	10.3	89.5
	Not in paid work	358.3	3.3	14.1	18.9	23.4	20.5	12.5	7.2	82.7
	Not stated (16%)	386.3	2.8	8.2	14.1	21.2	22.4	17.5	13.8	88.9
WA	Group 1	448.8	0.8	1.7	4.5	11.2	20.2	24.7	36.9	97.5
	Group 2	420.9	0.8	3.6	7.6	15.8	24.6	23.3	24.3	95.6
	Group 3	399.7	1.0	5.3	11.3	19.9	25.7	20.7	16.2	93.7
	Group 4	378.7	1.5	9.2	15.1	22.1	24.0	16.8	11.3	89.3
	Not in paid work	358.8	2.0	16.6	18.3	21.3	18.1	14.0	9.7	81.4
	Not stated (23%)	377.9	2.1	13.0	14.1	19.1	21.0	16.4	14.3	84.9
SA	Group 1	452.0	1.2	1.3	4.2	10.7	19.5	25.4	37.7	97.4
	Group 2	422.6	0.9	3.1	7.7	16.1	23.5	23.7	25.0	96.0
	Group 3	401.1	1.5	4.9	10.5	19.6	26.4	20.9	16.1	93.6
	Group 4	382.7	2.8	7.6	14.4	22.0	24.7	17.6	10.9	89.6
	Not in paid work	367.4	4.7	12.1	16.5	22.1	21.3	13.7	9.6	83.2
	Not stated (19%)	374.5	4.6	11.5	14.0	20.9	22.1	15.8	11.0	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 3 Reading

Table 3.R9 (cont.): Achievement of Year 3 Students in Reading, by Parental Occupation, by State and Territory, 2014.

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	468.4	0.7	1.7	4.4	7.8	15.2	22.7	47.4	97.6
	Group 2	433.8	1.3	3.0	6.8	14.1	22.0	22.6	30.3	95.8
	Group 3	410.4	1.3	4.7	10.2	18.3	23.1	22.0	20.5	94.0
	Group 4	380.3	1.7	9.1	15.1	22.4	23.4	15.8	12.6	89.3
	Not in paid work	360.9	2.8	14.4	18.5	23.4	19.5	12.0	9.4	82.8
	Not stated (14%)	408.5	4.8	7.3	11.9	14.8	20.0	19.0	22.3	87.9
ACT	Group 1	464.6	1.5	1.3	4.1	8.8	17.2	22.2	44.9	97.2
	Group 2	437.0	1.1	2.6	6.2	13.0	20.4	26.0	30.7	96.3
	Group 3	420.1	1.6	3.4	9.7	15.4	22.6	22.3	25.1	95.0
	Group 4	389.0	2.3	6.6	12.4	21.8	27.0	17.7	12.2	91.1
	Not in paid work	385.9	5.5	6.9	13.4	23.2	22.1	15.7	13.2	87.7
	Not stated (13%)	415.4	3.1	4.1	8.4	17.7	23.9	19.8	23.0	92.8
NT	Group 1	421.2	1.0	5.6	9.8	14.5	20.2	19.9	29.0	93.4
	Group 2	392.6	1.0	11.4	10.5	17.4	21.9	18.5	19.4	87.6
	Group 3	371.1	2.5	14.6	13.4	20.2	21.2	15.9	12.2	82.9
	Group 4	306.3	2.4	37.5	20.0	12.3	12.1	8.8	7.0	60.1
	Not in paid work	253.4	3.4	56.0	17.1	10.0	8.0	3.7	1.9	40.6
	Not stated (23%)	226.4	4.6	61.8	9.5	7.3	6.8	5.9	4.1	33.6
Aust	Group 1	459.6	1.0	1.1	3.5	9.2	18.7	25.0	41.6	97.9
	Group 2	433.6	1.1	2.2	5.7	14.0	23.2	25.1	28.7	96.7
	Group 3	408.1	1.4	3.9	9.4	18.9	25.9	22.4	18.1	94.7
	Group 4	387.3	2.5	6.8	13.0	22.0	25.2	18.2	12.3	90.7
	Not in paid work	370.1	5.5	10.9	16.0	22.4	21.6	13.9	9.6	83.6
	Not stated (12%)	385.3	3.3	10.1	13.1	19.7	21.5	16.9	15.4	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 3 Persuasive Writing

Figure 3.W1: Achievement of Year 3 Students in Persuasive Writing, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	408.6 (69.9)	416.3 (60.4)	390.4 (72.5)	397.4 (73.8)	384.6 (74.5)	394.7 (70.7)	403.5 (67.3)	317.5 (124.2)	402.2 (71.4)

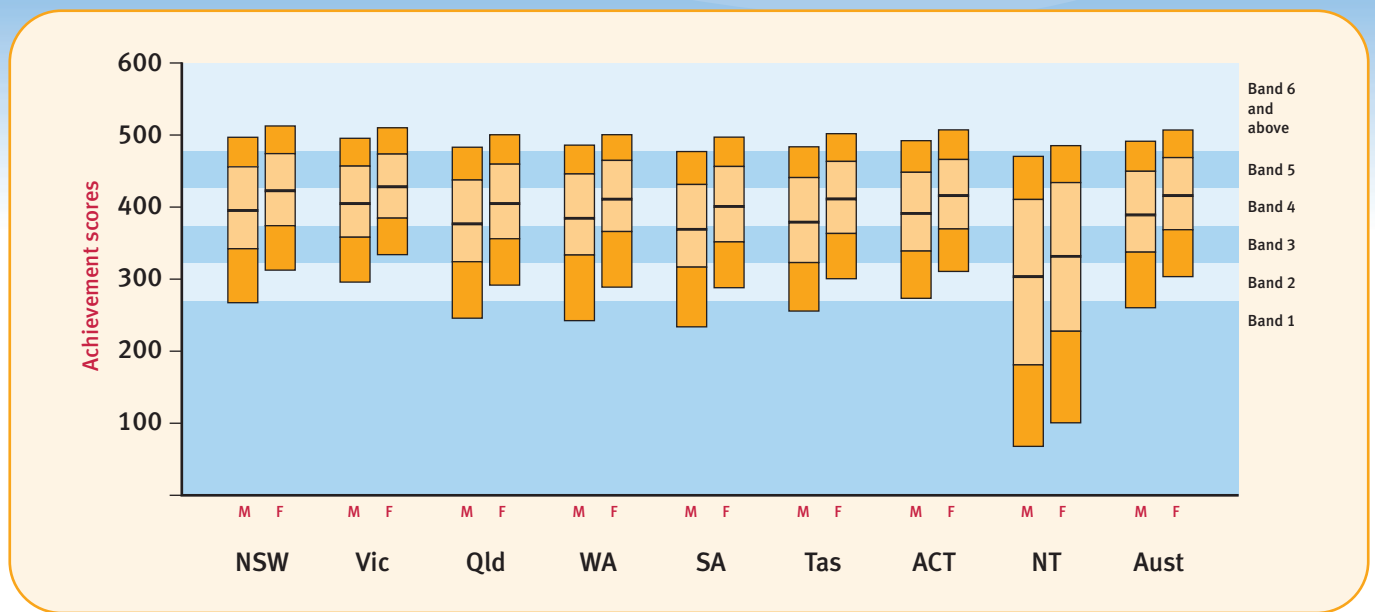
Table 3.W1: Achievement of Year 3 Students in Persuasive Writing, by State and Territory, 2014.

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	
NSW	8yrs 7mths 3yrs 4mths	97.0	1.7	1.3	1.6	3.5	6.6	16.6	28.5	29.4	13.8	94.8
Vic	8yrs 9mths 3yrs 4mths	94.1	3.0	2.9	3.1	1.8	4.4	14.8	30.8	31.9	13.3	95.2
Qld	8yrs 5mths 3yrs 4mths	93.1	2.5	4.4	1.5	5.4	8.9	21.6	30.7	23.2	8.6	93.1
WA	8yrs 5mths 3yrs 4mths	94.9	3.2	2.0	1.3	5.5	7.1	17.6	31.0	27.7	9.9	93.2
SA	8yrs 7mths 3yrs 4mths	92.7	3.2	4.1	2.3	5.9	10.0	23.0	29.6	21.9	7.3	91.8
Tas	8yrs 10mths 3yrs 4mths	95.0	3.2	1.8	1.9	4.7	9.2	19.5	30.0	25.4	9.2	93.4
ACT	8yrs 7mths 3yrs 4mths	92.7	2.4	5.0	1.8	3.3	7.2	18.6	30.5	27.5	11.1	94.9
NT	8yrs 6mths 3yrs 4mths	89.1	7.5	3.4	2.5	29.8	11.8	17.0	20.5	13.5	5.0	67.7
Aust	8yrs 7mths 3yrs 4mths	94.7	2.6	2.7	2.0	4.2	7.0	17.9	29.8	27.7	11.4	93.8

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

NAPLAN Year 3 Persuasive Writing

Figure 3.W2: Achievement of Year 3 Students in Persuasive Writing, by Sex, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	395.2 (73.0)	404.8 (62.6)	376.6 (75.1)	384.4 (77.0)	369.1 (77.5)	379.0 (73.4)	391.1 (69.3)	303.4 (126.4)	389.0 (74.2)
Female Mean scale score / (S.D.)	422.6 (63.4)	428.1 (55.7)	404.8 (66.6)	410.9 (67.8)	400.8 (67.6)	411.2 (63.7)	415.9 (62.8)	331.6 (120.4)	415.9 (65.5)

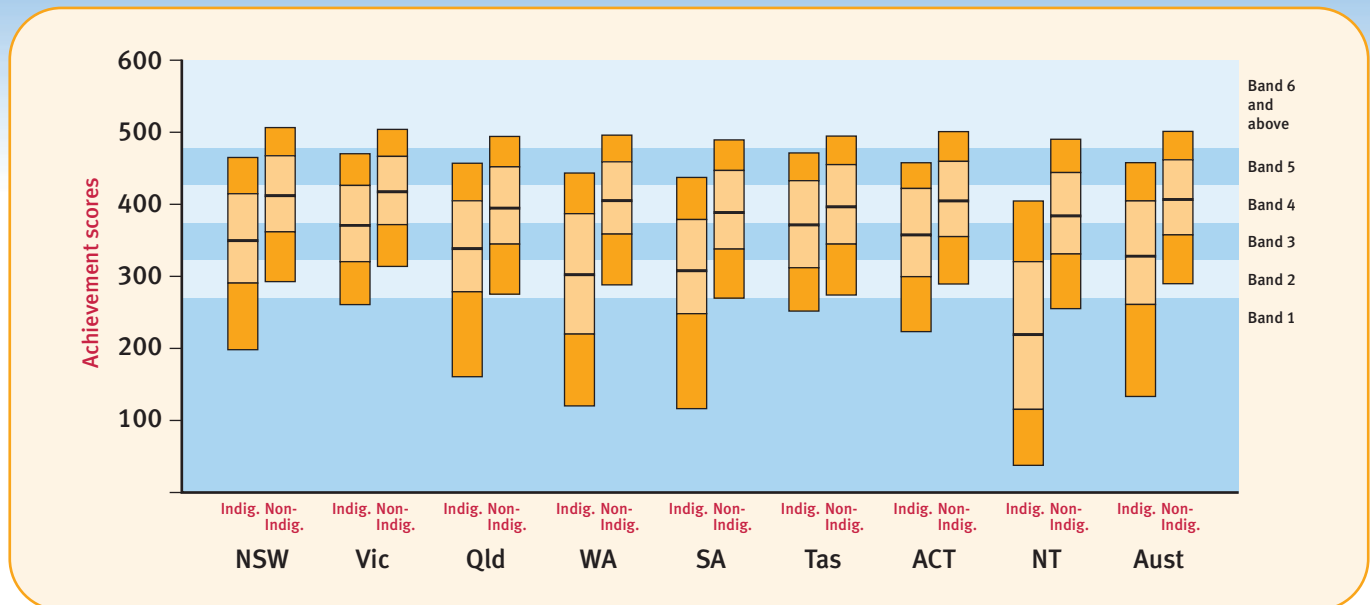
Table 3.W2: Achievement of Year 3 Students in Persuasive Writing, by Sex, by State and Territory, 2014.

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	5.2	8.7	19.4	29.1	25.4	10.1	92.7
	Female	1.1	1.8	4.3	13.6	27.8	33.6	17.7	97.1
Vic	Male	4.2	2.6	6.1	18.0	31.9	27.6	9.6	93.3
	Female	2.0	0.9	2.6	11.4	29.7	36.3	17.0	97.1
Qld	Male	1.9	7.6	11.4	24.3	29.9	18.9	6.0	90.5
	Female	1.1	3.1	6.4	18.8	31.5	27.8	11.4	95.8
WA	Male	1.6	7.4	9.2	20.4	31.0	23.5	7.0	91.1
	Female	1.0	3.6	4.9	14.7	31.0	31.9	12.8	95.4
SA	Male	2.9	8.3	12.9	25.6	28.5	17.1	4.7	88.8
	Female	1.7	3.3	6.9	20.3	30.8	26.9	10.0	95.0
Tas	Male	2.3	6.8	12.4	22.6	29.5	20.1	6.2	90.9
	Female	1.6	2.4	5.8	16.3	30.6	31.0	12.4	96.0
ACT	Male	2.2	4.6	9.8	21.9	29.8	23.3	8.4	93.3
	Female	1.5	2.0	4.6	15.2	31.1	31.7	13.9	96.5
NT	Male	3.3	32.3	12.9	18.0	19.3	10.7	3.6	64.5
	Female	1.8	27.2	10.6	15.9	21.7	16.4	6.4	71.0
Aust	Male	2.6	5.8	9.2	20.8	30.0	23.4	8.2	91.6
	Female	1.4	2.5	4.7	14.9	29.7	32.1	14.8	96.1

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

NAPLAN Year 3 Persuasive Writing

Figure 3.W3: Achievement of Year 3 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	349.5 (79.3)	370.7 (66.9)	338.4 (83.4)	302.2 (98.0)	307.7 (92.4)	371.3 (72.3)	357.4 (75.8)	219.1 (114.5)	327.9 (95.1)
Non-Indigenous Mean scale score / (S.D.)	411.9 (67.6)	417.3 (59.9)	394.6 (69.8)	405.0 (66.2)	388.5 (71.4)	396.4 (70.1)	404.6 (66.7)	383.8 (75.8)	406.6 (67.2)

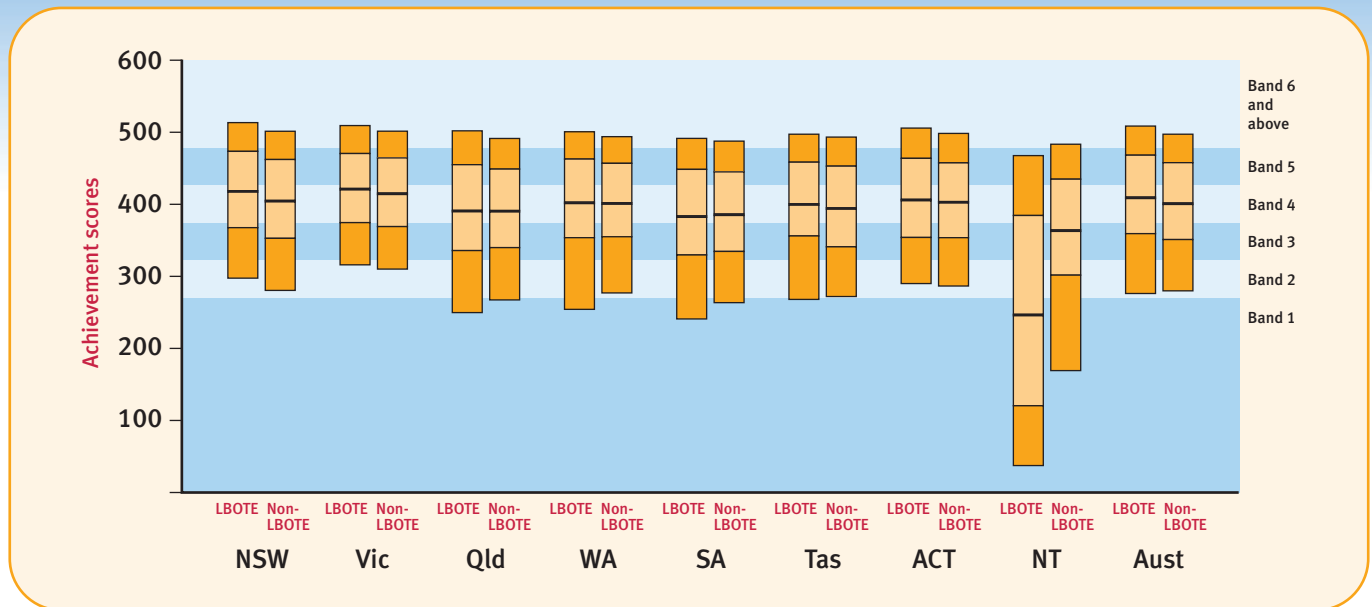
Table 3.W3: Achievement of Year 3 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2014.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.8	13.5	17.3	27.1	23.8	12.7	2.7	83.6
	Non-Indigenous	1.5	3.0	6.0	16.0	28.8	30.4	14.4	95.5
Vic	Indigenous	5.7	5.9	13.8	27.1	28.6	15.7	3.2	88.4
	Non-Indigenous	2.8	1.7	4.2	14.6	30.9	32.3	13.5	95.5
Qld	Indigenous	1.9	17.4	17.2	28.0	23.4	9.8	2.2	80.6
	Non-Indigenous	1.5	4.4	8.3	21.1	31.3	24.4	9.1	94.1
WA	Indigenous	1.1	32.9	18.9	22.3	16.4	7.2	1.2	66.0
	Non-Indigenous	1.3	3.4	6.1	17.2	32.1	29.3	10.6	95.3
SA	Indigenous	4.4	24.9	22.9	26.3	15.1	4.9	1.4	70.7
	Non-Indigenous	2.2	4.9	9.4	22.8	30.3	22.8	7.6	92.9
Tas	Indigenous	1.2	7.7	15.9	23.0	28.4	20.4	3.5	91.1
	Non-Indigenous	2.1	4.4	8.6	19.3	30.2	25.8	9.6	93.5
ACT	Indigenous	2.3	10.9	15.5	27.7	25.3	15.8	2.5	86.7
	Non-Indigenous	1.8	3.1	7.0	18.4	30.7	27.8	11.3	95.1
NT	Indigenous	1.8	64.3	14.6	10.1	6.2	2.2	0.8	33.9
	Non-Indigenous	3.2	6.4	10.2	22.0	30.1	20.5	7.6	90.4
Aust	Indigenous	2.5	21.7	17.3	25.0	21.1	10.2	2.2	75.8
	Non-Indigenous	1.9	3.2	6.3	17.5	30.4	28.8	12.0	94.9

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

NAPLAN Year 3 Persuasive Writing

Figure 3.W4: Achievement of Year 3 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	417.9 (68.6)	421.0 (60.7)	390.6 (79.2)	402.0 (77.1)	382.9 (80.8)	399.8 (71.4)	405.9 (68.3)	246.3 (136.1)	409.0 (75.4)
Non-LBOTE Mean scale score / (S.D.)	404.4 (70.0)	414.6 (60.2)	390.4 (71.4)	401.1 (69.6)	385.5 (73.1)	394.2 (70.5)	402.8 (67.0)	363.4 (91.0)	400.8 (69.4)

Table 3.W4: Achievement of Year 3 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2014.

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	2.4	2.8	5.0	14.2	27.3	31.0	17.3	94.8
	Non-LBOTE	1.3	3.9	7.3	17.7	29.0	28.6	12.2	94.8
Vic	LBOTE	4.6	1.6	3.9	13.4	29.1	32.3	15.2	93.9
	Non-LBOTE	2.5	1.8	4.6	15.3	31.5	31.7	12.5	95.6
Qld	LBOTE	2.9	6.7	8.6	20.5	27.5	22.9	10.7	90.4
	Non-LBOTE	1.3	5.2	9.0	21.8	31.2	23.3	8.3	93.5
WA	LBOTE	2.6	6.0	5.5	16.1	28.7	28.9	12.2	91.4
	Non-LBOTE	0.9	4.3	6.7	17.2	32.3	28.6	9.9	94.7
SA	LBOTE	5.4	6.9	9.7	21.3	27.2	21.6	7.9	87.7
	Non-LBOTE	1.8	5.6	10.0	23.3	30.1	22.1	7.3	92.7
Tas	LBOTE	8.5	4.6	6.2	15.8	30.0	25.0	9.9	86.9
	Non-LBOTE	1.6	4.7	9.4	19.8	30.1	25.4	9.1	93.8
ACT	LBOTE	4.6	2.9	6.7	18.9	27.5	26.5	12.7	92.4
	Non-LBOTE	1.0	3.4	7.3	18.5	31.3	27.8	10.6	95.6
NT	LBOTE	3.4	55.7	10.0	9.6	10.5	7.3	3.4	40.8
	Non-LBOTE	2.2	12.5	12.8	21.5	27.4	17.7	5.9	85.3
Aust	LBOTE	3.3	4.4	5.5	15.2	27.7	29.2	14.6	92.3
	Non-LBOTE	1.6	4.0	7.3	18.7	30.6	27.3	10.5	94.4

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

NAPLAN Year 3 Persuasive Writing

Table 3.W5: Achievement of Year 3 Students in Persuasive Writing, by Geolocation, by State and Territory, 2014.

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	<i>Metro</i>	415.3	1.7	2.9	5.5	14.8	27.9	31.4	15.8	95.5
	<i>Provincial</i>	387.4	1.6	5.5	9.9	22.2	30.5	23.1	7.2	92.9
	<i>Remote</i>	356.1	2.2	15.1	12.2	23.4	24.6	17.7	4.8	82.7
	<i>Very Remote</i>	360.7	2.0	9.0	16.6	25.8	28.4	15.8	2.4	89.0
Vic	<i>Metro</i>	420.9	3.1	1.6	3.7	13.3	30.1	33.4	14.8	95.3
	<i>Provincial</i>	401.2	3.0	2.4	6.6	19.8	33.3	26.8	8.1	94.6
	<i>Remote</i>	389.9	0.0	0.9	7.2	29.4	38.3	20.9	3.4	99.1
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	395.2	1.5	4.8	8.2	20.4	30.5	24.9	9.7	93.7
	<i>Provincial</i>	382.1	1.6	5.9	10.2	24.5	31.7	20.0	6.2	92.5
	<i>Remote</i>	366.7	1.4	10.9	12.3	23.4	29.4	17.3	5.2	87.7
	<i>Very Remote</i>	336.9	1.7	19.4	16.7	27.1	21.7	10.4	3.0	79.0
WA	<i>Metro</i>	407.8	1.4	3.4	5.7	15.9	31.2	30.5	11.7	95.1
	<i>Provincial</i>	382.4	1.0	6.4	10.0	22.9	32.6	21.6	5.6	92.7
	<i>Remote</i>	361.1	1.0	14.1	11.1	21.1	29.6	19.3	3.9	84.9
	<i>Very Remote</i>	302.2	0.3	37.5	13.3	17.8	18.4	10.6	2.1	62.2
SA	<i>Metro</i>	390.4	2.3	5.0	9.1	21.8	29.9	23.6	8.3	92.7
	<i>Provincial</i>	372.0	2.5	7.2	12.4	26.4	29.4	17.4	4.7	90.2
	<i>Remote</i>	383.4	1.7	5.0	10.7	25.4	29.4	21.7	6.1	93.3
	<i>Very Remote</i>	280.2	0.0	41.8	13.0	20.8	15.8	7.4	1.1	58.2
Tas	<i>Metro</i>	396.9	2.2	4.3	8.5	19.2	30.7	25.8	9.3	93.5
	<i>Provincial</i>	393.4	1.8	4.9	9.7	19.7	29.4	25.2	9.4	93.3
	<i>Remote</i>	373.6	0.0	6.4	13.6	27.5	27.2	21.4	3.8	93.6
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	403.5	1.8	3.3	7.2	18.6	30.5	27.5	11.1	94.9
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	371.9	3.6	9.9	12.0	21.4	27.9	18.2	6.9	86.5
	<i>Remote</i>	338.0	2.1	23.8	12.7	17.0	22.2	16.2	6.1	74.1
	<i>Very Remote</i>	197.3	0.6	73.9	10.7	7.9	4.3	2.2	0.4	25.5
Aust	<i>Metro</i>	409.6	2.0	3.2	6.0	16.3	29.6	29.8	13.2	94.8
	<i>Provincial</i>	387.6	2.0	5.2	9.4	22.4	31.4	22.6	6.9	92.8
	<i>Remote</i>	362.1	1.4	13.3	11.7	22.1	28.0	18.5	4.9	85.2
	<i>Very Remote</i>	280.4	0.8	42.8	13.5	17.8	15.3	7.9	1.8	56.3

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

NAPLAN Year 3 Persuasive Writing

Table 3.W6: Achievement of Year 3 Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2014.

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	
NSW	<i>Metro</i>	359.2	2.6	11.3	15.9	26.1	25.0	15.2	3.8	86.1
	<i>Provincial</i>	344.2	3.0	14.4	18.5	27.9	23.3	11.0	1.9	82.7
	<i>Remote</i>	301.6	3.6	30.0	16.9	28.5	13.5	6.8	0.8	66.4
	<i>Very Remote</i>	337.5	4.4	14.2	19.6	28.0	24.9	7.6	1.3	81.3
Vic	<i>Metro</i>	382.3	5.0	4.3	11.6	24.4	30.2	19.9	4.6	90.7
	<i>Provincial</i>	361.0	6.3	7.2	15.4	29.5	27.3	12.3	2.0	86.4
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	342.3	1.4	16.3	17.0	28.1	23.5	11.0	2.7	82.2
	<i>Provincial</i>	347.0	2.5	13.9	16.5	29.0	25.2	10.7	2.2	83.6
	<i>Remote</i>	312.1	3.3	26.9	18.9	23.1	21.2	5.5	1.2	69.9
	<i>Very Remote</i>	306.2	1.4	29.4	19.9	26.9	17.7	4.2	0.4	69.2
WA	<i>Metro</i>	331.4	1.2	19.7	20.0	26.6	20.6	10.0	1.9	79.0
	<i>Provincial</i>	324.1	1.2	22.2	20.1	27.2	20.3	8.0	0.9	76.5
	<i>Remote</i>	288.0	1.7	39.2	18.3	19.1	14.4	6.4	0.9	59.1
	<i>Very Remote</i>	243.2	0.4	60.6	16.2	12.5	7.1	2.5	0.7	39.0
SA	<i>Metro</i>	328.9	5.1	16.7	22.7	29.1	18.4	5.9	2.1	78.2
	<i>Provincial</i>	306.4	5.5	24.1	25.2	25.8	13.7	4.9	0.8	70.3
	<i>Remote</i>	325.0	0.0	16.4	29.1	29.7	18.2	4.8	1.8	83.6
	<i>Very Remote</i>	217.6	0.0	65.7	15.4	14.3	3.8	0.8	0.0	34.3
Tas	<i>Metro</i>	373.0	0.5	7.4	13.4	25.3	32.4	18.1	2.8	92.0
	<i>Provincial</i>	370.8	1.7	7.7	17.5	21.2	25.9	21.9	4.1	90.6
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	356.7	2.5	11.6	15.5	26.9	25.0	15.9	2.6	86.0
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	307.7	3.3	28.1	23.1	20.2	16.0	7.3	2.0	68.6
	<i>Remote</i>	255.6	3.3	50.3	17.5	15.7	9.8	2.0	1.6	46.4
	<i>Very Remote</i>	172.7	0.7	83.5	10.3	4.2	1.0	0.2	0.0	15.8
Aust	<i>Metro</i>	350.1	2.3	13.8	16.8	26.9	24.1	13.0	3.1	83.9
	<i>Provincial</i>	342.4	3.1	15.1	18.3	27.5	23.2	10.8	2.0	81.8
	<i>Remote</i>	290.6	2.7	36.2	18.4	21.2	15.1	5.3	1.1	61.1
	<i>Very Remote</i>	230.6	0.9	61.4	14.7	13.1	7.5	2.0	0.3	37.7

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

NAPLAN Year 3 Persuasive Writing

Table 3.W7: Achievement of Year 3 Non-Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2014.

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	<i>Metro</i>	417.1	1.6	2.6	5.2	14.5	28.0	31.9	16.1	95.8
	<i>Provincial</i>	393.2	1.4	4.2	8.7	21.4	31.5	24.8	8.0	94.4
	<i>Remote</i>	388.6	1.1	6.5	9.1	19.6	31.4	24.8	7.4	92.4
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	421.5	2.8	1.5	3.6	13.1	30.1	33.7	15.0	95.6
	<i>Provincial</i>	403.0	2.8	2.2	6.2	19.4	33.6	27.5	8.4	95.1
	<i>Remote</i>	392.3	0.0	0.4	5.7	30.0	39.1	21.3	3.5	99.6
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	398.1	1.5	4.2	7.8	19.9	30.9	25.7	10.1	94.4
	<i>Provincial</i>	386.3	1.5	4.9	9.4	24.0	32.5	21.1	6.7	93.6
	<i>Remote</i>	383.2	0.9	5.9	10.3	23.4	32.1	20.9	6.5	93.2
	<i>Very Remote</i>	380.9	2.0	5.3	12.0	26.9	27.7	19.3	6.8	92.6
WA	<i>Metro</i>	410.9	1.4	2.8	5.2	15.5	31.4	31.4	12.2	95.7
	<i>Provincial</i>	388.5	0.9	4.7	8.9	22.6	33.9	22.9	6.1	94.4
	<i>Remote</i>	384.5	0.8	6.0	8.6	21.5	34.7	23.5	4.9	93.2
	<i>Very Remote</i>	377.9	0.3	7.8	9.5	24.4	32.9	21.3	3.9	91.9
SA	<i>Metro</i>	392.7	2.1	4.6	8.6	21.5	30.3	24.4	8.6	93.3
	<i>Provincial</i>	376.5	2.4	6.0	11.6	26.4	30.4	18.3	5.0	91.6
	<i>Remote</i>	386.3	1.9	4.3	9.9	25.1	30.5	21.9	6.3	93.7
	<i>Very Remote</i>	370.2	0.0	6.7	11.6	32.1	30.9	16.0	2.7	93.3
Tas	<i>Metro</i>	398.7	2.3	4.1	8.1	18.6	30.7	26.4	9.7	93.6
	<i>Provincial</i>	394.9	1.9	4.7	8.9	19.7	29.9	25.4	9.6	93.5
	<i>Remote</i>	376.6	0.0	5.9	13.1	27.2	28.3	21.0	4.5	94.1
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	404.6	1.8	3.1	7.0	18.4	30.7	27.7	11.3	95.1
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	383.4	3.9	6.2	10.1	22.3	30.2	19.7	7.6	89.9
	<i>Remote</i>	391.3	1.4	6.3	9.4	17.8	30.6	25.5	9.1	92.4
	<i>Very Remote</i>	364.7	0.0	8.4	13.3	32.6	27.6	14.8	3.3	91.6
Aust	<i>Metro</i>	411.6	1.9	2.8	5.6	15.9	29.8	30.4	13.5	95.3
	<i>Provincial</i>	392.2	1.8	4.1	8.5	21.9	32.3	23.9	7.4	94.0
	<i>Remote</i>	385.5	1.1	5.7	9.5	22.2	32.6	22.8	6.2	93.2
	<i>Very Remote</i>	377.0	0.8	6.9	10.9	26.8	30.1	19.6	4.8	92.2

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

NAPLAN Year 3 Persuasive Writing

Table 3.W8: Achievement of Year 3 Students in Persuasive Writing, by Parental Education, by State and Territory, 2014.

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>	435.1	1.1	1.2	2.7	9.6	25.6	37.4	22.4	97.6
	<i>Diploma</i>	410.7	1.4	2.6	5.5	16.4	31.1	30.3	12.8	96.0
	<i>Certificate</i>	392.5	1.5	4.3	8.7	21.5	31.9	24.8	7.4	94.3
	<i>Year 12</i>	394.3	2.2	4.7	8.6	20.5	29.7	25.3	9.0	93.1
	<i>Year 11</i>	360.6	3.2	10.0	15.3	27.1	26.7	14.4	3.4	86.8
	<i>Not stated (4%)</i>	394.1	3.5	6.0	8.7	19.3	27.1	24.3	11.0	90.4
Vic	<i>Bachelor</i>	434.1	1.9	0.9	2.1	9.2	28.1	38.1	19.8	97.3
	<i>Diploma</i>	413.8	2.4	1.5	4.3	15.5	33.3	31.9	11.0	96.1
	<i>Certificate</i>	401.6	2.9	2.4	6.2	19.7	33.9	27.2	7.8	94.7
	<i>Year 12</i>	408.3	4.1	2.0	5.2	16.7	32.8	29.6	9.5	93.9
	<i>Year 11</i>	383.7	7.8	4.2	9.3	24.2	30.5	19.3	4.7	87.9
	<i>Not stated (3%)</i>	422.0	6.3	1.5	4.3	13.0	27.6	31.4	15.9	92.2
Qld	<i>Bachelor</i>	419.2	1.0	1.7	4.1	14.7	30.5	32.6	15.3	97.2
	<i>Diploma</i>	393.3	1.0	4.0	8.1	21.8	33.4	23.9	7.7	95.0
	<i>Certificate</i>	380.9	1.3	5.8	10.3	25.1	32.5	19.6	5.5	92.9
	<i>Year 12</i>	377.6	1.5	7.2	10.8	24.8	30.5	19.4	5.7	91.3
	<i>Year 11</i>	348.7	2.9	13.3	16.6	28.3	25.2	11.3	2.3	83.8
	<i>Not stated (11%)</i>	373.9	3.1	8.2	12.2	24.0	28.1	18.2	6.1	88.6
WA	<i>Bachelor</i>	427.1	1.1	1.4	2.7	11.1	29.6	37.0	17.1	97.5
	<i>Diploma</i>	403.8	1.1	2.9	6.0	18.1	33.7	29.2	9.1	96.0
	<i>Certificate</i>	390.9	0.9	4.7	8.3	21.2	33.5	25.0	6.4	94.4
	<i>Year 12</i>	391.7	1.5	5.1	7.9	19.4	35.0	24.6	6.5	93.5
	<i>Year 11</i>	353.9	1.8	13.2	14.4	26.2	27.2	14.2	3.0	85.0
	<i>Not stated (14%)</i>	365.9	2.1	13.7	10.7	19.6	28.2	19.9	5.9	84.3
SA	<i>Bachelor</i>	413.2	1.5	2.2	4.5	16.7	31.1	30.9	13.1	96.4
	<i>Diploma</i>	391.4	1.2	3.7	8.0	23.6	33.0	24.0	6.6	95.2
	<i>Certificate</i>	375.7	2.2	5.8	12.5	26.8	29.6	18.3	4.8	92.0
	<i>Year 12</i>	376.9	2.2	6.1	12.2	25.1	31.1	18.5	4.7	91.7
	<i>Year 11</i>	343.5	4.2	13.5	18.1	28.5	23.4	10.1	2.1	82.2
	<i>Not stated (10%)</i>	362.9	4.5	11.4	11.8	23.8	26.5	17.3	4.8	84.2

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 Persuasive Writing

Table 3.W8 (cont.): Achievement of Year 3 Students in Persuasive Writing, by Parental Education, by State and Territory, 2014.

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>	424.6	1.1	1.9	3.9	11.5	28.7	35.5	17.4	97.0
	<i>Diploma</i>	407.7	1.8	1.8	6.1	16.9	33.7	30.3	9.6	96.5
	<i>Certificate</i>	387.7	1.7	4.7	9.9	22.3	31.7	23.2	6.4	93.5
	<i>Year 12</i>	382.3	1.6	4.9	12.8	24.1	29.8	21.4	5.4	93.5
	<i>Year 11</i>	360.7	2.6	9.8	16.7	26.6	26.2	14.2	3.9	87.6
	<i>Not stated (10%)</i>	393.2	4.1	5.8	8.2	18.6	30.1	23.8	9.3	90.1
ACT	<i>Bachelor</i>	415.8	1.9	2.0	4.7	14.7	31.2	31.5	14.0	96.1
	<i>Diploma</i>	395.8	1.2	2.4	8.9	22.4	32.4	24.7	8.0	96.4
	<i>Certificate</i>	382.1	1.6	4.7	11.6	25.6	31.0	19.9	5.5	93.6
	<i>Year 12</i>	390.9	2.6	5.3	10.4	21.9	26.9	25.0	7.8	92.0
	<i>Year 11</i>	374.4	3.0	10.3	13.3	23.8	21.9	19.4	8.4	86.8
	<i>Not stated (6%)</i>	400.3	1.6	4.4	6.6	20.5	29.5	26.1	11.3	94.0
NT	<i>Bachelor</i>	402.3	1.5	4.4	6.6	18.4	31.4	25.7	12.1	94.1
	<i>Diploma</i>	380.8	1.1	5.7	12.1	23.1	31.3	20.6	6.1	93.2
	<i>Certificate</i>	347.8	2.4	16.6	15.1	23.6	24.9	13.4	4.2	81.1
	<i>Year 12</i>	353.6	2.6	16.0	11.1	24.4	24.7	16.6	4.8	81.5
	<i>Year 11</i>	235.6	2.6	55.9	18.2	13.1	7.9	2.3	0.1	41.5
	<i>Not stated (24%)</i>	232.6	4.1	60.0	9.2	7.9	9.7	6.6	2.5	35.9
Aust	<i>Bachelor</i>	428.9	1.4	1.3	3.0	11.2	28.1	36.0	19.0	97.3
	<i>Diploma</i>	405.5	1.5	2.7	6.1	18.0	32.6	28.7	10.4	95.8
	<i>Certificate</i>	389.8	1.8	4.5	8.8	22.4	32.4	23.5	6.7	93.7
	<i>Year 12</i>	391.2	2.4	4.9	8.7	21.0	31.3	24.1	7.6	92.7
	<i>Year 11</i>	359.1	4.1	10.8	14.4	26.4	26.7	14.4	3.3	85.1
	<i>Not stated (7%)</i>	375.2	3.5	10.5	10.1	20.2	27.1	20.8	7.9	86.0

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 Persuasive Writing

Table 3.W9: Achievement of Year 3 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2014.

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	
NSW	Group 1	435.1	0.9	1.2	2.7	9.6	25.8	37.4	22.4	97.9
	Group 2	419.7	1.0	2.0	4.4	13.9	29.5	33.2	16.0	97.0
	Group 3	402.4	1.2	3.1	7.0	19.3	31.4	27.9	10.1	95.7
	Group 4	387.3	1.7	5.2	10.0	22.8	30.6	22.6	7.1	93.1
	Not in paid work	365.1	4.2	9.9	14.3	24.7	26.1	16.0	4.8	85.9
	Not stated (10%)	385.1	3.6	6.8	10.7	21.6	26.7	21.6	8.9	89.6
Vic	Group 1	435.8	1.3	0.8	1.8	8.8	27.8	38.8	20.7	97.9
	Group 2	423.2	1.7	1.1	3.2	12.7	31.2	35.3	14.8	97.2
	Group 3	411.1	2.1	1.7	4.7	16.7	33.7	30.8	10.4	96.2
	Group 4	399.9	4.3	2.6	6.7	19.8	33.0	25.7	7.9	93.1
	Not in paid work	386.8	9.2	4.1	9.0	22.4	29.4	20.2	5.6	86.7
	Not stated (3%)	424.8	5.7	1.7	3.8	12.2	27.2	32.2	17.3	92.7
Qld	Group 1	419.0	0.9	1.7	4.3	14.8	30.3	32.7	15.3	97.4
	Group 2	403.2	0.9	3.0	6.4	19.4	32.4	27.4	10.5	96.1
	Group 3	386.5	1.2	4.9	9.3	23.7	33.1	21.5	6.3	93.9
	Group 4	368.9	1.8	8.5	12.5	26.6	30.2	16.3	4.1	89.7
	Not in paid work	349.7	3.3	13.4	16.6	27.6	24.7	11.4	3.0	83.3
	Not stated (16%)	370.7	2.9	8.8	12.6	24.9	28.3	16.9	5.6	88.3
WA	Group 1	426.1	0.8	1.4	3.1	11.2	30.0	36.4	17.1	97.8
	Group 2	410.7	0.9	2.5	4.6	15.9	33.4	31.8	10.9	96.7
	Group 3	397.6	1.0	3.6	7.2	19.7	34.0	26.8	7.7	95.4
	Group 4	381.5	1.5	6.3	9.8	24.2	31.8	20.6	5.9	92.2
	Not in paid work	358.9	2.0	13.8	13.5	22.2	26.5	17.4	4.6	84.2
	Not stated (23%)	372.2	2.1	11.3	10.3	20.2	28.8	21.3	6.0	86.6
SA	Group 1	414.1	1.2	2.0	4.3	16.6	31.4	31.1	13.4	96.8
	Group 2	396.5	1.0	3.3	7.5	21.8	32.8	25.1	8.5	95.7
	Group 3	384.4	1.5	4.6	10.0	25.3	31.9	21.0	5.7	94.0
	Group 4	368.8	2.8	7.3	13.7	27.1	28.3	16.6	4.2	89.9
	Not in paid work	348.8	4.7	12.8	16.8	27.7	23.0	11.8	3.1	82.5
	Not stated (19%)	360.3	4.7	10.9	14.3	25.1	25.3	15.8	4.0	84.5

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 Persuasive Writing

Table 3.W9 (cont.): Achievement of Year 3 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2014.

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	423.3	0.7	1.9	4.2	11.5	30.0	34.7	17.0	97.3
	Group 2	407.7	1.3	2.3	5.5	18.5	31.3	30.5	10.6	96.5
	Group 3	396.3	1.4	3.3	8.7	19.9	33.1	25.8	7.9	95.4
	Group 4	377.8	1.7	5.8	12.7	25.7	29.5	19.4	5.2	92.5
	Not in paid work	357.8	3.0	11.0	17.4	24.2	26.2	14.5	3.7	86.0
	Not stated (14%)	383.1	4.8	7.2	11.1	20.5	27.7	21.0	7.7	88.0
ACT	Group 1	416.4	1.5	2.4	4.8	14.5	30.4	31.2	15.1	96.1
	Group 2	404.8	1.1	2.2	6.7	18.8	32.7	28.7	9.8	96.7
	Group 3	395.6	1.6	3.0	9.0	22.6	31.7	23.7	8.5	95.4
	Group 4	364.7	2.3	9.7	14.0	27.8	25.8	16.9	3.5	88.0
	Not in paid work	370.7	5.5	8.0	14.1	22.4	28.4	17.1	4.6	86.6
	Not stated (13%)	392.5	3.1	4.7	9.1	22.0	27.6	25.0	8.5	92.2
NT	Group 1	392.4	1.0	5.4	9.5	19.5	31.5	23.4	9.6	93.5
	Group 2	374.3	1.0	10.1	11.4	20.4	29.0	21.6	6.6	88.9
	Group 3	363.2	2.5	12.2	12.2	23.9	26.4	16.8	6.1	85.4
	Group 4	298.7	2.4	35.4	15.9	19.0	14.8	8.6	4.0	62.2
	Not in paid work	234.2	3.4	57.8	14.5	12.2	9.1	2.4	0.6	38.8
	Not stated (23%)	223.1	4.6	61.6	10.7	8.8	8.5	4.3	1.5	33.8
Aust	Group 1	428.7	1.0	1.4	3.1	11.3	28.2	36.0	19.0	97.6
	Group 2	414.2	1.2	2.2	4.8	15.6	31.2	31.7	13.4	96.7
	Group 3	398.6	1.5	3.4	7.3	20.2	32.7	26.3	8.6	95.1
	Group 4	384.1	2.5	5.7	9.9	23.2	30.9	21.4	6.3	91.8
	Not in paid work	365.8	5.6	9.8	13.0	24.1	26.6	16.3	4.6	84.6
	Not stated (12%)	374.1	3.4	9.7	11.2	21.8	27.1	19.8	7.1	86.9

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 3 Spelling

Figure 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	423.9 (85.8)	418.9 (80.1)	400.5 (81.8)	402.8 (87.5)	401.0 (84.0)	395.3 (87.3)	411.6 (80.3)	327.1 (124.4)	411.8 (85.3)

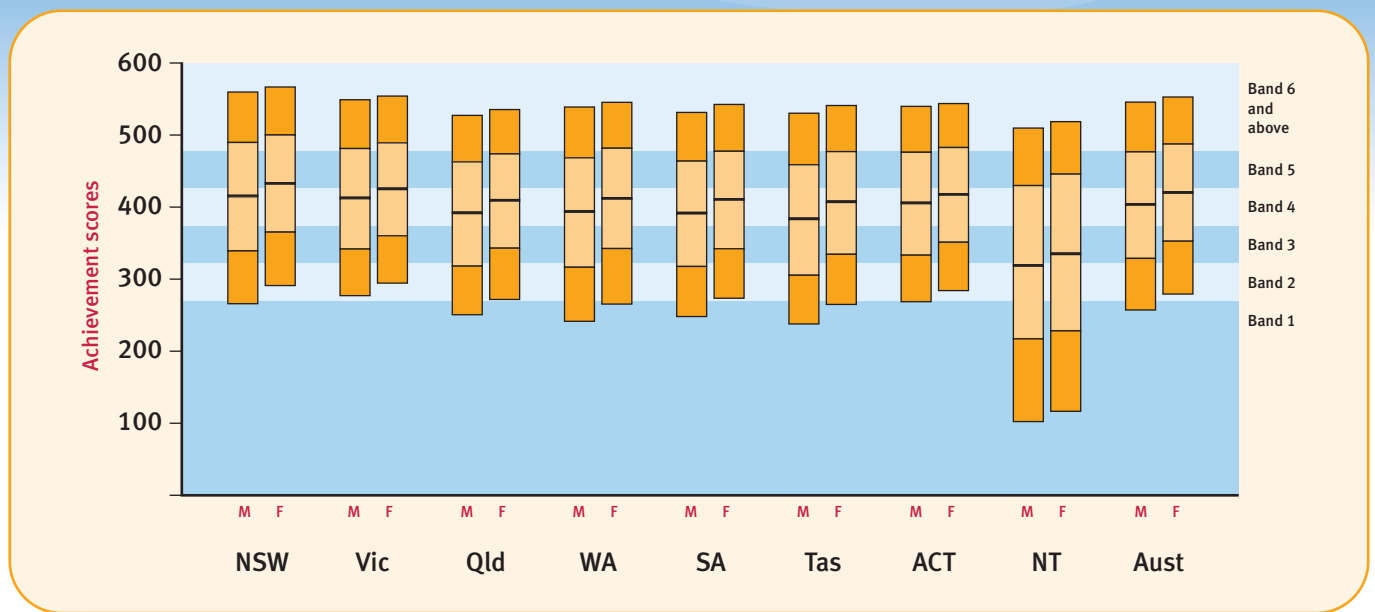
Table 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2014.

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	
NSW	8yrs 7mths 3yrs 4mths	97.2	1.5	1.3	1.6	4.1	8.2	14.4	22.1	23.5	26.0	94.2
Vic	8yrs 9mths 3yrs 4mths	94.4	2.8	2.8	3.1	3.2	8.3	16.4	23.5	23.4	22.1	93.8
Qld	8yrs 5mths 3yrs 4mths	93.5	2.2	4.3	1.5	6.4	11.1	17.7	24.6	22.2	16.5	92.1
WA	8yrs 5mths 3yrs 4mths	95.3	2.8	1.9	1.3	7.4	10.6	16.8	23.5	21.6	18.9	91.3
SA	8yrs 7mths 3yrs 4mths	93.1	2.9	4.0	2.3	6.4	10.9	18.2	23.9	21.2	17.1	91.3
Tas	8yrs 10mths 3yrs 4mths	95.2	2.9	1.8	1.9	8.2	12.5	18.0	22.5	20.2	16.7	89.8
ACT	8yrs 7mths 3yrs 4mths	93.1	2.1	4.8	1.8	4.3	9.7	17.1	24.0	22.9	20.3	93.9
NT	8yrs 6mths 3yrs 4mths	89.5	7.1	3.4	2.5	31.6	14.2	13.3	15.1	13.0	10.2	65.9
Aust	8yrs 7mths 3yrs 4mths	95.0	2.3	2.7	2.0	5.3	9.5	16.2	23.2	22.6	21.1	92.7

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	415.3 (88.3)	412.6 (82.0)	392.0 (83.7)	393.8 (89.5)	391.6 (85.6)	383.7 (88.8)	405.7 (82.2)	319.0 (123.7)	403.7 (87.4)
Female Mean scale score / (S.D.)	432.9 (82.2)	425.3 (77.7)	409.4 (78.9)	412.1 (84.3)	410.7 (81.2)	407.4 (84.0)	417.6 (77.9)	335.1 (124.6)	420.2 (82.3)

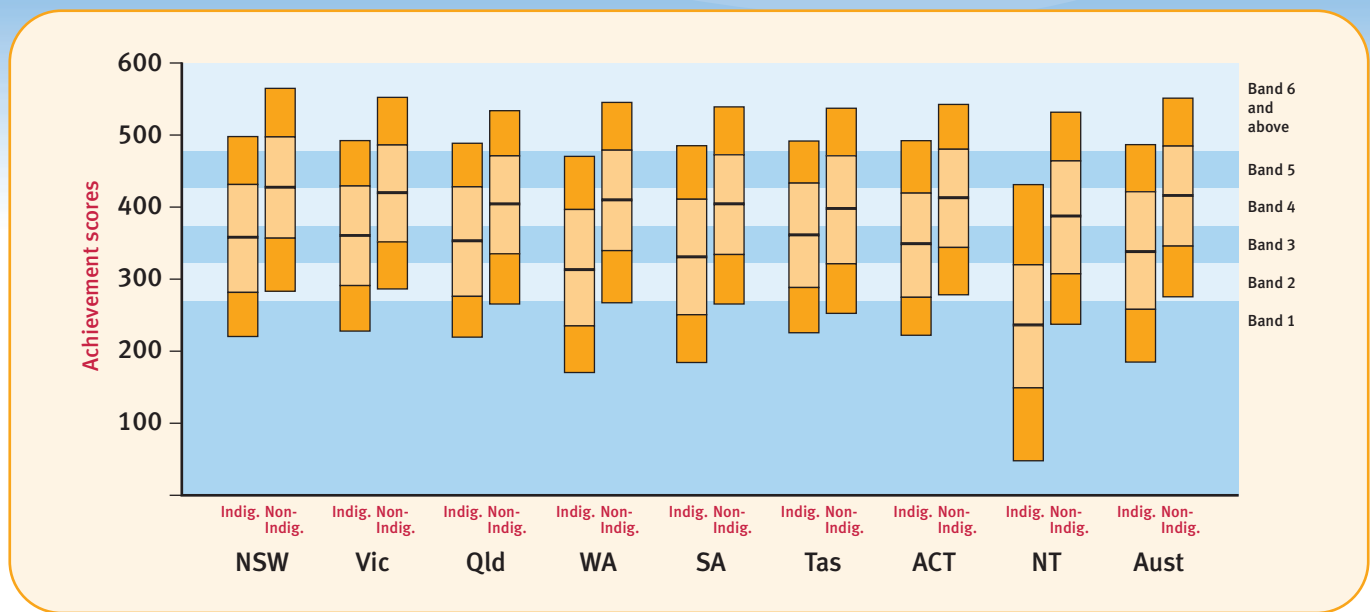
Table 3.S2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2014.

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	5.4	9.8	15.6	22.1	21.5	23.5	92.5
	Female	1.1	2.8	6.6	13.1	22.2	25.5	28.6	96.1
Vic	Male	4.2	3.9	9.5	17.4	22.8	21.9	20.3	91.9
	Female	2.0	2.3	7.0	15.3	24.3	25.1	24.0	95.7
Qld	Male	1.9	8.1	12.7	18.8	23.8	20.0	14.8	90.1
	Female	1.1	4.7	9.4	16.5	25.4	24.6	18.3	94.2
WA	Male	1.6	9.2	12.0	17.9	23.0	19.7	16.7	89.3
	Female	1.0	5.5	9.2	15.6	24.0	23.5	21.2	93.5
SA	Male	2.9	8.1	12.5	19.0	23.3	19.2	15.0	89.0
	Female	1.7	4.5	9.2	17.3	24.6	23.2	19.4	93.7
Tas	Male	2.2	10.6	14.1	19.7	21.6	17.6	14.2	87.2
	Female	1.6	5.7	10.8	16.3	23.4	22.9	19.4	92.7
ACT	Male	2.2	5.1	11.2	18.0	23.5	21.0	19.1	92.7
	Female	1.4	3.4	8.1	16.2	24.6	24.7	21.5	95.2
NT	Male	3.3	33.1	15.5	13.7	14.1	11.4	9.0	63.6
	Female	1.8	30.1	13.0	13.0	16.0	14.7	11.4	68.1
Aust	Male	2.6	6.6	11.0	17.3	22.7	20.7	19.1	90.8
	Female	1.4	3.9	8.0	15.1	23.7	24.6	23.3	94.7

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	358.1 (85.3)	360.6 (79.9)	353.1 (83.6)	313.1 (92.1)	330.8 (93.5)	361.3 (82.8)	349.1 (82.3)	236.3 (110.9)	338.1 (95.2)
Non-Indigenous Mean scale score / (S.D.)	427.5 (84.2)	419.9 (79.8)	404.3 (80.4)	409.9 (83.2)	404.4 (82.2)	398.0 (86.8)	412.9 (79.5)	387.5 (89.5)	416.1 (82.7)

Table 3.S3: Achievement of Year 3 Students in Spelling, by Indigenous Status, by State and Territory, 2014.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.8	15.7	18.2	20.9	20.9	13.8	7.7	81.5
	Non-Indigenous	1.5	3.5	7.7	14.0	22.2	24.1	27.0	95.0
Vic	Indigenous	5.7	12.6	17.7	22.4	21.4	13.6	6.6	81.7
	Non-Indigenous	2.8	3.0	8.2	16.3	23.6	23.7	22.4	94.2
Qld	Indigenous	1.9	17.7	19.2	20.0	20.9	13.9	6.5	80.4
	Non-Indigenous	1.4	5.5	10.4	17.6	24.9	22.9	17.3	93.0
WA	Indigenous	1.2	34.3	21.5	16.7	13.9	8.5	4.0	64.5
	Non-Indigenous	1.3	5.3	9.7	16.8	24.2	22.6	20.1	93.4
SA	Indigenous	4.4	25.8	20.0	18.7	16.2	9.4	5.6	69.8
	Non-Indigenous	2.2	5.5	10.5	18.1	24.3	21.8	17.7	92.4
Tas	Indigenous	1.2	14.6	18.1	21.8	21.4	16.0	7.0	84.2
	Non-Indigenous	2.0	7.7	12.1	17.7	22.5	20.6	17.4	90.3
ACT	Indigenous	2.3	18.3	20.2	23.6	17.8	10.8	7.0	79.4
	Non-Indigenous	1.7	3.9	9.4	17.0	24.3	23.2	20.5	94.4
NT	Indigenous	1.8	63.8	15.1	7.8	6.1	3.7	1.8	34.4
	Non-Indigenous	3.2	9.9	14.1	17.4	21.1	19.0	15.2	86.9
Aust	Indigenous	2.5	23.5	18.8	18.9	18.4	12.0	6.1	74.1
	Non-Indigenous	1.9	4.3	8.9	16.1	23.5	23.3	22.0	93.9

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	446.7 (85.6)	436.4 (81.6)	420.5 (88.1)	425.1 (91.4)	414.5 (90.5)	418.1 (84.0)	427.8 (82.5)	270.4 (139.9)	433.5 (90.3)
Non-LBOTE Mean scale score / (S.D.)	413.6 (83.9)	412.5 (78.6)	397.4 (80.4)	401.6 (83.5)	399.2 (82.7)	393.5 (87.2)	407.1 (79.1)	365.2 (95.9)	406.0 (82.2)

Table 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE Status, by State and Territory, 2014.

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	2.3	2.3	5.8	11.1	19.1	24.0	35.5	95.4
	Non-LBOTE	1.3	5.0	9.4	15.9	23.5	23.2	21.7	93.7
Vic	LBOTE	4.6	2.0	6.2	13.1	20.8	24.0	29.3	93.4
	Non-LBOTE	2.5	3.6	9.1	17.6	24.5	23.2	19.4	93.9
Qld	LBOTE	2.8	5.4	8.9	13.3	20.7	23.4	25.5	91.8
	Non-LBOTE	1.3	6.6	11.4	18.4	25.2	22.0	15.1	92.1
WA	LBOTE	2.6	5.5	7.8	13.4	19.9	22.7	28.0	91.9
	Non-LBOTE	0.9	6.7	10.5	17.5	25.0	22.0	17.3	92.4
SA	LBOTE	5.4	6.1	8.8	13.9	20.9	21.6	23.2	88.5
	Non-LBOTE	1.8	6.4	11.2	18.8	24.5	21.2	16.3	91.9
Tas	LBOTE	8.5	4.4	9.6	12.5	20.0	22.2	22.9	87.1
	Non-LBOTE	1.6	8.5	12.8	18.4	22.5	20.1	16.2	89.9
ACT	LBOTE	4.6	2.6	7.7	14.4	22.1	21.6	26.9	92.8
	Non-LBOTE	1.0	4.7	10.2	17.9	24.6	23.2	18.3	94.2
NT	LBOTE	3.4	54.3	11.8	6.1	6.9	8.5	9.0	42.3
	Non-LBOTE	2.2	16.4	15.7	17.9	20.4	16.2	11.2	81.4
Aust	LBOTE	3.3	4.0	6.8	12.3	19.7	23.4	30.6	92.7
	Non-LBOTE	1.6	5.5	10.2	17.4	24.3	22.5	18.4	92.9

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, 2014.

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	<i>Metro</i>	433.3	1.6	3.0	6.9	13.1	21.6	24.4	29.3	95.3
	<i>Provincial</i>	393.9	1.6	7.6	12.6	18.6	23.8	20.5	15.3	90.8
	<i>Remote</i>	363.2	2.2	15.6	18.2	18.5	18.7	18.1	8.7	82.2
	<i>Very Remote</i>	367.5	2.0	17.0	11.8	21.2	22.6	15.0	10.4	81.0
Vic	<i>Metro</i>	426.2	3.1	2.5	7.0	15.2	23.3	24.4	24.6	94.4
	<i>Provincial</i>	394.7	3.0	5.5	12.7	20.2	24.3	20.4	13.9	91.5
	<i>Remote</i>	368.6	0.0	10.6	14.0	32.3	21.7	12.3	8.9	89.4
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	407.1	1.5	5.4	10.0	16.9	24.6	23.3	18.4	93.1
	<i>Provincial</i>	387.7	1.6	8.1	13.2	19.7	24.9	20.2	12.4	90.3
	<i>Remote</i>	372.4	1.4	13.0	15.9	19.3	22.9	16.4	11.0	85.5
	<i>Very Remote</i>	347.4	1.4	20.8	20.2	19.1	18.4	12.9	7.2	77.8
WA	<i>Metro</i>	415.0	1.4	4.9	8.9	15.7	23.7	23.2	22.0	93.6
	<i>Provincial</i>	382.5	1.0	9.7	13.9	20.4	24.5	18.7	11.8	89.4
	<i>Remote</i>	360.8	1.0	16.7	16.8	19.8	21.5	15.1	9.0	82.3
	<i>Very Remote</i>	307.6	0.3	38.6	19.4	15.0	13.3	9.0	4.4	61.1
SA	<i>Metro</i>	407.7	2.3	5.1	10.1	17.6	23.8	22.0	19.1	92.6
	<i>Provincial</i>	385.3	2.5	8.8	13.1	19.9	24.3	19.4	12.0	88.7
	<i>Remote</i>	395.4	1.7	6.0	12.6	18.1	26.9	20.3	14.5	92.3
	<i>Very Remote</i>	312.6	0.0	39.3	13.4	14.9	16.7	8.9	6.8	60.7
Tas	<i>Metro</i>	399.7	2.2	7.5	11.7	17.5	22.6	20.6	17.8	90.2
	<i>Provincial</i>	392.3	1.7	8.7	13.0	18.4	22.5	19.9	15.9	89.6
	<i>Remote</i>	365.1	0.0	13.9	18.6	23.2	19.7	16.8	7.8	86.1
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	411.7	1.8	4.3	9.6	17.1	24.0	22.9	20.3	93.9
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	378.8	3.6	13.4	14.4	16.2	20.5	17.8	14.2	83.0
	<i>Remote</i>	346.8	2.1	25.2	16.5	15.0	16.0	14.1	11.0	72.7
	<i>Very Remote</i>	212.7	0.6	72.7	12.4	6.4	3.4	2.7	1.7	26.6
Aust	<i>Metro</i>	421.5	2.0	3.8	8.1	15.1	23.1	23.8	24.0	94.2
	<i>Provincial</i>	390.5	2.0	7.7	13.0	19.4	24.2	20.0	13.7	90.3
	<i>Remote</i>	366.5	1.4	15.4	16.2	18.9	21.5	16.2	10.4	83.1
	<i>Very Remote</i>	292.0	0.8	43.3	16.8	13.7	12.2	8.4	4.8	55.9

[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, 2014.

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	
NSW	<i>Metro</i>	369.0	2.6	12.2	17.2	21.2	22.3	14.9	9.6	85.3
	<i>Provincial</i>	351.1	3.0	18.0	18.9	20.4	20.2	13.0	6.5	79.0
	<i>Remote</i>	325.2	3.6	25.0	23.0	22.0	12.1	12.0	2.3	71.4
	<i>Very Remote</i>	326.4	4.4	29.3	13.3	21.8	19.1	10.2	1.8	66.2
Vic	<i>Metro</i>	374.4	5.2	9.1	14.8	22.9	22.9	16.2	8.7	85.6
	<i>Provincial</i>	348.9	6.1	15.5	20.0	22.0	20.1	11.5	4.8	78.3
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	360.7	1.4	15.2	18.5	20.0	22.1	15.1	7.7	83.4
	<i>Provincial</i>	356.3	2.5	15.8	18.7	20.8	21.6	14.4	6.2	81.6
	<i>Remote</i>	324.0	3.3	29.5	20.2	18.5	16.0	7.8	4.7	67.2
	<i>Very Remote</i>	323.6	1.2	28.7	23.6	18.1	15.7	9.5	3.2	70.0
WA	<i>Metro</i>	340.5	1.4	22.4	22.1	18.6	17.5	11.7	6.3	76.2
	<i>Provincial</i>	329.3	1.2	26.2	21.0	20.1	17.7	9.6	4.3	72.6
	<i>Remote</i>	300.3	1.7	39.4	20.7	16.9	11.9	7.0	2.5	58.9
	<i>Very Remote</i>	261.8	0.4	58.1	21.7	10.0	5.5	3.3	0.9	41.5
SA	<i>Metro</i>	348.4	5.1	17.6	21.6	19.8	17.7	11.3	6.9	77.3
	<i>Provincial</i>	329.4	5.5	26.3	18.6	19.6	16.6	8.6	4.8	68.2
	<i>Remote</i>	359.5	0.0	17.0	19.4	20.6	18.8	15.2	9.1	83.0
	<i>Very Remote</i>	252.2	0.0	62.8	17.0	10.9	7.3	1.4	0.6	37.2
Tas	<i>Metro</i>	360.0	0.5	16.3	17.0	22.1	23.6	11.7	8.7	83.2
	<i>Provincial</i>	364.0	1.7	13.4	18.0	21.5	20.1	19.3	6.1	84.9
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	349.2	2.5	19.3	19.7	22.6	17.0	11.4	7.4	78.2
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	319.8	3.3	31.7	18.6	16.5	16.3	9.0	4.6	65.0
	<i>Remote</i>	276.7	3.3	50.2	20.3	10.1	7.3	6.2	2.5	46.5
	<i>Very Remote</i>	190.7	0.7	81.3	12.0	3.4	1.4	0.8	0.4	18.0
Aust	<i>Metro</i>	361.0	2.3	14.9	18.4	20.6	21.3	14.3	8.2	82.8
	<i>Provincial</i>	348.3	3.1	18.8	19.1	20.5	20.0	12.8	5.8	78.2
	<i>Remote</i>	306.8	2.7	36.2	20.9	16.8	12.2	8.0	3.2	61.1
	<i>Very Remote</i>	248.8	0.8	59.9	17.8	9.6	6.8	3.9	1.3	39.3

[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, 2014.

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	
NSW	<i>Metro</i>	435.2	1.6	2.7	6.6	12.9	21.6	24.8	29.9	95.7
	<i>Provincial</i>	399.7	1.3	6.2	11.7	18.3	24.3	21.5	16.5	92.5
	<i>Remote</i>	386.5	1.1	9.6	15.2	16.7	22.9	21.7	12.8	89.3
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	426.8	2.8	2.4	6.9	15.2	23.3	24.5	24.8	94.8
	<i>Provincial</i>	396.4	2.7	5.1	12.4	20.2	24.5	20.8	14.3	92.2
	<i>Remote</i>	369.8	0.0	10.9	13.5	31.7	22.2	12.6	9.1	89.1
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	409.6	1.4	4.9	9.5	16.7	24.8	23.8	19.0	93.7
	<i>Provincial</i>	391.3	1.4	7.2	12.6	19.6	25.3	20.8	13.1	91.4
	<i>Remote</i>	387.1	0.9	7.9	14.5	19.7	25.1	19.1	12.9	91.2
	<i>Very Remote</i>	382.2	1.7	9.4	14.9	20.6	22.7	17.6	13.0	88.9
WA	<i>Metro</i>	418.0	1.4	4.3	8.4	15.5	23.9	23.7	22.7	94.3
	<i>Provincial</i>	388.0	0.9	7.9	13.2	20.4	25.2	19.8	12.6	91.2
	<i>Remote</i>	380.6	0.8	9.3	15.3	20.6	25.2	17.6	11.2	89.8
	<i>Very Remote</i>	366.6	0.3	13.4	16.0	21.6	23.5	16.2	9.0	86.3
SA	<i>Metro</i>	409.9	2.1	4.7	9.6	17.5	24.0	22.4	19.6	93.2
	<i>Provincial</i>	388.7	2.4	7.7	12.8	19.9	24.7	20.1	12.5	90.0
	<i>Remote</i>	396.6	1.9	5.6	12.4	17.8	27.5	20.2	14.6	92.5
	<i>Very Remote</i>	396.0	0.0	7.2	8.9	21.0	28.6	19.0	15.3	92.8
Tas	<i>Metro</i>	403.3	2.4	6.7	11.1	17.1	22.6	21.5	18.6	90.9
	<i>Provincial</i>	393.8	1.8	8.4	12.8	18.2	22.5	19.8	16.4	89.8
	<i>Remote</i>	371.6	0.0	13.1	16.2	22.8	20.3	18.3	9.3	86.9
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	412.9	1.7	3.9	9.4	17.0	24.3	23.2	20.5	94.4
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	388.4	3.9	9.9	14.0	16.5	21.3	19.1	15.3	86.2
	<i>Remote</i>	392.2	1.4	8.6	14.1	18.2	21.6	19.5	16.6	90.0
	<i>Very Remote</i>	361.7	0.0	14.0	15.7	27.1	16.9	16.0	10.3	86.0
Aust	<i>Metro</i>	423.4	1.9	3.4	7.8	15.0	23.2	24.2	24.6	94.7
	<i>Provincial</i>	394.5	1.8	6.6	12.4	19.3	24.6	20.8	14.5	91.6
	<i>Remote</i>	386.2	1.1	8.4	14.5	19.5	24.8	18.9	12.9	90.5
	<i>Very Remote</i>	375.4	0.7	11.5	14.8	21.5	22.7	17.0	11.8	87.8

[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, 2014.

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>	457.7	1.1	1.0	3.8	9.3	19.2	26.1	39.5	97.9
	<i>Diploma</i>	423.9	1.4	2.8	7.2	15.0	24.6	25.2	23.8	95.8
	<i>Certificate</i>	401.3	1.4	5.6	11.0	18.5	24.9	22.3	16.2	93.0
	<i>Year 12</i>	407.5	2.2	5.5	10.1	16.6	23.4	23.1	19.1	92.3
	<i>Year 11</i>	369.3	3.2	12.2	17.2	20.4	21.8	15.5	9.6	84.6
	<i>Not stated (4%)</i>	407.2	3.5	7.0	10.8	15.6	22.1	20.2	20.9	89.5
Vic	<i>Bachelor</i>	443.1	1.9	1.1	4.6	12.5	22.3	26.0	31.6	97.0
	<i>Diploma</i>	413.2	2.4	2.9	8.5	18.0	25.2	24.1	18.9	94.7
	<i>Certificate</i>	397.8	2.9	4.7	11.6	20.4	25.0	21.6	13.9	92.4
	<i>Year 12</i>	408.0	4.0	4.0	9.5	17.8	24.1	23.4	17.2	91.9
	<i>Year 11</i>	379.0	7.8	8.0	15.0	20.0	23.2	16.8	9.3	84.2
	<i>Not stated (3%)</i>	431.8	6.2	2.4	7.1	14.6	20.0	22.2	27.6	91.4
Qld	<i>Bachelor</i>	431.7	1.0	1.9	6.0	13.9	23.9	27.0	26.4	97.1
	<i>Diploma</i>	402.0	1.0	5.1	10.6	18.5	25.8	23.7	15.4	94.0
	<i>Certificate</i>	389.1	1.2	7.2	12.8	20.1	26.2	20.5	12.0	91.6
	<i>Year 12</i>	388.4	1.4	8.3	13.1	19.1	24.8	20.9	12.5	90.4
	<i>Year 11</i>	357.2	2.9	15.8	18.2	20.5	22.0	14.1	6.6	81.3
	<i>Not stated (11%)</i>	384.7	3.1	9.8	13.9	18.1	23.2	19.2	12.7	87.1
WA	<i>Bachelor</i>	438.8	1.1	1.6	5.3	12.8	22.8	26.4	30.0	97.3
	<i>Diploma</i>	404.8	1.1	5.0	10.3	17.5	25.8	23.3	16.9	93.9
	<i>Certificate</i>	388.6	0.9	7.8	13.0	20.3	25.6	19.8	12.6	91.3
	<i>Year 12</i>	395.1	1.5	7.4	11.2	18.7	25.6	20.9	14.8	91.2
	<i>Year 11</i>	354.5	1.7	18.4	17.6	20.1	20.2	14.3	7.7	79.9
	<i>Not stated (14%)</i>	377.0	2.1	14.7	14.3	16.6	20.7	16.9	14.7	83.2
SA	<i>Bachelor</i>	434.2	1.5	2.0	5.5	13.9	23.7	25.4	28.0	96.5
	<i>Diploma</i>	405.0	1.2	3.8	10.1	19.8	25.4	23.3	16.4	95.0
	<i>Certificate</i>	387.1	2.2	7.2	13.6	20.8	24.9	19.3	12.0	90.6
	<i>Year 12</i>	392.2	2.3	6.7	12.4	19.3	25.2	21.5	12.4	91.0
	<i>Year 11</i>	356.7	4.2	15.5	17.6	21.2	21.4	13.6	6.4	80.3
	<i>Not stated (10%)</i>	385.9	4.5	10.2	12.6	17.7	22.2	18.5	14.4	85.4

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 3 Spelling

Table 3.S8 (cont.): Achievement of Year 3 Students in Spelling, by Parental Education, by State and Territory, 2014.

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>	434.3	1.1	2.3	6.9	13.3	21.1	25.9	29.4	96.6
	<i>Diploma</i>	407.7	1.8	4.1	10.3	18.4	23.9	23.3	18.2	94.1
	<i>Certificate</i>	380.5	1.7	10.0	14.2	20.9	23.4	18.6	11.2	88.3
	<i>Year 12</i>	380.7	1.6	10.7	14.8	20.4	22.3	17.7	12.5	87.7
	<i>Year 11</i>	356.8	2.6	16.4	19.9	18.8	21.5	13.3	7.5	81.0
	<i>Not stated (10%)</i>	405.9	3.9	6.6	9.7	16.7	23.2	20.7	19.2	89.5
ACT	<i>Bachelor</i>	428.7	1.8	2.0	6.6	14.8	23.3	25.8	25.6	96.1
	<i>Diploma</i>	395.0	1.2	5.1	11.3	21.5	28.4	19.6	12.9	93.8
	<i>Certificate</i>	383.9	1.6	8.3	16.2	18.7	23.8	19.1	12.3	90.0
	<i>Year 12</i>	389.1	2.6	6.5	14.9	18.2	25.3	20.9	11.5	90.9
	<i>Year 11</i>	385.1	3.0	11.2	11.7	20.2	22.0	16.7	15.2	85.8
	<i>Not stated (6%)</i>	408.8	1.6	4.1	9.8	21.3	22.6	19.8	20.8	94.4
NT	<i>Bachelor</i>	413.6	1.5	5.8	10.3	15.1	21.1	22.9	23.3	92.7
	<i>Diploma</i>	383.9	1.1	9.9	16.1	17.8	22.7	18.0	14.4	89.0
	<i>Certificate</i>	344.2	2.4	22.1	17.2	18.4	19.9	13.0	6.9	75.6
	<i>Year 12</i>	359.0	2.6	17.0	17.3	19.3	16.0	18.2	9.6	80.4
	<i>Year 11</i>	252.4	2.6	57.9	18.3	9.1	6.6	4.0	1.5	39.6
	<i>Not stated (24%)</i>	251.9	4.1	58.0	10.7	6.7	7.4	7.1	5.9	37.9
Aust	<i>Bachelor</i>	444.3	1.3	1.4	4.8	11.9	21.7	26.2	32.7	97.3
	<i>Diploma</i>	412.5	1.5	3.7	8.9	17.2	25.2	24.1	19.3	94.8
	<i>Certificate</i>	394.1	1.8	6.4	12.1	19.7	25.2	21.0	13.8	91.9
	<i>Year 12</i>	399.0	2.4	6.4	11.2	18.1	24.2	22.1	15.7	91.3
	<i>Year 11</i>	363.9	4.1	13.9	17.0	20.1	21.7	15.0	8.3	82.1
	<i>Not stated (7%)</i>	387.9	3.4	11.3	12.3	16.4	21.4	18.7	16.4	85.3

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 3 Spelling

Table 3.S9: Achievement of Year 3 Students in Spelling, by Parental Occupation, by State and Territory, 2014.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Group 1	454.4	0.9	1.1	4.0	9.8	19.9	26.5	37.7	98.0
	Group 2	435.2	1.0	2.3	6.0	13.4	22.6	25.4	29.2	96.7
	Group 3	413.4	1.2	4.1	9.3	16.7	24.6	23.6	20.6	94.7
	Group 4	402.3	1.7	6.5	11.7	17.2	23.3	21.4	18.3	91.8
	Not in paid work	379.7	4.2	10.8	15.4	19.1	20.7	16.8	13.0	85.0
	Not stated (10%)	397.7	3.6	8.1	12.4	17.0	21.8	18.9	18.2	88.3
Vic	Group 1	442.6	1.3	1.1	4.7	12.4	22.8	26.2	31.4	97.5
	Group 2	425.2	1.7	2.1	6.7	16.3	24.3	25.0	23.9	96.2
	Group 3	410.6	2.1	3.3	9.5	18.3	25.1	23.2	18.4	94.6
	Group 4	401.2	4.3	5.0	11.2	18.9	23.7	21.1	15.8	90.7
	Not in paid work	385.2	9.2	7.3	14.0	19.1	21.2	17.8	11.4	83.5
	Not stated (3%)	439.7	5.6	2.0	5.6	13.2	19.9	23.3	30.5	92.5
Qld	Group 1	429.3	0.8	2.1	6.2	14.3	24.3	26.9	25.4	97.0
	Group 2	411.6	0.9	3.8	9.0	17.1	25.9	24.5	18.8	95.3
	Group 3	395.6	1.1	6.1	12.0	19.2	25.8	21.8	14.0	92.8
	Group 4	380.1	1.7	10.0	14.5	20.0	24.1	18.9	10.8	88.3
	Not in paid work	360.4	3.3	15.5	17.6	20.4	21.1	14.5	7.7	81.2
	Not stated (16%)	383.2	2.9	10.1	14.1	18.3	23.5	18.8	12.4	87.1
WA	Group 1	434.4	0.8	2.1	5.8	13.2	23.7	26.2	28.2	97.1
	Group 2	412.2	0.9	4.3	8.9	17.3	25.0	23.3	20.2	94.8
	Group 3	398.1	1.0	6.3	11.4	18.7	25.8	21.3	15.4	92.7
	Group 4	385.1	1.4	9.6	13.7	19.7	23.1	19.6	12.9	89.0
	Not in paid work	365.4	2.0	17.2	15.9	18.0	20.1	15.4	11.4	80.8
	Not stated (23%)	381.8	2.1	12.8	13.7	17.2	21.4	17.7	15.0	85.1
SA	Group 1	433.2	1.2	1.9	5.7	14.4	23.8	25.5	27.5	96.9
	Group 2	411.1	1.0	3.8	9.2	17.9	25.9	23.5	18.8	95.2
	Group 3	398.4	1.5	5.3	11.5	19.7	25.6	21.4	15.0	93.2
	Group 4	385.5	2.8	8.1	13.9	20.6	23.1	19.3	12.1	89.1
	Not in paid work	366.2	4.7	14.0	16.4	19.4	21.5	14.0	9.9	81.2
	Not stated (19%)	377.0	4.7	11.4	14.2	19.1	21.9	17.2	11.5	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 3 Spelling

Table 3.S9 (cont.): Achievement of Year 3 Students in Spelling, by Parental Occupation, by State and Territory, 2014.

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	
Tas	Group 1	429.9	0.7	3.3	6.5	14.1	21.6	25.7	28.0	96.0
	Group 2	408.8	1.3	4.7	10.1	17.1	25.3	22.8	18.7	94.1
	Group 3	398.1	1.3	6.3	12.3	19.2	23.5	20.9	16.6	92.4
	Group 4	370.7	1.7	12.5	16.7	20.7	22.4	16.5	9.5	85.8
	Not in paid work	348.9	3.0	18.9	20.2	20.6	17.5	13.1	6.6	78.1
	Not stated (14%)	390.0	4.8	8.9	13.2	17.8	22.3	18.0	15.0	86.3
ACT	Group 1	426.9	1.5	2.5	6.7	14.8	24.4	24.7	25.4	96.0
	Group 2	409.9	1.1	3.7	9.8	18.2	24.4	24.2	18.5	95.2
	Group 3	400.9	1.6	5.7	12.1	17.9	23.9	22.0	16.8	92.7
	Group 4	381.2	2.3	7.7	15.6	22.2	23.9	15.8	12.5	90.0
	Not in paid work	366.8	5.0	11.5	17.8	19.9	21.5	17.6	6.7	83.5
	Not stated (13%)	403.2	3.1	5.6	11.3	18.8	23.1	19.6	18.5	91.3
NT	Group 1	398.0	1.0	8.4	12.8	16.1	22.1	20.8	18.6	90.5
	Group 2	373.5	1.0	15.1	14.1	17.2	21.6	16.5	14.5	84.0
	Group 3	368.7	2.5	16.0	15.0	17.1	19.9	18.1	11.4	81.5
	Group 4	310.3	2.4	36.1	19.9	13.7	10.8	9.2	8.0	61.5
	Not in paid work	256.3	3.4	57.5	16.8	9.1	7.0	4.2	2.1	39.1
	Not stated (23%)	239.2	4.6	60.5	11.4	7.4	6.5	5.9	3.7	34.9
Aust	Group 1	441.4	1.0	1.6	5.1	12.3	22.3	26.3	31.4	97.3
	Group 2	422.8	1.2	3.0	7.5	15.8	24.2	24.7	23.8	95.9
	Group 3	405.1	1.4	4.9	10.5	18.2	25.1	22.6	17.4	93.7
	Group 4	393.0	2.5	7.6	12.7	18.8	23.4	20.2	14.8	89.9
	Not in paid work	373.2	5.5	12.1	15.6	19.1	20.6	16.2	10.9	82.3
	Not stated (12%)	386.5	3.4	10.8	13.0	17.3	21.8	18.4	15.4	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

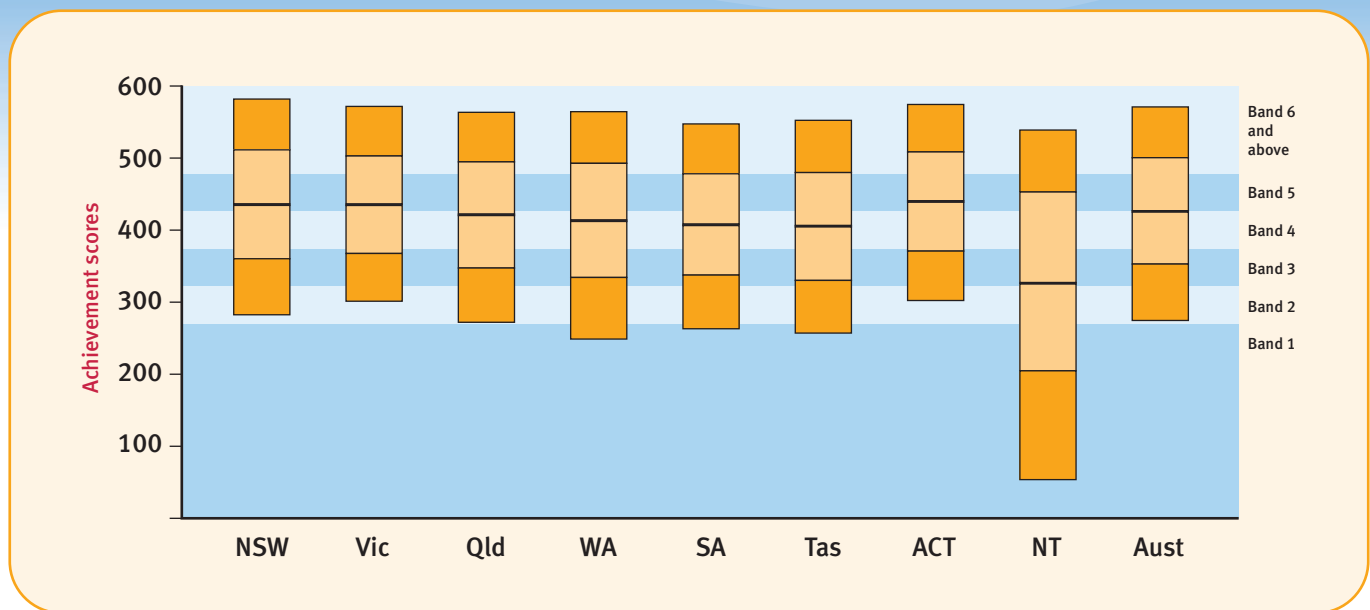
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 3 Grammar and Punctuation

Figure 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	435.3 (90.0)	435.2 (81.2)	421.2 (87.4)	413.0 (95.2)	407.3 (86.0)	405.4 (88.6)	439.7 (81.9)	326.2 (146.2)	426.0 (89.7)

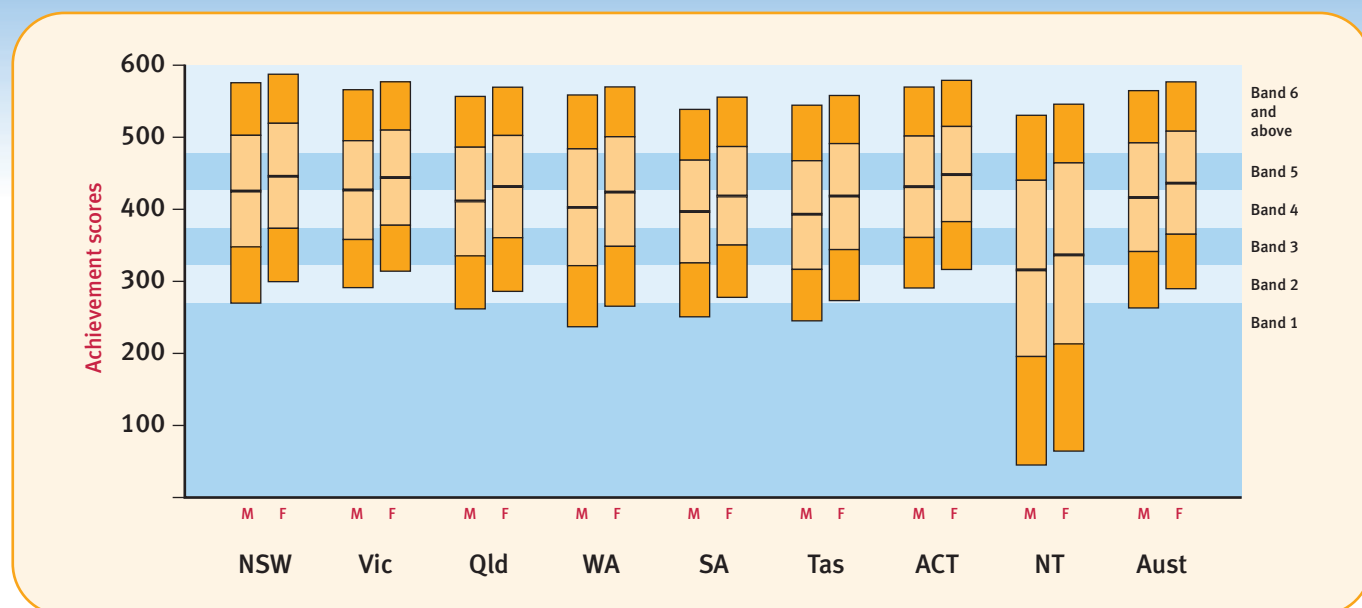
Table 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2014.

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	
NSW	8yrs 7mths 3yrs 4mths	97.2	1.5	1.3	1.6	3.7	6.9	13.6	20.5	22.4	31.4	94.7
Vic	8yrs 9mths 3yrs 4mths	94.4	2.8	2.8	3.1	2.1	5.7	13.9	22.5	24.4	28.4	94.8
Qld	8yrs 5mths 3yrs 4mths	93.5	2.2	4.3	1.5	4.7	8.5	15.3	21.9	22.5	25.6	93.8
WA	8yrs 5mths 3yrs 4mths	95.3	2.8	1.9	1.3	7.4	9.2	15.7	21.0	21.0	24.4	91.3
SA	8yrs 7mths 3yrs 4mths	93.1	2.9	4.0	2.3	5.7	9.6	17.7	23.9	21.2	19.6	92.0
Tas	8yrs 10mths 3yrs 4mths	95.2	2.9	1.8	1.9	6.7	10.5	18.3	22.7	19.6	20.2	91.4
ACT	8yrs 7mths 3yrs 4mths	93.1	2.1	4.8	1.8	2.2	5.4	13.3	21.5	24.2	31.7	96.0
NT	8yrs 6mths 3yrs 4mths	89.5	7.1	3.4	2.5	32.7	10.9	13.0	14.2	12.7	14.0	64.8
Aust	8yrs 7mths 3yrs 4mths	95.0	2.3	2.7	2.0	4.4	7.5	14.6	21.6	22.5	27.4	93.6

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	425.2 (91.8)	426.7 (82.2)	411.4 (88.6)	402.6 (97.2)	396.8 (86.8)	393.1 (89.4)	431.3 (83.3)	315.8 (145.0)	416.3 (91.1)
Female Mean scale score / (S.D.)	445.8 (86.8)	444.0 (79.2)	431.5 (85.0)	423.8 (91.9)	418.3 (83.9)	418.3 (85.9)	448.1 (79.5)	336.6 (146.6)	436.2 (87.1)

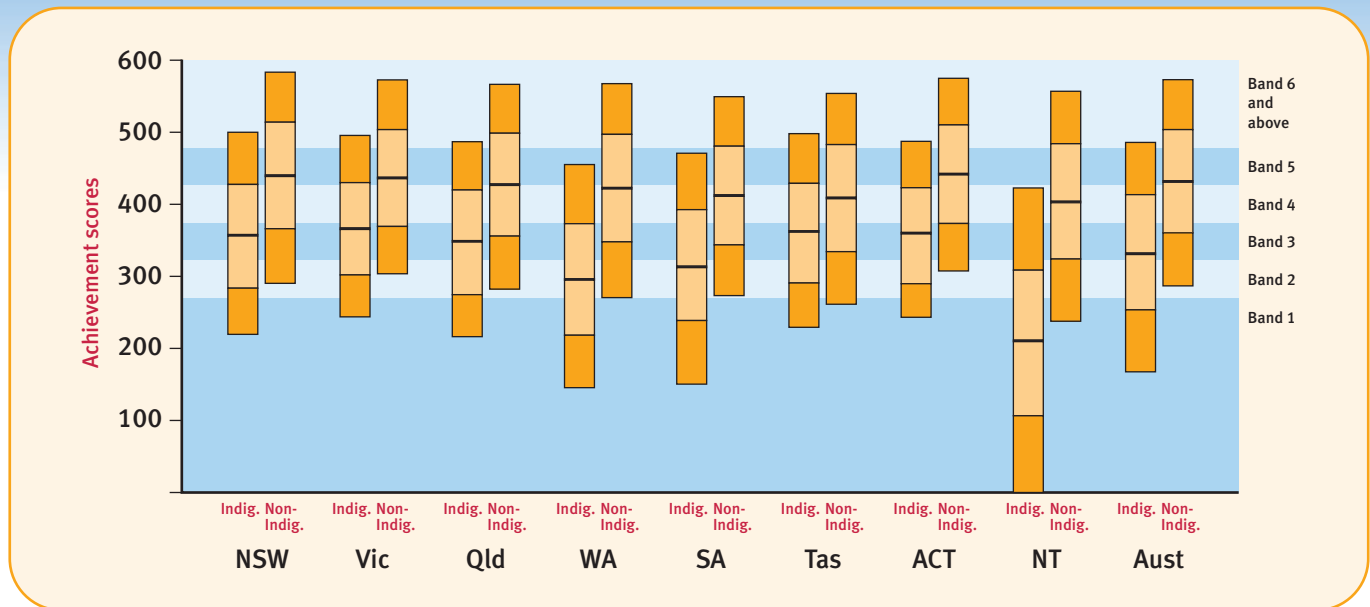
Table 3.G2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2014.

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	4.9	8.2	14.9	20.8	21.4	27.7	92.9
	Female	1.1	2.4	5.5	12.1	20.1	23.5	35.3	96.6
Vic	Male	4.2	2.7	6.8	15.4	22.9	23.1	24.9	93.1
	Female	2.0	1.4	4.5	12.4	22.0	25.7	32.1	96.6
Qld	Male	1.9	6.0	10.1	16.6	22.1	21.2	22.2	92.2
	Female	1.1	3.3	6.9	14.1	21.7	23.8	29.1	95.6
WA	Male	1.6	9.3	10.4	16.9	21.0	19.5	21.3	89.2
	Female	1.0	5.5	7.9	14.4	21.0	22.6	27.6	93.5
SA	Male	2.9	7.3	11.0	18.9	24.1	19.2	16.6	89.9
	Female	1.7	4.0	8.0	16.3	23.7	23.4	22.7	94.2
Tas	Male	2.2	8.8	12.1	20.0	22.9	17.5	16.5	88.9
	Female	1.6	4.5	8.8	16.5	22.6	22.0	24.0	93.9
ACT	Male	2.2	2.9	6.5	14.7	22.4	22.4	28.8	94.9
	Female	1.4	1.4	4.2	11.8	20.6	26.0	34.6	97.1
NT	Male	3.3	34.4	11.4	14.1	13.6	11.5	11.6	62.3
	Female	1.8	30.9	10.4	11.9	14.8	13.9	16.4	67.4
Aust	Male	2.6	5.6	8.8	16.0	21.8	21.2	24.0	91.8
	Female	1.4	3.2	6.1	13.2	21.2	23.9	31.0	95.5

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	357.0 (85.6)	366.1 (76.5)	348.6 (83.0)	295.7 (93.6)	313.1 (96.9)	362.3 (81.6)	359.9 (78.0)	210.4 (126.9)	331.3 (100.3)
Non-Indigenous Mean scale score / (S.D.)	439.6 (88.1)	436.5 (80.8)	427.2 (85.1)	422.3 (89.2)	412.1 (82.9)	408.7 (87.9)	441.8 (80.9)	403.2 (95.9)	431.6 (85.9)

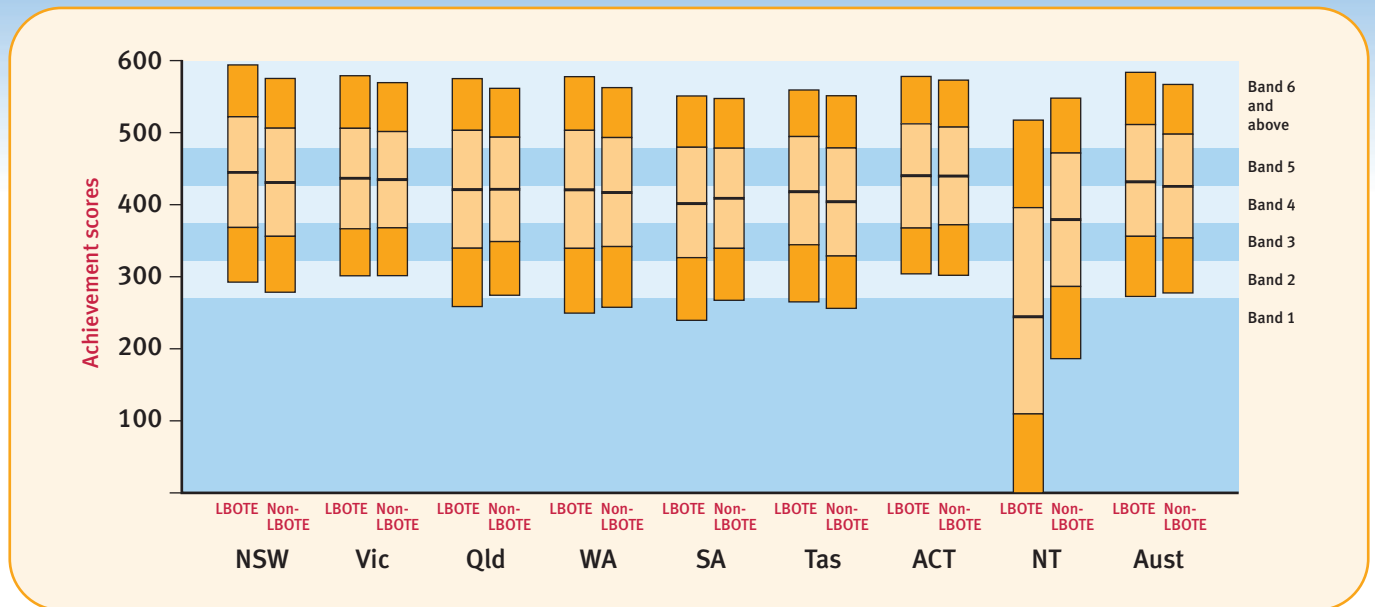
Table 3.G3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2014.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.8	15.5	17.8	23.3	20.6	12.3	7.7	81.7
	Non-Indigenous	1.5	3.0	6.3	13.0	20.5	23.0	32.7	95.5
Vic	Indigenous	5.7	9.6	17.5	24.5	22.3	13.4	7.0	84.7
	Non-Indigenous	2.8	2.0	5.5	13.7	22.5	24.6	28.9	95.2
Qld	Indigenous	1.9	18.1	19.6	23.0	19.5	11.7	6.1	80.0
	Non-Indigenous	1.4	3.6	7.6	14.7	22.1	23.3	27.2	95.0
WA	Indigenous	1.2	40.1	20.9	18.2	11.2	5.3	3.0	58.7
	Non-Indigenous	1.3	4.9	8.2	15.4	21.8	22.3	26.1	93.8
SA	Indigenous	4.4	29.8	21.0	20.2	13.2	7.3	4.1	65.7
	Non-Indigenous	2.2	4.5	9.0	17.5	24.4	22.0	20.4	93.4
Tas	Indigenous	1.2	13.7	16.5	25.3	23.0	12.1	8.1	85.1
	Non-Indigenous	2.0	6.1	10.0	17.8	22.8	20.1	21.1	91.9
ACT	Indigenous	2.3	12.7	19.2	23.9	23.4	12.5	5.9	85.0
	Non-Indigenous	1.7	1.9	5.0	13.0	21.4	24.5	32.4	96.4
NT	Indigenous	1.8	68.2	12.7	7.4	5.4	3.1	1.5	30.0
	Non-Indigenous	3.2	8.7	10.1	17.3	20.5	19.0	21.3	88.1
Aust	Indigenous	2.5	24.6	18.4	21.1	17.4	10.1	5.8	72.9
	Non-Indigenous	1.9	3.3	6.8	14.2	21.8	23.3	28.7	94.9

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	444.8 (90.6)	436.6 (83.3)	420.8 (95.0)	420.5 (99.3)	401.4 (95.6)	417.9 (87.8)	440.1 (84.2)	244.3 (158.0)	431.6 (96.0)
Non-LBOTE Mean scale score / (S.D.)	430.7 (89.3)	434.7 (80.4)	421.3 (86.2)	416.8 (91.7)	408.8 (84.2)	404.0 (88.5)	439.6 (81.2)	379.2 (109.7)	425.4 (86.9)

Table 3.G4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2014.

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	2.3	2.8	6.0	12.5	19.4	22.1	34.9	94.9
	Non-LBOTE	1.3	4.1	7.3	14.1	20.9	22.6	29.7	94.6
Vic	LBOTE	4.6	2.0	5.8	13.9	21.8	23.2	28.8	93.4
	Non-LBOTE	2.5	2.1	5.6	13.9	22.7	24.8	28.2	95.3
Qld	LBOTE	2.8	6.3	8.9	14.8	19.8	19.9	27.4	90.9
	Non-LBOTE	1.3	4.4	8.5	15.4	22.3	22.9	25.3	94.3
WA	LBOTE	2.6	7.0	8.2	14.2	19.9	20.5	27.5	90.4
	Non-LBOTE	0.9	6.3	8.6	15.4	21.6	22.2	24.9	92.8
SA	LBOTE	5.4	7.7	9.9	16.8	21.8	19.1	19.3	86.9
	Non-LBOTE	1.8	5.2	9.5	17.8	24.3	21.7	19.8	93.0
Tas	LBOTE	8.5	5.1	7.8	15.7	19.9	20.3	22.7	86.4
	Non-LBOTE	1.6	6.9	10.7	18.6	22.9	19.5	19.8	91.6
ACT	LBOTE	4.6	1.9	5.6	14.2	19.9	22.2	31.6	93.5
	Non-LBOTE	1.0	2.2	5.3	13.0	21.9	24.8	31.7	96.8
NT	LBOTE	3.4	57.5	10.5	7.0	7.0	6.8	7.8	39.0
	Non-LBOTE	2.2	16.1	11.3	16.9	19.1	16.5	18.0	81.7
Aust	LBOTE	3.3	4.6	6.7	13.5	20.1	21.6	30.3	92.1
	Non-LBOTE	1.6	4.1	7.6	14.9	22.1	23.0	26.7	94.3

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, 2014.

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	
NSW	<i>Metro</i>	443.8	1.6	2.8	5.9	12.3	19.9	23.0	34.5	95.6
	<i>Provincial</i>	408.5	1.6	6.3	9.9	17.6	22.4	20.8	21.5	92.1
	<i>Remote</i>	370.2	2.2	15.5	16.9	17.8	18.8	14.9	13.8	82.3
	<i>Very Remote</i>	366.4	2.0	18.8	13.6	22.0	17.4	14.0	12.2	79.2
Vic	<i>Metro</i>	441.7	3.1	1.7	4.9	12.6	21.8	25.0	31.0	95.2
	<i>Provincial</i>	413.8	3.0	3.4	8.3	18.3	24.6	22.4	19.9	93.6
	<i>Remote</i>	403.6	0.0	2.6	11.9	26.8	20.4	20.0	18.3	97.4
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	428.0	1.5	3.8	7.6	14.4	21.6	23.1	27.9	94.7
	<i>Provincial</i>	409.2	1.6	5.6	10.0	17.3	23.2	21.6	20.7	92.8
	<i>Remote</i>	389.0	1.4	10.6	13.1	18.5	21.5	17.8	17.1	88.0
	<i>Very Remote</i>	347.3	1.4	22.8	19.1	20.4	15.9	10.9	9.3	75.7
WA	<i>Metro</i>	426.6	1.4	4.9	7.8	14.4	20.8	22.4	28.3	93.7
	<i>Provincial</i>	389.9	1.0	9.6	12.1	19.6	23.3	18.9	15.5	89.4
	<i>Remote</i>	365.8	1.0	17.7	13.9	19.0	19.5	16.1	12.9	81.4
	<i>Very Remote</i>	311.3	0.3	39.2	16.4	14.3	13.6	9.1	7.0	60.4
SA	<i>Metro</i>	414.2	2.3	4.5	8.8	16.9	23.8	22.1	21.5	93.2
	<i>Provincial</i>	392.8	2.5	7.5	11.7	19.8	24.4	19.0	15.0	90.0
	<i>Remote</i>	401.6	1.7	4.7	10.1	19.7	26.1	23.1	14.5	93.6
	<i>Very Remote</i>	283.0	0.0	48.3	10.8	12.3	14.9	7.7	6.1	51.7
Tas	<i>Metro</i>	410.5	2.2	6.2	10.4	17.1	21.8	19.8	22.4	91.5
	<i>Provincial</i>	402.1	1.7	6.9	10.5	19.3	23.5	19.6	18.5	91.4
	<i>Remote</i>	376.4	0.0	11.3	17.4	18.6	26.1	17.7	9.0	88.7
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	439.8	1.8	2.2	5.3	13.2	21.5	24.2	31.7	96.0
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	390.9	3.6	12.8	10.7	16.5	19.0	17.7	19.6	83.6
	<i>Remote</i>	343.2	2.1	28.3	13.0	14.6	15.4	12.0	14.6	69.5
	<i>Very Remote</i>	188.1	0.6	75.7	9.9	4.7	3.7	3.0	2.2	23.6
Aust	<i>Metro</i>	435.6	2.0	3.1	6.4	13.4	21.2	23.4	30.5	94.9
	<i>Provincial</i>	406.4	2.0	6.1	9.9	18.1	23.3	20.9	19.7	92.0
	<i>Remote</i>	374.2	1.4	15.2	13.5	18.3	20.3	16.8	14.5	83.3
	<i>Very Remote</i>	283.2	0.8	45.8	14.7	13.2	11.4	7.8	6.3	53.4

[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, 2014.

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	
NSW	<i>Metro</i>	370.6	2.6	11.7	16.0	23.1	22.2	14.5	10.0	85.7
	<i>Provincial</i>	348.5	3.0	17.5	19.1	23.7	19.6	11.0	6.2	79.5
	<i>Remote</i>	315.6	3.6	29.4	22.7	20.2	15.2	6.8	2.0	67.0
	<i>Very Remote</i>	306.3	4.4	33.8	20.4	21.8	13.8	4.9	0.9	61.8
Vic	<i>Metro</i>	381.4	5.2	6.4	14.2	23.7	24.3	16.4	9.8	88.4
	<i>Provincial</i>	353.3	6.1	12.3	20.2	25.1	20.7	10.9	4.7	81.6
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	357.4	1.4	15.0	19.1	23.3	20.7	13.1	7.5	83.6
	<i>Provincial</i>	354.9	2.5	15.4	18.3	23.5	21.3	12.8	6.2	82.1
	<i>Remote</i>	317.6	3.3	29.4	22.7	20.7	13.9	7.2	2.8	67.3
	<i>Very Remote</i>	304.9	1.2	35.1	25.0	21.7	11.2	4.5	1.4	63.7
WA	<i>Metro</i>	323.3	1.4	27.7	22.6	21.6	14.1	7.8	4.8	70.9
	<i>Provincial</i>	309.9	1.2	32.7	20.7	22.3	14.0	5.9	3.1	66.0
	<i>Remote</i>	276.1	1.7	47.3	19.5	16.3	9.5	3.6	2.1	51.0
	<i>Very Remote</i>	250.9	0.4	62.7	19.3	9.8	5.0	1.9	0.8	36.9
SA	<i>Metro</i>	337.2	5.1	19.5	21.9	23.9	15.2	9.1	5.2	75.4
	<i>Provincial</i>	313.5	5.5	29.9	21.8	20.0	12.5	6.9	3.4	64.6
	<i>Remote</i>	341.0	0.0	16.4	27.9	20.6	21.8	6.7	6.7	83.6
	<i>Very Remote</i>	203.3	0.0	79.0	12.5	4.2	3.4	0.6	0.2	21.0
Tas	<i>Metro</i>	356.5	0.5	15.0	18.0	28.5	20.3	8.7	8.9	84.5
	<i>Provincial</i>	367.4	1.7	12.6	15.3	23.1	24.8	14.6	7.9	85.7
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	361.4	2.5	13.4	17.9	23.1	23.6	13.2	6.3	84.1
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	309.7	3.3	35.0	17.2	17.5	14.4	8.5	4.3	61.8
	<i>Remote</i>	247.5	3.3	58.0	16.2	10.1	7.6	3.1	1.6	38.7
	<i>Very Remote</i>	159.3	0.7	85.1	9.7	2.4	0.9	0.9	0.3	14.2
Aust	<i>Metro</i>	358.2	2.3	15.0	18.2	23.2	20.4	12.8	8.1	82.6
	<i>Provincial</i>	344.4	3.1	19.1	19.0	23.1	19.3	10.8	5.6	77.9
	<i>Remote</i>	288.8	2.7	41.2	20.4	17.0	11.5	5.0	2.3	56.2
	<i>Very Remote</i>	225.3	0.8	65.2	16.5	9.7	5.0	2.1	0.7	34.0

[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, 2014.

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	
NSW	<i>Metro</i>	446.0	1.6	2.5	5.6	12.0	19.9	23.3	35.2	95.9
	<i>Provincial</i>	416.5	1.3	4.8	8.7	16.8	22.8	22.1	23.5	93.9
	<i>Remote</i>	403.5	1.1	6.7	13.6	16.2	21.3	20.0	21.2	92.2
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	442.5	2.8	1.6	4.8	12.5	21.9	25.1	31.3	95.5
	<i>Provincial</i>	416.2	2.7	3.1	7.9	18.0	24.8	22.9	20.6	94.2
	<i>Remote</i>	405.3	0.0	2.6	11.3	26.1	20.9	20.4	18.7	97.4
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	432.0	1.4	3.2	7.0	13.9	21.6	23.7	29.1	95.4
	<i>Provincial</i>	415.5	1.4	4.5	9.1	16.6	23.4	22.6	22.4	94.1
	<i>Remote</i>	410.6	0.9	4.7	10.1	17.8	23.8	21.1	21.6	94.4
	<i>Very Remote</i>	408.5	1.7	5.5	10.6	18.2	22.7	20.3	20.9	92.7
WA	<i>Metro</i>	430.7	1.4	4.0	7.2	14.1	21.0	23.0	29.3	94.5
	<i>Provincial</i>	398.2	0.9	7.3	11.2	19.3	24.3	20.3	16.8	91.8
	<i>Remote</i>	395.2	0.8	8.1	11.6	19.8	23.0	20.2	16.5	91.1
	<i>Very Remote</i>	389.1	0.3	9.0	12.5	20.1	25.1	18.4	14.8	90.8
SA	<i>Metro</i>	417.1	2.1	4.0	8.3	16.6	24.1	22.7	22.2	93.9
	<i>Provincial</i>	397.8	2.4	5.9	11.1	19.8	25.2	19.8	15.7	91.7
	<i>Remote</i>	405.1	1.9	4.1	9.3	19.4	26.3	24.1	14.9	94.0
	<i>Very Remote</i>	391.0	0.0	7.2	8.6	22.7	29.9	17.5	14.1	92.8
Tas	<i>Metro</i>	415.1	2.4	5.5	9.6	16.3	22.0	20.5	23.7	92.1
	<i>Provincial</i>	403.8	1.8	6.4	10.3	19.2	23.5	19.8	19.0	91.8
	<i>Remote</i>	382.8	0.0	10.3	16.9	16.2	26.9	19.0	10.7	89.7
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	441.7	1.7	1.9	5.0	13.0	21.4	24.5	32.4	96.4
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	404.4	3.9	8.4	9.7	16.9	20.2	19.4	21.4	87.6
	<i>Remote</i>	404.9	1.4	8.7	11.0	17.7	20.6	17.8	22.9	90.0
	<i>Very Remote</i>	383.0	0.0	11.6	11.0	21.2	23.3	17.2	15.7	88.4
Aust	<i>Metro</i>	438.2	1.9	2.7	6.0	13.1	21.2	23.8	31.3	95.4
	<i>Provincial</i>	412.4	1.8	4.8	9.1	17.6	23.7	21.9	21.1	93.4
	<i>Remote</i>	402.7	1.1	6.5	11.0	18.6	23.3	20.7	18.8	92.5
	<i>Very Remote</i>	395.6	0.7	8.3	11.0	19.7	23.9	18.9	17.4	91.0

[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, 2014.

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	
NSW	Bachelor	479.1	1.1	0.7	2.4	6.9	14.7	23.8	50.4	98.2
	Diploma	434.8	1.4	2.3	5.5	13.2	23.2	25.8	28.6	96.3
	Certificate	407.6	1.4	4.8	9.3	18.2	25.4	22.6	18.3	93.8
	Year 12	406.9	2.2	5.4	9.6	18.2	24.1	21.6	18.9	92.4
	Year 11	366.2	3.2	11.8	16.6	23.5	22.8	13.8	8.3	85.0
	Not stated (4%)	414.7	3.5	6.5	9.6	15.9	21.4	19.3	23.8	90.0
Vic	Bachelor	467.7	1.9	0.6	2.4	7.4	18.2	26.4	43.2	97.6
	Diploma	427.9	2.4	1.9	5.3	15.2	24.7	26.6	23.7	95.7
	Certificate	409.7	2.9	2.9	8.1	19.4	26.8	23.4	16.5	94.2
	Year 12	415.0	4.0	3.0	7.0	17.8	26.0	23.6	18.6	92.9
	Year 11	380.5	7.8	6.5	13.6	23.1	24.3	16.0	8.8	85.7
	Not stated (3%)	450.5	6.2	1.2	4.5	12.2	19.1	22.5	34.3	92.6
Qld	Bachelor	465.2	1.0	0.9	3.2	8.6	17.7	25.1	43.4	98.1
	Diploma	423.2	1.0	3.2	7.2	15.0	24.6	24.8	24.3	95.8
	Certificate	405.6	1.2	4.9	10.0	18.4	25.3	22.5	17.7	93.9
	Year 12	401.3	1.4	6.2	11.1	19.0	23.3	21.5	17.5	92.4
	Year 11	364.0	2.9	13.2	17.2	22.4	21.6	14.5	8.2	83.9
	Not stated (11%)	396.8	3.1	8.3	12.0	18.0	21.5	19.5	17.6	88.6
WA	Bachelor	460.4	1.1	1.3	3.8	9.5	18.5	24.4	41.3	97.5
	Diploma	416.2	1.1	4.4	8.3	16.1	23.5	24.7	21.8	94.5
	Certificate	396.9	0.9	7.1	11.5	19.6	24.0	20.8	16.1	92.0
	Year 12	397.3	1.5	7.5	10.3	19.5	24.5	20.5	16.2	91.1
	Year 11	348.6	1.7	19.9	17.2	22.0	19.0	12.9	7.1	78.4
	Not stated (14%)	378.6	2.1	16.0	12.6	16.9	19.4	16.1	17.0	81.9
SA	Bachelor	451.0	1.5	1.4	3.5	10.1	21.1	27.1	35.2	97.1
	Diploma	412.0	1.2	3.1	7.9	19.2	26.7	23.7	18.3	95.8
	Certificate	391.4	2.2	5.9	12.0	21.5	26.4	19.2	12.7	91.9
	Year 12	393.1	2.3	5.4	12.0	20.9	26.4	20.4	12.5	92.3
	Year 11	350.4	4.2	15.6	18.6	24.3	21.3	10.8	5.2	80.2
	Not stated (10%)	383.3	4.5	10.5	11.4	18.6	23.5	18.1	13.4	85.1

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, 2014.

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>	461.9	1.1	0.7	3.9	9.6	17.1	25.3	42.3	98.2
	<i>Diploma</i>	418.0	1.8	2.6	7.4	17.3	26.6	24.1	20.3	95.6
	<i>Certificate</i>	387.8	1.7	7.8	12.5	21.5	24.9	19.0	12.5	90.5
	<i>Year 12</i>	381.1	1.6	7.8	14.0	24.2	25.7	15.8	10.8	90.5
	<i>Year 11</i>	352.6	2.6	16.4	17.9	24.1	22.8	10.2	6.0	81.0
	<i>Not stated (10%)</i>	410.7	3.9	5.8	8.8	16.8	23.5	21.3	19.9	90.3
ACT	<i>Bachelor</i>	463.3	1.8	0.8	2.3	8.6	18.6	26.0	41.8	97.3
	<i>Diploma</i>	417.1	1.2	2.3	6.3	19.0	25.6	26.9	18.6	96.5
	<i>Certificate</i>	404.8	1.6	4.3	10.2	19.8	25.8	21.0	17.3	94.0
	<i>Year 12</i>	405.3	2.6	3.5	11.2	19.6	23.5	22.3	17.3	93.9
	<i>Year 11</i>	391.3	3.0	8.4	13.2	20.8	23.0	13.4	18.1	88.6
	<i>Not stated (6%)</i>	437.4	1.6	1.6	5.4	14.0	24.6	22.3	30.4	96.8
NT	<i>Bachelor</i>	433.3	1.5	4.9	6.8	14.1	18.9	21.4	32.6	93.6
	<i>Diploma</i>	393.2	1.1	10.7	9.4	19.0	22.7	18.8	18.4	88.2
	<i>Certificate</i>	350.6	2.4	22.4	14.4	17.3	18.1	14.4	11.1	75.2
	<i>Year 12</i>	355.2	2.6	19.6	13.0	18.0	20.1	15.2	11.5	77.8
	<i>Year 11</i>	231.3	2.6	61.7	15.4	9.8	6.3	3.1	1.1	35.8
	<i>Not stated (24%)</i>	235.6	4.1	59.4	8.7	6.5	6.8	6.8	7.7	36.5
Aust	<i>Bachelor</i>	468.9	1.3	0.8	2.8	7.9	17.1	25.1	44.9	97.8
	<i>Diploma</i>	426.5	1.5	2.7	6.3	15.0	24.2	25.5	24.8	95.8
	<i>Certificate</i>	404.2	1.8	5.0	9.7	19.0	25.6	22.1	16.9	93.3
	<i>Year 12</i>	404.3	2.4	5.4	9.7	18.8	24.6	21.7	17.5	92.3
	<i>Year 11</i>	362.9	4.1	13.1	16.2	22.8	22.1	13.8	7.9	82.8
	<i>Not stated (7%)</i>	395.1	3.4	10.9	10.5	16.3	20.5	18.5	19.8	85.7

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 3 Grammar and Punctuation

Table 3.G9: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2014.

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	
NSW	Group 1	478.6	0.9	0.7	2.5	7.0	14.9	23.9	50.1	98.3
	Group 2	451.1	1.0	1.6	4.2	10.9	20.4	25.3	36.5	97.4
	Group 3	420.9	1.2	3.4	7.5	16.1	24.7	23.9	23.3	95.4
	Group 4	400.2	1.7	6.2	11.2	19.4	24.0	20.4	17.1	92.1
	Not in paid work	376.0	4.2	10.8	15.1	21.2	22.4	14.7	11.5	85.0
	Not stated (10%)	401.1	3.6	7.8	11.3	18.6	21.4	18.0	19.4	88.6
Vic	Group 1	471.5	1.3	0.5	2.2	6.9	17.3	26.5	45.4	98.2
	Group 2	445.9	1.7	1.1	3.7	11.5	22.5	27.2	32.3	97.2
	Group 3	424.0	2.1	2.0	6.0	16.6	25.6	25.5	22.2	95.9
	Group 4	404.8	4.3	3.6	8.9	20.3	26.3	21.7	15.0	92.1
	Not in paid work	386.9	9.2	6.0	12.8	21.1	23.6	16.1	11.2	84.8
	Not stated (3%)	454.5	5.6	1.1	4.2	11.0	19.0	22.7	36.4	93.3
Qld	Group 1	464.3	0.8	1.0	3.3	8.9	17.8	24.9	43.2	98.2
	Group 2	437.8	0.9	2.0	5.7	12.9	22.6	25.6	30.3	97.1
	Group 3	413.0	1.1	4.2	8.9	17.2	24.8	23.3	20.4	94.7
	Group 4	389.6	1.7	8.0	12.7	20.5	23.9	19.5	13.8	90.3
	Not in paid work	366.8	3.3	13.3	17.1	21.5	20.9	14.2	9.8	83.4
	Not stated (16%)	395.4	2.9	7.9	12.4	18.6	22.0	19.4	16.9	89.2
WA	Group 1	457.8	0.8	1.5	4.2	10.0	18.6	24.6	40.2	97.7
	Group 2	428.7	0.9	3.8	6.7	14.2	22.6	24.2	27.5	95.3
	Group 3	407.0	1.0	5.4	9.9	18.3	24.2	22.1	19.0	93.6
	Group 4	384.0	1.4	10.1	13.5	20.9	22.4	18.0	13.7	88.5
	Not in paid work	361.3	2.0	18.7	15.8	19.4	17.9	14.4	11.8	79.4
	Not stated (23%)	382.4	2.1	14.1	12.3	17.8	20.1	16.8	16.8	83.8
SA	Group 1	452.7	1.2	1.2	3.4	10.0	21.2	27.2	35.9	97.6
	Group 2	423.1	1.0	2.8	6.8	16.1	25.3	24.9	23.3	96.3
	Group 3	403.9	1.5	3.9	9.4	20.2	27.6	21.6	15.9	94.6
	Group 4	382.9	2.8	7.5	14.0	21.8	25.7	17.6	10.6	89.7
	Not in paid work	360.4	4.7	14.2	17.0	22.8	20.6	12.1	8.6	81.1
	Not stated (19%)	372.9	4.7	11.4	14.1	21.3	22.3	15.9	10.3	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 3 Grammar and Punctuation

Table 3.G9 (cont.): Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2014.

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	455.6	0.7	1.8	4.1	10.0	19.0	25.5	38.9	97.5
	Group 2	425.4	1.3	2.6	7.2	16.4	23.5	23.8	25.3	96.1
	Group 3	400.4	1.3	5.1	10.8	20.2	26.7	20.1	15.8	93.7
	Group 4	372.2	1.7	10.4	15.9	23.4	24.7	14.7	9.2	87.9
	Not in paid work	352.6	3.0	17.4	17.5	24.6	19.8	10.1	7.6	79.6
	Not stated (14%)	394.5	4.8	8.5	11.5	18.8	21.9	18.6	15.8	86.7
ACT	Group 1	463.6	1.5	1.0	2.8	8.6	17.7	26.1	42.3	97.5
	Group 2	441.5	1.1	1.4	4.3	12.8	22.2	27.0	31.2	97.5
	Group 3	420.7	1.6	3.0	7.6	17.7	23.3	22.9	23.9	95.4
	Group 4	387.3	2.3	5.5	13.5	22.1	28.2	16.9	11.5	92.2
	Not in paid work	385.2	5.0	7.2	12.2	23.1	25.8	15.0	11.7	87.9
	Not stated (13%)	417.4	3.1	3.5	7.8	17.4	26.2	20.2	22.0	93.5
NT	Group 1	420.3	1.0	7.2	8.5	14.8	19.4	20.3	28.7	91.8
	Group 2	386.2	1.0	13.6	11.4	17.0	20.1	18.0	18.8	85.4
	Group 3	374.6	2.5	15.8	12.2	17.5	19.4	17.1	15.5	81.8
	Group 4	299.3	2.4	41.8	15.6	12.6	11.3	8.0	8.2	55.8
	Not in paid work	235.9	3.4	61.4	13.3	9.6	6.6	3.6	2.1	35.2
	Not stated (23%)	215.9	4.6	62.9	8.7	7.2	6.8	5.5	4.3	32.5
Aust	Group 1	468.8	1.0	0.9	2.9	8.0	17.0	25.0	45.0	98.0
	Group 2	442.1	1.2	1.9	4.9	12.3	22.0	25.7	32.1	96.9
	Group 3	416.5	1.4	3.6	7.9	17.1	25.0	23.7	21.2	95.0
	Group 4	394.9	2.5	6.7	11.4	20.3	24.5	19.9	14.8	90.8
	Not in paid work	372.9	5.5	11.4	14.8	21.1	21.8	14.6	10.7	83.0
	Not stated (12%)	391.3	3.4	10.4	11.6	18.0	21.0	17.9	17.7	86.3

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 3 Numeracy

Figure 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	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)

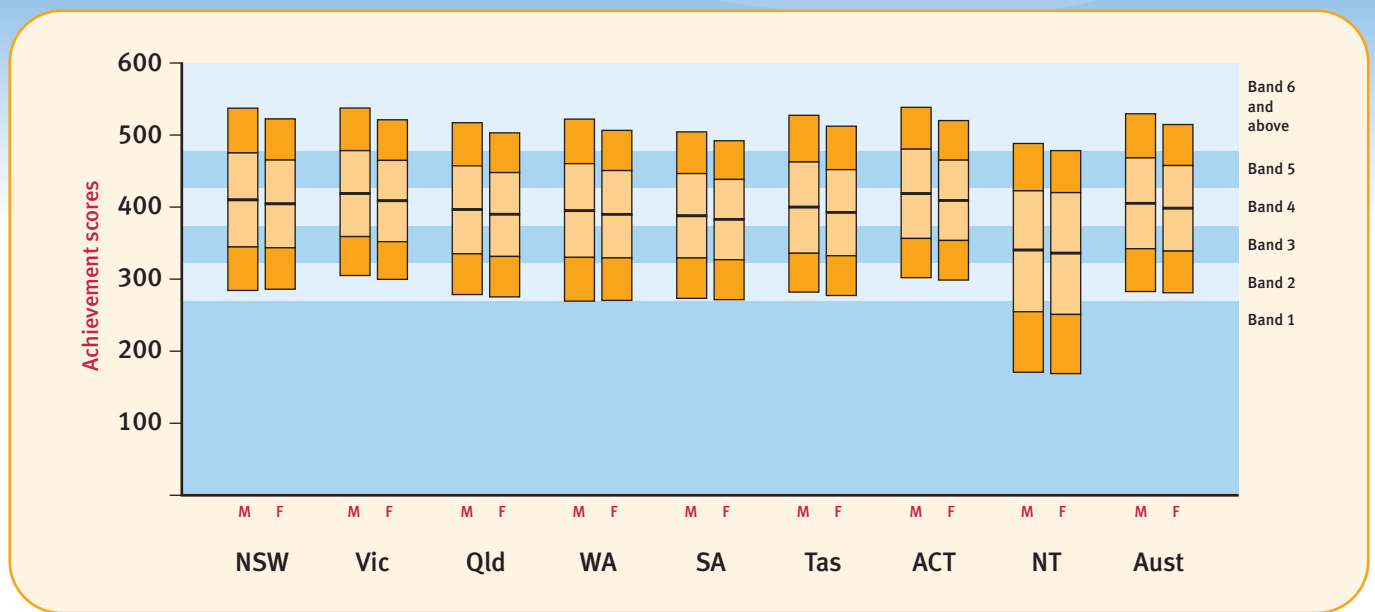
Table 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2014.

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	
NSW	8yrs 7mths 3yrs 4mths	96.8	1.9	1.2	1.6	3.1	9.4	20.0	26.4	22.4	17.1	95.4
Vic	8yrs 9mths 3yrs 4mths	94.3	3.0	2.7	3.0	1.5	7.2	19.2	28.0	23.8	17.3	95.5
Qld	8yrs 5mths 3yrs 4mths	92.9	2.9	4.2	1.4	4.0	11.6	23.3	27.8	20.5	11.4	94.6
WA	8yrs 5mths 3yrs 4mths	94.6	3.5	1.9	1.2	4.9	12.1	22.6	26.8	20.0	12.3	93.8
SA	8yrs 7mths 3yrs 4mths	92.5	3.6	3.9	2.3	4.5	12.7	25.2	28.4	18.1	8.8	93.2
Tas	8yrs 10mths 3yrs 4mths	94.9	3.3	1.8	1.9	3.6	11.5	23.4	26.6	19.7	13.4	94.5
ACT	8yrs 7mths 3yrs 4mths	93.0	2.2	4.7	1.7	1.8	7.4	19.1	28.0	24.2	17.9	96.5
NT	8yrs 6mths 3yrs 4mths	88.7	9.3	2.1	2.5	24.5	15.3	19.3	20.5	12.2	5.7	73.0
Aust	8yrs 7mths 3yrs 4mths	94.6	2.8	2.5	1.9	3.4	10.0	21.2	27.2	21.6	14.6	94.6

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	410.0 (76.5)	418.8 (70.6)	396.6 (72.1)	395.0 (76.4)	387.9 (70.3)	399.9 (74.3)	418.7 (71.8)	340.3 (97.2)	405.2 (74.9)
Female Mean scale score / (S.D.)	404.5 (71.6)	408.8 (67.2)	390.0 (68.9)	389.9 (71.5)	382.9 (67.2)	392.6 (71.1)	409.1 (66.9)	336.0 (95.9)	398.4 (70.9)

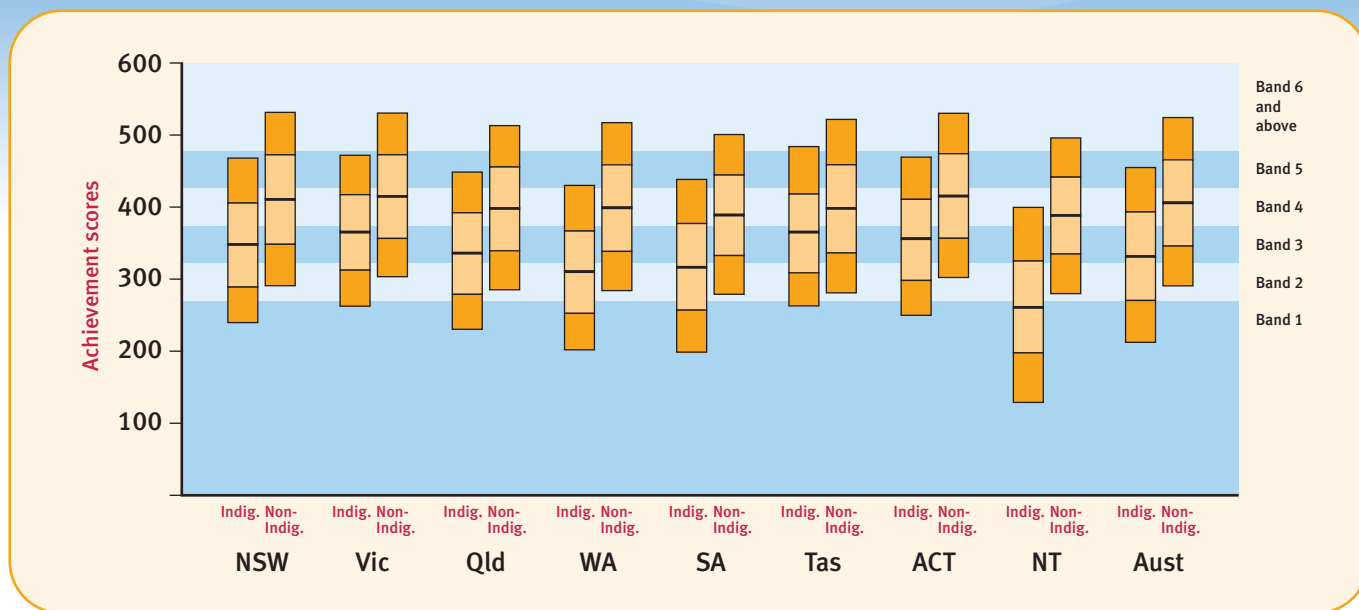
Table 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2014.

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	3.1	9.3	19.3	25.4	22.1	18.7	94.8
	Female	1.1	3.0	9.5	20.8	27.4	22.8	15.3	95.9
Vic	Male	4.1	1.3	6.6	17.9	26.9	23.9	19.4	94.6
	Female	1.9	1.7	7.8	20.6	29.2	23.8	15.0	96.4
Qld	Male	1.8	3.8	11.2	22.6	27.0	20.8	12.9	94.4
	Female	1.0	4.2	12.1	24.0	28.6	20.2	9.9	94.8
WA	Male	1.5	5.0	11.9	22.0	25.8	19.8	14.0	93.5
	Female	1.0	4.9	12.3	23.1	27.8	20.3	10.6	94.2
SA	Male	2.8	4.4	12.4	24.7	27.6	18.2	10.0	92.8
	Female	1.7	4.7	13.1	25.7	29.3	17.9	7.6	93.6
Tas	Male	2.2	3.2	11.4	22.4	26.3	19.2	15.3	94.6
	Female	1.5	4.0	11.6	24.4	26.8	20.2	11.3	94.4
ACT	Male	2.1	1.6	7.3	17.8	26.4	24.2	20.5	96.3
	Female	1.4	2.0	7.4	20.3	29.5	24.1	15.3	96.6
NT	Male	3.2	23.6	15.3	18.9	20.8	11.9	6.3	73.2
	Female	1.8	25.5	15.3	19.6	20.2	12.6	5.1	72.8
Aust	Male	2.5	3.3	9.6	20.4	26.3	21.6	16.3	94.2
	Female	1.3	3.5	10.3	22.1	28.2	21.7	12.8	95.1

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	348.1 (69.5)	365.2 (63.1)	336.0 (66.3)	310.4 (69.8)	316.4 (74.1)	365.2 (66.7)	356.1 (67.3)	260.8 (79.8)	331.5 (74.4)
Non-Indigenous Mean scale score / (S.D.)	410.6 (72.9)	414.8 (69.0)	398.1 (68.9)	399.0 (70.5)	388.9 (66.8)	398.2 (72.4)	415.2 (69.0)	388.4 (64.7)	405.9 (70.8)

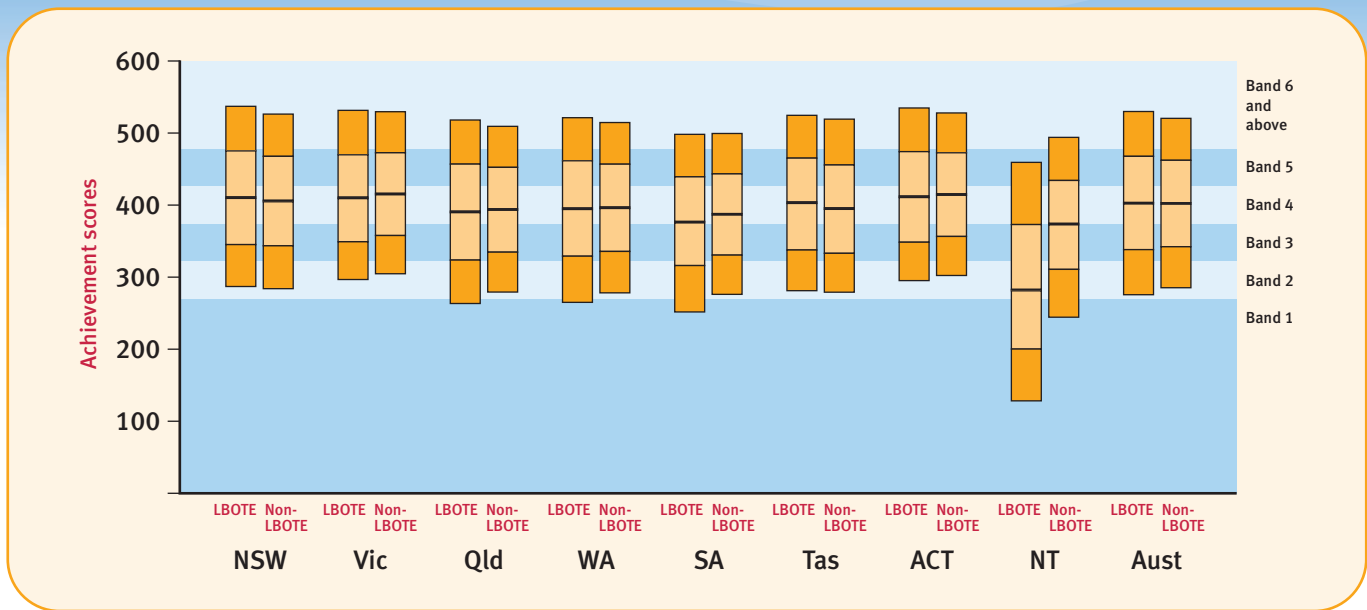
Table 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous Status, by State and Territory, 2014.

State/Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.8	12.4	23.0	28.7	20.2	9.1	3.8	84.8
	Non-Indigenous	1.5	2.5	8.6	19.5	26.8	23.2	17.8	96.0
Vic	Indigenous	5.5	6.0	17.2	30.7	24.6	11.9	3.9	88.5
	Non-Indigenous	2.8	1.4	7.0	19.0	28.1	24.1	17.6	95.8
Qld	Indigenous	1.9	15.8	26.3	28.9	17.8	7.4	2.0	82.4
	Non-Indigenous	1.4	3.0	10.4	22.8	28.6	21.6	12.2	95.6
WA	Indigenous	1.2	28.3	29.1	24.3	11.6	4.2	1.3	70.5
	Non-Indigenous	1.2	3.1	10.7	22.4	28.0	21.3	13.2	95.6
SA	Indigenous	4.6	23.8	28.2	23.3	13.9	4.5	1.7	71.7
	Non-Indigenous	2.1	3.5	12.0	25.2	29.2	18.8	9.2	94.3
Tas	Indigenous	1.2	6.3	19.5	31.0	24.5	11.7	5.7	92.5
	Non-Indigenous	2.0	3.4	10.9	22.9	26.9	20.3	13.6	94.6
ACT	Indigenous	2.3	9.5	21.3	29.1	24.2	9.5	4.1	88.1
	Non-Indigenous	1.7	1.6	7.1	18.8	28.0	24.5	18.3	96.7
NT	Indigenous	1.8	55.3	22.3	12.0	6.5	1.8	0.4	43.0
	Non-Indigenous	3.2	3.7	10.9	25.1	30.4	18.7	8.0	93.2
Aust	Indigenous	2.4	19.3	24.5	26.6	17.2	7.3	2.6	78.2
	Non-Indigenous	1.8	2.5	9.1	20.9	27.9	22.5	15.3	95.7

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	410.3 (75.7)	410.0 (71.4)	390.5 (77.0)	394.9 (77.8)	376.3 (75.4)	403.3 (75.1)	411.5 (73.0)	282.0 (99.9)	402.6 (77.7)
Non-LBOTE Mean scale score / (S.D.)	405.6 (73.3)	415.3 (68.2)	393.8 (69.6)	396.3 (71.5)	387.2 (67.5)	395.1 (72.4)	414.6 (68.6)	373.6 (74.7)	402.3 (71.2)

Table 3.N4: Achievement of Year 3 Students in Numeracy, by LBOTE Status, by State and Territory, 2014.

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	2.2	2.8	9.2	19.6	25.4	22.0	18.7	94.9
	Non-LBOTE	1.3	3.2	9.6	20.3	26.9	22.6	16.2	95.5
Vic	LBOTE	4.4	1.9	8.3	20.1	27.0	21.8	16.4	93.7
	Non-LBOTE	2.5	1.4	6.8	18.9	28.4	24.5	17.5	96.1
Qld	LBOTE	2.7	5.8	13.0	22.1	24.4	19.3	12.8	91.5
	Non-LBOTE	1.2	3.7	11.4	23.4	28.3	20.7	11.2	95.1
WA	LBOTE	2.4	5.5	11.6	21.5	25.0	20.0	14.1	92.1
	Non-LBOTE	0.9	3.9	11.0	22.4	28.0	21.3	12.5	95.2
SA	LBOTE	5.2	7.3	13.9	24.2	25.8	15.7	7.9	87.5
	Non-LBOTE	1.7	4.0	12.5	25.3	29.0	18.6	9.0	94.3
Tas	LBOTE	8.5	3.2	9.7	19.6	24.0	20.6	14.4	88.4
	Non-LBOTE	1.5	3.7	11.7	23.8	26.9	19.5	12.9	94.8
ACT	LBOTE	4.3	1.9	8.8	19.1	26.1	21.9	18.0	93.8
	Non-LBOTE	1.0	1.7	7.0	19.0	28.5	24.8	17.9	97.3
NT	LBOTE	3.4	48.3	17.6	11.6	9.9	6.4	2.9	48.3
	Non-LBOTE	2.2	9.0	13.8	24.3	27.5	15.7	7.4	88.8
Aust	LBOTE	3.1	4.2	10.0	20.3	25.4	20.9	16.1	92.7
	Non-LBOTE	1.6	3.0	9.8	21.4	27.9	22.0	14.3	95.4

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, 2014.

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	<i>Metro</i>	413.0	1.6	2.5	8.4	18.8	26.3	23.5	18.9	95.9
	<i>Provincial</i>	389.5	1.5	4.7	12.7	23.9	26.9	19.2	11.1	93.8
	<i>Remote</i>	361.6	2.2	10.8	20.7	24.0	21.4	13.5	7.5	87.0
	<i>Very Remote</i>	360.6	2.0	12.0	20.2	26.8	18.8	12.4	7.8	86.0
Vic	<i>Metro</i>	417.5	3.1	1.4	6.6	18.2	27.6	24.6	18.6	95.6
	<i>Provincial</i>	402.0	2.9	2.0	9.1	22.6	29.4	21.4	12.7	95.1
	<i>Remote</i>	402.0	0.0	2.6	13.2	24.3	23.8	15.3	20.9	97.4
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	398.2	1.4	3.3	10.5	22.4	28.0	21.8	12.6	95.3
	<i>Provincial</i>	385.1	1.5	4.4	13.6	25.4	27.9	18.1	9.0	94.1
	<i>Remote</i>	368.8	1.5	9.5	16.1	26.2	24.9	14.8	7.0	88.9
	<i>Very Remote</i>	334.2	1.2	20.4	26.0	24.5	15.4	8.2	4.3	78.4
WA	<i>Metro</i>	401.6	1.4	3.2	10.3	21.5	27.3	21.9	14.4	95.4
	<i>Provincial</i>	377.7	0.9	5.8	15.6	26.4	27.4	16.4	7.5	93.3
	<i>Remote</i>	362.0	1.0	12.5	16.9	25.2	24.0	14.3	6.1	86.5
	<i>Very Remote</i>	319.2	0.3	29.0	25.1	19.5	15.7	7.1	3.3	70.7
SA	<i>Metro</i>	390.1	2.3	3.7	11.8	24.4	28.8	19.2	9.8	94.0
	<i>Provincial</i>	375.6	2.5	5.5	15.2	27.5	27.3	15.5	6.5	92.0
	<i>Remote</i>	377.4	1.5	4.3	13.4	27.8	32.9	14.9	5.2	94.2
	<i>Very Remote</i>	307.6	0.0	39.0	14.7	15.8	18.4	8.6	3.6	61.0
Tas	<i>Metro</i>	400.0	2.2	3.4	11.0	22.2	26.2	20.0	15.0	94.4
	<i>Provincial</i>	394.1	1.7	3.6	11.6	24.4	27.0	19.6	12.1	94.7
	<i>Remote</i>	363.9	0.0	6.4	24.9	26.1	24.6	12.2	5.8	93.6
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	414.0	1.7	1.8	7.4	19.0	28.0	24.2	18.0	96.5
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	379.7	3.5	7.2	12.7	24.2	27.3	17.1	7.9	89.3
	<i>Remote</i>	353.2	2.1	17.0	17.9	21.3	23.0	12.2	6.5	80.9
	<i>Very Remote</i>	246.6	0.6	64.7	18.7	7.9	5.0	2.4	0.7	34.7
Aust	<i>Metro</i>	408.2	2.0	2.5	8.8	20.1	27.3	22.9	16.4	95.5
	<i>Provincial</i>	389.2	1.9	4.2	12.5	24.5	27.8	18.9	10.3	93.9
	<i>Remote</i>	364.9	1.4	10.9	16.9	25.1	24.9	14.1	6.6	87.6
	<i>Very Remote</i>	301.8	0.7	37.6	22.5	17.3	12.6	6.3	3.0	61.7

[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, 2014.

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	
NSW	<i>Metro</i>	357.5	2.5	10.0	20.6	29.2	21.6	11.2	4.9	87.5
	<i>Provincial</i>	342.6	2.9	13.7	24.5	28.8	19.6	7.4	3.1	83.4
	<i>Remote</i>	315.9	3.6	22.1	33.3	21.9	12.1	6.1	0.8	74.3
	<i>Very Remote</i>	313.1	4.4	25.8	27.1	24.9	12.9	4.9	0.0	69.8
Vic	<i>Metro</i>	373.2	5.0	4.8	15.6	29.9	25.5	13.3	5.9	90.1
	<i>Provincial</i>	358.4	6.0	6.9	18.7	31.4	23.9	10.8	2.3	87.1
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	343.3	1.3	12.9	24.9	30.0	19.7	8.8	2.3	85.8
	<i>Provincial</i>	340.8	2.5	12.8	25.6	30.4	19.2	7.4	2.1	84.7
	<i>Remote</i>	313.3	3.6	26.6	28.1	24.6	11.8	4.2	1.0	69.7
	<i>Very Remote</i>	298.9	1.2	32.6	33.8	21.4	7.9	2.6	0.5	66.2
WA	<i>Metro</i>	329.1	1.5	18.6	27.8	28.8	15.5	5.5	2.3	79.9
	<i>Provincial</i>	321.8	1.2	21.0	29.5	28.7	13.1	5.3	1.2	77.8
	<i>Remote</i>	299.8	1.7	34.8	27.0	22.7	9.8	3.5	0.5	63.5
	<i>Very Remote</i>	276.4	0.4	46.8	32.2	13.5	5.1	1.6	0.4	52.8
SA	<i>Metro</i>	335.2	5.3	14.4	28.5	26.3	17.2	5.7	2.5	80.3
	<i>Provincial</i>	312.7	5.5	24.7	29.4	23.2	12.3	3.7	1.2	69.8
	<i>Remote</i>	326.4	0.0	19.4	33.3	26.7	12.7	7.3	0.6	80.6
	<i>Very Remote</i>	245.7	0.0	63.6	21.6	9.5	4.4	0.8	0.0	36.4
Tas	<i>Metro</i>	362.0	0.5	7.3	20.3	31.9	25.0	8.5	6.4	92.1
	<i>Provincial</i>	368.3	1.7	5.5	18.5	30.4	24.1	14.2	5.6	92.8
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	357.8	2.5	9.3	20.8	28.4	24.6	10.1	4.3	88.3
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	323.7	3.3	23.2	23.9	25.6	17.2	5.6	1.3	73.6
	<i>Remote</i>	288.5	3.3	39.3	28.8	17.1	9.4	1.9	0.2	57.4
	<i>Very Remote</i>	227.3	0.7	73.3	19.7	4.8	1.2	0.3	0.0	25.9
Aust	<i>Metro</i>	349.0	2.3	11.8	23.1	29.4	20.4	9.4	3.7	85.9
	<i>Provincial</i>	340.6	3.0	14.1	24.6	29.2	19.1	7.6	2.5	82.9
	<i>Remote</i>	304.4	2.8	31.1	28.9	22.0	10.9	3.8	0.6	66.2
	<i>Very Remote</i>	261.0	0.8	54.5	26.8	11.9	4.4	1.3	0.2	44.6

[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, 2014.

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	<i>Metro</i>	414.7	1.5	2.3	7.9	18.5	26.5	23.9	19.3	96.2
	<i>Provincial</i>	395.7	1.3	3.4	11.1	23.3	28.0	20.8	12.1	95.3
	<i>Remote</i>	389.3	1.1	3.8	13.0	25.2	27.0	18.2	11.7	95.1
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	418.1	2.8	1.3	6.5	18.1	27.7	24.8	18.8	95.9
	<i>Provincial</i>	403.7	2.6	1.8	8.7	22.2	29.6	21.8	13.2	95.6
	<i>Remote</i>	402.3	0.0	2.6	13.5	24.3	22.6	15.7	21.3	97.4
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	401.4	1.4	2.8	9.7	21.9	28.5	22.5	13.2	95.8
	<i>Provincial</i>	390.2	1.4	3.5	12.2	24.9	28.9	19.3	9.8	95.2
	<i>Remote</i>	385.6	0.9	4.4	12.3	26.5	29.0	18.1	8.9	94.8
	<i>Very Remote</i>	384.6	1.2	3.4	14.9	28.3	26.0	16.4	9.9	95.5
WA	<i>Metro</i>	404.4	1.4	2.7	9.6	21.1	27.7	22.6	14.9	95.9
	<i>Provincial</i>	383.3	0.9	4.3	14.2	26.2	28.9	17.5	8.2	94.8
	<i>Remote</i>	382.3	0.8	5.3	13.5	25.7	28.8	17.8	8.1	93.9
	<i>Very Remote</i>	374.5	0.3	6.0	15.7	27.5	29.4	14.0	7.1	93.8
SA	<i>Metro</i>	392.3	2.1	3.3	11.2	24.3	29.2	19.7	10.2	94.6
	<i>Provincial</i>	379.5	2.4	4.2	14.4	27.8	28.3	16.3	6.7	93.5
	<i>Remote</i>	380.4	1.7	3.2	12.4	27.6	34.4	15.5	5.2	95.1
	<i>Very Remote</i>	389.6	0.0	6.2	6.2	23.0	36.8	19.5	8.4	93.8
Tas	<i>Metro</i>	403.2	2.3	3.1	10.2	21.4	26.2	21.0	15.6	94.6
	<i>Provincial</i>	394.6	1.8	3.6	11.1	24.2	27.6	19.7	12.0	94.6
	<i>Remote</i>	368.9	0.0	5.9	24.1	24.5	24.5	14.1	6.9	94.1
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	415.2	1.7	1.6	7.1	18.9	28.0	24.5	18.3	96.7
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	387.7	3.9	3.9	10.9	25.0	29.8	18.9	7.6	92.3
	<i>Remote</i>	394.9	1.4	2.3	10.7	24.1	31.9	18.9	10.7	96.3
	<i>Very Remote</i>	377.1	0.0	5.5	11.9	29.8	32.1	15.9	4.8	94.5
Aust	<i>Metro</i>	410.2	1.9	2.2	8.3	19.8	27.6	23.4	16.8	95.9
	<i>Provincial</i>	393.9	1.8	3.2	11.3	24.1	28.7	20.0	11.0	95.1
	<i>Remote</i>	385.0	1.0	4.2	12.8	25.9	29.7	17.6	8.7	94.7
	<i>Very Remote</i>	380.3	0.5	5.1	14.3	27.3	28.7	15.6	8.5	94.4

[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, 2014.

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>	442.2	1.1	0.6	3.3	11.7	24.4	29.0	30.0	98.3
	<i>Diploma</i>	406.3	1.3	2.0	7.7	21.4	29.8	24.2	13.6	96.7
	<i>Certificate</i>	385.9	1.4	3.8	12.7	25.9	29.3	18.9	8.0	94.8
	<i>Year 12</i>	383.1	2.1	4.4	14.0	26.3	27.2	17.4	8.6	93.4
	<i>Year 11</i>	352.4	3.2	10.1	21.9	29.4	22.4	9.6	3.4	86.7
	<i>Not stated (4%)</i>	392.3	3.4	5.2	12.8	23.0	24.1	17.6	13.8	91.4
Vic	<i>Bachelor</i>	440.1	1.8	0.4	3.1	12.4	25.5	29.0	27.9	97.8
	<i>Diploma</i>	407.5	2.3	1.4	7.4	20.2	31.5	24.1	13.0	96.3
	<i>Certificate</i>	394.4	2.9	2.1	9.8	24.9	30.9	20.4	9.0	95.0
	<i>Year 12</i>	396.7	4.0	2.2	9.7	23.6	30.0	20.3	10.3	93.9
	<i>Year 11</i>	370.2	7.8	4.7	15.6	29.3	25.1	13.1	4.3	87.5
	<i>Not stated (3%)</i>	419.3	6.1	1.1	7.1	16.9	26.7	22.8	19.4	92.7
Qld	<i>Bachelor</i>	428.4	1.0	0.8	4.3	15.4	27.5	28.8	22.3	98.2
	<i>Diploma</i>	394.9	1.0	2.5	10.0	24.5	31.0	21.6	9.4	96.6
	<i>Certificate</i>	381.2	1.2	4.0	13.7	27.4	29.8	17.5	6.5	94.8
	<i>Year 12</i>	375.9	1.3	5.6	15.7	27.2	27.4	16.6	6.2	93.1
	<i>Year 11</i>	348.2	2.8	11.7	22.9	29.0	21.6	9.2	2.8	85.5
	<i>Not stated (11%)</i>	374.7	2.9	6.7	16.3	25.5	25.2	16.0	7.3	90.4
WA	<i>Bachelor</i>	428.9	1.1	0.8	4.5	15.4	27.2	27.9	23.1	98.1
	<i>Diploma</i>	392.7	1.0	2.9	11.0	24.4	30.4	20.9	9.4	96.1
	<i>Certificate</i>	378.7	0.8	4.8	14.8	27.5	28.6	16.8	6.7	94.3
	<i>Year 12</i>	379.5	1.5	5.0	14.6	26.4	28.2	17.4	6.9	93.5
	<i>Year 11</i>	346.0	1.8	13.0	23.6	28.6	20.8	9.1	3.1	85.2
	<i>Not stated (14%)</i>	368.9	2.1	10.8	16.9	23.4	23.2	15.0	8.5	87.1
SA	<i>Bachelor</i>	418.8	1.4	0.9	5.5	17.1	30.7	26.9	17.5	97.7
	<i>Diploma</i>	389.0	1.1	2.5	11.4	26.4	31.4	19.4	7.8	96.4
	<i>Certificate</i>	373.6	2.2	4.8	15.1	29.5	29.0	14.5	4.9	93.0
	<i>Year 12</i>	372.7	2.3	4.4	15.4	30.9	27.9	14.5	4.6	93.3
	<i>Year 11</i>	343.6	4.1	11.5	23.8	30.9	20.2	7.6	1.9	84.3
	<i>Not stated (10%)</i>	366.0	4.5	9.3	15.6	25.6	25.9	13.6	5.5	86.2

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, 2014.

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>	440.6	1.1	0.4	3.7	12.4	24.9	29.0	28.6	98.5
	<i>Diploma</i>	406.4	1.8	2.3	6.8	21.2	31.7	22.3	13.9	95.9
	<i>Certificate</i>	383.2	1.7	3.7	13.6	27.6	28.0	17.6	7.8	94.5
	<i>Year 12</i>	372.3	1.6	4.3	15.9	33.3	26.2	13.6	5.0	94.1
	<i>Year 11</i>	355.4	2.6	8.8	21.3	29.7	24.2	10.5	3.0	88.6
	<i>Not stated (10%)</i>	401.3	3.6	3.7	10.1	21.5	25.2	20.2	15.7	92.7
ACT	<i>Bachelor</i>	433.8	1.7	0.9	3.9	13.5	26.4	28.5	25.1	97.5
	<i>Diploma</i>	391.7	1.2	1.6	9.8	28.7	31.3	19.6	8.0	97.2
	<i>Certificate</i>	383.8	1.6	3.1	13.1	27.5	30.2	17.0	7.4	95.2
	<i>Year 12</i>	388.3	2.6	3.3	11.0	25.6	29.1	19.9	8.5	94.0
	<i>Year 11</i>	376.3	3.0	6.5	16.6	25.0	24.1	16.4	8.4	90.5
	<i>Not stated (6%)</i>	414.6	1.6	1.6	7.6	16.6	31.0	23.8	17.9	96.9
NT	<i>Bachelor</i>	409.8	1.7	1.8	6.1	20.1	31.6	24.8	14.0	96.5
	<i>Diploma</i>	383.4	1.1	3.4	11.9	26.7	33.0	19.1	4.8	95.5
	<i>Certificate</i>	352.9	2.2	13.0	18.0	27.6	24.6	10.8	3.8	84.8
	<i>Year 12</i>	357.1	2.6	13.0	16.8	25.4	24.5	14.2	3.6	84.5
	<i>Year 11</i>	275.4	2.6	46.7	25.8	15.0	7.9	1.8	0.3	50.7
	<i>Not stated (24%)</i>	278.5	4.0	51.7	15.1	9.2	9.1	6.1	4.7	44.3
Aust	<i>Bachelor</i>	435.9	1.3	0.6	3.7	13.4	26.0	28.7	26.3	98.1
	<i>Diploma</i>	401.4	1.5	2.1	8.7	22.5	30.7	22.9	11.7	96.5
	<i>Certificate</i>	384.7	1.7	3.7	12.7	26.5	29.6	18.3	7.5	94.6
	<i>Year 12</i>	383.0	2.3	4.3	13.6	26.3	28.0	17.6	7.8	93.4
	<i>Year 11</i>	353.0	4.1	10.2	21.0	29.0	22.4	10.1	3.3	85.7
	<i>Not stated (7%)</i>	378.0	3.4	8.6	14.4	22.8	24.2	16.4	10.2	88.1

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 3 Numeracy

Table 3.N9: Achievement of Year 3 Students in Numeracy, by Parental Occupation, by State and Territory, 2014.

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	
NSW	Group 1	442.4	0.9	0.6	3.4	11.7	24.2	28.8	30.4	98.5
	Group 2	419.8	1.0	1.3	5.8	17.8	28.2	26.7	19.2	97.7
	Group 3	395.5	1.2	2.7	10.3	24.2	30.0	21.1	10.5	96.2
	Group 4	378.6	1.7	5.2	15.6	26.6	27.2	16.1	7.8	93.2
	Not in paid work	360.3	4.1	9.2	19.9	27.8	22.4	11.0	5.7	86.7
	Not stated (10%)	380.2	3.5	6.7	15.5	24.7	23.5	15.5	10.6	89.8
Vic	Group 1	443.3	1.3	0.3	2.8	11.6	24.9	29.4	29.6	98.4
	Group 2	423.1	1.6	0.7	4.9	16.6	29.2	27.3	19.6	97.7
	Group 3	405.3	2.1	1.4	7.8	21.6	31.2	23.4	12.5	96.5
	Group 4	387.9	4.3	2.8	11.4	26.6	29.4	17.6	8.0	93.0
	Not in paid work	376.3	9.1	4.3	14.4	27.1	25.2	13.6	6.3	86.6
	Not stated (3%)	421.6	5.5	1.0	6.7	16.6	25.8	24.4	19.9	93.4
Qld	Group 1	427.6	0.8	0.8	4.6	15.5	27.6	28.4	22.2	98.4
	Group 2	406.7	0.8	1.6	7.5	21.6	30.6	24.6	13.2	97.6
	Group 3	387.1	1.1	3.4	12.2	26.2	30.0	19.2	8.0	95.5
	Group 4	366.7	1.6	6.9	18.2	28.8	26.0	13.9	4.6	91.5
	Not in paid work	349.0	3.3	12.1	22.7	27.7	21.4	9.1	3.6	84.5
	Not stated (16%)	373.8	2.8	6.6	16.5	26.2	25.3	15.5	7.1	90.7
WA	Group 1	427.7	0.8	0.8	4.9	15.9	27.3	27.5	22.9	98.4
	Group 2	404.8	0.8	2.3	8.8	21.3	29.1	24.1	13.7	96.9
	Group 3	385.1	1.0	3.6	12.9	26.9	29.6	18.2	7.8	95.4
	Group 4	369.0	1.5	6.9	18.1	27.7	26.0	14.1	5.7	91.7
	Not in paid work	353.2	2.0	13.0	21.5	26.0	21.2	10.5	5.7	85.0
	Not stated (23%)	370.5	2.1	9.5	16.7	24.4	24.2	15.2	7.9	88.5
SA	Group 1	419.3	1.2	0.8	5.4	17.1	30.8	26.8	17.9	98.0
	Group 2	398.9	0.9	1.9	9.5	23.2	31.9	21.8	10.8	97.2
	Group 3	381.8	1.5	3.2	12.5	29.2	30.6	16.9	6.1	95.3
	Group 4	367.1	2.7	5.7	17.2	30.7	27.3	12.5	4.0	91.6
	Not in paid work	351.2	4.7	10.9	21.4	28.7	21.7	9.5	3.1	84.4
	Not stated (19%)	358.6	4.6	9.6	18.7	27.8	23.2	11.9	4.2	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 3 Numeracy

Table 3.N9 (cont.): Achievement of Year 3 Students in Numeracy, by Parental Occupation, by State and Territory, 2014.

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	438.0	0.7	0.7	4.4	12.1	26.0	28.6	27.5	98.6
	Group 2	408.5	1.3	1.9	7.6	21.9	29.2	22.9	15.4	96.9
	Group 3	392.5	1.3	2.5	10.7	26.6	29.7	19.0	10.3	96.3
	Group 4	370.0	1.7	5.2	17.6	30.4	25.8	14.3	5.1	93.1
	Not in paid work	356.8	3.0	8.7	21.4	30.4	21.6	10.6	4.3	88.3
	Not stated (14%)	388.2	4.6	5.5	12.8	22.9	24.7	17.5	11.9	89.9
ACT	Group 1	435.2	1.5	0.8	3.9	13.1	25.7	28.8	26.2	97.7
	Group 2	412.1	1.0	1.3	7.0	19.7	30.2	24.9	15.7	97.6
	Group 3	396.6	1.6	2.4	9.7	24.8	29.7	20.9	10.9	96.0
	Group 4	370.8	2.3	4.7	16.5	30.5	28.4	12.6	4.9	93.0
	Not in paid work	369.7	5.0	5.2	16.8	29.9	25.6	12.9	4.7	89.9
	Not stated (13%)	398.6	2.8	2.7	10.1	22.6	29.4	19.8	12.8	94.6
NT	Group 1	401.6	1.2	2.9	8.6	21.4	30.7	22.8	12.4	95.9
	Group 2	380.4	1.0	6.7	12.5	24.0	30.6	17.2	8.2	92.3
	Group 3	370.7	2.5	7.6	15.8	26.6	26.5	15.4	5.7	90.0
	Group 4	314.1	2.1	31.6	21.9	19.7	15.0	7.6	2.1	66.3
	Not in paid work	275.3	3.4	49.0	22.9	14.3	7.7	2.0	0.6	47.6
	Not stated (23%)	266.3	4.4	53.5	16.3	11.1	8.9	4.0	1.9	42.1
Aust	Group 1	436.0	1.0	0.7	3.9	13.4	25.9	28.5	26.6	98.4
	Group 2	414.7	1.1	1.4	6.5	19.1	29.3	25.7	16.9	97.5
	Group 3	393.8	1.4	2.7	10.6	24.7	30.2	20.6	9.8	95.9
	Group 4	376.3	2.5	5.2	15.4	27.5	27.3	15.5	6.6	92.3
	Not in paid work	361.1	5.5	9.1	18.8	27.3	22.8	11.3	5.3	85.5
	Not stated (12%)	374.2	3.3	8.2	15.8	24.6	24.1	15.4	8.7	88.5

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 Participation

Table 3.P1: Year 3 Student Participation in Assessment, by State and Territory, 2014.

State/ Territory		Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	90831	90772	90963	90963	90599
	Participation Rate (%)	97.1	97.0	97.2	97.2	96.8
Vic	Number	67292	67091	67303	67303	67241
	Participation Rate (%)	94.4	94.1	94.4	94.4	94.3
Qld	Number	59295	59175	59426	59426	59079
	Participation Rate (%)	93.3	93.1	93.5	93.5	92.9
WA	Number	30804	30749	30892	30892	30677
	Participation Rate (%)	95.0	94.9	95.3	95.3	94.6
SA	Number	18680	18665	18738	18738	18618
	Participation Rate (%)	92.8	92.7	93.1	93.1	92.5
Tas	Number	6107	6078	6094	6094	6073
	Participation Rate (%)	95.5	95.0	95.2	95.2	94.9
ACT	Number	4657	4639	4663	4663	4658
	Participation Rate (%)	93.0	92.7	93.1	93.1	93.0
NT	Number	3045	3071	3085	3085	3056
	Participation Rate (%)	88.4	89.1	89.5	89.5	88.7
Aust	Number	280711	280240	281164	281164	280001
	Participation Rate (%)	94.9	94.7	95.0	95.0	94.6

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

NAPLAN Year 3 Participation

Table 3.P2: Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2014.

State/ Territory	Indigenous status	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	<i>Indigenous</i>	4695	94.8	4677	94.4	4700	94.9	4700	94.9	4671	94.3
	<i>Non-Indig.</i>	84242	97.3	84207	97.2	84369	97.4	84369	97.4	84029	97.0
Vic	<i>Indigenous</i>	994	87.5	1000	88.0	998	87.9	998	87.9	993	87.4
	<i>Non-Indig.</i>	66061	94.9	65861	94.6	66075	94.9	66075	94.9	66008	94.8
Qld	<i>Indigenous</i>	4202	89.6	4195	89.5	4220	90.0	4220	90.0	4142	88.4
	<i>Non-Indig.</i>	54315	94.1	54200	93.9	54421	94.3	54421	94.3	54168	93.8
WA	<i>Indigenous</i>	1903	84.8	1917	85.4	1930	86.0	1930	86.0	1885	84.0
	<i>Non-Indig.</i>	28089	96.0	28019	95.8	28144	96.2	28144	96.2	27984	95.6
SA	<i>Indigenous</i>	694	81.3	703	82.3	707	82.8	707	82.8	686	80.3
	<i>Non-Indig.</i>	17594	93.5	17570	93.4	17639	93.8	17639	93.8	17544	93.3
Tas	<i>Indigenous</i>	471	95.3	471	95.3	474	96.0	474	96.0	468	94.7
	<i>Non-Indig.</i>	5474	96.4	5449	96.0	5461	96.2	5461	96.2	5447	95.9
ACT	<i>Indigenous</i>	109	85.2	108	84.4	107	83.6	107	83.6	110	85.9
	<i>Non-Indig.</i>	4490	93.3	4473	93.0	4497	93.5	4497	93.5	4489	93.3
NT	<i>Indigenous</i>	1082	77.4	1107	79.2	1117	79.9	1117	79.9	1096	78.4
	<i>Non-Indig.</i>	1856	96.0	1857	96.0	1861	96.2	1861	96.2	1853	95.8
Aust	<i>Indigenous</i>	14150	89.0	14178	89.2	14253	89.7	14253	89.7	14051	88.4
	<i>Non-Indig.</i>	262121	95.5	261636	95.3	262467	95.6	262467	95.6	261522	95.3

[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, 2014.

State/ Territory	Reading (%)			Persuasive 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	1.3	1.6	1.7	1.3	1.6	1.5	1.3	1.6	1.5	1.3	1.6	1.9	1.2
Vic	3.1	2.7	2.9	3.1	3.0	2.9	3.1	2.8	2.8	3.1	2.8	2.8	3.0	3.0	2.7
Qld	1.5	2.4	4.4	1.5	2.5	4.4	1.5	2.2	4.3	1.5	2.2	4.3	1.4	2.9	4.2
WA	1.3	3.0	1.9	1.3	3.2	2.0	1.3	2.8	1.9	1.3	2.8	1.9	1.2	3.5	1.9
SA	2.3	3.1	4.1	2.3	3.2	4.1	2.3	2.9	4.0	2.3	2.9	4.0	2.3	3.6	3.9
Tas	1.9	2.7	1.8	1.9	3.2	1.8	1.9	2.9	1.8	1.9	2.9	1.8	1.9	3.3	1.8
ACT	1.8	2.1	4.9	1.8	2.4	5.0	1.8	2.1	4.8	1.8	2.1	4.8	1.7	2.2	4.7
NT	2.5	8.2	3.4	2.5	7.5	3.4	2.5	7.1	3.4	2.5	7.1	3.4	2.5	9.3	2.1
Aust	2.0	2.4	2.7	2.0	2.6	2.7	2.0	2.3	2.7	2.0	2.3	2.7	1.9	2.8	2.5

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, 2014.

State/ Territory	Indigenous status	Reading (%)			Persuasive 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>	2.8	3.2	2.0	2.8	3.5	2.0	2.8	3.1	2.0	2.8	3.1	2.0	2.8	3.8	1.9
	<i>Non-Indigenous</i>	1.5	1.5	1.2	1.5	1.6	1.2	1.5	1.4	1.2	1.5	1.4	1.2	1.5	1.8	1.1
Vic	<i>Indigenous</i>	5.7	6.2	6.3	5.7	6.0	6.0	5.7	6.4	5.7	5.7	6.4	5.7	5.5	6.5	6.1
	<i>Non-Indigenous</i>	2.8	2.5	2.6	2.8	2.7	2.7	2.8	2.5	2.6	2.8	2.5	2.6	2.8	2.8	2.4
Qld	<i>Indigenous</i>	1.9	4.7	5.7	1.9	4.9	5.6	1.9	4.5	5.5	1.9	4.5	5.5	1.9	6.1	5.5
	<i>Non-Indigenous</i>	1.4	1.9	4.1	1.5	2.0	4.1	1.4	1.7	4.0	1.4	1.7	4.0	1.4	2.3	3.9
WA	<i>Indigenous</i>	1.1	13.1	2.0	1.1	12.5	2.1	1.2	11.9	2.0	1.2	11.9	2.0	1.2	13.9	2.0
	<i>Non-Indigenous</i>	1.3	2.1	1.9	1.3	2.3	1.9	1.3	1.9	1.9	1.3	1.9	1.9	1.2	2.5	1.8
SA	<i>Indigenous</i>	4.6	11.1	7.6	4.4	10.4	7.3	4.4	9.7	7.5	4.4	9.7	7.5	4.6	12.4	7.3
	<i>Non-Indigenous</i>	2.2	2.6	3.9	2.2	2.7	3.9	2.2	2.4	3.8	2.2	2.4	3.8	2.1	3.1	3.6
Tas	<i>Indigenous</i>	1.2	2.8	1.8	1.2	2.8	1.8	1.2	2.2	1.8	1.2	2.2	1.8	1.2	3.4	1.8
	<i>Non-Indigenous</i>	2.0	2.7	0.8	2.1	3.2	0.8	2.0	3.0	0.8	2.0	3.0	0.8	2.0	3.2	0.8
ACT	<i>Indigenous</i>	2.3	6.3	8.6	2.3	7.0	8.6	2.3	7.8	8.6	2.3	7.8	8.6	2.3	5.5	8.6
	<i>Non-Indigenous</i>	1.8	2.0	4.7	1.8	2.3	4.8	1.7	1.9	4.6	1.7	1.9	4.6	1.7	2.2	4.6
NT	<i>Indigenous</i>	1.8	17.8	4.8	1.8	16.0	4.8	1.8	15.3	4.8	1.8	15.3	4.8	1.8	20.0	1.6
	<i>Non-Indigenous</i>	3.2	1.7	2.4	3.2	1.6	2.4	3.2	1.4	2.4	3.2	1.4	2.4	3.2	1.9	2.3
Aust	<i>Indigenous</i>	2.5	7.0	4.0	2.5	6.8	4.0	2.5	6.4	3.9	2.5	6.4	3.9	2.4	8.0	3.6
	<i>Non-Indigenous</i>	1.9	2.0	2.5	1.9	2.2	2.5	1.9	1.9	2.5	1.9	1.9	2.5	1.8	2.4	2.4

[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, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	422.9	431.7	409.4	406.3	407.3	415.7	438.7	332.0	418.3
NSW	422.9		■	■	■	■	■	■	▲	■
Vic	431.7	■		▲	▲	▲	▲	■	▲	■
Qld	409.4	■	▼		■	■	■	▼	▲	■
WA	406.3	■	▼	■		■	■	▼	▲	■
SA	407.3	■	▼	■	■		■	▼	▲	■
Tas	415.7	■	▼	■	■	■		▼	▲	■
ACT	438.7	■	■	▲	▲	▲	▲		▲	▲
NT	332.0	▼	▼	▼	▼	▼	▼	▼		▼
Aust	418.3	■	■	■	■	■	■	▼	▲	

Table 3.CW: Comparative Achievement of Year 3 Students in Persuasive Writing, by State and Territory, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	408.6	416.3	390.4	397.4	384.6	394.7	403.5	317.5	402.2
NSW	408.6		■	▲	■	▲	▲	■	▲	■
Vic	416.3	■		▲	▲	▲	▲	▲	▲	▲
Qld	390.4	▼	▼		■	■	■	■	▲	■
WA	397.4	■	▼	■		■	■	■	▲	■
SA	384.6	▼	▼	■	■		■	▼	▲	▼
Tas	394.7	▼	▼	■	■	■		■	▲	■
ACT	403.5	■	▼	■	■	▲	■		▲	■
NT	317.5	▼	▼	▼	▼	▼	▼	▼		▼
Aust	402.2	■	▼	■	■	▲	■	■	▲	

Table 3.CS: Comparative Achievement of Year 3 Students in Spelling, by State and Territory, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	423.9	418.9	400.5	402.8	401.0	395.3	411.6	327.1	411.8
NSW	423.9		■	▲	▲	▲	▲	■	▲	■
Vic	418.9	■		▲	■	▲	▲	■	▲	■
Qld	400.5	▼	▼		■	■	■	■	▲	■
WA	402.8	▼	■	■		■	■	■	▲	■
SA	401.0	▼	▼	■	■		■	■	▲	■
Tas	395.3	▼	▼	■	■	■		■	▲	■
ACT	411.6	■	■	■	■	■	■		▲	■
NT	327.1	▼	▼	▼	▼	▼	▼	▼		▼
Aust	411.8	■	■	■	■	■	■	■	▲	

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, 2014.

State/ Territory	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014 Mean	435.3	435.2	421.2	413.0	407.3	405.4	439.7	326.2	426.0
NSW	435.3	■	■	△	△	△	■	▲	■
Vic	435.2	■	■	△	△	△	■	▲	■
Qld	421.2	■	■	■	■	■	▽	▲	■
WA	413.0	▽	▽	■	■	■	▽	▲	■
SA	407.3	▽	▽	■	■	■	▽	▲	▽
Tas	405.4	▽	▽	■	■	■	▽	▲	▽
ACT	439.7	■	■	△	△	△	■	▲	■
NT	326.2	▽	▽	▽	▽	▽	▽	■	▽
Aust	426.0	■	■	■	■	△	△	▲	■

Table 3.CN: Comparative Achievement of Year 3 Students in Numeracy, by State and Territory, 2014.

State/ Territory	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2014 Mean	407.3	413.9	393.4	392.5	385.4	396.3	413.9	338.1	401.8
NSW	407.3	■	■	△	△	■	■	▲	■
Vic	413.9	■	△	△	△	△	■	▲	■
Qld	393.4	■	▽	■	■	■	▽	▲	■
WA	392.5	▽	▽	■	■	■	▽	▲	■
SA	385.4	▽	▽	■	■	■	▽	▲	▽
Tas	396.3	■	▽	■	■	■	▽	▲	■
ACT	413.9	■	■	△	△	△	■	▲	■
NT	338.1	▽	▽	▽	▽	▽	▽	■	▽
Aust	401.8	■	■	■	■	△	■	▲	■

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, persuasive 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.

In reading, the mean score for the ACT is above and statistically significantly different from the national mean score, and in persuasive writing, the mean score for Victoria is above and statistically significantly different from the national mean score. Mean scores for South Australia are below and statistically significantly different from the national mean scores in persuasive writing, grammar and punctuation, and numeracy, and the mean score for Tasmania is below and statistically significantly different from the national mean score in grammar and punctuation. Mean scores for the Northern Territory are substantially below and statistically significantly different from the national mean in all five domains. In all other jurisdictions and all other domains, the mean scores are not substantially different from the national mean scores.

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 length of the bars in the figures.

Achievement bands

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

Tables 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1 show the percentages of students in each band for each jurisdiction and for Australia overall in each of the five achievement domains. The last column of each table shows the percentage of students who achieved at or above the national minimum standard in the achievement domain. The percentage of students across Australia who achieved at or above the national minimum standard is high; across the five achievement domains, between 92% and 95% 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, where 73% of students achieved at or above the national minimum standard in numeracy, but only 65% to 68% in the other four achievement domains. In all other jurisdictions and in all domains, at least 90% of students achieved at or above the national minimum standard.

Sex

Mean scale scores and score distributions by sex are shown in Figures 3.R2, 3.W2, 3.S2, 3.G2 and 3.N2.

In persuasive writing, spelling, and grammar and punctuation, there is a consistent pattern: 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 scores between the two sexes. In reading, the differences are in the same direction, although smaller. Nationally, the differences range from 10 score points in reading to 27 score points in persuasive writing. Generally the differences are smaller in the ACT than in the other jurisdictions.

The pattern is quite different for numeracy. In this domain, the mean scale scores for male students are higher than those for female students, although the differences are a great deal smaller,

averaging just 7 scale points across Australia. The pattern is maintained across the jurisdictions, but in all cases the differences are small.

Tables 3.R2, 3.W2, 3.S2, 3.G2 and 3.N2 present the percentages of male and female students in each achievement band. Australia-wide, in reading, persuasive writing, spelling, and grammar and punctuation, higher percentages of female students achieved at or above the national minimum standard compared to male students, with the differences ranging from 3 to 5 percentage points. A different pattern is seen in numeracy: there is almost no difference between the percentages of male students (94%) and female students (95%) with scores at or above the national minimum standard. Similar patterns can be seen in every jurisdiction.

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 all jurisdictions, the mean scale scores for Indigenous students are substantially lower than the mean scale scores for non-Indigenous students. Differences for Australia overall range from 74 scale points in numeracy to 100 scale points in grammar and punctuation. In all domains and for all jurisdictions except Tasmania, the mean score for Indigenous students is close to or below the 20th percentile score for non-Indigenous students.

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 every domain, more than 22% of Indigenous students failed to reach the national minimum standard, compared to less than 6% of non-Indigenous students. In the Northern Territory, 57% of Indigenous students achieved below the national minimum standard in numeracy, while more than 65% of Indigenous students achieved below the national minimum standard in reading, persuasive writing, spelling, and grammar and punctuation.

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 are shown separately from those whose language background is English. For Australia overall, the mean scores for students from a language background other than English are close to the mean scores for students from an English-language background in reading, persuasive writing, grammar and punctuation, and numeracy. In spelling, the mean score for students from a language background other than English is higher than the mean score for students from an English-language background, and this pattern is seen across all jurisdictions except for the Northern Territory, where it is reversed.

Across jurisdictions, differences between these two groups of students are similar to the national differences, except for the Northern Territory. In the Northern Territory, mean scores for students from a language background other than English are substantially lower than mean scores for students from an English-language background in all five domains. These differences range from 92 points in numeracy to 135 points in grammar and punctuation.

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 students from a language background other than English and students from an English language background. Across Australia, and in all jurisdictions except the Northern Territory, there is very little difference between these two groups in the percentage of students who achieved below the national minimum standard in any achievement domain. In the Northern Territory, the proportion of students from a language background other than English who achieve below the national minimum standard across the five domains is generally three to five times as high as for students from an English language background.

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Geolocation

Tables 3.R5, 3.W5, 3.S5, 3.G5 and 3.N5 present summary results for students from schools in metropolitan, provincial, remote and very remote locations 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 is no very remote geolocation; in the ACT there is no remote or very remote geolocation; and in the Northern Territory there is no geolocation categorised as metropolitan. In addition, some geolocations have too few students to report: very remote locations in Tasmania and provincial locations in the ACT. This is indicated by 'n.p.' in the tables.

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students from metropolitan geolocations have the highest mean score, followed by students from provincial geolocations, then students from remote locations, then students from very remote locations. This pattern is not always replicated within each jurisdiction. For New South Wales, there is little difference between mean scores for students from remote and very remote locations, and for South Australia there is little difference between mean scores for students from provincial and remote locations.

The distributions of students in achievement bands are similar. Nationally, the highest percentage of students achieving at or above the national minimum standard attend schools in metropolitan locations and the lowest percentage attend schools in very remote locations. This pattern is similar across jurisdictions, with some exceptions. In Victoria and South Australia, there is no consistent pattern of differences between the percentage of students in metropolitan, provincial and remote locations scoring at or above the national minimum standard. Higher percentages of students attending schools in metropolitan geolocations across Australia and within each jurisdiction achieved at Band 5 and above than did students attending schools in other geolocations.

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 results for non-Indigenous students in Tables 3.R7, 3.W7, 3.S7, 3.G7 and 3.N7. For Indigenous students, the patterns of mean scores and percentage of students who achieved at or above the national minimum standard by geolocation are similar to the patterns for non-Indigenous students, across Australia and within each jurisdiction, with the exception of South Australia, where no consistent pattern occurs. For Australia overall, at least 78% of Indigenous students from metropolitan and provincial locations achieved at or above the national minimum standard in reading, persuasive writing, spelling, grammar and punctuation, and numeracy.

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 the parent/guardian. It includes primary and 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 24% in the Northern Territory. For Australia overall, there is no information on parental education for 7% of students, so these results should be treated with caution.

In all domains, mean 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 scores for each jurisdiction and for Australia overall and, in nearly all jurisdictions, the greatest percentage of students who achieved at or above the national minimum standard. Nationally, there is little difference in the mean 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, in each domain, higher percentages of students whose parents completed Year 12 or higher achieved at or above the national minimum standard, compared to students whose parents had not completed Year 12.

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 includes the main work undertaken by the parent/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 23% in Western Australia and the Northern Territory. For Australia overall, there is no information on parental occupation for 12% of students, so these results should be treated with caution.

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 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 scores in all domains across Australia and for all jurisdictions except the ACT, where the difference between these students and those with parents in Occupation Group 4 is small and inconsistent across domains.

Parental occupation is also related to the percentage of students who scored at or above the national minimum standard. Across Australia, students with parents in Occupation Groups 1 and 2 most frequently achieved at or above the national minimum standard (ranging from 96% to 98% across the five domains), with little difference 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 (82%) and highest in numeracy (86%).

Participation

Tables 3.P1, 3.P2, 3.P3 and 3.P4 provide data on participation in the tests in each domain for each jurisdiction and for Australia overall. Table 3.P1 provides the overall rates and Table 3.P2 provides rates separately for Indigenous and non-Indigenous students. Table 3.P3 provides data on exemptions, absences and withdrawals for the tests in each domain, with Table 3.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, ranging from 94.6% in numeracy to 95.0% in spelling, and grammar and punctuation. Among the eight jurisdictions, New South Wales has the highest participation rate (96.8% to 97.2% across domains) and the Northern Territory the lowest (88.4% to 89.5% across domains). Participation rates are lower among Indigenous students, ranging nationally from 88.4% to 89.7% across domains.

Across Australia, exemptions were granted to 2.5% of Indigenous students and 1.9% of non-Indigenous students, with the highest proportions recorded in Victoria (5.7% and 2.8%, respectively). There was no consistent pattern across jurisdictions. In New South Wales, Victoria and South Australia, the proportion of Indigenous students granted exemptions was approximately twice as high as that for non-Indigenous students. In the Northern Territory and Tasmania, this pattern was reversed.

Absence rates are considerably higher than rates of exemption or withdrawal, particularly among Indigenous students, where they range from 6.4% to 8.0% nationally across domains. Among Indigenous students, absence rates are highest in the Northern Territory (15.3% to 20.0%), Western Australia (11.9% to 13.9%) and South Australia (9.7% to 12.4%). Withdrawal rates are generally lower, with the highest figures recorded for Indigenous students in Victoria (5.7% to 6.3%), South Australia (7.3% to 7.6%) and the ACT (8.6%).

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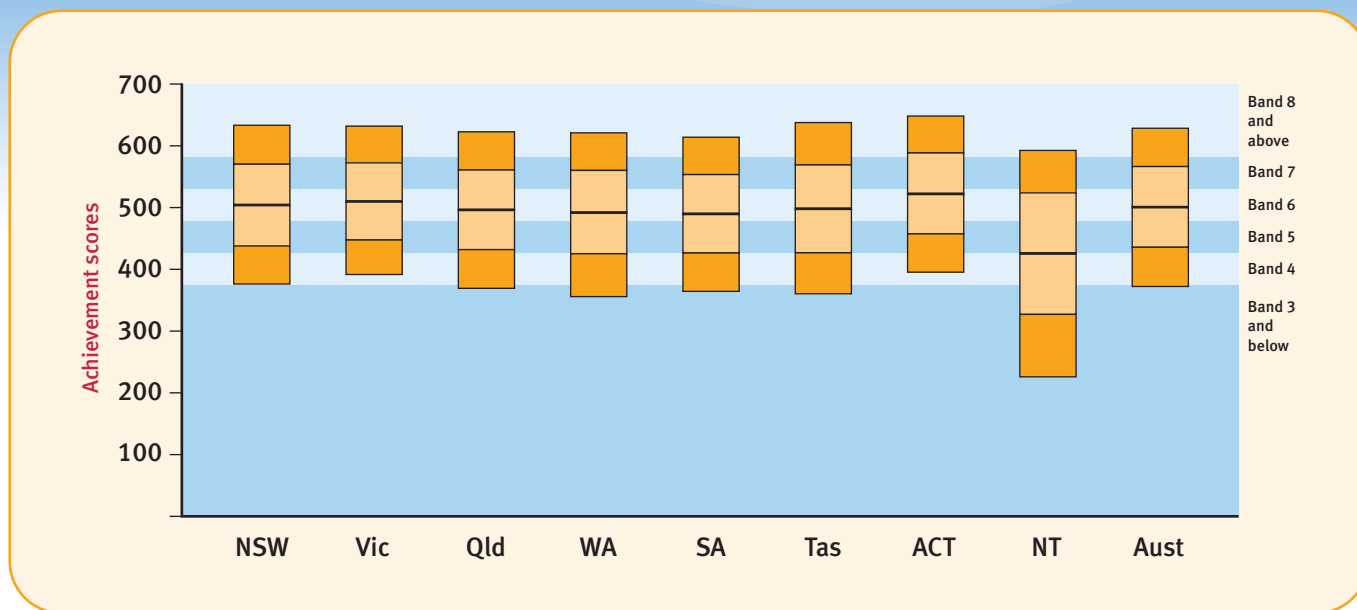
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Figure 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	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)

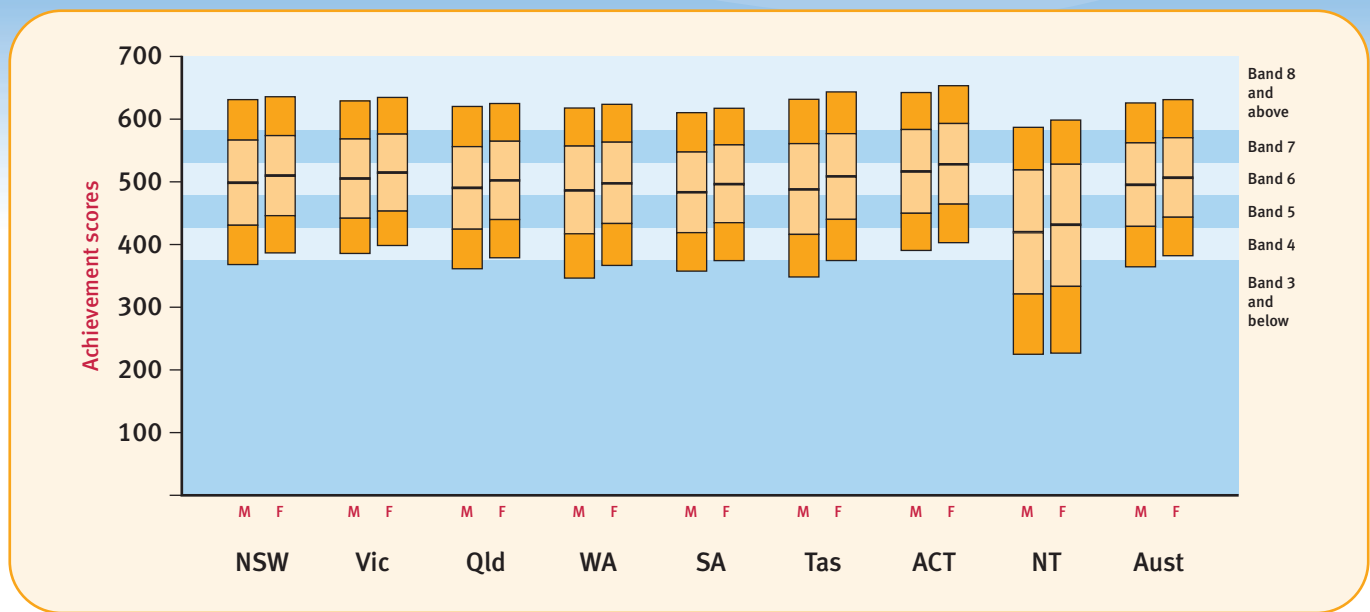
Table 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2014.

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	
NSW	10yrs 7mths 5yrs 4mths	97.5	1.6	0.9	1.7	4.6	11.0	20.9	25.8	20.3	15.8	93.7
Vic	10yrs 9mths 5yrs 4mths	95.2	2.6	2.2	3.1	2.7	9.5	20.6	26.8	21.3	16.0	94.2
Qld	10yrs 5mths 5yrs 4mths	94.0	2.4	3.6	1.6	5.6	12.0	22.3	26.4	19.2	13.0	92.8
WA	10yrs 5mths 5yrs 4mths	95.8	2.9	1.3	1.3	7.5	12.4	21.9	25.4	18.7	12.9	91.2
SA	10yrs 7mths 5yrs 4mths	94.1	2.9	3.0	2.2	6.2	13.2	23.4	26.2	18.0	10.8	91.6
Tas	10yrs 11mths 5yrs 4mths	95.6	2.7	1.7	1.7	7.0	12.4	20.7	24.0	18.6	15.6	91.3
ACT	10yrs 8mths 5yrs 4mths	93.7	2.5	3.8	1.7	2.7	7.7	17.8	25.6	22.7	21.8	95.6
NT	10yrs 6mths 5yrs 4mths	89.6	8.7	1.6	2.7	30.9	13.6	18.0	17.1	11.5	6.2	66.4
Aust	10yrs 7mths 5yrs 4mths	95.6	2.3	2.1	2.0	5.1	11.2	21.3	26.0	19.9	14.6	92.9

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

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Figure 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	498.4 (79.6)	505.1 (74.0)	490.2 (78.2)	486.2 (82.6)	483.3 (76.3)	487.8 (85.2)	516.4 (77.6)	419.6 (112.6)	495.1 (79.4)
Female Mean scale score / (S.D.)	509.8 (75.3)	514.6 (71.8)	502.2 (74.5)	497.5 (77.9)	496.2 (74.2)	508.6 (81.1)	527.9 (75.8)	431.4 (112.8)	506.4 (76.0)

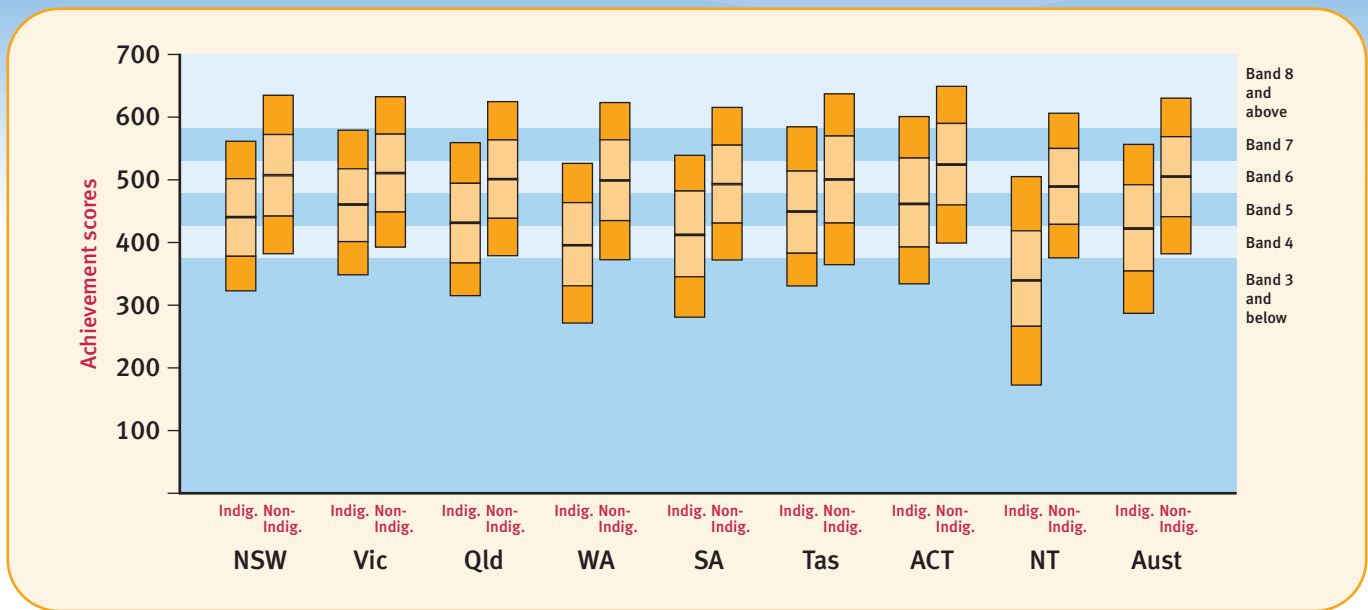
Table 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2014.

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	2.2	5.7	12.2	21.3	24.8	19.0	14.7	92.0
	Female	1.1	3.4	9.7	20.4	26.8	21.7	16.9	95.5
Vic	Male	4.1	3.3	10.4	21.1	26.1	20.2	14.7	92.5
	Female	2.0	2.1	8.5	20.1	27.5	22.5	17.4	96.0
Qld	Male	2.0	6.8	13.3	22.7	25.5	17.6	12.0	91.2
	Female	1.2	4.3	10.6	21.8	27.3	20.8	14.0	94.5
WA	Male	1.6	9.1	13.4	21.9	24.1	17.9	12.0	89.4
	Female	1.0	5.9	11.4	21.8	26.7	19.5	13.8	93.1
SA	Male	2.7	7.4	14.6	23.8	25.2	16.7	9.5	89.8
	Female	1.5	4.9	11.6	23.0	27.3	19.4	12.2	93.6
Tas	Male	2.1	9.0	14.2	22.1	22.2	16.9	13.4	88.8
	Female	1.3	4.9	10.4	19.2	25.9	20.3	18.0	93.9
ACT	Male	2.1	3.1	9.1	18.6	25.2	21.7	20.1	94.8
	Female	1.3	2.2	6.2	16.9	25.9	23.9	23.6	96.6
NT	Male	3.8	32.8	13.8	17.2	16.2	10.9	5.4	63.4
	Female	1.7	29.0	13.3	18.9	18.1	12.1	7.0	69.4
Aust	Male	2.6	6.2	12.3	21.7	25.1	18.6	13.4	91.2
	Female	1.4	4.0	9.9	20.8	26.9	21.2	15.8	94.7

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

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Figure 5.R3: Achievement of Year 5 Students in Reading, by Indigenous Status, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	440.4 (72.9)	460.4 (69.7)	431.3 (74.7)	395.6 (79.5)	412.0 (79.8)	449.2 (78.7)	461.4 (81.3)	339.4 (98.0)	422.1 (83.8)
Non-Indigenous Mean scale score / (S.D.)	507.3 (76.5)	510.6 (72.9)	501.0 (74.4)	498.9 (76.0)	493.0 (73.6)	500.4 (82.1)	524.1 (75.9)	489.1 (70.7)	505.0 (75.2)

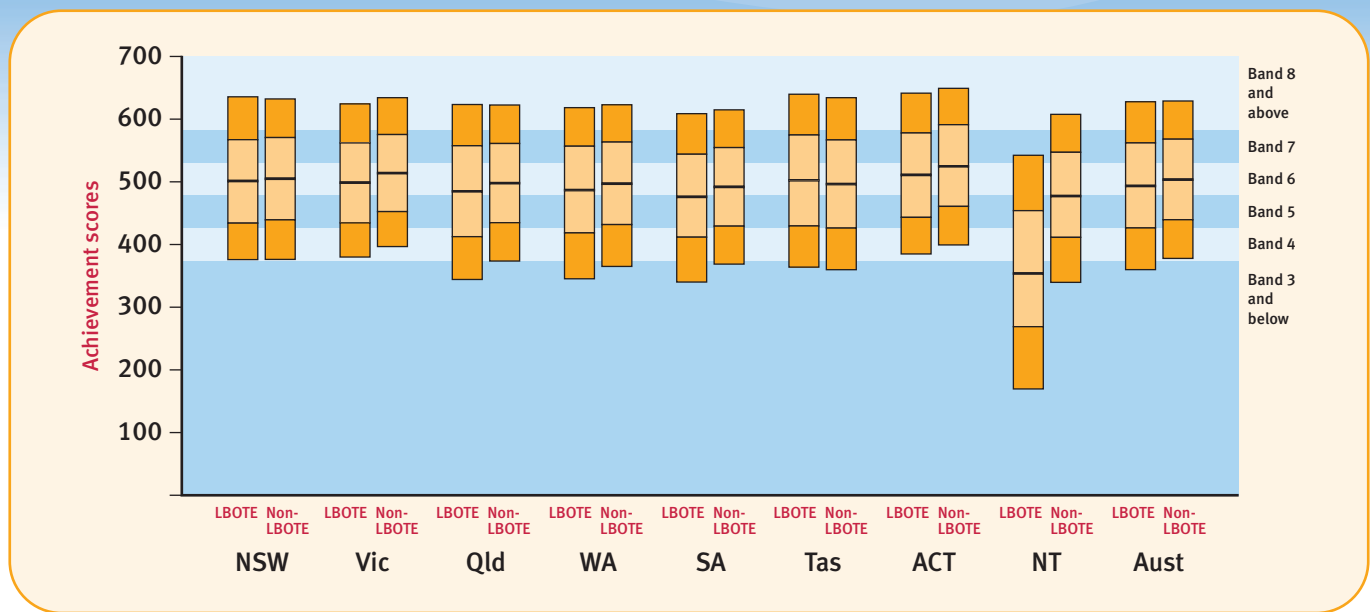
Table 5.R3: Achievement of Year 5 Students in Reading, by Indigenous Status, by State and Territory, 2014.

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	3.1	17.8	23.5	26.0	18.8	8.0	2.8	79.0
	Non-Indigenous	1.6	3.9	10.3	20.6	26.2	21.0	16.4	94.5
Vic	Indigenous	7.0	10.1	19.7	26.7	21.6	10.7	4.2	82.9
	Non-Indigenous	2.8	2.6	9.3	20.5	26.9	21.5	16.3	94.6
Qld	Indigenous	2.8	22.3	24.8	24.2	16.5	6.8	2.6	74.9
	Non-Indigenous	1.5	4.3	11.0	22.1	27.2	20.2	13.7	94.3
WA	Indigenous	1.2	39.5	25.5	18.7	10.7	3.4	1.0	59.3
	Non-Indigenous	1.3	5.2	11.4	22.0	26.5	19.9	13.8	93.6
SA	Indigenous	3.8	30.6	23.7	21.4	14.1	5.6	0.9	65.6
	Non-Indigenous	1.9	5.1	12.7	23.6	26.7	18.6	11.3	92.9
Tas	Indigenous	1.6	16.4	23.8	24.0	19.0	10.0	5.2	82.0
	Non-Indigenous	1.6	6.3	11.6	20.6	24.7	19.2	15.9	92.0
ACT	Indigenous	2.7	14.1	19.0	25.3	18.0	12.8	8.0	83.1
	Non-Indigenous	1.6	2.3	7.4	17.6	25.8	23.0	22.4	96.1
NT	Indigenous	2.4	65.5	14.3	9.5	5.3	2.2	0.8	32.0
	Non-Indigenous	3.1	4.6	13.4	25.2	26.0	18.1	9.5	92.3
Aust	Indigenous	2.9	26.7	23.0	22.6	15.7	6.6	2.4	70.3
	Non-Indigenous	1.9	3.9	10.5	21.2	26.6	20.7	15.2	94.2

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	501.2 (78.5)	498.6 (74.5)	484.8 (84.3)	486.7 (82.9)	475.9 (81.9)	502.4 (82.3)	510.9 (78.5)	353.7 (110.5)	493.3 (82.3)
Non-LBOTE Mean scale score / (S.D.)	504.8 (77.3)	513.8 (72.2)	497.8 (75.2)	496.9 (78.3)	491.8 (74.2)	496.3 (83.1)	524.7 (76.2)	477.2 (82.0)	503.4 (76.0)

Table 5.R4: Achievement of Year 5 Students in Reading, by LBOTE Status, by State and Territory, 2014.

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	2.3	4.6	12.0	21.9	25.2	18.9	15.1	93.0
	Non-LBOTE	1.4	4.6	10.6	20.5	26.0	20.9	15.9	94.0
Vic	LBOTE	4.3	3.9	12.1	22.5	25.7	18.4	13.1	91.7
	Non-LBOTE	2.6	2.3	8.6	19.9	27.1	22.4	17.1	95.1
Qld	LBOTE	2.6	9.6	14.2	21.8	22.7	16.7	12.4	87.8
	Non-LBOTE	1.4	5.0	11.7	22.4	26.9	19.6	13.1	93.6
WA	LBOTE	2.6	8.9	12.8	21.6	24.4	17.9	11.8	88.5
	Non-LBOTE	0.9	6.1	11.7	21.5	26.2	19.8	13.8	93.0
SA	LBOTE	4.4	9.5	15.4	24.0	22.9	14.6	9.2	86.1
	Non-LBOTE	1.6	5.6	12.8	23.4	26.8	18.6	11.1	92.7
Tas	LBOTE	7.8	5.4	11.9	17.6	22.6	18.6	16.1	86.8
	Non-LBOTE	1.3	7.2	12.5	21.1	24.3	18.5	15.0	91.5
ACT	LBOTE	3.3	3.7	10.5	18.5	25.7	20.5	17.8	93.0
	Non-LBOTE	1.3	2.4	7.0	17.6	25.6	23.3	22.8	96.3
NT	LBOTE	4.1	59.1	11.6	10.9	8.1	4.3	1.8	36.8
	Non-LBOTE	1.9	10.2	15.1	23.2	23.5	16.6	9.5	87.9
Aust	LBOTE	3.1	6.7	12.5	21.8	24.5	17.9	13.4	90.2
	Non-LBOTE	1.7	4.4	10.7	21.1	26.5	20.6	15.0	93.9

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

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Table 5.R5: Achievement of Year 5 Students in Reading, by Geolocation, by State and Territory, 2014.

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	<i>Metro</i>	508.9	1.7	3.9	10.1	20.3	25.9	21.0	17.2	94.5
	<i>Provincial</i>	488.7	1.6	6.9	13.9	22.9	25.3	18.2	11.2	91.5
	<i>Remote</i>	459.6	3.0	16.8	17.3	20.8	21.3	14.2	6.6	80.2
	<i>Very Remote</i>	456.9	0.0	14.2	22.2	26.3	19.3	10.3	7.6	85.8
Vic	<i>Metro</i>	512.7	3.1	2.5	9.1	20.0	26.5	21.7	17.2	94.4
	<i>Provincial</i>	500.5	3.1	3.4	10.9	22.5	27.6	20.1	12.4	93.5
	<i>Remote</i>	495.6	0.0	3.6	11.3	24.7	30.9	18.9	10.5	96.4
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	501.6	1.5	4.6	10.9	21.6	26.8	20.3	14.2	93.9
	<i>Provincial</i>	486.6	1.8	6.4	14.1	24.5	26.0	17.2	10.1	91.8
	<i>Remote</i>	467.7	1.5	13.8	17.1	22.1	22.9	14.3	8.3	84.7
	<i>Very Remote</i>	422.7	1.9	32.1	21.2	18.2	14.9	7.6	4.2	66.1
WA	<i>Metro</i>	500.7	1.4	5.2	11.1	21.4	26.0	20.0	14.8	93.3
	<i>Provincial</i>	478.3	1.0	9.2	15.1	24.4	25.3	16.5	8.6	89.8
	<i>Remote</i>	458.5	0.9	17.1	17.2	22.4	21.9	13.4	7.2	82.1
	<i>Very Remote</i>	406.5	0.2	40.3	18.7	15.5	13.9	7.3	4.0	59.5
SA	<i>Metro</i>	494.4	2.2	5.2	12.2	23.1	26.6	19.0	11.7	92.6
	<i>Provincial</i>	479.8	2.2	7.6	16.0	24.4	25.3	15.8	8.7	90.2
	<i>Remote</i>	483.8	1.0	5.3	13.9	27.7	27.6	16.7	7.8	93.7
	<i>Very Remote</i>	397.0	1.0	43.9	14.9	14.4	15.3	6.8	3.6	55.1
Tas	<i>Metro</i>	504.4	2.2	6.4	11.6	19.4	23.1	19.0	18.3	91.4
	<i>Provincial</i>	492.6	1.4	7.5	13.0	21.7	24.7	18.1	13.5	91.1
	<i>Remote</i>	491.5	0.0	5.3	16.9	22.2	24.7	18.4	12.5	94.7
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	522.1	1.7	2.7	7.7	17.8	25.6	22.8	21.8	95.7
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	478.5	3.8	8.3	15.8	24.5	22.7	15.8	9.1	87.9
	<i>Remote</i>	447.5	3.3	21.8	16.3	19.8	20.5	12.2	6.1	74.9
	<i>Very Remote</i>	317.1	0.4	78.5	7.6	4.9	4.7	2.9	0.9	21.1
Aust	<i>Metro</i>	506.7	2.0	3.9	10.2	20.7	26.3	20.8	16.1	94.1
	<i>Provincial</i>	489.3	2.0	6.3	13.5	23.4	25.9	18.0	10.9	91.7
	<i>Remote</i>	463.4	1.6	15.1	16.5	22.4	22.7	14.1	7.5	83.2
	<i>Very Remote</i>	383.2	0.8	49.7	15.6	13.1	11.5	6.1	3.2	49.5

[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, 2014.

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	
NSW	<i>Metro</i>	452.1	3.4	13.1	21.8	27.0	21.3	9.6	3.7	83.5
	<i>Provincial</i>	433.3	2.7	20.7	24.5	25.7	17.4	6.8	2.2	76.6
	<i>Remote</i>	394.9	6.1	36.8	29.2	16.2	8.2	3.5	0.0	57.2
	<i>Very Remote</i>	414.8	0.0	24.1	33.8	24.1	13.8	4.1	0.0	75.9
Vic	<i>Metro</i>	464.9	6.0	8.7	20.3	26.7	21.8	10.4	6.1	85.3
	<i>Provincial</i>	456.5	7.9	11.2	19.0	26.7	21.5	10.9	2.6	80.8
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	440.5	2.6	17.9	24.4	25.8	18.2	8.0	3.0	79.5
	<i>Provincial</i>	438.3	3.3	18.2	25.0	25.4	17.6	7.5	2.9	78.5
	<i>Remote</i>	407.5	2.0	35.3	24.9	19.7	11.9	4.6	1.6	62.6
	<i>Very Remote</i>	379.1	2.2	49.1	25.8	14.9	7.0	0.8	0.2	48.7
WA	<i>Metro</i>	424.3	2.1	23.9	27.8	23.2	15.5	6.0	1.6	74.0
	<i>Provincial</i>	402.6	0.6	36.3	26.1	20.6	11.6	3.5	1.2	63.0
	<i>Remote</i>	383.4	1.2	43.5	28.7	17.5	7.4	1.5	0.3	55.3
	<i>Very Remote</i>	355.5	0.4	62.9	19.1	11.0	5.1	1.0	0.4	36.7
SA	<i>Metro</i>	433.4	3.3	20.1	25.6	25.3	17.2	7.2	1.3	76.6
	<i>Provincial</i>	413.4	5.9	28.7	26.5	20.7	12.5	5.0	0.8	65.5
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	314.2	1.0	81.6	11.1	4.2	1.6	0.4	0.0	17.4
Tas	<i>Metro</i>	454.3	1.8	17.4	21.1	23.5	16.7	12.7	6.7	80.7
	<i>Provincial</i>	446.6	1.5	15.7	25.4	24.1	20.4	8.6	4.4	82.8
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	463.9	2.8	13.8	18.0	25.7	18.2	13.2	8.4	83.4
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	430.3	4.3	23.0	23.9	23.5	15.0	7.2	2.9	72.6
	<i>Remote</i>	376.9	6.1	47.4	23.1	14.2	7.0	1.8	0.5	46.5
	<i>Very Remote</i>	293.4	0.5	88.2	7.7	2.4	0.9	0.3	0.0	11.3
Aust	<i>Metro</i>	444.8	3.1	16.3	23.4	25.9	19.1	8.7	3.4	80.6
	<i>Provincial</i>	433.7	3.4	20.7	24.4	24.9	17.1	7.1	2.4	76.0
	<i>Remote</i>	391.4	3.4	40.6	26.1	17.5	9.2	2.7	0.6	56.0
	<i>Very Remote</i>	333.5	0.9	70.6	15.8	8.2	3.8	0.7	0.1	28.5

[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, 2014.

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	<i>Metro</i>	510.6	1.6	3.6	9.7	20.1	26.1	21.4	17.5	94.9
	<i>Provincial</i>	495.7	1.5	5.1	12.5	22.5	26.4	19.7	12.4	93.4
	<i>Remote</i>	497.8	1.2	4.7	10.0	23.0	29.2	20.9	11.0	94.0
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	513.2	2.8	2.4	9.0	20.0	26.6	21.9	17.3	94.7
	<i>Provincial</i>	502.1	2.8	3.1	10.6	22.3	27.9	20.4	12.8	94.1
	<i>Remote</i>	496.7	0.0	3.8	10.2	25.3	30.2	19.6	10.9	96.2
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	504.8	1.4	3.9	10.2	21.3	27.3	21.0	14.9	94.7
	<i>Provincial</i>	491.8	1.6	5.0	12.9	24.3	26.9	18.3	10.9	93.3
	<i>Remote</i>	486.2	1.4	7.2	14.5	22.9	26.2	17.5	10.4	91.4
	<i>Very Remote</i>	484.8	1.6	7.8	14.3	22.5	26.4	17.3	10.2	90.7
WA	<i>Metro</i>	503.7	1.4	4.5	10.5	21.3	26.5	20.6	15.3	94.1
	<i>Provincial</i>	485.1	1.0	6.8	14.0	24.6	26.7	17.6	9.2	92.2
	<i>Remote</i>	484.0	0.8	8.2	13.4	23.8	26.7	17.5	9.7	91.0
	<i>Very Remote</i>	475.3	0.0	9.8	18.1	21.6	25.8	15.6	9.0	90.2
SA	<i>Metro</i>	496.3	2.0	4.7	11.8	23.1	26.9	19.4	12.1	93.3
	<i>Provincial</i>	483.7	2.0	6.4	15.3	24.5	26.1	16.5	9.2	91.6
	<i>Remote</i>	486.5	0.9	4.6	13.6	27.5	27.5	17.6	8.3	94.5
	<i>Very Remote</i>	477.0	1.0	7.6	18.3	24.5	28.0	13.4	7.4	91.5
Tas	<i>Metro</i>	507.4	2.1	5.8	11.0	19.2	23.6	19.4	19.0	92.2
	<i>Provincial</i>	494.4	1.3	6.8	12.1	21.9	25.7	19.0	13.1	91.8
	<i>Remote</i>	498.0	0.0	4.2	17.4	19.6	24.5	19.6	14.7	95.8
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	524.1	1.6	2.3	7.4	17.6	25.8	23.0	22.4	96.1
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	486.3	3.9	5.0	14.5	25.7	24.1	17.3	9.5	91.1
	<i>Remote</i>	495.1	1.4	3.6	11.6	23.7	30.0	19.6	10.2	95.0
	<i>Very Remote</i>	500.6	0.0	3.1	6.4	24.1	34.4	23.9	8.2	96.9
Aust	<i>Metro</i>	508.7	1.9	3.5	9.8	20.6	26.5	21.2	16.5	94.6
	<i>Provincial</i>	494.3	1.9	4.9	12.5	23.3	26.8	19.0	11.6	93.2
	<i>Remote</i>	487.9	1.0	6.4	13.2	24.0	27.3	18.1	9.9	92.6
	<i>Very Remote</i>	482.8	0.7	8.1	15.1	22.6	26.9	17.1	9.6	91.2

[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, 2014.

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	<i>Bachelor</i>	543.7	1.1	1.0	4.0	12.6	24.2	27.4	29.6	97.9
	<i>Diploma</i>	504.3	1.4	2.7	9.6	22.0	29.5	22.3	12.4	95.9
	<i>Certificate</i>	481.1	1.6	5.9	14.7	26.7	28.1	16.2	6.9	92.6
	<i>Year 12</i>	481.5	2.0	6.5	14.7	26.0	26.9	15.8	8.1	91.5
	<i>Year 11</i>	448.5	3.1	13.7	23.0	28.0	20.4	8.9	2.9	83.3
	<i>Not stated (5%)</i>	487.3	3.4	7.5	14.5	22.9	23.2	16.2	12.3	89.1
Vic	<i>Bachelor</i>	540.6	1.8	0.6	4.4	13.5	25.1	26.7	27.9	97.6
	<i>Diploma</i>	505.0	2.5	2.1	9.7	22.1	29.2	22.0	12.4	95.4
	<i>Certificate</i>	489.3	3.2	3.7	12.6	25.8	28.7	18.3	7.6	93.1
	<i>Year 12</i>	490.0	3.4	3.9	12.6	25.3	28.4	17.6	8.7	92.7
	<i>Year 11</i>	467.5	7.2	7.2	17.5	28.3	24.0	11.7	4.1	85.6
	<i>Not stated (4%)</i>	519.3	4.8	2.6	8.4	17.5	24.7	21.9	20.1	92.6
Qld	<i>Bachelor</i>	534.5	0.8	1.3	4.9	14.5	26.6	26.8	25.1	97.9
	<i>Diploma</i>	498.7	1.1	3.7	10.2	23.8	29.4	20.5	11.2	95.2
	<i>Certificate</i>	482.7	1.4	5.9	14.4	26.4	27.5	16.7	7.6	92.8
	<i>Year 12</i>	478.7	1.7	6.8	15.6	26.4	26.6	15.7	7.2	91.5
	<i>Year 11</i>	447.5	3.2	15.5	22.1	26.1	20.5	9.4	3.1	81.3
	<i>Not stated (11%)</i>	479.5	3.3	8.6	15.3	24.1	24.1	15.0	9.6	88.0
WA	<i>Bachelor</i>	532.9	0.9	1.5	5.6	14.9	25.8	26.1	25.3	97.6
	<i>Diploma</i>	494.4	1.0	4.3	11.0	24.4	29.7	19.8	9.8	94.6
	<i>Certificate</i>	477.9	1.0	7.3	15.1	26.6	27.1	16.4	6.4	91.6
	<i>Year 12</i>	476.9	1.3	8.4	14.5	26.1	27.0	15.4	7.2	90.2
	<i>Year 11</i>	441.3	2.1	18.0	22.5	26.2	20.1	8.9	2.3	79.9
	<i>Not stated (14%)</i>	464.6	2.1	15.7	16.0	22.1	20.9	13.9	9.3	82.2
SA	<i>Bachelor</i>	527.1	1.0	1.5	6.0	16.2	27.7	25.9	21.7	97.5
	<i>Diploma</i>	494.4	1.4	4.0	11.5	23.6	30.5	19.2	9.7	94.6
	<i>Certificate</i>	477.1	1.7	6.2	15.5	28.2	27.3	15.2	5.8	92.1
	<i>Year 12</i>	479.3	2.2	6.3	15.5	26.7	26.3	15.9	7.1	91.5
	<i>Year 11</i>	443.3	3.9	15.5	23.2	27.8	19.0	8.5	2.1	80.6
	<i>Not stated (11%)</i>	468.8	5.0	11.2	15.9	24.0	22.6	14.4	7.0	83.8

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 5 Reading

Table 5.R8 (cont.): Achievement of Year 5 Students in Reading, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	550.6	1.1	1.4	3.5	11.5	22.2	26.8	33.5	97.5
	<i>Diploma</i>	511.7	1.3	3.5	7.7	19.0	28.5	24.8	15.2	95.2
	<i>Certificate</i>	484.3	1.3	6.6	14.6	24.3	26.8	17.7	8.8	92.1
	<i>Year 12</i>	479.8	2.5	9.2	14.7	24.9	25.0	13.4	10.4	88.3
	<i>Year 11</i>	445.4	1.9	16.8	22.5	26.7	20.2	8.2	3.7	81.3
	<i>Not stated (9%)</i>	504.6	4.5	7.2	12.3	19.5	20.1	16.6	19.8	88.3
ACT	<i>Bachelor</i>	547.0	1.4	0.9	4.3	11.8	24.0	25.8	31.8	97.7
	<i>Diploma</i>	499.6	2.3	2.9	11.6	22.9	27.9	19.8	12.5	94.7
	<i>Certificate</i>	489.7	1.3	4.2	11.5	27.8	29.0	17.5	8.8	94.5
	<i>Year 12</i>	492.3	2.5	4.1	11.5	26.2	27.7	19.5	8.5	93.4
	<i>Year 11</i>	469.7	1.6	13.5	14.5	26.1	21.7	13.5	9.1	84.9
	<i>Not stated (9%)</i>	513.5	2.4	3.9	9.4	16.3	25.7	25.0	17.2	93.7
NT	<i>Bachelor</i>	513.9	1.3	1.9	8.7	19.9	27.5	23.9	16.8	96.8
	<i>Diploma</i>	486.2	1.7	4.1	13.9	27.0	27.3	18.9	7.2	94.2
	<i>Certificate</i>	452.4	2.4	15.2	18.0	26.5	21.4	12.2	4.3	82.3
	<i>Year 12</i>	454.9	4.4	12.9	21.3	24.8	21.5	10.7	4.4	82.7
	<i>Year 11</i>	368.0	2.5	53.6	17.5	13.1	9.2	3.0	1.2	43.9
	<i>Not stated (29%)</i>	355.3	4.0	60.1	9.7	9.1	7.8	5.6	3.7	35.9
Aust	<i>Bachelor</i>	539.1	1.2	1.1	4.6	13.7	25.2	26.8	27.4	97.7
	<i>Diploma</i>	501.6	1.6	3.0	10.0	22.7	29.5	21.4	11.8	95.4
	<i>Certificate</i>	482.7	1.9	5.6	14.2	26.5	27.9	16.8	7.2	92.5
	<i>Year 12</i>	482.2	2.3	6.2	14.4	26.0	27.1	16.2	7.9	91.5
	<i>Year 11</i>	450.4	4.1	13.8	21.2	27.2	21.0	9.6	3.2	82.2
	<i>Not stated (8%)</i>	477.5	3.5	11.5	14.1	21.8	22.4	15.6	11.1	85.1

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 Reading

Table 5.R9: Achievement of Year 5 Students in Reading, by Parental Occupation, by State and Territory, 2014.

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	544.3	0.9	1.0	4.1	12.7	23.9	27.5	30.0	98.1
	Group 2	517.0	1.0	2.2	7.6	19.0	28.3	24.3	17.7	96.8
	Group 3	491.1	1.4	4.3	12.4	25.1	29.2	18.4	9.2	94.3
	Group 4	471.1	2.0	7.9	17.7	27.7	25.7	13.3	5.8	90.1
	Not in paid work	455.5	3.9	12.7	21.5	26.5	20.1	10.2	5.0	83.4
	Not stated (10%)	476.4	3.6	9.3	16.7	24.2	22.5	14.1	9.7	87.2
Vic	Group 1	545.0	1.2	0.5	3.8	12.8	24.3	27.5	30.0	98.3
	Group 2	519.4	1.9	1.2	7.2	18.8	28.9	23.9	18.1	96.9
	Group 3	498.9	2.2	2.5	10.6	24.4	29.5	20.5	10.4	95.4
	Group 4	482.0	4.2	5.0	14.8	26.6	26.8	15.9	6.8	90.8
	Not in paid work	470.1	9.0	7.6	16.9	25.9	23.0	12.2	5.4	83.4
	Not stated (3%)	520.4	5.2	2.3	8.5	17.5	24.0	22.0	20.5	92.5
Qld	Group 1	534.1	0.7	1.5	4.9	14.6	26.6	26.4	25.2	97.8
	Group 2	509.1	0.8	2.7	8.5	21.3	29.2	23.1	14.5	96.5
	Group 3	487.4	1.3	5.0	13.4	25.9	28.1	17.7	8.6	93.7
	Group 4	466.6	1.9	9.3	18.9	27.1	24.5	12.7	5.4	88.8
	Not in paid work	449.2	4.1	16.4	21.3	24.5	18.9	9.9	4.9	79.4
	Not stated (16%)	475.6	3.3	9.1	16.1	24.8	23.9	14.3	8.5	87.6
WA	Group 1	531.3	0.7	1.7	5.7	15.6	25.9	25.9	24.6	97.5
	Group 2	504.9	0.7	3.6	9.9	20.8	28.7	22.4	14.0	95.7
	Group 3	482.6	0.9	6.2	14.5	26.0	27.5	17.2	7.7	92.9
	Group 4	463.3	1.4	11.2	18.0	27.9	23.7	12.8	4.9	87.4
	Not in paid work	447.2	2.9	19.1	19.2	24.2	20.3	9.1	5.3	78.0
	Not stated (23%)	468.0	2.2	13.5	16.1	23.1	22.5	13.9	8.7	84.3
SA	Group 1	528.3	1.0	1.6	5.5	16.2	27.8	25.5	22.4	97.4
	Group 2	503.0	1.0	2.9	9.9	22.3	29.7	21.8	12.3	96.0
	Group 3	484.8	1.1	4.8	13.6	27.0	29.2	16.7	7.6	94.0
	Group 4	466.2	2.3	8.8	19.1	28.0	24.4	12.5	4.8	88.9
	Not in paid work	454.3	3.9	13.7	21.1	25.9	19.7	11.7	3.9	82.3
	Not stated (19%)	462.1	4.9	12.1	18.1	25.3	21.1	12.8	5.7	83.0

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 Reading

Table 5.R9 (cont.): Achievement of Year 5 Students in Reading, by Parental Occupation, by State and Territory, 2014.

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	
Tas	Group 1	546.3	1.0	1.8	4.0	12.5	22.6	26.0	32.0	97.2
	Group 2	514.5	0.8	3.2	8.5	18.6	27.2	23.6	18.0	96.0
	Group 3	490.2	1.0	5.1	14.0	23.9	27.9	18.4	9.9	94.0
	Group 4	468.4	1.6	10.4	16.7	27.9	24.4	12.6	6.5	88.1
	Not in paid work	442.0	3.4	20.5	22.5	22.6	17.2	9.2	4.8	76.2
	Not stated (12%)	490.5	4.3	8.6	15.3	21.6	20.2	14.5	15.5	87.1
ACT	Group 1	548.1	1.1	0.9	4.3	12.2	22.9	26.4	32.3	98.0
	Group 2	521.8	1.1	1.7	6.9	17.6	29.1	22.7	20.8	97.2
	Group 3	492.4	1.3	3.9	12.8	25.8	27.2	18.2	10.9	94.8
	Group 4	479.7	3.4	8.2	12.5	26.7	24.8	17.4	7.0	88.5
	Not in paid work	484.2	6.0	8.7	11.7	24.5	24.7	15.5	8.9	85.3
	Not stated (16%)	504.0	2.9	4.6	10.6	20.4	25.9	21.1	14.6	92.6
NT	Group 1	505.0	1.7	5.0	9.9	19.8	26.3	21.5	15.9	93.3
	Group 2	481.8	2.0	6.5	13.8	25.6	24.8	18.2	9.0	91.5
	Group 3	464.2	1.7	11.4	17.2	25.9	24.4	14.0	5.3	86.9
	Group 4	408.0	3.9	34.4	17.3	19.4	15.6	7.4	2.0	61.8
	Not in paid work	370.1	2.8	55.9	16.8	12.0	7.6	2.9	2.1	41.3
	Not stated (27%)	345.3	3.9	61.6	11.1	10.1	6.9	4.6	1.8	34.5
Aust	Group 1	539.7	0.9	1.1	4.5	13.7	25.0	26.9	27.9	97.9
	Group 2	513.8	1.2	2.2	8.0	19.8	28.7	23.5	16.5	96.6
	Group 3	490.8	1.5	4.3	12.5	25.3	28.8	18.5	9.1	94.2
	Group 4	471.6	2.6	8.0	17.1	27.2	25.4	13.8	5.8	89.4
	Not in paid work	457.2	5.6	12.9	19.6	25.4	20.7	10.7	5.1	81.5
	Not stated (12%)	473.2	3.5	11.2	15.7	23.3	22.5	14.4	9.5	85.3

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

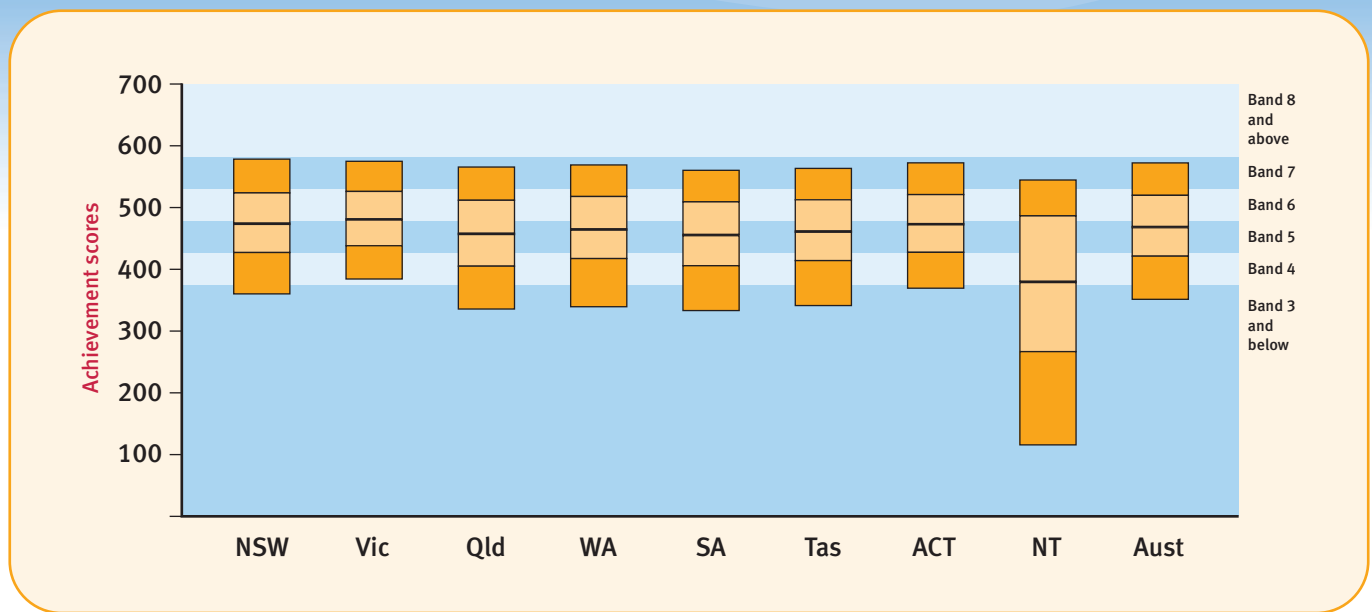
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

NAPLAN Year 5 Persuasive Writing

Figure 5.W1: Achievement of Year 5 Students in Persuasive Writing, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	473.7 (67.6)	480.8 (58.3)	457.3 (72.0)	464.4 (72.2)	455.4 (72.3)	461.0 (69.1)	473.0 (63.5)	379.5 (131.1)	468.3 (69.7)

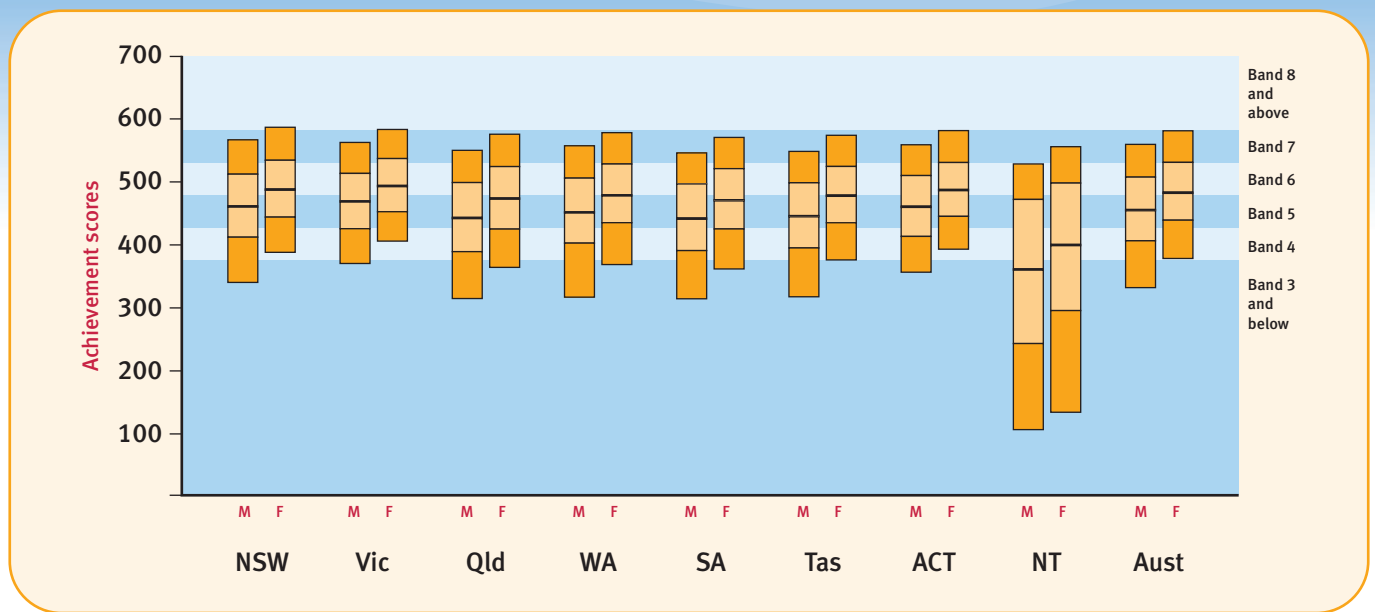
Table 5.W1: Achievement of Year 5 Students in Persuasive Writing, by State and Territory, 2014.

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	
NSW	10yrs 7mths 5yrs 4mths	97.4	1.6	0.9	1.7	6.6	12.6	30.6	31.4	12.7	4.4	91.7
Vic	10yrs 9mths 5yrs 4mths	94.9	2.9	2.3	3.1	3.7	10.8	31.3	33.5	13.9	3.8	93.2
Qld	10yrs 5mths 5yrs 4mths	93.8	2.6	3.7	1.7	10.9	17.0	31.3	26.3	10.0	2.9	87.4
WA	10yrs 5mths 5yrs 4mths	95.6	3.1	1.3	1.3	8.9	14.0	31.7	29.1	11.8	3.1	89.8
SA	10yrs 7mths 5yrs 4mths	94.0	3.0	3.0	2.2	10.7	17.1	31.9	26.5	9.2	2.4	87.1
Tas	10yrs 11mths 5yrs 4mths	95.5	2.8	1.7	1.7	9.3	15.1	32.8	28.4	10.0	2.6	89.0
ACT	10yrs 8mths 5yrs 4mths	93.4	2.7	3.9	1.7	5.5	13.4	32.1	31.7	12.0	3.6	92.8
NT	10yrs 6mths 5yrs 4mths	90.1	8.3	1.6	2.8	37.3	15.3	21.8	16.0	5.2	1.6	59.9
Aust	10yrs 7mths 5yrs 4mths	95.4	2.5	2.1	2.0	7.7	13.7	31.1	30.0	11.9	3.6	90.2

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

NAPLAN Year 5 Persuasive Writing

Figure 5.W2: Achievement of Year 5 Students in Persuasive Writing, by Sex, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	460.6 (70.6)	468.7 (59.2)	442.2 (74.6)	451.2 (74.8)	441.2 (74.4)	445.1 (71.8)	460.1 (65.7)	360.1 (132.7)	454.8 (72.1)
Female Mean scale score / (S.D.)	487.5 (61.3)	493.2 (54.6)	473.2 (65.6)	478.4 (66.5)	470.5 (66.8)	477.8 (61.8)	486.8 (58.0)	399.1 (126.6)	482.5 (64.0)

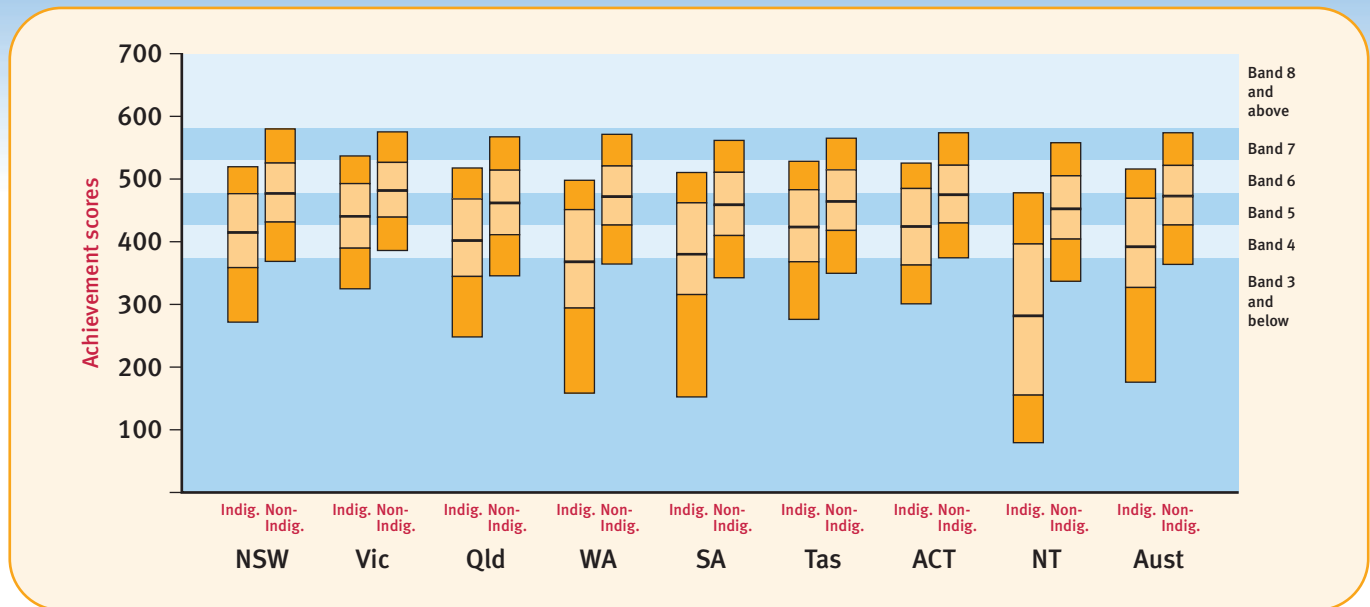
Table 5.W2: Achievement of Year 5 Students in Persuasive Writing, by Sex, by State and Territory, 2014.

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	2.3	9.5	15.7	32.1	27.9	9.5	3.1	88.3
	Female	1.1	3.5	9.4	29.1	35.1	16.1	5.8	95.4
Vic	Male	4.2	5.4	14.1	33.9	29.9	10.0	2.5	90.4
	Female	2.0	1.8	7.3	28.6	37.3	17.9	5.2	96.2
Qld	Male	2.1	15.1	20.0	31.7	22.4	6.9	1.8	82.8
	Female	1.2	6.5	13.8	30.8	30.4	13.4	4.0	92.3
WA	Male	1.6	12.1	17.0	33.0	25.4	9.0	2.0	86.4
	Female	1.0	5.6	10.9	30.2	33.1	14.8	4.4	93.4
SA	Male	2.8	14.4	20.5	32.3	22.2	6.3	1.5	82.8
	Female	1.5	6.7	13.5	31.6	31.0	12.4	3.4	91.8
Tas	Male	2.1	13.5	18.8	33.7	23.6	6.8	1.6	84.4
	Female	1.3	4.8	11.2	32.0	33.5	13.5	3.8	93.9
ACT	Male	2.1	7.8	17.8	32.9	28.2	9.0	2.4	90.1
	Female	1.3	3.0	8.8	31.2	35.6	15.3	4.9	95.7
NT	Male	3.8	42.3	16.8	20.1	12.4	3.8	0.8	53.9
	Female	1.7	32.1	13.8	23.6	19.6	6.7	2.4	66.1
Aust	Male	2.7	10.7	16.8	32.5	26.3	8.7	2.4	86.6
	Female	1.4	4.5	10.3	29.6	33.9	15.4	4.8	94.1

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

NAPLAN Year 5 Persuasive Writing

Figure 5.W3: Achievement of Year 5 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	414.6 (79.6)	440.4 (65.1)	401.7 (83.9)	367.8 (98.7)	380.0 (101.3)	423.3 (77.1)	424.1 (70.4)	281.6 (125.5)	391.8 (98.0)
Non-Indigenous Mean scale score / (S.D.)	476.9 (65.3)	481.5 (57.9)	461.7 (69.1)	471.8 (64.4)	458.8 (68.9)	464.1 (67.1)	474.8 (62.5)	452.3 (72.6)	472.7 (65.1)

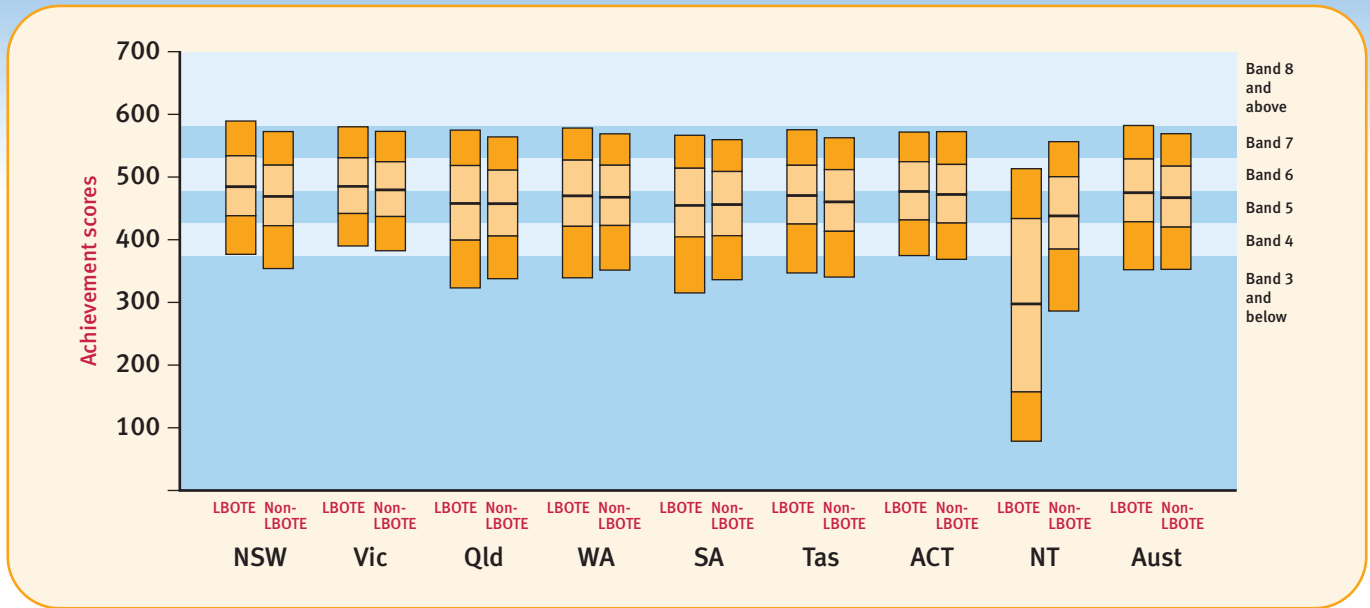
Table 5.W3: Achievement of Year 5 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2014.

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	3.1	24.7	23.0	30.5	15.5	2.7	0.5	72.2
	Non-Indigenous	1.6	5.6	12.1	30.7	32.3	13.2	4.6	92.8
Vic	Indigenous	7.0	13.6	20.8	32.0	20.7	5.1	0.7	79.3
	Non-Indigenous	2.8	3.5	10.6	31.4	33.8	14.1	3.9	93.7
Qld	Indigenous	2.8	30.8	25.9	25.2	12.1	2.8	0.6	66.4
	Non-Indigenous	1.5	9.3	16.3	31.7	27.5	10.6	3.0	89.1
WA	Indigenous	1.2	45.2	23.0	20.7	8.4	1.3	0.2	53.6
	Non-Indigenous	1.3	6.2	13.3	32.4	30.8	12.7	3.4	92.5
SA	Indigenous	3.8	38.0	23.9	21.2	10.7	2.0	0.3	58.2
	Non-Indigenous	2.0	9.5	16.8	32.5	27.2	9.5	2.5	88.5
Tas	Indigenous	1.6	21.6	21.9	32.6	17.7	3.9	0.7	76.8
	Non-Indigenous	1.7	8.2	14.6	33.0	29.2	10.5	2.8	90.1
ACT	Indigenous	2.7	23.8	22.3	29.0	18.0	4.1	0.1	73.5
	Non-Indigenous	1.6	4.9	13.1	32.2	32.2	12.3	3.8	93.5
NT	Indigenous	2.4	72.9	11.3	8.5	4.1	0.7	0.2	24.8
	Non-Indigenous	3.2	10.7	19.0	31.8	24.8	8.2	2.2	86.1
Aust	Indigenous	2.9	33.7	22.6	25.1	12.6	2.5	0.5	63.3
	Non-Indigenous	1.9	6.2	13.1	31.5	31.1	12.5	3.7	91.9

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

NAPLAN Year 5 Persuasive Writing

Figure 5.W4: Achievement of Year 5 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	484.4 (65.5)	485.0 (57.9)	457.7 (79.1)	469.8 (76.1)	454.6 (81.7)	470.3 (65.0)	476.8 (61.0)	297.4 (139.4)	474.8 (74.5)
Non-LBOTE Mean scale score / (S.D.)	468.9 (67.9)	479.3 (58.4)	457.3 (70.9)	467.7 (68.6)	455.9 (70.5)	460.2 (69.2)	472.0 (64.1)	437.8 (87.4)	466.9 (67.6)

Table 5.W4: Achievement of Year 5 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2014.

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	2.4	4.6	10.4	28.4	33.0	15.1	6.0	93.0
	Non-LBOTE	1.4	7.5	13.6	31.6	30.6	11.6	3.7	91.1
Vic	LBOTE	4.3	3.0	9.9	29.7	33.7	14.9	4.5	92.7
	Non-LBOTE	2.7	3.9	11.1	31.9	33.4	13.5	3.5	93.4
Qld	LBOTE	2.7	12.6	16.4	27.4	25.7	11.3	3.9	84.7
	Non-LBOTE	1.5	10.7	17.0	31.9	26.4	9.9	2.7	87.8
WA	LBOTE	2.7	8.6	12.5	28.9	29.1	13.9	4.3	88.7
	Non-LBOTE	0.9	7.6	13.5	32.4	30.5	12.1	3.1	91.5
SA	LBOTE	4.5	11.3	15.6	29.6	25.8	10.2	2.8	84.1
	Non-LBOTE	1.7	10.5	17.3	32.4	26.7	9.1	2.4	87.9
Tas	LBOTE	7.8	7.2	11.4	29.4	30.0	11.1	3.1	85.0
	Non-LBOTE	1.3	9.4	15.3	33.2	28.2	9.9	2.6	89.2
ACT	LBOTE	3.3	4.8	12.2	29.9	33.6	12.9	3.3	91.9
	Non-LBOTE	1.3	5.7	13.8	32.6	31.2	11.8	3.7	93.0
NT	LBOTE	4.2	64.9	9.9	10.5	7.5	2.2	0.7	30.9
	Non-LBOTE	1.9	16.8	19.3	30.4	22.0	7.4	2.2	81.3
Aust	LBOTE	3.2	7.0	11.5	28.4	31.1	14.0	4.9	89.8
	Non-LBOTE	1.7	7.8	14.2	31.9	29.8	11.4	3.2	90.5

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

NAPLAN Year 5 Persuasive Writing

Table 5.W5: Achievement of Year 5 Students in Persuasive Writing, by Geolocation, by State and Territory, 2014.

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	<i>Metro</i>	480.6	1.7	5.1	11.1	29.6	33.0	14.3	5.2	93.2
	<i>Provincial</i>	452.0	1.6	11.1	17.7	34.1	26.2	7.5	1.8	87.3
	<i>Remote</i>	431.1	3.0	18.0	21.3	31.9	20.0	5.1	0.7	79.0
	<i>Very Remote</i>	409.1	0.0	29.2	21.8	29.0	16.6	3.1	0.2	70.8
Vic	<i>Metro</i>	485.5	3.1	3.0	9.5	30.0	34.8	15.2	4.4	93.9
	<i>Provincial</i>	465.5	3.1	5.7	14.9	35.6	29.5	9.4	1.8	91.2
	<i>Remote</i>	453.8	0.0	5.8	24.4	38.9	20.7	9.1	1.1	94.2
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	463.4	1.6	9.4	15.6	30.8	27.8	11.3	3.4	89.0
	<i>Provincial</i>	446.8	1.8	12.9	20.0	32.8	23.4	7.4	1.7	85.3
	<i>Remote</i>	428.5	1.7	20.2	20.0	29.3	20.6	6.8	1.3	78.0
	<i>Very Remote</i>	396.6	1.9	35.1	22.1	23.7	13.3	3.2	0.6	63.0
WA	<i>Metro</i>	474.2	1.5	6.1	12.5	31.3	31.2	13.6	3.8	92.4
	<i>Provincial</i>	450.1	1.0	11.6	17.7	35.0	25.4	7.7	1.4	87.3
	<i>Remote</i>	427.9	0.9	21.6	18.0	30.1	22.3	6.3	1.0	77.6
	<i>Very Remote</i>	374.0	0.2	42.9	20.4	19.8	12.2	4.0	0.5	56.9
SA	<i>Metro</i>	461.8	2.2	9.0	15.8	31.7	28.1	10.3	2.8	88.8
	<i>Provincial</i>	441.9	2.2	14.1	20.6	32.6	22.6	6.4	1.5	83.6
	<i>Remote</i>	444.6	1.0	12.2	21.1	37.1	21.4	6.0	1.2	86.8
	<i>Very Remote</i>	354.0	1.0	46.9	15.4	20.1	12.1	4.0	0.6	52.2
Tas	<i>Metro</i>	464.9	2.2	8.6	14.3	31.4	29.0	11.1	3.5	89.3
	<i>Provincial</i>	458.1	1.4	9.9	15.6	33.9	27.9	9.3	2.0	88.7
	<i>Remote</i>	449.4	0.0	7.5	22.2	37.8	26.9	5.3	0.3	92.5
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	473.0	1.7	5.5	13.4	32.0	31.7	12.0	3.6	92.8
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	442.9	3.8	14.7	18.6	30.0	22.9	7.7	2.3	81.5
	<i>Remote</i>	406.3	3.3	31.0	19.4	22.4	17.0	5.5	1.5	65.7
	<i>Very Remote</i>	249.7	0.4	83.1	6.5	6.4	2.7	0.7	0.2	16.4
Aust	<i>Metro</i>	476.0	2.1	5.9	12.2	30.3	31.8	13.5	4.3	92.1
	<i>Provincial</i>	453.1	2.1	10.5	17.7	34.0	26.0	8.0	1.7	87.4
	<i>Remote</i>	427.8	1.7	20.8	19.6	30.0	20.7	6.2	1.1	77.6
	<i>Very Remote</i>	339.9	0.8	53.4	16.1	16.9	9.6	2.7	0.4	45.8

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

NAPLAN Year 5 Persuasive Writing

Table 5.W6: Achievement of Year 5 Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2014.

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	
NSW	<i>Metro</i>	429.5	3.4	18.4	21.0	33.1	19.4	3.9	0.8	78.1
	<i>Provincial</i>	404.4	2.7	28.9	24.5	29.3	12.6	1.8	0.3	68.4
	<i>Remote</i>	380.2	6.1	38.6	29.1	17.4	8.0	0.8	0.0	55.3
	<i>Very Remote</i>	362.3	0.0	51.3	23.1	18.5	7.2	0.0	0.0	48.7
Vic	<i>Metro</i>	447.1	6.0	12.5	18.7	31.8	23.0	6.9	1.1	81.5
	<i>Provincial</i>	434.6	7.9	14.6	22.6	32.2	18.7	3.5	0.4	77.4
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	410.7	2.7	26.8	25.8	27.6	13.2	3.2	0.7	70.5
	<i>Provincial</i>	409.1	3.2	27.2	27.2	25.9	13.0	2.9	0.6	69.6
	<i>Remote</i>	363.1	2.0	47.7	19.3	18.9	10.0	1.7	0.3	50.3
	<i>Very Remote</i>	357.5	2.2	52.0	25.0	15.1	4.9	0.8	0.0	45.8
WA	<i>Metro</i>	401.9	2.1	29.0	24.4	27.9	13.8	2.3	0.3	68.8
	<i>Provincial</i>	379.2	0.6	40.8	26.3	23.9	7.2	0.9	0.3	58.6
	<i>Remote</i>	351.5	1.2	53.9	22.5	15.4	5.8	1.2	0.0	44.9
	<i>Very Remote</i>	318.3	0.4	67.3	18.1	10.5	3.2	0.4	0.0	32.3
SA	<i>Metro</i>	411.6	3.3	27.8	23.6	26.8	14.8	3.4	0.3	68.9
	<i>Provincial</i>	376.8	5.9	37.3	28.6	19.2	7.9	0.7	0.5	56.9
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	260.3	1.0	82.0	11.7	3.6	1.4	0.2	0.0	17.0
Tas	<i>Metro</i>	421.5	1.8	21.7	21.2	29.5	20.9	4.3	0.6	76.5
	<i>Provincial</i>	425.3	1.5	21.6	21.5	34.9	15.9	3.9	0.7	76.9
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	424.7	2.8	23.5	22.4	28.2	18.6	4.3	0.1	73.6
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	391.8	4.0	32.4	23.4	24.2	13.1	2.1	0.7	63.5
	<i>Remote</i>	333.3	6.1	60.9	16.9	10.6	4.6	0.9	0.0	33.0
	<i>Very Remote</i>	223.9	0.5	92.7	4.7	1.6	0.3	0.1	0.0	6.8
Aust	<i>Metro</i>	419.5	3.2	22.9	23.1	29.8	16.6	3.7	0.7	73.9
	<i>Provincial</i>	405.4	3.3	28.3	25.2	27.7	12.8	2.2	0.5	68.4
	<i>Remote</i>	355.3	3.4	51.2	21.6	15.6	7.0	1.2	0.1	45.4
	<i>Very Remote</i>	284.9	0.9	74.9	13.9	7.6	2.4	0.3	0.0	24.2

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

NAPLAN Year 5 Persuasive Writing

Table 5.W7: Achievement of Year 5 Non-Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2014.

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	
NSW	<i>Metro</i>	482.2	1.6	4.7	10.7	29.5	33.5	14.6	5.3	93.7
	<i>Provincial</i>	458.2	1.5	8.7	16.7	34.8	28.1	8.3	2.0	89.8
	<i>Remote</i>	459.6	1.2	5.7	16.9	40.4	26.8	7.7	1.2	93.0
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	486.0	2.9	2.9	9.4	30.0	35.0	15.4	4.5	94.2
	<i>Provincial</i>	466.7	2.8	5.3	14.6	35.8	30.0	9.7	1.9	91.9
	<i>Remote</i>	455.7	0.0	5.3	23.0	39.6	21.5	9.4	1.1	94.7
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	466.0	1.5	8.6	15.1	31.0	28.6	11.7	3.5	90.0
	<i>Provincial</i>	451.0	1.7	11.3	19.2	33.6	24.6	7.9	1.8	87.0
	<i>Remote</i>	449.2	1.6	11.7	20.2	32.6	24.0	8.4	1.6	86.7
	<i>Very Remote</i>	453.0	1.6	10.5	17.8	36.2	25.7	6.7	1.5	87.9
WA	<i>Metro</i>	477.2	1.4	5.2	12.0	31.3	32.0	14.1	4.0	93.4
	<i>Provincial</i>	456.6	1.0	9.0	17.0	35.9	27.1	8.4	1.6	89.9
	<i>Remote</i>	453.8	0.8	10.5	16.5	35.0	27.8	8.1	1.3	88.7
	<i>Very Remote</i>	449.1	0.0	9.8	23.2	32.5	24.4	9.0	1.2	90.2
SA	<i>Metro</i>	463.4	2.0	8.4	15.6	32.0	28.6	10.6	2.9	89.6
	<i>Provincial</i>	445.8	2.0	12.7	20.1	33.3	23.6	6.7	1.6	85.3
	<i>Remote</i>	448.3	0.9	10.6	20.9	37.8	22.4	6.2	1.2	88.6
	<i>Very Remote</i>	448.8	1.0	11.8	19.2	36.3	22.9	7.6	1.2	87.2
Tas	<i>Metro</i>	467.8	2.1	7.7	13.9	31.5	29.4	11.7	3.8	90.2
	<i>Provincial</i>	461.1	1.3	8.7	15.1	34.2	29.1	9.6	2.0	89.9
	<i>Remote</i>	454.2	0.0	6.0	21.5	37.7	27.9	6.4	0.4	94.0
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	474.8	1.6	4.9	13.1	32.2	32.2	12.3	3.8	93.5
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	451.7	4.0	11.1	18.3	31.3	24.8	8.3	2.2	84.8
	<i>Remote</i>	455.3	1.4	9.9	21.0	30.7	25.7	8.7	2.5	88.7
	<i>Very Remote</i>	448.5	0.0	8.5	20.6	42.7	20.6	5.4	2.1	91.5
Aust	<i>Metro</i>	477.8	1.9	5.3	11.8	30.4	32.3	13.8	4.4	92.7
	<i>Provincial</i>	457.6	1.9	8.8	17.0	34.6	27.3	8.5	1.8	89.3
	<i>Remote</i>	452.5	1.1	10.2	19.0	34.8	25.5	7.9	1.5	88.7
	<i>Very Remote</i>	449.9	0.7	10.4	20.4	35.6	24.1	7.5	1.4	88.9

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

NAPLAN Year 5 Persuasive Writing

Table 5.W8: Achievement of Year 5 Students in Persuasive Writing, by Parental Education, by State and Territory, 2014.

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	501.1	1.1	1.9	6.3	24.8	37.5	20.0	8.4	97.0
	Diploma	476.7	1.4	4.5	11.3	33.2	34.0	12.3	3.4	94.1
	Certificate	458.3	1.6	8.2	16.7	35.6	28.2	7.9	1.8	90.2
	Year 12	461.5	2.1	8.5	15.2	33.6	28.9	9.4	2.4	89.4
	Year 11	430.1	3.1	18.0	22.7	32.0	19.1	4.1	0.9	78.9
	Not stated (5%)	458.4	3.4	10.7	15.8	30.8	26.3	9.6	3.4	85.9
Vic	Bachelor	499.7	1.8	1.6	6.0	25.5	38.4	20.2	6.6	96.7
	Diploma	478.4	2.5	3.2	10.9	33.7	34.4	12.6	2.6	94.2
	Certificate	467.1	3.2	4.9	14.2	36.4	30.5	9.1	1.7	91.9
	Year 12	473.1	3.4	3.9	12.8	34.7	31.9	10.8	2.4	92.7
	Year 11	453.2	7.3	8.3	18.1	34.9	23.8	6.5	1.1	84.4
	Not stated (4%)	485.2	4.9	3.6	9.8	27.7	33.2	15.7	5.1	91.5
Qld	Bachelor	486.8	0.8	4.0	10.1	28.2	34.3	16.8	5.7	95.2
	Diploma	460.9	1.2	8.6	16.6	33.7	27.8	9.6	2.5	90.2
	Certificate	447.3	1.4	12.3	20.2	33.8	23.8	7.0	1.5	86.3
	Year 12	447.3	1.8	12.9	19.0	33.8	23.9	7.0	1.6	85.3
	Year 11	417.1	3.3	23.9	24.4	28.7	14.9	4.2	0.6	72.8
	Not stated (11%)	442.3	3.5	15.7	19.3	30.2	21.3	7.9	2.1	80.8
WA	Bachelor	495.2	0.9	2.2	7.3	27.7	36.0	19.6	6.2	96.9
	Diploma	469.6	1.1	5.9	13.1	34.4	32.0	11.0	2.4	93.0
	Certificate	457.7	1.1	8.0	17.3	36.2	27.8	8.2	1.5	91.0
	Year 12	455.2	1.3	9.9	17.6	34.1	26.8	8.3	1.9	88.8
	Year 11	423.3	2.1	21.2	21.5	32.6	17.7	4.3	0.6	76.7
	Not stated (14%)	437.6	2.1	18.2	17.2	29.0	23.3	8.3	2.0	79.7
SA	Bachelor	484.0	1.0	4.0	10.5	29.9	34.2	15.4	5.0	95.0
	Diploma	462.1	1.4	7.3	17.0	34.0	28.6	9.5	2.2	91.3
	Certificate	445.4	1.8	12.2	20.1	34.5	23.7	6.5	1.2	86.0
	Year 12	449.3	2.2	11.2	19.0	33.7	25.1	7.4	1.3	86.6
	Year 11	417.2	4.0	23.4	23.9	29.4	16.1	2.8	0.4	72.6
	Not stated (11%)	439.4	5.1	14.9	18.7	30.3	22.1	7.1	1.7	80.0

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 Persuasive Writing

Table 5.W8 (cont.): Achievement of Year 5 Students in Persuasive Writing, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	493.9	1.1	3.0	7.9	26.0	36.2	19.5	6.4	95.9
	<i>Diploma</i>	471.1	1.3	5.1	12.6	35.2	32.5	10.7	2.6	93.6
	<i>Certificate</i>	455.8	1.3	9.3	16.2	36.7	27.7	7.4	1.4	89.4
	<i>Year 12</i>	445.4	2.7	14.0	18.3	32.3	24.4	6.8	1.5	83.3
	<i>Year 11</i>	427.9	1.9	17.8	23.1	34.2	18.9	3.9	0.2	80.3
	<i>Not stated (9%)</i>	455.4	4.5	10.8	15.2	32.5	26.7	7.7	2.5	84.7
ACT	<i>Bachelor</i>	488.8	1.4	2.6	9.0	29.3	36.5	15.6	5.6	96.0
	<i>Diploma</i>	463.3	2.3	6.8	16.3	34.3	28.3	9.8	2.2	90.9
	<i>Certificate</i>	452.2	1.4	8.6	18.6	38.2	25.2	6.7	1.2	89.9
	<i>Year 12</i>	454.7	2.5	8.9	17.7	34.4	29.2	7.1	0.3	88.6
	<i>Year 11</i>	439.3	1.6	14.5	23.4	35.0	17.9	5.6	2.0	84.0
	<i>Not stated (9%)</i>	462.5	2.4	8.0	17.5	30.6	28.8	10.7	2.1	89.6
NT	<i>Bachelor</i>	470.5	1.3	6.2	16.3	31.2	29.8	11.2	3.9	92.4
	<i>Diploma</i>	447.7	1.7	13.1	16.3	33.8	25.2	8.6	1.3	85.2
	<i>Certificate</i>	419.1	2.6	22.6	21.7	29.5	17.6	5.0	1.1	74.8
	<i>Year 12</i>	428.7	4.4	19.3	21.2	29.6	19.2	4.7	1.5	76.3
	<i>Year 11</i>	317.6	2.5	62.9	13.8	12.6	6.2	1.6	0.3	34.5
	<i>Not stated (29%)</i>	294.7	4.0	64.6	9.4	10.1	7.9	2.7	1.3	31.4
Aust	<i>Bachelor</i>	495.8	1.2	2.4	7.4	26.4	36.7	19.0	6.9	96.4
	<i>Diploma</i>	471.8	1.6	5.4	12.9	33.7	32.1	11.5	2.8	93.0
	<i>Certificate</i>	456.3	1.9	8.8	17.3	35.4	27.2	7.9	1.6	89.3
	<i>Year 12</i>	458.6	2.3	9.0	16.2	34.0	27.8	8.8	2.0	88.7
	<i>Year 11</i>	429.5	4.1	18.2	21.7	31.7	18.9	4.6	0.8	77.7
	<i>Not stated (8%)</i>	443.5	3.6	15.5	16.5	29.0	23.8	8.9	2.6	80.9

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 Persuasive Writing

Table 5.W9: Achievement of Year 5 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2014.

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	500.4	0.9	2.1	6.4	25.0	37.3	20.0	8.3	97.0
	Group 2	483.5	1.0	3.7	9.9	31.2	34.9	14.5	4.9	95.3
	Group 3	467.6	1.4	6.0	14.4	34.9	31.0	9.8	2.7	92.7
	Group 4	453.8	2.1	10.4	17.9	33.5	26.7	7.5	2.0	87.5
	Not in paid work	434.2	3.9	17.0	21.3	31.0	20.1	5.3	1.3	79.0
	Not stated (10%)	451.0	3.6	12.5	17.9	30.9	24.1	8.4	2.7	83.9
Vic	Group 1	501.3	1.2	1.4	5.6	25.3	38.6	20.8	7.1	97.4
	Group 2	486.6	1.9	2.5	8.8	30.9	36.6	15.4	4.0	95.6
	Group 3	475.1	2.2	3.6	11.9	34.9	33.4	11.6	2.3	94.2
	Group 4	465.4	4.2	5.3	15.3	35.5	28.9	9.0	1.8	90.5
	Not in paid work	453.8	9.0	8.5	17.6	33.3	23.5	6.7	1.5	82.5
	Not stated (3%)	489.3	5.4	3.2	9.3	26.1	33.1	17.1	5.9	91.4
Qld	Group 1	485.7	0.8	4.2	10.2	28.8	33.9	16.5	5.6	95.0
	Group 2	470.4	0.8	6.6	14.2	32.3	30.8	11.9	3.4	92.7
	Group 3	452.2	1.4	10.8	18.7	34.5	25.1	7.9	1.7	87.9
	Group 4	434.9	2.0	16.9	23.1	31.7	19.6	5.7	1.1	81.2
	Not in paid work	416.4	4.2	24.5	24.3	26.8	15.1	4.1	1.0	71.3
	Not stated (16%)	438.3	3.3	16.8	20.3	30.2	20.6	6.9	1.9	79.9
WA	Group 1	494.0	0.7	2.3	7.5	28.2	36.2	18.9	6.1	96.9
	Group 2	475.8	0.7	4.7	11.6	33.9	32.6	13.3	3.2	94.6
	Group 3	461.7	0.9	7.5	16.4	34.8	29.0	9.4	2.1	91.6
	Group 4	445.9	1.4	12.7	19.3	34.7	23.8	6.9	1.2	85.9
	Not in paid work	426.7	2.9	21.3	19.6	29.2	19.5	5.9	1.5	75.7
	Not stated (23%)	442.2	2.3	15.9	17.5	30.5	23.6	8.4	1.9	81.8
SA	Group 1	484.9	1.0	3.9	10.2	29.4	34.9	15.4	5.2	95.1
	Group 2	467.2	1.0	6.2	14.9	34.0	30.4	10.9	2.5	92.8
	Group 3	454.3	1.1	9.8	18.2	34.9	26.3	7.9	1.7	89.1
	Group 4	438.3	2.4	14.7	21.5	34.1	21.3	5.1	1.0	82.9
	Not in paid work	419.0	4.0	23.9	23.2	27.1	16.4	4.9	0.6	72.1
	Not stated (19%)	432.7	4.9	17.2	21.0	29.7	19.7	6.0	1.4	77.8

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 Persuasive Writing

Table 5.W9 (cont.): Achievement of Year 5 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2014.

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	
Tas	Group 1	490.8	1.0	3.5	8.3	27.1	35.4	18.8	5.9	95.5
	Group 2	474.9	0.8	5.1	12.0	33.0	33.6	12.2	3.3	94.1
	Group 3	459.9	1.0	7.8	15.6	37.5	27.6	8.8	1.8	91.3
	Group 4	442.2	1.6	12.8	19.9	36.6	23.5	5.1	0.5	85.6
	Not in paid work	421.1	3.4	22.5	22.7	29.1	18.2	3.2	0.9	74.2
	Not stated (12%)	450.2	4.5	11.7	17.4	32.8	24.8	6.7	2.2	83.8
ACT	Group 1	489.0	1.1	2.4	9.8	29.8	34.9	16.2	5.8	96.5
	Group 2	474.4	1.0	4.5	12.0	34.3	32.8	12.3	3.2	94.5
	Group 3	456.6	1.3	8.8	16.8	34.8	28.8	7.8	1.7	89.9
	Group 4	444.5	3.8	11.3	25.5	29.4	21.8	6.3	1.7	84.8
	Not in paid work	442.2	6.0	13.9	19.6	34.0	21.3	4.7	0.5	80.1
	Not stated (16%)	460.5	2.9	8.2	16.8	32.1	30.0	8.2	1.9	88.9
NT	Group 1	461.4	1.5	9.9	16.2	29.1	28.5	10.6	4.2	88.5
	Group 2	447.1	2.0	12.2	18.9	32.3	23.1	8.6	2.9	85.7
	Group 3	431.8	1.9	18.5	22.7	30.6	18.9	6.1	1.3	79.5
	Group 4	369.9	3.9	43.6	14.3	21.2	13.9	2.7	0.5	52.5
	Not in paid work	306.3	3.1	66.2	11.7	12.5	4.9	1.6	0.2	30.8
	Not stated (27%)	287.4	3.9	66.1	10.6	10.2	7.0	1.8	0.3	30.0
Aust	Group 1	495.2	0.9	2.6	7.5	26.7	36.5	18.9	6.9	96.5
	Group 2	479.4	1.2	4.3	11.1	31.9	33.9	13.7	3.9	94.5
	Group 3	463.9	1.5	7.1	15.3	34.8	29.5	9.6	2.2	91.4
	Group 4	450.4	2.6	11.1	18.6	33.8	25.0	7.3	1.6	86.3
	Not in paid work	434.4	5.7	16.7	20.3	30.5	20.1	5.5	1.3	77.6
	Not stated (12%)	442.0	3.5	15.6	18.0	29.7	22.8	8.1	2.3	80.8

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 Spelling

Figure 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	507.6 (75.1)	500.9 (70.1)	489.5 (70.2)	492.2 (77.1)	488.4 (73.7)	485.2 (77.8)	502.0 (72.1)	421.8 (116.5)	497.6 (74.5)

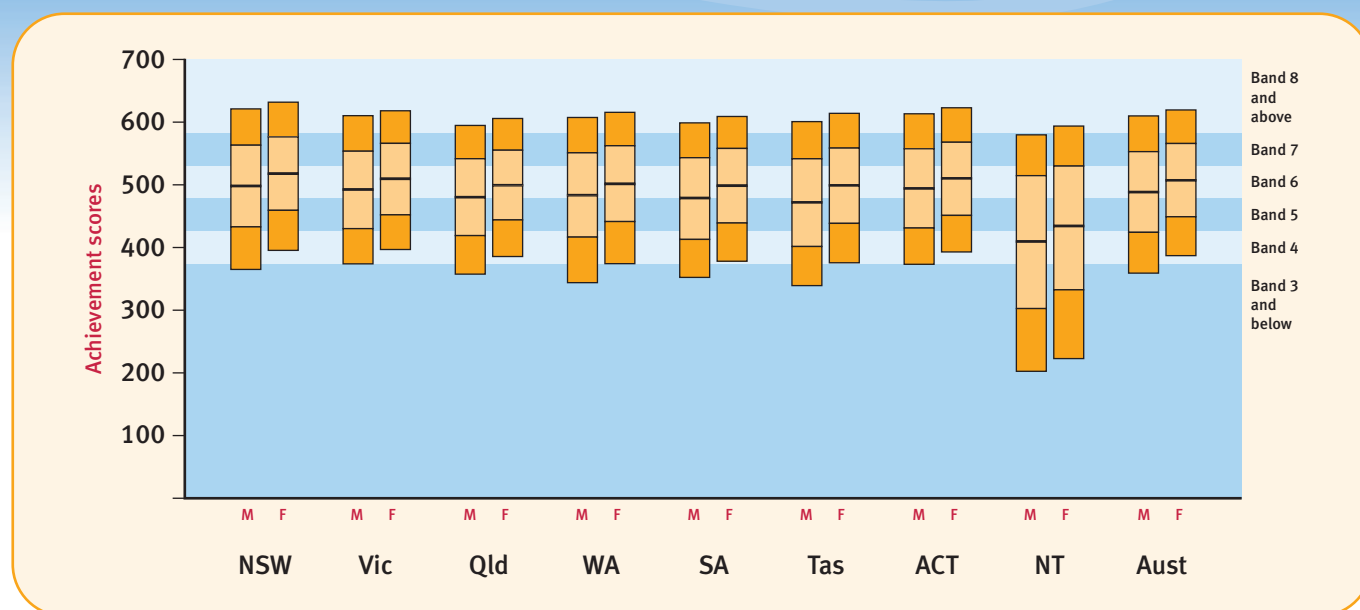
Table 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2014.

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	
NSW	10yrs 7mths 5yrs 4mths	97.7	1.5	0.9	1.7	4.5	9.4	18.7	26.8	23.5	15.4	93.8
Vic	10yrs 9mths 5yrs 4mths	95.1	2.7	2.2	3.1	3.6	10.8	21.2	27.5	21.9	11.9	93.3
Qld	10yrs 5mths 5yrs 4mths	94.1	2.3	3.6	1.6	5.7	12.4	23.2	28.6	19.9	8.6	92.7
WA	10yrs 5mths 5yrs 4mths	96.0	2.7	1.3	1.3	7.1	11.8	21.0	26.6	21.0	11.2	91.6
SA	10yrs 7mths 5yrs 4mths	94.3	2.7	3.0	2.2	6.5	13.3	22.2	26.8	19.6	9.3	91.3
Tas	10yrs 11mths 5yrs 4mths	95.8	2.4	1.7	1.7	8.3	14.1	21.4	25.8	18.8	9.8	89.9
ACT	10yrs 8mths 5yrs 4mths	93.7	2.5	3.8	1.7	4.0	10.8	21.2	26.9	22.4	13.0	94.3
NT	10yrs 6mths 5yrs 4mths	90.2	8.2	1.6	2.7	31.0	13.4	17.2	18.4	11.7	5.5	66.2
Aust	10yrs 7mths 5yrs 4mths	95.7	2.3	2.0	2.0	5.3	11.1	20.8	27.2	21.6	12.0	92.7

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	498.0 (77.3)	492.4 (71.8)	480.2 (72.0)	483.4 (79.7)	478.8 (75.2)	472.0 (80.2)	494.2 (73.5)	409.5 (117.8)	488.3 (76.5)
Female Mean scale score / (S.D.)	517.7 (71.4)	509.5 (67.3)	499.3 (66.9)	501.4 (73.2)	498.5 (70.8)	499.1 (72.6)	510.3 (69.6)	434.2 (114.0)	507.2 (71.1)

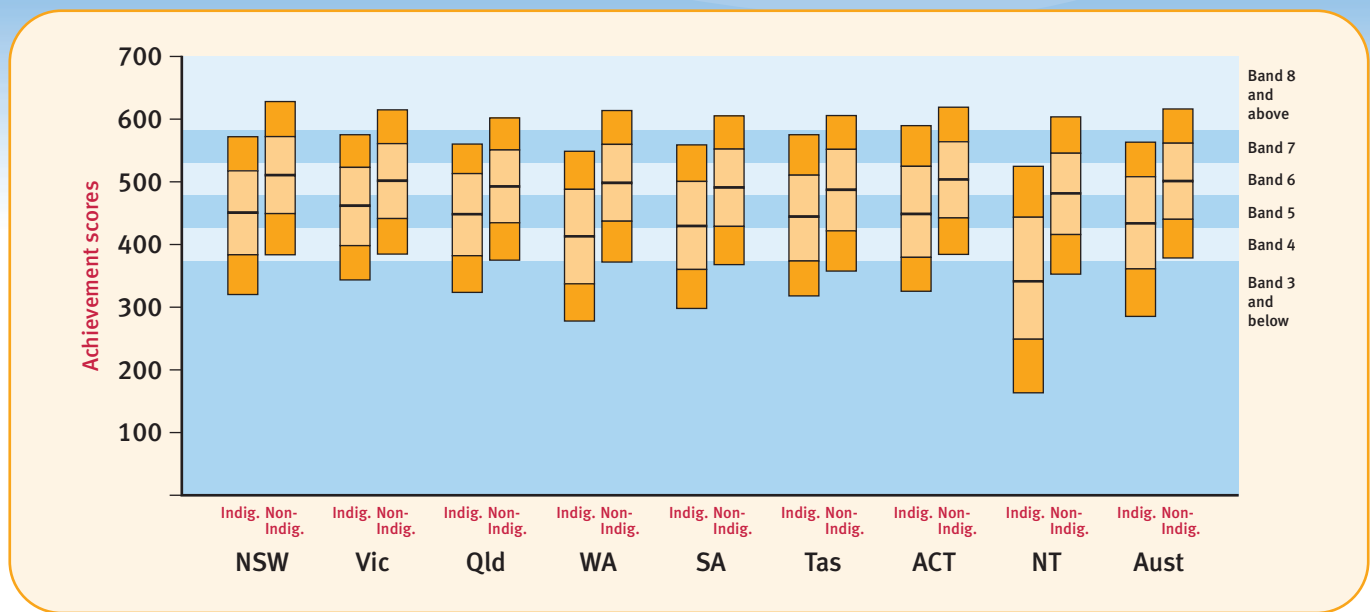
Table 5.S2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2014.

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	2.2	6.1	11.3	20.2	26.0	20.9	13.3	91.6
	Female	1.1	2.8	7.5	17.1	27.7	26.3	17.6	96.2
Vic	Male	4.2	4.8	12.9	22.3	26.3	19.2	10.3	91.0
	Female	2.0	2.3	8.7	20.0	28.7	24.7	13.5	95.7
Qld	Male	2.0	7.7	14.4	24.3	26.8	17.4	7.2	90.3
	Female	1.2	3.5	10.2	22.0	30.5	22.5	10.1	95.3
WA	Male	1.5	9.2	13.5	21.7	25.4	18.7	9.9	89.2
	Female	1.0	4.9	9.9	20.3	27.9	23.4	12.5	94.0
SA	Male	2.8	8.5	15.4	23.1	25.3	17.2	7.7	88.7
	Female	1.5	4.4	11.0	21.3	28.5	22.2	11.1	94.1
Tas	Male	2.1	11.6	17.0	22.5	22.8	15.6	8.3	86.2
	Female	1.3	4.8	11.0	20.3	28.9	22.2	11.5	93.9
ACT	Male	2.1	5.1	12.7	22.7	25.8	20.0	11.6	92.8
	Female	1.3	2.8	8.7	19.6	28.2	24.9	14.5	95.9
NT	Male	3.7	35.0	14.4	15.8	16.3	10.2	4.6	61.3
	Female	1.7	27.0	12.4	18.6	20.5	13.3	6.5	71.2
Aust	Male	2.6	7.1	13.1	22.0	26.0	19.0	10.3	90.3
	Female	1.4	3.5	9.0	19.6	28.6	24.3	13.7	95.2

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	450.7 (76.4)	461.8 (71.3)	448.3 (73.3)	413.0 (83.5)	429.4 (80.1)	444.4 (78.9)	448.6 (81.5)	341.3 (110.6)	433.7 (86.9)
Non-Indigenous Mean scale score / (S.D.)	510.6 (73.8)	501.6 (69.9)	492.5 (68.9)	498.2 (73.3)	490.9 (72.4)	487.2 (75.7)	503.7 (71.2)	481.5 (76.4)	501.1 (72.1)

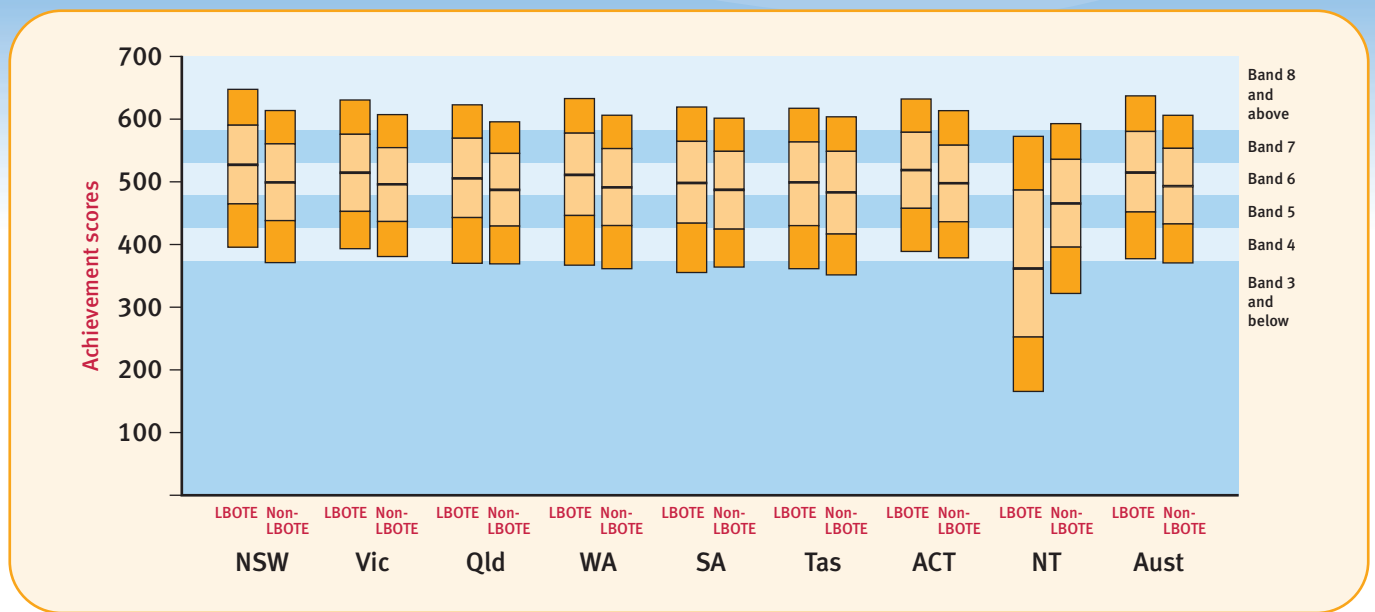
Table 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous Status, by State and Territory, 2014.

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	3.1	16.4	19.3	24.6	21.5	11.8	3.4	80.6
	Non-Indigenous	1.6	3.9	8.9	18.4	27.1	24.1	16.0	94.6
Vic	Indigenous	7.0	10.7	17.6	24.7	23.8	12.4	3.8	82.2
	Non-Indigenous	2.8	3.5	10.7	21.2	27.6	22.1	12.1	93.7
Qld	Indigenous	2.7	17.0	18.7	25.5	22.9	10.9	2.2	80.2
	Non-Indigenous	1.5	4.8	11.9	23.1	29.1	20.6	9.0	93.7
WA	Indigenous	1.2	33.4	21.8	20.0	15.5	6.5	1.7	65.4
	Non-Indigenous	1.3	5.2	10.9	21.0	27.5	22.1	11.9	93.5
SA	Indigenous	3.7	24.1	22.6	22.2	17.2	7.7	2.5	72.1
	Non-Indigenous	2.0	5.8	12.9	22.2	27.3	20.2	9.7	92.3
Tas	Indigenous	1.6	19.9	21.0	24.2	19.3	10.0	4.0	78.5
	Non-Indigenous	1.7	7.5	13.7	21.4	26.5	19.5	9.7	90.9
ACT	Indigenous	2.7	17.7	24.2	21.1	16.6	11.0	6.7	79.6
	Non-Indigenous	1.7	3.5	10.4	21.2	27.2	22.7	13.3	94.8
NT	Indigenous	2.4	60.7	13.2	11.3	8.0	3.2	1.2	36.9
	Non-Indigenous	3.2	8.8	13.9	22.0	26.0	17.8	8.4	88.0
Aust	Indigenous	2.9	23.2	19.0	22.8	19.6	9.7	2.6	73.8
	Non-Indigenous	1.9	4.3	10.6	20.8	27.7	22.2	12.5	93.8

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	527.0 (75.7)	514.4 (71.9)	505.4 (76.4)	510.9 (80.4)	498.0 (79.9)	499.1 (77.1)	518.6 (72.3)	361.5 (127.7)	514.6 (80.2)
Non-LBOTE Mean scale score / (S.D.)	499.0 (73.2)	496.0 (68.8)	487.0 (68.9)	491.1 (74.0)	487.1 (72.6)	483.1 (76.7)	497.7 (71.4)	465.4 (83.9)	493.0 (71.6)

Table 5.S4: Achievement of Year 5 Students in Spelling, by LBOTE Status, by State and Territory, 2014.

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	2.3	2.8	6.7	14.9	24.7	25.7	22.9	94.9
	Non-LBOTE	1.4	5.3	10.7	20.4	27.7	22.5	12.1	93.3
Vic	LBOTE	4.3	2.7	8.3	18.4	25.6	23.9	16.8	93.0
	Non-LBOTE	2.6	3.9	11.8	22.2	28.2	21.1	10.1	93.4
Qld	LBOTE	2.6	5.3	9.3	18.4	26.0	23.6	14.8	92.1
	Non-LBOTE	1.5	5.7	12.8	24.0	29.0	19.3	7.6	92.8
WA	LBOTE	2.7	5.6	8.5	16.6	24.2	24.8	17.6	91.8
	Non-LBOTE	0.9	6.6	11.9	22.0	27.7	20.9	10.0	92.5
SA	LBOTE	4.4	6.9	10.0	19.0	25.0	21.5	13.1	88.7
	Non-LBOTE	1.7	6.4	13.8	22.8	27.2	19.4	8.8	91.9
Tas	LBOTE	7.8	5.8	11.8	15.6	25.3	21.9	11.8	86.4
	Non-LBOTE	1.3	8.6	14.4	22.0	26.0	18.5	9.2	90.1
ACT	LBOTE	3.4	2.9	7.7	16.0	25.6	26.5	17.9	93.7
	Non-LBOTE	1.3	4.3	11.6	22.6	27.3	21.3	11.7	94.5
NT	LBOTE	4.2	54.1	10.4	10.2	10.2	6.9	4.0	41.7
	Non-LBOTE	1.9	13.8	15.7	22.4	24.1	15.3	6.6	84.3
Aust	LBOTE	3.1	4.5	7.9	16.6	24.8	24.3	18.8	92.3
	Non-LBOTE	1.7	5.4	12.0	22.2	28.0	20.8	9.9	92.9

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, 2014.

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	<i>Metro</i>	515.3	1.7	3.4	8.0	17.4	27.0	25.0	17.6	94.9
	<i>Provincial</i>	483.2	1.6	8.0	14.0	22.9	26.3	18.8	8.4	90.4
	<i>Remote</i>	461.9	2.5	14.5	16.4	23.2	23.7	14.7	5.0	83.0
	<i>Very Remote</i>	464.3	0.0	14.6	15.5	24.0	24.3	16.9	4.7	85.4
Vic	<i>Metro</i>	506.3	3.1	3.0	9.6	20.4	27.4	23.2	13.4	93.9
	<i>Provincial</i>	483.4	3.1	5.6	14.8	23.9	27.8	17.6	7.1	91.3
	<i>Remote</i>	474.1	0.0	6.2	13.5	31.6	30.5	12.7	5.5	93.8
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	495.3	1.6	4.6	11.1	22.3	29.4	21.4	9.7	93.8
	<i>Provincial</i>	478.1	1.8	7.1	15.1	25.7	27.3	16.9	6.1	91.1
	<i>Remote</i>	464.8	1.6	14.0	15.5	23.3	25.1	15.0	5.6	84.4
	<i>Very Remote</i>	442.3	1.8	19.2	21.6	23.7	21.8	9.5	2.3	79.0
WA	<i>Metro</i>	502.4	1.4	4.8	10.1	20.2	27.2	23.2	13.1	93.8
	<i>Provincial</i>	474.5	1.0	9.8	15.5	23.9	26.5	16.4	6.9	89.2
	<i>Remote</i>	456.4	0.9	16.8	16.7	23.5	23.2	13.3	5.7	82.3
	<i>Very Remote</i>	415.2	0.2	34.6	19.2	18.0	17.1	8.2	2.6	65.1
SA	<i>Metro</i>	493.6	2.2	5.6	12.2	21.5	27.3	21.0	10.3	92.2
	<i>Provincial</i>	477.4	2.2	8.1	16.0	24.3	26.0	16.5	7.0	89.7
	<i>Remote</i>	476.7	1.0	6.5	17.3	26.5	25.8	17.1	5.9	92.5
	<i>Very Remote</i>	409.0	1.0	38.4	16.7	17.2	18.4	5.6	2.8	60.7
Tas	<i>Metro</i>	487.2	2.2	8.1	13.6	20.6	26.0	19.0	10.5	89.7
	<i>Provincial</i>	483.6	1.4	8.4	14.4	22.1	25.6	18.6	9.4	90.1
	<i>Remote</i>	479.8	0.0	8.1	15.6	23.4	25.9	20.0	6.9	91.9
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	502.0	1.7	4.0	10.7	21.2	27.0	22.4	13.0	94.3
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	475.0	3.8	11.5	14.7	21.2	23.8	16.6	8.4	84.7
	<i>Remote</i>	442.4	3.3	23.0	15.0	20.2	21.7	11.6	5.2	73.6
	<i>Very Remote</i>	314.0	0.4	72.4	10.0	7.8	6.1	2.8	0.5	27.2
Aust	<i>Metro</i>	505.4	2.0	3.9	9.7	19.8	27.6	23.2	13.7	94.1
	<i>Provincial</i>	480.7	2.0	7.5	14.8	23.9	26.8	17.6	7.4	90.5
	<i>Remote</i>	460.0	1.6	15.3	16.1	23.3	24.0	14.2	5.6	83.1
	<i>Very Remote</i>	391.1	0.8	42.1	16.6	16.4	15.2	7.0	1.9	57.1

[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, 2014.

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	<i>Metro</i>	463.6	3.4	12.0	17.6	24.4	23.6	14.3	4.7	84.6
	<i>Provincial</i>	441.7	2.7	19.4	20.7	24.9	20.0	10.0	2.4	77.9
	<i>Remote</i>	416.6	4.7	28.9	22.2	23.5	15.4	4.6	0.7	66.4
	<i>Very Remote</i>	439.7	0.0	20.0	22.6	26.7	18.5	11.3	1.0	80.0
Vic	<i>Metro</i>	468.0	6.0	9.6	16.5	24.3	25.2	13.9	4.6	84.4
	<i>Provincial</i>	456.4	7.9	11.8	18.5	25.0	22.6	11.1	3.2	80.3
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	454.9	2.6	15.0	17.5	25.8	24.5	12.2	2.6	82.4
	<i>Provincial</i>	452.2	3.2	14.7	19.1	25.7	23.4	11.6	2.3	82.2
	<i>Remote</i>	421.0	2.0	31.8	17.3	23.2	17.5	7.3	1.0	66.2
	<i>Very Remote</i>	420.6	2.2	26.5	23.7	25.0	17.4	4.7	0.6	71.3
WA	<i>Metro</i>	442.1	2.1	20.1	21.3	23.4	19.7	10.6	2.8	77.8
	<i>Provincial</i>	418.4	0.6	30.4	22.9	22.0	15.1	6.9	2.0	69.0
	<i>Remote</i>	398.3	1.2	38.8	22.2	20.0	14.4	3.1	0.4	60.1
	<i>Very Remote</i>	375.5	0.4	52.2	21.1	12.9	10.4	2.4	0.6	47.4
SA	<i>Metro</i>	445.4	3.3	16.9	23.3	24.2	19.0	10.7	2.7	79.8
	<i>Provincial</i>	434.4	5.5	19.6	24.8	23.4	18.1	5.5	3.0	74.9
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	347.7	1.0	68.5	14.5	8.7	6.9	0.2	0.2	30.5
Tas	<i>Metro</i>	449.2	1.8	21.5	18.4	21.1	20.4	11.2	5.6	76.7
	<i>Provincial</i>	442.5	1.5	18.7	22.4	25.9	18.9	9.6	3.0	79.8
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	449.2	2.8	17.4	24.0	20.7	17.3	11.2	6.5	79.7
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	438.0	4.0	22.5	17.8	22.1	20.2	9.9	3.4	73.5
	<i>Remote</i>	382.0	6.1	44.7	19.0	14.9	10.3	3.1	1.8	49.2
	<i>Very Remote</i>	292.0	0.5	81.0	9.5	5.9	2.4	0.6	0.1	18.5
Aust	<i>Metro</i>	456.4	3.1	14.5	18.4	24.5	23.0	12.7	3.7	82.4
	<i>Provincial</i>	443.4	3.3	18.4	20.3	24.7	20.6	10.1	2.5	78.3
	<i>Remote</i>	404.1	3.2	36.3	20.2	20.2	14.5	4.6	1.0	60.5
	<i>Very Remote</i>	350.2	0.9	58.5	16.4	13.0	8.6	2.2	0.4	40.6

[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, 2014.

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	
NSW	<i>Metro</i>	516.9	1.6	3.1	7.8	17.2	27.1	25.3	18.0	95.3
	<i>Provincial</i>	488.5	1.5	6.5	13.1	22.7	27.2	19.9	9.2	92.0
	<i>Remote</i>	489.5	1.2	6.1	12.2	22.3	29.0	21.2	7.9	92.7
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	506.8	2.8	2.9	9.5	20.4	27.5	23.4	13.5	94.3
	<i>Provincial</i>	484.4	2.8	5.3	14.7	23.9	28.1	17.9	7.3	91.9
	<i>Remote</i>	474.7	0.0	6.0	13.6	32.1	29.4	13.2	5.7	94.0
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	497.2	1.4	4.1	10.8	22.1	29.6	21.9	10.1	94.5
	<i>Provincial</i>	480.8	1.6	6.3	14.6	25.7	27.8	17.5	6.5	92.0
	<i>Remote</i>	478.3	1.5	8.4	15.1	23.3	27.3	17.4	7.0	90.1
	<i>Very Remote</i>	473.1	1.2	9.1	18.7	21.5	28.0	16.6	4.9	89.7
WA	<i>Metro</i>	504.8	1.4	4.2	9.6	20.0	27.6	23.8	13.4	94.5
	<i>Provincial</i>	479.5	1.0	8.0	14.9	24.1	27.5	17.2	7.3	91.0
	<i>Remote</i>	476.1	0.8	9.4	15.0	24.4	26.0	16.8	7.6	89.8
	<i>Very Remote</i>	469.0	0.0	10.8	16.5	25.1	26.1	16.0	5.4	89.2
SA	<i>Metro</i>	495.0	2.0	5.2	11.9	21.4	27.5	21.4	10.6	92.8
	<i>Provincial</i>	480.1	2.0	7.4	15.4	24.1	26.5	17.2	7.3	90.6
	<i>Remote</i>	478.4	0.9	6.0	16.8	26.5	26.4	17.4	5.9	93.2
	<i>Very Remote</i>	468.5	1.0	9.5	18.4	25.2	29.9	10.5	5.4	89.5
Tas	<i>Metro</i>	489.7	2.1	7.3	13.4	20.5	26.3	19.5	10.9	90.7
	<i>Provincial</i>	485.0	1.3	7.6	13.9	22.2	26.7	19.4	8.8	91.1
	<i>Remote</i>	485.8	0.0	7.2	14.3	22.3	27.2	21.1	7.9	92.8
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	503.7	1.7	3.5	10.4	21.2	27.2	22.7	13.3	94.8
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	480.9	3.9	9.4	14.4	21.4	24.2	17.6	9.0	86.6
	<i>Remote</i>	483.2	1.4	7.7	12.1	23.8	29.8	17.6	7.6	90.9
	<i>Very Remote</i>	483.4	0.0	4.9	13.6	22.7	35.1	20.2	3.5	95.1
Aust	<i>Metro</i>	506.9	1.9	3.6	9.4	19.7	27.8	23.6	14.1	94.5
	<i>Provincial</i>	484.0	1.9	6.5	14.2	23.9	27.4	18.3	7.7	91.6
	<i>Remote</i>	479.2	1.1	8.0	14.7	24.3	27.2	17.5	7.2	90.9
	<i>Very Remote</i>	472.4	0.6	9.5	17.1	23.3	28.1	16.2	5.2	89.9

[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, 2014.

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	<i>Bachelor</i>	537.8	1.1	1.2	4.5	12.8	25.4	29.2	25.7	97.7
	<i>Diploma</i>	508.8	1.4	3.2	8.4	19.2	29.4	24.8	13.6	95.4
	<i>Certificate</i>	489.3	1.6	5.8	12.6	22.9	28.4	20.2	8.5	92.7
	<i>Year 12</i>	496.2	2.0	5.7	10.7	21.2	27.6	21.9	10.9	92.3
	<i>Year 11</i>	462.8	3.1	12.3	17.8	24.6	23.6	13.7	4.9	84.6
	<i>Not stated (5%)</i>	493.6	3.4	7.0	11.4	20.5	26.0	19.6	12.1	89.6
Vic	<i>Bachelor</i>	523.2	1.8	1.5	6.4	16.9	26.6	27.8	18.9	96.7
	<i>Diploma</i>	496.6	2.5	3.1	11.4	22.8	29.5	21.2	9.4	94.4
	<i>Certificate</i>	482.8	3.2	5.3	14.5	24.7	28.6	17.4	6.3	91.5
	<i>Year 12</i>	493.0	3.4	4.0	12.1	23.3	28.2	20.0	9.0	92.7
	<i>Year 11</i>	471.5	7.3	7.5	16.8	24.8	25.0	13.7	5.0	85.3
	<i>Not stated (4%)</i>	511.8	4.9	2.8	8.2	19.1	26.1	24.1	14.8	92.3
Qld	<i>Bachelor</i>	516.6	0.8	1.6	6.8	18.3	30.2	26.6	15.6	97.6
	<i>Diploma</i>	491.1	1.1	4.2	11.9	24.4	30.4	20.3	7.6	94.6
	<i>Certificate</i>	478.8	1.4	6.4	14.8	26.1	28.8	17.3	5.3	92.3
	<i>Year 12</i>	479.9	1.8	6.5	14.2	25.6	28.9	17.5	5.6	91.7
	<i>Year 11</i>	454.6	3.3	14.4	19.2	24.9	23.1	12.4	2.8	82.3
	<i>Not stated (11%)</i>	479.6	3.4	7.8	14.2	24.2	26.5	16.9	7.0	88.9
WA	<i>Bachelor</i>	524.0	0.9	1.9	5.9	16.7	26.8	28.6	19.3	97.2
	<i>Diploma</i>	494.7	1.1	4.3	10.9	23.4	29.6	21.4	9.3	94.6
	<i>Certificate</i>	481.5	1.0	7.1	14.3	24.3	28.3	18.1	6.9	91.9
	<i>Year 12</i>	484.2	1.3	7.3	14.2	22.6	26.9	19.3	8.4	91.4
	<i>Year 11</i>	452.1	2.1	16.3	18.9	24.2	23.3	11.6	3.5	81.6
	<i>Not stated (14%)</i>	469.7	2.1	14.4	15.0	20.2	23.3	16.1	8.9	83.5
SA	<i>Bachelor</i>	516.1	1.0	2.2	7.6	18.0	28.7	26.2	16.3	96.9
	<i>Diploma</i>	490.7	1.4	5.1	13.1	22.4	28.6	20.5	8.8	93.5
	<i>Certificate</i>	477.2	1.7	7.3	15.8	25.5	27.3	16.3	6.0	91.0
	<i>Year 12</i>	482.7	2.3	6.5	15.0	23.4	26.9	18.8	7.2	91.3
	<i>Year 11</i>	456.2	3.9	13.9	19.0	24.6	22.7	12.3	3.6	82.1
	<i>Not stated (11%)</i>	475.0	5.1	10.2	14.8	22.1	23.5	17.4	6.9	84.7

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.S8 (cont.): Achievement of Year 5 Students in Spelling, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	516.2	1.1	2.3	8.9	16.4	27.5	27.0	16.7	96.6
	<i>Diploma</i>	496.4	1.3	4.1	12.5	21.3	28.6	22.2	10.0	94.6
	<i>Certificate</i>	477.0	1.3	8.9	15.0	23.9	27.3	16.9	6.8	89.8
	<i>Year 12</i>	471.9	2.7	12.0	14.7	23.6	24.0	15.6	7.4	85.3
	<i>Year 11</i>	450.4	1.9	16.5	21.1	23.9	22.2	10.5	3.9	81.6
	<i>Not stated (9%)</i>	495.8	4.5	8.5	12.3	19.9	20.8	18.2	15.8	87.0
ACT	<i>Bachelor</i>	520.2	1.4	1.8	7.0	17.9	27.1	26.5	18.2	96.8
	<i>Diploma</i>	487.7	2.3	5.4	13.8	22.2	29.1	18.5	8.7	92.3
	<i>Certificate</i>	478.6	1.3	6.7	15.2	26.5	27.5	16.3	6.5	92.0
	<i>Year 12</i>	483.6	2.5	4.9	14.5	26.1	27.3	18.5	6.2	92.6
	<i>Year 11</i>	468.6	1.6	10.7	19.1	24.9	21.5	13.8	8.5	87.7
	<i>Not stated (9%)</i>	488.1	2.7	6.0	13.3	23.4	24.3	21.9	8.4	91.3
NT	<i>Bachelor</i>	503.5	1.5	4.2	10.1	18.9	28.8	22.8	13.7	94.2
	<i>Diploma</i>	478.5	1.3	8.6	15.0	23.7	27.8	16.7	6.8	90.0
	<i>Certificate</i>	451.1	2.4	17.7	17.8	22.5	21.2	13.6	4.7	79.8
	<i>Year 12</i>	453.6	4.4	16.3	15.6	25.2	23.4	11.1	4.1	79.3
	<i>Year 11</i>	372.1	2.5	50.6	15.2	14.8	10.5	4.3	2.0	46.9
	<i>Not stated (29%)</i>	350.7	4.0	56.7	10.4	10.1	10.1	6.0	2.7	39.3
Aust	<i>Bachelor</i>	526.3	1.2	1.6	6.0	15.9	27.1	27.9	20.4	97.2
	<i>Diploma</i>	498.8	1.6	3.7	10.6	21.9	29.6	22.2	10.4	94.7
	<i>Certificate</i>	483.1	1.9	6.2	14.1	24.4	28.3	18.2	6.8	91.9
	<i>Year 12</i>	488.1	2.3	5.9	12.8	23.3	27.8	19.6	8.4	91.8
	<i>Year 11</i>	459.7	4.1	12.8	18.1	24.4	23.5	12.9	4.2	83.1
	<i>Not stated (8%)</i>	478.7	3.5	10.7	13.0	21.1	24.6	17.8	9.3	85.8

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 5 Spelling

Table 5.S9: Achievement of Year 5 Students in Spelling, by Parental Occupation, by State and Territory, 2014.

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	534.1	0.9	1.4	5.0	13.7	26.2	28.5	24.2	97.8
	Group 2	516.5	1.0	2.6	7.5	17.7	28.4	26.1	16.8	96.4
	Group 3	499.8	1.4	4.4	10.6	21.3	28.2	22.4	11.7	94.2
	Group 4	489.2	2.1	6.9	12.7	22.2	26.3	19.8	10.0	91.0
	Not in paid work	470.4	3.9	11.4	16.5	22.3	24.0	14.9	7.1	84.8
	Not stated (10%)	487.1	3.5	8.4	13.1	20.8	24.5	18.6	10.9	88.0
Vic	Group 1	522.5	1.2	1.5	6.4	17.3	27.3	27.7	18.7	97.3
	Group 2	506.0	1.9	2.6	9.5	20.9	28.7	23.7	12.7	95.5
	Group 3	493.1	2.2	3.8	12.5	23.3	29.0	20.3	8.9	94.0
	Group 4	486.6	4.2	5.1	13.7	24.0	27.3	17.8	7.9	90.7
	Not in paid work	473.5	9.0	7.7	16.2	23.4	23.7	14.1	5.9	83.3
	Not stated (3%)	517.0	5.3	2.5	8.5	17.0	24.6	24.8	17.3	92.2
Qld	Group 1	513.9	0.7	1.9	7.3	18.9	30.5	26.0	14.7	97.4
	Group 2	499.2	0.8	3.1	10.5	22.5	30.7	22.7	9.8	96.1
	Group 3	483.0	1.3	5.6	13.5	25.9	29.5	18.0	6.1	93.1
	Group 4	472.2	1.9	8.7	16.2	25.6	26.8	15.9	4.8	89.3
	Not in paid work	456.4	4.1	14.4	18.4	24.3	22.6	12.3	4.0	81.6
	Not stated (16%)	475.7	3.3	8.8	15.2	24.2	25.9	16.2	6.4	88.0
WA	Group 1	519.8	0.7	2.1	6.6	17.9	27.5	27.3	17.9	97.2
	Group 2	499.0	0.7	4.3	10.5	22.0	28.5	22.8	11.2	95.0
	Group 3	488.4	0.8	6.2	12.5	23.6	28.2	20.0	8.6	93.0
	Group 4	476.0	1.4	9.6	15.5	22.6	27.1	16.8	7.1	89.0
	Not in paid work	458.8	2.9	16.4	17.4	21.4	22.0	13.8	6.1	80.6
	Not stated (23%)	474.6	2.3	12.2	14.8	20.8	23.9	17.0	9.0	85.6
SA	Group 1	514.5	1.0	2.3	7.6	18.4	29.2	25.7	15.8	96.7
	Group 2	497.6	1.0	4.1	11.4	21.8	28.9	22.2	10.6	94.9
	Group 3	484.5	1.1	5.8	14.2	25.3	27.4	19.1	7.1	93.1
	Group 4	474.8	2.3	8.3	16.8	24.1	26.5	15.9	6.1	89.4
	Not in paid work	460.4	4.1	14.2	17.8	23.6	22.0	13.0	5.4	81.7
	Not stated (19%)	469.7	4.9	11.0	16.8	22.4	23.2	15.3	6.3	84.0

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 5 Spelling

Table 5.S9 (cont.): Achievement of Year 5 Students in Spelling, by Parental Occupation, by State and Territory, 2014.

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	
Tas	Group 1	513.5	1.0	3.0	9.0	17.2	27.4	26.3	16.2	96.0
	Group 2	499.2	0.8	4.6	11.0	21.2	27.7	22.5	12.1	94.6
	Group 3	482.1	1.0	7.0	15.8	22.3	28.7	17.8	7.6	92.0
	Group 4	463.2	1.6	12.2	18.4	25.6	23.7	13.7	4.8	86.3
	Not in paid work	443.9	3.4	19.6	19.9	22.8	21.1	10.2	2.9	77.0
	Not stated (12%)	484.9	4.5	10.1	14.0	20.4	22.3	16.5	12.1	85.4
ACT	Group 1	518.7	1.2	1.6	7.8	18.8	26.8	26.0	17.8	97.2
	Group 2	502.0	1.0	3.4	10.2	21.5	29.0	22.7	12.2	95.6
	Group 3	483.3	1.3	7.2	14.1	24.5	26.3	18.4	8.3	91.6
	Group 4	476.8	3.4	8.8	14.3	24.4	26.6	15.0	7.4	87.8
	Not in paid work	477.1	6.0	7.7	16.0	25.2	22.4	13.9	8.8	86.3
	Not stated (16%)	489.8	3.0	5.6	13.7	22.1	25.8	20.6	9.2	91.4
NT	Group 1	490.0	1.5	7.7	12.3	20.5	27.1	19.1	11.7	90.8
	Group 2	474.8	2.0	10.4	13.8	22.4	25.8	17.7	7.9	87.6
	Group 3	464.7	1.7	14.3	15.9	22.5	23.3	16.6	5.7	84.0
	Group 4	410.2	3.9	35.6	14.7	17.0	16.3	8.2	4.2	60.5
	Not in paid work	365.8	3.1	53.4	13.9	13.9	10.3	3.5	1.9	43.5
	Not stated (27%)	346.6	3.9	57.0	11.8	10.6	9.6	5.3	1.7	39.1
Aust	Group 1	523.3	0.9	1.7	6.3	16.6	27.7	27.3	19.3	97.3
	Group 2	506.6	1.2	3.1	9.3	20.3	28.9	24.0	13.2	95.8
	Group 3	491.2	1.5	5.0	12.4	23.5	28.6	20.2	8.9	93.5
	Group 4	481.4	2.6	7.5	14.4	23.6	26.6	17.6	7.6	89.9
	Not in paid work	465.5	5.6	11.9	16.9	22.9	23.1	13.7	5.9	82.5
	Not stated (12%)	477.7	3.5	10.4	14.2	21.5	24.2	17.3	8.9	86.1

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

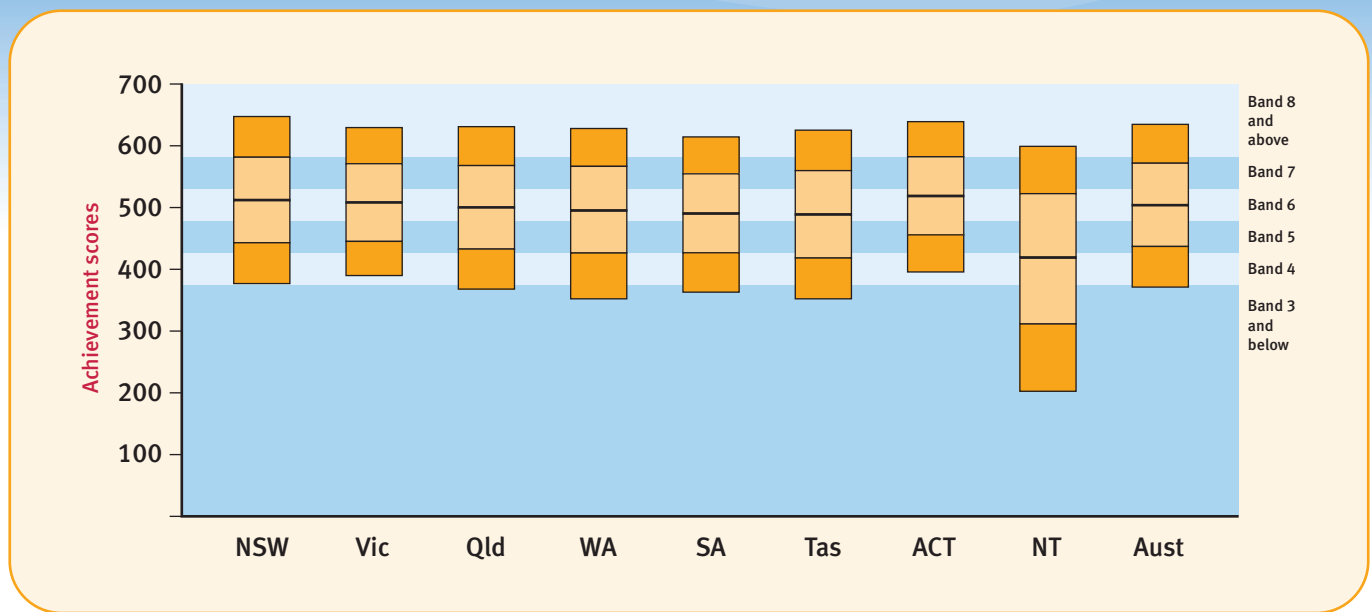
Not stated: No data was provided for parental occupation at the time of student enrolment.

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	512.0 (81.8)	508.2 (73.2)	500.2 (79.7)	495.1 (84.0)	490.2 (76.2)	488.7 (82.7)	518.6 (74.0)	418.9 (121.9)	503.8 (80.6)

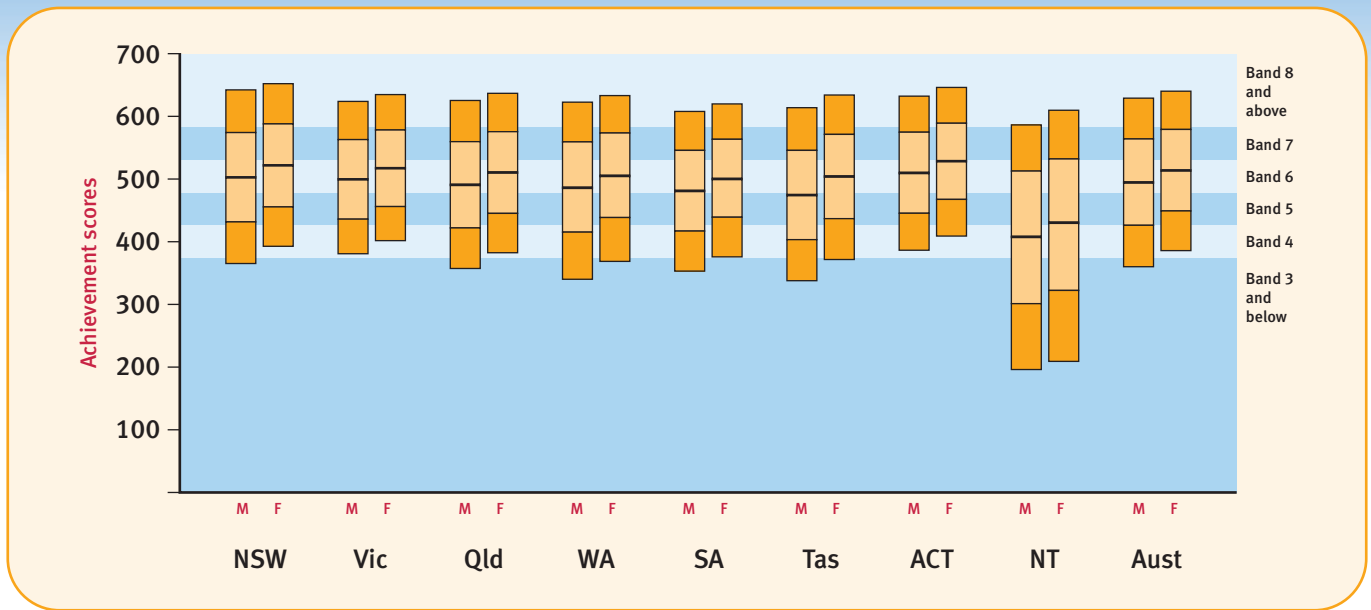
Table 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2014.

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	
NSW	10yrs 7mths 5yrs 4mths	97.7	1.5	0.9	1.7	4.5	10.0	18.8	24.6	20.8	19.6	93.8
Vic	10yrs 9mths 5yrs 4mths	95.1	2.7	2.2	3.1	2.9	10.1	20.6	26.5	21.1	15.8	94.0
Qld	10yrs 5mths 5yrs 4mths	94.1	2.3	3.6	1.6	5.7	11.8	20.8	25.0	19.8	15.3	92.7
WA	10yrs 5mths 5yrs 4mths	96.0	2.7	1.3	1.3	7.7	12.0	20.4	24.3	19.5	14.9	91.0
SA	10yrs 7mths 5yrs 4mths	94.3	2.7	3.0	2.2	6.4	13.0	22.9	26.0	18.2	11.4	91.5
Tas	10yrs 11mths 5yrs 4mths	95.8	2.4	1.7	1.7	8.3	14.2	21.7	23.7	17.3	13.2	90.0
ACT	10yrs 8mths 5yrs 4mths	93.7	2.5	3.8	1.7	2.4	8.0	18.5	25.7	23.9	19.8	95.9
NT	10yrs 6mths 5yrs 4mths	90.2	8.2	1.6	2.7	32.5	13.6	17.4	16.3	10.3	7.1	64.7
Aust	10yrs 7mths 5yrs 4mths	95.7	2.3	2.0	2.0	5.2	10.9	20.1	25.1	20.2	16.4	92.8

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	502.6 (83.7)	499.5 (74.1)	490.6 (81.1)	485.9 (86.0)	480.9 (76.7)	474.3 (83.5)	509.6 (74.8)	407.6 (120.9)	494.4 (82.0)
Female Mean scale score / (S.D.)	521.8 (78.6)	517.2 (71.2)	510.3 (76.9)	504.9 (80.7)	500.0 (74.5)	503.9 (79.1)	528.4 (71.9)	430.2 (121.8)	513.6 (77.9)

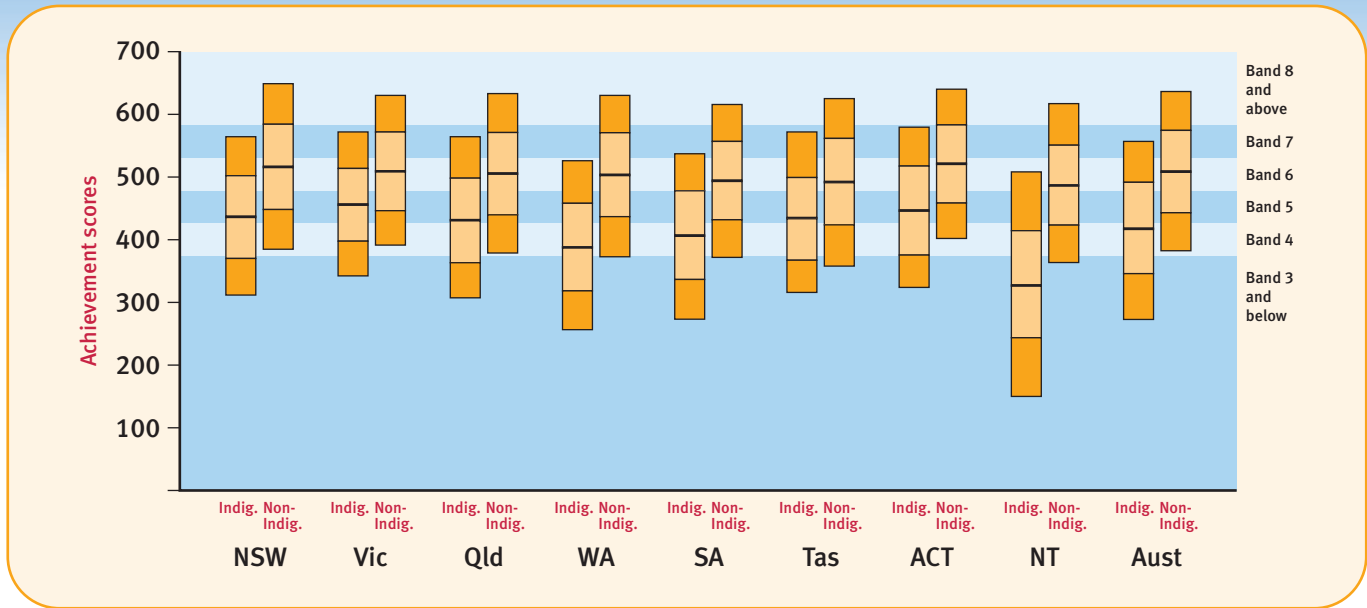
Table 5.G2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2014.

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	2.2	6.0	11.8	20.1	23.9	18.6	17.3	91.7	
	Female	1.1	3.0	8.1	17.4	25.4	23.0	22.1	96.0	
Vic	Male	4.2	3.9	11.8	22.1	25.7	18.9	13.4	92.0	
	Female	2.0	1.8	8.2	18.9	27.3	23.5	18.3	96.2	
Qld	Male	2.0	7.2	13.9	21.9	24.2	17.6	13.1	90.7	
	Female	1.2	4.0	9.6	19.6	25.9	22.2	17.6	94.8	
WA	Male	1.5	9.7	13.6	21.2	23.3	17.7	13.0	88.7	
	Female	1.0	5.5	10.4	19.5	25.3	21.4	16.9	93.4	
SA	Male	2.8	8.0	15.0	24.1	24.7	16.2	9.3	89.3	
	Female	1.5	4.6	10.9	21.7	27.4	20.4	13.6	93.9	
Tas	Male	2.1	11.1	16.9	23.5	21.7	14.2	10.5	86.8	
	Female	1.3	5.3	11.3	19.7	26.0	20.5	16.0	93.4	
ACT	Male	2.1	3.2	9.6	20.8	25.6	21.8	17.0	94.7	
	Female	1.3	1.6	6.3	16.0	25.7	26.2	22.8	97.1	
NT	Male	3.7	35.5	14.4	16.6	15.0	9.5	5.4	60.8	
	Female	1.7	29.6	12.7	18.3	17.7	11.2	8.8	68.7	
Aust	Male	2.6	6.7	12.8	21.4	24.3	18.1	14.2	90.7	
	Female	1.4	3.6	9.0	18.8	26.0	22.5	18.8	95.0	

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	436.4 (76.9)	455.9 (69.5)	431.1 (78.3)	387.7 (83.6)	406.4 (82.0)	434.4 (78.2)	446.4 (79.7)	326.9 (106.9)	417.3 (88.5)
Non-Indigenous Mean scale score / (S.D.)	516.0 (80.0)	509.1 (73.0)	505.4 (77.2)	503.2 (78.4)	493.9 (73.9)	491.9 (80.8)	521.0 (72.6)	486.5 (76.5)	508.5 (77.3)

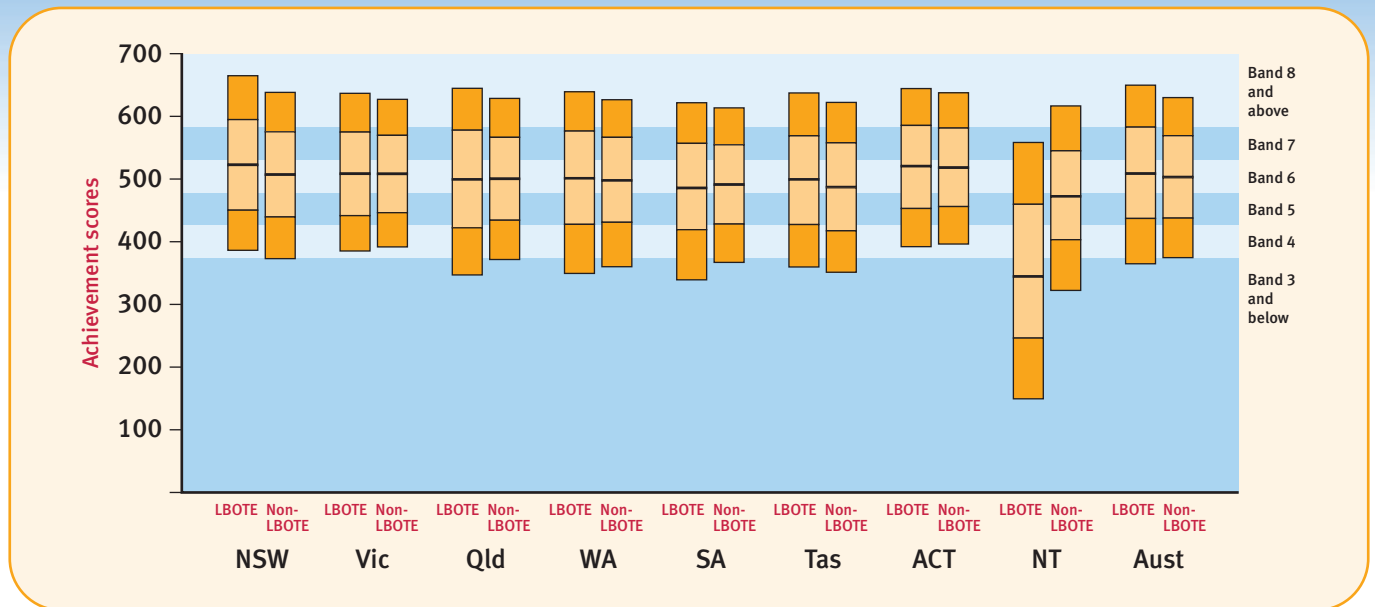
Table 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2014.

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	3.1	20.7	22.8	24.6	17.9	7.8	3.1	76.2
	Non-Indigenous	1.6	3.7	9.3	18.5	25.0	21.5	20.5	94.8
Vic	Indigenous	7.0	10.9	20.8	26.4	22.0	9.2	3.7	82.0
	Non-Indigenous	2.8	2.7	9.9	20.5	26.6	21.4	16.1	94.4
Qld	Indigenous	2.7	23.5	23.8	22.9	16.3	7.7	3.0	73.8
	Non-Indigenous	1.5	4.3	10.9	20.7	25.7	20.8	16.2	94.3
WA	Indigenous	1.2	43.7	23.2	18.0	9.5	3.6	0.9	55.1
	Non-Indigenous	1.3	5.0	11.2	20.4	25.4	20.7	15.9	93.7
SA	Indigenous	3.7	32.4	24.7	19.9	13.2	5.1	0.9	63.8
	Non-Indigenous	2.0	5.2	12.5	23.1	26.5	18.9	11.9	92.8
Tas	Indigenous	1.6	23.0	24.5	23.5	16.1	7.5	3.8	75.4
	Non-Indigenous	1.7	7.2	13.5	21.8	24.4	17.9	13.5	91.2
ACT	Indigenous	2.7	18.6	22.0	24.2	16.9	10.7	4.8	78.6
	Non-Indigenous	1.7	1.8	7.6	18.4	26.0	24.2	20.3	96.5
NT	Indigenous	2.4	67.2	13.7	8.6	4.9	2.1	1.1	30.4
	Non-Indigenous	3.2	6.4	14.0	24.6	25.0	16.2	10.7	90.4
Aust	Indigenous	2.9	29.1	22.3	21.5	15.0	6.6	2.5	68.0
	Non-Indigenous	1.9	3.9	10.3	20.1	25.7	21.0	17.2	94.3

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	522.6 (84.2)	508.4 (76.9)	499.4 (90.2)	501.2 (88.5)	485.6 (85.3)	499.4 (82.4)	520.5 (76.6)	344.5 (123.3)	508.6 (88.1)
Non-LBOTE Mean scale score / (S.D.)	507.0 (80.2)	508.2 (71.9)	500.3 (78.0)	497.8 (81.1)	491.1 (74.6)	487.0 (82.1)	518.1 (73.4)	472.4 (87.9)	503.0 (77.7)

Table 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2014.

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	2.3	3.5	9.1	17.3	23.2	20.7	23.9	94.2
	Non-LBOTE	1.4	5.0	10.5	19.5	25.2	20.7	17.6	93.6
Vic	LBOTE	4.3	3.3	10.6	20.2	24.5	20.0	17.0	92.3
	Non-LBOTE	2.6	2.7	9.8	20.7	27.2	21.5	15.4	94.6
Qld	LBOTE	2.6	8.5	12.2	18.3	21.9	18.2	18.3	88.9
	Non-LBOTE	1.5	5.2	11.7	21.2	25.5	20.1	14.8	93.3
WA	LBOTE	2.7	7.7	11.2	18.0	22.3	20.4	17.7	89.6
	Non-LBOTE	0.9	6.6	11.6	20.6	25.3	20.1	14.8	92.5
SA	LBOTE	4.4	8.9	12.4	21.7	23.8	16.2	12.4	86.6
	Non-LBOTE	1.7	5.9	13.1	23.2	26.3	18.6	11.3	92.5
Tas	LBOTE	7.8	6.0	11.8	19.4	21.6	18.4	14.8	86.1
	Non-LBOTE	1.3	8.5	14.4	22.1	24.0	17.0	12.7	90.2
ACT	LBOTE	3.4	2.5	8.8	16.5	23.8	24.5	20.6	94.1
	Non-LBOTE	1.3	2.4	7.8	19.1	26.2	23.8	19.5	96.4
NT	LBOTE	4.2	60.8	9.9	9.6	7.8	4.6	3.0	35.0
	Non-LBOTE	1.9	11.8	16.1	23.1	22.3	14.6	10.1	86.3
Aust	LBOTE	3.1	5.8	10.3	18.3	23.0	19.7	19.7	91.0
	Non-LBOTE	1.7	4.8	11.0	20.7	25.8	20.4	15.5	93.5

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, 2014.

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	
NSW	<i>Metro</i>	519.9	1.7	3.4	8.7	17.6	24.6	21.8	22.1	94.9
	<i>Provincial</i>	487.2	1.6	7.8	14.1	22.5	24.7	17.5	11.8	90.6
	<i>Remote</i>	451.2	2.5	19.4	17.2	21.4	21.8	11.9	5.9	78.1
	<i>Very Remote</i>	444.3	0.0	23.6	16.6	25.4	18.7	9.4	6.3	76.4
Vic	<i>Metro</i>	513.5	3.1	2.4	9.1	19.6	26.1	22.0	17.7	94.5
	<i>Provincial</i>	491.2	3.1	4.3	13.2	23.8	27.8	18.1	9.7	92.6
	<i>Remote</i>	488.8	0.0	2.2	13.1	30.9	27.6	20.7	5.5	97.8
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	506.4	1.6	4.6	10.6	20.1	25.4	20.8	16.9	93.8
	<i>Provincial</i>	489.6	1.8	6.5	14.1	22.8	25.0	18.1	11.7	91.7
	<i>Remote</i>	466.6	1.6	14.4	17.1	21.8	21.5	14.6	9.0	83.9
	<i>Very Remote</i>	423.1	1.8	30.8	21.7	19.2	14.2	7.7	4.6	67.4
WA	<i>Metro</i>	506.1	1.4	5.2	10.6	19.6	24.8	21.1	17.3	93.4
	<i>Provincial</i>	477.8	1.0	9.7	15.3	23.4	24.6	16.6	9.3	89.2
	<i>Remote</i>	454.3	0.9	19.1	15.9	22.5	21.2	13.5	7.0	80.0
	<i>Very Remote</i>	403.2	0.2	41.5	18.3	15.0	12.7	8.1	4.2	58.2
SA	<i>Metro</i>	496.4	2.2	5.2	11.7	22.3	26.6	19.4	12.7	92.6
	<i>Provincial</i>	477.1	2.2	8.2	16.6	24.7	24.4	15.6	8.2	89.5
	<i>Remote</i>	479.7	1.0	5.8	15.1	27.7	28.6	15.1	6.8	93.2
	<i>Very Remote</i>	387.2	1.0	46.3	15.6	14.4	13.8	5.9	3.0	52.7
Tas	<i>Metro</i>	494.4	2.2	7.6	13.5	20.3	23.1	17.9	15.4	90.2
	<i>Provincial</i>	484.3	1.4	8.8	14.7	22.7	24.2	16.8	11.5	89.8
	<i>Remote</i>	477.1	0.0	6.6	17.5	25.0	29.1	15.0	6.9	93.4
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	518.8	1.7	2.4	8.0	18.5	25.7	23.9	19.8	95.9
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	476.1	3.8	10.3	15.7	23.7	21.9	14.2	10.5	85.9
	<i>Remote</i>	442.3	3.3	24.3	16.4	18.3	19.1	11.7	6.9	72.4
	<i>Very Remote</i>	302.0	0.4	78.8	7.8	5.3	4.2	2.4	1.1	20.7
Aust	<i>Metro</i>	512.1	2.0	3.8	9.7	19.2	25.3	21.4	18.6	94.2
	<i>Provincial</i>	486.7	2.0	7.0	14.3	23.2	25.4	17.4	10.8	91.0
	<i>Remote</i>	459.3	1.6	16.7	16.3	22.3	22.1	13.7	7.3	81.7
	<i>Very Remote</i>	376.2	0.8	50.3	15.6	13.3	10.7	6.1	3.3	48.9

[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, 2014.

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	
NSW	<i>Metro</i>	452.0	3.4	14.5	21.3	25.5	20.5	10.2	4.5	82.1
	<i>Provincial</i>	426.5	2.7	24.6	23.9	24.2	16.3	6.1	2.1	72.7
	<i>Remote</i>	384.5	4.7	42.2	25.9	18.2	7.7	0.9	0.3	53.1
	<i>Very Remote</i>	398.6	0.0	40.0	24.1	21.5	9.2	5.1	0.0	60.0
Vic	<i>Metro</i>	463.6	6.0	8.9	20.3	26.4	22.5	10.4	5.6	85.1
	<i>Provincial</i>	449.3	7.9	12.7	21.1	26.4	21.6	8.2	2.1	79.4
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	439.8	2.6	19.5	23.1	24.7	18.1	8.6	3.4	77.9
	<i>Provincial</i>	439.5	3.2	19.5	24.0	23.5	17.5	8.9	3.4	77.3
	<i>Remote</i>	401.3	2.0	39.2	23.2	17.4	11.4	5.1	1.6	58.8
	<i>Very Remote</i>	379.8	2.2	46.8	26.8	15.8	7.2	1.1	0.2	51.0
WA	<i>Metro</i>	417.9	2.1	29.2	23.7	23.2	14.2	6.2	1.4	68.7
	<i>Provincial</i>	394.1	0.6	39.3	26.2	19.6	9.8	3.3	1.2	60.1
	<i>Remote</i>	371.5	1.2	50.2	23.2	16.9	7.0	1.5	0.1	48.6
	<i>Very Remote</i>	348.9	0.4	64.8	19.5	9.3	4.1	1.4	0.4	34.8
SA	<i>Metro</i>	428.9	3.3	21.6	26.5	24.4	16.2	6.7	1.3	75.1
	<i>Provincial</i>	408.4	5.5	30.9	28.0	18.5	12.0	4.4	0.8	63.7
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	303.4	1.0	84.2	10.3	3.4	0.8	0.2	0.0	14.7
Tas	<i>Metro</i>	441.4	1.8	23.3	22.4	20.1	17.0	10.2	5.1	74.9
	<i>Provincial</i>	431.1	1.5	22.7	25.6	25.2	15.7	6.1	3.2	75.8
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	448.1	2.8	17.7	21.7	24.7	17.3	10.8	5.0	79.4
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	424.5	4.0	25.8	24.1	21.7	13.3	6.8	4.2	70.1
	<i>Remote</i>	367.4	6.1	51.7	21.0	11.4	6.9	2.0	0.8	42.1
	<i>Very Remote</i>	277.3	0.5	88.6	7.2	2.5	1.0	0.3	0.0	10.9
Aust	<i>Metro</i>	442.7	3.1	18.3	22.5	24.8	18.6	9.0	3.7	78.6
	<i>Provincial</i>	428.7	3.3	23.6	24.1	23.5	16.2	6.8	2.5	73.1
	<i>Remote</i>	381.8	3.2	45.7	23.0	16.2	8.7	2.5	0.7	51.1
	<i>Very Remote</i>	324.1	0.9	71.1	15.6	7.9	3.4	0.9	0.1	28.0

[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, 2014.

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	
NSW	<i>Metro</i>	521.9	1.6	3.1	8.4	17.4	24.8	22.2	22.6	95.3
	<i>Provincial</i>	494.9	1.5	5.7	12.8	22.3	25.7	18.9	13.1	92.8
	<i>Remote</i>	491.2	1.2	5.7	11.5	22.6	30.5	18.9	9.6	93.0
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	514.0	2.8	2.4	9.0	19.5	26.1	22.2	17.9	94.8
	<i>Provincial</i>	492.7	2.8	4.0	12.9	23.8	28.0	18.5	10.0	93.2
	<i>Remote</i>	490.3	0.0	2.3	12.8	29.8	27.9	21.5	5.7	97.7
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	509.8	1.4	3.9	10.0	19.8	25.7	21.5	17.7	94.7
	<i>Provincial</i>	495.0	1.6	5.1	13.1	22.7	25.9	19.1	12.5	93.3
	<i>Remote</i>	486.6	1.5	6.8	15.2	23.2	24.6	17.5	11.3	91.7
	<i>Very Remote</i>	484.6	1.2	8.0	14.3	23.9	24.3	17.3	11.0	90.7
WA	<i>Metro</i>	509.5	1.4	4.2	10.1	19.3	25.3	21.7	17.9	94.4
	<i>Provincial</i>	485.3	1.0	7.2	14.4	23.7	26.0	17.8	10.0	91.8
	<i>Remote</i>	482.3	0.8	8.7	13.2	24.4	25.8	17.6	9.5	90.5
	<i>Very Remote</i>	476.6	0.0	10.0	16.5	22.8	24.3	16.9	9.5	90.0
SA	<i>Metro</i>	498.5	2.0	4.6	11.3	22.3	26.9	19.8	13.1	93.4
	<i>Provincial</i>	481.3	2.0	6.9	15.8	24.9	25.2	16.4	8.7	91.1
	<i>Remote</i>	482.7	0.9	5.0	14.5	27.9	28.6	16.0	7.2	94.2
	<i>Very Remote</i>	468.4	1.0	9.1	21.0	24.7	26.4	11.8	6.0	89.9
Tas	<i>Metro</i>	497.6	2.1	6.7	13.0	20.4	23.5	18.3	16.1	91.3
	<i>Provincial</i>	487.2	1.3	7.6	13.8	23.0	25.2	17.7	11.4	91.1
	<i>Remote</i>	483.4	0.0	5.7	15.1	25.3	29.8	16.2	7.9	94.3
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	521.0	1.7	1.8	7.6	18.4	26.0	24.2	20.3	96.5
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	484.0	3.9	7.1	14.4	24.8	23.8	15.3	10.6	89.0
	<i>Remote</i>	492.7	1.4	4.9	13.1	23.0	27.8	18.5	11.2	93.7
	<i>Very Remote</i>	493.8	0.0	3.1	11.5	27.6	29.3	18.8	9.7	96.9
Aust	<i>Metro</i>	514.2	1.9	3.3	9.3	19.0	25.5	21.9	19.1	94.8
	<i>Provincial</i>	492.0	1.9	5.4	13.3	23.2	26.3	18.5	11.5	92.7
	<i>Remote</i>	485.7	1.1	6.7	13.8	24.4	26.6	17.6	9.7	92.2
	<i>Very Remote</i>	480.6	0.6	8.7	15.6	23.7	24.8	16.7	9.9	90.8

[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, 2014.

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	<i>Bachelor</i>	554.5	1.1	0.9	3.4	10.5	22.0	26.7	35.4	98.0
	<i>Diploma</i>	512.2	1.4	2.5	8.7	19.6	28.7	22.8	16.3	96.1
	<i>Certificate</i>	486.8	1.6	5.9	13.7	24.7	27.4	17.3	9.4	92.5
	<i>Year 12</i>	491.1	2.0	6.0	12.8	23.7	26.2	17.9	11.4	92.0
	<i>Year 11</i>	452.0	3.1	14.0	21.8	26.2	20.4	10.3	4.2	82.9
	<i>Not stated (5%)</i>	494.2	3.4	7.5	13.0	21.3	22.8	16.8	15.3	89.2
Vic	<i>Bachelor</i>	539.4	1.8	0.8	4.3	13.8	24.9	26.9	27.5	97.4
	<i>Diploma</i>	502.3	2.5	2.2	10.8	22.3	29.1	21.3	11.8	95.3
	<i>Certificate</i>	485.8	3.2	4.1	13.7	26.0	28.4	17.4	7.1	92.7
	<i>Year 12</i>	490.2	3.4	3.8	13.6	24.3	27.9	18.0	9.1	92.8
	<i>Year 11</i>	466.6	7.3	7.5	18.0	27.7	23.8	11.6	4.3	85.2
	<i>Not stated (4%)</i>	523.4	4.9	2.2	8.2	16.2	23.9	23.0	21.6	93.0
Qld	<i>Bachelor</i>	540.5	0.8	1.2	4.5	13.5	24.8	26.2	29.0	98.0
	<i>Diploma</i>	502.3	1.1	3.8	10.0	22.7	27.7	21.6	13.0	95.0
	<i>Certificate</i>	485.9	1.4	6.0	14.4	24.9	26.4	17.7	9.4	92.7
	<i>Year 12</i>	483.9	1.8	6.6	15.1	24.3	25.2	17.7	9.2	91.6
	<i>Year 11</i>	449.6	3.3	16.0	21.4	24.1	20.5	10.8	4.0	80.7
	<i>Not stated (11%)</i>	482.6	3.4	8.8	15.6	22.0	23.2	15.8	11.3	87.9
WA	<i>Bachelor</i>	537.9	0.9	1.5	5.2	13.9	23.8	26.4	28.3	97.6
	<i>Diploma</i>	497.2	1.1	4.4	11.2	22.7	28.2	21.0	11.4	94.5
	<i>Certificate</i>	481.2	1.0	7.2	14.9	25.2	26.1	17.5	8.1	91.8
	<i>Year 12</i>	482.1	1.3	8.4	14.3	23.4	26.4	16.6	9.5	90.3
	<i>Year 11</i>	444.4	2.1	18.3	21.0	24.7	20.5	9.9	3.3	79.6
	<i>Not stated (14%)</i>	464.8	2.1	16.6	15.5	20.3	20.5	14.6	10.4	81.2
SA	<i>Bachelor</i>	528.8	1.0	1.5	5.7	15.6	27.0	26.2	22.9	97.5
	<i>Diploma</i>	492.5	1.4	4.2	12.0	24.4	29.4	18.7	9.9	94.3
	<i>Certificate</i>	478.0	1.7	6.1	15.9	27.5	27.1	15.5	6.3	92.2
	<i>Year 12</i>	479.4	2.3	6.6	15.4	26.4	25.9	16.3	7.3	91.2
	<i>Year 11</i>	442.4	3.9	16.7	22.0	27.2	19.6	8.4	2.2	79.4
	<i>Not stated (11%)</i>	470.7	5.1	11.1	15.3	22.5	23.7	14.9	7.4	83.8

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

Refer to the introduction for explanatory notes.

NAPLAN Year 5 Grammar and Punctuation

Table 5.G8 (cont.): Achievement of Year 5 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	540.9	1.1	1.3	4.8	13.5	23.6	26.1	29.6	97.6
	<i>Diploma</i>	501.7	1.3	3.9	10.9	20.2	29.1	22.0	12.6	94.8
	<i>Certificate</i>	476.2	1.3	8.2	15.7	26.4	25.7	15.2	7.6	90.6
	<i>Year 12</i>	466.9	2.7	11.7	18.0	25.5	21.1	13.9	7.0	85.6
	<i>Year 11</i>	437.9	1.9	19.3	24.6	25.3	18.6	7.3	3.0	78.8
	<i>Not stated (9%)</i>	493.2	4.5	8.1	14.6	18.1	23.0	17.4	14.3	87.5
ACT	<i>Bachelor</i>	542.9	1.4	0.7	3.9	13.2	23.5	28.1	29.1	97.9
	<i>Diploma</i>	495.9	2.3	2.7	13.0	22.9	28.8	19.6	10.7	95.0
	<i>Certificate</i>	484.9	1.3	4.4	13.2	27.9	29.6	17.1	6.6	94.3
	<i>Year 12</i>	491.8	2.5	3.3	11.7	27.1	26.6	20.9	8.0	94.2
	<i>Year 11</i>	467.8	1.6	12.3	17.7	24.9	21.8	13.1	8.6	86.1
	<i>Not stated (9%)</i>	514.1	2.7	3.0	8.3	16.7	28.0	24.7	16.7	94.3
NT	<i>Bachelor</i>	515.4	1.5	2.9	7.3	19.1	28.5	22.8	17.9	95.6
	<i>Diploma</i>	478.0	1.3	6.9	14.8	29.9	24.7	14.0	8.4	91.8
	<i>Certificate</i>	446.3	2.4	17.9	18.7	25.1	20.3	10.1	5.5	79.7
	<i>Year 12</i>	453.5	4.4	14.8	18.8	25.8	20.4	10.2	5.5	80.8
	<i>Year 11</i>	357.8	2.5	55.4	18.1	11.4	7.6	3.4	1.5	42.0
	<i>Not stated (29%)</i>	344.7	4.0	60.8	9.9	8.4	7.1	5.3	4.5	35.2
Aust	<i>Bachelor</i>	543.9	1.2	1.0	4.2	12.8	23.9	26.6	30.3	97.8
	<i>Diploma</i>	504.3	1.6	3.1	10.1	21.7	28.6	21.6	13.4	95.3
	<i>Certificate</i>	484.5	1.9	5.8	14.2	25.4	27.2	17.2	8.4	92.3
	<i>Year 12</i>	486.5	2.3	6.0	14.0	24.3	26.3	17.5	9.6	91.7
	<i>Year 11</i>	451.5	4.1	14.3	20.7	25.8	20.9	10.3	3.9	81.6
	<i>Not stated (8%)</i>	479.8	3.5	11.6	13.8	20.1	22.1	16.2	12.6	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 Grammar and Punctuation

Table 5.G9: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2014.

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	552.5	0.9	1.0	3.8	11.0	22.2	26.5	34.7	98.2
	Group 2	524.9	1.0	2.1	6.8	17.2	26.8	24.1	22.0	97.0
	Group 3	500.2	1.4	4.0	11.2	22.3	28.2	19.6	13.2	94.6
	Group 4	480.8	2.1	7.5	15.7	25.0	24.8	15.7	9.3	90.4
	Not in paid work	460.4	3.9	13.0	19.9	25.0	19.9	11.4	6.9	83.1
	Not stated (10%)	482.0	3.5	9.7	15.7	22.0	21.8	14.9	12.3	86.7
Vic	Group 1	541.8	1.2	0.8	3.9	13.5	24.5	27.4	28.8	98.1
	Group 2	517.1	1.9	1.4	7.8	19.3	28.3	23.8	17.5	96.7
	Group 3	497.0	2.2	2.6	11.7	24.1	29.1	20.0	10.3	95.2
	Group 4	481.6	4.2	5.0	15.6	25.7	26.8	15.6	7.1	90.9
	Not in paid work	469.1	9.0	8.0	17.2	25.8	22.4	11.8	5.7	83.0
	Not stated (3%)	529.8	5.3	1.7	7.4	14.8	23.4	23.1	24.3	93.0
Qld	Group 1	539.6	0.7	1.3	4.7	13.9	24.9	25.9	28.7	97.9
	Group 2	514.4	0.8	2.6	8.2	20.0	27.0	23.9	17.5	96.7
	Group 3	490.3	1.3	5.1	13.5	24.3	26.9	18.6	10.2	93.5
	Group 4	470.5	1.9	9.6	18.3	24.9	24.2	14.0	7.0	88.5
	Not in paid work	451.5	4.1	17.0	20.5	22.5	19.0	10.9	6.0	78.9
	Not stated (16%)	478.8	3.3	9.3	16.0	23.0	23.0	15.4	10.1	87.4
WA	Group 1	534.9	0.7	1.8	5.6	14.9	24.0	25.9	27.1	97.5
	Group 2	508.4	0.7	3.5	9.8	20.0	27.2	22.8	16.1	95.8
	Group 3	487.2	0.8	6.3	13.8	24.1	26.8	18.4	9.8	92.9
	Group 4	468.5	1.4	11.1	17.2	25.4	24.0	14.1	6.8	87.5
	Not in paid work	449.3	2.9	19.5	19.1	21.9	19.1	11.0	6.5	77.5
	Not stated (23%)	469.9	2.3	14.2	15.5	21.2	21.7	15.1	10.2	83.6
SA	Group 1	528.4	1.0	1.6	5.7	15.9	27.0	25.9	22.9	97.3
	Group 2	504.2	1.0	3.0	10.0	21.6	29.2	21.6	13.5	96.0
	Group 3	485.3	1.1	4.8	13.5	27.3	28.1	17.6	7.6	94.1
	Group 4	469.1	2.3	8.1	18.6	27.5	25.3	12.8	5.5	89.6
	Not in paid work	450.9	4.1	15.5	20.5	25.7	19.2	10.7	4.4	80.4
	Not stated (19%)	462.1	4.9	12.7	17.9	23.9	21.7	12.8	6.1	82.3

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 5 Grammar and Punctuation

Table 5.G9 (cont.): Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2014.

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	
Tas	Group 1	535.8	1.0	2.2	5.6	14.1	23.4	25.8	28.0	96.8
	Group 2	507.2	0.8	3.7	9.6	20.7	27.6	21.5	16.1	95.5
	Group 3	481.7	1.0	6.6	15.7	25.5	26.4	16.4	8.4	92.4
	Group 4	454.9	1.6	13.3	21.1	27.5	21.7	10.3	4.5	85.1
	Not in paid work	439.1	3.4	21.2	21.9	23.3	17.4	9.3	3.6	75.4
	Not stated (12%)	479.6	4.5	10.1	17.4	20.1	22.1	14.0	11.8	85.5
ACT	Group 1	544.3	1.2	0.6	4.1	12.7	23.2	28.0	30.2	98.3
	Group 2	517.9	1.0	1.5	7.0	19.5	28.1	25.3	17.5	97.5
	Group 3	489.7	1.3	4.4	13.1	25.6	27.6	19.3	8.6	94.3
	Group 4	479.2	3.4	6.6	14.4	28.8	23.8	15.3	7.7	90.0
	Not in paid work	484.1	6.0	7.3	11.1	26.9	24.0	14.9	9.8	86.6
	Not stated (16%)	500.8	3.0	4.1	11.8	20.1	27.1	20.3	13.5	92.9
NT	Group 1	505.1	1.5	5.1	10.2	20.3	26.4	19.2	17.2	93.3
	Group 2	480.2	2.0	8.5	12.7	25.4	24.5	16.0	10.8	89.5
	Group 3	459.4	1.7	13.5	18.8	25.0	21.6	13.3	6.2	84.8
	Group 4	399.1	3.9	38.1	16.6	18.2	14.3	6.1	2.8	58.0
	Not in paid work	353.7	3.1	59.6	15.0	11.1	7.1	2.5	1.6	37.3
	Not stated (27%)	334.8	3.9	62.1	11.5	9.1	6.5	4.3	2.6	34.0
Aust	Group 1	543.0	0.9	1.2	4.4	13.1	23.9	26.4	30.1	97.9
	Group 2	517.1	1.2	2.2	7.9	19.0	27.5	23.6	18.6	96.6
	Group 3	494.0	1.5	4.3	12.4	23.8	27.9	19.1	10.9	94.2
	Group 4	475.5	2.6	8.0	16.6	25.4	25.0	14.8	7.5	89.4
	Not in paid work	458.5	5.6	13.4	18.9	24.5	20.3	11.3	6.0	81.0
	Not stated (12%)	476.1	3.5	11.6	15.3	21.4	21.9	15.2	11.1	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 5 Numeracy

Figure 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	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)

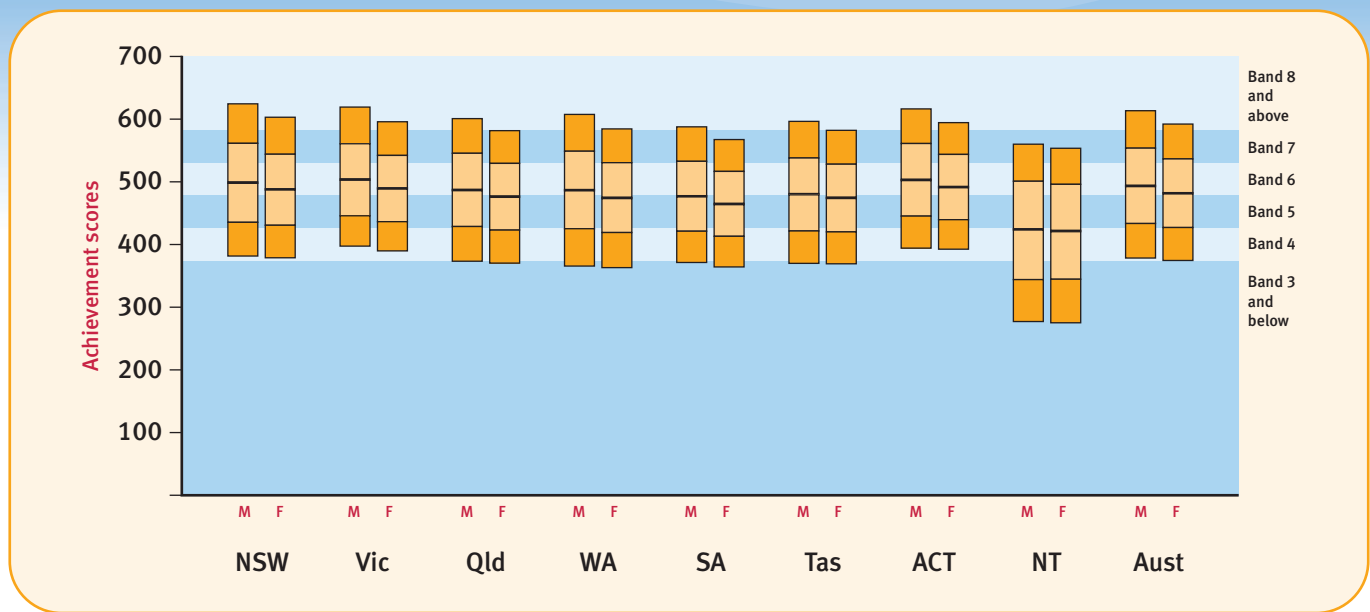
Table 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2014.

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	
NSW	10yrs 7mths 5yrs 4mths	97.3	1.9	0.9	1.6	4.0	12.9	25.1	27.3	18.0	11.0	94.3
Vic	10yrs 9mths 5yrs 4mths	94.9	3.0	2.1	3.0	2.3	11.1	25.9	28.9	18.8	9.9	94.7
Qld	10yrs 5mths 5yrs 4mths	93.5	3.0	3.6	1.6	5.3	14.5	27.6	28.1	16.2	6.7	93.1
WA	10yrs 5mths 5yrs 4mths	95.4	3.3	1.3	1.3	6.5	15.0	26.7	26.8	16.1	7.6	92.2
SA	10yrs 7mths 5yrs 4mths	93.7	3.4	2.9	2.1	6.1	17.8	30.4	26.2	13.0	4.4	91.8
Tas	10yrs 11mths 5yrs 4mths	95.2	3.2	1.7	1.7	5.7	16.3	28.4	27.0	14.7	6.2	92.6
ACT	10yrs 8mths 5yrs 4mths	93.2	3.1	3.8	1.6	2.5	10.6	25.7	29.6	19.9	10.0	95.9
NT	10yrs 6mths 5yrs 4mths	88.4	10.1	1.6	2.7	29.1	18.5	22.2	17.8	7.5	2.2	68.2
Aust	10yrs 7mths 5yrs 4mths	95.2	2.8	2.0	2.0	4.6	13.5	26.4	27.7	17.1	8.8	93.5

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	498.6 (73.7)	503.5 (67.1)	486.8 (68.6)	486.6 (73.1)	476.9 (65.7)	480.2 (67.9)	502.9 (67.4)	424.1 (88.2)	493.3 (71.3)
Female Mean scale score / (S.D.)	487.9 (67.7)	489.4 (62.4)	476.2 (63.5)	474.2 (66.9)	464.5 (61.7)	474.3 (64.2)	491.5 (61.6)	421.4 (85.8)	481.7 (65.9)

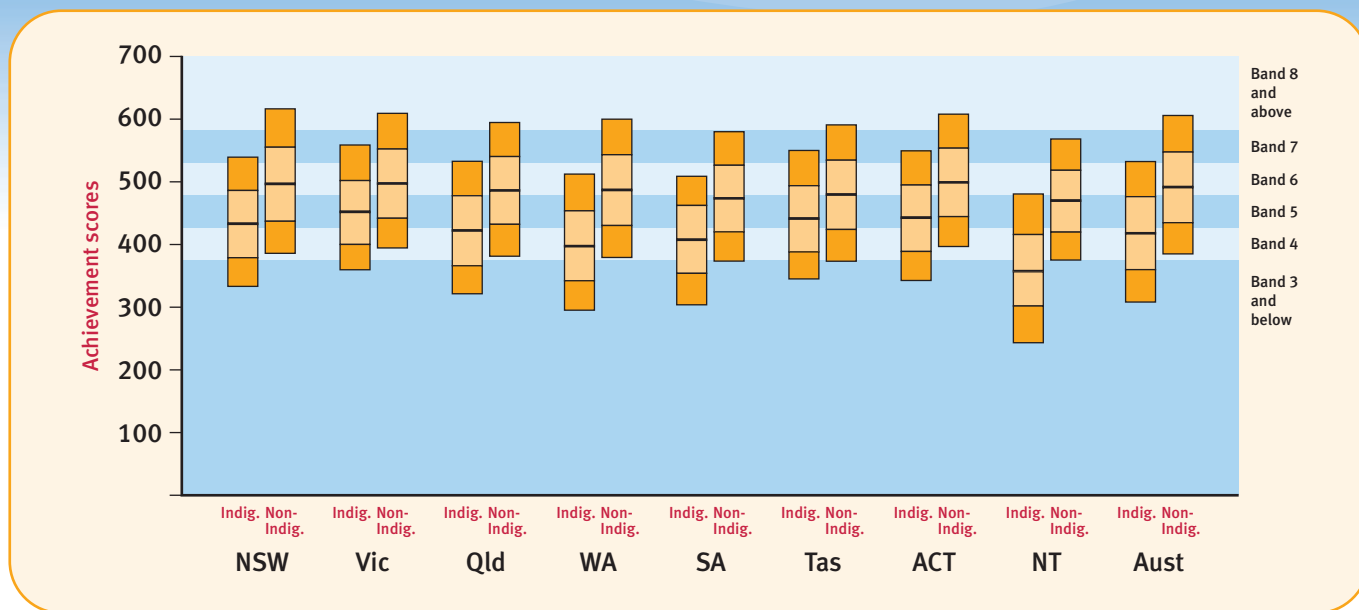
Table 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2014.

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	2.2	3.9	12.2	23.5	26.2	18.8	13.3	93.9
	Female	1.0	4.2	13.7	26.9	28.6	17.0	8.6	94.8
Vic	Male	4.1	1.9	9.9	23.6	28.1	20.0	12.4	94.0
	Female	2.0	2.7	12.4	28.3	29.7	17.6	7.4	95.4
Qld	Male	1.9	5.0	13.6	25.8	27.6	17.7	8.4	93.0
	Female	1.2	5.6	15.5	29.5	28.8	14.6	4.9	93.2
WA	Male	1.5	6.2	13.9	24.6	26.4	17.6	9.8	92.2
	Female	1.0	6.8	16.1	29.0	27.2	14.6	5.3	92.2
SA	Male	2.7	5.4	16.3	28.8	26.4	14.7	5.8	91.9
	Female	1.5	6.8	19.5	32.1	25.9	11.2	3.0	91.7
Tas	Male	2.1	5.6	16.1	27.2	26.4	15.2	7.4	92.3
	Female	1.3	5.8	16.6	29.6	27.6	14.1	5.0	92.9
ACT	Male	2.0	2.4	9.9	24.0	28.3	20.9	12.5	95.6
	Female	1.2	2.7	11.4	27.5	31.1	18.8	7.4	96.1
NT	Male	3.7	29.4	17.5	21.1	17.7	7.9	2.6	66.9
	Female	1.7	28.7	19.5	23.3	18.0	7.1	1.8	69.6
Aust	Male	2.6	4.3	12.5	24.6	26.9	18.3	10.9	93.1
	Female	1.3	4.9	14.5	28.4	28.5	15.8	6.6	93.8

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

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Figure 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous Status, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	433.0 (63.1)	452.0 (60.4)	422.3 (64.5)	397.3 (67.4)	407.5 (64.4)	441.3 (62.3)	442.7 (63.6)	357.4 (72.1)	417.9 (69.3)
Non-Indigenous Mean scale score / (S.D.)	496.6 (69.9)	497.3 (65.0)	486.2 (64.3)	486.9 (66.6)	473.6 (62.6)	479.6 (65.4)	499.1 (64.1)	469.9 (59.0)	491.5 (66.8)

Table 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous Status, by State and Territory, 2014.

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	3.1	17.3	28.1	28.7	16.4	5.3	1.2	79.6
	Non-Indigenous	1.5	3.3	12.1	24.9	28.0	18.7	11.5	95.2
Vic	Indigenous	7.0	8.2	24.5	30.3	20.1	7.8	2.1	84.8
	Non-Indigenous	2.8	2.2	10.9	25.9	29.1	19.0	10.1	95.0
Qld	Indigenous	2.7	23.4	28.7	25.8	14.1	4.5	0.8	73.9
	Non-Indigenous	1.4	3.9	13.4	27.8	29.2	17.1	7.2	94.7
WA	Indigenous	1.2	37.6	29.3	20.0	9.1	2.5	0.3	61.2
	Non-Indigenous	1.3	4.2	13.8	27.2	28.1	17.3	8.1	94.5
SA	Indigenous	3.7	29.4	28.6	26.0	10.1	1.9	0.3	66.9
	Non-Indigenous	1.9	5.0	17.4	30.6	26.9	13.5	4.6	93.1
Tas	Indigenous	1.6	13.7	28.7	29.3	18.1	7.1	1.6	84.7
	Non-Indigenous	1.6	5.1	15.5	28.5	27.7	15.2	6.4	93.3
ACT	Indigenous	2.7	12.9	27.6	29.1	19.5	5.9	2.3	84.4
	Non-Indigenous	1.6	2.1	10.1	25.6	30.0	20.3	10.3	96.3
NT	Indigenous	2.4	61.4	19.7	11.2	4.1	1.0	0.2	36.2
	Non-Indigenous	3.0	4.7	18.2	31.3	28.0	11.8	3.0	92.3
Aust	Indigenous	2.9	26.0	27.4	25.0	13.5	4.3	0.9	71.1
	Non-Indigenous	1.8	3.4	12.7	26.5	28.5	17.8	9.2	94.8

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	503.0 (75.5)	497.6 (69.6)	480.3 (76.3)	486.9 (75.3)	467.9 (71.1)	484.1 (67.6)	495.7 (68.4)	369.9 (84.4)	492.9 (76.5)
Non-LBOTE Mean scale score / (S.D.)	488.9 (68.5)	496.2 (63.5)	481.9 (64.7)	482.7 (67.6)	471.5 (62.8)	476.4 (65.8)	497.8 (64.0)	460.5 (66.8)	486.6 (66.1)

Table 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE Status, by State and Territory, 2014.

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	2.3	3.4	11.8	22.9	25.6	18.7	15.3	94.4
	Non-LBOTE	1.4	4.3	13.4	26.2	28.1	17.6	9.0	94.3
Vic	LBOTE	4.2	2.8	11.9	24.7	26.3	18.4	11.7	93.0
	Non-LBOTE	2.6	2.1	10.8	26.4	29.8	19.0	9.3	95.3
Qld	LBOTE	2.4	8.7	15.1	23.8	24.4	16.4	9.3	89.0
	Non-LBOTE	1.4	4.8	14.4	28.2	28.7	16.2	6.3	93.8
WA	LBOTE	2.6	6.6	13.9	23.4	25.6	17.6	10.3	90.8
	Non-LBOTE	0.9	5.5	14.1	27.5	28.0	16.8	7.2	93.6
SA	LBOTE	4.4	8.5	18.0	27.0	23.8	13.1	5.2	87.1
	Non-LBOTE	1.6	5.6	17.8	31.0	26.7	13.0	4.3	92.8
Tas	LBOTE	7.2	4.8	15.7	21.7	27.1	16.6	6.8	88.0
	Non-LBOTE	1.3	5.8	16.6	28.9	27.0	14.4	6.0	92.9
ACT	LBOTE	3.2	3.2	11.5	25.1	28.1	18.1	10.7	93.6
	Non-LBOTE	1.2	2.3	10.4	25.9	30.0	20.3	9.8	96.4
NT	LBOTE	4.1	55.5	16.9	11.5	8.3	3.0	0.7	40.4
	Non-LBOTE	1.8	9.6	19.8	29.9	24.7	10.8	3.3	88.6
Aust	LBOTE	3.0	5.4	12.8	23.5	25.3	17.6	12.3	91.6
	Non-LBOTE	1.7	4.2	13.5	27.3	28.5	17.0	7.8	94.2

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

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Table 5.N5: Achievement of Year 5 Students in Numeracy, by Geolocation, by State and Territory, 2014.

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	<i>Metro</i>	499.5	1.6	3.3	11.6	24.0	27.6	19.2	12.7	95.1
	<i>Provincial</i>	474.3	1.6	6.2	17.1	28.9	26.5	14.1	5.6	92.2
	<i>Remote</i>	451.8	3.0	15.3	18.7	26.4	24.4	9.2	2.9	81.7
	<i>Very Remote</i>	438.5	0.0	20.9	25.2	26.5	16.2	7.9	3.4	79.1
Vic	<i>Metro</i>	500.3	3.0	2.1	10.3	24.9	28.8	19.7	11.2	94.9
	<i>Provincial</i>	484.4	3.0	3.0	13.7	29.3	29.3	15.8	6.0	94.0
	<i>Remote</i>	481.8	0.0	1.8	16.0	29.1	32.4	18.9	1.8	98.2
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	487.2	1.5	4.4	13.2	26.7	28.8	17.6	7.8	94.1
	<i>Provincial</i>	472.1	1.7	6.1	17.0	30.1	27.4	13.3	4.4	92.2
	<i>Remote</i>	455.2	1.3	12.8	19.0	29.4	24.2	10.3	3.0	85.9
	<i>Very Remote</i>	415.2	1.8	30.6	26.3	21.8	13.0	5.0	1.5	67.6
WA	<i>Metro</i>	489.2	1.4	4.4	13.3	26.1	27.9	17.9	9.1	94.2
	<i>Provincial</i>	467.1	1.0	7.9	18.4	30.3	25.4	12.5	4.4	91.0
	<i>Remote</i>	449.2	0.9	15.5	21.1	26.7	22.5	10.5	2.8	83.6
	<i>Very Remote</i>	406.1	0.2	37.8	23.4	18.4	12.8	6.2	1.3	62.0
SA	<i>Metro</i>	475.2	2.1	5.1	16.8	29.8	27.0	14.1	5.0	92.7
	<i>Provincial</i>	461.5	2.1	7.3	20.9	32.1	24.2	10.5	2.8	90.5
	<i>Remote</i>	466.2	0.8	4.6	19.1	36.8	26.3	9.0	3.5	94.6
	<i>Very Remote</i>	399.5	1.0	42.7	19.1	16.9	14.0	3.9	2.4	56.4
Tas	<i>Metro</i>	480.1	2.1	5.9	15.8	26.5	27.0	15.6	7.1	92.0
	<i>Provincial</i>	475.0	1.4	5.6	16.8	30.0	26.8	13.9	5.5	93.0
	<i>Remote</i>	478.1	0.0	3.1	15.0	34.4	30.0	11.3	6.3	96.9
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	497.5	1.6	2.5	10.6	25.7	29.6	19.9	10.0	95.9
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	463.1	3.7	7.9	20.3	29.2	24.4	11.0	3.5	88.4
	<i>Remote</i>	432.0	3.3	22.8	21.3	25.3	19.1	6.5	1.7	73.9
	<i>Very Remote</i>	345.0	0.4	72.2	13.2	7.2	5.0	1.8	0.3	27.4
Aust	<i>Metro</i>	494.1	2.0	3.5	12.2	25.5	28.2	18.5	10.3	94.6
	<i>Provincial</i>	474.4	2.0	5.7	16.7	29.7	27.1	13.8	5.0	92.3
	<i>Remote</i>	451.4	1.5	14.2	19.9	28.6	23.3	9.6	2.8	84.3
	<i>Very Remote</i>	389.7	0.8	46.6	20.6	15.8	10.7	4.4	1.2	52.6

Refer to the introduction for explanatory notes.

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Table 5.N6: Achievement of Year 5 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2014.

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	
NSW	<i>Metro</i>	444.2	3.4	12.4	25.6	30.9	19.0	6.9	1.7	84.1
	<i>Provincial</i>	425.8	2.7	20.2	30.0	27.4	14.7	4.2	0.8	77.1
	<i>Remote</i>	398.4	6.1	34.5	29.7	20.0	8.9	0.8	0.0	59.5
	<i>Very Remote</i>	405.3	0.0	33.8	34.4	17.4	10.8	3.6	0.0	66.2
Vic	<i>Metro</i>	457.2	6.0	7.0	23.0	32.4	19.4	9.0	3.3	87.0
	<i>Provincial</i>	447.6	7.9	9.2	25.7	28.6	20.7	6.7	1.1	82.8
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	429.5	2.6	19.4	28.8	27.7	15.5	5.0	1.1	78.1
	<i>Provincial</i>	429.1	3.3	19.4	28.4	27.2	15.8	5.3	0.6	77.3
	<i>Remote</i>	401.0	2.0	38.4	24.6	21.8	10.0	2.5	0.6	59.5
	<i>Very Remote</i>	378.9	1.9	47.2	31.7	15.0	3.8	0.3	0.0	50.8
WA	<i>Metro</i>	421.1	2.1	23.6	29.5	26.0	14.1	4.1	0.5	74.2
	<i>Provincial</i>	401.6	0.6	34.8	30.6	22.3	9.0	2.3	0.4	64.6
	<i>Remote</i>	388.6	1.2	41.1	32.0	18.0	6.2	1.5	0.1	57.7
	<i>Very Remote</i>	364.4	0.4	58.6	25.8	10.4	3.9	0.8	0.0	40.9
SA	<i>Metro</i>	422.9	3.0	19.8	31.3	30.4	12.5	2.7	0.4	77.2
	<i>Provincial</i>	408.7	5.9	27.9	29.1	26.7	8.7	1.6	0.2	66.3
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	336.6	1.0	76.4	17.4	4.0	1.0	0.2	0.0	22.6
Tas	<i>Metro</i>	443.1	1.8	13.9	29.8	24.8	20.2	8.3	1.2	84.3
	<i>Provincial</i>	440.1	1.5	13.8	28.1	31.4	17.2	6.4	1.6	84.7
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	444.4	2.8	12.5	26.5	29.9	19.7	6.1	2.4	84.7
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	422.2	4.0	21.6	29.3	28.1	12.2	3.9	0.9	74.4
	<i>Remote</i>	376.7	6.1	48.8	26.4	13.7	4.6	0.3	0.0	45.1
	<i>Very Remote</i>	326.8	0.5	81.3	13.8	3.6	0.8	0.0	0.0	18.2
Aust	<i>Metro</i>	435.9	3.1	16.3	27.5	29.1	16.8	5.8	1.4	80.6
	<i>Provincial</i>	426.3	3.3	20.3	29.1	27.2	14.8	4.5	0.8	76.4
	<i>Remote</i>	391.8	3.4	40.4	28.3	18.7	7.5	1.4	0.2	56.2
	<i>Very Remote</i>	351.2	0.8	66.0	21.8	8.5	2.5	0.4	0.0	33.2

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

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Table 5.N7: Achievement of Year 5 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2014.

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	
NSW	<i>Metro</i>	501.1	1.6	3.0	11.1	23.8	27.9	19.6	13.0	95.5
	<i>Provincial</i>	480.4	1.4	4.4	15.5	29.1	28.0	15.3	6.2	94.1
	<i>Remote</i>	483.5	1.2	3.7	11.6	29.7	34.1	14.8	4.8	95.0
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	500.8	2.8	2.0	10.2	24.9	28.9	19.9	11.3	95.2
	<i>Provincial</i>	485.6	2.7	2.7	13.3	29.4	29.6	16.2	6.2	94.6
	<i>Remote</i>	482.8	0.0	1.9	15.1	29.8	31.7	19.6	1.9	98.1
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	490.1	1.4	3.6	12.4	26.7	29.5	18.3	8.1	95.0
	<i>Provincial</i>	476.8	1.6	4.6	15.7	30.5	28.7	14.1	4.8	93.8
	<i>Remote</i>	471.8	1.1	4.8	17.2	32.0	28.5	12.6	3.8	94.0
	<i>Very Remote</i>	467.0	1.6	6.5	18.7	31.4	26.2	11.8	3.7	91.9
WA	<i>Metro</i>	491.9	1.4	3.6	12.6	26.1	28.6	18.5	9.3	95.0
	<i>Provincial</i>	473.0	1.0	5.6	17.3	31.0	26.8	13.6	4.7	93.4
	<i>Remote</i>	469.6	0.8	6.8	17.5	29.6	28.0	13.6	3.7	92.5
	<i>Very Remote</i>	462.1	0.0	9.8	20.2	28.8	24.9	13.3	3.0	90.2
SA	<i>Metro</i>	476.7	1.9	4.7	16.4	29.9	27.5	14.4	5.2	93.4
	<i>Provincial</i>	464.6	1.9	6.1	20.4	32.5	25.2	11.0	3.0	92.0
	<i>Remote</i>	468.6	0.7	3.9	18.4	37.1	26.8	9.4	3.7	95.5
	<i>Very Remote</i>	461.6	1.0	9.7	20.6	29.1	27.2	7.6	4.9	89.3
Tas	<i>Metro</i>	482.4	2.0	5.3	15.0	26.7	27.4	16.1	7.4	92.7
	<i>Provincial</i>	477.2	1.3	4.9	16.0	30.1	27.7	14.4	5.5	93.8
	<i>Remote</i>	480.7	0.0	2.6	13.2	32.8	34.3	11.7	5.3	97.4
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	499.1	1.6	2.1	10.1	25.6	30.0	20.3	10.3	96.3
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	468.9	3.8	5.0	19.2	30.4	26.7	11.8	3.0	91.2
	<i>Remote</i>	469.2	1.4	4.4	17.7	33.4	29.4	10.9	2.9	94.2
	<i>Very Remote</i>	484.6	0.0	1.4	8.2	35.0	38.3	14.8	2.5	98.6
Aust	<i>Metro</i>	495.9	1.9	3.0	11.7	25.4	28.6	18.9	10.5	95.1
	<i>Provincial</i>	478.7	1.8	4.3	15.6	30.0	28.2	14.7	5.4	93.9
	<i>Remote</i>	471.6	0.9	5.1	17.0	31.9	28.8	12.5	3.7	93.9
	<i>Very Remote</i>	466.8	0.7	8.0	18.1	30.0	27.1	12.5	3.7	91.4

[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, 2014.

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	529.7	1.1	0.8	4.5	16.8	29.1	26.4	21.4	98.1
	Diploma	493.0	1.4	2.2	11.6	27.4	30.7	18.3	8.3	96.4
	Certificate	471.6	1.6	5.2	17.7	31.4	27.3	12.7	4.1	93.2
	Year 12	476.0	2.0	5.3	16.7	29.8	26.5	13.8	6.0	92.7
	Year 11	443.9	3.1	12.4	26.5	30.5	19.1	6.6	1.8	84.5
	Not stated (5%)	478.2	3.3	6.6	16.9	26.9	23.7	14.4	8.3	90.1
Vic	Bachelor	522.9	1.7	0.6	5.3	18.3	30.5	26.0	17.6	97.7
	Diploma	491.5	2.4	1.9	11.2	29.0	30.7	17.5	7.2	95.7
	Certificate	478.1	3.2	3.2	14.7	32.1	28.6	14.0	4.3	93.6
	Year 12	481.2	3.3	3.2	14.7	30.4	27.7	15.2	5.5	93.5
	Year 11	461.5	7.2	5.8	20.5	31.6	23.0	9.2	2.7	87.0
	Not stated (4%)	507.4	4.7	1.9	9.0	21.8	27.9	21.3	13.4	93.4
Qld	Bachelor	515.4	0.7	1.0	6.1	20.2	32.2	25.4	14.3	98.2
	Diploma	483.1	1.1	3.4	13.3	29.8	31.0	16.3	5.0	95.4
	Certificate	470.0	1.3	5.6	17.2	32.4	27.7	12.5	3.3	93.1
	Year 12	467.9	1.7	6.5	18.0	31.3	26.8	12.4	3.3	91.8
	Year 11	438.8	3.2	15.4	25.6	29.8	18.8	6.2	1.1	81.4
	Not stated (11%)	467.0	3.2	8.4	18.7	27.9	24.4	12.6	4.7	88.3
WA	Bachelor	516.6	0.9	1.1	6.4	19.7	31.2	25.5	15.3	98.0
	Diploma	481.4	1.0	4.0	13.8	30.5	29.7	15.3	5.6	94.9
	Certificate	468.6	1.0	5.8	18.2	32.3	26.8	12.7	3.2	93.2
	Year 12	468.0	1.3	7.3	17.7	30.9	26.2	12.6	4.0	91.3
	Year 11	436.7	2.1	16.0	27.5	29.2	17.8	6.1	1.3	81.9
	Not stated (14%)	458.0	2.1	14.0	19.1	26.4	21.3	11.3	5.9	83.9
SA	Bachelor	502.3	1.0	1.7	8.3	24.9	32.3	21.8	10.0	97.4
	Diploma	474.1	1.4	4.0	16.3	32.4	29.6	12.7	3.6	94.6
	Certificate	460.7	1.6	5.9	21.5	34.7	25.0	9.2	2.0	92.4
	Year 12	460.4	2.2	6.5	21.4	33.5	24.2	10.1	2.2	91.3
	Year 11	432.3	3.8	15.3	29.3	31.4	15.6	4.2	0.5	81.0
	Not stated (11%)	455.4	5.0	10.2	21.2	28.9	21.9	10.3	2.5	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 5 Numeracy

Table 5.N8 (cont.): Achievement of Year 5 Students in Numeracy, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	520.3	1.0	0.8	5.3	18.2	31.3	27.3	16.0	98.2
	<i>Diploma</i>	484.5	1.3	2.6	13.0	28.1	34.8	15.7	4.5	96.1
	<i>Certificate</i>	468.7	1.3	5.1	18.1	33.3	27.9	11.5	2.8	93.6
	<i>Year 12</i>	459.7	2.5	8.8	21.2	30.5	23.3	10.1	3.6	88.7
	<i>Year 11</i>	438.1	1.9	13.3	29.1	32.2	17.3	5.3	0.9	84.7
	<i>Not stated (9%)</i>	473.8	4.3	7.5	14.9	29.7	24.7	12.6	6.3	88.2
ACT	<i>Bachelor</i>	517.3	1.4	1.0	5.8	19.5	31.8	25.5	15.1	97.7
	<i>Diploma</i>	480.9	2.1	3.4	13.7	32.1	27.9	15.3	5.4	94.5
	<i>Certificate</i>	467.8	1.3	4.0	18.2	36.3	27.3	10.0	2.8	94.6
	<i>Year 12</i>	479.0	2.5	4.0	13.7	32.6	28.0	14.2	5.1	93.6
	<i>Year 11</i>	453.5	1.6	9.1	25.9	30.9	18.0	11.4	3.1	89.4
	<i>Not stated (9%)</i>	492.8	2.4	3.3	11.2	25.6	30.2	19.7	7.5	94.3
NT	<i>Bachelor</i>	491.5	1.3	2.2	10.4	27.2	34.6	18.9	5.3	96.5
	<i>Diploma</i>	464.2	1.0	4.3	20.7	35.0	26.9	9.8	2.3	94.7
	<i>Certificate</i>	441.6	2.4	14.4	24.1	31.7	19.6	6.0	1.7	83.1
	<i>Year 12</i>	447.1	4.4	11.2	22.7	31.9	22.6	5.4	1.8	84.4
	<i>Year 11</i>	373.8	2.5	52.5	22.1	14.0	7.1	1.7	0.0	45.0
	<i>Not stated (29%)</i>	373.5	4.0	55.1	15.9	10.7	8.1	4.3	1.9	40.9
Aust	<i>Bachelor</i>	521.5	1.2	0.9	5.5	18.8	30.6	25.7	17.4	98.0
	<i>Diploma</i>	487.7	1.6	2.7	12.5	29.1	30.6	16.9	6.7	95.7
	<i>Certificate</i>	471.3	1.8	5.0	17.3	32.2	27.4	12.6	3.7	93.2
	<i>Year 12</i>	472.7	2.2	5.5	17.1	30.8	26.6	13.3	4.6	92.3
	<i>Year 11</i>	444.2	4.0	12.6	25.1	30.4	19.3	6.9	1.7	83.4
	<i>Not stated (8%)</i>	467.5	3.4	10.5	17.2	26.0	23.2	13.3	6.4	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.N9: Achievement of Year 5 Students in Numeracy, by Parental Occupation, by State and Territory, 2014.

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	
NSW	Group 1	527.7	0.9	0.9	4.9	17.3	29.2	26.0	20.9	98.3
	Group 2	504.4	1.0	1.7	9.0	24.5	30.7	21.2	11.9	97.4
	Group 3	482.4	1.3	3.7	14.7	29.9	28.8	15.2	6.4	95.0
	Group 4	466.6	2.0	6.9	20.4	30.6	23.9	11.2	5.0	91.1
	Not in paid work	449.9	3.8	11.9	24.8	28.8	19.3	8.0	3.5	84.3
	Not stated (10%)	470.6	3.5	8.1	19.2	27.1	22.7	12.4	7.1	88.5
Vic	Group 1	524.9	1.1	0.5	4.9	18.0	30.4	26.5	18.6	98.4
	Group 2	503.8	1.8	1.1	8.6	24.9	31.5	21.3	10.6	97.0
	Group 3	487.6	2.2	2.2	12.2	30.4	30.2	16.4	6.4	95.7
	Group 4	474.7	4.1	4.1	16.6	31.1	26.6	12.9	4.5	91.8
	Not in paid work	464.4	8.8	6.1	19.7	29.6	21.9	10.0	3.8	85.1
	Not stated (3%)	508.5	5.0	1.6	8.9	22.6	26.8	21.1	13.9	93.4
Qld	Group 1	515.1	0.7	1.1	6.2	20.4	32.3	25.0	14.4	98.2
	Group 2	492.9	0.7	2.5	10.7	27.4	32.3	19.1	7.3	96.8
	Group 3	474.5	1.3	4.5	16.2	31.8	28.7	13.7	3.8	94.2
	Group 4	456.4	1.9	9.0	22.2	31.7	23.3	9.6	2.3	89.1
	Not in paid work	441.4	4.0	16.0	24.7	27.6	18.0	7.4	2.4	80.0
	Not stated (16%)	462.6	3.1	9.4	19.3	29.1	23.7	11.5	4.0	87.4
WA	Group 1	514.2	0.7	1.3	7.0	20.6	30.8	24.7	14.8	98.0
	Group 2	490.9	0.7	2.9	11.8	27.7	30.6	18.6	7.7	96.4
	Group 3	472.1	0.9	5.4	17.2	31.3	27.8	13.5	3.9	93.7
	Group 4	458.0	1.4	9.4	21.8	30.9	23.1	10.1	3.3	89.2
	Not in paid work	442.9	2.9	16.7	23.9	26.7	18.5	8.0	3.2	80.3
	Not stated (23%)	461.0	2.2	12.0	19.2	27.2	22.2	11.5	5.6	85.7
SA	Group 1	502.7	1.0	1.7	8.4	24.5	32.3	21.9	10.2	97.3
	Group 2	482.9	1.0	2.7	13.6	31.0	31.1	15.6	4.9	96.2
	Group 3	466.6	1.0	4.6	19.0	35.3	26.7	10.8	2.6	94.4
	Group 4	451.1	2.2	8.9	25.1	33.3	21.4	7.3	1.7	88.9
	Not in paid work	440.2	3.8	14.0	27.0	29.9	17.5	6.2	1.7	82.3
	Not stated (19%)	448.4	4.9	11.5	23.9	29.7	19.5	8.4	2.0	83.6

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, 2014.

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	
Tas	Group 1	516.2	1.0	1.3	6.2	18.9	31.1	27.0	14.5	97.7
	Group 2	489.2	0.8	2.6	12.7	27.1	32.2	17.9	6.7	96.6
	Group 3	473.8	1.0	4.2	16.8	33.0	28.2	12.9	4.0	94.8
	Group 4	454.6	1.6	8.3	22.7	34.8	23.4	6.9	2.4	90.1
	Not in paid work	433.6	3.4	16.1	29.1	29.2	16.2	5.3	0.7	80.5
	Not stated (12%)	467.5	4.1	7.8	18.6	29.6	23.8	10.7	5.5	88.1
ACT	Group 1	518.6	1.1	1.0	5.9	18.6	31.8	25.6	16.0	97.9
	Group 2	497.5	1.0	1.7	8.7	28.1	32.4	20.2	7.9	97.3
	Group 3	470.8	1.3	4.5	17.6	34.3	26.8	12.1	3.4	94.2
	Group 4	471.5	2.9	3.8	19.1	31.8	26.3	11.3	4.7	93.3
	Not in paid work	465.9	6.0	6.5	18.4	33.3	18.7	10.7	6.4	87.5
	Not stated (16%)	483.2	2.9	4.4	14.6	28.4	26.0	16.7	7.0	92.8
NT	Group 1	486.2	1.4	3.4	13.1	28.2	31.4	15.9	6.7	95.2
	Group 2	467.1	2.0	7.3	17.3	30.2	27.5	11.8	3.8	90.7
	Group 3	450.0	1.7	10.5	21.9	34.5	22.4	7.7	1.2	87.8
	Group 4	404.5	3.9	36.0	21.7	20.1	14.9	2.8	0.6	60.2
	Not in paid work	371.0	2.8	55.1	22.5	12.2	5.0	2.4	0.1	42.1
	Not stated (27%)	365.9	3.9	55.9	18.0	11.7	7.0	3.2	0.3	40.2
Aust	Group 1	520.6	0.9	1.0	5.8	19.1	30.6	25.4	17.3	98.1
	Group 2	498.6	1.1	1.9	9.9	26.1	31.3	20.1	9.6	96.9
	Group 3	479.3	1.5	3.8	15.0	31.1	28.8	14.6	5.2	94.7
	Group 4	464.1	2.6	7.2	20.2	31.2	24.2	10.8	3.8	90.2
	Not in paid work	450.9	5.5	11.7	23.0	28.6	19.6	8.4	3.2	82.8
	Not stated (12%)	463.9	3.4	10.4	18.9	27.3	22.5	11.9	5.6	86.2

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 5 Participation

Table 5.P1: Year 5 Student Participation in Assessment, by State and Territory, 2014.

State/ Territory		Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	87654	87567	87755	87755	87410
	Participation Rate (%)	97.5	97.4	97.7	97.7	97.3
Vic	Number	65281	65041	65242	65242	65077
	Participation Rate (%)	95.2	94.9	95.1	95.1	94.9
Qld	Number	56424	56296	56506	56506	56120
	Participation Rate (%)	94.0	93.8	94.1	94.1	93.5
WA	Number	29287	29237	29361	29361	29187
	Participation Rate (%)	95.8	95.6	96.0	96.0	95.4
SA	Number	18289	18275	18342	18342	18210
	Participation Rate (%)	94.1	94.0	94.3	94.3	93.7
Tas	Number	5775	5771	5790	5790	5750
	Participation Rate (%)	95.6	95.5	95.8	95.8	95.2
ACT	Number	4504	4488	4505	4505	4477
	Participation Rate (%)	93.7	93.4	93.7	93.7	93.2
NT	Number	2910	2926	2927	2927	2868
	Participation Rate (%)	89.6	90.1	90.2	90.2	88.4
Aust	Number	270124	269601	270428	270428	269099
	Participation Rate (%)	95.6	95.4	95.7	95.7	95.2

[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, 2014.

State/ Territory	Indigenous status	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	<i>Indigenous</i>	4295	95.1	4295	95.1	4314	95.5	4314	95.5	4256	94.2
	<i>Non-Indig.</i>	81496	97.7	81412	97.6	81578	97.8	81578	97.8	81294	97.5
Vic	<i>Indigenous</i>	897	89.0	891	88.4	896	88.9	896	88.9	891	88.4
	<i>Non-Indig.</i>	64177	95.5	63959	95.2	64155	95.5	64155	95.5	63976	95.2
Qld	<i>Indigenous</i>	3942	90.6	3928	90.2	3944	90.6	3944	90.6	3884	89.2
	<i>Non-Indig.</i>	51532	94.7	51424	94.5	51614	94.9	51614	94.9	51292	94.3
WA	<i>Indigenous</i>	1685	84.8	1693	85.2	1718	86.4	1718	86.4	1668	83.9
	<i>Non-Indig.</i>	26822	96.7	26770	96.6	26856	96.9	26856	96.9	26738	96.4
SA	<i>Indigenous</i>	655	83.9	654	83.7	661	84.6	661	84.6	644	82.5
	<i>Non-Indig.</i>	17278	94.6	17262	94.5	17321	94.8	17321	94.8	17210	94.2
Tas	<i>Indigenous</i>	415	93.7	419	94.6	423	95.5	423	95.5	417	94.1
	<i>Non-Indig.</i>	5225	96.7	5218	96.6	5232	96.8	5232	96.8	5198	96.2
ACT	<i>Indigenous</i>	128	87.1	124	84.4	125	85.0	125	85.0	124	84.4
	<i>Non-Indig.</i>	4324	94.0	4313	93.7	4328	94.0	4328	94.0	4301	93.5
NT	<i>Indigenous</i>	1126	80.7	1141	81.7	1143	81.9	1143	81.9	1089	78.0
	<i>Non-Indig.</i>	1681	96.6	1681	96.6	1682	96.7	1682	96.7	1676	96.3
Aust	<i>Indigenous</i>	13143	89.8	13145	89.8	13224	90.4	13224	90.4	12973	88.7
	<i>Non-Indig.</i>	252535	96.1	252039	95.9	252766	96.2	252766	96.2	251685	95.8

[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, 2014.

State/ Territory	Reading (%)			Persuasive Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	1.7	1.6	0.9	1.7	1.6	0.9	1.7	1.5	0.9	1.7	1.5	0.9	1.6	1.9	0.9
Vic	3.1	2.6	2.2	3.1	2.9	2.3	3.1	2.7	2.2	3.1	2.7	2.2	3.0	3.0	2.1
Qld	1.6	2.4	3.6	1.7	2.6	3.7	1.6	2.3	3.6	1.6	2.3	3.6	1.6	3.0	3.6
WA	1.3	2.9	1.3	1.3	3.1	1.3	1.3	2.7	1.3	1.3	2.7	1.3	1.3	3.3	1.3
SA	2.2	2.9	3.0	2.2	3.0	3.0	2.2	2.7	3.0	2.2	2.7	3.0	2.1	3.4	2.9
Tas	1.7	2.7	1.7	1.7	2.8	1.7	1.7	2.4	1.7	1.7	2.4	1.7	1.7	3.2	1.7
ACT	1.7	2.5	3.8	1.7	2.7	3.9	1.7	2.5	3.8	1.7	2.5	3.8	1.6	3.1	3.8
NT	2.7	8.7	1.6	2.8	8.3	1.6	2.7	8.2	1.6	2.7	8.2	1.6	2.7	10.1	1.6
Aust	2.0	2.3	2.1	2.0	2.5	2.1	2.0	2.3	2.0	2.0	2.3	2.0	2.0	2.8	2.0

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, 2014.

State/ Territory	Indigenous status	Reading (%)			Persuasive Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	<i>Indigenous</i>	3.1	3.5	1.4	3.1	3.5	1.4	3.1	3.1	1.4	3.1	3.1	1.4	3.1	4.4	1.4
	<i>Non-Indigenous</i>	1.6	1.5	0.8	1.6	1.5	0.8	1.6	1.4	0.8	1.6	1.4	0.8	1.5	1.7	0.8
Vic	<i>Indigenous</i>	7.0	5.5	5.6	7.0	6.0	5.7	7.0	5.7	5.5	7.0	5.7	5.5	7.0	6.1	5.6
	<i>Non-Indigenous</i>	2.8	2.4	2.0	2.8	2.7	2.1	2.8	2.5	2.0	2.8	2.5	2.0	2.8	2.8	2.0
Qld	<i>Indigenous</i>	2.8	4.5	4.9	2.8	4.9	4.8	2.7	4.6	4.8	2.7	4.6	4.8	2.7	5.9	4.8
	<i>Non-Indigenous</i>	1.5	1.9	3.3	1.5	2.1	3.3	1.5	1.8	3.3	1.5	1.8	3.3	1.4	2.5	3.2
WA	<i>Indigenous</i>	1.2	13.9	1.3	1.2	13.5	1.3	1.2	12.3	1.3	1.2	12.3	1.3	1.2	14.8	1.3
	<i>Non-Indigenous</i>	1.3	2.0	1.3	1.3	2.2	1.3	1.3	1.9	1.2	1.3	1.9	1.2	1.3	2.3	1.2
SA	<i>Indigenous</i>	3.8	9.7	6.4	3.8	9.6	6.7	3.7	9.1	6.3	3.7	9.1	6.3	3.7	11.5	6.0
	<i>Non-Indigenous</i>	1.9	2.5	2.9	2.0	2.6	2.9	2.0	2.3	2.8	2.0	2.3	2.8	1.9	3.0	2.8
Tas	<i>Indigenous</i>	1.6	5.2	1.1	1.6	4.3	1.1	1.6	3.4	1.1	1.6	3.4	1.1	1.6	4.7	1.1
	<i>Non-Indigenous</i>	1.6	2.5	0.8	1.7	2.7	0.8	1.7	2.4	0.8	1.7	2.4	0.8	1.6	3.1	0.7
ACT	<i>Indigenous</i>	2.7	4.8	8.2	2.7	8.2	7.5	2.7	7.5	7.5	2.7	7.5	7.5	2.7	7.5	8.2
	<i>Non-Indigenous</i>	1.6	2.4	3.7	1.6	2.6	3.7	1.7	2.3	3.7	1.7	2.3	3.7	1.6	2.9	3.6
NT	<i>Indigenous</i>	2.4	18.1	1.3	2.4	17.0	1.3	2.4	16.8	1.3	2.4	16.8	1.3	2.4	20.7	1.3
	<i>Non-Indigenous</i>	3.1	1.6	1.8	3.2	1.7	1.7	3.2	1.5	1.8	3.2	1.5	1.8	3.0	2.0	1.7
Aust	<i>Indigenous</i>	2.9	7.1	3.0	2.9	7.1	3.0	2.9	6.7	3.0	2.9	6.7	3.0	2.9	8.4	3.0
	<i>Non-Indigenous</i>	1.9	2.0	1.9	1.9	2.1	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.8	2.4	1.8

[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, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	504.0	509.8	496.1	491.7	489.6	497.9	522.0	425.5	500.6
NSW	504.0		■	■	■	■	■	▽	▲	■
Vic	509.8	■		■	△	△	■	■	▲	■
Qld	496.1	■	■		■	■	■	▽	▲	■
WA	491.7	■	▽	■		■	■	▽	▲	■
SA	489.6	■	▽	■	■		■	▽	▲	■
Tas	497.9	■	■	■	■	■		▽	▲	■
ACT	522.0	△	■	△	△	△	△		▲	△
NT	425.5	▽	▽	▽	▽	▽	▽	▽		▽
Aust	500.6	■	■	■	■	■	■	▽	▲	

Table 5.CW: Comparative Achievement of Year 5 Students in Persuasive Writing, by State and Territory, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	473.7	480.8	457.3	464.4	455.4	461.0	473.0	379.5	468.3
NSW	473.7		■	△	■	△	■	■	▲	■
Vic	480.8	■		△	△	△	△	■	▲	■
Qld	457.3	▽	▽		■	■	■	▽	▲	■
WA	464.4	■	▽	■		■	■	■	▲	■
SA	455.4	▽	▽	■	■		■	▽	▲	■
Tas	461.0	■	▽	■	■	■		■	▲	■
ACT	473.0	■	■	△	■	△	■		▲	■
NT	379.5	▽	▽	▽	▽	▽	▽	▽		▽
Aust	468.3	■	■	■	■	■	■	■	▲	

Table 5.CS: Comparative Achievement of Year 5 Students in Spelling, by State and Territory, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	507.6	500.9	489.5	492.2	488.4	485.2	502.0	421.8	497.6
NSW	507.6		■	△	△	△	△	■	▲	■
Vic	500.9	■		■	■	■	△	■	▲	■
Qld	489.5	▽	■		■	■	■	■	▲	■
WA	492.2	▽	■	■		■	■	■	▲	■
SA	488.4	▽	■	■	■		■	■	▲	■
Tas	485.2	▽	▽	■	■	■		▽	▲	■
ACT	502.0	■	■	■	■	■	△		▲	■
NT	421.8	▽	▽	▽	▽	▽	▽	▽		▽
Aust	497.6	■	■	■	■	■	■	■	▲	

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, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	512.0	508.2	500.2	495.1	490.2	488.7	518.6	418.9	503.8
NSW	512.0	■	■	■	▲	▲	▲	■	▲	■
Vic	508.2	■	■	■	■	▲	▲	■	▲	■
Qld	500.2	■	■	■	■	■	■	▼	▲	■
WA	495.1	▼	■	■	■	■	■	▼	▲	■
SA	490.2	▼	▼	■	■	■	■	▼	▲	■
Tas	488.7	▼	▼	■	■	■	■	▼	▲	■
ACT	518.6	■	■	▲	▲	▲	▲	■	▲	■
NT	418.9	▼	▼	▼	▼	▼	▼	▼	■	▼
Aust	503.8	■	■	■	■	■	■	■	▲	■

Table 5.CN: Comparative Achievement of Year 5 Students in Numeracy, by State and Territory, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	493.4	496.6	481.7	480.6	470.9	477.3	497.4	422.7	487.6
NSW	493.4	■	■	■	■	▲	▲	■	▲	■
Vic	496.6	■	■	▲	▲	▲	▲	■	▲	■
Qld	481.7	■	▼	■	■	■	■	▼	▲	■
WA	480.6	■	▼	■	■	■	■	▼	▲	■
SA	470.9	▼	▼	■	■	■	■	▼	▲	▼
Tas	477.3	▼	▼	■	■	■	■	▼	▲	■
ACT	497.4	■	■	▲	▲	▲	▲	■	▲	■
NT	422.7	▼	▼	▼	▼	▼	▼	▼	■	▼
Aust	487.6	■	■	■	■	▲	■	■	▲	■

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

NAPLAN Year 5 Commentary

Overall national and jurisdiction results (Year 5)

Achievement scores

Distributions of achievement scores in reading, persuasive 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.

Mean scores for New South Wales, Victoria, Queensland, Western Australia and Tasmania are close to the national mean score in all five achievement domains. For the ACT, mean score in reading is above and statistically significantly different from the national mean score. The mean score in numeracy for South Australia is below and statistically significantly different from the national mean score, and mean scores for the Northern Territory are substantially below and statistically significantly different from the national mean 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 length of the bars in the figures.

Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands. 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). The highest reported band (Band 8 and above) represents high achievement for Year 5. Exempt students do not receive an achievement score and are not included in the calculation of means and standard deviations, but they are counted as below the national minimum standard in reporting band percentages.

Tables 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1 show 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. The percentage of students across Australia who achieved at or above the national minimum standard is high, ranging from 90% in persuasive writing to approximately 93% in each of the other four domains.

Apart from the Northern Territory, there is little variation across most jurisdictions in the percentage of students who achieved at or above the national minimum standard in a domain. In the Northern Territory, 68% achieved at or above the national minimum standard in numeracy, 65% to 66% in reading, spelling and grammar and punctuation, but only 60% in writing. In the other jurisdictions, the national minimum standards were achieved by 87% to 96% of students across the domains.

Sex

In persuasive writing, spelling, and 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 reading, the differences were in the same direction, although smaller. Across Australia the differences range from 11 scale points in reading to 28 scale points in persuasive writing. The pattern is quite different for numeracy. In this domain, the mean scale scores for males are higher than those for females, although the differences are a great deal smaller, averaging 12 scale points across Australia. The pattern is maintained across the jurisdictions, but in all cases the differences are small. In all cases, there is considerable overlap of scores between male students and female students.

Mean scale scores and score distributions are shown in Figures 5.R2, 5.W2, 5.S2, 5.G2 and 5.N2. Tables 5.R2, 5.W2, 5.S2, 5.G2 and 5.N2 present the percentages of male and female students in each achievement band. Across Australia, in reading, persuasive writing, spelling, and grammar and punctuation, higher

percentages of female students achieved at or above the national minimum standard compared with male students, with differences between 4 percentage points in reading and 8 percentage points in persuasive writing. In numeracy, there is almost no difference between the percentages of male students (93%) and female students (94%) with scores at or above the national minimum standard.

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 substantially lower than the mean scale score for non-Indigenous students. Differences for Australia overall range from 67 scale points in spelling to 91 scale points in grammar and punctuation.

Tables 5.R3, 5.W3, 5.S3, 5.G3 and 5.N3 show the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and Australia overall. 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 20 to 29 percentage points. For every jurisdiction, the percentage of Indigenous students who achieved below the national minimum standard is more than twice the percentage of non-Indigenous students who achieved below the national minimum standard. In the Northern Territory, more than three quarters of Indigenous students achieved below the national minimum standard in persuasive writing, while more than 60% of Indigenous students achieved below the national minimum standard in reading, numeracy, spelling, and grammar and punctuation.

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 students with a language background other than English separately from students whose language background is English. For Australia overall, the mean score for students from a language background other than English is higher than the mean score for students from an English-language background in spelling. In all other domains, the mean scores for students from a language background other than English are close to the mean scores for students from an English-language background.

Across jurisdictions, differences between these two groups of students are similar to the national differences, with some exceptions. For the Northern Territory, mean scores for students from a language background other than English are substantially lower than mean scores for students from an English-language background in all five domains. These differences range from 91 points in numeracy to 140 points in persuasive writing.

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 students from a language background other than English and students from an English-language background. For most jurisdictions except the Northern Territory, there is little difference between these two groups in the percentage of students who achieved below the national minimum standard in any domain.

Geolocation

Tables 5.R5, 5.W5, 5.S5, 5.G5 and 5.N5 present summary results for students from schools in metropolitan, provincial, remote and very remote locations 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 is no very remote geolocation; in the ACT there is no remote or very remote geolocation; and in the Northern Territory there is no geolocation categorised as metropolitan. In addition, some geolocations have too few students to report: very remote locations in Tasmania and provincial locations in the ACT. This is indicated by 'n.p.' in the tables.

NAPLAN Year 5 Commentary

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students from metropolitan geolocations have the highest mean score, followed by students from provincial geolocations, then students from remote locations, then students from very remote locations. This pattern can also be seen in the percentage of students who achieved at or above the national minimum standard. This pattern is not always replicated within each jurisdiction. For Tasmania, there is little difference in mean scores and in the percentage of students who achieved at or above the national minimum standard by geolocation in any assessment domain. For South Australia, there is little difference among metropolitan, provincial and remote locations.

The distributions of students in achievement bands show similar results for Australia overall. Schools in metropolitan locations have the highest percentages of students achieving at or above the national minimum standard and schools in very remote locations have the lowest percentages. This pattern is similar across jurisdictions, except that in Victoria there is very little difference between the percentage of students in metropolitan, provincial and remote locations scoring at or above the national minimum standard.

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 both groups, the patterns of mean scores by geolocation hold, across Australia and within most jurisdictions. For Australia overall, more than 75% of Indigenous students from metropolitan and provincial locations combined achieved at or above the national minimum standard in reading, spelling, grammar and punctuation, and numeracy, and more than 70% in persuasive writing.

Parental education

Tables 5.R8, 5.W8, 5.S8, 5.G8 and 5.N8 present 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 primary and 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 29% in Northern Territory. For Australia overall, there is no information on parental education for 8% of Year 5 students, so these results should be treated with caution.

In all domains, mean 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 scores for each jurisdiction and for Australia overall, and the greatest percentage of students who achieved at or above the national minimum standard. For Australia overall, in each domain, higher percentages of students whose parents completed Year 12 or higher achieved at or above the national minimum standard, compared to students whose parents had not completed Year 12.

Parental occupation

Tables 5.R9, 5.W9, 5.S9, 5.G9 and 5.N9 present results for each jurisdiction and Australia overall by parental occupation. Parental occupation group includes the main work undertaken by the 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 27% in the Northern Territory. For Australia overall, there is no information on parental occupation for 12% of students, so these results should be treated with caution.

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 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 scores in all domains across Australia, and in all jurisdictions except the ACT, where the differences are very small.

Parental occupation is also related to the percentage of students who scored at or above the national minimum standard. Nationally, students with parents in Occupation Groups 1 and 2 most frequently achieved at or above the national minimum standard (between 95% and 98%), with little difference between Group 1 and Group 2. Nationally, for students whose parents are not in paid work, the percentage who achieved at or above the national minimum standard is lowest in persuasive writing (78%) and highest in numeracy (83%).

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 data on exemptions, absences and withdrawals 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, ranging between 95.2% and 95.7% across domains. These rates are approximately one-half of a percentage point higher than the rates for Year 3. Among the eight jurisdictions, New South Wales has the highest participation rate (97.3% to 97.7% across domains) and Northern Territory the lowest (88.4% to 90.2% across domains). Participation rates are lower among Indigenous students, ranging nationally from 88.7% to 90.4% across domains.

Across Australia, exemptions were granted to 2.9% of Indigenous students and 1.9% of non-Indigenous students, with the highest proportions recorded in Victoria (7.0% and 2.8% respectively). There is no consistent pattern across jurisdictions. In addition to the figures reported above for Victoria, the proportion of Indigenous students granted exemptions in New South Wales, Queensland and South Australia is approximately twice as high as that for non-Indigenous students. Differences are much smaller in the remaining jurisdictions.

Absence rates are considerably higher than rates of exemption or withdrawal among Indigenous students, where they range from 6.7% to 8.4% nationally across domains. Among Indigenous students, rates of absence are highest in the Northern Territory (16.8% to 20.7%), Western Australia (12.3% to 14.8%) and South Australia (9.1% to 11.5%). Withdrawal rates are generally lower, with the highest figures recorded for Indigenous students in Victoria (5.5% to 5.7%), Queensland (4.8% to 4.9%), South Australia (6.0% to 6.7%) and the ACT (7.5% to 8.2%).

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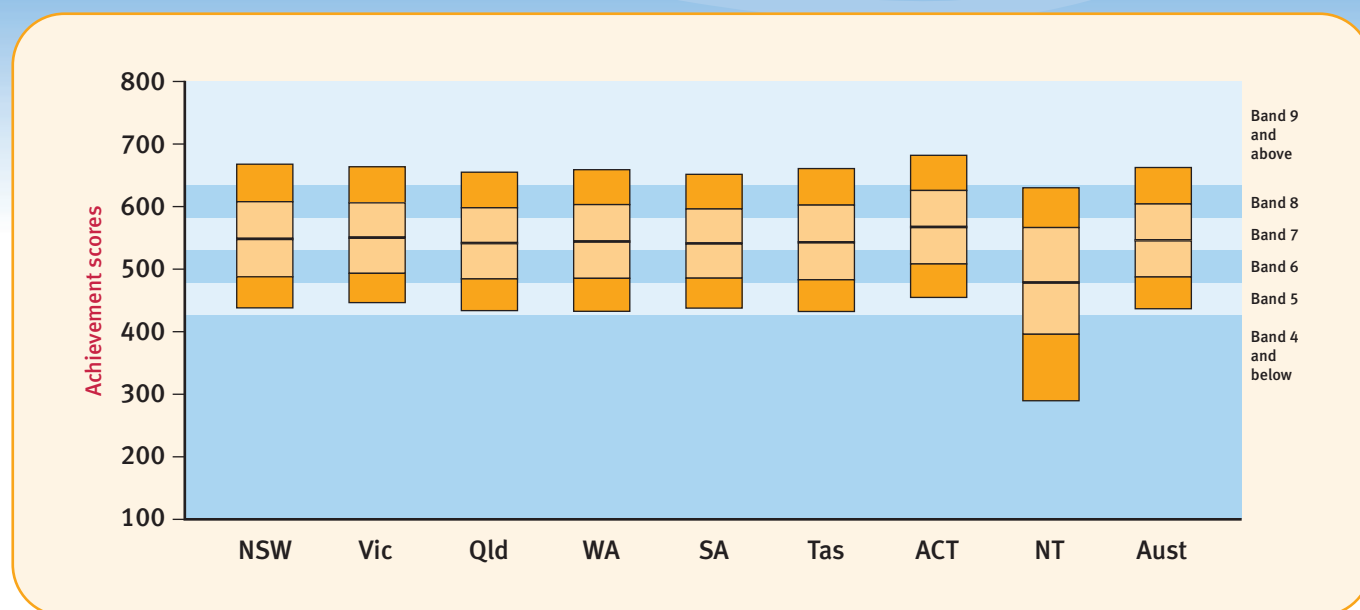
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- in Reading by State and Territory, 2014
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- in Spelling, by State and Territory, 2014
- in Grammar and Punctuation, by State and Territory, 2014
- in Numeracy, by State and Territory, 2014

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Figure 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	548.3 (69.9)	550.3 (65.9)	541.6 (66.9)	544.1 (69.0)	541.1 (65.1)	542.9 (69.1)	567.3 (68.5)	478.5 (102.9)	546.1 (69.0)

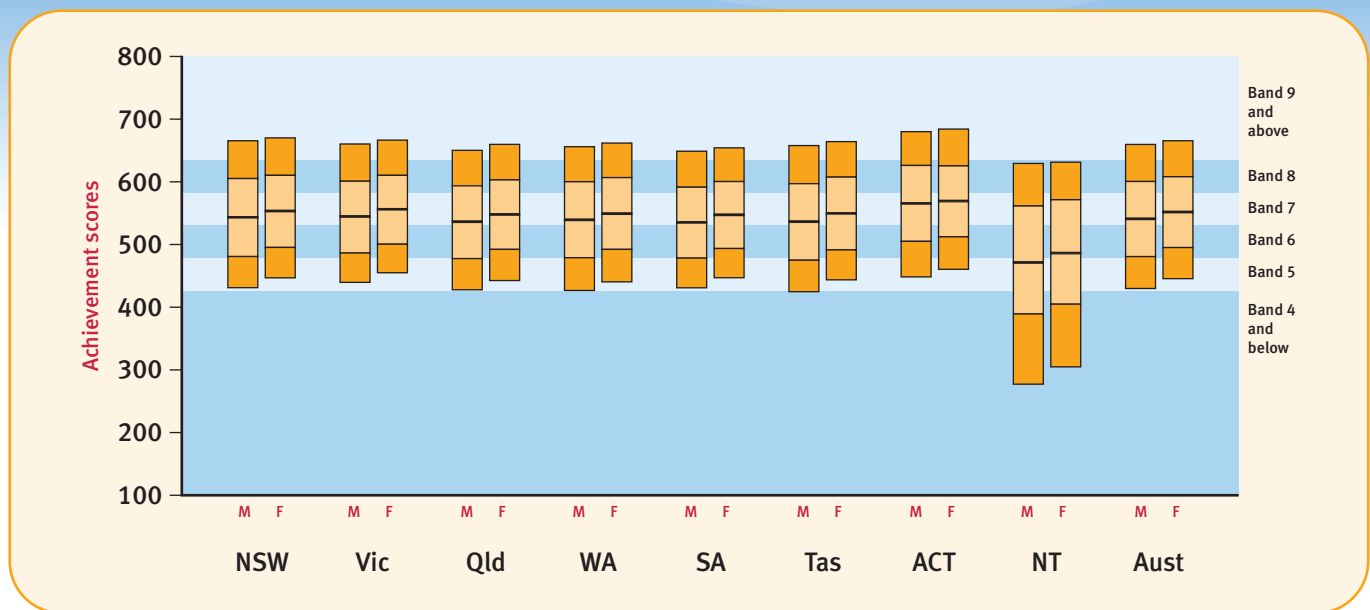
Table 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2014.

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	
NSW	12yrs 7mths 7yrs 4mths	96.7	2.8	0.6	1.5	3.2	12.8	24.7	27.7	18.7	11.6	95.4
Vic	12yrs 9mths 7yrs 4mths	94.9	3.7	1.4	2.3	2.1	11.4	25.0	29.4	19.2	10.6	95.6
Qld	12yrs 3mths 7yrs 4mths	93.1	2.7	4.1	1.9	3.7	13.5	25.9	28.7	17.6	8.8	94.4
WA	12yrs 5mths 7yrs 4mths	95.6	3.5	1.0	1.2	3.9	13.1	24.9	28.0	18.8	10.0	94.8
SA	12yrs 7mths 7yrs 4mths	93.8	3.7	2.6	1.9	3.1	13.6	26.7	29.3	17.5	8.0	95.0
Tas	12yrs 11mths 7yrs 4mths	95.1	3.8	1.1	1.4	3.8	13.9	25.4	27.3	18.1	9.9	94.7
ACT	12yrs 8mths 7yrs 4mths	94.5	2.7	2.8	1.9	1.7	8.1	19.5	28.0	24.1	16.7	96.5
NT	12yrs 6mths 7yrs 4mths	88.4	10.0	1.5	2.7	28.2	17.4	19.1	17.8	10.3	4.3	69.1
Aust	12yrs 7mths 7yrs 4mths	95.1	3.3	1.6	1.8	3.3	12.6	25.0	28.3	18.6	10.4	94.9

[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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	543.4 (71.6)	544.6 (67.0)	536.2 (67.5)	539.2 (70.2)	535.2 (66.7)	536.3 (70.5)	565.5 (70.0)	471.2 (105.1)	540.8 (70.3)
Female Mean scale score / (S.D.)	553.3 (67.7)	556.2 (64.3)	547.8 (65.7)	549.1 (67.4)	547.2 (62.9)	549.6 (67.1)	569.2 (67.0)	486.2 (100.0)	551.7 (67.1)

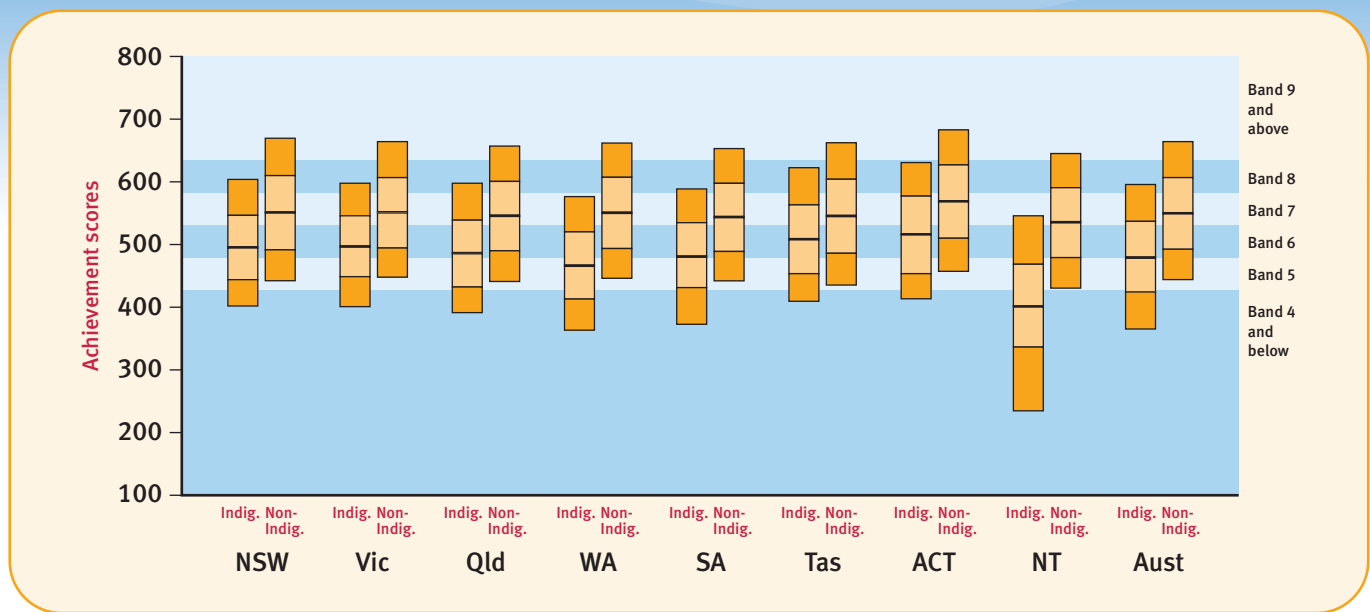
Table 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2014.

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	1.9	4.1	14.4	24.7	26.4	17.5	11.0	94.0
	Female	1.0	2.1	11.0	24.7	29.1	19.9	12.3	96.9
Vic	Male	3.0	2.8	13.2	25.7	28.2	17.5	9.6	94.2
	Female	1.6	1.3	9.5	24.2	30.6	21.0	11.7	97.0
Qld	Male	2.3	4.5	15.3	26.3	27.5	16.4	7.8	93.2
	Female	1.5	2.7	11.4	25.5	30.0	19.0	10.0	95.8
WA	Male	1.6	4.8	14.6	25.4	26.5	17.7	9.3	93.6
	Female	0.9	3.0	11.4	24.4	29.6	20.0	10.7	96.1
SA	Male	2.4	4.2	15.4	27.1	27.8	15.8	7.3	93.4
	Female	1.4	1.9	11.7	26.2	30.8	19.2	8.8	96.7
Tas	Male	1.7	5.2	15.9	25.7	26.1	16.6	8.7	93.1
	Female	1.1	2.5	11.9	25.1	28.5	19.7	11.2	96.4
ACT	Male	2.5	2.1	8.9	19.4	26.8	23.8	16.5	95.4
	Female	1.2	1.2	7.4	19.7	29.1	24.5	16.9	97.6
NT	Male	3.6	30.7	18.0	18.0	16.4	9.0	4.2	65.7
	Female	1.7	25.6	16.9	20.3	19.3	11.8	4.5	72.8
Aust	Male	2.3	4.2	14.3	25.3	27.0	17.2	9.6	93.5
	Female	1.3	2.4	10.8	24.6	29.7	20.0	11.3	96.3

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

NAPLAN Year 7 Reading

Figure 7.R3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	495.4 (61.8)	496.7 (60.6)	486.1 (63.2)	466.1 (65.3)	480.6 (67.4)	508.4 (64.8)	516.2 (69.3)	401.2 (89.9)	479.0 (72.4)
Non-Indigenous Mean scale score / (S.D.)	551.1 (69.1)	551.3 (65.6)	545.7 (65.1)	550.5 (65.5)	543.7 (63.7)	545.4 (68.6)	568.9 (68.1)	535.5 (65.8)	549.8 (66.8)

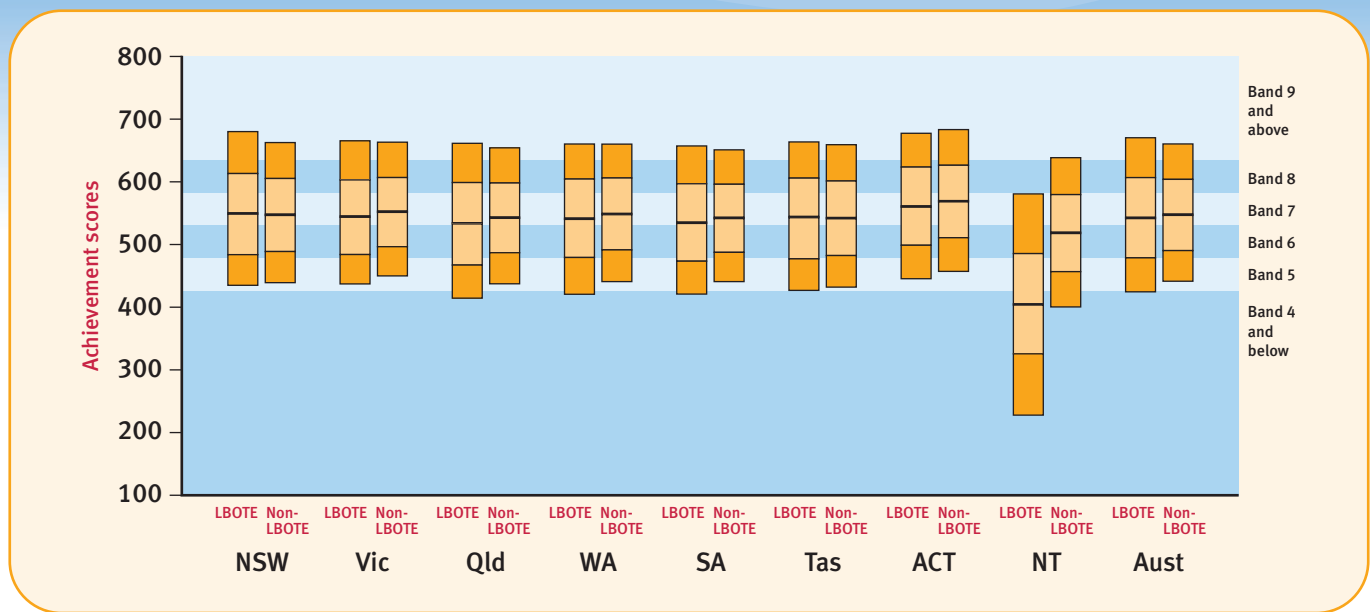
Table 7.R3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2014.

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	2.3	11.6	29.1	30.2	18.0	7.1	1.8	86.1
	Non-Indigenous	1.4	2.6	11.8	24.4	28.3	19.3	12.1	95.9
Vic	Indigenous	5.4	10.4	25.1	34.0	17.6	6.0	1.5	84.3
	Non-Indigenous	2.2	1.9	11.1	24.8	29.6	19.5	10.8	95.9
Qld	Indigenous	3.3	16.5	29.5	27.9	15.5	6.0	1.3	80.2
	Non-Indigenous	1.8	2.7	12.2	25.8	29.8	18.5	9.3	95.5
WA	Indigenous	1.6	26.7	31.4	24.0	12.2	3.6	0.5	71.6
	Non-Indigenous	1.2	2.2	11.5	24.9	29.3	20.1	10.8	96.6
SA	Indigenous	2.1	17.6	29.6	29.3	15.8	4.5	1.2	80.3
	Non-Indigenous	1.8	2.4	12.8	26.6	29.9	18.1	8.3	95.8
Tas	Indigenous	1.7	9.2	23.8	30.9	21.8	8.3	4.3	89.1
	Non-Indigenous	1.4	3.4	13.1	25.0	27.8	18.9	10.2	95.1
ACT	Indigenous	7.4	9.5	20.8	24.8	21.0	12.3	4.3	83.1
	Non-Indigenous	1.7	1.4	7.8	19.4	28.1	24.5	17.1	96.8
NT	Indigenous	3.7	59.2	21.2	9.4	4.4	1.4	0.7	37.1
	Non-Indigenous	2.1	4.0	15.3	27.5	27.9	16.6	6.6	93.9
Aust	Indigenous	2.8	20.1	28.1	26.8	15.1	5.6	1.4	77.1
	Non-Indigenous	1.7	2.4	11.7	24.9	29.1	19.3	10.9	95.9

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	549.4 (74.6)	544.4 (69.2)	533.8 (75.2)	541.0 (73.3)	534.6 (73.6)	543.7 (72.6)	560.5 (70.3)	404.4 (102.3)	542.3 (76.3)
Non-LBOTE Mean scale score / (S.D.)	547.3 (68.0)	552.2 (64.8)	542.7 (65.5)	548.5 (66.9)	542.3 (63.6)	542.0 (68.9)	569.0 (68.0)	518.5 (72.3)	547.4 (66.5)

Table 7.R4: Achievement of Year 7 Students in Reading, by LBOTE Status, by State and Territory, 2014.

State/Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	2.0	3.5	13.8	24.2	25.3	17.6	13.6	94.6
	Non-LBOTE	1.3	3.1	12.4	25.0	28.6	18.9	10.7	95.6
Vic	LBOTE	3.1	3.0	14.1	25.6	26.8	17.2	10.3	94.0
	Non-LBOTE	2.1	1.8	10.5	24.8	30.2	19.9	10.7	96.1
Qld	LBOTE	2.5	7.2	16.5	23.7	24.3	16.2	9.5	90.3
	Non-LBOTE	1.8	3.2	13.0	26.3	29.3	17.8	8.7	95.0
WA	LBOTE	1.8	5.7	13.6	23.8	26.2	18.9	10.1	92.5
	Non-LBOTE	1.0	2.9	11.8	24.7	29.1	19.9	10.6	96.1
SA	LBOTE	3.7	5.6	15.5	25.0	25.3	16.0	8.8	90.7
	Non-LBOTE	1.5	2.6	13.2	27.0	30.0	17.8	7.9	95.9
Tas	LBOTE	4.9	4.5	15.1	20.3	25.3	19.2	10.6	90.6
	Non-LBOTE	1.2	3.9	14.0	25.9	27.4	17.9	9.6	94.9
ACT	LBOTE	3.1	2.2	10.1	21.1	26.8	21.0	15.6	94.7
	Non-LBOTE	1.5	1.5	7.7	19.2	28.3	24.9	17.0	96.9
NT	LBOTE	3.4	59.2	16.8	9.3	6.8	3.4	1.2	37.4
	Non-LBOTE	2.6	9.8	19.0	25.9	24.4	13.1	5.3	87.6
Aust	LBOTE	2.5	5.1	14.2	24.1	25.4	17.2	11.5	92.4
	Non-LBOTE	1.6	2.8	12.1	25.2	29.2	19.0	10.1	95.6

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, 2014.

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	<i>Metro</i>	553.2	1.5	2.7	11.7	23.6	27.9	19.6	13.1	95.8
	<i>Provincial</i>	533.6	1.4	4.5	15.9	28.0	27.3	15.8	7.0	94.1
	<i>Remote</i>	491.0	1.5	15.5	30.3	27.3	16.0	6.3	3.2	83.1
	<i>Very Remote</i>	479.2	0.0	23.2	31.6	20.9	13.9	7.2	3.2	76.8
Vic	<i>Metro</i>	553.9	2.4	1.9	10.6	24.0	29.3	20.2	11.7	95.8
	<i>Provincial</i>	538.7	2.2	2.8	13.9	28.2	29.6	16.2	7.1	95.0
	<i>Remote</i>	541.8	0.0	1.7	12.2	31.1	31.7	13.9	9.4	98.3
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	546.8	1.8	2.9	12.2	25.0	29.4	18.8	9.9	95.3
	<i>Provincial</i>	533.0	2.2	4.2	15.4	28.4	28.0	15.5	6.2	93.6
	<i>Remote</i>	505.2	2.1	12.6	24.3	25.9	20.7	10.8	3.6	85.3
	<i>Very Remote</i>	472.6	1.8	25.3	30.2	22.9	13.4	5.0	1.4	72.9
WA	<i>Metro</i>	551.6	1.3	2.5	11.5	24.1	28.6	20.4	11.6	96.2
	<i>Provincial</i>	534.8	1.1	3.8	15.4	28.1	28.4	16.4	6.7	95.1
	<i>Remote</i>	515.0	1.2	10.2	19.8	27.0	24.7	13.0	4.2	88.6
	<i>Very Remote</i>	462.8	0.3	34.8	25.8	18.0	13.5	5.7	1.9	64.9
SA	<i>Metro</i>	545.5	2.1	2.6	12.5	25.7	29.6	18.5	9.1	95.3
	<i>Provincial</i>	532.6	1.5	3.4	15.9	29.5	28.7	15.5	5.5	95.1
	<i>Remote</i>	527.3	0.5	5.2	17.8	27.2	30.7	14.4	4.2	94.3
	<i>Very Remote</i>	465.2	0.7	30.7	20.8	22.8	14.1	6.0	4.8	68.6
Tas	<i>Metro</i>	548.0	1.5	3.7	12.6	24.3	26.9	19.5	11.5	94.8
	<i>Provincial</i>	538.7	1.3	3.9	15.0	26.4	27.6	17.0	8.6	94.7
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	567.3	1.9	1.7	8.1	19.5	28.0	24.1	16.7	96.5
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	522.0	2.9	7.9	19.0	26.2	25.2	13.6	5.3	89.2
	<i>Remote</i>	503.7	2.8	19.6	19.4	20.5	17.9	13.2	6.6	77.6
	<i>Very Remote</i>	373.5	2.2	75.3	12.9	4.1	2.9	1.8	0.8	22.5
Aust	<i>Metro</i>	551.9	1.8	2.5	11.4	24.0	28.7	19.7	11.9	95.7
	<i>Provincial</i>	534.7	1.8	3.9	15.3	28.1	28.2	15.9	6.8	94.3
	<i>Remote</i>	511.6	1.6	11.8	21.0	25.8	23.1	12.3	4.5	86.6
	<i>Very Remote</i>	434.2	1.3	46.5	21.9	14.4	9.8	4.4	1.7	52.2

[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, 2014.

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	<i>Metro</i>	504.5	2.5	9.4	25.2	30.6	21.3	8.4	2.6	88.1
	<i>Provincial</i>	489.5	2.2	12.4	32.0	30.3	15.6	6.3	1.1	85.3
	<i>Remote</i>	461.1	1.5	24.8	39.7	24.4	8.0	1.4	0.3	73.7
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	500.7	5.7	11.0	24.1	30.0	19.3	7.8	2.1	83.3
	<i>Provincial</i>	492.6	5.0	9.8	26.2	38.0	15.9	4.2	0.9	85.2
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	493.7	3.3	12.5	28.3	30.8	17.0	6.6	1.5	84.2
	<i>Provincial</i>	494.3	3.7	12.4	28.2	29.6	17.0	7.4	1.7	83.9
	<i>Remote</i>	452.8	3.0	35.7	34.1	14.0	10.4	2.7	0.0	61.2
	<i>Very Remote</i>	441.7	2.6	38.1	36.4	16.2	6.3	0.4	0.0	59.4
WA	<i>Metro</i>	486.1	1.9	14.9	32.9	28.1	15.3	5.8	1.1	83.2
	<i>Provincial</i>	478.4	2.4	18.1	30.8	30.3	14.7	3.7	0.0	79.5
	<i>Remote</i>	465.0	1.9	27.5	30.7	24.4	12.3	3.0	0.2	70.6
	<i>Very Remote</i>	424.2	0.2	53.4	30.0	11.1	4.7	0.5	0.2	46.4
SA	<i>Metro</i>	491.7	2.3	13.3	27.7	30.9	19.0	5.7	1.1	84.4
	<i>Provincial</i>	486.5	2.8	13.0	32.7	31.9	14.4	3.5	1.8	84.2
	<i>Remote</i>	474.0	0.0	21.2	38.2	24.2	10.3	5.5	0.6	78.8
	<i>Very Remote</i>	405.9	0.0	54.5	24.9	13.7	5.8	0.8	0.3	45.5
Tas	<i>Metro</i>	506.8	1.5	8.8	24.0	33.2	21.9	5.8	4.8	89.7
	<i>Provincial</i>	508.9	1.8	9.7	24.0	29.1	21.4	10.0	4.0	88.5
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	516.2	7.4	9.5	20.8	24.8	21.0	12.3	4.3	83.1
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	473.1	6.5	22.1	32.2	21.8	11.9	3.6	1.8	71.3
	<i>Remote</i>	441.6	4.8	40.2	30.4	15.4	5.4	2.6	1.2	55.0
	<i>Very Remote</i>	357.0	2.0	82.3	13.0	1.9	0.7	0.1	0.0	15.6
Aust	<i>Metro</i>	498.4	3.0	11.3	26.9	30.3	19.1	7.4	2.1	85.7
	<i>Provincial</i>	489.6	3.1	13.2	30.1	30.4	15.8	5.9	1.3	83.7
	<i>Remote</i>	456.4	2.8	31.9	32.5	20.0	9.4	2.8	0.5	65.3
	<i>Very Remote</i>	396.1	1.5	63.7	23.2	8.0	3.2	0.3	0.1	34.9

[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, 2014.

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	
NSW	<i>Metro</i>	554.7	1.4	2.4	11.2	23.4	28.2	19.9	13.4	96.1
	<i>Provincial</i>	539.1	1.3	3.4	13.9	27.7	28.8	17.1	7.8	95.3
	<i>Remote</i>	519.4	1.5	6.0	22.2	30.2	23.8	10.0	6.3	92.5
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	554.6	2.3	1.7	10.4	23.9	29.4	20.4	11.9	96.0
	<i>Provincial</i>	540.5	2.1	2.5	13.4	27.8	30.2	16.7	7.3	95.4
	<i>Remote</i>	543.7	0.0	0.6	12.6	30.9	32.0	14.3	9.7	99.4
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	549.5	1.7	2.4	11.3	24.7	30.1	19.4	10.4	95.9
	<i>Provincial</i>	537.0	2.1	3.3	14.0	28.3	29.2	16.4	6.7	94.6
	<i>Remote</i>	523.9	1.8	4.2	20.7	30.3	24.3	13.7	5.0	94.0
	<i>Very Remote</i>	523.3	0.5	3.9	19.9	33.6	25.3	13.0	3.7	95.6
WA	<i>Metro</i>	554.5	1.3	2.0	10.5	23.8	29.2	21.0	12.1	96.7
	<i>Provincial</i>	540.2	0.9	2.5	13.8	28.0	29.8	17.6	7.4	96.5
	<i>Remote</i>	535.2	1.0	3.4	15.2	27.8	29.7	17.3	5.7	95.7
	<i>Very Remote</i>	528.2	0.0	3.8	18.6	29.3	28.5	14.9	4.9	96.2
SA	<i>Metro</i>	547.2	1.9	2.2	12.0	25.6	30.0	18.8	9.4	95.8
	<i>Provincial</i>	535.5	1.4	2.8	14.9	29.3	29.5	16.3	5.8	95.8
	<i>Remote</i>	530.9	0.6	4.3	16.4	27.1	32.1	15.2	4.4	95.2
	<i>Very Remote</i>	530.1	1.4	3.9	16.7	33.3	23.3	11.7	9.7	94.7
Tas	<i>Metro</i>	551.1	1.5	3.4	11.7	23.6	27.3	20.4	12.1	95.1
	<i>Provincial</i>	540.9	1.3	3.4	14.2	26.3	28.4	17.7	8.8	95.3
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	568.9	1.7	1.4	7.8	19.4	28.1	24.5	17.1	96.8
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	529.2	2.3	4.7	16.9	28.4	27.7	14.9	5.1	93.0
	<i>Remote</i>	555.3	1.2	1.6	10.2	24.7	28.7	22.2	11.4	97.2
	<i>Very Remote</i>	546.5	4.2	3.1	11.9	25.6	26.7	19.4	9.2	92.8
Aust	<i>Metro</i>	553.6	1.7	2.2	10.9	23.9	29.0	20.1	12.2	96.1
	<i>Provincial</i>	538.8	1.6	3.1	13.9	27.9	29.4	16.8	7.3	95.3
	<i>Remote</i>	534.0	1.1	3.6	16.2	27.9	28.7	16.3	6.1	95.3
	<i>Very Remote</i>	529.0	0.9	3.7	18.4	30.1	26.3	14.8	5.7	95.3

[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, 2014.

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	<i>Bachelor</i>	585.3	1.0	0.6	4.8	14.7	28.1	27.3	23.5	98.4
	<i>Diploma</i>	548.0	1.1	2.1	10.7	26.0	32.3	19.1	8.7	96.8
	<i>Certificate</i>	528.3	1.3	3.9	16.3	31.5	28.8	13.9	4.4	94.8
	<i>Year 12</i>	531.9	1.8	3.7	16.1	30.0	27.5	14.7	6.2	94.5
	<i>Year 11</i>	500.2	3.2	9.0	27.1	32.6	19.1	7.0	2.0	87.8
	<i>Not stated (6%)</i>	539.1	2.3	5.2	15.3	24.7	25.6	16.9	10.0	92.5
Vic	<i>Bachelor</i>	580.0	1.3	0.5	4.4	16.8	29.8	27.7	19.6	98.2
	<i>Diploma</i>	546.3	1.9	1.4	11.1	26.9	32.6	18.8	7.3	96.7
	<i>Certificate</i>	530.5	2.2	2.8	15.7	31.5	29.9	13.6	4.4	95.0
	<i>Year 12</i>	537.3	2.6	2.5	14.9	28.0	29.8	15.4	6.7	94.9
	<i>Year 11</i>	511.6	6.0	5.9	21.6	32.4	23.2	8.4	2.6	88.1
	<i>Not stated (5%)</i>	569.1	2.4	1.7	8.3	18.9	27.3	23.6	17.8	95.8
Qld	<i>Bachelor</i>	577.1	0.9	0.8	5.3	16.4	30.4	27.6	18.5	98.3
	<i>Diploma</i>	544.5	1.4	2.1	11.0	27.1	32.9	18.4	7.1	96.5
	<i>Certificate</i>	528.0	1.6	3.9	16.0	31.5	29.2	13.5	4.3	94.5
	<i>Year 12</i>	526.9	2.4	4.3	17.1	30.5	27.6	13.6	4.5	93.3
	<i>Year 11</i>	501.0	3.7	10.0	24.8	31.6	20.9	7.6	1.4	86.3
	<i>Not stated (12%)</i>	532.2	3.3	5.7	16.3	25.8	26.5	14.5	7.9	91.0
WA	<i>Bachelor</i>	581.2	0.9	0.6	4.6	16.1	28.4	28.7	20.6	98.5
	<i>Diploma</i>	548.5	0.8	1.9	10.4	26.0	32.1	20.7	8.1	97.3
	<i>Certificate</i>	532.2	1.1	3.3	14.8	30.5	30.7	15.0	4.7	95.7
	<i>Year 12</i>	529.9	1.4	3.4	16.4	30.3	29.7	13.8	5.0	95.2
	<i>Year 11</i>	501.8	1.7	9.8	26.0	31.8	21.2	7.9	1.8	88.5
	<i>Not stated (16%)</i>	523.6	2.2	9.0	18.0	25.3	24.0	14.2	7.4	88.8
SA	<i>Bachelor</i>	575.9	0.8	0.6	4.7	17.9	31.1	27.6	17.4	98.6
	<i>Diploma</i>	543.3	1.1	1.8	11.5	27.4	33.6	18.5	6.1	97.1
	<i>Certificate</i>	531.2	1.3	2.7	16.2	30.9	30.1	14.2	4.7	96.0
	<i>Year 12</i>	532.0	2.2	3.1	15.4	30.4	29.1	14.6	5.2	94.7
	<i>Year 11</i>	505.6	3.9	7.4	24.0	33.2	22.1	7.6	1.8	88.7
	<i>Not stated (13%)</i>	528.1	3.8	5.8	16.7	26.1	27.0	14.8	5.9	90.5

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 7 Reading

Table 7.R8 (cont.): Achievement of Year 7 Students in Reading, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	586.9	0.6	0.4	3.7	14.2	28.1	30.7	22.3	99.0
	<i>Diploma</i>	554.0	0.6	2.2	10.0	22.7	32.5	21.5	10.5	97.2
	<i>Certificate</i>	531.4	0.8	3.7	15.7	30.4	29.4	14.1	5.9	95.4
	<i>Year 12</i>	523.7	2.6	5.7	18.2	29.3	25.7	12.7	5.7	91.7
	<i>Year 11</i>	506.5	2.7	8.9	24.7	31.0	20.6	9.5	2.6	88.4
	<i>Not stated (12%)</i>	540.5	2.9	3.7	14.6	26.2	26.1	17.1	9.4	93.4
ACT	<i>Bachelor</i>	590.3	0.7	0.5	3.5	14.1	26.5	29.5	25.3	98.8
	<i>Diploma</i>	550.9	1.6	1.9	10.3	24.0	32.3	21.5	8.4	96.5
	<i>Certificate</i>	533.4	2.5	3.3	14.1	28.9	31.2	15.3	4.7	94.2
	<i>Year 12</i>	535.4	4.4	3.1	15.1	28.3	26.9	16.1	6.1	92.6
	<i>Year 11</i>	540.8	5.0	5.0	16.8	21.7	23.1	18.3	10.2	90.0
	<i>Not stated (6%)</i>	561.0	4.6	2.1	10.2	17.9	27.2	24.1	13.9	93.3
NT	<i>Bachelor</i>	562.6	0.9	2.1	8.9	20.0	28.7	25.4	13.9	97.0
	<i>Diploma</i>	526.3	1.2	4.1	17.4	31.5	28.6	12.9	4.3	94.8
	<i>Certificate</i>	504.7	2.0	11.1	22.1	29.5	23.5	9.7	2.0	86.8
	<i>Year 12</i>	507.1	1.3	11.9	22.7	26.9	22.7	12.4	2.1	86.8
	<i>Year 11</i>	437.6	4.3	42.1	24.4	16.4	9.9	2.6	0.2	53.6
	<i>Not stated (31%)</i>	410.9	4.1	57.7	15.3	8.1	7.4	4.7	2.7	38.2
Aust	<i>Bachelor</i>	581.7	1.0	0.6	4.7	15.9	29.0	27.8	21.0	98.4
	<i>Diploma</i>	546.7	1.3	1.9	10.9	26.5	32.5	19.1	7.9	96.8
	<i>Certificate</i>	529.3	1.6	3.5	15.9	31.3	29.4	13.9	4.4	94.9
	<i>Year 12</i>	531.9	2.2	3.5	16.0	29.6	28.5	14.5	5.8	94.3
	<i>Year 11</i>	503.4	3.9	8.8	24.7	32.0	20.8	7.7	2.1	87.3
	<i>Not stated (9%)</i>	532.1	2.8	7.9	15.2	23.6	25.1	16.1	9.3	89.3

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 7 Reading

Table 7.R9: Achievement of Year 7 Students in Reading, by Parental Occupation, by State and Territory, 2014.

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	584.3	0.8	0.6	4.9	14.8	28.5	27.5	22.8	98.6
	Group 2	558.6	0.9	1.4	8.7	23.4	31.8	21.2	12.6	97.7
	Group 3	535.4	1.2	3.2	14.4	30.0	29.5	15.5	6.3	95.6
	Group 4	520.6	1.8	5.2	20.0	32.5	24.4	11.5	4.7	93.0
	Not in paid work	505.8	3.6	8.9	25.9	30.3	19.0	9.0	3.4	87.5
	Not stated (9%)	526.9	3.1	6.5	19.1	26.6	23.3	13.9	7.5	90.4
Vic	Group 1	582.6	1.0	0.4	3.9	16.4	29.6	27.8	20.9	98.6
	Group 2	558.0	1.2	0.9	8.4	23.6	32.6	22.3	10.9	97.9
	Group 3	539.9	1.7	1.8	12.6	29.4	32.0	16.5	6.0	96.5
	Group 4	523.4	3.1	3.9	18.8	31.9	26.6	11.4	4.3	93.0
	Not in paid work	511.5	8.0	6.3	21.9	30.6	21.3	8.8	3.1	85.7
	Not stated (5%)	567.5	2.3	1.9	9.0	18.9	26.9	23.4	17.5	95.8
Qld	Group 1	576.2	0.8	0.8	5.4	16.8	30.8	27.1	18.3	98.4
	Group 2	551.9	1.1	1.5	9.9	24.6	33.0	20.3	9.5	97.4
	Group 3	532.2	1.6	3.4	14.8	30.4	30.2	14.6	5.0	95.0
	Group 4	514.8	2.7	6.5	20.6	32.6	24.0	10.8	2.8	90.8
	Not in paid work	505.1	4.8	10.5	23.9	29.3	19.1	8.8	3.5	84.7
	Not stated (15%)	524.7	3.3	6.3	18.4	28.0	24.9	13.1	6.0	90.3
WA	Group 1	578.6	0.7	0.7	5.5	16.9	28.5	27.6	20.1	98.6
	Group 2	553.8	0.9	1.4	9.3	24.5	32.2	21.7	9.9	97.7
	Group 3	536.8	1.0	2.6	13.6	29.7	30.9	16.6	5.5	96.4
	Group 4	520.4	1.3	5.5	19.5	31.4	26.9	11.5	3.9	93.2
	Not in paid work	501.0	2.7	12.7	25.5	27.7	19.0	9.1	3.3	84.6
	Not stated (23%)	522.7	2.1	8.1	18.6	26.9	24.0	13.7	6.6	89.8
SA	Group 1	573.0	0.8	0.8	5.5	18.4	31.6	26.2	16.7	98.4
	Group 2	552.9	0.8	1.2	9.1	25.3	33.4	20.9	9.2	98.0
	Group 3	536.4	1.0	2.0	14.9	29.2	31.7	16.0	5.3	97.0
	Group 4	523.4	2.0	3.9	18.0	33.0	27.2	12.4	3.4	94.1
	Not in paid work	509.0	3.8	7.4	23.3	32.0	21.9	8.5	3.1	88.9
	Not stated (20%)	520.3	4.3	6.5	19.5	28.4	24.0	12.4	4.9	89.2

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

Refer to the introduction for explanatory notes.

NAPLAN Year 7 Reading

Table 7.R9 (cont.): Achievement of Year 7 Students in Reading, by Parental Occupation, by State and Territory, 2014.

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	
Tas	Group 1	580.0	0.6	1.0	4.9	17.2	27.3	28.5	20.5	98.5
	Group 2	558.3	0.6	1.4	8.9	21.6	33.3	22.0	12.1	97.9
	Group 3	538.5	1.2	2.5	14.3	28.6	29.8	17.0	6.5	96.3
	Group 4	518.2	1.4	6.3	20.1	31.9	24.6	11.7	3.9	92.3
	Not in paid work	498.8	3.0	11.5	26.9	30.2	18.4	7.3	2.7	85.5
	Not stated (16%)	535.9	2.7	4.5	16.1	27.0	25.0	15.5	9.1	92.8
ACT	Group 1	590.2	0.6	0.5	3.5	14.5	26.2	29.7	25.1	98.9
	Group 2	563.8	1.3	1.2	6.5	21.1	32.9	23.9	13.0	97.5
	Group 3	547.7	1.6	2.1	12.4	24.6	29.8	20.4	9.0	96.2
	Group 4	514.5	4.3	6.3	24.5	26.8	24.2	10.2	3.7	89.4
	Not in paid work	531.2	6.3	2.9	19.2	24.6	26.0	15.4	5.6	90.8
	Not stated (12%)	537.8	5.9	4.3	15.2	25.3	24.5	15.7	9.0	89.7
NT	Group 1	555.2	0.9	2.6	10.4	21.6	29.9	23.0	11.6	96.5
	Group 2	542.0	1.3	4.1	13.0	24.7	30.5	18.2	8.4	94.7
	Group 3	504.4	1.7	10.9	23.0	30.7	21.7	10.0	1.9	87.4
	Group 4	469.9	3.5	27.0	25.5	22.5	15.2	5.4	1.0	69.6
	Not in paid work	416.5	4.7	52.3	23.6	12.9	4.7	1.4	0.4	43.0
	Not stated (30%)	398.1	4.4	60.4	17.2	9.2	5.7	2.2	1.0	35.2
Aust	Group 1	581.1	0.8	0.6	4.8	16.1	29.2	27.5	20.9	98.5
	Group 2	556.5	1.0	1.3	8.9	23.8	32.4	21.4	11.1	97.7
	Group 3	536.2	1.4	2.7	14.0	29.7	30.6	15.8	5.8	95.8
	Group 4	520.2	2.3	5.2	19.6	32.1	25.3	11.4	4.1	92.5
	Not in paid work	506.2	5.2	9.0	24.0	29.9	19.8	8.7	3.2	85.8
	Not stated (12%)	525.2	3.1	8.0	17.7	25.9	23.7	14.2	7.5	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

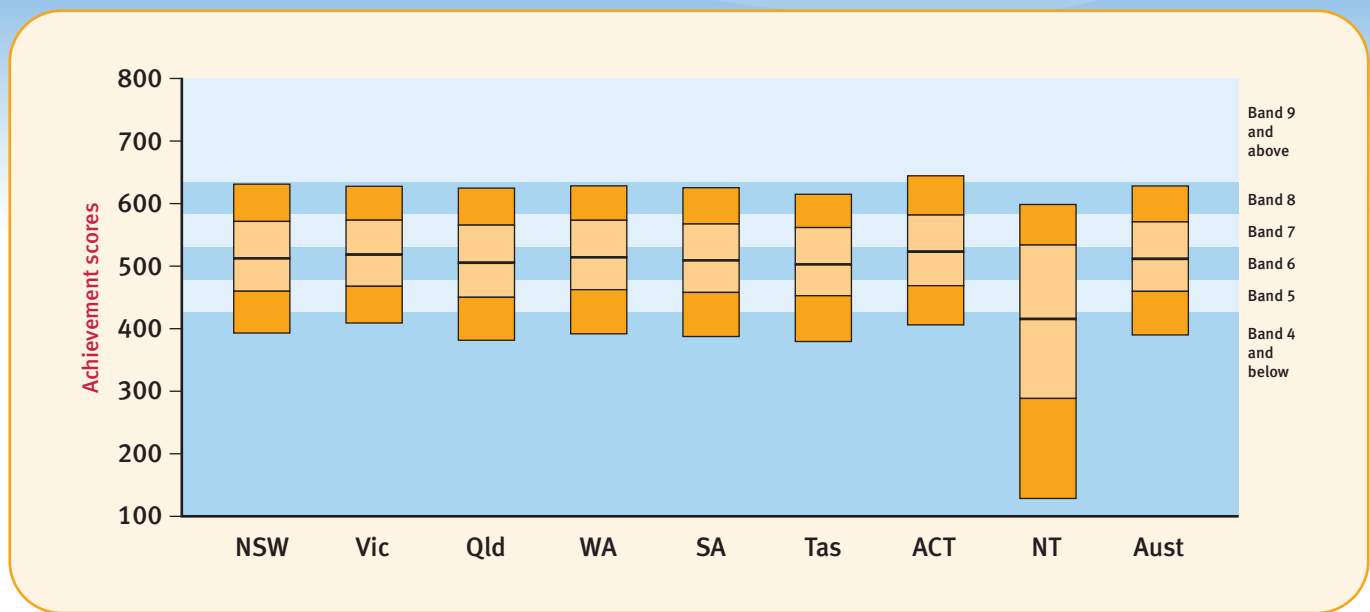
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 7 Persuasive Writing

Figure 7.W1: Achievement of Year 7 Students in Persuasive Writing, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	512.4 (74.7)	518.4 (68.1)	505.4 (75.5)	514.1 (75.5)	509.2 (74.6)	502.8 (73.4)	523.1 (74.5)	415.5 (142.8)	511.6 (75.4)

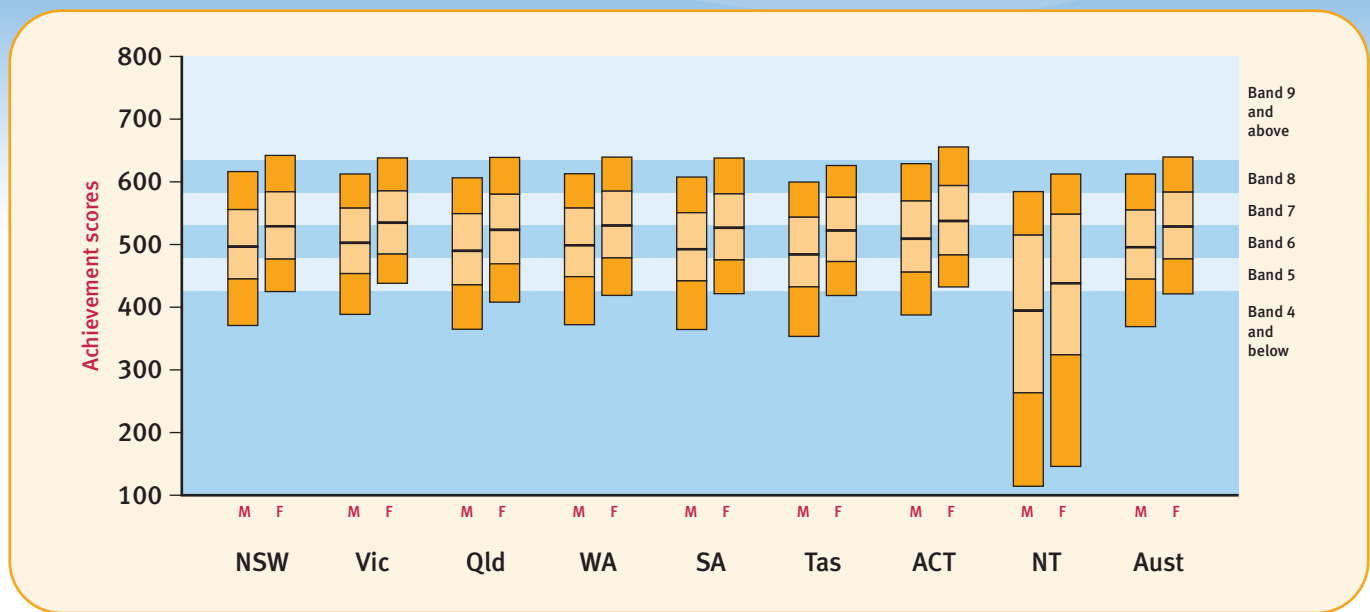
Table 7.W1: Achievement of Year 7 Students in Persuasive Writing, by State and Territory, 2014.

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	
NSW	12yrs 7mths 7yrs 4mths	96.8	2.6	0.6	1.5	9.5	19.3	31.1	22.7	11.4	4.6	89.0
Vic	12yrs 9mths 7yrs 4mths	94.9	3.7	1.4	2.4	7.1	17.7	31.2	25.5	12.1	4.1	90.5
Qld	12yrs 3mths 7yrs 4mths	93.1	2.8	4.1	2.0	12.2	20.5	29.5	22.0	10.1	3.8	85.8
WA	12yrs 5mths 7yrs 4mths	95.7	3.3	1.0	1.3	9.2	18.2	29.7	25.4	12.0	4.2	89.5
SA	12yrs 7mths 7yrs 4mths	93.8	3.7	2.6	1.9	10.0	19.7	30.8	23.3	10.5	3.9	88.1
Tas	12yrs 11mths 7yrs 4mths	95.0	3.9	1.1	1.4	11.8	21.1	31.1	22.0	9.7	2.8	86.8
ACT	12yrs 8mths 7yrs 4mths	94.9	2.4	2.7	1.9	7.4	16.4	29.9	24.8	13.1	6.4	90.7
NT	12yrs 6mths 7yrs 4mths	88.9	9.6	1.5	2.7	41.1	16.7	18.9	13.1	5.5	1.9	56.2
Aust	12yrs 7mths 7yrs 4mths	95.2	3.2	1.6	1.8	9.7	18.9	30.5	23.5	11.3	4.2	88.5

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

NAPLAN Year 7 Persuasive Writing

Figure 7.W2: Achievement of Year 7 Students in Persuasive Writing, by Sex, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	496.5 (76.5)	502.6 (69.4)	489.8 (75.5)	498.7 (76.5)	492.4 (76.2)	484.0 (76.5)	509.1 (76.0)	394.4 (144.1)	495.6 (76.8)
Female Mean scale score / (S.D.)	529.0 (68.9)	534.7 (62.8)	523.3 (71.4)	530.2 (71.0)	526.6 (68.7)	522.2 (64.6)	537.4 (70.2)	438.1 (137.9)	528.5 (70.0)

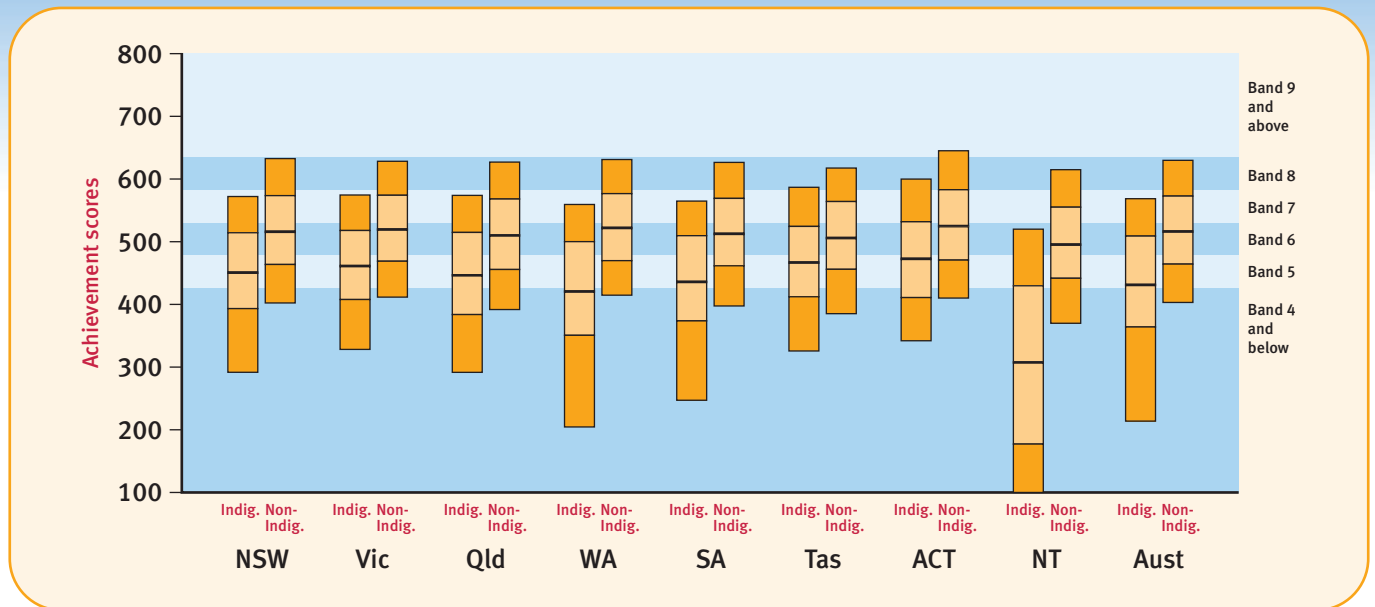
Table 7.W2: Achievement of Year 7 Students in Persuasive Writing, by Sex, by State and Territory, 2014.

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	1.9	13.6	23.0	31.1	18.8	8.6	3.1	84.4
	Female	1.0	5.1	15.4	31.0	26.8	14.5	6.2	93.9
Vic	Male	3.0	10.6	22.2	31.9	20.9	8.8	2.6	86.4
	Female	1.6	3.5	12.9	30.4	30.2	15.7	5.6	94.9
Qld	Male	2.3	16.4	23.9	29.5	18.3	7.2	2.3	81.2
	Female	1.5	7.4	16.5	29.5	26.1	13.4	5.6	91.1
WA	Male	1.6	12.6	22.4	30.8	21.2	8.7	2.6	85.8
	Female	0.9	5.7	13.9	28.5	29.8	15.5	5.8	93.5
SA	Male	2.4	14.4	23.6	30.7	19.3	7.3	2.4	83.2
	Female	1.4	5.4	15.6	30.9	27.4	13.8	5.4	93.2
Tas	Male	1.7	17.5	25.5	30.0	17.0	6.6	1.7	80.8
	Female	1.1	5.9	16.6	32.2	27.3	13.0	3.9	93.0
ACT	Male	2.5	10.4	19.8	30.1	22.1	10.9	4.2	87.0
	Female	1.4	4.3	13.0	29.7	27.7	15.4	8.6	94.4
NT	Male	3.6	46.9	17.8	16.4	10.2	3.9	1.2	49.5
	Female	1.7	34.8	15.5	21.7	16.2	7.3	2.7	63.5
Aust	Male	2.3	13.7	22.9	30.8	19.5	8.2	2.7	84.0
	Female	1.3	5.5	14.8	30.2	27.9	14.6	5.8	93.2

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

NAPLAN Year 7 Persuasive Writing

Figure 7.W3: Achievement of Year 7 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	450.6 (84.6)	461.1 (75.5)	446.4 (87.7)	420.5 (103.1)	435.8 (94.3)	466.7 (79.1)	472.6 (77.0)	307.4 (134.7)	431.0 (103.9)
Non-Indigenous Mean scale score / (S.D.)	515.8 (72.4)	519.4 (67.6)	510.0 (72.5)	521.9 (67.8)	512.5 (71.8)	505.8 (72.5)	524.8 (73.9)	495.3 (78.0)	516.2 (70.8)

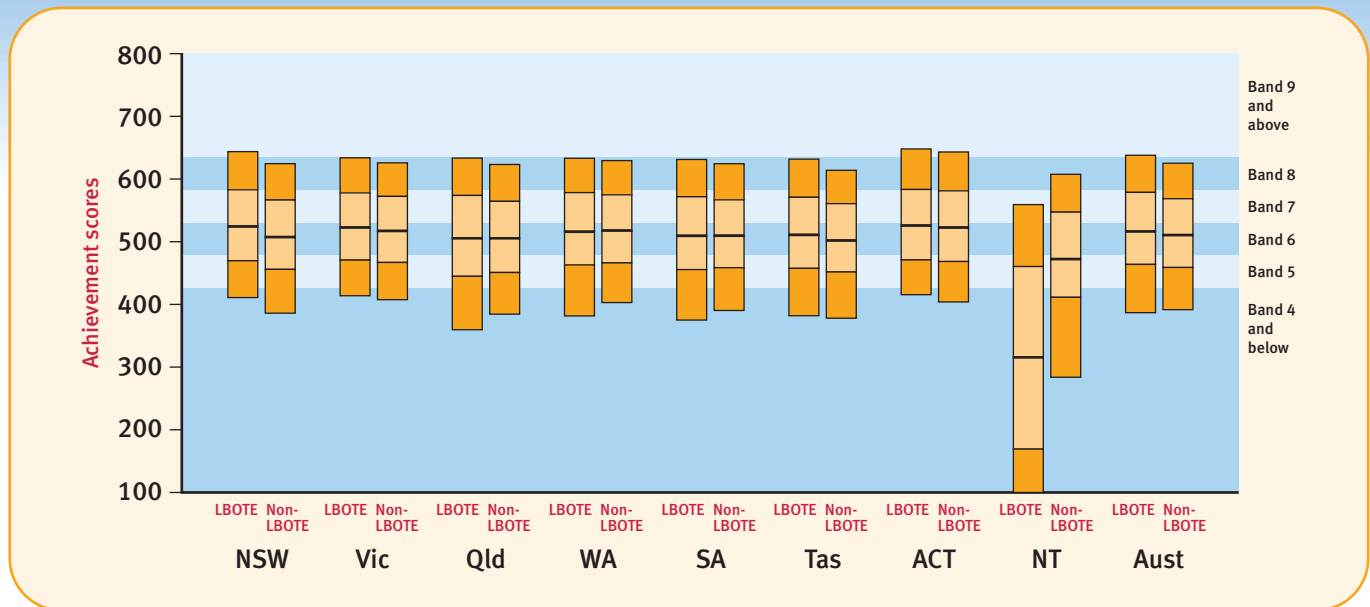
Table 7.W3: Achievement of Year 7 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2014.

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	2.3	30.8	28.2	24.7	10.3	3.0	0.6	66.9
	Non-Indigenous	1.4	8.2	18.8	31.5	23.4	11.9	4.8	90.3
Vic	Indigenous	5.4	25.7	28.1	26.3	10.7	3.3	0.5	68.9
	Non-Indigenous	2.2	6.8	17.5	31.3	25.7	12.3	4.1	91.0
Qld	Indigenous	3.3	33.9	26.8	21.9	10.4	3.1	0.7	62.8
	Non-Indigenous	1.8	10.5	19.9	30.1	22.9	10.6	4.1	87.7
WA	Indigenous	1.6	43.6	25.5	18.6	8.3	2.0	0.4	54.8
	Non-Indigenous	1.2	6.4	17.5	30.5	26.9	13.0	4.5	92.4
SA	Indigenous	2.1	37.5	26.7	20.8	10.2	2.2	0.5	60.4
	Non-Indigenous	1.8	8.8	19.4	31.2	23.9	10.9	4.0	89.4
Tas	Indigenous	1.7	24.7	28.6	27.2	12.3	4.1	1.4	73.6
	Non-Indigenous	1.4	10.8	20.5	31.3	22.9	10.2	2.9	87.8
ACT	Indigenous	7.4	25.7	23.0	24.4	13.0	4.3	2.3	66.9
	Non-Indigenous	1.8	6.8	16.2	29.9	25.3	13.5	6.5	91.4
NT	Indigenous	3.7	76.4	9.9	6.0	2.7	0.9	0.3	19.9
	Non-Indigenous	2.1	14.2	22.9	29.7	20.2	8.0	2.9	83.7
Aust	Indigenous	2.8	37.9	25.5	21.2	9.3	2.7	0.6	59.3
	Non-Indigenous	1.7	8.1	18.5	31.1	24.4	11.8	4.4	90.2

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

NAPLAN Year 7 Persuasive Writing

Figure 7.W4: Achievement of Year 7 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	524.2 (72.8)	522.6 (67.7)	505.4 (85.7)	515.8 (81.8)	509.3 (80.4)	510.8 (76.8)	525.7 (72.1)	315.5 (149.6)	516.3 (81.7)
Non-LBOTE Mean scale score / (S.D.)	507.3 (74.9)	517.1 (68.2)	505.4 (73.9)	517.7 (72.0)	509.5 (73.5)	501.8 (73.4)	522.5 (75.1)	472.2 (98.3)	510.5 (73.1)

Table 7.W4: Achievement of Year 7 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2014.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above		
NSW	LBOTE	2.0	6.9	16.8	30.0	24.4	13.6	6.3	91.1	
	Non-LBOTE	1.3	10.6	20.4	31.5	21.9	10.5	3.8	88.1	
Vic	LBOTE	3.1	6.4	16.6	30.5	25.5	13.0	4.8	90.5	
	Non-LBOTE	2.1	7.4	18.0	31.4	25.4	11.9	3.8	90.5	
Qld	LBOTE	2.6	14.5	18.5	26.2	21.7	11.7	4.8	82.9	
	Non-LBOTE	1.9	11.9	20.8	30.0	22.0	9.8	3.7	86.2	
WA	LBOTE	1.8	9.7	16.4	28.0	26.0	13.3	4.8	88.5	
	Non-LBOTE	1.0	7.8	18.0	30.2	26.1	12.5	4.3	91.2	
SA	LBOTE	3.6	11.3	17.8	28.2	23.5	11.1	4.5	85.1	
	Non-LBOTE	1.5	9.7	19.9	31.3	23.3	10.4	3.8	88.8	
Tas	LBOTE	5.2	11.2	18.2	27.2	22.6	11.3	4.3	83.6	
	Non-LBOTE	1.2	12.1	21.4	31.3	21.9	9.5	2.7	86.7	
ACT	LBOTE	3.4	6.5	16.2	29.1	24.9	12.8	7.1	90.1	
	Non-LBOTE	1.6	7.6	16.4	30.1	24.9	13.2	6.2	90.8	
NT	LBOTE	3.4	71.5	8.7	7.8	5.9	1.9	0.7	25.1	
	Non-LBOTE	2.6	23.4	22.3	25.4	17.0	7.2	2.2	74.0	
Aust	LBOTE	2.5	9.3	16.7	29.1	24.2	12.8	5.4	88.2	
	Non-LBOTE	1.6	9.7	19.6	31.0	23.4	10.9	3.8	88.6	

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

NAPLAN Year 7 Persuasive Writing

Table 7.W5: Achievement of Year 7 Students in Persuasive Writing, by Geolocation, by State and Territory, 2014.

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	<i>Metro</i>	520.3	1.5	7.6	17.5	30.8	24.3	13.0	5.4	90.9
	<i>Provincial</i>	488.8	1.4	15.0	25.0	32.0	17.7	6.8	2.0	83.5
	<i>Remote</i>	438.1	1.5	36.3	28.9	24.4	6.9	2.1	0.0	62.2
	<i>Very Remote</i>	403.5	0.0	52.2	20.3	15.9	6.7	3.5	1.4	47.8
Vic	<i>Metro</i>	524.7	2.4	5.8	15.8	30.7	27.0	13.6	4.8	91.8
	<i>Provincial</i>	498.2	2.3	11.3	23.6	32.9	20.6	7.5	1.9	86.5
	<i>Remote</i>	505.2	0.0	6.1	27.8	39.4	14.4	10.6	1.7	93.9
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	512.5	1.8	10.4	19.0	29.5	23.4	11.4	4.5	87.8
	<i>Provincial</i>	492.8	2.3	15.0	23.9	30.1	19.1	7.2	2.4	82.7
	<i>Remote</i>	469.7	2.2	25.4	23.4	25.4	16.3	6.3	0.9	72.4
	<i>Very Remote</i>	427.0	1.8	40.7	24.6	20.6	9.6	2.5	0.2	57.6
WA	<i>Metro</i>	523.7	1.3	6.6	16.7	29.6	27.1	13.7	5.0	92.1
	<i>Provincial</i>	502.5	1.1	10.8	22.4	31.9	23.0	8.5	2.3	88.1
	<i>Remote</i>	476.6	1.2	20.3	23.1	27.2	19.5	6.9	1.7	78.5
	<i>Very Remote</i>	407.2	0.1	50.9	17.4	18.0	9.2	3.5	0.9	49.0
SA	<i>Metro</i>	515.7	2.1	8.5	18.1	30.3	24.7	11.8	4.6	89.4
	<i>Provincial</i>	495.2	1.5	12.9	23.8	32.5	19.8	7.3	2.1	85.6
	<i>Remote</i>	498.1	0.5	12.6	23.8	30.2	22.2	8.1	2.6	86.9
	<i>Very Remote</i>	417.5	0.7	44.7	15.7	21.3	11.8	4.3	1.5	54.6
Tas	<i>Metro</i>	505.2	1.5	11.2	20.3	30.4	23.0	10.7	2.9	87.3
	<i>Provincial</i>	501.2	1.3	12.2	21.8	31.7	21.3	9.0	2.7	86.4
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	523.1	1.9	7.4	16.4	29.9	24.8	13.1	6.4	90.7
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	484.7	2.9	19.6	21.1	26.6	19.1	8.2	2.5	77.5
	<i>Remote</i>	430.0	2.8	38.5	21.1	19.1	11.4	4.7	2.5	58.7
	<i>Very Remote</i>	267.6	2.2	86.1	4.7	3.6	2.3	0.8	0.3	11.7
Aust	<i>Metro</i>	520.2	1.8	7.5	17.2	30.4	25.2	12.8	5.0	90.6
	<i>Provincial</i>	494.2	1.8	13.5	23.8	31.8	19.6	7.4	2.1	84.7
	<i>Remote</i>	467.7	1.6	24.4	23.4	25.9	16.8	6.2	1.7	74.0
	<i>Very Remote</i>	362.7	1.3	60.7	14.4	13.6	6.9	2.4	0.6	38.0

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

NAPLAN Year 7 Persuasive Writing

Table 7.W6: Achievement of Year 7 Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2014.

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	<i>Metro</i>	464.8	2.5	24.6	27.9	27.7	12.4	4.1	0.9	72.9
	<i>Provincial</i>	441.3	2.3	34.7	29.0	22.7	8.8	2.2	0.3	63.0
	<i>Remote</i>	407.0	1.5	53.5	26.2	15.2	3.6	0.0	0.0	45.0
	<i>Very Remote</i>	333.7	0.0	79.4	11.4	8.6	0.6	0.0	0.0	20.6
Vic	<i>Metro</i>	470.6	5.7	22.4	25.5	27.9	13.2	4.6	0.7	71.9
	<i>Provincial</i>	451.6	5.0	29.0	30.8	24.6	8.2	2.0	0.4	66.0
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	456.5	3.4	29.2	27.1	24.7	11.6	3.3	0.7	67.4
	<i>Provincial</i>	457.2	3.5	29.6	28.2	22.6	11.3	3.9	0.9	66.9
	<i>Remote</i>	402.2	3.0	56.5	20.4	11.0	6.8	2.3	0.0	40.5
	<i>Very Remote</i>	388.5	2.6	57.3	23.7	12.1	3.7	0.6	0.0	40.1
WA	<i>Metro</i>	459.0	1.9	28.7	29.2	24.4	12.3	2.9	0.7	69.5
	<i>Provincial</i>	442.1	2.4	34.1	30.1	22.4	8.8	2.0	0.2	63.5
	<i>Remote</i>	404.3	1.9	47.6	24.9	15.5	7.3	2.5	0.3	50.5
	<i>Very Remote</i>	352.2	0.2	73.4	15.5	7.8	2.4	0.4	0.2	26.4
SA	<i>Metro</i>	450.4	2.3	31.6	28.0	22.3	12.4	2.7	0.8	66.1
	<i>Provincial</i>	444.6	2.8	35.1	28.1	22.2	9.3	2.2	0.2	62.1
	<i>Remote</i>	421.4	0.0	41.2	32.1	21.2	5.5	0.0	0.0	58.8
	<i>Very Remote</i>	335.5	0.0	75.6	12.6	8.2	3.3	0.3	0.0	24.4
Tas	<i>Metro</i>	458.2	1.5	26.1	31.8	25.9	11.3	3.3	0.1	72.4
	<i>Provincial</i>	472.3	1.8	24.2	26.0	27.8	12.9	4.7	2.4	74.0
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	472.6	7.4	25.7	23.0	24.4	13.0	4.3	2.3	66.9
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	421.0	6.5	44.0	20.8	16.0	9.3	2.8	0.6	49.5
	<i>Remote</i>	350.9	4.8	68.0	15.3	7.8	2.1	1.0	0.9	27.1
	<i>Very Remote</i>	244.9	2.0	93.5	3.2	1.1	0.2	0.1	0.0	4.5
Aust	<i>Metro</i>	461.4	3.0	26.6	27.7	26.0	12.2	3.6	0.8	70.4
	<i>Provincial</i>	446.2	3.1	33.1	28.4	22.7	9.5	2.7	0.6	63.8
	<i>Remote</i>	390.0	2.8	55.4	21.8	12.8	5.2	1.6	0.4	41.7
	<i>Very Remote</i>	308.5	1.5	79.9	11.2	5.6	1.6	0.3	0.1	18.6

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

NAPLAN Year 7 Persuasive Writing

Table 7.W7: Achievement of Year 7 Non-Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2014.

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	<i>Metro</i>	522.1	1.4	7.0	17.1	31.0	24.7	13.2	5.5	91.6
	<i>Provincial</i>	494.7	1.3	12.5	24.6	33.3	18.9	7.3	2.2	86.2
	<i>Remote</i>	468.0	1.5	20.3	29.8	33.7	10.3	4.3	0.0	78.2
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	525.4	2.3	5.6	15.7	30.7	27.1	13.7	4.8	92.1
	<i>Provincial</i>	500.0	2.1	10.6	23.3	33.2	21.1	7.7	1.9	87.3
	<i>Remote</i>	505.0	0.0	6.3	27.4	40.0	13.7	10.9	1.7	93.7
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	515.4	1.7	9.4	18.5	29.8	24.1	11.8	4.7	88.9
	<i>Provincial</i>	497.0	2.2	13.3	23.4	31.0	20.0	7.6	2.6	84.5
	<i>Remote</i>	493.6	2.0	14.2	24.6	30.5	19.8	7.7	1.2	83.8
	<i>Very Remote</i>	491.9	0.5	12.1	26.2	35.1	19.7	5.8	0.6	87.4
WA	<i>Metro</i>	526.8	1.3	5.6	16.2	29.7	27.7	14.3	5.2	93.1
	<i>Provincial</i>	508.3	0.9	8.5	21.6	32.8	24.5	9.2	2.5	90.6
	<i>Remote</i>	505.1	1.0	9.7	22.0	31.7	24.5	8.8	2.3	89.4
	<i>Very Remote</i>	500.3	0.0	12.5	20.6	35.1	20.7	8.9	2.2	87.5
SA	<i>Metro</i>	517.8	2.0	7.7	17.8	30.6	25.1	12.1	4.7	90.3
	<i>Provincial</i>	498.3	1.4	11.6	23.5	33.1	20.5	7.6	2.2	87.0
	<i>Remote</i>	503.1	0.6	11.0	23.1	30.0	23.7	8.8	2.8	88.4
	<i>Very Remote</i>	505.9	1.4	10.3	19.7	35.8	21.1	8.6	3.1	88.3
Tas	<i>Metro</i>	509.0	1.5	10.2	19.4	30.4	24.0	11.4	3.2	88.4
	<i>Provincial</i>	503.6	1.3	11.2	21.3	32.1	22.1	9.3	2.8	87.5
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	524.8	1.8	6.8	16.2	29.9	25.3	13.5	6.5	91.4
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	494.4	2.3	14.9	22.2	29.9	20.1	8.0	2.6	82.9
	<i>Remote</i>	495.8	1.2	13.0	25.6	28.9	19.6	7.9	3.9	85.9
	<i>Very Remote</i>	508.3	4.2	8.3	20.8	30.8	23.9	8.3	3.6	87.5
Aust	<i>Metro</i>	522.1	1.8	6.9	16.9	30.5	25.7	13.2	5.1	91.4
	<i>Provincial</i>	498.6	1.6	11.7	23.4	32.7	20.5	7.8	2.3	86.7
	<i>Remote</i>	498.9	1.2	11.9	23.8	31.0	21.7	8.2	2.3	86.9
	<i>Very Remote</i>	497.7	0.9	12.4	22.5	34.3	20.2	7.7	1.9	86.6

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

NAPLAN Year 7 Persuasive Writing

Table 7.W8: Achievement of Year 7 Students in Persuasive Writing, by Parental Education, by State and Territory, 2014.

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	<i>Bachelor</i>	544.6	1.0	3.2	10.8	28.2	29.3	18.5	9.1	95.8
	<i>Diploma</i>	515.3	1.1	6.7	19.0	34.5	24.3	11.0	3.4	92.2
	<i>Certificate</i>	494.5	1.3	12.2	25.0	33.9	18.7	7.1	1.8	86.5
	<i>Year 12</i>	502.3	1.8	10.3	22.5	33.3	20.9	8.6	2.7	87.9
	<i>Year 11</i>	465.7	3.2	23.1	29.1	27.9	12.0	3.9	0.9	73.7
	<i>Not stated (6%)</i>	503.4	2.3	13.1	19.9	28.9	21.4	10.5	4.0	84.6
Vic	<i>Bachelor</i>	543.2	1.3	2.9	10.4	28.2	31.3	18.6	7.3	95.8
	<i>Diploma</i>	516.8	1.9	6.1	18.2	33.8	26.2	10.9	3.0	92.0
	<i>Certificate</i>	500.5	2.2	9.7	23.4	34.4	21.3	7.3	1.7	88.1
	<i>Year 12</i>	511.3	2.7	7.7	19.9	32.7	24.4	10.0	2.6	89.6
	<i>Year 11</i>	483.4	6.0	15.5	26.4	30.2	16.2	4.6	1.0	78.5
	<i>Not stated (5%)</i>	535.8	2.4	5.5	12.5	26.8	27.8	17.6	7.4	92.0
Qld	<i>Bachelor</i>	538.1	1.0	4.6	13.2	27.3	28.9	16.9	8.1	94.4
	<i>Diploma</i>	510.1	1.5	9.3	20.4	31.5	23.8	10.1	3.4	89.2
	<i>Certificate</i>	495.0	1.6	13.7	23.8	31.7	19.9	7.3	2.0	84.7
	<i>Year 12</i>	493.6	2.5	14.0	23.6	31.9	19.2	6.9	1.9	83.5
	<i>Year 11</i>	465.1	3.8	25.4	27.0	26.4	12.4	4.1	0.8	70.8
	<i>Not stated (12%)</i>	491.2	3.3	16.8	21.7	28.4	19.2	7.9	2.6	79.9
WA	<i>Bachelor</i>	546.6	0.9	2.8	10.4	26.2	31.7	19.5	8.5	96.4
	<i>Diploma</i>	520.2	0.8	6.1	17.5	32.0	27.7	12.4	3.5	93.1
	<i>Certificate</i>	506.6	1.1	8.6	21.8	33.3	24.3	8.8	2.1	90.4
	<i>Year 12</i>	504.9	1.4	9.6	22.3	32.2	23.2	9.0	2.3	89.0
	<i>Year 11</i>	475.5	1.7	19.9	26.6	29.5	16.6	4.8	1.0	78.4
	<i>Not stated (16%)</i>	489.8	2.2	17.1	20.8	28.0	20.5	8.7	2.7	80.8
SA	<i>Bachelor</i>	540.6	0.8	3.5	12.0	28.6	29.6	17.5	8.0	95.7
	<i>Diploma</i>	514.0	1.2	7.2	18.3	34.5	25.6	10.1	3.2	91.6
	<i>Certificate</i>	500.0	1.3	10.8	23.2	33.1	21.4	8.0	2.1	87.8
	<i>Year 12</i>	503.3	2.2	9.9	22.5	31.6	23.0	8.3	2.6	88.0
	<i>Year 11</i>	473.1	3.8	20.6	26.6	28.7	14.7	4.7	0.8	75.6
	<i>Not stated (13%)</i>	497.6	3.8	14.0	20.6	28.6	20.6	8.9	3.5	82.1

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 Persuasive Writing

Table 7.W8 (cont.): Achievement of Year 7 Students in Persuasive Writing, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	538.7	0.6	3.7	11.8	28.6	30.5	18.2	6.6	95.7
	<i>Diploma</i>	512.1	0.6	8.7	18.5	33.8	23.8	11.6	3.0	90.7
	<i>Certificate</i>	494.4	0.8	12.8	24.4	33.2	20.5	6.7	1.5	86.4
	<i>Year 12</i>	484.9	2.6	16.7	22.9	32.1	18.7	5.8	1.2	80.7
	<i>Year 11</i>	471.9	2.7	21.6	27.1	28.8	14.0	4.8	1.0	75.7
	<i>Not stated (12%)</i>	501.0	2.8	10.7	23.0	30.7	21.6	9.0	2.2	86.5
ACT	<i>Bachelor</i>	542.6	0.7	3.4	11.8	28.4	29.0	17.6	9.1	95.9
	<i>Diploma</i>	509.5	1.8	9.2	19.0	35.3	21.7	8.8	4.3	89.1
	<i>Certificate</i>	497.9	2.7	11.6	23.5	31.3	20.9	8.0	2.1	85.7
	<i>Year 12</i>	502.8	4.4	12.5	20.4	28.1	22.1	8.8	3.7	83.1
	<i>Year 11</i>	495.7	5.0	16.4	22.6	25.8	15.0	9.7	5.6	78.6
	<i>Not stated (6%)</i>	504.2	5.2	11.1	19.2	32.6	19.9	7.9	4.0	83.6
NT	<i>Bachelor</i>	514.3	0.9	9.5	17.6	29.7	25.3	11.9	5.1	89.6
	<i>Diploma</i>	490.5	1.2	15.0	24.3	30.7	19.0	7.1	2.7	83.8
	<i>Certificate</i>	462.5	2.0	26.5	24.8	26.5	13.8	5.3	1.0	71.4
	<i>Year 12</i>	467.5	1.3	25.9	21.2	27.9	18.1	3.6	2.1	72.8
	<i>Year 11</i>	356.3	4.3	60.3	16.5	11.5	5.9	1.1	0.4	35.3
	<i>Not stated (31%)</i>	321.8	4.1	70.0	8.0	6.4	6.4	3.8	1.2	25.8
Aust	<i>Bachelor</i>	542.9	1.1	3.3	11.1	27.9	30.0	18.3	8.3	95.6
	<i>Diploma</i>	515.1	1.4	7.0	18.8	33.6	25.1	10.9	3.3	91.6
	<i>Certificate</i>	497.4	1.6	11.5	23.9	33.4	20.4	7.4	1.9	86.9
	<i>Year 12</i>	502.9	2.2	10.4	21.9	32.5	21.9	8.6	2.4	87.4
	<i>Year 11</i>	470.5	3.9	21.4	27.3	28.2	13.9	4.3	1.0	74.7
	<i>Not stated (9%)</i>	493.8	2.8	16.2	19.1	27.4	20.9	10.0	3.6	81.0

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 7 Persuasive Writing

Table 7.W9: Achievement of Year 7 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2014.

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	543.1	0.8	3.2	11.3	28.7	29.1	18.1	8.8	96.0
	Group 2	523.2	0.9	5.6	16.9	33.0	25.7	13.0	4.9	93.5
	Group 3	503.0	1.3	9.7	22.8	34.2	20.9	8.5	2.6	89.0
	Group 4	489.6	1.8	14.4	26.1	32.2	16.6	6.7	2.1	83.8
	Not in paid work	466.9	3.6	23.7	27.8	26.4	12.8	4.5	1.2	72.7
	Not stated (9%)	492.1	3.0	16.4	22.3	28.1	18.4	8.6	3.1	80.5
Vic	Group 1	545.3	1.0	2.5	10.2	27.7	31.7	19.3	7.7	96.5
	Group 2	526.2	1.3	4.6	15.5	32.4	28.4	13.8	4.1	94.2
	Group 3	510.3	1.7	7.3	20.3	34.8	24.2	9.1	2.5	91.0
	Group 4	496.2	3.1	11.5	24.2	32.9	19.6	6.7	1.8	85.4
	Not in paid work	480.8	7.9	16.7	26.0	28.3	15.2	4.6	1.1	75.3
	Not stated (5%)	534.5	2.3	5.6	13.0	27.0	27.9	16.9	7.3	92.0
Qld	Group 1	537.5	0.8	4.5	13.7	27.3	29.1	16.7	7.9	94.7
	Group 2	517.2	1.2	7.8	18.7	31.3	25.0	11.6	4.5	91.0
	Group 3	499.6	1.6	12.0	22.8	32.1	21.1	8.1	2.3	86.4
	Group 4	479.4	2.7	19.6	26.2	29.4	15.4	5.4	1.2	77.7
	Not in paid work	464.8	5.0	26.4	25.2	25.0	12.7	4.4	1.4	68.6
	Not stated (15%)	485.8	3.4	18.4	23.0	28.6	17.6	7.0	2.1	78.2
WA	Group 1	543.8	0.7	3.3	11.2	26.5	31.5	19.0	7.9	96.1
	Group 2	525.9	0.9	4.8	16.2	31.7	28.6	13.2	4.6	94.3
	Group 3	511.4	1.0	7.2	20.4	34.0	24.9	10.2	2.4	91.8
	Group 4	494.2	1.3	13.5	24.2	31.0	21.3	6.7	2.0	85.2
	Not in paid work	470.4	2.7	23.1	26.0	26.5	14.9	5.4	1.5	74.2
	Not stated (23%)	491.1	2.1	16.2	21.8	28.3	20.5	8.6	2.6	81.8
SA	Group 1	539.0	0.8	3.9	12.5	28.6	29.2	17.0	8.0	95.3
	Group 2	521.9	0.9	5.9	17.1	32.6	26.7	12.4	4.4	93.3
	Group 3	507.6	1.0	7.8	22.8	33.6	23.4	8.9	2.5	91.2
	Group 4	490.6	2.0	13.7	24.6	32.5	19.7	6.0	1.6	84.3
	Not in paid work	473.4	3.8	21.3	24.2	29.4	14.4	5.4	1.4	74.9
	Not stated (20%)	488.6	4.3	16.9	22.4	27.9	18.4	7.6	2.5	78.8

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 Persuasive Writing

Table 7.W9 (cont.): Achievement of Year 7 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2014.

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	
Tas	Group 1	534.4	0.6	4.8	13.4	29.3	28.1	16.9	6.9	94.6
	Group 2	517.2	0.6	6.9	18.3	33.2	25.1	12.2	3.5	92.5
	Group 3	500.0	1.2	10.2	22.6	34.9	22.5	7.5	1.0	88.6
	Group 4	482.4	1.4	17.7	25.5	31.7	17.3	5.6	0.8	80.9
	Not in paid work	460.0	3.0	26.4	28.7	25.8	11.9	3.5	0.6	70.6
	Not stated (16%)	496.8	2.7	13.0	22.9	29.1	21.5	8.6	2.2	84.3
ACT	Group 1	542.0	0.6	3.4	12.4	28.7	27.8	17.7	9.3	95.9
	Group 2	520.9	1.3	6.9	17.2	32.5	25.2	11.8	5.1	91.8
	Group 3	513.1	1.6	8.7	18.1	31.4	25.5	11.1	3.6	89.7
	Group 4	477.1	4.8	20.8	24.5	27.3	14.1	5.8	2.6	74.4
	Not in paid work	479.5	6.3	19.2	24.0	32.1	12.3	4.0	2.3	74.6
	Not stated (12%)	492.8	6.4	14.1	23.0	28.3	18.7	6.0	3.5	79.4
NT	Group 1	513.8	0.9	9.9	18.6	28.2	24.9	12.4	5.0	89.2
	Group 2	496.9	1.3	14.5	20.2	30.1	21.6	8.9	3.4	84.2
	Group 3	462.5	1.7	25.1	26.4	26.0	14.5	5.4	0.9	73.2
	Group 4	420.6	3.5	42.2	20.8	17.9	11.6	2.7	1.4	54.3
	Not in paid work	317.3	4.7	73.6	10.8	7.8	2.8	0.1	0.1	21.6
	Not stated (30%)	305.3	4.4	74.5	8.9	6.7	3.6	1.6	0.4	21.1
Aust	Group 1	542.2	0.8	3.4	11.6	28.0	29.9	18.1	8.2	95.8
	Group 2	522.9	1.0	5.7	16.8	32.4	26.7	12.9	4.5	93.2
	Group 3	505.2	1.4	9.2	21.9	33.8	22.4	8.8	2.4	89.4
	Group 4	489.7	2.3	14.6	25.2	31.8	17.9	6.4	1.8	83.1
	Not in paid work	469.9	5.3	22.1	26.3	26.9	13.7	4.6	1.2	72.6
	Not stated (12%)	488.7	3.1	17.5	21.1	27.5	19.2	8.7	3.0	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

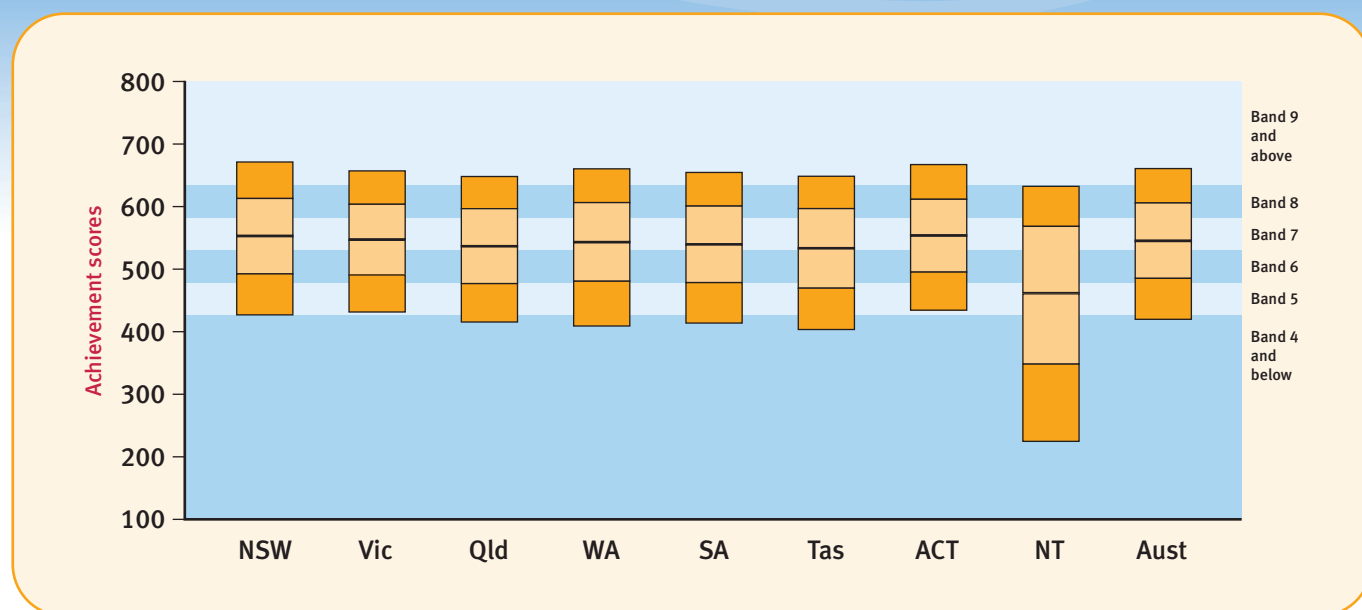
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 7 Spelling

Figure 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	552.9 (73.5)	547.1 (68.1)	536.6 (71.0)	543.1 (75.8)	539.6 (73.1)	533.4 (74.7)	553.7 (70.1)	461.5 (126.2)	545.1 (73.7)

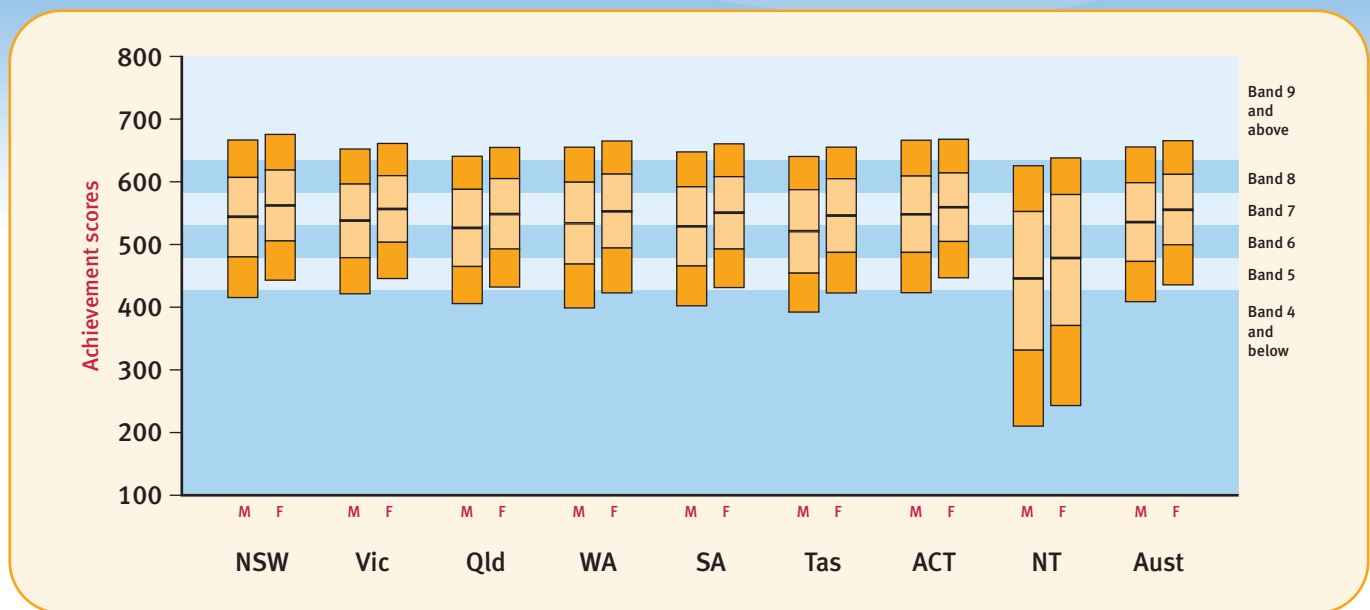
Table 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2014.

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	
NSW	12yrs 7mths 7yrs 4mths	97.0	2.5	0.6	1.5	4.8	10.3	20.6	28.6	21.7	12.5	93.7
Vic	12yrs 9mths 7yrs 4mths	95.1	3.5	1.4	2.4	4.1	11.0	23.1	29.6	20.3	9.4	93.5
Qld	12yrs 3mths 7yrs 4mths	93.4	2.5	4.1	1.9	6.6	13.4	23.9	27.9	18.6	7.6	91.5
WA	12yrs 5mths 7yrs 4mths	96.0	3.0	1.0	1.2	7.2	11.6	21.1	27.7	20.7	10.4	91.5
SA	12yrs 7mths 7yrs 4mths	94.0	3.5	2.6	1.9	6.7	12.7	22.8	27.9	19.2	8.8	91.4
Tas	12yrs 11mths 7yrs 4mths	95.5	3.4	1.1	1.4	8.6	13.8	22.4	27.3	18.9	7.5	90.0
ACT	12yrs 8mths 7yrs 4mths	94.9	2.4	2.7	1.9	3.9	9.7	21.3	29.4	21.8	12.0	94.1
NT	12yrs 6mths 7yrs 4mths	88.9	9.6	1.5	2.7	32.9	12.9	18.3	18.0	10.6	4.7	64.4
Aust	12yrs 7mths 7yrs 4mths	95.4	3.0	1.6	1.8	5.8	11.4	22.0	28.4	20.4	10.2	92.4

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	544.1 (75.8)	538.0 (69.9)	526.3 (72.0)	533.8 (77.6)	528.9 (74.7)	521.2 (76.1)	548.1 (72.6)	445.7 (127.6)	535.6 (75.7)
Female Mean scale score / (S.D.)	562.2 (69.8)	556.5 (64.9)	548.4 (67.9)	552.8 (72.6)	550.6 (69.7)	546.0 (71.0)	559.4 (67.0)	478.3 (122.5)	555.2 (70.2)

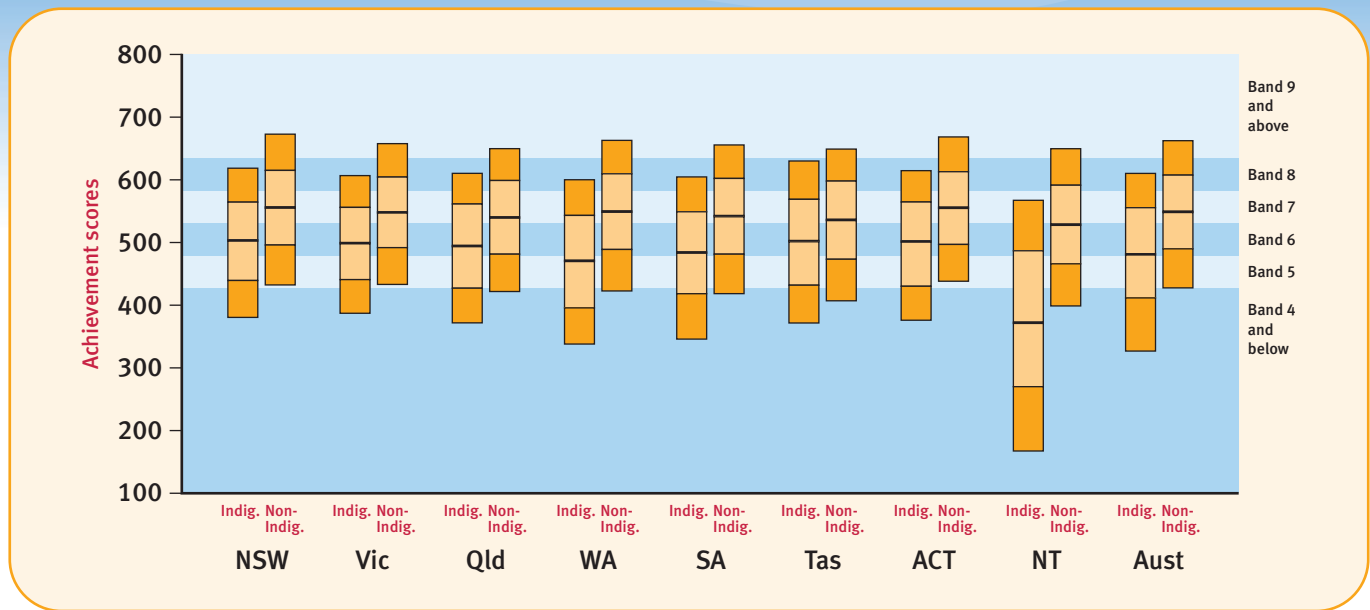
Table 7.S2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2014.

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	1.9	6.4	12.4	21.7	27.1	19.4	11.1	91.6
	Female	1.0	3.1	8.0	19.4	30.1	24.3	14.1	95.9
Vic	Male	3.0	5.6	13.4	24.9	27.6	17.5	8.0	91.4
	Female	1.6	2.6	8.6	21.3	31.7	23.3	10.9	95.8
Qld	Male	2.3	8.6	16.1	25.1	25.9	16.0	6.0	89.1
	Female	1.5	4.2	10.3	22.6	30.3	21.7	9.4	94.3
WA	Male	1.6	9.0	13.6	22.6	26.3	17.9	9.0	89.4
	Female	0.9	5.3	9.5	19.6	29.2	23.7	11.8	93.8
SA	Male	2.4	9.0	14.8	24.3	25.9	16.5	7.1	88.6
	Female	1.4	4.3	10.5	21.4	29.9	22.0	10.5	94.3
Tas	Male	1.7	11.7	16.4	23.1	25.4	15.9	5.8	86.5
	Female	1.1	5.3	11.2	21.7	29.2	22.1	9.3	93.5
ACT	Male	2.5	5.3	10.7	22.3	27.5	20.1	11.6	92.2
	Female	1.3	2.5	8.6	20.3	31.4	23.5	12.4	96.1
NT	Male	3.6	36.7	14.6	18.2	14.8	8.1	3.9	59.7
	Female	1.7	28.8	11.1	18.3	21.4	13.2	5.5	69.5
Aust	Male	2.3	7.5	13.7	23.4	26.6	17.7	8.7	90.2
	Female	1.3	3.9	9.0	20.6	30.3	23.2	11.8	94.9

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	503.2 (72.1)	498.9 (67.2)	494.3 (74.0)	470.6 (81.7)	483.9 (78.2)	502.1 (78.7)	501.6 (75.1)	371.9 (121.9)	481.1 (89.5)
Non-Indigenous Mean scale score / (S.D.)	555.7 (72.5)	548.0 (67.8)	539.8 (69.7)	549.2 (72.3)	542.0 (71.8)	535.9 (73.7)	555.3 (69.4)	528.3 (75.6)	548.8 (71.0)

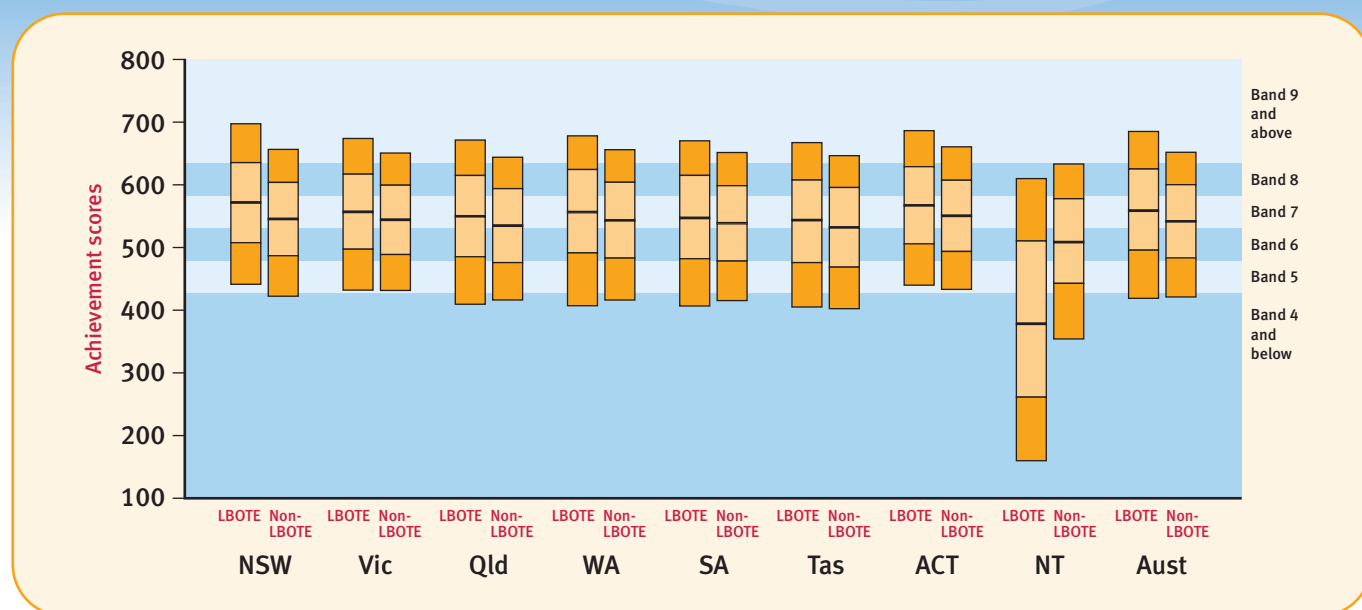
Table 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous Status, by State and Territory, 2014.

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	2.3	15.2	19.3	26.7	23.6	10.3	2.7	82.5
	Non-Indigenous	1.4	4.2	9.8	20.3	28.9	22.4	13.1	94.4
Vic	Indigenous	5.4	14.2	21.3	27.4	22.1	7.6	2.0	80.4
	Non-Indigenous	2.2	3.9	10.8	23.1	29.8	20.6	9.6	93.8
Qld	Indigenous	3.3	19.0	20.8	23.9	21.4	9.4	2.1	77.7
	Non-Indigenous	1.8	5.6	12.8	24.0	28.5	19.3	8.0	92.6
WA	Indigenous	1.6	30.1	21.3	21.8	17.1	6.5	1.6	68.3
	Non-Indigenous	1.2	5.4	10.7	21.0	28.6	22.0	11.2	93.4
SA	Indigenous	2.1	22.1	20.4	27.5	18.7	7.2	1.9	75.8
	Non-Indigenous	1.8	6.0	12.4	22.7	28.3	19.7	9.1	92.2
Tas	Indigenous	1.7	17.9	19.0	24.3	21.6	11.3	4.2	80.4
	Non-Indigenous	1.4	7.8	13.4	22.3	27.9	19.5	7.8	90.8
ACT	Indigenous	7.4	17.7	15.9	21.5	26.6	8.5	2.5	74.9
	Non-Indigenous	1.8	3.5	9.5	21.2	29.4	22.2	12.3	94.7
NT	Indigenous	3.7	63.5	11.3	11.3	6.9	2.6	0.6	32.8
	Non-Indigenous	2.1	9.2	14.4	24.2	26.6	16.1	7.4	88.6
Aust	Indigenous	2.8	23.8	19.3	23.7	19.9	8.3	2.2	73.4
	Non-Indigenous	1.7	4.7	10.9	22.0	29.0	21.1	10.6	93.6

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	571.7 (77.0)	556.7 (72.6)	549.8 (78.5)	556.4 (81.4)	547.0 (81.3)	543.6 (78.3)	567.2 (74.0)	378.2 (137.6)	558.6 (82.8)
Non-LBOTE Mean scale score / (S.D.)	545.4 (70.8)	544.1 (66.3)	534.7 (69.6)	543.3 (72.6)	538.7 (71.5)	532.0 (74.4)	550.4 (68.7)	508.5 (83.9)	541.7 (70.1)

Table 7.S4: Achievement of Year 7 Students in Spelling, by LBOTE Status, by State and Territory, 2014.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	2.0	3.3	7.7	17.0	25.9	23.9	20.2	94.7
	Non-LBOTE	1.3	5.4	11.3	22.0	29.6	20.8	9.5	93.3
Vic	LBOTE	3.1	4.1	9.4	20.3	27.7	22.0	13.5	92.8
	Non-LBOTE	2.1	4.1	11.6	24.1	30.2	19.8	8.1	93.8
Qld	LBOTE	2.6	6.9	10.4	19.3	25.7	22.1	13.0	90.4
	Non-LBOTE	1.8	6.5	13.8	24.6	28.3	18.1	6.8	91.7
WA	LBOTE	1.8	7.1	8.9	17.4	25.1	23.7	16.0	91.1
	Non-LBOTE	1.0	6.3	11.7	21.7	28.9	20.9	9.5	92.7
SA	LBOTE	3.7	7.3	10.7	20.0	25.1	20.4	12.8	89.0
	Non-LBOTE	1.5	6.5	13.0	23.3	28.4	19.1	8.2	92.0
Tas	LBOTE	5.2	7.7	12.0	17.7	27.2	19.7	10.4	87.1
	Non-LBOTE	1.2	8.8	14.1	22.8	27.2	18.8	7.1	90.0
ACT	LBOTE	3.3	3.4	8.2	16.4	27.9	23.5	17.4	93.3
	Non-LBOTE	1.6	4.1	10.1	22.5	29.8	21.3	10.7	94.3
NT	LBOTE	3.4	61.8	9.9	9.3	7.9	5.2	2.6	34.8
	Non-LBOTE	2.6	15.5	15.3	24.6	23.9	13.2	4.7	81.8
Aust	LBOTE	2.5	5.6	8.7	18.2	26.0	22.6	16.4	91.9
	Non-LBOTE	1.6	5.6	12.1	23.2	29.2	19.8	8.4	92.8

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, 2014.

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	<i>Metro</i>	560.3	1.5	3.8	8.9	19.4	28.6	23.3	14.5	94.8
	<i>Provincial</i>	530.5	1.4	8.0	14.5	24.3	28.6	16.9	6.3	90.6
	<i>Remote</i>	493.8	1.5	18.9	20.4	29.6	19.0	7.8	2.9	79.6
	<i>Very Remote</i>	481.7	0.0	24.9	23.2	22.3	15.4	10.7	3.5	75.1
Vic	<i>Metro</i>	552.2	2.4	3.4	9.8	22.2	30.0	21.5	10.7	94.2
	<i>Provincial</i>	530.7	2.3	6.4	14.9	26.1	28.4	16.4	5.5	91.3
	<i>Remote</i>	528.8	0.0	3.3	22.8	27.8	23.9	14.4	7.8	96.7
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	542.6	1.8	5.3	12.0	23.4	28.9	19.9	8.6	92.9
	<i>Provincial</i>	525.5	2.3	8.4	16.2	25.4	26.3	16.0	5.4	89.3
	<i>Remote</i>	502.0	2.1	18.8	18.7	22.1	21.3	13.7	3.4	79.2
	<i>Very Remote</i>	483.5	1.8	24.7	21.7	23.7	16.6	8.9	2.6	73.6
WA	<i>Metro</i>	551.8	1.3	5.3	10.2	20.2	28.4	22.5	12.1	93.4
	<i>Provincial</i>	531.0	1.1	8.3	14.3	24.3	27.5	17.5	7.1	90.6
	<i>Remote</i>	509.1	1.2	15.7	17.9	21.8	25.0	14.3	4.0	83.1
	<i>Very Remote</i>	461.9	0.1	37.6	18.6	19.4	13.6	8.4	2.3	62.3
SA	<i>Metro</i>	544.8	2.1	5.8	11.5	22.1	28.4	20.3	9.8	92.1
	<i>Provincial</i>	528.5	1.5	8.1	15.9	24.8	26.7	16.7	6.3	90.4
	<i>Remote</i>	528.5	0.5	8.5	14.7	24.6	29.3	16.2	6.2	90.9
	<i>Very Remote</i>	466.1	0.7	33.6	16.8	20.9	12.9	9.5	5.6	65.8
Tas	<i>Metro</i>	536.6	1.5	8.2	12.8	22.1	27.6	19.6	8.3	90.3
	<i>Provincial</i>	531.0	1.3	8.9	14.7	22.7	27.0	18.5	6.9	89.8
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	553.7	1.9	3.9	9.7	21.3	29.4	21.8	12.0	94.1
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	517.7	2.9	13.4	14.8	23.6	24.4	15.0	6.0	83.7
	<i>Remote</i>	495.2	2.8	22.3	15.2	21.7	20.4	10.8	6.6	74.8
	<i>Very Remote</i>	325.1	2.2	79.8	7.3	5.1	3.3	1.7	0.7	18.0
Aust	<i>Metro</i>	552.8	1.8	4.3	10.0	21.1	29.0	21.9	11.8	93.9
	<i>Provincial</i>	529.3	1.8	7.9	15.0	24.9	27.7	16.7	6.0	90.3
	<i>Remote</i>	507.6	1.6	16.3	17.2	23.1	23.8	13.3	4.7	82.1
	<i>Very Remote</i>	418.9	1.3	49.3	15.2	15.3	10.6	6.2	2.0	49.4

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

NAPLAN Year 7 Spelling

Table 7.S6: Achievement of Year 7 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2014.

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	<i>Metro</i>	514.2	2.5	11.8	16.7	26.5	26.3	12.4	3.8	85.7
	<i>Provincial</i>	495.4	2.3	17.5	21.1	26.7	21.9	8.6	1.9	80.2
	<i>Remote</i>	471.9	1.5	25.1	27.1	30.7	9.9	5.0	0.8	73.4
	<i>Very Remote</i>	444.9	0.0	37.1	28.6	21.7	9.7	2.9	0.0	62.9
Vic	<i>Metro</i>	505.2	5.7	13.0	18.5	27.0	24.0	9.2	2.5	81.3
	<i>Provincial</i>	492.7	5.0	15.4	24.1	27.7	20.2	5.9	1.6	79.6
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	501.5	3.4	15.3	20.4	25.3	23.4	10.2	2.0	81.3
	<i>Provincial</i>	500.1	3.5	16.2	20.8	24.6	22.2	9.9	2.9	80.3
	<i>Remote</i>	450.2	3.0	41.2	22.8	15.0	11.0	6.6	0.4	55.7
	<i>Very Remote</i>	465.4	2.6	33.4	21.3	20.3	15.4	5.9	1.1	64.0
WA	<i>Metro</i>	494.6	1.9	19.1	21.3	23.9	21.9	9.0	2.9	79.1
	<i>Provincial</i>	483.9	2.4	21.6	21.4	26.2	20.1	7.0	1.2	75.9
	<i>Remote</i>	465.3	1.9	32.8	23.0	18.9	15.9	6.1	1.3	65.2
	<i>Very Remote</i>	424.5	0.2	53.8	20.0	16.3	7.4	2.3	0.0	46.0
SA	<i>Metro</i>	492.6	2.3	18.5	18.7	29.7	21.8	7.2	1.7	79.2
	<i>Provincial</i>	491.5	2.8	17.5	25.7	26.2	16.6	8.4	2.8	79.7
	<i>Remote</i>	494.1	0.0	13.9	18.8	38.8	21.8	6.1	0.6	86.1
	<i>Very Remote</i>	408.8	0.0	60.3	12.1	15.3	8.2	3.3	0.8	39.7
Tas	<i>Metro</i>	495.4	1.5	18.3	21.3	26.6	19.8	9.5	3.0	80.2
	<i>Provincial</i>	506.0	1.8	18.1	17.6	22.6	22.4	12.4	5.1	80.1
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	501.6	7.4	17.7	15.9	21.5	26.6	8.5	2.5	74.9
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	474.7	6.5	28.4	15.7	22.4	17.6	8.0	1.4	65.0
	<i>Remote</i>	436.4	4.8	42.0	19.7	19.5	10.0	2.7	1.3	53.2
	<i>Very Remote</i>	306.2	2.0	86.7	6.3	3.5	1.2	0.3	0.1	11.3
Aust	<i>Metro</i>	505.1	3.0	14.6	18.7	26.0	24.2	10.6	2.9	82.4
	<i>Provincial</i>	494.1	3.1	18.2	21.1	25.8	21.1	8.6	2.2	78.7
	<i>Remote</i>	456.8	2.8	35.1	22.3	20.7	12.9	5.1	1.1	62.1
	<i>Very Remote</i>	377.4	1.5	65.1	13.7	11.2	6.1	2.1	0.3	33.4

[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, 2014.

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	
NSW	<i>Metro</i>	561.8	1.4	3.4	8.6	19.2	28.7	23.8	14.9	95.1
	<i>Provincial</i>	534.9	1.3	6.7	13.7	24.1	29.4	17.9	6.9	92.0
	<i>Remote</i>	513.0	1.5	13.2	14.9	28.3	28.3	9.2	4.5	85.2
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	552.8	2.3	3.3	9.7	22.1	30.1	21.7	10.8	94.4
	<i>Provincial</i>	532.2	2.1	6.0	14.6	26.1	28.7	16.8	5.7	91.9
	<i>Remote</i>	531.8	0.0	2.3	22.3	28.0	24.6	14.9	8.0	97.7
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	544.7	1.7	4.7	11.6	23.3	29.3	20.4	9.0	93.6
	<i>Provincial</i>	528.3	2.2	7.6	15.7	25.5	26.7	16.7	5.7	90.3
	<i>Remote</i>	520.4	1.8	10.6	17.4	24.5	25.0	16.2	4.5	87.6
	<i>Very Remote</i>	514.1	0.5	10.2	21.3	29.4	19.3	14.1	5.2	89.3
WA	<i>Metro</i>	554.4	1.3	4.7	9.6	20.0	28.8	23.1	12.5	94.0
	<i>Provincial</i>	535.6	0.9	6.9	13.5	24.2	28.3	18.5	7.6	92.1
	<i>Remote</i>	526.8	1.0	8.9	15.9	22.5	28.7	17.8	5.2	90.1
	<i>Very Remote</i>	526.1	0.0	10.1	16.1	23.8	24.5	19.3	6.2	89.9
SA	<i>Metro</i>	546.3	1.9	5.4	11.3	22.0	28.7	20.7	10.0	92.6
	<i>Provincial</i>	530.9	1.5	7.4	15.3	24.7	27.3	17.3	6.5	91.1
	<i>Remote</i>	531.0	0.6	8.3	14.1	23.5	30.0	16.9	6.6	91.1
	<i>Very Remote</i>	531.1	1.4	3.3	21.9	27.8	18.3	16.4	10.8	95.3
Tas	<i>Metro</i>	539.8	1.5	7.5	11.9	21.8	28.2	20.3	8.9	91.0
	<i>Provincial</i>	533.0	1.3	8.0	14.5	22.8	27.6	18.9	6.9	90.7
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	555.3	1.8	3.5	9.5	21.2	29.4	22.2	12.3	94.7
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	523.7	2.3	10.5	15.0	24.4	25.9	15.5	6.3	87.2
	<i>Remote</i>	545.0	1.2	4.9	11.7	23.6	29.3	17.9	11.3	93.9
	<i>Very Remote</i>	526.5	4.2	7.8	16.1	23.3	24.7	16.7	7.2	88.1
Aust	<i>Metro</i>	554.4	1.7	3.9	9.7	21.0	29.2	22.3	12.1	94.3
	<i>Provincial</i>	532.5	1.7	6.9	14.5	24.8	28.3	17.4	6.4	91.4
	<i>Remote</i>	528.2	1.1	8.7	15.2	23.7	28.3	16.7	6.2	90.2
	<i>Very Remote</i>	522.7	0.9	9.3	18.4	25.8	22.2	16.8	6.6	89.8

[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, 2014.

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	<i>Bachelor</i>	583.3	1.0	1.5	5.1	14.7	26.8	28.6	22.3	97.5
	<i>Diploma</i>	554.2	1.1	3.5	9.1	21.4	31.4	22.7	10.9	95.5
	<i>Certificate</i>	535.8	1.3	6.0	13.4	24.5	30.6	17.9	6.4	92.7
	<i>Year 12</i>	544.8	1.8	4.9	11.5	23.0	29.6	20.1	9.0	93.3
	<i>Year 11</i>	511.8	3.2	12.2	18.3	25.9	24.9	11.7	3.8	84.6
	<i>Not stated (6%)</i>	541.7	2.3	7.7	11.7	21.0	27.8	19.4	10.1	90.0
Vic	<i>Bachelor</i>	569.8	1.3	1.5	6.6	17.8	30.5	26.7	15.6	97.2
	<i>Diploma</i>	543.6	1.9	3.5	11.5	24.8	31.4	19.8	7.1	94.6
	<i>Certificate</i>	531.1	2.2	5.5	14.3	27.6	29.3	16.2	4.8	92.3
	<i>Year 12</i>	541.3	2.7	4.6	11.9	24.7	30.4	18.3	7.5	92.7
	<i>Year 11</i>	516.9	6.0	9.4	16.8	27.0	25.3	12.1	3.4	84.7
	<i>Not stated (5%)</i>	561.4	2.4	3.7	8.3	19.4	28.5	21.9	15.7	93.9
Qld	<i>Bachelor</i>	564.1	1.0	2.1	8.1	19.3	29.8	25.3	14.4	97.0
	<i>Diploma</i>	540.6	1.4	4.6	12.1	25.2	30.1	19.5	7.1	94.0
	<i>Certificate</i>	526.6	1.6	7.3	15.6	26.8	27.9	16.5	4.4	91.1
	<i>Year 12</i>	528.3	2.5	7.4	14.9	26.1	27.6	16.3	5.2	90.1
	<i>Year 11</i>	501.9	3.9	15.2	19.9	25.9	22.6	10.4	2.1	81.0
	<i>Not stated (12%)</i>	527.0	3.3	9.2	15.2	23.6	26.3	16.2	6.3	87.5
WA	<i>Bachelor</i>	574.1	0.9	2.2	6.4	16.0	28.1	27.8	18.6	97.0
	<i>Diploma</i>	548.6	0.8	4.8	10.9	21.3	29.7	22.6	9.9	94.4
	<i>Certificate</i>	534.0	1.1	7.1	12.9	24.5	29.9	18.3	6.2	91.9
	<i>Year 12</i>	533.0	1.4	8.2	13.8	22.7	28.4	18.8	6.7	90.4
	<i>Year 11</i>	506.0	1.7	15.5	18.1	25.7	24.0	11.4	3.7	82.9
	<i>Not stated (16%)</i>	523.8	2.2	12.7	14.3	21.9	24.5	16.6	7.8	85.1
SA	<i>Bachelor</i>	568.2	0.8	2.1	7.7	17.4	30.2	25.8	16.0	97.1
	<i>Diploma</i>	542.0	1.1	5.1	11.6	24.1	30.7	19.5	7.9	93.8
	<i>Certificate</i>	530.9	1.3	7.2	14.6	25.5	28.0	17.3	5.9	91.4
	<i>Year 12</i>	536.0	2.2	6.3	13.9	24.4	27.2	18.5	7.5	91.5
	<i>Year 11</i>	506.5	3.9	13.4	19.3	26.6	22.8	10.7	3.3	82.7
	<i>Not stated (13%)</i>	530.1	3.8	10.0	12.9	22.5	25.6	18.1	7.2	86.2

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 Spelling

Table 7.S8 (cont.): Achievement of Year 7 Students in Spelling, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	568.2	0.6	2.6	6.7	17.0	29.7	28.8	14.5	96.7
	<i>Diploma</i>	542.2	0.6	5.4	11.8	22.5	30.4	22.5	6.8	94.0
	<i>Certificate</i>	525.5	0.8	8.8	16.7	24.7	27.0	16.5	5.4	90.4
	<i>Year 12</i>	516.6	2.6	11.3	17.5	24.7	25.4	12.6	5.8	86.0
	<i>Year 11</i>	503.4	2.7	16.9	17.8	24.3	23.4	11.9	3.0	80.4
	<i>Not stated (12%)</i>	531.3	2.9	8.8	14.1	22.7	27.0	16.9	7.6	88.3
ACT	<i>Bachelor</i>	570.8	0.7	1.9	6.6	18.0	29.9	25.9	17.1	97.5
	<i>Diploma</i>	546.9	1.8	3.9	10.7	22.7	32.0	21.1	7.9	94.3
	<i>Certificate</i>	527.7	2.7	6.6	14.8	27.7	28.7	14.5	5.1	90.8
	<i>Year 12</i>	531.0	4.4	7.3	13.9	23.6	28.6	15.6	6.7	88.3
	<i>Year 11</i>	526.4	5.0	9.8	14.5	22.9	25.6	16.3	6.0	85.3
	<i>Not stated (6%)</i>	545.6	4.9	5.1	10.2	23.7	26.1	20.7	9.3	90.0
NT	<i>Bachelor</i>	549.2	0.9	5.7	10.8	19.1	29.3	22.6	11.6	93.4
	<i>Diploma</i>	528.9	1.2	7.0	15.5	28.2	26.3	15.1	6.8	91.9
	<i>Certificate</i>	501.8	2.0	15.6	17.8	27.5	22.5	10.8	3.8	82.3
	<i>Year 12</i>	497.2	1.3	21.4	15.0	25.5	21.8	11.9	3.1	77.3
	<i>Year 11</i>	422.5	4.3	46.6	14.9	16.3	12.4	4.3	1.2	49.0
	<i>Not stated (31%)</i>	374.0	4.1	63.0	9.0	8.5	8.0	4.9	2.5	32.9
Aust	<i>Bachelor</i>	574.1	1.0	1.7	6.3	16.7	28.7	27.2	18.2	97.2
	<i>Diploma</i>	547.3	1.3	4.0	10.7	23.2	30.9	21.1	8.8	94.7
	<i>Certificate</i>	531.8	1.6	6.5	14.2	25.8	29.4	17.1	5.6	92.0
	<i>Year 12</i>	537.6	2.2	6.1	12.9	24.2	28.9	18.4	7.4	91.7
	<i>Year 11</i>	508.9	3.9	13.1	18.1	26.0	24.2	11.4	3.3	83.0
	<i>Not stated (9%)</i>	528.6	2.8	11.2	12.6	21.2	25.7	17.6	8.8	86.0

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 7 Spelling

Table 7.S9: Achievement of Year 7 Students in Spelling, by Parental Occupation, by State and Territory, 2014.

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	579.3	0.8	1.6	5.4	15.5	28.0	28.3	20.4	97.5
	Group 2	561.6	0.9	2.6	8.4	20.2	30.1	24.0	13.7	96.5
	Group 3	544.3	1.2	5.0	11.6	23.1	30.4	19.7	9.0	93.8
	Group 4	535.6	1.8	7.3	13.7	23.8	27.9	17.2	8.2	90.9
	Not in paid work	515.7	3.6	12.1	17.6	24.5	24.4	12.6	5.2	84.3
	Not stated (9%)	533.6	3.0	8.8	13.7	22.1	26.8	17.1	8.4	88.1
Vic	Group 1	569.5	1.0	1.5	6.6	18.1	31.0	26.5	15.4	97.6
	Group 2	552.0	1.3	2.7	9.9	22.8	31.6	22.2	9.5	96.0
	Group 3	540.2	1.7	4.1	12.4	25.7	30.7	18.7	6.7	94.2
	Group 4	530.8	3.1	6.5	14.4	26.6	27.7	15.8	5.9	90.4
	Not in paid work	515.9	8.0	9.9	16.7	26.2	23.5	11.8	3.9	82.1
	Not stated (5%)	562.0	2.3	3.7	8.3	19.7	28.2	21.4	16.4	94.0
Qld	Group 1	562.4	0.8	2.3	8.2	19.7	30.5	24.9	13.7	96.9
	Group 2	545.7	1.1	3.8	11.2	24.6	29.9	20.8	8.5	95.1
	Group 3	530.9	1.6	6.6	14.6	25.8	29.1	16.9	5.4	91.8
	Group 4	516.5	2.6	10.2	18.2	26.8	24.4	13.9	3.9	87.2
	Not in paid work	505.9	5.0	15.4	18.8	23.6	21.7	12.0	3.6	79.6
	Not stated (15%)	521.7	3.4	10.2	16.3	24.4	25.2	15.4	5.1	86.4
WA	Group 1	570.5	0.6	2.6	6.9	16.9	28.7	26.8	17.4	96.8
	Group 2	551.5	0.9	4.3	10.1	21.2	29.9	23.1	10.6	94.8
	Group 3	540.0	1.0	6.0	12.1	23.2	30.0	20.1	7.6	92.9
	Group 4	526.1	1.3	10.1	14.7	24.7	26.2	16.6	6.5	88.6
	Not in paid work	503.6	2.7	17.6	19.4	22.8	20.8	11.7	5.1	79.7
	Not stated (23%)	523.9	2.1	12.2	14.6	22.3	25.0	16.2	7.6	85.7
SA	Group 1	564.0	0.8	2.8	8.0	18.7	30.0	24.8	14.9	96.4
	Group 2	549.4	0.8	3.7	11.0	22.7	30.2	22.0	9.5	95.5
	Group 3	539.8	1.0	5.8	12.8	23.7	29.4	19.6	7.8	93.2
	Group 4	525.5	2.0	7.9	16.7	25.7	26.7	15.5	5.4	90.1
	Not in paid work	508.4	3.8	13.6	18.5	26.4	22.7	10.9	4.3	82.7
	Not stated (20%)	521.7	4.3	11.8	14.9	23.4	24.2	15.2	6.3	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 7 Spelling

Table 7.S9 (cont.): Achievement of Year 7 Students in Spelling, by Parental Occupation, by State and Territory, 2014.

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	
Tas	Group 1	562.6	0.6	3.1	8.5	18.4	29.0	26.7	13.7	96.3
	Group 2	546.7	0.6	5.0	10.8	22.4	29.6	22.6	8.9	94.4
	Group 3	532.1	1.2	7.0	15.7	21.8	29.3	19.3	5.5	91.7
	Group 4	515.8	1.4	12.7	17.1	24.5	25.7	13.9	4.7	85.9
	Not in paid work	492.5	3.0	19.6	19.0	27.4	20.4	8.5	2.0	77.4
	Not stated (16%)	526.1	2.8	10.2	15.4	22.7	25.6	16.3	6.9	87.0
ACT	Group 1	569.4	0.6	1.9	6.7	18.5	30.1	25.7	16.5	97.5
	Group 2	554.1	1.3	2.3	9.5	22.5	32.0	22.4	10.1	96.5
	Group 3	541.4	1.6	5.2	12.1	24.9	29.4	18.7	8.1	93.1
	Group 4	514.6	4.8	12.5	16.2	24.5	25.3	11.1	5.5	82.7
	Not in paid work	518.6	6.3	9.6	15.2	27.7	25.6	10.2	5.4	84.2
	Not stated (12%)	529.2	6.3	8.8	14.8	22.3	24.4	16.0	7.4	84.9
NT	Group 1	541.1	0.9	7.4	12.1	20.5	28.6	20.5	9.9	91.7
	Group 2	533.4	1.3	8.4	12.9	24.3	27.2	17.7	8.2	90.3
	Group 3	509.3	1.7	13.7	18.0	26.8	23.1	12.1	4.7	84.7
	Group 4	472.5	3.5	29.3	15.0	23.2	16.1	8.9	3.9	67.2
	Not in paid work	389.1	4.7	57.7	13.0	14.2	7.8	2.0	0.5	37.5
	Not stated (30%)	359.5	4.4	66.6	10.0	8.8	6.8	2.5	0.8	29.0
Aust	Group 1	571.2	0.8	2.0	6.6	17.3	29.4	26.7	17.1	97.2
	Group 2	554.0	1.0	3.2	9.7	22.0	30.5	22.7	11.0	95.8
	Group 3	539.4	1.4	5.3	12.6	24.4	30.0	18.9	7.4	93.3
	Group 4	528.5	2.3	8.2	15.0	25.3	26.9	15.9	6.4	89.6
	Not in paid work	510.7	5.3	13.1	17.6	24.9	23.0	11.8	4.3	81.7
	Not stated (12%)	524.6	3.1	11.6	14.0	22.1	25.2	16.2	7.8	85.3

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

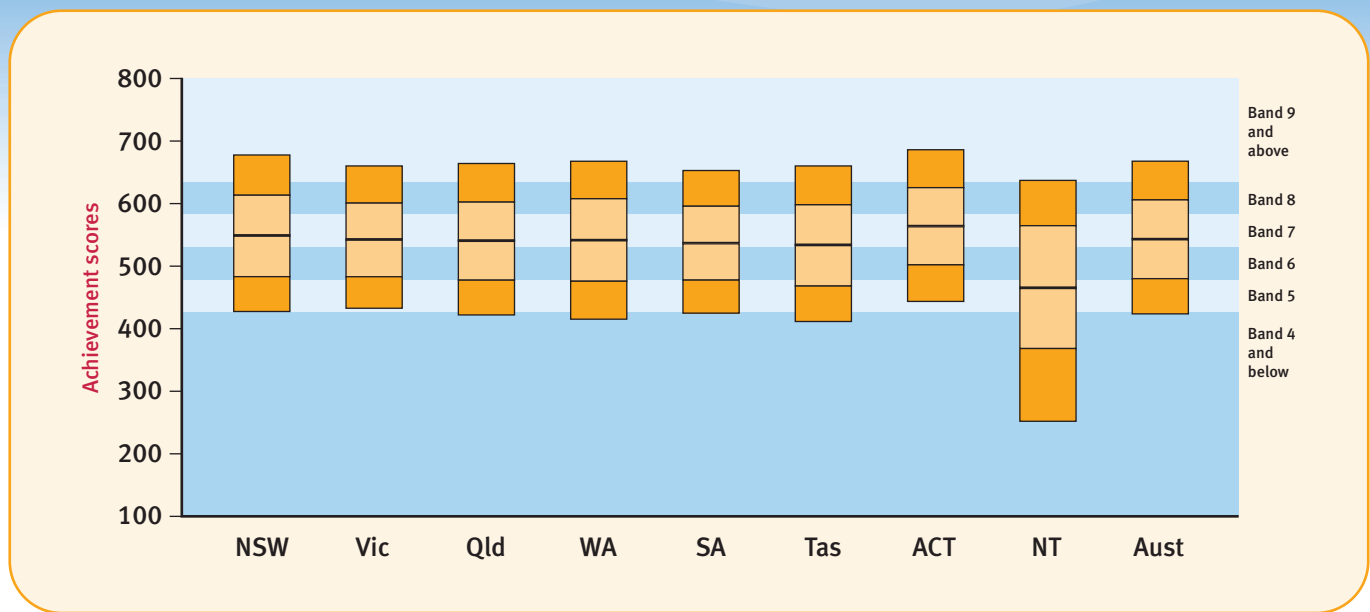
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

NAPLAN Year 7 Grammar and Punctuation

Figure 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	548.9 (76.1)	542.5 (69.0)	540.6 (73.4)	541.5 (76.9)	536.7 (69.6)	533.8 (75.4)	563.9 (72.6)	465.2 (116.7)	543.1 (74.8)

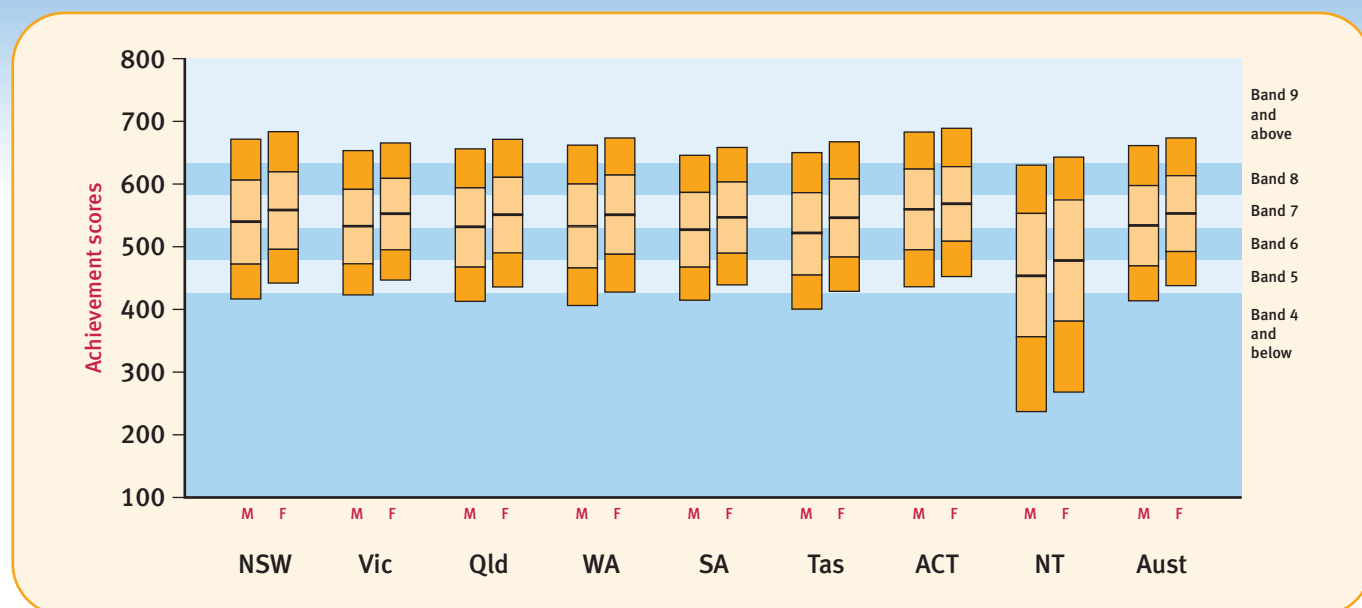
Table 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2014.

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	
NSW	12yrs 7mths 7yrs 4mths	97.0	2.5	0.6	1.5	4.7	13.1	22.7	25.8	18.9	13.3	93.8
Vic	12yrs 9mths 7yrs 4mths	95.1	3.5	1.4	2.4	3.8	13.7	25.6	27.3	17.7	9.6	93.8
Qld	12yrs 3mths 7yrs 4mths	93.4	2.5	4.1	1.9	5.5	14.3	24.2	26.3	17.5	10.3	92.5
WA	12yrs 5mths 7yrs 4mths	96.0	3.0	1.0	1.2	6.6	13.9	23.0	25.2	18.5	11.6	92.2
SA	12yrs 7mths 7yrs 4mths	94.0	3.5	2.6	1.9	5.1	14.8	25.8	27.1	17.3	8.1	93.0
Tas	12yrs 11mths 7yrs 4mths	95.5	3.4	1.1	1.4	7.7	15.7	24.5	24.8	16.5	9.4	90.9
ACT	12yrs 8mths 7yrs 4mths	94.9	2.4	2.7	1.9	2.8	9.2	19.2	27.5	22.9	16.5	95.2
NT	12yrs 6mths 7yrs 4mths	88.9	9.6	1.5	2.7	33.5	15.1	17.5	16.4	9.6	5.2	63.8
Aust	12yrs 7mths 7yrs 4mths	95.4	3.0	1.6	1.8	5.2	13.7	23.8	26.2	18.1	11.1	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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	539.8 (77.8)	532.7 (69.9)	531.6 (73.8)	532.6 (77.9)	527.0 (70.9)	521.8 (76.2)	559.6 (74.2)	453.4 (117.8)	533.8 (76.0)
Female Mean scale score / (S.D.)	558.4 (73.2)	552.5 (66.6)	550.9 (71.4)	550.8 (74.7)	546.8 (66.7)	546.1 (72.6)	568.4 (70.6)	477.8 (114.3)	552.9 (72.2)

Table 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2014.

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	1.9	6.5	15.4	23.3	24.3	17.0	11.6	91.6	
	Female	1.0	2.8	10.7	22.0	27.4	21.0	15.1	96.2	
Vic	Male	3.0	5.4	16.4	26.7	25.5	15.1	7.9	91.6	
	Female	1.6	2.2	10.8	24.4	29.2	20.5	11.4	96.2	
Qld	Male	2.3	7.3	16.5	25.0	25.0	15.5	8.5	90.4	
	Female	1.5	3.5	11.8	23.2	27.9	19.7	12.4	95.0	
WA	Male	1.6	8.4	16.0	23.8	23.8	16.5	9.9	90.0	
	Female	0.9	4.7	11.7	22.2	26.6	20.6	13.3	94.4	
SA	Male	2.4	7.1	17.2	26.8	25.0	14.8	6.6	90.5	
	Female	1.4	3.0	12.2	24.8	29.2	19.8	9.7	95.6	
Tas	Male	1.7	10.8	17.9	25.3	23.1	13.8	7.4	87.5	
	Female	1.1	4.5	13.4	23.6	26.5	19.3	11.5	94.3	
ACT	Male	2.5	3.7	10.2	19.4	26.7	21.8	15.6	93.8	
	Female	1.3	1.9	8.1	18.9	28.2	24.1	17.4	96.7	
NT	Male	3.6	37.0	15.6	17.0	14.5	7.9	4.4	59.4	
	Female	1.7	29.6	14.7	18.0	18.5	11.5	6.1	68.7	
Aust	Male	2.3	7.0	16.0	24.6	24.6	16.0	9.5	90.7	
	Female	1.3	3.3	11.2	23.0	27.9	20.4	12.9	95.4	

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	486.2 (67.0)	482.6 (63.2)	477.4 (68.8)	451.0 (72.3)	467.3 (71.9)	494.2 (71.8)	493.5 (73.6)	376.4 (101.6)	466.5 (79.8)
Non-Indigenous Mean scale score / (S.D.)	552.3 (75.0)	543.5 (68.6)	545.4 (71.4)	548.9 (72.8)	539.7 (67.9)	536.8 (74.7)	566.1 (71.7)	530.3 (72.8)	547.3 (72.1)

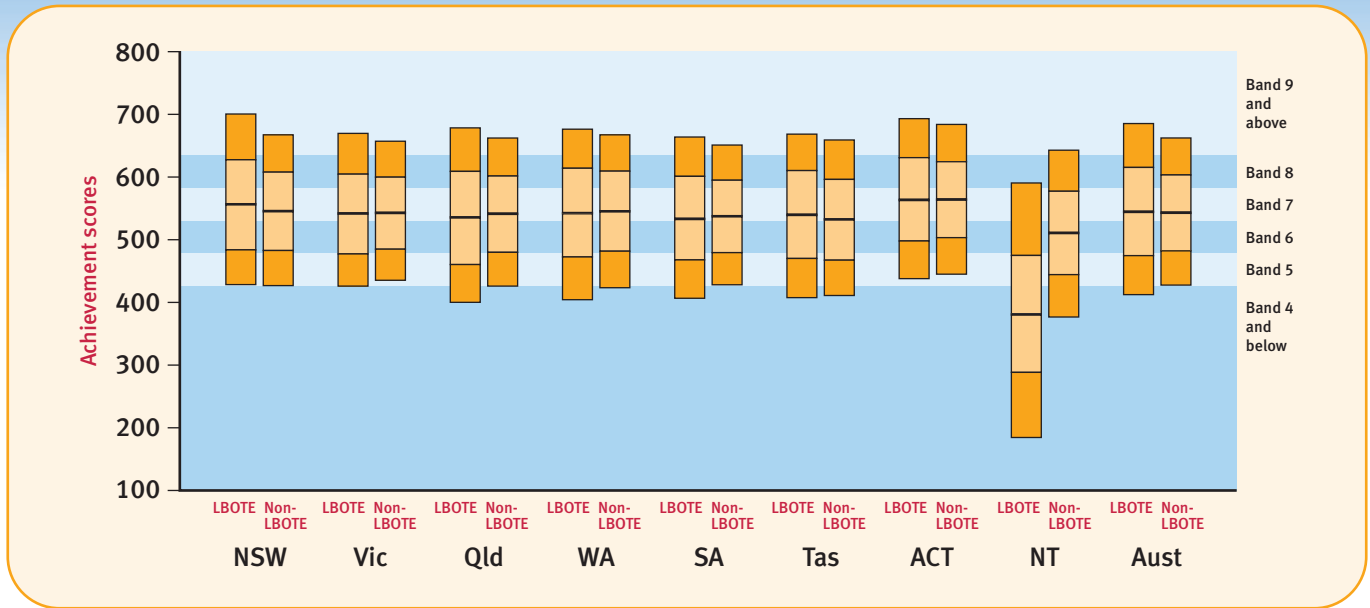
Table 7.G3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2014.

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	2.3	18.0	28.0	26.8	16.6	6.4	1.7	79.7	
	Non-Indigenous	1.4	3.9	12.3	22.5	26.4	19.6	13.9	94.7	
Vic	Indigenous	5.4	16.7	29.3	27.8	14.8	4.9	1.1	77.9	
	Non-Indigenous	2.2	3.6	13.4	25.5	27.5	18.0	9.8	94.2	
Qld	Indigenous	3.3	23.5	27.3	24.1	14.5	5.8	1.4	73.1	
	Non-Indigenous	1.8	4.1	13.3	24.2	27.3	18.4	11.0	94.1	
WA	Indigenous	1.6	37.2	27.6	19.5	10.3	3.2	0.6	61.2	
	Non-Indigenous	1.2	4.2	12.7	23.2	26.4	19.7	12.5	94.6	
SA	Indigenous	2.1	24.6	29.6	26.5	12.8	3.5	0.9	73.3	
	Non-Indigenous	1.8	4.2	14.1	25.9	27.7	17.8	8.4	94.0	
Tas	Indigenous	1.7	17.1	25.1	27.3	18.4	7.0	3.5	81.3	
	Non-Indigenous	1.4	7.0	14.9	24.3	25.5	17.2	9.8	91.6	
ACT	Indigenous	7.4	17.9	22.3	21.5	20.7	7.0	3.3	74.8	
	Non-Indigenous	1.8	2.4	8.8	18.9	27.6	23.5	17.0	95.8	
NT	Indigenous	3.7	67.5	14.9	8.2	3.5	1.4	0.8	28.8	
	Non-Indigenous	2.1	7.1	15.9	25.5	26.3	15.1	7.9	90.7	
Aust	Indigenous	2.8	27.6	26.5	23.2	13.6	5.0	1.4	69.6	
	Non-Indigenous	1.7	4.0	13.0	23.9	26.9	18.9	11.7	94.3	

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	556.5 (82.6)	541.8 (74.0)	535.6 (84.4)	542.3 (82.8)	533.1 (80.4)	539.6 (79.0)	563.4 (75.8)	380.7 (117.5)	544.4 (84.8)
Non-LBOTE Mean scale score / (S.D.)	545.5 (73.2)	542.7 (67.3)	541.3 (71.6)	545.3 (74.3)	537.4 (67.7)	532.4 (75.1)	564.0 (71.8)	510.7 (80.3)	543.0 (71.4)

Table 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2014.

State/Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above		
NSW	LBOTE	2.0	4.5	13.1	21.2	23.3	18.2	17.7	93.5	
	Non-LBOTE	1.3	4.8	13.2	23.3	26.8	19.1	11.5	93.9	
Vic	LBOTE	3.1	4.8	14.9	24.2	24.9	16.8	11.2	92.1	
	Non-LBOTE	2.1	3.5	13.3	26.0	28.0	18.0	9.1	94.4	
Qld	LBOTE	2.6	10.0	15.4	21.0	22.1	16.7	12.2	87.4	
	Non-LBOTE	1.8	4.9	14.1	24.6	26.9	17.6	10.0	93.3	
WA	LBOTE	1.8	8.2	13.2	21.2	23.3	18.7	13.5	90.0	
	Non-LBOTE	1.0	5.4	13.2	23.0	26.2	19.4	11.8	93.6	
SA	LBOTE	3.7	8.0	15.1	23.9	22.9	16.4	10.0	88.3	
	Non-LBOTE	1.5	4.6	14.7	26.2	27.8	17.4	7.8	93.9	
Tas	LBOTE	5.2	8.8	12.8	19.9	23.6	19.8	9.9	86.0	
	Non-LBOTE	1.2	7.9	16.0	24.9	24.8	16.1	9.1	90.9	
ACT	LBOTE	3.3	3.3	9.9	18.7	26.8	19.9	18.1	93.4	
	Non-LBOTE	1.6	2.7	9.0	19.3	27.6	23.6	16.1	95.7	
NT	LBOTE	3.4	65.9	11.9	7.7	5.6	3.6	2.0	30.8	
	Non-LBOTE	2.6	14.3	18.1	24.3	22.6	12.1	5.9	83.0	
Aust	LBOTE	2.5	6.9	13.8	21.9	23.4	17.4	14.2	90.6	
	Non-LBOTE	1.6	4.6	13.6	24.5	27.1	18.4	10.3	93.7	

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, 2014.

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	
NSW	<i>Metro</i>	555.5	1.5	3.8	11.9	21.6	25.9	20.0	15.3	94.7
	<i>Provincial</i>	529.2	1.4	7.1	17.0	26.0	25.6	15.8	7.1	91.5
	<i>Remote</i>	482.0	1.5	21.9	29.5	22.6	15.8	6.0	2.7	76.6
	<i>Very Remote</i>	459.7	0.0	35.4	26.7	17.1	14.2	4.9	1.7	64.6
Vic	<i>Metro</i>	547.5	2.4	3.3	12.4	24.5	27.6	18.9	10.9	94.3
	<i>Provincial</i>	526.3	2.3	5.4	17.8	29.0	26.1	14.1	5.3	92.3
	<i>Remote</i>	540.9	0.0	1.1	13.9	37.2	21.1	18.3	8.3	98.9
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	546.2	1.8	4.5	13.2	23.4	26.9	18.7	11.5	93.7
	<i>Provincial</i>	531.5	2.3	6.2	16.4	26.4	25.9	15.2	7.7	91.6
	<i>Remote</i>	501.4	2.1	18.2	21.5	22.7	20.3	10.7	4.5	79.7
	<i>Very Remote</i>	463.7	1.8	33.0	25.5	20.8	11.9	5.2	1.8	65.2
WA	<i>Metro</i>	550.3	1.3	4.6	12.4	22.2	25.8	20.1	13.5	94.0
	<i>Provincial</i>	529.7	1.1	7.0	17.1	26.0	25.3	15.9	7.6	91.8
	<i>Remote</i>	507.4	1.2	15.3	19.1	25.3	21.5	12.7	4.9	83.5
	<i>Very Remote</i>	453.2	0.1	42.7	20.2	16.1	12.0	6.4	2.5	57.2
SA	<i>Metro</i>	541.2	2.1	4.5	13.7	25.0	27.5	18.0	9.2	93.4
	<i>Provincial</i>	527.6	1.5	5.7	17.6	28.2	26.0	15.5	5.5	92.8
	<i>Remote</i>	529.6	0.5	6.2	16.3	25.7	29.4	17.2	4.6	93.3
	<i>Very Remote</i>	450.1	0.7	38.3	17.6	21.5	11.7	6.2	4.2	61.1
Tas	<i>Metro</i>	537.9	1.5	7.4	14.8	23.8	24.4	17.2	10.9	91.1
	<i>Provincial</i>	530.5	1.3	8.0	16.4	25.0	25.1	16.0	8.2	90.7
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	563.9	1.9	2.8	9.2	19.2	27.5	22.9	16.5	95.2
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	516.6	2.9	11.9	18.6	23.8	23.3	13.1	6.4	85.2
	<i>Remote</i>	493.7	2.8	25.0	17.6	19.0	16.3	11.5	7.8	72.1
	<i>Very Remote</i>	342.3	2.2	82.9	6.3	3.7	2.7	1.4	0.9	14.9
Aust	<i>Metro</i>	550.3	1.8	4.0	12.4	22.9	26.6	19.4	12.9	94.2
	<i>Provincial</i>	528.5	1.8	6.6	17.1	26.9	25.7	15.2	6.7	91.6
	<i>Remote</i>	505.8	1.6	16.4	19.6	23.7	21.2	12.3	5.1	82.0
	<i>Very Remote</i>	416.6	1.3	54.3	16.3	13.0	8.8	4.4	1.9	44.4

[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, 2014.

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	
NSW	<i>Metro</i>	497.0	2.5	14.0	25.2	28.3	19.5	8.0	2.6	83.5
	<i>Provincial</i>	479.1	2.3	20.3	30.2	26.1	14.7	5.4	1.0	77.4
	<i>Remote</i>	448.5	1.5	33.7	38.2	19.2	6.2	0.9	0.3	64.8
	<i>Very Remote</i>	416.3	0.0	58.9	24.0	12.6	4.0	0.6	0.0	41.1
Vic	<i>Metro</i>	488.4	5.7	16.5	25.8	27.0	17.1	6.5	1.4	77.7
	<i>Provincial</i>	476.7	5.0	16.9	32.9	28.6	12.4	3.3	0.9	78.1
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	484.9	3.4	19.2	27.1	26.9	15.7	6.1	1.7	77.4
	<i>Provincial</i>	487.3	3.5	18.0	27.8	25.2	16.4	7.4	1.7	78.5
	<i>Remote</i>	441.6	3.0	47.6	26.6	10.5	9.9	2.3	0.1	49.4
	<i>Very Remote</i>	429.9	2.6	49.1	27.5	14.9	5.3	0.6	0.1	48.3
WA	<i>Metro</i>	472.0	1.9	25.4	29.9	23.5	13.0	4.9	1.4	72.7
	<i>Provincial</i>	463.3	2.4	27.3	31.6	22.7	12.0	3.7	0.2	70.2
	<i>Remote</i>	448.1	1.9	39.0	26.4	19.8	10.1	2.4	0.4	59.1
	<i>Very Remote</i>	408.8	0.2	64.2	20.9	9.6	4.6	0.4	0.2	35.6
SA	<i>Metro</i>	477.5	2.3	20.2	28.3	29.3	15.1	4.0	0.8	77.6
	<i>Provincial</i>	475.8	2.8	19.5	34.3	26.7	12.0	3.5	1.3	77.7
	<i>Remote</i>	470.2	0.0	21.8	41.2	23.6	7.9	5.5	0.0	78.2
	<i>Very Remote</i>	383.8	0.0	66.8	15.3	11.5	5.8	0.3	0.3	33.2
Tas	<i>Metro</i>	490.4	1.5	16.6	27.8	29.9	15.7	5.0	3.5	81.9
	<i>Provincial</i>	496.2	1.8	17.8	23.4	25.2	19.9	8.4	3.5	80.4
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	493.5	7.4	17.9	22.3	21.5	20.7	7.0	3.3	74.8
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	460.9	6.5	30.3	27.3	19.6	10.6	3.9	1.8	63.1
	<i>Remote</i>	425.7	4.8	49.1	25.8	12.7	4.0	2.1	1.6	46.1
	<i>Very Remote</i>	323.8	2.0	90.4	5.6	1.6	0.4	0.1	0.0	7.6
Aust	<i>Metro</i>	488.1	3.0	17.7	26.6	27.2	17.0	6.6	2.0	79.3
	<i>Provincial</i>	478.6	3.1	20.6	29.8	25.4	14.4	5.4	1.3	76.3
	<i>Remote</i>	441.8	2.8	41.9	28.3	16.3	7.9	2.2	0.7	55.3
	<i>Very Remote</i>	372.7	1.5	73.5	14.8	7.1	2.8	0.3	0.1	25.1

[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, 2014.

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	
NSW	<i>Metro</i>	557.3	1.4	3.5	11.4	21.4	26.2	20.4	15.7	95.1
	<i>Provincial</i>	535.4	1.3	5.4	15.3	26.0	27.0	17.2	7.8	93.3
	<i>Remote</i>	513.8	1.5	10.5	20.6	27.1	25.1	9.8	5.4	88.0
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	548.2	2.3	3.2	12.2	24.5	27.8	19.0	11.0	94.5
	<i>Provincial</i>	528.1	2.1	5.0	17.3	29.0	26.6	14.5	5.5	92.9
	<i>Remote</i>	542.3	0.0	0.6	13.7	37.1	21.7	18.3	8.6	99.4
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	549.5	1.7	3.8	12.4	23.2	27.5	19.4	12.1	94.6
	<i>Provincial</i>	536.3	2.2	4.9	15.1	26.5	26.9	16.1	8.4	93.0
	<i>Remote</i>	522.9	1.8	7.5	19.6	27.3	23.9	13.8	6.1	90.7
	<i>Very Remote</i>	519.1	0.5	6.3	22.0	30.3	23.0	13.0	4.8	93.2
WA	<i>Metro</i>	553.7	1.3	3.8	11.6	22.1	26.4	20.7	14.0	94.9
	<i>Provincial</i>	535.9	0.9	5.2	15.6	26.3	26.6	16.9	8.4	93.9
	<i>Remote</i>	531.0	1.0	5.9	16.1	27.2	26.1	17.0	6.7	93.1
	<i>Very Remote</i>	529.0	0.0	6.7	18.5	26.5	24.8	16.8	6.7	93.3
SA	<i>Metro</i>	543.1	1.9	4.0	13.2	25.0	28.0	18.4	9.4	94.1
	<i>Provincial</i>	530.8	1.5	4.8	16.6	28.4	26.8	16.2	5.8	93.7
	<i>Remote</i>	533.6	0.6	5.3	14.8	25.5	30.9	18.2	4.9	94.1
	<i>Very Remote</i>	522.9	1.4	5.8	20.8	32.8	18.3	12.5	8.3	92.8
Tas	<i>Metro</i>	541.6	1.5	6.8	13.6	23.4	25.1	18.1	11.6	91.7
	<i>Provincial</i>	533.2	1.3	7.0	15.9	25.1	25.8	16.5	8.4	91.7
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	566.1	1.8	2.4	8.8	18.9	27.6	23.5	17.0	95.8
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	524.0	2.3	8.1	17.5	26.0	26.1	13.8	6.2	89.6
	<i>Remote</i>	550.6	1.2	4.0	10.9	24.3	26.8	19.6	13.3	94.8
	<i>Very Remote</i>	538.4	4.2	5.3	13.6	23.9	27.8	14.7	10.6	90.6
Aust	<i>Metro</i>	552.2	1.7	3.5	11.9	22.8	27.0	19.8	13.2	94.7
	<i>Provincial</i>	533.0	1.7	5.3	16.0	27.1	26.7	16.1	7.2	93.1
	<i>Remote</i>	531.8	1.1	6.0	16.0	26.6	26.7	16.5	7.0	92.9
	<i>Very Remote</i>	526.1	0.9	6.4	19.5	27.7	23.7	14.9	6.8	92.7

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

NAPLAN Year 7 Grammar and Punctuation

Table 7.G8: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2014.

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	590.5	1.0	1.0	4.8	13.9	25.2	27.2	26.9	98.0
	Diploma	549.2	1.1	2.9	11.3	24.4	30.0	20.3	10.0	96.0
	Certificate	526.1	1.3	5.7	17.5	28.9	27.5	14.2	4.9	93.0
	Year 12	531.9	1.8	5.2	16.6	27.5	26.2	15.5	7.2	93.0
	Year 11	494.2	3.2	14.0	26.7	28.5	18.4	7.0	2.3	82.8
	Not stated (6%)	538.5	2.3	7.2	15.2	22.5	24.4	17.3	11.0	90.5
Vic	Bachelor	575.0	1.3	0.9	5.6	18.0	29.6	26.3	18.3	97.7
	Diploma	538.1	1.9	2.8	13.4	28.4	30.6	16.8	6.2	95.3
	Certificate	520.5	2.2	5.1	19.0	32.1	26.2	12.1	3.3	92.7
	Year 12	529.8	2.7	4.5	16.8	29.0	26.8	14.1	6.1	92.8
	Year 11	498.6	6.0	10.7	25.7	29.8	18.9	7.1	1.9	83.3
	Not stated (5%)	565.3	2.4	2.9	8.8	19.2	26.5	22.6	17.5	94.6
Qld	Bachelor	581.5	1.0	1.2	5.6	15.5	27.2	27.7	21.7	97.8
	Diploma	543.3	1.4	3.2	12.6	26.0	30.0	18.3	8.5	95.4
	Certificate	525.7	1.6	5.8	17.3	29.3	27.5	13.3	5.3	92.6
	Year 12	525.3	2.5	6.1	17.9	28.3	26.2	13.6	5.5	91.4
	Year 11	493.1	3.9	15.2	25.3	27.8	18.8	7.3	1.7	80.9
	Not stated (12%)	527.9	3.3	8.3	17.2	24.3	24.4	14.4	8.1	88.4
WA	Bachelor	582.7	0.9	1.4	5.9	15.2	26.2	26.9	23.6	97.8
	Diploma	547.3	0.8	3.4	11.9	24.8	28.2	21.0	9.8	95.7
	Certificate	528.4	1.1	6.0	16.1	28.2	27.6	15.4	5.6	92.9
	Year 12	525.9	1.4	6.6	17.6	28.2	25.6	14.7	5.9	91.9
	Year 11	493.2	1.7	16.2	25.6	27.4	19.3	7.6	2.2	82.1
	Not stated (16%)	518.8	2.2	13.0	17.7	23.3	21.3	14.3	8.2	84.8
SA	Bachelor	573.2	0.8	1.1	6.1	18.0	30.0	26.5	17.5	98.0
	Diploma	540.5	1.1	2.9	13.0	26.2	31.8	18.5	6.4	95.9
	Certificate	525.2	1.3	5.1	17.9	30.2	27.1	13.8	4.5	93.5
	Year 12	528.1	2.2	5.1	16.7	29.6	26.2	14.6	5.5	92.7
	Year 11	497.7	3.9	11.8	25.1	30.5	19.5	7.6	1.6	84.3
	Not stated (13%)	525.0	3.8	8.4	16.3	25.3	24.5	15.7	6.1	87.8

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 Grammar and Punctuation

Table 7.G8 (cont.): Achievement of Year 7 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	584.1	0.6	1.1	5.0	15.0	26.5	28.5	23.3	98.3
	<i>Diploma</i>	543.8	0.6	4.2	12.9	24.3	29.6	19.6	8.7	95.2
	<i>Certificate</i>	521.5	0.8	7.7	18.4	28.9	26.2	13.1	5.0	91.5
	<i>Year 12</i>	515.2	2.6	10.7	18.9	29.1	21.9	11.6	5.2	86.7
	<i>Year 11</i>	492.1	2.7	17.8	24.3	27.0	18.8	7.4	2.0	79.5
	<i>Not stated (12%)</i>	530.0	2.9	7.2	17.4	25.1	23.8	15.5	8.0	89.9
ACT	<i>Bachelor</i>	589.3	0.7	0.7	4.5	13.6	26.8	28.3	25.4	98.6
	<i>Diploma</i>	546.8	1.8	2.5	11.5	23.4	32.5	20.5	7.8	95.7
	<i>Certificate</i>	525.7	2.7	5.7	15.9	29.3	28.7	14.0	3.6	91.6
	<i>Year 12</i>	528.5	4.4	6.4	15.4	27.8	25.3	15.6	5.3	89.3
	<i>Year 11</i>	533.2	5.0	9.6	16.3	20.5	20.7	17.1	10.8	85.4
	<i>Not stated (6%)</i>	557.9	4.9	3.3	11.3	17.9	27.2	21.2	14.3	91.9
NT	<i>Bachelor</i>	559.4	0.9	4.0	9.5	20.0	27.7	22.0	15.9	95.1
	<i>Diploma</i>	524.3	1.2	5.2	18.6	29.3	26.8	13.0	5.9	93.6
	<i>Certificate</i>	499.7	2.0	14.4	21.8	26.9	21.9	9.9	3.0	83.5
	<i>Year 12</i>	481.8	1.3	22.7	23.8	25.4	17.9	7.2	1.7	76.0
	<i>Year 11</i>	415.8	4.3	51.8	19.2	13.3	8.5	2.5	0.4	43.9
	<i>Not stated (31%)</i>	388.5	4.1	64.4	9.7	6.9	6.5	5.1	3.1	31.5
Aust	<i>Bachelor</i>	582.7	1.0	1.1	5.4	15.7	27.2	26.9	22.7	97.9
	<i>Diploma</i>	544.1	1.3	3.0	12.3	25.9	30.1	18.9	8.4	95.6
	<i>Certificate</i>	524.4	1.6	5.7	17.8	29.8	27.1	13.5	4.6	92.7
	<i>Year 12</i>	528.4	2.2	5.6	17.1	28.4	26.1	14.5	6.2	92.2
	<i>Year 11</i>	494.4	3.9	14.1	25.7	28.4	18.6	7.2	2.1	82.0
	<i>Not stated (9%)</i>	527.7	2.8	10.7	15.2	22.3	23.3	16.0	9.7	86.5

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 Grammar and Punctuation

Table 7.G9: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2014.

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	588.0	0.8	1.0	5.1	14.5	25.6	27.2	25.8	98.1
	Group 2	560.8	0.9	2.1	9.2	22.2	29.1	22.2	14.4	97.1
	Group 3	535.6	1.2	4.6	15.2	27.2	28.2	16.1	7.4	94.2
	Group 4	519.4	1.8	7.7	20.7	28.8	23.5	11.8	5.8	90.6
	Not in paid work	499.5	3.6	14.2	25.1	26.7	18.4	8.2	3.9	82.2
	Not stated (9%)	524.7	3.0	9.3	19.2	23.7	22.3	14.0	8.4	87.6
Vic	Group 1	576.7	1.0	0.8	5.4	17.7	29.6	26.4	19.2	98.2
	Group 2	550.7	1.3	1.9	10.5	25.2	31.2	20.3	9.7	96.8
	Group 3	531.3	1.7	3.5	15.5	30.6	28.7	15.0	5.0	94.8
	Group 4	513.7	3.1	7.2	21.8	31.3	22.8	10.2	3.7	89.7
	Not in paid work	500.2	8.0	10.7	25.2	28.1	17.8	7.6	2.6	81.4
	Not stated (5%)	565.0	2.3	3.1	9.5	19.1	25.9	22.2	18.0	94.6
Qld	Group 1	580.0	0.8	1.3	5.8	16.1	27.6	27.1	21.3	97.9
	Group 2	553.6	1.1	2.3	10.6	23.6	29.9	20.8	11.7	96.6
	Group 3	530.1	1.6	5.1	16.0	28.3	28.6	14.4	6.0	93.3
	Group 4	509.8	2.6	9.5	22.2	29.4	22.5	10.2	3.5	87.8
	Not in paid work	498.4	5.0	15.2	24.1	25.7	18.1	8.1	3.8	79.8
	Not stated (15%)	519.3	3.4	9.7	19.1	26.0	22.7	12.8	6.3	86.9
WA	Group 1	578.8	0.6	1.6	6.9	16.4	26.0	26.1	22.5	97.8
	Group 2	553.3	0.9	3.0	10.4	23.1	29.0	21.6	12.0	96.1
	Group 3	534.6	1.0	4.8	15.0	27.3	28.2	16.8	6.9	94.1
	Group 4	515.0	1.3	9.6	20.9	28.1	23.2	12.0	4.9	89.1
	Not in paid work	493.2	2.7	19.0	24.1	24.1	17.0	9.3	3.8	78.3
	Not stated (23%)	517.3	2.1	12.5	18.5	24.5	21.4	13.6	7.4	85.5
SA	Group 1	569.5	0.8	1.6	6.9	18.6	30.4	25.0	16.7	97.6
	Group 2	549.8	0.8	2.1	10.8	25.2	30.9	20.9	9.3	97.1
	Group 3	532.9	1.0	3.7	15.9	28.6	29.0	16.3	5.4	95.3
	Group 4	517.6	2.0	6.7	19.7	31.2	24.8	12.3	3.3	91.3
	Not in paid work	502.0	3.8	11.4	24.7	29.4	19.4	8.3	3.1	84.9
	Not stated (20%)	514.6	4.3	10.2	19.7	26.7	21.6	12.5	5.1	85.5

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

Table 7.G9 (cont.): Achievement of Year 7 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2014.

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	
Tas	Group 1	575.5	0.6	2.1	7.1	17.3	25.2	26.5	21.2	97.3
	Group 2	548.1	0.6	4.2	11.6	23.8	29.0	19.5	11.2	95.1
	Group 3	528.6	1.2	6.2	16.6	27.4	27.4	15.3	5.9	92.5
	Group 4	510.1	1.4	11.3	20.9	28.6	23.6	10.7	3.5	87.3
	Not in paid work	486.6	3.0	19.4	26.7	25.3	17.2	6.5	2.0	77.6
	Not stated (16%)	524.6	2.8	9.4	17.8	25.8	22.0	14.5	7.8	87.9
ACT	Group 1	589.2	0.6	0.7	4.7	13.5	26.6	28.6	25.2	98.7
	Group 2	560.3	1.3	1.7	7.6	22.3	31.7	23.1	12.4	97.0
	Group 3	541.3	1.6	3.9	13.6	25.7	28.0	19.4	7.7	94.5
	Group 4	506.7	4.8	12.6	19.8	26.7	24.6	7.5	4.0	82.6
	Not in paid work	523.8	6.3	5.2	21.9	21.7	27.3	11.7	6.0	88.5
	Not stated (12%)	530.7	6.3	7.4	17.1	22.8	23.1	13.8	9.5	86.4
NT	Group 1	551.5	0.9	5.4	10.8	20.7	27.9	20.9	13.3	93.7
	Group 2	535.7	1.3	7.2	13.9	24.4	27.5	16.6	9.1	91.5
	Group 3	499.6	1.7	14.4	21.7	28.5	21.0	9.4	3.3	83.9
	Group 4	460.3	3.5	31.8	23.9	19.5	12.6	5.9	2.8	64.8
	Not in paid work	392.4	4.7	61.4	18.5	8.9	4.7	1.4	0.4	33.9
	Not stated (30%)	371.9	4.4	68.3	11.5	7.6	5.0	2.2	0.9	27.3
Aust	Group 1	581.1	0.8	1.2	5.7	16.1	27.3	26.7	22.2	98.0
	Group 2	554.9	1.0	2.2	10.1	23.6	29.9	21.2	12.0	96.8
	Group 3	532.7	1.4	4.5	15.5	28.4	28.4	15.5	6.3	94.1
	Group 4	514.9	2.3	8.2	21.2	29.6	23.1	11.0	4.4	89.5
	Not in paid work	497.5	5.3	14.0	24.9	26.7	17.9	7.9	3.3	80.7
	Not stated (12%)	520.1	3.1	11.4	17.8	23.8	21.9	13.9	8.0	85.5

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 Numeracy

Figure 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	550.3 (77.7)	548.6 (69.4)	543.6 (69.1)	545.5 (72.1)	533.9 (65.0)	533.1 (66.7)	556.6 (69.1)	484.4 (84.5)	545.9 (73.0)

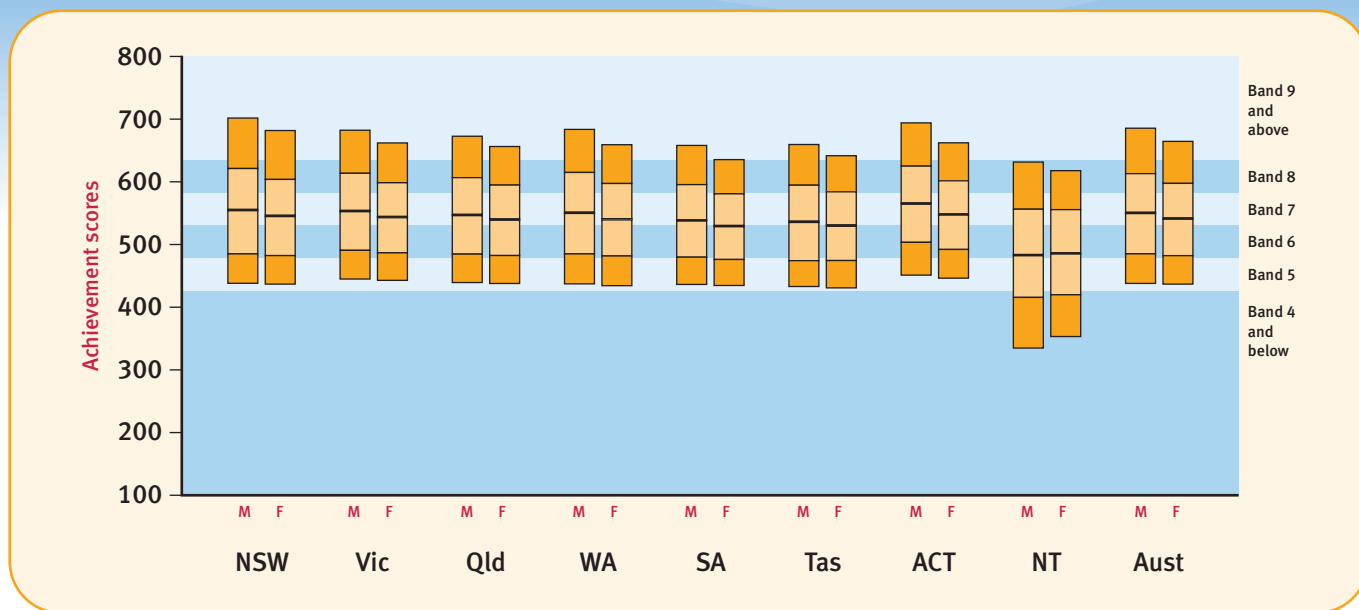
Table 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2014.

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	
NSW	12yrs 7mths 7yrs 4mths	96.3	3.1	0.6	1.5	3.0	14.3	25.4	25.1	16.6	14.1	95.5
Vic	12yrs 9mths 7yrs 4mths	94.6	4.0	1.4	2.3	2.2	12.8	26.4	27.2	17.6	11.6	95.5
Qld	12yrs 3mths 7yrs 4mths	92.7	3.2	4.1	1.9	2.9	14.3	26.6	27.0	17.0	10.3	95.3
WA	12yrs 5mths 7yrs 4mths	95.2	3.9	0.9	1.2	3.3	14.2	26.0	26.2	17.1	11.9	95.4
SA	12yrs 7mths 7yrs 4mths	93.2	4.3	2.6	1.9	3.3	16.3	29.2	27.2	15.0	7.1	94.8
Tas	12yrs 11mths 7yrs 4mths	94.9	4.0	1.1	1.4	3.8	17.7	28.3	26.2	14.9	7.7	94.8
ACT	12yrs 8mths 7yrs 4mths	93.9	3.3	2.8	1.9	1.9	10.5	23.4	29.1	19.7	13.6	96.3
NT	12yrs 6mths 7yrs 4mths	87.0	11.4	1.5	2.7	22.9	23.8	21.7	16.8	8.3	3.9	74.4
Aust	12yrs 7mths 7yrs 4mths	94.7	3.7	1.6	1.8	3.1	14.2	26.2	26.2	16.8	11.8	95.1

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	554.9 (80.6)	553.3 (71.9)	547.0 (71.2)	550.5 (75.0)	538.4 (67.8)	536.1 (68.9)	565.2 (71.9)	483.0 (87.3)	550.3 (75.6)
Female Mean scale score / (S.D.)	545.5 (74.3)	543.7 (66.5)	539.7 (66.4)	540.2 (68.5)	529.3 (61.7)	530.1 (64.2)	547.9 (65.0)	485.8 (81.5)	541.3 (69.7)

Table 7.N2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2014.

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	1.9	3.0	13.9	23.9	24.0	17.2	16.2	95.1
	Female	1.0	3.1	14.7	26.9	26.2	16.1	11.9	95.9
Vic	Male	3.0	2.1	12.2	24.8	26.4	18.0	13.6	95.0
	Female	1.6	2.3	13.4	28.1	28.0	17.1	9.5	96.0
Qld	Male	2.2	2.8	13.8	25.6	26.1	17.7	11.7	95.0
	Female	1.5	2.9	14.8	27.8	28.0	16.3	8.6	95.6
WA	Male	1.6	3.1	13.8	24.6	25.1	17.5	14.3	95.3
	Female	0.9	3.6	14.6	27.5	27.4	16.8	9.4	95.5
SA	Male	2.4	3.2	15.4	27.9	26.3	15.9	8.9	94.4
	Female	1.4	3.4	17.2	30.6	28.0	14.1	5.2	95.2
Tas	Male	1.7	3.5	17.9	26.8	25.7	15.2	9.2	94.8
	Female	1.1	4.1	17.5	29.9	26.7	14.6	6.1	94.9
ACT	Male	2.5	1.7	8.7	21.2	27.7	21.4	16.7	95.8
	Female	1.2	2.0	12.3	25.6	30.6	17.9	10.4	96.7
NT	Male	3.6	23.4	23.9	20.4	16.1	7.9	4.6	72.9
	Female	1.7	22.2	23.6	23.2	17.5	8.7	3.1	76.1
Aust	Male	2.3	3.0	13.7	24.7	25.3	17.3	13.8	94.8
	Female	1.3	3.2	14.7	27.7	27.2	16.2	9.7	95.5

[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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	489.2 (60.4)	490.6 (59.3)	487.8 (60.0)	469.0 (60.0)	472.9 (60.3)	498.1 (61.7)	504.0 (64.9)	422.5 (67.2)	478.5 (64.4)
Non-Indigenous Mean scale score / (S.D.)	553.6 (77.1)	549.6 (69.2)	547.8 (67.8)	551.9 (69.5)	536.5 (63.9)	536.1 (66.4)	558.3 (68.6)	527.8 (60.8)	549.7 (71.5)

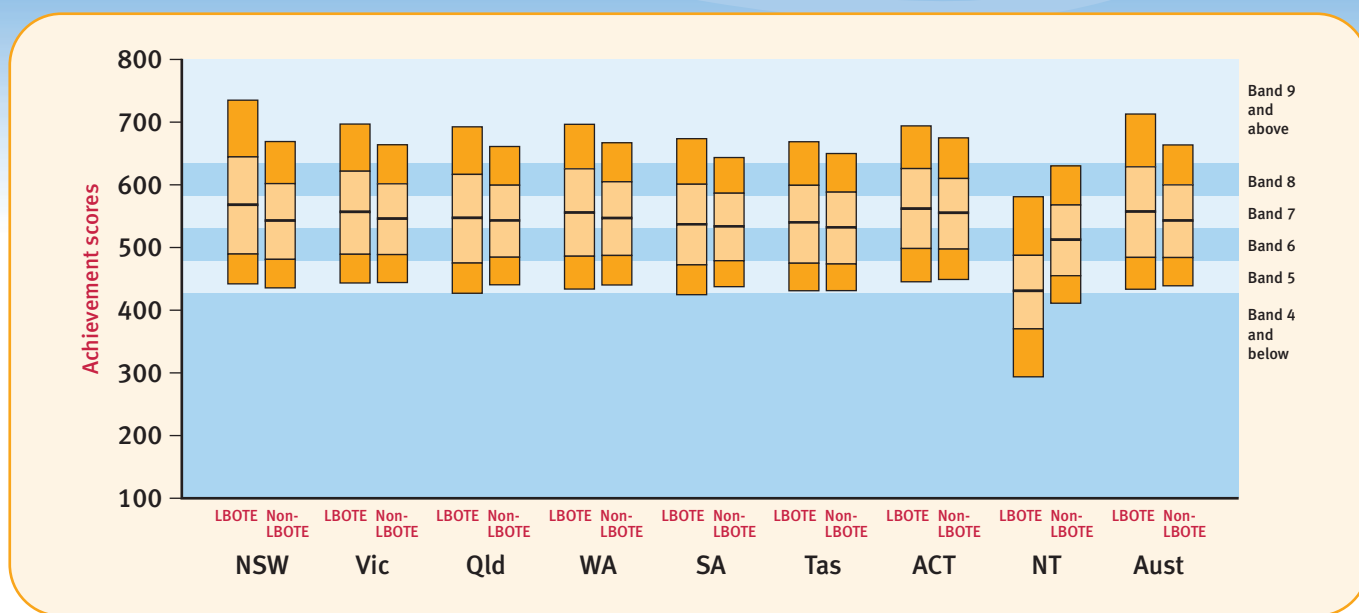
Table 7.N3: Achievement of Year 7 Students in Numeracy, by Indigenous Status, by State and Territory, 2014.

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	2.3	12.4	33.1	29.6	15.4	5.6	1.6	85.3
	Non-Indigenous	1.4	2.5	13.2	25.2	25.6	17.2	14.8	96.1
Vic	Indigenous	5.4	11.1	30.0	31.4	15.7	5.0	1.5	83.6
	Non-Indigenous	2.2	2.0	12.5	26.3	27.4	17.8	11.8	95.8
Qld	Indigenous	3.2	13.0	33.5	28.1	15.3	5.2	1.7	83.8
	Non-Indigenous	1.8	2.1	12.8	26.6	28.0	17.9	10.9	96.2
WA	Indigenous	1.6	21.2	36.8	25.8	10.7	3.2	0.6	77.2
	Non-Indigenous	1.2	1.9	12.3	25.9	27.5	18.3	12.9	96.9
SA	Indigenous	2.1	17.5	36.1	29.2	11.3	3.4	0.3	80.3
	Non-Indigenous	1.8	2.7	15.4	29.3	27.9	15.5	7.4	95.5
Tas	Indigenous	1.7	9.4	30.8	32.5	15.7	6.6	3.3	88.9
	Non-Indigenous	1.4	3.4	16.6	27.9	27.0	15.7	8.1	95.3
ACT	Indigenous	7.4	7.5	28.4	26.9	19.5	5.9	4.4	85.1
	Non-Indigenous	1.7	1.7	9.9	23.1	29.4	20.3	13.9	96.6
NT	Indigenous	3.7	48.7	31.8	10.8	3.5	1.2	0.3	47.7
	Non-Indigenous	2.1	2.6	18.7	31.5	27.1	12.8	5.2	95.2
Aust	Indigenous	2.8	17.7	33.4	26.9	13.3	4.6	1.3	79.5
	Non-Indigenous	1.7	2.3	13.0	26.2	27.0	17.5	12.4	96.1

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	568.1 (89.3)	556.8 (76.8)	547.2 (80.7)	555.7 (80.0)	537.0 (76.7)	540.1 (71.5)	561.9 (73.7)	430.8 (83.1)	557.3 (85.5)
Non-LBOTE Mean scale score / (S.D.)	542.9 (71.4)	546.0 (66.7)	543.1 (67.3)	546.9 (68.8)	533.7 (63.0)	532.1 (66.5)	555.3 (67.9)	512.4 (66.4)	543.0 (68.5)

Table 7.N4: Achievement of Year 7 Students in Numeracy, by LBOTE Status, by State and Territory, 2014.

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	1.9	2.4	12.6	22.6	22.1	16.2	22.2	95.6
	Non-LBOTE	1.3	3.3	15.0	26.6	26.2	16.7	10.8	95.4
Vic	LBOTE	3.0	2.2	12.6	23.9	24.7	17.3	16.2	94.7
	Non-LBOTE	2.1	2.2	12.8	27.2	28.0	17.6	10.1	95.7
Qld	LBOTE	2.3	4.7	15.9	23.5	22.4	16.4	15.0	93.0
	Non-LBOTE	1.8	2.6	14.0	27.1	27.7	17.1	9.6	95.6
WA	LBOTE	1.8	3.7	12.9	22.6	23.9	17.8	17.3	94.6
	Non-LBOTE	1.0	2.7	13.1	26.2	27.7	18.2	11.2	96.3
SA	LBOTE	3.6	5.1	16.5	25.7	23.3	14.6	11.2	91.3
	Non-LBOTE	1.5	3.0	16.2	29.8	27.9	15.1	6.5	95.5
Tas	LBOTE	4.9	3.6	16.7	23.1	25.9	15.5	10.4	91.5
	Non-LBOTE	1.2	3.9	18.0	28.7	25.9	14.9	7.4	94.9
ACT	LBOTE	3.2	1.9	10.1	22.3	26.3	19.1	17.1	94.9
	Non-LBOTE	1.5	1.9	10.5	23.7	29.9	19.8	12.7	96.6
NT	LBOTE	3.4	47.2	26.9	11.5	6.2	2.8	2.0	49.4
	Non-LBOTE	2.6	8.4	23.0	28.9	22.4	10.3	4.4	88.9
Aust	LBOTE	2.4	3.7	13.4	23.0	22.9	16.4	18.3	93.9
	Non-LBOTE	1.6	2.8	14.3	27.1	27.3	17.0	10.0	95.6

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

NAPLAN Year 7 Numeracy

Table 7.N5: Achievement of Year 7 Students in Numeracy, by Geolocation, by State and Territory, 2014.

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	<i>Metro</i>	557.7	1.5	2.5	12.7	24.0	25.0	17.6	16.6	96.0
	<i>Provincial</i>	527.9	1.4	4.5	18.8	29.5	25.5	13.9	6.4	94.1
	<i>Remote</i>	483.7	1.5	16.9	36.3	23.2	15.3	4.6	2.3	81.6
	<i>Very Remote</i>	468.3	0.0	21.4	33.3	29.6	14.5	1.2	0.0	78.6
Vic	<i>Metro</i>	553.7	2.3	1.9	11.6	25.0	27.3	18.6	13.3	95.7
	<i>Provincial</i>	532.1	2.3	3.1	16.4	30.8	26.9	14.3	6.2	94.7
	<i>Remote</i>	549.3	0.0	0.6	8.9	32.2	30.6	18.3	9.4	99.4
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	549.3	1.7	2.3	12.8	25.8	27.4	18.4	11.7	96.0
	<i>Provincial</i>	533.5	2.2	3.3	16.7	29.1	27.0	14.5	7.2	94.4
	<i>Remote</i>	510.3	1.9	9.3	24.7	27.8	21.8	10.0	4.4	88.7
	<i>Very Remote</i>	478.4	1.8	19.3	34.7	23.7	14.8	4.0	1.8	79.0
WA	<i>Metro</i>	554.0	1.3	2.1	12.2	24.8	26.7	18.8	14.1	96.6
	<i>Provincial</i>	532.6	1.1	3.6	16.9	29.8	26.9	14.6	7.1	95.3
	<i>Remote</i>	512.3	1.2	8.1	23.7	29.2	22.9	10.5	4.4	90.6
	<i>Very Remote</i>	470.9	0.1	26.7	31.1	21.9	12.9	4.8	2.5	73.1
SA	<i>Metro</i>	538.0	2.1	3.0	15.4	28.2	27.2	15.9	8.3	94.9
	<i>Provincial</i>	525.2	1.5	3.4	18.4	32.2	27.3	12.9	4.2	95.1
	<i>Remote</i>	528.8	0.5	2.5	18.6	30.0	28.9	15.3	4.1	96.9
	<i>Very Remote</i>	466.2	0.7	29.5	23.9	23.1	14.1	5.8	3.0	69.8
Tas	<i>Metro</i>	535.4	1.4	3.9	17.5	27.1	26.1	15.3	8.7	94.7
	<i>Provincial</i>	531.5	1.3	3.7	17.7	29.4	26.3	14.7	6.9	95.0
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	556.6	1.9	1.9	10.5	23.4	29.1	19.7	13.6	96.3
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	518.6	2.9	5.7	22.5	29.4	23.3	10.8	5.3	91.4
	<i>Remote</i>	496.9	2.8	17.9	24.2	21.9	18.6	10.5	4.1	79.3
	<i>Very Remote</i>	407.2	2.2	60.8	25.9	6.2	2.6	1.5	0.7	36.9
Aust	<i>Metro</i>	553.1	1.8	2.3	12.6	25.0	26.4	18.0	13.9	95.9
	<i>Provincial</i>	530.1	1.8	3.8	17.7	30.0	26.4	14.0	6.4	94.5
	<i>Remote</i>	509.9	1.5	9.8	24.0	27.4	22.3	10.8	4.2	88.6
	<i>Very Remote</i>	449.9	1.3	37.2	29.5	16.9	9.9	3.5	1.6	61.5

[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, 2014.

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	<i>Metro</i>	497.8	2.4	9.9	29.7	30.8	18.0	6.9	2.4	87.8
	<i>Provincial</i>	483.7	2.3	13.7	35.5	29.2	13.6	4.8	1.0	84.1
	<i>Remote</i>	453.5	1.5	28.6	43.8	19.8	5.4	0.9	0.0	69.9
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	495.0	5.7	11.0	28.2	29.1	17.7	6.5	1.8	83.3
	<i>Provincial</i>	486.3	5.0	11.1	31.7	33.7	13.8	3.5	1.1	83.9
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	494.8	3.2	9.8	31.2	31.2	16.7	6.0	1.9	87.0
	<i>Provincial</i>	493.4	3.5	10.8	32.5	27.9	17.0	6.1	2.2	85.7
	<i>Remote</i>	458.2	3.0	26.2	41.7	20.2	7.4	1.3	0.0	70.7
	<i>Very Remote</i>	453.3	2.6	27.9	42.7	18.7	7.3	0.7	0.0	69.5
WA	<i>Metro</i>	486.1	1.9	11.7	36.1	30.4	14.0	4.8	1.1	86.4
	<i>Provincial</i>	478.7	2.4	17.0	32.5	30.4	13.7	3.5	0.4	80.6
	<i>Remote</i>	464.3	1.9	20.1	41.8	25.1	8.1	2.5	0.5	78.0
	<i>Very Remote</i>	436.6	0.2	41.0	38.8	14.4	4.5	0.9	0.1	58.8
SA	<i>Metro</i>	480.0	2.3	15.4	34.4	30.5	12.7	4.3	0.4	82.3
	<i>Provincial</i>	480.3	2.8	10.5	40.5	32.0	11.0	2.9	0.4	86.7
	<i>Remote</i>	474.1	0.0	13.9	44.8	26.7	12.7	1.8	0.0	86.1
	<i>Very Remote</i>	410.4	0.0	54.8	26.6	14.0	3.6	1.1	0.0	45.2
Tas	<i>Metro</i>	492.2	1.5	10.1	33.2	33.8	14.7	3.3	3.4	88.4
	<i>Provincial</i>	501.8	1.8	9.1	29.5	31.2	16.5	8.7	3.2	89.1
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	504.0	7.4	7.5	28.4	26.9	19.5	5.9	4.4	85.1
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	471.0	6.5	18.8	38.6	22.2	9.6	3.1	1.2	74.7
	<i>Remote</i>	443.8	4.8	35.1	37.8	15.9	4.1	2.3	0.1	60.1
	<i>Very Remote</i>	394.8	2.0	66.6	26.7	4.0	0.6	0.1	0.0	31.3
Aust	<i>Metro</i>	493.9	2.9	10.5	31.2	30.7	16.7	6.0	2.0	86.6
	<i>Provincial</i>	485.5	3.1	13.1	34.3	29.3	14.1	4.8	1.3	83.8
	<i>Remote</i>	456.5	2.8	26.4	40.8	21.1	6.6	2.0	0.2	70.8
	<i>Very Remote</i>	419.4	1.5	50.9	33.5	10.3	3.2	0.5	0.0	47.6

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

NAPLAN Year 7 Numeracy

Table 7.N7: Achievement of Year 7 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2014.

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	
NSW	<i>Metro</i>	559.6	1.4	2.3	12.2	23.9	25.3	17.9	17.1	96.3
	<i>Provincial</i>	533.3	1.3	3.3	16.7	29.7	27.0	15.0	7.0	95.4
	<i>Remote</i>	513.3	1.5	5.8	28.8	26.2	24.6	8.3	4.8	92.6
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	554.4	2.2	1.8	11.4	25.0	27.4	18.7	13.4	95.9
	<i>Provincial</i>	533.8	2.1	2.8	15.8	30.7	27.5	14.8	6.4	95.2
	<i>Remote</i>	549.8	0.0	0.6	8.6	32.6	30.3	18.9	9.1	99.4
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	552.1	1.6	1.9	11.8	25.5	28.0	19.0	12.2	96.5
	<i>Provincial</i>	537.9	2.1	2.5	15.0	29.1	28.1	15.4	7.8	95.4
	<i>Remote</i>	529.0	1.5	3.0	18.7	30.9	26.5	13.3	6.1	95.4
	<i>Very Remote</i>	519.3	0.5	4.5	21.9	31.7	27.0	9.5	4.9	95.0
WA	<i>Metro</i>	557.1	1.3	1.7	11.1	24.5	27.2	19.4	14.8	97.0
	<i>Provincial</i>	537.7	0.9	2.4	15.3	29.8	28.1	15.7	7.8	96.7
	<i>Remote</i>	531.7	1.0	3.1	16.4	30.7	28.8	13.8	6.1	95.9
	<i>Very Remote</i>	529.2	0.0	2.7	18.4	34.0	27.2	11.2	6.6	97.3
SA	<i>Metro</i>	539.7	2.0	2.6	14.8	28.2	27.7	16.2	8.5	95.4
	<i>Provincial</i>	527.9	1.4	3.0	17.0	32.3	28.3	13.5	4.5	95.6
	<i>Remote</i>	532.2	0.6	1.9	17.1	29.9	29.8	16.2	4.4	97.5
	<i>Very Remote</i>	526.8	1.4	1.9	20.6	33.6	25.6	10.8	6.1	96.7
Tas	<i>Metro</i>	538.9	1.5	3.5	16.4	26.3	26.6	16.4	9.3	95.0
	<i>Provincial</i>	534.0	1.3	3.2	16.7	29.2	27.2	15.3	7.2	95.6
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	558.3	1.7	1.7	9.9	23.1	29.4	20.3	13.9	96.6
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	523.4	2.3	2.6	20.4	32.9	26.2	11.2	4.3	95.1
	<i>Remote</i>	541.3	1.2	2.8	12.9	26.9	31.1	17.5	7.6	96.1
	<i>Very Remote</i>	537.8	4.2	1.4	17.2	28.1	23.6	16.9	8.6	94.4
Aust	<i>Metro</i>	555.0	1.7	2.0	12.0	24.8	26.8	18.4	14.3	96.2
	<i>Provincial</i>	534.1	1.6	2.9	16.1	30.1	27.5	14.9	6.8	95.5
	<i>Remote</i>	531.6	1.1	3.0	17.2	29.8	28.6	14.4	5.9	96.0
	<i>Very Remote</i>	526.5	0.9	3.1	19.6	32.2	26.9	11.3	5.9	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, 2014.

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	<i>Bachelor</i>	593.0	1.0	0.5	4.9	15.9	25.6	24.0	28.1	98.5
	<i>Diploma</i>	548.7	1.1	1.9	12.2	27.3	29.2	17.3	10.9	97.0
	<i>Certificate</i>	525.2	1.3	3.8	19.2	32.4	25.7	12.3	5.3	94.9
	<i>Year 12</i>	535.2	1.8	3.5	16.7	30.1	25.3	13.9	8.7	94.8
	<i>Year 11</i>	498.7	3.2	9.0	30.0	31.5	16.9	6.5	2.9	87.8
	<i>Not stated (6%)</i>	541.2	2.3	4.6	17.4	24.0	24.1	15.4	12.3	93.1
Vic	<i>Bachelor</i>	579.8	1.3	0.6	5.0	18.4	28.7	25.0	21.0	98.1
	<i>Diploma</i>	542.4	1.8	1.8	12.4	29.1	30.5	16.4	7.9	96.4
	<i>Certificate</i>	526.3	2.2	2.9	17.9	33.1	26.9	12.6	4.4	94.9
	<i>Year 12</i>	537.7	2.7	2.3	15.5	29.8	26.7	14.7	8.2	95.0
	<i>Year 11</i>	509.9	6.0	5.9	24.4	32.0	20.0	8.5	3.3	88.1
	<i>Not stated (5%)</i>	572.7	2.4	1.7	8.7	19.0	25.5	21.8	21.0	96.0
Qld	<i>Bachelor</i>	580.7	0.9	0.6	5.2	17.3	28.6	26.3	21.0	98.5
	<i>Diploma</i>	544.8	1.3	1.6	12.0	28.9	30.0	18.0	8.3	97.2
	<i>Certificate</i>	530.2	1.5	2.9	16.5	31.7	28.2	13.6	5.4	95.5
	<i>Year 12</i>	530.3	2.5	3.3	16.9	31.1	26.3	14.1	5.9	94.2
	<i>Year 11</i>	500.9	3.8	8.1	28.4	31.4	19.3	6.8	2.2	88.1
	<i>Not stated (12%)</i>	533.1	3.2	4.4	18.2	26.7	24.8	13.7	8.9	92.4
WA	<i>Bachelor</i>	585.0	0.9	0.5	4.9	16.7	27.4	25.9	23.7	98.6
	<i>Diploma</i>	547.4	0.8	1.6	11.7	28.3	29.4	18.1	10.0	97.6
	<i>Certificate</i>	531.8	1.0	2.8	16.1	31.5	28.7	14.4	5.5	96.2
	<i>Year 12</i>	531.1	1.4	3.2	16.1	32.8	26.6	13.2	6.7	95.4
	<i>Year 11</i>	502.5	1.7	8.4	28.2	31.9	19.8	7.1	3.1	90.0
	<i>Not stated (16%)</i>	525.5	2.2	7.4	20.4	26.3	21.9	12.7	9.1	90.4
SA	<i>Bachelor</i>	569.6	0.8	0.7	6.0	21.0	30.6	24.5	16.3	98.5
	<i>Diploma</i>	536.1	1.1	1.9	13.6	31.4	30.7	16.2	5.1	96.9
	<i>Certificate</i>	522.8	1.3	3.1	19.2	33.6	27.8	11.5	3.4	95.6
	<i>Year 12</i>	524.5	2.2	3.4	19.4	31.5	26.5	12.5	4.5	94.4
	<i>Year 11</i>	497.2	3.9	7.9	29.1	33.5	18.9	5.5	1.2	88.2
	<i>Not stated (13%)</i>	522.7	3.8	5.7	19.1	28.9	24.3	12.7	5.6	90.5

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 7 Numeracy

Table 7.N8 (cont.): Achievement of Year 7 Students in Numeracy, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	576.2	0.6	0.4	5.3	18.1	30.6	26.4	18.6	99.0
	<i>Diploma</i>	542.1	0.6	1.7	13.3	28.7	30.7	17.6	7.4	97.7
	<i>Certificate</i>	523.3	0.8	3.7	20.3	31.9	26.8	12.1	4.4	95.5
	<i>Year 12</i>	515.5	2.6	6.6	20.6	33.2	22.7	10.0	4.2	90.8
	<i>Year 11</i>	498.8	2.6	8.6	30.0	31.7	18.4	6.7	2.0	88.8
	<i>Not stated (12%)</i>	526.4	2.8	3.9	19.0	30.8	25.3	12.6	5.7	93.3
ACT	<i>Bachelor</i>	579.3	0.7	0.6	5.0	17.7	30.3	25.0	20.7	98.7
	<i>Diploma</i>	542.5	1.6	1.8	11.6	29.6	31.4	16.7	7.3	96.5
	<i>Certificate</i>	523.0	2.5	3.7	18.4	32.0	28.2	12.2	3.0	93.8
	<i>Year 12</i>	525.0	4.4	2.6	19.1	31.5	26.1	11.8	4.6	93.0
	<i>Year 11</i>	526.3	5.0	5.6	21.8	24.7	19.6	15.1	8.2	89.4
	<i>Not stated (6%)</i>	549.6	4.9	3.1	11.6	23.8	28.9	15.7	12.1	92.1
NT	<i>Bachelor</i>	549.3	0.9	2.0	11.6	25.7	29.9	20.2	9.8	97.2
	<i>Diploma</i>	522.2	1.2	2.9	21.6	31.9	25.9	13.0	3.5	95.9
	<i>Certificate</i>	498.8	2.0	9.3	26.8	33.6	20.6	5.6	2.1	88.6
	<i>Year 12</i>	499.6	1.3	10.1	27.4	30.9	22.2	6.5	1.5	88.6
	<i>Year 11</i>	448.9	4.3	34.2	33.4	17.1	8.0	2.6	0.3	61.5
	<i>Not stated (31%)</i>	438.6	4.1	46.4	24.3	9.5	7.4	4.5	3.8	49.5
Aust	<i>Bachelor</i>	584.3	1.0	0.6	5.1	17.4	27.6	24.9	23.4	98.4
	<i>Diploma</i>	545.0	1.3	1.8	12.4	28.5	29.8	17.1	9.0	96.9
	<i>Certificate</i>	526.5	1.5	3.3	18.2	32.5	26.9	12.7	4.9	95.1
	<i>Year 12</i>	532.7	2.2	3.2	16.8	30.7	26.1	13.8	7.2	94.6
	<i>Year 11</i>	501.6	3.9	8.3	28.0	31.5	18.5	7.1	2.7	87.8
	<i>Not stated (9%)</i>	533.7	2.8	6.7	17.4	24.5	23.4	14.5	10.8	90.6

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 Numeracy

Table 7.N9: Achievement of Year 7 Students in Numeracy, by Parental Occupation, by State and Territory, 2014.

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	588.3	0.8	0.6	5.4	16.7	26.3	24.1	26.0	98.5
	Group 2	561.7	0.9	1.2	9.6	24.5	29.0	19.4	15.4	97.9
	Group 3	535.3	1.2	2.9	16.5	30.9	26.4	13.9	8.0	95.8
	Group 4	522.8	1.8	5.0	22.4	31.6	21.6	10.2	7.4	93.2
	Not in paid work	504.2	3.6	9.4	28.5	29.5	16.7	7.4	4.9	87.0
	Not stated (9%)	528.1	3.0	6.2	21.3	26.4	21.0	12.4	9.7	90.8
Vic	Group 1	580.4	1.0	0.5	5.0	18.4	28.7	25.2	21.3	98.5
	Group 2	555.1	1.2	1.1	9.5	25.7	31.0	19.8	11.6	97.7
	Group 3	537.7	1.7	2.1	14.4	30.7	28.7	15.6	6.9	96.2
	Group 4	523.2	3.1	3.7	20.3	32.7	23.6	10.9	5.7	93.2
	Not in paid work	509.2	7.9	6.4	24.3	30.7	18.7	8.1	3.8	85.7
	Not stated (5%)	573.7	2.1	1.7	9.0	18.8	25.2	20.9	22.2	96.2
Qld	Group 1	579.0	0.8	0.6	5.5	18.1	28.6	25.7	20.6	98.6
	Group 2	555.5	1.1	1.1	9.5	25.6	30.6	20.4	11.8	97.9
	Group 3	533.5	1.6	2.5	15.5	31.3	28.7	14.6	5.9	96.0
	Group 4	517.0	2.6	5.1	22.0	32.3	23.5	10.4	4.1	92.3
	Not in paid work	504.2	4.8	8.6	27.6	29.1	18.6	7.7	3.6	86.6
	Not stated (16%)	525.5	3.3	5.1	20.4	28.3	23.7	12.3	7.0	91.7
WA	Group 1	580.3	0.7	0.7	6.0	18.1	27.3	25.0	22.2	98.6
	Group 2	555.5	0.9	1.2	9.9	25.5	30.3	20.0	12.3	97.9
	Group 3	536.4	1.0	2.2	14.8	30.9	28.9	15.3	6.8	96.7
	Group 4	521.8	1.3	4.5	21.0	32.5	23.8	11.1	5.7	94.2
	Not in paid work	502.3	2.7	10.9	27.0	29.2	18.4	7.8	4.0	86.4
	Not stated (23%)	524.7	2.0	6.7	20.6	27.8	22.2	12.1	8.5	91.2
SA	Group 1	566.0	0.8	0.9	6.9	21.7	30.9	23.4	15.3	98.2
	Group 2	546.2	0.8	1.2	10.8	28.6	32.2	18.7	7.7	98.0
	Group 3	529.2	1.0	2.3	16.8	33.2	28.6	13.6	4.4	96.7
	Group 4	514.3	2.0	4.4	23.0	34.3	24.1	9.3	3.0	93.6
	Not in paid work	500.5	4.0	8.1	27.7	33.1	17.9	6.6	2.5	87.9
	Not stated (20%)	514.0	4.3	6.6	23.4	29.3	21.5	10.1	4.7	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 7 Numeracy

Table 7.N9 (cont.): Achievement of Year 7 Students in Numeracy, by Parental Occupation, by State and Territory, 2014.

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	
Tas	Group 1	571.0	0.6	0.8	7.5	19.3	29.5	24.2	18.1	98.6
	Group 2	546.5	0.6	1.5	11.4	27.5	31.8	18.7	8.4	97.9
	Group 3	532.3	1.2	2.6	16.9	31.0	27.3	15.2	5.7	96.2
	Group 4	509.6	1.4	5.6	25.5	33.2	23.5	7.9	2.8	93.0
	Not in paid work	489.2	2.8	11.5	34.5	29.5	14.6	5.4	1.7	85.7
	Not stated (16%)	522.5	2.6	4.8	20.0	31.4	23.8	12.0	5.4	92.6
ACT	Group 1	579.1	0.6	0.6	4.9	18.0	30.0	25.1	20.7	98.8
	Group 2	551.5	1.3	0.9	10.6	25.8	32.6	19.2	9.6	97.8
	Group 3	536.5	1.6	2.9	14.8	29.7	28.4	15.3	7.2	95.4
	Group 4	511.3	4.3	7.1	22.1	31.8	22.9	8.0	3.7	88.5
	Not in paid work	513.8	6.3	4.0	24.4	29.2	23.3	10.0	2.9	89.8
	Not stated (12%)	530.2	6.1	4.7	18.4	26.8	23.4	12.1	8.5	89.2
NT	Group 1	545.0	0.9	2.0	14.2	25.4	29.3	18.7	9.4	97.0
	Group 2	536.7	1.3	2.3	15.6	29.3	29.4	14.6	7.6	96.5
	Group 3	502.5	1.7	7.7	26.3	35.3	20.3	6.3	2.4	90.6
	Group 4	476.5	3.5	19.4	34.5	24.4	12.0	5.1	1.1	77.2
	Not in paid work	425.6	4.7	47.7	32.4	10.3	3.7	1.1	0.0	47.5
	Not stated (30%)	424.3	4.4	49.3	27.1	10.5	5.5	2.2	1.0	46.3
Aust	Group 1	581.5	0.8	0.7	5.6	18.0	27.9	24.7	22.4	98.5
	Group 2	556.5	1.0	1.2	9.8	25.5	30.2	19.6	12.7	97.8
	Group 3	534.9	1.4	2.5	15.7	31.1	27.8	14.6	6.9	96.1
	Group 4	520.5	2.3	4.7	21.8	32.3	22.8	10.4	5.7	93.0
	Not in paid work	504.0	5.2	8.8	27.0	29.8	17.7	7.5	3.9	85.9
	Not stated (12%)	526.2	3.0	7.0	20.1	26.4	21.9	12.5	9.1	90.0

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 7 Participation

Table 7.P1: Year 7 Student Participation in Assessment, by State and Territory, 2014.

State/ Territory		Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	85123	85219	85387	85387	84812
	Participation Rate (%)	96.7	96.8	97.0	97.0	96.3
Vic	Number	63092	63122	63243	63243	62901
	Participation Rate (%)	94.9	94.9	95.1	95.1	94.6
Qld	Number	38321	38288	38435	38435	38152
	Participation Rate (%)	93.1	93.1	93.4	93.4	92.7
WA	Number	28767	28823	28902	28902	28645
	Participation Rate (%)	95.6	95.7	96.0	96.0	95.2
SA	Number	18098	18097	18131	18131	17979
	Participation Rate (%)	93.8	93.8	94.0	94.0	93.2
Tas	Number	5875	5868	5904	5904	5861
	Participation Rate (%)	95.1	95.0	95.5	95.5	94.9
ACT	Number	4510	4529	4528	4528	4482
	Participation Rate (%)	94.5	94.9	94.9	94.9	93.9
NT	Number	2842	2858	2858	2858	2797
	Participation Rate (%)	88.4	88.9	88.9	88.9	87.0
Aust	Number	246628	246804	247388	247388	245629
	Participation Rate (%)	95.1	95.2	95.4	95.4	94.7

[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, 2014.

State/ Territory	Indigenous status	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	<i>Indigenous</i>	4180	89.9	4199	90.3	4223	90.9	4223	90.9	4161	89.5
	<i>Non-Indig.</i>	78704	97.1	78776	97.2	78916	97.3	78916	97.3	78428	96.7
Vic	<i>Indigenous</i>	921	85.1	910	84.1	922	85.2	922	85.2	900	83.2
	<i>Non-Indig.</i>	62102	95.2	62148	95.2	62257	95.4	62257	95.4	61932	94.9
Qld	<i>Indigenous</i>	2608	88.7	2622	89.2	2638	89.7	2638	89.7	2595	88.2
	<i>Non-Indig.</i>	35051	94.0	35005	93.9	35131	94.2	35131	94.2	34903	93.6
WA	<i>Indigenous</i>	1726	82.3	1760	83.9	1773	84.5	1773	84.5	1716	81.8
	<i>Non-Indig.</i>	26333	96.8	26351	96.8	26420	97.1	26420	97.1	26229	96.4
SA	<i>Indigenous</i>	620	82.7	618	82.4	622	82.9	622	82.9	612	81.6
	<i>Non-Indig.</i>	17206	94.4	17207	94.4	17237	94.6	17237	94.6	17098	93.8
Tas	<i>Indigenous</i>	449	92.8	443	91.5	454	93.8	454	93.8	449	92.8
	<i>Non-Indig.</i>	5102	95.9	5098	95.8	5121	96.3	5121	96.3	5088	95.6
ACT	<i>Indigenous</i>	102	83.6	104	85.2	104	85.2	104	85.2	103	84.4
	<i>Non-Indig.</i>	4324	94.8	4341	95.2	4340	95.2	4340	95.2	4296	94.2
NT	<i>Indigenous</i>	1116	79.2	1118	79.3	1117	79.3	1117	79.3	1075	76.3
	<i>Non-Indig.</i>	1558	95.4	1573	96.3	1575	96.4	1575	96.4	1554	95.2
Aust	<i>Indigenous</i>	11722	86.6	11774	87.0	11853	87.6	11853	87.6	11611	85.8
	<i>Non-Indig.</i>	230380	95.8	230499	95.8	230997	96.0	230997	96.0	229528	95.4

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

NAPLAN Year 7 Participation

Table 7.P3: Percentage of Year 7 Student Exemptions, Absences and Withdrawals by State and Territory, 2014.

State/ Territory	Reading (%)			Persuasive Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	1.5	2.8	0.6	1.5	2.6	0.6	1.5	2.5	0.6	1.5	2.5	0.6	1.5	3.1	0.6
Vic	2.3	3.7	1.4	2.4	3.7	1.4	2.4	3.5	1.4	2.4	3.5	1.4	2.3	4.0	1.4
Qld	1.9	2.7	4.1	2.0	2.8	4.1	1.9	2.5	4.1	1.9	2.5	4.1	1.9	3.2	4.1
WA	1.2	3.5	1.0	1.3	3.3	1.0	1.2	3.0	1.0	1.2	3.0	1.0	1.2	3.9	0.9
SA	1.9	3.7	2.6	1.9	3.7	2.6	1.9	3.5	2.6	1.9	3.5	2.6	1.9	4.3	2.6
Tas	1.4	3.8	1.1	1.4	3.9	1.1	1.4	3.4	1.1	1.4	3.4	1.1	1.4	4.0	1.1
ACT	1.9	2.7	2.8	1.9	2.4	2.7	1.9	2.4	2.7	1.9	2.4	2.7	1.9	3.3	2.8
NT	2.7	10.0	1.5	2.7	9.6	1.5	2.7	9.6	1.5	2.7	9.6	1.5	2.7	11.4	1.5
Aust	1.8	3.3	1.6	1.8	3.2	1.6	1.8	3.0	1.6	1.8	3.0	1.6	1.8	3.7	1.6

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, 2014.

State/ Territory	Indigenous status	Reading (%)			Persuasive 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>	2.3	8.8	1.2	2.3	8.4	1.3	2.3	7.9	1.2	2.3	7.9	1.2	2.3	9.2	1.3
	<i>Non-Indigenous</i>	1.4	2.4	0.5	1.4	2.3	0.5	1.4	2.1	0.5	1.4	2.1	0.5	1.4	2.7	0.5
Vic	<i>Indigenous</i>	5.4	11.7	3.1	5.4	12.8	3.0	5.4	11.8	3.0	5.4	11.8	3.0	5.4	13.7	3.1
	<i>Non-Indigenous</i>	2.2	3.5	1.3	2.2	3.4	1.3	2.2	3.3	1.3	2.2	3.3	1.3	2.2	3.8	1.3
Qld	<i>Indigenous</i>	3.3	6.4	5.0	3.3	6.0	4.9	3.3	5.4	4.9	3.3	5.4	4.9	3.2	6.7	5.0
	<i>Non-Indigenous</i>	1.8	2.2	3.8	1.8	2.3	3.8	1.8	2.0	3.8	1.8	2.0	3.8	1.8	2.7	3.7
WA	<i>Indigenous</i>	1.6	16.6	1.0	1.6	15.0	1.0	1.6	14.4	1.0	1.6	14.4	1.0	1.6	17.1	1.0
	<i>Non-Indigenous</i>	1.2	2.3	0.9	1.2	2.3	0.9	1.2	2.0	0.9	1.2	2.0	0.9	1.2	2.7	0.9
SA	<i>Indigenous</i>	2.1	11.9	5.5	2.1	11.9	5.7	2.1	11.5	5.6	2.1	11.5	5.6	2.1	12.9	5.5
	<i>Non-Indigenous</i>	1.8	3.2	2.4	1.8	3.2	2.4	1.8	3.1	2.4	1.8	3.1	2.4	1.8	3.8	2.4
Tas	<i>Indigenous</i>	1.7	6.6	0.6	1.7	7.6	0.8	1.7	5.6	0.6	1.7	5.6	0.6	1.7	6.6	0.6
	<i>Non-Indigenous</i>	1.4	3.6	0.5	1.4	3.7	0.5	1.4	3.2	0.5	1.4	3.2	0.5	1.4	3.8	0.6
ACT	<i>Indigenous</i>	7.4	9.8	6.6	7.4	8.2	6.6	7.4	8.2	6.6	7.4	8.2	6.6	7.4	9.0	6.6
	<i>Non-Indigenous</i>	1.7	2.5	2.7	1.8	2.2	2.6	1.8	2.2	2.6	1.8	2.2	2.6	1.7	3.1	2.7
NT	<i>Indigenous</i>	3.7	19.0	1.8	3.7	18.9	1.8	3.7	18.9	1.8	3.7	18.9	1.8	3.7	21.9	1.8
	<i>Non-Indigenous</i>	2.1	3.2	1.4	2.1	2.3	1.4	2.1	2.1	1.4	2.1	2.1	1.4	2.1	3.4	1.4
Aust	<i>Indigenous</i>	2.8	10.9	2.5	2.8	10.5	2.5	2.8	10.0	2.5	2.8	10.0	2.5	2.8	11.7	2.5
	<i>Non-Indigenous</i>	1.7	2.8	1.5	1.7	2.7	1.5	1.7	2.5	1.5	1.7	2.5	1.5	1.7	3.1	1.5

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

NAPLAN Year 7 Comparative Achievement

Table 7.CR: Comparative Achievement of Year 7 Students in Reading, by State and Territory, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	548.3	550.3	541.6	544.1	541.1	542.9	567.3	478.5	546.1
NSW	548.3		■	■	■	■	■	▽	▲	■
Vic	550.3	■		■	■	■	■	▽	▲	■
Qld	541.6	■	■		■	■	■	▽	▲	■
WA	544.1	■	■	■		■	■	▽	▲	■
SA	541.1	■	■	■	■		■	▽	▲	■
Tas	542.9	■	■	■	■	■		▽	▲	■
ACT	567.3	▲	▲	▲	▲	▲	▲		▲	▲
NT	478.5	▽	▽	▽	▽	▽	▽	▽		▽
Aust	546.1	■	■	■	■	■	■	▽	▲	

Table 7.CW: Comparative Achievement of Year 7 Students in Persuasive Writing, by State and Territory, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	512.4	518.4	505.4	514.1	509.2	502.8	523.1	415.5	511.6
NSW	512.4		■	■	■	■	■	■	▲	■
Vic	518.4	■		■	■	■	▲	■	▲	■
Qld	505.4	■	■		■	■	■	▽	▲	■
WA	514.1	■	■	■		■	■	■	▲	■
SA	509.2	■	■	■	■		■	■	▲	■
Tas	502.8	■	▽	■	■	■		▽	▲	■
ACT	523.1	■	■	▲	■	■	▲		▲	■
NT	415.5	▽	▽	▽	▽	▽	▽	▽		▽
Aust	511.6	■	■	■	■	■	■	■	▲	

Table 7.CS: Comparative Achievement of Year 7 Students in Spelling, by State and Territory, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	552.9	547.1	536.6	543.1	539.6	533.4	553.7	461.5	545.1
NSW	552.9		■	▲	■	■	▲	■	▲	■
Vic	547.1	■		■	■	■	▲	■	▲	■
Qld	536.6	▽	■		■	■	■	▽	▲	■
WA	543.1	■	■	■		■	■	■	▲	■
SA	539.6	■	■	■	■		■	▽	▲	■
Tas	533.4	▽	▽	■	■	■		▽	▲	■
ACT	553.7	■	■	▲	■	▲	▲		▲	■
NT	461.5	▽	▽	▽	▽	▽	▽	▽		▽
Aust	545.1	■	■	■	■	■	■	■	▲	

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

NAPLAN Year 7 Comparative Achievement

Table 7.CG: Comparative Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	548.9	542.5	540.6	541.5	536.7	533.8	563.9	465.2	543.1
NSW	548.9		■	■	■	■	△	▽	▲	■
Vic	542.5	■		■	■	■	■	▽	▲	■
Qld	540.6	■	■		■	■	■	▽	▲	■
WA	541.5	■	■	■		■	■	▽	▲	■
SA	536.7	■	■	■	■		■	▽	▲	■
Tas	533.8	▽	■	■	■	■		▽	▲	■
ACT	563.9	△	△	△	△	△	△		▲	△
NT	465.2	▽	▽	▽	▽	▽	▽	▽		▽
Aust	543.1	■	■	■	■	■	■	▽	▲	

Table 7.CN: Comparative Achievement of Year 7 Students in Numeracy, by State and Territory, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	550.3	548.6	543.6	545.5	533.9	533.1	556.6	484.4	545.9
NSW	550.3		■	■	■	△	△	■	▲	■
Vic	548.6	■		■	■	△	△	■	▲	■
Qld	543.6	■	■		■	■	■	■	▲	■
WA	545.5	■	■	■		■	■	■	▲	■
SA	533.9	▽	▽	■	■		■	▽	▲	■
Tas	533.1	▽	▽	■	■	■		▽	▲	■
ACT	556.6	■	■	■	■	△	△		▲	■
NT	484.4	▽	▽	▽	▽	▽	▽	▽		▽
Aust	545.9	■	■	■	■	■	■	■	▲	

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

NAPLAN Year 7 Commentary

Overall national and jurisdiction results (Year 7)

Year 7 marks the beginning of secondary education in most Australian jurisdictions. In Queensland, Western Australia and South Australia, Year 7 is the last year of primary education in most schools. Year 7 will be transferred to secondary education in Queensland and Western Australia by 2015.

Achievement scores

Figures 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 show the distributions of achievement scores in reading, persuasive 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.

Mean scores for New South Wales, Victoria, Queensland, Western Australia, South Australia and Tasmania are close to the national mean scores in all five achievement domains. For the ACT, mean scores in reading and in grammar and punctuation are above and statistically significantly different from the national mean scores; in the other three domains, the ACT mean scores are close to the national mean score. In addition, the ACT mean scores are above and statistically significantly different from the mean scores for all other jurisdictions in reading and in grammar and punctuation. Mean scores for the Northern Territory are substantially below and statistically significantly different from the national mean scores in all five domains.

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.

Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands. 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). The highest reported band (Band 9 and above) represents high achievement for Year 7. Exempt students do not receive an achievement score and are not included in the calculation of means and standard deviations, but they are counted as below the national minimum standard in reporting band percentages.

Tables 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 present the percentages of students in each band for each jurisdiction and 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, ranging from 89% in persuasive writing to 95% in numeracy. There is some variation across jurisdictions in the percentage of students who achieved at or above the national minimum standard. For the Northern Territory, this ranges from 56% in persuasive writing to 74% in numeracy. For all other jurisdictions, more than 94% of Year 7 students achieved at or above the national minimum standard in reading and in numeracy, and 90% or more students achieved at or above the national minimum standard in spelling and in grammar and punctuation.

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 persuasive writing, 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 all jurisdictions. In reading, the mean scores for male students are close to the mean scores for female students for all jurisdictions and for Australia overall. For the ACT, the mean score in numeracy for male students is higher than the mean score for female students; in all other jurisdictions and for Australia overall, the mean score for female students is close to the mean score for male students.

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, persuasive writing, spelling, and grammar and punctuation, a higher percentage of female students achieved at or above the national minimum standard compared with male students, with differences between 3 percentage points in reading and 9 percentage points in persuasive writing. In numeracy, the difference between male students and female students in the percentage who achieved at or above the national minimum standard is less than 1 percentage point.

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 score for Indigenous students is substantially below the mean scale score for non-Indigenous students. Differences for Australia overall range from 68 scale points in spelling to 85 scale points in persuasive 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. Nationally, 77% of Indigenous students achieved at or above the national minimum standard in reading and 80% of Indigenous students 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 students from a language background other than English and for students whose language background is English, for each jurisdiction and for Australia overall. For Australia, the mean score in spelling for students from a language background other than English is higher than the mean score for other students. In all other domains, the group mean scores are close to one another.

Across jurisdictions and domains, there are few differences between students from a language background other than English and students whose language background is English. For New South Wales, the mean scores for students from a language background other than English are higher than the mean scores for students from an English-language background in persuasive writing, spelling and numeracy. For the Northern Territory, mean scores for students from a language background other than English are substantially lower than mean scores for students from an English-language background in all five achievement 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 students from a language background other than English and students with an English-language background. For Australia overall, there is little difference between the two groups in the percentage of students who scored at or above the national minimum standard in persuasive writing, spelling and numeracy. The greatest differences are in reading and in grammar and punctuation, at 3 percentage points.

Geolocation

Tables 7.R5, 7.W5, 7.S5, 7.G5 and 7.N5 present summary results for students from schools in metropolitan, provincial, remote and very remote locations 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 is no very remote geolocation; in the Northern Territory there is no metropolitan geolocation; and in the ACT all secondary schools are in a metropolitan geolocation. In addition, there are too few students to report on remote and very remote locations in Tasmania.

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students from metropolitan geolocations have the highest mean score, followed by students

NAPLAN Year 7 Commentary

from provincial geolocations, then students from remote locations, then students from very remote locations. This pattern is not always replicated within each jurisdiction. For Victoria and South Australia, mean scores for students from remote locations are close to mean scores for students from provincial locations, and for Tasmania, mean scores for students from provincial locations are close to mean scores for students from metropolitan locations.

The national distributions of achievement bands show similar results, with schools in metropolitan locations having the highest percentage of students achieving at or above the national minimum standard and schools in very remote locations having the lowest percentage. In reading and numeracy, at least 96% of students in metropolitan locations achieved at or above the national minimum standard. In all domains, greater percentages of students attending schools in metropolitan geolocations across Australia and in all jurisdictions achieved at both 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. For Indigenous students in Queensland, South Australia and Tasmania, mean scores and the percentage achieving at or above the national minimum standard for those attending schools in provincial locations are close to the mean scores for those attending schools in metropolitan locations in all domains. For non-Indigenous students nationally, mean scores for those attending schools in remote and very remote locations are close to the mean scores for those attending schools in provincial locations in all domains.

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 primary and 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 5% in Victoria to 31% in the Northern Territory. For Australia overall, there is no information on parental education for 9% of Year 7 students, so these results should be treated with caution.

In all domains, mean 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 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 scores between students with parents whose highest level of education is a certificate and those with parents whose highest level is Year 12 completion. Nationally in reading, grammar and punctuation, and numeracy, close to one-half of students whose parents completed a bachelor degree or higher achieved at Band 8 or Band 9 or above.

Parental occupation

Tables 7.R9, 7.W9, 7.S9, 7.G9 and 7.N9 present results for each jurisdiction and Australia overall by parental occupation. Parental occupation group includes the main work undertaken by the parent/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 5% in Victoria to 30% in the Northern Territory. For Australia overall, there is no information on parental occupation for 12% of students, so these results should be treated with caution.

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 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 scores in all domains across Australia and for all jurisdictions except the ACT.

Parental occupation is also related to the percentage of students who scored at or above the national minimum standard. Students with parents in Occupation Group 1 most frequently achieved at or above the national minimum standard (between 95% and 99% nationally). In persuasive writing, more than 83% of students across Australia with at least one parent in paid work achieved at or above the national minimum standard; in all other domains, more than 89% of students with at least one parent in paid work achieved at or above the national minimum standard.

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 data on exemptions, absences and withdrawals 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 94.7% and highest in spelling and in grammar and punctuation at 95.4%. Among the eight jurisdictions, New South Wales has the highest participation rate (97.0% in spelling and in grammar and punctuation) and Northern Territory the lowest (at 87.0% in numeracy). Participation rates are lower among Indigenous students, between 85.8% in numeracy and 87.6% in spelling and in grammar and punctuation across Australia.

Across Australia, 1.8% of students were granted exemptions from the assessment in each domain. Exemption rates for Indigenous students vary across jurisdictions, ranging from 1.6% in Western Australia and 1.7% in Tasmania to 7.4% in the ACT. Students were absent most frequently for the numeracy assessment (3.7%).

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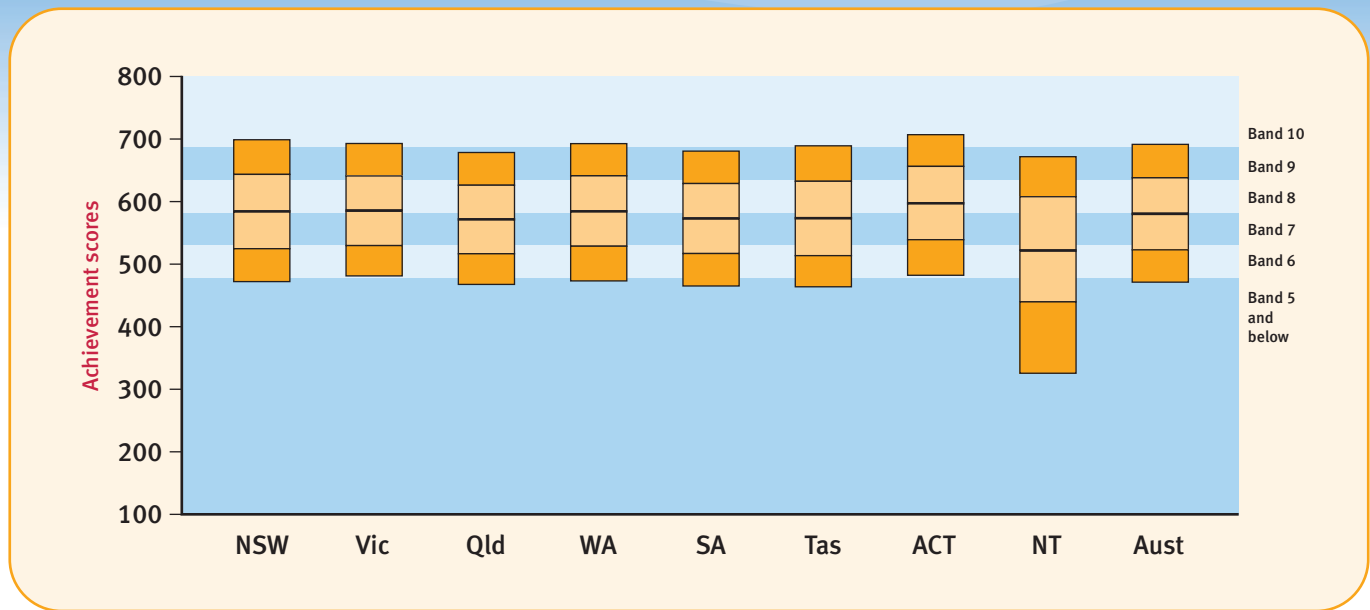
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Figure 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	584.3 (69.1)	585.5 (64.7)	571.6 (64.3)	584.4 (67.0)	573.0 (65.6)	573.4 (68.6)	597.3 (68.4)	521.7 (104.8)	580.4 (67.6)

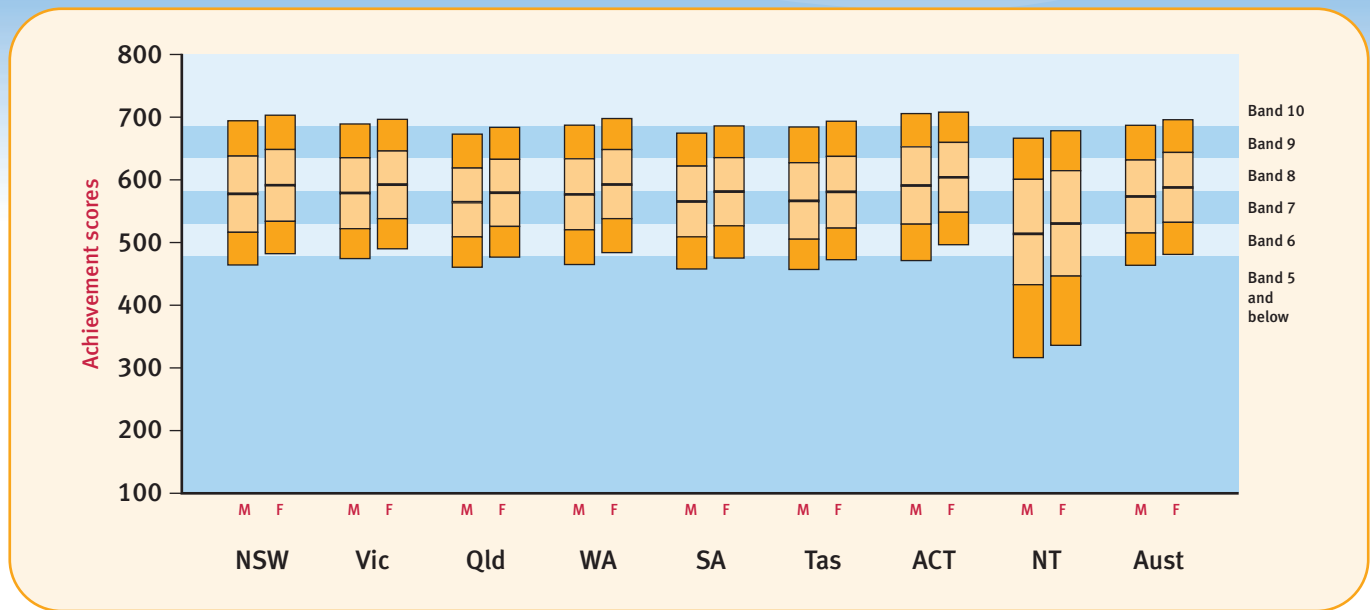
Table 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2014.

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	
NSW	14yrs 7mths 9yrs 4mths	93.9	5.3	0.8	1.4	6.0	16.1	26.0	26.7	16.6	7.2	92.6
Vic	14yrs 9mths 9yrs 4mths	91.1	6.9	2.0	2.3	4.4	15.4	27.2	28.0	16.5	6.1	93.3
Qld	14yrs 1mth 8yrs 4mths	89.1	5.2	5.6	1.7	7.0	19.1	29.5	26.1	12.8	3.8	91.3
WA	14yrs 5mths 9yrs 4mths	93.7	5.7	0.6	1.3	5.7	14.7	26.9	28.3	16.9	6.2	92.9
SA	14yrs 7mths 9yrs 4mths	89.8	7.1	3.1	2.4	7.3	18.1	28.5	26.2	13.5	4.1	90.3
Tas	14yrs 11mths 9yrs 4mths	91.9	7.3	0.8	1.5	8.0	19.2	27.5	24.6	13.8	5.4	90.5
ACT	14yrs 8mths 9yrs 4mths	89.4	5.8	4.8	1.7	4.3	12.2	23.7	27.5	21.0	9.6	93.9
NT	14yrs 6mths 9yrs 4mths	84.6	13.2	2.2	2.1	29.0	17.9	21.9	16.7	9.1	3.1	68.8
Aust	14yrs 6mths 9yrs 2mths	91.7	6.0	2.4	1.8	6.1	16.6	27.3	26.9	15.5	5.8	92.1

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

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Figure 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	577.5 (70.2)	578.9 (65.6)	564.3 (64.6)	576.7 (67.4)	565.3 (66.0)	566.3 (69.3)	590.8 (71.1)	513.7 (106.0)	573.3 (68.4)
Female Mean scale score / (S.D.)	591.4 (67.2)	592.2 (63.1)	579.3 (63.0)	592.4 (65.6)	581.1 (64.2)	580.7 (67.2)	604.0 (64.9)	530.1 (102.9)	587.7 (65.9)

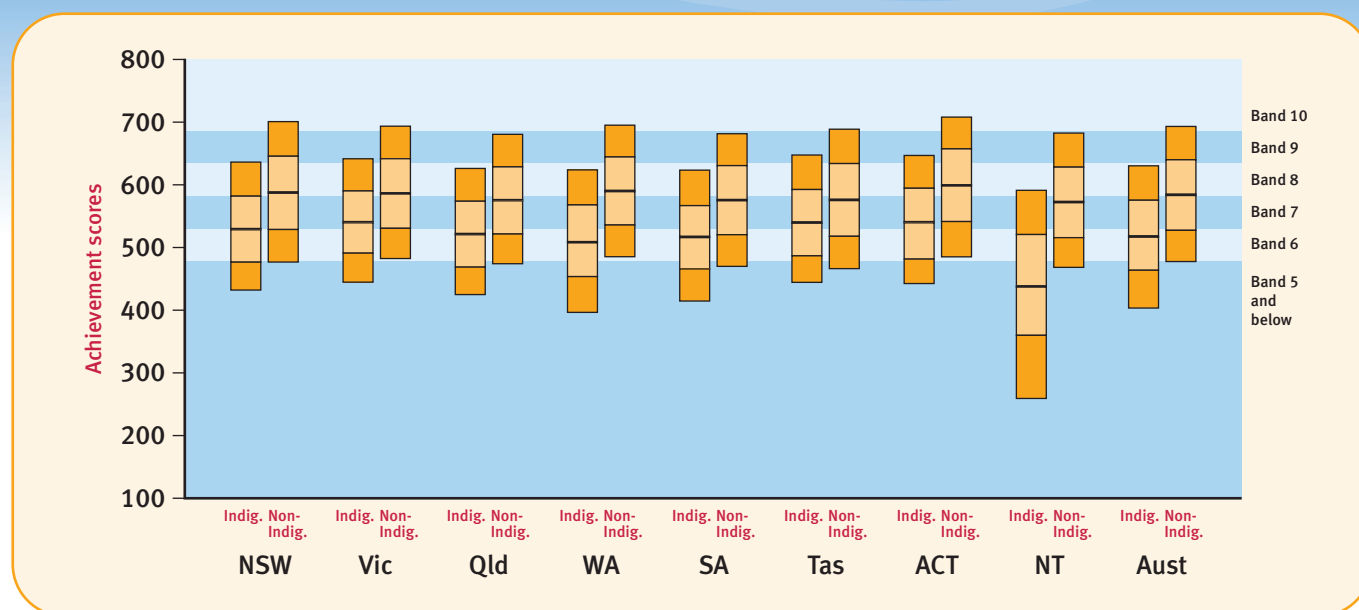
Table 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2014.

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	1.7	7.7	17.9	26.2	25.2	15.0	6.3	90.6
	Female	1.0	4.3	14.1	25.9	28.3	18.3	8.1	94.7
Vic	Male	3.0	5.6	17.5	27.8	26.1	14.6	5.3	91.4
	Female	1.6	3.2	13.2	26.6	30.1	18.4	6.9	95.2
Qld	Male	2.2	8.7	21.3	29.8	23.9	11.0	3.2	89.1
	Female	1.2	5.2	16.7	29.2	28.4	14.8	4.6	93.6
WA	Male	1.6	7.3	16.8	27.6	27.2	14.5	5.1	91.1
	Female	1.0	4.1	12.5	26.3	29.4	19.3	7.3	94.8
SA	Male	3.0	9.1	20.4	28.7	23.9	11.6	3.3	87.9
	Female	1.8	5.4	15.7	28.2	28.5	15.4	4.9	92.8
Tas	Male	2.1	9.9	21.2	27.5	22.0	12.7	4.6	88.0
	Female	1.0	5.9	17.1	27.5	27.3	15.0	6.3	93.1
ACT	Male	2.1	5.9	14.0	24.1	25.6	19.4	8.9	92.0
	Female	1.4	2.7	10.4	23.2	29.4	22.7	10.3	95.9
NT	Male	2.2	31.8	18.6	21.3	15.2	8.1	2.7	66.0
	Female	2.1	26.1	17.2	22.6	18.3	10.2	3.6	71.8
Aust	Male	2.2	7.7	18.6	27.6	25.1	13.7	5.0	90.1
	Female	1.3	4.5	14.4	27.0	28.8	17.4	6.7	94.2

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	529.2 (63.0)	540.3 (59.3)	521.3 (62.4)	508.4 (69.8)	516.7 (63.2)	539.7 (62.6)	540.3 (64.4)	437.8 (98.6)	517.4 (71.4)
Non-Indigenous Mean scale score / (S.D.)	587.5 (68.1)	586.3 (64.5)	575.4 (62.8)	590.0 (63.6)	575.5 (64.4)	575.8 (67.5)	599.1 (67.8)	572.4 (65.1)	583.9 (65.6)

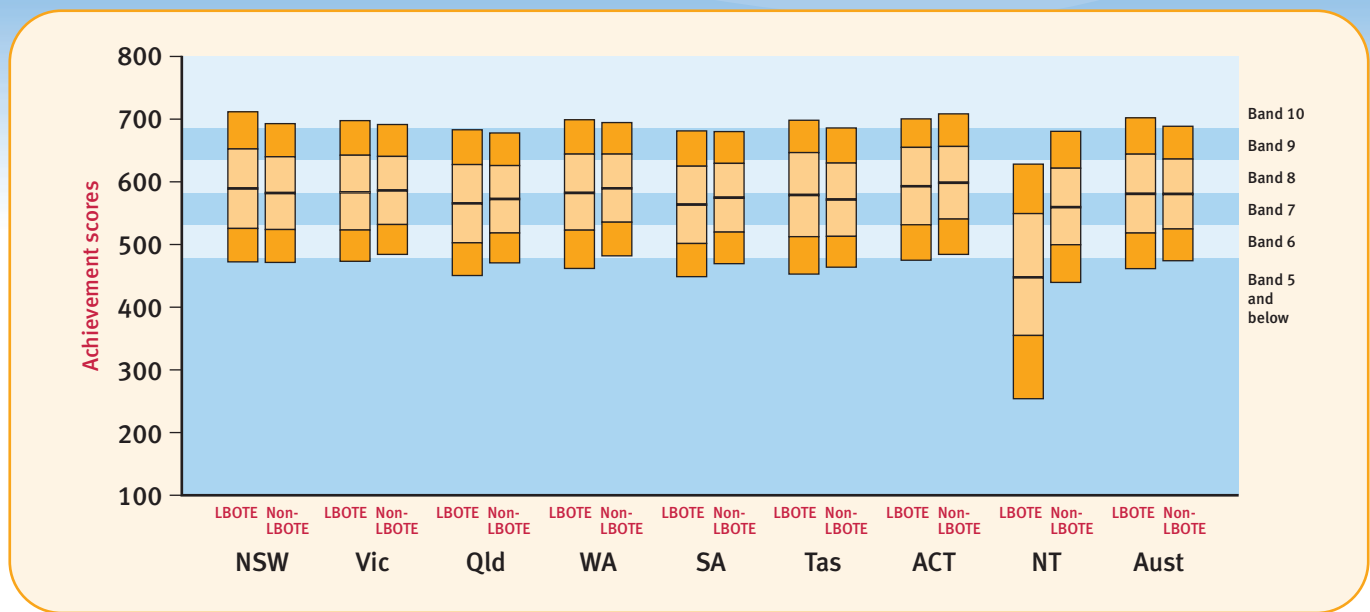
Table 9.R3: Achievement of Year 9 Students in Reading, by Indigenous Status, by State and Territory, 2014.

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	2.4	20.3	30.5	27.1	14.5	4.5	0.7	77.3
	Non-Indigenous	1.3	5.2	15.2	26.0	27.5	17.3	7.6	93.5
Vic	Indigenous	4.7	13.5	27.8	31.2	16.9	5.2	0.7	81.8
	Non-Indigenous	2.3	4.2	15.2	27.2	28.3	16.7	6.2	93.5
Qld	Indigenous	3.1	24.2	31.1	25.1	12.6	3.3	0.6	72.7
	Non-Indigenous	1.6	5.7	18.2	29.8	27.1	13.5	4.1	92.7
WA	Indigenous	1.4	32.7	29.7	21.6	10.9	3.3	0.4	65.9
	Non-Indigenous	1.2	3.8	13.6	27.3	29.6	17.9	6.6	95.0
SA	Indigenous	3.3	25.8	31.3	25.3	10.9	3.1	0.4	70.9
	Non-Indigenous	2.3	6.4	17.5	28.6	27.0	13.9	4.2	91.3
Tas	Indigenous	2.4	15.1	30.0	27.8	18.0	5.0	1.7	82.5
	Non-Indigenous	1.4	7.3	18.2	27.9	25.5	14.4	5.4	91.4
ACT	Indigenous	2.3	18.3	24.2	29.2	18.0	6.8	1.2	79.4
	Non-Indigenous	1.8	3.9	11.8	23.5	27.8	21.5	9.8	94.3
NT	Indigenous	2.3	64.0	16.8	10.6	4.7	1.6	0.1	33.7
	Non-Indigenous	2.2	6.9	19.4	29.7	24.6	13.0	4.3	90.9
Aust	Indigenous	2.7	26.2	29.3	24.7	12.8	3.8	0.6	71.2
	Non-Indigenous	1.7	5.0	15.9	27.4	27.7	16.2	6.1	93.3

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

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Figure 9.R4: Achievement of Year 9 Students in Reading, by LBOTE Status, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	589.3 (72.8)	583.2 (68.5)	565.6 (71.3)	582.2 (72.3)	563.6 (71.4)	578.9 (75.4)	592.9 (69.9)	447.6 (113.3)	580.7 (74.5)
Non-LBOTE Mean scale score / (S.D.)	582.0 (67.5)	586.2 (63.4)	572.5 (63.2)	589.6 (64.5)	574.6 (64.3)	571.7 (67.5)	598.4 (68.0)	559.5 (73.9)	580.5 (65.4)

Table 9.R4: Achievement of Year 9 Students in Reading, by LBOTE Status, by State and Territory, 2014.

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	1.7	5.9	15.7	24.3	25.3	17.1	9.8	92.3
	Non-LBOTE	1.2	6.1	16.3	26.8	27.2	16.3	6.1	92.7
Vic	LBOTE	3.0	5.7	16.6	25.9	26.0	15.9	6.8	91.3
	Non-LBOTE	2.1	3.9	15.0	27.7	28.7	16.7	5.9	93.9
Qld	LBOTE	2.2	11.3	20.0	26.3	22.9	12.8	4.4	86.5
	Non-LBOTE	1.6	6.4	19.0	30.0	26.5	12.8	3.8	92.0
WA	LBOTE	1.3	7.6	15.3	25.8	26.2	16.5	7.3	91.1
	Non-LBOTE	1.1	4.4	13.2	26.8	29.9	18.1	6.5	94.6
SA	LBOTE	6.2	11.1	19.9	24.9	22.3	11.5	4.1	82.7
	Non-LBOTE	1.8	6.6	17.8	29.1	27.0	13.8	4.0	91.6
Tas	LBOTE	5.1	9.9	15.9	22.2	23.4	16.5	7.0	85.0
	Non-LBOTE	1.4	8.0	19.7	28.2	24.7	13.2	4.9	90.7
ACT	LBOTE	3.5	5.3	13.6	22.9	25.8	20.8	8.2	91.2
	Non-LBOTE	1.3	4.1	11.9	23.8	27.9	21.0	9.9	94.6
NT	LBOTE	2.9	59.6	13.5	11.6	8.2	2.9	1.3	37.5
	Non-LBOTE	1.9	12.6	20.7	28.3	20.9	11.7	3.9	85.5
Aust	LBOTE	2.4	7.8	16.6	25.0	24.9	15.8	7.6	89.9
	Non-LBOTE	1.6	5.6	16.6	28.0	27.5	15.4	5.3	92.8

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, 2014.

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	<i>Metro</i>	589.7	1.4	5.1	14.7	25.3	27.2	17.9	8.4	93.5
	<i>Provincial</i>	568.2	1.4	8.5	20.0	28.5	25.4	12.6	3.5	90.1
	<i>Remote</i>	518.7	0.0	26.2	35.4	22.2	10.7	4.6	0.9	73.8
	<i>Very Remote</i>	503.1	0.0	36.9	34.2	18.3	7.8	2.7	0.0	63.1
Vic	<i>Metro</i>	589.3	2.4	4.0	14.4	26.3	28.4	17.7	6.9	93.6
	<i>Provincial</i>	573.6	2.2	5.6	18.6	30.3	26.8	12.9	3.6	92.2
	<i>Remote</i>	587.8	3.8	3.0	12.8	30.2	27.5	18.9	3.8	93.2
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	576.3	1.7	5.9	17.9	29.0	27.1	14.0	4.4	92.5
	<i>Provincial</i>	562.3	1.8	8.6	21.7	31.0	24.3	10.2	2.4	89.6
	<i>Remote</i>	535.2	3.0	19.5	25.4	27.8	17.5	5.3	1.6	77.5
	<i>Very Remote</i>	512.2	2.6	32.6	26.7	22.4	11.2	3.6	1.0	64.9
WA	<i>Metro</i>	591.9	1.4	4.1	13.0	26.1	29.4	18.7	7.3	94.5
	<i>Provincial</i>	571.7	1.2	6.9	18.5	30.1	27.1	12.8	3.4	91.9
	<i>Remote</i>	547.7	0.8	15.9	23.0	28.1	20.4	9.6	2.1	83.3
	<i>Very Remote</i>	500.7	0.7	39.9	22.2	21.1	12.0	3.4	0.7	59.4
SA	<i>Metro</i>	577.6	2.3	6.5	16.8	27.9	27.0	14.6	4.8	91.2
	<i>Provincial</i>	563.0	2.8	8.7	21.1	30.0	24.3	10.8	2.3	88.5
	<i>Remote</i>	554.6	1.3	11.3	23.0	30.8	23.9	8.4	1.3	87.4
	<i>Very Remote</i>	517.2	0.0	29.6	27.1	23.2	14.0	5.3	0.9	70.4
Tas	<i>Metro</i>	579.3	1.7	7.8	17.1	25.9	24.7	16.1	6.7	90.5
	<i>Provincial</i>	569.3	1.4	8.0	20.7	28.8	24.6	12.1	4.5	90.7
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	597.3	1.7	4.3	12.2	23.7	27.5	21.0	9.6	93.9
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	563.5	2.0	11.5	20.1	28.6	21.4	12.1	4.3	86.4
	<i>Remote</i>	534.7	3.4	23.4	21.9	21.1	18.0	9.6	2.7	73.3
	<i>Very Remote</i>	398.8	1.3	81.2	8.5	4.7	3.2	0.8	0.5	17.6
Aust	<i>Metro</i>	586.3	1.8	5.0	15.2	26.5	27.7	16.9	6.8	93.2
	<i>Provincial</i>	568.0	1.7	7.8	20.0	29.8	25.4	11.9	3.3	90.5
	<i>Remote</i>	542.0	1.8	17.9	24.3	26.8	19.2	8.2	1.9	80.3
	<i>Very Remote</i>	471.4	1.3	50.7	19.6	16.1	8.9	2.7	0.7	48.0

[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, 2014.

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	<i>Metro</i>	537.4	2.5	16.9	27.8	29.3	16.9	5.7	0.9	80.6
	<i>Provincial</i>	524.7	2.5	21.9	32.4	26.1	13.1	3.7	0.4	75.7
	<i>Remote</i>	491.0	0.0	39.5	39.7	15.9	3.2	1.7	0.0	60.5
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	544.0	4.7	12.8	25.8	32.3	16.9	6.8	0.7	82.5
	<i>Provincial</i>	536.8	4.7	14.2	29.4	30.3	17.0	3.8	0.6	81.1
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	530.8	3.6	18.8	30.7	27.2	14.7	4.3	0.6	77.6
	<i>Provincial</i>	519.5	2.3	24.9	32.2	25.6	11.8	2.7	0.6	72.8
	<i>Remote</i>	485.6	5.2	43.4	29.7	14.0	6.5	0.8	0.4	51.4
	<i>Very Remote</i>	479.5	3.1	50.8	28.0	12.8	4.2	1.0	0.1	46.1
WA	<i>Metro</i>	530.9	1.9	21.2	28.5	27.2	15.4	5.3	0.5	76.9
	<i>Provincial</i>	515.5	1.4	26.5	35.1	24.1	9.5	3.1	0.2	72.0
	<i>Remote</i>	495.0	0.9	38.7	31.3	17.4	9.1	2.0	0.6	60.3
	<i>Very Remote</i>	464.8	0.9	59.4	23.2	10.6	5.1	0.7	0.1	39.7
SA	<i>Metro</i>	521.9	3.2	23.2	30.0	28.1	11.6	3.7	0.1	73.6
	<i>Provincial</i>	519.9	4.6	22.6	33.4	24.7	11.4	2.8	0.5	72.8
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	478.5	0.0	51.1	26.5	15.1	4.6	1.6	1.1	48.9
Tas	<i>Metro</i>	538.3	2.5	16.8	28.2	31.3	13.2	4.9	3.1	80.7
	<i>Provincial</i>	541.2	2.0	13.8	31.4	25.2	21.5	5.2	0.9	84.3
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	540.3	2.3	18.3	24.2	29.2	18.0	6.8	1.2	79.4
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	514.7	1.2	30.1	29.2	23.8	11.3	4.1	0.2	68.7
	<i>Remote</i>	469.2	6.1	49.5	25.0	13.4	4.5	1.3	0.1	44.4
	<i>Very Remote</i>	380.0	1.4	89.9	6.1	1.6	0.8	0.2	0.0	8.7
Aust	<i>Metro</i>	533.9	3.0	18.2	28.8	28.5	15.5	5.1	0.8	78.8
	<i>Provincial</i>	523.5	2.5	22.5	32.1	25.9	13.0	3.4	0.5	74.9
	<i>Remote</i>	486.8	3.1	42.1	31.0	15.6	6.5	1.4	0.3	54.8
	<i>Very Remote</i>	431.9	1.5	70.3	17.1	7.4	3.0	0.6	0.1	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, 2014.

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	
NSW	<i>Metro</i>	591.7	1.3	4.7	14.3	25.1	27.6	18.3	8.7	94.0
	<i>Provincial</i>	573.6	1.2	6.9	18.4	28.8	27.0	13.8	3.9	91.9
	<i>Remote</i>	543.0	0.0	14.0	31.1	28.7	18.2	7.1	0.9	86.0
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	589.9	2.3	3.9	14.2	26.2	28.6	17.8	7.0	93.8
	<i>Provincial</i>	574.9	2.1	5.3	18.2	30.3	27.2	13.2	3.7	92.6
	<i>Remote</i>	590.8	3.9	3.1	9.8	31.0	28.6	19.6	3.9	92.9
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	578.8	1.6	5.2	17.2	29.1	27.8	14.6	4.6	93.3
	<i>Provincial</i>	567.1	1.7	6.8	20.5	31.6	25.6	11.0	2.7	91.5
	<i>Remote</i>	554.8	2.2	9.9	23.3	33.3	21.9	7.2	2.1	87.9
	<i>Very Remote</i>	556.6	1.5	8.1	24.1	35.4	21.2	7.4	2.3	90.4
WA	<i>Metro</i>	594.3	1.2	3.4	12.4	26.1	30.0	19.3	7.6	95.4
	<i>Provincial</i>	577.4	1.2	5.1	16.8	30.4	28.8	13.8	3.8	93.7
	<i>Remote</i>	570.3	0.8	6.0	19.6	32.5	25.4	12.9	2.8	93.2
	<i>Very Remote</i>	562.9	0.5	6.0	20.5	38.8	24.3	7.9	1.8	93.4
SA	<i>Metro</i>	579.3	2.2	5.9	16.5	27.9	27.6	15.0	4.9	91.9
	<i>Provincial</i>	566.2	2.7	7.7	20.1	30.4	25.4	11.3	2.4	89.6
	<i>Remote</i>	557.6	1.5	10.0	21.8	31.8	24.6	9.0	1.4	88.5
	<i>Very Remote</i>	559.7	0.0	4.9	29.0	31.2	24.4	9.6	0.8	95.1
Tas	<i>Metro</i>	582.3	1.6	7.1	16.1	25.7	25.7	17.1	6.7	91.4
	<i>Provincial</i>	571.2	1.2	7.2	19.7	29.6	25.4	12.5	4.4	91.6
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	599.1	1.8	3.9	11.8	23.5	27.8	21.5	9.8	94.3
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	571.7	2.4	7.4	18.7	30.4	24.0	12.8	4.3	90.1
	<i>Remote</i>	577.3	1.5	5.3	19.8	26.5	27.2	15.2	4.4	93.2
	<i>Very Remote</i>	560.2	0.0	5.1	29.8	31.7	23.2	5.4	4.8	94.9
Aust	<i>Metro</i>	588.1	1.7	4.5	14.8	26.5	28.1	17.4	7.0	93.8
	<i>Provincial</i>	572.1	1.7	6.4	18.9	30.2	26.7	12.7	3.5	91.9
	<i>Remote</i>	563.8	1.4	8.1	21.5	31.3	24.3	10.9	2.5	90.5
	<i>Very Remote</i>	558.2	0.9	7.3	24.8	35.0	22.6	7.4	2.1	91.8

[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, 2014.

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	<i>Bachelor</i>	622.5	0.7	1.4	6.2	17.7	30.7	27.5	15.8	97.9
	<i>Diploma</i>	588.0	0.9	3.7	13.4	28.6	30.8	17.0	5.6	95.4
	<i>Certificate</i>	565.7	1.1	7.0	21.2	31.9	25.8	10.6	2.4	91.9
	<i>Year 12</i>	571.8	1.7	7.1	19.1	29.5	25.8	13.1	3.8	91.3
	<i>Year 11</i>	538.3	3.0	15.9	29.2	29.0	16.5	5.3	1.2	81.2
	<i>Not stated (8%)</i>	570.5	2.5	9.3	19.6	26.4	23.4	13.7	5.2	88.2
Vic	<i>Bachelor</i>	617.0	1.3	1.2	6.6	19.9	31.8	26.4	12.8	97.5
	<i>Diploma</i>	583.6	1.6	3.4	15.1	29.4	30.7	15.8	4.1	95.0
	<i>Certificate</i>	567.9	2.2	5.6	20.3	32.4	26.6	10.7	2.1	92.2
	<i>Year 12</i>	575.4	2.6	4.8	18.2	30.6	27.4	12.8	3.7	92.6
	<i>Year 11</i>	549.0	5.3	10.4	26.2	31.3	19.0	6.5	1.2	84.3
	<i>Not stated (4%)</i>	596.1	3.6	4.2	11.8	23.3	28.7	19.8	8.5	92.1
Qld	<i>Bachelor</i>	606.3	0.9	1.7	8.8	23.4	32.7	23.0	9.4	97.3
	<i>Diploma</i>	575.3	1.1	4.8	17.1	32.1	29.2	12.9	2.9	94.2
	<i>Certificate</i>	559.9	1.5	7.6	22.8	33.4	24.7	8.5	1.5	90.9
	<i>Year 12</i>	559.9	1.9	8.5	23.1	31.3	23.8	9.6	1.8	89.6
	<i>Year 11</i>	536.5	3.1	15.1	30.3	30.6	16.0	4.4	0.6	81.8
	<i>Not stated (14%)</i>	559.7	2.8	10.5	22.0	28.9	22.6	10.4	2.8	86.7
WA	<i>Bachelor</i>	620.4	0.7	1.2	6.2	18.4	31.6	27.9	14.1	98.1
	<i>Diploma</i>	587.9	0.7	3.1	12.6	29.2	32.9	17.2	4.3	96.1
	<i>Certificate</i>	572.4	0.9	5.4	17.8	32.6	28.7	12.0	2.5	93.7
	<i>Year 12</i>	577.0	1.0	4.7	16.9	31.2	29.1	13.5	3.6	94.2
	<i>Year 11</i>	542.9	2.0	14.5	26.2	31.6	18.6	6.1	1.1	83.6
	<i>Not stated (15%)</i>	566.7	3.4	10.9	17.9	26.6	23.9	13.2	4.1	85.7
SA	<i>Bachelor</i>	607.6	0.8	2.2	8.9	21.5	32.4	24.2	10.0	97.0
	<i>Diploma</i>	576.2	1.7	5.2	16.3	30.6	30.1	13.0	3.1	93.1
	<i>Certificate</i>	562.9	1.7	7.4	21.3	33.0	25.0	9.9	1.7	90.9
	<i>Year 12</i>	563.2	2.3	7.6	20.4	32.7	26.2	9.2	1.7	90.1
	<i>Year 11</i>	538.0	4.4	15.9	28.1	29.2	16.0	5.5	0.9	79.7
	<i>Not stated (12%)</i>	564.3	5.6	10.3	19.3	26.5	23.0	11.6	3.7	84.1

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 9 Reading

Table 9.R8 (cont.): Achievement of Year 9 Students in Reading, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	621.8	0.8	1.1	6.6	18.6	29.8	27.8	15.3	98.1
	<i>Diploma</i>	588.3	1.1	3.2	14.2	27.9	30.4	17.7	5.5	95.7
	<i>Certificate</i>	564.4	1.1	7.2	21.2	32.4	25.5	10.2	2.3	91.7
	<i>Year 12</i>	563.5	1.1	10.9	21.4	27.9	23.1	11.7	3.9	88.0
	<i>Year 11</i>	537.0	2.2	16.3	29.3	29.6	17.2	4.4	0.9	81.4
	<i>Not stated (11%)</i>	568.2	3.5	10.5	21.3	24.7	20.9	13.2	5.9	86.0
ACT	<i>Bachelor</i>	623.1	1.1	1.7	5.7	18.0	28.6	29.2	15.7	97.2
	<i>Diploma</i>	581.6	0.9	3.8	16.0	30.3	29.4	16.2	3.4	95.3
	<i>Certificate</i>	566.8	1.5	7.1	19.9	31.7	26.4	11.2	2.2	91.4
	<i>Year 12</i>	575.1	1.9	7.2	17.1	27.8	27.8	13.9	4.3	90.9
	<i>Year 11</i>	557.3	3.7	14.4	23.3	23.3	18.8	10.9	5.7	82.0
	<i>Not stated (8%)</i>	587.2	5.4	5.8	15.3	23.2	25.2	16.2	8.9	88.8
NT	<i>Bachelor</i>	597.9	1.0	4.7	10.8	23.3	30.1	21.5	8.6	94.3
	<i>Diploma</i>	568.5	1.5	6.8	20.5	32.0	24.2	12.3	2.8	91.7
	<i>Certificate</i>	545.8	1.5	15.2	24.1	30.4	19.6	7.6	1.7	83.3
	<i>Year 12</i>	554.9	3.3	9.4	27.2	29.9	18.4	9.3	2.5	87.3
	<i>Year 11</i>	481.5	3.0	45.6	23.1	18.6	6.7	2.5	0.6	51.4
	<i>Not stated (28%)</i>	450.3	2.9	58.6	12.3	11.1	8.1	4.6	2.4	38.5
Aust	<i>Bachelor</i>	616.7	0.9	1.5	7.0	19.7	31.5	26.2	13.2	97.6
	<i>Diploma</i>	583.3	1.2	3.9	14.8	29.7	30.5	15.6	4.3	94.9
	<i>Certificate</i>	565.2	1.5	6.7	21.0	32.5	25.9	10.2	2.1	91.8
	<i>Year 12</i>	569.7	2.0	6.6	19.7	30.6	26.1	11.9	3.1	91.4
	<i>Year 11</i>	540.5	3.6	14.5	28.1	30.0	17.2	5.5	1.1	81.9
	<i>Not stated (10%)</i>	565.4	3.2	10.9	18.9	26.3	23.3	12.8	4.5	85.9

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 9 Reading

Table 9.R9: Achievement of Year 9 Students in Reading, by Parental Occupation, by State and Territory, 2014.

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	620.1	0.6	1.4	6.7	18.6	31.0	26.8	14.9	98.0
	Group 2	595.5	0.6	3.2	11.6	26.3	31.2	19.3	7.6	96.2
	Group 3	573.5	1.0	5.5	19.0	31.1	27.0	12.8	3.7	93.5
	Group 4	558.8	1.6	9.8	24.1	30.5	21.3	9.5	3.2	88.6
	Not in paid work	542.2	3.7	15.7	27.6	27.2	17.2	6.4	2.1	80.6
	Not stated (13%)	563.0	2.9	10.8	22.1	26.6	21.5	11.6	4.5	86.2
Vic	Group 1	618.6	0.9	1.1	6.3	19.7	31.8	26.8	13.4	97.9
	Group 2	594.2	1.3	2.4	12.1	27.0	31.7	19.0	6.4	96.3
	Group 3	575.8	1.8	4.4	17.6	31.3	28.8	13.0	3.1	93.9
	Group 4	561.8	3.3	7.0	23.1	32.0	23.1	9.3	2.2	89.7
	Not in paid work	549.0	6.8	11.4	25.6	29.0	18.4	7.1	1.7	81.8
	Not stated (4%)	597.8	3.3	4.3	12.1	22.3	28.5	20.0	9.5	92.4
Qld	Group 1	605.1	0.9	1.9	9.2	23.8	32.3	22.7	9.2	97.2
	Group 2	581.0	0.9	3.8	15.5	31.2	30.2	14.5	3.9	95.3
	Group 3	563.9	1.5	6.6	21.6	33.0	25.8	9.6	1.8	91.9
	Group 4	547.0	2.4	11.5	27.7	31.7	19.4	6.2	1.1	86.0
	Not in paid work	536.6	4.2	17.3	28.6	27.4	16.0	5.5	1.1	78.5
	Not stated (18%)	554.3	2.6	11.6	24.0	29.4	21.1	9.0	2.3	85.8
WA	Group 1	616.9	0.6	1.3	6.9	19.9	31.6	26.4	13.2	98.1
	Group 2	593.9	0.9	2.5	11.5	27.3	32.7	19.1	5.9	96.6
	Group 3	576.4	0.7	4.6	16.7	32.6	29.1	13.1	3.2	94.7
	Group 4	558.7	1.1	9.7	22.3	31.7	24.0	9.3	1.9	89.2
	Not in paid work	539.1	3.2	16.6	26.2	29.2	17.6	6.1	1.0	80.2
	Not stated (20%)	563.5	3.0	11.2	19.4	27.3	23.1	12.3	3.7	85.8
SA	Group 1	604.2	0.6	2.8	9.1	23.2	32.0	23.2	9.2	96.7
	Group 2	584.1	1.0	3.9	14.6	29.0	31.5	15.6	4.5	95.1
	Group 3	567.7	1.4	6.4	19.4	33.2	26.4	10.9	2.2	92.2
	Group 4	554.2	2.7	10.0	24.7	31.5	21.3	8.1	1.8	87.3
	Not in paid work	541.6	4.9	14.8	27.4	28.1	17.7	6.1	1.0	80.3
	Not stated (18%)	551.5	6.1	13.0	23.6	27.1	19.3	8.6	2.4	80.9

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 9 Reading

Table 9.R9 (cont.): Achievement of Year 9 Students in Reading, by Parental Occupation, by State and Territory, 2014.

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	619.3	1.0	1.4	7.2	19.5	29.3	26.4	15.1	97.6
	Group 2	588.6	0.9	3.6	13.4	28.3	30.8	17.0	6.0	95.5
	Group 3	565.8	0.6	6.3	21.6	33.0	25.3	11.1	2.0	93.1
	Group 4	551.0	1.1	10.4	26.9	32.1	20.9	6.9	1.6	88.5
	Not in paid work	527.7	3.9	21.3	30.2	25.8	13.4	4.6	0.8	74.8
	Not stated (15%)	561.8	3.3	12.3	22.4	24.8	20.7	11.5	4.9	84.4
ACT	Group 1	618.4	1.1	1.8	7.0	19.5	28.8	27.1	14.6	97.1
	Group 2	596.0	0.9	3.9	11.3	25.4	29.9	20.5	8.1	95.2
	Group 3	576.5	1.4	5.3	17.8	30.3	26.6	14.7	3.9	93.3
	Group 4	559.2	2.0	10.7	23.3	27.3	21.7	13.1	1.8	87.3
	Not in paid work	551.1	6.7	12.8	26.7	23.6	19.1	9.0	2.0	80.4
	Not stated (12%)	574.4	5.1	8.8	18.2	24.6	23.0	13.8	6.5	86.2
NT	Group 1	584.9	1.0	6.9	14.6	26.7	25.7	17.5	7.6	92.0
	Group 2	581.9	2.1	5.4	16.8	27.4	26.7	16.2	5.5	92.5
	Group 3	544.9	1.4	13.7	26.3	32.2	18.7	6.6	1.1	84.9
	Group 4	512.2	2.2	30.2	26.9	23.1	11.0	5.4	1.0	67.5
	Not in paid work	458.6	2.7	58.8	20.0	9.8	5.6	2.6	0.5	38.5
	Not stated (27%)	437.5	3.3	62.0	13.0	11.9	7.1	2.2	0.5	34.7
Aust	Group 1	614.9	0.8	1.6	7.4	20.5	31.4	25.6	12.7	97.6
	Group 2	591.0	0.9	3.1	12.8	27.8	31.3	17.9	6.1	95.9
	Group 3	571.5	1.3	5.5	19.1	31.9	27.3	12.0	2.9	93.2
	Group 4	556.5	2.3	9.4	24.5	31.3	21.6	8.6	2.2	88.3
	Not in paid work	542.2	5.0	15.0	26.9	27.8	17.3	6.4	1.6	80.0
	Not stated (13%)	559.3	3.3	12.0	21.4	26.9	21.6	11.1	3.8	84.8

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

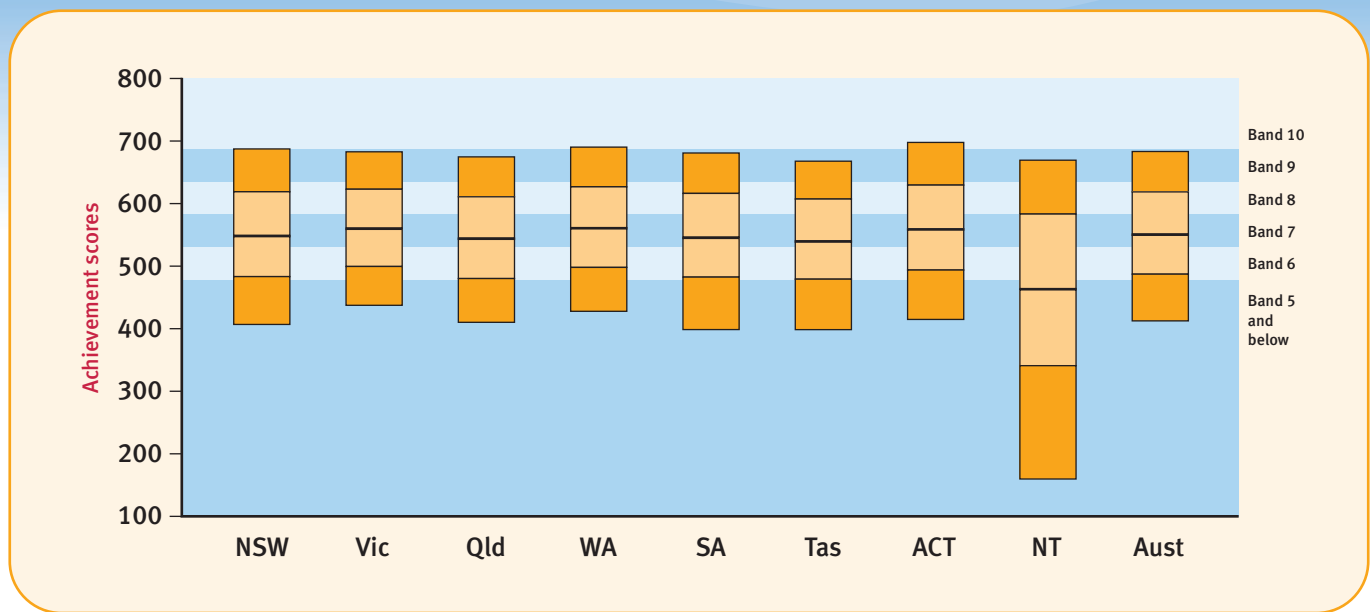
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

NAPLAN Year 9 Persuasive Writing

Figure 9.W1: Achievement of Year 9 Students in Persuasive Writing, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	548.1 (88.0)	559.8 (76.9)	543.8 (83.1)	560.6 (82.5)	545.3 (88.7)	539.4 (83.8)	558.7 (87.9)	463.1 (148.9)	550.3 (85.3)

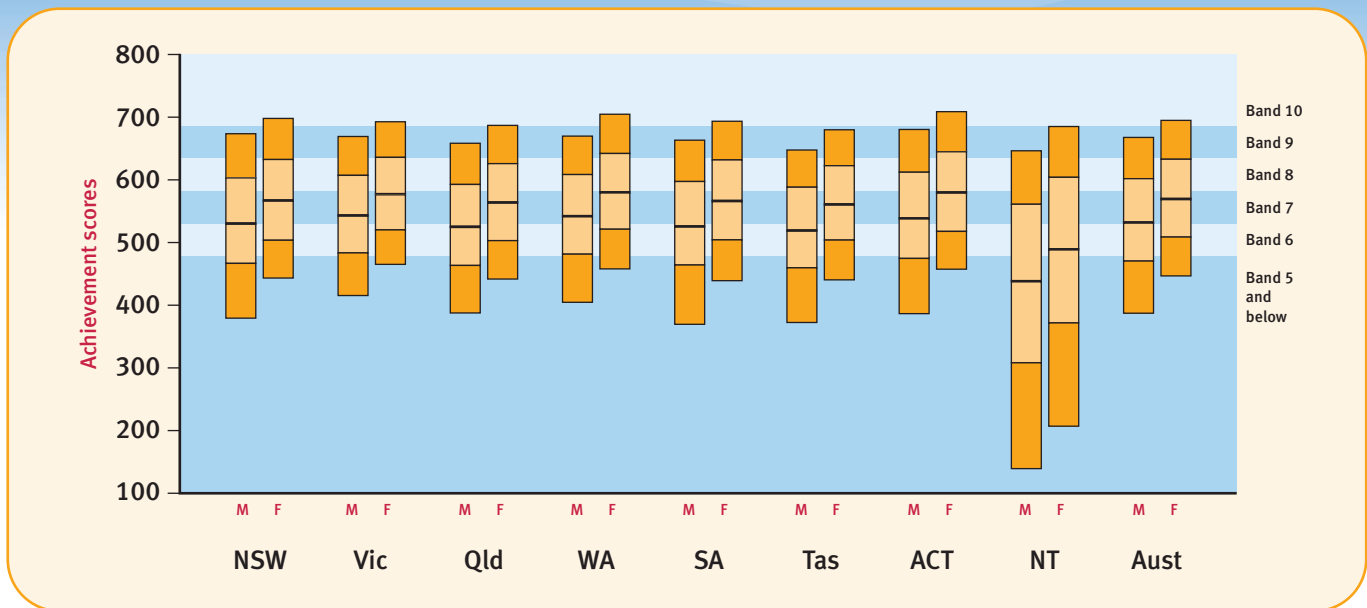
Table 9.W1: Achievement of Year 9 Students in Persuasive Writing, by State and Territory, 2014.

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	
NSW	14yrs 7mths 9yrs 4mths	94.0	5.2	0.8	1.4	17.8	22.3	24.0	19.3	10.1	5.1	80.8
Vic	14yrs 9mths 9yrs 4mths	91.4	6.7	1.9	2.3	12.3	20.6	26.7	22.4	11.3	4.4	85.4
Qld	14yrs 1mth 8yrs 4mths	89.3	5.1	5.6	1.7	18.8	22.5	25.4	19.0	8.9	3.7	79.4
WA	14yrs 5mths 9yrs 4mths	93.7	5.6	0.6	1.3	13.2	19.2	26.7	22.3	11.8	5.5	85.4
SA	14yrs 7mths 9yrs 4mths	89.9	7.2	3.0	2.4	18.0	21.7	24.8	19.1	9.8	4.3	79.7
Tas	14yrs 11mths 9yrs 4mths	91.6	7.5	0.8	1.5	19.3	23.4	25.7	18.7	8.5	2.9	79.2
ACT	14yrs 8mths 9yrs 4mths	90.1	5.3	4.7	1.7	14.5	20.0	24.4	21.2	11.7	6.5	83.8
NT	14yrs 6mths 9yrs 4mths	85.3	12.5	2.2	2.1	44.5	17.0	16.4	10.5	6.1	3.3	53.3
Aust	14yrs 6mths 9yrs 2mths	91.8	5.8	2.3	1.8	16.5	21.5	25.3	20.2	10.2	4.6	81.8

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

NAPLAN Year 9 Persuasive Writing

Figure 9.W2: Achievement of Year 9 Students in Persuasive Writing, by Sex, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	530.1 (90.8)	543.0 (78.6)	524.9 (84.5)	541.9 (82.9)	525.5 (90.7)	519.0 (86.0)	538.5 (91.4)	438.2 (151.6)	531.9 (87.4)
Female Mean scale score / (S.D.)	566.9 (80.8)	577.0 (71.0)	563.7 (76.8)	580.0 (77.3)	566.1 (81.4)	560.6 (76.0)	579.7 (78.9)	489.1 (141.5)	569.3 (78.7)

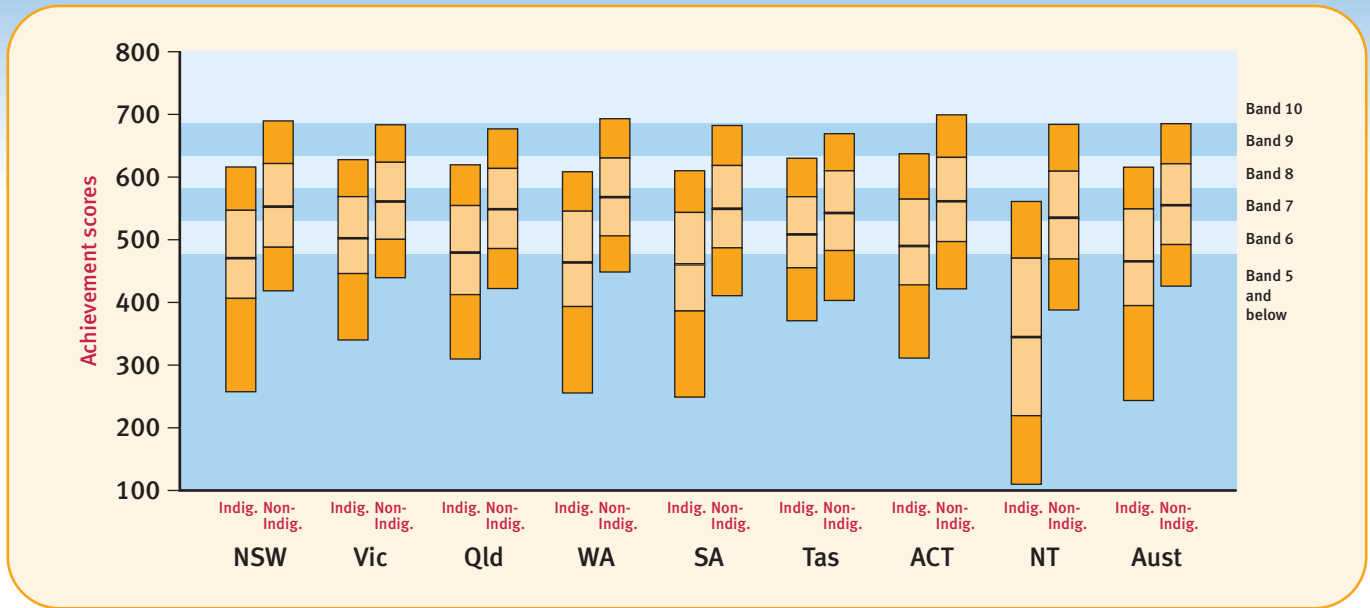
Table 9.W2: Achievement of Year 9 Students in Persuasive Writing, by Sex, by State and Territory, 2014.

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	1.7	24.2	24.7	22.3	16.0	7.6	3.6	74.1
	Female	1.0	11.2	19.9	25.9	22.7	12.7	6.6	87.8
Vic	Male	3.0	17.3	24.3	25.5	18.7	8.2	3.0	79.6
	Female	1.6	7.1	16.8	27.9	26.2	14.4	5.9	91.3
Qld	Male	2.3	25.5	25.3	23.5	14.8	6.2	2.4	72.2
	Female	1.2	11.7	19.5	27.4	23.4	11.8	5.0	87.1
WA	Male	1.6	18.4	23.1	26.3	18.9	8.6	3.1	80.0
	Female	1.0	7.8	15.3	27.1	25.8	15.1	7.9	91.1
SA	Male	2.9	24.4	24.3	23.5	15.4	6.8	2.7	72.7
	Female	1.8	11.1	19.0	26.2	23.0	13.0	5.9	87.1
Tas	Male	2.1	27.0	25.8	23.1	14.9	5.4	1.7	70.9
	Female	1.0	11.2	20.8	28.4	22.8	11.7	4.1	87.8
ACT	Male	2.1	20.7	23.1	23.2	18.0	8.7	4.3	77.2
	Female	1.4	8.1	16.8	25.7	24.5	14.8	8.8	90.6
NT	Male	2.2	51.5	17.1	15.0	8.0	4.2	2.0	46.3
	Female	2.1	37.2	16.9	17.9	13.1	8.0	4.7	60.7
Aust	Male	2.2	22.5	24.4	23.8	16.6	7.4	3.0	75.3
	Female	1.3	10.2	18.4	26.8	24.0	13.2	6.2	88.6

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

NAPLAN Year 9 Persuasive Writing

Figure 9.W3: Achievement of Year 9 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	470.5 (99.9)	502.3 (83.0)	479.3 (94.6)	463.6 (101.4)	460.7 (104.0)	508.3 (78.7)	489.8 (96.9)	344.6 (139.9)	465.5 (107.4)
Non-Indigenous Mean scale score / (S.D.)	552.6 (85.2)	560.8 (76.4)	548.6 (80.0)	567.8 (76.4)	549.2 (85.7)	542.5 (83.2)	561.3 (86.7)	534.9 (94.5)	555.0 (81.4)

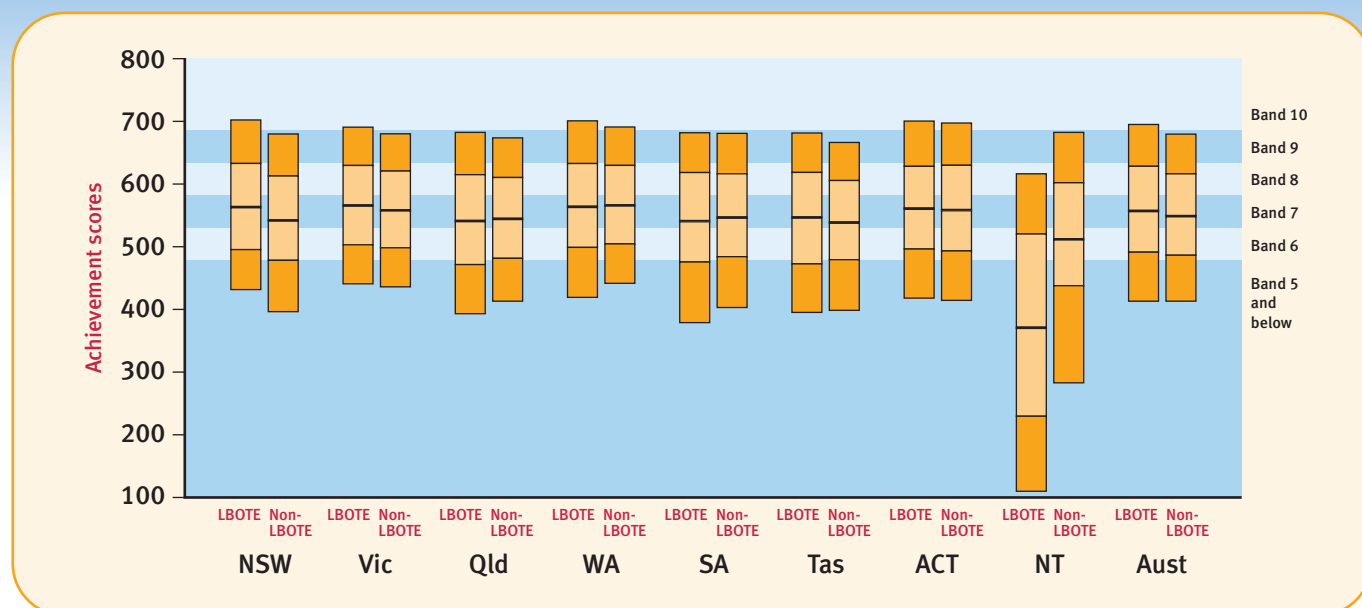
Table 9.W3: Achievement of Year 9 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2014.

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	2.4	47.2	25.0	15.0	7.5	2.5	0.5	50.5
	Non-Indigenous	1.3	16.1	22.2	24.5	19.9	10.5	5.4	82.5
Vic	Indigenous	4.7	33.2	25.5	22.6	9.9	3.5	0.7	62.1
	Non-Indigenous	2.3	11.9	20.5	26.8	22.6	11.4	4.5	85.8
Qld	Indigenous	3.1	44.6	24.4	16.4	8.2	2.6	0.8	52.3
	Non-Indigenous	1.6	16.8	22.4	26.1	19.8	9.4	3.9	81.5
WA	Indigenous	1.4	50.4	23.4	15.4	7.1	2.0	0.2	48.2
	Non-Indigenous	1.2	10.5	18.9	27.5	23.5	12.6	5.9	88.3
SA	Indigenous	3.3	49.9	22.4	15.6	6.1	2.1	0.6	46.8
	Non-Indigenous	2.3	16.4	21.7	25.2	19.7	10.2	4.4	81.3
Tas	Indigenous	2.4	31.0	28.3	23.4	10.8	3.2	1.0	66.7
	Non-Indigenous	1.3	18.0	23.0	26.1	19.5	9.1	3.0	80.6
ACT	Indigenous	2.3	40.2	25.2	17.4	9.7	4.0	1.2	57.5
	Non-Indigenous	1.8	13.6	19.8	24.6	21.5	12.0	6.7	84.7
NT	Indigenous	2.3	79.9	9.2	5.5	2.0	1.0	0.1	17.8
	Non-Indigenous	2.2	22.8	22.5	23.6	15.6	8.6	4.7	75.0
Aust	Indigenous	2.7	47.9	23.4	15.6	7.5	2.4	0.6	49.4
	Non-Indigenous	1.7	14.7	21.4	25.8	20.9	10.7	4.8	83.6

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

NAPLAN Year 9 Persuasive Writing

Figure 9.W4: Achievement of Year 9 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	563.1 (84.6)	565.6 (77.1)	540.9 (89.7)	563.5 (87.4)	540.7 (94.5)	546.5 (88.2)	560.6 (85.6)	370.6 (158.1)	556.9 (89.2)
Non-LBOTE Mean scale score / (S.D.)	541.8 (88.8)	558.0 (76.7)	544.3 (82.1)	565.9 (78.7)	546.4 (87.4)	538.4 (83.5)	558.3 (88.5)	511.8 (116.8)	548.7 (84.0)

Table 9.W4: Achievement of Year 9 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2014.

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	1.7	13.7	20.5	23.9	20.8	12.2	7.1	84.5
	Non-LBOTE	1.2	19.6	23.1	24.0	18.6	9.2	4.2	79.1
Vic	LBOTE	3.0	11.3	19.2	25.7	22.9	12.4	5.5	85.7
	Non-LBOTE	2.1	12.6	21.0	27.0	22.2	10.9	4.1	85.3
Qld	LBOTE	2.3	21.8	21.1	22.8	18.0	9.6	4.4	75.9
	Non-LBOTE	1.7	18.4	22.7	25.8	19.1	8.8	3.6	79.9
WA	LBOTE	1.3	13.3	18.2	25.5	22.3	12.5	6.9	85.4
	Non-LBOTE	1.0	11.2	18.6	27.4	23.5	12.6	5.6	87.8
SA	LBOTE	6.2	19.7	21.2	21.3	17.7	9.7	4.3	74.2
	Non-LBOTE	1.7	17.5	21.8	25.4	19.4	9.9	4.3	80.7
Tas	LBOTE	5.1	20.8	16.5	23.1	20.5	10.1	3.9	74.1
	Non-LBOTE	1.4	19.3	24.0	25.9	18.4	8.3	2.7	79.4
ACT	LBOTE	3.5	14.0	19.0	24.4	21.5	10.9	6.6	82.5
	Non-LBOTE	1.3	14.6	20.2	24.4	21.1	11.9	6.5	84.1
NT	LBOTE	2.9	69.5	9.9	9.2	5.0	2.5	1.1	27.6
	Non-LBOTE	1.9	31.3	21.2	20.1	13.2	7.9	4.5	66.9
Aust	LBOTE	2.4	15.2	19.8	24.1	20.8	11.7	6.1	82.4
	Non-LBOTE	1.6	16.7	22.0	25.6	20.1	9.9	4.2	81.7

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

NAPLAN Year 9 Persuasive Writing

Table 9.W5: Achievement of Year 9 Students in Persuasive Writing, by Geolocation, by State and Territory, 2014.

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	<i>Metro</i>	557.3	1.4	14.9	21.3	24.4	20.7	11.4	6.0	83.7
	<i>Provincial</i>	520.8	1.4	26.5	25.7	23.1	15.0	6.1	2.3	72.1
	<i>Remote</i>	440.9	0.0	61.6	20.7	8.9	6.0	2.1	0.6	38.4
	<i>Very Remote</i>	415.2	0.0	71.9	16.9	5.1	3.7	2.4	0.0	28.1
Vic	<i>Metro</i>	566.3	2.4	10.6	19.0	26.6	23.7	12.5	5.2	87.0
	<i>Provincial</i>	539.9	2.2	17.6	25.5	26.8	18.3	7.5	2.1	80.2
	<i>Remote</i>	560.0	3.8	10.6	20.4	31.7	18.9	11.3	3.4	85.7
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	550.6	1.7	16.6	21.7	25.7	20.1	9.9	4.3	81.7
	<i>Provincial</i>	530.6	1.8	22.7	24.5	25.2	16.7	6.7	2.3	75.5
	<i>Remote</i>	491.3	3.0	38.4	22.0	20.9	10.0	4.1	1.6	58.6
	<i>Very Remote</i>	465.5	2.6	51.8	18.6	13.9	9.0	3.2	1.1	45.7
WA	<i>Metro</i>	570.5	1.4	10.2	17.9	27.0	23.8	13.3	6.4	88.4
	<i>Provincial</i>	544.0	1.2	17.7	22.9	27.0	19.6	8.5	3.2	81.1
	<i>Remote</i>	513.4	0.8	28.2	25.1	24.2	14.1	5.6	2.0	71.0
	<i>Very Remote</i>	445.8	0.7	55.9	19.4	13.9	7.0	2.1	0.9	43.4
SA	<i>Metro</i>	553.8	2.3	15.5	20.5	25.1	20.5	11.0	5.1	82.2
	<i>Provincial</i>	526.3	2.8	23.2	24.9	24.3	15.7	6.9	2.1	73.9
	<i>Remote</i>	517.2	1.3	25.6	27.2	23.9	13.9	6.6	1.4	73.0
	<i>Very Remote</i>	448.3	0.0	51.2	19.4	15.4	9.6	4.1	0.4	48.8
Tas	<i>Metro</i>	543.8	1.7	18.8	21.4	25.6	19.5	9.5	3.5	79.5
	<i>Provincial</i>	536.5	1.4	19.5	24.8	25.9	18.3	7.8	2.4	79.1
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	558.7	1.7	14.5	20.0	24.4	21.2	11.7	6.5	83.8
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	522.6	2.0	28.4	20.8	21.2	13.7	8.8	5.0	69.5
	<i>Remote</i>	471.3	3.4	43.5	18.8	17.0	10.7	4.4	2.1	53.1
	<i>Very Remote</i>	297.5	1.3	88.6	4.8	3.1	1.7	0.4	0.1	10.1
Aust	<i>Metro</i>	559.2	1.8	13.8	20.4	25.6	21.6	11.5	5.4	84.5
	<i>Provincial</i>	530.9	1.8	22.2	24.9	25.0	16.7	7.0	2.4	76.0
	<i>Remote</i>	496.6	1.8	35.2	23.4	21.0	11.9	5.0	1.7	63.0
	<i>Very Remote</i>	401.2	1.3	65.6	14.5	10.3	5.8	1.9	0.6	33.1

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

NAPLAN Year 9 Persuasive Writing

Table 9.W6: Achievement of Year 9 Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2014.

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	
NSW	<i>Metro</i>	486.3	2.5	40.5	27.0	16.8	9.1	3.5	0.7	57.0
	<i>Provincial</i>	462.3	2.5	50.9	23.9	14.1	6.5	1.8	0.4	46.6
	<i>Remote</i>	389.6	0.0	77.1	15.8	5.9	1.2	0.0	0.0	22.9
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	510.6	4.7	30.2	25.7	23.3	11.2	3.7	1.2	65.0
	<i>Provincial</i>	494.4	4.7	35.9	25.2	21.9	8.8	3.2	0.2	59.4
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	492.9	3.5	38.3	26.6	18.2	9.4	3.0	0.9	58.1
	<i>Provincial</i>	477.5	2.3	46.1	24.2	16.3	8.0	2.4	0.7	51.6
	<i>Remote</i>	422.7	5.2	63.5	16.3	9.8	3.8	1.2	0.2	31.3
	<i>Very Remote</i>	418.7	3.1	72.7	13.4	6.9	2.5	1.0	0.3	24.2
WA	<i>Metro</i>	498.3	1.9	36.7	26.2	20.9	10.3	3.4	0.5	61.4
	<i>Provincial</i>	473.2	1.4	48.6	25.7	16.0	6.7	1.4	0.1	50.0
	<i>Remote</i>	443.1	0.9	56.4	23.9	12.6	5.2	0.9	0.1	42.7
	<i>Very Remote</i>	398.0	0.9	76.0	13.8	5.6	2.9	1.0	0.0	23.2
SA	<i>Metro</i>	477.0	3.2	44.4	24.4	17.4	7.2	2.5	1.0	52.4
	<i>Provincial</i>	459.9	4.6	49.1	22.8	15.4	5.9	2.0	0.3	46.3
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	377.8	0.0	79.5	10.8	7.0	2.4	0.3	0.0	20.5
Tas	<i>Metro</i>	503.5	2.5	35.1	27.0	22.5	8.7	2.7	1.4	62.4
	<i>Provincial</i>	511.6	2.0	28.3	28.9	24.1	12.3	3.6	0.8	69.7
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	489.8	2.3	40.2	25.2	17.4	9.7	4.0	1.2	57.5
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	444.6	1.2	57.8	19.3	13.3	5.0	2.8	0.5	41.0
	<i>Remote</i>	380.3	6.1	72.6	12.6	6.0	2.0	0.7	0.0	21.3
	<i>Very Remote</i>	271.4	1.4	96.0	1.8	0.6	0.3	0.0	0.0	2.6
Aust	<i>Metro</i>	491.8	3.0	38.6	26.4	18.5	9.4	3.2	0.8	58.4
	<i>Provincial</i>	471.6	2.6	47.2	24.2	16.1	7.3	2.2	0.5	50.2
	<i>Remote</i>	416.0	3.1	65.1	18.1	9.4	3.4	0.9	0.1	31.9
	<i>Very Remote</i>	345.3	1.5	84.3	8.3	3.7	1.6	0.5	0.1	14.2

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

NAPLAN Year 9 Persuasive Writing

Table 9.W7: Achievement of Year 9 Non-Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2014.

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	<i>Metro</i>	559.8	1.3	14.0	21.1	24.7	21.1	11.7	6.2	84.7
	<i>Provincial</i>	528.2	1.2	23.4	25.9	24.2	16.1	6.6	2.5	75.3
	<i>Remote</i>	487.7	0.0	46.9	25.7	12.2	11.1	3.5	0.6	53.1
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	566.9	2.3	10.3	18.9	26.7	23.8	12.6	5.3	87.3
	<i>Provincial</i>	541.4	2.1	17.0	25.5	27.0	18.6	7.6	2.2	80.9
	<i>Remote</i>	563.4	3.9	9.0	20.0	32.2	19.6	11.8	3.5	87.1
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	553.7	1.6	15.5	21.5	26.1	20.7	10.3	4.4	83.0
	<i>Provincial</i>	536.5	1.7	20.1	24.6	26.3	17.7	7.2	2.5	78.2
	<i>Remote</i>	519.6	2.2	27.3	24.5	25.7	12.8	5.3	2.2	70.5
	<i>Very Remote</i>	527.0	1.5	24.1	25.6	22.9	17.4	6.3	2.2	74.4
WA	<i>Metro</i>	573.4	1.2	9.1	17.6	27.3	24.4	13.8	6.6	89.7
	<i>Provincial</i>	551.5	1.2	14.5	22.5	28.1	21.0	9.3	3.5	84.3
	<i>Remote</i>	543.5	0.8	16.1	25.6	28.9	17.9	7.8	2.9	83.2
	<i>Very Remote</i>	529.5	0.5	21.0	28.5	29.3	14.5	3.9	2.3	78.5
SA	<i>Metro</i>	556.2	2.2	14.6	20.4	25.3	21.0	11.3	5.2	83.2
	<i>Provincial</i>	531.1	2.7	21.3	25.1	24.9	16.5	7.2	2.3	76.0
	<i>Remote</i>	522.4	1.5	23.4	27.6	24.0	14.9	6.9	1.6	75.1
	<i>Very Remote</i>	530.2	0.0	20.8	27.9	25.2	16.7	8.5	0.8	79.2
Tas	<i>Metro</i>	547.8	1.5	17.2	20.8	26.1	20.4	10.3	3.7	81.3
	<i>Provincial</i>	539.0	1.2	18.5	24.5	26.2	19.0	8.2	2.4	80.3
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	561.3	1.8	13.6	19.8	24.6	21.5	12.0	6.7	84.7
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	536.9	2.4	22.5	21.9	23.1	15.4	9.4	5.2	75.0
	<i>Remote</i>	530.4	1.5	23.6	23.3	24.8	16.7	6.7	3.4	74.8
	<i>Very Remote</i>	520.9	0.0	24.8	31.7	25.7	13.0	3.5	1.3	75.2
Aust	<i>Metro</i>	561.5	1.7	12.9	20.2	25.8	22.1	11.8	5.6	85.4
	<i>Provincial</i>	536.4	1.7	19.8	25.0	25.9	17.7	7.4	2.5	78.5
	<i>Remote</i>	528.7	1.4	22.9	25.5	25.7	15.5	6.7	2.4	75.7
	<i>Very Remote</i>	525.0	0.9	23.8	27.9	25.3	15.1	5.2	1.8	75.2

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

NAPLAN Year 9 Persuasive Writing

Table 9.W8: Achievement of Year 9 Students in Persuasive Writing, by Parental Education, by State and Territory, 2014.

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	
NSW	Bachelor	589.7	0.7	6.3	14.9	24.1	26.5	17.0	10.5	93.0
	Diploma	554.1	0.9	13.8	23.2	26.8	21.1	10.1	4.1	85.3
	Certificate	528.0	1.2	22.6	27.4	24.9	15.7	6.3	2.0	76.3
	Year 12	537.6	1.7	19.4	25.4	25.4	17.0	8.0	3.0	78.9
	Year 11	494.8	3.0	36.8	26.9	19.2	9.8	3.2	1.0	60.2
	Not stated (8%)	531.2	2.5	24.1	23.1	22.1	16.1	8.1	4.0	73.4
Vic	Bachelor	591.1	1.3	4.9	13.0	25.6	28.6	18.1	8.5	93.8
	Diploma	559.6	1.6	10.8	21.7	28.7	23.1	10.4	3.7	87.6
	Certificate	540.8	2.2	16.5	25.5	28.0	18.8	7.1	1.9	81.3
	Year 12	552.1	2.6	13.1	23.2	27.9	21.0	9.3	2.9	84.3
	Year 11	522.2	5.4	23.2	27.4	24.5	14.0	4.4	1.1	71.5
	Not stated (4%)	572.8	3.6	10.6	16.3	23.2	24.8	15.1	6.3	85.7
Qld	Bachelor	580.3	1.0	8.0	16.2	25.8	26.0	15.4	7.6	91.1
	Diploma	548.7	1.1	15.2	23.6	28.1	20.1	8.9	3.0	83.7
	Certificate	532.9	1.5	21.2	25.4	26.5	16.9	6.3	2.1	77.2
	Year 12	532.3	1.9	22.0	24.9	25.8	16.6	6.4	2.3	76.0
	Year 11	502.8	3.2	34.0	26.5	20.9	10.7	3.7	1.0	62.8
	Not stated (14%)	530.2	2.8	24.1	22.7	23.2	16.6	7.6	3.0	73.1
WA	Bachelor	597.6	0.7	4.3	11.8	24.7	28.5	19.4	10.6	95.0
	Diploma	567.2	0.7	9.0	19.1	30.0	25.1	11.6	4.5	90.2
	Certificate	549.6	0.8	14.1	23.6	29.2	20.5	8.5	3.2	85.0
	Year 12	555.6	1.0	13.5	22.1	27.1	21.9	10.0	4.3	85.4
	Year 11	515.5	2.0	28.4	26.0	24.4	12.9	4.6	1.8	69.6
	Not stated (15%)	537.8	3.4	20.7	20.2	25.0	17.8	9.2	3.7	75.9
SA	Bachelor	583.6	0.8	7.2	15.5	25.4	26.1	16.1	8.9	92.0
	Diploma	554.9	1.7	13.4	21.5	27.2	20.9	11.2	4.1	84.9
	Certificate	532.9	1.7	20.5	24.8	26.5	17.0	7.3	2.2	77.8
	Year 12	539.1	2.3	18.5	24.5	26.3	17.6	7.8	3.0	79.3
	Year 11	503.4	4.4	32.5	26.8	19.3	11.1	4.6	1.4	63.1
	Not stated (12%)	532.0	5.6	22.9	20.5	22.0	17.1	8.0	3.8	71.4

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 9 Persuasive Writing

Table 9.W8 (cont.): Achievement of Year 9 Students in Persuasive Writing, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	585.2	0.8	6.5	13.9	26.4	28.1	17.0	7.3	92.7
	<i>Diploma</i>	555.6	1.1	12.4	21.2	28.8	23.3	10.1	3.1	86.5
	<i>Certificate</i>	530.5	1.1	19.7	27.4	27.5	16.8	5.9	1.5	79.1
	<i>Year 12</i>	530.6	1.1	24.6	25.0	19.7	16.6	9.5	3.6	74.3
	<i>Year 11</i>	505.4	2.1	32.3	26.8	22.7	11.3	3.8	0.8	65.5
	<i>Not stated (11%)</i>	532.8	3.5	21.3	23.7	24.9	17.6	6.9	2.0	75.2
ACT	<i>Bachelor</i>	584.2	1.1	7.6	15.2	24.8	25.4	15.9	10.0	91.3
	<i>Diploma</i>	544.4	0.9	15.7	23.9	27.8	19.7	9.2	2.8	83.4
	<i>Certificate</i>	530.8	1.5	23.0	25.3	22.9	17.2	7.3	2.8	75.5
	<i>Year 12</i>	539.7	1.9	17.8	26.8	25.5	17.7	7.0	3.2	80.2
	<i>Year 11</i>	513.4	3.7	31.8	22.5	18.9	11.0	7.2	5.0	64.6
	<i>Not stated (8%)</i>	542.5	5.4	20.2	21.4	21.5	17.5	9.0	4.9	74.4
NT	<i>Bachelor</i>	559.6	1.0	15.7	18.8	24.1	19.8	12.6	8.0	83.3
	<i>Diploma</i>	534.8	1.5	24.2	21.5	24.5	14.6	9.2	4.5	74.3
	<i>Certificate</i>	500.9	1.5	34.9	24.2	19.5	11.8	5.4	2.6	63.6
	<i>Year 12</i>	513.8	3.3	28.7	26.2	22.9	10.6	6.1	2.1	67.9
	<i>Year 11</i>	406.0	3.0	66.3	14.3	9.7	4.3	1.7	0.7	30.6
	<i>Not stated (28%)</i>	363.9	2.9	69.5	8.3	8.4	5.3	3.5	2.1	27.6
Aust	<i>Bachelor</i>	588.3	0.9	6.2	14.4	25.0	27.1	17.1	9.3	92.9
	<i>Diploma</i>	555.6	1.2	12.9	22.3	28.0	21.8	10.2	3.8	86.0
	<i>Certificate</i>	534.5	1.5	19.9	25.9	26.5	17.3	6.8	2.1	78.6
	<i>Year 12</i>	542.1	2.0	17.7	24.3	26.3	18.5	8.2	3.0	80.3
	<i>Year 11</i>	505.6	3.6	31.7	26.7	21.5	11.5	3.9	1.2	64.7
	<i>Not stated (10%)</i>	531.9	3.2	23.1	21.1	22.7	17.3	8.7	3.8	73.6

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 Persuasive Writing

Table 9.W9: Achievement of Year 9 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2014.

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	587.0	0.6	6.9	15.4	24.4	26.2	16.5	10.0	92.5
	Group 2	562.1	0.7	11.8	21.4	26.8	22.3	11.6	5.4	87.6
	Group 3	537.7	1.0	19.3	26.1	25.6	17.5	7.7	2.8	79.7
	Group 4	521.7	1.6	26.2	27.0	22.8	13.8	6.0	2.6	72.2
	Not in paid work	496.0	3.7	37.1	26.1	17.8	9.8	3.9	1.4	59.2
	Not stated (13%)	522.4	3.0	27.0	24.2	20.9	14.6	6.9	3.4	70.0
Vic	Group 1	592.8	1.0	4.6	12.8	25.5	28.9	18.5	8.8	94.5
	Group 2	569.7	1.3	8.6	18.8	28.3	25.5	12.6	4.9	90.1
	Group 3	550.8	1.7	13.2	23.8	28.7	21.1	8.8	2.7	85.1
	Group 4	535.3	3.3	18.8	26.1	26.5	16.7	6.6	1.9	77.8
	Not in paid work	520.2	6.8	24.4	26.6	23.2	13.0	4.7	1.3	68.8
	Not stated (4%)	574.8	3.3	10.8	15.8	22.7	24.6	15.7	7.2	85.9
Qld	Group 1	578.7	0.9	8.3	16.9	25.8	25.4	15.3	7.4	90.8
	Group 2	556.5	1.0	13.3	21.7	27.8	22.1	10.2	3.9	85.8
	Group 3	537.6	1.6	19.6	24.6	27.2	17.8	6.8	2.4	78.8
	Group 4	517.1	2.5	27.7	26.7	23.3	13.4	4.9	1.4	69.8
	Not in paid work	498.7	4.3	36.1	25.2	18.9	10.6	3.9	1.1	59.6
	Not stated (18%)	523.2	2.7	26.7	23.9	23.1	14.8	6.4	2.5	70.7
WA	Group 1	594.4	0.6	4.8	12.8	25.0	28.2	18.4	10.2	94.6
	Group 2	571.1	0.9	8.6	18.3	28.9	25.3	12.6	5.4	90.5
	Group 3	555.1	0.7	12.6	22.2	29.9	21.1	9.6	3.8	86.7
	Group 4	535.8	1.1	20.2	24.7	26.8	17.4	7.0	2.8	78.7
	Not in paid work	508.2	3.4	32.5	24.2	20.6	13.0	5.0	1.4	64.2
	Not stated (20%)	535.6	3.0	21.4	21.7	24.7	17.2	8.7	3.4	75.6
SA	Group 1	580.6	0.6	8.0	16.4	25.1	25.4	15.9	8.7	91.5
	Group 2	560.3	1.0	11.9	20.4	28.1	22.1	11.6	4.8	87.1
	Group 3	542.7	1.3	17.2	23.9	26.9	18.9	8.7	3.0	81.4
	Group 4	523.4	2.6	24.9	25.3	24.1	14.9	6.2	1.9	72.5
	Not in paid work	499.6	4.9	34.0	25.1	19.1	10.8	4.5	1.5	61.1
	Not stated (18%)	518.2	6.0	26.9	23.5	20.7	14.2	6.2	2.5	67.0

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 9 Persuasive Writing

Table 9.W9 (cont.): Achievement of Year 9 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2014.

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	581.4	1.0	7.3	14.9	26.5	27.1	16.5	6.8	91.7
	Group 2	556.4	0.9	11.6	21.7	29.5	22.8	10.7	2.8	87.5
	Group 3	537.6	0.6	18.2	26.3	27.4	18.1	7.0	2.5	81.3
	Group 4	514.6	1.1	26.8	29.8	23.7	13.4	4.2	1.0	72.1
	Not in paid work	488.9	3.7	39.8	25.0	18.8	9.0	3.0	0.7	56.5
	Not stated (15%)	528.4	3.3	23.7	23.8	24.1	16.4	6.4	2.2	73.0
ACT	Group 1	576.8	1.1	9.1	16.8	25.3	24.3	14.7	8.7	89.7
	Group 2	561.5	0.9	13.3	20.1	25.4	22.2	12.0	6.2	85.9
	Group 3	544.6	1.4	17.1	24.4	25.1	19.0	8.9	4.2	81.5
	Group 4	515.1	2.0	28.4	24.6	25.9	12.3	3.9	2.8	69.6
	Not in paid work	508.5	6.7	30.6	23.1	19.1	16.4	2.7	1.3	62.7
	Not stated (13%)	531.9	4.9	24.4	22.6	19.3	15.4	8.9	4.6	70.7
NT	Group 1	548.5	1.0	20.3	19.5	23.1	17.3	11.4	7.4	78.7
	Group 2	543.1	2.1	21.4	20.0	23.6	15.9	11.3	5.7	76.5
	Group 3	502.4	1.4	33.5	27.0	19.3	12.6	4.0	2.3	65.2
	Group 4	452.2	2.2	51.5	18.6	14.6	7.8	4.1	1.2	46.3
	Not in paid work	371.6	2.7	76.7	9.3	6.2	2.7	1.4	1.0	20.6
	Not stated (27%)	346.8	3.3	74.0	8.9	8.4	3.5	1.5	0.4	22.7
Aust	Group 1	586.2	0.8	6.7	14.9	25.1	26.7	16.8	9.0	92.5
	Group 2	563.4	0.9	11.1	20.4	27.7	23.3	11.6	4.9	88.0
	Group 3	543.0	1.3	17.0	24.6	27.3	19.0	8.0	2.8	81.7
	Group 4	525.5	2.3	23.9	26.4	24.4	14.9	6.0	2.1	73.8
	Not in paid work	504.5	5.0	32.3	25.8	20.1	11.3	4.2	1.3	62.7
	Not stated (13%)	524.6	3.3	25.7	22.7	22.1	15.5	7.5	3.2	71.0

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 9 Spelling

Figure 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	589.8 (76.0)	584.0 (70.7)	575.6 (70.7)	581.8 (73.8)	575.2 (74.0)	564.5 (73.8)	588.7 (75.1)	508.9 (125.6)	582.0 (74.5)

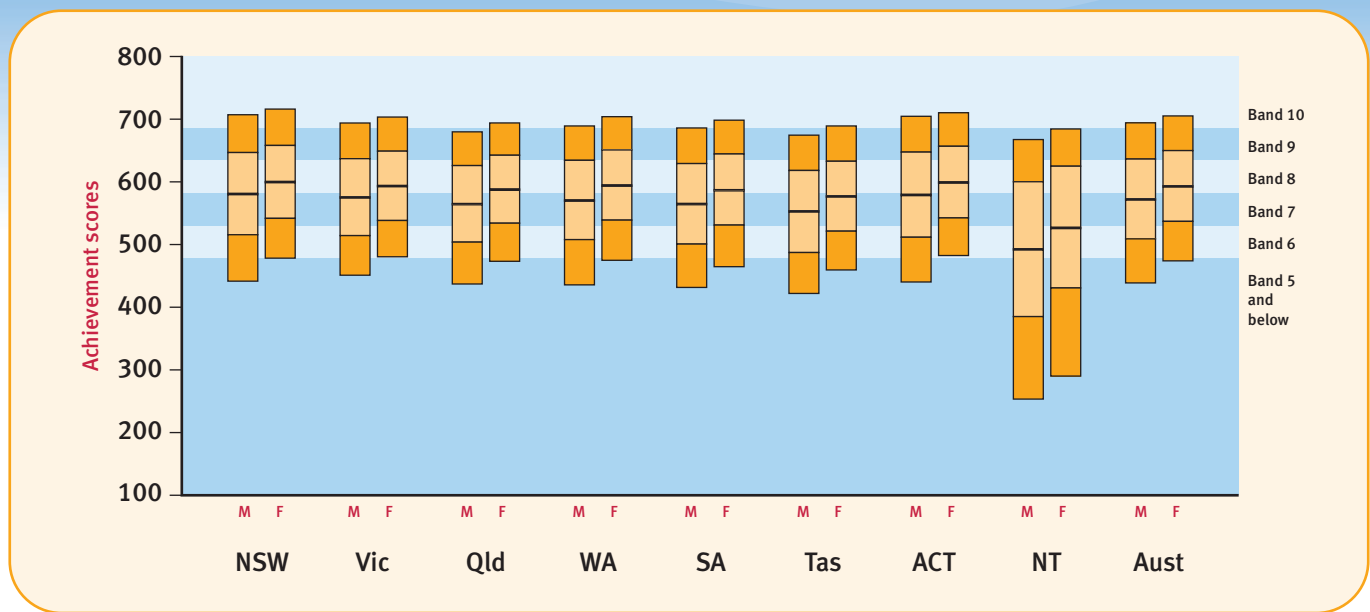
Table 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2014.

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	
NSW	14yrs 7mths 9yrs 4mths	94.3	4.9	0.8	1.4	7.7	12.6	23.5	27.2	18.0	9.6	90.9
Vic	14yrs 9mths 9yrs 4mths	91.5	6.6	1.9	2.3	7.0	14.1	25.9	27.3	16.4	7.0	90.6
Qld	14yrs 1mth 8yrs 4mths	89.6	4.8	5.6	1.7	9.0	15.2	26.9	27.2	14.9	5.1	89.3
WA	14yrs 5mths 9yrs 4mths	94.0	5.4	0.6	1.3	8.7	13.6	25.0	27.6	16.9	6.9	89.9
SA	14yrs 7mths 9yrs 4mths	90.3	6.8	3.0	2.3	10.1	14.9	25.9	25.9	15.0	5.9	87.6
Tas	14yrs 11mths 9yrs 4mths	92.1	7.1	0.8	1.5	12.4	17.4	27.7	24.2	12.4	4.4	86.0
ACT	14yrs 8mths 9yrs 4mths	90.3	5.1	4.6	1.7	7.9	12.7	23.6	26.4	18.7	9.0	90.3
NT	14yrs 6mths 9yrs 4mths	85.6	12.3	2.2	2.1	33.1	14.6	19.2	17.4	9.8	3.8	64.8
Aust	14yrs 6mths 9yrs 2mths	92.1	5.6	2.3	1.8	8.5	13.9	25.2	27.0	16.4	7.3	89.8

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	580.4 (79.0)	575.0 (72.9)	564.3 (72.8)	570.0 (76.0)	564.4 (76.1)	552.7 (76.5)	578.9 (79.5)	492.2 (128.4)	571.8 (77.1)
Female Mean scale score / (S.D.)	599.5 (71.6)	593.1 (67.2)	587.4 (66.4)	593.9 (69.4)	586.5 (70.1)	576.6 (69.0)	598.8 (68.8)	526.3 (120.2)	592.6 (70.2)

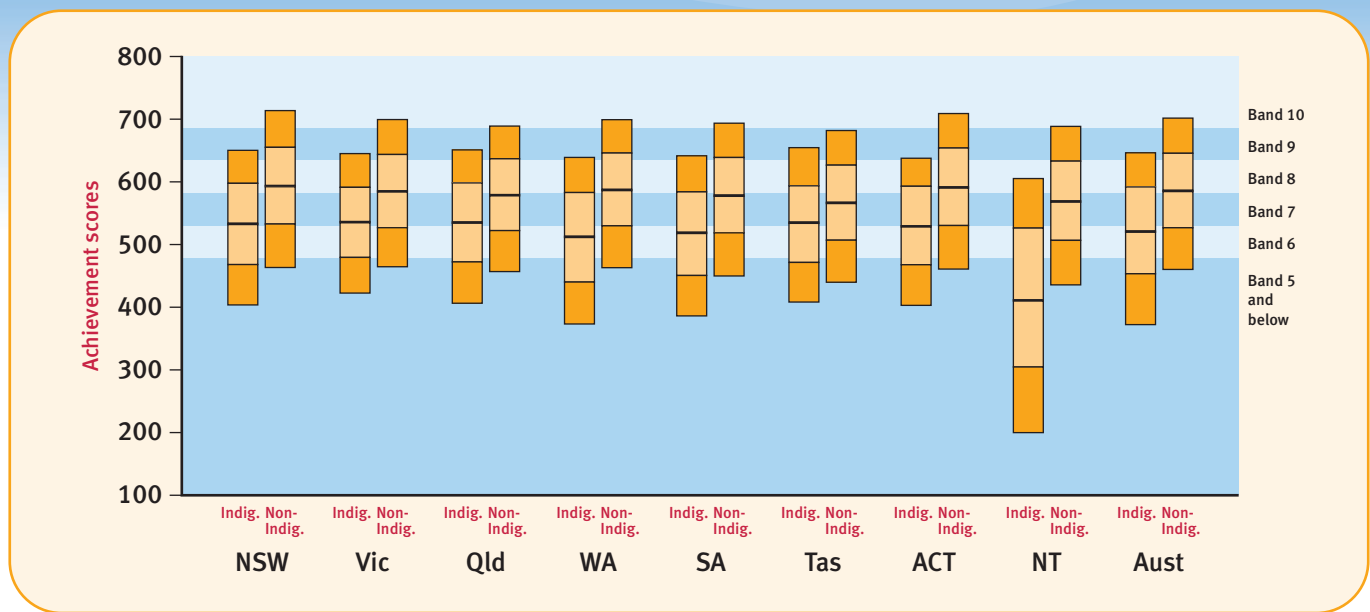
Table 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2014.

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	1.7	10.4	14.2	23.9	25.2	16.1	8.4	87.9
	Female	1.0	4.9	10.8	23.1	29.3	20.1	10.8	94.1
Vic	Male	3.0	9.4	16.2	26.2	24.7	14.4	6.1	87.6
	Female	1.6	4.6	12.0	25.5	29.9	18.4	8.1	93.8
Qld	Male	2.2	12.3	17.6	27.2	24.2	12.6	4.0	85.5
	Female	1.2	5.6	12.7	26.6	30.4	17.3	6.3	93.3
WA	Male	1.6	11.9	15.9	25.6	25.1	14.5	5.4	86.4
	Female	1.0	5.4	11.2	24.3	30.2	19.5	8.4	93.6
SA	Male	2.9	13.2	17.1	26.0	23.0	12.9	4.8	83.9
	Female	1.8	6.8	12.5	25.8	28.9	17.2	7.0	91.5
Tas	Male	2.1	16.9	19.1	26.7	21.0	10.9	3.4	81.1
	Female	1.0	7.8	15.6	28.8	27.5	13.9	5.5	91.2
ACT	Male	2.1	11.2	14.7	22.8	24.0	16.9	8.3	86.7
	Female	1.4	4.5	10.6	24.4	28.9	20.4	9.8	94.1
NT	Male	2.2	38.4	14.5	19.2	15.0	7.7	2.9	59.4
	Female	2.1	27.4	14.7	19.2	19.9	11.9	4.8	70.5
Aust	Male	2.2	11.4	15.9	25.5	24.5	14.3	6.1	86.4
	Female	1.3	5.5	11.8	24.8	29.6	18.6	8.5	93.3

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	532.8 (74.8)	535.6 (66.6)	534.9 (73.9)	512.1 (81.4)	518.5 (77.1)	534.7 (73.6)	528.9 (71.5)	410.8 (124.3)	520.5 (86.4)
Non-Indigenous Mean scale score / (S.D.)	593.1 (74.8)	584.7 (70.5)	578.6 (69.4)	586.9 (70.7)	577.8 (72.8)	566.3 (72.3)	590.9 (74.4)	568.5 (75.9)	585.4 (72.3)

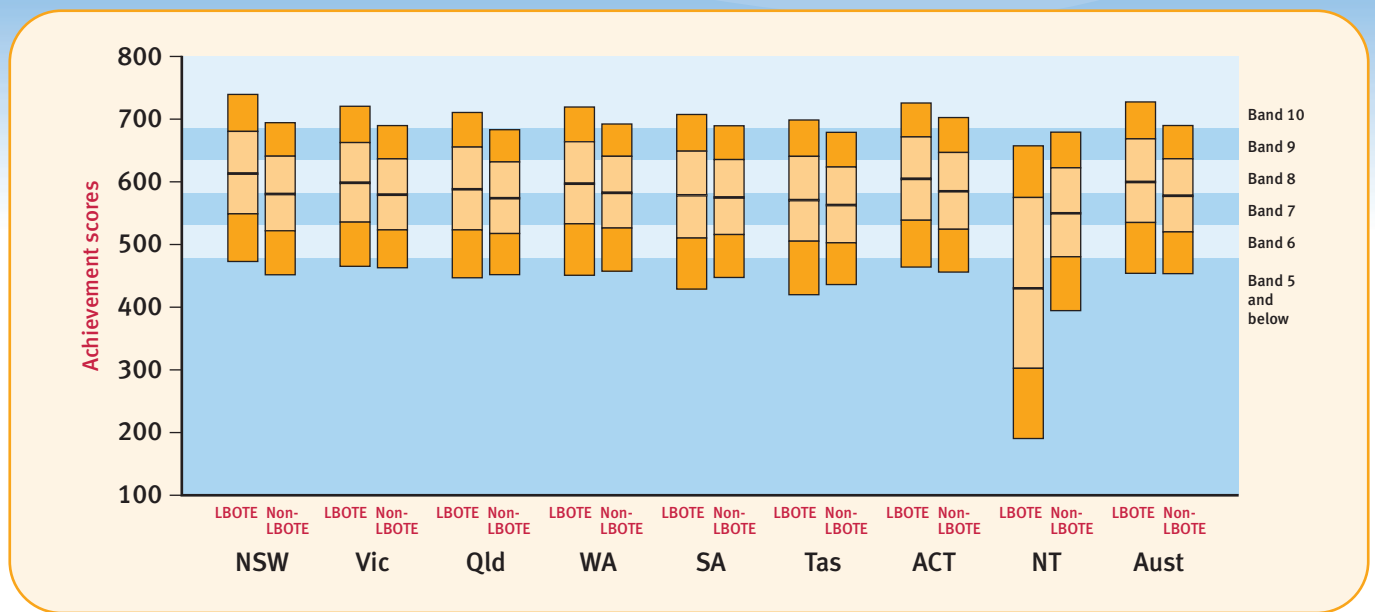
Table 9.S3: Achievement of Year 9 Students in Spelling, by Indigenous Status, by State and Territory, 2014.

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	2.4	23.0	22.5	25.9	18.2	6.8	1.2	74.7
	Non-Indigenous	1.3	6.8	12.0	23.4	27.7	18.7	10.1	91.9
Vic	Indigenous	4.7	18.7	25.2	28.2	16.6	5.6	1.0	76.6
	Non-Indigenous	2.3	6.8	13.9	25.8	27.4	16.5	7.2	90.9
Qld	Indigenous	3.1	21.4	22.3	26.6	18.8	6.5	1.3	75.5
	Non-Indigenous	1.6	8.1	14.6	26.9	27.9	15.5	5.4	90.3
WA	Indigenous	1.4	32.7	23.0	22.9	14.4	4.9	0.8	65.9
	Non-Indigenous	1.1	7.0	12.9	25.1	28.6	17.9	7.4	91.9
SA	Indigenous	3.2	28.7	23.4	24.6	14.1	4.7	1.2	68.1
	Non-Indigenous	2.3	9.2	14.5	26.0	26.5	15.4	6.1	88.5
Tas	Indigenous	2.4	21.9	22.0	29.6	15.7	6.7	1.7	75.7
	Non-Indigenous	1.3	11.5	17.1	27.8	25.2	12.7	4.3	87.1
ACT	Indigenous	2.3	23.4	22.8	28.8	17.1	5.2	0.5	74.3
	Non-Indigenous	1.8	7.4	12.2	23.5	26.7	19.1	9.3	90.9
NT	Indigenous	2.3	66.7	12.4	10.1	6.4	1.7	0.4	30.9
	Non-Indigenous	2.2	11.9	16.7	25.5	24.3	14.2	5.3	85.9
Aust	Indigenous	2.7	27.2	22.0	24.7	16.5	5.8	1.1	70.2
	Non-Indigenous	1.7	7.4	13.5	25.2	27.6	17.0	7.6	90.9

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	613.0 (79.5)	598.3 (76.1)	588.1 (78.6)	596.9 (79.9)	578.5 (83.0)	570.7 (82.2)	604.6 (78.7)	430.1 (145.2)	599.6 (83.5)
Non-LBOTE Mean scale score / (S.D.)	580.4 (72.6)	579.3 (68.2)	573.8 (69.3)	582.3 (70.3)	574.9 (72.4)	562.8 (72.5)	584.9 (73.8)	549.8 (87.2)	577.6 (70.8)

Table 9.S4: Achievement of Year 9 Students in Spelling, by LBOTE Status, by State and Territory, 2014.

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	1.7	5.5	8.8	18.5	25.8	22.0	17.7	92.8
	Non-LBOTE	1.2	8.7	14.1	25.5	27.7	16.4	6.3	90.1
Vic	LBOTE	2.9	6.5	11.2	20.9	26.7	19.8	11.9	90.5
	Non-LBOTE	2.1	7.2	15.0	27.5	27.4	15.2	5.4	90.6
Qld	LBOTE	2.2	9.4	12.1	21.6	25.9	18.9	9.8	88.3
	Non-LBOTE	1.6	8.9	15.6	27.6	27.4	14.3	4.5	89.4
WA	LBOTE	1.3	7.9	10.9	20.1	26.7	20.8	12.2	90.7
	Non-LBOTE	1.0	7.9	13.3	26.0	28.9	16.9	6.0	91.1
SA	LBOTE	6.2	11.6	13.4	21.2	23.4	15.6	8.7	82.2
	Non-LBOTE	1.7	9.7	15.1	26.8	26.4	14.8	5.4	88.6
Tas	LBOTE	5.1	12.6	15.1	23.0	22.9	14.4	7.0	82.3
	Non-LBOTE	1.4	12.6	17.7	28.3	24.3	11.9	3.9	86.1
ACT	LBOTE	3.5	6.4	10.2	18.3	25.0	22.6	14.0	90.1
	Non-LBOTE	1.3	8.3	13.3	24.8	26.7	17.7	7.8	90.4
NT	LBOTE	2.9	59.6	10.2	9.3	10.0	5.5	2.6	37.6
	Non-LBOTE	1.9	19.0	17.2	24.9	21.3	11.6	4.2	79.2
Aust	LBOTE	2.4	7.7	10.4	19.7	25.8	20.3	13.8	90.0
	Non-LBOTE	1.6	8.6	14.8	26.7	27.4	15.4	5.5	89.8

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, 2014.

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	<i>Metro</i>	597.6	1.4	6.2	11.2	22.4	27.8	19.7	11.4	92.4
	<i>Provincial</i>	565.9	1.4	12.1	16.8	27.0	25.6	13.0	4.1	86.5
	<i>Remote</i>	514.9	0.0	32.6	26.0	21.3	12.9	5.7	1.5	67.4
	<i>Very Remote</i>	534.0	0.0	25.1	22.7	25.4	19.3	5.1	2.4	74.9
Vic	<i>Metro</i>	590.0	2.4	5.9	12.8	24.8	28.1	17.7	8.2	91.7
	<i>Provincial</i>	565.4	2.2	10.4	18.2	29.1	24.5	12.1	3.4	87.4
	<i>Remote</i>	577.1	3.8	7.2	15.1	26.0	29.8	16.2	1.9	89.1
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	580.9	1.7	7.6	14.1	26.5	28.2	16.1	5.8	90.7
	<i>Provincial</i>	564.3	1.8	11.5	17.7	28.0	25.4	12.2	3.4	86.7
	<i>Remote</i>	539.5	3.0	21.0	20.1	25.6	19.2	9.1	2.1	76.0
	<i>Very Remote</i>	525.9	2.6	27.6	21.5	23.9	16.1	6.3	2.0	69.8
WA	<i>Metro</i>	590.5	1.4	6.6	12.2	24.1	28.8	18.7	8.2	92.0
	<i>Provincial</i>	565.1	1.2	11.5	17.1	28.5	25.6	12.7	3.4	87.3
	<i>Remote</i>	545.8	0.8	19.5	20.2	25.7	20.9	10.2	2.7	79.7
	<i>Very Remote</i>	496.0	0.7	42.2	18.7	19.5	12.6	5.3	0.9	57.1
SA	<i>Metro</i>	581.0	2.2	8.6	13.9	25.7	26.6	16.2	6.9	89.2
	<i>Provincial</i>	562.6	2.8	13.0	17.4	26.7	24.2	12.3	3.6	84.2
	<i>Remote</i>	553.9	1.3	15.6	18.1	28.0	25.1	9.5	2.3	83.1
	<i>Very Remote</i>	506.6	0.0	37.8	19.4	21.4	12.7	7.9	0.8	62.2
Tas	<i>Metro</i>	569.6	1.7	11.4	16.0	27.2	25.0	13.4	5.4	86.9
	<i>Provincial</i>	560.7	1.4	13.2	18.4	28.1	23.6	11.6	3.7	85.4
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	588.7	1.7	7.9	12.7	23.6	26.4	18.7	9.0	90.3
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	559.5	2.0	15.6	17.1	24.7	23.1	12.5	4.8	82.3
	<i>Remote</i>	525.4	3.4	29.8	16.0	18.3	16.9	11.5	4.0	66.8
	<i>Very Remote</i>	359.7	1.3	82.7	6.6	5.3	2.6	0.7	0.8	16.0
Aust	<i>Metro</i>	589.7	1.8	6.8	12.6	24.4	27.9	18.0	8.6	91.5
	<i>Provincial</i>	564.7	1.8	11.7	17.5	27.8	25.0	12.4	3.7	86.5
	<i>Remote</i>	540.3	1.8	21.8	19.5	24.5	20.1	9.8	2.6	76.4
	<i>Very Remote</i>	460.3	1.3	51.0	15.8	16.2	10.3	4.3	1.2	47.7

[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, 2014.

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	
NSW	<i>Metro</i>	541.9	2.5	19.4	20.9	26.9	20.2	8.4	1.7	78.1
	<i>Provincial</i>	527.2	2.5	25.0	23.7	25.3	16.9	5.7	0.9	72.5
	<i>Remote</i>	492.4	0.0	41.4	26.5	21.4	9.1	1.7	0.0	58.6
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	542.4	4.7	15.5	24.4	28.8	18.4	6.5	1.6	79.8
	<i>Provincial</i>	529.3	4.7	21.5	25.9	27.6	15.0	4.7	0.5	73.8
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	544.6	3.5	16.7	22.5	27.6	20.4	7.5	1.7	79.8
	<i>Provincial</i>	531.6	2.2	23.0	22.0	27.0	18.9	6.0	0.8	74.7
	<i>Remote</i>	499.8	5.2	35.8	22.0	21.9	11.4	3.1	0.7	59.1
	<i>Very Remote</i>	500.8	3.1	39.2	23.1	19.6	10.6	3.8	0.6	57.7
WA	<i>Metro</i>	538.2	1.9	21.5	21.2	26.4	20.7	6.9	1.4	76.6
	<i>Provincial</i>	517.7	1.4	28.3	26.5	25.0	13.9	4.1	0.8	70.2
	<i>Remote</i>	501.7	0.9	37.0	24.6	21.4	11.2	4.5	0.3	62.0
	<i>Very Remote</i>	460.2	0.9	58.0	20.6	13.8	4.9	1.9	0.1	41.2
SA	<i>Metro</i>	526.7	3.0	24.3	24.3	25.7	16.2	4.9	1.6	72.7
	<i>Provincial</i>	521.2	4.6	27.7	23.6	24.0	13.6	5.6	0.9	67.7
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	464.8	0.0	55.9	17.6	18.4	6.2	1.6	0.3	44.1
Tas	<i>Metro</i>	533.7	2.5	21.8	23.2	29.1	15.2	5.6	2.5	75.7
	<i>Provincial</i>	535.3	2.0	22.1	21.2	30.4	15.9	7.2	1.2	75.9
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	528.9	2.3	23.4	22.8	28.8	17.1	5.2	0.5	74.3
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	509.2	1.2	34.0	23.0	20.7	15.6	4.7	0.7	64.8
	<i>Remote</i>	450.8	6.1	55.5	15.5	14.0	7.1	1.2	0.5	38.3
	<i>Very Remote</i>	337.0	1.4	90.6	4.8	2.3	0.6	0.1	0.1	7.9
Aust	<i>Metro</i>	540.9	3.0	18.9	22.1	27.3	19.7	7.4	1.7	78.1
	<i>Provincial</i>	526.9	2.5	24.9	23.5	25.9	16.8	5.6	0.8	72.6
	<i>Remote</i>	487.9	3.1	41.9	21.9	19.9	9.9	2.8	0.4	55.0
	<i>Very Remote</i>	416.4	1.5	67.6	14.2	10.4	4.5	1.6	0.2	31.0

[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, 2014.

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	
NSW	<i>Metro</i>	599.7	1.3	5.7	10.8	22.3	28.1	20.1	11.7	93.0
	<i>Provincial</i>	570.7	1.2	10.5	16.0	27.2	26.7	13.9	4.5	88.2
	<i>Remote</i>	533.3	0.0	25.1	25.7	21.8	16.5	8.7	2.1	74.9
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	590.5	2.3	5.8	12.6	24.8	28.3	17.9	8.3	91.8
	<i>Provincial</i>	566.6	2.1	10.1	17.9	29.1	24.9	12.4	3.5	87.9
	<i>Remote</i>	581.9	3.9	4.3	14.9	27.1	31.0	16.9	2.0	91.8
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	583.0	1.6	7.1	13.6	26.4	28.7	16.5	6.1	91.3
	<i>Provincial</i>	567.9	1.7	10.3	17.2	28.2	26.1	12.9	3.6	88.0
	<i>Remote</i>	555.2	2.2	14.9	19.0	27.1	22.5	11.6	2.7	82.9
	<i>Very Remote</i>	561.8	1.5	10.4	20.1	29.5	24.3	10.2	4.0	88.1
WA	<i>Metro</i>	592.5	1.2	6.0	11.8	24.1	29.2	19.2	8.5	92.8
	<i>Provincial</i>	570.0	1.2	9.8	16.1	28.8	26.7	13.6	3.8	89.0
	<i>Remote</i>	565.1	0.8	11.7	18.4	27.5	24.9	12.9	3.8	87.5
	<i>Very Remote</i>	559.6	0.5	14.0	15.7	29.5	26.3	11.4	2.5	85.5
SA	<i>Metro</i>	582.6	2.2	8.1	13.5	25.8	27.0	16.5	7.0	89.8
	<i>Provincial</i>	565.6	2.7	12.0	16.9	26.8	25.0	12.8	3.8	85.3
	<i>Remote</i>	556.5	1.5	14.7	17.7	27.5	26.4	9.9	2.4	83.8
	<i>Very Remote</i>	553.5	0.0	17.3	21.1	26.6	18.4	15.3	1.4	82.7
Tas	<i>Metro</i>	572.0	1.5	10.6	15.3	27.3	26.0	13.9	5.4	87.8
	<i>Provincial</i>	562.2	1.2	12.2	18.5	28.3	24.6	11.8	3.4	86.7
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	590.9	1.8	7.4	12.2	23.5	26.7	19.1	9.3	90.9
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	568.0	2.4	11.8	16.4	26.3	24.6	13.5	5.0	85.8
	<i>Remote</i>	573.8	1.5	12.2	16.5	21.4	23.8	18.4	6.2	86.3
	<i>Very Remote</i>	552.4	0.0	14.0	22.9	32.4	20.0	5.4	5.4	86.0
Aust	<i>Metro</i>	591.4	1.7	6.3	12.2	24.3	28.2	18.4	8.9	92.0
	<i>Provincial</i>	568.2	1.7	10.5	17.0	28.0	25.9	13.1	3.9	87.8
	<i>Remote</i>	560.9	1.4	13.7	18.4	26.2	24.2	12.6	3.5	84.9
	<i>Very Remote</i>	556.8	0.9	13.9	19.4	29.0	23.1	10.4	3.3	85.2

[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, 2014.

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	<i>Bachelor</i>	623.0	0.7	2.5	6.5	17.5	29.2	25.7	17.8	96.8
	<i>Diploma</i>	593.5	0.9	5.6	11.7	24.5	29.6	18.8	8.9	93.4
	<i>Certificate</i>	572.8	1.1	9.3	16.0	27.9	27.3	13.8	4.6	89.6
	<i>Year 12</i>	585.1	1.7	8.0	13.2	25.0	27.4	16.5	8.2	90.3
	<i>Year 11</i>	548.7	3.0	17.6	19.7	26.7	20.7	9.3	2.9	79.4
	<i>Not stated (8%)</i>	575.6	2.5	11.4	14.9	23.8	24.9	15.8	6.8	86.2
Vic	<i>Bachelor</i>	610.5	1.3	2.7	8.7	21.1	30.1	23.3	12.8	96.0
	<i>Diploma</i>	582.0	1.6	6.1	14.3	27.9	29.1	15.4	5.6	92.2
	<i>Certificate</i>	567.4	2.2	9.4	17.7	29.5	25.7	12.2	3.3	88.4
	<i>Year 12</i>	581.1	2.6	6.8	14.4	27.5	27.7	15.2	5.7	90.6
	<i>Year 11</i>	552.9	5.4	14.0	20.3	27.8	20.9	9.1	2.6	80.7
	<i>Not stated (4%)</i>	593.8	3.7	6.7	11.1	22.0	28.0	19.0	9.5	89.6
Qld	<i>Bachelor</i>	603.2	0.9	3.4	9.6	22.9	31.1	22.0	10.1	95.6
	<i>Diploma</i>	578.7	1.1	7.0	14.6	28.4	29.2	15.0	4.7	91.9
	<i>Certificate</i>	566.4	1.5	10.0	17.3	29.3	26.9	12.1	2.8	88.5
	<i>Year 12</i>	567.6	1.9	10.6	17.1	28.1	25.7	13.1	3.5	87.5
	<i>Year 11</i>	545.0	3.2	17.7	20.4	28.4	20.6	8.0	1.7	79.2
	<i>Not stated (14%)</i>	566.7	2.8	11.8	16.8	26.4	24.7	13.2	4.4	85.4
WA	<i>Bachelor</i>	612.3	0.7	2.9	7.7	20.6	30.4	24.7	13.0	96.4
	<i>Diploma</i>	584.6	0.7	6.3	13.4	26.5	30.9	16.3	5.9	92.9
	<i>Certificate</i>	571.1	0.8	9.3	16.0	28.8	27.5	13.7	3.7	89.9
	<i>Year 12</i>	578.6	1.0	8.0	15.3	26.4	27.8	15.9	5.5	90.9
	<i>Year 11</i>	545.7	2.0	18.3	20.7	26.7	21.1	9.0	2.1	79.7
	<i>Not stated (15%)</i>	566.8	3.4	14.0	14.9	23.9	24.0	14.3	5.5	82.6
SA	<i>Bachelor</i>	604.9	0.8	4.0	9.4	21.7	30.4	22.2	11.5	95.2
	<i>Diploma</i>	578.0	1.6	7.5	14.5	28.3	28.3	14.6	5.1	90.8
	<i>Certificate</i>	566.4	1.7	11.2	17.1	28.5	24.9	13.0	3.7	87.2
	<i>Year 12</i>	570.9	2.3	9.5	15.8	28.9	26.2	13.1	4.2	88.2
	<i>Year 11</i>	543.9	4.3	19.0	20.2	26.1	19.5	8.7	2.2	76.7
	<i>Not stated (12%)</i>	566.5	5.6	13.4	15.1	24.1	23.1	13.0	5.6	81.0

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 9 Spelling

Table 9.S8 (cont.): Achievement of Year 9 Students in Spelling, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	598.8	0.8	4.0	10.6	24.0	30.2	21.0	9.4	95.2
	<i>Diploma</i>	576.5	1.1	8.4	15.5	27.4	27.0	15.5	5.0	90.4
	<i>Certificate</i>	557.3	1.1	12.7	19.2	30.7	24.3	9.6	2.3	86.2
	<i>Year 12</i>	562.4	1.1	13.9	18.4	26.7	20.4	14.4	5.1	85.0
	<i>Year 11</i>	536.8	2.1	20.7	21.7	28.7	19.5	5.8	1.4	77.1
	<i>Not stated (11%)</i>	563.0	3.5	15.0	17.7	24.2	20.5	12.7	6.2	81.5
ACT	<i>Bachelor</i>	611.0	1.1	3.6	8.4	20.0	29.4	23.9	13.5	95.2
	<i>Diploma</i>	577.2	0.9	8.5	15.3	28.1	26.2	14.9	6.2	90.6
	<i>Certificate</i>	562.9	1.5	11.5	18.6	29.8	23.0	12.4	3.2	87.0
	<i>Year 12</i>	569.2	1.9	13.3	15.4	24.3	26.3	13.4	5.4	84.8
	<i>Year 11</i>	553.1	3.7	20.2	15.9	23.6	19.7	11.8	5.2	76.2
	<i>Not stated (8%)</i>	575.2	5.4	11.6	15.1	22.1	21.6	17.8	6.3	83.0
NT	<i>Bachelor</i>	588.6	1.0	7.6	11.3	24.3	28.5	18.9	8.4	91.4
	<i>Diploma</i>	561.4	1.5	13.7	18.2	26.0	23.7	12.9	3.9	84.8
	<i>Certificate</i>	547.9	1.5	17.9	20.5	25.5	21.0	10.3	3.3	80.6
	<i>Year 12</i>	561.5	3.3	16.2	16.2	23.0	23.0	14.0	4.2	80.5
	<i>Year 11</i>	465.2	3.0	49.7	18.2	15.0	9.5	3.1	1.5	47.3
	<i>Not stated (28%)</i>	419.9	2.9	62.5	8.6	10.2	8.4	5.0	2.3	34.5
Aust	<i>Bachelor</i>	612.8	0.9	2.9	8.1	20.3	30.0	23.9	13.8	96.1
	<i>Diploma</i>	584.8	1.2	6.4	13.5	26.7	29.3	16.4	6.5	92.4
	<i>Certificate</i>	568.7	1.5	9.8	17.0	28.8	26.5	12.8	3.6	88.7
	<i>Year 12</i>	577.5	2.0	8.6	15.0	26.8	26.9	15.0	5.7	89.4
	<i>Year 11</i>	546.9	3.6	17.4	20.2	27.2	20.5	8.7	2.4	79.0
	<i>Not stated (10%)</i>	567.7	3.2	13.2	15.0	24.0	24.2	14.5	5.9	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, 2014.

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	617.2	0.6	2.8	7.2	19.2	30.0	24.7	15.4	96.6
	Group 2	598.9	0.6	4.9	10.9	23.6	29.5	19.9	10.6	94.4
	Group 3	582.6	1.0	7.7	14.1	26.3	28.0	15.9	6.9	91.3
	Group 4	574.3	1.6	11.3	16.0	25.0	24.5	14.3	7.3	87.1
	Not in paid work	551.7	3.7	17.4	19.1	25.5	20.3	10.2	3.9	78.9
	Not stated (13%)	570.0	3.0	12.8	15.8	24.3	23.6	13.9	6.5	84.2
Vic	Group 1	608.5	1.0	2.8	8.9	22.0	30.6	22.8	12.0	96.3
	Group 2	590.4	1.3	4.9	12.9	26.3	29.3	17.8	7.5	93.8
	Group 3	576.4	1.7	7.4	16.0	28.5	27.4	14.2	4.8	90.9
	Group 4	568.4	3.3	10.4	17.1	27.8	24.4	12.4	4.6	86.3
	Not in paid work	552.6	6.8	14.8	19.7	26.1	20.1	9.5	3.0	78.4
	Not stated (4%)	599.0	3.4	6.1	11.0	20.2	27.5	20.6	11.2	90.5
Qld	Group 1	600.5	0.9	3.7	10.1	23.6	31.0	21.3	9.4	95.4
	Group 2	583.0	0.9	6.2	13.8	27.3	30.1	16.3	5.2	92.8
	Group 3	570.9	1.6	9.1	16.3	28.8	27.4	13.1	3.7	89.3
	Group 4	558.2	2.5	13.3	18.9	28.3	23.6	10.6	2.9	84.3
	Not in paid work	544.7	4.3	18.5	20.5	26.4	19.0	9.3	2.1	77.2
	Not stated (18%)	561.3	2.6	13.2	17.8	27.3	23.5	11.7	3.9	84.2
WA	Group 1	606.6	0.6	3.6	8.7	21.8	30.6	23.1	11.5	95.8
	Group 2	589.0	0.9	5.5	13.1	25.6	30.0	17.8	7.2	93.6
	Group 3	576.8	0.7	8.2	15.0	27.7	28.7	15.0	4.7	91.1
	Group 4	565.2	1.1	12.4	17.0	27.6	24.7	13.0	4.2	86.5
	Not in paid work	542.0	3.2	20.1	20.2	25.3	19.6	9.3	2.3	76.7
	Not stated (20%)	564.2	3.0	14.5	15.8	24.4	23.4	13.7	5.2	82.5
SA	Group 1	600.0	0.6	4.7	10.2	23.1	30.1	20.9	10.4	94.8
	Group 2	584.8	1.0	6.6	13.2	26.9	29.2	16.6	6.4	92.5
	Group 3	573.7	1.3	8.9	15.9	28.6	26.3	14.4	4.6	89.8
	Group 4	562.8	2.5	13.3	17.5	26.6	23.9	12.0	4.2	84.2
	Not in paid work	544.3	4.9	19.0	20.3	25.2	19.5	8.7	2.4	76.1
	Not stated (18%)	554.5	6.0	16.3	17.5	25.1	20.3	11.0	3.9	77.7

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 Spelling

Table 9.S9 (cont.): Achievement of Year 9 Students in Spelling, by Parental Occupation, by State and Territory, 2014.

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	
Tas	Group 1	596.0	1.0	4.6	10.8	25.2	29.0	20.3	9.1	94.4
	Group 2	578.0	0.9	7.0	15.7	28.1	29.4	14.2	4.8	92.1
	Group 3	560.6	0.6	11.3	19.3	31.9	23.2	10.8	2.8	88.1
	Group 4	548.8	1.1	16.4	20.6	29.5	21.5	8.7	2.2	82.5
	Not in paid work	522.2	3.7	26.5	22.6	25.2	16.7	4.8	0.5	69.8
	Not stated (15%)	557.6	3.3	16.8	18.0	24.4	20.6	11.3	5.5	79.9
ACT	Group 1	605.2	1.1	4.9	9.4	21.0	28.6	22.7	12.3	93.9
	Group 2	590.1	0.9	6.5	12.5	25.1	27.8	18.7	8.6	92.6
	Group 3	571.3	1.4	9.8	16.9	28.3	25.9	12.6	5.2	88.8
	Group 4	558.1	2.0	17.6	18.6	22.0	21.0	13.4	5.4	80.4
	Not in paid work	548.6	6.7	18.7	18.9	25.2	16.0	11.9	2.7	74.6
	Not stated (13%)	568.1	4.9	13.5	15.5	23.8	20.8	15.7	5.7	81.6
NT	Group 1	572.8	1.0	11.5	15.3	25.1	25.5	15.0	6.5	87.4
	Group 2	578.4	2.1	10.1	15.4	22.1	25.9	17.4	6.9	87.8
	Group 3	547.7	1.4	18.3	18.8	27.3	21.6	9.8	2.8	80.3
	Group 4	509.6	2.2	34.3	18.9	18.7	14.9	7.6	3.4	63.4
	Not in paid work	437.0	2.7	59.9	14.8	10.7	7.3	2.8	1.8	37.4
	Not stated (27%)	408.5	3.3	65.6	9.5	10.6	6.8	3.3	0.8	31.1
Aust	Group 1	608.2	0.8	3.4	8.8	21.5	30.3	22.9	12.3	95.9
	Group 2	590.8	0.9	5.5	12.5	25.6	29.5	18.0	7.9	93.6
	Group 3	576.2	1.3	8.2	15.5	27.9	27.5	14.4	5.1	90.4
	Group 4	566.6	2.3	12.0	17.3	26.9	24.1	12.5	5.0	85.7
	Not in paid work	547.7	5.0	17.6	19.7	25.7	19.6	9.4	2.9	77.4
	Not stated (13%)	563.2	3.3	14.3	16.2	24.7	23.0	13.1	5.4	82.4

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

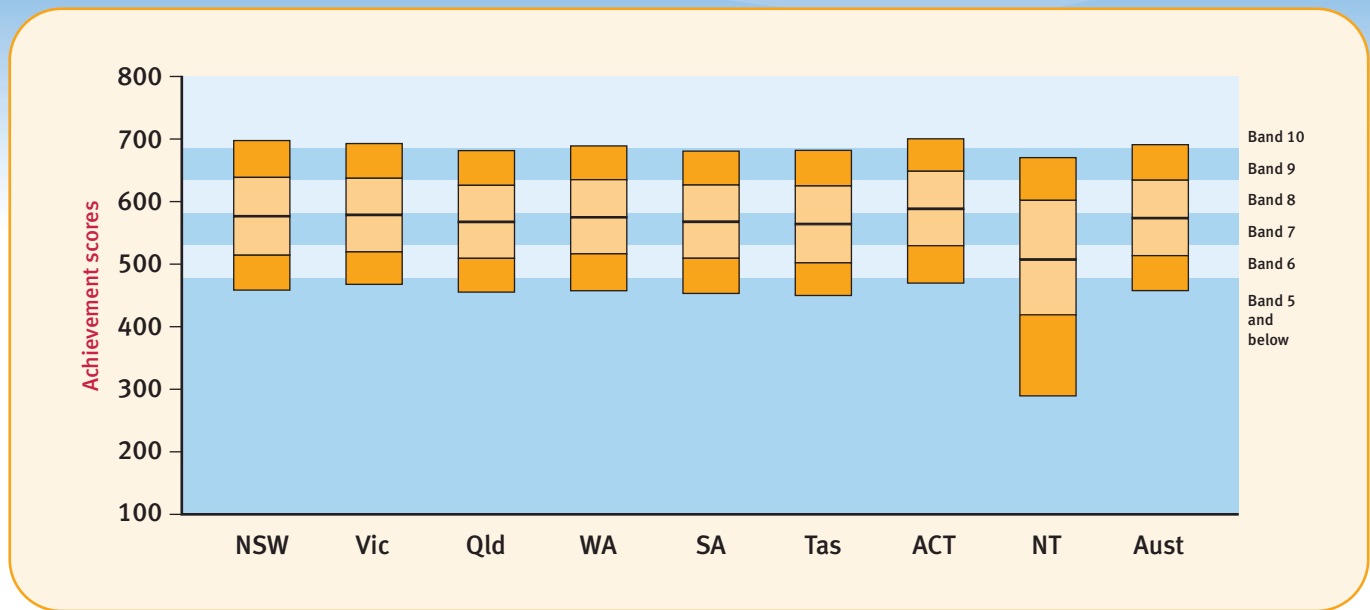
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 Grammar and Punctuation

Figure 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	576.6 (72.8)	578.6 (68.7)	567.4 (68.9)	574.9 (70.5)	567.6 (69.1)	564.0 (71.0)	588.3 (70.1)	507.2 (114.8)	573.5 (71.4)

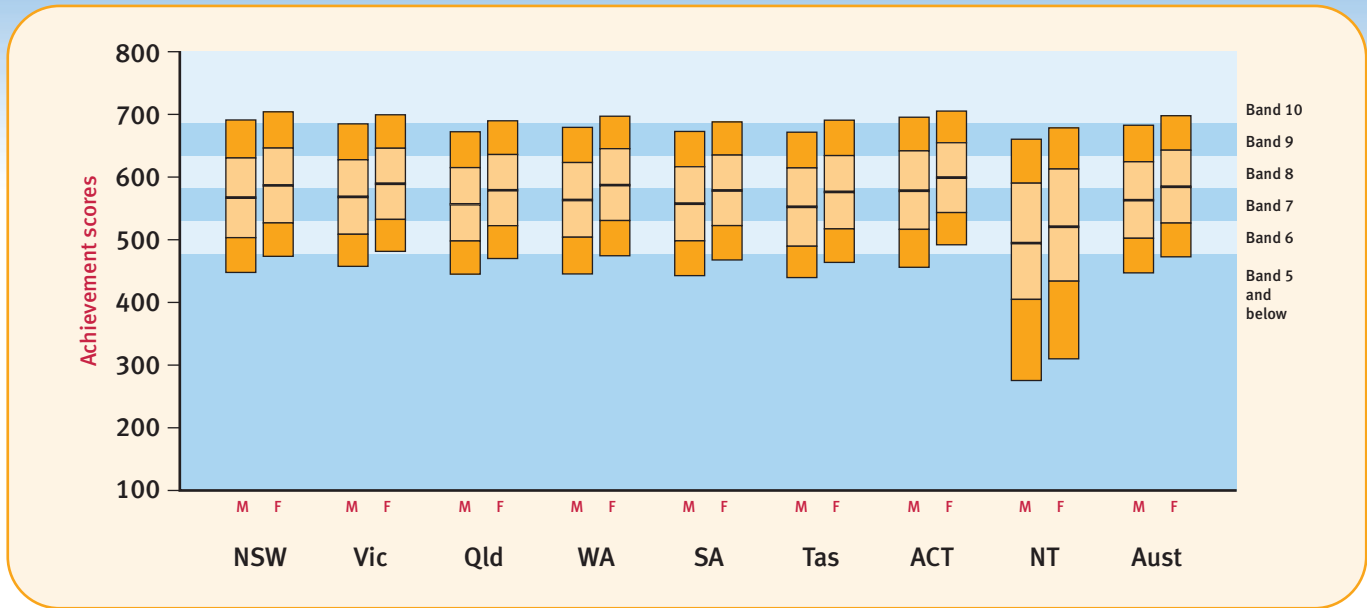
Table 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2014.

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	
NSW	14yrs 7mths 9yrs 4mths	94.3	4.9	0.8	1.4	8.6	17.8	26.1	24.7	14.6	6.9	90.1
Vic	14yrs 9mths 9yrs 4mths	91.5	6.6	1.9	2.3	6.7	17.4	27.0	25.8	14.7	6.0	90.9
Qld	14yrs 1mth 8yrs 4mths	89.6	4.8	5.6	1.7	9.5	19.8	28.2	24.2	12.3	4.3	88.8
WA	14yrs 5mths 9yrs 4mths	94.0	5.4	0.6	1.3	8.4	17.0	27.2	25.9	14.6	5.5	90.2
SA	14yrs 7mths 9yrs 4mths	90.3	6.8	3.0	2.3	9.5	19.2	27.7	24.6	12.5	4.2	88.1
Tas	14yrs 11mths 9yrs 4mths	92.1	7.1	0.8	1.5	11.4	20.7	26.9	23.1	12.0	4.4	87.1
ACT	14yrs 8mths 9yrs 4mths	90.3	5.1	4.6	1.7	6.2	13.7	24.8	27.3	18.5	7.7	92.0
NT	14yrs 6mths 9yrs 4mths	85.6	12.3	2.2	2.1	34.2	17.5	19.9	14.9	8.1	3.3	63.7
Aust	14yrs 6mths 9yrs 2mths	92.1	5.6	2.3	1.8	8.7	18.1	26.9	24.9	13.9	5.7	89.6

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	567.0 (74.0)	568.2 (69.2)	556.5 (69.1)	563.2 (70.8)	557.3 (69.6)	552.3 (71.2)	578.0 (73.1)	494.5 (116.3)	563.0 (72.2)
Female Mean scale score / (S.D.)	586.6 (70.1)	589.1 (66.4)	578.9 (66.8)	587.0 (68.2)	578.4 (66.9)	576.1 (68.8)	598.9 (65.1)	520.5 (111.8)	584.3 (69.0)

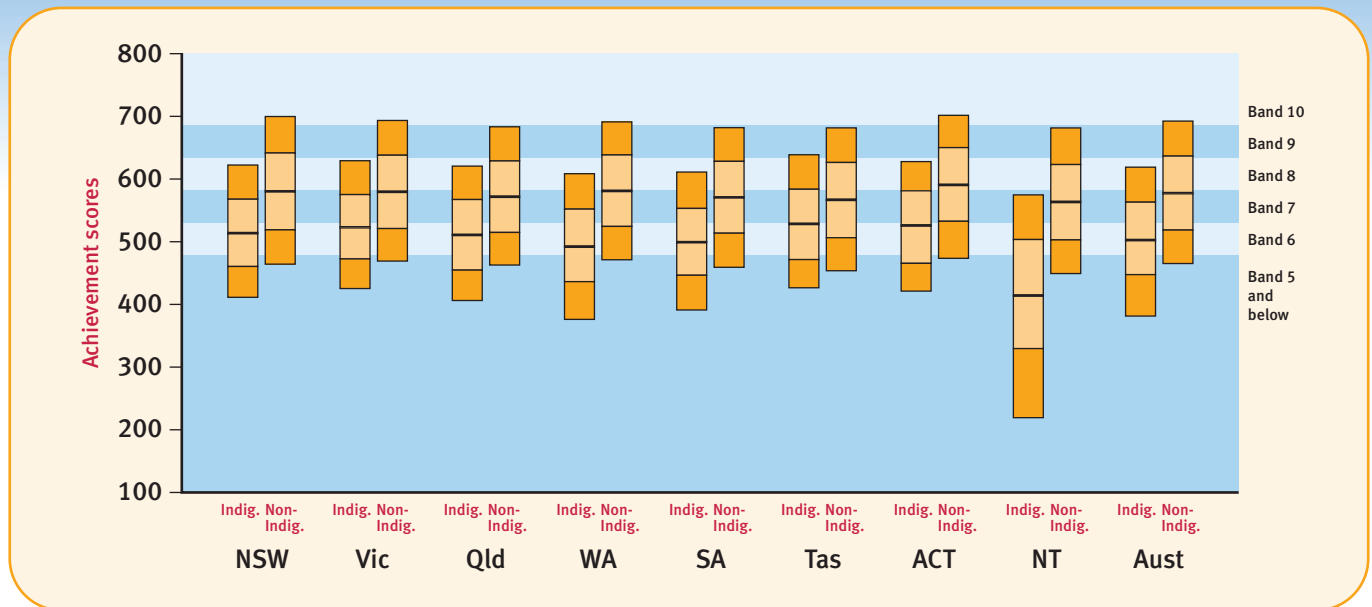
Table 9.G2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2014.

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	1.7	11.3	20.0	25.9	22.7	12.7	5.7	87.0	
	Female	1.0	5.7	15.5	26.2	26.8	16.6	8.1	93.3	
Vic	Male	3.0	9.0	20.3	27.4	23.3	12.3	4.7	88.0	
	Female	1.6	4.4	14.4	26.5	28.4	17.2	7.4	94.0	
Qld	Male	2.2	12.5	22.4	28.4	21.4	10.0	3.2	85.3	
	Female	1.2	6.2	17.0	28.0	27.1	14.9	5.6	92.6	
WA	Male	1.6	11.3	19.8	27.9	23.7	11.7	4.0	87.1	
	Female	1.0	5.5	14.2	26.5	28.2	17.6	7.1	93.5	
SA	Male	2.9	12.2	21.8	27.5	22.1	10.2	3.2	84.9	
	Female	1.8	6.7	16.3	27.8	27.3	14.9	5.2	91.6	
Tas	Male	2.1	15.0	23.2	26.4	20.3	10.0	3.0	82.9	
	Female	1.0	7.6	18.2	27.3	26.1	14.1	5.8	91.5	
ACT	Male	2.1	9.1	15.9	25.1	25.4	15.7	6.7	88.8	
	Female	1.4	3.2	11.4	24.6	29.3	21.5	8.7	95.4	
NT	Male	2.2	38.2	18.3	19.1	13.1	6.6	2.6	59.6	
	Female	2.1	30.0	16.8	20.7	16.8	9.7	4.0	67.9	
Aust	Male	2.2	11.4	20.7	27.1	22.5	11.6	4.5	86.4	
	Female	1.3	5.8	15.5	26.8	27.4	16.3	7.0	92.9	

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

NAPLAN Year 9 Grammar and Punctuation

Figure 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	513.6 (64.6)	523.0 (61.7)	510.7 (66.2)	492.0 (70.8)	499.2 (66.2)	528.3 (65.0)	525.8 (66.0)	414.0 (106.3)	502.5 (75.1)
Non-Indigenous Mean scale score / (S.D.)	580.3 (71.6)	579.5 (68.4)	571.6 (67.1)	580.9 (66.9)	570.7 (67.5)	566.7 (69.5)	590.5 (69.3)	563.3 (71.0)	577.4 (69.1)

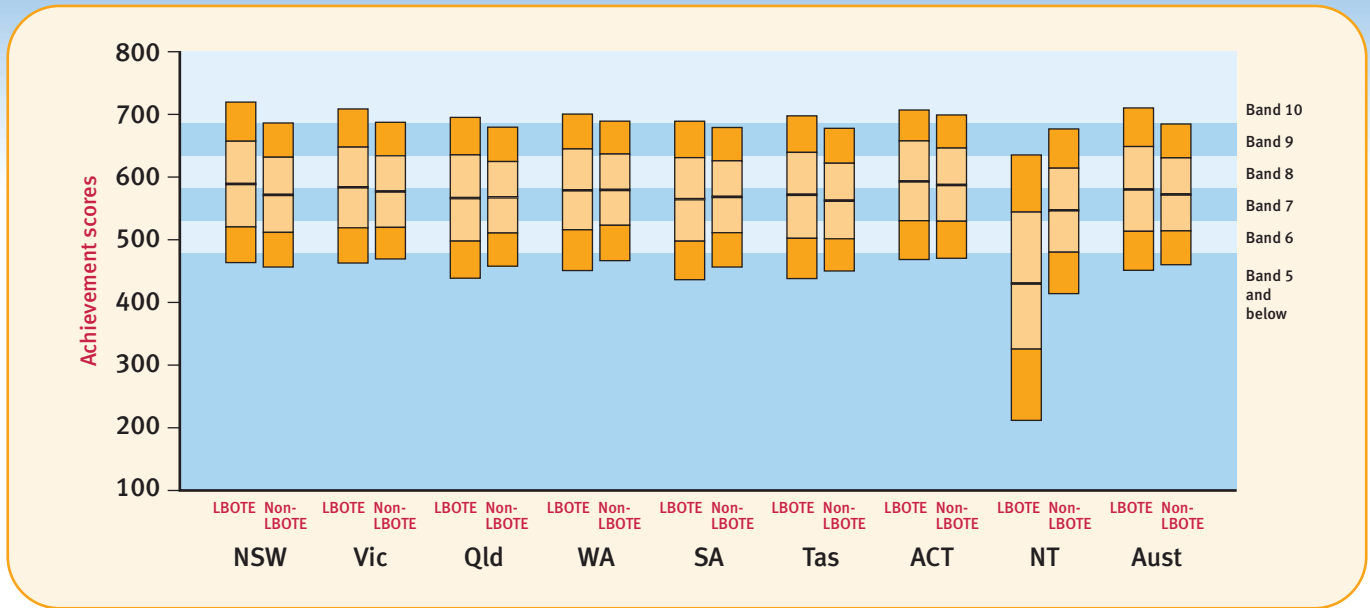
Table 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2014.

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	2.4	28.6	31.0	23.6	11.2	3.0	0.3	69.0
	Non-Indigenous	1.3	7.4	17.0	26.2	25.4	15.3	7.3	91.3
Vic	Indigenous	4.7	21.7	32.0	25.1	12.5	3.6	0.4	73.6
	Non-Indigenous	2.3	6.5	17.1	27.0	26.0	14.9	6.1	91.3
Qld	Indigenous	3.1	30.7	29.7	22.5	10.8	2.9	0.3	66.3
	Non-Indigenous	1.6	7.8	19.0	28.7	25.2	13.0	4.6	90.5
WA	Indigenous	1.4	42.0	27.9	18.5	8.3	1.6	0.2	56.6
	Non-Indigenous	1.1	6.1	16.2	27.8	27.2	15.6	5.9	92.7
SA	Indigenous	3.2	35.7	31.1	19.7	8.1	2.0	0.1	61.1
	Non-Indigenous	2.3	8.3	18.6	28.1	25.5	13.0	4.3	89.4
Tas	Indigenous	2.4	22.8	27.7	26.9	14.7	4.7	0.9	74.9
	Non-Indigenous	1.3	10.1	20.2	27.2	24.2	12.6	4.3	88.5
ACT	Indigenous	2.3	26.5	23.2	28.8	15.4	3.2	0.6	71.2
	Non-Indigenous	1.8	5.6	13.3	24.7	27.8	19.0	8.0	92.7
NT	Indigenous	2.3	70.4	14.5	8.5	3.5	0.6	0.1	27.3
	Non-Indigenous	2.2	11.4	20.4	27.7	22.1	11.9	4.4	86.4
Aust	Indigenous	2.7	33.9	28.8	21.5	10.2	2.6	0.3	63.4
	Non-Indigenous	1.7	7.2	17.5	27.2	25.7	14.6	6.0	91.1

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	588.8 (77.9)	583.6 (74.3)	566.3 (78.1)	578.8 (76.5)	564.6 (77.3)	571.6 (78.7)	593.0 (73.3)	430.0 (126.3)	580.1 (80.4)
Non-LBOTE Mean scale score / (S.D.)	571.4 (70.1)	576.9 (66.6)	567.6 (67.5)	579.3 (67.8)	568.2 (67.5)	562.2 (69.6)	587.2 (69.2)	546.9 (81.1)	572.1 (68.5)

Table 9.G4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2014.

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	1.7	7.5	15.8	23.3	23.6	16.6	11.4	90.8
	Non-LBOTE	1.2	9.1	18.7	27.2	25.0	13.7	5.0	89.7
Vic	LBOTE	2.9	7.4	16.5	24.2	24.3	15.9	8.7	89.6
	Non-LBOTE	2.1	6.5	17.7	27.9	26.3	14.3	5.2	91.4
Qld	LBOTE	2.2	13.3	19.1	23.7	21.8	13.5	6.4	84.5
	Non-LBOTE	1.6	8.9	19.9	28.9	24.5	12.2	4.1	89.4
WA	LBOTE	1.3	9.3	15.9	25.2	24.3	16.0	7.9	89.3
	Non-LBOTE	1.0	6.9	15.8	27.6	27.7	15.4	5.5	92.0
SA	LBOTE	6.2	12.6	18.3	22.9	22.3	12.5	5.2	81.2
	Non-LBOTE	1.7	9.0	19.2	28.5	25.1	12.5	4.0	89.3
Tas	LBOTE	5.1	11.7	16.2	22.5	24.0	13.6	6.9	83.1
	Non-LBOTE	1.4	11.4	21.3	27.4	23.1	11.6	3.8	87.2
ACT	LBOTE	3.5	6.8	12.6	21.8	25.3	20.8	9.3	89.7
	Non-LBOTE	1.3	6.1	13.9	25.6	27.8	18.0	7.3	92.6
NT	LBOTE	2.9	62.7	12.2	10.3	7.1	3.5	1.4	34.5
	Non-LBOTE	1.9	19.0	21.0	25.4	19.0	9.8	4.0	79.1
Aust	LBOTE	2.4	9.5	16.4	23.5	23.4	15.6	9.2	88.2
	Non-LBOTE	1.6	8.3	18.5	27.9	25.4	13.5	4.8	90.1

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, 2014.

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	
NSW	<i>Metro</i>	583.2	1.4	7.3	16.4	25.4	25.3	16.1	8.2	91.4
	<i>Provincial</i>	557.0	1.4	12.4	22.1	28.4	22.9	10.2	2.7	86.3
	<i>Remote</i>	499.6	0.0	39.9	30.1	18.2	7.9	3.4	0.6	60.1
	<i>Very Remote</i>	509.9	0.0	32.9	35.3	20.3	7.1	4.4	0.0	67.1
Vic	<i>Metro</i>	584.6	2.4	5.8	15.7	26.0	26.8	16.2	7.2	91.8
	<i>Provincial</i>	559.8	2.2	9.6	22.6	30.1	22.8	10.0	2.6	88.2
	<i>Remote</i>	579.8	3.8	5.3	16.6	28.3	25.3	16.6	4.2	90.9
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	572.6	1.7	8.0	18.7	27.8	25.3	13.5	5.0	90.3
	<i>Provincial</i>	557.2	1.8	11.6	22.1	29.7	22.3	10.0	2.6	86.6
	<i>Remote</i>	522.4	3.0	26.2	24.7	26.0	14.3	4.9	1.0	70.9
	<i>Very Remote</i>	502.1	2.6	37.4	26.3	19.6	9.9	3.3	1.0	60.1
WA	<i>Metro</i>	583.5	1.4	6.2	15.3	26.8	27.3	16.4	6.7	92.4
	<i>Provincial</i>	559.2	1.2	11.0	21.6	29.5	23.7	10.5	2.5	87.8
	<i>Remote</i>	535.7	0.8	20.9	24.7	26.5	18.0	7.8	1.4	78.3
	<i>Very Remote</i>	487.7	0.7	45.8	21.5	18.8	10.2	2.6	0.5	53.5
SA	<i>Metro</i>	573.4	2.2	8.4	17.6	27.3	25.5	13.8	5.1	89.4
	<i>Provincial</i>	554.8	2.8	11.5	23.0	28.9	22.6	9.3	1.9	85.6
	<i>Remote</i>	549.5	1.3	13.6	24.3	29.0	23.1	7.7	1.0	85.1
	<i>Very Remote</i>	490.3	0.0	42.4	25.5	19.2	9.1	3.3	0.4	57.6
Tas	<i>Metro</i>	569.3	1.7	10.9	19.0	25.5	23.4	14.0	5.5	87.4
	<i>Provincial</i>	560.3	1.4	11.6	22.1	27.9	23.1	10.5	3.5	87.1
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	588.3	1.7	6.2	13.7	24.8	27.3	18.5	7.7	92.0
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	551.4	2.0	17.5	21.2	25.5	19.2	10.3	4.3	80.5
	<i>Remote</i>	527.1	3.4	28.4	19.2	20.3	15.9	9.4	3.4	68.2
	<i>Very Remote</i>	372.3	1.3	84.3	6.1	4.3	2.5	0.9	0.5	14.4
Aust	<i>Metro</i>	580.6	1.8	7.0	16.6	26.3	25.9	15.5	6.9	91.2
	<i>Provincial</i>	557.8	1.8	11.5	22.2	29.1	22.7	10.1	2.6	86.8
	<i>Remote</i>	531.3	1.8	23.4	24.1	25.1	16.9	7.2	1.5	74.8
	<i>Very Remote</i>	454.2	1.3	55.6	18.4	14.4	7.3	2.3	0.6	43.0

[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, 2014.

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	
NSW	<i>Metro</i>	521.2	2.5	24.3	30.3	25.5	13.1	3.9	0.4	73.2
	<i>Provincial</i>	509.6	2.5	30.6	31.6	22.7	10.2	2.2	0.2	66.9
	<i>Remote</i>	470.3	0.0	55.6	31.1	10.5	1.8	1.1	0.0	44.4
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	529.8	4.7	18.8	30.3	26.4	14.4	4.6	0.7	76.4
	<i>Provincial</i>	516.6	4.7	24.3	33.5	24.1	10.6	2.6	0.1	70.9
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	520.4	3.5	25.2	30.2	24.4	12.8	3.5	0.5	71.3
	<i>Provincial</i>	509.5	2.2	31.4	30.4	23.2	10.0	2.7	0.2	66.4
	<i>Remote</i>	468.9	5.2	51.8	25.8	12.1	4.2	1.0	0.0	43.1
	<i>Very Remote</i>	468.2	3.1	56.6	24.6	10.7	3.9	1.1	0.1	40.3
WA	<i>Metro</i>	514.6	1.9	29.8	27.9	25.3	11.9	2.8	0.4	68.3
	<i>Provincial</i>	497.1	1.4	37.8	34.2	18.0	7.6	0.8	0.2	60.8
	<i>Remote</i>	479.6	0.9	48.9	27.7	14.3	6.7	1.3	0.1	50.2
	<i>Very Remote</i>	449.6	0.9	67.0	19.7	8.6	3.4	0.4	0.0	32.1
SA	<i>Metro</i>	505.7	3.0	33.2	29.5	22.5	9.5	2.2	0.0	63.8
	<i>Provincial</i>	503.6	4.6	31.0	35.1	19.2	7.9	2.1	0.1	64.4
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	445.2	0.0	68.1	20.3	8.1	1.9	0.8	0.8	31.9
Tas	<i>Metro</i>	524.9	2.5	24.0	27.6	29.8	9.1	5.0	1.8	73.5
	<i>Provincial</i>	531.1	2.0	21.7	28.0	24.9	18.6	4.6	0.3	76.3
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	525.8	2.3	26.5	23.2	28.8	15.4	3.2	0.6	71.2
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	494.6	1.2	42.0	27.2	19.4	8.4	1.6	0.2	56.8
	<i>Remote</i>	453.0	6.1	56.8	22.3	10.5	3.4	0.8	0.2	37.1
	<i>Very Remote</i>	351.1	1.4	92.7	3.9	1.3	0.7	0.0	0.0	5.9
Aust	<i>Metro</i>	520.0	3.0	25.5	29.7	25.2	12.6	3.6	0.5	71.6
	<i>Provincial</i>	509.1	2.5	31.1	31.4	22.3	10.2	2.4	0.2	66.4
	<i>Remote</i>	470.3	3.1	52.0	26.9	12.4	4.6	1.1	0.1	45.0
	<i>Very Remote</i>	411.1	1.5	75.6	14.1	6.1	2.2	0.4	0.1	22.9

[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, 2014.

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	
NSW	<i>Metro</i>	585.4	1.3	6.6	15.9	25.4	25.7	16.5	8.6	92.1
	<i>Provincial</i>	562.9	1.2	10.1	20.9	29.1	24.5	11.2	3.0	88.7
	<i>Remote</i>	525.4	0.0	25.6	29.2	25.9	13.7	5.1	0.6	74.4
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	585.2	2.3	5.6	15.5	26.0	26.9	16.4	7.2	92.1
	<i>Provincial</i>	561.3	2.1	9.1	22.2	30.3	23.3	10.3	2.7	88.8
	<i>Remote</i>	583.6	3.9	3.5	15.3	29.4	26.3	17.3	4.3	92.5
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	575.5	1.6	7.1	18.1	28.0	25.9	14.0	5.3	91.3
	<i>Provincial</i>	562.5	1.7	9.4	21.2	30.4	23.6	10.8	2.8	88.8
	<i>Remote</i>	543.5	2.2	15.7	24.2	31.6	18.4	6.5	1.4	82.1
	<i>Very Remote</i>	548.6	1.5	10.9	28.6	31.7	18.5	6.5	2.4	87.6
WA	<i>Metro</i>	586.0	1.2	5.3	14.8	26.9	27.9	16.9	6.9	93.5
	<i>Provincial</i>	565.2	1.2	8.6	20.3	30.4	25.3	11.6	2.8	90.2
	<i>Remote</i>	559.6	0.8	8.9	23.5	31.6	22.6	10.7	1.9	90.3
	<i>Very Remote</i>	554.1	0.5	9.2	23.9	36.2	22.4	6.3	1.4	90.3
SA	<i>Metro</i>	575.5	2.2	7.6	17.2	27.5	26.1	14.2	5.2	90.3
	<i>Provincial</i>	558.6	2.7	10.2	22.0	29.5	23.8	9.9	2.0	87.1
	<i>Remote</i>	552.7	1.5	11.9	23.4	30.1	24.2	7.8	1.1	86.6
	<i>Very Remote</i>	539.6	0.0	14.5	31.2	30.7	17.3	6.3	0.0	85.5
Tas	<i>Metro</i>	572.8	1.5	9.8	18.2	25.2	24.7	14.9	5.6	88.7
	<i>Provincial</i>	562.3	1.2	10.3	21.7	28.8	23.9	10.8	3.4	88.5
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	590.5	1.8	5.6	13.3	24.7	27.8	19.0	8.0	92.7
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	560.5	2.4	12.1	20.9	27.6	21.6	11.2	4.1	85.5
	<i>Remote</i>	575.3	1.5	8.9	17.2	27.1	24.6	15.4	5.3	89.6
	<i>Very Remote</i>	553.1	0.0	11.7	26.0	30.8	18.7	7.6	5.1	88.3
Aust	<i>Metro</i>	582.7	1.7	6.4	16.2	26.4	26.4	15.9	7.1	91.9
	<i>Provincial</i>	562.2	1.7	9.6	21.3	29.8	23.9	10.8	2.8	88.7
	<i>Remote</i>	555.3	1.4	11.9	22.9	30.2	21.8	9.7	2.1	86.7
	<i>Very Remote</i>	548.6	0.9	11.5	27.3	32.8	19.1	6.5	1.9	87.6

[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, 2014.

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	618.1	0.7	2.1	7.3	19.1	30.2	25.0	15.5	97.2
	Diploma	579.6	0.9	5.7	16.0	29.8	27.8	14.7	5.1	93.4
	Certificate	556.0	1.1	10.3	23.7	31.5	22.5	8.8	2.0	88.6
	Year 12	564.0	1.7	9.8	21.3	28.7	23.4	11.5	3.6	88.5
	Year 11	527.1	3.0	21.9	29.7	26.3	13.8	4.3	0.9	75.2
	Not stated (8%)	563.1	2.5	12.2	21.0	24.9	22.5	12.0	4.9	85.3
Vic	Bachelor	613.6	1.3	1.8	7.9	20.7	30.8	24.6	13.0	96.9
	Diploma	576.1	1.6	5.4	17.3	30.1	28.2	13.4	3.9	93.0
	Certificate	558.0	2.2	8.8	23.3	31.7	23.5	8.8	1.7	89.0
	Year 12	569.2	2.6	7.2	19.9	30.2	24.8	11.2	4.0	90.1
	Year 11	537.4	5.4	15.6	28.3	28.6	16.1	5.1	0.9	79.0
	Not stated (4%)	594.8	3.7	5.7	11.7	22.6	26.8	20.0	9.4	90.6
Qld	Bachelor	605.8	0.9	2.5	9.6	23.1	30.7	22.4	10.9	96.6
	Diploma	571.0	1.1	6.4	18.7	31.1	27.3	12.1	3.2	92.5
	Certificate	554.5	1.5	10.5	23.6	32.0	22.7	8.3	1.4	87.9
	Year 12	553.6	1.9	11.7	23.7	30.0	21.9	8.9	1.9	86.4
	Year 11	527.8	3.2	20.3	30.4	27.2	14.3	4.1	0.5	76.5
	Not stated (14%)	555.8	2.8	13.5	21.7	27.3	20.9	10.2	3.5	83.7
WA	Bachelor	614.0	0.7	2.1	7.3	20.4	31.4	25.0	13.1	97.2
	Diploma	578.9	0.7	4.8	16.0	30.4	29.8	14.5	3.8	94.4
	Certificate	560.9	0.8	8.6	21.6	32.6	24.6	9.9	1.9	90.6
	Year 12	565.3	1.0	8.0	20.5	31.2	25.3	11.4	2.6	90.9
	Year 11	531.4	2.0	20.3	27.7	28.9	15.8	4.6	0.9	77.8
	Not stated (15%)	556.7	3.4	14.6	19.4	25.4	21.9	11.5	3.8	82.0
SA	Bachelor	605.7	0.8	2.8	9.4	22.1	31.3	22.9	10.7	96.4
	Diploma	572.7	1.6	6.3	17.7	30.4	28.0	12.7	3.2	92.1
	Certificate	555.3	1.7	10.3	23.2	31.4	23.2	8.8	1.4	88.0
	Year 12	558.6	2.3	9.5	21.2	32.5	23.8	8.9	1.8	88.2
	Year 11	529.3	4.3	20.5	28.1	26.7	15.1	4.6	0.7	75.2
	Not stated (12%)	557.5	5.6	13.1	20.3	25.2	21.5	10.5	3.8	81.3

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 9 Grammar and Punctuation

Table 9.G8 (cont.): Achievement of Year 9 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	611.2	0.8	2.2	8.6	20.6	31.1	24.3	12.3	96.9
	<i>Diploma</i>	580.7	1.1	5.2	15.2	30.1	27.9	16.0	4.4	93.6
	<i>Certificate</i>	555.2	1.1	11.0	23.4	30.7	23.7	8.6	1.5	87.9
	<i>Year 12</i>	553.3	1.1	14.0	23.5	27.2	19.6	10.4	4.1	84.9
	<i>Year 11</i>	526.4	2.1	22.3	30.2	26.6	14.1	4.0	0.6	75.5
	<i>Not stated (11%)</i>	561.7	3.5	13.4	21.3	24.1	20.4	11.8	5.6	83.0
ACT	<i>Bachelor</i>	615.1	1.1	2.2	6.5	19.8	31.5	26.2	12.7	96.6
	<i>Diploma</i>	574.2	0.9	6.1	18.1	30.0	28.2	13.4	3.3	92.9
	<i>Certificate</i>	555.0	1.5	10.6	23.0	32.7	21.8	9.0	1.3	87.9
	<i>Year 12</i>	561.0	1.9	10.4	20.8	29.2	24.6	10.3	2.8	87.6
	<i>Year 11</i>	547.8	3.7	18.5	22.6	23.9	17.3	8.2	5.8	77.8
	<i>Not stated (8%)</i>	579.6	5.4	8.8	15.2	24.5	22.2	17.9	6.0	85.8
NT	<i>Bachelor</i>	587.6	1.0	7.5	12.6	25.4	27.4	17.4	8.7	91.5
	<i>Diploma</i>	557.6	1.5	11.6	22.7	29.8	20.0	11.4	3.0	86.9
	<i>Certificate</i>	536.5	1.5	20.9	23.9	26.0	18.2	8.0	1.5	77.6
	<i>Year 12</i>	537.3	3.3	20.1	26.2	25.7	14.7	7.4	2.5	76.6
	<i>Year 11</i>	464.8	3.0	52.8	21.7	14.0	5.9	1.7	0.9	44.2
	<i>Not stated (28%)</i>	429.6	2.9	62.8	10.0	9.8	7.3	4.4	2.7	34.3
Aust	<i>Bachelor</i>	613.0	0.9	2.2	8.1	20.7	30.7	24.2	13.2	96.9
	<i>Diploma</i>	576.2	1.2	5.7	17.1	30.3	28.0	13.7	4.1	93.1
	<i>Certificate</i>	556.4	1.5	9.9	23.4	31.7	23.0	8.8	1.7	88.6
	<i>Year 12</i>	562.4	2.0	9.5	21.4	29.9	23.6	10.6	3.1	88.6
	<i>Year 11</i>	529.8	3.6	20.0	29.0	27.2	14.7	4.5	0.8	76.3
	<i>Not stated (10%)</i>	559.0	3.2	13.8	19.5	25.1	21.8	12.0	4.6	82.9

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 9 Grammar and Punctuation

Table 9.G9: Achievement of Year 9 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2014.

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	
NSW	Group 1	613.7	0.6	2.4	8.2	20.4	30.4	23.9	14.2	97.0
	Group 2	588.2	0.6	4.7	14.1	27.4	29.0	16.9	7.2	94.6
	Group 3	565.1	1.0	8.5	21.3	30.8	23.9	11.0	3.5	90.5
	Group 4	550.8	1.6	13.9	25.5	28.4	18.7	8.6	3.4	84.6
	Not in paid work	531.4	3.7	21.5	28.0	25.2	14.1	5.6	1.8	74.7
	Not stated (13%)	555.3	3.0	14.3	23.2	25.0	20.0	10.2	4.4	82.7
Vic	Group 1	614.3	1.0	1.7	7.7	20.9	30.9	24.6	13.3	97.3
	Group 2	588.6	1.3	3.6	14.2	28.0	29.3	17.1	6.4	95.1
	Group 3	567.0	1.7	7.0	20.6	31.2	25.7	10.9	2.8	91.2
	Group 4	552.1	3.3	11.3	25.4	29.7	20.3	7.8	2.1	85.4
	Not in paid work	539.4	6.8	16.1	27.0	26.3	16.2	6.0	1.6	77.1
	Not stated (4%)	598.3	3.4	5.7	11.5	21.3	26.4	20.7	11.0	90.9
Qld	Group 1	603.2	0.9	2.8	10.3	23.6	30.3	21.7	10.3	96.3
	Group 2	578.1	0.9	5.3	16.8	30.2	28.2	14.2	4.4	93.8
	Group 3	559.1	1.6	9.2	22.5	31.6	23.9	9.2	2.0	89.2
	Group 4	539.8	2.5	15.9	27.7	29.4	17.4	6.0	1.1	81.7
	Not in paid work	529.0	4.3	22.4	27.6	24.8	14.5	5.4	1.0	73.3
	Not stated (18%)	549.4	2.6	14.9	24.0	27.5	19.5	8.7	2.8	82.5
WA	Group 1	609.0	0.6	2.4	9.1	21.7	30.8	23.4	12.1	97.0
	Group 2	584.7	0.9	4.4	14.5	28.8	30.0	16.2	5.2	94.7
	Group 3	565.2	0.7	7.8	20.4	32.2	25.6	10.9	2.5	91.5
	Group 4	548.8	1.1	13.5	24.3	31.5	20.4	7.5	1.8	85.4
	Not in paid work	528.9	3.2	22.1	26.9	26.2	15.0	5.6	1.1	74.7
	Not stated (20%)	553.6	3.0	15.2	20.7	25.9	21.0	10.8	3.4	81.8
SA	Group 1	601.7	0.6	3.4	10.3	23.5	30.6	21.8	9.9	96.0
	Group 2	580.2	1.0	5.1	15.8	29.4	29.5	14.8	4.5	94.0
	Group 3	561.4	1.3	8.6	21.3	31.9	25.1	9.8	1.9	90.1
	Group 4	548.0	2.5	13.3	24.7	30.3	20.4	7.2	1.6	84.2
	Not in paid work	531.1	4.9	20.7	27.3	24.9	16.2	5.0	0.9	74.4
	Not stated (18%)	544.1	6.0	16.4	24.5	25.2	17.4	8.0	2.5	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 Grammar and Punctuation

Table 9.G9 (cont.): Achievement of Year 9 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2014.

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	607.3	1.0	3.0	9.4	21.5	30.0	23.5	11.6	96.0
	Group 2	581.7	0.9	4.8	15.8	29.1	29.3	15.1	5.0	94.3
	Group 3	558.1	0.6	9.4	24.2	31.2	23.0	9.7	2.0	90.1
	Group 4	540.9	1.1	15.5	28.5	29.3	18.9	5.6	1.1	83.4
	Not in paid work	513.7	3.7	29.3	29.5	23.0	11.0	3.3	0.3	67.0
	Not stated (15%)	553.5	3.3	16.4	22.1	24.5	19.1	10.2	4.4	80.3
ACT	Group 1	610.0	1.1	2.7	8.2	21.0	30.7	24.2	12.0	96.1
	Group 2	587.5	0.9	5.2	13.7	26.5	29.8	17.5	6.4	93.9
	Group 3	566.7	1.4	7.9	19.5	32.2	24.5	11.3	3.2	90.7
	Group 4	544.0	2.0	16.5	26.5	25.6	17.9	10.5	1.1	81.5
	Not in paid work	535.7	6.7	20.9	23.1	26.1	13.9	8.1	1.1	72.4
	Not stated (13%)	565.9	4.9	12.1	18.9	24.7	20.0	14.8	4.6	83.0
NT	Group 1	573.9	1.0	10.5	17.1	25.8	24.1	14.0	7.3	88.4
	Group 2	575.1	2.1	8.9	18.2	24.7	23.8	16.2	6.1	89.0
	Group 3	532.1	1.4	22.1	24.2	29.7	15.1	6.4	1.1	76.5
	Group 4	495.9	2.2	38.9	24.7	17.9	10.6	4.5	1.2	58.9
	Not in paid work	447.4	2.7	62.7	17.5	9.0	4.5	2.6	1.0	34.6
	Not stated (27%)	414.2	3.3	66.8	11.3	10.1	5.9	1.9	0.7	29.9
Aust	Group 1	609.7	0.8	2.5	8.9	21.6	30.5	23.3	12.5	96.8
	Group 2	585.1	0.9	4.6	14.9	28.4	29.0	16.2	6.0	94.5
	Group 3	563.6	1.3	8.3	21.4	31.3	24.5	10.4	2.7	90.4
	Group 4	548.0	2.3	13.6	25.8	29.3	19.1	7.6	2.2	84.1
	Not in paid work	532.2	5.0	20.4	27.4	25.3	14.9	5.6	1.5	74.7
	Not stated (13%)	552.2	3.3	15.4	22.0	25.3	19.8	10.2	3.9	81.4

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 9 Numeracy

Figure 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	594.3 (77.2)	592.3 (68.7)	579.8 (64.1)	591.1 (69.8)	573.6 (62.8)	572.8 (63.0)	594.4 (69.8)	532.0 (83.5)	587.8 (70.9)

Table 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2014.

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	
NSW	14yrs 7mths 9yrs 4mths	93.2	6.0	0.8	1.4	4.2	16.3	26.4	23.9	15.3	12.5	94.5
Vic	14yrs 9mths 9yrs 4mths	90.9	7.1	2.0	2.3	2.9	14.8	28.4	26.2	15.7	9.6	94.8
Qld	14yrs 1mth 8yrs 4mths	88.4	6.0	5.6	1.7	4.1	17.9	30.8	26.1	13.5	5.9	94.2
WA	14yrs 5mths 9yrs 4mths	93.3	6.1	0.6	1.3	3.9	15.0	27.4	26.8	16.2	9.4	94.7
SA	14yrs 7mths 9yrs 4mths	89.0	7.9	3.0	2.4	5.0	19.8	31.4	24.8	12.1	4.5	92.6
Tas	14yrs 11mths 9yrs 4mths	91.2	7.9	0.8	1.5	5.0	21.0	32.0	23.8	11.7	5.0	93.5
ACT	14yrs 8mths 9yrs 4mths	88.8	6.4	4.8	1.7	3.4	14.3	26.9	26.3	16.9	10.4	94.9
NT	14yrs 6mths 9yrs 4mths	83.7	14.0	2.3	2.2	23.6	23.8	24.1	15.4	8.0	2.8	74.2
Aust	14yrs 6mths 9yrs 2mths	91.1	6.5	2.4	1.8	4.1	16.6	28.4	25.2	14.8	9.2	94.1

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	600.1 (79.6)	598.3 (70.6)	584.0 (65.8)	595.9 (71.7)	579.4 (64.5)	578.0 (64.6)	601.5 (73.6)	533.9 (85.4)	593.1 (73.1)
Female Mean scale score / (S.D.)	588.2 (74.1)	586.3 (66.2)	575.4 (61.9)	586.0 (67.3)	567.6 (60.5)	567.5 (60.8)	587.1 (64.8)	530.1 (81.5)	582.2 (68.2)

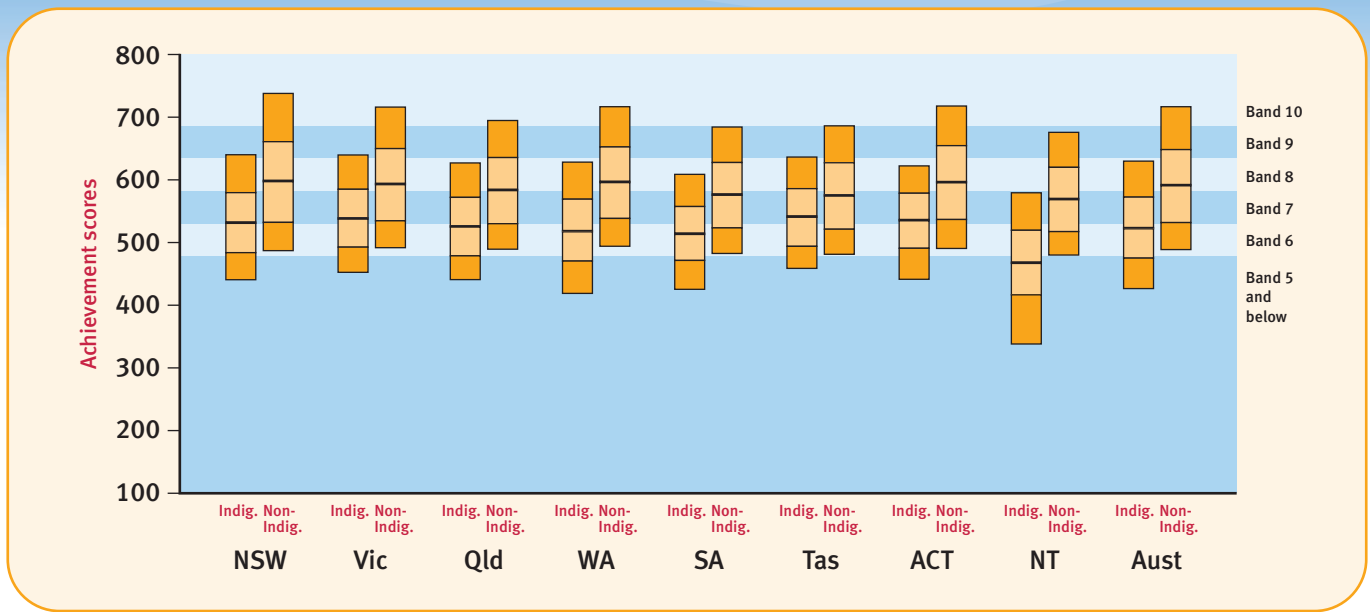
Table 9.N2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2014.

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	1.7	3.9	15.1	24.9	23.6	16.2	14.5	94.4
	Female	1.0	4.5	17.6	28.0	24.2	14.4	10.3	94.5
Vic	Male	3.0	2.5	13.4	26.9	25.9	16.8	11.4	94.5
	Female	1.6	3.3	16.3	30.0	26.5	14.5	7.7	95.0
Qld	Male	2.2	3.8	16.9	29.4	26.1	14.5	7.1	94.0
	Female	1.2	4.5	19.0	32.3	26.0	12.5	4.6	94.4
WA	Male	1.7	3.8	13.9	26.0	26.5	17.1	11.1	94.6
	Female	1.0	4.1	16.2	28.8	27.1	15.2	7.6	94.9
SA	Male	3.0	4.4	18.0	30.0	25.4	13.5	5.8	92.6
	Female	1.8	5.6	21.8	32.9	24.2	10.7	3.1	92.6
Tas	Male	2.0	4.3	19.6	30.7	24.0	13.0	6.3	93.6
	Female	1.0	5.7	22.4	33.4	23.5	10.4	3.6	93.3
ACT	Male	2.1	3.3	13.3	24.5	25.0	18.6	13.3	94.6
	Female	1.3	3.4	15.5	29.4	27.7	15.2	7.4	95.2
NT	Male	2.3	24.1	21.7	24.0	16.4	8.4	3.1	73.6
	Female	2.1	23.1	26.0	24.4	14.4	7.5	2.5	74.8
Aust	Male	2.2	3.8	15.3	27.0	25.1	15.8	10.9	94.0
	Female	1.3	4.4	17.9	29.9	25.4	13.7	7.4	94.3

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	531.5 (62.2)	538.3 (57.6)	525.6 (57.4)	518.0 (65.6)	513.8 (54.7)	541.2 (55.8)	535.6 (58.2)	467.6 (70.4)	522.8 (63.4)
Non-Indigenous Mean scale score / (S.D.)	598.0 (76.5)	593.2 (68.5)	583.7 (62.6)	596.5 (67.2)	576.3 (61.6)	575.0 (62.0)	596.2 (69.3)	569.2 (60.2)	591.4 (69.6)

Table 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous Status, by State and Territory, 2014.

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	2.4	16.5	34.5	28.1	12.8	4.5	1.3	81.1
	Non-Indigenous	1.3	3.5	15.3	26.3	24.6	15.9	13.2	95.3
Vic	Indigenous	4.7	11.9	32.8	30.1	14.8	4.6	1.0	83.3
	Non-Indigenous	2.2	2.8	14.5	28.4	26.4	15.9	9.7	95.0
Qld	Indigenous	3.1	19.1	34.9	27.4	11.4	3.6	0.5	77.8
	Non-Indigenous	1.6	3.0	16.6	31.1	27.2	14.2	6.2	95.4
WA	Indigenous	1.4	24.4	34.5	24.5	10.8	3.5	0.8	74.2
	Non-Indigenous	1.2	2.5	13.6	27.5	28.0	17.2	10.1	96.4
SA	Indigenous	3.3	23.4	38.5	24.7	8.1	1.8	0.1	73.2
	Non-Indigenous	2.3	4.1	19.0	31.7	25.7	12.7	4.6	93.6
Tas	Indigenous	2.4	11.4	32.3	32.4	16.4	3.9	1.2	86.2
	Non-Indigenous	1.3	4.4	20.0	32.4	24.6	12.3	5.0	94.3
ACT	Indigenous	2.3	14.9	29.2	35.2	15.4	2.0	0.9	82.8
	Non-Indigenous	1.7	3.0	13.9	26.7	26.7	17.4	10.7	95.3
NT	Indigenous	2.3	53.6	28.3	11.2	3.5	1.1	0.0	44.1
	Non-Indigenous	2.3	4.6	22.1	33.5	23.0	11.0	3.6	93.1
Aust	Indigenous	2.7	21.1	34.1	26.3	11.4	3.6	0.8	76.2
	Non-Indigenous	1.7	3.1	15.6	28.5	26.0	15.4	9.6	95.2

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, 2014.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	613.7 (87.8)	602.5 (77.3)	583.1 (74.7)	599.7 (77.5)	575.8 (71.2)	579.0 (69.1)	599.9 (74.1)	482.6 (87.5)	601.4 (83.6)
Non-LBOTE Mean scale score / (S.D.)	586.3 (71.1)	589.0 (65.3)	579.4 (62.4)	594.2 (67.1)	573.4 (61.2)	571.1 (61.8)	593.2 (68.7)	555.0 (67.2)	584.3 (66.5)

Table 9.N4: Achievement of Year 9 Students in Numeracy, by LBOTE Status, by State and Territory, 2014.

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	1.7	3.2	14.3	22.8	21.2	15.8	21.0	95.1
	Non-LBOTE	1.2	4.6	17.2	27.9	25.0	15.0	9.0	94.1
Vic	LBOTE	2.9	2.9	14.5	25.1	22.9	16.7	14.9	94.1
	Non-LBOTE	2.1	2.9	14.9	29.6	27.2	15.4	7.9	95.0
Qld	LBOTE	2.2	6.5	18.5	25.9	22.5	14.7	9.6	91.2
	Non-LBOTE	1.6	3.8	17.8	31.5	26.6	13.3	5.3	94.6
WA	LBOTE	1.3	4.2	14.3	24.3	24.7	17.1	14.2	94.4
	Non-LBOTE	1.1	3.1	13.6	27.6	28.3	17.1	9.2	95.9
SA	LBOTE	6.2	6.6	19.6	26.4	21.0	13.2	6.8	87.1
	Non-LBOTE	1.8	4.6	19.8	32.2	25.5	12.0	4.0	93.6
Tas	LBOTE	4.9	7.4	15.8	27.5	23.9	13.7	6.7	87.7
	Non-LBOTE	1.4	5.0	21.6	32.7	23.7	11.3	4.5	93.7
ACT	LBOTE	3.4	3.1	14.4	24.0	24.7	16.9	13.5	93.5
	Non-LBOTE	1.3	3.4	14.3	27.6	26.8	17.0	9.7	95.3
NT	LBOTE	3.0	48.3	22.1	14.4	7.8	3.4	1.1	48.7
	Non-LBOTE	1.9	10.9	25.3	30.4	18.8	9.3	3.3	87.1
Aust	LBOTE	2.3	4.5	15.3	24.0	22.0	15.7	16.1	93.2
	Non-LBOTE	1.6	3.9	16.9	29.7	26.2	14.5	7.3	94.5

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, 2014.

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	<i>Metro</i>	601.5	1.4	3.5	14.8	25.1	24.0	16.4	14.8	95.1
	<i>Provincial</i>	572.2	1.4	6.1	20.9	30.6	23.9	11.9	5.3	92.6
	<i>Remote</i>	529.1	0.0	19.1	35.9	26.3	13.3	4.0	1.4	80.9
	<i>Very Remote</i>	516.8	0.0	22.0	43.7	19.3	12.5	2.4	0.0	78.0
Vic	<i>Metro</i>	597.0	2.4	2.7	13.8	27.2	26.2	16.8	11.0	94.9
	<i>Provincial</i>	577.7	2.2	3.6	18.2	32.4	26.2	12.3	5.1	94.2
	<i>Remote</i>	615.6	3.8	0.0	7.2	27.9	24.5	22.6	14.0	96.2
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	584.4	1.7	3.4	16.6	30.2	26.8	14.6	6.7	94.9
	<i>Provincial</i>	571.0	1.7	4.9	20.6	32.6	25.1	11.2	3.9	93.4
	<i>Remote</i>	539.5	3.4	14.7	27.9	31.6	15.7	5.2	1.6	82.0
	<i>Very Remote</i>	517.8	2.6	25.8	31.0	25.4	11.1	3.6	0.5	71.7
WA	<i>Metro</i>	598.9	1.4	2.7	13.1	26.3	27.4	17.7	11.3	95.9
	<i>Provincial</i>	577.2	1.2	4.6	18.7	30.8	26.6	13.2	4.9	94.2
	<i>Remote</i>	552.1	0.8	11.4	25.1	30.8	21.7	7.9	2.3	87.8
	<i>Very Remote</i>	514.3	0.7	30.9	26.8	22.8	13.0	4.8	0.9	68.4
SA	<i>Metro</i>	578.0	2.3	4.4	18.5	30.5	25.6	13.3	5.3	93.2
	<i>Provincial</i>	563.6	2.8	5.5	23.1	34.1	23.0	9.1	2.4	91.7
	<i>Remote</i>	562.5	1.3	7.4	22.6	32.8	23.6	10.2	2.0	91.2
	<i>Very Remote</i>	517.3	0.0	29.4	27.8	25.9	10.6	5.4	0.9	70.6
Tas	<i>Metro</i>	576.4	1.7	5.4	19.5	29.8	24.4	13.3	5.8	92.9
	<i>Provincial</i>	570.3	1.3	4.7	21.9	33.8	23.4	10.5	4.4	94.0
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	594.4	1.7	3.4	14.3	26.9	26.3	16.9	10.4	94.9
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	561.5	2.0	8.7	24.4	30.4	20.3	10.5	3.8	89.3
	<i>Remote</i>	538.7	3.7	18.5	27.3	24.7	14.8	8.2	2.7	77.8
	<i>Very Remote</i>	447.6	1.3	68.3	19.0	6.9	3.1	1.2	0.3	30.5
Aust	<i>Metro</i>	594.4	1.8	3.3	15.1	27.3	25.7	16.0	10.9	94.9
	<i>Provincial</i>	572.7	1.7	5.0	20.3	31.9	24.8	11.7	4.6	93.2
	<i>Remote</i>	547.9	2.0	13.1	26.3	29.8	18.8	7.7	2.3	84.9
	<i>Very Remote</i>	493.5	1.3	41.4	26.1	18.5	8.9	3.2	0.6	57.3

[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, 2014.

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	<i>Metro</i>	536.9	2.5	14.9	32.3	28.7	14.6	5.1	2.0	82.6
	<i>Provincial</i>	529.0	2.5	16.9	35.7	28.4	11.8	4.1	0.7	80.6
	<i>Remote</i>	502.5	0.0	29.4	44.4	20.6	3.8	1.5	0.3	70.6
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	540.7	4.7	13.0	31.1	28.4	16.0	5.3	1.4	82.3
	<i>Provincial</i>	536.0	4.7	11.0	34.4	31.6	13.7	4.0	0.5	84.3
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	533.2	3.6	15.2	33.4	30.0	12.9	4.3	0.7	81.2
	<i>Provincial</i>	525.5	2.2	18.8	36.3	27.6	11.2	3.5	0.4	79.0
	<i>Remote</i>	492.4	5.7	35.1	37.6	14.9	6.2	0.5	0.0	59.3
	<i>Very Remote</i>	487.7	3.1	41.4	37.4	14.0	3.5	0.6	0.1	55.5
WA	<i>Metro</i>	536.2	1.9	16.2	31.5	28.4	15.8	4.8	1.3	81.9
	<i>Provincial</i>	523.7	1.4	17.6	40.7	27.4	9.0	3.2	0.6	80.9
	<i>Remote</i>	506.0	0.9	29.7	35.6	22.6	8.3	2.6	0.2	69.4
	<i>Very Remote</i>	483.4	0.9	45.8	31.4	14.3	5.2	2.0	0.4	53.4
SA	<i>Metro</i>	516.4	3.2	22.0	37.4	26.3	9.1	1.9	0.0	74.8
	<i>Provincial</i>	519.3	4.6	18.8	41.2	24.9	8.4	2.0	0.2	76.6
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	479.3	0.0	50.3	31.9	13.5	3.0	0.5	0.8	49.7
Tas	<i>Metro</i>	535.1	2.5	15.6	32.5	31.0	12.9	3.5	2.1	81.9
	<i>Provincial</i>	546.0	2.0	8.6	31.8	33.6	19.1	4.3	0.7	89.4
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	535.6	2.3	14.9	29.2	35.2	15.4	2.0	0.9	82.8
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	513.7	1.2	24.8	40.4	23.9	7.2	2.5	0.0	74.0
	<i>Remote</i>	484.0	6.1	41.4	34.1	13.1	4.4	0.9	0.0	52.5
	<i>Very Remote</i>	433.9	1.4	75.6	18.7	3.0	1.0	0.3	0.0	22.9
Aust	<i>Metro</i>	534.3	3.0	15.5	32.8	29.1	13.8	4.5	1.2	81.5
	<i>Provincial</i>	527.7	2.5	17.1	36.5	28.2	11.5	3.7	0.5	80.4
	<i>Remote</i>	497.5	3.2	33.5	37.2	18.6	6.0	1.5	0.1	63.4
	<i>Very Remote</i>	462.6	1.5	57.8	27.7	9.1	2.8	0.8	0.2	40.7

[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, 2014.

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	
NSW	<i>Metro</i>	604.0	1.3	3.1	14.2	25.0	24.3	16.8	15.3	95.6
	<i>Provincial</i>	577.7	1.2	4.7	19.0	30.9	25.4	12.9	5.9	94.1
	<i>Remote</i>	554.6	0.0	9.6	26.8	32.3	22.6	6.2	2.6	90.4
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	597.7	2.3	2.6	13.6	27.2	26.3	16.9	11.1	95.1
	<i>Provincial</i>	579.1	2.1	3.4	17.7	32.4	26.6	12.6	5.3	94.6
	<i>Remote</i>	618.5	3.9	0.0	6.3	26.3	25.5	23.5	14.5	96.1
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	587.1	1.6	2.8	15.7	30.2	27.6	15.1	7.0	95.7
	<i>Provincial</i>	576.1	1.7	3.4	18.8	33.2	26.6	12.1	4.3	94.9
	<i>Remote</i>	557.9	2.6	6.4	23.9	38.3	19.4	7.1	2.2	91.0
	<i>Very Remote</i>	559.4	1.5	4.8	21.9	40.7	21.9	7.9	1.1	93.6
WA	<i>Metro</i>	601.4	1.2	2.2	12.5	26.2	27.9	18.3	11.7	96.6
	<i>Provincial</i>	582.7	1.2	3.3	16.6	31.0	28.2	14.3	5.4	95.4
	<i>Remote</i>	571.8	0.8	3.6	20.6	34.2	27.3	10.2	3.3	95.6
	<i>Very Remote</i>	567.9	0.5	4.6	19.7	37.5	26.1	9.7	1.9	94.9
SA	<i>Metro</i>	579.8	2.2	3.9	18.0	30.6	26.2	13.7	5.4	93.9
	<i>Provincial</i>	566.9	2.7	4.5	21.7	34.6	24.1	9.7	2.6	92.7
	<i>Remote</i>	566.5	1.5	6.1	21.2	32.6	25.3	11.2	2.1	92.4
	<i>Very Remote</i>	559.7	0.0	5.5	26.0	36.7	19.7	11.0	1.1	94.5
Tas	<i>Metro</i>	579.3	1.5	4.7	18.5	29.8	25.4	14.2	5.9	93.8
	<i>Provincial</i>	572.0	1.2	4.1	21.0	34.5	24.1	10.8	4.3	94.7
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	596.2	1.7	3.0	13.9	26.7	26.7	17.4	10.7	95.3
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	568.0	2.4	5.1	21.9	33.2	23.3	10.6	3.5	92.5
	<i>Remote</i>	574.5	2.1	2.7	22.7	32.8	22.1	13.3	4.2	95.2
	<i>Very Remote</i>	564.2	0.0	3.8	22.2	41.9	21.9	7.6	2.5	96.2
Aust	<i>Metro</i>	596.5	1.7	2.9	14.5	27.2	26.1	16.4	11.3	95.5
	<i>Provincial</i>	576.9	1.7	3.9	18.8	32.3	26.0	12.4	5.0	94.4
	<i>Remote</i>	568.0	1.5	4.9	21.9	34.3	24.0	10.3	3.2	93.6
	<i>Very Remote</i>	561.8	0.9	4.8	22.8	38.9	22.6	8.6	1.5	94.3

[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, 2014.

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	<i>Bachelor</i>	638.2	0.7	0.8	5.8	17.1	26.2	23.8	25.5	98.5
	<i>Diploma</i>	596.4	0.9	2.3	13.5	28.8	28.1	16.0	10.3	96.8
	<i>Certificate</i>	571.4	1.2	4.8	21.6	33.2	23.5	10.6	5.0	94.0
	<i>Year 12</i>	583.3	1.7	4.3	18.8	29.8	23.7	13.0	8.7	94.0
	<i>Year 11</i>	545.8	3.0	11.6	30.9	30.1	15.5	5.9	2.9	85.4
	<i>Not stated (8%)</i>	577.7	2.5	7.1	20.5	26.6	21.6	12.9	8.7	90.4
Vic	<i>Bachelor</i>	626.2	1.3	0.7	6.0	19.8	29.2	24.5	18.5	98.1
	<i>Diploma</i>	588.7	1.6	2.3	14.3	31.4	28.4	15.0	7.1	96.2
	<i>Certificate</i>	571.9	2.2	3.7	19.9	34.6	25.4	10.3	3.8	94.1
	<i>Year 12</i>	582.9	2.6	3.4	16.9	31.5	26.0	12.5	7.2	94.0
	<i>Year 11</i>	554.9	5.4	7.2	26.6	33.2	18.3	6.8	2.5	87.4
	<i>Not stated (4%)</i>	610.2	3.6	2.4	10.5	22.8	25.5	20.3	14.8	93.9
Qld	<i>Bachelor</i>	614.9	0.9	0.9	7.2	22.8	31.5	23.5	13.1	98.2
	<i>Diploma</i>	581.8	1.1	2.5	15.8	33.9	28.9	13.2	4.8	96.5
	<i>Certificate</i>	567.9	1.5	4.1	21.4	35.4	25.5	9.6	2.6	94.4
	<i>Year 12</i>	568.5	1.9	4.8	21.7	33.5	24.3	10.3	3.4	93.3
	<i>Year 11</i>	544.2	3.1	10.2	30.5	33.4	16.4	5.3	1.1	86.7
	<i>Not stated (14%)</i>	569.3	2.8	6.7	21.1	30.4	22.9	11.2	5.0	90.5
WA	<i>Bachelor</i>	629.8	0.7	0.7	5.5	18.1	29.4	25.7	19.9	98.6
	<i>Diploma</i>	593.5	0.7	1.8	12.1	30.5	31.0	16.7	7.2	97.5
	<i>Certificate</i>	577.9	0.9	3.5	17.6	33.5	27.7	12.2	4.6	95.5
	<i>Year 12</i>	582.0	1.0	3.2	18.1	30.9	26.9	13.7	6.2	95.8
	<i>Year 11</i>	548.2	1.9	10.4	29.2	32.1	18.1	6.4	1.9	87.7
	<i>Not stated (15%)</i>	572.9	3.4	8.1	19.2	27.0	23.0	12.8	6.5	88.5
SA	<i>Bachelor</i>	608.6	0.8	1.0	8.5	24.6	32.0	22.5	10.5	98.1
	<i>Diploma</i>	575.9	1.7	3.2	18.1	33.9	27.5	12.2	3.5	95.1
	<i>Certificate</i>	562.5	1.7	5.0	23.6	35.8	23.5	8.4	1.9	93.3
	<i>Year 12</i>	563.2	2.3	4.9	23.2	35.1	23.9	8.7	1.9	92.8
	<i>Year 11</i>	541.0	4.5	11.9	31.2	31.5	14.5	5.1	1.3	83.6
	<i>Not stated (12%)</i>	565.5	5.6	7.2	21.8	29.7	22.0	9.2	4.4	87.1

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 9 Numeracy

Table 9.N8 (cont.): Achievement of Year 9 Students in Numeracy, by Parental Education, by State and Territory, 2014.

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	
Tas	<i>Bachelor</i>	614.7	0.7	0.8	6.4	24.0	31.6	23.7	12.7	98.5
	<i>Diploma</i>	588.0	1.1	1.8	13.3	32.1	31.2	14.9	5.5	97.1
	<i>Certificate</i>	564.7	1.1	4.2	23.5	36.4	23.6	8.7	2.5	94.7
	<i>Year 12</i>	565.0	1.1	7.5	24.2	31.0	22.8	9.2	4.2	91.4
	<i>Year 11</i>	539.4	2.1	10.6	34.2	34.5	13.7	4.1	0.9	87.2
	<i>Not stated (11%)</i>	570.3	3.5	6.7	21.4	29.8	21.7	11.3	5.5	89.8
ACT	<i>Bachelor</i>	621.0	1.1	0.9	6.8	21.2	29.4	24.0	16.6	97.9
	<i>Diploma</i>	579.2	0.9	3.1	18.8	32.3	26.6	12.4	5.9	96.0
	<i>Certificate</i>	560.5	1.4	6.1	24.6	35.6	21.6	8.2	2.5	92.5
	<i>Year 12</i>	574.1	1.9	5.0	19.1	31.1	25.7	11.9	5.2	93.1
	<i>Year 11</i>	549.6	3.7	12.2	28.7	28.5	15.4	6.3	5.2	84.1
	<i>Not stated (8%)</i>	587.1	5.4	5.0	14.7	26.7	25.6	14.2	8.4	89.6
NT	<i>Bachelor</i>	590.5	1.0	2.2	15.2	27.7	29.5	17.1	7.2	96.8
	<i>Diploma</i>	568.4	1.8	3.8	21.5	34.7	25.1	10.3	2.7	94.4
	<i>Certificate</i>	545.2	1.5	12.2	28.3	34.0	16.1	6.6	1.4	86.3
	<i>Year 12</i>	548.2	3.3	11.1	29.4	30.6	16.7	7.7	1.2	85.6
	<i>Year 11</i>	494.4	3.0	36.7	34.7	18.1	5.3	1.9	0.4	60.3
	<i>Not stated (28%)</i>	486.3	3.1	49.0	20.1	12.3	7.2	5.6	2.7	47.9
Aust	<i>Bachelor</i>	626.8	0.9	0.8	6.3	19.8	28.9	24.0	19.3	98.3
	<i>Diploma</i>	589.2	1.1	2.4	14.5	31.2	28.6	14.9	7.4	96.5
	<i>Certificate</i>	570.2	1.5	4.3	21.1	34.4	24.7	10.2	3.8	94.1
	<i>Year 12</i>	577.4	2.0	4.2	19.4	31.7	24.8	11.9	6.1	93.8
	<i>Year 11</i>	546.9	3.6	10.4	29.7	31.9	16.4	5.9	2.2	86.0
	<i>Not stated (10%)</i>	574.0	3.2	7.8	19.4	27.4	22.4	12.6	7.2	88.9

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 Numeracy

Table 9.N9: Achievement of Year 9 Students in Numeracy, by Parental Occupation, by State and Territory, 2014.

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	
NSW	Group 1	632.2	0.6	0.9	6.6	18.6	27.0	23.5	22.9	98.5
	Group 2	605.7	0.6	1.9	11.7	26.4	28.0	17.9	13.5	97.5
	Group 3	582.1	1.0	3.6	18.8	31.8	24.6	12.5	7.8	95.4
	Group 4	569.9	1.6	6.6	24.9	30.7	19.4	9.3	7.7	91.9
	Not in paid work	548.9	3.7	12.4	29.7	28.0	15.3	6.6	4.2	83.9
	Not stated (13%)	571.4	3.0	8.2	22.7	27.5	19.7	10.9	8.1	88.9
Vic	Group 1	625.8	0.9	0.7	5.9	19.9	29.7	24.5	18.3	98.4
	Group 2	601.5	1.3	1.5	10.5	28.3	30.0	18.0	10.4	97.2
	Group 3	581.2	1.8	2.7	17.0	33.4	26.8	12.6	5.8	95.5
	Group 4	568.4	3.3	4.8	22.6	33.7	21.5	9.5	4.7	91.9
	Not in paid work	554.1	6.8	8.2	27.3	30.3	17.0	7.3	3.1	85.0
	Not stated (4%)	614.4	3.3	2.4	10.6	20.8	25.3	20.6	17.0	94.3
Qld	Group 1	613.0	0.9	1.1	7.6	23.4	31.5	22.9	12.7	98.0
	Group 2	589.8	0.9	1.6	13.4	31.8	30.3	15.7	6.2	97.4
	Group 3	572.4	1.5	3.4	19.7	34.8	26.7	10.6	3.3	95.1
	Group 4	554.4	2.5	7.0	27.1	35.5	19.2	6.8	1.9	90.5
	Not in paid work	542.3	4.2	12.4	31.2	29.4	15.4	5.7	1.7	83.4
	Not stated (18%)	562.8	2.6	7.5	23.8	31.3	21.2	9.6	4.0	89.9
WA	Group 1	624.5	0.6	0.8	6.6	20.0	29.5	24.3	18.2	98.6
	Group 2	601.2	0.9	1.6	10.8	27.6	30.6	18.6	9.9	97.5
	Group 3	581.5	0.7	3.0	16.8	32.6	28.2	13.2	5.4	96.2
	Group 4	564.7	1.1	6.5	23.8	32.9	22.3	9.5	3.9	92.4
	Not in paid work	544.6	3.2	11.9	30.2	29.5	16.5	6.4	2.4	84.9
	Not stated (20%)	570.2	3.0	8.1	20.4	28.3	22.6	11.8	5.8	88.9
SA	Group 1	605.1	0.6	1.4	9.3	25.7	32.0	21.5	9.6	98.0
	Group 2	584.8	1.0	2.1	14.8	33.0	29.6	14.4	5.1	96.9
	Group 3	567.4	1.4	3.9	21.5	36.4	24.9	9.6	2.3	94.7
	Group 4	555.4	2.7	7.1	27.1	34.5	19.3	7.3	2.1	90.2
	Not in paid work	538.2	4.9	12.9	33.2	28.7	13.8	5.3	1.3	82.2
	Not stated (18%)	553.4	6.1	9.4	26.6	29.6	18.4	7.0	2.9	84.5

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 Numeracy

Table 9.N9 (cont.): Achievement of Year 9 Students in Numeracy, by Parental Occupation, by State and Territory, 2014.

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	
Tas	Group 1	611.6	0.9	0.8	7.5	25.0	30.3	23.7	11.7	98.3
	Group 2	588.9	0.9	1.4	14.4	31.9	30.5	14.6	6.3	97.7
	Group 3	569.6	0.6	3.1	20.7	37.4	25.8	9.2	3.2	96.3
	Group 4	549.3	1.1	7.2	31.0	36.9	17.2	5.4	1.2	91.8
	Not in paid work	529.7	3.7	15.6	37.2	27.6	11.8	3.5	0.5	80.7
	Not stated (15%)	562.4	3.3	7.9	24.4	31.2	19.5	9.3	4.5	88.8
ACT	Group 1	616.3	1.1	1.4	8.1	22.4	29.0	22.3	15.8	97.5
	Group 2	594.3	0.9	1.9	14.3	28.7	28.5	16.6	9.1	97.2
	Group 3	568.6	1.4	4.8	21.8	34.1	23.8	10.3	3.8	93.8
	Group 4	554.1	1.5	9.7	28.3	31.2	15.7	10.6	3.0	88.8
	Not in paid work	553.0	6.7	10.3	27.0	28.3	16.9	6.1	4.7	82.9
	Not stated (12%)	573.1	5.1	7.7	19.4	27.6	21.6	11.9	6.7	87.3
NT	Group 1	581.9	1.0	4.0	18.8	29.1	24.9	15.4	6.8	94.9
	Group 2	577.4	2.1	3.1	20.0	31.7	24.3	13.9	4.7	94.8
	Group 3	545.4	1.6	11.7	28.7	33.5	17.2	6.0	1.3	86.7
	Group 4	519.1	2.2	24.3	33.2	25.1	10.1	4.3	0.7	73.5
	Not in paid work	481.3	2.7	47.8	30.3	13.8	3.5	1.6	0.3	49.5
	Not stated (27%)	471.8	3.4	52.3	22.7	12.7	6.1	2.2	0.5	44.2
Aust	Group 1	622.8	0.8	0.9	7.0	20.8	29.2	23.5	17.8	98.3
	Group 2	598.7	0.9	1.7	12.0	28.8	29.4	17.2	10.0	97.4
	Group 3	577.9	1.3	3.4	18.6	33.4	26.0	11.8	5.4	95.3
	Group 4	563.9	2.3	6.3	24.9	33.1	20.1	8.6	4.7	91.4
	Not in paid work	547.5	5.0	11.3	29.5	29.0	15.7	6.5	3.0	83.7
	Not stated (13%)	567.5	3.3	8.6	22.2	28.3	20.6	10.7	6.3	88.2

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, 2014.

State/ Territory		Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	83968	84058	84290	84290	83362
	Participation Rate (%)	93.9	94.0	94.3	94.3	93.2
Vic	Number	62161	62321	62389	62389	61984
	Participation Rate (%)	91.1	91.4	91.5	91.5	90.9
Qld	Number	54536	54630	54851	54851	54094
	Participation Rate (%)	89.1	89.3	89.6	89.6	88.4
WA	Number	28739	28764	28847	28847	28639
	Participation Rate (%)	93.7	93.7	94.0	94.0	93.3
SA	Number	18076	18095	18170	18170	17920
	Participation Rate (%)	89.8	89.9	90.3	90.3	89.0
Tas	Number	6077	6061	6092	6092	6034
	Participation Rate (%)	91.9	91.6	92.1	92.1	91.2
ACT	Number	4382	4414	4425	4425	4353
	Participation Rate (%)	89.4	90.1	90.3	90.3	88.8
NT	Number	2414	2436	2443	2443	2389
	Participation Rate (%)	84.6	85.3	85.6	85.6	83.7
Aust	Number	260353	260779	261507	261507	258775
	Participation Rate (%)	91.7	91.8	92.1	92.1	91.1

[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, 2014.

State/ Territory	Indigenous status	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	<i>Indigenous</i>	3650	79.5	3658	79.6	3700	80.6	3700	80.6	3580	77.9
	<i>Non-Indig.</i>	78304	94.8	78376	94.9	78556	95.1	78556	95.1	77786	94.2
Vic	<i>Indigenous</i>	771	77.4	783	78.6	780	78.3	780	78.3	775	77.8
	<i>Non-Indig.</i>	61328	91.5	61484	91.7	61553	91.8	61553	91.8	61140	91.2
Qld	<i>Indigenous</i>	3463	80.9	3496	81.7	3515	82.1	3515	82.1	3425	80.0
	<i>Non-Indig.</i>	49889	90.2	49954	90.3	50152	90.7	50152	90.7	49497	89.5
WA	<i>Indigenous</i>	1336	70.8	1310	69.4	1343	71.2	1343	71.2	1334	70.7
	<i>Non-Indig.</i>	26772	95.6	26825	95.8	26875	96.0	26875	96.0	26674	95.2
SA	<i>Indigenous</i>	561	66.5	571	67.7	577	68.4	577	68.4	553	65.6
	<i>Non-Indig.</i>	17052	91.0	17054	91.0	17127	91.4	17127	91.4	16914	90.3
Tas	<i>Indigenous</i>	439	86.1	440	86.3	443	86.9	443	86.9	437	85.7
	<i>Non-Indig.</i>	5191	93.0	5168	92.6	5199	93.2	5199	93.2	5147	92.2
ACT	<i>Indigenous</i>	94	72.3	101	77.7	99	76.2	99	76.2	94	72.3
	<i>Non-Indig.</i>	4205	90.1	4229	90.6	4241	90.8	4241	90.8	4177	89.5
NT	<i>Indigenous</i>	765	68.4	786	70.3	786	70.3	786	70.3	742	66.4
	<i>Non-Indig.</i>	1541	94.8	1542	94.8	1549	95.3	1549	95.3	1540	94.7
Aust	<i>Indigenous</i>	11079	77.2	11145	77.6	11243	78.3	11243	78.3	10940	76.2
	<i>Non-Indig.</i>	244282	92.7	244632	92.8	245252	93.1	245252	93.1	242875	92.2

[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, 2014.

State/ Territory	Reading (%)			Persuasive Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	1.4	5.3	0.8	1.4	5.2	0.8	1.4	4.9	0.8	1.4	4.9	0.8	1.4	6.0	0.8
Vic	2.3	6.9	2.0	2.3	6.7	1.9	2.3	6.6	1.9	2.3	6.6	1.9	2.3	7.1	2.0
Qld	1.7	5.2	5.6	1.7	5.1	5.6	1.7	4.8	5.6	1.7	4.8	5.6	1.7	6.0	5.6
WA	1.3	5.7	0.6	1.3	5.6	0.6	1.3	5.4	0.6	1.3	5.4	0.6	1.3	6.1	0.6
SA	2.4	7.1	3.1	2.4	7.2	3.0	2.3	6.8	3.0	2.3	6.8	3.0	2.4	7.9	3.0
Tas	1.5	7.3	0.8	1.5	7.5	0.8	1.5	7.1	0.8	1.5	7.1	0.8	1.5	7.9	0.8
ACT	1.7	5.8	4.8	1.7	5.3	4.7	1.7	5.1	4.6	1.7	5.1	4.6	1.7	6.4	4.8
NT	2.1	13.2	2.2	2.1	12.5	2.2	2.1	12.3	2.2	2.1	12.3	2.2	2.2	14.0	2.3
Aust	1.8	6.0	2.4	1.8	5.8	2.3	1.8	5.6	2.3	1.8	5.6	2.3	1.8	6.5	2.4

Refer to the introduction for explanatory notes.

NAPLAN Year 9 Participation

Table 9.P4: Percentage of Year 9 Student Exemptions, Absences and Withdrawals by Indigenous Status, by State and Territory, 2014.

State/ Territory	Indigenous status	Reading (%)			Persuasive 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>	2.4	18.5	2.0	2.4	18.4	2.0	2.4	17.5	1.9	2.4	17.5	1.9	2.4	20.0	2.0
	<i>Non-Indigenous</i>	1.3	4.5	0.7	1.3	4.4	0.7	1.3	4.2	0.7	1.3	4.2	0.7	1.3	5.1	0.7
Vic	<i>Indigenous</i>	4.7	19.7	2.9	4.7	18.8	2.6	4.7	19.1	2.6	4.7	19.1	2.6	4.7	18.8	3.4
	<i>Non-Indigenous</i>	2.3	6.6	1.9	2.3	6.4	1.9	2.3	6.4	1.8	2.3	6.4	1.8	2.2	6.8	2.0
Qld	<i>Indigenous</i>	3.1	13.2	5.9	3.1	12.6	5.7	3.1	12.2	5.7	3.1	12.2	5.7	3.1	14.0	6.0
	<i>Non-Indigenous</i>	1.6	4.4	5.4	1.6	4.3	5.4	1.6	4.0	5.4	1.6	4.0	5.4	1.6	5.1	5.4
WA	<i>Indigenous</i>	1.4	27.6	1.6	1.4	28.9	1.6	1.4	27.2	1.6	1.4	27.2	1.6	1.4	27.7	1.6
	<i>Non-Indigenous</i>	1.2	4.0	0.4	1.2	3.8	0.5	1.1	3.6	0.4	1.1	3.6	0.4	1.2	4.3	0.4
SA	<i>Indigenous</i>	3.3	26.0	7.5	3.3	25.4	6.9	3.2	24.3	7.2	3.2	24.3	7.2	3.3	27.0	7.4
	<i>Non-Indigenous</i>	2.3	6.1	2.9	2.3	6.2	2.8	2.3	5.8	2.8	2.3	5.8	2.8	2.3	6.8	2.9
Tas	<i>Indigenous</i>	2.4	13.7	0.2	2.4	13.5	0.2	2.4	12.9	0.2	2.4	12.9	0.2	2.4	14.1	0.2
	<i>Non-Indigenous</i>	1.4	6.6	0.4	1.3	7.0	0.4	1.3	6.5	0.4	1.3	6.5	0.4	1.3	7.4	0.4
ACT	<i>Indigenous</i>	2.3	18.5	9.2	2.3	13.1	9.2	2.3	14.6	9.2	2.3	14.6	9.2	2.3	18.5	9.2
	<i>Non-Indigenous</i>	1.8	5.4	4.5	1.8	5.0	4.4	1.8	4.8	4.3	1.8	4.8	4.3	1.7	6.0	4.5
NT	<i>Indigenous</i>	2.3	28.4	3.2	2.3	26.6	3.1	2.3	26.6	3.1	2.3	26.6	3.1	2.3	30.4	3.2
	<i>Non-Indigenous</i>	2.2	3.7	1.5	2.2	3.6	1.5	2.2	3.2	1.5	2.2	3.2	1.5	2.3	3.6	1.7
Aust	<i>Indigenous</i>	2.7	19.2	3.6	2.7	18.9	3.5	2.7	18.2	3.5	2.7	18.2	3.5	2.7	20.1	3.7
	<i>Non-Indigenous</i>	1.7	5.1	2.2	1.7	5.0	2.2	1.7	4.8	2.2	1.7	4.8	2.2	1.7	5.6	2.2

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

NAPLAN Year 9 Comparative Achievement

Table 9.CR: Comparative Achievement of Year 9 Students in Reading, by State and Territory, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	584.3	585.5	571.6	584.4	573.0	573.4	597.3	521.7	580.4
NSW	584.3		■	■	■	■	■	■	▲	■
Vic	585.5	■		▲	■	■	■	■	▲	■
Qld	571.6	■	▼		▼	■	■	▼	▲	■
WA	584.4	■	■	▲		■	■	■	▲	■
SA	573.0	■	■	■	■		■	▼	▲	■
Tas	573.4	■	■	■	■	■		▼	▲	■
ACT	597.3	■	■	▲	■	▲	▲		▲	▲
NT	521.7	▼	▼	▼	▼	▼	▼	▼		▼
Aust	580.4	■	■	■	■	■	■	▼	▲	

Table 9.CW: Comparative Achievement of Year 9 Students in Persuasive Writing, by State and Territory, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	548.1	559.8	543.8	560.6	545.3	539.4	558.7	463.1	550.3
NSW	548.1		■	■	■	■	■	■	▲	■
Vic	559.8	■		▲	■	■	▲	■	▲	■
Qld	543.8	■	▼		▼	■	■	■	▲	■
WA	560.6	■	■	▲		■	▲	■	▲	■
SA	545.3	■	■	■	■		■	■	▲	■
Tas	539.4	■	▼	■	▼	■		▼	▲	■
ACT	558.7	■	■	■	■	■	▲		▲	■
NT	463.1	▼	▼	▼	▼	▼	▼	▼		▼
Aust	550.3	■	■	■	■	■	■	■	▲	

Table 9.CS: Comparative Achievement of Year 9 Students in Spelling, by State and Territory, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	589.8	584.0	575.6	581.8	575.2	564.5	588.7	508.9	582.0
NSW	589.8		■	■	■	■	▲	■	▲	■
Vic	584.0	■		■	■	■	▲	■	▲	■
Qld	575.6	■	■		■	■	■	■	▲	■
WA	581.8	■	■	■		■	▲	■	▲	■
SA	575.2	■	■	■	■		■	■	▲	■
Tas	564.5	▼	▼	■	▼	■		▼	▲	▼
ACT	588.7	■	■	■	■	■	▲		▲	■
NT	508.9	▼	▼	▼	▼	▼	▼	▼		▼
Aust	582.0	■	■	■	■	■	▲	■	▲	

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, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	576.6	578.6	567.4	574.9	567.6	564.0	588.3	507.2	573.5
NSW	576.6		■	■	■	■	■	■	▲	■
Vic	578.6	■		■	■	■	△	■	▲	■
Qld	567.4	■	■		■	■	■	▽	▲	■
WA	574.9	■	■	■		■	■	■	▲	■
SA	567.6	■	■	■	■		■	▽	▲	■
Tas	564.0	■	▽	■	■	■		▽	▲	■
ACT	588.3	■	■	△	■	△	△		▲	△
NT	507.2	▽	▽	▽	▽	▽	▽	▽		▽
Aust	573.5	■	■	■	■	■	■	▽	▲	

Table 9.CN: Comparative Achievement of Year 9 Students in Numeracy, by State and Territory, 2014.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2014 Mean	594.3	592.3	579.8	591.1	573.6	572.8	594.4	532.0	587.8
NSW	594.3		■	△	■	△	△	■	▲	■
Vic	592.3	■		■	■	△	△	■	▲	■
Qld	579.8	▽	■		■	■	■	▽	▲	■
WA	591.1	■	■	■		△	△	■	▲	■
SA	573.6	▽	▽	■	▽		■	▽	▲	▽
Tas	572.8	▽	▽	■	▽	■		▽	▲	▽
ACT	594.4	■	■	△	■	△	△		▲	■
NT	532.0	▽	▽	▽	▽	▽	▽	▽		▽
Aust	587.8	■	■	■	■	△	△	■	▲	

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, persuasive 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.

In all achievement domains, mean scores for New South Wales, Victoria, Queensland and Western Australia are close to the national mean scores. Mean scores for the ACT are above and statistically significantly different from the national mean scores in reading and in grammar and punctuation, and close to the national mean scores in persuasive writing, spelling and numeracy. Mean scores for South Australia are below and statistically significantly different from the national mean scores in numeracy, and close to the national mean scores in reading, persuasive writing, spelling, and grammar and punctuation. Mean scores for Tasmania are below and statistically significantly different from the national mean scores in spelling and numeracy, and close to the national mean scores in reading, persuasive writing, and grammar and punctuation. For the Northern Territory, mean scores are substantially below and statistically significantly different from national mean scores in all five domains.

In most 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. In numeracy, the standard deviation is closer to the standard deviation for other jurisdictions and the mean score is above the national 20th percentile score.

Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands. 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 so are not included in the calculation of means and standard deviations, but they are counted 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 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. In reading and numeracy, more than 92% of students across Australia achieved at or above the national minimum standard, and in spelling and in grammar and punctuation, close to 90% of students achieved at or above the national minimum standard. In persuasive writing, however, 82% of students across Australia 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 persuasive writing, spelling, and grammar and punctuation for Australia overall and for all jurisdictions. The national differences are 21 scale points in spelling and in grammar and punctuation and 37 scale points in persuasive writing. In reading and numeracy, the mean scores for male students are close to the mean scores for female students.

Tables 9.R2, 9.W2, 9.S2, 9.G2 and 9.N2 present the percentages of male students and female students in each achievement band. In reading, persuasive writing, spelling, and grammar and

punctuation, a higher percentage of female students achieved at or above the national minimum standard compared with male students, with differences between 4 percentage points in reading and 13 percentage points in persuasive writing. 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. For all jurisdictions, greater percentages of male students than female students achieved in the two highest achievement bands (Band 9 and Band 10) in numeracy. 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 display 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 substantially below the mean scale score for non-Indigenous students. Differences for Australia overall range from 65 scale points in spelling to 90 scale points in persuasive writing.

Tables 9.R3, 9.W3, 9.S3, 9.G3 and 9.N3 present the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and Australia overall. Across Australia, 71% of Indigenous students achieved at or above the national minimum standard in reading, and 76% achieved at or above the national minimum standard in numeracy.

Language background other than English

Figures 9.R4, 9.W4, 9.S4, 9.G4 and 9.N4 provide the distributions of scores, mean scale scores and standard deviations for students from a language background other than English separately from students whose language background is English for each jurisdiction and for Australia overall. For Australia overall, mean scores for students from a language background other than English are higher than mean scores for students from an English-language background in spelling and numeracy.

For Queensland, Western Australia, South Australia and Tasmania, mean scores in all domains are close for the two groups of students. For New South Wales, mean scores for students from a language background other than English are higher than mean scores for students from an English-language background in persuasive writing, spelling, grammar and punctuation, and numeracy, and close to the mean scores in reading. In the Northern Territory, mean scores for students from a language background other than English are lower in all five achievement domains compared with mean scores for students from an English-language background.

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 students from a language background other than English and students from an English-language background. For Australia overall, there is little difference between the two groups in the percentage of students who scored at or above the national minimum standard in any of the five achievement domains. The greatest difference is 3 percentage points in reading. In numeracy, the difference is 1 percentage point, although 16% of students with a language background other than English achieved in Band 10 compared with 7% of students from an English-language background.

Geolocation

Tables 9.R5, 9.W5, 9.S5, 9.G5 and 9.N5 present summary results for students from schools in metropolitan, provincial, remote and very remote locations 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 is no very remote geolocation; in the ACT there is no secondary school in a provincial, remote or very remote geolocation; and in the Northern

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Territory there is no metropolitan geolocation. In addition, there are too few Year 9 students attending schools in remote and very remote locations in Tasmania to provide reliable results.

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students attending schools in metropolitan geolocations have the highest mean score, followed by students attending schools in provincial geolocations, then students attending schools in remote locations, then students attending schools in very remote locations. This pattern holds for 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 scores for students attending schools in remote locations are close to mean scores for students attending schools in other locations; for South Australia, mean scores for students attending schools in remote locations are close to mean scores for students attending schools in provincial locations; and for Tasmania mean scores for students attending schools in metropolitan locations are close to mean scores for students attending schools in provincial locations. The distributions of achievement bands show similar results within jurisdictions. Greater percentages of students attending schools in metropolitan locations across Australia and in most jurisdictions achieved at both Band 9 and Band 10 compared with students attending schools in other locations.

Results by geolocation are also reported by Indigenous status, in Tables 9.R6, 9.W6, 9.S6, 9.G6 and 9.N6 for Indigenous students and in Tables 9.R7, 9.W7, 9.S7, 9.G7 and 9.N7 for non-Indigenous students. For both Indigenous and non-Indigenous students, the patterns of mean scores by geolocation generally hold, across Australia and within each jurisdiction, with only a small difference between Indigenous students attending schools in metropolitan locations and Indigenous students attending schools in provincial locations.

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 primary and 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 28% in Northern Territory. For Australia overall, there is no information on parental education for 10% of Year 9 students, so these results should be treated with caution.

In all domains, mean 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 scores for each jurisdiction and for Australia overall, and the greatest percentage of students who achieved at or above the national minimum standard. Mean scores for students with parents whose highest level of education is a certificate are close to mean scores for students with parents whose highest level is Year 12 completion.

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 includes the main work undertaken by the parent/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 27% in the Northern Territory. For Australia overall, there is no information on parental occupation for 13% of students, so these results should be treated with caution.

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. The next highest mean 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). For the Northern Territory, the mean scores for students with parents in Occupation Group 1 are close to the mean scores for students with parents in Occupation Group 2. Students whose parents are not in paid work have the lowest mean scores in all domains across Australia and for all jurisdictions.

Parental occupation is also related to the percentage of students who achieved at or above the national minimum standard. Students with parents in Occupation Group 1 most frequently achieved at or above the national minimum standard, with differences of approximately 2 percentage points between Group 1 and Group 2 in reading, spelling, and grammar and punctuation, and 1 percentage point in numeracy. Nationally, for students with at least one parent in Occupation Group 1, the percentage who achieved at or above the national minimum standard is lowest in persuasive writing (93%) and highest in numeracy (98%). For students with at least one parent in paid work at any occupation level, more than 88% across Australia achieved at or above the national minimum standard in reading and more than 91% achieved at or above the national minimum standard in numeracy.

Participation

Tables 9.P1, 9.P2, 9.P3 and 9.P4 provide data on participation in the tests in each domain for each jurisdiction and for Australia overall. Table 9.P1 provides the overall rates and Table 9.P2 provides rates separately for Indigenous and non-Indigenous students. Tables 9.P3 and 9.P4 provide data on exemptions, absences and withdrawals for the tests in each domain, with Table 9.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 participation rate is lower in Year 9 than in all other year levels. The overall participation rate is highest in spelling and in grammar and punctuation at 92.1% and lowest in numeracy at 91.1%. Among the eight jurisdictions, New South Wales and Western Australia have the highest participation rates (between 93.2% and 94.3%) and the Northern Territory has the lowest (between 83.7% and 85.6%). Participation rates are lower among Indigenous students, ranging from 76.2% in numeracy to 78.3% in spelling, and grammar and punctuation.

Across Australia 1.8% of students were granted exemptions from the assessments in each domain. Exemption rates for Indigenous students vary across jurisdictions, from 1.4% for Western Australia to 4.7% for Victoria. There is also wide variation in absence and withdrawal rates across jurisdictions and domains. Students were absent most frequently for the numeracy assessment (6.5%). Across Australia, 20.1% of Indigenous students were absent for the numeracy assessment, including more than 27% of Indigenous students from Western Australia, South Australia and the Northern Territory.

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NAPLAN Reading

Figure TS.R1: Achievement of Students in Reading, Australia, 2008–2014.

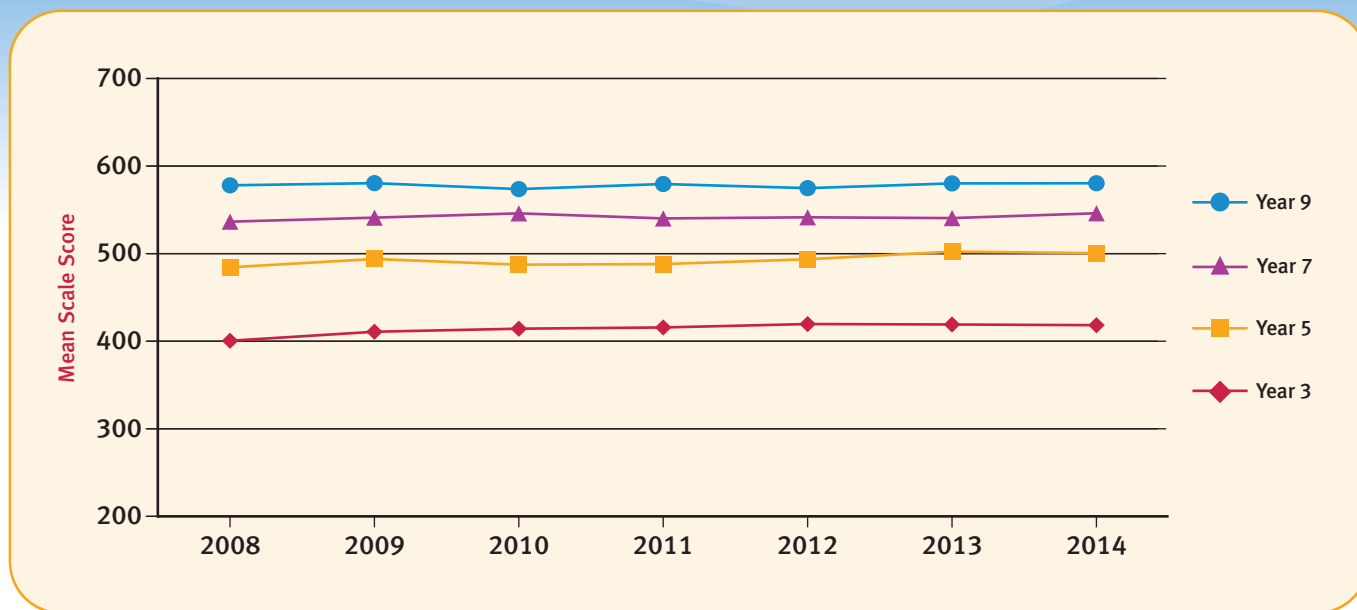


Table TS.R1: Achievement of Students in Reading, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	578.0 (67.0)	580.5 (66.3)	573.7 (66.2)	579.5 (66.2)	574.8 (66.8)	580.2 (63.4)	580.4 (67.6)	■	■
	% at or above NMS	92.9	92.2	90.8	92.4	91.4	93.4	92.1	■	■
Year 7	Mean / (S.D.)	536.5 (68.2)	541.1 (68.6)	546.0 (68.4)	540.2 (67.5)	541.5 (68.3)	540.6 (66.3)	546.1 (69.0)	■	■
	% at or above NMS	94.2	94.0	94.9	94.7	94.1	94.2	94.9	■	■
Year 5	Mean / (S.D.)	484.4 (76.5)	493.9 (78.1)	487.4 (76.1)	488.1 (76.3)	493.6 (77.6)	502.3 (64.7)	500.6 (78.0)	△	■
	% at or above NMS	91.0	91.7	91.3	91.5	91.6	96.1	92.9	■	▽
Year 3	Mean / (S.D.)	400.5 (84.5)	410.8 (86.2)	414.3 (83.3)	415.7 (87.5)	419.6 (87.9)	419.1 (80.6)	418.3 (86.2)	△	■
	% at or above NMS	92.1	93.7	93.9	93.8	93.6	95.3	93.5	■	▽

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

NAPLAN Reading

Figure TS.R2: Achievement of Year 3 Students in Reading by Sex, Australia, 2008–2014.

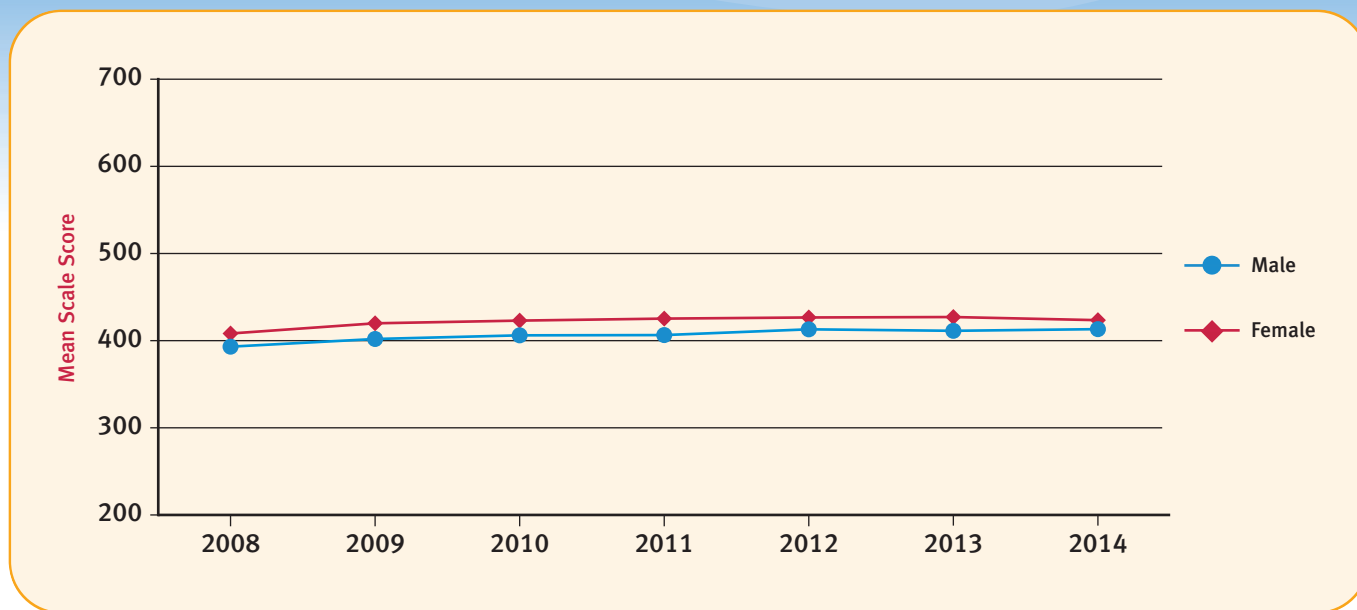


Table TS.R2: Achievement of Year 3 Students in Reading by Sex, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Male	Mean / (S.D.)	393.1 (86.2)	401.9 (87.4)	406.1 (84.1)	406.4 (88.6)	413.0 (90.3)	411.3 (81.9)	413.2 (88.5)	△	■
	% at or above NMS	90.3	92.0	92.4	92.1	91.9	94.0	92.0	■	■
Female	Mean / (S.D.)	408.2 (82.0)	419.9 (83.9)	423.0 (81.6)	425.3 (85.3)	426.6 (84.8)	427.1 (78.4)	423.5 (83.5)	■	■
	% at or above NMS	94.1	95.6	95.5	95.6	95.5	96.8	95.1	■	▽

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, 2008–2014.

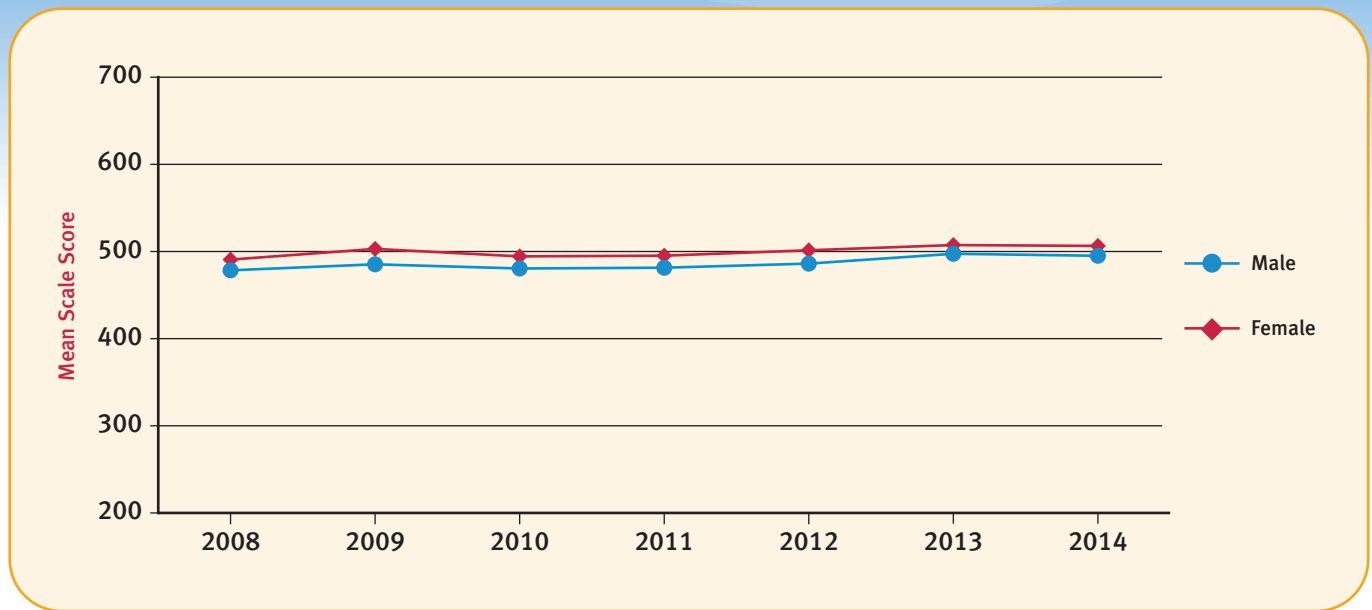


Table TS.R3: Achievement of Year 5 Students in Reading by Sex, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Male	Mean / (S.D.)	478.4 (77.4)	485.3 (79.1)	480.5 (77.0)	481.4 (77.1)	486.1 (79.2)	497.4 (66.0)	495.1 (79.4)	△	■
	% at or above NMS	89.3	89.6	89.3	89.5	89.5	95.0	91.2	■	▽
Female	Mean / (S.D.)	490.7 (75.1)	503.0 (76.0)	494.4 (74.4)	495.2 (74.9)	501.4 (75.1)	507.4 (63.0)	506.4 (76.0)	△	■
	% at or above NMS	92.8	93.9	93.4	93.5	93.9	97.3	94.7	△	▽

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

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Figure TS.R4: Achievement of Year 7 Students in Reading by Sex, Australia, 2008–2014.

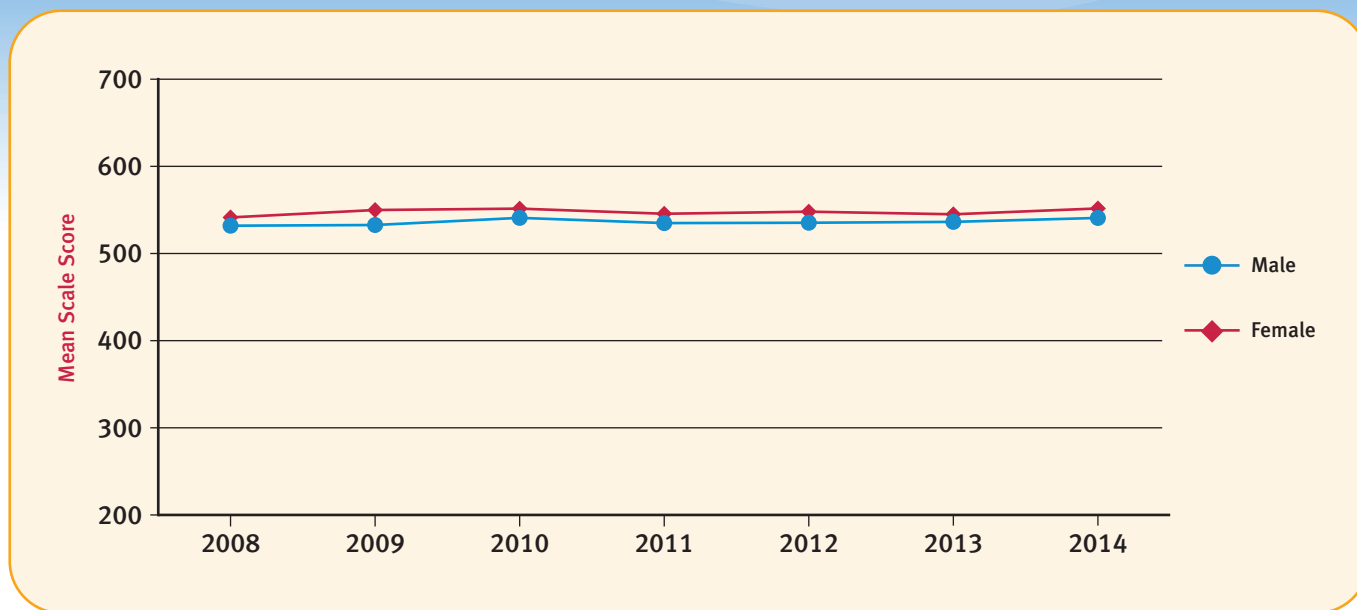


Table TS.R4: Achievement of Year 7 Students in Reading by Sex, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Male	Mean / (S.D.)	531.9 (69.9)	532.7 (69.6)	540.9 (69.7)	534.9 (68.3)	535.3 (69.4)	536.3 (68.1)	540.8 (70.3)	■	■
	% at or above NMS	92.8	92.1	93.5	93.4	92.5	92.8	93.5	■	■
Female	Mean / (S.D.)	541.4 (66.1)	549.9 (66.6)	551.5 (66.7)	545.6 (66.2)	548.0 (66.5)	545.0 (64.1)	551.7 (67.1)	■	■
	% at or above NMS	95.6	95.9	96.3	96.0	95.8	95.7	96.3	■	■

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

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Figure TS.R5: Achievement of Year 9 Students in Reading by Sex, Australia, 2008–2014.

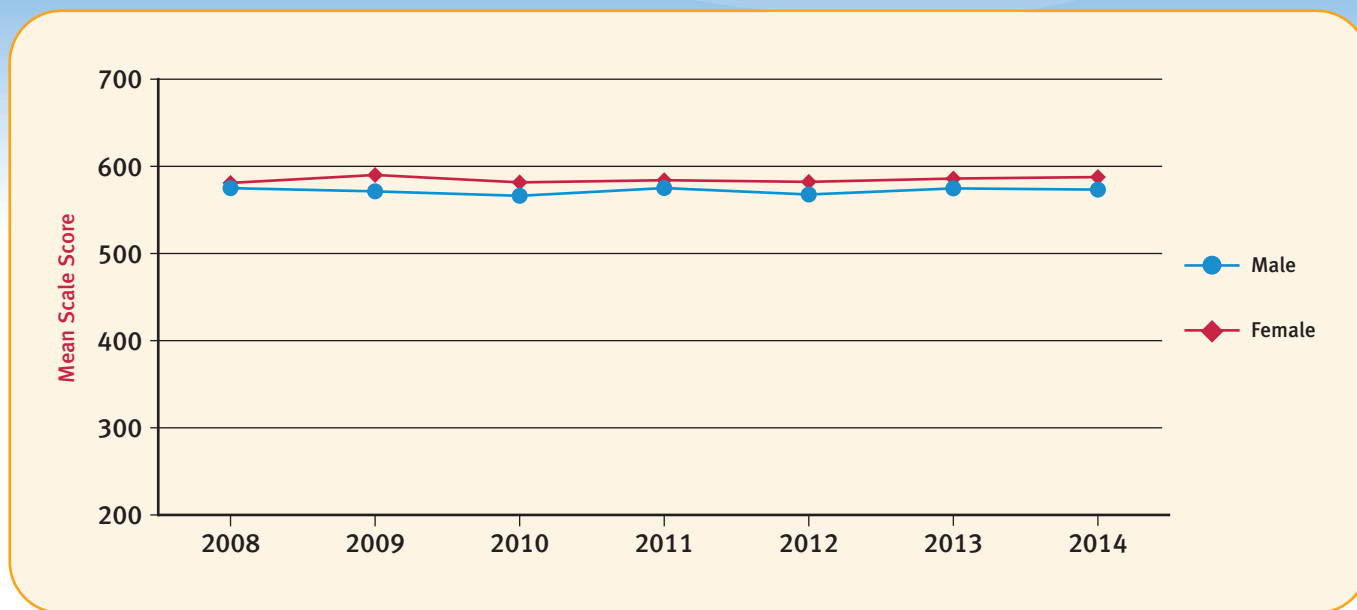


Table TS.R5: Achievement of Year 9 Students in Reading by Sex, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Male	Mean / (S.D.)	575.0 (68.7)	571.3 (67.0)	566.2 (67.1)	575.1 (67.2)	567.7 (67.0)	574.7 (64.2)	573.3 (68.4)	■	■
	% at or above NMS	91.5	89.9	88.5	90.9	89.4	91.8	90.1	■	■
Female	Mean / (S.D.)	581.0 (65.0)	590.1 (64.2)	581.6 (64.4)	584.1 (64.8)	582.2 (65.7)	586.0 (61.9)	587.7 (65.9)	■	■
	% at or above NMS	94.4	94.7	93.3	94.0	93.5	95.0	94.2	■	■

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

NAPLAN Reading

Figure TS.R6: Achievement of Year 3 Students in Reading by Indigenous status, Australia, 2008–2014.

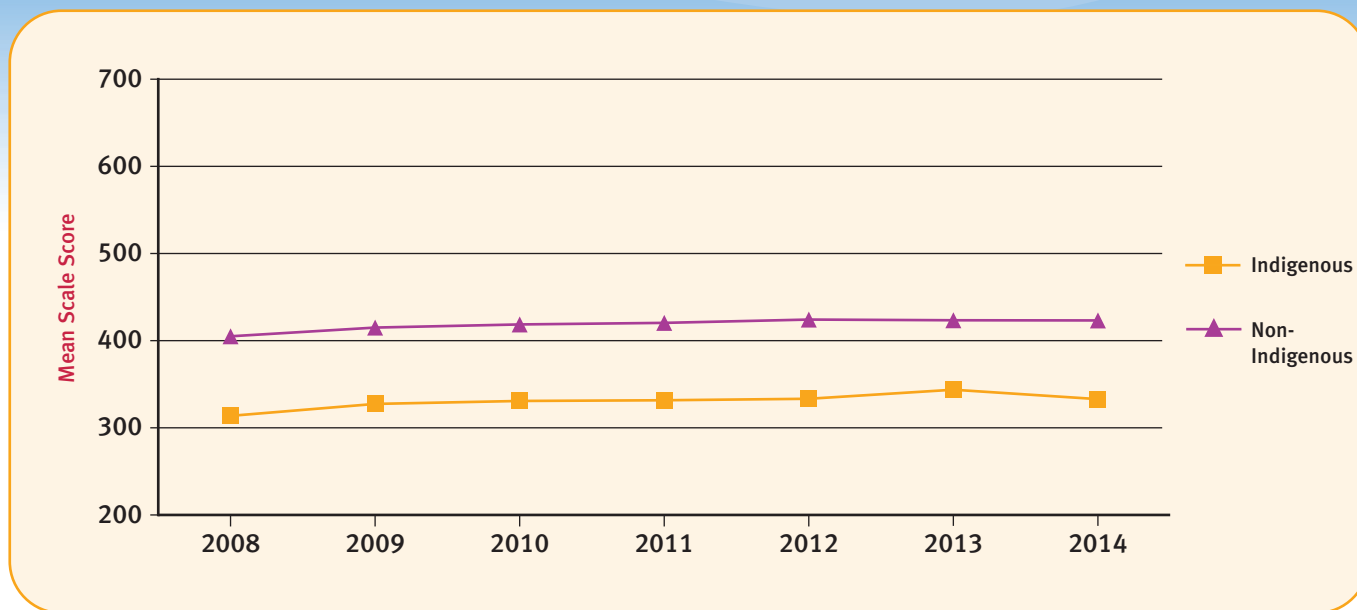


Table TS.R6: Achievement of Year 3 Students in Reading by Indigenous status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Indigenous	Mean / (S.D.)	313.7 (96.3)	327.4 (88.2)	330.8 (89.6)	331.6 (89.7)	333.3 (93.4)	343.7 (82.9)	332.9 (94.0)	△	■
	% at or above NMS	68.3	75.1	75.1	76.3	74.2	81.5	74.7	■	▽
Non-Indigenous	Mean / (S.D.)	405.0 (81.3)	415.0 (83.8)	418.6 (80.5)	420.4 (84.9)	424.2 (85.2)	423.4 (78.2)	423.2 (83.0)	△	■
	% at or above NMS	93.5	94.8	95.0	94.9	94.7	96.2	94.7	■	▽

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

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Figure TS.R7: Achievement of Year 5 Students in Reading by Indigenous status, Australia, 2008–2014.

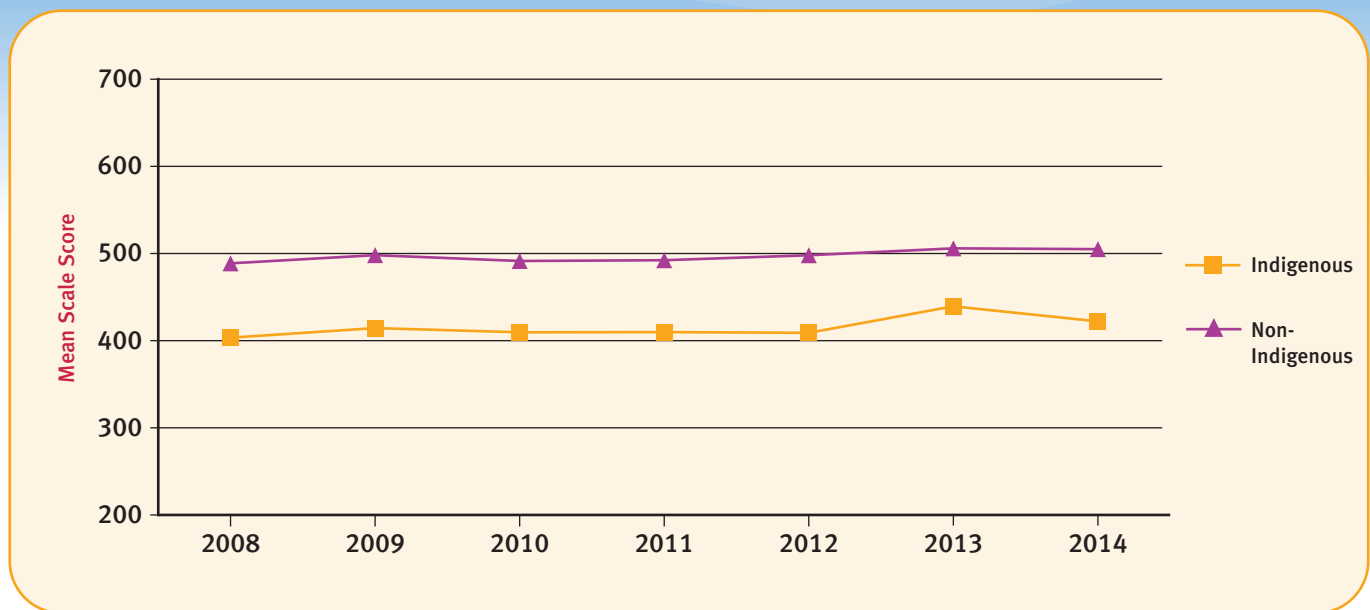


Table TS.R7: Achievement of Year 5 Students in Reading by Indigenous status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Indigenous	Mean / (S.D.)	403.4 (88.9)	414.4 (84.6)	409.6 (81.7)	409.8 (83.0)	409.0 (93.3)	439.4 (67.4)	422.1 (83.8)	△	▽
	% at or above NMS	63.4	66.7	66.2	66.4	64.7	83.3	70.3	■	▽
Non-Indigenous	Mean / (S.D.)	488.7 (73.3)	498.1 (75.4)	491.4 (73.4)	492.3 (73.5)	498.0 (74.0)	505.9 (62.7)	505.0 (75.2)	△	■
	% at or above NMS	92.6	93.1	92.7	92.9	93.1	96.9	94.2	■	▽

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

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Figure TS.R8: Achievement of Year 7 Students in Reading by Indigenous status, Australia, 2008–2014.

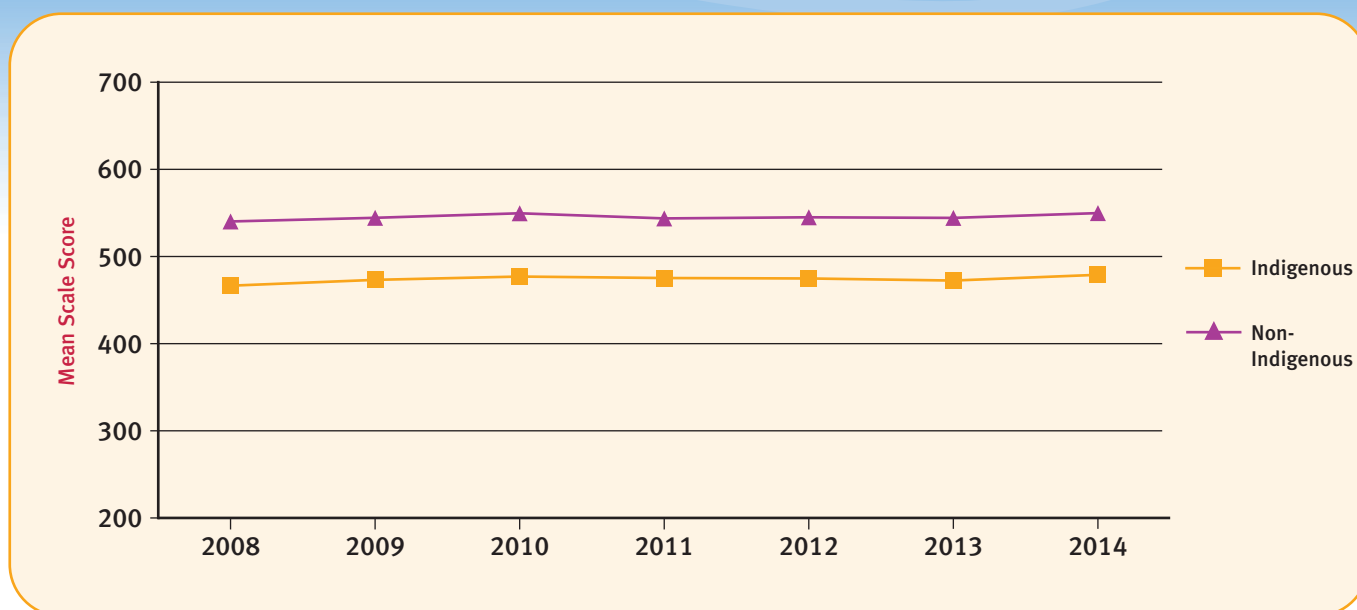


Table TS.R8: Achievement of Year 7 Students in Reading by Indigenous status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Indigenous	Mean / (S.D.)	466.5 (76.3)	473.2 (71.5)	477.0 (67.7)	475.3 (66.6)	474.8 (72.5)	472.4 (72.3)	479.0 (72.4)	■	■
	% at or above NMS	71.9	73.2	76.6	77.1	75.4	73.2	77.1	■	■
Non-Indigenous	Mean / (S.D.)	540.2 (65.7)	544.4 (66.7)	549.6 (66.5)	543.7 (65.6)	545.0 (66.1)	544.3 (63.8)	549.8 (66.8)	■	■
	% at or above NMS	95.4	95.0	95.9	95.7	95.1	95.4	95.9	■	■

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

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Figure TS.R9: Achievement of Year 9 Students in Reading by Indigenous status, Australia, 2008–2014.

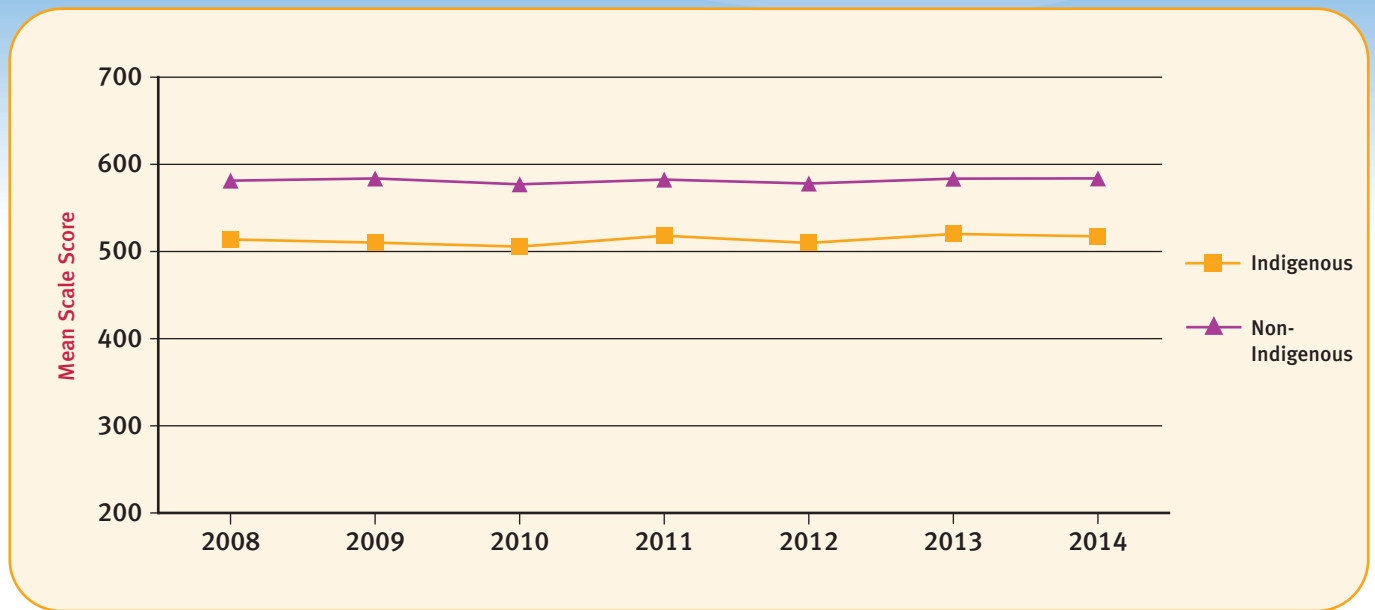


Table TS.R9: Achievement of Year 9 Students in Reading by Indigenous status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Indigenous	Mean / (S.D.)	513.8 (73.2)	510.2 (74.2)	505.6 (67.1)	518.1 (66.3)	509.8 (69.5)	520.1 (65.0)	517.4 (71.4)	■	■
	% at or above NMS	70.7	67.0	64.2	71.9	67.2	73.9	71.2	■	■
Non-Indigenous	Mean / (S.D.)	581.3 (65.0)	583.8 (64.0)	577.1 (64.3)	582.5 (64.5)	578.0 (64.9)	583.6 (61.4)	583.9 (65.6)	■	■
	% at or above NMS	94.2	93.5	92.2	93.5	92.7	94.5	93.3	■	■

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

NAPLAN Reading

Figure TS.R10: Achievement of Year 3 Students in Reading by LBOTE status, Australia, 2008–2014.

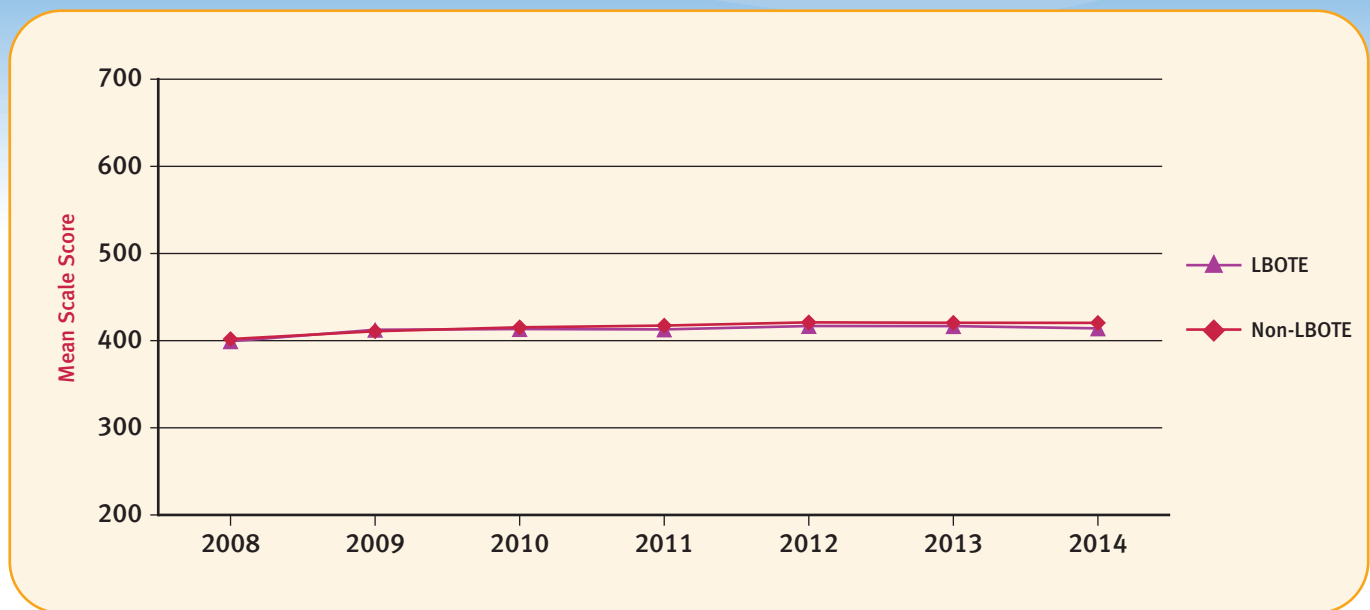


Table TS.R10: Achievement of Year 3 Students in Reading by LBOTE status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
LBOTE	Mean / (S.D.)	399.3 (88.0)	412.5 (90.3)	413.3 (86.2)	412.9 (90.5)	416.8 (90.8)	416.7 (82.4)	414.1 (88.8)	■	■
	% at or above NMS	90.4	92.2	92.3	92.1	91.9	93.9	91.7	■	▽
Non-LBOTE	Mean / (S.D.)	401.8 (82.9)	410.8 (84.6)	415.3 (82.2)	417.3 (86.3)	421.0 (86.6)	420.5 (79.7)	420.4 (84.8)	△	■
	% at or above NMS	92.9	94.4	94.5	94.4	94.2	95.9	94.3	■	▽

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

NAPLAN Reading

Figure TS.R11: Achievement of Year 5 Students in Reading by LBOTE status, Australia, 2008–2014.

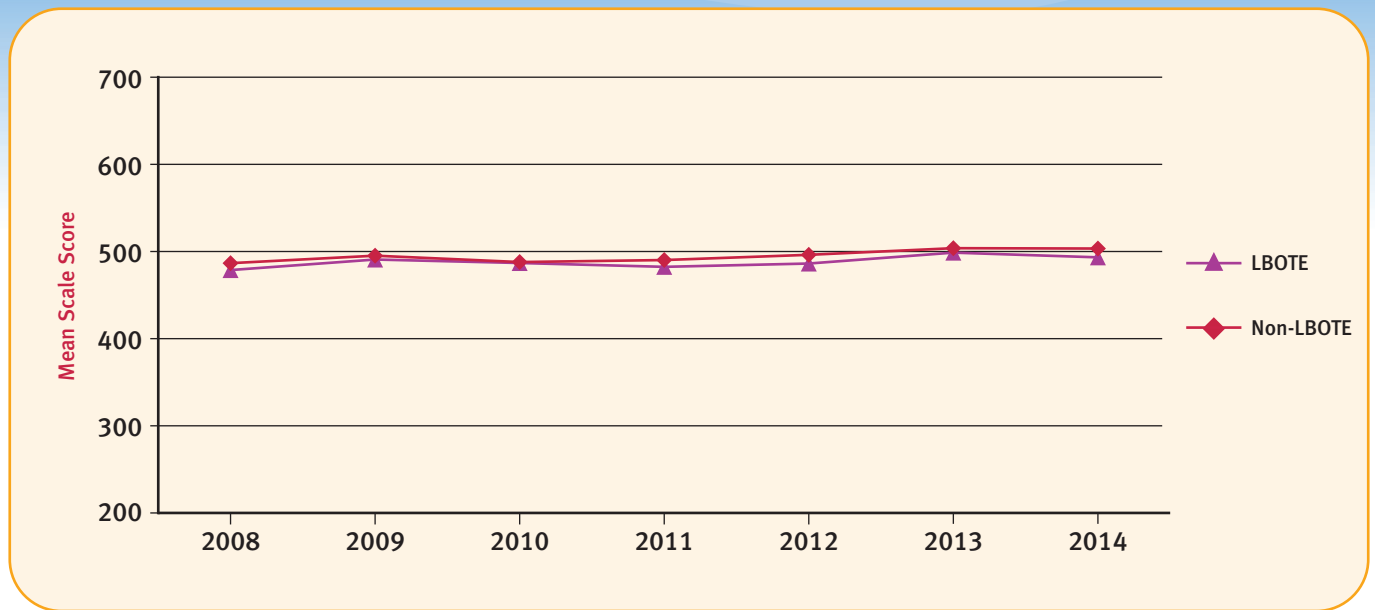


Table TS.R11: Achievement of Year 5 Students in Reading by LBOTE status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
LBOTE	Mean / (S.D.)	478.7 (83.7)	490.8 (82.6)	486.8 (81.9)	482.4 (81.3)	486.2 (83.8)	498.7 (68.9)	493.3 (82.3)	■	■
	% at or above NMS	87.5	89.7	89.4	89.1	89.0	94.4	90.2	■	▽
Non-LBOTE	Mean / (S.D.)	486.6 (74.3)	495.2 (76.5)	487.9 (74.1)	490.2 (74.4)	496.2 (75.1)	503.8 (63.2)	503.4 (76.0)	△	■
	% at or above NMS	92.1	92.4	92.0	92.3	92.5	96.7	93.9	■	▽

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

NAPLAN Reading

Figure TS.R12: Achievement of Year 7 Students in Reading by LBOTE status, Australia, 2008–2014.

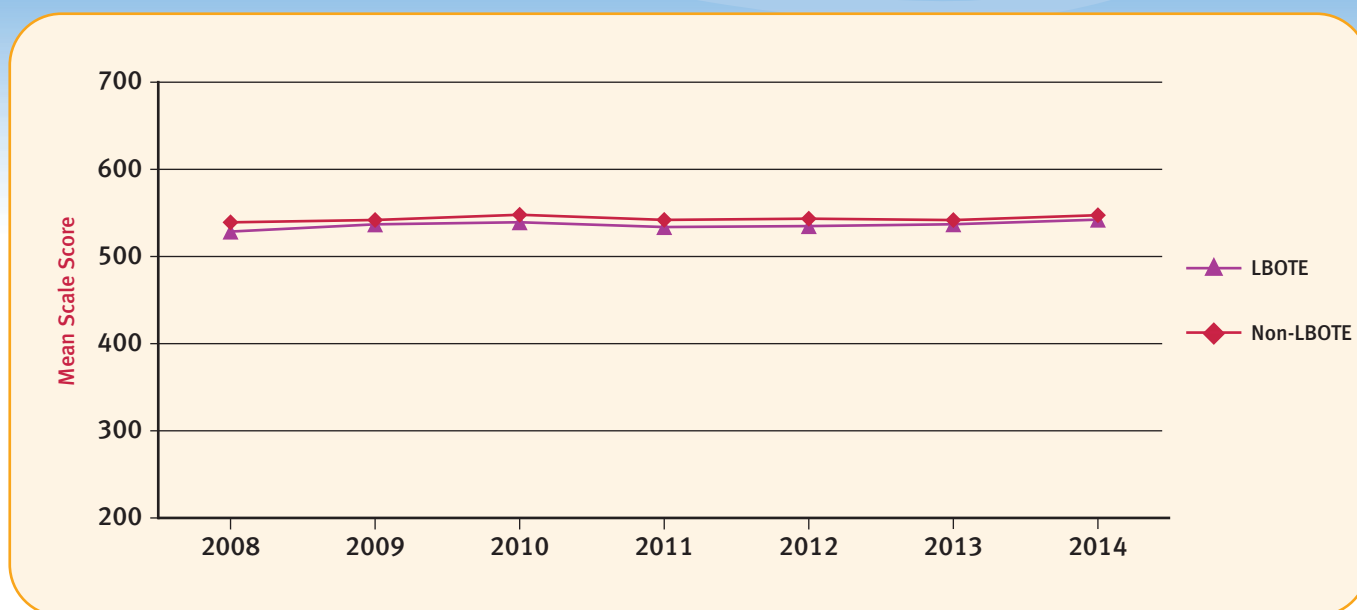


Table TS.R12: Achievement of Year 7 Students in Reading by LBOTE status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
LBOTE	Mean / (S.D.)	528.6 (75.2)	536.9 (74.8)	539.3 (75.2)	533.8 (73.6)	534.9 (75.1)	537.0 (73.8)	542.3 (76.3)	■	■
	% at or above NMS	90.8	91.7	92.0	92.0	91.4	91.7	92.4	■	■
Non-LBOTE	Mean / (S.D.)	539.2 (65.9)	541.9 (66.7)	547.9 (66.4)	542.0 (65.6)	543.4 (66.0)	541.8 (63.8)	547.4 (66.5)	■	■
	% at or above NMS	95.2	94.6	95.7	95.4	94.9	95.0	95.6	■	■

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

NAPLAN Reading

Figure TS.R13: Achievement of Year 9 Students in Reading by LBOTE status, Australia, 2008–2014.

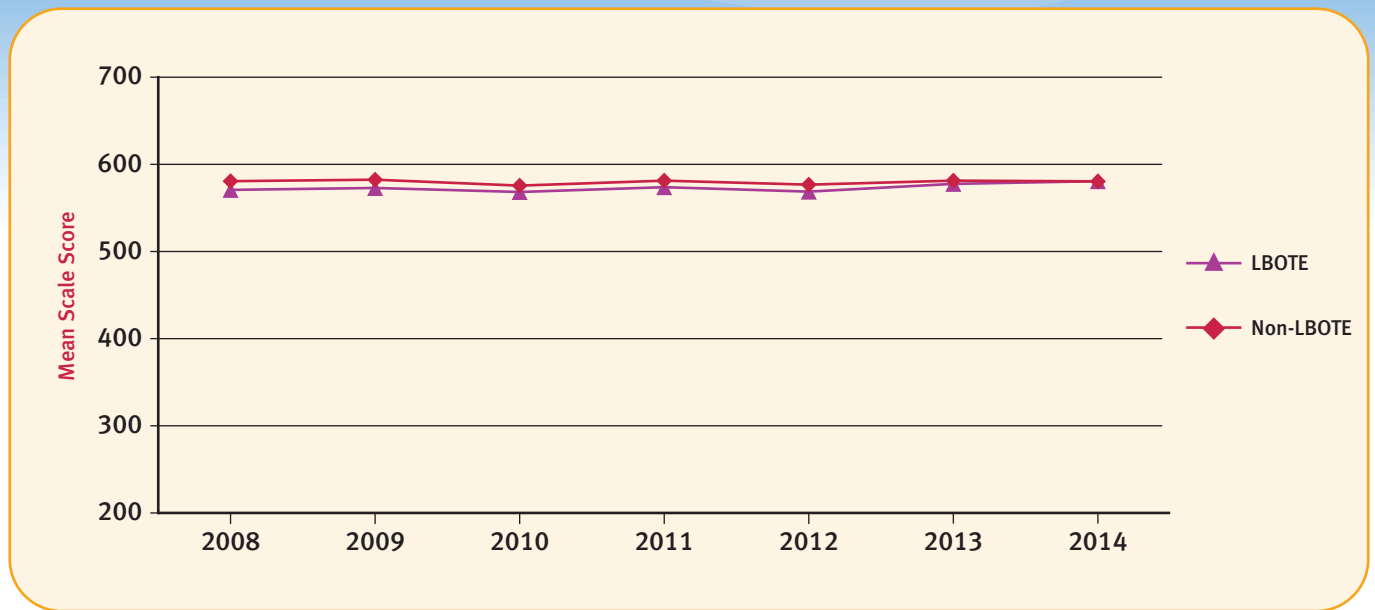


Table TS.R13: Achievement of Year 9 Students in Reading by LBOTE status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
LBOTE	Mean / (S.D.)	570.7 (71.9)	572.9 (72.6)	568.3 (72.4)	573.8 (71.9)	568.7 (73.2)	577.6 (68.3)	580.7 (74.5)	■	■
	% at or above NMS	90.0	88.8	87.1	89.0	87.6	91.3	89.9	■	■
Non-LBOTE	Mean / (S.D.)	580.7 (65.3)	582.4 (64.2)	575.6 (64.5)	581.3 (64.3)	576.7 (64.8)	581.3 (61.9)	580.5 (65.4)	■	■
	% at or above NMS	93.9	93.2	91.9	93.4	92.5	94.0	92.8	■	■

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

NAPLAN Reading

Figure TS.R14: Achievement of Students in Reading, NSW, 2008–2014.

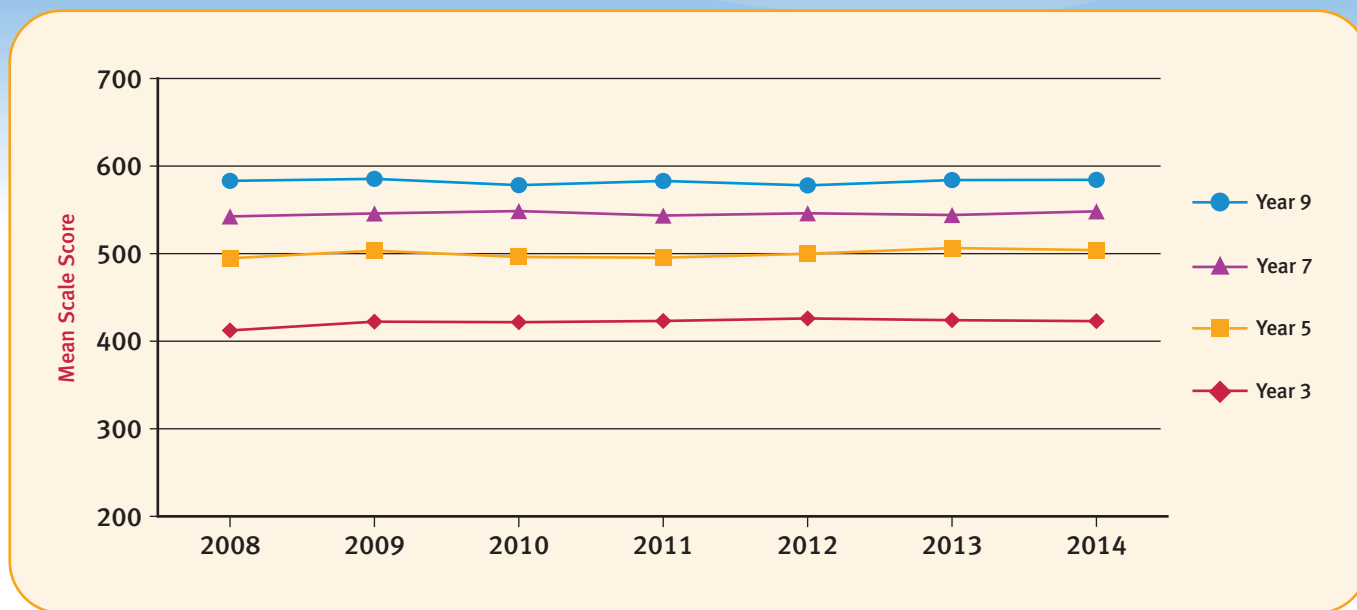


Table TS.R14: Achievement of Students in Reading, NSW, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	583.1 (66.9)	585.4 (66.4)	578.2 (68.6)	583.0 (67.8)	577.9 (67.5)	584.0 (64.1)	584.3 (69.1)	■	■
	% at or above NMS	94.4	93.6	91.2	93.0	91.9	94.1	92.6	■	■
Year 7	Mean / (S.D.)	542.5 (69.0)	545.9 (70.3)	548.6 (71.0)	543.5 (69.9)	546.1 (70.4)	544.1 (67.5)	548.3 (69.9)	■	■
	% at or above NMS	95.4	94.8	95.0	95.0	94.7	94.7	95.4	■	■
Year 5	Mean / (S.D.)	494.7 (74.9)	503.4 (77.6)	496.2 (76.0)	495.4 (75.8)	499.8 (77.1)	506.4 (65.0)	504.0 (77.8)	■	■
	% at or above NMS	93.5	93.7	93.0	93.1	92.9	96.8	93.7	■	▽
Year 3	Mean / (S.D.)	412.3 (80.1)	422.3 (85.4)	421.7 (81.6)	423.1 (85.4)	426.0 (86.5)	424.0 (79.1)	422.9 (84.2)	■	■
	% at or above NMS	95.1	95.6	95.3	95.2	94.8	96.3	94.7	■	▽

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

NAPLAN Reading

Figure TS.R15: Achievement of Students in Reading, Vic, 2008–2014.

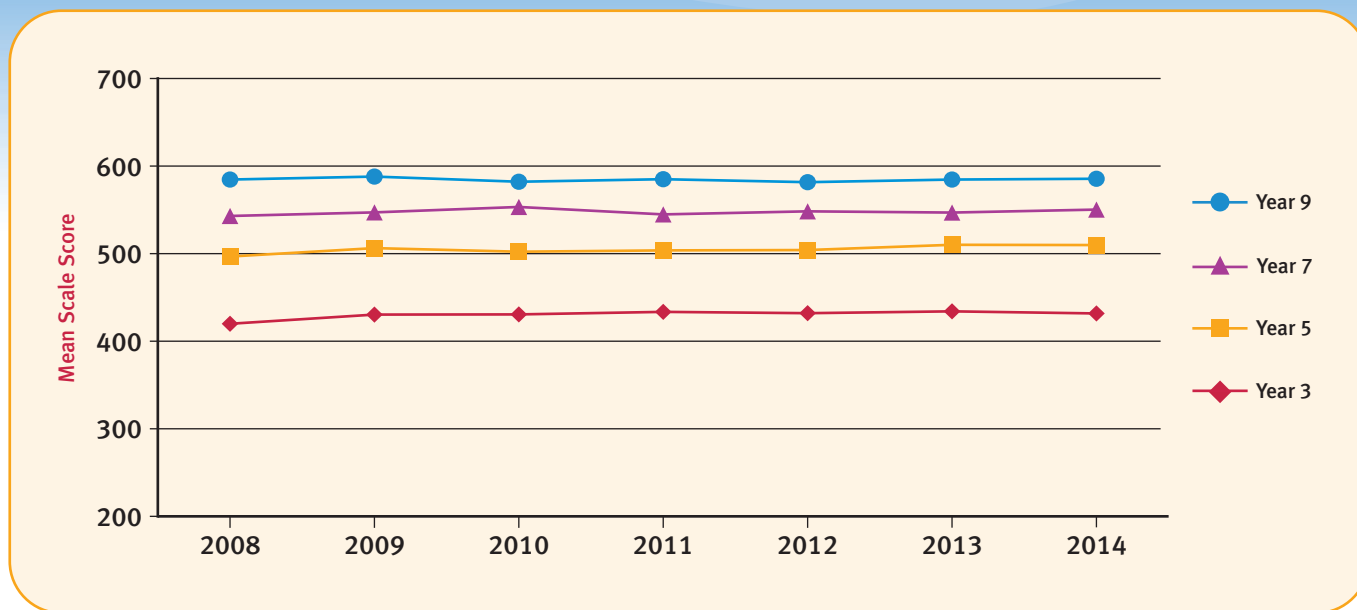


Table TS.R15: Achievement of Students in Reading, Vic, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	584.6 (62.6)	588.0 (62.0)	582.1 (61.7)	585.0 (62.3)	581.6 (64.5)	584.6 (60.6)	585.5 (64.7)	■	■
	% at or above NMS	94.7	94.3	93.3	94.0	93.0	94.3	93.3	■	■
Year 7	Mean / (S.D.)	543.0 (63.1)	547.1 (64.6)	553.3 (65.0)	544.8 (63.3)	548.3 (64.4)	546.9 (61.6)	550.3 (65.9)	■	■
	% at or above NMS	95.8	95.4	96.2	95.8	95.5	95.6	95.6	■	■
Year 5	Mean / (S.D.)	496.7 (69.3)	506.3 (71.5)	502.2 (69.8)	503.7 (70.5)	504.1 (70.6)	510.1 (61.2)	509.8 (73.1)	■	■
	% at or above NMS	93.7	94.2	94.2	94.3	94.1	96.5	94.2	■	▽
Year 3	Mean / (S.D.)	419.9 (74.9)	430.4 (81.7)	430.6 (77.8)	433.5 (82.8)	432.0 (82.0)	434.1 (76.6)	431.7 (80.8)	■	■
	% at or above NMS	95.2	95.2	95.4	95.3	95.2	96.0	94.6	■	■

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

NAPLAN Reading

Figure TS.R16: Achievement of Students in Reading, Qld, 2008–2014.

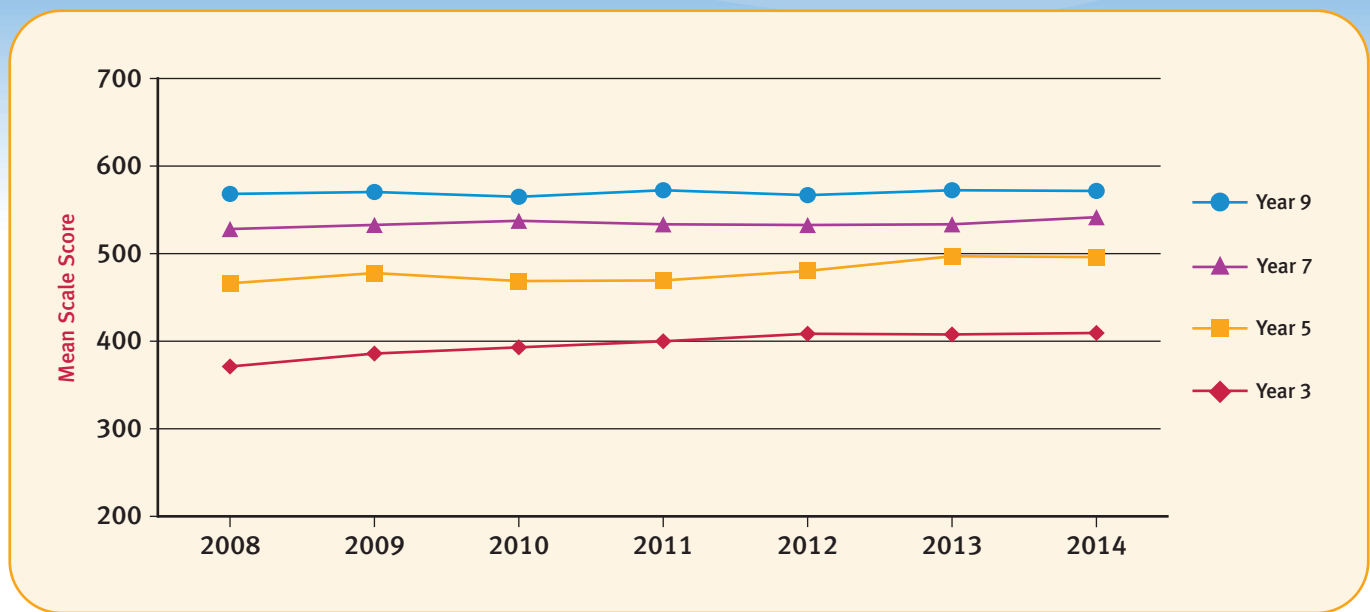


Table TS.R16: Achievement of Students in Reading, Qld, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	568.2 (68.0)	570.4 (65.6)	564.9 (63.8)	572.4 (64.2)	566.8 (63.6)	572.4 (62.0)	571.6 (64.3)	■	■
	% at or above NMS	90.5	90.0	89.5	91.6	90.5	92.7	91.3	■	■
Year 7	Mean / (S.D.)	528.1 (67.1)	532.8 (66.2)	537.5 (64.6)	533.5 (65.0)	532.7 (64.9)	533.5 (64.1)	541.6 (66.9)	△	■
	% at or above NMS	92.9	92.9	94.6	94.3	93.3	93.6	94.4	■	■
Year 5	Mean / (S.D.)	466.1 (77.5)	477.8 (76.8)	468.7 (72.5)	469.4 (71.9)	480.3 (75.5)	497.0 (63.4)	496.1 (76.6)	△	■
	% at or above NMS	86.9	88.9	88.2	88.6	89.1	96.2	92.8	△	▽
Year 3	Mean / (S.D.)	371.1 (84.9)	385.9 (79.3)	393.0 (79.0)	399.9 (84.6)	408.5 (87.4)	407.7 (78.8)	409.4 (84.0)	△	■
	% at or above NMS	87.1	92.0	92.1	92.8	92.7	95.1	93.4	△	■

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

NAPLAN Reading

Figure TS.R17: Achievement of Students in Reading, WA, 2008–2014.

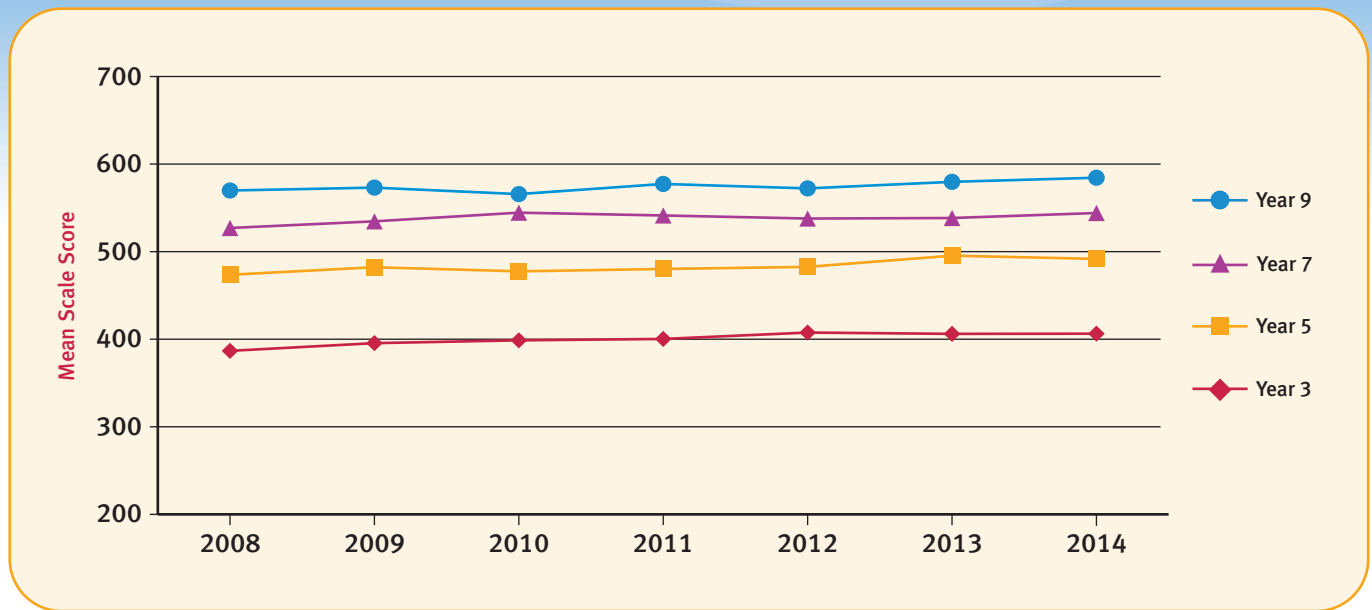


Table TS.R17: Achievement of Students in Reading, WA, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	569.8 (65.6)	573.1 (67.6)	565.7 (65.2)	577.3 (67.9)	572.2 (67.0)	579.7 (64.4)	584.4 (67.0)	△	■
	% at or above NMS	91.8	89.9	89.3	90.9	90.7	92.9	92.9	■	■
Year 7	Mean / (S.D.)	527.0 (67.0)	534.6 (69.9)	544.5 (68.9)	541.3 (67.7)	537.8 (67.4)	538.4 (66.4)	544.1 (69.0)	△	■
	% at or above NMS	92.7	92.1	94.3	94.7	93.7	93.8	94.8	△	■
Year 5	Mean / (S.D.)	473.6 (77.2)	482.2 (80.9)	477.5 (78.1)	480.2 (77.5)	482.6 (78.6)	495.4 (64.9)	491.7 (80.5)	△	■
	% at or above NMS	89.1	88.9	89.1	89.7	89.6	96.0	91.2	■	▽
Year 3	Mean / (S.D.)	386.7 (87.7)	395.5 (88.8)	398.7 (86.1)	400.3 (87.4)	407.6 (90.7)	406.1 (81.6)	406.3 (89.5)	△	■
	% at or above NMS	89.4	91.1	91.7	92.1	91.8	94.3	91.8	■	▽

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

NAPLAN Reading

Figure TS.R18: Achievement of Students in Reading, SA, 2008–2014.

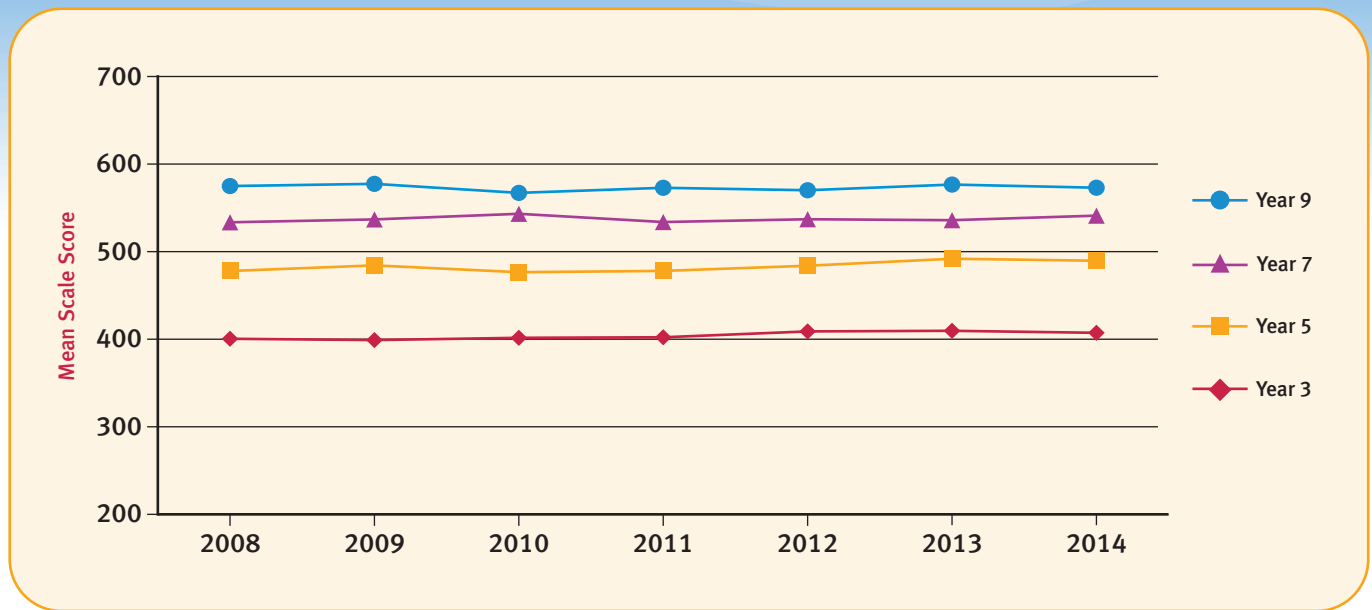


Table TS.R18: Achievement of Students in Reading, SA, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	574.9 (64.1)	577.4 (63.7)	567.1 (64.4)	572.9 (63.2)	570.1 (64.6)	576.6 (59.7)	573.0 (65.6)	■	■
	% at or above NMS	91.7	92.1	89.9	91.6	90.8	93.2	90.3	■	▽
Year 7	Mean / (S.D.)	533.5 (65.2)	536.8 (66.6)	543.2 (64.7)	533.8 (63.4)	537.0 (65.2)	535.9 (64.0)	541.1 (65.1)	■	■
	% at or above NMS	93.4	93.6	95.3	94.2	93.7	94.0	95.0	■	■
Year 5	Mean / (S.D.)	477.9 (71.3)	484.3 (75.2)	476.5 (72.6)	478.0 (73.6)	483.9 (73.7)	491.9 (60.9)	489.6 (75.6)	■	■
	% at or above NMS	89.9	91.0	90.1	90.1	90.7	95.7	91.6	■	▽
Year 3	Mean / (S.D.)	400.5 (80.5)	399.0 (80.2)	401.6 (79.2)	402.2 (85.7)	408.9 (85.0)	409.6 (78.9)	407.3 (86.3)	■	■
	% at or above NMS	91.5	93.6	93.2	92.0	92.6	94.3	91.8	■	▽

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

NAPLAN Reading

Figure TS.R19: Achievement of Students in Reading, Tas, 2008–2014.

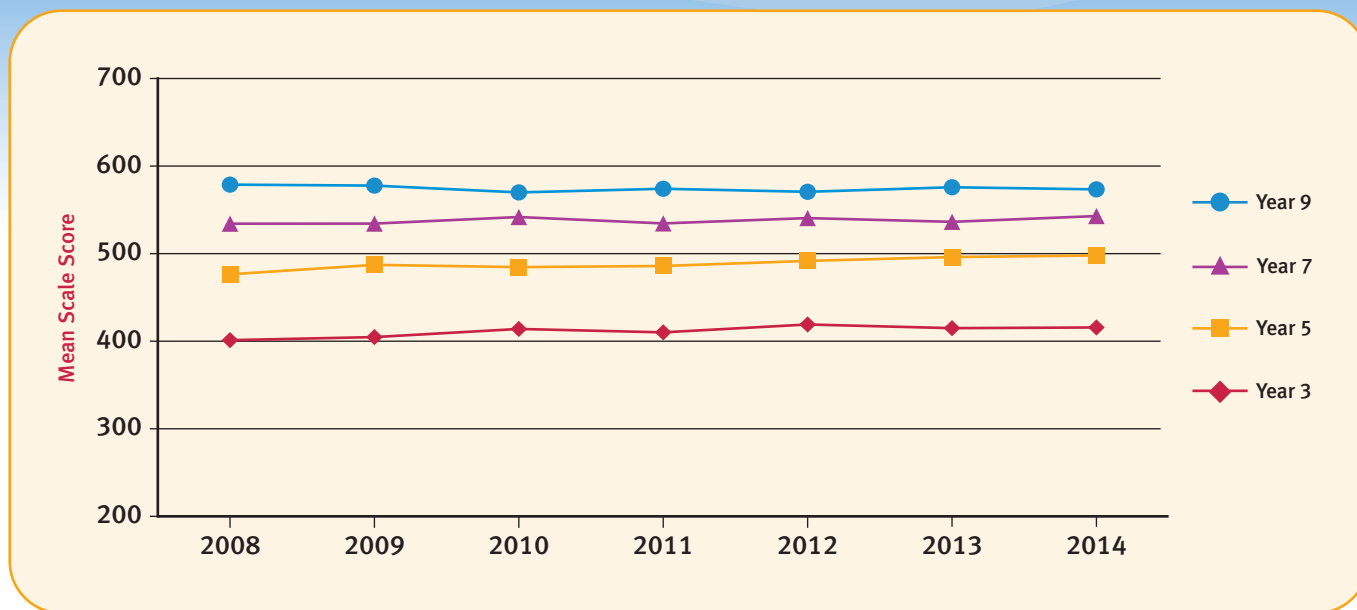


Table TS.R19: Achievement of Students in Reading, Tas, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	578.8 (67.9)	577.7 (68.2)	569.9 (66.2)	574.1 (68.2)	570.6 (69.0)	575.8 (65.5)	573.4 (68.6)	■	■
	% at or above NMS	93.0	91.2	90.2	90.6	89.9	91.8	90.5	■	■
Year 7	Mean / (S.D.)	534.2 (68.5)	534.3 (70.5)	541.8 (69.2)	534.5 (69.0)	540.6 (69.9)	536.3 (67.7)	542.9 (69.1)	■	■
	% at or above NMS	93.9	92.6	94.3	93.2	93.9	93.7	94.7	■	■
Year 5	Mean / (S.D.)	476.4 (75.8)	487.2 (80.4)	484.6 (78.1)	485.9 (81.4)	491.7 (80.7)	496.1 (67.7)	497.9 (83.9)	△	■
	% at or above NMS	89.7	90.3	90.7	90.0	90.7	95.5	91.3	■	▽
Year 3	Mean / (S.D.)	401.2 (84.2)	404.7 (86.0)	414.0 (87.8)	410.1 (93.6)	419.1 (94.0)	414.9 (86.7)	415.7 (93.1)	■	■
	% at or above NMS	92.8	93.3	93.8	92.4	92.9	94.6	92.1	■	▽

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

NAPLAN Reading

Figure TS.R20: Achievement of Students in Reading, ACT, 2008–2014.

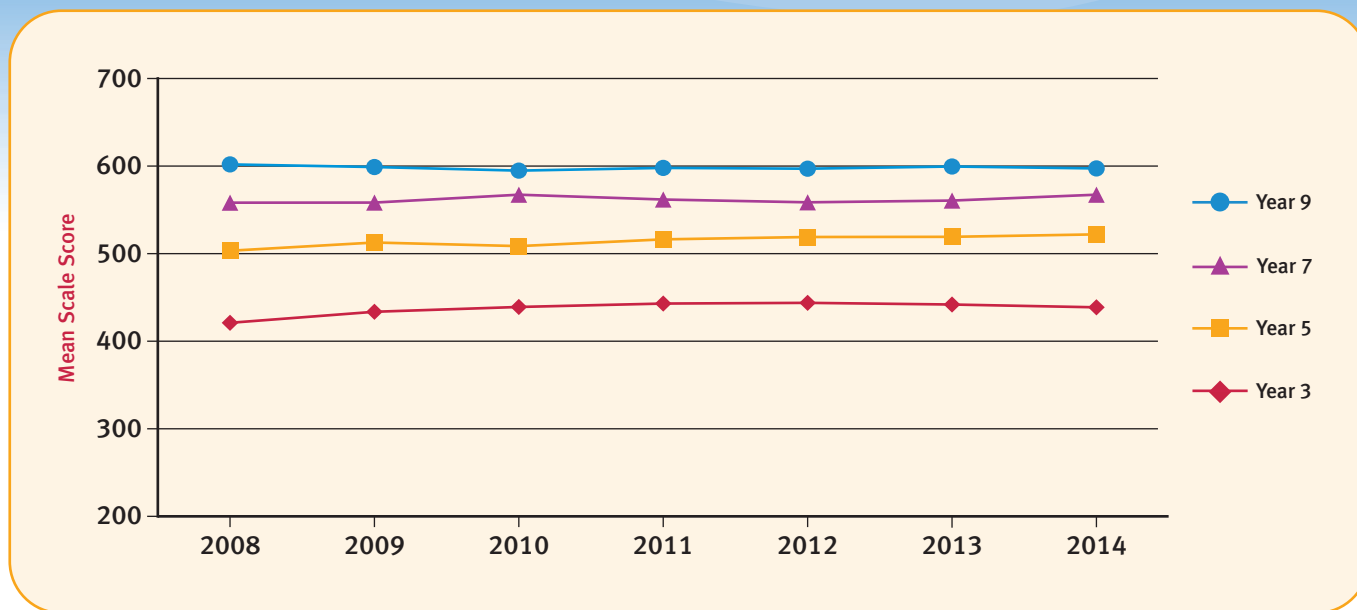


Table TS.R20: Achievement of Students in Reading, ACT, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	601.9 (68.4)	598.9 (65.4)	594.8 (67.5)	597.9 (68.8)	597.0 (68.8)	599.5 (61.3)	597.3 (68.4)	■	■
	% at or above NMS	96.6	94.1	93.7	94.4	94.7	96.0	93.9	▽	■
Year 7	Mean / (S.D.)	558.2 (70.2)	558.3 (69.4)	567.3 (67.2)	561.8 (66.9)	558.6 (68.3)	560.6 (64.6)	567.3 (68.5)	■	■
	% at or above NMS	96.3	95.5	96.9	96.8	95.7	95.9	96.5	■	■
Year 5	Mean / (S.D.)	503.3 (72.2)	512.7 (75.3)	508.6 (72.8)	516.3 (74.0)	519.0 (75.5)	519.2 (63.7)	522.0 (76.9)	△	■
	% at or above NMS	94.8	94.0	94.2	94.5	94.9	97.0	95.6	■	■
Year 3	Mean / (S.D.)	421.0 (81.5)	433.6 (84.3)	439.1 (83.4)	443.0 (87.9)	443.8 (88.1)	441.9 (81.0)	438.7 (86.4)	△	■
	% at or above NMS	94.4	94.7	95.7	95.6	96.0	96.1	95.4	■	■

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

NAPLAN Reading

Figure TS.R21: Achievement of Students in Reading, NT, 2008–2014.

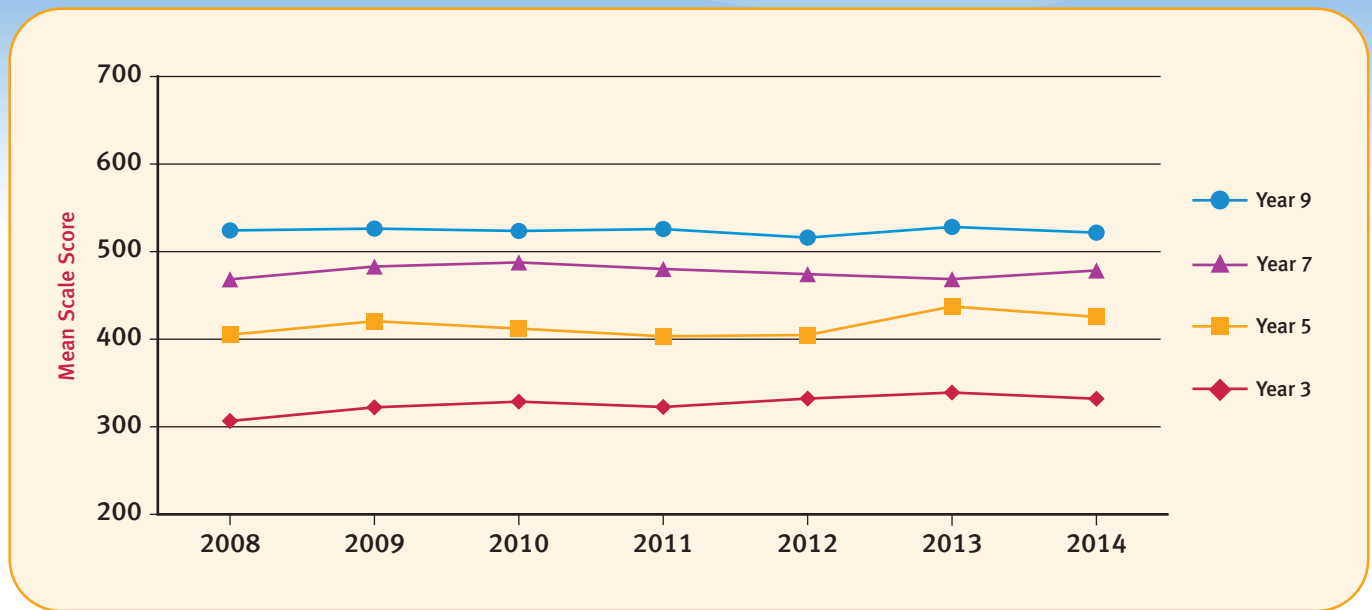


Table TS.R21: Achievement of Students in Reading, NT, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	524.2 (101.8)	526.3 (107.7)	523.6 (94.6)	525.8 (93.8)	516.0 (101.2)	528.2 (92.2)	521.7 (104.8)	■	■
	% at or above NMS	69.9	69.1	68.1	69.1	65.3	70.5	68.8	■	■
Year 7	Mean / (S.D.)	468.4 (107.7)	483.0 (98.0)	487.7 (96.4)	480.2 (98.1)	474.3 (107.4)	468.6 (104.6)	478.5 (102.9)	■	■
	% at or above NMS	67.1	70.9	71.5	71.0	69.0	65.7	69.1	■	■
Year 5	Mean / (S.D.)	405.1 (123.3)	420.6 (113.3)	412.1 (115.5)	403.3 (118.5)	404.8 (131.7)	437.4 (91.8)	425.5 (112.8)	■	■
	% at or above NMS	62.5	65.4	64.4	61.8	61.3	73.7	66.4	■	■
Year 3	Mean / (S.D.)	306.6 (134.1)	322.2 (118.2)	328.7 (121.1)	322.6 (125.1)	332.2 (126.6)	339.1 (110.1)	332.0 (136.2)	■	■
	% at or above NMS	62.7	68.5	69.7	67.6	68.9	74.3	67.0	■	■

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

NAPLAN Numeracy

Figure TS.N1: Achievement of Students in Numeracy, Australia, 2008–2014.

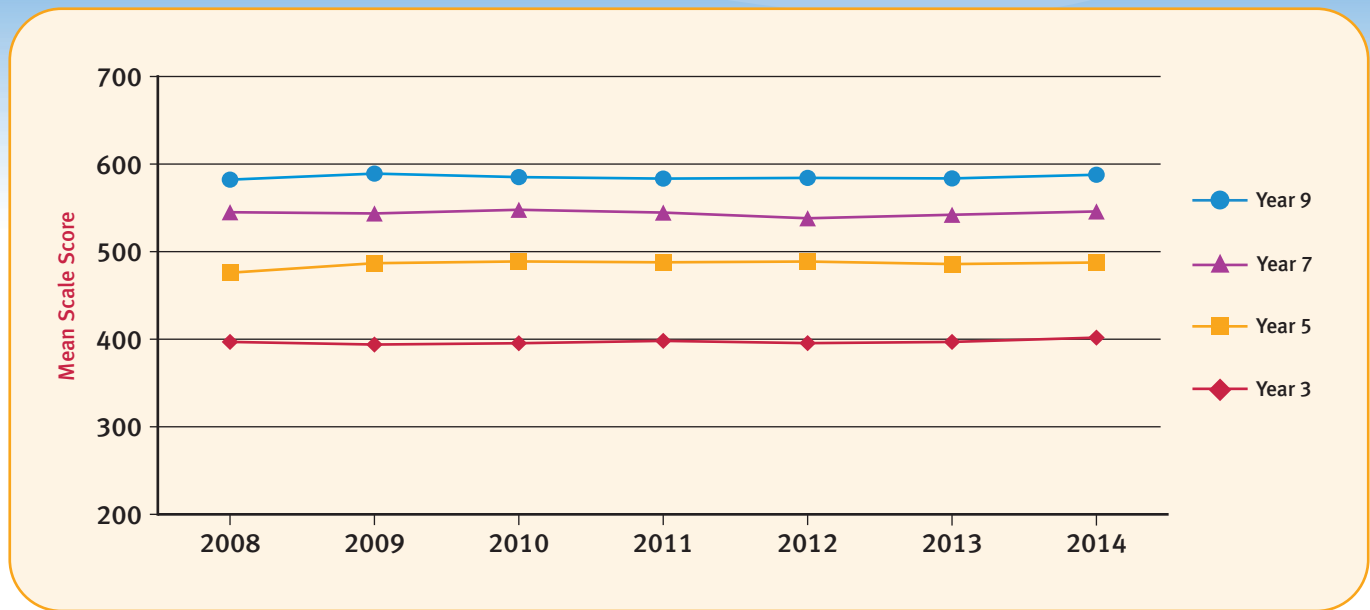


Table TS.N1: Achievement of Students in Numeracy, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	582.2 (70.2)	589.1 (67.0)	585.1 (70.4)	583.4 (72.1)	584.2 (72.4)	583.6 (82.2)	587.8 (70.9)	■	■
	% at or above NMS	93.6	95.0	93.1	93.0	93.7	90.6	94.1	■	△
Year 7	Mean / (S.D.)	545.0 (73.2)	543.6 (71.0)	547.8 (72.4)	544.6 (73.7)	538.1 (73.9)	542.1 (71.4)	545.9 (73.0)	■	■
	% at or above NMS	95.4	94.8	95.1	94.5	93.8	95.0	95.1	■	■
Year 5	Mean / (S.D.)	475.9 (68.8)	486.8 (67.8)	488.8 (69.9)	487.8 (68.2)	488.7 (70.9)	485.8 (71.5)	487.6 (69.0)	■	■
	% at or above NMS	92.7	94.2	93.7	94.4	93.3	93.4	93.5	■	■
Year 3	Mean / (S.D.)	396.9 (70.4)	393.9 (72.9)	395.4 (71.8)	398.1 (70.6)	395.5 (72.6)	396.9 (65.8)	401.8 (73.0)	■	■
	% at or above NMS	95.0	94.0	94.3	95.6	93.9	95.7	94.6	■	■

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

NAPLAN Numeracy

Figure TS.N2: Achievement of Year 3 Students in Numeracy by Sex, Australia, 2008–2014.

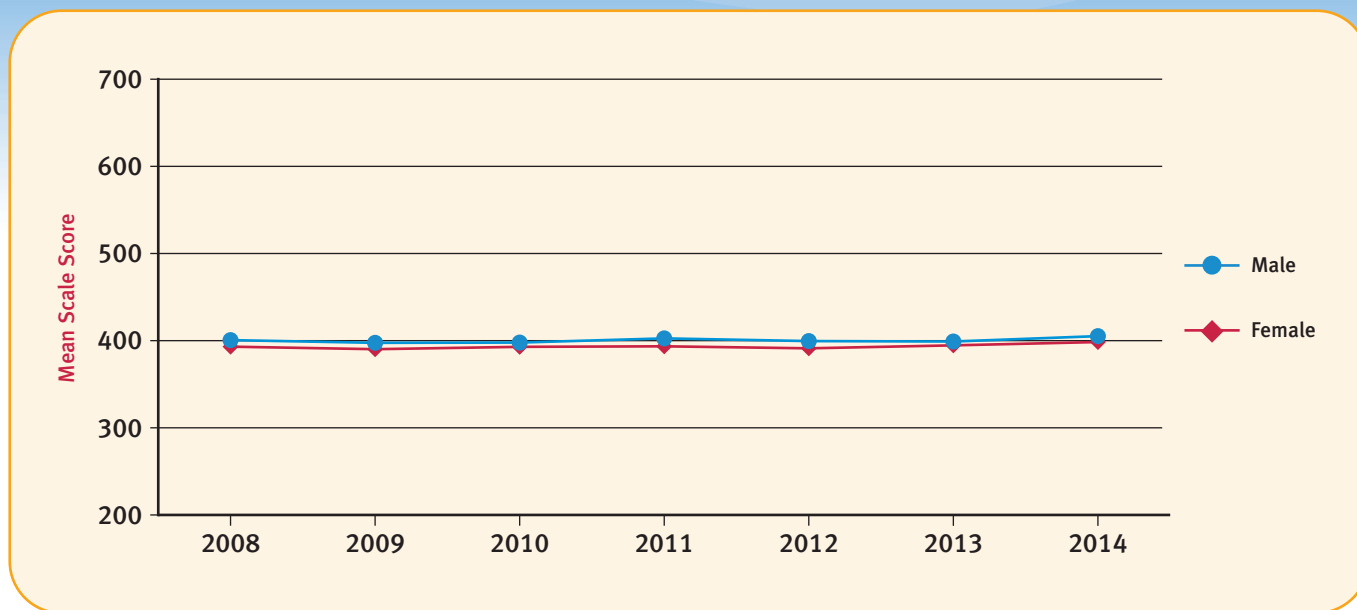


Table TS.N2: Achievement of Year 3 Students in Numeracy by Sex, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Male	Mean / (S.D.)	400.6 (72.8)	397.5 (75.3)	397.8 (74.0)	402.6 (73.0)	399.5 (75.0)	399.0 (68.4)	405.2 (74.9)	■	■
	% at or above NMS	94.6	93.5	93.7	95.2	93.3	95.0	94.2	■	■
Female	Mean / (S.D.)	393.1 (67.6)	390.2 (70.0)	392.9 (69.3)	393.5 (67.6)	391.2 (69.8)	394.6 (63.0)	398.4 (70.9)	■	■
	% at or above NMS	95.5	94.5	94.9	96.0	94.6	96.5	95.1	■	▽

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

NAPLAN Numeracy

Figure TS.N3: Achievement of Year 5 Students in Numeracy by Sex, Australia, 2008–2014.

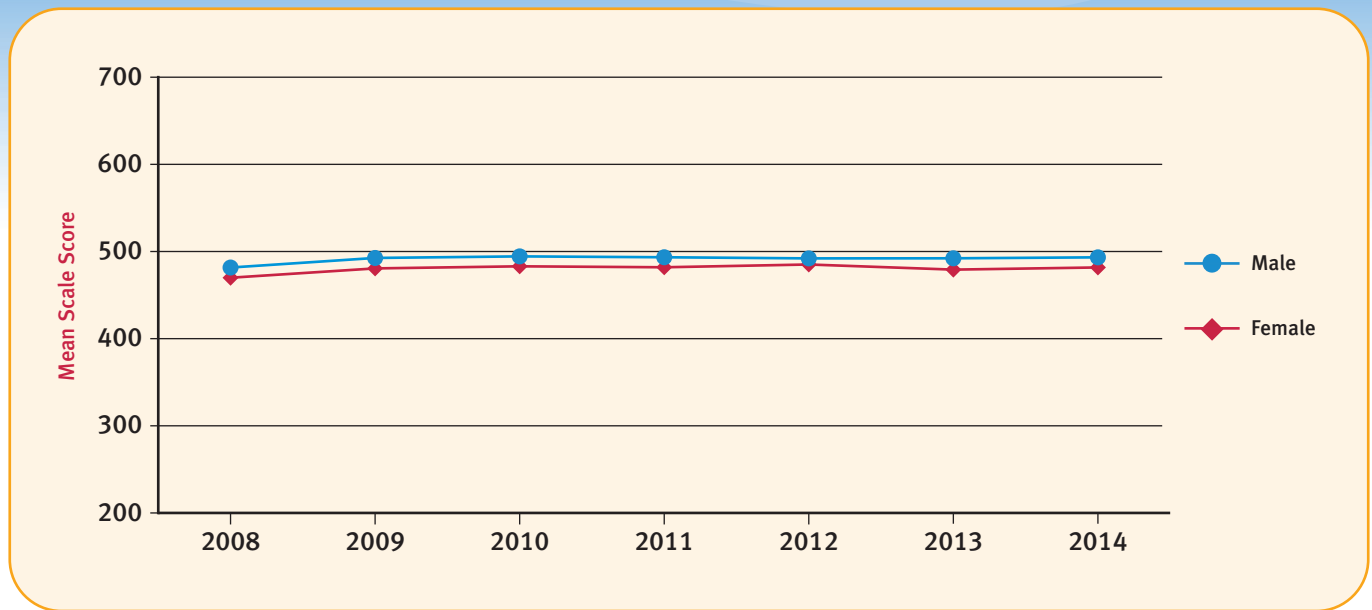


Table TS.N3: Achievement of Year 5 Students in Numeracy by Sex, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Male	Mean / (S.D.)	481.6 (70.5)	492.6 (70.0)	494.4 (72.1)	493.4 (70.6)	492.1 (73.1)	492.2 (74.0)	493.3 (71.3)	■	■
	% at or above NMS	92.8	94.0	93.4	94.1	92.6	93.3	93.1	■	■
Female	Mean / (S.D.)	469.9 (66.4)	480.6 (65.0)	483.0 (67.2)	481.9 (65.0)	485.1 (68.3)	479.2 (68.3)	481.7 (65.9)	■	■
	% at or above NMS	92.5	94.3	94.0	94.6	94.0	93.4	93.8	■	■

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

NAPLAN Numeracy

Figure TS.N4: Achievement of Year 7 Students in Numeracy by Sex, Australia, 2008–2014.

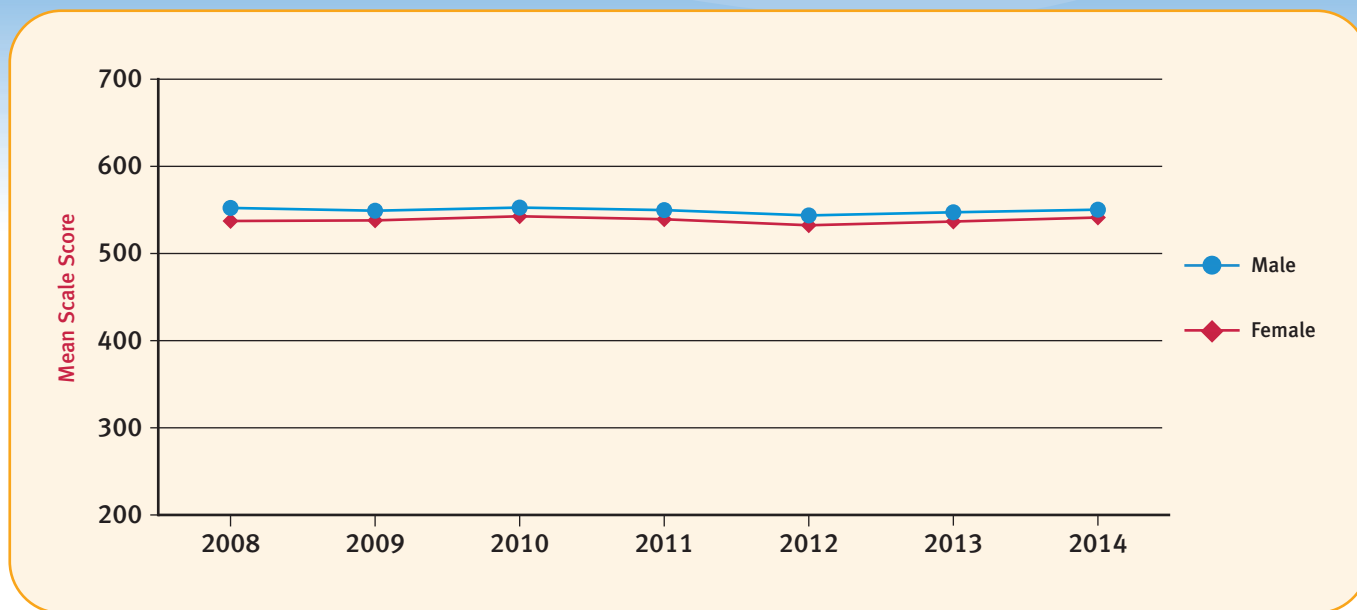


Table TS.N4: Achievement of Year 7 Students in Numeracy by Sex, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Male	Mean / (S.D.)	552.3 (75.8)	549.1 (73.8)	552.7 (75.0)	549.8 (76.4)	543.7 (76.9)	547.3 (73.9)	550.3 (75.6)	■	■
	% at or above NMS	95.4	94.7	94.8	94.3	93.5	94.7	94.8	■	■
Female	Mean / (S.D.)	537.3 (69.6)	538.0 (67.4)	542.7 (69.3)	539.3 (70.5)	532.4 (70.0)	536.7 (68.2)	541.3 (69.7)	■	■
	% at or above NMS	95.3	95.0	95.4	94.7	94.1	95.3	95.5	■	■

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

NAPLAN Numeracy

Figure TS.N5: Achievement of Year 9 Students in Numeracy by Sex, Australia, 2008–2014.

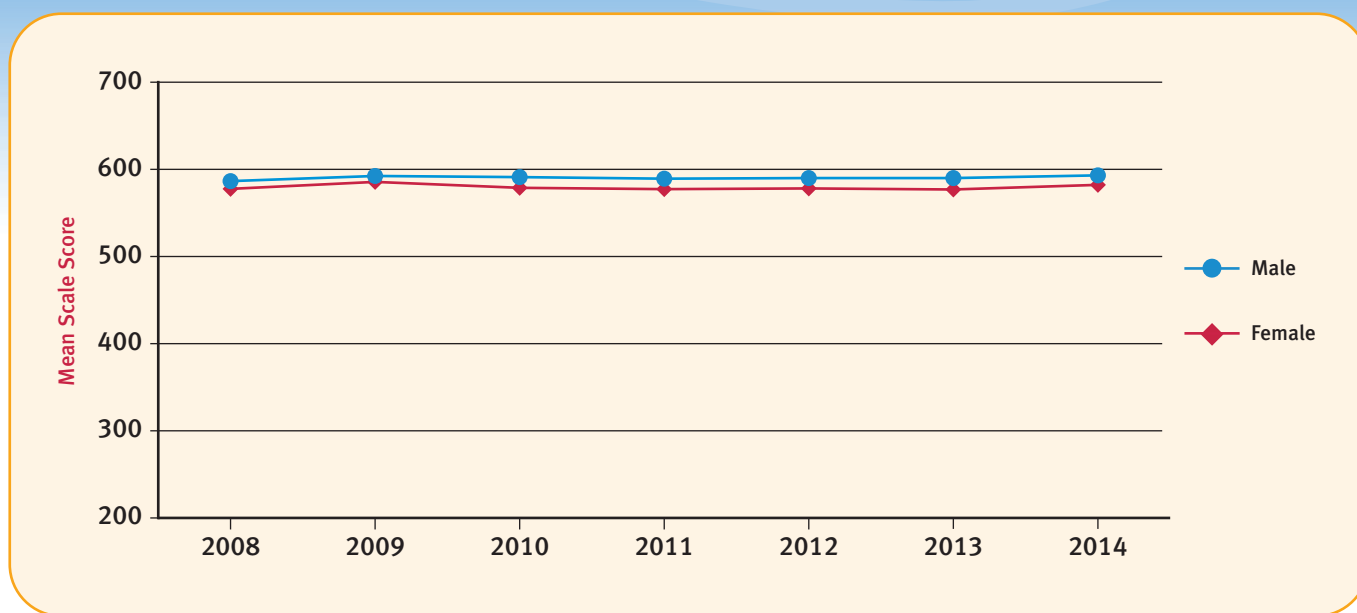


Table TS.N5: Achievement of Year 9 Students in Numeracy by Sex, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Male	Mean / (S.D.)	586.5 (72.0)	592.4 (69.2)	591.1 (72.7)	589.3 (74.7)	590.0 (74.7)	590.0 (84.6)	593.1 (73.1)	■	■
	% at or above NMS	93.7	94.7	93.3	93.0	93.9	90.9	94.0	■	△
Female	Mean / (S.D.)	577.6 (68.1)	585.6 (64.4)	578.8 (67.4)	577.3 (68.7)	578.1 (69.4)	576.9 (79.2)	582.2 (68.2)	■	■
	% at or above NMS	93.6	95.2	92.9	93.0	93.5	90.1	94.3	■	△

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

NAPLAN Numeracy

Figure TS.N6: Achievement of Year 3 Students in Numeracy by Indigenous status, Australia, 2008–2014.

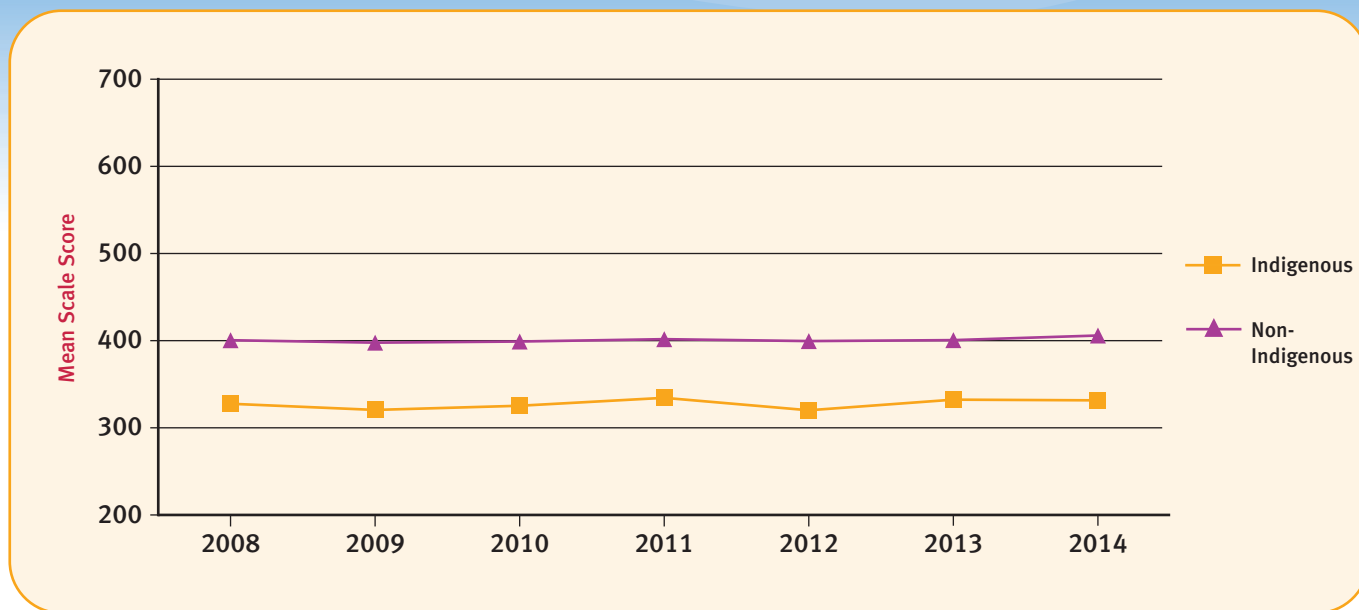


Table TS.N6: Achievement of Year 3 Students in Numeracy by Indigenous status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Indigenous	Mean / (S.D.)	327.6 (70.6)	320.5 (76.0)	325.3 (71.2)	334.4 (65.0)	320.1 (75.0)	332.3 (65.5)	331.5 (74.4)	■	■
	% at or above NMS	78.6	74.0	76.6	83.6	72.7	81.6	78.2	■	■
Non-Indigenous	Mean / (S.D.)	400.5 (68.4)	397.7 (70.6)	399.0 (69.8)	401.7 (69.1)	399.5 (70.2)	400.6 (63.9)	405.9 (70.8)	■	■
	% at or above NMS	96.0	95.2	95.3	96.4	95.1	96.6	95.7	■	■

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, 2008–2014.

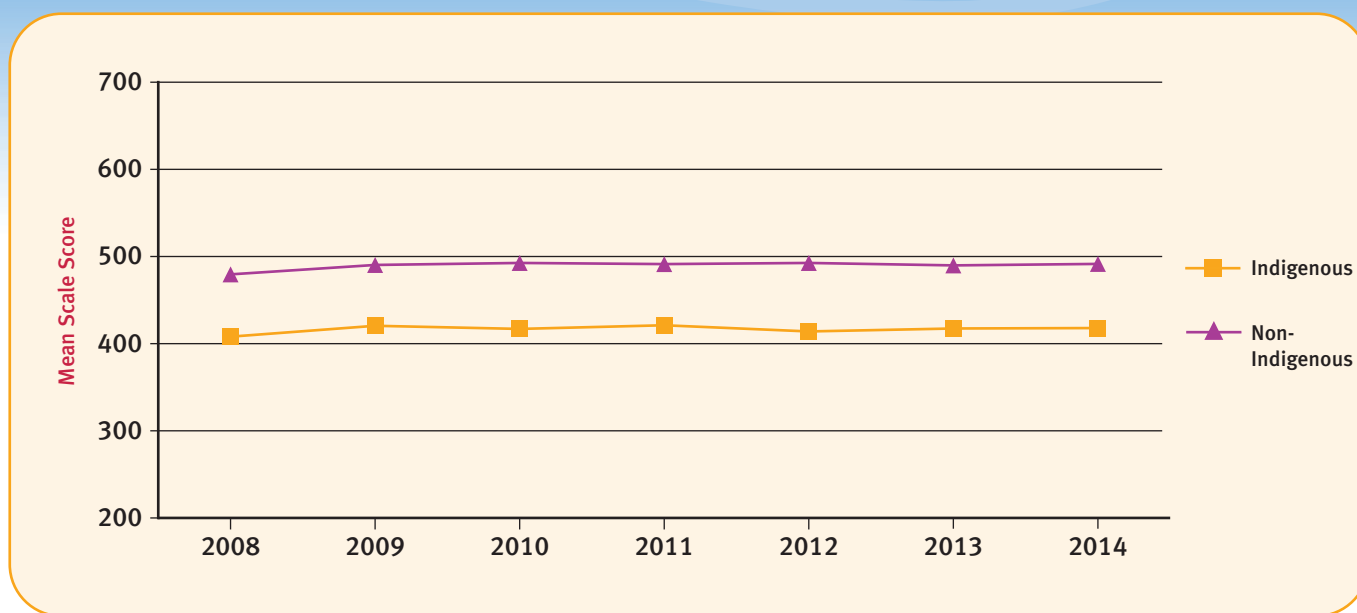


Table TS.N7: Achievement of Year 5 Students in Numeracy by Indigenous status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Indigenous	Mean / (S.D.)	408.0 (65.8)	420.5 (66.4)	416.9 (70.5)	421.1 (64.0)	414.0 (73.6)	417.4 (66.0)	417.9 (69.3)	■	■
	% at or above NMS	69.2	74.2	71.4	75.2	69.2	73.0	71.1	■	■
Non-Indigenous	Mean / (S.D.)	479.5 (66.9)	490.3 (66.1)	492.6 (67.8)	491.3 (66.4)	492.6 (68.5)	489.8 (69.8)	491.5 (66.8)	■	■
	% at or above NMS	94.0	95.3	95.0	95.5	94.6	94.6	94.8	■	■

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

NAPLAN Numeracy

Figure TS.N8: Achievement of Year 7 Students in Numeracy by Indigenous status, Australia, 2008–2014.

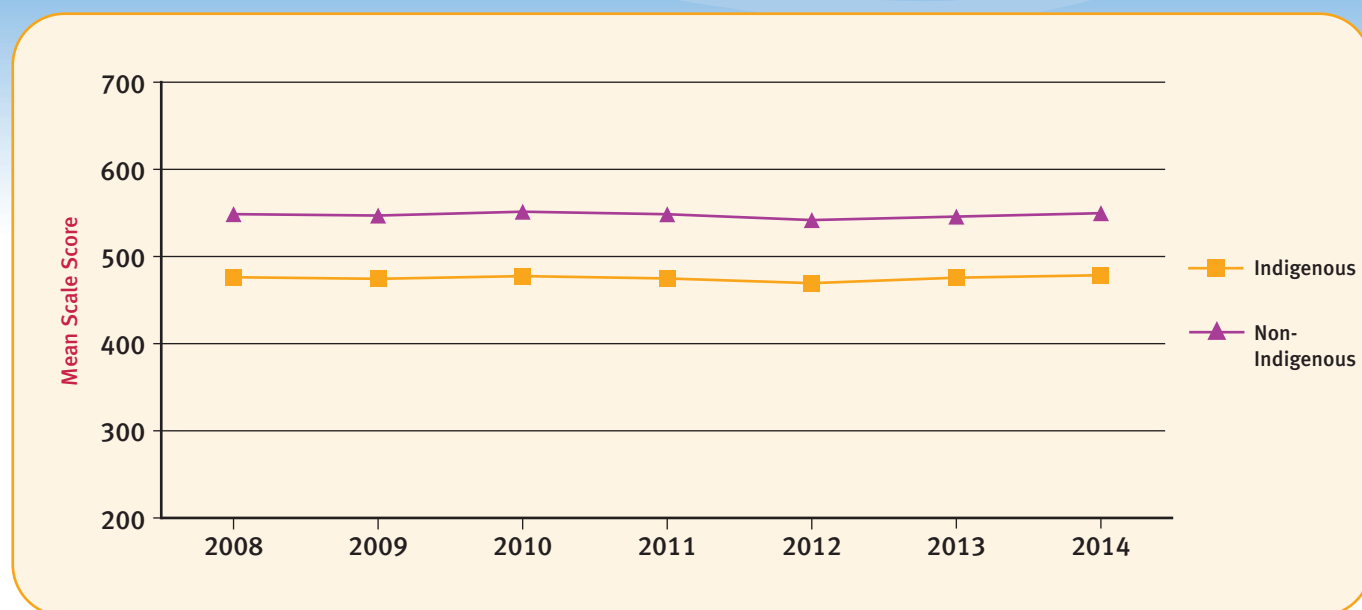


Table TS.N8: Achievement of Year 7 Students in Numeracy by Indigenous status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Indigenous	Mean / (S.D.)	476.2 (67.2)	474.4 (65.2)	477.5 (66.6)	474.8 (65.8)	469.4 (66.0)	475.7 (63.6)	478.5 (64.4)	■	■
	% at or above NMS	78.6	75.8	77.0	76.5	74.4	78.1	79.5	■	■
Non-Indigenous	Mean / (S.D.)	548.6 (71.6)	547.0 (69.4)	551.4 (70.8)	548.5 (72.1)	541.8 (72.3)	545.8 (69.9)	549.7 (71.5)	■	■
	% at or above NMS	96.4	95.8	96.1	95.5	94.9	96.0	96.1	■	■

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

NAPLAN Numeracy

Figure TS.N9: Achievement of Year 9 Students in Numeracy by Indigenous status, Australia, 2008–2014.

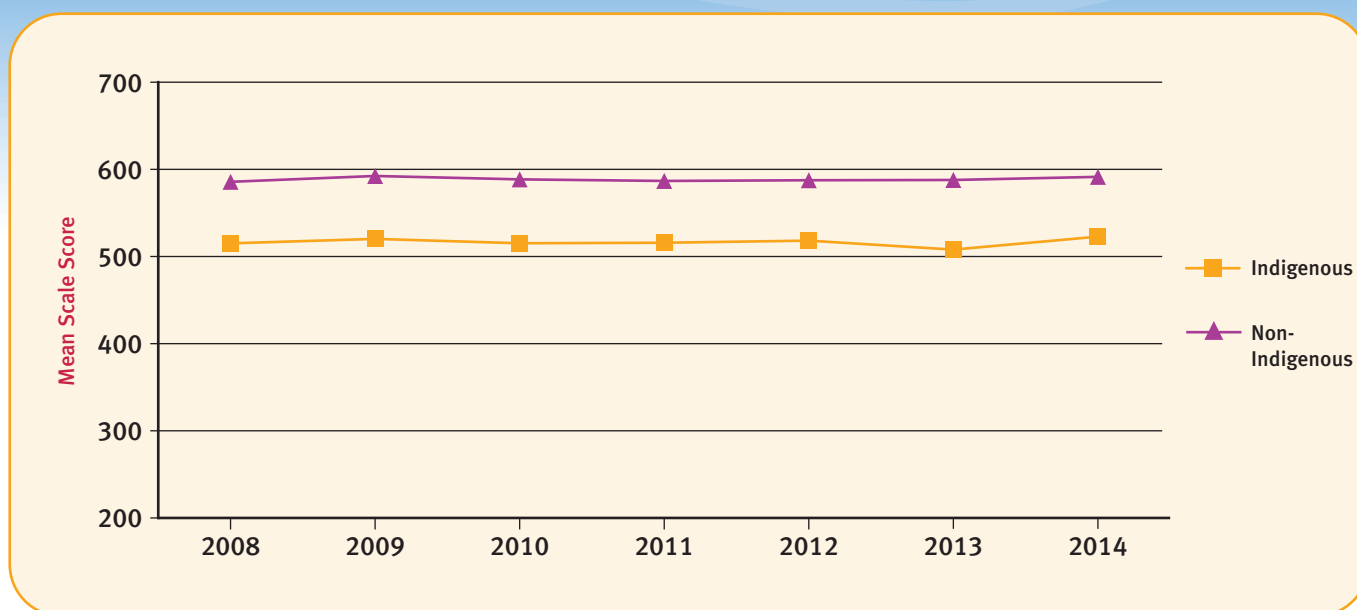


Table TS.N9: Achievement of Year 9 Students in Numeracy by Indigenous status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Indigenous	Mean / (S.D.)	515.1 (65.6)	520.2 (63.2)	515.2 (64.7)	515.8 (62.2)	518.2 (61.3)	507.9 (72.2)	522.8 (63.4)	■	△
	% at or above NMS	72.5	75.0	70.4	72.0	74.2	65.7	76.2	■	△
Non-Indigenous	Mean / (S.D.)	585.7 (68.7)	592.4 (65.3)	588.5 (68.8)	586.7 (70.8)	587.5 (71.3)	587.8 (80.7)	591.4 (69.6)	■	■
	% at or above NMS	94.8	96.0	94.3	94.1	94.7	92.0	95.2	■	△

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

NAPLAN Numeracy

Figure TS.N10: Achievement of Year 3 Students in Numeracy by LBOTE status, Australia, 2008–2014.

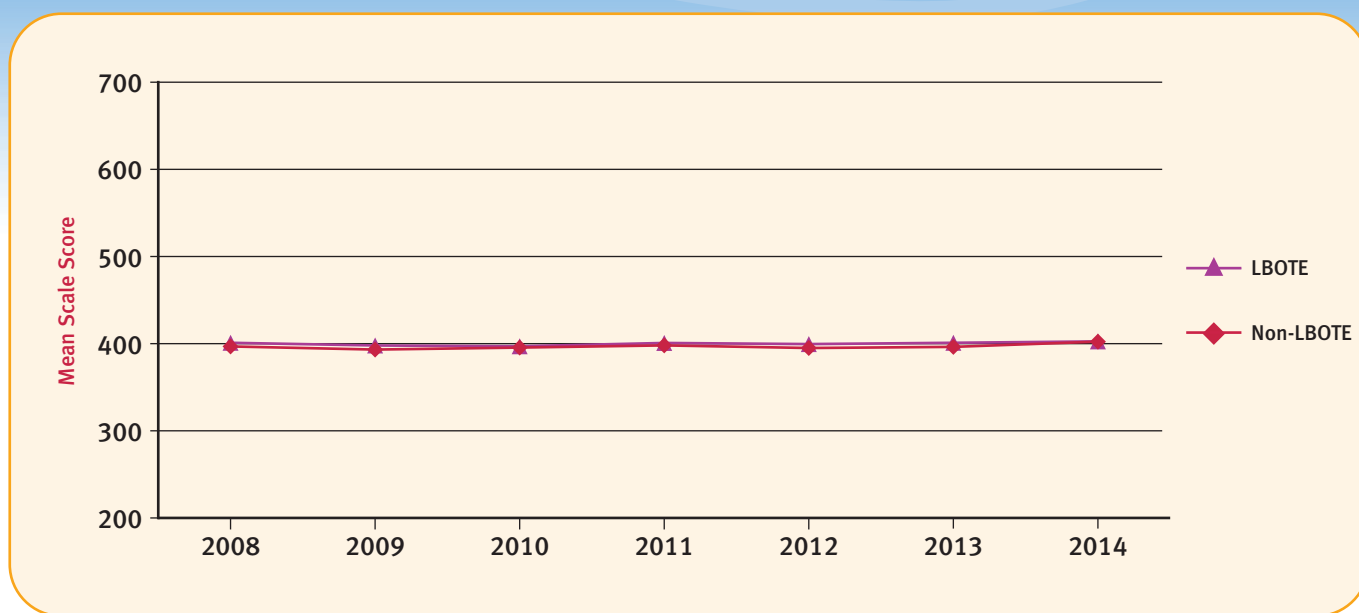


Table TS.N10: Achievement of Year 3 Students in Numeracy by LBOTE status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
LBOTE	Mean / (S.D.)	401.0 (75.1)	397.9 (78.7)	397.0 (77.6)	400.8 (74.8)	399.5 (78.5)	401.0 (71.1)	402.6 (77.7)	■	■
	% at or above NMS	93.0	92.3	92.3	94.2	92.2	94.2	92.7	■	■
Non-LBOTE	Mean / (S.D.)	396.8 (69.1)	393.2 (70.9)	395.5 (69.9)	398.0 (69.2)	395.0 (70.6)	396.3 (64.0)	402.3 (71.2)	■	■
	% at or above NMS	95.6	94.6	94.9	96.1	94.5	96.2	95.4	■	■

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

NAPLAN Numeracy

Figure TS.N11: Achievement of Year 5 Students in Numeracy by LBOTE status, Australia, 2008–2014.

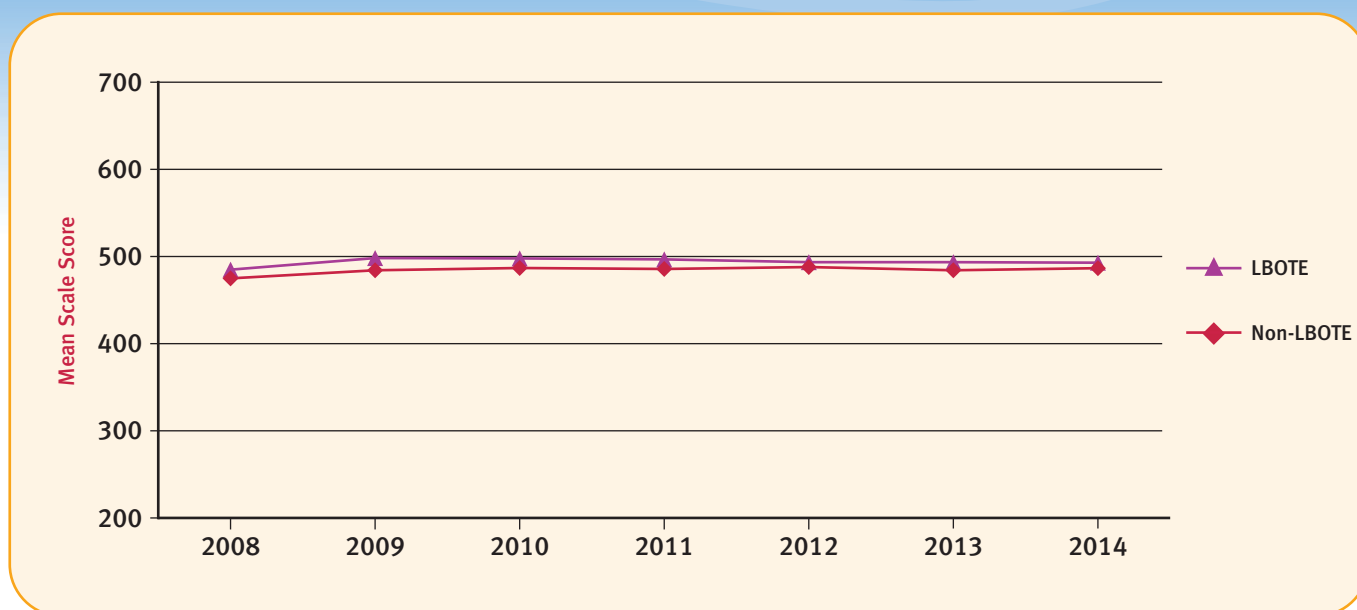


Table TS.N11: Achievement of Year 5 Students in Numeracy by LBOTE status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
LBOTE	Mean / (S.D.)	484.9 (78.9)	498.2 (77.5)	497.8 (80.2)	496.7 (77.9)	493.5 (80.1)	493.5 (81.9)	492.9 (76.5)	■	■
	% at or above NMS	90.7	92.9	92.1	92.9	91.4	91.7	91.6	■	■
Non-LBOTE	Mean / (S.D.)	474.9 (66.1)	484.2 (64.6)	486.8 (66.5)	485.7 (64.7)	487.9 (67.7)	484.2 (68.0)	486.6 (66.1)	■	■
	% at or above NMS	93.4	94.6	94.3	94.9	93.9	94.0	94.2	■	■

[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, 2008–2014.

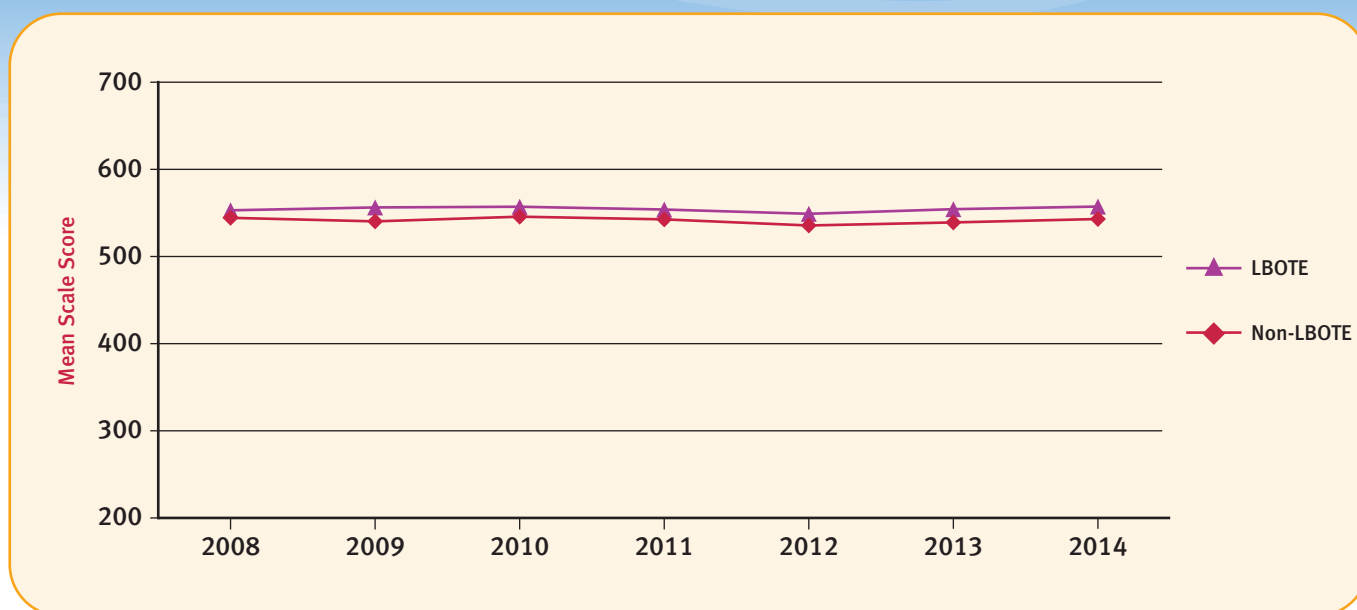


Table TS.N12: Achievement of Year 7 Students in Numeracy by LBOTE status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
LBOTE	Mean / (S.D.)	553.0 (84.8)	556.3 (84.1)	557.1 (85.3)	553.9 (87.0)	549.0 (87.6)	554.3 (85.6)	557.3 (85.5)	■	■
	% at or above NMS	93.6	93.9	93.3	92.7	92.4	93.6	93.9	■	■
Non-LBOTE	Mean / (S.D.)	544.4 (70.3)	540.3 (66.7)	545.7 (68.6)	542.6 (69.7)	535.6 (69.5)	539.1 (66.5)	543.0 (68.5)	■	■
	% at or above NMS	96.0	95.1	95.6	95.0	94.2	95.5	95.6	■	■

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

NAPLAN Numeracy

Figure TS.N13: Achievement of Year 9 Students in Numeracy by LBOTE status, Australia, 2008–2014.

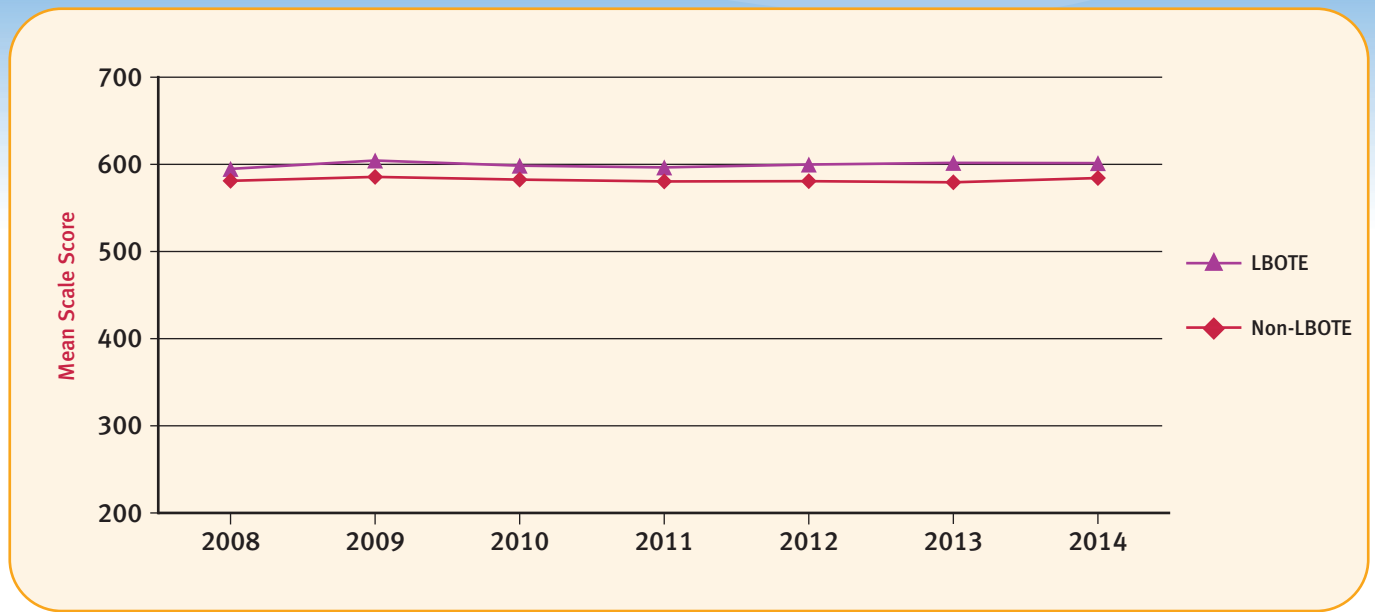


Table TS.N13: Achievement of Year 9 Students in Numeracy by LBOTE status, Australia, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
LBOTE	Mean / (S.D.)	594.8 (80.9)	604.4 (80.6)	598.5 (84.9)	596.5 (84.5)	599.8 (86.0)	601.7 (98.5)	601.4 (83.6)	■	■
	% at or above NMS	93.0	93.9	91.5	91.6	92.8	89.8	93.2	■	△
Non-LBOTE	Mean / (S.D.)	581.1 (67.3)	585.6 (62.4)	582.5 (66.1)	580.4 (68.0)	580.7 (67.9)	579.4 (76.9)	584.3 (66.5)	■	■
	% at or above NMS	94.2	95.3	93.6	93.5	94.1	90.9	94.5	■	△

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

NAPLAN Numeracy

Figure TS.N14: Achievement of Students in Numeracy, NSW, 2008–2014.

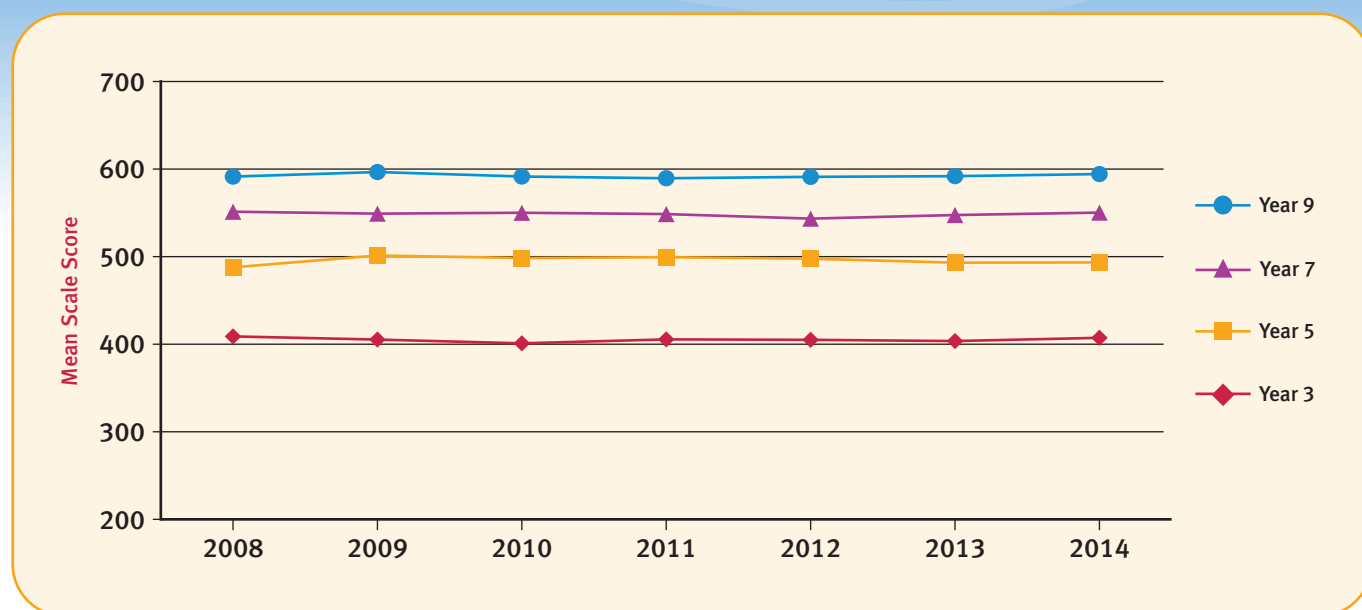


Table TS.N14: Achievement of Students in Numeracy, NSW, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	591.4 (75.1)	596.6 (73.3)	591.5 (77.0)	589.5 (78.0)	591.1 (79.1)	591.9 (90.7)	594.3 (77.2)	■	■
	% at or above NMS	94.7	95.5	93.1	93.0	93.7	90.4	94.5	■	△
Year 7	Mean / (S.D.)	551.3 (78.3)	549.1 (77.1)	550.1 (77.5)	548.6 (79.5)	543.4 (80.4)	547.5 (77.4)	550.3 (77.7)	■	■
	% at or above NMS	96.0	95.1	94.9	94.4	93.8	95.1	95.5	■	■
Year 5	Mean / (S.D.)	487.8 (72.4)	501.3 (72.9)	498.4 (73.6)	499.3 (72.5)	497.7 (73.5)	493.1 (76.8)	493.4 (71.1)	■	■
	% at or above NMS	94.4	95.5	94.7	95.4	94.5	93.9	94.3	■	■
Year 3	Mean / (S.D.)	408.9 (70.6)	405.3 (73.6)	401.0 (73.0)	405.5 (71.4)	405.0 (73.5)	403.6 (67.4)	407.3 (74.2)	■	■
	% at or above NMS	96.9	95.5	95.0	96.5	95.1	96.4	95.4	▽	■

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

NAPLAN Numeracy

Figure TS.N15: Achievement of Students in Numeracy, Vic, 2008–2014.

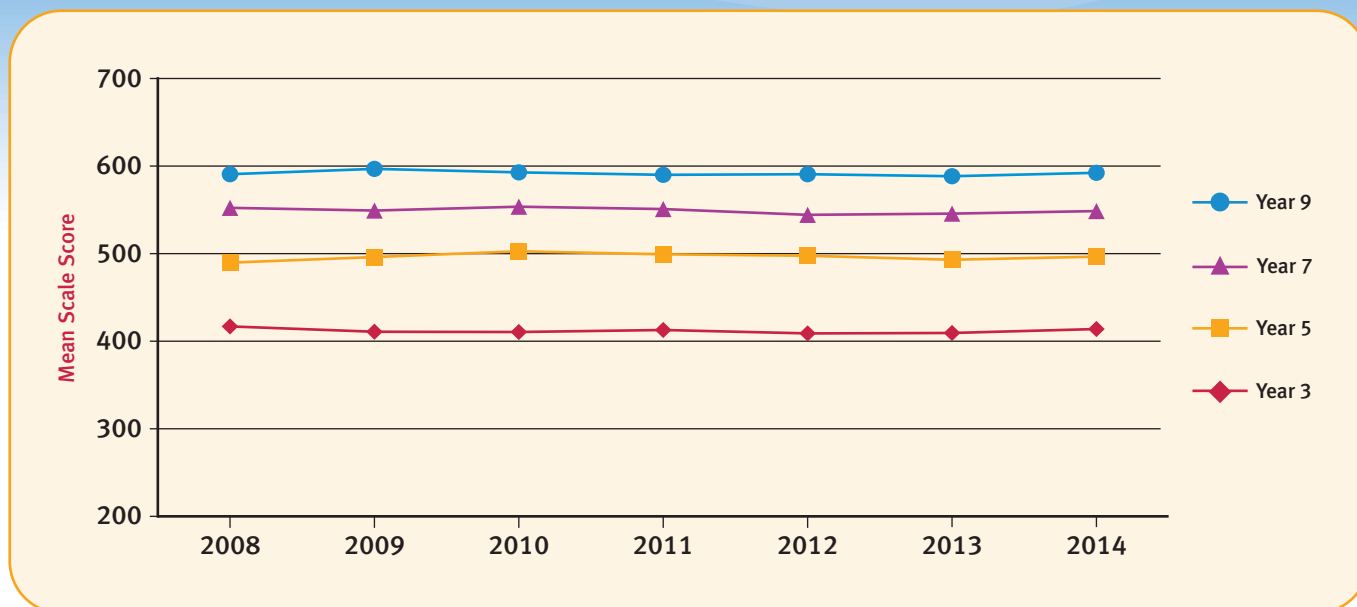


Table TS.N15: Achievement of Students in Numeracy, Vic, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	590.7 (66.6)	596.8 (62.5)	592.8 (67.0)	590.0 (68.6)	590.7 (69.7)	588.4 (77.9)	592.3 (68.7)	■	■
	% at or above NMS	95.2	96.3	94.8	94.6	95.0	92.2	94.8	■	△
Year 7	Mean / (S.D.)	552.3 (69.4)	549.2 (66.7)	553.6 (69.8)	550.9 (70.0)	544.3 (70.8)	545.7 (67.7)	548.6 (69.4)	■	■
	% at or above NMS	96.5	96.0	96.1	95.8	95.0	95.7	95.5	■	■
Year 5	Mean / (S.D.)	489.7 (65.8)	496.1 (62.3)	502.7 (65.2)	499.2 (64.7)	497.6 (65.6)	493.0 (67.5)	496.6 (65.2)	■	■
	% at or above NMS	94.6	95.5	95.7	95.6	95.0	94.4	94.7	■	■
Year 3	Mean / (S.D.)	416.9 (63.8)	410.8 (68.3)	410.5 (69.0)	412.8 (68.3)	408.9 (67.6)	409.4 (62.8)	413.9 (69.1)	■	■
	% at or above NMS	96.5	95.6	95.4	96.2	95.6	96.2	95.5	■	■

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

NAPLAN Numeracy

Figure TS.N16: Achievement of Students in Numeracy, Qld, 2008–2014.

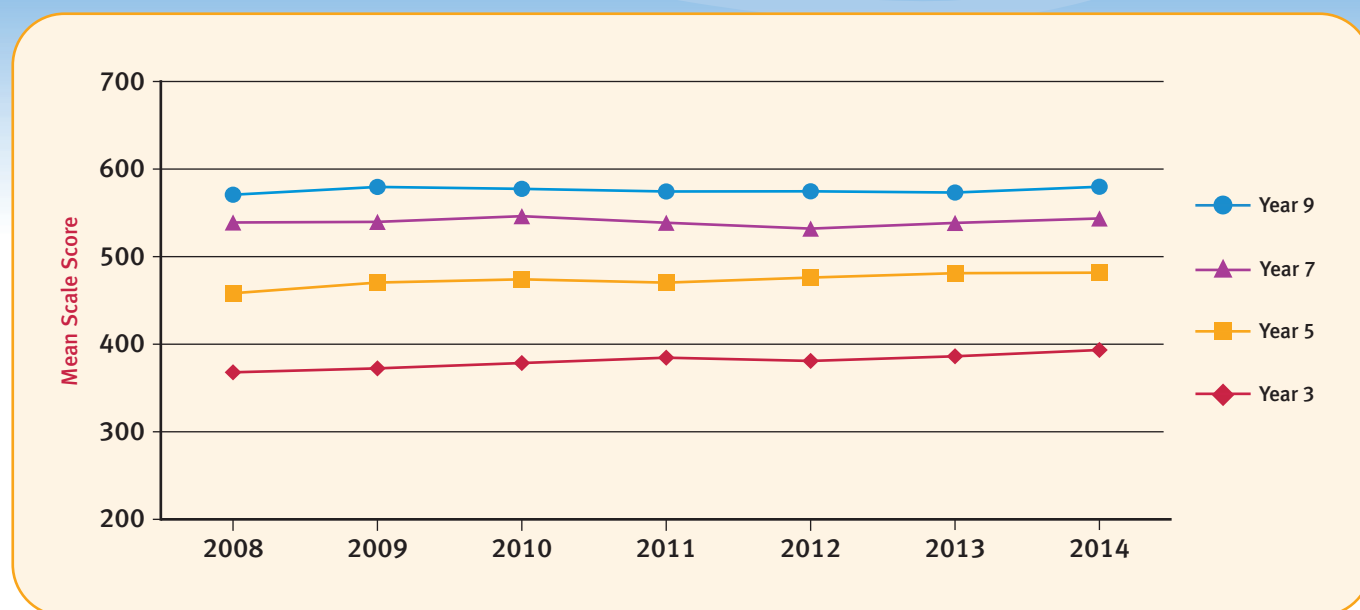


Table TS.N16: Achievement of Students in Numeracy, Qld, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	570.7 (66.2)	579.6 (60.7)	577.4 (63.0)	574.4 (65.7)	574.6 (64.4)	573.2 (74.5)	579.8 (64.1)	■	■
	% at or above NMS	92.4	94.5	93.1	92.8	93.7	90.1	94.2	■	△
Year 7	Mean / (S.D.)	539.0 (70.4)	539.7 (65.9)	546.2 (68.2)	538.7 (68.3)	532.0 (67.5)	538.5 (65.7)	543.6 (69.1)	■	■
	% at or above NMS	94.9	94.8	95.4	94.6	93.8	95.4	95.3	■	■
Year 5	Mean / (S.D.)	458.2 (62.7)	470.4 (61.7)	474.1 (63.8)	470.3 (59.8)	476.1 (66.7)	481.1 (66.7)	481.7 (66.4)	△	■
	% at or above NMS	90.4	92.6	92.6	93.4	91.7	93.6	93.1	△	■
Year 3	Mean / (S.D.)	367.9 (67.0)	372.4 (66.6)	378.5 (65.9)	384.6 (66.9)	380.9 (69.9)	386.2 (62.0)	393.4 (70.6)	△	■
	% at or above NMS	92.0	92.3	93.4	95.2	92.7	95.8	94.6	△	■

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

NAPLAN Numeracy

Figure TS.N17: Achievement of Students in Numeracy, WA, 2008–2014.

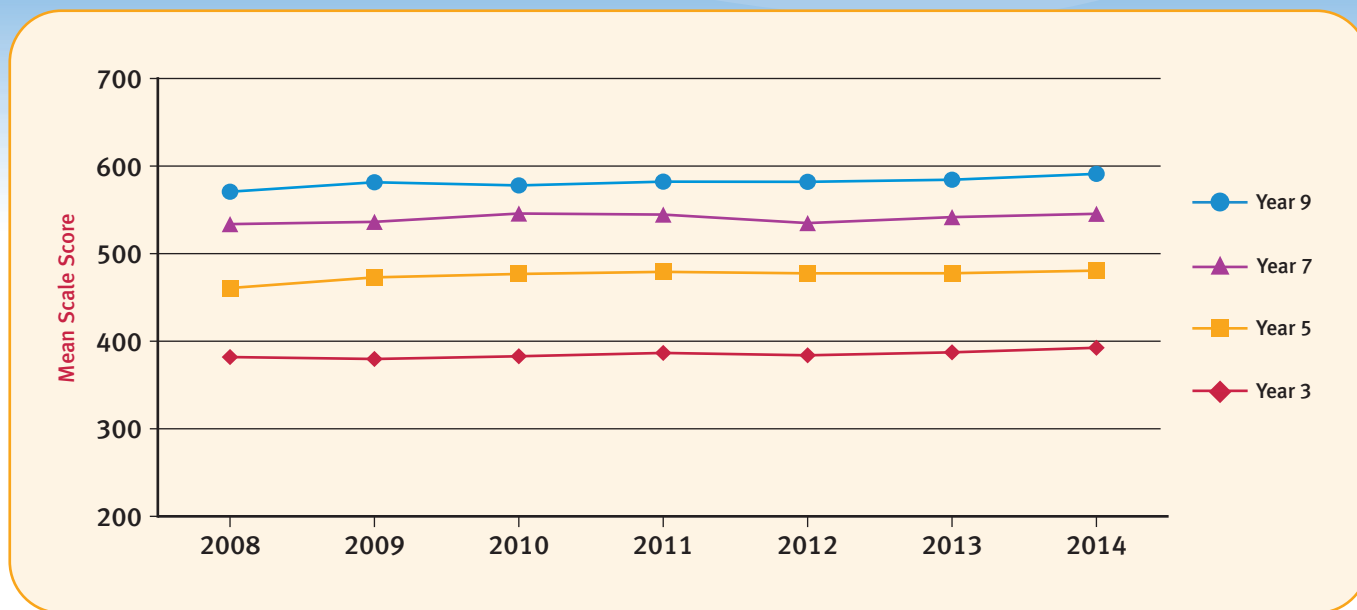


Table TS.N17: Achievement of Students in Numeracy, WA, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	570.7 (66.6)	581.5 (65.4)	577.9 (68.5)	582.2 (72.1)	582.0 (71.7)	584.4 (80.9)	591.1 (69.8)	△	■
	% at or above NMS	92.3	93.5	92.0	92.1	93.1	90.8	94.7	△	△
Year 7	Mean / (S.D.)	533.7 (68.7)	536.3 (69.1)	545.8 (70.2)	544.6 (72.0)	534.9 (70.9)	541.7 (71.1)	545.5 (72.1)	■	■
	% at or above NMS	94.7	93.6	94.8	94.7	93.9	95.1	95.4	■	■
Year 5	Mean / (S.D.)	460.7 (63.4)	472.9 (63.9)	476.8 (68.1)	479.2 (66.3)	477.5 (70.3)	477.6 (69.7)	480.6 (70.4)	△	■
	% at or above NMS	91.1	92.8	92.3	93.4	91.7	92.7	92.2	■	■
Year 3	Mean / (S.D.)	381.9 (66.4)	379.7 (71.5)	382.8 (69.8)	386.6 (68.7)	383.9 (72.8)	387.3 (64.7)	392.5 (74.1)	■	■
	% at or above NMS	94.5	92.3	93.5	95.3	92.5	95.4	93.8	■	■

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

NAPLAN Numeracy

Figure TS.N18: Achievement of Students in Numeracy, SA, 2008–2014.

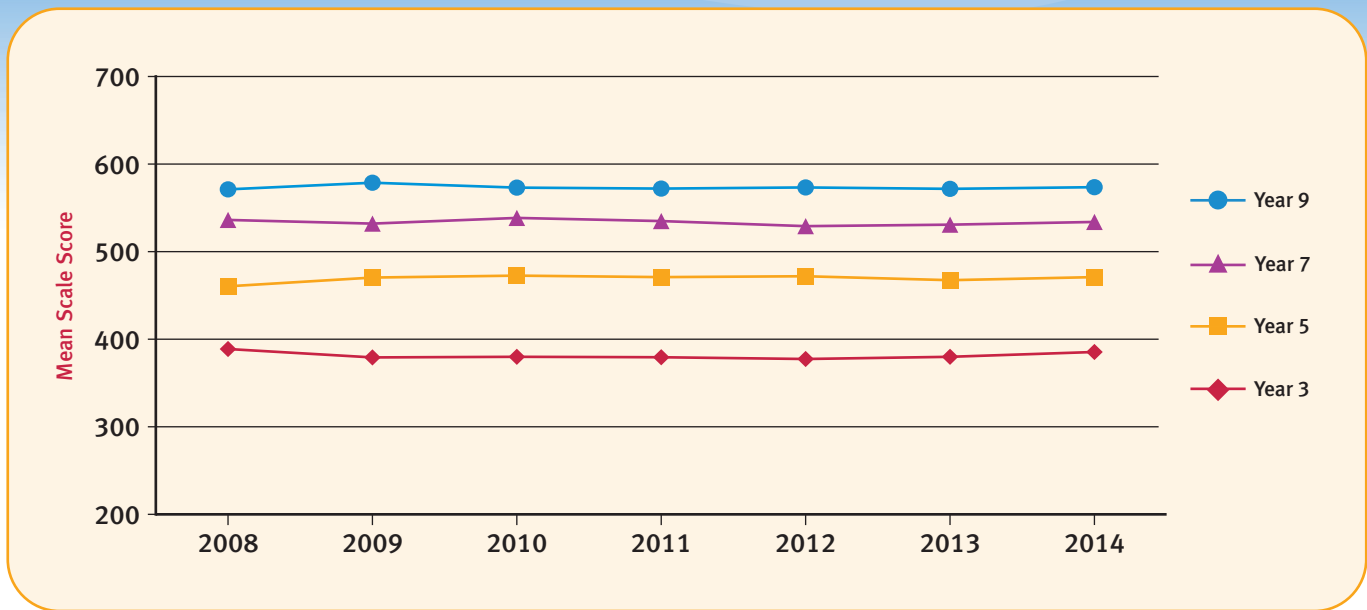


Table TS.N18: Achievement of Students in Numeracy, SA, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	571.1 (62.8)	578.7 (61.1)	573.1 (64.6)	572.0 (66.5)	573.3 (65.6)	571.7 (72.3)	573.6 (62.8)	■	■
	% at or above NMS	92.0	94.7	92.1	91.7	92.9	90.1	92.6	■	■
Year 7	Mean / (S.D.)	536.2 (67.7)	532.0 (65.1)	538.5 (65.8)	534.9 (67.9)	529.1 (67.0)	530.8 (64.6)	533.9 (65.0)	■	■
	% at or above NMS	94.5	94.2	95.2	93.9	93.5	94.6	94.8	■	■
Year 5	Mean / (S.D.)	460.4 (60.7)	470.4 (60.5)	472.6 (64.2)	470.9 (60.8)	471.9 (64.7)	467.4 (63.7)	470.9 (64.1)	■	■
	% at or above NMS	90.5	93.3	92.2	93.1	91.7	92.0	91.8	■	■
Year 3	Mean / (S.D.)	388.8 (64.9)	379.2 (68.9)	379.9 (66.8)	379.4 (64.9)	377.4 (67.9)	379.9 (61.3)	385.4 (68.8)	■	■
	% at or above NMS	93.8	92.7	93.2	94.1	91.9	94.4	93.2	■	■

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

NAPLAN Numeracy

Figure TS.N19: Achievement of Students in Numeracy, Tas, 2008–2014.

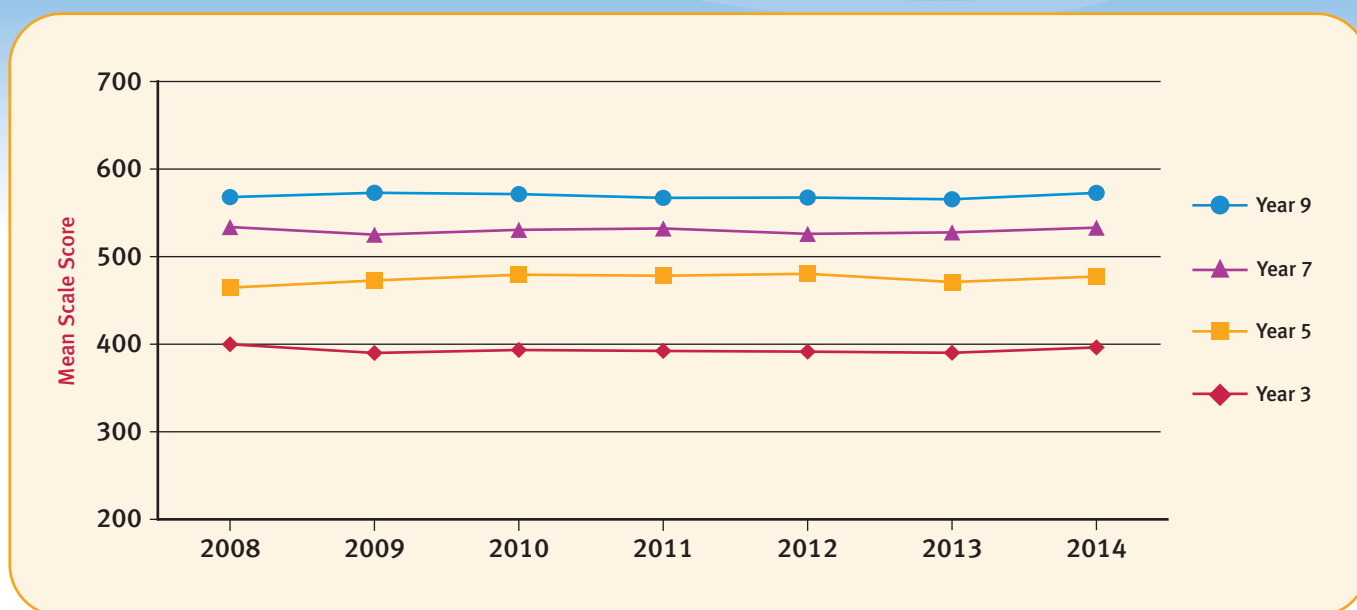


Table TS.N19: Achievement of Students in Numeracy, Tas, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	568.0 (65.1)	572.9 (61.2)	571.4 (61.8)	567.1 (66.3)	567.5 (65.0)	565.5 (73.5)	572.8 (63.0)	■	■
	% at or above NMS	92.3	93.7	92.4	90.9	92.4	88.0	93.5	■	△
Year 7	Mean / (S.D.)	533.8 (67.5)	525.1 (65.3)	530.6 (67.0)	532.2 (70.5)	526.0 (67.8)	527.7 (65.1)	533.1 (66.7)	■	■
	% at or above NMS	95.2	93.0	94.2	92.6	93.2	94.5	94.8	■	■
Year 5	Mean / (S.D.)	464.6 (62.9)	472.8 (63.2)	479.4 (67.2)	478.2 (65.2)	480.4 (69.0)	471.0 (66.0)	477.3 (66.2)	△	■
	% at or above NMS	92.1	93.2	93.2	93.9	92.6	92.4	92.6	■	■
Year 3	Mean / (S.D.)	399.9 (67.7)	390.0 (73.3)	393.4 (72.4)	392.3 (70.9)	391.5 (72.1)	390.2 (67.1)	396.3 (72.8)	■	■
	% at or above NMS	96.7	93.9	94.6	95.4	93.9	95.4	94.5	▽	■

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

NAPLAN Numeracy

Figure TS.N20: Achievement of Students in Numeracy, ACT, 2008–2014.

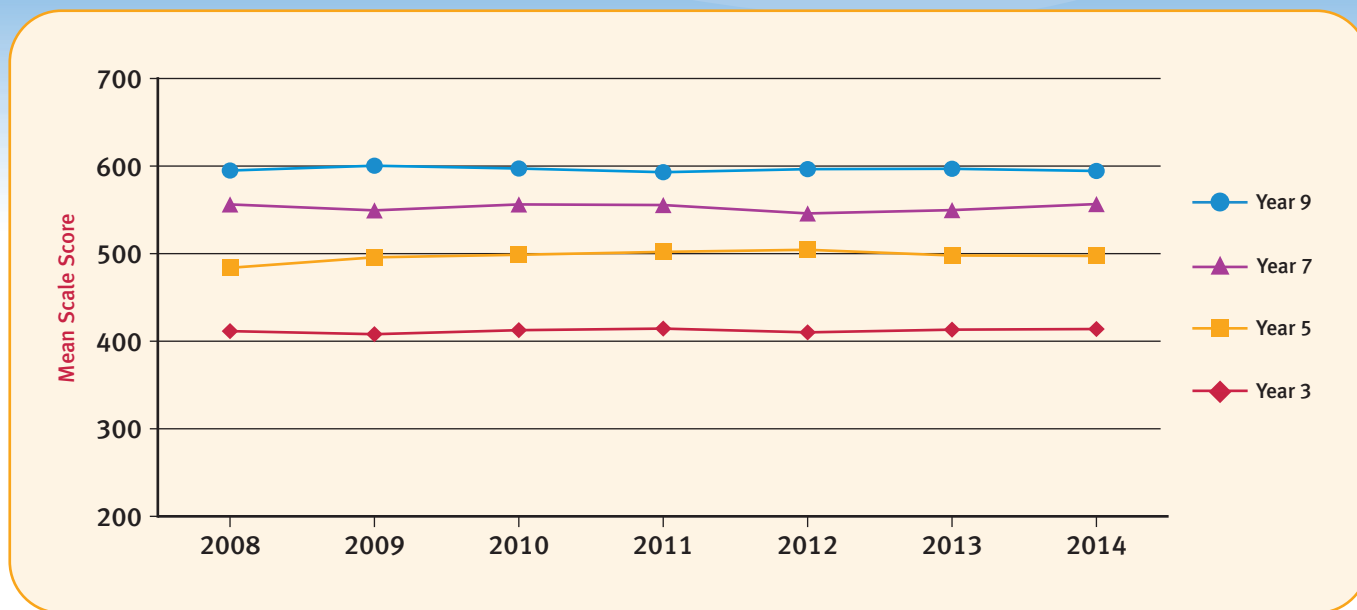


Table TS.N20: Achievement of Students in Numeracy, ACT, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	594.9 (68.0)	600.4 (66.8)	597.2 (69.5)	593.0 (71.9)	596.5 (72.5)	596.9 (80.3)	594.4 (69.8)	■	■
	% at or above NMS	96.6	95.4	94.7	94.6	95.5	92.9	94.9	■	■
Year 7	Mean / (S.D.)	556.2 (71.0)	549.4 (69.3)	556.2 (69.1)	555.5 (71.8)	545.9 (72.0)	549.7 (66.7)	556.6 (69.1)	■	■
	% at or above NMS	97.1	95.7	96.8	95.7	95.0	95.8	96.3	■	■
Year 5	Mean / (S.D.)	483.8 (64.1)	495.8 (63.5)	498.7 (65.0)	502.0 (63.9)	504.4 (66.6)	497.9 (70.5)	497.4 (64.9)	△	■
	% at or above NMS	94.9	95.5	95.3	95.4	95.8	95.0	95.9	■	■
Year 3	Mean / (S.D.)	411.5 (66.8)	408.0 (68.9)	412.6 (68.0)	414.4 (70.5)	410.1 (68.2)	413.2 (63.0)	413.9 (69.6)	■	■
	% at or above NMS	96.4	94.8	96.6	96.5	96.5	96.6	96.5	■	■

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

NAPLAN Numeracy

Figure TS.N21: Achievement of Students in Numeracy, NT, 2008–2014.

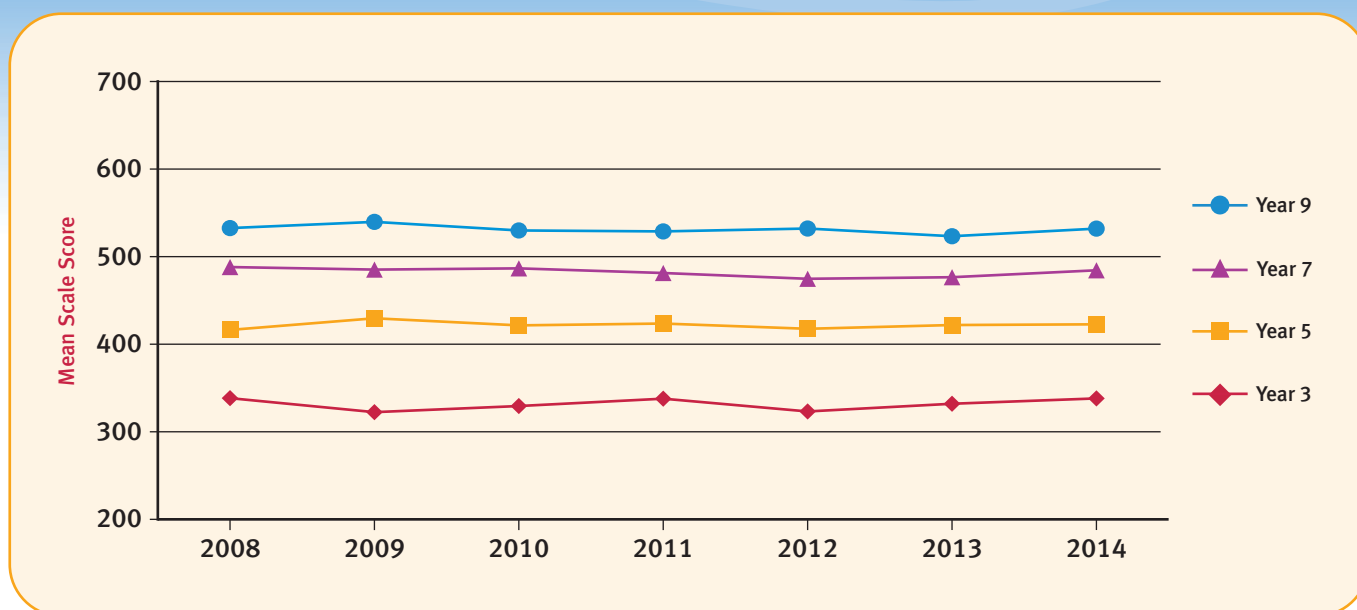


Table TS.N21: Achievement of Students in Numeracy, NT, 2008–2014.

Students		2008	2009	2010	2011	2012	2013	2014	Nature of the difference	
									2008 vs. 2014	2013 vs. 2014
Year 9	Mean / (S.D.)	532.6 (83.5)	539.7 (82.8)	529.9 (88.4)	528.8 (81.7)	532.1 (80.8)	523.3 (94.9)	532.0 (83.5)	■	■
	% at or above NMS	74.1	76.2	70.5	72.6	74.0	68.2	74.2	■	■
Year 7	Mean / (S.D.)	488.1 (84.0)	485.2 (80.7)	486.6 (90.1)	481.3 (90.1)	474.7 (90.2)	476.5 (82.3)	484.4 (84.5)	■	■
	% at or above NMS	75.9	74.8	72.4	71.7	70.5	72.3	74.4	■	■
Year 5	Mean / (S.D.)	416.3 (81.0)	429.6 (83.2)	421.5 (92.1)	423.6 (79.0)	417.6 (94.4)	421.9 (83.0)	422.7 (87.0)	■	■
	% at or above NMS	69.1	73.5	69.2	72.5	66.5	69.7	68.2	■	■
Year 3	Mean / (S.D.)	338.4 (86.3)	322.4 (98.3)	329.4 (90.8)	337.8 (81.8)	323.2 (96.6)	332.0 (83.3)	338.1 (96.6)	■	■
	% at or above NMS	77.0	70.4	72.4	79.1	70.0	75.7	73.0	■	■

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

NAPLAN Commentary on 2008–2014 Time series

Reading

Figure TS.R1 represents the trends in national mean scale scores in reading from 2008 to 2014 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. The table also indicates the 'nature of the difference' between means, or percentages, between 2008 and 2014 and between 2013 and 2014. 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 (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 moderate and an expression such as 'there was no change over time' means that there was no change that met the joint 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 18 scale points in Year 3 mean reading achievement at a national level from 2008 to 2014. However, there was no difference between the means for 2013 and 2014. National means had increased from 2008 to 2009 by 10 scale points and there were small increases each successive year from 2009 to 2012. These annual changes were not individually worthy of consideration but cumulatively represented an improvement. The results for 2014 suggest that mean Year 3 reading achievement has reached a plateau having not changed since 2012. Despite this, there was a decline of two percentage points in the percentages of Year 3 students performing at or above the national minimum standard between 2013 and 2014 but not between 2008 and 2014. This small decline between 2013 and 2014 was of similar size to the increase between 2012 and 2013.

The data in Table TS.R2 show that this pattern of improvement in mean reading achievement from 2008 to 2014 applied to male students (an increase of 20 scale points) but not to female students. The mean for female students was higher than the mean for male students by 15 scale points in 2008 but only by 10 scale points in 2014. However, this reduction in the difference between male and female students appeared to have arisen as a result of the 2013 to 2014 changes and it will be important to see if it endures.

Between 2013 and 2014 there was a drop of two percentage points in the percentage of Year 3 female students performing at or above the national minimum standard, but no change for male students that met the criteria. However, the percentages of Year 3 females performing at or above the national minimum standard have been above 94 percent since 2008 and continued to be greater than the percentage of Year 3 males performing at or above the national minimum standard. There had been increases of similar magnitude between 2012 and 2013 in the percentages of Year 3 female and male students performing at or above the national minimum standard.

The data in Table TS.R6 also shows that the improvement in mean reading achievement from 2008 to 2014 was evident for both Indigenous (by 19 points) and non-Indigenous students

(by 18 points). Non-Indigenous students scored higher than Indigenous students by approximately 90 points in both 2008 and 2014. The relatively larger improvement that had been noted between 2012 and 2013 in the national report for 2013 appears to have been transient. Furthermore, the drop that was noted above in the percentage of students at or above the national minimum standard was evident for both Indigenous students (7 percentage points) and non-Indigenous students (2 percentage points). Even though the drop between 2013 and 2014 was larger for Indigenous than for non-Indigenous students, the differences in magnitude matched the differences in the rise between 2012 and 2013.

There was no change in the mean reading achievement for Year 3 students with a language background other than English (LBOTE) over the period from 2008 to 2014 or from 2013 to 2014. There was a small increase in the mean reading achievement of non-LBOTE students from 2008 to 2014. There had been no significant difference in mean reading scores of non-LBOTE compared with LBOTE students in 2008, 2009 and 2010, a small difference of about four scale points in 2011, 2012 and 2013 and an increase to six scale points in 2014. There was a small decline between 2013 and 2014 in the percentages of Year 3 students performing at or above the national minimum standard evident for LBOTE and non-LBOTE students.

Tables TS.R14 through TS.R21 contain Year 3 achievement data for each jurisdiction. Over the period from 2008 to 2014, there were increases in mean reading achievement in Queensland (38 points), Western Australia (20 points) and the ACT (18 points). However, in these jurisdictions, and in other jurisdictions, there were no improvements in mean reading achievement between 2013 and 2014. There had been small declines of two to three percentage points between 2013 and 2014 in the percentages of students performing at or above the national minimum standard in New South Wales, Western Australia, South Australia and Tasmania. In Queensland, there had been an increase of about six percentage points in the percentage of students performing at or above the national minimum standard from 2008 to 2014.

Year 5 Reading

Table TS.R1 shows an improvement of 16 scale points in the mean reading achievement for Year 5 students over the period from 2008 to 2014 but no change between 2013 and 2014. The table also shows no change in the percentage of students working at or above the national minimum standard from 2008 to 2014. There was a small decline in the percentage of students working at or above the national minimum standard between 2013 and 2014. This was of similar magnitude to the increase that had been observed between 2012 and 2013.

As shown in Table TS.R3, there were similar improvements in mean reading achievement from 2008 to 2014 for male and female students. For female students, there was an increase of two percentage points between 2008 and 2014 in the percentage of students working at or above the national minimum standard. However, for both male and female students there was a small decline between 2013 and 2014 in the percentage of students working at or above the national minimum standard: of similar magnitudes to the increases that had been observed between 2012 and 2013.

Table TS.R7 shows that there was a moderate improvement (of 19 scale points) in the mean reading score for Year 5 Indigenous students between 2008 and 2014 but a decline between 2013 and 2014 (of 17 scale points). For non-Indigenous students there was an improvement of 16 scale points between 2008 and 2014 but no change between 2013 and 2014. The decline in the percentages of Indigenous students working at or above the national minimum standard between 2013 and 2014 (from 83 to 70 percent) reduced the increase (of 19 percentage points) that had been observed between 2012 and 2013.

NAPLAN Commentary on 2008–2014 Time series

Table TS.R11 shows that, between 2008 and 2014, there was an improvement of 17 scale points in the Year 5 mean reading achievement of non-LBOTE students but no change that satisfied the criteria for noting among LBOTE students (it tended to be in the same direction but was of slightly smaller magnitude). For both LBOTE and non-LBOTE students there were small declines between 2013 and 2014 in the percentages of students working at or above the national minimum standard even though there were no changes over the longer period from 2008 to 2014.

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 2014 in Queensland (30 scale points), Western Australia (18 scale points), Tasmania (22 scale points) and the ACT (19 scale points). There was an increase in Queensland between 2008 and 2014 in the percentage of students working at or above the national minimum standard from 87 to 93 percent. There were no changes between 2013 and 2014 in mean reading scores among Year 5 students in any jurisdiction. Between 2013 and 2014 there was a substantial decline of five percentage points in the percentages of students working at or above the national minimum standard in Western Australia and small declines between 2013 and 2014 in the percentages of students working at or above the national minimum standard in all other jurisdictions except the ACT and the Northern Territory.

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 2014 or from 2013 to 2014. Nor was there any change in the percentages of students working at or above the national minimum standard. The same patterns were evident for male and female students (Table TS.R4).

There was no change in the mean reading scores from 2008 to 2014, or from 2013 to 2014, among Year 7 Indigenous students (Table TS.R8). For non-Indigenous students also there were no changes over these periods. Similarly, there was no change in the mean reading scores from 2008 to 2014, or from 2012 to 2014, among Year 7 LBOTE students or non-LBOTE students (Table TS.R12).

Jurisdictional results in Tables TS.R14 through TS.R21 show increases in mean reading achievement among Year 7 students in Queensland and Western Australia, but not in any other jurisdiction, over the period from 2008 to 2014. In Queensland, the overall increase was 14 scale points to which the largest contribution was from 2013 to 2014. One way of interpreting the Queensland pattern is that the improvement shown in Year 3 from 2008 to 2011 flowed on to improvements in Year 5 in 2012 and 2013 and then to Year 7 in 2014. In Western Australia, the overall increase from 2008 to 2014 was 17 points with the annual changes fluctuating somewhat. There was no increase in mean Year 7 reading achievement between 2013 and 2014 in any jurisdiction. In Western Australia, but in no other jurisdiction, there was an increase between 2008 and 2014 in the percentage of Year 7 students working at or above the national minimum standard. No jurisdiction recorded a change between 2013 and 2014 in the percentages of Year 7 students working at or above the national minimum standard.

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 2014 or from 2013 to 2014 (TS.R1). The same pattern of stability was evident for males and females in Year 9, as shown in Table TS.R5.

Mean reading achievement for Indigenous students, and also for non-Indigenous students, in Year 9 (Table TS.R9) did not change from 2008 to 2014 or from 2013 to 2014. Neither were there any changes in the percentages of Indigenous Year 9 students

working at or above the national minimum standard from 2008 to 2014 or from 2013 to 2014. Mean reading achievement scores for Year 9 LBOTE students, and non-LBOTE students, as well as the percentages of Year 9 students working at or above the national minimum standard, did not change between 2008 and 2014 or between 2013 and 2014.

Very few changes were evident in jurisdictional data. There was an increase of 15 scale points between 2008 and 2014 in the mean reading achievement scores for Year 9 students in Western Australia. However, there were no other examples of changes in mean reading achievement scores for Year 9. There were just two examples of changes in the percentages of Year 9 students working at or above the national minimum standard. In South Australia, there was a decline of three percentage points in the percentage of Year 9 students working at or above the national minimum standard between 2013 and 2014. In the ACT, there was a decline (3 percentage points) in the percentage of Year 9 students working at or above the national minimum standard between 2008 and 2014.

Summary of Trends in Reading

There appear to have been improvements in reading achievement in Year 3 and Year 5 since 2008. In Year 3, there was a general improvement from 2008 to 2014 but no change between 2013 and 2014. Indeed there had been no change since 2012. The improvement in Year 3 reading achievement from 2008 to 2014 can be partly attributed to the notable improvements in Queensland, Western Australia and the ACT. The improvement in mean reading achievement from 2008 to 2014 was evident, and of similar magnitude, for Indigenous and non-Indigenous students. The relative improvement, noted in the 2013 national report, in Year 3 reading among Indigenous students between 2012 and 2013 appears to have been transient. In Year 5, there was also an overall improvement in mean reading achievement over the period from 2008 to 2014, but no change between 2013 and 2014 (or between 2012 and 2013). Improvements were evident in Queensland, Western Australia, Tasmania and the ACT. The overall improvement in reading from 2008 to 2014 among Year 5 Indigenous students conceals a decline between 2013 and 2014.

At Year 7, improvements in mean reading achievement over the period from 2008 to 2014 were evident in Queensland and Western Australia but not in any other jurisdiction. In Queensland, this improvement could be possibly partly attributed to a flow through of improvements noted for Year 5 and Year 3 in earlier cycles of NAPLAN. At Year 9, the only evidence of any improvement from 2008 to 2014 was in Western Australia.

Numeracy

Figure TS.N1 represents the trends in national mean scale scores in numeracy from 2008 to 2014 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 2014 and between 2013 and 2014 can be considered to be worth further consideration in terms of the criteria that were applied.

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 2014 or from 2013 to 2014. Data in Table TS.N2 show that there were no changes in mean numeracy achievement over these periods among either male or female students. There was a decline in the percentage of Year 3 females working at or above the national minimum standard between 2013 and 2014. This decline offset the increase that had occurred between 2012 and 2013. Indeed, the percentage of Year 3 females working at or above the national minimum standard has fluctuated somewhat since 2010.

NAPLAN Commentary on 2008–2014 Time series

There was no change in mean numeracy achievement for Year 3 Indigenous students between 2008 and 2014, or between 2013 and 2014 (Table TS.N6). Nor were there any changes in the percentages of Indigenous Year 3 students working at or above the national minimum standard between 2008 and 2014 or between 2013 and 2014. This lack of change was the same as for non-Indigenous students. 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 2014 or between 2013 and 2014 (Table TS.N10).

Among the eight jurisdictions, only Queensland recorded an increase in Year 3 mean numeracy achievement over the period from 2008 to 2014 (by 26 points). In Queensland, there was also an increase (3 percentage points) from 2008 to 2014 in the percentage of Year 3 students working at or above the national minimum standard. In two jurisdictions (New South Wales and Tasmania), there were declines between 2008 and 2014 in the percentages of Year 3 students working at or above the national minimum standard. No jurisdiction showed a change from 2013 to 2014 in the mean Year 3 numeracy achievement or the percentage of Year 3 students working at or above the national minimum standard.

Year 5 Numeracy

There was no change in mean Year 5 numeracy achievement at a national level from 2008 to 2014 or from 2013 to 2014 (Table TS.N1). Nor was there any change over either time period in the percentage of students working at or above the national minimum standard. There was also no change in the mean numeracy achievements of either male or female students in Year 5 between 2008 and 2014 or between 2013 and 2014 (Table TS.N3).

The data in Table TS.N7 show that there was no change in the mean numeracy achievement among Indigenous students in Year 5 over the full period from 2008 to 2014 or from 2013 to 2014. Neither were there any corresponding changes for non-Indigenous students. Similarly, there were no changes in the percentages of Year 5 Indigenous students, or non-Indigenous students, working at or above the national minimum standard. Table TS.N11 shows that there were no changes in the mean numeracy achievements, or the percentages working at or above the national minimum standard, of Year 5 LBOTE students or non-LBOTE students, either from 2008 to 2014 or from 2013 to 2014.

Jurisdictional results for Year 5 numeracy achievement (Tables TS.N14 through TS.N21) indicate that in four jurisdictions there were improvements between 2008 and 2014 in the mean numeracy achievement for Year 5 students: Queensland (24 scale points), Western Australia (20 scale points), Tasmania (13 scale points) and the ACT (14 points). In Queensland, there was also an increase (3 percentage points) in the percentage of students working at or above the national minimum standard. In no jurisdiction was there a change in mean Year 5 numeracy achievement, or the percentage of students working at or above the national minimum standard, between 2013 and 2014.

Year 7 Numeracy

Results in Table TS.N1 show 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 2014 or from 2013 to 2014. Table TS.N4 indicates that there were no changes in any of these statistics for male and female students separately.

There were no changes in the mean numeracy scores or the percentages of students working at or above the national minimum standard, for Indigenous students either over seven years from 2008 to 2014 or over one year from 2013 to 2014 (Table TS.N8). This pattern was the same as for non-Indigenous students. The same picture of no change in any of the indicators of numeracy achievement is evident for LBOTE students as well as 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. There were no changes in mean scores, or the percentages of students working at or above the national minimum standard, over either the seven-year time span from 2008 to 2014 or the one-year time span from 2013 to 2014 in any of the eight jurisdictions.

Year 9 Numeracy

Results in Table TS.N1 show no change in mean Year 9 numeracy achievement from 2008 to 2014 or from 2013 to 2014. However, there was an increase (four percentage points) in the percentages of students working at or above the national minimum standard between 2013 and 2014. However, the increase in this statistic between 2013 and 2014 follows a decline of similar magnitude between 2012 and 2013. No changes in mean numeracy achievement are evident for male or female students (Table TS.N5). However, the increases between 2013 and 2014 in the percentages of students working at or above the national minimum standard were evident for both male and female students.

There was no change in the mean Year 9 numeracy achievement from 2008 to 2014 for Indigenous students (Table TS.N9) or for non-Indigenous students. However, there was an improvement of 15 scale points in the mean Year 9 numeracy achievement for Indigenous students, together with an increase of 11 percentage points in the percentage of those students working at or above the national minimum standard, from 2013 to 2014. These increases offset the declines that had occurred between 2012 and 2013. For non-Indigenous students there was no change in mean Year 9 numeracy between 2013 and 2014 but a small increase of three percentage points in the percentage working at or above the national minimum standard.

Data for Year 9 LBOTE students are shown in Table TS.N13. Those trends match the trends for non-LBOTE students and those for the population overall: no change in mean numeracy achievement but increases in the percentages working at or above the national minimum standard.

The only jurisdiction in which there was an improvement in mean Year 9 numeracy achievement from 2008 to 2014 was Western Australia (by 20 scale points) and none showed an improvement in mean numeracy achievement from 2013 to 2014. In several jurisdictions, there were increases in the percentages by three to six percentage points of Year 9 students working at or above the national minimum standard between 2013 and 2014: New South Wales, Victoria, Queensland, Western Australia and Tasmania. In several of these jurisdictions, these increases compensated for declines in the corresponding statistic that had been evident between 2012 and 2013. However, in Western Australia there was an increase of two percentage points between 2008 and 2014 in the percentage of Year 9 students working at or above the national minimum standard.

Summary of Trends in Numeracy

Numeracy achievement at the national level in Years 3, Year 5, Year 7 and Year 9 has remained unchanged from 2008 to 2014. This stability at the national level was also evident among sub-groups based on sex, Indigenous status and language background. There were instances of change in some jurisdictions. In Queensland, there were improvements in numeracy in Year 3 and Year 5 similar to the improvements observed in reading for that jurisdiction. In Western Australia, there was an improvement in numeracy in Year 9. However, across jurisdictions there are few instances of changes in numeracy over the period from 2008 to 2014.

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.

For 2008 and 2009:

- Absent and withdrawn rates were reported combined, as one category, in the 2008 and 2009 NAPLAN National Reports. The absent rates for 2008 and 2009 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.

For 2008 and 2009:

- Absent and withdrawn rates were reported combined, as one category, in the 2008 and 2009 NAPLAN National Reports. The absent rates for 2008 and 2009 thus include both absent and withdrawn students and the withdrawn (%) rates have been left blank in this table.

NAPLAN Participation

Table 3.CP1: Year 3 Student Participation in Assessment, by State and Territory, 2008–2014.

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
	2009	85762	97.4	2.6		1.3	85459	97.1	2.9		1.3
	2010	84964	97.2	1.7	1.1	1.8	84756	97.0	2.0	1.0	1.7
	2011	85336	97.3	1.8	0.9	1.6	85115	97.0	2.1	0.9	1.6
	2012	86315	97.0	2.0	1.0	1.7	85981	96.6	2.4	1.0	1.7
	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
Vic	2008	62230	96.0	4		2.7	62133	95.8	4		2.7
	2009	61827	95.0	5.0		3.0	61457	94.4	5.6		2.9
	2010	60742	93.8	3.5	2.7	2.9	60559	93.5	3.9	2.6	2.9
	2011	62392	94.6	3.3	2.1	2.8	62300	94.4	3.6	2.0	2.8
	2012	63715	94.7	2.7	2.6	2.8	63616	94.6	3.0	2.4	2.8
	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
Qld	2008	55770	97.6	2		1.9	55507	97.1	3		1.8
	2009	54726	97.1	2.9		1.8	54464	96.6	3.4		1.6
	2010	36813	96.1	2.2	1.7	2.3	36714	95.9	2.6	1.6	2.2
	2011	53530	96.0	2.3	1.6	1.7	53273	95.6	2.9	1.5	1.6
	2012	55629	94.8	2.7	2.6	1.5	55405	94.4	3.2	2.4	1.5
	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
WA	2008	26635	95.2	5		1.0	26591	95.1	5		1.0
	2009	26962	96.3	3.7		1.3	26879	96.0	4.0		1.3
	2010	27108	95.5	3.4	1.0	1.5	26986	95.1	4.0	0.9	1.5
	2011	27195	95.4	3.5	1.1	1.4	27154	95.3	3.7	1.0	1.3
	2012	28197	95.1	3.5	1.4	1.4	28061	94.7	4.0	1.3	1.4
	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
SA	2008	18717	96.9	3		3.1	18698	96.8	3		3.1
	2009	17599	94.8	5.2		1.7	17568	94.7	5.3		1.6
	2010	17728	93.7	3.3	3.1	2.1	17696	93.5	3.6	2.9	2.0
	2011	17375	93.5	3.3	3.3	2.4	17310	93.1	3.8	3.1	2.3
	2012	17941	93.7	2.8	3.5	2.3	17871	93.4	3.4	3.3	2.3
	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
Tas	2008	6377	96.8	3		1.0	6356	96.5	4		1.0
	2009	6290	97.6	2.4		1.4	6258	97.1	2.9		1.3
	2010	5942	96.0	2.4	1.5	1.3	5912	95.6	3.0	1.5	1.3
	2011	6035	96.5	2.3	1.2	1.6	6004	96.0	2.8	1.2	1.6
	2012	5725	95.2	3.2	1.6	1.4	5707	94.9	3.5	1.6	1.4
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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

NAPLAN Participation

Table 3.CP1 (cont.): Year 3 Student Participation in Assessment, by State and Territory, 2008–2014.

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
	2009	4252	95.4	4.6		2.9	4233	95.0	5.0		2.8
	2010	4029	94.9	1.7	3.4	2.2	4021	94.7	2.0	3.3	2.2
	2011	4109	93.2	2.3	4.5	2.2	4099	93.0	2.5	4.4	2.1
	2012	4414	93.4	2.6	4.0	1.7	4407	93.3	2.8	4.0	1.6
	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
NT	2008	2787	82.7	17		1.6	2800	83.1	17		1.6
	2009	3120	93.5	6.5		1.7	3075	92.2	7.8		1.6
	2010	3023	88.0	10.7	1.2	2.0	3013	87.7	11.0	1.2	2.0
	2011	3087	88.1	10.4	1.5	2.2	3058	87.2	11.3	1.5	2.2
	2012	2882	87.6	10.8	1.6	2.1	2831	86.0	12.3	1.7	2.0
	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
Aust	2008	262372	96.6	3		1.7	261597	96.3	4		1.7
	2009	260538	96.4	3.6		1.9	259393	96.0	4.0		1.8
	2010	240349	95.5	2.7	1.8	2.1	239657	95.3	3.1	1.7	2.1
	2011	259059	95.7	2.7	1.6	2.0	258313	95.4	3.1	1.5	1.9
	2012	264818	95.3	2.7	2.0	2.0	263879	95.0	3.1	1.9	1.9
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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

NAPLAN Participation

Table 3.CP2: Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008–2014.

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			
	2009	Indig.	3648	94.3	5.7		2.0	3631	93.8	6.2		2.0
		Non-Indig.	80276	97.6	2.4		1.3	79984	97.3	2.7		1.2
	2010	Indig.	3787	94.9	3.5	1.6	2.8	3747	93.9	4.6	1.5	2.7
		Non-Indig.	79407	97.4	1.6	1.0	1.7	79245	97.2	1.9	0.9	1.7
	2011	Indig.	3959	93.9	4.4	1.7	2.6	3936	93.4	5.0	1.7	2.5
		Non-Indig.	80031	97.4	1.7	0.8	1.5	79837	97.2	2.0	0.8	1.5
	2012	Indig.	4053	94.3	4.4	1.3	3.1	3992	92.9	5.9	1.2	3.0
		Non-Indig.	80508	97.2	1.9	0.9	1.7	80247	96.9	2.2	0.9	1.6
	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
Vic	2008	Indig.	699	89.7	10		3.6	694	89.1	11		3.6
		Non-Indig.	61322	96.3				61220	96.1			
	2009	Indig.	655	89.6	10.4		5.7	654	89.5	10.5		5.6
		Non-Indig.	60856	95.4	4.6		2.5	60487	94.9	5.1		2.4
	2010	Indig.	761	84.9	8.8	6.3	5.6	759	84.7	9.2	6.1	5.5
		Non-Indig.	59666	94.6	3.1	2.4	2.4	59483	94.3	3.5	2.3	2.4
	2011	Indig.	786	88.1	9.1	2.8	5.0	776	87.0	10.2	2.8	5.0
		Non-Indig.	61388	95.0	3.0	1.9	2.5	61307	94.9	3.3	1.8	2.4
	2012	Indig.	813	88.8	6.0	5.2	6.1	804	87.8	7.3	4.9	5.8
		Non-Indig.	62779	95.1	2.6	2.4	2.6	62691	94.9	2.9	2.2	2.6
	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
QLD	2008	Indig.	3921	95.0	5		2.8	3859	93.5	6		2.8
		Non-Indig.	51849	97.8				51648	97.4			
	2009	Indig.	3573	94.3	5.7		2.5	3496	92.3	7.7		2.3
		Non-Indig.	51153	97.3	2.7		1.8	50968	96.9	3.1		1.6
	2010	Indig.	2638	93.4	5.3	1.3	3.5	2620	92.8	5.9	1.3	3.3
		Non-Indig.	34175	96.3	2.0	1.7	2.2	34094	96.1	2.3	1.6	2.1
	2011	Indig.	4273	93.2	5.3	1.6	2.0	4196	91.5	7.0	1.5	1.9
		Non-Indig.	49257	96.3	2.1	1.6	1.7	49077	95.9	2.6	1.5	1.6
	2012	Indig.	3852	91.6	5.7	2.6	2.5	3795	90.3	7.2	2.5	2.5
		Non-Indig.	51777	95.0	2.4	2.6	1.5	51610	94.7	2.9	2.4	1.4
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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NAPLAN Participation

Table 3.CP2 (cont.): Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008–2014.

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			
	2009	Indig.	1505	85.9	14.1		1.1	1461	83.4	16.6		1.1
		Non-Indig.	23484	97.1	2.9		1.3	23458	97.0	3.0		1.2
	2010	Indig.	1789	86.6	12.8	0.6	1.4	1768	85.6	13.8	0.6	1.4
		Non-Indig.	23984	96.8	2.4	0.8	1.4	23885	96.4	2.9	0.8	1.4
	2011	Indig.	1673	85.0	14.3	0.7	1.2	1658	84.2	15.1	0.6	1.3
		Non-Indig.	24802	96.2	2.7	1.1	1.4	24777	96.1	2.9	1.0	1.3
	2012	Indig.	1647	85.4	13.5	1.1	1.2	1601	83.0	15.9	1.1	1.2
		Non-Indig.	26037	95.9	2.7	1.4	1.4	25956	95.6	3.1	1.3	1.4
	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
SA	2008	Indig.	666	95.6	4		5.2	674	96.7	3		5.2
		Non-Indig.	17689	98.7				17664	98.5			
	2009	Indig.	570	82.0	18.0		2.2	575	82.7	17.3		2.2
		Non-Indig.	16888	95.4	4.6		1.7	16854	95.2	4.8		1.6
	2010	Indig.	600	82.9	10.6	6.5	3.9	595	82.2	12.0	5.8	3.9
		Non-Indig.	16896	94.2	2.9	2.9	2.0	16866	94.0	3.2	2.7	1.9
	2011	Indig.	577	80.8	13.9	5.3	5.2	579	81.1	14.1	4.8	5.0
		Non-Indig.	16392	94.3	2.6	3.0	2.2	16323	93.9	3.2	2.9	2.1
	2012	Indig.	617	84.3	8.5	7.2	5.7	621	84.8	8.5	6.7	5.6
		Non-Indig.	16780	94.2	2.5	3.4	2.1	16706	93.7	3.1	3.1	2.1
	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
Tas	2008	Indig.	430	96.6	3		0.7	425	95.5	4		0.7
		Non-Indig.	4717	97.6				4703	97.3			
	2009	Indig.	435	95.6	4.4		2.9	436	95.8	4.2		2.9
		Non-Indig.	5072	97.7	2.3		1.3	5045	97.2	2.8		1.3
	2010	Indig.	414	96.5	3.0	0.5	1.2	410	95.6	4.0	0.5	1.2
		Non-Indig.	5314	96.7	2.4	0.9	1.2	5294	96.3	2.8	0.8	1.2
	2011	Indig.	414	95.2	4.1	0.7	1.8	410	94.3	5.1	0.7	1.8
		Non-Indig.	5429	97.5	2.1	0.5	1.6	5402	97.0	2.6	0.4	1.5
	2012	Indig.	389	95.6	3.7	0.7	1.7	387	95.1	4.2	0.7	1.5
		Non-Indig.	5181	96.1	3.2	0.7	1.4	5167	95.8	3.5	0.7	1.4
	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

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 3.CP2 (cont.): Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008–2014.

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			94	87.9	12			1.9
		Non-Indig.	4000	95.9				3979	95.4				
	2009	Indig.	96	94.1	5.9			94	92.2	7.8			4.9
		Non-Indig.	4113	95.4	4.6			4096	95.0	5.0			2.8
	2010	Indig.	93	92.1	2.0	5.9	7.9	93	92.1	2.0	5.9		7.9
		Non-Indig.	3922	95.0	1.7	3.3	2.1	3914	94.8	2.0	3.2		2.0
	2011	Indig.	90	87.4	2.9	9.7	2.9	89	86.4	3.9	9.7		2.9
		Non-Indig.	3983	93.5	2.2	4.3	2.2	3973	93.3	2.5	4.2		2.1
	2012	Indig.	115	85.8	6.0	8.2	4.5	117	87.3	3.7	9.0		4.5
		Non-Indig.	4288	93.7	2.4	3.8	1.6	4279	93.5	2.7	3.8		1.5
	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
NT	2008	Indig.	1016	71.0	29			1027	71.8	28			1.0
		Non-Indig.	1617	92.6				1621	92.8				
	2009	Indig.	1261	88.6	11.4			1226	86.2	13.8			1.4
		Non-Indig.	1744	97.1	2.9			1734	96.5	3.5			1.8
	2010	Indig.	1190	78.7	20.5	0.8	1.9	1178	77.9	21.3	0.8		1.9
		Non-Indig.	1714	95.6	3.0	1.4	2.2	1717	95.8	2.8	1.4		2.2
	2011	Indig.	1201	80.5	18.8	0.6	1.6	1175	78.8	20.6	0.6		1.7
		Non-Indig.	1822	95.8	3.0	1.2	2.7	1818	95.6	3.3	1.1		2.6
	2012	Indig.	1098	78.1	21.1	0.8	2.0	1057	75.2	24.0	0.9		2.2
		Non-Indig.	1759	94.9	2.9	2.2	2.2	1749	94.4	3.5	2.2		1.8
	2013	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
	2014	Indig.	1082	77.4	17.8	4.8	1.8	1096	78.4	20.0	1.6		1.8
		Non-Indig.	1856	96.0	1.7	2.4	3.2	1853	95.8	1.9	2.3		3.2
Aust	2008	Indig.	11895	90.2	10		2.0	11782	89.4	11			2.0
		Non-Indig.	243106	97.2				242454	96.9				
	2009	Indig.	11743	91.6	8.4		2.2	11573	90.3	9.7			2.1
		Non-Indig.	243586	96.8	3.2		1.8	242626	96.4	3.6			1.7
	2010	Indig.	11272	89.9	8.3	1.9	2.8	11170	89.1	9.1	1.8		2.8
		Non-Indig.	225078	96.1	2.3	1.6	2.0	224498	95.8	2.6	1.5		1.9
	2011	Indig.	12973	90.1	8.3	1.7	2.4	12819	89.0	9.4	1.6		2.3
		Non-Indig.	243104	96.2	2.3	1.5	1.9	242514	95.9	2.6	1.4		1.8
	2012	Indig.	12584	89.7	8.0	2.2	2.9	12374	88.2	9.6	2.1		2.8
		Non-Indig.	249109	95.7	2.3	1.9	1.9	248405	95.5	2.7	1.8		1.8
	2013	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
	2014	Indig.	14150	89.0	7.0	4.0	2.5	14051	88.4	8.0	3.6		2.4
		Non-Indig.	262121	95.5	2.0	2.5	1.9	261522	95.3	2.4	2.4		1.8

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: Year 5 Student Participation in Assessment, by State and Territory, 2008–2014.

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
	2009	85876	97.7	2.3		1.1	85602	97.4	2.6		1.1
	2010	87002	97.7	1.6	0.6	1.5	86714	97.4	2.0	0.6	1.4
	2011	86768	97.7	1.7	0.6	1.5	86435	97.3	2.1	0.5	1.4
	2012	85704	97.4	1.9	0.7	1.6	85355	97.0	2.4	0.7	1.5
	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
Vic	2008	62954	96.3	4		2.4	62906	96.2	4		2.4
	2009	62507	95.3	4.7		2.6	62169	94.8	5.2		2.6
	2010	62569	94.6	3.5	1.9	2.7	62376	94.3	3.8	1.8	2.6
	2011	62950	95.2	3.2	1.6	2.6	62802	95.0	3.5	1.5	2.6
	2012	62272	95.1	2.9	1.9	2.7	62228	95.1	3.1	1.8	2.7
	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
Qld	2008	55459	97.8	2		1.6	55284	97.5	2		1.5
	2009	55955	97.4	2.6		1.8	55721	97.0	3.0		1.6
	2010	56535	96.6	2.2	1.2	1.8	56306	96.2	2.7	1.1	1.7
	2011	55039	96.2	2.4	1.4	1.6	54768	95.8	2.9	1.3	1.6
	2012	37900	94.9	2.6	2.5	2.3	37733	94.5	3.1	2.5	2.2
	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
WA	2008	26630	95.6	4		0.8	26594	95.5	5		0.8
	2009	28284	97.1	2.9		1.4	28152	96.7	3.3		1.3
	2010	27831	96.3	3.1	0.6	1.3	27696	95.9	3.5	0.6	1.2
	2011	27771	96.1	3.1	0.8	1.3	27623	95.6	3.7	0.7	1.3
	2012	28077	95.8	3.3	1.0	1.4	27960	95.4	3.7	0.9	1.3
	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
SA	2008	18664	97.1	3		2.6	18654	97.1	3		2.6
	2009	18577	95.8	4.2		1.7	18507	95.5	4.5		1.7
	2010	18513	94.8	2.9	2.3	1.8	18482	94.6	3.2	2.2	1.8
	2011	17954	94.9	3.0	2.1	2.0	17894	94.6	3.4	2.0	1.9
	2012	18101	94.8	2.9	2.3	2.2	18015	94.4	3.4	2.2	2.2
	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
Tas	2008	6158	96.8	3		1.0	6126	96.3	4		0.9
	2009	6322	97.4	2.6		1.3	6290	96.9	3.1		1.3
	2010	6407	96.5	2.3	1.2	1.3	6393	96.3	2.5	1.2	1.3
	2011	6294	96.5	2.3	1.2	1.3	6262	96.0	2.7	1.2	1.3
	2012	5945	96.2	2.5	1.3	1.3	5924	95.9	2.8	1.3	1.3
	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

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, 2008–2014.

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
	2009	4431	96.6	3.4		2.2	4403	96.0	4.0		2.1
	2010	4269	95.4	2.2	2.4	2.5	4251	95.0	2.6	2.4	2.4
	2011	4353	95.6	2.1	2.3	2.9	4324	95.0	2.7	2.2	2.9
	2012	4177	95.5	2.3	2.2	1.9	4181	95.6	2.2	2.2	2.0
	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
NT	2008	2891	84.9	15		1.4	2895	85.0	15		1.5
	2009	2937	95.7	4.3		2.1	2900	94.5	5.5		2.0
	2010	2924	89.7	9.4	0.9	2.0	2882	88.4	10.8	0.8	2.0
	2011	2964	88.5	10.7	0.8	2.1	2933	87.6	11.6	0.8	2.0
	2012	3027	88.7	10.5	0.8	2.1	2968	87.0	12.3	0.8	2.1
	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
Aust	2008	262872	96.8	3		1.5	262268	96.6	3		1.5
	2009	264889	96.8	3.2		1.7	263744	96.4	3.6		1.7
	2010	266050	96.2	2.5	1.2	1.8	265100	95.9	2.9	1.2	1.8
	2011	264093	96.2	2.6	1.2	1.8	263041	95.9	3.0	1.1	1.8
	2012	245203	95.9	2.6	1.5	2.0	244364	95.5	3.0	1.4	2.0
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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

NAPLAN Participation

Table 5.CP2: Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008–2014.

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			
	2009	Indig.	3704	94.7	5.3		1.6	3660	93.5	6.5		1.5
		Non-Indig.	80411	97.9	2.1		1.1	80189	97.6	2.4		1.1
	2010	Indig.	3721	94.5	4.2	1.3	2.5	3679	93.4	5.3	1.3	2.5
		Non-Indig.	81330	97.9	1.5	0.6	1.4	81091	97.6	1.8	0.6	1.4
	2011	Indig.	3854	94.4	4.5	1.1	2.5	3835	93.9	4.9	1.1	2.5
		Non-Indig.	81430	97.9	1.6	0.5	1.4	81120	97.5	2.0	0.5	1.4
	2012	Indig.	3970	94.0	5.0	1.0	2.7	3932	93.1	5.9	0.9	2.7
		Non-Indig.	79952	97.6	1.8	0.7	1.5	79647	97.2	2.2	0.6	1.5
	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
Vic	2008	Indig.	650	90.2	10		3.6	639	88.6	11		3.6
		Non-Indig.	62109	96.5				62071	96.4			
	2009	Indig.	768	91.2	8.8		5.9	746	88.6	11.4		5.9
		Non-Indig.	61547	95.5	4.5		2.3	61231	95.0	5.0		2.2
	2010	Indig.	747	88.3	7.4	4.3	4.7	747	88.3	7.4	4.3	4.7
		Non-Indig.	61655	94.9	3.3	1.8	2.4	61462	94.6	3.7	1.7	2.3
	2011	Indig.	728	90.3	7.3	2.4	6.5	720	89.3	8.4	2.2	6.3
		Non-Indig.	62090	95.6	3.0	1.4	2.4	61952	95.3	3.3	1.4	2.4
	2012	Indig.	837	89.4	6.7	3.8	6.8	819	87.5	8.7	3.8	6.8
		Non-Indig.	61329	95.3	2.8	1.9	2.5	61303	95.3	3.0	1.7	2.5
	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
QLD	2008	Indig.	3940	94.9	5		2.0	3897	93.8	6		2.0
		Non-Indig.	51519	98.0				51387	97.8			
	2009	Indig.	3599	94.3	5.7		2.8	3550	93.0	7.0		2.8
		Non-Indig.	52356	97.6	2.4		1.7	52171	97.2	2.8		1.6
	2010	Indig.	4196	94.1	4.7	1.1	2.3	4133	92.7	6.2	1.0	2.3
		Non-Indig.	52339	96.8	2.0	1.2	1.7	52173	96.5	2.4	1.1	1.6
	2011	Indig.	4250	93.2	5.7	1.1	2.2	4189	91.9	7.0	1.1	2.1
		Non-Indig.	50789	96.5	2.1	1.4	1.6	50579	96.1	2.5	1.4	1.5
	2012	Indig.	2535	90.3	6.6	3.0	3.0	2509	89.4	7.7	2.9	3.0
		Non-Indig.	35365	95.2	2.3	2.5	2.2	35224	94.9	2.7	2.4	2.1
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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NAPLAN Participation

Table 5.CP2 (cont.): Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008–2014.

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			
	2009	Indig.	1558	87.8	12.2		1.6	1531	86.3	13.7		1.6
		Non-Indig.	24626	97.9	2.1		1.3	24529	97.5	2.5		1.3
	2010	Indig.	1689	87.3	12.2	0.5	1.4	1665	86.1	13.4	0.5	1.4
		Non-Indig.	25126	97.1	2.4	0.6	1.2	25019	96.7	2.8	0.5	1.2
	2011	Indig.	1643	85.8	13.4	0.8	1.4	1601	83.6	15.6	0.8	1.4
		Non-Indig.	25382	96.8	2.4	0.8	1.3	25282	96.5	2.8	0.7	1.2
	2012	Indig.	1766	86.3	12.9	0.8	1.5	1747	85.4	13.8	0.8	1.5
		Non-Indig.	25788	96.5	2.5	1.0	1.4	25708	96.2	2.9	0.9	1.3
	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
SA	2008	Indig.	625	96.7	3		5.4	625	96.7	3		5.4
		Non-Indig.	17740	98.8				17725	98.7			
	2009	Indig.	633	87.4	12.6		2.5	630	87.0	13.0		2.3
		Non-Indig.	17797	96.2	3.8		1.7	17730	95.9	4.1		1.6
	2010	Indig.	671	86.5	9.7	3.9	2.3	670	86.3	9.7	4.0	2.4
		Non-Indig.	17653	95.2	2.6	2.2	1.8	17627	95.0	2.9	2.1	1.8
	2011	Indig.	606	85.0	11.2	3.8	3.1	602	84.4	12.1	3.5	2.9
		Non-Indig.	16899	95.5	2.6	2.0	1.8	16844	95.2	2.9	1.9	1.8
	2012	Indig.	635	87.7	8.1	4.1	4.6	626	86.5	9.3	4.3	4.3
		Non-Indig.	16959	95.2	2.6	2.1	2.1	16884	94.8	3.1	2.1	2.1
	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
Tas	2008	Indig.	428	97.1	3		1.4	421	95.5	5		1.4
		Non-Indig.	4767	97.7				4747	97.3			
	2009	Indig.	440	94.8	5.2		1.7	434	93.5	6.5		1.7
		Non-Indig.	4909	97.6	2.4		1.3	4886	97.2	2.8		1.3
	2010	Indig.	451	95.6	3.0	1.5	0.6	451	95.6	3.0	1.5	0.6
		Non-Indig.	5279	97.3	2.2	0.5	1.2	5269	97.1	2.4	0.5	1.2
	2011	Indig.	461	96.6	2.5	0.8	3.6	455	95.4	3.8	0.8	3.6
		Non-Indig.	5582	97.3	2.2	0.5	1.1	5560	96.9	2.6	0.5	1.1
	2012	Indig.	443	96.3	2.8	0.9	1.5	442	96.1	3.0	0.9	1.3
		Non-Indig.	5308	97.1	2.4	0.5	1.3	5287	96.7	2.8	0.5	1.3
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

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NAPLAN Participation

Table 5.CP2 (cont.): Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008–2014.

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				
	2009	Indig.	95	88.8	11.2			5.6	96	89.7	10.3			4.7
		Non-Indig.	4297	96.8	3.2			2.1	4267	96.1	3.9			2.0
	2010	Indig.	94	89.5	6.7	3.8		1.9	95	90.5	5.7	3.8		1.9
		Non-Indig.	4169	95.6	2.1	2.3		2.5	4149	95.1	2.5	2.3		2.4
	2011	Indig.	93	93.0	3.0	4.0		5.0	93	93.0	3.0	4.0		5.0
		Non-Indig.	4214	95.8	2.1	2.2		2.8	4185	95.1	2.7	2.2		2.8
	2012	Indig.	94	88.7	7.5	3.8		6.6	94	88.7	7.5	3.8		6.6
		Non-Indig.	4075	95.8	2.2	2.1		1.8	4079	95.9	2.1	2.0		1.9
	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
NT	2008	Indig.	999	71.5	29			1.1	1004	71.8	28			1.1
		Non-Indig.	1723	95.6					1722	95.6				
	2009	Indig.	1147	92.4	7.6			1.6	1115	89.8	10.2			1.6
		Non-Indig.	1623	98.2	1.8			2.2	1617	97.9	2.1			2.2
	2010	Indig.	1141	81.0	18.2	0.8		2.5	1107	78.6	20.6	0.8		2.5
		Non-Indig.	1681	96.5	2.5	1.0		1.7	1675	96.2	3.0	0.9		1.7
	2011	Indig.	1187	80.7	18.6	0.7		2.1	1172	79.7	19.6	0.7		2.0
		Non-Indig.	1731	95.8	3.6	0.6		2.2	1718	95.1	4.3	0.6		2.0
	2012	Indig.	1220	79.5	19.9	0.5		2.0	1171	76.3	23.2	0.5		2.0
		Non-Indig.	1789	96.3	2.6	1.1		2.2	1779	95.7	3.3	1.0		2.2
	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
Aust	2008	Indig.	11697	90.1	10			1.7	11596	89.3	11			1.7
		Non-Indig.	244962	97.5					244456	97.3				
	2009	Indig.	11944	92.7	7.3			2.3	11762	91.3	8.7			2.3
		Non-Indig.	247566	97.1	2.9			1.6	246620	96.7	3.3			1.6
	2010	Indig.	12710	91.2	7.4	1.4		2.4	12547	90.0	8.6	1.4		2.3
		Non-Indig.	249232	96.6	2.3	1.2		1.7	248465	96.3	2.6	1.1		1.7
	2011	Indig.	12822	90.8	8.0	1.3		2.5	12667	89.7	9.1	1.2		2.5
		Non-Indig.	248117	96.7	2.2	1.1		1.7	247240	96.3	2.6	1.0		1.7
	2012	Indig.	11500	89.6	8.6	1.7		2.9	11340	88.4	9.9	1.7		2.8
		Non-Indig.	230565	96.3	2.3	1.4		1.9	229911	96.0	2.6	1.4		1.9
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

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NAPLAN Participation

Table 7.CP1: Year 7 Student Participation in Assessment, by State and Territory, 2008–2014.

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
	2009	85499	97.2	2.8		0.7	85009	96.6	3.4		0.7
	2010	85679	97.3	2.5	0.3	1.3	85273	96.8	2.9	0.3	1.3
	2011	85386	97.1	2.6	0.3	1.2	84941	96.6	3.1	0.3	1.2
	2012	85692	96.4	3.2	0.4	1.2	85332	96.0	3.6	0.4	1.2
	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
Vic	2008	63760	95.7	4		1.6	63880	95.8	4		1.7
	2009	63244	94.9	5.1		1.6	63093	94.6	5.4		1.6
	2010	62844	94.6	4.5	0.9	1.8	62737	94.5	4.6	0.9	1.8
	2011	63220	95.0	4.3	0.7	1.9	63122	94.9	4.4	0.7	1.9
	2012	63572	94.9	4.0	1.0	2.0	63473	94.8	4.2	1.0	1.9
	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
Qld	2008	56296	97.7	2		1.6	56191	97.5	2		1.5
	2009	56524	97.2	2.8		1.6	56360	96.9	3.1		1.4
	2010	56500	96.7	2.3	1.0	1.6	56305	96.3	2.7	1.0	1.5
	2011	56499	96.5	2.5	1.1	1.6	56281	96.1	2.9	1.0	1.6
	2012	57425	95.4	2.8	1.8	1.7	57165	95.0	3.3	1.8	1.7
	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
WA	2008	27379	95.7	4		1.0	27293	95.4	5		1.0
	2009	16889	96.6	3.4		1.3	16827	96.2	3.8		1.3
	2010	27599	96.3	3.3	0.4	1.4	27503	96.0	3.7	0.4	1.4
	2011	28625	95.9	3.6	0.6	1.2	28534	95.6	3.9	0.5	1.2
	2012	28707	95.7	3.5	0.8	1.3	28598	95.3	3.9	0.8	1.2
	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
SA	2008	19222	96.8	3		2.0	19171	96.5	4		2.0
	2009	18800	96.0	4.0		1.4	18727	95.6	4.4		1.3
	2010	18575	94.9	3.0	2.0	1.5	18485	94.5	3.4	2.1	1.5
	2011	18771	95.4	3.0	1.6	1.9	18667	94.8	3.6	1.6	1.9
	2012	18693	94.8	3.2	2.1	1.9	18622	94.4	3.6	2.0	1.9
	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
Tas	2008	6422	95.6	4		0.7	6401	95.2	5		0.7
	2009	6444	95.3	4.7		1.0	6441	95.2	4.8		1.0
	2010	6109	95.1	3.9	0.9	1.1	6106	95.1	4.0	0.9	1.1
	2011	6308	94.9	4.1	1.0	1.6	6264	94.3	4.8	0.9	1.6
	2012	6294	94.4	4.5	1.1	1.3	6275	94.1	4.8	1.1	1.2
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

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NAPLAN Participation

Table 7.CP1 (cont.): Year 7 Student Participation in Assessment, by State and Territory, 2008–2014.

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
	2009	4535	95.0	5.0		1.5	4521	94.7	5.3		1.4
	2010	4576	95.6	3.5	1.0	1.5	4572	95.5	3.5	1.0	1.5
	2011	4666	95.4	3.2	1.5	1.4	4648	95.0	3.5	1.5	1.4
	2012	4559	94.5	3.4	2.1	1.5	4542	94.1	3.8	2.1	1.6
	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
NT	2008	2671	79.5	21		1.3	2706	80.5	19		1.3
	2009	2695	93.0	7.0		1.2	2683	92.6	7.4		1.2
	2010	2800	89.1	10.5	0.4	2.8	2827	90.0	9.6	0.4	2.8
	2011	2705	87.4	12.0	0.6	2.3	2694	87.0	12.4	0.6	2.3
	2012	2704	87.0	12.0	1.0	2.3	2662	85.6	13.4	1.0	2.3
	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
Aust	2008	265627	96.3	4		1.2	265275	96.1	4		1.2
	2009	254630	96.3	3.7		1.2	253661	96.0	4.0		1.2
	2010	264682	96.1	3.2	0.8	1.6	263808	95.7	3.5	0.8	1.5
	2011	266180	96.0	3.3	0.7	1.6	265151	95.6	3.6	0.7	1.5
	2012	267646	95.5	3.5	1.1	1.6	266669	95.1	3.8	1.0	1.6
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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NAPLAN Participation

Table 7.CP2: Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008–2014.

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			
	2009	Indig.	3686	91.6	8.4		1.3	3609	89.7	10.3		1.3
		Non-Indig.	79678	97.5	2.5		0.7	79281	97.0	3.0		0.7
	2010	Indig.	3693	90.9	8.5	0.6	2.3	3626	89.2	10.1	0.6	2.3
		Non-Indig.	79833	97.6	2.1	0.3	1.3	79496	97.2	2.5	0.3	1.3
	2011	Indig.	3934	91.2	8.3	0.4	2.0	3864	89.6	9.9	0.5	1.9
		Non-Indig.	79255	97.4	2.3	0.3	1.2	78892	97.0	2.8	0.3	1.2
	2012	Indig.	3900	89.9	9.2	0.9	2.1	3817	88.0	11.2	0.9	2.2
		Non-Indig.	79340	96.8	2.8	0.4	1.2	79065	96.4	3.2	0.4	1.2
	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
Vic	2008	Indig.	671	85.2	15		2.7	682	86.5	13		2.9
		Non-Indig.	62821	96.1				62908	96.2			
	2009	Indig.	718	85.1	14.9		2.5	725	85.9	14.1		2.5
		Non-Indig.	62428	95.2	4.8		1.5	62269	95.0	5.0		1.5
	2010	Indig.	701	83.7	14.0	2.4	3.9	699	83.4	14.1	2.5	3.9
		Non-Indig.	62022	94.9	4.2	0.8	1.6	61917	94.7	4.4	0.9	1.6
	2011	Indig.	855	87.5	11.6	0.9	3.3	833	85.3	13.7	1.0	3.3
		Non-Indig.	62255	95.3	4.0	0.7	1.8	62179	95.2	4.1	0.7	1.7
	2012	Indig.	799	85.8	12.4	1.8	3.7	794	85.3	12.8	1.9	3.7
		Non-Indig.	62710	95.2	3.8	1.0	1.8	62617	95.0	4.0	1.0	1.8
	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
QLD	2008	Indig.	3842	94.7	5		2.4	3823	94.2	6		2.3
		Non-Indig.	52454	97.9				52368	97.8			
	2009	Indig.	3565	93.5	6.5		2.4	3553	93.2	6.8		2.3
		Non-Indig.	52959	97.4	2.6		1.5	52807	97.1	2.9		1.4
	2010	Indig.	3935	93.8	5.1	1.1	1.9	3900	93.0	5.9	1.2	1.9
		Non-Indig.	52565	96.9	2.1	1.0	1.6	52405	96.6	2.4	1.0	1.5
	2011	Indig.	4051	92.7	6.0	1.3	2.1	4014	91.9	6.9	1.3	2.1
		Non-Indig.	52448	96.8	2.2	1.1	1.6	52267	96.4	2.6	1.0	1.5
	2012	Indig.	3847	91.5	6.2	2.3	2.5	3797	90.3	7.4	2.3	2.4
		Non-Indig.	53578	95.7	2.6	1.7	1.7	53368	95.3	3.0	1.7	1.6
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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

NAPLAN Participation

Table 7.CP2 (cont.): Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008–2014.

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			
	2009	Indig.	819	85.4	14.6		1.5	809	84.4	15.6		1.5
		Non-Indig.	14822	97.5	2.5		1.3	14781	97.2	2.8		1.3
	2010	Indig.	1530	85.3	14.4	0.2	1.7	1524	85.0	14.8	0.2	1.6
		Non-Indig.	25093	97.0	2.6	0.4	1.4	25003	96.7	3.0	0.4	1.3
	2011	Indig.	1621	83.5	15.9	0.6	1.9	1601	82.5	17.0	0.5	1.8
		Non-Indig.	26185	96.7	2.7	0.6	1.1	26120	96.5	2.9	0.5	1.1
	2012	Indig.	1616	84.8	14.1	1.1	1.4	1595	83.7	15.2	1.1	1.4
		Non-Indig.	26440	96.5	2.7	0.7	1.3	26355	96.2	3.1	0.7	1.3
	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
SA	2008	Indig.	581	95.7	4		4.0	569	93.7	6		4.0
		Non-Indig.	18354	98.6				18318	98.4			
	2009	Indig.	592	87.1	12.9		2.6	594	87.4	12.6		2.8
		Non-Indig.	18012	96.4	3.6		1.3	17937	96.0	4.0		1.3
	2010	Indig.	601	85.9	10.3	3.9	2.9	589	84.1	12.0	3.9	2.9
		Non-Indig.	17762	95.3	2.8	2.0	1.5	17685	94.9	3.1	2.0	1.5
	2011	Indig.	662	88.5	8.8	2.7	3.9	648	86.6	10.8	2.5	3.7
		Non-Indig.	17686	95.9	2.6	1.5	1.8	17601	95.4	3.1	1.5	1.8
	2012	Indig.	662	86.0	9.2	4.8	2.5	642	83.4	11.9	4.7	2.5
		Non-Indig.	17523	95.2	2.9	2.0	1.8	17469	94.9	3.2	1.9	1.8
	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
Tas	2008	Indig.	439	93.0	7		0.2	442	93.6	6		0.2
		Non-Indig.	4903	96.6				4880	96.1			
	2009	Indig.	393	89.1	10.9		0.9	390	88.4	11.6		0.9
		Non-Indig.	4957	95.8	4.2		0.9	4962	95.9	4.1		0.9
	2010	Indig.	430	93.7	5.9	0.4	1.7	427	93.0	6.5	0.4	2.0
		Non-Indig.	5240	95.9	3.6	0.5	1.0	5235	95.8	3.7	0.5	0.9
	2011	Indig.	417	89.1	10.3	0.6	1.9	418	89.3	10.0	0.6	1.9
		Non-Indig.	5511	96.5	3.1	0.3	1.6	5472	95.8	3.9	0.3	1.5
	2012	Indig.	456	93.4	6.1	0.4	1.0	445	91.2	8.4	0.4	1.0
		Non-Indig.	5352	95.4	4.2	0.4	1.2	5352	95.4	4.2	0.4	1.2
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

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NAPLAN Participation

Table 7.CP2 (cont.): Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008–2014.

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			
	2009	Indig.	75	78.9	21.1			1.1	70	73.7	26.3		1.1
		Non-Indig.	4405	95.3	4.7			1.5	4395	95.1	4.9		1.5
	2010	Indig.	93	84.5	14.5	0.9	3.6		96	87.3	11.8	0.9	3.6
		Non-Indig.	4410	96.0	3.1	1.0	1.5		4404	95.8	3.2	1.0	1.4
	2011	Indig.	97	85.1	10.5	4.4	3.5		98	86.0	9.6	4.4	3.5
		Non-Indig.	4431	95.7	2.9	1.4	1.3		4413	95.3	3.3	1.4	1.3
	2012	Indig.	95	84.1	10.6	5.3	2.7		94	83.2	11.5	5.3	2.7
		Non-Indig.	4454	94.8	3.2	2.0	1.5		4437	94.4	3.6	2.0	1.5
	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
NT	2008	Indig.	900	63.2	37			0.8	933	65.5	34		0.8
		Non-Indig.	1674	92.2					1677	92.3			
	2009	Indig.	977	87.3	12.7			0.4	972	86.9	13.1		0.4
		Non-Indig.	1580	96.5	3.5			1.9	1573	96.0	4.0		1.8
	2010	Indig.	970	77.4	22.2	0.4	2.8		1015	81.0	18.6	0.4	2.8
		Non-Indig.	1686	97.1	2.5	0.3	3.1		1667	96.0	3.6	0.3	3.1
	2011	Indig.	931	76.1	23.6	0.2	1.9		920	75.2	24.5	0.2	1.9
		Non-Indig.	1661	96.6	3.0	0.4	2.8		1653	96.1	3.5	0.4	2.7
	2012	Indig.	971	73.8	24.5	1.7	1.9		937	71.3	27.1	1.6	2.1
		Non-Indig.	1669	96.9	2.7	0.4	2.7		1661	96.4	3.1	0.5	2.6
	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
Aust	2008	Indig.	11494	87.9	12			1.6	11423	87.4	13		1.6
		Non-Indig.	247027	97.0					246737	96.9			
	2009	Indig.	10825	90.4	9.6			1.7	10722	89.5	10.5		1.7
		Non-Indig.	238841	96.7	3.3			1.2	238005	96.4	3.6		1.2
	2010	Indig.	11953	89.1	9.9	1.0	2.3		11876	88.6	10.4	1.0	2.3
		Non-Indig.	248611	96.5	2.8	0.7	1.5		247812	96.2	3.1	0.7	1.5
	2011	Indig.	12568	88.8	10.3	0.9	2.2		12396	87.6	11.5	0.9	2.2
		Non-Indig.	249432	96.5	2.8	0.7	1.5		248597	96.2	3.1	0.7	1.5
	2012	Indig.	12346	87.8	10.5	1.7	2.2		12121	86.2	12.1	1.7	2.2
		Non-Indig.	251066	95.9	3.1	1.0	1.5		250324	95.6	3.4	1.0	1.5
	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

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, 2008–2014.

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
	2009	85043	95.1	4.9		0.7	84291	94.3	5.7		0.7
	2010	84542	95.0	4.7	0.4	1.3	83955	94.3	5.3	0.4	1.3
	2011	84222	94.8	4.9	0.3	1.2	83639	94.1	5.6	0.3	1.2
	2012	82965	93.8	5.7	0.5	1.3	82191	92.9	6.6	0.5	1.3
	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
Vic	2008	62853	92.2	8		1.8	63021	92.5	8		1.8
	2009	62637	91.7	8.3		1.7	62476	91.4	8.6		1.7
	2010	61557	90.7	8.0	1.3	2.0	61469	90.6	8.1	1.3	1.9
	2011	62040	91.2	7.8	0.9	2.0	61953	91.1	7.9	1.0	2.0
	2012	61593	91.3	7.5	1.2	2.0	61395	91.0	7.7	1.3	2.0
	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
Qld	2008	56133	94.9	5		1.4	55952	94.6	5		1.3
	2009	56853	94.8	5.2		1.6	56543	94.2	5.8		1.5
	2010	55095	93.6	5.0	1.5	1.6	54923	93.3	5.3	1.5	1.5
	2011	54773	92.9	5.1	2.0	1.4	54399	92.3	5.8	1.9	1.4
	2012	54523	91.4	5.7	2.9	1.6	54260	91.0	6.1	2.9	1.6
	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
WA	2008	27392	93.1	7		0.6	27371	93.0	7		0.6
	2009	27785	94.7	5.3		1.5	27794	94.7	5.3		1.5
	2010	27451	93.7	5.9	0.4	1.3	27331	93.3	6.3	0.4	1.3
	2011	17030	93.8	5.8	0.4	1.6	16978	93.5	6.1	0.4	1.6
	2012	27355	92.7	6.6	0.7	1.3	27200	92.2	7.1	0.7	1.3
	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
SA	2008	18647	93.6	6		2.2	18652	93.6	6		2.2
	2009	18824	92.0	8.0		1.4	18731	91.5	8.5		1.4
	2010	18315	90.4	7.6	2.0	1.4	18129	89.5	8.6	1.9	1.3
	2011	18215	90.8	7.9	1.3	1.8	18158	90.5	8.2	1.3	1.8
	2012	17859	89.9	7.9	2.3	1.5	17766	89.4	8.3	2.3	1.5
	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
Tas	2008	6179	91.1	9		0.7	6176	91.1	9		0.6
	2009	6393	91.9	8.1		0.9	6381	91.7	8.3		0.9
	2010	6187	91.1	7.8	1.1	1.4	6173	90.9	8.0	1.0	1.4
	2011	6150	90.6	8.2	1.2	1.3	6081	89.6	9.3	1.2	1.2
	2012	5790	90.0	9.1	0.9	1.1	5752	89.4	9.7	0.9	1.1
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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

NAPLAN Participation

Table 9.CP1 (cont.): Year 9 Student Participation in Assessment, by State and Territory, 2008–2014.

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
	2009	4599	91.6	8.4		1.9	4634	92.3	7.7		2.0
	2010	4443	91.8	7.0	1.3	1.6	4438	91.7	7.1	1.3	1.6
	2011	4460	91.9	6.5	1.6	1.4	4451	91.7	6.6	1.7	1.3
	2012	4441	92.2	5.5	2.2	1.3	4396	91.3	6.5	2.2	1.3
	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
NT	2008	2386	79.9	20		1.9	2369	79.3	21		1.9
	2009	2455	87.6	12.4		2.0	2453	87.5	12.5		2.0
	2010	2456	84.3	15.5	0.2	2.2	2409	82.7	17.1	0.2	2.2
	2011	2354	85.5	13.9	0.6	2.2	2337	84.9	14.5	0.6	2.2
	2012	2477	84.4	15.2	0.4	2.4	2443	83.2	16.3	0.5	2.0
	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
Aust	2008	262549	93.5	7		1.2	262122	93.3	7		1.1
	2009	264589	93.7	6.3		1.3	263303	93.3	6.7		1.3
	2010	260046	92.9	6.1	1.0	1.6	258827	92.5	6.5	1.0	1.5
	2011	249244	92.9	6.2	1.0	1.5	247996	92.4	6.6	1.0	1.5
	2012	257003	92.1	6.6	1.4	1.6	255403	91.5	7.1	1.4	1.6
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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

NAPLAN Participation

Table 9.CP2: Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008–2014.

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			
	2009	Indig.	3280	83.6	16.4		1.6	3203	81.6	18.4		1.6
		Non-Indig.	79739	95.6	4.4		0.7	79091	94.9	5.1		0.7
	2010	Indig.	3359	82.3	17.2	0.5	1.6	3286	80.5	19.0	0.5	1.7
		Non-Indig.	79281	95.6	4.0	0.4	1.3	78775	95.0	4.6	0.4	1.3
	2011	Indig.	3404	81.4	18.1	0.5	2.0	3327	79.6	19.9	0.5	2.0
		Non-Indig.	78914	95.5	4.2	0.3	1.1	78415	94.9	4.8	0.3	1.2
	2012	Indig.	3339	79.0	20.2	0.8	2.5	3255	77.0	22.1	0.9	2.5
		Non-Indig.	77493	94.6	5.0	0.4	1.3	76819	93.8	5.8	0.4	1.3
	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
Vic	2008	Indig.	610	77.7	22		6.1	622	79.2	21		6.1
		Non-Indig.	61986	92.8				62123	93.0			
	2009	Indig.	592	75.5	24.5		4.1	604	77.0	23.0		4.3
		Non-Indig.	61887	92.3	7.7		1.5	61714	92.1	7.9		1.5
	2010	Indig.	606	71.5	25.9	2.6	4.0	620	73.2	23.8	3.0	3.9
		Non-Indig.	60820	91.4	7.5	1.1	1.8	60718	91.3	7.6	1.2	1.7
	2011	Indig.	664	70.7	26.7	2.6	3.1	652	69.4	28.1	2.4	3.1
		Non-Indig.	61322	91.8	7.4	0.9	1.9	61248	91.7	7.5	0.9	1.9
	2012	Indig.	672	77.2	20.6	2.3	4.6	655	75.2	22.4	2.4	4.4
		Non-Indig.	60878	91.6	7.2	1.2	1.9	60697	91.4	7.4	1.2	1.9
	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
QLD	2008	Indig.	3533	87.1	13		2.3	3502	86.3	14		2.1
		Non-Indig.	52600	95.5				52450	95.2			
	2009	Indig.	3232	85.6	14.4		2.3	3217	85.2	14.8		2.1
		Non-Indig.	53621	95.4	4.6		1.5	53326	94.8	5.2		1.5
	2010	Indig.	3427	86.4	11.7	1.9	2.4	3412	86.0	12.1	1.9	2.4
		Non-Indig.	51668	94.1	4.5	1.4	1.5	51511	93.8	4.8	1.4	1.5
	2011	Indig.	3593	84.2	13.3	2.5	2.2	3539	83.0	14.6	2.4	2.1
		Non-Indig.	51180	93.6	4.5	1.9	1.3	50860	93.0	5.1	1.9	1.3
	2012	Indig.	3293	81.3	15.7	3.0	2.6	3267	80.7	16.4	2.9	2.7
		Non-Indig.	51230	92.1	5.0	2.9	1.5	50993	91.7	5.4	2.9	1.5
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 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, 2008–2014.

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			
	2009	Indig.	1064	72.0	28.0			2.0	1054	71.3	28.7		2.2
		Non-Indig.	24951	96.2	3.8			1.5	24975	96.3	3.7		1.5
	2010	Indig.	1272	74.0	25.6	0.4	1.6	1.6	1269	73.9	25.7	0.4	1.5
		Non-Indig.	25475	95.0	4.6	0.4	1.2	1.2	25371	94.6	5.0	0.3	1.2
	2011	Indig.	709	69.6	29.7	0.7	1.5	1.5	708	69.5	29.8	0.7	1.5
		Non-Indig.	16050	95.3	4.3	0.4	1.6	1.6	15994	95.0	4.6	0.4	1.6
	2012	Indig.	1198	70.8	28.5	0.7	2.1	2.1	1188	70.2	29.1	0.8	2.1
		Non-Indig.	25784	94.2	5.3	0.6	1.2	1.2	25646	93.7	5.7	0.6	1.2
	2013	Indig.	1277	68.0	30.9	1.1	2.1	2.1	1260	67.1	31.9	1.0	2.1
		Non-Indig.	26235	94.5	4.8	0.8	1.2	1.2	26107	94.0	5.2	0.8	1.2
	2014	Indig.	1336	70.8	27.6	1.6	1.4	1.4	1334	70.7	27.7	1.6	1.4
		Non-Indig.	26772	95.6	4.0	0.4	1.2	1.2	26674	95.2	4.3	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			
	2009	Indig.	509	70.9	29.1			1.3	506	70.5	29.5		1.3
		Non-Indig.	18050	92.9	7.1			1.4	17956	92.4	7.6		1.4
	2010	Indig.	476	67.9	29.7	2.4	1.9	1.9	459	65.5	32.1	2.4	2.0
		Non-Indig.	17561	91.2	6.8	2.0	1.4	1.4	17396	90.3	7.7	1.9	1.3
	2011	Indig.	501	70.7	27.2	2.1	2.3	2.3	520	73.3	24.7	2.0	2.3
		Non-Indig.	17006	91.7	7.1	1.2	1.7	1.7	16935	91.3	7.4	1.3	1.7
	2012	Indig.	534	69.5	26.8	3.6	3.4	3.4	520	67.7	28.6	3.6	3.4
		Non-Indig.	16792	90.7	7.1	2.2	1.4	1.4	16724	90.3	7.5	2.2	1.4
	2013	Indig.	499	67.2	26.6	6.2	3.9	3.9	482	64.9	28.7	6.5	3.9
		Non-Indig.	17082	91.3	6.3	2.4	1.8	1.8	16977	90.8	6.8	2.4	1.8
	2014	Indig.	561	66.5	26.0	7.5	3.3	3.3	553	65.6	27.0	7.4	3.3
		Non-Indig.	17052	91.0	6.1	2.9	2.3	2.3	16914	90.3	6.8	2.9	2.3
Tas	2008	Indig.	390	81.6	18			0.6	403	84.3	16		0.6
		Non-Indig.	4713	93.2					4699	92.9			
	2009	Indig.	409	83.5	16.5			0.8	408	83.3	16.7		0.8
		Non-Indig.	5171	93.0	7.0			0.9	5151	92.6	7.4		0.9
	2010	Indig.	416	85.1	14.5	0.4	0.8	0.8	424	86.7	12.9	0.4	0.8
		Non-Indig.	5276	92.7	6.7	0.5	1.3	1.3	5248	92.2	7.3	0.5	1.3
	2011	Indig.	383	81.5	17.9	0.6	1.7	1.7	379	80.6	18.7	0.6	1.7
		Non-Indig.	5317	92.3	7.2	0.5	1.3	1.3	5259	91.3	8.2	0.5	1.2
	2012	Indig.	401	83.4	16.6	0.0	2.3	2.3	404	84.0	16.0	0.0	2.1
		Non-Indig.	4962	91.6	8.0	0.4	0.9	0.9	4922	90.9	8.7	0.4	0.9
	2013	Indig.	386	80.8	18.8	0.4	1.9	1.9	386	80.8	18.8	0.4	1.9
		Non-Indig.	5142	93.4	6.3	0.4	1.3	1.3	5092	92.5	7.2	0.4	1.3
	2014	Indig.	439	86.1	13.7	0.2	2.4	2.4	437	85.7	14.1	0.2	2.4
		Non-Indig.	5191	93.0	6.6	0.4	1.4	1.4	5147	92.2	7.4	0.4	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 303 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, 2008–2014.

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			62	72.9	27		0.0
		Non-Indig.	4348	93.0				4357	93.2			
	2009	Indig.	78	75.7	24.3			79	76.7	23.3		3.9
		Non-Indig.	4480	92.0	8.0			4514	92.7	7.3		2.0
	2010	Indig.	80	76.9	20.2	2.9	3.8	80	76.9	20.2	2.9	3.8
		Non-Indig.	4351	92.1	6.7	1.2	1.5	4346	92.0	6.8	1.2	1.6
	2011	Indig.	73	69.5	26.7	3.8	2.9	77	73.3	22.9	3.8	1.9
		Non-Indig.	4342	92.5	6.0	1.5	1.3	4328	92.2	6.2	1.6	1.3
	2012	Indig.	87	79.8	16.5	3.7	1.8	85	78.0	18.3	3.7	1.8
		Non-Indig.	4340	92.6	5.3	2.1	1.3	4298	91.7	6.2	2.1	1.3
	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
NT	2008	Indig.	749	61.8	38			744	61.4	39		1.5
		Non-Indig.	1618	92.7				1605	92.0			
	2009	Indig.	777	74.9	25.1		1.6	781	75.2	24.8		1.6
		Non-Indig.	1592	94.9	5.1		2.3	1587	94.6	5.4		2.2
	2010	Indig.	730	66.3	33.5	0.2	2.5	703	63.9	36.0	0.2	2.5
		Non-Indig.	1603	95.8	4.0	0.2	2.2	1585	94.7	5.0	0.2	2.1
	2011	Indig.	665	69.5	29.7	0.8	1.6	655	68.4	30.6	0.9	1.6
		Non-Indig.	1568	95.3	4.6	0.1	2.7	1565	95.1	4.7	0.1	2.8
	2012	Indig.	749	66.0	33.2	0.8	3.2	738	65.1	34.1	0.8	3.0
		Non-Indig.	1626	96.0	3.8	0.2	2.1	1605	94.7	5.0	0.2	1.5
	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
Aust	2008	Indig.	9899	79.7	20		1.9	9857	79.3	21		1.8
		Non-Indig.	245162	94.6				244734	94.4			
	2009	Indig.	9941	80.8	19.2		2.0	9852	80.0	20.0		2.0
		Non-Indig.	249491	94.5	5.5		1.2	248314	94.0	6.0		1.2
	2010	Indig.	10366	79.7	19.2	1.1	2.1	10253	78.8	20.0	1.2	2.1
		Non-Indig.	246035	93.7	5.3	0.9	1.5	244950	93.3	5.8	0.9	1.5
	2011	Indig.	9992	79.0	19.5	1.5	2.1	9857	78.0	20.6	1.5	2.1
		Non-Indig.	235699	93.7	5.4	0.9	1.5	234604	93.2	5.9	0.9	1.5
	2012	Indig.	10273	77.1	21.2	1.7	2.7	10112	75.8	22.4	1.7	2.7
		Non-Indig.	243105	92.9	5.8	1.3	1.5	241704	92.4	6.3	1.3	1.5
	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

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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

NAPLAN Commentary on Participation

Participation

Student participation in NAPLAN, overall or 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 expressed as a percentage of the total number of students in the year level, including those absent and withdrawn. Nationally, the percentages of students who are exempt have been 2.1% or less since 2008 and have not changed appreciably since 2010 for any year level.

Student participation data for NAPLAN over the period from 2008 to 2014 are provided in Tables 3.CP1, 5.CP1, 7.CP1 and 9.CP1. 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.

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 2014 for Years 3 and 5 were very similar. In reading the participation rates were 94.9% and 95.6% for Years 3 and 5, respectively; in numeracy the rates were 94.6% and 95.2% for Years 3 and 5, respectively. These participation rates have not changed to any appreciable extent from year to year since 2008, but there have been overall decreases of 1.7 percentage points in both reading and numeracy for Year 3 and 1.2 percentage points in reading and 1.4 percentage points in numeracy for Year 5.

In 2014, the national absence rates in reading were 2.4% and 2.3% for Year 3 and Year 5, respectively, and in numeracy were 2.8% for both Years 3 and 5. For Year 3, absence rates had dropped from 2009 to 2010, when withdrawn rates were first reported separately, remained largely constant from 2010 to 2012 and then dropped a little in 2013 and again in 2014. For Year 5, absence rates followed a similar pattern, with small drops in 2013 and 2014. Withdrawn rates, which were first recorded in 2010, declined from 2010 to 2011 in Year 3 reading and numeracy, then increased each year from 2011 to 2014. For Year 5, in both reading and numeracy, there was also little change to the withdrawn rate from 2010 to 2011, followed by increases each year from 2011 to 2014. In 2014, the withdrawn rates for Year 5 were 2.1% in reading, and 2.0% in numeracy.

Participation rates are reported for each jurisdiction, as well as all of Australia, in Tables 3.CP1 and 5.CP1. From 2008 to 2014, participation rates have been steady for New South Wales and Western Australia in reading and numeracy for both year levels. For Tasmania, participation rates were fairly steady in reading and numeracy for both year levels until 2011; by 2014 they were approximately 1.0 percentage point lower. In Year 3 and Year 5 reading and numeracy, participation rates declined by more than 1.0 percentage point from 2008 to 2014 for Victoria, Queensland, South Australia and the ACT. For Victoria, the participation rates for 2014 are similar to the rates for 2013. For the Northern Territory, participation rates for Year 3 and Year 5 in reading and numeracy had decreased from 2009 to 2013; for 2014, participation rates increased by 1.8 percentage points in Year 3 reading, 2.4 percentage points in Year 3 numeracy, 2.3 percentage points in Year 5 reading and 2.9 percentage points in Year 5 numeracy.

In most jurisdictions, absence rates for Year 3 and Year 5 reading and numeracy in 2014 were similar to those in 2013, with a decrease of 0.1 percentage point in the national absence rate for both reading and numeracy for both year levels. For the Northern

Territory, absence rates decreased by 2.1 to 3.1 percentage points between 2013 and 2014 in reading and numeracy for Years 3 and 5.

Table 3.CP2 indicates that participation by Indigenous students for Year 3 in 2014 was lower than participation by non-Indigenous students nationally by 6.5 percentage points in reading and 6.9 percentage points in numeracy. For Year 5, these differences were 6.3 percentage points in reading and 7.1 percentage points in numeracy (Table 5.CP2). For Year 3, absence rates for Indigenous students in 2014 were 7.0% in reading—a decrease of 0.8 percentage points from 2013—and 8.0% in numeracy—a decrease of 0.7 percentage points from 2013. For Year 5, absence rates for Indigenous students dropped by 0.9 percentage points in both reading and numeracy between 2013 and 2014.

Year 7

Table 7.CP1 indicates that the national participation rates in 2014 for Year 7 were similar to those for Years 3 and 5. In reading, the participation rate was 95.1% and in numeracy the rate was 94.7%. Each represents a decrease of 0.4 percentage points from the corresponding rate in 2013 and more than 1.0 percentage point from 2008.

Participation rates have been fairly stable between 2008 and 2014 for New South Wales, Victoria, Western Australia, Tasmania and the ACT, with differences of approximately 1.0 percentage point or less in both reading and numeracy. For Queensland, participation rates have decreased by 4.6 percentage points in reading and 4.8 percentage points in numeracy since 2008, with the largest decreases occurring between 2013 and 2014. For South Australia, the participation rate has decreased by 3 percentage points or more since 2008. For the Northern Territory, the participation rate increased by 3.2 percentage points between 2013 and 2014 in reading and by 1.9 percentage points in numeracy.

Table 7.CP2 shows that for Year 7, as for Years 3 and 5, participation by Indigenous students was lower than participation by non-Indigenous students in both reading and numeracy. Among Year 7 students, the differences in the participation rates were 9.2 percentage points in reading and 9.6 percentage points in numeracy. These differences are largely explained by differences in the absence rates. In reading and numeracy, the absence rates of 10.9% and 11.7% for Indigenous students are substantially greater than the corresponding absence rates of 2.8% and 3.1% for non-Indigenous students.

Year 9

Table 9.CP1 indicates that the national participation rates in 2014 for Year 9 were lower than those for Years 3, 5 and 7, as they have been in previous years. In reading the participation rate was 91.7%, lower than in any previous year; in numeracy the rate was 91.1%, which was also lower than in any previous year. Changes in participation rates reflect changes in the absence and withdrawn rates. In reading, between 2013 and 2014, the absence rate decreased by 0.2 percentage points and the withdrawn rate increased by 0.7 percentage points; in numeracy between 2013 and 2014, the absence rate decreased by 0.4 percentage points and the withdrawn rate increased by 0.6 percentage points. As a result, the participation rates decreased between 2013 and 2014.

Participation rates in reading ranged across jurisdictions from 84.6% in the Northern Territory to 93.9% in New South Wales, and in numeracy from 83.7% in the Northern Territory to 93.3% in Western Australia. In Queensland, there has been a steady decrease in participation rates in reading and numeracy since 2008 totalling approximately 6 percentage points, with the greatest decrease between 2013 and 2014. In the ACT, participation rates in reading and numeracy decreased by more than 1.0 percentage point in both reading and numeracy between 2013 and 2014. In the Northern Territory, participation rates increased between 2013 and 2014 by 4.1 percentage points in reading and 3.4 percentage points in numeracy. These increases are associated with decreases

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in the absence rate of 5.1 percentage points for reading and 4.6 percentage points in numeracy.

Table 9.CP2 shows that in Year 9, as for Years 3, 5 and 7, participation by Indigenous students was lower than participation by non-Indigenous students in both reading (77.2% compared to 92.7%) and numeracy (76.2% compared to 92.2%). The participation rates for Indigenous students represent increases over the rates for 2013. 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 contribution to non-participation by Indigenous students arising from absence is quite large: 19.2% in reading and 20.1% in numeracy, but these absence rates are lower than the absence rates in 2013 and are among the lowest rates for Indigenous students in all years of NAPLAN testing. In Western Australia, South Australia and the Northern Territory, although the absence rates for Indigenous students were greater than 25% in both reading and numeracy, they represent decreases from 2013 to 2014.

Summary

There has been a steady decrease in participation rates in NAPLAN over the period from 2008 to 2014, with the average total decrease across the four year levels and two domains approximately 1.6 percentage points, or an average of 0.2 to 0.3 percentage points per year. Since 2010, when withdrawals were first reported, there has been an increase in the withdrawn rate, with 2014 the highest across all year levels in both reading and numeracy.

Participation rates are similar across Years 3, 5 and 7, and somewhat lower in Year 9 by 3 to 4 percentage points. In all year levels, participation rates in reading are a little higher than in numeracy. In Year 9, compared to other year levels, absence is a substantial contribution to non-participation, with absence rates at 6.0% in reading and 6.5% 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.

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Figure R1.3_5: Achievement of Year 3 (2012) and Year 5 (2014) Students in Reading, by State and Territory.

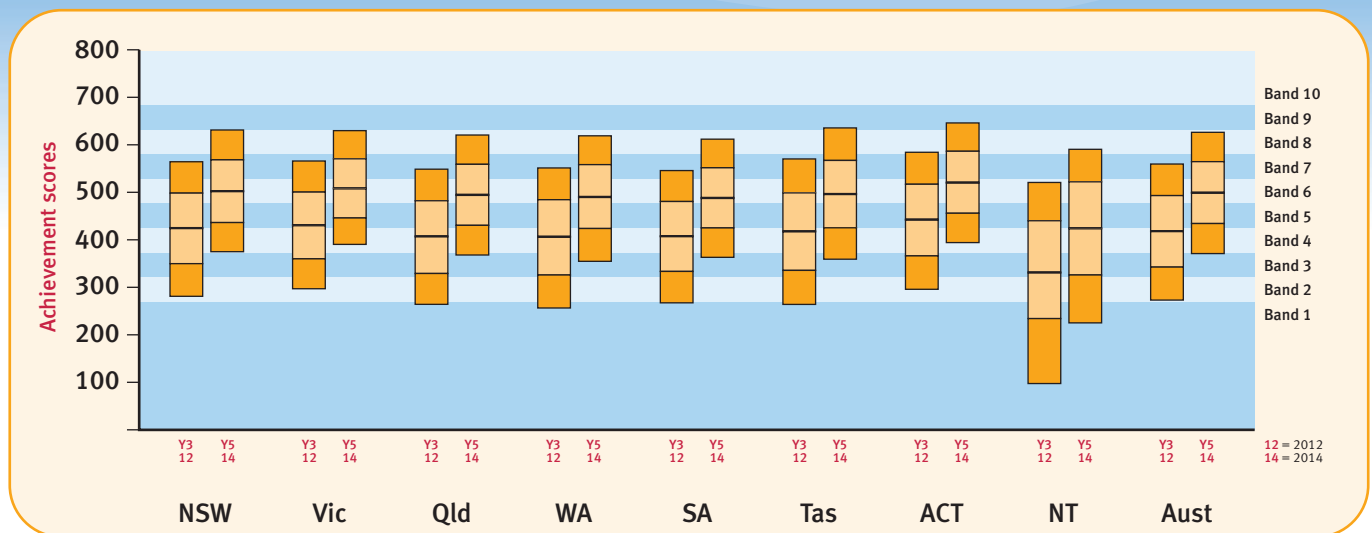


Table R1.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012									
Average gain (with 95% confidence interval)	78.1 ± 8.3	73.5 ± 8.2	87.3 ± 8.5	83.9 ± 9.0	82.3 ± 9.1	77.7 ± 11.0	79.9 ± 12.4	76.1 ± 30.4	79.3 ± 8.0
2011-2013									
Average gain (with 95% confidence interval)	83.3 ± 8.3	76.6 ± 8.3	97.1 ± 8.4	95.1 ± 8.8	89.7 ± 9.0	86.0 ± 11.0	76.2 ± 11.7	114.8 ± 26.2	86.6 ± 8.0
2012-2014									
Average gain (with 95% confidence interval)	78.0 ± 7.0	77.8 ± 6.9	87.6 ± 7.2	84.1 ± 7.8	80.7 ± 8.0	78.8 ± 11.5	78.2 ± 10.5	93.3 ± 27.2	81.0 ± 6.5

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.

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

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Figure R2.3_5a: Achievement of Year 3 (2012) and Year 5 (2014) Male Students in Reading, by State and Territory.

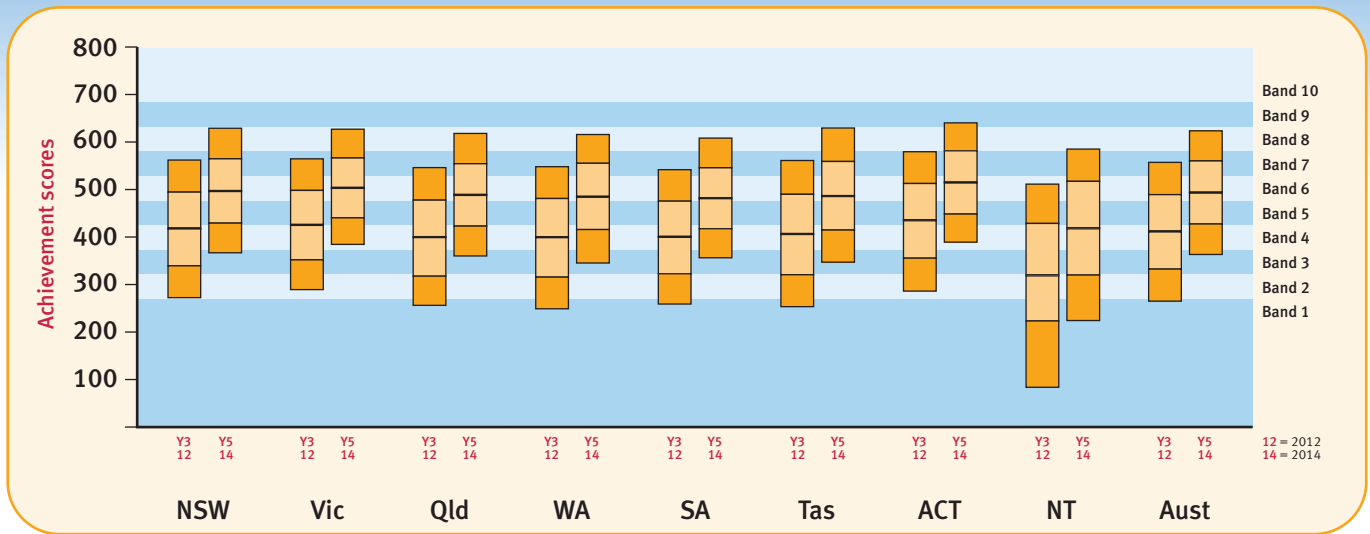


Figure R2.3_5b: Achievement of Year 3 (2012) and Year 5 (2014) Female Students in Reading, by State and Territory.

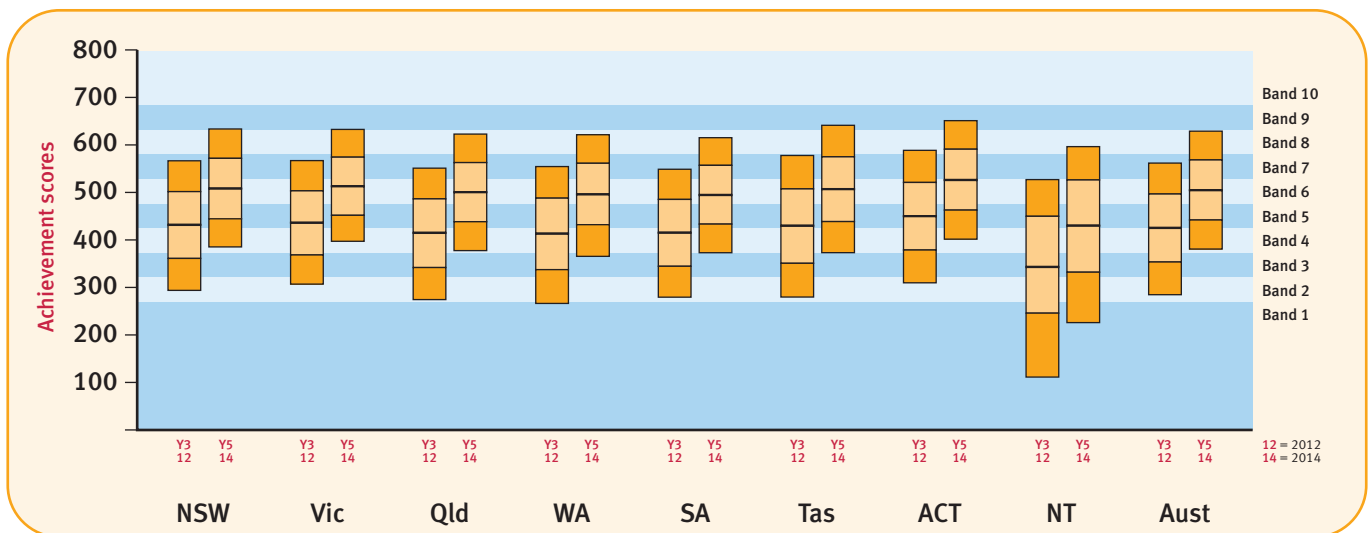


Table R2.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by Sex, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	Male	78.7 ± 8.4	74.1 ± 8.3	87.7 ± 8.7	84.6 ± 9.3	83.1 ± 9.3	81.2 ± 11.8	82.6 ± 13.8	75.4 ± 33.4	80.0 ± 8.0
	Female	77.5 ± 8.3	73.1 ± 8.3	86.7 ± 8.7	83.3 ± 9.1	81.4 ± 9.2	73.9 ± 11.3	77.0 ± 13.1	77.0 ± 28.8	78.4 ± 8.0
2011-2013 Average gain (with 95% confidence interval)	Male	87.7 ± 8.4	80.5 ± 8.4	101.9 ± 8.5	99.2 ± 9.1	94.4 ± 9.4	92.9 ± 11.9	81.9 ± 13.1	119.9 ± 27.4	91.0 ± 8.1
	Female	78.8 ± 8.4	72.6 ± 8.3	92.3 ± 8.5	90.8 ± 8.9	85.0 ± 9.1	79.1 ± 11.3	70.6 ± 12.9	109.7 ± 26.0	82.1 ± 8.0
2012-2014 Average gain (with 95% confidence interval)	Male	79.0 ± 7.1	78.3 ± 7.0	89.1 ± 7.4	85.2 ± 8.2	81.6 ± 8.4	80.2 ± 12.4	79.8 ± 11.5	99.4 ± 27.9	82.1 ± 6.6
	Female	76.7 ± 7.0	77.2 ± 6.9	86.0 ± 7.2	83.0 ± 7.9	79.7 ± 8.2	77.4 ± 11.7	76.4 ± 12.1	87.2 ± 27.9	79.8 ± 6.6

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 3–Year 5 Reading

Figure R3.3_5a: Achievement of Year 3 (2012) and Year 5 (2014) Indigenous Students in Reading, by State and Territory.

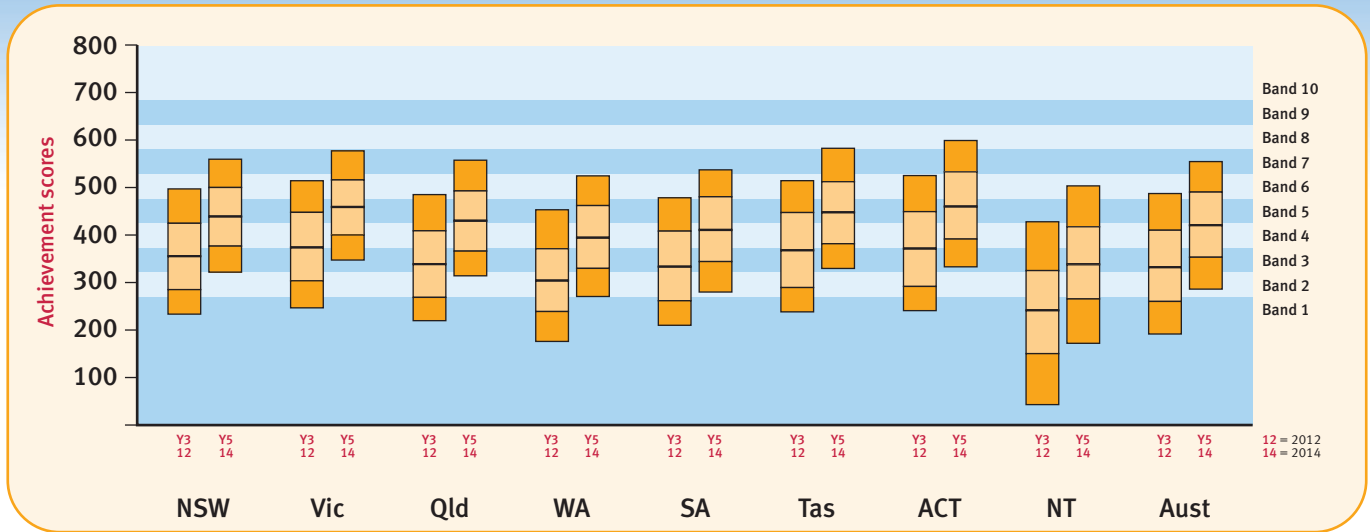
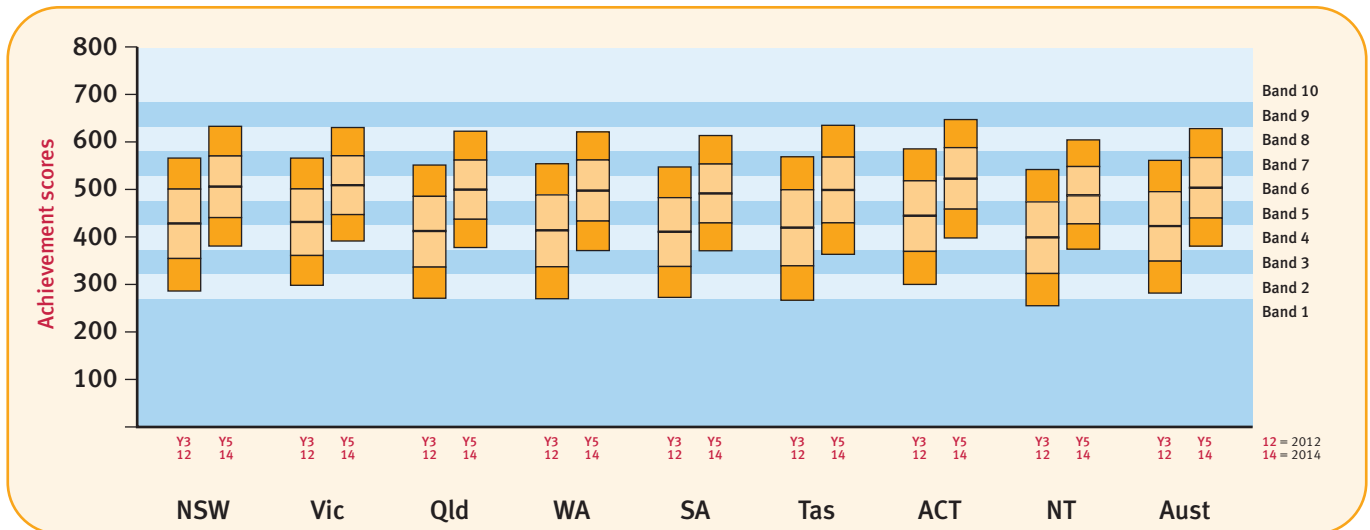


Figure R3.3_5b: Achievement of Year 3 (2012) and Year 5 (2014) Non-Indigenous Students in Reading, by State and Territory.



R3.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by Indigenous Status, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	Indigenous	80.7 ± 9.5	75.9 ± 11.4	79.8 ± 10.6	78.2 ± 12.5	80.0 ± 14.5	76.3 ± 16.4	84.9 ± 28.3	63.9 ± 32.5	78.2 ± 10.5
	Non-Indigenous	78.4 ± 8.3	73.7 ± 8.2	87.6 ± 8.5	83.2 ± 8.8	82.6 ± 9.0	77.3 ± 10.8	79.8 ± 12.4	90.3 ± 13.7	79.4 ± 8.0
2011-2013 Average gain (with 95% confidence interval)	Indigenous	100.9 ± 9.1	96.9 ± 11.1	107.1 ± 9.6	110.5 ± 10.8	106.8 ± 14.8	97.2 ± 15.1	102.7 ± 28.0	134.0 ± 25.1	107.8 ± 9.5
	Non-Indigenous	82.9 ± 8.3	76.4 ± 8.3	95.7 ± 8.4	93.9 ± 8.7	89.2 ± 9.0	84.8 ± 11.0	75.9 ± 11.6	100.9 ± 14.0	85.5 ± 8.0
2012-2014 Average gain (with 95% confidence interval)	Indigenous	83.7 ± 8.2	85.4 ± 10.7	91.5 ± 9.2	90.7 ± 11.2	77.6 ± 14.5	80.2 ± 16.1	88.8 ± 24.2	97.0 ± 27.2	88.8 ± 8.3
	Non-Indigenous	77.7 ± 6.9	77.8 ± 6.9	87.3 ± 7.1	83.8 ± 7.6	80.9 ± 7.9	79.6 ± 10.7	78.2 ± 10.5	88.9 ± 13.1	80.8 ± 6.5

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

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

NAPLAN Year 3–Year 5 Reading

Figure R4.3_5a: Achievement of Year 3 (2012) and Year 5 (2014) LBOTE Students in Reading, by State and Territory.

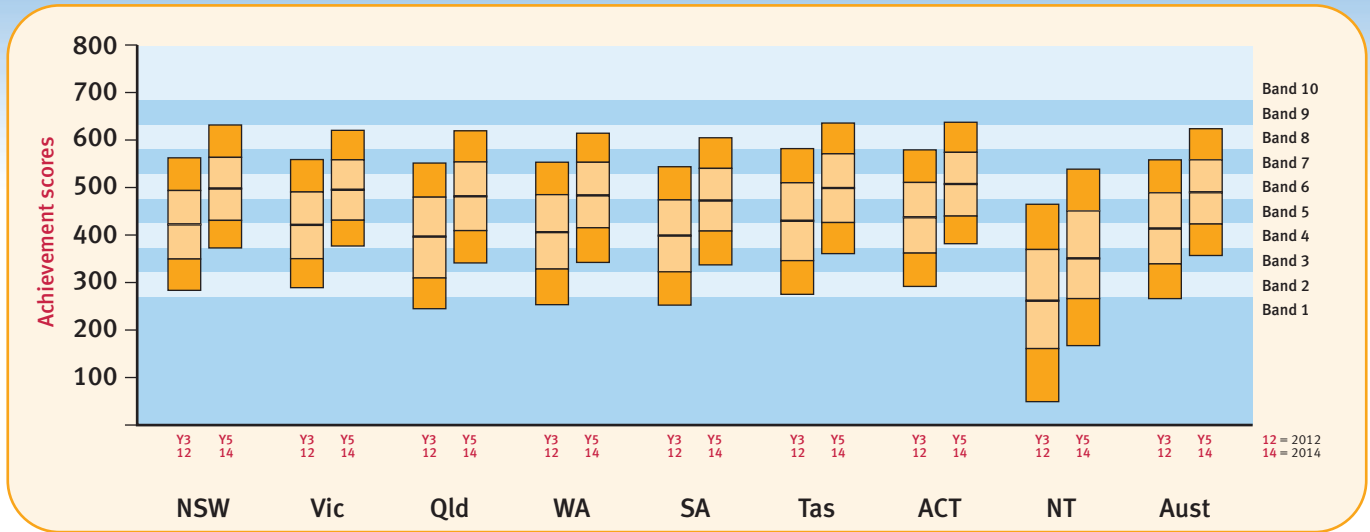


Figure R4.3_5b: Achievement of Year 3 (2012) and Year 5 (2014) Non-LBOTE Students in Reading, by State and Territory.

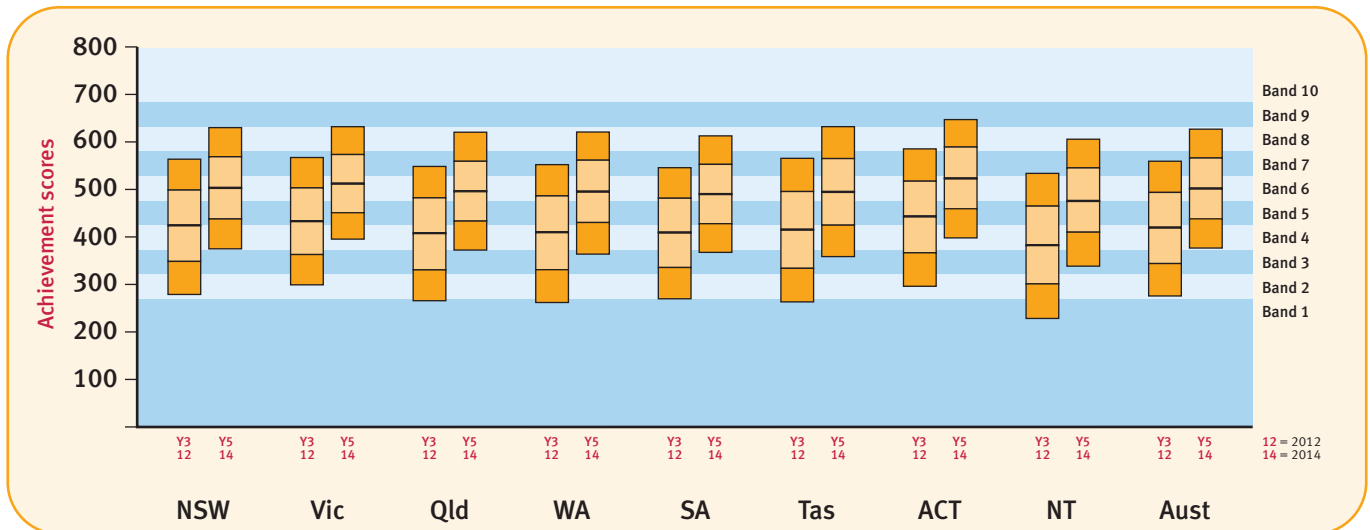


Table R4.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by LBOTE Status, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	LBOTE	75.9 ± 9.1	67.2 ± 8.8	87.1 ± 14.0	77.2 ± 10.8	79.8 ± 12.4	67.9 ± 19.8	73.9 ± 16.4	75.1 ± 37.3	72.9 ± 8.5
	Non-LBOTE	78.7 ± 8.3	75.7 ± 8.3	87.4 ± 8.5	84.4 ± 9.1	83.2 ± 9.0	77.9 ± 10.8	81.4 ± 12.3	100.2 ± 16.9	80.9 ± 8.0
2011-2013 Average gain (with 95% confidence interval)	LBOTE	84.4 ± 9.1	78.0 ± 8.8	96.4 ± 12.1	91.4 ± 10.1	86.5 ± 11.1	83.3 ± 19.5	72.9 ± 15.4	125.5 ± 31.4	85.8 ± 8.4
	Non-LBOTE	83.0 ± 8.3	76.3 ± 8.3	97.1 ± 8.4	95.8 ± 9.0	90.0 ± 9.0	86.3 ± 11.0	77.6 ± 11.8	105.8 ± 16.5	86.5 ± 8.0
2012-2014 Average gain (with 95% confidence interval)	LBOTE	75.7 ± 8.0	74.1 ± 7.6	85.1 ± 11.8	77.5 ± 9.7	74.0 ± 11.6	69.3 ± 20.4	70.4 ± 13.2	89.4 ± 33.4	76.5 ± 7.1
	Non-LBOTE	79.0 ± 7.0	79.2 ± 6.9	88.5 ± 7.1	85.7 ± 8.0	81.4 ± 7.9	79.8 ± 10.9	80.2 ± 10.9	93.2 ± 16.0	82.4 ± 6.5

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

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

NAPLAN Year 5–Year 7 Reading

Figure R1.5_7: Achievement of Year 5 (2012) and Year 7 (2014) Students in Reading, by State and Territory.

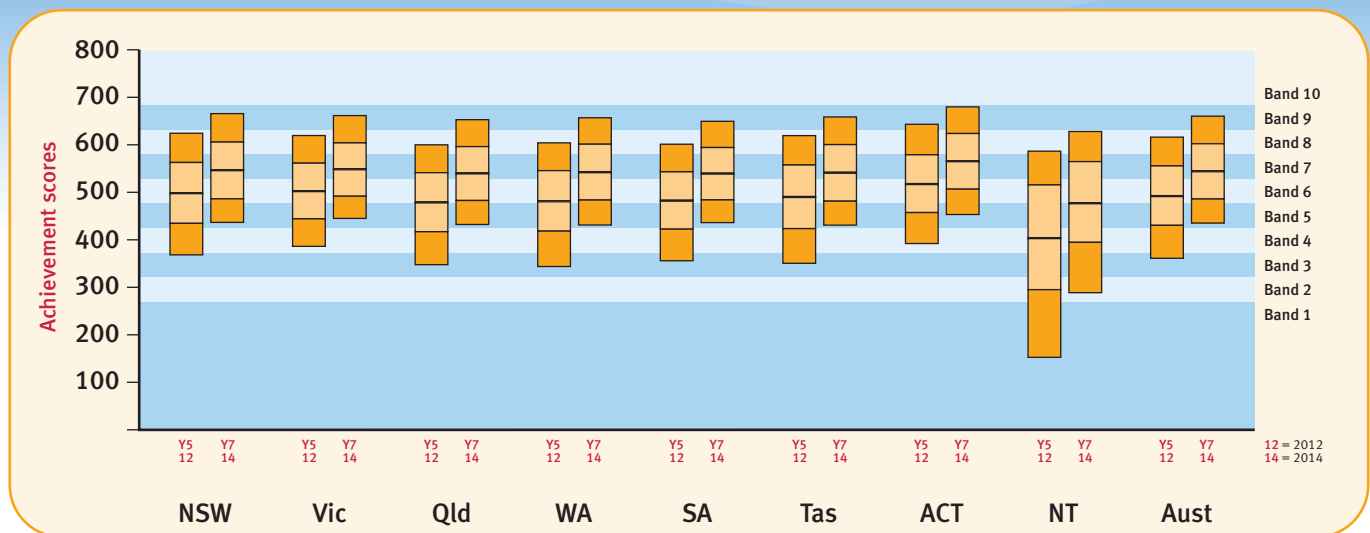


Table R1.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012									
Average gain (with 95% confidence interval)	49.9 ± 7.8	46.1 ± 7.6	64.0 ± 7.5	60.3 ± 8.1	60.5 ± 8.1	56.0 ± 11.6	50.0 ± 12.1	62.2 ± 29.5	54.1 ± 7.1
2011-2013									
Average gain (with 95% confidence interval)	48.7 ± 6.8	43.2 ± 6.6	64.1 ± 6.6	58.2 ± 7.3	57.9 ± 7.3	50.4 ± 10.5	44.3 ± 11.9	65.3 ± 30.0	52.5 ± 6.1
2012-2014									
Average gain (with 95% confidence interval)	48.5 ± 7.9	46.2 ± 7.7	61.3 ± 7.8	61.5 ± 8.4	57.2 ± 8.2	51.2 ± 11.1	48.3 ± 13.2	73.7 ± 33.2	52.5 ± 7.3

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 (2012) and Year 7 (2014) Male Students in Reading, by State and Territory.

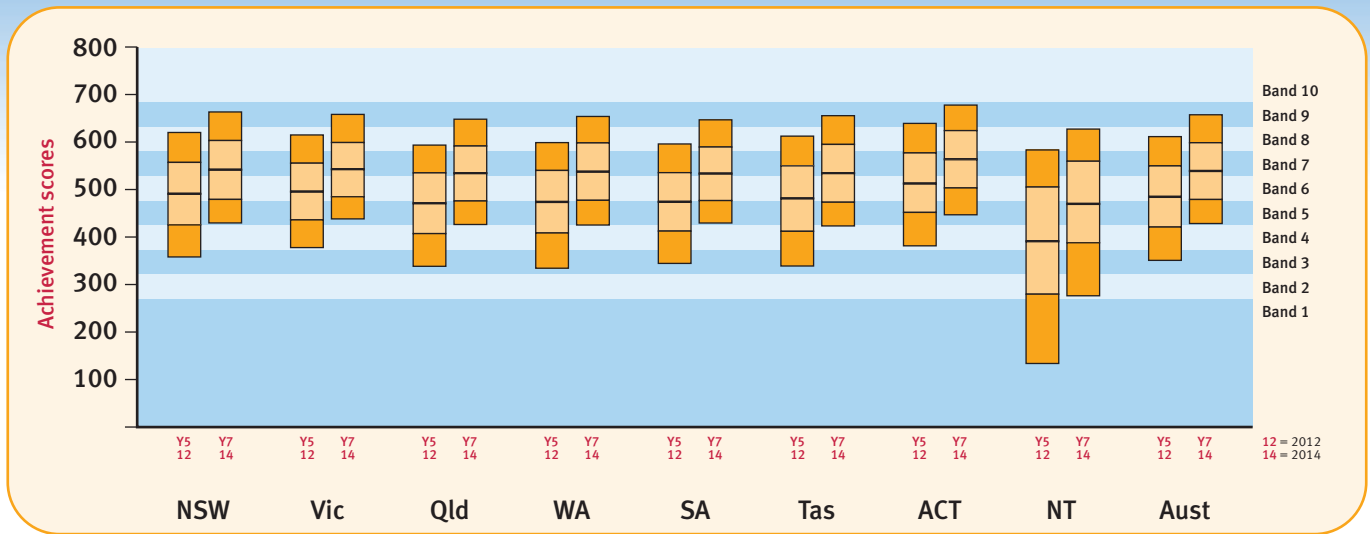


Figure R2.5_7b: Achievement of Year 5 (2012) and Year 7 (2014) Female Students in Reading, by State and Territory.

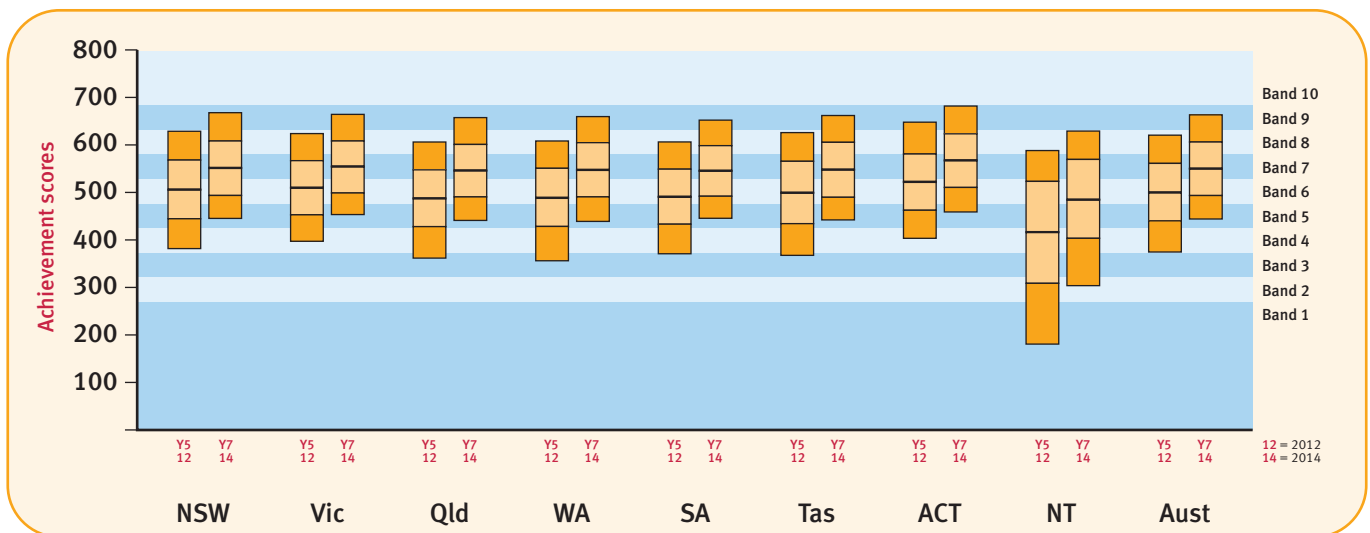


Table R2.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by Sex, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	Male	50.8 ± 8.2	46.5 ± 7.9	64.4 ± 7.7	60.8 ± 8.5	61.3 ± 8.4	56.0 ± 12.0	51.2 ± 14.6	59.9 ± 29.6	54.8 ± 7.2
	Female	49.0 ± 7.9	45.9 ± 7.7	63.6 ± 7.6	59.8 ± 8.4	59.5 ± 8.3	56.0 ± 12.5	48.7 ± 13.0	64.4 ± 30.4	53.6 ± 7.2
2011-2013 Average gain (with 95% confidence interval)	Male	51.6 ± 7.3	45.7 ± 6.9	66.5 ± 6.8	60.7 ± 7.9	60.2 ± 7.7	52.0 ± 11.2	47.8 ± 14.1	69.4 ± 31.4	54.9 ± 6.2
	Female	45.7 ± 7.0	40.8 ± 6.7	61.6 ± 6.6	55.7 ± 7.6	55.5 ± 7.5	48.8 ± 11.3	40.7 ± 12.8	61.8 ± 29.3	49.8 ± 6.2
2012-2014 Average gain (with 95% confidence interval)	Male	50.9 ± 8.3	47.5 ± 8.0	63.6 ± 8.0	63.8 ± 8.9	59.6 ± 8.5	53.5 ± 12.3	51.3 ± 15.3	78.8 ± 35.9	54.7 ± 7.4
	Female	45.9 ± 8.0	44.8 ± 7.8	58.8 ± 7.9	59.0 ± 8.6	54.9 ± 8.3	48.8 ± 11.4	45.4 ± 13.8	68.4 ± 31.5	50.3 ± 7.3

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 (2012) and Year 7 (2014) Indigenous Students in Reading, by State and Territory.

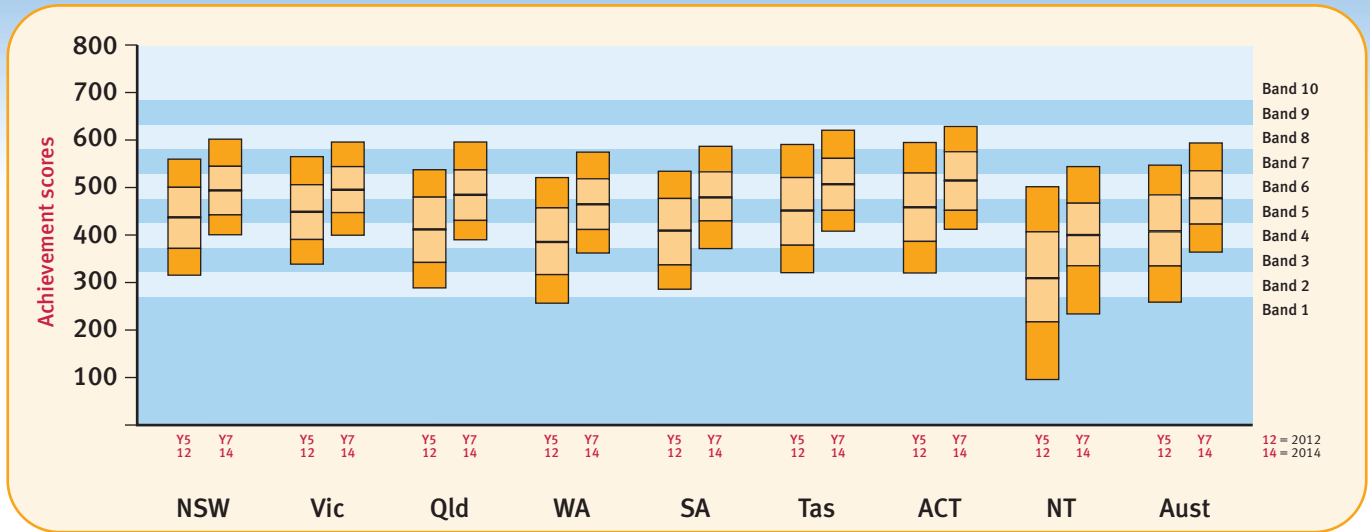


Figure R3.5_7b: Achievement of Year 5 (2012) and Year 7 (2014) Non-Indigenous Students in Reading, by State and Territory.

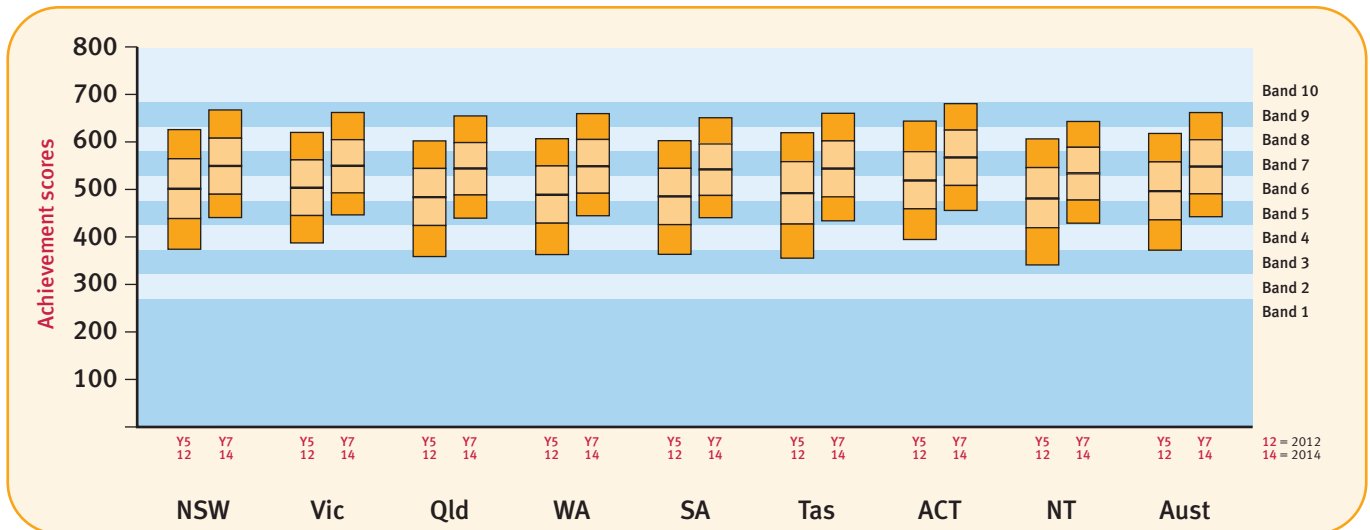


Table R3.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by Indigenous Status, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	Indigenous	56.6 ± 8.4	49.9 ± 11.0	66.7 ± 9.3	74.7 ± 10.6	69.6 ± 12.8	53.1 ± 13.7	76.8 ± 21.6	70.6 ± 30.3	65.2 ± 8.6
	Non-Indigenous	50.0 ± 7.8	46.4 ± 7.6	63.4 ± 7.4	58.8 ± 7.9	60.4 ± 8.0	54.8 ± 11.1	49.4 ± 12.1	55.4 ± 16.1	53.6 ± 7.1
2011-2013 Average gain (with 95% confidence interval)	Indigenous	53.0 ± 7.6	44.6 ± 10.8	65.9 ± 8.2	72.4 ± 10.0	62.6 ± 11.7	52.9 ± 11.8	62.2 ± 24.1	73.5 ± 29.4	62.6 ± 8.0
	Non-Indigenous	49.1 ± 6.8	43.3 ± 6.6	63.3 ± 6.5	57.3 ± 7.1	58.1 ± 7.2	49.6 ± 10.2	44.2 ± 11.8	57.1 ± 14.3	52.0 ± 6.1
2012-2014 Average gain (with 95% confidence interval)	Indigenous	56.9 ± 8.5	46.5 ± 10.3	73.1 ± 10.0	79.5 ± 11.3	70.2 ± 13.4	55.6 ± 13.3	56.5 ± 25.8	91.0 ± 33.5	70.0 ± 9.7
	Non-Indigenous	48.3 ± 7.9	46.4 ± 7.7	60.4 ± 7.7	60.3 ± 8.2	56.9 ± 8.1	51.6 ± 11.0	48.6 ± 13.1	53.2 ± 16.7	51.8 ± 7.2

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 (2012) and Year 7 (2014) LBOTE Students in Reading, by State and Territory.

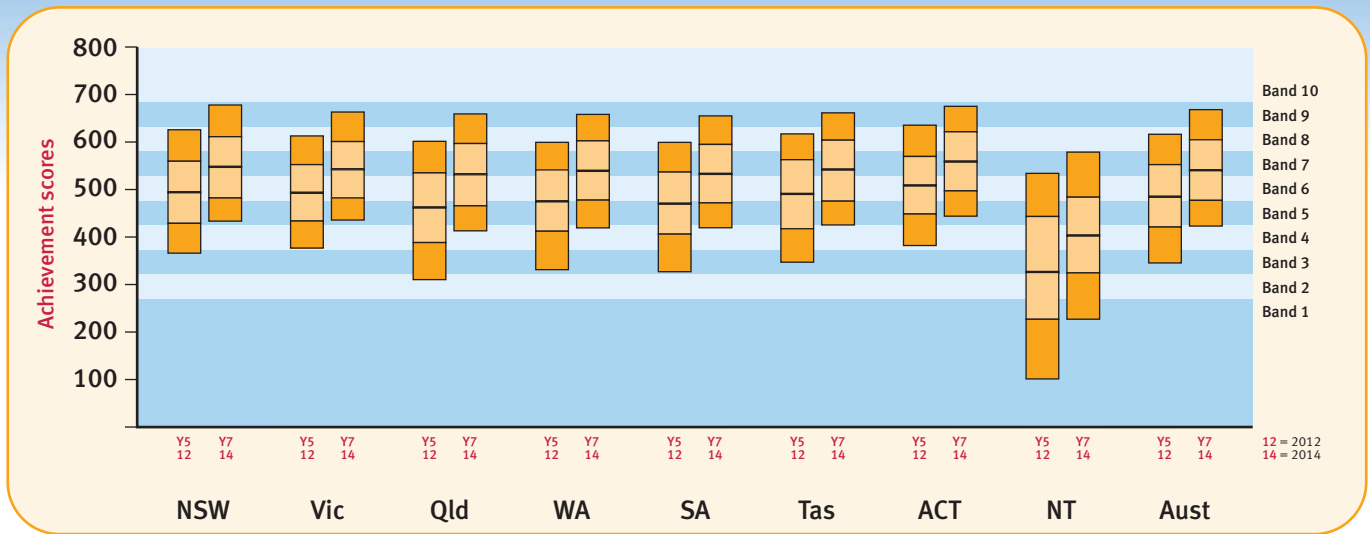


Figure R4.5_7b: Achievement of Year 5 (2012) and Year 7 (2014) Non-LBOTE Students in Reading, by State and Territory.

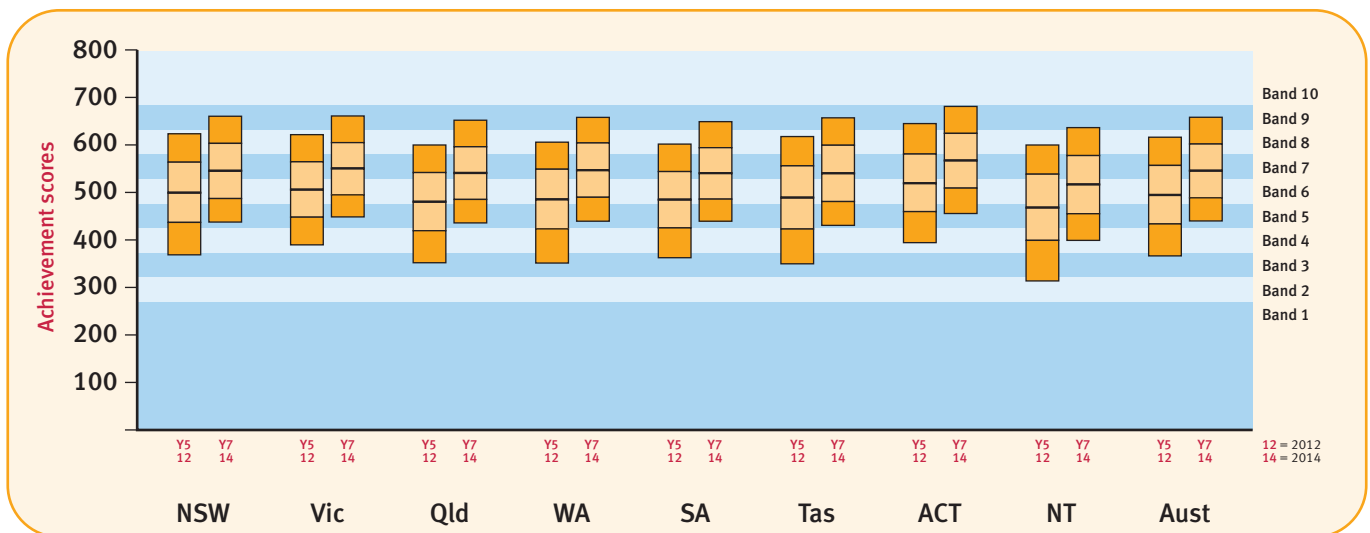


Table R4.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by LBOTE Status, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	LBOTE	47.0 ± 9.8	39.9 ± 8.6	66.0 ± 11.9	56.2 ± 9.6	63.1 ± 10.6	46.1 ± 24.6	48.7 ± 17.5	78.6 ± 38.0	48.1 ± 8.0
	Non-LBOTE	50.7 ± 7.7	47.9 ± 7.6	63.9 ± 7.5	61.3 ± 8.2	60.3 ± 8.1	56.1 ± 11.2	50.4 ± 12.0	61.5 ± 17.0	55.5 ± 7.1
2011-2013 Average gain (with 95% confidence interval)	LBOTE	53.7 ± 8.9	48.0 ± 7.7	66.7 ± 11.2	59.7 ± 9.1	57.2 ± 9.5	46.6 ± 21.5	46.2 ± 17.2	68.6 ± 37.5	54.6 ± 7.0
	Non-LBOTE	46.5 ± 6.7	41.4 ± 6.6	63.5 ± 6.5	57.7 ± 7.5	58.6 ± 7.3	50.3 ± 10.2	43.9 ± 11.8	56.3 ± 16.7	51.6 ± 6.1
2012-2014 Average gain (with 95% confidence interval)	LBOTE	53.5 ± 10.0	49.8 ± 8.8	70.3 ± 12.1	64.4 ± 9.8	63.0 ± 11.8	51.4 ± 22.6	50.4 ± 16.6	77.0 ± 40.6	56.1 ± 8.1
	Non-LBOTE	46.4 ± 7.8	44.8 ± 7.7	60.9 ± 7.7	61.6 ± 8.6	56.0 ± 8.1	51.5 ± 11.0	48.0 ± 13.4	49.0 ± 17.5	51.2 ± 7.2

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 (2012) and Year 9 (2014) Students in Reading, by State and Territory.

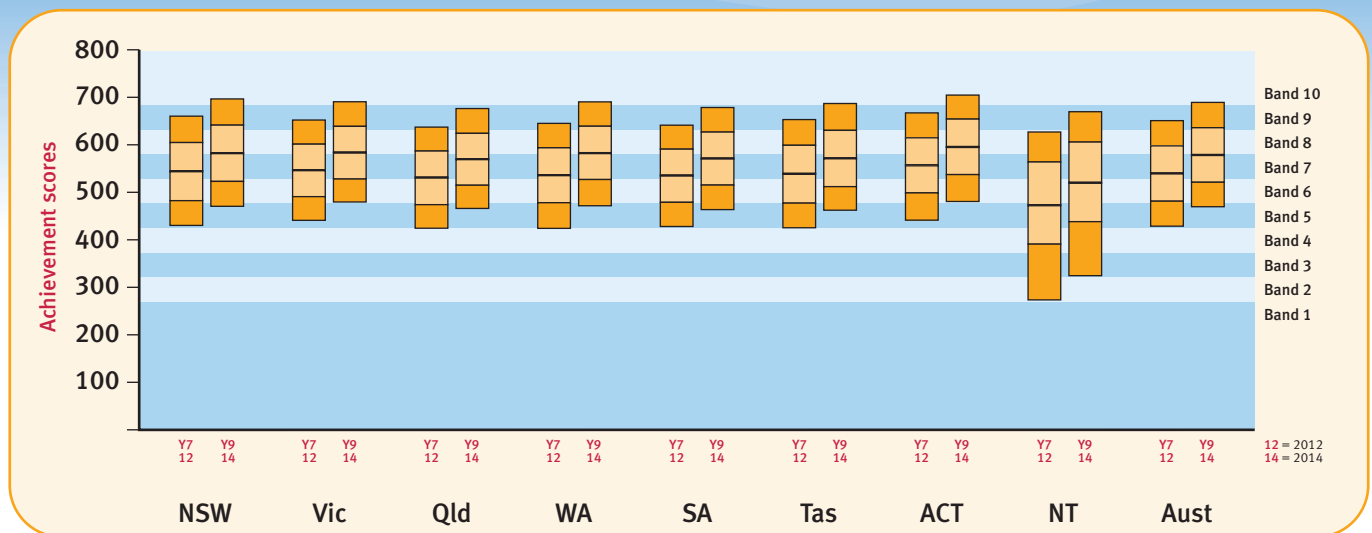


Table R1.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012									
Average gain (with 95% confidence interval)	29.3 ± 6.9	28.3 ± 6.9	29.3 ± 6.6	27.7 ± 7.8	26.9 ± 7.9	28.8 ± 11.9	29.7 ± 13.4	28.3 ± 28.4	28.8 ± 5.9
2011-2013									
Average gain (with 95% confidence interval)	40.5 ± 6.5	39.8 ± 6.3	38.9 ± 6.2	38.4 ± 7.5	42.8 ± 7.3	41.3 ± 11.1	37.7 ± 12.7	48.0 ± 26.7	40.0 ± 5.4
2012-2014									
Average gain (with 95% confidence interval)	38.2 ± 6.6	37.2 ± 6.4	38.9 ± 6.3	46.6 ± 7.6	36.0 ± 7.7	32.8 ± 11.7	38.7 ± 13.0	47.4 ± 31.8	38.9 ± 5.5

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.

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

NAPLAN Year 7–Year 9 Reading

Figure R2.7_9a: Achievement of Year 7 (2012) and Year 9 (2014) Male Students in Reading, by State and Territory.

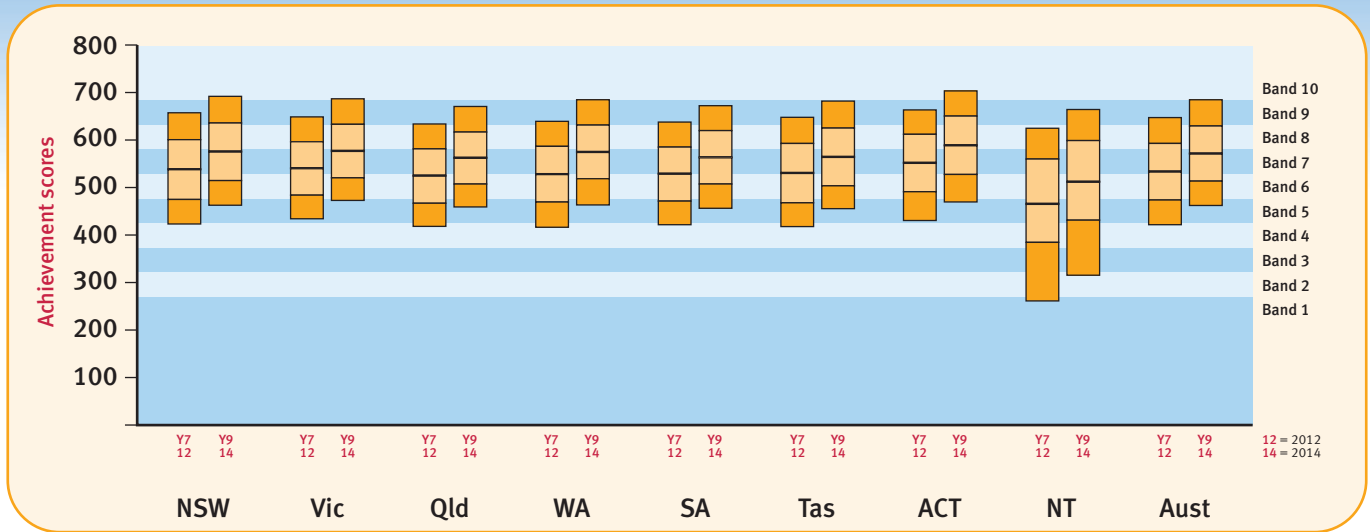


Figure R2.7_9b: Achievement of Year 7 (2012) and Year 9 (2014) Female Students in Reading, by State and Territory.

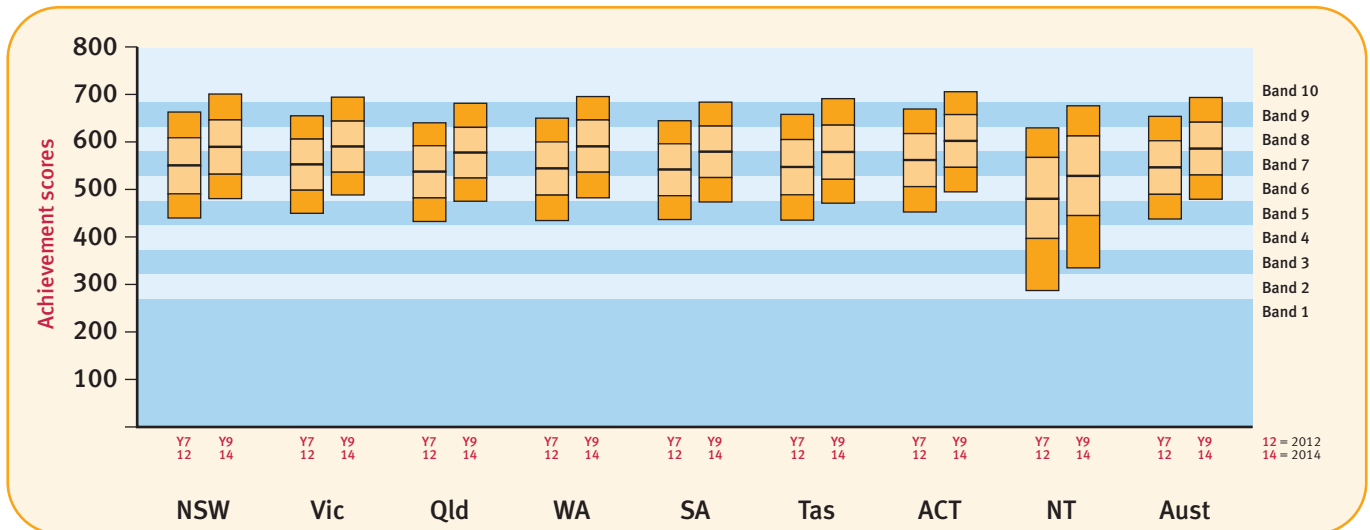


Table R2.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by Sex, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	Male	27.1 ± 7.5	27.0 ± 7.5	26.9 ± 7.0	25.3 ± 8.5	25.4 ± 8.3	29.6 ± 13.1	28.4 ± 16.0	25.3 ± 28.3	26.8 ± 6.1
	Female	31.6 ± 7.3	29.6 ± 7.1	31.9 ± 6.8	30.2 ± 8.2	28.5 ± 8.2	28.0 ± 12.3	31.2 ± 14.4	31.6 ± 29.3	30.7 ± 6.0
2011-2013 Average gain (with 95% confidence interval)	Male	40.6 ± 7.2	39.9 ± 6.9	37.8 ± 6.5	37.8 ± 8.3	42.3 ± 7.7	41.8 ± 11.9	37.6 ± 14.3	48.0 ± 28.0	39.8 ± 5.6
	Female	40.4 ± 6.7	39.8 ± 6.4	40.2 ± 6.4	39.2 ± 7.8	43.4 ± 7.5	40.8 ± 11.6	37.7 ± 14.2	48.0 ± 26.9	40.4 ± 5.5
2012-2014 Average gain (with 95% confidence interval)	Male	37.3 ± 7.4	36.5 ± 7.2	37.6 ± 6.6	46.8 ± 8.2	34.6 ± 8.2	33.9 ± 12.1	37.1 ± 16.5	46.7 ± 32.3	38.0 ± 5.7
	Female	39.2 ± 6.9	37.8 ± 6.6	40.3 ± 6.4	46.4 ± 8.0	37.6 ± 7.9	31.7 ± 12.7	40.3 ± 13.7	48.4 ± 32.3	39.7 ± 5.6

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

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

NAPLAN Year 7–Year 9 Reading

Figure R3.7_9a: Achievement of Year 7 (2012) and Year 9 (2014) Indigenous Students in Reading, by State and Territory.

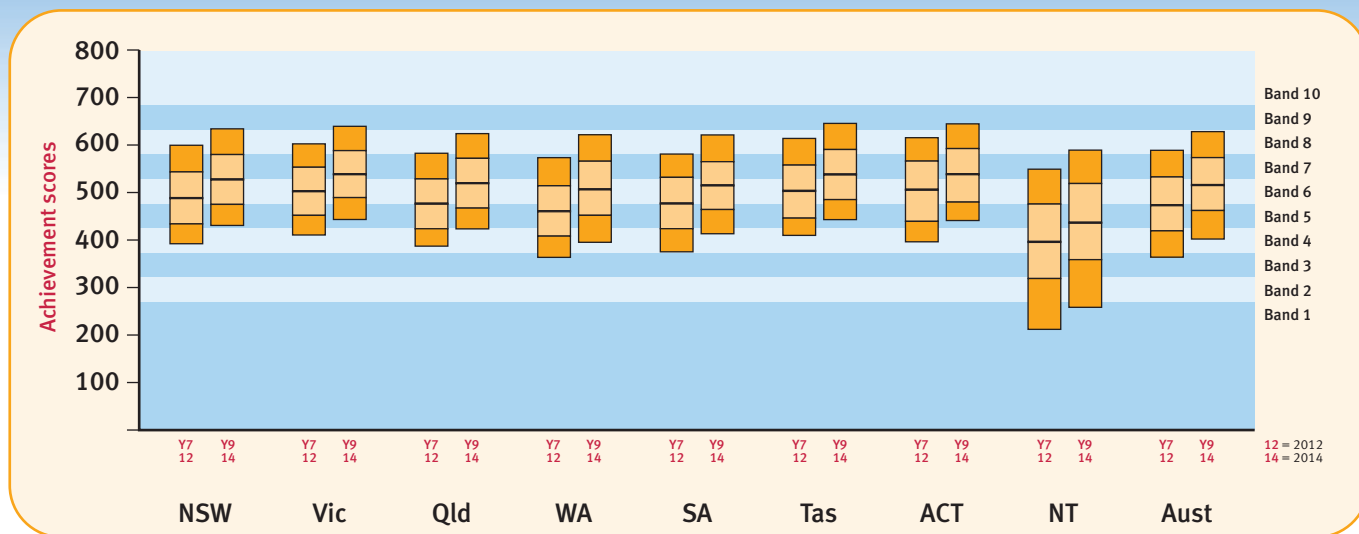


Figure R3.7_9b: Achievement of Year 7 (2012) and Year 9 (2014) Non-Indigenous Students in Reading, by State and Territory.

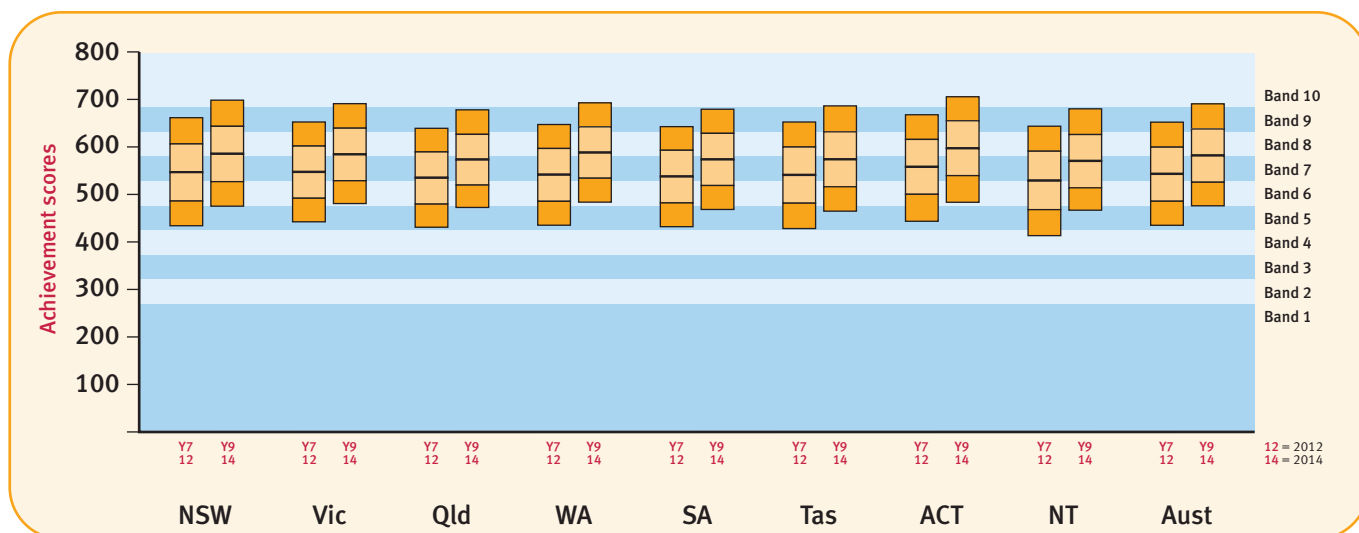


Table R3.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by Indigenous Status, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	Indigenous	33.9 ± 7.2	34.3 ± 10.1	33.0 ± 8.1	31.3 ± 10.7	29.6 ± 12.3	33.9 ± 13.8	28.2 ± 21.4	21.1 ± 26.0	32.8 ± 7.0
	Non-Indigenous	29.5 ± 6.9	28.3 ± 6.8	28.7 ± 6.5	26.5 ± 7.5	26.8 ± 7.8	26.9 ± 11.4	29.7 ± 13.4	27.7 ± 18.4	28.4 ± 5.9
2011-2013 Average gain (with 95% confidence interval)	Indigenous	45.4 ± 6.7	48.2 ± 8.5	43.2 ± 7.5	40.3 ± 9.2	48.3 ± 9.8	41.5 ± 11.8	34.3 ± 23.4	47.5 ± 24.1	44.8 ± 6.3
	Non-Indigenous	41.1 ± 6.4	40.0 ± 6.2	38.1 ± 6.1	38.2 ± 7.3	42.5 ± 7.1	40.8 ± 10.4	37.9 ± 12.4	41.3 ± 17.8	39.9 ± 5.4
2012-2014 Average gain (with 95% confidence interval)	Indigenous	39.3 ± 6.8	36.0 ± 9.0	43.3 ± 7.8	46.4 ± 10.5	38.3 ± 11.3	34.7 ± 12.0	32.9 ± 20.9	40.5 ± 32.6	42.6 ± 6.9
	Non-Indigenous	38.8 ± 6.6	37.2 ± 6.4	38.6 ± 6.2	46.7 ± 7.4	36.0 ± 7.5	33.0 ± 11.1	39.3 ± 12.9	41.6 ± 18.6	38.9 ± 5.5

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 Reading

Figure R4.7_9a: Achievement of Year 7 (2012) and Year 9 (2014) LBOTE Students in Reading, by State and Territory.

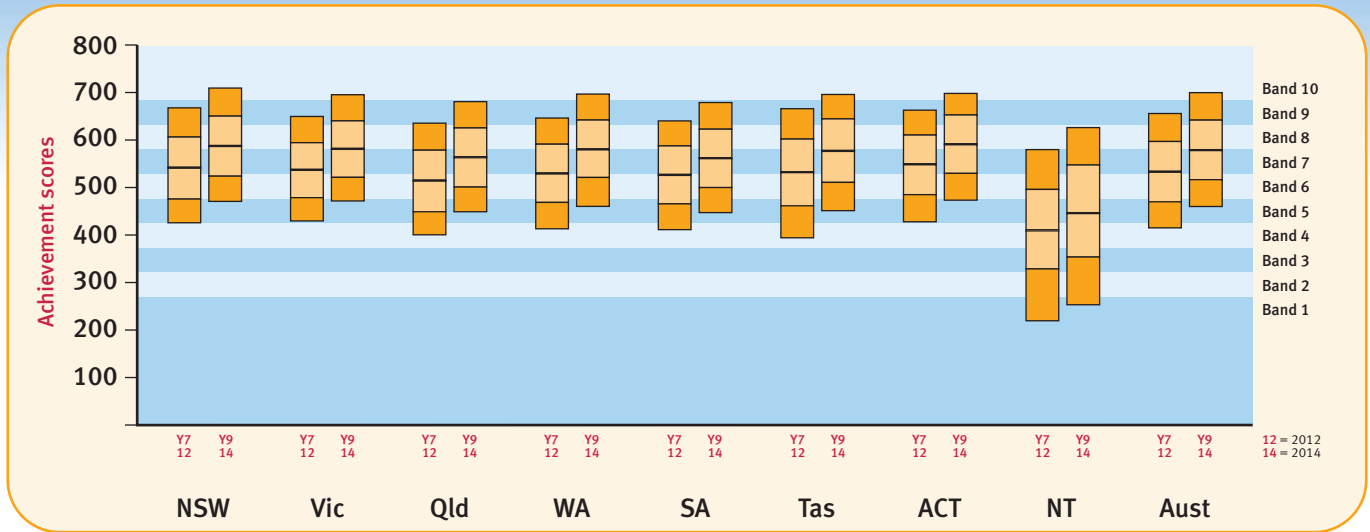


Figure R4.7_9b: Achievement of Year 7 (2012) and Year 9 (2014) Non-LBOTE Students in Reading, by State and Territory.

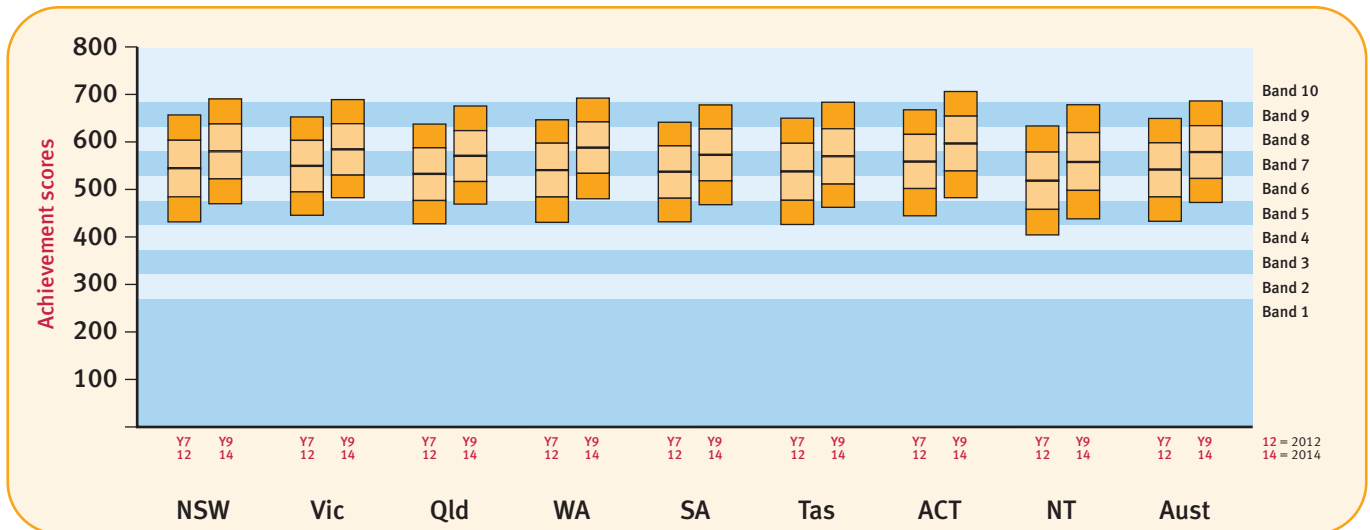


Table R4.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by LBOTE Status, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	LBOTE	29.3 ± 10.3	29.3 ± 9.7	37.1 ± 13.2	24.0 ± 10.4	26.2 ± 11.6	9.0 ± 20.8	32.0 ± 18.6	46.3 ± 39.2	29.4 ± 7.5
	Non-LBOTE	29.2 ± 6.7	27.7 ± 6.7	28.8 ± 6.6	30.3 ± 7.9	26.9 ± 7.8	29.9 ± 11.9	29.8 ± 13.2	26.4 ± 18.6	28.8 ± 5.8
2011-2013 Average gain (with 95% confidence interval)	LBOTE	43.4 ± 9.6	42.9 ± 8.9	43.7 ± 10.9	39.6 ± 10.2	42.4 ± 11.0	43.0 ± 25.5	40.1 ± 18.0	48.3 ± 38.5	43.8 ± 6.8
	Non-LBOTE	39.6 ± 6.3	39.1 ± 6.1	38.2 ± 6.1	40.0 ± 7.6	43.0 ± 7.1	41.0 ± 10.8	37.4 ± 13.0	42.5 ± 18.0	39.3 ± 5.4
2012-2014 Average gain (with 95% confidence interval)	LBOTE	45.9 ± 9.7	44.3 ± 9.4	49.4 ± 11.3	50.9 ± 10.6	35.4 ± 13.6	44.9 ± 25.9	42.2 ± 18.2	36.6 ± 43.5	45.8 ± 6.9
	Non-LBOTE	35.6 ± 6.4	35.0 ± 6.3	38.2 ± 6.1	47.2 ± 7.7	35.8 ± 7.4	32.2 ± 11.2	38.2 ± 12.9	39.6 ± 19.2	37.1 ± 5.4

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

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

NAPLAN Achievement of Students in Reading

Figure R1.3_5_7: Achievement of Year 3 (2010), Year 5 (2012) and Year 7 (2014) Students in Reading, by State and Territory.

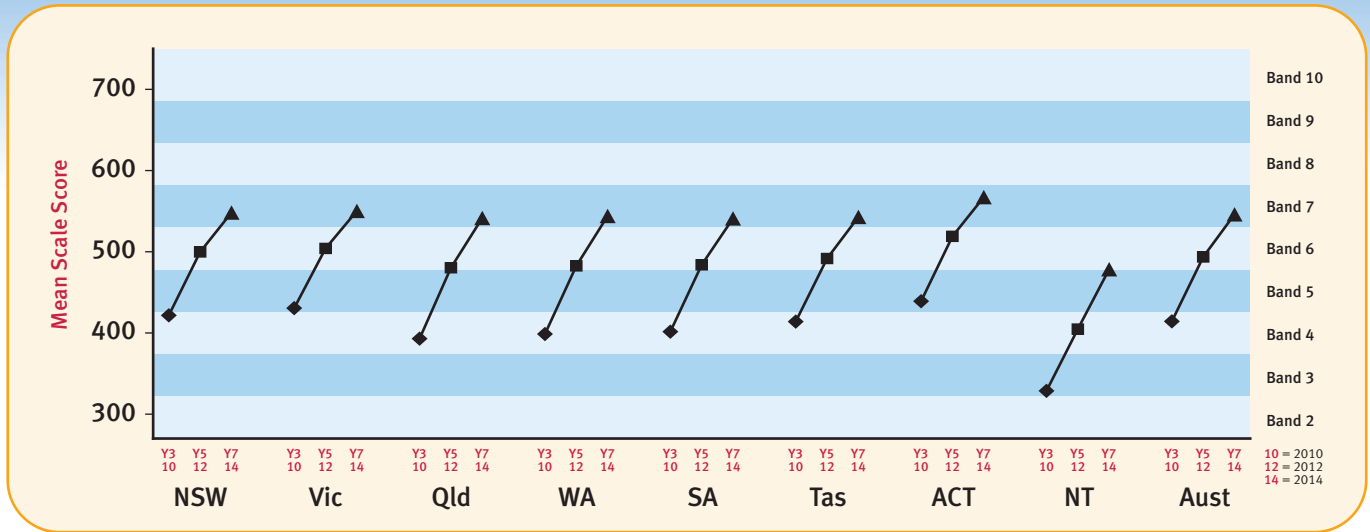


Figure R1.5_7_9: Achievement of Year 5 (2010), Year 7 (2012) and Year 9 (2014) Students in Reading, by State and Territory.

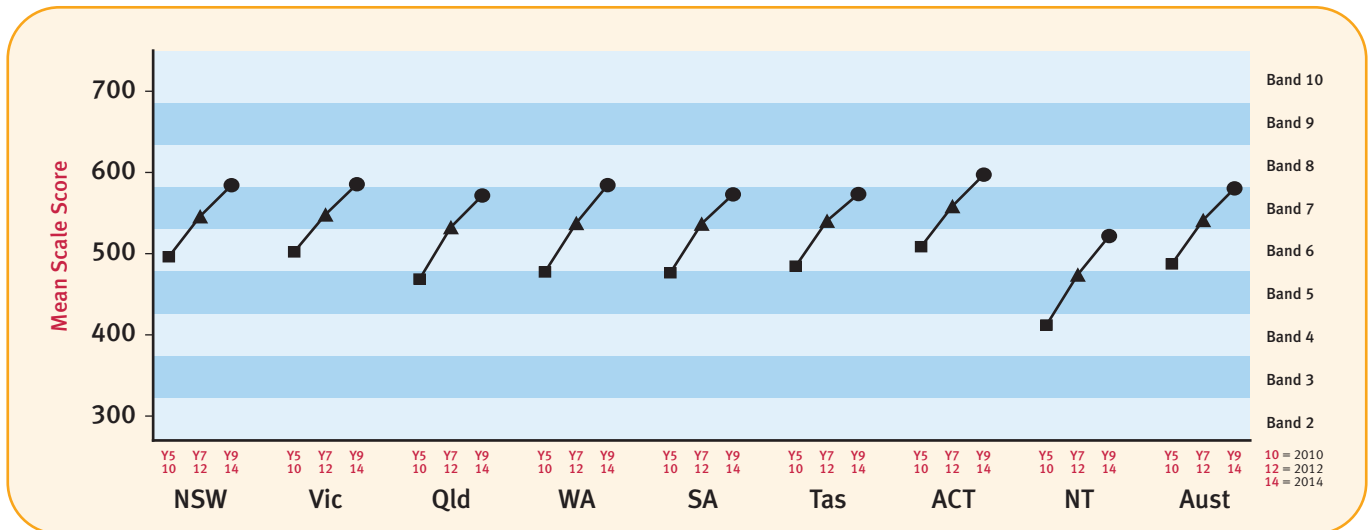


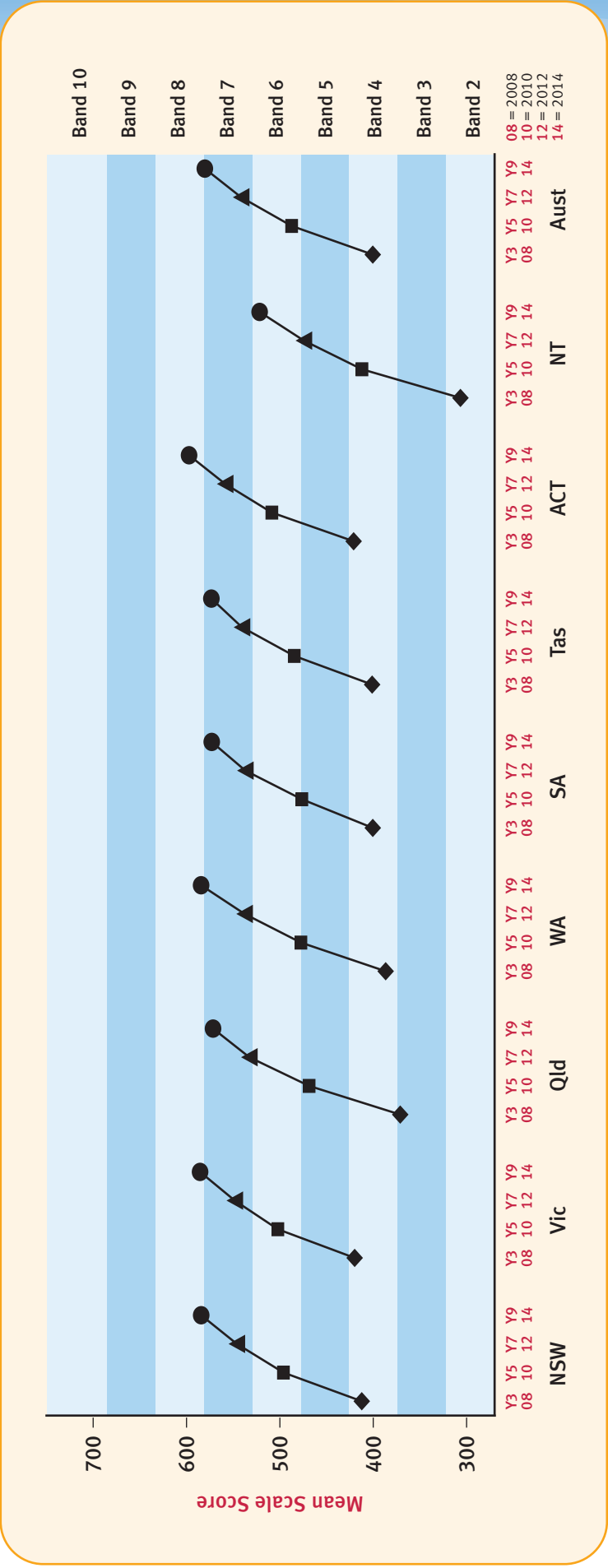
Table R1.2010_2012_2014: Achievement of Students in Reading from Year 3 (2010), Year 5 (2012) and Year 7 (2014), and from Year 5 (2010), Year 7 (2012) and Year 9 (2014), by State and Territory.

			NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	Year 3	2010	421.7 (81.6)	430.6 (77.8)	393.0 (79.0)	398.7 (86.1)	401.6 (79.2)	414.0 (87.8)	439.1 (83.4)	328.7 (121.1)	414.3 (83.3)
Mean scale score / (S.D.)	Year 5	2012	499.8 (77.1)	504.1 (70.6)	480.3 (75.5)	482.6 (78.6)	483.9 (73.7)	491.7 (80.7)	519.0 (75.5)	404.8 (131.7)	493.6 (77.6)
Mean scale score / (S.D.)	Year 7	2014	548.3 (69.9)	550.3 (65.9)	541.6 (66.9)	544.1 (69.0)	541.1 (65.1)	542.9 (69.1)	567.3 (68.5)	478.5 (102.9)	546.1 (69.0)
Mean scale score / (S.D.)	Year 5	2010	496.2 (76.0)	502.2 (69.8)	468.7 (72.5)	477.5 (78.1)	476.5 (72.6)	484.6 (78.1)	508.6 (72.8)	412.1 (115.5)	487.4 (76.1)
Mean scale score / (S.D.)	Year 7	2012	546.1 (70.4)	548.3 (64.4)	532.7 (64.9)	537.8 (67.4)	537.0 (65.2)	540.6 (69.9)	558.6 (68.3)	474.3 (107.4)	541.5 (68.3)
Mean scale score / (S.D.)	Year 9	2014	584.3 (69.1)	585.5 (64.7)	571.6 (64.3)	584.4 (67.0)	573.0 (65.6)	573.4 (68.6)	597.3 (68.4)	521.7 (104.8)	580.4 (67.6)

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 (2008), Year 5 (2010), Year 7 (2012) and Year 9 (2014) 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 (2012) and Year 5 (2014) Students in Numeracy, by State and Territory.

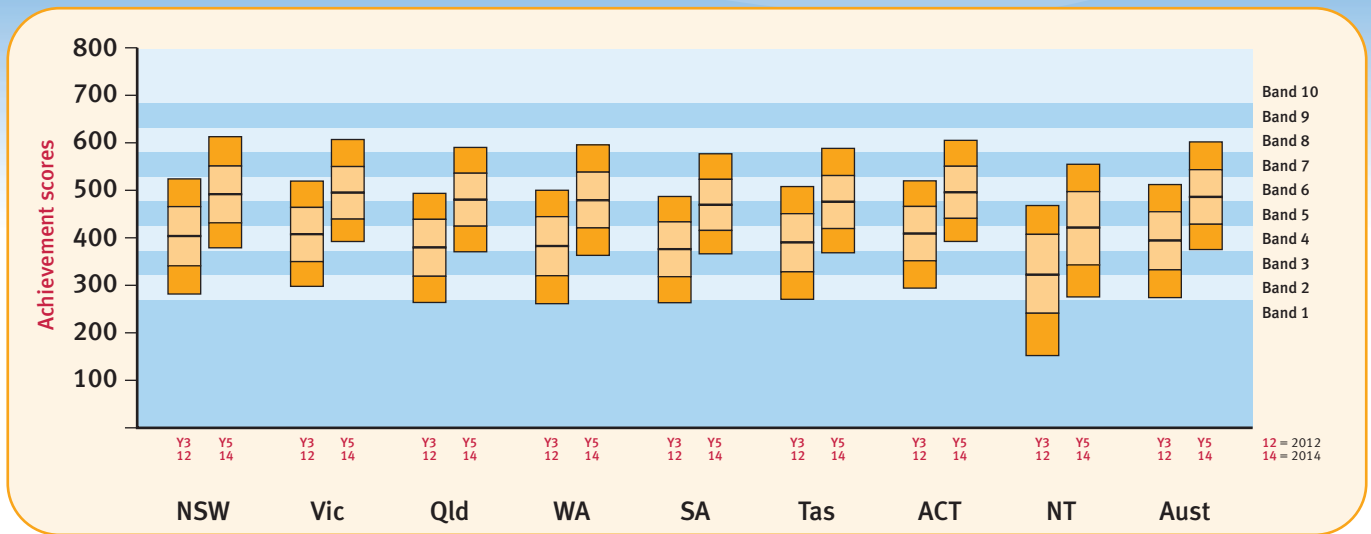


Table N1.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012									
Average gain (with 95% confidence interval)	96.7 ± 7.8	87.1 ± 7.8	97.6 ± 8.0	94.7 ± 8.3	92.0 ± 8.4	87.0 ± 9.9	91.8 ± 11.3	88.2 ± 22.4	93.3 ± 7.5
2011-2013									
Average gain (with 95% confidence interval)	87.6 ± 7.0	80.2 ± 6.9	96.5 ± 7.0	91.0 ± 7.5	88.0 ± 7.6	78.7 ± 9.2	83.5 ± 11.1	84.1 ± 19.7	87.7 ± 6.6
2012-2014									
Average gain (with 95% confidence interval)	88.4 ± 7.6	87.7 ± 7.5	100.8 ± 7.8	96.7 ± 8.2	93.5 ± 8.3	85.8 ± 10.1	87.3 ± 10.0	99.5 ± 21.5	92.1 ± 7.3

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 3–Year 5 Numeracy

Figure N2.3_5a: Achievement of Year 3 (2012) and Year 5 (2014) Male Students in Numeracy, by State and Territory.

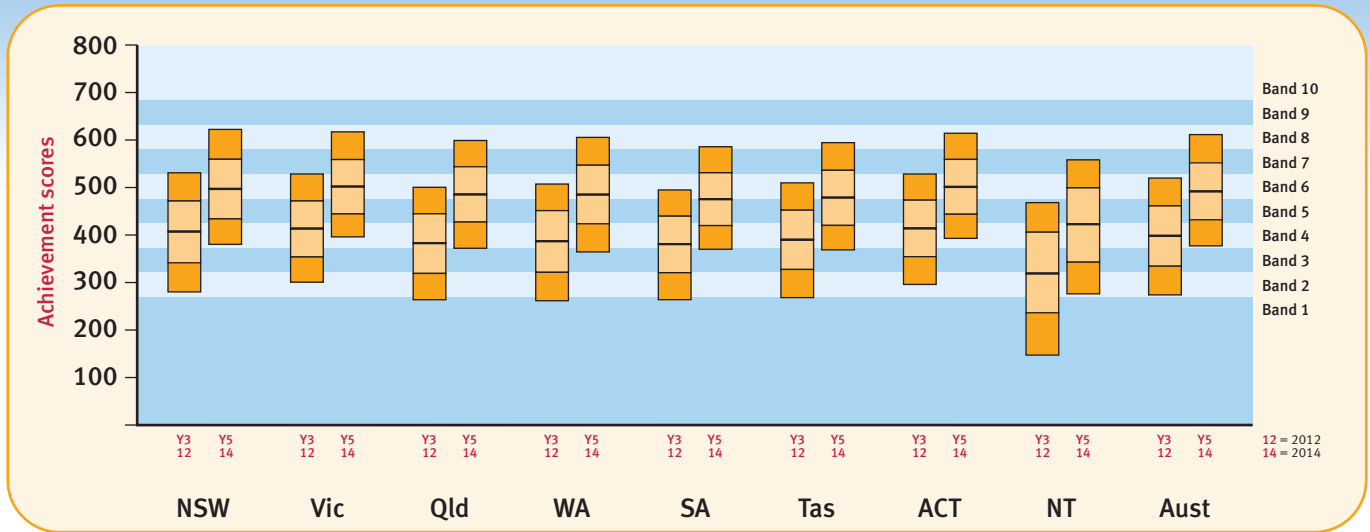


Figure N2.3_5b: Achievement of Year 3 (2012) and Year 5 (2014) Female Students in Numeracy, by State and Territory.

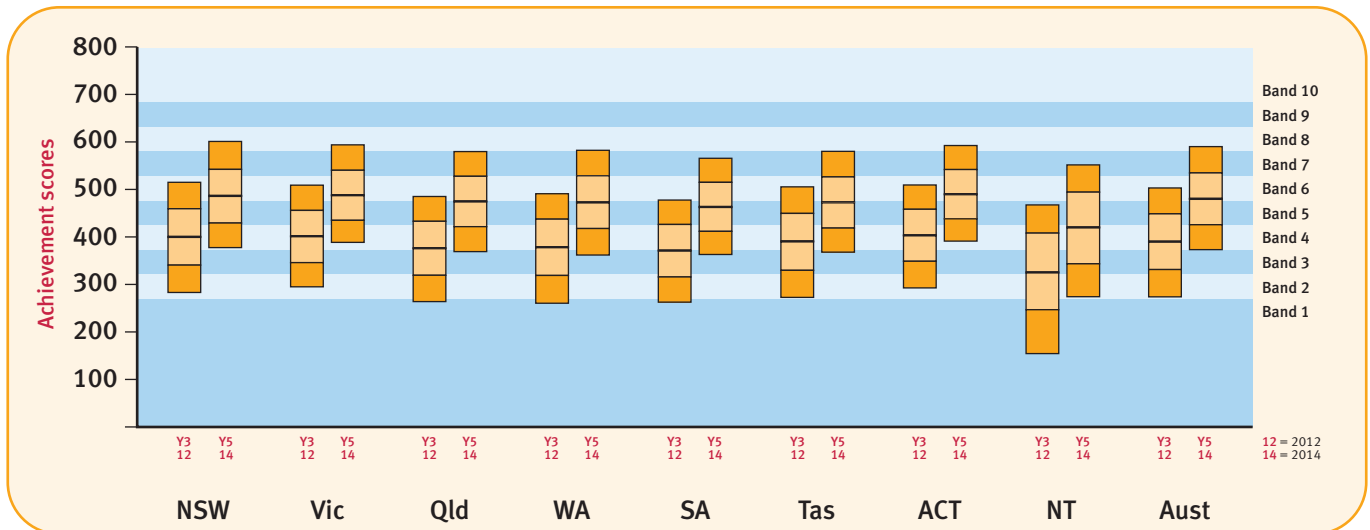


Table N2.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by Sex, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	Male	97.5 ± 7.9	87.6 ± 7.9	99.3 ± 8.1	95.6 ± 8.6	92.9 ± 8.7	88.1 ± 10.6	93.9 ± 12.6	88.5 ± 24.8	94.3 ± 7.6
	Female	95.8 ± 7.8	86.6 ± 7.8	95.5 ± 8.1	93.7 ± 8.5	90.9 ± 8.6	86.0 ± 10.4	89.3 ± 11.8	88.0 ± 21.0	92.2 ± 7.5
2011-2013 Average gain (with 95% confidence interval)	Male	89.6 ± 7.1	82.0 ± 7.0	98.6 ± 7.1	92.7 ± 7.8	89.9 ± 7.9	80.9 ± 9.9	84.5 ± 12.7	85.7 ± 21.2	89.6 ± 6.6
	Female	85.5 ± 7.0	78.5 ± 6.9	94.1 ± 7.0	89.1 ± 7.5	86.2 ± 7.7	76.4 ± 9.6	82.7 ± 12.3	82.7 ± 19.1	85.7 ± 6.6
2012-2014 Average gain (with 95% confidence interval)	Male	90.2 ± 7.8	88.8 ± 7.6	102.7 ± 7.9	98.5 ± 8.5	94.8 ± 8.6	89.0 ± 10.7	87.7 ± 10.8	104.2 ± 22.3	93.8 ± 7.4
	Female	86.6 ± 7.6	86.6 ± 7.6	98.7 ± 7.8	94.6 ± 8.2	92.1 ± 8.4	82.5 ± 10.5	86.9 ± 10.7	95.0 ± 21.7	90.5 ± 7.3

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 3–Year 5 Numeracy

Figure N3.3_5a: Achievement of Year 3 (2012) and Year 5 (2014) Indigenous Students in Numeracy, by State and Territory.

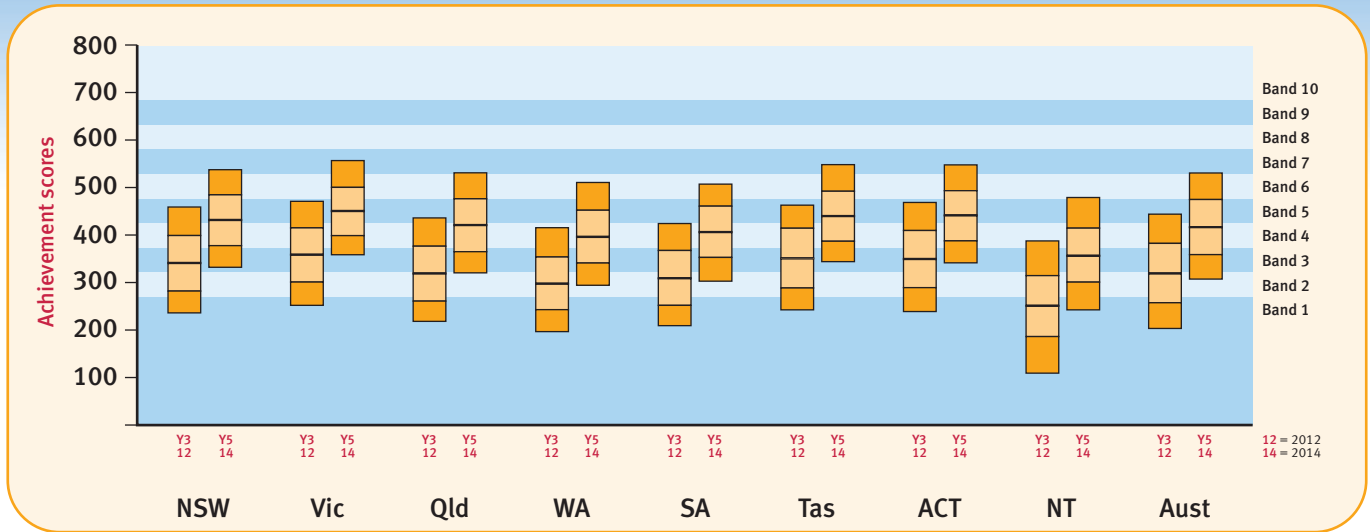


Figure N3.3_5b: Achievement of Year 3 (2012) and Year 5 (2014) Non-Indigenous Students in Numeracy, by State and Territory.

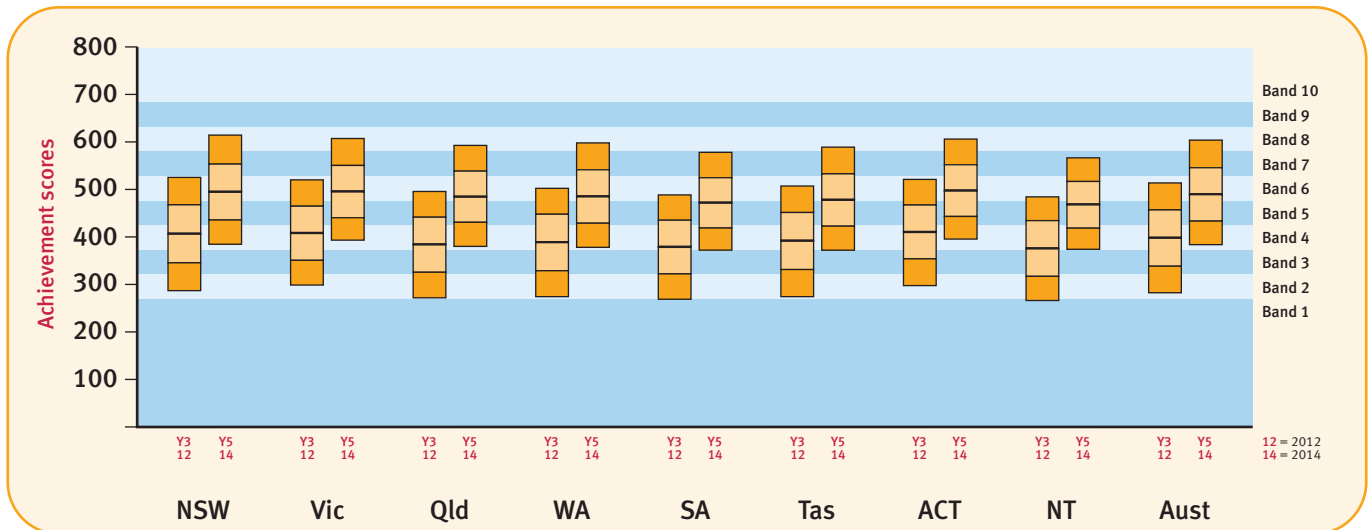


Table N3.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by Indigenous Status, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	Indigenous	94.3 ± 8.8	86.0 ± 10.6	86.9 ± 9.8	83.5 ± 10.7	86.1 ± 12.2	87.7 ± 13.9	85.5 ± 24.4	83.2 ± 21.0	88.7 ± 8.9
	Non-Indigenous	97.2 ± 7.8	87.2 ± 7.8	98.1 ± 7.9	94.8 ± 8.2	92.5 ± 8.4	86.7 ± 9.8	91.8 ± 11.3	96.4 ± 12.0	93.6 ± 7.5
2011-2013 Average gain (with 95% confidence interval)	Indigenous	81.1 ± 7.7	81.5 ± 9.6	86.8 ± 8.0	82.1 ± 9.3	83.9 ± 12.2	80.7 ± 12.9	86.2 ± 23.8	78.3 ± 16.1	83.0 ± 7.5
	Non-Indigenous	88.4 ± 7.0	80.2 ± 6.8	96.8 ± 6.9	92.0 ± 7.4	88.3 ± 7.5	78.4 ± 9.1	83.8 ± 11.1	90.0 ± 12.5	88.1 ± 6.6
2012-2014 Average gain (with 95% confidence interval)	Indigenous	90.8 ± 8.6	92.4 ± 10.4	102.2 ± 9.3	98.9 ± 10.2	97.5 ± 12.9	89.4 ± 13.3	92.1 ± 19.3	105.6 ± 19.5	97.8 ± 8.3
	Non-Indigenous	88.5 ± 7.6	87.8 ± 7.5	100.7 ± 7.7	96.7 ± 8.0	93.4 ± 8.3	86.4 ± 9.9	87.4 ± 9.9	92.9 ± 11.6	92.0 ± 7.3

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 3–Year 5 Numeracy

Figure N4.3_5a: Achievement of Year 3 (2012) and Year 5 (2014) LBOTE Students in Numeracy, by State and Territory.

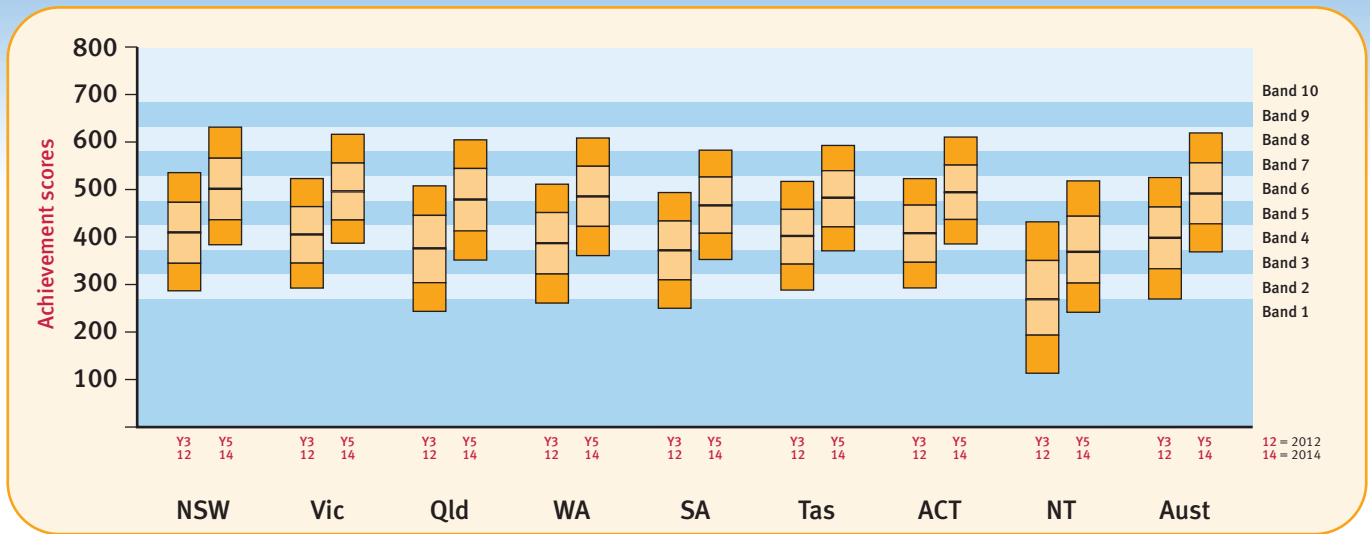


Figure N4.3_5b: Achievement of Year 3 (2012) and Year 5 (2014) Non-LBOTE Students in Numeracy, by State and Territory.

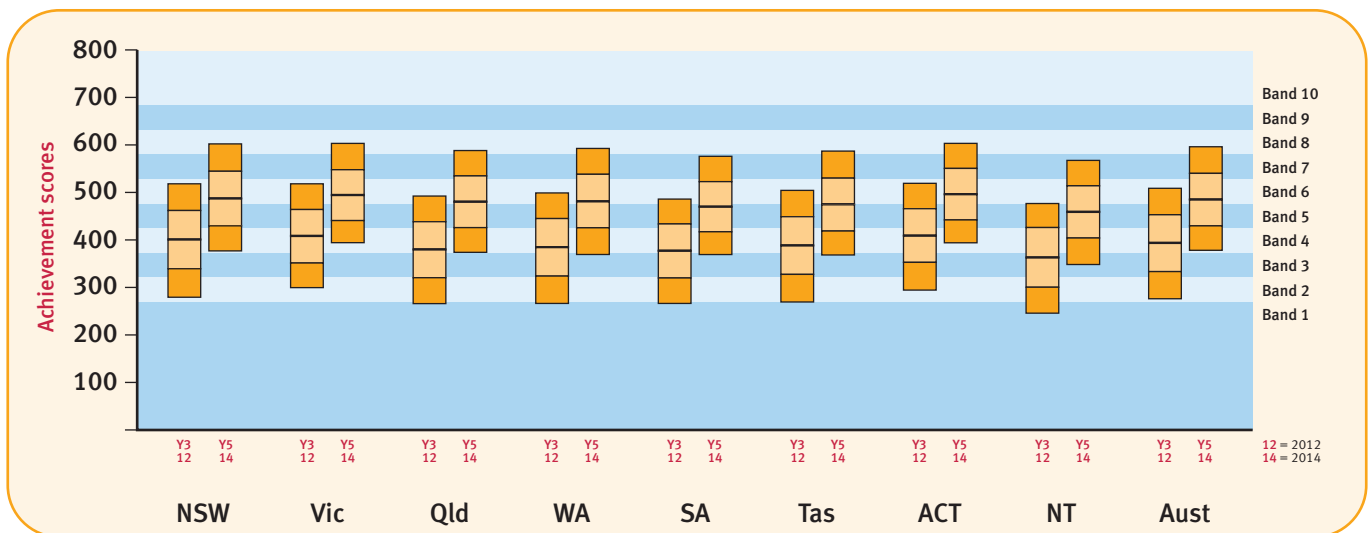


Table N4.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by LBOTE Status, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	LBOTE	103.1 ± 8.7	88.0 ± 8.4	106.2 ± 13.0	96.9 ± 10.0	98.6 ± 11.2	94.9 ± 18.0	93.2 ± 14.2	93.6 ± 25.4	96.5 ± 8.0
	Non-LBOTE	93.9 ± 7.8	86.8 ± 7.7	96.9 ± 7.9	94.7 ± 8.4	91.1 ± 8.4	86.9 ± 9.8	91.5 ± 11.3	100.0 ± 14.1	92.4 ± 7.5
2011-2013 Average gain (with 95% confidence interval)	LBOTE	95.9 ± 8.2	85.9 ± 7.6	98.9 ± 11.1	93.3 ± 8.9	89.8 ± 9.7	85.3 ± 16.7	86.9 ± 14.8	78.5 ± 21.6	92.7 ± 7.1
	Non-LBOTE	84.0 ± 6.9	78.3 ± 6.8	96.2 ± 6.9	91.4 ± 7.6	87.8 ± 7.6	78.7 ± 9.1	82.9 ± 11.1	90.1 ± 14.0	86.2 ± 6.6
2012-2014 Average gain (with 95% confidence interval)	LBOTE	92.1 ± 8.5	91.1 ± 8.2	103.1 ± 11.8	98.6 ± 9.7	94.8 ± 11.3	80.6 ± 16.6	86.3 ± 12.2	100.1 ± 24.9	93.4 ± 7.7
	Non-LBOTE	86.7 ± 7.6	86.5 ± 7.5	100.7 ± 7.7	96.6 ± 8.2	93.1 ± 8.3	86.7 ± 9.9	87.6 ± 10.3	96.2 ± 14.5	91.6 ± 7.3

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

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

NAPLAN Year 5–Year 7 Numeracy

Figure N1.5_7: Achievement of Year 5 (2012) and Year 7 (2014) Students in Numeracy, by State and Territory.

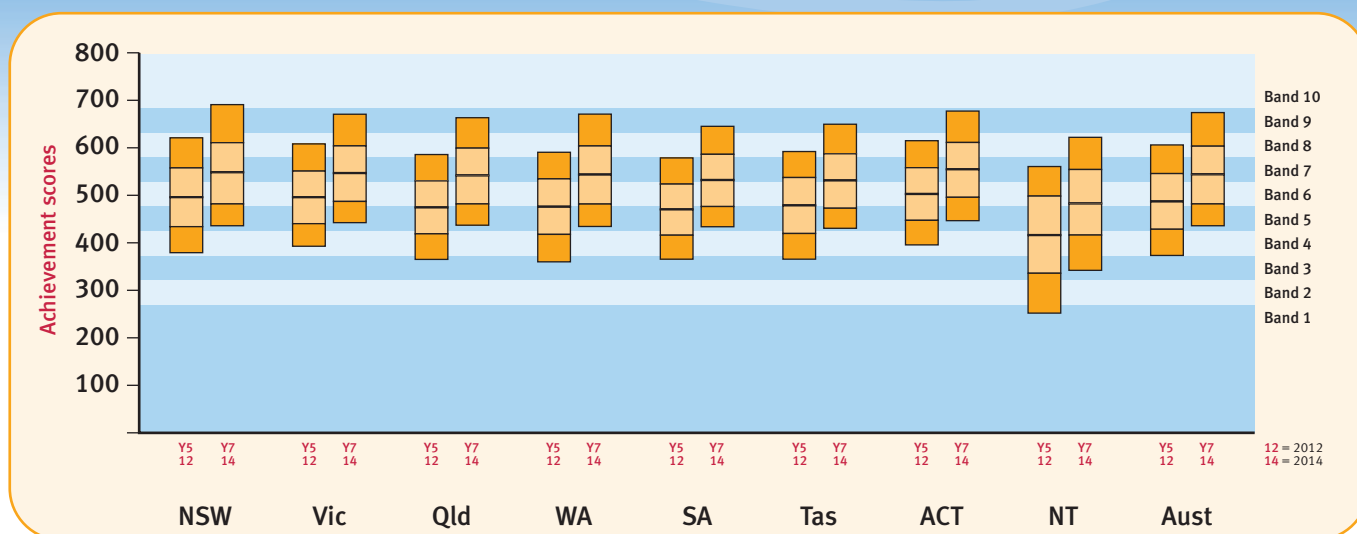


Table N1.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012									
Average gain (with 95% confidence interval)	45.0 ± 7.2	41.6 ± 6.7	57.9 ± 6.4	58.1 ± 7.1	56.5 ± 7.1	46.6 ± 10.3	47.2 ± 12.4	53.2 ± 24.1	49.3 ± 6.0
2011-2013									
Average gain (with 95% confidence interval)	48.2 ± 6.7	46.5 ± 6.2	68.2 ± 5.9	62.5 ± 6.9	59.9 ± 6.7	49.5 ± 9.4	47.7 ± 12.3	52.9 ± 21.1	54.3 ± 5.5
2012-2014									
Average gain (with 95% confidence interval)	52.6 ± 6.7	51.0 ± 6.3	67.5 ± 6.2	68.0 ± 7.0	62.0 ± 6.7	52.7 ± 9.7	52.2 ± 12.8	66.8 ± 25.2	57.2 ± 5.6

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions. [Refer to the introduction for explanatory notes and how to read the graph.](#)

NAPLAN Year 5–Year 7 Numeracy

Figure N2.5_7a: Achievement of Year 5 (2012) and Year 7 (2014) Male Students in Numeracy, by State and Territory.

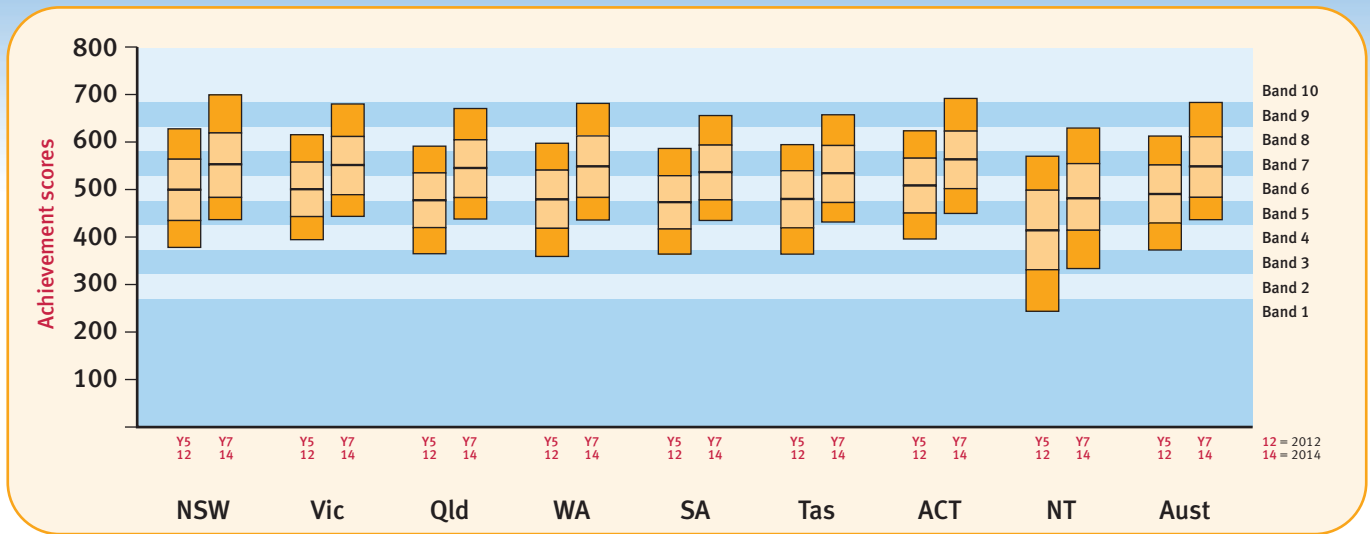


Figure N2.5_7b: Achievement of Year 5 (2012) and Year 7 (2014) Female Students in Numeracy, by State and Territory.

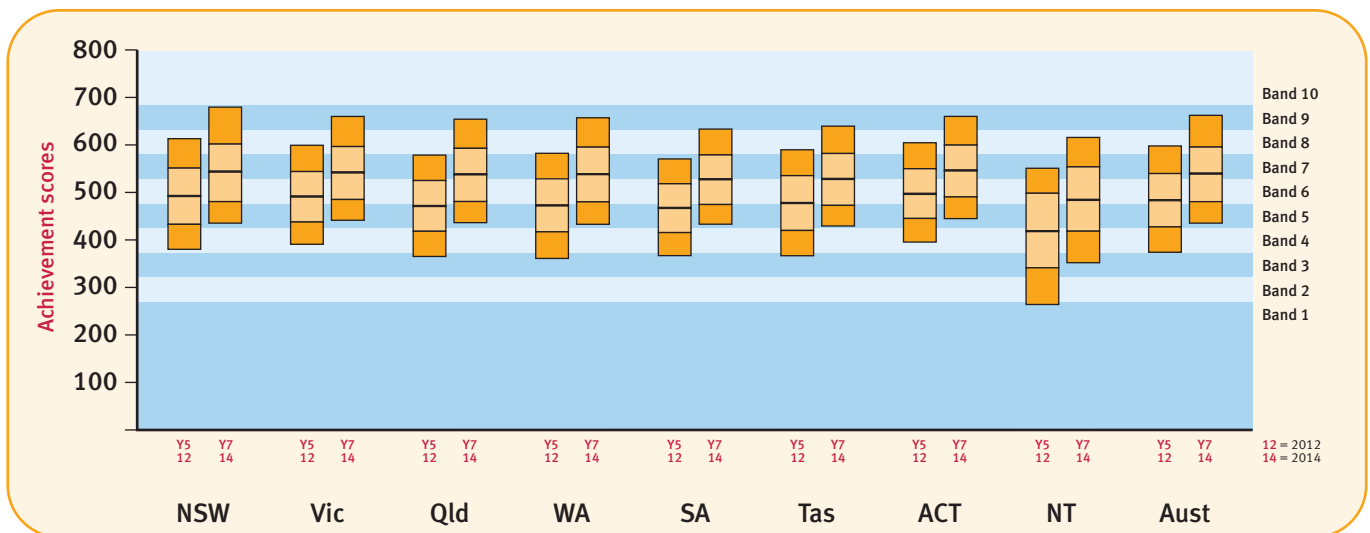


Table N2.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by Sex, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	Male	45.2 ± 7.9	41.0 ± 7.1	57.8 ± 6.6	58.3 ± 7.7	57.2 ± 7.5	45.1 ± 10.8	47.2 ± 14.9	50.2 ± 24.7	49.3 ± 6.2
	Female	44.6 ± 7.4	42.2 ± 6.8	57.9 ± 6.4	57.8 ± 7.5	55.9 ± 7.2	48.1 ± 10.9	47.5 ± 12.6	56.3 ± 24.6	49.4 ± 6.1
2011-2013 Average gain (with 95% confidence interval)	Male	47.7 ± 7.4	45.8 ± 6.6	68.2 ± 6.1	62.5 ± 7.6	59.5 ± 7.1	48.9 ± 10.0	46.2 ± 14.4	53.7 ± 22.2	53.9 ± 5.7
	Female	48.7 ± 6.9	47.2 ± 6.3	68.2 ± 5.9	62.6 ± 7.1	60.4 ± 6.9	50.1 ± 10.1	49.3 ± 12.5	52.0 ± 20.8	54.8 ± 5.5
2012-2014 Average gain (with 95% confidence interval)	Male	53.8 ± 7.5	51.1 ± 6.6	68.1 ± 6.5	69.7 ± 7.7	63.5 ± 7.1	54.5 ± 10.8	55.2 ± 15.3	67.6 ± 27.3	58.2 ± 5.8
	Female	51.4 ± 7.0	50.8 ± 6.4	66.8 ± 6.3	66.1 ± 7.3	60.6 ± 6.9	50.8 ± 9.8	49.4 ± 12.7	65.9 ± 23.8	56.2 ± 5.6

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

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

NAPLAN Year 5–Year 7 Numeracy

Figure N3.5_7a: Achievement of Year 5 (2012) and Year 7 (2014) Indigenous Students in Numeracy, by State and Territory.

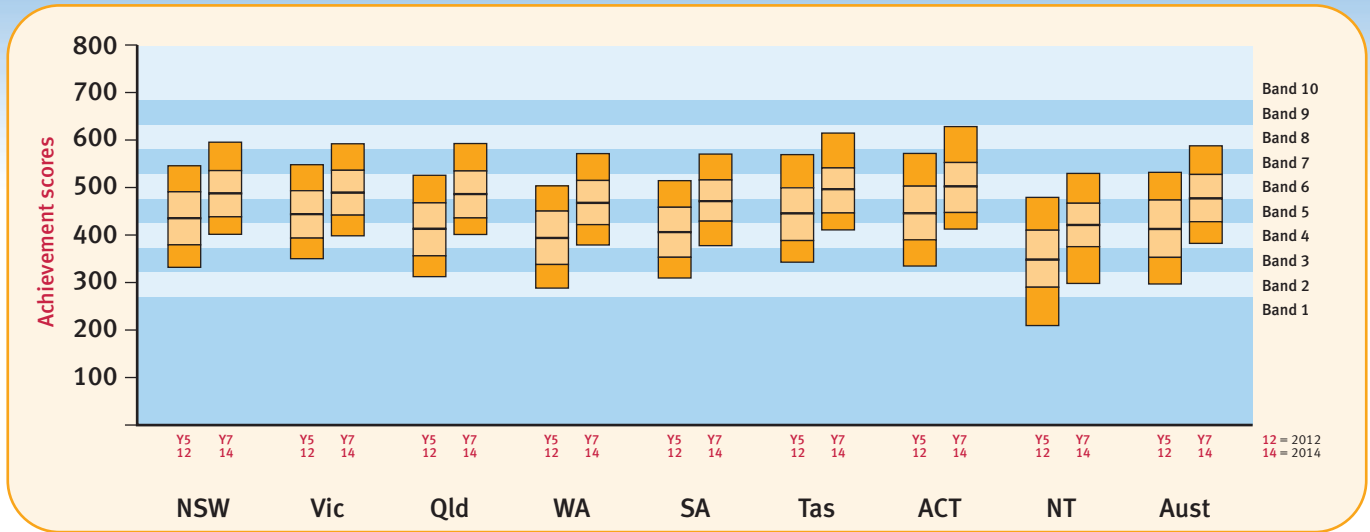


Figure N3.5_7b: Achievement of Year 5 (2012) and Year 7 (2014) Non-Indigenous Students in Numeracy, by State and Territory.

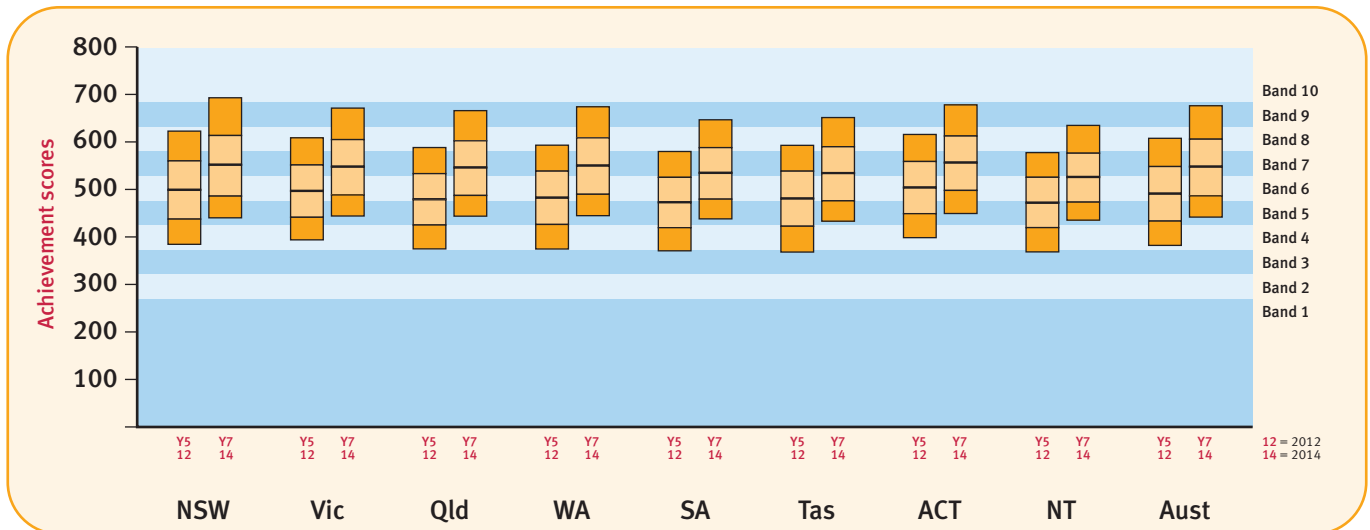


Table N3.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by Indigenous Status, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	Indigenous	41.6 ± 7.2	37.6 ± 9.7	56.4 ± 8.2	63.0 ± 9.7	57.9 ± 10.9	41.0 ± 12.3	58.4 ± 18.6	58.5 ± 20.6	52.5 ± 7.1
	Non-Indigenous	45.6 ± 7.2	42.1 ± 6.7	57.6 ± 6.3	57.3 ± 7.0	56.6 ± 7.1	45.8 ± 9.9	47.0 ± 12.3	50.0 ± 15.2	49.2 ± 6.0
2011-2013 Average gain (with 95% confidence interval)	Indigenous	45.7 ± 6.8	38.2 ± 9.7	63.0 ± 7.0	62.4 ± 9.0	56.9 ± 10.1	46.5 ± 10.5	54.0 ± 21.6	50.9 ± 18.3	54.6 ± 6.4
	Non-Indigenous	48.9 ± 6.7	46.7 ± 6.2	68.0 ± 5.8	62.6 ± 6.7	60.5 ± 6.6	49.9 ± 9.1	48.3 ± 12.2	53.9 ± 12.6	54.5 ± 5.5
2012-2014 Average gain (with 95% confidence interval)	Indigenous	52.4 ± 6.9	45.2 ± 8.8	73.5 ± 8.2	74.0 ± 9.1	65.5 ± 10.9	51.2 ± 11.8	56.8 ± 24.6	73.3 ± 21.1	64.5 ± 7.0
	Non-Indigenous	52.9 ± 6.7	51.2 ± 6.2	67.1 ± 6.1	67.8 ± 6.9	62.0 ± 6.7	53.7 ± 9.6	52.7 ± 12.6	54.4 ± 15.0	57.1 ± 5.6

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

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

NAPLAN Year 5–Year 7 Numeracy

Figure N4.5_7a: Achievement of Year 5 (2012) and Year 7 (2014) LBOTE Students in Numeracy, by State and Territory.

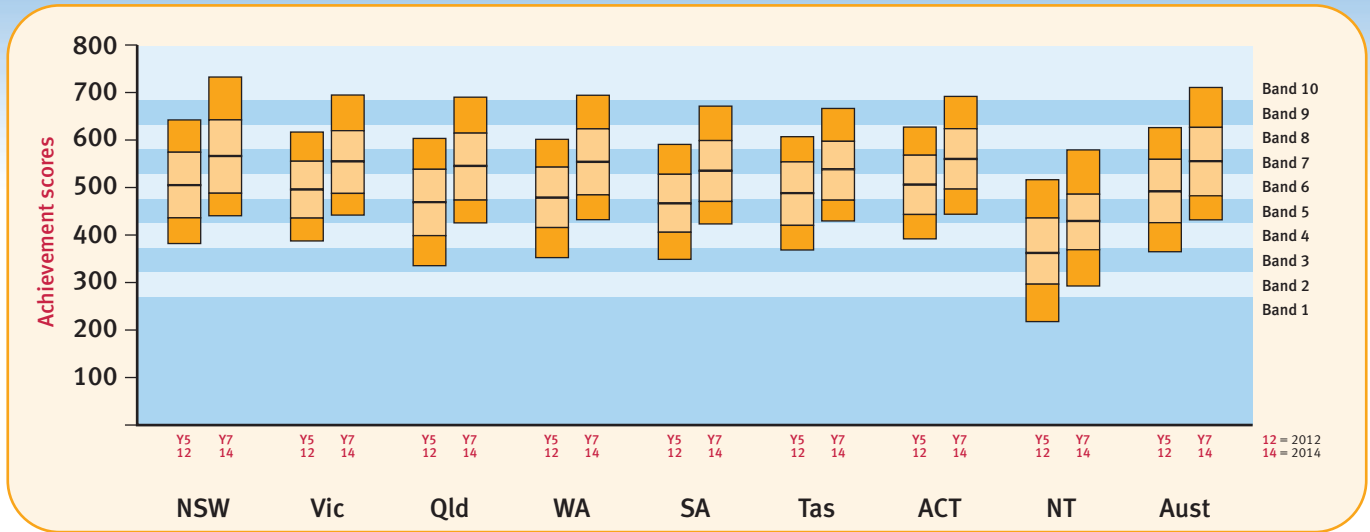


Figure N4.5_7b: Achievement of Year 5 (2012) and Year 7 (2014) Non-LBOTE Students in Numeracy, by State and Territory.

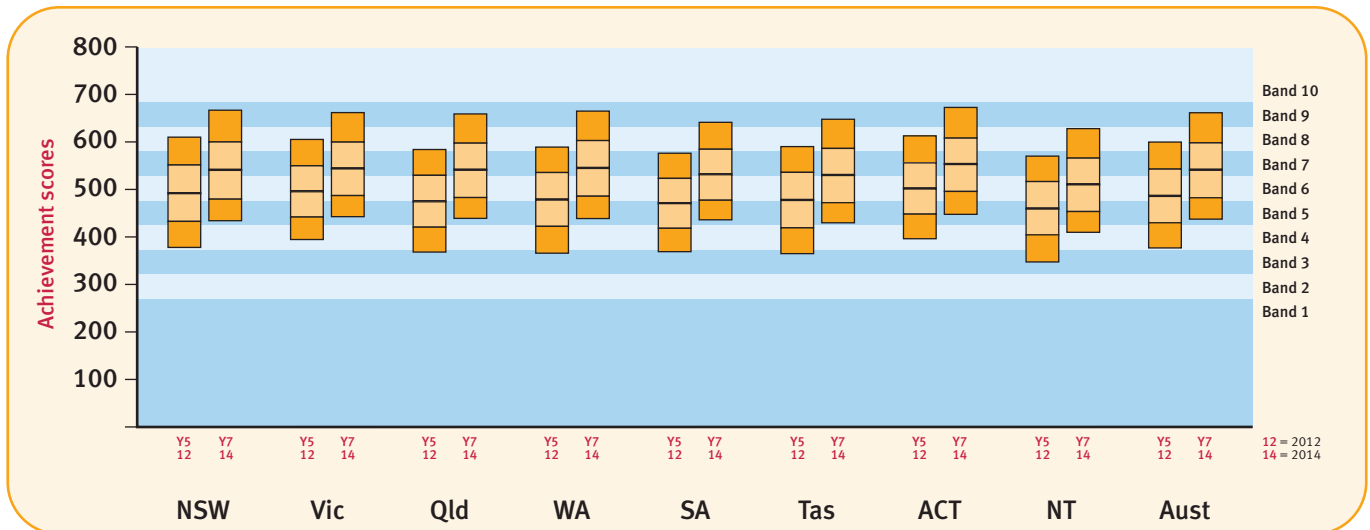


Table N4.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by LBOTE Status, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	LBOTE	51.0 ± 10.9	42.5 ± 8.7	69.1 ± 11.9	60.8 ± 9.1	63.5 ± 10.4	43.5 ± 22.8	50.3 ± 18.8	69.4 ± 29.7	51.2 ± 7.6
	Non-LBOTE	42.7 ± 6.7	41.6 ± 6.6	56.9 ± 6.3	57.2 ± 7.3	55.4 ± 7.0	46.8 ± 10.0	46.7 ± 12.0	47.1 ± 14.9	48.8 ± 6.0
2011-2013 Average gain (with 95% confidence interval)	LBOTE	53.9 ± 10.4	52.6 ± 8.1	74.8 ± 11.3	68.3 ± 9.1	64.0 ± 9.4	47.0 ± 19.7	53.5 ± 18.5	49.2 ± 26.0	57.6 ± 7.0
	Non-LBOTE	45.6 ± 6.2	44.5 ± 6.1	67.5 ± 5.8	61.4 ± 7.0	59.9 ± 6.6	49.5 ± 9.1	46.5 ± 11.6	53.0 ± 14.2	53.4 ± 5.4
2012-2014 Average gain (with 95% confidence interval)	LBOTE	61.4 ± 10.4	59.4 ± 8.1	76.4 ± 11.1	75.6 ± 8.9	68.9 ± 11.1	50.3 ± 21.4	54.3 ± 16.1	67.5 ± 28.9	63.8 ± 7.1
	Non-LBOTE	49.2 ± 6.3	48.3 ± 6.1	66.5 ± 6.1	66.8 ± 7.2	61.0 ± 6.7	52.8 ± 9.6	51.7 ± 12.9	51.3 ± 16.9	55.1 ± 5.5

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 (2012) and Year 9 (2014) Students in Numeracy, by State and Territory.

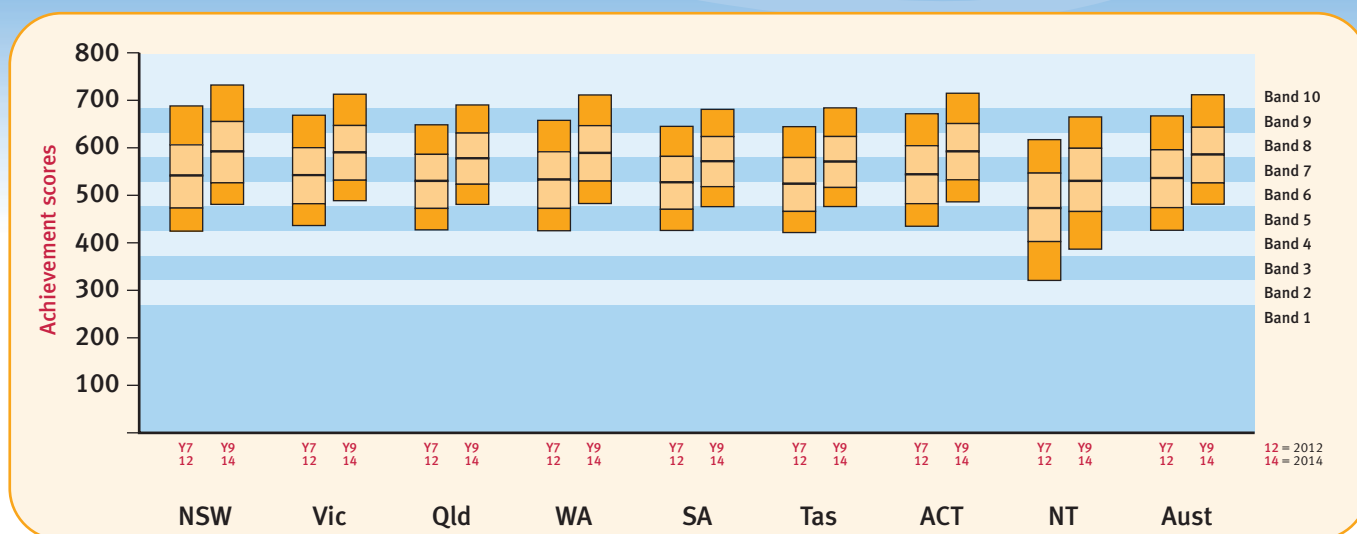


Table N1.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012									
Average gain (with 95% confidence interval)	41.0 ± 7.1	37.1 ± 6.8	28.4 ± 6.1	36.2 ± 7.9	34.8 ± 8.0	36.9 ± 11.1	40.3 ± 13.9	45.5 ± 23.6	36.4 ± 5.3
2011-2013									
Average gain (with 95% confidence interval)	43.3 ± 7.4	37.5 ± 6.8	34.5 ± 6.3	39.8 ± 8.6	36.8 ± 8.3	33.3 ± 11.3	41.4 ± 16.6	42.0 ± 25.4	39.0 ± 5.2
2012-2014									
Average gain (with 95% confidence interval)	50.9 ± 6.7	48.0 ± 6.3	47.8 ± 5.6	56.2 ± 7.6	44.5 ± 7.3	46.8 ± 10.8	48.5 ± 14.3	57.3 ± 25.5	49.7 ± 4.7

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 (2012) and Year 9 (2014) Male Students in Numeracy, by State and Territory.

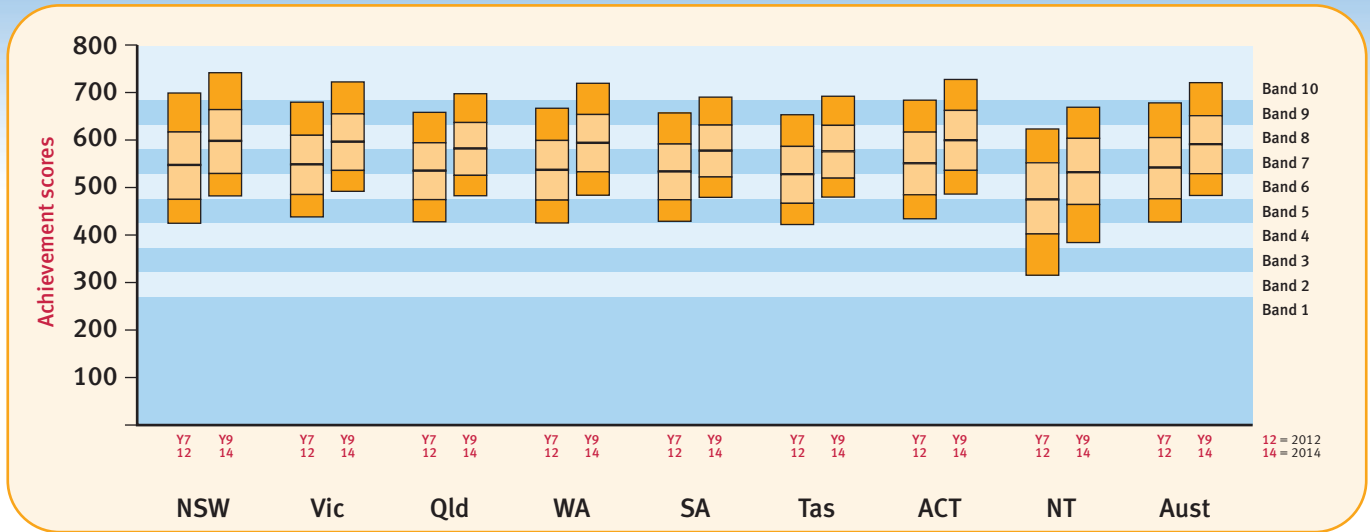


Figure N2.7_9b: Achievement of Year 7 (2012) and Year 9 (2014) Female Students in Numeracy, by State and Territory.

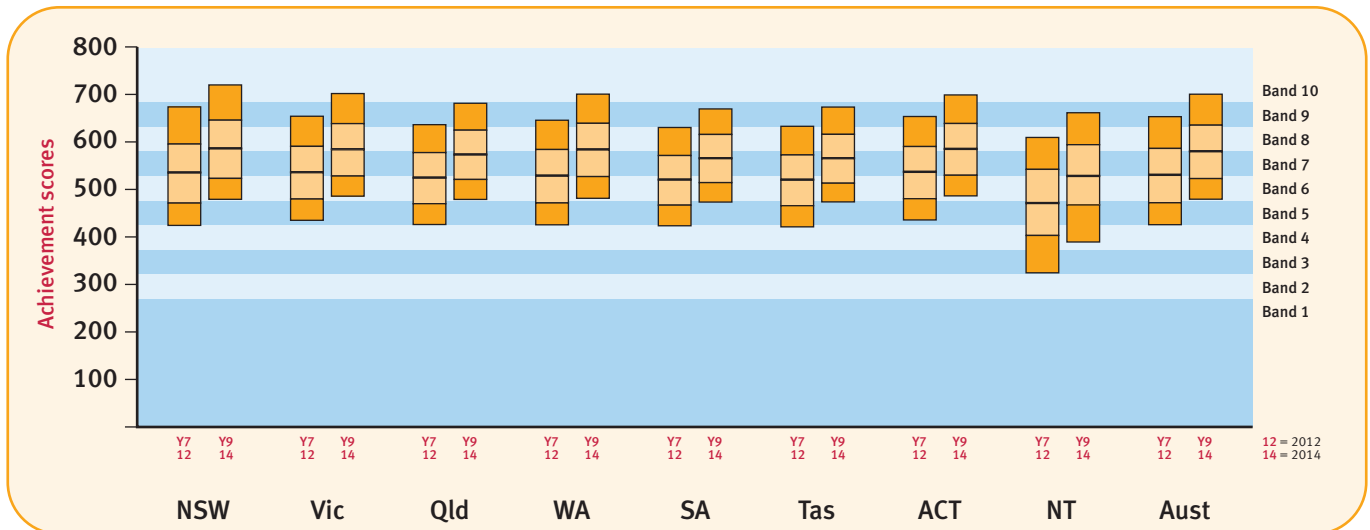


Table N2.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by Sex, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	Male	41.8 ± 8.1	38.5 ± 7.9	28.8 ± 6.7	37.1 ± 8.8	35.3 ± 8.7	40.8 ± 12.4	40.0 ± 16.7	47.6 ± 24.1	37.3 ± 5.6
	Female	40.1 ± 7.7	35.7 ± 7.0	28.0 ± 6.2	35.0 ± 8.1	34.4 ± 8.1	32.9 ± 11.2	40.4 ± 14.5	43.0 ± 24.1	35.4 ± 5.5
2011-2013 Average gain (with 95% confidence interval)	Male	44.3 ± 8.8	39.7 ± 8.0	34.7 ± 6.9	41.4 ± 9.6	38.1 ± 9.1	35.3 ± 12.3	42.9 ± 19.4	44.4 ± 27.3	40.2 ± 5.6
	Female	42.2 ± 7.8	35.3 ± 7.0	34.3 ± 6.5	38.3 ± 8.7	35.5 ± 8.4	31.1 ± 11.7	39.8 ± 17.8	39.4 ± 24.9	37.6 ± 5.3
2012-2014 Average gain (with 95% confidence interval)	Male	50.9 ± 8.0	47.8 ± 7.5	46.9 ± 6.1	57.0 ± 8.5	43.8 ± 8.0	48.2 ± 11.4	48.6 ± 18.0	57.5 ± 26.4	49.4 ± 5.1
	Female	50.9 ± 7.1	48.3 ± 6.5	48.9 ± 5.8	55.4 ± 8.0	45.3 ± 7.4	45.4 ± 11.3	48.4 ± 14.0	57.2 ± 25.9	49.8 ± 4.8

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 (2012) and Year 9 (2014) Indigenous Students in Numeracy, by State and Territory.

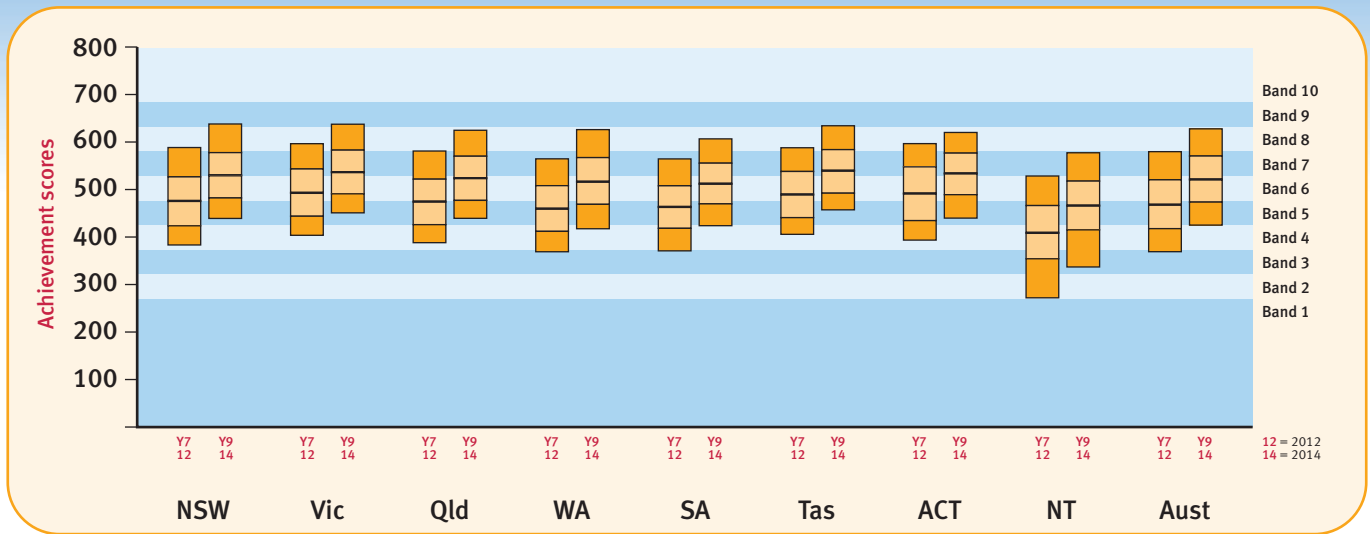


Figure N3.7_9b: Achievement of Year 7 (2012) and Year 9 (2014) Non-Indigenous Students in Numeracy, by State and Territory.

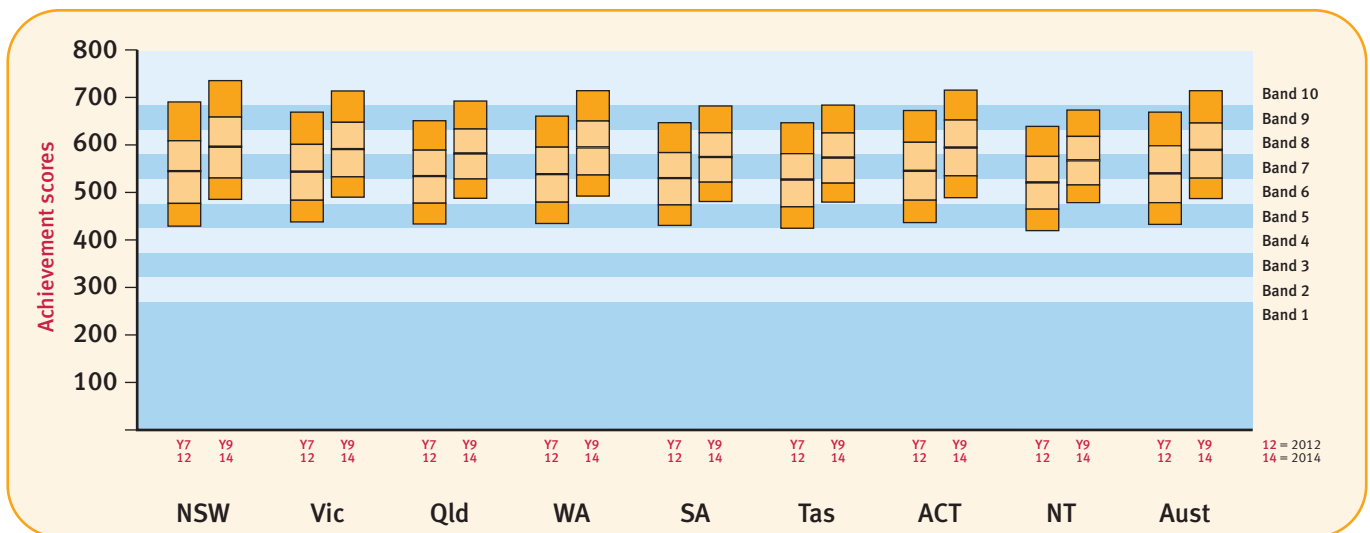


Table N3.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by Indigenous Status, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	Indigenous	42.5 ± 6.6	37.9 ± 9.2	34.6 ± 7.3	40.3 ± 10.2	36.1 ± 10.7	38.7 ± 11.9	45.5 ± 19.4	54.8 ± 18.2	40.7 ± 5.9
	Non-Indigenous	41.3 ± 7.2	37.1 ± 6.8	27.7 ± 6.1	35.1 ± 7.7	34.7 ± 7.8	35.0 ± 10.7	40.0 ± 13.9	35.5 ± 16.7	36.1 ± 5.3
2011-2013 Average gain (with 95% confidence interval)	Indigenous	33.6 ± 6.7	32.8 ± 8.8	30.6 ± 7.5	32.8 ± 10.4	36.9 ± 11.0	32.9 ± 12.8	31.6 ± 24.4	35.6 ± 20.7	33.1 ± 5.8
	Non-Indigenous	44.6 ± 7.4	37.7 ± 6.8	34.3 ± 6.2	40.3 ± 8.4	36.9 ± 8.2	33.3 ± 10.5	41.7 ± 16.2	38.7 ± 17.6	39.3 ± 5.2
2012-2014 Average gain (with 95% confidence interval)	Indigenous	54.1 ± 6.0	43.7 ± 7.9	49.7 ± 6.7	57.0 ± 9.8	49.0 ± 9.5	50.2 ± 10.9	42.5 ± 17.8	57.5 ± 20.8	53.4 ± 5.4
	Non-Indigenous	51.4 ± 6.7	47.9 ± 6.3	47.6 ± 5.5	56.2 ± 7.4	44.5 ± 7.1	46.4 ± 10.3	49.0 ± 14.2	46.5 ± 17.9	49.6 ± 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 N4.7_9a: Achievement of Year 7 (2012) and Year 9 (2014) LBOTE Students in Numeracy, by State and Territory.

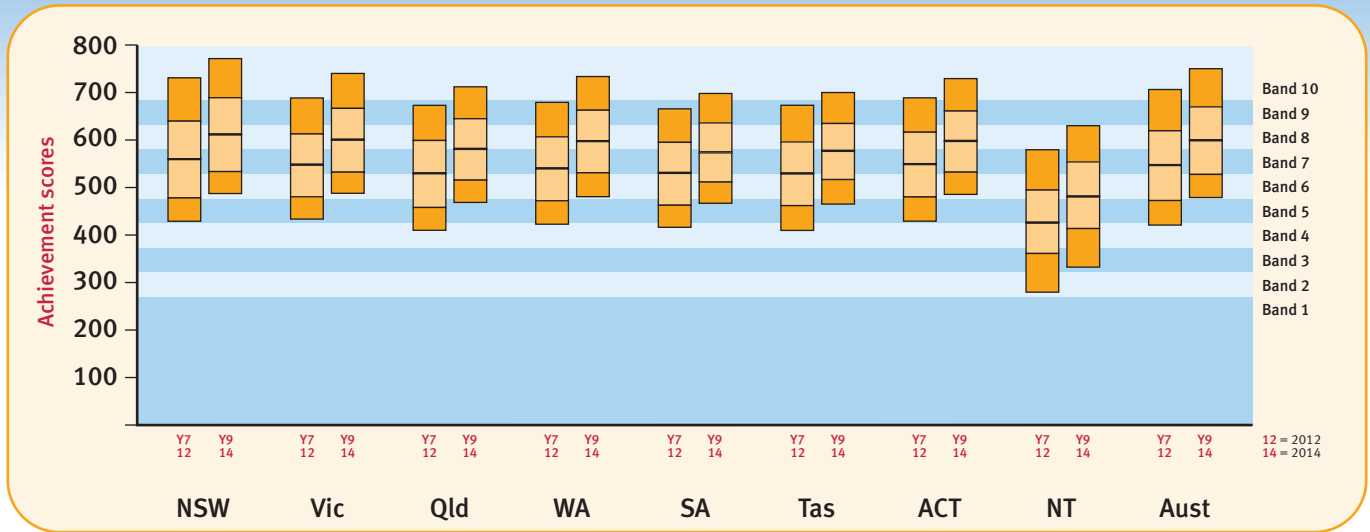


Figure N4.7_9b: Achievement of Year 7 (2012) and Year 9 (2014) Non-LBOTE Students in Numeracy, by State and Territory.

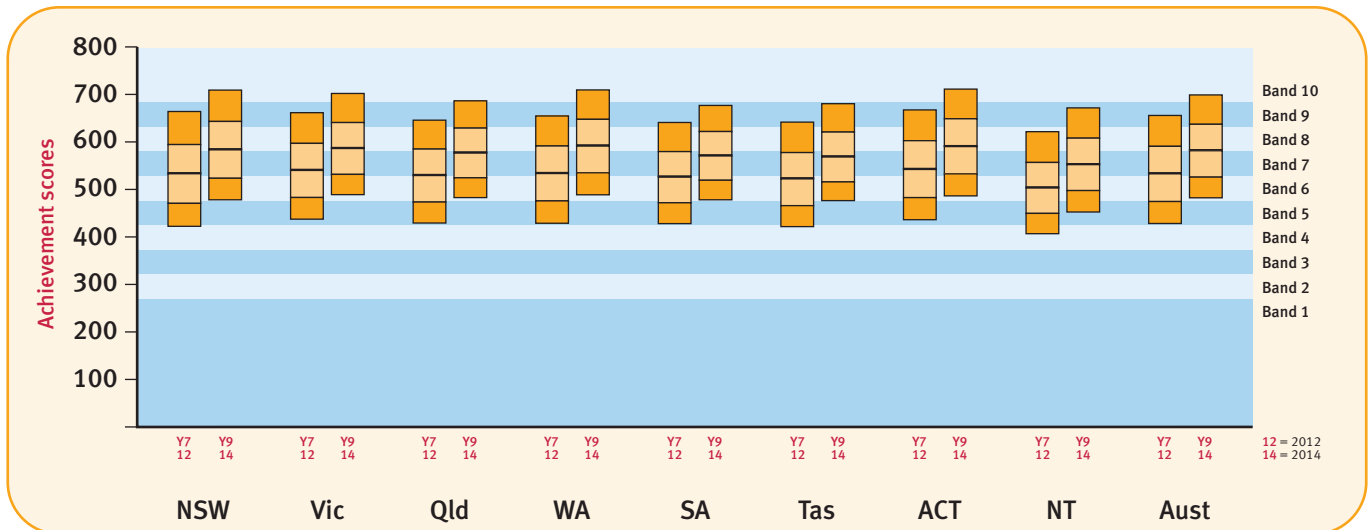


Table N4.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by LBOTE Status, by State and Territory, 2010–2012, 2011–2013 and 2012–2014.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010-2012 Average gain (with 95% confidence interval)	LBOTE	44.8 ± 12.8	41.4 ± 11.9	39.7 ± 15.0	34.7 ± 11.8	38.3 ± 13.0	32.0 ± 20.4	43.3 ± 20.9	77.9 ± 32.1	42.7 ± 8.2
	Non-LBOTE	39.0 ± 6.3	36.0 ± 6.3	27.6 ± 6.0	39.6 ± 7.8	34.1 ± 7.6	37.0 ± 11.1	39.3 ± 13.2	31.7 ± 17.1	35.0 ± 5.2
2011-2013 Average gain (with 95% confidence interval)	LBOTE	51.5 ± 13.6	44.2 ± 12.5	41.6 ± 13.7	43.9 ± 14.4	39.6 ± 14.2	26.7 ± 25.4	47.0 ± 25.0	40.6 ± 37.0	47.8 ± 8.3
	Non-LBOTE	39.6 ± 6.5	35.5 ± 6.2	33.8 ± 6.1	42.0 ± 8.4	36.4 ± 7.9	33.5 ± 11.1	40.2 ± 16.1	37.3 ± 18.9	36.8 ± 5.0
2012-2014 Average gain (with 95% confidence interval)	LBOTE	52.1 ± 12.3	52.8 ± 11.6	51.5 ± 12.3	57.8 ± 12.0	43.4 ± 14.7	47.8 ± 24.9	48.8 ± 20.4	55.3 ± 33.4	52.4 ± 7.5
	Non-LBOTE	50.6 ± 5.9	46.3 ± 5.8	47.4 ± 5.3	58.0 ± 7.5	44.8 ± 6.9	46.2 ± 10.4	48.4 ± 13.9	49.4 ± 18.3	48.7 ± 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 Achievement of Students in Numeracy

Figure N1.3_5_7: Achievement of Year 3 (2010), Year 5 (2012) and Year 7 (2014) Students in Numeracy, by State and Territory.

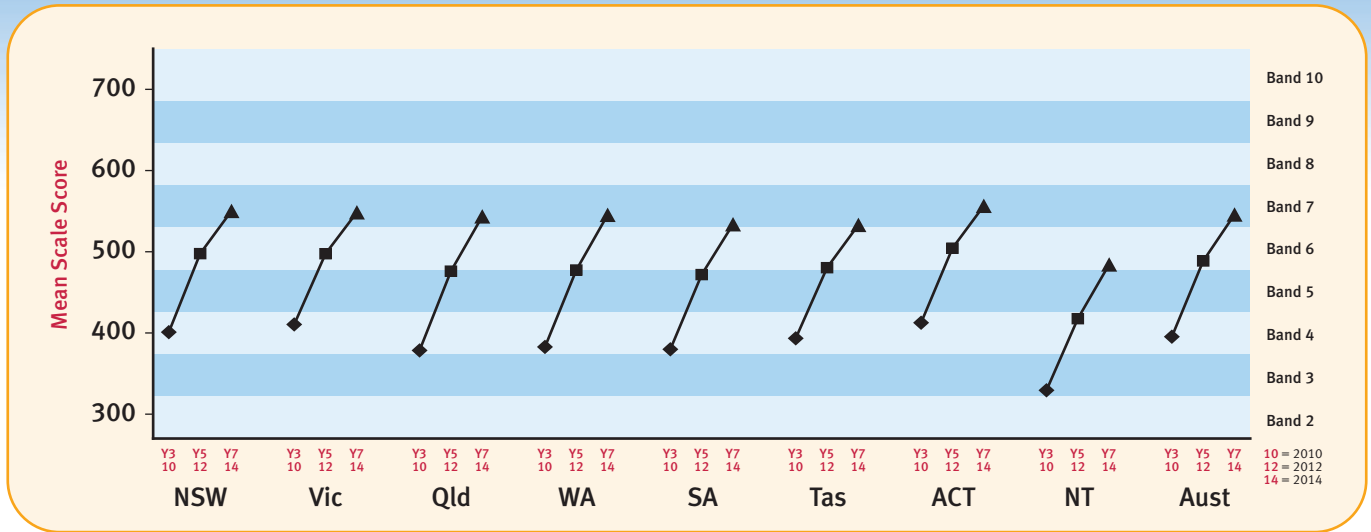


Figure N1.5_7_9: Achievement of Year 5 (2010), Year 7 (2012) and Year 9 (2014) Students in Numeracy, by State and Territory.

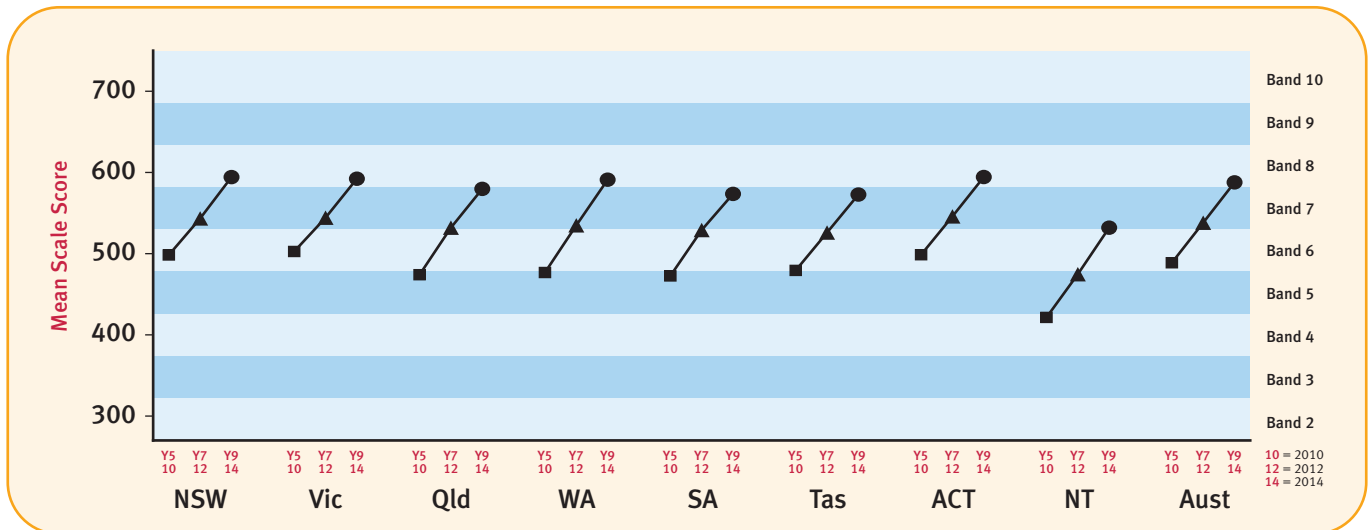


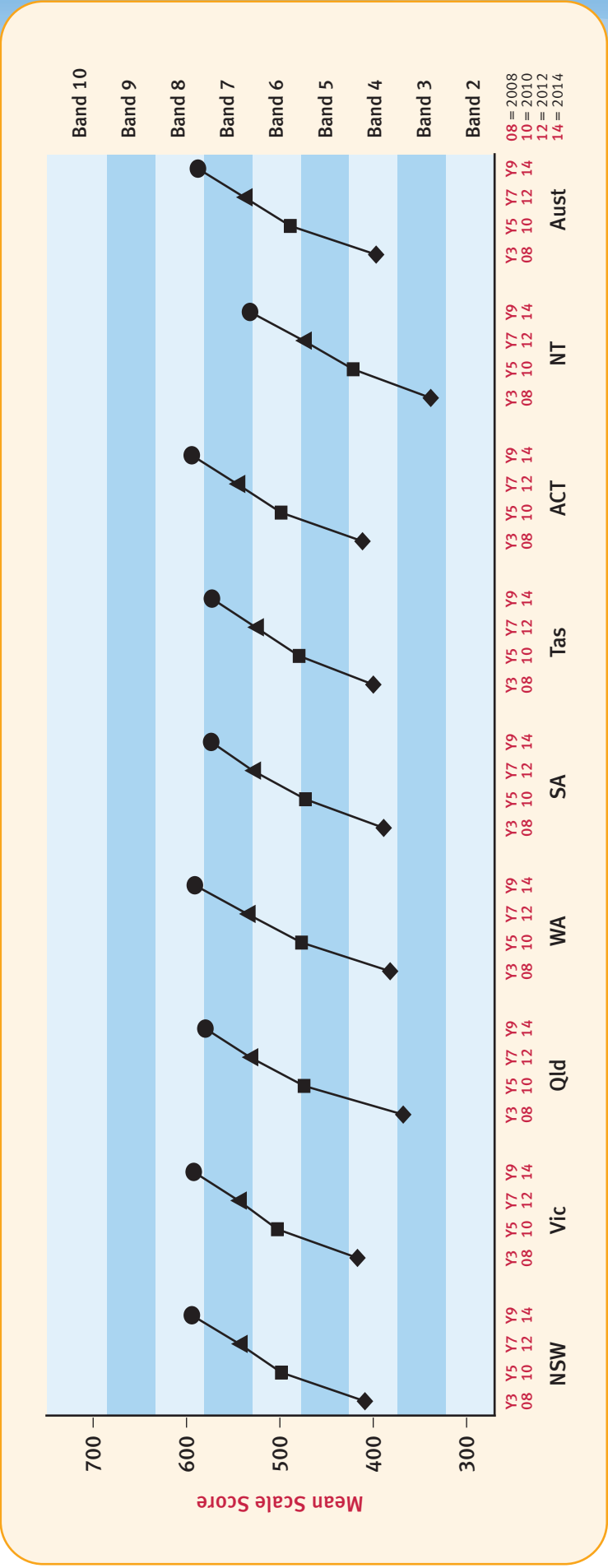
Table N1.2010_2012_2014: Achievement of Students in Numeracy from Year 3 (2010), Year 5 (2012) and Year 7 (2014), and from Year 5 (2010), Year 7 (2012) and Year 9 (2014), by State and Territory.

			NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	Year 3	2010	401.0 (73.0)	410.5 (69.0)	378.5 (65.9)	382.8 (69.8)	379.9 (66.8)	393.4 (72.4)	412.6 (68.0)	329.4 (90.8)	395.4 (71.8)
Mean scale score / (S.D.)	Year 5	2012	497.7 (73.5)	497.6 (65.6)	476.1 (66.7)	477.5 (70.3)	471.9 (64.7)	480.4 (69.0)	504.4 (66.6)	417.6 (94.4)	488.7 (70.9)
Mean scale score / (S.D.)	Year 7	2014	550.3 (77.7)	548.6 (69.4)	543.6 (69.1)	545.5 (72.1)	533.9 (65.0)	533.1 (66.7)	556.6 (69.1)	484.4 (84.5)	545.9 (73.0)
Mean scale score / (S.D.)	Year 5	2010	498.4 (73.6)	502.7 (65.2)	474.1 (63.8)	476.8 (68.1)	472.6 (64.2)	479.4 (67.2)	498.7 (65.0)	421.5 (92.1)	488.8 (69.9)
Mean scale score / (S.D.)	Year 7	2012	543.4 (80.4)	544.3 (70.8)	532.0 (67.5)	534.9 (70.9)	529.1 (67.0)	526.0 (67.8)	545.9 (72.0)	474.7 (90.2)	538.1 (73.9)
Mean scale score / (S.D.)	Year 9	2014	594.3 (77.2)	592.3 (68.7)	579.8 (64.1)	591.1 (69.8)	573.6 (62.8)	572.8 (63.0)	594.4 (69.8)	532.0 (83.5)	587.8 (70.9)

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

NAPLAN Achievement of Students in Numeracy

Figure N1.3_5_7_9: Achievement of Year 3 (2008), Year 5 (2010), Year 7 (2012) and Year 9 (2014) 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

As students progress through school they develop greater proficiency in the learning areas they study as a result of the teaching they experience and as a result of their general development. NAPLAN results provide the opportunity to examine these changes in student proficiency because the NAPLAN achievement scales are equated over year levels (the same scales apply to Years 3, 5, 7 and 9) and successive cycles (the same scales apply in 2008, 2009, 2010, 2011, 2012, 2013 and 2014).

In this NAPLAN report, two-year, four-year and six-year gains for reading and numeracy achievements 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 2010 to 2012, 2011 to 2013 and 2012 to 2014 are discussed. Thus there are three estimates for each two-year progression. Four-year gains refer to the progression of cohorts over four years or two NAPLAN cycles; from Year 3 to Year 7 and from Year 5 to Year 9. These four-year gains are discussed for the period from 2010 to 2014. Six-year gains refer to the progression of cohorts over three NAPLAN cycles from Year 3 to Year 9. The six-year gains from Year 3 in 2008 to Year 9 in 2014 are also discussed.

About the figures and tables

Table R1.3_5 provides the average two-year gains in reading achievement from Year 3 to Year 5 for three cohorts: those who were in Year 3 in 2010, those who were in Year 3 in 2011 and those who were in Year 3 in 2012. 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 three cohorts. The commentary discusses differences in the gains among 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, together with Table R1.3_5_7, and Figure R1.5_7_9, together with Table R1.5_7_9, provide representations of the four-year gains in reading achievement for the 2010 Year 3 cohort and the 2010 Year 5 cohort. Corresponding data for numeracy achievement are represented in Figure N1.3_5_7 (Table N1.3_5_7) and Figure N1.5_7_9 (Table 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 for the cohort that was in Year 3 in 2008 and Year 9 in 2014.

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

Nationally the gains in reading achievement from Year 3 to Year 5 ranged from 79 to 87 scale points and averaged 82 points over the three cohorts. There were no differences among the cycles (Table R1.3_5 and Figure R1.3_5). None of the jurisdictional gains from Year 3 in 2012 to Year 5 in 2014 was different from the national gain of 81 points. In the previous national report, it was noted that only in the Northern Territory was the jurisdictional

gain different from the national gain (115 points compared to 87 points). This difference was not evident in the gain for the Northern Territory from Year 3 in 2012 to Year 5 in 2014.

Nationally the gains for male students were not different from the gains for female students in the cohort that progressed from Year 3 in 2012 to Year 5 in 2014. In addition, there were no significant differences for that cohort between the gains for male and female students in any of the jurisdictions (Table R2.3_5).

The gains from Year 3 in 2012 to Year 5 in 2014 for Indigenous students were greater than the gains for non-Indigenous students nationally (the difference was eight points) and in New South Wales (the difference was six points) (Table R3.3_5). By way of comparison, it can be noted that for the cohort from Year 3 in 2011 to Year 5 in 2013 there had also been a greater gain in reading achievement nationally for Indigenous than for non-Indigenous students (the difference was 22 points). The gains from Year 3 in 2012 to Year 5 in 2014 for LBOTE students were less than the gains for non-LBOTE students nationally (the difference was six points) as well as in Victoria (the difference was five points) and Western Australia (the difference was eight points) (Table R4.3_5).

From Year 5 to Year 7

Table R1.5_7 and Figure R1.5_7 show the average gains in reading achievement from Year 5 to Year 7 for 2012 to 2014, 2011 to 2013 and 2010 to 2012. The Year 5 to Year 7 gain in reading averaged 53 points over the three cohorts and there were no appreciable differences between cohorts. For the 2012 to 2014 cohort, the jurisdictional gains in Queensland (61 points), Western Australia (62 points) and South Australia (57 points) were greater than the national gain (53 points). The gains in New South Wales (49 points) and Victoria (46 points) were less than the national gain.

Nationally, the gains in reading achievement from Year 5 to Year 7 in the 2012 to 2014 cohort were greater for male students than female students (by four points) but there were no differences within jurisdictions (Table R2.5_7 and Figure R2.5_7). The gains for LBOTE were greater than those for non-LBOTE students (by five points) nationally but not within any jurisdiction (Table R4.5_7 and Figure R4.5_7).

Nationally, the gains for Indigenous students (70 points) were greater than those for non-Indigenous students (52 points) (Table R3.5_7 and Figure R3.5_7). In addition, for this cohort, the gains for Indigenous students were significantly greater than those for non-Indigenous students in New South Wales (57 compared to 48 points), Queensland (73 compared to 60 points), Western Australia (80 compared to 60 points), South Australia (70 compared to 57 points) and the Northern Territory (91 compared to 53 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 2012 to 2014, 2011 to 2013 and 2010 to 2012 cohorts. Over the three cohorts the average gain was 36 points. Even though the gain for the 2010 to 2012 cohort appeared smaller (29 scale points) than the other two cohorts (which were 39 and 40 scale points respectively) none of the differences were statistically significant.

For the 2012 to 2014 cohort, none of the jurisdictional gains differed significantly from the national gain. For the 2012 to 2014 cohort, the gain scores for male students were no different from those for female students, at either a national level or in any jurisdiction (Table R2.7_9 and Figure R2.7_9).

There were no differences between Indigenous and non-Indigenous students in reading gains from Year 7 to Year 9 for Australia overall or for any of the jurisdictions in the 2012 to 2014 cohort (Table R3.7_9 and Figure R3.7_9). The gains for LBOTE students were greater than for non-LBOTE nationally (by 9 points) and in New South Wales (10 points), Victoria (9 points) and Queensland (11 points) (Table R4.7_9 and Figure R4.7_9).

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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 sense. Table R1.2010_2012_2014 (and the corresponding Figure R1.3_5_7 and Figure R1.5_7_9) records the mean reading achievement scores across a four-year period from Year 3 to Year 7 for the cohorts that were in Year 3 in 2010, in Year 5 in 2012 and Year 7 in 2014.

The span from Year 3 through Year 5 to Year 7 reference the primary school years since even where Year 7 is part of secondary school, the NAPLAN assessment occurs early in the school year. It was evident that, nationally, the gain from Year 3 to Year 5 was 79 points and the gain from Year 5 to Year 7 was 53 points, making a total four-year gain of 132 points. The overall-gain scores range from Victoria (120 points) to Queensland (149 points) and the Northern Territory (150 points).

For the cohort that was in Year 5 in 2010 it appears that, nationally, the gain from Year 5 to Year 9 was 93 points. Nationally the gain from Year 5 to Year 7 was 54 points (which was almost the same as that for the cohort above that was in Year 5 in 2012) and the gain from Year 7 to Year 9 was 39 points. The largest gains over four years were evident in the Northern Territory (110 points), Western Australia (107 points) and Queensland (103 points) and the smallest four-year gain was in Victoria (83 points).

From Year 3 to Year 9

The 2014 data for NAPLAN reading made it possible to examine the gain in reading achievement over six years from Year 3 in 2008 to Year 9 in 2014. These data are shown in Figure R1.3_5_7_9. For this cohort nationally there was a gain of 87 points from Year 3 to Year 5, a gain of 54 points from Year 5 to Year 7 and a gain of 39 points from Year 7 to Year 9. This pattern of improved reading amounted to a total increase of 180 scale points with the rate of increase becoming progressively smaller across year levels. The data in Figure R1.3_5_7_9 show differences among jurisdictions in the total change from Year 3 to Year 9. These ranged from 166 points in Victoria to 198, 201 and 215 points in Western Australia, Queensland and the Northern Territory respectively. There was a strong negative association between mean scores in Year 3 and the 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 reading achievement was lower. Of course, these observations are based on jurisdictional means and the issue would benefit from more detailed analyses of individual and school level data.

Gains in Numeracy

From Year 3 to Year 5

Table N1.3_5 (and Figure N1.3_5) provides data regarding the Year 3 to Year 5 gains in numeracy between 2012 and 2014, between 2011 and 2013 and between 2010 and 2012. There were no differences between the three cohorts in terms of the gain in numeracy between Year 3 and Year 5, nationally, or in any jurisdiction. Nationally the average gain over three cohorts was 91 scale points.

For the 2012 to 2014 cohort, the gains in Queensland (101 points) and Western Australia (97 points) were greater than the national average gain score (92 points). The gains in New South Wales (88 points) and Victoria (88 points) were less than the national average gain score.

The national gains in numeracy were greater for male students (94 points) than female students (91 points) but there were no differences in gains within jurisdictions (Table N2.3_5). Nationally, the gain scores for Indigenous students (98 points) were greater than those for non-Indigenous (92 points) students. (Table N3.3_5). There were no differences in the average gain scores for LBOTE and non-LBOTE students nationally, but in New

South Wales and Victoria there were greater gains for LBOTE than non-LBOTE students (the differences in the gains were five points for each) (Table N4.3_5).

From Year 5 to Year 7

Table N1.5_7 (and Figure N1.5_7) provides data regarding the Year 5 to Year 7 gains in numeracy between 2012 and 2014, between 2011 and 2013 and between 2010 and 2012. Nationally, the numeracy gain between Year 5 and Year 7 for the 2012 cohort was not significantly different from that for the 2010 cohort or the 2011 cohort. Nationally, the average gain was 54 scale points.

For the 2012 to 2014 (Year 5 to Year 7) cohort, the gain was greater in Queensland (68 points) and Western Australia (68 points) than the national gain score of 57 points. The gains in these two jurisdictions were significantly greater than the gains in New South Wales (53 points), Victoria (51 points), Tasmania (53 points) and the ACT (52 points).

The Year 5 to Year 7 average gains in numeracy in the 2012 to 2014 cohort were the same for male and female students nationally and within each jurisdiction (Table N2.5_7). At a national level, the gains for Indigenous students (65 points) were greater than those for non-Indigenous students (57 points) in the 2012 to 2014 cohort, but no difference was evident within any jurisdiction (Table N3.5_7). The gains for LBOTE students across Australia (64 points) were greater than those for non-LBOTE students (55 points) (Table N4.5_7). Differences were also evident within New South Wales (12 points), Victoria (11 points) and Queensland (10 points).

From Year 7 to Year 9

Table N1.7_9 (and Figure N1.7_9) provides data regarding the Year 7 to Year 9 gains in numeracy between 2012 and 2014, 2011 and 2013 and between 2010 and 2012. Nationally, the gain in numeracy between Year 7 and Year 9 for the 2012 to 2014 cohort (50 points), was greater than the gains for either the 2010 to 2012 cohort (36 points), or the 2011 to 2013 cohort (39 points). For the 2012 to 2014 cohort, none of the jurisdictional gain scores differed significantly from the national gain score.

For the 2012 to 2014 cohort, there were no differences in the Year 7 to Year 9 numeracy gains between male and female students (Table N2.7_9). There was no difference between Indigenous and non-Indigenous students nationally or within any jurisdiction (Table N3.7_9). Nationally, the gains for LBOTE students were not different from 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 jurisdictions.

From Year 3 to Year 7 and Year 5 to Year 9

Table N1.2010_2012_2014 (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 2010 (progressing to Year 7 in 2014) and in Year 5 in 2010 (progressing to Year 9 in 2014). From these data it was possible to compute gain scores for the two relevant four-year periods.

It was evident from the gain scores that nationally, the four-year gain in numeracy achievement over Year 3 to Year 7 was 151 points and this was made up of an average gain of 93 points between Year 3 and Year 5 and 57 points between Year 5 and Year 7. Figure N1.3_5_7 illustrates the decline in gain scores with successive progressions through school nationally and in every jurisdiction. The data also indicate that the average gain scores over four years ranged from 138 points in Victoria to 163 points in Western Australia and 165 points in Queensland.

Nationally, the average numeracy gain from Year 5 to Year 9 was 99 points and the data also indicate that the average gain scores over four years ranged from 90 points in Victoria to 106 points in Queensland, 111 points in the Northern Territory and 114 points in Western Australia. Figure N1.5_7_9 shows that in this case

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the changes in national gain scores were similar between Year 5 and Year 7 and between Year 7 and Year 9 nationally and in most jurisdictions. Nationally, the overall gain consisted of an average gain of 50 points between Year 5 and Year 7 and 50 points between Year 7 and Year 9.

From Year 3 to Year 9

The 2014 data for NAPLAN numeracy made it possible to examine the gain in numeracy achievement over six years from Year 3 in 2008 to Year 9 in 2014. These data are shown in Figure N1.3_5_7_9. The national improvement in numeracy as students progressed through school over six years amounted to a total increase of 191 scale points. For this cohort, there was a gain of 92 points from Year 3 to Year 5, a gain of 49 points from Year 5 to Year 7 and a gain of 50 points from Year 7 to Year 9. In other words, following a substantial increase between Year 3 and Year 5 the changes between Year 5 and Year 7 and Year 7 and Year 9 were the same. This pattern differs from that observed for reading where the increase from Year 7 to Year 9 was less than that between Year 5 and Year 7 (and between Year 3 and Year 5). Apparently the rate of increase in numeracy did not slow beyond Year 7 in the manner observed for reading. The data in Figure N1.3_5_7_9 also show differences among jurisdictions in the total change from Year 3 to Year 9. These differences ranged from 173 points in Tasmania and 175 points in Victoria to 209 points in Western Australia and 212 points in Queensland. The negative association between mean scores in Year 3 and the gain from Year 3 to Year 9 was less strong than that observed for reading (the correlation coefficient was -0.60). In other words, the relationship between jurisdictional numeracy gains and initial numeracy achievement was evident, but less strong than had been observed for reading. Once again the data suggest the need for more detailed analyses of individual and school level data.