

2016

National Assessment Program

Literacy and Numeracy

Achievement in Reading, Writing,
Language Conventions and Numeracy

National Report for 2016

2016

**National Assessment Program—
Literacy and Numeracy
Achievement in Reading, Writing,
Language Conventions and Numeracy:
National Report for 2016**

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Contact details

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

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Introduction

About ACARA

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

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

About NAPLAN

The National Assessment Program—Literacy and Numeracy (NAPLAN) tests are conducted in May for all students across Australia in Years 3, 5, 7 and 9. Each year, over one million students nationally sit the NAPLAN tests. 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 2016 results can be compared with those for previous years and reported on the same achievement scale. As with all statistical calculations, the NAPLAN statistics in this report include some degree of uncertainty and this should be considered when interpreting any differences.

To help interpret differences in results, an additional effect size measure has been included in the 2016 comparison calculations. Where comparisons of results are shown, a representation of the effect size and statistical significance of the comparison is also provided. This representation is referred to as the 'nature of the difference' and it combines the outcomes of statistical significance tests with an effect size measure of the difference.

Comparisons are made for results within jurisdictions, between the current and previous years, and between the current and base years. For reading, spelling, grammar and punctuation, and numeracy, the base year is 2008. For writing, the base year is 2011.

The writing prompt of NAPLAN can be either persuasive or narrative. From 2008 to 2010 the prompt was narrative; from 2011 to 2015 a persuasive prompt was used. NAPLAN 2016 employed a narrative test. In order to make comparisons year-on-year and observe trends in data, new analytical methods were used this year to put the results of this year's narrative test onto the existing persuasive writing scale, creating a NAPLAN writing scale comparable for both genres. This means that for 2016 the results can be compared and trends analysed in NAPLAN writing data from 2011 onwards (but not for results before then).

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

In order to maintain the design of tables and graphs the NAPLAN 2009 and 2010 results were removed from the PDF version of the national report. They are still available in the online version of the national report.

Student achievement

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

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

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

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

Abbreviations

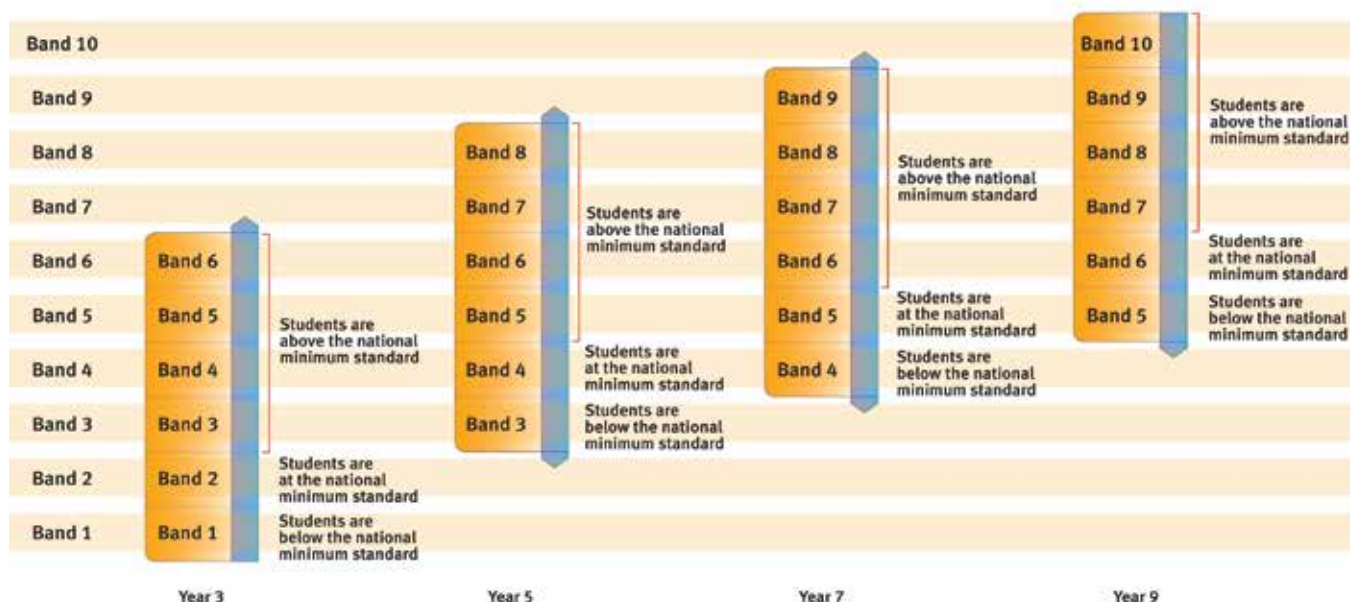
- S.D. — Standard deviation
- M — Male
- F — Female
- Indig. — Indigenous
- Non-Indig. — Non-Indigenous
- LBOTE — Language background other than English
- Non-LBOTE — Non-language background other than English
- E — Exempt
- A — Absent
- W — Withdrawn

National minimum standards

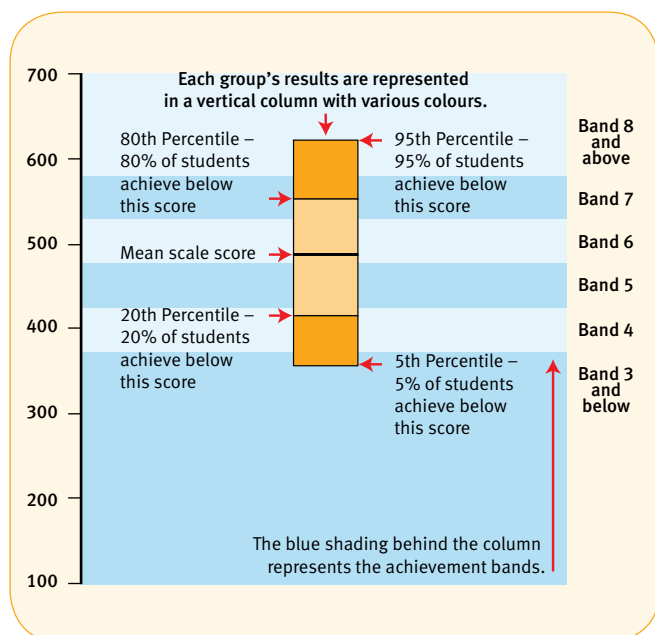
The second lowest band on the achievement scale reported for each year level represents the national minimum standard expected of students at that year level. The national minimum standard is the agreed minimum acceptable standard of knowledge and skills without which a student will have difficulty making 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 2016 graphs



How to read the 2016 comparisons

State/Territory	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2016 Mean	428.8	437.7	419.8	415.9	414.1	414.5	440.8	346.2	425.4
NTW	■	■	■	■	■	■	■	■	■
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 2016 comparative tables

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	578.0 (67.0)	579.5 (66.2)	574.8 (66.8)	580.2 (63.4)	580.4 (67.6)	580.2 (67.5)	580.8 (65.8)	■	■
	% at or above NMS	92.9	92.4	91.4	93.4	92.1	92.3	92.8	■	■
Year 7	Mean / (S.D.)	536.5 (68.2)	540.2 (67.5)	541.5 (68.3)	540.6 (66.3)	546.1 (69.0)	546.0 (67.3)	540.8 (67.6)	■	■
	% at or above NMS	94.2	94.7	94.1	94.2	94.9	95.4	94.6	■	■
Year 5	Mean / (S.D.)	484.4 (76.5)	488.1 (76.3)	493.6 (77.6)	502.3 (64.7)	500.6 (78.0)	498.5 (78.2)	501.5 (77.1)	△	■
	% at or above NMS	91.0	91.5	91.6	96.1	92.9	93.3	93.0	■	■
Year 3	Mean / (S.D.)	400.5 (84.5)	415.7 (87.5)	419.6 (87.9)	419.1 (80.6)	418.3 (86.2)	425.5 (86.8)	425.6 (85.6)	△	■
	% at or above NMS	92.1	93.8	93.6	95.3	93.5	94.6	95.1	△	■

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 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 ABS Australian Statistical Geography Standard (ASGS) Remoteness Structure is based on the locality of individual schools and is used to disaggregate data according to Major Cities of Australia, Inner Regional Australia, Outer Regional Australia, Remote Australia and Very Remote Australia.	<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 2016, or between jurisdictions in 2016. 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/carer. 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.	

2016 Results

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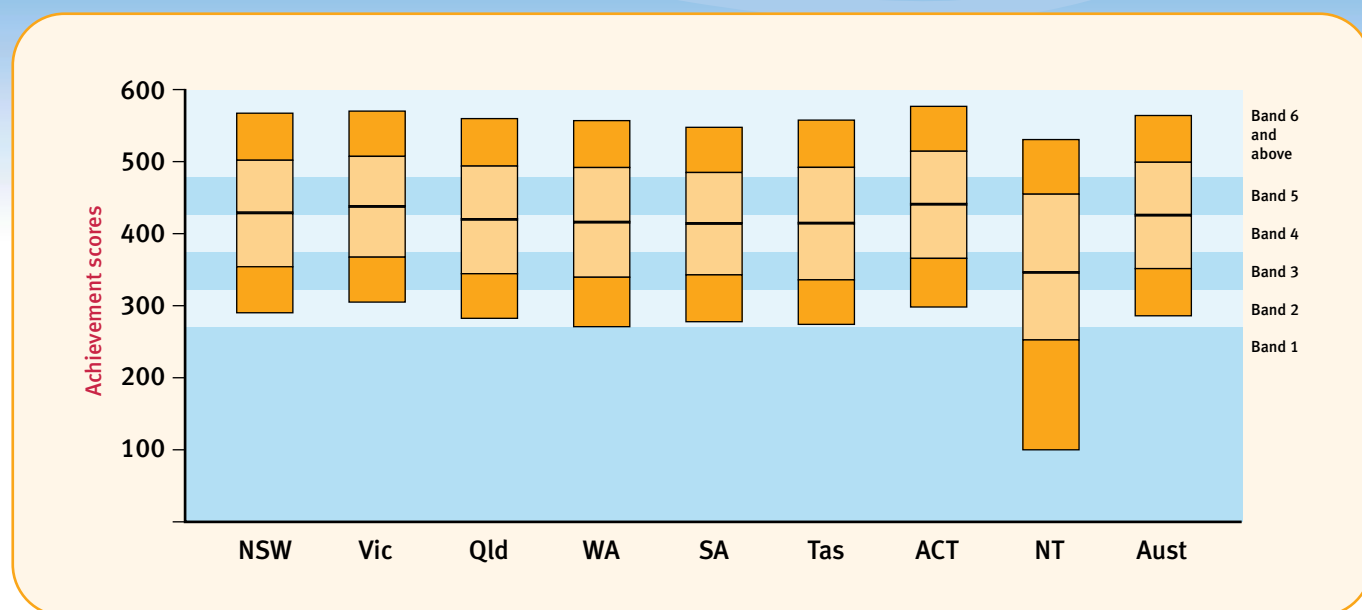
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NAPLAN Year 3 Reading

Figure 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	428.8 (84.6)	437.7 (80.8)	419.8 (85.2)	415.9 (88.1)	414.1 (82.4)	414.5 (87.7)	440.8 (85.2)	346.2 (128.3)	425.6 (85.6)

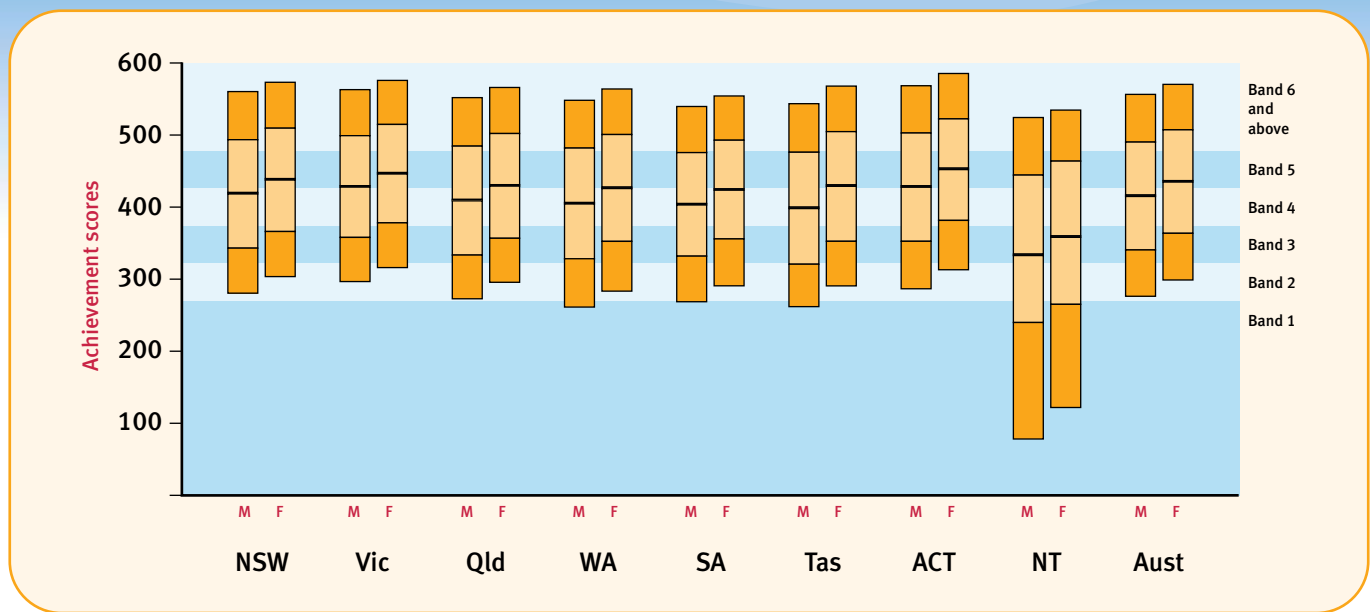
Table 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2016.

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	1.4	1.6	2.6	8.3	15.6	21.2	22.3	28.4	95.8
Vic	8yrs 9mths 3yrs 4mths	94.6	2.6	2.8	2.7	1.5	6.1	14.1	21.5	23.4	30.7	95.8
Qld	8yrs 5mths 3yrs 4mths	93.2	2.2	4.6	1.3	3.3	9.8	17.2	21.8	21.4	25.2	95.4
WA	8yrs 5mths 3yrs 4mths	95.3	3.1	1.6	1.4	4.8	10.0	16.7	21.2	21.4	24.5	93.8
SA	8yrs 7mths 3yrs 4mths	93.3	2.9	3.9	2.7	3.9	9.4	17.2	22.9	21.9	21.9	93.4
Tas	8yrs 11mths 3yrs 4mths	94.5	2.8	2.8	1.7	4.3	11.1	17.7	21.0	19.8	24.4	94.0
ACT	8yrs 7mths 3yrs 4mths	93.1	2.3	4.7	1.7	2.0	6.7	13.3	19.9	22.4	34.0	96.3
NT	8yrs 6mths 3yrs 4mths	89.8	8.9	1.4	2.4	23.8	14.4	15.5	16.2	13.7	13.9	73.8
Aust	8yrs 7mths 3yrs 4mths	95.0	2.3	2.7	1.8	3.1	8.4	15.8	21.4	22.1	27.3	95.1

[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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	419.3 (85.7)	428.8 (81.4)	409.7 (86.1)	405.4 (88.7)	404.0 (83.2)	399.0 (87.6)	428.6 (86.0)	333.8 (131.3)	415.8 (86.6)
Female Mean scale score / (S.D.)	438.6 (82.4)	447.0 (79.1)	430.2 (83.1)	426.8 (86.2)	424.5 (80.3)	429.9 (85.0)	453.1 (82.6)	359.1 (123.8)	435.8 (83.5)

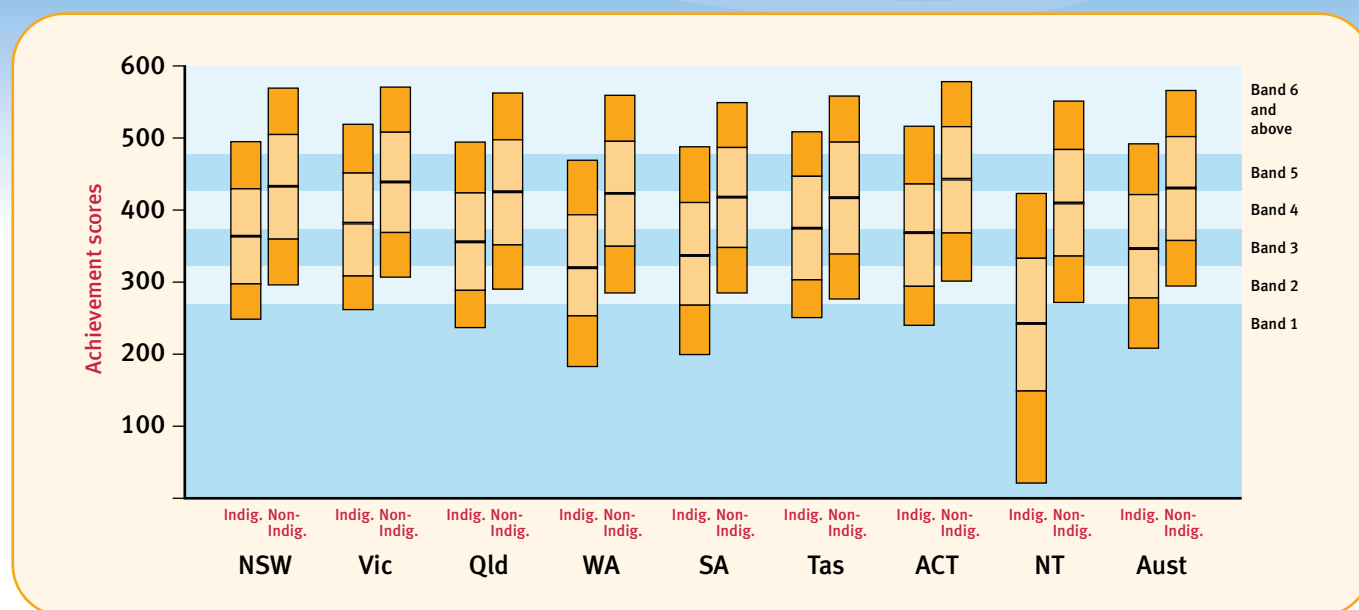
Table 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2016.

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	3.5	10.0	16.8	21.4	21.3	24.9	94.4
	Female	1.0	1.6	6.5	14.4	21.0	23.4	32.0	97.3
Vic	Male	3.5	2.1	7.3	15.6	22.2	22.4	26.8	94.4
	Female	1.7	1.0	4.8	12.4	20.8	24.5	34.8	97.3
Qld	Male	1.6	4.5	11.7	18.4	21.9	20.0	21.8	93.8
	Female	0.9	2.1	7.8	16.0	21.7	22.8	28.7	97.0
WA	Male	1.8	6.1	11.6	18.1	21.1	20.3	21.0	92.0
	Female	0.9	3.4	8.3	15.3	21.2	22.5	28.3	95.7
SA	Male	3.4	5.0	11.3	18.5	22.7	20.4	18.6	91.5
	Female	1.9	2.7	7.6	15.9	23.1	23.5	25.4	95.4
Tas	Male	2.2	6.3	13.7	19.6	20.9	18.4	19.0	91.5
	Female	1.1	2.4	8.5	15.7	21.2	21.2	29.9	96.5
ACT	Male	2.1	2.9	8.3	15.5	20.9	21.6	28.7	95.0
	Female	1.2	1.1	5.0	11.2	18.9	23.2	39.3	97.6
NT	Male	3.4	26.5	15.4	15.2	15.3	12.2	12.0	70.1
	Female	1.4	20.9	13.4	15.8	17.2	15.2	16.0	77.7
Aust	Male	2.4	4.1	10.1	17.1	21.7	21.0	23.7	93.5
	Female	1.2	2.1	6.7	14.4	21.2	23.3	31.0	96.7

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	363.7 (77.4)	381.8 (80.4)	355.8 (80.6)	319.9 (87.0)	336.9 (88.3)	374.8 (81.1)	368.6 (82.7)	242.6 (117.0)	346.5 (90.9)
Non-Indigenous Mean scale score / (S.D.)	433.0 (83.4)	438.9 (80.5)	425.3 (83.3)	423.2 (83.9)	417.9 (80.3)	417.1 (87.0)	442.8 (84.5)	409.7 (86.9)	430.5 (82.9)

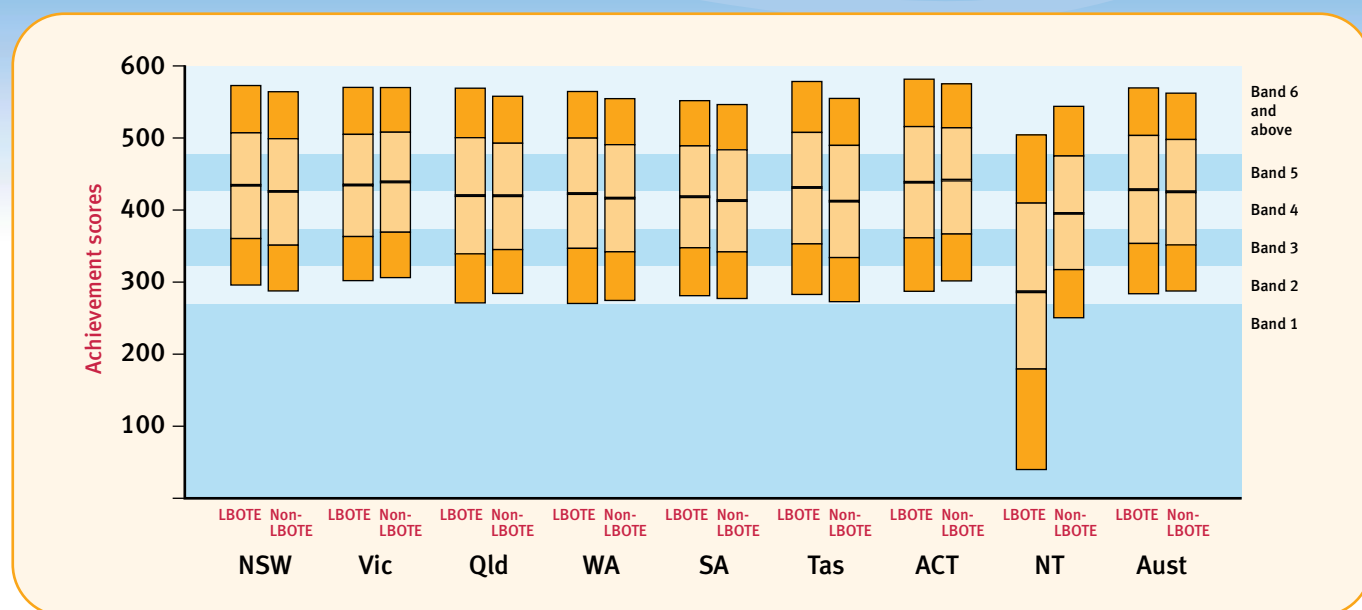
Table 3.R3: Achievement of Year 3 Students in Reading, by Indigenous Status, by State and Territory, 2016.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.8	9.6	20.9	25.0	21.0	13.4	7.2	87.6
	Non-Indigenous	1.5	2.1	7.4	15.0	21.2	22.9	29.8	96.4
Vic	Indigenous	6.4	6.3	16.9	21.4	21.6	15.8	11.5	87.3
	Non-Indigenous	2.5	1.4	5.9	13.9	21.5	23.6	31.2	96.0
Qld	Indigenous	2.3	12.5	22.5	24.3	19.4	11.9	7.1	85.2
	Non-Indigenous	1.2	2.5	8.7	16.6	22.0	22.2	26.8	96.3
WA	Indigenous	1.5	27.2	26.2	19.8	13.6	7.8	3.9	71.3
	Non-Indigenous	1.4	3.1	8.8	16.5	21.7	22.4	26.1	95.5
SA	Indigenous	5.3	20.0	22.9	21.0	16.1	8.8	5.9	74.7
	Non-Indigenous	2.4	3.1	8.8	17.1	23.3	22.6	22.7	94.5
Tas	Indigenous	0.5	8.4	19.0	23.7	22.1	14.6	11.6	91.1
	Non-Indigenous	1.8	4.0	10.6	17.2	21.0	20.2	25.2	94.2
ACT	Indigenous	4.2	11.5	18.5	21.1	21.1	12.4	11.1	84.2
	Non-Indigenous	1.6	1.7	6.4	13.2	19.8	22.6	34.7	96.7
NT	Indigenous	3.3	54.5	20.4	10.2	7.1	3.1	1.3	42.2
	Non-Indigenous	1.9	4.7	10.7	18.8	21.9	20.1	21.9	93.4
Aust	Indigenous	2.9	16.5	21.8	22.4	18.3	11.4	6.7	80.6
	Non-Indigenous	1.7	2.3	7.6	15.4	21.6	22.8	28.6	96.0

[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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	434.4 (84.3)	434.7 (81.9)	420.0 (92.5)	422.8 (91.5)	418.4 (83.4)	431.3 (88.2)	438.6 (88.7)	286.5 (137.5)	428.2 (89.3)
Non-LBOTE Mean scale score / (S.D.)	425.9 (84.6)	439.0 (80.3)	419.8 (84.0)	416.5 (86.0)	413.1 (82.1)	412.3 (87.4)	441.5 (84.1)	395.4 (92.2)	425.3 (84.0)

Table 3.R4: Achievement of Year 3 Students in Reading, by LBOTE Status, by State and Territory, 2016.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	LBOTE	2.1	2.1	7.3	14.7	20.8	22.6	30.3	95.8
	Non-LBOTE	1.4	2.8	8.7	16.1	21.5	22.2	27.4	95.8
Vic	LBOTE	3.4	1.7	6.6	14.8	21.5	22.8	29.2	94.9
	Non-LBOTE	2.4	1.5	5.9	13.7	21.5	23.7	31.3	96.2
Qld	LBOTE	1.7	4.8	10.0	16.5	19.9	19.9	27.1	93.5
	Non-LBOTE	1.2	3.1	9.7	17.3	22.1	21.6	24.9	95.7
WA	LBOTE	2.3	4.8	8.5	14.6	20.1	22.2	27.4	92.9
	Non-LBOTE	1.1	4.4	9.7	17.0	21.7	21.7	24.3	94.5
SA	LBOTE	3.9	3.4	8.5	16.5	22.2	22.4	23.0	92.6
	Non-LBOTE	2.4	4.0	9.6	17.5	23.1	21.9	21.6	93.6
Tas	LBOTE	8.3	3.5	7.4	12.9	20.2	18.7	28.9	88.2
	Non-LBOTE	1.4	4.5	11.5	18.1	21.2	19.6	23.7	94.1
ACT	LBOTE	3.5	2.9	6.9	13.0	19.8	21.0	32.8	93.6
	Non-LBOTE	1.1	1.7	6.6	13.5	20.0	22.8	34.3	97.2
NT	LBOTE	2.7	43.0	16.7	11.3	9.7	8.4	8.2	54.3
	Non-LBOTE	2.2	8.0	13.0	18.9	21.3	17.9	18.7	89.8
Aust	LBOTE	2.6	3.4	7.8	14.9	20.7	22.0	28.7	94.0
	Non-LBOTE	1.6	2.9	8.5	16.1	21.7	22.2	26.9	95.5

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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	436.4	1.6	2.0	7.1	14.3	20.9	22.8	31.3	96.4
	Inner Regional	411.0	1.5	3.7	10.8	19.1	22.3	21.3	21.2	94.8
	Outer Regional	395.7	1.3	5.6	14.2	20.2	22.5	19.4	16.7	93.0
	Remote	379.7	3.5	9.8	16.7	21.1	20.0	15.5	13.5	86.7
	Very Remote	365.4	4.5	11.6	24.3	19.6	14.1	14.7	11.2	83.9
Vic	Major Cities	442.1	2.7	1.4	5.5	13.2	21.1	23.5	32.6	96.0
	Inner Regional	424.7	2.6	2.0	7.7	16.6	22.9	23.1	25.1	95.4
	Outer Regional	420.8	3.0	2.2	8.9	16.9	22.5	22.7	23.8	94.8
	Remote	419.3	0.0	3.2	8.0	16.8	23.2	22.8	26.0	96.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	428.5	1.2	2.5	8.2	16.1	21.6	22.1	28.3	96.3
	Inner Regional	410.8	1.4	3.7	11.3	18.6	22.6	21.2	21.3	94.9
	Outer Regional	406.9	1.3	4.4	12.1	19.3	22.2	20.4	20.3	94.3
	Remote	387.7	1.5	8.3	16.7	20.7	19.6	16.3	16.9	90.2
	Very Remote	343.9	1.1	19.4	22.6	21.7	15.0	11.2	9.0	79.5
WA	Major Cities	425.8	1.5	3.2	8.5	15.9	21.1	22.3	27.4	95.2
	Inner Regional	400.3	1.0	5.0	12.9	19.9	23.3	20.0	18.0	94.0
	Outer Regional	392.5	0.9	7.4	14.3	20.0	21.9	19.1	16.5	91.7
	Remote	376.7	0.8	13.0	15.7	18.2	20.2	18.4	13.8	86.2
	Very Remote	319.7	0.1	31.4	22.4	16.9	12.4	10.6	6.1	68.5
SA	Major Cities	420.5	2.7	3.2	8.6	16.4	22.4	22.6	24.2	94.1
	Inner Regional	410.2	2.7	3.0	9.1	19.0	26.1	21.4	18.8	94.4
	Outer Regional	389.8	2.8	6.8	13.2	20.6	23.6	19.0	13.8	90.3
	Remote	398.1	2.2	5.0	13.0	19.5	24.0	22.2	14.1	92.9
	Very Remote	335.6	1.2	30.0	19.0	9.1	12.1	14.4	14.3	68.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	421.6	1.8	3.7	9.9	16.9	20.7	20.0	27.0	94.6
	Outer Regional	399.0	1.4	5.8	14.0	19.3	21.5	19.3	18.8	92.9
	Remote	391.9	2.4	7.4	12.4	19.3	26.4	16.7	15.5	90.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	441.0	1.7	2.0	6.7	13.3	19.9	22.4	34.0	96.3
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	395.8	2.6	7.7	12.8	19.0	21.3	18.1	18.5	89.7
	Remote	355.7	2.6	20.9	16.0	15.1	16.8	13.8	14.7	76.4
	Very Remote	224.1	1.8	63.5	16.9	7.8	4.1	3.3	2.7	34.7
Aust	Major Cities	434.2	1.9	2.2	7.1	14.7	21.2	22.8	30.2	96.0
	Inner Regional	414.6	1.8	3.3	10.1	18.2	22.6	21.6	22.4	94.9
	Outer Regional	401.9	1.7	5.2	12.7	19.4	22.3	19.9	18.8	93.1
	Remote	379.8	1.7	11.6	15.6	18.7	20.1	17.4	14.9	86.7
	Very Remote	303.0	1.2	35.9	20.6	15.4	10.8	9.1	6.9	62.9

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

NAPLAN Year 3 Reading

Table 3.R6: Achievement of Year 3 Indigenous Students in Reading, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	375.0	3.1	6.7	18.7	24.5	22.4	15.4	9.3	90.2
	Inner Regional	360.6	2.1	10.1	21.6	25.9	20.8	12.8	6.6	87.8
	Outer Regional	348.4	3.0	13.9	23.2	24.8	19.7	10.9	4.5	83.0
	Remote	337.8	7.4	16.9	26.2	20.4	16.0	9.3	3.8	75.7
	Very Remote	317.1	3.8	20.0	35.4	23.8	11.8	5.1	0.0	76.2
Vic	Major Cities	388.8	5.4	6.4	14.3	21.8	21.6	16.3	14.2	88.3
	Inner Regional	378.9	6.4	5.9	18.0	20.9	23.2	16.2	9.4	87.7
	Outer Regional	367.0	9.5	7.0	22.4	21.8	17.3	13.7	8.3	83.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	373.2	2.5	8.3	19.3	23.3	22.4	13.9	10.3	89.1
	Inner Regional	370.3	2.3	8.1	19.1	25.5	21.7	14.9	8.4	89.6
	Outer Regional	350.9	2.2	12.8	24.7	24.7	19.4	10.8	5.4	85.0
	Remote	322.0	3.6	23.0	29.7	23.2	11.3	6.4	2.8	73.4
	Very Remote	303.4	1.3	29.0	29.5	23.5	10.1	4.9	1.7	69.7
WA	Major Cities	346.6	2.4	15.6	24.7	23.6	17.4	10.2	6.0	82.0
	Inner Regional	339.9	1.6	17.6	24.9	21.4	18.8	12.1	3.5	80.7
	Outer Regional	327.9	0.8	22.2	27.8	23.7	14.8	6.9	3.8	77.0
	Remote	301.7	2.0	35.7	25.7	15.7	11.8	6.9	2.2	62.3
	Very Remote	267.6	0.0	51.2	29.1	11.8	4.0	2.7	1.2	48.8
SA	Major Cities	352.1	6.8	13.7	21.9	22.9	17.5	10.5	6.7	79.5
	Inner Regional	364.1	2.5	13.6	17.8	20.2	26.2	8.1	11.6	84.0
	Outer Regional	329.7	4.9	22.6	24.6	21.1	13.8	8.0	5.0	72.5
	Remote	335.1	2.9	24.0	21.1	22.9	16.6	10.3	2.3	73.1
	Very Remote	240.7	1.3	56.1	29.2	7.9	3.9	1.3	0.3	42.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	375.0	0.3	7.9	19.0	24.8	23.0	13.7	11.4	91.9
	Outer Regional	374.0	0.8	9.0	19.0	22.7	21.4	15.4	11.7	90.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	369.1	4.5	11.5	18.5	21.0	21.3	11.3	11.8	84.0
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	329.1	4.8	23.0	22.0	19.9	16.7	9.8	3.7	72.2
	Remote	265.3	5.3	45.0	24.9	11.9	8.8	2.3	1.9	49.7
	Very Remote	197.5	2.0	71.9	18.1	5.3	2.2	0.5	0.1	26.2
Aust	Major Cities	369.8	3.4	9.1	19.6	23.6	21.2	13.8	9.4	87.5
	Inner Regional	365.6	2.5	9.3	20.3	24.9	21.5	13.8	7.7	88.2
	Outer Regional	347.2	3.0	14.9	23.9	23.7	18.4	10.6	5.4	82.2
	Remote	303.7	3.8	32.1	26.4	17.3	11.6	6.1	2.6	64.0
	Very Remote	251.7	1.3	51.8	25.1	13.0	5.4	2.6	0.9	46.9

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	438.7	1.5	1.8	6.6	13.9	20.8	23.1	32.2	96.6
	Inner Regional	417.3	1.4	2.9	9.4	18.2	22.6	22.4	23.0	95.7
	Outer Regional	405.4	1.0	3.8	12.2	19.4	23.1	21.2	19.2	95.2
	Remote	403.0	1.3	5.4	11.3	21.3	22.3	19.1	19.2	93.3
	Very Remote	417.2	4.8	3.3	11.9	18.1	13.8	21.9	26.2	91.9
Vic	Major Cities	442.9	2.5	1.3	5.4	13.1	21.1	23.7	32.9	96.2
	Inner Regional	426.3	2.5	1.9	7.3	16.4	22.9	23.4	25.6	95.6
	Outer Regional	424.5	2.4	1.8	7.9	16.6	22.8	23.4	25.0	95.8
	Remote	418.8	0.0	3.3	8.2	17.1	22.4	23.3	25.7	96.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	430.7	1.2	2.2	7.8	15.8	21.6	22.4	29.0	96.6
	Inner Regional	414.9	1.3	3.2	10.5	17.9	22.7	21.9	22.5	95.5
	Outer Regional	417.3	1.1	2.8	9.8	18.3	22.8	22.2	23.1	96.1
	Remote	411.5	0.7	2.9	11.7	19.8	22.6	19.9	22.3	96.4
	Very Remote	406.7	0.8	4.4	12.0	18.8	22.5	21.1	20.4	94.8
WA	Major Cities	429.0	1.5	2.7	7.8	15.6	21.2	22.8	28.3	95.8
	Inner Regional	404.1	1.0	4.1	12.1	19.7	23.7	20.5	18.8	94.8
	Outer Regional	403.1	0.9	4.9	12.1	19.5	23.2	20.9	18.5	94.2
	Remote	403.7	0.4	5.0	11.8	18.8	23.0	22.7	18.3	94.5
	Very Remote	392.4	0.0	4.1	13.6	23.7	24.0	21.5	13.1	95.9
SA	Major Cities	422.7	2.4	2.8	8.2	16.2	22.6	23.1	24.8	94.8
	Inner Regional	412.2	2.7	2.6	8.6	19.0	26.0	22.0	19.2	94.8
	Outer Regional	397.0	2.6	5.0	11.8	20.6	24.8	20.4	14.9	92.4
	Remote	401.4	2.2	3.8	12.6	19.7	24.3	22.8	14.7	94.0
	Very Remote	425.7	1.2	5.8	7.4	10.0	20.7	26.5	28.4	93.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	423.6	2.0	3.4	9.5	16.4	20.7	20.4	27.6	94.6
	Outer Regional	403.0	1.4	5.3	13.3	18.7	21.4	19.8	20.1	93.3
	Remote	394.3	2.9	6.7	9.6	20.3	29.9	15.7	15.1	90.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	442.8	1.6	1.7	6.4	13.2	19.8	22.6	34.7	96.7
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	408.5	2.2	4.7	11.1	18.8	22.1	19.6	21.5	93.1
	Remote	415.9	0.7	4.2	9.7	17.4	22.3	21.8	23.8	95.1
	Very Remote	404.3	0.9	6.5	8.6	24.0	16.9	22.5	20.5	92.6
Aust	Major Cities	436.2	1.8	1.9	6.7	14.4	21.2	23.1	30.9	96.3
	Inner Regional	418.7	1.8	2.8	9.2	17.6	22.8	22.3	23.6	95.5
	Outer Regional	411.0	1.5	3.6	10.8	18.7	23.0	21.5	21.0	94.9
	Remote	406.7	0.9	4.3	11.5	19.2	23.1	21.5	19.5	94.8
	Very Remote	403.2	0.7	4.8	11.7	20.4	21.7	21.8	18.9	94.5

[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, 2016.

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>	467.0	1.1	0.6	2.8	8.6	17.4	24.5	44.9	98.3
	<i>Diploma</i>	423.4	1.2	1.8	7.4	17.0	24.3	24.6	23.7	97.0
	<i>Certificate</i>	399.8	1.6	3.6	12.1	21.5	24.7	21.1	15.4	94.8
	<i>Year 12</i>	400.5	2.3	4.1	12.2	20.8	23.7	20.4	16.5	93.6
	<i>Year 11</i>	363.2	3.1	9.0	21.0	25.0	22.3	13.0	6.4	87.9
	<i>Not stated (4%)</i>	414.5	3.5	3.8	10.3	17.7	21.5	20.9	22.4	92.7
Vic	<i>Bachelor</i>	467.8	1.7	0.4	2.5	8.1	17.7	24.9	44.6	97.8
	<i>Diploma</i>	427.5	2.1	1.5	6.4	16.0	23.9	24.8	25.2	96.4
	<i>Certificate</i>	412.0	2.9	2.3	8.8	19.4	25.3	22.5	18.9	94.9
	<i>Year 12</i>	413.6	3.5	2.1	8.5	19.2	25.2	22.5	19.1	94.5
	<i>Year 11</i>	383.6	6.7	4.9	14.9	23.2	23.5	17.1	9.7	88.4
	<i>Not stated (2%)</i>	443.6	5.1	1.4	5.8	12.7	20.4	21.5	33.0	93.5
Qld	<i>Bachelor</i>	460.1	0.8	0.8	3.5	10.3	18.5	24.5	41.5	98.4
	<i>Diploma</i>	419.8	0.9	2.1	8.6	17.9	24.0	23.4	23.1	97.0
	<i>Certificate</i>	403.2	1.2	3.6	11.9	20.6	24.4	21.0	17.3	95.2
	<i>Year 12</i>	394.8	1.4	4.9	13.9	22.2	23.4	18.7	15.6	93.7
	<i>Year 11</i>	365.6	2.5	9.8	20.6	24.4	20.5	13.8	8.5	87.7
	<i>Not stated (7%)</i>	393.2	2.8	7.0	14.7	19.7	21.2	17.2	17.4	90.2
WA	<i>Bachelor</i>	456.1	1.2	1.0	3.9	10.6	18.8	24.9	39.7	97.8
	<i>Diploma</i>	416.5	1.1	3.0	8.5	17.6	24.5	23.5	21.8	96.0
	<i>Certificate</i>	397.0	1.1	5.0	12.7	21.2	24.0	20.5	15.5	93.9
	<i>Year 12</i>	396.8	1.7	5.7	12.4	21.0	22.5	20.5	16.2	92.5
	<i>Year 11</i>	352.5	2.2	14.7	21.9	22.6	19.3	12.6	6.7	83.1
	<i>Not stated (10%)</i>	390.5	2.0	10.2	14.4	18.2	19.5	17.2	18.6	87.8
SA	<i>Bachelor</i>	452.1	1.5	0.9	3.5	10.3	21.0	26.4	36.5	97.7
	<i>Diploma</i>	414.0	2.0	2.6	8.3	18.3	25.0	24.3	19.4	95.4
	<i>Certificate</i>	397.4	2.7	4.3	11.6	21.4	24.8	21.0	14.2	93.0
	<i>Year 12</i>	397.1	3.2	4.6	12.5	20.2	25.0	19.4	15.0	92.2
	<i>Year 11</i>	360.4	4.9	11.0	19.3	24.2	21.6	12.4	6.6	84.1
	<i>Not stated (8%)</i>	391.6	5.4	7.5	13.1	19.0	21.2	17.5	16.3	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 3 Reading

Table 3.R8 (cont.): Achievement of Year 3 Students in Reading, by Parental Education, by State and Territory, 2016.

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>	465.6	1.0	1.0	3.4	8.8	17.0	23.8	45.0	98.0
	<i>Diploma</i>	420.3	1.3	3.0	8.7	16.4	23.2	22.7	24.7	95.7
	<i>Certificate</i>	399.7	1.3	4.6	12.9	20.8	23.4	19.4	17.7	94.1
	<i>Year 12</i>	392.5	2.1	5.4	14.5	22.0	22.9	17.0	16.0	92.5
	<i>Year 11</i>	362.0	2.7	10.6	21.3	24.2	20.7	13.1	7.5	86.7
	<i>Not stated (12%)</i>	419.0	2.8	3.4	10.2	17.9	20.5	19.9	25.2	93.7
ACT	<i>Bachelor</i>	459.6	1.5	1.1	4.0	10.2	18.3	23.0	42.0	97.4
	<i>Diploma</i>	429.6	1.8	1.8	6.7	15.4	23.1	23.3	27.9	96.4
	<i>Certificate</i>	404.9	1.4	3.1	12.0	20.4	24.1	20.9	18.2	95.5
	<i>Year 12</i>	406.5	1.3	4.6	11.5	18.4	22.2	22.0	20.1	94.2
	<i>Year 11</i>	364.3	4.6	9.1	21.6	22.5	20.8	14.4	7.0	86.3
	<i>Not stated (5%)</i>	441.4	2.5	3.1	7.6	12.6	17.2	22.9	34.0	94.5
NT	<i>Bachelor</i>	429.7	1.7	3.6	7.3	15.2	20.3	21.1	30.7	94.7
	<i>Diploma</i>	386.0	1.8	7.6	13.5	22.5	22.1	19.5	13.0	90.6
	<i>Certificate</i>	365.2	1.7	14.0	16.6	20.1	21.3	15.4	10.8	84.3
	<i>Year 12</i>	344.8	2.4	19.1	18.8	20.9	16.7	12.4	9.8	78.6
	<i>Year 11</i>	256.1	4.2	48.7	21.3	11.3	9.0	4.0	1.4	47.0
	<i>Not stated (18%)</i>	252.0	3.3	54.9	15.3	8.0	6.5	5.5	6.4	41.8
Aust	<i>Bachelor</i>	463.5	1.3	0.7	3.1	9.2	18.1	24.7	43.0	98.1
	<i>Diploma</i>	422.1	1.4	2.0	7.6	17.1	24.2	24.2	23.5	96.5
	<i>Certificate</i>	402.5	1.8	3.6	11.4	20.7	24.6	21.2	16.6	94.6
	<i>Year 12</i>	400.9	2.3	4.2	11.9	20.7	23.8	20.3	16.7	93.5
	<i>Year 11</i>	364.5	3.9	9.9	19.5	23.8	21.5	13.8	7.6	86.2
	<i>Not stated (6%)</i>	399.1	3.3	8.0	12.3	17.5	20.2	18.2	20.5	88.7

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 3 Reading

Table 3.R9: Achievement of Year 3 Students in Reading, by Parental Occupation, by State and Territory, 2016.

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	467.9	0.9	0.6	2.9	8.6	17.0	24.3	45.6	98.4
	Group 2	442.7	1.1	1.2	5.2	13.3	21.5	24.7	33.0	97.7
	Group 3	413.6	1.4	2.5	9.2	19.0	24.7	23.0	20.1	96.1
	Group 4	392.8	2.2	4.6	14.3	22.0	23.7	19.1	14.0	93.2
	Not in paid work	370.9	3.6	8.3	19.4	23.9	21.6	14.3	9.0	88.2
	Not stated (6%)	408.9	2.9	4.0	11.0	18.8	22.3	20.6	20.3	93.0
Vic	Group 1	472.4	1.1	0.4	2.3	7.4	17.1	24.4	47.2	98.5
	Group 2	448.1	1.6	0.9	4.2	11.7	21.3	25.6	34.7	97.5
	Group 3	426.2	2.1	1.5	6.6	16.7	24.2	24.4	24.7	96.5
	Group 4	407.7	3.7	2.6	9.8	20.2	25.0	21.2	17.4	93.7
	Not in paid work	393.0	7.2	4.3	13.0	21.5	22.8	18.1	13.0	88.5
	Not stated (2%)	443.8	6.0	1.2	5.8	12.3	20.2	22.1	32.4	92.8
Qld	Group 1	460.5	0.7	0.8	3.5	10.4	18.6	24.3	41.7	98.5
	Group 2	434.3	0.7	1.5	6.7	15.4	21.9	24.1	29.8	97.8
	Group 3	410.9	1.0	2.9	10.3	19.4	24.6	21.9	19.9	96.1
	Group 4	391.0	1.6	5.1	14.9	22.6	23.2	18.7	13.9	93.4
	Not in paid work	368.9	3.0	10.1	19.8	22.6	20.4	14.2	9.8	86.9
	Not stated (17%)	395.0	2.2	6.0	14.4	20.4	21.9	17.9	17.1	91.8
WA	Group 1	455.6	1.0	1.1	4.0	10.7	19.0	24.4	39.8	97.9
	Group 2	428.6	0.8	2.4	7.1	15.8	22.3	24.2	27.4	96.8
	Group 3	404.8	1.1	4.1	11.1	19.9	23.9	21.9	18.0	94.8
	Group 4	388.3	1.9	6.8	14.3	21.6	23.3	18.4	13.7	91.2
	Not in paid work	360.0	2.4	14.2	21.3	20.9	17.8	13.4	10.1	83.4
	Not stated (17%)	392.5	2.2	8.9	13.9	18.7	20.1	18.2	18.0	88.9
SA	Group 1	451.6	1.3	1.1	3.7	10.5	20.9	25.9	36.7	97.6
	Group 2	426.0	1.1	2.2	6.5	15.9	24.5	24.7	25.2	96.7
	Group 3	407.9	1.9	3.0	9.8	19.6	25.3	23.2	17.1	95.1
	Group 4	392.0	2.8	5.0	12.6	22.1	25.0	19.7	12.7	92.2
	Not in paid work	377.8	6.5	8.0	16.2	22.1	21.0	15.2	11.1	85.5
	Not stated (17%)	380.3	5.8	8.5	16.0	20.6	20.6	15.8	12.8	85.7

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 3 Reading

Table 3.R9 (cont.): Achievement of Year 3 Students in Reading, by Parental Occupation, by State and Territory, 2016.

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	457.9	1.0	1.3	4.3	10.3	18.3	23.1	41.7	97.7
	Group 2	430.3	0.9	2.5	7.5	15.7	21.8	21.8	29.8	96.6
	Group 3	408.8	1.0	3.8	11.1	18.7	23.5	21.2	20.6	95.2
	Group 4	386.3	1.2	6.5	16.5	22.2	22.3	17.3	14.0	92.3
	Not in paid work	360.7	5.1	10.4	21.7	24.3	19.2	11.9	7.3	84.5
	Not stated (16%)	408.8	2.4	4.9	11.9	19.2	20.6	19.0	22.0	92.7
ACT	Group 1	462.0	1.8	0.9	3.5	10.3	17.8	22.5	43.2	97.4
	Group 2	446.9	0.8	1.2	6.0	12.2	20.2	23.3	36.2	97.9
	Group 3	415.7	1.4	2.6	9.6	18.1	23.1	23.0	22.2	96.0
	Group 4	404.0	0.9	3.7	12.0	20.3	25.9	19.4	17.7	95.4
	Not in paid work	375.9	5.1	7.5	18.0	20.1	22.7	17.4	9.2	87.4
	Not stated (12%)	417.6	2.3	4.5	10.4	16.1	20.3	21.8	24.6	93.2
NT	Group 1	423.6	1.4	4.1	8.6	16.1	21.4	20.8	27.6	94.5
	Group 2	404.3	1.7	5.0	11.8	19.9	21.1	20.8	19.7	93.3
	Group 3	373.5	1.7	11.8	15.1	20.6	22.4	15.9	12.5	86.6
	Group 4	320.1	2.3	29.6	19.9	16.1	14.5	10.7	6.8	68.1
	Not in paid work	249.7	4.5	51.2	22.5	10.2	5.9	3.5	2.4	44.3
	Not stated (18%)	239.1	4.0	56.7	15.5	9.3	6.8	4.0	3.8	39.3
Aust	Group 1	464.4	1.0	0.7	3.2	9.2	17.9	24.3	43.7	98.3
	Group 2	439.7	1.1	1.4	5.6	13.8	21.8	24.7	31.7	97.5
	Group 3	414.4	1.5	2.7	9.1	18.6	24.4	22.9	20.8	95.9
	Group 4	395.2	2.5	4.7	13.2	21.5	23.9	19.5	14.8	92.8
	Not in paid work	375.1	4.8	8.4	17.4	22.4	21.2	15.3	10.5	86.8
	Not stated (10%)	395.7	3.0	7.3	13.2	19.0	21.0	18.3	18.3	89.7

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

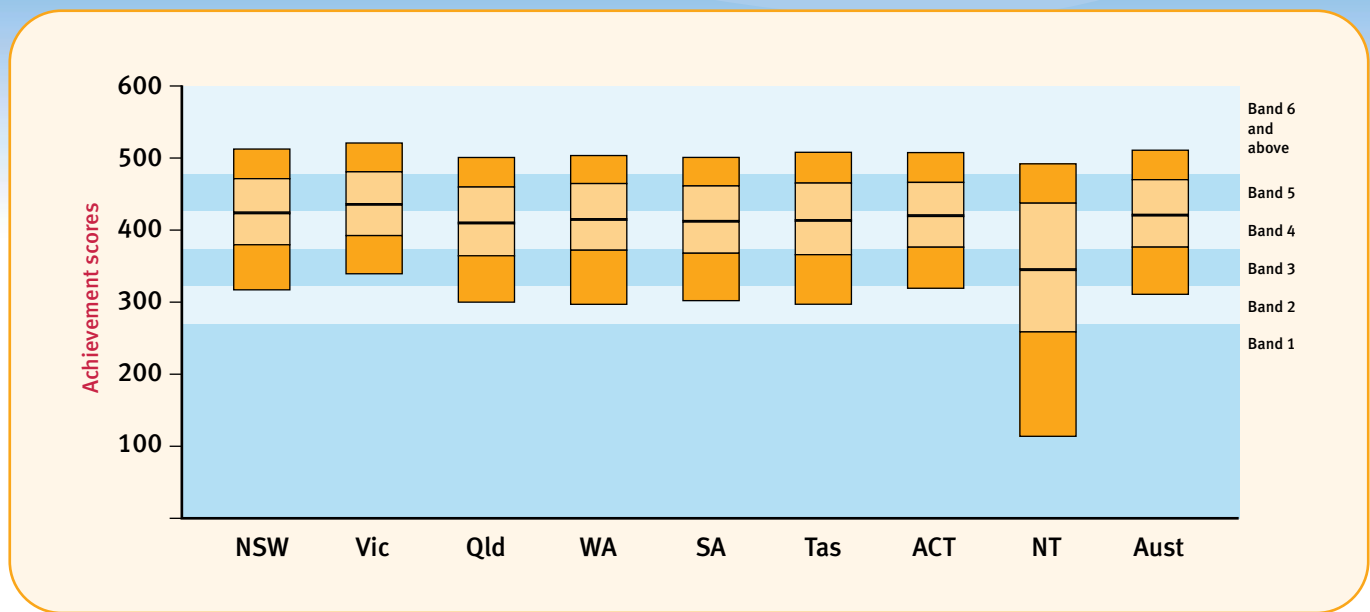
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

NAPLAN Year 3 Writing

Figure 3.W1: Achievement of Year 3 Students in Writing, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	423.8 (59.4)	435.7 (55.9)	409.8 (61.9)	414.7 (63.8)	412.2 (61.2)	413.4 (63.9)	419.9 (57.7)	345.0 (116.0)	420.7 (62.0)

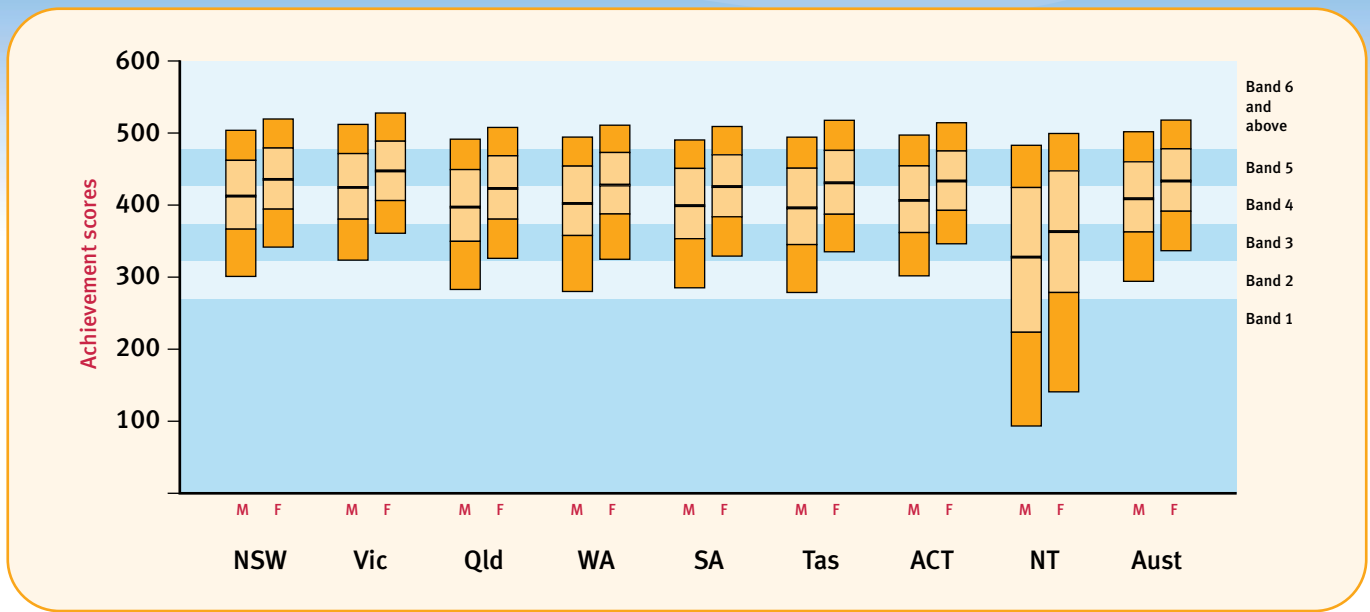
Table 3.W1: Achievement of Year 3 Students in Writing, by State and Territory, 2016.

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	96.9	1.7	1.4	1.6	1.3	4.2	11.9	30.4	34.4	16.2	97.1
Vic	8yrs 9mths 3yrs 4mths	94.3	2.8	2.8	2.7	0.6	2.5	9.0	27.5	36.5	21.1	96.7
Qld	8yrs 5mths 3yrs 4mths	93.0	2.3	4.7	1.3	2.4	5.8	15.9	33.4	29.9	11.4	96.4
WA	8yrs 5mths 3yrs 4mths	95.4	3.0	1.6	1.4	2.8	5.0	12.7	32.3	32.8	13.0	95.8
SA	8yrs 7mths 3yrs 4mths	93.1	3.0	3.9	2.7	2.1	5.4	14.8	32.5	31.1	11.4	95.2
Tas	8yrs 11mths 3yrs 4mths	94.5	2.8	2.8	1.7	2.3	6.2	14.8	31.2	30.2	13.8	96.1
ACT	8yrs 7mths 3yrs 4mths	92.8	2.4	4.8	1.7	1.1	4.1	13.4	32.7	33.3	13.7	97.2
NT	8yrs 6mths 3yrs 4mths	91.1	7.5	1.4	2.4	21.5	10.7	16.4	24.8	16.8	7.4	76.0
Aust	8yrs 7mths 3yrs 4mths	94.9	2.4	2.7	1.9	1.8	4.4	12.4	30.7	33.3	15.5	96.3

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

NAPLAN Year 3 Writing

Figure 3.W2: Achievement of Year 3 Students in Writing, by Sex, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	412.4 (61.8)	424.5 (57.5)	397.1 (64.6)	402.2 (66.6)	399.1 (63.8)	396.0 (66.4)	406.5 (59.9)	327.7 (120.6)	408.7 (64.6)
Female Mean scale score / (S.D.)	435.7 (54.4)	447.3 (51.6)	423.0 (56.0)	427.7 (58.1)	425.6 (55.2)	430.8 (56.2)	433.3 (52.0)	363.1 (108.1)	433.3 (56.7)

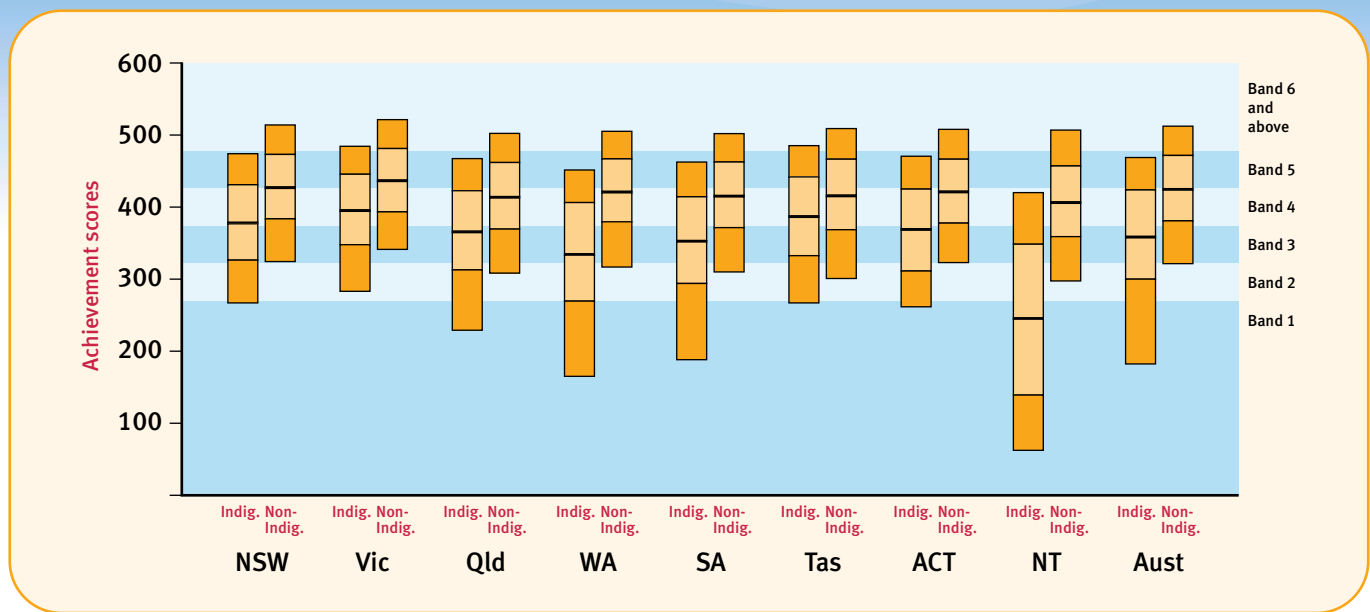
Table 3.W2: Achievement of Year 3 Students in Writing, by Sex, by State and Territory, 2016.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Male	2.1	2.0	5.9	14.9	32.4	30.5	12.2	95.9
	Female	1.0	0.5	2.4	8.7	28.3	38.6	20.5	98.4
Vic	Male	3.6	1.0	3.7	11.8	30.9	33.2	15.9	95.4
	Female	1.7	0.2	1.2	6.1	24.0	40.1	26.7	98.1
Qld	Male	1.7	3.6	8.0	19.2	34.1	25.1	8.2	94.7
	Female	0.9	1.1	3.4	12.4	32.7	34.9	14.8	98.0
WA	Male	1.9	4.0	6.7	15.6	34.2	28.3	9.3	94.1
	Female	0.9	1.5	3.2	9.6	30.3	37.6	17.0	97.7
SA	Male	3.5	3.2	7.5	18.1	33.6	26.2	7.8	93.3
	Female	1.9	0.8	3.3	11.3	31.4	36.1	15.2	97.3
Tas	Male	2.2	3.8	9.5	19.1	31.9	24.6	8.9	94.0
	Female	1.1	0.7	2.8	10.4	30.4	35.8	18.7	98.2
ACT	Male	2.2	2.0	6.1	17.4	34.9	28.0	9.5	95.9
	Female	1.2	0.3	2.2	9.4	30.5	38.6	17.9	98.5
NT	Male	3.4	25.0	11.5	18.0	23.2	13.3	5.4	71.6
	Female	1.4	17.9	9.7	14.6	26.5	20.5	9.5	80.8
Aust	Male	2.5	2.7	6.1	15.5	32.6	29.1	11.5	94.8
	Female	1.2	0.9	2.6	9.2	28.7	37.6	19.8	97.9

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

NAPLAN Year 3 Writing

Figure 3.W3: Achievement of Year 3 Students in Writing, by Indigenous Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	377.8 (65.7)	395.1 (62.2)	365.5 (71.5)	334.3 (85.3)	352.6 (77.5)	386.7 (67.9)	368.9 (67.3)	245.4 (112.4)	358.3 (83.5)
Non-Indigenous Mean scale score / (S.D.)	426.9 (57.7)	436.5 (55.4)	413.6 (59.5)	420.8 (57.6)	415.1 (58.7)	415.5 (62.8)	421.0 (56.7)	406.2 (64.5)	424.6 (58.4)

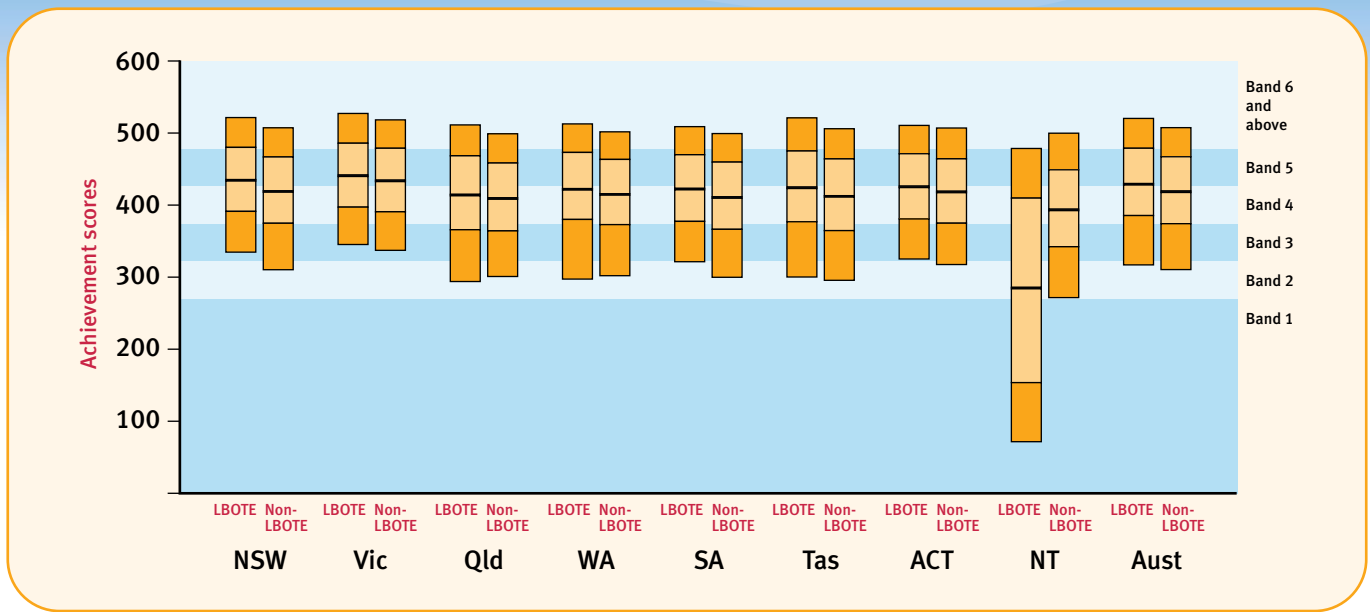
Table 3.W3: Achievement of Year 3 Students in Writing, by Indigenous Status, by State and Territory, 2016.

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	5.2	12.8	23.9	33.2	18.0	4.1	92.0
	Non-Indigenous	1.5	1.0	3.6	11.1	30.2	35.5	17.1	97.5
Vic	Indigenous	6.7	3.1	8.5	18.5	33.1	23.9	6.1	90.2
	Non-Indigenous	2.5	0.5	2.4	8.8	27.5	36.8	21.5	96.9
Qld	Indigenous	2.2	8.5	14.2	26.1	31.1	14.8	3.1	89.3
	Non-Indigenous	1.2	1.8	5.0	15.0	33.6	31.2	12.1	97.0
WA	Indigenous	1.5	19.8	18.5	23.5	24.7	10.1	1.8	78.6
	Non-Indigenous	1.4	1.5	4.0	11.8	32.8	34.6	13.9	97.2
SA	Indigenous	5.1	12.4	16.0	24.4	28.1	11.6	2.4	82.5
	Non-Indigenous	2.5	1.5	4.9	14.3	32.8	32.1	11.9	96.0
Tas	Indigenous	0.5	5.6	11.4	20.6	32.4	22.6	6.9	93.9
	Non-Indigenous	1.8	2.0	5.7	14.3	31.3	30.7	14.3	96.2
ACT	Indigenous	4.9	5.6	16.9	24.1	29.9	16.1	2.5	89.4
	Non-Indigenous	1.6	1.0	3.8	13.1	32.9	33.7	13.8	97.4
NT	Indigenous	3.3	52.6	17.5	13.4	9.2	3.6	0.4	44.1
	Non-Indigenous	1.9	2.2	6.4	18.2	34.5	25.0	11.8	95.9
Aust	Indigenous	2.8	12.0	14.2	23.2	29.3	15.1	3.4	85.1
	Non-Indigenous	1.8	1.2	3.8	11.8	30.8	34.4	16.3	97.1

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

NAPLAN Year 3 Writing

Figure 3.W4: Achievement of Year 3 Students in Writing, by LBOTE Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	434.4 (57.1)	440.7 (55.8)	413.9 (67.6)	421.9 (67.4)	422.2 (59.7)	424.0 (64.4)	425.3 (57.5)	284.8 (131.1)	428.9 (65.4)
Non-LBOTE Mean scale score / (S.D.)	418.9 (59.8)	433.6 (55.7)	409.1 (60.9)	414.8 (61.4)	410.5 (61.1)	412.1 (63.8)	418.2 (57.6)	393.3 (72.0)	418.5 (60.3)

Table 3.W4: Achievement of Year 3 Students in Writing, by LBOTE Status, by State and Territory, 2016.

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	0.7	2.8	9.3	27.5	36.8	20.7	97.1
	Non-LBOTE	1.4	1.5	4.9	13.0	31.8	33.3	14.1	97.1
Vic	LBOTE	3.5	0.4	2.1	7.9	25.7	36.5	23.9	96.1
	Non-LBOTE	2.4	0.7	2.6	9.5	28.3	36.5	20.0	97.0
Qld	LBOTE	1.7	2.9	5.9	14.3	30.1	30.2	14.9	95.4
	Non-LBOTE	1.2	2.3	5.7	16.2	34.0	29.8	10.8	96.5
WA	LBOTE	2.3	3.2	3.9	10.1	29.0	34.8	16.8	94.5
	Non-LBOTE	1.1	2.4	5.0	12.9	33.2	33.1	12.4	96.5
SA	LBOTE	4.0	1.4	3.6	12.8	29.7	33.6	15.0	94.6
	Non-LBOTE	2.4	2.1	5.7	15.2	33.1	30.7	10.8	95.5
Tas	LBOTE	8.0	1.9	4.5	10.6	26.4	31.2	17.5	90.1
	Non-LBOTE	1.4	2.3	6.4	15.1	31.5	29.9	13.3	96.2
ACT	LBOTE	3.5	1.1	3.4	11.9	29.0	35.6	15.5	95.4
	Non-LBOTE	1.1	1.1	4.4	13.9	33.9	32.6	13.1	97.8
NT	LBOTE	2.7	42.6	12.8	12.0	14.6	10.2	5.0	54.7
	Non-LBOTE	2.2	4.7	8.9	19.8	32.8	22.1	9.4	93.1
Aust	LBOTE	2.6	2.0	3.3	9.8	27.3	35.0	19.9	95.4
	Non-LBOTE	1.6	1.7	4.7	13.3	31.8	32.8	14.2	96.7

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

NAPLAN Year 3 Writing

Table 3.W5: Achievement of Year 3 Students in Writing, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	429.7	1.6	1.0	3.4	10.3	29.0	36.0	18.6	97.4
	Inner Regional	409.2	1.5	1.9	6.1	15.7	34.2	30.7	9.9	96.6
	Outer Regional	401.3	1.3	2.4	7.7	18.0	35.0	27.8	7.7	96.2
	Remote	390.1	3.2	4.1	9.7	22.0	31.1	23.4	6.6	92.7
	Very Remote	380.8	3.9	3.2	15.9	24.0	26.3	20.6	6.1	92.9
Vic	Major Cities	439.1	2.7	0.5	2.2	8.2	26.3	37.1	23.0	96.8
	Inner Regional	425.0	2.7	0.8	3.4	11.5	31.5	34.6	15.6	96.6
	Outer Regional	425.4	3.0	0.8	3.1	11.7	30.6	35.8	14.9	96.2
	Remote	408.7	0.0	3.6	6.0	15.2	30.4	34.4	10.4	96.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	415.4	1.3	1.9	4.9	14.4	32.7	31.8	13.1	96.9
	Inner Regional	403.1	1.4	2.6	6.5	18.1	35.3	27.3	8.8	96.0
	Outer Regional	403.5	1.3	2.8	6.8	17.4	34.6	27.7	9.3	95.9
	Remote	384.6	1.7	5.4	11.0	21.3	33.0	22.2	5.3	92.9
	Very Remote	356.5	1.3	13.2	14.9	24.5	26.8	14.9	4.4	85.5
WA	Major Cities	422.6	1.6	1.6	3.9	11.1	31.7	35.0	15.1	96.8
	Inner Regional	404.0	1.0	2.6	5.9	16.8	36.7	29.3	7.8	96.4
	Outer Regional	397.7	0.9	3.6	8.1	18.2	34.8	26.5	7.9	95.5
	Remote	381.2	0.8	9.0	9.7	17.9	32.7	24.3	5.6	90.2
	Very Remote	327.5	0.1	25.5	19.1	18.3	21.7	12.4	2.8	74.3
SA	Major Cities	417.4	2.7	1.6	4.7	13.3	31.7	32.9	13.0	95.7
	Inner Regional	405.7	2.8	1.8	5.7	18.2	34.2	28.6	8.7	95.4
	Outer Regional	395.0	2.8	3.4	8.2	19.3	35.3	24.9	6.1	93.8
	Remote	401.8	2.2	1.9	6.5	19.8	37.2	24.6	7.9	96.0
	Very Remote	340.2	1.2	25.6	14.9	13.0	21.9	16.4	7.1	73.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	418.6	1.7	2.1	5.4	13.2	30.4	31.3	15.9	96.2
	Outer Regional	402.5	1.5	2.7	7.7	18.0	33.0	27.9	9.3	95.8
	Remote	400.7	2.4	1.4	8.3	20.7	32.1	26.4	8.6	96.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	419.9	1.7	1.1	4.1	13.4	32.7	33.3	13.7	97.2
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	395.1	2.6	4.6	8.1	19.7	32.3	22.9	9.8	92.8
	Remote	353.1	2.6	17.7	12.5	17.6	26.2	15.4	7.9	79.6
	Very Remote	223.1	1.8	64.1	15.2	7.5	6.2	3.7	1.5	34.1
Aust	Major Cities	427.5	1.9	1.2	3.5	10.9	29.6	35.1	17.8	96.9
	Inner Regional	412.2	1.8	1.8	5.4	15.1	33.6	30.8	11.4	96.4
	Outer Regional	403.4	1.7	2.8	7.0	17.4	34.1	27.9	9.2	95.5
	Remote	381.7	1.7	8.0	10.0	19.3	32.1	22.6	6.4	90.3
	Very Remote	309.6	1.3	31.8	16.1	17.1	19.0	11.3	3.4	66.9

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

NAPLAN Year 3 Writing

Table 3.W6: Achievement of Year 3 Indigenous Students in Writing, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	384.5	3.1	4.3	11.5	21.8	33.8	20.1	5.4	92.6
	Inner Regional	376.0	2.1	5.5	12.9	24.9	33.6	17.3	3.7	92.4
	Outer Regional	369.3	3.1	6.3	14.4	26.0	32.0	15.8	2.3	90.6
	Remote	358.4	7.4	7.1	18.2	27.2	27.9	10.6	1.6	85.6
	Very Remote	347.5	3.8	5.6	24.1	31.8	28.5	6.2	0.0	90.5
Vic	Major Cities	401.5	5.5	3.0	7.7	14.9	35.0	26.4	7.3	91.5
	Inner Regional	389.1	6.8	3.9	9.2	20.5	32.1	22.4	5.0	89.3
	Outer Regional	390.1	9.5	1.8	9.2	24.3	29.6	20.1	5.4	88.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	375.6	2.3	6.4	11.8	24.9	33.3	17.6	3.7	91.3
	Inner Regional	376.1	2.1	5.5	12.0	26.0	32.7	18.3	3.4	92.4
	Outer Regional	365.8	2.0	8.0	14.7	26.5	32.1	13.3	3.3	90.0
	Remote	332.7	4.3	15.9	23.0	26.2	22.7	7.4	0.5	79.8
	Very Remote	327.2	1.3	19.7	20.0	29.0	21.8	6.6	1.6	79.1
WA	Major Cities	361.3	2.4	10.7	14.3	23.8	31.3	14.7	2.8	87.0
	Inner Regional	351.7	1.6	11.4	16.6	28.4	28.3	11.0	2.6	87.0
	Outer Regional	348.6	0.8	12.5	18.4	28.4	28.8	9.4	1.6	86.7
	Remote	316.8	2.0	26.5	20.1	22.1	20.1	8.2	1.0	71.5
	Very Remote	276.7	0.0	42.4	26.7	18.1	10.1	2.4	0.4	57.6
SA	Major Cities	362.1	6.4	9.2	15.1	25.0	28.4	13.3	2.7	84.4
	Inner Regional	364.5	2.5	7.4	18.3	23.7	31.6	11.9	4.7	90.1
	Outer Regional	352.3	4.9	11.2	16.2	26.7	28.5	10.6	1.8	83.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	270.6	1.3	45.8	23.7	13.4	12.4	3.4	0.0	52.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	385.1	0.3	5.6	11.9	21.8	32.4	20.7	7.2	94.1
	Outer Regional	390.6	0.8	5.1	10.4	18.9	32.4	25.6	6.8	94.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	366.9	5.2	5.7	17.3	24.8	29.9	14.8	2.4	89.1
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	337.6	4.8	16.6	17.6	26.0	23.3	10.3	1.4	78.6
	Remote	270.2	5.3	40.2	22.4	17.2	11.0	3.6	0.2	54.4
	Very Remote	197.0	2.0	73.0	15.6	6.4	2.3	0.6	0.1	25.0
Aust	Major Cities	378.2	3.3	6.1	12.0	22.6	32.9	18.6	4.5	90.6
	Inner Regional	377.0	2.5	5.6	12.4	24.6	32.9	18.1	4.0	91.9
	Outer Regional	364.5	2.9	8.5	14.8	26.0	30.7	14.2	3.0	88.6
	Remote	316.8	4.0	24.1	20.7	22.5	20.4	7.5	0.8	71.9
	Very Remote	262.7	1.3	46.5	20.1	17.0	11.3	3.1	0.6	52.1

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

NAPLAN Year 3 Writing

Table 3.W7: Achievement of Year 3 Non-Indigenous Students in Writing, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	431.4	1.6	0.9	3.1	9.9	28.9	36.6	19.2	97.6
	Inner Regional	413.6	1.4	1.4	5.2	14.4	34.3	32.4	10.8	97.1
	Outer Regional	407.7	1.0	1.7	6.3	16.3	35.7	30.3	8.8	97.3
	Remote	407.1	0.9	2.5	5.0	18.6	32.6	31.2	9.3	96.6
	Very Remote	414.0	2.4	1.0	8.6	15.2	27.6	31.4	13.8	96.7
Vic	Major Cities	439.6	2.6	0.5	2.1	8.1	26.2	37.3	23.2	96.9
	Inner Regional	426.3	2.5	0.7	3.2	11.1	31.5	35.0	16.0	96.8
	Outer Regional	427.9	2.4	0.8	2.6	10.8	30.7	37.1	15.6	96.9
	Remote	408.2	0.0	3.7	6.1	15.5	30.2	33.9	10.6	96.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	417.0	1.2	1.7	4.6	14.0	32.6	32.4	13.5	97.1
	Inner Regional	405.8	1.3	2.3	5.9	17.3	35.6	28.2	9.3	96.4
	Outer Regional	410.6	1.1	1.8	5.3	15.7	35.1	30.6	10.4	97.0
	Remote	403.2	0.8	1.5	6.6	19.3	36.8	27.9	7.2	97.7
	Very Remote	402.2	1.4	3.1	7.0	17.5	34.4	27.7	8.9	95.5
WA	Major Cities	425.1	1.5	1.3	3.5	10.5	31.7	35.9	15.6	97.2
	Inner Regional	407.5	1.0	1.9	5.3	16.0	37.2	30.4	8.2	97.1
	Outer Regional	405.9	0.9	2.1	6.3	16.6	35.8	29.3	9.0	97.0
	Remote	403.7	0.4	3.0	5.9	16.0	37.1	30.3	7.2	96.5
	Very Remote	397.9	0.0	2.2	8.5	18.6	37.9	26.6	6.2	97.8
SA	Major Cities	419.3	2.4	1.4	4.4	12.9	31.9	33.7	13.4	96.2
	Inner Regional	407.6	2.8	1.6	5.1	17.9	34.3	29.4	8.9	95.6
	Outer Regional	400.2	2.6	2.3	7.2	18.4	36.3	26.5	6.6	95.1
	Remote	402.5	2.2	1.7	6.8	19.7	36.2	25.1	8.3	96.1
	Very Remote	408.4	1.2	4.4	7.4	12.1	30.9	29.8	14.2	94.4
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	420.5	1.9	1.8	5.0	12.8	30.5	31.8	16.2	96.3
	Outer Regional	404.7	1.6	2.4	7.3	17.5	33.2	28.2	9.9	96.1
	Remote	404.0	2.9	0.6	7.2	20.9	31.9	27.2	9.3	96.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	421.0	1.6	1.0	3.8	13.1	32.9	33.7	13.8	97.4
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	406.2	2.2	2.2	6.2	18.5	34.1	25.3	11.4	95.6
	Remote	408.4	0.7	2.1	5.6	17.8	36.7	23.7	13.4	97.2
	Very Remote	398.8	0.9	3.6	12.4	14.8	31.9	25.2	11.2	95.5
Aust	Major Cities	429.1	1.8	1.0	3.3	10.5	29.5	35.6	18.3	97.2
	Inner Regional	415.3	1.8	1.5	4.8	14.3	33.7	31.9	12.1	96.8
	Outer Regional	410.0	1.5	1.8	5.7	15.9	34.7	30.2	10.3	96.7
	Remote	404.3	0.9	2.3	6.1	17.9	36.3	28.1	8.4	96.8
	Very Remote	400.9	0.8	2.9	8.4	17.1	34.7	27.2	8.9	96.2

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

NAPLAN Year 3 Writing

Table 3.W8: Achievement of Year 3 Students in Writing, by Parental Education, by State and Territory, 2016.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Bachelor	445.7	1.1	0.4	1.4	6.1	24.6	40.7	25.6	98.5
	Diploma	422.8	1.2	0.9	3.4	11.6	33.3	36.0	13.5	97.8
	Certificate	407.3	1.7	1.7	6.1	16.4	35.7	29.8	8.6	96.7
	Year 12	410.7	2.4	1.6	5.6	15.6	34.2	30.5	10.3	96.1
	Year 11	381.5	3.1	4.5	11.9	22.6	34.7	19.1	4.1	92.4
	Not stated (4%)	412.2	3.5	2.0	6.0	14.5	31.3	31.4	11.4	94.6
Vic	Bachelor	452.3	1.8	0.2	1.0	5.1	22.0	39.6	30.3	98.0
	Diploma	431.5	2.1	0.5	2.4	9.5	30.4	37.8	17.4	97.4
	Certificate	420.6	2.9	0.8	3.7	12.5	33.3	34.0	12.8	96.3
	Year 12	424.4	3.5	0.9	3.2	11.4	31.1	35.6	14.4	95.6
	Year 11	403.4	6.8	2.0	6.5	17.2	33.1	26.2	8.2	91.2
	Not stated (2%)	439.2	5.1	0.7	2.2	7.8	25.7	35.8	22.7	94.2
Qld	Bachelor	434.4	0.8	0.7	2.2	8.8	29.5	38.3	19.7	98.5
	Diploma	411.3	0.9	1.6	4.8	15.7	36.1	31.0	10.0	97.5
	Certificate	400.3	1.2	2.5	6.7	18.9	36.8	26.8	7.1	96.3
	Year 12	395.7	1.4	3.2	7.9	20.5	35.6	24.4	7.0	95.4
	Year 11	372.5	2.4	6.6	13.2	25.7	31.7	16.6	3.7	90.9
	Not stated (7%)	391.6	2.9	5.0	8.8	19.6	32.3	23.7	7.7	92.1
WA	Bachelor	439.7	1.2	0.5	1.7	6.9	27.5	40.7	21.6	98.3
	Diploma	418.4	1.1	1.4	3.6	11.8	35.8	35.0	11.2	97.5
	Certificate	405.1	1.1	2.4	6.0	16.1	37.1	29.3	8.0	96.5
	Year 12	404.8	1.7	3.1	6.1	15.1	35.6	29.9	8.5	95.1
	Year 11	370.3	2.2	9.0	12.9	21.7	32.5	18.1	3.6	88.8
	Not stated (10%)	392.3	2.1	7.2	8.3	15.8	31.2	26.2	9.3	90.8
SA	Bachelor	435.5	1.5	0.4	2.0	8.8	28.8	39.2	19.3	98.1
	Diploma	414.9	2.0	1.5	3.9	14.2	34.7	33.8	9.9	96.5
	Certificate	402.5	2.8	2.2	6.3	17.6	36.3	27.9	6.9	95.0
	Year 12	405.8	3.2	1.9	7.0	16.4	33.8	28.8	9.0	94.9
	Year 11	373.8	4.9	5.9	12.8	24.1	33.2	15.8	3.4	89.2
	Not stated (8%)	394.1	5.3	4.8	8.6	18.1	30.3	24.5	8.3	89.9

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

Refer to the introduction for explanatory notes.

NAPLAN Year 3 Writing

Table 3.W8 (cont.): Achievement of Year 3 Students in Writing, by Parental Education, by State and Territory, 2016.

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>	443.6	0.9	0.6	1.9	7.0	25.5	37.9	26.2	98.5
	<i>Diploma</i>	419.4	1.5	1.5	4.1	11.9	34.2	33.8	13.1	97.1
	<i>Certificate</i>	406.8	1.3	2.2	6.4	17.3	33.6	29.0	10.2	96.5
	<i>Year 12</i>	398.8	1.9	3.7	8.0	17.7	33.9	27.1	7.8	94.4
	<i>Year 11</i>	379.5	2.7	5.0	12.8	23.5	33.1	18.6	4.2	92.3
	<i>Not stated (12%)</i>	413.2	2.8	2.3	6.9	14.0	30.2	30.2	13.6	94.8
ACT	<i>Bachelor</i>	430.3	1.5	0.5	2.7	10.7	30.5	36.9	17.2	98.0
	<i>Diploma</i>	413.9	1.9	1.3	4.7	14.0	35.3	31.9	10.8	96.8
	<i>Certificate</i>	400.9	1.4	2.2	6.6	18.2	38.4	26.3	6.9	96.4
	<i>Year 12</i>	396.0	1.3	2.8	7.5	20.3	36.3	26.2	5.5	95.9
	<i>Year 11</i>	376.9	4.6	4.1	12.5	25.7	32.5	17.4	3.3	91.3
	<i>Not stated (5%)</i>	423.5	2.8	1.0	3.2	13.3	31.4	33.8	14.6	96.2
NT	<i>Bachelor</i>	412.2	1.7	3.0	4.6	15.1	33.6	27.6	14.3	95.3
	<i>Diploma</i>	390.5	1.8	6.1	7.7	16.7	36.9	23.2	7.5	92.0
	<i>Certificate</i>	371.7	1.7	8.8	12.3	23.6	30.2	17.0	6.3	89.5
	<i>Year 12</i>	356.0	2.4	14.7	13.4	20.7	25.6	16.1	7.1	82.9
	<i>Year 11</i>	261.4	4.2	46.0	17.4	15.3	10.8	5.4	0.9	49.8
	<i>Not stated (18%)</i>	252.7	3.3	54.5	12.7	8.7	9.4	6.9	4.5	42.2
Aust	<i>Bachelor</i>	443.6	1.3	0.4	1.6	6.8	25.5	39.6	24.8	98.3
	<i>Diploma</i>	421.2	1.4	1.1	3.5	12.2	33.5	35.0	13.2	97.5
	<i>Certificate</i>	407.6	1.8	1.9	5.8	16.3	35.5	29.7	9.0	96.3
	<i>Year 12</i>	408.1	2.3	2.2	5.9	16.0	33.9	29.7	9.9	95.4
	<i>Year 11</i>	380.0	3.9	5.9	11.3	21.9	32.8	19.5	4.8	90.3
	<i>Not stated (6%)</i>	397.7	3.4	6.0	7.3	15.6	30.0	27.0	10.8	90.7

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 3 Writing

Table 3.W9: Achievement of Year 3 Students in Writing, by Parental Occupation, by State and Territory, 2016.

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	445.0	1.0	0.4	1.5	6.3	24.9	40.6	25.4	98.6
	Group 2	432.8	1.1	0.6	2.5	9.5	29.6	37.9	18.8	98.3
	Group 3	417.1	1.4	1.1	4.5	13.5	34.2	33.5	11.7	97.4
	Group 4	405.0	2.2	2.1	6.6	17.5	34.4	28.1	9.0	95.7
	Not in paid work	385.7	3.6	4.4	11.2	20.8	33.8	20.9	5.4	92.0
	Not stated (5%)	410.9	3.0	1.9	6.3	15.1	32.0	30.4	11.3	95.1
Vic	Group 1	453.9	1.2	0.2	0.9	4.9	21.2	40.2	31.4	98.7
	Group 2	442.6	1.6	0.3	1.4	7.1	26.7	38.7	24.1	98.1
	Group 3	430.1	2.1	0.5	2.7	9.9	30.7	37.1	17.0	97.4
	Group 4	420.5	3.7	1.0	3.8	12.5	32.5	33.4	13.1	95.3
	Not in paid work	407.1	7.3	1.8	6.0	16.3	32.0	27.0	9.5	90.9
	Not stated (2%)	439.5	6.0	0.7	2.3	7.3	25.3	36.0	22.4	93.4
Qld	Group 1	434.1	0.7	0.6	2.2	9.0	29.7	38.2	19.6	98.7
	Group 2	420.7	0.8	1.2	3.4	12.8	33.8	34.5	13.5	98.0
	Group 3	406.0	1.0	2.0	5.8	17.4	36.5	28.6	8.7	97.0
	Group 4	391.6	1.7	3.3	8.8	21.5	36.1	22.9	5.7	95.0
	Not in paid work	373.4	3.0	6.6	12.8	25.5	31.4	16.7	4.0	90.5
	Not stated (17%)	393.3	2.2	4.4	8.7	19.8	33.1	24.1	7.7	93.4
WA	Group 1	438.7	1.0	0.6	1.9	7.2	27.7	40.3	21.4	98.5
	Group 2	424.9	0.8	1.0	3.0	10.6	33.3	36.5	14.6	98.2
	Group 3	411.4	1.1	1.8	5.0	14.5	36.1	31.8	9.8	97.1
	Group 4	399.3	1.9	3.2	7.5	17.1	36.2	27.1	7.1	94.9
	Not in paid work	372.6	2.4	10.1	12.2	19.6	30.6	19.9	5.2	87.5
	Not stated (17%)	396.1	2.3	5.9	7.7	15.7	32.1	27.1	9.2	91.8
SA	Group 1	435.8	1.4	0.4	1.9	8.7	28.5	39.8	19.3	98.2
	Group 2	421.8	1.1	0.9	3.4	12.3	34.1	35.1	13.1	98.0
	Group 3	410.1	1.9	1.6	4.9	15.5	36.2	31.1	8.8	96.4
	Group 4	400.2	2.9	2.1	7.2	19.2	35.0	26.6	7.0	95.1
	Not in paid work	381.2	6.4	5.7	11.8	20.9	30.7	19.5	5.1	87.9
	Not stated (17%)	387.8	5.9	5.0	9.7	20.1	31.3	21.4	6.6	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 3 Writing

Table 3.W9 (cont.): Achievement of Year 3 Students in Writing, by Parental Occupation, by State and Territory, 2016.

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	440.0	0.9	0.7	1.9	8.8	26.3	37.0	24.5	98.4
	Group 2	424.8	0.9	1.4	3.4	11.3	31.4	35.2	16.4	97.7
	Group 3	412.5	1.1	2.0	5.7	15.4	32.8	30.8	12.2	97.0
	Group 4	396.8	1.2	2.8	9.1	19.3	34.9	25.4	7.3	96.0
	Not in paid work	376.3	5.1	5.6	13.5	22.8	32.4	16.7	3.8	89.3
	Not stated (16%)	407.2	2.4	2.9	7.6	16.0	30.8	28.2	12.0	94.7
ACT	Group 1	431.3	1.8	0.4	2.4	10.4	30.9	36.4	17.7	97.8
	Group 2	421.7	0.8	1.0	3.6	12.5	32.9	35.5	13.6	98.1
	Group 3	409.6	1.5	1.5	5.6	16.0	35.7	30.0	9.6	97.0
	Group 4	394.3	0.9	3.5	8.7	19.2	35.5	26.2	6.0	95.5
	Not in paid work	377.4	5.1	5.2	10.7	24.7	32.7	18.5	3.2	89.7
	Not stated (12%)	410.3	2.4	1.2	5.7	17.0	34.0	29.4	10.2	96.3
NT	Group 1	409.3	1.4	2.8	5.6	16.1	34.0	26.7	13.4	95.8
	Group 2	401.4	1.7	3.2	7.8	17.7	35.1	24.3	10.4	95.2
	Group 3	379.0	1.7	8.2	9.5	22.3	30.6	19.7	8.1	90.1
	Group 4	329.5	2.3	24.0	15.5	18.7	23.0	13.0	3.5	73.7
	Not in paid work	254.1	4.5	49.4	18.1	13.9	9.7	3.3	1.2	46.1
	Not stated (18%)	241.3	4.0	55.9	13.5	10.0	8.9	5.3	2.4	40.1
Aust	Group 1	443.0	1.0	0.4	1.7	7.0	25.7	39.6	24.5	98.6
	Group 2	431.1	1.2	0.7	2.6	9.9	30.4	37.0	18.3	98.1
	Group 3	416.2	1.5	1.4	4.5	13.9	34.1	32.7	11.9	97.1
	Group 4	404.8	2.5	2.3	6.5	17.0	34.3	28.2	9.1	95.1
	Not in paid work	387.1	4.8	5.1	10.0	19.9	32.0	21.8	6.4	90.0
	Not stated (10%)	396.6	3.1	5.1	7.8	17.1	31.4	26.1	9.4	91.8

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

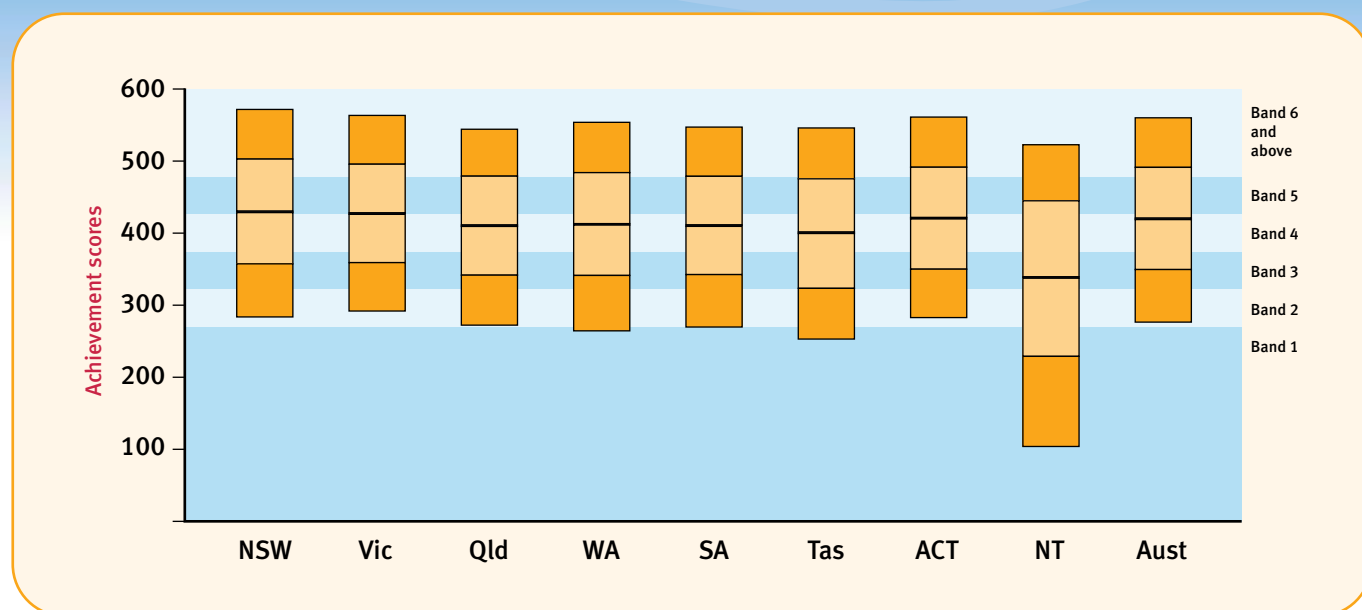
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 Spelling

Figure 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	429.5 (86.6)	427.1 (81.7)	410.3 (82.0)	412.2 (86.9)	410.4 (83.0)	400.5 (89.2)	420.7 (84.0)	338.4 (127.8)	419.8 (85.8)

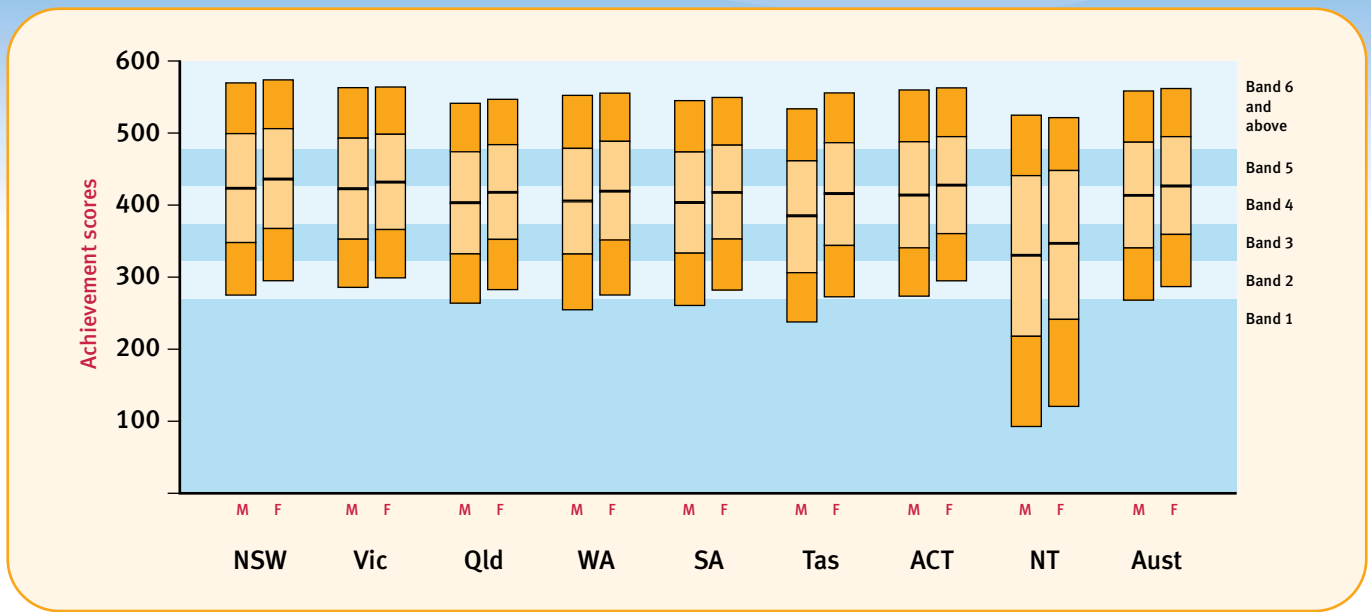
Table 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2016.

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	3.5	7.5	14.2	22.3	22.7	28.3	94.9
Vic	8yrs 9mths 3yrs 4mths	94.5	2.7	2.8	2.7	2.6	7.0	15.1	23.7	23.2	25.6	94.7
Qld	8yrs 5mths 3yrs 4mths	93.4	2.1	4.5	1.2	4.6	9.6	17.6	24.9	22.0	20.1	94.1
WA	8yrs 5mths 3yrs 4mths	95.7	2.8	1.6	1.3	5.6	9.1	16.5	23.9	22.0	21.6	93.1
SA	8yrs 7mths 3yrs 4mths	93.4	2.8	3.8	2.7	4.9	8.8	17.4	24.6	21.9	19.8	92.4
Tas	8yrs 11mths 3yrs 4mths	94.8	2.5	2.8	1.6	7.3	11.9	17.6	23.1	19.5	19.0	91.0
ACT	8yrs 7mths 3yrs 4mths	92.9	2.4	4.7	1.7	3.5	8.4	16.5	23.6	22.2	24.1	94.8
NT	8yrs 6mths 3yrs 4mths	91.2	7.4	1.4	2.4	27.0	11.9	15.2	18.1	13.7	11.6	70.5
Aust	8yrs 7mths 3yrs 4mths	95.1	2.3	2.7	1.8	4.2	8.2	15.7	23.5	22.3	24.1	94.0

[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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	423.3 (89.0)	422.6 (83.3)	403.2 (83.9)	405.5 (89.1)	403.5 (85.1)	385.0 (90.5)	413.8 (86.8)	330.3 (131.9)	413.5 (88.0)
Female Mean scale score / (S.D.)	436.0 (83.6)	431.8 (79.6)	417.7 (79.3)	419.2 (83.9)	417.6 (80.1)	415.9 (85.1)	427.6 (80.6)	346.9 (122.7)	426.4 (82.9)

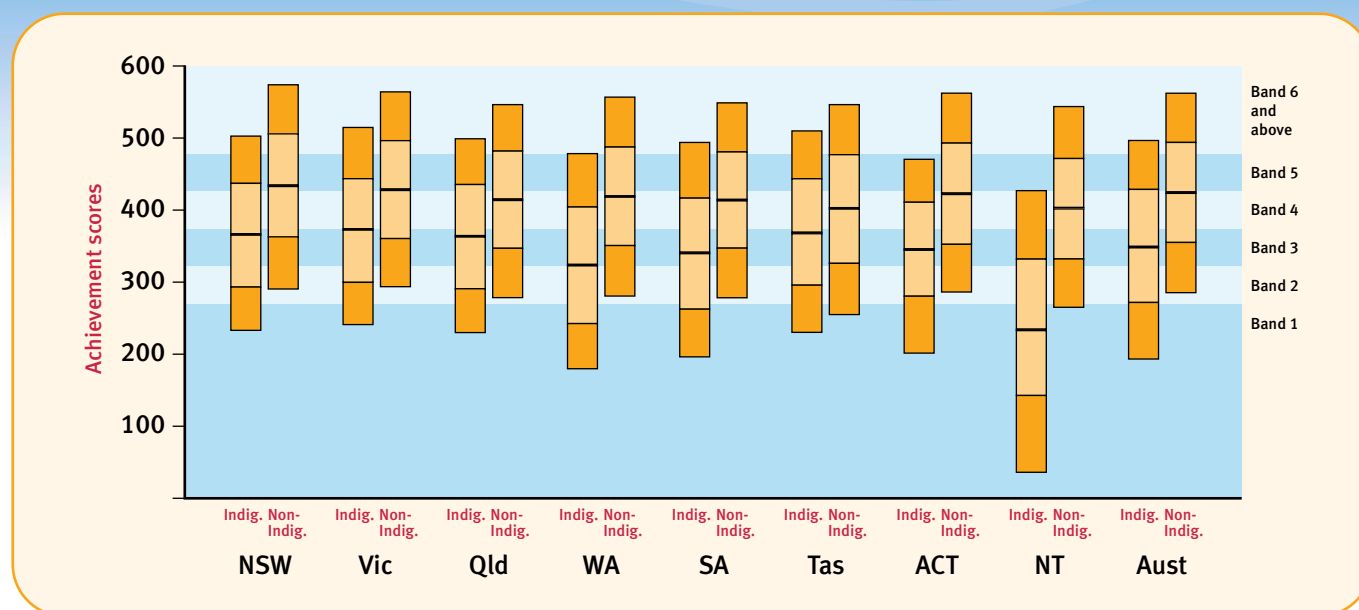
Table 3.S2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2016.

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	4.3	8.6	15.2	21.9	21.3	26.5	93.6
	Female	1.0	2.6	6.3	13.1	22.7	24.1	30.1	96.4
Vic	Male	3.6	3.1	7.8	16.0	23.5	21.9	24.2	93.3
	Female	1.7	2.1	6.3	14.1	24.0	24.6	27.2	96.1
Qld	Male	1.6	5.7	10.9	18.9	24.3	20.2	18.4	92.6
	Female	0.9	3.5	8.1	16.2	25.5	23.8	21.9	95.6
WA	Male	1.8	6.7	10.2	17.5	23.4	20.5	19.9	91.5
	Female	0.9	4.4	7.9	15.4	24.5	23.5	23.5	94.8
SA	Male	3.5	6.0	10.1	18.5	23.6	20.2	18.1	90.5
	Female	1.9	3.8	7.4	16.2	25.6	23.5	21.5	94.4
Tas	Male	2.2	10.0	14.7	18.8	22.1	17.1	15.1	87.8
	Female	1.1	4.6	9.1	16.3	24.1	21.9	22.8	94.3
ACT	Male	2.1	4.5	9.9	17.6	23.1	20.3	22.5	93.4
	Female	1.2	2.5	6.8	15.4	24.2	24.1	25.7	96.2
NT	Male	3.4	29.0	12.5	15.4	16.3	11.9	11.5	67.6
	Female	1.4	25.0	11.3	15.1	20.1	15.5	11.6	73.7
Aust	Male	2.4	5.1	9.4	16.8	23.0	20.8	22.5	92.5
	Female	1.2	3.2	7.1	14.6	24.0	23.9	25.9	95.5

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	366.2 (83.4)	373.2 (82.9)	363.6 (83.0)	323.6 (92.4)	340.5 (90.9)	368.2 (86.1)	345.2 (78.3)	233.7 (116.4)	348.6 (95.1)
Non-Indigenous Mean scale score / (S.D.)	433.7 (85.2)	428.2 (81.3)	414.3 (80.6)	418.9 (82.6)	413.8 (81.1)	402.4 (88.5)	422.6 (83.3)	402.6 (84.7)	424.2 (83.2)

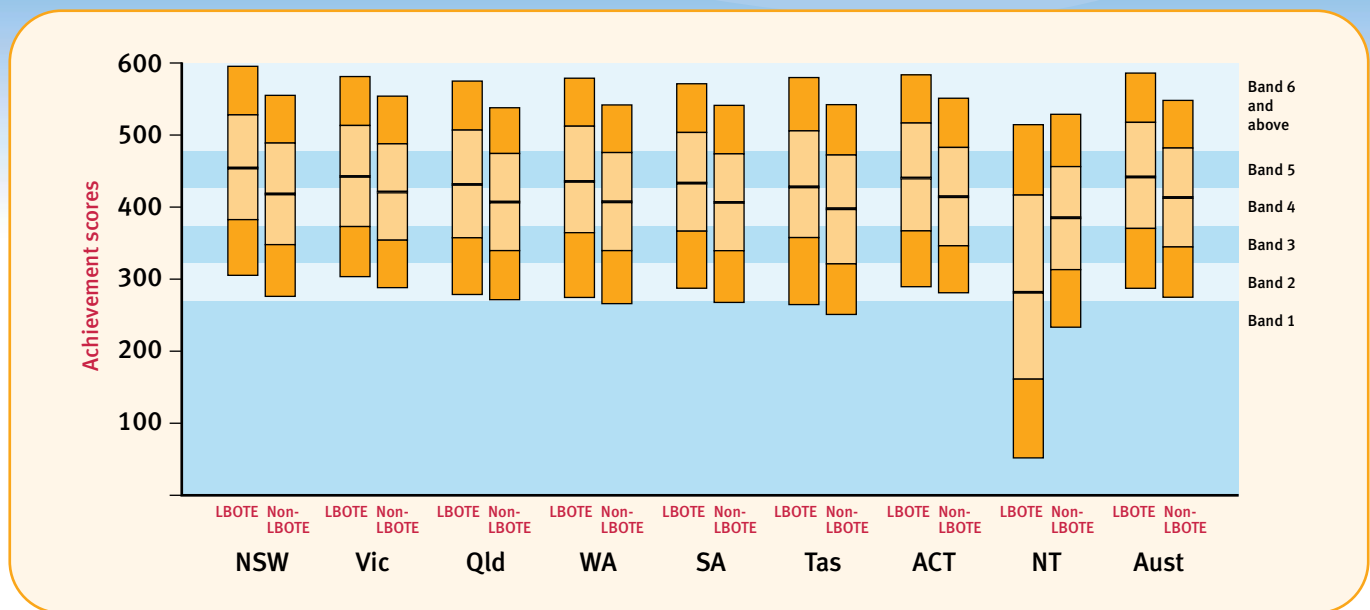
Table 3.S3: Achievement of Year 3 Students in Spelling, by Indigenous Status, by State and Territory, 2016.

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	12.2	17.8	22.0	21.8	14.4	8.9	85.0
	Non-Indigenous	1.5	2.9	6.8	13.7	22.3	23.2	29.6	95.6
Vic	Indigenous	6.4	9.9	16.5	20.7	21.7	14.8	9.9	83.6
	Non-Indigenous	2.5	2.5	6.9	15.0	23.8	23.4	26.0	95.0
Qld	Indigenous	2.1	12.9	18.4	21.9	21.6	14.7	8.3	85.0
	Non-Indigenous	1.2	3.9	8.8	17.2	25.2	22.6	21.1	94.9
WA	Indigenous	1.5	29.7	19.7	19.3	15.9	8.9	5.0	68.7
	Non-Indigenous	1.3	3.7	8.2	16.2	24.6	23.0	22.9	94.9
SA	Indigenous	5.1	21.7	18.3	20.8	17.8	9.6	6.6	73.2
	Non-Indigenous	2.5	4.1	8.3	17.3	25.0	22.5	20.5	93.5
Tas	Indigenous	0.5	12.7	17.3	23.0	20.8	15.3	10.5	86.8
	Non-Indigenous	1.8	6.9	11.6	17.3	23.4	19.7	19.3	91.3
ACT	Indigenous	4.2	15.9	20.3	24.8	20.4	10.6	3.8	79.9
	Non-Indigenous	1.6	3.2	8.1	16.3	23.7	22.4	24.6	95.2
NT	Indigenous	3.3	61.7	13.6	9.5	7.0	3.3	1.6	35.0
	Non-Indigenous	1.9	5.5	10.9	18.8	25.0	20.2	17.8	92.6
Aust	Indigenous	2.8	18.9	17.9	20.6	19.6	12.7	7.6	78.3
	Non-Indigenous	1.7	3.3	7.6	15.4	23.8	23.0	25.2	95.0

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	454.1 (86.8)	442.5 (83.7)	431.4 (89.5)	435.6 (92.2)	433.2 (85.1)	427.9 (92.1)	440.2 (88.7)	281.7 (142.3)	441.7 (91.4)
Non-LBOTE Mean scale score / (S.D.)	418.1 (84.1)	420.8 (80.0)	406.9 (80.2)	407.2 (82.9)	406.5 (81.9)	397.6 (88.5)	414.3 (81.6)	385.1 (89.0)	413.2 (82.3)

Table 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE Status, by State and Territory, 2016.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	LBOTE	2.1	1.9	5.0	10.2	19.1	23.3	38.4	96.0
	Non-LBOTE	1.4	4.2	8.6	16.1	23.8	22.4	23.5	94.4
Vic	LBOTE	3.4	1.9	5.4	12.3	21.3	23.5	32.2	94.6
	Non-LBOTE	2.4	2.9	7.7	16.2	24.7	23.1	22.9	94.7
Qld	LBOTE	1.7	4.0	7.5	13.0	21.2	22.9	29.8	94.4
	Non-LBOTE	1.2	4.8	9.9	18.3	25.5	21.8	18.6	94.1
WA	LBOTE	2.2	4.5	6.2	11.5	20.7	23.0	31.9	93.3
	Non-LBOTE	1.1	5.4	9.5	17.8	25.2	22.0	19.0	93.5
SA	LBOTE	3.9	3.2	6.1	12.2	22.3	23.6	28.6	92.8
	Non-LBOTE	2.4	5.2	9.3	18.3	25.1	21.6	18.2	92.4
Tas	LBOTE	8.0	5.2	6.9	10.4	22.7	20.1	26.6	86.8
	Non-LBOTE	1.4	7.6	12.3	18.1	23.2	19.3	18.0	91.0
ACT	LBOTE	3.6	3.1	6.5	12.1	19.6	22.5	32.6	93.3
	Non-LBOTE	1.1	3.6	9.0	18.0	25.0	22.0	21.3	95.3
NT	LBOTE	2.7	49.1	10.3	9.7	10.8	7.9	9.4	48.2
	Non-LBOTE	2.2	9.3	13.1	19.7	24.1	18.3	13.4	88.6
Aust	LBOTE	2.6	3.4	5.7	11.4	20.1	22.9	33.8	94.0
	Non-LBOTE	1.6	4.3	9.0	17.1	24.7	22.2	21.1	94.0

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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	440.1	1.6	2.6	6.0	12.5	21.6	23.6	32.2	95.8
	Inner Regional	402.0	1.5	5.7	11.3	18.8	24.2	20.4	18.0	92.7
	Outer Regional	391.9	1.3	7.0	13.0	20.6	24.0	19.7	14.4	91.7
	Remote	375.5	3.2	11.4	15.5	19.9	22.6	16.6	10.9	85.4
	Very Remote	367.8	4.5	13.5	18.3	20.3	17.4	14.3	11.6	81.9
Vic	Major Cities	433.9	2.7	2.2	6.0	13.8	23.3	23.8	28.3	95.2
	Inner Regional	406.0	2.6	4.2	10.2	19.2	25.1	21.1	17.6	93.2
	Outer Regional	405.7	2.9	3.9	10.1	19.5	24.6	22.1	16.8	93.1
	Remote	393.3	0.0	6.4	13.2	18.0	25.6	24.4	12.4	93.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	418.6	1.2	3.6	8.2	16.3	24.8	23.0	22.9	95.1
	Inner Regional	399.1	1.4	5.7	11.4	19.7	25.3	20.4	16.2	93.0
	Outer Regional	400.1	1.2	5.7	11.1	19.3	25.4	20.9	16.3	93.1
	Remote	376.6	1.4	10.7	15.6	21.8	22.5	16.2	11.8	88.0
	Very Remote	356.0	1.2	15.4	18.8	22.1	19.9	14.3	8.3	83.4
WA	Major Cities	423.1	1.5	3.7	7.7	15.2	23.8	23.3	24.8	94.8
	Inner Regional	392.7	1.0	6.5	11.8	21.1	26.4	19.7	13.6	92.5
	Outer Regional	385.4	0.9	8.8	13.3	20.9	24.7	18.5	12.9	90.3
	Remote	370.6	0.8	14.8	13.8	19.2	23.3	16.8	11.3	84.4
	Very Remote	317.5	0.1	34.4	18.8	16.2	14.7	10.4	5.3	65.5
SA	Major Cities	417.2	2.7	4.1	7.9	16.3	24.3	22.6	22.1	93.2
	Inner Regional	402.2	2.7	4.3	9.7	20.6	26.4	20.9	15.5	93.0
	Outer Regional	388.8	2.8	7.6	12.1	20.8	24.6	19.6	12.6	89.6
	Remote	389.9	2.2	8.0	12.1	18.6	27.0	19.6	12.5	89.8
	Very Remote	335.0	1.2	32.2	13.6	12.0	16.5	12.8	11.7	66.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	407.8	1.7	6.0	11.1	17.0	22.7	20.1	21.3	92.2
	Outer Regional	384.9	1.4	10.1	13.6	18.7	24.3	18.0	13.9	88.4
	Remote	379.8	2.4	9.3	16.0	21.0	20.5	19.3	11.7	88.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	420.8	1.7	3.5	8.4	16.5	23.6	22.2	24.1	94.8
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	391.9	2.6	8.3	12.3	18.7	24.0	18.4	15.7	89.1
	Remote	346.7	2.6	25.0	13.3	16.4	17.4	13.2	12.1	72.3
	Very Remote	208.4	1.8	72.3	9.8	6.3	5.1	3.2	1.6	25.8
Aust	Major Cities	430.4	1.9	2.9	6.8	14.2	23.2	23.4	27.6	95.2
	Inner Regional	402.3	1.8	5.3	11.0	19.2	24.8	20.5	17.4	92.9
	Outer Regional	395.0	1.7	6.7	11.9	19.8	24.7	20.1	15.1	91.6
	Remote	371.6	1.6	14.1	14.1	19.4	22.6	16.5	11.7	84.3
	Very Remote	301.3	1.3	38.3	15.7	15.2	13.7	9.9	5.9	60.4

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

NAPLAN Year 3 Spelling

Table 3.S6: Achievement of Year 3 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	378.3	3.1	9.3	15.3	21.7	23.2	16.2	11.2	87.6
	Inner Regional	361.0	2.1	13.3	19.5	22.2	21.3	13.7	7.9	84.6
	Outer Regional	352.9	3.0	15.5	19.7	22.6	20.7	12.4	6.1	81.5
	Remote	338.9	6.6	21.5	19.3	19.6	17.4	11.5	4.3	71.9
	Very Remote	326.8	3.8	22.8	26.7	22.8	13.1	7.9	2.8	73.3
Vic	Major Cities	383.6	5.4	8.8	13.5	19.2	23.7	17.4	11.9	85.8
	Inner Regional	365.2	6.4	10.5	19.4	21.6	21.1	12.9	8.0	83.0
	Outer Regional	360.6	9.5	11.8	18.7	22.8	17.6	11.1	8.5	78.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	373.7	2.2	10.2	16.8	22.0	22.7	15.9	10.2	87.5
	Inner Regional	373.5	2.1	9.5	17.7	21.8	23.3	16.0	9.5	88.4
	Outer Regional	364.1	2.0	13.0	18.2	22.0	21.7	15.2	8.0	85.0
	Remote	323.9	3.6	25.6	23.4	22.0	13.6	9.6	2.1	70.8
	Very Remote	329.4	1.3	22.1	23.2	22.0	18.1	9.9	3.4	76.6
WA	Major Cities	353.4	2.4	16.2	18.9	22.7	19.9	12.7	7.1	81.4
	Inner Regional	343.3	1.6	21.2	19.4	22.5	18.2	9.9	7.3	77.2
	Outer Regional	330.1	0.8	26.1	20.8	20.9	18.0	8.3	5.1	73.1
	Remote	304.1	2.0	40.0	18.3	15.3	13.6	7.0	3.9	58.1
	Very Remote	267.5	0.0	54.7	21.6	13.2	7.0	3.0	0.5	45.3
SA	Major Cities	349.8	6.4	18.5	18.1	20.4	18.5	11.0	7.1	75.1
	Inner Regional	365.3	2.5	14.3	14.8	23.7	23.7	10.6	10.4	83.2
	Outer Regional	341.0	4.9	19.9	19.2	23.2	17.5	8.5	6.7	75.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	251.8	1.3	57.1	21.1	11.1	7.1	2.1	0.3	41.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	368.3	0.3	11.2	17.7	25.1	21.5	14.3	9.9	88.5
	Outer Regional	369.0	0.8	14.5	16.4	19.9	20.3	17.2	10.9	84.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	343.1	4.5	16.6	20.7	24.3	19.7	10.4	3.7	79.0
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	328.5	4.8	25.1	20.2	19.5	16.7	8.5	5.2	70.1
	Remote	264.9	5.3	50.1	17.2	12.4	9.2	4.3	1.5	44.6
	Very Remote	182.0	2.0	82.0	9.3	4.0	1.9	0.6	0.1	16.0
Aust	Major Cities	371.0	3.3	11.4	16.4	21.7	22.2	15.2	9.9	85.3
	Inner Regional	364.9	2.4	12.1	18.8	22.3	21.8	14.1	8.6	85.5
	Outer Regional	354.0	2.9	16.3	18.9	21.8	20.1	12.8	7.2	80.8
	Remote	305.3	3.8	35.9	19.4	17.0	13.2	7.8	3.0	60.3
	Very Remote	253.8	1.3	54.8	17.4	12.5	8.5	4.2	1.3	43.9

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	442.4	1.5	2.3	5.6	12.1	21.6	23.9	33.0	96.2
	Inner Regional	407.3	1.4	4.8	10.2	18.4	24.7	21.3	19.2	93.8
	Outer Regional	399.8	1.0	5.2	11.5	20.3	24.7	21.1	16.1	93.8
	Remote	395.6	1.3	5.8	13.3	19.8	25.1	19.6	15.0	92.8
	Very Remote	409.0	4.8	5.7	8.1	21.9	20.5	16.7	22.4	89.5
Vic	Major Cities	434.6	2.5	2.1	6.0	13.7	23.3	23.9	28.5	95.4
	Inner Regional	407.4	2.5	4.0	9.8	19.1	25.3	21.4	18.0	93.6
	Outer Regional	408.7	2.3	3.3	9.5	19.3	25.2	23.0	17.4	94.3
	Remote	392.1	0.0	6.5	13.5	18.4	26.1	22.9	12.7	93.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	420.4	1.2	3.4	7.8	16.0	24.9	23.3	23.3	95.4
	Inner Regional	401.6	1.3	5.3	10.8	19.4	25.4	20.9	16.9	93.4
	Outer Regional	406.6	1.1	4.3	9.8	18.9	26.1	22.0	17.8	94.6
	Remote	395.5	0.5	5.2	12.7	21.7	25.6	18.6	15.6	94.2
	Very Remote	398.0	1.1	4.9	11.8	22.4	22.6	21.3	15.9	94.0
WA	Major Cities	425.9	1.5	3.2	7.2	14.9	24.1	23.8	25.4	95.4
	Inner Regional	395.9	1.0	5.5	11.3	21.0	26.9	20.3	13.9	93.5
	Outer Regional	394.3	0.9	6.0	12.1	21.1	25.9	20.1	14.1	93.1
	Remote	394.4	0.4	5.9	12.1	20.2	26.8	20.5	14.1	93.6
	Very Remote	386.8	0.0	6.4	14.9	20.5	25.5	20.9	11.8	93.6
SA	Major Cities	419.4	2.4	3.6	7.6	16.2	24.5	23.1	22.6	94.0
	Inner Regional	403.7	2.7	3.9	9.4	20.6	26.6	21.2	15.7	93.4
	Outer Regional	394.5	2.6	6.1	11.1	20.7	25.4	20.9	13.3	91.3
	Remote	391.4	2.2	7.4	12.2	18.4	27.7	19.3	12.8	90.4
	Very Remote	414.8	1.2	8.1	6.7	11.4	25.6	23.7	23.3	90.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	409.0	1.9	5.8	10.9	16.6	22.9	20.4	21.5	92.3
	Outer Regional	387.8	1.5	9.5	13.0	18.5	24.9	18.1	14.5	89.0
	Remote	385.7	2.9	8.1	13.6	22.6	20.9	19.4	12.5	89.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	422.6	1.6	3.2	8.1	16.3	23.7	22.4	24.6	95.2
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	404.0	2.2	5.0	10.8	18.6	25.4	20.3	17.8	92.8
	Remote	401.2	0.7	7.6	10.6	19.3	22.8	19.4	19.6	91.7
	Very Remote	386.8	0.9	6.1	12.8	21.4	26.3	20.9	11.5	93.0
Aust	Major Cities	432.2	1.8	2.6	6.5	14.0	23.2	23.7	28.2	95.6
	Inner Regional	405.3	1.8	4.7	10.3	18.9	25.1	21.1	18.0	93.5
	Outer Regional	401.7	1.5	5.1	10.7	19.5	25.5	21.3	16.4	93.4
	Remote	394.9	0.9	6.3	12.2	20.1	25.9	19.7	15.0	92.8
	Very Remote	394.0	0.8	6.1	12.3	20.6	24.2	21.1	14.8	93.0

[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, 2016.

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>	463.8	1.1	0.9	3.2	8.7	19.0	24.9	42.2	98.0
	<i>Diploma</i>	425.1	1.2	2.6	6.7	15.3	25.6	24.0	24.6	96.1
	<i>Certificate</i>	402.5	1.6	5.1	10.8	19.0	25.2	21.3	17.0	93.3
	<i>Year 12</i>	411.4	2.3	4.4	9.2	17.4	24.6	22.0	20.0	93.3
	<i>Year 11</i>	369.1	3.1	11.2	17.4	21.8	22.1	15.3	9.1	85.6
	<i>Not stated (4%)</i>	413.6	3.5	5.3	9.6	16.2	22.1	20.8	22.5	91.2
Vic	<i>Bachelor</i>	452.1	1.7	1.0	3.8	10.5	21.9	25.1	36.1	97.3
	<i>Diploma</i>	418.2	2.1	2.6	7.4	17.0	26.0	24.0	20.9	95.3
	<i>Certificate</i>	404.0	2.9	4.1	10.0	19.5	25.7	21.6	16.2	93.0
	<i>Year 12</i>	410.5	3.4	3.4	9.0	18.0	25.3	23.2	17.7	93.2
	<i>Year 11</i>	383.2	6.7	6.9	14.1	21.8	22.9	16.6	11.0	86.4
	<i>Not stated (2%)</i>	436.6	5.1	2.3	6.0	13.5	21.5	22.6	29.0	92.6
Qld	<i>Bachelor</i>	441.9	0.8	1.4	4.8	12.2	23.8	25.3	31.7	97.8
	<i>Diploma</i>	409.8	0.9	3.5	8.9	18.6	27.0	22.9	18.2	95.6
	<i>Certificate</i>	397.2	1.2	5.2	11.1	20.9	26.2	21.0	14.4	93.6
	<i>Year 12</i>	394.0	1.3	6.1	12.4	20.3	25.5	20.4	14.1	92.6
	<i>Year 11</i>	365.3	2.4	12.3	17.8	21.9	22.3	15.1	8.1	85.3
	<i>Not stated (7%)</i>	389.9	2.8	8.7	13.0	19.0	22.8	18.5	15.1	88.5
WA	<i>Bachelor</i>	446.6	1.1	1.4	4.2	11.6	22.7	25.6	33.5	97.5
	<i>Diploma</i>	413.1	1.1	3.3	8.6	17.7	25.8	24.1	19.4	95.6
	<i>Certificate</i>	395.7	1.0	6.0	11.3	20.4	26.4	20.7	14.2	92.9
	<i>Year 12</i>	399.2	1.8	6.2	11.3	18.5	24.8	21.2	16.3	92.0
	<i>Year 11</i>	358.4	2.2	16.3	17.0	20.7	21.7	14.1	8.0	81.5
	<i>Not stated (10%)</i>	387.5	2.1	11.6	12.7	17.6	21.7	17.5	16.8	86.3
SA	<i>Bachelor</i>	442.9	1.5	1.3	4.0	12.2	23.9	26.1	31.0	97.2
	<i>Diploma</i>	411.5	2.0	3.3	7.9	18.9	26.6	22.9	18.4	94.7
	<i>Certificate</i>	394.3	2.8	5.6	11.1	21.1	26.0	20.3	13.2	91.7
	<i>Year 12</i>	402.8	3.2	5.2	9.8	18.9	25.6	21.0	16.3	91.6
	<i>Year 11</i>	364.8	4.9	12.7	16.6	21.9	21.3	14.4	8.3	82.3
	<i>Not stated (8%)</i>	387.9	5.3	9.9	11.9	17.5	22.9	18.0	14.6	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 Spelling

Table 3.S8 (cont.): Achievement of Year 3 Students in Spelling, by Parental Education, by State and Territory, 2016.

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	
Tas	<i>Bachelor</i>	440.9	0.9	2.6	5.7	11.2	22.4	24.9	32.3	96.5
	<i>Diploma</i>	405.3	1.5	5.0	9.0	19.2	28.1	19.2	18.0	93.5
	<i>Certificate</i>	389.1	1.3	7.4	13.8	21.0	23.5	18.3	14.6	91.3
	<i>Year 12</i>	382.3	1.9	9.9	14.1	21.2	22.3	16.8	13.8	88.2
	<i>Year 11</i>	358.1	2.7	15.6	19.1	19.9	21.3	13.9	7.5	81.7
	<i>Not stated (12%)</i>	404.7	2.8	7.2	11.6	15.6	22.1	20.0	20.7	89.9
ACT	<i>Bachelor</i>	438.1	1.5	1.8	5.8	13.8	22.9	23.5	30.6	96.7
	<i>Diploma</i>	405.6	1.8	3.5	10.2	18.5	27.6	22.0	16.4	94.7
	<i>Certificate</i>	391.8	1.4	6.1	12.1	22.3	25.3	20.4	12.5	92.5
	<i>Year 12</i>	385.2	1.3	7.2	14.5	22.3	22.8	19.9	12.1	91.6
	<i>Year 11</i>	353.4	4.6	13.9	20.2	24.1	19.4	10.5	7.2	81.5
	<i>Not stated (5%)</i>	420.5	2.8	4.5	7.9	15.6	21.6	22.7	24.9	92.7
NT	<i>Bachelor</i>	414.9	1.7	5.6	7.9	15.4	24.6	23.0	22.0	92.7
	<i>Diploma</i>	385.0	1.8	9.2	12.4	20.7	24.5	18.1	13.2	88.9
	<i>Certificate</i>	362.5	1.7	14.6	15.1	22.0	22.4	14.4	9.7	83.7
	<i>Year 12</i>	349.7	2.4	20.1	17.2	17.3	18.2	13.9	10.9	77.5
	<i>Year 11</i>	248.4	4.2	56.0	14.4	10.3	8.9	3.8	2.4	39.8
	<i>Not stated (18%)</i>	240.5	3.3	61.4	9.8	6.8	7.4	5.1	6.1	35.2
Aust	<i>Bachelor</i>	452.3	1.3	1.2	4.0	10.5	21.5	25.1	36.5	97.6
	<i>Diploma</i>	417.1	1.4	3.0	7.8	17.1	26.1	23.6	21.1	95.5
	<i>Certificate</i>	399.4	1.8	5.2	10.9	20.0	25.7	21.0	15.5	93.0
	<i>Year 12</i>	403.1	2.3	5.1	10.5	18.7	25.0	21.5	16.9	92.5
	<i>Year 11</i>	366.9	3.8	12.3	16.6	21.4	21.9	15.0	8.9	83.9
	<i>Not stated (6%)</i>	394.8	3.3	9.8	11.1	16.7	21.7	18.8	18.5	86.8

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 Spelling

Table 3.S9: Achievement of Year 3 Students in Spelling, by Parental Occupation, by State and Territory, 2016.

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	460.8	1.0	1.0	3.5	9.1	19.7	24.9	40.8	98.0
	Group 2	441.5	1.1	1.9	5.3	12.8	22.6	24.3	32.2	97.0
	Group 3	418.0	1.4	3.4	8.4	16.7	24.8	23.0	22.4	95.1
	Group 4	403.1	2.2	5.7	11.4	18.5	23.4	20.3	18.5	92.1
	Not in paid work	377.8	3.6	10.4	15.6	20.2	22.1	16.1	12.0	86.1
	Not stated (6%)	411.1	2.9	5.6	10.1	16.5	22.6	20.5	21.8	91.5
Vic	Group 1	452.3	1.1	0.9	3.7	10.7	22.0	25.4	36.1	98.0
	Group 2	436.0	1.6	1.6	5.4	13.6	24.4	24.7	28.7	96.7
	Group 3	418.3	2.1	2.7	8.0	17.1	25.1	23.7	21.3	95.2
	Group 4	406.3	3.7	4.1	10.0	18.9	24.7	21.1	17.5	92.2
	Not in paid work	390.0	7.3	6.7	12.7	20.0	22.8	17.4	13.2	86.0
	Not stated (2%)	438.3	6.0	2.3	5.7	12.5	21.3	22.6	29.5	91.7
Qld	Group 1	440.8	0.7	1.4	4.9	12.5	24.1	25.4	31.0	97.9
	Group 2	420.9	0.7	2.7	7.3	16.6	25.8	23.9	22.9	96.5
	Group 3	403.5	1.0	4.4	10.0	19.8	26.8	21.5	16.5	94.6
	Group 4	391.5	1.5	6.7	12.8	20.5	24.9	19.9	13.6	91.7
	Not in paid work	368.9	2.9	12.0	17.2	20.6	22.3	15.4	9.5	85.1
	Not stated (17%)	391.6	2.1	7.6	13.1	19.8	23.3	19.2	14.9	90.3
WA	Group 1	442.9	0.9	1.7	4.7	12.1	23.2	25.7	31.7	97.5
	Group 2	421.9	0.8	2.9	7.4	16.3	25.6	23.7	23.3	96.3
	Group 3	405.8	1.1	4.7	9.9	19.0	25.5	22.1	17.8	94.2
	Group 4	393.4	1.8	7.2	12.1	19.4	24.9	20.2	14.5	91.0
	Not in paid work	364.3	2.3	16.5	16.0	19.1	20.4	14.3	11.3	81.2
	Not stated (17%)	392.0	2.2	10.2	12.1	17.6	22.1	18.4	17.4	87.6
SA	Group 1	440.0	1.3	1.5	4.3	12.9	24.2	26.0	29.7	97.1
	Group 2	421.0	1.1	2.5	6.6	17.3	26.2	24.0	22.3	96.4
	Group 3	406.0	1.9	4.1	9.1	19.5	26.1	22.3	16.8	93.9
	Group 4	393.5	2.8	6.2	11.9	20.3	25.3	19.6	13.8	90.9
	Not in paid work	379.5	6.5	10.3	13.4	19.8	21.9	16.5	11.7	83.2
	Not stated (17%)	382.2	5.8	10.3	13.5	18.5	22.2	16.5	13.1	83.8

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 Spelling

Table 3.S9 (cont.): Achievement of Year 3 Students in Spelling, by Parental Occupation, by State and Territory, 2016.

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	434.9	0.9	2.7	6.3	13.0	23.2	24.3	29.7	96.4
	Group 2	413.6	0.9	4.7	9.7	16.3	24.3	22.0	22.2	94.4
	Group 3	399.3	1.1	6.6	11.7	19.0	24.0	19.9	17.7	92.3
	Group 4	375.4	1.2	10.6	16.5	21.5	22.6	16.2	11.4	88.3
	Not in paid work	354.0	5.1	15.4	19.6	22.2	19.6	10.2	8.0	79.5
	Not stated (16%)	396.8	2.4	8.6	12.3	16.4	23.1	19.4	17.8	89.0
ACT	Group 1	436.8	1.8	1.9	6.0	13.7	23.1	23.9	29.6	96.3
	Group 2	422.3	0.8	2.9	8.0	16.5	25.1	22.1	24.6	96.3
	Group 3	404.5	1.4	4.8	10.7	19.6	24.6	21.6	17.3	93.8
	Group 4	394.0	0.9	6.1	13.9	19.2	25.7	18.3	15.8	93.0
	Not in paid work	362.7	5.1	9.3	17.6	28.3	19.4	14.0	6.3	85.6
	Not stated (12%)	406.9	2.4	6.0	10.1	18.4	22.4	20.4	20.3	91.6
NT	Group 1	407.6	1.4	5.9	9.4	16.8	25.4	21.7	19.5	92.7
	Group 2	399.4	1.7	6.0	12.5	19.0	24.2	18.8	17.9	92.4
	Group 3	373.5	1.7	12.5	14.0	19.9	22.9	18.0	11.1	85.8
	Group 4	318.1	2.3	32.8	13.9	18.0	16.2	8.9	7.9	64.9
	Not in paid work	244.7	4.5	58.5	14.5	9.3	6.8	3.4	3.0	37.0
	Not stated (18%)	227.4	4.0	63.8	9.9	7.7	7.1	3.8	3.7	32.2
Aust	Group 1	449.9	1.0	1.3	4.2	11.0	22.0	25.2	35.4	97.7
	Group 2	431.8	1.1	2.2	6.2	14.5	24.3	24.1	27.6	96.7
	Group 3	411.8	1.5	3.8	9.0	18.0	25.4	22.6	19.7	94.7
	Group 4	398.5	2.5	6.0	11.6	19.3	24.2	20.2	16.2	91.5
	Not in paid work	376.6	4.8	10.8	14.9	20.0	21.9	15.9	11.7	84.4
	Not stated (10%)	393.7	3.0	9.0	11.8	17.8	22.3	18.9	17.2	88.0

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

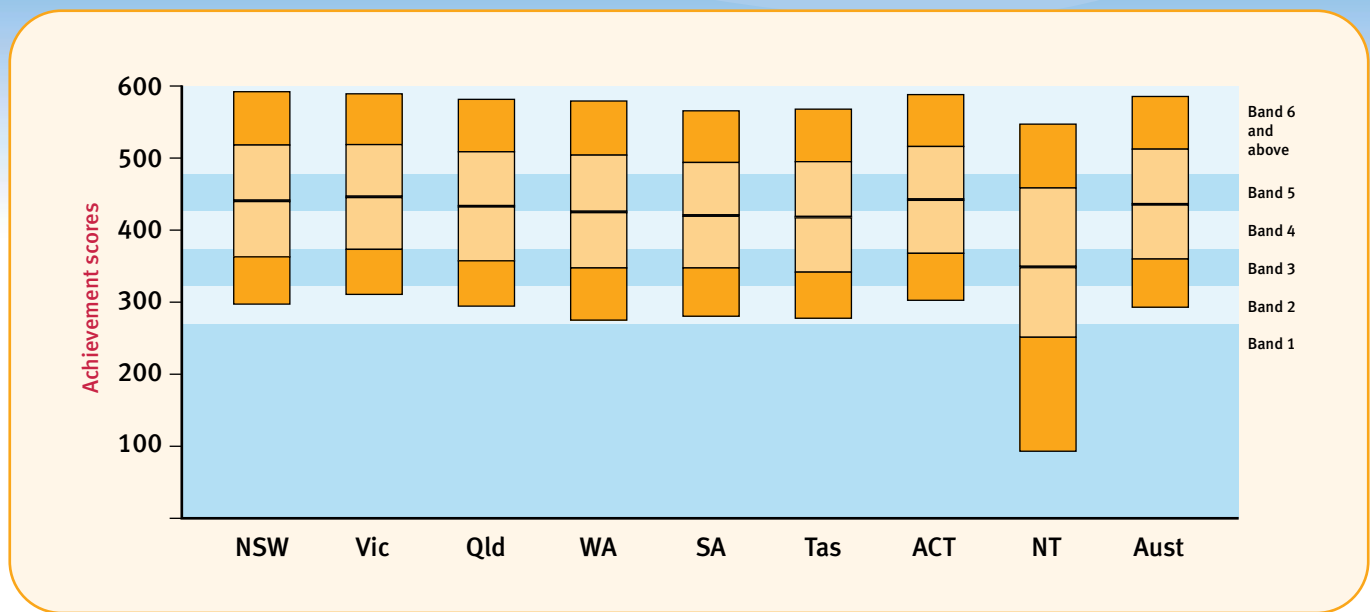
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

NAPLAN Year 3 Grammar and Punctuation

Figure 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	440.6 (90.1)	446.1 (84.9)	433.1 (88.0)	425.2 (93.0)	420.2 (87.1)	418.0 (88.7)	442.3 (86.6)	348.8 (133.5)	435.8 (89.9)

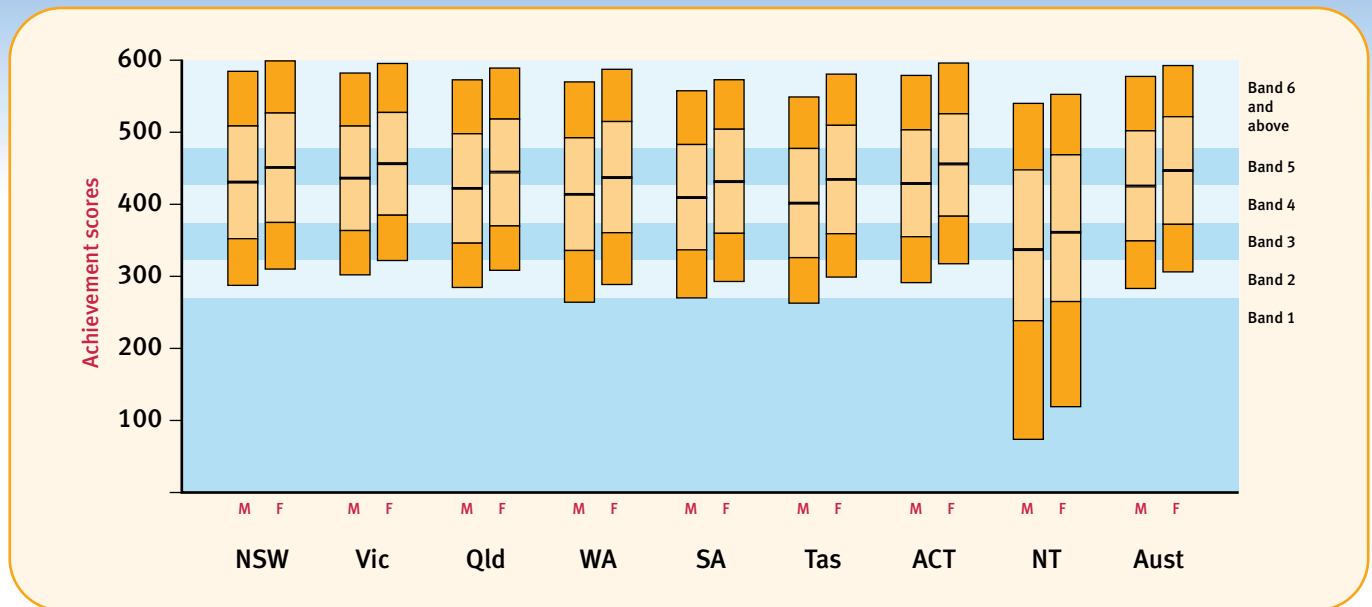
Table 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2016.

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	2.3	6.8	14.4	20.6	21.1	33.2	96.1
Vic	8yrs 9mths 3yrs 4mths	94.5	2.7	2.8	2.7	1.4	5.1	13.2	21.1	22.6	34.0	95.9
Qld	8yrs 5mths 3yrs 4mths	93.4	2.1	4.5	1.2	2.4	7.4	15.9	21.8	21.2	30.0	96.4
WA	8yrs 5mths 3yrs 4mths	95.7	2.8	1.6	1.3	4.4	8.5	15.8	21.4	20.5	28.1	94.3
SA	8yrs 7mths 3yrs 4mths	93.4	2.8	3.8	2.7	3.8	8.5	16.9	22.8	20.8	24.6	93.5
Tas	8yrs 11mths 3yrs 4mths	94.8	2.5	2.8	1.6	4.0	9.6	18.1	22.3	19.4	24.9	94.3
ACT	8yrs 7mths 3yrs 4mths	92.9	2.4	4.7	1.7	2.0	5.9	13.8	20.8	22.7	33.2	96.3
NT	8yrs 6mths 3yrs 4mths	91.2	7.4	1.4	2.4	23.2	13.4	16.4	16.6	12.8	15.1	74.3
Aust	8yrs 7mths 3yrs 4mths	95.1	2.3	2.7	1.8	2.7	6.9	14.8	21.2	21.3	31.2	95.5

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	430.7 (90.8)	436.2 (85.2)	422.1 (88.5)	413.8 (93.3)	409.3 (87.5)	401.5 (88.4)	428.8 (86.9)	337.0 (136.3)	425.2 (90.6)
Female Mean scale score / (S.D.)	451.1 (88.2)	456.3 (83.3)	444.6 (85.9)	437.0 (91.2)	431.4 (85.3)	434.5 (85.8)	455.9 (84.1)	361.1 (129.4)	446.8 (88.0)

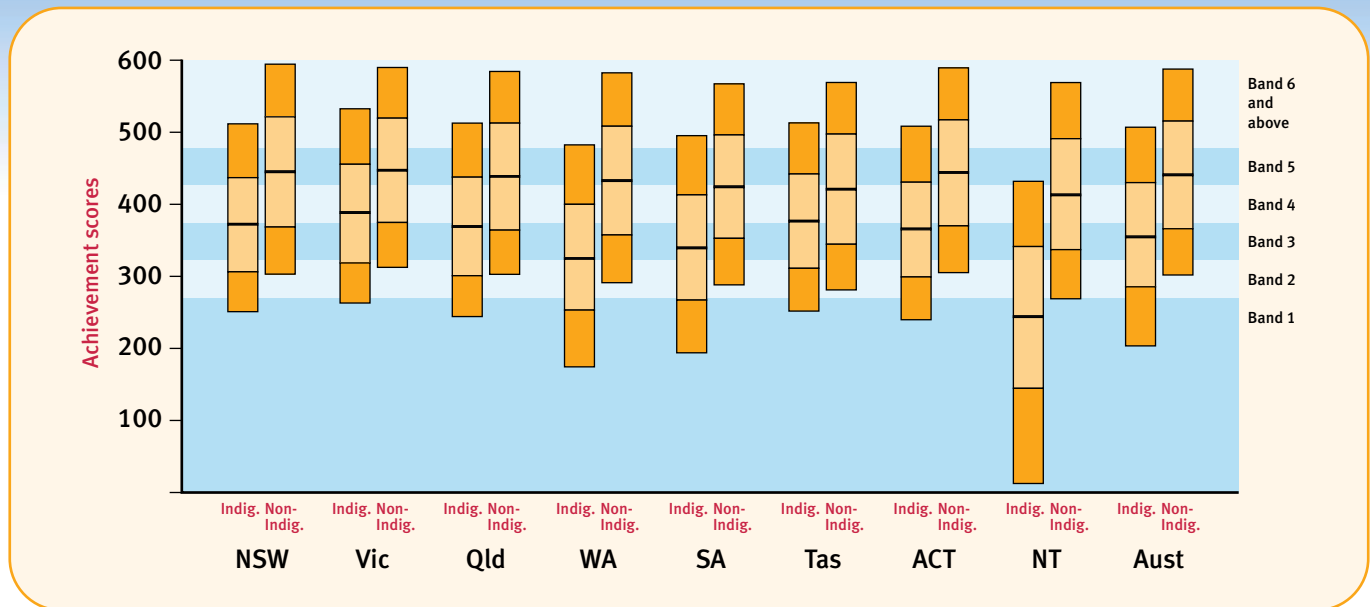
Table 3.G2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2016.

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	3.0	8.2	15.9	21.2	20.2	29.4	94.9
	Female	1.0	1.5	5.2	12.8	20.0	22.1	37.3	97.5
Vic	Male	3.6	1.9	6.2	15.0	22.1	21.8	29.5	94.6
	Female	1.7	0.9	4.0	11.2	20.0	23.4	38.8	97.4
Qld	Male	1.6	3.2	9.2	17.7	22.3	20.2	25.8	95.1
	Female	0.9	1.5	5.6	14.1	21.1	22.4	34.4	97.6
WA	Male	1.8	5.6	10.0	17.3	21.8	19.4	24.0	92.6
	Female	0.9	3.1	6.9	14.1	21.0	21.7	32.3	96.0
SA	Male	3.5	4.8	10.0	18.6	23.1	19.2	20.8	91.7
	Female	1.9	2.7	6.9	15.1	22.4	22.4	28.6	95.5
Tas	Male	2.2	6.0	12.2	20.2	22.3	17.7	19.4	91.9
	Female	1.1	2.0	7.1	16.1	22.2	21.1	30.4	96.9
ACT	Male	2.1	2.8	7.5	16.1	22.7	21.5	27.3	95.1
	Female	1.2	1.2	4.3	11.4	18.9	23.8	39.2	97.6
NT	Male	3.4	25.6	13.8	16.2	16.3	11.7	12.8	70.9
	Female	1.4	20.7	12.9	16.6	16.8	14.0	17.6	78.0
Aust	Male	2.4	3.5	8.4	16.5	21.8	20.3	27.1	94.1
	Female	1.2	1.8	5.4	13.1	20.5	22.3	35.6	97.0

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	372.3 (80.6)	388.5 (82.7)	369.1 (83.6)	324.8 (92.8)	339.4 (92.4)	376.6 (79.8)	365.7 (80.4)	244.0 (123.2)	354.7 (95.1)
Non-Indigenous Mean scale score / (S.D.)	445.1 (88.9)	447.2 (84.5)	438.7 (86.1)	432.8 (88.5)	424.2 (84.9)	420.9 (88.2)	444.1 (85.8)	413.0 (92.8)	440.8 (87.2)

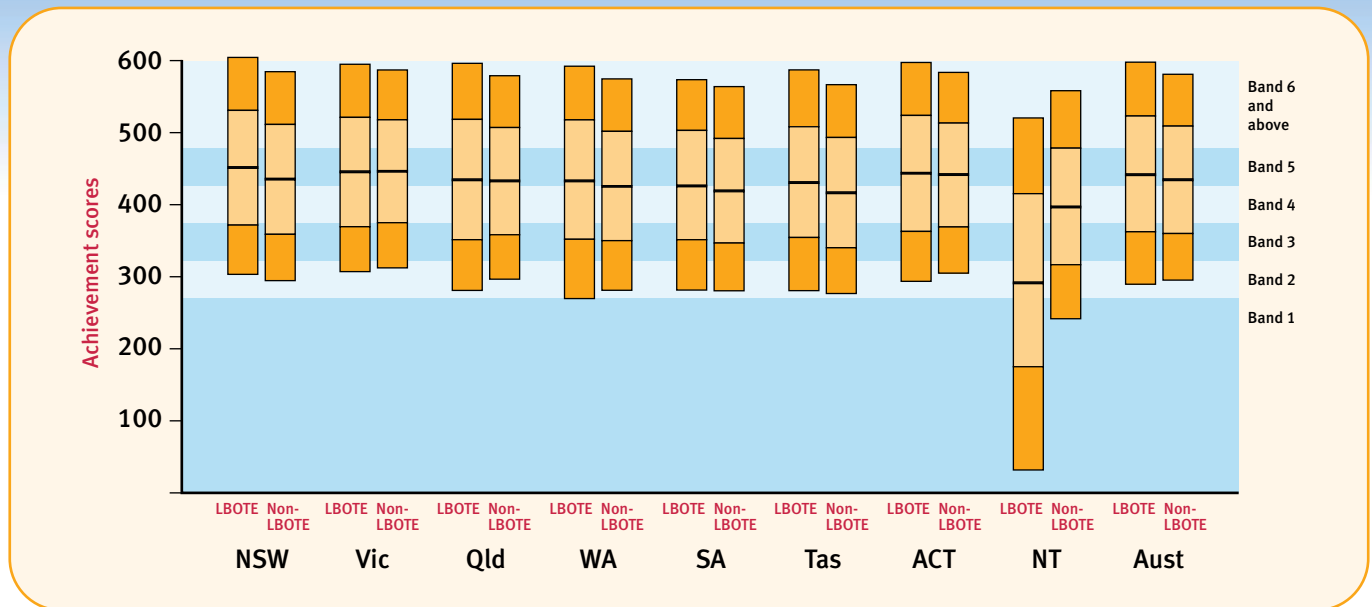
Table 3.G3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2016.

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	8.3	17.7	25.6	22.3	13.5	9.7	88.9	
	Non-Indigenous	1.5	1.9	6.0	13.7	20.5	21.6	34.8	96.7	
Vic	Indigenous	6.4	5.9	13.8	22.4	22.3	15.8	13.4	87.7	
	Non-Indigenous	2.5	1.3	4.9	13.0	21.0	22.7	34.5	96.2	
Qld	Indigenous	2.1	9.6	18.6	25.3	21.3	13.1	10.0	88.3	
	Non-Indigenous	1.2	1.8	6.4	15.1	21.8	22.0	31.7	97.1	
WA	Indigenous	1.5	25.8	23.2	21.7	14.4	8.0	5.3	72.6	
	Non-Indigenous	1.3	2.8	7.4	15.3	21.9	21.5	29.8	95.9	
SA	Indigenous	5.1	19.7	21.2	22.1	16.1	9.2	6.7	75.2	
	Non-Indigenous	2.5	3.0	7.9	16.6	23.1	21.4	25.6	94.6	
Tas	Indigenous	0.5	8.1	16.1	26.2	23.7	14.6	10.7	91.4	
	Non-Indigenous	1.8	3.7	9.2	17.6	22.3	19.7	25.8	94.6	
ACT	Indigenous	4.2	10.4	18.5	24.9	21.7	10.7	9.6	85.4	
	Non-Indigenous	1.6	1.7	5.6	13.5	20.8	23.0	33.7	96.6	
NT	Indigenous	3.3	52.5	18.7	13.2	6.9	3.8	1.7	44.2	
	Non-Indigenous	1.9	5.0	10.1	18.4	22.5	18.4	23.5	93.1	
Aust	Indigenous	2.8	14.9	18.6	23.6	19.5	11.9	8.7	82.4	
	Non-Indigenous	1.7	1.9	6.2	14.3	21.3	21.9	32.6	96.3	

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	451.5 (92.0)	445.5 (87.9)	434.4 (97.3)	432.9 (99.2)	425.9 (89.8)	430.6 (90.6)	443.6 (91.9)	291.4 (144.7)	441.5 (96.1)
Non-LBOTE Mean scale score / (S.D.)	435.4 (88.7)	446.3 (83.6)	432.9 (86.3)	425.4 (89.8)	419.0 (86.5)	416.4 (88.5)	441.7 (84.8)	396.7 (97.6)	434.5 (87.3)

Table 3.G4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2016.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	LBOTE	2.1	1.8	5.8	12.7	19.1	20.7	37.8	96.0
	Non-LBOTE	1.4	2.4	7.2	15.2	21.4	21.3	31.0	96.2
Vic	LBOTE	3.4	1.6	5.5	13.9	20.5	21.1	34.1	95.0
	Non-LBOTE	2.4	1.3	5.0	12.9	21.3	23.2	34.0	96.3
Qld	LBOTE	1.7	3.7	8.3	15.3	19.1	19.6	32.3	94.6
	Non-LBOTE	1.2	2.2	7.3	16.0	22.2	21.5	29.6	96.6
WA	LBOTE	2.2	4.9	7.4	13.9	19.2	20.1	32.3	92.9
	Non-LBOTE	1.1	3.8	8.3	16.1	22.2	21.0	27.6	95.1
SA	LBOTE	3.9	3.5	7.8	15.7	21.8	19.8	27.5	92.5
	Non-LBOTE	2.4	3.8	8.7	17.1	23.0	20.9	24.1	93.8
Tas	LBOTE	8.0	3.3	7.4	14.9	18.7	19.5	28.2	88.7
	Non-LBOTE	1.4	4.1	9.9	18.5	22.5	19.3	24.3	94.5
ACT	LBOTE	3.6	2.4	6.8	13.5	18.3	21.7	33.8	94.0
	Non-LBOTE	1.1	1.9	5.7	13.9	21.6	23.0	32.9	97.1
NT	LBOTE	2.7	41.3	14.5	13.4	10.8	7.7	9.6	56.0
	Non-LBOTE	2.2	8.5	12.6	18.9	21.1	17.0	19.6	89.4
Aust	LBOTE	2.6	3.1	6.4	13.6	19.5	20.3	34.4	94.3
	Non-LBOTE	1.6	2.4	7.0	15.2	21.8	21.7	30.3	96.0

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	449.7	1.6	1.7	5.6	12.9	19.9	21.5	36.8	96.6
	Inner Regional	418.5	1.5	3.4	9.3	18.3	22.8	20.4	24.2	95.1
	Outer Regional	404.7	1.3	4.7	11.9	20.2	23.1	19.5	19.3	94.0
	Remote	383.4	3.2	8.8	15.9	20.4	21.8	16.1	13.8	88.0
	Very Remote	381.4	4.5	6.5	20.8	24.9	13.5	13.8	16.0	89.0
Vic	Major Cities	450.9	2.7	1.3	4.6	12.4	20.4	22.6	36.2	96.1
	Inner Regional	431.0	2.6	1.9	6.7	15.7	23.4	22.3	27.4	95.5
	Outer Regional	430.7	2.9	1.7	6.7	16.2	22.6	22.8	27.0	95.3
	Remote	417.8	0.0	0.4	12.4	15.6	20.8	29.2	21.6	99.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	441.0	1.2	1.9	6.3	14.6	21.4	21.9	32.9	96.9
	Inner Regional	425.4	1.4	2.4	8.4	17.6	22.7	21.0	26.6	96.2
	Outer Regional	421.8	1.2	2.9	9.0	18.3	22.5	20.4	25.6	95.8
	Remote	404.4	1.4	5.3	13.1	21.0	21.0	16.9	21.4	93.4
	Very Remote	355.3	1.2	16.0	20.5	22.2	17.2	11.4	11.5	82.8
WA	Major Cities	436.3	1.5	2.8	7.1	14.6	21.2	21.3	31.5	95.7
	Inner Regional	408.0	1.0	4.3	10.6	19.4	24.4	19.7	20.5	94.6
	Outer Regional	396.7	0.9	7.2	12.7	20.6	21.8	18.6	18.3	91.9
	Remote	380.7	0.8	12.5	14.0	18.5	21.8	17.1	15.2	86.7
	Very Remote	323.2	0.1	30.2	20.7	17.5	13.6	10.6	7.2	69.6
SA	Major Cities	427.2	2.7	3.1	7.6	15.8	22.4	21.4	27.0	94.2
	Inner Regional	415.7	2.7	2.8	8.2	18.9	25.3	20.8	21.3	94.5
	Outer Regional	392.8	2.8	6.8	12.9	20.6	23.1	17.7	16.0	90.4
	Remote	401.0	2.2	4.6	10.2	22.3	23.4	20.7	16.6	93.2
	Very Remote	348.4	1.2	28.7	16.7	10.7	12.1	11.4	19.2	70.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	425.2	1.7	3.4	8.4	17.4	21.7	19.8	27.5	94.8
	Outer Regional	402.5	1.4	5.2	12.4	19.9	23.3	18.7	19.1	93.4
	Remote	403.1	2.4	5.7	10.7	18.6	25.7	17.1	19.8	91.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	442.4	1.7	2.0	5.9	13.7	20.8	22.7	33.2	96.3
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	399.5	2.6	7.8	11.9	19.3	21.0	17.0	20.3	89.5
	Remote	354.6	2.6	22.1	14.5	15.7	17.5	12.5	15.1	75.3
	Very Remote	227.0	1.8	60.0	16.1	10.2	5.5	3.4	3.0	38.2
Aust	Major Cities	445.1	1.9	1.9	5.8	13.5	20.6	21.9	34.5	96.3
	Inner Regional	423.1	1.8	2.8	8.4	17.5	23.0	21.0	25.5	95.4
	Outer Regional	411.4	1.7	4.4	10.5	19.0	22.6	19.7	22.1	93.9
	Remote	385.9	1.6	10.7	13.5	19.3	21.2	16.8	16.9	87.7
	Very Remote	309.7	1.3	33.1	19.0	16.8	12.3	9.0	8.6	65.6

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	384.2	3.1	6.1	15.1	24.6	23.6	14.9	12.6	90.8
	Inner Regional	368.3	2.1	8.9	18.6	26.4	22.1	12.9	8.9	88.9
	Outer Regional	357.1	3.0	11.4	20.3	26.9	20.6	12.2	5.6	85.6
	Remote	339.0	6.6	16.5	24.7	21.5	18.4	9.1	3.2	76.9
	Very Remote	336.1	3.8	11.5	31.5	29.5	14.4	7.4	1.8	84.6
Vic	Major Cities	395.8	5.4	5.7	12.8	20.7	22.4	16.7	16.3	88.9
	Inner Regional	383.7	6.4	5.7	14.5	23.4	23.5	16.0	10.5	87.9
	Outer Regional	377.8	9.5	7.0	15.0	25.0	19.2	12.4	11.9	83.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	384.4	2.2	6.8	16.0	23.3	23.3	14.9	13.4	91.0
	Inner Regional	384.2	2.1	6.0	15.1	25.8	22.9	15.9	12.1	91.9
	Outer Regional	366.4	2.0	9.2	19.4	26.5	21.8	13.0	8.2	88.9
	Remote	338.0	3.6	15.5	26.9	27.5	15.2	7.1	4.1	80.9
	Very Remote	313.6	1.3	24.6	27.5	24.9	13.5	5.3	2.9	74.1
WA	Major Cities	355.6	2.4	13.3	20.9	25.7	18.9	10.6	8.3	84.3
	Inner Regional	345.6	1.6	18.0	23.0	20.5	18.5	12.6	5.8	80.4
	Outer Regional	330.9	0.8	22.0	24.0	26.0	14.9	7.5	4.8	77.2
	Remote	303.8	2.0	35.6	23.1	17.7	11.9	6.6	3.1	62.4
	Very Remote	268.2	0.0	49.2	27.3	14.1	5.6	2.5	1.2	50.8
SA	Major Cities	354.2	6.4	14.4	20.4	22.8	17.3	11.1	7.6	79.2
	Inner Regional	369.3	2.5	12.8	13.8	25.9	23.0	10.1	11.9	84.7
	Outer Regional	329.8	4.9	22.2	22.8	22.4	14.6	7.3	5.7	72.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	251.8	1.3	51.6	28.2	11.1	5.0	1.8	1.1	47.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	376.3	0.3	7.2	16.2	27.6	24.5	14.7	9.4	92.5
	Outer Regional	376.5	0.8	9.6	15.7	24.3	22.7	14.8	12.1	89.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	366.3	4.5	10.7	18.2	24.3	21.3	10.7	10.1	84.8
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	329.4	4.8	23.9	20.4	20.7	14.3	10.5	5.5	71.4
	Remote	264.7	5.3	44.8	21.8	15.6	7.7	3.6	1.2	49.9
	Very Remote	200.1	2.0	67.9	16.8	9.1	3.3	0.8	0.1	30.1
Aust	Major Cities	378.5	3.3	8.1	16.5	23.9	22.2	14.0	12.1	88.7
	Inner Regional	374.1	2.4	8.1	17.1	25.7	22.5	14.2	9.9	89.5
	Outer Regional	356.7	2.9	12.9	19.9	25.6	19.7	11.8	7.4	84.3
	Remote	308.4	3.8	29.9	23.8	20.3	12.6	6.6	3.0	66.3
	Very Remote	257.0	1.3	48.0	23.4	15.7	7.4	2.8	1.3	50.7

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	452.1	1.5	1.6	5.2	12.4	19.8	21.7	37.8	96.9
	Inner Regional	424.8	1.4	2.6	8.1	17.3	22.9	21.4	26.2	95.9
	Outer Regional	414.4	1.0	3.3	10.0	18.9	23.7	21.0	22.1	95.7
	Remote	408.5	1.3	4.6	10.4	19.2	23.8	20.2	20.4	94.1
	Very Remote	425.6	4.8	2.4	9.0	21.0	16.2	17.6	29.0	92.9
Vic	Major Cities	451.7	2.5	1.2	4.5	12.2	20.3	22.7	36.5	96.3
	Inner Regional	432.7	2.5	1.7	6.4	15.4	23.4	22.6	28.1	95.8
	Outer Regional	434.3	2.3	1.4	6.1	15.6	22.8	23.7	28.2	96.3
	Remote	417.6	0.0	0.4	12.7	15.9	20.4	28.6	22.0	99.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	443.3	1.2	1.7	5.9	14.2	21.3	22.2	33.6	97.2
	Inner Regional	429.6	1.3	2.1	7.7	16.7	22.6	21.6	28.1	96.6
	Outer Regional	432.2	1.1	1.7	7.0	16.8	22.7	21.8	28.8	97.2
	Remote	428.4	0.5	1.5	8.0	18.7	23.0	20.3	27.9	97.9
	Very Remote	420.3	1.1	2.6	9.5	18.0	22.7	21.1	25.1	96.3
WA	Major Cities	439.5	1.5	2.4	6.5	14.1	21.2	21.8	32.5	96.1
	Inner Regional	412.1	1.0	3.5	9.8	19.2	24.8	20.3	21.4	95.5
	Outer Regional	407.2	0.9	4.7	10.9	19.8	23.1	20.4	20.3	94.4
	Remote	408.1	0.4	4.5	10.6	18.3	25.2	21.0	19.9	95.0
	Very Remote	399.7	0.0	4.0	11.7	22.1	24.6	22.0	15.6	96.0
SA	Major Cities	429.7	2.4	2.7	7.2	15.5	22.6	21.8	27.8	94.9
	Inner Regional	417.8	2.7	2.4	7.9	18.6	25.4	21.3	21.8	94.9
	Outer Regional	400.3	2.6	4.9	11.7	20.3	24.2	18.9	17.4	92.5
	Remote	404.2	2.2	3.7	9.7	22.5	23.7	21.0	17.2	94.2
	Very Remote	441.4	1.2	7.2	4.0	10.5	18.8	20.9	37.4	91.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	427.4	1.9	3.2	8.0	17.0	21.7	20.0	28.3	94.9
	Outer Regional	406.6	1.5	4.6	11.9	19.0	23.4	19.2	20.3	93.9
	Remote	408.9	2.9	4.6	8.7	17.1	29.6	17.1	20.0	92.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	444.1	1.6	1.7	5.6	13.5	20.8	23.0	33.7	96.6
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	412.9	2.2	4.7	10.3	19.0	22.3	18.2	23.3	93.1
	Remote	414.7	0.7	6.3	9.3	15.8	24.4	18.6	24.9	93.0
	Very Remote	408.6	0.9	5.8	11.2	18.6	19.6	21.1	22.9	93.3
Aust	Major Cities	447.1	1.8	1.7	5.4	13.1	20.6	22.1	35.2	96.5
	Inner Regional	427.2	1.8	2.3	7.6	16.8	23.1	21.6	26.8	95.9
	Outer Regional	420.5	1.5	3.0	8.9	18.0	23.1	21.0	24.6	95.5
	Remote	413.3	0.9	3.8	9.7	18.8	24.2	20.5	22.1	95.3
	Very Remote	412.8	0.8	4.1	10.1	18.9	22.3	21.1	22.6	95.1

[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, 2016.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Bachelor	481.9	1.1	0.5	2.2	7.1	15.8	22.2	51.1	98.4
	Diploma	433.8	1.2	1.6	5.7	15.4	24.1	23.5	28.5	97.2
	Certificate	409.0	1.6	3.2	9.9	20.4	24.9	20.8	19.1	95.2
	Year 12	411.3	2.3	3.6	9.8	19.2	24.4	20.1	20.5	94.1
	Year 11	372.2	3.1	7.7	17.8	25.6	22.9	14.0	8.9	89.1
	Not stated (4%)	424.4	3.5	3.6	9.1	16.7	20.5	20.0	26.7	93.0
Vic	Bachelor	477.3	1.7	0.4	2.1	7.3	16.7	23.6	48.1	97.9
	Diploma	435.4	2.1	1.4	5.1	15.0	23.9	24.0	28.5	96.5
	Certificate	419.1	2.9	2.1	7.5	18.1	25.4	22.2	21.8	95.0
	Year 12	420.9	3.4	2.0	7.2	17.6	25.4	22.0	22.3	94.6
	Year 11	390.0	6.7	4.2	12.9	24.0	23.4	16.4	12.4	89.0
	Not stated (2%)	456.1	5.1	1.4	4.3	11.4	19.8	20.3	37.7	93.5
Qld	Bachelor	474.1	0.8	0.5	2.5	8.5	17.6	22.9	47.2	98.7
	Diploma	431.2	0.9	1.6	6.2	16.4	24.0	23.3	27.6	97.5
	Certificate	416.4	1.2	2.5	9.0	19.3	24.6	21.5	22.0	96.3
	Year 12	409.8	1.3	3.2	10.5	21.0	23.8	20.1	20.2	95.5
	Year 11	379.3	2.4	7.3	16.5	24.4	22.8	15.1	11.6	90.4
	Not stated (7%)	405.6	2.8	5.5	11.5	19.9	21.7	17.5	21.2	91.7
WA	Bachelor	466.5	1.1	1.0	3.3	9.4	18.2	23.2	43.8	97.9
	Diploma	424.9	1.1	2.6	7.2	16.7	24.5	22.8	25.1	96.4
	Certificate	405.8	1.0	4.6	10.6	19.8	24.6	20.3	19.0	94.4
	Year 12	407.0	1.8	5.2	10.1	19.1	23.9	19.7	20.2	93.1
	Year 11	361.9	2.2	13.1	18.6	23.1	20.5	13.1	9.4	84.7
	Not stated (10%)	397.1	2.1	9.5	12.7	18.4	20.3	16.3	20.8	88.4
SA	Bachelor	460.9	1.5	0.8	3.1	9.6	19.9	24.9	40.2	97.8
	Diploma	417.6	2.0	2.3	7.8	18.1	26.1	22.2	21.4	95.7
	Certificate	403.3	2.8	3.8	10.2	21.1	25.2	19.8	17.1	93.4
	Year 12	401.3	3.2	4.8	11.2	20.4	24.3	19.1	16.9	92.0
	Year 11	364.5	4.9	10.9	18.1	23.9	21.4	12.6	8.2	84.2
	Not stated (8%)	394.7	5.3	8.1	11.7	18.9	21.4	16.4	18.1	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 3 Grammar and Punctuation

Table 3.G8 (cont.): Achievement of Year 3 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2016.

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>	468.3	0.9	1.2	3.2	8.4	17.8	23.2	45.3	97.9
	<i>Diploma</i>	423.3	1.5	2.6	7.6	17.3	23.9	22.4	24.7	95.9
	<i>Certificate</i>	404.8	1.3	3.8	10.5	21.8	24.8	19.5	18.2	94.9
	<i>Year 12</i>	388.5	1.9	6.9	12.6	24.5	24.9	15.1	14.1	91.2
	<i>Year 11</i>	369.2	2.7	9.5	17.9	25.5	22.1	13.1	9.2	87.8
	<i>Not stated (12%)</i>	420.7	2.8	3.3	10.5	16.4	21.7	19.0	26.2	93.9
ACT	<i>Bachelor</i>	462.1	1.5	0.9	3.6	10.3	18.5	23.8	41.3	97.6
	<i>Diploma</i>	424.2	1.8	1.8	6.2	17.2	25.8	24.3	22.9	96.4
	<i>Certificate</i>	407.7	1.4	3.6	9.5	20.0	26.8	20.0	18.7	95.0
	<i>Year 12</i>	407.9	1.3	3.7	11.1	20.0	22.8	20.3	20.9	95.1
	<i>Year 11</i>	361.8	4.6	10.1	20.1	25.3	19.3	14.6	6.1	85.4
	<i>Not stated (5%)</i>	445.8	2.8	3.0	6.5	13.0	17.3	20.7	36.7	94.2
NT	<i>Bachelor</i>	431.5	1.7	4.2	7.1	14.5	21.5	20.0	30.9	94.1
	<i>Diploma</i>	390.8	1.8	8.1	12.4	21.8	22.8	15.9	17.2	90.1
	<i>Certificate</i>	370.0	1.7	13.7	14.2	21.4	21.2	15.5	12.3	84.6
	<i>Year 12</i>	348.3	2.4	17.3	19.8	19.9	16.8	13.8	10.1	80.4
	<i>Year 11</i>	253.3	4.2	48.7	19.4	14.0	8.1	3.5	2.1	47.1
	<i>Not stated (18%)</i>	255.9	3.3	51.6	15.2	10.4	7.0	5.1	7.4	45.1
Aust	<i>Bachelor</i>	475.3	1.3	0.6	2.5	7.9	17.0	23.0	47.7	98.2
	<i>Diploma</i>	431.1	1.4	1.8	6.1	15.9	24.2	23.3	27.3	96.8
	<i>Certificate</i>	411.8	1.8	3.1	9.3	19.7	24.9	21.1	20.1	95.1
	<i>Year 12</i>	410.9	2.3	3.6	9.7	19.5	24.3	20.3	20.3	94.1
	<i>Year 11</i>	373.1	3.8	8.7	16.6	24.3	22.2	14.3	10.1	87.5
	<i>Not stated (6%)</i>	407.9	3.3	7.3	10.5	17.2	20.3	17.6	23.7	89.4

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 Grammar and Punctuation

Table 3.G9: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2016.

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	482.2	1.0	0.5	2.2	7.2	15.7	22.3	51.2	98.6
	Group 2	455.0	1.1	1.0	4.1	11.8	20.6	23.0	38.4	97.9
	Group 3	424.1	1.4	2.2	7.5	17.6	24.1	22.4	24.8	96.4
	Group 4	403.5	2.2	3.9	11.8	21.0	24.1	18.8	18.1	93.9
	Not in paid work	379.9	3.6	7.5	16.3	23.9	22.3	14.7	11.8	89.0
	Not stated (6%)	418.9	2.9	3.7	9.7	17.7	21.7	19.5	24.7	93.3
Vic	Group 1	482.1	1.1	0.3	1.8	6.6	16.2	23.3	50.6	98.6
	Group 2	456.9	1.6	0.7	3.3	10.6	20.7	24.8	38.2	97.6
	Group 3	434.5	2.1	1.4	5.4	15.2	24.1	23.5	28.3	96.6
	Group 4	415.0	3.7	2.4	8.5	19.4	24.6	21.0	20.4	93.9
	Not in paid work	398.3	7.3	4.1	11.4	21.8	22.9	17.1	15.4	88.6
	Not stated (2%)	454.6	6.0	1.4	4.3	11.6	19.4	20.6	36.8	92.7
Qld	Group 1	473.7	0.7	0.5	2.5	8.7	17.6	22.9	47.1	98.8
	Group 2	447.9	0.7	1.0	4.6	13.4	21.7	23.4	35.2	98.3
	Group 3	424.5	1.0	2.0	7.6	17.7	24.4	22.4	24.9	97.0
	Group 4	405.1	1.5	3.6	11.1	21.6	24.1	19.6	18.5	94.8
	Not in paid work	380.0	2.9	7.4	16.9	23.8	21.4	15.3	12.2	89.6
	Not stated (17%)	408.3	2.1	4.5	11.2	19.9	22.7	18.2	21.3	93.4
WA	Group 1	465.3	0.9	1.1	3.5	9.4	18.7	23.2	43.1	98.0
	Group 2	438.3	0.8	2.1	6.0	14.3	22.5	23.1	31.3	97.2
	Group 3	415.6	1.1	3.4	9.1	18.4	24.1	21.5	22.3	95.5
	Group 4	397.1	1.8	5.8	12.4	21.4	23.2	18.1	17.3	92.4
	Not in paid work	368.0	2.3	13.9	17.5	21.2	18.9	13.4	12.7	83.7
	Not stated (17%)	399.9	2.2	8.3	12.0	18.5	21.1	16.9	21.0	89.4
SA	Group 1	460.3	1.3	0.9	3.2	10.1	19.6	25.0	39.9	97.8
	Group 2	432.8	1.1	1.8	5.9	15.1	24.4	23.5	28.2	97.1
	Group 3	414.3	1.9	2.6	8.4	19.6	25.7	21.4	20.4	95.4
	Group 4	396.3	2.8	4.7	11.9	21.7	25.1	18.6	15.1	92.5
	Not in paid work	380.4	6.5	8.5	15.1	21.5	21.5	14.1	12.9	85.0
	Not stated (17%)	384.1	5.8	8.9	14.3	20.4	20.9	14.9	14.7	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 3 Grammar and Punctuation

Table 3.G9 (cont.): Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2016.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Tas	Group 1	464.5	0.9	1.2	3.7	9.0	19.0	22.7	43.5	97.9
	Group 2	431.5	0.9	2.5	6.4	15.9	23.1	23.1	28.2	96.7
	Group 3	411.8	1.1	3.4	9.1	21.2	23.7	19.9	21.7	95.6
	Group 4	389.5	1.2	6.1	14.0	24.2	24.0	16.2	14.4	92.7
	Not in paid work	366.6	5.1	9.1	18.8	26.2	20.6	11.9	8.3	85.8
	Not stated (16%)	410.9	2.4	4.7	11.4	17.7	23.0	18.3	22.5	92.9
ACT	Group 1	463.7	1.8	0.7	3.5	10.2	18.1	23.6	42.0	97.5
	Group 2	444.7	0.8	1.6	4.8	13.6	21.9	23.7	33.5	97.6
	Group 3	420.9	1.4	2.8	7.6	17.5	24.7	21.9	24.0	95.8
	Group 4	402.8	0.9	3.5	12.4	21.5	25.3	17.6	18.7	95.5
	Not in paid work	374.1	5.1	8.8	14.4	23.7	24.0	16.2	7.8	86.1
	Not stated (12%)	422.5	2.4	3.5	9.6	16.2	21.0	21.8	25.5	94.1
NT	Group 1	423.0	1.4	4.8	8.5	16.5	21.6	19.4	27.6	93.8
	Group 2	410.8	1.7	5.6	10.8	18.5	21.7	18.7	23.2	92.8
	Group 3	378.5	1.7	11.5	13.6	21.0	21.9	15.7	14.6	86.8
	Group 4	322.1	2.3	28.5	18.4	17.6	15.6	9.8	7.9	69.2
	Not in paid work	252.4	4.5	50.0	18.7	13.9	6.8	3.5	2.6	45.5
	Not stated (18%)	240.8	4.0	54.0	15.7	10.8	7.1	4.1	4.4	42.0
Aust	Group 1	475.8	1.0	0.6	2.5	8.0	16.9	22.9	48.0	98.4
	Group 2	450.2	1.1	1.2	4.4	12.4	21.4	23.6	36.0	97.7
	Group 3	424.6	1.5	2.2	7.3	17.3	24.2	22.4	25.0	96.3
	Group 4	404.6	2.5	4.0	10.9	20.8	24.2	19.3	18.3	93.6
	Not in paid work	382.5	4.8	7.6	14.9	22.7	21.8	15.2	12.9	87.6
	Not stated (10%)	405.2	3.0	6.5	11.1	18.5	21.4	17.7	21.7	90.5

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

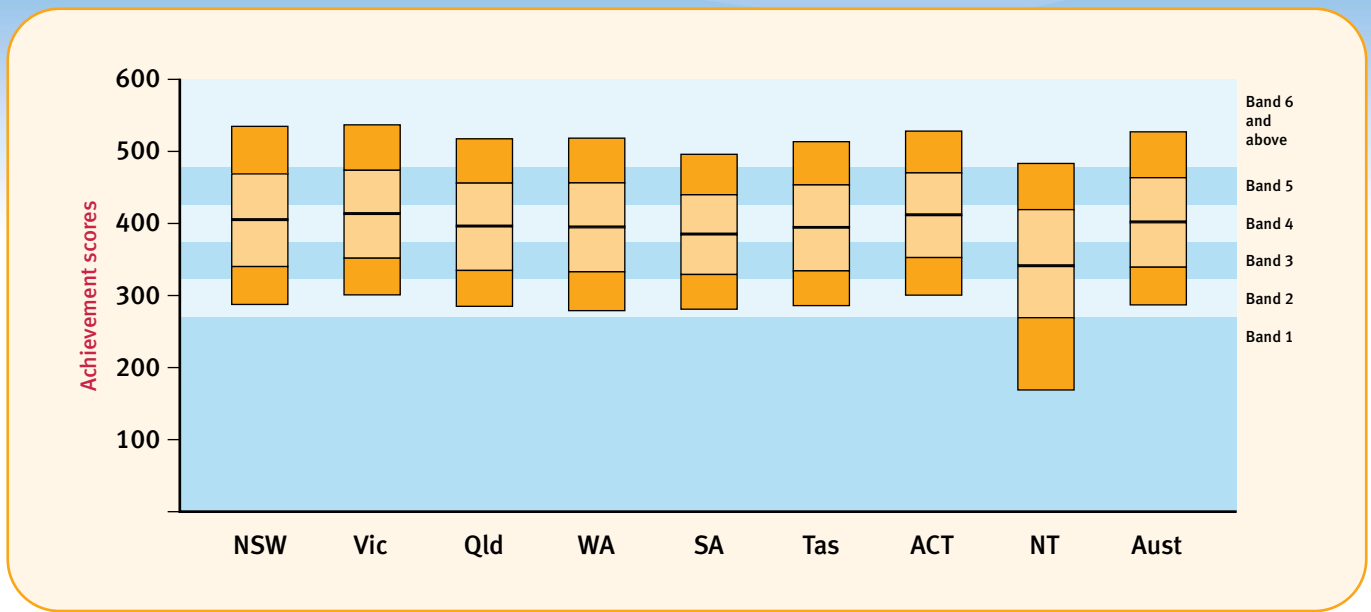
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

NAPLAN Year 3 Numeracy

Figure 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	405.2 (75.2)	413.6 (71.6)	396.3 (71.1)	395.0 (73.1)	385.2 (65.3)	394.6 (69.4)	411.9 (68.8)	341.2 (94.4)	402.0 (73.4)

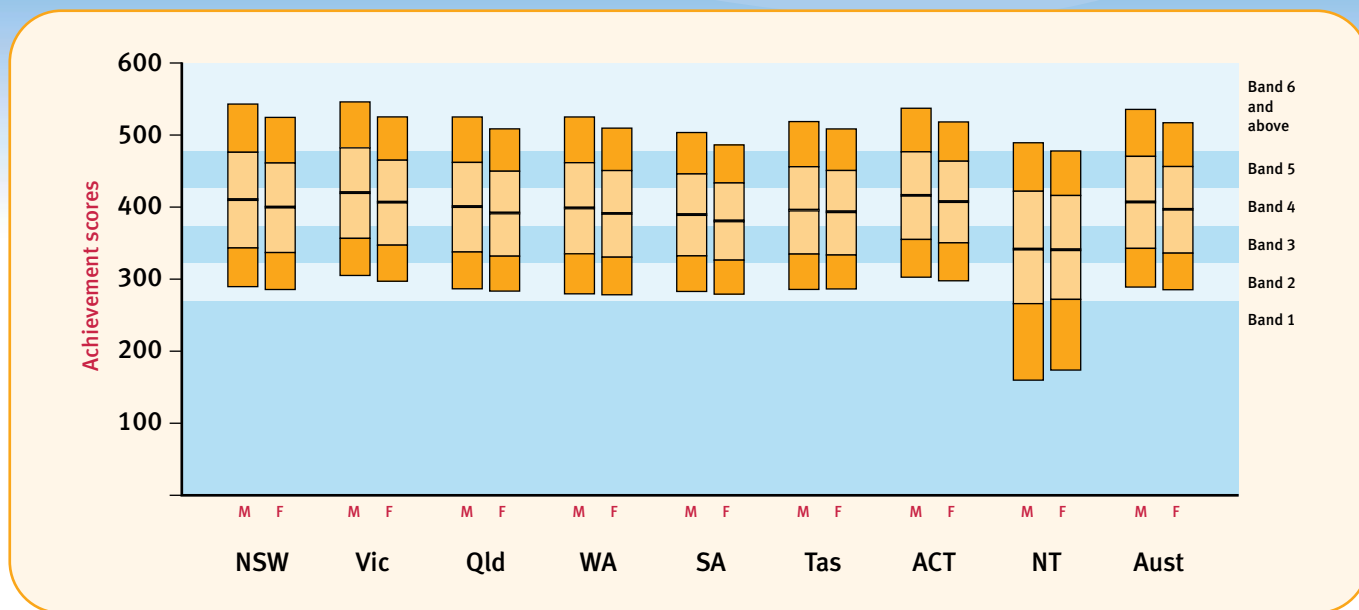
Table 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2016.

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	96.7	2.0	1.3	1.5	2.5	10.6	21.9	26.2	20.5	16.8	95.9
Vic	8yrs 9mths 3yrs 4mths	94.4	2.9	2.6	2.6	1.4	8.0	20.1	27.1	22.7	18.0	95.9
Qld	8yrs 5mths 3yrs 4mths	93.0	2.7	4.3	1.2	2.8	12.0	23.9	27.3	20.0	12.7	96.0
WA	8yrs 5mths 3yrs 4mths	94.9	3.6	1.5	1.3	3.7	12.0	23.3	26.9	20.0	12.8	95.0
SA	8yrs 7mths 3yrs 4mths	93.2	3.2	3.6	2.6	3.2	13.3	26.4	29.1	17.5	8.0	94.2
Tas	8yrs 11mths 3yrs 4mths	94.4	2.9	2.7	1.6	2.6	12.1	24.7	27.3	19.6	11.9	95.8
ACT	8yrs 7mths 3yrs 4mths	93.0	2.7	4.3	1.6	1.5	7.9	20.0	28.4	24.0	16.6	96.9
NT	8yrs 6mths 3yrs 4mths	89.3	9.3	1.4	2.4	19.7	18.2	22.4	20.1	11.5	5.7	77.9
Aust	8yrs 7mths 3yrs 4mths	94.7	2.8	2.5	1.8	2.7	10.7	22.4	26.9	20.6	15.0	95.5

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

NAPLAN Year 3 Numeracy

Figure 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	410.3 (77.1)	420.0 (73.2)	400.6 (72.9)	398.7 (74.9)	389.5 (67.1)	395.7 (71.0)	416.3 (70.8)	341.6 (97.5)	407.0 (75.3)
Female Mean scale score / (S.D.)	399.9 (72.8)	406.8 (69.3)	391.7 (68.9)	391.2 (70.9)	380.7 (63.1)	393.4 (67.7)	407.5 (66.5)	340.7 (91.0)	396.9 (71.0)

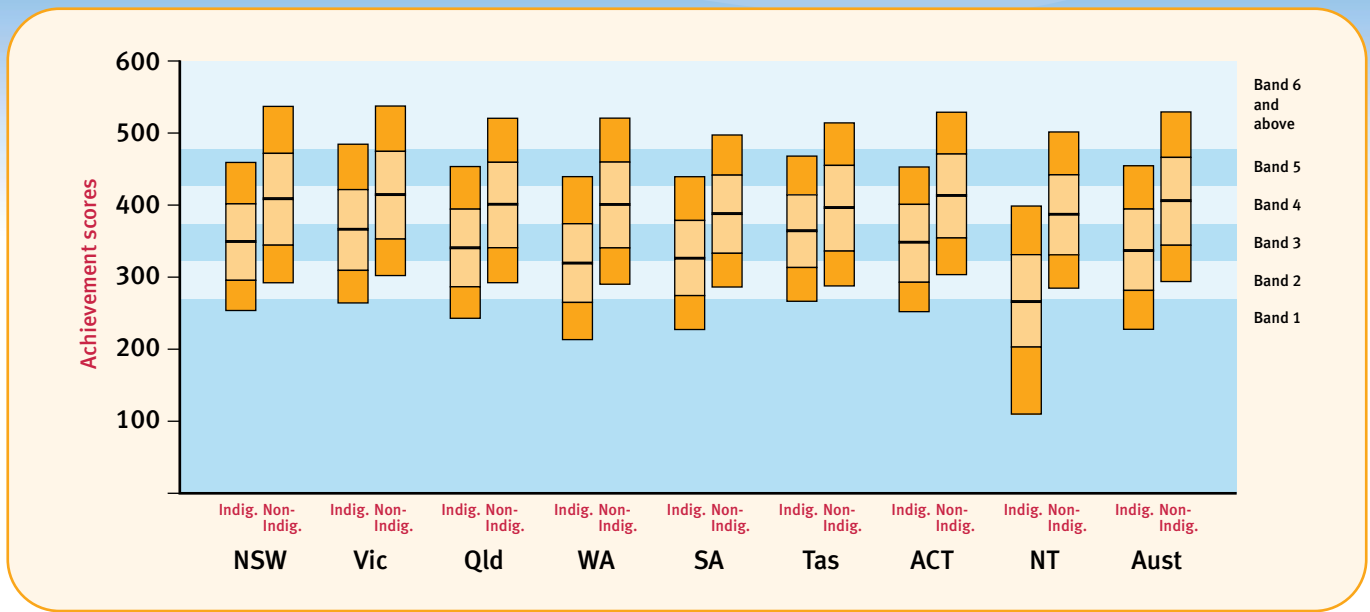
Table 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2016.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Male	2.0	2.4	9.9	20.5	25.4	20.8	19.0	95.6
	Female	1.0	2.7	11.4	23.3	27.0	20.1	14.4	96.3
Vic	Male	3.5	1.2	7.0	18.5	25.9	23.1	20.8	95.3
	Female	1.7	1.7	9.0	21.8	28.3	22.3	15.1	96.6
Qld	Male	1.5	2.7	11.2	22.9	26.8	20.4	14.6	95.8
	Female	0.8	3.0	12.8	25.1	27.9	19.6	10.8	96.2
WA	Male	1.8	3.6	11.3	22.3	26.3	20.2	14.5	94.6
	Female	0.9	3.8	12.8	24.2	27.5	19.7	11.1	95.4
SA	Male	3.3	2.9	12.4	24.9	28.5	18.3	9.5	93.7
	Female	1.9	3.5	14.1	27.9	29.6	16.6	6.4	94.7
Tas	Male	2.2	2.8	11.4	25.0	26.7	19.0	12.9	95.0
	Female	1.1	2.4	12.9	24.4	27.9	20.3	11.0	96.5
ACT	Male	2.1	1.4	7.2	19.5	27.1	23.5	19.2	96.5
	Female	1.1	1.5	8.6	20.5	29.7	24.5	14.1	97.4
NT	Male	3.4	20.2	17.0	21.7	19.7	11.5	6.5	76.4
	Female	1.4	19.2	19.4	23.1	20.6	11.5	4.9	79.4
Aust	Male	2.4	2.5	9.8	21.1	26.1	20.9	17.1	95.1
	Female	1.2	2.9	11.5	23.7	27.8	20.2	12.7	96.0

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

NAPLAN Year 3 Numeracy

Figure 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	349.4 (64.1)	366.4 (67.4)	340.6 (65.4)	319.4 (69.5)	326.2 (65.5)	364.3 (61.3)	348.4 (60.4)	266.0 (84.2)	336.8 (71.3)
Non-Indigenous Mean scale score / (S.D.)	408.8 (74.5)	414.5 (71.4)	401.1 (69.5)	400.8 (70.0)	388.1 (63.9)	396.5 (69.0)	413.3 (68.2)	387.2 (66.5)	406.1 (71.6)

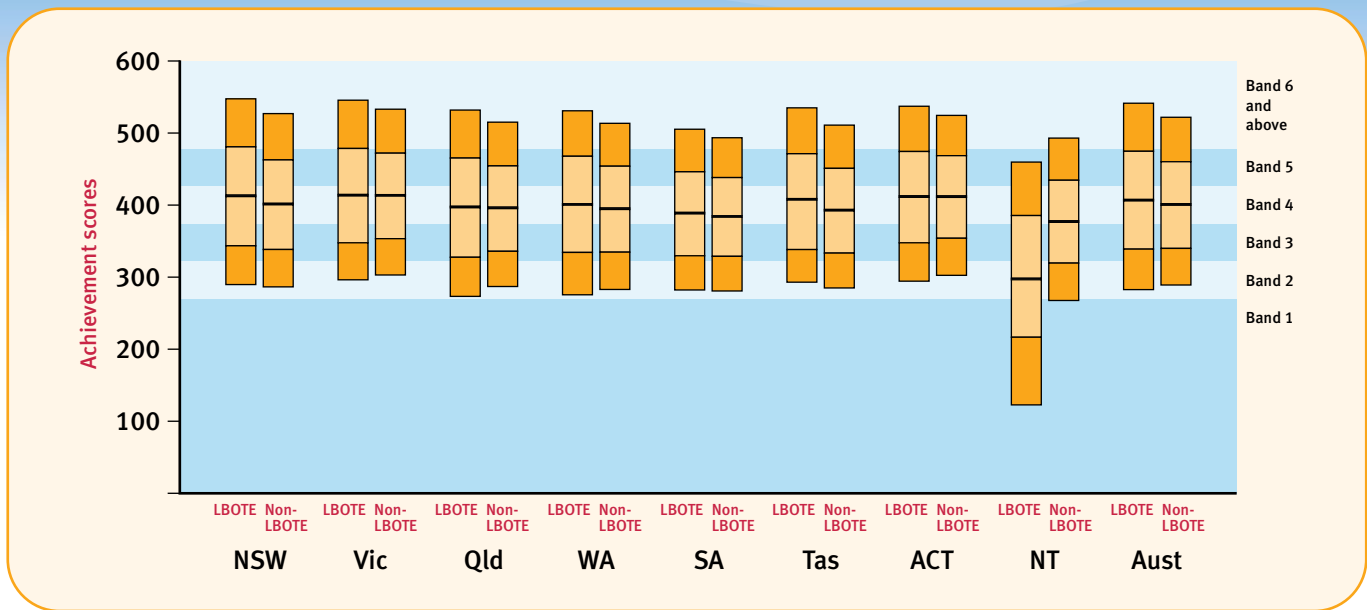
Table 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous Status, by State and Territory, 2016.

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	8.8	24.9	31.3	20.7	8.6	2.9	88.4
	Non-Indigenous	1.4	2.1	9.7	21.3	26.6	21.3	17.7	96.4
Vic	Indigenous	6.5	5.8	18.6	28.4	23.7	11.6	5.4	87.7
	Non-Indigenous	2.5	1.4	7.8	20.0	27.2	23.0	18.3	96.2
Qld	Indigenous	2.1	12.3	27.5	29.8	18.6	7.3	2.5	85.7
	Non-Indigenous	1.1	2.0	10.6	23.4	28.1	21.1	13.6	96.9
WA	Indigenous	1.5	22.3	30.4	26.0	13.2	5.1	1.6	76.2
	Non-Indigenous	1.3	2.3	10.6	23.1	27.9	21.1	13.7	96.4
SA	Indigenous	5.0	17.0	30.3	26.9	14.2	5.2	1.5	78.0
	Non-Indigenous	2.4	2.5	12.4	26.4	29.8	18.1	8.3	95.1
Tas	Indigenous	0.5	5.6	18.5	33.1	27.2	11.6	3.5	94.0
	Non-Indigenous	1.8	2.4	11.7	24.2	27.5	20.2	12.3	95.9
ACT	Indigenous	4.2	8.2	25.9	28.9	23.0	7.9	2.0	87.6
	Non-Indigenous	1.5	1.3	7.4	19.9	28.6	24.4	16.9	97.2
NT	Indigenous	3.3	46.6	26.9	14.8	6.0	2.1	0.3	50.0
	Non-Indigenous	1.9	2.9	12.8	27.1	28.8	17.3	9.1	95.2
Aust	Indigenous	2.8	14.6	26.2	28.5	18.1	7.4	2.5	82.6
	Non-Indigenous	1.7	1.9	9.7	22.0	27.5	21.4	15.7	96.4

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	412.8 (78.6)	413.7 (75.7)	397.3 (79.8)	400.9 (78.8)	388.8 (68.2)	408.0 (74.5)	411.8 (72.7)	297.4 (100.3)	406.8 (79.8)
Non-LBOTE Mean scale score / (S.D.)	401.4 (73.2)	413.5 (69.9)	396.1 (69.5)	394.9 (70.4)	384.2 (64.5)	392.9 (68.8)	411.7 (67.5)	377.1 (69.5)	400.8 (70.9)

Table 3.N4: Achievement of Year 3 Students in Numeracy, by LBOTE Status, by State and Territory, 2016.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	LBOTE	2.0	2.3	10.0	20.2	24.4	20.7	20.5	95.7
	Non-LBOTE	1.3	2.7	11.0	22.7	27.1	20.4	14.9	96.0
Vic	LBOTE	3.3	1.7	9.0	20.2	25.4	20.9	19.5	95.0
	Non-LBOTE	2.3	1.3	7.6	20.1	27.8	23.5	17.4	96.3
Qld	LBOTE	1.5	4.4	13.3	21.7	23.6	19.6	15.8	94.0
	Non-LBOTE	1.1	2.6	11.8	24.3	27.9	20.1	12.2	96.3
WA	LBOTE	2.2	4.1	11.1	21.0	24.7	20.6	16.2	93.7
	Non-LBOTE	1.1	3.2	11.8	23.7	27.9	20.4	12.0	95.7
SA	LBOTE	3.8	3.0	13.1	24.7	27.8	18.0	9.7	93.2
	Non-LBOTE	2.3	3.2	13.3	26.8	29.4	17.4	7.6	94.4
Tas	LBOTE	8.0	1.6	10.9	19.8	21.5	21.5	16.7	90.4
	Non-LBOTE	1.4	2.7	12.4	25.2	27.7	19.3	11.3	95.9
ACT	LBOTE	3.3	1.8	8.9	19.9	25.6	22.4	18.1	94.9
	Non-LBOTE	1.1	1.3	7.6	20.1	29.4	24.5	16.1	97.6
NT	LBOTE	2.7	37.7	21.5	15.6	12.4	6.7	3.4	59.6
	Non-LBOTE	2.2	5.2	15.7	27.6	26.3	15.5	7.5	92.6
Aust	LBOTE	2.5	3.3	10.5	20.5	24.5	20.3	18.4	94.3
	Non-LBOTE	1.6	2.4	10.6	23.0	27.7	20.8	13.9	96.0

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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	411.8	1.6	2.1	9.4	20.5	25.9	21.5	19.2	96.4
	Inner Regional	388.9	1.5	3.6	13.3	25.5	27.3	18.2	10.6	94.9
	Outer Regional	379.7	1.2	4.5	15.9	27.1	27.1	16.0	8.1	94.2
	Remote	371.4	3.2	6.0	17.3	27.8	25.6	14.4	5.7	90.7
	Very Remote	360.7	3.9	7.1	26.3	26.2	15.5	15.5	5.5	89.0
Vic	Major Cities	417.4	2.6	1.4	7.5	19.1	26.4	23.3	19.7	96.0
	Inner Regional	401.6	2.6	1.7	9.3	23.3	29.4	21.0	12.7	95.7
	Outer Regional	402.3	2.9	1.7	9.7	23.0	28.4	21.0	13.3	95.4
	Remote	389.2	0.0	1.6	14.8	22.8	31.6	23.6	5.6	98.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	403.7	1.1	2.1	10.2	22.7	27.5	21.5	15.0	96.8
	Inner Regional	389.8	1.4	2.8	13.4	25.5	28.2	19.0	9.8	95.9
	Outer Regional	383.4	1.2	4.1	15.1	26.6	27.0	17.0	9.0	94.7
	Remote	367.5	1.4	7.5	20.5	26.1	23.4	14.8	6.4	91.2
	Very Remote	334.2	0.9	18.4	26.5	24.9	16.5	9.1	3.7	80.7
WA	Major Cities	402.7	1.5	2.5	10.5	22.4	26.9	21.4	14.9	96.0
	Inner Regional	384.0	0.9	3.4	14.0	26.8	29.7	17.5	7.8	95.7
	Outer Regional	376.3	0.9	5.2	16.5	27.1	27.1	16.2	7.0	93.9
	Remote	364.7	0.8	10.1	18.2	24.5	25.5	15.1	5.7	89.1
	Very Remote	318.4	0.1	27.0	26.5	20.9	15.6	7.9	1.9	72.9
SA	Major Cities	389.2	2.6	2.7	12.4	25.7	29.1	18.3	9.2	94.7
	Inner Regional	384.5	2.5	2.2	12.5	28.0	30.8	18.0	6.0	95.3
	Outer Regional	369.6	2.8	5.1	17.3	28.9	28.3	13.4	4.3	92.1
	Remote	369.6	2.0	4.2	17.6	30.1	29.2	13.1	3.7	93.8
	Very Remote	331.1	1.2	29.2	18.7	16.3	15.9	12.1	6.6	69.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	399.8	1.8	2.2	11.1	23.6	26.8	20.6	13.8	96.0
	Outer Regional	383.0	1.3	3.6	14.4	26.9	28.5	17.5	7.7	95.1
	Remote	381.1	2.4	2.6	13.8	32.9	26.2	15.0	7.1	95.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	412.0	1.6	1.5	7.9	19.9	28.4	24.0	16.7	96.9
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	377.8	2.6	4.6	15.6	28.0	26.4	15.1	7.8	92.8
	Remote	347.1	2.6	17.0	20.6	21.5	19.7	12.8	5.7	80.4
	Very Remote	251.8	1.8	57.0	22.3	10.0	5.9	2.0	0.9	41.1
Aust	Major Cities	409.1	1.8	2.0	9.4	21.1	26.7	21.8	17.3	96.2
	Inner Regional	392.8	1.8	2.8	12.1	25.0	28.3	19.2	10.8	95.5
	Outer Regional	382.3	1.6	4.1	15.0	26.7	27.4	16.7	8.5	94.2
	Remote	364.4	1.6	9.2	18.8	25.6	24.7	14.5	5.7	89.2
	Very Remote	307.3	1.1	32.1	24.7	18.9	13.1	7.3	2.8	66.8

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

NAPLAN Year 3 Numeracy

Table 3.N6: Achievement of Year 3 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	356.7	3.0	7.1	23.1	30.5	22.4	10.1	3.7	89.9
	Inner Regional	346.7	2.0	9.4	25.9	31.8	20.1	8.0	2.8	88.6
	Outer Regional	340.7	3.0	11.4	26.1	32.1	18.9	6.7	1.7	85.5
	Remote	333.6	7.4	11.8	25.7	33.8	16.3	4.4	0.6	80.9
	Very Remote	323.5	3.8	11.5	39.7	31.3	10.3	3.3	0.0	84.6
Vic	Major Cities	371.4	5.5	5.9	17.5	27.1	23.5	13.8	6.7	88.6
	Inner Regional	363.9	6.4	5.1	19.2	29.4	25.7	10.3	3.8	88.5
	Outer Regional	356.9	9.5	7.4	20.3	30.0	19.5	8.0	5.2	83.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	355.7	2.4	8.1	22.0	31.6	22.1	9.5	4.3	89.5
	Inner Regional	353.4	2.2	7.9	24.3	30.4	22.8	9.7	2.6	89.9
	Outer Regional	334.0	1.8	12.9	31.3	30.6	16.4	5.4	1.6	85.3
	Remote	314.4	3.6	20.6	37.0	22.9	11.8	3.6	0.4	75.7
	Very Remote	299.8	0.9	28.4	35.2	23.8	8.6	2.5	0.7	70.7
WA	Major Cities	339.0	2.4	13.1	27.4	31.1	16.5	6.9	2.6	84.5
	Inner Regional	340.4	1.6	13.6	26.5	27.0	22.0	7.7	1.6	84.8
	Outer Regional	326.5	0.8	17.5	31.6	29.8	14.1	4.8	1.4	81.7
	Remote	305.4	2.0	28.6	33.1	21.2	10.4	3.7	1.0	69.5
	Very Remote	278.2	0.0	43.0	34.6	16.0	4.2	1.7	0.5	57.0
SA	Major Cities	335.0	6.2	12.2	29.9	29.1	15.3	5.9	1.4	81.6
	Inner Regional	350.9	2.5	9.9	22.7	32.3	21.2	5.9	5.4	87.7
	Outer Regional	322.8	4.9	17.4	32.7	26.1	13.3	4.6	0.9	77.7
	Remote	324.9	2.9	16.6	31.4	26.3	17.1	5.1	0.6	80.6
	Very Remote	258.9	1.3	54.2	31.6	10.0	1.3	1.3	0.3	44.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	362.5	0.3	4.5	19.1	35.2	27.6	11.4	1.9	95.2
	Outer Regional	365.5	0.8	7.0	18.2	30.7	26.2	11.6	5.6	92.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	348.4	4.5	8.4	26.4	27.5	23.0	8.2	2.1	87.2
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	330.0	4.8	14.3	28.8	30.0	14.5	6.7	1.0	81.0
	Remote	281.5	5.3	36.8	33.3	16.2	6.2	1.9	0.3	57.9
	Very Remote	233.2	2.0	64.5	23.7	7.6	2.1	0.1	0.0	33.5
Aust	Major Cities	353.4	3.3	8.5	23.5	30.4	21.0	9.5	3.8	88.2
	Inner Regional	351.5	2.4	8.3	24.1	31.2	22.2	9.0	2.8	89.3
	Outer Regional	336.8	2.8	12.8	28.6	30.5	17.2	6.2	1.9	84.5
	Remote	306.3	3.8	26.1	33.0	22.1	10.9	3.5	0.6	70.1
	Very Remote	268.1	1.2	46.4	30.5	15.3	4.8	1.4	0.4	52.4

[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, 2016.

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	Major Cities	413.8	1.5	1.9	8.9	20.1	26.0	21.9	19.7	96.6
	Inner Regional	394.2	1.4	2.9	11.7	24.8	28.2	19.5	11.5	95.7
	Outer Regional	387.8	0.9	3.0	13.7	26.1	28.7	18.0	9.5	96.0
	Remote	392.8	0.9	2.6	12.0	24.1	30.8	20.7	8.9	96.5
	Very Remote	394.0	2.4	2.4	11.9	27.6	24.3	18.6	12.9	95.2
Vic	Major Cities	418.0	2.5	1.3	7.4	19.0	26.5	23.4	20.0	96.2
	Inner Regional	403.0	2.4	1.6	9.0	23.0	29.6	21.4	13.0	95.9
	Outer Regional	405.4	2.3	1.3	8.9	22.5	29.1	22.0	13.9	96.4
	Remote	389.9	0.0	1.6	14.7	22.4	31.4	24.1	5.7	98.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	405.7	1.1	1.8	9.7	22.3	27.7	21.9	15.4	97.1
	Inner Regional	393.5	1.3	2.2	12.2	25.0	28.7	19.9	10.6	96.5
	Outer Regional	392.7	1.1	2.4	12.0	25.9	29.1	19.2	10.4	96.5
	Remote	386.8	0.5	2.6	14.1	27.4	27.7	19.0	8.7	96.8
	Very Remote	387.9	0.8	2.8	12.7	26.8	29.1	19.4	8.5	96.4
WA	Major Cities	405.2	1.5	2.0	9.8	22.1	27.3	22.0	15.4	96.5
	Inner Regional	386.9	0.9	2.8	13.0	26.7	30.3	18.1	8.2	96.3
	Outer Regional	384.4	0.9	3.2	14.0	26.8	29.4	17.9	7.8	95.9
	Remote	385.8	0.4	3.6	12.8	25.3	30.8	19.4	7.5	96.0
	Very Remote	374.4	0.0	4.8	15.6	27.8	31.1	16.7	4.0	95.2
SA	Major Cities	391.0	2.4	2.4	11.9	25.6	29.6	18.8	9.4	95.3
	Inner Regional	386.0	2.5	1.9	12.0	27.8	31.2	18.5	6.0	95.6
	Outer Regional	375.1	2.6	3.6	15.5	29.1	30.1	14.5	4.7	93.8
	Remote	371.9	2.0	3.3	16.9	30.4	30.3	13.3	3.8	94.7
	Very Remote	400.6	1.2	5.6	5.6	21.6	30.0	23.0	13.0	93.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	401.4	1.9	2.0	10.7	23.1	27.0	21.1	14.2	96.0
	Outer Regional	385.7	1.4	3.1	13.8	26.3	28.8	18.4	8.2	95.5
	Remote	381.6	2.9	2.0	14.5	33.9	24.6	13.6	8.4	95.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	413.3	1.5	1.3	7.4	19.9	28.6	24.4	16.9	97.2
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	386.9	2.2	2.7	13.0	27.6	28.6	16.7	9.2	95.1
	Remote	390.9	0.7	3.2	11.6	25.3	29.1	20.4	9.5	96.0
	Very Remote	378.0	0.9	5.8	13.5	27.0	31.0	14.8	7.0	93.3
Aust	Major Cities	410.8	1.7	1.7	8.9	20.8	26.9	22.2	17.7	96.5
	Inner Regional	396.2	1.7	2.3	11.1	24.5	28.9	20.1	11.5	96.0
	Outer Regional	389.9	1.4	2.7	12.7	26.0	29.1	18.5	9.6	95.9
	Remote	385.0	0.8	3.1	13.6	26.7	29.7	18.5	7.6	96.0
	Very Remote	383.5	0.6	4.1	13.1	26.6	29.9	18.3	7.4	95.3

[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, 2016.

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>	440.9	1.0	0.5	3.9	13.4	24.4	27.1	29.7	98.5
	<i>Diploma</i>	397.7	1.2	1.9	10.0	24.7	30.3	20.5	11.3	96.9
	<i>Certificate</i>	378.3	1.6	3.6	15.4	28.9	28.5	15.5	6.5	94.8
	<i>Year 12</i>	379.8	2.3	3.8	15.5	27.7	27.3	15.9	7.5	93.9
	<i>Year 11</i>	346.8	3.1	9.0	25.5	32.1	20.5	7.3	2.5	87.9
	<i>Not stated (4%)</i>	393.2	3.3	3.7	13.1	23.8	25.3	17.9	12.9	92.9
Vic	<i>Bachelor</i>	441.2	1.6	0.4	3.4	13.1	24.7	27.6	29.1	98.0
	<i>Diploma</i>	402.8	2.1	1.4	8.8	22.9	30.1	22.4	12.1	96.5
	<i>Certificate</i>	389.9	2.8	2.2	11.5	26.4	30.0	18.8	8.3	95.0
	<i>Year 12</i>	391.2	3.5	2.0	11.7	25.9	29.2	18.7	9.0	94.5
	<i>Year 11</i>	366.6	6.6	4.7	17.8	30.1	25.0	11.6	4.1	88.7
	<i>Not stated (2%)</i>	419.3	4.8	1.5	7.4	18.9	24.4	22.3	20.7	93.7
Qld	<i>Bachelor</i>	431.6	0.8	0.5	4.3	15.3	26.9	28.0	24.2	98.7
	<i>Diploma</i>	395.3	0.8	1.7	10.6	25.8	30.4	20.7	10.0	97.5
	<i>Certificate</i>	381.7	1.2	2.9	14.5	28.7	29.2	16.6	6.9	96.0
	<i>Year 12</i>	374.3	1.3	4.2	17.5	29.2	26.8	15.0	6.0	94.5
	<i>Year 11</i>	350.1	2.2	9.0	24.8	30.9	21.4	8.8	2.8	88.8
	<i>Not stated (7%)</i>	373.5	2.6	6.4	18.0	26.3	23.8	14.8	8.1	91.0
WA	<i>Bachelor</i>	429.0	1.1	0.7	4.9	15.7	26.6	27.5	23.3	98.2
	<i>Diploma</i>	393.2	1.1	2.2	10.6	26.2	30.2	20.2	9.5	96.7
	<i>Certificate</i>	379.1	1.0	3.7	15.2	28.2	29.2	16.3	6.4	95.3
	<i>Year 12</i>	378.2	1.7	4.6	15.3	27.3	28.0	16.3	6.8	93.7
	<i>Year 11</i>	344.5	2.2	11.5	24.7	30.7	20.4	8.2	2.4	86.4
	<i>Not stated (10%)</i>	374.4	2.0	8.3	17.0	24.5	23.5	15.4	9.4	89.7
SA	<i>Bachelor</i>	417.0	1.4	0.5	5.1	18.9	31.3	26.9	15.9	98.1
	<i>Diploma</i>	383.8	1.9	2.3	12.3	27.8	32.7	17.5	5.5	95.7
	<i>Certificate</i>	370.5	2.6	3.5	16.5	31.6	29.6	12.8	3.4	93.9
	<i>Year 12</i>	372.0	3.1	3.6	17.1	30.5	28.8	11.8	5.1	93.3
	<i>Year 11</i>	343.8	4.8	8.8	25.7	32.9	20.0	6.6	1.3	86.4
	<i>Not stated (8%)</i>	365.3	5.3	7.4	18.6	26.3	23.9	13.2	5.3	87.3

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 3 Numeracy

Table 3.N8 (cont.): Achievement of Year 3 Students in Numeracy, by Parental Education, by State and Territory, 2016.

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>	436.5	0.9	0.6	3.4	14.1	25.3	29.3	26.6	98.5
	<i>Diploma</i>	400.7	1.3	1.4	8.7	23.8	30.7	23.3	10.8	97.4
	<i>Certificate</i>	383.4	1.2	2.5	13.6	28.1	30.5	17.6	6.5	96.3
	<i>Year 12</i>	369.3	2.1	4.2	18.3	30.4	28.1	11.9	4.9	93.6
	<i>Year 11</i>	354.3	2.7	7.0	22.5	33.3	22.5	9.4	2.6	90.3
	<i>Not stated (12%)</i>	395.7	2.8	2.1	13.0	24.4	25.6	19.3	12.8	95.1
ACT	<i>Bachelor</i>	428.8	1.4	0.5	4.6	16.0	26.8	27.8	22.8	98.1
	<i>Diploma</i>	395.9	1.8	1.7	9.1	24.1	33.5	20.7	9.0	96.5
	<i>Certificate</i>	380.5	1.4	3.1	13.8	27.5	32.0	17.1	5.0	95.4
	<i>Year 12</i>	382.2	1.3	2.7	13.7	27.0	32.2	18.6	4.5	96.0
	<i>Year 11</i>	354.2	4.6	7.0	19.4	34.9	24.9	7.1	2.2	88.5
	<i>Not stated (5%)</i>	414.6	2.5	2.1	11.4	16.6	22.2	25.0	20.2	95.4
NT	<i>Bachelor</i>	399.9	1.7	2.8	8.8	23.7	28.3	22.1	12.6	95.5
	<i>Diploma</i>	368.4	1.8	6.5	16.9	28.1	27.4	14.4	5.0	91.7
	<i>Certificate</i>	355.8	1.7	9.1	20.7	29.6	24.7	10.3	3.9	89.1
	<i>Year 12</i>	337.1	2.4	14.5	23.2	28.6	21.4	8.1	1.9	83.2
	<i>Year 11</i>	275.9	4.2	40.9	27.5	17.2	8.1	1.8	0.3	54.9
	<i>Not stated (18%)</i>	276.5	3.3	48.6	20.0	10.7	8.1	5.1	4.3	48.1
Aust	<i>Bachelor</i>	436.0	1.2	0.5	4.0	14.4	25.7	27.5	26.7	98.3
	<i>Diploma</i>	397.0	1.4	1.8	10.1	24.8	30.4	20.8	10.6	96.8
	<i>Certificate</i>	381.1	1.8	3.1	14.4	28.4	29.2	16.4	6.7	95.1
	<i>Year 12</i>	379.8	2.3	3.6	15.3	27.8	27.8	16.0	7.1	94.0
	<i>Year 11</i>	350.2	3.8	8.9	23.4	31.1	21.5	8.6	2.8	87.4
	<i>Not stated (6%)</i>	380.0	3.2	7.1	15.4	23.8	23.6	16.2	10.7	89.7

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 Numeracy

Table 3.N9: Achievement of Year 3 Students in Numeracy, by Parental Occupation, by State and Territory, 2016.

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	440.9	0.9	0.5	3.9	13.4	24.6	27.0	29.7	98.6
	Group 2	417.8	1.0	1.0	6.9	19.5	28.3	23.9	19.3	97.9
	Group 3	390.9	1.4	2.5	12.2	26.6	28.9	18.5	10.0	96.1
	Group 4	372.6	2.1	4.8	18.0	29.2	25.6	13.5	6.8	93.1
	Not in paid work	353.5	3.5	8.5	23.4	30.5	21.1	9.0	4.0	88.0
	Not stated (6%)	387.8	2.8	3.9	14.4	24.9	25.9	17.0	11.1	93.3
Vic	Group 1	445.2	1.1	0.3	2.9	12.2	24.3	27.9	31.3	98.6
	Group 2	422.8	1.5	0.7	5.5	17.8	28.2	26.0	20.2	97.8
	Group 3	402.4	2.1	1.4	9.1	23.2	30.0	21.9	12.3	96.5
	Group 4	386.2	3.7	2.5	12.7	27.7	28.4	16.9	8.1	93.8
	Not in paid work	374.6	7.2	4.3	16.2	27.8	24.7	13.4	6.4	88.5
	Not stated (2%)	418.3	5.7	1.3	7.5	19.0	24.4	22.1	20.1	93.0
Qld	Group 1	431.6	0.7	0.5	4.4	15.5	26.8	27.6	24.4	98.8
	Group 2	409.0	0.7	1.0	8.0	21.7	29.9	24.0	14.7	98.3
	Group 3	388.8	0.9	2.3	12.3	27.4	30.0	18.4	8.7	96.8
	Group 4	370.6	1.5	4.5	18.3	30.4	26.4	13.6	5.3	94.0
	Not in paid work	351.0	2.8	9.3	24.6	29.8	20.4	9.6	3.4	87.9
	Not stated (17%)	375.1	2.1	5.3	17.7	27.3	24.9	15.0	7.7	92.6
WA	Group 1	428.6	0.9	0.7	5.2	16.0	26.6	26.9	23.6	98.4
	Group 2	405.8	0.8	1.7	8.8	22.1	29.1	23.6	14.0	97.5
	Group 3	385.4	1.1	3.0	12.9	27.5	30.0	17.8	7.7	95.9
	Group 4	370.1	1.8	5.3	18.1	28.9	26.7	13.8	5.4	92.8
	Not in paid work	350.3	2.3	11.4	23.9	27.9	19.8	10.0	4.5	86.2
	Not stated (17%)	375.6	2.2	7.1	16.4	25.4	24.5	15.6	8.7	90.7
SA	Group 1	416.5	1.3	0.6	5.2	19.2	31.3	26.1	16.3	98.1
	Group 2	395.0	1.1	1.4	9.7	25.2	33.0	21.1	8.4	97.4
	Group 3	379.1	1.8	2.6	14.4	30.0	30.7	15.3	5.3	95.7
	Group 4	366.5	2.9	4.4	17.6	32.3	28.0	11.5	3.3	92.8
	Not in paid work	354.9	6.3	6.6	22.9	30.3	22.0	9.2	2.8	87.1
	Not stated (17%)	358.5	5.6	7.6	20.9	28.5	22.8	10.7	3.9	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 Numeracy

Table 3.N9 (cont.): Achievement of Year 3 Students in Numeracy, by Parental Occupation, by State and Territory, 2016.

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	432.9	0.9	0.5	3.9	15.1	26.8	27.8	25.1	98.6
	Group 2	404.5	0.9	1.3	9.1	22.4	29.7	23.1	13.5	97.9
	Group 3	391.6	1.0	2.1	11.3	26.0	30.5	20.9	8.2	97.0
	Group 4	370.3	1.2	4.3	17.8	31.3	27.2	13.3	4.9	94.5
	Not in paid work	353.5	5.1	6.3	23.2	32.6	21.8	8.9	2.2	88.6
	Not stated (16%)	387.5	2.4	3.5	14.2	26.4	25.3	17.3	10.9	94.1
ACT	Group 1	430.0	1.6	0.6	4.6	15.7	26.3	27.8	23.5	97.8
	Group 2	415.2	0.8	0.8	6.0	19.9	30.8	25.1	16.6	98.4
	Group 3	391.5	1.4	2.6	10.5	24.9	32.4	20.6	7.7	96.0
	Group 4	379.3	0.9	2.5	14.8	30.1	30.7	15.6	5.3	96.6
	Not in paid work	360.3	5.1	5.5	19.6	30.2	28.0	9.1	2.5	89.4
	Not stated (12%)	393.5	2.3	2.9	14.1	22.8	25.9	20.2	11.8	94.8
NT	Group 1	396.4	1.4	3.0	11.4	23.8	27.2	20.9	12.3	95.6
	Group 2	385.8	1.7	3.1	12.6	28.2	28.9	16.9	8.6	95.3
	Group 3	362.2	1.7	7.5	18.5	28.8	27.8	12.0	3.6	90.8
	Group 4	315.7	2.3	24.1	25.9	25.9	13.8	6.2	1.7	73.6
	Not in paid work	269.5	4.5	44.3	27.7	14.7	7.2	1.3	0.4	51.3
	Not stated (18%)	266.4	4.0	49.6	21.0	12.2	7.6	3.4	2.2	46.4
Aust	Group 1	436.3	0.9	0.5	4.1	14.4	25.7	27.2	27.1	98.5
	Group 2	414.3	1.1	1.0	7.2	20.2	29.0	24.2	17.3	97.9
	Group 3	391.7	1.4	2.3	11.7	26.2	29.7	19.1	9.6	96.3
	Group 4	374.7	2.4	4.3	16.6	29.2	26.8	14.3	6.4	93.3
	Not in paid work	358.5	4.7	7.8	21.3	29.1	22.0	10.5	4.6	87.4
	Not stated (10%)	376.5	2.9	6.3	16.5	25.7	24.4	15.3	8.9	90.8

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 Participation

Table 3.P1: Year 3 Student Participation in Assessment, by State and Territory, 2016.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	96510	96447	96591	96591	96212
	Participation Rate (%)	97.0	96.9	97.1	97.1	96.7
Vic	Number	72851	72601	72736	72736	72689
	Participation Rate (%)	94.6	94.3	94.5	94.5	94.4
Qld	Number	62254	62122	62342	62342	62071
	Participation Rate (%)	93.2	93.0	93.4	93.4	93.0
WA	Number	32926	32972	33056	33056	32787
	Participation Rate (%)	95.3	95.4	95.7	95.7	94.9
SA	Number	19747	19704	19779	19779	19724
	Participation Rate (%)	93.3	93.1	93.4	93.4	93.2
Tas	Number	6376	6378	6396	6396	6370
	Participation Rate (%)	94.5	94.5	94.8	94.8	94.4
ACT	Number	4946	4933	4936	4936	4944
	Participation Rate (%)	93.1	92.8	92.9	92.9	93.0
NT	Number	3229	3277	3281	3281	3213
	Participation Rate (%)	89.8	91.1	91.2	91.2	89.3
Aust	Number	298839	298434	299117	299117	298010
	Participation Rate (%)	95.0	94.9	95.1	95.1	94.7

[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, 2016.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	<i>Indigenous</i>	5382	94.8	5368	94.6	5381	94.8	5381	94.8	5326	93.8
	<i>Non-Indig.</i>	89042	97.2	89000	97.2	89123	97.3	89123	97.3	88815	97.0
Vic	<i>Indigenous</i>	1161	87.8	1151	87.0	1148	86.8	1148	86.8	1145	86.5
	<i>Non-Indig.</i>	71351	94.8	71125	94.5	71258	94.7	71258	94.7	71200	94.6
Qld	<i>Indigenous</i>	4751	87.7	4742	87.5	4764	87.9	4764	87.9	4702	86.8
	<i>Non-Indig.</i>	56933	93.9	56813	93.7	57008	94.0	57008	94.0	56799	93.7
WA	<i>Indigenous</i>	1971	84.2	2010	85.9	2031	86.8	2031	86.8	1935	82.7
	<i>Non-Indig.</i>	30269	96.3	30281	96.3	30339	96.5	30339	96.5	30172	96.0
SA	<i>Indigenous</i>	798	84.7	788	83.7	791	84.0	791	84.0	788	83.7
	<i>Non-Indig.</i>	18692	93.7	18663	93.6	18732	93.9	18732	93.9	18686	93.7
Tas	<i>Indigenous</i>	573	93.0	572	92.9	573	93.0	573	93.0	576	93.5
	<i>Non-Indig.</i>	5523	95.9	5527	96.0	5544	96.3	5544	96.3	5514	95.7
ACT	<i>Indigenous</i>	120	84.5	119	83.8	118	83.1	118	83.1	118	83.1
	<i>Non-Indig.</i>	4796	94.1	4783	93.8	4788	93.9	4788	93.9	4795	94.1
NT	<i>Indigenous</i>	1109	80.4	1150	83.4	1150	83.4	1150	83.4	1099	79.7
	<i>Non-Indig.</i>	2111	95.7	2118	96.1	2122	96.2	2122	96.2	2104	95.4
Aust	<i>Indigenous</i>	15865	88.9	15900	89.1	15956	89.4	15956	89.4	15689	87.9
	<i>Non-Indig.</i>	278717	95.5	278310	95.3	278914	95.5	278914	95.5	278085	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, 2016.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	1.6	1.7	1.4	1.6	1.7	1.4	1.6	1.6	1.3	1.6	1.6	1.3	1.5	2.0	1.3
Vic	2.7	2.6	2.8	2.7	2.8	2.8	2.7	2.7	2.8	2.7	2.7	2.8	2.6	2.9	2.6
Qld	1.3	2.2	4.6	1.3	2.3	4.7	1.2	2.1	4.5	1.2	2.1	4.5	1.2	2.7	4.3
WA	1.4	3.1	1.6	1.4	3.0	1.6	1.3	2.8	1.6	1.3	2.8	1.6	1.3	3.6	1.5
SA	2.7	2.9	3.9	2.7	3.0	3.9	2.7	2.8	3.8	2.7	2.8	3.8	2.6	3.2	3.6
Tas	1.7	2.8	2.8	1.7	2.8	2.8	1.6	2.5	2.8	1.6	2.5	2.8	1.6	2.9	2.7
ACT	1.7	2.3	4.7	1.7	2.4	4.8	1.7	2.4	4.7	1.7	2.4	4.7	1.6	2.7	4.3
NT	2.4	8.9	1.4	2.4	7.5	1.4	2.4	7.4	1.4	2.4	7.4	1.4	2.4	9.3	1.4
Aust	1.8	2.3	2.7	1.9	2.4	2.7	1.8	2.3	2.7	1.8	2.3	2.7	1.8	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, 2016.

State/ Territory	Indigenous status	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	<i>Indigenous</i>	2.8	3.1	2.1	2.8	3.4	2.0	2.8	3.2	2.0	2.8	3.2	2.0	2.8	4.1	2.1
	<i>Non-Indigenous</i>	1.5	1.6	1.2	1.5	1.6	1.3	1.5	1.5	1.2	1.5	1.5	1.2	1.4	1.9	1.2
Vic	<i>Indigenous</i>	6.4	5.2	7.0	6.7	5.8	7.2	6.4	6.3	7.0	6.4	6.3	7.0	6.5	6.5	7.0
	<i>Non-Indigenous</i>	2.5	2.5	2.7	2.5	2.8	2.7	2.5	2.6	2.7	2.5	2.6	2.7	2.5	2.9	2.5
Qld	<i>Indigenous</i>	2.3	5.7	6.7	2.2	5.8	6.7	2.1	5.4	6.7	2.1	5.4	6.7	2.1	6.8	6.4
	<i>Non-Indigenous</i>	1.2	1.8	4.3	1.2	1.9	4.4	1.2	1.8	4.2	1.2	1.8	4.2	1.1	2.3	4.0
WA	<i>Indigenous</i>	1.5	14.2	1.6	1.5	12.4	1.7	1.5	11.5	1.7	1.5	11.5	1.7	1.5	15.7	1.6
	<i>Non-Indigenous</i>	1.4	2.2	1.5	1.4	2.1	1.5	1.3	2.0	1.5	1.3	2.0	1.5	1.3	2.6	1.4
SA	<i>Indigenous</i>	5.3	10.0	5.3	5.1	10.8	5.5	5.1	10.5	5.5	5.1	10.5	5.5	5.0	11.4	5.0
	<i>Non-Indigenous</i>	2.4	2.5	3.8	2.5	2.6	3.8	2.5	2.3	3.7	2.5	2.3	3.7	2.4	2.8	3.5
Tas	<i>Indigenous</i>	0.5	4.5	2.4	0.5	4.7	2.4	0.5	4.5	2.4	0.5	4.5	2.4	0.5	4.2	2.3
	<i>Non-Indigenous</i>	1.8	2.7	1.4	1.8	2.6	1.4	1.8	2.3	1.4	1.8	2.3	1.4	1.8	2.9	1.4
ACT	<i>Indigenous</i>	4.2	4.2	11.3	4.9	4.9	11.3	4.2	5.6	11.3	4.2	5.6	11.3	4.2	6.3	10.6
	<i>Non-Indigenous</i>	1.6	2.2	3.7	1.6	2.3	3.8	1.6	2.4	3.7	1.6	2.4	3.7	1.5	2.6	3.4
NT	<i>Indigenous</i>	3.3	19.0	0.6	3.3	16.0	0.6	3.3	16.0	0.6	3.3	16.0	0.6	3.3	19.7	0.7
	<i>Non-Indigenous</i>	1.9	2.5	1.7	1.9	2.2	1.8	1.9	2.0	1.7	1.9	2.0	1.7	1.9	2.9	1.7
Aust	<i>Indigenous</i>	2.9	7.1	3.9	2.8	6.9	3.9	2.8	6.6	3.9	2.8	6.6	3.9	2.8	8.2	3.8
	<i>Non-Indigenous</i>	1.7	2.0	2.5	1.8	2.1	2.5	1.7	2.0	2.5	1.7	2.0	2.5	1.7	2.4	2.3

[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, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	428.8	437.7	419.8	415.9	414.1	414.5	440.8	346.2	425.6
NSW	428.8		■	■	■	■	■	■	▲	■
Vic	437.7	■		▲	▲	▲	▲	■	▲	■
Qld	419.8	■	▼		■	■	■	▼	▲	■
WA	415.9	■	▼	■		■	■	▼	▲	■
SA	414.1	■	▼	■	■		■	▼	▲	■
Tas	414.5	■	▼	■	■	■		▼	▲	■
ACT	440.8	■	■	▲	▲	▲	▲		▲	■
NT	346.2	▼	▼	▼	▼	▼	▼	▼		▼
Aust	425.6	■	■	■	■	■	■	■	▲	

Table 3.CW: Comparative Achievement of Year 3 Students in Writing, by State and Territory, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	423.8	435.7	409.8	414.7	412.2	413.4	419.9	345.0	420.7
NSW	423.8		▼	▲	■	■	■	■	▲	■
Vic	435.7	▲		▲	▲	▲	▲	▲	▲	▲
Qld	409.8	▼	▼		■	■	■	■	▲	■
WA	414.7	■	▼	■		■	■	■	▲	■
SA	412.2	■	▼	■	■		■	■	▲	■
Tas	413.4	■	▼	■	■	■		■	▲	■
ACT	419.9	■	▼	■	■	■	■		▲	■
NT	345.0	▼	▼	▼	▼	▼	▼	▼		▼
Aust	420.7	■	▼	■	■	■	■	■	▲	

Table 3.CS: Comparative Achievement of Year 3 Students in Spelling, by State and Territory, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	429.5	427.1	410.3	412.2	410.4	400.5	420.7	338.4	419.8
NSW	429.5		■	▲	▲	▲	▲	■	▲	■
Vic	427.1	■		▲	■	▲	▲	■	▲	■
Qld	410.3	▼	▼		■	■	■	■	▲	■
WA	412.2	▼	■	■		■	■	■	▲	■
SA	410.4	▼	▼	■	■		■	■	▲	■
Tas	400.5	▼	▼	■	■	■		▼	▲	▼
ACT	420.7	■	■	■	■	■	▲		▲	■
NT	338.4	▼	▼	▼	▼	▼	▼	▼		▼
Aust	419.8	■	■	■	■	■	▲	■	▲	

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, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	440.6	446.1	433.1	425.2	420.2	418.0	442.3	348.8	435.8
NSW	440.6		■	■	■	△	△	■	▲	■
Vic	446.1	■		■	△	△	△	■	▲	■
Qld	433.1	■	■		■	■	■	■	▲	■
WA	425.2	■	▽	■		■	■	■	▲	■
SA	420.2	▽	▽	■	■		■	▽	▲	■
Tas	418.0	▽	▽	■	■	■		▽	▲	▽
ACT	442.3	■	■	■	■	△	△		▲	■
NT	348.8	▽	▽	▽	▽	▽	▽	▽		▽
Aust	435.8	■	■	■	■	■	△	■	▲	

Table 3.CN: Comparative Achievement of Year 3 Students in Numeracy, by State and Territory, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	405.2	413.6	396.3	395.0	385.2	394.6	411.9	341.2	402.0
NSW	405.2		■	■	■	△	■	■	▲	■
Vic	413.6	■		△	△	△	△	■	▲	■
Qld	396.3	■	▽		■	■	■	▽	▲	■
WA	395.0	■	▽	■		■	■	▽	▲	■
SA	385.2	▽	▽	■	■		■	▽	▲	▽
Tas	394.6	■	▽	■	■	■		▽	▲	■
ACT	411.9	■	■	△	△	△	△		▲	■
NT	341.2	▽	▽	▽	▽	▽	▽	▽		▽
Aust	402.0	■	■	■	■	△	■	■	▲	

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

NAPLAN Year 3 Commentary

Overall national and jurisdiction results (Year 3)

Achievement scores

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

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

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

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

Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands across Years 3, 5, 7 and 9. For students in Year 3, Band 1 (the lowest band) indicates a scale score below the national minimum standard and Band 2 (the next lowest band) indicates a scale score at the national minimum standard (see p. v). Band 6 represents high achievement for Year 3 and is reported as Band 6 and above. Exempt students do not receive an achievement score and are not included in the calculation of 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 in Australia overall who achieved at or above the national minimum standard is high: across the five achievement domains, between 94% and 97% 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 more than 77% of students achieved at or above the national minimum standard in numeracy, and between 70% and 76% in all other domains. In all other jurisdictions and in all domains, at least 91% of students achieved at or above the national minimum standard.

Sex

Mean scale scores and scale score distributions by sex are shown in Figures 3.R2, 3.W2, 3.S2, 3.G2 and 3.N2. There is a consistent pattern in the four literacy domains: the mean scale scores for female students are higher than the mean scale scores for male students for Australia overall and in each jurisdiction, although there is substantial overlap in the distribution of scale scores between the two sexes. The differences between female and male students in spelling are smaller than the differences in reading, writing, and grammar and punctuation. Nationally, the differences range from 13 score points in spelling to 25 score points in writing.

In numeracy, the pattern is quite different. For Australia overall and in all jurisdictions, mean scale scores for male students are higher than those for female students, although the differences are smaller, averaging just 10 score points for Australia overall and one score point in the Northern Territory.

Tables 3.R2, 3.W2, 3.S2, 3.G2 and 3.N2 present the percentages of male and female students in each achievement band. For Australia overall, in reading, writing, spelling, and grammar and punctuation, higher percentages of female students achieved at or above the national minimum standard compared to male students, with the differences approximately three percentage points.

Indigenous students

Figures 3.R3, 3.W3, 3.S3, 3.G3 and 3.N3 show the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In all achievement domains and for all jurisdictions, the mean scale scores for Indigenous students are lower than the mean scale scores for non-Indigenous students. Differences for Australia overall range from 66 score points in writing to 86 score points in grammar and punctuation. In most domains and for all jurisdictions except Tasmania, the mean scale score for Indigenous students is close to or below the 20th percentile score for non-Indigenous students.

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, at least 78% of Indigenous students achieved at or above the national minimum standard, compared to 95% of non-Indigenous students. Differences between Indigenous and non-Indigenous students were smallest in Tasmania, ranging from a difference of less than two percentage points in numeracy to a difference of more than four percentage points in spelling.

Language background other than English

Figures 3.R4, 3.W4, 3.S4, 3.G4 and 3.N4 show the distributions of scores, mean scale scores and standard deviations for students by language background. Students from a language background other than English (LBOTE) are shown separately from those whose language background is English. For Australia overall, the mean scale scores for LBOTE students are close to the mean scale scores for non-LBOTE students in reading, writing, grammar and punctuation, and numeracy. The largest difference is 10 score points in writing. In spelling, the mean scale score for LBOTE students is higher than the mean scale score for non-LBOTE students. For Australia overall, the difference is 29 score points.

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 scale scores for LBOTE students are substantially lower than mean scale scores for non-LBOTE students in all five domains. These differences range from 80 score points in numeracy to 109 score points in reading.

Tables 3.R4, 3.W4, 3.S4, 3.G4 and 3.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for LBOTE and non-LBOTE students. For Australia overall and in most jurisdictions, there are some differences between these two groups in the percentage of students who achieved below the national minimum standard. The difference is greatest in the Northern Territory, where the proportion of LBOTE students who achieved below the national minimum standard across the five domains is four to seven times as high as for non-LBOTE students. Differences are also higher in Tasmania, where 8% of LBOTE students were exempt from the assessments in reading, writing, grammar and punctuation, and numeracy.

Geolocation

Beginning in 2016, NAPLAN results are reported using the Australian Statistical Geography Standard (ASGS) to classify each school's geographic location (geolocation). Tables 3.R5, 3.W5, 3.S5, 3.G5 and 3.N5 present summary results for students from schools in major cities, inner regional, outer regional, remote and

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very remote geolocations for each jurisdiction and for Australia overall. These tables include the mean scale score, as well as the percentage of students in each achievement band. In Victoria, there is no very remote geolocation; in Tasmania, there is no major cities geolocation; in the ACT, there is no outer regional, remote or very remote geolocation; and in the Northern Territory, there is no major cities or inner regional geolocation. In addition, very remote geolocations in Tasmania and inner regional geolocations in the ACT have too few students to report, which 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 major cities geolocations have the highest mean scale score, followed by students from inner regional geolocations, then students from outer regional geolocations, then students from remote geolocations, and then students from very remote geolocations. This pattern is not always replicated within each jurisdiction. In Victoria and Queensland, there is little difference between mean scale scores for students from inner regional and outer regional geolocations in all domains, and in South Australia and Tasmania, there is little difference between mean scale scores for students from outer regional and remote geolocations in all domains.

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

Results by geolocation are also reported by Indigenous status. Results for Indigenous students by geolocation are provided in Tables 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 scale scores and percentage of students who achieved at or above the national minimum standard by geolocation differ from the patterns for non-Indigenous students for Australia overall. For Indigenous students, there is little difference between students attending schools in major cities geolocations and those attending schools in inner regional geolocations; the remaining geolocations follow the pattern for all students by geolocation. Among non-Indigenous students for Australia overall, those attending schools in major cities geolocations achieved the highest mean scale scores and greatest percentages of students at or above the national minimum standard; there was little difference among students attending schools in the other geolocations.

Parental education

Tables 3.R8, 3.W8, 3.S8, 3.G8 and 3.N8 provide results for each jurisdiction and for Australia overall by parental education. Parental education refers to the highest level of education completed by one parent/guardian. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 2% in Victoria to 18% in the Northern Territory. For Australia overall, there is no information on parental education for 6% of students, so these results should be treated with caution. The tables contain results for students whose parental education is identified as 'Not stated'.

In all domains, mean scale scores are higher for students whose parents have higher levels of education. Students whose parents hold a bachelor degree or higher have the highest mean scale scores for each jurisdiction and for Australia overall and, 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 scale scores between students with parents whose highest level of education is a certificate and those with parents whose highest level of education is Year 12 completion. Students with parents whose education is not stated are excluded from these comparisons.

Parental occupation

Tables 3.R9, 3.W9, 3.S9, 3.G9 and 3.N9 show results for each jurisdiction and Australia overall by parental occupation. Parental occupation group includes the main work undertaken by one

parent or guardian. If a parent/guardian has more than one job, the occupation group reflects the main job. If both parents/guardians are working, the higher of the two occupation groups is used. Occupations are classified into four groups; a fifth group represents those not in paid work. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 2% in Victoria to 18% in the Northern Territory. For Australia overall, there is no information on parental occupation for 10% of students, so these results should be treated with caution. The tables contain results for students whose parental occupation is identified as 'Not stated'.

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

The percentage of students who scored at or above the national minimum standard is also related to parental occupation. For Australia overall, students with parents in Occupation Groups 1 and 2 most frequently achieved at or above the national minimum standard (between 96% and 99% across the five domains), with 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 (84%) and highest in writing (90%).

Participation

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

The overall participation rate for Australia is quite uniform across domains, ranging from 94.7% in numeracy to 95.1% in spelling, and grammar and punctuation. Among the eight jurisdictions, New South Wales has the highest participation rate (96.7% to 97.1% across domains) and the Northern Territory the lowest (89.3% to 91.2% across domains). Participation rates are lower among Indigenous students, ranging nationally from 87.9% to 89.4% across domains.

For Australia overall, 1.8% of students were granted exemptions for reading, spelling, grammar and punctuation, and numeracy, and 1.9% for writing. Exemptions were granted to 2.8% to 2.9% of Indigenous students and 1.7% to 1.8% of non-Indigenous students. The highest proportions of exemptions across all domains and jurisdictions were granted in Victoria (2.6% to 2.7% overall, and 6.4% to 6.7% for Indigenous students). The lowest proportions of exemptions were granted in Queensland (1.2% to 1.3%) and Western Australia (1.3% to 1.4%). In most jurisdictions, the proportion of Indigenous students granted exemptions was approximately twice as high as that for non-Indigenous students. In Western Australia, there was no difference between Indigenous and non-Indigenous students in the proportion granted exemptions, and in Tasmania, non-Indigenous students were granted exemptions at three times the rate for Indigenous students.

For Australia overall, withdrawal rates (2.7%) were higher than absence rates (2.3% to 2.4%) for reading, writing, spelling, and grammar and punctuation. For numeracy, the withdrawal rate for Australia was 2.5% and the absence rate was 2.8%. In all jurisdictions and for Australia overall, the absence rate was higher for numeracy than for the other domains.

2016 Results

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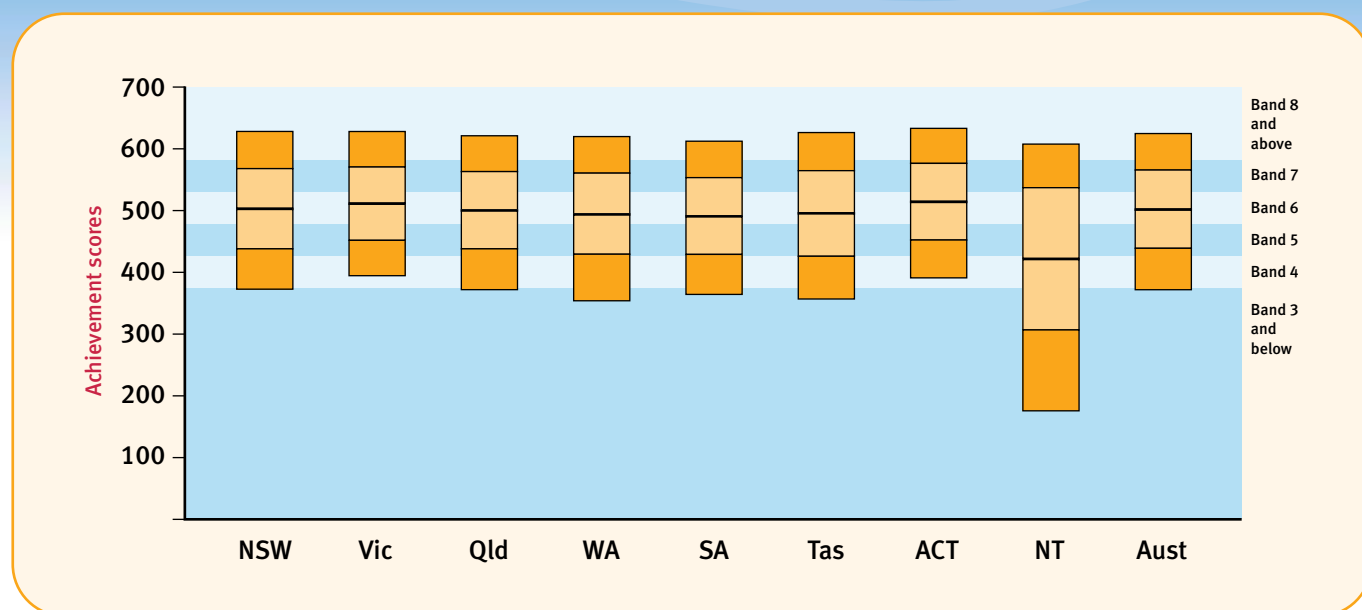
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Figure 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	502.7 (77.1)	511.1 (70.8)	500.1 (75.2)	493.7 (80.5)	490.6 (75.4)	495.5 (81.2)	514.0 (73.3)	421.5 (133.9)	501.5 (77.1)

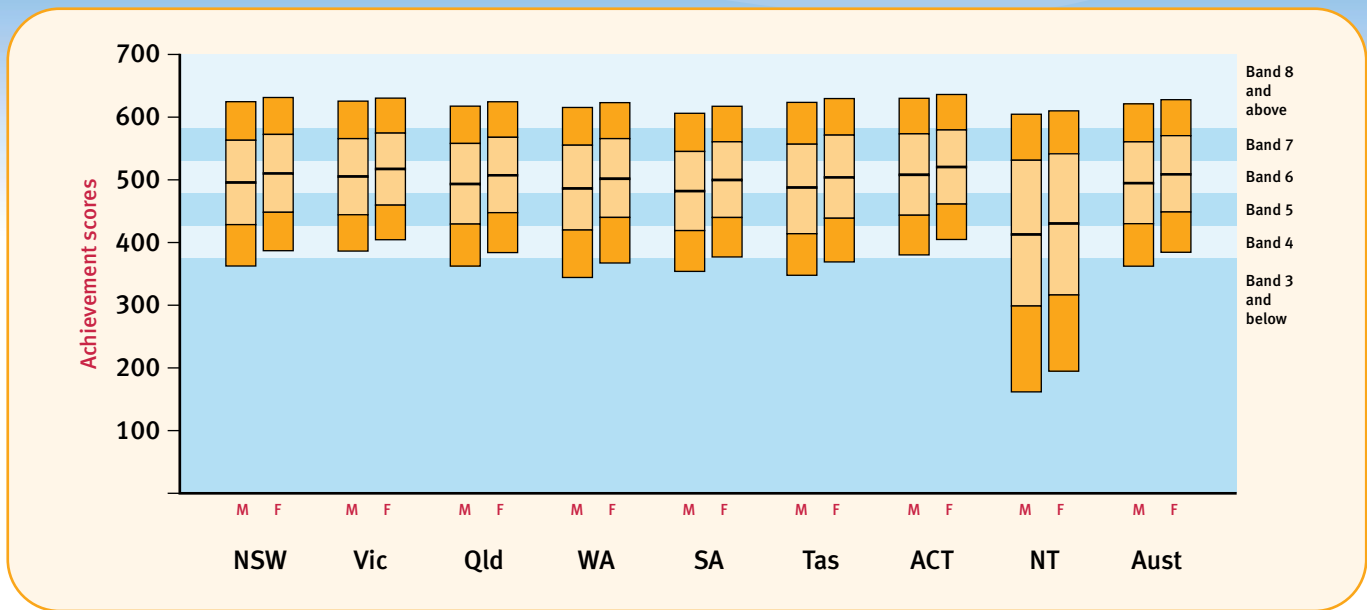
Table 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2016.

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	97.2	1.7	1.1	1.4	5.1	10.7	20.8	26.0	21.1	15.0	93.5
Vic	10yrs 9mths 5yrs 4mths	95.3	2.5	2.2	2.8	2.6	8.5	20.0	27.9	22.9	15.4	94.6
Qld	10yrs 5mths 5yrs 4mths	93.3	2.3	4.4	1.4	5.2	10.7	21.0	27.2	21.2	13.4	93.4
WA	10yrs 5mths 5yrs 4mths	95.8	3.0	1.2	1.2	7.4	11.3	21.0	26.1	20.2	12.7	91.4
SA	10yrs 7mths 5yrs 4mths	93.9	3.0	3.0	2.3	6.2	12.3	23.0	26.8	18.7	10.7	91.5
Tas	10yrs 10mths 5yrs 4mths	95.4	2.6	2.0	1.6	7.6	12.1	20.4	24.5	19.8	14.0	90.8
ACT	10yrs 7mths 5yrs 4mths	94.2	2.4	3.4	1.6	3.0	8.3	19.6	26.1	23.9	17.5	95.4
NT	10yrs 6mths 5yrs 4mths	89.6	9.2	1.2	2.5	33.2	11.1	14.4	17.2	13.0	8.7	64.4
Aust	10yrs 7mths 5yrs 4mths	95.4	2.4	2.3	1.8	5.2	10.3	20.7	26.7	21.2	14.1	93.0

[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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	495.6 (79.2)	505.2 (72.2)	493.2 (76.9)	486.1 (82.5)	481.9 (76.5)	487.6 (83.1)	507.9 (75.6)	412.7 (136.0)	494.6 (79.0)
Female Mean scale score / (S.D.)	510.1 (74.0)	517.2 (68.7)	507.2 (72.8)	501.6 (77.6)	499.6 (73.1)	503.8 (78.3)	520.3 (70.4)	430.2 (131.2)	508.7 (74.5)

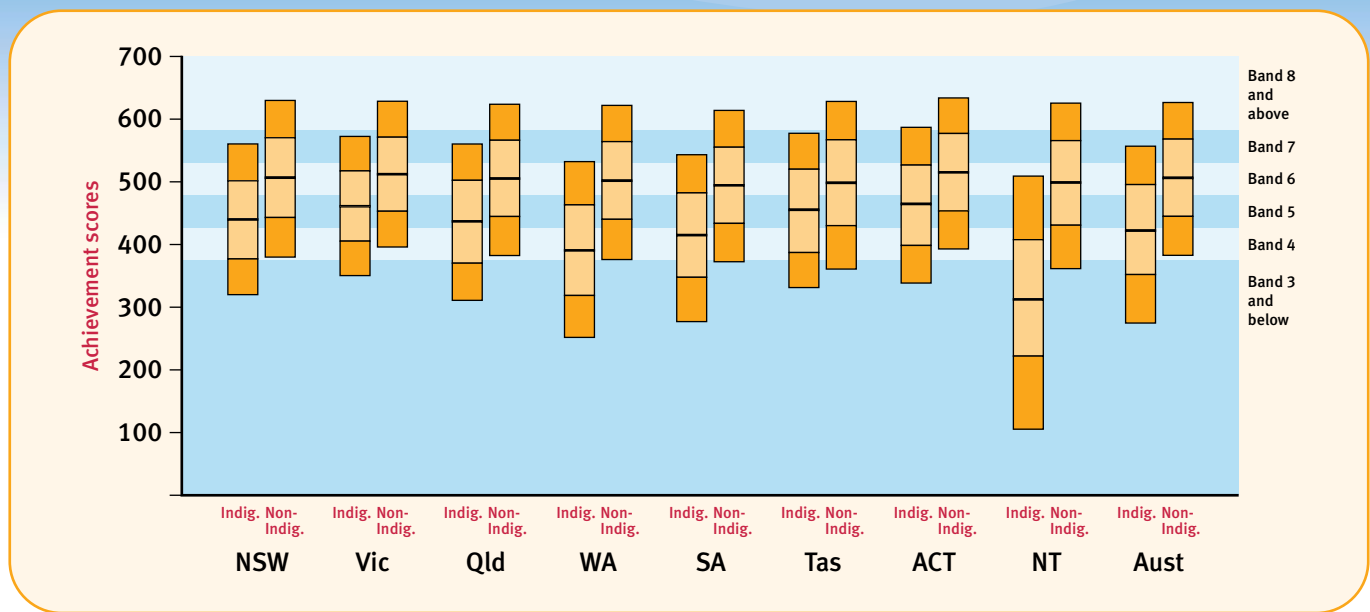
Table 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2016.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	1.9	6.6	12.2	21.4	24.9	19.4	13.6	91.5
	Female	0.9	3.5	9.2	20.1	27.2	22.8	16.4	95.6
Vic	Male	3.7	3.3	9.9	21.1	27.2	20.9	14.0	93.0
	Female	1.8	1.9	7.1	18.9	28.6	25.0	16.8	96.3
Qld	Male	1.8	6.5	12.1	22.2	26.2	19.2	12.1	91.8
	Female	0.9	3.8	9.2	19.8	28.3	23.2	14.7	95.2
WA	Male	1.6	9.0	12.7	21.8	25.3	18.3	11.3	89.4
	Female	0.8	5.7	9.9	20.3	27.0	22.1	14.2	93.4
SA	Male	3.2	7.8	14.1	23.9	25.7	16.4	8.9	89.0
	Female	1.5	4.5	10.4	22.0	28.0	21.0	12.6	94.0
Tas	Male	1.8	9.5	13.8	20.3	24.2	18.0	12.4	88.7
	Female	1.4	5.6	10.3	20.5	24.7	21.7	15.7	93.0
ACT	Male	1.8	4.1	9.7	20.7	24.9	22.6	16.3	94.1
	Female	1.3	1.8	6.9	18.5	27.4	25.4	18.7	96.8
NT	Male	3.6	35.2	11.4	14.3	15.8	11.8	7.9	61.3
	Female	1.4	31.2	10.8	14.5	18.6	14.1	9.4	67.5
Aust	Male	2.4	6.5	11.8	21.6	25.7	19.4	12.8	91.2
	Female	1.2	3.8	8.8	19.8	27.7	23.1	15.6	95.0

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	439.9 (72.9)	461.0 (67.6)	436.9 (75.9)	390.6 (86.9)	414.9 (83.1)	455.3 (76.2)	464.6 (75.8)	312.4 (118.0)	422.1 (89.6)
Non-Indigenous Mean scale score / (S.D.)	506.5 (75.5)	512.1 (70.5)	505.1 (72.8)	501.7 (74.2)	494.4 (72.8)	498.3 (80.4)	515.1 (72.9)	498.8 (79.7)	506.2 (73.6)

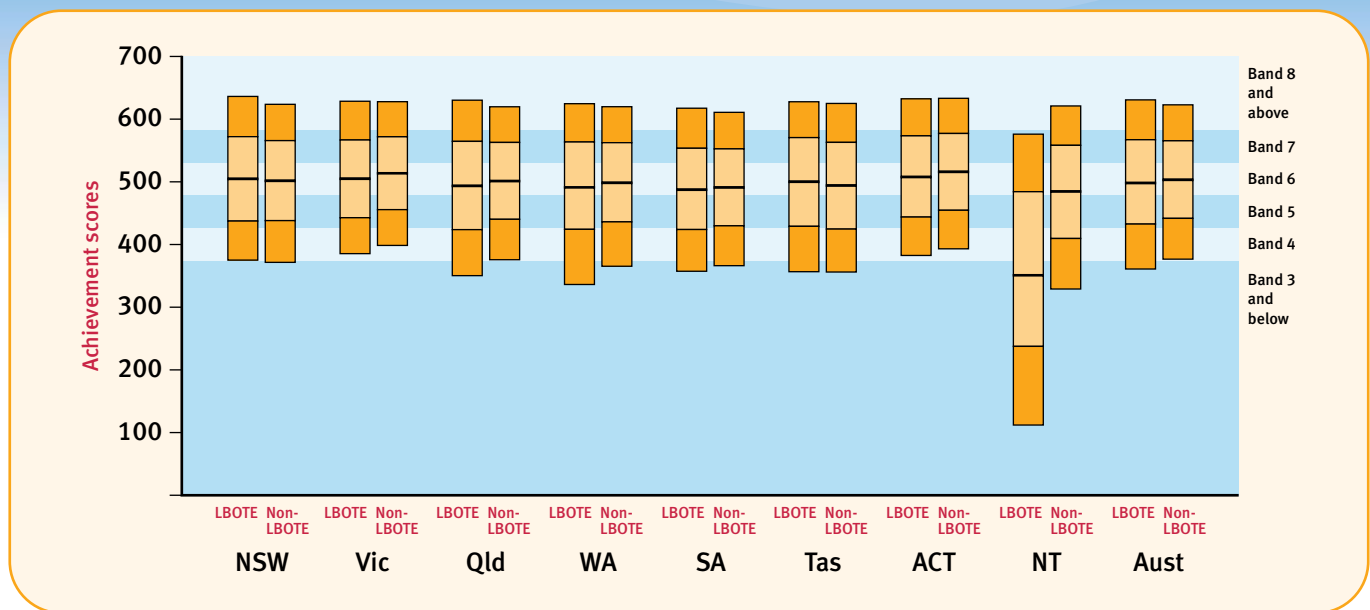
Table 5.R3: Achievement of Year 5 Students in Reading, by Indigenous Status, by State and Territory, 2016.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.5	18.5	22.9	26.9	18.6	8.1	2.6	79.1
	Non-Indigenous	1.3	4.2	9.9	20.4	26.5	21.9	15.7	94.4
Vic	Indigenous	6.3	9.2	19.0	28.0	22.8	11.1	3.6	84.5
	Non-Indigenous	2.6	2.5	8.3	19.8	28.0	23.1	15.6	94.9
Qld	Indigenous	1.9	20.9	22.2	25.5	18.6	8.5	2.5	77.2
	Non-Indigenous	1.3	3.9	9.8	20.7	27.9	22.2	14.2	94.7
WA	Indigenous	1.7	41.8	22.5	18.6	10.3	3.9	1.1	56.5
	Non-Indigenous	1.2	4.7	10.4	21.2	27.4	21.5	13.6	94.1
SA	Indigenous	4.8	28.0	22.3	24.5	13.5	5.1	1.8	67.2
	Non-Indigenous	2.2	5.1	11.8	23.0	27.5	19.4	11.1	92.7
Tas	Indigenous	1.6	15.6	19.1	25.4	21.8	12.2	4.3	82.8
	Non-Indigenous	1.7	6.9	11.6	20.1	24.7	20.3	14.6	91.4
ACT	Indigenous	5.2	12.3	15.9	23.9	24.7	12.6	5.5	82.5
	Non-Indigenous	1.5	2.7	8.1	19.5	26.2	24.2	17.8	95.8
NT	Indigenous	3.4	69.9	10.7	7.6	5.3	2.4	0.8	26.7
	Non-Indigenous	1.8	6.7	11.4	19.3	25.8	20.6	14.4	91.5
Aust	Indigenous	2.7	26.5	21.1	23.6	16.5	7.4	2.3	70.8
	Non-Indigenous	1.7	3.9	9.7	20.6	27.3	22.1	14.8	94.4

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	504.6 (79.0)	504.8 (73.4)	493.4 (84.0)	491.1 (88.0)	487.3 (79.8)	500.0 (81.8)	507.6 (75.8)	350.9 (140.5)	498.0 (83.9)
Non-LBOTE Mean scale score / (S.D.)	501.5 (76.0)	513.6 (69.6)	501.1 (73.7)	498.3 (76.8)	490.9 (74.1)	494.0 (81.0)	515.8 (72.6)	484.5 (88.2)	503.1 (74.4)

Table 5.R4: Achievement of Year 5 Students in Reading, by LBOTE Status, by State and Territory, 2016.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	1.9	4.8	10.9	21.1	24.9	20.0	16.4	93.3
	Non-LBOTE	1.2	5.2	10.6	20.7	26.5	21.5	14.2	93.6
Vic	LBOTE	3.5	3.4	10.2	21.5	26.5	20.5	14.4	93.2
	Non-LBOTE	2.5	2.3	7.8	19.4	28.4	23.9	15.7	95.2
Qld	LBOTE	1.5	8.2	12.3	20.8	24.0	18.8	14.4	90.3
	Non-LBOTE	1.3	4.7	10.4	21.1	27.7	21.5	13.2	93.9
WA	LBOTE	1.8	9.0	11.3	20.1	24.5	19.8	13.6	89.2
	Non-LBOTE	1.1	6.0	10.6	20.8	27.2	21.2	13.1	92.9
SA	LBOTE	3.1	7.1	13.0	23.5	25.3	17.1	11.0	89.8
	Non-LBOTE	2.2	6.0	12.2	23.1	27.2	18.9	10.4	91.9
Tas	LBOTE	6.3	7.2	10.7	18.1	21.7	21.2	14.8	86.5
	Non-LBOTE	1.4	7.8	12.4	20.7	24.6	19.5	13.6	90.8
ACT	LBOTE	3.2	3.8	9.5	20.9	25.3	20.8	16.4	92.9
	Non-LBOTE	1.1	2.7	7.9	19.2	26.4	24.8	17.8	96.2
NT	LBOTE	2.4	57.4	9.5	9.8	9.6	7.0	4.4	40.2
	Non-LBOTE	2.4	11.6	12.7	18.5	23.9	18.4	12.5	86.0
Aust	LBOTE	2.4	6.4	11.0	20.9	24.9	19.6	14.8	91.2
	Non-LBOTE	1.6	4.6	10.1	20.6	27.3	21.8	13.9	93.8

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

NAPLAN Year 5 Reading

Table 5.R5: Achievement of Year 5 Students in Reading, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	509.3	1.4	4.1	9.7	19.7	25.8	22.2	17.0	94.5
	Inner Regional	488.5	1.3	6.8	12.7	23.5	27.1	18.6	10.0	91.9
	Outer Regional	472.5	1.3	10.6	16.1	24.4	25.0	15.3	7.3	88.1
	Remote	449.3	2.7	18.1	20.8	22.4	19.3	11.7	5.0	79.2
	Very Remote	434.7	2.6	26.0	20.5	17.5	18.1	10.2	5.1	71.4
Vic	Major Cities	515.2	2.8	2.3	7.8	19.1	27.6	23.6	16.8	95.0
	Inner Regional	499.7	2.7	3.3	10.7	22.4	28.6	21.0	11.2	93.9
	Outer Regional	493.6	3.4	4.4	10.7	23.7	29.0	19.4	9.4	92.2
	Remote	475.0	2.4	3.8	17.1	31.0	28.1	12.9	4.8	93.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	507.8	1.3	3.8	9.4	20.0	27.5	22.7	15.2	94.9
	Inner Regional	493.4	1.5	5.5	11.9	22.8	27.7	19.5	11.1	92.9
	Outer Regional	488.0	1.2	7.3	13.0	22.8	26.7	18.8	10.3	91.5
	Remote	463.1	2.0	15.0	14.9	23.5	23.8	14.6	6.2	83.0
	Very Remote	420.8	1.1	32.8	21.0	18.0	15.6	7.9	3.6	66.1
WA	Major Cities	502.8	1.3	5.1	10.2	20.4	26.9	21.7	14.4	93.6
	Inner Regional	486.0	1.0	7.1	13.4	23.5	27.5	18.0	9.6	91.9
	Outer Regional	471.8	0.8	11.5	15.6	24.0	25.0	15.7	7.5	87.7
	Remote	457.5	1.3	17.1	16.4	23.8	20.5	14.5	6.5	81.7
	Very Remote	381.8	1.3	48.7	14.1	15.2	12.3	6.3	2.1	50.0
SA	Major Cities	496.3	2.3	5.1	11.6	22.2	27.0	19.7	12.0	92.6
	Inner Regional	489.7	2.4	5.3	11.6	24.6	28.5	19.2	8.4	92.3
	Outer Regional	470.2	2.6	10.3	16.0	25.3	25.3	14.1	6.4	87.1
	Remote	476.8	1.3	6.7	15.4	27.9	27.8	14.4	6.6	92.0
	Very Remote	383.7	0.0	47.4	12.8	16.3	11.7	7.4	4.3	52.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	502.1	1.7	6.7	11.2	19.1	24.2	20.9	16.2	91.6
	Outer Regional	481.0	1.6	9.6	14.0	23.2	25.0	17.3	9.4	88.9
	Remote	481.7	0.0	8.4	14.6	22.7	26.0	22.1	6.3	91.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	514.1	1.6	3.0	8.3	19.6	26.2	24.0	17.5	95.4
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	482.8	3.1	11.7	12.8	18.8	23.8	17.6	12.2	85.2
	Remote	440.2	2.0	28.7	12.8	15.6	17.2	14.5	9.2	69.3
	Very Remote	285.4	1.5	80.0	6.6	4.5	3.7	2.4	1.3	18.5
Aust	Major Cities	509.0	1.8	3.7	9.3	19.9	26.8	22.5	16.0	94.5
	Inner Regional	493.4	1.8	5.6	11.9	22.8	27.5	19.6	11.0	92.7
	Outer Regional	481.5	1.7	8.8	13.9	23.3	26.0	17.2	9.0	89.5
	Remote	458.4	1.7	16.9	15.7	22.9	21.8	14.4	6.7	81.4
	Very Remote	365.5	1.3	52.8	13.9	12.8	10.8	5.8	2.6	46.0

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	450.3	2.6	14.9	21.0	27.3	20.6	10.0	3.6	82.5
	Inner Regional	438.5	2.2	18.9	23.0	27.9	18.2	7.6	2.3	78.9
	Outer Regional	424.5	2.6	23.2	26.5	25.1	16.2	5.1	1.2	74.1
	Remote	403.4	3.0	32.5	29.0	21.8	10.4	3.1	0.1	64.5
	Very Remote	385.7	3.4	41.0	30.5	14.9	9.2	0.7	0.3	55.6
Vic	Major Cities	469.9	5.5	7.4	17.1	28.6	22.9	13.0	5.5	87.1
	Inner Regional	458.3	5.8	9.5	21.0	25.9	23.4	12.1	2.2	84.7
	Outer Regional	444.0	9.5	12.9	19.9	30.5	20.9	4.8	1.6	77.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	457.1	1.5	12.2	20.0	28.0	23.3	11.4	3.6	86.3
	Inner Regional	449.9	2.4	15.3	20.2	27.9	21.5	9.8	2.9	82.3
	Outer Regional	432.9	1.9	21.4	24.2	26.3	16.8	7.5	2.1	76.8
	Remote	395.4	4.6	38.6	22.9	18.6	11.2	3.8	0.2	56.8
	Very Remote	381.5	1.4	47.7	26.5	14.6	7.4	2.2	0.3	50.9
WA	Major Cities	417.9	2.5	28.1	25.3	23.0	13.9	5.6	1.7	69.4
	Inner Regional	420.6	0.5	28.1	24.0	23.1	16.3	6.1	1.9	71.4
	Outer Regional	400.4	1.4	35.3	28.6	21.7	9.0	3.1	0.8	63.3
	Remote	381.7	1.9	47.2	21.6	17.3	8.4	2.8	0.8	50.9
	Very Remote	325.5	0.9	74.8	12.6	7.1	3.1	1.2	0.3	24.4
SA	Major Cities	433.4	5.7	20.2	22.6	26.1	16.2	7.1	2.2	74.2
	Inner Regional	437.2	2.5	17.7	20.3	34.9	16.2	6.8	1.5	79.7
	Outer Regional	408.4	6.0	31.4	23.7	23.6	10.6	2.9	1.9	62.6
	Remote	426.7	2.7	18.9	26.5	27.6	19.5	2.7	2.2	78.4
	Very Remote	318.9	0.0	71.5	17.6	8.0	2.4	0.4	0.0	28.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	454.1	0.7	16.2	20.5	25.7	20.9	10.2	5.8	83.1
	Outer Regional	457.1	2.7	15.0	16.9	25.2	22.7	14.7	2.7	82.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	466.5	5.5	12.6	15.3	22.4	25.0	13.4	5.8	81.9
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	412.1	7.1	33.5	17.4	17.2	15.0	7.1	2.7	59.5
	Remote	353.6	3.6	58.1	16.7	11.5	6.4	3.0	0.7	38.3
	Very Remote	258.8	1.7	89.3	5.8	2.2	0.8	0.2	0.0	8.9
Aust	Major Cities	447.9	2.8	15.9	21.0	26.7	20.2	9.8	3.4	81.2
	Inner Regional	443.7	2.4	17.2	21.9	27.5	19.7	8.7	2.7	80.4
	Outer Regional	426.9	3.2	23.9	23.7	24.8	16.0	6.6	1.8	72.9
	Remote	382.4	3.1	44.9	21.8	17.0	9.3	3.2	0.6	52.0
	Very Remote	314.1	1.4	72.5	14.2	7.3	3.4	1.0	0.1	26.1

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	511.3	1.4	3.7	9.3	19.5	26.1	22.7	17.4	94.9
	Inner Regional	494.3	1.1	5.3	11.5	23.0	28.1	20.0	10.9	93.5
	Outer Regional	482.3	1.0	8.0	14.0	24.3	26.8	17.4	8.5	91.0
	Remote	477.7	2.7	9.5	15.8	21.7	24.9	17.4	8.1	87.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	515.8	2.6	2.2	7.7	19.0	27.7	23.8	17.0	95.2
	Inner Regional	501.0	2.6	3.1	10.4	22.3	28.8	21.3	11.5	94.3
	Outer Regional	497.6	2.9	3.6	9.9	23.1	29.7	20.7	10.1	93.4
	Remote	473.8	2.4	3.9	17.6	31.7	26.8	12.7	4.9	93.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	509.7	1.3	3.4	9.0	19.7	27.6	23.2	15.7	95.2
	Inner Regional	497.4	1.5	4.7	11.1	22.3	28.2	20.4	11.9	93.9
	Outer Regional	497.7	1.2	4.8	11.0	22.2	28.4	20.7	11.8	94.1
	Remote	488.6	1.0	5.6	11.9	25.7	28.6	18.8	8.5	93.4
	Very Remote	480.8	0.6	9.9	12.5	23.1	28.3	16.7	8.8	89.5
WA	Major Cities	506.2	1.2	4.1	9.5	20.3	27.4	22.4	14.9	94.6
	Inner Regional	490.8	1.0	5.7	12.7	23.4	28.0	19.0	10.3	93.3
	Outer Regional	483.4	0.7	7.6	13.5	24.4	27.4	17.6	8.6	91.6
	Remote	483.6	1.1	6.7	14.5	25.7	24.9	18.6	8.5	92.2
	Very Remote	472.0	1.7	7.4	16.5	28.0	27.1	14.4	4.9	90.9
SA	Major Cities	498.5	2.2	4.5	11.2	22.1	27.4	20.2	12.4	93.3
	Inner Regional	491.8	2.5	4.7	11.2	24.3	29.0	19.7	8.6	92.8
	Outer Regional	476.3	2.3	8.2	15.1	25.4	26.9	15.2	6.9	89.5
	Remote	480.2	1.3	5.7	14.8	28.1	28.3	15.0	6.9	93.0
	Very Remote	484.1	0.0	8.6	8.6	29.4	25.3	17.5	10.6	91.4
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	504.3	1.9	6.1	10.8	19.0	24.5	21.3	16.5	92.0
	Outer Regional	484.8	1.4	8.6	13.6	22.8	25.3	17.8	10.4	90.0
	Remote	484.4	0.0	8.4	12.3	23.9	26.3	21.8	7.4	91.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	515.1	1.5	2.7	8.1	19.5	26.2	24.2	17.8	95.8
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	497.9	2.2	6.9	11.7	19.1	25.8	20.0	14.3	91.0
	Remote	504.3	0.8	6.3	9.7	18.7	25.4	23.4	15.7	92.9
	Very Remote	491.3	0.0	5.9	13.3	23.2	27.3	19.6	10.7	94.1
Aust	Major Cities	510.8	1.8	3.3	8.9	19.7	27.1	22.9	16.3	94.9
	Inner Regional	497.3	1.7	4.6	11.1	22.4	28.1	20.4	11.6	93.7
	Outer Regional	490.3	1.5	6.3	12.3	23.1	27.6	19.0	10.2	92.2
	Remote	486.3	1.2	6.4	13.4	24.9	26.4	18.6	9.1	92.4
	Very Remote	479.8	0.9	8.4	13.6	25.2	27.2	16.7	8.0	90.7

[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, 2016.

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>	539.6	0.9	1.1	4.4	13.2	24.8	28.7	27.0	98.0
	<i>Diploma</i>	501.5	1.2	3.5	9.6	22.1	30.0	22.6	11.1	95.3
	<i>Certificate</i>	477.5	1.4	6.8	15.0	27.2	27.9	15.5	6.1	91.8
	<i>Year 12</i>	475.2	1.9	7.9	15.4	26.7	27.0	14.8	6.3	90.2
	<i>Year 11</i>	441.9	3.1	16.5	22.8	28.5	19.2	7.6	2.4	80.4
	<i>Not stated (4%)</i>	493.9	2.3	7.0	12.4	21.1	25.2	18.8	13.1	90.7
Vic	<i>Bachelor</i>	538.9	1.5	0.7	3.6	13.4	26.3	29.2	25.3	97.8
	<i>Diploma</i>	504.6	2.2	2.1	8.7	22.0	31.5	22.5	11.0	95.7
	<i>Certificate</i>	490.0	3.2	3.5	11.9	25.7	30.0	18.4	7.3	93.3
	<i>Year 12</i>	491.5	3.7	3.5	12.2	24.6	29.1	18.5	8.3	92.7
	<i>Year 11</i>	463.0	7.0	8.5	18.3	28.4	23.3	10.8	3.7	84.5
	<i>Not stated (3%)</i>	516.9	4.8	2.6	8.4	17.2	25.4	23.3	18.4	92.6
Qld	<i>Bachelor</i>	536.3	0.9	1.1	4.4	13.7	26.3	28.8	24.9	98.0
	<i>Diploma</i>	502.0	0.9	3.2	9.9	21.8	30.3	22.4	11.5	95.8
	<i>Certificate</i>	486.4	1.3	5.8	12.8	25.0	29.0	18.4	7.8	93.0
	<i>Year 12</i>	480.8	1.5	6.9	14.6	25.3	27.6	16.8	7.3	91.6
	<i>Year 11</i>	450.0	2.6	15.3	20.2	26.8	21.7	9.9	3.3	82.0
	<i>Not stated (8%)</i>	477.0	2.7	9.6	14.6	23.6	25.2	16.1	8.1	87.7
WA	<i>Bachelor</i>	531.6	0.8	1.5	5.1	14.6	26.7	28.0	23.1	97.7
	<i>Diploma</i>	494.7	1.1	4.3	11.0	23.7	29.7	20.4	9.8	94.6
	<i>Certificate</i>	478.9	1.1	7.5	14.3	25.8	28.1	16.5	6.7	91.4
	<i>Year 12</i>	480.7	1.4	7.7	13.7	25.4	27.0	17.2	7.6	90.9
	<i>Year 11</i>	436.9	2.0	21.1	21.2	25.1	18.7	8.9	3.0	76.9
	<i>Not stated (10%)</i>	467.4	1.8	16.3	13.5	20.7	22.1	16.1	9.5	81.9
SA	<i>Bachelor</i>	525.2	1.2	1.5	5.9	16.6	27.7	26.9	20.0	97.3
	<i>Diploma</i>	493.4	1.2	3.6	12.3	24.2	29.7	19.6	9.3	95.2
	<i>Certificate</i>	478.2	2.2	6.5	14.5	26.8	28.8	15.4	5.9	91.3
	<i>Year 12</i>	479.5	2.5	7.5	14.4	26.1	26.2	15.9	7.5	90.0
	<i>Year 11</i>	445.0	5.1	15.5	20.7	28.0	19.9	8.0	2.7	79.4
	<i>Not stated (9%)</i>	465.7	4.8	12.7	15.5	23.1	22.9	14.1	7.0	82.6

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 5 Reading

Table 5.R8 (cont.): Achievement of Year 5 Students in Reading, by Parental Education, by State and Territory, 2016.

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>	546.7	1.1	1.0	4.2	11.3	22.5	28.6	31.3	97.9
	<i>Diploma</i>	504.5	1.4	4.5	9.0	20.7	27.5	23.4	13.5	94.2
	<i>Certificate</i>	479.2	1.6	8.4	14.2	24.7	27.3	16.9	7.0	90.0
	<i>Year 12</i>	468.2	1.3	12.4	17.1	24.3	22.5	15.5	6.9	86.3
	<i>Year 11</i>	443.8	2.2	17.7	22.8	25.2	20.6	8.8	2.7	80.1
	<i>Not stated (9%)</i>	502.1	3.0	6.7	9.2	19.6	24.3	22.6	14.7	90.3
ACT	<i>Bachelor</i>	534.2	1.5	1.4	4.5	14.4	25.3	28.7	24.1	97.0
	<i>Diploma</i>	492.9	1.5	2.8	11.8	25.9	29.9	20.2	7.9	95.7
	<i>Certificate</i>	484.0	1.4	6.0	13.6	26.7	27.1	16.9	8.4	92.6
	<i>Year 12</i>	483.3	3.0	4.7	13.3	28.6	27.6	15.6	7.1	92.3
	<i>Year 11</i>	454.8	3.4	10.2	21.8	31.8	20.4	8.6	3.7	86.3
	<i>Not stated (7%)</i>	513.8	0.0	3.4	8.6	19.7	26.1	24.3	17.9	96.6
NT	<i>Bachelor</i>	511.1	2.2	5.8	9.4	15.4	25.0	22.3	20.0	92.0
	<i>Diploma</i>	478.9	1.6	11.3	12.7	20.2	25.4	20.3	8.5	87.2
	<i>Certificate</i>	454.5	3.0	18.4	14.3	21.9	22.1	14.0	6.2	78.6
	<i>Year 12</i>	440.4	3.2	24.2	13.9	17.7	22.3	14.4	4.3	72.6
	<i>Year 11</i>	327.9	2.9	65.5	13.0	9.5	6.5	2.3	0.3	31.6
	<i>Not stated (21%)</i>	330.5	2.1	65.5	6.7	6.0	7.0	6.3	6.5	32.4
Aust	<i>Bachelor</i>	536.9	1.1	1.1	4.4	13.7	25.8	28.6	25.3	97.8
	<i>Diploma</i>	500.9	1.4	3.2	9.8	22.3	30.3	22.1	10.9	95.4
	<i>Certificate</i>	482.5	1.8	6.0	13.7	26.0	28.6	17.0	6.9	92.2
	<i>Year 12</i>	481.4	2.2	6.7	14.1	25.5	27.5	16.7	7.3	91.1
	<i>Year 11</i>	445.6	3.9	15.9	20.7	27.2	20.4	8.9	2.9	80.2
	<i>Not stated (6%)</i>	478.0	2.8	11.8	12.7	20.9	23.7	17.3	10.8	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 5 Reading

Table 5.R9: Achievement of Year 5 Students in Reading, by Parental Occupation, by State and Territory, 2016.

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	539.9	0.8	1.1	4.3	13.2	24.8	28.8	27.1	98.1
	Group 2	516.2	0.9	2.3	7.6	18.7	28.5	25.0	17.0	96.8
	Group 3	487.8	1.2	5.2	12.8	25.5	29.0	17.9	8.4	93.6
	Group 4	469.1	1.8	9.3	17.2	27.8	24.8	13.3	5.9	88.9
	Not in paid work	448.2	3.9	15.8	21.4	26.6	19.4	8.9	4.1	80.3
	Not stated (6%)	489.7	2.2	7.0	13.6	22.6	25.0	17.9	11.7	90.8
Vic	Group 1	542.9	1.0	0.5	3.2	12.5	25.7	29.8	27.3	98.5
	Group 2	521.0	1.4	1.2	6.0	18.1	29.6	26.5	17.3	97.4
	Group 3	500.9	2.1	2.4	9.5	23.5	30.9	21.3	10.2	95.5
	Group 4	484.6	4.3	4.5	13.8	26.0	28.0	16.1	7.2	91.2
	Not in paid work	471.1	8.1	7.5	16.4	26.2	23.9	12.5	5.4	84.4
	Not stated (2%)	513.1	5.5	2.8	8.2	18.7	26.2	22.4	16.4	91.7
Qld	Group 1	535.8	0.8	1.2	4.5	13.8	26.2	28.7	24.9	98.1
	Group 2	513.5	1.0	2.4	7.7	19.2	29.4	25.0	15.4	96.7
	Group 3	493.4	1.0	4.3	11.6	23.9	29.9	19.9	9.3	94.7
	Group 4	471.6	1.7	9.1	16.2	26.8	25.6	14.6	6.0	89.2
	Not in paid work	452.7	3.1	15.4	19.5	25.7	21.1	10.7	4.4	81.5
	Not stated (14%)	476.9	2.4	9.3	15.0	24.1	25.5	15.7	8.0	88.3
WA	Group 1	530.2	0.7	1.6	5.3	15.1	26.8	27.9	22.6	97.7
	Group 2	506.9	0.7	3.5	9.2	20.3	29.0	23.1	14.2	95.7
	Group 3	485.2	1.1	5.9	13.2	25.4	28.9	17.6	7.9	93.0
	Group 4	466.9	1.4	11.2	16.5	26.2	24.7	14.3	5.7	87.4
	Not in paid work	439.4	2.4	22.5	19.0	23.0	18.2	10.1	4.6	75.0
	Not stated (18%)	471.4	2.1	13.6	14.3	21.9	23.0	15.9	9.2	84.4
SA	Group 1	528.6	1.1	1.2	5.4	15.9	27.3	27.8	21.3	97.7
	Group 2	503.2	1.1	2.8	9.9	22.0	30.4	21.8	12.0	96.1
	Group 3	486.0	1.6	4.7	13.3	26.3	29.3	17.4	7.4	93.7
	Group 4	470.0	2.9	8.6	16.3	27.7	26.1	13.2	5.2	88.5
	Not in paid work	451.5	6.3	13.5	19.6	26.9	21.4	9.1	3.2	80.3
	Not stated (17%)	459.3	4.3	13.7	17.2	24.9	22.1	12.1	5.7	82.0

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, 2016.

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	541.6	1.1	1.7	4.6	11.9	23.2	28.3	29.3	97.2
	Group 2	512.8	1.0	3.4	9.0	19.3	26.4	23.5	17.4	95.6
	Group 3	489.9	1.5	6.2	12.2	23.5	27.5	20.0	9.1	92.3
	Group 4	458.5	1.5	13.0	19.0	26.8	23.9	11.8	4.0	85.5
	Not in paid work	442.6	2.2	20.3	21.9	22.8	20.1	8.9	3.9	77.5
	Not stated (13%)	490.2	3.7	8.8	12.2	20.9	23.0	19.0	12.4	87.4
ACT	Group 1	534.8	1.3	1.6	4.9	14.5	24.0	28.5	25.2	97.1
	Group 2	516.3	1.3	2.1	6.7	19.3	29.4	25.4	15.8	96.5
	Group 3	495.0	1.7	3.5	12.3	23.1	29.6	19.8	10.0	94.8
	Group 4	462.1	1.8	8.5	17.7	35.4	22.6	10.2	3.8	89.7
	Not in paid work	468.4	6.7	10.3	16.0	24.9	21.8	13.9	6.5	83.0
	Not stated (15%)	500.7	1.2	3.6	10.8	24.1	26.0	20.5	13.8	95.2
NT	Group 1	510.7	1.8	5.6	10.3	17.2	23.6	21.3	20.2	92.6
	Group 2	489.3	1.8	9.6	11.3	17.2	26.4	21.9	11.8	88.7
	Group 3	461.3	2.3	16.7	13.4	21.1	22.3	16.8	7.4	80.9
	Group 4	383.9	3.9	44.7	13.3	16.3	13.6	5.7	2.5	51.4
	Not in paid work	323.2	3.1	67.0	12.5	7.4	7.4	2.1	0.4	29.8
	Not stated (20%)	316.9	2.6	68.3	7.7	6.6	6.9	4.6	3.3	29.1
Aust	Group 1	537.6	0.9	1.1	4.3	13.6	25.6	28.8	25.8	98.0
	Group 2	514.9	1.0	2.3	7.5	19.0	29.1	25.0	16.1	96.7
	Group 3	491.9	1.4	4.4	11.7	24.6	29.6	19.2	9.0	94.1
	Group 4	472.5	2.5	8.5	15.9	26.8	25.8	14.3	6.1	89.0
	Not in paid work	453.5	5.1	14.4	19.0	25.6	21.0	10.4	4.5	80.5
	Not stated (9%)	475.6	2.7	11.1	14.0	22.6	24.0	16.1	9.4	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

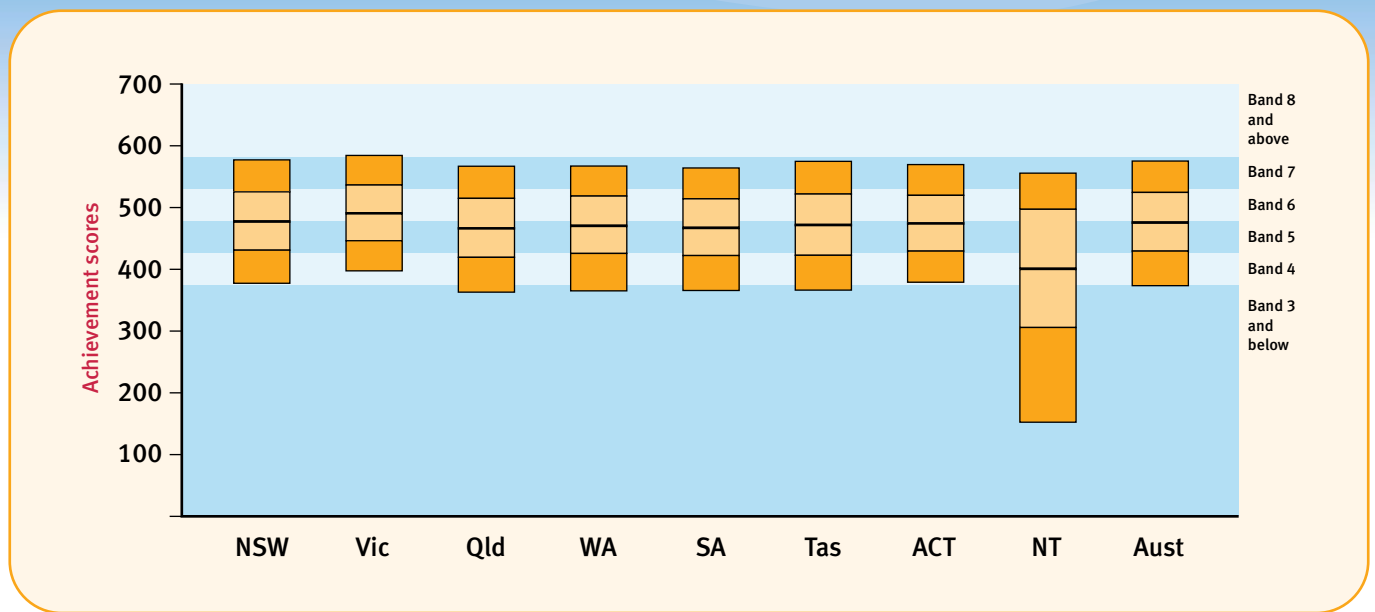
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 Writing

Figure 5.W1: Achievement of Year 5 Students in Writing, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	477.3 (61.3)	490.7 (57.0)	466.3 (62.5)	470.3 (63.6)	467.0 (61.4)	471.7 (64.3)	474.3 (57.9)	400.7 (119.8)	475.6 (63.0)

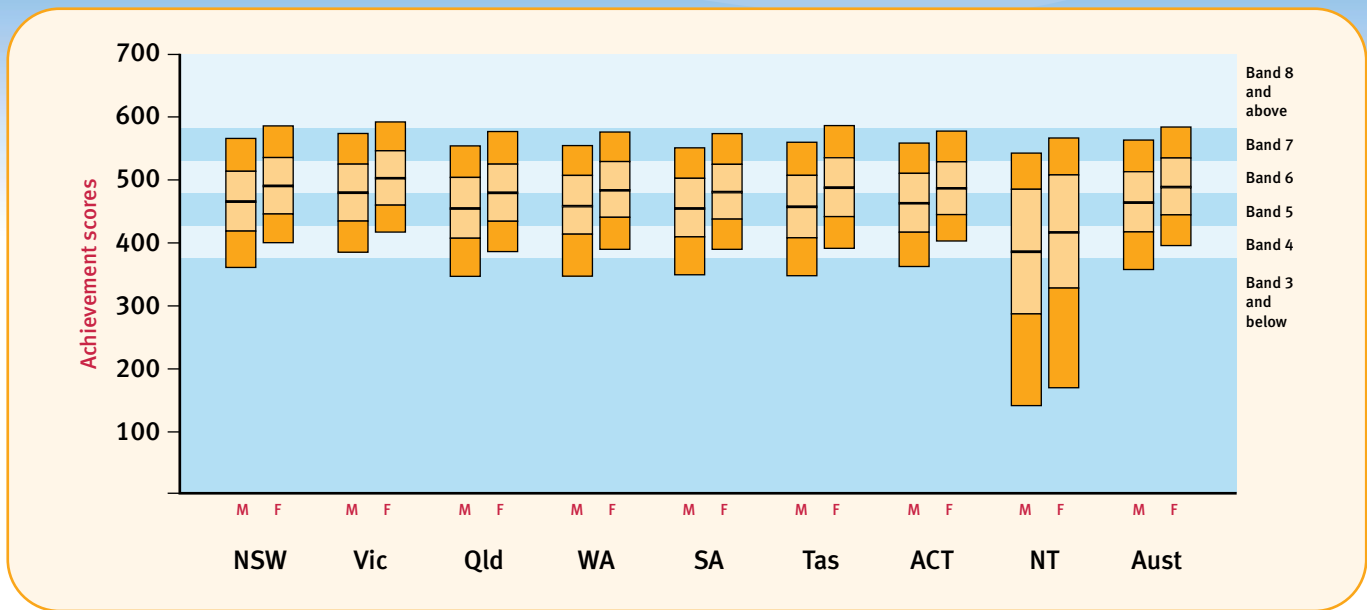
Table 5.W1: Achievement of Year 5 Students in Writing, by State and Territory, 2016.

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	97.2	1.7	1.1	1.4	4.5	13.0	32.0	31.4	13.4	4.2	94.1
Vic	10yrs 9mths 5yrs 4mths	95.0	2.7	2.3	2.8	2.2	9.1	28.0	35.3	17.3	5.3	95.0
Qld	10yrs 5mths 5yrs 4mths	93.2	2.4	4.4	1.4	6.4	16.4	33.7	28.4	10.6	3.0	92.2
WA	10yrs 5mths 5yrs 4mths	95.8	3.0	1.2	1.2	5.9	14.0	32.8	31.3	11.9	2.9	92.9
SA	10yrs 7mths 5yrs 4mths	93.9	3.1	3.0	2.4	6.0	15.3	34.3	28.9	10.5	2.6	91.7
Tas	10yrs 10mths 5yrs 4mths	95.2	2.8	2.0	1.6	6.0	15.1	31.7	29.1	12.4	4.0	92.3
ACT	10yrs 7mths 5yrs 4mths	94.1	2.5	3.4	1.6	4.2	13.9	33.5	31.6	12.0	3.3	94.2
NT	10yrs 6mths 5yrs 4mths	89.6	9.2	1.2	2.5	32.6	16.2	21.8	17.2	7.3	2.5	65.0
Aust	10yrs 7mths 5yrs 4mths	95.2	2.5	2.3	1.8	5.0	13.1	31.5	31.3	13.3	3.9	93.2

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

NAPLAN Year 5 Writing

Figure 5.W2: Achievement of Year 5 Students in Writing, by Sex, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	465.1 (62.7)	479.3 (57.7)	454.1 (63.7)	457.9 (65.1)	454.1 (62.7)	456.8 (64.8)	462.6 (60.1)	385.1 (121.4)	463.5 (64.2)
Female Mean scale score / (S.D.)	490.1 (57.1)	502.5 (53.8)	479.1 (58.6)	483.2 (59.4)	480.3 (57.0)	487.3 (59.9)	486.4 (52.9)	416.1 (116.1)	488.3 (59.1)

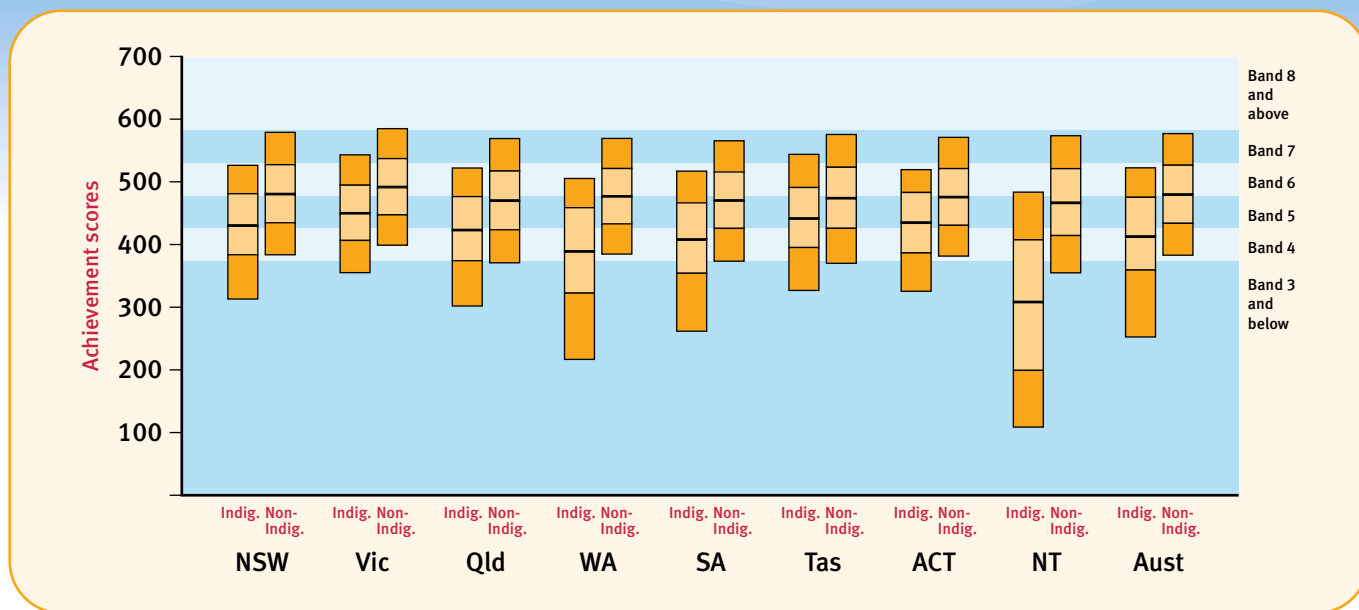
Table 5.W2: Achievement of Year 5 Students in Writing, by Sex, by State and Territory, 2016.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	1.9	6.8	16.5	33.9	27.8	10.2	2.9	91.4
	Female	0.9	2.2	9.2	30.1	35.2	16.9	5.6	97.0
Vic	Male	3.7	3.5	12.2	31.1	32.5	13.4	3.6	92.8
	Female	1.8	0.9	5.9	24.7	38.2	21.4	7.0	97.2
Qld	Male	1.8	9.2	19.9	34.4	24.8	8.0	1.9	88.9
	Female	1.0	3.5	12.7	32.9	32.2	13.4	4.2	95.5
WA	Male	1.6	8.3	17.4	34.9	27.4	8.7	1.8	90.1
	Female	0.8	3.4	10.4	30.7	35.3	15.4	4.0	95.8
SA	Male	3.2	8.6	19.2	35.3	24.5	7.6	1.6	88.2
	Female	1.5	3.2	11.2	33.2	33.6	13.6	3.7	95.3
Tas	Male	1.8	8.9	19.4	33.5	25.0	8.8	2.4	89.3
	Female	1.4	3.0	10.5	29.7	33.5	16.3	5.7	95.6
ACT	Male	1.8	6.8	17.6	34.3	27.7	9.3	2.4	91.4
	Female	1.4	1.5	9.9	32.5	35.6	14.8	4.3	97.2
NT	Male	3.6	36.6	17.3	20.9	14.8	5.1	1.7	59.8
	Female	1.4	28.4	15.2	22.7	19.6	9.5	3.2	70.2
Aust	Male	2.4	7.2	16.6	33.4	27.8	10.0	2.6	90.4
	Female	1.2	2.7	9.5	29.6	35.0	16.7	5.3	96.1

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

NAPLAN Year 5 Writing

Figure 5.W3: Achievement of Year 5 Students in Writing, by Indigenous Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	430.0 (65.1)	449.8 (57.8)	422.9 (68.6)	388.8 (85.7)	407.7 (76.7)	441.3 (65.9)	434.7 (57.4)	308.1 (115.9)	412.4 (82.9)
Non-Indigenous Mean scale score / (S.D.)	480.3 (59.8)	491.5 (56.7)	469.8 (60.6)	476.7 (56.8)	470.0 (58.9)	473.8 (63.1)	475.5 (57.6)	466.3 (68.2)	479.5 (59.5)

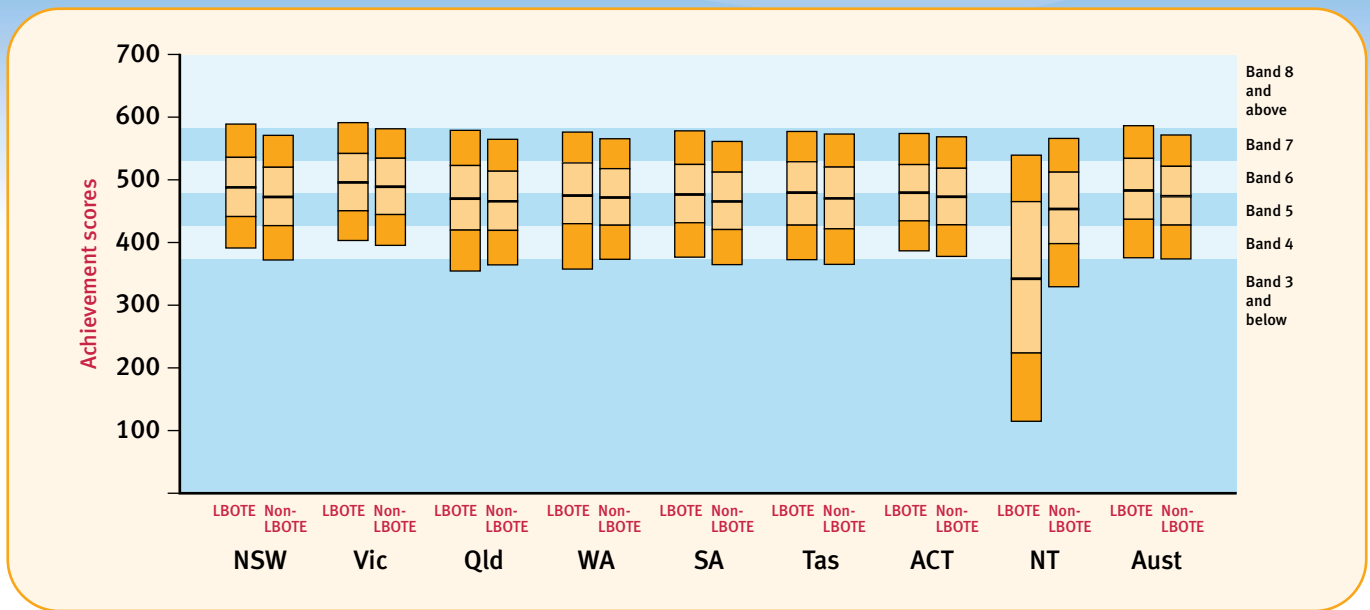
Table 5.W3: Achievement of Year 5 Students in Writing, by Indigenous Status, by State and Territory, 2016.

State/Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.5	16.0	26.6	33.8	17.0	3.7	0.4	81.6
	Non-Indigenous	1.3	3.8	12.1	31.9	32.4	14.0	4.5	94.9
Vic	Indigenous	6.5	7.7	21.5	36.5	21.0	5.6	1.2	85.8
	Non-Indigenous	2.6	2.1	8.9	27.8	35.6	17.5	5.4	95.2
Qld	Indigenous	2.0	19.5	27.4	32.3	15.1	3.2	0.5	78.5
	Non-Indigenous	1.4	5.4	15.6	33.8	29.5	11.2	3.2	93.3
WA	Indigenous	1.7	35.1	27.1	24.3	9.8	1.7	0.3	63.2
	Non-Indigenous	1.2	3.6	12.9	33.4	33.0	12.7	3.1	95.2
SA	Indigenous	5.0	25.0	28.2	27.4	11.3	2.6	0.5	70.1
	Non-Indigenous	2.2	5.0	14.7	34.6	29.8	11.0	2.7	92.8
Tas	Indigenous	1.6	12.2	25.2	34.3	19.4	5.8	1.5	86.2
	Non-Indigenous	1.7	5.5	14.2	31.6	30.0	12.9	4.1	92.8
ACT	Indigenous	5.2	14.2	22.2	35.7	19.7	2.8	0.1	80.6
	Non-Indigenous	1.5	3.8	13.7	33.3	32.0	12.3	3.5	94.6
NT	Indigenous	3.4	67.4	13.9	9.9	4.1	1.2	0.2	29.2
	Non-Indigenous	1.8	7.5	17.9	30.4	26.7	11.7	4.1	90.7
Aust	Indigenous	2.7	23.8	25.4	29.9	14.4	3.2	0.5	73.5
	Non-Indigenous	1.7	3.8	12.4	31.6	32.4	13.9	4.1	94.4

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

NAPLAN Year 5 Writing

Figure 5.W4: Achievement of Year 5 Students in Writing, by LBOTE Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	487.9 (60.3)	495.7 (57.4)	469.8 (68.6)	474.7 (70.7)	476.4 (63.1)	479.4 (63.0)	479.3 (57.5)	342.0 (132.8)	482.8 (68.0)
Non-LBOTE Mean scale score / (S.D.)	472.5 (61.1)	488.8 (56.8)	465.7 (61.5)	471.6 (60.1)	465.4 (60.6)	470.3 (64.1)	472.8 (57.9)	453.3 (74.0)	473.8 (60.9)

Table 5.W4: Achievement of Year 5 Students in Writing, by LBOTE Status, by State and Territory, 2016.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	1.9	3.0	10.3	29.3	33.1	16.3	6.0	95.0
	Non-LBOTE	1.2	5.2	14.2	33.3	30.7	12.1	3.4	93.6
Vic	LBOTE	3.5	1.8	8.0	26.5	35.1	18.6	6.6	94.7
	Non-LBOTE	2.5	2.4	9.6	28.5	35.3	16.8	4.8	95.0
Qld	LBOTE	1.7	7.3	15.1	30.6	28.5	12.3	4.5	91.0
	Non-LBOTE	1.4	6.3	16.6	34.1	28.4	10.4	2.8	92.3
WA	LBOTE	1.8	6.4	11.7	29.6	32.2	14.4	4.0	91.8
	Non-LBOTE	1.1	5.1	14.0	33.6	31.8	11.7	2.7	93.9
SA	LBOTE	3.1	4.6	12.3	32.6	30.4	12.7	4.3	92.4
	Non-LBOTE	2.2	6.1	15.9	34.7	28.6	10.1	2.3	91.7
Tas	LBOTE	6.3	4.9	13.0	25.3	32.1	14.1	4.3	88.8
	Non-LBOTE	1.4	6.2	15.5	32.2	28.9	12.1	3.8	92.4
ACT	LBOTE	3.2	3.4	12.5	30.8	33.4	12.8	3.9	93.3
	Non-LBOTE	1.1	4.4	14.3	34.2	31.1	11.7	3.2	94.5
NT	LBOTE	2.4	55.4	12.4	13.1	10.4	4.5	1.6	42.1
	Non-LBOTE	2.4	12.1	19.7	29.5	23.4	9.8	3.1	85.5
Aust	LBOTE	2.4	4.7	10.5	28.5	32.4	15.8	5.6	92.8
	Non-LBOTE	1.6	4.9	13.9	32.5	31.0	12.6	3.4	93.4

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

NAPLAN Year 5 Writing

Table 5.W5: Achievement of Year 5 Students in Writing, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	483.7	1.4	3.5	11.2	30.7	32.9	15.2	5.1	95.1
	Inner Regional	462.2	1.3	6.6	17.3	35.5	28.0	9.2	2.1	92.1
	Outer Regional	452.1	1.3	9.0	19.7	36.9	25.4	6.6	1.1	89.7
	Remote	432.1	2.7	17.3	23.0	31.1	18.8	5.7	1.3	79.9
	Very Remote	421.3	2.6	19.3	30.7	32.6	12.8	1.6	0.4	78.1
Vic	Major Cities	495.2	2.8	1.9	8.0	26.3	36.1	18.9	6.0	95.4
	Inner Regional	477.5	2.7	3.4	12.5	32.7	32.9	12.7	3.1	93.9
	Outer Regional	475.4	3.5	3.5	12.2	34.0	32.7	11.7	2.4	93.0
	Remote	458.2	2.4	4.8	19.0	36.2	33.3	3.3	1.0	92.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	472.1	1.4	5.2	15.0	32.9	29.9	12.0	3.6	93.4
	Inner Regional	459.9	1.6	7.2	18.5	35.3	26.3	8.9	2.2	91.2
	Outer Regional	458.6	1.3	7.8	18.5	35.2	26.7	8.6	1.9	90.9
	Remote	439.1	2.1	15.3	20.5	33.5	20.7	6.3	1.5	82.6
	Very Remote	410.6	1.1	27.0	25.4	27.5	15.4	3.2	0.5	71.9
WA	Major Cities	477.9	1.3	3.8	12.4	32.5	33.2	13.4	3.4	94.9
	Inner Regional	462.7	1.0	6.2	16.8	36.5	28.8	9.2	1.6	92.8
	Outer Regional	453.2	0.8	9.3	19.6	34.7	27.1	7.2	1.3	89.9
	Remote	441.4	1.3	14.0	20.7	33.4	22.4	6.9	1.2	84.7
	Very Remote	374.2	1.3	43.7	19.2	20.5	12.0	2.8	0.5	54.9
SA	Major Cities	471.8	2.4	5.1	13.8	33.8	30.2	11.6	3.1	92.5
	Inner Regional	464.0	2.4	5.8	16.6	36.2	27.9	9.5	1.6	91.8
	Outer Regional	450.5	2.7	8.7	21.5	35.6	24.2	6.2	1.1	88.6
	Remote	460.4	1.3	5.4	19.2	36.1	28.4	8.5	1.1	93.3
	Very Remote	376.5	0.0	41.8	20.7	23.8	11.4	1.8	0.5	58.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	477.3	1.7	5.3	13.6	30.2	30.5	13.9	4.9	93.0
	Outer Regional	460.0	1.6	7.5	18.2	34.8	26.4	9.5	2.0	90.9
	Remote	440.2	0.0	9.6	26.9	41.8	17.0	3.6	1.2	90.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	474.3	1.6	4.2	13.9	33.4	31.6	12.0	3.3	94.2
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	456.6	3.1	11.2	18.5	29.2	23.8	10.5	3.7	85.8
	Remote	409.1	2.0	30.1	19.1	22.4	18.2	6.3	1.9	67.9
	Very Remote	282.9	1.5	77.7	9.6	6.3	3.2	1.4	0.2	20.7
Aust	Major Cities	482.7	1.8	3.6	11.5	30.5	33.0	15.0	4.7	94.6
	Inner Regional	466.8	1.8	5.8	16.0	34.4	29.1	10.4	2.5	92.5
	Outer Regional	457.8	1.8	8.0	18.4	34.9	26.7	8.4	1.8	90.2
	Remote	437.6	1.7	15.9	20.5	32.0	21.8	6.7	1.4	82.4
	Very Remote	358.5	1.3	48.4	18.4	18.8	10.3	2.4	0.4	50.4

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

NAPLAN Year 5 Writing

Table 5.W6: Achievement of Year 5 Indigenous Students in Writing, by Geolocation, by State and Territory, 2016.

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	Major Cities	437.4	2.6	13.2	25.0	34.8	19.3	4.7	0.5	84.3
	Inner Regional	428.9	2.2	16.3	26.9	33.9	16.5	3.6	0.5	81.4
	Outer Regional	420.6	2.6	19.2	28.4	33.0	14.6	1.9	0.2	78.2
	Remote	395.0	3.0	31.3	31.2	24.9	6.6	2.8	0.1	65.7
	Very Remote	396.0	3.4	30.8	36.6	24.4	4.7	0.0	0.0	65.8
Vic	Major Cities	457.7	5.8	6.5	19.0	35.3	25.2	6.6	1.5	87.7
	Inner Regional	445.5	5.8	8.3	23.5	36.9	19.5	5.2	0.8	85.9
	Outer Regional	438.7	9.5	9.6	23.7	38.1	14.1	3.9	1.1	80.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	434.3	1.4	14.7	25.8	35.2	18.3	4.1	0.7	84.0
	Inner Regional	429.4	2.4	15.8	28.3	34.3	15.5	3.2	0.5	81.8
	Outer Regional	427.4	2.1	17.0	28.4	33.1	15.4	3.5	0.5	81.0
	Remote	386.4	4.6	36.8	25.4	22.4	9.0	1.8	0.1	58.6
	Very Remote	380.8	1.4	40.2	28.3	22.1	7.4	0.5	0.0	58.4
WA	Major Cities	414.6	2.5	22.7	29.0	29.8	13.0	2.5	0.6	74.8
	Inner Regional	414.1	0.5	23.5	27.0	31.6	15.2	2.3	0.0	76.0
	Outer Regional	402.3	1.4	27.6	32.9	25.9	10.8	1.4	0.0	71.0
	Remote	381.8	1.9	39.0	26.4	23.3	8.3	1.1	0.0	59.1
	Very Remote	324.1	0.9	66.5	19.5	10.3	2.0	0.7	0.2	32.6
SA	Major Cities	421.1	5.9	18.6	28.4	29.7	12.9	3.6	1.0	75.5
	Inner Regional	430.9	2.5	16.5	26.8	34.4	14.7	4.6	0.5	81.0
	Outer Regional	403.3	6.5	26.7	29.5	26.7	9.6	1.0	0.0	66.9
	Remote	411.4	2.7	20.0	35.1	24.3	16.2	1.6	0.0	77.3
	Very Remote	333.4	0.0	61.7	23.0	12.6	2.4	0.2	0.0	38.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	442.8	0.7	14.3	23.7	31.5	21.2	6.3	2.3	85.0
	Outer Regional	439.9	2.7	10.0	26.2	37.3	17.8	5.4	0.6	87.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	434.4	5.5	15.1	21.9	34.3	20.0	3.0	0.2	79.4
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	406.4	7.1	29.0	21.5	24.9	12.5	4.3	0.8	64.0
	Remote	334.5	3.6	59.2	21.0	11.0	4.3	0.6	0.2	37.2
	Very Remote	260.2	1.7	86.4	8.2	3.1	0.4	0.1	0.0	11.9
Aust	Major Cities	433.6	2.9	14.9	25.5	33.7	18.1	4.2	0.7	82.2
	Inner Regional	431.0	2.5	15.5	26.7	34.1	16.8	3.8	0.6	82.0
	Outer Regional	421.7	3.3	19.2	27.9	31.9	14.3	3.0	0.4	77.4
	Remote	373.8	3.1	41.8	25.8	20.3	7.5	1.4	0.1	55.1
	Very Remote	315.2	1.4	66.5	17.8	11.0	2.9	0.3	0.0	32.1

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

NAPLAN Year 5 Writing

Table 5.W7: Achievement of Year 5 Non-Indigenous Students in Writing, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	485.4	1.4	3.1	10.6	30.6	33.4	15.6	5.2	95.5
	Inner Regional	466.2	1.1	5.5	16.2	35.7	29.4	9.8	2.3	93.4
	Outer Regional	458.5	1.0	6.9	17.9	37.7	27.6	7.6	1.3	92.1
	Remote	454.6	2.7	8.9	18.0	34.9	26.0	7.5	2.0	88.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	495.7	2.6	1.8	7.9	26.3	36.2	19.1	6.1	95.6
	Inner Regional	478.4	2.6	3.2	12.2	32.6	33.3	12.9	3.1	94.2
	Outer Regional	478.3	3.0	3.0	11.3	33.6	34.3	12.4	2.5	94.0
	Remote	458.4	2.4	4.9	19.5	34.6	34.1	3.4	1.0	92.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	473.6	1.4	4.8	14.6	32.8	30.4	12.3	3.8	93.8
	Inner Regional	462.8	1.5	6.4	17.6	35.4	27.3	9.4	2.3	92.1
	Outer Regional	464.1	1.2	6.1	16.7	35.6	28.8	9.4	2.2	92.7
	Remote	458.6	1.2	7.1	18.6	37.8	25.2	8.0	2.1	91.7
	Very Remote	455.9	0.6	6.8	20.8	35.6	27.6	7.3	1.2	92.6
WA	Major Cities	480.5	1.3	3.0	11.7	32.5	34.1	13.9	3.5	95.7
	Inner Regional	465.8	1.0	5.1	16.1	36.7	29.7	9.7	1.8	93.9
	Outer Regional	461.5	0.7	6.3	17.5	36.1	29.8	8.1	1.5	93.0
	Remote	462.2	1.1	5.0	18.8	37.1	27.5	8.8	1.7	93.9
	Very Remote	454.8	1.7	7.7	18.6	36.7	28.1	6.2	1.0	90.6
SA	Major Cities	473.6	2.2	4.6	13.3	33.9	30.8	12.0	3.2	93.2
	Inner Regional	465.7	2.5	5.3	16.1	36.3	28.4	9.8	1.7	92.3
	Outer Regional	455.0	2.3	7.0	20.6	36.5	25.7	6.8	1.2	90.7
	Remote	464.2	1.3	4.1	18.0	37.5	28.8	9.2	1.1	94.6
	Very Remote	446.3	0.0	8.9	20.3	40.8	24.7	4.2	1.1	91.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	478.8	1.9	4.7	13.0	30.4	30.9	14.2	4.8	93.4
	Outer Regional	463.3	1.4	7.0	16.8	34.4	28.1	10.0	2.3	91.6
	Remote	442.8	0.0	10.9	23.5	40.4	19.6	4.2	1.4	89.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	475.5	1.5	3.8	13.7	33.3	32.0	12.3	3.5	94.6
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	467.3	2.2	7.2	17.8	30.2	26.3	11.9	4.4	90.6
	Remote	464.1	0.8	8.2	17.6	30.7	28.9	10.6	3.1	90.9
	Very Remote	459.4	0.0	8.9	20.8	31.3	25.0	11.9	2.2	91.1
Aust	Major Cities	484.3	1.8	3.2	11.0	30.4	33.5	15.4	4.8	95.0
	Inner Regional	469.7	1.7	5.0	15.2	34.4	30.1	10.9	2.7	93.3
	Outer Regional	463.7	1.5	6.1	16.8	35.4	28.8	9.2	2.0	92.3
	Remote	460.9	1.2	6.2	18.5	36.4	27.2	8.6	1.9	92.6
	Very Remote	454.9	0.9	7.8	19.9	35.7	27.2	7.2	1.3	91.3

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

NAPLAN Year 5 Writing

Table 5.W8: Achievement of Year 5 Students in Writing, by Parental Education, by State and Territory, 2016.

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>	501.1	0.9	1.4	6.8	25.5	36.8	20.6	8.0	97.7
	<i>Diploma</i>	476.7	1.2	3.3	12.0	34.7	34.0	12.1	2.7	95.5
	<i>Certificate</i>	460.8	1.4	6.1	17.4	37.9	27.7	8.0	1.5	92.5
	<i>Year 12</i>	462.9	1.9	6.2	17.0	35.5	28.6	9.1	1.7	91.9
	<i>Year 11</i>	437.3	3.1	12.9	24.3	36.1	18.6	4.4	0.6	83.9
	<i>Not stated (4%)</i>	469.2	2.3	6.6	14.8	32.2	28.7	11.9	3.5	91.1
Vic	<i>Bachelor</i>	509.3	1.5	0.8	5.0	21.4	38.0	24.2	9.1	97.7
	<i>Diploma</i>	486.8	2.2	1.9	9.0	30.8	36.9	15.6	3.5	95.9
	<i>Certificate</i>	475.2	3.2	3.2	12.6	34.0	33.6	11.4	2.1	93.6
	<i>Year 12</i>	479.1	3.8	3.2	11.3	31.7	34.2	13.4	2.4	93.0
	<i>Year 11</i>	459.1	7.0	6.2	17.5	35.1	26.0	6.9	1.3	86.8
	<i>Not stated (3%)</i>	498.1	4.9	1.7	7.6	24.4	34.5	20.1	6.8	93.4
Qld	<i>Bachelor</i>	491.5	0.9	2.0	9.2	29.3	35.1	17.3	6.1	97.0
	<i>Diploma</i>	468.2	1.0	4.9	15.9	35.4	30.0	10.4	2.3	94.1
	<i>Certificate</i>	456.4	1.3	7.3	19.3	37.2	26.1	7.3	1.4	91.3
	<i>Year 12</i>	455.3	1.5	7.8	20.4	35.8	25.4	7.6	1.4	90.6
	<i>Year 11</i>	430.7	2.7	16.3	25.6	33.8	17.2	3.9	0.5	81.0
	<i>Not stated (8%)</i>	449.0	2.7	10.7	21.3	33.3	23.0	7.2	1.8	86.6
WA	<i>Bachelor</i>	495.4	0.8	1.4	7.4	27.9	38.0	18.7	5.7	97.8
	<i>Diploma</i>	472.7	1.2	3.3	13.3	36.5	33.1	10.7	1.9	95.5
	<i>Certificate</i>	462.0	1.1	5.6	17.4	37.2	28.8	8.6	1.2	93.2
	<i>Year 12</i>	462.9	1.3	5.9	16.0	36.8	30.0	8.6	1.3	92.8
	<i>Year 11</i>	429.1	2.0	17.0	24.1	33.4	19.1	3.8	0.6	81.0
	<i>Not stated (10%)</i>	449.9	1.8	13.2	17.0	30.6	25.4	9.6	2.4	85.0
SA	<i>Bachelor</i>	490.8	1.2	1.8	8.8	30.2	35.3	17.2	5.4	97.0
	<i>Diploma</i>	470.0	1.2	3.7	15.1	36.4	32.0	9.8	1.8	95.1
	<i>Certificate</i>	458.0	2.3	6.6	18.6	37.3	26.4	7.6	1.2	91.1
	<i>Year 12</i>	462.7	2.5	5.9	15.8	38.0	27.8	8.3	1.8	91.7
	<i>Year 11</i>	433.3	5.1	14.4	24.4	34.3	17.5	3.7	0.6	80.5
	<i>Not stated (9%)</i>	448.8	4.9	11.7	17.1	32.7	25.0	7.3	1.4	83.4

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

Refer to the introduction for explanatory notes.

NAPLAN Year 5 Writing

Table 5.W8 (cont.): Achievement of Year 5 Students in Writing, by Parental Education, by State and Territory, 2016.

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>	504.4	1.1	1.2	6.2	24.2	36.6	21.9	8.8	97.7
	<i>Diploma</i>	479.5	1.4	3.2	11.5	32.9	33.8	13.7	3.5	95.4
	<i>Certificate</i>	461.6	1.6	7.0	17.2	35.9	27.8	8.3	2.3	91.5
	<i>Year 12</i>	457.8	1.3	7.5	21.2	33.2	25.5	9.3	2.1	91.2
	<i>Year 11</i>	435.9	2.2	13.9	26.5	33.4	18.2	5.4	0.5	83.9
	<i>Not stated (9%)</i>	474.2	3.0	5.5	13.7	32.3	28.2	12.8	4.5	91.5
ACT	<i>Bachelor</i>	486.2	1.6	2.4	10.1	30.8	35.4	15.1	4.7	96.0
	<i>Diploma</i>	466.1	1.5	3.9	17.9	34.7	31.6	8.9	1.4	94.6
	<i>Certificate</i>	450.4	1.4	8.6	21.4	38.8	22.1	6.6	1.1	90.0
	<i>Year 12</i>	461.4	3.0	6.4	17.0	36.9	25.9	8.8	1.9	90.6
	<i>Year 11</i>	438.7	3.4	11.9	26.5	33.1	19.9	4.0	1.1	84.6
	<i>Not stated (7%)</i>	476.6	0.0	2.9	11.0	37.9	33.8	11.6	2.8	97.1
NT	<i>Bachelor</i>	473.7	2.2	6.7	14.3	29.6	27.7	13.9	5.6	91.1
	<i>Diploma</i>	453.0	1.6	11.8	17.9	32.3	24.4	8.7	3.3	86.6
	<i>Certificate</i>	432.2	3.0	18.8	21.9	28.6	19.6	6.5	1.5	78.1
	<i>Year 12</i>	426.9	3.2	22.1	20.9	23.2	19.1	10.6	0.8	74.7
	<i>Year 11</i>	333.4	2.9	61.0	17.5	12.1	5.6	1.0	0.0	36.1
	<i>Not stated (21%)</i>	308.9	2.1	65.0	9.6	8.3	8.7	4.4	1.8	32.8
Aust	<i>Bachelor</i>	499.8	1.1	1.4	7.1	25.8	36.7	20.4	7.5	97.5
	<i>Diploma</i>	476.3	1.4	3.4	12.5	34.1	33.6	12.3	2.7	95.2
	<i>Certificate</i>	462.5	1.8	5.9	16.9	36.6	28.5	8.6	1.6	92.3
	<i>Year 12</i>	464.5	2.3	5.9	16.3	34.9	29.1	9.7	1.8	91.8
	<i>Year 11</i>	437.3	3.9	13.7	22.9	34.3	19.8	4.7	0.7	82.4
	<i>Not stated (6%)</i>	454.9	2.9	11.2	16.2	30.5	26.0	10.3	2.9	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 5 Writing

Table 5.W9: Achievement of Year 5 Students in Writing, by Parental Occupation, by State and Territory, 2016.

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	0.8	1.4	7.0	26.1	36.3	20.4	7.9	97.8
	Group 2	486.2	0.9	2.4	10.2	31.3	35.3	15.4	4.7	96.7
	Group 3	468.9	1.2	4.6	14.9	36.6	30.5	10.0	2.3	94.2
	Group 4	458.1	1.8	7.3	18.3	36.7	26.3	8.0	1.6	90.9
	Not in paid work	439.2	3.9	13.1	23.4	34.2	19.4	4.9	1.1	83.0
	Not stated (6%)	467.4	2.2	6.6	15.7	32.8	27.9	11.6	3.1	91.2
Vic	Group 1	511.3	1.0	0.7	4.7	20.7	38.2	25.1	9.6	98.3
	Group 2	496.7	1.4	1.3	7.2	26.9	38.0	19.3	5.8	97.3
	Group 3	484.7	2.1	2.2	9.8	31.5	36.4	14.6	3.4	95.7
	Group 4	475.1	4.3	3.3	12.8	33.5	32.1	11.6	2.4	92.4
	Not in paid work	461.5	8.1	6.2	16.7	33.1	26.0	8.2	1.7	85.7
	Not stated (2%)	497.0	5.6	2.0	7.6	24.7	33.7	19.5	6.8	92.4
Qld	Group 1	491.2	0.8	2.1	9.3	29.4	35.0	17.3	6.1	97.1
	Group 2	475.7	1.0	3.7	13.4	34.0	32.3	12.2	3.3	95.3
	Group 3	461.9	1.1	6.0	17.9	36.8	27.5	8.7	2.0	92.9
	Group 4	447.8	1.7	10.1	22.2	35.9	22.6	6.2	1.3	88.2
	Not in paid work	434.2	3.2	15.2	25.6	32.3	18.3	4.6	0.8	81.6
	Not stated (14%)	448.3	2.4	10.9	21.1	34.0	22.9	6.9	1.6	86.6
WA	Group 1	493.8	0.7	1.5	8.1	28.6	37.3	18.5	5.3	97.8
	Group 2	480.3	0.8	2.6	11.6	33.1	35.6	13.3	3.0	96.6
	Group 3	465.8	1.1	4.6	16.1	37.3	30.6	8.8	1.6	94.3
	Group 4	454.7	1.4	8.7	18.5	35.5	26.8	7.8	1.3	89.9
	Not in paid work	430.5	2.4	18.0	22.2	32.0	18.9	5.4	1.0	79.5
	Not stated (18%)	454.0	2.1	10.9	17.0	32.5	25.9	9.4	2.3	87.0
SA	Group 1	491.0	1.1	1.8	8.5	30.1	36.1	17.1	5.3	97.1
	Group 2	477.5	1.1	3.2	11.9	35.1	33.3	12.1	3.2	95.7
	Group 3	464.9	1.6	4.7	16.7	37.5	28.9	9.1	1.6	93.7
	Group 4	454.1	2.8	7.7	19.7	37.3	23.8	7.1	1.5	89.5
	Not in paid work	436.6	6.3	13.2	24.0	33.1	18.3	4.6	0.6	80.6
	Not stated (17%)	445.2	4.4	11.9	20.1	33.6	22.5	6.4	1.0	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 Writing

Table 5.W9 (cont.): Achievement of Year 5 Students in Writing, by Parental Occupation, by State and Territory, 2016.

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	501.2	1.1	1.5	6.3	26.3	36.3	20.5	8.2	97.4
	Group 2	483.4	1.0	3.1	11.9	30.5	33.6	15.5	4.4	96.0
	Group 3	470.4	1.5	4.4	15.4	34.3	31.2	10.4	2.9	94.1
	Group 4	448.4	1.5	10.3	22.4	35.5	22.5	6.5	1.3	88.2
	Not in paid work	434.6	2.2	16.2	24.7	33.3	17.5	5.3	1.0	81.7
	Not stated (13%)	465.8	3.7	6.9	17.2	32.0	25.2	10.8	4.1	89.3
ACT	Group 1	486.6	1.3	2.7	9.8	30.8	35.2	15.2	5.0	96.0
	Group 2	474.1	1.4	3.4	13.8	34.5	32.7	11.1	3.1	95.2
	Group 3	465.3	1.7	4.4	17.7	37.0	27.4	9.9	1.9	93.9
	Group 4	435.7	1.8	13.5	26.9	35.4	18.2	3.7	0.4	84.7
	Not in paid work	443.7	6.7	11.1	21.3	33.1	21.0	6.0	0.9	82.2
	Not stated (15%)	469.9	1.2	4.2	15.2	35.2	31.3	10.9	2.1	94.6
NT	Group 1	473.0	1.8	6.4	15.8	30.7	25.9	13.8	5.6	91.8
	Group 2	455.4	1.8	10.7	16.8	31.9	25.3	10.5	2.9	87.6
	Group 3	442.3	2.3	16.2	20.0	27.5	22.8	8.4	2.7	81.5
	Group 4	380.1	3.9	41.9	20.8	18.2	10.8	3.3	1.2	54.2
	Not in paid work	323.7	3.1	63.6	15.1	10.4	6.0	1.5	0.2	33.2
	Not stated (20%)	300.7	2.6	67.7	11.0	8.5	7.3	2.4	0.5	29.7
Aust	Group 1	499.2	0.9	1.5	7.3	26.1	36.4	20.3	7.4	97.6
	Group 2	485.2	1.0	2.6	10.4	31.1	35.2	15.3	4.4	96.4
	Group 3	470.3	1.4	4.5	14.7	35.4	31.0	10.6	2.4	94.1
	Group 4	459.0	2.5	7.4	17.9	35.4	26.7	8.4	1.7	90.1
	Not in paid work	442.5	5.2	12.5	21.4	32.9	21.0	5.9	1.2	82.4
	Not stated (9%)	453.5	2.8	10.7	17.7	32.2	25.1	9.2	2.4	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

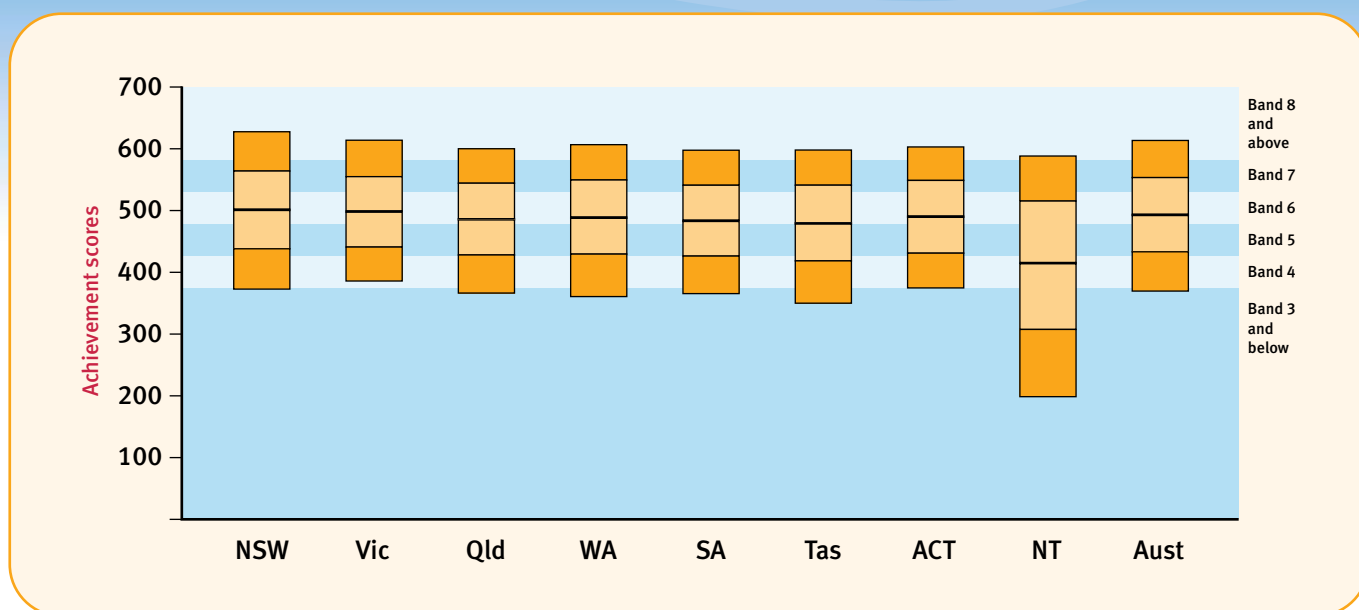
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 5 Spelling

Figure 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	501.1 (76.6)	498.3 (68.8)	485.8 (70.2)	488.4 (74.2)	483.3 (69.9)	479.1 (74.4)	490.0 (70.1)	414.8 (121.3)	492.9 (74.1)

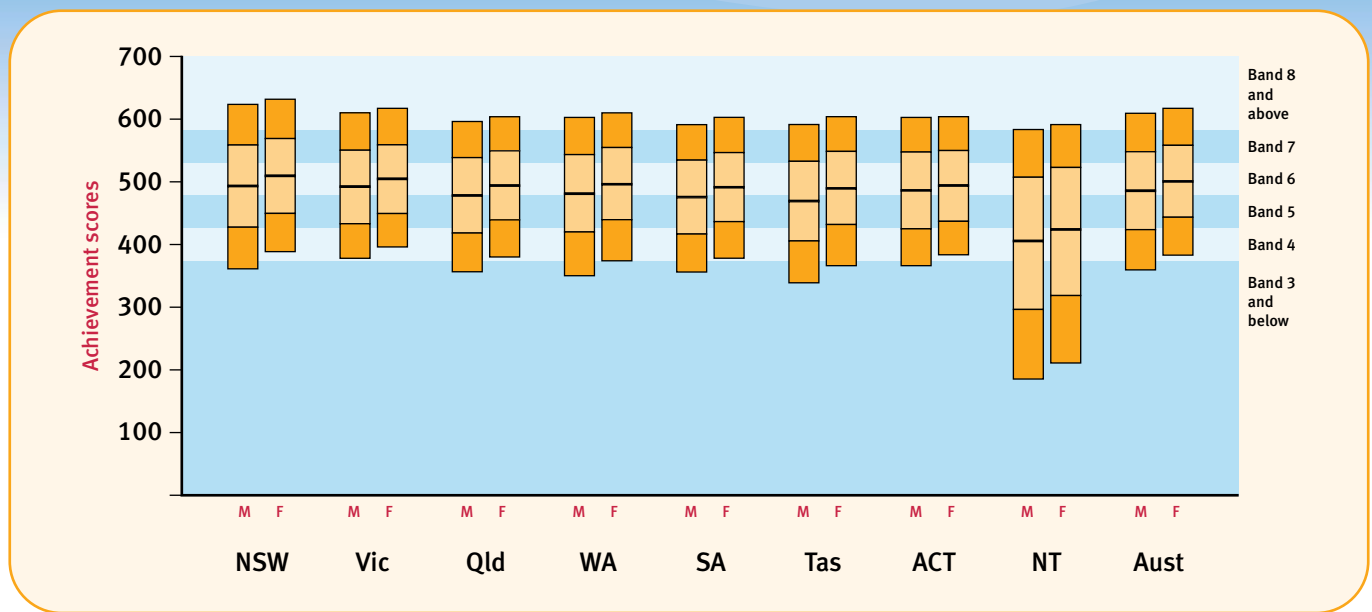
Table 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2016.

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	1.1	1.4	5.1	10.7	21.2	27.2	20.5	14.0	93.5
Vic	10yrs 9mths 5yrs 4mths	95.2	2.6	2.2	2.8	3.4	10.7	23.3	29.2	19.7	10.9	93.9
Qld	10yrs 5mths 5yrs 4mths	93.5	2.2	4.4	1.4	5.9	13.0	25.2	28.6	17.7	8.2	92.7
WA	10yrs 5mths 5yrs 4mths	96.0	2.8	1.1	1.2	6.6	11.9	23.7	28.6	18.4	9.6	92.2
SA	10yrs 7mths 5yrs 4mths	94.1	2.8	3.0	2.4	6.1	13.4	25.7	28.3	16.7	7.5	91.6
Tas	10yrs 10mths 5yrs 4mths	95.3	2.7	2.0	1.6	8.4	14.3	24.9	26.4	16.7	7.6	90.0
ACT	10yrs 7mths 5yrs 4mths	94.4	2.2	3.4	1.6	4.8	13.0	24.3	28.4	18.7	9.2	93.6
NT	10yrs 6mths 5yrs 4mths	90.2	8.6	1.2	2.5	32.1	14.0	18.0	18.0	9.9	5.5	65.4
Aust	10yrs 7mths 5yrs 4mths	95.5	2.3	2.2	1.8	5.5	11.7	23.2	28.1	19.0	10.8	92.8

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	493.2 (78.8)	492.2 (70.2)	478.1 (72.0)	480.9 (76.0)	475.5 (71.0)	469.2 (75.8)	486.3 (72.3)	405.5 (123.0)	485.6 (75.8)
Female Mean scale score / (S.D.)	509.4 (73.4)	504.6 (66.7)	493.9 (67.5)	496.1 (71.5)	491.3 (67.7)	489.5 (71.4)	494.0 (67.6)	423.9 (118.9)	500.6 (71.4)

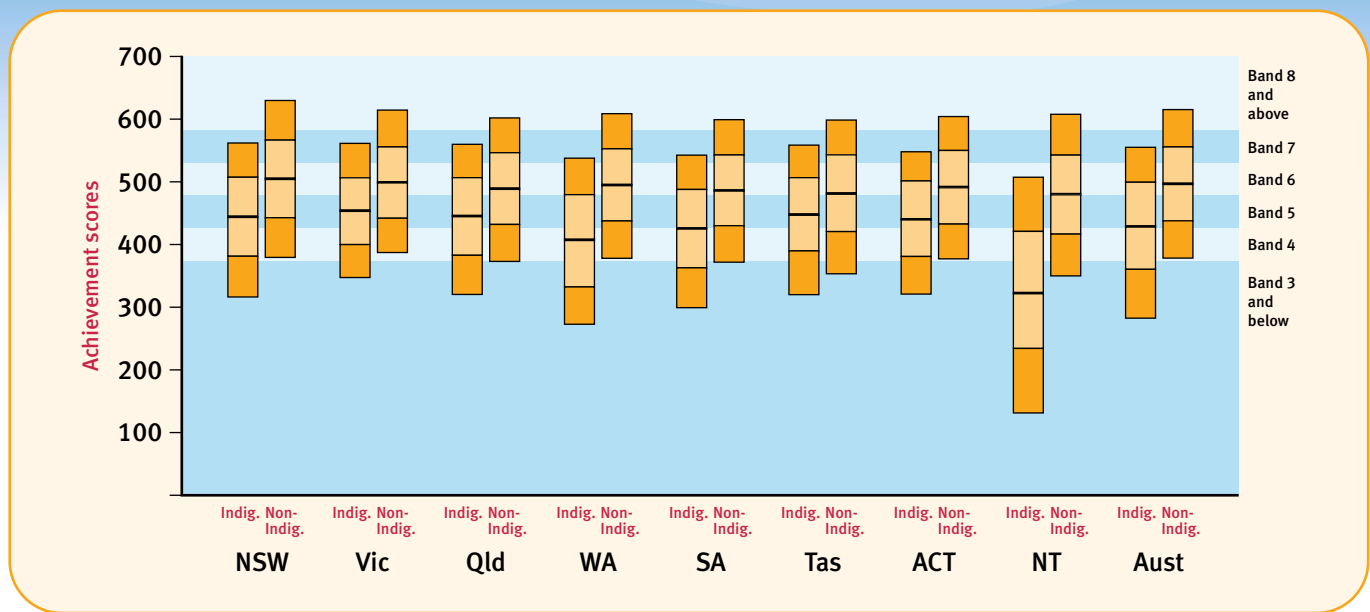
Table 5.S2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2016.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	1.9	6.7	12.4	22.1	25.9	18.6	12.6	91.5
	Female	0.9	3.4	8.9	20.2	28.6	22.5	15.4	95.7
Vic	Male	3.7	4.3	12.3	24.0	27.9	17.9	9.9	92.0
	Female	1.8	2.4	9.0	22.4	30.7	21.7	12.0	95.8
Qld	Male	1.8	7.6	15.1	26.1	26.5	15.7	7.3	90.7
	Female	0.9	4.2	10.8	24.3	30.7	19.8	9.2	94.8
WA	Male	1.5	8.2	13.5	24.7	26.9	16.6	8.5	90.3
	Female	0.8	5.0	10.2	22.6	30.3	20.3	10.8	94.2
SA	Male	3.2	7.6	15.3	26.3	26.3	15.0	6.3	89.2
	Female	1.5	4.4	11.3	25.2	30.3	18.5	8.8	94.1
Tas	Male	1.8	10.7	16.7	25.4	24.6	14.5	6.3	87.4
	Female	1.4	5.9	11.7	24.5	28.3	19.1	9.0	92.7
ACT	Male	1.8	6.0	14.0	24.0	27.6	17.4	9.1	92.2
	Female	1.3	3.6	11.9	24.7	29.2	20.1	9.2	95.1
NT	Male	3.6	34.0	14.9	18.1	16.1	8.4	4.9	62.4
	Female	1.4	30.3	13.1	18.0	19.9	11.4	6.0	68.4
Aust	Male	2.4	6.9	13.4	24.0	26.5	17.1	9.6	90.8
	Female	1.2	3.9	9.8	22.4	29.8	21.0	11.9	94.9

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

NAPLAN Year 5 Spelling

Figure 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	444.1 (74.2)	453.8 (65.0)	445.3 (72.2)	407.3 (82.8)	425.6 (74.5)	447.6 (71.5)	440.2 (70.7)	322.4 (112.0)	428.8 (85.7)
Non-Indigenous Mean scale score / (S.D.)	504.7 (75.3)	499.2 (68.6)	488.9 (69.0)	494.8 (69.6)	486.2 (68.3)	481.2 (73.7)	491.5 (69.7)	480.2 (77.0)	496.7 (71.5)

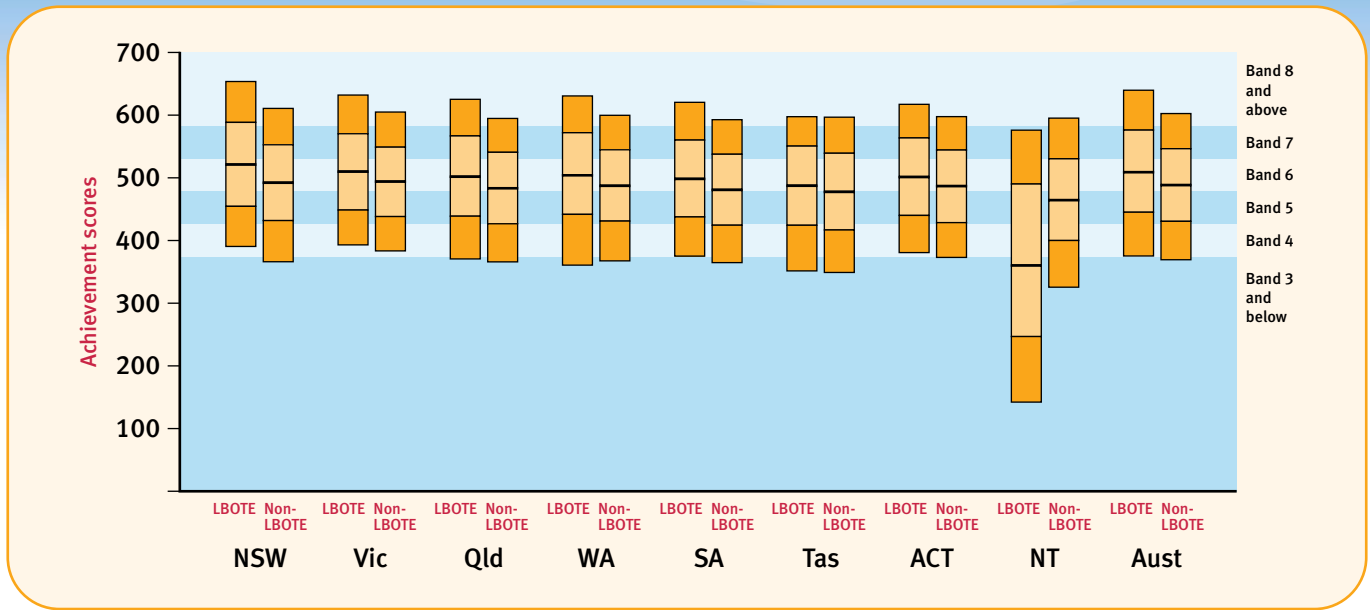
Table 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous Status, by State and Territory, 2016.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.5	17.3	20.7	27.2	20.6	9.0	2.6	80.2
	Non-Indigenous	1.3	4.3	10.1	20.8	27.6	21.2	14.6	94.4
Vic	Indigenous	6.3	10.4	20.9	29.2	22.2	8.4	2.6	83.3
	Non-Indigenous	2.6	3.2	10.5	23.2	29.4	20.0	11.1	94.2
Qld	Indigenous	1.9	16.8	20.7	27.3	22.1	8.7	2.5	81.3
	Non-Indigenous	1.3	5.1	12.4	25.1	29.1	18.4	8.6	93.6
WA	Indigenous	1.7	34.5	21.1	22.5	14.3	4.5	1.4	63.8
	Non-Indigenous	1.2	4.4	11.1	23.8	29.7	19.5	10.2	94.4
SA	Indigenous	5.0	22.8	23.4	25.9	16.1	5.1	1.6	72.2
	Non-Indigenous	2.2	5.2	12.9	25.7	28.9	17.3	7.8	92.6
Tas	Indigenous	1.6	14.5	20.7	30.9	20.9	8.6	2.7	83.9
	Non-Indigenous	1.7	7.9	13.9	24.5	26.8	17.4	7.8	90.4
ACT	Indigenous	5.2	17.2	17.9	33.2	17.6	7.6	1.3	77.6
	Non-Indigenous	1.5	4.5	12.8	24.1	28.6	19.1	9.4	94.0
NT	Indigenous	3.4	65.5	13.0	9.7	5.7	2.2	0.5	31.2
	Non-Indigenous	1.8	8.1	14.7	24.0	26.7	15.4	9.1	90.0
Aust	Indigenous	2.7	23.4	20.2	25.3	18.8	7.5	2.2	74.0
	Non-Indigenous	1.7	4.4	11.1	23.1	28.7	19.7	11.3	93.9

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	521.1 (79.4)	509.8 (72.3)	501.7 (76.6)	504.0 (81.8)	498.2 (74.2)	487.3 (74.3)	501.2 (72.4)	360.1 (134.3)	508.9 (82.0)
Non-LBOTE Mean scale score / (S.D.)	492.1 (73.6)	493.9 (66.9)	483.3 (68.8)	487.2 (69.9)	480.7 (68.5)	477.5 (74.2)	486.7 (69.2)	464.3 (80.6)	488.3 (70.4)

Table 5.S4: Achievement of Year 5 Students in Spelling, by LBOTE Status, by State and Territory, 2016.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	1.9	3.1	8.3	17.4	25.1	22.4	21.8	94.9
	Non-LBOTE	1.2	5.9	11.8	22.9	28.1	19.6	10.4	92.9
Vic	LBOTE	3.5	2.6	9.2	20.6	27.0	21.6	15.5	93.9
	Non-LBOTE	2.5	3.6	11.3	24.3	30.1	19.0	9.1	93.9
Qld	LBOTE	1.6	5.3	10.3	20.5	27.3	20.3	14.7	93.1
	Non-LBOTE	1.3	6.0	13.4	26.0	28.8	17.3	7.2	92.6
WA	LBOTE	1.8	6.1	8.9	19.3	26.2	21.6	16.1	92.1
	Non-LBOTE	1.0	5.8	12.2	24.8	29.9	18.1	8.2	93.2
SA	LBOTE	3.1	4.7	10.5	22.2	27.7	19.6	12.4	92.3
	Non-LBOTE	2.2	6.2	14.0	26.4	28.4	16.2	6.6	91.6
Tas	LBOTE	6.3	7.4	12.3	20.4	25.0	20.4	8.2	86.3
	Non-LBOTE	1.4	8.6	14.7	25.4	26.3	16.4	7.3	90.0
ACT	LBOTE	3.2	3.9	10.8	21.9	26.4	20.9	12.9	92.9
	Non-LBOTE	1.1	5.1	13.6	25.1	28.9	18.0	8.1	93.8
NT	LBOTE	2.4	54.1	10.7	10.9	11.2	6.5	4.3	43.5
	Non-LBOTE	2.4	12.4	16.9	24.5	24.2	13.1	6.6	85.2
Aust	LBOTE	2.4	4.7	9.0	19.0	25.9	21.3	17.6	92.8
	Non-LBOTE	1.6	5.5	12.5	24.6	28.9	18.3	8.6	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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	510.2	1.4	3.7	9.2	19.6	27.4	22.1	16.6	94.8
	Inner Regional	479.2	1.3	7.8	14.2	25.6	27.3	16.5	7.2	90.9
	Outer Regional	465.6	1.3	11.8	17.2	25.8	24.6	14.0	5.4	87.0
	Remote	450.6	2.7	15.8	22.1	22.5	21.0	12.6	3.2	81.5
	Very Remote	435.7	2.6	22.1	20.7	24.9	19.8	6.8	3.0	75.3
Vic	Major Cities	504.3	2.8	2.6	9.4	22.1	29.5	21.1	12.5	94.6
	Inner Regional	480.2	2.7	5.6	14.7	27.0	28.2	15.5	6.3	91.7
	Outer Regional	479.7	3.5	5.4	14.7	26.4	29.1	15.2	5.8	91.1
	Remote	448.7	2.4	9.5	24.3	33.8	20.5	9.5	0.0	88.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	492.9	1.3	4.5	11.6	24.3	29.4	19.1	9.7	94.1
	Inner Regional	476.8	1.5	7.3	15.0	26.7	27.7	15.9	6.0	91.2
	Outer Regional	475.8	1.2	7.9	14.9	27.1	27.3	15.4	6.1	90.9
	Remote	457.0	2.1	13.6	17.7	26.2	24.2	12.6	3.5	84.3
	Very Remote	441.3	1.1	21.0	20.2	24.2	21.6	8.8	3.1	77.9
WA	Major Cities	497.5	1.3	4.5	10.4	22.8	29.7	20.1	11.2	94.3
	Inner Regional	476.9	1.0	7.2	14.6	27.4	28.2	15.7	5.9	91.8
	Outer Regional	465.9	0.8	10.5	16.6	28.1	25.7	13.2	5.0	88.7
	Remote	453.2	1.3	15.4	19.0	24.9	23.5	11.9	4.1	83.3
	Very Remote	393.8	1.3	42.3	17.9	18.3	13.2	5.7	1.3	56.4
SA	Major Cities	488.8	2.4	5.1	12.1	25.0	28.8	17.9	8.7	92.5
	Inner Regional	477.7	2.5	5.5	15.1	28.1	28.6	15.0	5.2	92.1
	Outer Regional	465.9	2.7	9.4	17.6	27.5	25.9	12.8	4.1	88.0
	Remote	472.8	1.3	6.7	17.7	27.2	27.9	14.5	4.7	92.0
	Very Remote	399.8	0.0	40.9	15.5	20.9	14.3	6.2	2.2	59.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	485.2	1.7	7.2	13.0	24.2	27.3	17.9	8.8	91.1
	Outer Regional	466.1	1.6	10.9	17.0	26.6	24.7	14.1	5.1	87.5
	Remote	454.4	0.0	12.2	25.1	27.5	18.2	14.0	3.0	87.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	490.1	1.6	4.8	13.0	24.3	28.4	18.7	9.2	93.6
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	471.4	3.1	11.3	15.0	23.4	25.4	13.6	8.1	85.6
	Remote	427.3	2.0	28.2	18.0	19.2	17.2	10.8	4.6	69.8
	Very Remote	292.5	1.5	77.2	9.0	6.4	3.4	1.7	0.7	21.2
Aust	Major Cities	501.9	1.8	3.8	10.1	22.0	28.7	20.7	12.8	94.4
	Inner Regional	479.2	1.8	6.9	14.5	26.3	27.7	16.1	6.7	91.3
	Outer Regional	471.4	1.7	9.2	15.9	26.6	26.4	14.5	5.7	89.1
	Remote	452.3	1.7	15.8	18.8	24.5	22.9	12.3	4.0	82.5
	Very Remote	378.1	1.3	46.1	15.7	16.7	13.0	5.5	1.8	52.6

[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, 2016.

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	Major Cities	453.4	2.6	13.8	19.8	27.4	22.2	10.8	3.3	83.6
	Inner Regional	442.6	2.3	17.7	20.5	28.0	20.4	8.8	2.3	80.0
	Outer Regional	430.1	2.6	23.2	22.4	24.8	18.8	6.2	2.0	74.1
	Remote	413.9	3.0	25.1	27.9	28.4	12.5	2.8	0.3	71.9
	Very Remote	406.1	3.4	32.5	24.7	24.4	11.2	3.7	0.0	64.1
Vic	Major Cities	463.7	5.5	7.9	18.4	29.6	25.0	10.1	3.5	86.6
	Inner Regional	447.5	5.8	13.1	23.0	27.0	20.8	8.2	2.0	81.0
	Outer Regional	441.9	9.5	11.1	23.1	32.3	18.2	4.7	1.3	79.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	456.2	1.3	12.1	20.0	28.9	23.6	10.7	3.5	86.5
	Inner Regional	448.2	2.4	15.5	20.1	28.1	22.4	9.0	2.6	82.0
	Outer Regional	446.1	1.9	16.4	20.7	26.7	23.4	8.6	2.3	81.8
	Remote	408.5	4.6	30.7	23.8	23.1	13.7	4.0	0.1	64.7
	Very Remote	422.6	1.4	27.6	22.1	24.6	18.1	5.0	1.1	71.0
WA	Major Cities	432.7	2.5	22.9	20.8	25.7	19.1	6.6	2.4	74.6
	Inner Regional	430.6	0.5	23.4	20.5	28.7	18.0	6.2	2.8	76.1
	Outer Regional	417.8	1.4	26.4	25.3	28.3	13.2	4.2	1.2	72.2
	Remote	395.2	1.9	40.5	21.3	19.3	13.2	3.4	0.3	57.6
	Very Remote	350.9	0.9	62.9	18.4	11.5	5.3	0.9	0.2	36.2
SA	Major Cities	438.4	5.9	16.9	24.3	26.2	18.0	6.9	1.9	77.3
	Inner Regional	448.3	2.5	12.2	20.5	32.9	24.3	5.8	1.8	85.3
	Outer Regional	421.1	6.5	24.7	23.0	27.5	13.6	2.9	1.9	68.8
	Remote	433.1	2.7	14.6	28.6	29.7	18.4	5.4	0.5	82.7
	Very Remote	353.3	0.0	60.7	20.9	13.3	4.8	0.4	0.0	39.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	449.4	0.7	14.9	19.4	32.7	19.9	8.5	3.9	84.4
	Outer Regional	446.5	2.7	14.1	21.4	28.7	22.6	9.1	1.3	83.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	440.2	5.5	17.6	18.0	31.5	18.0	8.0	1.4	76.9
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	419.2	7.1	27.8	18.9	21.2	17.1	6.2	1.7	65.1
	Remote	361.0	3.6	53.4	20.8	13.1	5.9	2.9	0.4	43.1
	Very Remote	270.8	1.7	85.5	7.7	3.8	0.9	0.3	0.0	12.8
Aust	Major Cities	450.4	2.8	14.6	20.2	27.7	21.9	9.7	3.1	82.6
	Inner Regional	444.6	2.5	16.6	20.5	28.5	20.9	8.5	2.5	80.9
	Outer Regional	435.7	3.2	19.9	21.7	26.4	19.9	6.9	1.9	76.8
	Remote	393.4	3.1	38.5	23.0	20.3	11.5	3.4	0.3	58.4
	Very Remote	338.4	1.4	61.9	15.3	12.2	7.0	1.8	0.4	36.7

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	512.2	1.4	3.3	8.8	19.3	27.6	22.5	17.0	95.3
	Inner Regional	483.6	1.1	6.6	13.5	25.4	28.2	17.4	7.7	92.3
	Outer Regional	472.9	1.0	9.4	16.0	25.9	25.8	15.7	6.2	89.6
	Remote	473.1	2.7	9.9	18.6	19.1	26.5	18.3	5.0	87.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	504.8	2.6	2.6	9.3	22.0	29.6	21.3	12.6	94.8
	Inner Regional	481.2	2.6	5.3	14.4	27.0	28.5	15.7	6.5	92.1
	Outer Regional	482.7	3.0	4.9	13.9	25.9	30.1	16.1	6.2	92.1
	Remote	448.2	2.4	9.8	24.9	32.7	20.5	9.8	0.0	87.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	494.1	1.4	4.2	11.3	24.2	29.6	19.4	9.9	94.4
	Inner Regional	479.3	1.4	6.5	14.6	26.6	28.1	16.5	6.3	92.1
	Outer Regional	480.8	1.1	6.4	13.9	27.2	28.1	16.6	6.7	92.5
	Remote	474.9	1.2	7.2	15.3	27.4	28.3	15.8	4.8	91.6
	Very Remote	470.2	0.6	10.7	17.1	23.7	26.9	14.7	6.2	88.7
WA	Major Cities	500.2	1.2	3.7	9.9	22.7	30.2	20.7	11.5	95.1
	Inner Regional	479.9	1.0	6.2	14.3	27.3	28.8	16.2	6.2	92.9
	Outer Regional	473.9	0.7	7.9	15.2	28.0	27.8	14.6	5.7	91.4
	Remote	473.4	1.1	6.7	17.9	26.8	27.1	15.0	5.3	92.2
	Very Remote	462.5	1.7	9.6	17.3	29.5	25.9	13.3	2.7	88.7
SA	Major Cities	490.6	2.2	4.7	11.7	24.9	29.2	18.3	9.0	93.2
	Inner Regional	478.8	2.5	5.2	15.0	27.9	28.9	15.3	5.3	92.3
	Outer Regional	470.4	2.3	7.8	16.8	27.7	27.2	13.8	4.4	89.9
	Remote	475.0	1.3	6.4	17.0	26.9	28.3	15.2	4.9	92.3
	Very Remote	474.7	0.0	8.1	10.6	33.1	28.6	14.4	5.3	91.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	486.8	1.9	6.7	12.7	23.7	27.7	18.4	8.8	91.4
	Outer Regional	469.2	1.4	10.4	16.4	26.3	24.9	15.1	5.7	88.3
	Remote	456.0	0.0	13.0	23.2	27.7	18.6	14.0	3.5	87.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	491.5	1.5	4.5	12.8	24.1	28.6	19.1	9.4	94.0
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	482.5	2.2	7.7	14.2	23.8	27.2	15.3	9.6	90.2
	Remote	476.3	0.8	9.1	15.8	23.8	25.8	16.8	7.9	90.1
	Very Remote	461.0	0.0	11.9	19.2	27.9	22.8	11.9	6.3	88.1
Aust	Major Cities	503.4	1.8	3.5	9.8	21.9	29.0	21.0	13.1	94.8
	Inner Regional	481.8	1.7	6.2	14.1	26.2	28.3	16.7	7.0	92.1
	Outer Regional	477.1	1.5	7.4	14.9	26.6	27.5	15.7	6.3	91.1
	Remote	473.6	1.2	7.5	17.2	26.1	27.1	15.6	5.3	91.3
	Very Remote	466.9	0.9	10.5	16.6	26.7	26.4	13.9	4.9	88.5

[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, 2016.

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>	532.1	0.9	1.4	5.4	15.3	27.2	26.1	23.8	97.8
	<i>Diploma</i>	498.9	1.2	3.9	10.4	22.6	29.9	20.9	11.1	94.9
	<i>Certificate</i>	478.9	1.4	7.2	14.5	26.2	27.9	16.3	6.5	91.4
	<i>Year 12</i>	483.6	1.9	6.6	13.9	24.6	27.2	17.9	7.8	91.5
	<i>Year 11</i>	452.1	3.1	14.7	20.0	26.6	21.4	10.6	3.6	82.2
	<i>Not stated (4%)</i>	491.7	2.3	7.2	12.0	21.7	26.2	18.7	11.8	90.4
Vic	<i>Bachelor</i>	520.5	1.5	1.1	6.0	18.7	30.0	25.2	17.4	97.4
	<i>Diploma</i>	492.4	2.2	3.0	11.6	25.3	31.6	18.4	7.9	94.8
	<i>Certificate</i>	479.9	3.2	4.8	14.7	27.5	29.0	15.3	5.6	92.0
	<i>Year 12</i>	486.3	3.7	4.0	13.0	25.6	29.6	17.3	6.6	92.2
	<i>Year 11</i>	460.2	7.0	9.6	18.7	28.2	22.7	10.5	3.3	83.4
	<i>Not stated (3%)</i>	508.6	4.9	2.7	8.7	20.2	28.0	21.1	14.4	92.4
Qld	<i>Bachelor</i>	512.5	0.9	1.9	7.4	20.5	30.9	23.6	14.9	97.2
	<i>Diploma</i>	487.0	0.9	4.5	12.5	26.6	30.0	18.3	7.0	94.5
	<i>Certificate</i>	474.7	1.3	6.9	15.3	28.4	28.3	15.1	4.7	91.8
	<i>Year 12</i>	474.4	1.4	7.3	15.6	27.6	27.8	15.1	5.2	91.3
	<i>Year 11</i>	447.7	2.6	15.2	20.7	27.7	22.3	9.2	2.3	82.2
	<i>Not stated (8%)</i>	471.4	2.6	9.2	16.4	25.6	25.6	14.7	5.9	88.1
WA	<i>Bachelor</i>	518.3	0.8	1.4	6.4	19.0	30.6	24.9	16.9	97.8
	<i>Diploma</i>	489.4	1.1	4.0	11.8	26.4	30.9	18.4	7.4	94.9
	<i>Certificate</i>	475.9	1.1	7.0	15.1	27.4	28.8	15.3	5.3	91.9
	<i>Year 12</i>	480.7	1.3	6.6	13.1	26.1	30.7	16.0	6.2	92.1
	<i>Year 11</i>	443.7	2.0	18.3	19.8	26.5	21.1	9.5	2.8	79.7
	<i>Not stated (10%)</i>	466.7	1.8	14.5	14.0	22.8	24.4	15.0	7.5	83.7
SA	<i>Bachelor</i>	510.4	1.2	1.7	7.7	21.3	31.3	23.0	13.9	97.1
	<i>Diploma</i>	485.7	1.2	3.9	13.2	27.3	30.2	18.1	6.1	94.9
	<i>Certificate</i>	471.7	2.3	6.8	16.3	29.1	27.4	14.1	4.1	90.9
	<i>Year 12</i>	476.9	2.5	6.9	15.0	26.7	28.3	14.7	6.0	90.6
	<i>Year 11</i>	447.8	5.1	14.1	20.5	28.0	21.9	8.3	2.0	80.7
	<i>Not stated (9%)</i>	466.3	4.8	11.2	14.9	25.3	25.4	12.7	5.7	84.0

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 Spelling

Table 5.S8 (cont.): Achievement of Year 5 Students in Spelling, by Parental Education, by State and Territory, 2016.

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>	513.2	1.1	2.2	7.8	19.9	28.7	24.6	15.6	96.6
	<i>Diploma</i>	488.1	1.4	5.2	11.7	25.0	31.5	18.1	7.1	93.4
	<i>Certificate</i>	467.5	1.6	9.6	16.4	28.3	25.9	14.2	4.0	88.9
	<i>Year 12</i>	463.0	1.3	10.9	20.1	26.4	22.6	13.6	5.0	87.8
	<i>Year 11</i>	441.6	2.2	17.7	22.0	26.7	20.0	9.1	2.3	80.1
	<i>Not stated (9%)</i>	485.7	3.0	7.9	11.0	23.2	29.2	16.7	9.1	89.1
ACT	<i>Bachelor</i>	505.6	1.5	2.4	9.0	21.8	30.3	22.6	12.3	96.0
	<i>Diploma</i>	476.8	1.5	4.4	17.2	28.9	28.7	14.3	5.0	94.1
	<i>Certificate</i>	464.1	1.4	10.0	19.1	27.5	24.4	13.1	4.4	88.6
	<i>Year 12</i>	467.3	3.0	7.1	18.5	29.0	26.0	12.0	4.2	89.8
	<i>Year 11</i>	446.6	3.4	15.0	21.8	29.5	18.1	9.7	2.6	81.6
	<i>Not stated (7%)</i>	490.0	0.0	5.3	14.0	22.8	29.5	18.8	9.6	94.7
NT	<i>Bachelor</i>	492.8	2.2	6.3	12.1	21.2	27.7	17.4	13.2	91.6
	<i>Diploma</i>	466.9	1.6	12.3	16.9	22.3	26.7	13.7	6.4	86.1
	<i>Certificate</i>	439.5	3.0	18.9	18.6	26.1	21.0	9.5	2.8	78.0
	<i>Year 12</i>	442.1	3.2	22.3	15.1	20.8	22.3	11.2	5.1	74.4
	<i>Year 11</i>	339.5	2.9	60.8	14.5	12.2	6.8	2.6	0.3	36.3
	<i>Not stated (21%)</i>	330.8	2.1	63.4	9.1	8.3	7.7	5.8	3.5	34.5
Aust	<i>Bachelor</i>	521.4	1.1	1.5	6.4	18.2	29.3	24.9	18.6	97.4
	<i>Diploma</i>	492.2	1.4	3.9	11.6	24.9	30.4	19.1	8.6	94.7
	<i>Certificate</i>	476.5	1.8	6.7	15.1	27.4	28.1	15.4	5.4	91.4
	<i>Year 12</i>	480.1	2.2	6.4	14.3	26.1	28.3	16.3	6.4	91.4
	<i>Year 11</i>	448.9	3.9	15.1	19.8	27.0	21.5	9.8	2.9	81.0
	<i>Not stated (6%)</i>	473.9	2.8	11.2	13.5	22.8	25.3	15.9	8.5	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 5 Spelling

Table 5.S9: Achievement of Year 5 Students in Spelling, by Parental Occupation, by State and Territory, 2016.

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	529.1	0.8	1.5	5.7	15.8	27.9	25.9	22.3	97.7
	Group 2	511.2	0.9	2.8	8.5	20.5	28.9	22.6	15.8	96.3
	Group 3	490.0	1.2	5.4	12.5	24.4	28.6	18.5	9.4	93.4
	Group 4	479.1	1.8	8.3	15.0	24.9	25.4	16.3	8.2	89.9
	Not in paid work	456.4	3.9	14.3	19.2	25.0	21.1	11.4	5.2	81.8
	Not stated (6%)	489.6	2.2	7.1	12.6	22.7	26.1	18.2	11.1	90.7
Vic	Group 1	520.7	1.0	1.1	5.7	18.8	30.5	25.5	17.3	97.9
	Group 2	504.8	1.4	2.1	9.1	22.9	30.9	21.7	12.0	96.6
	Group 3	490.9	2.1	3.3	12.1	25.9	30.7	17.8	8.1	94.6
	Group 4	481.6	4.3	5.1	14.9	26.1	27.4	15.5	6.8	90.6
	Not in paid work	467.2	8.1	8.5	17.2	26.0	23.4	12.0	4.9	83.4
	Not stated (2%)	507.8	5.6	3.2	8.6	19.6	27.8	21.1	14.1	91.2
Qld	Group 1	510.9	0.8	2.0	7.4	21.0	31.1	23.5	14.1	97.2
	Group 2	495.6	1.0	3.4	10.7	24.6	31.0	19.9	9.5	95.7
	Group 3	480.5	1.0	5.7	14.4	27.6	29.0	16.3	6.1	93.3
	Group 4	467.0	1.7	9.5	17.2	27.9	25.6	13.6	4.5	88.8
	Not in paid work	452.9	3.1	14.3	19.8	26.7	22.5	10.1	3.5	82.6
	Not stated (14%)	469.0	2.4	9.6	16.7	26.6	25.4	13.9	5.4	88.0
WA	Group 1	514.5	0.7	1.6	6.9	20.2	30.8	24.5	15.3	97.7
	Group 2	497.7	0.7	3.6	10.3	23.4	31.5	20.1	10.4	95.7
	Group 3	482.9	1.1	5.4	13.9	26.6	29.9	16.5	6.7	93.5
	Group 4	470.5	1.4	9.7	15.7	26.3	26.9	14.4	5.5	88.9
	Not in paid work	446.6	2.4	19.6	17.6	24.9	20.3	10.4	4.7	78.0
	Not stated (18%)	472.2	2.0	11.7	14.4	23.8	25.0	15.2	8.0	86.3
SA	Group 1	510.1	1.1	1.5	7.5	21.6	32.2	22.4	13.6	97.4
	Group 2	492.9	1.1	3.2	11.7	25.6	30.8	19.0	8.5	95.7
	Group 3	480.4	1.6	5.2	13.6	29.0	29.3	15.5	5.7	93.2
	Group 4	470.2	2.9	8.0	16.6	27.5	26.5	14.3	4.3	89.1
	Not in paid work	452.9	6.3	12.7	19.7	27.3	20.9	9.9	3.2	81.0
	Not stated (17%)	459.9	4.4	12.1	17.9	25.9	23.3	12.0	4.3	83.5

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 5 Spelling

Table 5.S9 (cont.): Achievement of Year 5 Students in Spelling, by Parental Occupation, by State and Territory, 2016.

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	510.3	1.1	2.5	8.6	20.0	29.4	24.2	14.3	96.4
	Group 2	491.0	1.0	5.0	11.5	25.2	28.7	19.8	8.8	94.0
	Group 3	477.9	1.5	7.1	14.6	26.9	27.4	16.8	5.6	91.4
	Group 4	454.1	1.5	12.9	20.5	27.9	23.3	11.3	2.6	85.7
	Not in paid work	437.2	2.2	20.9	21.7	26.3	18.1	7.5	3.4	77.0
	Not stated (13%)	475.8	3.7	9.4	13.5	24.8	27.0	14.0	7.6	86.8
ACT	Group 1	504.1	1.3	2.7	9.8	21.6	30.1	22.5	12.0	96.0
	Group 2	491.5	1.3	4.0	12.2	25.0	29.9	18.5	9.0	94.7
	Group 3	477.6	1.7	6.0	16.2	26.6	27.1	17.7	4.8	92.3
	Group 4	451.9	1.8	12.1	22.4	29.6	20.8	10.6	2.7	86.1
	Not in paid work	451.7	6.7	13.8	18.7	26.9	22.9	6.1	4.9	79.6
	Not stated (15%)	483.8	1.2	5.8	15.0	26.2	26.9	15.9	9.0	93.1
NT	Group 1	487.5	1.8	7.0	14.2	21.9	26.7	16.9	11.5	91.2
	Group 2	471.4	1.8	11.1	14.2	23.3	27.2	14.6	7.9	87.2
	Group 3	454.8	2.3	16.2	15.5	25.0	23.1	12.5	5.4	81.5
	Group 4	388.6	3.9	41.6	16.4	16.6	12.7	6.1	2.6	54.5
	Not in paid work	337.2	3.1	61.0	15.3	11.3	6.6	2.3	0.4	35.9
	Not stated (20%)	317.6	2.6	66.6	10.1	8.8	7.0	3.2	1.8	30.8
Aust	Group 1	519.3	0.9	1.6	6.6	18.7	29.8	24.8	17.6	97.5
	Group 2	502.9	1.0	3.0	9.6	22.7	30.2	21.2	12.2	96.0
	Group 3	486.0	1.4	5.1	13.2	26.1	29.3	17.3	7.6	93.5
	Group 4	474.3	2.5	8.2	15.8	26.2	26.0	15.0	6.3	89.2
	Not in paid work	455.7	5.1	13.7	18.5	25.5	21.7	10.9	4.5	81.2
	Not stated (9%)	472.1	2.7	10.7	14.7	24.2	25.0	15.0	7.5	86.6

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

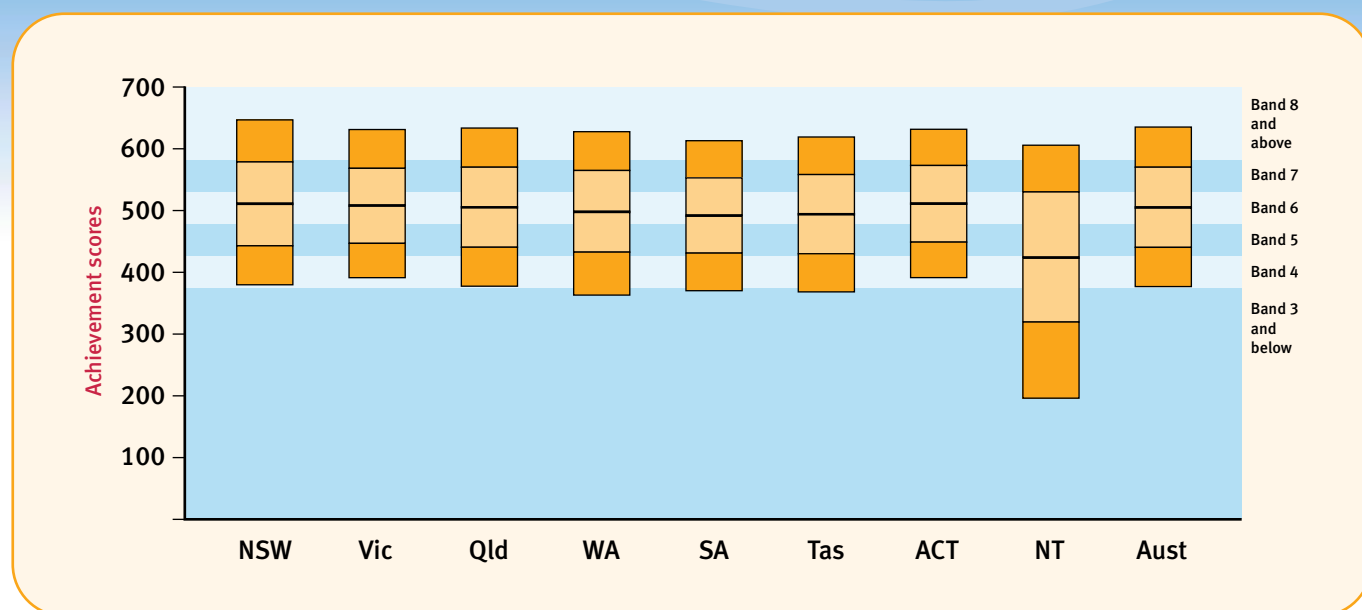
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

NAPLAN Year 5 Grammar and Punctuation

Figure 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	510.9 (80.7)	508.0 (72.5)	505.2 (77.4)	497.8 (80.3)	491.7 (73.5)	494.0 (75.5)	511.1 (73.5)	423.7 (125.3)	504.9 (78.7)

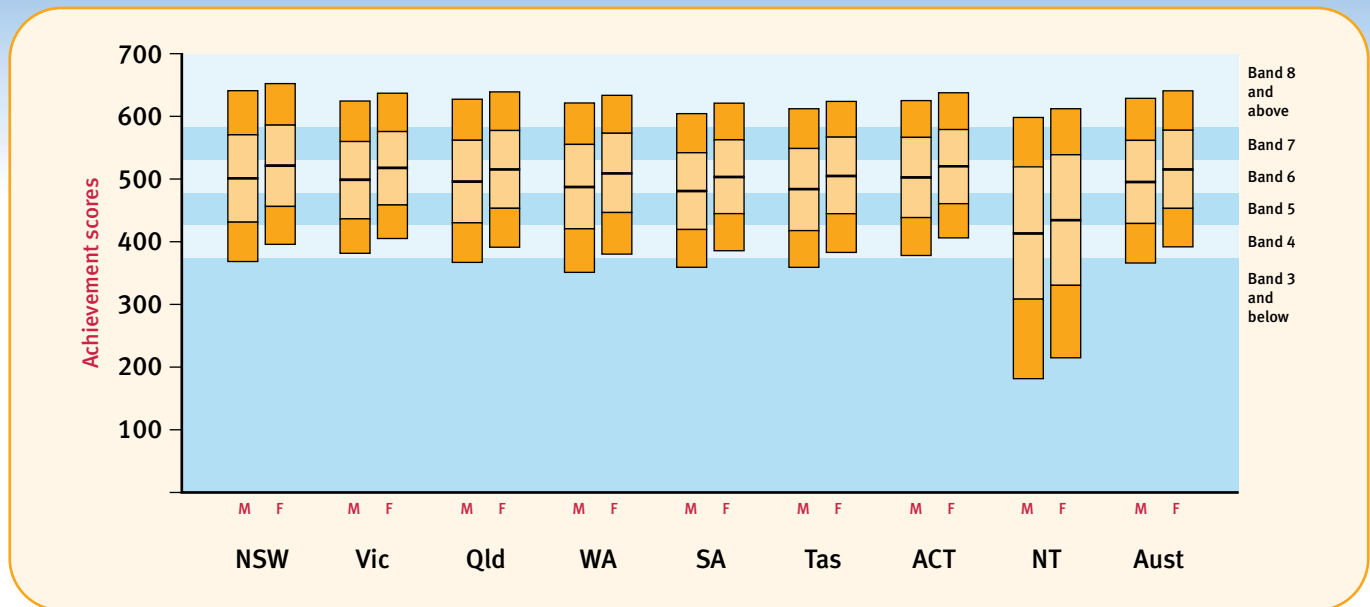
Table 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2016.

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	1.1	1.4	4.2	10.1	19.8	25.1	20.6	18.7	94.4
Vic	10yrs 9mths 5yrs 4mths	95.2	2.6	2.2	2.8	2.8	9.5	21.2	27.7	21.0	15.0	94.4
Qld	10yrs 5mths 5yrs 4mths	93.5	2.2	4.4	1.4	4.5	10.4	20.7	26.3	20.9	15.8	94.1
WA	10yrs 5mths 5yrs 4mths	96.0	2.8	1.1	1.2	6.3	11.3	21.2	26.1	19.5	14.4	92.5
SA	10yrs 7mths 5yrs 4mths	94.1	2.8	3.0	2.4	5.4	12.3	23.7	27.1	18.4	10.7	92.2
Tas	10yrs 10mths 5yrs 4mths	95.3	2.7	2.0	1.6	5.8	12.5	22.9	26.3	18.5	12.3	92.6
ACT	10yrs 7mths 5yrs 4mths	94.4	2.2	3.4	1.6	3.1	9.0	20.4	26.4	23.0	16.5	95.3
NT	10yrs 6mths 5yrs 4mths	90.2	8.6	1.2	2.5	31.3	13.1	17.1	16.5	11.5	8.1	66.3
Aust	10yrs 7mths 5yrs 4mths	95.5	2.3	2.2	1.8	4.6	10.4	20.8	26.2	20.4	15.9	93.7

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	501.0 (82.3)	498.7 (73.5)	495.7 (78.5)	487.1 (81.9)	480.7 (73.9)	483.8 (76.6)	502.4 (75.1)	413.0 (126.5)	495.1 (80.0)
Female Mean scale score / (S.D.)	521.2 (77.5)	517.6 (70.2)	515.2 (74.9)	508.9 (77.0)	503.1 (71.2)	504.7 (72.8)	520.3 (70.7)	434.3 (123.3)	515.1 (76.0)

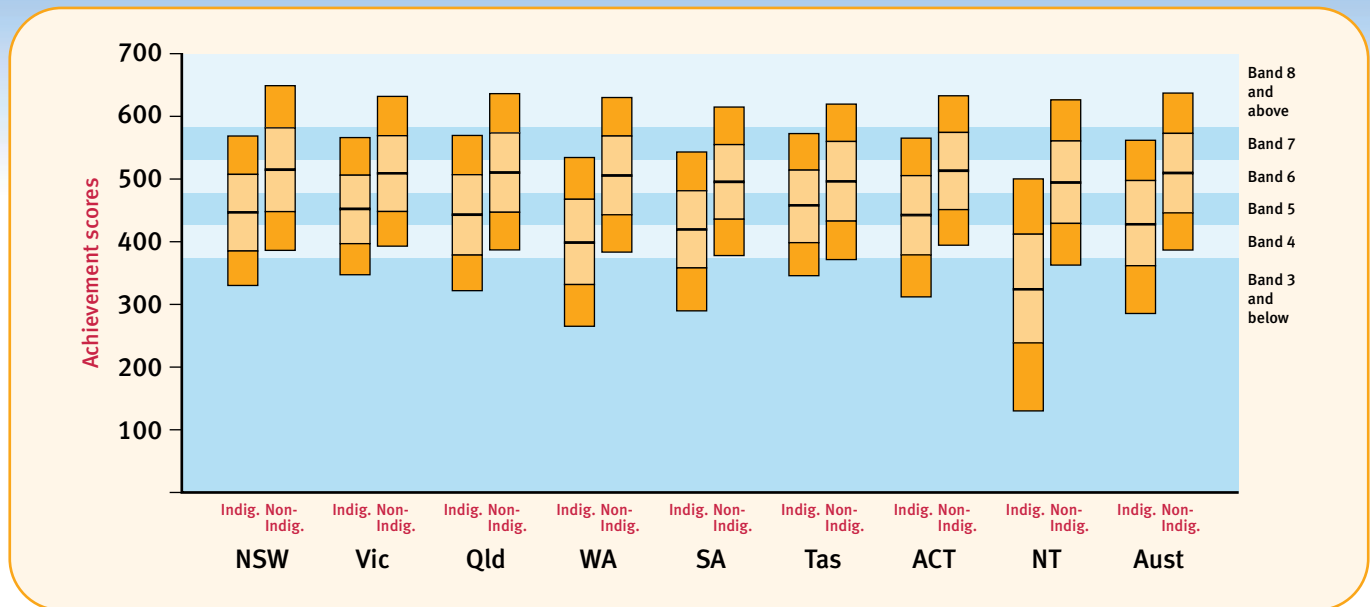
Table 5.G2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2016.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	1.9	5.7	12.2	21.4	24.1	18.5	16.3	92.4
	Female	0.9	2.6	8.0	18.2	26.2	22.8	21.3	96.5
Vic	Male	3.7	3.8	11.6	22.9	26.9	18.3	12.7	92.5
	Female	1.8	1.7	7.3	19.5	28.6	23.7	17.4	96.4
Qld	Male	1.8	5.9	12.3	22.6	25.4	18.5	13.6	92.4
	Female	0.9	3.1	8.4	18.7	27.3	23.4	18.2	96.0
WA	Male	1.5	8.2	13.3	22.8	25.1	16.9	12.2	90.3
	Female	0.8	4.3	9.1	19.6	27.1	22.3	16.7	94.8
SA	Male	3.2	7.1	14.8	25.4	25.5	15.6	8.4	89.7
	Female	1.5	3.6	9.6	21.9	28.9	21.4	13.1	95.0
Tas	Male	1.8	7.5	15.3	23.8	25.0	16.2	10.3	90.6
	Female	1.4	3.9	9.5	22.0	27.6	21.0	14.5	94.7
ACT	Male	1.8	4.4	11.1	21.3	25.8	20.9	14.5	93.8
	Female	1.3	1.7	6.9	19.3	27.0	25.2	18.6	97.0
NT	Male	3.6	33.5	13.6	17.6	15.0	9.8	7.0	62.9
	Female	1.4	29.0	12.6	16.6	18.0	13.2	9.2	69.6
Aust	Male	2.4	6.0	12.4	22.4	25.2	18.0	13.6	91.7
	Female	1.2	3.1	8.2	19.1	27.2	22.9	18.3	95.7

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	446.8 (72.7)	452.2 (65.9)	443.0 (75.4)	398.5 (83.2)	419.5 (77.1)	458.0 (69.4)	442.4 (76.4)	324.1 (110.0)	427.8 (86.4)
Non-Indigenous Mean scale score / (S.D.)	514.8 (79.4)	509.1 (72.2)	510.2 (75.3)	505.5 (74.6)	495.4 (71.3)	496.2 (74.6)	513.1 (72.7)	494.3 (79.1)	509.5 (75.7)

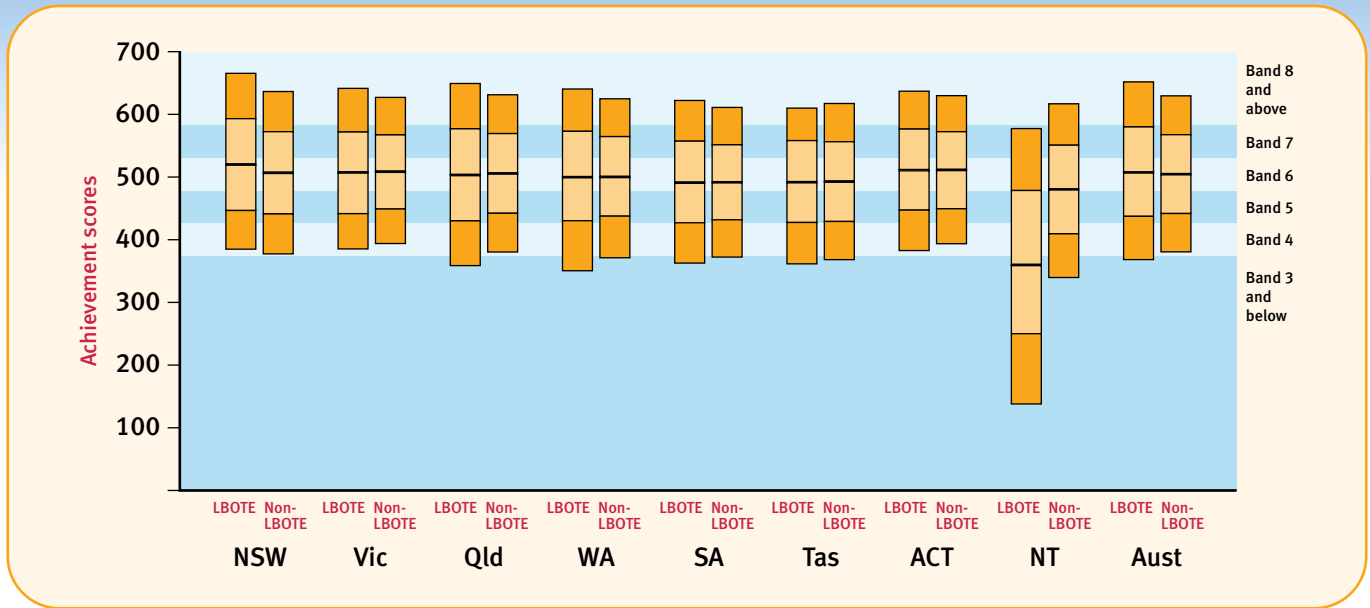
Table 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2016.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.5	15.5	23.0	27.1	19.4	9.1	3.4	82.0
	Non-Indigenous	1.3	3.5	9.3	19.4	25.5	21.4	19.6	95.2
Vic	Indigenous	6.3	10.3	23.1	28.8	20.3	8.3	2.8	83.3
	Non-Indigenous	2.6	2.7	9.3	21.1	27.9	21.2	15.3	94.7
Qld	Indigenous	1.9	17.9	22.8	25.9	18.8	9.4	3.2	80.1
	Non-Indigenous	1.3	3.4	9.4	20.3	26.9	21.8	16.9	95.3
WA	Indigenous	1.7	37.8	24.4	19.5	11.0	4.0	1.5	60.5
	Non-Indigenous	1.2	3.8	10.2	21.4	27.3	20.8	15.4	95.0
SA	Indigenous	5.0	24.9	25.4	24.6	13.7	4.9	1.4	70.1
	Non-Indigenous	2.2	4.4	11.6	23.6	27.8	19.2	11.2	93.4
Tas	Indigenous	1.6	11.7	19.8	28.0	25.0	10.3	3.5	86.7
	Non-Indigenous	1.7	5.3	12.0	22.7	26.5	19.2	12.6	93.0
ACT	Indigenous	5.2	16.7	21.5	27.4	17.6	8.3	3.3	78.1
	Non-Indigenous	1.5	2.7	8.7	20.1	26.6	23.4	17.0	95.8
NT	Indigenous	3.4	65.8	14.5	9.2	4.2	2.2	0.6	30.9
	Non-Indigenous	1.8	6.4	12.2	22.7	25.3	18.2	13.4	91.7
Aust	Indigenous	2.7	23.6	22.4	24.2	16.7	7.7	2.7	73.7
	Non-Indigenous	1.7	3.4	9.7	20.6	26.8	21.2	16.7	94.9

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

NAPLAN Year 5 Grammar and Punctuation

Figure 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	519.8 (85.0)	507.2 (77.0)	503.1 (87.2)	499.7 (88.4)	490.9 (79.0)	491.7 (75.5)	510.9 (77.2)	359.6 (132.7)	507.3 (87.6)
Non-LBOTE Mean scale score / (S.D.)	506.6 (78.2)	508.4 (70.7)	505.6 (75.7)	500.0 (76.5)	491.6 (72.1)	492.6 (75.0)	511.2 (72.5)	480.3 (84.6)	504.5 (75.3)

Table 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2016.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	1.9	3.5	9.7	18.7	23.2	20.0	23.0	94.5
	Non-LBOTE	1.2	4.5	10.4	20.4	26.0	20.9	16.6	94.3
Vic	LBOTE	3.5	3.4	10.5	21.4	25.8	19.2	16.2	93.1
	Non-LBOTE	2.5	2.6	9.1	21.1	28.5	21.7	14.5	94.9
Qld	LBOTE	1.6	6.8	11.5	20.0	22.9	19.0	18.2	91.6
	Non-LBOTE	1.3	4.1	10.2	20.8	26.9	21.2	15.5	94.5
WA	LBOTE	1.8	7.5	10.8	19.6	23.8	19.4	17.0	90.7
	Non-LBOTE	1.0	5.3	10.7	21.4	27.3	20.2	14.1	93.7
SA	LBOTE	3.1	6.5	12.5	23.4	25.2	16.8	12.5	90.5
	Non-LBOTE	2.2	5.1	12.3	23.9	27.6	18.6	10.2	92.7
Tas	LBOTE	6.3	6.7	11.4	20.4	25.5	19.9	9.7	87.0
	Non-LBOTE	1.4	5.8	12.9	23.3	26.4	18.3	11.9	92.8
ACT	LBOTE	3.2	3.9	8.9	19.8	25.2	21.0	17.9	92.9
	Non-LBOTE	1.1	2.9	9.1	20.5	26.7	23.6	16.2	96.1
NT	LBOTE	2.4	54.2	12.5	11.3	8.9	6.1	4.5	43.3
	Non-LBOTE	2.4	10.7	13.9	22.4	23.2	16.2	11.1	86.9
Aust	LBOTE	2.4	5.5	10.4	19.8	23.8	19.2	18.9	92.0
	Non-LBOTE	1.6	4.1	10.3	21.1	27.0	20.8	14.9	94.3

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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	518.6	1.4	3.3	9.0	18.5	24.8	21.5	21.4	95.2
	Inner Regional	492.7	1.3	5.7	12.5	23.6	26.5	18.8	11.6	93.0
	Outer Regional	479.3	1.3	8.9	15.6	23.9	25.1	15.8	9.4	89.8
	Remote	460.7	2.7	13.8	21.1	23.8	19.2	11.8	7.6	83.5
	Very Remote	446.7	2.6	20.7	23.9	16.0	19.1	12.8	4.9	76.7
Vic	Major Cities	512.8	2.8	2.4	8.7	20.2	27.5	21.8	16.7	94.8
	Inner Regional	494.3	2.7	3.8	12.2	24.1	28.3	18.7	10.2	93.5
	Outer Regional	490.0	3.5	4.5	12.1	25.1	28.4	17.7	8.7	92.0
	Remote	488.3	2.4	3.3	10.0	30.0	30.0	17.6	6.7	94.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	511.9	1.3	3.4	9.4	19.8	26.4	22.0	17.7	95.3
	Inner Regional	500.3	1.5	4.7	11.1	21.9	27.0	20.1	13.9	93.8
	Outer Regional	494.1	1.2	6.1	12.4	22.6	26.2	18.8	12.7	92.7
	Remote	468.9	2.1	13.5	14.4	23.5	23.6	15.3	7.6	84.4
	Very Remote	435.3	1.1	25.8	22.2	19.8	16.7	9.7	4.8	73.2
WA	Major Cities	506.9	1.3	4.2	10.0	20.4	26.7	20.9	16.5	94.5
	Inner Regional	486.9	1.0	6.2	13.8	24.5	27.1	17.5	9.9	92.8
	Outer Regional	476.7	0.8	9.7	15.2	24.4	25.7	15.9	8.2	89.5
	Remote	462.7	1.3	14.8	16.7	23.7	22.0	14.0	7.5	83.9
	Very Remote	393.9	1.3	43.4	16.8	17.1	12.2	6.6	2.6	55.3
SA	Major Cities	496.4	2.4	4.6	11.6	23.0	27.3	19.1	12.0	93.0
	Inner Regional	492.9	2.5	3.9	11.2	25.5	28.6	19.1	9.2	93.6
	Outer Regional	473.3	2.7	8.6	16.2	26.0	25.2	15.3	6.1	88.8
	Remote	483.1	1.3	4.8	14.6	26.5	29.8	15.7	7.3	93.9
	Very Remote	400.1	0.0	40.8	17.6	14.7	14.4	8.8	3.7	59.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	500.7	1.7	4.9	11.5	21.5	26.1	19.9	14.4	93.4
	Outer Regional	479.3	1.6	7.6	14.7	26.0	26.6	15.6	7.9	90.8
	Remote	476.7	0.0	5.4	16.4	27.5	28.7	16.7	5.4	94.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	511.3	1.6	3.1	9.0	20.3	26.4	23.1	16.6	95.3
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	481.2	3.1	10.4	13.7	22.4	22.7	16.4	11.3	86.5
	Remote	433.5	2.0	28.9	15.4	18.3	16.3	10.8	8.3	69.1
	Very Remote	301.8	1.5	75.3	10.4	5.4	3.9	2.0	1.4	23.1
Aust	Major Cities	512.7	1.8	3.3	9.3	19.8	26.3	21.5	18.1	94.9
	Inner Regional	495.1	1.8	4.9	12.0	23.3	27.2	19.1	11.8	93.4
	Outer Regional	485.2	1.7	7.5	13.9	23.8	25.9	17.1	10.1	90.8
	Remote	462.5	1.7	15.1	16.0	23.3	22.4	13.9	7.6	83.2
	Very Remote	379.7	1.3	47.1	16.7	14.1	11.4	6.5	3.0	51.7

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	456.4	2.6	12.4	21.4	26.9	21.5	10.9	4.4	85.0
	Inner Regional	444.9	2.3	16.0	22.8	28.1	18.8	8.9	3.1	81.7
	Outer Regional	433.3	2.6	19.9	25.8	26.0	17.4	6.5	1.9	77.5
	Remote	415.7	3.0	25.5	31.2	25.8	10.9	2.4	1.2	71.5
	Very Remote	401.7	3.4	33.2	34.6	16.9	8.8	2.0	1.0	63.4
Vic	Major Cities	461.3	5.5	8.5	21.0	28.7	21.8	10.3	4.2	86.0
	Inner Regional	448.3	5.8	11.0	24.5	28.6	20.4	8.0	1.8	83.2
	Outer Regional	437.1	9.5	13.4	25.7	29.5	16.1	4.1	1.6	77.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	459.3	1.3	11.6	20.7	27.2	22.8	11.9	4.4	87.0
	Inner Regional	456.6	2.4	12.7	20.6	27.5	21.0	11.8	3.9	84.8
	Outer Regional	439.7	1.9	18.0	24.6	26.8	17.4	8.2	3.0	80.1
	Remote	398.5	4.6	36.6	22.7	21.2	11.5	3.2	0.2	58.9
	Very Remote	398.1	1.4	37.9	28.7	18.4	10.2	2.9	0.5	60.7
WA	Major Cities	423.6	2.5	25.6	25.8	23.2	14.4	6.3	2.2	71.9
	Inner Regional	422.0	0.5	26.8	24.9	23.7	15.7	5.3	3.1	72.8
	Outer Regional	409.2	1.4	30.0	30.1	23.3	10.4	3.6	1.2	68.6
	Remote	387.2	1.9	44.0	23.1	17.8	10.4	2.3	0.5	54.1
	Very Remote	341.8	0.9	67.0	18.3	9.2	3.5	0.9	0.3	32.2
SA	Major Cities	433.6	5.9	18.7	25.0	26.1	16.8	5.6	1.9	75.4
	Inner Regional	443.4	2.5	16.2	20.0	34.2	18.2	6.8	2.0	81.3
	Outer Regional	413.5	6.5	27.1	27.8	23.3	9.9	4.4	0.9	66.4
	Remote	432.0	2.7	14.6	30.3	31.4	14.1	5.9	1.1	82.7
	Very Remote	340.9	0.0	62.4	24.3	9.1	3.5	0.7	0.0	37.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	458.9	0.7	11.5	20.7	28.0	25.5	9.1	4.5	87.8
	Outer Regional	457.5	2.7	12.2	18.4	27.5	24.5	12.0	2.5	85.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	442.4	5.5	17.5	20.9	26.3	17.8	8.5	3.5	77.0
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	416.7	7.1	29.1	21.5	20.4	12.4	7.4	2.1	63.8
	Remote	352.3	3.6	57.9	19.1	12.7	4.7	1.5	0.4	38.5
	Very Remote	277.7	1.7	83.9	10.0	3.3	0.6	0.3	0.1	14.4
Aust	Major Cities	450.5	2.8	14.5	22.1	26.5	20.3	9.9	3.8	82.7
	Inner Regional	448.2	2.5	14.8	22.3	27.9	19.8	9.4	3.3	82.7
	Outer Regional	432.8	3.2	20.5	25.0	25.7	16.3	7.1	2.3	76.3
	Remote	386.4	3.1	42.2	23.3	18.9	9.5	2.5	0.5	54.7
	Very Remote	331.8	1.4	65.1	18.4	9.4	4.2	1.2	0.3	33.5

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	520.8	1.4	3.0	8.5	18.2	24.9	22.0	22.0	95.6
	Inner Regional	498.3	1.1	4.5	11.3	23.0	27.4	20.1	12.6	94.4
	Outer Regional	488.6	1.0	6.7	13.5	23.4	26.7	17.7	10.9	92.3
	Remote	488.5	2.7	6.7	15.0	22.2	24.2	17.5	11.7	90.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	513.4	2.6	2.4	8.5	20.1	27.6	21.9	16.8	95.0
	Inner Regional	495.7	2.6	3.6	11.8	24.0	28.6	19.1	10.5	93.9
	Outer Regional	494.3	3.0	3.8	10.9	24.7	29.5	18.9	9.3	93.3
	Remote	487.8	2.4	3.4	10.2	30.2	29.3	17.6	6.8	94.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	513.9	1.4	3.1	9.0	19.5	26.5	22.3	18.2	95.5
	Inner Regional	504.4	1.4	3.9	10.2	21.4	27.5	20.8	14.8	94.7
	Outer Regional	503.7	1.1	4.0	10.2	21.9	27.8	20.7	14.4	94.9
	Remote	495.3	1.2	4.4	11.1	24.7	28.4	19.9	10.4	94.5
	Very Remote	492.3	0.6	7.0	12.2	22.0	26.6	20.2	11.4	92.3
WA	Major Cities	510.2	1.2	3.3	9.4	20.3	27.2	21.5	17.0	95.4
	Inner Regional	491.4	1.0	4.9	13.1	24.5	27.7	18.4	10.5	94.1
	Outer Regional	487.7	0.7	6.3	12.9	24.6	28.1	17.9	9.5	92.9
	Remote	488.7	1.1	4.8	14.5	25.6	26.0	18.2	9.9	94.1
	Very Remote	477.3	1.7	5.9	14.4	29.8	26.3	15.9	6.0	92.4
SA	Major Cities	498.6	2.2	4.1	11.1	22.9	27.7	19.6	12.4	93.7
	Inner Regional	495.0	2.5	3.4	10.8	25.2	29.0	19.6	9.5	94.1
	Outer Regional	479.2	2.3	6.7	15.0	26.2	26.8	16.4	6.6	91.0
	Remote	486.7	1.3	4.0	13.7	25.9	30.9	16.4	7.8	94.7
	Very Remote	491.4	0.0	6.1	10.0	23.9	30.6	20.6	8.9	93.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	502.3	1.9	4.5	11.0	21.3	26.3	20.6	14.4	93.6
	Outer Regional	482.6	1.4	6.9	14.1	25.7	26.9	16.2	8.7	91.8
	Remote	478.3	0.0	6.3	15.1	26.7	28.8	17.5	5.6	93.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	513.1	1.5	2.7	8.7	20.1	26.6	23.4	17.0	95.8
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	494.9	2.2	6.3	11.9	22.9	25.0	18.4	13.4	91.5
	Remote	493.3	0.8	6.9	12.6	22.4	25.1	17.8	14.3	92.3
	Very Remote	488.6	0.0	7.5	13.7	22.0	30.3	15.6	10.9	92.5
Aust	Major Cities	514.5	1.8	3.0	8.9	19.6	26.5	21.9	18.5	95.3
	Inner Regional	498.7	1.7	4.1	11.2	23.0	27.7	19.9	12.4	94.2
	Outer Regional	493.6	1.5	5.3	12.0	23.5	27.5	18.7	11.4	93.2
	Remote	490.3	1.2	5.0	13.3	24.8	27.2	18.2	10.2	93.8
	Very Remote	486.3	0.9	6.7	13.0	24.9	27.2	18.2	9.1	92.4

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

NAPLAN Year 5 Grammar and Punctuation

Table 5.G8: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2016.

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	550.7	0.9	0.9	3.9	11.5	22.8	26.9	33.1	98.2
	Diploma	506.7	1.2	3.0	9.2	21.4	29.1	21.9	14.2	95.8
	Certificate	483.3	1.4	5.7	14.3	26.6	27.8	16.2	8.0	92.9
	Year 12	483.5	1.9	6.2	14.4	25.9	26.6	16.0	8.9	91.9
	Year 11	449.8	3.1	13.5	22.5	28.5	20.2	8.7	3.5	83.4
	Not stated (4%)	500.3	2.3	5.8	12.1	20.9	24.5	18.6	15.6	91.9
Vic	Bachelor	537.5	1.5	0.7	4.1	14.2	27.0	27.4	25.1	97.8
	Diploma	499.3	2.2	2.3	10.3	24.1	31.0	19.9	10.2	95.5
	Certificate	485.0	3.2	3.9	13.4	27.5	29.0	16.3	6.7	92.9
	Year 12	486.8	3.7	4.1	13.2	26.2	28.6	16.8	7.3	92.2
	Year 11	459.4	7.0	9.2	19.7	29.0	22.3	9.4	3.5	83.8
	Not stated (3%)	522.9	4.9	2.2	7.7	16.6	24.9	22.7	20.9	92.8
Qld	Bachelor	543.8	0.9	0.9	4.2	12.7	24.7	27.3	29.3	98.2
	Diploma	505.1	0.9	3.0	9.6	21.7	29.4	22.1	13.4	96.1
	Certificate	490.0	1.3	5.0	12.4	24.7	28.6	18.6	9.4	93.7
	Year 12	485.5	1.4	6.0	14.0	25.7	26.5	17.2	9.1	92.5
	Year 11	456.3	2.6	13.0	19.9	27.2	21.9	11.3	4.1	84.4
	Not stated (8%)	481.5	2.6	8.4	14.6	23.9	24.4	16.1	9.9	88.9
WA	Bachelor	535.5	0.8	1.2	4.8	14.6	26.1	26.8	25.6	98.0
	Diploma	497.2	1.1	3.6	10.5	24.1	30.5	19.2	10.9	95.2
	Certificate	482.6	1.1	6.3	14.3	25.9	27.9	16.5	7.9	92.6
	Year 12	484.5	1.3	6.2	13.9	25.7	27.0	17.3	8.7	92.5
	Year 11	442.5	2.0	18.4	21.7	25.9	19.5	8.8	3.7	79.6
	Not stated (10%)	474.0	1.8	14.0	14.2	20.4	22.4	15.5	11.7	84.1
SA	Bachelor	526.3	1.2	1.3	5.6	16.6	28.6	26.3	20.4	97.5
	Diploma	494.1	1.2	3.1	11.5	25.4	30.3	19.1	9.3	95.7
	Certificate	479.3	2.3	5.5	14.4	28.1	28.6	15.5	5.7	92.3
	Year 12	482.2	2.5	6.1	14.1	26.3	27.4	16.0	7.6	91.4
	Year 11	444.7	5.1	14.3	22.9	28.2	19.4	8.1	2.1	80.6
	Not stated (9%)	467.9	4.8	11.1	15.8	24.9	22.7	13.9	6.8	84.1

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 5 Grammar and Punctuation

Table 5.G8 (cont.): Achievement of Year 5 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2016.

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>	543.5	1.1	0.7	3.8	12.0	24.6	29.5	28.3	98.2
	<i>Diploma</i>	500.4	1.4	3.3	9.6	22.8	30.4	21.6	10.9	95.3
	<i>Certificate</i>	478.6	1.6	6.3	14.5	27.7	29.3	14.7	6.0	92.1
	<i>Year 12</i>	469.9	1.3	8.8	17.8	27.2	25.5	14.4	5.0	89.9
	<i>Year 11</i>	446.2	2.2	13.8	23.7	29.3	20.9	8.1	2.0	84.0
	<i>Not stated (9%)</i>	496.4	3.0	5.5	11.3	23.4	25.2	17.9	13.7	91.5
ACT	<i>Bachelor</i>	532.0	1.5	1.3	5.0	15.2	26.0	28.0	23.0	97.2
	<i>Diploma</i>	489.2	1.5	3.1	12.5	27.8	29.0	18.8	7.3	95.4
	<i>Certificate</i>	477.7	1.4	6.8	15.5	28.7	25.0	15.3	7.3	91.8
	<i>Year 12</i>	483.2	3.0	4.4	14.2	27.8	28.8	14.9	6.9	92.6
	<i>Year 11</i>	448.5	3.4	12.6	24.0	28.3	20.9	8.2	2.6	83.9
	<i>Not stated (7%)</i>	515.1	0.0	2.6	8.2	19.3	28.6	23.5	17.8	97.4
NT	<i>Bachelor</i>	508.5	2.2	5.3	8.9	19.4	25.4	20.1	18.8	92.5
	<i>Diploma</i>	474.9	1.6	11.3	13.9	24.2	22.7	18.4	7.8	87.2
	<i>Certificate</i>	446.9	3.0	17.9	18.3	24.6	20.2	10.9	5.1	79.1
	<i>Year 12</i>	447.5	3.2	21.2	14.8	19.5	21.9	14.0	5.3	75.6
	<i>Year 11</i>	342.3	2.9	59.7	16.7	12.4	5.5	2.3	0.5	37.4
	<i>Not stated (21%)</i>	340.2	2.1	63.2	8.9	6.5	7.3	6.1	6.0	34.7
Aust	<i>Bachelor</i>	542.0	1.1	0.9	4.3	13.2	25.1	27.1	28.3	98.0
	<i>Diploma</i>	502.1	1.4	3.0	9.9	22.8	29.8	20.9	12.1	95.6
	<i>Certificate</i>	484.4	1.8	5.3	13.7	26.4	28.3	16.6	7.8	92.9
	<i>Year 12</i>	484.3	2.2	5.8	14.0	25.9	27.2	16.6	8.3	92.0
	<i>Year 11</i>	449.5	3.9	14.0	21.2	27.7	20.6	9.2	3.4	82.1
	<i>Not stated (6%)</i>	483.0	2.8	10.4	12.9	21.1	23.4	16.9	12.5	86.8

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 5 Grammar and Punctuation

Table 5.G9: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2016.

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	549.3	0.8	1.0	3.9	12.0	23.1	26.7	32.5	98.3
	Group 2	524.0	0.9	1.9	7.0	17.6	27.2	24.1	21.3	97.2
	Group 3	494.5	1.2	4.4	12.0	24.4	28.4	18.3	11.3	94.4
	Group 4	478.6	1.8	7.3	16.4	26.8	24.6	14.5	8.7	91.0
	Not in paid work	456.2	3.9	13.2	21.0	26.6	19.8	10.2	5.5	82.9
	Not stated (6%)	495.7	2.2	5.9	13.2	22.5	24.4	17.6	14.2	91.9
Vic	Group 1	541.0	1.0	0.6	3.7	13.4	26.6	28.1	26.6	98.4
	Group 2	517.1	1.4	1.4	6.9	19.7	30.0	24.1	16.6	97.2
	Group 3	496.6	2.1	2.6	11.0	25.2	30.2	19.0	9.8	95.3
	Group 4	481.4	4.3	4.8	15.1	27.1	27.0	14.7	7.0	90.9
	Not in paid work	467.1	8.1	8.2	17.8	26.9	22.8	11.0	5.3	83.7
	Not stated (2%)	521.4	5.6	2.3	7.7	17.0	25.1	22.1	20.2	92.1
Qld	Group 1	542.9	0.8	1.0	4.3	12.8	24.7	27.3	29.1	98.2
	Group 2	518.1	1.0	2.0	7.5	18.6	28.6	24.2	18.1	97.0
	Group 3	497.1	1.0	3.9	11.2	23.7	29.1	19.8	11.3	95.1
	Group 4	478.1	1.7	7.6	15.4	26.7	25.3	15.6	7.8	90.8
	Not in paid work	459.2	3.1	13.0	19.8	25.6	21.1	11.7	5.5	83.9
	Not stated (14%)	480.3	2.4	8.4	14.9	24.6	24.7	15.9	9.3	89.3
WA	Group 1	533.8	0.7	1.3	5.1	15.0	26.3	26.7	24.9	98.0
	Group 2	509.2	0.7	3.0	8.7	20.8	29.2	22.0	15.5	96.2
	Group 3	488.7	1.1	5.0	13.1	25.3	28.5	17.7	9.3	93.9
	Group 4	471.4	1.4	9.1	16.9	26.5	25.4	13.7	7.0	89.5
	Not in paid work	448.3	2.4	19.5	19.0	23.6	18.6	10.7	6.3	78.1
	Not stated (18%)	477.0	2.0	11.7	14.7	22.1	23.0	15.4	11.1	86.3
SA	Group 1	528.3	1.1	1.0	5.2	16.2	28.4	27.0	21.1	97.9
	Group 2	505.1	1.1	2.4	9.0	22.5	31.1	21.5	12.5	96.5
	Group 3	487.7	1.6	3.9	12.3	27.7	29.5	17.4	7.5	94.5
	Group 4	472.1	2.9	7.0	16.9	28.4	26.2	13.2	5.4	90.2
	Not in paid work	450.5	6.3	12.6	21.7	27.8	19.7	8.7	3.2	81.1
	Not stated (17%)	460.8	4.4	12.2	18.2	25.7	21.9	12.4	5.1	83.4

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 5 Grammar and Punctuation

Table 5.G9 (cont.): Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2016.

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	536.8	1.1	1.3	4.8	13.0	25.4	29.0	25.5	97.7
	Group 2	509.6	1.0	2.9	8.6	20.6	29.6	22.1	15.2	96.1
	Group 3	486.7	1.5	4.7	12.9	26.6	29.8	16.5	8.0	93.8
	Group 4	463.4	1.5	9.1	18.3	31.3	24.3	12.0	3.5	89.4
	Not in paid work	446.3	2.2	15.9	23.9	26.1	20.6	8.1	3.3	82.0
	Not stated (13%)	486.9	3.7	6.7	14.3	23.7	24.3	15.5	11.7	89.5
ACT	Group 1	533.2	1.3	1.4	5.5	14.3	25.0	28.4	24.0	97.3
	Group 2	513.2	1.3	2.0	7.1	20.9	29.3	24.3	15.1	96.7
	Group 3	492.9	1.7	3.5	12.9	25.7	27.6	18.7	10.0	94.8
	Group 4	457.3	1.8	9.2	20.8	31.6	26.1	7.5	3.0	89.0
	Not in paid work	459.2	6.7	11.6	18.1	26.5	20.7	11.6	4.8	81.7
	Not stated (15%)	496.8	1.2	4.4	11.4	25.4	26.1	18.9	12.6	94.5
NT	Group 1	507.9	1.8	5.0	10.3	20.5	23.2	20.6	18.6	93.2
	Group 2	483.3	1.8	9.6	12.1	23.1	25.5	16.7	11.2	88.7
	Group 3	457.3	2.3	15.8	16.5	23.7	21.1	13.8	6.7	81.9
	Group 4	391.6	3.9	40.2	17.7	17.1	12.9	6.3	1.9	55.9
	Not in paid work	337.0	3.1	62.2	15.2	10.4	5.6	2.5	0.9	34.6
	Not stated (20%)	326.3	2.6	65.9	10.3	7.2	6.9	4.0	3.0	31.4
Aust	Group 1	542.0	0.9	1.0	4.3	13.3	25.0	27.2	28.4	98.2
	Group 2	517.6	1.0	2.0	7.4	19.1	28.7	23.6	18.0	96.9
	Group 3	494.1	1.4	4.0	11.8	24.8	29.0	18.6	10.4	94.6
	Group 4	476.8	2.5	7.2	16.0	27.0	25.5	14.4	7.4	90.3
	Not in paid work	456.9	5.1	12.9	19.6	26.1	20.7	10.5	5.2	82.0
	Not stated (9%)	479.8	2.7	9.9	14.3	22.9	23.6	15.9	10.8	87.4

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

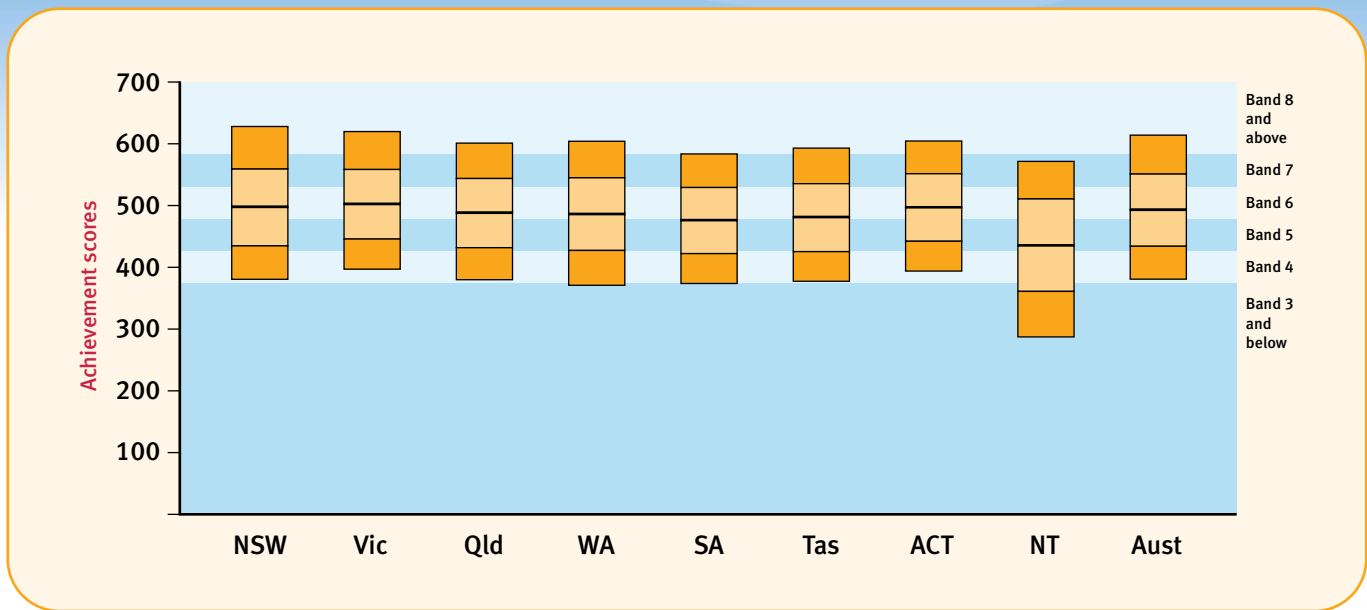
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

NAPLAN Year 5 Numeracy

Figure 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	497.8 (74.4)	502.5 (67.2)	488.3 (67.0)	486.2 (70.9)	476.3 (63.8)	481.3 (65.3)	497.2 (63.7)	435.5 (87.4)	493.1 (70.6)

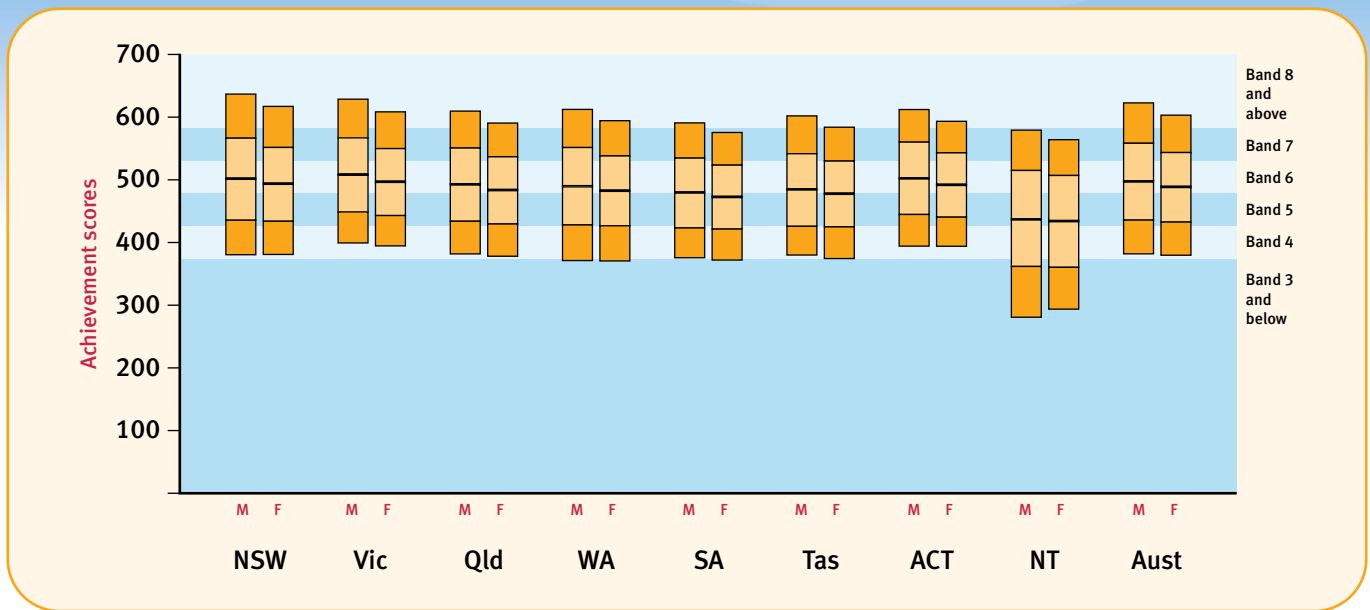
Table 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2016.

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	96.9	2.1	1.0	1.4	3.9	12.6	24.0	26.9	18.2	13.1	94.7
Vic	10yrs 9mths 5yrs 4mths	95.0	2.9	2.1	2.7	2.0	9.9	24.4	29.3	19.5	12.2	95.3
Qld	10yrs 5mths 5yrs 4mths	92.9	2.8	4.3	1.3	4.0	13.4	26.5	29.0	17.5	8.3	94.7
WA	10yrs 5mths 5yrs 4mths	95.2	3.6	1.1	1.2	5.4	13.8	25.8	27.8	17.0	8.9	93.4
SA	10yrs 7mths 5yrs 4mths	93.5	3.6	2.9	2.3	4.9	16.3	29.2	28.1	14.1	5.1	92.8
Tas	10yrs 10mths 5yrs 4mths	94.5	3.5	2.0	1.6	4.4	15.6	28.5	27.9	15.3	6.7	94.0
ACT	10yrs 7mths 5yrs 4mths	93.9	2.8	3.3	1.5	2.2	10.9	25.4	30.4	19.8	9.8	96.3
NT	10yrs 6mths 5yrs 4mths	88.6	10.1	1.2	2.5	24.0	18.8	22.4	19.1	9.6	3.7	73.5
Aust	10yrs 7mths 5yrs 4mths	95.0	2.8	2.2	1.8	3.9	12.6	25.3	28.1	17.8	10.5	94.3

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	501.7 (77.2)	508.2 (69.3)	492.7 (69.0)	489.7 (73.5)	479.8 (65.7)	484.7 (67.3)	502.3 (66.1)	436.9 (90.0)	497.4 (73.0)
Female Mean scale score / (S.D.)	493.7 (71.1)	496.8 (64.5)	483.6 (64.5)	482.5 (67.9)	472.6 (61.6)	477.7 (62.9)	491.9 (60.6)	434.1 (84.7)	488.6 (67.6)

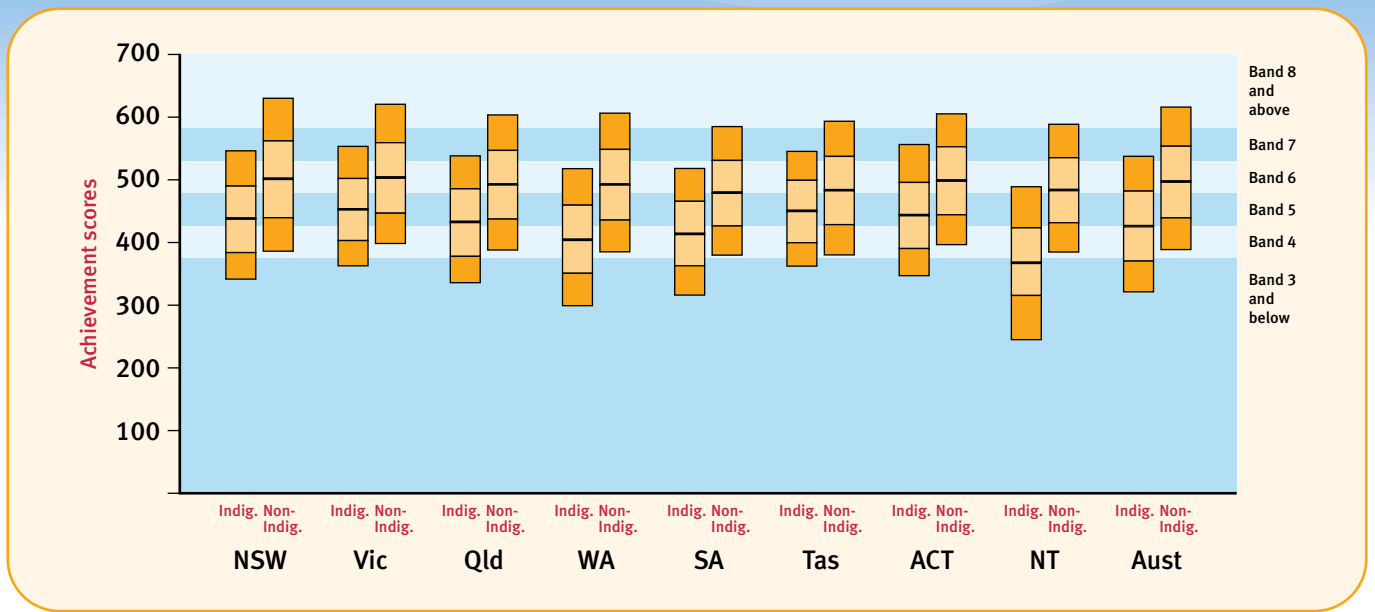
Table 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2016.

State/Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	1.8	3.9	12.3	22.7	25.6	18.6	15.0	94.3
	Female	0.9	3.9	12.8	25.3	28.3	17.7	10.9	95.2
Vic	Male	3.6	1.8	9.2	22.5	28.2	20.2	14.5	94.6
	Female	1.8	2.2	10.6	26.3	30.5	18.8	9.7	96.0
Qld	Male	1.7	3.8	12.8	25.2	27.9	18.5	10.1	94.5
	Female	0.9	4.3	14.1	27.8	30.1	16.4	6.4	94.8
WA	Male	1.5	5.3	13.6	24.6	26.5	17.8	10.6	93.1
	Female	0.9	5.5	14.0	27.1	29.1	16.2	7.1	93.6
SA	Male	3.1	4.6	16.0	27.5	27.5	15.1	6.1	92.3
	Female	1.4	5.3	16.6	31.0	28.6	13.0	4.0	93.3
Tas	Male	1.8	3.9	15.8	27.2	27.1	16.0	8.1	94.3
	Female	1.4	4.8	15.4	30.0	28.8	14.5	5.2	93.7
ACT	Male	1.8	2.0	10.7	23.4	28.9	21.1	12.2	96.3
	Female	1.3	2.4	11.1	27.5	32.1	18.5	7.2	96.3
NT	Male	3.6	23.2	19.0	21.6	18.3	9.8	4.5	73.2
	Female	1.4	24.9	18.5	23.2	19.9	9.3	2.9	73.8
Aust	Male	2.3	3.8	12.2	23.8	27.0	18.5	12.4	93.9
	Female	1.2	4.1	13.0	26.8	29.3	17.1	8.5	94.7

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

NAPLAN Year 5 Numeracy

Figure 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	438.1 (62.7)	452.9 (58.2)	432.7 (62.8)	404.2 (68.6)	413.6 (63.1)	450.3 (58.5)	443.6 (64.5)	367.5 (71.4)	426.0 (67.7)
Non-Indigenous Mean scale score / (S.D.)	501.5 (73.4)	503.5 (67.0)	492.7 (65.3)	492.6 (66.9)	479.4 (62.2)	483.4 (64.6)	498.7 (63.1)	483.6 (62.0)	497.1 (68.6)

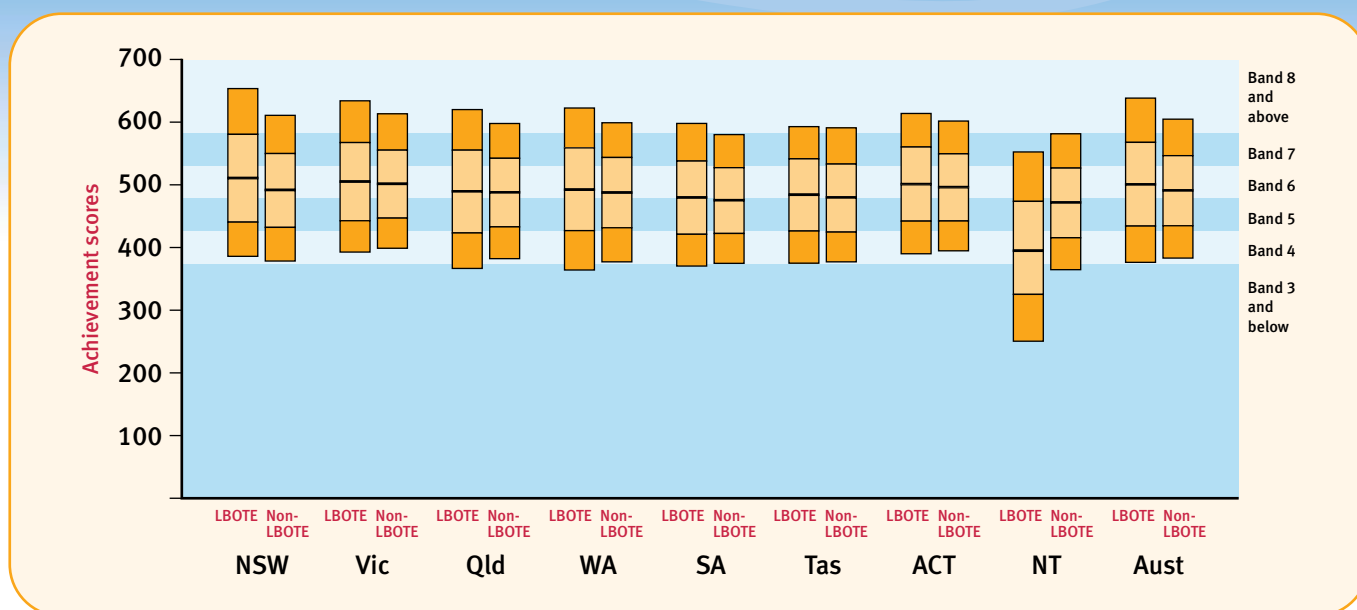
Table 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous Status, by State and Territory, 2016.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.4	15.0	28.3	29.5	17.3	5.8	1.7	82.6
	Non-Indigenous	1.3	3.2	11.6	23.7	27.6	19.0	13.7	95.5
Vic	Indigenous	6.3	7.4	24.2	31.9	21.0	7.3	1.8	86.3
	Non-Indigenous	2.6	1.9	9.6	24.3	29.5	19.8	12.4	95.5
Qld	Indigenous	1.9	17.8	28.1	29.1	16.7	5.3	1.1	80.2
	Non-Indigenous	1.3	2.9	12.3	26.3	30.0	18.5	8.9	95.8
WA	Indigenous	1.7	32.5	30.4	22.1	9.7	2.8	0.9	65.8
	Non-Indigenous	1.2	3.3	12.5	26.1	29.2	18.2	9.5	95.5
SA	Indigenous	4.6	24.3	32.3	24.6	10.8	2.8	0.5	71.0
	Non-Indigenous	2.2	4.0	15.4	29.5	29.0	14.7	5.3	93.9
Tas	Indigenous	1.6	8.8	26.2	32.7	22.5	6.4	1.9	89.6
	Non-Indigenous	1.7	4.0	14.7	28.5	28.5	16.0	6.8	94.3
ACT	Indigenous	5.2	12.1	27.4	28.9	17.5	6.2	2.7	82.7
	Non-Indigenous	1.5	1.9	10.4	25.2	30.8	20.2	10.0	96.6
NT	Indigenous	3.4	52.8	25.4	12.4	4.6	1.2	0.2	43.8
	Non-Indigenous	1.8	3.4	13.9	29.6	29.5	15.6	6.3	94.9
Aust	Indigenous	2.7	21.2	28.1	26.9	15.1	4.8	1.2	76.1
	Non-Indigenous	1.7	2.9	11.6	25.2	28.9	18.6	11.1	95.5

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

NAPLAN Year 5 Numeracy

Figure 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	510.7 (80.8)	505.1 (72.8)	489.6 (76.9)	492.2 (79.3)	479.7 (69.4)	484.1 (66.9)	501.0 (67.9)	394.8 (90.3)	500.7 (79.6)
Non-LBOTE Mean scale score / (S.D.)	491.7 (70.4)	501.5 (64.9)	488.0 (65.3)	487.6 (67.3)	475.4 (62.4)	479.9 (64.6)	496.2 (62.4)	471.9 (65.7)	491.1 (67.0)

Table 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE Status, by State and Territory, 2016.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	1.8	3.2	11.4	21.4	24.6	18.4	19.2	95.0
	Non-LBOTE	1.2	4.3	13.2	25.2	28.0	18.0	10.1	94.6
Vic	LBOTE	3.4	2.3	10.7	23.7	26.6	18.3	15.1	94.3
	Non-LBOTE	2.5	1.9	9.6	24.7	30.4	20.0	11.0	95.6
Qld	LBOTE	1.4	6.2	14.5	23.4	25.1	17.5	11.9	92.4
	Non-LBOTE	1.3	3.7	13.2	27.0	29.6	17.5	7.7	95.0
WA	LBOTE	1.8	6.3	13.1	22.3	26.1	17.8	12.7	91.9
	Non-LBOTE	1.1	4.5	13.1	26.5	29.1	17.6	8.1	94.5
SA	LBOTE	3.0	5.5	15.9	27.0	26.4	15.1	7.1	91.5
	Non-LBOTE	2.2	4.8	16.4	29.8	28.4	13.8	4.6	93.0
Tas	LBOTE	6.3	4.5	14.2	25.1	25.2	18.5	6.2	89.2
	Non-LBOTE	1.4	4.4	15.9	29.0	28.1	14.8	6.3	94.2
ACT	LBOTE	3.1	2.8	10.6	23.0	27.8	20.8	11.8	94.1
	Non-LBOTE	1.1	2.0	10.9	26.0	31.2	19.5	9.2	96.9
NT	LBOTE	2.5	43.2	20.8	15.0	10.8	5.4	2.4	54.3
	Non-LBOTE	2.4	6.6	17.3	29.2	26.3	13.3	4.9	91.0
Aust	LBOTE	2.3	4.6	12.1	22.5	25.2	17.8	15.5	93.1
	Non-LBOTE	1.6	3.6	12.6	26.2	29.1	17.9	9.0	94.8

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

NAPLAN Year 5 Numeracy

Table 5.N5: Achievement of Year 5 Students in Numeracy, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	505.8	1.4	3.1	11.0	22.5	26.9	19.5	15.6	95.5
	Inner Regional	478.5	1.3	5.4	16.1	28.3	27.7	14.9	6.3	93.3
	Outer Regional	467.1	1.3	8.4	19.5	28.3	25.1	12.7	4.8	90.4
	Remote	452.7	2.5	13.1	26.0	23.8	20.5	9.7	4.4	84.4
	Very Remote	440.9	2.6	16.0	28.8	25.6	13.7	10.9	2.5	81.4
Vic	Major Cities	507.0	2.7	1.8	9.0	23.1	29.2	20.4	13.7	95.5
	Inner Regional	489.0	2.7	2.7	12.3	28.5	29.6	16.8	7.4	94.7
	Outer Regional	487.5	3.4	2.5	12.7	28.2	30.3	16.3	6.6	94.1
	Remote	477.0	2.4	1.4	23.3	24.3	27.6	17.6	3.3	96.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	495.7	1.3	2.9	11.6	25.4	29.7	19.2	10.0	95.8
	Inner Regional	481.7	1.5	4.0	15.1	28.6	29.0	15.7	6.1	94.5
	Outer Regional	475.8	1.2	5.8	16.7	28.5	27.7	14.9	5.2	93.1
	Remote	453.0	1.9	13.6	19.9	28.0	23.6	10.1	3.0	84.6
	Very Remote	424.6	1.1	25.8	28.1	21.6	15.7	5.6	2.2	73.2
WA	Major Cities	494.4	1.3	3.6	12.2	25.0	28.7	18.7	10.5	95.1
	Inner Regional	475.7	1.0	5.5	16.1	29.9	28.1	14.4	5.0	93.5
	Outer Regional	466.0	0.8	8.2	19.3	29.3	26.1	12.1	4.3	91.0
	Remote	453.0	1.3	13.7	20.8	27.6	22.9	10.4	3.3	85.1
	Very Remote	401.7	1.2	38.5	22.5	18.0	13.8	5.1	1.0	60.3
SA	Major Cities	480.8	2.3	4.3	15.2	28.4	28.6	15.2	6.0	93.4
	Inner Regional	474.1	2.3	3.9	16.6	30.9	30.0	13.2	3.2	93.8
	Outer Regional	460.4	2.6	7.4	20.9	32.2	24.0	10.2	2.6	90.0
	Remote	467.8	1.3	4.8	19.1	32.5	28.8	10.3	3.3	93.9
	Very Remote	406.2	0.0	36.8	21.5	16.8	18.1	5.7	1.1	63.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	486.3	1.7	4.1	14.2	27.3	27.7	16.8	8.1	94.2
	Outer Regional	470.8	1.6	4.8	18.5	31.0	28.3	12.1	3.8	93.6
	Remote	458.4	0.0	5.7	24.5	34.6	26.9	6.0	2.4	94.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	497.3	1.5	2.1	10.8	25.4	30.5	19.9	9.8	96.3
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	472.7	3.0	6.6	17.2	28.3	26.2	13.4	5.3	90.4
	Remote	440.7	2.0	21.4	20.0	23.8	19.9	9.6	3.3	76.6
	Very Remote	357.3	1.6	61.4	21.0	9.2	4.1	1.8	0.8	36.9
Aust	Major Cities	500.9	1.8	2.8	11.0	24.0	28.5	19.3	12.6	95.4
	Inner Regional	482.2	1.7	4.2	14.8	28.5	28.6	15.6	6.5	94.0
	Outer Regional	472.4	1.7	6.3	17.6	29.0	26.9	13.6	4.8	92.0
	Remote	453.3	1.6	13.4	20.8	27.4	23.3	10.1	3.3	85.0
	Very Remote	396.7	1.3	40.8	23.8	16.6	11.6	4.5	1.3	57.9

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

NAPLAN Year 5 Numeracy

Table 5.N6: Achievement of Year 5 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	447.1	2.5	11.8	26.3	30.1	19.6	7.2	2.5	85.7
	Inner Regional	435.6	2.2	15.9	28.2	29.9	17.0	5.6	1.1	81.8
	Outer Regional	425.9	2.6	19.3	31.8	27.8	14.2	3.2	1.1	78.1
	Remote	411.8	2.2	24.9	36.6	25.7	8.7	1.6	0.3	72.8
	Very Remote	407.3	3.4	24.4	38.6	24.4	7.5	1.7	0.0	72.2
Vic	Major Cities	458.5	5.5	7.1	22.4	30.9	22.3	8.9	3.0	87.5
	Inner Regional	449.2	5.8	7.9	25.7	31.7	21.3	6.8	0.7	86.2
	Outer Regional	446.4	9.5	7.2	25.7	34.1	17.7	4.6	1.3	83.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	449.7	1.3	11.1	23.8	32.8	21.5	7.8	1.7	87.7
	Inner Regional	443.9	2.4	11.7	26.8	31.8	19.8	6.0	1.3	85.9
	Outer Regional	427.7	1.9	18.7	31.0	28.7	14.6	4.3	0.7	79.4
	Remote	393.8	4.6	36.5	29.0	21.8	7.0	1.1	0.0	58.9
	Very Remote	392.4	1.4	38.9	34.6	17.4	6.7	0.9	0.1	59.7
WA	Major Cities	425.2	2.5	20.7	30.9	27.6	12.7	4.4	1.3	76.9
	Inner Regional	421.5	0.5	23.7	31.4	25.9	13.0	3.6	1.9	75.8
	Outer Regional	412.6	1.4	25.1	35.3	26.3	8.8	2.3	0.8	73.5
	Remote	393.3	1.9	39.1	29.2	19.5	8.7	1.4	0.2	59.0
	Very Remote	359.5	0.9	59.6	26.0	8.7	3.8	0.8	0.3	39.6
SA	Major Cities	425.8	5.2	17.7	33.2	25.9	12.9	4.2	0.8	77.0
	Inner Regional	426.7	2.5	17.7	28.1	37.2	11.1	3.0	0.3	79.7
	Outer Regional	407.7	6.5	26.8	32.5	23.9	9.0	1.2	0.2	66.8
	Remote	419.9	2.7	18.4	40.0	22.2	15.1	1.6	0.0	78.9
	Very Remote	355.0	0.0	59.6	27.6	10.0	2.6	0.2	0.0	40.4
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	448.6	0.7	9.5	27.8	32.8	20.8	5.5	2.9	89.8
	Outer Regional	452.7	2.7	8.2	23.7	32.2	24.8	7.6	0.8	89.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	446.3	5.5	11.5	25.5	30.2	17.8	6.6	2.8	83.0
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	420.6	7.1	21.4	30.9	24.1	12.4	3.5	0.6	71.6
	Remote	382.3	3.6	44.8	29.4	15.2	5.9	0.9	0.1	51.6
	Very Remote	341.4	1.9	68.8	21.7	6.5	0.8	0.4	0.0	29.4
Aust	Major Cities	443.7	2.7	13.0	26.5	30.2	18.7	6.8	2.0	84.3
	Inner Regional	439.2	2.5	13.9	27.8	30.7	18.1	5.7	1.3	83.6
	Outer Regional	426.8	3.2	18.8	30.9	28.1	14.3	3.9	0.8	78.0
	Remote	394.1	3.0	37.2	30.6	20.0	7.8	1.2	0.1	59.7
	Very Remote	361.9	1.4	56.9	26.9	10.6	3.4	0.7	0.1	41.7

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

NAPLAN Year 5 Numeracy

Table 5.N7: Achievement of Year 5 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2016.

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	Major Cities	507.9	1.3	2.8	10.4	22.2	27.2	20.0	16.1	95.9
	Inner Regional	483.6	1.1	4.2	14.6	28.1	29.1	16.1	6.9	94.7
	Outer Regional	475.6	1.0	6.1	16.9	28.5	27.4	14.7	5.5	92.9
	Remote	477.8	2.7	6.0	19.9	22.2	27.4	14.7	7.1	91.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	507.7	2.6	1.7	8.9	23.0	29.3	20.6	13.9	95.7
	Inner Regional	490.3	2.6	2.5	11.9	28.4	29.9	17.1	7.7	95.0
	Outer Regional	490.9	2.9	2.1	11.5	27.8	31.4	17.3	7.1	95.1
	Remote	477.4	2.4	1.5	23.4	22.9	28.3	18.0	3.4	96.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	497.3	1.3	2.6	11.2	25.1	30.0	19.5	10.3	96.1
	Inner Regional	485.2	1.4	3.3	14.0	28.3	29.8	16.6	6.5	95.3
	Outer Regional	484.3	1.0	3.5	14.2	28.5	30.0	16.7	6.1	95.5
	Remote	475.4	0.9	4.5	16.1	30.6	30.0	13.6	4.2	94.6
	Very Remote	473.6	0.6	5.7	18.2	28.2	29.1	12.9	5.4	93.7
WA	Major Cities	497.3	1.2	2.9	11.4	24.9	29.4	19.3	10.8	95.9
	Inner Regional	479.6	1.0	4.3	15.1	30.1	28.9	15.4	5.3	94.7
	Outer Regional	474.8	0.7	5.4	16.7	29.8	28.8	13.7	4.9	93.9
	Remote	473.5	1.1	5.0	17.8	30.3	27.9	13.6	4.4	94.0
	Very Remote	469.3	1.4	5.1	16.8	32.9	29.9	11.8	2.1	93.5
SA	Major Cities	482.6	2.2	3.8	14.6	28.5	29.2	15.6	6.1	94.1
	Inner Regional	476.0	2.3	3.4	15.9	30.8	30.6	13.6	3.4	94.3
	Outer Regional	465.5	2.2	5.5	19.6	33.1	25.5	11.1	2.9	92.2
	Remote	471.2	1.3	3.7	17.6	33.1	29.7	11.1	3.5	95.0
	Very Remote	481.0	0.0	3.3	11.9	27.8	40.6	13.6	2.8	96.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	487.8	1.9	3.8	13.3	27.4	28.3	17.4	7.9	94.3
	Outer Regional	473.8	1.4	4.3	17.7	30.6	28.9	12.9	4.2	94.4
	Remote	458.7	0.0	6.7	22.8	34.7	26.7	6.3	2.8	93.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	498.7	1.5	1.9	10.4	25.2	30.8	20.2	10.0	96.6
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	483.8	2.1	3.3	14.1	29.3	29.3	15.6	6.3	94.6
	Remote	483.8	0.8	3.7	12.7	30.2	30.6	16.0	5.8	95.4
	Very Remote	480.6	0.0	3.4	15.6	31.5	29.3	13.3	6.9	96.6
Aust	Major Cities	502.6	1.7	2.5	10.6	23.8	28.8	19.7	12.9	95.8
	Inner Regional	485.6	1.7	3.4	13.7	28.4	29.5	16.4	6.9	94.9
	Outer Regional	479.8	1.4	4.2	15.4	29.2	29.0	15.2	5.5	94.3
	Remote	474.9	1.2	4.6	17.1	30.2	28.9	13.5	4.5	94.3
	Very Remote	474.0	0.8	5.0	16.7	30.3	30.1	12.9	4.2	94.2

[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, 2016.

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>	535.3	0.8	0.8	4.6	15.4	27.6	26.0	24.7	98.3
	<i>Diploma</i>	493.8	1.2	2.5	11.4	26.8	31.0	18.5	8.6	96.3
	<i>Certificate</i>	471.4	1.4	5.4	18.0	31.3	27.2	12.4	4.4	93.3
	<i>Year 12</i>	472.3	1.9	5.9	18.2	29.9	25.9	12.8	5.3	92.2
	<i>Year 11</i>	441.8	3.0	12.8	27.7	30.6	17.9	6.0	1.9	84.2
	<i>Not stated (4%)</i>	488.4	2.3	5.4	15.2	24.6	25.4	15.7	11.3	92.3
Vic	<i>Bachelor</i>	530.2	1.4	0.5	4.1	16.5	30.2	26.1	21.2	98.1
	<i>Diploma</i>	494.3	2.2	1.8	10.2	28.0	31.9	18.2	7.8	96.0
	<i>Certificate</i>	480.3	3.1	2.7	14.2	31.6	29.3	14.3	4.6	94.1
	<i>Year 12</i>	483.7	3.6	2.9	13.7	29.9	28.7	15.4	5.9	93.5
	<i>Year 11</i>	459.1	6.9	6.4	21.5	31.9	22.0	8.5	2.7	86.7
	<i>Not stated (3%)</i>	512.2	4.5	2.0	8.0	19.9	28.8	21.5	15.3	93.5
Qld	<i>Bachelor</i>	522.1	0.8	0.8	5.2	18.3	31.4	26.3	17.1	98.4
	<i>Diploma</i>	488.3	0.9	2.3	12.4	28.5	32.3	17.8	5.9	96.8
	<i>Certificate</i>	475.1	1.3	4.2	16.2	31.3	29.3	13.7	3.9	94.5
	<i>Year 12</i>	470.9	1.5	5.4	18.3	31.0	26.8	13.3	3.8	93.2
	<i>Year 11</i>	444.0	2.6	12.4	25.9	31.0	20.0	6.5	1.5	85.0
	<i>Not stated (8%)</i>	467.6	2.6	8.0	18.7	28.6	24.9	12.3	4.9	89.4
WA	<i>Bachelor</i>	520.9	0.8	1.0	5.5	19.1	30.8	25.5	17.3	98.2
	<i>Diploma</i>	484.5	1.1	2.8	13.8	29.3	31.3	15.8	5.9	96.1
	<i>Certificate</i>	471.8	1.1	5.2	17.6	31.1	28.2	12.8	4.0	93.6
	<i>Year 12</i>	472.6	1.4	5.5	17.6	31.0	26.1	13.7	4.7	93.1
	<i>Year 11</i>	438.9	2.0	16.1	26.0	28.8	18.8	6.7	1.7	81.9
	<i>Not stated (10%)</i>	464.1	1.8	12.9	17.5	24.8	23.2	13.4	6.5	85.3
SA	<i>Bachelor</i>	506.6	1.2	1.3	7.0	23.1	34.2	22.6	10.7	97.5
	<i>Diploma</i>	478.6	1.2	3.0	15.1	31.4	30.7	14.8	3.8	95.8
	<i>Certificate</i>	464.6	2.2	4.8	19.9	34.3	26.7	9.9	2.2	93.0
	<i>Year 12</i>	467.6	2.4	5.5	20.0	30.3	26.6	11.8	3.4	92.1
	<i>Year 11</i>	435.4	5.1	13.9	27.7	31.9	16.3	4.5	0.6	81.0
	<i>Not stated (9%)</i>	457.5	4.7	9.2	21.8	28.0	23.0	10.1	3.3	86.1

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

Refer to the introduction for explanatory notes.

NAPLAN Year 5 Numeracy

Table 5.N8 (cont.): Achievement of Year 5 Students in Numeracy, by Parental Education, by State and Territory, 2016.

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>	521.8	1.1	0.7	4.5	18.0	32.3	27.5	15.9	98.2
	<i>Diploma</i>	488.2	1.4	2.3	11.4	29.5	32.2	18.0	5.2	96.4
	<i>Certificate</i>	469.7	1.6	4.3	18.1	33.4	28.5	11.1	3.1	94.1
	<i>Year 12</i>	458.0	1.3	7.2	24.0	32.2	23.4	8.5	3.3	91.5
	<i>Year 11</i>	440.3	2.2	11.1	28.8	34.1	18.8	4.3	0.7	86.8
	<i>Not stated (9%)</i>	483.7	3.0	4.2	14.7	27.9	26.8	15.7	7.6	92.7
ACT	<i>Bachelor</i>	516.8	1.5	0.8	5.8	18.8	33.3	25.2	14.7	97.7
	<i>Diploma</i>	476.4	1.5	2.1	15.1	35.7	29.1	13.0	3.5	96.4
	<i>Certificate</i>	467.2	1.4	4.8	18.6	34.8	25.9	12.2	2.3	93.8
	<i>Year 12</i>	472.9	3.0	2.7	17.3	35.3	26.2	11.7	3.7	94.3
	<i>Year 11</i>	438.3	3.4	10.8	31.3	32.6	16.0	5.0	0.8	85.7
	<i>Not stated (7%)</i>	495.5	0.0	2.3	9.8	27.1	32.4	20.6	7.8	97.7
NT	<i>Bachelor</i>	496.9	2.2	3.4	9.1	25.5	29.9	20.4	9.5	94.4
	<i>Diploma</i>	468.2	1.6	6.3	15.8	32.6	30.2	11.5	2.1	92.2
	<i>Certificate</i>	446.7	2.9	11.6	23.4	32.1	22.1	6.4	1.5	85.5
	<i>Year 12</i>	450.4	3.2	14.3	17.9	28.1	24.3	10.6	1.6	82.5
	<i>Year 11</i>	378.4	2.9	47.1	28.8	14.0	5.5	1.5	0.3	50.0
	<i>Not stated (21%)</i>	381.7	2.3	52.2	18.2	9.4	8.3	6.1	3.6	45.5
Aust	<i>Bachelor</i>	527.4	1.1	0.8	4.9	17.3	30.0	25.8	20.3	98.1
	<i>Diploma</i>	490.3	1.4	2.4	11.8	28.2	31.5	17.6	7.1	96.2
	<i>Certificate</i>	473.5	1.8	4.5	16.9	31.7	28.2	12.9	4.1	93.7
	<i>Year 12</i>	474.0	2.2	5.0	17.3	30.4	26.9	13.5	4.8	92.8
	<i>Year 11</i>	443.9	3.9	12.4	25.8	30.6	19.0	6.5	1.8	83.8
	<i>Not stated (6%)</i>	473.2	2.8	9.3	16.5	25.2	24.5	14.1	7.7	88.0

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 5 Numeracy

Table 5.N9: Achievement of Year 5 Students in Numeracy, by Parental Occupation, by State and Territory, 2016.

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	533.0	0.8	0.9	4.9	15.9	28.0	25.8	23.7	98.3
	Group 2	509.9	0.8	1.7	8.7	22.6	30.1	21.4	14.7	97.5
	Group 3	483.3	1.2	3.9	14.9	29.3	28.6	14.9	7.2	94.9
	Group 4	467.8	1.7	7.0	20.6	30.0	23.9	11.2	5.7	91.4
	Not in paid work	447.2	3.8	12.7	25.6	29.2	18.2	7.3	3.3	83.6
	Not stated (6%)	484.6	2.2	5.6	16.1	26.1	24.6	15.1	10.3	92.3
Vic	Group 1	532.6	1.0	0.4	3.7	15.9	30.1	26.8	22.1	98.6
	Group 2	511.3	1.3	1.0	6.9	22.6	32.2	22.4	13.6	97.7
	Group 3	491.8	2.1	1.9	11.2	29.1	30.7	17.2	7.7	96.0
	Group 4	478.5	4.2	3.3	15.6	31.1	27.0	13.3	5.5	92.4
	Not in paid work	465.4	7.9	5.7	19.6	30.2	22.7	9.9	4.0	86.4
	Not stated (2%)	510.5	5.2	2.2	7.6	20.6	28.7	21.4	14.2	92.6
Qld	Group 1	521.3	0.8	0.8	5.4	18.6	31.4	26.2	16.9	98.4
	Group 2	500.8	0.9	1.4	9.3	25.1	32.6	21.2	9.5	97.7
	Group 3	481.2	1.0	3.1	14.9	30.4	30.3	15.2	5.1	95.9
	Group 4	462.1	1.6	7.4	20.7	31.5	25.5	10.4	2.9	91.0
	Not in paid work	446.0	3.0	12.7	25.2	29.9	19.8	7.2	2.3	84.3
	Not stated (14%)	467.4	2.3	7.7	18.8	29.3	24.9	12.2	4.7	90.0
WA	Group 1	519.1	0.7	1.1	5.8	19.6	31.0	25.1	16.8	98.2
	Group 2	496.5	0.7	2.4	10.6	26.1	31.2	19.6	9.4	96.9
	Group 3	477.0	1.1	4.1	16.1	30.8	29.4	13.9	4.7	94.8
	Group 4	461.8	1.4	8.1	20.8	31.0	24.2	11.0	3.5	90.5
	Not in paid work	442.8	2.5	17.0	24.6	26.4	17.9	7.8	3.8	80.5
	Not stated (18%)	467.6	2.1	10.5	18.0	25.8	23.9	13.2	6.6	87.5
SA	Group 1	508.9	1.1	1.0	6.8	22.3	34.0	23.4	11.3	97.9
	Group 2	487.9	1.1	2.1	12.1	29.5	32.5	16.8	5.9	96.7
	Group 3	472.0	1.6	3.4	17.5	33.7	29.1	11.7	3.0	95.0
	Group 4	458.8	2.8	6.3	21.8	34.2	24.3	8.6	2.0	90.9
	Not in paid work	441.6	6.3	11.6	26.3	31.0	17.5	6.2	1.1	82.1
	Not stated (17%)	449.5	4.2	11.4	24.3	28.8	20.9	8.3	2.2	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 5 Numeracy

Table 5.N9 (cont.): Achievement of Year 5 Students in Numeracy, by Parental Occupation, by State and Territory, 2016.

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	520.0	1.1	0.8	5.4	17.5	32.9	27.3	15.2	98.2
	Group 2	493.6	1.0	2.0	10.4	29.0	31.2	18.6	7.8	97.1
	Group 3	476.5	1.5	3.3	15.8	32.1	30.5	12.8	4.0	95.2
	Group 4	453.1	1.5	7.6	24.4	34.3	23.6	7.0	1.6	90.9
	Not in paid work	440.5	2.2	11.2	30.8	31.8	17.8	4.8	1.5	86.7
	Not stated (13%)	474.0	3.7	5.9	16.8	30.2	24.2	13.1	6.0	90.3
ACT	Group 1	517.6	1.2	0.8	6.4	18.4	31.9	25.8	15.4	98.0
	Group 2	497.3	1.2	1.5	8.9	27.0	33.6	20.0	7.6	97.3
	Group 3	476.3	1.7	3.0	16.2	32.8	29.1	12.9	4.4	95.4
	Group 4	453.8	1.8	6.1	23.8	38.3	22.1	6.5	1.5	92.1
	Not in paid work	455.0	6.7	8.4	22.0	30.3	21.9	8.8	1.9	84.9
	Not stated (15%)	486.7	1.2	3.1	13.6	29.1	28.1	17.3	7.6	95.7
NT	Group 1	494.5	1.8	2.7	11.5	26.8	28.6	19.0	9.5	95.5
	Group 2	474.9	1.8	6.0	14.3	29.8	28.9	14.3	5.0	92.2
	Group 3	458.5	2.3	9.8	19.8	29.9	26.0	9.5	2.6	87.8
	Group 4	409.6	3.6	32.2	25.2	21.0	13.3	3.9	0.9	64.2
	Not in paid work	377.8	3.1	47.0	28.4	14.5	5.6	1.2	0.2	49.9
	Not stated (20%)	369.1	2.8	55.0	19.6	11.0	6.8	3.9	1.0	42.3
Aust	Group 1	526.6	0.8	0.8	5.0	17.4	30.1	25.9	19.9	98.3
	Group 2	504.9	1.0	1.6	8.8	24.1	31.5	21.0	11.9	97.4
	Group 3	483.1	1.4	3.2	14.3	30.0	29.7	15.1	6.2	95.4
	Group 4	467.3	2.4	6.3	19.5	31.1	25.0	11.2	4.4	91.2
	Not in paid work	450.8	5.0	11.2	23.7	29.3	19.7	7.9	3.2	83.8
	Not stated (9%)	469.7	2.7	8.9	17.9	26.9	24.0	13.1	6.5	88.4

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 5 Participation

Table 5.P1: Year 5 Student Participation in Assessment, by State and Territory, 2016.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	91623	91648	91788	91788	91310
	Participation Rate (%)	97.2	97.2	97.4	97.4	96.9
Vic	Number	69296	69031	69177	69177	69030
	Participation Rate (%)	95.3	95.0	95.2	95.2	95.0
Qld	Number	60199	60100	60297	60297	59958
	Participation Rate (%)	93.3	93.2	93.5	93.5	92.9
WA	Number	31205	31201	31271	31271	31016
	Participation Rate (%)	95.8	95.8	96.0	96.0	95.2
SA	Number	18985	18969	19026	19026	18900
	Participation Rate (%)	93.9	93.9	94.1	94.1	93.5
Tas	Number	6153	6139	6147	6147	6096
	Participation Rate (%)	95.4	95.2	95.3	95.3	94.5
ACT	Number	4828	4820	4837	4837	4809
	Participation Rate (%)	94.2	94.1	94.4	94.4	93.9
NT	Number	3059	3059	3080	3080	3027
	Participation Rate (%)	89.6	89.6	90.2	90.2	88.6
Aust	Number	285348	284967	285623	285623	284146
	Participation Rate (%)	95.4	95.2	95.5	95.5	95.0

[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, 2016.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	<i>Indigenous</i>	4979	93.9	4979	93.9	5001	94.4	5001	94.4	4929	93.0
	<i>Non-Indig.</i>	84456	97.5	84483	97.5	84596	97.6	84596	97.6	84200	97.2
Vic	<i>Indigenous</i>	1045	88.3	1035	87.4	1045	88.3	1045	88.3	1040	87.8
	<i>Non-Indig.</i>	68008	95.5	67766	95.2	67902	95.4	67902	95.4	67749	95.2
Qld	<i>Indigenous</i>	4280	87.7	4275	87.5	4289	87.8	4289	87.8	4232	86.7
	<i>Non-Indig.</i>	55218	93.9	55131	93.8	55316	94.1	55316	94.1	55039	93.6
WA	<i>Indigenous</i>	1973	86.0	1978	86.2	2005	87.4	2005	87.4	1928	84.0
	<i>Non-Indig.</i>	28579	96.8	28569	96.7	28607	96.8	28607	96.8	28438	96.3
SA	<i>Indigenous</i>	717	81.2	710	80.4	721	81.7	721	81.7	704	79.7
	<i>Non-Indig.</i>	18018	94.6	18011	94.5	18057	94.8	18057	94.8	17949	94.2
Tas	<i>Indigenous</i>	532	95.9	534	96.2	535	96.4	535	96.4	529	95.3
	<i>Non-Indig.</i>	5402	96.6	5383	96.2	5388	96.3	5388	96.3	5349	95.6
ACT	<i>Indigenous</i>	113	83.7	111	82.2	110	81.5	110	81.5	110	81.5
	<i>Non-Indig.</i>	4643	94.7	4635	94.6	4653	94.9	4653	94.9	4626	94.4
NT	<i>Indigenous</i>	1141	79.9	1142	80.0	1159	81.2	1159	81.2	1111	77.8
	<i>Non-Indig.</i>	1911	96.5	1910	96.5	1914	96.7	1914	96.7	1909	96.4
Aust	<i>Indigenous</i>	14780	88.7	14764	88.6	14865	89.2	14865	89.2	14583	87.5
	<i>Non-Indig.</i>	266235	95.9	265888	95.7	266433	95.9	266433	95.9	265259	95.5

[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, 2016.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	1.4	1.7	1.1	1.4	1.7	1.1	1.4	1.6	1.1	1.4	1.6	1.1	1.4	2.1	1.0
Vic	2.8	2.5	2.2	2.8	2.7	2.3	2.8	2.6	2.2	2.8	2.6	2.2	2.7	2.9	2.1
Qld	1.4	2.3	4.4	1.4	2.4	4.4	1.4	2.2	4.4	1.4	2.2	4.4	1.3	2.8	4.3
WA	1.2	3.0	1.2	1.2	3.0	1.2	1.2	2.8	1.1	1.2	2.8	1.1	1.2	3.6	1.1
SA	2.3	3.0	3.0	2.4	3.1	3.0	2.4	2.8	3.0	2.4	2.8	3.0	2.3	3.6	2.9
Tas	1.6	2.6	2.0	1.6	2.8	2.0	1.6	2.7	2.0	1.6	2.7	2.0	1.6	3.5	2.0
ACT	1.6	2.4	3.4	1.6	2.5	3.4	1.6	2.2	3.4	1.6	2.2	3.4	1.5	2.8	3.3
NT	2.5	9.2	1.2	2.5	9.2	1.2	2.5	8.6	1.2	2.5	8.6	1.2	2.5	10.1	1.2
Aust	1.8	2.4	2.3	1.8	2.5	2.3	1.8	2.3	2.2	1.8	2.3	2.2	1.8	2.8	2.2

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, 2016.

State/ Territory	Indigenous status	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	<i>Indigenous</i>	2.5	4.1	2.0	2.5	4.1	2.0	2.5	3.7	1.9	2.5	3.7	1.9	2.4	5.1	1.9
	<i>Non-Indigenous</i>	1.3	1.6	0.9	1.3	1.5	1.0	1.3	1.4	0.9	1.3	1.4	0.9	1.3	1.9	0.9
Vic	<i>Indigenous</i>	6.3	6.6	5.2	6.5	7.2	5.4	6.3	6.6	5.2	6.3	6.6	5.2	6.3	7.3	4.9
	<i>Non-Indigenous</i>	2.6	2.4	2.1	2.6	2.6	2.2	2.6	2.5	2.1	2.6	2.5	2.1	2.6	2.8	2.0
Qld	<i>Indigenous</i>	1.9	5.8	6.5	2.0	6.0	6.5	1.9	5.7	6.5	1.9	5.7	6.5	1.9	6.9	6.5
	<i>Non-Indigenous</i>	1.3	2.0	4.1	1.4	2.1	4.1	1.3	1.9	4.0	1.3	1.9	4.0	1.3	2.4	3.9
WA	<i>Indigenous</i>	1.7	12.7	1.4	1.7	12.5	1.3	1.7	11.3	1.3	1.7	11.3	1.3	1.7	14.6	1.4
	<i>Non-Indigenous</i>	1.2	2.1	1.1	1.2	2.1	1.2	1.2	2.0	1.1	1.2	2.0	1.1	1.2	2.6	1.1
SA	<i>Indigenous</i>	4.8	12.7	6.1	5.0	13.8	5.8	5.0	12.5	5.9	5.0	12.5	5.9	4.6	14.3	6.0
	<i>Non-Indigenous</i>	2.2	2.6	2.9	2.2	2.5	2.9	2.2	2.3	2.9	2.2	2.3	2.9	2.2	3.0	2.8
Tas	<i>Indigenous</i>	1.6	2.7	1.4	1.6	2.3	1.4	1.6	2.2	1.4	1.6	2.2	1.4	1.6	3.4	1.3
	<i>Non-Indigenous</i>	1.7	2.6	0.8	1.7	2.9	0.8	1.7	2.8	0.8	1.7	2.8	0.8	1.7	3.6	0.8
ACT	<i>Indigenous</i>	5.2	6.7	9.6	5.2	8.1	9.6	5.2	8.9	9.6	5.2	8.9	9.6	5.2	8.9	9.6
	<i>Non-Indigenous</i>	1.5	2.2	3.1	1.5	2.3	3.1	1.5	2.0	3.1	1.5	2.0	3.1	1.5	2.6	3.0
NT	<i>Indigenous</i>	3.4	19.5	0.6	3.4	19.5	0.6	3.4	18.3	0.6	3.4	18.3	0.6	3.4	21.6	0.6
	<i>Non-Indigenous</i>	1.8	1.8	1.7	1.8	1.8	1.7	1.8	1.7	1.7	1.8	1.7	1.7	1.8	1.9	1.7
Aust	<i>Indigenous</i>	2.7	7.7	3.6	2.7	7.8	3.6	2.7	7.2	3.5	2.7	7.2	3.5	2.7	8.9	3.5
	<i>Non-Indigenous</i>	1.7	2.0	2.1	1.7	2.1	2.1	1.7	2.0	2.1	1.7	2.0	2.1	1.7	2.4	2.0

[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, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	502.7	511.1	500.1	493.7	490.6	495.5	514.0	421.5	501.5
NSW	502.7		■	■	■	■	■	■	▲	■
Vic	511.1	■		■	▲	▲	▲	■	▲	■
Qld	500.1	■	■		■	■	■	■	▲	■
WA	493.7	■	▼	■		■	■	▼	▲	■
SA	490.6	■	▼	■	■		■	▼	▲	■
Tas	495.5	■	▼	■	■	■		▼	▲	■
ACT	514.0	■	■	■	▲	▲	▲		▲	■
NT	421.5	▼	▼	▼	▼	▼	▼	▼		▼
Aust	501.5	■	■	■	■	■	■	■	▲	

Table 5.CW: Comparative Achievement of Year 5 Students in Writing, by State and Territory, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	477.3	490.7	466.3	470.3	467.0	471.7	474.3	400.7	475.6
NSW	477.3		▼	■	■	■	■	■	▲	■
Vic	490.7	▲		▲	▲	▲	▲	▲	▲	▲
Qld	466.3	■	▼		■	■	■	■	▲	■
WA	470.3	■	▼	■		■	■	■	▲	■
SA	467.0	■	▼	■	■		■	■	▲	■
Tas	471.7	■	▼	■	■	■		■	▲	■
ACT	474.3	■	▼	■	■	■	■		▲	■
NT	400.7	▼	▼	▼	▼	▼	▼	▼		▼
Aust	475.6	■	▼	■	■	■	■	■	▲	

Table 5.CS: Comparative Achievement of Year 5 Students in Spelling, by State and Territory, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	501.1	498.3	485.8	488.4	483.3	479.1	490.0	414.8	492.9
NSW	501.1		■	▲	■	▲	▲	■	▲	■
Vic	498.3	■		■	■	▲	▲	■	▲	■
Qld	485.8	▼	■		■	■	■	■	▲	■
WA	488.4	■	■	■		■	■	■	▲	■
SA	483.3	▼	▼	■	■		■	■	▲	■
Tas	479.1	▼	▼	■	■	■		■	▲	■
ACT	490.0	■	■	■	■	■	■		▲	■
NT	414.8	▼	▼	▼	▼	▼	▼	▼		▼
Aust	492.9	■	■	■	■	■	■	■	▲	

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, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	510.9	508.0	505.2	497.8	491.7	494.0	511.1	423.7	504.9
NSW	510.9	■	■	■	■	△	△	■	▲	■
Vic	508.0	■	■	■	■	△	■	■	▲	■
Qld	505.2	■	■	■	■	■	■	■	▲	■
WA	497.8	■	■	■	■	■	■	■	▲	■
SA	491.7	▽	▽	■	■	■	■	▽	▲	■
Tas	494.0	▽	■	■	■	■	■	▽	▲	■
ACT	511.1	■	■	■	■	△	△	■	▲	■
NT	423.7	▽	▽	▽	▽	▽	▽	▽	■	▽
Aust	504.9	■	■	■	■	■	■	■	▲	■

Table 5.CN: Comparative Achievement of Year 5 Students in Numeracy, by State and Territory, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	497.8	502.5	488.3	486.2	476.3	481.3	497.2	435.5	493.1
NSW	497.8	■	■	■	■	△	△	■	▲	■
Vic	502.5	■	■	△	△	△	△	■	▲	■
Qld	488.3	■	▽	■	■	■	■	■	▲	■
WA	486.2	■	▽	■	■	■	■	■	▲	■
SA	476.3	▽	▽	■	■	■	■	▽	▲	▽
Tas	481.3	▽	▽	■	■	■	■	▽	▲	■
ACT	497.2	■	■	■	■	△	△	■	▲	■
NT	435.5	▽	▽	▽	▽	▽	▽	▽	■	▽
Aust	493.1	■	■	■	■	△	■	■	▲	■

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

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

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

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

Achievement bands

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

Tables 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1 show the percentages of students in each band for each jurisdiction and for Australia overall in each of the five achievement domains. The last column of each table shows the percentage of students who achieved at or above the national minimum standard in the achievement domain. The percentage of students across Australia who achieved at or above the national minimum standard is high, with approximately 93% achieving the standard in reading, writing and spelling, and approximately 94% achieving the standard in grammar and punctuation and numeracy.

In all jurisdictions aside from the Northern Territory, more than 90% of students achieved at or above the national minimum standard in reading, writing, spelling, grammar and punctuation, and numeracy. In the Northern Territory, 74% of students achieved at or above the national minimum standard in numeracy, and at least 64% of students achieved at or above the national minimum standard in the other domains.

Sex

Mean scale scores and score distributions for male and female students are shown in Figures 5.R2, 5.W2, 5.S2, 5.G2 and 5.N2. In writing, mean scale scores for female students are higher than mean scale scores for male students, for Australia overall and for all jurisdictions. In spelling and grammar and punctuation, mean scale scores for female students are higher than mean scale scores for male students, for Australia overall. In numeracy, the mean scale scores for female students are close to the mean scale scores for male students in all jurisdictions and for Australia overall. In all domains, there is considerable overlap of scores between male students and female students.

Tables 5.R2, 5.W2, 5.S2, 5.G2 and 5.N2 present the percentages of male and female students in each achievement band. For Australia overall and for all jurisdictions except the Northern Territory, higher percentages of female students achieved at or above the national minimum standard than did male students in the four literacy domains, with national differences of approximately four percentage points in reading, spelling, and grammar and punctuation, and approximately six percentage points in writing. In numeracy in all jurisdictions, the percentage of female students who achieved at or above the national minimum standard was close to the percentage of male students who achieved at or above the national minimum standard. In all jurisdictions and for Australia overall, higher percentages of male students than female students achieved scale scores in Band 7 and Band 8 and above.

Indigenous students

Figures 5.R3, 5.W3, 5.S3, 5.G3 and 5.N3 show the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In each achievement domain and for all jurisdictions, the mean scale score for Indigenous students is lower than the mean scale score for non-Indigenous students. Differences for Australia overall range from 67 score points in writing to 84 score points in reading.

Tables 5.R3, 5.W3, 5.S3, 5.G3 and 5.N3 show the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and Australia overall. 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 19 percentage points in numeracy and by 24 percentage points in reading for Australia overall. For every jurisdiction except Tasmania, 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 all domains.

Language background other than English

Figures 5.R4, 5.W4, 5.S4, 5.G4 and 5.N4 show the distributions of scores, mean scale scores and standard deviations for LBOTE students and non-LBOTE students. For Australia overall, the mean scale score for LBOTE students is higher than the mean scale score for non-LBOTE students in spelling. In the other domains, the mean scale scores for LBOTE students are close to the mean scale scores for non-LBOTE students.

Across jurisdictions, differences between these two groups of students are similar to the national differences, with some exceptions. For the Northern Territory, mean scale scores for LBOTE students are substantially lower than mean scale scores for non-LBOTE students in all five domains. These differences in the Northern Territory range from 77 score points in numeracy to 134 score points in reading.

Tables 5.R4, 5.W4, 5.S4, 5.G4 and 5.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for LBOTE and non-LBOTE students. For most jurisdictions except the Northern Territory, there is little difference between these two groups in the percentage of students who are at or above the national minimum standard in any domain. For Australia overall, there is no domain in which the difference is greater than three percentage points.

Geolocation

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

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major cities or inner regional geolocation. In addition, very remote geolocations in Tasmania and inner regional geolocations in the ACT have too few students to report, which 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 attending schools in major cities geolocations have the highest mean scale score, followed by students from inner regional geolocations, then students from outer regional geolocations, then students from remote geolocations, and then students from very remote geolocations. This pattern is not always replicated within each jurisdiction. In Victoria and Queensland, there is little difference between mean scale scores for students from inner regional and outer regional geolocations in most domains, and in South Australia, students attending schools in remote geolocations have mean scale scores close to mean scale scores for students attending schools in outer regional geolocations in all domains.

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

Results by geolocation are also reported by Indigenous status. Results for Indigenous students by geolocation are provided in Tables 5.R6, 5.W6, 5.S6, 5.G6 and 5.N6, and results for non-Indigenous students in Tables 5.R7, 5.W7, 5.S7, 5.G7 and 5.N7. For Indigenous students, there is little difference between students attending schools in major cities geolocations and those attending schools in inner regional geolocations; the remaining geolocations follow the pattern for all students by geolocation. For Australia overall, more than 80% of Indigenous students from major cities and inner regional geolocations achieved at or above the national minimum standard in all five domains.

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

Parental education

Tables 5.R8, 5.W8, 5.S8, 5.G8 and 5.N8 provide results for each jurisdiction and for Australia overall by parental education. Parental education refers to the highest level of education completed by either parent or guardian. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 3% in Victoria to 21% in the Northern Territory. For Australia overall, there is no information on parental education for 6% of Year 5 students, so these results should be treated with caution. The tables contain results for students whose parental education is identified as 'Not stated'.

In all domains, mean scale scores are higher for students whose parents have higher levels of education. Students whose parents hold a bachelor degree or higher have the highest mean scale scores for each jurisdiction and for Australia overall, and the greatest percentage of students who achieved at or above the national minimum standard. There is little difference in the mean scale scores between students with parents whose highest level of education is a certificate and those with parents whose highest level of education is Year 12 completion. For Australia overall, in each domain, more than 91% of students whose parents completed Year 12 or higher achieved at or above the national minimum standard compared to less than 84% of students whose parents had not completed Year 12. Students with parents whose education is not stated are excluded from these comparisons.

Parental occupation

Tables 5.R9, 5.W9, 5.S9, 5.G9 and 5.N9 show results for each jurisdiction and Australia overall by parental occupation. Parental occupation group includes the main work undertaken by one

parent or guardian. If a parent/guardian has more than one job, the occupation group reflecting the main job is reported. If both parents/guardians are working, the higher of the two occupation groups is used. Occupations are classified into four groups; a fifth group represents those not in paid work. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 2% in Victoria to 20% in the Northern Territory. For Australia overall, there is no information on parental occupation for 9% of students, so these results should be treated with caution. The tables contain results for students whose parental occupation is identified as 'Not stated'.

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

The percentage of students who scored at or above the national minimum standard is also related to parental occupation. For Australia overall, students with parents in Occupation Groups 1 and 2 most frequently achieved at or above the national minimum standard (between 96% and 99%), with little difference between Group 1 and Group 2 in Tasmania, the Northern Territory and the ACT. For Australia overall, for students whose parents are not in paid work, the percentage who achieved at or above the national minimum standard is between 80% and 84%.

Participation

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

Nationally, the overall participation rate is quite uniform across domains, ranging between 95.0% in numeracy and 95.5% in spelling and grammar and punctuation. Year 5 has the highest participation rates among the four year levels that were tested in 2016. Among the eight jurisdictions, New South Wales has the highest participation rate (96.9% to 97.4% across domains) and the Northern Territory the lowest (88.6% to 90.2% across domains). Participation rates are lower among Indigenous students, ranging nationally from 87.5% to 89.2% across domains.

For Australia overall, 1.8% of students were granted exemptions in each domain. Across Australia, exemptions were granted to 2.7% of Indigenous students and 1.7% of non-Indigenous students. The highest percentages of exemptions were recorded in Victoria (6.3% to 6.5% of Indigenous students and 2.6% of non-Indigenous students). The lowest percentages of exemptions were granted in Western Australia (1.2% overall) and Queensland (1.3% to 1.4% overall). In the ACT, Indigenous students were granted exemptions at three times the rate for non-Indigenous students. In Tasmania, there was little difference between Indigenous and non-Indigenous students in the percentage who were granted exemptions.

Absence rates, which range from 7.2% in spelling and grammar and punctuation to 8.9% in numeracy, are considerably higher than rates of exemption or withdrawal for Indigenous students. Among Indigenous students, rates of absence are highest in the Northern Territory (18.3% to 21.6%), Western Australia (11.3% to 14.6%) and South Australia (12.5% to 14.3%). Withdrawal rates are generally lower than absence rates, with the highest figures recorded for Indigenous students in the ACT (9.6%).

2016 Results

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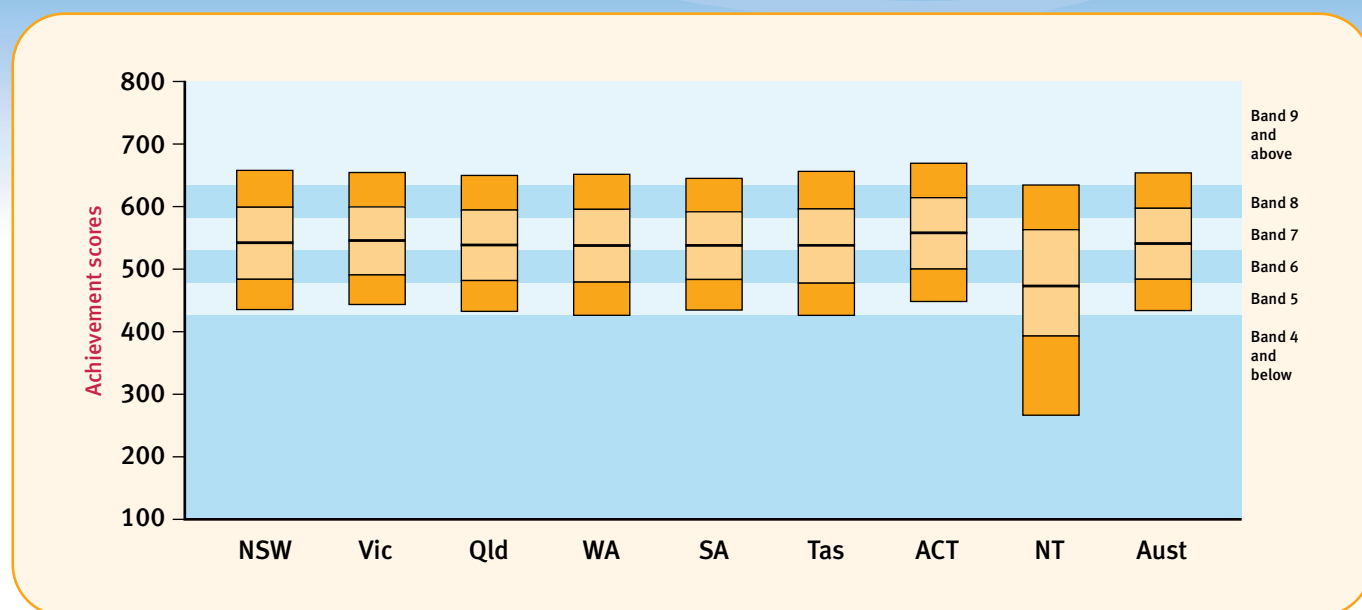
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Figure 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	542.1 (67.7)	545.6 (64.2)	538.5 (66.3)	537.6 (69.0)	537.8 (64.0)	538.0 (70.1)	557.9 (67.2)	472.9 (109.0)	540.8 (67.6)

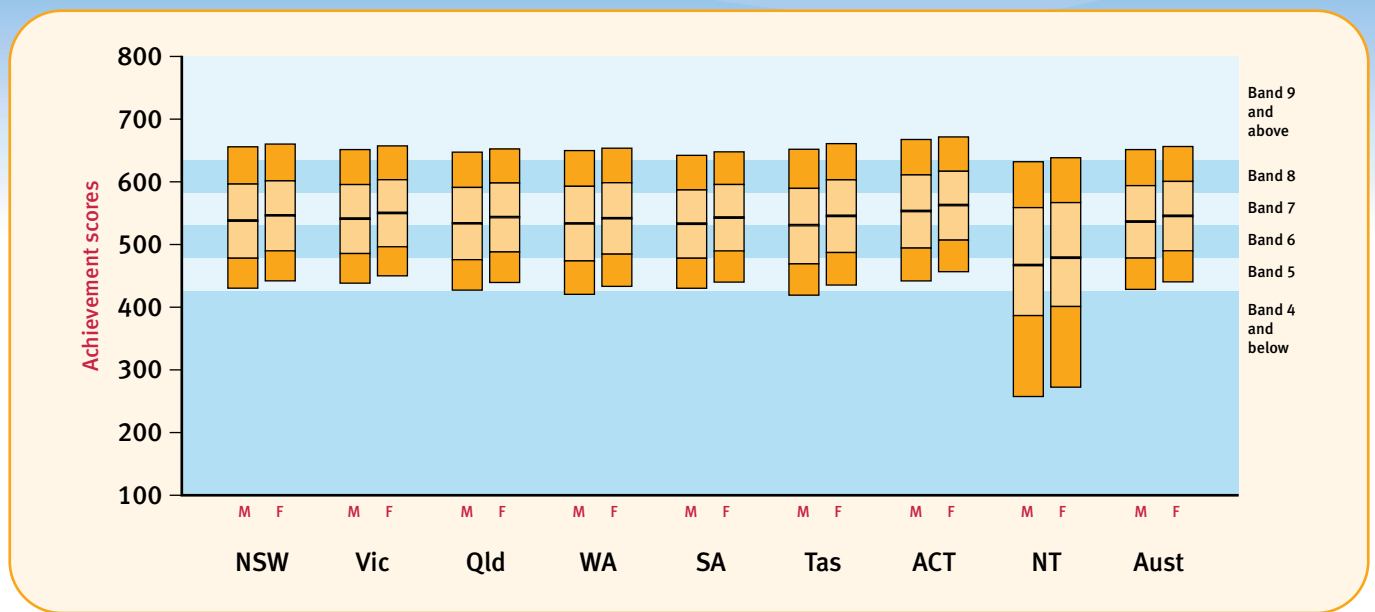
Table 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2016.

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	96.6	2.6	0.8	1.4	3.4	13.9	26.5	27.8	17.6	9.3	95.2
Vic	12yrs 9mths 7yrs 4mths	94.7	3.7	1.6	2.3	2.4	11.9	26.6	29.5	18.6	8.8	95.3
Qld	12yrs 5mths 7yrs 4mths	91.4	3.5	5.1	1.6	3.8	14.3	26.9	28.3	17.4	7.8	94.6
WA	12yrs 5mths 7yrs 4mths	95.5	4.2	0.3	1.3	4.9	14.3	25.8	28.1	17.5	8.1	93.8
SA	12yrs 7mths 7yrs 4mths	94.0	3.3	2.7	2.2	3.5	13.8	27.7	28.9	17.0	6.9	94.2
Tas	12yrs 10mths 7yrs 4mths	94.2	4.2	1.6	1.4	4.9	15.0	25.9	27.2	16.8	8.8	93.7
ACT	12yrs 8mths 7yrs 4mths	94.0	3.1	2.9	1.6	2.2	9.6	22.1	29.1	22.9	12.6	96.2
NT	12yrs 6mths 7yrs 4mths	87.0	12.3	0.7	2.5	29.1	17.8	20.2	16.2	9.3	4.9	68.4
Aust	12yrs 7mths 7yrs 4mths	94.5	3.4	2.0	1.7	3.7	13.5	26.5	28.3	17.7	8.5	94.6

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

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Figure 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	538.0 (69.0)	541.1 (64.9)	533.8 (67.4)	533.6 (70.3)	533.0 (64.3)	530.8 (70.7)	553.3 (68.8)	467.1 (109.9)	536.4 (68.6)
Female Mean scale score / (S.D.)	546.5 (66.1)	550.2 (63.1)	543.6 (64.6)	541.9 (67.3)	542.8 (63.3)	545.5 (68.7)	562.8 (65.1)	478.8 (107.8)	545.5 (66.2)

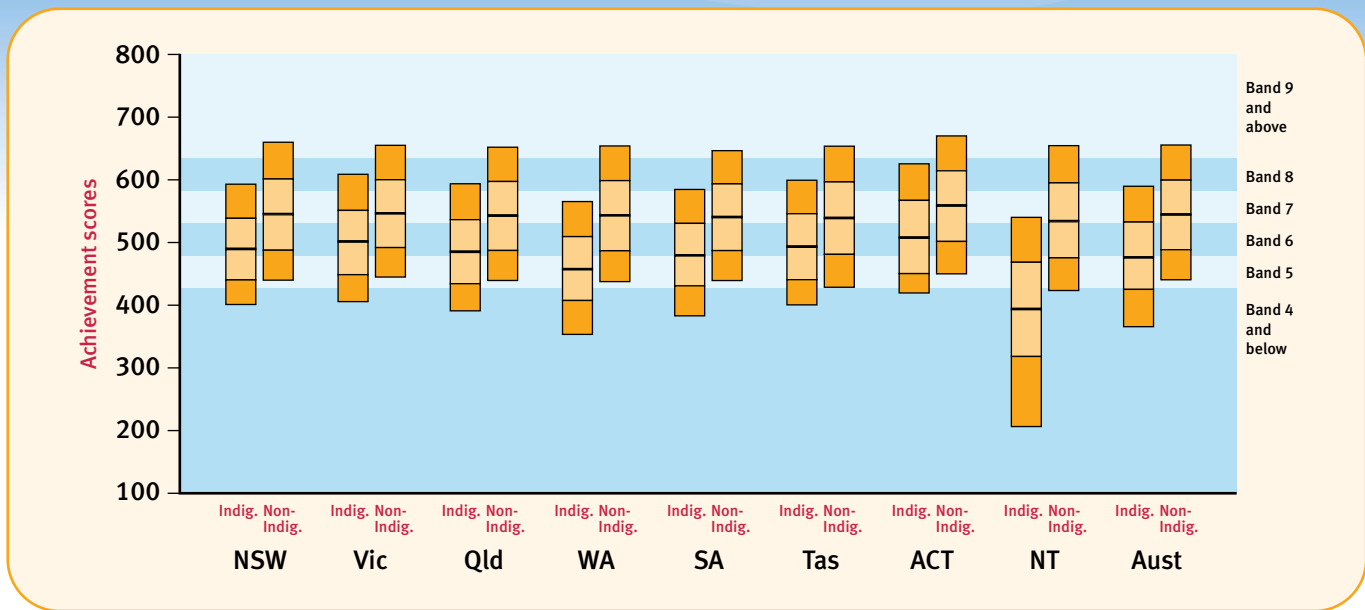
Table 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2016.

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	4.2	15.4	26.6	26.5	16.6	8.8	94.0
	Female	0.9	2.6	12.3	26.4	29.3	18.7	9.8	96.5
Vic	Male	3.0	3.0	13.2	27.2	28.5	17.3	7.9	94.0
	Female	1.5	1.8	10.5	26.0	30.7	19.9	9.7	96.7
Qld	Male	2.0	4.7	15.8	27.2	27.0	16.1	7.2	93.3
	Female	1.1	2.9	12.6	26.5	29.7	18.7	8.4	96.0
WA	Male	1.6	5.9	15.4	26.0	27.1	16.3	7.6	92.5
	Female	0.9	3.9	13.2	25.7	29.1	18.7	8.6	95.2
SA	Male	2.9	4.1	15.3	28.6	27.5	15.4	6.2	93.0
	Female	1.5	3.0	12.1	26.7	30.3	18.8	7.6	95.5
Tas	Male	2.0	6.3	17.0	26.2	26.1	15.0	7.6	91.7
	Female	0.9	3.3	12.9	25.6	28.5	18.7	10.1	95.8
ACT	Male	1.9	2.8	11.1	22.7	28.7	20.9	12.0	95.3
	Female	1.2	1.6	7.9	21.5	29.5	25.1	13.2	97.2
NT	Male	3.6	31.2	17.7	19.4	14.9	8.8	4.5	65.2
	Female	1.4	26.9	17.8	21.1	17.5	9.9	5.4	71.7
Aust	Male	2.2	4.5	14.9	26.8	27.1	16.5	7.9	93.3
	Female	1.1	2.9	12.0	26.1	29.6	19.0	9.2	95.9

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

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Figure 7.R3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	489.6 (59.4)	501.5 (61.5)	485.1 (62.7)	457.4 (66.3)	479.5 (61.5)	493.3 (61.9)	507.7 (67.1)	393.8 (98.3)	476.2 (71.8)
Non-Indigenous Mean scale score / (S.D.)	545.2 (66.9)	546.5 (63.9)	542.8 (64.6)	543.3 (65.6)	540.5 (62.8)	539.0 (68.0)	558.9 (66.7)	534.0 (71.1)	544.6 (65.3)

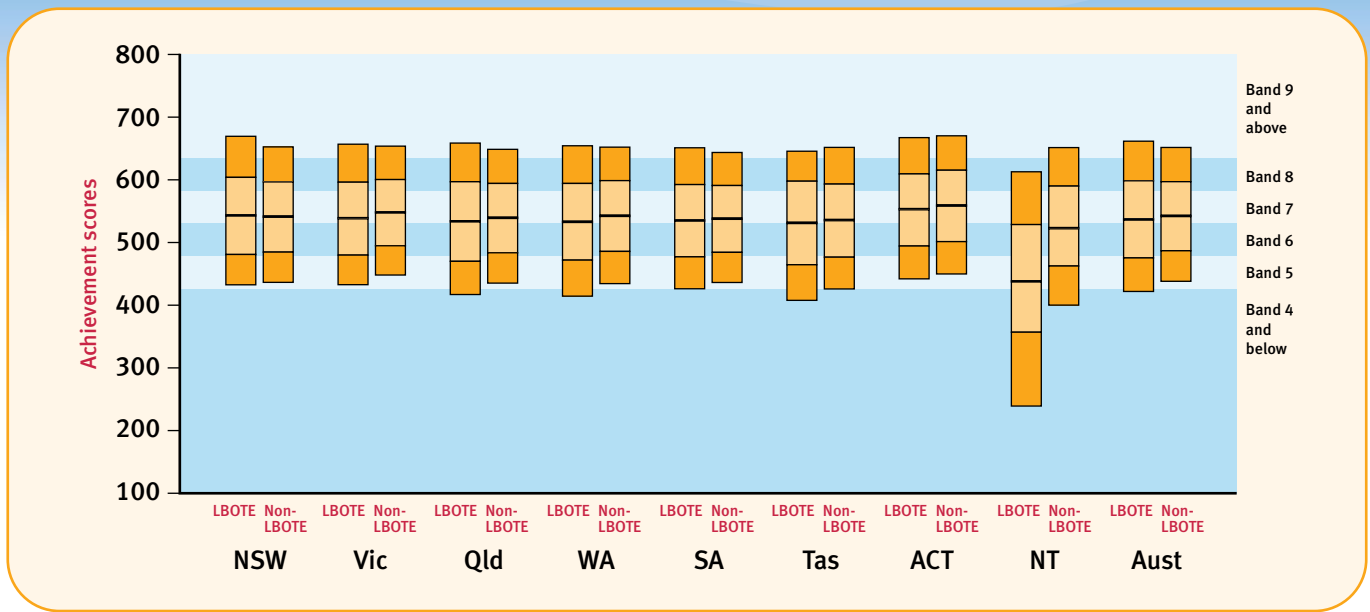
Table 7.R3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2016.

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	2.5	12.6	30.9	30.8	16.7	5.4	1.1	84.9
	Non-Indigenous	1.4	2.8	12.9	26.3	28.6	18.3	9.7	95.8
Vic	Indigenous	6.1	9.2	25.1	31.0	19.5	7.0	2.1	84.7
	Non-Indigenous	2.2	2.2	11.6	26.5	29.8	18.8	8.9	95.6
Qld	Indigenous	2.9	15.5	30.8	28.7	15.5	5.2	1.3	81.6
	Non-Indigenous	1.5	2.9	12.9	26.8	29.3	18.3	8.3	95.7
WA	Indigenous	1.0	30.1	32.7	23.2	10.0	2.5	0.5	68.9
	Non-Indigenous	1.2	3.2	13.1	26.0	29.4	18.6	8.6	95.7
SA	Indigenous	4.5	16.7	31.3	27.9	14.4	4.5	0.6	78.7
	Non-Indigenous	2.1	2.9	12.9	27.7	29.5	17.7	7.2	95.0
Tas	Indigenous	1.7	12.3	30.5	28.3	19.1	6.1	1.9	86.0
	Non-Indigenous	1.3	4.5	14.2	26.2	28.0	17.5	8.4	94.2
ACT	Indigenous	3.4	6.6	29.7	28.9	17.2	10.0	4.2	90.0
	Non-Indigenous	1.5	2.1	9.1	22.0	29.5	23.1	12.7	96.4
NT	Indigenous	3.3	59.4	21.0	10.0	4.7	1.2	0.4	37.4
	Non-Indigenous	2.0	5.3	15.2	28.3	25.1	15.7	8.5	92.7
Aust	Indigenous	2.9	19.8	29.8	27.1	14.6	4.8	1.1	77.4
	Non-Indigenous	1.6	2.8	12.5	26.5	29.2	18.5	8.9	95.6

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	543.2 (72.1)	538.7 (68.3)	533.8 (73.9)	532.9 (74.0)	535.1 (68.3)	531.2 (73.6)	553.1 (68.2)	438.0 (108.7)	536.7 (74.4)
Non-LBOTE Mean scale score / (S.D.)	541.2 (65.8)	548.0 (62.5)	539.3 (65.0)	542.5 (66.4)	537.9 (63.0)	535.7 (68.2)	558.9 (67.0)	522.8 (81.9)	542.3 (65.0)

Table 7.R4: Achievement of Year 7 Students in Reading, by LBOTE Status, by State and Territory, 2016.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	1.8	3.8	14.6	26.0	25.7	16.9	11.1	94.4
	Non-LBOTE	1.3	3.3	13.7	26.9	28.7	17.7	8.4	95.5
Vic	LBOTE	2.8	3.7	14.9	27.2	26.5	16.2	8.8	93.5
	Non-LBOTE	2.1	1.9	10.8	26.4	30.6	19.4	8.8	96.0
Qld	LBOTE	1.6	6.4	16.5	25.3	24.5	16.5	9.0	91.9
	Non-LBOTE	1.5	3.4	13.9	27.1	28.9	17.5	7.6	95.0
WA	LBOTE	1.2	6.9	15.3	25.2	26.9	16.3	8.3	91.9
	Non-LBOTE	1.1	3.7	13.1	25.5	29.4	18.9	8.4	95.3
SA	LBOTE	2.8	4.9	15.0	27.1	26.5	16.1	7.7	92.4
	Non-LBOTE	2.2	3.3	13.7	28.0	29.3	17.0	6.6	94.6
Tas	LBOTE	4.7	7.9	15.0	23.7	23.8	17.8	7.1	87.4
	Non-LBOTE	1.3	4.9	15.4	26.4	27.6	16.5	7.9	93.8
ACT	LBOTE	2.3	2.8	10.7	22.4	28.7	21.7	11.5	94.9
	Non-LBOTE	1.4	2.0	9.3	22.1	29.1	23.1	12.9	96.6
NT	LBOTE	3.1	42.9	19.1	15.8	10.6	5.4	3.0	53.9
	Non-LBOTE	1.4	9.4	16.6	26.7	23.8	14.6	7.5	89.2
Aust	LBOTE	2.1	5.5	15.1	25.9	25.5	16.3	9.6	92.4
	Non-LBOTE	1.6	3.1	13.0	26.7	29.3	18.2	8.2	95.3

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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	547.4	1.4	2.8	12.5	25.6	28.3	18.8	10.7	95.8
	Inner Regional	529.7	1.5	4.4	16.9	29.2	27.5	15.0	5.5	94.1
	Outer Regional	512.7	1.3	8.1	22.8	30.0	23.3	11.2	3.2	90.7
	Remote	492.1	5.3	13.8	25.8	32.7	15.1	5.3	2.1	81.0
	Very Remote	485.1	0.0	18.9	30.1	25.2	18.6	5.5	1.6	81.1
Vic	Major Cities	549.0	2.3	2.2	11.1	25.6	29.4	19.6	9.8	95.5
	Inner Regional	535.4	2.1	2.9	14.0	29.8	30.0	15.5	5.7	95.0
	Outer Regional	529.9	3.3	3.4	15.5	30.1	29.2	14.0	4.5	93.3
	Remote	548.7	0.0	1.2	10.8	28.8	30.8	20.4	8.0	98.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	546.0	1.5	2.8	12.2	25.7	29.1	19.5	9.3	95.8
	Inner Regional	529.5	1.9	4.2	16.6	29.9	27.6	14.3	5.5	93.9
	Outer Regional	525.0	1.4	6.1	18.2	28.2	26.8	13.9	5.3	92.5
	Remote	502.0	2.5	13.6	24.0	25.0	21.9	9.9	3.2	83.9
	Very Remote	473.2	3.2	22.9	31.5	21.9	12.7	6.1	1.7	73.9
WA	Major Cities	544.7	1.3	3.3	12.8	25.2	29.2	19.0	9.2	95.4
	Inner Regional	527.1	1.2	5.3	17.0	29.7	27.3	14.4	5.1	93.5
	Outer Regional	519.3	1.4	7.8	19.6	28.2	25.9	13.0	4.1	90.9
	Remote	502.0	1.0	13.9	23.1	27.8	20.9	9.5	3.9	85.1
	Very Remote	455.7	0.2	36.8	24.8	19.0	12.0	5.7	1.7	63.1
SA	Major Cities	542.4	2.3	3.0	12.4	26.7	29.5	18.2	7.8	94.7
	Inner Regional	536.9	1.8	2.5	14.3	29.3	28.9	17.4	5.7	95.7
	Outer Regional	520.6	2.6	5.2	19.1	31.2	26.5	11.9	3.6	92.1
	Remote	527.8	1.2	3.2	16.5	32.2	29.9	13.5	3.5	95.6
	Very Remote	459.3	0.6	32.5	28.2	21.8	12.2	3.9	0.8	67.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	544.8	1.7	4.2	13.3	24.0	27.9	18.4	10.5	94.1
	Outer Regional	520.1	0.8	6.6	19.4	30.7	25.7	12.6	4.2	92.6
	Remote	492.8	0.0	12.4	24.7	41.2	16.5	4.7	0.6	87.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	557.9	1.6	2.2	9.6	22.1	29.1	22.9	12.6	96.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	520.2	2.7	9.7	18.5	26.6	22.4	13.0	7.1	87.6
	Remote	458.4	2.8	32.7	17.5	19.9	14.0	8.5	4.6	64.4
	Very Remote	379.6	1.9	69.6	16.3	6.2	3.9	1.7	0.4	28.5
Aust	Major Cities	547.2	1.7	2.7	12.0	25.6	29.0	19.2	9.9	95.6
	Inner Regional	532.5	1.8	3.9	15.7	29.1	28.3	15.3	5.9	94.3
	Outer Regional	521.7	1.8	6.5	19.0	29.1	26.0	13.0	4.6	91.7
	Remote	497.1	2.0	15.9	21.1	26.8	20.7	9.8	3.7	82.2
	Very Remote	433.8	1.6	44.3	23.7	15.5	9.5	4.3	1.1	54.1

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	498.2	2.7	9.6	27.6	32.3	19.2	6.9	1.5	87.7
	Inner Regional	488.9	2.4	12.6	31.8	30.2	16.3	5.5	1.1	85.0
	Outer Regional	469.9	1.8	19.5	37.9	27.8	11.6	1.4	0.1	78.8
	Remote	460.8	7.7	23.8	33.3	28.1	6.2	1.0	0.0	68.5
	Very Remote	454.8	0.0	29.5	38.5	25.5	6.0	0.5	0.0	70.5
Vic	Major Cities	509.1	6.5	7.5	22.2	31.6	21.4	7.6	3.2	86.0
	Inner Regional	497.8	4.3	10.6	26.6	30.7	18.8	7.5	1.5	85.0
	Outer Regional	488.8	8.8	10.8	29.7	29.7	16.0	4.5	0.5	80.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	500.4	2.7	10.0	25.9	32.0	19.9	7.4	2.1	87.3
	Inner Regional	493.6	2.9	10.8	29.8	31.5	18.2	5.6	1.2	86.3
	Outer Regional	474.8	2.6	19.0	35.2	26.8	11.8	3.6	1.0	78.4
	Remote	456.4	3.3	31.2	32.9	19.3	9.0	3.8	0.5	65.5
	Very Remote	439.6	4.9	35.1	37.9	16.3	4.6	1.2	0.0	60.0
WA	Major Cities	477.8	1.3	19.1	32.6	27.6	14.1	4.4	0.7	79.6
	Inner Regional	471.9	1.8	21.7	33.1	26.9	13.2	2.4	1.0	76.5
	Outer Regional	461.6	0.3	27.6	35.5	24.1	9.5	2.5	0.5	72.0
	Remote	445.0	1.7	35.0	34.6	22.7	5.3	0.7	0.1	63.3
	Very Remote	416.5	0.0	54.6	28.4	11.7	4.7	0.4	0.2	45.4
SA	Major Cities	491.8	4.1	11.4	28.8	31.4	17.4	5.9	0.9	84.4
	Inner Regional	482.1	11.9	10.5	33.9	28.8	11.9	3.1	0.0	77.6
	Outer Regional	477.0	4.9	16.3	34.8	27.6	12.0	3.8	0.5	78.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	416.8	0.0	53.5	35.6	7.0	2.9	1.0	0.0	46.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	495.4	2.7	11.8	29.3	27.1	21.3	6.1	1.7	85.4
	Outer Regional	491.6	0.5	12.9	31.4	29.8	16.8	6.4	2.2	86.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	507.7	3.4	6.6	29.7	28.9	17.2	10.0	4.2	90.0
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	465.0	4.2	27.5	29.2	22.2	12.1	3.8	1.0	68.3
	Remote	383.6	4.7	58.1	21.3	9.7	4.6	0.9	0.6	37.3
	Very Remote	363.7	2.1	76.0	16.7	4.0	1.1	0.1	0.0	21.9
Aust	Major Cities	496.8	3.0	10.9	27.5	31.4	18.7	6.8	1.8	86.2
	Inner Regional	490.9	2.9	12.2	30.6	30.3	17.2	5.6	1.2	84.9
	Outer Regional	473.5	2.8	19.7	34.6	26.7	12.1	3.3	0.8	77.5
	Remote	430.4	3.6	39.9	29.6	18.6	6.4	1.5	0.3	56.5
	Very Remote	396.6	2.0	60.4	25.3	9.1	2.9	0.4	0.1	37.7

[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, 2016.

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	Major Cities	549.2	1.3	2.5	11.9	25.4	28.7	19.2	11.0	96.1
	Inner Regional	533.7	1.4	3.5	15.4	29.2	28.7	15.9	5.9	95.1
	Outer Regional	522.3	1.2	5.4	19.4	30.7	26.0	13.4	3.9	93.4
	Remote	519.0	3.4	4.9	18.5	37.0	23.0	9.2	4.0	91.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	549.6	2.2	2.1	11.0	25.5	29.6	19.8	9.9	95.7
	Inner Regional	536.7	2.0	2.6	13.5	29.8	30.4	15.8	5.9	95.3
	Outer Regional	533.0	2.8	2.9	14.4	30.1	30.2	14.8	4.8	94.3
	Remote	550.7	0.0	0.8	9.8	29.0	31.4	20.8	8.2	99.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	547.8	1.4	2.5	11.7	25.5	29.5	19.9	9.5	96.1
	Inner Regional	533.2	1.8	3.5	15.3	29.7	28.6	15.2	6.0	94.7
	Outer Regional	534.5	1.2	3.6	14.9	28.6	29.8	15.8	6.1	95.2
	Remote	527.4	2.1	3.8	18.8	28.2	29.1	13.3	4.7	94.2
	Very Remote	516.6	0.9	6.6	23.0	29.5	23.4	12.7	3.9	92.5
WA	Major Cities	546.9	1.2	2.8	12.1	25.1	29.7	19.6	9.5	96.0
	Inner Regional	530.7	1.0	4.3	16.0	29.9	28.2	15.3	5.4	94.8
	Outer Regional	527.9	1.5	4.9	17.2	28.9	28.2	14.5	4.7	93.6
	Remote	527.6	0.7	4.2	17.9	30.2	28.0	13.5	5.5	95.1
	Very Remote	523.8	0.5	5.3	19.0	31.4	24.9	14.7	4.1	94.1
SA	Major Cities	544.1	2.2	2.7	11.9	26.5	29.9	18.7	8.1	95.0
	Inner Regional	538.5	1.5	2.3	13.7	29.3	29.5	17.8	6.0	96.2
	Outer Regional	525.0	2.4	4.1	17.4	31.6	27.8	12.7	3.9	93.5
	Remote	530.8	1.1	2.3	15.9	32.0	30.4	14.4	3.9	96.6
	Very Remote	506.7	1.2	8.7	20.5	38.6	22.4	7.1	1.6	90.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	544.7	1.6	4.0	12.8	24.3	28.4	19.0	9.9	94.4
	Outer Regional	524.1	0.7	5.6	17.9	30.9	26.9	13.5	4.5	93.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	558.9	1.5	2.1	9.1	22.0	29.5	23.1	12.7	96.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	534.1	2.3	5.0	15.9	27.8	25.0	15.4	8.7	92.7
	Remote	533.1	0.9	6.4	13.6	30.5	23.6	16.2	8.8	92.6
	Very Remote	535.8	0.0	5.4	10.9	28.0	32.9	18.9	4.0	94.6
Aust	Major Cities	548.7	1.6	2.4	11.6	25.4	29.3	19.6	10.1	95.9
	Inner Regional	535.3	1.7	3.3	14.6	29.1	29.1	16.0	6.2	95.0
	Outer Regional	529.9	1.6	4.2	16.3	29.6	28.3	14.6	5.3	94.2
	Remote	528.7	1.2	4.1	16.9	30.8	27.7	13.9	5.4	94.7
	Very Remote	520.0	0.7	6.5	19.9	31.0	24.6	13.7	3.7	92.8

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

NAPLAN Year 7 Reading

Table 7.R8: Achievement of Year 7 Students in Reading, by Parental Education, by State and Territory, 2016.

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>	576.1	0.9	0.7	5.3	17.7	30.1	27.2	18.1	98.4
	<i>Diploma</i>	539.3	1.1	2.2	12.4	29.9	31.7	16.5	6.1	96.7
	<i>Certificate</i>	518.2	1.5	4.7	19.9	33.8	26.5	10.7	2.8	93.7
	<i>Year 12</i>	522.2	1.6	4.8	18.7	32.4	26.4	11.9	4.1	93.6
	<i>Year 11</i>	492.8	3.2	11.1	29.7	31.8	17.6	5.5	1.2	85.7
	<i>Not stated (5%)</i>	542.0	1.4	4.1	14.6	25.2	26.8	18.1	9.8	94.4
Vic	<i>Bachelor</i>	572.7	1.3	0.6	5.3	18.6	31.2	27.2	15.8	98.0
	<i>Diploma</i>	539.4	1.8	1.8	12.4	29.7	31.9	16.5	5.7	96.3
	<i>Certificate</i>	525.3	2.6	3.4	16.4	33.3	28.9	12.0	3.4	94.0
	<i>Year 12</i>	526.6	3.0	3.4	16.7	31.9	28.3	13.1	3.6	93.6
	<i>Year 11</i>	506.3	5.6	6.9	22.7	33.9	21.8	7.3	1.7	87.4
	<i>Not stated (5%)</i>	555.0	1.9	2.4	10.1	23.3	28.3	21.2	12.7	95.6
Qld	<i>Bachelor</i>	572.4	0.8	0.8	5.9	18.3	30.4	27.7	16.1	98.4
	<i>Diploma</i>	537.5	1.2	2.8	13.2	29.0	31.2	16.8	5.7	96.0
	<i>Certificate</i>	524.7	1.5	4.1	17.1	32.5	28.5	12.6	3.6	94.4
	<i>Year 12</i>	522.0	2.1	4.8	18.9	31.1	27.3	12.3	3.6	93.1
	<i>Year 11</i>	496.3	3.4	10.9	27.0	31.4	19.4	6.6	1.4	85.7
	<i>Not stated (8%)</i>	521.5	2.5	7.5	19.3	27.2	25.0	12.8	5.6	90.0
WA	<i>Bachelor</i>	571.6	0.7	1.0	6.3	18.0	30.8	27.3	15.9	98.4
	<i>Diploma</i>	537.3	0.9	2.8	13.0	29.1	31.7	17.2	5.2	96.3
	<i>Certificate</i>	521.3	0.8	5.0	18.3	32.3	28.6	11.9	3.1	94.1
	<i>Year 12</i>	518.0	2.1	6.5	19.6	31.1	26.1	11.0	3.6	91.4
	<i>Year 11</i>	486.1	2.4	15.7	28.8	30.4	16.7	4.9	1.1	82.0
	<i>Not stated (12%)</i>	528.6	2.8	8.5	15.7	24.0	25.5	15.5	8.0	88.7
SA	<i>Bachelor</i>	569.9	1.0	0.7	5.5	19.2	31.9	27.1	14.5	98.2
	<i>Diploma</i>	540.2	1.7	1.9	12.4	28.3	32.6	17.3	5.8	96.4
	<i>Certificate</i>	525.1	2.0	3.7	16.5	33.0	28.9	12.7	3.1	94.3
	<i>Year 12</i>	531.3	2.4	3.1	15.7	30.5	28.9	15.0	4.4	94.5
	<i>Year 11</i>	500.5	4.4	8.6	25.0	34.1	19.9	6.7	1.1	87.0
	<i>Not stated (10%)</i>	519.0	4.3	8.0	17.9	28.0	25.4	12.1	4.3	87.7

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 7 Reading

Table 7.R8 (cont.): Achievement of Year 7 Students in Reading, by Parental Education, by State and Territory, 2016.

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>	581.3	0.9	0.6	4.8	15.0	28.7	30.3	19.7	98.5
	<i>Diploma</i>	544.8	1.6	2.6	10.9	25.5	33.5	18.4	7.6	95.8
	<i>Certificate</i>	525.1	1.1	5.0	16.5	31.1	29.6	13.0	3.6	93.9
	<i>Year 12</i>	517.2	1.5	7.1	22.7	27.7	24.4	12.1	4.5	91.4
	<i>Year 11</i>	491.3	2.1	12.3	28.9	32.5	18.1	4.8	1.3	85.6
	<i>Not stated (11%)</i>	552.3	2.5	3.9	12.1	24.3	26.2	16.7	14.3	93.7
ACT	<i>Bachelor</i>	579.0	1.0	0.8	4.7	16.0	29.7	29.0	18.7	98.1
	<i>Diploma</i>	536.9	0.9	3.0	12.9	29.9	31.1	17.5	4.9	96.2
	<i>Certificate</i>	524.7	2.4	3.8	17.7	31.6	28.5	12.8	3.3	93.8
	<i>Year 12</i>	528.7	2.0	4.2	15.6	31.5	27.0	15.4	4.3	93.8
	<i>Year 11</i>	496.9	4.8	9.1	27.4	34.8	15.9	5.9	2.1	86.1
	<i>Not stated (7%)</i>	566.6	2.9	2.1	7.5	17.4	30.4	25.2	14.5	95.0
NT	<i>Bachelor</i>	548.9	1.7	4.7	11.1	22.8	27.2	19.9	12.6	93.6
	<i>Diploma</i>	509.9	1.8	11.3	18.2	30.9	22.3	11.5	4.0	86.8
	<i>Certificate</i>	496.2	2.2	16.0	20.9	28.6	19.7	9.4	3.3	81.8
	<i>Year 12</i>	491.8	1.7	14.5	26.0	30.5	16.2	7.1	4.0	83.8
	<i>Year 11</i>	411.0	2.9	50.7	23.7	14.5	6.2	1.5	0.5	46.4
	<i>Not stated (24%)</i>	403.3	3.7	58.2	15.9	8.4	6.9	4.2	2.6	38.1
Aust	<i>Bachelor</i>	573.6	1.0	0.8	5.5	18.1	30.6	27.3	16.7	98.2
	<i>Diploma</i>	538.6	1.3	2.4	12.7	29.4	31.7	16.7	5.8	96.3
	<i>Certificate</i>	522.1	1.7	4.3	18.0	33.1	27.9	11.7	3.2	93.9
	<i>Year 12</i>	523.5	2.2	4.6	18.1	31.5	27.2	12.5	3.8	93.2
	<i>Year 11</i>	494.8	3.8	11.2	26.8	31.9	18.8	6.1	1.3	85.0
	<i>Not stated (7%)</i>	529.9	2.5	7.9	15.4	24.6	25.5	15.8	8.3	89.6

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 Reading

Table 7.R9: Achievement of Year 7 Students in Reading, by Parental Occupation, by State and Territory, 2016.

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	575.4	0.7	0.7	5.4	18.0	29.9	27.3	17.9	98.5
	Group 2	551.9	0.9	1.5	9.7	25.7	32.3	20.1	9.7	97.6
	Group 3	527.9	1.3	3.5	16.7	32.6	28.3	13.0	4.6	95.3
	Group 4	510.2	2.0	6.9	23.7	33.0	22.8	8.6	3.0	91.1
	Not in paid work	496.0	4.0	10.9	28.7	30.6	17.0	6.6	2.2	85.1
	Not stated (6%)	539.9	1.4	4.2	15.4	25.9	26.5	17.2	9.5	94.4
Vic	Group 1	575.9	0.9	0.5	4.6	17.9	31.2	27.9	17.1	98.7
	Group 2	552.9	1.3	1.2	8.8	25.6	32.9	21.1	9.1	97.5
	Group 3	534.4	1.7	2.3	13.7	31.7	30.9	14.9	4.7	96.0
	Group 4	520.5	3.5	4.2	19.0	33.3	25.9	10.7	3.4	92.4
	Not in paid work	506.2	7.5	7.4	22.9	31.9	20.5	7.7	2.2	85.2
	Not stated (4%)	550.7	2.2	2.8	11.7	23.7	27.9	20.2	11.5	95.0
Qld	Group 1	572.1	0.7	0.7	6.0	18.8	30.5	27.1	16.3	98.6
	Group 2	548.9	1.0	1.8	10.2	25.8	32.4	20.7	8.1	97.2
	Group 3	528.3	1.3	3.5	16.3	31.6	29.3	13.8	4.2	95.2
	Group 4	511.5	1.8	6.8	22.5	33.0	23.6	9.5	2.8	91.4
	Not in paid work	496.8	5.0	11.7	26.5	29.2	18.0	7.4	2.1	83.3
	Not stated (14%)	518.2	2.9	7.4	20.0	29.0	24.4	11.7	4.7	89.7
WA	Group 1	570.0	0.5	1.1	6.7	18.7	30.5	26.8	15.7	98.4
	Group 2	546.1	0.9	2.1	11.5	26.1	32.1	19.6	7.7	97.1
	Group 3	525.7	0.9	4.1	17.2	31.7	29.3	13.0	3.9	95.0
	Group 4	508.4	1.6	8.2	22.8	32.3	23.8	8.8	2.4	90.1
	Not in paid work	484.5	3.4	18.1	27.6	27.8	15.6	5.9	1.4	78.4
	Not stated (16%)	521.5	2.8	9.6	17.7	25.4	24.1	13.8	6.6	87.6
SA	Group 1	570.3	1.0	0.7	5.6	19.3	31.3	27.1	14.9	98.3
	Group 2	548.9	1.1	1.6	9.6	26.2	33.2	20.9	7.4	97.4
	Group 3	531.2	1.5	2.7	15.2	31.3	30.9	14.2	4.2	95.8
	Group 4	518.6	2.8	4.6	19.7	33.0	26.2	11.0	2.7	92.6
	Not in paid work	505.5	5.6	9.2	21.8	32.4	20.5	8.5	2.0	85.2
	Not stated (17%)	514.9	4.4	7.6	20.1	30.3	23.4	10.5	3.8	88.0

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 7 Reading

Table 7.R9 (cont.): Achievement of Year 7 Students in Reading, by Parental Occupation, by State and Territory, 2016.

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	578.3	1.1	0.9	6.2	15.0	28.3	29.0	19.5	98.0
	Group 2	550.1	0.8	2.2	10.0	25.4	31.7	20.4	9.3	97.0
	Group 3	529.0	1.3	4.8	16.0	28.8	30.3	14.1	4.8	94.0
	Group 4	507.6	1.9	8.6	23.2	32.5	22.5	9.0	2.3	89.6
	Not in paid work	490.7	1.9	12.6	29.8	31.6	17.5	5.1	1.3	85.4
	Not stated (16%)	541.2	2.1	4.8	14.1	26.4	27.1	15.0	10.5	93.0
ACT	Group 1	576.4	1.0	1.0	5.7	17.4	28.6	27.5	18.7	97.9
	Group 2	554.6	1.4	1.3	9.4	24.1	31.6	21.9	10.3	97.3
	Group 3	535.3	1.3	3.2	14.6	27.8	30.7	17.8	4.6	95.4
	Group 4	514.4	3.1	6.8	20.6	35.5	20.5	8.8	4.7	90.2
	Not in paid work	521.6	2.9	7.4	20.3	26.1	23.8	13.3	6.2	89.7
	Not stated (14%)	550.9	2.9	3.0	10.4	23.0	29.1	22.1	9.5	94.0
NT	Group 1	547.5	1.0	5.0	12.9	23.0	24.9	20.2	12.9	94.0
	Group 2	527.2	1.5	7.7	13.3	30.2	25.8	13.9	7.6	90.8
	Group 3	500.1	2.5	12.9	22.4	29.7	20.3	9.5	2.8	84.6
	Group 4	449.5	3.0	37.6	22.9	18.6	12.5	3.9	1.7	59.5
	Not in paid work	397.8	2.8	56.3	21.5	13.2	5.0	1.1	0.1	40.9
	Not stated (24%)	391.6	4.3	60.1	18.1	8.5	5.6	2.4	1.0	35.6
Aust	Group 1	573.8	0.8	0.8	5.6	18.3	30.4	27.3	16.9	98.5
	Group 2	550.6	1.0	1.6	9.8	25.8	32.5	20.5	8.9	97.4
	Group 3	529.4	1.4	3.3	15.8	31.9	29.4	13.8	4.4	95.3
	Group 4	513.1	2.4	6.4	21.8	32.9	24.0	9.5	3.0	91.2
	Not in paid work	497.6	5.3	11.0	25.9	30.4	18.3	7.1	2.1	83.7
	Not stated (10%)	524.6	2.7	7.9	17.2	26.5	24.7	14.1	6.9	89.4

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 7 Writing

Figure 7.W1: Achievement of Year 7 Students in Writing, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	515.2 (69.4)	530.0 (65.1)	502.9 (68.1)	512.3 (72.0)	516.3 (67.4)	513.6 (74.1)	519.4 (66.0)	428.2 (134.9)	515.0 (70.6)

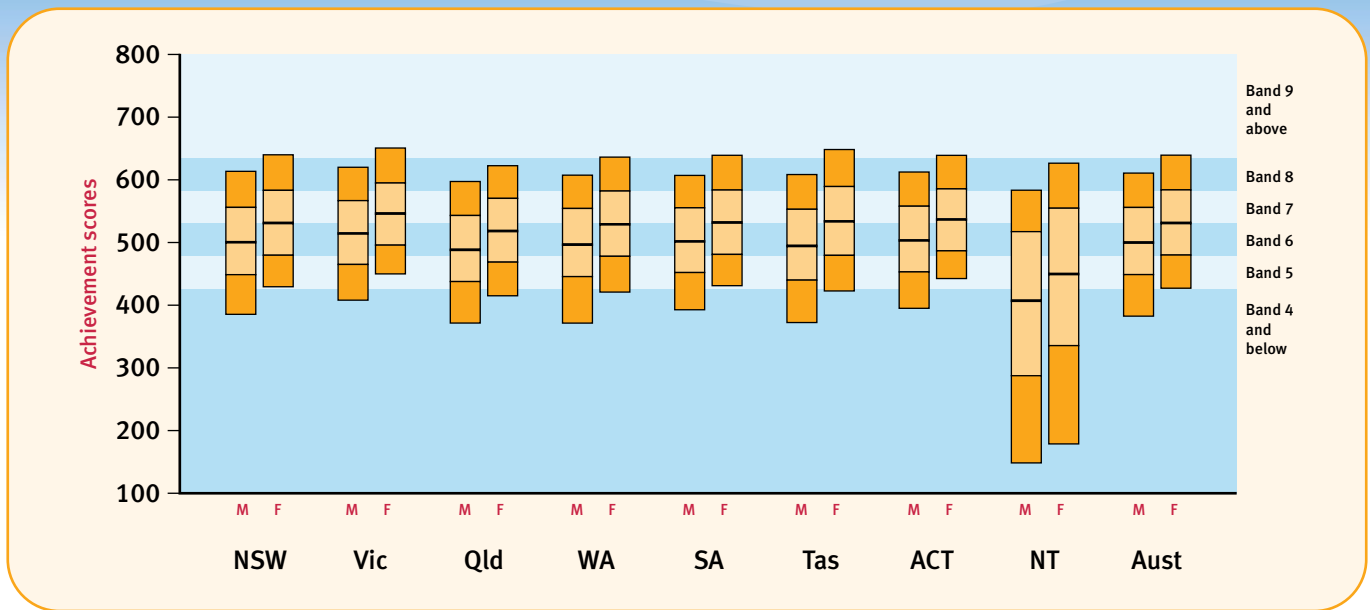
Table 7.W1: Achievement of Year 7 Students in Writing, by State and Territory, 2016.

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	2.5	0.8	1.4	8.4	18.8	31.2	24.6	11.3	4.2	90.2
Vic	12yrs 9mths 7yrs 4mths	94.8	3.6	1.6	2.3	4.9	14.4	29.9	28.9	14.3	5.4	92.8
Qld	12yrs 5mths 7yrs 4mths	91.6	3.4	5.0	1.6	11.1	22.1	31.9	22.1	8.8	2.4	87.3
WA	12yrs 5mths 7yrs 4mths	95.7	4.0	0.3	1.3	9.6	18.5	30.5	25.2	11.3	3.6	89.1
SA	12yrs 7mths 7yrs 4mths	93.9	3.5	2.6	2.3	7.7	18.2	31.5	25.3	11.3	3.8	90.1
Tas	12yrs 10mths 7yrs 4mths	94.5	3.8	1.6	1.5	10.3	18.4	29.3	24.1	11.6	4.8	88.2
ACT	12yrs 8mths 7yrs 4mths	94.2	2.8	3.0	1.6	6.9	18.0	31.0	26.3	12.2	4.0	91.5
NT	12yrs 6mths 7yrs 4mths	85.4	14.0	0.7	2.5	39.3	16.4	19.6	13.6	6.0	2.6	58.1
Aust	12yrs 7mths 7yrs 4mths	94.6	3.3	2.0	1.7	8.6	18.3	30.8	25.1	11.5	4.0	89.7

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

NAPLAN Year 7 Writing

Figure 7.W2: Achievement of Year 7 Students in Writing, by Sex, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	500.4 (70.2)	514.4 (64.9)	488.2 (68.8)	496.5 (73.3)	501.7 (66.5)	494.4 (73.2)	503.3 (66.9)	407.0 (133.2)	499.8 (71.0)
Female Mean scale score / (S.D.)	531.0 (64.9)	546.1 (61.2)	518.2 (63.9)	529.0 (66.8)	531.8 (64.8)	533.7 (69.6)	536.7 (60.4)	449.6 (133.2)	531.0 (66.5)

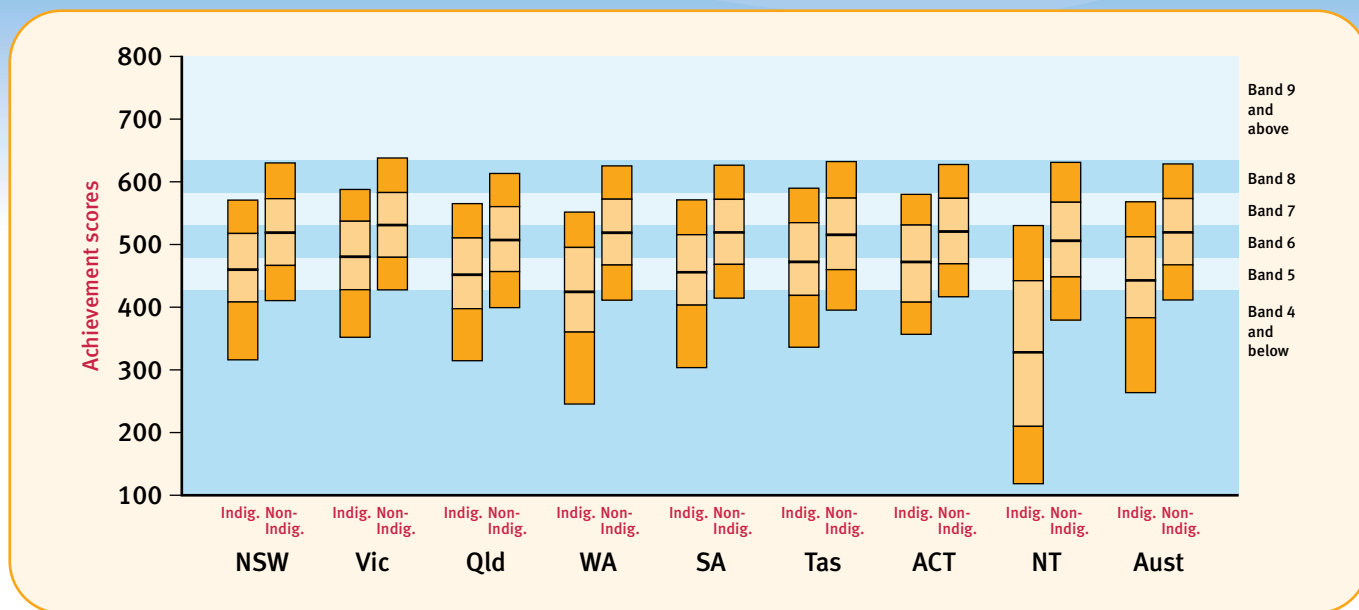
Table 7.W2: Achievement of Year 7 Students in Writing, by Sex, by State and Territory, 2016.

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	12.0	22.8	31.5	20.7	8.4	2.7	86.1
	Female	0.9	4.5	14.5	30.9	28.9	14.5	5.8	94.6
Vic	Male	3.0	7.5	18.6	32.3	25.0	10.4	3.2	89.5
	Female	1.5	2.2	9.9	27.3	32.9	18.4	7.7	96.3
Qld	Male	2.1	15.4	25.8	31.1	17.9	6.2	1.4	82.5
	Female	1.1	6.5	18.1	32.6	26.4	11.7	3.5	92.3
WA	Male	1.7	13.4	22.6	31.2	20.9	8.1	2.2	84.9
	Female	0.9	5.6	14.2	29.7	29.8	14.6	5.2	93.5
SA	Male	2.9	10.9	22.1	32.4	21.7	8.0	2.1	86.2
	Female	1.5	4.3	14.1	30.6	29.1	14.8	5.7	94.2
Tas	Male	2.0	15.1	22.7	30.2	20.0	7.6	2.4	82.9
	Female	0.9	5.3	13.9	28.3	28.5	15.8	7.2	93.8
ACT	Male	1.9	10.6	22.5	32.1	21.6	8.8	2.5	87.5
	Female	1.2	2.9	13.2	29.8	31.4	15.8	5.7	95.9
NT	Male	3.6	44.9	17.7	18.1	10.6	4.0	1.0	51.5
	Female	1.4	33.6	15.0	21.0	16.7	8.0	4.3	65.0
Aust	Male	2.3	12.1	22.3	31.5	21.1	8.3	2.4	85.6
	Female	1.2	4.8	14.1	30.0	29.4	14.9	5.7	94.0

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

NAPLAN Year 7 Writing

Figure 7.W3: Achievement of Year 7 Students in Writing, by Indigenous Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	459.7 (75.0)	480.3 (71.9)	451.6 (75.2)	424.3 (88.8)	455.7 (77.5)	472.1 (76.8)	472.0 (71.6)	328.0 (126.2)	442.7 (91.2)
Non-Indigenous Mean scale score / (S.D.)	518.7 (67.6)	530.9 (64.6)	507.0 (65.6)	518.6 (66.4)	519.2 (65.4)	515.3 (72.9)	520.5 (65.3)	505.8 (78.7)	519.3 (66.8)

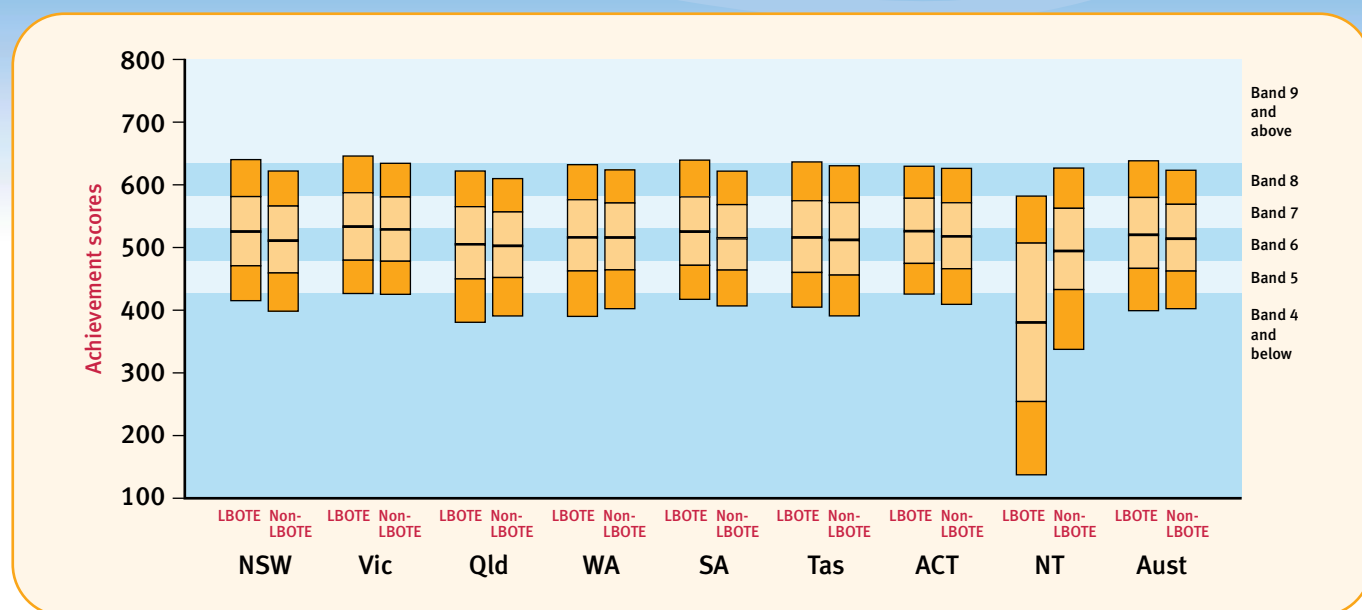
Table 7.W3: Achievement of Year 7 Students in Writing, by Indigenous Status, by State and Territory, 2016.

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	2.5	26.4	29.7	26.5	11.5	2.9	0.5	71.1
	Non-Indigenous	1.4	7.3	18.1	31.5	25.5	11.9	4.4	91.4
Vic	Indigenous	6.2	18.3	24.3	28.8	17.0	4.3	1.2	75.6
	Non-Indigenous	2.2	4.7	14.2	29.9	29.2	14.5	5.5	93.2
Qld	Indigenous	2.9	30.9	30.1	24.0	9.2	2.6	0.3	66.3
	Non-Indigenous	1.5	9.5	21.5	32.5	23.1	9.3	2.6	89.0
WA	Indigenous	1.1	44.6	26.6	18.9	6.8	1.8	0.2	54.3
	Non-Indigenous	1.2	7.1	18.0	31.3	26.5	12.0	3.9	91.7
SA	Indigenous	4.5	28.2	28.7	24.8	10.3	3.0	0.4	67.3
	Non-Indigenous	2.2	6.7	17.7	31.8	26.0	11.7	4.0	91.1
Tas	Indigenous	1.7	22.8	29.1	24.9	15.3	4.9	1.4	75.5
	Non-Indigenous	1.4	9.7	17.9	29.8	24.5	11.9	4.7	88.9
ACT	Indigenous	3.4	24.7	24.6	27.3	15.3	3.9	0.8	71.9
	Non-Indigenous	1.5	6.4	17.9	31.2	26.6	12.4	4.1	92.1
NT	Indigenous	3.3	73.4	11.4	7.0	3.9	0.9	0.1	23.3
	Non-Indigenous	2.0	12.6	20.2	29.4	21.2	10.0	4.6	85.5
Aust	Indigenous	2.9	33.6	27.3	23.1	10.1	2.7	0.5	63.5
	Non-Indigenous	1.6	7.1	17.7	31.2	26.0	12.0	4.2	91.3

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

NAPLAN Year 7 Writing

Figure 7.W4: Achievement of Year 7 Students in Writing, by LBOTE Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	525.3 (68.6)	533.2 (66.9)	505.1 (74.4)	516.1 (75.9)	525.2 (69.5)	515.9 (74.2)	526.0 (62.9)	380.3 (139.9)	520.1 (76.6)
Non-LBOTE Mean scale score / (S.D.)	510.8 (69.3)	528.8 (64.4)	502.5 (67.1)	515.8 (69.0)	514.7 (66.6)	512.0 (74.0)	517.7 (66.6)	494.3 (90.3)	513.9 (68.3)

Table 7.W4: Achievement of Year 7 Students in Writing, by LBOTE Status, by State and Territory, 2016.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	1.8	6.5	16.5	29.8	26.1	13.6	5.8	91.7
	Non-LBOTE	1.3	9.2	19.8	31.9	23.9	10.4	3.5	89.5
Vic	LBOTE	2.8	4.8	13.9	28.9	27.9	15.1	6.6	92.4
	Non-LBOTE	2.1	5.0	14.5	30.2	29.2	14.0	4.9	92.9
Qld	LBOTE	1.7	12.2	20.7	29.5	22.1	10.3	3.5	86.1
	Non-LBOTE	1.6	10.9	22.3	32.2	22.1	8.6	2.3	87.5
WA	LBOTE	1.2	9.6	16.9	29.5	25.2	12.9	4.7	89.2
	Non-LBOTE	1.1	8.4	18.0	30.8	26.4	11.7	3.7	90.6
SA	LBOTE	2.8	6.1	16.3	29.9	26.0	13.2	5.7	91.2
	Non-LBOTE	2.2	8.0	18.6	31.8	25.1	10.9	3.4	89.9
Tas	LBOTE	5.0	7.8	17.7	31.7	21.1	11.4	5.2	87.2
	Non-LBOTE	1.3	10.8	18.7	29.3	24.1	11.3	4.4	87.9
ACT	LBOTE	2.3	4.8	16.5	30.6	27.6	14.2	4.1	92.9
	Non-LBOTE	1.4	7.4	18.4	31.1	26.0	11.6	4.0	91.2
NT	LBOTE	3.1	55.3	13.5	14.2	9.1	3.2	1.5	41.6
	Non-LBOTE	1.4	17.4	20.6	27.1	19.9	9.7	4.1	81.3
Aust	LBOTE	2.1	8.3	16.3	29.1	25.5	13.2	5.5	89.6
	Non-LBOTE	1.6	8.5	18.8	31.3	25.1	11.0	3.6	89.9

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

NAPLAN Year 7 Writing

Table 7.W5: Achievement of Year 7 Students in Writing, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	522.1	1.4	6.8	17.1	30.8	26.2	12.7	5.0	91.9
	Inner Regional	498.5	1.5	12.0	23.1	32.8	20.9	7.6	2.1	86.5
	Outer Regional	480.9	1.3	17.9	27.1	31.0	16.4	5.3	1.1	80.9
	Remote	453.0	5.3	29.4	26.8	28.1	8.0	2.2	0.4	65.4
	Very Remote	458.1	0.0	31.0	26.8	22.7	15.9	2.7	0.8	69.0
Vic	Major Cities	534.6	2.2	4.2	13.2	29.0	29.7	15.5	6.1	93.6
	Inner Regional	515.4	2.1	7.3	18.1	32.5	26.5	10.5	3.0	90.6
	Outer Regional	512.5	3.3	7.7	17.7	33.6	25.6	9.4	2.7	89.0
	Remote	516.4	0.0	5.6	24.8	31.2	24.8	8.8	4.8	94.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	511.4	1.5	8.7	20.0	32.0	24.5	10.4	3.0	89.9
	Inner Regional	492.2	2.0	13.6	25.6	32.1	18.5	6.8	1.5	84.5
	Outer Regional	488.0	1.4	15.5	25.5	32.0	18.1	6.0	1.4	83.0
	Remote	451.6	2.6	31.4	26.5	24.2	11.9	3.0	0.4	66.0
	Very Remote	440.9	3.6	36.4	28.7	19.8	8.7	2.4	0.4	60.0
WA	Major Cities	520.5	1.3	7.2	17.2	30.4	27.1	12.6	4.3	91.5
	Inner Regional	500.8	1.2	11.0	22.0	33.6	21.7	8.5	2.1	87.8
	Outer Regional	487.1	1.3	16.8	24.1	30.7	19.0	6.8	1.2	81.8
	Remote	477.4	1.0	21.6	23.8	30.4	16.7	5.1	1.3	77.4
	Very Remote	416.4	0.2	48.5	21.7	17.2	8.8	3.0	0.6	51.3
SA	Major Cities	522.1	2.3	6.5	16.7	31.1	26.3	12.6	4.5	91.2
	Inner Regional	512.3	1.8	8.1	19.9	32.2	25.6	9.4	3.0	90.1
	Outer Regional	497.4	2.7	11.1	24.3	33.4	20.5	6.8	1.3	86.2
	Remote	499.7	1.2	11.1	22.1	34.3	23.5	6.5	1.3	87.7
	Very Remote	430.0	0.6	39.0	22.2	20.3	14.9	2.7	0.3	60.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	519.8	1.7	9.0	16.4	28.7	25.4	13.1	5.6	89.2
	Outer Regional	497.4	0.8	13.8	23.7	30.9	20.8	7.5	2.5	85.4
	Remote	470.9	0.0	19.4	28.8	29.4	18.8	2.9	0.6	80.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	519.4	1.6	6.9	18.0	31.0	26.3	12.2	4.0	91.5
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	491.1	2.7	18.6	20.7	27.3	18.8	8.2	3.7	78.7
	Remote	425.2	2.8	40.1	17.2	18.0	13.0	6.7	2.2	57.0
	Very Remote	290.3	1.9	85.3	6.1	3.4	2.4	0.4	0.5	12.8
Aust	Major Cities	523.1	1.7	6.5	16.6	30.5	26.9	13.0	4.8	91.8
	Inner Regional	503.8	1.8	10.7	21.7	32.2	22.3	8.7	2.5	87.5
	Outer Regional	491.3	1.8	14.8	24.1	31.6	19.2	6.7	1.7	83.4
	Remote	464.4	2.0	25.9	23.0	27.1	15.6	5.1	1.3	72.1
	Very Remote	379.4	1.6	57.4	17.8	13.3	7.2	2.0	0.6	40.9

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

NAPLAN Year 7 Writing

Table 7.W6: Achievement of Year 7 Indigenous Students in Writing, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	470.4	2.6	21.7	28.6	28.5	14.0	3.9	0.7	75.7
	Inner Regional	458.9	2.4	26.6	30.8	26.2	11.2	2.4	0.4	70.9
	Outer Regional	435.7	1.8	37.0	30.7	22.7	6.4	1.3	0.1	61.2
	Remote	416.2	7.7	46.9	27.1	16.3	1.9	0.0	0.0	45.4
	Very Remote	427.8	0.0	42.5	34.0	17.5	5.5	0.5	0.0	57.5
Vic	Major Cities	489.3	6.5	15.3	23.4	29.0	18.2	5.4	2.1	78.2
	Inner Regional	474.0	4.6	21.0	24.7	29.4	16.2	3.6	0.6	74.4
	Outer Regional	469.6	8.8	20.3	25.9	26.5	15.4	2.9	0.1	70.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	469.0	2.6	22.4	30.1	27.9	12.8	3.5	0.7	75.0
	Inner Regional	462.1	2.8	25.1	32.2	26.1	10.2	3.3	0.3	72.1
	Outer Regional	440.8	2.5	36.6	30.2	22.2	6.7	1.7	0.1	60.8
	Remote	399.8	3.8	55.8	22.7	13.0	3.6	1.2	0.0	40.5
	Very Remote	406.0	5.6	52.9	26.3	11.7	2.7	0.8	0.0	41.5
WA	Major Cities	451.5	1.4	32.1	28.6	23.6	10.7	3.0	0.5	66.4
	Inner Regional	437.9	1.8	35.7	29.9	20.2	9.9	2.3	0.1	62.5
	Outer Regional	422.5	0.3	46.2	28.2	19.3	4.6	1.4	0.1	53.5
	Remote	418.5	1.7	48.3	27.6	17.9	3.8	0.7	0.0	50.1
	Very Remote	368.4	0.0	70.6	18.5	8.8	1.9	0.2	0.0	29.4
SA	Major Cities	474.5	4.1	20.7	27.7	29.8	13.0	4.0	0.6	75.2
	Inner Regional	468.8	11.9	14.6	32.9	26.8	12.9	1.0	0.0	73.6
	Outer Regional	447.6	4.9	33.2	31.1	21.1	7.5	2.1	0.2	61.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	377.8	0.0	59.0	25.2	10.4	3.4	1.6	0.5	41.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	472.4	2.7	22.7	27.2	24.9	15.3	5.8	1.3	74.6
	Outer Regional	471.4	0.5	23.1	31.8	24.9	14.5	3.8	1.4	76.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	472.0	3.4	24.7	24.6	27.3	15.3	3.9	0.8	71.9
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	433.1	4.2	41.0	24.2	17.1	11.1	2.2	0.2	54.8
	Remote	342.6	4.7	68.4	12.5	8.5	4.4	1.2	0.3	26.9
	Very Remote	269.4	2.1	92.1	4.5	1.2	0.1	0.0	0.0	5.8
Aust	Major Cities	469.5	3.0	22.7	28.3	27.8	13.6	3.8	0.8	74.4
	Inner Regional	461.6	2.9	25.5	30.3	26.2	11.7	3.0	0.4	71.6
	Outer Regional	441.1	2.7	36.0	29.4	21.8	7.9	1.9	0.2	61.2
	Remote	390.9	3.7	56.0	21.5	13.7	4.0	1.0	0.1	40.3
	Very Remote	330.0	2.1	76.1	14.0	6.0	1.4	0.3	0.0	21.8

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

NAPLAN Year 7 Writing

Table 7.W7: Achievement of Year 7 Non-Indigenous Students in Writing, by Geolocation, by State and Territory, 2016.

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	Major Cities	524.1	1.4	6.2	16.6	30.9	26.7	13.1	5.1	92.5
	Inner Regional	502.7	1.5	10.5	22.2	33.4	21.9	8.2	2.3	88.1
	Outer Regional	491.2	1.2	13.5	26.2	32.9	18.7	6.2	1.3	85.3
	Remote	482.6	3.4	14.3	26.4	38.3	13.3	3.7	0.7	82.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	535.2	2.2	4.0	13.1	29.0	29.9	15.7	6.2	93.8
	Inner Regional	516.8	2.0	6.8	17.9	32.6	26.8	10.8	3.1	91.2
	Outer Regional	515.7	2.8	6.7	17.1	34.2	26.4	10.0	2.9	90.5
	Remote	518.2	0.0	4.5	25.3	31.0	25.3	9.0	4.9	95.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	513.0	1.5	8.1	19.6	32.2	25.0	10.6	3.1	90.4
	Inner Regional	495.3	1.9	12.4	25.0	32.7	19.3	7.1	1.6	85.7
	Outer Regional	497.1	1.2	11.4	24.6	34.1	20.4	6.8	1.6	87.4
	Remote	481.2	2.1	17.2	28.9	30.6	16.6	4.0	0.7	80.7
	Very Remote	485.0	0.9	14.4	32.2	30.3	16.7	4.5	1.0	84.7
WA	Major Cities	522.9	1.2	6.3	16.8	30.7	27.7	12.9	4.4	92.5
	Inner Regional	505.4	1.0	9.2	21.5	34.5	22.5	8.9	2.3	89.8
	Outer Regional	497.1	1.5	12.3	23.5	32.5	21.1	7.7	1.4	86.2
	Remote	503.4	0.7	9.6	22.2	36.1	22.5	7.1	1.8	89.7
	Very Remote	498.3	0.5	10.3	27.7	31.7	20.2	8.2	1.3	89.1
SA	Major Cities	523.7	2.2	6.0	16.3	31.1	26.7	12.9	4.7	91.7
	Inner Regional	513.7	1.5	7.8	19.5	32.4	26.0	9.7	3.1	90.6
	Outer Regional	502.0	2.4	9.0	23.6	34.5	21.8	7.2	1.4	88.5
	Remote	503.5	1.1	8.7	22.0	35.9	24.4	6.7	1.2	90.2
	Very Remote	492.9	1.2	14.6	21.2	31.5	27.1	4.2	0.2	84.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	520.5	1.6	8.7	16.2	29.0	25.7	13.2	5.4	89.7
	Outer Regional	501.3	0.7	12.5	22.4	32.0	21.4	8.3	2.7	86.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	520.5	1.5	6.4	17.9	31.2	26.6	12.4	4.1	92.1
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	505.8	2.3	12.8	19.7	30.0	20.8	9.7	4.6	84.9
	Remote	507.9	0.9	10.8	21.9	27.9	21.9	12.3	4.1	88.3
	Very Remote	495.4	0.0	16.0	22.0	26.0	26.3	4.0	5.7	84.0
Aust	Major Cities	524.8	1.6	6.0	16.2	30.6	27.3	13.3	4.9	92.4
	Inner Regional	506.8	1.7	9.6	21.1	32.7	23.2	9.2	2.6	88.7
	Outer Regional	499.9	1.6	11.1	23.2	33.4	21.2	7.5	2.0	87.2
	Remote	499.0	1.2	11.2	23.7	33.7	21.3	7.1	1.8	87.6
	Very Remote	492.4	0.7	13.4	27.5	30.4	20.2	5.9	1.9	85.9

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

NAPLAN Year 7 Writing

Table 7.W8: Achievement of Year 7 Students in Writing, by Parental Education, by State and Territory, 2016.

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>	543.2	0.9	2.9	11.0	28.2	31.1	17.9	8.0	96.1
	<i>Diploma</i>	515.1	1.2	6.6	18.9	34.4	25.7	10.2	3.0	92.3
	<i>Certificate</i>	496.0	1.5	11.5	24.8	34.0	20.1	6.6	1.4	86.9
	<i>Year 12</i>	502.5	1.6	10.1	22.9	33.4	21.8	8.2	2.0	88.3
	<i>Year 11</i>	468.5	3.2	22.1	29.3	28.9	12.6	3.3	0.7	74.8
	<i>Not stated (5%)</i>	512.9	1.4	9.8	19.1	30.0	24.0	11.3	4.4	88.8
Vic	<i>Bachelor</i>	552.6	1.3	2.0	8.3	25.0	33.3	20.9	9.3	96.7
	<i>Diploma</i>	524.7	1.8	4.6	15.2	33.3	29.5	12.0	3.5	93.6
	<i>Certificate</i>	512.4	2.6	7.0	19.4	33.6	25.7	9.3	2.3	90.4
	<i>Year 12</i>	517.5	3.0	6.1	17.6	33.4	26.4	10.6	3.0	90.9
	<i>Year 11</i>	495.7	5.6	11.6	23.2	32.8	19.1	6.1	1.6	82.8
	<i>Not stated (5%)</i>	538.1	2.0	4.7	12.1	26.7	30.6	16.8	7.2	93.4
Qld	<i>Bachelor</i>	531.6	0.8	3.9	14.0	31.1	30.2	15.1	4.9	95.2
	<i>Diploma</i>	503.9	1.3	9.5	22.7	33.8	22.6	8.1	2.0	89.2
	<i>Certificate</i>	491.3	1.6	13.0	26.3	33.6	18.7	5.9	1.1	85.5
	<i>Year 12</i>	490.6	2.2	13.7	25.4	33.5	18.7	5.5	1.0	84.1
	<i>Year 11</i>	462.8	3.5	24.9	30.1	27.1	11.0	2.9	0.6	71.7
	<i>Not stated (8%)</i>	487.0	2.7	16.9	24.9	29.3	17.6	6.7	2.0	80.4
WA	<i>Bachelor</i>	542.5	0.7	2.9	11.3	27.4	32.3	18.3	7.0	96.4
	<i>Diploma</i>	515.5	0.9	6.5	18.4	34.4	26.9	10.2	2.7	92.6
	<i>Certificate</i>	499.7	0.9	10.8	23.4	34.1	22.0	7.3	1.5	88.3
	<i>Year 12</i>	497.8	2.1	12.0	23.3	32.4	20.8	7.3	2.0	85.9
	<i>Year 11</i>	460.9	2.5	26.1	27.9	27.2	12.9	3.1	0.3	71.4
	<i>Not stated (12%)</i>	498.6	2.8	14.9	19.0	28.4	22.2	9.5	3.2	82.2
SA	<i>Bachelor</i>	543.4	1.1	2.7	10.6	28.3	31.8	18.4	7.1	96.2
	<i>Diploma</i>	522.3	1.7	5.3	16.1	34.1	27.2	11.9	3.8	92.9
	<i>Certificate</i>	505.0	2.0	9.1	22.4	33.8	22.6	7.8	2.3	88.9
	<i>Year 12</i>	512.3	2.4	7.8	19.0	32.9	25.7	9.5	2.6	89.8
	<i>Year 11</i>	482.2	4.4	15.8	27.7	31.2	15.4	4.5	0.9	79.8
	<i>Not stated (10%)</i>	499.1	4.3	12.3	21.0	31.1	21.1	7.8	2.5	83.4

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 7 Writing

Table 7.W8 (cont.): Achievement of Year 7 Students in Writing, by Parental Education, by State and Territory, 2016.

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>	551.6	0.9	2.5	8.9	26.6	30.2	20.1	10.7	96.6
	<i>Diploma</i>	522.1	1.6	6.4	15.9	32.2	27.1	12.6	4.2	92.0
	<i>Certificate</i>	503.7	1.1	11.4	21.2	31.6	23.7	8.7	2.3	87.5
	<i>Year 12</i>	498.9	1.5	13.3	24.5	28.0	20.5	9.5	2.7	85.2
	<i>Year 11</i>	471.6	2.2	23.1	26.2	28.4	14.7	4.6	0.8	74.7
	<i>Not stated (11%)</i>	519.7	2.5	7.9	18.8	27.7	25.0	11.8	6.3	89.6
ACT	<i>Bachelor</i>	535.6	1.1	3.6	13.5	29.1	30.5	16.2	6.1	95.3
	<i>Diploma</i>	504.9	0.9	9.1	21.6	35.2	23.5	7.9	1.8	90.0
	<i>Certificate</i>	491.3	2.4	11.7	27.4	34.2	17.6	5.8	0.9	85.9
	<i>Year 12</i>	501.4	2.0	9.7	22.0	35.1	22.4	7.9	0.9	88.3
	<i>Year 11</i>	473.1	4.8	20.1	32.4	22.9	15.3	4.1	0.4	75.1
	<i>Not stated (7%)</i>	525.2	2.9	7.4	13.2	30.3	29.4	12.5	4.2	89.7
NT	<i>Bachelor</i>	514.7	1.7	11.2	17.0	29.2	23.8	11.5	5.6	87.1
	<i>Diploma</i>	483.8	1.8	19.7	22.4	28.4	17.5	7.3	2.9	78.5
	<i>Certificate</i>	474.3	2.2	22.7	23.5	25.0	17.7	6.5	2.5	75.1
	<i>Year 12</i>	469.4	1.7	28.1	21.4	24.1	14.1	9.5	1.0	70.2
	<i>Year 11</i>	351.1	2.9	66.4	14.4	11.3	4.4	0.6	0.1	30.8
	<i>Not stated (24%)</i>	327.6	3.7	71.7	7.8	6.9	5.1	3.0	1.8	24.6
Aust	<i>Bachelor</i>	543.1	1.0	2.9	10.9	27.8	31.6	18.2	7.6	96.1
	<i>Diploma</i>	515.4	1.4	6.7	18.6	33.9	26.2	10.3	2.9	91.9
	<i>Certificate</i>	499.5	1.8	10.7	23.5	33.7	21.5	7.2	1.7	87.5
	<i>Year 12</i>	503.5	2.3	10.1	21.9	33.1	22.4	8.2	2.0	87.6
	<i>Year 11</i>	471.7	3.8	21.0	27.3	29.1	14.0	4.0	0.8	75.2
	<i>Not stated (7%)</i>	500.2	2.5	14.1	19.0	28.2	22.3	10.1	3.8	83.3

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 Writing

Table 7.W9: Achievement of Year 7 Students in Writing, by Parental Occupation, by State and Territory, 2016.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Group 1	541.9	0.7	3.1	11.4	28.7	30.9	17.4	7.8	96.2
	Group 2	524.7	0.9	5.2	15.9	32.7	28.0	12.8	4.4	93.9
	Group 3	505.3	1.3	8.9	22.8	34.1	22.3	8.4	2.3	89.8
	Group 4	490.5	2.1	14.0	25.9	32.2	18.0	6.2	1.6	83.9
	Not in paid work	470.2	4.1	22.4	28.0	27.0	13.1	4.2	1.2	73.5
	Not stated (6%)	511.8	1.4	9.8	19.6	30.4	23.7	10.9	4.2	88.8
Vic	Group 1	553.8	0.9	1.8	8.1	24.8	33.6	21.4	9.5	97.4
	Group 2	536.9	1.3	3.1	12.3	30.1	31.5	16.0	5.7	95.6
	Group 3	521.9	1.7	5.1	16.6	33.1	28.9	11.3	3.3	93.2
	Group 4	510.4	3.5	7.7	19.8	33.7	23.7	8.9	2.7	88.9
	Not in paid work	493.4	7.5	12.7	22.9	31.1	18.3	5.9	1.5	79.8
	Not stated (4%)	535.7	2.2	5.3	12.8	27.1	29.4	15.8	7.4	92.4
Qld	Group 1	531.0	0.7	4.2	14.2	31.2	29.8	14.9	5.1	95.1
	Group 2	512.7	1.1	7.2	19.9	33.8	25.6	10.0	2.5	91.7
	Group 3	495.5	1.3	11.7	25.0	34.1	20.0	6.5	1.4	86.9
	Group 4	480.6	1.9	17.1	29.1	31.0	15.2	4.7	0.9	81.0
	Not in paid work	463.2	5.0	25.2	29.0	25.5	11.5	3.2	0.6	69.9
	Not stated (14%)	483.6	3.0	17.7	25.8	29.6	16.6	5.9	1.5	79.4
WA	Group 1	540.5	0.5	3.5	12.1	27.4	31.8	17.8	7.0	96.1
	Group 2	521.6	0.9	5.6	16.5	32.9	28.8	11.9	3.5	93.5
	Group 3	505.1	0.9	9.1	22.2	34.5	22.8	8.6	2.0	90.0
	Group 4	488.4	1.7	15.2	24.8	31.9	18.9	6.3	1.1	83.1
	Not in paid work	456.4	3.4	28.7	27.1	24.9	11.5	3.5	0.9	67.9
	Not stated (16%)	493.5	2.8	16.2	20.8	28.3	20.8	8.4	2.7	81.0
SA	Group 1	543.5	1.0	2.8	10.4	27.9	32.4	18.4	7.1	96.2
	Group 2	526.9	1.0	4.6	15.4	32.7	28.6	13.1	4.4	94.3
	Group 3	512.9	1.5	6.9	19.5	34.8	25.3	9.4	2.6	91.6
	Group 4	500.0	2.8	10.0	24.2	33.1	20.8	7.3	1.8	87.1
	Not in paid work	486.3	5.6	16.0	24.5	30.2	16.2	5.5	2.0	78.4
	Not stated (17%)	494.7	4.5	13.5	23.1	30.5	18.9	7.1	2.4	82.0

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 Writing

Table 7.W9 (cont.): Achievement of Year 7 Students in Writing, by Parental Occupation, by State and Territory, 2016.

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	
Tas	Group 1	549.2	1.1	3.0	10.0	25.4	30.2	20.6	9.7	95.9
	Group 2	526.1	0.8	6.1	16.0	31.1	27.3	12.9	5.9	93.1
	Group 3	508.9	1.3	10.4	19.3	31.6	24.4	10.3	2.8	88.3
	Group 4	486.4	1.9	15.8	26.8	30.1	17.9	6.1	1.4	82.3
	Not in paid work	471.7	1.9	24.6	25.5	26.4	15.2	4.8	1.5	73.4
	Not stated (16%)	511.2	2.2	10.8	18.3	29.9	23.9	10.0	4.9	87.0
ACT	Group 1	533.7	1.0	3.9	14.2	29.3	30.2	15.3	6.1	95.0
	Group 2	520.1	1.5	5.6	18.3	33.0	25.9	12.6	3.1	93.0
	Group 3	503.2	1.3	10.2	22.4	32.9	23.0	8.5	1.7	88.5
	Group 4	482.2	3.1	16.6	27.5	31.4	14.9	6.3	0.3	80.3
	Not in paid work	483.8	2.9	18.6	25.9	26.6	17.7	5.7	2.6	78.5
	Not stated (14%)	511.7	2.9	8.2	19.8	32.4	24.3	9.5	2.8	88.9
NT	Group 1	514.1	1.0	11.0	19.2	27.7	23.0	12.9	5.2	88.0
	Group 2	498.4	1.5	15.7	20.2	29.0	19.7	8.9	4.9	82.7
	Group 3	475.0	2.5	24.0	20.2	26.3	18.0	6.5	2.6	73.5
	Group 4	411.0	3.0	45.0	21.4	19.8	8.7	1.9	0.2	52.0
	Not in paid work	330.4	2.8	72.3	11.4	7.7	4.7	0.9	0.3	24.9
	Not stated (24%)	319.7	4.3	73.8	8.8	6.5	4.3	1.4	0.9	21.9
Aust	Group 1	542.1	0.8	3.1	11.3	28.0	31.4	17.9	7.5	96.1
	Group 2	525.0	1.1	5.2	15.9	32.2	28.4	13.0	4.3	93.8
	Group 3	507.3	1.4	8.7	21.4	33.8	23.6	8.8	2.3	89.9
	Group 4	493.6	2.4	13.0	24.6	32.3	19.2	6.7	1.7	84.5
	Not in paid work	474.3	5.3	20.6	25.9	27.8	14.6	4.6	1.2	74.2
	Not stated (10%)	495.3	2.7	15.0	21.1	28.8	20.5	8.7	3.1	82.2

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 Spelling

Figure 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	550.1 (73.7)	543.7 (68.8)	539.4 (68.3)	540.3 (74.0)	537.3 (69.1)	529.7 (72.8)	546.0 (67.0)	466.0 (119.4)	542.9 (72.3)

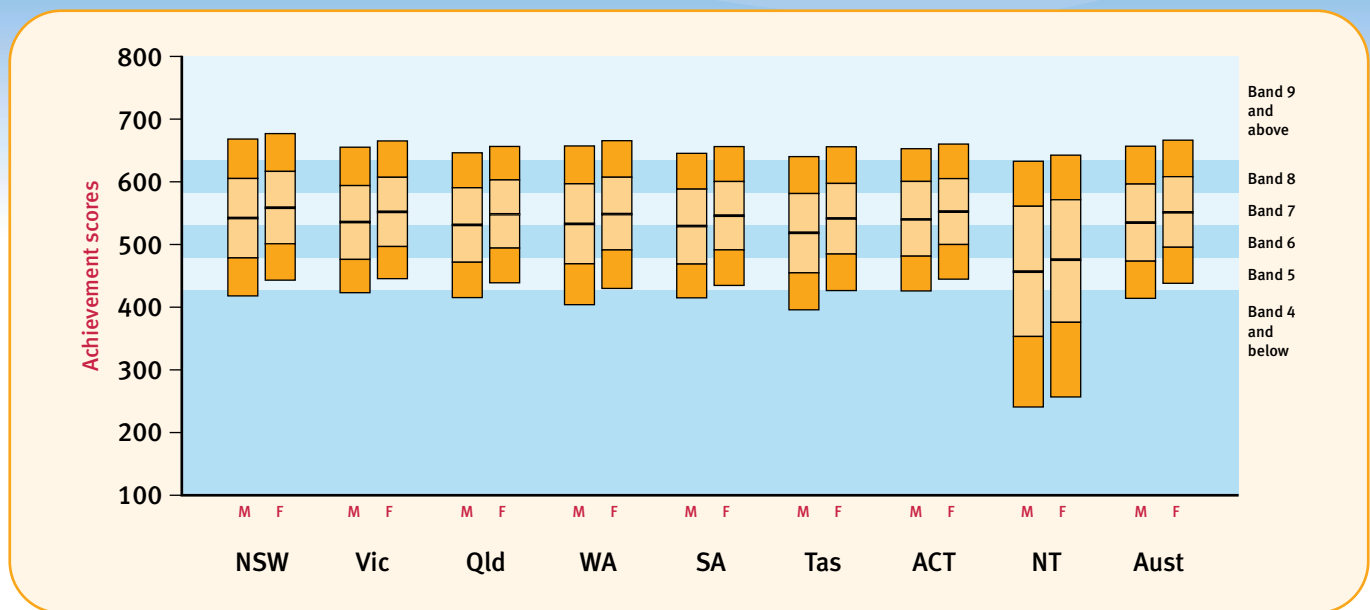
Table 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2016.

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	2.4	0.8	1.4	4.7	11.2	22.7	28.2	19.3	12.5	94.0
Vic	12yrs 9mths 7yrs 4mths	95.0	3.4	1.5	2.3	3.9	12.5	25.4	28.4	17.6	9.7	93.8
Qld	12yrs 5mths 7yrs 4mths	91.8	3.2	5.0	1.6	5.1	12.9	25.6	28.7	18.0	8.2	93.3
WA	12yrs 5mths 7yrs 4mths	95.9	3.7	0.3	1.3	6.5	12.5	24.3	27.5	17.8	10.1	92.2
SA	12yrs 7mths 7yrs 4mths	94.1	3.3	2.6	2.2	5.4	13.5	25.5	28.3	17.0	8.0	92.3
Tas	12yrs 10mths 7yrs 4mths	94.8	3.6	1.6	1.5	8.0	15.2	25.9	26.6	15.7	7.2	90.6
ACT	12yrs 8mths 7yrs 4mths	94.4	2.6	2.9	1.6	3.8	11.2	24.7	29.9	19.3	9.4	94.6
NT	12yrs 6mths 7yrs 4mths	85.5	13.8	0.7	2.5	32.3	14.6	18.5	16.7	10.0	5.3	65.1
Aust	12yrs 7mths 7yrs 4mths	94.8	3.2	2.0	1.7	5.2	12.3	24.4	28.2	18.1	10.1	93.1

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	542.1 (75.6)	535.7 (70.1)	531.1 (69.9)	532.7 (76.2)	529.3 (70.3)	518.5 (74.5)	540.0 (69.1)	456.5 (120.8)	534.8 (74.0)
Female Mean scale score / (S.D.)	558.5 (70.7)	551.9 (66.5)	548.2 (65.5)	548.4 (70.7)	545.8 (66.9)	541.5 (69.0)	552.3 (64.1)	475.6 (117.3)	551.3 (69.5)

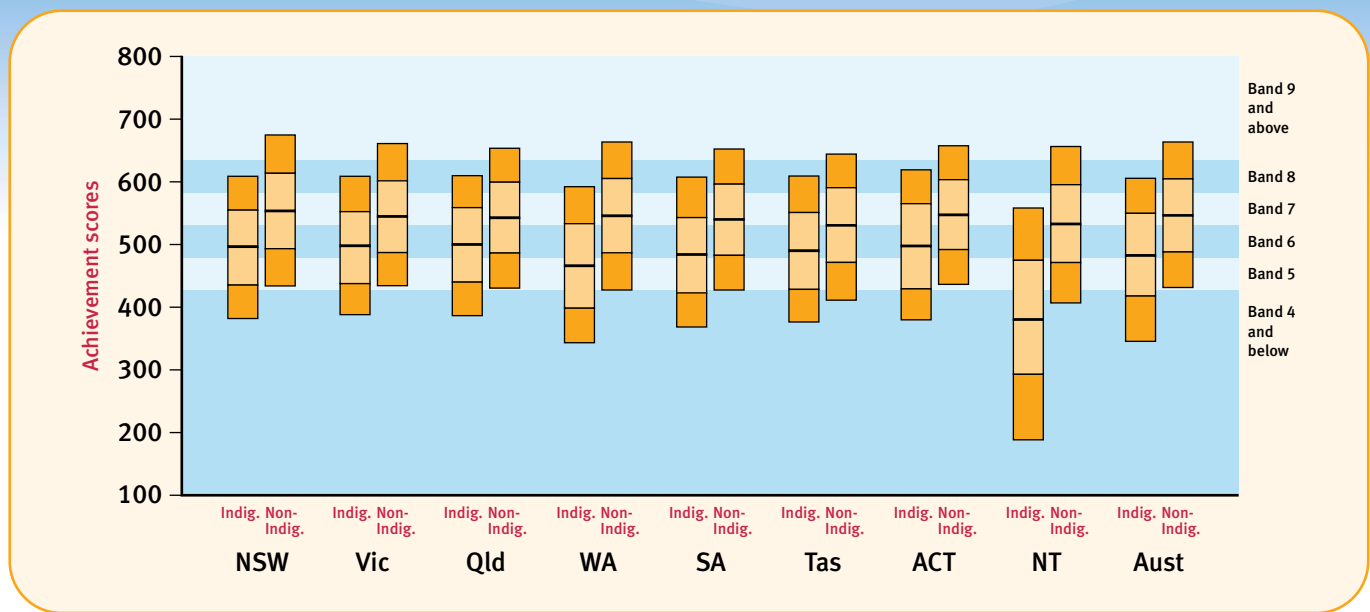
Table 7.S2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2016.

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	6.2	13.2	23.6	26.4	17.6	11.2	92.0
	Female	0.9	3.0	9.0	21.6	30.2	21.3	14.0	96.1
Vic	Male	3.0	5.3	14.8	26.2	26.6	15.8	8.3	91.7
	Female	1.5	2.5	10.1	24.7	30.4	19.5	11.2	96.0
Qld	Male	2.0	6.7	15.3	26.5	26.4	15.9	7.1	91.2
	Female	1.1	3.4	10.4	24.6	31.1	20.2	9.3	95.5
WA	Male	1.6	8.4	14.4	24.6	25.6	16.3	9.0	90.0
	Female	0.9	4.5	10.6	24.0	29.4	19.4	11.3	94.7
SA	Male	2.9	6.9	16.1	26.0	26.0	15.2	6.8	90.2
	Female	1.5	3.9	10.8	25.1	30.6	18.9	9.2	94.6
Tas	Male	2.0	10.9	18.0	26.4	23.4	13.6	5.8	87.1
	Female	0.9	4.9	12.3	25.3	30.0	17.9	8.7	94.2
ACT	Male	1.9	4.9	13.5	25.1	27.6	18.0	8.9	93.1
	Female	1.2	2.6	8.9	24.2	32.4	20.7	10.0	96.2
NT	Male	3.6	36.0	14.5	16.9	15.2	9.1	4.7	60.4
	Female	1.4	28.6	14.7	20.1	18.3	10.9	5.9	70.0
Aust	Male	2.2	6.8	14.5	25.1	26.2	16.3	8.9	91.0
	Female	1.1	3.5	10.0	23.6	30.3	20.1	11.4	95.4

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

NAPLAN Year 7 Spelling

Figure 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	496.4 (69.7)	497.8 (67.6)	499.9 (68.9)	465.9 (76.9)	483.9 (71.8)	489.9 (71.1)	497.5 (75.6)	380.2 (111.2)	482.4 (82.4)
Non-Indigenous Mean scale score / (S.D.)	553.4 (72.6)	544.6 (68.5)	542.5 (67.3)	545.6 (70.9)	539.9 (68.0)	530.5 (70.2)	547.1 (66.3)	532.6 (75.1)	546.4 (70.0)

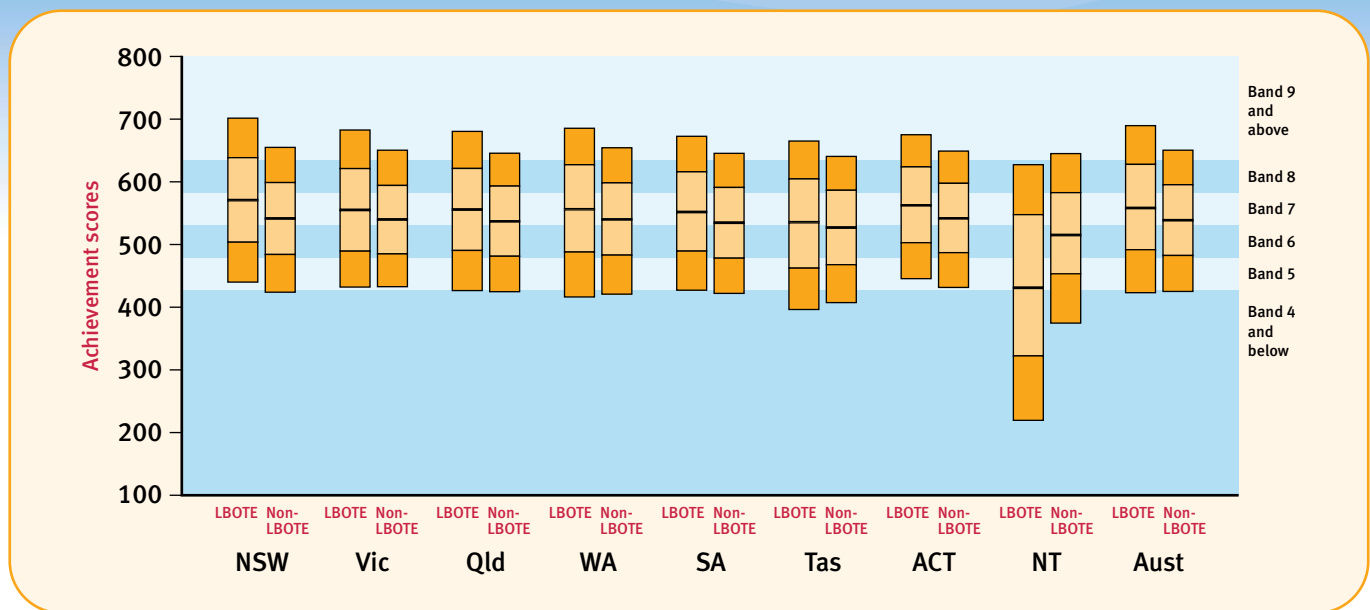
Table 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous Status, by State and Territory, 2016.

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	2.5	16.2	21.5	28.6	21.1	8.0	2.2	81.3
	Non-Indigenous	1.4	3.9	10.5	22.3	28.7	20.0	13.2	94.7
Vic	Indigenous	6.1	14.3	21.1	28.4	20.4	7.4	2.2	79.7
	Non-Indigenous	2.1	3.7	12.4	25.4	28.6	17.9	9.9	94.1
Qld	Indigenous	2.9	14.6	21.4	28.2	21.4	9.1	2.3	82.5
	Non-Indigenous	1.5	4.3	12.2	25.4	29.3	18.7	8.6	94.2
WA	Indigenous	1.1	31.3	24.0	22.7	14.4	5.1	1.4	67.7
	Non-Indigenous	1.1	4.8	11.7	24.4	28.4	18.7	10.8	94.1
SA	Indigenous	4.5	20.4	24.0	26.2	16.3	6.7	1.8	75.1
	Non-Indigenous	2.1	4.7	13.1	25.5	28.8	17.5	8.3	93.2
Tas	Indigenous	1.7	19.0	24.3	26.7	18.6	7.8	1.9	79.3
	Non-Indigenous	1.4	7.4	14.8	26.2	27.2	16.3	6.7	91.2
ACT	Indigenous	3.4	18.0	21.4	24.5	17.7	12.0	3.1	78.6
	Non-Indigenous	1.5	3.4	11.0	24.7	30.3	19.5	9.6	95.0
NT	Indigenous	3.3	63.7	14.5	10.0	5.4	2.5	0.7	33.1
	Non-Indigenous	2.0	7.8	14.7	25.0	25.7	15.9	9.0	90.3
Aust	Indigenous	2.9	22.1	21.3	25.8	18.5	7.4	2.0	75.1
	Non-Indigenous	1.6	4.2	11.8	24.3	28.7	18.8	10.6	94.2

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	570.7 (79.3)	555.0 (76.0)	555.6 (76.9)	556.2 (82.1)	551.7 (74.8)	535.5 (80.1)	562.5 (69.5)	430.8 (126.1)	558.1 (82.8)
Non-LBOTE Mean scale score / (S.D.)	541.4 (69.5)	539.8 (65.7)	536.9 (66.6)	540.0 (69.9)	534.6 (67.6)	526.9 (70.4)	541.7 (65.8)	515.0 (85.4)	538.7 (67.9)

Table 7.S4: Achievement of Year 7 Students in Spelling, by LBOTE Status, by State and Territory, 2016.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	1.8	3.3	8.6	18.2	25.0	21.9	21.2	94.9
	Non-LBOTE	1.3	5.2	12.3	24.6	29.5	18.2	8.9	93.5
Vic	LBOTE	2.8	4.0	11.6	21.5	25.6	19.2	15.4	93.2
	Non-LBOTE	2.1	3.9	12.9	26.8	29.4	17.1	7.8	94.0
Qld	LBOTE	1.7	4.9	10.8	20.3	26.1	21.0	15.3	93.5
	Non-LBOTE	1.6	5.1	13.2	26.4	29.1	17.5	7.0	93.3
WA	LBOTE	1.2	6.1	10.5	19.3	24.8	20.6	17.6	92.7
	Non-LBOTE	1.1	5.6	12.3	25.2	29.0	18.1	8.7	93.3
SA	LBOTE	2.8	4.7	11.6	20.6	27.1	19.9	13.4	92.5
	Non-LBOTE	2.2	5.5	14.0	26.5	28.5	16.4	7.0	92.3
Tas	LBOTE	5.0	9.6	14.2	18.7	25.0	16.7	10.7	85.4
	Non-LBOTE	1.3	8.2	15.5	26.7	26.9	15.5	6.0	90.5
ACT	LBOTE	2.3	2.6	8.6	20.0	28.6	22.2	15.7	95.1
	Non-LBOTE	1.4	4.1	12.0	25.9	30.2	18.6	7.8	94.4
NT	LBOTE	3.1	46.9	13.3	13.1	11.5	7.7	4.3	50.0
	Non-LBOTE	1.4	12.4	16.7	25.6	23.9	13.4	6.6	86.2
Aust	LBOTE	2.1	5.2	10.2	19.5	25.1	20.4	17.5	92.7
	Non-LBOTE	1.6	5.0	12.9	25.9	29.2	17.5	7.9	93.4

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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	558.4	1.4	3.5	9.5	21.3	28.5	21.0	14.8	95.2
	Inner Regional	528.9	1.5	7.1	15.4	26.7	28.0	15.1	6.2	91.4
	Outer Regional	511.1	1.3	12.3	19.0	27.6	24.2	11.9	3.8	86.4
	Remote	496.6	5.3	16.1	20.8	26.4	21.8	7.7	2.0	78.7
	Very Remote	496.4	0.0	17.5	24.9	25.2	21.1	8.5	2.7	82.5
Vic	Major Cities	548.8	2.2	3.3	11.5	24.3	28.7	18.8	11.1	94.4
	Inner Regional	527.3	2.1	6.0	15.8	29.0	27.9	13.8	5.4	91.9
	Outer Regional	526.6	3.3	5.4	16.7	29.6	26.0	13.9	5.2	91.4
	Remote	517.4	0.0	5.2	21.6	34.0	23.2	12.0	4.0	94.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	547.1	1.5	3.8	11.0	24.5	29.7	19.8	9.8	94.7
	Inner Regional	528.9	1.9	6.1	15.8	27.8	27.7	15.0	5.7	92.0
	Outer Regional	526.0	1.4	7.5	16.2	27.3	26.7	15.5	5.3	91.1
	Remote	502.0	2.6	16.6	20.9	24.8	19.3	11.6	4.2	80.8
	Very Remote	491.8	3.6	17.3	22.8	26.3	20.6	7.4	2.0	79.1
WA	Major Cities	548.8	1.3	4.4	11.2	23.4	28.5	19.5	11.7	94.3
	Inner Regional	523.0	1.1	8.6	15.4	29.5	26.4	14.0	5.0	90.3
	Outer Regional	516.7	1.3	11.4	17.0	27.3	25.0	12.6	5.3	87.3
	Remote	501.6	0.9	17.4	20.6	24.8	21.6	10.3	4.4	81.7
	Very Remote	458.5	0.2	37.5	19.1	21.3	14.8	5.0	2.1	62.3
SA	Major Cities	542.3	2.3	4.7	12.3	24.8	28.8	18.2	9.0	93.0
	Inner Regional	533.7	1.8	4.9	15.0	26.7	28.9	16.7	6.0	93.3
	Outer Regional	520.0	2.6	8.2	18.2	27.8	26.4	12.0	4.8	89.2
	Remote	527.6	1.2	5.3	15.5	31.8	25.7	14.7	5.7	93.5
	Very Remote	465.4	0.6	33.1	22.6	21.3	15.4	4.1	2.9	66.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	535.7	1.7	6.8	14.0	24.8	27.3	16.9	8.5	91.4
	Outer Regional	513.7	0.8	11.0	18.4	28.8	24.9	12.4	3.6	88.2
	Remote	510.6	0.0	12.9	19.4	28.2	21.2	14.7	3.5	87.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	546.0	1.6	3.8	11.2	24.7	29.9	19.3	9.4	94.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	520.7	2.7	11.6	16.9	24.1	22.7	13.8	8.2	85.7
	Remote	457.0	2.8	33.5	15.1	19.2	16.4	9.3	3.8	63.7
	Very Remote	351.6	1.9	78.0	9.2	5.2	3.6	1.9	0.2	20.1
Aust	Major Cities	551.1	1.7	3.7	10.7	23.3	28.8	19.8	12.0	94.6
	Inner Regional	528.9	1.8	6.6	15.4	27.5	27.8	14.9	6.0	91.7
	Outer Regional	520.7	1.8	9.1	17.2	27.6	25.6	13.7	5.1	89.2
	Remote	496.6	2.0	18.4	18.7	25.0	20.8	10.9	4.3	79.7
	Very Remote	429.5	1.6	46.4	16.8	16.7	12.4	4.6	1.5	52.0

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	507.3	2.6	12.2	19.5	28.8	23.8	10.1	3.0	85.2
	Inner Regional	493.9	2.4	16.5	22.6	29.0	20.3	7.1	2.1	81.1
	Outer Regional	473.5	1.8	25.9	24.0	27.4	15.7	4.5	0.7	72.3
	Remote	467.7	7.7	26.2	23.8	25.6	13.5	3.3	0.0	66.2
	Very Remote	473.0	0.0	23.5	32.0	26.0	13.0	5.0	0.5	76.5
Vic	Major Cities	506.3	6.5	11.3	19.6	28.7	22.1	8.3	3.4	82.1
	Inner Regional	491.1	4.3	17.7	21.1	28.3	20.4	7.2	1.0	77.9
	Outer Regional	489.5	8.8	14.5	25.5	28.3	15.6	5.5	1.8	76.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	510.2	2.7	11.1	18.8	29.7	23.5	11.4	2.9	86.2
	Inner Regional	506.4	2.8	10.7	22.2	30.0	22.7	8.9	2.8	86.5
	Outer Regional	494.4	2.5	17.2	22.4	26.9	20.8	8.4	1.8	80.3
	Remote	461.5	3.8	33.3	25.4	19.7	10.6	6.3	0.9	62.9
	Very Remote	473.2	5.6	22.6	25.5	26.5	15.7	3.1	1.0	71.8
WA	Major Cities	490.0	1.4	19.6	24.0	25.3	19.7	7.5	2.5	79.0
	Inner Regional	476.1	1.8	24.9	25.9	25.4	14.0	7.3	0.7	73.3
	Outer Regional	465.5	0.7	30.7	26.0	23.7	13.2	4.5	1.3	68.6
	Remote	451.7	1.4	37.6	25.2	22.0	10.7	2.5	0.6	61.0
	Very Remote	425.1	0.0	53.4	20.3	16.0	7.9	1.9	0.5	46.6
SA	Major Cities	494.8	4.1	15.8	22.2	29.0	19.0	7.8	2.1	80.0
	Inner Regional	491.5	11.9	12.9	23.1	31.5	15.9	2.7	2.0	75.3
	Outer Regional	481.7	4.9	20.4	26.9	24.5	15.8	6.1	1.4	74.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	419.6	0.0	53.2	27.3	14.0	3.4	1.8	0.3	46.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	491.9	2.7	18.3	24.5	26.1	17.5	8.5	2.4	79.0
	Outer Regional	488.1	0.5	19.6	23.9	27.2	20.3	7.1	1.4	79.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	497.5	3.4	18.0	21.4	24.5	17.7	12.0	3.1	78.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	468.0	4.2	27.7	23.8	22.5	14.0	5.7	2.0	68.1
	Remote	386.3	4.7	57.7	16.1	11.5	5.4	3.8	0.9	37.7
	Very Remote	334.2	2.1	84.6	9.1	3.0	1.0	0.2	0.0	13.3
Aust	Major Cities	504.5	3.0	13.2	20.2	28.4	22.5	9.8	2.9	83.8
	Inner Regional	496.4	2.9	15.4	22.6	28.9	20.5	7.6	2.2	81.8
	Outer Regional	483.1	2.8	21.5	23.7	26.2	17.7	6.6	1.5	75.7
	Remote	435.7	3.6	41.4	22.0	18.6	9.4	4.2	0.7	54.9
	Very Remote	391.3	2.1	61.7	16.6	11.9	6.0	1.4	0.3	36.2

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

NAPLAN Year 7 Spelling

Table 7.S7: Achievement of Year 7 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2016.

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	Major Cities	560.2	1.3	3.1	9.1	21.0	28.8	21.4	15.2	95.6
	Inner Regional	532.4	1.4	6.1	14.7	26.4	28.8	15.9	6.6	92.4
	Outer Regional	519.6	1.2	9.2	17.7	27.8	26.0	13.5	4.5	89.6
	Remote	521.1	3.4	7.6	17.6	26.7	28.9	11.9	3.9	89.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	549.4	2.1	3.2	11.4	24.3	28.8	19.0	11.2	94.7
	Inner Regional	528.5	2.0	5.6	15.6	29.1	28.2	14.1	5.5	92.4
	Outer Regional	529.4	2.8	4.6	16.0	29.7	26.8	14.6	5.4	92.6
	Remote	519.2	0.0	4.5	21.2	34.3	23.7	12.2	4.1	95.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	548.6	1.5	3.6	10.6	24.3	30.0	20.1	10.0	95.0
	Inner Regional	531.1	1.8	5.7	15.2	27.6	28.1	15.6	6.0	92.5
	Outer Regional	532.0	1.2	5.6	15.1	27.4	27.9	16.9	5.9	93.2
	Remote	524.8	2.1	7.1	18.2	27.6	24.3	14.6	6.1	90.9
	Very Remote	515.8	0.9	10.0	19.3	25.9	27.3	13.1	3.4	89.0
WA	Major Cities	550.9	1.2	3.9	10.8	23.4	28.8	19.9	12.1	94.9
	Inner Regional	526.2	0.9	7.6	14.7	29.6	27.5	14.5	5.3	91.5
	Outer Regional	524.5	1.4	8.5	15.6	28.0	26.6	13.8	6.0	90.0
	Remote	524.3	0.7	8.2	18.2	26.2	26.7	13.7	6.2	91.0
	Very Remote	517.9	0.5	9.2	17.7	29.6	27.8	10.2	4.9	90.2
SA	Major Cities	543.9	2.2	4.3	12.0	24.6	29.0	18.6	9.3	93.5
	Inner Regional	534.9	1.5	4.6	14.7	26.5	29.2	17.2	6.2	93.8
	Outer Regional	524.0	2.4	6.9	17.3	28.2	27.4	12.7	5.1	90.7
	Remote	529.4	1.1	4.7	15.0	32.2	26.3	14.8	5.9	94.2
	Very Remote	517.6	1.2	8.9	19.5	29.4	28.5	6.8	5.6	89.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	535.2	1.6	6.5	13.7	25.2	27.9	17.4	7.7	91.8
	Outer Regional	517.8	0.7	9.7	17.7	29.0	25.6	13.4	4.0	89.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	547.1	1.5	3.4	11.0	24.7	30.3	19.5	9.6	95.0
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	534.3	2.3	7.4	15.1	24.5	25.0	16.0	9.8	90.3
	Remote	527.8	0.9	8.3	13.9	27.1	27.9	15.1	6.8	90.8
	Very Remote	522.3	0.0	12.3	10.6	26.0	29.7	19.1	2.3	87.7
Aust	Major Cities	552.5	1.6	3.4	10.5	23.1	29.1	20.1	12.2	95.0
	Inner Regional	531.0	1.7	5.9	15.0	27.5	28.3	15.4	6.2	92.4
	Outer Regional	527.2	1.6	6.9	16.1	27.8	26.9	15.0	5.7	91.5
	Remote	525.6	1.2	7.2	16.9	28.1	26.4	14.2	6.0	91.6
	Very Remote	517.7	0.7	10.0	17.9	27.3	27.6	12.3	4.3	89.3

[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, 2016.

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>	579.2	0.9	1.3	5.6	17.0	28.3	25.5	21.4	97.8
	<i>Diploma</i>	548.9	1.1	3.4	10.5	24.2	31.3	19.4	10.1	95.5
	<i>Certificate</i>	528.9	1.5	6.5	15.4	27.5	28.5	14.8	5.8	92.0
	<i>Year 12</i>	539.3	1.6	5.5	13.8	25.0	28.0	17.2	9.0	92.9
	<i>Year 11</i>	505.4	3.2	13.6	20.4	27.2	22.2	9.6	3.8	83.3
	<i>Not stated (5%)</i>	547.5	1.4	6.0	11.3	22.2	27.7	18.8	12.6	92.6
Vic	<i>Bachelor</i>	566.5	1.3	1.5	7.3	20.7	30.1	23.1	16.0	97.2
	<i>Diploma</i>	537.4	1.8	3.5	13.8	28.0	29.9	16.3	6.8	94.7
	<i>Certificate</i>	525.8	2.6	5.4	16.6	29.8	27.5	13.4	4.7	91.9
	<i>Year 12</i>	532.7	3.0	5.1	14.6	27.6	27.9	15.5	6.2	91.9
	<i>Year 11</i>	510.7	5.6	9.5	20.3	28.9	22.4	9.7	3.6	84.9
	<i>Not stated (5%)</i>	550.4	1.9	4.5	11.2	22.3	27.4	19.6	12.9	93.5
Qld	<i>Bachelor</i>	565.6	0.8	1.7	7.0	20.5	30.6	24.5	14.8	97.5
	<i>Diploma</i>	538.7	1.3	4.3	12.5	27.1	30.3	17.7	6.8	94.4
	<i>Certificate</i>	527.9	1.5	5.8	15.5	28.9	28.8	15.0	4.5	92.7
	<i>Year 12</i>	529.0	2.2	6.1	15.7	27.5	27.7	15.6	5.2	91.8
	<i>Year 11</i>	506.2	3.4	12.1	20.6	28.7	22.1	10.3	2.8	84.5
	<i>Not stated (8%)</i>	526.7	2.6	8.3	15.9	25.6	26.0	15.0	6.5	89.0
WA	<i>Bachelor</i>	569.6	0.6	1.7	7.0	19.4	29.2	24.2	17.8	97.6
	<i>Diploma</i>	540.3	0.9	4.4	12.0	26.9	30.7	17.4	7.7	94.7
	<i>Certificate</i>	526.7	0.8	7.0	15.9	28.8	27.4	14.7	5.5	92.2
	<i>Year 12</i>	527.9	2.1	7.3	15.4	27.9	26.2	14.9	6.3	90.7
	<i>Year 11</i>	492.5	2.5	19.3	21.5	25.9	20.0	8.3	2.5	78.2
	<i>Not stated (12%)</i>	530.8	2.7	10.4	13.1	22.6	25.6	16.1	9.4	86.9
SA	<i>Bachelor</i>	563.8	1.0	1.8	7.6	20.6	30.9	23.9	14.2	97.2
	<i>Diploma</i>	538.4	1.7	3.6	13.3	26.8	30.8	17.2	6.6	94.7
	<i>Certificate</i>	526.6	2.0	6.0	16.0	29.1	27.7	14.2	5.0	92.0
	<i>Year 12</i>	535.0	2.4	5.0	14.9	26.2	27.7	17.0	6.7	92.5
	<i>Year 11</i>	506.8	4.4	11.7	20.0	28.7	22.7	9.5	2.9	83.8
	<i>Not stated (10%)</i>	520.4	4.3	10.2	16.3	25.4	25.5	12.1	6.2	85.5

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 7 Spelling

Table 7.S8 (cont.): Achievement of Year 7 Students in Spelling, by Parental Education, by State and Territory, 2016.

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>	561.7	0.9	1.4	8.1	21.8	30.9	23.2	13.6	97.7
	<i>Diploma</i>	535.2	1.6	4.9	12.8	28.6	29.0	17.2	5.8	93.4
	<i>Certificate</i>	520.9	1.1	8.2	17.3	28.2	27.1	14.5	3.6	90.7
	<i>Year 12</i>	511.7	1.7	12.8	18.8	25.5	25.7	11.1	4.4	85.4
	<i>Year 11</i>	492.4	2.2	18.0	22.4	28.1	19.3	8.0	1.9	79.8
	<i>Not stated (11%)</i>	543.8	2.5	7.1	14.8	22.4	24.3	14.9	14.1	90.4
ACT	<i>Bachelor</i>	562.4	1.1	1.5	7.7	21.5	31.6	22.8	13.9	97.4
	<i>Diploma</i>	531.5	0.9	5.6	14.2	27.6	29.3	18.1	4.4	93.6
	<i>Certificate</i>	520.6	2.4	6.9	17.2	30.0	27.4	13.2	2.9	90.7
	<i>Year 12</i>	525.9	2.0	6.4	15.7	29.8	26.9	15.5	3.8	91.6
	<i>Year 11</i>	493.9	4.8	14.1	23.6	30.7	19.8	5.7	1.3	81.1
	<i>Not stated (7%)</i>	548.4	2.9	3.6	9.1	24.4	31.8	19.7	8.5	93.5
NT	<i>Bachelor</i>	543.9	1.7	6.4	12.6	22.1	26.3	18.2	12.8	91.9
	<i>Diploma</i>	516.9	1.8	11.0	16.3	26.8	25.3	13.9	4.8	87.1
	<i>Certificate</i>	497.0	2.2	18.2	18.8	25.0	21.0	10.3	4.5	79.6
	<i>Year 12</i>	501.9	1.7	16.7	19.3	21.9	24.3	12.9	3.1	81.6
	<i>Year 11</i>	400.8	2.9	55.8	17.0	13.5	6.2	3.8	0.8	41.3
	<i>Not stated (24%)</i>	381.5	3.7	64.2	9.8	8.8	6.6	4.2	2.6	32.0
Aust	<i>Bachelor</i>	570.4	1.0	1.5	6.7	19.3	29.6	24.3	17.5	97.5
	<i>Diploma</i>	541.6	1.4	3.9	12.2	26.4	30.5	17.8	7.9	94.8
	<i>Certificate</i>	527.0	1.7	6.3	15.9	28.6	28.1	14.4	5.0	92.0
	<i>Year 12</i>	532.5	2.2	5.9	14.9	26.8	27.6	15.9	6.7	91.9
	<i>Year 11</i>	502.8	3.8	13.8	20.5	27.7	21.6	9.4	3.2	82.4
	<i>Not stated (7%)</i>	530.8	2.5	9.8	13.3	23.0	25.8	16.2	9.5	87.7

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 7 Spelling

Table 7.S9: Achievement of Year 7 Students in Spelling, by Parental Occupation, by State and Territory, 2016.

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	575.0	0.7	1.4	6.0	18.0	29.3	25.0	19.4	97.8
	Group 2	557.9	0.9	2.7	9.2	22.1	30.3	21.4	13.4	96.4
	Group 3	540.7	1.3	4.7	13.2	25.7	29.3	16.9	9.0	94.0
	Group 4	529.4	2.0	7.9	15.9	25.9	25.8	14.4	8.0	90.0
	Not in paid work	507.5	4.1	13.7	20.0	26.2	20.8	10.3	4.9	82.3
	Not stated (6%)	546.6	1.4	6.1	11.7	22.5	27.3	18.8	12.3	92.5
Vic	Group 1	566.2	0.9	1.5	7.1	21.1	30.6	23.2	15.7	97.7
	Group 2	548.6	1.3	2.5	11.0	25.5	30.9	19.1	9.8	96.2
	Group 3	536.0	1.7	3.9	14.3	28.2	29.3	15.7	7.0	94.4
	Group 4	528.7	3.5	5.8	16.5	28.2	25.7	13.9	6.5	90.7
	Not in paid work	509.2	7.4	10.2	20.5	27.9	20.4	9.8	3.7	82.3
	Not stated (4%)	546.9	2.2	5.4	12.2	22.3	27.0	18.2	12.7	92.4
Qld	Group 1	563.3	0.7	1.7	7.3	21.1	31.3	24.0	13.9	97.6
	Group 2	547.1	1.0	3.0	11.0	25.3	30.6	20.2	8.9	96.0
	Group 3	531.7	1.3	5.4	14.4	28.4	29.3	15.7	5.6	93.4
	Group 4	521.9	1.9	7.8	17.5	28.7	25.8	13.4	4.9	90.3
	Not in paid work	508.1	5.0	12.3	19.5	27.2	21.7	10.7	3.6	82.7
	Not stated (14%)	524.2	2.9	8.6	16.8	26.1	25.1	14.8	5.8	88.5
WA	Group 1	565.1	0.5	2.1	7.7	20.8	29.7	23.0	16.1	97.4
	Group 2	548.5	0.9	3.5	10.6	25.0	29.9	19.6	10.5	95.6
	Group 3	532.9	0.9	6.1	14.3	27.6	28.2	15.9	7.0	93.0
	Group 4	519.0	1.6	10.0	18.0	27.1	24.9	12.9	5.5	88.4
	Not in paid work	491.6	3.5	21.1	21.1	24.5	17.2	8.9	3.7	75.4
	Not stated (16%)	525.1	2.7	11.3	14.8	23.4	24.5	14.9	8.3	85.9
SA	Group 1	561.0	1.0	1.8	8.2	21.5	31.6	22.7	13.3	97.3
	Group 2	547.1	1.0	3.1	11.3	24.9	30.7	19.8	9.3	95.9
	Group 3	533.9	1.5	4.9	14.1	28.3	28.6	16.8	5.9	93.7
	Group 4	524.7	2.8	7.1	17.0	27.7	26.7	13.2	5.4	90.1
	Not in paid work	508.8	5.6	11.4	19.2	28.0	22.3	9.7	3.7	83.0
	Not stated (17%)	517.8	4.4	10.2	17.8	26.0	23.9	12.1	5.5	85.4

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 7 Spelling

Table 7.S9 (cont.): Achievement of Year 7 Students in Spelling, by Parental Occupation, by State and Territory, 2016.

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	560.3	1.1	2.3	7.7	20.9	31.8	22.9	13.3	96.6
	Group 2	539.6	0.8	4.1	13.3	26.5	29.2	18.9	7.2	95.1
	Group 3	524.4	1.3	7.8	16.9	27.2	27.2	15.2	4.5	91.0
	Group 4	503.8	2.0	12.9	21.7	28.5	22.5	10.1	2.4	85.2
	Not in paid work	486.6	1.9	20.5	23.0	27.3	19.4	6.5	1.4	77.6
	Not stated (16%)	536.8	2.2	7.8	14.0	26.0	24.6	14.5	10.9	90.0
ACT	Group 1	558.6	1.0	2.2	8.0	22.4	31.4	22.4	12.6	96.8
	Group 2	545.4	1.5	3.3	12.0	25.2	29.4	19.4	9.2	95.2
	Group 3	527.1	1.3	5.6	16.1	30.1	27.1	15.7	4.0	93.1
	Group 4	515.2	3.1	8.7	18.2	28.9	27.5	9.6	4.0	88.2
	Not in paid work	514.3	2.9	11.3	18.6	25.7	24.6	13.5	3.3	85.8
	Not stated (14%)	544.4	2.9	4.2	11.1	24.0	31.1	17.9	8.8	92.9
NT	Group 1	539.2	1.0	7.2	13.9	22.8	25.7	17.9	11.6	91.8
	Group 2	522.3	1.5	10.2	14.6	27.0	24.8	15.1	6.7	88.3
	Group 3	507.2	2.5	15.5	18.6	22.9	23.4	11.4	5.8	82.1
	Group 4	456.8	3.0	37.2	17.8	18.0	12.8	7.6	3.7	59.8
	Not in paid work	385.3	2.8	61.0	15.7	12.8	5.1	2.3	0.2	36.1
	Not stated (24%)	371.5	4.3	66.3	10.8	8.6	5.6	3.0	1.3	29.4
Aust	Group 1	567.5	0.8	1.7	7.0	20.1	30.3	23.8	16.3	97.6
	Group 2	550.8	1.0	2.9	10.5	24.3	30.4	20.1	10.7	96.0
	Group 3	535.5	1.4	5.0	14.1	27.4	29.0	16.1	7.2	93.7
	Group 4	525.0	2.4	7.9	16.8	27.3	25.6	13.6	6.3	89.7
	Not in paid work	504.7	5.3	13.6	20.1	26.7	20.4	9.9	4.0	81.1
	Not stated (10%)	527.4	2.7	9.9	14.6	23.9	25.1	15.4	8.4	87.4

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 7 Grammar and Punctuation

Figure 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	543.5 (76.2)	543.2 (70.4)	537.6 (72.8)	536.8 (76.2)	536.7 (70.0)	531.6 (74.6)	551.5 (70.3)	465.4 (110.7)	540.0 (74.5)

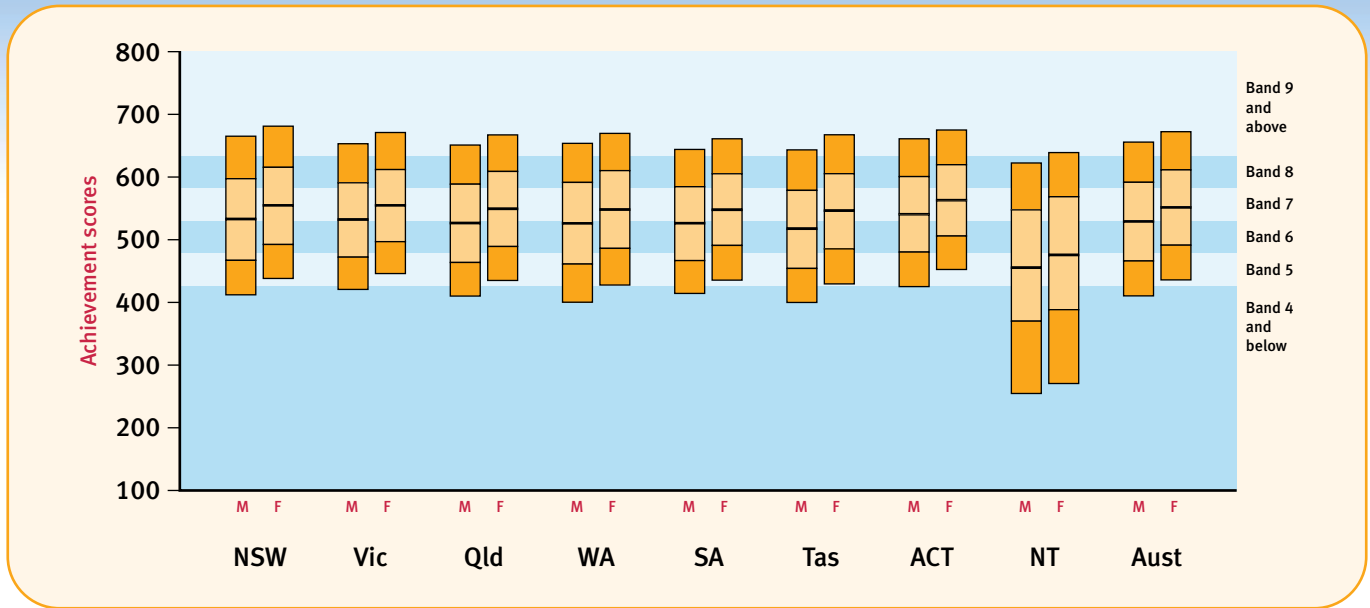
Table 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2016.

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	2.4	0.8	1.4	5.5	14.0	24.2	25.6	17.5	11.9	93.1
Vic	12yrs 9mths 7yrs 4mths	95.0	3.4	1.5	2.3	4.1	13.3	25.4	27.3	17.6	10.0	93.7
Qld	12yrs 5mths 7yrs 4mths	91.8	3.2	5.0	1.6	5.9	14.8	25.2	26.1	17.0	9.6	92.5
WA	12yrs 5mths 7yrs 4mths	95.9	3.7	0.3	1.3	7.2	14.4	24.3	25.6	17.3	10.0	91.5
SA	12yrs 7mths 7yrs 4mths	94.1	3.3	2.6	2.2	5.4	14.5	25.6	27.3	16.7	8.3	92.4
Tas	12yrs 10mths 7yrs 4mths	94.8	3.6	1.6	1.5	7.6	16.0	25.6	25.3	15.5	8.5	90.9
ACT	12yrs 8mths 7yrs 4mths	94.4	2.6	2.9	1.6	3.5	11.1	23.1	28.1	20.6	12.0	94.9
NT	12yrs 6mths 7yrs 4mths	85.5	13.8	0.7	2.5	32.2	17.6	19.2	15.1	8.8	4.5	65.2
Aust	12yrs 7mths 7yrs 4mths	94.8	3.2	2.0	1.7	5.7	14.1	24.8	26.2	17.3	10.3	92.6

[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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	532.9 (77.0)	532.1 (70.6)	526.5 (73.3)	526.1 (77.3)	526.3 (69.8)	517.5 (74.3)	540.6 (71.5)	455.3 (110.5)	529.1 (75.1)
Female Mean scale score / (S.D.)	554.8 (73.6)	554.8 (68.2)	549.2 (70.4)	548.0 (73.5)	547.7 (68.6)	546.3 (72.1)	563.0 (67.1)	475.6 (110.0)	551.5 (72.2)

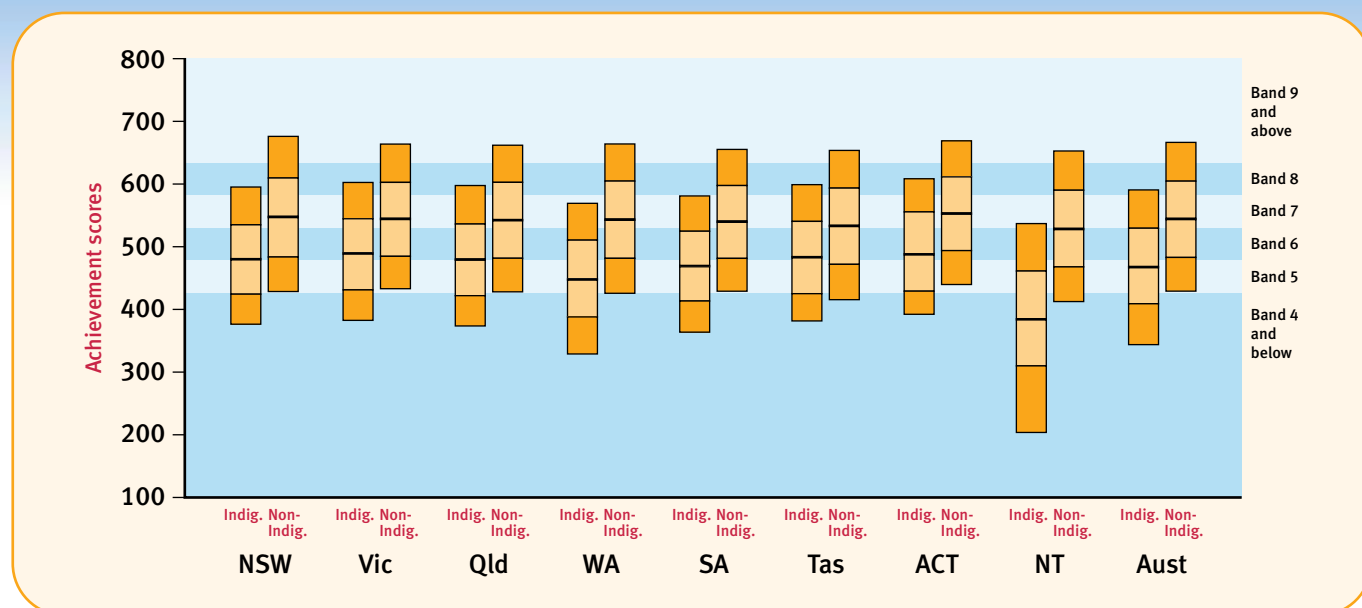
Table 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2016.

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	7.4	16.6	25.3	23.7	15.2	9.9	90.7	
	Female	0.9	3.3	11.1	23.0	27.6	20.0	14.0	95.8	
Vic	Male	3.0	5.8	16.2	27.0	25.4	15.0	7.8	91.3	
	Female	1.5	2.3	10.4	23.6	29.3	20.4	12.4	96.2	
Qld	Male	2.0	7.9	17.5	26.3	24.2	14.3	7.6	90.0	
	Female	1.1	3.7	11.9	23.9	28.0	19.7	11.7	95.2	
WA	Male	1.6	9.6	16.4	25.3	24.0	14.9	8.1	88.8	
	Female	0.9	4.7	12.1	23.1	27.2	19.9	12.1	94.4	
SA	Male	2.9	7.0	17.4	27.0	25.3	14.1	6.3	90.1	
	Female	1.5	3.6	11.4	24.2	29.4	19.5	10.4	94.9	
Tas	Male	2.0	10.7	19.1	26.6	23.3	12.2	6.1	87.3	
	Female	0.9	4.4	12.7	24.6	27.4	18.9	11.1	94.7	
ACT	Male	1.9	5.0	13.7	25.2	27.0	17.3	9.9	93.1	
	Female	1.2	2.0	8.3	20.8	29.2	24.2	14.3	96.8	
NT	Male	3.6	35.7	17.8	18.4	13.6	7.4	3.6	60.7	
	Female	1.4	28.7	17.4	20.0	16.8	10.3	5.5	69.9	
Aust	Male	2.2	7.7	16.7	26.0	24.3	14.7	8.3	90.1	
	Female	1.1	3.6	11.3	23.4	28.1	19.9	12.5	95.2	

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	480.0 (67.1)	489.2 (67.1)	479.4 (69.4)	447.7 (74.7)	469.0 (67.8)	483.2 (67.5)	487.8 (71.5)	384.2 (98.4)	467.4 (77.6)
Non-Indigenous Mean scale score / (S.D.)	547.4 (75.0)	544.3 (70.0)	542.3 (71.0)	543.1 (72.3)	539.9 (68.5)	533.1 (71.8)	552.8 (69.3)	528.2 (72.3)	544.2 (72.0)

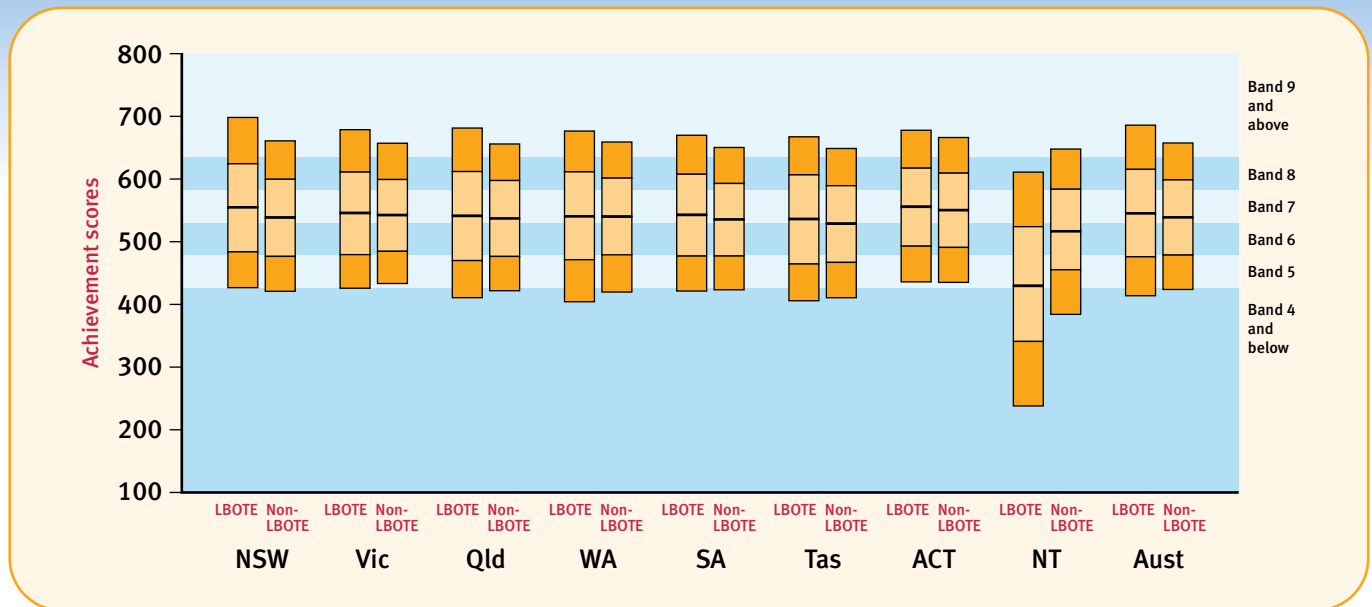
Table 7.G3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2016.

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	2.5	20.3	28.7	27.1	14.5	5.6	1.4	77.2
	Non-Indigenous	1.4	4.5	13.1	24.0	26.3	18.2	12.5	94.1
Vic	Indigenous	6.1	16.9	24.7	27.5	17.2	5.6	2.0	77.0
	Non-Indigenous	2.1	3.8	13.1	25.4	27.5	17.9	10.2	94.0
Qld	Indigenous	2.9	21.1	28.2	26.0	14.4	5.8	1.6	76.0
	Non-Indigenous	1.5	4.6	13.7	25.1	27.0	17.8	10.3	93.9
WA	Indigenous	1.1	38.6	27.0	19.7	10.3	2.8	0.5	60.3
	Non-Indigenous	1.1	5.0	13.5	24.5	26.7	18.4	10.7	93.9
SA	Indigenous	4.5	24.9	29.1	24.1	12.7	3.9	0.9	70.6
	Non-Indigenous	2.1	4.4	13.8	25.7	28.0	17.3	8.6	93.4
Tas	Indigenous	1.7	20.2	27.5	27.7	15.2	5.7	1.9	78.1
	Non-Indigenous	1.4	6.8	15.3	25.7	26.2	16.4	8.1	91.8
ACT	Indigenous	3.4	18.2	29.6	23.2	14.7	7.7	3.1	78.4
	Non-Indigenous	1.5	3.1	10.6	23.3	28.5	20.9	12.1	95.3
NT	Indigenous	3.3	64.4	17.7	9.1	4.0	1.0	0.6	32.3
	Non-Indigenous	2.0	7.1	17.5	27.0	23.8	14.9	7.7	91.0
Aust	Indigenous	2.9	26.8	27.0	24.1	13.1	4.8	1.3	70.4
	Non-Indigenous	1.6	4.4	13.3	24.8	27.0	18.0	10.8	93.9

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

NAPLAN Year 7 Grammar and Punctuation

Figure 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	554.8 (82.4)	545.7 (76.9)	541.1 (82.9)	540.4 (83.8)	542.7 (75.7)	536.1 (80.2)	555.7 (72.6)	429.5 (110.6)	545.2 (84.0)
Non-LBOTE Mean scale score / (S.D.)	538.5 (73.0)	542.4 (67.9)	537.1 (71.1)	540.0 (72.6)	535.5 (68.7)	528.7 (72.1)	550.3 (69.7)	516.6 (82.9)	538.8 (71.0)

Table 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2016.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	1.8	4.8	12.8	22.0	23.7	18.0	16.9	93.4
	Non-LBOTE	1.3	5.8	14.5	25.2	26.3	17.1	9.7	93.0
Vic	LBOTE	2.8	4.9	14.1	23.9	24.4	17.0	13.0	92.3
	Non-LBOTE	2.1	3.8	13.1	25.9	28.3	17.8	9.0	94.1
Qld	LBOTE	1.7	7.5	15.2	22.2	23.2	16.5	13.6	90.8
	Non-LBOTE	1.6	5.6	14.7	25.6	26.5	17.0	9.0	92.8
WA	LBOTE	1.2	8.1	13.7	22.3	23.7	18.0	12.9	90.7
	Non-LBOTE	1.1	6.0	13.4	24.4	27.1	18.3	9.7	93.0
SA	LBOTE	2.8	5.5	14.3	23.0	25.5	17.6	11.3	91.7
	Non-LBOTE	2.2	5.3	14.6	26.2	27.6	16.5	7.6	92.5
Tas	LBOTE	5.0	8.7	15.5	20.2	21.5	18.0	11.0	86.2
	Non-LBOTE	1.3	7.8	16.3	26.2	25.8	15.3	7.3	90.9
ACT	LBOTE	2.3	3.6	10.5	21.8	26.6	21.1	14.2	94.2
	Non-LBOTE	1.4	3.5	11.3	23.5	28.4	20.4	11.5	95.0
NT	LBOTE	3.1	47.4	16.8	14.7	9.8	5.4	2.8	49.5
	Non-LBOTE	1.4	11.2	18.9	25.6	22.6	13.4	6.9	87.4
Aust	LBOTE	2.1	6.7	13.7	22.4	23.6	17.2	14.3	91.2
	Non-LBOTE	1.6	5.3	14.1	25.5	27.0	17.3	9.2	93.1

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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	551.1	1.4	4.3	12.3	23.2	26.1	18.8	13.9	94.3
	Inner Regional	524.7	1.5	7.7	17.9	27.4	25.0	14.2	6.4	90.8
	Outer Regional	505.7	1.3	13.2	22.4	27.0	21.5	10.7	3.9	85.5
	Remote	479.8	5.3	19.2	27.3	28.3	13.3	4.5	2.1	75.5
	Very Remote	476.1	0.0	30.4	24.7	20.5	15.9	6.0	2.5	69.6
Vic	Major Cities	548.5	2.2	3.5	12.2	24.2	27.5	18.9	11.4	94.3
	Inner Regional	526.9	2.1	5.8	16.9	29.0	27.0	13.5	5.7	92.1
	Outer Regional	521.9	3.3	6.3	18.4	29.6	24.8	13.0	4.5	90.4
	Remote	530.7	0.0	7.2	13.2	28.0	32.0	16.0	3.6	92.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	545.9	1.5	4.4	12.8	24.1	27.0	18.8	11.4	94.1
	Inner Regional	527.5	1.9	6.7	17.4	27.5	25.4	14.3	6.9	91.4
	Outer Regional	522.5	1.4	8.9	18.2	26.8	24.4	13.9	6.5	89.7
	Remote	492.2	2.6	20.4	22.0	23.5	17.6	10.5	3.3	76.9
	Very Remote	470.8	3.6	25.4	30.2	19.4	12.6	6.7	2.2	71.0
WA	Major Cities	545.2	1.3	5.1	12.9	23.7	26.6	18.8	11.6	93.6
	Inner Regional	522.2	1.1	8.5	17.8	27.6	24.9	14.3	5.7	90.3
	Outer Regional	515.4	1.3	11.5	18.8	26.5	23.7	12.9	5.2	87.2
	Remote	496.3	0.9	18.6	22.4	24.8	18.9	10.3	4.0	80.4
	Very Remote	442.0	0.2	45.1	19.1	17.9	11.0	5.2	1.5	54.7
SA	Major Cities	542.1	2.3	4.6	13.1	24.7	28.0	17.9	9.4	93.2
	Inner Regional	534.7	1.8	4.3	15.7	27.5	27.2	16.4	7.1	93.9
	Outer Regional	516.8	2.6	8.4	19.7	28.7	24.5	11.7	4.3	89.0
	Remote	525.2	1.2	5.7	16.6	30.7	28.1	13.3	4.4	93.1
	Very Remote	451.3	0.6	38.9	24.2	17.4	12.3	4.7	1.9	60.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	539.1	1.7	6.4	14.3	24.2	26.1	17.0	10.2	91.8
	Outer Regional	511.7	0.8	10.8	20.5	29.3	23.1	11.4	4.2	88.5
	Remote	500.4	0.0	11.2	22.4	37.1	18.2	10.6	0.6	88.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	551.5	1.6	3.5	11.1	23.1	28.1	20.6	12.0	94.9
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	514.6	2.7	11.9	20.0	25.4	20.8	12.5	6.7	85.4
	Remote	452.2	2.8	35.1	18.1	18.6	13.8	7.6	3.9	62.1
	Very Remote	366.8	1.9	75.6	11.7	5.5	3.5	1.4	0.2	22.4
Aust	Major Cities	548.1	1.7	4.2	12.5	23.8	26.9	18.8	12.1	94.1
	Inner Regional	527.4	1.8	6.8	17.1	27.6	25.8	14.4	6.6	91.5
	Outer Regional	516.9	1.8	9.9	19.4	27.4	23.5	12.7	5.3	88.3
	Remote	490.5	2.0	20.2	20.8	24.6	18.8	9.9	3.7	77.9
	Very Remote	423.5	1.6	50.4	19.7	13.7	9.0	4.2	1.3	47.9

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	490.4	2.6	16.0	26.3	29.0	16.9	7.2	1.9	81.3
	Inner Regional	478.5	2.4	20.5	29.7	27.0	13.9	5.2	1.4	77.1
	Outer Regional	458.1	1.8	30.0	32.8	23.0	10.1	2.3	0.1	68.2
	Remote	443.7	7.7	32.5	34.2	20.2	4.8	0.6	0.0	59.8
	Very Remote	442.8	0.0	45.0	31.5	15.5	7.0	0.5	0.5	55.0
Vic	Major Cities	498.3	6.5	13.6	23.3	29.3	17.8	6.4	3.2	79.9
	Inner Regional	483.9	4.3	20.0	24.0	26.6	18.3	5.5	1.2	75.6
	Outer Regional	476.4	8.8	19.0	30.1	24.6	13.1	3.9	0.6	72.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	493.6	2.7	15.0	25.6	29.4	17.3	7.8	2.3	82.3
	Inner Regional	489.6	2.8	15.7	27.5	28.8	17.0	6.6	1.5	81.5
	Outer Regional	469.7	2.5	25.3	30.5	24.4	11.8	4.2	1.3	72.1
	Remote	441.0	3.8	43.8	26.1	13.1	9.2	3.0	0.9	52.4
	Very Remote	436.0	5.6	37.9	35.8	14.2	4.6	1.8	0.1	56.5
WA	Major Cities	470.6	1.4	26.1	28.8	23.7	15.1	4.3	0.7	72.5
	Inner Regional	461.8	1.8	30.4	29.1	22.5	11.1	4.1	1.0	67.8
	Outer Regional	454.0	0.7	36.0	30.2	19.9	10.1	2.1	1.0	63.3
	Remote	435.5	1.4	44.5	28.3	18.4	6.0	1.3	0.1	54.1
	Very Remote	400.2	0.0	65.3	18.4	11.1	4.2	0.8	0.1	34.7
SA	Major Cities	482.4	4.1	18.5	28.1	27.4	15.4	5.2	1.3	77.3
	Inner Regional	472.3	11.9	18.0	31.9	25.4	10.2	2.0	0.7	70.2
	Outer Regional	466.4	4.9	23.8	33.3	23.8	10.8	2.5	0.8	71.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	400.0	0.0	67.3	22.6	7.0	1.3	1.8	0.0	32.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	485.3	2.7	18.8	28.6	26.3	15.4	6.5	1.7	78.4
	Outer Regional	481.2	0.5	22.1	25.7	29.3	15.4	4.8	2.2	77.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	487.8	3.4	18.2	29.6	23.2	14.7	7.7	3.1	78.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	458.2	4.2	31.2	29.2	20.3	10.3	3.0	1.7	64.6
	Remote	378.0	4.7	61.8	18.3	9.7	4.0	0.9	0.6	33.5
	Very Remote	350.7	2.1	82.3	11.5	3.1	0.9	0.0	0.0	15.6
Aust	Major Cities	488.7	3.0	17.1	26.4	28.1	16.7	6.7	2.0	79.9
	Inner Regional	482.0	2.9	19.3	28.4	27.2	15.2	5.6	1.4	77.8
	Outer Regional	465.5	2.8	27.2	30.7	23.5	11.4	3.4	1.0	70.0
	Remote	420.3	3.6	48.1	25.1	14.8	6.3	1.6	0.4	48.3
	Very Remote	384.2	2.1	67.7	19.1	7.8	2.6	0.7	0.0	30.1

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	553.4	1.3	3.8	11.8	23.0	26.5	19.3	14.3	94.8
	Inner Regional	529.4	1.4	6.3	16.8	27.4	26.1	15.1	6.8	92.2
	Outer Regional	516.5	1.2	9.4	19.9	28.0	24.1	12.6	4.7	89.4
	Remote	510.5	3.4	7.9	20.3	35.3	21.0	8.1	4.0	88.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	549.2	2.1	3.4	12.0	24.2	27.6	19.1	11.6	94.5
	Inner Regional	528.4	2.0	5.3	16.6	29.1	27.3	13.8	5.9	92.6
	Outer Regional	525.3	2.8	5.4	17.5	30.0	25.8	13.7	4.8	91.8
	Remote	533.1	0.0	6.1	12.7	28.6	32.7	16.3	3.7	93.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	548.0	1.5	4.0	12.3	23.9	27.4	19.2	11.8	94.6
	Inner Regional	531.4	1.8	5.8	16.3	27.3	26.2	15.1	7.5	92.4
	Outer Regional	532.6	1.2	5.6	15.7	27.3	26.9	15.8	7.5	93.2
	Remote	520.7	2.1	7.2	19.6	29.4	22.4	14.7	4.6	90.7
	Very Remote	515.2	0.9	8.7	22.9	26.2	23.2	13.1	5.0	90.4
WA	Major Cities	547.8	1.2	4.4	12.4	23.7	27.0	19.3	12.0	94.5
	Inner Regional	526.2	0.9	7.2	17.1	28.0	25.9	15.0	6.0	92.0
	Outer Regional	524.7	1.4	7.8	17.2	27.5	25.7	14.5	5.9	90.7
	Remote	524.0	0.7	6.8	19.5	28.0	24.9	14.3	5.8	92.5
	Very Remote	515.2	0.5	9.9	20.8	28.7	23.3	13.0	3.8	89.6
SA	Major Cities	544.1	2.2	4.1	12.7	24.6	28.4	18.4	9.7	93.7
	Inner Regional	536.5	1.5	3.9	15.2	27.4	27.8	16.9	7.3	94.5
	Outer Regional	521.9	2.4	6.8	18.4	29.2	25.9	12.6	4.6	90.8
	Remote	528.7	1.1	4.1	16.1	31.6	28.4	14.0	4.7	94.8
	Very Remote	509.2	1.2	8.2	25.6	28.9	24.0	8.0	4.0	90.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	539.4	1.6	6.0	13.7	24.4	27.0	17.8	9.5	92.4
	Outer Regional	516.4	0.7	9.0	19.9	29.2	24.1	12.5	4.6	90.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	552.8	1.5	3.1	10.6	23.3	28.5	20.9	12.1	95.3
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	528.9	2.3	6.9	17.6	26.7	23.5	15.0	8.0	90.8
	Remote	526.3	0.9	7.4	18.0	27.8	24.0	14.7	7.3	91.7
	Very Remote	523.8	0.0	9.1	13.7	29.4	29.4	15.7	2.6	90.9
Aust	Major Cities	549.9	1.6	3.8	12.1	23.7	27.2	19.2	12.4	94.6
	Inner Regional	530.5	1.7	5.8	16.3	27.6	26.6	15.0	6.9	92.5
	Outer Regional	525.7	1.6	6.9	17.5	28.1	25.7	14.2	6.0	91.5
	Remote	523.9	1.2	6.5	18.4	29.5	25.0	14.0	5.4	92.3
	Very Remote	515.0	0.7	9.4	21.5	27.3	24.2	12.8	4.0	89.9

[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, 2016.

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	581.5	0.9	1.3	5.7	16.5	27.4	25.8	22.5	97.8
	Diploma	540.4	1.1	3.7	13.4	27.4	28.9	17.1	8.4	95.2
	Certificate	516.1	1.5	8.0	20.0	30.6	24.6	11.3	4.0	90.5
	Year 12	525.2	1.6	6.8	18.1	28.8	24.9	13.3	6.5	91.6
	Year 11	488.8	3.2	16.4	27.5	28.2	16.6	6.2	2.0	80.5
	Not stated (5%)	542.1	1.4	6.5	14.1	23.5	25.3	17.3	11.8	92.0
Vic	Bachelor	573.2	1.3	1.2	6.3	18.5	29.4	25.4	18.0	97.5
	Diploma	535.7	1.8	3.6	14.5	28.5	29.3	15.8	6.6	94.6
	Certificate	519.9	2.6	5.8	18.7	31.4	26.2	11.5	3.7	91.5
	Year 12	525.3	3.0	5.6	17.3	29.7	26.3	13.0	4.9	91.4
	Year 11	500.3	5.6	10.9	24.2	30.6	19.2	7.3	2.3	83.5
	Not stated (5%)	553.2	1.9	4.0	11.1	22.4	27.1	19.7	13.8	94.0
Qld	Bachelor	574.2	0.8	1.4	6.6	17.8	28.6	25.4	19.3	97.7
	Diploma	535.1	1.3	4.9	14.3	27.7	28.4	16.4	7.2	93.9
	Certificate	522.7	1.5	6.5	18.1	30.0	26.0	13.2	4.7	92.0
	Year 12	520.1	2.2	7.6	19.1	28.5	25.0	12.8	4.8	90.2
	Year 11	492.3	3.4	15.4	25.6	28.2	18.1	7.4	1.9	81.2
	Not stated (8%)	520.4	2.6	10.0	19.1	25.1	22.5	13.6	7.0	87.3
WA	Bachelor	573.7	0.6	1.8	6.7	17.9	28.0	25.6	19.4	97.6
	Diploma	535.2	0.9	4.7	13.9	27.8	29.6	16.5	6.6	94.4
	Certificate	519.8	0.8	7.7	18.6	29.8	25.6	13.1	4.4	91.5
	Year 12	518.3	2.1	8.8	18.9	27.9	24.6	12.7	4.9	89.1
	Year 11	480.5	2.5	21.2	26.7	26.6	15.6	5.7	1.6	76.3
	Not stated (12%)	525.3	2.7	12.0	15.1	22.4	22.6	15.8	9.3	85.3
SA	Bachelor	571.3	1.0	1.3	6.8	18.3	29.9	25.9	16.9	97.7
	Diploma	540.1	1.7	3.1	13.1	26.7	30.8	17.7	6.9	95.1
	Certificate	523.2	2.0	5.8	17.1	31.0	27.6	12.6	4.0	92.2
	Year 12	529.4	2.4	5.6	16.3	27.4	27.6	14.9	5.7	92.0
	Year 11	494.9	4.4	13.0	25.4	29.9	19.2	6.3	1.6	82.5
	Not stated (10%)	517.2	4.3	10.1	18.2	25.9	23.7	12.6	5.3	85.6

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 7 Grammar and Punctuation

Table 7.G8 (cont.): Achievement of Year 7 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2016.

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>	577.4	0.9	1.2	5.6	16.2	29.3	27.3	19.4	97.9
	<i>Diploma</i>	541.9	1.6	3.8	11.3	26.8	30.8	18.4	7.4	94.6
	<i>Certificate</i>	518.0	1.1	7.6	18.2	31.1	26.4	12.4	3.2	91.3
	<i>Year 12</i>	507.4	1.7	12.1	23.6	26.5	20.8	11.1	4.1	86.1
	<i>Year 11</i>	483.0	2.2	19.0	27.5	28.2	16.9	5.1	1.0	78.8
	<i>Not stated (11%)</i>	544.2	2.5	6.3	15.6	25.0	22.8	13.0	14.8	91.2
ACT	<i>Bachelor</i>	573.3	1.1	1.3	5.6	18.5	29.5	26.0	18.0	97.6
	<i>Diploma</i>	531.0	0.9	4.5	15.2	29.7	28.3	16.4	5.1	94.6
	<i>Certificate</i>	515.8	2.4	6.9	20.0	31.7	24.8	11.1	3.1	90.7
	<i>Year 12</i>	526.8	2.0	5.0	17.4	28.1	28.2	14.9	4.5	93.0
	<i>Year 11</i>	485.2	4.8	14.8	32.0	26.6	15.5	5.0	1.3	80.4
	<i>Not stated (7%)</i>	558.2	2.9	3.2	8.8	19.6	30.7	22.4	12.4	93.8
NT	<i>Bachelor</i>	541.1	1.7	6.3	13.1	23.8	25.0	18.9	11.3	92.0
	<i>Diploma</i>	507.7	1.8	12.9	20.6	26.9	22.8	10.7	4.4	85.3
	<i>Certificate</i>	491.2	2.2	17.4	23.0	27.4	18.4	9.0	2.6	80.4
	<i>Year 12</i>	483.8	1.7	18.6	26.4	27.2	17.1	7.1	1.9	79.7
	<i>Year 11</i>	402.2	2.9	55.7	20.6	12.9	5.7	1.7	0.7	41.5
	<i>Not stated (24%)</i>	392.5	3.7	63.7	12.5	7.5	6.0	3.5	2.9	32.5
Aust	<i>Bachelor</i>	575.9	1.0	1.4	6.2	17.6	28.4	25.6	19.8	97.6
	<i>Diploma</i>	537.1	1.4	4.0	13.9	27.8	29.0	16.6	7.3	94.6
	<i>Certificate</i>	519.1	1.7	7.0	18.9	30.6	25.6	12.1	4.1	91.2
	<i>Year 12</i>	523.1	2.2	6.9	18.2	28.7	25.4	13.2	5.3	90.8
	<i>Year 11</i>	489.8	3.8	16.0	25.9	28.4	17.4	6.5	1.9	80.2
	<i>Not stated (7%)</i>	527.8	2.5	10.5	15.3	23.1	23.5	15.5	9.6	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 7 Grammar and Punctuation

Table 7.G9: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2016.

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	
NSW	Group 1	578.8	0.7	1.4	6.1	17.2	27.5	25.6	21.5	97.8
	Group 2	554.0	0.9	2.8	10.4	24.0	29.2	19.9	12.8	96.3
	Group 3	529.1	1.3	5.7	16.9	29.2	26.3	13.9	6.8	93.0
	Group 4	511.3	2.0	10.2	22.4	29.1	21.0	10.1	5.0	87.8
	Not in paid work	491.9	4.1	16.3	26.7	26.4	16.0	7.2	3.3	79.7
	Not stated (6%)	539.2	1.4	6.8	15.0	24.2	24.8	16.4	11.3	91.8
Vic	Group 1	575.1	0.9	1.0	5.9	18.1	29.6	25.9	18.6	98.1
	Group 2	551.3	1.3	2.2	10.3	25.2	30.5	19.8	10.6	96.5
	Group 3	531.0	1.7	4.2	15.9	29.9	28.3	14.4	5.7	94.2
	Group 4	518.0	3.5	6.7	20.3	30.3	23.4	11.1	4.6	89.8
	Not in paid work	499.4	7.4	11.6	24.3	28.7	18.1	7.2	2.7	81.0
	Not stated (4%)	549.8	2.2	4.8	12.0	22.5	26.2	19.1	13.2	93.0
Qld	Group 1	572.9	0.7	1.4	6.8	18.4	29.1	24.7	18.9	97.9
	Group 2	548.8	1.0	3.1	11.3	24.8	29.3	20.2	10.4	95.9
	Group 3	526.0	1.3	5.8	17.3	29.6	26.5	13.9	5.6	92.9
	Group 4	510.2	1.9	9.9	22.2	29.9	21.7	10.4	4.1	88.2
	Not in paid work	494.2	5.0	15.9	24.4	26.2	17.7	8.1	2.8	79.1
	Not stated (14%)	516.0	2.9	10.7	20.0	26.0	22.1	12.6	5.8	86.4
WA	Group 1	570.3	0.5	2.1	7.5	18.9	27.9	24.6	18.6	97.5
	Group 2	547.5	0.9	3.6	11.4	24.9	29.1	20.0	10.1	95.6
	Group 3	524.5	0.9	6.5	17.8	29.3	26.4	13.8	5.3	92.7
	Group 4	505.9	1.6	11.8	22.4	28.9	21.8	10.0	3.5	86.6
	Not in paid work	477.9	3.5	24.3	25.2	23.5	15.4	6.1	2.0	72.2
	Not stated (16%)	518.8	2.7	13.1	16.8	23.5	21.8	14.2	8.0	84.2
SA	Group 1	570.8	1.0	1.3	6.9	18.5	29.6	26.0	16.7	97.7
	Group 2	549.0	1.0	2.7	10.3	25.0	31.4	20.3	9.3	96.2
	Group 3	530.0	1.5	4.5	15.9	29.5	28.8	14.5	5.3	94.0
	Group 4	518.1	2.8	7.2	19.5	29.7	25.5	11.2	4.0	89.9
	Not in paid work	500.4	5.6	12.7	23.0	28.8	19.2	8.0	2.7	81.7
	Not stated (17%)	511.4	4.4	10.5	20.8	27.2	22.0	10.3	4.7	85.0

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 7 Grammar and Punctuation

Table 7.G9 (cont.): Achievement of Year 7 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2016.

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	572.6	1.1	2.0	6.8	16.9	28.4	26.2	18.7	96.9
	Group 2	547.0	0.8	3.1	11.7	25.3	29.5	20.1	9.5	96.0
	Group 3	524.4	1.3	6.9	16.8	28.2	28.8	13.5	4.5	91.8
	Group 4	497.5	2.0	13.5	24.4	30.3	20.1	8.1	1.7	84.6
	Not in paid work	480.1	1.9	20.9	26.8	28.9	15.9	4.6	0.9	77.2
	Not stated (16%)	533.8	2.2	7.3	17.0	27.0	22.9	12.7	10.9	90.5
ACT	Group 1	569.0	1.0	1.8	7.1	19.4	28.7	25.2	16.7	97.1
	Group 2	551.6	1.5	2.3	10.8	25.1	28.4	20.4	11.6	96.2
	Group 3	528.1	1.3	5.3	16.9	28.3	28.3	15.3	4.7	93.4
	Group 4	512.4	3.1	8.8	20.6	31.0	22.8	9.3	4.4	88.1
	Not in paid work	514.9	2.9	11.5	20.9	23.1	23.8	11.4	6.5	85.6
	Not stated (14%)	542.6	2.9	4.8	12.4	24.0	28.1	18.3	9.5	92.3
NT	Group 1	543.3	1.0	6.1	14.3	21.6	25.8	19.5	11.8	92.9
	Group 2	519.8	1.5	8.4	18.1	29.1	23.3	13.1	6.4	90.1
	Group 3	495.2	2.5	15.7	22.8	27.9	19.5	8.8	2.9	81.8
	Group 4	440.0	3.0	41.3	22.5	17.9	10.4	3.8	1.1	55.7
	Not in paid work	387.5	2.8	62.5	18.6	11.8	3.1	0.7	0.5	34.7
	Not stated (24%)	381.3	4.3	65.5	14.2	8.2	4.6	2.1	1.2	30.2
Aust	Group 1	574.5	0.8	1.5	6.5	18.0	28.6	25.3	19.4	97.8
	Group 2	550.8	1.0	2.8	10.8	24.7	29.6	19.9	11.1	96.1
	Group 3	528.1	1.4	5.5	16.8	29.5	27.0	14.0	5.9	93.2
	Group 4	511.9	2.4	9.5	21.6	29.6	22.1	10.4	4.4	88.1
	Not in paid work	492.3	5.3	15.9	25.1	26.9	16.9	7.2	2.9	78.9
	Not stated (10%)	522.0	2.7	10.9	17.2	24.5	22.7	13.9	8.1	86.4

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 7 Numeracy

Figure 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	552.0 (74.1)	555.9 (67.2)	545.9 (66.7)	548.1 (72.0)	542.6 (64.0)	539.5 (65.2)	555.6 (65.1)	486.2 (92.1)	549.7 (70.4)

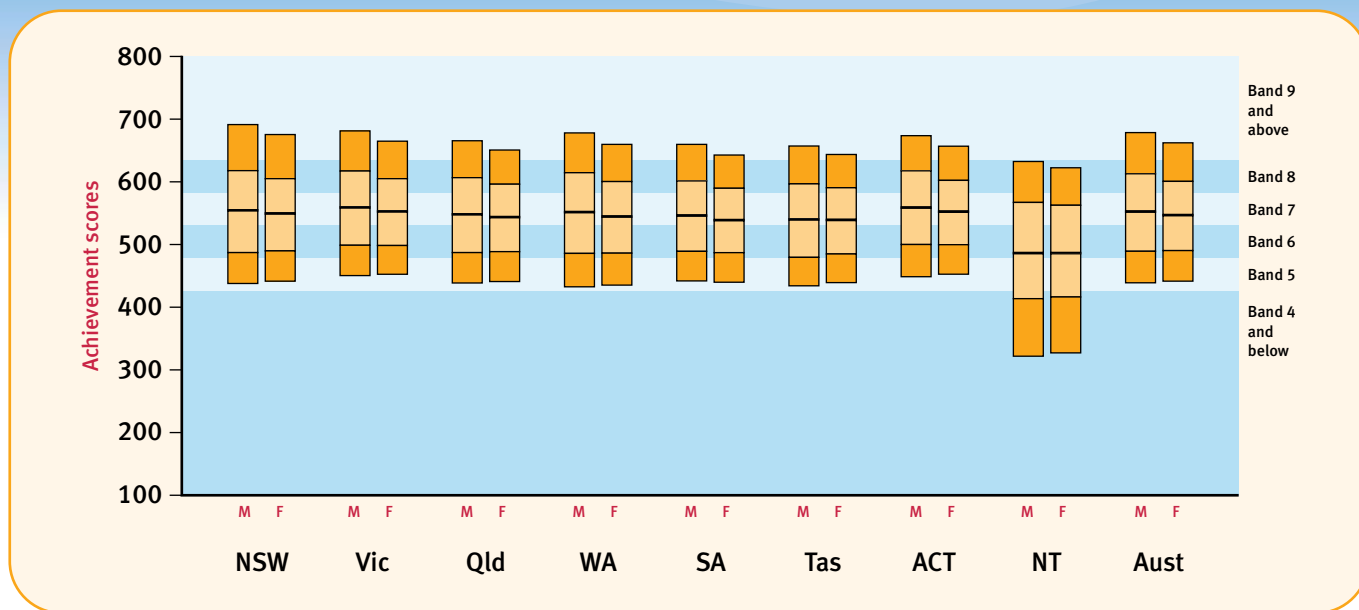
Table 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2016.

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	96.0	3.2	0.8	1.4	2.8	12.8	24.1	27.4	18.0	13.3	95.8
Vic	12yrs 9mths 7yrs 4mths	94.6	3.8	1.6	2.2	1.6	10.1	24.0	29.7	20.0	12.4	96.1
Qld	12yrs 5mths 7yrs 4mths	91.1	3.9	5.0	1.6	2.8	12.9	24.8	29.4	19.0	9.5	95.6
WA	12yrs 5mths 7yrs 4mths	95.1	4.6	0.3	1.3	3.6	13.2	23.1	27.9	19.3	11.6	95.1
SA	12yrs 7mths 7yrs 4mths	93.8	3.7	2.6	2.2	2.6	12.8	27.1	29.6	17.6	8.1	95.2
Tas	12yrs 10mths 7yrs 4mths	93.9	4.5	1.6	1.5	3.2	14.8	26.5	29.2	17.2	7.7	95.3
ACT	12yrs 8mths 7yrs 4mths	93.9	3.2	2.9	1.6	1.8	9.9	23.0	30.9	21.4	11.5	96.7
NT	12yrs 6mths 7yrs 4mths	83.7	15.6	0.7	2.5	23.2	21.2	20.6	18.2	10.1	4.1	74.3
Aust	12yrs 7mths 7yrs 4mths	94.1	3.8	2.0	1.7	2.8	12.3	24.3	28.6	18.8	11.5	95.5

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	554.5 (77.3)	559.1 (69.8)	548.1 (69.3)	551.6 (75.1)	546.1 (66.0)	539.9 (67.7)	558.8 (68.1)	486.2 (93.9)	552.4 (73.2)
Female Mean scale score / (S.D.)	549.4 (70.6)	552.7 (64.2)	543.6 (63.8)	544.5 (68.5)	538.8 (61.7)	539.1 (62.5)	552.3 (61.5)	486.2 (90.4)	546.8 (67.2)

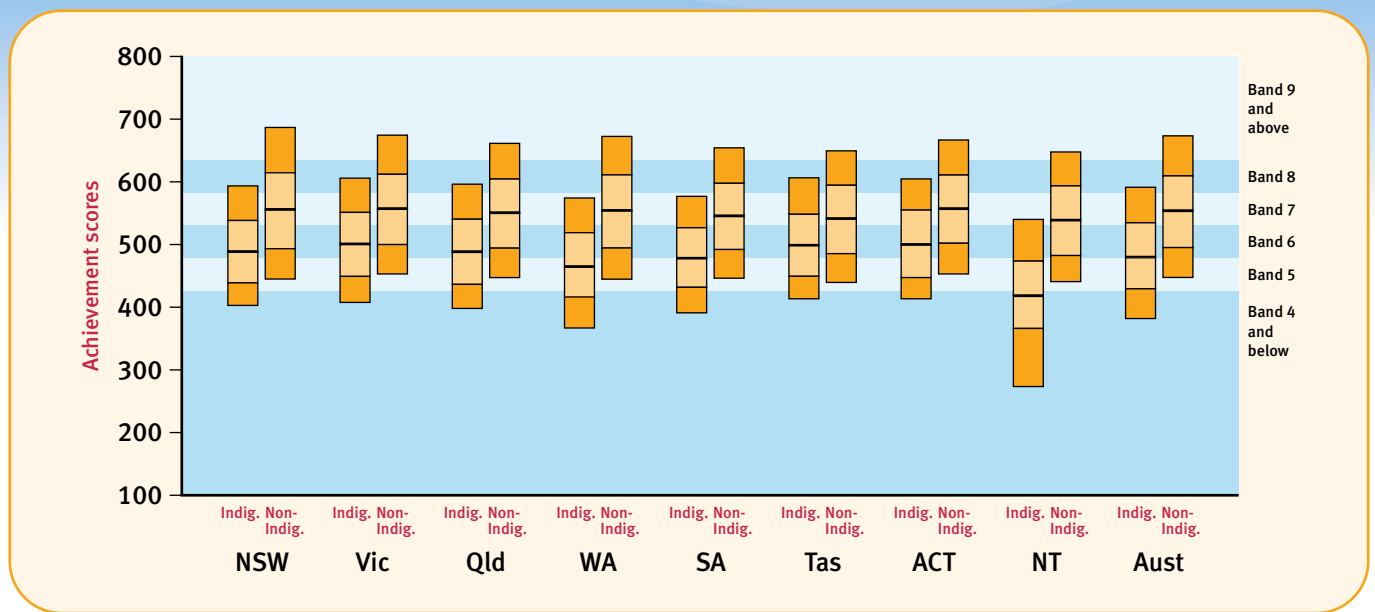
Table 7.N2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2016.

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	13.2	22.7	25.9	18.3	15.0	95.2
	Female	0.9	2.6	12.4	25.7	29.0	17.8	11.6	96.5
Vic	Male	2.9	1.6	10.1	22.7	28.1	20.4	14.1	95.4
	Female	1.5	1.6	10.1	25.3	31.4	19.5	10.6	96.9
Qld	Male	2.0	3.0	13.1	23.7	27.9	19.4	11.0	95.0
	Female	1.1	2.7	12.7	26.1	31.0	18.6	7.9	96.2
WA	Male	1.6	3.8	13.2	21.4	26.4	20.0	13.5	94.6
	Female	0.9	3.5	13.2	24.9	29.4	18.6	9.6	95.7
SA	Male	2.9	2.5	12.5	25.7	28.5	18.4	9.6	94.7
	Female	1.5	2.8	13.1	28.7	30.8	16.7	6.4	95.7
Tas	Male	2.0	3.4	15.5	25.9	27.1	17.4	8.6	94.6
	Female	0.9	3.0	14.0	27.1	31.4	17.1	6.7	96.2
ACT	Male	1.9	2.0	10.0	21.8	29.0	21.7	13.6	96.2
	Female	1.2	1.6	9.7	24.3	32.9	21.1	9.2	97.2
NT	Male	3.6	23.6	21.7	18.9	17.2	10.5	4.6	72.9
	Female	1.4	22.9	20.7	22.4	19.3	9.7	3.6	75.7
Aust	Male	2.2	2.9	12.5	23.0	27.1	19.2	13.1	94.8
	Female	1.1	2.7	12.1	25.8	30.2	18.4	9.7	96.2

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	488.5 (60.0)	500.7 (61.3)	488.3 (61.9)	464.6 (65.9)	478.1 (57.5)	498.8 (58.8)	499.9 (61.8)	418.1 (77.8)	479.8 (66.6)
Non-Indigenous Mean scale score / (S.D.)	555.8 (73.2)	557.0 (66.8)	550.5 (64.8)	554.2 (68.7)	545.5 (62.7)	541.2 (64.0)	557.0 (64.5)	538.8 (63.5)	553.7 (68.4)

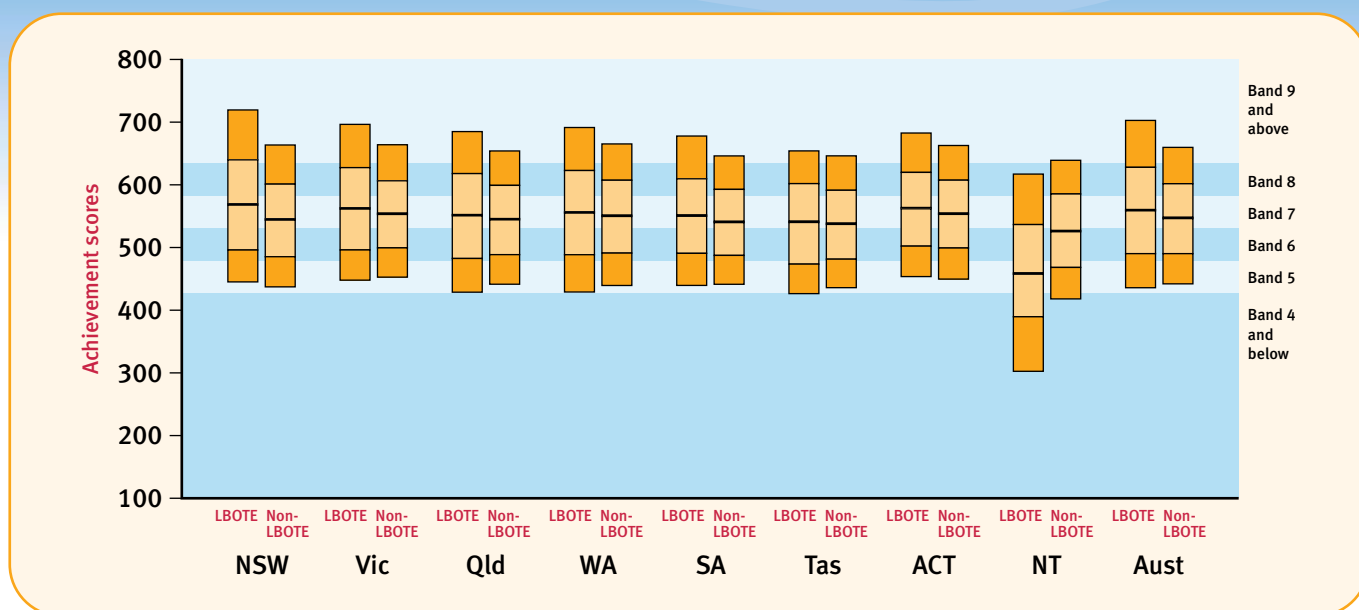
Table 7.N3: Achievement of Year 7 Students in Numeracy, by Indigenous Status, by State and Territory, 2016.

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	2.5	12.3	33.5	28.5	16.4	5.7	1.1	85.1
	Non-Indigenous	1.4	2.2	11.6	23.9	28.1	18.7	14.1	96.4
Vic	Indigenous	6.0	9.7	25.8	29.4	19.7	7.4	2.0	84.3
	Non-Indigenous	2.1	1.5	9.8	23.9	29.9	20.2	12.6	96.4
Qld	Indigenous	2.9	14.2	31.2	27.8	16.6	5.9	1.4	82.9
	Non-Indigenous	1.5	1.9	11.4	24.7	30.4	20.0	10.1	96.7
WA	Indigenous	1.0	25.3	36.0	21.6	12.1	3.2	0.8	73.6
	Non-Indigenous	1.2	2.1	11.5	23.2	29.1	20.5	12.4	96.7
SA	Indigenous	4.5	15.5	34.3	28.4	13.2	3.5	0.4	79.9
	Non-Indigenous	2.1	2.0	11.8	27.1	30.4	18.3	8.4	95.9
Tas	Indigenous	1.7	9.0	30.3	30.9	18.8	7.7	1.6	89.3
	Non-Indigenous	1.4	2.9	13.8	26.5	30.0	17.9	7.6	95.8
ACT	Indigenous	3.4	9.3	30.0	29.1	17.0	9.5	1.8	87.3
	Non-Indigenous	1.5	1.6	9.3	22.9	31.3	21.7	11.7	96.9
NT	Indigenous	3.3	49.5	29.2	11.8	4.7	1.3	0.2	47.3
	Non-Indigenous	1.9	2.7	15.0	27.6	28.7	17.0	7.2	95.4
Aust	Indigenous	2.9	17.7	32.1	26.0	15.0	5.1	1.1	79.4
	Non-Indigenous	1.6	1.9	11.1	24.3	29.4	19.6	12.1	96.5

[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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	568.6 (83.3)	562.3 (75.5)	551.5 (77.9)	555.9 (80.7)	550.8 (71.4)	540.9 (70.7)	562.7 (68.6)	458.4 (91.8)	559.5 (81.7)
Non-LBOTE Mean scale score / (S.D.)	544.7 (68.8)	553.7 (63.9)	545.1 (64.7)	550.5 (68.4)	540.7 (62.1)	537.8 (64.2)	553.8 (64.1)	526.1 (72.3)	547.1 (66.1)

Table 7.N4: Achievement of Year 7 Students in Numeracy, by LBOTE Status, by State and Territory, 2016.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	1.8	2.1	11.1	21.4	24.5	17.9	21.2	96.1
	Non-LBOTE	1.3	3.1	13.7	25.4	28.6	17.9	9.9	95.6
Vic	LBOTE	2.8	1.8	10.9	22.5	25.6	18.8	17.6	95.4
	Non-LBOTE	2.1	1.5	9.8	24.5	31.1	20.4	10.6	96.4
Qld	LBOTE	1.6	4.5	13.6	21.4	25.2	19.0	14.8	93.9
	Non-LBOTE	1.6	2.6	12.8	25.4	30.1	19.0	8.6	95.9
WA	LBOTE	1.2	4.4	11.9	20.9	25.5	19.8	16.3	94.4
	Non-LBOTE	1.1	2.8	12.1	23.0	29.4	20.5	11.0	96.1
SA	LBOTE	2.7	2.9	11.8	24.7	27.2	18.0	12.7	94.4
	Non-LBOTE	2.1	2.5	13.0	27.8	30.1	17.4	7.0	95.3
Tas	LBOTE	4.7	4.7	15.9	20.3	26.1	19.5	8.7	90.6
	Non-LBOTE	1.3	3.3	15.0	27.1	29.3	16.9	7.0	95.4
ACT	LBOTE	2.2	1.6	8.8	22.2	27.9	22.9	14.6	96.3
	Non-LBOTE	1.4	1.8	10.1	23.3	31.5	21.0	10.7	96.8
NT	LBOTE	3.1	35.1	24.0	16.5	12.1	6.3	2.9	61.8
	Non-LBOTE	1.3	6.1	18.3	26.5	26.7	15.2	5.9	92.6
Aust	LBOTE	2.1	3.5	11.8	21.7	24.8	18.2	17.9	94.4
	Non-LBOTE	1.6	2.5	12.3	25.2	29.8	19.0	9.6	95.9

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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	559.8	1.4	2.2	11.1	22.8	27.5	19.2	15.9	96.5
	Inner Regional	532.2	1.5	4.0	16.9	27.9	28.2	15.3	6.1	94.5
	Outer Regional	514.9	1.2	7.1	23.0	29.4	24.0	11.3	3.9	91.7
	Remote	497.0	5.3	11.2	27.0	29.5	18.4	6.3	2.3	83.5
	Very Remote	482.4	0.0	19.5	31.2	27.1	15.1	5.8	1.4	80.5
Vic	Major Cities	560.8	2.2	1.4	9.3	22.5	29.4	21.0	14.2	96.4
	Inner Regional	540.1	2.1	2.4	12.8	28.6	30.7	16.7	6.7	95.5
	Outer Regional	539.4	3.2	2.7	12.6	28.5	29.7	16.9	6.5	94.2
	Remote	558.8	0.0	4.0	9.6	14.4	32.0	31.6	8.4	96.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	554.7	1.5	1.9	10.6	23.2	30.1	21.1	11.6	96.6
	Inner Regional	535.2	1.9	3.0	15.7	28.2	29.0	16.0	6.2	95.1
	Outer Regional	529.8	1.4	4.9	17.4	27.0	28.2	15.5	5.5	93.7
	Remote	503.3	2.6	14.5	21.0	26.5	22.6	9.4	3.3	82.9
	Very Remote	480.5	3.2	18.4	32.9	22.6	13.3	7.7	1.9	78.4
WA	Major Cities	556.0	1.3	2.3	11.4	22.1	28.6	20.8	13.4	96.3
	Inner Regional	536.0	1.1	3.8	15.9	27.8	27.5	16.5	7.4	95.1
	Outer Regional	525.2	1.3	6.1	18.9	26.7	27.3	14.4	5.2	92.6
	Remote	508.7	1.0	10.6	23.8	26.6	22.9	11.8	3.3	88.4
	Very Remote	465.6	0.2	31.1	26.9	18.6	14.3	6.8	2.1	68.7
SA	Major Cities	547.5	2.3	2.2	11.8	25.6	30.0	18.8	9.4	95.5
	Inner Regional	538.9	1.7	1.9	12.6	30.5	30.9	16.6	5.9	96.4
	Outer Regional	525.5	2.6	3.8	17.4	31.8	27.1	13.6	3.7	93.6
	Remote	532.4	1.2	2.6	13.0	33.5	31.8	14.0	3.9	96.2
	Very Remote	473.2	0.0	27.7	25.7	21.9	17.8	4.8	2.1	72.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	545.0	1.7	2.9	13.2	24.9	29.2	19.0	9.0	95.4
	Outer Regional	524.7	0.8	4.0	19.0	30.4	29.3	12.5	4.0	95.2
	Remote	512.2	0.0	5.9	20.6	38.2	24.7	9.4	1.2	94.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	555.6	1.6	1.8	9.9	23.0	30.9	21.4	11.5	96.7
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	525.9	2.6	5.8	19.7	27.1	24.2	14.4	6.2	91.6
	Remote	471.2	2.8	27.0	21.4	19.3	18.5	7.7	3.2	70.1
	Very Remote	410.1	1.9	59.2	24.5	7.2	4.5	2.4	0.3	38.9
Aust	Major Cities	557.7	1.7	1.9	10.6	22.9	28.9	20.3	13.8	96.4
	Inner Regional	536.4	1.7	3.2	15.1	28.0	29.2	16.2	6.6	95.1
	Outer Regional	526.8	1.7	5.0	18.3	28.3	27.2	14.4	5.1	93.2
	Remote	503.8	2.0	13.4	21.1	26.3	23.2	10.8	3.4	84.7
	Very Remote	450.5	1.5	37.5	27.3	16.1	10.8	5.3	1.4	61.0

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	497.4	2.7	9.7	29.8	30.1	18.8	7.4	1.5	87.6
	Inner Regional	487.3	2.4	11.8	35.5	28.0	16.1	5.2	1.1	85.8
	Outer Regional	469.0	1.8	20.1	38.9	25.8	11.1	2.2	0.2	78.2
	Remote	461.9	7.7	19.2	41.5	23.1	7.3	1.2	0.0	73.1
	Very Remote	454.6	0.0	29.5	42.0	20.5	6.5	1.0	0.5	70.5
Vic	Major Cities	508.3	6.3	7.6	23.6	30.6	20.4	8.2	3.2	86.0
	Inner Regional	495.8	4.3	12.8	26.5	27.3	20.5	7.6	1.0	82.9
	Outer Regional	490.7	8.8	8.6	30.6	30.8	16.2	4.5	0.6	82.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	503.3	2.7	9.0	25.9	31.2	20.6	8.3	2.3	88.3
	Inner Regional	497.2	2.9	9.0	30.5	30.7	18.8	6.9	1.2	88.1
	Outer Regional	477.6	2.6	17.9	35.6	25.6	13.4	4.1	0.8	79.5
	Remote	455.1	3.8	35.4	30.2	16.9	11.1	1.3	1.3	60.8
	Very Remote	446.6	4.9	28.9	42.3	16.0	6.4	1.5	0.0	66.1
WA	Major Cities	482.6	1.3	15.2	35.9	25.4	16.6	4.4	1.2	83.5
	Inner Regional	477.0	1.8	18.9	37.4	23.8	11.7	5.0	1.3	79.3
	Outer Regional	465.6	0.3	25.7	36.7	22.7	11.4	2.4	0.7	74.0
	Remote	455.2	1.7	28.4	39.4	19.9	8.5	2.0	0.1	69.9
	Very Remote	429.2	0.0	46.6	31.8	13.0	6.9	1.3	0.3	53.4
SA	Major Cities	488.4	4.1	10.4	33.3	31.6	15.1	4.7	0.8	85.5
	Inner Regional	478.8	11.9	9.8	36.9	26.8	11.9	2.7	0.0	78.3
	Outer Regional	474.8	4.9	15.6	37.1	28.2	11.9	2.2	0.0	79.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	427.5	0.0	49.9	32.2	12.7	3.6	1.6	0.0	50.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	498.6	2.7	9.3	29.7	30.4	18.4	7.9	1.6	88.0
	Outer Regional	499.1	0.5	8.9	31.0	31.0	19.4	7.6	1.5	90.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	499.9	3.4	9.3	30.0	29.1	17.0	9.5	1.8	87.3
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	472.9	4.2	18.7	36.4	25.0	11.2	3.7	0.7	77.1
	Remote	407.5	4.7	49.4	28.5	11.3	4.7	1.3	0.1	45.9
	Very Remote	396.2	2.1	64.9	26.0	5.3	1.5	0.1	0.0	32.9
Aust	Major Cities	497.4	3.0	10.1	29.2	29.9	18.9	7.2	1.8	86.9
	Inner Regional	491.3	2.9	11.2	32.7	28.7	17.3	6.1	1.1	85.9
	Outer Regional	476.0	2.8	17.9	36.0	26.1	12.9	3.6	0.6	79.3
	Remote	441.7	3.7	35.1	33.9	17.2	8.1	1.6	0.3	61.2
	Very Remote	417.3	2.0	51.7	31.3	10.1	4.0	0.8	0.1	46.3

[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, 2016.

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	Major Cities	562.1	1.3	1.9	10.4	22.5	27.8	19.7	16.4	96.8
	Inner Regional	536.6	1.4	3.2	15.1	28.0	29.5	16.2	6.7	95.4
	Outer Regional	525.2	1.1	4.1	19.4	30.4	26.9	13.3	4.8	94.8
	Remote	527.3	3.4	4.7	13.4	34.1	28.9	11.1	4.4	91.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	561.5	2.1	1.3	9.1	22.5	29.6	21.1	14.3	96.6
	Inner Regional	541.6	2.0	2.0	12.4	28.6	31.0	17.0	6.9	96.0
	Outer Regional	543.0	2.7	2.2	11.2	28.3	30.7	17.8	7.0	95.1
	Remote	560.9	0.0	4.1	7.8	14.7	32.7	32.2	8.6	95.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	556.6	1.4	1.6	10.0	23.0	30.5	21.5	12.0	97.0
	Inner Regional	539.0	1.8	2.4	14.2	28.0	30.0	16.9	6.8	95.8
	Outer Regional	539.7	1.1	2.4	14.0	27.4	31.1	17.7	6.3	96.5
	Remote	530.0	2.1	2.7	15.6	32.1	29.2	13.9	4.5	95.2
	Very Remote	524.1	0.9	4.1	20.8	31.2	22.6	15.9	4.5	95.0
WA	Major Cities	558.7	1.2	1.9	10.5	22.0	29.1	21.5	13.9	96.9
	Inner Regional	540.0	0.9	2.8	14.5	28.0	28.8	17.3	7.8	96.3
	Outer Regional	534.2	1.5	3.3	16.2	27.5	29.5	16.2	5.9	95.2
	Remote	532.9	0.7	2.4	16.7	29.4	29.8	16.3	4.7	96.8
	Very Remote	529.9	0.5	4.1	18.0	28.3	26.7	17.0	5.3	95.3
SA	Major Cities	549.4	2.2	1.9	11.1	25.4	30.4	19.2	9.7	95.9
	Inner Regional	540.6	1.4	1.6	11.9	30.4	31.6	17.1	6.1	96.9
	Outer Regional	530.5	2.4	2.7	15.4	32.1	28.6	14.7	4.1	95.0
	Remote	535.3	1.1	1.8	11.7	34.1	32.4	14.8	4.1	97.1
	Very Remote	524.4	0.0	3.1	17.9	33.2	33.2	8.5	4.2	96.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	545.9	1.6	2.7	12.5	25.1	29.9	19.5	8.8	95.7
	Outer Regional	528.7	0.7	3.3	17.4	30.2	30.5	13.4	4.5	96.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	557.0	1.5	1.6	9.3	22.9	31.3	21.7	11.7	96.9
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	539.4	2.2	2.4	15.4	27.6	27.4	17.3	7.6	95.3
	Remote	534.6	0.9	3.8	14.2	27.8	32.9	14.2	6.3	95.3
	Very Remote	545.9	0.0	2.0	9.1	26.0	34.0	25.7	3.1	98.0
Aust	Major Cities	559.5	1.6	1.7	10.0	22.7	29.2	20.6	14.1	96.7
	Inner Regional	539.6	1.7	2.5	13.8	28.0	30.1	16.9	7.0	95.8
	Outer Regional	535.4	1.5	2.8	15.2	28.7	29.6	16.2	5.8	95.6
	Remote	533.3	1.2	2.8	14.7	30.7	30.7	15.2	4.8	96.0
	Very Remote	528.8	0.5	3.8	18.1	29.8	26.8	16.5	4.6	95.7

[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, 2016.

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	590.4	0.9	0.6	4.2	14.5	28.3	25.9	25.6	98.5
	Diploma	547.9	1.1	1.7	11.1	27.7	31.3	17.8	9.3	97.2
	Certificate	524.5	1.5	3.9	18.7	31.8	27.6	12.2	4.2	94.5
	Year 12	533.9	1.6	3.3	16.9	29.5	27.3	14.2	7.2	95.1
	Year 11	497.3	3.2	9.4	30.2	31.0	17.5	6.2	2.4	87.4
	Not stated (5%)	550.8	1.4	3.7	12.9	23.4	26.8	18.9	12.9	95.0
Vic	Bachelor	585.3	1.3	0.4	4.0	15.0	30.2	27.2	22.0	98.3
	Diploma	548.3	1.8	1.3	10.2	27.4	32.2	18.9	8.3	96.9
	Certificate	532.4	2.6	2.4	14.6	31.6	30.0	14.1	4.6	95.0
	Year 12	539.2	3.0	2.0	13.5	29.4	29.2	16.1	6.8	95.0
	Year 11	514.5	5.6	4.9	21.7	32.5	23.1	9.1	3.1	89.5
	Not stated (5%)	568.0	1.9	1.6	7.3	20.0	29.4	23.1	16.8	96.5
Qld	Bachelor	580.7	0.8	0.5	4.3	15.8	30.9	28.3	19.4	98.7
	Diploma	544.6	1.2	1.9	11.8	26.5	32.4	19.2	7.0	96.9
	Certificate	531.2	1.5	2.8	15.8	30.7	30.0	14.8	4.4	95.7
	Year 12	530.6	2.1	3.2	17.0	29.4	28.4	14.9	5.0	94.7
	Year 11	501.8	3.4	9.3	26.6	29.9	21.4	7.6	1.7	87.3
	Not stated (8%)	529.4	2.5	5.7	18.1	25.7	26.2	14.7	7.0	91.7
WA	Bachelor	584.6	0.7	0.6	4.8	15.0	28.5	28.1	22.3	98.7
	Diploma	545.7	0.9	2.1	11.5	26.1	32.6	19.3	7.5	97.0
	Certificate	530.7	0.8	3.2	16.9	29.5	30.2	14.6	4.8	95.9
	Year 12	529.0	2.1	4.1	18.1	28.5	27.6	13.8	5.7	93.9
	Year 11	493.1	2.4	12.8	29.4	28.5	18.5	6.8	1.6	84.8
	Not stated (12%)	539.1	2.8	7.0	15.5	21.8	23.7	17.7	11.6	90.3
SA	Bachelor	575.5	1.0	0.4	4.6	17.8	32.3	27.0	16.9	98.6
	Diploma	544.1	1.7	1.3	10.7	28.5	32.9	19.0	5.8	96.9
	Certificate	529.7	2.0	2.7	14.9	33.0	30.2	13.4	3.8	95.3
	Year 12	537.2	2.4	2.4	14.0	29.3	30.2	15.7	6.0	95.2
	Year 11	502.9	4.4	7.0	25.8	33.8	21.1	6.6	1.3	88.5
	Not stated (10%)	524.8	4.2	5.7	18.1	28.2	25.2	13.1	5.6	90.2

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 7 Numeracy

Table 7.N8 (cont.): Achievement of Year 7 Students in Numeracy, by Parental Education, by State and Territory, 2016.

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>	580.3	0.9	0.5	3.8	15.7	31.0	29.7	18.5	98.6
	<i>Diploma</i>	544.8	1.6	1.1	11.2	26.9	33.2	21.0	4.9	97.2
	<i>Certificate</i>	529.6	1.1	2.9	15.7	31.3	31.7	13.6	3.6	95.9
	<i>Year 12</i>	520.7	1.7	4.3	21.8	30.7	24.5	13.2	3.6	93.9
	<i>Year 11</i>	496.9	2.1	9.1	29.4	31.8	21.2	5.4	1.0	88.8
	<i>Not stated (11%)</i>	545.0	2.5	2.8	14.4	25.5	28.5	16.1	10.4	94.8
ACT	<i>Bachelor</i>	576.9	1.0	0.5	3.9	17.7	31.7	28.0	17.2	98.5
	<i>Diploma</i>	535.8	0.9	2.3	13.5	30.1	32.4	16.1	4.6	96.8
	<i>Certificate</i>	521.7	2.4	3.8	19.4	31.8	28.9	10.6	3.2	93.8
	<i>Year 12</i>	530.8	2.0	2.0	16.6	34.0	25.6	14.6	5.2	96.1
	<i>Year 11</i>	492.7	4.8	8.0	33.4	31.8	17.2	3.7	1.1	87.2
	<i>Not stated (7%)</i>	560.2	2.9	2.6	8.3	16.2	37.1	21.8	11.1	94.5
NT	<i>Bachelor</i>	551.8	1.6	3.1	9.7	24.0	29.0	22.7	10.0	95.3
	<i>Diploma</i>	518.4	1.8	6.5	21.7	26.0	29.6	9.9	4.4	91.7
	<i>Certificate</i>	503.5	2.2	10.3	23.2	30.9	21.9	9.5	2.1	87.5
	<i>Year 12</i>	504.9	1.7	10.0	23.6	28.4	23.3	9.8	3.1	88.3
	<i>Year 11</i>	431.0	2.9	43.4	29.4	14.8	7.0	2.3	0.3	53.8
	<i>Not stated (24%)</i>	429.2	3.7	48.6	24.2	9.1	7.1	4.2	3.0	47.6
Aust	<i>Bachelor</i>	584.9	1.0	0.5	4.3	15.3	29.7	27.1	22.2	98.5
	<i>Diploma</i>	546.4	1.3	1.7	11.2	27.2	32.0	18.6	8.0	97.0
	<i>Certificate</i>	528.7	1.7	3.2	16.7	31.4	29.2	13.5	4.3	95.1
	<i>Year 12</i>	533.7	2.2	3.0	16.1	29.4	28.3	14.9	6.2	94.8
	<i>Year 11</i>	500.8	3.8	9.2	27.0	30.8	19.9	7.1	2.2	87.0
	<i>Not stated (7%)</i>	539.0	2.4	6.3	14.7	23.0	25.8	17.2	10.6	91.3

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 7 Numeracy

Table 7.N9: Achievement of Year 7 Students in Numeracy, by Parental Occupation, by State and Territory, 2016.

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	587.1	0.7	0.6	4.8	15.3	28.4	25.9	24.2	98.6
	Group 2	562.2	0.9	1.2	8.3	23.0	31.6	21.0	13.9	97.9
	Group 3	537.3	1.3	2.7	15.2	29.7	28.9	14.4	7.7	96.0
	Group 4	521.0	2.0	5.1	22.2	31.3	22.7	10.3	6.2	92.8
	Not in paid work	500.7	4.0	9.7	28.9	29.1	17.5	7.0	3.8	86.2
	Not stated (6%)	548.2	1.4	3.7	13.8	24.7	26.0	17.9	12.6	95.0
Vic	Group 1	586.5	0.8	0.3	3.5	14.9	30.3	27.5	22.6	98.9
	Group 2	563.8	1.3	0.8	7.0	22.3	32.7	22.9	13.1	98.0
	Group 3	544.2	1.7	1.5	11.4	29.0	31.9	17.2	7.5	96.9
	Group 4	531.4	3.5	2.7	16.4	31.2	27.0	13.2	6.0	93.8
	Not in paid work	513.0	7.4	5.5	22.4	31.1	21.1	9.0	3.4	87.1
	Not stated (4%)	564.9	2.2	1.7	8.6	20.8	28.7	22.1	16.0	96.1
Qld	Group 1	579.8	0.7	0.5	4.4	16.5	31.3	27.4	19.3	98.8
	Group 2	556.7	1.0	1.1	8.6	23.6	32.9	22.4	10.4	97.9
	Group 3	536.2	1.3	2.2	14.5	29.4	31.0	16.5	5.1	96.6
	Group 4	518.3	1.8	5.0	21.8	31.4	25.0	11.6	3.4	93.2
	Not in paid work	500.8	4.9	10.8	25.9	28.3	19.9	7.8	2.4	84.3
	Not stated (14%)	525.4	2.9	5.8	19.2	27.0	25.7	13.7	5.7	91.3
WA	Group 1	581.7	0.5	0.7	5.5	16.0	28.6	27.1	21.5	98.8
	Group 2	556.0	0.9	1.5	9.5	23.2	32.1	22.0	10.9	97.7
	Group 3	536.2	0.9	2.5	15.3	28.9	30.4	16.1	6.0	96.6
	Group 4	518.2	1.6	6.0	22.0	29.7	25.2	11.0	4.6	92.4
	Not in paid work	491.2	3.4	15.4	29.3	25.3	16.7	7.8	2.2	81.2
	Not stated (16%)	532.3	2.8	7.5	17.6	22.9	23.5	15.7	9.9	89.7
SA	Group 1	574.7	1.0	0.5	4.8	18.3	31.9	26.7	16.9	98.5
	Group 2	554.5	1.0	1.0	8.2	24.5	34.7	21.9	8.8	98.0
	Group 3	536.9	1.5	1.7	12.2	32.4	31.9	15.6	4.7	96.8
	Group 4	523.7	2.8	3.4	18.3	32.9	27.2	11.6	3.8	93.8
	Not in paid work	507.0	5.5	6.9	24.5	32.2	20.3	8.0	2.5	87.6
	Not stated (17%)	519.2	4.3	6.0	20.6	29.7	23.3	11.1	4.9	89.7

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 7 Numeracy

Table 7.N9 (cont.): Achievement of Year 7 Students in Numeracy, by Parental Occupation, by State and Territory, 2016.

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	
Tas	Group 1	578.6	1.1	0.4	4.9	15.4	30.8	29.1	18.2	98.5
	Group 2	552.8	0.8	0.9	9.2	25.3	32.8	23.0	7.9	98.3
	Group 3	533.9	1.3	2.4	15.1	29.4	32.7	15.0	4.3	96.4
	Group 4	511.6	2.0	6.4	22.1	33.0	25.8	8.6	2.1	91.6
	Not in paid work	492.5	1.9	9.9	32.1	33.1	16.8	4.8	1.4	88.2
	Not stated (16%)	536.1	2.1	3.4	16.0	27.6	29.2	13.9	7.6	94.5
ACT	Group 1	572.8	1.0	0.7	5.3	18.4	31.9	26.8	16.0	98.3
	Group 2	552.2	1.4	1.5	8.9	26.0	32.9	19.1	10.2	97.1
	Group 3	531.6	1.3	2.3	17.3	29.6	30.0	15.6	4.0	96.4
	Group 4	518.8	3.1	3.8	23.7	31.6	22.8	9.6	5.4	93.1
	Not in paid work	517.3	2.9	6.5	20.9	30.4	24.0	11.4	4.0	90.6
	Not stated (14%)	553.2	2.9	3.0	10.4	21.7	30.0	20.6	11.3	94.1
NT	Group 1	551.3	0.9	2.0	13.2	22.8	28.4	22.1	10.6	97.1
	Group 2	528.3	1.5	5.2	15.6	29.1	29.2	13.7	5.6	93.2
	Group 3	512.0	2.5	7.8	21.9	30.1	23.6	11.0	3.1	89.8
	Group 4	465.1	3.0	29.9	27.0	19.3	14.8	5.0	1.1	67.2
	Not in paid work	421.4	2.8	47.9	28.6	14.9	5.0	0.9	0.0	49.3
	Not stated (24%)	417.3	4.3	50.9	26.0	9.7	5.5	2.6	1.1	44.8
Aust	Group 1	583.2	0.8	0.5	4.6	15.9	29.8	26.8	21.6	98.7
	Group 2	559.8	1.0	1.1	8.2	23.2	32.4	21.9	12.1	97.9
	Group 3	538.2	1.4	2.2	14.0	29.5	30.5	15.8	6.5	96.4
	Group 4	522.5	2.4	4.6	20.3	31.2	24.9	11.4	5.1	92.9
	Not in paid work	503.0	5.2	9.3	26.1	29.4	19.0	7.8	3.1	85.4
	Not stated (10%)	533.0	2.7	6.3	16.7	24.9	25.1	15.4	8.9	91.0

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 7 Participation

Table 7.P1: Year 7 Student Participation in Assessment, by State and Territory, 2016.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	86791	86890	87001	87001	86256
	Participation Rate (%)	96.6	96.7	96.8	96.8	96.0
Vic	Number	66041	66120	66257	66257	65934
	Participation Rate (%)	94.7	94.8	95.0	95.0	94.6
Qld	Number	55725	55866	56019	56019	55564
	Participation Rate (%)	91.4	91.6	91.8	91.8	91.1
WA	Number	29219	29280	29368	29368	29108
	Participation Rate (%)	95.5	95.7	95.9	95.9	95.1
SA	Number	18423	18409	18452	18452	18378
	Participation Rate (%)	94.0	93.9	94.1	94.1	93.8
Tas	Number	5695	5716	5733	5733	5679
	Participation Rate (%)	94.2	94.5	94.8	94.8	93.9
ACT	Number	4850	4863	4873	4873	4846
	Participation Rate (%)	94.0	94.2	94.4	94.4	93.9
NT	Number	2793	2740	2745	2745	2686
	Participation Rate (%)	87.0	85.4	85.5	85.5	83.7
Aust	Number	269537	269884	270448	270448	268451
	Participation Rate (%)	94.5	94.6	94.8	94.8	94.1

[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, 2016.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	<i>Indigenous</i>	4576	90.8	4588	91.1	4602	91.3	4602	91.3	4517	89.7
	<i>Non-Indig.</i>	79593	97.0	79680	97.1	79765	97.2	79765	97.2	79130	96.4
Vic	<i>Indigenous</i>	1004	86.0	1018	87.2	1016	87.1	1016	87.1	1008	86.4
	<i>Non-Indig.</i>	64858	95.0	64941	95.1	65080	95.3	65080	95.3	64746	94.8
Qld	<i>Indigenous</i>	3847	83.5	3879	84.2	3906	84.8	3906	84.8	3853	83.6
	<i>Non-Indig.</i>	51081	92.1	51185	92.3	51308	92.5	51308	92.5	50918	91.8
WA	<i>Indigenous</i>	1541	79.0	1538	78.9	1574	80.7	1574	80.7	1525	78.2
	<i>Non-Indig.</i>	26933	96.7	26996	96.9	27046	97.1	27046	97.1	26834	96.3
SA	<i>Indigenous</i>	659	82.5	658	82.4	664	83.1	664	83.1	650	81.4
	<i>Non-Indig.</i>	17551	94.6	17545	94.5	17579	94.7	17579	94.7	17517	94.4
Tas	<i>Indigenous</i>	427	90.9	435	92.6	436	92.8	436	92.8	430	91.5
	<i>Non-Indig.</i>	4914	95.6	4923	95.8	4939	96.1	4939	96.1	4899	95.3
ACT	<i>Indigenous</i>	124	83.8	125	84.5	127	85.8	127	85.8	124	83.8
	<i>Non-Indig.</i>	4664	94.5	4678	94.8	4685	94.9	4685	94.9	4661	94.4
NT	<i>Indigenous</i>	1067	75.8	1011	71.8	1019	72.4	1019	72.4	973	69.1
	<i>Non-Indig.</i>	1716	95.8	1720	96.0	1717	95.8	1717	95.8	1703	95.0
Aust	<i>Indigenous</i>	13245	85.0	13252	85.0	13344	85.6	13344	85.6	13080	83.9
	<i>Non-Indig.</i>	251310	95.2	251668	95.3	252119	95.5	252119	95.5	250408	94.8

[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, 2016.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	1.4	2.6	0.8	1.4	2.5	0.8	1.4	2.4	0.8	1.4	2.4	0.8	1.4	3.2	0.8
Vic	2.3	3.7	1.6	2.3	3.6	1.6	2.3	3.4	1.5	2.3	3.4	1.5	2.2	3.8	1.6
Qld	1.6	3.5	5.1	1.6	3.4	5.0	1.6	3.2	5.0	1.6	3.2	5.0	1.6	3.9	5.0
WA	1.3	4.2	0.3	1.3	4.0	0.3	1.3	3.7	0.3	1.3	3.7	0.3	1.3	4.6	0.3
SA	2.2	3.3	2.7	2.3	3.5	2.6	2.2	3.3	2.6	2.2	3.3	2.6	2.2	3.7	2.6
Tas	1.4	4.2	1.6	1.5	3.8	1.6	1.5	3.6	1.6	1.5	3.6	1.6	1.5	4.5	1.6
ACT	1.6	3.1	2.9	1.6	2.8	3.0	1.6	2.6	2.9	1.6	2.6	2.9	1.6	3.2	2.9
NT	2.5	12.3	0.7	2.5	14.0	0.7	2.5	13.8	0.7	2.5	13.8	0.7	2.5	15.6	0.7
Aust	1.7	3.4	2.0	1.7	3.3	2.0	1.7	3.2	2.0	1.7	3.2	2.0	1.7	3.8	2.0

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, 2016.

State/ Territory	Indigenous status	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	<i>Indigenous</i>	2.5	7.7	1.4	2.5	7.5	1.4	2.5	7.2	1.4	2.5	7.2	1.4	2.5	8.9	1.5
	<i>Non-Indigenous</i>	1.4	2.3	0.7	1.4	2.2	0.7	1.4	2.1	0.7	1.4	2.1	0.7	1.4	2.8	0.8
Vic	<i>Indigenous</i>	6.1	9.6	4.4	6.2	8.6	4.2	6.1	8.7	4.2	6.1	8.7	4.2	6.0	9.1	4.5
	<i>Non-Indigenous</i>	2.2	3.5	1.5	2.2	3.4	1.5	2.1	3.3	1.4	2.1	3.3	1.4	2.1	3.7	1.5
Qld	<i>Indigenous</i>	2.9	10.4	6.1	2.9	9.8	6.1	2.9	9.3	6.0	2.9	9.3	6.0	2.9	10.3	6.1
	<i>Non-Indigenous</i>	1.5	2.9	4.9	1.5	2.8	4.9	1.5	2.6	4.8	1.5	2.6	4.8	1.5	3.3	4.9
WA	<i>Indigenous</i>	1.0	20.6	0.4	1.1	20.8	0.4	1.1	18.9	0.4	1.1	18.9	0.4	1.0	21.5	0.3
	<i>Non-Indigenous</i>	1.2	3.0	0.3	1.2	2.8	0.3	1.1	2.6	0.3	1.1	2.6	0.3	1.2	3.4	0.3
SA	<i>Indigenous</i>	4.5	12.6	4.9	4.5	12.6	5.0	4.5	12.1	4.8	4.5	12.1	4.8	4.5	14.0	4.6
	<i>Non-Indigenous</i>	2.1	2.9	2.5	2.2	3.0	2.5	2.1	2.8	2.5	2.1	2.8	2.5	2.1	3.2	2.4
Tas	<i>Indigenous</i>	1.7	8.3	0.9	1.7	6.6	0.9	1.7	6.4	0.9	1.7	6.4	0.9	1.7	7.7	0.9
	<i>Non-Indigenous</i>	1.3	3.9	0.5	1.4	3.7	0.5	1.4	3.4	0.5	1.4	3.4	0.5	1.4	4.2	0.5
ACT	<i>Indigenous</i>	3.4	11.5	4.7	3.4	10.8	4.7	3.4	9.5	4.7	3.4	9.5	4.7	3.4	11.5	4.7
	<i>Non-Indigenous</i>	1.5	2.9	2.6	1.5	2.5	2.7	1.5	2.5	2.7	1.5	2.5	2.7	1.5	3.0	2.6
NT	<i>Indigenous</i>	3.3	23.7	0.6	3.3	27.6	0.6	3.3	27.1	0.6	3.3	27.1	0.6	3.3	30.3	0.6
	<i>Non-Indigenous</i>	2.0	3.5	0.7	2.0	3.3	0.7	2.0	3.5	0.7	2.0	3.5	0.7	1.9	4.2	0.7
Aust	<i>Indigenous</i>	2.9	12.0	3.0	2.9	12.0	3.0	2.9	11.4	3.0	2.9	11.4	3.0	2.9	13.1	3.0
	<i>Non-Indigenous</i>	1.6	2.9	1.9	1.6	2.8	1.9	1.6	2.7	1.9	1.6	2.7	1.9	1.6	3.3	1.9

[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, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	542.1	545.6	538.5	537.6	537.8	538.0	557.9	472.9	540.8
NSW	542.1		■	■	■	■	■	▽	▲	■
Vic	545.6	■		■	■	■	■	■	▲	■
Qld	538.5	■	■		■	■	■	▽	▲	■
WA	537.6	■	■	■		■	■	▽	▲	■
SA	537.8	■	■	■	■		■	▽	▲	■
Tas	538.0	■	■	■	■	■		▽	▲	■
ACT	557.9	▲	■	▲	▲	▲	▲		▲	▲
NT	472.9	▽	▽	▽	▽	▽	▽	▽		▽
Aust	540.8	■	■	■	■	■	■	▽	▲	

Table 7.CW: Comparative Achievement of Year 7 Students in Writing, by State and Territory, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	515.2	530.0	502.9	512.3	516.3	513.6	519.4	428.2	515.0
NSW	515.2		▽	■	■	■	■	■	▲	■
Vic	530.0	▲		▲	▲	▲	▲	■	▲	▲
Qld	502.9	■	▽		■	▽	■	▽	▲	■
WA	512.3	■	▽	■		■	■	■	▲	■
SA	516.3	■	▽	▲	■		■	■	▲	■
Tas	513.6	■	▽	■	■	■		■	▲	■
ACT	519.4	■	■	▲	■	■	■		▲	■
NT	428.2	▽	▽	▽	▽	▽	▽	▽		▽
Aust	515.0	■	▽	■	■	■	■	■	▲	

Table 7.CS: Comparative Achievement of Year 7 Students in Spelling, by State and Territory, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	550.1	543.7	539.4	540.3	537.3	529.7	546.0	466.0	542.9
NSW	550.1		■	■	■	■	▲	■	▲	■
Vic	543.7	■		■	■	■	▲	■	▲	■
Qld	539.4	■	■		■	■	■	■	▲	■
WA	540.3	■	■	■		■	■	■	▲	■
SA	537.3	■	■	■	■		■	■	▲	■
Tas	529.7	▽	▽	■	■	■		▽	▲	■
ACT	546.0	■	■	■	■	■	▲		▲	■
NT	466.0	▽	▽	▽	▽	▽	▽	▽		▽
Aust	542.9	■	■	■	■	■	■	■	▲	

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, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	543.5	543.2	537.6	536.8	536.7	531.6	551.5	465.4	540.0
NSW	543.5		■	■	■	■	■	■	▲	■
Vic	543.2	■		■	■	■	■	■	▲	■
Qld	537.6	■	■		■	■	■	■	▲	■
WA	536.8	■	■	■		■	■	■	▲	■
SA	536.7	■	■	■	■		■	▽	▲	■
Tas	531.6	■	■	■	■	■		▽	▲	■
ACT	551.5	■	■	■	■	▲	▲		▲	■
NT	465.4	▽	▽	▽	▽	▽	▽	▽		■
Aust	540.0	■	■	■	■	■	■	■	▲	

Table 7.CN: Comparative Achievement of Year 7 Students in Numeracy, by State and Territory, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	552.0	555.9	545.9	548.1	542.6	539.5	555.6	486.2	549.7
NSW	552.0		■	■	■	■	■	■	▲	■
Vic	555.9	■		■	■	▲	▲	■	▲	■
Qld	545.9	■	■		■	■	■	■	▲	■
WA	548.1	■	■	■		■	■	■	▲	■
SA	542.6	■	▽	■	■		■	▽	▲	■
Tas	539.5	■	▽	■	■	■		▽	▲	■
ACT	555.6	■	■	■	■	▲	▲		▲	■
NT	486.2	▽	▽	▽	▽	▽	▽	▽		■
Aust	549.7	■	■	■	■	■	■	■	▲	

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 South Australia, Year 7 is the last year of primary education in most schools.

Achievement scores

Figures 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 show the distributions of achievement scores in reading, writing, spelling, grammar and punctuation, and numeracy, respectively, for each jurisdiction and for Australia overall. The table below each figure presents the mean scale score and standard deviation for each jurisdiction and for Australia overall.

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

- The mean scale score for the ACT is above and statistically significantly different from the national mean scale score in reading.
- The mean scale score for Victoria is above and statistically significantly different from the national mean scale score in writing.
- The mean scale scores for the Northern Territory are substantially below and statistically significantly different from the national mean scale scores in all five domains.

For the Northern Territory, the spread of scores, as indicated by the standard deviation, is much greater than in the other jurisdictions. This is also indicated by the length of the bars in the figures, which shows that much of the spread is between the 80th percentile and the 20th percentile, and between the 20th percentile and the 5th percentile in all domains.

Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands across Years 3, 5, 7 and 9. For students in Year 7, Band 4 and below is the lowest band that is reported and indicates a score below the national minimum standard. Band 5 (the next lowest band) indicates a score at the national minimum standard (see p. v). Band 9 is the highest reported band, representing high achievement for Year 7, and is reported as Band 9 and above. Exempt students do not receive an achievement score and are not included in the calculation of means and standard deviations, but they are 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. For Australia overall, the percentage of students who achieved at or above the national minimum standard is high, ranging from 90% in writing to 96% 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 58% in writing to 74% in numeracy. For all other jurisdictions, more than 95% of Year 7 students achieved at or above the national minimum standard in numeracy, and 90% or more students achieved at or above the national minimum standard in reading, spelling, and 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 writing, spelling, and grammar and punctuation, the mean scale scores for female students are higher than the mean scale scores for male students, for Australia overall and for most jurisdictions. In reading, the mean scale scores for male students are close to the mean scale scores for female students for Australia overall and for most jurisdictions. For the ACT and the Northern Territory, the mean scale score in spelling for male students is close to the mean scale score for female students; in all

other jurisdictions and for Australia overall, the mean scale score for female students is higher than the mean scale score for male students. In numeracy, the mean scale scores for male students are close to the mean scale scores for female students in all jurisdictions and for Australia overall.

Tables 7.R2, 7.W2, 7.S2, 7.G2 and 7.N2 present the percentages of male and female students in each achievement band. Nationally, in reading, writing, spelling, grammar and punctuation, and numeracy, a higher percentage of female students achieved at or above the national minimum standard compared with male students. For Australia overall and in all jurisdictions, greater percentages of male students than female students achieved scores in the highest two bands in numeracy.

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 64 score points in spelling to 77 score points in writing and grammar and punctuation.

Tables 7.R3, 7.W3, 7.S3, 7.G3 and 7.N3 show the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and Australia overall. For Australia overall, 77% of Indigenous students achieved at or above the national minimum standard in reading and 79% achieved at or above the national minimum standard in numeracy.

Language background other than English

Figures 7.R4, 7.W4, 7.S4, 7.G4 and 7.N4 provide the distributions of scores, mean scale scores and standard deviations separately for LBOTE students and non-LBOTE students, for each jurisdiction and for Australia overall. The mean scale scores in reading, writing, grammar and punctuation, and numeracy for LBOTE students are close to the mean scale scores for non-LBOTE students in most jurisdictions and for Australia overall. For New South Wales, the mean scale scores for LBOTE students are higher than the mean scale scores for non-LBOTE students in writing, spelling, grammar and punctuation, and numeracy. In spelling, the mean scale scores for LBOTE students are higher than the mean scale scores for non-LBOTE students in most jurisdictions except Tasmania, where the mean scale scores are close to one another. For the Northern Territory, the mean scale score for non-LBOTE students in spelling is substantially higher than the mean scale score for LBOTE students.

Tables 7.R4, 7.W4, 7.S4, 7.G4 and 7.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for LBOTE students and non-LBOTE students. For Australia overall, there is little difference between the two groups in the percentage of students who scored at or above the national minimum standard in writing and spelling. The greatest differences are in reading (three percentage points), with higher percentages of non-LBOTE students achieving at or above the national minimum standard.

Geolocation

Beginning in 2016, NAPLAN results are reported using the Australian Statistical Geography Standard (ASGS) to classify each school's geographic location (geolocation). Tables 7.R5, 7.W5, 7.S5, 7.G5 and 7.N5 present summary results for students from schools in major cities, inner regional, outer regional, remote and very remote geolocations for each jurisdiction and for Australia overall. These tables include the mean scale score, as well as the percentage of students in each achievement band. In Victoria, there is no very remote geolocation; in Tasmania, there is no major cities geolocation; in the ACT, there is no outer regional, remote or very remote geolocation; and in the Northern Territory, there is no major cities or inner regional geolocation. In addition, very remote geolocations in Tasmania have too few students to report, which is indicated by 'n.p.' in the tables.

NAPLAN Year 7 Commentary

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students attending schools in major cities geolocations have the highest mean scale scores, followed by students from inner regional geolocations, then students from outer regional geolocations, then students from remote geolocations, and then students from very remote geolocations. This pattern is not always replicated within each jurisdiction. In Victoria, mean scale scores for students from remote geolocations are close to mean scale scores for students from major cities geolocations in reading and numeracy, and in New South Wales, mean scale scores for students from very remote geolocations are close to mean scale scores for students from remote geolocations in all achievement domains.

The national distributions of achievement bands show similar results, with students attending schools in major cities geolocations having the highest percentage of students achieving at or above the national minimum standard and students attending schools in very remote geolocations having the lowest percentage. In reading and numeracy, at least 95% of students in major cities geolocations achieved at or above the national minimum standard. In all domains, greater percentages of students attending schools in major cities geolocations across Australia 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 Tasmania, mean scale scores and the percentage achieving at or above the national minimum standard for those attending schools in outer regional geolocations are close to the results for those attending schools in inner regional geolocations in all domains. Results for Indigenous students attending schools in inner regional geolocations in Queensland are close to results for Indigenous students attending schools in major cities geolocations in Queensland.

Parental education

Tables 7.R8, 7.W8, 7.S8, 7.G8 and 7.N8 provide results for each jurisdiction and Australia overall by parental education. Parental education refers to the highest level of education completed by either parent or guardian. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 5% in Victoria and New South Wales to 24% in the Northern Territory. For Australia overall, there is no information on parental education for 7% of Year 7 students, so these results should be treated with caution. The tables contain results for students whose parental education is identified as 'Not stated'.

In all domains, mean scale scores are higher for students whose parents have higher levels of education. Students whose parents hold a bachelor degree or higher have the highest mean scale scores for each jurisdiction and for Australia overall, and the greatest percentage of students who achieved at or above the national minimum standard. For most jurisdictions and in most domains, there is little difference in the mean scale scores between students with parents whose highest level of education is a certificate and those with parents whose highest level is Year 12 completion. For Australia overall, more than 96% of students whose parents completed a bachelor degree or higher achieved at or above the national minimum standard in each domain. Students with parents whose education is not stated are excluded from these comparisons.

Parental occupation

Tables 7.R9, 7.W9, 7.S9, 7.G9 and 7.N9 show results for each jurisdiction and Australia overall by parental occupation. Parental occupation group includes the main work undertaken by one 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 24% in the Northern Territory. For Australia overall, there is no information on parental occupation for 10% of students, so these results should be treated with caution. The tables contain results for students whose parental occupation is identified as 'Not stated'.

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

The percentage of students who achieved at or above the national minimum standard is also related to parental occupation. Students with parents in Occupation Group 1 most frequently achieved at or above the national minimum standard (between 96% and 99% nationally). For Australia overall, 88% of students with at least one parent in paid work achieved at or above the national minimum standard in reading, spelling, grammar and punctuation, and numeracy.

Participation

Tables 7.P1, 7.P2, 7.P3 and 7.P4 provide data on participation in the tests in each domain for each jurisdiction and for Australia overall. Table 7.P1 provides the overall rates and Table 7.P2 provides rates separately for Indigenous and non-Indigenous students. Tables 7.P3 and 7.P4 provide exemption, absence and withdrawal rates for the tests in each domain, with Table 7.P4 showing these rates separately for Indigenous and non-Indigenous students. Students who are absent or withdrawn are considered non-participating. Students who are exempt do not receive a scale score but are considered to have achieved below the national minimum standard.

The national participation rate is lowest in numeracy at 94.1% and highest in spelling and grammar and punctuation at 94.8%. Among the eight jurisdictions, New South Wales has the highest participation rate (96.8% in spelling and grammar and punctuation) and Northern Territory the lowest (83.7% in numeracy). For Australia overall, participation rates are lower among Indigenous students (between 83.9% in numeracy and 85.6% in spelling and grammar and punctuation) compared to non-Indigenous students (between 94.8% in numeracy and 95.5% in spelling and grammar and punctuation).

For Australia overall, 1.7% of students were granted exemptions from the assessment in each domain. Exemption rates for Indigenous students vary across jurisdictions, ranging from 1.0% in Western Australia to 6.2% in Victoria. For Australia overall, students were absent most frequently for the numeracy assessment (3.8%). Withdrawal rates were highest in Queensland among both Indigenous (6.0% to 6.1%) and non-Indigenous students (4.8% to 4.9%).

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Figure 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	581.7 (66.8)	583.9 (62.4)	575.8 (65.2)	584.9 (64.1)	575.2 (62.4)	578.6 (65.8)	600.8 (65.8)	520.5 (102.9)	580.8 (65.8)

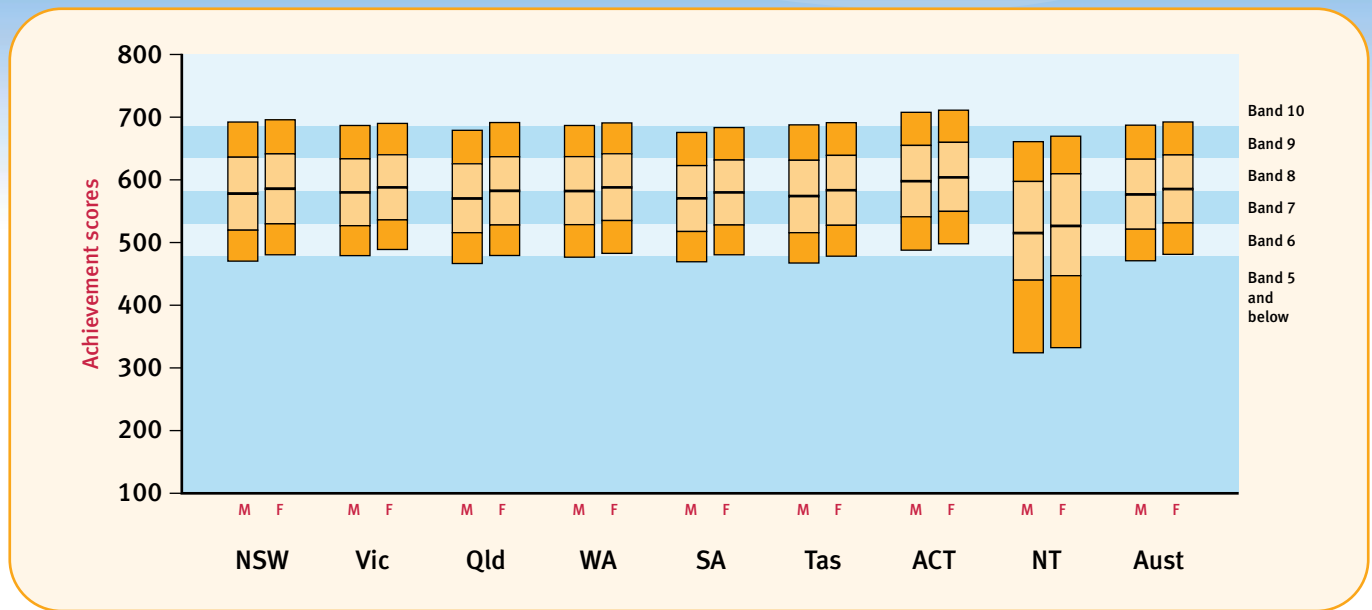
Table 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2016.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	93.5	5.4	1.1	1.4	5.5	16.6	28.3	26.5	15.4	6.3	93.1
Vic	14yrs 9mths 9yrs 4mths	90.6	7.0	2.4	2.6	4.0	14.9	29.6	28.2	15.4	5.3	93.4
Qld	14yrs 4mths 8yrs 4mths	87.2	5.7	7.0	1.6	6.0	17.8	30.0	26.1	13.7	4.8	92.4
WA	14yrs 5mths 9yrs 4mths	93.7	6.0	0.3	1.3	4.7	14.3	28.2	29.3	16.7	5.4	94.0
SA	14yrs 7mths 9yrs 4mths	89.5	7.0	3.4	2.5	5.5	17.3	30.8	27.1	12.8	4.0	91.9
Tas	14yrs 11mths 9yrs 4mths	90.5	7.8	1.7	1.3	6.0	17.6	28.5	26.4	14.8	5.5	92.7
ACT	14yrs 8mths 9yrs 4mths	90.9	5.0	4.1	1.8	3.1	10.8	24.7	29.4	20.4	9.9	95.2
NT	14yrs 6mths 9yrs 4mths	80.6	18.5	0.9	2.8	28.9	17.8	22.5	16.9	8.4	2.7	68.3
Aust	14yrs 7mths 9yrs 2mths	91.2	6.2	2.5	1.8	5.3	16.1	29.0	27.2	15.1	5.5	92.8

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

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Figure 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	577.9 (67.8)	579.9 (63.2)	570.1 (65.3)	582.0 (64.7)	570.5 (62.7)	574.0 (67.0)	597.8 (66.9)	515.0 (102.3)	576.6 (66.5)
Female Mean scale score / (S.D.)	585.7 (65.5)	587.9 (61.3)	582.3 (64.5)	587.9 (63.5)	579.9 (61.7)	583.4 (64.2)	603.9 (64.6)	526.3 (103.2)	585.2 (64.7)

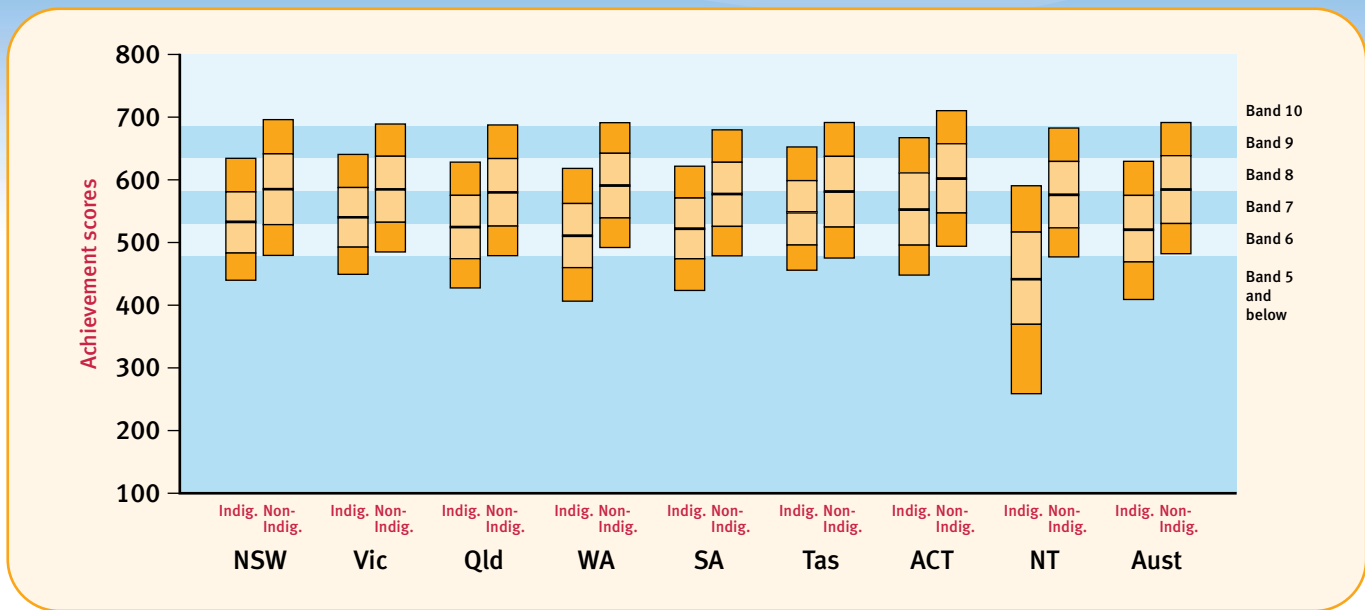
Table 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2016.

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	1.8	6.4	17.8	28.3	25.2	14.5	5.9	91.8
	Female	1.0	4.6	15.3	28.4	27.9	16.2	6.7	94.4
Vic	Male	3.2	4.6	16.2	30.1	26.8	14.2	5.0	92.1
	Female	2.0	3.3	13.6	29.2	29.7	16.7	5.6	94.7
Qld	Male	1.9	7.1	19.4	30.5	24.6	12.5	3.9	91.0
	Female	1.2	4.8	15.9	29.5	27.9	15.1	5.8	94.1
WA	Male	1.7	5.1	15.2	28.7	28.3	15.9	5.0	93.2
	Female	0.9	4.3	13.4	27.7	30.4	17.5	5.8	94.8
SA	Male	3.2	6.5	18.5	30.9	26.0	11.4	3.4	90.3
	Female	1.9	4.5	16.0	30.8	28.2	14.2	4.5	93.6
Tas	Male	1.6	7.1	19.1	28.4	25.2	13.5	5.1	91.4
	Female	0.9	4.9	15.9	28.6	27.7	16.2	5.8	94.2
ACT	Male	2.1	3.7	11.9	24.5	28.5	20.1	9.3	94.3
	Female	1.4	2.5	9.7	24.9	30.3	20.7	10.6	96.1
NT	Male	3.6	29.9	19.6	21.8	15.1	7.5	2.4	66.4
	Female	1.8	27.8	16.0	23.3	18.8	9.4	2.9	70.4
Aust	Male	2.3	6.2	17.4	29.2	25.9	14.0	5.1	91.6
	Female	1.4	4.5	14.7	28.7	28.6	16.2	6.0	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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	532.7 (59.6)	540.2 (58.4)	524.5 (61.4)	510.6 (64.7)	521.8 (60.9)	548.1 (60.5)	552.3 (66.4)	441.4 (97.4)	520.2 (70.2)
Non-Indigenous Mean scale score / (S.D.)	585.0 (66.0)	584.7 (62.1)	579.9 (63.6)	590.7 (60.5)	577.2 (61.0)	581.1 (65.5)	601.8 (65.3)	575.9 (62.4)	584.3 (63.7)

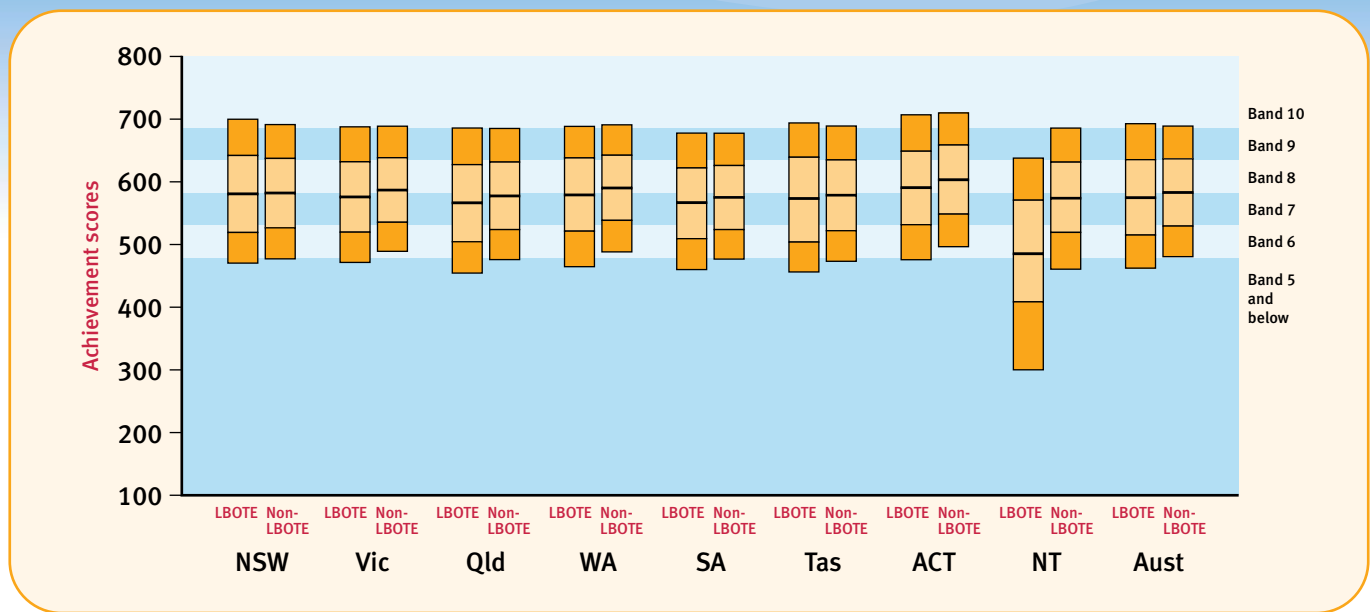
Table 9.R3: Achievement of Year 9 Students in Reading, by Indigenous Status, by State and Territory, 2016.

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	2.7	17.0	30.6	30.7	14.0	4.3	0.7	80.2
	Non-Indigenous	1.4	4.7	15.7	28.2	27.3	16.1	6.7	94.0
Vic	Indigenous	5.3	13.1	28.2	32.0	15.5	5.4	0.5	81.6
	Non-Indigenous	2.5	3.8	14.6	29.6	28.5	15.6	5.4	93.7
Qld	Indigenous	2.5	21.6	31.8	27.3	12.8	3.6	0.4	75.9
	Non-Indigenous	1.5	4.7	16.7	30.3	27.1	14.5	5.2	93.8
WA	Indigenous	1.5	29.0	32.0	25.0	9.7	2.5	0.2	69.4
	Non-Indigenous	1.1	2.9	12.9	28.5	30.9	17.8	5.9	96.0
SA	Indigenous	4.1	21.4	30.9	29.4	11.3	2.4	0.4	74.4
	Non-Indigenous	2.5	4.7	16.7	31.1	27.9	13.1	3.9	92.8
Tas	Indigenous	1.6	12.0	27.5	31.5	18.7	7.1	1.6	86.4
	Non-Indigenous	1.2	5.5	16.8	28.4	27.0	15.4	5.8	93.3
ACT	Indigenous	6.5	12.1	24.5	26.8	19.0	9.1	2.2	81.4
	Non-Indigenous	1.7	2.9	10.5	24.7	29.7	20.6	10.0	95.5
NT	Indigenous	3.4	62.4	18.6	9.6	4.5	1.2	0.3	34.2
	Non-Indigenous	2.2	5.2	17.3	31.8	25.7	13.5	4.4	92.6
Aust	Indigenous	2.9	23.6	29.6	27.2	12.4	3.7	0.5	73.6
	Non-Indigenous	1.8	4.2	15.3	29.1	28.1	15.7	5.8	94.0

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

NAPLAN Year 9 Reading

Figure 9.R4: Achievement of Year 9 Students in Reading, by LBOTE Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	580.6 (70.2)	575.7 (65.7)	566.3 (70.8)	578.9 (69.3)	566.6 (66.0)	573.2 (73.2)	590.5 (68.7)	485.1 (100.9)	574.5 (71.5)
Non-LBOTE Mean scale score / (S.D.)	582.0 (65.4)	586.7 (60.9)	577.3 (64.1)	590.0 (61.9)	575.1 (61.3)	578.6 (65.4)	603.1 (65.0)	573.8 (69.7)	582.8 (63.6)

Table 9.R4: Achievement of Year 9 Students in Reading, by LBOTE Status, by State and Territory, 2016.

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	1.8	6.5	17.9	27.1	24.2	15.2	7.3	91.7
	Non-LBOTE	1.3	5.1	16.2	28.9	27.4	15.3	5.8	93.6
Vic	LBOTE	3.2	6.1	18.1	29.3	24.7	13.5	5.1	90.6
	Non-LBOTE	2.4	3.2	13.8	29.7	29.4	16.1	5.3	94.4
Qld	LBOTE	1.8	10.4	20.8	27.0	22.6	12.6	4.8	87.8
	Non-LBOTE	1.5	5.3	17.3	30.5	26.7	13.9	4.8	93.2
WA	LBOTE	2.0	7.2	15.7	26.6	27.2	16.0	5.3	90.8
	Non-LBOTE	1.1	3.6	12.6	28.2	30.8	17.9	5.8	95.4
SA	LBOTE	4.7	8.7	19.1	29.1	23.2	11.5	3.6	86.6
	Non-LBOTE	2.3	5.1	17.4	31.4	27.5	12.6	3.7	92.6
Tas	LBOTE	3.4	10.8	19.2	22.2	22.8	15.2	6.4	85.9
	Non-LBOTE	1.2	5.8	17.6	28.8	26.4	14.7	5.4	93.0
ACT	LBOTE	2.4	5.2	13.6	25.5	27.9	16.7	8.6	92.3
	Non-LBOTE	1.6	2.6	10.2	24.5	29.6	21.3	10.2	95.8
NT	LBOTE	3.4	43.5	19.1	18.3	10.4	4.3	1.1	53.1
	Non-LBOTE	2.0	7.5	16.8	28.9	25.8	14.1	4.8	90.5
Aust	LBOTE	2.4	7.9	18.1	27.5	24.1	14.1	5.9	89.6
	Non-LBOTE	1.7	4.5	15.4	29.5	28.1	15.4	5.4	93.8

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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	586.5	1.3	4.8	15.4	27.6	27.0	16.6	7.3	93.9
	Inner Regional	570.9	1.6	6.8	19.2	30.4	26.0	12.4	3.6	91.6
	Outer Regional	555.5	1.5	9.9	24.2	31.7	22.3	8.4	2.0	88.6
	Remote	525.3	5.9	21.9	29.6	24.1	13.4	4.4	0.7	72.2
	Very Remote	521.4	3.9	24.4	32.5	23.4	12.7	2.6	0.5	71.7
Vic	Major Cities	586.8	2.6	3.8	14.2	28.7	28.5	16.4	5.9	93.6
	Inner Regional	574.9	2.6	4.6	17.1	32.8	27.2	12.6	3.2	92.8
	Outer Regional	574.6	2.3	4.5	18.0	31.8	27.8	12.1	3.3	93.1
	Remote	613.1	0.0	1.8	5.5	23.1	33.9	26.1	9.5	98.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	583.6	1.5	4.4	15.7	29.1	27.8	15.5	5.9	94.1
	Inner Regional	566.8	1.8	6.8	20.6	32.4	24.2	11.2	3.0	91.4
	Outer Regional	560.2	1.3	9.8	21.9	31.2	22.7	10.4	2.7	88.9
	Remote	534.7	2.8	18.2	26.9	28.5	17.4	5.3	0.9	79.0
	Very Remote	510.9	2.3	31.6	29.8	22.6	10.5	2.4	0.9	66.1
WA	Major Cities	591.3	1.5	3.3	12.9	27.5	30.3	18.3	6.3	95.3
	Inner Regional	575.7	0.8	4.7	17.4	31.9	29.2	13.0	3.1	94.6
	Outer Regional	568.8	0.8	7.2	19.1	31.2	26.7	12.2	2.8	92.0
	Remote	553.7	1.2	13.4	21.3	29.8	23.1	9.5	1.7	85.4
	Very Remote	500.0	0.2	38.7	24.2	21.4	12.2	3.1	0.2	61.1
SA	Major Cities	578.7	2.6	5.2	16.4	29.8	27.4	13.9	4.7	92.2
	Inner Regional	572.1	3.1	4.1	18.2	34.2	26.7	11.2	2.6	92.8
	Outer Regional	562.9	2.3	7.1	20.5	33.5	26.1	8.9	1.6	90.6
	Remote	563.9	0.8	6.8	19.8	33.3	28.3	9.4	1.6	92.4
	Very Remote	529.1	1.5	25.1	24.6	25.5	14.9	6.0	2.3	73.4
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	584.0	1.2	5.5	15.9	27.2	26.9	16.6	6.6	93.2
	Outer Regional	564.0	1.3	7.4	21.8	32.1	24.9	10.2	2.3	91.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	600.8	1.8	3.1	10.8	24.7	29.4	20.4	9.9	95.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	556.8	3.1	12.4	20.1	29.0	22.0	10.4	3.0	84.5
	Remote	521.2	3.8	27.6	16.2	21.3	17.0	10.1	3.9	68.6
	Very Remote	422.5	0.8	75.6	13.2	6.2	2.6	1.2	0.4	23.6
Aust	Major Cities	586.5	1.8	4.3	14.7	28.2	28.0	16.5	6.5	93.9
	Inner Regional	572.8	1.9	5.8	18.4	31.4	26.3	12.6	3.6	92.3
	Outer Regional	562.6	1.7	8.5	21.2	31.6	24.3	10.3	2.5	89.8
	Remote	546.7	2.2	15.9	20.9	27.8	21.8	9.2	2.2	82.0
	Very Remote	477.0	1.1	49.2	21.4	16.3	8.7	2.6	0.7	49.7

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	540.5	2.2	13.6	28.7	33.4	15.9	5.3	1.0	84.2
	Inner Regional	530.8	3.1	17.8	31.1	29.5	14.3	3.7	0.4	79.1
	Outer Regional	519.2	2.0	22.8	34.9	27.8	9.1	3.2	0.2	75.2
	Remote	496.6	11.9	32.3	32.1	17.1	6.4	0.2	0.0	55.8
	Very Remote	492.9	4.3	37.8	36.5	20.9	0.4	0.0	0.0	57.8
Vic	Major Cities	542.1	7.2	12.7	26.8	31.0	16.0	5.6	0.8	80.1
	Inner Regional	542.0	3.8	12.1	28.4	33.0	16.3	6.2	0.3	84.1
	Outer Regional	528.6	3.2	17.0	32.6	32.8	11.5	2.6	0.3	79.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	541.3	2.7	12.9	29.6	32.0	16.7	5.4	0.7	84.5
	Inner Regional	532.2	2.6	16.5	30.8	32.4	13.1	4.5	0.1	80.9
	Outer Regional	514.3	1.8	26.8	34.9	23.0	10.8	2.2	0.5	71.4
	Remote	491.3	5.1	40.1	31.2	15.9	7.2	0.4	0.0	54.7
	Very Remote	483.5	2.8	46.4	31.8	13.9	4.9	0.2	0.0	50.8
WA	Major Cities	525.9	2.3	19.9	32.6	29.6	11.7	3.4	0.5	77.8
	Inner Regional	526.6	0.6	20.0	37.1	24.0	14.3	4.0	0.0	79.4
	Outer Regional	514.6	1.2	26.3	34.5	24.9	10.7	2.4	0.1	72.5
	Remote	505.0	1.7	32.6	31.8	24.9	7.3	1.6	0.1	65.7
	Very Remote	468.9	0.3	54.2	26.1	14.8	4.0	0.6	0.0	45.5
SA	Major Cities	526.8	5.7	18.1	31.2	30.0	11.5	3.1	0.4	76.2
	Inner Regional	544.3	1.3	12.5	29.9	31.5	17.3	5.9	1.6	86.1
	Outer Regional	516.7	3.4	23.7	31.5	30.0	10.3	0.9	0.1	72.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	549.2	1.5	11.8	26.4	32.8	18.4	6.8	2.4	86.7
	Outer Regional	545.9	1.8	12.5	29.1	30.2	18.1	7.5	0.8	85.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	552.3	6.5	12.1	24.5	26.8	19.0	9.1	2.2	81.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	497.1	6.2	37.0	26.0	17.9	10.0	2.5	0.5	56.8
	Remote	440.7	5.4	55.0	21.2	10.7	5.5	1.7	0.5	39.6
	Very Remote	409.2	0.7	81.9	12.7	3.9	0.7	0.2	0.0	17.4
Aust	Major Cities	537.7	3.2	14.7	29.4	31.8	15.1	4.9	0.9	82.1
	Inner Regional	534.1	2.8	16.3	30.6	30.6	14.7	4.5	0.5	80.9
	Outer Regional	516.8	2.5	25.2	33.0	25.2	10.8	2.8	0.4	72.3
	Remote	482.4	4.5	40.4	28.4	18.2	7.1	1.3	0.2	55.1
	Very Remote	444.5	1.1	65.0	20.9	10.1	2.5	0.3	0.0	33.9

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	588.6	1.3	4.3	14.8	27.4	27.4	17.1	7.6	94.3
	Inner Regional	575.4	1.5	5.5	17.8	30.5	27.4	13.4	3.9	93.0
	Outer Regional	563.4	1.3	7.1	22.0	32.6	25.1	9.6	2.4	91.7
	Remote	551.2	0.0	11.2	27.2	30.6	20.7	8.8	1.5	88.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	587.3	2.5	3.7	14.0	28.7	28.6	16.5	6.0	93.8
	Inner Regional	576.0	2.5	4.3	16.7	32.8	27.6	12.8	3.3	93.2
	Outer Regional	577.3	2.3	3.8	17.1	31.8	28.7	12.7	3.5	93.9
	Remote	615.4	0.0	0.9	4.7	23.8	34.3	26.4	9.8	99.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	585.4	1.5	4.0	15.1	29.0	28.2	15.9	6.2	94.5
	Inner Regional	569.9	1.8	5.9	19.7	32.3	25.2	11.8	3.3	92.4
	Outer Regional	569.4	1.2	6.3	19.3	32.8	25.2	12.0	3.1	92.4
	Remote	557.9	1.6	6.4	24.0	35.6	23.2	7.9	1.3	92.0
	Very Remote	550.5	1.7	9.7	27.5	34.7	18.7	5.7	2.2	88.7
WA	Major Cities	593.9	1.2	2.6	12.1	27.5	31.1	18.9	6.6	96.2
	Inner Regional	579.4	0.8	3.5	15.9	32.5	30.5	13.6	3.3	95.8
	Outer Regional	577.8	0.6	4.0	16.4	32.4	29.4	13.9	3.2	95.4
	Remote	577.6	0.9	3.9	16.2	32.1	31.0	13.4	2.5	95.2
	Very Remote	560.1	0.0	10.1	16.7	38.3	25.2	9.1	0.6	89.9
SA	Major Cities	579.9	2.5	4.7	16.0	30.1	28.0	14.1	4.6	92.8
	Inner Regional	573.5	3.2	3.6	17.7	34.4	27.0	11.5	2.6	93.2
	Outer Regional	566.9	2.2	5.7	19.5	33.8	27.5	9.7	1.8	92.2
	Remote	567.8	0.8	5.4	19.2	33.7	29.2	10.1	1.6	93.8
	Very Remote	576.5	1.7	2.7	21.7	30.7	25.7	12.7	5.0	95.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	586.0	1.2	5.2	15.4	26.9	27.3	17.1	6.9	93.6
	Outer Regional	567.1	1.3	6.4	20.6	32.5	26.2	10.4	2.6	92.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	601.8	1.7	2.9	10.5	24.7	29.7	20.6	10.0	95.5
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	572.3	2.3	5.7	18.6	32.0	25.3	12.5	3.7	92.0
	Remote	591.1	2.4	3.1	11.7	30.8	27.3	17.6	7.1	94.4
	Very Remote	575.0	0.0	4.4	19.2	32.8	25.2	13.2	5.2	95.6
Aust	Major Cities	588.1	1.8	3.9	14.3	28.1	28.4	16.9	6.7	94.3
	Inner Regional	575.7	1.9	5.0	17.5	31.5	27.2	13.2	3.8	93.2
	Outer Regional	570.2	1.5	5.7	19.2	32.6	26.6	11.5	2.9	92.8
	Remote	575.4	1.1	4.6	17.3	32.2	28.6	13.0	3.2	94.3
	Very Remote	563.4	1.3	7.6	21.2	34.2	23.6	9.1	2.9	91.1

[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, 2016.

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>	616.8	0.9	1.4	7.1	20.3	31.0	25.8	13.5	97.7
	<i>Diploma</i>	582.0	1.0	3.6	15.4	31.2	29.8	14.7	4.2	95.3
	<i>Certificate</i>	561.7	1.4	6.9	22.2	34.5	24.5	8.8	1.8	91.7
	<i>Year 12</i>	566.4	2.1	6.5	20.9	32.7	24.4	10.3	3.0	91.4
	<i>Year 11</i>	535.8	3.1	15.4	30.1	31.2	15.0	4.4	0.8	81.4
	<i>Not stated (5%)</i>	569.5	1.6	8.7	19.5	28.4	24.5	12.7	4.6	89.6
Vic	<i>Bachelor</i>	613.1	1.4	1.2	6.7	22.1	32.4	25.1	11.1	97.4
	<i>Diploma</i>	579.4	2.1	3.3	15.0	32.8	30.6	13.4	2.8	94.6
	<i>Certificate</i>	565.7	2.5	5.1	20.1	35.9	25.8	9.0	1.6	92.5
	<i>Year 12</i>	567.8	3.6	5.2	19.5	33.3	26.2	10.0	2.1	91.2
	<i>Year 11</i>	545.9	5.8	10.3	26.5	33.5	18.1	5.1	0.7	83.9
	<i>Not stated (4%)</i>	591.6	4.5	4.2	12.0	25.3	28.7	18.6	6.7	91.3
Qld	<i>Bachelor</i>	610.3	1.0	1.3	8.0	23.0	32.0	23.6	11.2	97.7
	<i>Diploma</i>	578.1	1.0	3.9	15.9	33.0	29.9	13.3	3.1	95.1
	<i>Certificate</i>	562.1	1.4	6.5	21.9	35.2	24.3	9.0	1.8	92.1
	<i>Year 12</i>	558.9	1.6	8.1	23.1	33.7	22.4	9.2	1.9	90.3
	<i>Year 11</i>	534.5	3.8	15.8	30.4	29.7	15.2	4.6	0.5	80.4
	<i>Not stated (10%)</i>	559.7	2.3	10.3	22.0	30.0	21.8	10.5	3.1	87.4
WA	<i>Bachelor</i>	618.8	0.7	0.8	5.6	19.9	33.0	28.2	11.9	98.6
	<i>Diploma</i>	586.6	0.6	2.4	13.0	30.8	33.8	15.5	3.9	97.0
	<i>Certificate</i>	571.5	0.9	4.3	17.7	35.0	29.5	10.8	1.8	94.8
	<i>Year 12</i>	568.4	1.6	5.6	19.3	33.4	27.8	10.6	1.8	92.9
	<i>Year 11</i>	540.2	2.2	14.5	27.2	32.4	18.1	5.0	0.6	83.3
	<i>Not stated (12%)</i>	571.2	3.8	9.2	17.2	26.3	25.0	14.3	4.3	87.0
SA	<i>Bachelor</i>	606.2	0.9	1.6	7.8	24.4	33.7	22.6	8.9	97.5
	<i>Diploma</i>	576.7	1.9	3.6	16.6	33.3	29.6	12.4	2.7	94.5
	<i>Certificate</i>	565.3	1.7	5.2	20.6	35.7	26.2	9.1	1.5	93.1
	<i>Year 12</i>	566.3	2.3	6.4	19.8	34.0	25.3	9.8	2.4	91.4
	<i>Year 11</i>	538.1	4.7	13.9	28.5	31.5	16.9	4.1	0.4	81.4
	<i>Not stated (10%)</i>	565.5	7.7	9.0	19.2	27.9	21.8	9.7	4.7	83.3

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 Reading

Table 9.R8 (cont.): Achievement of Year 9 Students in Reading, by Parental Education, by State and Territory, 2016.

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>	621.6	0.8	0.6	5.5	18.9	33.2	26.9	14.2	98.6
	<i>Diploma</i>	587.2	0.6	3.1	15.2	29.8	28.7	16.9	5.7	96.4
	<i>Certificate</i>	566.6	0.9	6.5	20.6	32.8	25.9	11.2	2.2	92.7
	<i>Year 12</i>	561.7	1.5	8.5	21.3	32.2	24.7	9.8	2.0	90.0
	<i>Year 11</i>	542.6	2.6	13.3	29.1	30.6	17.9	5.8	0.7	84.2
	<i>Not stated (10%)</i>	575.5	2.2	6.8	17.2	30.1	24.7	14.0	5.1	91.0
ACT	<i>Bachelor</i>	623.1	0.9	0.5	5.7	19.2	31.0	27.4	15.2	98.6
	<i>Diploma</i>	583.5	1.5	3.7	13.1	32.1	32.1	13.4	4.1	94.8
	<i>Certificate</i>	568.3	2.3	6.1	18.9	33.4	26.5	10.6	2.3	91.6
	<i>Year 12</i>	571.3	3.2	6.6	17.5	30.7	27.5	11.6	2.9	90.2
	<i>Year 11</i>	543.0	6.5	13.7	25.1	31.1	16.3	5.7	1.5	79.8
	<i>Not stated (9%)</i>	602.5	3.3	3.7	10.5	22.4	28.2	21.2	10.8	93.1
NT	<i>Bachelor</i>	597.7	1.8	2.8	10.6	26.6	29.3	21.1	7.8	95.4
	<i>Diploma</i>	559.6	1.2	8.5	20.8	33.7	24.6	9.3	2.0	90.3
	<i>Certificate</i>	539.1	2.5	16.4	24.7	30.9	18.5	5.7	1.2	81.1
	<i>Year 12</i>	539.4	2.7	15.1	23.4	35.9	16.4	6.2	0.3	82.2
	<i>Year 11</i>	461.8	4.9	53.6	20.1	12.9	7.3	0.9	0.3	41.5
	<i>Not stated (23%)</i>	450.5	3.1	59.6	13.2	9.2	7.4	5.3	2.2	37.3
Aust	<i>Bachelor</i>	614.5	1.0	1.2	6.9	21.4	32.0	25.4	12.0	97.7
	<i>Diploma</i>	580.8	1.3	3.5	15.2	32.0	30.4	14.0	3.5	95.2
	<i>Certificate</i>	564.0	1.6	6.0	21.0	35.0	25.4	9.2	1.7	92.3
	<i>Year 12</i>	565.4	2.4	6.4	20.6	33.2	25.0	10.0	2.3	91.2
	<i>Year 11</i>	538.0	4.0	14.5	28.5	31.4	16.3	4.7	0.7	81.5
	<i>Not stated (7%)</i>	567.2	3.3	10.2	18.0	27.1	23.8	13.1	4.6	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 9 Reading

Table 9.R9: Achievement of Year 9 Students in Reading, by Parental Occupation, by State and Territory, 2016.

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	616.5	0.7	1.4	7.2	20.6	30.9	25.9	13.4	97.9
	Group 2	592.2	0.9	2.7	12.4	28.6	30.9	17.6	6.7	96.3
	Group 3	568.9	1.4	5.6	19.9	33.7	26.1	10.6	2.8	93.1
	Group 4	553.7	1.9	9.6	25.6	32.9	20.3	7.7	2.0	88.5
	Not in paid work	537.9	3.8	15.7	29.2	29.3	15.5	5.3	1.3	80.6
	Not stated (7%)	568.4	1.7	8.4	20.6	28.9	23.6	12.4	4.4	89.9
Vic	Group 1	615.8	1.0	0.9	6.2	21.4	32.7	25.9	11.8	98.0
	Group 2	592.4	1.2	2.0	11.5	29.8	32.4	17.7	5.5	96.8
	Group 3	573.6	1.8	3.8	17.3	35.1	28.3	11.2	2.5	94.4
	Group 4	559.1	3.7	6.8	23.3	34.3	22.2	8.0	1.7	89.5
	Not in paid work	546.8	8.2	11.0	25.3	30.7	17.6	6.0	1.1	80.7
	Not stated (3%)	586.5	4.8	4.8	13.2	26.3	28.0	17.4	5.4	90.4
Qld	Group 1	610.7	0.8	1.3	7.9	23.2	31.8	23.7	11.4	98.0
	Group 2	586.3	1.0	3.0	13.5	30.9	31.2	15.6	4.9	96.0
	Group 3	566.9	1.2	5.6	20.3	34.8	25.5	10.4	2.2	93.2
	Group 4	548.8	2.5	10.3	26.7	33.4	19.1	6.8	1.2	87.2
	Not in paid work	532.2	4.2	18.3	30.2	27.3	13.6	5.1	1.2	77.5
	Not stated (15%)	553.7	2.3	10.6	24.5	31.3	20.6	8.6	2.1	87.0
WA	Group 1	616.6	0.5	1.0	6.2	20.9	32.4	27.2	11.8	98.5
	Group 2	592.0	0.7	2.0	11.5	28.8	34.7	17.7	4.6	97.3
	Group 3	575.3	0.7	3.6	16.4	34.6	30.7	11.9	2.1	95.7
	Group 4	558.5	1.3	8.1	23.1	33.9	23.1	8.9	1.6	90.6
	Not in paid work	536.6	3.0	17.1	27.6	30.0	15.8	5.0	1.5	79.9
	Not stated (16%)	567.4	3.7	9.5	18.5	27.5	24.2	12.8	3.8	86.9
SA	Group 1	604.3	1.1	1.5	8.9	24.9	33.6	21.7	8.4	97.5
	Group 2	584.8	1.2	2.9	13.9	31.3	31.5	15.2	4.1	95.9
	Group 3	570.0	1.2	4.5	18.4	36.3	27.6	9.8	2.2	94.3
	Group 4	556.6	3.0	7.4	24.1	34.5	22.6	7.3	1.2	89.7
	Not in paid work	546.1	6.0	11.3	25.5	32.3	18.7	5.2	1.0	82.7
	Not stated (16%)	552.4	6.1	12.0	23.6	28.8	18.6	7.8	3.1	81.9

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 9 Reading

Table 9.R9 (cont.): Achievement of Year 9 Students in Reading, by Parental Occupation, by State and Territory, 2016.

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	613.8	0.6	1.0	8.5	21.1	32.2	23.7	13.0	98.5
	Group 2	590.9	0.5	3.0	12.7	28.2	32.0	17.5	6.0	96.4
	Group 3	573.5	1.0	5.1	18.9	32.0	26.4	13.1	3.5	93.8
	Group 4	553.7	1.8	9.6	26.5	32.0	20.5	8.2	1.5	88.6
	Not in paid work	538.3	2.9	16.9	28.4	28.7	15.0	7.0	1.0	80.2
	Not stated (14%)	571.6	2.0	7.2	18.5	30.7	24.3	13.3	4.1	90.8
ACT	Group 1	621.8	0.8	0.9	5.8	19.8	31.1	26.6	15.1	98.3
	Group 2	600.0	1.1	1.2	10.6	27.5	32.0	19.8	7.9	97.7
	Group 3	585.5	1.5	3.7	13.5	31.6	28.4	15.8	5.5	94.8
	Group 4	546.2	4.6	14.5	23.8	29.0	21.8	4.5	1.8	80.9
	Not in paid work	563.0	6.8	8.9	24.4	23.6	22.4	11.5	2.3	84.2
	Not stated (17%)	583.7	3.4	6.1	15.2	26.4	25.9	15.9	7.1	90.4
NT	Group 1	591.7	1.4	4.0	12.3	26.4	29.7	19.4	6.7	94.6
	Group 2	573.3	1.5	6.1	18.8	30.3	24.8	14.7	3.8	92.3
	Group 3	544.2	2.5	14.0	23.5	33.7	18.5	5.9	1.9	83.5
	Group 4	497.4	3.2	37.4	21.0	23.7	10.6	3.0	0.9	59.4
	Not in paid work	454.0	6.8	59.0	18.4	10.1	5.1	0.6	0.0	34.2
	Not stated (22%)	434.3	3.0	63.0	16.1	9.4	6.1	1.8	0.6	34.0
Aust	Group 1	614.5	0.8	1.2	7.1	21.6	31.9	25.3	12.1	98.0
	Group 2	590.7	1.0	2.5	12.4	29.5	31.8	17.2	5.7	96.5
	Group 3	570.6	1.4	4.9	18.7	34.5	27.1	10.9	2.6	93.7
	Group 4	554.8	2.6	8.8	24.7	33.5	21.1	7.7	1.7	88.6
	Not in paid work	539.6	5.5	14.8	27.4	29.5	16.1	5.5	1.2	79.7
	Not stated (10%)	561.3	3.2	10.6	20.5	28.4	22.4	11.3	3.6	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 9 Writing

Figure 9.W1: Achievement of Year 9 Students in Writing, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	546.5 (76.8)	563.3 (71.6)	534.9 (74.3)	554.4 (75.7)	545.5 (74.6)	548.0 (77.5)	556.9 (75.1)	461.9 (142.9)	549.1 (77.0)

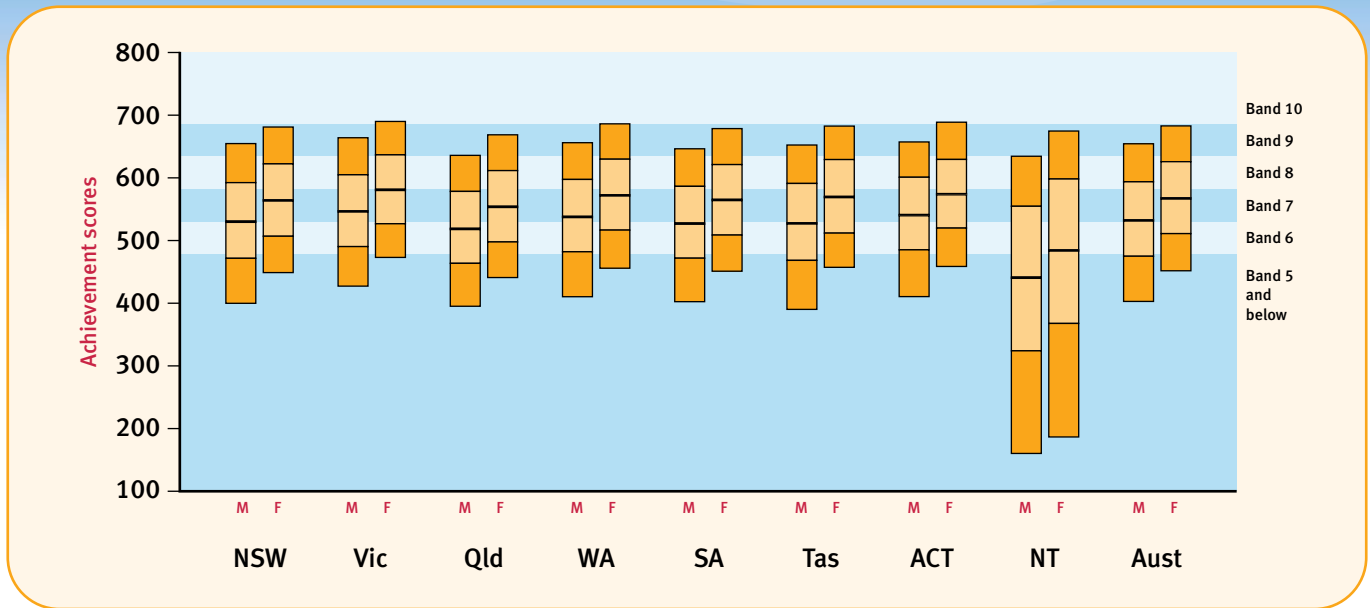
Table 9.W1: Achievement of Year 9 Students in Writing, by State and Territory, 2016.

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	93.8	5.1	1.1	1.4	16.4	23.3	27.6	19.5	8.6	3.1	82.2
Vic	14yrs 9mths 9yrs 4mths	90.9	6.8	2.4	2.6	10.3	19.7	28.9	23.1	11.5	4.0	87.1
Qld	14yrs 4mths 8yrs 4mths	87.4	5.5	7.0	1.6	19.8	26.2	27.1	16.8	6.6	1.9	78.6
WA	14yrs 5mths 9yrs 4mths	94.0	5.7	0.3	1.3	13.5	21.1	28.6	22.1	9.9	3.4	85.2
SA	14yrs 7mths 9yrs 4mths	90.1	6.5	3.4	2.5	16.0	23.5	28.1	19.1	8.2	2.7	81.5
Tas	14yrs 11mths 9yrs 4mths	91.0	7.3	1.7	1.3	16.3	22.8	26.8	20.0	9.6	3.2	82.4
ACT	14yrs 8mths 9yrs 4mths	91.5	4.6	3.9	1.7	12.5	20.3	29.1	22.6	10.2	3.5	85.7
NT	14yrs 6mths 9yrs 4mths	82.8	16.4	0.9	2.8	45.1	17.0	16.6	10.8	5.3	2.4	52.2
Aust	14yrs 7mths 9yrs 2mths	91.5	6.0	2.5	1.8	15.2	22.5	27.9	20.3	9.2	3.1	82.9

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

NAPLAN Year 9 Writing

Figure 9.W2: Achievement of Year 9 Students in Writing, by Sex, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	529.9 (77.8)	546.4 (72.3)	518.4 (73.7)	537.5 (75.8)	526.9 (74.3)	527.3 (78.5)	540.4 (75.8)	440.6 (140.2)	532.0 (77.5)
Female Mean scale score / (S.D.)	563.9 (71.6)	580.7 (66.6)	553.6 (70.5)	572.0 (71.4)	564.6 (70.0)	569.3 (70.4)	573.8 (70.5)	484.1 (142.4)	567.1 (72.3)

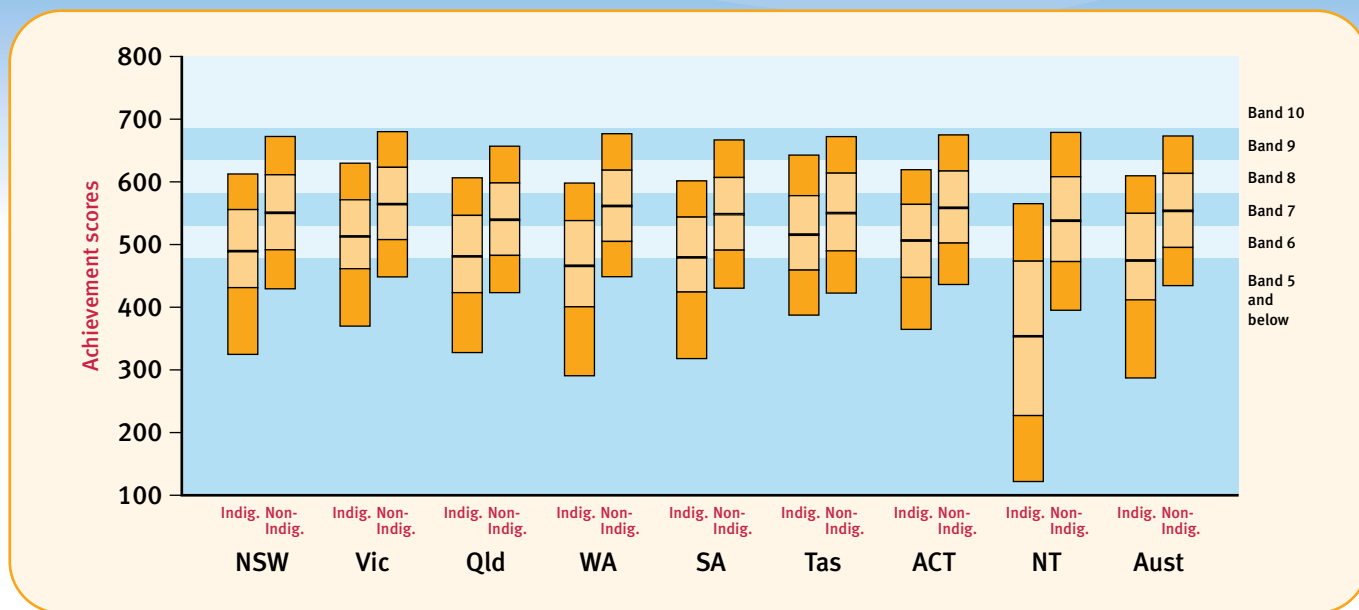
Table 9.W2: Achievement of Year 9 Students in Writing, by Sex, by State and Territory, 2016.

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	1.8	22.2	26.4	25.9	15.6	6.1	2.1	76.0
	Female	1.0	10.2	20.1	29.3	23.7	11.3	4.3	88.8
Vic	Male	3.2	14.8	23.7	28.9	18.9	8.0	2.4	82.0
	Female	2.0	5.6	15.4	28.9	27.4	15.1	5.6	92.4
Qld	Male	1.9	26.1	29.0	24.8	12.9	4.2	1.0	71.9
	Female	1.2	12.6	23.0	29.7	21.3	9.3	2.9	86.2
WA	Male	1.7	18.2	25.2	28.4	17.8	6.7	2.0	80.1
	Female	0.9	8.6	16.8	28.9	26.7	13.2	5.0	90.5
SA	Male	3.2	22.1	27.4	26.2	14.5	5.1	1.5	74.8
	Female	1.9	9.7	19.3	30.0	23.9	11.3	3.9	88.5
Tas	Male	1.6	23.6	25.9	25.5	15.6	6.0	1.8	74.8
	Female	0.9	8.8	19.5	28.2	24.6	13.4	4.5	90.2
ACT	Male	2.1	17.0	24.0	28.8	18.6	7.7	1.8	80.9
	Female	1.4	7.9	16.4	29.5	26.7	12.8	5.3	90.7
NT	Male	3.6	51.9	17.5	14.1	8.0	3.5	1.4	44.4
	Female	1.8	37.7	16.4	19.3	13.9	7.3	3.6	60.5
Aust	Male	2.3	20.8	25.9	26.7	16.1	6.3	1.9	76.9
	Female	1.4	9.4	18.8	29.1	24.6	12.2	4.5	89.3

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

NAPLAN Year 9 Writing

Figure 9.W3: Achievement of Year 9 Students in Writing, by Indigenous Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	489.3 (81.9)	512.8 (75.0)	481.0 (82.3)	465.8 (91.8)	479.4 (80.1)	515.5 (75.1)	506.2 (77.1)	353.6 (137.4)	474.3 (97.5)
Non-Indigenous Mean scale score / (S.D.)	550.4 (74.8)	564.3 (71.2)	539.3 (71.7)	561.3 (70.1)	548.3 (72.8)	550.0 (76.8)	558.3 (74.7)	537.8 (87.1)	553.5 (73.4)

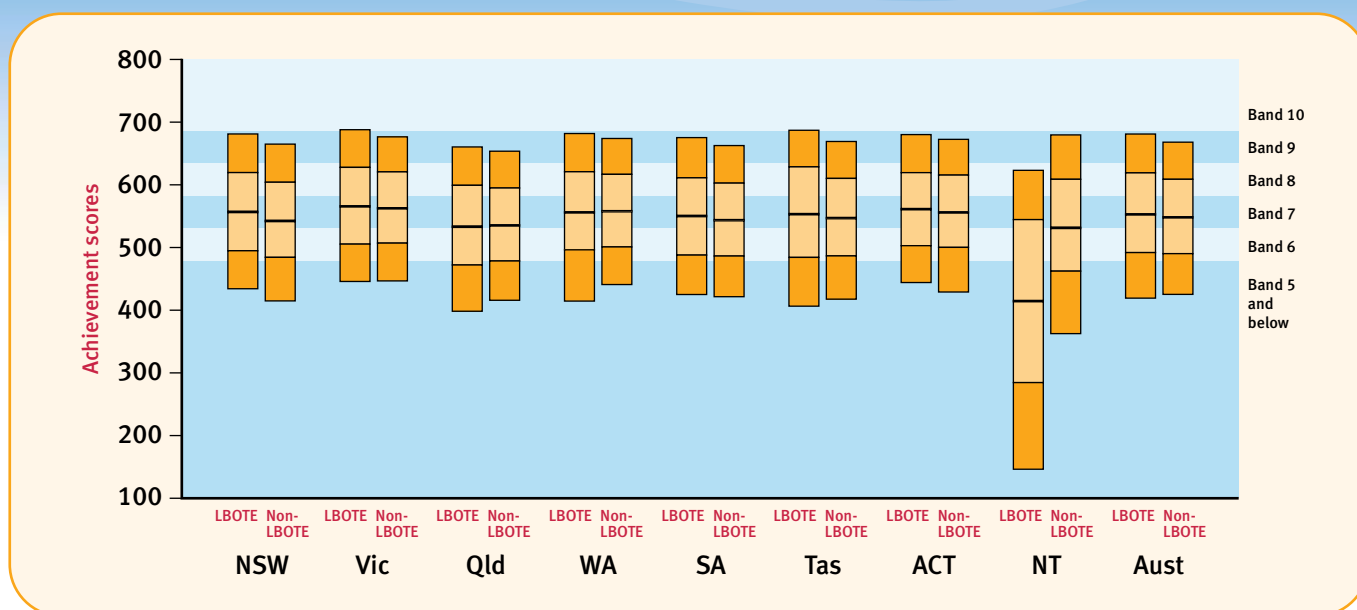
Table 9.W3: Achievement of Year 9 Students in Writing, by Indigenous Status, by State and Territory, 2016.

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	2.7	39.6	27.8	18.9	8.3	2.1	0.5	57.6
	Non-Indigenous	1.4	14.8	23.0	28.1	20.3	9.1	3.3	83.8
Vic	Indigenous	5.3	26.4	28.3	25.1	10.7	3.7	0.5	68.3
	Non-Indigenous	2.5	10.0	19.5	29.0	23.3	11.7	4.0	87.5
Qld	Indigenous	2.5	44.8	26.9	16.7	7.1	1.8	0.4	52.8
	Non-Indigenous	1.5	17.8	26.1	27.9	17.6	7.0	2.0	80.6
WA	Indigenous	1.6	50.3	25.3	15.4	5.4	1.6	0.4	48.1
	Non-Indigenous	1.1	10.7	20.8	29.6	23.5	10.6	3.7	88.2
SA	Indigenous	4.1	43.7	28.1	16.2	6.1	1.4	0.2	52.1
	Non-Indigenous	2.5	14.7	23.3	28.6	19.7	8.4	2.8	82.8
Tas	Indigenous	1.6	28.8	29.0	22.3	12.0	5.1	1.2	69.6
	Non-Indigenous	1.2	15.4	22.3	27.3	20.7	9.9	3.2	83.3
ACT	Indigenous	6.5	27.9	26.9	24.5	11.7	2.4	0.1	65.6
	Non-Indigenous	1.6	12.1	20.0	29.3	23.0	10.4	3.6	86.3
NT	Indigenous	3.4	78.4	9.3	5.5	2.4	0.6	0.5	18.2
	Non-Indigenous	2.2	21.4	22.5	24.6	16.8	8.7	3.9	76.4
Aust	Indigenous	2.9	44.5	25.7	17.2	7.3	2.0	0.5	52.7
	Non-Indigenous	1.8	13.5	22.3	28.5	21.1	9.6	3.3	84.7

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

NAPLAN Year 9 Writing

Figure 9.W4: Achievement of Year 9 Students in Writing, by LBOTE Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	556.6 (75.4)	565.6 (73.9)	533.0 (80.3)	556.0 (82.9)	550.1 (76.2)	553.1 (86.9)	561.1 (72.9)	414.4 (146.5)	552.8 (82.8)
Non-LBOTE Mean scale score / (S.D.)	542.2 (76.9)	562.5 (70.8)	535.2 (73.3)	557.8 (72.2)	543.5 (74.2)	546.8 (76.9)	555.9 (75.6)	531.2 (97.0)	548.1 (74.9)

Table 9.W4: Achievement of Year 9 Students in Writing, by LBOTE Status, by State and Territory, 2016.

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	1.8	13.8	21.6	26.9	21.0	10.6	4.3	84.4
	Non-LBOTE	1.3	17.4	24.1	27.8	18.9	7.8	2.7	81.3
Vic	LBOTE	3.2	10.5	19.8	27.0	22.3	12.2	5.1	86.3
	Non-LBOTE	2.4	10.2	19.7	29.5	23.4	11.3	3.6	87.4
Qld	LBOTE	1.8	21.9	24.8	24.9	17.0	7.2	2.3	76.3
	Non-LBOTE	1.5	19.5	26.4	27.4	16.8	6.5	1.8	79.0
WA	LBOTE	2.1	14.0	19.0	27.0	22.8	10.9	4.3	83.9
	Non-LBOTE	1.1	12.0	21.0	29.3	22.9	10.3	3.4	86.9
SA	LBOTE	4.7	15.3	21.9	26.3	19.3	8.9	3.6	80.0
	Non-LBOTE	2.3	16.4	24.0	28.3	18.8	7.7	2.4	81.3
Tas	LBOTE	3.4	17.0	19.7	21.8	20.8	12.2	5.1	79.7
	Non-LBOTE	1.2	16.6	23.0	27.1	20.0	9.3	2.9	82.2
ACT	LBOTE	2.4	11.0	21.2	28.5	21.8	10.8	4.3	86.6
	Non-LBOTE	1.6	12.9	20.1	29.3	22.8	10.0	3.3	85.5
NT	LBOTE	3.4	59.4	13.8	12.5	6.9	2.7	1.3	37.1
	Non-LBOTE	2.0	24.5	21.7	22.6	16.3	8.9	4.0	73.6
Aust	LBOTE	2.4	14.9	20.9	26.3	20.7	10.5	4.2	82.6
	Non-LBOTE	1.7	15.3	22.9	28.3	20.1	8.8	2.8	83.0

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

NAPLAN Year 9 Writing

Table 9.W5: Achievement of Year 9 Students in Writing, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	553.9	1.3	13.9	22.1	28.1	21.1	9.8	3.7	84.8
	Inner Regional	528.0	1.7	22.4	26.3	26.5	15.9	5.7	1.7	75.9
	Outer Regional	511.9	1.5	28.0	29.9	24.9	11.7	3.3	0.7	70.5
	Remote	483.7	5.9	42.6	25.2	17.0	6.2	2.7	0.5	51.5
	Very Remote	483.9	3.9	45.7	29.4	13.0	5.2	1.8	1.0	50.4
Vic	Major Cities	568.1	2.6	9.3	18.5	28.5	24.0	12.6	4.5	88.1
	Inner Regional	547.9	2.6	13.9	23.3	29.8	20.2	8.1	2.1	83.6
	Outer Regional	550.5	2.3	12.3	23.1	31.5	20.5	8.1	2.1	85.3
	Remote	593.3	0.0	7.7	10.1	23.9	29.9	18.9	9.5	92.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	544.1	1.5	16.3	24.8	28.2	19.0	7.8	2.4	82.2
	Inner Regional	524.8	1.8	23.0	29.1	26.2	13.9	4.9	1.1	75.2
	Outer Regional	515.8	1.4	27.5	28.3	25.0	12.6	4.3	0.9	71.0
	Remote	484.8	3.1	41.8	26.0	19.1	8.1	1.5	0.4	55.2
	Very Remote	457.8	2.0	54.1	25.0	12.4	5.5	0.9	0.0	43.9
WA	Major Cities	563.1	1.5	10.5	20.1	29.1	23.7	11.1	4.0	88.1
	Inner Regional	541.1	0.8	16.4	25.2	29.5	19.7	6.6	1.8	82.8
	Outer Regional	531.0	0.9	22.0	25.2	27.3	17.5	5.8	1.4	77.1
	Remote	514.2	1.2	30.1	23.4	24.6	13.5	5.5	1.7	68.7
	Very Remote	444.8	0.2	56.7	18.7	16.1	6.5	1.4	0.5	43.1
SA	Major Cities	551.4	2.6	14.3	22.0	28.2	20.5	9.2	3.3	83.1
	Inner Regional	536.2	3.1	17.3	26.4	29.7	16.7	5.5	1.2	79.6
	Outer Regional	527.8	2.3	21.4	27.9	26.8	15.1	5.4	1.1	76.2
	Remote	529.1	0.8	20.8	27.5	28.0	16.0	6.2	0.8	78.4
	Very Remote	479.0	1.5	44.6	25.5	16.0	7.7	3.5	1.1	53.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	553.5	1.2	14.8	20.9	27.3	21.4	10.7	3.7	84.0
	Outer Regional	533.9	1.3	20.3	27.8	25.3	16.7	6.7	1.8	78.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	556.9	1.7	12.5	20.3	29.1	22.6	10.2	3.5	85.7
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	515.6	3.1	29.2	22.3	21.7	14.3	6.7	2.8	67.7
	Remote	462.3	3.8	45.2	14.9	16.2	11.1	5.8	3.0	51.0
	Very Remote	317.4	0.8	88.5	4.5	3.0	1.0	1.2	1.0	10.7
Aust	Major Cities	557.4	1.8	12.5	21.2	28.4	21.9	10.4	3.7	85.6
	Inner Regional	536.3	1.9	18.9	25.4	27.7	17.5	6.7	1.9	79.2
	Outer Regional	524.4	1.7	23.7	27.0	26.1	14.8	5.3	1.3	74.5
	Remote	503.1	2.2	33.2	22.5	22.3	12.7	5.4	1.8	64.6
	Very Remote	404.5	1.1	66.4	15.6	10.5	4.3	1.5	0.7	32.5

Refer to the introduction for explanatory notes.

NAPLAN Year 9 Writing

Table 9.W6: Achievement of Year 9 Indigenous Students in Writing, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	503.2	2.2	33.5	28.6	21.8	10.2	2.9	0.7	64.2
	Inner Regional	481.2	3.1	42.7	27.2	17.4	7.4	1.8	0.3	54.2
	Outer Regional	470.8	2.0	48.5	27.5	14.9	6.0	0.8	0.2	49.5
	Remote	451.4	11.9	54.1	19.8	12.3	1.8	0.0	0.0	33.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	514.4	7.0	24.8	27.5	25.9	10.8	3.4	0.5	68.2
	Inner Regional	513.7	3.8	27.0	28.6	24.3	10.8	4.9	0.5	69.2
	Outer Regional	504.5	3.2	30.6	30.3	24.8	9.4	1.2	0.5	66.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	499.9	2.5	35.8	27.6	21.4	9.3	2.5	0.8	61.7
	Inner Regional	491.2	2.6	40.1	30.5	17.8	7.1	1.8	0.1	57.3
	Outer Regional	470.8	1.8	49.9	26.3	14.0	6.1	1.5	0.4	48.3
	Remote	431.8	5.9	67.8	14.9	7.8	3.5	0.1	0.0	26.3
	Very Remote	431.0	2.2	66.3	20.2	7.7	3.4	0.1	0.0	31.4
WA	Major Cities	494.6	2.6	37.6	28.8	20.3	7.7	2.3	0.6	59.8
	Inner Regional	483.7	0.6	41.6	30.5	17.7	7.1	1.8	0.7	57.8
	Outer Regional	471.0	1.2	51.9	28.3	12.2	4.7	1.5	0.2	46.9
	Remote	453.4	1.7	56.8	23.0	13.7	3.8	1.0	0.1	41.5
	Very Remote	398.1	0.3	76.3	14.1	7.6	1.3	0.4	0.1	23.4
SA	Major Cities	487.1	5.7	38.4	29.4	17.9	7.0	1.7	0.0	55.9
	Inner Regional	506.5	1.3	34.1	31.7	21.6	6.4	2.7	2.1	64.5
	Outer Regional	471.8	3.4	49.7	27.6	12.8	5.5	1.1	0.0	46.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	513.1	1.5	29.9	30.6	20.7	10.8	5.4	1.1	68.6
	Outer Regional	518.0	1.8	27.9	27.4	23.2	13.5	4.9	1.3	70.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	506.2	6.5	27.9	26.9	24.5	11.7	2.4	0.1	65.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	440.6	6.2	56.7	18.8	10.8	5.7	1.3	0.6	37.1
	Remote	366.4	5.4	72.7	9.3	8.0	2.9	0.8	0.9	21.9
	Very Remote	296.4	0.7	94.8	3.3	0.9	0.1	0.1	0.2	4.5
Aust	Major Cities	501.1	3.2	34.0	28.4	21.6	9.5	2.7	0.6	62.8
	Inner Regional	490.6	2.8	38.9	28.6	18.7	8.0	2.5	0.4	58.3
	Outer Regional	472.8	2.5	47.9	26.3	14.8	6.6	1.5	0.4	49.6
	Remote	423.7	4.6	62.7	17.1	11.3	3.3	0.7	0.3	32.7
	Very Remote	358.5	1.0	82.4	10.7	4.4	1.2	0.1	0.1	16.6

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

NAPLAN Year 9 Writing

Table 9.W7: Achievement of Year 9 Non-Indigenous Students in Writing, by Geolocation, by State and Territory, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	556.3	1.3	13.0	21.8	28.3	21.6	10.1	3.9	85.7
	Inner Regional	533.2	1.5	20.1	26.2	27.4	16.8	6.2	1.8	78.4
	Outer Regional	521.0	1.3	23.5	30.4	27.1	13.0	3.8	0.9	75.2
	Remote	511.9	0.0	31.4	29.7	21.8	10.6	5.5	0.9	68.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	568.8	2.5	9.0	18.4	28.5	24.2	12.7	4.6	88.4
	Inner Regional	549.1	2.5	13.4	23.2	30.1	20.5	8.2	2.2	84.1
	Outer Regional	553.3	2.3	11.2	22.7	31.9	21.2	8.5	2.2	86.5
	Remote	595.1	0.0	7.0	9.8	24.0	30.2	19.2	9.8	93.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	546.1	1.5	15.5	24.7	28.4	19.4	8.0	2.5	83.0
	Inner Regional	527.9	1.8	21.4	28.9	27.0	14.6	5.2	1.2	76.8
	Outer Regional	524.6	1.4	23.1	28.7	27.1	13.8	4.8	1.0	75.5
	Remote	513.8	1.6	27.1	32.3	25.4	10.7	2.3	0.6	71.3
	Very Remote	496.4	1.7	36.5	32.2	18.8	8.7	2.2	0.0	61.8
WA	Major Cities	565.9	1.2	9.3	19.8	29.5	24.4	11.5	4.2	89.4
	Inner Regional	545.4	0.8	14.5	24.9	30.1	20.8	7.0	1.9	84.7
	Outer Regional	540.8	0.7	17.1	24.8	29.7	19.6	6.5	1.6	82.2
	Remote	543.9	0.9	16.8	23.6	30.1	18.4	7.7	2.5	82.3
	Very Remote	531.1	0.0	21.3	24.6	32.9	15.9	3.9	1.3	78.7
SA	Major Cities	553.3	2.5	13.5	21.9	28.5	20.9	9.3	3.3	84.0
	Inner Regional	537.6	3.2	16.6	26.2	30.0	17.1	5.7	1.2	80.2
	Outer Regional	532.6	2.2	19.0	27.9	28.0	16.0	5.8	1.1	78.8
	Remote	533.8	0.8	19.0	27.3	28.5	17.0	6.6	0.8	80.2
	Very Remote	535.5	1.7	18.3	33.0	24.7	12.3	7.7	2.3	80.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	555.1	1.2	14.1	20.3	27.9	22.0	10.9	3.6	84.7
	Outer Regional	536.4	1.3	19.1	27.7	25.7	17.3	7.0	1.9	79.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	558.3	1.6	12.1	20.0	29.3	23.0	10.4	3.6	86.3
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	535.2	2.3	21.6	23.3	24.7	16.6	8.1	3.4	76.1
	Remote	545.3	2.4	20.7	19.9	23.6	18.3	10.3	4.8	76.9
	Very Remote	557.0	0.0	18.4	18.4	28.0	11.2	14.0	10.0	81.6
Aust	Major Cities	559.4	1.8	11.8	21.0	28.6	22.3	10.7	3.9	86.4
	Inner Regional	539.7	1.9	17.4	25.2	28.4	18.2	7.0	2.0	80.8
	Outer Regional	532.9	1.6	19.7	27.1	28.0	16.2	5.9	1.5	78.7
	Remote	538.5	1.1	19.6	24.7	27.4	17.2	7.6	2.5	79.3
	Very Remote	524.4	1.3	25.3	27.4	25.9	12.1	5.4	2.6	73.4

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

NAPLAN Year 9 Writing

Table 9.W8: Achievement of Year 9 Students in Writing, by Parental Education, by State and Territory, 2016.

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>	579.4	0.9	6.7	16.3	28.1	26.9	14.8	6.3	92.4
	<i>Diploma</i>	549.3	1.0	13.4	24.4	30.5	20.4	7.9	2.4	85.6
	<i>Certificate</i>	527.3	1.4	21.4	28.4	28.0	14.9	4.8	1.2	77.2
	<i>Year 12</i>	535.8	2.1	18.4	26.9	28.2	16.8	6.2	1.5	79.6
	<i>Year 11</i>	499.4	3.2	34.5	28.5	20.8	9.8	2.5	0.7	62.3
	<i>Not stated (5%)</i>	533.4	1.7	21.3	24.2	26.2	17.5	6.9	2.2	77.0
Vic	<i>Bachelor</i>	590.6	1.4	4.4	12.7	26.9	29.2	18.2	7.3	94.2
	<i>Diploma</i>	560.6	2.1	10.0	20.2	31.5	23.2	10.1	2.9	88.0
	<i>Certificate</i>	544.9	2.5	13.9	25.1	30.6	19.3	6.9	1.7	83.6
	<i>Year 12</i>	552.0	3.6	11.9	23.5	29.5	20.7	8.4	2.5	84.5
	<i>Year 11</i>	526.5	5.8	20.8	27.0	27.2	13.8	4.5	1.0	73.4
	<i>Not stated (4%)</i>	569.7	4.4	8.8	16.9	28.5	24.0	13.2	4.2	86.8
Qld	<i>Bachelor</i>	566.5	1.0	9.0	19.8	29.8	24.6	11.6	4.1	90.0
	<i>Diploma</i>	539.0	1.0	16.5	27.3	29.7	17.8	6.3	1.4	82.5
	<i>Certificate</i>	522.6	1.5	22.9	30.3	27.2	13.4	4.1	0.7	75.6
	<i>Year 12</i>	521.9	1.7	24.6	29.5	25.3	13.3	4.6	1.0	73.7
	<i>Year 11</i>	492.4	3.8	38.0	28.7	19.3	7.9	1.9	0.3	58.2
	<i>Not stated (10%)</i>	518.9	2.3	26.7	27.5	23.9	13.2	5.2	1.3	71.1
WA	<i>Bachelor</i>	587.4	0.7	4.6	14.1	27.7	29.2	16.6	7.1	94.7
	<i>Diploma</i>	557.5	0.6	10.6	22.1	31.5	23.6	8.8	2.8	88.8
	<i>Certificate</i>	543.5	0.9	14.7	25.7	31.3	19.4	6.5	1.5	84.4
	<i>Year 12</i>	539.0	1.7	17.4	24.5	30.1	18.1	6.6	1.5	80.9
	<i>Year 11</i>	508.0	2.2	29.8	28.2	24.4	11.4	3.1	0.8	67.9
	<i>Not stated (12%)</i>	537.2	3.8	20.4	20.5	24.8	19.6	8.8	2.1	75.8
SA	<i>Bachelor</i>	575.5	0.9	7.3	17.0	29.0	26.3	13.9	5.5	91.8
	<i>Diploma</i>	550.1	1.9	12.6	24.6	30.9	19.5	8.4	2.1	85.5
	<i>Certificate</i>	535.9	1.7	17.7	26.6	29.9	17.4	5.4	1.4	80.6
	<i>Year 12</i>	540.2	2.3	17.0	25.6	27.8	18.5	6.8	2.0	80.7
	<i>Year 11</i>	505.8	4.7	31.1	28.4	22.3	9.9	2.9	0.8	64.2
	<i>Not stated (10%)</i>	533.2	7.7	20.8	23.0	23.4	15.3	7.4	2.3	71.5

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 9 Writing

Table 9.W8 (cont.): Achievement of Year 9 Students in Writing, by Parental Education, by State and Territory, 2016.

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>	586.8	0.8	5.1	13.6	27.7	28.9	17.2	6.7	94.1
	<i>Diploma</i>	556.8	0.6	11.1	23.3	29.4	22.5	10.4	2.8	88.3
	<i>Certificate</i>	536.5	0.9	19.1	26.3	27.7	17.3	7.1	1.6	80.0
	<i>Year 12</i>	533.2	1.5	20.7	25.9	24.4	18.6	7.2	1.7	77.8
	<i>Year 11</i>	512.9	2.6	29.1	27.3	23.8	12.2	4.0	1.1	68.4
	<i>Not stated (10%)</i>	550.2	2.2	15.8	22.8	25.6	19.4	9.8	4.4	82.0
ACT	<i>Bachelor</i>	576.7	0.9	6.6	16.7	29.8	27.0	13.8	5.2	92.6
	<i>Diploma</i>	545.3	1.5	13.3	24.3	33.7	19.5	6.9	0.8	85.2
	<i>Certificate</i>	525.3	2.1	22.7	24.9	27.8	17.2	4.7	0.7	75.2
	<i>Year 12</i>	538.7	3.2	18.3	24.5	27.9	17.9	6.3	1.9	78.5
	<i>Year 11</i>	493.5	6.5	32.8	28.0	21.6	7.0	3.6	0.5	60.8
	<i>Not stated (9%)</i>	557.3	3.3	13.3	20.0	25.9	22.4	10.1	5.0	83.4
NT	<i>Bachelor</i>	554.4	1.8	16.2	19.9	25.1	19.8	11.0	6.1	82.0
	<i>Diploma</i>	521.6	1.2	26.1	24.1	26.6	15.0	5.7	1.3	72.7
	<i>Certificate</i>	494.8	2.5	36.3	22.7	21.7	10.8	3.9	2.2	61.3
	<i>Year 12</i>	498.0	2.7	38.2	24.2	17.9	10.8	4.5	1.5	59.0
	<i>Year 11</i>	386.2	4.9	69.5	12.3	7.3	3.9	1.4	0.9	25.6
	<i>Not stated (23%)</i>	361.7	3.1	72.5	7.0	5.7	5.9	4.6	1.3	24.5
Aust	<i>Bachelor</i>	581.1	1.0	6.2	15.6	28.1	27.4	15.4	6.3	92.7
	<i>Diploma</i>	551.6	1.3	12.6	23.4	30.8	21.0	8.4	2.4	86.1
	<i>Certificate</i>	533.1	1.7	18.9	27.3	28.9	16.4	5.5	1.3	79.4
	<i>Year 12</i>	538.2	2.4	17.6	25.9	28.0	17.6	6.6	1.8	79.9
	<i>Year 11</i>	505.6	4.0	30.9	27.8	22.7	10.7	3.1	0.7	65.0
	<i>Not stated (7%)</i>	531.1	3.3	21.9	22.3	24.7	17.4	7.9	2.4	74.8

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 9 Writing

Table 9.W9: Achievement of Year 9 Students in Writing, by Parental Occupation, by State and Territory, 2016.

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	578.2	0.7	7.0	16.4	28.3	26.9	14.4	6.2	92.2
	Group 2	558.0	1.0	11.0	22.4	30.3	22.1	9.9	3.4	88.1
	Group 3	535.7	1.4	18.5	27.0	28.5	16.8	6.0	1.8	80.1
	Group 4	521.8	1.9	24.6	28.4	25.5	13.7	4.6	1.3	73.5
	Not in paid work	499.2	3.8	35.3	27.3	20.2	9.5	3.1	0.7	60.9
	Not stated (7%)	532.4	1.8	21.5	24.8	26.1	16.9	6.7	2.1	76.7
Vic	Group 1	592.6	1.0	3.9	12.1	27.0	29.8	18.7	7.5	95.1
	Group 2	571.8	1.2	7.2	17.9	30.6	26.1	12.7	4.3	91.6
	Group 3	555.0	1.8	11.2	22.4	31.3	21.8	8.8	2.6	87.0
	Group 4	541.3	3.7	15.5	25.8	28.9	17.5	6.8	1.8	80.8
	Not in paid work	524.1	8.2	21.8	26.4	24.8	12.8	4.7	1.2	69.9
	Not stated (3%)	566.1	4.6	9.7	18.0	28.6	22.5	12.5	4.1	85.6
Qld	Group 1	566.3	0.8	9.0	19.9	30.0	24.4	11.7	4.1	90.1
	Group 2	546.5	1.1	14.0	25.8	29.9	19.6	7.5	2.1	84.9
	Group 3	527.9	1.2	21.2	29.0	28.1	14.7	4.8	0.9	77.6
	Group 4	509.5	2.6	29.7	30.9	22.7	10.3	3.2	0.6	67.7
	Not in paid work	490.7	4.2	39.9	26.7	18.4	7.9	2.4	0.6	55.9
	Not stated (15%)	513.1	2.3	28.4	29.0	23.4	12.1	3.8	0.9	69.3
WA	Group 1	585.0	0.6	5.2	14.5	28.3	28.6	16.0	6.8	94.2
	Group 2	562.0	0.7	9.4	21.4	30.6	24.5	10.2	3.2	89.9
	Group 3	548.0	0.7	13.2	24.7	31.8	20.5	7.2	2.0	86.1
	Group 4	530.2	1.3	21.2	26.3	28.4	15.9	5.6	1.4	77.6
	Not in paid work	501.8	3.0	33.4	26.9	21.5	10.7	3.2	1.2	63.5
	Not stated (16%)	533.8	3.7	21.2	22.0	25.1	18.2	7.8	2.0	75.1
SA	Group 1	573.5	1.1	7.5	17.8	29.2	26.0	13.2	5.3	91.5
	Group 2	556.6	1.2	11.1	22.3	31.0	22.2	9.3	2.9	87.7
	Group 3	543.1	1.2	15.1	25.7	30.7	18.5	6.8	2.0	83.7
	Group 4	529.3	3.0	21.1	27.7	27.0	14.7	5.4	1.2	76.0
	Not in paid work	510.9	6.1	28.3	27.7	23.4	10.4	3.3	0.9	65.7
	Not stated (16%)	519.4	6.1	26.2	25.2	22.2	13.3	5.4	1.6	67.7

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 9 Writing

Table 9.W9 (cont.): Achievement of Year 9 Students in Writing, by Parental Occupation, by State and Territory, 2016.

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	581.4	0.6	6.9	15.5	27.3	27.1	16.0	6.7	92.6
	Group 2	560.7	0.5	11.2	20.9	29.9	22.3	12.0	3.1	88.2
	Group 3	542.8	1.0	16.1	25.5	27.4	20.1	7.7	2.1	82.8
	Group 4	525.7	1.8	23.7	26.5	25.9	15.5	5.1	1.5	74.5
	Not in paid work	501.7	2.9	33.2	29.5	20.8	9.7	3.3	0.7	63.9
	Not stated (14%)	543.9	2.0	17.8	23.3	25.9	18.9	8.9	3.3	80.2
ACT	Group 1	575.6	0.8	7.4	16.0	30.4	26.6	13.4	5.5	91.8
	Group 2	558.4	1.1	9.9	22.4	32.1	22.5	9.1	2.9	89.0
	Group 3	543.0	1.5	17.0	22.5	28.1	21.2	8.3	1.3	81.4
	Group 4	500.2	4.6	32.0	29.4	19.0	11.1	2.6	1.4	63.4
	Not in paid work	515.2	6.1	24.1	23.2	28.0	14.2	3.9	0.5	69.8
	Not stated (17%)	542.4	3.4	17.3	23.3	26.4	18.9	8.4	2.3	79.3
NT	Group 1	547.6	1.4	19.6	19.9	22.8	20.6	10.4	5.4	79.0
	Group 2	537.1	1.5	21.8	21.8	24.4	17.4	9.9	3.2	76.6
	Group 3	500.0	2.5	34.1	24.0	22.4	10.3	4.4	2.4	63.5
	Group 4	447.4	3.2	50.8	17.2	17.5	7.9	1.7	1.5	45.9
	Not in paid work	366.9	6.8	75.3	9.8	5.4	1.6	0.6	0.6	17.9
	Not stated (22%)	342.4	3.0	77.9	8.3	5.3	3.0	2.0	0.5	19.1
Aust	Group 1	580.2	0.8	6.5	15.7	28.3	27.3	15.1	6.2	92.7
	Group 2	560.2	1.0	10.3	21.6	30.4	23.0	10.3	3.4	88.6
	Group 3	541.2	1.4	16.3	25.7	29.6	18.4	6.8	1.9	82.3
	Group 4	526.6	2.6	22.2	27.6	26.4	14.6	5.2	1.4	75.2
	Not in paid work	505.8	5.5	31.0	26.7	21.7	10.6	3.6	0.9	63.5
	Not stated (10%)	525.0	3.2	23.9	24.2	24.4	15.8	6.6	1.9	72.9

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

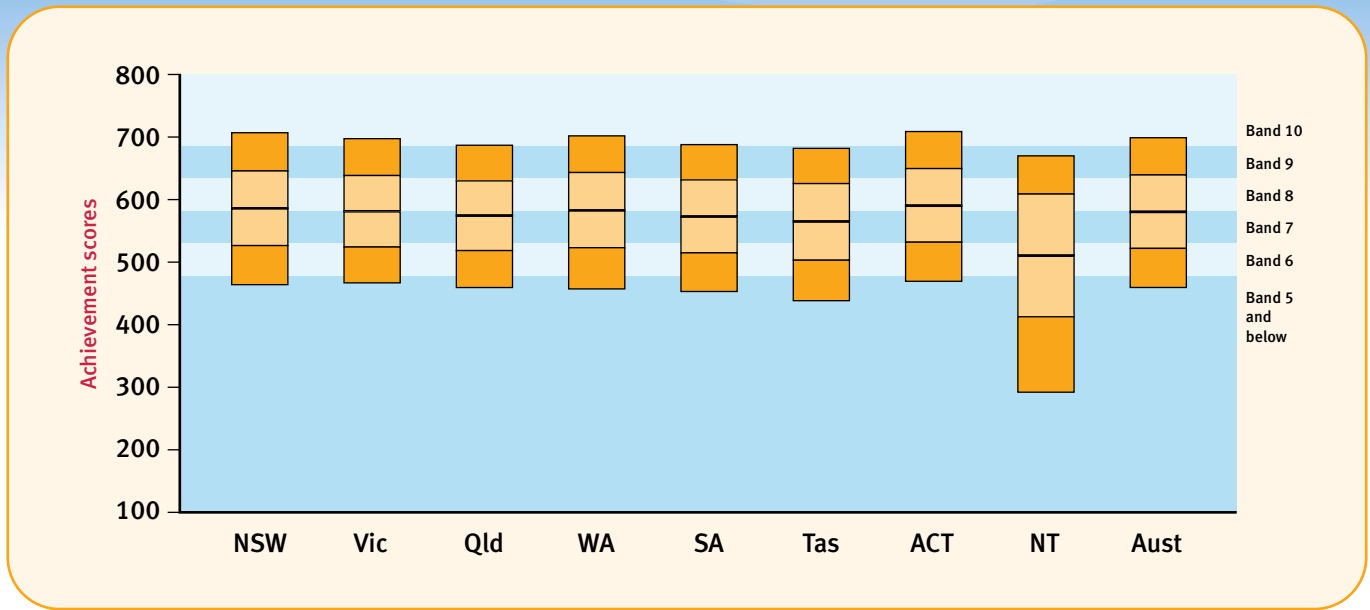
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 Spelling

Figure 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	586.0 (73.2)	581.3 (69.5)	574.3 (68.5)	582.7 (73.7)	572.8 (71.0)	564.9 (73.5)	590.2 (72.2)	510.3 (119.3)	580.3 (72.7)

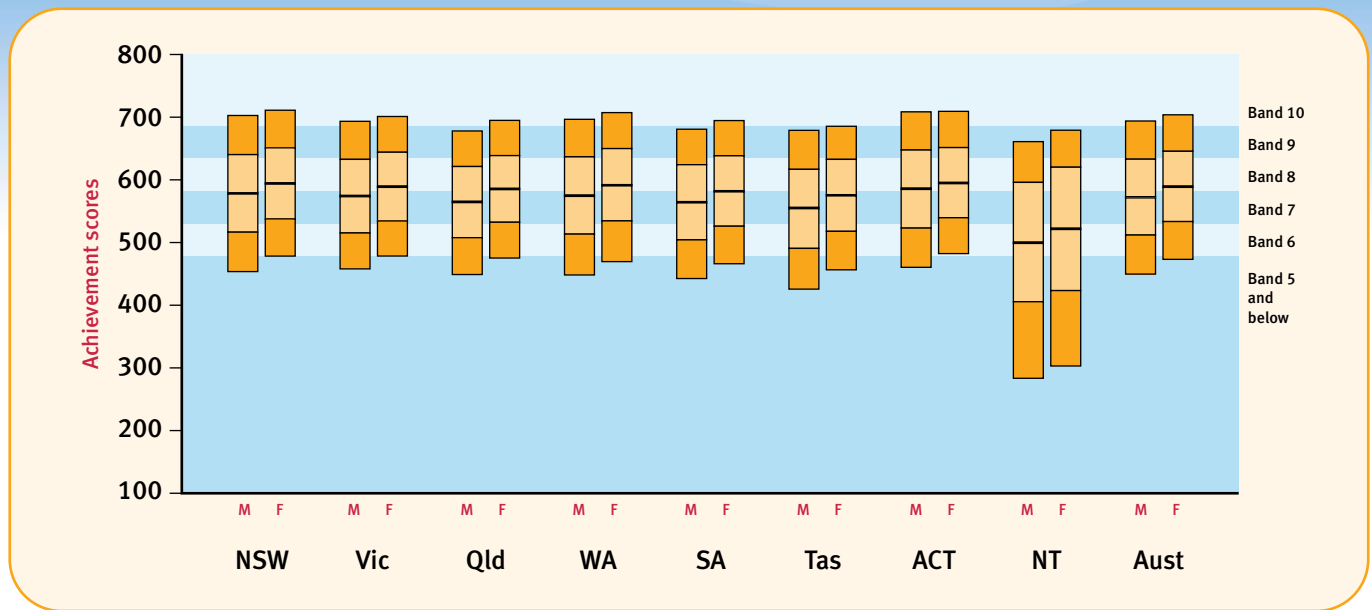
Table 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2016.

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	5.0	1.1	1.4	7.0	14.0	25.9	27.1	16.2	8.4	91.6
Vic	14yrs 9mths 9yrs 4mths	91.0	6.7	2.3	2.6	6.7	15.2	27.4	26.9	14.7	6.6	90.8
Qld	14yrs 4mths 8yrs 4mths	87.7	5.3	6.9	1.6	8.0	16.5	28.8	27.1	13.0	5.1	90.5
WA	14yrs 5mths 9yrs 4mths	94.2	5.5	0.3	1.3	8.0	14.3	25.7	27.1	16.1	7.5	90.7
SA	14yrs 7mths 9yrs 4mths	90.4	6.2	3.4	2.5	9.2	16.4	27.5	25.9	13.3	5.2	88.3
Tas	14yrs 11mths 9yrs 4mths	91.3	7.0	1.7	1.3	12.2	18.1	26.5	25.3	12.2	4.4	86.5
ACT	14yrs 8mths 9yrs 4mths	91.6	4.5	3.9	1.7	6.0	12.9	25.7	27.5	17.4	8.8	92.2
NT	14yrs 6mths 9yrs 4mths	82.8	16.3	0.9	2.8	33.0	14.9	19.9	17.2	9.0	3.2	64.2
Aust	14yrs 7mths 9yrs 2mths	91.7	5.8	2.5	1.8	7.8	15.0	26.8	26.8	14.9	6.9	90.4

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

NAPLAN Year 9 Spelling

Figure 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	578.3 (75.0)	574.0 (71.2)	564.6 (69.2)	574.5 (74.9)	564.2 (72.1)	554.9 (75.9)	585.6 (74.6)	499.5 (118.0)	572.1 (74.2)
Female Mean scale score / (S.D.)	594.1 (70.2)	588.9 (67.0)	585.3 (66.1)	591.3 (71.5)	581.7 (68.7)	575.3 (69.4)	594.8 (69.4)	521.7 (119.6)	588.9 (70.0)

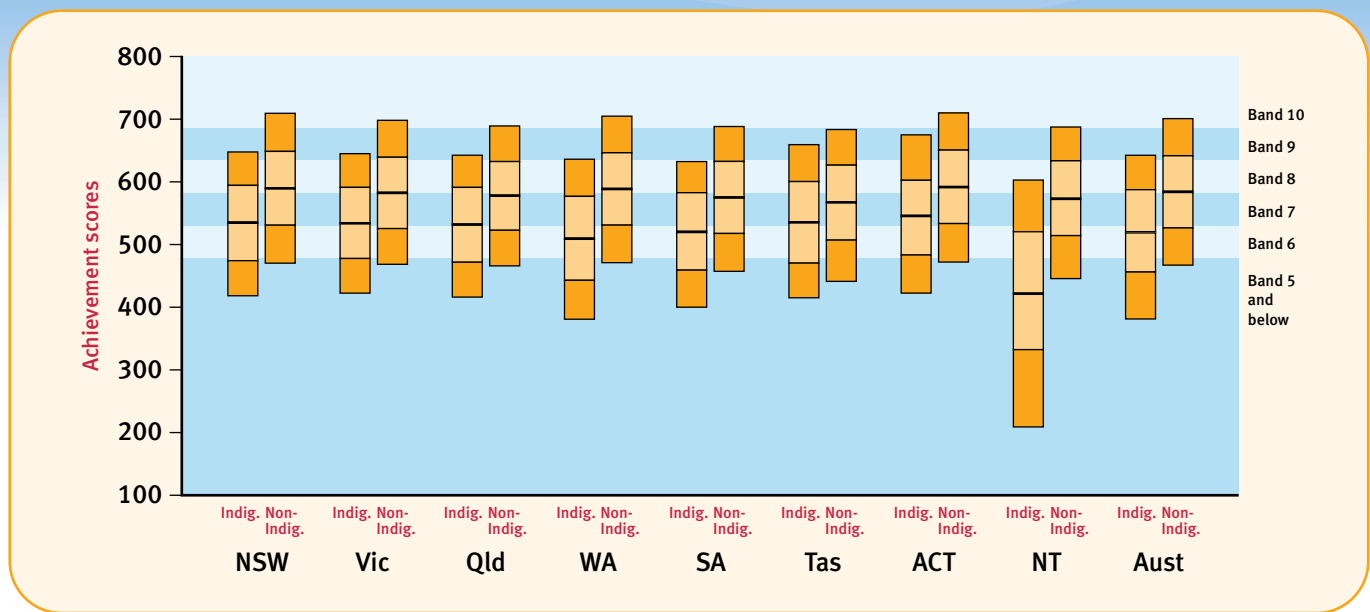
Table 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2016.

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	1.8	9.0	16.0	26.1	25.1	14.6	7.5	89.2
	Female	1.0	4.9	12.0	25.7	29.2	17.8	9.3	94.1
Vic	Male	3.2	8.4	17.2	27.6	24.8	13.0	5.8	88.4
	Female	2.0	4.8	13.0	27.3	29.0	16.4	7.4	93.2
Qld	Male	1.9	10.3	19.1	29.2	24.7	11.0	3.9	87.8
	Female	1.2	5.3	13.5	28.3	30.0	15.4	6.4	93.5
WA	Male	1.7	9.9	16.3	26.4	25.1	14.2	6.5	88.4
	Female	0.9	6.0	12.2	24.9	29.2	18.1	8.7	93.1
SA	Male	3.2	11.5	18.3	27.4	23.9	11.5	4.1	85.3
	Female	1.9	6.7	14.5	27.6	28.0	15.1	6.3	91.5
Tas	Male	1.6	15.8	19.9	26.3	22.4	10.2	4.0	82.7
	Female	0.9	8.6	16.2	26.8	28.3	14.4	4.9	90.5
ACT	Male	2.1	7.6	14.3	24.7	26.3	16.4	8.6	90.4
	Female	1.4	4.5	11.4	26.7	28.8	18.4	8.9	94.1
NT	Male	3.6	35.6	16.4	20.2	14.7	7.1	2.5	60.8
	Female	1.8	30.3	13.3	19.7	19.9	11.0	4.1	67.9
Aust	Male	2.3	9.8	17.1	27.0	24.7	13.1	6.0	87.9
	Female	1.4	5.6	12.8	26.5	29.1	16.8	7.9	93.1

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	534.8 (70.4)	533.8 (68.0)	531.7 (69.3)	509.2 (78.0)	520.0 (73.4)	535.3 (73.9)	545.5 (73.6)	421.5 (116.3)	519.4 (83.0)
Non-Indigenous Mean scale score / (S.D.)	589.5 (72.1)	582.3 (69.2)	577.8 (67.2)	588.5 (70.3)	574.9 (69.6)	567.2 (72.6)	591.5 (71.8)	572.8 (72.4)	583.9 (70.4)

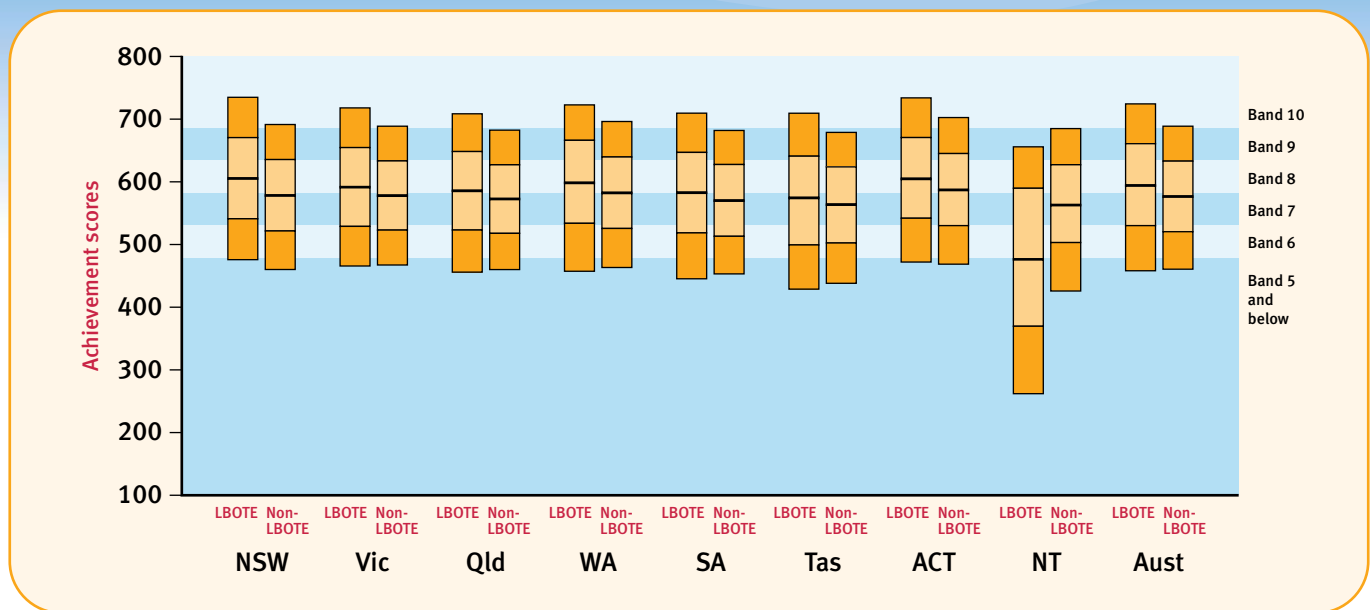
Table 9.S3: Achievement of Year 9 Students in Spelling, by Indigenous Status, by State and Territory, 2016.

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	2.7	20.7	24.1	27.6	17.8	5.7	1.4	76.5
	Non-Indigenous	1.4	6.0	13.4	25.8	27.7	16.8	8.8	92.6
Vic	Indigenous	5.3	19.1	26.6	26.3	16.3	5.4	1.1	75.7
	Non-Indigenous	2.5	6.4	15.0	27.5	27.1	14.9	6.7	91.1
Qld	Indigenous	2.4	21.9	24.6	27.5	17.2	5.3	1.0	75.7
	Non-Indigenous	1.5	6.8	15.8	28.8	28.0	13.6	5.4	91.6
WA	Indigenous	1.5	34.3	24.2	22.1	12.8	4.5	0.6	64.2
	Non-Indigenous	1.1	6.0	13.5	26.0	28.3	17.0	8.1	92.9
SA	Indigenous	4.1	26.5	24.5	25.4	15.0	3.6	0.8	69.3
	Non-Indigenous	2.5	8.3	16.2	27.7	26.5	13.6	5.2	89.2
Tas	Indigenous	1.6	22.7	23.8	25.5	17.1	7.5	1.7	75.7
	Non-Indigenous	1.2	11.3	17.5	27.0	26.0	12.4	4.5	87.5
ACT	Indigenous	6.5	17.0	21.2	27.1	17.3	8.8	2.3	76.5
	Non-Indigenous	1.6	5.7	12.6	25.5	27.8	17.7	9.0	92.6
NT	Indigenous	3.4	65.5	13.9	9.6	5.4	1.5	0.6	31.1
	Non-Indigenous	2.2	9.9	15.6	27.4	25.6	14.2	5.1	87.8
Aust	Indigenous	2.8	27.2	23.5	24.8	15.5	5.0	1.1	69.9
	Non-Indigenous	1.8	6.6	14.5	26.9	27.5	15.5	7.2	91.7

[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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	605.2 (77.5)	591.4 (75.4)	585.5 (75.5)	598.2 (80.5)	582.5 (77.8)	574.2 (83.1)	604.6 (78.3)	476.3 (124.1)	594.0 (81.5)
Non-LBOTE Mean scale score / (S.D.)	578.1 (69.8)	577.8 (67.0)	572.5 (67.2)	582.2 (70.2)	569.9 (69.5)	563.5 (72.8)	586.9 (70.5)	562.8 (79.7)	576.4 (68.9)

Table 9.S4: Achievement of Year 9 Students in Spelling, by LBOTE Status, by State and Territory, 2016.

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	1.8	5.2	10.8	21.7	26.2	19.6	14.7	93.0
	Non-LBOTE	1.3	7.7	15.4	27.7	27.5	14.7	5.7	91.0
Vic	LBOTE	3.2	6.8	13.0	23.8	26.2	16.7	10.4	90.0
	Non-LBOTE	2.4	6.6	16.0	28.7	27.1	13.9	5.3	91.0
Qld	LBOTE	1.8	8.3	13.8	24.0	26.8	16.6	8.8	89.9
	Non-LBOTE	1.5	7.9	16.9	29.5	27.2	12.4	4.5	90.5
WA	LBOTE	2.1	7.4	11.1	20.6	25.6	20.1	13.1	90.6
	Non-LBOTE	1.1	7.1	14.4	27.0	28.3	15.7	6.5	91.8
SA	LBOTE	4.6	9.5	13.4	23.2	25.3	15.5	8.5	85.9
	Non-LBOTE	2.3	9.3	17.3	28.2	25.9	12.6	4.3	88.4
Tas	LBOTE	3.4	13.5	14.5	22.0	24.8	12.7	9.2	83.1
	Non-LBOTE	1.2	12.4	18.3	26.9	25.2	12.1	3.9	86.4
ACT	LBOTE	2.3	5.6	10.4	21.2	26.6	19.6	14.3	92.1
	Non-LBOTE	1.6	6.2	13.4	26.7	27.6	16.9	7.5	92.2
NT	LBOTE	3.4	46.3	14.0	14.9	12.8	6.4	2.1	50.3
	Non-LBOTE	2.0	13.4	16.5	27.3	23.5	12.5	4.8	84.6
Aust	LBOTE	2.4	7.5	12.0	22.3	25.8	17.9	12.1	90.1
	Non-LBOTE	1.7	7.7	15.9	28.2	27.2	13.9	5.3	90.6

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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	594.3	1.3	5.5	12.2	24.9	28.1	18.0	10.1	93.2
	Inner Regional	563.9	1.6	10.7	18.9	29.0	24.8	11.4	3.6	87.6
	Outer Regional	552.5	1.5	14.2	21.3	29.3	22.7	8.6	2.4	84.4
	Remote	525.6	5.9	25.7	21.5	25.8	14.4	5.3	1.4	68.4
	Very Remote	532.7	3.9	19.2	27.5	25.5	19.5	3.4	1.0	76.9
Vic	Major Cities	587.3	2.6	5.6	13.7	26.7	27.7	16.0	7.7	91.8
	Inner Regional	562.3	2.6	10.2	20.1	29.5	24.1	10.3	3.3	87.3
	Outer Regional	565.3	2.3	9.6	18.4	30.6	24.5	11.2	3.4	88.1
	Remote	602.2	0.0	4.4	11.4	24.0	27.7	18.5	13.9	95.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	582.6	1.5	5.9	14.5	28.3	28.9	14.8	6.2	92.6
	Inner Regional	563.5	1.8	10.1	19.5	29.8	25.0	10.4	3.4	88.2
	Outer Regional	558.6	1.4	12.0	20.2	29.7	24.0	9.8	3.0	86.7
	Remote	530.4	2.8	24.6	22.4	25.7	17.3	5.9	1.3	72.6
	Very Remote	517.4	2.0	28.4	26.4	25.4	11.9	5.0	0.9	69.6
WA	Major Cities	590.8	1.5	5.9	12.8	25.1	28.2	17.7	8.8	92.6
	Inner Regional	566.8	0.8	10.5	18.2	29.0	25.4	11.9	4.2	88.8
	Outer Regional	560.2	0.8	12.8	18.9	29.1	24.1	11.0	3.4	86.4
	Remote	544.2	1.2	19.1	21.8	25.5	20.8	9.1	2.4	79.7
	Very Remote	502.0	0.2	40.2	19.9	17.9	14.9	5.6	1.3	59.6
SA	Major Cities	578.2	2.5	8.1	15.1	26.9	26.8	14.5	6.1	89.3
	Inner Regional	563.9	3.1	9.8	19.7	29.2	24.1	11.1	3.1	87.2
	Outer Regional	556.8	2.3	12.6	20.0	29.1	23.5	10.0	2.4	85.1
	Remote	555.7	0.8	12.6	20.0	30.0	25.0	9.1	2.7	86.7
	Very Remote	520.9	1.5	30.6	23.2	22.2	12.8	5.8	3.8	67.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	570.6	1.2	11.0	16.4	26.5	26.2	13.5	5.2	87.8
	Outer Regional	549.4	1.3	15.8	22.5	26.6	22.8	8.7	2.1	82.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	590.2	1.7	6.0	12.9	25.7	27.5	17.4	8.8	92.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	553.5	3.1	17.5	17.0	24.3	22.4	11.8	3.9	79.5
	Remote	509.7	3.8	30.0	15.5	21.5	16.1	8.9	4.1	66.1
	Very Remote	395.0	0.8	78.7	8.5	6.3	4.0	1.1	0.6	20.5
Aust	Major Cities	589.0	1.8	5.8	13.3	26.1	28.0	16.7	8.4	92.3
	Inner Regional	564.2	1.9	10.4	19.1	29.1	24.8	11.2	3.6	87.7
	Outer Regional	557.3	1.7	12.9	19.9	28.9	23.6	10.0	2.9	85.3
	Remote	538.5	2.2	20.8	19.9	25.5	20.0	8.7	3.0	77.0
	Very Remote	468.0	1.1	50.5	17.4	15.7	10.4	3.7	1.2	48.4

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	545.9	2.2	16.4	22.0	29.3	21.1	6.8	2.1	81.4
	Inner Regional	528.9	3.1	22.8	25.5	26.4	16.0	5.3	0.9	74.1
	Outer Regional	518.3	2.0	28.6	26.3	25.0	13.2	3.9	1.0	69.4
	Remote	504.0	11.9	28.1	26.4	25.7	7.5	0.4	0.0	60.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	539.1	7.0	16.7	24.7	26.8	18.1	5.3	1.4	76.3
	Inner Regional	531.9	3.8	20.6	26.9	26.1	15.2	6.3	1.0	75.6
	Outer Regional	521.1	3.2	23.1	32.4	24.5	13.3	3.2	0.3	73.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	545.7	2.4	15.1	24.3	28.8	21.5	6.5	1.4	82.5
	Inner Regional	537.2	2.6	19.3	23.4	30.1	17.3	6.3	1.0	78.1
	Outer Regional	524.9	1.8	25.0	25.6	26.7	15.6	4.4	0.9	73.2
	Remote	490.5	5.1	46.0	23.1	14.6	9.1	1.9	0.1	48.8
	Very Remote	501.4	2.2	35.1	26.6	24.8	8.8	2.1	0.4	62.7
WA	Major Cities	527.6	2.3	25.0	24.7	25.7	15.2	6.0	1.0	72.7
	Inner Regional	520.7	0.6	29.5	24.9	24.0	15.0	5.2	0.7	69.9
	Outer Regional	509.6	1.2	33.8	25.0	23.2	12.9	3.7	0.3	65.0
	Remote	498.3	1.7	39.2	25.8	19.4	10.9	3.0	0.1	59.1
	Very Remote	471.5	0.3	54.0	20.1	14.6	7.9	3.0	0.2	45.7
SA	Major Cities	528.4	5.7	23.3	23.0	25.7	17.0	4.4	1.0	71.1
	Inner Regional	539.3	1.3	17.1	28.0	28.3	16.8	5.3	3.2	81.6
	Outer Regional	512.9	3.4	29.0	26.0	25.3	13.8	2.6	0.0	67.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	537.0	1.5	21.7	25.0	25.8	15.5	8.6	1.9	76.8
	Outer Regional	531.9	1.8	24.5	22.6	25.1	18.5	6.0	1.6	73.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	545.5	6.5	17.0	21.2	27.1	17.3	8.8	2.3	76.5
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	489.3	6.2	41.6	21.2	15.1	11.6	3.3	1.0	52.2
	Remote	426.0	5.4	56.6	17.4	12.8	5.2	1.4	1.2	38.0
	Very Remote	379.7	0.7	84.9	7.6	4.5	1.8	0.4	0.2	14.4
Aust	Major Cities	540.8	3.2	18.1	23.2	28.0	19.5	6.3	1.7	78.7
	Inner Regional	531.5	2.8	21.9	25.2	27.0	16.1	5.9	1.0	75.3
	Outer Regional	517.1	2.5	28.9	25.3	24.2	14.2	4.0	0.8	68.6
	Remote	475.5	4.5	43.9	22.9	17.8	8.4	2.0	0.4	51.6
	Very Remote	434.0	1.0	64.5	15.9	11.9	5.1	1.5	0.2	34.5

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	596.6	1.3	4.9	11.8	24.7	28.4	18.4	10.4	93.8
	Inner Regional	567.9	1.5	9.3	18.2	29.2	25.8	12.1	3.8	89.2
	Outer Regional	560.0	1.3	11.0	20.2	30.3	24.8	9.7	2.8	87.8
	Remote	544.4	0.0	22.9	16.9	26.4	20.9	10.1	2.8	77.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	587.9	2.5	5.4	13.5	26.7	27.9	16.2	7.8	92.1
	Inner Regional	563.4	2.5	9.8	19.9	29.7	24.4	10.5	3.4	87.8
	Outer Regional	567.9	2.3	8.8	17.7	30.9	25.1	11.6	3.5	88.9
	Remote	605.0	0.0	3.8	10.6	23.8	28.5	19.1	14.3	96.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	584.3	1.5	5.5	14.0	28.2	29.3	15.1	6.4	93.0
	Inner Regional	566.0	1.7	9.2	19.1	29.7	25.8	10.8	3.6	89.1
	Outer Regional	565.2	1.3	9.3	19.2	30.4	25.5	10.8	3.4	89.3
	Remote	552.2	1.6	12.6	21.9	31.9	22.0	8.1	1.9	85.8
	Very Remote	540.9	1.7	18.7	25.8	26.5	16.3	9.5	1.5	79.7
WA	Major Cities	593.4	1.2	5.1	12.4	25.1	28.8	18.2	9.1	93.6
	Inner Regional	570.5	0.8	8.8	17.8	29.6	26.2	12.5	4.3	90.4
	Outer Regional	568.6	0.6	9.3	17.8	30.1	25.9	12.3	3.9	90.1
	Remote	566.9	0.9	9.1	19.8	28.6	25.8	12.1	3.6	90.0
	Very Remote	562.6	0.0	13.2	19.1	23.9	27.7	12.0	4.1	86.8
SA	Major Cities	579.4	2.5	7.6	15.0	27.1	27.2	14.7	6.1	90.0
	Inner Regional	565.1	3.2	9.3	19.5	29.2	24.4	11.3	3.2	87.5
	Outer Regional	560.6	2.2	11.2	19.5	29.4	24.4	10.7	2.6	86.6
	Remote	559.9	0.8	11.5	19.0	29.7	26.4	9.8	2.8	87.7
	Very Remote	571.8	1.7	8.0	22.3	28.0	20.7	11.3	8.0	90.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	572.2	1.2	10.3	15.9	26.9	26.9	13.6	5.3	88.6
	Outer Regional	552.7	1.3	14.3	22.3	27.2	23.6	9.1	2.3	84.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	591.5	1.6	5.7	12.6	25.5	27.8	17.7	9.0	92.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	570.4	2.3	10.9	15.9	26.8	25.3	14.1	4.7	86.8
	Remote	582.9	2.4	6.2	13.5	29.4	26.0	15.7	6.7	91.4
	Very Remote	570.4	0.0	8.8	19.2	27.6	30.0	8.4	6.0	91.2
Aust	Major Cities	590.6	1.8	5.4	12.9	26.0	28.3	17.0	8.6	92.8
	Inner Regional	566.7	1.8	9.5	18.7	29.3	25.4	11.5	3.8	88.7
	Outer Regional	563.9	1.6	10.3	19.0	29.8	25.1	11.0	3.3	88.2
	Remote	566.7	1.1	10.1	18.2	29.0	25.4	11.9	4.2	88.8
	Very Remote	559.4	1.3	13.1	21.4	26.3	22.9	10.5	4.5	85.6

[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, 2016.

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>	618.1	0.9	2.1	7.3	20.3	29.8	23.7	15.9	97.0
	<i>Diploma</i>	586.6	1.0	5.0	13.6	28.1	29.7	15.9	6.7	94.0
	<i>Certificate</i>	566.7	1.4	9.2	18.3	30.6	25.7	11.3	3.5	89.4
	<i>Year 12</i>	577.5	2.1	7.2	16.3	28.0	26.7	14.1	5.6	90.7
	<i>Year 11</i>	544.1	3.1	17.6	22.5	27.6	19.5	7.3	2.3	79.3
	<i>Not stated (5%)</i>	572.4	1.6	10.8	16.5	25.6	25.2	14.3	6.0	87.6
Vic	<i>Bachelor</i>	607.6	1.4	2.5	9.1	23.3	30.4	21.0	12.3	96.1
	<i>Diploma</i>	577.9	2.1	5.9	15.7	29.8	28.2	13.9	4.5	92.0
	<i>Certificate</i>	563.4	2.5	9.1	19.8	31.1	24.4	10.2	2.9	88.4
	<i>Year 12</i>	571.3	3.6	7.7	17.2	29.4	26.4	11.5	4.1	88.7
	<i>Year 11</i>	548.6	5.8	14.3	22.1	28.2	20.3	7.4	1.9	80.0
	<i>Not stated (4%)</i>	583.7	4.3	7.3	14.1	25.2	25.2	16.9	7.0	88.4
Qld	<i>Bachelor</i>	602.8	1.0	2.9	9.5	24.8	31.3	20.4	10.2	96.2
	<i>Diploma</i>	577.0	1.0	5.8	15.5	30.9	30.1	12.7	3.9	93.2
	<i>Certificate</i>	563.3	1.4	8.9	19.7	31.6	26.1	9.7	2.6	89.6
	<i>Year 12</i>	562.6	1.7	9.5	19.7	31.3	24.8	9.9	3.1	88.8
	<i>Year 11</i>	537.7	3.7	18.2	24.6	28.2	18.3	5.7	1.1	78.0
	<i>Not stated (10%)</i>	559.3	2.2	12.6	19.4	28.4	23.9	10.1	3.6	85.3
WA	<i>Bachelor</i>	614.6	0.7	2.1	7.6	21.5	30.5	23.3	14.4	97.3
	<i>Diploma</i>	584.8	0.5	5.6	14.0	27.9	29.6	16.3	6.1	93.9
	<i>Certificate</i>	570.0	0.9	8.3	17.8	30.1	27.0	12.5	3.5	90.9
	<i>Year 12</i>	569.6	1.6	10.2	17.8	26.8	25.4	13.4	4.8	88.1
	<i>Year 11</i>	539.3	2.2	20.7	22.3	26.1	19.6	7.2	1.9	77.1
	<i>Not stated (12%)</i>	569.1	3.8	12.9	15.8	23.8	23.2	14.1	6.4	83.3
SA	<i>Bachelor</i>	601.6	0.9	3.4	10.2	24.1	31.3	20.0	10.1	95.7
	<i>Diploma</i>	574.7	1.9	6.8	16.5	30.2	27.2	13.3	4.1	91.3
	<i>Certificate</i>	563.3	1.7	9.8	19.4	30.4	25.1	10.9	2.8	88.6
	<i>Year 12</i>	566.5	2.3	10.0	18.3	29.3	24.0	12.0	4.2	87.7
	<i>Year 11</i>	537.7	4.7	19.7	22.6	26.1	19.1	6.5	1.3	75.6
	<i>Not stated (10%)</i>	563.5	7.6	13.2	16.4	24.9	21.4	11.1	5.4	79.3

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 Spelling

Table 9.S8 (cont.): Achievement of Year 9 Students in Spelling, by Parental Education, by State and Territory, 2016.

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>	601.7	0.8	2.9	10.4	23.7	31.9	20.8	9.6	96.3
	<i>Diploma</i>	574.3	0.6	7.7	17.0	28.3	29.0	12.9	4.5	91.7
	<i>Certificate</i>	553.8	0.9	14.1	20.7	29.2	23.8	9.0	2.4	85.0
	<i>Year 12</i>	549.5	1.5	17.0	19.6	27.5	23.2	8.6	2.5	81.5
	<i>Year 11</i>	532.3	2.6	23.1	23.9	24.8	18.3	6.5	0.9	74.4
	<i>Not stated (10%)</i>	566.5	2.2	12.4	18.3	25.0	23.1	13.6	5.4	85.5
ACT	<i>Bachelor</i>	609.8	0.8	2.7	8.5	23.4	29.5	22.1	12.9	96.5
	<i>Diploma</i>	578.2	1.5	7.2	15.9	27.6	28.3	14.0	5.5	91.3
	<i>Certificate</i>	559.1	2.3	11.1	20.1	30.2	24.1	9.8	2.5	86.7
	<i>Year 12</i>	568.1	3.2	10.3	15.6	29.7	24.7	12.8	3.8	86.5
	<i>Year 11</i>	535.7	6.5	18.8	24.0	26.9	14.9	6.9	1.9	74.7
	<i>Not stated (9%)</i>	590.3	3.3	5.4	13.0	23.9	28.8	17.6	8.0	91.3
NT	<i>Bachelor</i>	592.4	1.8	6.1	10.0	25.1	29.7	19.7	7.7	92.1
	<i>Diploma</i>	560.7	1.2	11.7	17.9	29.8	25.3	10.9	3.2	87.1
	<i>Certificate</i>	530.5	2.5	23.4	21.8	24.9	19.7	6.2	1.6	74.1
	<i>Year 12</i>	539.6	2.7	21.2	20.0	30.3	15.3	6.8	3.6	76.0
	<i>Year 11</i>	441.9	4.9	57.2	14.7	13.3	7.2	2.0	0.7	37.9
	<i>Not stated (23%)</i>	433.4	3.1	61.9	10.1	8.1	7.3	6.8	2.7	35.1
Aust	<i>Bachelor</i>	610.8	1.0	2.5	8.4	22.3	30.4	22.1	13.3	96.5
	<i>Diploma</i>	581.1	1.3	5.7	14.8	29.1	29.1	14.6	5.3	93.0
	<i>Certificate</i>	564.6	1.6	9.4	19.1	30.7	25.4	10.7	3.1	89.0
	<i>Year 12</i>	570.1	2.4	8.7	17.6	29.0	25.7	12.2	4.4	88.9
	<i>Year 11</i>	541.0	4.0	18.2	22.6	27.2	19.2	6.9	1.8	77.8
	<i>Not stated (7%)</i>	564.9	3.3	13.1	16.4	25.0	23.5	13.2	5.6	83.7

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 9 Spelling

Table 9.S9: Achievement of Year 9 Students in Spelling, by Parental Occupation, by State and Territory, 2016.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Group 1	614.1	0.7	2.5	7.9	21.3	30.3	22.9	14.5	96.8
	Group 2	594.9	1.0	4.1	12.0	26.5	29.5	18.0	9.1	95.0
	Group 3	576.0	1.4	7.5	16.4	29.2	26.9	13.3	5.3	91.2
	Group 4	567.7	1.9	10.5	18.6	28.2	23.8	11.7	5.4	87.6
	Not in paid work	544.6	3.7	18.1	22.0	26.3	19.4	7.7	2.6	78.1
	Not stated (7%)	571.7	1.7	10.8	17.0	26.0	24.6	13.8	6.1	87.5
Vic	Group 1	607.1	1.0	2.4	9.3	23.6	30.9	20.7	12.1	96.6
	Group 2	587.6	1.2	4.5	13.7	28.5	29.0	16.4	6.8	94.3
	Group 3	573.3	1.8	6.8	17.4	30.6	26.6	12.4	4.3	91.3
	Group 4	564.5	3.7	9.9	19.5	28.9	23.4	10.6	4.1	86.4
	Not in paid work	548.8	8.2	15.2	20.9	25.7	19.5	7.9	2.5	76.6
	Not stated (3%)	579.8	4.6	8.0	15.0	25.3	25.0	15.6	6.5	87.4
Qld	Group 1	600.7	0.8	3.1	9.9	25.4	31.3	19.8	9.6	96.0
	Group 2	582.9	1.0	4.8	14.5	29.8	30.1	14.4	5.4	94.2
	Group 3	568.1	1.2	8.1	18.3	30.7	27.4	11.0	3.2	90.7
	Group 4	555.2	2.6	12.0	21.2	30.6	22.9	8.2	2.6	85.5
	Not in paid work	538.4	4.1	18.9	24.2	26.9	17.1	6.8	2.0	76.9
	Not stated (15%)	555.8	2.2	13.0	20.6	29.0	23.0	9.1	3.0	84.8
WA	Group 1	609.8	0.5	2.7	9.0	22.1	30.3	22.2	13.2	96.8
	Group 2	588.6	0.6	5.1	12.9	27.4	29.9	17.1	7.0	94.3
	Group 3	576.1	0.7	7.0	16.4	29.4	28.0	13.8	4.6	92.3
	Group 4	561.4	1.3	12.7	19.5	27.6	23.3	11.5	4.1	86.0
	Not in paid work	538.0	2.9	23.5	21.4	22.9	18.0	8.2	3.1	73.6
	Not stated (16%)	566.0	3.7	13.6	16.6	24.4	22.7	13.0	6.1	82.8
SA	Group 1	597.3	1.1	3.7	11.0	25.8	30.8	18.4	9.2	95.3
	Group 2	581.6	1.2	5.9	14.8	28.4	28.8	15.5	5.3	92.8
	Group 3	570.9	1.2	7.8	17.6	30.6	26.3	12.5	4.1	91.0
	Group 4	558.2	3.0	12.1	20.2	28.7	23.4	9.5	3.1	84.9
	Not in paid work	543.6	6.1	17.1	22.4	26.7	18.2	7.5	2.0	76.8
	Not stated (16%)	550.9	6.0	16.9	19.6	24.6	19.8	9.4	3.6	77.1

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 9 Spelling

Table 9.S9 (cont.): Achievement of Year 9 Students in Spelling, by Parental Occupation, by State and Territory, 2016.

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	595.6	0.6	4.1	12.4	23.9	31.5	18.5	9.0	95.4
	Group 2	576.0	0.5	8.0	15.9	27.5	29.0	14.3	4.8	91.4
	Group 3	562.6	1.0	11.2	19.4	28.3	26.1	11.1	2.9	87.8
	Group 4	543.1	1.8	18.7	23.0	26.7	20.0	7.9	1.9	79.5
	Not in paid work	524.3	2.9	27.2	22.2	25.3	15.6	5.5	1.1	69.9
	Not stated (14%)	559.3	2.0	13.9	19.1	27.0	22.4	11.3	4.3	84.0
ACT	Group 1	608.0	0.8	2.8	9.2	23.7	28.9	22.0	12.5	96.4
	Group 2	588.2	1.0	5.2	13.1	27.2	29.6	17.1	6.7	93.8
	Group 3	576.5	1.5	8.1	15.3	28.9	27.3	13.1	5.7	90.4
	Group 4	544.9	4.6	18.1	21.5	26.3	18.6	8.5	2.5	77.3
	Not in paid work	555.7	6.8	11.7	22.7	22.4	24.5	8.0	3.8	81.5
	Not stated (17%)	577.5	3.4	9.0	15.4	26.1	24.8	14.1	7.2	87.6
NT	Group 1	582.0	1.4	8.8	12.6	26.4	27.5	16.1	7.2	89.8
	Group 2	569.0	1.5	10.8	16.5	27.5	24.6	15.0	4.2	87.7
	Group 3	544.6	2.5	19.2	19.8	26.0	20.8	8.6	3.1	78.3
	Group 4	493.3	3.2	39.5	16.8	19.1	12.7	6.4	2.2	57.2
	Not in paid work	431.3	6.8	62.3	13.4	10.6	5.0	1.5	0.4	30.9
	Not stated (22%)	413.4	3.0	66.5	11.9	8.2	6.9	2.9	0.7	30.5
Aust	Group 1	607.8	0.8	2.8	9.1	23.1	30.6	21.3	12.4	96.4
	Group 2	588.7	1.0	4.7	13.3	27.8	29.4	16.6	7.2	94.3
	Group 3	573.0	1.4	7.6	17.2	29.9	26.9	12.6	4.5	91.0
	Group 4	562.2	2.6	11.4	19.6	28.6	23.2	10.5	4.2	86.0
	Not in paid work	542.6	5.5	18.4	21.7	25.7	18.7	7.5	2.5	76.1
	Not stated (10%)	560.3	3.1	13.9	17.9	25.7	22.7	11.7	4.9	82.9

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

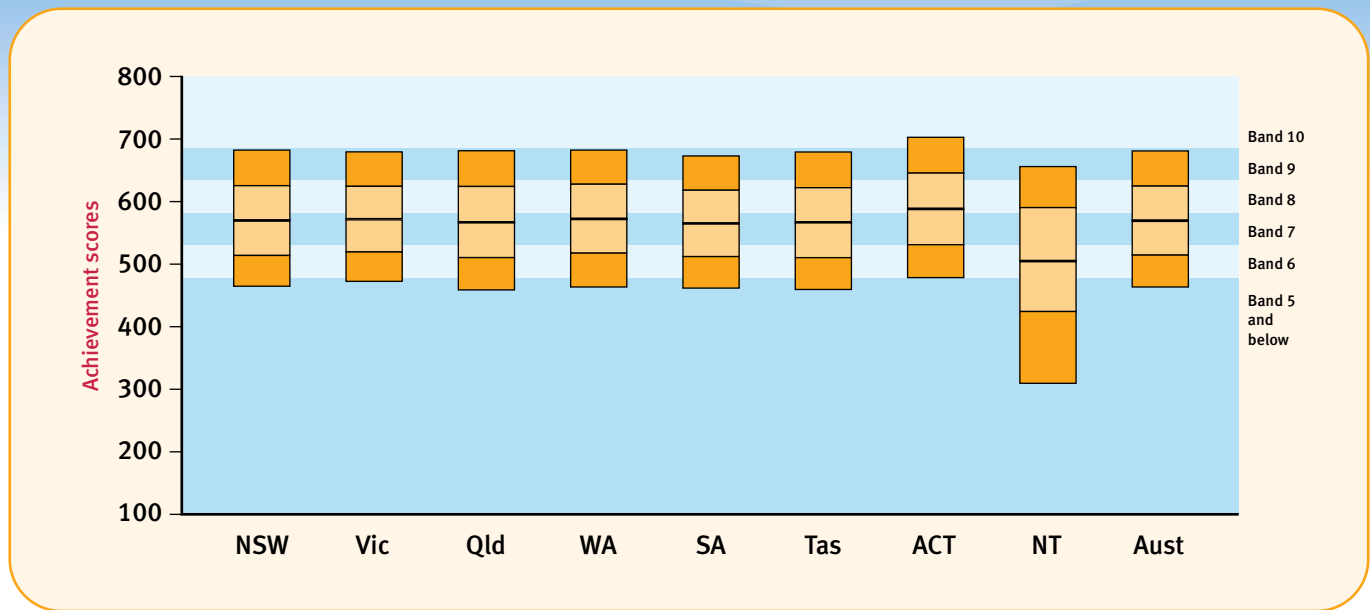
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 Grammar and Punctuation

Figure 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	569.7 (66.3)	571.8 (62.8)	566.9 (68.1)	572.2 (66.7)	565.1 (63.9)	566.9 (66.3)	588.2 (68.2)	504.8 (105.5)	569.3 (66.6)

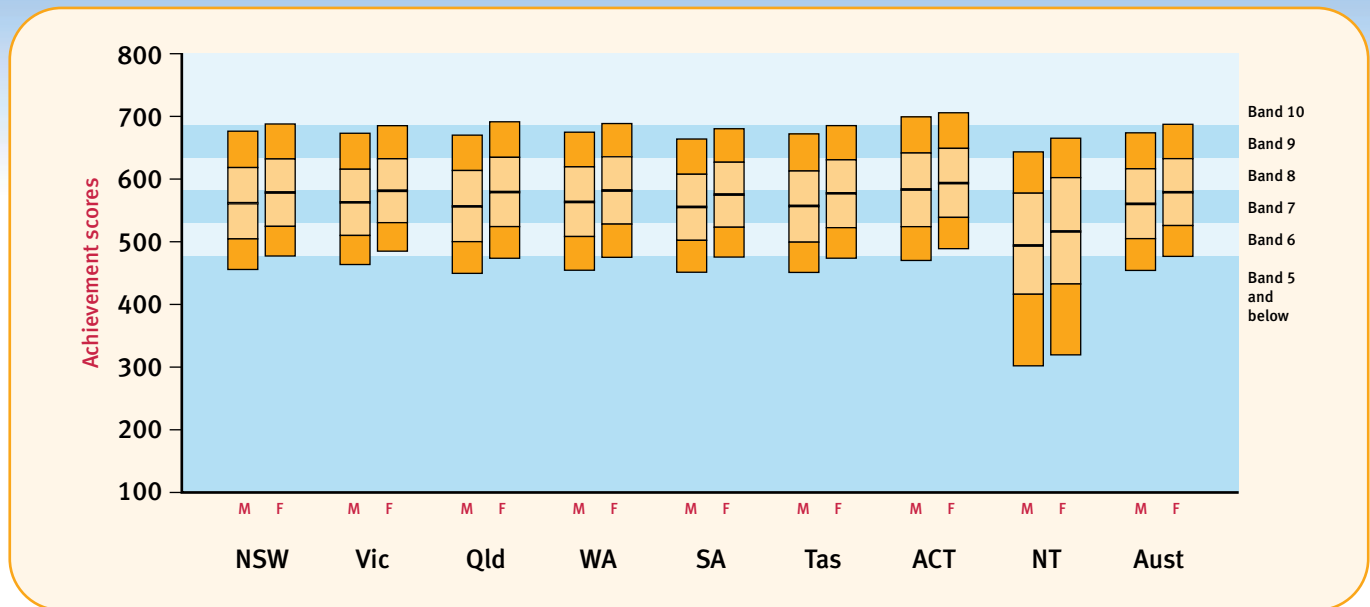
Table 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2016.

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	5.0	1.1	1.4	7.6	20.0	30.2	24.2	12.2	4.4	91.0
Vic	14yrs 9mths 9yrs 4mths	91.0	6.7	2.3	2.6	5.9	18.8	31.7	25.1	11.9	4.0	91.5
Qld	14yrs 4mths 8yrs 4mths	87.7	5.3	6.9	1.6	8.7	20.4	29.7	23.5	11.8	4.3	89.7
WA	14yrs 5mths 9yrs 4mths	94.2	5.5	0.3	1.3	7.4	18.2	29.7	26.0	13.0	4.4	91.3
SA	14yrs 7mths 9yrs 4mths	90.4	6.2	3.4	2.5	8.1	20.3	31.3	24.2	10.5	3.2	89.4
Tas	14yrs 11mths 9yrs 4mths	91.3	7.0	1.7	1.3	8.9	20.3	29.4	24.6	11.6	4.0	89.9
ACT	14yrs 8mths 9yrs 4mths	91.6	4.5	3.9	1.7	4.8	14.3	27.1	27.5	16.7	7.8	93.4
NT	14yrs 6mths 9yrs 4mths	82.8	16.3	0.9	2.8	33.8	19.4	21.5	14.1	6.3	2.0	63.4
Aust	14yrs 7mths 9yrs 2mths	91.7	5.8	2.5	1.8	7.6	19.5	30.4	24.5	12.0	4.2	90.5

[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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	561.4 (67.2)	562.8 (63.5)	556.3 (67.9)	563.3 (67.2)	555.3 (64.2)	556.9 (67.2)	583.1 (69.6)	493.8 (104.3)	560.2 (67.3)
Female Mean scale score / (S.D.)	578.4 (64.1)	581.1 (60.7)	579.1 (66.2)	581.5 (64.8)	575.1 (62.1)	577.2 (63.7)	593.4 (66.4)	516.3 (105.6)	578.9 (64.5)

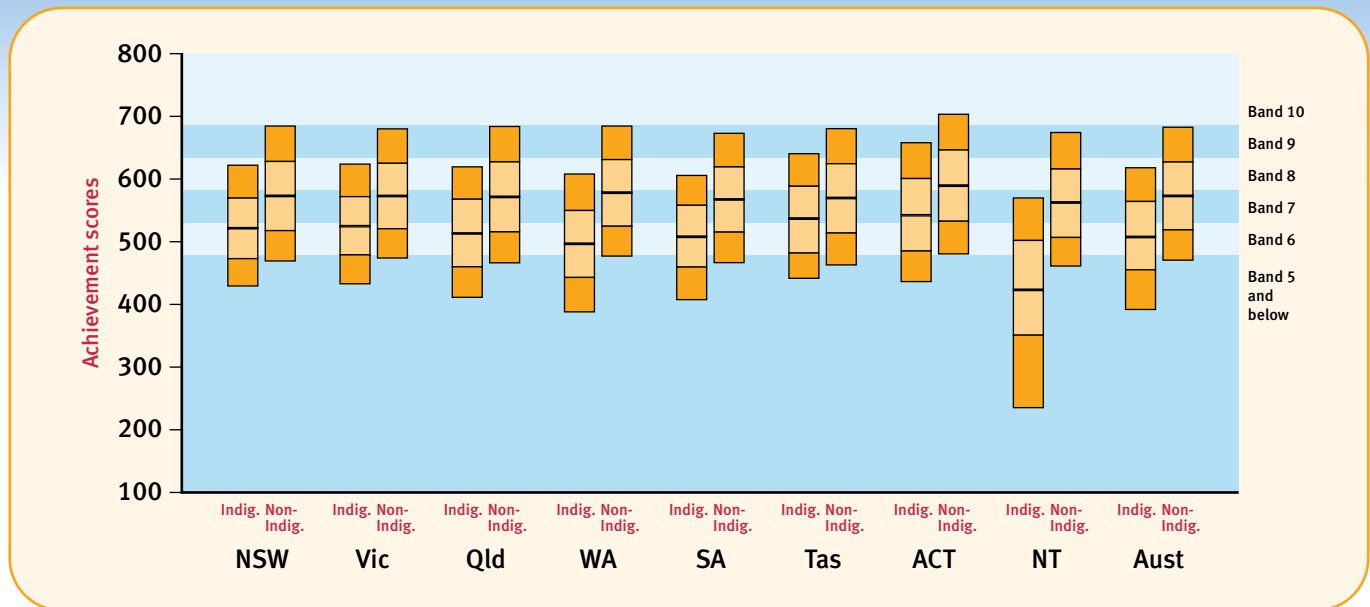
Table 9.G2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2016.

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	1.8	10.0	22.4	29.7	21.7	10.7	3.7	88.2	
	Female	1.0	5.1	17.3	30.8	26.7	13.8	5.2	93.9	
Vic	Male	3.2	7.9	21.9	31.8	22.2	9.8	3.2	88.9	
	Female	2.0	3.8	15.6	31.7	28.1	14.1	4.8	94.3	
Qld	Male	1.9	11.4	23.5	29.5	21.1	9.6	3.0	86.7	
	Female	1.2	5.6	16.8	30.0	26.4	14.3	5.7	93.2	
WA	Male	1.7	9.3	21.0	30.2	23.4	11.1	3.4	89.0	
	Female	0.9	5.4	15.3	29.2	28.7	15.1	5.4	93.7	
SA	Male	3.2	10.7	22.9	31.3	21.1	8.5	2.3	86.1	
	Female	1.9	5.4	17.5	31.3	27.3	12.5	4.1	92.7	
Tas	Male	1.6	11.8	22.9	29.4	21.5	9.6	3.1	86.6	
	Female	0.9	5.8	17.6	29.4	27.8	13.6	4.9	93.3	
ACT	Male	2.1	6.1	15.9	26.8	26.4	15.8	6.9	91.8	
	Female	1.4	3.5	12.7	27.4	28.7	17.6	8.7	95.0	
NT	Male	3.6	37.2	21.2	19.9	11.8	4.7	1.6	59.2	
	Female	1.8	30.2	17.5	23.3	16.6	8.0	2.5	67.9	
Aust	Male	2.3	10.0	22.2	30.2	21.8	10.2	3.3	87.8	
	Female	1.4	5.2	16.5	30.6	27.2	14.0	5.1	93.5	

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

NAPLAN Year 9 Grammar and Punctuation

Figure 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	521.5 (59.1)	524.7 (58.2)	513.1 (64.3)	496.5 (66.9)	507.7 (61.8)	536.7 (62.3)	542.2 (68.5)	423.0 (98.1)	507.4 (71.8)
Non-Indigenous Mean scale score / (S.D.)	572.9 (65.5)	572.8 (62.5)	571.3 (66.3)	578.0 (63.0)	567.3 (62.4)	569.6 (65.7)	589.2 (67.8)	562.4 (64.4)	572.9 (64.5)

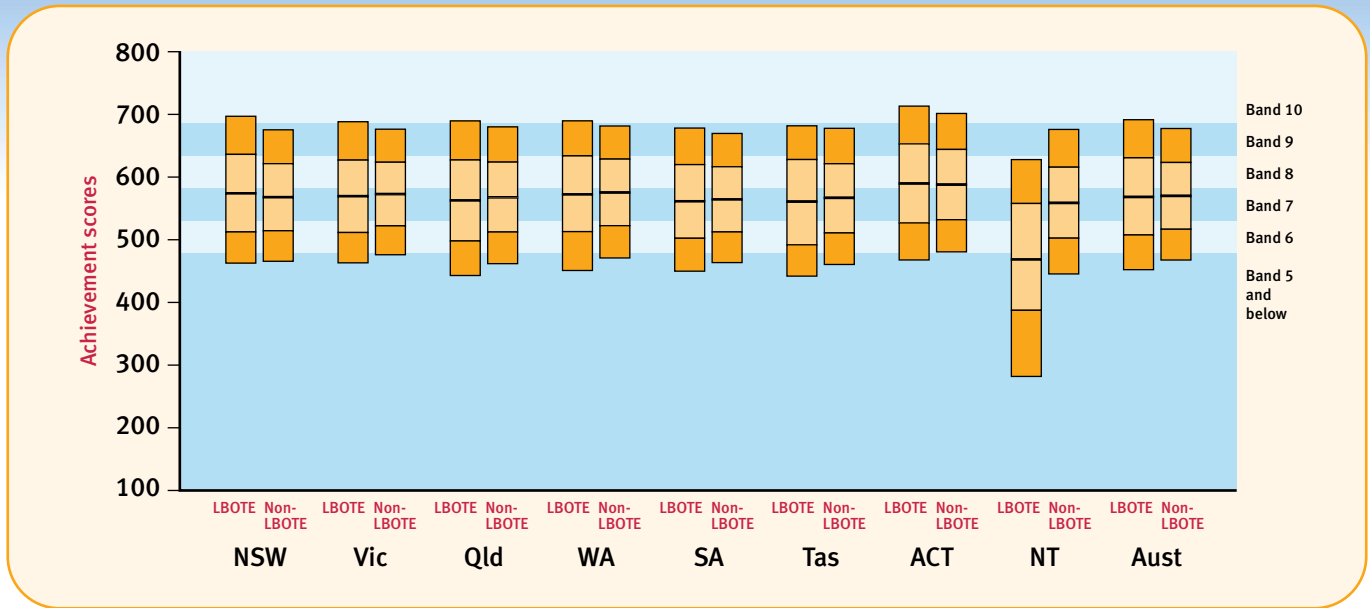
Table 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2016.

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	2.7	22.3	33.1	27.5	11.1	2.9	0.4	75.0
	Non-Indigenous	1.4	6.6	19.1	30.4	25.0	12.8	4.7	92.0
Vic	Indigenous	5.3	18.5	34.4	26.9	11.4	3.2	0.3	76.2
	Non-Indigenous	2.5	5.6	18.5	31.8	25.4	12.1	4.0	91.9
Qld	Indigenous	2.4	28.9	30.8	23.6	11.4	2.5	0.4	68.7
	Non-Indigenous	1.5	7.1	19.5	30.2	24.5	12.6	4.6	91.4
WA	Indigenous	1.5	37.7	31.3	19.7	7.7	1.9	0.1	60.8
	Non-Indigenous	1.1	5.1	17.3	30.5	27.4	13.9	4.7	93.8
SA	Indigenous	4.1	29.0	32.9	23.8	8.4	1.6	0.2	66.9
	Non-Indigenous	2.5	7.1	19.8	31.8	24.9	10.8	3.2	90.4
Tas	Indigenous	1.6	17.5	29.9	28.3	16.9	4.2	1.6	81.0
	Non-Indigenous	1.2	8.0	19.4	29.8	25.3	12.2	4.1	90.8
ACT	Indigenous	6.5	16.3	26.8	22.9	19.3	6.5	1.9	77.3
	Non-Indigenous	1.6	4.6	14.0	27.3	27.7	16.9	7.9	93.8
NT	Indigenous	3.4	69.3	15.2	8.6	2.5	0.9	0.1	27.3
	Non-Indigenous	2.2	8.5	22.5	30.7	22.5	10.1	3.4	89.2
Aust	Indigenous	2.8	30.1	30.6	23.5	10.1	2.5	0.4	67.1
	Non-Indigenous	1.8	6.3	18.8	30.8	25.3	12.6	4.4	92.0

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	574.0 (71.3)	569.4 (67.9)	562.7 (75.1)	572.3 (73.1)	561.3 (68.7)	560.7 (74.6)	589.6 (73.1)	468.5 (104.9)	568.1 (74.0)
Non-LBOTE Mean scale score / (S.D.)	567.8 (64.0)	572.7 (60.9)	567.6 (66.9)	575.2 (64.0)	564.3 (62.7)	566.7 (65.6)	587.8 (67.1)	558.6 (71.9)	569.8 (64.0)

Table 9.G4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2016.

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	1.8	8.0	19.8	27.7	22.3	13.7	6.6	90.2
	Non-LBOTE	1.3	7.5	20.1	31.3	24.8	11.5	3.5	91.2
Vic	LBOTE	3.2	7.8	20.4	29.4	22.2	11.9	5.2	89.0
	Non-LBOTE	2.4	5.2	18.3	32.5	26.1	11.9	3.5	92.4
Qld	LBOTE	1.8	12.8	20.7	26.2	21.1	12.1	5.4	85.4
	Non-LBOTE	1.5	8.1	20.3	30.3	23.9	11.8	4.1	90.4
WA	LBOTE	2.1	9.3	17.7	26.5	25.0	14.0	5.5	88.7
	Non-LBOTE	1.1	6.1	17.3	30.6	27.3	13.4	4.2	92.8
SA	LBOTE	4.6	11.1	19.9	28.8	21.5	10.4	3.7	84.3
	Non-LBOTE	2.3	7.9	20.7	31.9	24.3	10.1	2.8	89.8
Tas	LBOTE	3.4	15.3	20.1	21.6	22.4	12.8	4.4	81.3
	Non-LBOTE	1.2	8.7	20.3	30.0	24.6	11.5	3.8	90.1
ACT	LBOTE	2.3	6.3	14.5	24.4	25.8	17.2	9.5	91.4
	Non-LBOTE	1.6	4.5	14.3	27.7	27.9	16.6	7.4	93.8
NT	LBOTE	3.4	49.4	18.5	15.7	8.8	3.2	0.9	47.2
	Non-LBOTE	2.0	11.2	21.4	29.9	21.6	10.4	3.6	86.9
Aust	LBOTE	2.4	9.8	19.8	27.6	22.1	12.7	5.7	87.8
	Non-LBOTE	1.7	6.9	19.3	31.3	25.2	11.8	3.7	91.4

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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	575.2	1.3	6.5	18.5	29.7	25.0	13.5	5.3	92.1
	Inner Regional	556.4	1.6	10.0	23.1	32.2	22.5	8.8	1.8	88.4
	Outer Regional	543.5	1.5	13.1	28.3	31.4	18.7	5.9	1.1	85.4
	Remote	511.2	5.9	31.0	29.9	20.5	9.3	3.4	0.1	63.2
	Very Remote	515.3	3.9	26.0	32.5	24.9	11.4	0.8	0.5	70.1
Vic	Major Cities	576.1	2.6	5.3	17.4	30.9	26.0	13.0	4.7	92.1
	Inner Regional	558.3	2.6	7.7	23.2	34.3	21.9	8.5	1.8	89.7
	Outer Regional	559.8	2.3	7.5	22.9	33.8	22.9	8.4	2.0	90.2
	Remote	602.3	0.0	1.8	11.6	20.4	37.4	21.7	7.2	98.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	574.5	1.5	6.7	18.5	29.7	25.0	13.4	5.3	91.8
	Inner Regional	558.6	1.8	9.8	23.3	30.5	21.9	10.0	2.8	88.4
	Outer Regional	551.8	1.4	13.3	23.8	29.5	20.9	8.6	2.5	85.3
	Remote	519.6	2.8	26.7	26.8	25.2	13.7	4.2	0.6	70.5
	Very Remote	500.3	2.0	38.0	26.7	21.6	8.8	2.2	0.8	60.1
WA	Major Cities	579.1	1.5	5.5	16.8	29.5	27.1	14.5	5.2	93.0
	Inner Regional	561.4	0.8	8.1	22.2	32.6	24.8	9.2	2.3	91.1
	Outer Regional	554.1	0.8	11.4	23.2	31.1	23.0	8.5	1.9	87.7
	Remote	537.7	1.2	19.2	24.4	28.8	18.9	6.6	0.8	79.5
	Very Remote	491.4	0.2	41.9	23.6	20.6	10.4	3.1	0.2	57.9
SA	Major Cities	569.5	2.5	7.5	18.9	30.6	25.0	11.6	3.9	90.0
	Inner Regional	559.9	3.1	6.9	23.4	33.1	23.0	8.9	1.7	90.0
	Outer Regional	550.7	2.3	11.0	24.0	33.4	21.4	6.7	1.2	86.6
	Remote	551.8	0.8	10.5	24.1	33.5	23.1	6.9	1.1	88.7
	Very Remote	515.9	1.5	30.5	25.5	23.5	12.2	4.6	2.2	68.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	571.5	1.2	8.4	18.6	28.7	25.3	12.9	4.8	90.4
	Outer Regional	554.7	1.3	10.2	24.5	31.3	22.8	8.2	1.6	88.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	588.2	1.7	4.8	14.3	27.1	27.5	16.7	7.8	93.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	543.3	3.1	16.8	23.2	27.7	19.0	7.9	2.2	80.1
	Remote	501.8	3.8	33.3	18.7	20.9	13.0	7.1	3.2	62.9
	Very Remote	404.6	0.8	80.9	9.8	5.3	1.9	1.0	0.4	18.3
Aust	Major Cities	575.7	1.8	6.1	17.9	30.0	25.6	13.4	5.1	92.0
	Inner Regional	559.1	1.9	8.9	22.7	32.2	22.6	9.3	2.3	89.2
	Outer Regional	551.0	1.7	12.0	24.5	31.1	21.1	7.7	1.9	86.3
	Remote	531.2	2.2	21.7	23.5	26.7	17.7	6.7	1.5	76.2
	Very Remote	464.0	1.1	53.8	19.6	15.5	7.2	2.2	0.6	45.1

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	529.2	2.2	18.1	32.4	30.2	12.6	3.9	0.6	79.6
	Inner Regional	519.2	3.1	23.6	32.7	27.0	11.2	2.3	0.1	73.3
	Outer Regional	508.9	2.0	28.6	36.8	22.4	7.9	2.2	0.1	69.3
	Remote	484.7	11.9	42.8	28.6	13.6	3.1	0.0	0.0	45.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	527.5	7.0	17.3	32.7	26.7	12.5	3.2	0.6	75.7
	Inner Regional	525.7	3.8	18.5	34.3	28.3	10.9	4.1	0.1	77.7
	Outer Regional	512.3	3.2	22.7	40.5	24.0	8.4	1.2	0.0	74.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	528.7	2.4	19.7	31.3	27.7	14.8	3.6	0.5	77.9
	Inner Regional	522.1	2.6	22.4	32.1	27.2	12.4	3.0	0.3	75.0
	Outer Regional	504.0	1.8	35.1	30.9	20.6	9.6	1.6	0.4	63.1
	Remote	473.0	5.1	52.9	25.0	11.3	5.0	0.6	0.0	41.9
	Very Remote	473.1	2.2	52.7	27.6	13.1	4.0	0.4	0.0	45.1
WA	Major Cities	511.7	2.3	28.5	33.8	22.9	9.5	2.8	0.3	69.1
	Inner Regional	511.1	0.6	29.3	36.1	19.8	11.7	2.6	0.0	70.1
	Outer Regional	500.1	1.2	36.2	32.9	19.5	8.2	1.9	0.1	62.6
	Remote	488.1	1.7	44.2	29.4	19.1	4.3	1.3	0.0	54.1
	Very Remote	459.1	0.3	58.1	23.5	13.2	4.5	0.4	0.0	41.6
SA	Major Cities	513.5	5.7	25.6	32.4	24.8	9.4	1.9	0.2	68.8
	Inner Regional	528.7	1.3	20.5	32.5	27.5	13.6	3.5	1.1	78.1
	Outer Regional	502.0	3.4	31.6	34.3	22.9	6.7	1.0	0.0	65.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	536.2	1.5	17.3	30.6	28.8	15.9	3.9	2.1	81.3
	Outer Regional	536.4	1.8	18.1	29.4	27.2	17.8	4.6	1.1	80.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	542.2	6.5	16.3	26.8	22.9	19.3	6.5	1.9	77.3
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	480.0	6.2	44.5	25.2	16.5	5.5	2.0	0.2	49.4
	Remote	420.5	5.4	64.0	16.1	10.1	3.1	1.0	0.2	30.6
	Very Remote	390.8	0.7	87.4	8.5	2.9	0.2	0.2	0.0	11.9
Aust	Major Cities	525.2	3.2	20.5	32.3	27.6	12.4	3.5	0.6	76.3
	Inner Regional	521.8	2.8	22.4	32.7	27.0	11.9	2.8	0.3	74.8
	Outer Regional	504.7	2.5	32.7	32.4	21.2	8.9	2.0	0.3	64.9
	Remote	464.9	4.5	51.0	24.6	14.8	4.1	0.9	0.1	44.5
	Very Remote	430.5	1.0	70.0	17.9	8.6	2.2	0.3	0.0	29.0

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	577.3	1.3	6.0	18.0	29.7	25.5	14.0	5.6	92.7
	Inner Regional	560.6	1.5	8.4	22.0	32.8	23.8	9.6	2.0	90.1
	Outer Regional	551.1	1.3	9.8	26.5	33.4	21.0	6.7	1.3	89.0
	Remote	534.8	0.0	18.9	31.6	26.8	15.6	7.0	0.2	81.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	576.7	2.5	5.2	17.2	31.0	26.2	13.2	4.7	92.3
	Inner Regional	559.5	2.5	7.3	22.8	34.6	22.4	8.7	1.8	90.2
	Outer Regional	562.5	2.3	6.6	21.9	34.4	23.8	8.9	2.2	91.1
	Remote	604.8	0.0	0.9	10.9	20.8	37.7	22.3	7.4	99.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	576.6	1.5	6.2	17.9	29.8	25.4	13.8	5.5	92.4
	Inner Regional	562.1	1.7	8.6	22.4	30.8	22.8	10.6	3.0	89.7
	Outer Regional	561.4	1.3	9.0	22.3	31.2	23.2	10.0	2.9	89.7
	Remote	544.5	1.6	11.9	27.9	33.0	18.5	6.2	0.9	86.5
	Very Remote	539.9	1.7	16.7	25.5	33.5	15.8	4.8	2.0	81.7
WA	Major Cities	581.7	1.2	4.6	16.2	29.8	27.9	15.0	5.3	94.2
	Inner Regional	564.8	0.8	6.6	21.3	33.7	25.7	9.5	2.4	92.7
	Outer Regional	563.0	0.6	7.4	21.6	33.2	25.4	9.6	2.3	92.0
	Remote	562.0	0.9	7.1	21.9	33.6	26.1	9.2	1.2	92.0
	Very Remote	553.5	0.0	11.2	22.3	35.2	21.0	9.6	0.7	88.8
SA	Major Cities	570.8	2.5	6.8	18.6	31.0	25.6	11.8	3.8	90.7
	Inner Regional	561.4	3.2	6.2	23.1	33.3	23.3	9.2	1.8	90.7
	Outer Regional	555.0	2.2	9.3	23.0	34.3	22.7	7.2	1.3	88.5
	Remote	556.0	0.8	8.9	23.4	33.8	24.5	7.5	1.1	90.3
	Very Remote	566.5	1.7	6.3	21.7	33.7	22.3	9.7	4.7	92.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	573.7	1.2	7.8	17.9	28.9	25.9	13.5	4.9	91.0
	Outer Regional	558.1	1.3	8.7	23.4	32.4	23.7	8.7	1.8	90.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	589.2	1.6	4.6	14.0	27.3	27.7	16.9	7.9	93.8
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	559.9	2.3	9.3	22.8	30.7	22.6	9.5	2.7	88.4
	Remote	572.7	2.4	5.7	21.1	30.3	21.9	12.6	5.9	91.9
	Very Remote	562.6	0.0	7.6	24.0	32.4	21.6	9.2	5.2	92.4
Aust	Major Cities	577.4	1.8	5.6	17.5	30.1	26.1	13.7	5.2	92.6
	Inner Regional	561.9	1.8	7.9	22.0	32.7	23.5	9.8	2.4	90.3
	Outer Regional	558.7	1.6	8.6	23.1	32.8	23.1	8.7	2.1	89.8
	Remote	560.8	1.1	8.1	22.9	32.1	24.1	9.5	2.1	90.7
	Very Remote	553.1	1.3	11.3	23.5	33.9	19.4	7.9	2.7	87.4

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

NAPLAN Year 9 Grammar and Punctuation

Table 9.G8: Achievement of Year 9 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2016.

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>	605.2	0.9	1.9	9.1	24.4	32.0	21.7	10.0	97.2
	<i>Diploma</i>	569.0	1.0	5.3	19.8	34.3	26.2	10.7	2.6	93.7
	<i>Certificate</i>	549.2	1.4	9.9	26.6	35.3	19.6	6.1	1.0	88.7
	<i>Year 12</i>	555.7	2.1	9.0	24.6	33.7	20.6	8.2	1.9	89.0
	<i>Year 11</i>	524.3	3.1	20.5	33.2	28.1	11.4	3.2	0.4	76.3
	<i>Not stated (5%)</i>	558.6	1.6	10.9	22.7	29.1	22.5	10.2	2.9	87.4
Vic	<i>Bachelor</i>	602.4	1.4	1.7	9.0	26.3	32.3	20.6	8.7	96.8
	<i>Diploma</i>	566.4	2.1	5.1	19.7	36.1	25.9	9.3	1.9	92.8
	<i>Certificate</i>	551.9	2.5	8.0	25.8	36.6	20.0	6.1	1.0	89.6
	<i>Year 12</i>	556.9	3.6	7.4	23.5	34.8	21.8	7.4	1.4	89.0
	<i>Year 11</i>	533.8	5.8	14.5	30.9	30.8	14.1	3.5	0.5	79.7
	<i>Not stated (4%)</i>	581.0	4.3	5.1	15.1	28.1	27.5	15.4	4.5	90.6
Qld	<i>Bachelor</i>	602.8	1.0	2.2	10.4	25.2	30.0	20.9	10.2	96.8
	<i>Diploma</i>	568.3	1.0	6.2	19.4	33.3	26.4	11.2	2.4	92.8
	<i>Certificate</i>	553.2	1.4	9.6	25.0	33.9	21.0	7.6	1.5	89.0
	<i>Year 12</i>	551.1	1.7	11.0	25.8	32.0	19.9	7.8	1.8	87.3
	<i>Year 11</i>	524.2	3.7	22.0	30.3	26.7	13.2	3.5	0.5	74.2
	<i>Not stated (10%)</i>	549.0	2.2	14.6	24.2	28.1	19.9	8.5	2.6	83.3
WA	<i>Bachelor</i>	607.7	0.7	1.5	8.2	23.7	33.3	22.9	9.8	97.8
	<i>Diploma</i>	572.9	0.5	4.6	18.1	34.0	28.3	11.5	3.0	94.8
	<i>Certificate</i>	557.5	0.9	7.4	23.7	35.5	23.6	7.6	1.3	91.7
	<i>Year 12</i>	556.2	1.6	9.1	23.5	32.9	22.9	8.5	1.5	89.3
	<i>Year 11</i>	527.0	2.2	20.8	29.3	29.8	13.9	3.6	0.4	77.1
	<i>Not stated (12%)</i>	558.8	3.8	12.7	20.2	26.6	21.5	11.5	3.6	83.5
SA	<i>Bachelor</i>	597.1	0.9	2.5	10.1	27.4	33.0	18.8	7.3	96.6
	<i>Diploma</i>	566.3	1.9	5.6	20.3	34.6	25.8	9.6	2.2	92.5
	<i>Certificate</i>	554.1	1.7	8.6	24.3	35.4	21.8	7.0	1.2	89.7
	<i>Year 12</i>	558.5	2.3	8.5	23.1	33.3	22.1	8.6	2.3	89.3
	<i>Year 11</i>	528.5	4.7	19.0	30.1	28.4	13.8	3.8	0.2	76.3
	<i>Not stated (10%)</i>	553.7	7.6	12.4	22.3	27.2	18.5	8.4	3.7	80.1

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 Grammar and Punctuation

Table 9.G8 (cont.): Achievement of Year 9 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2016.

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>	608.8	0.8	1.2	7.4	24.3	33.0	23.2	10.1	98.0
	<i>Diploma</i>	574.6	0.6	4.7	19.2	31.5	27.4	13.0	3.5	94.8
	<i>Certificate</i>	556.3	0.9	9.2	23.7	33.7	22.8	8.1	1.6	89.9
	<i>Year 12</i>	549.3	1.5	12.3	24.0	31.9	22.9	5.7	1.6	86.1
	<i>Year 11</i>	530.8	2.6	19.6	30.3	27.5	15.5	3.8	0.6	77.8
	<i>Not stated (10%)</i>	563.8	2.2	10.2	22.0	27.3	23.2	10.6	4.5	87.6
ACT	<i>Bachelor</i>	610.1	0.8	1.6	8.7	23.3	30.8	22.5	12.2	97.6
	<i>Diploma</i>	568.7	1.5	6.0	18.9	33.1	27.5	10.7	2.3	92.5
	<i>Certificate</i>	556.5	2.3	8.9	23.6	32.7	22.8	8.1	1.7	88.9
	<i>Year 12</i>	561.2	3.2	9.0	18.8	34.0	23.1	10.0	1.9	87.8
	<i>Year 11</i>	529.1	6.5	18.6	29.6	28.9	10.6	4.8	1.1	74.9
	<i>Not stated (9%)</i>	592.3	3.3	5.2	12.9	23.7	27.7	18.4	8.8	91.5
NT	<i>Bachelor</i>	584.2	1.8	4.8	15.0	28.5	28.1	16.0	5.8	93.4
	<i>Diploma</i>	546.3	1.2	11.8	25.4	34.3	19.3	6.5	1.5	87.0
	<i>Certificate</i>	522.4	2.5	22.6	29.1	27.9	13.4	3.7	0.8	74.9
	<i>Year 12</i>	528.1	2.7	19.9	28.6	30.7	12.1	5.8	0.3	77.4
	<i>Year 11</i>	442.3	4.9	60.8	17.0	12.1	4.2	0.9	0.1	34.3
	<i>Not stated (23%)</i>	434.4	3.1	64.9	10.6	7.6	7.6	4.2	2.0	32.0
Aust	<i>Bachelor</i>	603.9	1.0	1.9	9.2	25.2	31.9	21.2	9.5	97.1
	<i>Diploma</i>	568.3	1.3	5.4	19.6	34.6	26.3	10.4	2.4	93.3
	<i>Certificate</i>	551.8	1.6	9.1	25.6	35.3	20.6	6.6	1.2	89.2
	<i>Year 12</i>	555.2	2.4	9.0	24.2	33.5	21.2	7.9	1.7	88.6
	<i>Year 11</i>	526.3	4.0	19.7	31.0	28.5	12.9	3.4	0.4	76.3
	<i>Not stated (7%)</i>	555.8	3.3	13.1	20.7	27.1	21.7	10.6	3.4	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 Grammar and Punctuation

Table 9.G9: Achievement of Year 9 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2016.

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	603.7	0.7	2.1	9.5	24.8	32.0	21.4	9.6	97.2
	Group 2	579.3	1.0	4.1	16.3	32.6	27.9	13.6	4.6	95.0
	Group 3	557.1	1.4	8.2	24.1	34.9	21.7	7.8	2.0	90.5
	Group 4	543.8	1.9	12.9	29.1	31.9	16.3	6.3	1.6	85.2
	Not in paid work	526.8	3.7	20.6	31.6	26.8	12.4	4.0	0.9	75.7
	Not stated (7%)	556.2	1.7	11.2	24.3	28.9	21.4	9.7	2.8	87.1
Vic	Group 1	604.7	1.0	1.4	8.5	25.8	32.8	21.2	9.2	97.6
	Group 2	579.9	1.2	3.2	15.6	33.7	29.2	13.2	4.0	95.6
	Group 3	560.8	1.8	5.7	22.6	37.2	22.9	8.1	1.7	92.4
	Group 4	546.9	3.7	10.3	27.8	33.7	17.2	6.0	1.3	86.0
	Not in paid work	534.4	8.2	15.5	29.1	28.0	14.2	4.2	0.8	76.3
	Not stated (3%)	577.9	4.6	5.5	16.0	28.5	27.0	14.2	4.2	89.9
Qld	Group 1	602.6	0.8	2.4	10.5	25.2	30.1	20.8	10.2	96.8
	Group 2	576.3	1.0	5.0	17.2	32.4	27.1	13.2	4.1	94.0
	Group 3	558.2	1.2	8.3	23.9	33.5	22.1	9.0	2.0	90.5
	Group 4	540.8	2.6	14.5	28.3	30.7	17.2	5.7	1.1	82.9
	Not in paid work	523.4	4.1	24.0	29.3	24.7	12.5	4.2	1.2	71.9
	Not stated (15%)	544.5	2.2	14.7	26.3	28.9	18.9	7.1	1.9	83.1
WA	Group 1	604.2	0.5	1.9	9.6	24.6	32.0	21.9	9.5	97.5
	Group 2	578.8	0.6	4.0	15.8	32.3	30.4	13.4	3.5	95.4
	Group 3	562.4	0.7	6.0	22.2	35.7	24.8	8.8	1.8	93.2
	Group 4	545.4	1.3	13.2	27.0	31.7	18.9	6.6	1.3	85.5
	Not in paid work	524.6	2.9	24.3	28.3	26.0	12.7	4.7	1.1	72.8
	Not stated (16%)	555.3	3.7	13.1	21.6	27.4	20.7	10.2	3.3	83.2
SA	Group 1	595.7	1.1	2.4	10.9	27.7	33.0	17.8	7.2	96.6
	Group 2	574.9	1.2	4.5	17.2	33.2	28.5	12.5	2.9	94.2
	Group 3	560.5	1.2	6.8	22.2	36.5	23.4	8.0	1.9	92.0
	Group 4	546.3	3.0	11.1	27.3	33.3	18.2	6.3	0.9	85.9
	Not in paid work	534.0	6.1	16.9	27.4	30.1	14.6	4.2	0.7	77.1
	Not stated (16%)	540.5	6.0	16.5	26.6	26.5	15.6	6.4	2.4	77.5

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 9 Grammar and Punctuation

Table 9.G9 (cont.): Achievement of Year 9 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2016.

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	601.8	0.6	2.0	10.7	25.0	31.4	20.9	9.4	97.4
	Group 2	577.6	0.5	5.2	16.3	31.2	29.1	13.6	4.1	94.3
	Group 3	564.5	1.0	7.2	21.1	33.2	25.0	9.9	2.5	91.7
	Group 4	543.7	1.8	13.4	28.9	30.0	19.1	5.9	1.0	84.8
	Not in paid work	528.0	2.9	21.8	29.5	26.7	14.0	4.1	0.8	75.3
	Not stated (14%)	556.4	2.0	12.2	22.8	29.4	21.1	9.1	3.4	85.8
ACT	Group 1	608.0	0.8	2.2	9.4	23.4	30.1	22.0	12.1	97.0
	Group 2	588.3	1.0	2.3	14.6	30.3	29.9	16.1	5.8	96.7
	Group 3	571.0	1.5	6.0	18.6	33.1	25.1	11.9	3.8	92.5
	Group 4	539.3	4.6	16.7	25.7	27.9	18.1	5.2	1.8	78.7
	Not in paid work	549.4	6.8	12.0	26.1	25.5	19.8	7.9	2.0	81.2
	Not stated (17%)	572.7	3.4	9.0	17.4	27.3	24.1	13.2	5.6	87.6
NT	Group 1	576.1	1.4	7.0	17.2	28.6	26.5	13.8	5.5	91.6
	Group 2	562.0	1.5	9.3	21.5	30.4	22.1	12.0	3.1	89.1
	Group 3	526.7	2.5	20.3	29.3	29.3	13.5	3.8	1.3	77.2
	Group 4	486.9	3.2	41.9	21.0	20.3	9.9	3.1	0.5	54.8
	Not in paid work	432.9	6.8	65.6	14.5	9.8	3.0	0.4	0.0	27.6
	Not stated (22%)	417.1	3.0	69.1	13.4	8.3	4.5	1.5	0.3	27.9
Aust	Group 1	603.1	0.8	2.0	9.6	25.3	31.9	21.0	9.4	97.2
	Group 2	578.6	1.0	4.0	16.3	32.8	28.4	13.4	4.1	95.0
	Group 3	559.1	1.4	7.3	23.2	35.4	22.6	8.2	1.9	91.3
	Group 4	544.1	2.6	12.5	28.2	32.1	17.1	6.1	1.3	84.9
	Not in paid work	528.1	5.5	19.9	29.7	26.9	13.1	4.1	0.9	74.7
	Not stated (10%)	550.0	3.1	14.1	23.2	27.7	20.0	9.0	2.8	82.8

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

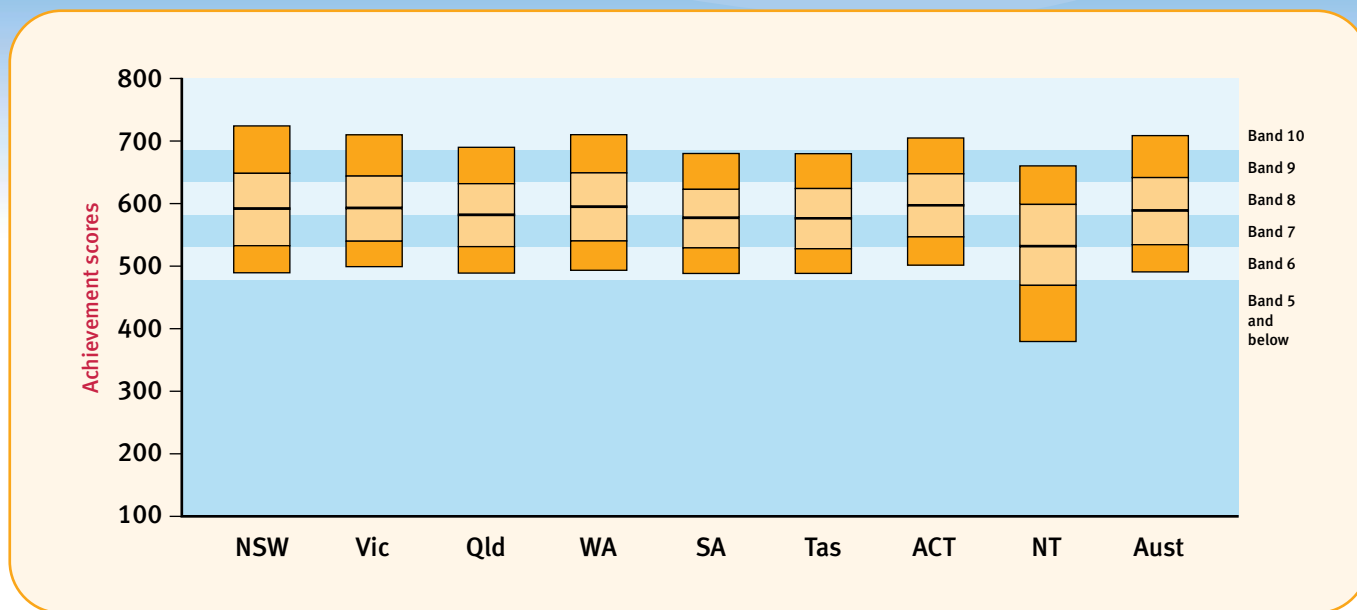
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

NAPLAN Year 9 Numeracy

Figure 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	591.9 (71.5)	592.9 (64.3)	581.9 (61.3)	594.9 (66.2)	577.2 (58.3)	576.5 (58.2)	597.3 (61.5)	531.9 (84.9)	588.9 (66.8)

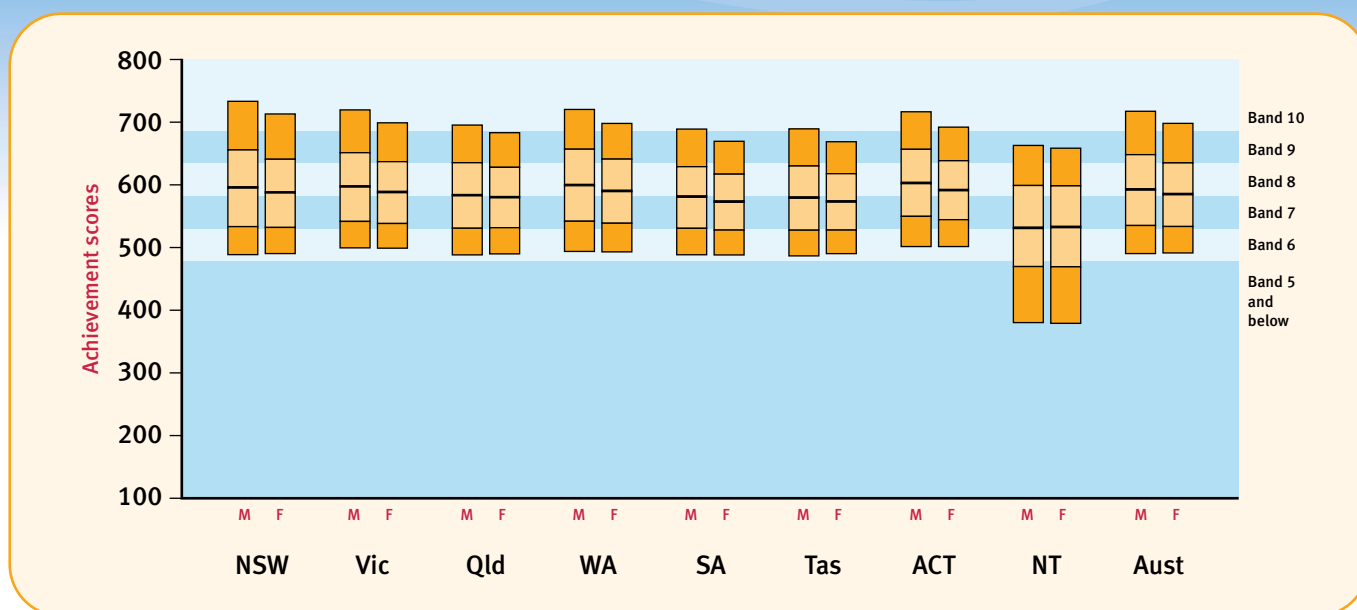
Table 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2016.

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	92.8	6.1	1.1	1.4	3.2	15.3	29.7	25.8	14.4	10.3	95.4
Vic	14yrs 9mths 9yrs 4mths	90.4	7.1	2.5	2.6	2.0	12.7	31.2	28.2	14.9	8.4	95.4
Qld	14yrs 4mths 8yrs 4mths	86.7	6.3	7.0	1.5	3.1	16.0	32.9	27.7	13.4	5.5	95.3
WA	14yrs 5mths 9yrs 4mths	93.4	6.3	0.3	1.3	2.8	12.3	28.7	29.0	16.8	9.1	95.9
SA	14yrs 7mths 9yrs 4mths	88.9	7.5	3.6	2.5	3.1	16.9	34.8	27.5	11.1	4.1	94.4
Tas	14yrs 11mths 9yrs 4mths	89.9	8.4	1.7	1.2	3.0	18.1	34.8	26.8	11.9	4.1	95.7
ACT	14yrs 8mths 9yrs 4mths	90.8	5.2	4.0	1.7	1.9	10.7	28.9	31.3	17.2	8.3	96.4
NT	14yrs 6mths 9yrs 4mths	80.4	18.6	0.9	2.7	22.1	21.9	26.5	17.4	7.4	2.0	75.2
Aust	14yrs 7mths 9yrs 2mths	90.7	6.7	2.6	1.8	3.0	14.5	30.9	27.2	14.3	8.2	95.2

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	595.7 (74.3)	597.4 (67.1)	583.4 (63.4)	599.5 (69.2)	581.1 (60.8)	579.5 (61.4)	602.8 (64.2)	531.2 (85.2)	592.5 (69.5)
Female Mean scale score / (S.D.)	587.9 (68.1)	588.4 (60.9)	580.2 (58.8)	590.1 (62.6)	573.1 (55.4)	573.3 (54.5)	591.5 (58.1)	532.6 (84.5)	585.1 (63.5)

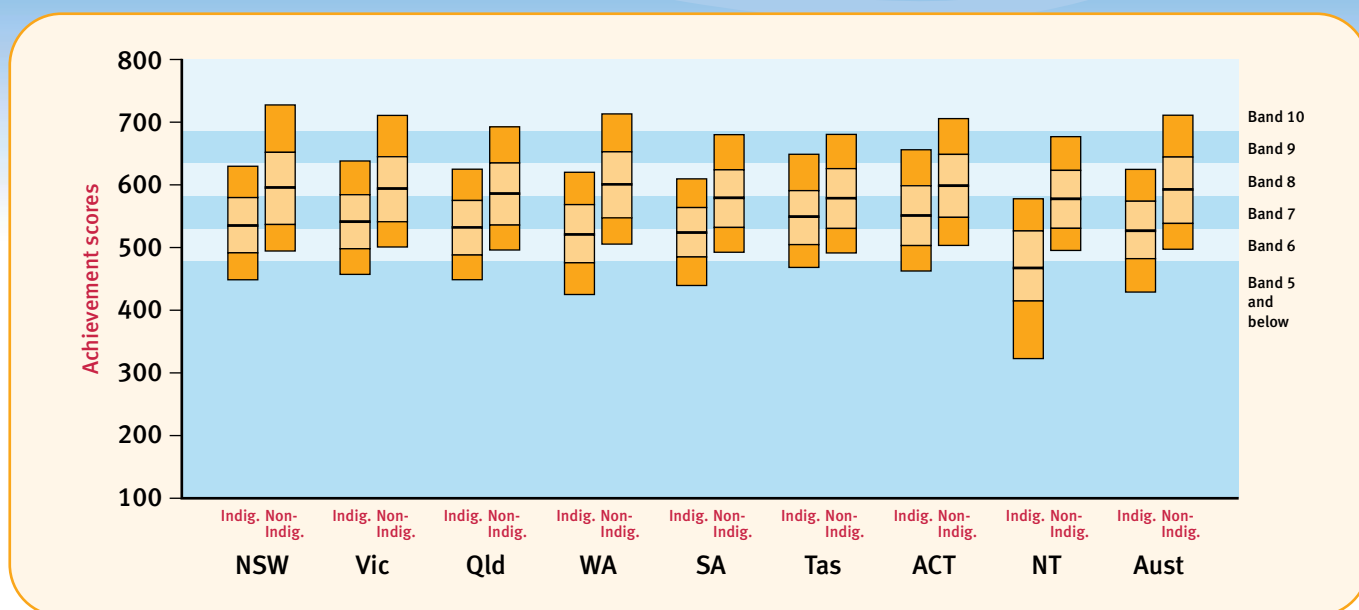
Table 9.N2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2016.

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	1.8	3.2	14.9	27.9	25.2	15.0	12.0	95.0
	Female	1.0	3.1	15.7	31.6	26.4	13.7	8.6	95.9
Vic	Male	3.2	2.0	12.0	29.2	27.7	15.9	10.1	94.8
	Female	2.0	2.0	13.4	33.3	28.7	13.9	6.8	96.0
Qld	Male	1.8	3.3	16.0	31.5	27.3	13.8	6.3	94.9
	Female	1.2	3.0	15.9	34.5	28.1	12.8	4.5	95.9
WA	Male	1.7	2.8	11.8	26.9	28.1	17.5	11.2	95.5
	Female	0.9	2.8	12.9	30.5	30.0	15.9	6.9	96.2
SA	Male	3.1	3.1	16.0	32.7	27.7	12.1	5.3	93.8
	Female	1.9	3.1	17.8	36.9	27.3	10.0	3.0	95.0
Tas	Male	1.5	3.3	17.8	32.2	26.9	12.8	5.4	95.2
	Female	0.9	2.7	18.4	37.6	26.7	11.0	2.7	96.4
ACT	Male	2.1	1.9	10.3	26.2	30.4	18.5	10.6	96.1
	Female	1.4	1.9	11.0	31.7	32.3	15.9	5.8	96.7
NT	Male	3.6	21.8	23.3	25.1	16.6	7.3	2.4	74.6
	Female	1.8	22.5	20.4	28.0	18.3	7.5	1.6	75.7
Aust	Male	2.3	3.0	14.1	29.1	26.7	15.1	9.7	94.7
	Female	1.4	3.0	15.0	32.8	27.8	13.5	6.6	95.7

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	534.9 (56.4)	541.1 (55.3)	532.0 (54.7)	520.7 (59.6)	523.7 (51.6)	549.1 (54.6)	550.9 (59.3)	467.2 (76.5)	526.6 (61.5)
Non-Indigenous Mean scale score / (S.D.)	595.6 (70.8)	593.9 (64.0)	585.9 (59.9)	600.7 (63.3)	579.1 (57.0)	578.6 (57.6)	598.5 (61.2)	577.5 (55.8)	592.5 (65.3)

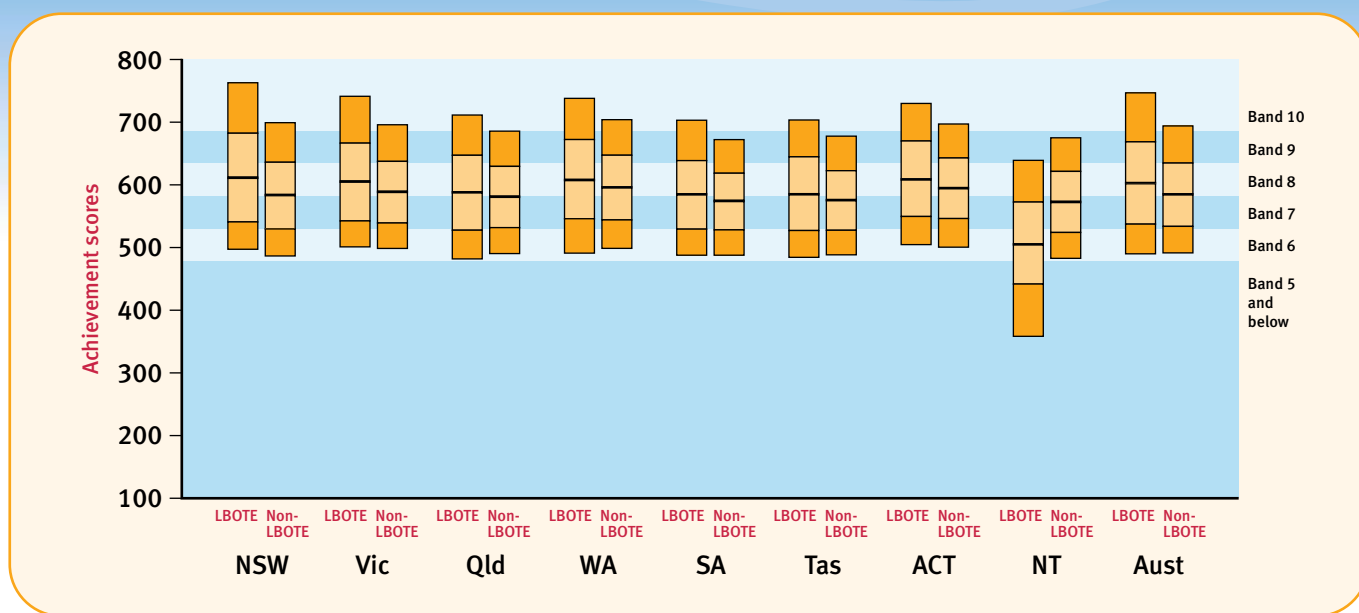
Table 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous Status, by State and Territory, 2016.

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	2.7	12.9	34.4	31.5	14.1	3.4	0.9	84.4
	Non-Indigenous	1.4	2.5	14.0	29.6	26.5	15.1	11.0	96.1
Vic	Indigenous	5.3	10.0	31.4	33.4	14.8	4.1	1.0	84.6
	Non-Indigenous	2.5	1.8	12.3	31.2	28.5	15.1	8.6	95.7
Qld	Indigenous	2.4	14.2	34.3	32.7	12.9	3.0	0.5	83.4
	Non-Indigenous	1.5	2.2	14.5	32.9	28.8	14.2	5.9	96.3
WA	Indigenous	1.5	20.9	36.1	27.2	11.1	2.6	0.6	77.6
	Non-Indigenous	1.1	1.4	10.5	28.7	30.5	17.9	9.8	97.4
SA	Indigenous	4.1	15.7	38.2	30.3	9.8	1.6	0.2	80.1
	Non-Indigenous	2.5	2.5	15.9	35.2	28.3	11.5	4.1	95.0
Tas	Indigenous	1.6	7.3	30.2	37.3	16.7	5.2	1.7	91.1
	Non-Indigenous	1.2	2.6	17.0	35.1	27.6	12.4	4.2	96.2
ACT	Indigenous	6.5	9.2	26.5	32.1	17.8	5.6	2.3	84.3
	Non-Indigenous	1.6	1.7	10.2	28.8	31.7	17.5	8.4	96.7
NT	Indigenous	3.4	50.5	28.4	13.5	3.4	0.8	0.1	46.1
	Non-Indigenous	2.2	1.9	17.3	35.8	27.4	12.1	3.4	96.0
Aust	Indigenous	2.8	17.4	33.8	29.8	12.4	3.0	0.7	79.7
	Non-Indigenous	1.7	2.1	13.4	31.0	28.1	15.0	8.6	96.1

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, 2016.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	611.2 (81.3)	605.1 (73.1)	588.0 (70.0)	607.6 (75.6)	584.8 (65.1)	584.9 (65.9)	608.6 (68.3)	505.0 (83.8)	602.6 (78.7)
Non-LBOTE Mean scale score / (S.D.)	583.6 (65.4)	588.7 (60.3)	580.9 (59.7)	595.9 (62.7)	574.2 (56.2)	575.5 (57.5)	594.6 (59.7)	572.6 (61.2)	584.8 (62.0)

Table 9.N4: Achievement of Year 9 Students in Numeracy, by LBOTE Status, by State and Territory, 2016.

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	1.8	2.1	12.9	25.9	23.0	15.6	18.7	96.2
	Non-LBOTE	1.3	3.6	16.3	31.4	26.8	13.7	6.8	95.1
Vic	LBOTE	3.2	1.7	12.0	27.2	25.4	16.0	14.4	95.1
	Non-LBOTE	2.4	2.1	12.9	32.6	29.2	14.5	6.3	95.5
Qld	LBOTE	1.7	4.2	16.6	27.9	25.1	15.3	9.2	94.1
	Non-LBOTE	1.5	3.0	15.8	33.7	28.1	13.1	4.9	95.5
WA	LBOTE	2.0	3.3	10.4	23.9	26.5	18.5	15.4	94.7
	Non-LBOTE	1.1	2.2	11.3	28.9	30.8	17.5	8.1	96.7
SA	LBOTE	4.6	3.2	16.4	30.1	25.3	13.3	7.2	92.3
	Non-LBOTE	2.3	3.2	17.4	36.1	27.5	10.3	3.2	94.5
Tas	LBOTE	2.7	3.4	17.2	29.1	24.3	16.5	6.8	93.9
	Non-LBOTE	1.2	3.0	18.2	35.3	26.8	11.6	3.8	95.7
ACT	LBOTE	2.3	1.8	9.6	26.1	26.8	19.1	14.3	95.9
	Non-LBOTE	1.6	1.9	11.0	29.5	32.4	16.7	6.9	96.4
NT	LBOTE	3.4	33.9	24.8	21.4	11.2	4.2	1.1	62.7
	Non-LBOTE	1.9	4.1	18.6	34.1	26.1	11.8	3.4	94.0
Aust	LBOTE	2.4	3.2	13.2	26.4	24.1	15.6	15.1	94.4
	Non-LBOTE	1.7	2.9	14.9	32.4	28.2	13.9	6.0	95.4

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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	599.9	1.3	2.4	13.4	28.2	26.1	15.8	12.7	96.2
	Inner Regional	570.9	1.6	5.0	19.7	33.8	25.6	10.7	3.7	93.4
	Outer Regional	558.9	1.5	6.4	24.4	35.8	22.1	7.9	1.9	92.1
	Remote	534.8	5.9	12.9	33.8	29.0	13.3	3.3	1.8	81.3
	Very Remote	525.0	3.9	17.4	39.7	21.3	12.5	4.7	0.5	78.7
Vic	Major Cities	598.3	2.6	1.7	11.3	29.6	28.6	16.2	9.9	95.7
	Inner Regional	575.1	2.6	2.9	17.2	36.4	26.9	10.4	3.6	94.5
	Outer Regional	582.5	2.3	2.6	14.6	34.6	27.8	13.0	5.0	95.1
	Remote	607.5	0.0	0.2	9.2	23.9	33.8	26.4	6.6	99.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	590.2	1.5	2.1	13.2	31.4	29.3	15.4	7.0	96.4
	Inner Regional	571.5	1.8	3.7	19.2	35.7	26.1	10.5	3.1	94.6
	Outer Regional	565.8	1.3	5.4	21.5	35.4	24.2	9.5	2.8	93.3
	Remote	543.5	2.8	13.6	27.0	32.0	17.8	6.0	0.8	83.6
	Very Remote	519.5	2.3	20.1	36.4	29.6	9.4	1.9	0.2	77.6
WA	Major Cities	602.3	1.5	1.7	10.5	27.5	29.7	18.2	10.9	96.8
	Inner Regional	582.6	0.8	3.0	15.6	32.1	30.0	14.1	4.6	96.3
	Outer Regional	575.0	0.8	4.3	17.6	33.6	27.6	12.8	3.4	94.9
	Remote	554.3	1.1	9.5	24.1	33.9	22.4	7.3	1.7	89.3
	Very Remote	519.7	0.2	27.8	26.4	26.0	13.6	5.1	0.9	72.0
SA	Major Cities	581.5	2.5	2.9	15.7	33.3	28.0	12.5	5.2	94.6
	Inner Regional	569.4	3.1	2.3	19.3	37.9	27.5	8.1	1.6	94.6
	Outer Regional	564.0	2.3	4.0	20.0	39.6	25.8	6.9	1.3	93.7
	Remote	564.6	0.8	3.8	21.0	39.2	25.4	8.5	1.4	95.5
	Very Remote	537.1	1.5	18.3	25.5	30.9	17.4	5.7	0.6	80.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	581.2	1.2	2.9	16.5	32.9	28.1	13.5	4.9	95.9
	Outer Regional	563.8	1.3	3.3	22.3	40.2	23.4	7.7	1.8	95.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	597.3	1.7	1.9	10.7	28.9	31.3	17.2	8.3	96.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	561.5	3.0	7.5	21.3	33.7	22.2	9.8	2.6	89.5
	Remote	526.1	3.8	22.0	22.3	24.0	18.5	7.4	2.1	74.2
	Very Remote	458.0	0.8	62.4	23.1	9.3	3.1	1.0	0.4	36.8
Aust	Major Cities	596.9	1.8	2.1	12.5	29.4	28.0	16.0	10.2	96.1
	Inner Regional	573.7	1.9	3.8	18.4	34.8	26.6	10.9	3.6	94.3
	Outer Regional	567.2	1.7	4.9	20.5	35.9	24.7	9.6	2.7	93.4
	Remote	549.5	2.1	11.4	23.9	32.0	21.2	7.7	1.8	86.4
	Very Remote	498.7	1.1	37.9	27.4	20.5	9.3	3.1	0.6	61.0

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	542.9	2.3	10.1	31.4	34.3	15.9	4.5	1.4	87.6
	Inner Regional	531.2	3.1	14.3	35.5	29.8	14.0	2.9	0.4	82.7
	Outer Regional	523.9	2.0	16.6	39.1	29.7	10.4	1.8	0.4	81.4
	Remote	506.4	11.9	20.7	43.1	19.4	3.9	0.9	0.0	67.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	544.0	7.2	9.0	30.4	32.3	15.2	4.5	1.5	83.9
	Inner Regional	540.7	3.8	10.2	31.4	34.6	15.6	3.7	0.7	86.0
	Outer Regional	532.5	3.2	13.2	34.6	33.5	11.7	3.5	0.3	83.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	547.1	2.5	8.2	28.9	37.4	17.6	4.5	0.9	89.3
	Inner Regional	538.5	2.4	9.8	33.5	36.3	14.2	3.5	0.5	87.9
	Outer Regional	522.3	1.7	18.0	38.9	29.3	9.9	2.0	0.3	80.3
	Remote	503.3	5.1	31.0	36.9	20.1	5.7	0.9	0.1	63.8
	Very Remote	498.7	2.8	31.3	39.4	22.0	4.1	0.3	0.0	65.9
WA	Major Cities	533.8	2.3	13.3	35.1	31.3	14.0	2.7	1.1	84.3
	Inner Regional	534.0	0.6	13.0	38.3	29.9	12.7	4.6	0.9	86.3
	Outer Regional	523.7	1.2	18.2	38.7	27.4	11.5	2.9	0.1	80.6
	Remote	509.9	1.4	26.0	39.9	24.2	6.5	2.0	0.0	72.6
	Very Remote	492.3	0.3	40.2	30.9	18.8	7.9	1.6	0.3	59.5
SA	Major Cities	527.2	5.7	14.2	36.8	30.8	10.2	2.0	0.3	80.1
	Inner Regional	537.2	1.3	6.9	41.9	32.5	14.1	2.9	0.3	91.7
	Outer Regional	521.3	3.4	15.3	40.8	31.2	8.7	0.6	0.0	81.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	549.0	1.5	8.2	27.7	38.4	17.9	4.6	1.7	90.3
	Outer Regional	548.8	1.8	6.4	33.3	35.4	15.7	5.8	1.6	91.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	550.9	6.5	9.2	26.5	32.1	17.8	5.6	2.3	84.3
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	506.2	6.2	27.2	34.6	24.5	5.7	1.5	0.3	66.7
	Remote	460.7	5.4	44.8	30.9	12.5	5.2	1.1	0.0	49.8
	Very Remote	447.6	0.7	67.8	23.3	7.0	1.0	0.1	0.0	31.5
Aust	Major Cities	541.3	3.2	10.5	31.7	33.9	15.4	4.1	1.2	86.3
	Inner Regional	535.6	2.7	12.1	34.2	32.5	14.5	3.3	0.6	85.2
	Outer Regional	523.5	2.5	17.5	37.9	29.4	10.1	2.3	0.4	80.1
	Remote	493.5	4.4	31.7	36.8	20.0	5.7	1.4	0.0	63.9
	Very Remote	472.6	1.1	51.1	29.6	13.6	3.8	0.7	0.1	47.8

[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, 2016.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	602.4	1.3	2.1	12.6	28.0	26.5	16.3	13.2	96.6
	Inner Regional	575.3	1.5	3.9	18.0	34.2	27.0	11.5	4.0	94.6
	Outer Regional	566.7	1.2	4.1	21.2	37.2	24.7	9.2	2.3	94.6
	Remote	560.1	0.0	4.2	25.3	38.3	22.6	5.9	3.7	95.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	599.0	2.5	1.6	11.1	29.6	28.8	16.4	10.1	95.9
	Inner Regional	576.4	2.5	2.7	16.7	36.6	27.3	10.7	3.7	94.9
	Outer Regional	585.4	2.3	1.9	13.5	34.6	28.7	13.6	5.3	95.8
	Remote	609.8	0.0	0.2	7.5	23.6	34.7	27.2	6.8	99.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	592.0	1.4	1.8	12.6	31.3	29.8	15.9	7.3	96.8
	Inner Regional	574.6	1.7	3.1	17.9	35.6	27.2	11.1	3.3	95.2
	Outer Regional	574.5	1.3	2.8	18.0	36.7	27.0	10.9	3.3	95.9
	Remote	565.1	1.6	4.0	21.2	38.7	24.5	8.8	1.2	94.4
	Very Remote	549.3	1.7	3.5	32.5	40.7	16.8	4.3	0.5	94.8
WA	Major Cities	605.0	1.2	1.3	9.5	27.4	30.4	18.9	11.3	97.5
	Inner Regional	586.0	0.8	2.2	14.0	32.2	31.5	14.6	4.8	97.1
	Outer Regional	583.4	0.6	2.0	14.2	34.7	30.2	14.4	3.9	97.4
	Remote	576.1	0.9	1.4	16.4	38.6	30.3	10.0	2.5	97.7
	Very Remote	573.5	0.0	4.2	16.5	41.2	21.9	13.9	2.3	95.8
SA	Major Cities	582.7	2.5	2.5	15.1	33.6	28.6	12.7	5.0	95.0
	Inner Regional	570.9	3.2	2.0	18.3	38.3	28.0	8.4	1.7	94.8
	Outer Regional	567.7	2.2	3.1	18.2	40.4	27.3	7.5	1.4	94.7
	Remote	568.0	0.8	2.5	20.5	39.0	26.7	9.0	1.4	96.6
	Very Remote	579.9	1.7	1.0	11.0	43.7	30.3	11.0	1.3	97.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	582.9	1.2	2.6	15.8	32.8	28.6	14.0	5.0	96.3
	Outer Regional	566.5	1.3	2.8	20.1	41.4	24.8	7.9	1.9	95.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	598.5	1.6	1.7	10.2	28.8	31.7	17.5	8.4	96.7
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	576.1	2.2	2.0	17.9	36.2	26.6	12.0	3.2	95.8
	Remote	583.2	2.4	1.4	14.4	34.2	30.6	13.1	3.9	96.2
	Very Remote	577.6	0.0	1.6	20.4	35.2	27.2	10.4	5.2	98.4
Aust	Major Cities	598.7	1.8	1.8	11.9	29.3	28.4	16.3	10.5	96.4
	Inner Regional	576.6	1.8	3.1	17.2	35.1	27.5	11.5	3.8	95.1
	Outer Regional	574.4	1.5	2.8	17.6	37.0	27.1	10.8	3.1	95.7
	Remote	574.5	1.1	2.1	17.8	37.3	28.5	10.7	2.6	96.8
	Very Remote	568.1	1.3	3.1	20.9	39.8	22.8	10.1	2.1	95.6

[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, 2016.

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	<i>Bachelor</i>	631.3	0.9	0.6	5.3	19.5	29.2	23.3	21.3	98.5
	<i>Diploma</i>	589.6	1.0	1.9	13.5	32.9	29.7	13.7	7.2	97.0
	<i>Certificate</i>	567.1	1.4	4.1	21.3	37.8	23.8	8.3	3.3	94.5
	<i>Year 12</i>	579.8	2.1	3.2	17.6	34.1	25.4	11.4	6.1	94.7
	<i>Year 11</i>	545.6	3.1	9.5	31.0	33.9	15.2	5.0	2.2	87.3
	<i>Not stated (5%)</i>	581.0	1.6	5.2	18.2	29.5	24.1	13.5	7.8	93.2
Vic	<i>Bachelor</i>	623.7	1.4	0.5	5.0	21.5	31.6	23.1	16.9	98.1
	<i>Diploma</i>	586.5	2.1	1.7	12.6	34.6	30.8	12.9	5.3	96.2
	<i>Certificate</i>	571.2	2.5	2.8	17.8	39.3	25.9	9.1	2.6	94.7
	<i>Year 12</i>	579.1	3.6	2.2	15.3	36.6	26.8	11.3	4.1	94.2
	<i>Year 11</i>	557.9	5.8	5.0	24.5	37.1	19.4	6.2	2.1	89.2
	<i>Not stated (4%)</i>	604.7	4.4	2.1	8.9	24.8	30.0	19.6	10.2	93.6
Qld	<i>Bachelor</i>	615.3	1.0	0.6	5.8	23.7	33.1	23.3	12.6	98.5
	<i>Diploma</i>	580.6	1.0	2.0	14.5	35.9	31.3	12.0	3.2	97.0
	<i>Certificate</i>	568.1	1.4	3.2	19.5	39.2	26.0	8.6	2.0	95.4
	<i>Year 12</i>	567.3	1.6	4.0	20.3	38.0	24.8	9.1	2.3	94.5
	<i>Year 11</i>	544.5	3.7	9.0	30.0	35.0	16.9	4.6	0.8	87.3
	<i>Not stated (10%)</i>	568.9	2.2	5.9	21.2	32.2	23.7	10.8	4.1	92.0
WA	<i>Bachelor</i>	631.8	0.7	0.3	3.8	17.7	31.4	26.9	19.2	99.0
	<i>Diploma</i>	593.5	0.5	1.3	10.8	31.2	34.0	15.8	6.3	98.1
	<i>Certificate</i>	578.7	0.9	2.3	14.8	37.4	29.8	11.6	3.3	96.9
	<i>Year 12</i>	579.9	1.6	3.1	16.4	33.3	28.7	12.5	4.4	95.4
	<i>Year 11</i>	549.3	2.2	9.3	27.1	35.2	19.0	5.6	1.5	88.5
	<i>Not stated (12%)</i>	583.0	3.8	6.0	15.4	27.5	24.7	14.6	8.0	90.2
SA	<i>Bachelor</i>	608.2	0.9	0.6	6.5	26.3	35.9	20.5	9.3	98.4
	<i>Diploma</i>	577.5	1.9	1.6	14.7	38.9	29.8	10.5	2.6	96.5
	<i>Certificate</i>	564.8	1.7	3.3	20.1	40.8	26.1	6.7	1.3	95.0
	<i>Year 12</i>	571.7	2.3	3.2	18.9	37.7	25.0	9.5	3.4	94.6
	<i>Year 11</i>	542.0	4.7	8.1	32.0	36.4	14.6	3.7	0.6	87.2
	<i>Not stated (10%)</i>	570.6	7.5	5.4	19.6	30.5	23.0	8.9	5.1	87.0

Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

NAPLAN Year 9 Numeracy

Table 9.N8 (cont.): Achievement of Year 9 Students in Numeracy, by Parental Education, by State and Territory, 2016.

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>	612.9	0.7	0.4	5.2	24.5	35.3	23.8	10.0	98.9
	<i>Diploma</i>	581.6	0.6	1.6	13.6	36.9	31.2	12.9	3.3	97.8
	<i>Certificate</i>	567.1	0.9	2.9	20.8	39.6	25.7	8.2	1.9	96.2
	<i>Year 12</i>	559.3	1.5	5.1	23.6	37.1	25.1	6.1	1.4	93.4
	<i>Year 11</i>	545.1	2.6	7.0	31.2	38.9	15.9	4.1	0.4	90.4
	<i>Not stated (10%)</i>	576.9	2.0	3.1	19.4	33.7	24.5	11.5	5.9	94.9
ACT	<i>Bachelor</i>	618.9	0.8	0.5	4.1	23.0	34.5	24.2	13.0	98.7
	<i>Diploma</i>	582.2	1.5	1.8	12.8	36.8	32.5	11.0	3.5	96.7
	<i>Certificate</i>	565.0	2.3	4.1	21.3	37.1	26.5	6.9	1.9	93.7
	<i>Year 12</i>	571.7	3.2	3.1	16.7	38.7	28.0	8.0	2.3	93.7
	<i>Year 11</i>	540.6	6.5	10.1	29.7	32.6	16.5	3.5	1.1	83.5
	<i>Not stated (9%)</i>	596.0	3.3	1.5	12.6	27.2	29.8	18.1	7.5	95.2
NT	<i>Bachelor</i>	592.2	1.8	1.3	10.7	31.1	33.0	17.5	4.6	96.9
	<i>Diploma</i>	564.9	1.2	4.7	18.9	37.9	27.7	7.7	1.9	94.1
	<i>Certificate</i>	541.4	2.3	11.1	29.3	35.8	15.8	4.8	0.8	86.5
	<i>Year 12</i>	548.4	2.7	8.1	26.4	38.8	19.3	4.1	0.5	89.2
	<i>Year 11</i>	484.7	4.9	42.5	26.9	17.1	7.0	1.5	0.2	52.6
	<i>Not stated (23%)</i>	481.7	3.1	48.3	21.1	11.7	7.2	5.9	2.8	48.6
Aust	<i>Bachelor</i>	624.5	1.0	0.5	5.2	21.2	31.4	23.5	17.3	98.4
	<i>Diploma</i>	586.5	1.3	1.8	13.2	34.3	30.8	13.1	5.4	96.9
	<i>Certificate</i>	569.0	1.6	3.4	19.4	38.6	25.5	8.7	2.7	94.9
	<i>Year 12</i>	575.8	2.4	3.1	17.6	35.9	26.0	10.7	4.2	94.5
	<i>Year 11</i>	547.7	4.0	8.6	28.7	35.2	16.8	5.1	1.7	87.4
	<i>Not stated (7%)</i>	577.7	3.3	6.4	17.1	28.6	24.4	13.3	6.9	90.3

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 Numeracy

Table 9.N9: Achievement of Year 9 Students in Numeracy, by Parental Occupation, by State and Territory, 2016.

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	626.7	0.7	0.7	6.1	20.5	29.7	23.0	19.4	98.5
	Group 2	601.9	0.9	1.4	10.7	29.3	30.1	16.4	11.1	97.6
	Group 3	577.6	1.4	3.0	18.0	36.2	25.7	10.3	5.5	95.7
	Group 4	566.5	1.9	5.4	24.0	35.2	19.9	7.9	5.7	92.7
	Not in paid work	547.9	3.7	10.0	30.5	32.4	14.7	5.5	3.3	86.4
	Not stated (7%)	579.1	1.7	5.3	19.0	30.2	23.2	12.8	7.7	92.9
Vic	Group 1	624.0	1.0	0.5	4.7	21.6	31.8	23.6	16.7	98.5
	Group 2	600.0	1.2	1.0	9.1	30.8	32.5	16.6	8.9	97.8
	Group 3	581.1	1.8	1.9	14.5	37.4	28.6	11.4	4.5	96.3
	Group 4	570.7	3.7	3.4	20.0	37.1	22.8	8.7	4.2	92.9
	Not in paid work	558.6	8.2	5.7	24.4	34.1	17.8	7.0	2.8	86.1
	Not stated (3%)	602.7	4.6	2.1	9.3	25.6	29.5	19.0	9.7	93.3
Qld	Group 1	613.8	0.8	0.7	6.2	24.1	33.2	22.8	12.2	98.5
	Group 2	592.2	1.0	1.3	10.7	32.9	32.8	15.5	5.9	97.7
	Group 3	572.9	1.2	2.6	18.0	38.1	27.5	9.9	2.7	96.2
	Group 4	555.9	2.5	5.5	25.7	38.4	20.1	6.2	1.6	92.0
	Not in paid work	543.4	3.9	10.3	31.0	32.9	15.3	5.1	1.4	85.8
	Not stated (15%)	562.5	2.2	6.0	23.0	35.0	22.1	8.9	2.8	91.8
WA	Group 1	627.2	0.5	0.5	5.0	19.4	31.0	25.5	18.1	99.0
	Group 2	600.1	0.7	1.2	8.6	29.2	34.5	18.3	7.6	98.2
	Group 3	583.8	0.7	1.9	13.8	35.6	30.4	13.0	4.7	97.4
	Group 4	570.2	1.3	4.5	20.1	35.9	24.6	9.9	3.8	94.2
	Not in paid work	547.8	2.9	11.4	28.7	31.4	16.6	6.0	3.1	85.7
	Not stated (16%)	579.1	3.7	6.0	16.9	29.0	24.1	13.1	7.3	90.3
SA	Group 1	605.8	1.1	0.7	7.1	27.7	35.0	19.6	8.9	98.2
	Group 2	585.9	1.2	1.3	11.8	35.9	33.1	12.8	3.9	97.5
	Group 3	572.0	1.2	2.3	17.4	40.0	28.0	8.8	2.2	96.5
	Group 4	559.9	3.0	3.9	22.8	40.9	21.8	6.0	1.5	93.1
	Not in paid work	543.7	6.1	8.1	31.6	34.5	15.0	3.9	1.0	85.9
	Not stated (16%)	557.0	6.0	7.1	26.1	32.2	18.5	6.7	3.5	86.9

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 9 Numeracy

Table 9.N9 (cont.): Achievement of Year 9 Students in Numeracy, by Parental Occupation, by State and Territory, 2016.

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	607.7	0.6	0.4	7.6	26.1	33.7	22.2	9.4	99.0
	Group 2	587.0	0.5	1.8	11.9	33.3	34.4	13.6	4.4	97.7
	Group 3	572.8	1.0	2.3	18.0	39.9	25.4	10.9	2.4	96.6
	Group 4	554.2	1.8	4.5	27.8	39.4	20.1	5.4	1.0	93.7
	Not in paid work	540.4	2.9	9.0	33.0	36.9	14.3	3.4	0.4	88.1
	Not stated (14%)	570.1	1.8	3.6	21.1	36.2	23.5	9.6	4.2	94.6
ACT	Group 1	615.7	0.8	0.8	5.3	23.5	34.1	23.2	12.4	98.4
	Group 2	592.2	1.0	1.1	10.5	33.4	33.8	14.6	5.6	97.9
	Group 3	580.9	1.5	1.9	14.7	35.4	31.1	11.9	3.4	96.6
	Group 4	556.7	4.6	7.0	24.4	35.4	20.2	5.3	3.1	88.4
	Not in paid work	561.6	6.8	6.7	20.9	33.0	20.9	9.8	1.8	86.5
	Not stated (17%)	588.0	3.4	3.4	15.1	28.8	26.8	14.6	7.9	93.1
NT	Group 1	586.0	1.4	2.3	14.4	30.3	31.5	15.6	4.7	96.4
	Group 2	575.6	1.5	3.0	16.8	35.9	27.8	11.6	3.3	95.4
	Group 3	550.9	2.3	8.6	25.8	38.1	16.7	6.9	1.7	89.1
	Group 4	517.9	3.2	26.0	27.2	26.3	12.3	4.1	0.8	70.8
	Not in paid work	473.9	6.8	48.1	27.9	13.1	3.5	0.6	0.0	45.1
	Not stated (22%)	464.8	3.0	51.7	24.0	13.0	6.1	1.8	0.5	45.3
Aust	Group 1	621.6	0.8	0.6	5.8	22.0	31.5	23.1	16.2	98.5
	Group 2	597.8	1.0	1.3	10.2	31.0	32.0	16.1	8.5	97.7
	Group 3	577.7	1.4	2.5	16.6	37.1	27.4	10.7	4.3	96.1
	Group 4	565.4	2.6	4.8	22.7	36.8	21.3	7.8	4.0	92.7
	Not in paid work	549.6	5.4	9.0	28.3	33.0	15.8	5.8	2.6	85.6
	Not stated (10%)	571.3	3.1	6.7	19.7	30.7	22.8	11.3	5.7	90.2

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

NAPLAN Year 9 Participation

Table 9.P1: Year 9 Student Participation in Assessment, by State and Territory, 2016.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	82948	83159	83324	83324	82283
	Participation Rate (%)	93.5	93.8	93.9	93.9	92.8
Vic	Number	61553	61768	61855	61855	61456
	Participation Rate (%)	90.6	90.9	91.0	91.0	90.4
Qld	Number	36688	36765	36889	36889	36443
	Participation Rate (%)	87.2	87.4	87.7	87.7	86.7
WA	Number	28236	28335	28391	28391	28159
	Participation Rate (%)	93.7	94.0	94.2	94.2	93.4
SA	Number	17509	17623	17686	17686	17385
	Participation Rate (%)	89.5	90.1	90.4	90.4	88.9
Tas	Number	5630	5664	5679	5679	5594
	Participation Rate (%)	90.5	91.0	91.3	91.3	89.9
ACT	Number	4376	4401	4407	4407	4368
	Participation Rate (%)	90.9	91.5	91.6	91.6	90.8
NT	Number	2398	2463	2465	2465	2393
	Participation Rate (%)	80.6	82.8	82.8	82.8	80.4
Aust	Number	239338	240178	240696	240696	238081
	Participation Rate (%)	91.2	91.5	91.7	91.7	90.7

[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, 2016.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	<i>Indigenous</i>	3935	80.8	3967	81.4	3981	81.7	3981	81.7	3875	79.5
	<i>Non-Indig.</i>	76861	94.4	77045	94.6	77184	94.8	77184	94.8	76264	93.6
Vic	<i>Indigenous</i>	811	73.5	827	75.0	833	75.5	833	75.5	826	74.9
	<i>Non-Indig.</i>	60559	91.0	60778	91.3	60864	91.4	60864	91.4	60444	90.8
Qld	<i>Indigenous</i>	2272	75.2	2286	75.7	2299	76.1	2299	76.1	2243	74.3
	<i>Non-Indig.</i>	33777	88.3	33848	88.5	33958	88.8	33958	88.8	33570	87.8
WA	<i>Indigenous</i>	1365	68.2	1382	69.1	1409	70.4	1409	70.4	1355	67.7
	<i>Non-Indig.</i>	26012	95.8	26093	96.1	26118	96.2	26118	96.2	25942	95.6
SA	<i>Indigenous</i>	579	70.6	588	71.7	593	72.3	593	72.3	563	68.7
	<i>Non-Indig.</i>	16622	90.5	16724	91.0	16779	91.3	16779	91.3	16510	89.9
Tas	<i>Indigenous</i>	418	82.9	422	83.7	420	83.3	420	83.3	411	81.5
	<i>Non-Indig.</i>	4818	91.9	4852	92.5	4867	92.8	4867	92.8	4798	91.5
ACT	<i>Indigenous</i>	109	78.4	106	76.3	104	74.8	104	74.8	107	77.0
	<i>Non-Indig.</i>	4193	91.4	4222	92.0	4229	92.2	4229	92.2	4188	91.3
NT	<i>Indigenous</i>	767	62.5	807	65.7	814	66.3	814	66.3	762	62.1
	<i>Non-Indig.</i>	1622	93.3	1648	94.8	1643	94.5	1643	94.5	1624	93.4
Aust	<i>Indigenous</i>	10256	74.9	10385	75.9	10453	76.4	10453	76.4	10142	74.1
	<i>Non-Indig.</i>	224464	92.2	225210	92.5	225642	92.7	225642	92.7	223340	91.8

[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, 2016.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	1.4	5.4	1.1	1.4	5.1	1.1	1.4	5.0	1.1	1.4	5.0	1.1	1.4	6.1	1.1
Vic	2.6	7.0	2.4	2.6	6.8	2.4	2.6	6.7	2.3	2.6	6.7	2.3	2.6	7.1	2.5
Qld	1.6	5.7	7.0	1.6	5.5	7.0	1.6	5.3	6.9	1.6	5.3	6.9	1.5	6.3	7.0
WA	1.3	6.0	0.3	1.3	5.7	0.3	1.3	5.5	0.3	1.3	5.5	0.3	1.3	6.3	0.3
SA	2.5	7.0	3.4	2.5	6.5	3.4	2.5	6.2	3.4	2.5	6.2	3.4	2.5	7.5	3.6
Tas	1.3	7.8	1.7	1.3	7.3	1.7	1.3	7.0	1.7	1.3	7.0	1.7	1.2	8.4	1.7
ACT	1.8	5.0	4.1	1.7	4.6	3.9	1.7	4.5	3.9	1.7	4.5	3.9	1.7	5.2	4.0
NT	2.8	18.5	0.9	2.8	16.4	0.9	2.8	16.3	0.9	2.8	16.3	0.9	2.7	18.6	0.9
Aust	1.8	6.2	2.5	1.8	6.0	2.5	1.8	5.8	2.5	1.8	5.8	2.5	1.8	6.7	2.6

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, 2016.

State/ Territory	Indigenous status	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	<i>Indigenous</i>	2.7	17.0	2.2	2.7	16.5	2.1	2.7	16.2	2.1	2.7	16.2	2.1	2.7	18.2	2.2
	<i>Non-Indigenous</i>	1.4	4.6	1.0	1.4	4.4	1.0	1.4	4.2	1.0	1.4	4.2	1.0	1.4	5.3	1.1
Vic	<i>Indigenous</i>	5.3	21.9	4.5	5.3	20.8	4.3	5.3	20.3	4.2	5.3	20.3	4.2	5.3	20.2	4.9
	<i>Non-Indigenous</i>	2.5	6.7	2.3	2.5	6.4	2.3	2.5	6.3	2.2	2.5	6.3	2.2	2.5	6.8	2.4
Qld	<i>Indigenous</i>	2.5	15.5	9.2	2.5	14.8	9.5	2.4	14.6	9.3	2.4	14.6	9.3	2.4	16.3	9.5
	<i>Non-Indigenous</i>	1.5	4.9	6.7	1.5	4.8	6.7	1.5	4.6	6.6	1.5	4.6	6.6	1.5	5.5	6.7
WA	<i>Indigenous</i>	1.5	31.5	0.2	1.6	30.7	0.2	1.5	29.4	0.2	1.5	29.4	0.2	1.5	32.0	0.2
	<i>Non-Indigenous</i>	1.1	3.9	0.3	1.1	3.6	0.3	1.1	3.5	0.3	1.1	3.5	0.3	1.1	4.1	0.3
SA	<i>Indigenous</i>	4.1	24.0	5.4	4.1	23.3	5.0	4.1	22.7	5.0	4.1	22.7	5.0	4.1	25.6	5.7
	<i>Non-Indigenous</i>	2.5	6.2	3.4	2.5	5.6	3.3	2.5	5.4	3.3	2.5	5.4	3.3	2.5	6.6	3.5
Tas	<i>Indigenous</i>	1.6	15.1	2.0	1.6	14.3	2.0	1.6	14.7	2.0	1.6	14.7	2.0	1.6	16.5	2.0
	<i>Non-Indigenous</i>	1.2	7.4	0.7	1.2	6.7	0.7	1.2	6.4	0.7	1.2	6.4	0.7	1.2	7.7	0.8
ACT	<i>Indigenous</i>	6.5	7.9	13.7	6.5	10.1	13.7	6.5	11.5	13.7	6.5	11.5	13.7	6.5	9.4	13.7
	<i>Non-Indigenous</i>	1.7	5.0	3.6	1.6	4.4	3.5	1.6	4.4	3.4	1.6	4.4	3.4	1.6	5.1	3.6
NT	<i>Indigenous</i>	3.4	36.6	0.9	3.4	33.4	0.9	3.4	32.8	0.9	3.4	32.8	0.9	3.4	37.1	0.9
	<i>Non-Indigenous</i>	2.2	5.8	0.9	2.2	4.3	0.9	2.2	4.6	0.9	2.2	4.6	0.9	2.2	5.6	1.0
Aust	<i>Indigenous</i>	2.9	21.2	3.9	2.9	20.3	3.8	2.8	19.9	3.7	2.8	19.9	3.7	2.8	22.0	4.0
	<i>Non-Indigenous</i>	1.8	5.3	2.4	1.8	5.1	2.4	1.8	4.9	2.4	1.8	4.9	2.4	1.7	5.8	2.5

[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, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	581.7	583.9	575.8	584.9	575.2	578.6	600.8	520.5	580.8
NSW	581.7		■	■	■	■	■	▽	▲	■
Vic	583.9	■		■	■	■	■	▽	▲	■
Qld	575.8	■	■		■	■	■	▽	▲	■
WA	584.9	■	■	■		■	■	▽	▲	■
SA	575.2	■	■	■	■		■	▽	▲	■
Tas	578.6	■	■	■	■	■		▽	▲	■
ACT	600.8	▲	▲	▲	▲	▲	▲		▲	▲
NT	520.5	▽	▽	▽	▽	▽	▽	▽		▽
Aust	580.8	■	■	■	■	■	■	▽	▲	

Table 9.CW: Comparative Achievement of Year 9 Students in Writing, by State and Territory, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	546.5	563.3	534.9	554.4	545.5	548.0	556.9	461.9	549.1
NSW	546.5		▽	■	■	■	■	■	▲	■
Vic	563.3	▲		▲	■	▲	▲	■	▲	■
Qld	534.9	■	▽		▽	■	■	▽	▲	■
WA	554.4	■	■	▲		■	■	■	▲	■
SA	545.5	■	▽	■	■		■	■	▲	■
Tas	548.0	■	▽	■	■	■		■	▲	■
ACT	556.9	■	■	▲	■	■	■		▲	■
NT	461.9	▽	▽	▽	▽	▽	▽	▽		▽
Aust	549.1	■	■	■	■	■	■	■	▲	

Table 9.CS: Comparative Achievement of Year 9 Students in Spelling, by State and Territory, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	586.0	581.3	574.3	582.7	572.8	564.9	590.2	510.3	580.3
NSW	586.0		■	■	■	■	▲	■	▲	■
Vic	581.3	■		■	■	■	▲	■	▲	■
Qld	574.3	■	■		■	■	■	▽	▲	■
WA	582.7	■	■	■		■	▲	■	▲	■
SA	572.8	■	■	■	■		■	▽	▲	■
Tas	564.9	▽	▽	■	▽	■		▽	▲	▽
ACT	590.2	■	■	▲	■	▲	▲		▲	■
NT	510.3	▽	▽	▽	▽	▽	▽	▽		▽
Aust	580.3	■	■	■	■	■	▲	■	▲	

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, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	569.7	571.8	566.9	572.2	565.1	566.9	588.2	504.8	569.3
NSW	569.7		■	■	■	■	■	▽	▲	■
Vic	571.8	■		■	■	■	■	▽	▲	■
Qld	566.9	■	■		■	■	■	▽	▲	■
WA	572.2	■	■	■		■	■	▽	▲	■
SA	565.1	■	■	■	■		■	▽	▲	■
Tas	566.9	■	■	■	■	■		▽	▲	■
ACT	588.2	▲	▲	▲	▲	▲	▲		▲	▲
NT	504.8	▽	▽	▽	▽	▽	▽	▽		▽
Aust	569.3	■	■	■	■	■	■	▽	▲	

Table 9.CN: Comparative Achievement of Year 9 Students in Numeracy, by State and Territory, 2016.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2016 Mean	591.9	592.9	581.9	594.9	577.2	576.5	597.3	531.9	588.9
NSW	591.9		■	■	■	▲	▲	■	▲	■
Vic	592.9	■		■	■	▲	▲	■	▲	■
Qld	581.9	■	■		▽	■	■	▽	▲	■
WA	594.9	■	■	▲		▲	▲	■	▲	■
SA	577.2	▽	▽	■	▽		■	▽	▲	■
Tas	576.5	▽	▽	■	▽	■		▽	▲	■
ACT	597.3	■	■	▲	■	▲	▲		▲	■
NT	531.9	▽	▽	▽	▽	▽	▽	▽		▽
Aust	588.9	■	■	■	■	■	■	■	▲	

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

NAPLAN Year 9 Commentary

Overall national and jurisdiction results (Year 9)

Achievement scores

Figures 9.R1, 9.W1, 9.S1, 9.G1 and 9.N1 show the distributions of achievement scores in reading, writing, spelling, grammar and punctuation, and numeracy, respectively, for each jurisdiction and for Australia overall. The table below each figure presents the mean scale score and standard deviation for each jurisdiction and for Australia overall.

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

- The mean scale scores for the ACT are above and statistically significantly different from the national mean scale scores in reading and grammar and punctuation.
- The mean scale score for Tasmania is below and statistically significantly different from the national mean scale score in spelling.
- The mean scale scores for the Northern Territory are substantially below and statistically significantly different from the national mean scale scores in all five domains.

In all domains, the spread of scores for the Northern Territory, as indicated by the standard deviation, is much greater than in the other jurisdictions. This is also indicated by the length of the bars in the figures, which shows that much of the spread is between the 80th percentile and the 20th percentile, and between the 20th percentile and the 5th percentile.

Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands across Years 3, 5, 7 and 9. For students in Year 9, Band 5 and below is the lowest band that is reported and indicates a score below the national minimum standard. Band 6 (the next lowest band) indicates a score at the national minimum standard (see p. v). Band 10 is the highest reported band on the NAPLAN scale and represents high achievement for Year 9. Exempt students do not receive an achievement score and are not included in the calculation of means and standard deviations, but they are 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 for Australia overall in each of the five achievement domains. The last column of each table shows the percentage of students who achieved at or above the national minimum standard in the achievement domain. For Australia overall, more than 92% of students achieved at or above the national minimum standard in reading, more than 95% achieved at or above the national minimum standard in numeracy, and more than 90% achieved at or above the national minimum standard in spelling and grammar and punctuation. In writing, however, more than 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 close to the mean scale scores for male students in reading and numeracy for Australia overall and for all jurisdictions. Mean scale scores for female students are higher than the mean scale scores for male students in spelling and grammar and punctuation for Australia overall and for most jurisdictions, except the ACT and the Northern Territory. Mean scale scores for female students are higher than the mean scale scores for male students in writing for Australia overall and for all jurisdictions except the Northern Territory. The national differences are 17 score points in spelling, 19 score points in grammar and punctuation, and 35 score points in writing.

Tables 9.R2, 9.W2, 9.S2, 9.G2 and 9.N2 present the percentages of male students and female students in each achievement band. In

numeracy, the percentage of female students who achieved at or above the national minimum standard is close to the percentage of male students who achieved at or above the national minimum standard. In reading, writing, spelling, and grammar and punctuation, a higher percentage of female students than male students achieved at or above the national minimum standard for Australia overall and in most jurisdictions, with differences between approximately 3 percentage points in reading and approximately 12 percentage points in writing for Australia overall. In numeracy, for all jurisdictions, greater percentages of male students than female students achieved at Band 9 and Band 10 combined. In all other assessment domains, greater percentages of female students than male students achieved in the three highest achievement bands (Band 8, Band 9 and Band 10).

Indigenous students

Figures 9.R3, 9.W3, 9.S3, 9.G3 and 9.N3 present the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In each achievement domain and for all jurisdictions, the mean scale score for Indigenous students is below the mean scale score for non-Indigenous students. In reading, spelling, grammar and punctuation, and numeracy, differences for Australia overall range between 64 and 66 score points; in writing the difference is 79 score points.

Tables 9.R3, 9.W3, 9.S3, 9.G3 and 9.N3 present the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and Australia overall. Across Australia, 74% of Indigenous students achieved at or above the national minimum standard in reading, and 80% 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 show the distributions of scores, mean scale scores and standard deviations for LBOTE students separately from non-LBOTE students for each jurisdiction and for Australia overall. For Australia overall, mean scale scores for LBOTE students are close to mean scale scores for non-LBOTE students in reading, writing, and grammar and punctuation. Mean scale scores for LBOTE students are higher than mean scale scores for non-LBOTE students in spelling and numeracy.

In Queensland, South Australia and Tasmania, mean scale scores in all domains are similar for the two groups of students. In New South Wales and Victoria, mean scale scores for LBOTE students are higher than mean scale scores for non-LBOTE students in spelling and numeracy. In the Northern Territory, mean scale scores for LBOTE students are lower in all five achievement domains compared with mean scale scores for non-LBOTE students.

Tables 9.R4, 9.W4, 9.S4, 9.G4 and 9.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for LBOTE students and non-LBOTE students. For Australia overall, a higher percentage of non-LBOTE students than LBOTE students achieved at or above the national minimum standard in reading and grammar and punctuation. In numeracy, 15% of LBOTE students achieved Band 10 compared with 6% of non-LBOTE students for Australia overall.

Geolocation

Beginning in 2016, NAPLAN results are reported using the Australian Statistical Geography Standard (ASGS) to classify each school's geographic location (geolocation). Tables 9.R5, 9.W5, 9.S5, 9.G5 and 9.N5 present summary results for students attending schools in major cities, inner regional, outer regional, remote and very remote geolocations for each jurisdiction and for Australia overall. These tables include the mean scale score and the percentage of students in each achievement band. In Victoria, there is no very remote geolocation; in Tasmania, there is no major cities geolocation; in the ACT, there is no outer regional, remote or very remote geolocation; and in the Northern Territory, there is no major cities or inner regional geolocation. In addition, there are too

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few Year 9 students attending schools in remote and very remote geolocations in Tasmania to provide reliable results, as indicated by 'n.p.' in the tables.

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students attending schools in major cities geolocations have the highest mean scale score, followed by students attending schools in inner regional geolocations, then students attending schools in outer regional geolocations, then students attending schools in remote geolocations, and then students attending schools in very remote geolocations. This pattern holds for both mean scale scores and the percentage of students who achieved at or above the national minimum standard.

Within each jurisdiction, the relationship between geolocation and mean scale scores differs from the national pattern. In New South Wales, mean scale scores for students attending schools in very remote geolocations are close to mean scale scores for students attending schools in remote geolocations in all domains; and in Victoria, Queensland and South Australia, mean scale scores for students attending schools in outer regional geolocations are close to mean scale scores for students attending schools in inner regional geolocations. The distributions of achievement bands show similar results within jurisdictions. For Australia overall, greater percentages of students attending schools in major cities geolocations achieved at Band 8, Band 9 and Band 10 than did students attending schools in other geolocations.

Results by geolocation are also reported by Indigenous status, in Tables 9.R6, 9.W6, 9.S6, 9.G6 and 9.N6 for Indigenous students and in Tables 9.R7, 9.W7, 9.S7, 9.G7 and 9.N7 for non-Indigenous students. For both Indigenous and non-Indigenous students, the patterns of results by geolocation generally hold, across Australia and within each jurisdiction, with only a small difference between Indigenous students attending schools in major cities geolocations and Indigenous students attending schools in inner regional geolocations. Only in New South Wales do Indigenous students in major cities geolocations have mean scale scores higher than those in inner regional locations, and only in writing, spelling and numeracy. Among non-Indigenous students for Australia overall, results in most domains for students attending schools in remote geolocations are close to mean scale scores for students attending schools in inner regional and outer regional geolocations.

Parental education

Tables 9.R8, 9.W8, 9.S8, 9.G8 and 9.N8 provide results for each jurisdiction and Australia overall by parental education. Parental education refers to the highest level of education completed by either parent or guardian. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 4% in Victoria to 23% in Northern Territory. For Australia overall, there is no information on parental education for 7% of Year 9 students, so these results should be treated with caution. The tables contain results for students whose parental education is identified as 'Not stated'.

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

Parental occupation

Tables 9.R9, 9.W9, 9.S9, 9.G9 and 9.N9 show results for each jurisdiction and Australia overall by parental occupation. Parental occupation group includes the main work undertaken by one 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 22% in the Northern Territory. For Australia overall, there is no information on parental occupation for 10% of students, so these results should be treated with caution. The tables contain results for students whose parental occupation is identified as 'Not stated'.

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

The percentage of students who achieved at or above the national minimum standard is also related to parental occupation. For Australia overall, students with parents in Occupation Group 1 most frequently achieved at or above the national minimum standard, with differences of approximately four percentage points between Group 1 and Group 2 in writing, and less than one percentage point in numeracy. 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 92% achieved at or above the national minimum standard in numeracy.

Participation

Tables 9.P1, 9.P2, 9.P3 and 9.P4 provide data on participation in the tests in each domain for each jurisdiction and for Australia overall. Table 9.P1 provides the overall rates and Table 9.P2 provides rates separately for Indigenous and non-Indigenous students. Table 9.P3 provides exemption, absence and withdrawal rates for the tests in each domain, and Table 9.P4 shows these rates separately for Indigenous and non-Indigenous students. Students who are absent or withdrawn are considered non-participating. Students who are exempt do not receive a scale score but are considered to have achieved below the national minimum standard.

The participation rate is lower in Year 9 than in all other year levels. The overall participation rate is highest in spelling, and grammar and punctuation at 91.7% and lowest in numeracy at 90.7%. Among the eight jurisdictions, Western Australia has the highest participation rates in each domain (between 93.4% and 94.2%) and the Northern Territory has the lowest (between 80.4% and 82.8%). For Australia overall, participation rates for Indigenous students range from 74.1% in numeracy to 76.4% in spelling and grammar and punctuation.

For Australia overall, 1.8% of students were granted exemptions from the assessments in each domain. Exemption rates for Indigenous students vary across jurisdictions, from 1.5% in Western Australia to 6.5% in the ACT. There is also wide variation in absence and withdrawal rates across jurisdictions and domains. In all jurisdictions, students were absent most frequently for the numeracy assessment, with 6.7% of students absent across Australia. Indigenous student absence rates were highest in the Northern Territory (32.8% to 37.1%) and Western Australia (29.4% to 32.0%). Overall withdrawal rates are highest in Queensland (6.9% to 7.0%). In the ACT, 13.7% of Indigenous students were withdrawn from the tests in each achievement domain.

2008, 2011–2016 Time series

NAPLAN Years 3, 5, 7 and 9

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- Year 9 Students by State and Territory
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NAPLAN Reading

Figure TS.R1: Achievement of Students in Reading, Australia, 2008, 2011–2016.

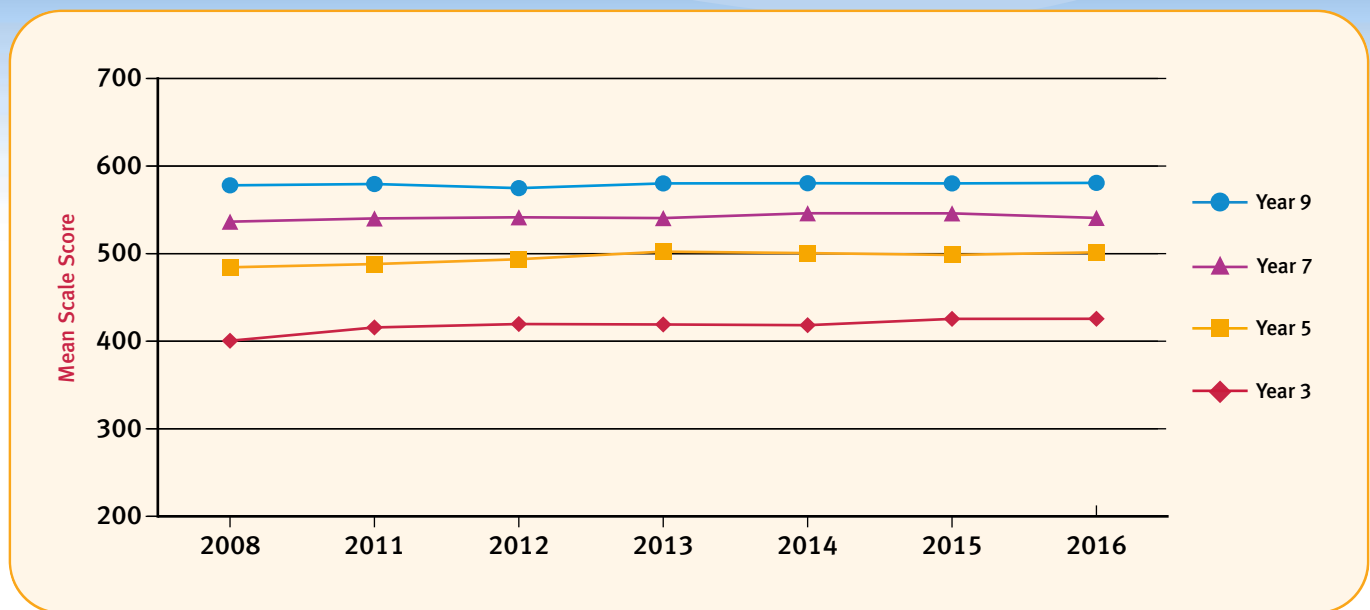


Table TS.R1: Achievement of Students in Reading, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	578.0 (67.0)	579.5 (66.2)	574.8 (66.8)	580.2 (63.4)	580.4 (67.6)	580.2 (67.5)	580.8 (65.8)	■	■
	% at or above NMS	92.9	92.4	91.4	93.4	92.1	92.3	92.8	■	■
Year 7	Mean / (S.D.)	536.5 (68.2)	540.2 (67.5)	541.5 (68.3)	540.6 (66.3)	546.1 (69.0)	546.0 (67.3)	540.8 (67.6)	■	■
	% at or above NMS	94.2	94.7	94.1	94.2	94.9	95.4	94.6	■	■
Year 5	Mean / (S.D.)	484.4 (76.5)	488.1 (76.3)	493.6 (77.6)	502.3 (64.7)	500.6 (78.0)	498.5 (78.2)	501.5 (77.1)	△	■
	% at or above NMS	91.0	91.5	91.6	96.1	92.9	93.3	93.0	■	■
Year 3	Mean / (S.D.)	400.5 (84.5)	415.7 (87.5)	419.6 (87.9)	419.1 (80.6)	418.3 (86.2)	425.5 (86.8)	425.6 (85.6)	△	■
	% at or above NMS	92.1	93.8	93.6	95.3	93.5	94.6	95.1	△	■

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, 2011–2016.

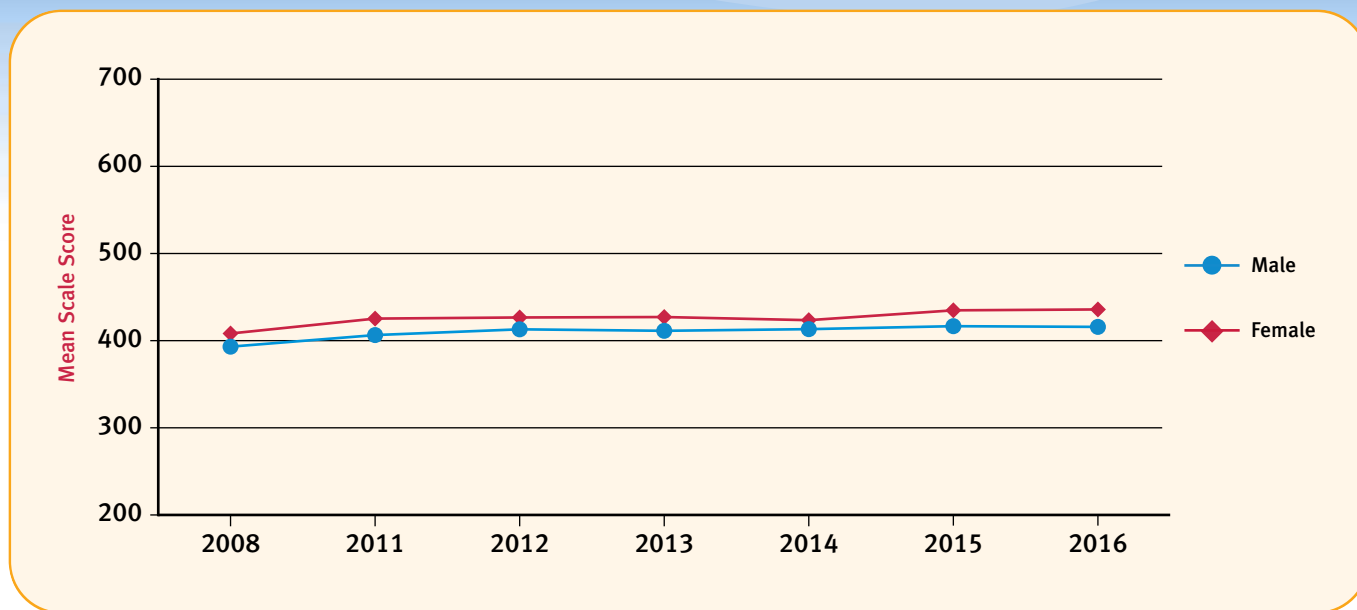


Table TS.R2: Achievement of Year 3 Students in Reading by Sex, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Male	Mean / (S.D.)	393.1 (86.2)	406.4 (88.6)	413.0 (90.3)	411.3 (81.9)	413.2 (88.5)	416.6 (88.1)	415.8 (86.6)	△	■
	% at or above NMS	90.3	92.1	91.9	94.0	92.0	93.0	93.5	△	■
Female	Mean / (S.D.)	408.2 (82.0)	425.3 (85.3)	426.6 (84.8)	427.1 (78.4)	423.5 (83.5)	434.8 (84.5)	435.8 (83.5)	△	■
	% at or above NMS	94.1	95.6	95.5	96.8	95.1	96.2	96.7	△	■

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

NAPLAN Reading

Figure TS.R3: Achievement of Year 5 Students in Reading by Sex, Australia, 2008, 2011–2016.

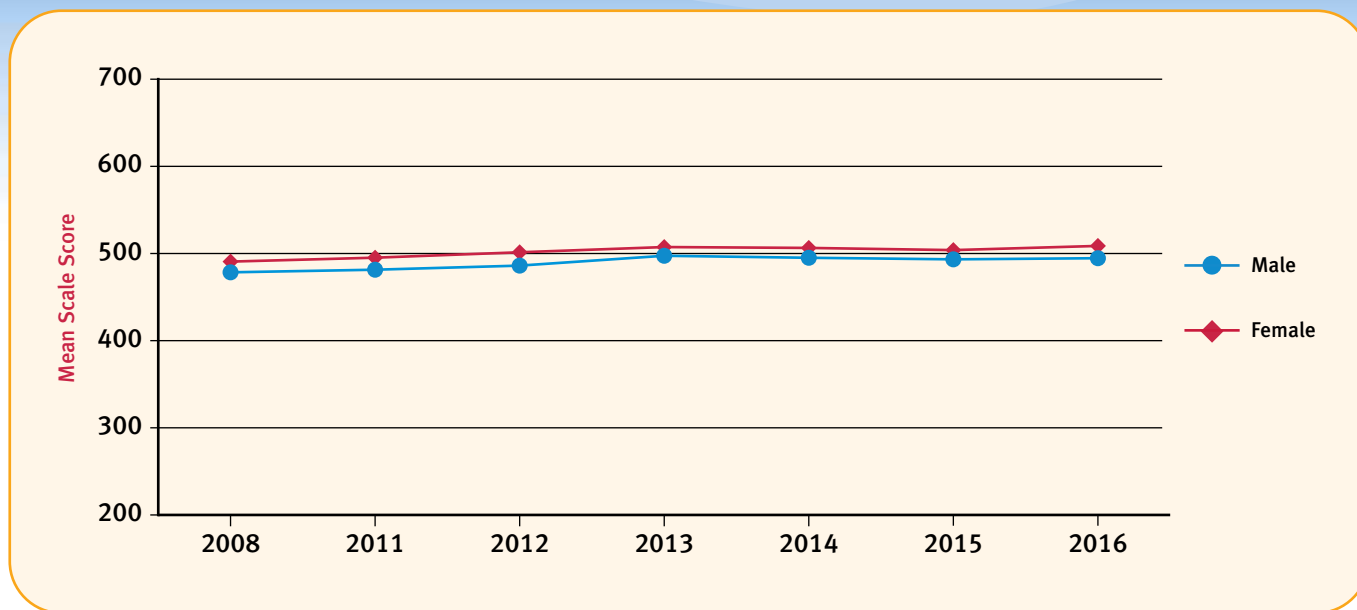


Table TS.R3: Achievement of Year 5 Students in Reading by Sex, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Male	Mean / (S.D.)	478.4 (77.4)	481.4 (77.1)	486.1 (79.2)	497.4 (66.0)	495.1 (79.4)	493.3 (79.9)	494.6 (79.0)	△	■
	% at or above NMS	89.3	89.5	89.5	95.0	91.2	91.7	91.2	■	■
Female	Mean / (S.D.)	490.7 (75.1)	495.2 (74.9)	501.4 (75.1)	507.4 (63.0)	506.4 (76.0)	503.9 (76.1)	508.7 (74.5)	△	■
	% at or above NMS	92.8	93.5	93.9	97.3	94.7	95.0	95.0	△	■

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

NAPLAN Reading

Figure TS.R4: Achievement of Year 7 Students in Reading by Sex, Australia, 2008, 2011–2016.

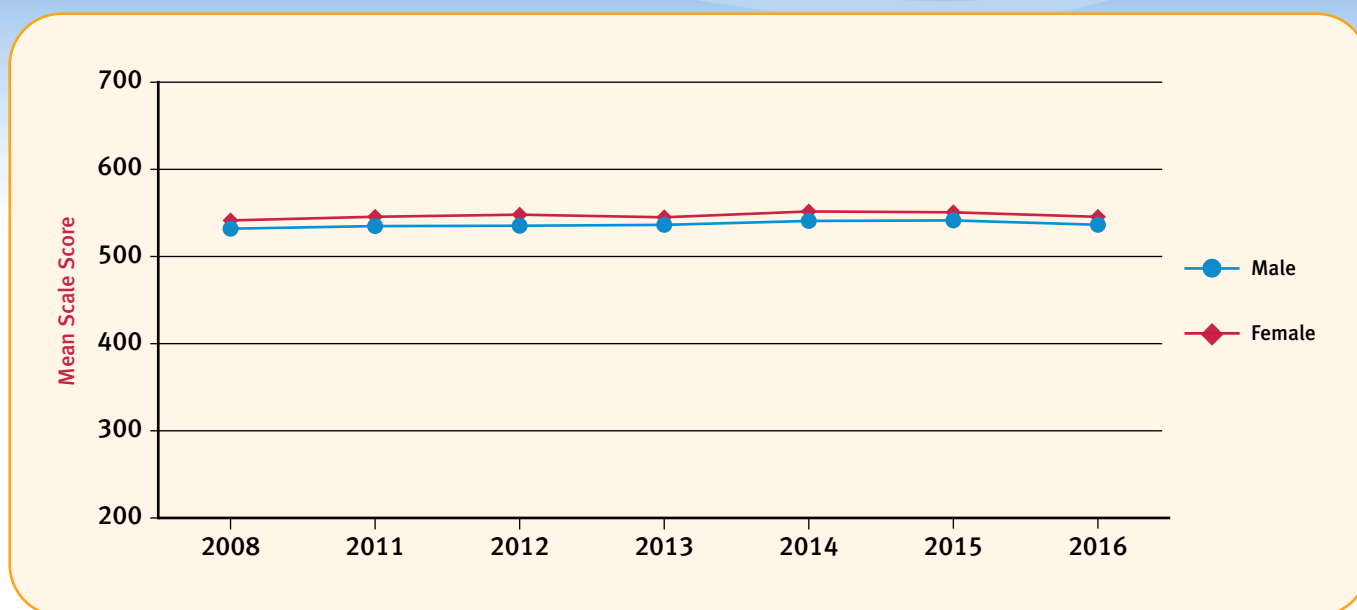


Table TS.R4: Achievement of Year 7 Students in Reading by Sex, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Male	Mean / (S.D.)	531.9 (69.9)	534.9 (68.3)	535.3 (69.4)	536.3 (68.1)	540.8 (70.3)	541.4 (68.9)	536.4 (68.6)	■	■
	% at or above NMS	92.8	93.4	92.5	92.8	93.5	94.2	93.3	■	■
Female	Mean / (S.D.)	541.4 (66.1)	545.6 (66.2)	548.0 (66.5)	545.0 (64.1)	551.7 (67.1)	550.7 (65.2)	545.5 (66.2)	■	■
	% at or above NMS	95.6	96.0	95.8	95.7	96.3	96.7	95.9	■	■

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

NAPLAN Reading

Figure TS.R5: Achievement of Year 9 Students in Reading by Sex, Australia, 2008, 2011–2016.

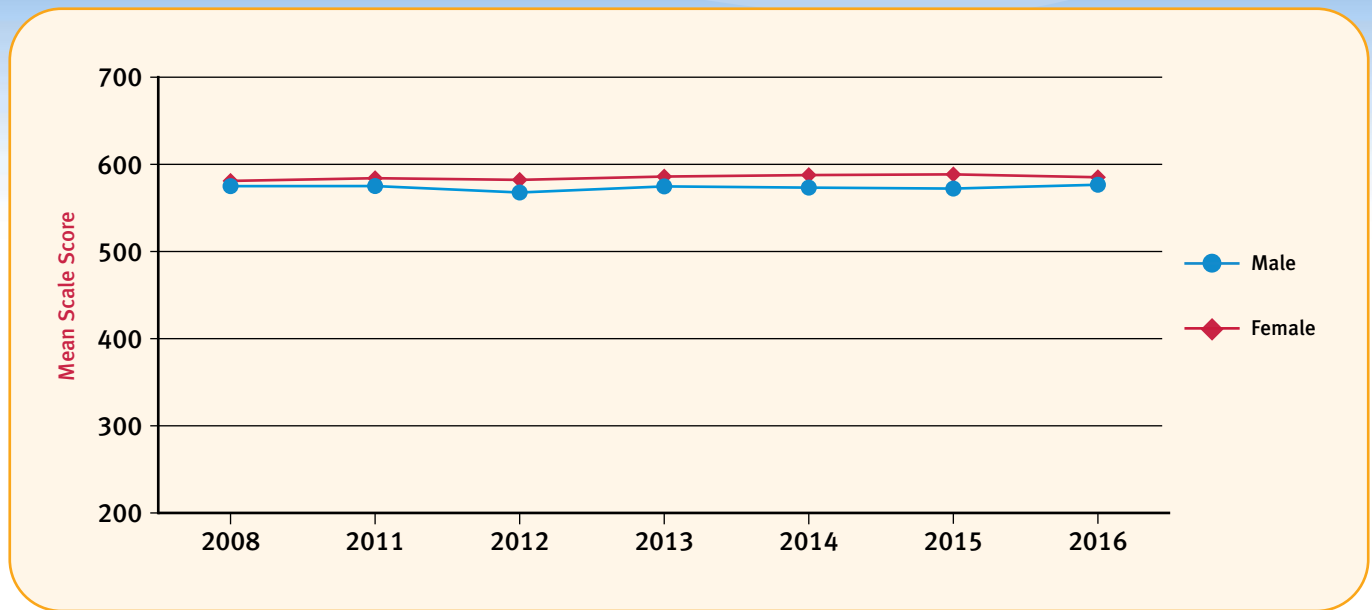


Table TS.R5: Achievement of Year 9 Students in Reading by Sex, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Male	Mean / (S.D.)	575.0 (68.7)	575.1 (67.2)	567.7 (67.0)	574.7 (64.2)	573.3 (68.4)	572.2 (67.6)	576.6 (66.5)	■	■
	% at or above NMS	91.5	90.9	89.4	91.8	90.1	90.2	91.6	■	■
Female	Mean / (S.D.)	581.0 (65.0)	584.1 (64.8)	582.2 (65.7)	586.0 (61.9)	587.7 (65.9)	588.5 (66.3)	585.2 (64.7)	■	■
	% at or above NMS	94.4	94.0	93.5	95.0	94.2	94.6	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, 2011–2016.

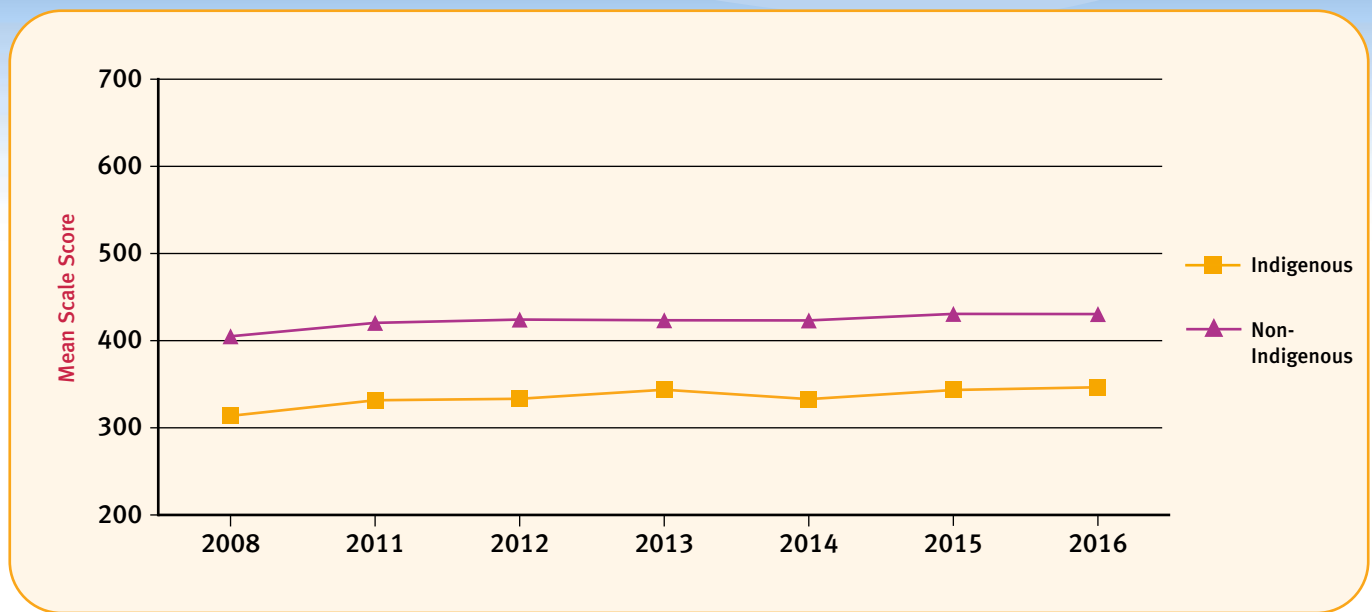


Table TS.R6: Achievement of Year 3 Students in Reading by Indigenous Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Indigenous	Mean / (S.D.)	313.7 (96.3)	331.6 (89.7)	333.3 (93.4)	343.7 (82.9)	332.9 (94.0)	343.4 (91.5)	346.5 (90.9)	△	■
	% at or above NMS	68.3	76.3	74.2	81.5	74.7	78.7	80.6	△	■
Non-Indigenous	Mean / (S.D.)	405.0 (81.3)	420.4 (84.9)	424.2 (85.2)	423.4 (78.2)	423.2 (83.0)	430.7 (84.0)	430.5 (82.9)	△	■
	% at or above NMS	93.5	94.9	94.7	96.2	94.7	95.6	96.0	△	■

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

NAPLAN Reading

Figure TS.R7: Achievement of Year 5 Students in Reading by Indigenous Status, Australia, 2008, 2011–2016.

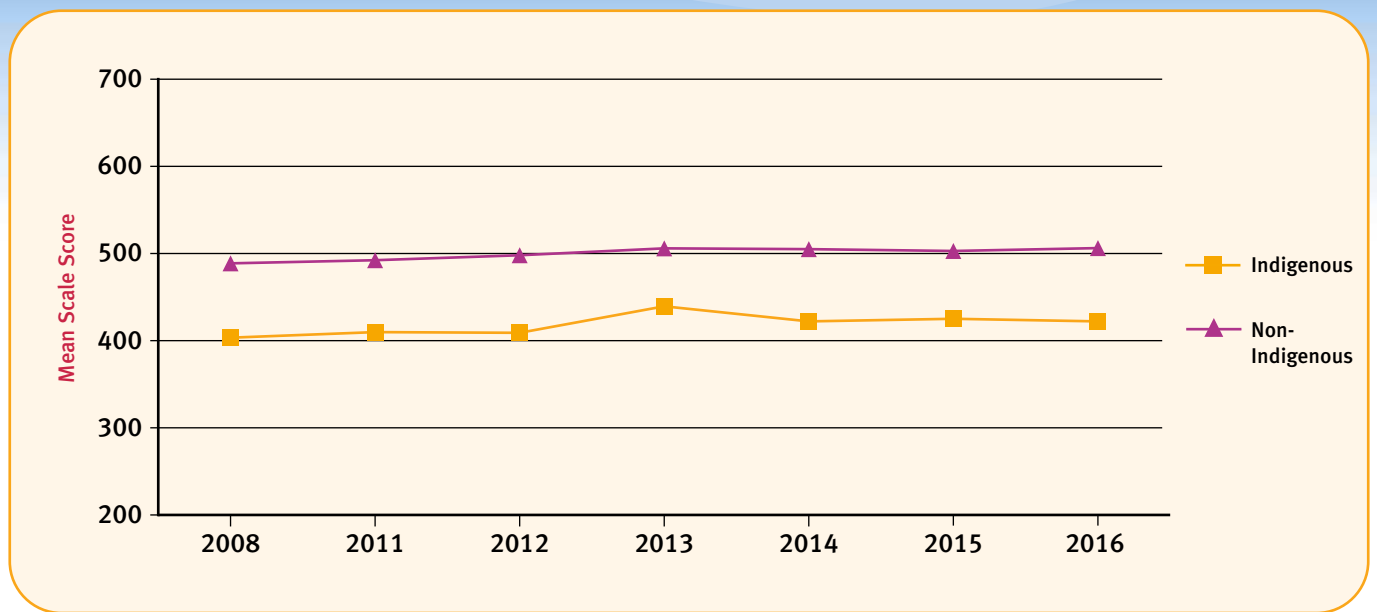


Table TS.R7: Achievement of Year 5 Students in Reading by Indigenous Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Indigenous	Mean / (S.D.)	403.4 (88.9)	409.8 (83.0)	409.0 (93.3)	439.4 (67.4)	422.1 (83.8)	425.1 (78.4)	422.1 (89.6)	△	■
	% at or above NMS	63.4	66.4	64.7	83.3	70.3	73.6	70.8	△	■
Non-Indigenous	Mean / (S.D.)	488.7 (73.3)	492.3 (73.5)	498.0 (74.0)	505.9 (62.7)	505.0 (75.2)	502.9 (76.0)	506.2 (73.6)	△	■
	% at or above NMS	92.6	92.9	93.1	96.9	94.2	94.5	94.4	■	■

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

NAPLAN Reading

Figure TS.R8: Achievement of Year 7 Students in Reading by Indigenous Status, Australia, 2008, 2011–2016.

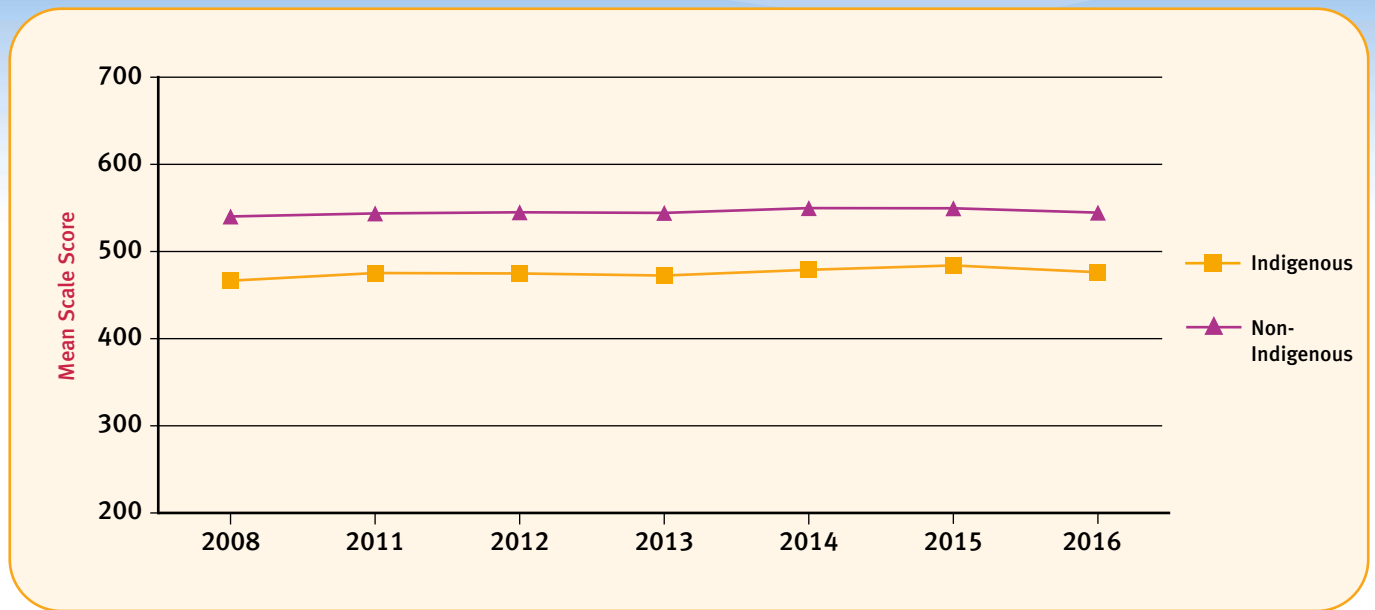


Table TS.R8: Achievement of Year 7 Students in Reading by Indigenous Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Indigenous	Mean / (S.D.)	466.5 (76.3)	475.3 (66.6)	474.8 (72.5)	472.4 (72.3)	479.0 (72.4)	484.0 (68.1)	476.2 (71.8)	■	■
	% at or above NMS	71.9	77.1	75.4	73.2	77.1	80.8	77.4	■	■
Non-Indigenous	Mean / (S.D.)	540.2 (65.7)	543.7 (65.6)	545.0 (66.1)	544.3 (63.8)	549.8 (66.8)	549.6 (65.4)	544.6 (65.3)	■	■
	% at or above NMS	95.4	95.7	95.1	95.4	95.9	96.3	95.6	■	■

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

NAPLAN Reading

Figure TS.R9: Achievement of Year 9 Students in Reading by Indigenous Status, Australia, 2008, 2011–2016.

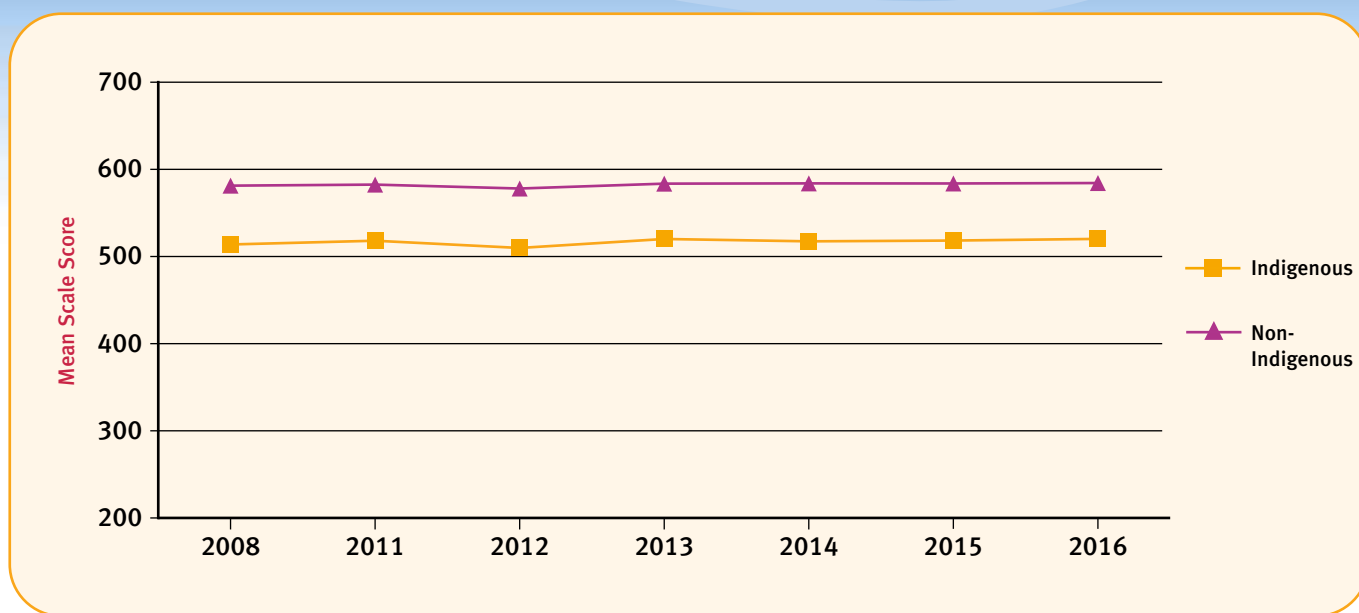


Table TS.R9: Achievement of Year 9 Students in Reading by Indigenous Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Indigenous	Mean / (S.D.)	513.8 (73.2)	518.1 (66.3)	509.8 (69.5)	520.1 (65.0)	517.4 (71.4)	518.3 (67.8)	520.2 (70.2)	■	■
	% at or above NMS	70.7	71.9	67.2	73.9	71.2	71.7	73.6	■	■
Non-Indigenous	Mean / (S.D.)	581.3 (65.0)	582.5 (64.5)	578.0 (64.9)	583.6 (61.4)	583.9 (65.6)	583.8 (65.8)	584.3 (63.7)	■	■
	% at or above NMS	94.2	93.5	92.7	94.5	93.3	93.6	94.0	■	■

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, 2011–2016.

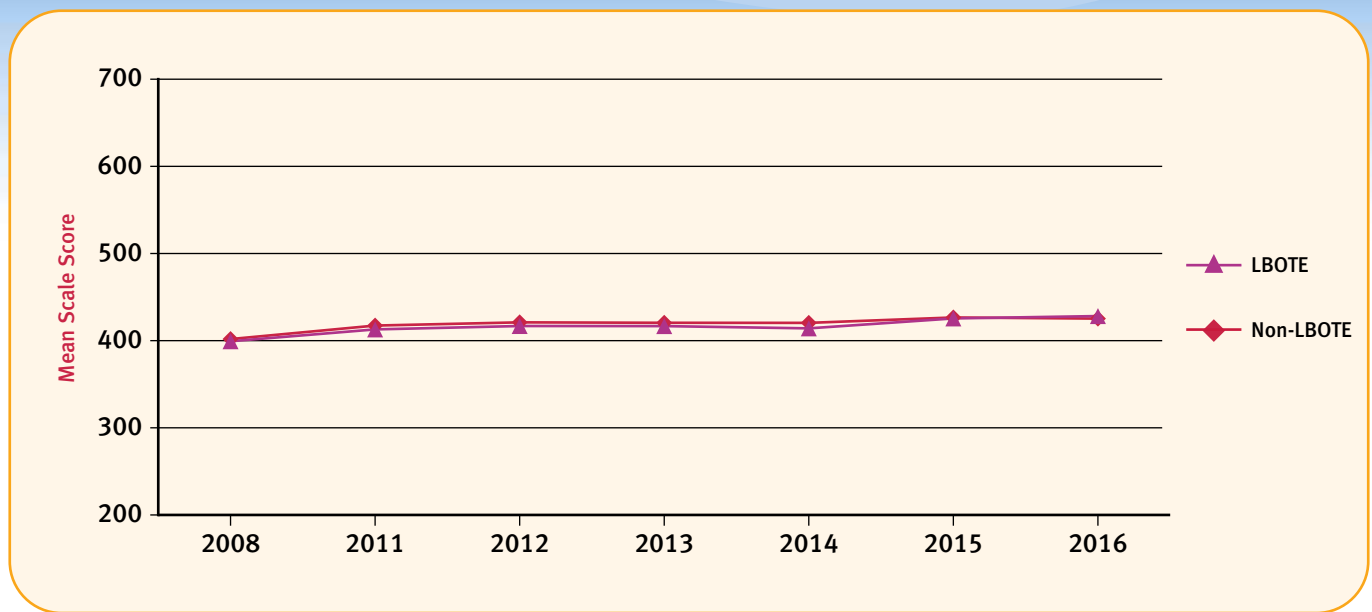


Table TS.R10: Achievement of Year 3 Students in Reading by LBOTE Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
LBOTE	Mean / (S.D.)	399.3 (88.0)	412.9 (90.5)	416.8 (90.8)	416.7 (82.4)	414.1 (88.8)	425.5 (90.5)	428.2 (89.3)	△	■
	% at or above NMS	90.4	92.1	91.9	93.9	91.7	93.3	94.0	△	■
Non-LBOTE	Mean / (S.D.)	401.8 (82.9)	417.3 (86.3)	421.0 (86.6)	420.5 (79.7)	420.4 (84.8)	426.6 (85.1)	425.3 (84.0)	△	■
	% at or above NMS	92.9	94.4	94.2	95.9	94.3	95.2	95.5	△	■

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, 2011–2016.

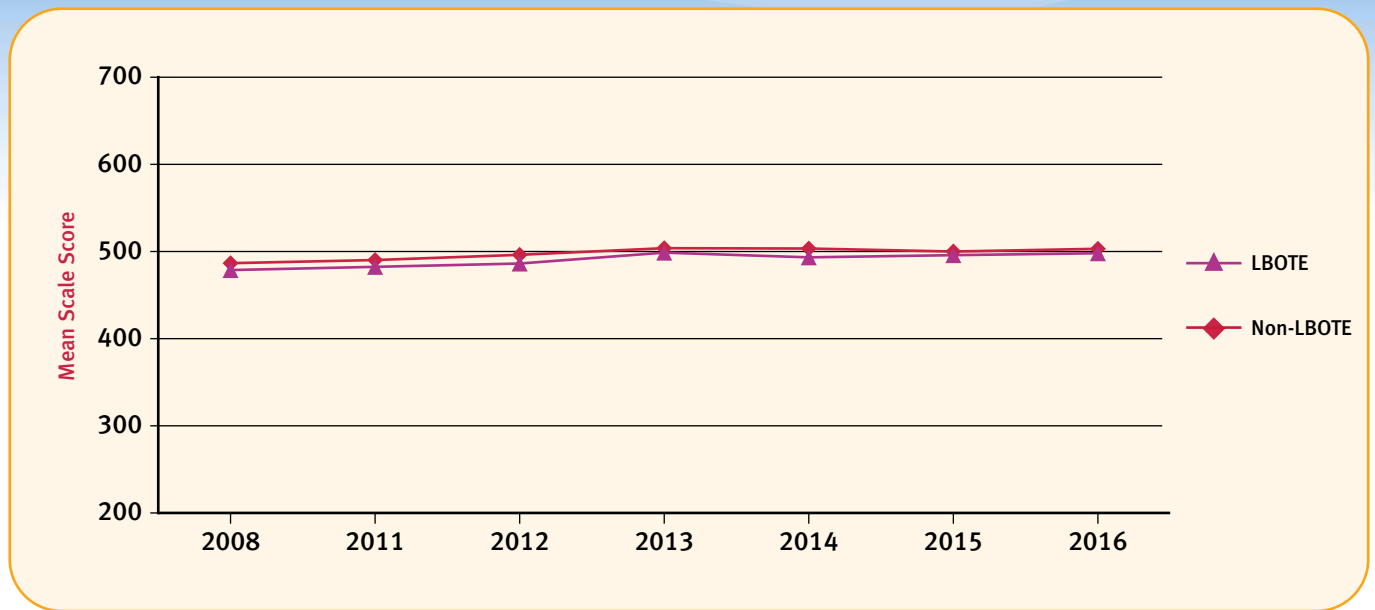


Table TS.R11: Achievement of Year 5 Students in Reading by LBOTE Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
LBOTE	Mean / (S.D.)	478.7 (83.7)	482.4 (81.3)	486.2 (83.8)	498.7 (68.9)	493.3 (82.3)	495.8 (83.2)	498.0 (83.9)	△	■
	% at or above NMS	87.5	89.1	89.0	94.4	90.2	91.2	91.2	△	■
Non-LBOTE	Mean / (S.D.)	486.6 (74.3)	490.2 (74.4)	496.2 (75.1)	503.8 (63.2)	503.4 (76.0)	500.0 (76.2)	503.1 (74.4)	△	■
	% at or above NMS	92.1	92.3	92.5	96.7	93.9	94.1	93.8	■	■

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, 2011–2016.

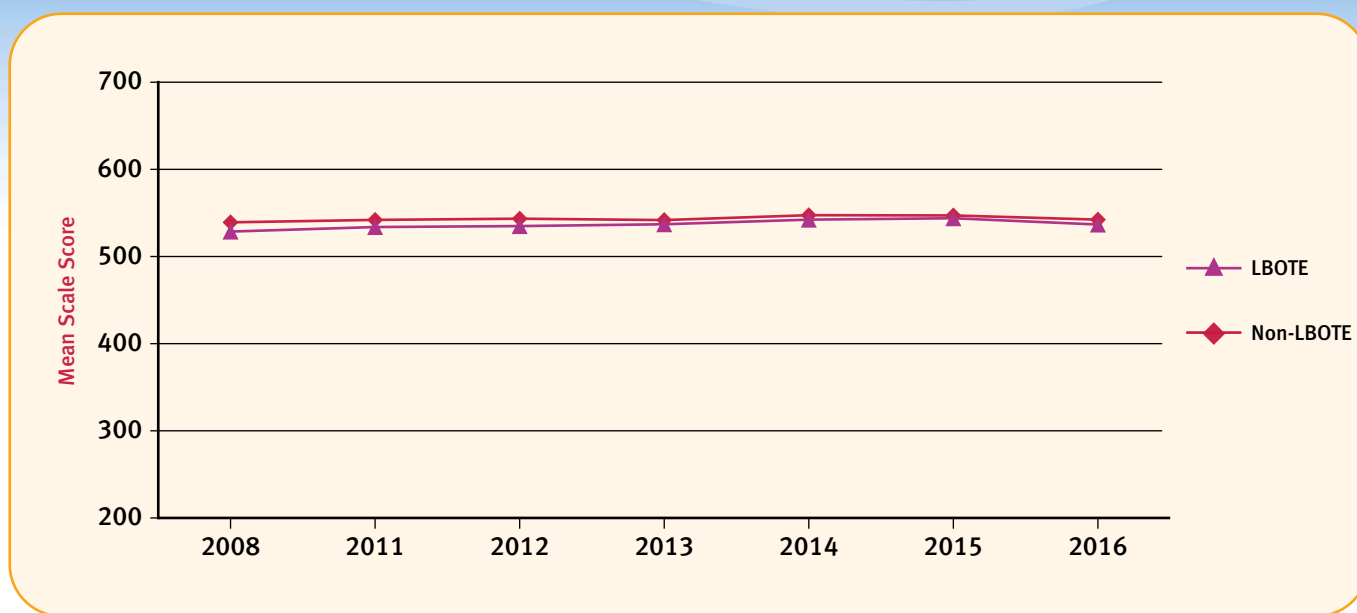


Table TS.R12: Achievement of Year 7 Students in Reading by LBOTE Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
LBOTE	Mean / (S.D.)	528.6 (75.2)	533.8 (73.6)	534.9 (75.1)	537.0 (73.8)	542.3 (76.3)	543.9 (72.9)	536.7 (74.4)	■	■
	% at or above NMS	90.8	92.0	91.4	91.7	92.4	93.9	92.4	■	■
Non-LBOTE	Mean / (S.D.)	539.2 (65.9)	542.0 (65.6)	543.4 (66.0)	541.8 (63.8)	547.4 (66.5)	547.1 (65.3)	542.3 (65.0)	■	■
	% at or above NMS	95.2	95.4	94.9	95.0	95.6	96.0	95.3	■	■

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, 2011–2016.

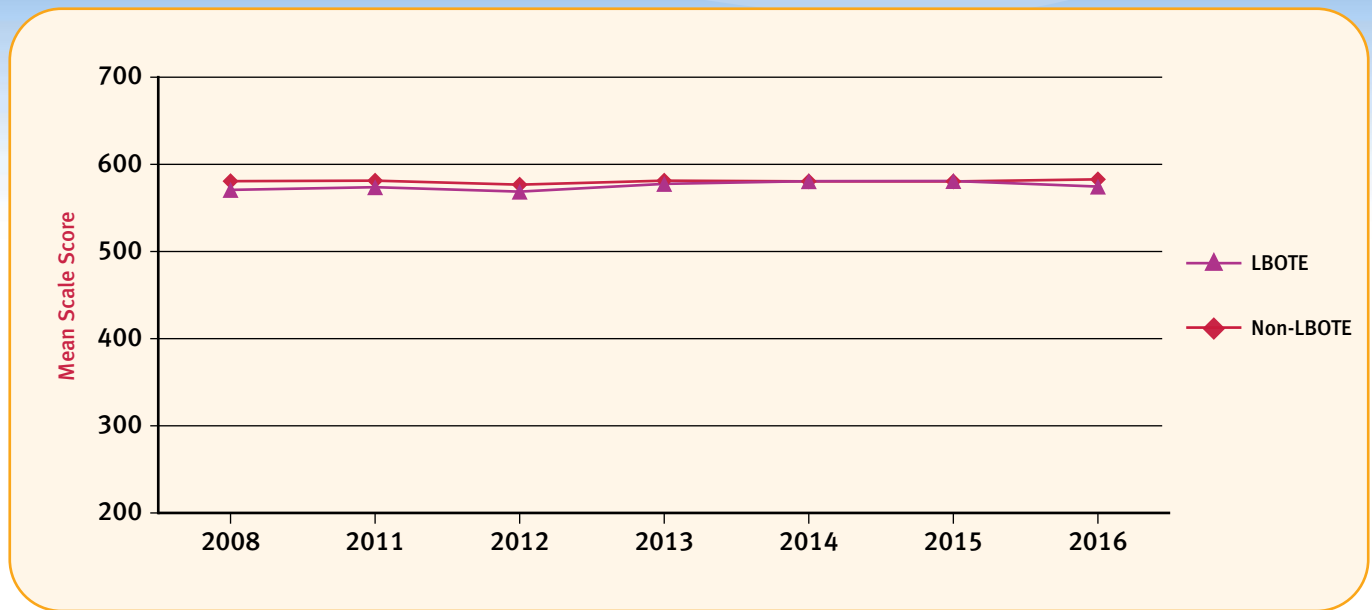


Table TS.R13: Achievement of Year 9 Students in Reading by LBOTE Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
LBOTE	Mean / (S.D.)	570.7 (71.9)	573.8 (71.9)	568.7 (73.2)	577.6 (68.3)	580.7 (74.5)	580.9 (74.2)	574.5 (71.5)	■	■
	% at or above NMS	90.0	89.0	87.6	91.3	89.9	90.4	89.6	■	■
Non-LBOTE	Mean / (S.D.)	580.7 (65.3)	581.3 (64.3)	576.7 (64.8)	581.3 (61.9)	580.5 (65.4)	580.4 (65.2)	582.8 (63.6)	■	■
	% at or above NMS	93.9	93.4	92.5	94.0	92.8	93.0	93.8	■	■

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, 2011–2016.

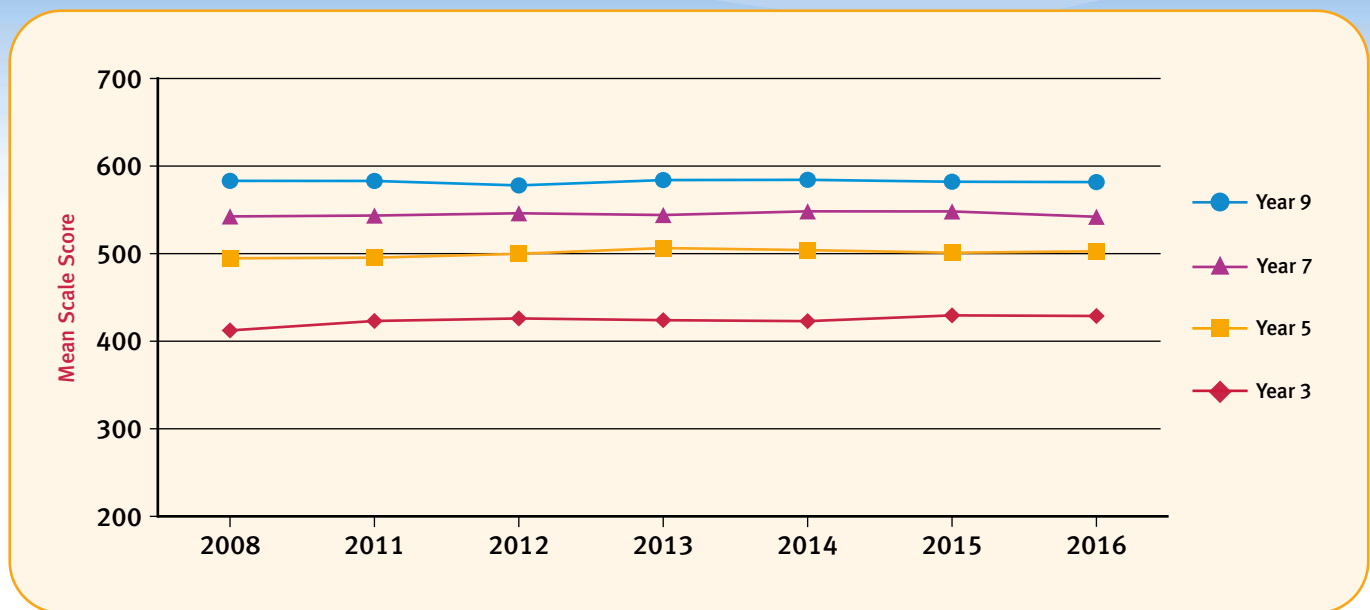


Table TS.R14: Achievement of Students in Reading, NSW, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	583.1 (66.9)	583.0 (67.8)	577.9 (67.5)	584.0 (64.1)	584.3 (69.1)	582.1 (69.3)	581.7 (66.8)	■	■
	% at or above NMS	94.4	93.0	91.9	94.1	92.6	92.6	93.1	■	■
Year 7	Mean / (S.D.)	542.5 (69.0)	543.5 (69.9)	546.1 (70.4)	544.1 (67.5)	548.3 (69.9)	548.2 (68.3)	542.1 (67.7)	■	■
	% at or above NMS	95.4	95.0	94.7	94.7	95.4	95.9	95.2	■	■
Year 5	Mean / (S.D.)	494.7 (74.9)	495.4 (75.8)	499.8 (77.1)	506.4 (65.0)	504.0 (77.8)	501.0 (78.8)	502.7 (77.1)	■	■
	% at or above NMS	93.5	93.1	92.9	96.8	93.7	93.8	93.5	■	■
Year 3	Mean / (S.D.)	412.3 (80.1)	423.1 (85.4)	426.0 (86.5)	424.0 (79.1)	422.9 (84.2)	429.5 (86.1)	428.8 (84.6)	△	■
	% at or above NMS	95.1	95.2	94.8	96.3	94.7	95.3	95.8	■	■

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, 2011–2016.

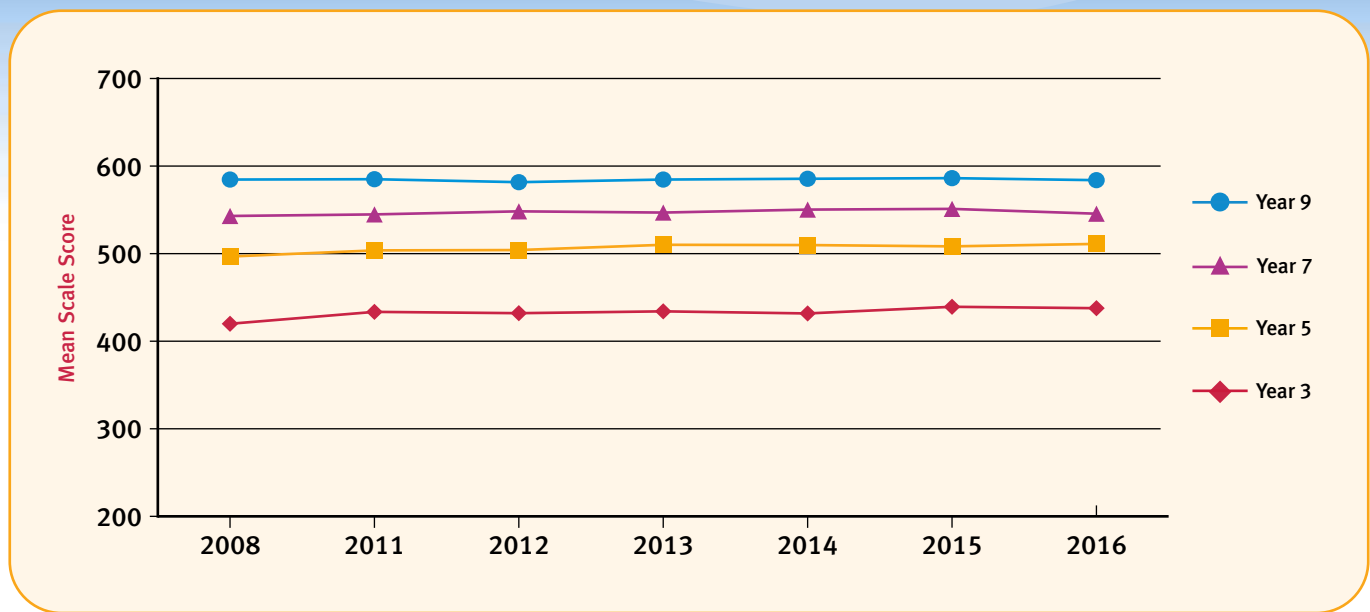


Table TS.R15: Achievement of Students in Reading, Vic, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	584.6 (62.6)	585.0 (62.3)	581.6 (64.5)	584.6 (60.6)	585.5 (64.7)	586.2 (65.0)	583.9 (62.4)	■	■
	% at or above NMS	94.7	94.0	93.0	94.3	93.3	93.5	93.4	■	■
Year 7	Mean / (S.D.)	543.0 (63.1)	544.8 (63.3)	548.3 (64.4)	546.9 (61.6)	550.3 (65.9)	551.1 (64.8)	545.6 (64.2)	■	■
	% at or above NMS	95.8	95.8	95.5	95.6	95.6	95.9	95.3	■	■
Year 5	Mean / (S.D.)	496.7 (69.3)	503.7 (70.5)	504.1 (70.6)	510.1 (61.2)	509.8 (73.1)	508.3 (75.0)	511.1 (70.8)	△	■
	% at or above NMS	93.7	94.3	94.1	96.5	94.2	94.3	94.6	■	■
Year 3	Mean / (S.D.)	419.9 (74.9)	433.5 (82.8)	432.0 (82.0)	434.1 (76.6)	431.7 (80.8)	439.3 (81.9)	437.7 (80.8)	△	■
	% at or above NMS	95.2	95.3	95.2	96.0	94.6	95.5	95.8	■	■

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, 2011–2016.

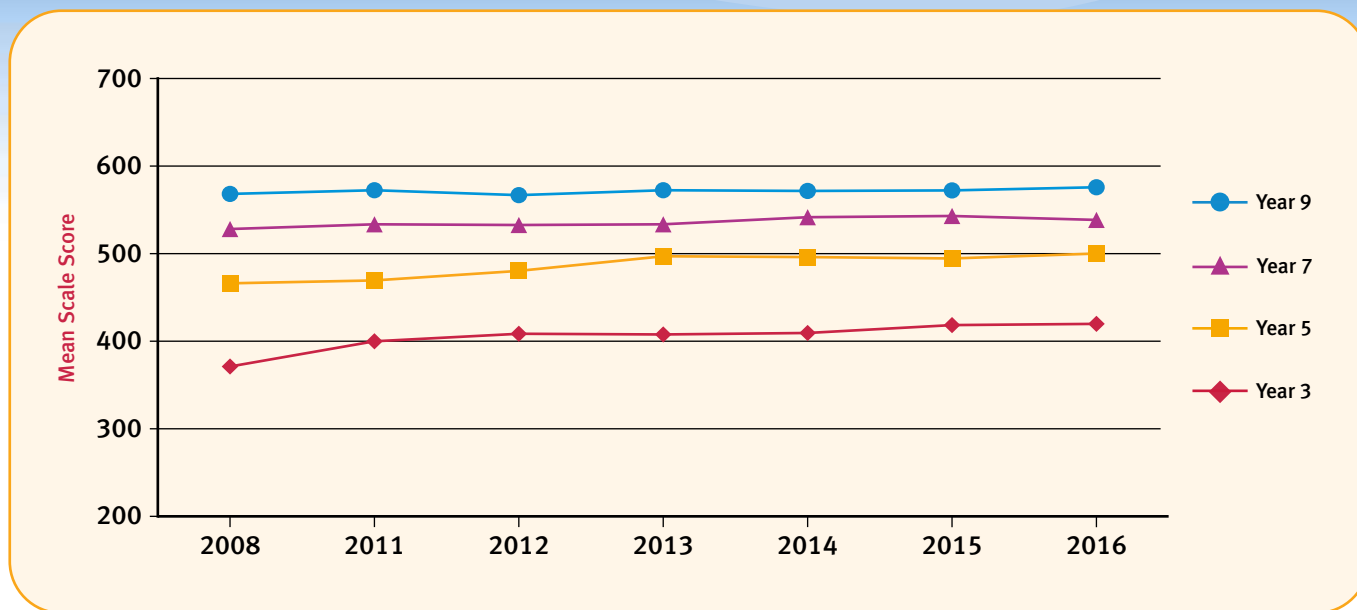


Table TS.R16: Achievement of Students in Reading, Qld, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	568.2 (68.0)	572.4 (64.2)	566.8 (63.6)	572.4 (62.0)	571.6 (64.3)	572.2 (64.5)	575.8 (65.2)	■	■
	% at or above NMS	90.5	91.6	90.5	92.7	91.3	91.8	92.4	■	■
Year 7	Mean / (S.D.)	528.1 (67.1)	533.5 (65.0)	532.7 (64.9)	533.5 (64.1)	541.6 (66.9)	543.0 (64.5)	538.5 (66.3)	■	■
	% at or above NMS	92.9	94.3	93.3	93.6	94.4	95.8	94.6	■	■
Year 5	Mean / (S.D.)	466.1 (77.5)	469.4 (71.9)	480.3 (75.5)	497.0 (63.4)	496.1 (76.6)	494.5 (75.1)	500.1 (75.2)	▲	■
	% at or above NMS	86.9	88.6	89.1	96.2	92.8	93.8	93.4	▲	■
Year 3	Mean / (S.D.)	371.1 (84.9)	399.9 (84.6)	408.5 (87.4)	407.7 (78.8)	409.4 (84.0)	418.4 (83.7)	419.8 (85.2)	▲	■
	% at or above NMS	87.1	92.8	92.7	95.1	93.4	95.0	95.4	▲	■

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, 2011–2016.

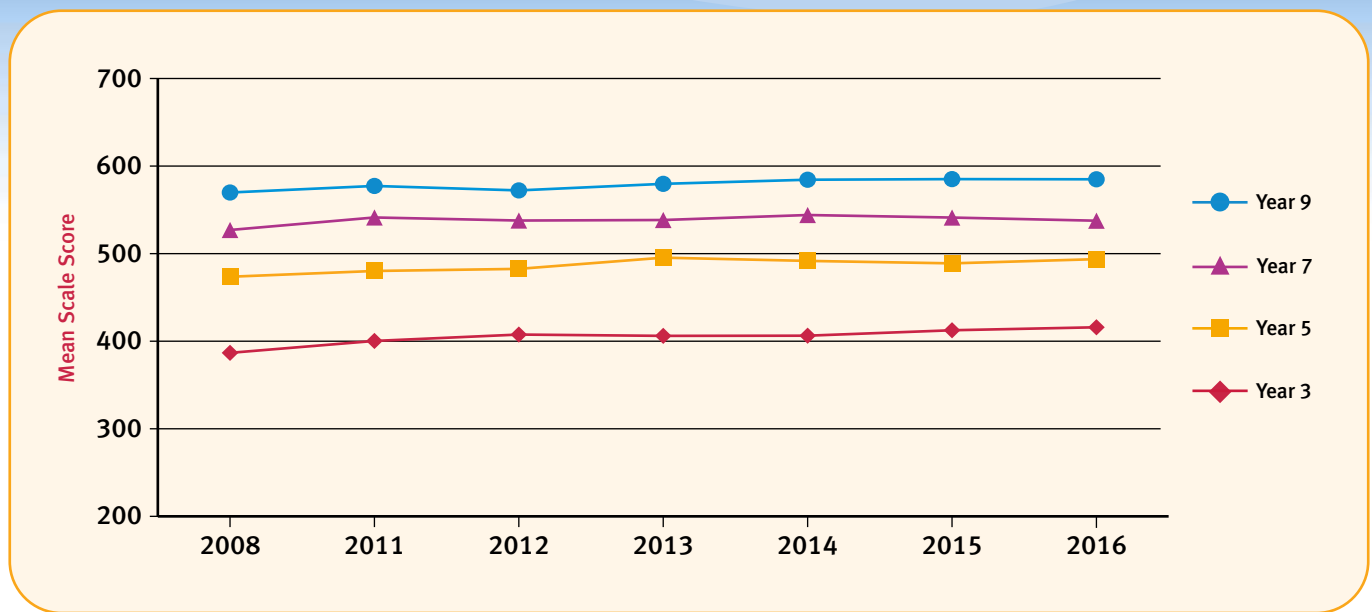


Table TS.R17: Achievement of Students in Reading, WA, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	569.8 (65.6)	577.3 (67.9)	572.2 (67.0)	579.7 (64.4)	584.4 (67.0)	585.1 (67.4)	584.9 (64.1)	△	■
	% at or above NMS	91.8	90.9	90.7	92.9	92.9	93.2	94.0	△	■
Year 7	Mean / (S.D.)	527.0 (67.0)	541.3 (67.7)	537.8 (67.4)	538.4 (66.4)	544.1 (69.0)	541.2 (67.6)	537.6 (69.0)	■	■
	% at or above NMS	92.7	94.7	93.7	93.8	94.8	94.7	93.8	■	■
Year 5	Mean / (S.D.)	473.6 (77.2)	480.2 (77.5)	482.6 (78.6)	495.4 (64.9)	491.7 (80.5)	488.9 (78.8)	493.7 (80.5)	△	■
	% at or above NMS	89.1	89.7	89.6	96.0	91.2	91.9	91.4	■	■
Year 3	Mean / (S.D.)	386.7 (87.7)	400.3 (87.4)	407.6 (90.7)	406.1 (81.6)	406.3 (89.5)	412.5 (90.1)	415.9 (88.1)	△	■
	% at or above NMS	89.4	92.1	91.8	94.3	91.8	93.0	93.8	△	■

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, 2011–2016.

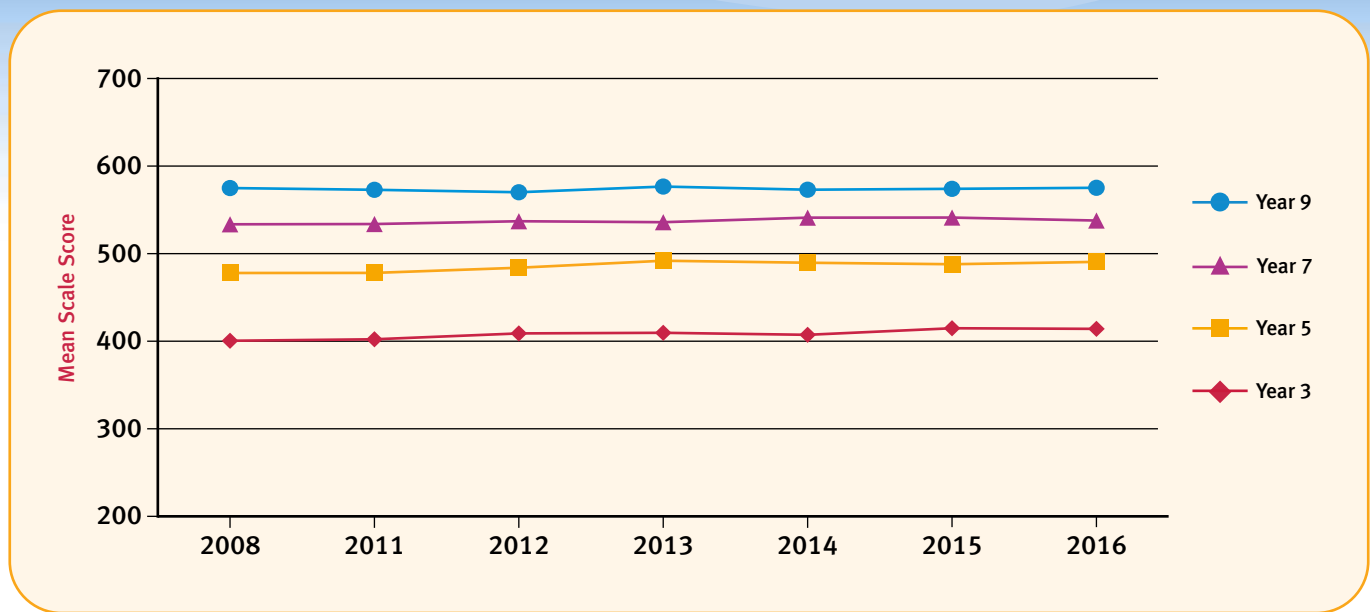


Table TS.R18: Achievement of Students in Reading, SA, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	574.9 (64.1)	572.9 (63.2)	570.1 (64.6)	576.6 (59.7)	573.0 (65.6)	574.0 (63.8)	575.2 (62.4)	■	■
	% at or above NMS	91.7	91.6	90.8	93.2	90.3	91.6	91.9	■	■
Year 7	Mean / (S.D.)	533.5 (65.2)	533.8 (63.4)	537.0 (65.2)	535.9 (64.0)	541.1 (65.1)	541.2 (64.4)	537.8 (64.0)	■	■
	% at or above NMS	93.4	94.2	93.7	94.0	95.0	95.0	94.2	■	■
Year 5	Mean / (S.D.)	477.9 (71.3)	478.0 (73.6)	483.9 (73.7)	491.9 (60.9)	489.6 (75.6)	487.9 (76.6)	490.6 (75.4)	■	■
	% at or above NMS	89.9	90.1	90.7	95.7	91.6	91.7	91.5	■	■
Year 3	Mean / (S.D.)	400.5 (80.5)	402.2 (85.7)	408.9 (85.0)	409.6 (78.9)	407.3 (86.3)	414.8 (85.2)	414.1 (82.4)	■	■
	% at or above NMS	91.5	92.0	92.6	94.3	91.8	93.4	93.4	■	■

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, 2011–2016.

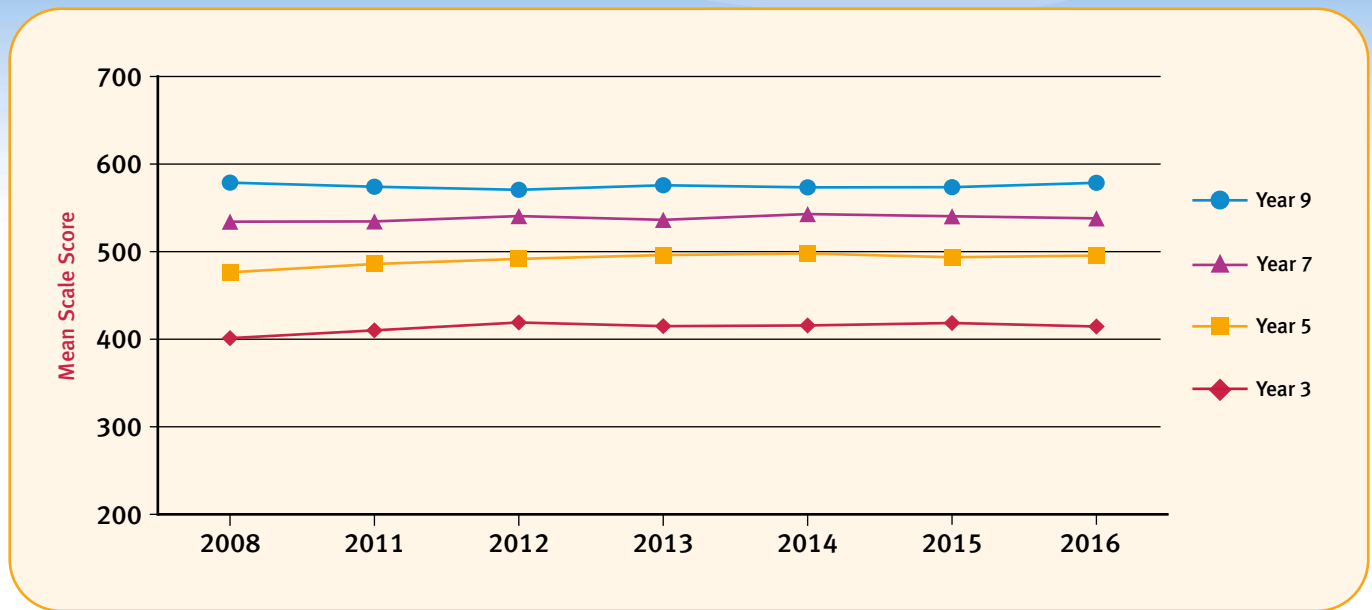


Table TS.R19: Achievement of Students in Reading, Tas, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	578.8 (67.9)	574.1 (68.2)	570.6 (69.0)	575.8 (65.5)	573.4 (68.6)	573.6 (67.2)	578.6 (65.8)	■	■
	% at or above NMS	93.0	90.6	89.9	91.8	90.5	91.4	92.7	■	■
Year 7	Mean / (S.D.)	534.2 (68.5)	534.5 (69.0)	540.6 (69.9)	536.3 (67.7)	542.9 (69.1)	540.4 (69.2)	538.0 (70.1)	■	■
	% at or above NMS	93.9	93.2	93.9	93.7	94.7	94.7	93.7	■	■
Year 5	Mean / (S.D.)	476.4 (75.8)	485.9 (81.4)	491.7 (80.7)	496.1 (67.7)	497.9 (83.9)	493.6 (82.8)	495.5 (81.2)	▲	■
	% at or above NMS	89.7	90.0	90.7	95.5	91.3	92.1	90.8	■	■
Year 3	Mean / (S.D.)	401.2 (84.2)	410.1 (93.6)	419.1 (94.0)	414.9 (86.7)	415.7 (93.1)	418.5 (92.7)	414.5 (87.7)	■	■
	% at or above NMS	92.8	92.4	92.9	94.6	92.1	92.9	94.0	■	■

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, 2011–2016.

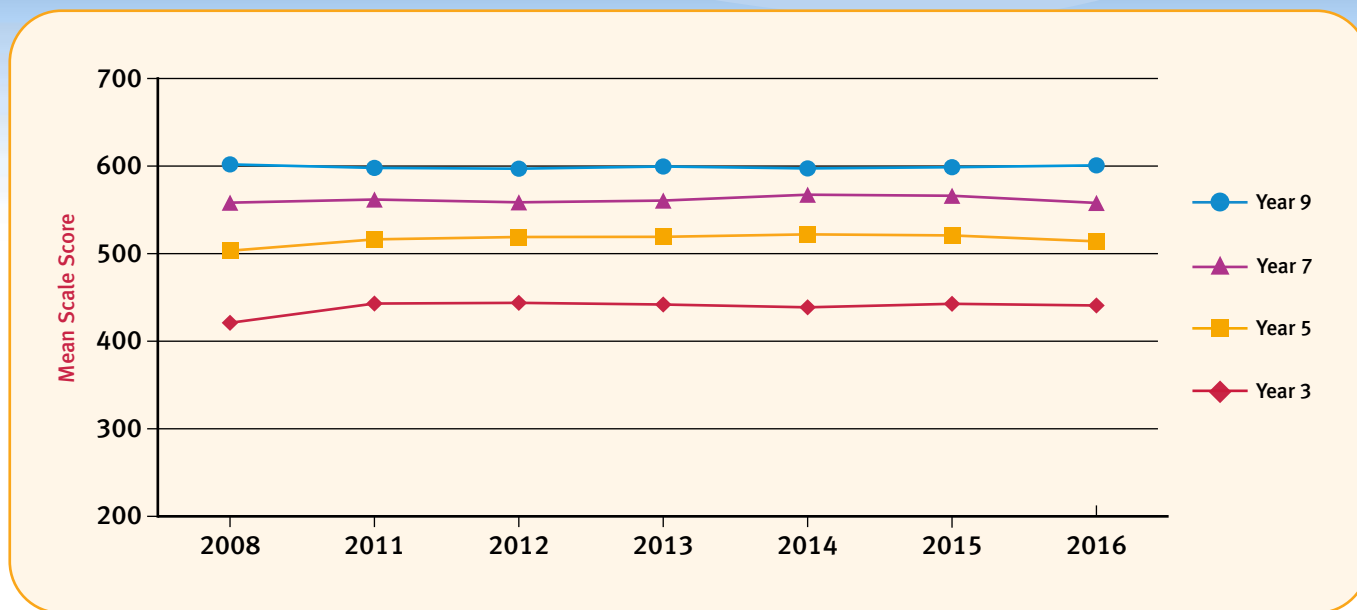


Table TS.R20: Achievement of Students in Reading, ACT, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	601.9 (68.4)	597.9 (68.8)	597.0 (68.8)	599.5 (61.3)	597.3 (68.4)	598.7 (66.9)	600.8 (65.8)	■	■
	% at or above NMS	96.6	94.4	94.7	96.0	93.9	94.0	95.2	■	■
Year 7	Mean / (S.D.)	558.2 (70.2)	561.8 (66.9)	558.6 (68.3)	560.6 (64.6)	567.3 (68.5)	566.1 (69.5)	557.9 (67.2)	■	■
	% at or above NMS	96.3	96.8	95.7	95.9	96.5	96.8	96.2	■	■
Year 5	Mean / (S.D.)	503.3 (72.2)	516.3 (74.0)	519.0 (75.5)	519.2 (63.7)	522.0 (76.9)	520.8 (79.3)	514.0 (73.3)	■	■
	% at or above NMS	94.8	94.5	94.9	97.0	95.6	95.2	95.4	■	■
Year 3	Mean / (S.D.)	421.0 (81.5)	443.0 (87.9)	443.8 (88.1)	441.9 (81.0)	438.7 (86.4)	442.7 (90.1)	440.8 (85.2)	△	■
	% at or above NMS	94.4	95.6	96.0	96.1	95.4	95.2	96.3	△	■

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, 2011–2016.

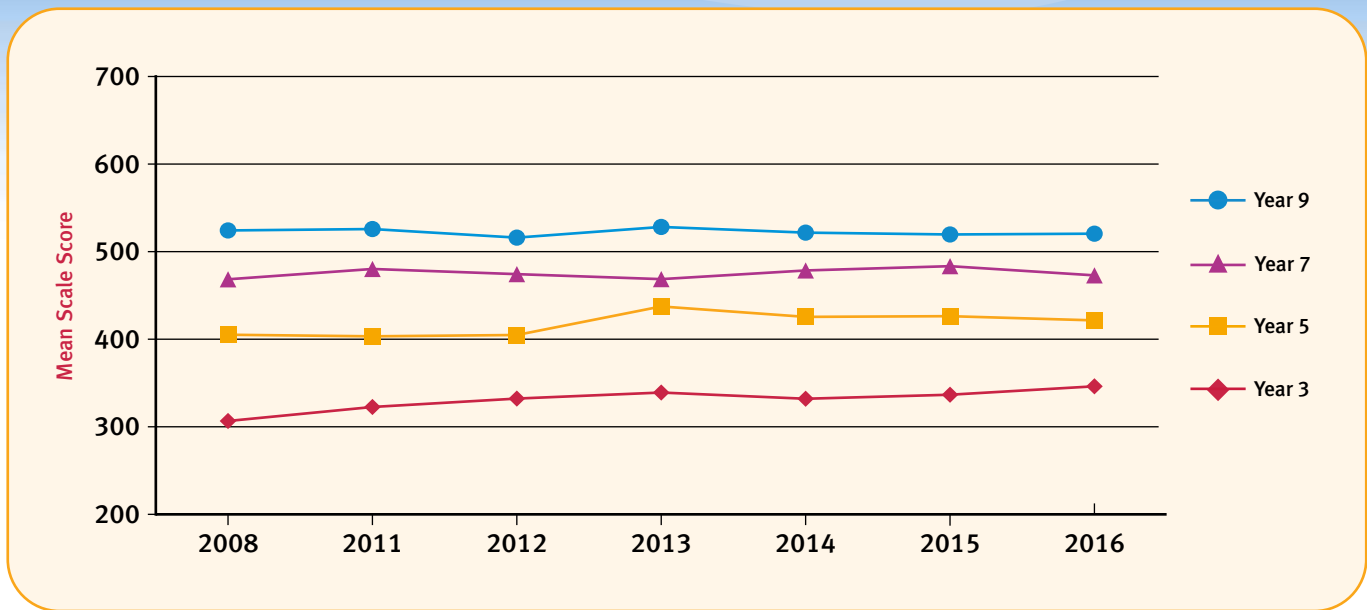


Table TS.R21: Achievement of Students in Reading, NT, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	524.2 (101.8)	525.8 (93.8)	516.0 (101.2)	528.2 (92.2)	521.7 (104.8)	519.6 (94.6)	520.5 (102.9)	■	■
	% at or above NMS	69.9	69.1	65.3	70.5	68.8	66.2	68.3	■	■
Year 7	Mean / (S.D.)	468.4 (107.7)	480.2 (98.1)	474.3 (107.4)	468.6 (104.6)	478.5 (102.9)	483.4 (96.8)	472.9 (109.0)	■	■
	% at or above NMS	67.1	71.0	69.0	65.7	69.1	72.4	68.4	■	■
Year 5	Mean / (S.D.)	405.1 (123.3)	403.3 (118.5)	404.8 (131.7)	437.4 (91.8)	425.5 (112.8)	426.3 (110.2)	421.5 (133.9)	■	■
	% at or above NMS	62.5	61.8	61.3	73.7	66.4	67.7	64.4	■	■
Year 3	Mean / (S.D.)	306.6 (134.1)	322.6 (125.1)	332.2 (126.6)	339.1 (110.1)	332.0 (136.2)	336.6 (122.9)	346.2 (128.3)	△	■
	% at or above NMS	62.7	67.6	68.9	74.3	67.0	71.1	73.8	△	■

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, 2011–2016.

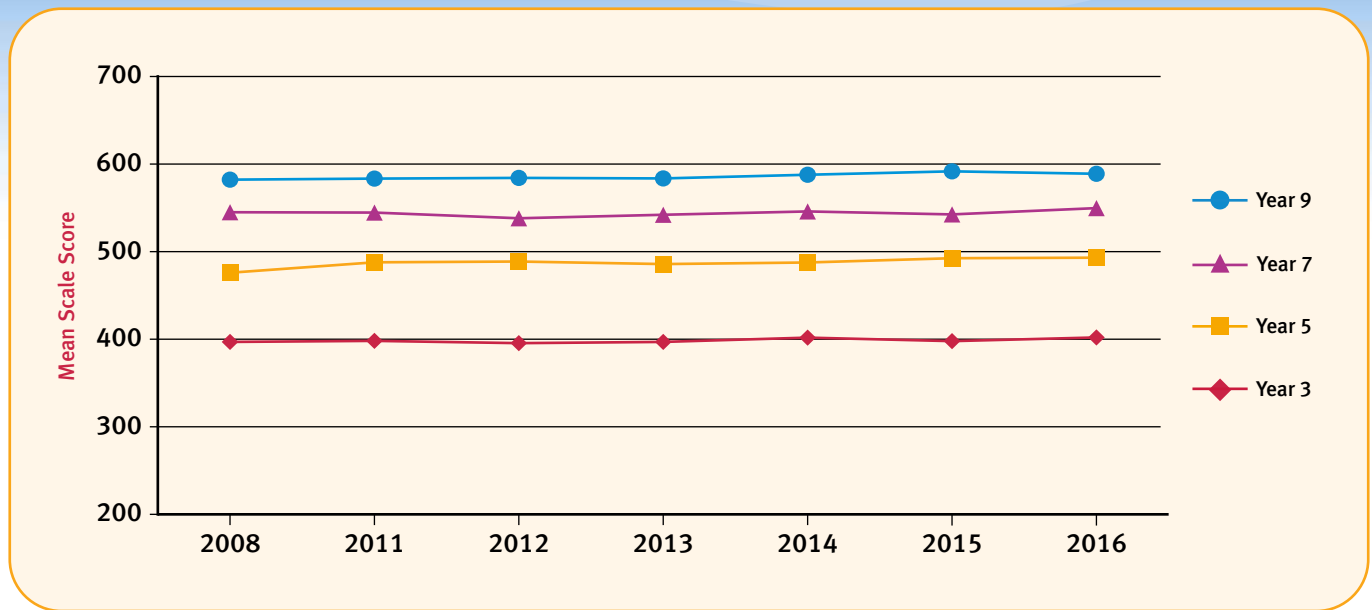


Table TS.N1: Achievement of Students in Numeracy, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	582.2 (70.2)	583.4 (72.1)	584.2 (72.4)	583.6 (82.2)	587.8 (70.9)	591.7 (67.8)	588.9 (66.8)	■	■
	% at or above NMS	93.6	93.0	93.7	90.6	94.1	95.7	95.2	■	■
Year 7	Mean / (S.D.)	545.0 (73.2)	544.6 (73.7)	538.1 (73.9)	542.1 (71.4)	545.9 (73.0)	542.5 (68.6)	549.7 (70.4)	■	■
	% at or above NMS	95.4	94.5	93.8	95.0	95.1	95.9	95.5	■	■
Year 5	Mean / (S.D.)	475.9 (68.8)	487.8 (68.2)	488.7 (70.9)	485.8 (71.5)	487.6 (69.0)	492.5 (68.0)	493.1 (70.6)	▲	■
	% at or above NMS	92.7	94.4	93.3	93.4	93.5	95.1	94.3	■	■
Year 3	Mean / (S.D.)	396.9 (70.4)	398.1 (70.6)	395.5 (72.6)	396.9 (65.8)	401.8 (73.0)	397.8 (74.3)	402.0 (73.4)	■	■
	% at or above NMS	95.0	95.6	93.9	95.7	94.6	94.4	95.5	■	■

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

NAPLAN Numeracy

Figure TS.N2: Achievement of Year 3 Students in Numeracy by Sex, Australia, 2008, 2011–2016.

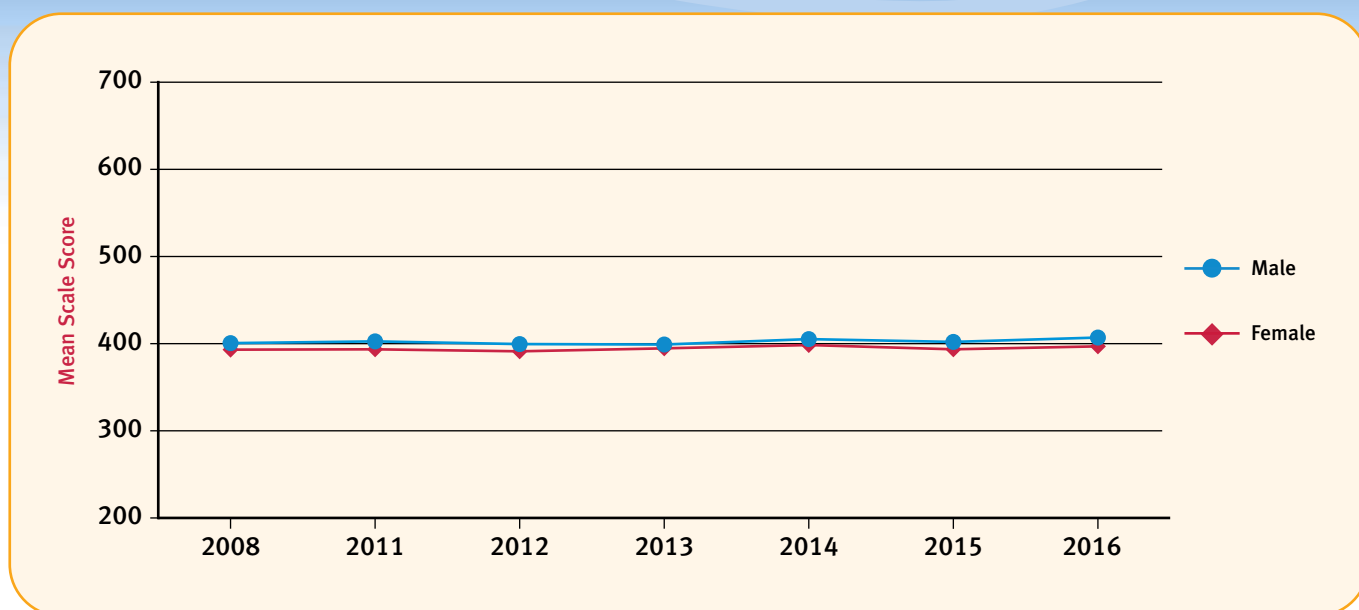


Table TS.N2: Achievement of Year 3 Students in Numeracy by Sex, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Male	Mean / (S.D.)	400.6 (72.8)	402.6 (73.0)	399.5 (75.0)	399.0 (68.4)	405.2 (74.9)	402.0 (76.3)	407.0 (75.3)	■	■
	% at or above NMS	94.6	95.2	93.3	95.0	94.2	94.1	95.1	■	■
Female	Mean / (S.D.)	393.1 (67.6)	393.5 (67.6)	391.2 (69.8)	394.6 (63.0)	398.4 (70.9)	393.5 (71.9)	396.9 (71.0)	■	■
	% at or above NMS	95.5	96.0	94.6	96.5	95.1	94.8	96.0	■	■

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

NAPLAN Numeracy

Figure TS.N3: Achievement of Year 5 Students in Numeracy by Sex, Australia, 2008, 2011–2016.

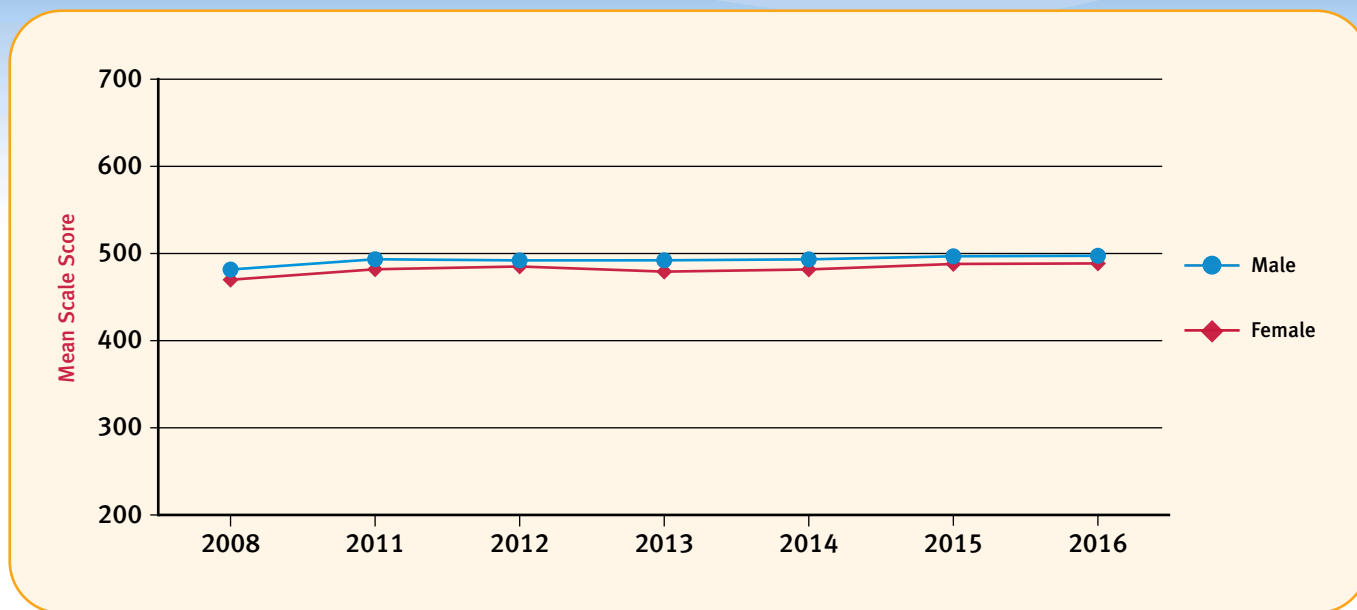


Table TS.N3: Achievement of Year 5 Students in Numeracy by Sex, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Male	Mean / (S.D.)	481.6 (70.5)	493.4 (70.6)	492.1 (73.1)	492.2 (74.0)	493.3 (71.3)	496.8 (70.6)	497.4 (73.0)	△	■
	% at or above NMS	92.8	94.1	92.6	93.3	93.1	94.5	93.9	■	■
Female	Mean / (S.D.)	469.9 (66.4)	481.9 (65.0)	485.1 (68.3)	479.2 (68.3)	481.7 (65.9)	488.0 (64.9)	488.6 (67.6)	△	■
	% at or above NMS	92.5	94.6	94.0	93.4	93.8	95.7	94.7	△	■

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, 2011–2016.

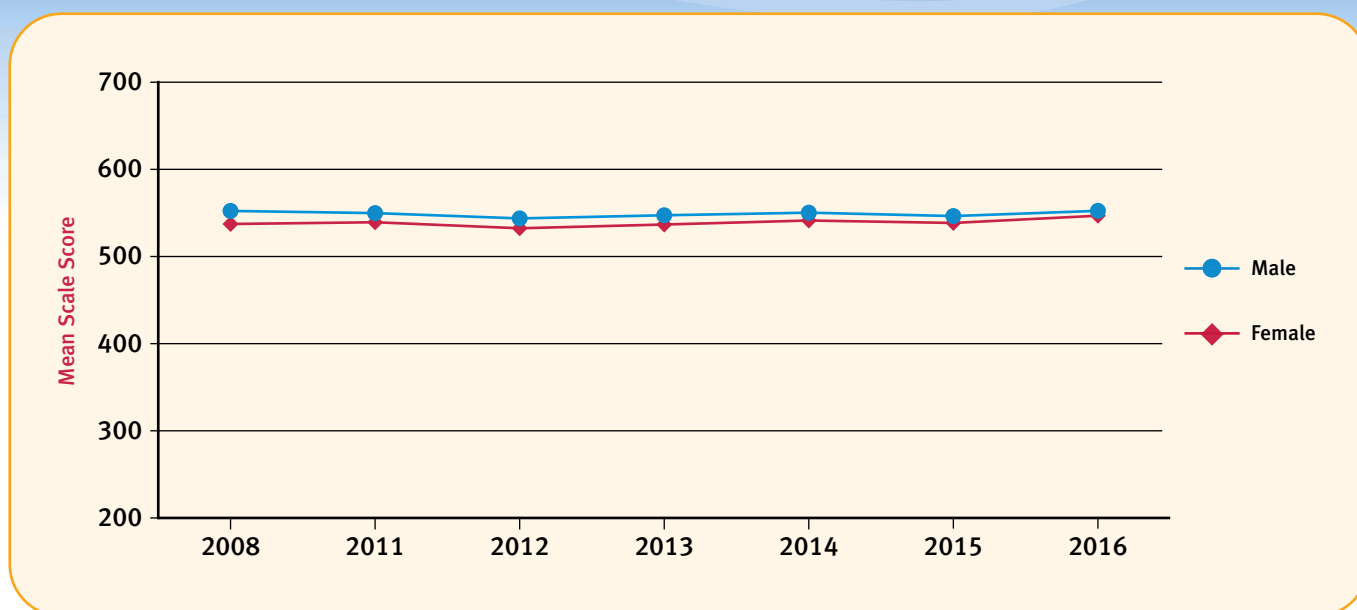


Table TS.N4: Achievement of Year 7 Students in Numeracy by Sex, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Male	Mean / (S.D.)	552.3 (75.8)	549.8 (76.4)	543.7 (76.9)	547.3 (73.9)	550.3 (75.6)	546.4 (71.4)	552.4 (73.2)	■	■
	% at or above NMS	95.4	94.3	93.5	94.7	94.8	95.4	94.8	■	■
Female	Mean / (S.D.)	537.3 (69.6)	539.3 (70.5)	532.4 (70.0)	536.7 (68.2)	541.3 (69.7)	538.5 (65.3)	546.8 (67.2)	■	■
	% at or above NMS	95.3	94.7	94.1	95.3	95.5	96.4	96.2	■	■

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, 2011–2016.

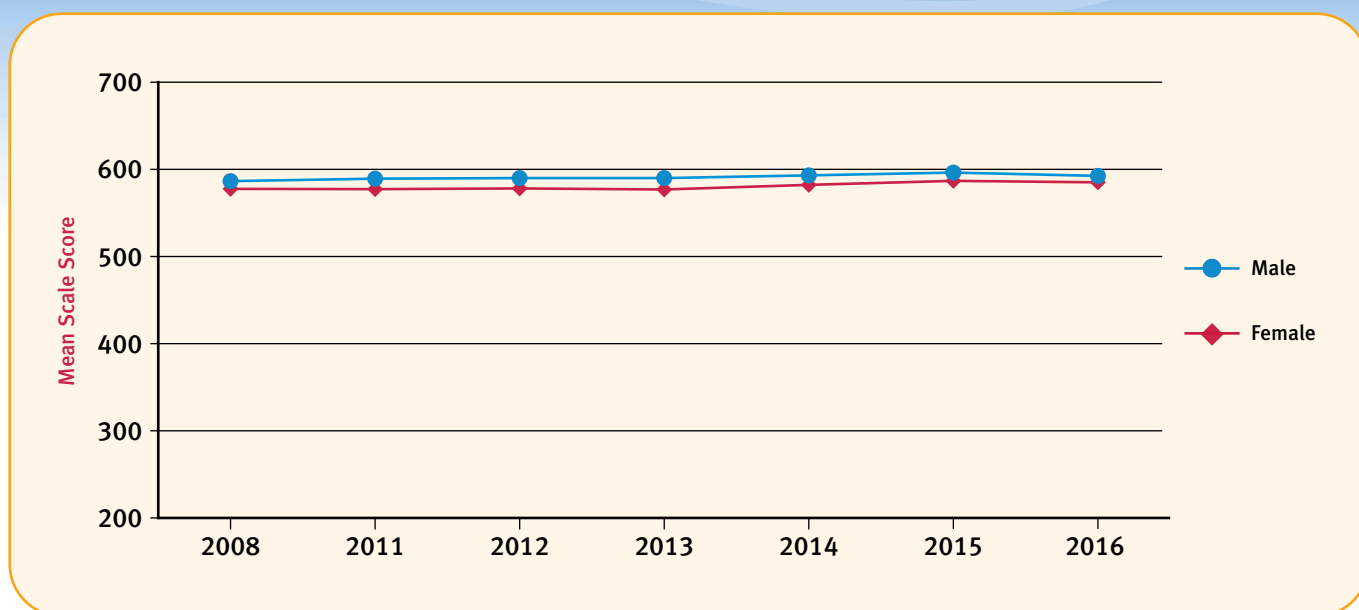


Table TS.N5: Achievement of Year 9 Students in Numeracy by Sex, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Male	Mean / (S.D.)	586.5 (72.0)	589.3 (74.7)	590.0 (74.7)	590.0 (84.6)	593.1 (73.1)	596.3 (70.0)	592.5 (69.5)	■	■
	% at or above NMS	93.7	93.0	93.9	90.9	94.0	95.4	94.7	■	■
Female	Mean / (S.D.)	577.6 (68.1)	577.3 (68.7)	578.1 (69.4)	576.9 (79.2)	582.2 (68.2)	586.8 (65.1)	585.1 (63.5)	■	■
	% at or above NMS	93.6	93.0	93.5	90.1	94.3	95.9	95.7	△	■

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, 2011–2016.

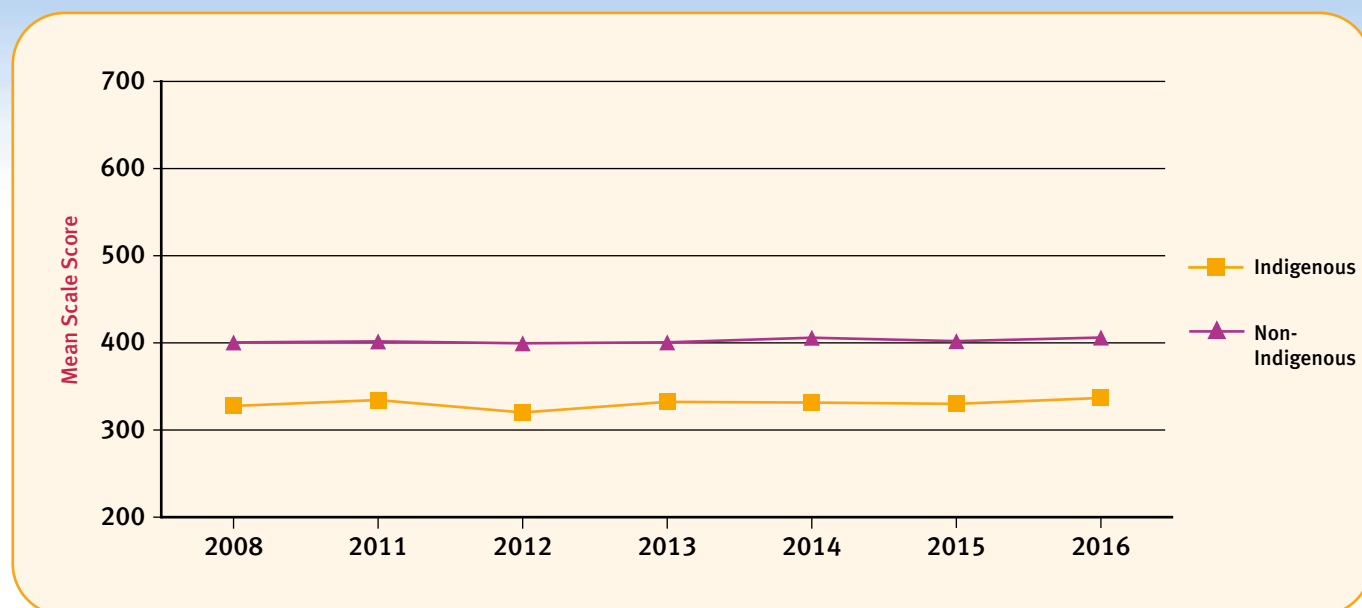


Table TS.N6: Achievement of Year 3 Students in Numeracy by Indigenous Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Indigenous	Mean / (S.D.)	327.6 (70.6)	334.4 (65.0)	320.1 (75.0)	332.3 (65.5)	331.5 (74.4)	330.0 (72.3)	336.8 (71.3)	■	■
	% at or above NMS	78.6	83.6	72.7	81.6	78.2	78.2	82.6	■	■
Non-Indigenous	Mean / (S.D.)	400.5 (68.4)	401.7 (69.1)	399.5 (70.2)	400.6 (63.9)	405.9 (70.8)	402.0 (72.4)	406.1 (71.6)	■	■
	% at or above NMS	96.0	96.4	95.1	96.6	95.7	95.5	96.4	■	■

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, 2011–2016.

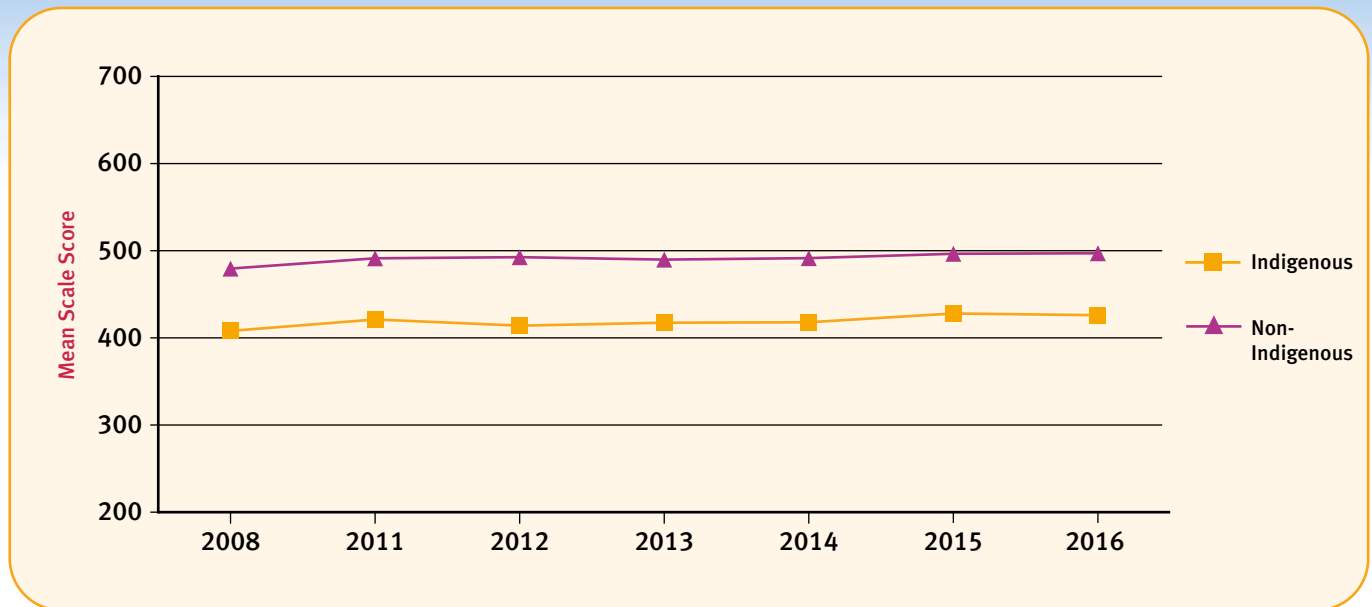


Table TS.N7: Achievement of Year 5 Students in Numeracy by Indigenous Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Indigenous	Mean / (S.D.)	408.0 (65.8)	421.1 (64.0)	414.0 (73.6)	417.4 (66.0)	417.9 (69.3)	428.0 (64.5)	426.0 (67.7)	▲	■
	% at or above NMS	69.2	75.2	69.2	73.0	71.1	78.6	76.1	▲	■
Non-Indigenous	Mean / (S.D.)	479.5 (66.9)	491.3 (66.4)	492.6 (68.5)	489.8 (69.8)	491.5 (66.8)	496.5 (66.2)	497.1 (68.6)	▲	■
	% at or above NMS	94.0	95.5	94.6	94.6	94.8	96.1	95.5	■	■

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

NAPLAN Numeracy

Figure TS.N8: Achievement of Year 7 Students in Numeracy by Indigenous Status, Australia, 2008, 2011–2016.

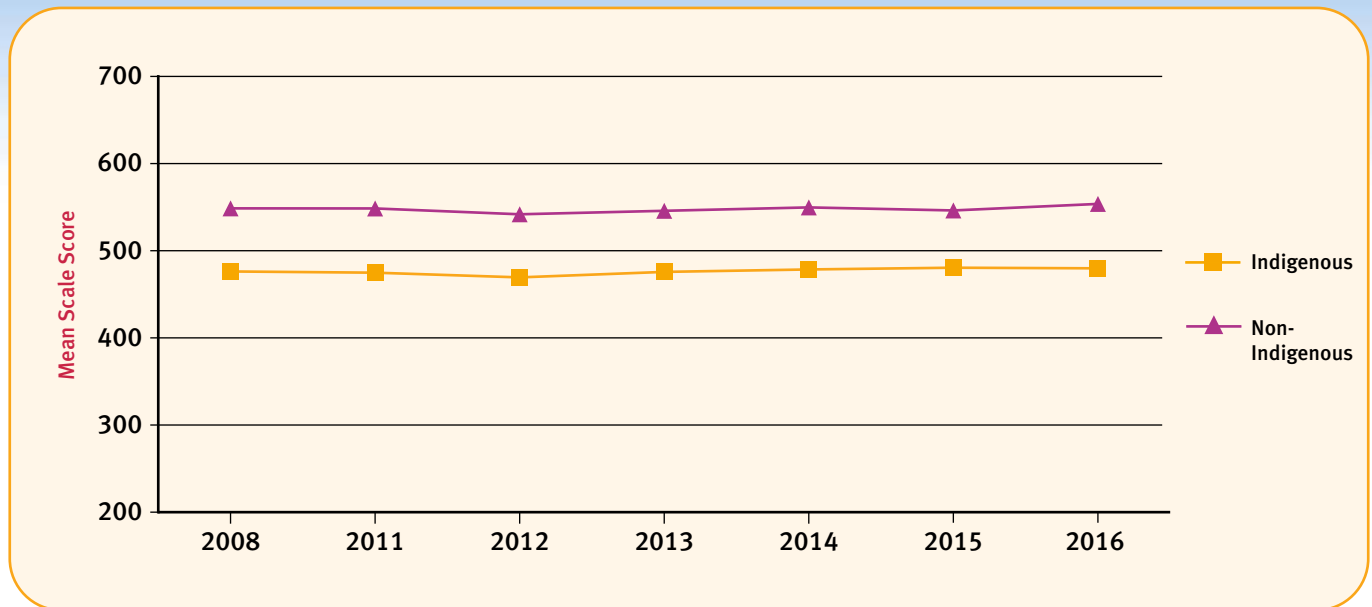


Table TS.N8: Achievement of Year 7 Students in Numeracy by Indigenous Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Indigenous	Mean / (S.D.)	476.2 (67.2)	474.8 (65.8)	469.4 (66.0)	475.7 (63.6)	478.5 (64.4)	480.5 (59.7)	479.8 (66.6)	■	■
	% at or above NMS	78.6	76.5	74.4	78.1	79.5	82.8	79.4	■	■
Non-Indigenous	Mean / (S.D.)	548.6 (71.6)	548.5 (72.1)	541.8 (72.3)	545.8 (69.9)	549.7 (71.5)	546.2 (67.3)	553.7 (68.4)	■	■
	% at or above NMS	96.4	95.5	94.9	96.0	96.1	96.7	96.5	■	■

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, 2011–2016.

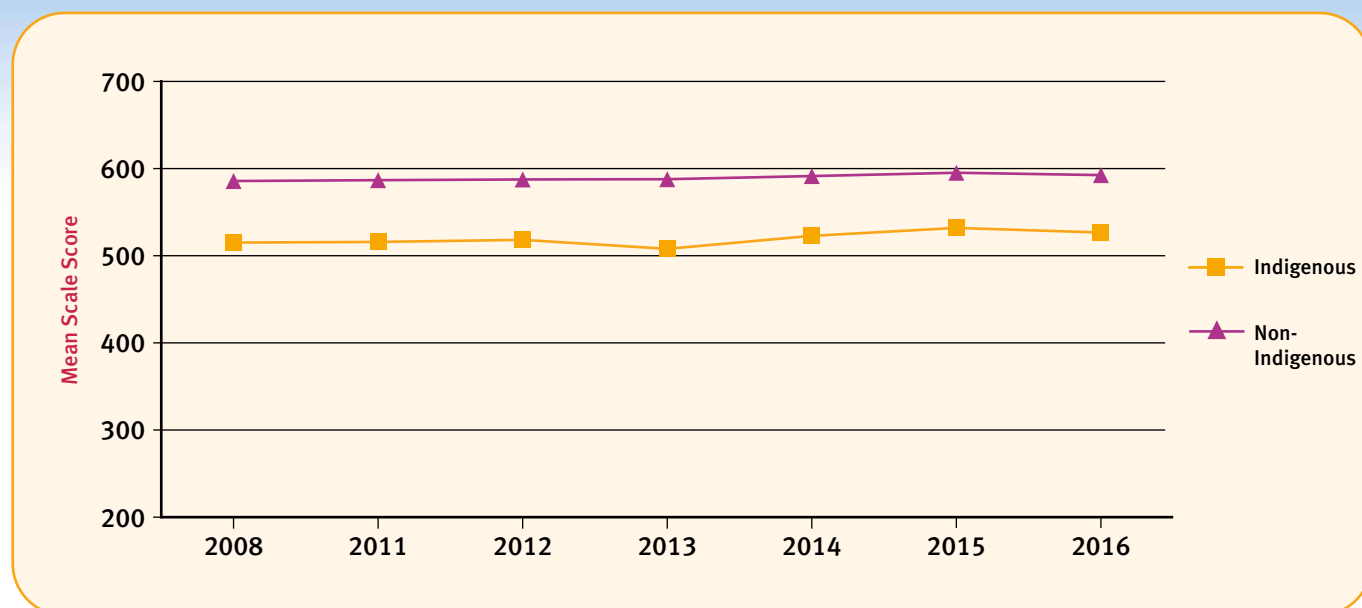


Table TS.N9: Achievement of Year 9 Students in Numeracy by Indigenous Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Indigenous	Mean / (S.D.)	515.1 (65.6)	515.8 (62.2)	518.2 (61.3)	507.9 (72.2)	522.8 (63.4)	531.9 (57.1)	526.6 (61.5)	■	■
	% at or above NMS	72.5	72.0	74.2	65.7	76.2	82.8	79.7	▲	■
Non-Indigenous	Mean / (S.D.)	585.7 (68.7)	586.7 (70.8)	587.5 (71.3)	587.8 (80.7)	591.4 (69.6)	595.2 (66.9)	592.5 (65.3)	■	■
	% at or above NMS	94.8	94.1	94.7	92.0	95.2	96.4	96.1	■	■

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, 2011–2016.

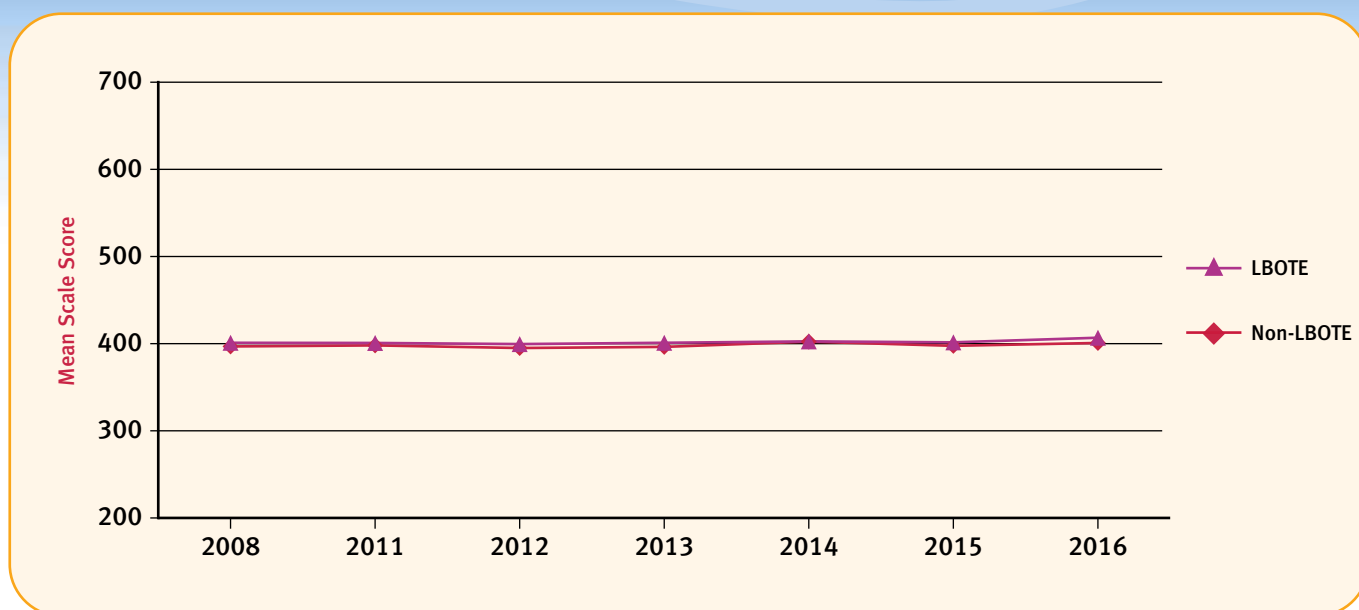


Table TS.N10: Achievement of Year 3 Students in Numeracy by LBOTE Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
LBOTE	Mean / (S.D.)	401.0 (75.1)	400.8 (74.8)	399.5 (78.5)	401.0 (71.1)	402.6 (77.7)	401.5 (80.5)	406.8 (79.8)	■	■
	% at or above NMS	93.0	94.2	92.2	94.2	92.7	93.0	94.3	■	■
Non-LBOTE	Mean / (S.D.)	396.8 (69.1)	398.0 (69.2)	395.0 (70.6)	396.3 (64.0)	402.3 (71.2)	397.5 (72.0)	400.8 (70.9)	■	■
	% at or above NMS	95.6	96.1	94.5	96.2	95.4	95.1	96.0	■	■

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, 2011–2016.

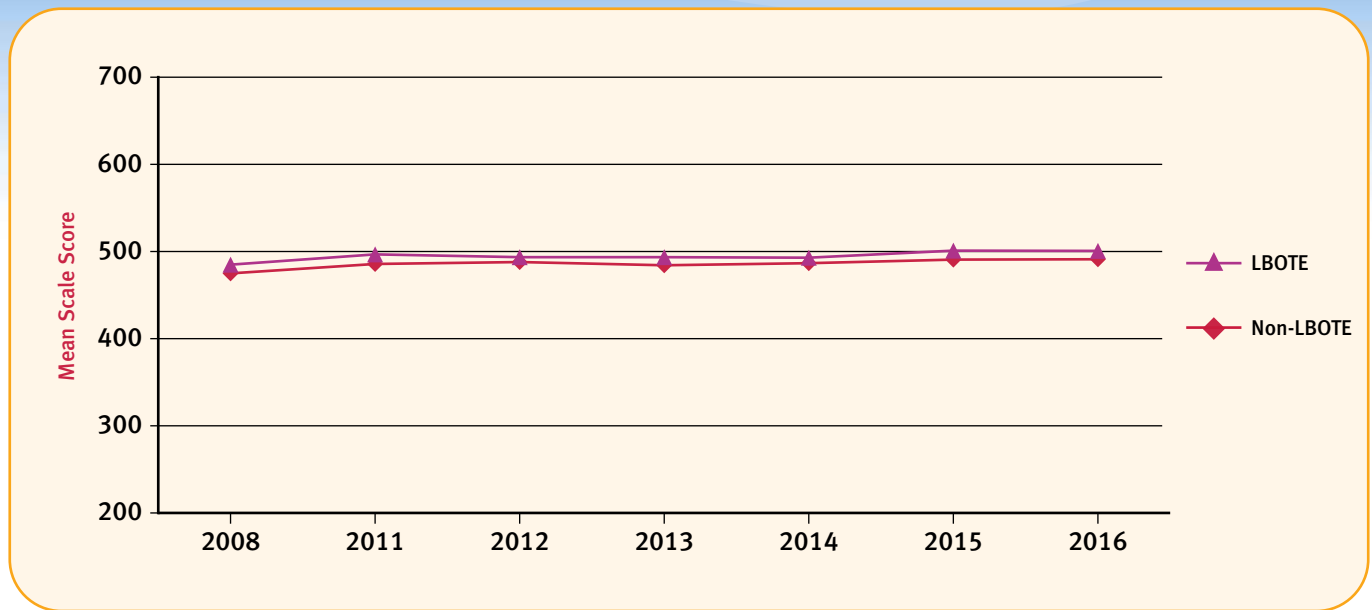


Table TS.N11: Achievement of Year 5 Students in Numeracy by LBOTE Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
LBOTE	Mean / (S.D.)	484.9 (78.9)	496.7 (77.9)	493.5 (80.1)	493.5 (81.9)	492.9 (76.5)	501.0 (76.9)	500.7 (79.6)	△	■
	% at or above NMS	90.7	92.9	91.4	91.7	91.6	93.6	93.1	△	■
Non-LBOTE	Mean / (S.D.)	474.9 (66.1)	485.7 (64.7)	487.9 (67.7)	484.2 (68.0)	486.6 (66.1)	490.7 (64.6)	491.1 (67.0)	△	■
	% at or above NMS	93.4	94.9	93.9	94.0	94.2	95.6	94.8	■	■

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, 2011–2016.

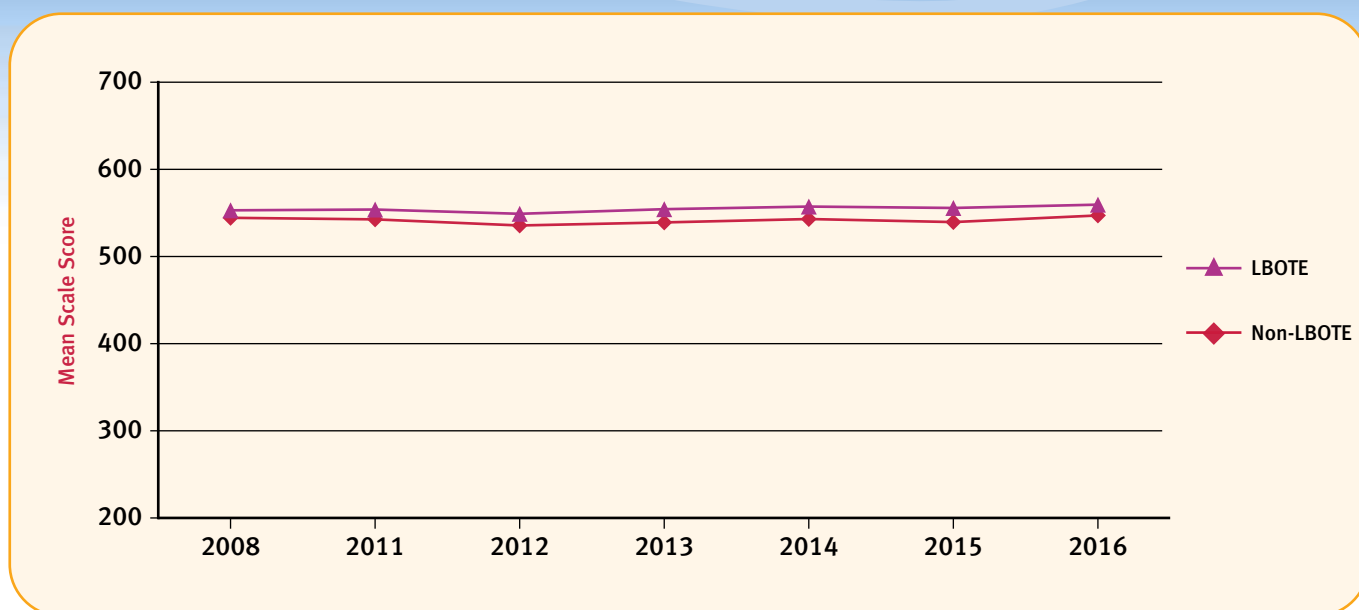


Table TS.N12: Achievement of Year 7 Students in Numeracy by LBOTE Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
LBOTE	Mean / (S.D.)	553.0 (84.8)	553.9 (87.0)	549.0 (87.6)	554.3 (85.6)	557.3 (85.5)	555.7 (80.8)	559.5 (81.7)	■	■
	% at or above NMS	93.6	92.7	92.4	93.6	93.9	95.2	94.4	■	■
Non-LBOTE	Mean / (S.D.)	544.4 (70.3)	542.6 (69.7)	535.6 (69.5)	539.1 (66.5)	543.0 (68.5)	539.5 (64.2)	547.1 (66.1)	■	■
	% at or above NMS	96.0	95.0	94.2	95.5	95.6	96.2	95.9	■	■

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, 2011–2016.

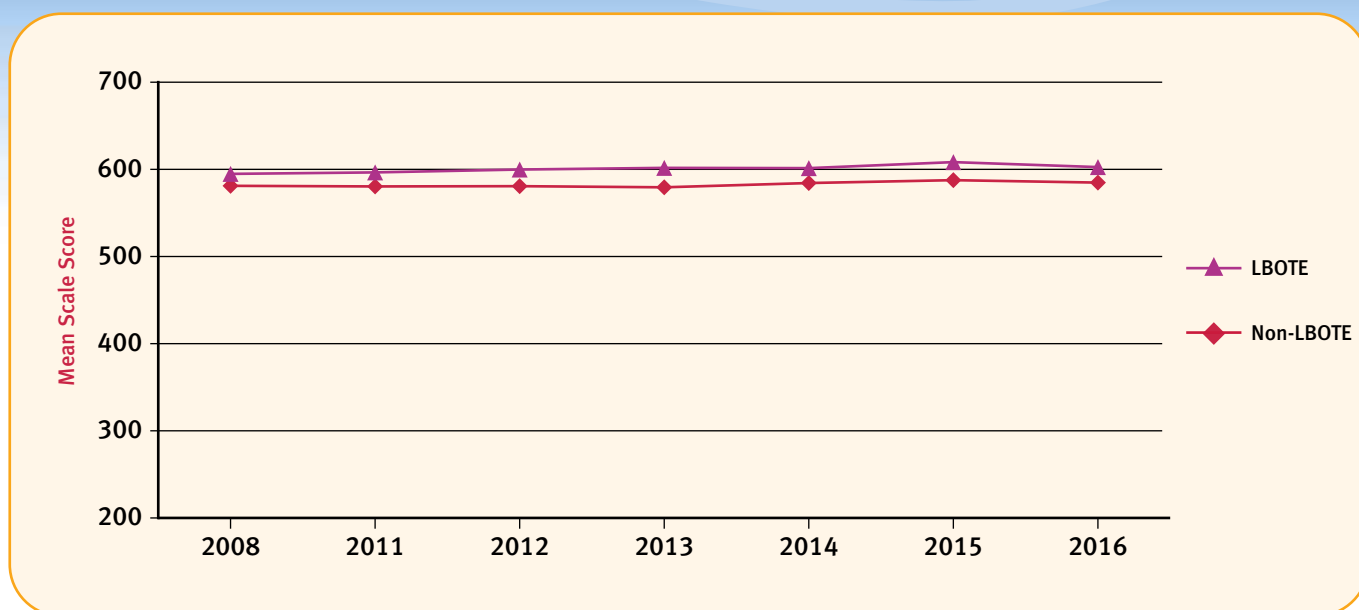


Table TS.N13: Achievement of Year 9 Students in Numeracy by LBOTE Status, Australia, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
LBOTE	Mean / (S.D.)	594.8 (80.9)	596.5 (84.5)	599.8 (86.0)	601.7 (98.5)	601.4 (83.6)	608.3 (80.3)	602.6 (78.7)	■	■
	% at or above NMS	93.0	91.6	92.8	89.8	93.2	95.3	94.4	■	■
Non-LBOTE	Mean / (S.D.)	581.1 (67.3)	580.4 (68.0)	580.7 (67.9)	579.4 (76.9)	584.3 (66.5)	587.6 (63.1)	584.8 (62.0)	■	■
	% at or above NMS	94.2	93.5	94.1	90.9	94.5	95.9	95.4	■	■

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, 2011–2016.

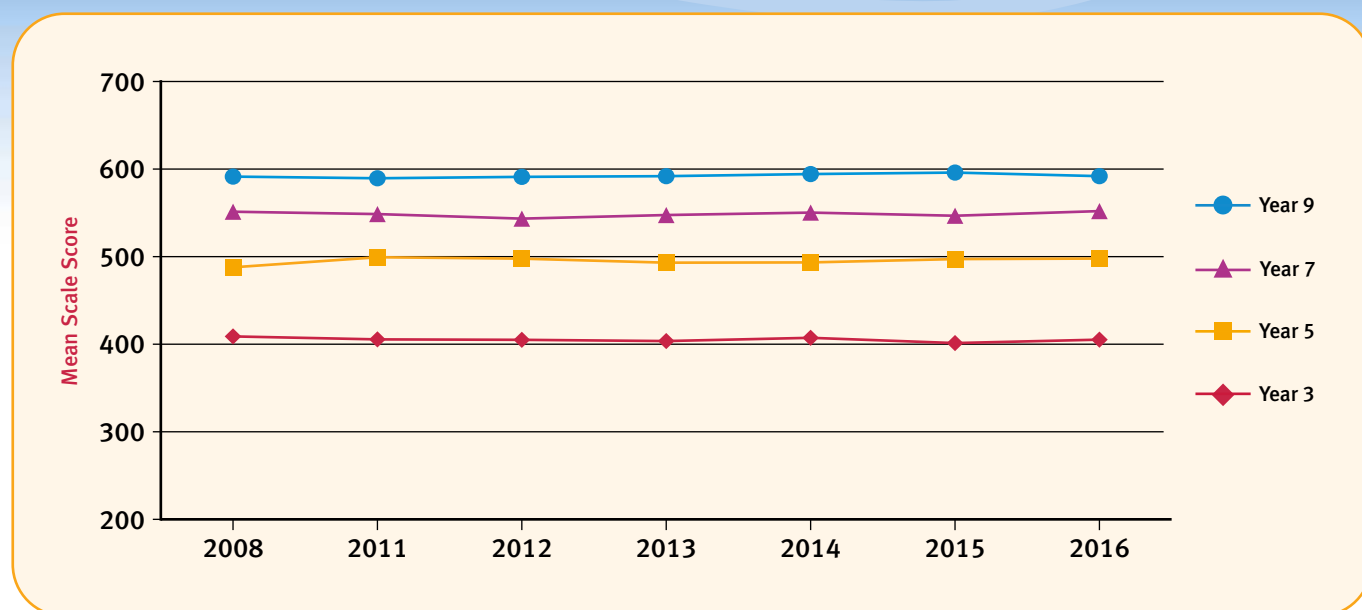


Table TS.N14: Achievement of Students in Numeracy, NSW, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	591.4 (75.1)	589.5 (78.0)	591.1 (79.1)	591.9 (90.7)	594.3 (77.2)	596.0 (73.7)	591.9 (71.5)	■	■
	% at or above NMS	94.7	93.0	93.7	90.4	94.5	95.8	95.4	■	■
Year 7	Mean / (S.D.)	551.3 (78.3)	548.6 (79.5)	543.4 (80.4)	547.5 (77.4)	550.3 (77.7)	546.7 (74.4)	552.0 (74.1)	■	■
	% at or above NMS	96.0	94.4	93.8	95.1	95.5	96.1	95.8	■	■
Year 5	Mean / (S.D.)	487.8 (72.4)	499.3 (72.5)	497.7 (73.5)	493.1 (76.8)	493.4 (71.1)	497.2 (71.5)	497.8 (74.4)	■	■
	% at or above NMS	94.4	95.4	94.5	93.9	94.3	95.4	94.7	■	■
Year 3	Mean / (S.D.)	408.9 (70.6)	405.5 (71.4)	405.0 (73.5)	403.6 (67.4)	407.3 (74.2)	401.3 (76.2)	405.2 (75.2)	■	■
	% at or above NMS	96.9	96.5	95.1	96.4	95.4	94.7	95.9	■	■

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, 2011–2016.

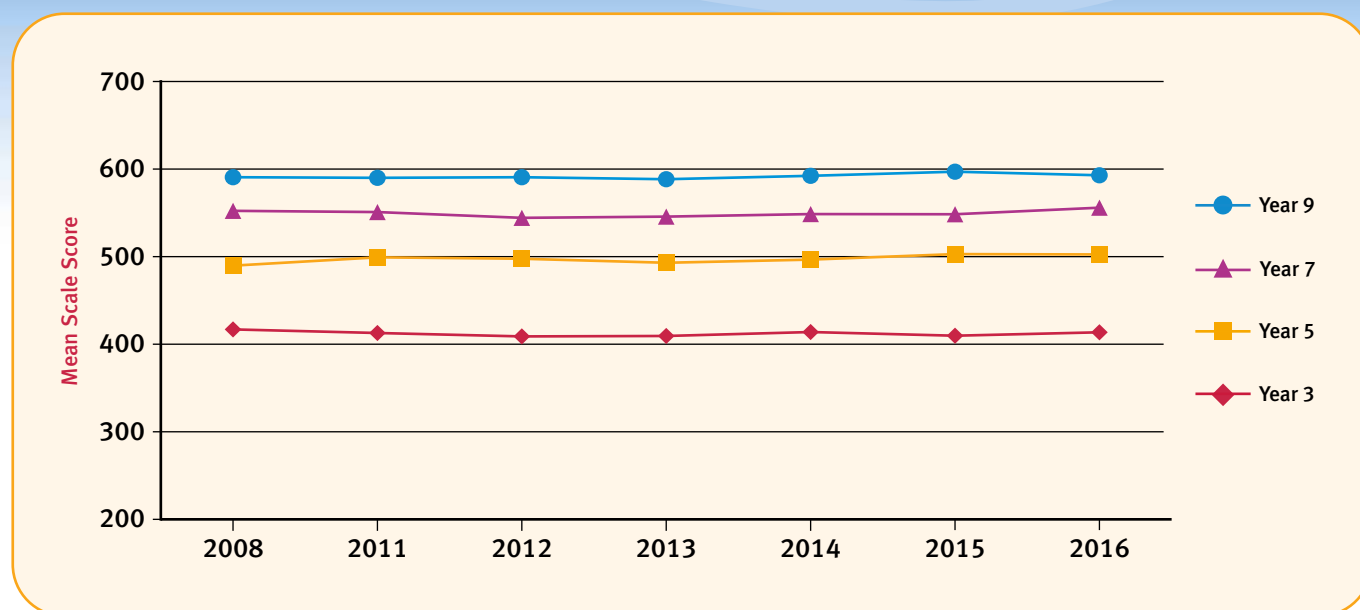


Table TS.N15: Achievement of Students in Numeracy, Vic, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	590.7 (66.6)	590.0 (68.6)	590.7 (69.7)	588.4 (77.9)	592.3 (68.7)	597.0 (67.1)	592.9 (64.3)	■	■
	% at or above NMS	95.2	94.6	95.0	92.2	94.8	95.6	95.4	■	■
Year 7	Mean / (S.D.)	552.3 (69.4)	550.9 (70.0)	544.3 (70.8)	545.7 (67.7)	548.6 (69.4)	548.4 (66.1)	555.9 (67.2)	■	■
	% at or above NMS	96.5	95.8	95.0	95.7	95.5	96.3	96.1	■	■
Year 5	Mean / (S.D.)	489.7 (65.8)	499.2 (64.7)	497.6 (65.6)	493.0 (67.5)	496.6 (65.2)	502.9 (65.1)	502.5 (67.2)	■	■
	% at or above NMS	94.6	95.6	95.0	94.4	94.7	95.8	95.3	■	■
Year 3	Mean / (S.D.)	416.9 (63.8)	412.8 (68.3)	408.9 (67.6)	409.4 (62.8)	413.9 (69.1)	409.7 (72.2)	413.6 (71.6)	■	■
	% at or above NMS	96.5	96.2	95.6	96.2	95.5	95.3	95.9	■	■

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, 2011–2016.

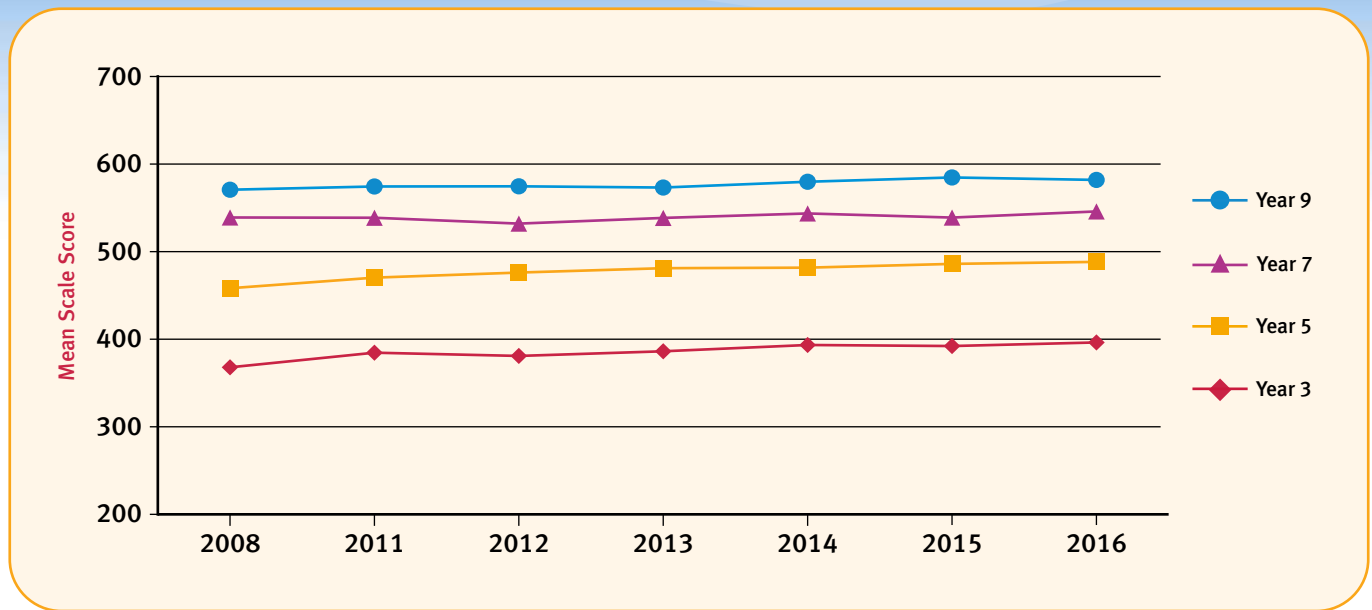


Table TS.N16: Achievement of Students in Numeracy, Qld, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	570.7 (66.2)	574.4 (65.7)	574.6 (64.4)	573.2 (74.5)	579.8 (64.1)	584.7 (59.9)	581.9 (61.3)	■	■
	% at or above NMS	92.4	92.8	93.7	90.1	94.2	96.3	95.3	△	■
Year 7	Mean / (S.D.)	539.0 (70.4)	538.7 (68.3)	532.0 (67.5)	538.5 (65.7)	543.6 (69.1)	538.9 (62.9)	545.9 (66.7)	■	■
	% at or above NMS	94.9	94.6	93.8	95.4	95.3	96.2	95.6	■	■
Year 5	Mean / (S.D.)	458.2 (62.7)	470.3 (59.8)	476.1 (66.7)	481.1 (66.7)	481.7 (66.4)	486.0 (63.4)	488.3 (67.0)	△	■
	% at or above NMS	90.4	93.4	91.7	93.6	93.1	95.5	94.7	△	■
Year 3	Mean / (S.D.)	367.9 (67.0)	384.6 (66.9)	380.9 (69.9)	386.2 (62.0)	393.4 (70.6)	392.2 (70.5)	396.3 (71.1)	△	■
	% at or above NMS	92.0	95.2	92.7	95.8	94.6	95.0	96.0	△	■

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, 2011–2016.

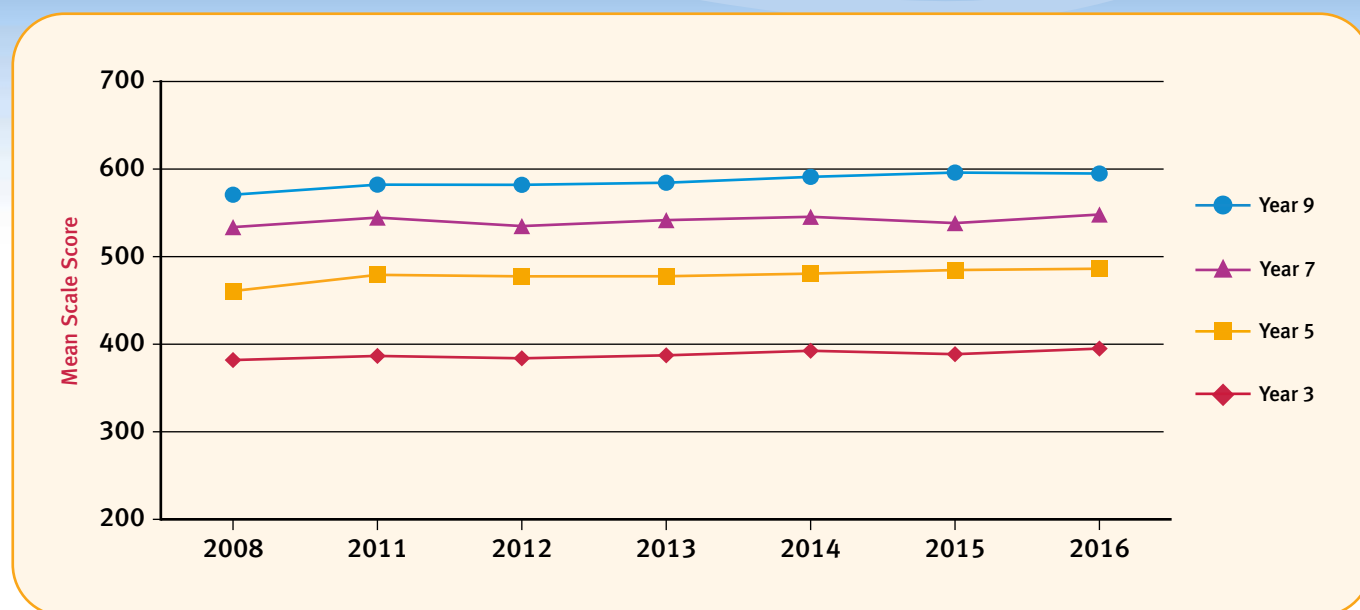


Table TS.N17: Achievement of Students in Numeracy, WA, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	570.7 (66.6)	582.2 (72.1)	582.0 (71.7)	584.4 (80.9)	591.1 (69.8)	596.0 (66.7)	594.9 (66.2)	▲	■
	% at or above NMS	92.3	92.1	93.1	90.8	94.7	96.4	95.9	▲	■
Year 7	Mean / (S.D.)	533.7 (68.7)	544.6 (72.0)	534.9 (70.9)	541.7 (71.1)	545.5 (72.1)	538.3 (67.3)	548.1 (72.0)	▲	■
	% at or above NMS	94.7	94.7	93.9	95.1	95.4	95.6	95.1	■	■
Year 5	Mean / (S.D.)	460.7 (63.4)	479.2 (66.3)	477.5 (70.3)	477.6 (69.7)	480.6 (70.4)	484.7 (68.0)	486.2 (70.9)	▲	■
	% at or above NMS	91.1	93.4	91.7	92.7	92.2	94.3	93.4	▲	■
Year 3	Mean / (S.D.)	381.9 (66.4)	386.6 (68.7)	383.9 (72.8)	387.3 (64.7)	392.5 (74.1)	388.6 (74.7)	395.0 (73.1)	■	■
	% at or above NMS	94.5	95.3	92.5	95.4	93.8	93.7	95.0	■	■

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, 2011–2016.

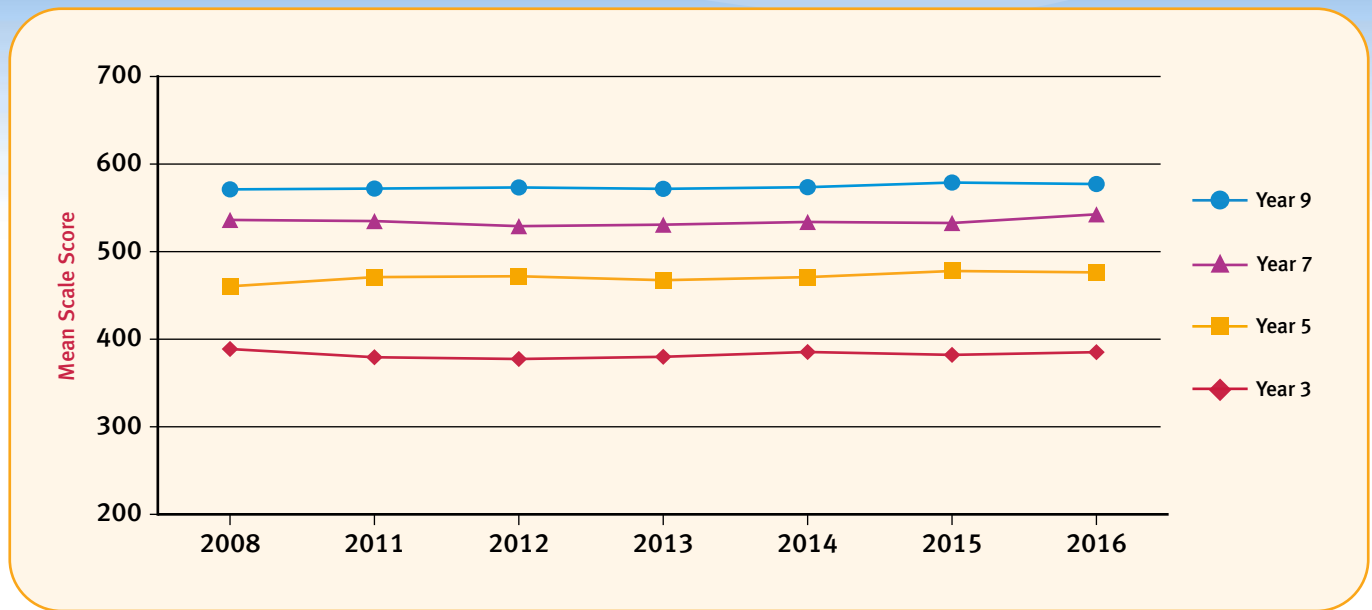


Table TS.N18: Achievement of Students in Numeracy, SA, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	571.1 (62.8)	572.0 (66.5)	573.3 (65.6)	571.7 (72.3)	573.6 (62.8)	578.9 (60.4)	577.2 (58.3)	■	■
	% at or above NMS	92.0	91.7	92.9	90.1	92.6	95.0	94.4	△	■
Year 7	Mean / (S.D.)	536.2 (67.7)	534.9 (67.9)	529.1 (67.0)	530.8 (64.6)	533.9 (65.0)	532.7 (60.7)	542.6 (64.0)	■	■
	% at or above NMS	94.5	93.9	93.5	94.6	94.8	95.8	95.2	■	■
Year 5	Mean / (S.D.)	460.4 (60.7)	470.9 (60.8)	471.9 (64.7)	467.4 (63.7)	470.9 (64.1)	477.9 (62.4)	476.3 (63.8)	△	■
	% at or above NMS	90.5	93.1	91.7	92.0	91.8	94.0	92.8	■	■
Year 3	Mean / (S.D.)	388.8 (64.9)	379.4 (64.9)	377.4 (67.9)	379.9 (61.3)	385.4 (68.8)	382.1 (70.2)	385.2 (65.3)	■	■
	% at or above NMS	93.8	94.1	91.9	94.4	93.2	92.8	94.2	■	■

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, 2011–2016.

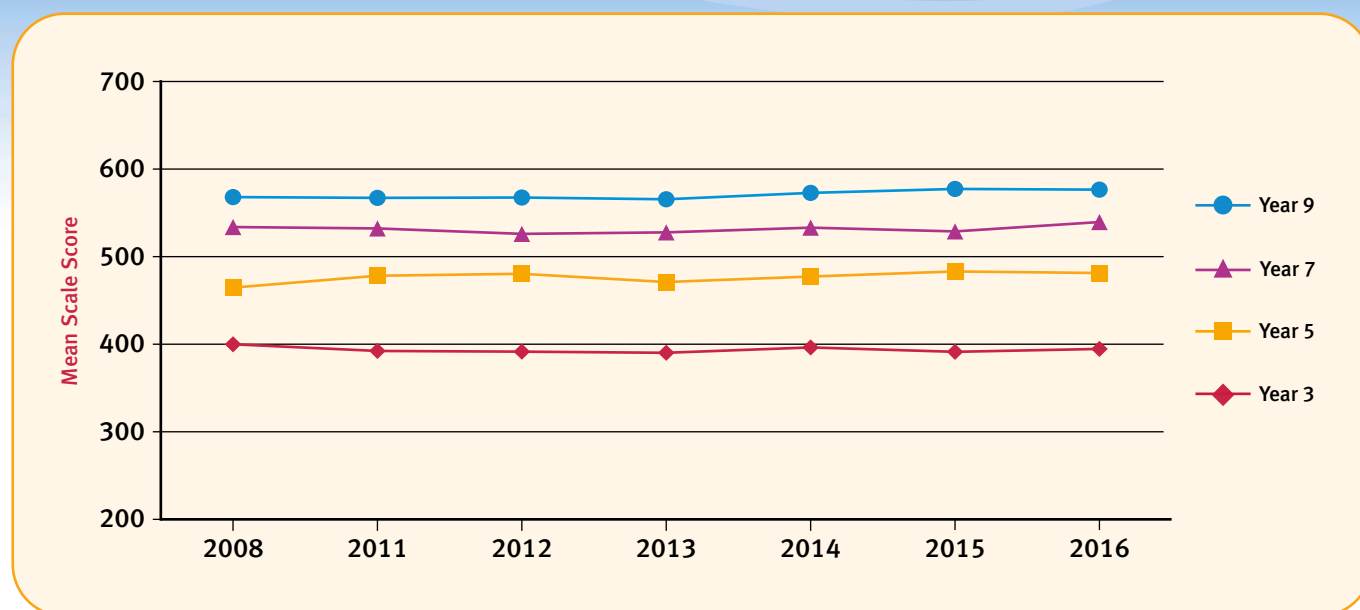


Table TS.N19: Achievement of Students in Numeracy, Tas, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	568.0 (65.1)	567.1 (66.3)	567.5 (65.0)	565.5 (73.5)	572.8 (63.0)	577.3 (60.0)	576.5 (58.2)	■	■
	% at or above NMS	92.3	90.9	92.4	88.0	93.5	95.8	95.7	△	■
Year 7	Mean / (S.D.)	533.8 (67.5)	532.2 (70.5)	526.0 (67.8)	527.7 (65.1)	533.1 (66.7)	528.8 (60.3)	539.5 (65.2)	■	■
	% at or above NMS	95.2	92.6	93.2	94.5	94.8	96.0	95.3	■	■
Year 5	Mean / (S.D.)	464.6 (62.9)	478.2 (65.2)	480.4 (69.0)	471.0 (66.0)	477.3 (66.2)	483.1 (65.0)	481.3 (65.3)	△	■
	% at or above NMS	92.1	93.9	92.6	92.4	92.6	94.9	94.0	■	■
Year 3	Mean / (S.D.)	399.9 (67.7)	392.3 (70.9)	391.5 (72.1)	390.2 (67.1)	396.3 (72.8)	391.3 (72.9)	394.6 (69.4)	■	■
	% at or above NMS	96.7	95.4	93.9	95.4	94.5	94.0	95.8	■	△

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, 2011–2016.

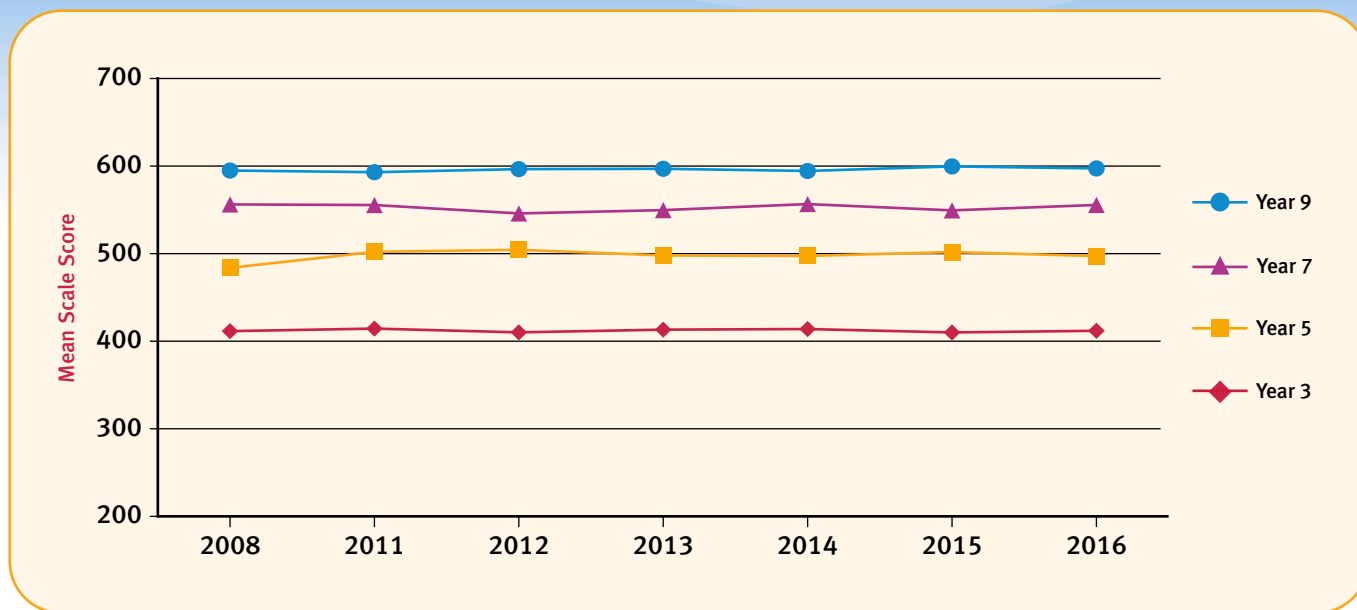


Table TS.N20: Achievement of Students in Numeracy, ACT, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	594.9 (68.0)	593.0 (71.9)	596.5 (72.5)	596.9 (80.3)	594.4 (69.8)	599.6 (66.6)	597.3 (61.5)	■	■
	% at or above NMS	96.6	94.6	95.5	92.9	94.9	95.2	96.4	■	■
Year 7	Mean / (S.D.)	556.2 (71.0)	555.5 (71.8)	545.9 (72.0)	549.7 (66.7)	556.6 (69.1)	549.4 (65.7)	555.6 (65.1)	■	■
	% at or above NMS	97.1	95.7	95.0	95.8	96.3	96.7	96.7	■	■
Year 5	Mean / (S.D.)	483.8 (64.1)	502.0 (63.9)	504.4 (66.6)	497.9 (70.5)	497.4 (64.9)	501.8 (63.3)	497.2 (63.7)	△	■
	% at or above NMS	94.9	95.4	95.8	95.0	95.9	96.5	96.3	■	■
Year 3	Mean / (S.D.)	411.5 (66.8)	414.4 (70.5)	410.1 (68.2)	413.2 (63.0)	413.9 (69.6)	410.0 (70.5)	411.9 (68.8)	■	■
	% at or above NMS	96.4	96.5	96.5	96.6	96.5	96.0	96.9	■	■

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, 2011–2016.

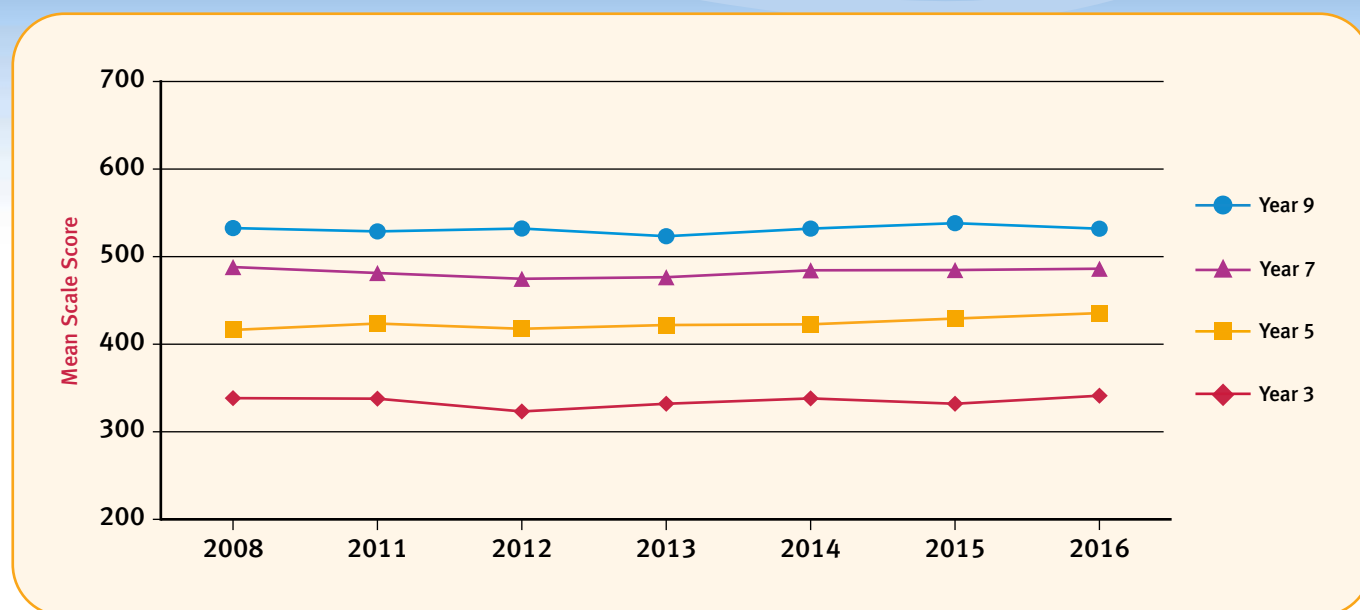


Table TS.N21: Achievement of Students in Numeracy, NT, 2008, 2011–2016.

Students		2008	2011	2012	2013	2014	2015	2016	Nature of the difference	
									2008 vs. 2016	2015 vs. 2016
Year 9	Mean / (S.D.)	532.6 (83.5)	528.8 (81.7)	532.1 (80.8)	523.3 (94.9)	532.0 (83.5)	538.2 (72.3)	531.9 (84.9)	■	■
	% at or above NMS	74.1	72.6	74.0	68.2	74.2	79.1	75.2	■	■
Year 7	Mean / (S.D.)	488.1 (84.0)	481.3 (90.1)	474.7 (90.2)	476.5 (82.3)	484.4 (84.5)	484.7 (81.2)	486.2 (92.1)	■	■
	% at or above NMS	75.9	71.7	70.5	72.3	74.4	77.4	74.3	■	■
Year 5	Mean / (S.D.)	416.3 (81.0)	423.6 (79.0)	417.6 (94.4)	421.9 (83.0)	422.7 (87.0)	429.3 (83.2)	435.5 (87.4)	■	■
	% at or above NMS	69.1	72.5	66.5	69.7	68.2	72.7	73.5	■	■
Year 3	Mean / (S.D.)	338.4 (86.3)	337.8 (81.8)	323.2 (96.6)	332.0 (83.3)	338.1 (96.6)	332.0 (86.7)	341.2 (94.4)	■	■
	% at or above NMS	77.0	79.1	70.0	75.7	73.0	75.0	77.9	■	■

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

NAPLAN Commentary on 2008, 2011–2016 Time series

Reading

Figure TS.R1 represents national mean scale scores in reading from 2008 and between 2011 and 2016 and Table TS.R1 provides the national mean scores and standard deviations along with the percentages of students estimated to be working at or above the national minimum standard. Increases in mean scores of a specified cohort indicate improvements in the overall performance of that cohort. Increases in the percentages of students estimated to be working at or above the national minimum standard indicate improvements for part of the cohort. Although the two measures often change together there are instances where the percentage of students estimated to be working at or above the national minimum standard has increased but the mean has not increased or vice versa.

The table also indicates the 'nature of the difference' between means, or percentages, between 2008 and 2016 and between 2015 and 2016. The 'nature of the difference' refers to whether: 1) the difference is statistically significant at the five percent level and 2) the effect size for the difference is of sufficient size to be worth further consideration. A difference that is statistically significant is one in which apparent differences could not have resulted simply from random fluctuations across the cohorts or from differences between the tests. A significant difference is considered to be worth further consideration if its 'effect size' is sufficiently large. An effect size considers the difference between means in relation to the spread of scores for the groups to which those means refer. For differences between means an effect size greater than 0.5 (i.e. more than half the spread) is considered to be 'substantial' and an effect size between 0.2 and 0.5 inclusive (i.e. more than one fifth of the spread) is considered to be 'moderate'. Similar criteria apply to the effect sizes for differences between percentages. In this commentary, an expression such as 'there was a change over time' means that the change was statistically significant and its size was at least moderate and an expression such as 'there was no change over time' means that there was no change that met the 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 25 score points in Year 3 mean reading achievement at a national level from 2008 to 2016. There was almost no increase in the national mean between 2015 and 2016. There was an increase of three percentage points (from 92% to 95%) in the numbers of Year 3 students performing at or above the national minimum standard between 2008 and 2016 but the change between 2015 and 2016 was less than one percentage point.

Table TS.R2 shows that this pattern of improvement in mean reading achievement from 2008 to 2016 applied to both male (an increase of 23 score points) and female students (an increase of 28 score points). In other words, the difference between male and female students in mean reading achievement that was evident in 2008 (15 score points) remained similar, or even a little larger, in 2016 (20 score points). The difference in 2016 corresponded to a difference of three percentage points in the proportions of male and female students attaining the national minimum standard.

Table TS.R6 also shows that the improvement in mean reading achievement from 2008 to 2016 was evident for both Indigenous (by 33 score points) and non-Indigenous students (by 26 score points). Non-Indigenous students scored higher than Indigenous students by approximately 91 score points in 2008 and by 84 score points in 2016. Even though the apparent increase in mean reading achievement between 2015 and 2016 for Indigenous students (three score points) did not satisfy the criteria of statistical significance and effect size it does suggest that previous improvements have been sustained. Over the period from 2012 to 2016, the mean reading achievement for Indigenous students fluctuated (appearing to rise in 2013, fall in 2014, rise again in 2015 and was sustained in 2016). It is the general trend that is important rather than transient year to year changes. Importantly, the increased percentage of students at or above the national minimum standard between 2008 and 2016 was greater for Indigenous students (12 percentage points) than non-Indigenous students (three percentage points).

The increase between 2008 and 2016 in the mean reading achievement for Year 3 students from a language background other than English (LBOTE) was 29 score points and for those whose language background was English (non-LBOTE) was 24 score points. In other words, both groups of students improved by a similar amount. Between 2015 and 2016, there was an apparent increase in mean reading achievement of three score points for LBOTE students but an apparent decline of one score point for non-LBOTE students. These changes did not satisfy the criteria related to statistical significance and effect size. There was no significant difference in mean reading scores of non-LBOTE compared with LBOTE students in either 2008 or 2016. There was an increase in the percentages of both LBOTE (four percentage points) and non-LBOTE students (three percentage points) at Year 3 performing at or above the national minimum standard between 2008 and 2016.

Tables TS.R14 through TS.R21 contain Year 3 achievement data for each jurisdiction. Over the period from 2008 to 2016, there was a substantial increase in mean reading achievement in Queensland (49 score points) and there were increases in mean reading achievement in the Northern Territory (40 score points), Western Australia (29 score points), the ACT (20 score points), Victoria (18 score points) and New South Wales (17 score points). The differences among jurisdictions in the magnitudes of the increases in mean reading achievement invite consideration of what differences in policy and practice were associated with these increases. In all jurisdictions there were, however, no improvements in mean reading achievement between 2015 and 2016 that satisfied the criteria of statistical significance and effect size. In terms of changes from 2008 to 2016 in the percentages of students performing at or above the national minimum standard there had been substantial increases of 11 percentage points in the Northern Territory and eight percentage points in Queensland, and increases of about four percentage points in Western Australia and two percentage points in the ACT. There were no changes between 2015 and 2016 in any jurisdiction in the percentages of students performing at or above the national minimum standard.

Year 5 Reading

Table TS.R1 shows that there was an improvement in the national mean reading achievement for Year 5 students between 2008 and 2016 amounting to 17 score points. In a previous report it had been noted that there had been an improvement of 18 score points in the mean reading achievement for Year 5 students over the period from 2008 to 2013. Since then, there have been small fluctuations from year to year but overall it can be concluded that the improvement has been sustained. The table also shows no change in mean reading achievement between 2015 and 2016 or in the percentage of students working at or above the national minimum standard from either 2008 to 2016 or from 2015 to 2016.

As shown in Table TS.R3, there were improvements in mean reading achievement between 2008 and 2016 for both male (by 16 score points) and female (by 18 score points) students. There was no change in mean reading achievement between 2015 and 2016 for either male or female students. There was an increase of two percentage points between 2008 and 2016 in the percentage of female students working at or above the national minimum standard. However, there was no change in the percentage working at or above the national minimum standard between 2015 and 2016 for either male or female students.

Table TS.R7 shows that there was a moderate improvement of 19 score points in the mean reading score for Year 5 Indigenous students between 2008 and 2016 but no change between 2015 and 2016. For non-Indigenous students, there was also an improvement of 18 score points in the Year 5 mean reading score between 2008 and 2016 but no change between 2015 and 2016. The percentage of Indigenous students working at or above the national minimum standard increased from 63% to 71% over the period from 2008 to 2016, but there was no change for non-Indigenous students.

Table TS.R11 shows that between 2008 and 2016 there was an improvement of 19 score points in the Year 5 mean reading achievement of LBOTE students and an improvement of 17 score points for non-LBOTE students. For LBOTE students, but not non-LBOTE students, there was a corresponding increase in the percentages of students working at or above the national minimum standard (from 88% to 91%). For both LBOTE and non-LBOTE students, there were no changes between 2015 and 2016 in either mean reading achievement or the percentages of students working at or above the national minimum standard.

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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 2016 in Queensland (34 score points), Western Australia (20 score points), Tasmania (19 score points) and Victoria (14 score points). There was an increase between 2008 and 2016 in the percentage of students working at or above the national minimum standard only in Queensland; from 87% to 93%. There were no changes between 2015 and 2016 in mean reading scores among Year 5 students in any jurisdiction or in the percentages of students working at or above the national minimum standard.

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 2016 or from 2015 to 2016. 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 for Year 7 Indigenous students from 2008 to 2016 (Table TS.R12). Nor was there any change in the percentage of Year 7 Indigenous students who were reading at or above the national minimum standard. Similarly, for non-Indigenous students there was no change over the same time period in either mean reading achievement or the percentages attaining the national minimum standard. There was no change in either performance indicator between 2015 and 2016 for either Indigenous or non-Indigenous students.

There was no change from 2008 to 2016 in the mean reading scores of Year 7 LBOTE students or in the percentage of Year 7 LBOTE students who were reading at or above the national minimum standard (Table TS.R12). Similarly, there was no change over the same time period for non-LBOTE students in either mean reading achievement or the percentages attaining the national minimum standard. There were no changes, for either LBOTE or non-LBOTE students, in either performance indicator between 2015 and 2016.

Jurisdictional results in Tables TS.R14 through TS.R21 show that there were no increases in mean reading achievement among Year 7 students in any jurisdiction, over the period from 2008 to 2016 or the shorter period from 2015 to 2016. Similarly, there were no increases in the percentages of Year 7 students working at or above the national minimum standard between 2008 and 2016 or between 2015 and 2016.

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 2016 or from 2015 to 2016 (TS.R1). The same pattern of stability was evident for both male and female students in Year 9, as shown in Table TS.R5.

Mean reading achievement for Indigenous and non-Indigenous students in Year 9 (Table TS.R9) did not change from 2008 to 2016 or from 2015 to 2016. There was also no change in the percentage of Indigenous, or non-Indigenous, Year 9 students working at or above the national minimum standard from 2008 to 2016 or from 2015 to 2016. Mean reading achievement scores, as well as the percentages of Year 9 students working at or above the national minimum standard, for Year 9 LBOTE and non-LBOTE students, did not change between 2008 and 2016 or between 2015 and 2016.

There was an increase of 15 score points between 2008 and 2016 in the mean reading achievement scores for Year 9 students in Western Australia. There was a concomitant change in the percentages of Year 9 students working at or above the national minimum standard in Western Australia from 92% to 94%. Looking back, it appears that the improvement in Year 9 reading in Western Australia took place in 2013 and 2014 and has been sustained since then. There were no other examples of jurisdictional changes in mean reading achievement scores or the percentages of Year 9 students working at or above the national minimum standard.

Summary of trends in Reading

Reading has improved over the period from 2008 to 2016 to the greatest extent for Year 3, to some extent for Year 5 and hardly at all for Years 7 and 9.

The national improvement in Year 3 reading achievement from 2008 to 2016 is evident in an increase in the national mean and an increase in the percentage of Year 3 students attaining the national minimum standard. The improvements in reading achievement among Year 3 students is equally evident for male and female students, for Indigenous and non-Indigenous students, and for LBOTE and non-LBOTE students.

Among Indigenous students in Year 3, between 2008 and 2016, there was an encouraging increase in the percentage of students attaining the national minimum standard. In addition, the gap in mean achievement scores for Indigenous and non-Indigenous students appears to have closed a little. Even though there are fluctuations from year to year the overall relative trend for Indigenous Year 3 students appears to be positive.

There has been a focus on reading in the early school years in most jurisdictions and this appears to have resulted in general improvements in reading achievement in Years 3 and 5. There was a substantial increase in mean reading achievement in Year 3 in Queensland. This increase appears to have been built on four successive annual increases over the period to 2012 followed by almost no change in 2013 and 2014 and then an increase in 2015 which was sustained in 2016. The initial period of improvement in Year 3 reading in Queensland could have been partly influenced by the introduction of a Foundation Year (then called the Prep Year) in Queensland schools as a phased introduction through to 2007. There were also improvements in Year 3 reading achievement in the Northern Territory, Western Australia, the ACT, Victoria and New South Wales. These jurisdictional differences suggest that an investigation of the changes introduced in the early school years (and perhaps the preschool years) might be informative.

There was also an improvement in the national mean reading achievement for Year 5 students between 2008 and 2016 but the improvement was of smaller magnitude and took place later in time (in 2011 and 2012) than the improvement in Year 3 (in 2009 to 2012 as shown in previous NAPLAN reports). This suggests that the improvement in Year 5 may have built on the earlier improvements in Year 3 and that these had foundations in the emphasis on the early years of school. Overall, it appears that the improvement in Year 5 has been sustained since 2013. The improvement appeared to be similar for male and female students and for LBOTE and non-LBOTE students. Encouragingly, the percentage of Indigenous students working at or above the national minimum standard increased over the period from 2008 to 2016 even though there was no change for non-Indigenous students. In Year 5, there were differences among jurisdictions with improvements in reading achievement evident in Queensland, Western Australia, Tasmania and Victoria.

At Year 7, there was no change in reading achievement for Year 7 students from 2008 to 2016 or from 2015 to 2016. Nor was there any change in the percentages of students working at or above the national minimum standard. The same patterns of lack of change were evident for male and female students, for Indigenous and non-Indigenous students and for LBOTE and non-LBOTE students. Furthermore, there were no improvements in reading achievement among Year 7 students in any jurisdiction, over the period from 2008 to 2016, or from 2015 to 2016.

Reading achievement at Year 9 has been stable from 2008 to 2016 and this stability is evident for male and female students, Indigenous and non-Indigenous students, and LBOTE and non-LBOTE students. Only in Western Australia has there been an improvement in reading achievement over the period from 2008 to 2016.

Numeracy

Figure TS.N1 represents the trends in national mean scale scores in numeracy from 2008 to 2016 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 2016 and between 2015 and 2016 can be considered to be worth further consideration in terms of the criteria specified above.

NAPLAN Commentary on 2008, 2011–2016 Time series

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 2016 or from 2015 to 2016. Table TS.N2 shows that there were no changes in mean numeracy achievement over these periods among either male or female students. There was no change in mean numeracy achievement for Year 3 Indigenous or non-Indigenous students between 2008 and 2016, or between 2015 and 2016 (Table TS.N6). Nor were there any changes in the percentages of Indigenous and non-Indigenous Year 3 students working at or above the national minimum standard between 2008 and 2016 or between 2015 and 2016. 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 2016 or between 2015 and 2016 (Table TS.N10).

Among the eight jurisdictions, only Queensland recorded an increase in Year 3 mean numeracy achievement over the period from 2008 to 2016 (by 28 score points). In Queensland, there was also an increase (four percentage points) from 2008 to 2016 in the percentage of Year 3 students working at or above the national minimum standard. It is of interest that the improvement in Year 3 numeracy in Queensland corresponded to the improvement in Year 3 reading but was smaller in magnitude. No jurisdiction showed a change from 2015 to 2016 in the mean Year 3 numeracy achievement and only in Tasmania was there an increase in the percentage of Year 3 students working at or above the national minimum standard.

Year 5 Numeracy

There was an increase of 17 score points in mean Year 5 numeracy achievement at a national level from 2008 to 2016 but not in the percentage of students working at or above the national minimum standard (Table TS.N1). There were no changes over the period from 2015 to 2016. The overall increase in mean numeracy achievement was also evident in the increased mean numeracy achievements of male (16 score points) and female (19 score points) students in Year 5 between 2008 and 2016 (Table TS.N3). In addition, there was an increase in the percentage of female students in Year 5 who attained the national minimum standard (by two percentage points) between 2008 and 2016, but no corresponding increase for males.

Table TS.N7 shows that there was an increase in the mean numeracy achievement among Indigenous students (18 score points) in Year 5 over the period from 2008 to 2016 that was similar to the increase for non-Indigenous students (18 score points). There was also an increase (seven percentage points) in the percentage of Year 5 Indigenous students working at or above the national minimum standard. There was no corresponding increase in the percentage of Year 5 non-Indigenous students working at or above the national minimum standard from 2008 to 2016. There were no changes between 2015 and 2016 in the percentages of Indigenous or non-Indigenous students working at or above the national minimum standard.

Table TS.N11 shows increases between 2008 and 2016 in the mean numeracy achievement of both LBOTE and non-LBOTE Year 5 students. In addition, there was an increase in the percentage of Year 5 LBOTE students (but not non-LBOTE students) working at or above the national minimum standard. There were no changes in either indicator for LBOTE and non-LBOTE Year 5 students between 2015 and 2016.

Jurisdictional results for Year 5 numeracy achievement (Tables TS.N14 through TS.N21) indicate that in five jurisdictions there were improvements between 2008 and 2016 in the mean numeracy achievement for Year 5 students: Queensland (30 score points), Western Australia (26 score points), Tasmania (17 score points), South Australia (16 score points) and the ACT (13 score points). However, no jurisdiction recorded an increase in the percentage of students working at or above the national minimum standard.

Year 7 Numeracy

Table TS.N1 shows that, at a national level, there was no change in mean Year 7 numeracy achievement, or in the percentage of students working at or above the national minimum standard, from 2008 to 2016 or from 2015 to 2016. Table TS.N4 indicates that there were also 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 from 2008 to 2016 or from 2015 to 2016 (Table TS.N8). This pattern was the same for non-Indigenous students. There were also no changes in any of the indicators of numeracy achievement for LBOTE and non-LBOTE students (Table TS.N12).

Jurisdictional means for numeracy achievement in Year 7, along with the percentages of students working at or above the national minimum standard, are shown in Tables TS.N14 through TS.N21. Only in Western Australia was there a change in mean numeracy achievement, where there was an increase of 14 score points over the period from 2008 to 2016. There were no changes in the percentages of Year 7 students working at or above the national minimum standard, from 2008 to 2016 or from 2015 to 2016 in any of the eight jurisdictions.

Year 9 Numeracy

Table TS.N1 shows no change in mean Year 9 numeracy achievement from 2008 to 2016 or from 2015 to 2016. In addition, there were no changes in the percentages of students working at or above the national minimum standard between 2008 and 2016 or between 2015 and 2016. No changes in mean numeracy achievement were evident for male or female students (Table TS.N5). However, between 2008 and 2016 there was an increase in the percentage of female students (from 94% to 96%) working at or above the national minimum standard. There was no corresponding change for male students.

There was no change in the mean numeracy achievement from 2008 to 2016 for Year 9 Indigenous students or for non-Indigenous students (Table TS.N9). However, there was an increase of seven percentage points (from 73% to 80%) in the percentage of Indigenous Year 9 students working at or above the national minimum standard. There was no corresponding change for non-Indigenous students.

Data for Year 9 LBOTE and non-LBOTE students are shown in Table TS.N13. Those trends show no change in mean numeracy achievement, or in the percentages working at or above the national minimum standard, for either group.

Over the period from 2008 to 2016, there was an increase of 24 score points in mean Year 9 numeracy achievement in Western Australia. There were no increases in mean Year 9 numeracy achievement over the same period in any other jurisdiction. An improvement in Year 9 numeracy in Western Australia became evident in 2014 (there had been a prior improvement before 2011) and has been sustained since then. There was a corresponding increase in the percentage of Year 9 students in Western Australia working at or above the national minimum standard (from 92% to 96%). In three other jurisdictions there were increases in percentage of Year 9 students working at or above the national minimum standard between 2008 and 2016. In Tasmania the increase was from 92% to 96%, in Queensland the increase was from 92% to 95% and in South Australia the increase was from 92% to 94%.

Summary of trends in Numeracy

Numeracy achievement at the national level in Year 3, Year 7 and Year 9 remained unchanged from 2008 to 2016. However, there was an improvement in numeracy at Year 5. The improvement in numeracy achievement at Year 5 was evident for all groups of students considered but only evident overall in Queensland, Western Australia, South Australia, Tasmania and the ACT. There were some instances of improvements in numeracy achievement at other year levels between 2008 and 2016. In Queensland, there was an improvement in numeracy in Year 3. In Western Australia, there were improvements in numeracy at Years 5, 7 and 9. In addition to these improvements in average achievement there were some specific improvements in the percentages of students working at or above the national minimum standard between 2008 and 2016. For Year 3 in Queensland, there was an increase in the percentage of students working at or above the national minimum standard as well as an increase in the mean score. For Year 9, there were increases in the percentages of students working at or above the national minimum standard in Tasmania, Queensland, South Australia, and Western Australia. In general, the NAPLAN data suggest that improvements in numeracy are less extensive than those in reading and, where they are evident, those improvements tend to be smaller than those in reading.

NAPLAN Participation

Notes on reporting of participation

Notes for Table CP1 (all students)

Exempt students are deemed not to have met the national minimum standard and are included in the calculation of participation rates.

For 2008:

- The participation (%) rates are taken from Tables *.A1 in the 2008 National Report. These participation rates count both students who sat the test and exempt students, and are correct to one decimal place.
- The exempt (%) rates are taken from Tables *.R1 and *.N1 in the 2008 National Report. These exempt rates are correct to one decimal place.
- The absent (%) rates are taken from Tables *.A3 in the 2008 National Report, and are for absent and withdrawn students combined. These absent rates are correct to the nearest integer.
- Absent and withdrawn rates were reported combined, as one category, in the 2008 and 2009 NAPLAN National Reports. The absent rates for 2008 thus include both absent and withdrawn students and the withdrawn (%) rates have been left blank in this table.

Notes for Table CP2 (by Indigenous Status)

Exempt students are deemed not to have met the national minimum standard and are included in the calculation of participation rates.

For 2008:

- The participation (%) rates for Indigenous students are taken from Tables *.A2 in the 2008 National Report. These participation rates count both students who sat the test and exempt students, and are correct to one decimal place.
- The exempt (%) rates for Indigenous students are taken from Tables *.R3 and *.N3 in the 2008 National Report. These exempt rates are correct to one decimal place.
- The absent (%) rates for Indigenous students are taken from Tables *.A4 of the 2008 National Report, and are for absent and withdrawn students combined. These absent rates are correct to the nearest integer.
- Participation rates for non-Indigenous students were not reported in the 2008 NAPLAN National Report and have been left blank in this table.
- Absent and withdrawn rates were reported combined, as one category, in the 2008 and 2009 NAPLAN National Reports. The absent rates for 2008 thus include both absent and withdrawn students and the withdrawn (%) rates have been left blank in this table.

NAPLAN Participation

Table 3.CP1: Year 3 Student Participation in Assessment, by State and Territory, 2008, 2011–2016.

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
	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
	2015	94461	97.0	1.8	1.3	1.6	94089	96.6	2.2	1.2	1.6
	2016	96510	97.0	1.7	1.4	1.6	96212	96.7	2.0	1.3	1.5
Vic	2008	62230	96.0	4		2.7	62133	95.8	4		2.7
	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
	2015	70588	94.5	2.7	2.8	2.8	70562	94.5	2.9	2.6	2.7
	2016	72851	94.6	2.6	2.8	2.7	72689	94.4	2.9	2.6	2.6
Qld	2008	55770	97.6	2		1.9	55507	97.1	3		1.8
	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
	2015	60993	93.2	2.3	4.5	1.4	60820	93.0	2.8	4.2	1.3
	2016	62254	93.2	2.2	4.6	1.3	62071	93.0	2.7	4.3	1.2
WA	2008	26635	95.2	5		1.0	26591	95.1	5		1.0
	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
	2015	32532	95.3	3.0	1.8	1.2	32412	94.9	3.4	1.7	1.1
	2016	32926	95.3	3.1	1.6	1.4	32787	94.9	3.6	1.5	1.3
SA	2008	18717	96.9	3		3.1	18698	96.8	3		3.1
	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
	2015	19079	92.8	3.1	4.2	2.3	19047	92.6	3.5	4.0	2.2
	2016	19747	93.3	2.9	3.9	2.7	19724	93.2	3.2	3.6	2.6
Tas	2008	6377	96.8	3		1.0	6356	96.5	4		1.0
	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
	2015	6248	94.9	2.8	2.3	1.7	6228	94.6	3.3	2.1	1.7
	2016	6376	94.5	2.8	2.8	1.7	6370	94.4	2.9	2.7	1.6

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, 2011–2016.

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
	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
	2015	4875	93.2	2.0	4.7	2.0	4873	93.2	2.4	4.5	1.9
	2016	4946	93.1	2.3	4.7	1.7	4944	93.0	2.7	4.3	1.6
NT	2008	2787	82.7	17		1.6	2800	83.1	17		1.6
	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
	2015	3066	87.6	10.1	2.3	1.9	3028	86.5	11.2	2.3	1.7
	2016	3229	89.8	8.9	1.4	2.4	3213	89.3	9.3	1.4	2.4
Aust	2008	262372	96.6	3		1.7	261597	96.3	4		1.7
	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
	2015	291842	94.9	2.4	2.7	1.9	291059	94.6	2.8	2.5	1.8
	2016	298839	95.0	2.3	2.7	1.8	298010	94.7	2.8	2.5	1.8

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, 2011–2016.

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			
	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
	2015	Indig.	5058	94.2	4.1	1.7	2.4	5017	93.4	4.9	1.7	2.3
		Non-Indig.	87181	97.2	1.6	1.2	1.6	86862	96.8	2.0	1.1	1.5
	2016	Indig.	5382	94.8	3.1	2.1	2.8	5326	93.8	4.1	2.1	2.8
		Non-Indig.	89042	97.2	1.6	1.2	1.5	88815	97.0	1.9	1.2	1.4
Vic	2008	Indig.	699	89.7	10		3.6	694	89.1	11		3.6
		Non-Indig.	61322	96.3				61220	96.1			
	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
	2015	Indig.	1037	89.1	5.6	5.3	7.3	1040	89.3	6.1	4.6	7.2
		Non-Indig.	69397	94.7	2.6	2.7	2.6	69370	94.6	2.8	2.6	2.5
	2016	Indig.	1161	87.8	5.2	7.0	6.4	1145	86.5	6.5	7.0	6.5
		Non-Indig.	71351	94.8	2.5	2.7	2.5	71200	94.6	2.9	2.5	2.5
Qld	2008	Indig.	3921	95.0	5		2.8	3859	93.5	6		2.8
		Non-Indig.	51849	97.8				51648	97.4			
	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
	2015	Indig.	4186	88.6	5.5	5.9	2.6	4133	87.5	6.7	5.8	2.5
		Non-Indig.	54948	93.9	2.0	4.1	1.3	54829	93.7	2.4	3.9	1.2
	2016	Indig.	4751	87.7	5.7	6.7	2.3	4702	86.8	6.8	6.4	2.1
		Non-Indig.	56933	93.9	1.8	4.3	1.2	56799	93.7	2.3	4.0	1.1

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, 2011–2016.

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			
	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
	2015	Indig.	2054	87.1	11.6	1.3	1.1	2003	84.9	13.9	1.2	1.0
		Non-Indig.	29735	96.2	2.1	1.7	1.1	29665	96.0	2.5	1.6	1.1
	2016	Indig.	1971	84.2	14.2	1.6	1.5	1935	82.7	15.7	1.6	1.5
		Non-Indig.	30269	96.3	2.2	1.5	1.4	30172	96.0	2.6	1.4	1.3
SA	2008	Indig.	666	95.6	4		5.2	674	96.7	3		5.2
		Non-Indig.	17689	98.7				17664	98.5			
	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
	2015	Indig.	746	83.0	10.5	6.6	3.9	746	83.0	11.1	5.9	3.7
		Non-Indig.	18015	93.4	2.6	4.0	2.1	17984	93.2	3.0	3.8	2.0
	2016	Indig.	798	84.7	10.0	5.3	5.3	788	83.7	11.4	5.0	5.0
		Non-Indig.	18692	93.7	2.5	3.8	2.4	18686	93.7	2.8	3.5	2.4
Tas	2008	Indig.	430	96.6	3		0.7	425	95.5	4		0.7
		Non-Indig.	4717	97.6				4703	97.3			
	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
	2015	Indig.	518	94.0	4.5	1.5	1.6	516	93.6	5.3	1.1	1.6
		Non-Indig.	5581	96.1	2.6	1.3	1.7	5564	95.8	3.1	1.1	1.7
	2016	Indig.	573	93.0	4.5	2.4	0.5	576	93.5	4.2	2.3	0.5
		Non-Indig.	5523	95.9	2.7	1.4	1.8	5514	95.7	2.9	1.4	1.8

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, 2011–2016.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
ACT	2008	Indig.	96	89.7	10		0.9	94	87.9	12		1.9
		Non-Indig.	4000	95.9				3979	95.4			
	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
	2015	Indig.	128	81.5	7.0	11.5	3.8	134	85.4	4.5	10.2	3.8
		Non-Indig.	4664	93.6	1.9	4.6	1.9	4657	93.4	2.3	4.3	1.9
	2016	Indig.	120	84.5	4.2	11.3	4.2	118	83.1	6.3	10.6	4.2
		Non-Indig.	4796	94.1	2.2	3.7	1.6	4795	94.1	2.6	3.4	1.5
NT	2008	Indig.	1016	71.0	29		1.0	1027	71.8	28		1.0
		Non-Indig.	1617	92.6				1621	92.8			
	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
	2015	Indig.	1153	78.0	20.0	2.0	2.6	1122	75.9	22.1	2.0	2.5
		Non-Indig.	1880	95.0	2.8	2.2	1.4	1873	94.7	3.2	2.1	1.2
	2016	Indig.	1109	80.4	19.0	0.6	3.3	1099	79.7	19.7	0.7	3.3
		Non-Indig.	2111	95.7	2.5	1.7	1.9	2104	95.4	2.9	1.7	1.9
Aust	2008	Indig.	11895	90.2	10		2.0	11782	89.4	11		2.0
		Non-Indig.	243106	97.2				242454	96.9			
	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
	2015	Indig.	14880	89.1	7.4	3.5	2.7	14711	88.1	8.6	3.3	2.6
		Non-Indig.	271401	95.4	2.1	2.5	1.8	270804	95.2	2.5	2.4	1.7
	2016	Indig.	15865	88.9	7.1	3.9	2.9	15689	87.9	8.2	3.8	2.8
		Non-Indig.	278717	95.5	2.0	2.5	1.7	278085	95.3	2.4	2.3	1.7

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, 2011–2016.

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
	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
	2015	88364	97.4	1.7	0.9	1.6	88058	97.0	2.1	0.9	1.6
	2016	91623	97.2	1.7	1.1	1.4	91310	96.9	2.1	1.0	1.4
Vic	2008	62954	96.3	4		2.4	62906	96.2	4		2.4
	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
	2015	65881	95.2	2.5	2.2	2.9	65769	95.1	2.8	2.1	2.8
	2016	69296	95.3	2.5	2.2	2.8	69030	95.0	2.9	2.1	2.7
Qld	2008	55459	97.8	2		1.6	55284	97.5	2		1.5
	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
	2015	57981	93.8	2.2	4.0	1.4	57662	93.3	2.9	3.9	1.3
	2016	60199	93.3	2.3	4.4	1.4	59958	92.9	2.8	4.3	1.3
WA	2008	26630	95.6	4		0.8	26594	95.5	5		0.8
	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
	2015	29959	95.8	3.0	1.1	1.2	29815	95.4	3.5	1.1	1.2
	2016	31205	95.8	3.0	1.2	1.2	31016	95.2	3.6	1.1	1.2
SA	2008	18664	97.1	3		2.6	18654	97.1	3		2.6
	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
	2015	17902	93.8	3.1	3.1	2.2	17797	93.2	3.7	3.1	2.2
	2016	18985	93.9	3.0	3.0	2.3	18900	93.5	3.6	2.9	2.3
Tas	2008	6158	96.8	3		1.0	6126	96.3	4		0.9
	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
	2015	5747	95.7	2.2	2.2	1.4	5713	95.1	2.8	2.1	1.4
	2016	6153	95.4	2.6	2.0	1.6	6096	94.5	3.5	2.0	1.6

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, 2011–2016.

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
	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
	2015	4537	94.8	2.1	3.1	2.0	4515	94.3	2.6	3.1	1.9
	2016	4828	94.2	2.4	3.4	1.6	4809	93.9	2.8	3.3	1.5
NT	2008	2891	84.9	15		1.4	2895	85.0	15		1.5
	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
	2015	2826	86.8	11.1	2.1	2.0	2796	85.9	12.1	2.0	2.0
	2016	3059	89.6	9.2	1.2	2.5	3027	88.6	10.1	1.2	2.5
Aust	2008	262872	96.8	3		1.5	262268	96.6	3		1.5
	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
	2015	273197	95.5	2.4	2.1	1.9	272125	95.1	2.8	2.1	1.8
	2016	285348	95.4	2.4	2.3	1.8	284146	95.0	2.8	2.2	1.8

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, 2011–2016.

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			
	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
	2015	Indig.	4612	94.1	4.1	1.8	3.2	4574	93.4	4.9	1.7	3.2
		Non-Indig.	81492	97.6	1.6	0.8	1.5	81230	97.3	1.9	0.8	1.5
	2016	Indig.	4979	93.9	4.1	2.0	2.5	4929	93.0	5.1	1.9	2.4
		Non-Indig.	84456	97.5	1.6	0.9	1.3	84200	97.2	1.9	0.9	1.3
Vic	2008	Indig.	650	90.2	10		3.6	639	88.6	11		3.6
		Non-Indig.	62109	96.5				62071	96.4			
	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
	2015	Indig.	927	88.0	5.6	6.4	7.3	919	87.3	6.6	6.1	7.4
		Non-Indig.	64835	95.4	2.5	2.1	2.7	64728	95.2	2.7	2.1	2.7
	2016	Indig.	1045	88.3	6.6	5.2	6.3	1040	87.8	7.3	4.9	6.3
		Non-Indig.	68008	95.5	2.4	2.1	2.6	67749	95.2	2.8	2.0	2.6
Qld	2008	Indig.	3940	94.9	5		2.0	3897	93.8	6		2.0
		Non-Indig.	51519	98.0				51387	97.8			
	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
	2015	Indig.	3996	88.6	5.5	5.9	2.6	3912	86.8	7.4	5.8	2.4
		Non-Indig.	52095	94.4	1.9	3.7	1.2	51876	94.0	2.4	3.6	1.2
	2016	Indig.	4280	87.7	5.8	6.5	1.9	4232	86.7	6.9	6.5	1.9
		Non-Indig.	55218	93.9	2.0	4.1	1.3	55039	93.6	2.4	3.9	1.3

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, 2011–2016.

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			
	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
	2015	Indig.	1874	86.5	12.3	1.2	1.7	1819	83.9	14.9	1.2	1.7
		Non-Indig.	27397	96.7	2.2	1.1	1.1	27306	96.4	2.5	1.1	1.1
	2016	Indig.	1973	86.0	12.7	1.4	1.7	1928	84.0	14.6	1.4	1.7
		Non-Indig.	28579	96.8	2.1	1.1	1.2	28438	96.3	2.6	1.1	1.2
SA	2008	Indig.	625	96.7	3		5.4	625	96.7	3		5.4
		Non-Indig.	17740	98.8				17725	98.7			
	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
	2015	Indig.	703	85.6	9.0	5.4	4.3	694	84.5	10.0	5.5	4.1
		Non-Indig.	16898	94.3	2.7	3.0	2.1	16805	93.7	3.3	3.0	2.0
	2016	Indig.	717	81.2	12.7	6.1	4.8	704	79.7	14.3	6.0	4.6
		Non-Indig.	18018	94.6	2.6	2.9	2.2	17949	94.2	3.0	2.8	2.2
Tas	2008	Indig.	428	97.1	3		1.4	421	95.5	5		1.4
		Non-Indig.	4767	97.7				4747	97.3			
	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
	2015	Indig.	457	95.4	3.5	1.0	1.5	450	93.9	5.0	1.0	1.7
		Non-Indig.	5118	96.9	2.1	1.0	1.4	5093	96.4	2.7	0.9	1.4
	2016	Indig.	532	95.9	2.7	1.4	1.6	529	95.3	3.4	1.3	1.6
		Non-Indig.	5402	96.6	2.6	0.8	1.7	5349	95.6	3.6	0.8	1.7

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, 2011–2016.

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			
	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
	2015	Indig.	117	83.6	6.4	10.0	2.1	116	82.9	6.4	10.7	2.1
		Non-Indig.	4331	95.1	2.0	2.9	2.0	4312	94.7	2.5	2.9	1.9
	2016	Indig.	113	83.7	6.7	9.6	5.2	110	81.5	8.9	9.6	5.2
		Non-Indig.	4643	94.7	2.2	3.1	1.5	4626	94.4	2.6	3.0	1.5
NT	2008	Indig.	999	71.5	29		1.1	1004	71.8	28		1.1
		Non-Indig.	1723	95.6				1722	95.6			
	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
	2015	Indig.	1113	77.3	21.1	1.6	2.0	1084	75.3	23.1	1.6	2.0
		Non-Indig.	1689	94.6	3.1	2.3	2.0	1689	94.6	3.2	2.1	2.0
	2016	Indig.	1141	79.9	19.5	0.6	3.4	1111	77.8	21.6	0.6	3.4
		Non-Indig.	1911	96.5	1.8	1.7	1.8	1909	96.4	1.9	1.7	1.8
Aust	2008	Indig.	11697	90.1	10		1.7	11596	89.3	11		1.7
		Non-Indig.	244962	97.5				244456	97.3			
	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
	2015	Indig.	13799	89.0	7.6	3.4	3.0	13568	87.5	9.1	3.4	2.9
		Non-Indig.	253855	96.0	2.0	2.0	1.8	253039	95.7	2.4	1.9	1.7
	2016	Indig.	14780	88.7	7.7	3.6	2.7	14583	87.5	8.9	3.5	2.7
		Non-Indig.	266235	95.9	2.0	2.1	1.7	265259	95.5	2.4	2.0	1.7

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, 2011–2016.

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
	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
	2015	85510	96.5	2.8	0.8	1.4	85057	95.9	3.3	0.8	1.4
	2016	86791	96.6	2.6	0.8	1.4	86256	96.0	3.2	0.8	1.4
Vic	2008	63760	95.7	4		1.6	63880	95.8	4		1.7
	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
	2015	64491	94.6	3.8	1.5	2.2	64391	94.5	4.0	1.5	2.2
	2016	66041	94.7	3.7	1.6	2.3	65934	94.6	3.8	1.6	2.2
Qld	2008	56296	97.7	2		1.6	56191	97.5	2		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
	2015	53295	91.9	3.8	4.3	1.6	53178	91.7	4.0	4.3	1.7
	2016	55725	91.4	3.5	5.1	1.6	55564	91.1	3.9	5.0	1.6
WA	2008	27379	95.7	4		1.0	27293	95.4	5		1.0
	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
	2015	28706	95.5	4.1	0.4	1.3	28627	95.2	4.4	0.4	1.2
	2016	29219	95.5	4.2	0.3	1.3	29108	95.1	4.6	0.3	1.3
SA	2008	19222	96.8	3		2.0	19171	96.5	4		2.0
	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
	2015	17748	93.5	3.7	2.7	1.9	17644	93.0	4.3	2.7	1.9
	2016	18423	94.0	3.3	2.7	2.2	18378	93.8	3.7	2.6	2.2
Tas	2008	6422	95.6	4		0.7	6401	95.2	5		0.7
	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
	2015	5924	94.2	4.3	1.5	1.4	5909	93.9	4.6	1.5	1.4
	2016	5695	94.2	4.2	1.6	1.4	5679	93.9	4.5	1.6	1.5

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.CP1 (cont.): Year 7 Student Participation in Assessment, by State and Territory, 2008, 2011–2016.

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
	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
	2015	4629	94.7	2.9	2.4	1.7	4605	94.2	3.4	2.3	1.8
	2016	4850	94.0	3.1	2.9	1.6	4846	93.9	3.2	2.9	1.6
NT	2008	2671	79.5	21		1.3	2706	80.5	19		1.3
	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
	2015	2801	84.3	14.9	0.8	2.4	2822	84.9	14.3	0.8	2.4
	2016	2793	87.0	12.3	0.7	2.5	2686	83.7	15.6	0.7	2.5
Aust	2008	265627	96.3	4		1.2	265275	96.1	4		1.2
	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
	2015	263104	94.5	3.6	1.8	1.7	262233	94.2	4.0	1.8	1.7
	2016	269537	94.5	3.4	2.0	1.7	268451	94.1	3.8	2.0	1.7

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: Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2011–2016.

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			
	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
	2015	Indig.	4352	90.1	8.9	1.0	2.9	4291	88.9	10.2	1.0	2.9
		Non-Indig.	78423	96.9	2.4	0.7	1.3	78052	96.4	2.9	0.7	1.3
	2016	Indig.	4576	90.8	7.7	1.4	2.5	4517	89.7	8.9	1.5	2.5
		Non-Indig.	79593	97.0	2.3	0.7	1.4	79130	96.4	2.8	0.8	1.4
Vic	2008	Indig.	671	85.2	15		2.7	682	86.5	13		2.9
		Non-Indig.	62821	96.1				62908	96.2			
	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
	2015	Indig.	956	85.1	12.2	2.7	4.5	933	83.1	14.2	2.7	4.5
		Non-Indig.	63468	94.8	3.7	1.5	2.1	63387	94.7	3.8	1.5	2.1
	2016	Indig.	1004	86.0	9.6	4.4	6.1	1008	86.4	9.1	4.5	6.0
		Non-Indig.	64858	95.0	3.5	1.5	2.2	64746	94.8	3.7	1.5	2.1
Qld	2008	Indig.	3842	94.7	5		2.4	3823	94.2	6		2.3
		Non-Indig.	52454	97.9				52368	97.8			
	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
	2015	Indig.	3586	84.4	9.3	6.3	2.4	3567	83.9	9.9	6.2	2.8
		Non-Indig.	47973	92.7	3.2	4.1	1.5	47883	92.5	3.5	4.0	1.6
	2016	Indig.	3847	83.5	10.4	6.1	2.9	3853	83.6	10.3	6.1	2.9
		Non-Indig.	51081	92.1	2.9	4.9	1.5	50918	91.8	3.3	4.9	1.5

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 (cont.): Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2011–2016.

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			
	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
	2015	Indig.	1599	80.4	19.2	0.4	1.3	1581	79.5	20.1	0.5	1.3
		Non-Indig.	26333	96.7	2.9	0.4	1.2	26270	96.5	3.1	0.4	1.2
	2016	Indig.	1541	79.0	20.6	0.4	1.0	1525	78.2	21.5	0.3	1.0
		Non-Indig.	26933	96.7	3.0	0.3	1.2	26834	96.3	3.4	0.3	1.2
SA	2008	Indig.	581	95.7	4		4.0	569	93.7	6		4.0
		Non-Indig.	18354	98.6				18318	98.4			
	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
	2015	Indig.	657	82.7	12.8	4.4	3.8	647	81.5	14.1	4.4	3.8
		Non-Indig.	16821	94.2	3.2	2.6	1.8	16728	93.7	3.7	2.7	1.8
	2016	Indig.	659	82.5	12.6	4.9	4.5	650	81.4	14.0	4.6	4.5
		Non-Indig.	17551	94.6	2.9	2.5	2.1	17517	94.4	3.2	2.4	2.1
Tas	2008	Indig.	439	93.0	7		0.2	442	93.6	6		0.2
		Non-Indig.	4903	96.6				4880	96.1			
	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
	2015	Indig.	463	89.4	10.2	0.4	2.1	469	90.5	9.1	0.4	2.1
		Non-Indig.	5271	95.8	3.8	0.5	1.3	5250	95.4	4.1	0.5	1.3
	2016	Indig.	427	90.9	8.3	0.9	1.7	430	91.5	7.7	0.9	1.7
		Non-Indig.	4914	95.6	3.9	0.5	1.3	4899	95.3	4.2	0.5	1.4

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, 2011–2016.

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			
	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	
	2015	Indig.	111	86.7	9.4	3.9	5.5	108	84.4	11.7	3.9	5.5	
		Non-Indig.	4409	95.0	2.8	2.3	1.6	4388	94.5	3.2	2.2	1.6	
	2016	Indig.	124	83.8	11.5	4.7	3.4	124	83.8	11.5	4.7	3.4	
		Non-Indig.	4664	94.5	2.9	2.6	1.5	4661	94.4	3.0	2.6	1.5	
NT	2008	Indig.	900	63.2	37			0.8	933	65.5	34		0.8
		Non-Indig.	1674	92.2					1677	92.3			
	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	
	2015	Indig.	1032	71.0	28.5	0.5	2.8	1050	72.3	27.3	0.5	2.8	
		Non-Indig.	1735	94.9	4.2	0.9	2.1	1740	95.2	3.9	0.9	2.1	
	2016	Indig.	1067	75.8	23.7	0.6	3.3	973	69.1	30.3	0.6	3.3	
		Non-Indig.	1716	95.8	3.5	0.7	2.0	1703	95.0	4.2	0.7	1.9	
Aust	2008	Indig.	11494	87.9	12			1.6	11423	87.4	13		1.6
		Non-Indig.	247027	97.0					246737	96.9			
	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	
	2015	Indig.	12756	84.6	12.8	2.7	2.7	12646	83.8	13.5	2.6	2.8	
		Non-Indig.	244433	95.2	3.1	1.7	1.6	243698	94.9	3.4	1.7	1.6	
	2016	Indig.	13245	85.0	12.0	3.0	2.9	13080	83.9	13.1	3.0	2.9	
		Non-Indig.	251310	95.2	2.9	1.9	1.6	250408	94.8	3.3	1.9	1.6	

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, 2011–2016.

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
	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
	2015	84033	93.8	5.3	1.0	1.5	83409	93.1	6.0	1.0	1.5
	2016	82948	93.5	5.4	1.1	1.4	82283	92.8	6.1	1.1	1.4
Vic	2008	62853	92.2	8		1.8	63021	92.5	8		1.8
	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
	2015	62075	90.7	7.1	2.2	2.5	62045	90.6	7.1	2.3	2.5
	2016	61553	90.6	7.0	2.4	2.6	61456	90.4	7.1	2.5	2.6
Qld	2008	56133	94.9	5		1.4	55952	94.6	5		1.3
	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
	2015	52663	88.8	5.7	5.5	1.5	52407	88.4	6.2	5.4	1.5
	2016	36688	87.2	5.7	7.0	1.6	36443	86.7	6.3	7.0	1.5
WA	2008	27392	93.1	7		0.6	27371	93.0	7		0.6
	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
	2015	28480	94.1	5.6	0.3	1.2	28408	93.9	5.8	0.3	1.2
	2016	28236	93.7	6.0	0.3	1.3	28159	93.4	6.3	0.3	1.3
SA	2008	18647	93.6	6		2.2	18652	93.6	6		2.2
	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
	2015	17333	89.1	7.5	3.4	2.0	17210	88.5	8.1	3.4	2.0
	2016	17509	89.5	7.0	3.4	2.5	17385	88.9	7.5	3.6	2.5
Tas	2008	6179	91.1	9		0.7	6176	91.1	9		0.6
	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
	2015	5917	90.9	7.8	1.3	1.3	5888	90.4	8.3	1.3	1.3
	2016	5630	90.5	7.8	1.7	1.3	5594	89.9	8.4	1.7	1.2

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 9.CP1 (cont.): Year 9 Student Participation in Assessment, by State and Territory, 2008, 2011–2016.

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
	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
	2015	4487	89.8	6.0	4.2	2.6	4476	89.6	6.2	4.3	2.5
	2016	4376	90.9	5.0	4.1	1.8	4368	90.8	5.2	4.0	1.7
NT	2008	2386	79.9	20		1.9	2369	79.3	21		1.9
	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
	2015	2315	76.6	20.5	2.9	2.2	2289	75.7	21.3	2.9	2.2
	2016	2398	80.6	18.5	0.9	2.8	2393	80.4	18.6	0.9	2.7
Aust	2008	262549	93.5	7		1.2	262122	93.3	7		1.1
	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
	2015	257303	91.4	6.2	2.4	1.8	256132	91.0	6.6	2.4	1.8
	2016	239338	91.2	6.2	2.5	1.8	238081	90.7	6.7	2.6	1.8

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 9.CP2: Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2011–2016.

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			2864	79.3	21		1.1
		Non-Indig.	78106	94.9				77740	94.5			
	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
	2015	Indig.	3732	80.7	17.7	1.6	3.0	3643	78.8	19.6	1.6	3.0
		Non-Indig.	77730	94.6	4.5	0.9	1.5	77200	93.9	5.2	0.9	1.5
	2016	Indig.	3935	80.8	17.0	2.2	2.7	3875	79.5	18.2	2.2	2.7
		Non-Indig.	76861	94.4	4.6	1.0	1.4	76264	93.6	5.3	1.1	1.4
Vic	2008	Indig.	610	77.7	22			622	79.2	21		6.1
		Non-Indig.	61986	92.8				62123	93.0			
	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
	2015	Indig.	751	73.3	22.6	4.1	6.0	750	73.2	22.2	4.6	6.0
		Non-Indig.	61257	91.0	6.8	2.2	2.4	61228	90.9	6.8	2.2	2.3
	2016	Indig.	811	73.5	21.9	4.5	5.3	826	74.9	20.2	4.9	5.3
		Non-Indig.	60559	91.0	6.7	2.3	2.5	60444	90.8	6.8	2.4	2.5
Qld	2008	Indig.	3533	87.1	13			3502	86.3	14		2.1
		Non-Indig.	52600	95.5				52450	95.2			
	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
	2015	Indig.	3183	78.7	14.0	7.3	2.3	3158	78.1	14.8	7.1	2.6
		Non-Indig.	47410	89.8	4.9	5.3	1.5	47180	89.4	5.4	5.2	1.5
	2016	Indig.	2272	75.2	15.5	9.2	2.5	2243	74.3	16.3	9.5	2.4
		Non-Indig.	33777	88.3	4.9	6.7	1.5	33570	87.8	5.5	6.7	1.5

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

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NAPLAN Participation

Table 9.CP2 (cont.): Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2011–2016.

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			
	2011	Indig.	709	69.6	29.7	0.7	1.5	708	69.5	29.8	0.7	1.5
		Non-Indig.	16050	95.3	4.3	0.4	1.6	15994	95.0	4.6	0.4	1.6
	2012	Indig.	1198	70.8	28.5	0.7	2.1	1188	70.2	29.1	0.8	2.1
		Non-Indig.	25784	94.2	5.3	0.6	1.2	25646	93.7	5.7	0.6	1.2
	2013	Indig.	1277	68.0	30.9	1.1	2.1	1260	67.1	31.9	1.0	2.1
		Non-Indig.	26235	94.5	4.8	0.8	1.2	26107	94.0	5.2	0.8	1.2
	2014	Indig.	1336	70.8	27.6	1.6	1.4	1334	70.7	27.7	1.6	1.4
		Non-Indig.	26772	95.6	4.0	0.4	1.2	26674	95.2	4.3	0.4	1.2
	2015	Indig.	1380	72.2	27.4	0.4	1.3	1376	72.0	27.6	0.4	1.3
		Non-Indig.	26377	95.9	3.9	0.3	1.2	26312	95.6	4.1	0.3	1.2
	2016	Indig.	1365	68.2	31.5	0.2	1.5	1355	67.7	32.0	0.2	1.5
		Non-Indig.	26012	95.8	3.9	0.3	1.1	25942	95.6	4.1	0.3	1.1
SA	2008	Indig.	443	90.4	10		3.9	438	89.4	11		3.9
		Non-Indig.	17639	97.2				17640	97.2			
	2011	Indig.	501	70.7	27.2	2.1	2.3	520	73.3	24.7	2.0	2.3
		Non-Indig.	17006	91.7	7.1	1.2	1.7	16935	91.3	7.4	1.3	1.7
	2012	Indig.	534	69.5	26.8	3.6	3.4	520	67.7	28.6	3.6	3.4
		Non-Indig.	16792	90.7	7.1	2.2	1.4	16724	90.3	7.5	2.2	1.4
	2013	Indig.	499	67.2	26.6	6.2	3.9	482	64.9	28.7	6.5	3.9
		Non-Indig.	17082	91.3	6.3	2.4	1.8	16977	90.8	6.8	2.4	1.8
	2014	Indig.	561	66.5	26.0	7.5	3.3	553	65.6	27.0	7.4	3.3
		Non-Indig.	17052	91.0	6.1	2.9	2.3	16914	90.3	6.8	2.9	2.3
	2015	Indig.	542	66.1	26.2	7.7	2.7	525	64.0	28.5	7.4	2.7
		Non-Indig.	16463	90.2	6.6	3.2	2.0	16362	89.7	7.1	3.3	2.0
	2016	Indig.	579	70.6	24.0	5.4	4.1	563	68.7	25.6	5.7	4.1
		Non-Indig.	16622	90.5	6.2	3.4	2.5	16510	89.9	6.6	3.5	2.5
Tas	2008	Indig.	390	81.6	18		0.6	403	84.3	16		0.6
		Non-Indig.	4713	93.2				4699	92.9			
	2011	Indig.	383	81.5	17.9	0.6	1.7	379	80.6	18.7	0.6	1.7
		Non-Indig.	5317	92.3	7.2	0.5	1.3	5259	91.3	8.2	0.5	1.2
	2012	Indig.	401	83.4	16.6	0.0	2.3	404	84.0	16.0	0.0	2.1
		Non-Indig.	4962	91.6	8.0	0.4	0.9	4922	90.9	8.7	0.4	0.9
	2013	Indig.	386	80.8	18.8	0.4	1.9	386	80.8	18.8	0.4	1.9
		Non-Indig.	5142	93.4	6.3	0.4	1.3	5092	92.5	7.2	0.4	1.3
	2014	Indig.	439	86.1	13.7	0.2	2.4	437	85.7	14.1	0.2	2.4
		Non-Indig.	5191	93.0	6.6	0.4	1.4	5147	92.2	7.4	0.4	1.3
	2015	Indig.	432	84.0	15.0	1.0	2.3	425	82.7	16.0	1.4	2.3
		Non-Indig.	5246	92.2	7.2	0.6	1.1	5229	91.9	7.6	0.6	1.0
	2016	Indig.	418	82.9	15.1	2.0	1.6	411	81.5	16.5	2.0	1.6
		Non-Indig.	4818	91.9	7.4	0.7	1.2	4798	91.5	7.7	0.8	1.2

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

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NAPLAN Participation

Table 9.CP2 (cont.): Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2011–2016.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
ACT	2008	Indig.	59	69.4	31		0.0	62	72.9	27		0.0
		Non-Indig.	4348	93.0				4357	93.2			
	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
	2015	Indig.	87	68.0	19.5	12.5	3.9	85	66.4	21.1	12.5	3.9
		Non-Indig.	4276	90.4	5.7	3.9	2.5	4267	90.2	5.8	4.0	2.5
	2016	Indig.	109	78.4	7.9	13.7	6.5	107	77.0	9.4	13.7	6.5
		Non-Indig.	4193	91.4	5.0	3.6	1.7	4188	91.3	5.1	3.6	1.6
NT	2008	Indig.	749	61.8	38		1.5	744	61.4	39		1.5
		Non-Indig.	1618	92.7				1605	92.0			
	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
	2015	Indig.	730	56.5	40.3	3.2	3.1	715	55.3	41.6	3.0	3.1
		Non-Indig.	1569	91.9	5.5	2.6	1.5	1560	91.4	5.9	2.7	1.5
	2016	Indig.	767	62.5	36.6	0.9	3.4	762	62.1	37.1	0.9	3.4
		Non-Indig.	1622	93.3	5.8	0.9	2.2	1624	93.4	5.6	1.0	2.2
Aust	2008	Indig.	9899	79.7	20		1.9	9857	79.3	21		1.8
		Non-Indig.	245162	94.6				244734	94.4			
	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
	2015	Indig.	10837	75.5	20.7	3.8	2.8	10677	74.4	21.9	3.8	2.9
		Non-Indig.	240328	92.4	5.3	2.3	1.7	239338	92.0	5.7	2.3	1.7
	2016	Indig.	10256	74.9	21.2	3.9	2.9	10142	74.1	22.0	4.0	2.8
		Non-Indig.	224464	92.2	5.3	2.4	1.8	223340	91.8	5.8	2.5	1.7

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.

Student participation data for NAPLAN for 2008 and from 2011 to 2016 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.

Nationally, the percentages of exempt students have been 2.0% or less since 2011 and have not changed appreciably since 2011 for any year level.

Year 3 and Year 5

Tables 3.CP1 and 5.CP1 record the participation rates for Year 3 and Year 5, respectively. The national participation rates in 2016 for Years 3 and 5 were very similar. In reading, the participation rates were 95.0% and 95.4% for Years 3 and 5 respectively; in numeracy, the rates were 94.7% and 95.0% for Years 3 and 5 respectively. These participation rates are almost identical to those for 2015. Since 2008, there have been small decreases in participation rates for Year 3 reading (1.6 percentage points), Year 3 numeracy (1.6 percentage points), Year 5 reading (1.4 percentage points) and Year 5 numeracy (1.6 percentage points).

In 2016, the national absence rates were 2.3% in reading and 2.8% in numeracy for Year 3 and 2.4% in reading and 2.8% in numeracy for Year 5. These figures were almost identical to those reported in 2015. For Year 3, absence rates in reading had been 3% in 2008, 2.7% in 2011 and 2012, 2.5% in 2013, and 2.4% in 2014 and 2015, before dropping a little to 2.3% for 2016. The long-term trend is weakly decreasing but monotonic. For Year 3, absence rates in numeracy had been 4% in 2008, 3.1% in 2011 and 2012, and 2.9% in 2013, before plateauing at 2.8% in 2014, 2015 and 2016. At each NAPLAN cycle the Year 3 absence rate for numeracy was a little higher than the Year 3 absence rate for reading.

For Year 5 reading, the absence rate in 2008 was 3% with a decrease to 2.6% in 2012 and 2013, followed by very little change between 2013 and 2016 (for three of those years the rate was 2.4% and for 2014 it was 2.3%). For Year 5 numeracy, the absence rate in 2008 was 3% and it remained at 3.0% in 2011 and 2012. The rate dropped to 2.9% in 2013 and then to 2.8% in 2014 where it stayed for 2015 and 2016. For Year 5, as has been noted for Year 3, the absence rate in each cycle for numeracy was a little higher than the absence rate for reading.

Withdrawn rates were first recorded separately from the absent category in 2010. For Year 3 reading withdrawn rates increased each year from 2011 to 2014, with the rates since then remaining stable at 2.7%. For Year 3 numeracy, the trend was similar to that for Year 3 reading but the withdrawn rate in 2016 was a little lower at 2.5% (the withdrawn rate for numeracy was slightly less than that for reading for each year from 2011 onwards). For Year 5, in both reading and numeracy, there were increases in the withdrawn rate from 2011 to 2016. In reading, the increase was from 1.2% to 2.3% and in numeracy the increase was from 1.1% to 2.2%.

Participation rates are reported for each jurisdiction, as well as for Australia overall in Tables 3.CP1 and 5.CP1. In 2016 at Year 3, participation rates in reading and numeracy were noticeably lower in the Northern Territory than in other jurisdictions, at 89.8% and 89.3% respectively. Year 3 participation rates for the other jurisdictions ranged from 93.1% (ACT) to 97.0% (New

South Wales) in reading and from 93.0% (ACT and Queensland) to 96.7% (New South Wales) in numeracy. Year 5 participation rates in reading and numeracy for 2016 were also noticeably lower in the Northern Territory, than in other jurisdictions, at 89.6% and 88.6% respectively. Year 5 participation rates in 2016 for the other jurisdictions ranged from 93.3% (Queensland) to 97.2% (New South Wales) in reading and from 92.9% (Queensland) to 96.9% (New South Wales) in numeracy.

National participation rates for Years 3 and 5 have declined by between 1.4 and 1.6 percentage points from 2008 to 2016 for both reading and numeracy. Jurisdictional participation rates for Years 3 and 5 show different patterns of change over time. From 2008 to 2016, participation rates have been steady for New South Wales and Western Australia in reading and numeracy for both year levels (the changes being 0.3 percentage points or less). Participation rates in Victoria dropped between 2008 and 2011 (by 1.1 to 1.3 percentage points) but remained fairly constant from 2011 to 2016 in Year 3 (94.6% and 94.4%) and Year 5 (95.3% and 95.0%) for both reading and numeracy.

In Tasmania and the ACT, there were small declines (less than three percentage points) in participation at Years 3 and 5 over the period from 2008 to 2016. For Tasmania, participation rates in Year 3 fell by 2.3 percentage points in reading and 2.1 percentage points in numeracy from 2008 to 2016. In Year 5, the overall fall was 1.4 percentage points in reading and 1.6 percentage points in numeracy. Participation rates in the ACT declined between 2008 and 2016 for both reading and numeracy in Year 3 (by 2.5 and 2.0 percentage points respectively) and Year 5 (by 2.2 and 1.9 percentage points respectively).

In Queensland and South Australia, there were larger declines in participation rates at Years 3 and Year 5. South Australia has had declines from 2008 to 2016 in Year 3 (by 3.6 percentage points for both reading and numeracy) and Year 5 (by 3.2 and 3.6 percentage points for reading and numeracy respectively). In Queensland in Year 3, there was a decline in participation from 2008 to 2016 in both reading (4.4 percentage points) and numeracy (4.1 percentage points). For Year 5, the overall decline was of similar magnitude being 4.5 percentage points in reading and 4.6 percentage points in numeracy.

In the Northern Territory, participation rates in Years 3 and 5 increased between 2008 and 2016. However, most of these increases took place between 2008 and 2011. In Year 3, the increases between 2008 and 2016 were 7.1 percentage points in reading (including a 5.4 percentage point increase between 2008 and 2011) and 6.2 percentage points in numeracy (including a 4.1 percentage point increase between 2008 and 2011). In Year 5, the increases between 2008 and 2016 were 4.7 percentage points in reading (including a 3.6 percentage point increase between 2008 and 2011) and 3.6 percentage points in numeracy (including a 2.6 percentage point increase between 2008 and 2011).

In commenting on absence rates, the focus is on the period from 2012 to 2016 which followed general declines in absence rates between 2008 and 2011. In most jurisdictions, absence rates for Year 3 reading and numeracy in 2016 were close to those in 2012 with differences not greater than 0.6 percentage points. However, in the Northern Territory, there were larger decreases of 1.9 percentage points (reading) and 3.0 percentage points (numeracy).

Year 5 absence rates for reading and numeracy in 2016 were also close to those in 2012, with the differences in most jurisdictions being not greater than 0.4 percentage points. However, there were increases in absence rates for numeracy in Tasmania (0.7 percentage points but mainly from 2015 to 2016) and the ACT (0.6 percentage points) from 2012 to 2016. In the Northern Territory, there were large decreases in absence rates from 2012 to 2016 for both reading (1.3 percentage points) and numeracy (2.2 percentage points).

Table 3.CP2 indicates that participation by Indigenous students for Year 3 in 2016 was lower than participation by non-Indigenous students nationally by 6.6 percentage points in reading and 7.4 percentage points in numeracy. For Year 5, these differences were 7.2 percentage points in reading and 8.0 percentage points in numeracy (Table 5.CP2). These differences in participation for both

NAPLAN Commentary on Participation

Year 3 and Year 5 and for reading and numeracy are very similar to the rates for 2015 and 2008 and indeed have remained fairly constant over the time series from 2011 to 2016.

For Year 3, absence rates for Indigenous students in 2016 were 7.1% in reading, a decrease of 0.3 percentage points from 2015, and 8.2% in numeracy, a decrease of 0.4 percentage points from 2015. The corresponding absence rates for non-Indigenous students in Year 3 were 2.0% in reading and 2.4% in numeracy. For Year 5, the absence rate in reading for Indigenous students increased by 0.1 percentage points to 7.7% and declined by 0.2 percentage points to 8.9% in numeracy between 2015 and 2016. For non-Indigenous students in Year 5, the absence rates in 2016 were 2.0% for reading and 2.4% for numeracy, which are identical to the absence rates in 2015.

Year 7

Table 7.CP1 indicates that the national participation rates in 2016 for Year 7 were similar to those for Years 3 and 5. In reading, the participation rate was 94.5% (the same as in 2015) and in numeracy the rate was 94.1% (the figure in 2015 was almost the same at 94.2%). Each of these rates represents a decrease of 1.5 percentage points from the corresponding rate in 2011 and decrease of 1.8 and 2.0 percentage points since 2008.

Participation rates have been fairly stable between 2008 and 2016 for New South Wales, Victoria, Western Australia, Tasmania and the ACT, with declines in participation rates less than 1.5 percentage points. For Queensland, participation rates have decreased by 6.3 and 6.4 percentage points in reading and numeracy since 2008, with the largest decreases occurring between 2013 and 2014. For South Australia, the participation rate has decreased by 2.8 (reading) and 2.7 (numeracy) percentage points since 2008. For the Northern Territory, the participation rate increased by 7.5 (reading) and 3.2 (numeracy) percentage points between 2008 and 2016.

Table 7.CP2 shows that for Year 7 in 2016, as for Years 3 and 5, participation by Indigenous students was lower than participation by non-Indigenous students in both reading and numeracy. For Year 7 students in 2016, the differences in the participation rates between Indigenous and non-Indigenous students were 10.2 percentage points in reading and 10.9 percentage points in numeracy. The gaps in participation between Indigenous and non-Indigenous students have widened steadily since 2011. These differences are largely explained by differences in the absence rates. In 2016, the absence rates of 12.0% in reading and 13.1% in numeracy for Indigenous students are substantially greater than the corresponding absence rates of 2.9% in reading and 3.3% in numeracy for non-Indigenous students. The difference in absence rates between Indigenous and non-Indigenous students in Year 7 has widened, but not in a steady sequence, since 2011.

Year 9

Table 9.CP1 indicates that the national participation rates in 2016 for Year 9 were lower than those for Years 3, 5 and 7, as has been the case in previous years. In reading, the participation rate was 91.2%, lower than in any previous year; in numeracy, the rate was 90.7%, which was also lower than in any previous year. However, the declines have not been large. For Year 9 reading the decline was 1.7 percentage points since 2011 and 2.3 percentage points since 2008. For Year 9 numeracy the decline was 1.7 percentage points since 2011 and 2.6 percentage points since 2008.

In reading, between 2015 and 2016, the absence rate did not change from 6.2% which was also the rate in 2011 (it had been 7.0% in 2008). In numeracy between 2015 and 2016, the absence rate increased by 0.1 percentage points to 6.7%. The absence rate for Year 9 numeracy had been 6.6% in 2011 and 7.0% in 2008. Withdrawn rates increased by a small amount (0.1 percentage points to 2.5% in reading and 0.2 percentage points to 2.6% in numeracy) between 2015 and 2016. However, withdrawn rates have increased since 2011 by 1.5 percentage points in reading and 1.6 percentage points in numeracy.

Participation rates in 2016 in reading and numeracy were lowest in the Northern Territory (80.6% and 80.4% respectively). Among

other jurisdictions reading participation ranged from 87.2% in Queensland to 93.7% in Western Australia, and in numeracy from 86.7% in Queensland to 93.4% in Western Australia. In Queensland, there has been a steady decrease in Year 9 participation rates in reading and numeracy since 2008, totalling 7.7 percentage points in reading. The corresponding decline in participation in numeracy in Queensland was 7.9 percentage points. In the Northern Territory, participation rates increased between 2015 and 2016 by 4.0 percentage points in reading and 4.7 percentage points in numeracy. These increases followed declines in participation between 2014 and 2015 and increases in participation between 2013 and 2014. Since 2011, Year 9 NAPLAN participation in the Northern Territory has fluctuated considerably but the overall trend reflects declining participation.

Absence rates for Australia are higher for Year 9 than any other Year level. In 2016, the national absence rates were 6.2% for reading and 6.7% for numeracy. There had been no appreciable change in these rates since 2011. The 2016 absence rates for most jurisdictions ranged between 5.0% (ACT reading) and 8.4% (Tasmania numeracy). However, the 2016 absence rates in the Northern Territory were 18.5% (reading) and 18.6% (numeracy). Since 2011, Year 9 NAPLAN absence rates in the Northern Territory have fluctuated but the overall trend reflects increasing absence rates.

Table 9.CP2 shows that in Year 9, as for Years 3, 5 and 7, participation by Indigenous students in 2016 was lower than participation by non-Indigenous students in both reading (74.9% compared to 92.2%) and numeracy (74.1% compared to 91.8%). The 2016 participation rates for Indigenous students represent slight decreases (of 0.6 percentage points for reading and 0.3 percentage points for numeracy) from the rates in 2015. 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. Nationally, absence rates for Year 9 Indigenous students in 2016 were 21.2% in reading and 22.0% in numeracy. These absence rates are similar to those for 2015 and close to the long-term averages since 2011. In Western Australia and the Northern Territory, the absence rates for Indigenous students were greater than 30% in both reading and numeracy. In South Australia, the absence rates for Indigenous students were 24.0% in reading and 25.6% in numeracy. In the Northern Territory, the absence rates for Year 9 Indigenous students decreased by 3.7 percentage points in reading and 3.5 percentage points in numeracy between 2015 and 2016.

Summary

There has been a steady decrease in participation rates in NAPLAN over the period from 2008 to 2016, with the average total decrease across all year levels and the two domains approximately 1.9 percentage points, or an average of 0.2 percentage points per year. Since 2011, there has been a general increase in the withdrawn rate except for Year 3 reading and numeracy. Despite this trend, the large percentage of students participating each year ensures that results are reliable and valid at the jurisdictional and national level.

Participation rates are similar across Years 3, 5 and 7, but somewhat lower in Year 9, by three to four percentage points. In all year levels, participation rates in reading are just 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 6.2% in reading and 6.7% 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 (2014) and Year 5 (2016) Students in Reading, by State and Territory.

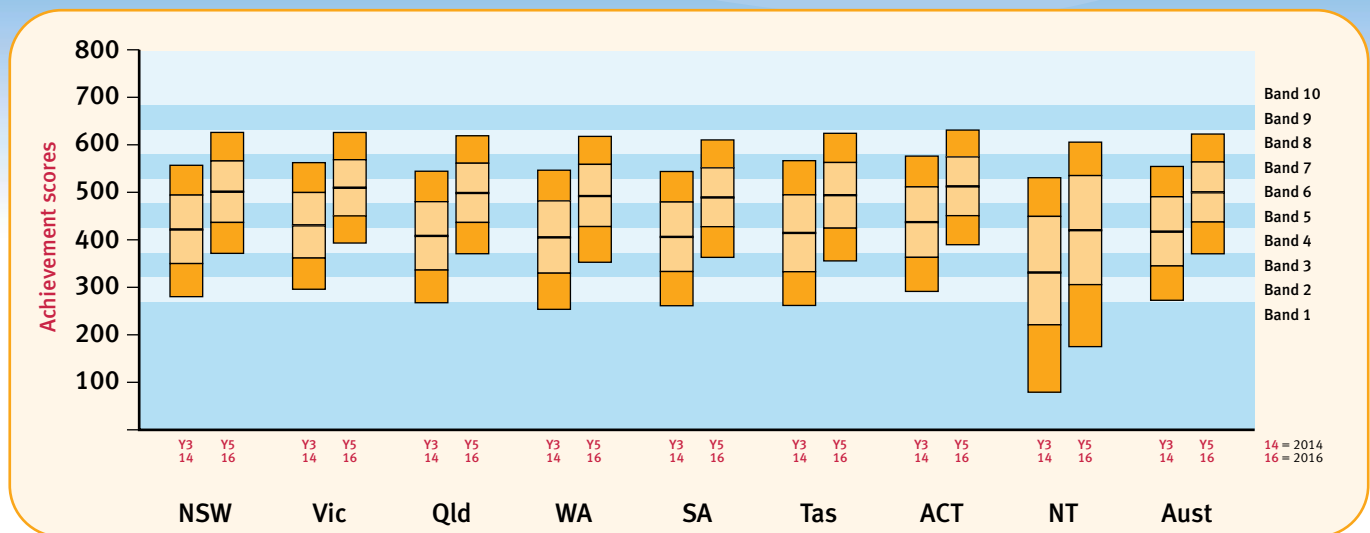


Table R1.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015									
Average gain (with 95% confidence interval)	77.0 ± 9.8	74.2 ± 9.7	86.8 ± 9.9	82.8 ± 10.3	78.3 ± 10.5	78.7 ± 12.7	78.9 ± 13.5	87.2 ± 26.1	79.4 ± 9.5
2014–2016									
Average gain (with 95% confidence interval)	79.8 ± 7.0	79.4 ± 6.9	90.7 ± 7.2	87.4 ± 7.8	83.3 ± 8.1	79.8 ± 11.1	75.3 ± 10.5	89.5 ± 31.6	83.2 ± 6.6

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 (2014) and Year 5 (2016) Male Students in Reading, by State and Territory.

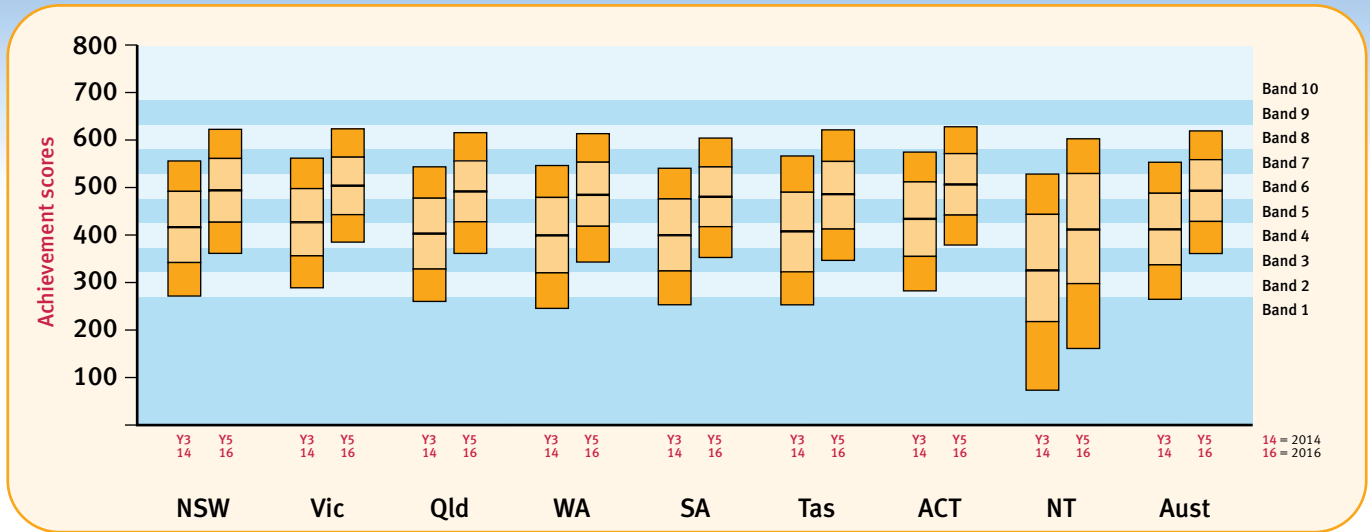


Figure R2.3_5b: Achievement of Year 3 (2014) and Year 5 (2016) Female Students in Reading, by State and Territory.

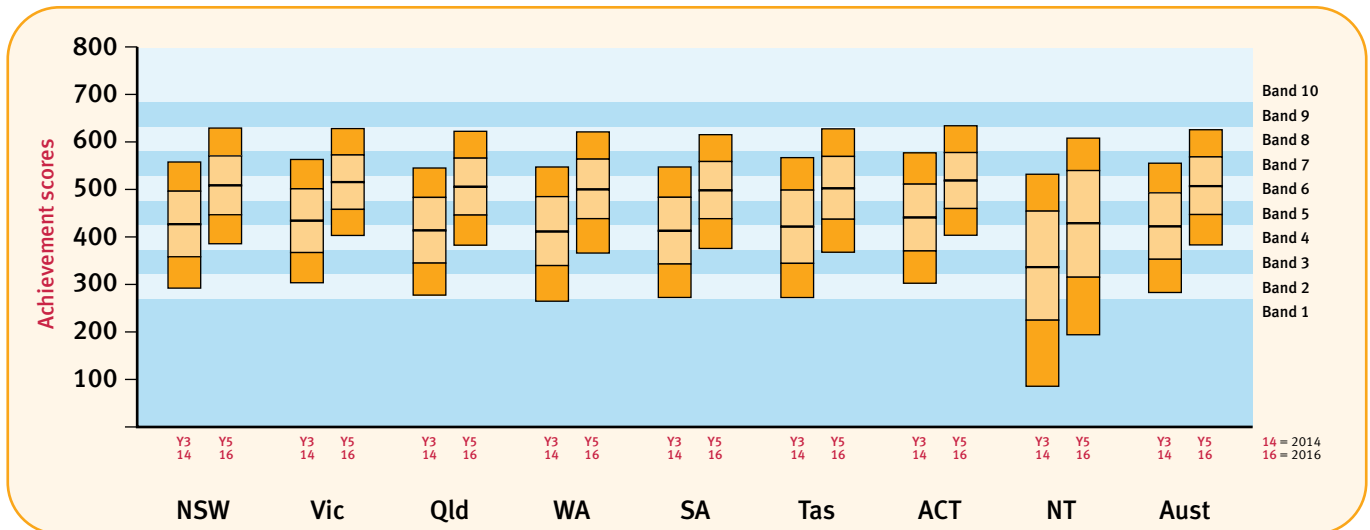


Table R2.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by Sex, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	Male	79.7 ± 9.9	76.5 ± 9.8	89.9 ± 10.0	84.6 ± 10.5	81.3 ± 10.9	80.6 ± 13.3	82.1 ± 14.7	87.2 ± 27.6	82.0 ± 9.5
	Female	74.3 ± 9.8	71.8 ± 9.8	83.7 ± 9.9	80.8 ± 10.4	75.2 ± 10.6	76.5 ± 13.5	75.6 ± 14.6	87.2 ± 25.9	76.8 ± 9.5
2014–2016 Average gain (with 95% confidence interval)	Male	77.8 ± 7.2	77.0 ± 7.1	89.2 ± 7.4	85.7 ± 8.1	81.1 ± 8.5	78.8 ± 12.1	72.6 ± 11.7	86.3 ± 31.3	81.4 ± 6.7
	Female	81.9 ± 7.0	81.8 ± 7.0	92.2 ± 7.2	89.1 ± 7.9	85.5 ± 8.3	80.8 ± 11.4	78.1 ± 10.9	92.7 ± 33.3	85.2 ± 6.6

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 (2014) and Year 5 (2016) Indigenous Students in Reading, by State and Territory.

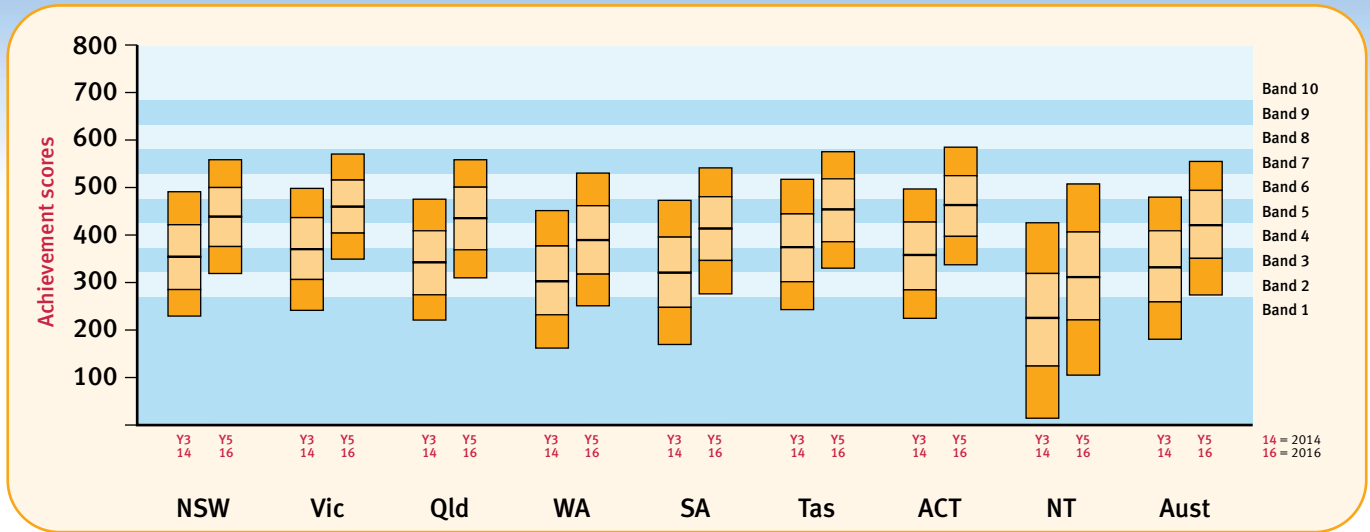
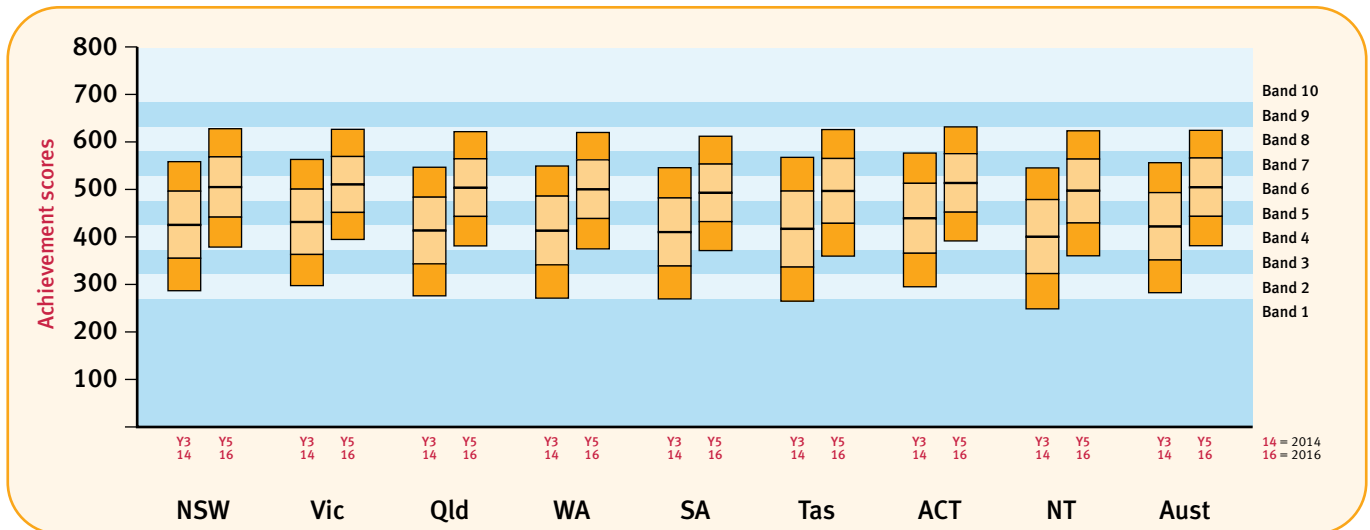


Figure R3.3_5b: Achievement of Year 3 (2014) and Year 5 (2016) Non-Indigenous Students in Reading, by State and Territory.



R3.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by Indigenous Status, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	Indigenous	76.9 ± 10.3	76.0 ± 12.0	86.1 ± 11.4	80.8 ± 12.9	83.3 ± 17.0	75.2 ± 14.9	80.6 ± 24.4	83.7 ± 24.3	81.4 ± 10.4
	Non-Indigenous	77.4 ± 9.7	74.1 ± 9.7	87.4 ± 9.8	82.9 ± 10.1	78.1 ± 10.4	79.2 ± 12.2	78.5 ± 13.4	90.8 ± 15.9	79.5 ± 9.5
2014–2016 Average gain (with 95% confidence interval)	Indigenous	84.7 ± 7.9	89.6 ± 10.4	93.4 ± 8.9	87.1 ± 12.7	93.2 ± 16.1	79.7 ± 13.9	105.5 ± 25.9	86.3 ± 30.1	89.2 ± 8.5
	Non-Indigenous	79.9 ± 7.0	79.3 ± 6.9	90.4 ± 7.1	87.4 ± 7.5	82.9 ± 7.9	80.1 ± 10.8	74.5 ± 10.4	97.2 ± 14.3	83.0 ± 6.6

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 (2014) and Year 5 (2016) LBOTE Students in Reading, by State and Territory.

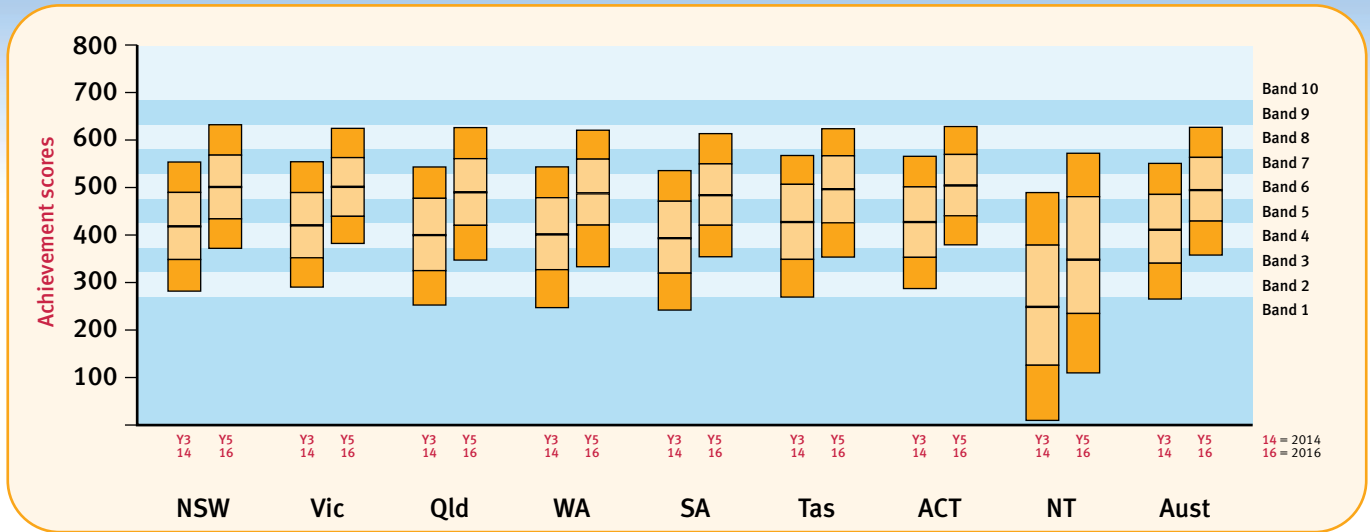


Figure R4.3_5b: Achievement of Year 3 (2014) and Year 5 (2016) Non-LBOTE Students in Reading, by State and Territory.

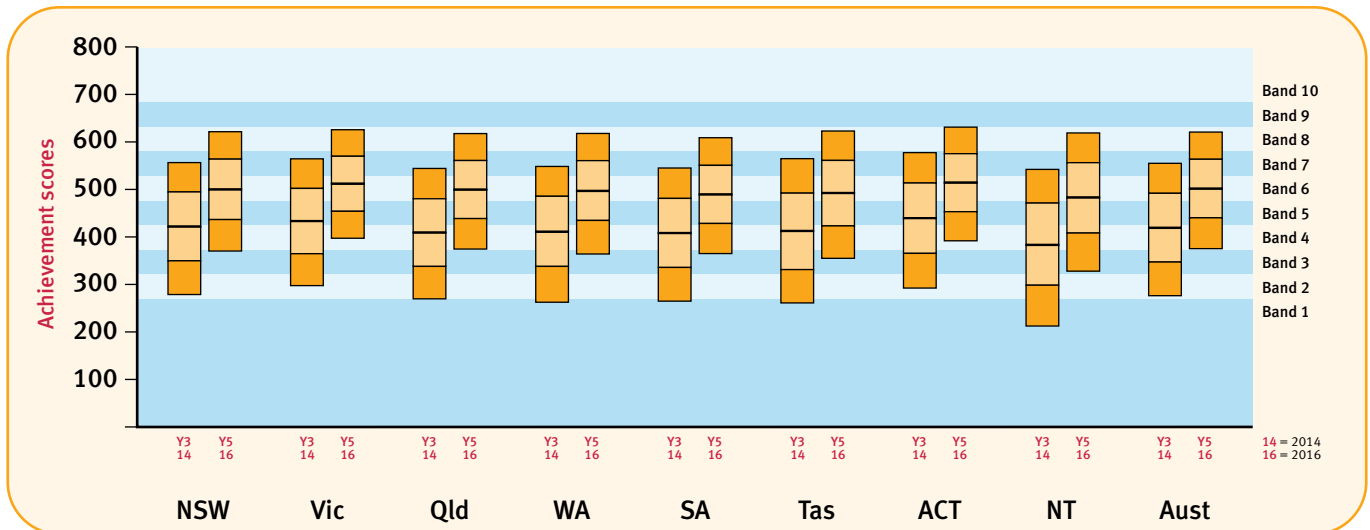


Table R4.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by LBOTE Status, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	LBOTE	79.4 ± 10.5	75.8 ± 10.3	83.1 ± 13.2	81.5 ± 11.5	79.4 ± 13.0	81.1 ± 20.1	77.3 ± 15.6	82.1 ± 29.7	79.1 ± 9.8
	Non-LBOTE	75.9 ± 9.8	73.7 ± 9.7	87.4 ± 9.8	82.5 ± 10.4	78.9 ± 10.5	78.4 ± 12.3	79.4 ± 13.7	96.9 ± 18.4	79.5 ± 9.5
2014–2016 Average gain (with 95% confidence interval)	LBOTE	83.2 ± 8.0	81.3 ± 7.8	90.4 ± 10.5	86.8 ± 9.8	90.8 ± 12.2	69.5 ± 19.7	77.0 ± 13.7	99.6 ± 42.9	83.9 ± 7.1
	Non-LBOTE	78.4 ± 7.0	78.9 ± 6.9	90.7 ± 7.1	86.2 ± 7.9	81.4 ± 8.0	80.1 ± 11.0	74.8 ± 10.6	100.1 ± 19.0	82.7 ± 6.6

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 (2014) and Year 7 (2016) Students in Reading, by State and Territory.

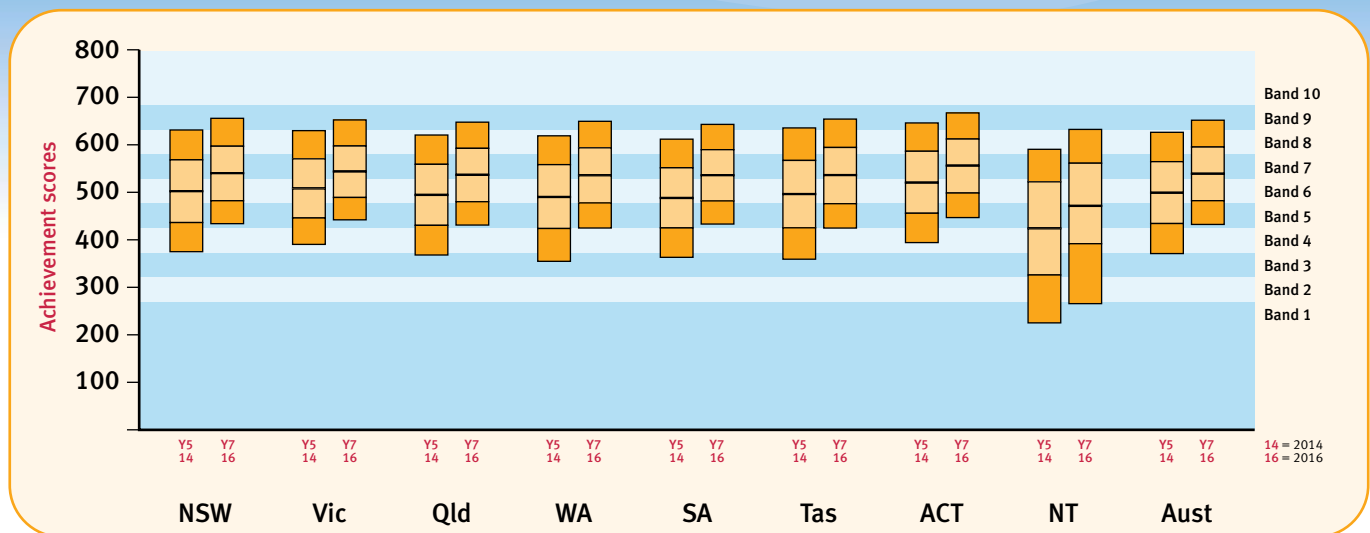


Table R1.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015									
Average gain (with 95% confidence interval)	41.8 ± 7.6	41.0 ± 7.4	46.0 ± 7.7	45.8 ± 8.7	49.3 ± 7.8	44.3 ± 10.8	46.9 ± 11.9	46.0 ± 26.9	43.7 ± 7.0
2014–2016									
Average gain (with 95% confidence interval)	38.1 ± 8.2	35.8 ± 8.1	42.4 ± 8.4	45.9 ± 9.5	48.2 ± 8.7	40.1 ± 12.9	35.9 ± 12.6	47.4 ± 29.6	40.2 ± 7.7

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 (2014) and Year 7 (2016) Male Students in Reading, by State and Territory.

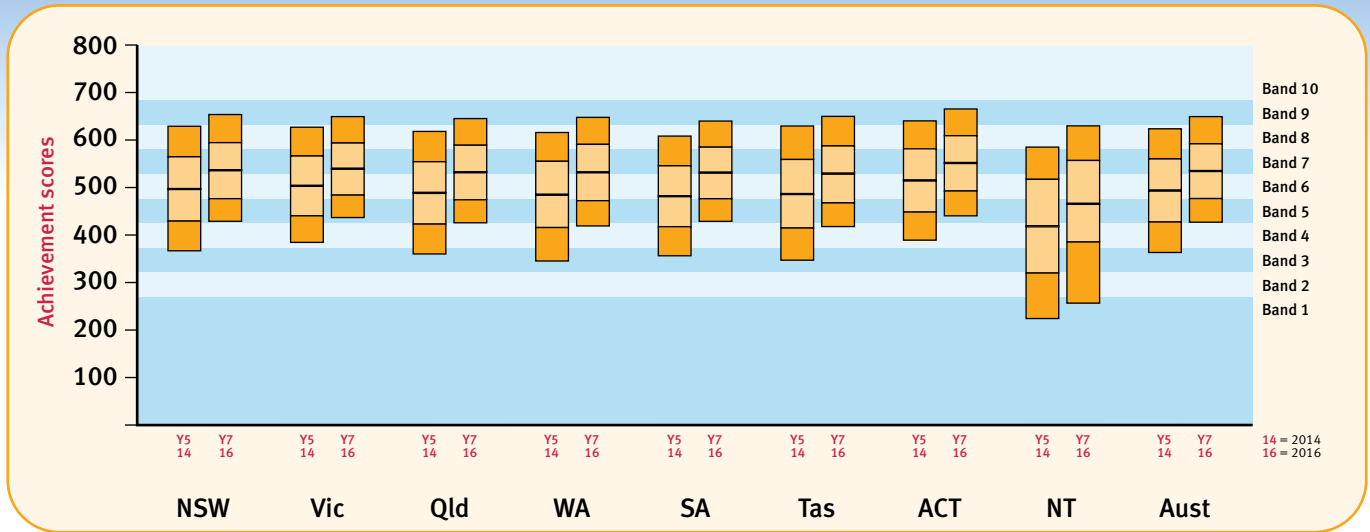


Figure R2.5_7b: Achievement of Year 5 (2014) and Year 7 (2016) Female Students in Reading, by State and Territory.

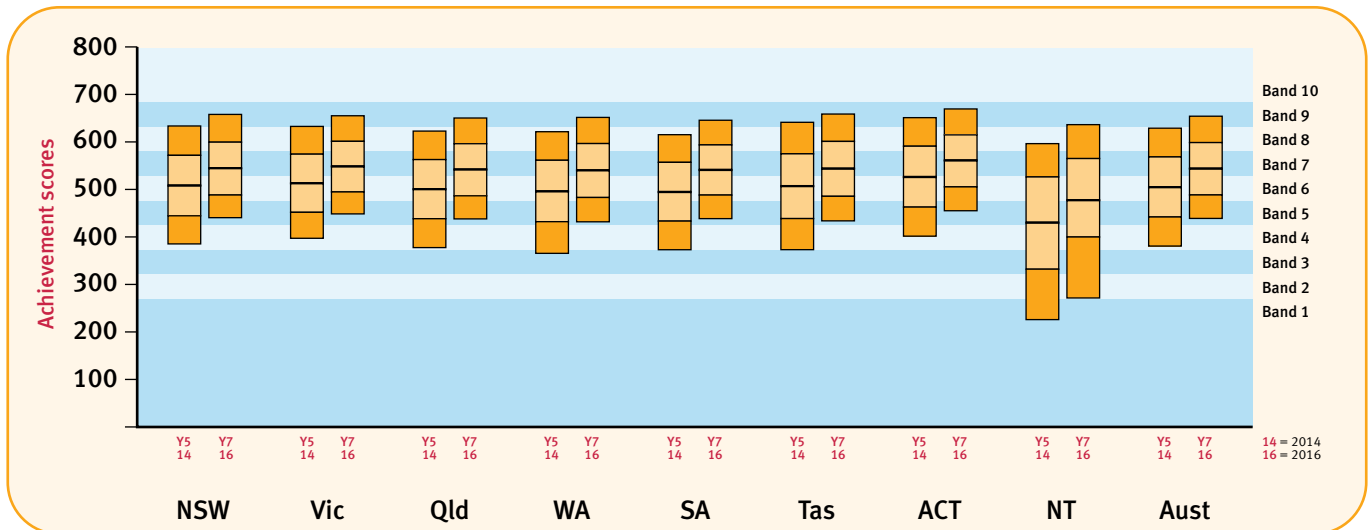


Table R2.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by Sex, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	Male	42.1 ± 8.0	41.3 ± 7.7	46.5 ± 7.9	45.7 ± 9.3	50.5 ± 8.2	44.6 ± 11.9	46.4 ± 13.6	44.8 ± 28.5	44.0 ± 7.1
	Female	41.4 ± 7.7	40.8 ± 7.5	45.5 ± 7.8	45.8 ± 8.8	48.0 ± 7.8	43.8 ± 11.3	47.3 ± 13.0	47.3 ± 25.9	43.3 ± 7.0
2014–2016 Average gain (with 95% confidence interval)	Male	39.6 ± 8.6	36.0 ± 8.3	43.6 ± 8.7	47.4 ± 10.0	49.7 ± 9.0	43.0 ± 13.9	36.9 ± 13.8	47.5 ± 30.5	41.3 ± 7.8
	Female	36.7 ± 8.4	35.6 ± 8.2	41.4 ± 8.5	44.4 ± 9.6	46.6 ± 8.8	36.9 ± 13.2	34.9 ± 13.9	47.4 ± 29.9	39.1 ± 7.7

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 (2014) and Year 7 (2016) Indigenous Students in Reading, by State and Territory.

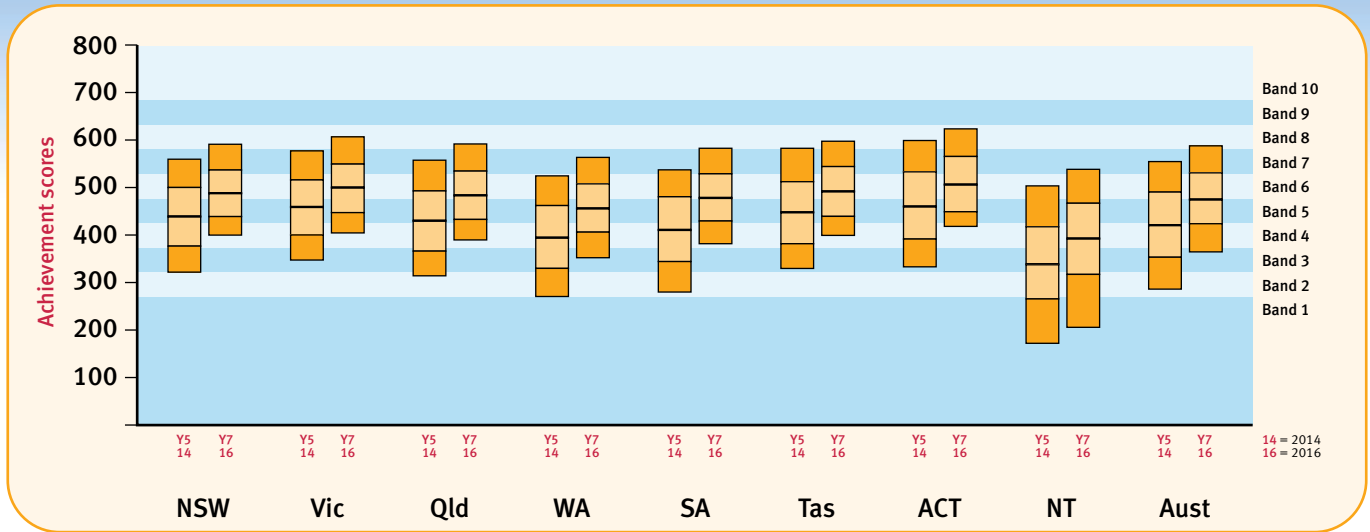


Figure R3.5_7b: Achievement of Year 5 (2014) and Year 7 (2016) Non-Indigenous Students in Reading, by State and Territory.

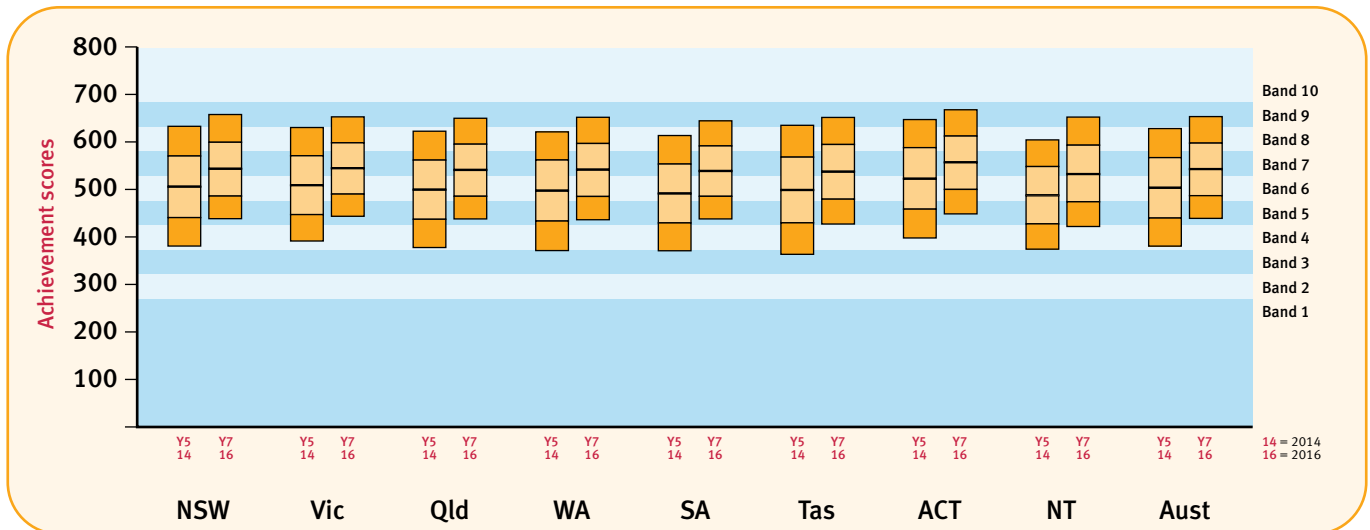


Table R3.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by Indigenous Status, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	Indigenous	40.8 ± 7.9	32.6 ± 9.2	48.0 ± 8.6	44.7 ± 10.1	48.2 ± 12.3	42.2 ± 11.6	44.7 ± 19.6	42.2 ± 22.9	44.6 ± 8.3
	Non-Indigenous	41.9 ± 7.6	41.2 ± 7.4	46.3 ± 7.6	45.7 ± 8.5	49.5 ± 7.7	44.3 ± 10.6	46.5 ± 11.9	47.5 ± 13.9	43.7 ± 7.0
2014–2016 Average gain (with 95% confidence interval)	Indigenous	49.2 ± 8.7	41.1 ± 11.1	53.8 ± 9.6	61.8 ± 12.1	67.5 ± 13.9	44.1 ± 14.8	46.3 ± 21.5	54.4 ± 25.4	54.1 ± 8.8
	Non-Indigenous	37.9 ± 8.2	35.9 ± 8.1	41.8 ± 8.3	44.4 ± 9.3	47.5 ± 8.6	38.6 ± 12.3	34.8 ± 12.6	44.9 ± 15.3	39.6 ± 7.7

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 (2014) and Year 7 (2016) LBOTE Students in Reading, by State and Territory.

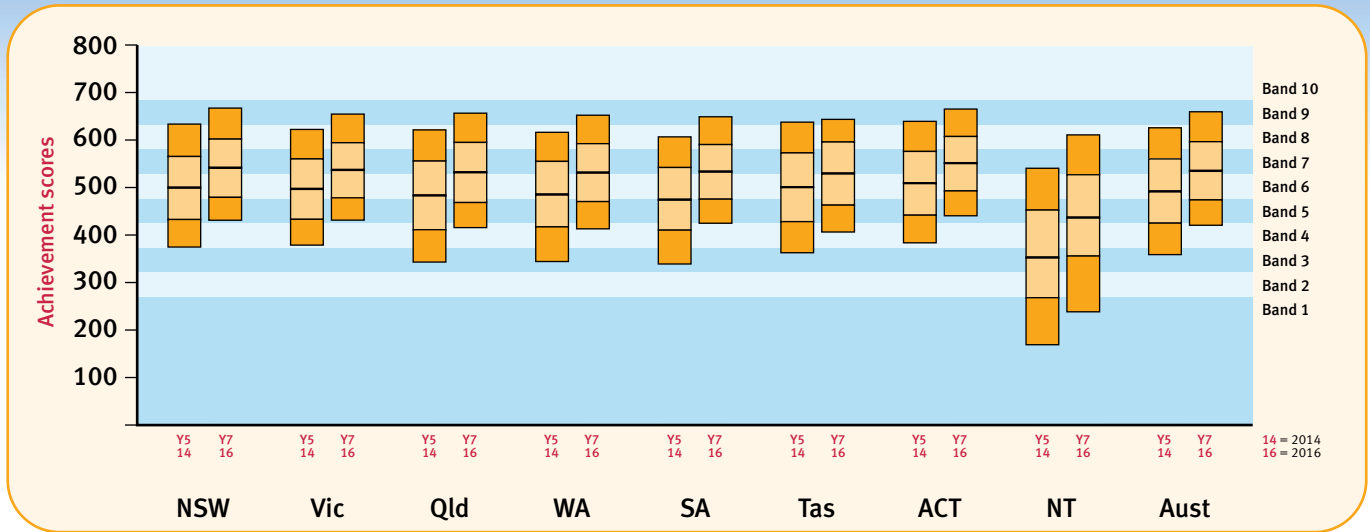


Figure R4.5_7b: Achievement of Year 5 (2014) and Year 7 (2016) Non-LBOTE Students in Reading, by State and Territory.

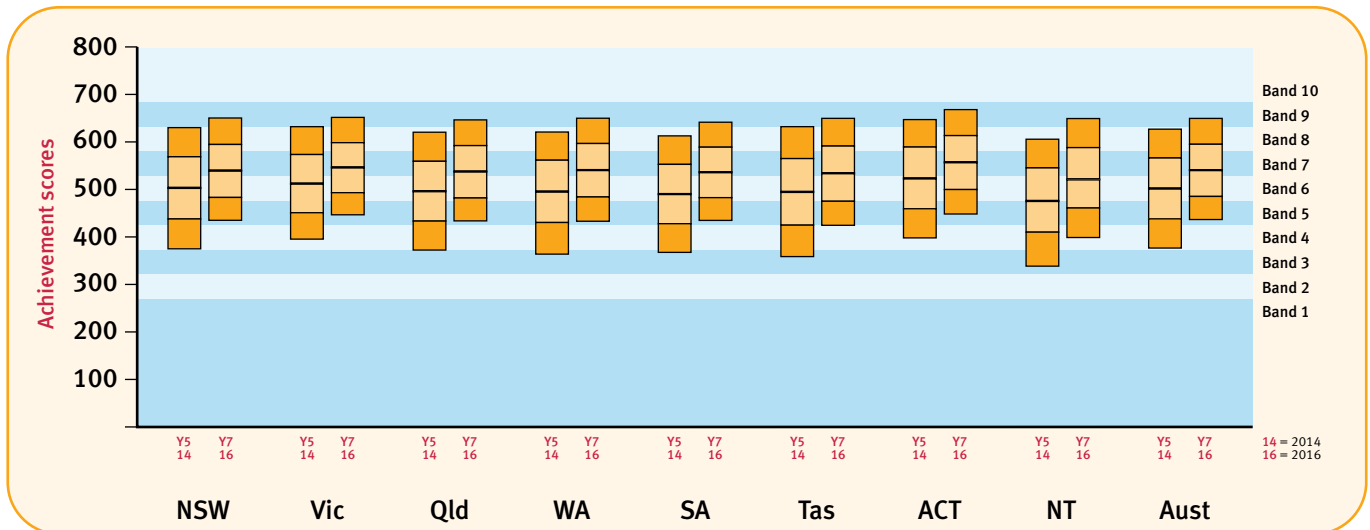


Table R4.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by LBOTE Status, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	LBOTE	43.4 ± 9.4	43.7 ± 8.4	49.2 ± 11.5	46.4 ± 11.2	49.8 ± 10.2	46.6 ± 20.7	47.1 ± 16.0	40.7 ± 31.4	45.2 ± 7.7
	Non-LBOTE	40.7 ± 7.5	40.0 ± 7.4	45.7 ± 7.6	46.2 ± 8.7	50.2 ± 7.8	43.2 ± 10.6	46.9 ± 11.9	49.5 ± 17.2	43.3 ± 7.0
2014–2016 Average gain (with 95% confidence interval)	LBOTE	42.0 ± 10.0	40.1 ± 9.1	49.0 ± 12.3	46.2 ± 12.5	59.2 ± 11.8	28.8 ± 21.0	42.2 ± 15.7	84.3 ± 37.6	43.4 ± 8.3
	Non-LBOTE	36.4 ± 8.1	34.2 ± 8.1	41.5 ± 8.2	45.6 ± 9.4	46.1 ± 8.6	39.4 ± 12.4	34.2 ± 12.8	45.6 ± 18.6	38.9 ± 7.6

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 (2014) and Year 9 (2016) Students in Reading, by State and Territory.

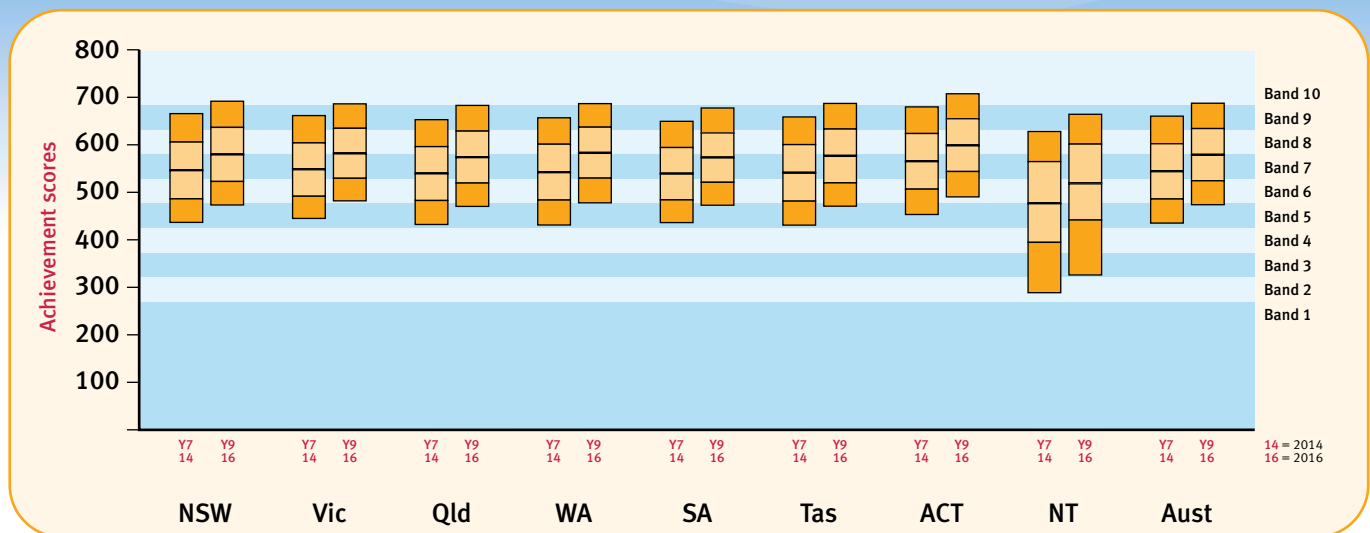


Table R1.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015									
Average gain (with 95% confidence interval)	38.0 ± 6.9	39.3 ± 6.7	38.7 ± 6.7	46.7 ± 8.1	38.1 ± 7.9	37.3 ± 11.2	38.1 ± 13.1	51.0 ± 29.7	39.6 ± 5.9
2014–2016									
Average gain (with 95% confidence interval)	33.4 ± 6.5	33.6 ± 6.4	34.2 ± 6.5	40.8 ± 7.7	34.1 ± 7.6	35.7 ± 10.7	33.5 ± 13.2	42.0 ± 32.1	34.7 ± 5.5

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 (2014) and Year 9 (2016) Male Students in Reading, by State and Territory.

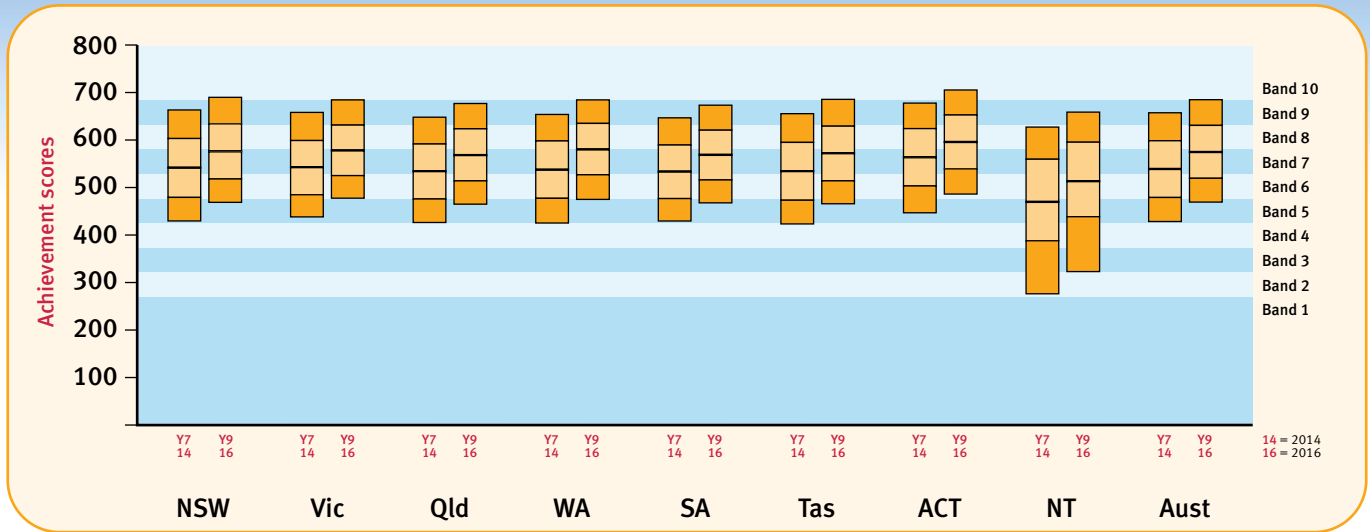


Figure R2.7_9b: Achievement of Year 7 (2014) and Year 9 (2016) Female Students in Reading, by State and Territory.

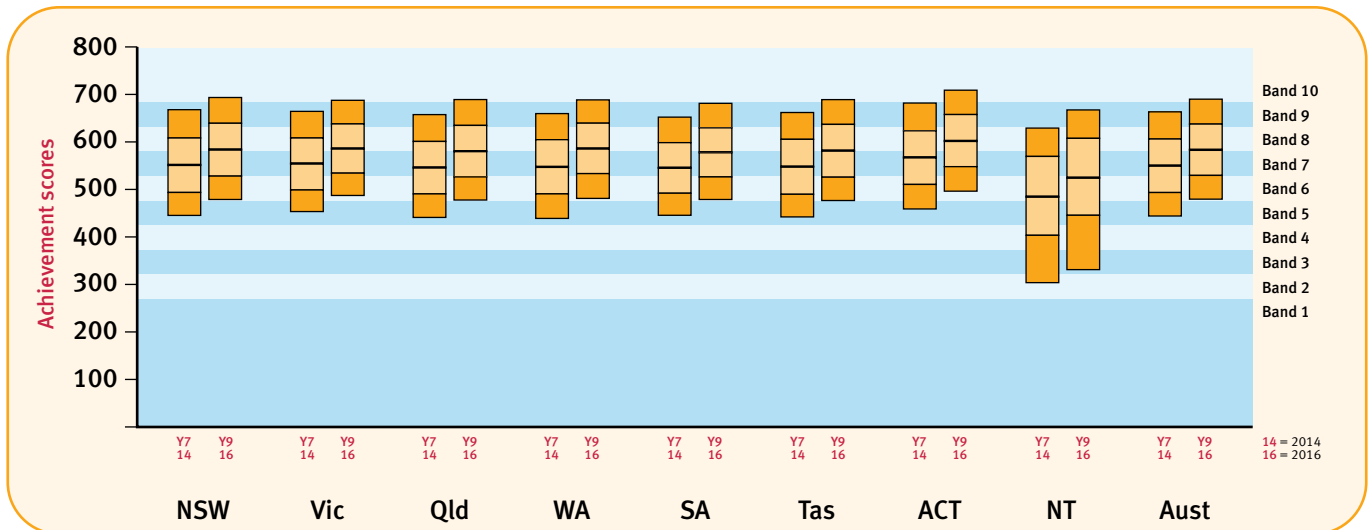


Table R2.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by Sex, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	Male	34.2 ± 7.6	35.7 ± 7.4	34.3 ± 7.1	43.4 ± 8.8	35.2 ± 8.5	34.1 ± 11.9	32.8 ± 15.3	48.7 ± 30.5	35.9 ± 6.1
	Female	41.9 ± 7.2	43.0 ± 6.9	43.3 ± 6.8	50.0 ± 8.5	41.2 ± 8.0	40.7 ± 12.2	43.7 ± 14.1	53.7 ± 29.3	43.5 ± 5.9
2014–2016 Average gain (with 95% confidence interval)	Male	34.5 ± 7.3	35.3 ± 7.0	33.9 ± 6.9	42.8 ± 8.6	35.3 ± 7.9	37.7 ± 12.2	32.3 ± 15.1	43.8 ± 32.7	35.8 ± 5.7
	Female	32.4 ± 6.8	31.7 ± 6.6	34.5 ± 6.8	38.8 ± 8.1	32.7 ± 7.8	33.8 ± 10.9	34.7 ± 14.2	40.1 ± 32.5	33.5 ± 5.6

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 (2014) and Year 9 (2016) Indigenous Students in Reading, by State and Territory.

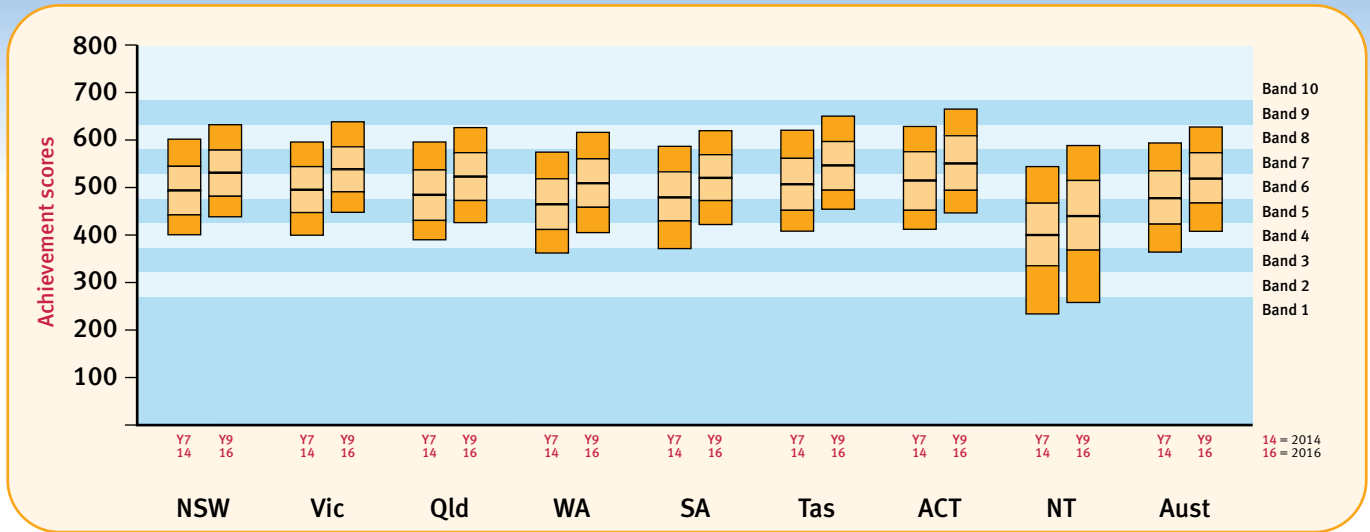


Figure R3.7_9b: Achievement of Year 7 (2014) and Year 9 (2016) Non-Indigenous Students in Reading, by State and Territory.

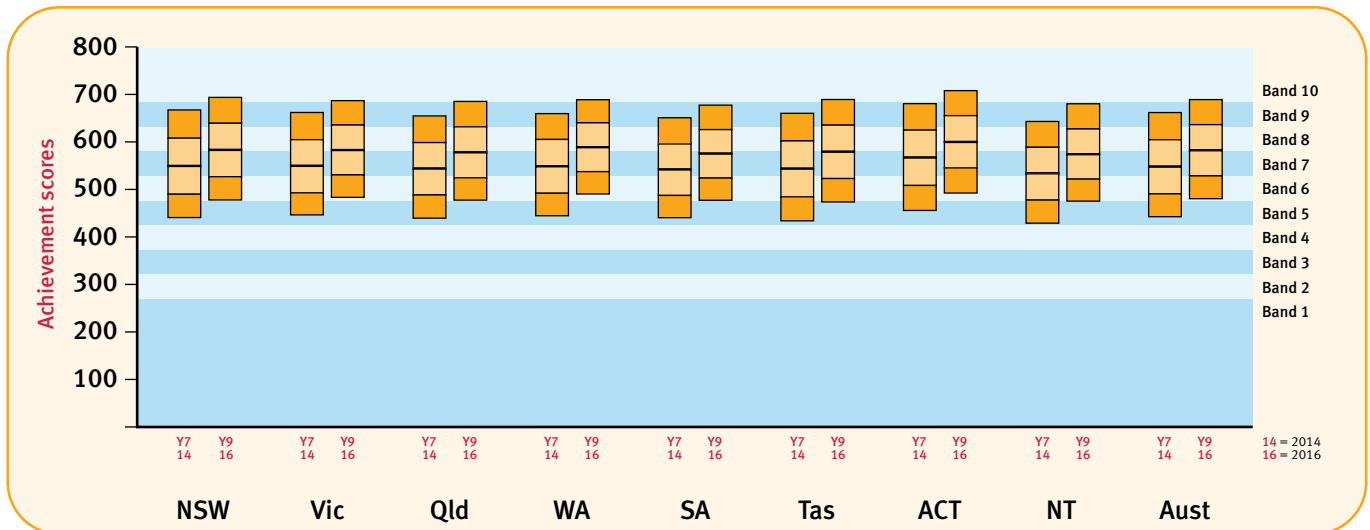


Table R3.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by Indigenous Status, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	Indigenous	39.5 ± 7.0	43.6 ± 10.4	45.1 ± 7.9	47.9 ± 9.9	47.2 ± 11.1	38.1 ± 11.8	28.4 ± 22.5	57.5 ± 26.2	45.9 ± 7.2
	Non-Indigenous	38.2 ± 6.9	39.3 ± 6.7	38.7 ± 6.6	46.5 ± 7.9	37.6 ± 7.7	37.9 ± 10.8	37.8 ± 13.0	41.9 ± 16.3	39.5 ± 5.8
2014–2016 Average gain (with 95% confidence interval)	Indigenous	37.3 ± 6.6	43.5 ± 8.9	38.4 ± 8.1	44.5 ± 9.4	41.2 ± 11.7	39.7 ± 11.0	36.1 ± 23.6	40.2 ± 29.6	41.2 ± 7.1
	Non-Indigenous	33.9 ± 6.6	33.4 ± 6.4	34.2 ± 6.4	40.2 ± 7.5	33.5 ± 7.4	35.7 ± 10.6	32.9 ± 13.0	40.4 ± 18.2	34.5 ± 5.5

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 (2014) and Year 9 (2016) LBOTE Students in Reading, by State and Territory.

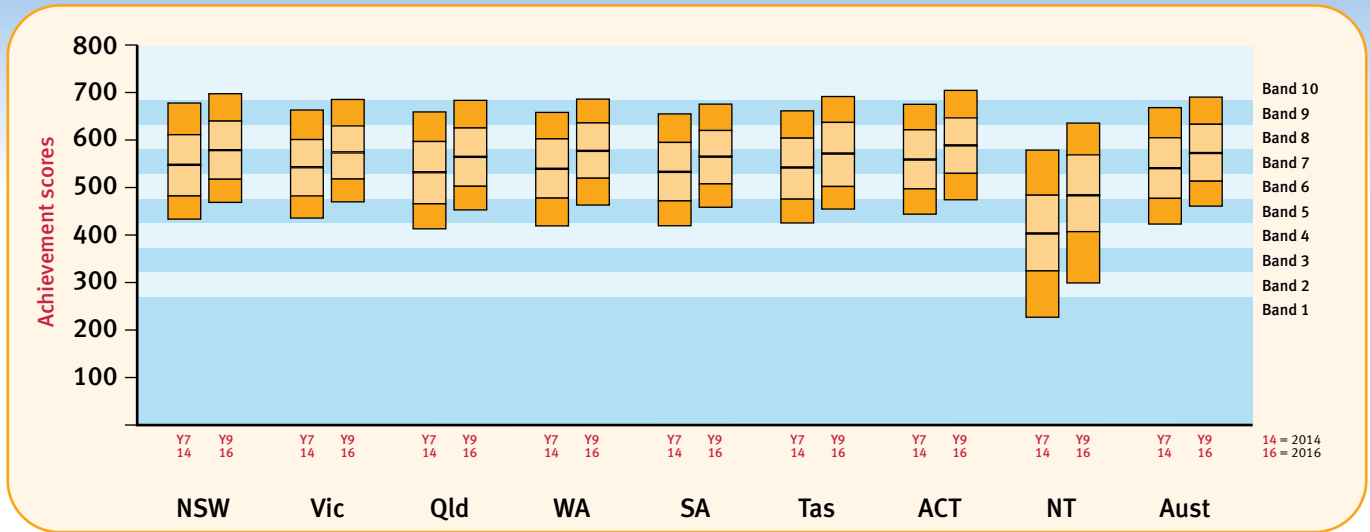


Figure R4.7_9b: Achievement of Year 7 (2014) and Year 9 (2016) Non-LBOTE Students in Reading, by State and Territory.

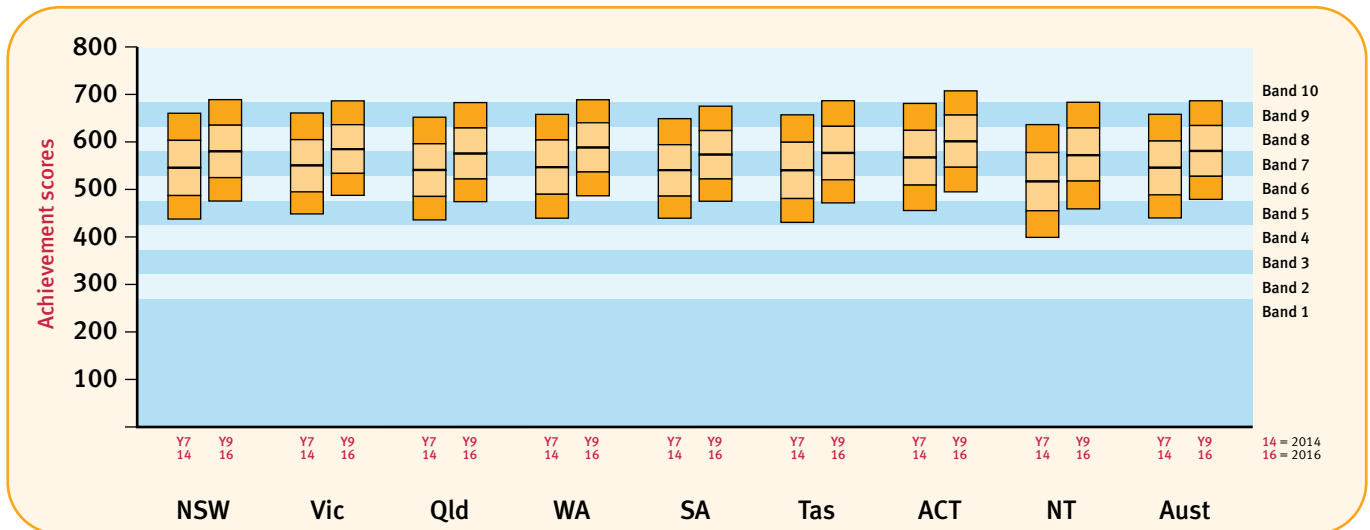


Table R4.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by LBOTE Status, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	LBOTE	41.1 ± 9.8	43.0 ± 9.3	42.5 ± 11.9	49.9 ± 11.5	40.5 ± 11.8	48.8 ± 23.8	43.8 ± 19.2	58.5 ± 39.1	43.9 ± 7.2
	Non-LBOTE	36.8 ± 6.7	38.2 ± 6.5	38.4 ± 6.5	46.9 ± 8.0	38.7 ± 7.7	37.9 ± 10.9	37.0 ± 12.8	42.2 ± 19.0	38.6 ± 5.8
2014–2016 Average gain (with 95% confidence interval)	LBOTE	31.2 ± 9.8	31.3 ± 8.9	32.5 ± 11.2	37.9 ± 10.4	32.0 ± 13.5	29.5 ± 22.5	30.0 ± 18.6	80.7 ± 40.3	32.2 ± 6.9
	Non-LBOTE	34.7 ± 6.4	34.5 ± 6.2	34.6 ± 6.3	41.5 ± 7.9	32.8 ± 7.3	36.6 ± 10.7	34.1 ± 13.4	55.3 ± 19.8	35.4 ± 5.4

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 (2012), Year 5 (2014) and Year 7 (2016) Students in Reading, by State and Territory.

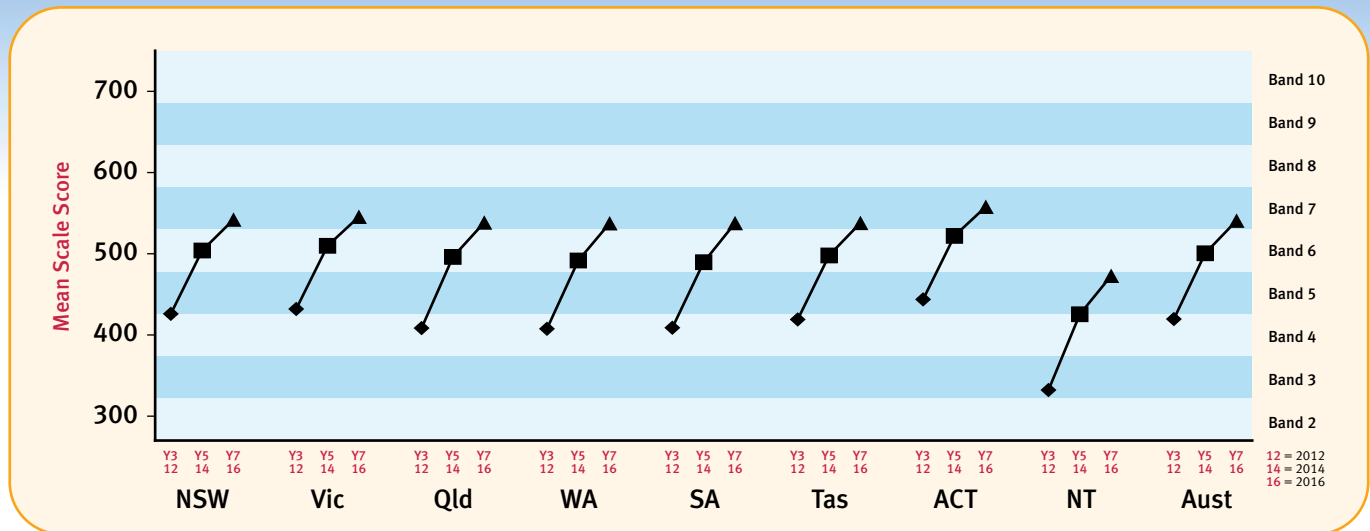


Figure R1.5_7_9: Achievement of Year 5 (2012), Year 7 (2014) and Year 9 (2016) Students in Reading, by State and Territory.

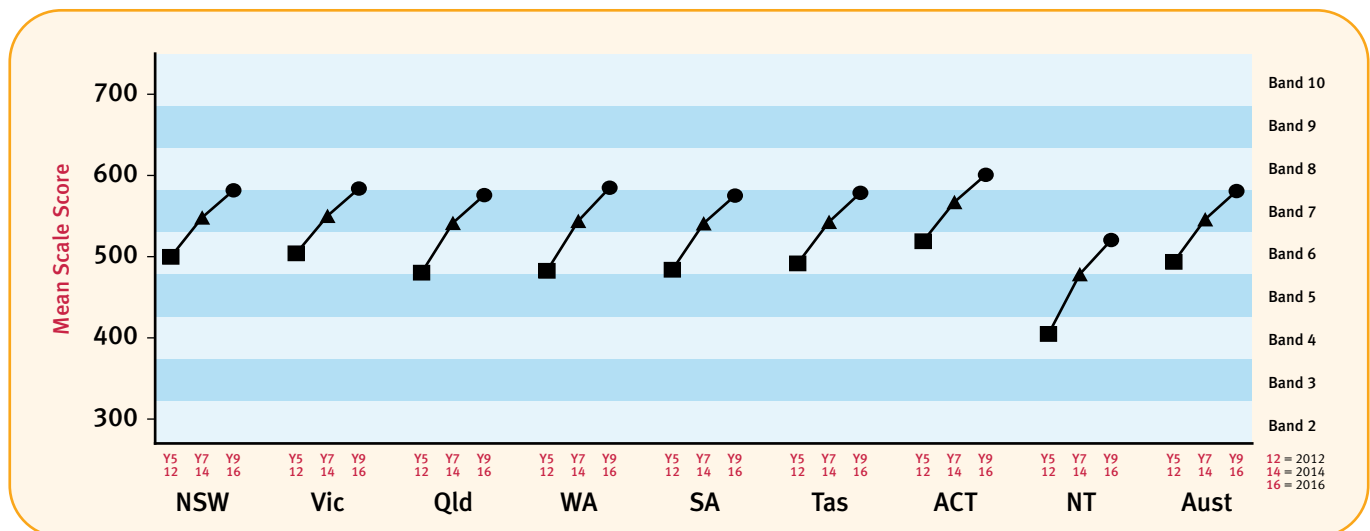


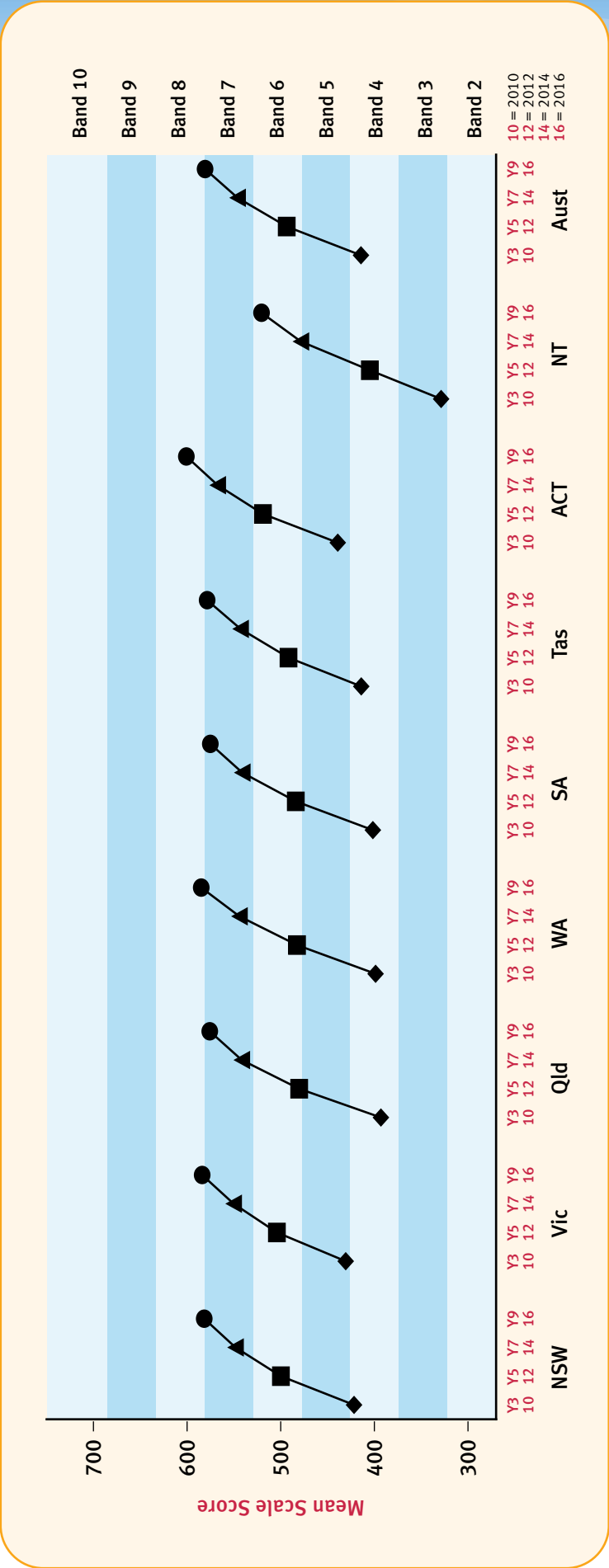
Table R1.2012_2014_2016: Achievement of Students in Reading from Year 3 (2012), Year 5 (2014) and Year 7 (2016), and from Year 5 (2012), Year 7 (2014) and Year 9 (2016), by State and Territory.

			NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	Year 3	2012	426.0 (86.5)	432.0 (82.0)	408.5 (87.4)	407.6 (90.7)	408.9 (85.0)	419.1 (94.0)	443.8 (88.1)	332.2 (126.6)	419.6 (87.9)
Mean scale score / (S.D.)	Year 5	2014	504.0 (77.8)	509.8 (73.1)	496.1 (76.6)	491.7 (80.5)	489.6 (75.6)	497.9 (83.9)	522.0 (76.9)	425.5 (112.8)	500.6 (78.0)
Mean scale score / (S.D.)	Year 7	2016	542.1 (67.7)	545.6 (64.2)	538.5 (66.3)	537.6 (69.0)	537.8 (64.0)	538.0 (70.1)	557.9 (67.2)	472.9 (109.0)	540.8 (67.6)
Mean scale score / (S.D.)	Year 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 9	2016	581.7 (66.8)	583.9 (62.4)	575.8 (65.2)	584.9 (64.1)	575.2 (62.4)	578.6 (65.8)	600.8 (65.8)	520.5 (102.9)	580.8 (65.8)

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 (2010), Year 5 (2012), Year 7 (2014) and Year 9 (2016) 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 (2014) and Year 5 (2016) Students in Numeracy, by State and Territory.

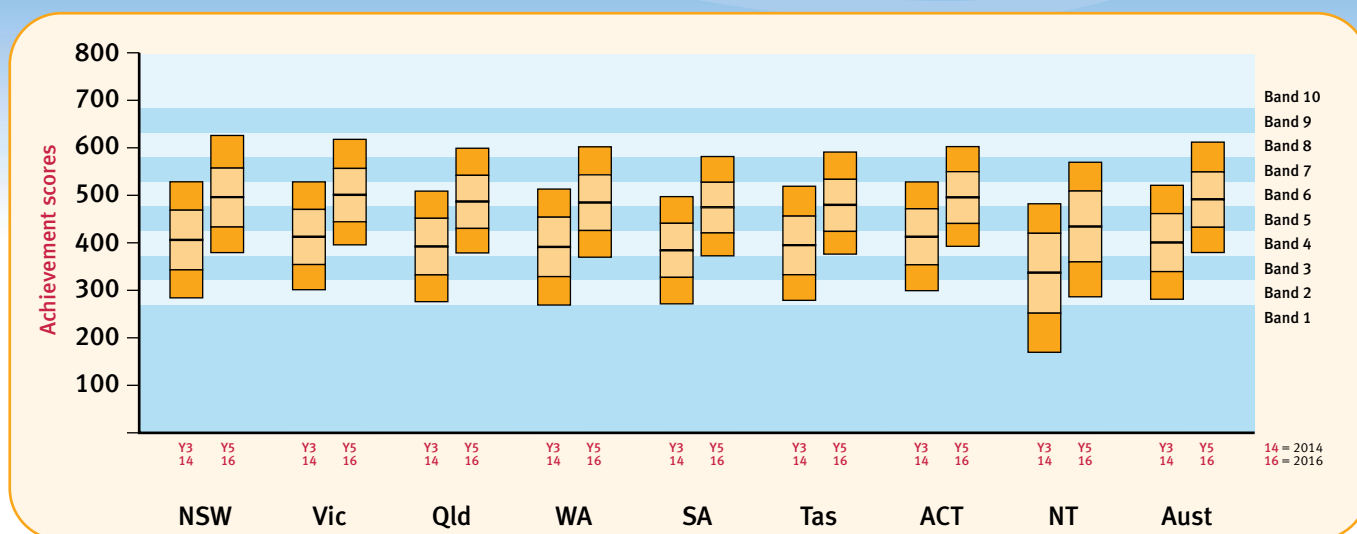


Table N1.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015									
Average gain (with 95% confidence interval)	93.6 ± 8.3	93.5 ± 8.2	99.8 ± 8.3	97.4 ± 8.7	98.0 ± 8.8	92.9 ± 10.4	88.6 ± 11.4	97.3 ± 20.2	95.6 ± 8.0
2014–2016									
Average gain (with 95% confidence interval)	90.5 ± 7.9	88.6 ± 7.8	94.9 ± 8.0	93.7 ± 8.4	90.9 ± 8.5	85.0 ± 10.5	83.3 ± 10.3	97.4 ± 22.0	91.3 ± 7.5

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 (2014) and Year 5 (2016) Male Students in Numeracy, by State and Territory.

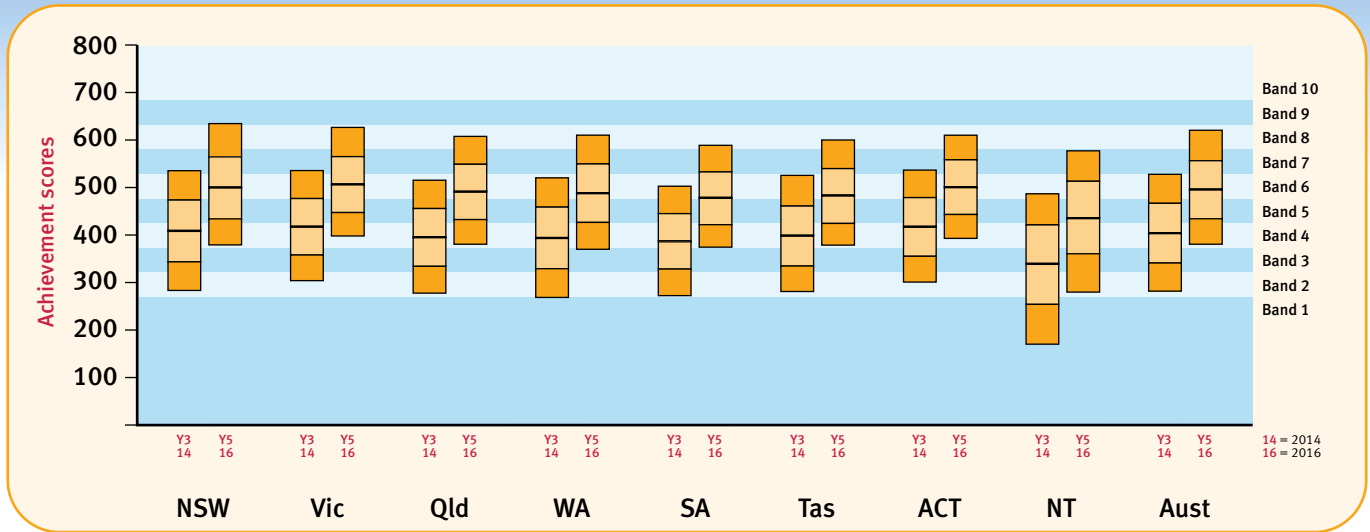


Figure N2.3_5b: Achievement of Year 3 (2014) and Year 5 (2016) Female Students in Numeracy, by State and Territory.

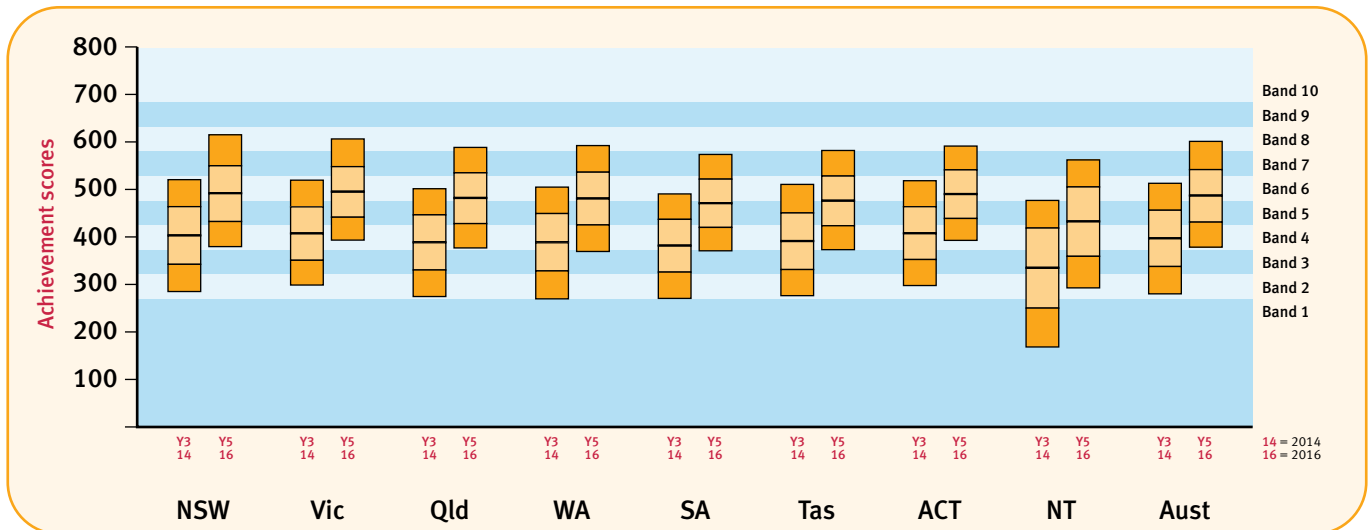


Table N2.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by Sex, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	Male	95.7 ± 8.4	95.1 ± 8.3	102.1 ± 8.5	99.8 ± 8.9	101.0 ± 9.2	94.7 ± 11.1	91.7 ± 12.3	97.0 ± 21.5	97.8 ± 8.0
	Female	91.3 ± 8.3	91.9 ± 8.2	97.4 ± 8.3	94.9 ± 8.7	94.8 ± 8.8	91.1 ± 10.8	85.2 ± 12.2	97.6 ± 19.9	93.4 ± 8.0
2014–2016 Average gain (with 95% confidence interval)	Male	91.7 ± 8.0	89.4 ± 7.9	96.1 ± 8.1	94.7 ± 8.6	91.9 ± 8.8	84.8 ± 11.2	83.6 ± 11.3	96.6 ± 22.0	92.2 ± 7.6
	Female	89.2 ± 7.9	88.0 ± 7.8	93.6 ± 8.0	92.6 ± 8.4	89.7 ± 8.6	85.1 ± 10.8	82.8 ± 10.6	98.1 ± 23.0	90.2 ± 7.5

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 (2014) and Year 5 (2016) Indigenous Students in Numeracy, by State and Territory.

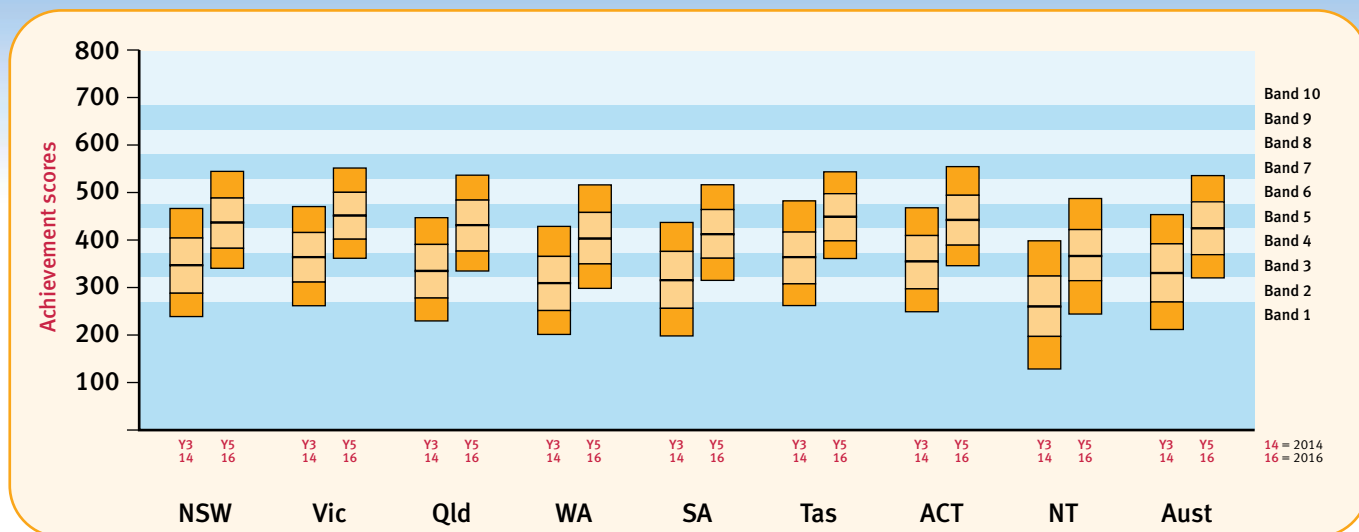


Figure N3.3_5b: Achievement of Year 3 (2014) and Year 5 (2016) Non-Indigenous Students in Numeracy, by State and Territory.

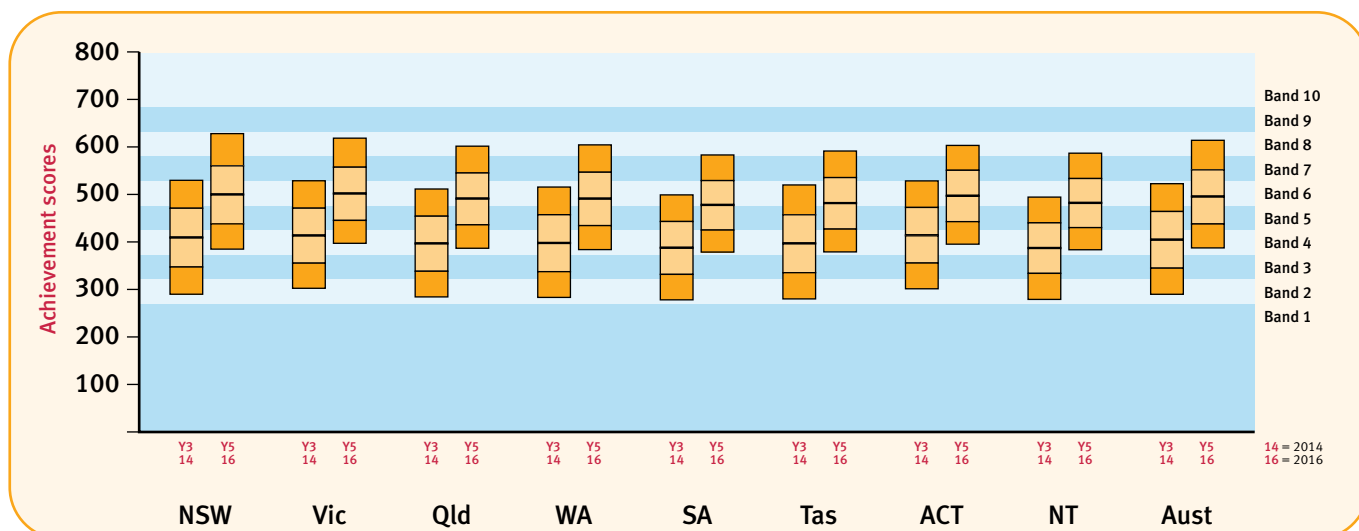


Table N3.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by Indigenous Status, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	Indigenous	91.5 ± 8.7	89.1 ± 10.3	100.5 ± 9.6	94.6 ± 10.7	95.9 ± 13.8	93.8 ± 12.7	84.2 ± 19.1	98.9 ± 17.4	95.7 ± 8.6
	Non-Indigenous	94.1 ± 8.3	93.5 ± 8.2	100.3 ± 8.3	97.7 ± 8.6	98.1 ± 8.8	92.8 ± 10.0	88.8 ± 11.3	97.0 ± 12.7	95.9 ± 8.0
2014–2016 Average gain (with 95% confidence interval)	Indigenous	90.0 ± 8.4	87.7 ± 9.9	96.7 ± 9.1	93.8 ± 11.4	97.2 ± 13.9	85.1 ± 11.7	87.5 ± 22.7	106.7 ± 18.7	94.5 ± 8.3
	Non-Indigenous	90.9 ± 7.9	88.7 ± 7.8	94.6 ± 7.9	93.6 ± 8.2	90.5 ± 8.4	85.2 ± 10.2	83.5 ± 10.2	95.2 ± 12.3	91.2 ± 7.5

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 (2014) and Year 5 (2016) LBOTE Students in Numeracy, by State and Territory.

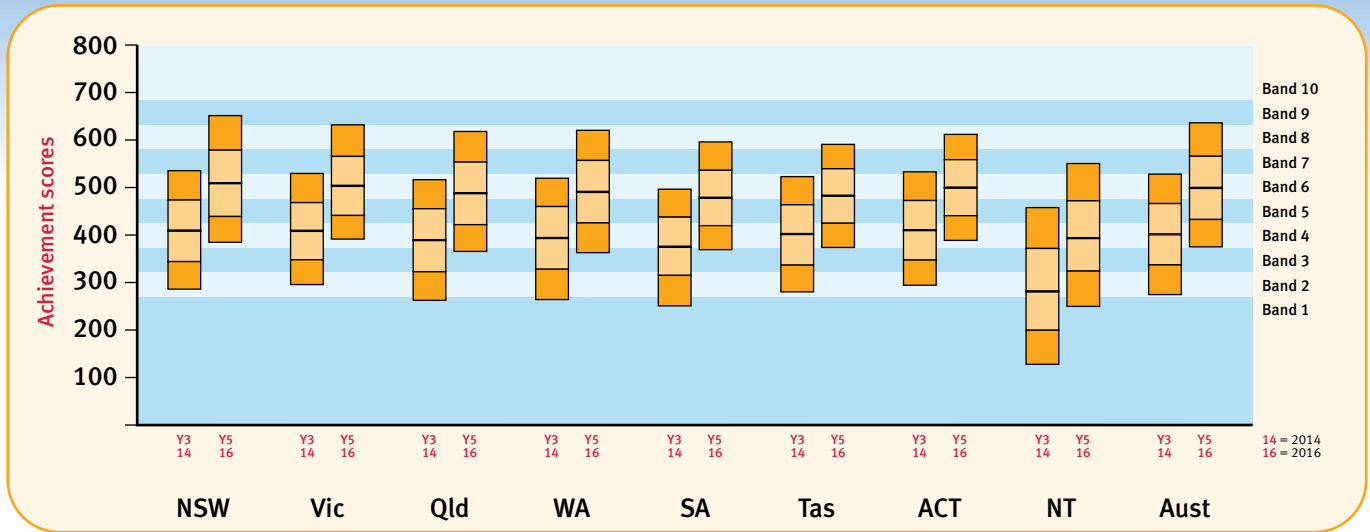


Figure N4.3_5b: Achievement of Year 3 (2014) and Year 5 (2016) Non-LBOTE Students in Numeracy, by State and Territory.

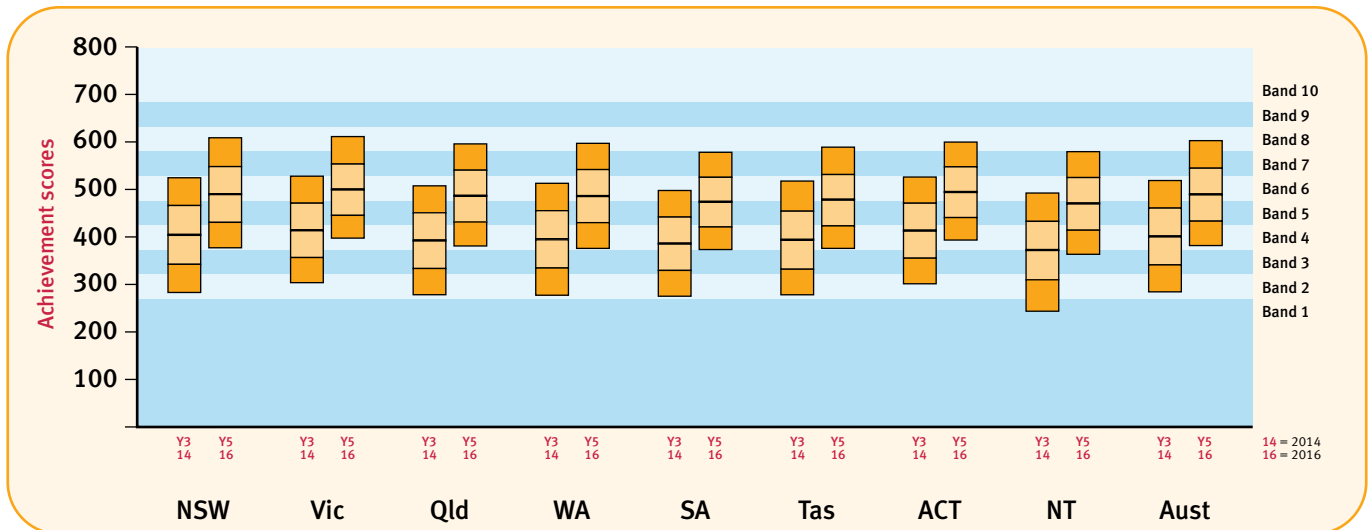


Table N4.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by LBOTE Status, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	LBOTE	100.9 ± 9.2	97.8 ± 8.9	100.2 ± 11.8	101.1 ± 10.1	102.8 ± 11.1	91.9 ± 17.9	92.2 ± 13.2	101.0 ± 22.7	100.0 ± 8.3
	Non-LBOTE	90.0 ± 8.2	91.9 ± 8.2	99.8 ± 8.3	96.0 ± 8.7	97.9 ± 8.8	92.5 ± 10.0	87.5 ± 11.4	100.2 ± 14.5	94.4 ± 8.0
2014–2016 Average gain (with 95% confidence interval)	LBOTE	100.4 ± 8.9	95.1 ± 8.5	99.1 ± 10.8	97.3 ± 10.1	103.4 ± 11.7	80.8 ± 17.1	89.5 ± 13.5	112.8 ± 28.7	98.1 ± 8.0
	Non-LBOTE	86.1 ± 7.8	86.2 ± 7.8	94.2 ± 7.9	91.3 ± 8.4	88.2 ± 8.4	84.8 ± 10.3	81.6 ± 10.2	98.3 ± 15.6	88.8 ± 7.5

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 (2014) and Year 7 (2016) Students in Numeracy, by State and Territory.

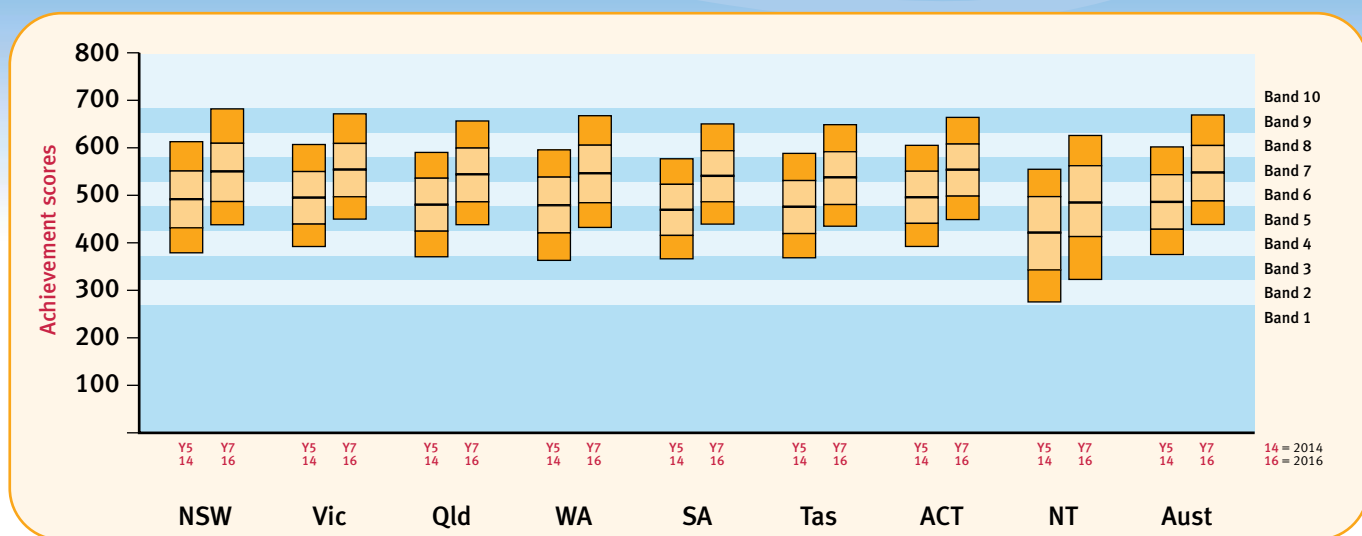


Table N1.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015									
Average gain (with 95% confidence interval)	53.6 ± 6.9	55.4 ± 6.4	57.8 ± 6.7	60.7 ± 8.1	65.3 ± 6.9	57.8 ± 9.4	51.5 ± 12.7	62.8 ± 23.0	56.7 ± 5.8
2014–2016									
Average gain (with 95% confidence interval)	58.6 ± 5.8	59.3 ± 5.4	64.2 ± 5.9	67.5 ± 7.6	71.7 ± 6.1	62.2 ± 9.9	58.2 ± 10.5	63.5 ± 24.7	62.1 ± 4.7

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 (2014) and Year 7 (2016) Male Students in Numeracy, by State and Territory.

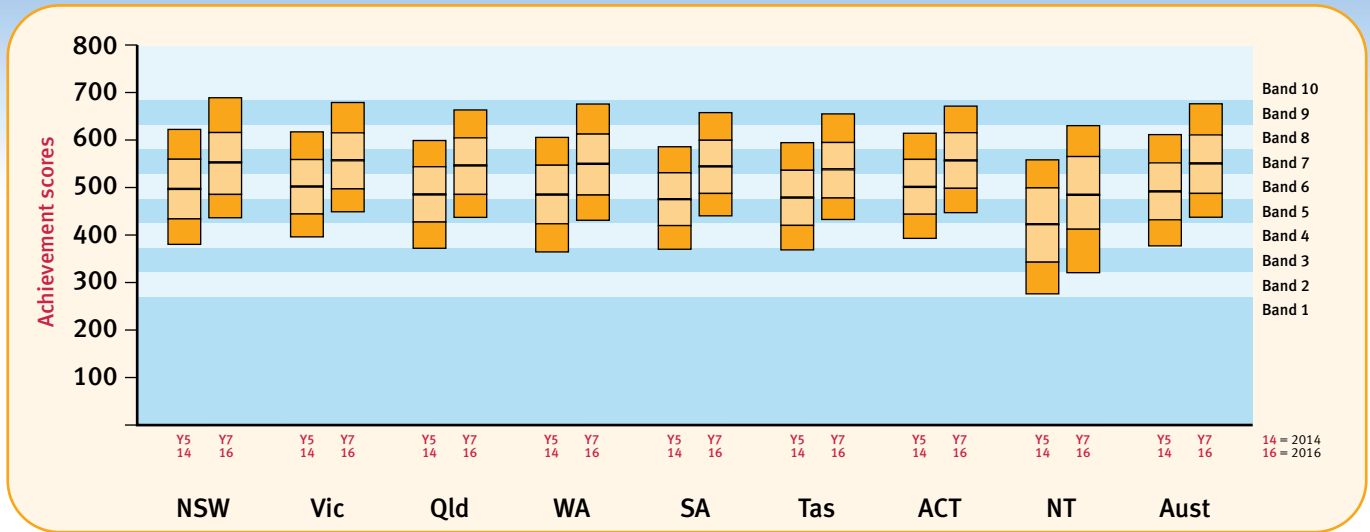


Figure N2.5_7b: Achievement of Year 5 (2014) and Year 7 (2016) Female Students in Numeracy, by State and Territory.

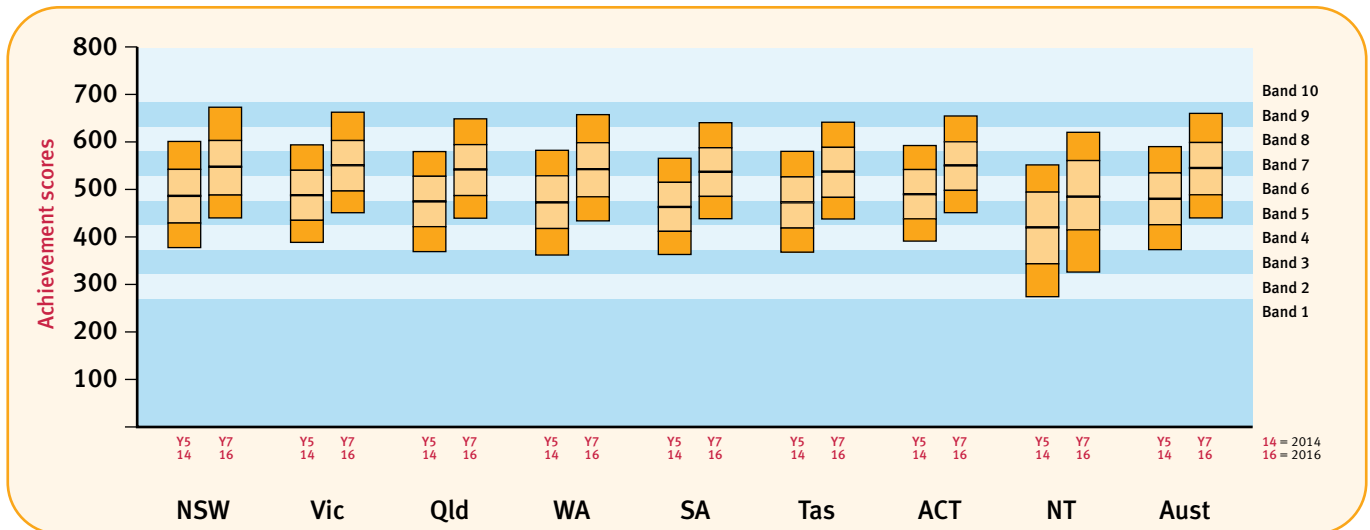


Table N2.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by Sex, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	Male	51.2 ± 7.6	52.0 ± 6.8	55.8 ± 7.1	58.7 ± 9.0	63.1 ± 7.4	55.0 ± 10.5	50.7 ± 14.8	59.0 ± 24.9	54.2 ± 5.9
	Female	56.1 ± 7.1	58.7 ± 6.5	60.0 ± 6.7	62.7 ± 8.1	67.3 ± 7.0	60.6 ± 9.8	52.2 ± 13.5	66.5 ± 21.8	59.3 ± 5.8
2014–2016 Average gain (with 95% confidence interval)	Male	55.9 ± 6.5	55.6 ± 5.9	61.3 ± 6.4	65.0 ± 8.5	69.2 ± 6.7	59.7 ± 11.2	55.9 ± 11.9	62.1 ± 25.7	59.1 ± 4.8
	Female	61.5 ± 6.0	63.3 ± 5.5	67.4 ± 6.0	70.3 ± 7.6	74.3 ± 6.2	64.8 ± 10.1	60.8 ± 11.6	64.8 ± 24.5	65.1 ± 4.7

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 (2014) and Year 7 (2016) Indigenous Students in Numeracy, by State and Territory.

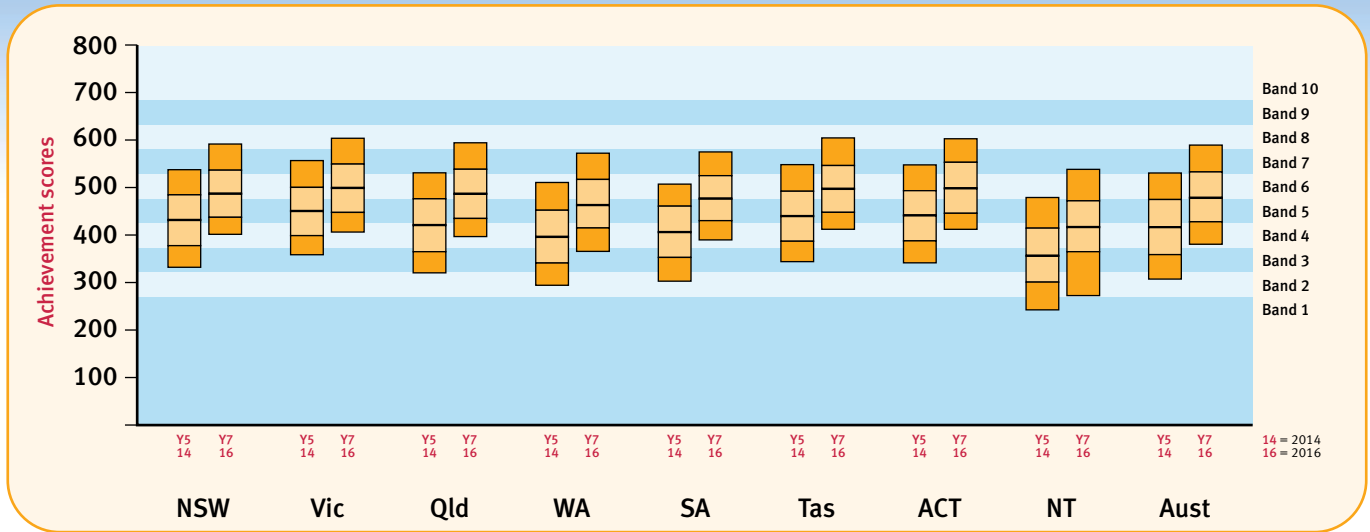


Figure N3.5_7b: Achievement of Year 5 (2014) and Year 7 (2016) Non-Indigenous Students in Numeracy, by State and Territory.

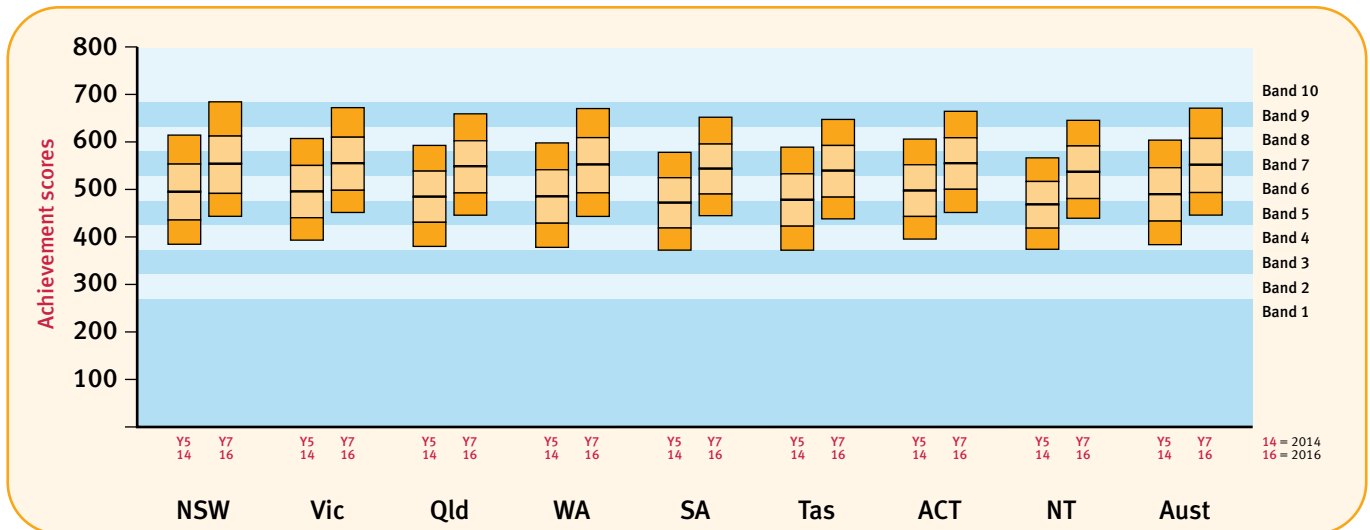


Table N3.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by Indigenous Status, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	Indigenous	56.2 ± 6.8	50.8 ± 8.6	65.9 ± 7.5	68.4 ± 9.0	71.3 ± 10.5	60.0 ± 10.5	51.8 ± 19.7	66.4 ± 18.3	63.1 ± 6.7
	Non-Indigenous	53.7 ± 6.9	55.5 ± 6.4	57.5 ± 6.6	59.9 ± 8.0	65.1 ± 6.8	57.7 ± 9.2	51.0 ± 12.7	58.6 ± 14.0	56.4 ± 5.8
2014–2016 Average gain (with 95% confidence interval)	Indigenous	55.5 ± 6.0	48.7 ± 8.7	66.0 ± 7.0	67.3 ± 9.6	70.6 ± 10.8	57.5 ± 11.7	57.2 ± 17.6	60.7 ± 18.3	61.9 ± 5.7
	Non-Indigenous	59.2 ± 5.8	59.7 ± 5.4	64.3 ± 5.8	67.3 ± 7.4	71.9 ± 6.0	61.6 ± 9.8	57.9 ± 10.6	68.9 ± 14.5	62.2 ± 4.6

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 (2014) and Year 7 (2016) LBOTE Students in Numeracy, by State and Territory.

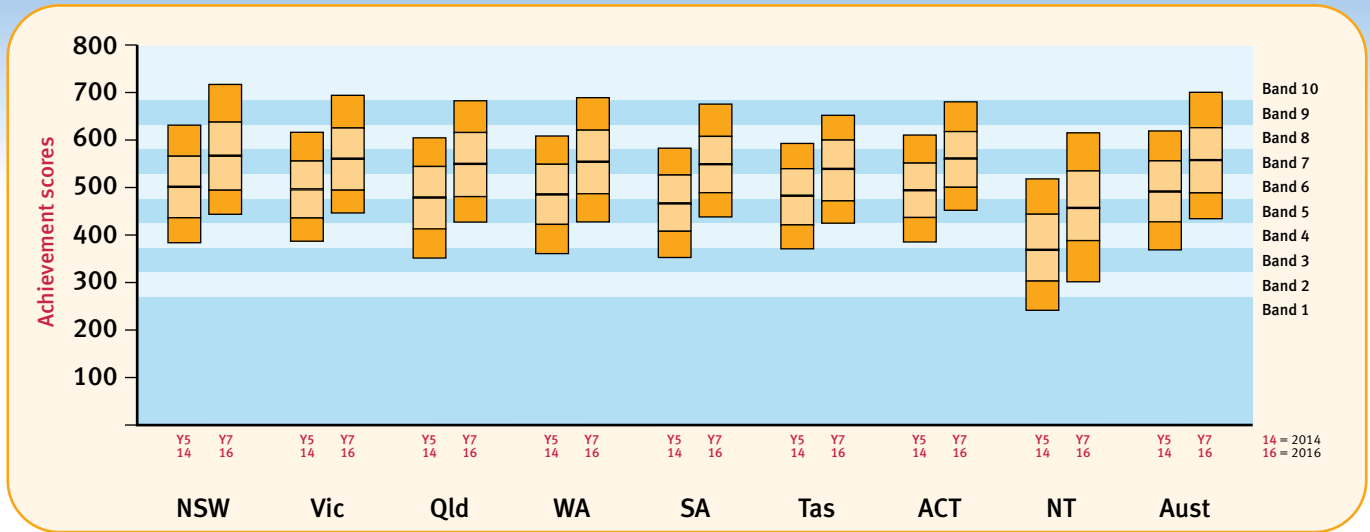


Figure N4.5_7b: Achievement of Year 5 (2014) and Year 7 (2016) Non-LBOTE Students in Numeracy, by State and Territory.

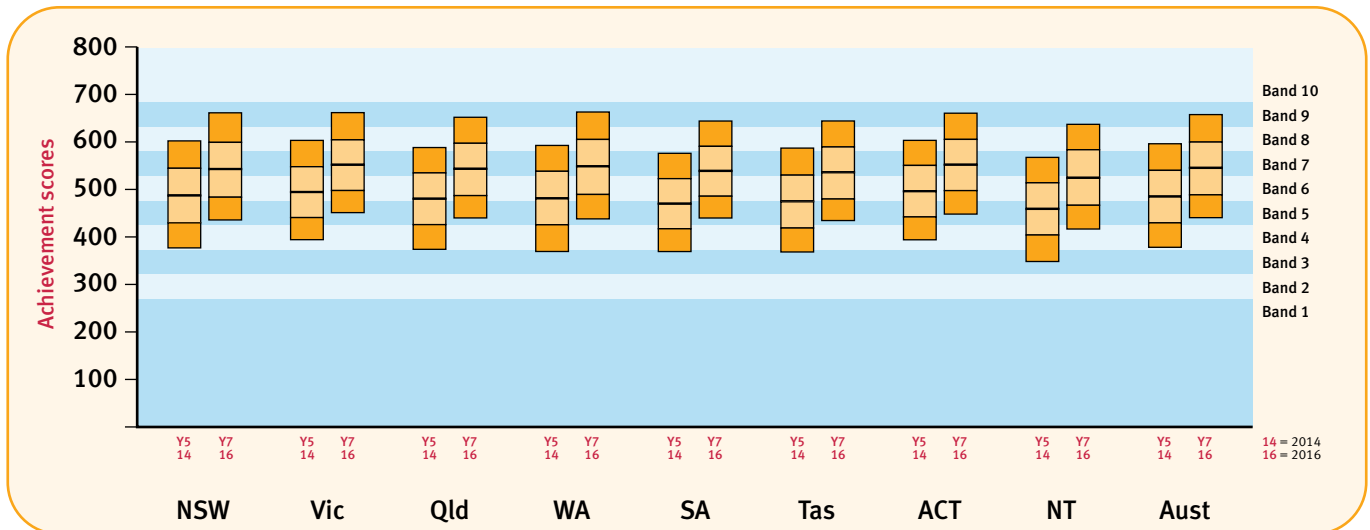


Table N4.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by LBOTE Status, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	LBOTE	59.2 ± 10.3	62.8 ± 8.3	63.5 ± 12.1	63.8 ± 11.7	71.8 ± 10.1	53.5 ± 18.1	53.9 ± 17.5	64.5 ± 26.4	62.2 ± 7.2
	Non-LBOTE	50.9 ± 6.4	53.0 ± 6.3	57.2 ± 6.5	60.3 ± 8.0	65.3 ± 6.9	57.6 ± 9.3	51.2 ± 12.1	60.1 ± 16.4	55.3 ± 5.7
2014–2016 Average gain (with 95% confidence interval)	LBOTE	65.6 ± 9.1	64.7 ± 7.4	71.2 ± 11.6	69.0 ± 12.3	82.9 ± 10.0	56.8 ± 17.3	67.0 ± 14.7	88.5 ± 31.0	66.6 ± 6.1
	Non-LBOTE	55.8 ± 5.4	57.5 ± 5.3	63.2 ± 5.6	67.8 ± 7.2	69.2 ± 6.0	61.4 ± 9.8	56.0 ± 10.3	65.6 ± 17.4	60.5 ± 4.6

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 (2014) and Year 9 (2016) Students in Numeracy, by State and Territory.

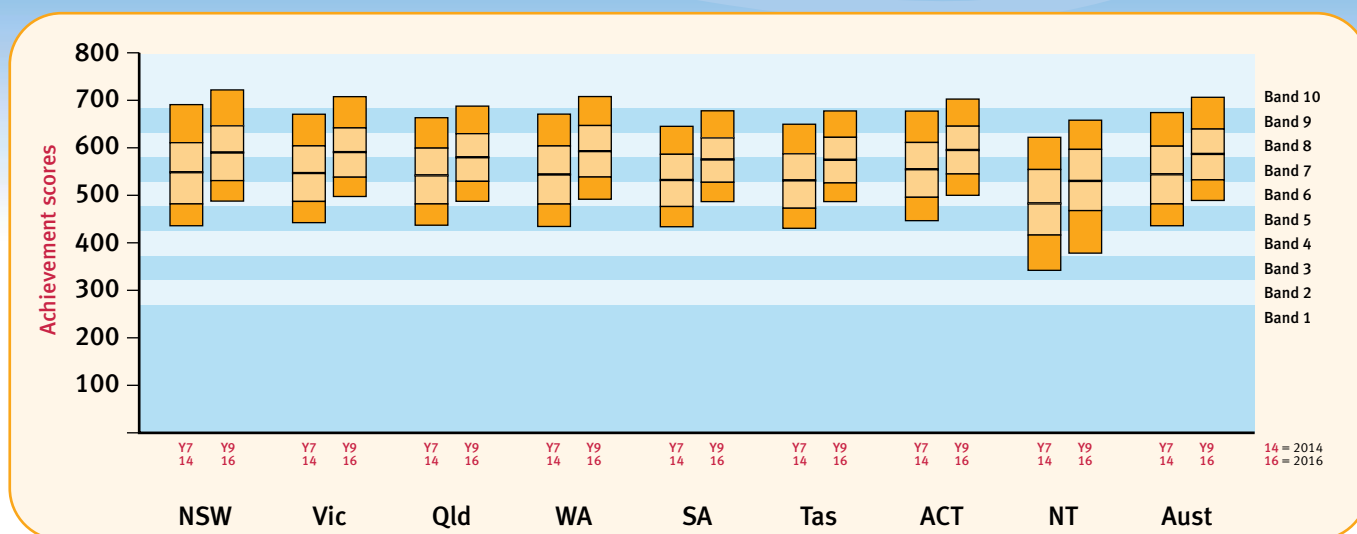


Table N1.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015									
Average gain (with 95% confidence interval)	48.5 ± 6.6	51.3 ± 6.2	46.2 ± 5.6	54.3 ± 7.7	48.1 ± 7.5	49.6 ± 10.0	49.9 ± 14.5	61.7 ± 22.3	49.6 ± 4.6
2014–2016									
Average gain (with 95% confidence interval)	41.6 ± 6.3	44.3 ± 5.9	38.3 ± 5.6	49.4 ± 7.6	43.3 ± 7.3	43.4 ± 9.8	40.7 ± 13.4	47.5 ± 26.4	43.0 ± 4.4

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 (2014) and Year 9 (2016) Male Students in Numeracy, by State and Territory.

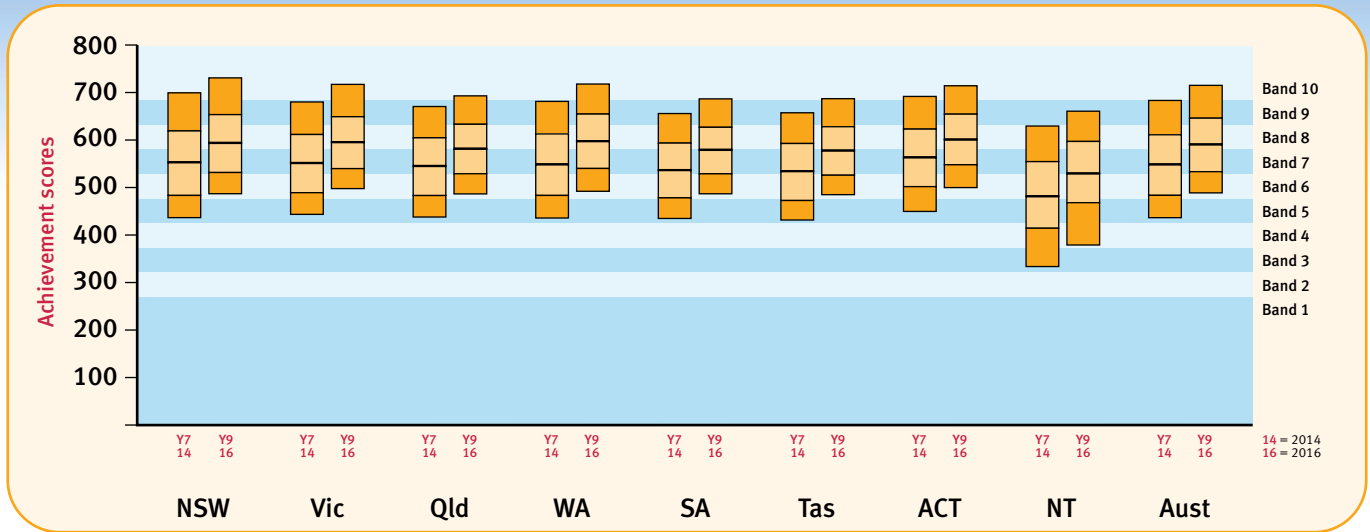


Figure N2.7_9b: Achievement of Year 7 (2014) and Year 9 (2016) Female Students in Numeracy, by State and Territory.

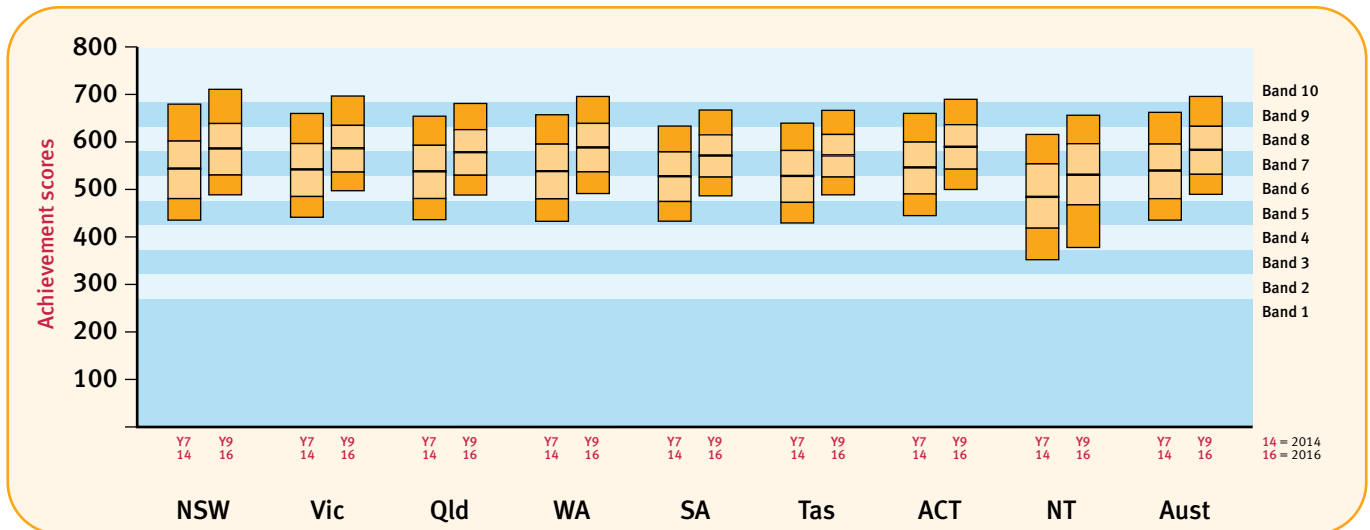


Table N2.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by Sex, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	Male	48.5 ± 7.8	50.6 ± 7.3	44.7 ± 6.1	53.9 ± 8.8	47.0 ± 8.2	50.3 ± 10.7	49.4 ± 17.2	62.0 ± 23.2	49.0 ± 5.0
	Female	48.6 ± 7.0	51.9 ± 6.4	47.8 ± 5.7	54.6 ± 8.0	49.2 ± 7.6	48.8 ± 10.9	50.1 ± 14.7	61.3 ± 22.0	50.1 ± 4.7
2014–2016 Average gain (with 95% confidence interval)	Male	40.8 ± 7.6	44.1 ± 7.0	36.4 ± 6.2	49.0 ± 8.9	42.7 ± 8.0	43.4 ± 11.3	37.6 ± 16.1	48.2 ± 26.8	42.2 ± 4.8
	Female	42.4 ± 6.8	44.7 ± 6.1	40.5 ± 5.9	49.9 ± 7.7	43.8 ± 7.3	43.2 ± 9.4	43.6 ± 13.5	46.8 ± 26.8	43.8 ± 4.5

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 (2014) and Year 9 (2016) Indigenous Students in Numeracy, by State and Territory.

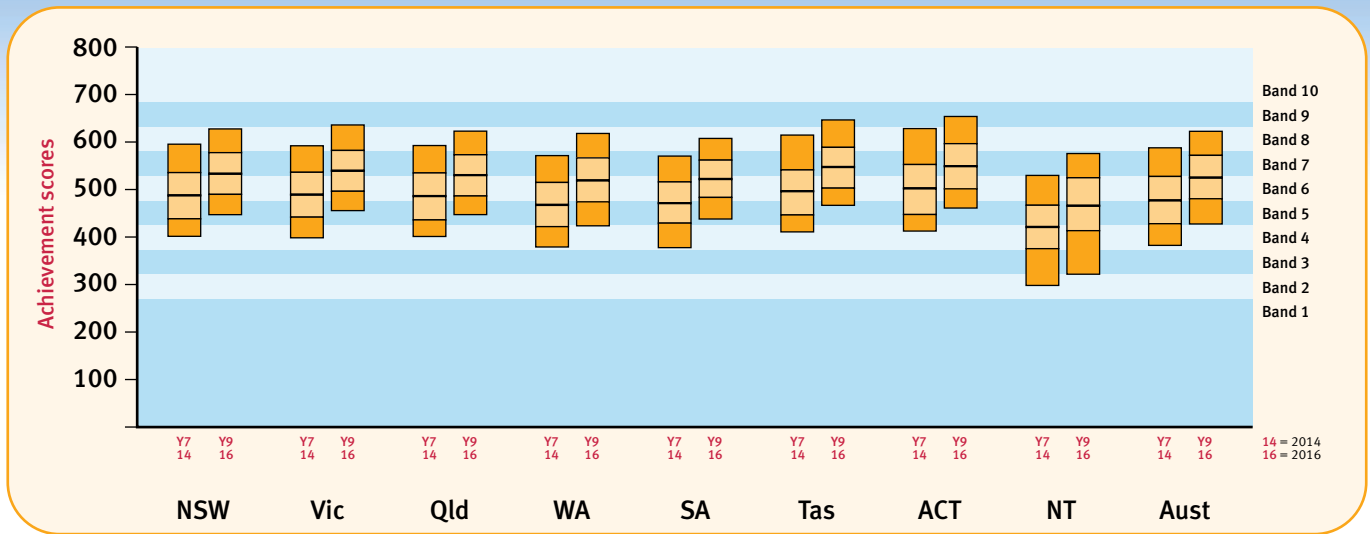


Figure N3.7_9b: Achievement of Year 7 (2014) and Year 9 (2016) Non-Indigenous Students in Numeracy, by State and Territory.

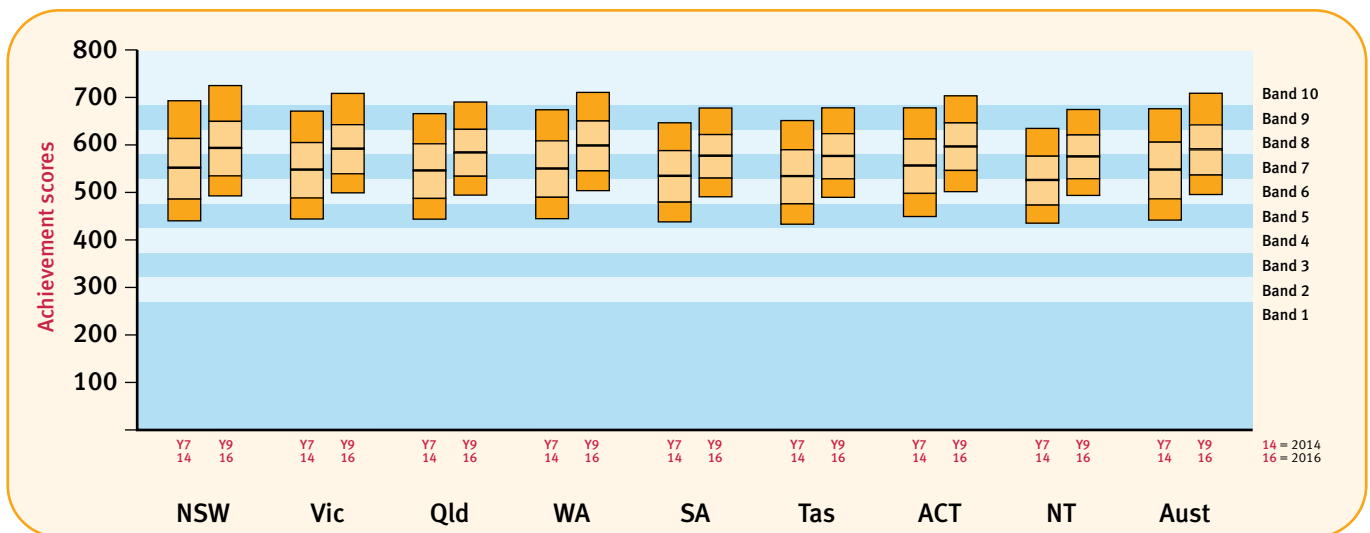


Table N3.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by Indigenous Status, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	Indigenous	50.3 ± 5.7	55.2 ± 9.5	54.2 ± 6.4	61.0 ± 8.6	56.6 ± 9.8	50.7 ± 10.1	43.0 ± 20.6	69.8 ± 17.6	56.2 ± 5.3
	Non-Indigenous	48.9 ± 6.7	51.2 ± 6.2	46.1 ± 5.5	53.8 ± 7.6	47.5 ± 7.3	49.6 ± 9.8	49.3 ± 14.4	52.6 ± 15.2	49.4 ± 4.6
2014–2016 Average gain (with 95% confidence interval)	Indigenous	45.7 ± 5.6	50.5 ± 8.1	44.2 ± 6.8	51.7 ± 8.2	50.8 ± 9.9	51.0 ± 10.6	46.9 ± 22.5	44.7 ± 21.0	48.1 ± 5.4
	Non-Indigenous	42.0 ± 6.4	44.3 ± 5.9	38.1 ± 5.5	48.8 ± 7.5	42.6 ± 7.1	42.5 ± 9.7	40.2 ± 13.2	49.7 ± 16.9	42.8 ± 4.4

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 (2014) and Year 9 (2016) LBOTE Students in Numeracy, by State and Territory.

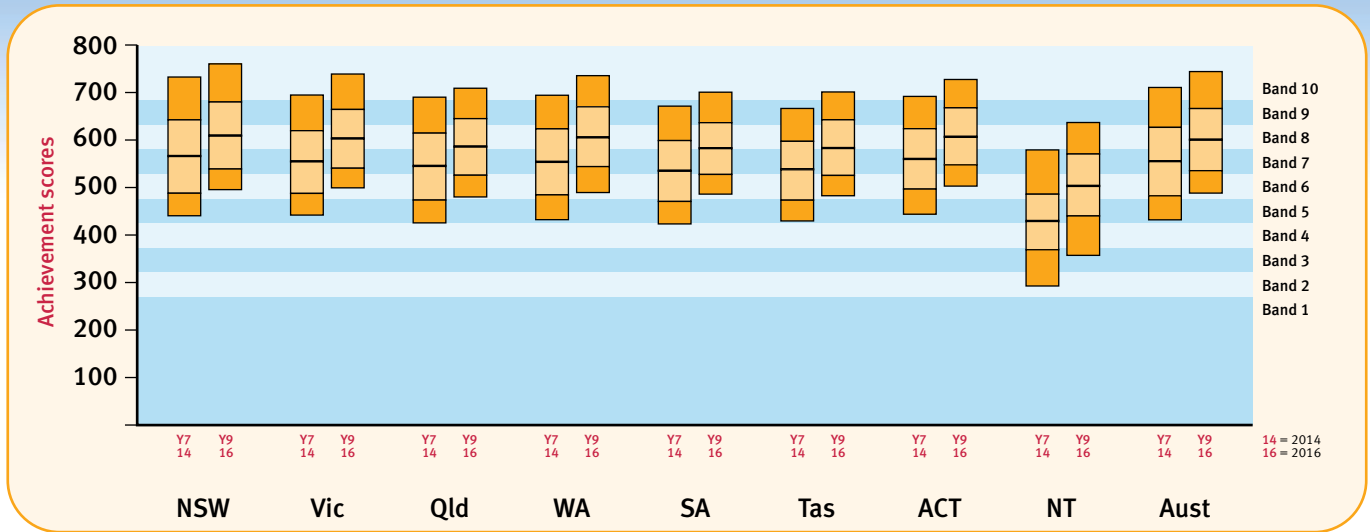


Figure N4.7_9b: Achievement of Year 7 (2014) and Year 9 (2016) Non-LBOTE Students in Numeracy, by State and Territory.

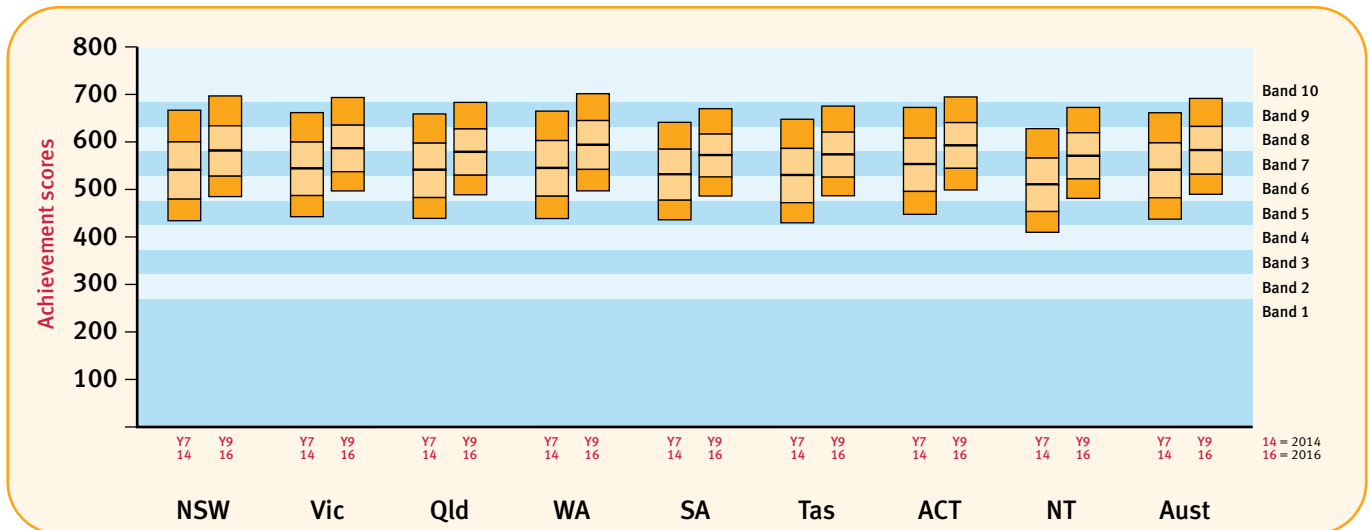


Table N4.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by LBOTE Status, by State and Territory, 2012–2014, 2013–2015 and 2014–2016.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2013–2015 Average gain (with 95% confidence interval)	LBOTE	50.0 ± 11.8	56.5 ± 10.9	48.3 ± 12.4	56.9 ± 12.7	52.8 ± 12.8	62.8 ± 20.8	53.8 ± 22.2	72.8 ± 28.9	54.0 ± 7.3
	Non-LBOTE	47.7 ± 5.8	49.4 ± 5.7	46.0 ± 5.3	54.2 ± 7.4	48.7 ± 7.1	49.8 ± 9.8	49.2 ± 13.3	52.6 ± 17.5	48.5 ± 4.4
2014–2016 Average gain (with 95% confidence interval)	LBOTE	43.1 ± 11.7	48.3 ± 10.4	40.8 ± 11.5	51.9 ± 11.8	47.8 ± 14.4	44.8 ± 22.4	46.7 ± 18.2	74.2 ± 31.8	45.3 ± 7.0
	Non-LBOTE	40.7 ± 5.6	42.7 ± 5.3	37.8 ± 5.2	49.0 ± 7.5	40.5 ± 6.8	43.4 ± 9.6	39.3 ± 13.2	60.2 ± 20.2	41.8 ± 4.1

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 (2012), Year 5 (2014) and Year 7 (2016) Students in Numeracy, by State and Territory.

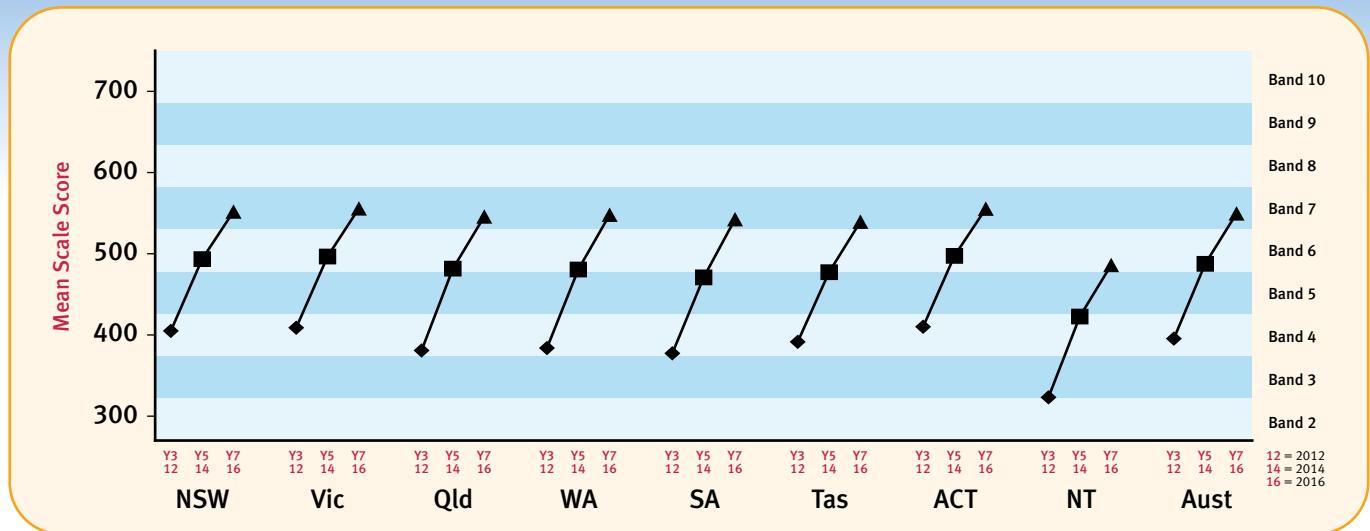


Figure N1.5_7_9: Achievement of Year 5 (2012), Year 7 (2014) and Year 9 (2016) Students in Numeracy, by State and Territory.

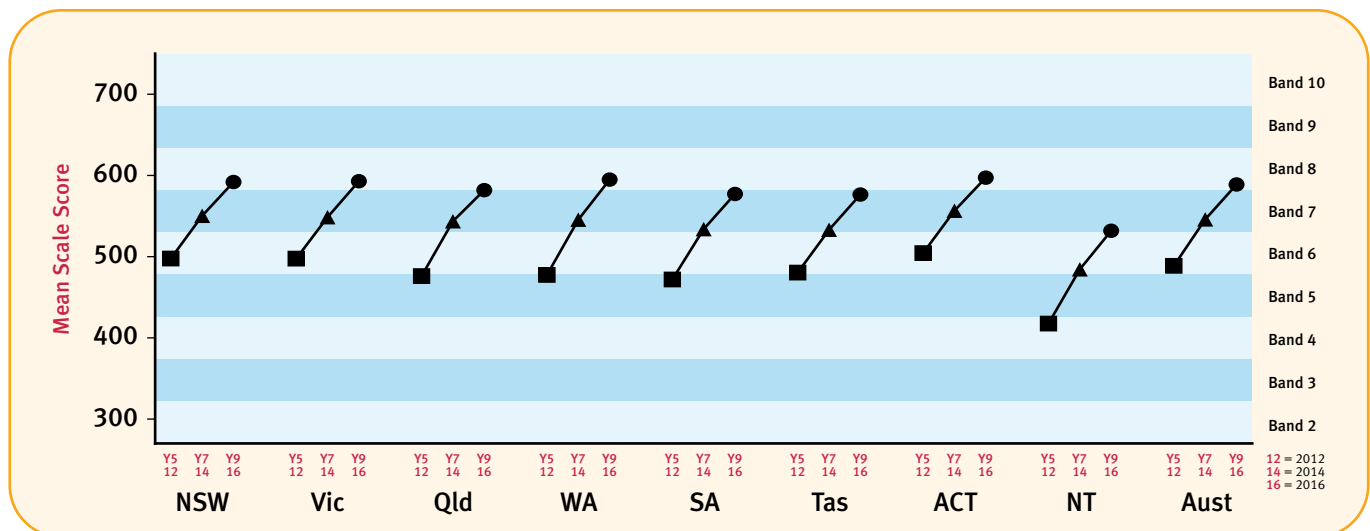


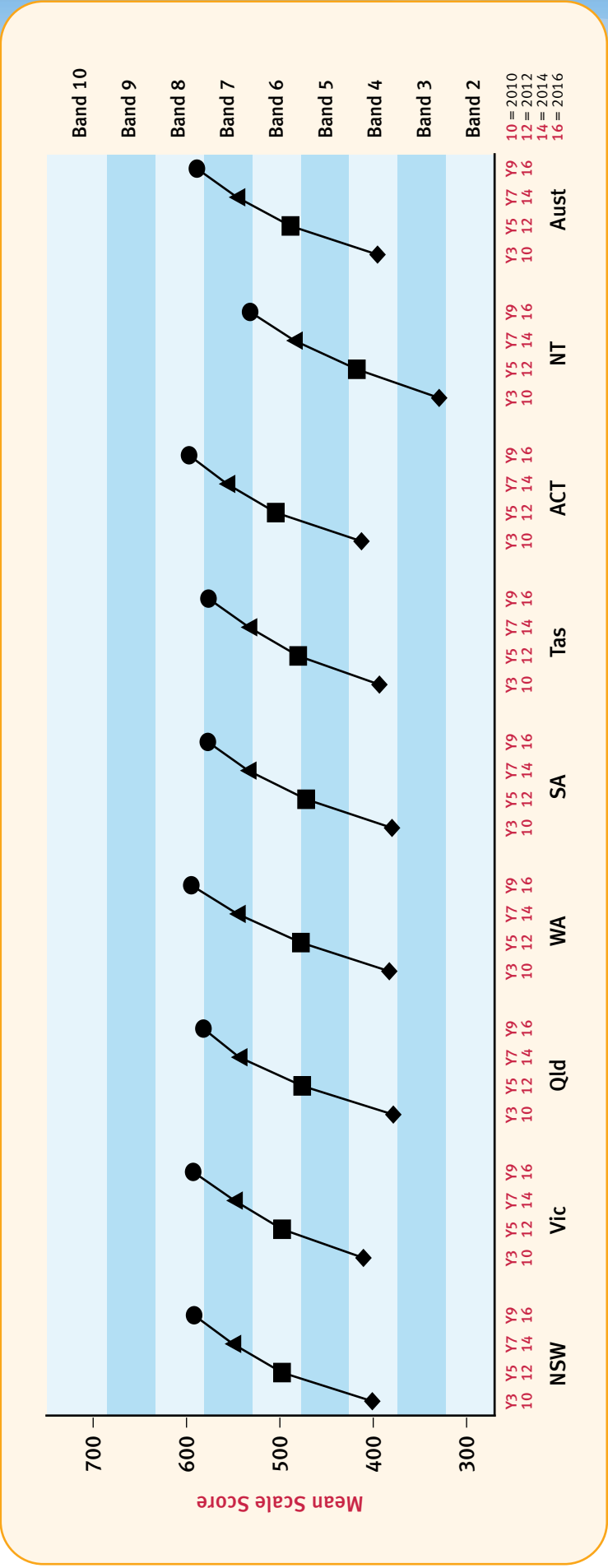
Table N1.2012_2014_2016: Achievement of Students in Numeracy from Year 3 (2012), Year 5 (2014) and Year 7 (2016), and from Year 5 (2012), Year 7 (2014) and Year 9 (2016), by State and Territory.

			NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	Year 3	2012	405.0 (73.5)	408.9 (67.6)	380.9 (69.9)	383.9 (72.8)	377.4 (67.9)	391.5 (72.1)	410.1 (68.2)	323.2 (96.6)	395.5 (72.6)
Mean scale score / (S.D.)	Year 5	2014	493.4 (71.1)	496.6 (65.2)	481.7 (66.4)	480.6 (70.4)	470.9 (64.1)	477.3 (66.2)	497.4 (64.9)	422.7 (87.0)	487.6 (69.0)
Mean scale score / (S.D.)	Year 7	2016	552.0 (74.1)	555.9 (67.2)	545.9 (66.7)	548.1 (72.0)	542.6 (64.0)	539.5 (65.2)	555.6 (65.1)	486.2 (92.1)	549.7 (70.4)
Mean scale score / (S.D.)	Year 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 9	2016	591.9 (71.5)	592.9 (64.3)	581.9 (61.3)	594.9 (66.2)	577.2 (58.3)	576.5 (58.2)	597.3 (61.5)	531.9 (84.9)	588.9 (66.8)

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 (2010), Year 5 (2012), Year 7 (2014) and Year 9 (2016) 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 within each domain are equated over year levels (the same scales apply to Years 3, 5, 7 and 9) and successive cycles (the same scales apply in 2008 to 2016).

In this NAPLAN report, two-year, four-year and six-year gains for reading and numeracy achievement are discussed. Two year gains refer to the difference in mean scores in NAPLAN cycles two years apart for the same cohorts of students: from Year 3 to Year 5, Year 5 to Year 7 and Year 7 to Year 9. Data based on two-year gains for 2012 to 2014, 2013 to 2015 and 2014 to 2016 are discussed. Thus, there are three estimates for each two-year progression but the greatest emphasis is placed on gains from 2014 to 2016. These gains are considered for students overall and compared for male and female students, for Indigenous and non-Indigenous students and for students whose language background is other than English (LBOTE) and students whose language background is English (non-LBOTE) students. 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 2012 to 2016. 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 2010 to Year 9 in 2016 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 2012, those who were in Year 3 in 2013 and those who were in Year 3 in 2014. Table R1.5_7 and Table R1.7_9 provide the corresponding average gains in reading achievement from Year 5 to Year 7 and Year 7 to Year 9 for each of these time periods. The commentary discusses differences in the gains for the three cohorts. Figures N1.3_5, N1.5_7 and N1.7_9, together with Tables N1.3_5, N1.5_7 and N1.7_9, provide representations of the corresponding data for gains in numeracy achievement. In addition, Figure R1.3_5_7, 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 2012 Year 3 cohort and the 2012 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 respectively for the cohort that was in Year 3 in 2010 and reached Year 9 in 2016.

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 83 score points and averaged 81 score points over the three cohorts. There were no significant differences among the cycles (Table R1.3_5 and Figure R1.3_5). For the cohort progressing from Year 3 in 2014 to Year 5 in 2016, the gain in Queensland (91 score points) was greater than the national gain (83 score points), and the gains for New South Wales (80 score points) and Victoria (79 score points) were less than the national gain. Among the jurisdictional gains from Year 3 in 2013 to Year 5 in 2015, it was evident that the gain for Queensland (87 score points) was greater than the national gain (79 score points), and the gain for Victoria (74 score points) was less than the national gain. For the cohort from Year 3 in 2012 to Year 5 in 2014, it was also evident that the gain for Queensland (88 score points) was greater than the national gain (81 score points), and the gain for Victoria (78 score points) was less than the national gain.

In the cohort that progressed from Year 3 in 2014 to Year 5 in 2016, the national gains for female students (85 score points) were greater than the national gains for male students (81 score points). This pattern was also evident in Victoria but not in other jurisdictions. Intriguingly, this difference was the reverse of that observed in the cohort that progressed from Year 3 in 2013 to Year 5 in 2015 (with gains of 77 and 82 score points for female and male students respectively). In the cohort that progressed from Year 3 in 2012 to Year 5 in 2014, there was no difference in the gains for male and female students.

Nationally, in the cohort that progressed from Year 3 in 2014 to Year 5 in 2016, there was a greater gain for Indigenous students (89 score points) than non-Indigenous students (83 score points) (Table R3.3_5). In the previous cohort, from Year 3 in 2013 to Year 5 in 2015, there had been no difference between Indigenous and non-Indigenous students in the corresponding gain scores. However, for the cohort from Year 3 in 2012 to Year 5 in 2014, there had been greater gains in reading achievement for Indigenous than for non-Indigenous students.

The gains from Year 3 in 2014 to Year 5 in 2016 for LBOTE students were the same as those for non-LBOTE students: nationally and in every jurisdiction. This had also been the case for the preceding cohort (from Year 3 in 2013 to Year 5 in 2015). For the preceding cohort (from Year 3 in 2012 to Year 5 in 2014) the gains for LBOTE students had been less than those for non-LBOTE students (the difference was six score points) (Table R4.3_5).

From Year 5 to Year 7

Table R1.5_7 records the average gains in reading achievement from Year 5 to Year 7 for 2014 to 2016, 2013 to 2015 and 2012 to 2014. These are shown for Australia as a whole and for each jurisdiction. Figure R1.5_7 represents the gains for the 2014 to 2016 Year 5 to Year 7 cohort. The Year 5 to Year 7 gain in reading averaged 45 score points over the three cohorts and the gain for the 2014 to 2016 cohort was not significantly different from either of the two previous cohorts. For the 2014 to 2016 cohort, most jurisdictional gains did not differ from the national gain but in South Australia the gain (48 score points) was significantly greater than the national gain. This had also been evident for the 2013 to 2015 cohort. In Victoria, the gain (36 score points) for the 2014 to 2016 cohort was significantly lower than the national gain.

Nationally, there was no difference between male and female students in the gains in reading achievement from Year 5 to Year 7 in the 2014 to 2016 cohort. This had been the case for the 2013 to 2015 Year 5 to Year 7 cohort. However, for the 2012 to 2014 cohort there had been greater gains for male than female students. In addition, in the 2014 to 2016 cohort, there were no differences between male and female students in reading achievement gains between Year 5 and Year 7 within jurisdictions (Table R2.5_7 and Figure R2.5_7).

NAPLAN Commentary

Nationally, the gain from Year 5 in 2014 to Year 7 in 2016 for Indigenous students (54 score points) were greater than for non-Indigenous students (40 score points) (Table R3.5_7 and Figure R3.5_7). In the 2013 to 2015 cohort, there had been no difference between the gains for Indigenous and non-Indigenous students, but in the 2012 to 2014 cohort there had also been a larger gain (70 score points) for Indigenous than non-Indigenous students (52 score points). The national pattern for the 2014 to 2016 cohort was also evident in New South Wales, Queensland, Western Australia and South Australia.

The Year 5 to Year 7 reading gains for LBOTE students was greater than that for non-LBOTE students nationally (by five score points) and also within South Australia (by 13 score points) (Table R4.5_7 and Figure R4.5_7).

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 2014 to 2016, 2013 to 2015 and 2012 to 2014 cohorts. Over the three cohorts the average gain was 38 score points. None of the differences in gains between cohorts were statistically significant.

For the 2014 to 2016 cohort, none of the jurisdictional reading gains from Year 7 to Year 9 differed significantly from the national gain of 35 score points. For the 2014 to 2016 cohort, the national gain scores for female students did not differ from those for male students: nationally and in each jurisdiction (Table R2.7_9 and Figure R2.7_9). In the 2013 to 2015 cohort, the national gain scores for female students had been greater than those for male students but in the cohort from 2012 to 2014 there had also been no difference in the national gain scores for male and female students.

Nationally, reading gains from Year 7 to Year 9 in the 2014 to 2016 cohort were greater for Indigenous (41 score points) than non-Indigenous (35 score points) students (Table R3.7_9 and Figure R3.7_9). A similar result was evident in data for the 2013 to 2015 cohort (46 and 40 score points respectively) but no corresponding difference had been observed for the 2012 to 2014 cohort. In the 2014 to 2016 cohort, a greater gain for Indigenous (44 score points) than non-Indigenous (33 score points) students was evident in Victoria but not in any other jurisdiction.

There were no differences, in the 2014 to 2016 cohort, between the gains for LBOTE and non-LBOTE students either nationally or within any jurisdiction (Table R4.7_9 and Figure R4.7_9). In the previous two cohorts, from 2013 to 2015 and from 2012 to 2014, the national reading gains for LBOTE students had been greater than for non-LBOTE students.

From Year 3 to Year 7 and Year 5 to Year 9

For the four-year progressions, the focus is on differences that appear worthy of comment in a general (rather than in a statistically significant) sense. Table R1.2012_2014_2016 (and the corresponding Figure R1.3_5_7 and Figure R1.5_7_9) records the mean reading achievement scores across four-year periods from:

- Year 3 to Year 7 (for the cohorts that were in Year 3 in 2012, in Year 5 in 2014 and Year 7 in 2016); and
- Year 5 to Year 9 (for the cohorts that were in Year 5 in 2012, in Year 7 in 2014 and Year 9 in 2016).

For the first of these cohorts, it was evident that, nationally, the gain from Year 3 to Year 5 was 81 score points and the gain from Year 5 to Year 7 was 40 score points, making a total four-year gain of 121 score points. This overall gain was a little less than the 130-score point gain observed in the preceding cohort (from 2011 to 2015) and the 132-score point gain for the 2010 to 2014 cohort. The jurisdictional reading gain scores for the 2012 to 2016 cohort ranged from 114 score points in Victoria to 141 score points in the Northern Territory.

For the cohort that was in Year 5 in 2012, it appears that, nationally, the reading gain from Year 5 to Year 9 was 87 score points (which was a little less than the 93-score point or 92-score point gains for the cohorts that were in Year 5 in 2010 and 2011 respectively). Nationally, for the 2012 Year 5 cohort, the gain from Year 5 to Year 7 was 53 score points and the gain from Year 7 to Year 9 was 35 score points. The largest gains over four years were evident in the Northern Territory (116 score points), Western Australia (102 score points) and Queensland (96 score points).

From Year 3 to Year 9

The 2016 data for NAPLAN reading made it possible to examine the gain in reading achievement over six years from Year 3 in 2010 to Year 9 in 2016. These data are shown in Figure R1.3_5_7_9. For this cohort nationally there was a gain of 79 score points from Year 3 to Year 5, a gain of 53 score points from Year 5 to Year 7 and a gain of 35 score points from Year 7 to Year 9. This pattern of improved reading amounted to a total increase of 167 score 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 153 score points in Victoria to 192 score points in the Northern Territory. There was a strong negative association between mean scores in Year 3 and the gain from Year 3 to Year 9. In other words, there were greater gains in those jurisdictions where initial reading achievement was lower.

Gains in Numeracy

From Year 3 to Year 5

Table N1.3_5 shows data regarding the Year 3 to Year 5 gains in numeracy between 2014 and 2016, 2013 and 2015, and 2012 and 2014. Figure N1.3_5 displays the data for the 2014 to 2016 cohort. Nationally, the average gain over three cohorts was 93 score points. There was no difference in the magnitude of the numeracy gain between the 2014 to 2016 cohort and the 2012 to 2014 cohort or between adjacent cohorts (2011 to 2013 and 2012 to 2014).

For the 2014 to 2016 cohort, the gain in numeracy for Queensland (95 score points) differed significantly from the national gain of 91 score points. In the 2013 to 2015 cohort and the 2012 to 2014 cohort, Queensland had also recorded larger gains than the national gain. For the 2014 to 2016 cohort, the ACT had recorded a smaller gain (83 score points) than the national gain.

For the Year 3 in 2014 to Year 5 in 2016 cohort, there was no significant difference in the national numeracy gains for male and female students. Nor was there a significant difference in any of the jurisdictions. For the corresponding cohort in 2013 to 2015, and the 2012 to 2014 cohort, there had also been slightly larger national gains for male than female students.

For the 2014 to 2016 cohort, the national gain from Year 3 to Year 5 was the same for Indigenous and non-Indigenous students (Table N3.3_5). Furthermore, there were no differences between Indigenous and non-Indigenous students in the Year 3 to Year 5 numeracy gains for any jurisdiction. For the 2013 to 2015 cohort there was also no difference between Indigenous and non-Indigenous students in the national Year 3 to Year 5 numeracy gain scores, although there had been a difference for the 2012 to 2014 cohort.

For the 2014 to 2016 cohort, there was a greater gain in numeracy from Year 3 to Year 5 for LBOTE (98 score points) than for non-LBOTE (89 score points) students nationally (Table N4.3_5). This pattern of a greater gain in numeracy for LBOTE than non-LBOTE students was also evident in New South Wales (by 14 score points), Victoria (by 9 score points) and South Australia (15 score points) but not in other jurisdictions. Nationally, in the 2013 to 2015 cohort, but not in the 2012 to 2014 cohort, there had also been larger Year 3 to Year 5 numeracy gain scores for LBOTE than non-LBOTE students.

NAPLAN Commentary

From Year 5 to Year 7

Table N1.5_7 records data regarding the Year 5 to Year 7 gains in numeracy between 2014 and 2016, 2013 and 2015, and 2012 and 2014. Figure N1.5_7 displays the relevant data graphically for the 2014 to 2016 cohort. Nationally, the numeracy gain between Year 5 and Year 7 for the 2014 to 2016 cohort was 62 score points. This was not significantly different than that for the 2013 to 2015 cohort or the 2012 to 2014 cohort. For the 2014 to 2016 (Year 5 to Year 7) cohort, the gain score in South Australia of 72 score points was significantly greater than the national gain of 62 score points but in no other jurisdiction was the gain score different from the national gain score. The same pattern had been evident for the 2013 to 2015 Year 5 to 7 cohort.

The Year 5 to Year 7 average gain in numeracy in the 2014 to 2016 cohort was greater for female (65 score points) than male students (59 score points). A similar pattern was evident in the corresponding 2013 to 2015 cohort. In the 2014 to 2016 cohort, and the 2013 to 2015 cohort, there were larger gains for female than male students in Victoria but not in other jurisdictions (Table N2.5_7). These differences at a national level and in Victoria had not been evident in the 2012 to 2014 cohort and it will be interesting to observe whether they continue in subsequent cohorts.

At a national level, there was no difference in the Year 5 to Year 7 numeracy gains for Indigenous and non-Indigenous students in the 2014 to 2016 cohort. However, in Victoria the Year 5 to Year 7 gains for Indigenous students (49 score points) were less than those for non-Indigenous students (60 score points). In the 2013 to 2015 and the 2012 to 2014 cohorts the national gains for Indigenous students had been greater than those for non-Indigenous students (Table N3.5_7).

In the 2014 to 2016 cohort, the Year 5 to 7 numeracy gains for LBOTE students across Australia (67 score points) were greater than those for non-LBOTE students (61 score points) (Table N4.5_7). Similar differences in national gain scores for LBOTE and non-LBOTE students had also been observed in the 2013 to 2015 and 2012 to 2014 cohorts. In the 2014 to 2016 cohort, the national difference between LBOTE and non-LBOTE students was also evident within New South Wales (10 score points, Victoria (7 score points) and South Australia (14 score points) but not in other jurisdictions.

From Year 7 to Year 9

Table N1.7_9 records data regarding the Year 7 to Year 9 gains in numeracy between 2014 and 2016, 2013 and 2015, and 2012 and 2014. Figure N1.7_9 displays graphically the data for the 2014 to 2016 cohort. Nationally, the gains in numeracy between Year 7 and Year 9 for the 2014 to 2016 cohort was 43 score points. This gain was a little smaller than the national Year 7 to Year 9 gains for both the 2013 to 2015 and 2012 to 2014 cohorts (each was 50 score points). For the 2014 to 2016 cohort, none of the jurisdictional Year 7 to Year 9 gain scores differed significantly from the national gain score. This had also been observed for the 2013 to 2015 and the 2012 to 2014 cohorts.

For the 2014 to 2016 cohort, there were no differences, either nationally or within any jurisdiction, in the Year 7 to Year 9 numeracy gains between male and female students (Table N2.7_9). This repeated the observation made for the 2013 to 2015 and the 2012 to 2014 cohorts.

For the 2014 to 2016 cohort, greater gains for Year 7 to Year 9 numeracy were observed for Indigenous (48 score points) than non-Indigenous (43 score points) students nationally but not in any individual jurisdiction (Table N3.7_9). A similar difference in national gains had been evident in the 2013 to 2015 Year 7 to 9 cohort but not in the corresponding 2012 to 2014 cohort.

Nationally, in the 2014 to 2016 cohort, the 2013 to 2015 cohort and the 2012 to 2014 cohort, the Year 7 to Year 9 numeracy gains for LBOTE students were not different than the gains for non-LBOTE students (Table N4.7_9). In addition, there were no differences in the gains for LBOTE and non-LBOTE students within any of the jurisdictions.

From Year 3 to Year 7 and Year 5 to Year 9

Table N1.2012_2014_2016 (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 2012 (progressing to Year 7 in 2016) and in Year 5 in 2012 (progressing to Year 9 in 2016). From these data it was possible to compute numeracy gain scores for the two relevant four-year periods.

It was evident that, nationally, the four-year gain in numeracy achievement over Year 3 to Year 7 was 154 score points and this was made up of an average gain of 92 score points between Year 3 and Year 5 and 62 score points between Year 5 and Year 7 (Table N1.2012_2014_2016). The four-year gain for this cohort was a little greater than that previously reported for the 2011 to 2015 cohort (144 points) but similar to that reported for the 2010 to 2014 cohort. 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 146 score points in the ACT to 165 score points in Queensland and South Australia.

Nationally, the average numeracy gain from Year 5 to Year 9 for the 2012 to 2016 cohort was 100 score points. The average gain scores over those four years ranged from 93 score points in the ACT to 117 score points in Western Australia. Figure N1.5_7_9 shows that the changes in national numeracy gain scores were 57 score points between Year 5 and Year 7 and 43 score points between Year 7 and Year 9 nationally.

From Year 3 to Year 9

The 2016 data for NAPLAN numeracy made it possible to examine the gain in numeracy achievement over six years from Year 3 in 2010 to Year 9 in 2016. These data are shown in Figure N1.3_5_7_9. The national increase in numeracy scores, as students progressed through school over six years, amounted to a total increase of 194 score points. For this cohort, there was a gain of 93 score points from Year 3 to Year 5, a gain of 57 score points from Year 5 to Year 7 and a gain of 43 score points from Year 7 to Year 9. In other words, following a substantial increase between Year 3 and Year 5 there was a more modest gain between Year 5 and Year 7, and a slightly smaller gain from Year 7 to Year 9. The data in Figure N1.3_5_7_9 also show differences among jurisdictions in the total change from Year 3 to Year 9. These differences ranged from 182 score points in Victoria and 183 score points in Tasmania to 212 score points in Western Australia, and 203 score points in Queensland and the Northern Territory. There was a negative association between mean numeracy scores in Year 3 and the numeracy gain from Year 3 to Year 9. In other words, there were greater gains in those jurisdictions where initial numeracy achievement was lower.