

2017

# National Assessment Program

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## Literacy and Numeracy

Achievement in Reading, Writing,  
Language Conventions and Numeracy

National Report for 2017

2017

**National Assessment Program—  
Literacy and Numeracy  
Achievement in Reading, Writing,  
Language Conventions and Numeracy:  
National Report for 2017**

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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 2017 results can be compared with those from previous years and reported on the same achievement scale. As with all statistical calculations, the NAPLAN statistics in this report include some degree of uncertainty and this should be considered when interpreting any differences.

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

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

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

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

To maintain the current form of the national reports the NAPLAN 2009, 2010, and 2011 results have been omitted from this report.

## Student achievement

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

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

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

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

## Abbreviations

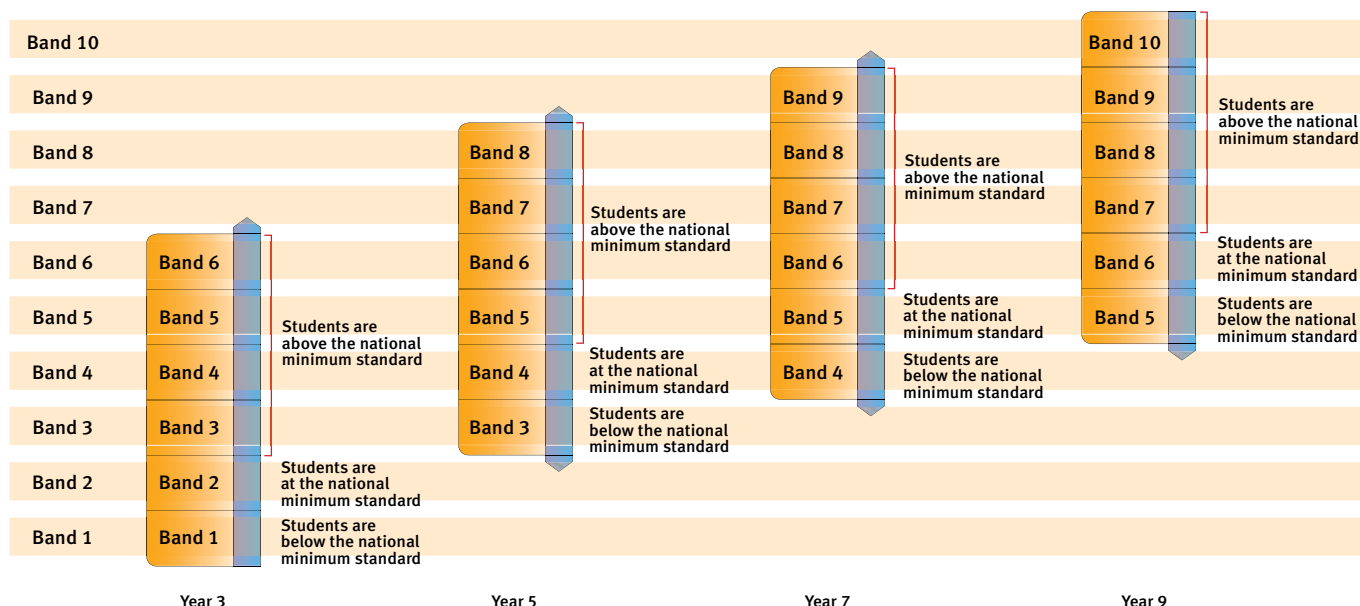
- S.D. — Standard deviation
- M — Male
- F — Female
- Indig. — Indigenous
- Non-Indig. — Non-Indigenous
- LBOTE — Language background other than English
- Non-LBOTE — Non-language background other than English
- E — Exempt
- A — Absent
- W — Withdrawn

## National minimum standards

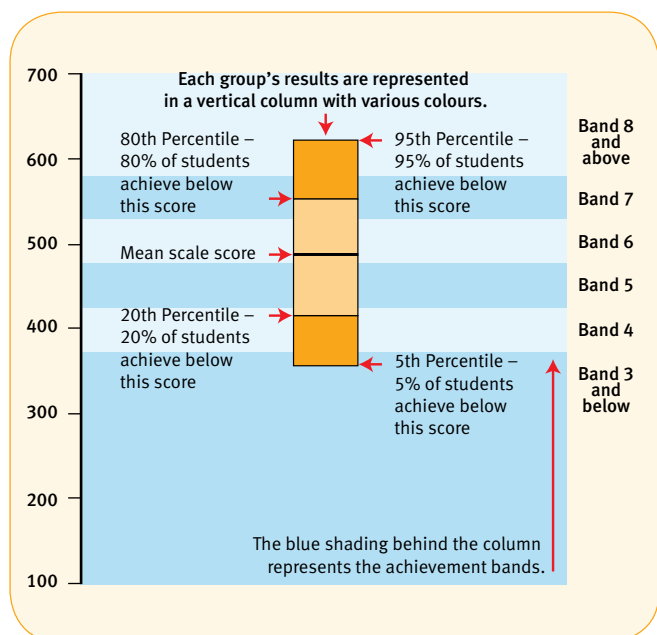
The second lowest band on the achievement scale reported for each year level represents the national minimum standard expected of students at that year level. The national minimum standard is the agreed minimum acceptable standard of knowledge and skills without which a student will have difficulty making 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 2017 graphs



## How to read the 2017 comparisons

State/Territory	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2017 Mean	435.4	444.5	424.9	419.8	416.7	424.1	443.7	342.5	431.3
NSW	■	■	■	■	■	■	■	■	■
Vic	■	■	▲	▲	▲	▲	■	▲	■
Qld	■	■	■	■	■	■	■	■	■
WA	■	■	■	■	■	■	■	■	■
SA	■	■	■	■	■	■	■	■	■
Tas	■	■	■	■	■	■	■	■	■
ACT	■	■	■	■	■	■	■	■	■
NT	■	■	■	■	■	■	■	■	■
Aust	■	■	■	■	■	■	■	■	■

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

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

## How to read the 2017 comparative tables

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	578.0 (67.0)	574.8 (66.8)	580.2 (63.4)	580.4 (67.6)	580.2 (67.5)	580.8 (65.8)	580.9 (66.0)	■	■
	% at or above NMS	92.9	91.4	93.4	92.1	92.3	92.8	91.7	■	■
Year 7	Mean / (S.D.)	536.5 (68.2)	541.5 (68.3)	540.6 (66.3)	546.1 (69.0)	546.0 (67.3)	540.8 (67.6)	544.7 (69.4)	■	■
	% at or above NMS	94.2	94.1	94.2	94.9	95.4	94.6	94.0	■	■
Year 5	Mean / (S.D.)	484.4 (76.5)	493.6 (77.6)	502.3 (64.7)	500.6 (78.0)	498.5 (78.2)	501.5 (77.1)	505.7 (77.0)	△	■
	% at or above NMS	91.0	91.6	96.1	92.9	93.3	93.0	93.9	△	■
Year 3	Mean / (S.D.)	400.5 (84.5)	419.6 (87.9)	419.1 (80.6)	418.3 (86.2)	425.5 (86.8)	425.6 (85.6)	431.3 (86.9)	△	■
	% at or above NMS	92.1	93.6	95.3	93.5	94.6	95.1	94.9	△	■

### Comparison of means

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

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

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

## Terms used in this report

Term	Definition	Notes
Absent	Absent students are students who did not sit the tests because they were not present at school when the test was administered or were unable to sit the test as a result of an accident or mishap.	<ul style="list-style-type: none"> <li>The reported statistics (means and percentages) include results for absent students that have been statistically imputed.</li> </ul>
Assessed	Students deemed to have participated in the test. Assessed includes present and exempt students.	<ul style="list-style-type: none"> <li>Assessed students do not include students who were absent or withdrawn from tests.</li> </ul>
Assessment domain	The learning areas assessed as part of NAPLAN.	<ul style="list-style-type: none"> <li>These areas are: reading, writing, spelling, grammar and punctuation, and numeracy.</li> </ul>
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"> <li>For writing the base year is 2011. For all other assessment domains the base year is 2008.</li> </ul>
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"> <li>'substantially above/below' refers to an effect size of greater than 0.5/less than -0.5</li> <li>'above/below' refers to an effect size from 0.2 to 0.5 (inclusive)/from -0.2 to -0.5 (inclusive)</li> <li>'close to' refers to an effect size of less than 0.2 but greater than -0.2</li> </ul>
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"> <li>Exempt students are included in the calculation of participation rates (see Participation rates for details of calculations).</li> <li>Exempt students do not sit the tests. For reporting purposes, they are deemed to be below the national minimum standard.</li> <li>Exempt students are included in calculations of percentages of students below national minimum standard.</li> <li>Exempt students are not included in the calculation of mean scores.</li> </ul>
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"> <li>'.' indicates that the geolocation code does not apply within this state/territory or for this year level.</li> <li>'n.p.' indicates data not published as there were no students tested or the number of students tested was less than 30.</li> </ul>
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"> <li>Students for whom 'Indigenous status' was not stated are not included in the data which is provided by Indigenous status.</li> </ul>
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"> <li>Some key comparisons from the full range of test domains and year levels are provided in this report.</li> <li>Where the nature of the difference in performance is indicated, it relates to the comparison of mean scores either across the previous or base year and the current year, or between jurisdictions in the current year.</li> <li>The nature of the difference is also applied to comparisons of the percentage of students achieving at or above national minimum standard.</li> <li>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.</li> <li>See definition of 'effect size' for notes on how effect size is reported.</li> </ul>
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"> <li>The higher level of school or non-school education that either parent/guardian has completed is reported.</li> <li>Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.</li> <li>Parental education may not have been stated on enrolment forms.</li> </ul>
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"> <li>The higher occupational group of either parent/guardian is reported.</li> <li>Parental occupation may not have been stated on enrolment forms.</li> </ul>
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"> <li>Assessed = present + exempt</li> <li>Total number of students in year level = assessed + absent + withdrawn</li> </ul>
Percentages		<ul style="list-style-type: none"> <li>The percentages of students represented in the tables have been rounded and may not sum to 100.</li> </ul>
Present	Students who sat the test.	
Scale		<ul style="list-style-type: none"> <li>The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.</li> </ul>
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"> <li>The spelling and grammar and punctuation results, while reported separately, are drawn from a single language conventions assessment.</li> </ul>
Standard deviation (S.D.)		<ul style="list-style-type: none"> <li>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.</li> </ul>
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"> <li>The reported statistics (means and percentages) include results for withdrawn students that have been statistically imputed.</li> </ul>
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.	



# 2017 Results

## NAPLAN Year 3

### Year 3 Reading ..... 2

- by State and Territory, 2017
- by Sex, by State and Territory, 2017
- by Indigenous Status, by State and Territory, 2017
- by LBOTE Status, by State and Territory, 2017
- by Geolocation, by State and Territory, 2017
- Indigenous Students by Geolocation, by State and Territory, 2017
- Non-Indigenous Students by Geolocation, by State and Territory, 2017
- by Parental Education, by State and Territory, 2017
- by Parental Occupation, by State and Territory, 2017

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- by State and Territory, 2017
- by Sex, by State and Territory, 2017
- by Indigenous Status, by State and Territory, 2017
- by LBOTE Status, by State and Territory, 2017
- by Geolocation, by State and Territory, 2017
- Indigenous Students by Geolocation, by State and Territory, 2017
- Non-Indigenous Students by Geolocation, by State and Territory, 2017
- by Parental Education, by State and Territory, 2017
- by Parental Occupation, by State and Territory, 2017

### Year 3 Spelling ..... 24

- by State and Territory, 2017
- by Sex, by State and Territory, 2017
- by Indigenous Status, by State and Territory, 2017
- by LBOTE Status, by State and Territory, 2017
- by Geolocation, by State and Territory, 2017
- Indigenous Students by Geolocation, by State and Territory, 2017
- Non-Indigenous Students by Geolocation, by State and Territory, 2017
- by Parental Education, by State and Territory, 2017
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- by Sex, by State and Territory, 2017
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- by LBOTE Status, by State and Territory, 2017
- by Geolocation, by State and Territory, 2017
- Indigenous Students by Geolocation, by State and Territory, 2017
- Non-Indigenous Students by Geolocation, by State and Territory, 2017
- by Parental Education, by State and Territory, 2017
- by Parental Occupation, by State and Territory, 2017

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- by State and Territory, 2017
- by Sex, by State and Territory, 2017
- by Indigenous Status, by State and Territory, 2017
- by LBOTE Status, by State and Territory, 2017
- by Geolocation, by State and Territory, 2017
- Indigenous Students by Geolocation, by State and Territory, 2017
- Non-Indigenous Students by Geolocation, by State and Territory, 2017
- by Parental Education, by State and Territory, 2017
- by Parental Occupation, by State and Territory, 2017

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- by State and Territory, 2017
- by Indigenous Status, by State and Territory, 2017
- Student Exemptions, Absences and Withdrawals, by State and Territory, 2017
- Student Exemptions, Absences and Withdrawals, by Indigenous Status, by State and Territory, 2017

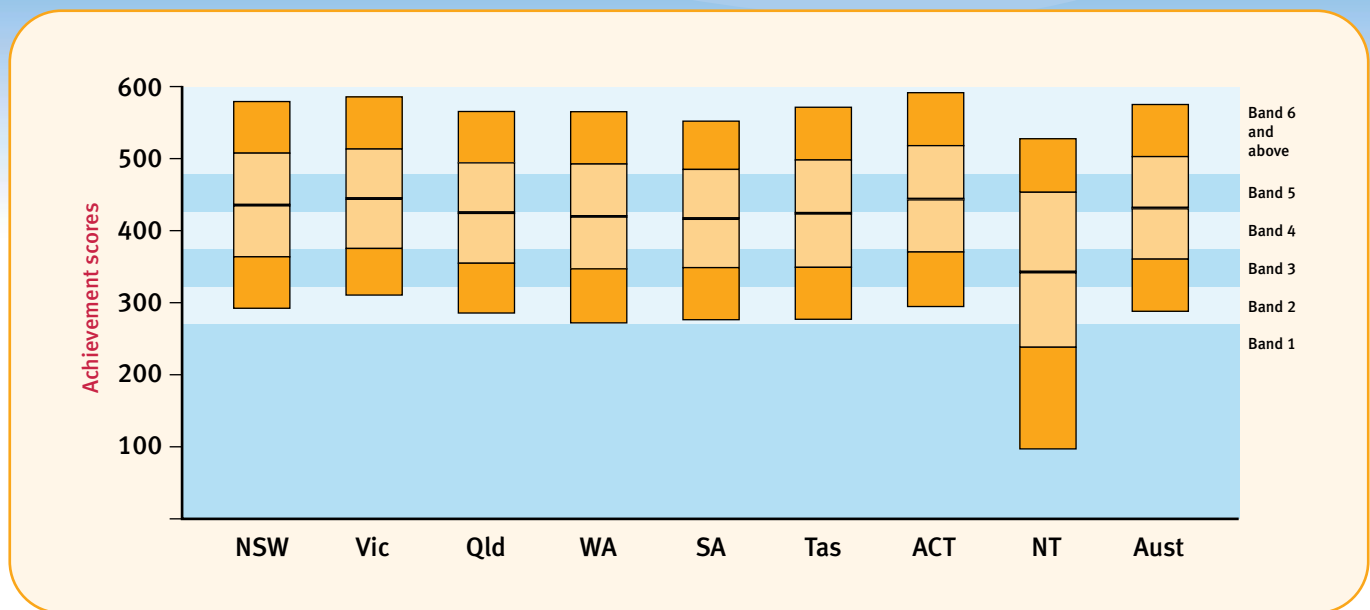
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- in Reading by State and Territory, 2017
- in Writing, by State and Territory, 2017
- in Spelling, by State and Territory, 2017
- in Grammar and Punctuation, by State and Territory, 2017
- in Numeracy, by State and Territory, 2017

### Year 3 Commentary ..... 63

# NAPLAN Year 3 Reading

Figure 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	435.4 (86.4)	444.5 (82.9)	424.9 (84.1)	419.8 (88.9)	416.7 (83.4)	424.1 (89.1)	443.7 (89.4)	342.5 (131.0)	431.3 (86.9)

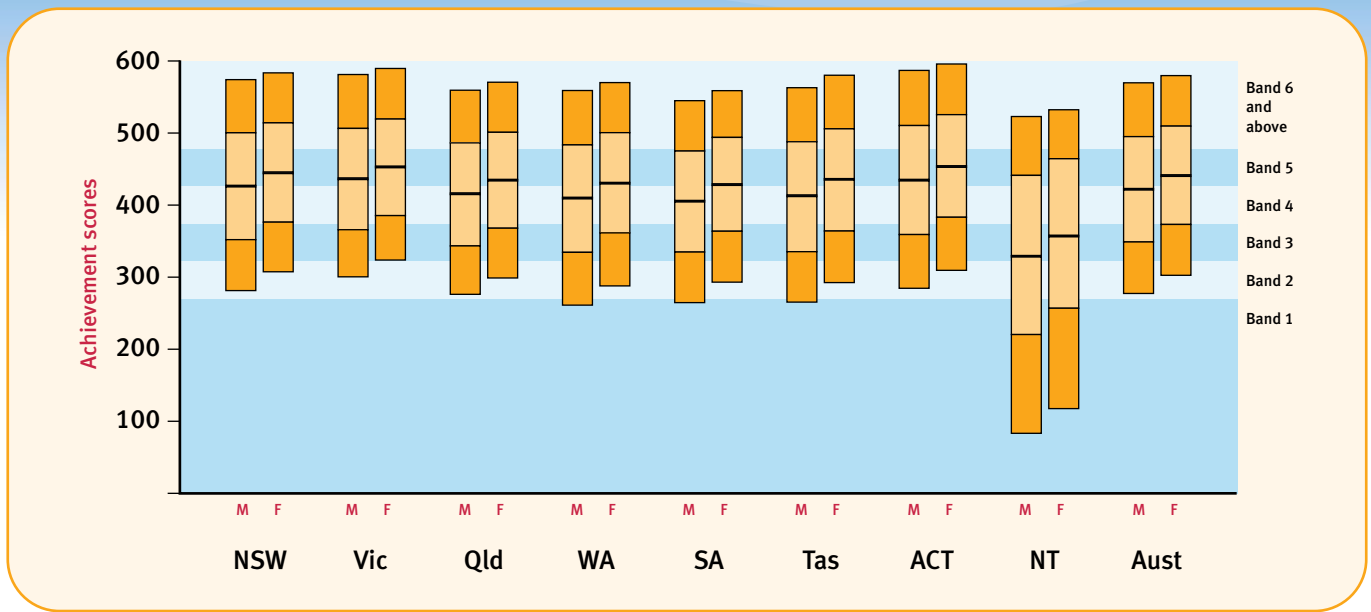
Table 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2017.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	
NSW	8yrs 7mths 3yrs 4mths	96.8	1.7	1.5	1.7	2.8	6.6	13.7	21.8	23.2	30.1	95.5
Vic	8yrs 8mths 3yrs 4mths	94.7	2.5	2.8	2.7	1.5	5.0	12.6	21.8	24.1	32.4	95.8
Qld	8yrs 5mths 3yrs 4mths	92.8	2.2	5.0	1.2	3.3	7.8	15.5	23.3	23.5	25.4	95.5
WA	8yrs 4mths 3yrs 4mths	95.3	2.9	1.9	1.4	4.7	8.5	15.5	22.9	22.4	24.6	93.9
SA	8yrs 7mths 3yrs 4mths	93.1	3.0	4.0	2.8	4.1	8.4	15.9	24.0	22.9	21.9	93.1
Tas	8yrs 10mths 3yrs 4mths	94.7	2.5	2.7	1.5	4.1	8.7	15.0	22.3	21.9	26.6	94.4
ACT	8yrs 7mths 3yrs 4mths	93.7	2.2	4.0	1.8	2.6	6.1	12.1	20.5	22.6	34.3	95.6
NT	8yrs 5mths 3yrs 4mths	88.4	9.2	2.5	2.1	26.0	12.8	14.4	16.9	14.6	13.2	71.9
Aust	8yrs 7mths 3yrs 4mths	94.8	2.3	2.8	1.9	3.1	6.9	14.2	22.3	23.3	28.3	94.9

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

# NAPLAN Year 3 Reading

Figure 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Male</b> Mean scale score / (S.D.)	426.3 (88.5)	436.5 (84.5)	415.7 (85.5)	409.7 (90.7)	405.4 (85.0)	412.9 (90.5)	434.6 (91.4)	329.0 (132.7)	422.0 (88.8)
<b>Female</b> Mean scale score / (S.D.)	444.8 (83.1)	452.9 (80.4)	434.6 (81.6)	430.4 (85.8)	428.4 (80.0)	435.8 (86.2)	453.5 (86.0)	357.0 (127.6)	440.9 (83.9)

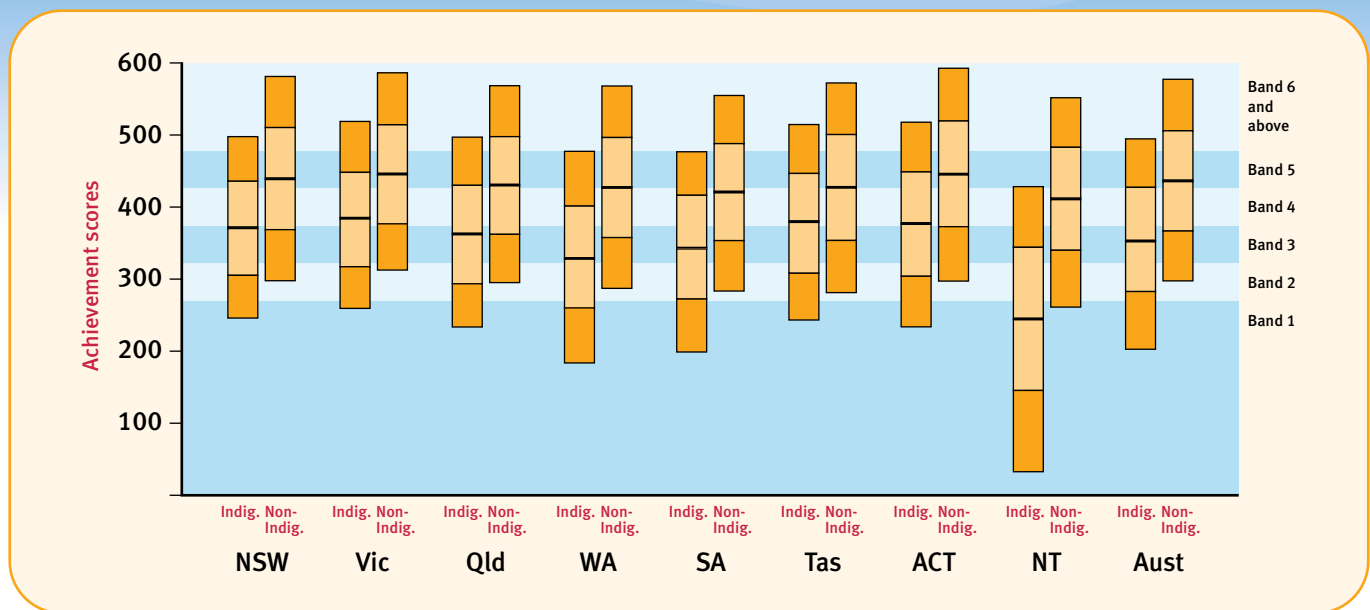
Table 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Male	2.2	3.7	8.1	15.3	22.0	21.8	26.9	94.2
	Female	1.3	1.8	5.0	12.1	21.6	24.7	33.4	96.9
Vic	Male	3.6	2.0	6.1	14.1	22.3	23.0	29.0	94.4
	Female	1.8	0.9	3.8	11.1	21.3	25.3	35.9	97.3
Qld	Male	1.6	4.2	9.4	17.3	23.2	21.9	22.4	94.2
	Female	0.8	2.3	6.1	13.6	23.4	25.3	28.6	96.9
WA	Male	1.9	6.0	10.1	17.0	22.8	20.7	21.4	92.1
	Female	1.0	3.3	6.8	14.0	22.9	24.1	28.0	95.7
SA	Male	3.8	5.5	10.1	17.6	23.9	20.7	18.3	90.7
	Female	1.7	2.7	6.5	14.0	24.1	25.3	25.7	95.6
Tas	Male	1.8	5.5	10.4	16.6	22.4	20.3	23.0	92.7
	Female	1.2	2.6	6.9	13.4	22.1	23.6	30.3	96.2
ACT	Male	2.3	3.4	7.4	13.6	20.8	21.8	30.6	94.3
	Female	1.2	1.7	4.6	10.4	20.2	23.4	38.4	97.0
NT	Male	2.6	29.2	13.2	14.5	16.7	12.8	11.0	68.2
	Female	1.5	22.4	12.5	14.3	17.1	16.6	15.5	76.0
Aust	Male	2.5	4.1	8.3	15.8	22.5	21.8	25.1	93.4
	Female	1.3	2.2	5.3	12.5	22.1	24.8	31.7	96.5

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Indigenous Mean scale score / (S.D.)</b>	371.2 (78.1)	384.5 (79.4)	362.6 (81.6)	328.7 (91.3)	342.9 (86.1)	379.7 (83.4)	377.1 (87.3)	244.6 (119.3)	352.8 (92.6)
<b>Non-Indigenous Mean scale score / (S.D.)</b>	439.2 (85.2)	445.8 (82.5)	430.5 (82.0)	427.2 (84.6)	420.8 (81.8)	427.4 (87.9)	445.6 (88.7)	411.3 (88.1)	436.3 (84.1)

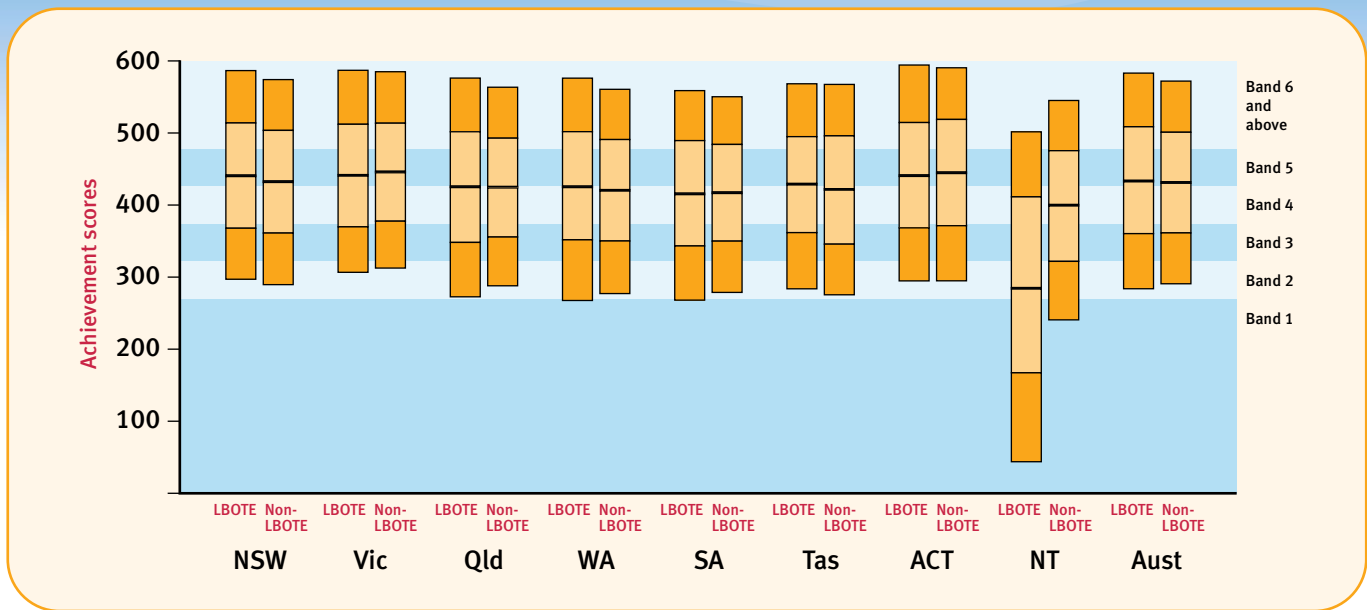
Table 3.R3: Achievement of Year 3 Students in Reading, by Indigenous Status, by State and Territory, 2017.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.9	9.1	16.7	23.9	24.1	15.1	8.1	88.0
	Non-Indigenous	1.6	2.4	6.0	13.1	21.7	23.8	31.4	96.0
Vic	Indigenous	5.1	6.2	14.4	22.5	24.6	16.3	11.0	88.7
	Non-Indigenous	2.6	1.4	4.8	12.4	21.8	24.3	32.8	96.0
Qld	Indigenous	2.0	11.9	19.1	23.5	22.5	13.4	7.6	86.1
	Non-Indigenous	1.2	2.5	6.7	14.8	23.4	24.4	27.0	96.4
WA	Indigenous	1.5	23.5	23.1	22.6	16.3	8.2	4.9	75.0
	Non-Indigenous	1.4	3.2	7.3	14.9	23.4	23.6	26.3	95.4
SA	Indigenous	6.4	18.2	18.9	21.5	19.2	11.3	4.5	75.5
	Non-Indigenous	2.7	3.4	7.9	15.5	24.1	23.5	23.0	93.9
Tas	Indigenous	1.5	9.4	15.3	21.4	23.2	18.2	11.0	89.1
	Non-Indigenous	1.5	3.6	8.2	14.6	22.2	22.3	27.6	94.9
ACT	Indigenous	2.7	10.1	15.2	21.1	23.4	16.2	11.2	87.1
	Non-Indigenous	1.8	2.4	5.8	11.8	20.5	22.7	35.1	95.8
NT	Indigenous	2.2	54.5	18.1	12.0	8.1	3.5	1.7	43.3
	Non-Indigenous	2.0	5.9	9.2	16.1	23.1	22.5	21.3	92.2
Aust	Indigenous	2.7	15.7	18.2	22.3	21.1	12.8	7.2	81.6
	Non-Indigenous	1.8	2.3	6.2	13.6	22.4	23.9	29.7	95.8

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

# NAPLAN Year 3 Reading

Figure 3.R4: Achievement of Year 3 Students in Reading, by LBOTE Status, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE Mean scale score / (S.D.)</b>	440.6 (87.4)	441.3 (84.9)	425.3 (91.9)	425.3 (94.0)	415.5 (89.3)	429.0 (84.1)	440.8 (89.6)	284.5 (140.3)	433.3 (92.0)
<b>Non-LBOTE Mean scale score / (S.D.)</b>	432.4 (85.6)	445.9 (82.1)	424.8 (82.7)	420.5 (85.7)	417.1 (81.9)	421.8 (88.8)	444.8 (89.2)	399.8 (93.1)	431.3 (84.6)

Table 3.R4: Achievement of Year 3 Students in Reading, by LBOTE Status, by State and Territory, 2017.

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	2.5	2.4	6.0	13.1	21.2	22.7	32.1	95.1
	Non-LBOTE	1.4	3.0	6.9	14.1	22.2	23.5	28.9	95.7
Vic	LBOTE	3.8	1.6	5.5	13.6	22.0	22.6	30.9	94.6
	Non-LBOTE	2.3	1.4	4.7	12.2	21.7	24.7	33.0	96.3
Qld	LBOTE	2.0	4.6	8.4	14.8	21.0	21.6	27.6	93.4
	Non-LBOTE	1.1	3.0	7.7	15.7	23.6	23.9	25.0	95.9
WA	LBOTE	2.2	5.1	7.5	13.9	21.7	22.0	27.6	92.6
	Non-LBOTE	1.2	4.2	8.2	15.6	23.5	23.0	24.3	94.6
SA	LBOTE	5.2	5.0	8.6	15.7	22.1	20.6	22.8	89.8
	Non-LBOTE	2.3	3.9	8.3	15.9	24.5	23.4	21.7	93.8
Tas	LBOTE	2.7	3.1	6.7	13.6	23.7	24.3	25.9	94.2
	Non-LBOTE	1.3	4.3	9.1	15.4	22.3	21.6	25.9	94.4
ACT	LBOTE	3.5	2.5	6.1	12.6	21.5	21.8	32.0	94.0
	Non-LBOTE	1.2	2.6	6.0	11.9	20.2	22.9	35.1	96.2
NT	LBOTE	2.0	44.0	15.0	11.3	11.0	8.6	8.1	54.0
	Non-LBOTE	2.1	8.6	10.8	16.5	22.4	20.8	18.8	89.3
Aust	LBOTE	2.9	3.6	6.6	13.6	21.3	22.1	29.9	93.5
	Non-LBOTE	1.6	2.8	6.9	14.3	22.7	23.8	28.0	95.6

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

# NAPLAN Year 3 Reading

Table 3.R5: Achievement of Year 3 Students in Reading, by Geolocation, by State and Territory, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	443.2	1.8	2.2	5.7	12.5	21.0	23.7	33.2	96.0
	Inner Regional	416.9	1.6	3.8	8.6	16.8	24.3	22.5	22.3	94.6
	Outer Regional	402.8	1.4	5.6	11.4	18.7	23.9	20.8	18.1	93.0
	Remote	380.3	1.5	9.4	14.8	22.0	24.3	16.8	11.2	89.1
	Very Remote	368.5	2.5	10.7	16.7	24.8	23.3	11.2	10.7	86.8
Vic	Major Cities	450.1	2.8	1.3	4.4	11.6	21.0	24.1	34.8	96.0
	Inner Regional	427.8	2.5	2.1	6.8	15.7	24.0	23.9	25.1	95.4
	Outer Regional	426.7	3.4	2.0	6.7	15.4	24.6	24.3	23.7	94.6
	Remote	406.4	0.0	3.1	10.2	21.3	21.3	29.3	14.7	96.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	434.1	1.2	2.4	6.3	14.2	22.8	24.4	28.7	96.4
	Inner Regional	416.2	1.3	3.5	9.0	17.1	24.4	22.9	21.7	95.1
	Outer Regional	409.4	1.1	4.3	10.0	18.3	24.6	22.2	19.4	94.5
	Remote	389.8	1.7	10.0	13.9	18.4	21.0	18.3	16.7	88.3
	Very Remote	340.6	1.7	21.4	23.2	20.3	15.2	10.6	7.6	76.9
WA	Major Cities	429.5	1.6	3.3	7.2	14.4	22.7	23.2	27.6	95.1
	Inner Regional	406.4	1.2	5.3	10.0	18.1	24.9	22.2	18.4	93.5
	Outer Regional	396.8	0.9	7.0	12.4	19.5	23.4	20.1	16.7	92.1
	Remote	379.8	0.5	11.4	14.1	18.7	24.1	18.7	12.6	88.1
	Very Remote	325.0	0.3	27.3	21.6	19.1	15.0	10.0	6.9	72.5
SA	Major Cities	423.0	3.0	3.3	7.5	15.1	23.6	23.5	24.0	93.7
	Inner Regional	415.3	2.0	3.4	8.4	16.3	25.9	23.9	20.2	94.6
	Outer Regional	394.2	2.7	6.7	11.9	19.2	25.0	20.1	14.4	90.6
	Remote	396.7	2.8	5.5	11.8	19.6	25.4	20.3	14.7	91.8
	Very Remote	321.2	1.4	32.9	16.0	15.6	16.4	11.2	6.5	65.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	430.1	1.6	3.7	8.0	14.0	21.6	22.3	28.9	94.7
	Outer Regional	410.6	1.1	5.1	10.4	17.4	23.7	21.0	21.4	93.7
	Remote	421.6	1.4	4.6	8.0	14.9	24.3	21.1	25.7	94.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	443.7	1.8	2.6	6.1	12.1	20.6	22.6	34.3	95.6
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	396.9	2.5	9.0	11.0	16.5	22.3	20.4	18.2	88.5
	Remote	353.1	2.7	21.9	15.5	17.1	17.4	12.5	12.9	75.4
	Very Remote	217.1	0.8	66.3	14.7	7.4	4.7	3.7	2.4	32.9
Aust	Major Cities	440.3	2.0	2.2	5.8	13.0	21.7	23.8	31.5	95.8
	Inner Regional	420.0	1.8	3.4	8.2	16.4	24.2	23.0	23.1	94.9
	Outer Regional	406.6	1.7	5.2	10.4	18.1	24.2	21.6	18.9	93.2
	Remote	381.1	1.5	11.6	13.9	18.7	22.5	17.8	14.0	86.9
	Very Remote	298.8	1.0	36.9	19.2	15.9	12.5	8.5	5.9	62.1

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

# NAPLAN Year 3 Reading

Table 3.R6: Achievement of Year 3 Indigenous Students in Reading, by Geolocation, by State and Territory, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	380.9	3.3	7.2	14.6	23.0	25.6	16.4	9.8	89.5
	Inner Regional	370.4	2.8	9.2	16.2	24.2	24.5	15.3	7.9	88.0
	Outer Regional	355.9	2.2	12.2	21.6	25.1	20.1	12.9	5.7	85.5
	Remote	332.9	2.4	18.3	25.7	26.6	17.8	7.9	1.4	79.4
	Very Remote	337.5	4.2	14.4	23.9	27.2	21.1	7.5	1.7	81.4
Vic	Major Cities	393.4	3.8	5.0	12.8	21.2	25.9	18.1	13.0	91.1
	Inner Regional	375.4	5.2	7.3	16.6	23.6	23.4	14.9	9.0	87.5
	Outer Regional	383.4	8.2	6.4	12.8	23.0	23.9	15.1	10.6	85.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	384.6	2.3	7.0	14.0	22.0	26.2	17.5	10.9	90.7
	Inner Regional	375.7	1.6	7.6	16.8	23.7	25.6	16.0	8.7	90.7
	Outer Regional	356.2	1.9	11.5	21.3	26.4	22.0	11.2	5.7	86.6
	Remote	322.4	2.5	25.2	25.3	22.5	14.1	7.1	3.2	72.3
	Very Remote	298.0	1.7	33.3	31.5	19.7	8.2	3.8	1.6	65.0
WA	Major Cities	357.5	2.4	13.9	20.1	24.5	20.1	11.0	7.9	83.7
	Inner Regional	334.7	0.5	21.3	20.8	23.3	20.1	8.9	5.1	78.2
	Outer Regional	334.3	1.3	19.3	24.4	26.3	17.1	8.4	3.2	79.4
	Remote	312.1	1.2	29.9	25.6	20.2	13.5	6.5	3.2	69.0
	Very Remote	269.0	0.5	45.1	27.8	16.3	7.1	2.5	0.7	54.4
SA	Major Cities	360.8	5.4	12.1	17.4	23.2	22.1	13.9	5.9	82.5
	Inner Regional	367.4	8.8	9.3	17.8	20.0	22.3	14.0	8.0	82.0
	Outer Regional	331.1	9.4	20.4	20.8	21.4	17.1	8.7	2.2	70.1
	Remote	321.1	6.4	20.0	26.8	22.1	17.0	6.4	1.3	73.6
	Very Remote	253.2	2.2	57.6	20.2	12.7	5.1	1.8	0.4	40.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	376.9	1.3	8.9	16.8	22.3	22.4	18.4	9.9	89.8
	Outer Regional	383.0	1.8	10.0	12.8	20.5	24.6	18.5	11.8	88.2
	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	378.7	2.8	10.0	14.8	20.6	23.7	16.6	11.5	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	330.8	3.6	23.0	19.8	21.1	19.0	9.1	4.5	73.4
	Remote	279.4	4.2	42.3	22.2	15.6	10.6	3.5	1.6	53.5
	Very Remote	191.9	0.8	74.1	15.6	6.3	2.1	0.8	0.4	25.1
Aust	Major Cities	377.8	3.1	8.4	15.4	22.7	24.6	15.9	9.8	88.4
	Inner Regional	371.2	2.6	9.1	16.7	23.8	24.2	15.3	8.3	88.3
	Outer Regional	353.7	2.8	13.5	20.5	24.8	20.9	11.7	5.9	83.6
	Remote	309.5	2.6	30.2	24.7	20.2	13.5	6.0	2.7	67.2
	Very Remote	246.7	1.2	53.3	23.2	13.3	5.8	2.3	0.9	45.5

[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, 2017.

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	445.1	1.7	2.1	5.4	12.2	20.8	23.9	33.9	96.2
	Inner Regional	422.6	1.4	3.1	7.7	15.9	24.4	23.4	24.1	95.5
	Outer Regional	413.0	1.2	4.2	9.2	17.2	24.7	22.6	20.9	94.6
	Remote	408.8	1.0	4.0	8.1	19.3	28.4	22.0	17.2	95.0
	Very Remote	413.5	0.0	5.2	5.2	22.2	27.0	17.0	23.5	94.8
Vic	Major Cities	450.9	2.6	1.2	4.3	11.5	21.0	24.2	35.2	96.2
	Inner Regional	429.8	2.3	1.9	6.4	15.4	24.1	24.2	25.7	95.8
	Outer Regional	430.1	2.9	1.6	6.1	14.8	24.6	25.1	24.8	95.5
	Remote	406.4	0.0	3.1	10.2	21.3	21.3	29.3	14.7	96.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	436.3	1.2	2.2	6.0	13.8	22.6	24.7	29.5	96.7
	Inner Regional	420.1	1.3	3.1	8.2	16.4	24.4	23.7	22.9	95.6
	Outer Regional	420.0	1.0	2.9	7.7	16.7	25.2	24.4	22.1	96.2
	Remote	418.1	1.3	3.5	9.1	16.7	23.8	23.2	22.4	95.2
	Very Remote	404.5	1.7	3.3	11.0	21.0	25.7	20.7	16.6	95.1
WA	Major Cities	432.9	1.5	2.8	6.6	13.9	22.8	23.8	28.6	95.7
	Inner Regional	410.9	1.3	4.1	9.2	17.7	25.3	23.4	18.9	94.7
	Outer Regional	407.1	0.9	4.9	10.4	18.4	24.6	22.1	18.8	94.3
	Remote	405.0	0.3	4.5	9.6	18.2	28.0	23.3	16.2	95.2
	Very Remote	390.1	0.0	6.5	14.6	21.6	24.2	18.5	14.5	93.5
SA	Major Cities	426.0	2.9	3.0	7.2	14.5	23.4	23.9	25.0	94.0
	Inner Regional	416.5	1.8	3.1	8.1	16.3	26.1	24.4	20.3	95.1
	Outer Regional	398.7	2.0	5.5	11.5	19.2	25.5	20.7	15.6	92.5
	Remote	403.4	2.7	4.1	10.5	19.2	26.3	21.2	16.1	93.2
	Very Remote	391.2	0.9	7.3	11.4	19.3	27.9	20.9	12.3	91.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	432.9	1.7	3.3	7.4	13.5	21.8	22.6	29.8	95.0
	Outer Regional	414.4	1.1	4.3	10.3	16.9	23.2	21.5	22.7	94.6
	Remote	423.9	1.8	3.3	4.7	16.7	25.1	24.4	24.0	94.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	445.6	1.8	2.4	5.8	11.8	20.5	22.6	35.0	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	412.0	2.2	5.8	9.0	15.5	23.1	23.0	21.4	92.0
	Remote	409.5	1.5	5.9	10.1	18.3	22.8	19.5	21.9	92.6
	Very Remote	408.2	1.0	6.8	7.8	16.5	24.5	26.0	17.5	92.2
Aust	Major Cities	442.4	1.9	2.0	5.4	12.6	21.6	24.1	32.3	96.1
	Inner Regional	423.9	1.7	2.8	7.5	15.8	24.2	23.7	24.2	95.5
	Outer Regional	415.7	1.4	3.7	8.7	16.9	24.7	23.3	21.3	94.9
	Remote	408.8	1.1	4.3	9.5	18.2	26.0	22.4	18.5	94.5
	Very Remote	398.8	0.8	5.3	11.7	20.7	25.4	20.3	15.8	93.9

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



# NAPLAN Year 3 Reading

Table 3.R8: Achievement of Year 3 Students in Reading, by Parental Education, by State and Territory, 2017.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	<i>Bachelor</i>	473.3	1.1	0.7	2.6	7.1	16.7	25.1	46.7	98.2
	<i>Diploma</i>	426.6	1.3	2.2	6.2	14.9	25.6	25.7	24.0	96.5
	<i>Certificate</i>	405.0	1.7	4.0	9.6	19.4	26.7	22.1	16.5	94.3
	<i>Year 12</i>	407.2	2.4	4.1	8.9	18.7	26.1	22.4	17.2	93.4
	<i>Year 11</i>	368.8	4.5	8.9	16.5	24.7	24.1	14.5	6.7	86.6
	<i>Not stated (4%)</i>	420.3	3.5	4.2	8.5	16.3	22.2	20.6	24.6	92.2
Vic	<i>Bachelor</i>	474.4	1.6	0.4	2.0	7.4	17.5	24.8	46.3	98.0
	<i>Diploma</i>	432.8	2.1	1.3	5.3	14.3	25.0	26.2	25.8	96.6
	<i>Certificate</i>	417.5	3.0	2.4	7.5	17.4	25.9	23.7	20.1	94.6
	<i>Year 12</i>	417.3	4.1	2.0	7.2	17.4	26.4	24.0	19.0	93.8
	<i>Year 11</i>	387.6	7.6	5.0	12.3	22.4	25.7	16.9	10.1	87.4
	<i>Not stated (2%)</i>	446.4	5.7	1.7	5.2	11.2	19.8	23.6	32.8	92.6
Qld	<i>Bachelor</i>	465.3	0.8	0.6	2.8	8.4	18.5	26.1	42.7	98.6
	<i>Diploma</i>	422.1	0.9	2.4	7.0	15.9	26.0	25.6	22.2	96.8
	<i>Certificate</i>	407.4	1.1	3.7	9.4	19.0	26.8	23.4	16.6	95.2
	<i>Year 12</i>	399.4	1.9	4.8	11.1	20.2	25.9	21.1	14.9	93.3
	<i>Year 11</i>	371.2	2.3	9.3	16.8	24.2	24.1	15.4	8.0	88.5
	<i>Not stated (7%)</i>	395.7	2.8	7.5	12.6	19.2	22.0	19.2	16.7	89.7
WA	<i>Bachelor</i>	460.2	1.0	1.2	3.4	9.1	19.2	25.5	40.5	97.8
	<i>Diploma</i>	418.1	1.4	3.2	7.1	17.2	25.9	24.3	20.9	95.4
	<i>Certificate</i>	399.8	1.4	4.9	10.9	19.4	26.9	22.0	14.5	93.8
	<i>Year 12</i>	393.3	1.9	6.6	11.8	19.8	25.5	20.9	13.5	91.5
	<i>Year 11</i>	358.0	1.9	13.4	18.8	23.8	22.2	13.5	6.5	84.7
	<i>Not stated (10%)</i>	397.4	2.4	9.4	11.5	17.1	21.4	18.7	19.5	88.2
SA	<i>Bachelor</i>	454.3	1.6	0.9	3.4	9.9	20.6	26.9	36.7	97.5
	<i>Diploma</i>	414.3	2.5	3.2	7.6	16.2	26.9	25.0	18.5	94.3
	<i>Certificate</i>	398.7	2.2	4.7	10.5	19.9	27.4	21.6	13.8	93.1
	<i>Year 12</i>	399.7	3.7	4.7	11.0	18.6	25.9	21.8	14.5	91.7
	<i>Year 11</i>	365.1	6.3	10.4	16.9	23.3	23.0	13.6	6.4	83.3
	<i>Not stated (9%)</i>	392.3	5.3	9.3	11.4	16.6	22.6	19.4	15.5	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 3 Reading

Table 3.R8 (cont.): Achievement of Year 3 Students in Reading, by Parental Education, by State and Territory, 2017.

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>	471.4	0.9	1.3	2.8	7.9	16.1	23.7	47.3	97.8
	<i>Diploma</i>	430.7	1.1	2.6	6.7	12.3	25.4	24.8	27.1	96.3
	<i>Certificate</i>	408.7	1.3	4.6	9.7	17.6	25.6	22.5	18.8	94.1
	<i>Year 12</i>	413.7	1.6	3.2	9.7	17.6	23.9	23.1	20.9	95.2
	<i>Year 11</i>	373.2	2.0	8.3	17.7	23.2	24.9	15.4	8.5	89.7
	<i>Not stated (14%)</i>	419.2	2.7	5.7	9.5	15.1	21.2	21.0	24.9	91.7
ACT	<i>Bachelor</i>	465.3	1.5	1.1	3.4	8.6	18.3	24.1	43.1	97.4
	<i>Diploma</i>	417.1	2.0	3.9	8.5	15.5	24.9	23.4	21.7	94.1
	<i>Certificate</i>	402.7	1.2	4.9	9.7	19.8	28.1	20.1	16.3	94.0
	<i>Year 12</i>	420.6	3.4	3.8	10.8	16.8	20.1	18.7	26.4	92.9
	<i>Year 11</i>	391.9	3.8	9.9	16.0	17.3	19.9	13.9	19.2	86.4
	<i>Not stated (4%)</i>	429.0	3.5	5.3	9.4	13.4	14.9	21.3	32.3	91.2
NT	<i>Bachelor</i>	427.0	1.9	5.2	7.5	12.7	20.3	23.1	29.2	92.9
	<i>Diploma</i>	383.0	1.4	12.2	12.0	16.3	22.1	19.7	16.3	86.4
	<i>Certificate</i>	366.5	1.9	15.2	14.4	18.9	22.1	16.5	11.1	83.0
	<i>Year 12</i>	346.3	3.5	23.8	11.0	15.8	18.8	18.4	8.7	72.7
	<i>Year 11</i>	243.3	2.5	55.2	17.5	11.2	8.1	3.9	1.6	42.3
	<i>Not stated (17%)</i>	281.4	2.1	43.2	14.6	13.9	12.5	8.2	5.4	54.6
Aust	<i>Bachelor</i>	469.2	1.2	0.7	2.7	7.9	17.8	25.3	44.5	98.0
	<i>Diploma</i>	425.2	1.5	2.3	6.4	15.3	25.6	25.5	23.4	96.2
	<i>Certificate</i>	407.1	1.8	3.8	9.3	18.8	26.5	22.7	17.0	94.4
	<i>Year 12</i>	404.9	2.7	4.3	9.7	18.8	25.8	22.1	16.5	92.9
	<i>Year 11</i>	368.5	4.4	10.0	16.0	23.4	23.7	14.8	7.7	85.6
	<i>Not stated (5%)</i>	403.6	3.4	7.9	10.4	16.6	21.3	19.6	20.7	88.6

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 3 Reading

Table 3.R9: Achievement of Year 3 Students in Reading, by Parental Occupation, by State and Territory, 2017.

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	474.7	1.0	0.7	2.5	7.0	16.5	24.9	47.4	98.3
	Group 2	449.2	1.0	1.4	4.2	10.9	21.7	25.9	34.9	97.6
	Group 3	418.8	1.3	2.9	7.6	16.8	25.8	24.1	21.5	95.8
	Group 4	397.2	2.2	4.9	11.5	21.1	25.8	19.9	14.5	92.9
	Not in paid work	378.3	5.4	8.1	14.9	22.6	23.5	15.5	10.0	86.4
	Not stated (5%)	418.1	2.8	4.4	8.5	16.6	23.2	21.2	23.2	92.8
Vic	Group 1	479.8	1.2	0.3	1.7	6.6	16.4	24.8	49.1	98.6
	Group 2	455.7	1.4	0.7	3.2	10.1	21.2	26.5	36.9	97.9
	Group 3	431.0	2.2	1.5	5.5	15.0	25.2	25.4	25.4	96.3
	Group 4	411.1	3.5	2.7	8.6	19.0	26.7	22.0	17.5	93.8
	Not in paid work	399.6	8.4	4.3	10.6	20.0	24.0	18.2	14.5	87.4
	Not stated (2%)	443.1	6.2	2.0	5.8	12.0	20.2	22.1	31.7	91.8
Qld	Group 1	464.9	0.7	0.7	2.9	8.5	18.7	26.1	42.4	98.6
	Group 2	439.9	0.7	1.6	5.0	12.8	23.2	26.6	30.2	97.8
	Group 3	415.3	0.9	2.9	8.2	17.5	26.4	24.4	19.7	96.2
	Group 4	396.5	1.5	5.0	11.7	20.9	26.2	21.0	13.7	93.4
	Not in paid work	377.0	2.7	8.5	16.0	23.9	23.1	15.6	10.2	88.9
	Not stated (17%)	399.7	2.3	6.2	11.6	19.2	23.7	19.9	17.0	91.5
WA	Group 1	459.4	0.8	1.3	3.4	9.4	19.5	25.3	40.2	97.9
	Group 2	431.6	1.0	2.3	6.0	14.5	24.0	25.2	27.0	96.7
	Group 3	407.6	1.4	4.2	9.6	18.1	26.3	22.7	17.7	94.5
	Group 4	391.5	1.6	6.7	12.8	20.7	25.2	19.7	13.3	91.7
	Not in paid work	367.4	3.2	13.2	17.6	20.6	20.5	14.7	10.3	83.7
	Not stated (17%)	397.4	2.3	8.5	11.6	17.7	22.3	19.2	18.5	89.2
SA	Group 1	454.6	1.2	0.9	3.4	10.1	20.5	27.1	36.8	97.9
	Group 2	430.0	1.3	1.8	6.1	13.7	25.5	26.4	25.3	96.9
	Group 3	408.2	2.0	3.5	9.0	18.4	26.8	23.2	16.9	94.4
	Group 4	393.4	3.3	5.9	11.3	20.3	26.4	20.1	12.7	90.8
	Not in paid work	374.4	7.4	9.2	15.4	20.7	22.7	15.2	9.3	83.4
	Not stated (15%)	383.6	5.7	9.5	13.1	19.1	22.9	17.1	12.7	84.8

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 3 Reading

Table 3.R9 (cont.): Achievement of Year 3 Students in Reading, by Parental Occupation, by State and Territory, 2017.

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	461.1	0.7	1.7	3.8	9.5	17.8	23.7	42.8	97.6
	Group 2	438.7	0.8	2.0	6.1	13.0	21.9	24.9	31.2	97.2
	Group 3	421.2	1.2	3.1	8.3	15.4	25.3	23.7	23.0	95.6
	Group 4	398.5	1.2	6.2	11.9	19.3	26.1	18.6	16.6	92.6
	Not in paid work	375.9	3.6	8.7	16.9	21.5	22.8	17.5	9.1	87.7
	Not stated (19%)	412.0	2.5	5.9	10.7	16.5	21.9	19.9	22.6	91.6
ACT	Group 1	468.4	1.3	0.9	3.4	8.4	17.5	24.1	44.5	97.8
	Group 2	442.5	1.2	2.2	5.2	11.9	22.7	24.0	32.8	96.6
	Group 3	418.1	1.7	4.5	8.9	16.3	24.1	19.9	24.6	93.8
	Group 4	397.6	2.8	6.0	12.5	18.5	24.5	20.4	15.3	91.2
	Not in paid work	388.5	5.9	8.5	13.0	20.9	20.6	15.3	15.8	85.6
	Not stated (11%)	418.8	3.3	4.3	9.6	15.7	21.9	20.9	24.2	92.4
NT	Group 1	424.0	1.1	4.9	7.6	13.7	22.4	23.1	27.2	94.0
	Group 2	415.0	2.4	6.3	9.0	14.1	21.4	23.3	23.4	91.2
	Group 3	371.1	1.5	14.1	13.9	19.0	22.1	17.6	11.9	84.4
	Group 4	314.1	3.6	33.3	14.0	15.9	16.0	10.5	6.7	63.1
	Not in paid work	258.7	3.0	49.6	18.5	11.7	9.5	4.8	2.9	47.4
	Not stated (23%)	271.3	2.1	46.5	14.8	12.9	10.6	7.9	5.2	51.4
Aust	Group 1	470.4	1.0	0.7	2.6	7.8	17.6	25.2	45.1	98.3
	Group 2	445.7	1.1	1.4	4.5	11.6	22.3	26.1	33.0	97.5
	Group 3	418.8	1.5	2.8	7.6	16.7	25.8	24.2	21.4	95.7
	Group 4	399.4	2.4	4.9	10.9	20.3	26.0	20.6	14.9	92.7
	Not in paid work	381.2	5.8	8.2	14.0	21.4	23.0	16.1	11.4	86.0
	Not stated (10%)	400.6	3.0	7.5	10.9	17.7	22.6	19.5	18.8	89.5

## 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

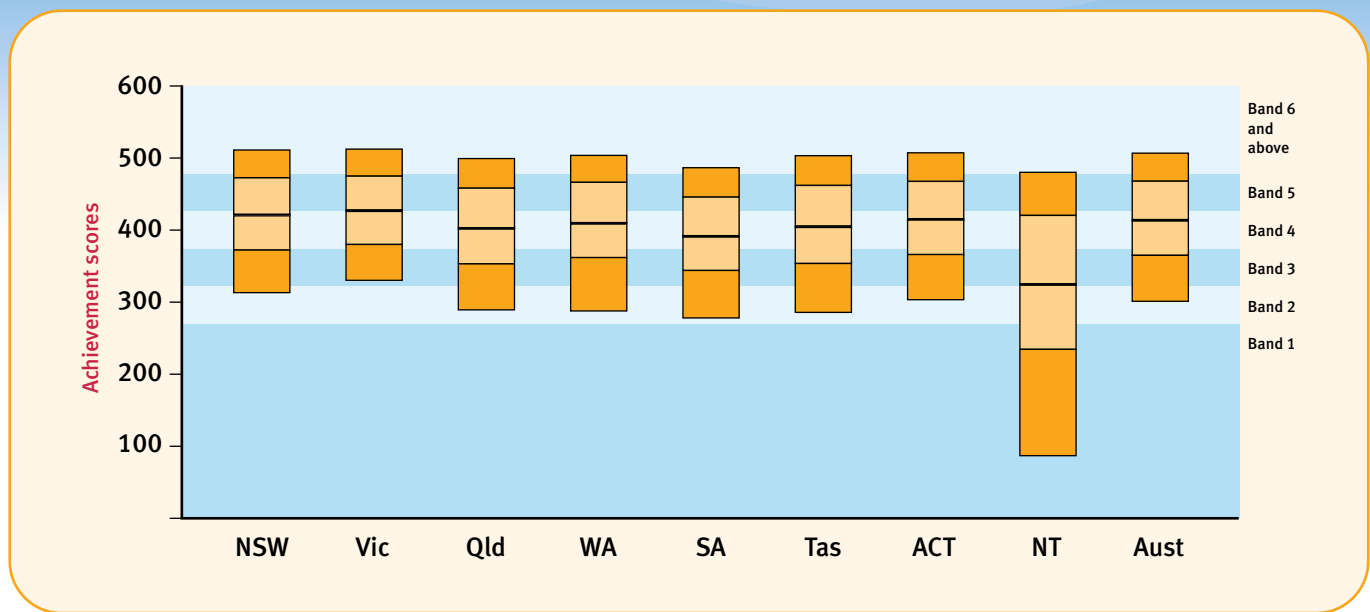
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 Writing

Figure 3.W1: Achievement of Year 3 Students in Writing, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	420.8 (62.1)	426.9 (57.6)	402.4 (65.8)	409.4 (69.9)	391.3 (66.2)	404.6 (68.3)	414.9 (63.8)	324.5 (118.5)	413.6 (65.7)

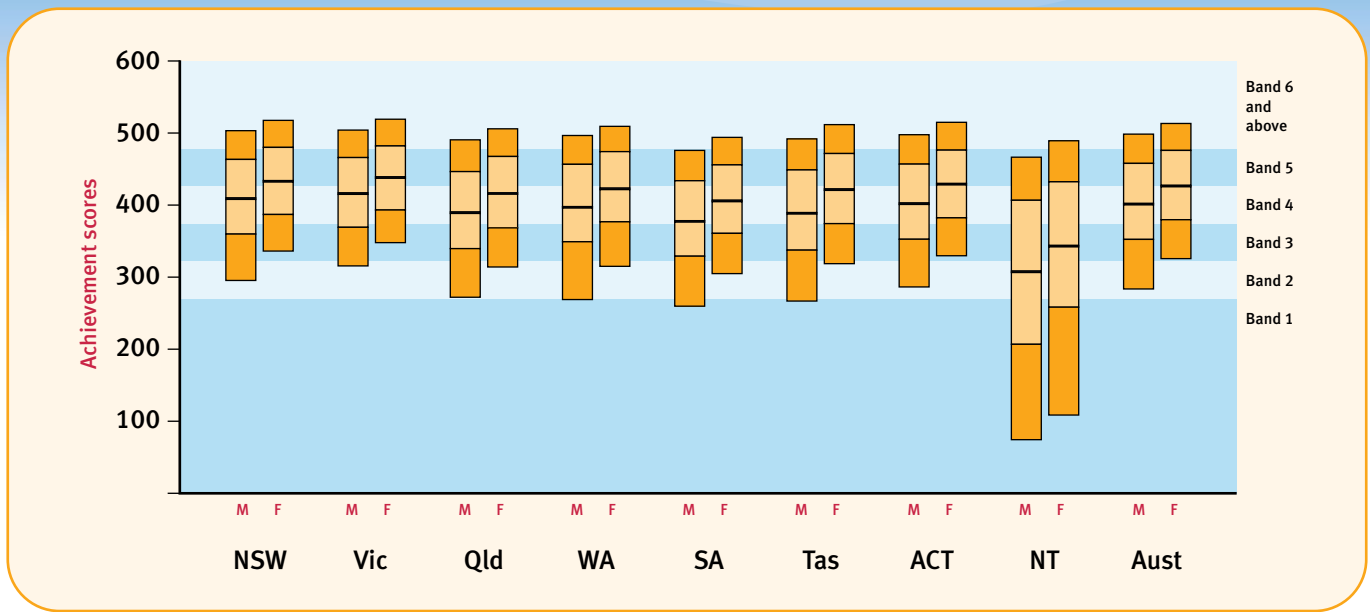
Table 3.W1: Achievement of Year 3 Students in Writing, by State and Territory, 2017.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	
NSW	8yrs 7mths 3yrs 4mths	96.8	1.7	1.5	1.8	1.7	4.3	14.4	29.0	32.1	16.7	96.5
Vic	8yrs 8mths 3yrs 4mths	94.3	2.8	2.9	2.7	0.9	2.9	12.8	28.9	34.0	17.6	96.3
Qld	8yrs 5mths 3yrs 4mths	92.7	2.3	5.1	1.3	3.2	6.9	20.0	31.3	26.2	11.1	95.5
WA	8yrs 4mths 3yrs 4mths	95.3	2.9	1.9	1.5	3.6	5.2	16.3	29.9	29.8	13.7	94.9
SA	8yrs 7mths 3yrs 4mths	92.8	3.2	4.0	2.8	4.1	8.1	22.3	32.7	23.1	6.9	93.1
Tas	8yrs 10mths 3yrs 4mths	94.8	2.5	2.7	1.4	3.5	6.5	19.2	29.9	27.3	12.2	95.1
ACT	8yrs 7mths 3yrs 4mths	93.6	2.5	3.9	1.8	2.2	5.2	15.7	29.5	31.3	14.4	96.0
NT	8yrs 5mths 3yrs 4mths	89.0	8.6	2.5	2.1	26.2	13.0	19.7	21.4	12.5	5.3	71.7
Aust	8yrs 7mths 3yrs 4mths	94.7	2.4	2.9	1.9	2.5	5.0	16.1	29.8	30.1	14.5	95.5

[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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Male</b> Mean scale score / (S.D.)	408.9 (64.5)	415.9 (59.0)	389.4 (68.2)	396.9 (73.0)	377.4 (68.8)	388.6 (71.0)	401.9 (66.1)	307.4 (120.4)	401.3 (68.2)
<b>Female</b> Mean scale score / (S.D.)	433.0 (56.9)	438.2 (53.7)	416.1 (60.4)	422.5 (63.9)	405.7 (60.0)	421.4 (61.0)	429.0 (57.9)	343.0 (113.6)	426.4 (60.4)

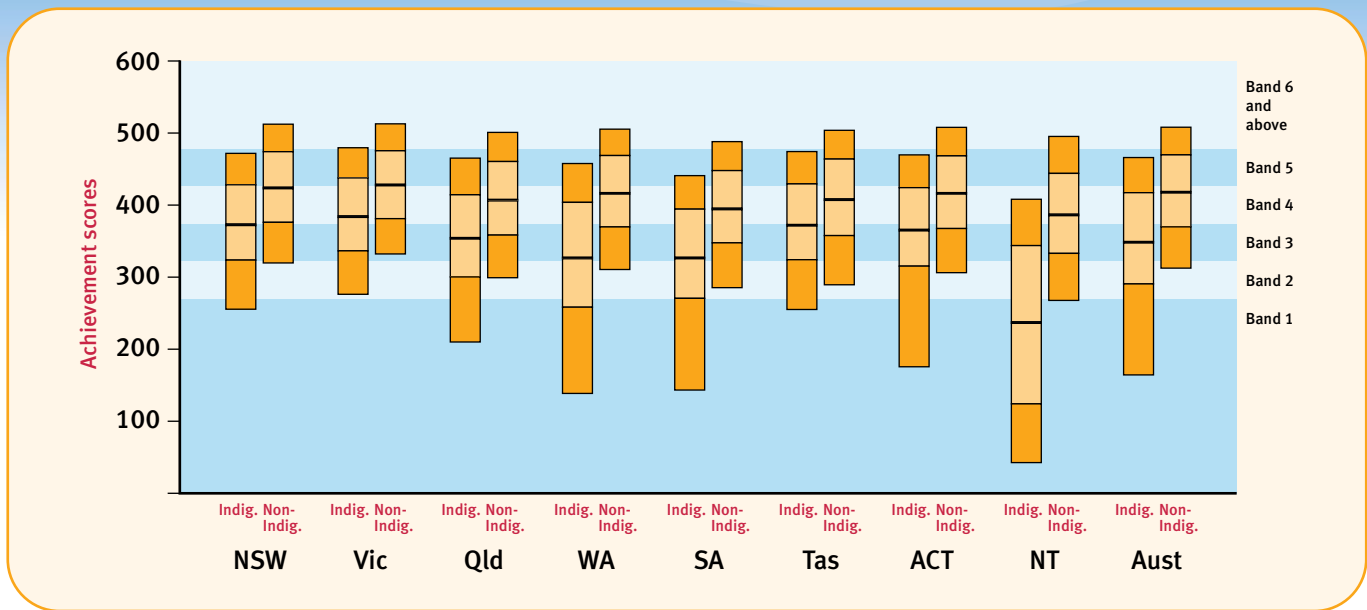
Table 3.W2: Achievement of Year 3 Students in Writing, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Male	2.2	2.7	6.0	17.6	30.6	28.4	12.6	95.1
	Female	1.3	0.8	2.5	11.0	27.4	36.0	21.0	98.0
Vic	Male	3.7	1.4	4.2	16.0	31.1	30.5	13.2	94.9
	Female	1.8	0.4	1.6	9.5	26.5	37.8	22.3	97.8
Qld	Male	1.7	4.7	9.2	23.3	31.4	21.9	7.9	93.6
	Female	0.9	1.6	4.5	16.4	31.3	30.8	14.5	97.5
WA	Male	1.9	5.0	6.9	19.4	31.1	25.6	10.2	93.1
	Female	1.0	2.2	3.4	13.0	28.7	34.3	17.4	96.8
SA	Male	3.8	5.9	10.8	25.3	31.2	18.5	4.4	90.2
	Female	1.7	2.1	5.3	19.2	34.2	28.0	9.6	96.2
Tas	Male	1.7	5.3	9.1	23.9	29.6	22.0	8.3	93.0
	Female	1.1	1.6	3.8	14.3	30.2	32.8	16.3	97.3
ACT	Male	2.4	3.3	7.1	19.0	31.3	26.7	10.3	94.3
	Female	1.2	1.1	3.1	12.1	27.5	36.3	18.8	97.7
NT	Male	2.6	30.4	14.3	20.4	18.9	10.0	3.5	67.1
	Female	1.5	21.7	11.6	18.8	24.0	15.2	7.2	76.8
Aust	Male	2.5	3.7	6.8	19.3	30.8	26.2	10.7	93.8
	Female	1.3	1.3	3.1	12.7	28.6	34.3	18.5	97.3

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	372.6 (67.2)	383.9 (62.5)	353.9 (75.7)	326.5 (93.5)	326.5 (84.0)	372.0 (70.2)	365.2 (78.1)	236.9 (114.8)	348.4 (87.3)
Non-Indigenous Mean scale score / (S.D.)	423.7 (60.4)	427.8 (57.1)	406.8 (63.1)	416.3 (63.2)	394.6 (63.9)	407.5 (67.0)	416.3 (62.9)	386.3 (73.5)	417.8 (61.8)

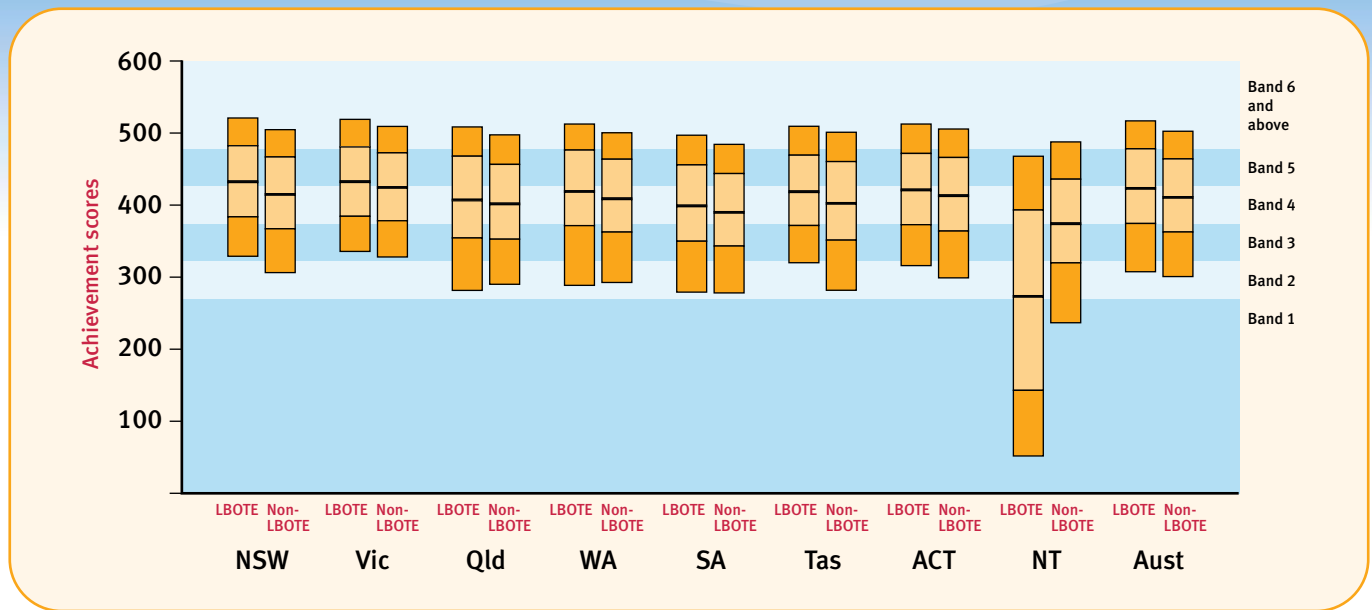
Table 3.W3: Achievement of Year 3 Students in Writing, by Indigenous Status, by State and Territory, 2017.

State/Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.9	6.7	12.2	27.2	30.6	16.7	3.7	90.4
	Non-Indigenous	1.7	1.4	3.8	13.6	29.0	33.1	17.5	96.9
Vic	Indigenous	5.2	3.9	10.3	25.3	30.8	19.3	5.1	90.9
	Non-Indigenous	2.6	0.9	2.8	12.6	28.8	34.4	17.9	96.5
Qld	Indigenous	2.3	11.7	15.6	29.6	25.7	12.1	3.0	86.0
	Non-Indigenous	1.2	2.4	6.1	19.1	31.8	27.5	11.8	96.4
WA	Indigenous	1.6	22.8	17.5	25.5	20.1	10.6	2.0	75.7
	Non-Indigenous	1.4	2.1	4.2	15.4	30.7	31.5	14.8	96.5
SA	Indigenous	6.2	18.5	20.4	26.8	19.7	7.5	0.9	75.3
	Non-Indigenous	2.7	3.4	7.5	22.0	33.0	24.1	7.3	93.9
Tas	Indigenous	1.5	6.7	12.4	29.0	29.3	16.8	4.3	91.8
	Non-Indigenous	1.5	3.3	5.7	18.4	30.0	28.5	12.7	95.3
ACT	Indigenous	2.7	9.7	11.6	25.6	31.6	14.9	3.7	87.5
	Non-Indigenous	1.8	2.0	5.0	15.4	29.4	31.7	14.7	96.2
NT	Indigenous	2.2	56.0	16.2	14.4	8.2	2.5	0.5	41.8
	Non-Indigenous	1.9	5.2	10.7	23.4	30.6	19.5	8.7	92.9
Aust	Indigenous	2.8	14.6	14.5	26.6	25.4	13.1	3.0	82.6
	Non-Indigenous	1.9	1.8	4.4	15.4	30.0	31.3	15.3	96.4

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE</b> Mean scale score / (S.D.)	432.3 (60.4)	432.4 (57.8)	407.0 (72.3)	418.9 (73.2)	398.8 (70.4)	418.5 (62.8)	421.0 (62.0)	273.3 (130.8)	423.2 (69.2)
<b>Non-LBOTE</b> Mean scale score / (S.D.)	414.8 (62.0)	424.5 (57.3)	401.6 (64.7)	408.7 (67.2)	389.9 (65.1)	402.4 (68.5)	413.0 (64.2)	374.1 (79.8)	410.7 (63.6)

Table 3.W4: Achievement of Year 3 Students in Writing, by LBOTE Status, by State and Territory, 2017.

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	2.5	1.1	3.0	11.6	25.9	33.9	22.1	96.4
	Non-LBOTE	1.4	2.0	5.0	15.8	30.6	31.2	13.9	96.6
Vic	LBOTE	3.8	0.7	2.4	11.5	27.1	33.7	20.8	95.4
	Non-LBOTE	2.3	1.0	3.2	13.4	29.6	34.2	16.3	96.7
Qld	LBOTE	2.1	3.9	6.6	17.8	27.6	27.1	14.9	93.9
	Non-LBOTE	1.2	3.1	7.0	20.3	31.9	26.0	10.5	95.8
WA	LBOTE	2.2	3.9	3.9	12.7	26.8	31.9	18.7	93.9
	Non-LBOTE	1.2	3.3	5.1	16.7	31.2	30.0	12.5	95.5
SA	LBOTE	5.2	4.0	6.8	18.5	30.8	24.8	9.9	90.7
	Non-LBOTE	2.3	4.1	8.4	23.1	33.1	22.8	6.3	93.7
Tas	LBOTE	2.6	1.7	3.5	15.6	30.8	31.0	14.9	95.8
	Non-LBOTE	1.3	3.8	6.9	19.8	29.7	26.9	11.6	94.9
ACT	LBOTE	3.6	1.6	4.0	14.3	28.3	31.9	16.4	94.9
	Non-LBOTE	1.2	2.5	5.5	16.1	29.9	31.1	13.7	96.3
NT	LBOTE	2.0	45.2	13.2	14.6	13.3	7.9	3.8	52.8
	Non-LBOTE	2.1	8.1	12.3	24.3	29.1	17.2	7.0	89.8
Aust	LBOTE	2.9	2.6	3.7	12.9	26.6	31.8	19.4	94.5
	Non-LBOTE	1.6	2.4	5.4	17.2	30.9	29.7	12.8	96.0

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, 2017.

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	427.8	1.8	1.3	3.5	12.4	27.5	33.9	19.6	96.9
	Inner Regional	402.8	1.6	2.8	6.2	19.3	33.3	27.7	9.0	95.6
	Outer Regional	393.8	1.4	3.9	7.7	22.3	33.1	24.7	7.0	94.7
	Remote	389.5	1.5	3.7	10.5	22.1	33.0	21.9	7.3	94.8
	Very Remote	374.5	2.5	8.6	8.1	25.5	35.0	17.2	3.1	88.9
Vic	Major Cities	431.8	2.8	0.8	2.5	11.3	27.4	35.2	20.0	96.4
	Inner Regional	411.6	2.5	1.4	4.4	17.7	32.9	30.4	10.7	96.1
	Outer Regional	412.7	3.4	1.0	3.7	16.8	34.2	31.1	9.7	95.5
	Remote	400.3	0.0	0.4	1.8	29.3	38.7	26.2	3.6	99.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	409.8	1.3	2.4	5.9	17.9	30.8	28.6	13.2	96.3
	Inner Regional	393.5	1.4	3.4	8.1	23.5	33.0	22.9	7.7	95.2
	Outer Regional	392.6	1.2	4.2	8.3	22.7	32.3	22.9	8.4	94.6
	Remote	377.1	2.0	8.0	11.3	23.2	29.6	19.5	6.4	90.1
	Very Remote	334.4	1.6	20.0	17.0	26.5	22.3	10.1	2.6	78.4
WA	Major Cities	418.2	1.6	2.3	4.2	14.4	29.3	32.1	16.0	96.0
	Inner Regional	398.7	1.2	3.5	6.2	20.6	34.1	26.2	8.2	95.4
	Outer Regional	385.9	0.9	5.6	8.3	23.6	32.9	22.3	6.4	93.4
	Remote	375.2	0.5	9.9	9.9	21.0	30.3	22.4	6.1	89.6
	Very Remote	323.3	0.3	28.0	14.0	21.8	20.4	12.2	3.2	71.7
SA	Major Cities	396.9	3.0	3.5	7.2	20.8	32.4	25.1	8.1	93.6
	Inner Regional	386.9	1.9	3.5	8.5	25.3	36.1	19.8	4.9	94.6
	Outer Regional	373.8	2.7	5.9	11.7	27.0	32.5	16.9	3.3	91.5
	Remote	371.1	2.9	6.4	11.2	28.0	31.7	17.4	2.3	90.7
	Very Remote	313.5	1.4	26.8	18.4	21.2	21.3	9.5	1.4	71.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	410.5	1.5	3.0	5.7	17.4	29.4	29.1	13.9	95.5
	Outer Regional	391.3	1.1	4.6	8.3	23.5	30.8	23.2	8.4	94.2
	Remote	400.3	1.4	5.7	6.9	18.6	29.7	27.4	10.3	92.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	415.0	1.8	2.2	5.2	15.7	29.5	31.3	14.4	96.0
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	374.7	2.5	8.7	12.2	23.5	28.4	17.1	7.6	88.9
	Remote	335.5	2.5	20.4	15.5	23.9	21.1	12.1	4.6	77.1
	Very Remote	207.9	0.8	69.3	12.6	7.9	6.1	2.6	0.7	29.9
Aust	Major Cities	421.8	2.0	1.7	4.1	14.1	28.7	32.3	17.1	96.3
	Inner Regional	402.8	1.8	2.6	6.2	20.0	33.0	27.1	9.3	95.6
	Outer Regional	391.2	1.7	4.4	8.3	22.6	32.4	23.1	7.5	93.9
	Remote	370.4	1.6	10.1	11.2	23.1	29.1	19.4	5.5	88.4
	Very Remote	293.3	1.0	37.1	14.5	19.1	17.5	8.7	2.1	61.9

[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, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	380.5	3.3	4.9	10.9	25.9	31.4	18.6	4.9	91.8
	Inner Regional	372.0	2.8	6.7	12.2	27.3	31.1	16.7	3.2	90.5
	Outer Regional	357.7	2.2	10.6	14.6	29.5	27.9	12.9	2.2	87.2
	Remote	352.6	2.4	7.7	19.8	32.0	27.1	10.2	0.8	89.9
	Very Remote	356.3	4.2	11.4	11.4	30.6	31.4	10.6	0.6	84.4
Vic	Major Cities	390.4	3.8	3.1	9.7	24.6	29.5	22.9	6.3	93.0
	Inner Regional	376.9	5.4	5.5	10.9	26.1	31.5	16.6	4.0	89.1
	Outer Regional	384.6	8.2	2.0	10.6	25.4	32.5	16.6	4.7	89.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	370.1	2.7	7.4	13.1	27.8	29.4	15.2	4.4	89.9
	Inner Regional	362.9	2.0	7.8	14.5	31.1	29.1	13.0	2.5	90.2
	Outer Regional	351.9	2.1	11.6	16.6	31.2	23.8	11.8	2.9	86.3
	Remote	321.5	3.2	21.9	20.4	28.3	19.5	5.7	1.0	74.9
	Very Remote	300.6	1.5	31.4	20.9	27.4	14.7	3.4	0.8	67.1
WA	Major Cities	356.9	2.5	12.2	15.0	26.6	24.8	15.1	3.7	85.3
	Inner Regional	342.0	0.5	14.3	18.0	32.1	24.8	9.1	1.2	85.2
	Outer Regional	326.3	1.3	20.4	18.4	28.2	21.2	9.3	1.2	78.3
	Remote	308.9	1.2	28.8	20.5	22.8	16.3	9.6	0.8	70.0
	Very Remote	264.4	0.5	49.1	18.9	19.3	9.4	2.6	0.3	50.4
SA	Major Cities	343.7	5.4	13.0	19.6	28.1	22.6	9.9	1.3	81.6
	Inner Regional	346.9	8.8	7.5	19.5	35.5	20.5	8.3	0.0	83.8
	Outer Regional	314.5	8.6	22.1	21.7	23.9	18.6	4.5	0.4	69.3
	Remote	288.3	6.4	30.2	16.2	34.5	11.9	0.9	0.0	63.4
	Very Remote	253.1	2.2	47.7	24.4	14.7	7.9	2.9	0.2	50.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	372.5	1.3	6.8	12.0	29.5	29.2	16.6	4.7	91.9
	Outer Regional	371.3	1.8	6.5	12.5	28.6	29.8	17.3	3.5	91.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	366.9	2.8	9.3	11.8	25.1	32.0	15.2	3.8	87.9
	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	320.5	3.6	22.7	20.2	26.8	19.7	5.6	1.5	73.8
	Remote	271.3	4.2	41.2	20.3	20.8	9.4	4.0	0.2	54.6
	Very Remote	185.5	0.8	77.5	12.7	6.1	2.4	0.4	0.1	21.7
Aust	Major Cities	371.5	3.2	7.3	12.8	26.6	28.9	16.7	4.4	89.4
	Inner Regional	368.3	2.8	7.2	13.0	28.7	30.0	15.2	3.1	90.0
	Outer Regional	349.0	2.9	12.9	16.3	29.3	24.7	11.5	2.5	84.2
	Remote	306.6	2.7	28.1	20.1	25.0	16.3	7.0	0.7	69.2
	Very Remote	244.5	1.1	54.4	16.9	16.3	8.8	2.2	0.4	44.5

[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, 2017.

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	429.3	1.8	1.2	3.2	12.0	27.5	34.4	20.0	97.1
	Inner Regional	406.7	1.4	2.3	5.4	18.3	33.6	29.2	9.7	96.3
	Outer Regional	401.8	1.2	2.4	6.1	20.7	34.2	27.3	8.1	96.4
	Remote	411.5	1.0	1.2	4.8	16.1	36.9	29.1	11.0	97.9
	Very Remote	404.3	0.0	2.6	3.5	18.7	41.3	26.5	7.4	97.4
Vic	Major Cities	432.4	2.7	0.8	2.4	11.1	27.4	35.4	20.2	96.6
	Inner Regional	413.0	2.4	1.2	4.1	17.3	33.0	31.0	11.0	96.4
	Outer Regional	415.0	3.0	0.9	3.2	16.0	34.5	32.3	10.2	96.1
	Remote	400.3	0.0	0.4	1.8	29.3	38.7	26.2	3.6	99.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	411.5	1.2	2.2	5.5	17.5	30.9	29.2	13.6	96.6
	Inner Regional	396.5	1.4	2.9	7.4	22.8	33.4	23.9	8.2	95.7
	Outer Regional	400.8	1.0	2.7	6.6	20.9	34.0	25.2	9.5	96.3
	Remote	400.1	1.5	2.1	7.4	21.2	34.0	25.1	8.7	96.5
	Very Remote	384.4	1.7	3.5	10.9	25.1	33.5	20.1	5.3	94.8
WA	Major Cities	421.1	1.5	1.9	3.7	13.8	29.4	33.0	16.7	96.6
	Inner Regional	403.2	1.3	2.6	5.2	19.6	35.1	27.6	8.6	96.2
	Outer Regional	395.9	0.9	3.1	6.6	22.8	35.0	24.4	7.3	96.0
	Remote	400.1	0.3	2.8	5.9	20.3	35.4	27.1	8.2	97.0
	Very Remote	391.3	0.0	4.2	7.9	24.1	33.3	23.9	6.6	95.8
SA	Major Cities	399.2	2.9	3.2	6.7	20.3	32.3	26.0	8.6	93.9
	Inner Regional	388.4	1.8	3.4	8.0	24.7	36.5	20.4	5.1	94.8
	Outer Regional	378.0	2.0	4.4	11.0	27.9	33.5	17.7	3.4	93.6
	Remote	378.5	2.8	4.1	10.6	27.5	33.7	18.8	2.5	93.1
	Very Remote	364.8	0.9	7.9	14.7	26.2	33.2	14.9	2.2	91.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	412.9	1.6	2.8	5.2	16.5	29.4	30.3	14.2	95.6
	Outer Regional	394.7	1.1	4.4	7.1	22.9	31.2	23.9	9.3	94.4
	Remote	406.3	1.8	4.0	5.5	17.8	30.9	29.8	10.2	94.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	416.3	1.8	2.0	5.0	15.5	29.4	31.6	14.7	96.2
	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	387.2	2.2	5.4	10.4	22.7	30.5	19.8	9.1	92.4
	Remote	384.8	1.3	3.9	11.8	26.3	30.2	18.4	8.0	94.8
	Very Remote	379.1	1.0	6.8	11.8	21.7	34.0	19.6	5.0	92.2
Aust	Major Cities	423.6	2.0	1.5	3.8	13.6	28.7	32.9	17.6	96.6
	Inner Regional	405.7	1.7	2.2	5.6	19.2	33.3	28.2	9.8	96.1
	Outer Regional	398.7	1.5	2.9	6.8	21.4	33.7	25.2	8.5	95.6
	Remote	395.3	1.2	2.9	7.7	22.4	34.2	24.3	7.5	95.9
	Very Remote	385.3	0.8	4.5	9.9	24.1	34.0	21.2	5.5	94.6

[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, 2017.

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	443.5	1.2	0.4	1.6	7.9	24.3	38.4	26.1	98.4
	Diploma	418.4	1.3	1.2	3.8	15.0	32.3	33.2	13.3	97.5
	Certificate	402.3	1.7	2.5	6.3	19.9	33.9	27.1	8.6	95.9
	Year 12	406.4	2.4	2.4	5.9	18.5	32.2	28.1	10.6	95.2
	Year 11	376.2	4.5	6.3	11.0	25.6	31.1	17.3	4.2	89.3
	Not stated (4%)	409.0	3.6	2.9	5.7	18.1	28.7	27.5	13.5	93.5
Vic	Bachelor	443.5	1.6	0.3	1.3	7.9	24.7	38.6	25.5	98.0
	Diploma	422.2	2.1	0.9	2.9	13.8	31.8	34.5	14.0	97.0
	Certificate	410.1	3.0	1.5	4.4	18.1	33.2	29.8	9.9	95.5
	Year 12	415.1	4.1	1.2	3.9	15.7	32.6	31.1	11.5	94.7
	Year 11	392.9	7.6	3.0	7.3	22.7	31.8	21.4	6.3	89.4
	Not stated (2%)	428.3	5.7	0.9	2.9	12.4	27.6	32.3	18.2	93.3
Qld	Bachelor	429.5	0.8	0.8	2.7	11.9	29.4	35.2	19.2	98.4
	Diploma	403.2	0.9	2.5	6.1	20.1	34.0	27.1	9.4	96.6
	Certificate	391.7	1.2	3.3	8.3	24.3	33.7	22.2	7.0	95.5
	Year 12	386.0	1.9	4.6	9.7	24.4	32.5	20.3	6.6	93.5
	Year 11	360.2	2.4	9.3	15.1	29.7	27.4	12.9	3.2	88.3
	Not stated (7%)	379.3	3.0	7.0	10.7	24.4	28.9	19.3	6.7	90.0
WA	Bachelor	437.0	1.0	0.7	1.8	9.4	26.5	38.0	22.5	98.3
	Diploma	412.0	1.4	2.1	4.5	16.0	33.0	30.8	12.1	96.4
	Certificate	397.7	1.4	3.5	6.2	20.8	33.9	26.3	7.9	95.1
	Year 12	392.5	1.9	4.9	7.5	21.2	32.4	24.4	7.8	93.2
	Year 11	363.0	1.9	11.2	12.6	25.1	28.8	16.3	4.1	86.9
	Not stated (10%)	387.8	2.4	8.4	7.3	19.3	28.7	23.4	10.4	89.1
SA	Bachelor	418.6	1.6	1.0	3.3	14.7	33.5	33.0	12.8	97.4
	Diploma	392.9	2.5	2.8	7.3	23.4	35.3	23.2	5.5	94.7
	Certificate	379.3	2.2	4.5	10.2	27.7	34.1	17.8	3.6	93.4
	Year 12	380.8	3.7	4.4	10.0	26.0	32.5	19.8	3.6	91.9
	Year 11	348.7	6.3	11.5	16.7	28.4	26.3	9.4	1.4	82.2
	Not stated (9%)	369.3	5.3	8.7	11.1	24.9	28.3	17.2	4.5	86.0

## Key

*Bachelor: Bachelor degree or above*

*Diploma: Advanced diploma/diploma*

*Certificate: Certificate I to IV*

*Year 12: Year 12 or equivalent*

*Year 11: Year 11 or equivalent or below*

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

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

*Refer to the introduction for explanatory notes.*

# NAPLAN Year 3 Writing

Table 3.W8 (cont.): Achievement of Year 3 Students in Writing, by Parental Education, by State and Territory, 2017.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Tas	<i>Bachelor</i>	433.3	0.8	0.9	2.2	11.0	28.3	35.8	21.0	98.3
	<i>Diploma</i>	411.3	1.1	2.5	5.0	17.2	30.4	31.3	12.5	96.4
	<i>Certificate</i>	397.3	1.2	3.5	8.1	21.3	30.7	26.0	9.2	95.3
	<i>Year 12</i>	399.4	1.6	3.8	6.2	22.6	30.8	24.7	10.3	94.6
	<i>Year 11</i>	370.2	2.0	8.1	11.8	28.4	28.4	16.8	4.5	89.9
	<i>Not stated (14%)</i>	398.3	2.6	4.4	7.0	20.8	31.6	23.0	10.6	93.0
ACT	<i>Bachelor</i>	425.7	1.5	1.2	3.4	12.4	29.3	35.1	17.0	97.2
	<i>Diploma</i>	406.6	2.2	2.4	5.5	19.0	30.9	29.7	10.4	95.5
	<i>Certificate</i>	389.6	1.2	4.6	10.1	23.0	29.7	23.1	8.3	94.2
	<i>Year 12</i>	405.7	3.4	2.5	6.8	20.1	28.7	26.6	12.0	94.2
	<i>Year 11</i>	388.1	3.8	6.8	10.7	21.4	25.8	19.1	12.4	89.4
	<i>Not stated (4%)</i>	408.7	3.0	3.4	5.3	16.9	31.0	26.4	14.0	93.7
NT	<i>Bachelor</i>	393.9	1.9	6.0	8.3	20.2	28.3	22.9	12.3	92.1
	<i>Diploma</i>	365.3	1.4	12.5	10.1	22.7	31.0	15.7	6.7	86.1
	<i>Certificate</i>	352.7	1.9	13.6	15.2	26.6	26.2	12.7	3.7	84.6
	<i>Year 12</i>	328.8	3.5	21.4	14.7	22.7	22.5	11.7	3.5	75.0
	<i>Year 11</i>	231.4	2.5	56.9	16.2	13.0	8.5	2.7	0.2	40.6
	<i>Not stated (17%)</i>	273.9	2.0	43.9	14.5	15.8	14.6	6.7	2.4	54.1
Aust	<i>Bachelor</i>	437.9	1.3	0.6	2.0	9.4	26.3	37.3	23.2	98.2
	<i>Diploma</i>	413.2	1.5	1.7	4.4	16.5	32.7	31.1	11.9	96.8
	<i>Certificate</i>	398.6	1.9	2.8	6.8	21.4	33.5	25.6	8.0	95.3
	<i>Year 12</i>	398.5	2.7	3.4	7.0	20.4	32.2	25.4	8.8	93.9
	<i>Year 11</i>	368.6	4.4	8.6	11.8	25.7	29.1	16.2	4.2	87.0
	<i>Not stated (5%)</i>	388.8	3.5	7.1	8.1	20.2	28.3	22.8	10.0	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 Writing

Table 3.W9: Achievement of Year 3 Students in Writing, by Parental Occupation, by State and Territory, 2017.

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	443.0	1.0	0.4	1.7	8.1	24.5	38.3	26.0	98.6
	Group 2	430.6	1.0	0.7	2.6	11.5	28.4	36.5	19.2	98.2
	Group 3	412.7	1.3	1.7	4.7	16.8	33.0	30.7	11.8	97.0
	Group 4	399.7	2.2	2.8	7.0	21.2	33.0	24.8	9.1	95.1
	Not in paid work	380.2	5.5	5.9	10.4	23.8	30.5	18.6	5.3	88.6
	Not stated (5%)	410.5	2.9	2.8	5.8	17.7	28.9	27.5	14.5	94.3
Vic	Group 1	445.1	1.2	0.3	1.2	7.5	24.2	39.2	26.4	98.5
	Group 2	433.9	1.5	0.5	2.0	10.4	28.4	37.3	19.9	98.0
	Group 3	421.4	2.2	0.9	3.1	14.2	31.8	33.9	13.9	96.9
	Group 4	409.4	3.5	1.5	4.8	18.5	32.8	28.6	10.4	95.0
	Not in paid work	397.8	8.4	2.7	6.4	21.2	30.9	22.6	7.8	88.9
	Not stated (2%)	427.3	6.3	1.1	3.2	12.3	27.5	31.5	18.2	92.6
Qld	Group 1	429.2	0.8	0.8	2.8	11.9	29.6	35.2	19.0	98.5
	Group 2	414.9	0.7	1.6	4.3	16.7	32.5	31.0	13.3	97.8
	Group 3	398.2	1.0	2.8	7.1	22.0	34.2	24.2	8.7	96.2
	Group 4	382.9	1.7	4.6	10.2	26.2	32.4	19.1	5.9	93.7
	Not in paid work	363.1	2.8	8.9	14.7	28.8	27.0	14.2	3.6	88.3
	Not stated (17%)	382.6	2.5	5.9	10.4	24.9	29.5	19.8	6.9	91.6
WA	Group 1	436.2	0.8	0.9	2.0	9.3	26.6	38.3	22.1	98.3
	Group 2	419.9	1.0	1.5	3.4	14.2	31.7	33.3	14.9	97.5
	Group 3	404.8	1.4	2.8	5.2	18.5	33.8	28.1	10.1	95.8
	Group 4	390.3	1.6	4.8	8.3	22.3	32.2	22.9	7.9	93.6
	Not in paid work	366.2	3.2	12.1	11.7	23.0	25.4	18.2	6.4	84.8
	Not stated (17%)	390.4	2.3	7.0	7.4	20.2	29.3	23.7	10.0	90.7
SA	Group 1	417.6	1.2	1.1	3.5	15.1	33.5	32.8	12.7	97.7
	Group 2	402.9	1.3	1.8	5.5	20.5	35.6	27.5	7.7	96.8
	Group 3	388.4	2.1	3.1	8.2	25.6	34.8	21.3	4.9	94.8
	Group 4	374.5	3.4	5.2	11.7	27.7	33.1	15.8	3.2	91.5
	Not in paid work	352.7	7.3	10.8	15.9	28.3	24.3	10.9	2.4	81.8
	Not stated (15%)	366.1	5.6	9.0	12.4	25.3	28.2	15.4	4.0	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 Writing

Table 3.W9 (cont.): Achievement of Year 3 Students in Writing, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	
Tas	Group 1	429.6	0.7	1.3	2.9	11.7	27.8	36.3	19.4	98.0
	Group 2	416.7	0.6	1.8	4.1	16.8	31.0	30.4	15.3	97.6
	Group 3	404.8	1.2	2.7	6.7	19.1	31.7	27.5	11.2	96.2
	Group 4	386.5	1.2	5.3	9.7	24.6	30.0	21.7	7.5	93.4
	Not in paid work	366.9	3.6	8.9	12.4	27.9	26.4	16.5	4.2	87.5
	Not stated (19%)	395.4	2.4	4.4	7.4	22.0	31.1	23.3	9.4	93.2
ACT	Group 1	427.4	1.3	1.4	3.2	12.0	28.4	35.4	18.4	97.3
	Group 2	416.4	1.2	1.6	5.2	15.6	30.2	32.2	14.0	97.1
	Group 3	401.0	1.7	3.2	7.1	21.1	30.3	26.3	10.3	95.1
	Group 4	389.2	2.8	5.3	8.7	23.8	28.0	23.3	8.1	91.9
	Not in paid work	371.0	6.4	9.2	13.9	19.8	27.5	18.4	4.8	84.5
	Not stated (11%)	406.4	3.1	1.9	6.0	18.8	32.2	27.5	10.5	95.0
NT	Group 1	395.0	1.1	4.1	8.7	22.8	30.1	21.8	11.4	94.9
	Group 2	387.9	2.4	5.7	8.4	21.9	33.0	20.2	8.4	91.9
	Group 3	358.4	1.5	12.5	15.0	24.4	26.4	14.5	5.7	86.0
	Group 4	300.8	3.6	31.2	19.2	19.6	17.0	8.0	1.4	65.2
	Not in paid work	242.6	3.0	53.9	15.3	15.2	9.3	2.7	0.7	43.1
	Not stated (23%)	261.7	2.0	48.0	13.6	14.9	12.8	6.5	2.3	50.1
Aust	Group 1	437.5	1.0	0.6	2.1	9.5	26.4	37.3	23.0	98.4
	Group 2	424.9	1.1	1.0	3.1	13.3	30.1	34.5	16.9	97.9
	Group 3	408.3	1.5	2.1	5.3	18.3	33.0	28.9	10.9	96.4
	Group 4	395.2	2.5	3.5	7.6	22.0	32.5	23.7	8.2	94.1
	Not in paid work	377.3	5.8	7.1	10.3	23.8	28.8	18.4	5.7	87.0
	Not stated (10%)	387.4	3.1	6.6	8.7	21.6	28.8	22.0	9.2	90.3

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

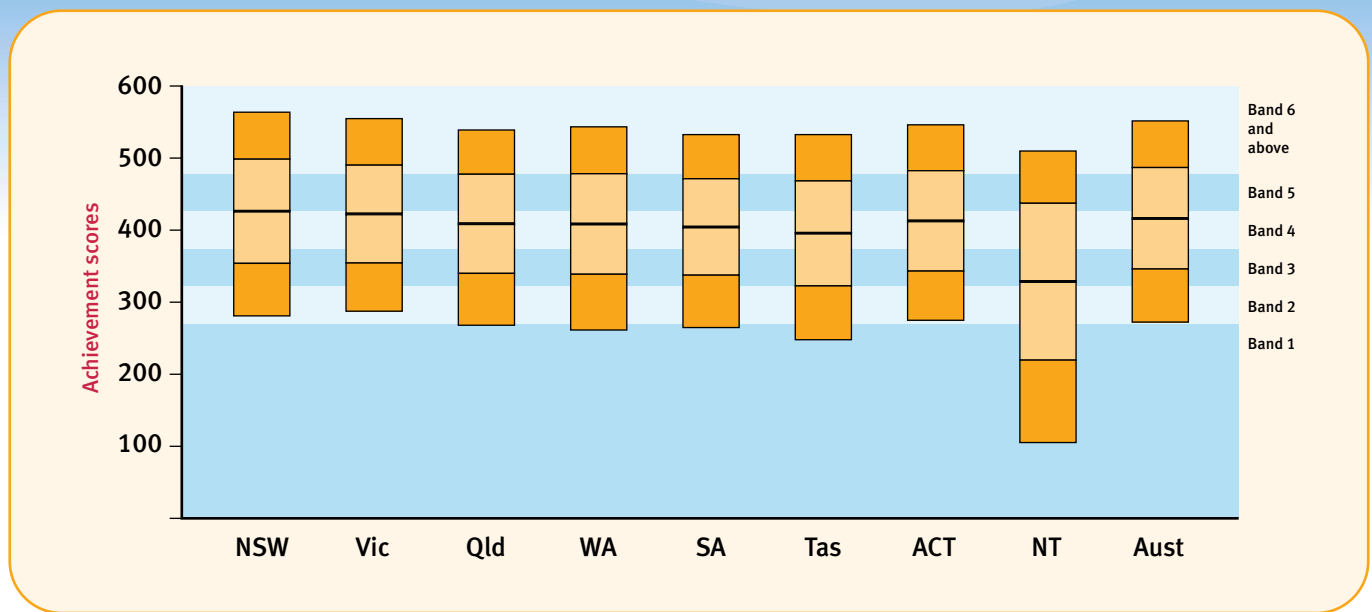
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

# NAPLAN Year 3 Spelling

Figure 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	426.2 (86.0)	422.4 (81.2)	408.8 (81.9)	408.4 (85.5)	404.2 (81.1)	395.7 (86.7)	412.7 (82.3)	328.6 (125.4)	416.1 (85.1)

Table 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2017.

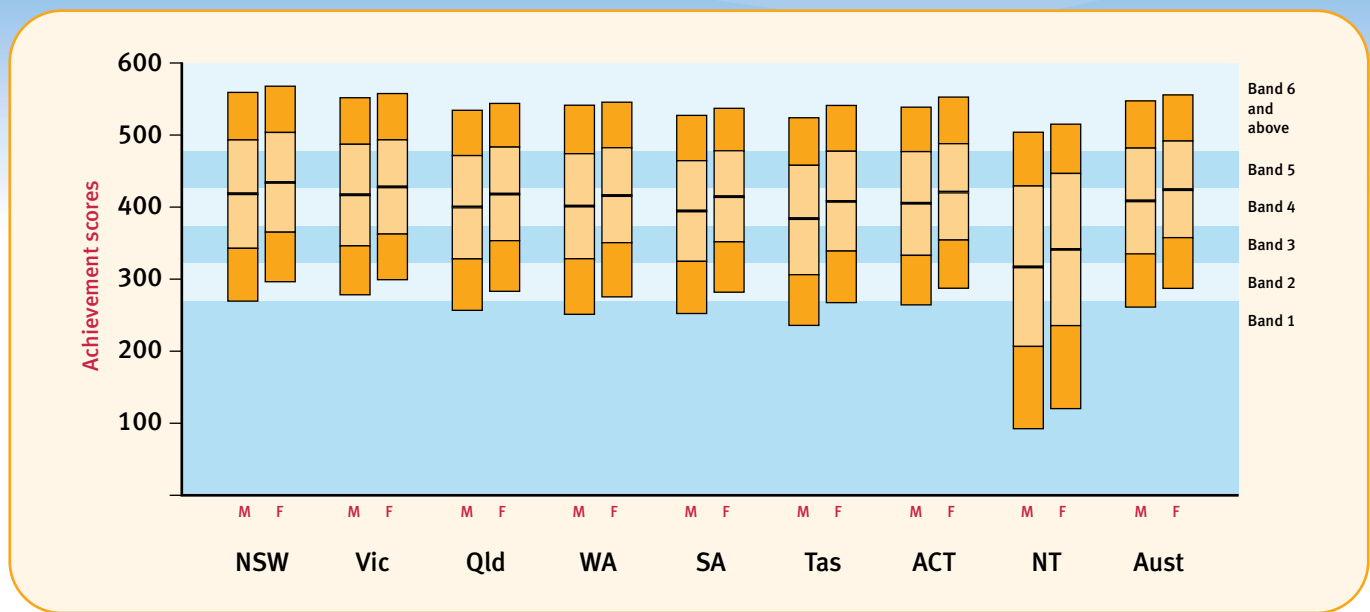
State/Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	
NSW	8yrs 7mths 3yrs 4mths	97.0	1.6	1.5	1.7	3.7	7.7	14.9	21.8	23.0	27.2	94.5
Vic	8yrs 8mths 3yrs 4mths	94.6	2.6	2.8	2.7	3.1	7.6	15.8	23.4	23.4	23.9	94.2
Qld	8yrs 5mths 3yrs 4mths	93.0	2.1	4.9	1.3	5.2	9.6	17.1	24.5	22.8	19.6	93.6
WA	8yrs 4mths 3yrs 4mths	95.5	2.7	1.8	1.4	5.9	9.2	17.1	24.0	22.5	19.8	92.6
SA	8yrs 7mths 3yrs 4mths	93.2	2.9	3.9	2.8	5.5	9.5	17.8	25.1	22.2	17.2	91.7
Tas	8yrs 10mths 3yrs 4mths	94.8	2.5	2.7	1.4	7.9	11.6	18.7	23.5	20.3	16.6	90.6
ACT	8yrs 7mths 3yrs 4mths	94.0	2.1	3.9	1.8	4.3	9.5	17.1	23.8	22.3	21.1	93.9
NT	8yrs 5mths 3yrs 4mths	89.3	8.3	2.4	2.1	30.4	12.1	15.9	16.6	13.1	9.9	67.6
Aust	8yrs 7mths 3yrs 4mths	94.9	2.2	2.8	1.9	4.6	8.5	16.1	23.2	22.8	22.8	93.4

[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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Male</b> Mean scale score / (S.D.)	418.4 (88.5)	417.0 (83.4)	400.0 (84.0)	401.3 (88.0)	394.5 (83.3)	383.9 (88.3)	405.3 (84.2)	316.8 (126.5)	408.5 (87.5)
<b>Female</b> Mean scale score / (S.D.)	434.2 (82.6)	427.9 (78.5)	418.0 (78.7)	415.9 (82.1)	414.4 (77.4)	407.9 (83.3)	420.7 (79.4)	341.3 (123.1)	424.1 (81.8)

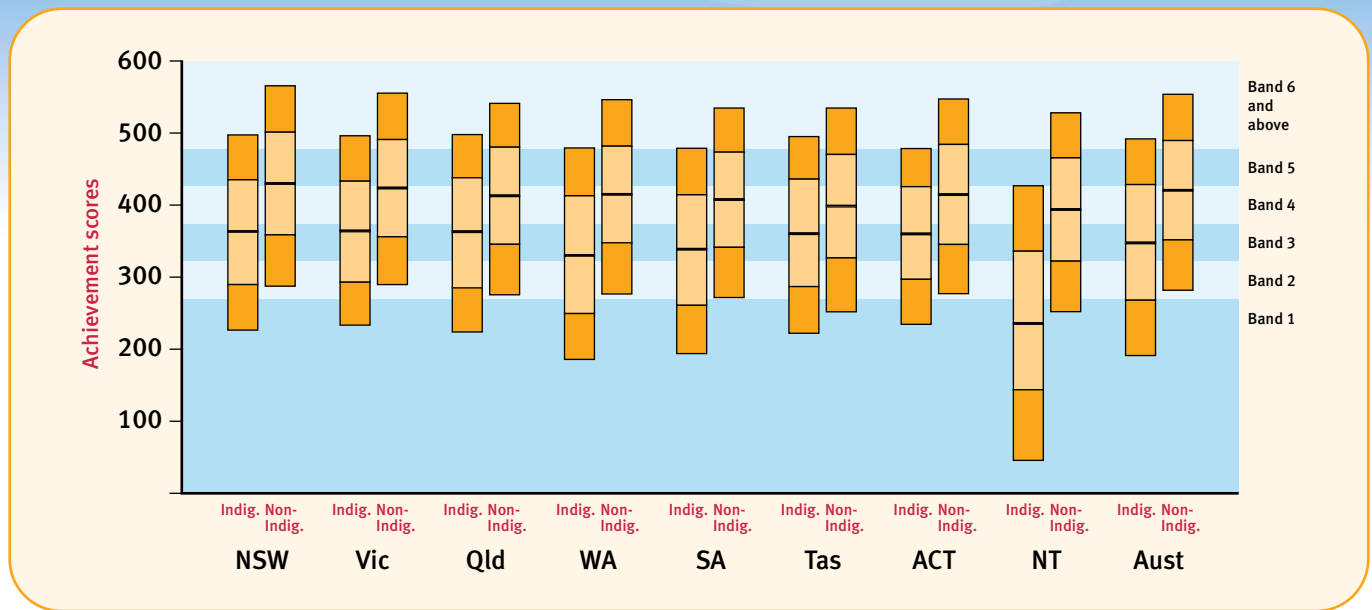
Table 3.S2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Male	2.2	4.9	9.2	15.6	21.3	21.9	24.9	92.9
	Female	1.3	2.5	6.2	14.1	22.2	24.2	29.5	96.2
Vic	Male	3.6	3.9	8.7	16.3	22.7	22.3	22.5	92.5
	Female	1.8	2.2	6.4	15.4	24.3	24.6	25.4	96.0
Qld	Male	1.6	6.7	11.2	18.3	23.8	20.9	17.5	91.7
	Female	0.9	3.5	7.9	15.9	25.3	24.7	21.8	95.6
WA	Male	1.9	7.3	10.6	17.8	23.1	21.1	18.3	90.8
	Female	1.0	4.4	7.8	16.3	25.1	24.1	21.4	94.6
SA	Male	3.8	7.1	11.3	19.0	23.9	20.2	14.7	89.1
	Female	1.7	3.8	7.6	16.5	26.4	24.3	19.7	94.5
Tas	Male	1.7	10.5	13.9	18.8	22.8	18.6	13.7	87.8
	Female	1.1	5.3	9.2	18.7	24.1	22.0	19.6	93.6
ACT	Male	2.4	5.6	10.7	18.0	23.2	20.9	19.3	92.0
	Female	1.2	2.8	8.1	16.3	24.5	23.9	23.2	96.0
NT	Male	2.6	33.3	13.0	15.4	15.1	12.5	8.2	64.2
	Female	1.5	27.2	11.2	16.4	18.2	13.8	11.7	71.3
Aust	Male	2.5	5.9	10.0	16.9	22.5	21.4	20.8	91.6
	Female	1.3	3.3	7.0	15.3	24.0	24.2	24.8	95.4

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	363.4 (83.4)	364.0 (81.5)	363.0 (85.2)	330.2 (93.4)	338.7 (87.8)	360.2 (85.0)	359.9 (74.7)	235.6 (114.5)	347.4 (94.8)
Non-Indigenous Mean scale score / (S.D.)	429.9 (84.7)	423.6 (80.8)	412.8 (80.3)	414.9 (81.7)	407.6 (79.5)	398.5 (86.0)	414.5 (82.0)	393.8 (85.1)	420.5 (82.6)

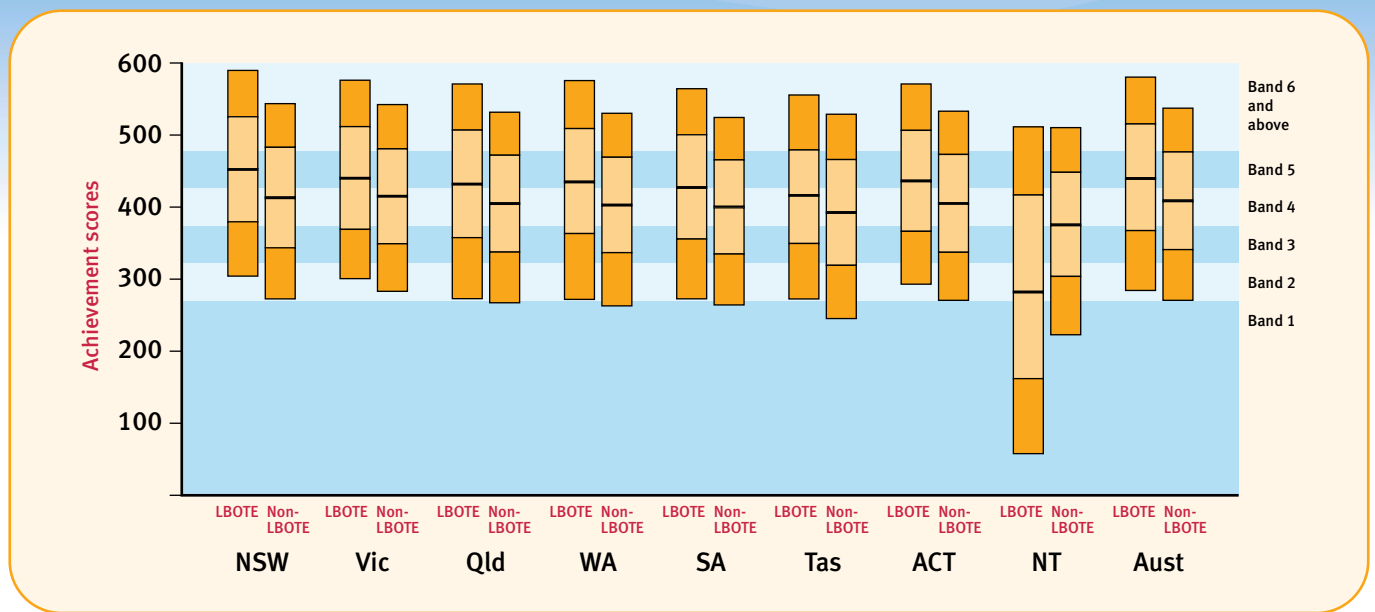
Table 3.S3: Achievement of Year 3 Students in Spelling, by Indigenous Status, by State and Territory, 2017.

State/Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.9	13.5	17.1	21.7	22.1	14.8	7.9	83.5
	Non-Indigenous	1.6	3.1	7.2	14.5	21.7	23.5	28.3	95.2
Vic	Indigenous	5.2	12.1	17.2	22.4	21.6	13.9	7.6	82.7
	Non-Indigenous	2.6	2.9	7.4	15.7	23.5	23.6	24.3	94.5
Qld	Indigenous	2.1	15.1	16.5	20.5	22.0	15.5	8.4	82.9
	Non-Indigenous	1.2	4.3	9.0	16.8	24.8	23.4	20.6	94.5
WA	Indigenous	1.5	27.3	19.5	18.4	17.8	10.5	5.1	71.2
	Non-Indigenous	1.4	4.2	8.3	16.9	24.6	23.6	21.1	94.4
SA	Indigenous	6.3	21.6	17.2	21.1	18.8	10.3	4.7	72.1
	Non-Indigenous	2.6	4.7	9.2	17.5	25.2	22.8	17.9	92.7
Tas	Indigenous	1.5	14.7	18.1	22.0	20.0	15.7	8.0	83.8
	Non-Indigenous	1.5	7.4	11.0	18.5	23.8	20.7	17.1	91.1
ACT	Indigenous	2.7	11.8	17.0	25.5	23.8	14.4	4.8	85.5
	Non-Indigenous	1.8	4.0	9.2	16.9	23.8	22.6	21.7	94.1
NT	Indigenous	2.2	63.1	12.2	10.3	7.3	3.3	1.6	34.7
	Non-Indigenous	1.9	7.4	12.1	19.9	23.1	20.0	15.7	90.7
Aust	Indigenous	2.7	20.0	16.9	20.1	20.1	13.2	7.0	77.2
	Non-Indigenous	1.8	3.7	8.0	15.9	23.4	23.4	23.8	94.5

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

# NAPLAN Year 3 Spelling

Figure 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE Status, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE</b> Mean scale score / (S.D.)	452.2 (86.8)	440.0 (84.0)	431.8 (89.5)	434.8 (91.7)	427.1 (88.3)	416.2 (83.8)	436.2 (83.7)	282.0 (140.7)	439.6 (91.3)
<b>Non-LBOTE</b> Mean scale score / (S.D.)	412.9 (82.7)	415.0 (78.9)	404.8 (79.9)	402.7 (80.8)	400.0 (78.6)	392.4 (86.5)	405.0 (80.2)	375.2 (88.0)	408.6 (81.0)

Table 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE Status, by State and Territory, 2017.

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	2.5	2.1	5.1	10.7	18.4	23.0	38.2	95.5
	Non-LBOTE	1.4	4.6	9.2	17.0	23.4	22.9	21.5	94.0
Vic	LBOTE	3.8	2.1	5.9	12.8	20.6	23.1	31.7	94.1
	Non-LBOTE	2.3	3.5	8.3	17.1	24.7	23.5	20.6	94.2
Qld	LBOTE	2.0	4.6	7.2	12.4	19.7	23.1	30.9	93.4
	Non-LBOTE	1.1	5.3	10.0	17.9	25.3	22.7	17.7	93.6
WA	LBOTE	2.2	4.8	6.1	11.8	19.8	23.8	31.5	93.0
	Non-LBOTE	1.2	5.8	9.7	18.4	25.8	22.5	16.6	93.0
SA	LBOTE	5.2	4.5	7.0	12.9	20.4	23.0	27.1	90.3
	Non-LBOTE	2.2	5.6	10.0	18.7	26.1	22.1	15.2	92.1
Tas	LBOTE	2.6	4.6	7.8	14.9	24.8	25.4	20.0	92.9
	Non-LBOTE	1.3	8.5	12.1	19.4	23.3	19.5	15.9	90.2
ACT	LBOTE	3.5	2.6	6.3	12.8	20.2	24.8	29.8	93.9
	Non-LBOTE	1.2	4.8	10.5	18.7	25.1	21.5	18.2	94.0
NT	LBOTE	2.0	50.0	10.0	9.8	10.2	8.9	9.2	48.0
	Non-LBOTE	2.1	11.8	13.5	21.3	22.8	17.5	11.0	86.1
Aust	LBOTE	2.9	3.7	5.9	11.8	19.4	22.9	33.5	93.4
	Non-LBOTE	1.6	4.8	9.4	17.6	24.6	22.8	19.1	93.6

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, 2017.

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	437.1	1.8	2.7	6.3	13.1	21.0	23.9	31.3	95.5
	Inner Regional	397.8	1.6	6.0	11.5	20.0	24.0	20.8	16.0	92.3
	Outer Regional	386.5	1.4	8.7	13.6	20.0	23.6	19.6	13.2	89.9
	Remote	369.1	1.5	11.7	16.9	22.4	24.0	15.4	8.2	86.8
	Very Remote	364.7	2.5	14.0	13.9	23.1	25.5	14.4	6.6	83.5
Vic	Major Cities	430.1	2.8	2.4	6.4	14.5	22.9	24.3	26.8	94.8
	Inner Regional	398.4	2.5	5.3	11.4	19.9	25.0	20.7	15.3	92.2
	Outer Regional	401.5	3.4	4.0	10.2	20.4	25.5	21.4	15.0	92.5
	Remote	380.5	0.0	3.1	12.0	31.1	31.6	16.9	5.3	96.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	417.1	1.2	3.9	8.4	16.0	24.3	23.9	22.3	94.8
	Inner Regional	397.5	1.4	6.2	11.3	19.0	25.6	21.3	15.3	92.5
	Outer Regional	398.2	1.1	6.8	11.1	18.6	24.9	21.4	16.1	92.1
	Remote	377.6	1.7	13.2	14.6	18.7	19.4	18.7	13.8	85.2
	Very Remote	347.2	1.7	20.8	18.9	19.2	19.1	12.7	7.6	77.5
WA	Major Cities	419.4	1.6	4.0	7.8	15.7	23.8	24.1	22.9	94.4
	Inner Regional	389.6	1.1	7.3	11.8	21.0	26.5	20.1	12.2	91.6
	Outer Regional	380.6	0.9	9.3	14.1	21.9	25.0	17.6	11.2	89.8
	Remote	367.0	0.6	14.3	14.5	21.5	23.0	17.3	8.8	85.1
	Very Remote	317.9	0.3	33.5	17.3	17.6	17.9	9.1	4.3	66.2
SA	Major Cities	410.8	3.0	4.6	8.6	16.7	24.8	23.2	19.1	92.4
	Inner Regional	396.1	1.9	5.3	10.5	20.0	27.5	21.8	12.9	92.8
	Outer Regional	383.6	2.6	8.5	13.0	21.4	24.7	18.2	11.6	88.9
	Remote	390.2	2.8	6.6	11.6	21.6	25.3	19.4	12.7	90.6
	Very Remote	318.9	1.4	33.8	15.9	14.1	18.2	12.3	4.3	64.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	400.6	1.6	7.2	10.6	17.9	23.8	21.4	17.7	91.3
	Outer Regional	384.1	1.1	9.7	14.1	20.6	22.7	18.0	13.8	89.1
	Remote	405.2	1.4	9.7	9.1	18.9	17.4	18.0	25.4	88.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	412.7	1.8	4.3	9.5	17.1	23.8	22.3	21.1	93.9
	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	383.0	2.5	11.4	12.6	19.4	21.2	18.8	14.2	86.2
	Remote	337.0	2.5	26.2	15.6	18.2	17.9	11.1	8.5	71.3
	Very Remote	205.0	0.8	75.4	8.4	6.3	5.3	2.3	1.6	23.8
Aust	Major Cities	426.9	2.0	3.2	7.1	14.7	22.8	23.9	26.3	94.8
	Inner Regional	397.6	1.8	6.0	11.3	19.6	24.9	20.9	15.4	92.2
	Outer Regional	391.2	1.6	7.8	12.3	19.8	24.3	20.0	14.2	90.6
	Remote	368.7	1.5	14.5	14.3	20.5	21.8	16.8	10.6	84.0
	Very Remote	294.7	1.0	41.4	14.8	14.7	14.9	8.6	4.6	57.6

[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, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	373.7	3.3	10.7	15.6	21.3	22.9	16.5	9.7	86.0
	Inner Regional	362.0	2.8	13.3	17.3	22.7	21.9	14.8	7.3	83.9
	Outer Regional	345.9	2.2	20.1	19.2	19.9	20.9	11.7	6.0	77.7
	Remote	332.4	2.4	20.3	26.0	23.0	16.9	8.5	3.0	77.3
	Very Remote	343.8	4.2	19.7	16.9	21.9	24.7	10.3	2.2	76.1
Vic	Major Cities	373.1	3.8	10.3	15.9	20.9	24.7	14.9	9.4	85.9
	Inner Regional	354.6	5.6	14.9	18.7	22.5	19.0	12.7	6.5	79.5
	Outer Regional	363.7	8.2	9.5	16.6	26.3	19.7	14.5	5.3	82.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	376.1	2.4	10.5	15.0	20.4	23.7	17.5	10.4	87.0
	Inner Regional	368.3	1.9	12.3	15.6	22.5	23.7	15.4	8.6	85.8
	Outer Regional	365.0	1.9	14.9	16.0	20.1	22.7	16.1	8.3	83.2
	Remote	322.5	2.5	29.4	21.3	19.5	13.6	10.3	3.4	68.1
	Very Remote	320.0	1.5	30.2	22.8	17.8	14.3	9.5	3.9	68.3
WA	Major Cities	361.4	2.4	15.5	17.7	20.4	21.2	14.2	8.6	82.1
	Inner Regional	332.6	0.5	23.8	21.6	18.4	22.6	9.3	3.8	75.7
	Outer Regional	334.7	1.3	23.0	22.0	20.5	18.8	10.7	3.6	75.6
	Remote	311.9	1.2	35.5	19.9	16.7	15.0	9.1	2.7	63.3
	Very Remote	269.3	0.5	53.4	20.0	13.2	8.8	3.2	0.9	46.1
SA	Major Cities	352.9	5.4	16.5	17.4	21.4	20.9	12.2	6.1	78.1
	Inner Regional	353.0	8.8	12.3	18.5	25.5	19.3	10.8	5.0	79.0
	Outer Regional	332.6	9.0	23.3	15.7	21.6	18.7	8.6	3.0	67.6
	Remote	328.7	6.4	20.9	17.0	28.5	17.4	6.8	3.0	72.8
	Very Remote	260.5	2.2	58.0	18.2	10.3	6.4	4.4	0.4	39.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	356.5	1.3	15.3	19.8	22.5	18.1	15.4	7.7	83.4
	Outer Regional	365.5	1.8	13.2	16.1	21.4	23.0	16.6	7.8	84.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	360.4	2.8	11.8	17.2	24.6	23.8	14.8	4.9	85.4
	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	320.4	3.6	30.0	18.3	18.8	16.3	9.7	3.4	66.4
	Remote	273.3	4.2	49.5	16.5	16.0	8.3	3.1	2.4	46.3
	Very Remote	182.4	0.8	84.0	7.6	4.0	2.7	0.4	0.5	15.2
Aust	Major Cities	370.4	3.2	11.8	16.0	21.0	22.9	15.9	9.3	85.0
	Inner Regional	360.9	2.8	13.9	17.4	22.5	21.7	14.4	7.4	83.4
	Outer Regional	352.1	2.8	18.2	17.5	20.5	21.0	13.5	6.4	78.9
	Remote	307.9	2.6	35.4	19.8	18.3	13.2	7.6	3.0	62.0
	Very Remote	249.5	1.1	58.6	15.4	10.9	8.3	4.1	1.6	40.3

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

# NAPLAN Year 3 Spelling

Table 3.S7: Achievement of Year 3 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	439.1	1.7	2.4	6.0	12.8	20.9	24.1	32.0	95.8
	Inner Regional	402.2	1.4	5.1	10.8	19.7	24.3	21.5	17.1	93.4
	Outer Regional	395.5	1.2	6.2	12.2	20.0	24.2	21.4	14.8	92.6
	Remote	391.3	1.0	6.3	11.3	22.1	28.1	19.7	11.4	92.7
	Very Remote	394.4	0.0	4.3	9.6	26.1	27.8	19.6	12.6	95.7
Vic	Major Cities	430.9	2.6	2.3	6.3	14.4	22.9	24.4	27.0	95.0
	Inner Regional	400.1	2.4	4.9	11.1	19.7	25.3	21.0	15.7	92.8
	Outer Regional	404.6	2.9	3.6	9.6	19.9	26.0	22.1	15.8	93.5
	Remote	380.5	0.0	3.1	12.0	31.1	31.6	16.9	5.3	96.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	418.8	1.2	3.7	8.1	15.8	24.3	24.1	22.8	95.2
	Inner Regional	400.3	1.3	5.6	10.9	18.7	25.8	21.8	15.9	93.1
	Outer Regional	404.6	0.9	5.1	10.2	18.4	25.5	22.4	17.6	94.0
	Remote	400.5	1.3	6.3	11.7	18.2	21.9	22.2	18.3	92.3
	Very Remote	388.5	2.0	6.5	13.1	21.2	26.5	17.7	13.1	91.6
WA	Major Cities	422.2	1.5	3.5	7.2	15.5	24.0	24.6	23.7	95.0
	Inner Regional	393.3	1.2	6.2	11.1	21.0	26.9	21.1	12.6	92.6
	Outer Regional	388.5	0.9	6.9	12.8	22.0	26.2	18.8	12.5	92.3
	Remote	387.6	0.3	6.4	12.5	23.2	26.2	20.5	10.9	93.3
	Very Remote	374.4	0.0	10.5	14.1	22.8	28.3	15.8	8.5	89.5
SA	Major Cities	413.5	2.9	4.1	8.3	16.3	24.9	23.6	19.9	93.0
	Inner Regional	397.2	1.8	5.1	10.3	19.9	27.8	22.1	13.1	93.1
	Outer Regional	387.0	1.9	7.3	13.1	21.5	25.0	18.9	12.3	90.8
	Remote	395.0	2.7	5.4	11.5	21.4	25.1	20.3	13.7	92.0
	Very Remote	378.6	0.9	9.5	13.0	18.5	29.2	20.6	8.3	89.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	403.4	1.6	6.6	9.8	17.7	24.3	21.8	18.2	91.8
	Outer Regional	386.3	1.1	9.3	13.9	20.4	22.6	18.3	14.4	89.6
	Remote	410.7	1.8	6.5	9.1	19.3	18.2	18.9	26.2	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	414.4	1.8	4.1	9.2	16.9	23.8	22.6	21.7	94.1
	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	397.3	2.2	7.0	11.3	19.6	22.4	20.9	16.7	90.8
	Remote	385.4	1.3	8.0	14.9	19.9	25.3	17.4	13.2	90.8
	Very Remote	374.7	1.0	10.5	14.4	23.3	25.0	16.3	9.5	88.5
Aust	Major Cities	428.8	1.9	2.9	6.8	14.5	22.8	24.2	26.9	95.2
	Inner Regional	400.5	1.7	5.3	10.8	19.4	25.2	21.5	16.1	93.0
	Outer Regional	397.9	1.4	5.9	11.4	19.7	24.9	21.1	15.6	92.7
	Remote	392.0	1.1	6.4	12.3	21.3	25.0	20.3	13.6	92.5
	Very Remote	381.1	0.9	8.5	13.5	22.0	27.4	17.2	10.5	90.6

[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, 2017.

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>	458.9	1.1	1.0	3.4	9.8	19.2	25.0	40.5	97.9
	<i>Diploma</i>	419.9	1.3	2.8	7.5	16.4	25.0	24.8	22.2	95.9
	<i>Certificate</i>	398.4	1.7	5.6	11.7	19.9	23.9	21.6	15.7	92.8
	<i>Year 12</i>	407.2	2.5	5.0	10.1	17.6	23.7	22.1	19.0	92.5
	<i>Year 11</i>	367.3	4.4	12.4	16.8	21.2	21.3	14.6	9.2	83.1
	<i>Not stated (4%)</i>	412.3	3.5	5.8	9.2	16.0	22.0	21.7	21.8	90.6
Vic	<i>Bachelor</i>	446.0	1.6	1.2	4.1	12.2	21.7	25.8	33.3	97.2
	<i>Diploma</i>	413.5	2.1	3.0	8.4	17.9	25.2	24.1	19.3	94.9
	<i>Certificate</i>	397.9	3.0	5.1	11.4	19.4	25.5	21.1	14.5	91.9
	<i>Year 12</i>	405.8	4.1	3.9	9.4	18.8	25.6	21.7	16.5	92.0
	<i>Year 11</i>	380.1	7.6	8.1	14.2	20.9	22.8	16.3	10.2	84.3
	<i>Not stated (2%)</i>	428.7	5.7	2.7	6.8	14.0	21.8	22.8	26.3	91.6
Qld	<i>Bachelor</i>	438.9	0.8	1.4	4.9	13.0	22.9	26.8	30.1	97.8
	<i>Diploma</i>	407.4	0.8	4.1	9.4	18.0	26.6	23.8	17.2	95.0
	<i>Certificate</i>	395.9	1.1	5.9	11.7	19.7	25.9	21.4	14.3	93.0
	<i>Year 12</i>	392.5	1.9	7.3	12.4	18.5	25.4	20.3	14.3	90.8
	<i>Year 11</i>	364.2	2.3	14.0	16.4	21.6	22.6	14.9	8.2	83.7
	<i>Not stated (7%)</i>	386.3	2.9	10.2	13.3	17.6	23.0	18.6	14.4	86.8
WA	<i>Bachelor</i>	441.0	1.0	1.7	4.5	12.6	22.8	26.4	31.1	97.3
	<i>Diploma</i>	407.3	1.4	4.1	8.7	19.0	26.9	23.2	16.7	94.5
	<i>Certificate</i>	391.5	1.3	6.6	11.6	20.8	26.6	20.8	12.3	92.1
	<i>Year 12</i>	390.6	1.9	7.9	12.2	19.3	24.0	21.4	13.2	90.1
	<i>Year 11</i>	358.3	1.9	16.0	17.6	21.3	20.6	14.9	7.6	82.0
	<i>Not stated (10%)</i>	389.3	2.5	11.1	11.6	16.7	22.4	19.4	16.4	86.4
SA	<i>Bachelor</i>	434.6	1.6	1.5	4.9	13.4	24.3	27.3	26.9	96.9
	<i>Diploma</i>	402.4	2.5	4.0	9.5	18.6	28.1	23.0	14.3	93.5
	<i>Certificate</i>	388.9	2.2	6.4	11.7	21.4	26.9	20.4	11.1	91.4
	<i>Year 12</i>	395.1	3.6	6.6	11.0	19.3	25.2	19.4	14.9	89.8
	<i>Year 11</i>	358.8	6.2	14.2	17.1	21.3	21.1	13.4	6.7	79.6
	<i>Not stated (9%)</i>	386.5	5.3	10.4	11.6	17.5	22.4	18.5	14.3	84.3

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 3 Spelling

Table 3.S8 (cont.): Achievement of Year 3 Students in Spelling, by Parental Education, by State and Territory, 2017.

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>	430.5	0.8	2.5	5.7	14.8	23.9	24.8	27.5	96.7
	<i>Diploma</i>	405.7	1.1	5.1	10.2	18.6	24.0	22.7	18.3	93.8
	<i>Certificate</i>	387.4	1.2	8.3	13.5	20.0	24.0	20.1	12.9	90.5
	<i>Year 12</i>	389.0	1.6	7.6	13.0	19.9	25.6	19.7	12.7	90.9
	<i>Year 11</i>	352.6	2.0	17.4	18.1	22.0	21.1	12.9	6.5	80.6
	<i>Not stated (14%)</i>	386.4	2.6	10.2	12.4	19.5	22.4	18.2	14.8	87.2
ACT	<i>Bachelor</i>	428.6	1.6	2.1	6.9	14.9	23.8	24.3	26.5	96.3
	<i>Diploma</i>	395.8	2.0	6.0	10.5	20.3	27.0	20.8	13.5	92.0
	<i>Certificate</i>	378.0	1.2	8.3	14.9	23.0	25.9	18.1	8.7	90.6
	<i>Year 12</i>	397.1	3.4	5.7	13.3	19.5	21.2	20.2	16.8	90.9
	<i>Year 11</i>	384.5	3.8	12.0	17.3	17.2	14.6	18.5	16.6	84.2
	<i>Not stated (4%)</i>	399.2	3.0	8.1	12.2	17.6	20.5	18.8	19.8	88.9
NT	<i>Bachelor</i>	404.5	1.9	6.8	9.2	18.1	22.8	20.8	20.6	91.4
	<i>Diploma</i>	371.3	1.4	14.8	12.4	19.5	20.8	20.0	11.2	83.8
	<i>Certificate</i>	352.9	1.9	19.3	15.8	20.6	19.0	14.8	8.7	78.9
	<i>Year 12</i>	334.8	3.5	26.0	12.4	18.2	20.6	11.6	7.6	70.4
	<i>Year 11</i>	235.8	2.5	63.1	12.2	9.7	7.3	3.7	1.6	34.4
	<i>Not stated (17%)</i>	270.3	2.0	50.0	12.1	11.5	11.6	7.4	5.4	48.0
Aust	<i>Bachelor</i>	447.0	1.2	1.3	4.2	11.8	21.4	25.8	34.2	97.5
	<i>Diploma</i>	412.3	1.5	3.5	8.5	17.6	25.8	24.0	19.1	95.0
	<i>Certificate</i>	395.4	1.8	5.9	11.7	20.0	25.2	21.2	14.2	92.2
	<i>Year 12</i>	398.7	2.7	6.1	11.0	18.5	24.7	21.1	15.9	91.2
	<i>Year 11</i>	363.6	4.4	13.9	16.2	20.9	21.3	14.7	8.6	81.7
	<i>Not stated (5%)</i>	392.7	3.5	10.1	11.1	16.6	22.0	19.4	17.4	86.4

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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



# NAPLAN Year 3 Spelling

Table 3.S9: Achievement of Year 3 Students in Spelling, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Group 1	454.9	1.0	1.1	3.7	10.5	20.0	25.3	38.5	97.9
	Group 2	438.0	1.0	2.0	5.8	13.4	22.0	25.0	30.9	97.0
	Group 3	414.5	1.3	3.8	9.1	17.6	23.7	23.0	21.4	94.9
	Group 4	400.8	2.2	6.0	12.1	19.0	22.5	20.2	18.0	91.8
	Not in paid work	376.2	5.5	11.5	15.2	19.2	21.0	16.0	11.8	83.1
	Not stated (5%)	412.1	2.9	5.9	9.0	16.7	21.9	21.5	22.1	91.2
Vic	Group 1	445.5	1.2	1.1	4.1	12.3	22.1	26.2	33.1	97.7
	Group 2	430.4	1.4	2.0	6.1	14.9	24.0	25.4	26.3	96.6
	Group 3	413.0	2.2	3.3	8.8	17.9	25.1	22.9	19.8	94.4
	Group 4	402.6	3.4	4.7	10.9	19.0	24.6	20.9	16.5	91.9
	Not in paid work	387.3	8.4	7.7	13.0	19.2	21.8	17.0	12.9	83.9
	Not stated (2%)	431.9	6.2	3.1	6.4	13.8	20.4	22.0	28.1	90.7
Qld	Group 1	436.5	0.7	1.6	5.3	13.3	23.6	26.8	28.8	97.7
	Group 2	419.5	0.6	2.9	7.6	16.3	25.4	24.8	22.3	96.4
	Group 3	402.6	0.9	5.0	10.5	18.5	26.2	22.6	16.3	94.1
	Group 4	391.8	1.6	7.5	12.4	19.6	24.5	20.2	14.3	90.9
	Not in paid work	370.3	2.6	12.8	15.9	20.2	22.3	16.2	9.8	84.6
	Not stated (17%)	390.3	2.4	8.8	12.6	18.6	23.3	19.1	15.1	88.8
WA	Group 1	437.8	0.8	1.9	4.7	13.1	24.0	26.3	29.3	97.4
	Group 2	417.2	1.0	3.2	7.4	17.3	25.7	24.3	21.1	95.8
	Group 3	400.1	1.4	5.6	10.2	19.7	25.6	22.2	15.3	93.1
	Group 4	390.8	1.6	7.9	12.8	19.6	23.8	20.3	14.0	90.5
	Not in paid work	364.4	3.2	16.4	16.3	19.0	19.6	14.8	10.8	80.4
	Not stated (17%)	390.7	2.3	10.0	11.9	17.6	22.6	19.6	16.0	87.7
SA	Group 1	430.9	1.2	1.7	5.3	14.2	25.2	27.2	25.2	97.1
	Group 2	414.9	1.3	2.9	7.5	17.4	26.8	25.2	18.9	95.8
	Group 3	401.2	2.1	4.5	9.9	19.5	27.4	21.5	15.1	93.4
	Group 4	387.8	3.3	7.5	12.9	20.4	24.2	19.1	12.5	89.2
	Not in paid work	365.8	7.3	13.3	14.9	20.3	21.1	14.3	8.8	79.4
	Not stated (15%)	379.5	5.7	11.1	13.0	18.6	22.5	17.3	11.9	83.3

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 3 Spelling

Table 3.S9 (cont.): Achievement of Year 3 Students in Spelling, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Tas	Group 1	424.8	0.7	3.4	6.9	14.4	24.0	25.5	25.2	95.9
	Group 2	408.6	0.6	4.2	9.3	18.7	26.7	21.7	18.7	95.1
	Group 3	399.0	1.2	5.5	12.0	19.7	24.2	21.5	15.9	93.2
	Group 4	374.9	1.2	11.9	15.3	20.7	22.3	17.3	11.2	86.9
	Not in paid work	353.2	3.6	18.2	16.9	21.6	18.9	13.0	7.8	78.2
	Not stated (19%)	382.2	2.4	10.9	13.4	19.9	22.1	17.7	13.7	86.7
ACT	Group 1	428.5	1.3	1.9	6.4	15.7	24.3	24.1	26.3	96.8
	Group 2	413.5	1.3	3.5	9.7	16.6	25.0	23.5	20.3	95.2
	Group 3	395.9	1.8	7.0	12.0	19.5	24.3	19.4	16.0	91.2
	Group 4	386.3	2.8	10.2	15.3	16.9	20.3	19.4	15.2	87.0
	Not in paid work	370.3	5.9	11.1	16.1	22.5	18.6	17.6	8.1	83.0
	Not stated (11%)	395.9	3.1	6.8	13.0	18.9	22.0	19.7	16.6	90.1
NT	Group 1	402.0	1.1	6.2	11.0	18.5	23.7	21.1	18.3	92.7
	Group 2	392.8	2.4	8.1	10.5	21.1	22.3	20.3	15.4	89.5
	Group 3	363.1	1.5	17.0	14.7	20.6	19.0	16.1	11.2	81.5
	Group 4	301.9	3.6	38.3	13.8	15.6	13.9	9.2	5.6	58.1
	Not in paid work	251.8	3.0	57.1	12.3	10.9	10.0	4.1	2.6	39.9
	Not stated (23%)	260.0	2.0	54.1	11.3	10.5	10.4	7.0	4.7	43.9
Aust	Group 1	443.9	1.0	1.4	4.5	12.3	22.2	26.0	32.7	97.6
	Group 2	427.7	1.1	2.4	6.6	15.2	24.0	24.9	25.8	96.5
	Group 3	408.1	1.5	4.4	9.6	18.3	25.0	22.6	18.6	94.1
	Group 4	396.0	2.4	6.7	12.1	19.2	23.6	20.2	15.8	90.9
	Not in paid work	374.2	5.8	12.0	14.7	19.3	21.0	15.9	11.3	82.2
	Not stated (10%)	391.6	3.0	9.7	11.5	17.7	22.3	19.2	16.6	87.3

## 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

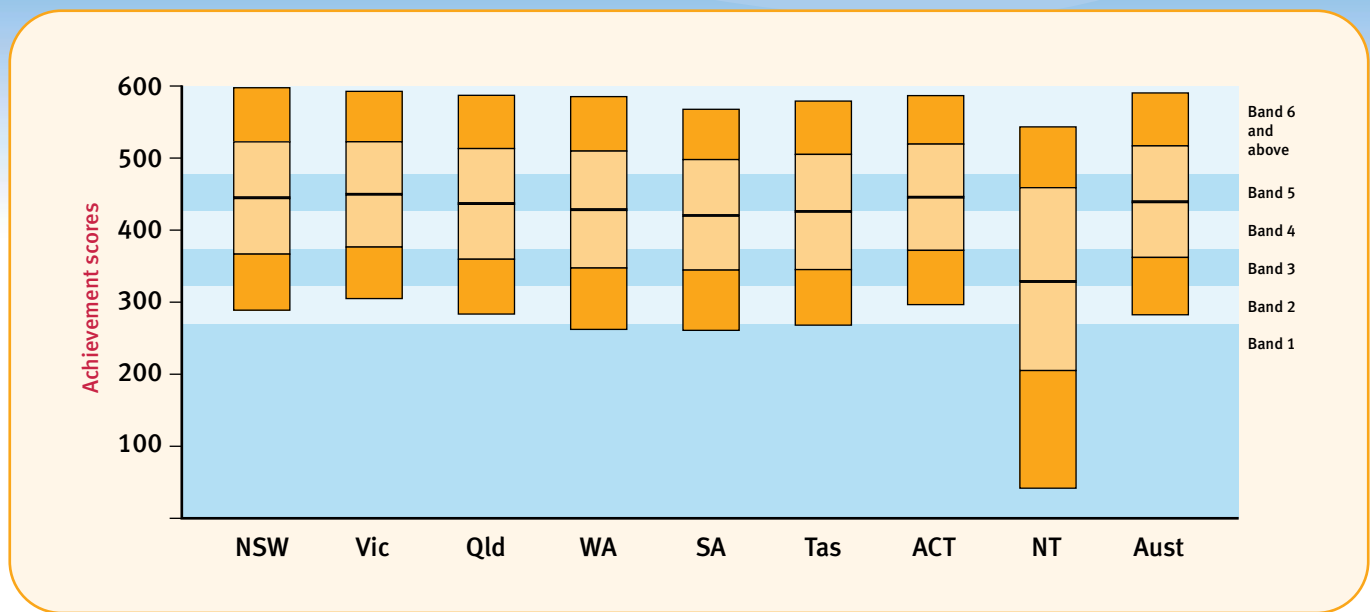
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

Figure 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	444.8 (92.9)	449.7 (87.2)	436.8 (91.6)	428.3 (98.6)	420.3 (93.6)	425.9 (94.6)	445.6 (87.9)	328.6 (153.4)	439.2 (94.0)

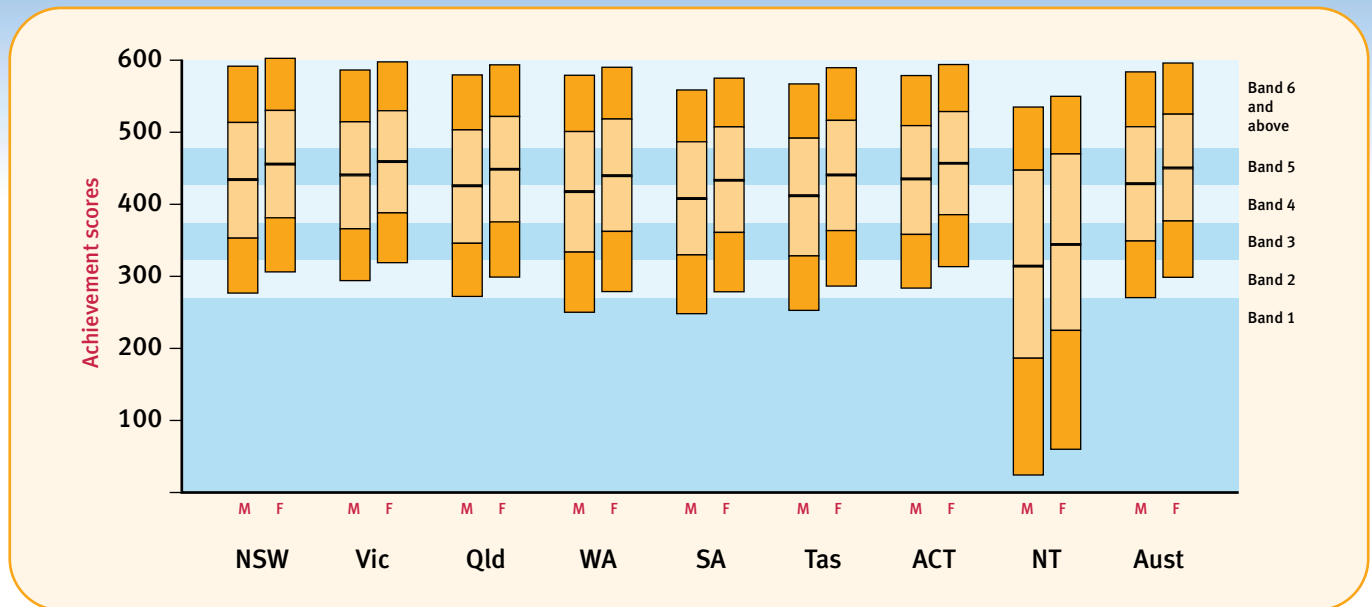
Table 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2017.

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	1.6	1.5	1.7	3.1	6.5	12.2	19.1	21.9	35.5	95.2
Vic	8yrs 8mths 3yrs 4mths	94.6	2.6	2.8	2.7	1.9	5.2	11.6	19.3	22.9	36.4	95.3
Qld	8yrs 5mths 3yrs 4mths	93.0	2.1	4.9	1.3	3.5	7.3	13.2	20.1	22.4	32.1	95.2
WA	8yrs 4mths 3yrs 4mths	95.5	2.7	1.8	1.4	5.8	8.1	13.7	19.4	21.0	30.5	92.8
SA	8yrs 7mths 3yrs 4mths	93.2	2.9	3.9	2.8	5.8	8.3	14.4	21.0	21.5	26.2	91.4
Tas	8yrs 10mths 3yrs 4mths	94.8	2.5	2.7	1.4	5.1	9.1	13.9	20.5	21.3	28.7	93.4
ACT	8yrs 7mths 3yrs 4mths	94.0	2.1	3.9	1.8	2.5	5.9	11.8	18.9	23.4	35.6	95.7
NT	8yrs 5mths 3yrs 4mths	89.3	8.3	2.4	2.1	31.0	11.7	12.7	14.1	13.5	14.9	67.0
Aust	8yrs 7mths 3yrs 4mths	94.9	2.2	2.8	1.9	3.7	6.8	12.6	19.5	22.0	33.5	94.4

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	434.2 (95.0)	440.6 (88.7)	425.6 (93.0)	417.5 (100.7)	407.9 (95.0)	411.8 (95.6)	435.1 (89.5)	314.1 (155.0)	428.5 (95.9)
Female Mean scale score / (S.D.)	455.7 (89.4)	459.2 (84.7)	448.6 (88.6)	439.6 (95.0)	433.3 (90.2)	440.6 (91.3)	456.9 (84.8)	344.2 (150.1)	450.3 (90.7)

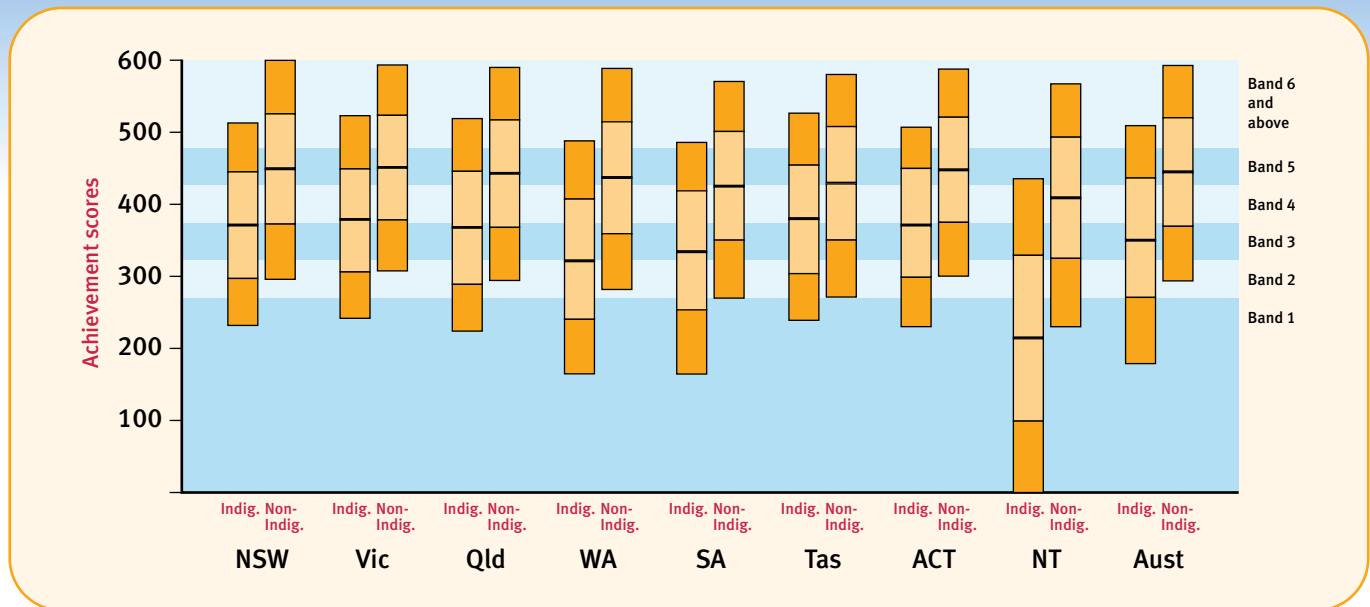
Table 3.G2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Male	2.2	4.1	8.0	13.7	19.4	21.1	31.5	93.7
	Female	1.3	1.9	5.0	10.7	18.8	22.6	39.7	96.8
Vic	Male	3.6	2.6	6.2	13.0	20.0	22.2	32.4	93.8
	Female	1.8	1.2	4.0	10.2	18.5	23.7	40.6	97.0
Qld	Male	1.6	4.6	8.9	15.0	20.7	21.2	28.0	93.7
	Female	0.9	2.3	5.6	11.4	19.5	23.7	36.5	96.8
WA	Male	1.9	7.3	9.6	14.9	19.5	19.9	27.0	90.8
	Female	1.0	4.1	6.6	12.5	19.2	22.3	34.3	94.9
SA	Male	3.8	7.4	9.9	16.1	21.0	19.8	22.1	88.8
	Female	1.7	4.2	6.6	12.7	21.0	23.4	30.5	94.1
Tas	Male	1.7	7.1	10.9	15.2	21.3	19.8	24.1	91.2
	Female	1.1	3.1	7.2	12.5	19.7	22.8	33.6	95.8
ACT	Male	2.4	3.4	7.3	13.0	19.1	23.5	31.2	94.2
	Female	1.2	1.5	4.4	10.4	18.7	23.3	40.3	97.3
NT	Male	2.6	34.0	12.3	12.7	13.7	12.1	12.6	63.4
	Female	1.5	27.6	11.1	12.7	14.6	14.9	17.5	70.8
Aust	Male	2.5	4.8	8.1	14.1	19.9	21.1	29.5	92.7
	Female	1.3	2.5	5.3	11.1	19.0	23.1	37.7	96.2

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	371.1 (86.2)	379.0 (84.9)	367.9 (91.7)	321.4 (103.0)	334.1 (99.4)	380.0 (88.5)	371.1 (85.5)	214.4 (141.1)	350.1 (105.7)
Non-Indigenous Mean scale score / (S.D.)	449.2 (91.3)	451.2 (86.7)	443.0 (89.0)	437.1 (93.1)	425.1 (91.4)	429.3 (93.6)	447.7 (87.1)	408.9 (102.3)	444.9 (90.2)

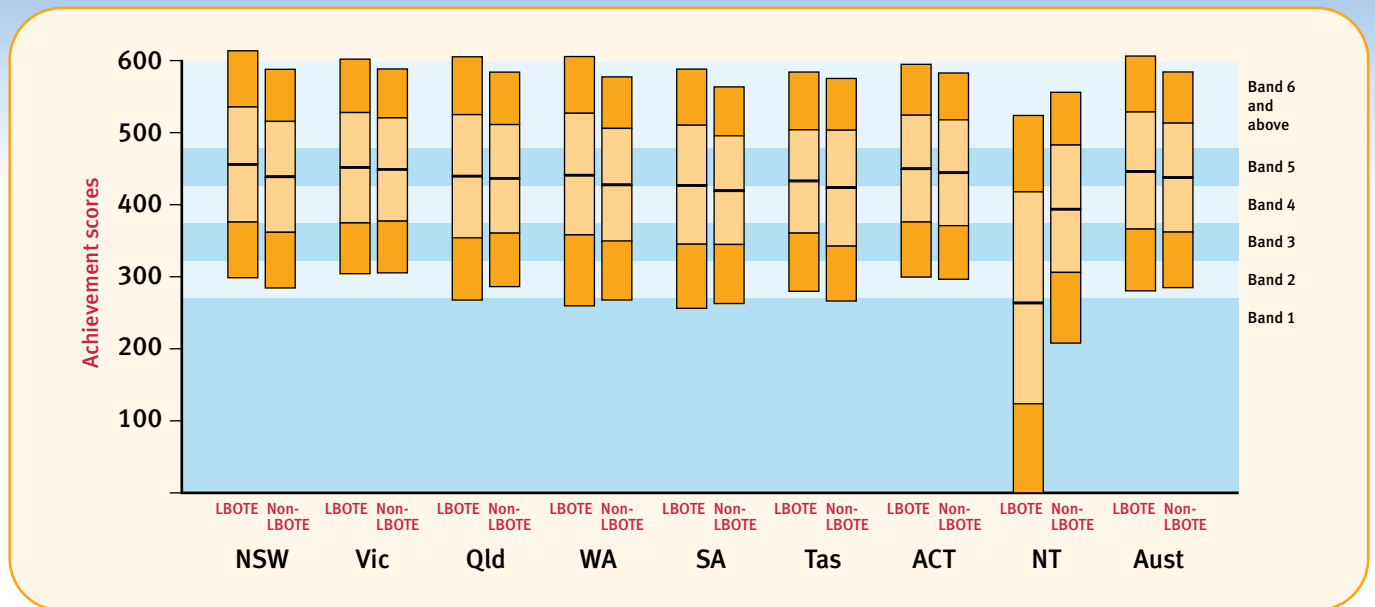
Table 3.G3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2017.

State/Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.9	11.8	16.5	21.7	21.0	15.6	10.4	85.2
	Non-Indigenous	1.6	2.5	5.9	11.6	19.0	22.2	37.0	95.8
Vic	Indigenous	5.2	9.4	14.6	21.5	21.8	16.0	11.4	85.4
	Non-Indigenous	2.6	1.8	5.0	11.4	19.2	23.1	36.9	95.6
Qld	Indigenous	2.1	14.0	17.1	20.8	20.0	14.7	11.3	83.9
	Non-Indigenous	1.2	2.5	6.4	12.6	20.2	23.1	34.0	96.3
WA	Indigenous	1.5	30.2	20.5	18.0	14.9	8.9	5.9	68.2
	Non-Indigenous	1.4	3.8	7.1	13.3	19.7	22.1	32.6	94.8
SA	Indigenous	6.3	23.3	18.6	18.2	16.7	11.0	5.9	70.4
	Non-Indigenous	2.6	4.9	7.8	14.2	21.0	22.0	27.5	92.5
Tas	Indigenous	1.5	10.0	16.8	19.7	22.3	16.8	12.9	88.5
	Non-Indigenous	1.5	4.7	8.4	13.4	20.4	21.7	29.9	93.8
ACT	Indigenous	2.7	12.3	14.5	24.4	19.3	16.0	10.7	84.9
	Non-Indigenous	1.8	2.2	5.7	11.4	18.9	23.6	36.3	95.9
NT	Indigenous	2.2	62.0	14.4	9.7	5.8	3.9	1.9	35.8
	Non-Indigenous	1.9	9.1	9.8	14.8	20.1	20.2	24.1	89.0
Aust	Indigenous	2.7	19.2	17.0	19.8	18.6	13.3	9.4	78.0
	Non-Indigenous	1.8	2.7	6.1	12.2	19.5	22.6	35.1	95.5

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE</b> Mean scale score / (S.D.)	455.8 (94.7)	451.6 (90.5)	439.5 (102.1)	440.8 (105.8)	426.6 (101.5)	432.8 (90.3)	449.9 (89.4)	263.5 (167.1)	446.0 (101.2)
<b>Non-LBOTE</b> Mean scale score / (S.D.)	438.8 (91.5)	448.9 (85.8)	436.4 (89.7)	427.5 (94.2)	419.4 (91.5)	423.7 (94.3)	444.4 (87.2)	393.6 (107.0)	437.6 (90.5)

Table 3.G4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2017.

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	2.5	2.4	5.5	11.1	17.8	21.2	39.5	95.1
	Non-LBOTE	1.4	3.4	7.1	12.8	19.8	22.2	33.3	95.2
Vic	LBOTE	3.8	1.9	5.3	11.9	18.8	21.4	37.0	94.3
	Non-LBOTE	2.3	1.9	5.1	11.5	19.5	23.6	36.1	95.8
Qld	LBOTE	2.0	5.1	7.7	12.2	17.8	19.8	35.3	92.8
	Non-LBOTE	1.1	3.2	7.3	13.4	20.5	22.8	31.6	95.7
WA	LBOTE	2.2	5.8	6.5	11.4	17.4	20.5	36.2	91.9
	Non-LBOTE	1.2	5.2	8.0	14.2	20.1	21.7	29.6	93.6
SA	LBOTE	5.2	6.1	7.6	13.1	18.9	19.6	29.4	88.7
	Non-LBOTE	2.2	5.7	8.4	14.7	21.5	21.9	25.6	92.1
Tas	LBOTE	2.6	3.7	6.7	13.4	21.7	23.1	28.8	93.8
	Non-LBOTE	1.3	5.4	9.5	14.1	20.5	21.1	28.2	93.3
ACT	LBOTE	3.5	2.4	5.4	11.0	18.1	23.2	36.3	94.1
	Non-LBOTE	1.2	2.5	6.1	12.0	19.2	23.5	35.3	96.2
NT	LBOTE	2.0	50.1	11.5	9.4	9.0	8.6	9.5	47.9
	Non-LBOTE	2.1	12.5	11.6	15.5	18.9	18.7	20.8	85.5
Aust	LBOTE	2.9	4.0	6.0	11.6	18.0	20.8	36.8	93.1
	Non-LBOTE	1.6	3.4	6.9	13.0	20.0	22.6	32.5	95.0

[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, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	455.0	1.8	2.3	5.4	10.8	18.1	22.1	39.5	95.9
	Inner Regional	419.6	1.6	4.7	9.1	15.8	22.1	21.5	25.2	93.7
	Outer Regional	403.9	1.4	7.2	11.7	17.3	21.6	19.9	20.9	91.4
	Remote	377.5	1.5	13.0	14.2	19.6	22.3	16.9	12.6	85.5
	Very Remote	375.5	2.5	13.1	14.5	18.7	24.1	14.2	12.9	84.5
Vic	Major Cities	456.5	2.8	1.6	4.4	10.6	18.5	22.9	39.3	95.6
	Inner Regional	428.8	2.5	3.0	7.5	15.0	21.6	22.7	27.7	94.5
	Outer Regional	430.7	3.4	2.4	7.0	14.1	22.2	23.8	27.0	94.1
	Remote	392.9	0.0	4.0	14.7	20.9	23.1	25.8	11.6	96.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	446.7	1.2	2.5	6.0	12.1	19.5	22.9	35.7	96.3
	Inner Regional	427.2	1.4	3.8	8.6	14.7	21.4	22.4	27.8	94.9
	Outer Regional	420.8	1.1	4.8	9.4	15.3	21.7	21.9	25.9	94.1
	Remote	398.1	1.7	11.4	13.0	15.5	18.2	17.0	23.3	87.0
	Very Remote	342.3	1.7	24.3	19.6	17.7	15.5	11.0	10.2	74.0
WA	Major Cities	440.3	1.6	3.9	6.8	12.7	19.0	21.7	34.2	94.5
	Inner Regional	410.7	1.1	6.6	10.1	16.3	21.7	21.3	22.9	92.3
	Outer Regional	399.8	0.9	8.6	12.8	17.4	20.5	19.1	20.6	90.5
	Remote	378.8	0.6	15.0	12.7	17.1	21.0	18.0	15.7	84.4
	Very Remote	315.3	0.3	35.3	17.0	15.4	13.7	10.1	8.3	64.5
SA	Major Cities	427.3	3.0	4.9	7.5	13.7	20.6	22.0	28.4	92.1
	Inner Regional	419.2	1.9	5.0	8.1	15.2	22.6	22.8	24.4	93.1
	Outer Regional	395.6	2.6	8.7	12.1	17.7	21.8	18.7	18.4	88.7
	Remote	397.4	2.8	7.5	11.8	18.2	22.5	19.6	17.6	89.7
	Very Remote	310.4	1.4	37.7	14.2	11.1	15.3	11.8	8.6	60.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	432.8	1.6	4.5	8.3	13.0	19.7	21.6	31.4	93.9
	Outer Regional	410.4	1.1	6.6	10.9	16.0	22.2	20.6	22.6	92.3
	Remote	423.5	1.4	7.7	7.4	9.4	24.3	20.6	29.1	90.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	445.7	1.8	2.5	5.9	11.8	18.9	23.5	35.6	95.7
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	392.8	2.5	13.1	11.5	14.9	18.6	18.4	20.9	84.4
	Remote	342.6	2.5	26.3	15.3	14.1	14.8	13.1	14.0	71.2
	Very Remote	179.3	0.8	73.8	9.4	6.7	3.9	2.9	2.6	25.5
Aust	Major Cities	450.0	2.0	2.5	5.6	11.4	18.8	22.5	37.2	95.5
	Inner Regional	424.3	1.8	4.1	8.5	15.2	21.6	22.0	26.8	94.1
	Outer Regional	411.5	1.6	6.5	10.4	16.0	21.4	20.8	23.3	91.9
	Remote	380.6	1.5	14.6	13.1	16.5	19.7	17.2	17.3	83.9
	Very Remote	284.6	1.0	42.6	15.1	13.4	11.9	8.5	7.4	56.3

[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, 2017.

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	384.0	3.3	8.8	14.4	21.0	22.1	17.4	12.9	87.9
	Inner Regional	368.8	2.8	11.8	17.0	22.4	21.1	15.5	9.5	85.4
	Outer Regional	351.5	2.2	17.6	19.8	21.9	18.3	12.2	8.0	80.1
	Remote	326.3	2.4	24.4	22.8	23.0	17.2	8.3	1.9	73.2
	Very Remote	341.4	4.2	19.2	18.1	23.1	21.9	10.8	2.8	76.7
Vic	Major Cities	388.6	3.8	8.8	11.7	21.3	23.0	17.2	14.1	87.4
	Inner Regional	368.3	5.6	10.7	17.5	22.0	20.9	14.4	8.9	83.7
	Outer Regional	380.7	8.2	7.5	15.4	20.8	21.0	16.5	10.6	84.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	391.1	2.4	8.1	13.0	20.3	22.4	18.3	15.5	89.4
	Inner Regional	382.0	1.9	9.8	14.8	21.4	22.5	16.7	13.0	88.4
	Outer Regional	362.9	1.9	13.5	19.5	22.2	20.1	13.3	9.5	84.6
	Remote	321.2	2.5	30.0	21.8	18.6	13.1	9.0	5.0	67.5
	Very Remote	295.5	1.5	37.9	26.1	17.5	9.2	5.4	2.3	60.6
WA	Major Cities	356.2	2.4	18.2	19.6	19.9	18.0	11.9	10.0	79.4
	Inner Regional	329.4	0.5	25.5	20.3	20.5	17.0	11.1	5.1	74.0
	Outer Regional	328.4	1.3	24.4	24.4	20.8	16.9	8.3	3.9	74.3
	Remote	299.6	1.2	39.9	20.1	15.4	13.0	7.0	3.4	59.0
	Very Remote	250.0	0.5	57.5	20.0	12.0	6.6	2.7	0.7	42.0
SA	Major Cities	353.5	5.4	17.1	17.3	20.7	18.5	13.2	7.8	77.4
	Inner Regional	360.1	8.8	13.8	17.5	18.8	21.3	12.3	7.8	77.5
	Outer Regional	323.2	9.0	25.2	21.4	16.6	14.8	9.4	3.7	65.8
	Remote	311.3	6.4	26.8	23.8	17.9	16.6	8.1	0.4	66.8
	Very Remote	232.5	2.2	64.0	18.5	6.8	5.9	1.5	1.1	33.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	376.9	1.3	10.1	18.2	21.1	20.6	16.2	12.4	88.6
	Outer Regional	384.2	1.8	9.5	14.7	17.8	25.2	17.9	13.1	88.7
	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	373.5	2.8	11.5	14.1	24.5	19.6	16.5	11.0	85.6
	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	316.7	3.6	30.8	20.1	17.0	13.0	10.1	5.5	65.7
	Remote	257.3	4.2	49.0	20.1	13.1	8.0	4.4	1.3	46.9
	Very Remote	151.2	0.8	81.9	9.5	4.9	1.6	0.8	0.5	17.3
Aust	Major Cities	379.4	3.2	10.8	14.8	20.7	21.3	16.4	12.8	86.0
	Inner Regional	371.0	2.8	11.7	16.7	21.8	21.2	15.5	10.3	85.6
	Outer Regional	353.2	2.8	17.0	19.6	20.8	18.9	12.5	8.3	80.2
	Remote	297.9	2.6	37.6	20.9	16.5	12.3	7.0	3.2	59.8
	Very Remote	224.0	1.1	61.0	17.2	10.8	5.8	2.9	1.2	37.9

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



# NAPLAN Year 3 Grammar and Punctuation

Table 3.G7: Achievement of Year 3 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2017.

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	457.2	1.7	2.1	5.1	10.5	18.0	22.3	40.4	96.2
	Inner Regional	425.8	1.4	3.8	8.1	15.1	22.3	22.2	27.1	94.8
	Outer Regional	415.4	1.2	5.0	9.9	16.2	22.3	21.6	23.7	93.8
	Remote	408.3	1.0	6.0	8.9	17.6	25.6	21.9	19.1	93.0
	Very Remote	424.7	0.0	3.0	9.1	13.0	27.8	19.6	27.4	97.0
Vic	Major Cities	457.5	2.6	1.5	4.3	10.4	18.4	23.0	39.6	95.8
	Inner Regional	431.2	2.4	2.7	7.1	14.8	21.6	23.0	28.5	95.0
	Outer Regional	434.7	2.9	2.0	6.3	13.6	22.3	24.4	28.4	95.1
	Remote	392.9	0.0	4.0	14.7	20.9	23.1	25.8	11.6	96.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	449.2	1.2	2.2	5.7	11.8	19.4	23.1	36.6	96.6
	Inner Regional	431.6	1.3	3.2	7.9	14.0	21.3	23.0	29.2	95.5
	Outer Regional	432.2	0.9	3.0	7.3	13.9	22.0	23.6	29.2	96.0
	Remote	430.2	1.3	3.4	9.4	14.3	20.3	20.3	31.0	95.2
	Very Remote	412.7	2.0	3.5	10.3	18.1	24.8	19.3	21.9	94.5
WA	Major Cities	444.4	1.5	3.2	6.2	12.3	19.0	22.2	35.5	95.2
	Inner Regional	415.8	1.2	5.2	9.4	16.0	22.0	22.3	23.8	93.6
	Outer Regional	411.8	0.9	5.9	11.0	16.9	21.2	20.9	23.4	93.3
	Remote	408.2	0.3	5.7	9.8	17.7	24.1	22.1	20.2	94.0
	Very Remote	391.2	0.0	9.5	13.5	18.9	21.8	18.9	17.4	90.5
SA	Major Cities	430.8	2.9	4.5	7.1	13.2	20.5	22.4	29.5	92.6
	Inner Regional	421.1	1.8	4.7	7.7	15.2	22.7	23.1	24.9	93.6
	Outer Regional	401.1	1.9	7.4	11.6	18.0	22.0	19.4	19.8	90.8
	Remote	404.9	2.7	5.7	10.8	18.3	23.1	20.2	19.3	91.6
	Very Remote	392.9	0.9	9.9	10.3	15.6	25.1	22.2	16.0	89.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	435.9	1.6	4.2	7.4	12.5	19.9	21.9	32.4	94.2
	Outer Regional	413.7	1.1	6.1	10.7	15.7	21.3	21.2	23.8	92.8
	Remote	428.5	1.8	5.5	5.5	9.1	27.3	21.8	29.1	92.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	447.8	1.8	2.3	5.7	11.4	18.9	23.6	36.3	95.9
	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	410.3	2.2	9.1	9.4	14.5	20.0	20.4	24.5	88.8
	Remote	407.8	1.3	8.4	11.5	14.8	20.1	19.9	24.0	90.3
	Very Remote	393.0	1.0	11.5	8.9	20.8	21.2	18.8	17.9	87.6
Aust	Major Cities	452.4	1.9	2.2	5.3	11.1	18.7	22.7	38.1	95.8
	Inner Regional	428.6	1.7	3.5	7.8	14.6	21.7	22.6	28.1	94.8
	Outer Regional	421.7	1.4	4.6	8.8	15.1	21.8	22.3	25.9	94.0
	Remote	412.6	1.1	5.5	10.1	16.5	22.7	21.1	22.9	93.3
	Very Remote	401.1	0.9	7.2	11.3	18.2	23.5	19.4	19.4	91.9

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

# NAPLAN Year 3 Grammar and Punctuation

**Table 3.G8: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2017.**

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>	486.2	1.1	0.6	2.1	6.5	14.0	22.2	53.4	98.2
	<i>Diploma</i>	436.2	1.3	2.1	6.3	13.1	22.3	25.1	29.8	96.6
	<i>Certificate</i>	411.1	1.7	4.6	10.1	17.0	24.1	21.9	20.7	93.8
	<i>Year 12</i>	415.3	2.5	4.4	9.2	16.3	23.5	21.9	22.2	93.1
	<i>Year 11</i>	370.5	4.4	11.2	16.3	21.9	21.4	15.1	9.6	84.3
	<i>Not stated (4%)</i>	428.2	3.5	4.6	8.4	14.7	20.1	19.7	29.0	91.8
Vic	<i>Bachelor</i>	481.0	1.6	0.6	2.1	6.7	15.3	23.0	50.6	97.8
	<i>Diploma</i>	438.3	2.1	1.7	5.4	13.4	22.1	24.6	30.6	96.2
	<i>Certificate</i>	420.7	3.0	3.1	7.9	16.3	23.1	23.0	23.6	93.9
	<i>Year 12</i>	422.1	4.1	2.6	7.5	15.8	23.3	23.7	22.9	93.2
	<i>Year 11</i>	389.1	7.6	6.2	12.6	20.5	23.1	18.0	12.0	86.2
	<i>Not stated (2%)</i>	452.4	5.7	2.2	5.2	9.9	17.7	22.6	36.7	92.1
Qld	<i>Bachelor</i>	479.4	0.8	0.6	2.4	7.5	15.3	23.3	50.1	98.6
	<i>Diploma</i>	435.1	0.8	2.3	6.8	13.3	22.3	24.8	29.7	96.9
	<i>Certificate</i>	419.3	1.1	3.8	9.0	15.8	23.6	23.3	23.5	95.1
	<i>Year 12</i>	410.3	1.9	5.3	10.4	17.3	22.7	21.0	21.4	92.8
	<i>Year 11</i>	376.2	2.3	11.0	16.0	21.1	21.8	16.1	11.8	86.7
	<i>Not stated (7%)</i>	403.2	2.9	8.4	11.9	16.8	19.9	18.6	21.4	88.7
WA	<i>Bachelor</i>	472.8	1.0	1.4	3.1	8.3	16.1	22.5	47.6	97.6
	<i>Diploma</i>	427.4	1.4	3.7	7.3	15.0	21.7	23.5	27.3	94.9
	<i>Certificate</i>	406.0	1.3	6.2	10.7	17.2	23.1	21.6	19.9	92.5
	<i>Year 12</i>	401.3	1.9	7.8	11.6	17.3	21.2	20.3	19.8	90.3
	<i>Year 11</i>	360.2	1.9	16.4	16.9	20.7	19.5	14.8	9.7	81.6
	<i>Not stated (10%)</i>	400.8	2.5	11.8	10.8	14.4	18.5	17.7	24.3	85.8
SA	<i>Bachelor</i>	461.2	1.6	1.7	3.6	8.6	18.6	24.5	41.4	96.7
	<i>Diploma</i>	417.6	2.5	4.6	7.8	15.4	23.5	23.4	23.0	92.9
	<i>Certificate</i>	402.0	2.2	6.5	10.3	17.9	24.0	20.8	18.3	91.3
	<i>Year 12</i>	402.4	3.6	7.0	10.0	18.3	21.8	20.5	18.7	89.4
	<i>Year 11</i>	362.3	6.2	14.3	16.7	20.7	19.5	13.3	9.3	79.5
	<i>Not stated (9%)</i>	391.8	5.3	11.5	11.2	15.5	18.8	18.7	18.9	83.2

## Key

*Bachelor: Bachelor degree or above*

*Diploma: Advanced diploma/diploma*

*Certificate: Certificate I to IV*

*Year 12: Year 12 or equivalent*

*Year 11: Year 11 or equivalent or below*

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

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

*Refer to the introduction for explanatory notes.*

# NAPLAN Year 3 Grammar and Punctuation

Table 3.G8 (cont.): Achievement of Year 3 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2017.

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>	475.6	0.8	1.4	3.3	6.8	14.8	22.9	49.9	97.8
	<i>Diploma</i>	432.6	1.1	3.4	6.8	13.3	22.0	23.6	29.8	95.5
	<i>Certificate</i>	412.2	1.2	5.3	9.9	16.1	23.8	22.3	21.4	93.5
	<i>Year 12</i>	415.3	1.6	4.4	10.1	15.7	22.8	22.7	22.7	94.0
	<i>Year 11</i>	370.6	2.0	11.3	18.4	21.0	21.9	15.6	9.8	86.7
	<i>Not stated (14%)</i>	416.8	2.6	7.4	9.8	14.5	20.2	19.4	26.1	90.0
ACT	<i>Bachelor</i>	467.0	1.6	0.8	3.1	8.6	17.2	24.5	44.3	97.7
	<i>Diploma</i>	422.1	2.0	3.2	8.4	14.2	22.5	26.9	22.9	94.8
	<i>Certificate</i>	405.2	1.2	4.7	10.3	18.7	25.5	21.7	17.8	94.1
	<i>Year 12</i>	416.3	3.4	5.3	11.4	17.0	17.4	19.1	26.4	91.3
	<i>Year 11</i>	396.3	3.8	11.7	13.7	18.2	18.1	12.9	21.6	84.5
	<i>Not stated (4%)</i>	431.9	3.0	6.2	8.9	13.2	13.7	20.5	34.6	90.8
NT	<i>Bachelor</i>	423.9	1.9	8.4	8.3	11.5	17.5	21.3	31.1	89.7
	<i>Diploma</i>	382.0	1.4	15.7	11.3	14.2	19.6	17.3	20.7	83.0
	<i>Certificate</i>	356.7	1.9	20.5	13.8	17.9	17.9	15.8	12.2	77.6
	<i>Year 12</i>	332.6	3.5	26.5	11.3	15.1	17.6	14.7	11.2	69.9
	<i>Year 11</i>	214.9	2.5	62.8	13.0	8.8	6.2	4.2	2.4	34.7
	<i>Not stated (17%)</i>	256.2	2.0	49.2	13.3	11.3	9.8	7.4	7.0	48.8
Aust	<i>Bachelor</i>	479.7	1.2	0.8	2.4	7.1	15.2	22.9	50.3	97.9
	<i>Diploma</i>	433.9	1.5	2.5	6.5	13.6	22.2	24.6	29.2	96.0
	<i>Certificate</i>	413.6	1.8	4.5	9.4	16.7	23.6	22.3	21.7	93.7
	<i>Year 12</i>	412.0	2.7	5.1	9.5	16.7	22.7	21.7	21.6	92.2
	<i>Year 11</i>	369.6	4.4	12.4	15.5	20.8	21.1	15.5	10.5	83.3
	<i>Not stated (5%)</i>	407.5	3.5	9.4	10.1	14.6	18.9	18.8	24.8	87.2

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 3 Grammar and Punctuation

**Table 3.G9: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2017.**

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	486.3	1.0	0.7	2.1	6.4	14.2	22.2	53.5	98.4
	Group 2	460.5	1.0	1.3	4.1	9.7	18.5	24.2	41.2	97.7
	Group 3	427.8	1.3	3.0	7.8	14.5	23.0	23.3	27.0	95.6
	Group 4	404.5	2.2	5.7	11.5	18.8	22.9	19.8	19.2	92.1
	Not in paid work	381.0	5.5	9.9	14.9	20.1	20.7	15.9	13.0	84.6
	Not stated (5%)	425.0	2.9	4.8	8.8	14.8	20.9	20.1	27.7	92.3
Vic	Group 1	485.1	1.2	0.5	2.0	6.1	14.6	22.9	52.7	98.4
	Group 2	461.6	1.4	1.0	3.3	9.5	18.7	24.6	41.5	97.5
	Group 3	437.4	2.2	1.9	5.6	13.6	22.1	24.4	30.3	95.9
	Group 4	415.8	3.4	3.3	8.9	17.5	23.4	22.0	21.4	93.2
	Not in paid work	400.7	8.4	5.5	10.9	18.5	21.8	18.3	16.6	86.1
	Not stated (2%)	452.6	6.2	2.4	5.4	10.5	17.1	21.5	36.8	91.4
Qld	Group 1	478.2	0.7	0.6	2.6	7.6	15.5	23.4	49.5	98.6
	Group 2	454.4	0.6	1.4	4.6	10.8	19.3	24.9	38.3	98.0
	Group 3	428.1	0.9	3.0	7.7	14.5	22.9	24.0	27.0	96.1
	Group 4	406.7	1.6	5.6	10.8	17.8	23.7	20.9	19.6	92.8
	Not in paid work	379.5	2.6	10.6	15.8	21.2	20.9	15.4	13.4	86.7
	Not stated (17%)	409.8	2.4	6.7	11.0	16.4	21.3	19.7	22.6	91.0
WA	Group 1	472.5	0.8	1.5	3.0	8.5	16.2	22.7	47.3	97.8
	Group 2	442.7	1.0	2.5	5.9	12.8	20.3	23.5	34.0	96.5
	Group 3	415.5	1.4	5.0	9.4	16.3	22.3	21.9	23.6	93.6
	Group 4	396.5	1.6	8.5	12.7	18.1	21.4	19.6	18.1	89.9
	Not in paid work	367.9	3.2	16.6	16.1	18.0	18.0	14.5	13.6	80.2
	Not stated (17%)	401.8	2.3	10.6	10.9	15.3	19.3	18.3	23.2	87.1
SA	Group 1	460.1	1.2	1.7	3.7	8.9	18.7	24.8	41.0	97.2
	Group 2	435.4	1.3	3.0	5.9	13.0	21.9	24.6	30.3	95.6
	Group 3	414.4	2.1	5.0	8.3	16.6	24.0	21.8	22.2	92.9
	Group 4	396.0	3.3	8.0	11.4	18.7	22.3	19.3	17.1	88.8
	Not in paid work	372.9	7.3	12.4	15.6	18.5	19.3	14.6	12.3	80.3
	Not stated (15%)	381.9	5.7	12.3	12.8	17.4	19.8	16.8	15.3	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 3 Grammar and Punctuation

Table 3.G9 (cont.): Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Tas	Group 1	464.3	0.7	2.0	4.6	8.6	16.0	22.9	45.3	97.3
	Group 2	441.8	0.6	2.5	6.6	11.3	21.7	23.6	33.6	96.8
	Group 3	423.1	1.2	4.1	8.1	15.4	23.2	23.0	25.0	94.7
	Group 4	403.5	1.2	6.8	12.6	16.5	23.1	20.0	19.6	91.9
	Not in paid work	371.0	3.6	12.2	16.6	20.7	19.9	16.5	10.4	84.2
	Not stated (19%)	411.2	2.4	7.6	11.0	15.7	20.3	18.9	24.2	90.0
ACT	Group 1	468.4	1.3	0.8	3.1	8.5	17.1	24.4	44.9	98.0
	Group 2	446.7	1.3	1.7	5.1	11.5	20.0	26.1	34.3	97.0
	Group 3	417.0	1.8	4.8	9.8	15.3	22.2	21.5	24.6	93.3
	Group 4	397.1	2.8	7.3	13.3	18.5	21.9	18.3	17.9	89.9
	Not in paid work	391.3	5.9	8.7	13.8	18.5	19.0	17.4	16.6	85.4
	Not stated (11%)	428.2	3.1	4.1	8.1	15.8	18.5	20.8	29.7	92.8
NT	Group 1	424.9	1.1	7.2	8.5	12.2	19.4	22.0	29.7	91.7
	Group 2	414.4	2.4	8.3	9.8	14.3	17.9	19.8	27.5	89.3
	Group 3	365.8	1.5	18.7	13.1	17.3	18.3	16.4	14.7	79.9
	Group 4	290.8	3.6	38.7	14.0	13.7	13.5	9.8	6.7	57.7
	Not in paid work	229.0	3.0	58.9	13.3	10.2	7.7	4.2	2.8	38.1
	Not stated (23%)	244.1	2.0	53.1	12.7	10.1	8.6	7.5	6.1	44.9
Aust	Group 1	479.9	1.0	0.8	2.5	7.1	15.2	22.9	50.5	98.2
	Group 2	455.4	1.1	1.6	4.4	10.4	19.2	24.4	39.0	97.4
	Group 3	427.3	1.5	3.3	7.5	14.6	22.7	23.4	27.0	95.2
	Group 4	405.6	2.4	5.8	10.8	18.0	22.9	20.5	19.5	91.8
	Not in paid work	382.2	5.8	10.3	13.9	19.3	20.5	16.2	14.0	83.9
	Not stated (10%)	406.2	3.0	8.7	10.5	15.5	20.0	19.0	23.4	88.3

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

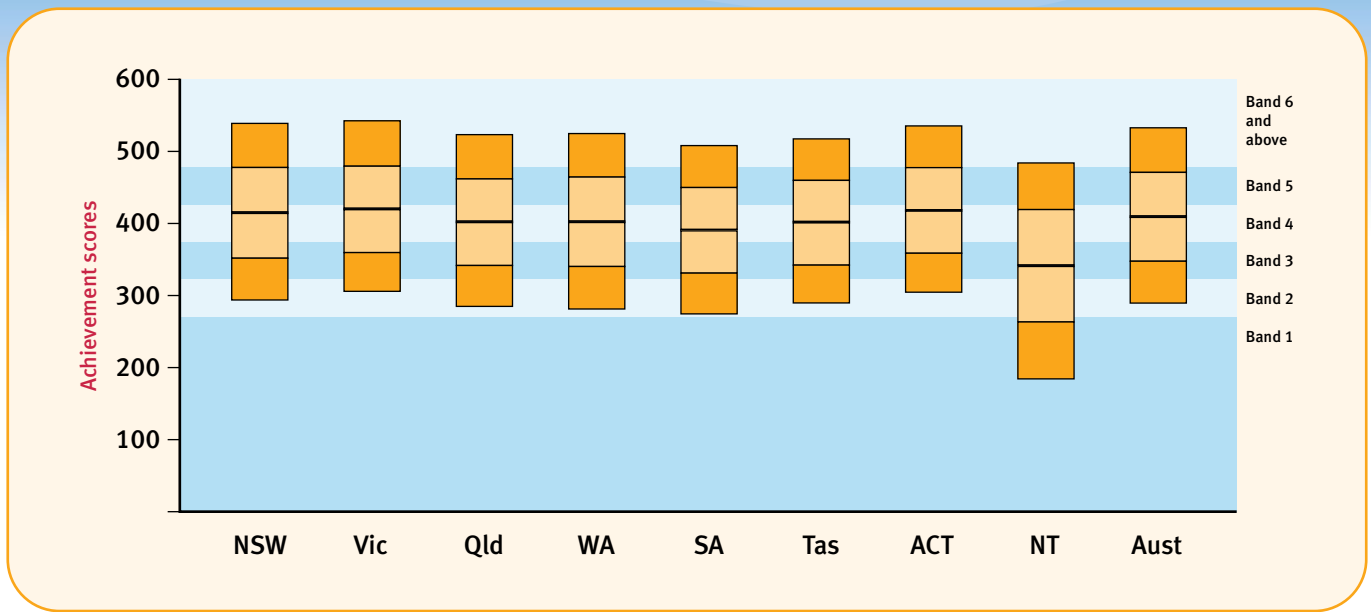
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

# NAPLAN Year 3 Numeracy

Figure 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	414.9 (74.5)	420.1 (71.6)	402.2 (72.1)	402.3 (74.0)	390.7 (71.1)	401.8 (68.8)	418.1 (70.0)	341.3 (91.2)	409.4 (73.9)

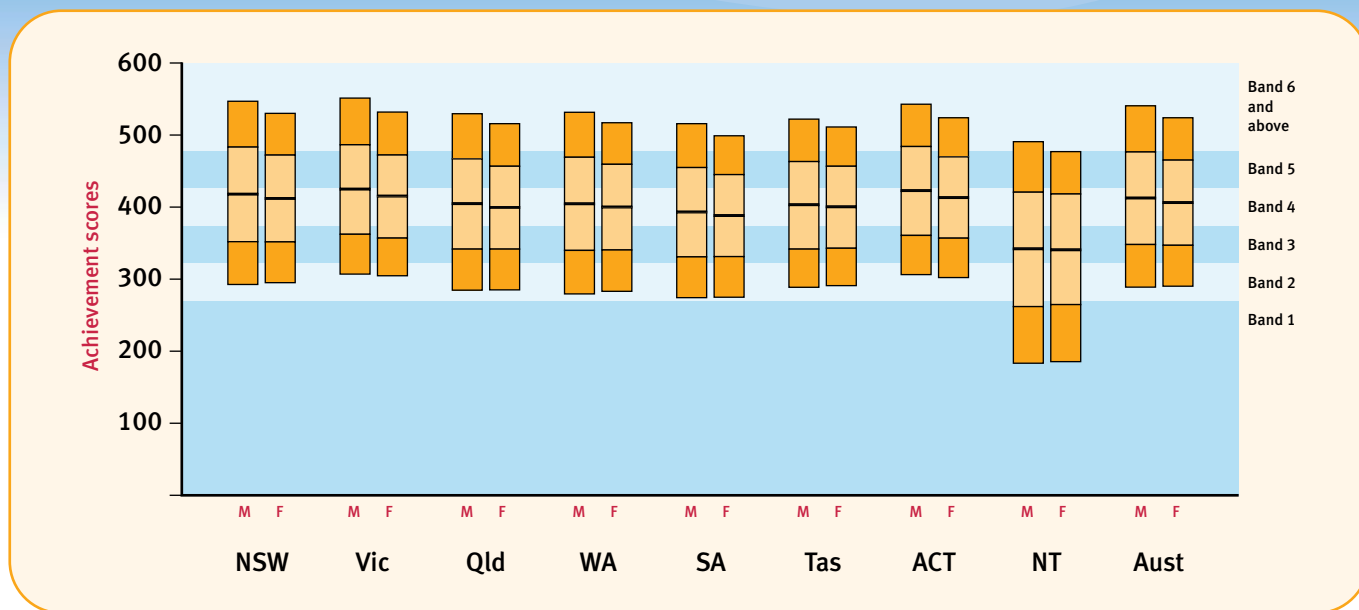
Table 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2017.

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	96.6	2.0	1.4	1.7	2.3	8.0	18.6	26.5	23.3	19.5	96.0
Vic	8yrs 8mths 3yrs 4mths	94.6	2.8	2.6	2.7	1.3	6.6	17.7	27.4	24.3	20.0	96.0
Qld	8yrs 5mths 3yrs 4mths	92.7	2.6	4.7	1.2	3.1	10.0	21.5	28.3	21.7	14.3	95.7
WA	8yrs 4mths 3yrs 4mths	95.0	3.2	1.7	1.4	3.5	10.0	21.0	27.4	21.7	15.0	95.1
SA	8yrs 7mths 3yrs 4mths	92.7	3.5	3.8	2.7	4.3	11.9	23.7	27.6	19.3	10.5	93.0
Tas	8yrs 10mths 3yrs 4mths	94.5	2.9	2.6	1.4	2.3	10.2	21.8	28.5	22.5	13.3	96.2
ACT	8yrs 7mths 3yrs 4mths	93.7	2.7	3.6	1.7	1.6	6.5	18.1	28.2	24.5	19.4	96.7
NT	8yrs 5mths 3yrs 4mths	86.6	11.0	2.4	2.1	21.6	17.4	21.4	20.3	11.6	5.7	76.3
Aust	8yrs 7mths 3yrs 4mths	94.6	2.7	2.7	1.9	2.7	8.7	19.7	27.3	22.7	17.1	95.4

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Male</b> Mean scale score / (S.D.)	417.9 (77.3)	424.9 (73.8)	404.7 (74.3)	404.5 (76.6)	393.1 (73.7)	403.2 (70.6)	422.8 (71.9)	342.0 (92.8)	412.5 (76.5)
<b>Female</b> Mean scale score / (S.D.)	411.9 (71.5)	415.2 (69.0)	399.5 (69.6)	400.0 (71.0)	388.2 (68.2)	400.3 (66.9)	413.1 (67.5)	340.6 (89.3)	406.2 (71.1)

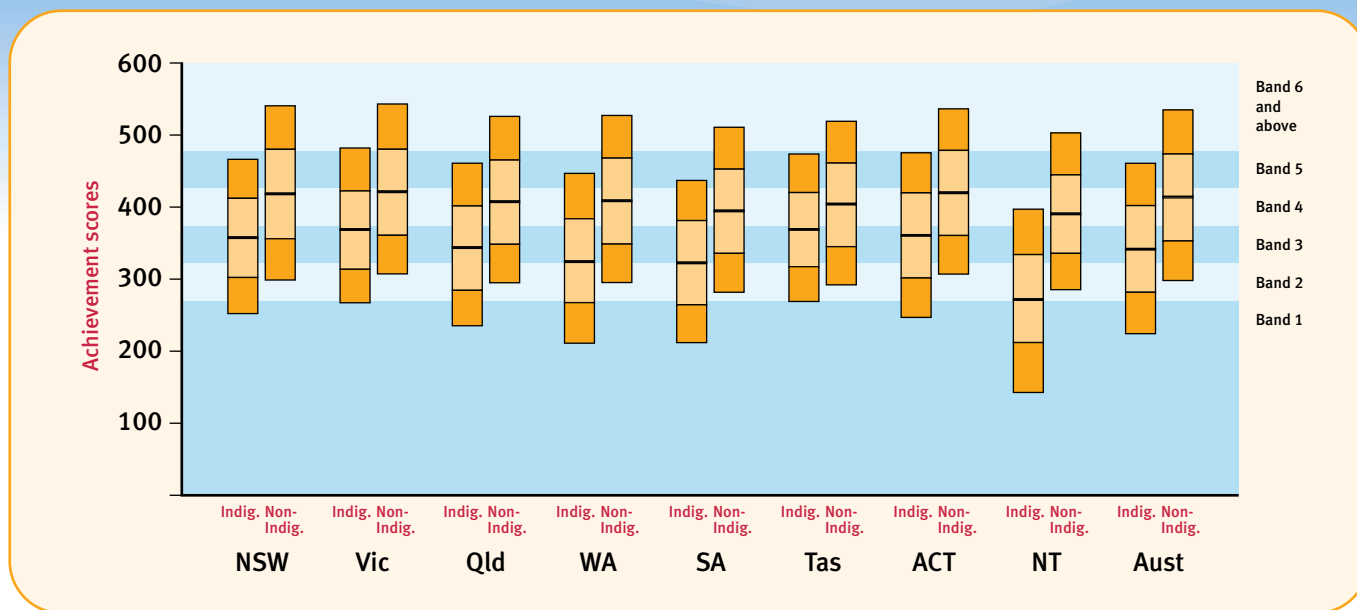
Table 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2017.

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	2.4	8.1	17.8	25.2	22.9	21.4	95.5
	Female	1.2	2.3	8.0	19.4	27.8	23.8	17.6	96.5
Vic	Male	3.5	1.3	6.2	16.5	26.0	24.1	22.3	95.2
	Female	1.7	1.4	7.0	19.0	28.7	24.6	17.5	96.9
Qld	Male	1.6	3.1	10.1	20.7	27.0	21.7	15.9	95.3
	Female	0.8	3.1	9.9	22.3	29.6	21.7	12.6	96.1
WA	Male	1.9	3.7	10.1	20.0	26.3	21.4	16.6	94.4
	Female	1.0	3.3	9.9	22.0	28.5	22.0	13.4	95.7
SA	Male	3.7	4.3	11.8	22.6	26.5	19.0	12.1	92.0
	Female	1.7	4.2	11.9	24.8	28.9	19.6	8.9	94.1
Tas	Male	1.7	2.3	10.5	21.4	27.3	22.4	14.4	96.0
	Female	1.1	2.4	9.9	22.2	29.7	22.5	12.2	96.5
ACT	Male	2.2	1.5	6.1	17.1	26.6	24.5	21.9	96.2
	Female	1.2	1.7	6.9	19.1	30.1	24.5	16.6	97.2
NT	Male	2.6	21.8	16.9	21.3	19.7	11.3	6.5	75.6
	Female	1.5	21.4	18.0	21.5	20.9	11.9	4.8	77.1
Aust	Male	2.4	2.7	8.6	18.8	26.0	22.4	19.0	94.8
	Female	1.3	2.7	8.7	20.6	28.6	22.9	15.2	96.1

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

# NAPLAN Year 3 Numeracy

Figure 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous Status, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	357.5 (65.8)	368.8 (65.7)	343.7 (70.1)	324.2 (74.2)	322.5 (70.8)	368.9 (62.1)	360.7 (67.2)	271.6 (76.2)	341.5 (73.5)
Non-Indigenous Mean scale score / (S.D.)	418.3 (73.5)	421.2 (71.3)	407.4 (69.8)	408.7 (70.4)	394.6 (69.5)	404.1 (68.4)	419.8 (69.5)	390.5 (65.1)	413.8 (71.8)

Table 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous Status, by State and Territory, 2017.

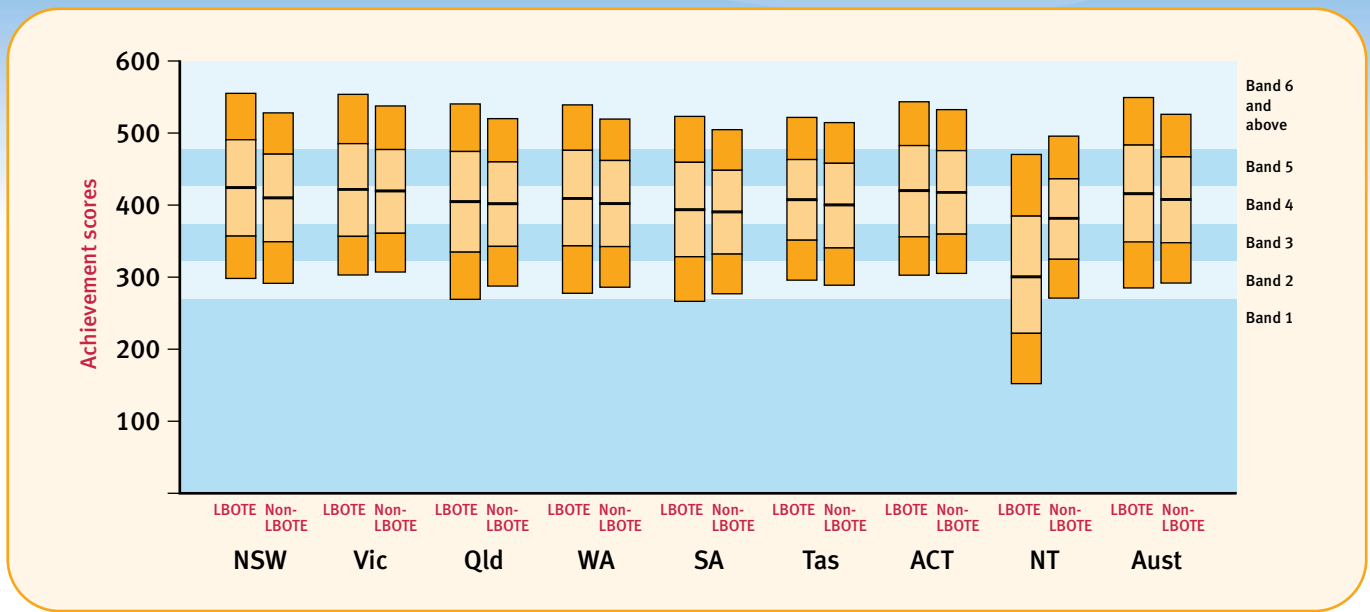
State/Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	2.9	8.5	20.5	29.8	23.8	11.3	3.3	88.6
	Non-Indigenous	1.6	1.9	7.3	17.9	26.7	24.1	20.5	96.5
Vic	Indigenous	5.0	5.2	17.9	29.2	24.8	12.5	5.3	89.7
	Non-Indigenous	2.5	1.2	6.3	17.5	27.4	24.6	20.3	96.2
Qld	Indigenous	2.0	13.7	24.5	27.8	20.2	8.5	3.1	84.3
	Non-Indigenous	1.1	2.1	8.7	20.9	29.0	22.9	15.3	96.7
WA	Indigenous	1.5	21.1	28.5	25.3	15.5	5.9	2.2	77.4
	Non-Indigenous	1.4	2.1	8.5	20.6	28.3	23.0	16.1	96.5
SA	Indigenous	6.0	21.2	26.1	24.7	15.4	5.6	1.0	72.8
	Non-Indigenous	2.6	3.3	11.1	23.4	28.2	20.1	11.2	94.1
Tas	Indigenous	1.5	5.1	16.8	31.9	27.3	13.3	4.2	93.4
	Non-Indigenous	1.5	2.1	9.7	20.9	28.8	23.3	13.8	96.4
ACT	Indigenous	2.7	10.0	17.3	30.3	22.9	12.6	4.2	87.3
	Non-Indigenous	1.7	1.4	6.2	17.7	28.3	24.8	19.9	96.9
NT	Indigenous	2.2	48.1	25.5	15.5	6.8	1.8	0.2	49.7
	Non-Indigenous	1.9	2.9	11.7	25.6	29.8	18.5	9.6	95.1
Aust	Indigenous	2.7	15.1	23.1	27.2	20.0	8.9	2.9	82.2
	Non-Indigenous	1.8	1.9	7.8	19.2	27.7	23.6	18.1	96.3

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE Mean scale score / (S.D.)</b>	424.2 (78.1)	421.7 (76.0)	404.7 (82.2)	409.1 (80.0)	393.5 (78.8)	407.4 (68.0)	420.0 (73.5)	300.3 (96.0)	415.7 (80.6)
<b>Non-LBOTE Mean scale score / (S.D.)</b>	409.9 (72.1)	419.5 (69.7)	401.8 (70.2)	402.0 (70.6)	390.4 (69.2)	400.1 (68.3)	417.6 (68.7)	381.6 (67.0)	407.7 (71.1)

Table 3.N4: Achievement of Year 3 Students in Numeracy, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	LBOTE	2.4	2.0	7.2	16.7	24.6	22.9	24.2	95.6
	Non-LBOTE	1.3	2.5	8.5	19.6	27.5	23.5	17.0	96.2
Vic	LBOTE	3.7	1.5	7.0	18.2	25.4	22.5	21.7	94.8
	Non-LBOTE	2.2	1.3	6.4	17.6	28.2	25.1	19.2	96.5
Qld	LBOTE	1.9	5.0	10.7	18.7	24.5	20.6	18.4	93.1
	Non-LBOTE	1.1	2.7	9.9	21.9	28.9	21.9	13.6	96.2
WA	LBOTE	2.2	4.0	9.0	18.7	25.0	22.3	18.8	93.8
	Non-LBOTE	1.2	3.0	9.7	21.4	28.5	22.1	14.1	95.8
SA	LBOTE	5.1	5.3	11.5	21.5	25.1	18.2	13.4	89.7
	Non-LBOTE	2.2	4.0	11.9	24.1	28.2	19.6	9.9	93.8
Tas	LBOTE	2.6	2.1	7.7	20.3	29.9	23.5	14.0	95.4
	Non-LBOTE	1.3	2.4	10.6	22.2	28.5	22.3	12.7	96.3
ACT	LBOTE	3.4	1.6	7.1	17.9	25.2	23.5	21.3	95.1
	Non-LBOTE	1.2	1.6	6.2	18.1	29.3	24.9	18.8	97.2
NT	LBOTE	2.0	39.9	20.7	15.2	11.4	6.6	4.2	58.1
	Non-LBOTE	2.1	4.8	13.6	26.2	28.7	17.0	7.6	93.1
Aust	LBOTE	2.8	3.3	8.2	17.8	24.7	22.0	21.3	93.9
	Non-LBOTE	1.6	2.4	8.8	20.3	28.2	23.0	15.8	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, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Major Cities	422.0	1.7	1.9	7.0	16.9	25.8	24.2	22.4	96.3
	Inner Regional	397.3	1.6	3.1	10.5	22.8	28.9	21.2	11.9	95.3
	Outer Regional	387.2	1.3	4.5	13.0	24.6	27.6	19.5	9.4	94.2
	Remote	369.8	1.5	7.3	16.9	27.9	25.5	15.8	5.2	91.2
	Very Remote	355.1	2.5	11.4	18.8	28.8	22.0	12.9	3.6	86.1
Vic	Major Cities	424.5	2.7	1.2	6.0	16.7	26.8	24.9	21.8	96.1
	Inner Regional	406.5	2.4	1.8	8.5	21.2	29.0	22.6	14.4	95.7
	Outer Regional	408.7	3.3	1.4	7.8	20.4	30.0	23.0	14.1	95.3
	Remote	409.6	0.0	2.7	7.6	21.8	27.1	19.6	21.3	97.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	409.9	1.2	2.2	8.4	20.1	28.3	23.2	16.6	96.6
	Inner Regional	395.8	1.3	3.0	11.1	23.5	29.3	20.3	11.6	95.7
	Outer Regional	387.9	1.1	4.5	13.1	24.2	28.3	18.9	9.9	94.4
	Remote	374.0	1.7	9.4	16.3	23.4	24.1	15.9	9.3	89.0
	Very Remote	326.9	1.7	24.0	25.9	21.1	15.5	8.1	3.7	74.3
WA	Major Cities	410.8	1.6	2.3	8.4	19.6	27.4	23.3	17.3	96.1
	Inner Regional	389.8	1.1	3.8	11.8	24.8	29.8	19.1	9.6	95.1
	Outer Regional	380.9	1.0	5.3	14.9	26.0	27.3	17.0	8.6	93.8
	Remote	370.3	0.4	9.0	16.2	25.2	26.4	15.8	6.9	90.5
	Very Remote	322.6	0.3	25.3	24.4	22.4	16.1	8.4	3.2	74.5
SA	Major Cities	395.0	2.9	3.7	11.1	22.9	27.7	20.0	11.7	93.4
	Inner Regional	391.4	1.8	3.1	11.3	24.7	29.8	20.1	9.1	95.1
	Outer Regional	374.2	2.5	6.3	15.9	27.1	25.8	16.0	6.4	91.2
	Remote	380.4	2.6	4.5	13.5	26.6	28.7	18.1	6.2	92.9
	Very Remote	314.6	1.4	31.9	20.6	17.6	15.9	9.3	3.4	66.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	405.8	1.6	2.1	9.6	20.5	28.2	23.3	14.8	96.3
	Outer Regional	392.3	1.1	2.9	11.5	24.9	29.2	20.5	9.9	96.0
	Remote	408.2	1.4	2.3	11.7	15.1	27.4	28.0	14.0	96.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	418.1	1.7	1.6	6.5	18.1	28.2	24.5	19.4	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	379.0	2.5	5.9	14.2	25.9	27.4	16.0	8.1	91.6
	Remote	346.8	2.5	16.1	21.9	25.0	18.7	10.7	5.1	81.4
	Very Remote	255.9	0.8	60.4	20.8	8.6	5.9	2.6	0.9	38.8
Aust	Major Cities	417.1	2.0	1.9	7.4	18.2	26.9	23.8	19.8	96.1
	Inner Regional	399.4	1.7	2.7	10.2	22.5	29.0	21.4	12.5	95.6
	Outer Regional	387.7	1.6	4.4	12.9	24.5	28.0	18.9	9.7	94.0
	Remote	369.7	1.4	9.3	16.6	25.0	24.9	15.5	7.2	89.2
	Very Remote	304.8	1.0	35.3	23.1	17.8	13.2	6.9	2.8	63.6

[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, 2017.

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	365.1	3.3	7.2	18.1	28.8	25.3	13.0	4.4	89.5
	Inner Regional	356.6	2.8	7.9	20.8	30.5	24.5	10.8	2.9	89.3
	Outer Regional	345.3	2.1	11.6	24.5	31.0	19.2	9.2	2.3	86.3
	Remote	329.9	2.4	15.9	28.3	30.9	17.6	4.9	0.0	81.7
	Very Remote	332.4	4.2	15.8	25.3	27.8	20.3	6.1	0.6	80.0
Vic	Major Cities	373.0	3.8	4.4	18.3	27.4	26.3	13.2	6.5	91.7
	Inner Regional	362.1	5.2	6.7	18.3	31.1	23.4	11.5	3.9	88.1
	Outer Regional	375.1	7.7	3.6	15.8	29.0	24.6	13.3	5.9	88.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	362.1	2.4	7.9	19.1	29.4	24.7	11.8	4.6	89.7
	Inner Regional	356.5	1.7	7.7	22.7	29.9	24.4	9.6	3.9	90.6
	Outer Regional	336.9	1.9	14.6	27.8	28.8	17.7	7.0	2.3	83.5
	Remote	312.3	2.5	27.1	29.0	23.0	13.1	4.7	0.7	70.5
	Very Remote	288.0	1.7	37.6	34.5	17.1	6.8	1.9	0.5	60.7
WA	Major Cities	347.9	2.5	11.6	25.6	27.7	19.6	8.8	4.1	85.9
	Inner Regional	330.3	0.0	17.1	29.3	28.1	17.4	6.4	1.8	82.9
	Outer Regional	326.4	1.3	17.7	30.3	28.5	16.5	4.2	1.5	81.0
	Remote	312.3	1.2	26.0	30.9	23.1	13.0	5.1	0.7	72.8
	Very Remote	274.4	0.5	44.4	30.8	16.9	6.0	1.2	0.2	55.1
SA	Major Cities	334.9	5.4	16.2	25.1	26.8	18.0	7.3	1.2	78.4
	Inner Regional	345.5	8.8	13.0	20.3	27.0	21.0	8.0	2.0	78.3
	Outer Regional	315.3	7.7	22.4	29.3	24.0	12.4	3.4	0.8	69.9
	Remote	306.8	6.4	24.3	30.6	24.7	11.9	1.7	0.4	69.4
	Very Remote	253.4	2.2	55.6	27.5	11.0	3.3	0.4	0.0	42.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	365.2	1.3	5.3	18.5	31.7	27.5	12.3	3.3	93.4
	Outer Regional	373.3	1.8	4.9	14.3	32.0	27.4	14.6	5.0	93.3
	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	361.6	2.8	10.0	16.5	30.8	22.8	12.7	4.4	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	324.4	3.6	18.6	27.9	29.9	14.8	4.6	0.7	77.9
	Remote	295.9	4.2	32.7	31.1	21.0	9.1	1.9	0.1	63.1
	Very Remote	238.1	0.8	68.1	22.1	6.5	2.1	0.4	0.0	31.2
Aust	Major Cities	359.7	3.2	8.6	20.1	28.5	23.7	11.6	4.3	88.2
	Inner Regional	356.5	2.6	8.0	21.2	30.3	24.2	10.4	3.2	89.4
	Outer Regional	339.9	2.7	13.7	25.8	29.3	18.4	7.7	2.3	83.6
	Remote	310.4	2.6	26.7	30.1	23.4	12.5	4.1	0.6	70.7
	Very Remote	264.2	1.2	51.7	27.8	12.8	5.1	1.2	0.2	47.1

[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, 2017.

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	423.8	1.7	1.8	6.6	16.5	25.8	24.6	23.0	96.6
	Inner Regional	402.2	1.4	2.5	9.2	21.8	29.5	22.6	13.0	96.1
	Outer Regional	396.3	1.2	3.0	10.5	23.2	29.4	21.8	11.0	95.9
	Remote	394.0	1.0	2.0	9.9	26.0	30.1	22.5	8.4	97.0
	Very Remote	388.9	0.0	3.9	9.1	31.7	24.3	22.2	8.7	96.1
Vic	Major Cities	425.2	2.6	1.1	5.8	16.5	26.8	25.1	22.1	96.3
	Inner Regional	408.2	2.3	1.6	8.1	20.8	29.2	23.1	14.8	96.1
	Outer Regional	411.4	2.9	1.2	7.1	19.7	30.4	23.9	14.8	95.9
	Remote	409.6	0.0	2.7	7.6	21.8	27.1	19.6	21.3	97.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	412.0	1.1	1.9	7.9	19.7	28.5	23.7	17.1	96.9
	Inner Regional	399.7	1.3	2.5	9.9	22.8	29.8	21.4	12.3	96.2
	Outer Regional	398.1	0.9	2.4	10.1	23.3	30.4	21.4	11.5	96.6
	Remote	399.6	1.3	2.0	10.8	23.7	28.7	20.6	12.9	96.7
	Very Remote	385.1	1.7	3.5	13.1	27.2	28.5	17.5	8.5	94.8
WA	Major Cities	413.8	1.5	1.9	7.6	19.2	27.7	24.0	18.0	96.6
	Inner Regional	393.4	1.2	2.9	10.6	24.6	30.8	20.2	9.7	95.9
	Outer Regional	389.8	0.9	3.1	12.4	25.7	29.3	19.1	9.6	96.0
	Remote	392.0	0.2	2.7	10.3	26.0	31.6	19.9	9.3	97.1
	Very Remote	378.1	0.0	3.1	17.1	28.6	27.9	16.8	6.5	96.9
SA	Major Cities	398.0	2.9	3.2	10.5	22.4	28.1	20.6	12.4	94.0
	Inner Regional	392.7	1.6	2.8	10.9	24.8	30.2	20.5	9.3	95.6
	Outer Regional	378.9	1.9	4.9	14.9	27.5	26.9	17.0	6.9	93.2
	Remote	387.0	2.5	2.7	11.8	26.4	30.2	20.0	6.4	94.8
	Very Remote	379.0	0.9	5.3	15.0	25.5	28.4	18.0	6.8	93.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	407.8	1.6	1.9	9.0	19.7	28.5	24.0	15.1	96.4
	Outer Regional	394.8	1.1	2.6	11.2	23.8	29.3	21.5	10.4	96.3
	Remote	410.0	1.8	2.2	9.8	14.2	30.2	28.4	13.5	96.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	419.7	1.7	1.4	6.2	17.8	28.3	24.8	19.9	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	391.7	2.2	3.0	11.0	25.0	30.3	18.6	9.9	94.8
	Remote	385.8	1.3	2.9	14.7	28.1	26.2	17.6	9.2	95.8
	Very Remote	391.2	1.0	2.1	10.9	24.5	34.8	19.2	7.6	96.9
Aust	Major Cities	419.0	1.9	1.7	7.0	17.9	27.0	24.3	20.3	96.4
	Inner Regional	402.9	1.6	2.2	9.2	21.9	29.5	22.3	13.2	96.1
	Outer Regional	396.1	1.4	2.7	10.6	23.6	29.7	20.9	11.0	95.9
	Remote	392.8	1.0	2.5	11.2	25.6	29.8	20.1	9.8	96.4
	Very Remote	383.0	0.8	3.4	14.2	27.4	28.7	17.8	7.7	95.7

[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, 2017.**

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>	449.1	1.1	0.5	2.9	10.0	23.3	28.8	33.4	98.4
	<i>Diploma</i>	407.1	1.3	1.7	7.6	20.8	30.5	25.0	13.2	97.0
	<i>Certificate</i>	387.1	1.6	3.3	11.9	26.4	30.0	18.9	7.8	95.1
	<i>Year 12</i>	390.1	2.4	3.6	11.0	24.8	29.7	19.4	9.0	94.0
	<i>Year 11</i>	355.2	4.4	8.3	20.8	30.1	23.8	9.9	2.7	87.3
	<i>Not stated (4%)</i>	402.6	3.5	3.8	10.4	21.1	25.5	19.5	16.3	92.8
Vic	<i>Bachelor</i>	446.4	1.6	0.3	2.8	11.1	24.2	29.1	30.9	98.1
	<i>Diploma</i>	408.4	2.0	1.3	7.4	20.7	31.5	23.4	13.8	96.7
	<i>Certificate</i>	396.3	2.9	2.1	9.8	23.9	30.6	20.5	10.1	94.9
	<i>Year 12</i>	396.0	4.0	2.2	9.1	23.9	31.1	20.3	9.4	93.8
	<i>Year 11</i>	372.1	7.5	4.3	15.9	28.7	25.9	12.7	5.1	88.2
	<i>Not stated (2%)</i>	424.4	5.6	1.6	5.9	15.7	25.2	24.7	21.2	92.8
Qld	<i>Bachelor</i>	437.2	0.7	0.5	3.5	13.0	26.5	29.6	26.2	98.8
	<i>Diploma</i>	399.9	0.9	2.1	9.1	23.0	31.5	22.4	11.0	97.0
	<i>Certificate</i>	388.0	1.1	3.1	12.0	26.1	31.0	18.4	8.2	95.7
	<i>Year 12</i>	379.1	1.9	4.9	14.6	27.0	28.2	16.3	7.1	93.3
	<i>Year 11</i>	354.0	2.2	9.6	21.7	30.1	23.0	10.0	3.4	88.2
	<i>Not stated (7%)</i>	375.1	2.8	8.1	16.0	24.0	25.0	15.1	9.0	89.1
WA	<i>Bachelor</i>	436.5	1.0	0.7	4.1	12.9	26.1	28.4	27.0	98.4
	<i>Diploma</i>	399.5	1.4	2.3	8.6	23.9	30.6	22.2	10.9	96.3
	<i>Certificate</i>	385.3	1.4	3.6	12.3	26.6	30.3	18.4	7.4	95.0
	<i>Year 12</i>	381.0	1.9	4.7	14.0	26.0	28.5	17.8	7.2	93.4
	<i>Year 11</i>	351.3	1.9	10.0	22.6	29.8	23.1	9.9	2.7	88.1
	<i>Not stated (10%)</i>	383.1	2.4	8.3	13.4	21.8	24.2	18.0	11.9	89.3
SA	<i>Bachelor</i>	423.8	1.6	0.8	4.7	16.6	29.2	27.2	19.8	97.6
	<i>Diploma</i>	390.4	2.4	2.7	10.8	25.4	31.7	18.8	8.2	95.0
	<i>Certificate</i>	374.8	2.1	4.8	14.7	29.4	28.6	15.4	5.0	93.1
	<i>Year 12</i>	375.2	3.6	4.9	16.2	26.9	26.6	16.5	5.3	91.5
	<i>Year 11</i>	343.4	6.2	12.0	24.0	28.5	19.3	7.7	2.2	81.7
	<i>Not stated (9%)</i>	369.6	5.1	9.3	16.3	23.7	22.8	15.5	7.2	85.6

## Key

*Bachelor: Bachelor degree or above*

*Diploma: Advanced diploma/diploma*

*Certificate: Certificate I to IV*

*Year 12: Year 12 or equivalent*

*Year 11: Year 11 or equivalent or below*

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

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

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

# NAPLAN Year 3 Numeracy

Table 3.N8 (cont.): Achievement of Year 3 Students in Numeracy, by Parental Education, by State and Territory, 2017.

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>	439.8	0.8	0.4	3.5	11.3	25.0	32.1	26.8	98.7
	<i>Diploma</i>	405.4	1.1	1.8	8.2	19.9	31.3	25.6	12.1	97.1
	<i>Certificate</i>	390.8	1.2	2.5	10.9	25.4	31.4	20.4	8.2	96.3
	<i>Year 12</i>	389.5	1.6	2.8	12.4	23.3	31.8	20.5	7.7	95.7
	<i>Year 11</i>	363.0	2.0	4.8	19.8	33.0	26.5	10.6	3.3	93.2
	<i>Not stated (14%)</i>	395.3	2.7	3.3	11.8	22.8	27.2	19.7	12.5	94.0
ACT	<i>Bachelor</i>	436.1	1.4	0.5	3.1	13.5	27.2	28.7	25.7	98.1
	<i>Diploma</i>	396.3	2.0	2.2	8.4	24.5	33.5	19.8	9.6	95.8
	<i>Certificate</i>	382.9	1.2	3.1	12.7	28.5	31.6	16.3	6.5	95.7
	<i>Year 12</i>	402.7	3.4	1.8	11.5	21.3	28.2	18.8	15.0	94.8
	<i>Year 11</i>	369.9	3.8	9.2	19.5	25.0	19.3	13.1	10.0	87.0
	<i>Not stated (4%)</i>	409.1	3.0	3.3	8.5	18.9	24.4	25.1	16.8	93.8
NT	<i>Bachelor</i>	401.1	1.9	4.1	9.1	20.4	28.4	21.9	14.3	94.0
	<i>Diploma</i>	374.1	1.4	7.5	15.3	25.7	25.5	17.7	6.9	91.1
	<i>Certificate</i>	357.6	1.9	10.4	18.0	28.7	26.4	11.1	3.6	87.7
	<i>Year 12</i>	345.5	3.5	17.0	17.3	24.6	24.3	9.8	3.4	79.5
	<i>Year 11</i>	272.4	2.5	48.7	25.1	14.5	6.7	2.3	0.3	48.8
	<i>Not stated (17%)</i>	294.5	2.0	38.2	21.2	19.0	12.7	4.8	2.1	59.8
Aust	<i>Bachelor</i>	442.7	1.2	0.5	3.2	11.7	24.9	28.9	29.6	98.3
	<i>Diploma</i>	403.7	1.5	1.8	8.2	21.9	31.0	23.2	12.2	96.7
	<i>Certificate</i>	388.1	1.8	3.2	11.7	26.0	30.3	18.8	8.1	95.0
	<i>Year 12</i>	386.0	2.7	3.9	12.4	25.4	29.2	18.3	8.1	93.4
	<i>Year 11</i>	355.3	4.3	9.1	20.4	29.2	23.3	10.2	3.4	86.5
	<i>Not stated (5%)</i>	385.6	3.4	7.4	13.1	21.7	24.4	17.7	12.3	89.2

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 3 Numeracy

**Table 3.N9: Achievement of Year 3 Students in Numeracy, by Parental Occupation, by State and Territory, 2017.**

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Group 1	448.5	0.9	0.5	2.9	10.4	23.3	28.7	33.2	98.5
	Group 2	428.1	1.0	1.0	4.9	15.4	27.6	27.4	22.8	98.0
	Group 3	400.2	1.3	2.3	9.2	23.2	30.4	21.7	11.9	96.4
	Group 4	382.7	2.1	4.3	14.0	26.8	27.7	16.9	8.1	93.6
	Not in paid work	363.4	5.3	7.3	19.1	27.8	23.7	12.1	4.7	87.4
	Not stated (5%)	400.3	2.8	3.9	10.6	22.1	26.1	19.1	15.5	93.3
Vic	Group 1	449.4	1.1	0.3	2.6	10.4	23.5	29.6	32.6	98.6
	Group 2	429.8	1.4	0.6	4.3	15.0	28.5	27.6	22.7	98.0
	Group 3	409.1	2.2	1.3	7.3	20.9	30.7	23.4	14.3	96.6
	Group 4	392.0	3.4	2.5	11.1	25.5	29.8	18.1	9.6	94.1
	Not in paid work	381.2	8.2	3.9	13.8	25.9	25.8	15.1	7.4	87.9
	Not stated (2%)	422.3	6.0	1.8	6.8	16.9	24.0	23.4	21.1	92.2
Qld	Group 1	436.6	0.7	0.5	3.6	13.2	26.8	29.2	26.0	98.8
	Group 2	416.5	0.6	1.1	6.1	18.8	30.2	25.9	17.2	98.2
	Group 3	394.6	0.9	2.5	10.4	24.6	31.3	20.5	9.8	96.6
	Group 4	376.7	1.6	4.7	15.5	28.0	28.5	15.1	6.6	93.7
	Not in paid work	356.6	2.6	9.5	21.8	29.1	21.6	10.8	4.7	88.0
	Not stated (17%)	379.9	2.3	6.2	14.8	25.0	26.5	16.1	9.1	91.5
WA	Group 1	435.8	0.8	0.8	4.1	13.3	26.2	28.1	26.8	98.5
	Group 2	412.8	1.0	1.6	6.7	19.8	29.5	25.0	16.4	97.4
	Group 3	391.6	1.4	2.9	11.1	25.4	30.0	20.0	9.2	95.7
	Group 4	377.8	1.6	4.5	15.6	27.7	27.8	15.9	6.8	93.9
	Not in paid work	357.6	3.2	10.7	20.9	26.2	22.3	11.2	5.5	86.1
	Not stated (17%)	383.8	2.2	7.0	13.5	22.9	25.5	17.9	11.0	90.8
SA	Group 1	423.5	1.2	0.9	4.8	17.0	29.2	27.2	19.8	97.9
	Group 2	403.6	1.3	1.6	7.8	23.1	31.3	22.9	12.1	97.1
	Group 3	384.4	2.0	3.5	12.7	26.9	29.7	18.1	7.1	94.5
	Group 4	369.4	3.2	5.8	17.4	28.7	26.4	13.7	4.9	91.0
	Not in paid work	352.5	7.2	10.2	21.9	26.8	20.1	10.5	3.3	82.7
	Not stated (15%)	360.9	5.5	10.2	18.4	25.7	22.5	12.2	5.5	84.3

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 3 Numeracy

Table 3.N9 (cont.): Achievement of Year 3 Students in Numeracy, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Tas	Group 1	431.5	0.7	0.7	4.9	13.3	26.7	30.2	23.6	98.6
	Group 2	415.2	0.7	0.9	7.3	18.3	28.9	27.4	16.5	98.4
	Group 3	398.6	1.2	1.7	8.7	23.5	32.7	22.5	9.7	97.2
	Group 4	381.4	1.2	3.9	13.9	27.7	29.9	16.1	7.3	94.9
	Not in paid work	364.8	3.5	5.2	18.3	31.0	27.1	11.6	3.5	91.4
	Not stated (19%)	389.8	2.5	3.6	13.6	24.3	26.2	18.9	10.9	93.9
ACT	Group 1	438.5	1.3	0.5	2.9	13.2	26.6	28.0	27.6	98.2
	Group 2	416.1	1.0	1.1	5.9	18.0	31.6	26.4	15.9	97.9
	Group 3	395.6	1.7	2.5	10.7	24.9	29.2	19.8	11.1	95.8
	Group 4	383.0	2.8	3.0	13.6	28.8	28.6	14.3	9.0	94.3
	Not in paid work	369.6	5.9	7.4	17.9	24.9	24.0	12.8	7.1	86.7
	Not stated (11%)	401.8	3.1	3.0	9.2	21.7	28.1	21.2	13.8	93.9
NT	Group 1	403.0	1.1	2.5	9.1	22.2	29.8	21.5	13.9	96.5
	Group 2	393.0	2.4	3.4	11.7	22.4	29.7	19.5	11.0	94.2
	Group 3	361.6	1.5	9.2	17.7	29.4	25.1	13.4	3.8	89.4
	Group 4	319.3	3.6	27.2	20.8	22.4	17.4	6.7	1.8	69.2
	Not in paid work	281.6	3.0	43.7	25.1	16.4	8.5	2.6	0.6	53.3
	Not stated (23%)	288.2	2.0	41.8	21.4	16.9	11.6	4.6	1.7	56.2
Aust	Group 1	442.5	0.9	0.5	3.3	11.9	24.9	28.8	29.7	98.5
	Group 2	422.6	1.0	1.0	5.4	17.0	28.9	26.6	20.1	97.9
	Group 3	398.8	1.5	2.3	9.5	23.5	30.6	21.4	11.3	96.2
	Group 4	382.2	2.4	4.2	13.9	26.9	28.3	16.5	7.8	93.4
	Not in paid work	365.3	5.7	7.6	18.2	27.0	23.5	12.5	5.5	86.7
	Not stated (10%)	382.9	3.0	6.9	13.8	23.4	25.3	16.9	10.8	90.1

## 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 Participation

Table 3.P1: Year 3 Student Participation in Assessment, by State and Territory, 2017.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	95748	95723	95867	95867	95465
	Participation Rate (%)	96.8	96.8	97.0	97.0	96.6
Vic	Number	72919	72633	72857	72857	72845
	Participation Rate (%)	94.7	94.3	94.6	94.6	94.6
Qld	Number	62265	62147	62365	62365	62147
	Participation Rate (%)	92.8	92.7	93.0	93.0	92.7
WA	Number	32371	32370	32455	32455	32295
	Participation Rate (%)	95.3	95.3	95.5	95.5	95.0
SA	Number	19553	19510	19581	19581	19482
	Participation Rate (%)	93.1	92.8	93.2	93.2	92.7
Tas	Number	6469	6471	6476	6476	6455
	Participation Rate (%)	94.7	94.8	94.8	94.8	94.5
ACT	Number	5114	5104	5128	5128	5112
	Participation Rate (%)	93.7	93.6	94.0	94.0	93.7
NT	Number	3120	3141	3151	3151	3056
	Participation Rate (%)	88.4	89.0	89.3	89.3	86.6
Aust	Number	297559	297099	297880	297880	296857
	Participation Rate (%)	94.8	94.7	94.9	94.9	94.6

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

# NAPLAN Year 3 Participation

Table 3.P2: Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2017.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	<i>Indigenous</i>	5507	94.1	5516	94.2	5529	94.4	5529	94.4	5448	93.1
	<i>Non-Indig.</i>	89067	97.1	89038	97.1	89168	97.2	89168	97.2	88843	96.8
Vic	<i>Indigenous</i>	1251	89.9	1236	88.8	1256	90.2	1256	90.2	1244	89.4
	<i>Non-Indig.</i>	71358	94.9	71104	94.5	71306	94.8	71306	94.8	71290	94.8
Qld	<i>Indigenous</i>	4893	87.3	4893	87.3	4916	87.7	4916	87.7	4828	86.2
	<i>Non-Indig.</i>	56977	93.6	56858	93.4	57054	93.7	57054	93.7	56922	93.5
WA	<i>Indigenous</i>	2061	85.5	2069	85.8	2086	86.5	2086	86.5	2038	84.5
	<i>Non-Indig.</i>	29297	96.3	29292	96.3	29352	96.5	29352	96.5	29242	96.2
SA	<i>Indigenous</i>	868	84.9	861	84.2	872	85.3	872	85.3	864	84.5
	<i>Non-Indig.</i>	17309	93.6	17281	93.4	17325	93.7	17325	93.7	17242	93.2
Tas	<i>Indigenous</i>	627	94.1	624	93.7	623	93.5	623	93.5	622	93.4
	<i>Non-Indig.</i>	5347	96.2	5355	96.3	5359	96.4	5359	96.4	5340	96.0
ACT	<i>Indigenous</i>	125	85.6	127	87.0	128	87.7	128	87.7	126	86.3
	<i>Non-Indig.</i>	4933	94.0	4919	93.7	4942	94.2	4942	94.2	4929	93.9
NT	<i>Indigenous</i>	1154	79.1	1170	80.2	1176	80.7	1176	80.7	1095	75.1
	<i>Non-Indig.</i>	1959	94.9	1965	95.2	1969	95.4	1969	95.4	1954	94.6
Aust	<i>Indigenous</i>	16486	88.9	16496	88.9	16586	89.4	16586	89.4	16265	87.7
	<i>Non-Indig.</i>	276247	95.4	275812	95.2	276475	95.4	276475	95.4	275762	95.2

[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, 2017.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	1.7	1.7	1.5	1.8	1.7	1.5	1.7	1.6	1.5	1.7	1.6	1.5	1.7	2.0	1.4
Vic	2.7	2.5	2.8	2.7	2.8	2.9	2.7	2.6	2.8	2.7	2.6	2.8	2.7	2.8	2.6
Qld	1.2	2.2	5.0	1.3	2.3	5.1	1.3	2.1	4.9	1.3	2.1	4.9	1.2	2.6	4.7
WA	1.4	2.9	1.9	1.5	2.9	1.9	1.4	2.7	1.8	1.4	2.7	1.8	1.4	3.2	1.7
SA	2.8	3.0	4.0	2.8	3.2	4.0	2.8	2.9	3.9	2.8	2.9	3.9	2.7	3.5	3.8
Tas	1.5	2.5	2.7	1.4	2.5	2.7	1.4	2.5	2.7	1.4	2.5	2.7	1.4	2.9	2.6
ACT	1.8	2.2	4.0	1.8	2.5	3.9	1.8	2.1	3.9	1.8	2.1	3.9	1.7	2.7	3.6
NT	2.1	9.2	2.5	2.1	8.6	2.5	2.1	8.3	2.4	2.1	8.3	2.4	2.1	11.0	2.4
Aust	1.9	2.3	2.8	1.9	2.4	2.9	1.9	2.2	2.8	1.9	2.2	2.8	1.9	2.7	2.7

*Refer to the introduction for explanatory notes.*

# NAPLAN Year 3 Participation

Table 3.P4: Percentage of Year 3 Student Exemptions, Absences and Withdrawals by Indigenous Status, by State and Territory, 2017.

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>	2.9	3.4	2.5	2.9	3.2	2.5	2.9	3.0	2.5	2.9	3.0	2.5	2.9	4.6	2.4
	<i>Non-Indigenous</i>	1.6	1.6	1.3	1.7	1.6	1.4	1.6	1.5	1.3	1.6	1.5	1.3	1.6	1.9	1.3
Vic	<i>Indigenous</i>	5.1	4.9	5.2	5.2	5.9	5.3	5.2	4.7	5.0	5.2	4.7	5.0	5.0	6.0	4.7
	<i>Non-Indigenous</i>	2.6	2.4	2.7	2.6	2.7	2.7	2.6	2.5	2.7	2.6	2.5	2.7	2.5	2.7	2.5
Qld	<i>Indigenous</i>	2.0	5.1	7.6	2.3	5.2	7.5	2.1	4.9	7.4	2.1	4.9	7.4	2.0	6.6	7.3
	<i>Non-Indigenous</i>	1.2	1.9	4.6	1.2	2.0	4.7	1.2	1.8	4.5	1.2	1.8	4.5	1.1	2.2	4.3
WA	<i>Indigenous</i>	1.5	12.7	1.9	1.6	12.3	1.9	1.5	11.6	1.9	1.5	11.6	1.9	1.5	13.7	1.8
	<i>Non-Indigenous</i>	1.4	1.9	1.8	1.4	1.9	1.8	1.4	1.7	1.8	1.4	1.7	1.8	1.4	2.2	1.7
SA	<i>Indigenous</i>	6.4	8.8	6.3	6.2	9.9	5.9	6.3	8.9	5.8	6.3	8.9	5.8	6.0	9.7	5.8
	<i>Non-Indigenous</i>	2.7	2.6	3.8	2.7	2.7	3.9	2.6	2.5	3.8	2.6	2.5	3.8	2.6	3.1	3.7
Tas	<i>Indigenous</i>	1.5	2.9	3.0	1.5	3.5	2.9	1.5	3.6	2.9	1.5	3.6	2.9	1.5	4.1	2.6
	<i>Non-Indigenous</i>	1.5	2.5	1.3	1.5	2.4	1.3	1.5	2.4	1.3	1.5	2.4	1.3	1.5	2.8	1.2
ACT	<i>Indigenous</i>	2.7	6.8	7.5	2.7	5.5	7.5	2.7	4.8	7.5	2.7	4.8	7.5	2.7	6.2	7.5
	<i>Non-Indigenous</i>	1.8	2.1	3.9	1.8	2.5	3.8	1.8	2.0	3.8	1.8	2.0	3.8	1.7	2.6	3.5
NT	<i>Indigenous</i>	2.2	19.3	1.6	2.2	18.2	1.6	2.2	17.8	1.5	2.2	17.8	1.5	2.2	23.4	1.5
	<i>Non-Indigenous</i>	2.0	2.0	3.1	1.9	1.7	3.1	1.9	1.5	3.1	1.9	1.5	3.1	1.9	2.4	3.0
Aust	<i>Indigenous</i>	2.7	6.8	4.3	2.8	6.8	4.3	2.7	6.3	4.3	2.7	6.3	4.3	2.7	8.2	4.1
	<i>Non-Indigenous</i>	1.8	2.0	2.6	1.9	2.1	2.7	1.8	1.9	2.6	1.8	1.9	2.6	1.8	2.3	2.5

[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, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	435.4	444.5	424.9	419.8	416.7	424.1	443.7	342.5	431.3
NSW	435.4		■	■	■	△	■	■	▲	■
Vic	444.5	■		△	△	△	△	■	▲	■
Qld	424.9	■	▽		■	■	■	▽	▲	■
WA	419.8	■	▽	■		■	■	▽	▲	■
SA	416.7	▽	▽	■	■		■	▽	▲	■
Tas	424.1	■	▽	■	■	■		▽	▲	■
ACT	443.7	■	■	△	△	△	△		▲	■
NT	342.5	▽	▽	▽	▽	▽	▽	▽		▼
Aust	431.3	■	■	■	■	■	■	■	▲	

Table 3.CW: Comparative Achievement of Year 3 Students in Writing, by State and Territory, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	420.8	426.9	402.4	409.4	391.3	404.6	414.9	324.5	413.6
NSW	420.8		■	△	■	△	△	■	▲	■
Vic	426.9	■		△	△	▲	△	△	▲	△
Qld	402.4	▽	▽		■	■	■	■	▲	■
WA	409.4	■	▽	■		△	■	■	▲	■
SA	391.3	▽	▽	■	▽		▽	▽	▲	▽
Tas	404.6	▽	▽	■	■	△		■	▲	■
ACT	414.9	■	▽	■	■	△	■		▲	■
NT	324.5	▽	▽	▽	▽	▽	▽	▽		▼
Aust	413.6	■	▽	■	■	△	■	■	▲	

Table 3.CS: Comparative Achievement of Year 3 Students in Spelling, by State and Territory, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	426.2	422.4	408.8	408.4	404.2	395.7	412.7	328.6	416.1
NSW	426.2		■	△	△	△	△	■	▲	■
Vic	422.4	■		■	■	△	△	■	▲	■
Qld	408.8	▽	■		■	■	■	■	▲	■
WA	408.4	▽	■	■		■	■	■	▲	■
SA	404.2	▽	▽	■	■		■	■	▲	■
Tas	395.7	▽	▽	■	■	■		▽	▲	▽
ACT	412.7	■	■	■	■	■	△		▲	■
NT	328.6	▽	▽	▽	▽	▽	▽	▽		▼
Aust	416.1	■	■	■	■	■	△	■	▲	

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, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	444.8	449.7	436.8	428.3	420.3	425.9	445.6	328.6	439.2
NSW	444.8		■	■	■	△	△	■	▲	■
Vic	449.7	■		■	△	△	△	■	▲	■
Qld	436.8	■	■		■	■	■	■	▲	■
WA	428.3	■	▽	■		■	■	■	▲	■
SA	420.3	▽	▽	■	■		■	▽	▲	▽
Tas	425.9	▽	▽	■	■	■		▽	▲	■
ACT	445.6	■	■	■	■	△	△		▲	■
NT	328.6	▽	▽	▽	▽	▽	▽	▽		▽
Aust	439.2	■	■	■	■	△	■	■	▲	

Table 3.CN: Comparative Achievement of Year 3 Students in Numeracy, by State and Territory, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	414.9	420.1	402.2	402.3	390.7	401.8	418.1	341.3	409.4
NSW	414.9		■	■	■	△	■	■	▲	■
Vic	420.1	■		△	△	△	△	■	▲	■
Qld	402.2	■	▽		■	■	■	▽	▲	■
WA	402.3	■	▽	■		■	■	▽	▲	■
SA	390.7	▽	▽	■	■		■	▽	▲	▽
Tas	401.8	■	▽	■	■	■		▽	▲	■
ACT	418.1	■	■	△	△	△	△		▲	■
NT	341.3	▽	▽	▽	▽	▽	▽	▽		▽
Aust	409.4	■	■	■	■	△	■	■	▲	

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

# NAPLAN Year 3 Commentary

## Overall national and jurisdiction results (Year 3)

### Achievement scores

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

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

- The mean scale score for Victoria is above and statistically significantly different from the national mean scale score in writing.
- The mean scale scores for South Australia are below and statistically significantly different from the national mean scale scores in writing, grammar and punctuation, and numeracy.
- 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.

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

### Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands across Years 3, 5, 7 and 9. For students in Year 3, Band 1 (the lowest band) indicates a scale score below the national minimum standard and Band 2 (the next lowest band) indicates a scale score at the national minimum standard (see p. 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 included below the national minimum standard in reporting band percentages.

Tables 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1 show the percentages of students in each band for each jurisdiction and for Australia overall in each of the five achievement domains. The last column of each table shows the percentage of students who achieved at or above the national minimum standard in the achievement domain. The percentage of students in Australia overall who achieved at or above the national minimum standard is high: across the five achievement domains, between 93% and 96% of students scored at or above the national minimum standard.

There is little variation across most jurisdictions in the percentage of students who achieved at or above the national minimum standard, with the exception of the Northern Territory. In the Northern Territory between 67% and 77% of students achieved at or above the national minimum in all domains. In all other jurisdictions and in all domains, at least 90% of students achieved at or above the national minimum standard.

### Sex

Mean scale scores and scale score distributions by sex are shown in Figures 3.R2, 3.W2, 3.S2, 3.G2 and 3.N2. There is a consistent pattern in reading, writing, and grammar and punctuation: the mean scale scores for female students are higher than the mean scale scores for male students for Australia overall and in each jurisdiction, although there is substantial overlap in the distribution of scale scores between the two sexes. Nationally, the differences range from 19 score points in reading to 25 score points in writing.

In numeracy, the pattern is quite different. For Australia overall and in all jurisdictions, there is no difference between the mean scale score for male students and the mean scale score for female students.

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

### Indigenous students

Figures 3.R3, 3.W3, 3.S3, 3.G3 and 3.N3 show the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In all achievement domains and for all jurisdictions, the mean scale scores for non-Indigenous students are higher than the mean scale scores for Indigenous students. Differences for Australia overall range from 69 score points in writing to 95 score points in grammar and punctuation. In most domains and for all jurisdictions except Tasmania, the mean scale score for Indigenous students is close to or below the 20th percentile score for non-Indigenous students. For Tasmania, the mean scale scores for Indigenous students are between the 20th and the 50th percentile scores in all domains.

Tables 3.R3, 3.W3, 3.S3, 3.G3 and 3.N3 show the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and for Australia overall. For Australia, in all domains, at least 77% of Indigenous students achieved at or above the national minimum standard, compared to more than 94% of non-Indigenous students. Differences between Indigenous and non-Indigenous students were smallest in Tasmania, ranging from a difference of three percentage points in numeracy to a difference of more than seven percentage points in spelling.

### Language background other than English

Figures 3.R4, 3.W4, 3.S4, 3.G4 and 3.N4 show the distributions of scores, mean scale scores and standard deviations for students by language background. Students from a language background other than English (LBOTE) are shown separately from those whose language background is English. For Australia overall, the mean scale score for LBOTE students is higher than the mean scale score for non-LBOTE students in spelling, a difference of 31 score points. In reading, the mean scale score for LBOTE students is close to the mean scale score for non-LBOTE students.

Within jurisdictions, differences between these two groups of students are similar to the national differences, except for the Northern Territory. In the Northern Territory, mean scale scores for LBOTE students are substantially lower than mean scale scores for non-LBOTE students in all five domains. These differences range from 81 score points in numeracy to 130 score points in grammar and punctuation.

Tables 3.R4, 3.W4, 3.S4, 3.G4 and 3.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for LBOTE and non-LBOTE students. For Australia overall in most domains, there are some differences between these two groups in the percentage of students who achieved below the national minimum standard. In the Northern Territory, the proportion of LBOTE students who achieved below the national minimum standard across the five domains is three to six times as high as for non-LBOTE students.

### Geolocation

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

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

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students attending schools in major cities geolocations have the highest mean scale score, followed by students attending schools in inner regional geolocations, then students attending schools in outer regional geolocations, then students attending schools in remote geolocations, and then students attending schools in very remote geolocations. This pattern is not always replicated within each jurisdiction. In Victoria and Queensland, there is little difference between mean scale scores for students attending schools in inner regional and students attending schools in outer regional geolocations in all domains. In South Australia, there is little difference between mean scale scores for students attending schools in outer regional and students attending schools in remote geolocations in all domains.

The distributions of students in achievement bands 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 for non-Indigenous students in Tables 3.R7, 3.W7, 3.S7, 3.G7 and 3.N7. For Indigenous students, the patterns of mean scale scores and percentage of students who achieved at or above the national minimum standard by geolocation differ from the patterns for non-Indigenous students for Australia overall. For Indigenous students for Australia overall, 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 or guardian. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 2% in Victoria to 17% in the Northern Territory. For Australia overall, there is no information on parental education for 5% of students, so these results should be treated with caution. The tables include results for students whose parental education is identified as 'Not stated'.

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

## Parental occupation

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

one parent or guardian. If a parent/guardian has more than one job, the occupation group reflects the main job. If both parents/guardians are working, the higher of the two occupation groups is used. Occupations are classified into four groups; a fifth group represents those not in paid work. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 2% in Victoria to 23% 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 include results for students whose parental occupation is identified as 'Not stated'.

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

The percentage of students who scored at or above the national minimum standard is also related to parental occupation. For Australia overall, students with parents in Occupation Groups 1 and 2 most frequently achieved at or above the national minimum standard (between 96% and 99% across the five domains), with small differences between Group 1 and Group 2. Among students whose parents are not in paid work, the percentage who achieved at or above the national minimum standard is lowest in spelling (82%) and highest in writing (87%).

## Participation

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

The overall participation rate for Australia is quite uniform across domains, ranging from 94.6% in numeracy to 94.9% in spelling, and grammar and punctuation. Among the eight jurisdictions, New South Wales has the highest participation rate (96.6% to 97.0% across domains) and the Northern Territory the lowest (86.6% to 89.3% across domains). Participation rates are lower among Indigenous students, ranging nationally from 87.7% in numeracy to 89.4% in spelling, and grammar and punctuation.

For Australia overall, 1.9% of students were granted exemptions for each domain. Exemptions were granted to 2.7% to 2.8% of Indigenous students and 1.8% to 1.9% of non-Indigenous students. The highest proportions of exemptions across all domains and jurisdictions were granted in South Australia (2.7% to 2.8% overall, and 6.0% to 6.4% for Indigenous students). The lowest proportions of exemptions were granted in Queensland (1.2% to 1.3%) and Western Australia (1.4% to 1.5%). In Tasmania, there was no difference between Indigenous and non-Indigenous students in the proportion of students granted exemptions.

For Australia overall, withdrawal rates (2.8% to 2.9%) were higher than absence rates (2.2% to 2.4%) for reading, writing, spelling, and grammar and punctuation. For numeracy, the withdrawal and the absence rates for Australia were 2.7%. In most jurisdictions and for Australia overall, the absence rate was higher and the withdrawal rate was lower for numeracy than for the other domains.



# 2017 Results

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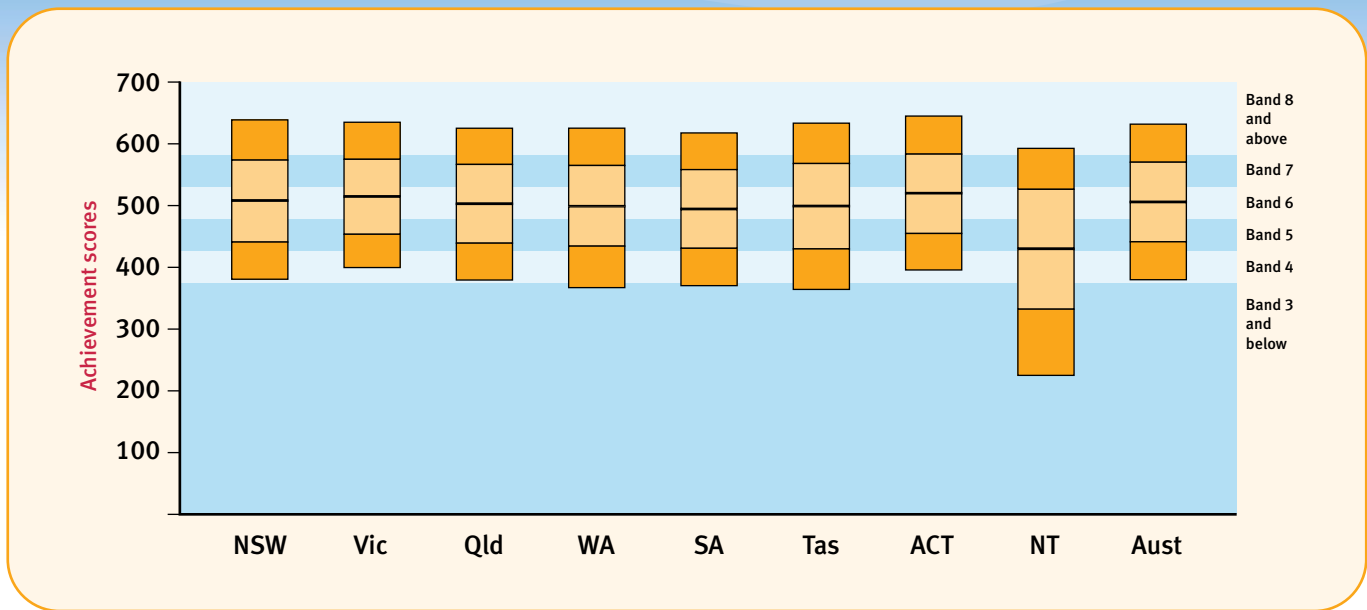
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# NAPLAN Year 5 Reading

Figure 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	508.0 (78.3)	514.6 (71.6)	502.8 (75.0)	498.9 (78.5)	494.3 (75.0)	499.1 (81.7)	520.0 (75.6)	429.9 (113.2)	505.7 (77.0)

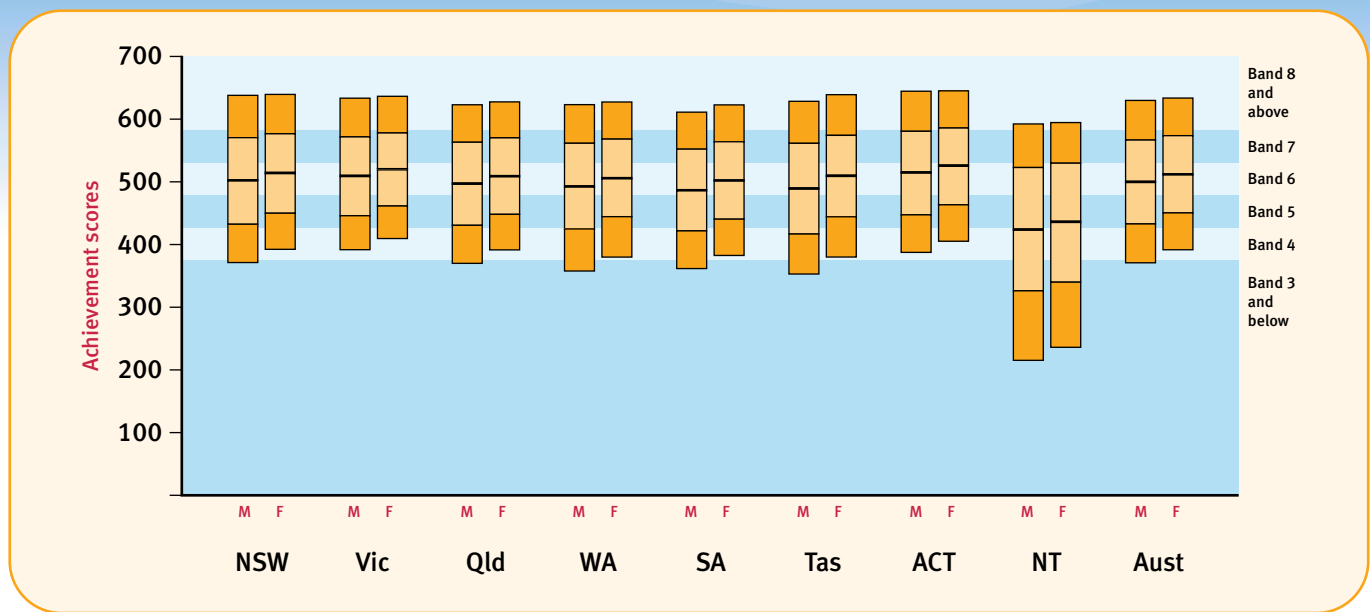
Table 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2017.

State/Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 3 and below		Band 4	Band 5	Band 6	Band 7	
NSW	10yrs 7mths 5yrs 4mths	97.3	1.7	1.0	1.6	4.1	10.7	20.2	25.2	21.2	16.9	94.3
Vic	10yrs 9mths 5yrs 4mths	95.4	2.4	2.2	2.7	2.1	8.3	19.9	27.2	22.8	16.9	95.2
Qld	10yrs 5mths 5yrs 4mths	93.2	2.2	4.6	1.4	4.3	11.0	21.4	26.4	21.1	14.5	94.3
WA	10yrs 4mths 5yrs 4mths	95.9	2.8	1.3	1.2	5.8	11.3	21.0	26.1	20.6	14.0	93.0
SA	10yrs 7mths 5yrs 4mths	93.9	3.2	2.9	2.6	5.4	12.4	22.7	25.6	19.3	12.0	92.1
Tas	10yrs 10mths 5yrs 4mths	94.7	2.9	2.4	1.3	6.4	12.1	20.7	24.4	19.7	15.3	92.3
ACT	10yrs 7mths 5yrs 4mths	94.4	2.2	3.4	1.9	2.5	8.2	18.2	24.6	24.5	20.1	95.6
NT	10yrs 6mths 5yrs 4mths	88.6	10.0	1.4	2.4	29.1	13.7	18.3	18.1	12.1	6.3	68.6
Aust	10yrs 7mths 5yrs 4mths	95.4	2.3	2.3	1.9	4.2	10.4	20.6	26.0	21.3	15.7	93.9

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

# NAPLAN Year 5 Reading

Figure 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Male</b> Mean scale score / (S.D.)	502.3 (80.8)	509.3 (73.6)	497.0 (77.2)	492.5 (81.0)	486.5 (76.1)	489.2 (83.9)	514.8 (78.0)	423.7 (115.5)	499.8 (79.3)
<b>Female</b> Mean scale score / (S.D.)	514.0 (75.1)	520.0 (69.0)	508.9 (72.0)	505.7 (75.3)	502.1 (73.1)	509.5 (78.0)	525.7 (72.5)	436.1 (110.4)	511.9 (74.1)

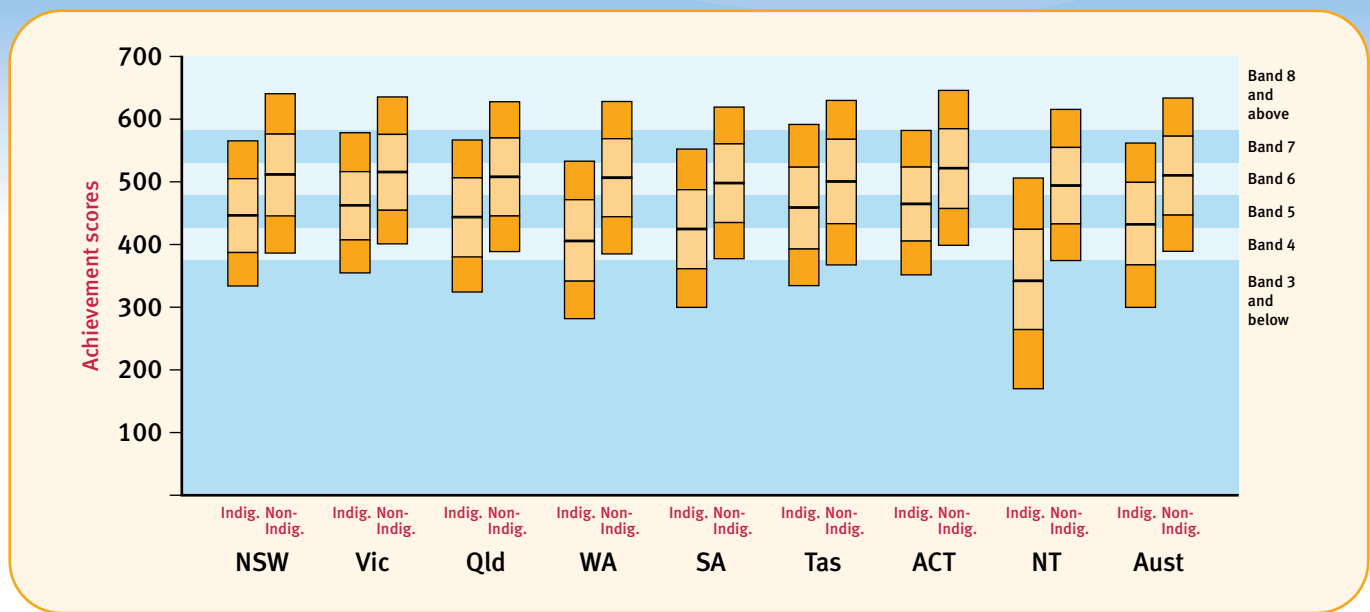
Table 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	2.1	5.3	12.1	20.7	24.0	19.7	16.0	92.6
	Female	1.1	2.8	9.2	19.7	26.5	22.7	17.9	96.1
Vic	Male	3.5	2.7	9.9	20.8	26.0	21.2	15.9	93.8
	Female	1.8	1.4	6.7	19.0	28.5	24.5	18.0	96.7
Qld	Male	1.8	5.5	12.5	21.6	25.1	19.8	13.5	92.7
	Female	0.9	3.0	9.3	21.1	27.7	22.5	15.6	96.2
WA	Male	1.5	7.2	12.9	21.5	24.8	18.8	13.2	91.3
	Female	0.8	4.3	9.6	20.5	27.4	22.4	14.9	94.9
SA	Male	3.5	6.8	14.1	23.4	24.1	17.8	10.3	89.8
	Female	1.7	3.9	10.7	22.0	27.2	20.8	13.7	94.4
Tas	Male	1.7	8.6	14.1	21.4	23.0	17.5	13.6	89.7
	Female	0.8	4.1	9.9	20.0	25.9	22.0	17.2	95.0
ACT	Male	2.5	3.3	9.1	19.3	24.4	22.5	19.0	94.3
	Female	1.3	1.7	7.2	17.0	24.8	26.8	21.3	97.1
NT	Male	3.2	31.0	14.1	17.6	16.9	11.3	6.0	65.8
	Female	1.5	27.1	13.4	19.1	19.4	12.9	6.6	71.4
Aust	Male	2.4	5.3	11.9	21.2	24.8	19.8	14.6	92.2
	Female	1.3	3.0	8.8	20.0	27.3	22.9	16.7	95.7

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

# NAPLAN Year 5 Reading

Figure 5.R3: Achievement of Year 5 Students in Reading, by Indigenous Status, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Indigenous Mean scale score / (S.D.)</b>	446.4 (70.0)	462.4 (66.5)	443.6 (73.7)	405.5 (78.1)	424.6 (75.9)	458.8 (78.5)	464.6 (73.0)	341.9 (98.4)	432.1 (81.3)
<b>Non-Indigenous Mean scale score / (S.D.)</b>	511.6 (77.1)	515.5 (71.3)	507.8 (72.9)	506.4 (73.9)	497.9 (73.4)	500.4 (79.6)	521.7 (75.0)	493.9 (73.2)	510.2 (74.4)

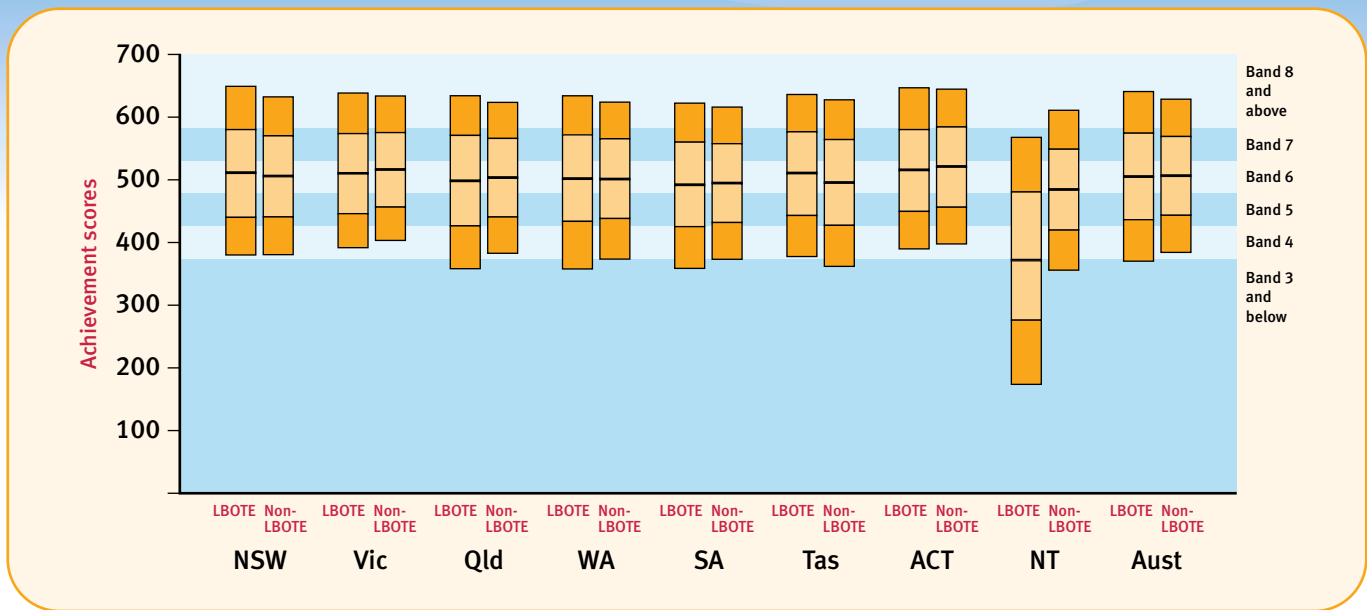
Table 5.R3: Achievement of Year 5 Students in Reading, by Indigenous Status, by State and Territory, 2017.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.6	14.7	23.7	28.1	19.1	8.8	3.0	82.7
	Non-Indigenous	1.6	3.4	9.9	19.8	25.6	22.0	17.7	95.0
Vic	Indigenous	6.6	8.2	19.3	29.3	22.4	10.1	4.2	85.2
	Non-Indigenous	2.6	2.0	8.1	19.8	27.3	23.1	17.2	95.5
Qld	Indigenous	2.4	17.2	22.9	26.4	19.0	9.1	2.9	80.3
	Non-Indigenous	1.3	3.2	10.0	21.0	27.0	22.1	15.5	95.5
WA	Indigenous	1.2	33.3	27.3	20.6	12.4	4.3	1.1	65.5
	Non-Indigenous	1.2	3.7	10.0	21.0	27.2	21.8	15.1	95.2
SA	Indigenous	5.5	23.7	24.7	23.6	14.2	6.5	1.7	70.7
	Non-Indigenous	2.4	4.4	11.8	22.6	26.1	20.1	12.5	93.1
Tas	Indigenous	1.7	12.7	22.0	24.9	20.9	11.4	6.3	85.5
	Non-Indigenous	1.3	6.0	11.4	20.8	25.0	20.5	15.0	92.7
ACT	Indigenous	4.6	9.5	20.0	25.2	23.6	12.5	4.6	85.9
	Non-Indigenous	1.8	2.3	7.8	18.0	24.6	24.9	20.6	95.9
NT	Indigenous	3.7	61.5	15.9	10.7	5.6	2.1	0.5	34.8
	Non-Indigenous	1.4	4.9	12.2	23.9	27.5	19.5	10.7	93.7
Aust	Indigenous	2.9	21.6	23.0	24.9	17.2	7.8	2.6	75.5
	Non-Indigenous	1.8	3.1	9.6	20.4	26.5	22.2	16.5	95.1

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE Mean scale score / (S.D.)</b>	511.2 (81.7)	510.4 (74.8)	498.2 (84.0)	501.7 (84.7)	491.9 (80.2)	510.7 (78.0)	515.7 (77.2)	371.8 (118.4)	505.0 (83.5)
<b>Non-LBOTE Mean scale score / (S.D.)</b>	505.9 (76.5)	516.3 (70.2)	503.4 (73.4)	501.1 (76.0)	494.7 (73.7)	495.5 (80.6)	521.1 (75.1)	484.4 (78.8)	506.4 (74.4)

Table 5.R4: Achievement of Year 5 Students in Reading, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	2.3	4.1	10.9	19.4	23.8	20.6	19.0	93.6
	Non-LBOTE	1.3	4.1	10.8	20.7	26.0	21.4	15.7	94.6
Vic	LBOTE	3.4	2.7	9.7	20.9	25.8	20.8	16.6	93.9
	Non-LBOTE	2.4	1.8	7.7	19.6	27.8	23.6	17.1	95.8
Qld	LBOTE	1.8	7.1	12.4	20.1	23.3	19.0	16.3	91.2
	Non-LBOTE	1.3	3.8	10.8	21.6	26.8	21.4	14.2	94.8
WA	LBOTE	1.8	6.6	10.7	19.1	24.6	21.0	16.2	91.6
	Non-LBOTE	1.1	5.0	10.7	21.3	26.7	21.2	14.0	93.9
SA	LBOTE	4.6	6.8	12.5	21.8	23.2	18.5	12.6	88.6
	Non-LBOTE	2.1	5.0	12.5	23.0	26.1	19.5	11.7	92.9
Tas	LBOTE	2.4	4.3	10.1	17.2	25.4	23.2	17.4	93.3
	Non-LBOTE	1.2	6.8	12.5	21.6	24.6	19.3	14.0	92.0
ACT	LBOTE	3.7	2.9	9.0	18.7	24.8	22.4	18.4	93.4
	Non-LBOTE	1.3	2.4	7.9	18.1	24.6	25.2	20.5	96.3
NT	LBOTE	2.7	52.2	13.0	12.1	10.0	6.7	3.3	45.1
	Non-LBOTE	1.8	7.9	14.0	23.1	26.0	17.7	9.6	90.4
Aust	LBOTE	2.6	5.3	10.8	19.8	24.1	20.2	17.1	92.0
	Non-LBOTE	1.6	3.7	10.2	20.9	26.6	21.8	15.2	94.7

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, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	514.7	1.7	3.4	9.6	19.0	24.9	22.2	19.2	94.9
	Inner Regional	492.9	1.5	5.3	13.1	23.1	26.6	19.1	11.3	93.2
	Outer Regional	478.8	1.2	7.5	16.0	25.8	25.7	16.0	7.8	91.3
	Remote	462.0	2.2	11.7	20.9	25.4	20.6	13.4	5.9	86.1
	Very Remote	439.5	2.5	18.8	21.8	25.5	20.0	8.1	3.3	78.7
Vic	Major Cities	518.6	2.8	1.9	7.7	19.0	26.9	23.4	18.5	95.4
	Inner Regional	503.1	2.5	2.6	10.1	22.8	28.5	21.2	12.3	94.9
	Outer Regional	501.6	2.8	3.0	10.5	22.9	27.7	20.9	12.2	94.2
	Remote	501.5	0.0	2.6	15.9	19.0	19.5	33.3	9.7	97.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	510.6	1.3	3.1	9.5	20.3	26.4	22.5	16.8	95.6
	Inner Regional	494.5	1.6	4.6	12.6	23.3	26.9	19.7	11.3	93.7
	Outer Regional	490.8	1.4	5.8	13.3	23.3	26.6	18.8	10.8	92.9
	Remote	471.6	1.2	11.0	16.2	24.1	23.3	16.4	7.8	87.8
	Very Remote	430.1	2.3	27.6	21.1	20.7	15.2	8.9	4.3	70.1
WA	Major Cities	507.6	1.3	3.8	10.0	20.3	26.8	21.9	15.9	94.9
	Inner Regional	486.4	0.8	6.6	13.7	24.4	26.4	18.7	9.4	92.6
	Outer Regional	481.2	1.2	8.8	15.0	23.6	24.5	17.2	9.8	90.1
	Remote	465.5	0.6	14.4	16.7	22.5	22.6	15.2	7.9	84.9
	Very Remote	403.1	0.4	39.2	19.8	18.3	13.1	6.6	2.5	60.4
SA	Major Cities	500.0	2.8	4.3	11.4	22.2	25.5	20.1	13.6	92.9
	Inner Regional	491.2	1.5	5.1	13.1	23.8	27.2	19.5	9.8	93.4
	Outer Regional	473.1	2.6	8.8	16.7	25.0	25.3	15.2	6.3	88.6
	Remote	482.6	1.8	7.0	14.5	23.7	26.3	19.1	7.6	91.2
	Very Remote	413.5	2.2	35.7	15.7	17.4	17.1	10.1	1.7	62.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	504.9	1.7	5.8	11.2	19.5	24.0	20.4	17.4	92.5
	Outer Regional	486.2	0.4	7.8	13.9	23.7	25.5	18.1	10.5	91.8
	Remote	488.6	1.5	6.1	14.8	23.9	23.6	18.5	11.5	92.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	520.1	1.9	2.5	8.1	18.2	24.6	24.5	20.2	95.6
	Inner Regional	499.1	2.9	2.3	12.0	19.4	32.6	21.1	9.7	94.9
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	483.8	2.3	7.8	14.2	23.8	24.6	17.7	9.6	90.0
	Remote	432.9	3.5	27.2	16.1	19.8	18.9	10.3	4.1	69.3
	Very Remote	312.4	1.7	76.3	10.9	5.3	3.5	1.4	0.8	22.0
Aust	Major Cities	513.2	1.9	3.0	9.2	19.6	26.0	22.5	17.8	95.0
	Inner Regional	496.4	1.8	4.5	12.1	22.9	27.0	19.9	11.8	93.7
	Outer Regional	486.2	1.6	6.7	14.1	24.0	26.0	17.9	9.8	91.7
	Remote	464.5	1.5	14.2	16.5	22.9	22.5	15.3	7.1	84.3
	Very Remote	386.2	1.6	45.7	17.2	15.3	11.5	6.0	2.6	52.7

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

# NAPLAN Year 5 Reading

Table 5.R6: Achievement of Year 5 Indigenous Students in Reading, by Geolocation, by State and Territory, 2017.

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	455.1	2.6	12.1	21.3	28.6	21.5	10.0	4.0	85.3
	Inner Regional	444.0	2.5	14.9	25.0	28.4	18.2	8.4	2.5	82.6
	Outer Regional	435.1	2.4	19.1	26.0	27.0	16.4	7.2	1.9	78.5
	Remote	421.1	5.3	21.6	29.2	25.5	12.2	5.4	0.8	73.2
	Very Remote	408.5	2.8	28.5	28.5	22.8	14.6	1.4	1.4	68.7
Vic	Major Cities	466.2	7.0	8.8	17.2	27.7	23.5	10.2	5.6	84.2
	Inner Regional	459.8	5.7	7.2	20.8	31.7	22.5	9.1	3.0	87.1
	Outer Regional	457.3	8.1	9.2	21.2	27.5	19.1	12.4	2.4	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	460.1	2.5	11.4	20.8	27.1	21.6	11.9	4.7	86.1
	Inner Regional	455.4	2.6	11.6	20.8	29.2	22.3	10.7	2.7	85.7
	Outer Regional	440.6	2.0	17.1	25.1	26.9	18.4	8.0	2.4	80.9
	Remote	406.5	2.3	31.4	26.7	23.7	11.9	3.4	0.6	66.3
	Very Remote	387.0	2.9	43.7	26.3	16.7	8.1	2.2	0.1	53.3
WA	Major Cities	431.8	1.8	20.2	27.9	23.9	17.7	6.9	1.7	78.1
	Inner Regional	422.1	0.9	22.3	31.1	25.1	13.9	5.4	1.3	76.8
	Outer Regional	406.4	1.6	31.4	29.8	21.8	12.2	2.7	0.5	67.1
	Remote	394.9	0.7	39.0	27.1	19.6	9.7	3.0	1.0	60.3
	Very Remote	354.5	0.4	61.0	22.2	11.5	3.6	1.1	0.1	38.5
SA	Major Cities	440.7	6.1	16.4	23.8	25.8	17.5	8.1	2.2	77.5
	Inner Regional	439.8	2.3	17.7	24.2	24.2	20.9	9.3	1.4	80.0
	Outer Regional	412.0	6.4	28.5	27.7	23.7	8.7	4.0	1.0	65.2
	Remote	413.3	5.0	26.0	30.5	21.0	10.0	6.0	1.5	69.0
	Very Remote	359.4	3.4	57.0	19.8	11.7	5.7	1.8	0.5	39.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	463.1	2.8	11.2	22.2	24.1	19.5	13.4	6.9	86.0
	Outer Regional	453.6	0.4	14.5	22.0	26.6	22.3	8.7	5.5	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	465.1	4.2	9.9	19.6	25.1	23.0	13.2	4.8	85.8
	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	426.6	6.8	22.5	23.1	23.7	15.3	6.7	1.9	70.7
	Remote	370.7	4.8	50.2	21.6	14.9	6.3	1.9	0.2	45.0
	Very Remote	295.1	1.9	83.3	10.5	3.3	0.9	0.2	0.0	14.8
Aust	Major Cities	453.2	3.1	13.1	21.9	27.1	20.9	10.0	3.9	83.8
	Inner Regional	449.0	2.9	13.3	23.5	28.4	19.7	9.3	2.9	83.9
	Outer Regional	434.6	3.0	19.6	25.4	26.0	16.7	7.2	2.2	77.4
	Remote	395.7	2.8	37.5	25.8	20.0	9.8	3.3	0.8	59.7
	Very Remote	340.9	1.9	64.1	18.6	10.0	4.2	1.1	0.1	34.0

[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, 2017.

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	516.5	1.7	3.1	9.2	18.7	25.0	22.6	19.7	95.2
	Inner Regional	498.8	1.4	4.1	11.6	22.5	27.6	20.4	12.3	94.5
	Outer Regional	488.0	1.0	5.0	13.9	25.5	27.6	17.8	9.1	94.0
	Remote	490.1	0.0	4.6	15.1	25.2	25.9	19.5	9.7	95.4
	Very Remote	488.2	2.4	3.3	11.4	31.0	27.1	17.6	7.1	94.3
Vic	Major Cities	519.1	2.6	1.8	7.6	18.9	26.9	23.5	18.7	95.6
	Inner Regional	504.6	2.4	2.4	9.7	22.5	28.7	21.6	12.6	95.2
	Outer Regional	504.8	2.4	2.5	9.7	22.6	28.3	21.5	13.0	95.1
	Remote	498.9	0.0	2.7	16.8	18.9	19.5	34.6	7.6	97.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	512.7	1.3	2.8	9.1	20.0	26.6	23.0	17.3	96.0
	Inner Regional	498.3	1.5	3.9	11.8	22.7	27.4	20.6	12.1	94.5
	Outer Regional	499.9	1.3	3.7	11.1	22.6	28.1	20.8	12.3	95.0
	Remote	497.1	0.7	3.0	11.9	24.3	27.8	21.6	10.7	96.3
	Very Remote	489.6	1.4	5.2	13.6	26.3	25.2	18.1	10.2	93.4
WA	Major Cities	510.8	1.3	3.2	9.2	20.0	27.2	22.5	16.6	95.6
	Inner Regional	490.0	0.7	5.5	12.7	24.7	27.2	19.6	9.6	93.8
	Outer Regional	493.2	1.1	5.1	12.5	23.8	26.6	19.5	11.2	93.8
	Remote	494.9	0.6	4.6	11.9	23.5	28.0	20.4	11.0	94.8
	Very Remote	474.2	0.4	6.2	16.7	29.5	27.6	13.6	6.1	93.4
SA	Major Cities	502.4	2.6	3.9	10.9	22.0	25.8	20.7	14.1	93.4
	Inner Regional	493.7	1.5	4.5	12.6	23.8	27.2	20.1	10.3	94.0
	Outer Regional	478.2	2.3	7.0	15.8	25.3	26.5	16.3	6.7	90.7
	Remote	488.2	1.4	5.6	13.3	23.5	27.1	20.7	8.2	92.9
	Very Remote	473.4	1.2	11.2	11.2	23.8	30.0	19.5	3.1	87.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	504.6	1.7	5.6	10.8	19.6	24.6	20.9	16.7	92.7
	Outer Regional	490.7	0.4	6.8	12.8	23.3	25.9	19.7	11.1	92.8
	Remote	491.7	1.7	3.4	15.9	25.5	23.1	19.3	11.0	94.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	521.8	1.8	2.3	7.8	18.0	24.6	24.9	20.7	95.9
	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	496.5	1.2	4.3	12.2	23.8	26.8	20.3	11.5	94.5
	Remote	486.6	2.3	6.7	11.4	24.3	30.1	17.6	7.6	91.0
	Very Remote	476.5	0.0	9.5	15.3	24.0	28.5	13.5	9.3	90.5
Aust	Major Cities	515.0	1.9	2.7	8.8	19.3	26.1	22.9	18.3	95.4
	Inner Regional	500.1	1.7	3.8	11.2	22.5	27.6	20.8	12.4	94.5
	Outer Regional	494.6	1.4	4.5	12.3	23.7	27.5	19.7	11.0	94.1
	Remote	492.9	1.0	4.6	12.5	23.9	27.7	20.5	9.9	94.4
	Very Remote	481.3	0.9	6.6	14.4	27.1	26.9	16.1	7.9	92.5

[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, 2017.

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>	546.2	1.1	0.7	4.0	12.5	23.1	28.6	30.1	98.2
	<i>Diploma</i>	501.4	1.3	3.1	10.5	22.6	29.4	21.4	11.7	95.6
	<i>Certificate</i>	479.5	1.5	5.8	15.8	26.8	27.9	15.6	6.6	92.7
	<i>Year 12</i>	482.1	2.2	6.2	15.0	25.7	27.1	16.1	7.8	91.6
	<i>Year 11</i>	447.4	4.0	13.7	23.2	28.5	19.4	8.3	2.9	82.4
	<i>Not stated (4%)</i>	498.1	3.5	6.1	12.6	20.4	24.7	18.4	14.4	90.5
Vic	<i>Bachelor</i>	542.8	1.4	0.6	3.6	12.8	25.3	28.7	27.6	98.0
	<i>Diploma</i>	506.1	2.5	1.8	8.4	22.9	30.2	22.0	12.2	95.7
	<i>Certificate</i>	491.7	2.8	2.8	11.7	26.3	30.3	18.4	7.7	94.4
	<i>Year 12</i>	491.6	3.5	3.4	11.8	25.9	28.6	18.2	8.6	93.1
	<i>Year 11</i>	465.5	7.9	6.6	19.0	28.7	23.0	11.1	3.7	85.5
	<i>Not stated (3%)</i>	522.7	4.9	2.1	7.3	17.0	24.2	24.8	19.7	93.0
Qld	<i>Bachelor</i>	539.7	0.6	0.8	4.2	13.7	25.8	27.6	27.3	98.6
	<i>Diploma</i>	501.9	1.1	2.8	10.2	23.0	28.9	22.2	11.8	96.1
	<i>Certificate</i>	487.6	1.3	4.7	13.5	25.5	28.2	18.7	8.0	94.0
	<i>Year 12</i>	482.8	1.6	6.1	14.5	26.3	26.3	17.8	7.5	92.3
	<i>Year 11</i>	448.7	3.0	13.7	22.8	28.1	20.2	9.5	2.7	83.3
	<i>Not stated (7%)</i>	480.1	3.3	8.3	15.5	23.5	23.8	16.2	9.4	88.4
WA	<i>Bachelor</i>	537.6	0.8	1.1	4.5	13.4	26.0	28.3	25.9	98.2
	<i>Diploma</i>	498.1	0.9	3.7	10.4	23.2	30.4	20.6	10.8	95.4
	<i>Certificate</i>	481.7	1.0	5.9	14.3	26.8	28.3	17.0	6.8	93.1
	<i>Year 12</i>	479.4	1.3	7.7	14.6	26.2	26.4	16.2	7.7	91.1
	<i>Year 11</i>	440.9	2.3	16.9	23.7	27.1	19.0	8.4	2.5	80.7
	<i>Not stated (11%)</i>	476.7	2.1	11.9	14.2	21.8	22.6	17.3	10.1	86.0
SA	<i>Bachelor</i>	529.7	1.4	1.3	5.6	16.0	26.0	26.9	22.7	97.2
	<i>Diploma</i>	492.1	2.0	4.2	12.7	24.5	27.5	20.0	9.2	93.9
	<i>Certificate</i>	480.6	2.0	5.3	15.1	27.4	27.6	16.2	6.4	92.7
	<i>Year 12</i>	479.5	3.2	6.3	15.8	24.8	26.7	16.8	6.5	90.6
	<i>Year 11</i>	444.7	5.7	14.4	22.2	28.1	19.3	8.5	1.8	80.0
	<i>Not stated (9%)</i>	471.3	5.2	11.1	15.6	24.0	22.0	13.5	8.5	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 5 Reading

Table 5.R8 (cont.): Achievement of Year 5 Students in Reading, by Parental Education, by State and Territory, 2017.

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>	545.0	0.7	1.3	4.2	11.8	23.0	28.5	30.5	97.9
	<i>Diploma</i>	509.5	0.4	3.4	8.7	19.9	28.2	23.7	15.7	96.2
	<i>Certificate</i>	482.6	1.4	6.8	14.0	25.1	27.6	17.5	7.6	91.8
	<i>Year 12</i>	473.7	1.7	9.6	16.4	26.9	22.7	14.6	8.1	88.7
	<i>Year 11</i>	444.0	1.6	16.8	23.9	26.9	18.8	8.8	3.2	81.6
	<i>Not stated (8%)</i>	519.1	2.9	4.3	9.8	18.0	23.3	18.1	23.6	92.7
ACT	<i>Bachelor</i>	541.1	1.7	0.7	4.4	13.3	23.8	28.7	27.3	97.6
	<i>Diploma</i>	504.1	1.3	1.9	9.6	24.3	29.0	21.9	11.9	96.8
	<i>Certificate</i>	480.5	1.8	6.0	15.9	26.4	25.9	17.1	6.9	92.2
	<i>Year 12</i>	498.4	2.5	5.1	11.3	22.4	25.3	20.7	12.7	92.4
	<i>Year 11</i>	474.9	4.6	9.8	16.4	27.1	19.0	12.8	10.3	85.7
	<i>Not stated (5%)</i>	515.4	2.2	2.3	10.9	18.7	24.0	22.9	19.0	95.5
NT	<i>Bachelor</i>	511.7	1.8	4.2	8.5	18.1	27.0	23.7	16.7	94.0
	<i>Diploma</i>	478.0	1.8	8.5	12.9	25.8	26.9	17.5	6.5	89.7
	<i>Certificate</i>	446.0	1.8	17.8	18.5	23.9	22.0	12.5	3.5	80.4
	<i>Year 12</i>	427.9	3.3	24.8	16.4	22.6	21.3	8.2	3.4	71.9
	<i>Year 11</i>	335.1	2.7	65.5	14.6	10.0	5.0	1.8	0.4	31.8
	<i>Not stated (15%)</i>	381.3	3.7	46.5	13.7	16.6	10.6	6.0	2.9	49.7
Aust	<i>Bachelor</i>	541.8	1.1	0.8	4.1	13.1	24.7	28.3	27.9	98.1
	<i>Diploma</i>	501.8	1.6	2.8	10.0	22.9	29.4	21.6	11.6	95.6
	<i>Certificate</i>	484.3	1.8	5.0	14.1	26.3	28.4	17.2	7.2	93.3
	<i>Year 12</i>	483.7	2.3	5.9	14.1	25.8	27.0	17.1	7.8	91.8
	<i>Year 11</i>	447.7	4.5	14.0	21.9	27.7	19.9	9.1	2.9	81.5
	<i>Not stated (6%)</i>	485.9	3.5	9.1	13.4	21.3	23.2	17.5	12.1	87.4

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 5 Reading

Table 5.R9: Achievement of Year 5 Students in Reading, by Parental Occupation, by State and Territory, 2017.

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	546.7	0.8	0.7	4.1	12.5	22.9	28.3	30.8	98.6
	Group 2	521.0	1.0	1.8	7.3	18.1	27.7	25.3	18.9	97.3
	Group 3	491.9	1.2	4.1	12.9	25.1	28.8	18.4	9.6	94.7
	Group 4	471.4	2.0	7.9	18.3	27.5	24.8	13.1	6.3	90.0
	Not in paid work	453.8	5.2	12.9	21.7	26.5	19.6	9.7	4.5	82.0
	Not stated (5%)	497.9	3.2	5.7	12.5	20.7	24.8	19.1	13.9	91.0
Vic	Group 1	547.5	1.0	0.4	3.1	11.6	24.6	29.3	29.9	98.5
	Group 2	524.3	1.4	1.0	5.5	18.0	28.7	26.5	18.9	97.6
	Group 3	502.0	1.9	2.0	9.5	24.0	30.8	20.8	10.9	96.1
	Group 4	487.8	3.6	3.8	13.2	26.6	28.1	16.7	8.0	92.7
	Not in paid work	473.7	8.8	5.9	17.1	26.6	23.3	12.4	6.0	85.4
	Not stated (2%)	515.3	5.9	2.4	8.4	19.3	24.0	22.8	17.2	91.7
Qld	Group 1	539.9	0.7	0.9	4.1	13.6	25.7	27.6	27.4	98.5
	Group 2	515.6	0.8	1.7	7.8	19.7	28.5	24.7	16.7	97.4
	Group 3	493.3	1.2	3.9	12.2	25.0	28.2	19.9	9.7	95.0
	Group 4	475.4	1.9	7.1	16.8	27.3	25.3	15.3	6.4	91.1
	Not in paid work	454.9	2.7	13.5	21.8	25.8	20.6	11.1	4.6	83.8
	Not stated (15%)	481.1	2.7	7.6	15.2	24.0	25.0	16.6	8.8	89.7
WA	Group 1	536.3	0.6	1.3	4.8	13.8	25.8	28.0	25.7	98.1
	Group 2	510.3	0.7	2.8	8.6	20.1	29.3	23.0	15.4	96.5
	Group 3	489.2	0.9	4.6	12.7	25.6	29.0	18.9	8.3	94.5
	Group 4	471.7	1.2	9.0	16.7	27.1	25.1	14.8	6.2	89.8
	Not in paid work	448.5	3.2	17.1	21.3	23.9	19.1	9.9	5.5	79.7
	Not stated (18%)	477.2	2.0	10.5	15.1	23.1	23.1	16.6	9.6	87.5
SA	Group 1	530.8	1.0	1.3	5.9	15.7	25.7	26.5	23.8	97.7
	Group 2	505.7	1.4	2.3	9.9	22.4	28.0	22.5	13.4	96.2
	Group 3	486.9	1.6	4.5	13.3	26.3	28.3	18.3	7.5	93.8
	Group 4	473.6	2.7	7.6	16.2	26.9	25.8	15.2	5.6	89.7
	Not in paid work	457.9	7.3	11.2	20.0	25.9	20.4	11.1	4.1	81.5
	Not stated (16%)	464.8	5.3	11.6	17.6	24.8	21.6	12.8	6.3	83.1

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 5 Reading

Table 5.R9 (cont.): Achievement of Year 5 Students in Reading, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 4	Band 5	Band 6	Band 7	
Tas	Group 1	542.8	0.7	1.4	4.7	12.6	23.2	27.5	30.0	98.0
	Group 2	510.1	0.4	3.7	9.2	19.0	27.2	24.7	15.8	95.8
	Group 3	490.5	1.0	5.1	12.5	25.1	27.9	18.1	10.3	93.8
	Group 4	465.9	1.2	11.5	17.8	26.1	24.1	13.7	5.5	87.2
	Not in paid work	441.8	4.2	18.1	23.3	24.8	17.4	8.3	3.8	77.6
	Not stated (11%)	503.7	2.1	5.8	12.9	21.2	22.7	16.8	18.5	92.1
ACT	Group 1	542.5	1.5	0.8	4.6	13.5	23.1	27.7	28.8	97.8
	Group 2	521.0	1.7	1.7	6.7	18.0	26.7	26.8	18.3	96.5
	Group 3	492.8	1.0	4.3	13.0	24.5	27.2	20.4	9.6	94.7
	Group 4	470.0	3.0	8.7	18.2	26.2	22.8	15.7	5.3	88.3
	Not in paid work	479.2	6.2	6.7	16.4	26.3	21.6	14.4	8.5	87.1
	Not stated (15%)	506.3	2.7	3.8	10.3	20.9	25.0	21.7	15.6	93.5
NT	Group 1	513.4	1.9	4.6	8.0	17.6	26.3	23.8	17.7	93.5
	Group 2	486.0	1.4	6.3	12.9	24.5	28.6	18.4	7.9	92.3
	Group 3	456.7	2.3	13.7	16.7	25.9	24.7	12.5	4.3	84.0
	Group 4	411.9	2.8	32.4	17.9	18.7	15.0	9.9	3.3	64.8
	Not in paid work	349.6	2.8	59.2	16.3	11.8	6.4	2.6	1.0	38.0
	Not stated (23%)	365.3	2.8	53.8	13.0	13.5	9.1	5.5	2.2	43.4
Aust	Group 1	543.0	0.8	0.8	4.1	12.9	24.4	28.2	28.7	98.4
	Group 2	518.3	1.1	1.8	7.3	18.9	28.3	25.1	17.6	97.2
	Group 3	493.8	1.4	3.7	11.9	24.9	29.1	19.3	9.7	94.9
	Group 4	476.2	2.4	7.0	16.3	27.0	25.8	14.8	6.7	90.6
	Not in paid work	457.9	5.8	11.9	20.0	25.9	20.6	10.7	5.0	82.3
	Not stated (9%)	481.6	3.1	9.1	14.3	22.6	23.6	16.8	10.4	87.7

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 5 Writing

Figure 5.W1: Achievement of Year 5 Students in Writing, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	477.6 (62.3)	485.6 (56.3)	461.5 (65.1)	468.6 (66.5)	455.5 (64.6)	465.2 (68.5)	479.4 (60.4)	395.4 (116.8)	472.5 (64.4)

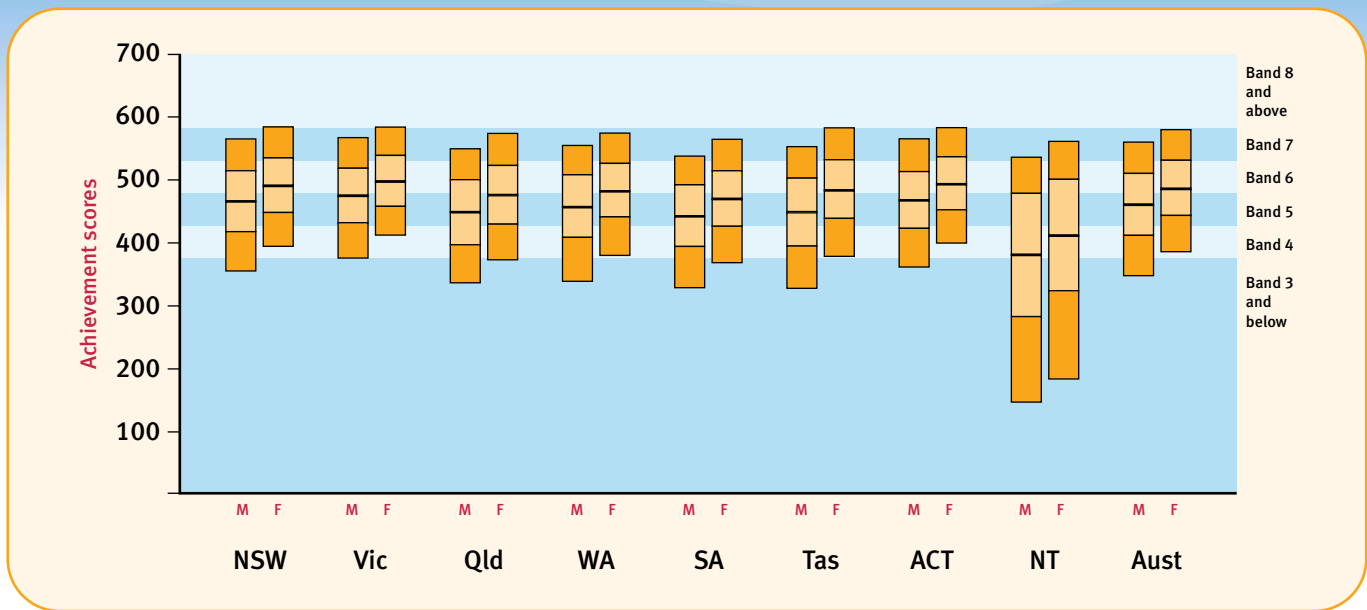
Table 5.W1: Achievement of Year 5 Students in Writing, by State and Territory, 2017.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 3 and below		Band 4	Band 5	Band 6	Band 7	
NSW	10yrs 7mths 5yrs 4mths	97.3	1.7	1.0	1.7	5.3	12.0	30.1	33.4	13.5	4.1	93.0
Vic	10yrs 9mths 5yrs 4mths	95.2	2.6	2.2	2.7	3.1	9.3	29.7	36.1	15.1	4.1	94.2
Qld	10yrs 5mths 5yrs 4mths	93.1	2.3	4.6	1.5	8.8	17.1	32.0	28.1	9.9	2.7	89.7
WA	10yrs 4mths 5yrs 4mths	95.8	2.9	1.3	1.2	7.4	13.3	31.3	32.7	11.4	2.8	91.4
SA	10yrs 7mths 5yrs 4mths	93.8	3.3	2.9	2.6	9.4	17.5	34.5	26.2	7.9	1.8	88.0
Tas	10yrs 10mths 5yrs 4mths	94.8	2.8	2.4	1.3	9.1	14.9	30.9	28.9	11.5	3.4	89.6
ACT	10yrs 7mths 5yrs 4mths	94.3	2.0	3.6	1.9	4.5	11.4	30.5	34.2	13.5	3.9	93.6
NT	10yrs 6mths 5yrs 4mths	89.1	9.4	1.4	2.4	35.2	16.5	21.2	16.7	6.1	2.0	62.5
Aust	10yrs 7mths 5yrs 4mths	95.3	2.4	2.3	1.9	6.4	13.0	30.7	32.1	12.4	3.4	91.7

[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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Male</b> Mean scale score / (S.D.)	465.5 (64.4)	474.4 (57.8)	448.3 (66.3)	456.3 (69.9)	441.7 (66.2)	448.3 (70.3)	467.2 (62.1)	380.1 (117.7)	460.1 (66.3)
<b>Female</b> Mean scale score / (S.D.)	490.2 (57.4)	497.1 (52.3)	475.5 (60.9)	481.6 (60.2)	469.3 (59.9)	483.1 (61.8)	492.9 (55.4)	410.8 (113.9)	485.4 (59.7)

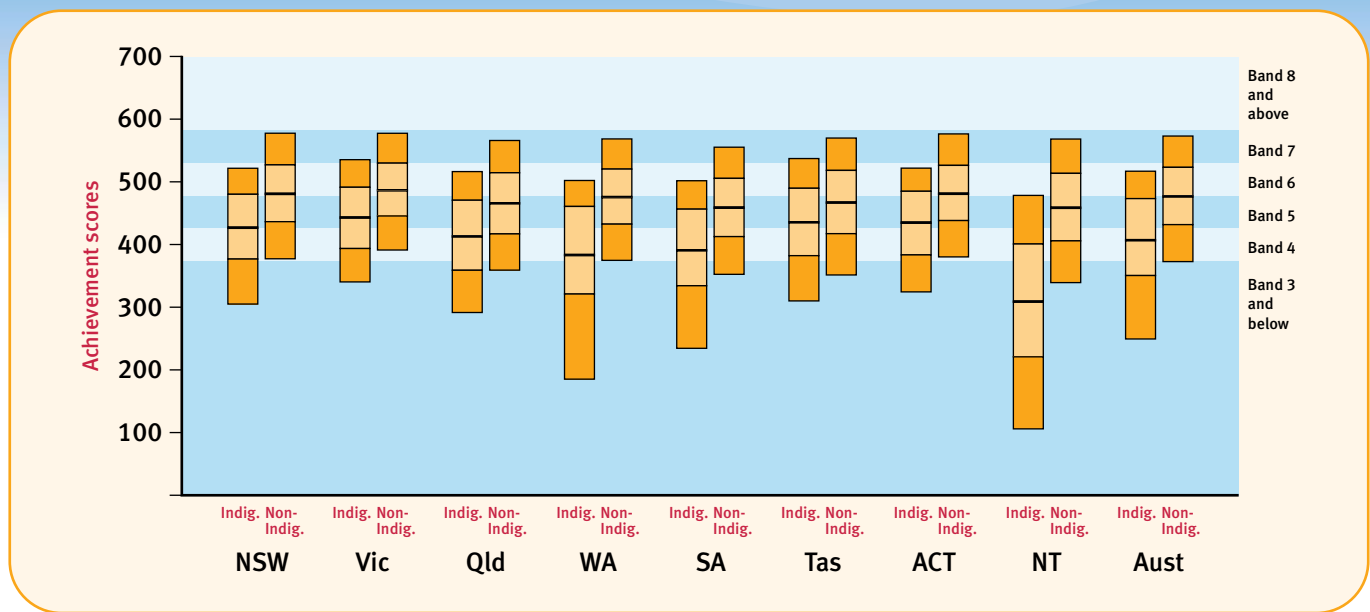
Table 5.W2: Achievement of Year 5 Students in Writing, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	2.2	7.8	15.2	31.9	29.9	10.3	2.8	90.0
	Female	1.1	2.7	8.7	28.2	37.1	16.8	5.4	96.1
Vic	Male	3.6	4.7	12.3	32.5	32.7	11.3	2.9	91.8
	Female	1.8	1.4	6.0	26.7	39.7	19.0	5.3	96.7
Qld	Male	1.9	12.2	20.6	32.5	24.0	7.0	1.6	85.8
	Female	0.9	5.2	13.3	31.4	32.4	13.0	3.8	93.9
WA	Male	1.5	10.2	16.5	32.5	28.6	8.7	1.9	88.2
	Female	0.8	4.4	9.9	30.0	36.9	14.2	3.8	94.8
SA	Male	3.4	13.1	21.1	34.5	21.6	5.2	1.0	83.5
	Female	1.7	5.8	13.9	34.4	31.0	10.8	2.5	92.5
Tas	Male	1.8	13.4	19.0	31.6	24.7	7.7	1.8	84.8
	Female	0.8	4.5	10.6	30.1	33.4	15.5	5.1	94.6
ACT	Male	2.5	6.5	14.4	33.7	30.5	9.6	2.8	91.0
	Female	1.3	2.3	8.1	26.9	38.4	18.0	5.1	96.5
NT	Male	3.2	39.3	17.7	20.2	13.8	4.4	1.3	57.4
	Female	1.5	30.9	15.3	22.1	19.6	7.9	2.7	67.6
Aust	Male	2.5	9.0	16.3	32.3	28.4	9.2	2.3	88.5
	Female	1.3	3.7	9.6	29.1	36.1	15.7	4.6	95.1

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	426.7 (67.8)	442.9 (61.5)	412.8 (71.2)	383.1 (91.4)	390.7 (84.0)	435.4 (71.6)	434.8 (63.2)	308.8 (111.1)	406.8 (84.1)
Non-Indigenous Mean scale score / (S.D.)	480.7 (60.5)	486.4 (55.9)	465.7 (62.9)	475.5 (59.3)	458.7 (62.1)	466.8 (66.9)	480.9 (59.7)	458.5 (72.0)	476.6 (60.7)

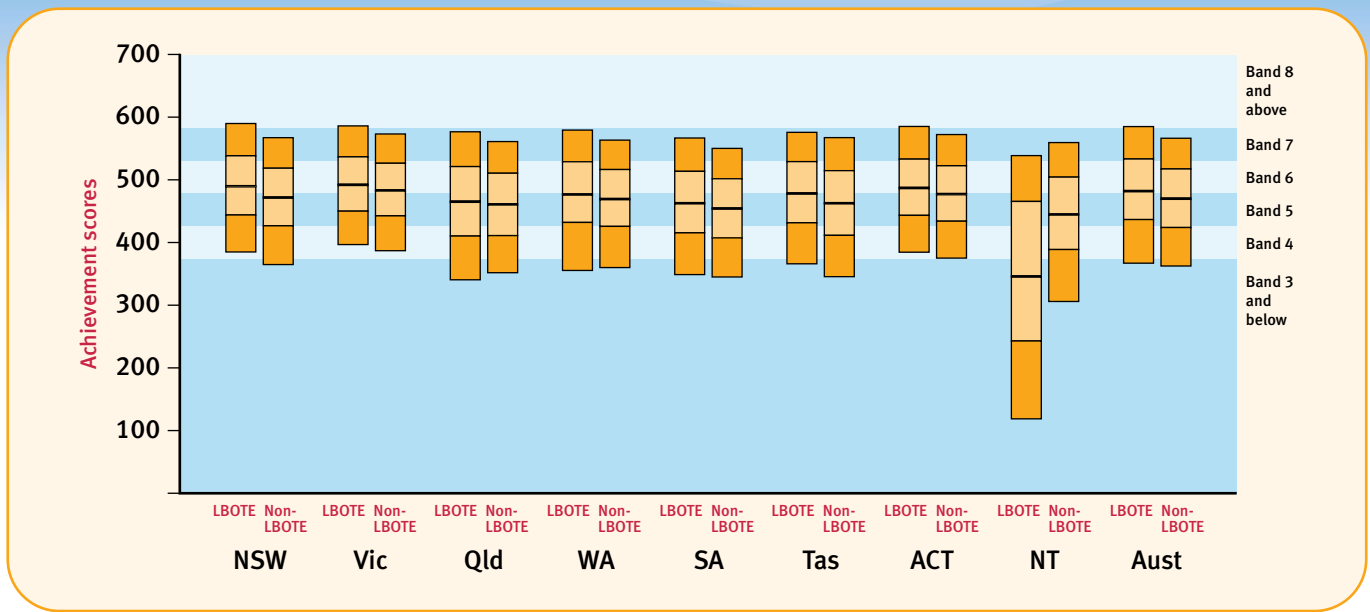
Table 5.W3: Achievement of Year 5 Students in Writing, by Indigenous Status, by State and Territory, 2017.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.6	18.5	25.1	33.2	17.0	3.1	0.5	78.9
	Non-Indigenous	1.6	4.5	11.2	29.9	34.4	14.1	4.2	93.9
Vic	Indigenous	6.6	12.1	21.1	33.6	21.0	5.0	0.6	81.3
	Non-Indigenous	2.6	2.9	9.1	29.6	36.4	15.3	4.1	94.5
Qld	Indigenous	2.5	25.9	27.3	28.4	12.8	2.6	0.5	71.6
	Non-Indigenous	1.4	7.3	16.2	32.3	29.4	10.5	2.9	91.3
WA	Indigenous	1.3	39.6	23.2	23.7	10.8	1.3	0.1	59.1
	Non-Indigenous	1.2	4.8	12.4	31.8	34.5	12.2	3.1	94.0
SA	Indigenous	5.5	33.6	26.4	23.8	8.6	1.6	0.4	60.8
	Non-Indigenous	2.4	8.3	17.0	34.9	27.1	8.3	1.9	89.3
Tas	Indigenous	1.7	16.4	22.0	33.1	20.4	5.0	1.3	81.9
	Non-Indigenous	1.3	8.5	14.4	31.1	29.9	11.6	3.3	90.1
ACT	Indigenous	4.6	16.0	21.3	34.1	20.5	3.1	0.5	79.4
	Non-Indigenous	1.8	4.2	11.1	30.4	34.7	13.9	4.0	94.0
NT	Indigenous	3.7	68.4	14.3	8.7	3.7	0.9	0.2	27.9
	Non-Indigenous	1.4	10.5	18.1	30.4	26.3	10.1	3.3	88.2
Aust	Indigenous	2.9	27.8	24.3	28.0	13.8	2.7	0.5	69.3
	Non-Indigenous	1.8	5.1	12.3	30.9	33.3	13.0	3.6	93.1

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE Mean scale score / (S.D.)</b>	489.7 (61.8)	491.9 (56.8)	465.0 (72.2)	476.6 (72.7)	462.6 (69.9)	478.1 (63.8)	486.9 (60.6)	345.7 (127.2)	481.9 (68.7)
<b>Non-LBOTE Mean scale score / (S.D.)</b>	471.6 (61.7)	483.1 (55.9)	460.8 (64.0)	469.2 (63.7)	454.1 (63.2)	462.6 (68.3)	477.1 (60.1)	444.7 (79.9)	469.8 (62.3)

Table 5.W4: Achievement of Year 5 Students in Writing, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	2.3	3.6	9.5	26.6	34.8	17.0	6.3	94.1
	Non-LBOTE	1.3	6.2	13.3	31.8	32.7	11.7	3.0	92.5
Vic	LBOTE	3.5	2.3	8.1	27.6	36.1	16.9	5.5	94.2
	Non-LBOTE	2.4	3.4	9.8	30.5	36.1	14.3	3.5	94.2
Qld	LBOTE	1.8	10.2	15.3	28.7	27.8	12.2	4.1	88.0
	Non-LBOTE	1.4	8.6	17.4	32.5	28.1	9.5	2.4	90.0
WA	LBOTE	1.8	6.9	10.8	27.4	34.0	14.6	4.5	91.3
	Non-LBOTE	1.1	6.7	13.2	32.2	33.1	11.1	2.6	92.2
SA	LBOTE	4.6	8.4	14.6	31.5	27.7	10.4	2.8	86.9
	Non-LBOTE	2.1	9.6	18.2	35.1	26.0	7.4	1.6	88.3
Tas	LBOTE	2.4	5.9	11.7	28.6	32.4	14.9	4.1	91.7
	Non-LBOTE	1.2	9.6	15.4	31.4	28.6	10.7	3.0	89.1
ACT	LBOTE	3.7	3.7	9.5	27.8	34.9	15.2	5.4	92.7
	Non-LBOTE	1.3	4.8	12.0	31.4	34.0	13.1	3.4	93.9
NT	LBOTE	2.7	56.3	13.0	11.6	10.6	4.3	1.7	41.1
	Non-LBOTE	1.8	15.2	19.1	30.1	23.1	8.4	2.4	83.0
Aust	LBOTE	2.7	5.6	10.2	27.2	33.4	15.6	5.3	91.7
	Non-LBOTE	1.7	6.6	13.9	31.9	31.7	11.4	2.8	91.8

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



# NAPLAN Year 5 Writing

Table 5.W5: Achievement of Year 5 Students in Writing, by Geolocation, by State and Territory, 2017.

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	485.2	1.7	4.0	10.1	28.3	35.2	15.6	5.0	94.3
	Inner Regional	459.3	1.6	8.3	16.4	34.8	29.3	8.2	1.5	90.2
	Outer Regional	447.4	1.2	11.2	20.2	35.6	25.4	5.5	0.8	87.5
	Remote	436.2	2.2	15.6	24.9	31.8	19.1	5.3	1.0	82.2
	Very Remote	434.7	2.5	15.4	25.1	32.9	19.2	4.5	0.5	82.1
Vic	Major Cities	490.9	2.8	2.5	7.9	27.9	37.2	16.8	4.8	94.8
	Inner Regional	470.4	2.5	4.9	13.1	34.8	32.8	10.0	1.9	92.6
	Outer Regional	468.2	2.8	4.9	13.8	35.5	32.9	8.4	1.6	92.3
	Remote	473.9	0.0	2.6	15.9	32.8	35.4	11.8	1.5	97.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	469.0	1.4	6.9	15.2	31.3	30.3	11.6	3.3	91.7
	Inner Regional	451.1	1.8	10.6	20.2	33.9	24.8	7.0	1.6	87.6
	Outer Regional	451.8	1.4	11.2	19.6	33.2	25.2	7.7	1.7	87.4
	Remote	434.2	1.2	17.3	21.1	32.1	21.2	5.5	1.6	81.5
	Very Remote	402.3	2.5	32.5	24.2	24.7	12.4	2.6	1.0	65.0
WA	Major Cities	477.6	1.3	4.8	11.6	30.9	34.9	13.0	3.5	93.9
	Inner Regional	454.5	0.8	9.1	18.3	35.3	28.2	7.3	1.0	90.2
	Outer Regional	449.7	1.2	12.2	18.3	32.4	27.1	7.4	1.3	86.6
	Remote	438.1	0.7	17.9	17.4	31.0	25.9	6.2	0.9	81.4
	Very Remote	367.6	0.4	46.5	18.7	19.3	12.4	2.5	0.2	53.1
SA	Major Cities	461.3	2.8	7.8	16.0	34.4	27.9	9.0	2.1	89.4
	Inner Regional	450.8	1.4	9.8	20.6	36.9	23.9	6.2	1.3	88.8
	Outer Regional	436.5	2.6	15.0	22.9	33.5	20.9	4.5	0.7	82.4
	Remote	437.8	1.8	14.9	20.5	36.3	21.1	4.6	0.8	83.3
	Very Remote	373.2	2.2	38.8	17.9	22.4	15.3	3.4	0.1	59.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	469.8	1.7	8.4	13.7	29.5	29.9	12.8	4.1	89.9
	Outer Regional	455.3	0.4	10.6	17.8	34.1	26.7	8.4	1.9	88.9
	Remote	452.2	1.5	12.1	17.9	31.5	27.3	9.1	0.6	86.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	479.4	1.9	4.5	11.4	30.5	34.2	13.5	3.9	93.6
	Inner Regional	482.7	2.9	2.9	9.1	31.4	34.9	17.1	1.7	94.3
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	446.9	2.3	15.0	18.6	28.8	23.3	9.1	3.0	82.7
	Remote	398.9	3.5	34.2	20.2	20.1	15.9	4.9	1.3	62.4
	Very Remote	282.7	1.7	79.2	9.4	5.6	3.0	0.8	0.3	19.0
Aust	Major Cities	480.9	2.0	4.5	11.1	29.5	34.2	14.3	4.2	93.5
	Inner Regional	460.6	1.8	8.0	16.4	34.3	29.0	8.6	1.8	90.2
	Outer Regional	451.0	1.6	11.2	19.1	33.6	25.8	7.2	1.5	87.2
	Remote	431.5	1.5	19.5	19.7	30.3	22.2	5.6	1.1	79.0
	Very Remote	355.9	1.7	50.2	17.7	17.7	10.0	2.2	0.5	48.1

[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, 2017.

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	437.1	2.7	14.6	22.6	34.8	20.4	4.2	0.8	82.8
	Inner Regional	422.4	2.5	20.2	26.3	32.3	15.4	2.8	0.4	77.3
	Outer Regional	413.1	2.3	23.5	27.6	31.7	13.3	1.5	0.2	74.2
	Remote	403.6	5.3	26.6	30.5	27.5	9.6	0.4	0.1	68.2
	Very Remote	412.9	2.8	22.0	33.5	29.9	10.4	1.4	0.0	75.2
Vic	Major Cities	450.8	7.0	10.1	19.1	32.2	24.4	6.5	0.7	82.9
	Inner Regional	437.9	5.7	13.3	22.4	35.3	19.4	3.3	0.6	81.1
	Outer Regional	433.2	8.1	14.6	22.9	33.6	15.8	4.6	0.3	77.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	425.7	2.5	20.8	25.5	30.4	16.0	4.0	0.8	76.7
	Inner Regional	420.7	2.9	20.1	29.6	31.8	13.1	2.0	0.4	77.0
	Outer Regional	413.3	2.0	26.1	28.3	28.1	12.4	2.6	0.4	71.8
	Remote	372.2	2.3	42.6	25.8	22.1	5.7	1.1	0.5	55.2
	Very Remote	369.1	3.3	48.3	25.2	17.1	5.5	0.5	0.0	48.4
WA	Major Cities	414.9	1.8	23.8	25.2	30.9	16.1	2.1	0.1	74.4
	Inner Regional	399.0	0.9	33.7	25.8	27.7	10.4	1.4	0.0	65.3
	Outer Regional	387.0	1.6	39.8	23.1	24.3	10.4	0.9	0.1	58.6
	Remote	375.1	0.9	45.3	22.4	21.3	8.9	1.2	0.1	53.8
	Very Remote	316.5	0.4	68.6	18.9	9.1	2.7	0.3	0.0	30.9
SA	Major Cities	409.1	5.9	25.2	27.5	28.0	10.7	2.2	0.5	68.9
	Inner Regional	409.2	2.3	30.5	27.0	26.5	12.1	1.4	0.2	67.2
	Outer Regional	382.9	6.8	38.1	28.6	19.7	5.8	0.9	0.3	55.2
	Remote	373.7	5.0	48.0	20.5	21.5	2.0	2.0	1.0	47.0
	Very Remote	299.7	3.4	65.7	16.8	9.2	4.6	0.2	0.0	30.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	435.7	2.8	16.3	21.5	31.6	20.5	5.4	1.9	80.9
	Outer Regional	435.2	0.4	16.6	22.6	35.3	19.9	4.5	0.7	82.9
	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	435.0	4.2	16.2	21.0	34.2	20.6	3.3	0.5	79.5
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	387.3	6.8	35.6	22.8	21.4	10.0	2.7	0.6	57.6
	Remote	336.1	4.8	59.8	20.2	10.5	3.9	0.8	0.1	35.4
	Very Remote	265.1	1.9	86.4	8.1	2.4	0.8	0.2	0.2	11.7
Aust	Major Cities	429.7	3.1	18.1	23.8	32.3	18.2	3.9	0.7	78.8
	Inner Regional	423.1	2.9	20.0	26.5	32.1	15.3	2.7	0.5	77.1
	Outer Regional	408.9	3.0	27.3	26.5	28.1	12.4	2.3	0.3	69.7
	Remote	368.6	2.9	46.0	23.5	19.5	6.9	1.1	0.2	51.2
	Very Remote	312.1	2.0	68.5	16.6	9.3	3.1	0.3	0.1	29.4

[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, 2017.

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	486.8	1.7	3.7	9.7	28.1	35.7	15.9	5.1	94.7
	Inner Regional	463.8	1.4	6.8	15.2	35.2	31.0	8.8	1.6	91.8
	Outer Regional	454.5	1.0	8.6	18.6	36.4	28.0	6.4	1.0	90.3
	Remote	458.1	0.0	7.7	20.9	35.3	25.8	8.6	1.7	92.3
	Very Remote	469.5	2.4	4.3	11.4	40.0	30.5	10.0	1.4	93.3
Vic	Major Cities	491.3	2.6	2.4	7.8	27.9	37.4	17.0	4.9	95.0
	Inner Regional	471.5	2.4	4.6	12.7	34.8	33.3	10.3	1.9	93.0
	Outer Regional	470.6	2.4	4.2	13.1	35.6	34.2	8.8	1.7	93.4
	Remote	473.9	0.0	2.7	14.6	34.1	36.8	10.3	1.6	97.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	470.9	1.3	6.3	14.8	31.3	30.9	11.9	3.4	92.3
	Inner Regional	454.1	1.6	9.7	19.3	34.1	26.0	7.5	1.8	88.7
	Outer Regional	459.0	1.3	8.4	18.0	34.2	27.6	8.7	1.9	90.3
	Remote	458.7	0.7	7.2	19.1	36.2	27.5	7.2	2.0	92.1
	Very Remote	447.8	1.4	10.6	22.6	35.2	22.2	5.5	2.5	88.0
WA	Major Cities	480.4	1.3	4.0	10.9	30.9	35.8	13.5	3.6	94.7
	Inner Regional	458.0	0.7	7.4	17.7	36.1	29.4	7.5	1.1	91.9
	Outer Regional	459.8	1.1	7.7	17.7	33.7	29.9	8.4	1.6	91.2
	Remote	464.4	0.6	6.6	14.8	34.9	33.5	8.3	1.2	92.7
	Very Remote	443.0	0.4	13.2	19.4	34.0	26.8	5.8	0.5	86.4
SA	Major Cities	463.3	2.7	7.3	15.5	34.5	28.6	9.3	2.2	90.1
	Inner Regional	452.8	1.4	8.9	20.2	37.3	24.4	6.5	1.3	89.7
	Outer Regional	440.5	2.2	13.0	22.7	34.8	21.9	4.7	0.7	84.8
	Remote	443.4	1.4	11.9	20.3	37.8	22.8	5.1	0.8	86.7
	Very Remote	450.1	1.2	9.3	19.3	35.5	27.6	6.9	0.2	89.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	470.6	1.7	7.9	13.2	29.9	30.8	12.6	3.8	90.4
	Outer Regional	458.4	0.4	9.7	17.0	34.0	27.8	9.0	2.1	89.9
	Remote	454.4	1.7	11.4	18.3	32.1	27.9	7.9	0.7	86.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	480.8	1.8	4.2	11.1	30.4	34.6	13.8	4.0	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	460.2	1.2	10.2	17.5	30.5	26.4	10.6	3.6	88.5
	Remote	453.2	2.3	11.4	20.1	28.7	26.4	8.6	2.4	86.3
	Very Remote	448.8	0.0	10.3	20.8	36.8	23.8	7.3	1.3	89.8
Aust	Major Cities	482.5	1.9	4.1	10.7	29.5	34.8	14.7	4.4	94.0
	Inner Regional	463.6	1.7	7.0	15.6	34.6	30.2	9.1	1.8	91.3
	Outer Regional	457.9	1.4	8.5	17.8	34.5	28.1	8.0	1.7	90.1
	Remote	457.7	1.0	8.3	17.9	34.9	28.8	7.6	1.5	90.7
	Very Remote	447.4	0.9	11.2	20.3	35.2	24.6	6.3	1.4	87.9

[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, 2017.

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>	502.0	1.1	1.6	5.9	23.9	39.2	20.8	7.5	97.4
	<i>Diploma</i>	475.9	1.3	4.4	11.7	33.2	34.8	12.1	2.6	94.3
	<i>Certificate</i>	459.0	1.6	7.6	16.9	36.1	29.1	7.4	1.4	90.9
	<i>Year 12</i>	464.5	2.3	6.7	15.5	33.9	30.6	9.2	1.8	91.0
	<i>Year 11</i>	434.9	4.0	15.4	22.8	32.9	20.2	3.9	0.7	80.6
	<i>Not stated (4%)</i>	467.5	3.5	8.2	13.7	29.5	30.6	11.1	3.4	88.3
Vic	<i>Bachelor</i>	503.4	1.4	1.2	4.9	23.8	40.2	21.6	6.8	97.3
	<i>Diploma</i>	481.3	2.5	2.9	9.7	32.6	36.8	12.7	2.8	94.6
	<i>Certificate</i>	469.7	2.8	4.7	13.0	35.4	33.1	9.3	1.6	92.5
	<i>Year 12</i>	474.5	3.5	3.5	11.8	34.1	34.7	10.5	1.9	93.0
	<i>Year 11</i>	453.9	7.8	7.9	17.7	34.9	24.9	5.7	1.0	84.2
	<i>Not stated (3%)</i>	489.9	5.0	2.8	9.0	26.8	34.1	17.4	4.9	92.2
Qld	<i>Bachelor</i>	488.7	0.7	2.9	9.6	28.6	36.0	16.6	5.5	96.4
	<i>Diploma</i>	462.4	1.2	7.2	16.9	34.5	29.5	8.9	1.9	91.7
	<i>Certificate</i>	450.1	1.4	10.2	20.7	35.3	24.8	6.4	1.3	88.4
	<i>Year 12</i>	448.4	1.6	11.8	20.7	33.8	24.3	6.5	1.2	86.6
	<i>Year 11</i>	419.1	3.3	22.3	27.5	29.1	14.3	3.1	0.5	74.5
	<i>Not stated (7%)</i>	443.0	3.4	14.2	21.5	30.7	21.9	7.1	1.3	82.4
WA	<i>Bachelor</i>	496.0	0.8	1.8	6.5	26.5	40.4	18.5	5.5	97.4
	<i>Diploma</i>	472.2	0.9	4.6	12.8	34.3	34.7	10.7	2.0	94.4
	<i>Certificate</i>	458.1	1.0	7.5	17.4	36.3	29.8	6.8	1.2	91.5
	<i>Year 12</i>	456.9	1.3	9.1	16.2	34.9	29.3	8.1	1.1	89.6
	<i>Year 11</i>	422.6	2.4	21.1	23.0	31.2	18.5	3.4	0.5	76.6
	<i>Not stated (11%)</i>	447.0	2.1	14.7	16.0	30.0	26.5	8.3	2.3	83.2
SA	<i>Bachelor</i>	481.7	1.4	3.2	10.4	32.5	35.2	13.7	3.6	95.4
	<i>Diploma</i>	457.8	2.0	7.1	17.6	37.7	27.1	7.3	1.3	90.9
	<i>Certificate</i>	445.7	2.0	10.6	21.3	37.5	23.2	4.8	0.7	87.4
	<i>Year 12</i>	446.4	3.2	11.1	20.3	36.7	22.7	5.2	0.8	85.7
	<i>Year 11</i>	415.9	5.7	22.1	26.5	30.3	12.8	2.3	0.2	72.2
	<i>Not stated (9%)</i>	433.5	5.2	16.7	20.7	31.2	19.2	5.4	1.5	78.0

## 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.W8 (cont.): Achievement of Year 5 Students in Writing, by Parental Education, by State and Territory, 2017.

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>	496.0	0.7	2.7	7.0	26.6	36.7	19.5	6.8	96.6
	<i>Diploma</i>	477.3	0.4	5.1	11.1	33.0	34.4	12.2	3.8	94.5
	<i>Certificate</i>	454.3	1.4	10.2	17.4	34.0	28.0	7.7	1.2	88.3
	<i>Year 12</i>	449.1	1.7	14.3	19.2	30.6	22.4	9.0	2.7	84.0
	<i>Year 11</i>	427.9	1.7	19.5	24.2	32.1	17.5	4.1	0.9	78.8
	<i>Not stated (8%)</i>	471.2	2.9	8.3	16.0	27.6	25.5	14.1	5.6	88.8
ACT	<i>Bachelor</i>	492.3	1.7	2.3	7.7	27.5	38.7	17.0	5.1	96.1
	<i>Diploma</i>	470.8	1.3	4.4	14.1	35.5	32.0	10.2	2.5	94.3
	<i>Certificate</i>	454.0	1.8	8.8	18.1	37.3	26.4	6.3	1.4	89.4
	<i>Year 12</i>	468.2	2.7	5.6	16.0	33.1	29.1	11.1	2.4	91.7
	<i>Year 11</i>	449.9	4.6	14.0	19.9	27.8	22.3	7.8	3.5	81.4
	<i>Not stated (5%)</i>	476.9	2.2	6.6	10.6	30.6	32.3	13.8	3.8	91.2
NT	<i>Bachelor</i>	473.7	1.8	7.7	14.5	26.2	30.5	13.9	5.4	90.5
	<i>Diploma</i>	443.7	1.8	15.4	19.8	31.1	22.0	7.8	2.1	82.8
	<i>Certificate</i>	415.9	1.8	26.7	19.7	27.8	17.4	5.6	1.0	71.5
	<i>Year 12</i>	402.1	3.3	28.8	23.3	24.3	17.2	3.0	0.1	67.9
	<i>Year 11</i>	305.0	2.7	71.0	14.0	8.8	2.9	0.4	0.3	26.3
	<i>Not stated (15%)</i>	336.1	3.7	54.1	14.3	14.3	9.7	2.9	1.0	42.2
Aust	<i>Bachelor</i>	497.6	1.1	1.9	6.8	25.7	38.7	19.4	6.4	97.0
	<i>Diploma</i>	472.7	1.6	4.9	12.8	33.7	33.6	11.1	2.4	93.6
	<i>Certificate</i>	457.7	1.8	8.0	17.3	35.7	28.5	7.3	1.3	90.2
	<i>Year 12</i>	459.8	2.4	8.1	16.5	34.1	29.0	8.4	1.5	89.5
	<i>Year 11</i>	429.4	4.6	17.8	22.6	31.5	18.8	3.9	0.7	77.6
	<i>Not stated (6%)</i>	451.6	3.5	12.9	16.6	29.3	25.8	9.4	2.5	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 5 Writing

Table 5.W9: Achievement of Year 5 Students in Writing, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 4	Band 5	Band 6	Band 7	
NSW	Group 1	501.5	0.8	1.7	6.0	24.2	39.2	20.7	7.4	97.5
	Group 2	486.7	1.0	2.9	9.4	29.7	37.2	15.3	4.5	96.2
	Group 3	469.3	1.2	5.4	13.9	34.8	32.5	9.9	2.2	93.4
	Group 4	456.3	2.1	9.1	18.1	34.4	27.0	7.5	1.8	88.8
	Not in paid work	437.3	5.2	15.1	21.9	31.7	20.4	4.8	0.8	79.7
	Not stated (5%)	469.3	3.3	7.6	13.8	29.6	30.3	12.1	3.4	89.2
Vic	Group 1	505.1	1.0	1.1	4.7	23.1	40.4	22.4	7.2	97.9
	Group 2	492.0	1.4	1.9	7.1	28.9	39.4	16.9	4.4	96.7
	Group 3	479.2	2.0	3.3	10.2	33.4	36.2	12.4	2.6	94.7
	Group 4	469.6	3.5	4.8	13.7	34.3	32.3	9.4	1.9	91.6
	Not in paid work	457.5	8.8	7.3	16.5	33.9	25.5	6.5	1.5	83.9
	Not stated (2%)	488.8	5.9	2.9	9.5	27.3	32.0	17.0	5.4	91.1
Qld	Group 1	488.3	0.7	3.0	9.5	28.9	36.2	16.5	5.3	96.3
	Group 2	472.9	0.9	5.1	14.1	32.6	32.5	11.6	3.2	94.0
	Group 3	456.0	1.2	8.6	19.4	34.7	26.8	7.7	1.6	90.2
	Group 4	440.7	2.0	13.8	23.0	34.0	21.0	5.2	1.0	84.3
	Not in paid work	420.9	2.9	22.5	26.4	29.2	14.7	3.6	0.7	74.6
	Not stated (15%)	444.0	2.8	13.8	21.2	31.7	22.2	6.7	1.6	83.4
WA	Group 1	494.0	0.6	2.3	7.0	27.0	39.7	18.0	5.4	97.1
	Group 2	479.0	0.7	3.8	11.2	32.4	36.4	12.6	3.1	95.5
	Group 3	465.3	1.0	5.8	15.3	35.1	32.5	8.8	1.5	93.2
	Group 4	450.9	1.2	10.7	18.6	35.1	26.8	6.7	1.1	88.2
	Not in paid work	425.6	3.2	21.0	20.7	29.9	19.5	4.8	0.9	75.8
	Not stated (18%)	450.3	2.0	13.3	16.5	30.5	27.1	8.4	2.2	84.7
SA	Group 1	481.8	1.0	3.1	10.7	33.2	33.9	14.2	3.8	95.9
	Group 2	466.6	1.4	5.3	14.9	36.3	31.0	9.1	1.9	93.2
	Group 3	452.7	1.7	8.5	19.4	37.3	26.5	5.6	1.0	89.8
	Group 4	439.3	2.6	13.4	22.5	35.5	20.9	4.3	0.7	84.0
	Not in paid work	423.6	7.3	19.2	24.3	30.5	14.7	3.5	0.4	73.4
	Not stated (16%)	431.0	5.2	17.5	21.8	31.7	18.1	4.7	1.0	77.3

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 5 Writing

Table 5.W9 (cont.): Achievement of Year 5 Students in Writing, by Parental Occupation, by State and Territory, 2017.

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	496.5	0.7	2.7	7.2	25.6	37.6	19.3	7.0	96.6
	Group 2	475.1	0.4	5.5	12.0	33.3	32.6	12.9	3.3	94.1
	Group 3	460.3	1.0	9.0	15.4	34.9	29.6	8.4	1.6	90.0
	Group 4	443.8	1.2	14.1	20.6	32.0	24.0	6.6	1.4	84.7
	Not in paid work	422.8	4.4	21.5	23.4	29.9	15.8	4.1	1.0	74.1
	Not stated (11%)	460.7	2.1	10.6	19.0	29.3	22.3	11.8	4.8	87.3
ACT	Group 1	492.4	1.5	2.4	8.2	27.4	37.8	17.1	5.7	96.1
	Group 2	481.2	1.7	3.6	10.1	32.0	35.5	13.4	3.5	94.6
	Group 3	466.5	1.0	5.7	15.3	34.7	32.5	8.9	1.9	93.2
	Group 4	449.4	3.0	10.5	20.7	34.8	21.4	7.6	2.1	86.5
	Not in paid work	443.6	6.2	14.6	17.0	36.1	18.0	6.1	2.1	79.2
	Not stated (15%)	470.7	2.7	6.1	14.3	30.6	31.9	12.0	2.4	91.2
NT	Group 1	474.4	1.9	7.9	14.0	26.8	29.6	14.1	5.8	90.2
	Group 2	451.9	1.4	11.2	20.0	31.1	26.0	8.3	2.1	87.4
	Group 3	426.1	2.3	22.8	19.9	28.2	19.4	6.2	1.1	74.8
	Group 4	383.8	2.8	39.3	18.7	21.7	12.8	3.3	1.4	57.9
	Not in paid work	314.9	2.8	67.0	15.2	9.3	4.1	1.5	0.1	30.3
	Not stated (23%)	328.4	2.8	59.1	14.0	12.6	8.2	2.5	0.8	38.1
Aust	Group 1	497.2	0.9	2.0	6.9	25.8	38.5	19.4	6.4	97.1
	Group 2	482.8	1.1	3.4	10.4	30.9	36.2	14.2	3.9	95.5
	Group 3	466.6	1.4	6.1	14.9	34.6	31.5	9.6	2.0	92.5
	Group 4	454.2	2.4	9.7	18.3	34.3	26.7	7.3	1.5	87.9
	Not in paid work	436.7	5.9	15.5	20.8	31.4	20.4	5.0	1.0	78.6
	Not stated (9%)	449.2	3.2	13.2	17.7	30.2	24.7	8.6	2.3	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

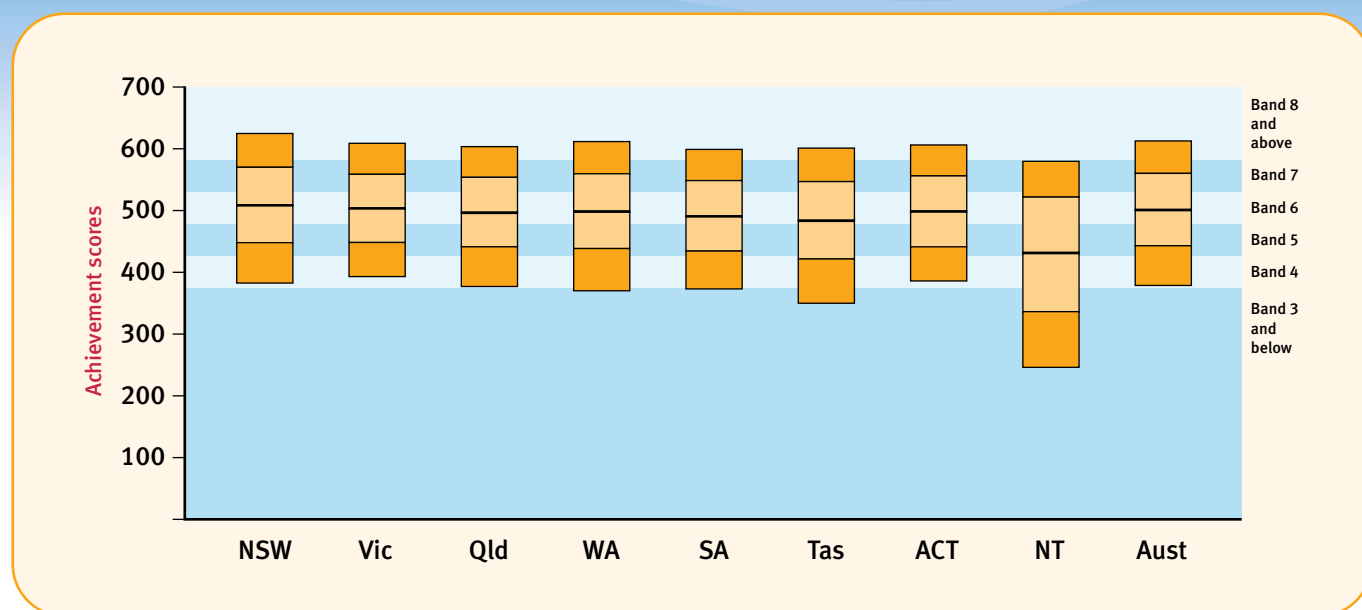
Not stated: No data was provided for parental occupation at the time of student enrolment.

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 Spelling

Figure 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	508.5 (73.5)	503.5 (65.9)	496.3 (68.6)	498.2 (73.2)	490.6 (68.6)	483.4 (75.5)	498.5 (67.6)	431.2 (103.8)	500.8 (71.3)

Table 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2017.

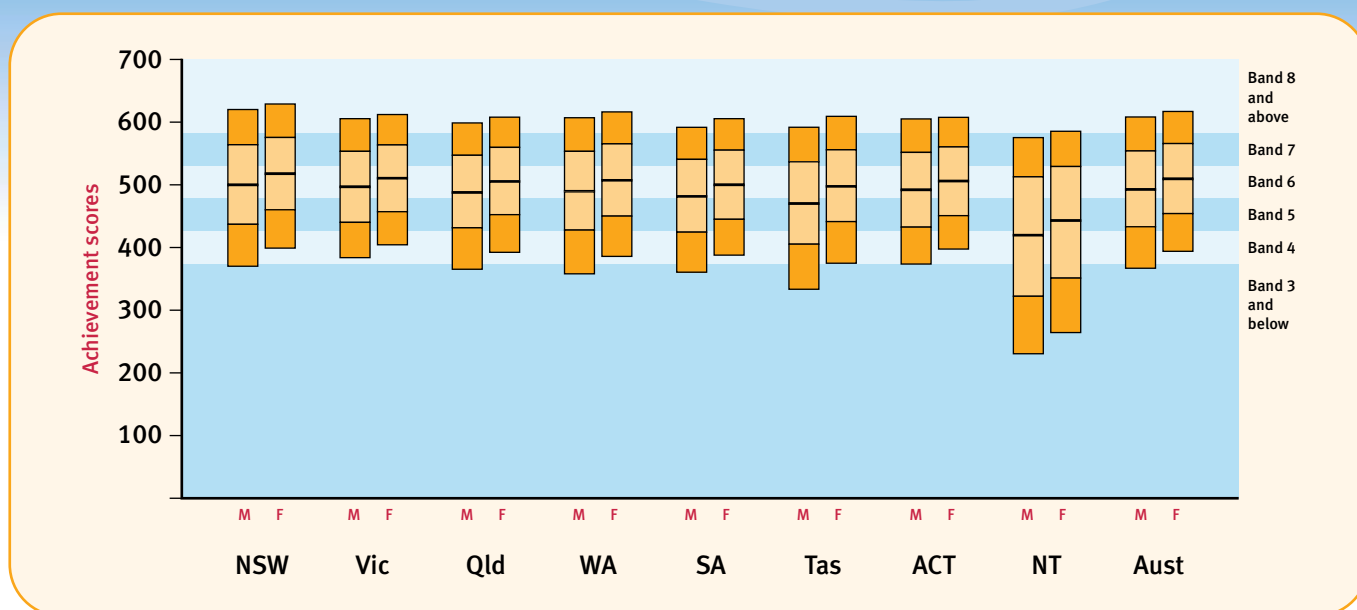
State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 3 and below		Band 4	Band 5	Band 6	Band 7	
NSW	10yrs 7mths 5yrs 4mths	97.4	1.6	1.0	1.7	4.0	8.9	19.2	27.4	23.7	15.2	94.4
Vic	10yrs 9mths 5yrs 4mths	95.4	2.5	2.2	2.7	2.7	9.1	21.5	29.8	23.2	10.9	94.6
Qld	10yrs 5mths 5yrs 4mths	93.4	2.1	4.5	1.4	4.6	10.1	22.4	30.1	21.8	9.7	94.0
WA	10yrs 4mths 5yrs 4mths	96.0	2.7	1.3	1.2	5.4	10.3	20.8	28.2	22.5	11.6	93.4
SA	10yrs 7mths 5yrs 4mths	94.2	2.9	2.9	2.6	5.0	11.5	23.6	29.2	19.8	8.3	92.5
Tas	10yrs 10mths 5yrs 4mths	95.2	2.4	2.4	1.3	8.3	12.9	22.9	27.6	18.5	8.5	90.4
ACT	10yrs 7mths 5yrs 4mths	94.6	1.9	3.5	1.9	3.5	10.9	22.0	29.3	21.9	10.3	94.6
NT	10yrs 6mths 5yrs 4mths	89.3	9.3	1.4	2.4	28.0	13.4	20.2	19.3	12.2	4.5	69.7
Aust	10yrs 7mths 5yrs 4mths	95.5	2.2	2.3	1.9	4.4	9.7	21.1	28.7	22.5	11.8	93.8

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Male</b> Mean scale score / (S.D.)	499.8 (75.7)	496.7 (67.4)	487.7 (70.4)	489.7 (75.2)	481.5 (69.8)	470.0 (77.6)	491.9 (69.8)	419.6 (106.4)	492.5 (73.2)
<b>Female</b> Mean scale score / (S.D.)	517.6 (70.0)	510.5 (63.5)	505.3 (65.4)	507.2 (69.8)	499.9 (66.1)	497.5 (70.5)	505.9 (64.2)	442.9 (99.8)	509.4 (68.1)

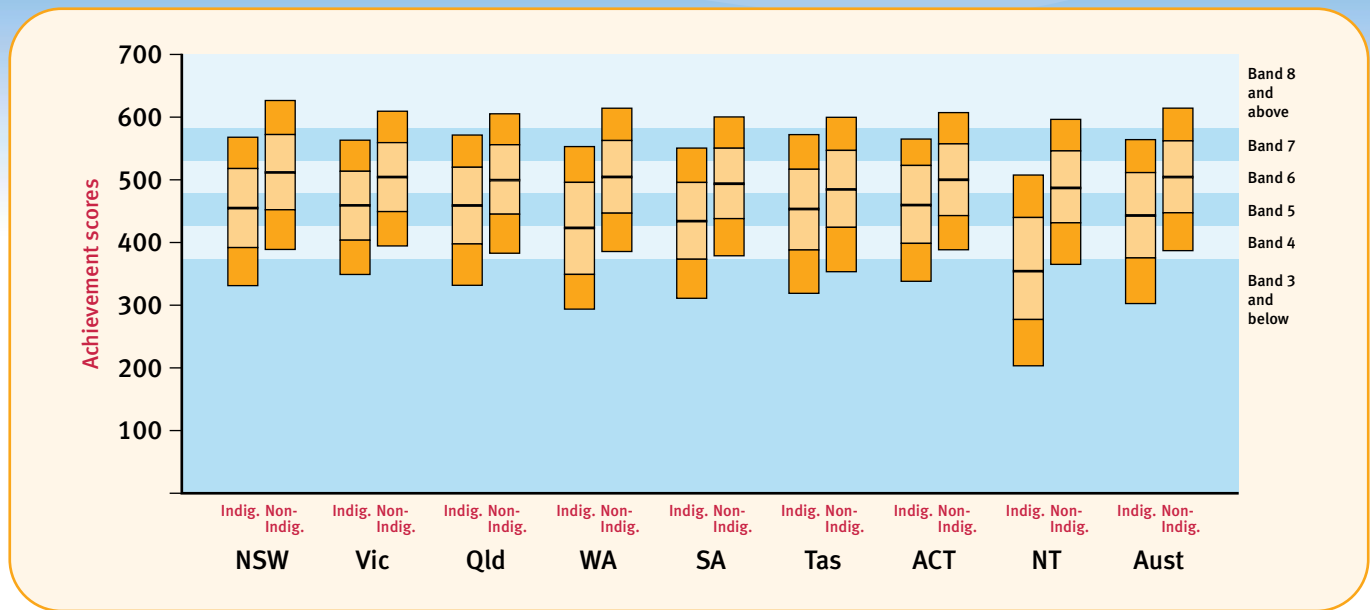
Table 5.S2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	2.2	5.4	10.6	20.8	26.6	21.2	13.3	92.4
	Female	1.1	2.5	7.1	17.5	28.3	26.2	17.2	96.4
Vic	Male	3.5	3.6	10.6	22.9	28.9	20.8	9.6	92.8
	Female	1.8	1.8	7.6	20.1	30.9	25.6	12.3	96.4
Qld	Male	1.9	6.1	11.7	24.2	28.7	19.2	8.2	92.0
	Female	0.9	3.0	8.3	20.4	31.5	24.6	11.3	96.1
WA	Male	1.5	7.0	12.0	22.3	27.1	20.0	10.0	91.4
	Female	0.8	3.7	8.5	19.3	29.3	25.1	13.3	95.5
SA	Male	3.4	6.6	13.3	25.2	27.7	17.2	6.6	90.0
	Female	1.7	3.3	9.7	22.0	30.8	22.5	10.0	95.0
Tas	Male	1.8	11.4	15.6	24.0	25.2	15.4	6.6	86.8
	Female	0.8	4.9	10.0	21.8	30.1	21.8	10.5	94.3
ACT	Male	2.5	4.9	12.2	23.2	28.2	19.6	9.3	92.6
	Female	1.3	2.0	9.5	20.7	30.6	24.6	11.5	96.8
NT	Male	3.2	31.3	13.7	20.1	17.5	10.4	3.7	65.4
	Female	1.5	24.5	13.1	20.4	21.1	14.1	5.3	74.0
Aust	Male	2.5	5.8	11.3	22.6	27.6	20.0	10.2	91.8
	Female	1.3	2.9	8.0	19.4	29.9	25.1	13.4	95.8

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Indigenous Mean scale score / (S.D.)</b>	454.8 (72.3)	459.2 (65.0)	458.9 (72.0)	423.1 (80.4)	434.0 (71.7)	453.3 (76.8)	459.6 (71.1)	354.2 (93.0)	442.9 (80.3)
<b>Non-Indigenous Mean scale score / (S.D.)</b>	511.7 (72.3)	504.3 (65.6)	499.4 (67.3)	504.4 (69.2)	493.6 (67.3)	484.6 (74.0)	499.9 (67.0)	486.9 (70.1)	504.3 (69.1)

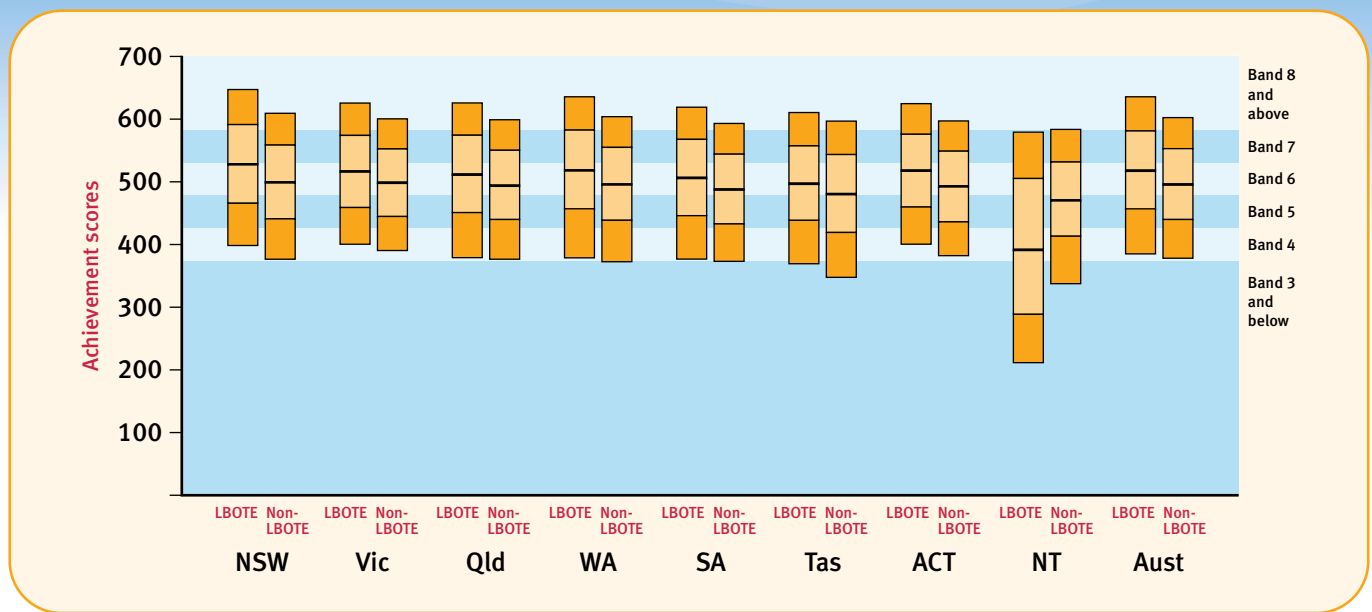
Table 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous Status, by State and Territory, 2017.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.6	13.8	19.1	26.0	23.7	11.8	2.9	83.6
	Non-Indigenous	1.6	3.4	8.3	18.8	27.6	24.4	16.0	95.0
Vic	Indigenous	6.8	9.4	18.1	28.2	25.1	10.0	2.3	83.8
	Non-Indigenous	2.6	2.6	8.9	21.4	30.0	23.4	11.1	94.8
Qld	Indigenous	2.4	12.6	17.6	26.1	25.8	12.2	3.2	85.0
	Non-Indigenous	1.3	3.9	9.4	22.1	30.4	22.6	10.2	94.8
WA	Indigenous	1.2	28.6	21.5	22.2	17.1	7.6	1.8	70.2
	Non-Indigenous	1.2	3.6	9.4	20.6	29.0	23.8	12.5	95.3
SA	Indigenous	5.5	19.0	22.5	27.4	17.0	6.9	1.6	75.5
	Non-Indigenous	2.4	4.3	10.9	23.4	29.8	20.5	8.7	93.3
Tas	Indigenous	1.7	15.2	18.3	25.8	23.7	11.5	3.7	83.0
	Non-Indigenous	1.3	7.8	12.5	23.0	28.0	19.0	8.3	90.9
ACT	Indigenous	4.6	11.7	20.1	21.4	26.1	13.7	2.4	83.7
	Non-Indigenous	1.8	3.2	10.6	22.0	29.4	22.3	10.6	95.0
NT	Indigenous	3.7	57.6	15.8	13.2	7.1	2.2	0.4	38.7
	Non-Indigenous	1.4	5.9	11.6	25.5	28.3	19.7	7.6	92.7
Aust	Indigenous	2.9	19.0	18.8	24.7	21.9	10.2	2.6	78.1
	Non-Indigenous	1.8	3.5	9.1	20.8	29.2	23.3	12.3	94.7

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE Mean scale score / (S.D.)</b>	527.9 (75.5)	516.4 (68.5)	511.4 (74.5)	518.2 (78.3)	506.1 (73.7)	496.8 (72.0)	517.7 (68.0)	391.3 (116.1)	517.6 (77.0)
<b>Non-LBOTE Mean scale score / (S.D.)</b>	499.1 (70.7)	498.4 (64.1)	493.7 (67.3)	495.8 (70.0)	487.6 (66.8)	480.3 (75.0)	492.7 (66.3)	470.4 (74.0)	495.6 (68.2)

Table 5.S4: Achievement of Year 5 Students in Spelling, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	2.3	2.7	6.3	15.0	24.6	25.7	23.4	94.9
	Non-LBOTE	1.3	4.6	10.2	21.2	28.8	22.6	11.2	94.0
Vic	LBOTE	3.4	2.1	7.3	17.9	27.6	25.5	16.1	94.4
	Non-LBOTE	2.4	2.9	9.9	23.0	30.8	22.2	8.8	94.6
Qld	LBOTE	1.8	4.4	8.4	17.2	26.8	24.8	16.6	93.8
	Non-LBOTE	1.4	4.6	10.4	23.2	30.6	21.3	8.6	94.0
WA	LBOTE	1.8	4.5	7.3	15.1	25.0	26.3	19.9	93.7
	Non-LBOTE	1.1	5.1	10.5	21.8	29.3	22.4	9.8	93.8
SA	LBOTE	4.6	4.5	8.9	17.6	27.2	23.5	13.6	90.9
	Non-LBOTE	2.1	5.0	12.1	24.9	29.7	19.1	7.1	92.9
Tas	LBOTE	2.4	5.7	10.3	20.0	29.1	21.9	10.7	91.9
	Non-LBOTE	1.2	8.7	13.3	23.7	27.6	17.8	7.7	90.1
ACT	LBOTE	3.7	2.1	7.1	17.7	26.1	26.6	16.7	94.2
	Non-LBOTE	1.4	4.0	12.1	23.4	30.4	20.5	8.4	94.7
NT	LBOTE	2.7	47.0	12.2	13.0	10.9	9.9	4.4	50.4
	Non-LBOTE	1.8	9.9	14.2	27.0	26.8	15.2	5.1	88.3
Aust	LBOTE	2.7	3.9	7.2	16.3	25.7	25.2	19.1	93.4
	Non-LBOTE	1.6	4.4	10.5	22.6	29.8	21.7	9.3	93.9

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, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	517.3	1.7	3.0	7.3	17.4	27.2	25.4	18.0	95.3
	Inner Regional	486.9	1.6	6.1	12.6	24.0	28.1	19.7	8.0	92.3
	Outer Regional	475.0	1.2	8.3	15.5	25.2	27.6	16.7	5.6	90.5
	Remote	461.2	2.2	12.2	18.1	25.7	25.5	11.4	4.9	85.6
	Very Remote	463.7	2.5	12.4	17.5	24.0	24.8	13.4	5.5	85.1
Vic	Major Cities	509.0	2.8	2.2	7.9	20.3	29.9	24.5	12.4	95.0
	Inner Regional	486.6	2.5	4.3	12.8	25.4	29.9	18.9	6.2	93.1
	Outer Regional	490.4	2.8	3.9	12.4	24.9	28.6	20.0	7.5	93.3
	Remote	486.5	0.0	4.1	14.4	23.1	30.8	23.1	4.6	95.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	502.8	1.3	3.6	8.8	20.9	30.5	23.5	11.3	95.0
	Inner Regional	486.4	1.7	5.6	12.4	24.7	29.1	19.2	7.2	92.7
	Outer Regional	488.3	1.3	5.6	11.1	24.5	30.6	19.6	7.3	93.0
	Remote	470.7	1.3	9.9	14.2	26.8	27.2	16.0	4.6	88.9
	Very Remote	452.3	2.3	16.4	17.9	25.1	23.5	11.0	3.9	81.4
WA	Major Cities	507.4	1.3	3.4	8.8	19.7	28.8	24.5	13.5	95.3
	Inner Regional	482.7	0.8	7.1	13.5	24.5	28.2	18.7	7.2	92.1
	Outer Regional	477.6	1.2	8.7	14.2	24.6	27.9	16.9	6.5	90.1
	Remote	464.7	0.6	13.2	15.8	25.0	24.7	15.4	5.2	86.1
	Very Remote	411.7	0.4	35.0	21.4	18.5	15.9	7.3	1.5	64.6
SA	Major Cities	496.0	2.8	4.1	10.4	22.5	29.6	21.2	9.4	93.1
	Inner Regional	483.6	1.4	5.3	12.6	26.9	30.4	17.6	5.8	93.3
	Outer Regional	473.7	2.6	7.5	15.7	26.7	27.0	15.2	5.3	89.9
	Remote	478.4	1.8	6.6	14.3	24.8	29.9	17.8	4.7	91.6
	Very Remote	427.5	2.2	27.5	16.0	25.8	18.2	9.2	1.0	70.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	488.0	1.7	7.6	11.8	21.9	27.7	19.7	9.6	90.7
	Outer Regional	473.1	0.4	9.6	15.3	25.2	27.4	15.7	6.2	90.0
	Remote	471.2	1.5	10.0	13.0	25.2	30.0	15.8	4.5	88.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	498.5	1.9	3.5	11.0	22.0	29.3	22.0	10.3	94.6
	Inner Regional	508.0	2.9	1.7	6.3	22.3	33.7	18.9	14.3	95.4
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	478.1	2.3	9.2	12.6	25.0	25.8	18.2	6.9	88.5
	Remote	430.7	3.5	26.2	16.3	21.2	20.8	9.0	3.0	70.3
	Very Remote	331.4	1.7	69.7	13.0	9.3	4.0	1.8	0.5	28.6
Aust	Major Cities	509.3	1.9	3.1	8.2	19.6	28.9	24.3	13.9	95.0
	Inner Regional	486.4	1.8	5.7	12.6	24.5	28.9	19.2	7.3	92.5
	Outer Regional	481.7	1.6	6.9	13.2	25.0	28.6	18.0	6.6	91.5
	Remote	462.6	1.5	13.4	15.5	24.8	25.6	14.6	4.6	85.1
	Very Remote	403.1	1.6	38.3	17.2	18.5	15.1	7.2	2.1	60.1

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

# NAPLAN Year 5 Spelling

Table 5.S6: Achievement of Year 5 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2017.

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	464.7	2.6	11.0	16.6	25.5	26.5	14.1	3.7	86.3
	Inner Regional	450.5	2.5	14.6	20.6	26.9	21.8	10.9	2.6	82.8
	Outer Regional	443.0	2.4	17.8	21.5	25.7	21.8	9.2	1.7	79.8
	Remote	428.3	5.3	21.4	22.8	25.7	20.0	4.2	0.7	73.3
	Very Remote	444.9	2.8	18.6	20.8	23.1	21.7	9.0	3.9	78.6
Vic	Major Cities	465.8	7.0	8.7	15.9	26.5	27.1	12.0	2.8	84.3
	Inner Regional	454.0	6.1	9.8	19.5	31.1	23.6	8.1	1.9	84.1
	Outer Regional	453.8	8.1	10.7	20.3	26.0	23.9	9.0	2.0	81.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	464.4	2.5	10.9	17.4	25.4	26.4	13.2	4.2	86.6
	Inner Regional	464.0	2.7	9.7	16.9	27.7	27.6	12.5	3.0	87.6
	Outer Regional	463.3	1.9	11.4	17.2	25.3	27.3	13.4	3.6	86.7
	Remote	426.5	2.7	22.9	21.3	30.4	16.2	6.0	0.6	74.5
	Very Remote	431.1	2.9	23.9	19.5	25.0	19.5	8.1	1.1	73.2
WA	Major Cities	450.3	1.8	17.1	19.6	23.8	22.6	11.9	3.2	81.1
	Inner Regional	436.0	0.9	20.6	21.8	26.5	19.4	9.3	1.3	78.4
	Outer Regional	423.6	1.6	27.3	22.5	22.4	18.4	6.9	0.9	71.1
	Remote	410.5	0.7	33.6	22.5	23.3	13.9	4.8	1.2	65.8
	Very Remote	374.5	0.4	52.1	23.3	15.2	6.8	1.6	0.5	47.5
SA	Major Cities	446.0	5.9	13.9	20.5	30.3	18.8	8.1	2.5	80.2
	Inner Regional	441.7	2.3	17.9	23.7	21.6	22.8	10.9	0.7	79.8
	Outer Regional	424.1	6.8	19.9	27.6	26.0	14.4	4.3	0.9	73.3
	Remote	425.4	5.0	20.0	27.0	25.5	14.0	8.5	0.0	75.0
	Very Remote	390.2	3.4	45.7	16.6	21.4	9.2	3.0	0.7	50.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	457.6	2.8	14.8	16.8	25.7	22.8	12.2	5.0	82.5
	Outer Regional	448.8	0.4	15.6	20.6	25.6	24.5	11.1	2.2	83.9
	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	457.8	4.2	12.0	21.0	22.2	25.2	12.8	2.5	83.8
	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	424.7	6.8	24.5	18.5	25.6	17.0	6.3	1.3	68.7
	Remote	376.0	4.8	48.1	20.0	14.5	9.7	2.6	0.2	47.0
	Very Remote	316.1	1.9	76.1	13.0	7.1	1.7	0.2	0.0	22.0
Aust	Major Cities	461.1	3.1	11.9	17.6	25.6	25.3	12.9	3.6	85.0
	Inner Regional	454.3	2.9	13.1	19.3	27.3	23.6	11.1	2.7	84.0
	Outer Regional	447.4	3.0	16.4	19.9	25.2	23.0	10.2	2.3	80.6
	Remote	408.2	2.9	32.9	21.7	23.0	14.2	4.6	0.7	64.2
	Very Remote	368.8	1.9	52.8	17.6	15.1	8.8	3.1	0.6	45.2

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

# NAPLAN Year 5 Spelling

Table 5.S7: Achievement of Year 5 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2017.

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	519.0	1.7	2.8	7.0	17.1	27.2	25.7	18.5	95.6
	Inner Regional	491.4	1.4	5.1	11.6	23.6	28.9	20.8	8.6	93.5
	Outer Regional	481.7	1.0	6.2	14.2	25.1	28.8	18.2	6.4	92.8
	Remote	483.4	0.0	5.6	14.6	25.9	29.4	16.5	8.0	94.4
	Very Remote	493.0	2.4	3.3	12.9	25.2	25.7	21.4	9.0	94.3
Vic	Major Cities	509.5	2.6	2.1	7.8	20.2	30.0	24.7	12.6	95.3
	Inner Regional	487.7	2.4	4.1	12.5	25.2	30.1	19.3	6.3	93.5
	Outer Regional	493.1	2.4	3.4	11.7	24.7	29.1	20.9	7.9	94.2
	Remote	486.4	0.0	4.3	12.4	24.3	32.4	21.6	4.9	95.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	504.4	1.3	3.3	8.5	20.8	30.6	23.9	11.6	95.4
	Inner Regional	488.6	1.6	5.2	12.0	24.5	29.2	19.9	7.7	93.2
	Outer Regional	492.5	1.3	4.6	10.0	24.5	31.2	20.6	7.9	94.1
	Remote	488.1	0.7	4.7	11.1	25.5	31.6	20.1	6.2	94.5
	Very Remote	481.5	1.4	6.0	15.6	25.0	29.2	15.1	7.8	92.7
WA	Major Cities	510.1	1.3	2.9	8.3	19.4	29.0	25.2	14.0	95.9
	Inner Regional	485.4	0.7	6.3	12.9	24.6	28.8	19.4	7.3	93.0
	Outer Regional	486.4	1.1	5.7	12.8	25.0	29.4	18.7	7.4	93.2
	Remote	487.5	0.6	4.8	12.9	25.8	28.8	20.1	7.0	94.6
	Very Remote	466.6	0.4	9.7	18.5	23.7	29.4	15.3	3.0	90.0
SA	Major Cities	497.9	2.6	3.8	10.0	22.1	30.0	21.8	9.7	93.6
	Inner Regional	485.8	1.4	4.8	12.0	26.8	30.7	18.1	6.2	93.8
	Outer Regional	477.8	2.3	6.5	14.6	26.9	28.1	16.0	5.7	91.2
	Remote	482.8	1.4	5.4	13.3	25.0	31.0	18.6	5.2	93.2
	Very Remote	471.6	1.2	5.0	15.5	31.4	29.0	16.4	1.4	93.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	488.2	1.7	7.4	11.7	22.0	28.2	20.0	9.0	90.9
	Outer Regional	476.6	0.4	8.7	14.5	25.4	27.8	16.5	6.7	90.9
	Remote	475.9	1.7	7.6	14.1	25.5	30.0	17.2	3.8	90.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	499.8	1.8	3.2	10.7	22.0	29.4	22.3	10.6	94.9
	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	489.7	1.2	5.7	11.2	24.9	27.9	21.0	8.1	93.1
	Remote	477.8	2.3	6.8	13.0	27.1	30.8	14.5	5.5	90.9
	Very Remote	474.0	0.0	7.3	13.8	31.3	25.8	16.3	5.8	92.8
Aust	Major Cities	510.7	1.9	2.8	7.9	19.4	29.1	24.7	14.3	95.3
	Inner Regional	488.9	1.7	5.1	12.1	24.3	29.3	19.9	7.6	93.2
	Outer Regional	487.2	1.4	5.4	12.1	25.0	29.5	19.3	7.3	93.2
	Remote	485.2	1.0	5.2	12.7	25.7	30.2	18.9	6.3	93.8
	Very Remote	475.1	0.9	7.2	16.4	25.8	28.3	15.9	5.5	91.9

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

# NAPLAN Year 5 Spelling

Table 5.S8: Achievement of Year 5 Students in Spelling, by Parental Education, by State and Territory, 2017.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	<i>Bachelor</i>	537.5	1.0	1.2	3.9	13.2	26.1	29.1	25.5	97.8
	<i>Diploma</i>	504.6	1.3	3.1	8.7	21.4	30.0	23.9	11.6	95.6
	<i>Certificate</i>	485.9	1.6	5.6	12.8	24.6	29.0	19.5	6.9	92.8
	<i>Year 12</i>	494.0	2.3	5.1	11.0	22.4	28.1	21.6	9.5	92.6
	<i>Year 11</i>	461.2	4.0	12.1	18.1	24.8	24.2	12.8	4.1	83.9
	<i>Not stated (4%)</i>	497.8	3.5	6.3	10.3	19.5	26.3	21.8	12.3	90.2
Vic	<i>Bachelor</i>	523.5	1.4	1.1	4.9	17.0	29.6	28.8	17.1	97.5
	<i>Diploma</i>	498.0	2.5	2.5	9.7	23.6	31.7	22.0	8.0	95.0
	<i>Certificate</i>	485.2	2.8	4.0	12.9	26.4	30.6	18.1	5.3	93.2
	<i>Year 12</i>	490.3	3.5	3.7	11.7	24.2	30.4	20.0	6.5	92.8
	<i>Year 11</i>	469.4	7.8	7.0	16.8	26.0	25.7	13.0	3.7	85.2
	<i>Not stated (3%)</i>	512.6	5.0	2.0	7.8	18.0	28.3	25.1	13.7	92.9
Qld	<i>Bachelor</i>	521.9	0.7	1.3	5.5	16.6	30.6	28.5	16.8	98.1
	<i>Diploma</i>	495.4	1.1	3.5	9.9	23.8	31.8	22.2	7.7	95.4
	<i>Certificate</i>	484.9	1.4	5.5	11.8	25.9	30.7	18.6	6.1	93.1
	<i>Year 12</i>	485.9	1.6	5.9	11.9	24.3	30.4	19.3	6.7	92.5
	<i>Year 11</i>	457.4	3.1	12.5	18.0	27.0	24.6	11.7	3.1	84.4
	<i>Not stated (7%)</i>	481.4	3.3	7.2	13.0	24.6	27.6	17.5	6.8	89.5
WA	<i>Bachelor</i>	527.6	0.8	1.2	4.9	16.1	27.5	29.6	19.9	98.0
	<i>Diploma</i>	499.5	0.9	3.6	9.5	22.2	31.0	23.1	9.8	95.5
	<i>Certificate</i>	484.4	1.0	5.3	13.3	25.2	30.3	18.7	6.2	93.7
	<i>Year 12</i>	486.9	1.3	7.1	12.7	22.2	28.6	19.9	8.3	91.7
	<i>Year 11</i>	453.9	2.3	15.5	19.0	23.9	23.8	12.3	3.2	82.2
	<i>Not stated (11%)</i>	478.2	2.1	10.8	13.3	21.5	26.1	17.5	8.7	87.1
SA	<i>Bachelor</i>	516.6	1.4	1.4	6.2	18.1	31.4	27.0	14.4	97.1
	<i>Diploma</i>	491.3	2.0	4.1	10.9	24.5	31.3	19.9	7.3	93.9
	<i>Certificate</i>	479.8	2.0	5.2	13.8	28.0	29.8	16.4	4.8	92.8
	<i>Year 12</i>	481.3	3.2	5.5	13.3	26.2	28.9	17.8	5.0	91.2
	<i>Year 11</i>	454.7	5.7	11.4	19.9	27.6	22.2	10.8	2.4	82.9
	<i>Not stated (9%)</i>	471.2	5.2	10.6	14.3	23.5	25.1	14.9	6.3	84.2

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 5 Spelling

Table 5.S8 (cont.): Achievement of Year 5 Students in Spelling, by Parental Education, by State and Territory, 2017.

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>	514.8	0.7	2.4	6.9	18.1	30.5	25.5	15.9	96.9
	<i>Diploma</i>	495.8	0.4	4.9	9.5	22.7	30.9	23.1	8.5	94.7
	<i>Certificate</i>	472.7	1.4	9.1	14.8	25.7	28.1	16.2	4.7	89.5
	<i>Year 12</i>	466.0	1.7	12.3	15.6	26.6	23.3	14.6	5.9	86.0
	<i>Year 11</i>	442.4	1.7	18.1	21.2	26.3	21.8	8.8	2.2	80.2
	<i>Not stated (8%)</i>	493.0	2.9	7.7	12.3	19.2	25.6	19.3	13.1	89.4
ACT	<i>Bachelor</i>	514.2	1.7	1.4	7.1	19.4	30.5	25.8	14.2	97.0
	<i>Diploma</i>	487.8	1.3	2.7	13.9	27.3	29.7	18.7	6.4	96.0
	<i>Certificate</i>	468.9	1.9	8.0	17.7	26.7	28.4	13.6	3.6	90.1
	<i>Year 12</i>	483.4	2.7	5.1	15.2	23.6	27.8	19.7	5.9	92.2
	<i>Year 11</i>	462.4	4.6	12.3	17.8	25.4	21.4	13.8	4.8	83.2
	<i>Not stated (5%)</i>	494.8	2.2	5.3	12.9	19.0	28.2	23.2	9.2	92.5
NT	<i>Bachelor</i>	499.8	1.8	4.7	9.1	21.6	28.1	23.7	11.1	93.5
	<i>Diploma</i>	473.6	1.8	7.5	13.9	29.7	26.6	15.2	5.3	90.7
	<i>Certificate</i>	447.2	1.8	18.7	15.2	26.8	22.0	12.4	3.2	79.5
	<i>Year 12</i>	435.2	3.3	22.3	15.9	24.0	20.4	11.5	2.6	74.4
	<i>Year 11</i>	351.7	2.7	60.7	15.4	10.9	7.0	2.6	0.6	36.6
	<i>Not stated (15%)</i>	383.4	3.7	46.1	13.6	15.0	14.1	5.9	1.6	50.2
Aust	<i>Bachelor</i>	527.4	1.1	1.2	4.9	15.7	28.5	28.7	19.8	97.7
	<i>Diploma</i>	499.0	1.6	3.2	9.5	22.9	31.0	22.6	9.2	95.2
	<i>Certificate</i>	484.0	1.8	5.4	12.8	25.7	29.9	18.4	6.0	92.8
	<i>Year 12</i>	487.9	2.4	5.5	12.0	23.7	29.2	19.9	7.3	92.1
	<i>Year 11</i>	457.2	4.5	12.9	18.0	25.3	23.9	12.0	3.4	82.6
	<i>Not stated (6%)</i>	484.3	3.5	8.7	12.0	21.4	26.4	18.8	9.2	87.8

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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



# NAPLAN Year 5 Spelling

Table 5.S9: Achievement of Year 5 Students in Spelling, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 4	Band 5	Band 6	Band 7	
NSW	Group 1	534.9	0.8	1.2	4.3	13.8	26.5	29.2	24.2	98.0
	Group 2	518.2	1.0	2.2	6.8	18.0	28.6	26.4	17.1	96.8
	Group 3	498.0	1.2	4.0	10.3	22.7	29.6	21.7	10.5	94.7
	Group 4	486.5	2.1	6.6	13.2	23.5	27.3	18.6	8.8	91.4
	Not in paid work	465.0	5.2	11.5	17.2	23.9	23.5	13.6	5.1	83.4
	Not stated (5%)	499.8	3.3	5.9	10.2	19.5	26.1	21.8	13.1	90.8
Vic	Group 1	523.8	1.0	1.1	4.9	16.9	29.8	29.2	17.1	97.9
	Group 2	509.5	1.4	1.7	7.3	20.9	31.5	25.3	11.8	96.8
	Group 3	496.2	1.9	2.7	10.4	24.6	31.2	21.1	8.2	95.4
	Group 4	488.9	3.5	4.2	12.5	24.0	29.6	19.1	7.0	92.2
	Not in paid work	473.2	8.8	6.8	15.6	25.2	25.2	14.0	4.6	84.5
	Not stated (2%)	511.1	6.0	2.1	9.0	18.5	26.3	23.9	14.2	91.9
Qld	Group 1	520.4	0.7	1.4	5.7	16.9	30.9	28.1	16.3	97.9
	Group 2	505.3	0.8	2.5	8.0	21.5	31.7	24.4	11.0	96.6
	Group 3	490.4	1.2	4.4	10.8	25.2	31.2	20.0	7.2	94.4
	Group 4	480.0	1.9	7.0	13.4	25.6	28.7	17.5	6.0	91.2
	Not in paid work	459.2	2.9	13.0	17.6	25.9	24.2	12.8	3.6	84.1
	Not stated (15%)	482.0	2.7	7.2	12.9	24.0	28.3	18.1	6.7	90.1
WA	Group 1	523.4	0.6	1.6	5.6	16.9	28.4	28.6	18.4	97.8
	Group 2	506.7	0.7	2.9	8.7	21.1	29.5	24.5	12.7	96.4
	Group 3	492.6	0.9	4.5	11.3	23.3	31.0	21.0	8.1	94.6
	Group 4	483.4	1.2	7.5	13.5	23.4	27.7	19.0	7.6	91.3
	Not in paid work	458.9	3.2	15.9	16.7	22.6	22.5	13.7	5.5	81.0
	Not stated (18%)	481.6	2.0	9.4	13.6	21.5	26.0	18.4	9.1	88.5
SA	Group 1	514.8	1.0	1.6	6.4	19.2	31.3	26.4	14.0	97.4
	Group 2	500.0	1.4	2.6	9.3	23.0	31.9	22.5	9.2	95.9
	Group 3	486.7	1.7	4.2	12.7	26.0	30.7	18.4	6.3	94.1
	Group 4	478.2	2.7	6.9	13.6	26.2	28.6	16.8	5.2	90.4
	Not in paid work	460.9	7.3	10.7	17.0	27.3	22.1	11.8	3.7	81.9
	Not stated (16%)	468.9	5.2	9.7	16.2	24.6	24.6	14.3	5.4	85.1

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 5 Spelling

Table 5.S9 (cont.): Achievement of Year 5 Students in Spelling, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 4	Band 5	Band 6	Band 7	
Tas	Group 1	513.4	0.7	2.9	6.6	19.2	29.4	25.3	15.9	96.5
	Group 2	493.6	0.4	4.9	10.6	22.8	31.7	21.0	8.6	94.7
	Group 3	481.7	1.0	6.7	13.4	25.8	28.1	18.7	6.2	92.3
	Group 4	458.7	1.2	13.8	17.8	24.3	26.1	13.0	3.7	85.0
	Not in paid work	438.4	4.4	19.4	21.3	24.5	19.4	8.6	2.3	76.2
	Not stated (11%)	482.2	2.1	9.7	13.8	22.3	24.9	17.0	10.2	88.2
ACT	Group 1	513.2	1.5	1.5	7.6	19.5	30.4	25.5	14.0	97.1
	Group 2	498.8	1.7	2.8	10.9	22.1	30.4	22.2	9.7	95.4
	Group 3	482.6	1.0	5.7	15.0	25.5	28.5	17.2	7.0	93.3
	Group 4	470.0	3.4	9.4	15.6	26.8	24.4	15.6	4.9	87.2
	Not in paid work	468.0	6.2	8.2	15.0	29.0	24.7	13.9	3.1	85.6
	Not stated (15%)	488.3	2.7	5.2	13.9	22.3	28.4	20.0	7.6	92.2
NT	Group 1	498.8	1.9	5.1	9.1	22.0	28.8	21.7	11.5	93.0
	Group 2	476.5	1.4	7.3	14.1	25.9	28.6	18.2	4.6	91.3
	Group 3	457.3	2.3	13.7	15.5	28.6	22.6	13.8	3.5	84.0
	Group 4	430.3	2.8	28.0	12.8	22.1	17.7	12.3	4.2	69.1
	Not in paid work	355.5	2.8	59.2	14.9	11.5	7.4	3.3	1.0	38.0
	Not stated (23%)	375.7	2.8	50.3	14.4	13.6	11.8	5.4	1.7	46.9
Aust	Group 1	525.6	0.8	1.4	5.2	16.2	28.9	28.5	19.1	97.8
	Group 2	510.0	1.1	2.3	7.7	20.3	30.4	25.1	13.1	96.6
	Group 3	493.7	1.4	4.0	10.9	24.1	30.4	20.7	8.5	94.6
	Group 4	483.6	2.4	6.5	13.3	24.2	28.2	18.2	7.2	91.1
	Not in paid work	463.2	5.9	11.5	16.7	24.5	23.6	13.2	4.5	82.6
	Not stated (9%)	482.6	3.2	8.6	12.8	22.0	26.3	18.4	8.7	88.2

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 5 Grammar and Punctuation

Figure 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	505.7 (83.2)	504.7 (73.7)	495.8 (79.3)	492.5 (83.7)	487.2 (77.7)	488.3 (81.2)	507.0 (74.1)	415.2 (122.3)	499.3 (80.9)

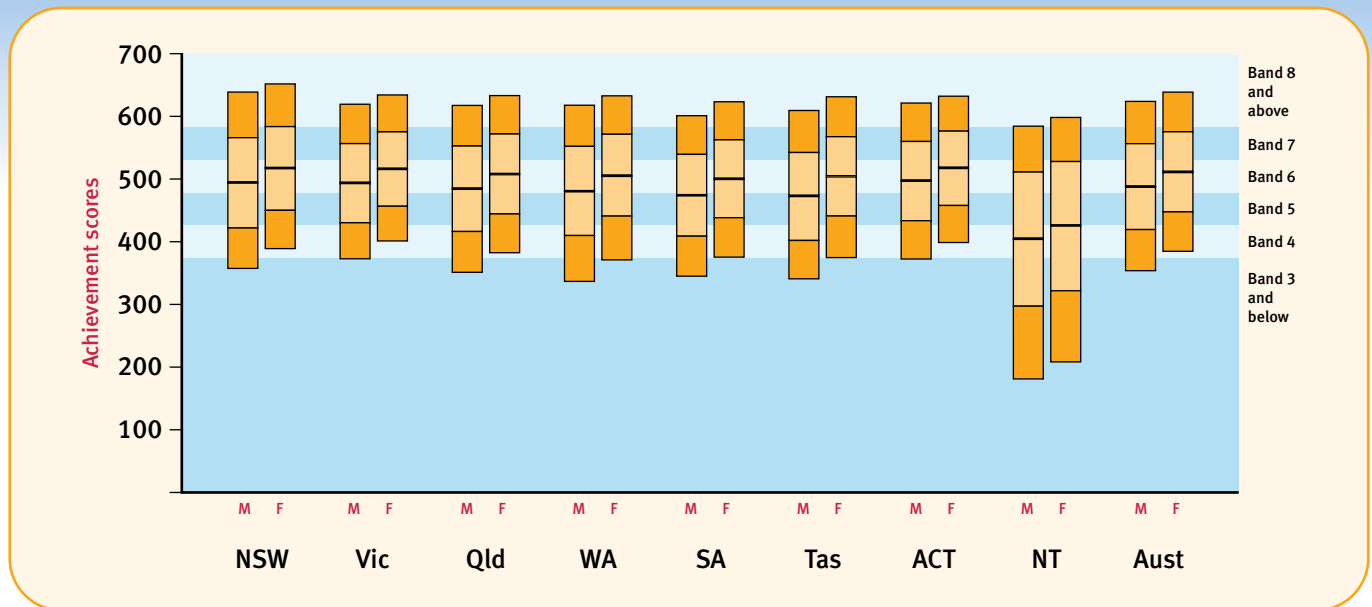
Table 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2017.

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	1.0	1.7	5.4	11.3	20.1	24.1	19.9	17.6	93.0
Vic	10yrs 9mths 5yrs 4mths	95.4	2.5	2.2	2.7	3.5	10.3	21.4	26.7	21.0	14.3	93.7
Qld	10yrs 5mths 5yrs 4mths	93.4	2.1	4.5	1.4	6.3	12.4	21.7	25.2	19.4	13.6	92.3
WA	10yrs 4mths 5yrs 4mths	96.0	2.7	1.3	1.2	8.1	12.3	21.0	24.7	19.0	13.7	90.7
SA	10yrs 7mths 5yrs 4mths	94.2	2.9	2.9	2.6	7.2	13.4	22.9	25.8	17.7	10.5	90.2
Tas	10yrs 10mths 5yrs 4mths	95.2	2.4	2.4	1.3	8.2	13.7	22.4	24.4	18.0	12.0	90.5
ACT	10yrs 7mths 5yrs 4mths	94.6	1.9	3.5	1.9	3.8	10.0	20.1	26.3	22.7	15.1	94.3
NT	10yrs 6mths 5yrs 4mths	89.3	9.3	1.4	2.4	32.8	14.3	17.6	16.4	10.4	6.1	64.8
Aust	10yrs 7mths 5yrs 4mths	95.5	2.2	2.3	1.9	5.9	11.6	21.1	25.1	19.7	14.7	92.3

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	494.4 (85.0)	493.7 (74.8)	484.5 (80.7)	480.5 (85.6)	474.1 (78.1)	473.0 (82.0)	497.3 (75.5)	404.6 (124.2)	487.8 (82.4)
Female Mean scale score / (S.D.)	517.4 (79.7)	516.1 (70.9)	507.8 (76.0)	505.1 (79.7)	500.2 (75.0)	504.3 (77.1)	517.7 (70.9)	425.9 (119.4)	511.2 (77.6)

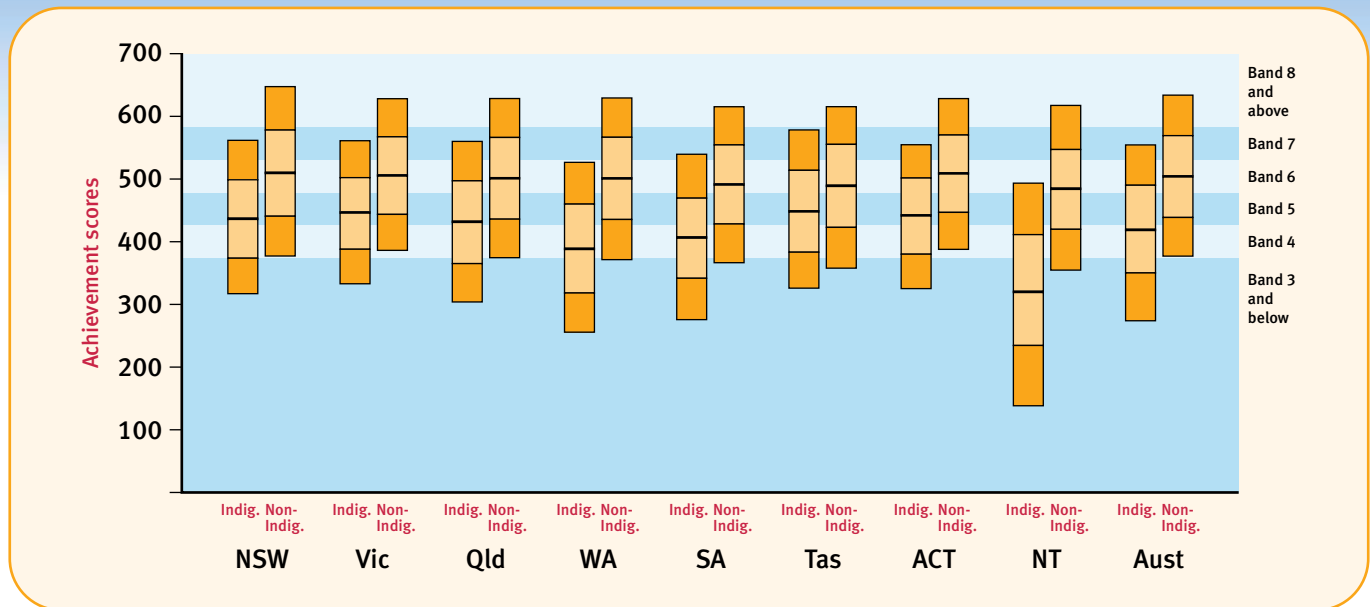
Table 5.G2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2017.

State/Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above		
NSW	Male	2.2	7.4	13.5	21.3	23.1	17.6	14.9	90.4	
	Female	1.1	3.2	8.9	18.9	25.2	22.3	20.3	95.6	
Vic	Male	3.5	5.0	12.8	23.2	25.5	18.4	11.6	91.5	
	Female	1.8	2.1	7.7	19.5	28.0	23.7	17.2	96.1	
Qld	Male	1.9	8.4	14.7	22.8	23.9	17.2	11.2	89.7	
	Female	0.9	3.9	9.8	20.6	26.6	21.8	16.3	95.1	
WA	Male	1.5	10.7	14.5	22.1	23.4	16.5	11.4	87.8	
	Female	0.8	5.3	10.0	20.0	26.0	21.7	16.2	93.8	
SA	Male	3.4	9.6	15.9	24.2	24.2	14.9	7.8	86.9	
	Female	1.7	4.8	10.8	21.6	27.4	20.5	13.3	93.6	
Tas	Male	1.8	11.4	17.0	23.5	22.3	14.7	9.3	86.9	
	Female	0.8	4.7	10.2	21.2	26.6	21.5	14.9	94.4	
ACT	Male	2.5	5.0	11.7	22.3	25.9	19.7	12.8	92.5	
	Female	1.3	2.4	8.1	17.7	26.8	26.1	17.7	96.4	
NT	Male	3.2	35.5	14.7	17.3	15.1	9.0	5.1	61.2	
	Female	1.5	30.0	13.9	17.9	17.7	11.8	7.2	68.5	
Aust	Male	2.5	7.9	13.9	22.4	23.9	17.3	12.2	89.7	
	Female	1.3	3.7	9.1	19.7	26.4	22.3	17.5	95.0	

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

# NAPLAN Year 5 Grammar and Punctuation

Figure 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	436.5 (74.5)	446.6 (68.7)	431.7 (77.9)	388.5 (84.2)	406.6 (79.0)	448.4 (76.9)	442.0 (72.3)	319.9 (106.2)	418.8 (86.7)
Non-Indigenous Mean scale score / (S.D.)	509.7 (81.8)	505.7 (73.4)	501.2 (77.0)	501.0 (78.1)	491.3 (75.5)	489.1 (78.1)	509.0 (73.2)	484.4 (79.0)	504.2 (77.8)

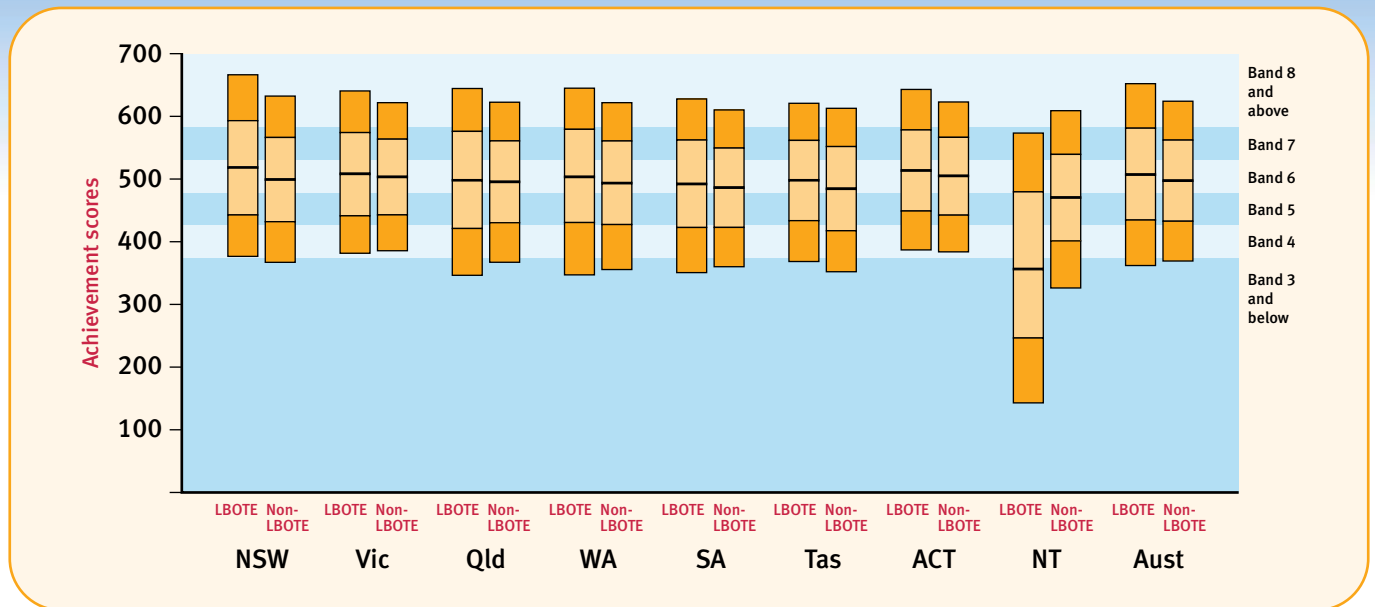
Table 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2017.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.6	19.6	24.5	25.5	17.1	8.0	2.6	77.8
	Non-Indigenous	1.6	4.5	10.5	19.8	24.6	20.6	18.4	93.9
Vic	Indigenous	6.8	13.8	21.8	28.0	19.7	7.0	2.9	79.4
	Non-Indigenous	2.6	3.4	10.1	21.3	26.9	21.2	14.5	94.1
Qld	Indigenous	2.4	22.5	23.2	24.9	17.0	7.4	2.6	75.1
	Non-Indigenous	1.3	4.9	11.4	21.5	25.9	20.4	14.6	93.8
WA	Indigenous	1.2	43.4	22.9	18.1	9.9	3.6	0.9	55.4
	Non-Indigenous	1.2	5.3	11.3	21.2	25.9	20.3	14.8	93.5
SA	Indigenous	5.5	31.4	25.6	20.9	10.4	4.7	1.3	63.0
	Non-Indigenous	2.4	6.0	12.8	22.9	26.5	18.4	11.0	91.6
Tas	Indigenous	1.7	16.4	22.1	26.0	18.8	10.4	4.5	81.9
	Non-Indigenous	1.3	7.5	13.3	22.5	25.2	18.8	11.4	91.2
ACT	Indigenous	4.6	17.4	21.7	27.6	18.7	7.2	2.8	78.0
	Non-Indigenous	1.8	3.3	9.6	19.9	26.6	23.2	15.5	94.8
NT	Indigenous	3.7	66.6	14.1	9.3	4.3	1.5	0.5	29.7
	Non-Indigenous	1.4	7.7	14.5	23.8	25.3	17.0	10.4	91.0
Aust	Indigenous	2.9	27.5	22.8	23.0	15.0	6.5	2.2	69.6
	Non-Indigenous	1.8	4.5	10.9	21.0	25.8	20.5	15.5	93.7

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE</b> Mean scale score / (S.D.)	518.4 (87.6)	508.2 (78.3)	498.0 (90.4)	503.3 (91.3)	492.0 (84.5)	498.0 (76.3)	513.5 (76.7)	356.3 (130.9)	507.0 (89.4)
<b>Non-LBOTE</b> Mean scale score / (S.D.)	499.1 (80.2)	503.3 (71.8)	495.4 (77.4)	493.4 (80.4)	486.2 (75.8)	484.4 (79.2)	504.9 (73.1)	470.4 (86.0)	497.3 (77.3)

Table 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	2.3	4.5	10.1	17.7	22.2	20.3	22.9	93.2
	Non-LBOTE	1.3	5.9	12.0	21.4	25.1	19.6	14.8	92.8
Vic	LBOTE	3.4	3.8	10.5	20.4	24.7	20.3	16.8	92.7
	Non-LBOTE	2.4	3.4	10.3	21.8	27.6	21.2	13.3	94.1
Qld	LBOTE	1.8	8.7	12.5	18.8	21.9	18.5	17.8	89.5
	Non-LBOTE	1.4	5.9	12.4	22.2	25.7	19.5	13.0	92.8
WA	LBOTE	1.8	7.9	10.5	17.9	23.0	20.2	18.8	90.3
	Non-LBOTE	1.1	7.3	12.0	21.6	25.4	19.5	13.1	91.6
SA	LBOTE	4.6	7.8	12.4	20.3	23.4	18.3	13.2	87.6
	Non-LBOTE	2.1	7.0	13.7	23.5	26.3	17.6	9.9	90.9
Tas	LBOTE	2.4	5.8	11.3	20.4	26.2	21.9	12.0	91.8
	Non-LBOTE	1.2	8.6	14.2	23.1	24.4	17.6	10.8	90.2
ACT	LBOTE	3.7	3.4	8.9	19.3	24.3	22.1	18.3	92.9
	Non-LBOTE	1.4	3.9	10.4	20.4	27.0	22.9	14.1	94.8
NT	LBOTE	2.7	55.5	11.4	10.6	9.5	6.3	3.9	41.8
	Non-LBOTE	1.8	11.9	16.6	23.4	22.9	14.6	8.8	86.3
Aust	LBOTE	2.7	6.3	10.6	18.6	22.8	19.8	19.2	91.1
	Non-LBOTE	1.6	5.6	11.8	21.9	26.0	19.8	13.3	92.8

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, 2017.

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	515.3	1.7	4.2	9.7	18.6	24.0	21.3	20.6	94.1
	Inner Regional	482.6	1.6	7.9	14.9	24.0	25.1	16.6	9.9	90.5
	Outer Regional	468.0	1.2	10.8	18.1	26.2	23.0	13.6	7.1	87.9
	Remote	446.0	2.2	17.9	23.9	23.9	17.5	9.0	5.6	79.9
	Very Remote	433.3	2.5	22.8	21.2	23.3	21.2	5.8	3.3	74.7
Vic	Major Cities	510.3	2.8	3.0	9.3	20.2	26.6	21.9	16.1	94.2
	Inner Regional	488.6	2.5	5.0	13.3	25.0	27.1	18.2	8.9	92.5
	Outer Regional	486.1	2.8	5.8	13.8	24.4	27.1	17.6	8.5	91.4
	Remote	491.0	0.0	4.6	18.5	16.4	27.7	26.7	6.2	95.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	503.8	1.3	4.9	11.1	20.7	25.4	20.7	15.9	93.8
	Inner Regional	487.4	1.7	6.9	13.8	23.7	25.3	18.0	10.6	91.4
	Outer Regional	483.6	1.3	8.1	14.4	23.5	25.3	17.4	9.9	90.6
	Remote	463.7	1.3	14.1	17.4	22.8	22.7	14.8	6.9	84.6
	Very Remote	417.7	2.3	31.5	21.9	19.9	12.9	7.7	3.9	66.3
WA	Major Cities	502.9	1.3	5.5	11.0	20.5	25.4	20.5	15.8	93.2
	Inner Regional	476.8	0.8	9.7	15.8	23.7	24.9	16.7	8.4	89.6
	Outer Regional	468.4	1.2	13.2	16.0	23.7	23.2	14.4	8.4	85.6
	Remote	454.7	0.6	19.1	16.2	22.3	21.2	13.6	7.0	80.3
	Very Remote	387.4	0.4	46.4	17.2	15.2	12.6	6.1	2.0	53.2
SA	Major Cities	493.6	2.8	5.9	12.4	22.2	25.8	18.8	12.0	91.3
	Inner Regional	481.7	1.4	7.2	14.6	24.5	27.4	17.0	7.9	91.4
	Outer Regional	464.1	2.6	11.9	17.5	25.4	24.5	12.7	5.5	85.5
	Remote	473.3	1.8	10.1	15.7	23.5	26.4	16.1	6.4	88.1
	Very Remote	407.8	2.2	36.0	15.6	19.3	16.3	9.2	1.3	61.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	494.8	1.7	7.5	12.4	21.2	24.3	19.0	14.0	90.8
	Outer Regional	473.3	0.4	9.8	16.9	25.2	24.7	15.6	7.5	89.8
	Remote	483.7	1.5	6.4	14.5	27.9	20.3	18.8	10.6	92.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	507.0	1.9	3.8	10.0	20.1	26.3	22.8	15.1	94.3
	Inner Regional	505.0	2.9	1.7	10.3	21.7	32.6	13.1	17.7	95.4
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	471.7	2.3	11.6	16.4	22.8	22.9	14.8	9.2	86.1
	Remote	420.9	3.5	31.3	16.1	19.4	15.8	9.8	4.1	65.2
	Very Remote	290.2	1.7	79.6	8.5	4.9	2.9	1.3	1.1	18.7
Aust	Major Cities	508.6	1.9	4.3	10.2	19.9	25.3	21.1	17.2	93.8
	Inner Regional	485.8	1.8	6.9	14.1	24.0	25.7	17.6	9.9	91.3
	Outer Regional	476.0	1.6	9.6	15.8	24.4	24.6	15.6	8.4	88.8
	Remote	454.0	1.5	18.3	17.0	22.3	21.1	13.4	6.4	80.2
	Very Remote	370.7	1.6	50.0	16.0	14.3	10.4	5.4	2.3	48.4

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

# NAPLAN Year 5 Grammar and Punctuation

Table 5.G6: Achievement of Year 5 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2017.

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	448.6	2.6	15.3	22.2	27.0	19.0	10.2	3.7	82.1
	Inner Regional	432.0	2.5	20.8	26.1	25.0	16.6	7.0	2.0	76.7
	Outer Regional	422.3	2.4	25.4	26.6	23.9	14.2	6.0	1.5	72.2
	Remote	401.7	5.3	33.3	28.2	20.3	10.5	2.1	0.4	61.4
	Very Remote	403.4	2.8	34.1	23.9	22.0	14.1	1.7	1.4	63.1
Vic	Major Cities	452.9	7.0	12.4	19.9	27.0	21.9	7.9	3.9	80.6
	Inner Regional	443.0	6.1	14.0	22.9	30.4	18.5	6.0	2.1	80.0
	Outer Regional	437.6	8.1	17.4	24.0	24.9	16.5	7.1	2.0	74.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	445.6	2.5	17.8	21.9	25.3	19.2	9.2	4.2	79.8
	Inner Regional	444.6	2.7	15.6	22.1	29.3	19.4	8.5	2.5	81.7
	Outer Regional	430.7	1.9	22.5	24.3	25.1	17.1	7.0	2.2	75.6
	Remote	394.7	2.7	36.9	26.7	19.0	11.1	3.1	0.5	60.5
	Very Remote	374.8	2.9	48.1	24.9	15.4	6.4	2.1	0.3	49.0
WA	Major Cities	417.3	1.8	29.4	24.2	23.1	14.0	5.7	1.7	68.8
	Inner Regional	404.4	0.9	33.4	28.3	20.8	12.2	3.9	0.6	65.7
	Outer Regional	386.9	1.6	44.2	24.6	17.6	9.3	2.7	0.1	54.3
	Remote	378.0	0.7	49.1	22.6	16.3	7.9	2.6	0.9	50.2
	Very Remote	334.7	0.4	70.4	16.3	8.9	3.0	0.9	0.1	29.1
SA	Major Cities	421.7	5.9	23.3	26.7	24.3	12.2	5.8	1.8	70.8
	Inner Regional	420.4	2.3	27.7	22.6	23.3	15.8	7.2	1.2	70.0
	Outer Regional	393.1	6.8	38.6	27.1	16.6	7.7	2.2	1.0	54.7
	Remote	394.4	5.0	39.0	24.0	19.0	6.5	6.0	0.5	56.0
	Very Remote	350.8	3.4	57.9	19.3	12.6	4.4	2.3	0.0	38.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	453.3	2.8	15.2	21.4	24.5	19.3	11.6	5.2	82.0
	Outer Regional	442.2	0.4	17.8	23.5	28.0	17.8	8.9	3.5	81.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	441.6	4.2	18.1	21.6	27.0	18.5	7.6	2.9	77.7
	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	404.7	6.8	30.4	24.6	20.5	11.4	4.5	1.8	62.8
	Remote	353.5	4.8	57.0	18.5	13.0	4.6	1.8	0.3	38.2
	Very Remote	271.3	1.9	86.6	7.6	2.9	1.0	0.1	0.0	11.5
Aust	Major Cities	441.4	3.1	18.4	22.6	25.8	18.1	8.7	3.4	78.5
	Inner Regional	436.5	2.9	18.9	24.3	26.5	17.5	7.5	2.3	78.1
	Outer Regional	420.9	3.0	26.5	25.0	23.3	14.6	5.9	1.8	70.6
	Remote	379.4	2.9	46.0	23.1	16.7	8.2	2.6	0.6	51.2
	Very Remote	322.5	1.9	69.1	15.5	8.8	3.6	1.0	0.2	29.0

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



# NAPLAN Year 5 Grammar and Punctuation

Table 5.G7: Achievement of Year 5 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Major Cities	517.4	1.7	3.8	9.3	18.3	24.2	21.7	21.1	94.5
	Inner Regional	488.7	1.4	6.3	13.6	24.0	26.1	17.8	10.8	92.3
	Outer Regional	477.6	1.0	7.7	16.3	26.7	24.7	15.2	8.3	91.3
	Remote	476.3	0.0	6.9	20.8	26.7	22.5	13.7	9.5	93.1
	Very Remote	481.3	2.4	5.2	15.7	26.2	30.5	12.9	7.1	92.4
Vic	Major Cities	510.9	2.6	2.9	9.2	20.2	26.7	22.1	16.3	94.5
	Inner Regional	490.1	2.4	4.6	13.0	24.8	27.5	18.6	9.1	93.0
	Outer Regional	489.5	2.4	4.9	13.0	24.4	27.9	18.4	9.0	92.7
	Remote	491.2	0.0	4.9	18.4	15.7	27.6	27.6	5.9	95.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	506.3	1.3	4.3	10.6	20.5	25.7	21.2	16.4	94.4
	Inner Regional	491.8	1.6	6.0	13.0	23.1	25.9	19.0	11.4	92.4
	Outer Regional	493.1	1.3	5.5	12.6	23.2	26.8	19.3	11.3	93.3
	Remote	490.8	0.7	5.1	13.6	24.2	27.3	19.5	9.5	94.2
	Very Remote	476.9	1.4	8.4	17.5	26.2	22.0	15.6	8.9	90.3
WA	Major Cities	506.8	1.3	4.5	10.3	20.3	25.9	21.2	16.6	94.2
	Inner Regional	481.1	0.7	8.0	15.1	24.2	25.7	17.6	8.7	91.3
	Outer Regional	481.5	1.1	8.2	14.6	24.5	25.6	16.3	9.6	90.7
	Remote	486.7	0.6	6.8	13.4	24.5	26.6	18.4	9.7	92.5
	Very Remote	464.9	0.4	10.3	19.1	25.5	27.0	13.1	4.7	89.3
SA	Major Cities	496.5	2.6	5.3	11.8	22.1	26.3	19.4	12.5	92.1
	Inner Regional	484.8	1.4	6.3	14.1	24.3	27.9	17.5	8.4	92.3
	Outer Regional	470.0	2.3	9.5	16.7	26.2	25.9	13.7	5.8	88.3
	Remote	479.8	1.4	7.8	14.9	23.5	28.2	17.0	7.1	90.7
	Very Remote	472.1	1.2	9.5	12.6	26.7	30.0	17.1	2.9	89.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	493.9	1.7	7.1	12.2	21.4	25.1	19.7	12.9	91.2
	Outer Regional	477.6	0.4	8.5	16.1	24.8	25.8	16.5	7.9	91.0
	Remote	487.5	1.7	3.8	15.9	28.3	19.7	20.7	10.0	94.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	509.0	1.8	3.4	9.6	20.0	26.6	23.2	15.5	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	486.5	1.2	7.2	14.4	23.5	25.5	17.2	10.9	91.5
	Remote	478.9	2.3	8.5	14.1	25.1	25.7	16.7	7.6	89.2
	Very Remote	469.6	0.0	12.3	17.5	25.3	19.5	13.8	11.8	87.8
Aust	Major Cities	510.7	1.9	3.8	9.8	19.8	25.5	21.5	17.7	94.3
	Inner Regional	489.6	1.7	5.9	13.3	23.9	26.4	18.4	10.4	92.4
	Outer Regional	484.8	1.4	6.8	14.3	24.5	26.2	17.3	9.5	91.8
	Remote	484.9	1.0	6.7	14.4	24.5	26.5	18.0	8.9	92.3
	Very Remote	471.9	0.9	9.4	17.3	26.1	24.7	14.6	7.1	89.7

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

# NAPLAN Year 5 Grammar and Punctuation

Table 5.G8: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2017.

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	546.3	1.0	1.2	4.4	12.5	23.3	26.4	31.1	97.7
	Diploma	497.9	1.3	4.3	11.5	23.0	28.1	19.7	12.1	94.4
	Certificate	475.1	1.6	7.7	16.5	27.1	25.3	15.0	6.8	90.7
	Year 12	481.6	2.3	7.2	15.3	24.8	25.6	15.8	9.1	90.6
	Year 11	441.6	4.0	17.1	23.6	26.3	17.6	8.3	3.2	78.9
	Not stated (4%)	493.7	3.5	8.0	13.1	20.4	23.1	17.1	14.8	88.5
Vic	Bachelor	533.8	1.4	1.1	4.9	15.0	26.3	27.1	24.1	97.4
	Diploma	496.0	2.5	3.2	11.1	24.4	29.3	19.9	9.6	94.3
	Certificate	479.3	2.8	5.2	14.9	27.8	28.0	15.8	5.5	92.0
	Year 12	482.8	3.5	5.4	14.3	25.8	27.3	16.8	6.9	91.1
	Year 11	456.5	7.8	10.2	20.3	27.6	21.0	9.8	3.2	82.0
	Not stated (3%)	514.5	5.0	3.2	8.9	17.4	25.4	22.4	17.6	91.8
Qld	Bachelor	534.9	0.7	1.4	5.3	15.1	25.3	26.3	25.9	98.0
	Diploma	494.8	1.1	4.5	11.9	23.6	27.7	20.4	10.8	94.3
	Certificate	479.3	1.4	7.2	15.4	25.6	26.5	16.6	7.4	91.4
	Year 12	474.9	1.6	8.7	16.1	25.6	25.5	15.6	7.0	89.7
	Year 11	439.4	3.1	18.3	23.1	26.2	18.1	8.4	2.7	78.5
	Not stated (7%)	472.1	3.3	11.2	16.5	23.3	22.5	14.4	8.7	85.4
WA	Bachelor	533.8	0.8	1.7	5.6	14.9	24.9	26.6	25.6	97.6
	Diploma	492.2	0.9	5.6	12.2	23.1	28.5	19.4	10.2	93.5
	Certificate	473.9	1.0	8.5	16.0	26.3	26.8	15.2	6.3	90.5
	Year 12	471.1	1.3	11.0	16.2	24.5	24.9	14.9	7.2	87.8
	Year 11	432.1	2.3	23.0	21.6	25.2	17.3	7.9	2.7	74.7
	Not stated (11%)	467.9	2.1	15.3	14.8	21.0	21.7	15.0	10.0	82.6
SA	Bachelor	524.4	1.4	1.7	6.7	16.4	27.6	26.2	20.0	96.9
	Diploma	486.0	2.0	5.8	13.2	24.9	28.4	17.4	8.3	92.2
	Certificate	471.5	2.0	7.8	16.7	28.0	26.7	13.5	5.4	90.2
	Year 12	474.4	3.2	8.6	15.2	25.2	26.1	15.8	5.8	88.1
	Year 11	436.2	5.7	18.1	23.2	26.7	17.6	7.1	1.7	76.2
	Not stated (9%)	461.0	5.2	14.3	16.6	23.4	21.7	11.9	7.0	80.5

## Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 5 Grammar and Punctuation

Table 5.G8 (cont.): Achievement of Year 5 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2017.

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>	532.7	0.7	1.9	4.7	14.7	26.1	27.9	24.0	97.4
	<i>Diploma</i>	498.9	0.4	4.0	10.4	22.2	30.1	21.0	11.8	95.6
	<i>Certificate</i>	472.3	1.4	8.2	16.8	26.6	26.4	15.0	5.5	90.4
	<i>Year 12</i>	465.4	1.7	11.9	17.7	27.8	21.3	12.8	6.9	86.4
	<i>Year 11</i>	431.7	1.7	22.1	24.8	26.1	15.8	7.7	1.9	76.2
	<i>Not stated (8%)</i>	511.7	2.9	6.0	12.1	20.6	21.0	15.9	21.5	91.1
ACT	<i>Bachelor</i>	527.5	1.7	1.4	5.4	16.2	26.8	28.0	20.5	96.9
	<i>Diploma</i>	490.4	1.3	3.1	13.1	26.8	29.3	17.6	8.9	95.6
	<i>Certificate</i>	467.3	1.9	8.4	19.1	28.1	23.9	13.7	4.8	89.6
	<i>Year 12</i>	485.6	2.7	6.9	14.5	21.9	27.0	18.1	9.0	90.4
	<i>Year 11</i>	466.1	4.6	12.8	18.3	23.8	19.9	11.8	8.8	82.6
	<i>Not stated (5%)</i>	506.6	2.2	4.2	11.9	17.8	26.8	21.4	15.7	93.6
NT	<i>Bachelor</i>	503.6	1.8	5.8	10.9	18.8	26.0	20.4	16.5	92.5
	<i>Diploma</i>	461.7	1.8	11.8	17.4	26.4	24.9	12.4	5.4	86.5
	<i>Certificate</i>	432.9	1.8	23.1	19.0	23.2	18.1	10.8	4.0	75.1
	<i>Year 12</i>	414.5	3.3	30.0	18.5	19.9	15.2	9.9	3.2	66.7
	<i>Year 11</i>	316.8	2.7	69.3	12.2	8.9	5.0	1.5	0.4	28.0
	<i>Not stated (15%)</i>	359.8	3.7	51.3	12.7	14.0	10.3	5.7	2.3	45.0
Aust	<i>Bachelor</i>	537.3	1.1	1.3	5.1	14.3	25.0	26.6	26.6	97.6
	<i>Diploma</i>	495.1	1.6	4.3	11.7	23.7	28.4	19.7	10.7	94.1
	<i>Certificate</i>	476.1	1.8	7.3	15.9	26.8	26.4	15.4	6.4	91.0
	<i>Year 12</i>	477.5	2.4	8.0	15.4	25.2	25.8	15.8	7.5	89.7
	<i>Year 11</i>	439.4	4.5	18.1	22.2	26.0	18.0	8.4	2.8	77.4
	<i>Not stated (6%)</i>	477.8	3.5	11.7	14.3	21.1	22.4	15.6	11.4	84.8

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 5 Grammar and Punctuation

Table 5.G9: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Group 1	544.4	0.8	1.3	4.8	13.1	23.3	26.2	30.6	97.9
	Group 2	519.5	1.0	2.6	8.1	18.3	26.9	23.1	19.9	96.4
	Group 3	489.1	1.2	5.6	13.5	25.3	26.5	17.2	10.6	93.2
	Group 4	470.4	2.1	9.5	18.5	26.6	22.3	13.5	7.6	88.5
	Not in paid work	448.1	5.2	16.3	21.9	24.4	18.1	9.4	4.7	78.5
	Not stated (5%)	495.7	3.3	7.5	12.8	20.5	22.9	18.0	15.1	89.3
Vic	Group 1	537.1	1.0	0.9	4.6	14.2	25.9	27.7	25.6	98.1
	Group 2	514.2	1.4	1.9	7.7	20.2	28.9	23.9	16.0	96.6
	Group 3	493.0	1.9	3.6	11.6	25.9	29.0	19.0	9.0	94.5
	Group 4	478.2	3.5	6.1	15.8	26.7	26.2	15.3	6.3	90.4
	Not in paid work	462.4	8.8	9.5	19.3	25.7	21.4	10.6	4.8	81.8
	Not stated (2%)	510.9	6.0	3.6	9.8	18.3	24.1	21.2	17.0	90.4
Qld	Group 1	535.1	0.7	1.5	5.3	14.9	25.3	26.2	26.1	97.9
	Group 2	509.2	0.8	2.9	9.4	20.8	27.6	22.9	15.5	96.2
	Group 3	486.0	1.2	5.9	14.0	25.2	26.8	17.9	9.1	92.9
	Group 4	467.2	1.9	10.4	18.1	26.3	23.5	13.6	6.2	87.7
	Not in paid work	443.5	2.9	18.7	22.1	24.2	18.7	9.2	4.3	78.4
	Not stated (15%)	473.0	2.7	10.4	16.5	24.0	23.3	15.0	8.1	86.9
WA	Group 1	530.2	0.6	2.3	5.9	15.8	24.9	26.0	24.5	97.0
	Group 2	505.5	0.7	4.1	10.4	20.4	27.4	22.0	15.0	95.2
	Group 3	483.1	0.9	6.7	14.4	24.9	27.6	17.2	8.3	92.4
	Group 4	465.7	1.2	12.1	17.1	26.1	23.5	13.5	6.5	86.7
	Not in paid work	437.2	3.2	23.5	19.4	22.4	17.1	9.1	5.2	73.3
	Not stated (18%)	470.0	2.0	13.8	15.6	21.7	22.3	14.7	9.9	84.1
SA	Group 1	523.0	1.0	1.9	7.0	17.2	26.9	25.5	20.4	97.0
	Group 2	501.8	1.4	3.3	10.7	22.2	29.1	20.8	12.5	95.2
	Group 3	480.4	1.7	6.3	14.4	26.6	28.3	15.9	6.8	92.0
	Group 4	464.4	2.7	10.5	18.0	26.6	24.7	13.1	4.5	86.9
	Not in paid work	448.8	7.3	14.7	20.5	25.6	18.7	9.4	3.6	77.9
	Not stated (16%)	456.2	5.2	14.8	18.4	23.9	20.9	11.4	5.4	79.9

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 5 Grammar and Punctuation

Table 5.G9 (cont.): Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2017.

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	530.8	0.7	2.2	5.1	14.9	26.4	27.1	23.6	97.2
	Group 2	497.0	0.4	4.7	11.1	22.2	29.3	20.9	11.4	94.8
	Group 3	480.6	1.0	6.2	15.9	26.0	26.3	16.9	7.7	92.8
	Group 4	457.3	1.2	13.8	19.7	27.0	21.6	12.0	4.7	85.0
	Not in paid work	429.6	4.4	22.9	23.9	24.3	14.5	7.9	2.0	72.7
	Not stated (11%)	495.6	2.1	8.4	14.2	23.3	20.7	14.3	16.9	89.4
ACT	Group 1	529.5	1.5	1.3	5.5	15.9	26.3	27.2	22.3	97.2
	Group 2	508.7	1.7	2.3	9.1	21.0	28.0	24.5	13.3	96.0
	Group 3	483.6	1.0	6.1	14.5	25.7	27.2	17.4	8.1	92.9
	Group 4	456.5	3.4	12.1	21.3	25.6	20.6	13.2	3.8	84.5
	Not in paid work	460.4	6.2	10.7	21.3	25.3	20.4	11.0	5.1	83.1
	Not stated (15%)	490.2	2.7	6.1	13.0	22.5	26.6	19.0	10.1	91.2
NT	Group 1	500.0	1.9	7.0	11.4	19.2	25.1	18.9	16.4	91.0
	Group 2	477.7	1.4	9.0	16.3	22.7	25.1	16.8	8.6	89.6
	Group 3	448.7	2.3	16.7	17.8	25.9	21.4	11.4	4.5	80.9
	Group 4	400.2	2.8	36.9	16.2	18.1	13.6	8.8	3.5	60.3
	Not in paid work	329.2	2.8	65.1	14.1	9.5	5.2	2.4	0.9	32.1
	Not stated (23%)	343.0	2.8	58.1	12.1	11.7	8.8	4.7	1.9	39.1
Aust	Group 1	536.9	0.8	1.5	5.2	14.4	24.9	26.5	26.7	97.7
	Group 2	512.7	1.1	2.8	8.8	19.9	27.8	23.0	16.7	96.2
	Group 3	487.6	1.4	5.4	13.4	25.5	27.3	17.7	9.2	93.2
	Group 4	470.0	2.4	9.4	17.5	26.5	23.8	13.9	6.5	88.2
	Not in paid work	448.4	5.9	16.0	20.7	24.4	18.9	9.6	4.5	78.1
	Not stated (9%)	474.3	3.2	11.8	15.1	22.1	22.4	15.3	10.1	85.0

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

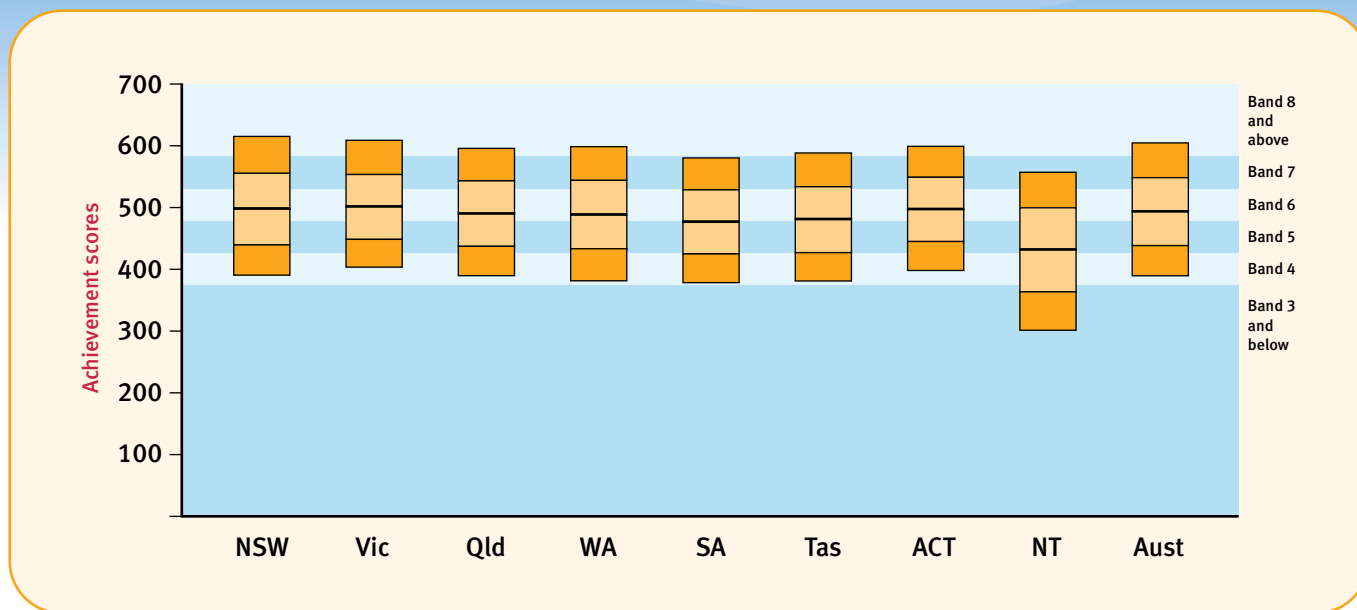
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

# NAPLAN Year 5 Numeracy

Figure 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	498.3 (68.2)	501.7 (62.4)	490.4 (62.6)	488.6 (66.1)	477.0 (61.3)	481.3 (62.9)	497.5 (60.9)	432.1 (78.5)	493.8 (65.5)

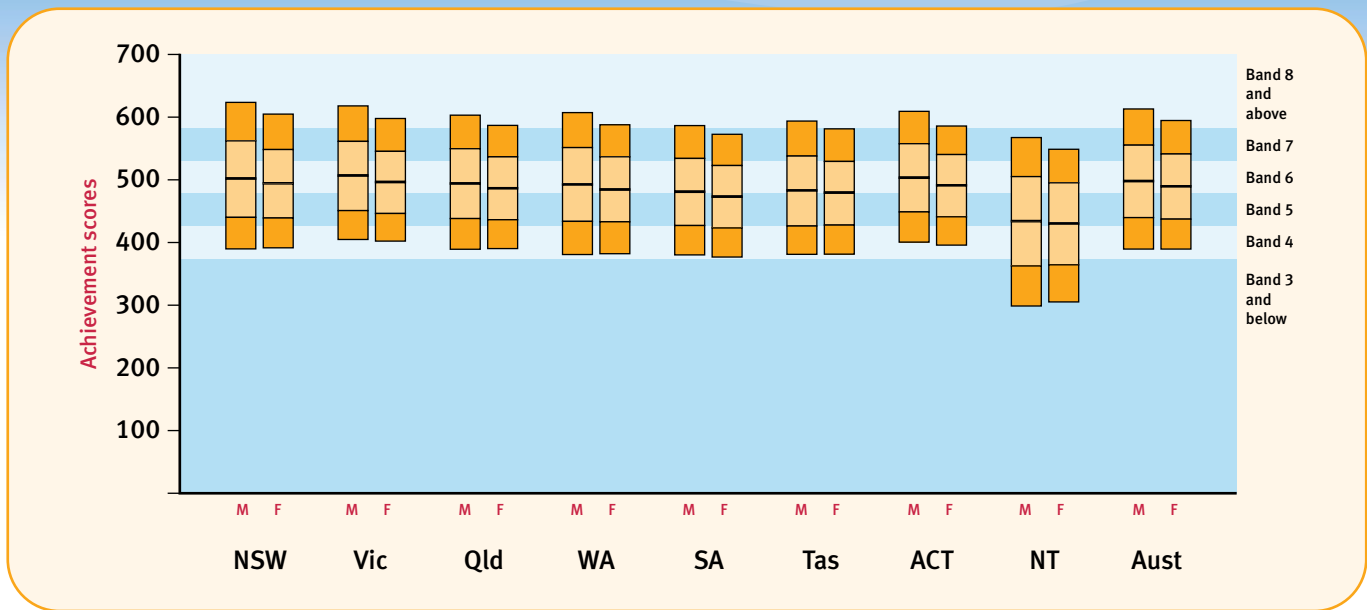
Table 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2017.

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	97.0	2.1	1.0	1.6	2.6	11.7	24.7	28.6	19.6	11.2	95.8
Vic	10yrs 9mths 5yrs 4mths	95.1	2.8	2.1	2.7	1.4	9.2	25.0	31.2	20.5	10.1	96.0
Qld	10yrs 5mths 5yrs 4mths	92.8	2.7	4.5	1.3	2.8	12.2	27.5	30.4	18.4	7.5	95.9
WA	10yrs 4mths 5yrs 4mths	95.5	3.3	1.2	1.2	3.9	12.9	26.8	29.3	17.9	8.0	95.0
SA	10yrs 7mths 5yrs 4mths	93.4	3.8	2.8	2.5	4.2	15.8	30.2	28.5	14.3	4.6	93.3
Tas	10yrs 10mths 5yrs 4mths	94.3	3.4	2.3	1.3	3.7	15.6	29.0	29.1	15.4	5.9	95.0
ACT	10yrs 7mths 5yrs 4mths	93.9	2.8	3.4	1.8	1.8	10.4	24.7	32.1	20.8	8.4	96.3
NT	10yrs 6mths 5yrs 4mths	87.0	11.6	1.4	2.4	23.2	21.4	24.8	18.1	8.0	2.2	74.5
Aust	10yrs 7mths 5yrs 4mths	95.0	2.8	2.2	1.8	2.8	11.8	26.0	29.7	18.8	9.1	95.4

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

# NAPLAN Year 5 Numeracy

Figure 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Male</b> Mean scale score / (S.D.)	502.0 (71.0)	506.8 (64.6)	494.1 (65.1)	492.6 (69.0)	480.9 (62.9)	483.1 (65.0)	503.3 (63.0)	434.0 (81.9)	497.9 (68.1)
<b>Female</b> Mean scale score / (S.D.)	494.4 (64.9)	496.4 (59.5)	486.5 (59.6)	484.4 (62.6)	473.1 (59.5)	479.5 (60.6)	491.2 (57.8)	430.3 (75.0)	489.6 (62.4)

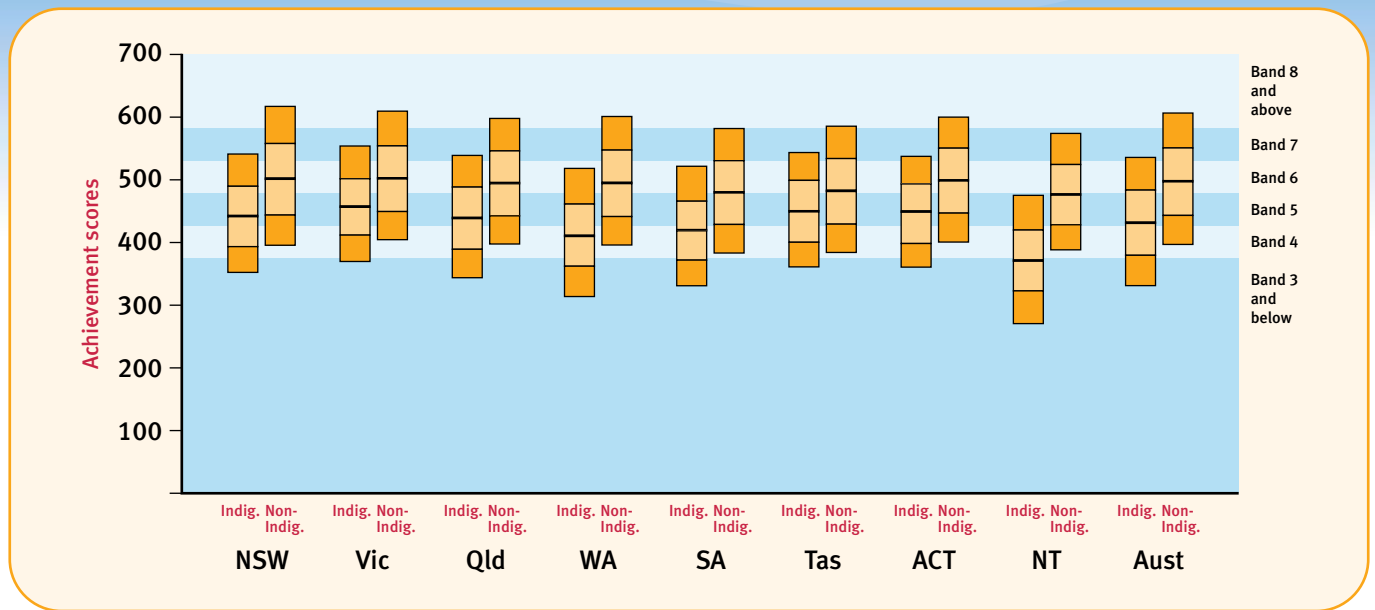
Table 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	2.1	2.7	11.5	23.1	27.1	20.3	13.2	95.2
	Female	1.1	2.5	11.8	26.3	30.2	18.9	9.1	96.4
Vic	Male	3.5	1.2	8.7	23.1	29.7	21.6	12.2	95.3
	Female	1.8	1.5	9.8	26.9	32.9	19.3	7.9	96.7
Qld	Male	1.8	2.8	11.9	25.7	29.2	19.5	9.1	95.5
	Female	0.9	2.7	12.4	29.3	31.8	17.1	5.8	96.4
WA	Male	1.5	3.9	12.8	24.7	28.2	19.0	9.9	94.6
	Female	0.8	3.8	13.0	29.1	30.4	16.9	6.0	95.4
SA	Male	3.4	3.9	14.9	28.5	28.2	15.6	5.6	92.7
	Female	1.7	4.5	16.6	31.9	28.8	13.0	3.6	93.9
Tas	Male	1.7	3.7	15.9	27.9	27.9	16.1	6.9	94.6
	Female	0.8	3.7	15.3	30.1	30.5	14.7	4.8	95.4
ACT	Male	2.4	1.8	9.0	23.5	30.6	22.0	10.7	95.8
	Female	1.2	1.9	11.9	26.1	33.7	19.5	5.7	96.9
NT	Male	3.2	23.0	20.9	23.6	17.6	8.7	3.0	73.7
	Female	1.5	23.3	21.9	26.0	18.7	7.3	1.4	75.3
Aust	Male	2.4	2.8	11.4	24.3	28.4	19.8	10.9	94.8
	Female	1.2	2.8	12.1	27.9	31.1	17.8	7.2	95.9

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Indigenous Mean scale score / (S.D.)</b>	442.1 (57.8)	457.1 (55.3)	439.0 (59.3)	410.5 (62.5)	419.6 (58.3)	449.8 (57.0)	449.3 (55.9)	371.1 (61.4)	431.4 (62.9)
<b>Non-Indigenous Mean scale score / (S.D.)</b>	501.7 (67.1)	502.4 (62.2)	494.7 (60.9)	494.9 (62.4)	480.0 (60.2)	482.3 (61.2)	499.1 (60.4)	476.5 (56.9)	497.7 (63.7)

Table 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous Status, by State and Territory, 2017.

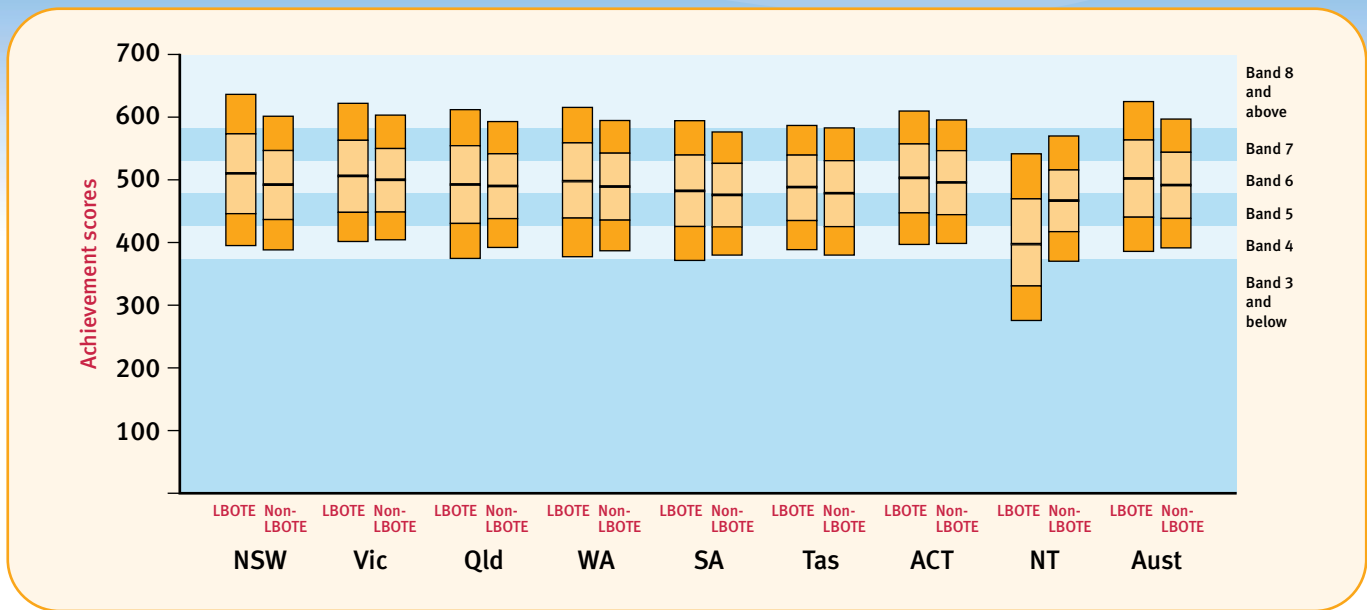
State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	2.5	10.8	29.0	32.2	18.7	5.6	1.2	86.7
	Non-Indigenous	1.5	2.1	10.6	24.3	29.3	20.4	11.8	96.4
Vic	Indigenous	6.6	5.5	21.5	34.9	22.3	7.6	1.6	87.9
	Non-Indigenous	2.5	1.3	9.0	24.8	31.4	20.7	10.3	96.2
Qld	Indigenous	2.4	13.2	27.9	32.1	17.9	5.6	1.0	84.4
	Non-Indigenous	1.3	1.8	10.8	27.1	31.5	19.4	8.0	96.9
WA	Indigenous	1.3	27.4	33.8	23.7	10.5	2.9	0.4	71.3
	Non-Indigenous	1.2	2.1	11.2	27.0	30.8	19.2	8.6	96.8
SA	Indigenous	5.5	19.9	33.9	25.8	11.4	3.0	0.5	74.6
	Non-Indigenous	2.4	3.4	14.8	30.2	29.4	14.9	4.8	94.2
Tas	Indigenous	1.7	8.7	25.2	34.8	21.2	7.1	1.2	89.5
	Non-Indigenous	1.3	3.3	14.9	29.0	30.0	16.0	5.5	95.4
ACT	Indigenous	4.6	8.2	24.3	33.7	22.5	5.2	1.6	87.2
	Non-Indigenous	1.7	1.6	9.9	24.5	32.4	21.3	8.6	96.6
NT	Indigenous	3.7	50.9	28.8	12.2	3.8	0.5	0.1	45.4
	Non-Indigenous	1.4	2.5	15.9	34.1	28.6	13.7	3.8	96.1
Aust	Indigenous	2.8	17.0	28.9	29.4	16.1	4.9	0.9	80.2
	Non-Indigenous	1.7	1.9	10.7	25.8	30.5	19.7	9.6	96.3

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE</b> Mean scale score / (S.D.)	510.3 (73.2)	506.1 (67.0)	492.4 (72.0)	497.8 (72.6)	482.2 (67.2)	488.3 (60.2)	503.0 (63.9)	397.3 (80.9)	502.0 (72.9)
<b>Non-LBOTE</b> Mean scale score / (S.D.)	492.2 (64.8)	499.9 (60.3)	490.0 (61.0)	489.1 (63.3)	475.8 (59.7)	478.6 (61.7)	495.8 (59.8)	466.7 (60.6)	491.5 (62.4)

Table 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	2.2	2.1	10.3	21.4	26.4	20.9	16.7	95.7
	Non-LBOTE	1.3	2.9	12.4	26.3	29.7	18.9	8.5	95.8
Vic	LBOTE	3.3	1.5	9.5	23.4	28.7	20.7	13.0	95.2
	Non-LBOTE	2.4	1.3	9.1	25.6	32.3	20.4	8.9	96.3
Qld	LBOTE	1.6	4.8	13.2	23.9	26.4	19.1	11.0	93.6
	Non-LBOTE	1.3	2.4	12.0	28.1	31.0	18.2	6.9	96.3
WA	LBOTE	1.8	4.5	10.7	22.7	28.0	20.2	12.1	93.7
	Non-LBOTE	1.1	3.2	12.5	27.5	30.2	18.3	7.2	95.8
SA	LBOTE	4.6	5.2	14.1	26.3	26.8	16.3	6.6	90.2
	Non-LBOTE	2.0	3.9	16.1	31.1	28.9	13.8	4.1	94.0
Tas	LBOTE	2.2	2.7	13.1	24.9	33.3	18.1	5.6	95.1
	Non-LBOTE	1.2	3.9	16.1	29.9	28.8	14.9	5.1	94.9
ACT	LBOTE	3.4	1.8	9.8	21.9	31.0	21.2	10.8	94.7
	Non-LBOTE	1.3	1.8	10.5	25.6	32.4	20.7	7.6	96.8
NT	LBOTE	2.7	41.7	23.6	14.8	10.6	5.1	1.5	55.6
	Non-LBOTE	1.8	5.6	18.6	33.6	25.8	11.5	3.1	92.6
Aust	LBOTE	2.6	3.4	10.9	22.5	27.0	20.0	13.6	94.1
	Non-LBOTE	1.6	2.5	11.9	27.2	30.6	18.5	7.6	95.9

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

# NAPLAN Year 5 Numeracy

Table 5.N5: Achievement of Year 5 Students in Numeracy, by Geolocation, by State and Territory, 2017.

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	1.6	2.0	10.1	22.7	28.6	21.3	13.5	96.3
	Inner Regional	480.6	1.5	3.7	15.2	29.4	29.2	15.6	5.3	94.8
	Outer Regional	468.7	1.2	5.4	18.6	32.4	27.1	11.8	3.5	93.4
	Remote	454.6	1.9	9.4	23.5	31.5	21.0	9.7	2.8	88.6
	Very Remote	436.7	2.5	16.7	24.1	31.9	18.5	5.0	1.3	80.8
Vic	Major Cities	506.2	2.7	1.2	8.3	23.4	31.2	21.7	11.5	96.1
	Inner Regional	488.2	2.5	1.8	11.8	29.9	31.6	16.5	5.9	95.7
	Outer Regional	489.0	2.6	1.9	12.0	29.1	30.4	18.0	6.0	95.5
	Remote	495.8	0.0	0.5	13.3	22.1	33.3	27.7	3.1	99.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	497.6	1.3	1.9	10.4	25.8	31.1	20.4	9.2	96.8
	Inner Regional	482.9	1.7	2.7	13.8	30.5	30.3	15.9	5.1	95.6
	Outer Regional	478.7	1.2	4.0	15.2	30.2	29.6	15.1	4.7	94.8
	Remote	460.0	1.0	9.6	18.8	32.2	25.3	10.4	2.8	89.5
	Very Remote	429.3	2.0	21.3	28.8	23.8	16.4	5.6	2.0	76.7
WA	Major Cities	496.9	1.3	2.2	10.9	25.9	30.4	19.8	9.5	96.5
	Inner Regional	475.6	0.8	4.0	16.6	31.4	28.8	14.5	3.9	95.3
	Outer Regional	468.7	1.2	6.6	18.8	30.6	26.3	12.6	4.0	92.3
	Remote	458.1	0.6	11.7	20.1	28.2	24.6	11.4	3.2	87.6
	Very Remote	409.0	0.4	34.2	26.5	19.4	13.4	5.0	1.1	65.4
SA	Major Cities	481.3	2.7	3.4	14.8	29.3	28.9	15.5	5.4	93.8
	Inner Regional	473.4	1.3	3.8	16.3	32.8	29.9	13.1	2.9	94.9
	Outer Regional	461.4	2.6	6.8	20.4	32.8	25.3	9.9	2.3	90.6
	Remote	468.9	1.6	5.6	17.2	31.8	29.5	11.1	3.1	92.7
	Very Remote	419.8	2.2	28.8	20.2	25.5	17.6	4.9	0.7	69.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	485.4	1.6	3.5	14.5	27.6	29.0	16.6	7.1	94.9
	Outer Regional	472.3	0.4	4.2	18.1	31.9	29.5	12.7	3.2	95.4
	Remote	469.0	1.5	6.4	17.9	29.4	28.2	15.8	0.9	92.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	497.7	1.8	1.8	10.3	24.7	32.1	20.9	8.4	96.3
	Inner Regional	475.8	2.9	1.7	14.9	33.7	32.0	13.7	1.1	95.4
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	467.4	2.3	5.6	18.6	32.7	26.0	11.6	3.3	92.2
	Remote	429.9	3.5	20.6	26.4	26.1	15.4	6.7	1.3	75.9
	Very Remote	358.5	1.7	62.9	23.4	6.8	3.3	1.3	0.5	35.4
Aust	Major Cities	501.4	1.9	1.9	10.1	24.4	30.1	20.6	11.0	96.2
	Inner Regional	482.9	1.8	3.0	14.1	29.9	30.1	15.8	5.4	95.2
	Outer Regional	474.1	1.5	4.7	16.8	31.1	28.2	13.6	4.1	93.8
	Remote	455.8	1.4	11.5	20.6	29.5	23.8	10.5	2.7	87.1
	Very Remote	402.0	1.5	37.7	25.7	18.0	11.8	4.1	1.2	60.7

[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, 2017.

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	450.4	2.5	8.0	26.3	33.5	20.8	7.0	1.8	89.4
	Inner Regional	439.1	2.5	11.7	30.2	31.8	18.0	5.0	0.8	85.9
	Outer Regional	432.5	2.3	13.8	32.4	30.7	16.4	4.0	0.4	83.9
	Remote	419.0	4.6	18.7	35.3	27.5	12.4	1.4	0.1	76.7
	Very Remote	409.1	2.8	24.8	34.6	29.9	6.5	1.4	0.0	72.4
Vic	Major Cities	461.4	6.8	5.5	18.8	33.4	25.1	8.6	1.9	87.7
	Inner Regional	455.3	5.7	4.7	23.0	37.8	21.0	6.5	1.4	89.7
	Outer Regional	449.5	8.6	7.6	25.7	31.6	17.8	7.5	1.2	83.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	452.9	2.5	8.1	24.5	33.6	21.5	8.0	1.7	89.4
	Inner Regional	450.2	2.9	7.9	23.8	36.7	21.7	6.1	0.9	89.2
	Outer Regional	434.5	1.8	13.7	30.7	32.5	16.1	4.5	0.6	84.5
	Remote	406.6	1.9	27.6	34.5	27.0	7.7	1.1	0.3	70.5
	Very Remote	395.0	2.5	34.5	37.6	17.7	6.4	1.2	0.0	63.0
WA	Major Cities	432.4	1.8	14.9	32.7	30.2	14.5	5.4	0.6	83.4
	Inner Regional	424.8	0.9	16.9	35.6	29.9	13.6	2.9	0.3	82.2
	Outer Regional	409.6	1.6	25.9	36.9	23.7	10.7	1.2	0.0	72.5
	Remote	401.0	0.9	32.7	36.0	20.0	7.9	2.0	0.4	66.4
	Very Remote	370.1	0.4	53.9	30.5	11.2	3.3	0.4	0.2	45.6
SA	Major Cities	430.8	5.9	13.7	32.3	30.4	13.2	3.9	0.6	80.4
	Inner Regional	428.1	2.3	18.4	30.7	26.3	18.4	3.3	0.7	79.3
	Outer Regional	409.4	6.8	23.6	38.8	20.5	8.2	1.8	0.3	69.7
	Remote	415.7	5.0	17.0	46.5	20.5	5.0	4.5	1.5	78.0
	Very Remote	378.6	3.4	47.8	26.4	15.9	5.7	0.7	0.0	48.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	451.0	2.8	9.7	23.3	33.5	21.2	7.5	2.0	87.5
	Outer Regional	448.7	0.4	6.9	28.3	36.2	21.3	6.6	0.2	92.7
	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	449.5	4.2	8.2	24.8	32.7	22.8	5.5	1.7	87.5
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	419.8	6.8	19.5	31.9	28.2	11.3	1.8	0.5	73.7
	Remote	383.1	4.8	40.7	36.5	14.1	3.6	0.2	0.0	54.5
	Very Remote	345.8	1.9	68.8	24.4	4.2	0.6	0.1	0.0	29.3
Aust	Major Cities	447.9	3.1	9.2	26.5	32.8	20.0	6.9	1.5	87.7
	Inner Regional	443.7	2.9	10.1	27.4	33.7	19.4	5.5	1.0	87.0
	Outer Regional	430.4	2.9	15.3	31.9	30.3	15.1	3.9	0.5	81.7
	Remote	400.8	2.7	31.3	35.8	21.1	7.3	1.5	0.3	66.0
	Very Remote	368.6	1.8	53.4	29.8	11.1	3.2	0.5	0.1	44.7

[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, 2017.

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	507.5	1.6	1.8	9.6	22.4	28.9	21.8	13.8	96.6
	Inner Regional	485.6	1.4	2.7	13.4	29.1	30.6	16.9	5.9	95.9
	Outer Regional	476.4	0.9	3.6	15.7	32.7	29.4	13.5	4.1	95.5
	Remote	479.0	0.0	2.8	14.8	34.9	27.3	15.5	4.7	97.2
	Very Remote	480.8	2.4	3.3	7.1	36.7	36.2	11.0	3.3	94.3
Vic	Major Cities	506.6	2.6	1.1	8.2	23.3	31.3	21.8	11.6	96.3
	Inner Regional	489.3	2.4	1.7	11.4	29.6	32.0	16.9	6.1	95.9
	Outer Regional	491.8	2.2	1.5	10.9	28.9	31.4	18.8	6.3	96.3
	Remote	496.0	0.0	0.5	14.1	20.5	35.1	26.5	3.2	99.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	499.5	1.2	1.6	9.8	25.5	31.5	20.9	9.5	97.1
	Inner Regional	486.1	1.5	2.2	12.8	29.9	31.1	16.9	5.5	96.2
	Outer Regional	486.7	1.1	2.2	12.5	29.7	32.1	16.9	5.4	96.7
	Remote	481.1	0.6	2.3	12.6	34.1	32.4	14.1	3.8	97.1
	Very Remote	476.7	1.4	2.8	16.6	32.3	30.3	11.8	4.8	95.8
WA	Major Cities	499.7	1.3	1.7	9.9	25.6	31.1	20.5	9.9	97.0
	Inner Regional	478.4	0.7	3.1	15.4	31.8	30.0	15.1	4.0	96.2
	Outer Regional	478.0	1.1	3.5	16.0	31.7	28.7	14.3	4.7	95.4
	Remote	481.9	0.5	3.2	13.4	31.3	31.6	15.5	4.5	96.3
	Very Remote	466.3	0.4	4.5	21.1	32.3	28.6	10.8	2.4	95.2
SA	Major Cities	483.4	2.6	3.1	14.1	29.1	29.5	16.0	5.6	94.3
	Inner Regional	475.4	1.3	3.2	15.7	33.0	30.3	13.5	3.0	95.5
	Outer Regional	465.8	2.2	5.3	18.8	33.8	26.9	10.6	2.4	92.5
	Remote	473.4	1.2	5.0	14.7	32.3	31.7	11.8	3.3	93.8
	Very Remote	466.0	1.2	6.9	13.1	36.4	31.2	9.8	1.4	91.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	485.3	1.6	3.1	14.2	27.9	29.7	17.1	6.3	95.2
	Outer Regional	475.7	0.4	3.7	16.5	31.5	30.8	13.5	3.6	95.9
	Remote	472.1	1.7	3.8	19.0	30.0	27.6	16.9	1.0	94.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	499.2	1.7	1.6	9.8	24.5	32.4	21.3	8.7	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	477.8	1.2	2.3	15.6	33.7	29.3	13.9	4.0	96.5
	Remote	470.4	2.3	2.8	17.5	36.6	25.7	12.6	2.5	94.9
	Very Remote	477.9	0.0	5.8	13.5	31.8	29.5	14.0	5.5	94.3
Aust	Major Cities	503.0	1.8	1.7	9.6	24.1	30.4	21.1	11.3	96.5
	Inner Regional	485.9	1.7	2.4	13.0	29.6	31.0	16.7	5.7	95.9
	Outer Regional	481.1	1.3	2.9	14.3	31.2	30.4	15.2	4.7	95.8
	Remote	478.7	0.9	3.2	14.1	32.8	30.8	14.4	3.8	95.9
	Very Remote	472.4	0.9	4.2	16.8	33.0	30.0	11.4	3.7	94.9

[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, 2017.**

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>	532.0	1.0	0.4	4.0	15.4	29.4	28.5	21.3	98.6
	<i>Diploma</i>	492.3	1.3	1.9	10.9	27.9	33.1	18.2	6.7	96.9
	<i>Certificate</i>	472.5	1.5	3.7	17.2	33.2	28.8	12.5	3.2	94.8
	<i>Year 12</i>	477.6	2.2	3.7	15.9	30.7	28.8	14.2	4.7	94.2
	<i>Year 11</i>	446.1	3.9	9.2	27.7	32.4	18.7	6.3	1.6	86.8
	<i>Not stated (4%)</i>	488.7	3.4	4.1	14.5	25.4	25.8	17.5	9.2	92.4
Vic	<i>Bachelor</i>	526.3	1.4	0.3	3.9	16.8	31.9	28.3	17.4	98.3
	<i>Diploma</i>	492.9	2.5	1.3	9.7	29.1	33.3	17.8	6.3	96.3
	<i>Certificate</i>	480.6	2.7	1.9	13.5	32.6	31.8	13.8	3.6	95.4
	<i>Year 12</i>	484.0	3.4	2.1	12.6	30.6	31.5	15.1	4.6	94.5
	<i>Year 11</i>	461.3	7.8	4.6	20.6	33.5	22.9	8.3	2.2	87.6
	<i>Not stated (3%)</i>	510.4	4.7	1.2	7.6	20.9	30.2	22.9	12.5	94.1
Qld	<i>Bachelor</i>	521.9	0.6	0.5	4.3	18.1	32.9	28.0	15.6	98.9
	<i>Diploma</i>	489.6	1.1	1.6	11.0	29.6	33.3	18.1	5.2	97.3
	<i>Certificate</i>	476.9	1.3	2.9	15.1	32.7	31.0	13.8	3.2	95.8
	<i>Year 12</i>	473.4	1.5	3.9	16.2	33.4	28.6	13.1	3.3	94.6
	<i>Year 11</i>	446.2	2.9	9.4	25.8	35.0	19.6	6.4	1.0	87.7
	<i>Not stated (7%)</i>	471.5	3.1	5.8	18.1	29.2	26.0	13.0	4.7	91.0
WA	<i>Bachelor</i>	521.9	0.8	0.5	4.7	18.1	32.4	27.6	16.0	98.8
	<i>Diploma</i>	488.4	0.9	2.1	11.2	30.3	32.7	17.5	5.2	97.0
	<i>Certificate</i>	472.5	1.0	3.6	16.7	33.7	29.8	12.2	2.9	95.4
	<i>Year 12</i>	472.4	1.3	4.7	17.6	31.5	28.0	13.3	3.6	94.0
	<i>Year 11</i>	441.2	2.3	12.1	27.4	32.5	18.3	6.1	1.1	85.5
	<i>Not stated (11%)</i>	468.8	2.1	9.3	16.9	28.0	24.5	13.5	5.8	88.6
SA	<i>Bachelor</i>	506.8	1.4	0.9	6.6	22.8	35.3	23.6	9.4	97.7
	<i>Diploma</i>	475.8	1.9	2.6	15.9	33.0	30.7	13.2	2.8	95.6
	<i>Certificate</i>	464.3	2.0	4.2	19.3	36.6	26.2	9.8	1.9	93.8
	<i>Year 12</i>	465.4	3.1	4.9	19.2	33.5	26.9	10.3	2.2	92.0
	<i>Year 11</i>	435.4	5.6	11.9	29.4	33.0	15.8	3.8	0.5	82.4
	<i>Not stated (9%)</i>	459.2	5.0	9.4	20.7	28.7	22.4	9.9	3.9	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 5 Numeracy

Table 5.N8 (cont.): Achievement of Year 5 Students in Numeracy, by Parental Education, by State and Territory, 2017.

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>	514.5	0.7	0.6	5.4	19.4	35.8	26.3	11.7	98.7
	<i>Diploma</i>	490.6	0.4	1.8	11.6	27.8	33.9	19.4	5.2	97.8
	<i>Certificate</i>	469.6	1.4	3.7	17.3	35.1	29.2	10.7	2.6	94.9
	<i>Year 12</i>	458.5	1.7	6.3	25.7	31.6	22.1	9.8	2.8	92.0
	<i>Year 11</i>	441.5	1.6	10.5	29.3	34.4	17.9	5.5	0.8	87.9
	<i>Not stated (8%)</i>	496.4	2.7	2.0	14.5	25.5	26.3	16.3	12.7	95.3
ACT	<i>Bachelor</i>	515.5	1.6	0.6	5.0	19.2	34.8	26.8	12.1	97.9
	<i>Diploma</i>	483.1	1.3	1.2	13.1	33.1	32.2	15.1	3.9	97.5
	<i>Certificate</i>	466.4	1.9	4.0	21.0	32.8	27.3	10.8	2.2	94.1
	<i>Year 12</i>	477.3	2.7	3.9	15.2	32.1	26.9	15.3	3.9	93.4
	<i>Year 11</i>	459.3	4.6	7.8	23.2	29.6	21.3	8.9	4.6	87.6
	<i>Not stated (5%)</i>	491.1	1.9	1.9	12.1	26.2	33.1	17.9	6.8	96.2
NT	<i>Bachelor</i>	491.2	1.8	2.4	10.9	27.0	32.8	18.8	6.4	95.9
	<i>Diploma</i>	463.0	1.8	5.1	18.0	39.2	24.2	9.9	1.8	93.1
	<i>Certificate</i>	441.7	1.8	12.5	25.8	32.4	20.5	6.0	1.0	85.7
	<i>Year 12</i>	430.0	3.3	19.3	24.4	29.8	16.3	6.2	0.7	77.4
	<i>Year 11</i>	368.8	2.7	53.2	28.1	12.2	3.2	0.5	0.2	44.1
	<i>Not stated (15%)</i>	395.3	3.7	40.8	23.3	17.6	9.7	3.9	1.0	55.5
Aust	<i>Bachelor</i>	525.1	1.1	0.5	4.3	17.2	31.6	27.8	17.5	98.5
	<i>Diploma</i>	490.1	1.5	1.7	11.0	29.3	33.0	17.7	5.8	96.7
	<i>Certificate</i>	474.4	1.7	3.2	16.1	33.3	29.8	12.8	3.1	95.1
	<i>Year 12</i>	475.8	2.3	3.7	15.8	31.7	28.9	13.6	3.9	94.0
	<i>Year 11</i>	445.9	4.4	10.0	25.8	32.7	19.2	6.4	1.4	85.6
	<i>Not stated (6%)</i>	476.5	3.4	6.9	16.1	26.6	25.4	14.8	6.9	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 5 Numeracy

**Table 5.N9: Achievement of Year 5 Students in Numeracy, by Parental Occupation, by State and Territory, 2017.**

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 4	Band 5	Band 6	Band 7	
NSW	Group 1	530.4	0.7	0.5	4.3	15.9	29.5	28.4	20.6	98.8
	Group 2	509.7	0.9	1.1	7.5	22.6	32.3	22.9	12.6	98.0
	Group 3	485.0	1.2	2.4	13.4	30.9	30.4	15.6	6.1	96.4
	Group 4	468.7	2.0	4.8	20.2	32.1	25.4	11.2	4.3	93.2
	Not in paid work	451.1	5.1	8.8	25.8	30.5	19.7	7.6	2.5	86.1
	Not stated (5%)	489.0	3.2	4.0	14.1	25.8	26.1	17.5	9.2	92.8
Vic	Group 1	528.3	1.0	0.3	3.6	16.4	31.8	28.9	18.1	98.7
	Group 2	510.0	1.4	0.6	6.4	22.9	34.0	23.5	11.3	98.1
	Group 3	491.6	1.9	1.3	10.3	29.6	33.4	17.4	6.1	96.8
	Group 4	479.6	3.5	2.4	14.8	31.8	29.5	13.5	4.6	94.1
	Not in paid work	467.1	8.7	4.1	18.8	32.0	23.1	9.6	3.6	87.1
	Not stated (2%)	505.8	5.6	1.3	8.7	21.9	30.2	21.3	11.1	93.1
Qld	Group 1	521.6	0.7	0.5	4.4	18.2	33.0	27.6	15.7	98.8
	Group 2	501.7	0.8	0.9	8.1	25.6	34.2	22.0	8.3	98.3
	Group 3	482.5	1.1	2.3	13.3	31.8	31.6	15.5	4.3	96.6
	Group 4	466.8	1.7	4.6	18.7	34.8	26.5	11.1	2.5	93.7
	Not in paid work	449.6	2.8	9.8	25.3	32.3	20.3	7.6	2.0	87.5
	Not stated (15%)	472.2	2.6	5.1	17.7	30.5	26.8	13.1	4.3	92.4
WA	Group 1	519.1	0.6	0.7	5.5	19.0	32.2	26.7	15.3	98.7
	Group 2	498.6	0.7	1.5	9.6	26.2	33.1	20.5	8.5	97.8
	Group 3	479.8	0.9	2.7	14.8	31.8	31.0	14.6	4.2	96.4
	Group 4	466.8	1.2	5.7	19.0	33.4	25.9	11.7	3.2	93.1
	Not in paid work	446.9	3.2	13.1	24.7	28.9	19.5	7.9	2.6	83.7
	Not stated (18%)	470.9	2.0	7.8	17.2	28.9	24.8	13.5	5.8	90.2
SA	Group 1	505.7	1.0	1.1	7.1	23.4	34.4	23.4	9.6	97.9
	Group 2	488.4	1.4	1.6	11.4	30.4	32.8	17.1	5.3	97.1
	Group 3	470.9	1.6	3.1	17.2	35.2	29.1	11.5	2.3	95.3
	Group 4	460.0	2.5	6.0	20.8	34.7	25.2	9.1	1.7	91.5
	Not in paid work	441.4	7.3	10.4	27.8	30.8	17.3	5.4	0.9	82.3
	Not stated (16%)	454.3	5.1	9.1	23.3	30.1	21.1	8.5	2.7	85.8

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 5 Numeracy

Table 5.N9 (cont.): Achievement of Year 5 Students in Numeracy, by Parental Occupation, by State and Territory, 2017.

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	513.2	0.7	0.9	6.0	19.8	34.7	26.8	11.3	98.5
	Group 2	490.9	0.4	1.7	11.5	27.8	35.1	17.7	5.8	97.9
	Group 3	476.7	1.0	2.6	15.4	34.0	29.9	13.7	3.5	96.4
	Group 4	455.9	1.2	6.5	23.7	35.3	24.1	7.3	1.9	92.3
	Not in paid work	437.7	4.2	11.7	29.7	32.9	15.5	5.3	0.8	84.1
	Not stated (11%)	482.6	2.0	4.0	18.0	27.9	25.3	13.0	9.8	94.1
ACT	Group 1	515.4	1.4	0.5	5.2	20.3	33.7	26.0	12.9	98.1
	Group 2	498.2	1.6	1.0	9.3	25.8	33.9	21.4	6.9	97.4
	Group 3	475.2	1.0	3.5	17.1	31.0	29.8	14.5	3.1	95.5
	Group 4	460.1	3.4	6.4	23.5	29.5	25.0	9.6	2.6	90.2
	Not in paid work	456.7	6.2	5.6	24.2	32.3	21.4	7.1	3.1	88.2
	Not stated (15%)	488.9	2.5	2.8	12.4	26.2	31.9	18.4	5.8	94.6
NT	Group 1	490.4	1.9	2.7	11.2	27.7	31.6	18.1	6.8	95.4
	Group 2	472.0	1.4	4.0	16.2	33.9	29.2	12.4	3.0	94.6
	Group 3	448.8	2.3	9.2	23.2	35.6	22.3	6.4	1.0	88.4
	Group 4	422.4	2.8	25.2	25.6	24.0	15.0	6.0	1.3	71.9
	Not in paid work	374.1	2.8	49.3	29.2	13.3	3.7	1.7	0.0	48.0
	Not stated (23%)	388.4	2.8	44.5	24.4	16.2	8.0	3.4	0.7	52.7
Aust	Group 1	524.4	0.8	0.5	4.5	17.5	31.6	27.7	17.3	98.7
	Group 2	504.9	1.0	1.0	7.9	24.3	33.3	22.1	10.3	98.0
	Group 3	484.1	1.3	2.3	13.1	31.3	31.3	15.5	5.1	96.4
	Group 4	469.8	2.3	4.5	18.5	32.8	26.6	11.6	3.6	93.2
	Not in paid work	453.3	5.8	8.6	23.6	30.9	20.4	8.0	2.6	85.6
	Not stated (9%)	473.4	3.1	6.7	17.1	28.1	25.4	13.8	5.8	90.3

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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



# NAPLAN Year 5 Participation

Table 5.P1: Year 5 Student Participation in Assessment, by State and Territory, 2017.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	95424	95442	95564	95564	95135
	Participation Rate (%)	97.3	97.3	97.4	97.4	97.0
Vic	Number	72753	72577	72733	72733	72506
	Participation Rate (%)	95.4	95.2	95.4	95.4	95.1
Qld	Number	62249	62157	62334	62334	61955
	Participation Rate (%)	93.2	93.1	93.4	93.4	92.8
WA	Number	32794	32758	32824	32824	32632
	Participation Rate (%)	95.9	95.8	96.0	96.0	95.5
SA	Number	19348	19328	19405	19405	19254
	Participation Rate (%)	93.9	93.8	94.2	94.2	93.4
Tas	Number	6288	6297	6320	6320	6263
	Participation Rate (%)	94.7	94.8	95.2	95.2	94.3
ACT	Number	5086	5082	5098	5098	5057
	Participation Rate (%)	94.4	94.3	94.6	94.6	93.9
NT	Number	3031	3049	3056	3056	2975
	Participation Rate (%)	88.6	89.1	89.3	89.3	87.0
Aust	Number	296973	296690	297334	297334	295777
	Participation Rate (%)	95.4	95.3	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, 2017.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	<i>Indigenous</i>	5524	94.0	5537	94.2	5547	94.4	5547	94.4	5487	93.4
	<i>Non-Indig.</i>	88494	97.5	88497	97.5	88608	97.6	88608	97.6	88244	97.2
Vic	<i>Indigenous</i>	1095	88.5	1098	88.8	1107	89.5	1107	89.5	1105	89.3
	<i>Non-Indig.</i>	71441	95.6	71279	95.4	71426	95.5	71426	95.5	71184	95.2
Qld	<i>Indigenous</i>	4665	87.9	4662	87.8	4676	88.1	4676	88.1	4589	86.4
	<i>Non-Indig.</i>	56991	93.9	56901	93.8	57064	94.0	57064	94.0	56775	93.5
WA	<i>Indigenous</i>	2056	85.9	2049	85.6	2064	86.3	2064	86.3	1992	83.2
	<i>Non-Indig.</i>	29568	97.0	29541	96.9	29589	97.1	29589	97.1	29477	96.7
SA	<i>Indigenous</i>	774	82.5	769	82.0	780	83.2	780	83.2	752	80.2
	<i>Non-Indig.</i>	17811	94.5	17796	94.4	17858	94.7	17858	94.7	17741	94.1
Tas	<i>Indigenous</i>	528	92.3	534	93.4	537	93.9	537	93.9	527	92.1
	<i>Non-Indig.</i>	5584	96.2	5591	96.4	5609	96.7	5609	96.7	5562	95.9
ACT	<i>Indigenous</i>	147	84.5	147	84.5	148	85.1	148	85.1	142	81.6
	<i>Non-Indig.</i>	4908	94.7	4904	94.7	4919	95.0	4919	95.0	4884	94.3
NT	<i>Indigenous</i>	1144	78.6	1153	79.2	1159	79.7	1159	79.7	1103	75.8
	<i>Non-Indig.</i>	1876	96.1	1885	96.6	1885	96.6	1885	96.6	1860	95.3
Aust	<i>Indigenous</i>	15933	88.7	15949	88.8	16018	89.2	16018	89.2	15697	87.4
	<i>Non-Indig.</i>	276673	95.9	276394	95.8	276958	96.0	276958	96.0	275727	95.6

[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, 2017.

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	1.0	1.7	1.7	1.0	1.7	1.6	1.0	1.7	1.6	1.0	1.6	2.1	1.0
Vic	2.7	2.4	2.2	2.7	2.6	2.2	2.7	2.5	2.2	2.7	2.5	2.2	2.7	2.8	2.1
Qld	1.4	2.2	4.6	1.5	2.3	4.6	1.4	2.1	4.5	1.4	2.1	4.5	1.3	2.7	4.5
WA	1.2	2.8	1.3	1.2	2.9	1.3	1.2	2.7	1.3	1.2	2.7	1.3	1.2	3.3	1.2
SA	2.6	3.2	2.9	2.6	3.3	2.9	2.6	2.9	2.9	2.6	2.9	2.9	2.5	3.8	2.8
Tas	1.3	2.9	2.4	1.3	2.8	2.4	1.3	2.4	2.4	1.3	2.4	2.4	1.3	3.4	2.3
ACT	1.9	2.2	3.4	1.9	2.0	3.6	1.9	1.9	3.5	1.9	1.9	3.5	1.8	2.8	3.4
NT	2.4	10.0	1.4	2.4	9.4	1.4	2.4	9.3	1.4	2.4	9.3	1.4	2.4	11.6	1.4
Aust	1.9	2.3	2.3	1.9	2.4	2.3	1.9	2.2	2.3	1.9	2.2	2.3	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, 2017.

State/ Territory	Indigenous status	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	<i>Indigenous</i>	2.6	4.2	1.8	2.6	3.9	1.8	2.6	3.8	1.8	2.6	3.8	1.8	2.5	4.8	1.8
	<i>Non-Indigenous</i>	1.6	1.6	0.9	1.6	1.5	0.9	1.6	1.4	0.9	1.6	1.4	0.9	1.5	1.9	0.9
Vic	<i>Indigenous</i>	6.6	6.1	5.4	6.6	5.9	5.3	6.8	5.4	5.1	6.8	5.4	5.1	6.6	5.6	5.1
	<i>Non-Indigenous</i>	2.6	2.3	2.1	2.6	2.5	2.1	2.6	2.4	2.1	2.6	2.4	2.1	2.5	2.8	2.0
Qld	<i>Indigenous</i>	2.4	5.1	7.0	2.5	5.3	6.9	2.4	5.1	6.8	2.4	5.1	6.8	2.4	6.7	6.9
	<i>Non-Indigenous</i>	1.3	1.9	4.2	1.4	2.0	4.3	1.3	1.8	4.2	1.3	1.8	4.2	1.3	2.4	4.1
WA	<i>Indigenous</i>	1.2	12.5	1.5	1.3	12.8	1.5	1.2	12.2	1.5	1.2	12.2	1.5	1.3	15.2	1.5
	<i>Non-Indigenous</i>	1.2	1.7	1.2	1.2	1.8	1.2	1.2	1.7	1.2	1.2	1.7	1.2	1.2	2.1	1.2
SA	<i>Indigenous</i>	5.5	12.0	5.4	5.5	12.7	5.3	5.5	11.4	5.4	5.5	11.4	5.4	5.5	14.3	5.5
	<i>Non-Indigenous</i>	2.4	2.7	2.8	2.4	2.8	2.8	2.4	2.5	2.7	2.4	2.5	2.7	2.4	3.2	2.7
Tas	<i>Indigenous</i>	1.7	5.6	2.1	1.7	4.5	2.1	1.7	4.0	2.1	1.7	4.0	2.1	1.7	6.1	1.7
	<i>Non-Indigenous</i>	1.3	2.7	1.1	1.3	2.6	1.1	1.3	2.3	1.1	1.3	2.3	1.1	1.3	3.2	1.0
ACT	<i>Indigenous</i>	4.6	4.6	10.9	4.6	3.4	12.1	4.6	3.4	11.5	4.6	3.4	11.5	4.6	7.5	10.9
	<i>Non-Indigenous</i>	1.8	2.1	3.2	1.8	2.0	3.4	1.8	1.8	3.3	1.8	1.8	3.3	1.7	2.6	3.1
NT	<i>Indigenous</i>	3.7	20.3	1.1	3.7	19.7	1.1	3.7	19.2	1.1	3.7	19.2	1.1	3.7	23.1	1.1
	<i>Non-Indigenous</i>	1.4	2.2	1.7	1.4	1.7	1.7	1.4	1.8	1.6	1.4	1.8	1.6	1.4	3.1	1.6
Aust	<i>Indigenous</i>	2.9	7.5	3.8	2.9	7.4	3.8	2.9	7.1	3.7	2.9	7.1	3.7	2.8	8.8	3.7
	<i>Non-Indigenous</i>	1.8	2.0	2.1	1.8	2.0	2.1	1.8	1.9	2.1	1.8	1.9	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, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	508.0	514.6	502.8	498.9	494.3	499.1	520.0	429.9	505.7
NSW	508.0		■	■	■	■	■	■	▲	■
Vic	514.6	■		■	▲	▲	▲	■	▲	■
Qld	502.8	■	■		■	■	■	▼	▲	■
WA	498.9	■	▼	■		■	■	▼	▲	■
SA	494.3	■	▼	■	■		■	▼	▲	■
Tas	499.1	■	▼	■	■	■		▼	▲	■
ACT	520.0	■	■	▲	▲	▲	▲		▲	■
NT	429.9	▼	▼	▼	▼	▼	▼	▼		▼
Aust	505.7	■	■	■	■	■	■	■	▲	

Table 5.CW: Comparative Achievement of Year 5 Students in Writing, by State and Territory, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	477.6	485.6	461.5	468.6	455.5	465.2	479.4	395.4	472.5
NSW	477.6		■	▲	■	▲	▲	■	▲	■
Vic	485.6	■		▲	▲	▲	▲	■	▲	▲
Qld	461.5	▼	▼		■	■	■	▼	▲	■
WA	468.6	■	▼	■		▲	■	■	▲	■
SA	455.5	▼	▼	■	▼		■	▼	▲	▼
Tas	465.2	▼	▼	■	■	■		▼	▲	■
ACT	479.4	■	■	▲	■	▲	▲		▲	■
NT	395.4	▼	▼	▼	▼	▼	▼	▼		▼
Aust	472.5	■	▼	■	■	▲	■	■	▲	

Table 5.CS: Comparative Achievement of Year 5 Students in Spelling, by State and Territory, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	508.5	503.5	496.3	498.2	490.6	483.4	498.5	431.2	500.8
NSW	508.5		■	■	■	▲	▲	■	▲	■
Vic	503.5	■		■	■	■	▲	■	▲	■
Qld	496.3	■	■		■	■	■	■	▲	■
WA	498.2	■	■	■		■	▲	■	▲	■
SA	490.6	▼	■	■	■		■	■	▲	■
Tas	483.4	▼	▼	■	▼	■		▼	▲	▼
ACT	498.5	■	■	■	■	■	▲		▲	■
NT	431.2	▼	▼	▼	▼	▼	▼	▼		▼
Aust	500.8	■	■	■	■	■	▲	■	▲	

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, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	505.7	504.7	495.8	492.5	487.2	488.3	507.0	415.2	499.3
NSW	505.7	■	■	■	■	△	△	■	▲	■
Vic	504.7	■	■	■	■	△	△	■	▲	■
Qld	495.8	■	■	■	■	■	■	■	▲	■
WA	492.5	■	■	■	■	■	■	■	▲	■
SA	487.2	▽	▽	■	■	■	■	▽	▲	■
Tas	488.3	▽	▽	■	■	■	■	▽	▲	■
ACT	507.0	■	■	■	■	△	△	■	▲	■
NT	415.2	▽	▽	▽	▽	▽	▽	▽	■	▽
Aust	499.3	■	■	■	■	■	■	■	▲	■

Table 5.CN: Comparative Achievement of Year 5 Students in Numeracy, by State and Territory, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	498.3	501.7	490.4	488.6	477.0	481.3	497.5	432.1	493.8
NSW	498.3	■	■	■	■	△	△	■	▲	■
Vic	501.7	■	■	■	△	△	△	■	▲	■
Qld	490.4	■	■	■	■	△	■	■	▲	■
WA	488.6	■	▽	■	■	■	■	■	▲	■
SA	477.0	▽	▽	▽	■	■	■	▽	▲	▽
Tas	481.3	▽	▽	■	■	■	■	▽	▲	■
ACT	497.5	■	■	■	■	△	△	■	▲	■
NT	432.1	▽	▽	▽	▽	▽	▽	▽	■	▽
Aust	493.8	■	■	■	■	△	■	■	▲	■

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 scores for South Australia are below and statistically significantly different from the national mean scale scores in writing and numeracy.
- The mean scale score for Tasmania is 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.

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

### Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands across Years 3, 5, 7 and 9. For students in Year 5, Band 3 and below is the lowest band that is reported and indicates a score below the national minimum standard. Band 4, the next lowest band, indicates a score at the national minimum standard (see p. 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 considered as below the national minimum standard for the reporting of percentages of students in each achievement band.

Tables 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1 show the percentages of students in each band for each jurisdiction and for Australia overall in each of the five achievement domains. The last column of each table shows the percentage of students who achieved at or above the national minimum standard in the achievement domain. The percentage of students across Australia who achieved at or above the national minimum standard is high, with approximately 92% achieving the standard in writing and grammar and punctuation, approximately 94% achieving the standard in reading and spelling, and more than 95% achieving the standard in numeracy.

In all jurisdictions aside from the Northern Territory, more than 90% of students achieved at or above the national minimum standard in reading, spelling, grammar and punctuation, and numeracy. In the Northern Territory, 75% of students achieved at or above the national minimum standard in numeracy, and at least 62% of students achieved at or above the national minimum standard in the other domains.

### Sex

Mean scale scores and score distributions are shown in Figures 5.R2, 5.W2, 5.S2, 5.G2 and 5.N2 separately for male and female students. 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 and for all jurisdictions except the Northern Territory. 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 the smallest difference in reading and the largest difference in writing. In the Northern Territory, a higher percentage of female students achieved at or above the national minimum standard in writing than did male students. In numeracy in most jurisdictions, the percentage of female students who achieved at or above the national minimum standard was close to the percentage of male students who achieved at or above the national minimum standard. In all jurisdictions and for Australia overall, higher percentages of male students than female students achieved scale scores in Band 7 and Band 8 and above.

### Indigenous students

Figures 5.R3, 5.W3, 5.S3, 5.G3 and 5.N3 show the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In each achievement domain and for all jurisdictions, the mean scale score for Indigenous students is lower than the mean scale score for non-Indigenous students. Differences for Australia overall range from 61 score points in spelling to 85 score points in grammar and punctuation.

Tables 5.R3, 5.W3, 5.S3, 5.G3 and 5.N3 show the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and Australia overall. For Australia overall, more than 80% of Indigenous students achieved at or above the national minimum standard in numeracy, more than 78% in spelling, and more than 75% in reading. Across the five domains, the percentage of Indigenous students who achieved at or above the national minimum standard is lower than the percentage of non-Indigenous students by between 16 percentage points in numeracy and 24 percentage points in grammar and punctuation 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 reading, the mean scale score for LBOTE students is close to the mean scale score for non-LBOTE students for Australia overall.

Across jurisdictions, differences between these two groups of students are similar to the national differences, with some exceptions. For New South Wales, mean scale scores for LBOTE students are higher than mean scale scores for non-LBOTE students in writing, spelling, grammar and punctuation, and numeracy. For the Northern Territory, mean scale scores for LBOTE students are substantially lower than mean scale scores for non-LBOTE students in all five domains. These differences in the Northern Territory range from 69 score points in numeracy to 114 score points in grammar and punctuation.

Tables 5.R4, 5.W4, 5.S4, 5.G4 and 5.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for LBOTE and non-LBOTE students. For most jurisdictions, there is little difference between these two groups in the percentage of students who are at or above the national minimum standard in any domain. For Australia overall, the difference is less than three percentage points in all domains.

### Geolocation

Beginning in 2016, NAPLAN results are reported using the Australian Statistical Geography Standard (ASGS) to classify each school's geographic location (geolocation). Tables 5.R5, 5.W5, 5.S5, 5.G5 and 5.N5 present summary results for students from schools in major cities, inner regional, outer regional, remote and very remote geolocations for each jurisdiction and for Australia overall. These tables include the mean scale score, as well as the percentage

# NAPLAN Year 5 Commentary

of students in each achievement band. In Victoria, there are no schools in the very remote geolocation; in Tasmania, there are no schools in the major cities geolocation; in the ACT, there are no schools in the outer regional, remote or very remote geolocations; and in the Northern Territory, there are no schools in the major cities or inner regional geolocations. In addition, there are too few students for reporting in the very remote geolocation in Tasmania, 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 is not always replicated within each jurisdiction. For Victoria, there is little difference in mean scale scores among students attending schools in inner regional, outer regional and remote geolocations in all domains. For Queensland, there is little difference in mean scale scores among students attending schools in inner regional and outer regional geolocations in all domains. For South Australia, 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 for Australia overall, there is little difference between students attending schools in major cities geolocations and those attending schools in inner regional geolocations; the remaining geolocations follow the pattern for all students by geolocation. For Australia overall, more than 83% of Indigenous students from major cities and inner regional geolocations achieved at or above the national minimum standard in reading, 84% achieved at or above the national minimum standard in spelling, and 87% at or above the national minimum standard in numeracy.

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

## Parental education

Tables 5.R8, 5.W8, 5.S8, 5.G8 and 5.N8 provide results for each jurisdiction and for Australia overall by parental education. Parental education refers to the highest level of education completed by either parent or guardian. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 3% in Victoria to 15% 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 include results for students whose parental education is identified as 'Not stated'.

In all domains, mean scale scores are higher for students whose parents have higher levels of education. Students whose parents hold a bachelor degree or higher have the highest mean scale scores for most jurisdictions and for Australia overall, and the greatest percentage of students who achieved at or above the national minimum standard. In most jurisdictions, there is little difference in the mean scale scores between students with parents whose highest level of education is a certificate and those with parents whose highest level of education is Year 12 completion. For Australia overall, more than 91% of students whose parents completed Year 12 or higher achieved at or above the national minimum standard in reading compared to less than 82% of students whose parents had not completed Year 12. Students with parents whose level of education is not stated are excluded from all comparisons.

## Parental occupation

Tables 5.R9, 5.W9, 5.S9, 5.G9 and 5.N9 show results for each jurisdiction and Australia overall by parental occupation. Parental occupation group is defined by the main work undertaken by one parent or guardian. If a parent or guardian has more than one job, the occupation group reflecting the main job is reported. If both parents/guardians are working, the higher of the two occupation groups is used. Occupations are classified into four groups; a fifth group represents those not in paid work. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 2% in Victoria to 23% in the Northern Territory. For Australia overall, there is no information on parental occupation for 9% of students, so these results should be treated with caution. The tables include results for students whose parental occupation is identified as 'Not stated'.

Students with parents in Occupation Group 1, which includes senior managers and qualified professionals, have the highest mean scale scores in all domains for most jurisdictions and for Australia overall. The next highest mean scale scores were achieved by students with parents in Occupation Group 2, which includes other business managers and associate professionals, followed by Occupation Group 3 (tradespeople; clerks; and skilled office, sales and service staff) and Occupation Group 4 (machine operators, hospitality staff, assistants and labourers). Students whose parents 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 Group 1 most frequently achieved at or above the national minimum standard (between 97% and 99%). For Australia overall, 86% of students whose parents are not in paid work achieved at or above the national minimum standard in numeracy.

## Participation

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

Nationally, the overall participation rate is quite uniform across domains, between 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 2017. Among the eight jurisdictions, New South Wales has the highest participation rate (97.0% to 97.4% across domains) and the Northern Territory the lowest (87.0% to 89.3% across domains). Participation rates are lower among Indigenous students, ranging nationally from 87.4% to 89.2% across domains.

For Australia overall, 1.9% of students were granted exemptions in the literacy domains (reading, writing, spelling, and grammar and punctuation) and 1.8% in numeracy. The lowest percentages of exemptions were granted in Western Australia (1.2%), Tasmania (1.3%) and Queensland (1.3% to 1.5%). Across Australia, exemptions were granted to 2.8% to 2.9% of Indigenous students and 1.7% to 1.8% of non-Indigenous students. The highest percentages of exemptions were recorded in Victoria (6.6% to 6.8% of Indigenous students and 2.5% to 2.6% of non-Indigenous students).

For Australia overall and for all jurisdictions, the absence rate in numeracy was higher than the absence rate in all other domains. Among Indigenous students, absence rates, which range from 7.1% in spelling and grammar and punctuation to 8.8% in numeracy, are considerably higher than rates of exemption or withdrawal, and are more than three times the absence rates among non-Indigenous students. For all students, withdrawal rates are similar to absence rates, except in numeracy.



# 2017 Results

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# NAPLAN Year 7 Reading

Figure 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	547.6 (70.2)	550.7 (65.5)	540.2 (67.6)	538.6 (70.5)	542.1 (66.6)	540.7 (71.5)	561.7 (67.6)	472.9 (108.6)	544.7 (69.4)

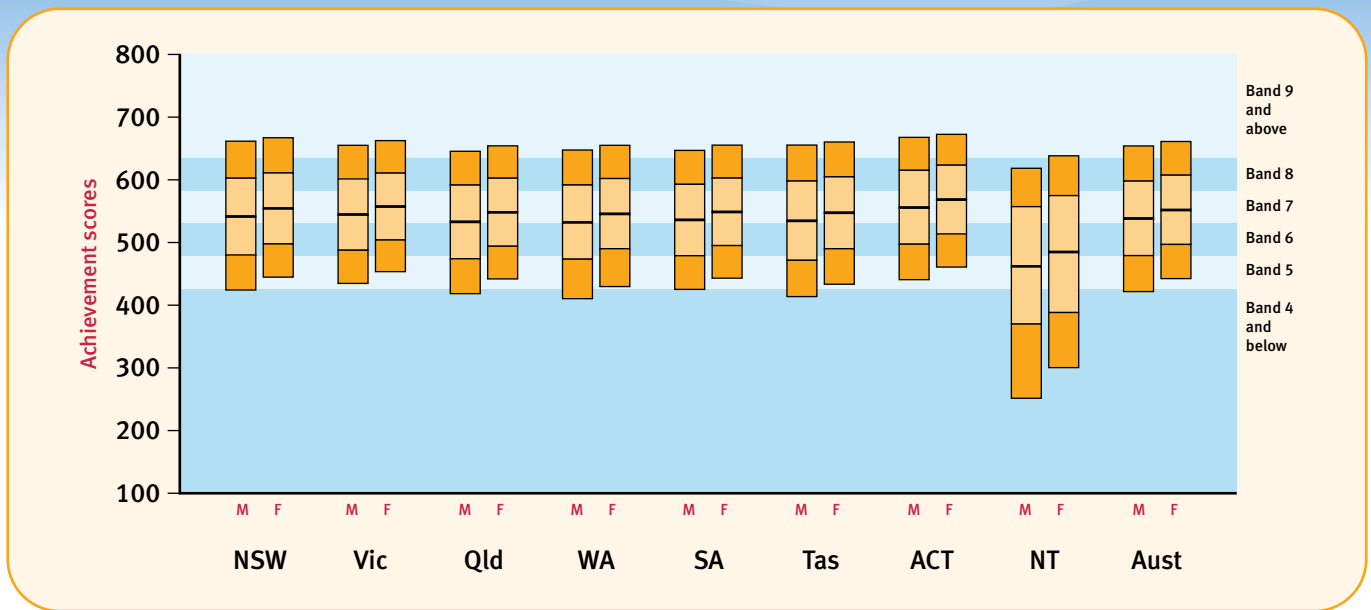
Table 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2017.

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	2.5	0.7	1.5	3.9	11.9	24.0	28.2	19.5	11.0	94.5
Vic	12yrs 9mths 7yrs 4mths	94.7	3.7	1.7	2.3	2.8	10.3	23.8	29.9	20.8	10.1	94.9
Qld	12yrs 5mths 7yrs 4mths	91.0	3.9	5.1	1.5	4.5	13.0	25.4	28.9	18.6	8.0	93.9
WA	12yrs 4mths 7yrs 4mths	95.4	4.0	0.5	1.2	5.9	12.6	24.8	29.0	18.3	8.2	92.9
SA	12yrs 7mths 7yrs 4mths	93.8	3.4	2.7	2.4	3.9	12.3	25.3	29.4	18.6	8.1	93.7
Tas	12yrs 10mths 7yrs 4mths	93.9	3.7	2.4	1.4	5.5	13.5	24.2	27.5	18.5	9.5	93.1
ACT	12yrs 7mths 7yrs 4mths	95.3	2.6	2.1	1.5	2.4	8.4	20.5	29.1	24.0	14.1	96.2
NT	12yrs 6mths 7yrs 4mths	84.7	14.5	0.8	2.4	31.0	14.6	19.1	18.3	10.2	4.3	66.6
Aust	12yrs 7mths 7yrs 4mths	94.5	3.5	2.1	1.8	4.3	11.9	24.3	28.8	19.4	9.6	94.0

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

# NAPLAN Year 7 Reading

Figure 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Male</b> Mean scale score / (S.D.)	541.3 (72.0)	544.5 (66.9)	532.8 (69.4)	532.0 (71.8)	535.9 (67.9)	534.4 (73.6)	555.6 (69.4)	461.9 (110.5)	538.1 (71.1)
<b>Female</b> Mean scale score / (S.D.)	554.3 (67.5)	557.2 (63.4)	548.0 (64.8)	545.5 (68.3)	548.6 (64.5)	547.3 (68.6)	568.3 (65.0)	484.7 (105.3)	551.7 (66.8)

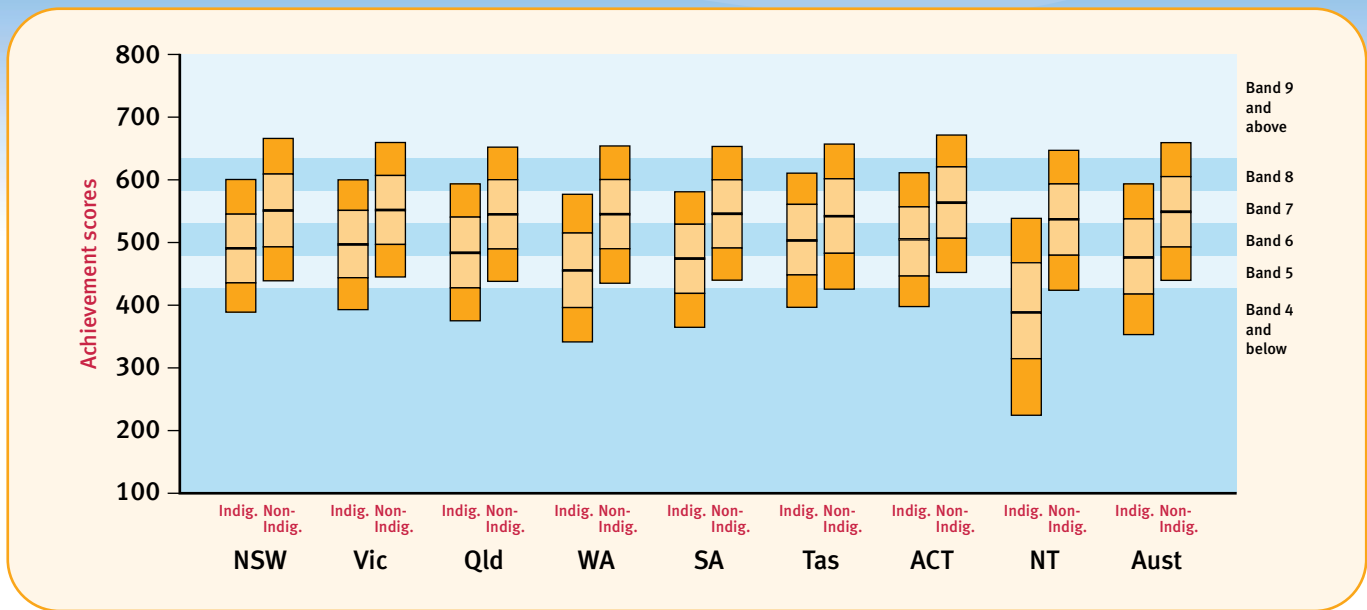
Table 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Male	2.0	5.2	13.7	24.7	26.6	17.8	10.1	92.9
	Female	1.0	2.6	10.0	23.3	29.9	21.3	11.9	96.3
Vic	Male	3.1	3.6	12.1	24.7	28.5	19.1	9.0	93.3
	Female	1.6	1.8	8.5	22.9	31.3	22.6	11.4	96.6
Qld	Male	1.9	6.1	15.1	25.9	27.3	16.8	6.9	92.0
	Female	1.1	2.9	10.8	24.8	30.6	20.6	9.1	96.0
WA	Male	1.5	7.3	14.1	25.6	27.6	16.7	7.2	91.2
	Female	0.8	4.4	11.0	24.1	30.4	20.0	9.2	94.7
SA	Male	3.2	5.0	14.0	25.8	28.0	17.0	7.0	91.8
	Female	1.5	2.8	10.4	24.8	30.9	20.2	9.3	95.6
Tas	Male	2.0	7.0	15.3	24.5	25.4	16.9	8.9	91.1
	Female	0.8	4.0	11.6	23.7	29.7	20.2	10.1	95.3
ACT	Male	1.9	3.1	9.8	22.3	27.8	22.4	12.8	95.0
	Female	1.0	1.6	6.8	18.7	30.5	25.8	15.6	97.4
NT	Male	3.3	33.6	15.3	18.8	17.0	8.9	3.1	63.1
	Female	1.4	28.2	13.9	19.5	19.8	11.7	5.6	70.4
Aust	Male	2.3	5.5	13.6	25.0	27.3	17.7	8.6	92.2
	Female	1.2	3.0	10.0	23.6	30.4	21.2	10.7	95.8

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

# NAPLAN Year 7 Reading

Figure 7.R3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Indigenous Mean scale score / (S.D.)</b>	490.7 (65.2)	496.8 (63.8)	483.4 (67.2)	455.4 (72.9)	474.2 (65.8)	503.1 (66.5)	505.1 (64.8)	388.4 (93.6)	476.0 (75.0)
<b>Non-Indigenous Mean scale score / (S.D.)</b>	550.9 (68.9)	551.7 (65.1)	544.9 (65.3)	545.1 (66.3)	545.7 (64.9)	541.9 (70.2)	563.4 (67.1)	537.0 (67.9)	548.9 (66.7)

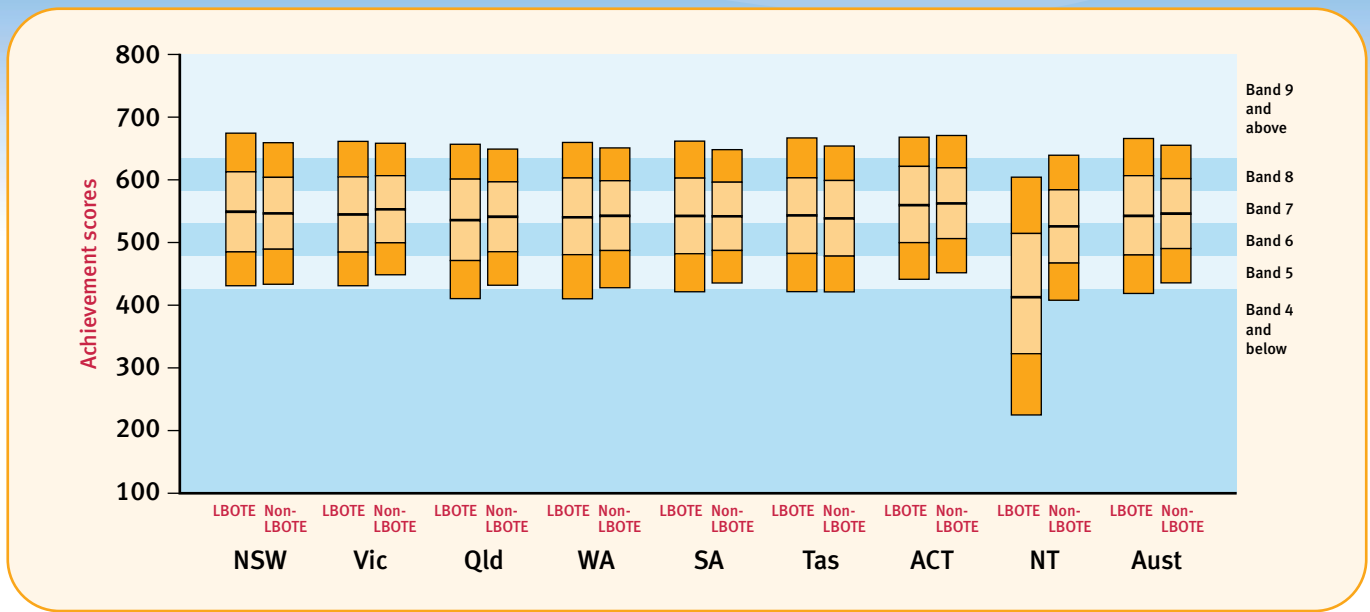
Table 7.R3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2017.

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	2.7	15.3	26.9	29.0	17.7	6.7	1.6	82.0
	Non-Indigenous	1.5	3.2	11.0	23.7	28.9	20.2	11.5	95.3
Vic	Indigenous	5.3	12.5	24.7	28.8	20.1	7.1	1.5	82.2
	Non-Indigenous	2.3	2.6	10.0	23.7	30.1	21.0	10.3	95.2
Qld	Indigenous	3.1	18.8	26.9	27.4	17.2	5.6	1.2	78.2
	Non-Indigenous	1.4	3.3	11.9	25.3	29.9	19.7	8.5	95.3
WA	Indigenous	1.5	34.3	27.9	21.5	10.6	3.2	1.0	64.2
	Non-Indigenous	1.1	3.8	11.4	25.1	30.3	19.5	8.8	95.2
SA	Indigenous	5.1	21.6	27.4	27.4	14.0	3.8	0.8	73.3
	Non-Indigenous	2.3	3.0	11.4	25.2	30.2	19.3	8.6	94.7
Tas	Indigenous	1.6	12.4	21.7	29.8	23.1	9.3	2.2	86.0
	Non-Indigenous	1.4	5.0	13.1	24.1	28.1	18.9	9.4	93.6
ACT	Indigenous	1.9	10.5	22.9	28.2	26.8	7.8	1.9	87.5
	Non-Indigenous	1.5	2.2	8.0	20.3	29.0	24.5	14.5	96.4
NT	Indigenous	3.0	64.8	15.9	10.3	4.3	1.3	0.4	32.2
	Non-Indigenous	2.0	5.2	13.7	25.8	28.9	17.2	7.3	92.8
Aust	Indigenous	2.9	22.6	25.8	26.0	15.8	5.4	1.3	74.4
	Non-Indigenous	1.7	3.1	11.0	24.3	29.6	20.2	10.1	95.2

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

# NAPLAN Year 7 Reading

Figure 7.R4: Achievement of Year 7 Students in Reading, by LBOTE Status, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE Mean scale score / (S.D.)</b>	548.9 (74.0)	544.6 (69.8)	535.6 (75.8)	540.2 (75.8)	542.2 (73.2)	543.2 (72.7)	559.5 (70.7)	412.7 (113.2)	542.3 (76.5)
<b>Non-LBOTE Mean scale score / (S.D.)</b>	546.4 (68.4)	552.9 (63.7)	540.9 (66.1)	542.4 (67.4)	541.8 (64.8)	538.4 (70.6)	562.3 (66.8)	525.7 (70.2)	545.9 (66.6)

Table 7.R4: Achievement of Year 7 Students in Reading, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	2.1	4.2	12.7	23.7	25.7	18.6	13.0	93.7
	Non-LBOTE	1.3	3.9	11.7	24.3	29.2	19.7	9.9	94.8
Vic	LBOTE	2.9	4.1	12.8	24.3	26.9	18.7	10.3	93.0
	Non-LBOTE	2.1	2.3	9.4	23.6	31.0	21.5	10.1	95.6
Qld	LBOTE	1.6	7.2	14.8	23.9	24.8	18.0	9.5	91.2
	Non-LBOTE	1.5	4.1	12.8	25.7	29.5	18.7	7.7	94.4
WA	LBOTE	1.1	7.1	11.9	23.3	27.6	19.3	9.7	91.8
	Non-LBOTE	1.2	4.7	11.6	24.9	30.2	19.3	8.1	94.1
SA	LBOTE	4.0	5.5	12.3	23.0	27.7	17.5	10.0	90.5
	Non-LBOTE	2.1	3.6	12.3	26.0	29.9	18.7	7.5	94.4
Tas	LBOTE	3.8	5.4	11.9	23.4	27.6	18.2	9.7	90.8
	Non-LBOTE	1.2	5.7	13.9	24.7	27.6	18.2	8.7	93.2
ACT	LBOTE	2.8	3.0	9.5	20.1	26.9	23.3	14.5	94.2
	Non-LBOTE	1.1	2.2	8.1	20.7	29.6	24.2	14.0	96.7
NT	LBOTE	2.9	56.3	13.4	11.1	8.9	4.9	2.5	40.9
	Non-LBOTE	1.8	8.1	16.0	26.8	26.9	14.8	5.7	90.2
Aust	LBOTE	2.3	5.9	12.9	23.5	25.9	18.4	11.1	91.8
	Non-LBOTE	1.6	3.6	11.5	24.6	29.8	19.8	9.1	94.8

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

# NAPLAN Year 7 Reading

Table 7.R5: Achievement of Year 7 Students in Reading, by Geolocation, by State and Territory, 2017.

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	553.6	1.6	3.2	10.7	22.8	28.4	20.8	12.6	95.3
	Inner Regional	533.4	1.4	5.4	14.4	27.2	28.5	16.5	6.4	93.1
	Outer Regional	515.1	1.1	8.9	20.3	28.9	25.1	12.1	3.7	90.1
	Remote	488.1	5.8	17.9	24.2	29.6	14.7	5.4	2.4	76.3
	Very Remote	463.5	0.0	35.4	22.0	20.2	13.9	6.1	2.4	64.6
Vic	Major Cities	555.0	2.4	2.4	9.4	22.6	29.9	21.9	11.4	95.2
	Inner Regional	537.9	2.1	3.6	13.0	27.7	30.0	17.2	6.4	94.2
	Outer Regional	530.3	2.6	5.0	15.1	28.0	28.8	15.9	4.6	92.5
	Remote	534.5	0.0	3.3	12.9	37.6	22.9	15.7	7.6	96.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	549.1	1.4	3.1	10.9	24.1	30.0	20.8	9.7	95.5
	Inner Regional	528.8	1.8	5.4	16.2	28.3	27.8	15.4	5.1	92.9
	Outer Regional	525.4	1.6	7.2	16.5	27.5	27.1	14.9	5.1	91.2
	Remote	499.2	2.2	17.1	20.0	25.2	22.1	10.7	2.8	80.7
	Very Remote	457.5	1.9	35.3	23.0	19.8	13.7	5.4	1.0	62.8
WA	Major Cities	545.8	1.3	4.1	11.3	24.3	29.7	19.9	9.3	94.6
	Inner Regional	529.6	1.0	6.0	15.0	27.5	29.6	15.8	5.1	93.0
	Outer Regional	521.4	0.8	8.9	17.0	27.5	27.6	13.3	5.0	90.4
	Remote	502.2	0.5	16.1	19.7	26.5	23.5	11.1	2.6	83.4
	Very Remote	440.4	0.4	47.7	19.4	15.9	11.5	3.9	1.2	52.0
SA	Major Cities	547.8	2.5	3.2	11.0	24.0	29.7	20.1	9.4	94.3
	Inner Regional	536.7	1.8	3.4	13.9	27.0	30.9	17.6	5.5	94.9
	Outer Regional	522.7	2.3	6.3	16.6	30.3	27.9	12.5	4.0	91.4
	Remote	529.7	2.4	5.1	14.6	29.4	28.3	14.5	5.6	92.5
	Very Remote	465.9	1.3	33.6	21.5	22.8	11.2	6.5	3.1	65.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	547.2	1.4	5.0	12.0	22.3	27.8	20.4	11.2	93.7
	Outer Regional	524.0	1.4	6.7	17.2	29.0	26.9	13.7	5.0	91.9
	Remote	493.9	5.0	18.0	19.5	30.5	17.0	8.5	1.5	77.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	561.7	1.5	2.4	8.4	20.5	29.1	24.0	14.1	96.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	519.9	2.7	10.5	16.7	25.0	25.9	13.7	5.6	86.8
	Remote	485.4	2.7	27.8	16.2	20.9	15.9	11.1	5.4	69.5
	Very Remote	353.9	1.5	81.8	8.3	4.0	2.6	1.4	0.4	16.7
Aust	Major Cities	552.0	1.8	3.0	10.4	23.2	29.4	21.0	11.2	95.2
	Inner Regional	534.5	1.7	4.9	14.3	27.2	28.8	16.8	6.4	93.5
	Outer Regional	523.0	1.7	7.5	17.1	28.0	27.0	14.0	4.7	90.8
	Remote	502.4	1.9	16.6	18.6	26.1	22.0	11.2	3.6	81.5
	Very Remote	417.8	1.2	54.7	16.6	13.5	9.2	3.8	1.1	44.1

[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, 2017.

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	501.3	2.6	11.7	24.2	30.5	20.4	8.4	2.3	85.7
	Inner Regional	487.1	3.2	16.0	28.0	28.6	17.0	6.1	1.2	80.9
	Outer Regional	474.2	1.1	21.1	33.0	27.0	13.3	3.7	0.8	77.9
	Remote	455.2	9.9	30.1	28.1	24.0	7.7	0.2	0.0	60.0
	Very Remote	426.3	0.0	53.8	26.2	13.1	3.8	1.2	1.9	46.2
Vic	Major Cities	505.7	5.6	10.3	21.5	29.4	22.2	8.9	2.3	84.2
	Inner Regional	491.4	5.1	13.5	26.6	29.0	19.2	5.6	1.0	81.4
	Outer Regional	484.2	5.4	16.5	29.2	26.7	16.2	5.3	0.6	78.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	502.3	2.8	11.0	24.5	29.8	21.4	8.2	2.3	86.2
	Inner Regional	494.1	3.2	12.8	27.2	29.1	19.9	6.7	1.0	84.0
	Outer Regional	475.1	3.2	21.0	29.2	28.0	14.5	3.5	0.5	75.8
	Remote	444.6	4.7	41.3	24.0	15.8	10.7	2.7	0.8	54.0
	Very Remote	420.5	2.1	51.5	27.1	14.0	4.6	0.7	0.1	46.4
WA	Major Cities	476.6	2.4	22.6	28.7	26.2	13.0	5.3	1.8	75.0
	Inner Regional	469.3	1.7	25.4	31.3	22.9	14.0	3.4	1.2	72.9
	Outer Regional	463.9	0.6	28.3	29.9	24.2	14.1	1.9	0.9	71.1
	Remote	443.0	0.8	39.7	30.6	20.4	6.7	1.6	0.2	59.5
	Very Remote	401.7	0.6	67.8	19.5	7.6	4.0	0.5	0.0	31.6
SA	Major Cities	485.5	6.4	15.8	26.5	29.8	15.8	4.9	0.8	77.9
	Inner Regional	488.9	4.5	15.7	26.3	28.3	17.8	6.1	1.3	79.8
	Outer Regional	467.8	4.1	23.3	30.9	26.5	12.2	2.3	0.8	72.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	416.7	1.4	57.0	22.5	14.2	4.4	0.5	0.0	41.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	505.3	0.7	11.7	21.5	29.2	25.0	10.1	1.8	87.6
	Outer Regional	501.7	2.9	12.7	21.9	30.0	21.6	8.3	2.7	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	505.1	1.9	10.5	22.9	28.2	26.8	7.8	1.9	87.5
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	458.7	4.7	30.3	27.8	21.9	11.6	2.8	0.9	65.1
	Remote	422.1	4.0	52.0	20.7	15.5	4.7	2.3	0.8	44.0
	Very Remote	339.4	1.6	87.9	7.7	2.2	0.5	0.1	0.0	10.5
Aust	Major Cities	497.4	3.1	13.2	24.8	29.5	19.6	7.7	2.1	83.7
	Inner Regional	490.0	3.2	15.0	27.3	28.6	18.4	6.4	1.2	81.9
	Outer Regional	473.9	2.8	22.0	29.6	26.9	14.3	3.7	0.8	75.2
	Remote	439.6	3.6	42.0	26.0	18.8	7.2	1.9	0.5	54.4
	Very Remote	379.3	1.4	72.2	16.2	7.2	2.6	0.4	0.1	26.4

[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, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	555.3	1.5	2.9	10.2	22.6	28.7	21.1	13.0	95.6
	Inner Regional	539.0	1.2	4.1	12.8	27.1	30.0	17.8	7.1	94.7
	Outer Regional	524.6	1.1	6.0	17.4	29.2	27.8	14.1	4.4	92.9
	Remote	513.7	2.4	7.6	21.1	34.2	20.2	10.1	4.6	90.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	555.6	2.3	2.3	9.3	22.5	30.0	22.1	11.5	95.4
	Inner Regional	539.6	2.0	3.2	12.5	27.7	30.4	17.7	6.6	94.8
	Outer Regional	533.9	2.4	4.1	14.0	28.1	29.8	16.7	4.9	93.6
	Remote	534.6	0.0	3.4	13.2	37.1	22.4	16.1	7.8	96.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	550.8	1.4	2.7	10.4	23.9	30.3	21.3	10.0	95.9
	Inner Regional	532.2	1.6	4.6	15.1	28.3	28.7	16.2	5.5	93.8
	Outer Regional	536.6	1.3	4.1	13.6	27.3	30.0	17.4	6.2	94.6
	Remote	528.3	1.0	3.7	17.9	30.2	28.2	15.1	4.0	95.4
	Very Remote	523.0	1.6	6.1	15.9	30.1	29.9	13.8	2.6	92.3
WA	Major Cities	548.8	1.2	3.4	10.6	24.2	30.4	20.6	9.7	95.4
	Inner Regional	532.6	0.9	4.7	14.3	28.1	30.5	16.2	5.2	94.3
	Outer Regional	530.7	0.4	5.7	15.1	28.2	29.7	15.2	5.7	93.9
	Remote	528.3	0.3	5.6	15.2	29.3	30.5	15.4	3.7	94.1
	Very Remote	516.0	0.0	9.2	17.5	31.7	27.5	10.5	3.6	90.8
SA	Major Cities	550.2	2.4	2.8	10.4	23.7	30.2	20.7	9.8	94.8
	Inner Regional	539.1	1.6	2.8	13.1	27.1	31.4	18.2	5.7	95.5
	Outer Regional	528.4	2.2	4.5	15.0	30.8	29.6	13.5	4.4	93.3
	Remote	533.7	2.3	3.7	14.1	29.2	29.4	15.1	6.1	94.0
	Very Remote	517.7	1.4	8.7	19.2	33.2	18.9	12.1	6.5	89.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	547.3	1.4	4.7	11.9	22.5	28.2	20.4	10.9	93.9
	Outer Regional	527.5	1.1	5.7	16.5	28.8	27.7	14.8	5.3	93.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	563.4	1.5	2.2	8.0	20.3	29.0	24.5	14.5	96.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	534.9	2.2	5.6	14.0	25.6	29.3	16.5	6.8	92.2
	Remote	546.8	1.3	3.6	11.8	26.2	27.1	19.9	10.0	95.1
	Very Remote	535.4	0.0	5.0	15.0	26.2	29.2	19.6	5.0	95.0
Aust	Major Cities	553.6	1.7	2.7	10.0	23.0	29.6	21.4	11.5	95.5
	Inner Regional	537.9	1.5	4.0	13.2	27.3	29.7	17.5	6.7	94.5
	Outer Regional	532.1	1.4	4.8	14.8	28.2	29.4	15.9	5.5	93.8
	Remote	530.8	1.2	4.8	15.3	29.4	28.6	15.5	5.2	94.0
	Very Remote	522.3	0.8	7.1	16.4	30.8	27.7	13.3	3.9	92.1

[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, 2017.

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>	582.5	0.8	0.9	4.2	15.0	29.4	29.0	20.7	98.3
	<i>Diploma</i>	542.3	1.4	2.8	11.4	27.4	32.5	17.9	6.7	95.9
	<i>Certificate</i>	522.4	1.7	5.4	17.4	31.8	27.9	12.2	3.6	92.9
	<i>Year 12</i>	524.2	1.8	5.2	17.7	31.2	26.4	13.1	4.6	92.9
	<i>Year 11</i>	492.6	3.9	13.5	26.5	30.3	18.0	6.2	1.6	82.6
	<i>Not stated (5%)</i>	543.3	2.4	6.0	12.9	22.7	26.0	19.0	11.0	91.6
Vic	<i>Bachelor</i>	578.1	1.3	0.7	4.4	16.2	30.4	28.8	18.1	98.0
	<i>Diploma</i>	543.3	1.9	2.4	10.6	27.0	33.0	19.1	5.9	95.7
	<i>Certificate</i>	527.9	2.6	3.9	15.1	31.2	30.1	13.6	3.4	93.5
	<i>Year 12</i>	531.6	3.1	3.5	14.6	29.4	30.2	15.0	4.2	93.4
	<i>Year 11</i>	504.8	6.9	9.1	22.1	30.8	21.1	8.2	1.8	84.0
	<i>Not stated (5%)</i>	561.8	1.8	2.8	8.0	19.3	29.7	24.6	13.8	95.4
Qld	<i>Bachelor</i>	575.2	0.8	0.9	4.9	17.0	30.9	28.6	16.9	98.3
	<i>Diploma</i>	539.0	1.2	3.1	12.1	28.3	31.9	18.3	5.2	95.8
	<i>Certificate</i>	524.8	1.4	5.0	16.8	30.6	29.2	13.6	3.3	93.6
	<i>Year 12</i>	520.6	1.8	6.9	17.5	29.9	27.4	13.1	3.4	91.3
	<i>Year 11</i>	494.1	3.6	13.4	25.1	30.3	19.7	6.6	1.3	83.0
	<i>Not stated (8%)</i>	523.0	3.1	8.6	16.9	26.0	25.0	15.0	5.3	88.3
WA	<i>Bachelor</i>	572.9	0.6	1.2	5.2	17.6	31.2	28.2	16.0	98.1
	<i>Diploma</i>	540.4	1.1	3.2	11.1	27.6	33.1	18.4	5.5	95.7
	<i>Certificate</i>	522.8	0.9	6.0	16.4	31.1	29.5	12.5	3.4	93.0
	<i>Year 12</i>	518.4	1.3	7.9	18.1	29.4	27.2	12.1	3.9	90.7
	<i>Year 11</i>	485.5	2.2	18.1	25.8	29.2	18.3	5.4	1.0	79.7
	<i>Not stated (12%)</i>	525.3	2.4	11.0	14.0	23.1	26.3	16.2	7.1	86.6
SA	<i>Bachelor</i>	575.7	0.9	0.9	4.6	17.0	31.0	28.7	17.0	98.2
	<i>Diploma</i>	542.5	1.8	2.3	11.2	27.1	32.9	19.2	5.6	96.0
	<i>Certificate</i>	529.4	2.0	3.8	14.7	31.0	30.7	14.1	3.8	94.2
	<i>Year 12</i>	528.9	3.1	3.8	15.2	30.0	30.0	14.0	3.8	93.1
	<i>Year 11</i>	497.2	6.1	11.3	24.3	30.6	19.8	6.6	1.2	82.6
	<i>Not stated (10%)</i>	525.5	4.2	8.2	16.1	24.5	26.6	14.6	5.9	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, 2017.

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>	585.7	0.8	0.9	3.6	13.1	28.5	32.0	21.1	98.3
	<i>Diploma</i>	547.4	1.4	2.8	10.7	24.5	32.8	19.2	8.7	95.8
	<i>Certificate</i>	527.6	1.2	5.2	15.6	29.5	29.8	14.1	4.6	93.5
	<i>Year 12</i>	525.9	1.4	6.1	18.0	26.2	29.4	14.7	4.2	92.5
	<i>Year 11</i>	492.1	1.8	14.9	25.9	30.6	18.5	6.9	1.4	83.3
	<i>Not stated (7%)</i>	556.3	3.3	5.3	9.7	21.3	23.7	20.8	15.9	91.3
ACT	<i>Bachelor</i>	581.4	1.0	0.7	4.2	15.6	28.7	30.2	19.7	98.3
	<i>Diploma</i>	543.6	1.8	2.4	10.5	27.7	32.8	18.3	6.5	95.8
	<i>Certificate</i>	530.1	1.4	4.2	15.6	29.4	30.8	13.1	5.5	94.4
	<i>Year 12</i>	548.1	2.2	3.8	11.4	23.1	29.1	19.3	11.1	94.0
	<i>Year 11</i>	511.5	2.9	13.1	21.6	25.3	18.2	12.8	6.2	84.0
	<i>Not stated (4%)</i>	566.3	3.4	1.8	8.6	18.0	28.2	25.5	14.6	94.8
NT	<i>Bachelor</i>	548.0	1.6	4.6	12.0	19.9	31.3	20.4	10.2	93.8
	<i>Diploma</i>	515.9	1.4	10.4	18.2	27.8	24.3	14.0	4.0	88.2
	<i>Certificate</i>	498.9	2.0	15.8	19.5	29.3	21.7	8.8	3.0	82.2
	<i>Year 12</i>	486.7	2.5	21.1	18.0	28.4	18.7	9.5	1.8	76.3
	<i>Year 11</i>	383.2	3.1	65.9	14.6	10.5	4.1	1.3	0.5	31.0
	<i>Not stated (22%)</i>	437.0	3.2	47.5	11.8	13.9	13.0	7.5	3.2	49.3
Aust	<i>Bachelor</i>	578.3	0.9	0.9	4.5	16.1	30.2	28.8	18.5	98.2
	<i>Diploma</i>	541.6	1.5	2.8	11.3	27.4	32.6	18.4	6.0	95.7
	<i>Certificate</i>	524.7	1.8	5.0	16.4	31.2	29.1	13.1	3.5	93.3
	<i>Year 12</i>	525.1	2.2	5.5	16.6	29.8	28.1	13.7	4.1	92.3
	<i>Year 11</i>	492.5	4.4	14.2	24.6	29.8	18.9	6.6	1.5	81.4
	<i>Not stated (7%)</i>	533.1	2.7	8.7	13.4	22.8	26.0	17.7	8.7	88.6

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 7 Reading

Table 7.R9: Achievement of Year 7 Students in Reading, by Parental Occupation, by State and Territory, 2017.

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	581.3	0.7	0.9	4.5	15.4	29.3	28.6	20.5	98.4
	Group 2	558.6	1.0	1.7	7.8	22.9	32.2	22.8	11.6	97.3
	Group 3	532.6	1.3	4.0	14.5	30.1	29.7	14.6	5.7	94.7
	Group 4	515.2	1.9	7.4	20.8	31.4	23.9	10.7	3.9	90.7
	Not in paid work	495.9	5.0	13.2	25.8	28.5	17.9	7.2	2.4	81.8
	Not stated (6%)	542.6	2.4	5.4	13.0	23.9	26.4	18.6	10.3	92.2
Vic	Group 1	581.6	0.9	0.5	3.7	15.5	30.2	29.8	19.4	98.6
	Group 2	558.7	1.2	1.5	7.3	22.5	33.3	23.8	10.5	97.4
	Group 3	540.0	1.8	2.4	11.9	28.6	32.2	17.4	5.7	95.8
	Group 4	521.6	3.6	5.0	17.6	31.8	27.0	11.9	3.2	91.4
	Not in paid work	507.6	8.3	8.8	21.4	29.2	20.8	8.9	2.6	82.9
	Not stated (4%)	557.1	2.0	3.3	9.6	20.1	29.3	22.6	13.0	94.7
Qld	Group 1	574.5	0.8	1.0	5.0	17.3	30.9	28.2	16.9	98.2
	Group 2	551.3	0.8	2.1	9.2	24.5	32.8	22.1	8.5	97.1
	Group 3	529.4	1.4	4.2	15.6	30.1	29.3	15.2	4.1	94.4
	Group 4	512.8	1.8	7.5	20.6	32.0	25.4	10.3	2.4	90.7
	Not in paid work	495.8	4.3	14.3	23.7	28.2	20.3	7.1	2.1	81.3
	Not stated (14%)	520.5	2.7	8.4	18.0	26.9	25.3	13.9	4.7	88.8
WA	Group 1	570.7	0.6	1.6	6.0	17.9	30.6	27.4	15.9	97.8
	Group 2	547.4	0.6	2.6	9.7	25.6	33.6	20.7	7.3	96.8
	Group 3	528.6	0.8	5.2	14.7	30.2	30.6	14.2	4.4	94.0
	Group 4	511.4	1.4	9.4	19.6	31.5	25.3	9.9	2.9	89.2
	Not in paid work	484.8	3.2	19.6	26.2	27.0	15.9	6.0	2.1	77.2
	Not stated (16%)	520.6	2.5	11.6	15.8	23.8	25.1	14.8	6.4	85.9
SA	Group 1	574.5	1.0	1.1	4.8	17.3	30.8	28.3	16.8	97.9
	Group 2	551.9	1.2	1.6	9.0	24.9	32.8	22.1	8.4	97.1
	Group 3	536.2	0.9	3.1	13.0	29.3	32.2	16.7	4.8	96.0
	Group 4	523.0	2.9	4.6	18.1	30.8	27.9	12.0	3.7	92.5
	Not in paid work	506.9	8.2	9.4	20.5	28.9	22.5	8.2	2.3	82.4
	Not stated (18%)	520.1	4.4	8.6	17.7	26.7	24.6	12.7	5.3	86.9

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 7 Reading

Table 7.R9 (cont.): Achievement of Year 7 Students in Reading, by Parental Occupation, by State and Territory, 2017.

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	577.7	0.4	1.6	5.6	14.8	28.6	29.5	19.4	97.9
	Group 2	556.1	0.7	2.1	9.2	22.4	31.6	22.9	11.2	97.2
	Group 3	533.5	1.6	4.1	13.9	28.6	30.8	15.6	5.3	94.3
	Group 4	510.7	1.1	8.8	20.7	31.2	25.8	9.9	2.5	90.1
	Not in paid work	488.2	3.4	17.2	27.2	27.1	16.6	7.1	1.4	79.4
	Not stated (12%)	536.9	2.8	7.0	14.1	25.6	23.9	16.0	10.6	90.2
ACT	Group 1	581.2	1.4	1.0	4.5	15.8	27.7	29.3	20.4	97.7
	Group 2	558.2	0.9	1.6	7.6	22.1	33.6	23.7	10.5	97.5
	Group 3	539.1	1.6	3.6	13.0	27.1	30.2	17.1	7.4	94.8
	Group 4	508.6	3.5	9.1	23.3	26.7	25.4	9.5	2.6	87.4
	Not in paid work	505.2	3.8	11.5	23.2	27.1	23.3	7.1	4.0	84.6
	Not stated (15%)	554.3	1.5	3.0	9.8	23.3	27.8	22.5	12.0	95.5
NT	Group 1	554.7	1.7	3.4	8.9	20.1	33.6	21.1	11.2	94.9
	Group 2	535.2	0.8	5.8	14.6	24.0	29.5	17.7	7.6	93.4
	Group 3	505.8	1.7	11.8	20.6	29.4	22.6	10.5	3.3	86.5
	Group 4	456.6	3.7	35.0	18.0	21.2	13.1	6.9	2.0	61.3
	Not in paid work	400.9	3.8	56.8	17.2	13.6	5.7	2.3	0.5	39.4
	Not stated (33%)	430.1	2.6	50.1	12.5	13.8	11.8	6.5	2.6	47.3
Aust	Group 1	578.2	0.8	0.9	4.7	16.2	30.0	28.6	18.7	98.3
	Group 2	555.4	1.0	1.9	8.3	23.5	32.8	22.6	10.0	97.2
	Group 3	533.3	1.4	3.8	14.1	29.7	30.4	15.5	5.2	94.8
	Group 4	516.0	2.4	7.0	19.6	31.5	25.4	10.9	3.2	90.6
	Not in paid work	497.4	5.9	13.1	23.7	28.2	19.1	7.6	2.4	81.0
	Not stated (10%)	526.9	2.7	9.2	15.2	24.4	25.4	15.8	7.3	88.1

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 7 Writing

Figure 7.W1: Achievement of Year 7 Students in Writing, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	516.8 (73.6)	524.0 (69.3)	502.4 (76.2)	508.2 (79.5)	510.1 (73.5)	505.7 (80.2)	522.3 (73.6)	420.8 (140.4)	512.9 (76.0)

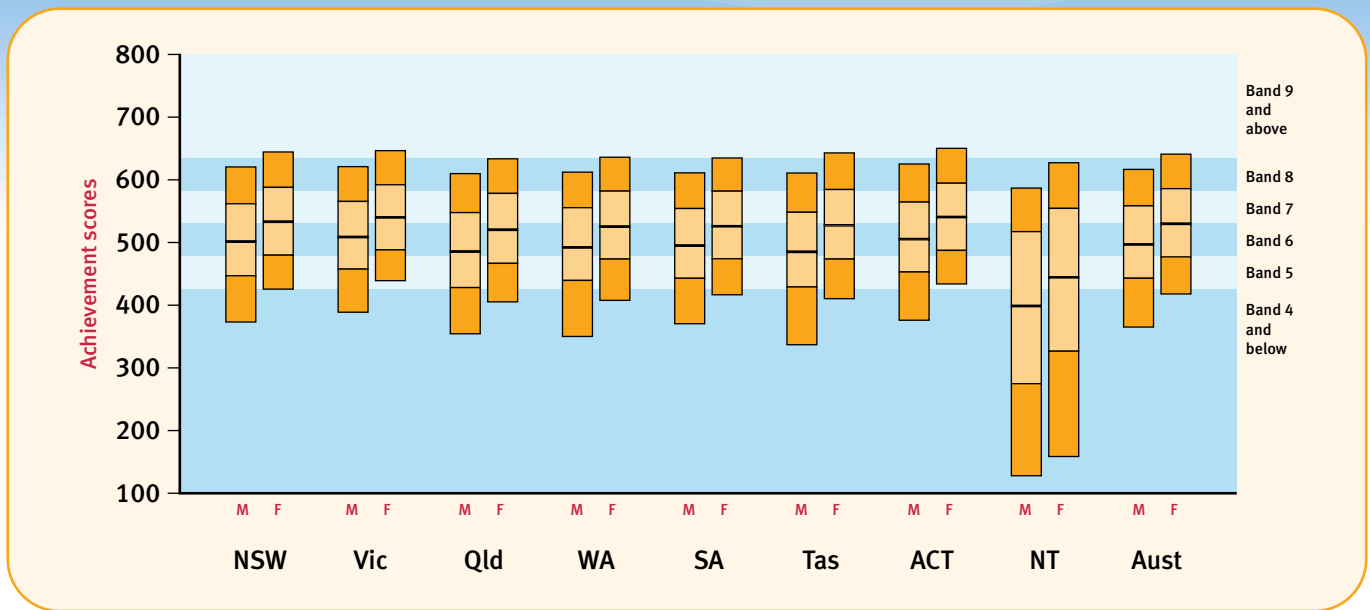
Table 7.W1: Achievement of Year 7 Students in Writing, by State and Territory, 2017.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	
NSW	12yrs 7mths 7yrs 4mths	97.0	2.3	0.7	1.5	9.3	17.6	30.0	24.0	12.7	4.9	89.2
Vic	12yrs 9mths 7yrs 4mths	94.6	3.7	1.6	2.4	6.9	15.8	29.8	26.5	13.6	5.1	90.8
Qld	12yrs 5mths 7yrs 4mths	91.2	3.8	5.0	1.6	13.6	20.8	29.3	20.9	10.3	3.6	84.8
WA	12yrs 4mths 7yrs 4mths	95.5	3.9	0.5	1.2	11.6	18.2	30.0	23.7	11.4	3.9	87.2
SA	12yrs 7mths 7yrs 4mths	93.9	3.4	2.7	2.4	10.2	19.2	30.4	22.9	11.2	3.7	87.4
Tas	12yrs 10mths 7yrs 4mths	94.0	3.6	2.4	1.4	12.8	19.5	29.1	21.8	11.1	4.3	85.8
ACT	12yrs 7mths 7yrs 4mths	95.4	2.5	2.1	1.5	8.3	15.6	29.8	25.1	13.8	5.8	90.2
NT	12yrs 6mths 7yrs 4mths	86.4	12.8	0.8	2.3	41.9	15.7	18.4	12.8	6.3	2.6	55.7
Aust	12yrs 7mths 7yrs 4mths	94.6	3.4	2.1	1.8	10.4	18.0	29.7	23.7	12.1	4.4	87.9

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

# NAPLAN Year 7 Writing

Figure 7.W2: Achievement of Year 7 Students in Writing, by Sex, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Male</b> Mean scale score / (S.D.)	501.3 (75.4)	508.6 (70.2)	485.4 (78.2)	492.0 (82.3)	494.9 (74.8)	485.0 (81.6)	505.3 (75.2)	398.6 (139.5)	496.8 (77.8)
<b>Female</b> Mean scale score / (S.D.)	533.0 (67.9)	540.0 (64.5)	520.2 (69.8)	525.2 (72.7)	525.9 (68.6)	527.4 (72.6)	540.5 (67.3)	444.4 (137.6)	529.7 (70.2)

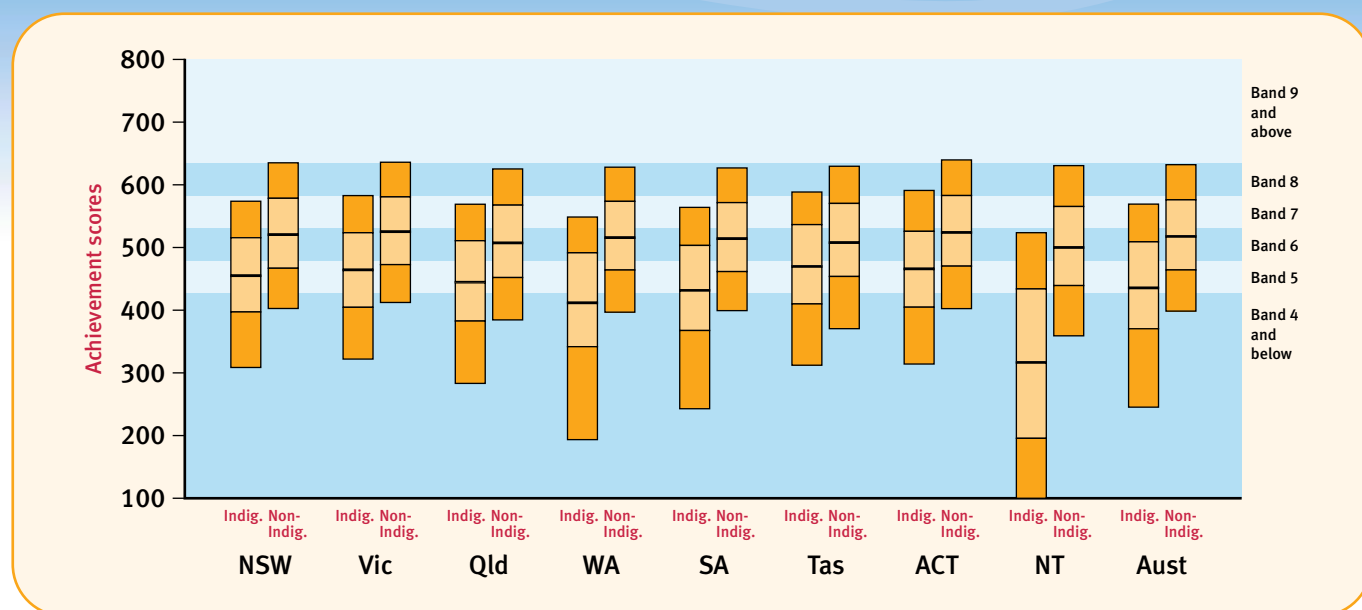
Table 7.W2: Achievement of Year 7 Students in Writing, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Male	2.0	13.4	21.0	30.4	20.3	9.5	3.4	84.6
	Female	1.0	5.0	14.0	29.6	28.0	16.0	6.5	94.0
Vic	Male	3.1	10.1	19.6	31.2	22.6	10.0	3.3	86.8
	Female	1.6	3.5	11.7	28.2	30.7	17.5	6.9	94.9
Qld	Male	2.0	18.9	24.2	28.3	16.9	7.3	2.4	79.1
	Female	1.1	8.0	17.2	30.2	25.2	13.4	4.9	90.9
WA	Male	1.5	15.9	21.5	30.4	19.7	8.4	2.6	82.6
	Female	0.8	7.0	14.8	29.5	28.0	14.6	5.3	92.2
SA	Male	3.2	14.0	22.8	30.6	19.0	8.0	2.4	82.8
	Female	1.6	6.2	15.3	30.3	27.0	14.6	5.0	92.2
Tas	Male	2.0	18.6	23.6	29.0	16.7	7.5	2.6	79.4
	Female	0.8	6.7	15.2	29.2	27.1	14.8	6.1	92.6
ACT	Male	1.9	12.2	19.4	31.6	21.2	9.8	3.9	85.9
	Female	1.1	4.1	11.6	27.9	29.4	18.1	7.8	94.8
NT	Male	3.2	48.1	17.0	16.2	10.1	4.0	1.4	48.7
	Female	1.4	35.3	14.2	20.8	15.6	8.8	3.9	63.4
Aust	Male	2.3	14.5	21.5	30.0	19.8	8.9	3.0	83.1
	Female	1.2	5.9	14.3	29.3	27.8	15.5	6.0	92.9

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Indigenous Mean scale score / (S.D.)</b>	454.9 (78.1)	464.2 (76.5)	444.6 (84.9)	411.6 (101.4)	431.6 (95.5)	469.7 (83.1)	465.8 (83.4)	316.6 (131.4)	435.4 (97.2)
<b>Non-Indigenous Mean scale score / (S.D.)</b>	520.4 (71.4)	525.1 (68.6)	507.2 (73.1)	515.6 (72.7)	514.0 (70.2)	507.7 (79.1)	523.9 (72.8)	499.9 (84.7)	517.6 (71.7)

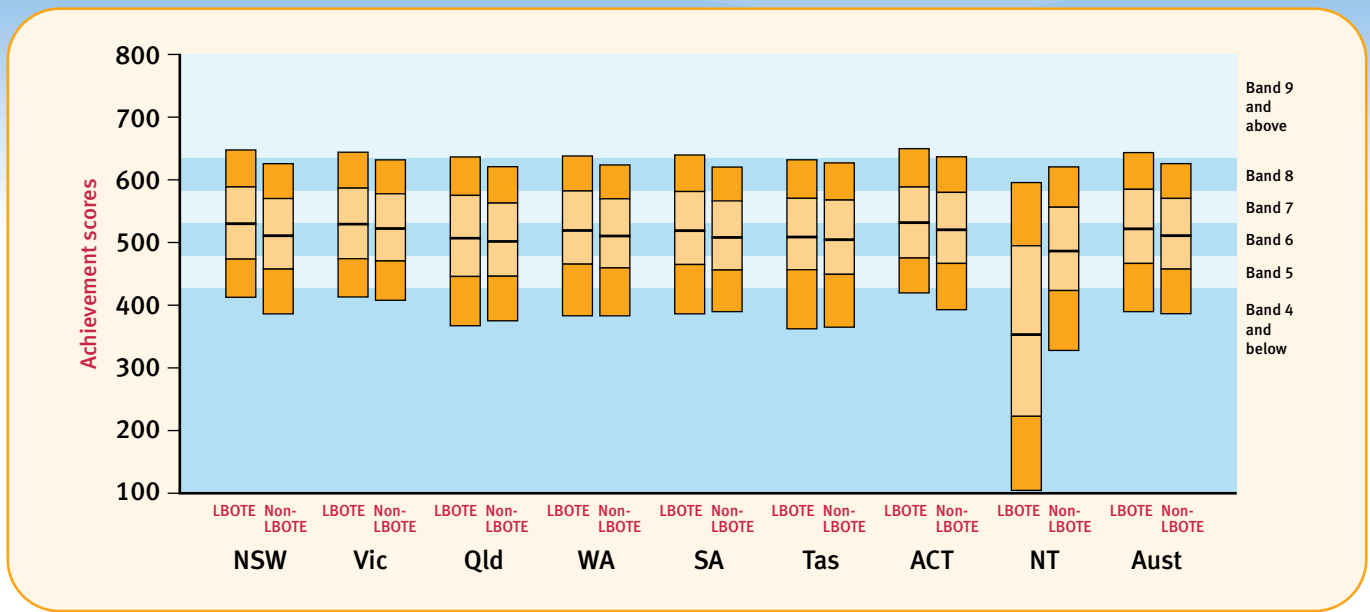
Table 7.W3: Achievement of Year 7 Students in Writing, by Indigenous Status, by State and Territory, 2017.

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	2.7	30.2	28.2	24.9	10.2	3.2	0.6	67.1
	Non-Indigenous	1.5	8.0	17.0	30.4	24.9	13.2	5.1	90.5
Vic	Indigenous	5.3	25.4	26.1	26.4	11.8	4.3	0.7	69.2
	Non-Indigenous	2.3	6.5	15.6	29.8	26.8	13.8	5.2	91.2
Qld	Indigenous	3.1	35.0	26.6	22.5	9.7	2.8	0.5	62.0
	Non-Indigenous	1.4	11.8	20.4	29.9	21.8	10.9	3.8	86.8
WA	Indigenous	1.4	48.5	24.5	17.4	6.2	1.5	0.4	50.1
	Non-Indigenous	1.1	8.8	17.7	30.9	25.1	12.2	4.2	90.2
SA	Indigenous	5.1	37.9	25.9	20.8	7.9	2.1	0.3	56.9
	Non-Indigenous	2.3	8.8	18.8	30.8	23.6	11.7	3.9	88.9
Tas	Indigenous	1.6	24.8	25.4	26.1	16.6	4.1	1.5	73.6
	Non-Indigenous	1.4	12.0	19.2	29.7	22.0	11.4	4.4	86.7
ACT	Indigenous	1.9	25.8	24.2	29.9	12.2	3.8	2.2	72.2
	Non-Indigenous	1.5	7.8	15.3	29.8	25.4	14.2	5.9	90.6
NT	Indigenous	2.9	76.1	10.0	6.5	2.6	1.4	0.5	21.0
	Non-Indigenous	1.9	15.8	20.0	27.4	20.6	10.1	4.3	82.3
Aust	Indigenous	2.9	37.4	25.4	21.7	9.1	2.8	0.6	59.7
	Non-Indigenous	1.7	8.7	17.6	30.2	24.6	12.6	4.7	89.6

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE Mean scale score / (S.D.)</b>	529.8 (72.2)	529.2 (70.3)	506.8 (82.8)	519.0 (80.8)	518.7 (81.0)	508.6 (79.7)	531.5 (70.1)	352.9 (151.5)	521.6 (80.6)
<b>Non-LBOTE Mean scale score / (S.D.)</b>	510.6 (73.4)	522.1 (68.8)	501.6 (75.0)	510.2 (76.1)	507.9 (71.3)	504.3 (80.2)	520.1 (74.3)	486.2 (91.5)	510.7 (73.6)

Table 7.W4: Achievement of Year 7 Students in Writing, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	2.1	6.6	15.0	28.3	25.7	15.4	6.9	91.3
	Non-LBOTE	1.3	10.6	18.9	30.8	23.1	11.4	3.9	88.1
Vic	LBOTE	2.9	6.4	14.7	28.0	26.6	15.0	6.3	90.7
	Non-LBOTE	2.1	7.1	16.2	30.4	26.5	13.2	4.6	90.8
Qld	LBOTE	1.6	14.3	18.6	27.3	20.8	12.1	5.3	84.1
	Non-LBOTE	1.6	13.5	21.2	29.6	20.9	9.9	3.3	84.9
WA	LBOTE	1.1	9.6	15.4	28.5	25.5	14.3	5.6	89.3
	Non-LBOTE	1.2	10.5	18.1	30.8	24.6	11.2	3.7	88.3
SA	LBOTE	4.0	9.1	15.8	27.8	24.3	13.4	5.6	86.9
	Non-LBOTE	2.1	10.4	20.0	31.1	22.5	10.6	3.2	87.5
Tas	LBOTE	3.8	11.7	17.8	30.0	21.9	10.3	4.6	84.5
	Non-LBOTE	1.2	13.2	19.8	29.2	21.6	10.9	4.1	85.7
ACT	LBOTE	2.8	5.7	15.0	28.0	26.1	15.0	7.4	91.5
	Non-LBOTE	1.2	9.0	15.8	30.2	24.9	13.5	5.4	89.9
NT	LBOTE	2.8	64.1	10.3	9.4	7.3	3.9	2.2	33.1
	Non-LBOTE	1.7	20.3	20.7	27.0	18.4	8.5	3.4	78.0
Aust	LBOTE	2.3	9.0	15.4	27.7	24.9	14.4	6.2	88.6
	Non-LBOTE	1.6	10.6	18.8	30.3	23.4	11.4	3.9	87.8

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



# NAPLAN Year 7 Writing

Table 7.W5: Achievement of Year 7 Students in Writing, by Geolocation, by State and Territory, 2017.

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	525.3	1.6	7.2	15.7	29.6	25.8	14.4	5.8	91.2
	Inner Regional	495.2	1.4	14.2	22.7	31.8	19.7	7.9	2.3	84.3
	Outer Regional	475.1	1.1	21.2	26.9	29.5	15.1	5.3	1.0	77.8
	Remote	448.5	5.8	31.1	29.0	22.8	8.3	2.9	0.1	63.1
	Very Remote	428.6	0.0	45.4	17.6	18.8	12.2	5.9	0.2	54.6
Vic	Major Cities	530.8	2.4	5.6	14.1	28.7	28.0	15.3	5.9	92.0
	Inner Regional	502.7	2.1	11.0	21.1	32.9	22.1	8.6	2.3	86.9
	Outer Regional	497.7	2.6	12.2	22.5	33.8	19.6	7.4	2.1	85.3
	Remote	509.3	0.0	8.1	24.3	35.7	17.1	11.4	3.3	91.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	511.9	1.4	10.8	19.0	29.5	22.9	11.9	4.4	87.8
	Inner Regional	488.3	1.8	17.1	24.6	29.4	17.5	7.5	2.2	81.1
	Outer Regional	487.9	1.7	17.9	23.4	28.9	17.9	7.8	2.4	80.4
	Remote	463.5	1.9	27.9	22.2	24.7	13.9	7.2	2.1	70.2
	Very Remote	418.0	1.7	47.6	21.7	17.4	8.3	2.8	0.5	50.6
WA	Major Cities	517.5	1.3	8.8	16.8	30.0	25.5	12.9	4.6	89.9
	Inner Regional	492.9	1.0	14.4	21.6	33.0	20.4	7.7	1.9	84.6
	Outer Regional	485.6	0.9	17.3	24.3	30.6	18.6	6.8	1.4	81.8
	Remote	467.1	0.5	25.2	25.3	27.9	15.3	4.7	1.1	74.3
	Very Remote	385.5	0.4	58.1	17.6	13.8	7.5	2.5	0.2	41.6
SA	Major Cities	518.0	2.5	8.1	17.5	30.0	24.6	12.7	4.4	89.3
	Inner Regional	498.4	1.8	12.1	24.2	31.8	20.0	8.0	2.2	86.2
	Outer Regional	488.3	2.4	16.5	22.7	31.8	17.9	7.3	1.4	81.1
	Remote	486.5	2.4	15.5	25.2	32.2	17.0	5.5	1.9	82.0
	Very Remote	393.6	1.3	50.7	18.7	18.1	6.8	3.7	0.7	48.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	511.3	1.4	11.7	17.8	28.7	23.0	12.2	5.1	86.9
	Outer Regional	491.8	1.4	15.4	23.7	30.3	18.8	8.2	2.2	83.2
	Remote	459.8	5.0	27.5	29.5	20.5	10.5	6.5	0.5	67.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	522.3	1.5	8.3	15.6	29.8	25.1	13.8	5.8	90.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	482.9	2.6	21.5	20.1	25.2	18.0	8.5	4.2	75.9
	Remote	420.4	2.7	44.6	17.0	17.7	10.9	5.9	1.1	52.7
	Very Remote	277.1	1.5	87.7	4.2	3.1	2.0	1.4	0.2	10.8
Aust	Major Cities	522.7	1.8	7.7	16.1	29.4	25.7	13.8	5.3	90.5
	Inner Regional	496.8	1.7	13.8	22.3	31.3	20.1	8.3	2.5	84.5
	Outer Regional	486.6	1.7	17.7	23.7	29.9	17.8	7.3	2.0	80.6
	Remote	460.5	1.9	27.9	23.6	25.8	14.0	5.5	1.4	70.3
	Very Remote	358.5	1.2	64.5	14.0	11.6	6.0	2.4	0.3	34.3

[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, 2017.

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	467.8	2.6	24.5	27.6	28.0	12.2	4.1	1.0	72.9
	Inner Regional	449.6	3.1	32.6	28.3	23.2	9.5	2.7	0.5	64.2
	Outer Regional	436.2	1.1	38.4	31.0	21.1	6.6	1.6	0.1	60.5
	Remote	414.3	9.9	45.6	27.2	15.3	1.8	0.2	0.0	44.5
	Very Remote	383.7	0.0	64.6	18.1	10.4	5.4	1.5	0.0	35.4
Vic	Major Cities	475.3	5.6	21.3	25.1	28.1	13.7	5.4	0.8	73.2
	Inner Regional	458.2	5.1	27.3	26.6	25.0	12.0	3.5	0.5	67.6
	Outer Regional	446.4	5.4	33.1	27.7	24.8	5.8	2.7	0.5	61.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	463.8	2.8	27.3	26.7	25.3	12.9	4.2	0.7	69.8
	Inner Regional	453.9	3.4	29.7	28.8	24.9	10.2	2.6	0.5	66.9
	Outer Regional	438.6	3.2	37.5	27.4	21.4	7.8	2.2	0.3	59.2
	Remote	396.6	3.3	56.2	18.7	13.3	6.6	1.9	0.1	40.6
	Very Remote	380.8	1.8	64.0	19.3	11.1	3.4	0.4	0.0	34.2
WA	Major Cities	439.8	2.3	36.9	26.6	21.9	8.6	2.9	0.8	60.8
	Inner Regional	425.7	1.7	38.3	29.9	22.4	6.2	0.9	0.6	60.0
	Outer Regional	423.1	0.6	45.6	26.2	18.9	7.7	1.1	0.0	53.8
	Remote	402.3	0.8	54.5	26.1	14.7	3.7	0.2	0.1	44.7
	Very Remote	334.8	0.6	78.5	13.6	5.2	1.8	0.3	0.0	21.0
SA	Major Cities	451.0	6.4	29.9	27.1	23.5	10.4	2.3	0.5	63.7
	Inner Regional	449.0	4.5	32.4	26.5	27.4	7.6	1.1	0.4	63.1
	Outer Regional	430.9	4.1	41.7	27.3	18.6	5.7	2.4	0.1	54.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	311.9	1.4	79.2	12.1	5.2	0.8	1.4	0.0	19.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	470.3	0.7	24.6	24.4	29.0	15.8	3.9	1.7	74.7
	Outer Regional	470.5	2.9	24.5	25.8	22.6	18.4	4.6	1.3	72.7
	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	465.8	1.9	25.8	24.2	29.9	12.2	3.8	2.2	72.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	407.7	4.4	47.4	20.6	16.2	6.2	3.7	1.6	48.2
	Remote	346.8	4.0	69.5	14.0	7.6	3.4	1.5	0.0	26.4
	Very Remote	258.7	1.6	93.5	2.9	1.2	0.4	0.2	0.1	4.8
Aust	Major Cities	462.2	3.2	27.1	26.9	26.2	11.9	4.0	0.9	69.7
	Inner Regional	452.1	3.2	30.9	28.0	24.3	10.2	2.7	0.6	65.8
	Outer Regional	435.6	2.8	38.6	27.3	20.7	7.8	2.3	0.4	58.6
	Remote	387.2	3.3	57.7	21.5	12.5	4.0	0.9	0.1	39.0
	Very Remote	311.2	1.3	81.6	10.1	5.0	1.6	0.4	0.0	17.1

[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, 2017.

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	527.2	1.5	6.6	15.3	29.7	26.2	14.8	5.9	91.9
	Inner Regional	500.8	1.2	11.9	22.1	32.9	20.9	8.5	2.5	86.9
	Outer Regional	484.3	1.1	17.1	25.8	31.6	17.0	6.1	1.2	81.8
	Remote	475.6	2.4	18.6	30.6	29.1	13.9	5.4	0.2	79.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	531.5	2.3	5.4	13.9	28.8	28.2	15.4	6.0	92.3
	Inner Regional	504.4	2.0	10.4	20.9	33.2	22.4	8.8	2.4	87.7
	Outer Regional	501.4	2.4	10.6	22.0	34.4	20.6	7.8	2.2	87.0
	Remote	508.8	0.0	8.3	24.9	35.1	16.6	11.7	3.4	91.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	513.6	1.4	10.2	18.7	29.7	23.3	12.1	4.5	88.5
	Inner Regional	491.9	1.7	15.8	24.2	29.9	18.2	7.9	2.3	82.5
	Outer Regional	499.3	1.4	13.3	22.3	30.7	20.3	9.2	2.8	85.3
	Remote	500.3	1.2	12.5	23.8	31.3	17.8	10.1	3.3	86.2
	Very Remote	483.8	1.6	18.6	25.8	28.9	16.8	7.0	1.3	79.8
WA	Major Cities	520.7	1.2	7.7	16.4	30.3	26.2	13.4	4.8	91.1
	Inner Regional	496.4	0.9	12.9	21.4	33.9	21.1	7.9	1.9	86.2
	Outer Regional	495.9	0.5	12.8	24.2	32.6	20.6	7.7	1.7	86.8
	Remote	494.8	0.3	12.2	25.3	33.7	20.1	6.7	1.6	87.4
	Very Remote	482.2	0.0	17.3	25.3	31.4	20.0	5.8	0.2	82.7
SA	Major Cities	520.4	2.4	7.4	17.2	30.1	25.1	13.1	4.6	90.2
	Inner Regional	500.8	1.6	11.2	24.0	32.1	20.4	8.4	2.3	87.2
	Outer Regional	494.4	2.3	13.7	22.2	33.2	19.4	7.7	1.6	84.0
	Remote	490.6	2.3	13.8	25.2	33.3	17.7	6.0	1.7	83.9
	Very Remote	475.8	1.4	20.6	25.1	32.4	12.7	6.5	1.4	78.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	512.6	1.4	11.0	17.8	29.1	23.1	12.3	5.1	87.5
	Outer Regional	495.0	1.1	14.2	23.2	31.3	19.0	8.8	2.3	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	523.9	1.5	7.8	15.3	29.8	25.4	14.2	5.9	90.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	501.4	2.1	15.0	20.0	27.3	21.0	9.7	4.9	82.9
	Remote	491.7	1.3	19.8	20.1	27.8	18.3	10.4	2.3	78.9
	Very Remote	508.1	0.0	11.9	19.2	26.9	23.1	17.3	1.5	88.1
Aust	Major Cities	524.5	1.7	7.2	15.8	29.5	26.1	14.1	5.5	91.1
	Inner Regional	500.4	1.6	12.3	21.9	32.0	20.9	8.7	2.6	86.1
	Outer Regional	496.1	1.5	13.8	22.9	31.6	19.7	8.2	2.4	84.8
	Remote	493.4	1.2	14.1	24.6	32.1	18.5	7.7	1.9	84.7
	Very Remote	485.6	0.8	17.4	24.8	30.0	18.3	7.8	0.9	81.9

[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, 2017.

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>	547.2	0.8	3.0	10.1	27.0	30.3	19.8	9.0	96.2
	<i>Diploma</i>	514.3	1.4	7.8	18.5	33.4	24.9	11.1	3.0	90.9
	<i>Certificate</i>	493.3	1.7	13.6	24.1	33.1	19.0	6.9	1.6	84.8
	<i>Year 12</i>	502.3	1.9	11.3	21.8	32.9	20.7	8.8	2.5	86.8
	<i>Year 11</i>	465.5	3.9	24.7	27.5	27.0	12.1	4.0	0.8	71.4
	<i>Not stated (5%)</i>	512.5	2.5	12.0	16.7	27.9	23.4	12.2	5.3	85.5
Vic	<i>Bachelor</i>	548.9	1.3	2.7	9.3	25.8	31.7	20.3	8.9	95.9
	<i>Diploma</i>	518.3	1.9	6.6	17.3	32.8	26.9	11.4	3.2	91.5
	<i>Certificate</i>	501.8	2.6	10.2	21.7	34.1	22.0	7.6	1.8	87.2
	<i>Year 12</i>	510.5	3.1	8.1	19.6	33.4	23.8	9.3	2.7	88.8
	<i>Year 11</i>	480.6	6.9	17.4	25.7	28.7	15.0	5.0	1.1	75.6
	<i>Not stated (5%)</i>	534.9	1.8	5.5	12.7	27.4	28.7	17.2	6.7	92.7
Qld	<i>Bachelor</i>	535.0	0.8	5.2	13.2	28.4	28.1	17.1	7.2	94.0
	<i>Diploma</i>	503.2	1.2	11.5	21.7	31.8	22.1	9.1	2.6	87.3
	<i>Certificate</i>	488.1	1.4	16.4	25.2	30.8	17.6	6.8	1.7	82.2
	<i>Year 12</i>	486.9	1.8	17.7	24.6	29.8	17.2	7.0	1.9	80.5
	<i>Year 11</i>	454.7	3.7	29.8	27.9	24.6	9.9	3.3	0.7	66.5
	<i>Not stated (8%)</i>	483.4	3.2	20.1	23.0	26.8	16.6	7.7	2.7	76.8
WA	<i>Bachelor</i>	542.1	0.6	3.3	10.9	28.2	31.0	18.6	7.4	96.1
	<i>Diploma</i>	511.2	1.0	8.5	18.4	34.0	25.0	10.4	2.7	90.4
	<i>Certificate</i>	492.6	0.9	13.3	23.9	33.1	20.3	6.9	1.4	85.7
	<i>Year 12</i>	491.7	1.4	14.0	23.4	33.0	18.9	7.4	2.0	84.6
	<i>Year 11</i>	452.7	2.2	30.5	26.6	25.2	11.4	3.3	0.8	67.4
	<i>Not stated (12%)</i>	493.8	2.5	18.0	17.6	26.0	21.5	10.4	4.1	79.5
SA	<i>Bachelor</i>	543.0	0.9	3.2	11.1	28.0	30.0	19.0	7.8	95.9
	<i>Diploma</i>	511.8	1.8	8.1	19.5	32.8	24.6	10.6	2.6	90.2
	<i>Certificate</i>	497.9	2.0	11.5	24.0	33.1	19.9	7.6	1.8	86.5
	<i>Year 12</i>	502.8	3.2	9.9	20.7	35.0	21.4	7.8	1.9	86.8
	<i>Year 11</i>	464.2	6.1	23.5	28.0	27.1	11.4	3.4	0.4	70.4
	<i>Not stated (10%)</i>	488.1	4.2	17.5	20.5	27.6	19.7	8.1	2.3	78.3

## 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.W8 (cont.): Achievement of Year 7 Students in Writing, by Parental Education, by State and Territory, 2017.

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>	547.4	0.8	3.7	10.5	25.8	28.8	20.1	10.3	95.5
	<i>Diploma</i>	512.9	1.4	8.6	18.2	33.2	23.9	11.3	3.4	90.1
	<i>Certificate</i>	495.4	1.2	13.4	22.6	32.2	20.5	8.1	2.0	85.4
	<i>Year 12</i>	492.1	1.4	16.0	21.8	29.3	21.9	7.3	2.3	82.6
	<i>Year 11</i>	462.0	1.8	26.9	27.4	26.4	12.5	4.2	0.8	71.3
	<i>Not stated (7%)</i>	506.4	3.3	13.7	18.9	26.6	20.7	11.7	5.2	83.0
ACT	<i>Bachelor</i>	540.1	1.1	4.0	11.2	29.4	28.7	17.6	7.9	94.9
	<i>Diploma</i>	507.4	2.0	9.1	20.6	33.7	22.6	9.6	2.4	89.0
	<i>Certificate</i>	492.5	1.3	15.3	23.2	31.9	19.0	7.2	2.1	83.5
	<i>Year 12</i>	512.1	2.2	12.6	16.7	27.6	24.0	11.4	5.6	85.2
	<i>Year 11</i>	475.2	3.3	25.8	23.1	21.6	13.2	9.1	3.9	70.9
	<i>Not stated (4%)</i>	524.5	3.4	6.5	17.5	27.9	25.4	12.7	6.6	90.1
NT	<i>Bachelor</i>	512.7	1.6	11.9	18.0	27.3	23.0	11.8	6.4	86.6
	<i>Diploma</i>	477.2	1.1	23.7	18.7	26.5	17.7	9.6	2.7	75.2
	<i>Certificate</i>	458.4	2.0	28.6	22.4	25.0	14.3	5.4	2.3	69.3
	<i>Year 12</i>	449.7	2.5	32.8	20.6	22.0	12.5	7.8	1.6	64.7
	<i>Year 11</i>	314.8	3.0	77.1	8.9	5.9	3.7	1.2	0.3	20.0
	<i>Not stated (22%)</i>	364.6	3.2	59.7	12.5	12.1	7.2	4.1	1.2	37.1
Aust	<i>Bachelor</i>	544.1	1.0	3.5	10.7	27.2	30.2	19.1	8.4	95.5
	<i>Diploma</i>	512.1	1.5	8.5	18.9	32.9	24.7	10.6	2.9	90.0
	<i>Certificate</i>	494.0	1.8	13.4	23.8	32.7	19.6	7.1	1.7	84.8
	<i>Year 12</i>	498.7	2.2	12.7	21.9	32.1	20.5	8.2	2.4	85.1
	<i>Year 11</i>	461.2	4.4	26.0	26.6	26.1	12.0	4.0	0.8	69.5
	<i>Not stated (7%)</i>	498.1	2.7	16.2	18.0	26.6	21.3	10.9	4.2	81.0

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 7 Writing

Table 7.W9: Achievement of Year 7 Students in Writing, by Parental Occupation, by State and Territory, 2017.

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	545.5	0.7	3.3	10.9	27.1	29.7	19.5	8.8	96.0
	Group 2	526.6	1.0	5.9	15.1	31.5	27.2	14.2	5.1	93.2
	Group 3	504.8	1.3	10.3	21.4	33.6	21.8	8.9	2.6	88.4
	Group 4	490.4	1.9	15.8	24.3	31.0	17.8	7.1	2.1	82.4
	Not in paid work	467.0	5.0	24.5	26.6	26.1	12.3	4.4	1.1	70.5
	Not stated (6%)	513.2	2.4	11.3	17.1	28.3	23.6	12.1	5.1	86.3
Vic	Group 1	550.8	0.9	2.5	9.1	25.4	31.9	21.0	9.2	96.6
	Group 2	531.8	1.2	4.6	13.6	30.7	29.4	15.2	5.4	94.3
	Group 3	514.0	1.8	7.5	18.4	33.5	25.6	10.2	3.0	90.7
	Group 4	499.8	3.6	11.2	22.4	32.6	20.4	7.6	2.1	85.1
	Not in paid work	482.8	8.3	16.7	24.6	28.3	15.5	5.2	1.3	75.0
	Not stated (4%)	533.6	2.0	5.7	13.4	27.3	28.1	16.7	6.8	92.3
Qld	Group 1	533.9	0.8	5.3	13.6	28.6	27.9	16.8	6.9	93.9
	Group 2	514.2	0.8	8.8	19.1	31.4	24.3	11.7	3.9	90.4
	Group 3	493.6	1.5	14.6	24.2	31.0	18.9	7.8	2.1	83.9
	Group 4	476.4	1.8	21.2	26.7	29.1	14.6	5.2	1.4	77.0
	Not in paid work	456.5	4.4	29.9	26.2	23.9	10.4	4.1	1.0	65.7
	Not stated (14%)	482.5	2.7	20.6	23.8	26.7	16.1	7.4	2.7	76.7
WA	Group 1	539.0	0.6	4.1	11.8	28.3	30.0	18.0	7.2	95.3
	Group 2	517.9	0.6	6.8	17.1	33.6	26.5	11.9	3.5	92.6
	Group 3	499.5	0.8	11.7	22.3	33.0	21.9	8.3	2.0	87.5
	Group 4	482.0	1.4	18.1	24.4	30.8	17.6	6.0	1.6	80.4
	Not in paid work	450.8	3.2	32.5	26.3	21.9	10.6	3.9	1.5	64.2
	Not stated (16%)	489.9	2.5	18.9	18.9	26.5	20.1	9.6	3.5	78.6
SA	Group 1	540.3	1.0	3.9	11.8	27.9	29.2	18.4	7.8	95.1
	Group 2	521.6	1.2	6.0	17.0	32.5	26.2	13.2	3.8	92.7
	Group 3	506.2	1.0	9.2	21.6	34.5	22.4	8.8	2.5	89.8
	Group 4	493.7	2.9	13.0	25.0	31.2	19.5	6.9	1.4	84.1
	Not in paid work	472.8	8.2	20.3	25.4	27.0	13.6	4.5	0.9	71.4
	Not stated (18%)	485.3	4.4	18.4	22.1	27.8	17.4	7.6	2.2	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 7 Writing

Table 7.W9 (cont.): Achievement of Year 7 Students in Writing, by Parental Occupation, by State and Territory, 2017.

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	542.7	0.4	4.4	12.2	25.9	28.7	18.7	9.7	95.2
	Group 2	519.7	0.7	8.2	17.2	31.5	24.3	13.1	4.9	91.1
	Group 3	500.0	1.6	11.9	21.1	31.9	23.0	8.6	2.0	86.5
	Group 4	479.7	1.1	19.6	24.5	31.3	16.1	6.1	1.3	79.3
	Not in paid work	449.3	3.4	31.8	26.9	23.2	10.2	3.7	0.8	64.8
	Not stated (12%)	499.5	2.8	13.9	22.1	28.3	19.4	9.8	3.8	83.3
ACT	Group 1	538.4	1.4	5.1	11.9	28.6	27.3	17.2	8.6	93.6
	Group 2	522.4	1.1	7.1	16.2	31.0	26.6	13.4	4.6	91.8
	Group 3	505.1	1.7	11.8	19.7	31.3	22.1	10.4	3.0	86.5
	Group 4	477.3	2.9	20.9	23.5	27.8	20.0	4.0	0.8	76.1
	Not in paid work	473.5	3.8	23.3	24.4	29.0	12.4	4.9	2.2	72.8
	Not stated (15%)	511.7	1.5	10.1	18.2	30.9	23.5	11.8	4.0	88.4
NT	Group 1	517.5	1.7	10.6	15.6	28.6	23.8	12.9	6.7	87.7
	Group 2	499.5	0.8	15.7	19.6	28.0	21.3	10.1	4.3	83.5
	Group 3	471.2	1.7	25.4	23.4	24.8	16.2	6.0	2.5	72.9
	Group 4	415.5	3.4	44.6	18.0	15.5	9.8	6.9	1.8	52.0
	Not in paid work	334.4	3.6	68.9	11.8	9.8	3.8	1.6	0.4	27.5
	Not stated (33%)	359.5	2.6	61.8	11.6	11.6	7.4	3.6	1.3	35.6
Aust	Group 1	543.0	0.8	3.7	11.2	27.2	29.8	19.0	8.3	95.5
	Group 2	523.8	1.0	6.4	15.9	31.5	27.0	13.6	4.7	92.7
	Group 3	503.6	1.4	10.9	21.4	32.8	22.1	8.9	2.5	87.7
	Group 4	488.6	2.4	16.0	24.3	31.0	17.9	6.7	1.8	81.6
	Not in paid work	466.4	6.0	24.2	25.5	25.8	12.8	4.5	1.2	69.8
	Not stated (10%)	492.5	2.7	17.6	19.7	26.8	19.7	9.8	3.7	79.6

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

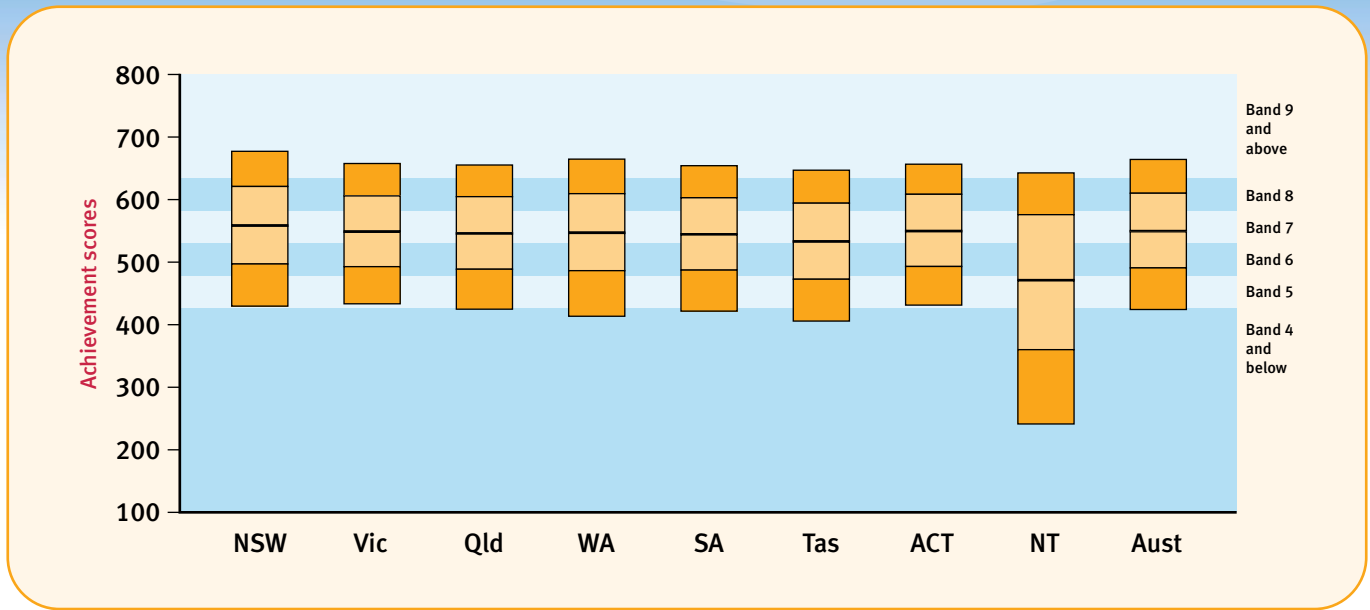
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

# NAPLAN Year 7 Spelling

Figure 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	558.4 (74.8)	548.7 (68.1)	545.9 (69.9)	546.9 (76.3)	544.5 (70.4)	533.0 (73.2)	549.6 (68.6)	471.1 (124.5)	549.5 (73.3)

Table 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2017.

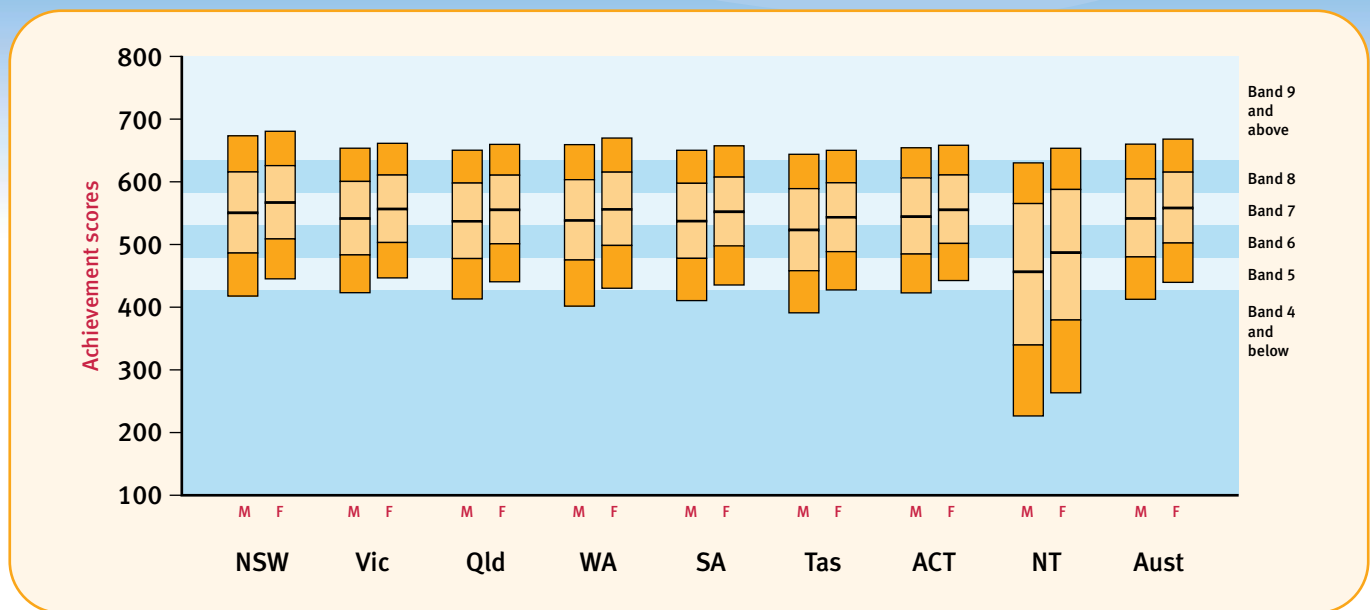
State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	
NSW	12yrs 7mths 7yrs 4mths	97.1	2.2	0.7	1.5	4.5	9.5	19.3	27.4	22.8	15.0	94.0
Vic	12yrs 9mths 7yrs 4mths	94.9	3.5	1.6	2.4	4.0	10.4	23.0	29.4	21.0	9.9	93.7
Qld	12yrs 5mths 7yrs 4mths	91.4	3.7	5.0	1.5	5.1	11.0	22.6	29.1	21.3	9.4	93.4
WA	12yrs 4mths 7yrs 4mths	95.8	3.6	0.5	1.2	6.4	10.7	21.2	27.8	21.3	11.4	92.4
SA	12yrs 7mths 7yrs 4mths	94.2	3.1	2.7	2.4	5.4	11.0	22.1	29.4	20.9	8.9	92.2
Tas	12yrs 10mths 7yrs 4mths	94.4	3.2	2.4	1.4	7.6	14.1	23.9	27.8	18.0	7.2	91.0
ACT	12yrs 7mths 7yrs 4mths	95.5	2.5	2.1	1.5	4.3	10.5	21.6	29.4	22.5	10.2	94.2
NT	12yrs 6mths 7yrs 4mths	86.8	12.5	0.8	2.3	31.4	12.7	17.1	18.9	11.5	6.1	66.2
Aust	12yrs 7mths 7yrs 4mths	94.8	3.2	2.0	1.8	5.1	10.4	21.4	28.4	21.5	11.4	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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Male</b> Mean scale score / (S.D.)	550.4 (77.2)	541.3 (70.0)	537.0 (71.9)	538.3 (78.4)	537.2 (72.4)	523.1 (76.8)	544.3 (71.0)	456.3 (126.2)	541.4 (75.5)
<b>Female</b> Mean scale score / (S.D.)	566.8 (71.2)	556.5 (65.2)	555.2 (66.5)	556.0 (72.8)	552.1 (67.5)	543.4 (67.8)	555.2 (65.5)	486.9 (120.8)	558.1 (69.9)

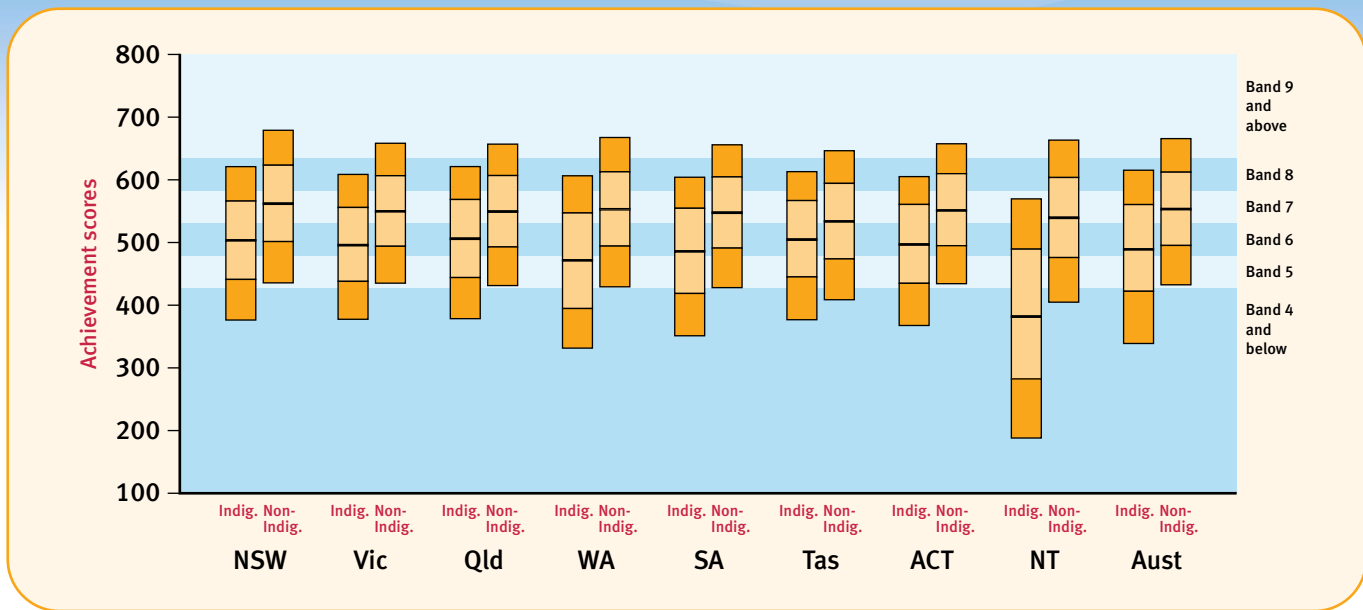
Table 7.S2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Male	2.0	5.9	11.1	20.6	26.3	20.5	13.5	92.1
	Female	1.0	2.9	7.7	18.0	28.5	25.2	16.6	96.0
Vic	Male	3.1	5.2	12.2	24.2	27.8	18.9	8.7	91.7
	Female	1.6	2.7	8.5	21.7	31.2	23.2	11.2	95.7
Qld	Male	2.0	6.7	13.0	23.9	27.6	18.7	8.0	91.3
	Female	1.1	3.3	8.8	21.2	30.6	24.1	10.9	95.6
WA	Male	1.5	8.1	12.5	22.4	26.4	19.2	9.9	90.3
	Female	0.8	4.5	8.9	20.0	29.3	23.4	13.0	94.7
SA	Male	3.2	6.9	12.6	22.9	28.0	18.7	7.8	89.9
	Female	1.5	3.9	9.4	21.2	30.8	23.2	10.0	94.6
Tas	Male	2.0	10.3	16.6	24.6	24.2	15.8	6.5	87.8
	Female	0.8	4.7	11.4	23.1	31.7	20.3	8.0	94.6
ACT	Male	2.0	5.4	12.1	22.2	27.8	20.8	9.7	92.7
	Female	1.1	3.1	8.8	21.0	31.0	24.2	10.8	95.8
NT	Male	3.2	34.7	13.5	16.9	17.7	9.6	4.4	62.1
	Female	1.4	27.8	11.7	17.4	20.1	13.7	7.9	70.8
Aust	Male	2.3	6.6	12.2	22.6	27.0	19.2	10.1	91.1
	Female	1.2	3.5	8.5	20.2	29.9	23.9	12.8	95.3

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Indigenous Mean scale score / (S.D.)</b>	503.4 (73.8)	495.7 (69.8)	505.9 (73.4)	471.5 (85.0)	485.8 (77.4)	504.5 (72.6)	496.7 (71.6)	381.7 (116.9)	489.0 (86.0)
<b>Non-Indigenous Mean scale score / (S.D.)</b>	561.8 (73.5)	549.7 (67.7)	549.2 (68.5)	553.0 (72.5)	547.4 (68.9)	533.6 (72.4)	551.1 (68.1)	539.3 (78.8)	553.2 (70.8)

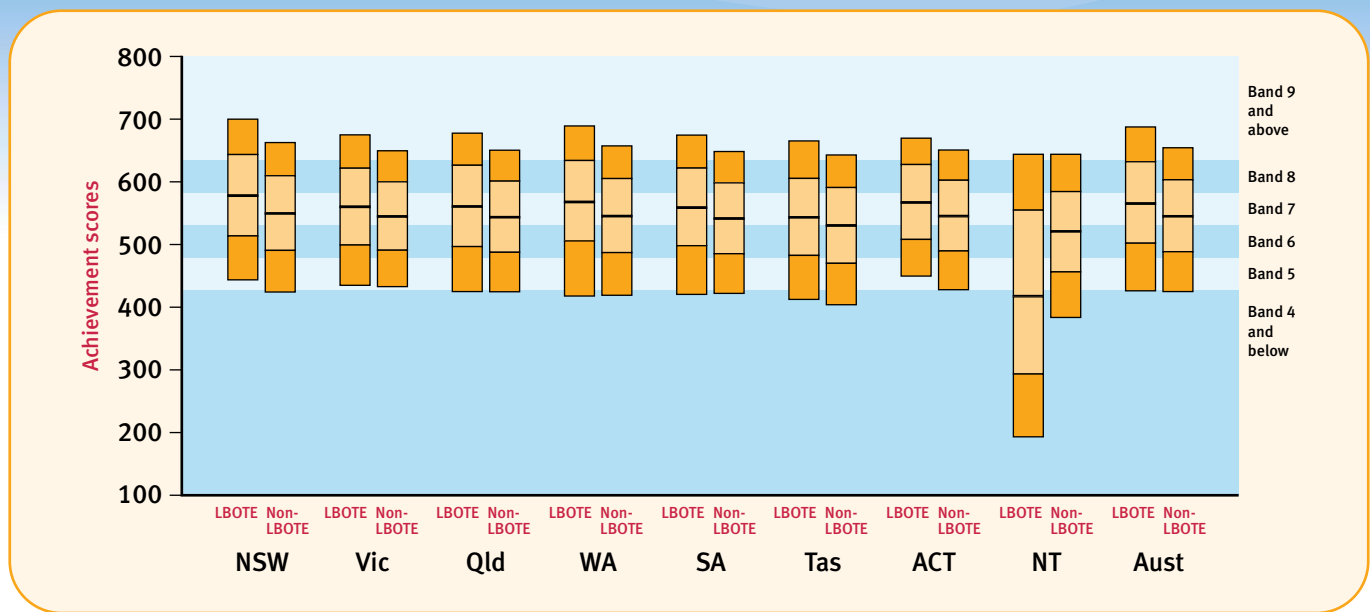
Table 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous Status, by State and Territory, 2017.

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	2.7	14.8	19.7	26.9	22.0	10.8	3.1	82.5
	Non-Indigenous	1.5	3.8	8.8	18.9	27.7	23.5	15.7	94.7
Vic	Indigenous	5.3	14.6	22.4	27.4	19.9	8.6	1.8	80.0
	Non-Indigenous	2.3	3.8	10.2	22.9	29.6	21.2	10.0	93.9
Qld	Indigenous	3.0	14.1	18.7	26.4	23.4	11.5	3.0	82.9
	Non-Indigenous	1.4	4.3	10.3	22.3	29.6	22.1	9.9	94.3
WA	Indigenous	1.4	30.2	20.6	22.1	16.3	7.3	2.1	68.4
	Non-Indigenous	1.1	4.6	9.9	21.1	28.6	22.4	12.3	94.4
SA	Indigenous	5.1	20.7	21.2	23.7	20.0	7.9	1.4	74.2
	Non-Indigenous	2.3	4.7	10.5	21.9	29.8	21.5	9.3	93.1
Tas	Indigenous	1.6	13.8	19.1	28.1	23.2	11.9	2.3	84.7
	Non-Indigenous	1.4	7.3	14.0	23.8	28.3	18.1	7.1	91.4
ACT	Indigenous	1.9	17.0	21.6	25.6	21.6	11.2	1.2	81.0
	Non-Indigenous	1.6	4.0	10.2	21.4	29.5	22.8	10.5	94.5
NT	Indigenous	2.9	61.8	13.1	11.2	7.5	2.8	0.7	35.3
	Non-Indigenous	1.9	8.0	12.3	21.7	27.6	18.3	10.3	90.0
Aust	Indigenous	2.9	20.5	19.2	24.8	20.3	9.7	2.5	76.6
	Non-Indigenous	1.7	4.2	9.9	21.3	28.9	22.2	11.9	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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE</b> Mean scale score / (S.D.)	577.8 (77.7)	560.0 (72.8)	560.5 (77.0)	567.7 (81.8)	558.7 (76.5)	543.3 (75.4)	566.9 (69.1)	417.5 (141.7)	565.2 (81.3)
<b>Non-LBOTE</b> Mean scale score / (S.D.)	549.5 (72.0)	544.6 (65.8)	543.5 (68.4)	545.2 (72.5)	541.3 (68.5)	530.2 (72.5)	545.2 (67.8)	520.9 (79.4)	545.0 (69.5)

Table 7.S4: Achievement of Year 7 Students in Spelling, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	2.1	3.1	7.2	15.0	24.3	24.8	23.4	94.7
	Non-LBOTE	1.3	5.1	10.5	21.3	28.7	21.8	11.2	93.6
Vic	LBOTE	2.9	3.8	9.1	19.1	26.9	23.3	14.8	93.2
	Non-LBOTE	2.1	4.1	10.9	24.4	30.4	20.1	8.1	93.8
Qld	LBOTE	1.6	5.1	9.2	17.9	25.3	24.5	16.5	93.3
	Non-LBOTE	1.5	5.1	11.3	23.4	29.7	20.8	8.3	93.4
WA	LBOTE	1.1	5.6	6.9	15.8	25.0	25.8	19.8	93.3
	Non-LBOTE	1.2	5.8	10.9	22.2	29.1	21.0	9.8	93.0
SA	LBOTE	4.0	5.3	8.3	17.2	26.3	24.5	14.3	90.7
	Non-LBOTE	2.1	5.4	11.6	23.2	30.0	20.1	7.6	92.5
Tas	LBOTE	3.8	6.3	11.3	22.0	27.3	19.5	9.9	90.0
	Non-LBOTE	1.2	7.9	14.7	24.3	28.0	17.4	6.4	90.9
ACT	LBOTE	2.9	2.7	7.4	17.6	26.6	26.4	16.3	94.4
	Non-LBOTE	1.2	4.7	11.3	22.7	30.1	21.5	8.7	94.1
NT	LBOTE	2.8	52.3	10.0	10.2	10.8	7.9	6.0	44.9
	Non-LBOTE	1.7	11.7	15.3	23.9	26.6	14.5	6.3	86.6
Aust	LBOTE	2.3	4.9	8.1	16.7	25.1	24.1	18.7	92.8
	Non-LBOTE	1.6	5.0	11.1	22.9	29.5	20.8	9.1	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, 2017.

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	566.8	1.6	3.4	8.1	17.7	27.3	24.6	17.5	95.1
	Inner Regional	536.0	1.4	7.0	13.0	24.3	28.2	18.2	7.9	91.5
	Outer Regional	521.1	1.0	10.6	16.3	25.6	26.0	15.1	5.4	88.4
	Remote	496.6	5.8	17.0	21.0	23.3	21.0	9.2	2.8	77.2
	Very Remote	479.4	0.0	31.0	18.5	19.5	18.0	9.0	3.9	69.0
Vic	Major Cities	554.4	2.4	3.3	9.1	21.6	29.8	22.5	11.2	94.3
	Inner Regional	530.2	2.1	6.1	14.5	27.4	28.4	16.1	5.3	91.7
	Outer Regional	529.8	2.6	6.6	14.6	27.2	27.4	15.6	6.1	90.9
	Remote	528.8	0.0	2.9	21.0	32.4	20.0	18.6	5.2	97.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	553.5	1.4	3.7	9.4	21.5	29.8	23.2	11.0	94.9
	Inner Regional	533.0	1.8	7.0	13.7	24.9	28.2	17.8	6.5	91.2
	Outer Regional	536.4	1.6	6.6	13.0	24.1	28.1	19.1	7.4	91.8
	Remote	510.9	2.1	15.1	17.6	22.7	23.9	13.6	5.1	82.9
	Very Remote	482.3	1.5	25.8	20.8	22.0	17.1	10.3	2.4	72.7
WA	Major Cities	555.2	1.3	4.6	9.4	20.3	28.5	22.9	13.0	94.2
	Inner Regional	533.6	1.0	7.3	13.1	25.2	28.2	18.0	7.1	91.6
	Outer Regional	525.8	0.8	9.6	16.0	24.3	26.3	16.3	6.7	89.6
	Remote	508.7	0.5	15.5	18.0	24.8	22.9	13.8	4.6	84.1
	Very Remote	447.7	0.4	44.9	16.1	16.0	13.9	6.9	1.8	54.7
SA	Major Cities	550.7	2.5	4.5	9.8	20.7	29.7	22.6	10.1	93.0
	Inner Regional	535.6	1.8	5.9	13.5	25.1	28.8	18.1	6.8	92.3
	Outer Regional	524.4	2.3	8.6	14.7	26.2	28.7	15.1	4.5	89.1
	Remote	534.6	2.4	5.7	13.2	26.2	28.5	17.2	6.8	91.9
	Very Remote	476.3	1.3	28.8	19.6	20.0	18.5	7.6	4.1	69.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	538.6	1.4	6.8	12.7	22.9	28.2	19.7	8.3	91.8
	Outer Regional	518.8	1.4	9.2	17.7	26.6	27.0	13.7	4.4	89.4
	Remote	501.3	5.0	18.5	20.5	19.5	18.0	13.5	5.0	76.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	549.6	1.5	4.3	10.5	21.6	29.4	22.5	10.2	94.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	525.7	2.6	12.2	13.6	21.7	25.5	15.9	8.5	85.3
	Remote	484.9	2.7	26.8	15.7	19.0	18.7	11.1	5.9	70.5
	Very Remote	333.3	1.5	80.4	7.8	4.9	3.3	1.6	0.5	18.1
Aust	Major Cities	558.1	1.8	3.7	8.9	20.1	28.8	23.4	13.4	94.6
	Inner Regional	533.9	1.7	6.8	13.5	25.2	28.3	17.7	6.9	91.6
	Outer Regional	528.9	1.7	8.3	14.6	24.9	27.3	16.8	6.4	90.0
	Remote	508.3	1.9	15.8	17.0	23.5	23.0	13.6	5.2	82.3
	Very Remote	419.8	1.1	50.6	14.7	14.2	11.6	6.0	1.7	48.3

[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, 2017.

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	513.8	2.6	11.8	17.4	26.9	24.1	13.1	4.1	85.6
	Inner Regional	499.0	3.2	15.7	20.4	27.2	21.4	9.6	2.4	81.1
	Outer Regional	489.1	0.9	19.0	23.7	28.1	18.2	7.8	2.3	80.1
	Remote	468.4	9.9	24.0	27.9	19.1	15.3	3.8	0.0	66.1
	Very Remote	447.7	0.0	46.2	21.5	15.4	8.5	4.6	3.8	53.8
Vic	Major Cities	507.5	5.6	11.5	19.2	26.9	23.8	10.9	2.2	82.9
	Inner Regional	485.6	5.1	17.6	24.8	27.2	17.1	6.9	1.3	77.3
	Outer Regional	486.1	5.4	16.3	25.9	29.2	15.2	5.9	1.9	78.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	516.8	2.8	10.4	16.8	27.0	25.4	13.7	3.8	86.7
	Inner Regional	512.5	3.4	11.0	18.0	27.5	25.0	11.9	3.2	85.6
	Outer Regional	505.8	3.1	13.4	19.2	26.9	23.9	10.7	2.7	83.5
	Remote	463.9	3.3	32.0	22.4	20.0	15.5	6.1	0.7	64.7
	Very Remote	457.2	1.8	34.8	24.6	21.0	10.5	6.4	0.9	63.4
WA	Major Cities	493.3	2.3	20.2	19.7	25.3	19.7	9.5	3.4	77.5
	Inner Regional	485.0	1.7	23.9	20.1	25.0	19.8	7.4	2.1	74.4
	Outer Regional	484.1	0.6	24.2	23.3	22.6	18.4	8.7	2.2	75.2
	Remote	460.4	0.8	32.8	24.3	22.2	14.3	5.1	0.5	66.5
	Very Remote	411.4	0.6	61.1	16.7	12.1	6.1	3.0	0.3	38.3
SA	Major Cities	496.4	6.4	17.2	20.1	22.4	22.5	9.6	1.8	76.4
	Inner Regional	497.2	4.5	15.5	20.9	23.8	26.5	6.3	2.5	80.0
	Outer Regional	482.1	4.1	20.0	24.3	26.9	16.6	7.4	0.8	75.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	427.8	1.4	49.3	19.7	17.3	8.8	3.6	0.0	49.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	507.1	0.7	12.8	18.5	28.5	24.7	12.5	2.3	86.5
	Outer Regional	502.9	2.9	13.9	20.0	27.3	22.2	11.5	2.2	83.2
	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	496.7	1.9	17.0	21.6	25.6	21.6	11.2	1.2	81.0
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	469.9	4.4	29.2	19.2	21.4	16.7	7.6	1.5	66.5
	Remote	428.0	4.0	45.2	19.1	16.4	10.8	3.2	1.3	50.7
	Very Remote	318.4	1.6	85.6	7.5	3.7	1.4	0.1	0.0	12.8
Aust	Major Cities	509.5	3.1	13.1	18.1	26.3	23.6	12.2	3.5	83.8
	Inner Regional	501.1	3.2	14.8	20.1	27.2	22.1	10.0	2.5	82.0
	Outer Regional	494.7	2.7	17.5	21.2	26.4	20.7	9.3	2.3	79.8
	Remote	453.3	3.3	34.9	22.6	20.2	13.6	4.6	0.7	61.8
	Very Remote	381.4	1.3	65.3	14.5	10.7	5.2	2.5	0.4	33.4

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

# NAPLAN Year 7 Spelling

Table 7.S7: Achievement of Year 7 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	568.7	1.5	3.1	7.7	17.4	27.4	24.9	18.0	95.4
	Inner Regional	540.6	1.2	5.9	12.0	24.0	29.0	19.3	8.5	92.8
	Outer Regional	528.5	1.1	8.7	14.5	24.9	27.9	16.8	6.1	90.3
	Remote	517.8	2.4	11.2	15.3	26.8	26.0	14.0	4.4	86.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	555.0	2.3	3.2	9.0	21.6	29.9	22.6	11.3	94.5
	Inner Regional	531.8	2.0	5.7	14.1	27.4	28.8	16.4	5.5	92.3
	Outer Regional	533.1	2.4	5.8	13.6	27.0	28.4	16.4	6.4	91.8
	Remote	528.0	0.0	2.9	21.5	33.2	18.0	19.0	5.4	97.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	554.9	1.4	3.4	9.1	21.3	30.0	23.6	11.2	95.2
	Inner Regional	535.0	1.7	6.6	13.2	24.8	28.6	18.3	6.8	91.7
	Outer Regional	543.2	1.3	5.1	11.6	23.5	29.1	21.0	8.4	93.6
	Remote	536.2	1.2	6.0	15.0	23.9	28.5	17.8	7.6	92.8
	Very Remote	527.0	1.1	9.4	14.1	24.0	29.0	17.4	5.1	89.6
WA	Major Cities	557.9	1.2	3.9	8.9	20.1	28.8	23.5	13.6	94.9
	Inner Regional	536.3	0.9	6.2	12.8	25.5	28.7	18.7	7.2	92.8
	Outer Regional	532.8	0.4	7.2	15.0	24.6	27.4	17.7	7.6	92.4
	Remote	530.1	0.3	7.5	15.4	26.2	26.6	17.5	6.4	92.2
	Very Remote	518.8	0.0	12.9	13.6	24.4	29.9	14.9	4.3	87.1
SA	Major Cities	552.6	2.4	4.1	9.5	20.6	29.9	23.1	10.5	93.5
	Inner Regional	537.4	1.6	5.5	13.2	25.3	28.7	18.8	7.0	92.9
	Outer Regional	528.8	2.2	7.4	13.6	26.0	30.0	15.8	4.9	90.4
	Remote	538.3	2.3	4.7	12.6	25.8	29.4	17.8	7.3	93.0
	Very Remote	528.5	1.4	7.0	18.0	23.4	29.0	12.4	8.7	91.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	538.3	1.4	6.7	12.8	22.8	28.6	19.6	8.0	91.8
	Outer Regional	521.1	1.1	8.6	17.3	26.6	27.6	14.0	4.8	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	551.1	1.6	4.0	10.2	21.4	29.5	22.8	10.5	94.5
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	539.6	2.1	7.9	12.2	21.7	27.8	18.0	10.3	90.0
	Remote	540.5	1.3	8.3	12.5	21.7	26.6	18.9	10.6	90.4
	Very Remote	524.9	0.0	10.8	12.7	20.8	28.1	21.2	6.5	89.2
Aust	Major Cities	559.6	1.7	3.4	8.7	19.9	28.9	23.7	13.7	94.9
	Inner Regional	536.3	1.5	6.1	13.0	25.2	28.8	18.3	7.1	92.4
	Outer Regional	535.3	1.4	6.7	13.3	24.6	28.6	18.2	7.2	91.9
	Remote	533.4	1.2	6.9	14.5	25.1	27.3	17.6	7.2	91.8
	Very Remote	523.8	0.6	10.2	14.4	24.3	29.5	15.9	5.1	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, 2017.

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>	587.9	0.8	1.3	4.8	12.8	26.2	29.3	24.8	97.9
	<i>Diploma</i>	555.1	1.4	3.6	9.1	20.9	30.8	22.6	11.7	95.1
	<i>Certificate</i>	535.8	1.7	6.4	13.0	25.2	28.7	17.7	7.3	91.9
	<i>Year 12</i>	544.6	1.9	5.4	11.6	23.1	28.6	19.5	9.9	92.7
	<i>Year 11</i>	510.2	3.8	13.2	18.1	26.3	22.3	11.9	4.4	83.0
	<i>Not stated (5%)</i>	553.0	2.4	6.4	10.5	18.4	25.7	22.6	14.0	91.2
Vic	<i>Bachelor</i>	570.9	1.3	1.6	5.7	17.9	30.6	27.1	15.8	97.1
	<i>Diploma</i>	542.3	1.9	3.8	11.3	25.9	30.9	19.2	7.0	94.3
	<i>Certificate</i>	529.1	2.6	5.7	14.5	28.2	28.9	15.5	4.5	91.7
	<i>Year 12</i>	537.4	3.1	4.7	13.1	25.4	29.5	17.6	6.6	92.2
	<i>Year 11</i>	512.0	6.9	10.4	18.7	26.6	22.7	11.5	3.3	82.7
	<i>Not stated (5%)</i>	558.1	1.8	3.5	8.0	20.1	29.8	24.2	12.5	94.6
Qld	<i>Bachelor</i>	572.5	0.8	1.6	5.8	16.8	29.7	28.8	16.4	97.6
	<i>Diploma</i>	545.0	1.2	3.9	11.0	23.9	31.1	21.0	7.8	94.9
	<i>Certificate</i>	533.6	1.4	6.0	13.2	26.4	29.6	17.7	5.8	92.5
	<i>Year 12</i>	534.2	1.8	7.0	13.3	24.1	28.8	18.3	6.6	91.2
	<i>Year 11</i>	508.3	3.7	12.6	18.7	26.9	23.6	11.6	2.9	83.7
	<i>Not stated (8%)</i>	532.9	3.2	7.7	13.2	23.9	27.2	17.7	7.1	89.1
WA	<i>Bachelor</i>	577.4	0.6	1.8	5.2	16.1	28.5	28.1	19.7	97.6
	<i>Diploma</i>	547.2	1.0	4.1	10.4	23.6	30.3	21.6	9.0	94.9
	<i>Certificate</i>	532.4	0.9	7.0	13.9	25.3	29.0	17.5	6.3	92.0
	<i>Year 12</i>	532.5	1.4	8.5	13.9	24.0	26.2	18.0	8.0	90.1
	<i>Year 11</i>	501.2	2.1	16.4	19.6	25.5	22.0	11.2	3.1	81.4
	<i>Not stated (12%)</i>	534.5	2.5	11.2	11.3	19.6	26.2	19.2	10.1	86.4
SA	<i>Bachelor</i>	572.7	0.9	1.6	5.9	16.2	30.2	29.4	15.9	97.5
	<i>Diploma</i>	546.9	1.8	3.4	10.2	23.4	32.4	21.4	7.4	94.8
	<i>Certificate</i>	533.8	2.0	5.8	13.2	26.4	29.3	17.6	5.8	92.2
	<i>Year 12</i>	537.0	3.1	5.7	11.5	23.8	32.1	18.2	5.5	91.1
	<i>Year 11</i>	503.9	6.1	13.7	19.2	25.3	22.5	10.8	2.3	80.1
	<i>Not stated (10%)</i>	527.6	4.2	9.6	13.6	22.7	28.0	15.3	6.6	86.2

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 7 Spelling

Table 7.S8 (cont.): Achievement of Year 7 Students in Spelling, by Parental Education, by State and Territory, 2017.

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>	566.7	0.8	2.4	6.3	18.2	30.2	28.5	13.7	96.8
	<i>Diploma</i>	536.4	1.4	5.1	14.4	24.9	29.5	17.5	7.2	93.5
	<i>Certificate</i>	524.5	1.2	7.5	16.3	26.7	28.9	15.0	4.4	91.2
	<i>Year 12</i>	521.9	1.4	9.5	17.0	24.9	26.5	16.2	4.4	89.0
	<i>Year 11</i>	492.6	1.8	17.5	21.9	27.5	21.8	7.5	2.0	80.7
	<i>Not stated (7%)</i>	550.4	3.3	5.0	11.0	20.0	27.1	21.6	12.0	91.7
ACT	<i>Bachelor</i>	565.0	1.1	1.7	7.4	19.0	30.5	26.2	14.0	97.1
	<i>Diploma</i>	537.1	2.0	4.1	13.0	27.1	29.3	19.5	5.1	93.9
	<i>Certificate</i>	522.4	1.3	8.8	16.3	25.9	28.0	15.3	4.4	89.9
	<i>Year 12</i>	539.7	2.2	7.4	10.8	22.9	27.8	20.5	8.4	90.4
	<i>Year 11</i>	506.0	3.3	14.8	21.7	20.2	23.2	13.6	3.2	81.9
	<i>Not stated (4%)</i>	559.8	3.4	2.6	7.6	20.5	29.3	25.1	11.5	94.0
NT	<i>Bachelor</i>	551.4	1.6	6.3	9.7	20.6	27.6	20.9	13.4	92.2
	<i>Diploma</i>	519.6	1.1	13.5	15.3	21.2	28.1	13.9	7.0	85.5
	<i>Certificate</i>	500.6	2.0	17.6	17.1	25.3	22.6	10.5	4.8	80.4
	<i>Year 12</i>	505.6	2.5	18.6	15.6	20.0	21.6	14.4	7.2	78.9
	<i>Year 11</i>	375.9	3.0	63.7	11.9	9.7	7.8	3.2	0.7	33.3
	<i>Not stated (22%)</i>	425.4	3.2	47.6	11.7	12.4	13.0	8.5	3.5	49.2
Aust	<i>Bachelor</i>	577.3	0.9	1.6	5.5	15.8	28.7	28.3	19.2	97.5
	<i>Diploma</i>	547.5	1.5	3.8	10.4	23.4	30.9	21.0	8.9	94.7
	<i>Certificate</i>	532.6	1.8	6.3	13.6	26.3	29.0	17.0	6.0	91.9
	<i>Year 12</i>	537.3	2.2	6.2	12.8	24.1	28.8	18.4	7.5	91.5
	<i>Year 11</i>	504.5	4.4	14.3	18.6	25.9	22.2	11.2	3.3	81.3
	<i>Not stated (7%)</i>	538.4	2.7	8.8	11.2	20.6	26.8	19.8	10.1	88.4

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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



# NAPLAN Year 7 Spelling

Table 7.S9: Achievement of Year 7 Students in Spelling, by Parental Occupation, by State and Territory, 2017.

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	583.8	0.7	1.4	5.2	14.0	27.0	28.7	23.0	97.8
	Group 2	566.9	1.0	2.6	7.7	18.1	29.1	25.2	16.3	96.5
	Group 3	547.9	1.3	4.8	10.9	22.9	29.1	20.2	10.7	93.9
	Group 4	536.7	1.9	7.5	13.7	23.7	26.5	17.2	9.6	90.6
	Not in paid work	512.7	5.0	13.1	17.2	25.1	22.0	12.5	5.2	81.9
	Not stated (6%)	553.9	2.4	5.8	10.3	18.9	26.1	22.6	13.9	91.8
Vic	Group 1	571.1	0.9	1.6	5.5	18.0	31.1	27.0	15.9	97.5
	Group 2	553.8	1.2	2.8	8.7	22.9	31.5	22.8	10.1	96.0
	Group 3	541.2	1.8	4.1	11.8	26.1	30.3	18.8	7.2	94.2
	Group 4	530.4	3.6	5.7	15.4	26.5	27.4	15.7	5.7	90.7
	Not in paid work	513.0	8.3	10.4	17.8	26.2	21.8	11.6	3.9	81.3
	Not stated (4%)	557.5	2.0	3.7	8.8	19.8	29.2	24.0	12.6	94.3
Qld	Group 1	570.3	0.8	1.7	6.1	17.5	30.2	28.2	15.5	97.5
	Group 2	554.6	0.7	3.1	9.0	21.5	31.1	24.2	10.4	96.1
	Group 3	538.1	1.4	5.4	12.4	25.3	30.1	18.4	7.0	93.2
	Group 4	527.4	1.8	7.6	15.2	26.6	27.1	16.2	5.4	90.6
	Not in paid work	512.0	4.4	12.7	17.2	25.7	22.9	12.8	4.3	82.9
	Not stated (14%)	530.6	2.7	8.2	14.0	24.2	26.8	17.3	6.8	89.0
WA	Group 1	571.8	0.6	2.4	6.2	17.1	29.2	26.6	17.9	97.0
	Group 2	553.8	0.6	3.6	9.3	22.2	29.7	23.1	11.6	95.8
	Group 3	540.9	0.8	6.0	12.1	23.7	29.0	20.1	8.4	93.2
	Group 4	527.1	1.4	9.1	15.1	25.1	26.5	16.1	6.7	89.5
	Not in paid work	499.9	3.2	17.9	20.2	24.0	19.6	10.5	4.6	78.9
	Not stated (16%)	531.5	2.5	11.5	12.5	20.4	25.2	18.4	9.6	86.0
SA	Group 1	569.5	1.0	1.9	6.4	17.1	30.5	28.2	15.0	97.1
	Group 2	553.2	1.2	3.2	9.2	21.8	31.5	23.2	9.9	95.6
	Group 3	542.5	0.9	4.5	11.6	24.3	30.9	20.5	7.2	94.5
	Group 4	530.9	2.9	6.8	13.7	25.6	28.5	17.5	4.9	90.3
	Not in paid work	513.1	8.2	11.9	15.9	23.8	24.7	11.9	3.6	80.0
	Not stated (18%)	524.3	4.4	10.0	14.8	23.3	26.2	15.0	6.2	85.5

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 7 Spelling

Table 7.S9 (cont.): Achievement of Year 7 Students in Spelling, by Parental Occupation, by State and Territory, 2017.

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	561.6	0.4	3.0	7.8	19.5	29.5	26.8	12.8	96.5
	Group 2	542.2	0.7	4.8	12.2	23.8	30.7	19.9	7.9	94.5
	Group 3	529.2	1.6	6.8	14.9	26.0	29.5	15.5	5.7	91.6
	Group 4	508.8	1.1	11.7	19.9	27.4	25.6	11.7	2.5	87.2
	Not in paid work	489.6	3.4	18.7	21.8	26.9	19.3	8.1	1.8	77.9
	Not stated (12%)	535.7	2.8	7.7	13.9	21.6	26.8	18.6	8.6	89.6
ACT	Group 1	561.8	1.4	2.5	7.9	19.6	29.6	25.8	13.2	96.1
	Group 2	549.3	1.1	2.7	10.6	24.4	30.2	21.5	9.6	96.2
	Group 3	536.3	1.7	6.2	13.3	23.8	29.3	18.9	6.7	92.1
	Group 4	504.6	2.9	14.5	18.6	25.1	24.7	12.2	2.0	82.6
	Not in paid work	499.0	3.8	16.3	20.5	25.3	21.4	9.2	3.5	79.9
	Not stated (15%)	546.7	1.5	5.2	11.4	20.4	29.9	22.5	9.1	93.3
NT	Group 1	549.8	1.7	5.4	10.5	20.7	29.8	20.3	11.7	92.9
	Group 2	536.1	0.8	8.0	13.2	22.3	27.9	17.8	10.0	91.2
	Group 3	513.8	1.7	15.0	13.5	24.3	25.7	12.9	6.8	83.2
	Group 4	466.2	3.4	32.6	16.0	17.1	16.1	9.2	5.7	64.0
	Not in paid work	400.7	3.6	54.1	14.4	11.6	8.6	5.6	2.2	42.4
	Not stated (33%)	420.4	2.6	49.9	11.4	12.6	12.4	7.7	3.3	47.4
Aust	Group 1	574.6	0.8	1.8	5.8	16.5	29.2	27.7	18.2	97.4
	Group 2	557.8	0.9	3.0	8.7	21.0	30.4	23.8	12.3	96.1
	Group 3	542.2	1.4	5.0	11.8	24.5	29.7	19.3	8.4	93.6
	Group 4	530.4	2.4	7.5	14.8	25.4	26.9	16.3	6.8	90.2
	Not in paid work	509.0	5.9	13.4	17.6	25.2	21.8	11.8	4.3	80.7
	Not stated (10%)	534.0	2.7	9.5	12.4	21.3	26.2	18.8	9.2	87.8

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 7 Grammar and Punctuation

Figure 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	545.3 (76.3)	545.9 (68.3)	537.9 (74.0)	537.2 (77.1)	539.0 (70.6)	532.4 (75.5)	552.7 (68.1)	459.4 (117.5)	541.5 (74.6)

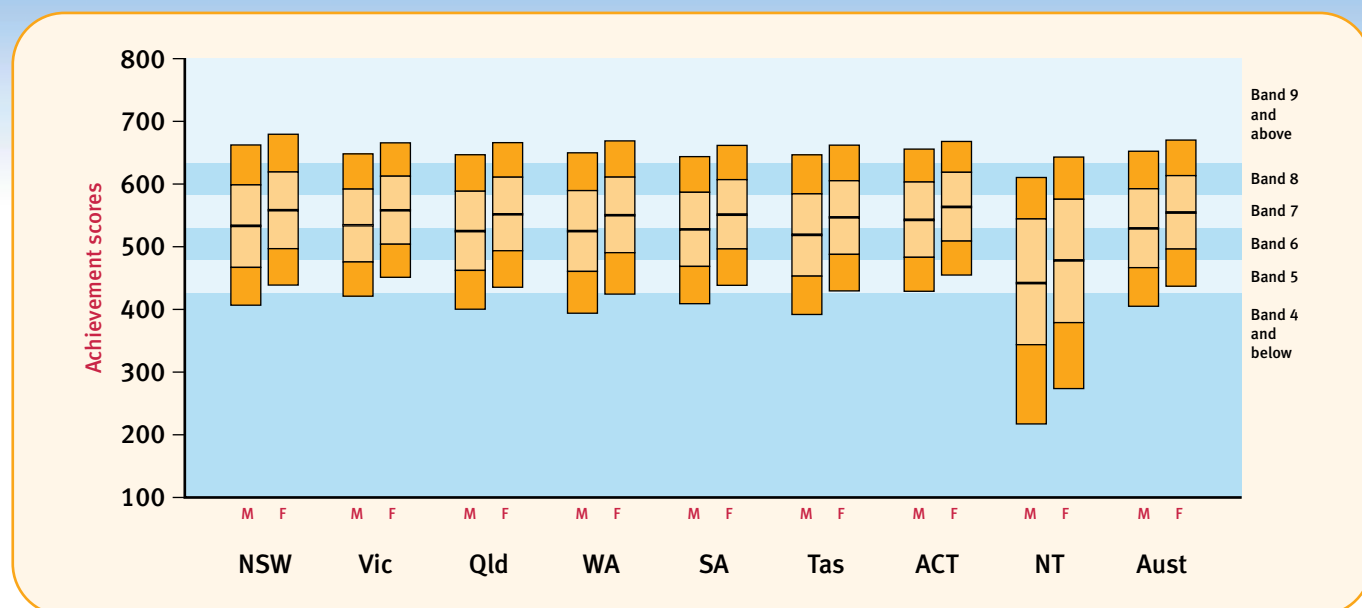
Table 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2017.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	
NSW	12yrs 7mths 7yrs 4mths	97.1	2.2	0.7	1.5	5.9	12.9	22.7	26.1	18.8	12.1	92.6
Vic	12yrs 9mths 7yrs 4mths	94.9	3.5	1.6	2.4	3.9	11.7	23.8	29.1	19.6	9.5	93.7
Qld	12yrs 5mths 7yrs 4mths	91.4	3.7	5.0	1.5	6.6	13.7	24.1	26.6	18.2	9.3	91.9
WA	12yrs 4mths 7yrs 4mths	95.8	3.6	0.5	1.2	7.8	13.3	23.5	26.6	18.0	9.7	91.1
SA	12yrs 7mths 7yrs 4mths	94.2	3.1	2.7	2.4	5.6	12.8	24.8	28.1	18.0	8.4	92.0
Tas	12yrs 10mths 7yrs 4mths	94.4	3.2	2.4	1.4	8.0	15.3	24.5	25.3	16.9	8.6	90.7
ACT	12yrs 7mths 7yrs 4mths	95.5	2.5	2.1	1.5	3.3	10.4	22.3	28.7	22.1	11.6	95.2
NT	12yrs 6mths 7yrs 4mths	86.8	12.5	0.8	2.3	34.6	15.5	18.1	15.9	9.4	4.1	63.1
Aust	12yrs 7mths 7yrs 4mths	94.8	3.2	2.0	1.8	6.0	12.8	23.5	27.1	18.6	10.2	92.2

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

# NAPLAN Year 7 Grammar and Punctuation

Figure 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	533.1 (77.5)	534.2 (69.1)	524.8 (75.1)	524.8 (77.9)	527.6 (71.4)	518.8 (77.3)	542.7 (69.6)	441.9 (118.5)	529.2 (75.8)
Female Mean scale score / (S.D.)	558.2 (72.8)	558.1 (65.2)	551.7 (70.3)	550.2 (74.0)	551.0 (67.6)	546.8 (70.8)	563.3 (64.7)	478.1 (113.5)	554.4 (71.2)

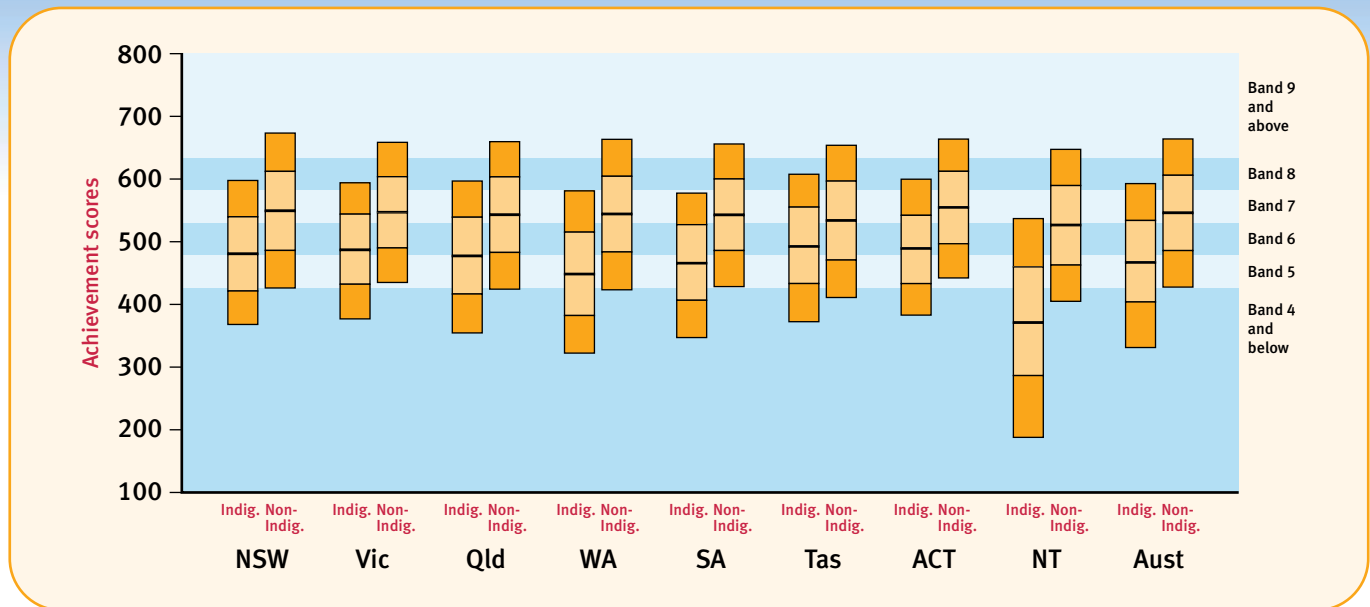
Table 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above		
NSW	Male	2.0	8.2	15.5	24.0	24.5	16.0	9.7	89.8	
	Female	1.0	3.4	10.0	21.2	27.8	21.8	14.7	95.6	
Vic	Male	3.1	5.6	14.7	25.8	27.3	16.4	7.2	91.3	
	Female	1.6	2.1	8.6	21.7	31.0	23.0	11.9	96.3	
Qld	Male	2.0	9.2	16.5	25.5	24.6	15.1	7.0	88.8	
	Female	1.1	3.8	10.6	22.5	28.8	21.4	11.8	95.1	
WA	Male	1.5	10.2	15.9	25.1	24.8	15.2	7.4	88.3	
	Female	0.8	5.2	10.6	21.8	28.5	21.0	12.2	94.0	
SA	Male	3.2	7.6	15.5	26.1	26.3	14.9	6.5	89.2	
	Female	1.5	3.5	9.9	23.4	30.0	21.2	10.5	95.0	
Tas	Male	2.0	11.3	18.5	25.2	22.6	13.5	6.9	86.7	
	Female	0.8	4.4	11.9	23.8	28.3	20.4	10.4	94.8	
ACT	Male	2.0	4.5	13.2	24.2	27.3	19.4	9.4	93.5	
	Female	1.1	2.0	7.5	20.4	30.3	25.0	13.9	96.9	
NT	Male	3.2	38.3	16.9	17.9	14.1	7.2	2.3	58.5	
	Female	1.4	30.5	14.0	18.3	17.9	11.8	6.1	68.1	
Aust	Male	2.3	8.3	15.6	25.0	25.3	15.7	7.9	89.4	
	Female	1.2	3.6	9.9	21.8	29.0	21.8	12.6	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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	480.6 (70.3)	486.9 (66.3)	477.2 (73.7)	448.3 (79.7)	465.7 (70.9)	492.4 (71.2)	489.2 (65.3)	370.9 (104.3)	466.9 (81.4)
Non-Indigenous Mean scale score / (S.D.)	549.2 (74.8)	547.0 (67.8)	542.9 (71.6)	544.1 (72.7)	542.7 (68.7)	533.8 (74.0)	554.7 (67.4)	526.5 (75.1)	546.0 (71.7)

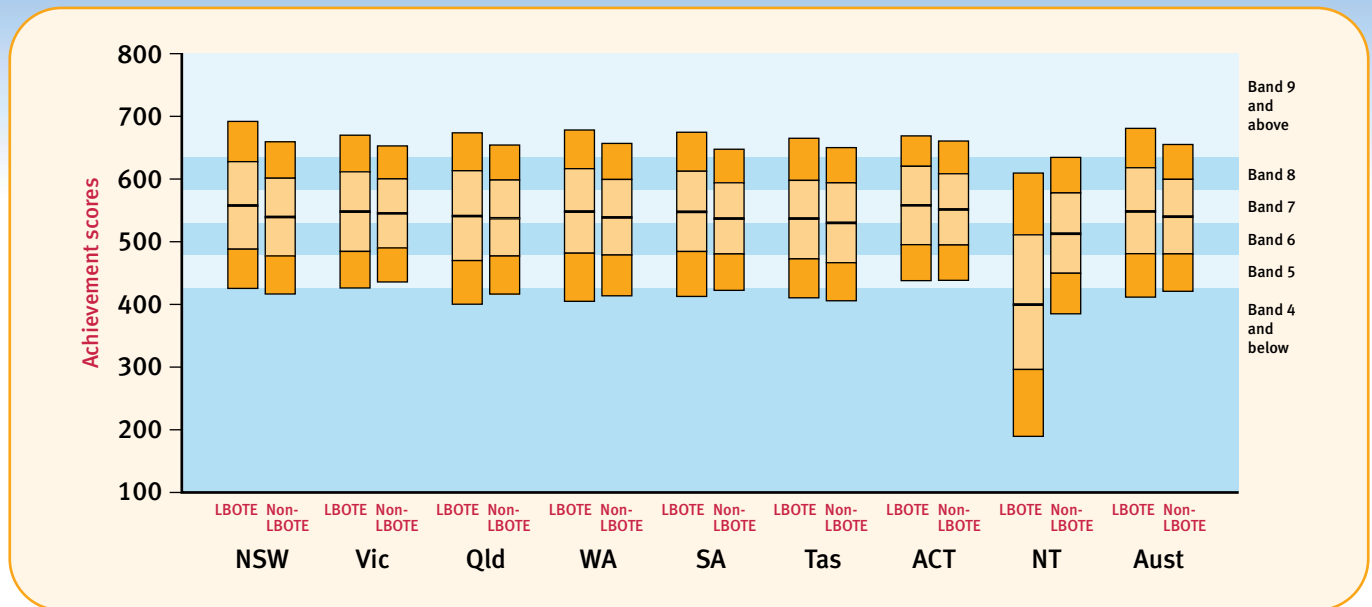
Table 7.G3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2017.

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	2.7	21.4	26.6	25.7	16.2	5.8	1.6	75.9
	Non-Indigenous	1.5	4.9	12.0	22.5	26.7	19.6	12.8	93.7
Vic	Indigenous	5.3	16.4	26.6	27.2	17.2	6.2	1.2	78.3
	Non-Indigenous	2.3	3.7	11.4	23.7	29.4	19.9	9.6	94.0
Qld	Indigenous	3.0	23.1	25.5	25.5	15.5	6.0	1.4	73.9
	Non-Indigenous	1.4	5.2	12.7	24.0	27.6	19.2	9.9	93.4
WA	Indigenous	1.4	39.4	25.1	19.0	10.2	3.7	1.1	59.1
	Non-Indigenous	1.1	5.3	12.4	23.8	27.8	19.1	10.5	93.6
SA	Indigenous	5.1	27.0	26.0	23.9	13.8	3.6	0.6	67.9
	Non-Indigenous	2.3	4.6	12.1	24.7	28.8	18.7	8.9	93.2
Tas	Indigenous	1.6	17.1	23.3	29.1	18.5	8.6	1.8	81.3
	Non-Indigenous	1.4	7.4	14.9	24.6	25.9	17.3	8.5	91.3
ACT	Indigenous	1.9	17.7	23.1	32.5	17.0	7.0	0.8	80.4
	Non-Indigenous	1.6	2.9	10.1	21.9	29.0	22.6	12.0	95.6
NT	Indigenous	2.9	68.3	13.8	9.3	4.3	1.2	0.3	28.9
	Non-Indigenous	1.9	8.9	16.8	24.8	24.8	15.7	7.1	89.2
Aust	Indigenous	2.9	27.6	24.9	23.7	14.3	5.2	1.3	69.4
	Non-Indigenous	1.7	4.7	12.1	23.5	27.9	19.4	10.7	93.6

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE</b> Mean scale score / (S.D.)	557.6 (81.0)	547.9 (74.0)	540.8 (84.1)	547.9 (83.5)	547.5 (78.4)	536.8 (76.6)	558.0 (70.9)	399.5 (126.0)	548.1 (83.4)
<b>Non-LBOTE</b> Mean scale score / (S.D.)	539.3 (73.6)	545.2 (66.0)	537.4 (72.2)	538.6 (73.5)	536.8 (68.4)	529.9 (74.5)	551.3 (67.3)	512.6 (76.8)	539.8 (71.1)

Table 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	2.1	4.9	11.4	20.2	24.2	19.6	17.6	92.9
	Non-LBOTE	1.3	6.4	13.6	23.9	26.9	18.2	9.7	92.4
Vic	LBOTE	2.9	4.8	12.3	22.4	26.1	19.2	12.2	92.2
	Non-LBOTE	2.1	3.6	11.5	24.3	30.2	19.7	8.5	94.3
Qld	LBOTE	1.6	8.7	13.6	20.9	23.5	18.4	13.3	89.6
	Non-LBOTE	1.5	6.3	13.7	24.6	27.1	18.1	8.6	92.2
WA	LBOTE	1.1	7.6	11.1	20.5	25.2	20.5	14.0	91.3
	Non-LBOTE	1.2	6.7	12.8	24.1	27.9	18.2	9.1	92.1
SA	LBOTE	4.0	6.3	10.9	20.3	27.0	18.8	12.7	89.7
	Non-LBOTE	2.1	5.4	13.2	25.9	28.4	17.7	7.3	92.5
Tas	LBOTE	3.8	7.1	13.8	24.1	25.2	16.6	9.4	89.1
	Non-LBOTE	1.2	8.3	15.7	25.0	25.4	16.6	7.8	90.5
ACT	LBOTE	2.9	3.4	9.9	19.9	26.0	23.9	14.1	93.7
	Non-LBOTE	1.2	3.3	10.6	23.0	29.4	21.7	10.9	95.6
NT	LBOTE	2.8	58.4	12.2	10.4	8.3	4.9	3.0	38.8
	Non-LBOTE	1.7	13.0	18.5	25.5	23.3	13.1	4.9	85.3
Aust	LBOTE	2.3	6.7	11.9	20.8	24.6	19.1	14.5	90.9
	Non-LBOTE	1.6	5.7	13.1	24.4	28.0	18.5	8.8	92.8

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, 2017.

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	553.6	1.6	4.6	11.3	21.4	26.5	20.4	14.3	93.9
	Inner Regional	524.3	1.4	8.7	16.8	26.3	25.8	15.0	6.0	89.9
	Outer Regional	505.9	1.0	13.2	21.7	27.4	22.4	10.5	3.8	85.8
	Remote	476.1	5.8	24.3	23.3	26.0	13.8	4.6	2.1	69.8
	Very Remote	448.1	0.0	42.9	19.3	18.8	12.2	6.1	0.7	57.1
Vic	Major Cities	551.3	2.4	3.3	10.5	22.6	29.4	21.0	10.8	94.3
	Inner Regional	528.7	2.1	5.7	15.7	27.9	28.3	15.2	5.1	92.1
	Outer Regional	525.9	2.6	6.2	16.4	27.9	27.6	14.7	4.7	91.2
	Remote	534.9	0.0	4.3	12.9	36.2	20.0	19.5	7.1	95.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	546.5	1.4	4.9	11.9	23.2	27.6	19.9	11.0	93.7
	Inner Regional	526.6	1.8	8.0	16.4	26.1	25.8	15.4	6.5	90.2
	Outer Regional	524.6	1.6	9.4	16.5	25.4	24.9	15.6	6.7	89.0
	Remote	497.6	2.1	19.2	19.2	23.9	19.7	11.6	4.3	78.7
	Very Remote	448.7	1.5	39.4	22.2	17.0	12.6	5.7	1.5	59.1
WA	Major Cities	545.2	1.3	5.7	12.1	22.9	27.4	19.6	11.1	93.0
	Inner Regional	525.0	1.0	8.7	15.8	26.9	27.1	14.3	6.2	90.2
	Outer Regional	518.1	0.8	11.4	17.8	25.9	24.4	13.8	5.9	87.8
	Remote	496.6	0.5	19.4	20.5	24.4	20.4	11.2	3.7	80.2
	Very Remote	436.9	0.4	49.4	17.6	15.1	10.3	5.7	1.5	50.3
SA	Major Cities	546.2	2.5	4.6	11.1	23.5	28.6	19.7	10.0	92.9
	Inner Regional	529.6	1.8	5.6	15.8	26.9	28.9	15.8	5.2	92.6
	Outer Regional	515.2	2.3	9.1	18.0	29.6	25.8	11.6	3.7	88.6
	Remote	524.3	2.4	6.7	17.1	28.5	25.9	14.3	5.0	90.8
	Very Remote	463.3	1.3	35.7	20.8	17.3	13.9	7.9	3.1	62.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	539.2	1.4	7.1	13.8	23.1	26.0	18.5	10.2	91.5
	Outer Regional	514.6	1.4	10.1	19.4	28.4	23.7	12.5	4.5	88.6
	Remote	503.3	5.0	18.0	20.5	22.5	17.0	13.5	3.5	77.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	552.7	1.5	3.3	10.4	22.3	28.7	22.1	11.6	95.2
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	510.1	2.6	14.6	18.4	23.7	22.5	12.8	5.4	82.8
	Remote	469.1	2.7	32.4	17.5	19.0	14.0	9.2	5.1	65.0
	Very Remote	334.1	1.5	83.1	7.2	4.2	2.1	1.6	0.3	15.4
Aust	Major Cities	550.1	1.8	4.4	11.2	22.4	27.8	20.4	12.0	93.8
	Inner Regional	527.4	1.7	7.5	16.1	26.5	26.7	15.4	6.2	90.8
	Outer Regional	518.3	1.7	10.3	18.0	26.5	24.6	13.7	5.4	88.1
	Remote	495.5	1.9	19.8	19.3	24.3	19.5	11.1	4.2	78.3
	Very Remote	406.8	1.1	57.2	15.3	12.3	8.5	4.5	1.2	41.7

[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, 2017.

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	492.0	2.6	16.8	24.8	27.4	19.0	7.1	2.4	80.6
	Inner Regional	476.3	3.2	23.1	26.6	25.3	15.5	5.3	1.0	73.7
	Outer Regional	463.5	0.9	27.5	32.9	23.1	11.2	3.7	0.6	71.5
	Remote	444.4	9.9	37.1	25.6	20.0	6.8	0.5	0.0	53.0
	Very Remote	410.4	0.0	64.2	20.4	8.8	1.9	3.8	0.8	35.8
Vic	Major Cities	495.9	5.6	13.2	24.5	29.0	18.5	7.5	1.7	81.3
	Inner Regional	480.2	5.1	19.4	27.3	25.6	16.5	5.6	0.5	75.6
	Outer Regional	477.3	5.4	18.3	31.0	25.5	14.7	3.9	1.2	76.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	494.1	2.8	16.2	23.7	28.1	18.6	7.9	2.7	80.9
	Inner Regional	489.3	3.4	16.9	25.7	26.8	18.2	7.8	1.2	79.8
	Outer Regional	471.1	3.1	24.8	27.6	25.8	13.6	4.3	0.7	72.1
	Remote	436.8	3.3	44.3	22.2	17.3	9.2	3.1	0.7	52.4
	Very Remote	409.6	1.8	56.3	24.5	11.1	5.0	1.3	0.0	41.9
WA	Major Cities	469.4	2.3	28.5	26.1	23.0	13.0	5.3	1.8	69.2
	Inner Regional	461.6	1.7	31.1	28.2	21.0	14.0	2.2	1.8	67.2
	Outer Regional	459.3	0.6	33.5	27.3	20.9	12.0	5.0	0.7	65.9
	Remote	433.3	0.8	45.5	27.7	18.0	5.9	1.8	0.2	53.7
	Very Remote	395.7	0.6	69.9	16.4	7.3	4.3	1.4	0.1	29.5
SA	Major Cities	477.7	6.4	21.2	24.5	26.7	16.0	4.6	0.7	72.4
	Inner Regional	480.4	4.5	18.9	28.3	25.8	16.9	4.7	0.9	76.6
	Outer Regional	457.5	4.1	30.0	29.4	22.0	11.4	2.5	0.5	65.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	409.7	1.4	61.4	18.4	10.7	7.9	0.3	0.0	37.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	493.7	0.7	16.5	23.5	29.1	20.2	8.5	1.5	82.8
	Outer Regional	491.4	2.9	17.6	22.7	29.0	16.7	9.0	2.2	79.5
	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	489.2	1.9	17.7	23.1	32.5	17.0	7.0	0.8	80.4
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	447.5	4.4	37.0	24.4	19.7	11.0	3.0	0.5	58.7
	Remote	404.5	4.0	57.2	18.2	13.0	5.1	1.8	0.7	38.7
	Very Remote	318.9	1.6	89.0	6.4	2.4	0.5	0.1	0.0	9.4
Aust	Major Cities	488.7	3.1	18.3	24.6	27.2	17.7	6.9	2.2	78.6
	Inner Regional	480.9	3.2	20.8	26.3	25.8	16.6	6.1	1.1	76.0
	Outer Regional	467.0	2.7	26.8	28.4	24.2	12.8	4.3	0.8	70.5
	Remote	428.1	3.3	47.0	23.9	16.9	6.5	2.0	0.4	49.7
	Very Remote	365.2	1.3	74.9	13.9	6.2	2.8	0.8	0.1	23.8

[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, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Major Cities	555.6	1.5	4.1	10.8	21.2	26.8	20.8	14.7	94.3
	Inner Regional	530.1	1.2	6.8	15.6	26.5	27.1	16.2	6.6	92.0
	Outer Regional	515.8	1.1	9.9	19.1	28.2	25.0	12.2	4.5	89.1
	Remote	500.7	2.4	13.5	21.7	30.9	19.4	8.2	3.9	84.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	552.0	2.3	3.2	10.3	22.5	29.6	21.1	11.0	94.4
	Inner Regional	530.5	2.0	5.3	15.3	27.9	28.7	15.6	5.2	92.8
	Outer Regional	529.5	2.4	5.3	15.2	28.1	28.6	15.5	5.0	92.4
	Remote	535.0	0.0	4.4	13.2	35.6	19.5	20.0	7.3	95.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	548.3	1.4	4.4	11.5	23.1	27.9	20.4	11.3	94.2
	Inner Regional	530.2	1.7	7.1	15.5	26.1	26.7	16.1	6.9	91.3
	Outer Regional	536.5	1.3	5.9	14.0	25.3	27.5	18.1	8.0	92.8
	Remote	530.4	1.2	5.6	17.6	27.5	25.5	16.3	6.3	93.2
	Very Remote	517.8	1.1	9.0	18.3	27.6	26.1	13.7	4.2	89.9
WA	Major Cities	548.5	1.2	4.8	11.4	22.9	28.0	20.2	11.6	94.1
	Inner Regional	528.1	0.9	7.4	15.2	27.4	28.0	14.9	6.2	91.7
	Outer Regional	527.7	0.4	7.8	16.5	26.6	26.5	15.4	6.8	91.7
	Remote	524.4	0.3	7.7	17.7	27.3	26.5	15.2	5.3	92.0
	Very Remote	516.6	0.0	9.6	18.8	29.7	23.8	14.0	4.1	90.4
SA	Major Cities	548.7	2.4	4.0	10.6	23.3	29.1	20.2	10.4	93.6
	Inner Regional	531.9	1.6	5.0	15.2	26.9	29.3	16.5	5.4	93.4
	Outer Regional	521.0	2.2	7.0	16.7	30.4	27.3	12.6	3.9	90.9
	Remote	528.7	2.3	5.3	16.2	28.4	27.4	14.8	5.5	92.4
	Very Remote	519.1	1.4	9.0	22.0	25.1	19.7	16.3	6.5	89.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	539.4	1.4	6.8	13.5	23.3	26.4	18.7	9.8	91.8
	Outer Regional	518.2	1.1	8.9	18.8	28.4	24.7	13.2	4.9	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	554.7	1.6	2.9	10.1	21.9	29.0	22.6	12.0	95.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	525.3	2.1	9.1	16.8	24.7	25.3	15.2	6.6	88.7
	Remote	532.0	1.3	7.5	16.9	25.1	22.9	16.6	9.6	91.2
	Very Remote	523.4	0.0	10.0	16.2	25.8	22.7	21.5	3.8	90.0
Aust	Major Cities	551.9	1.7	4.0	10.8	22.3	28.1	20.8	12.3	94.3
	Inner Regional	530.9	1.5	6.4	15.3	26.6	27.5	16.1	6.5	92.1
	Outer Regional	527.8	1.4	7.2	16.0	27.0	26.8	15.4	6.2	91.4
	Remote	526.1	1.2	7.2	17.4	27.5	25.4	15.2	6.0	91.6
	Very Remote	518.4	0.6	9.0	18.3	28.6	24.5	14.8	4.2	90.4

[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, 2017.

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	582.6	0.8	1.3	5.1	15.5	27.3	27.4	22.6	97.8
	Diploma	540.0	1.4	4.4	12.9	25.8	30.0	17.7	7.9	94.3
	Certificate	516.9	1.7	8.6	19.1	29.1	25.5	12.0	4.0	89.8
	Year 12	523.8	1.9	7.5	17.6	27.9	25.9	13.4	5.8	90.7
	Year 11	486.9	3.8	18.5	25.5	27.1	16.8	6.2	2.1	77.7
	Not stated (5%)	541.7	2.4	7.9	13.4	20.9	24.3	19.3	11.8	89.7
Vic	Bachelor	574.8	1.3	1.2	5.3	16.8	30.4	27.9	17.2	97.5
	Diploma	537.1	1.9	3.6	12.6	27.5	32.1	17.3	5.1	94.5
	Certificate	521.2	2.6	5.6	17.4	31.0	28.3	12.1	3.0	91.7
	Year 12	527.9	3.1	5.1	15.5	28.6	29.6	14.2	4.1	91.8
	Year 11	497.9	6.9	12.1	23.7	28.7	19.5	7.4	1.7	81.0
	Not stated (5%)	559.9	1.8	3.2	8.2	19.4	29.7	24.3	13.4	95.0
Qld	Bachelor	575.7	0.8	1.7	5.6	16.5	29.1	27.4	19.0	97.6
	Diploma	535.8	1.2	4.9	13.6	26.7	29.7	17.5	6.4	94.0
	Certificate	521.4	1.4	7.6	17.4	29.2	26.3	13.9	4.3	91.0
	Year 12	519.3	1.8	9.4	17.3	27.5	25.7	13.6	4.7	88.8
	Year 11	487.2	3.7	17.9	25.1	27.3	17.4	7.0	1.6	78.4
	Not stated (8%)	518.3	3.2	11.4	17.3	24.7	23.0	14.0	6.4	85.4
WA	Bachelor	574.1	0.6	1.9	5.7	17.4	29.6	26.3	18.5	97.5
	Diploma	537.7	1.0	4.7	12.5	27.2	29.8	18.0	6.7	94.2
	Certificate	519.5	0.9	8.3	18.2	28.7	26.5	13.2	4.2	90.7
	Year 12	517.8	1.4	10.3	18.7	26.0	24.8	13.5	5.3	88.3
	Year 11	479.6	2.1	22.7	24.8	26.0	17.1	5.8	1.4	75.1
	Not stated (12%)	524.8	2.5	13.0	13.7	22.0	22.9	17.0	8.9	84.5
SA	Bachelor	576.7	0.9	1.1	4.9	16.2	30.3	28.5	18.0	98.0
	Diploma	539.4	1.8	3.4	11.4	27.8	32.2	17.3	6.1	94.8
	Certificate	524.8	2.0	5.6	15.7	30.8	28.8	13.3	3.8	92.4
	Year 12	524.8	3.1	6.0	15.3	29.7	28.3	14.0	3.5	90.9
	Year 11	488.6	6.1	16.2	24.7	27.8	17.9	6.4	1.0	77.7
	Not stated (10%)	519.7	4.2	10.5	16.5	24.6	24.7	13.7	5.8	85.3

## Key

Bachelor: Bachelor degree or above

Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 7 Grammar and Punctuation

Table 7.G8 (cont.): Achievement of Year 7 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2017.

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>	579.1	0.8	1.6	4.9	15.3	28.6	29.8	19.1	97.7
	<i>Diploma</i>	537.6	1.4	4.6	13.2	27.7	29.3	16.5	7.3	94.0
	<i>Certificate</i>	519.1	1.2	7.8	18.1	30.1	25.6	12.9	4.3	90.9
	<i>Year 12</i>	515.0	1.4	10.1	20.1	26.1	25.6	13.2	3.5	88.5
	<i>Year 11</i>	483.2	1.8	19.7	26.8	26.7	17.5	6.1	1.4	78.5
	<i>Not stated (7%)</i>	550.2	3.3	7.6	11.1	20.1	23.9	18.5	15.4	89.1
ACT	<i>Bachelor</i>	573.7	1.1	0.8	5.8	17.3	30.1	28.1	16.8	98.1
	<i>Diploma</i>	533.5	2.0	3.0	13.9	30.5	29.6	16.2	4.8	95.0
	<i>Certificate</i>	518.6	1.3	7.4	18.6	30.2	26.9	12.2	3.4	91.4
	<i>Year 12</i>	536.6	2.2	5.3	13.8	24.8	29.7	15.9	8.2	92.5
	<i>Year 11</i>	503.5	3.3	15.9	22.7	23.7	17.4	12.4	4.6	80.8
	<i>Not stated (4%)</i>	556.0	3.4	2.7	7.9	25.2	24.8	24.7	11.3	93.9
NT	<i>Bachelor</i>	539.6	1.6	7.2	13.5	21.8	27.2	19.1	9.6	91.2
	<i>Diploma</i>	505.1	1.1	15.7	20.0	24.5	22.5	11.7	4.6	83.3
	<i>Certificate</i>	487.1	2.0	20.2	22.6	25.7	18.7	7.9	2.9	77.8
	<i>Year 12</i>	471.7	2.5	27.6	18.2	25.1	17.5	7.7	1.4	69.9
	<i>Year 11</i>	364.0	3.0	69.5	12.8	9.5	3.7	1.1	0.3	27.5
	<i>Not stated (22%)</i>	421.5	3.2	50.0	12.9	12.9	10.6	7.3	3.1	46.8
Aust	<i>Bachelor</i>	577.4	0.9	1.4	5.4	16.4	29.0	27.5	19.5	97.6
	<i>Diploma</i>	537.7	1.5	4.3	12.9	26.8	30.5	17.5	6.5	94.2
	<i>Certificate</i>	519.6	1.8	7.5	18.0	29.6	26.6	12.7	3.8	90.7
	<i>Year 12</i>	522.8	2.2	7.7	16.9	27.8	26.9	13.7	4.8	90.1
	<i>Year 11</i>	485.6	4.4	18.5	24.5	26.9	17.4	6.5	1.7	77.1
	<i>Not stated (7%)</i>	529.9	2.7	10.6	13.7	21.9	24.3	17.5	9.3	86.7

## 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 Grammar and Punctuation

Table 7.G9: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Group 1	579.3	0.7	1.5	5.8	16.4	27.3	26.7	21.5	97.8
	Group 2	556.8	1.0	2.9	9.5	22.1	29.5	21.8	13.1	96.1
	Group 3	529.7	1.3	6.4	16.2	27.4	27.5	14.6	6.7	92.3
	Group 4	513.9	1.9	10.6	20.6	27.8	22.6	11.0	5.5	87.5
	Not in paid work	489.9	5.0	18.1	24.4	25.8	16.6	7.4	2.8	76.9
	Not stated (6%)	542.2	2.4	7.1	13.6	21.5	24.8	18.9	11.7	90.5
Vic	Group 1	576.5	0.9	1.0	4.9	16.6	30.5	28.3	17.8	98.1
	Group 2	553.4	1.2	2.2	9.1	23.1	32.5	22.2	9.6	96.6
	Group 3	535.0	1.8	3.8	13.7	28.5	30.7	16.1	5.5	94.5
	Group 4	518.0	3.6	6.8	19.0	30.0	25.8	11.4	3.4	89.6
	Not in paid work	501.2	8.3	11.6	22.4	27.8	19.2	8.1	2.5	80.1
	Not stated (4%)	557.9	2.0	3.6	9.2	19.4	29.3	23.0	13.5	94.3
Qld	Group 1	573.9	0.8	1.8	6.1	17.2	28.9	26.7	18.5	97.5
	Group 2	549.9	0.7	3.6	10.1	23.6	30.6	21.3	10.2	95.7
	Group 3	526.7	1.4	6.5	16.4	28.3	27.0	15.0	5.4	92.1
	Group 4	509.7	1.8	10.9	20.5	29.3	22.9	11.2	3.4	87.3
	Not in paid work	491.2	4.4	17.8	23.1	25.8	18.3	8.0	2.5	77.8
	Not stated (14%)	516.1	2.7	11.5	18.4	25.2	22.8	13.5	5.8	85.8
WA	Group 1	570.0	0.6	2.5	6.8	17.9	29.3	25.2	17.7	96.9
	Group 2	545.9	0.6	4.1	11.0	25.0	30.1	20.1	9.2	95.3
	Group 3	527.2	0.8	7.0	16.1	27.6	27.9	15.1	5.5	92.2
	Group 4	509.0	1.4	12.2	20.3	28.4	23.2	10.5	4.1	86.4
	Not in paid work	478.9	3.2	24.4	25.4	23.2	14.5	6.5	2.8	72.4
	Not stated (16%)	520.1	2.5	13.9	15.2	22.5	22.1	15.7	8.1	83.6
SA	Group 1	573.9	1.0	1.4	5.5	16.9	30.2	27.9	17.1	97.6
	Group 2	549.4	1.2	2.8	9.4	25.4	31.4	20.8	9.0	96.0
	Group 3	533.0	0.9	4.8	13.4	29.1	31.0	15.5	5.3	94.3
	Group 4	520.1	2.9	6.5	18.5	29.5	26.3	12.5	3.8	90.5
	Not in paid work	500.0	8.2	13.2	20.7	26.9	21.0	7.9	2.3	78.7
	Not stated (18%)	514.5	4.4	11.5	18.4	25.6	22.6	12.1	5.4	84.0

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 7 Grammar and Punctuation

Table 7.G9 (cont.): Achievement of Year 7 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Tas	Group 1	571.7	0.4	2.3	6.7	17.0	28.4	27.5	17.7	97.2
	Group 2	547.1	0.7	3.8	11.1	25.1	29.3	20.1	9.9	95.5
	Group 3	521.3	1.6	7.5	17.4	29.4	26.4	13.1	4.6	90.9
	Group 4	503.6	1.1	12.1	22.5	29.6	22.7	9.5	2.4	86.8
	Not in paid work	476.2	3.4	23.0	27.8	24.4	14.1	6.5	0.9	73.5
	Not stated (12%)	533.3	2.8	8.8	15.4	23.3	23.5	15.8	10.4	88.4
ACT	Group 1	570.8	1.4	1.3	6.7	18.2	29.0	26.9	16.6	97.3
	Group 2	553.9	1.1	1.8	9.8	23.5	31.4	22.0	10.4	97.1
	Group 3	529.9	1.7	5.2	16.1	27.7	28.4	15.3	5.6	93.1
	Group 4	504.1	2.9	12.5	18.1	31.7	23.2	9.7	1.9	84.6
	Not in paid work	493.1	3.8	16.8	23.2	27.7	19.7	5.9	2.8	79.4
	Not stated (15%)	542.5	1.5	4.4	12.7	24.5	27.6	21.0	8.3	94.1
NT	Group 1	544.3	1.7	5.5	12.9	22.4	27.7	19.6	10.3	92.8
	Group 2	521.4	0.8	10.7	16.4	23.9	27.1	14.3	6.8	88.5
	Group 3	490.7	1.7	17.8	23.9	26.5	18.1	8.8	3.2	80.5
	Group 4	448.6	3.4	38.4	17.0	16.5	14.9	7.3	2.6	58.2
	Not in paid work	384.1	3.6	61.0	13.9	13.4	5.2	2.4	0.5	35.4
	Not stated (33%)	415.9	2.6	52.5	12.9	12.6	10.1	6.6	2.6	44.8
Aust	Group 1	575.6	0.8	1.6	5.8	16.9	28.9	27.0	19.1	97.6
	Group 2	552.4	0.9	3.0	9.7	23.3	30.7	21.5	10.8	96.0
	Group 3	529.8	1.4	5.8	15.5	28.0	28.3	15.1	5.8	92.8
	Group 4	513.2	2.4	9.8	20.0	28.8	23.8	11.1	4.2	87.8
	Not in paid work	491.1	5.9	17.1	23.3	26.1	17.5	7.6	2.5	77.0
	Not stated (10%)	523.8	2.7	11.4	15.5	22.9	23.4	15.8	8.2	85.9

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

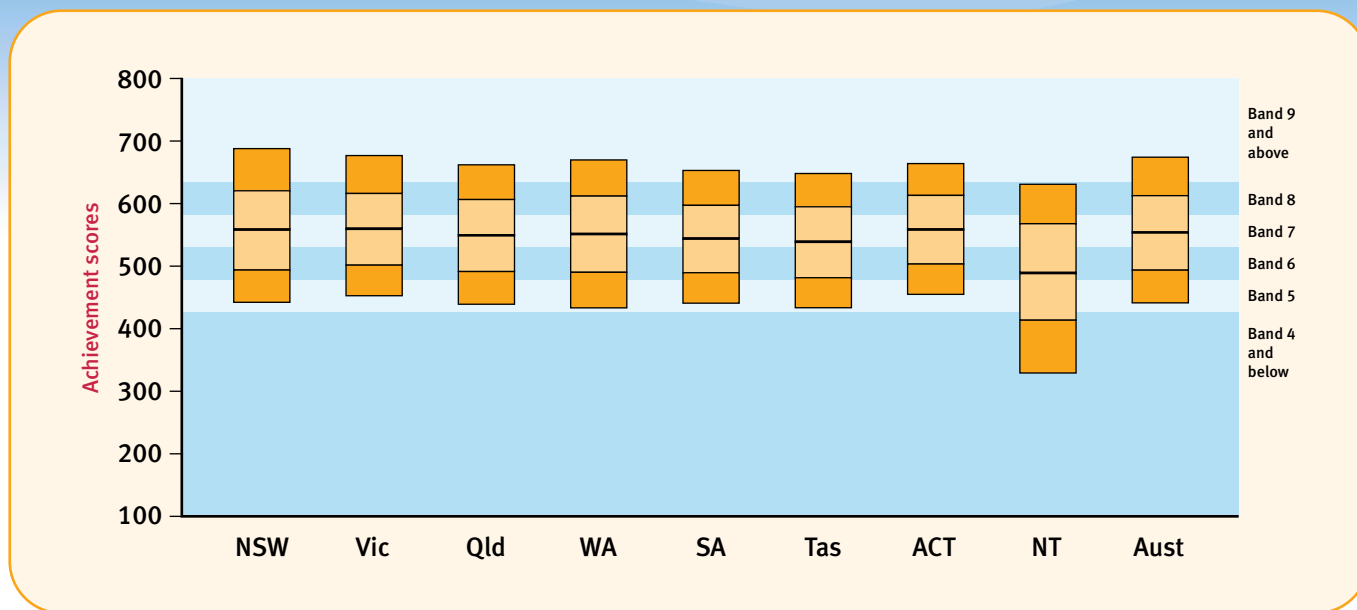
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

# NAPLAN Year 7 Numeracy

Figure 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	558.4 (74.9)	559.7 (67.9)	549.3 (67.8)	551.3 (72.2)	544.0 (64.4)	538.9 (66.1)	558.5 (64.2)	489.0 (91.6)	553.9 (71.1)

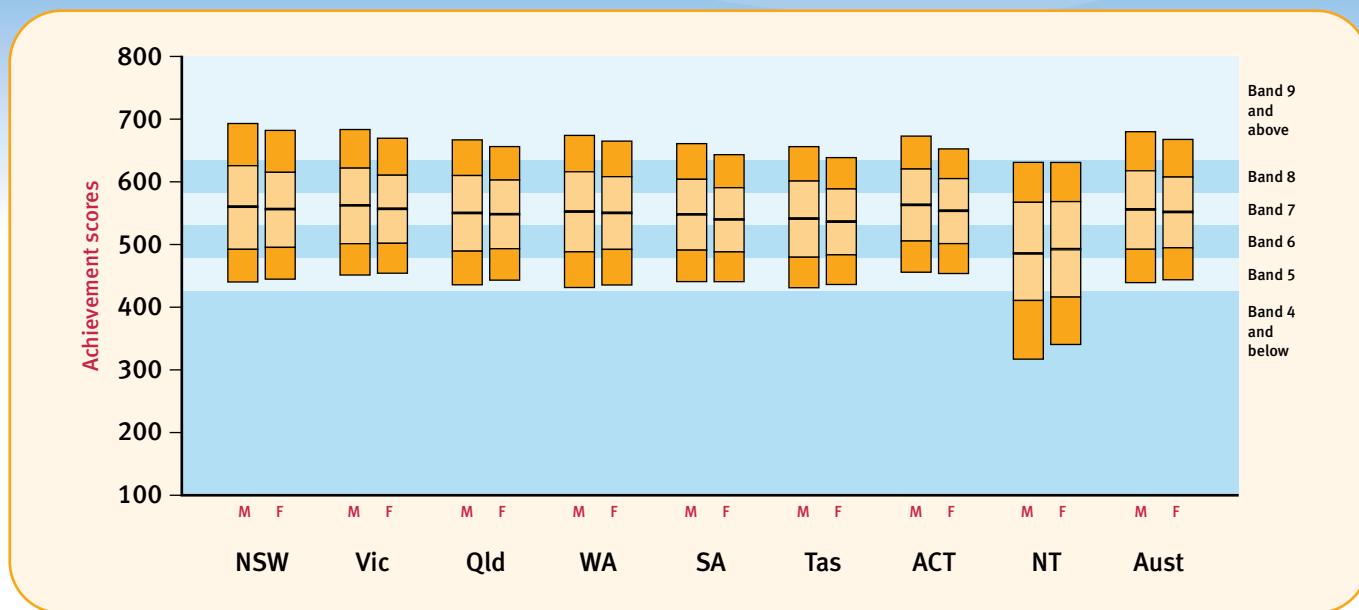
Table 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2017.

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	96.4	2.9	0.7	1.5	2.7	11.2	22.4	26.7	20.0	15.5	95.8
Vic	12yrs 9mths 7yrs 4mths	94.2	4.2	1.7	2.4	1.6	9.3	22.5	29.2	21.4	13.6	96.0
Qld	12yrs 5mths 7yrs 4mths	90.6	4.4	5.0	1.5	3.1	11.6	23.8	29.1	20.3	10.6	95.4
WA	12yrs 4mths 7yrs 4mths	95.1	4.4	0.5	1.2	4.0	11.5	22.4	27.7	20.8	12.4	94.9
SA	12yrs 7mths 7yrs 4mths	93.3	4.0	2.7	2.4	2.8	12.0	26.4	30.0	18.3	8.1	94.9
Tas	12yrs 10mths 7yrs 4mths	92.9	4.7	2.4	1.4	3.8	14.5	26.7	28.3	17.9	7.5	94.9
ACT	12yrs 7mths 7yrs 4mths	94.3	3.6	2.1	1.5	1.6	8.5	23.0	30.6	23.0	11.9	96.9
NT	12yrs 6mths 7yrs 4mths	83.6	15.6	0.8	2.4	23.5	19.0	21.2	19.1	10.3	4.5	74.1
Aust	12yrs 7mths 7yrs 4mths	94.0	4.0	2.1	1.7	2.9	11.0	23.1	28.2	20.3	12.8	95.4

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Male</b> Mean scale score / (S.D.)	560.2 (77.6)	562.4 (70.5)	550.2 (70.6)	552.4 (74.4)	548.0 (66.7)	541.2 (69.4)	563.1 (66.7)	485.7 (94.2)	555.8 (73.8)
<b>Female</b> Mean scale score / (S.D.)	556.4 (71.9)	556.8 (65.1)	548.3 (64.8)	550.3 (69.7)	539.9 (61.7)	536.4 (62.2)	553.7 (60.9)	492.5 (88.5)	551.8 (68.2)

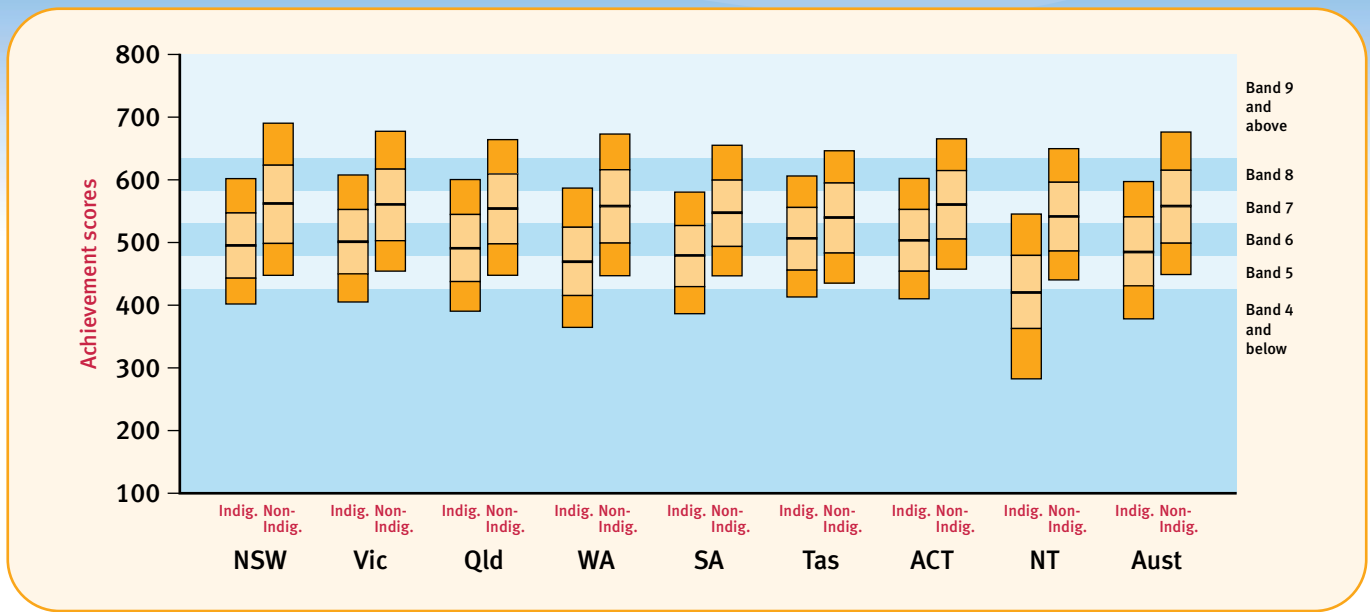
Table 7.N2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Male	2.0	2.9	11.5	21.4	25.1	20.0	17.1	95.1
	Female	1.0	2.4	10.9	23.4	28.3	20.0	13.9	96.5
Vic	Male	3.1	1.7	9.4	21.3	27.6	21.6	15.3	95.2
	Female	1.6	1.5	9.1	23.9	30.9	21.1	11.9	96.9
Qld	Male	1.9	3.5	12.0	22.8	27.7	20.3	11.8	94.5
	Female	1.1	2.7	11.2	24.9	30.5	20.3	9.4	96.3
WA	Male	1.5	4.1	12.0	21.7	26.4	20.7	13.6	94.3
	Female	0.8	3.8	11.0	23.2	29.2	20.9	11.1	95.4
SA	Male	3.2	2.7	11.6	24.8	28.6	19.3	9.8	94.1
	Female	1.5	2.8	12.5	28.1	31.4	17.3	6.4	95.7
Tas	Male	2.0	4.1	14.8	24.9	26.4	18.6	9.2	93.9
	Female	0.7	3.4	14.0	28.6	30.4	17.1	5.7	95.9
ACT	Male	1.8	1.5	8.2	21.9	28.7	23.4	14.4	96.6
	Female	1.0	1.7	8.8	24.1	32.7	22.4	9.2	97.2
NT	Male	3.3	24.0	19.7	20.6	17.4	10.5	4.5	72.7
	Female	1.4	23.0	18.2	21.7	21.1	10.0	4.6	75.6
Aust	Male	2.3	3.1	11.3	22.0	26.7	20.4	14.3	94.6
	Female	1.2	2.7	10.8	24.3	29.8	20.1	11.3	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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Indigenous Mean scale score / (S.D.)</b>	495.2 (62.1)	501.1 (61.8)	490.8 (64.6)	469.2 (68.6)	479.3 (58.9)	506.6 (58.5)	503.4 (57.7)	420.1 (75.7)	484.7 (67.9)
<b>Non-Indigenous Mean scale score / (S.D.)</b>	562.1 (73.9)	560.7 (67.6)	554.0 (65.6)	558.0 (68.7)	547.4 (63.1)	539.7 (64.8)	560.4 (63.9)	541.5 (63.8)	558.0 (69.1)

Table 7.N3: Achievement of Year 7 Students in Numeracy, by Indigenous Status, by State and Territory, 2017.

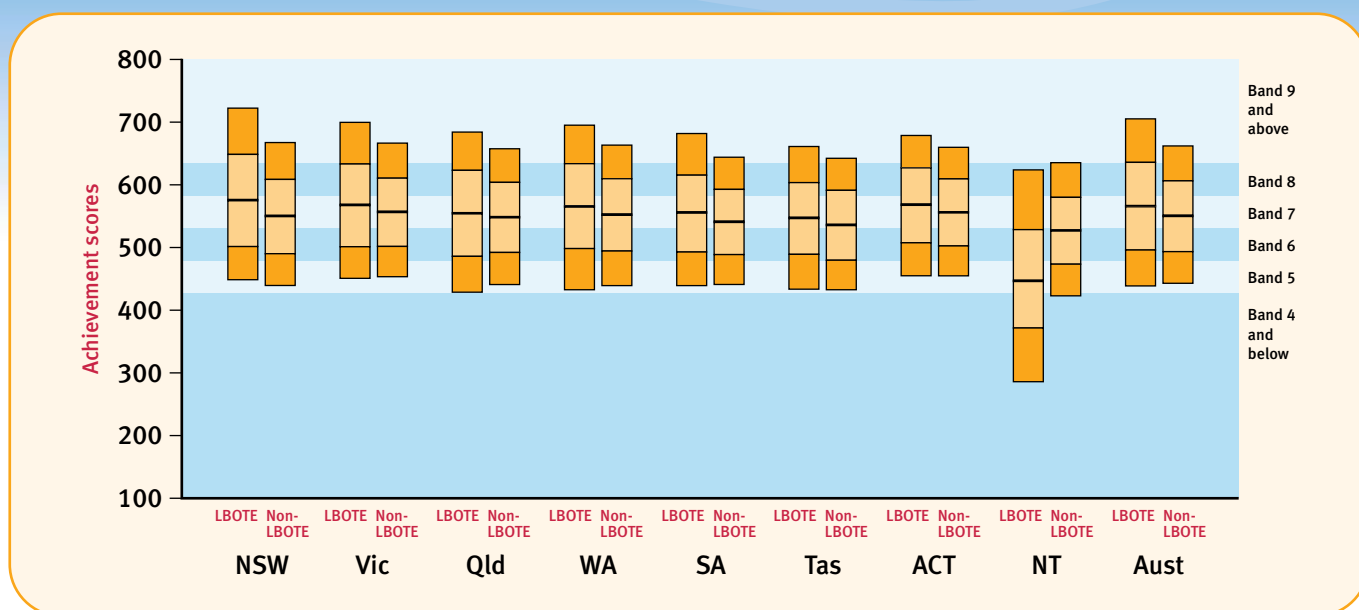
State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Indigenous	2.6	11.7	28.6	29.6	19.1	6.6	1.7	85.7
	Non-Indigenous	1.4	2.1	10.2	22.0	27.1	20.8	16.3	96.4
Vic	Indigenous	5.3	9.5	26.0	29.9	19.6	7.6	2.1	85.1
	Non-Indigenous	2.3	1.5	9.0	22.4	29.4	21.6	13.8	96.3
Qld	Indigenous	3.0	14.2	28.3	29.0	17.3	6.7	1.5	82.8
	Non-Indigenous	1.4	2.1	10.2	23.5	30.1	21.4	11.3	96.5
WA	Indigenous	1.5	25.3	31.9	23.4	12.4	4.1	1.4	73.2
	Non-Indigenous	1.1	2.3	9.9	22.3	28.9	22.1	13.5	96.6
SA	Indigenous	5.0	16.9	30.7	29.7	13.2	3.9	0.6	78.0
	Non-Indigenous	2.3	2.1	11.0	26.2	30.8	19.2	8.5	95.7
Tas	Indigenous	1.6	7.6	23.6	33.9	22.9	8.9	1.5	90.8
	Non-Indigenous	1.3	3.5	14.0	26.5	29.1	18.4	7.2	95.1
ACT	Indigenous	1.9	8.4	24.4	36.1	19.2	8.6	1.3	89.6
	Non-Indigenous	1.5	1.5	8.0	22.5	30.8	23.4	12.4	97.1
NT	Indigenous	2.9	50.7	26.5	13.1	5.6	1.2	0.0	46.4
	Non-Indigenous	2.0	2.8	13.1	27.3	29.5	17.3	8.1	95.2
Aust	Indigenous	2.9	17.2	28.5	27.5	16.5	5.9	1.5	79.9
	Non-Indigenous	1.7	2.0	10.0	22.9	28.9	21.1	13.5	96.3

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE</b> Mean scale score / (S.D.)	575.5 (83.5)	567.8 (75.6)	554.6 (78.7)	565.4 (80.2)	555.8 (72.5)	547.1 (68.2)	568.2 (68.2)	446.7 (97.6)	565.9 (81.9)
<b>Non-LBOTE</b> Mean scale score / (S.D.)	550.2 (69.5)	556.7 (64.7)	548.3 (65.8)	552.3 (68.1)	540.9 (61.7)	535.9 (64.5)	556.1 (62.9)	527.2 (63.8)	550.4 (66.7)

Table 7.N4: Achievement of Year 7 Students in Numeracy, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	2.1	2.0	9.7	19.4	23.2	19.6	23.9	95.9
	Non-LBOTE	1.3	3.0	12.1	23.9	28.2	20.0	11.6	95.7
Vic	LBOTE	2.9	1.8	9.5	21.0	25.0	20.7	19.2	95.3
	Non-LBOTE	2.1	1.6	9.2	23.1	30.8	21.6	11.6	96.3
Qld	LBOTE	1.6	4.5	12.5	20.6	24.7	19.7	16.4	93.8
	Non-LBOTE	1.5	2.9	11.5	24.4	29.8	20.4	9.6	95.6
WA	LBOTE	1.1	4.1	9.6	18.5	24.8	22.2	19.7	94.8
	Non-LBOTE	1.2	3.2	10.7	22.7	29.2	21.9	11.2	95.6
SA	LBOTE	3.9	3.0	10.8	21.4	27.1	20.3	13.5	93.0
	Non-LBOTE	2.0	2.7	12.3	27.7	30.7	17.9	6.7	95.2
Tas	LBOTE	3.6	3.7	11.4	24.2	28.2	19.4	9.6	92.7
	Non-LBOTE	1.1	3.9	15.1	27.4	28.6	17.4	6.4	95.0
ACT	LBOTE	2.5	1.7	7.9	18.6	28.2	24.5	16.7	95.8
	Non-LBOTE	1.2	1.6	8.6	24.1	31.3	22.6	10.7	97.2
NT	LBOTE	2.8	42.6	22.4	13.1	9.6	5.7	3.8	54.6
	Non-LBOTE	1.8	5.5	16.5	29.0	28.4	13.7	5.1	92.8
Aust	LBOTE	2.3	3.3	10.3	19.9	24.1	20.0	20.1	94.4
	Non-LBOTE	1.6	2.6	11.2	24.1	29.5	20.4	10.5	95.8

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

# NAPLAN Year 7 Numeracy

Table 7.N5: Achievement of Year 7 Students in Numeracy, by Geolocation, by State and Territory, 2017.

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	566.7	1.5	2.0	9.6	20.8	26.4	21.2	18.4	96.4
	Inner Regional	536.6	1.4	4.1	14.9	27.0	28.2	17.2	7.2	94.5
	Outer Regional	520.9	1.0	6.2	20.7	29.3	25.1	13.4	4.5	92.9
	Remote	494.1	5.8	11.9	27.0	29.8	18.5	4.8	2.3	82.3
	Very Remote	471.1	0.0	24.9	32.2	21.7	13.7	6.6	1.0	75.1
Vic	Major Cities	565.3	2.4	1.4	8.2	21.1	28.9	22.7	15.5	96.2
	Inner Regional	541.6	2.2	2.4	13.0	27.5	30.2	17.1	7.6	95.4
	Outer Regional	540.3	2.6	2.7	13.2	26.5	30.8	17.3	7.0	94.7
	Remote	554.8	0.0	0.0	7.1	33.8	28.1	19.0	11.9	100.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	558.6	1.4	2.0	9.4	22.0	29.7	22.5	13.0	96.6
	Inner Regional	537.0	1.8	3.6	14.5	27.3	28.9	17.3	6.6	94.6
	Outer Regional	533.4	1.5	5.0	15.6	26.9	27.8	16.6	6.7	93.5
	Remote	507.5	2.2	13.4	19.7	25.7	23.4	12.6	3.0	84.4
	Very Remote	467.7	1.5	28.1	26.5	22.7	14.6	5.5	1.2	70.4
WA	Major Cities	559.1	1.3	2.6	10.0	21.3	28.1	22.3	14.3	96.1
	Inner Regional	538.2	1.0	4.4	13.3	27.3	29.1	17.8	7.1	94.6
	Outer Regional	533.0	0.8	5.7	15.8	26.1	27.6	17.0	6.9	93.5
	Remote	511.6	0.5	11.1	21.3	26.0	23.6	13.9	3.5	88.4
	Very Remote	461.6	0.4	34.9	25.8	18.0	13.1	6.4	1.5	64.8
SA	Major Cities	550.1	2.5	2.2	10.6	24.7	30.4	19.8	9.7	95.3
	Inner Regional	533.2	1.7	2.9	14.1	30.8	30.7	15.6	4.1	95.4
	Outer Regional	525.6	2.3	4.5	16.1	31.8	28.5	13.2	3.6	93.2
	Remote	533.5	2.4	3.3	16.0	28.0	28.4	16.7	5.2	94.3
	Very Remote	483.8	1.3	23.1	26.9	22.5	15.3	9.1	1.7	75.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	544.6	1.3	3.5	12.9	25.3	28.3	19.7	9.0	95.2
	Outer Regional	523.7	1.4	4.6	18.5	30.5	28.5	13.1	3.5	94.0
	Remote	513.1	5.0	5.5	29.5	23.5	20.5	12.0	4.0	89.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	558.5	1.5	1.6	8.5	23.0	30.6	23.0	11.9	96.9
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	526.3	2.7	6.4	17.5	27.2	26.4	13.3	6.5	90.9
	Remote	495.1	2.5	21.3	20.0	22.1	18.0	11.9	4.2	76.2
	Very Remote	397.6	1.5	65.4	21.6	6.3	3.1	1.9	0.2	33.1
Aust	Major Cities	562.5	1.8	1.9	9.3	21.5	28.3	21.9	15.4	96.3
	Inner Regional	538.6	1.7	3.5	14.0	27.2	29.0	17.4	7.2	94.9
	Outer Regional	530.1	1.6	5.0	16.6	27.9	27.7	15.3	5.8	93.3
	Remote	510.7	1.9	12.0	20.3	25.9	23.0	13.1	3.8	86.1
	Very Remote	443.4	1.1	42.4	24.6	15.6	10.4	4.9	0.9	56.5

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

# NAPLAN Year 7 Numeracy

Table 7.N6: Achievement of Year 7 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2017.

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	504.4	2.5	8.9	25.8	30.4	21.7	8.2	2.4	88.6
	Inner Regional	492.2	3.1	12.6	28.9	29.4	18.8	5.9	1.2	84.3
	Outer Regional	479.9	0.9	15.7	36.0	28.7	13.4	4.4	0.8	83.4
	Remote	464.8	9.9	20.7	34.1	25.2	9.9	0.2	0.0	69.4
	Very Remote	441.5	0.0	38.8	37.3	15.0	4.6	3.5	0.8	61.2
Vic	Major Cities	508.7	5.6	7.3	23.4	30.8	21.6	8.3	3.0	87.1
	Inner Regional	495.8	5.1	12.1	27.0	28.0	19.5	7.2	1.2	82.9
	Outer Regional	491.5	5.4	9.8	31.0	31.8	13.7	6.3	1.9	84.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	509.8	2.7	7.6	24.1	30.3	22.6	9.5	3.2	89.7
	Inner Regional	500.3	3.3	9.5	26.2	32.0	19.4	8.0	1.5	87.2
	Outer Regional	482.1	3.2	15.7	32.5	29.3	14.2	4.6	0.5	81.1
	Remote	453.6	4.2	33.2	29.7	20.1	9.7	3.1	0.0	62.5
	Very Remote	432.9	1.8	42.4	33.0	16.1	5.9	0.7	0.1	55.8
WA	Major Cities	487.7	2.4	16.6	29.9	27.6	15.3	5.8	2.5	81.1
	Inner Regional	479.9	1.7	21.4	30.0	26.4	14.1	4.6	1.8	76.9
	Outer Regional	476.9	0.6	19.9	33.2	26.2	14.7	4.5	0.9	79.5
	Remote	453.8	0.8	29.6	37.6	21.2	8.4	2.2	0.3	69.7
	Very Remote	428.1	0.6	49.7	30.3	11.5	6.1	1.6	0.1	49.7
SA	Major Cities	485.2	6.2	13.5	29.5	31.5	14.3	4.5	0.6	80.4
	Inner Regional	491.9	4.5	11.7	26.1	32.8	20.4	3.6	0.9	83.8
	Outer Regional	475.5	4.1	18.5	31.1	31.9	10.2	3.3	0.8	77.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	442.7	1.4	41.6	35.9	12.3	6.6	2.2	0.0	57.0
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	506.4	0.7	7.6	22.9	36.3	22.1	9.4	1.0	91.7
	Outer Regional	507.3	2.9	7.6	24.2	30.6	24.3	8.7	1.8	89.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	503.4	1.9	8.4	24.4	36.1	19.2	8.6	1.3	89.6
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	471.1	4.7	20.8	32.2	26.2	13.4	2.7	0.1	74.6
	Remote	440.5	3.7	40.4	29.5	17.2	7.2	2.0	0.0	55.9
	Very Remote	386.3	1.6	70.4	22.3	4.7	0.9	0.0	0.0	28.0
Aust	Major Cities	502.5	3.1	9.8	26.0	30.2	20.5	8.0	2.5	87.1
	Inner Regional	495.2	3.2	11.7	27.6	30.4	19.1	6.7	1.3	85.1
	Outer Regional	481.6	2.8	15.9	32.6	29.0	14.3	4.6	0.7	81.3
	Remote	452.2	3.4	31.7	33.4	20.3	8.8	2.1	0.2	64.8
	Very Remote	411.5	1.3	56.6	27.7	9.7	3.7	0.8	0.1	42.0

[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, 2017.

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	568.7	1.5	1.8	9.1	20.5	26.6	21.6	18.9	96.7
	Inner Regional	541.9	1.2	3.0	13.2	26.7	29.4	18.6	7.8	95.8
	Outer Regional	530.3	1.0	4.0	17.1	29.4	27.7	15.5	5.4	95.0
	Remote	517.4	2.4	4.4	21.3	32.6	26.3	8.8	4.3	93.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	565.9	2.3	1.3	8.0	21.0	29.0	22.8	15.6	96.4
	Inner Regional	543.2	2.0	2.1	12.5	27.5	30.6	17.5	7.9	95.9
	Outer Regional	544.0	2.4	2.2	11.7	26.1	32.1	18.1	7.3	95.4
	Remote	555.3	0.0	0.0	7.3	33.7	27.3	19.5	12.2	100.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	560.3	1.4	1.8	8.9	21.7	30.0	22.9	13.4	96.8
	Inner Regional	540.5	1.6	3.0	13.3	26.9	30.0	18.2	7.0	95.4
	Outer Regional	544.7	1.2	2.6	11.7	26.4	30.8	19.2	8.0	96.3
	Remote	536.6	1.2	2.6	14.0	28.9	31.0	17.8	4.6	96.2
	Very Remote	529.1	1.1	2.9	14.4	34.4	30.1	14.0	3.1	96.0
WA	Major Cities	562.5	1.2	2.0	9.1	21.0	28.6	23.0	15.1	96.8
	Inner Regional	541.1	0.9	3.4	12.4	27.6	30.0	18.4	7.3	95.7
	Outer Regional	542.4	0.4	3.3	13.2	26.4	29.6	19.1	8.1	96.3
	Remote	537.4	0.3	2.8	14.1	28.1	30.5	19.2	5.0	96.9
	Very Remote	527.7	0.0	5.6	16.3	29.8	28.2	16.0	4.1	94.4
SA	Major Cities	552.5	2.4	1.8	9.9	24.4	30.9	20.5	10.1	95.8
	Inner Regional	535.3	1.6	2.5	13.4	30.5	31.4	16.3	4.3	95.9
	Outer Regional	530.7	2.2	3.1	14.4	31.9	30.4	14.4	3.8	94.8
	Remote	537.3	2.3	2.6	14.2	28.3	29.2	17.6	5.8	95.1
	Very Remote	526.8	1.4	4.5	17.2	32.4	23.9	16.9	3.7	94.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	544.5	1.4	3.3	12.7	25.2	29.0	20.0	8.5	95.3
	Outer Regional	526.1	1.1	4.1	17.7	30.4	29.3	13.7	3.7	94.7
	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	560.4	1.5	1.5	8.0	22.5	30.8	23.4	12.4	97.1
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	540.0	2.2	2.9	13.7	27.4	29.6	16.0	8.2	94.9
	Remote	548.3	1.3	2.1	10.8	27.0	28.8	21.7	8.3	96.5
	Very Remote	541.0	0.0	3.5	10.8	26.2	30.8	26.5	2.3	96.5
Aust	Major Cities	564.3	1.7	1.7	8.8	21.2	28.5	22.3	15.8	96.6
	Inner Regional	541.8	1.5	2.8	13.0	27.1	29.9	18.2	7.5	95.7
	Outer Regional	539.0	1.4	3.0	13.6	27.8	30.1	17.4	6.8	95.6
	Remote	537.7	1.2	2.7	14.1	28.4	29.7	18.3	5.6	96.1
	Very Remote	530.0	0.6	3.8	15.1	31.4	29.4	16.4	3.3	95.6

[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, 2017.

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>	597.0	0.8	0.5	3.3	13.0	26.1	27.6	28.8	98.7
	<i>Diploma</i>	551.8	1.4	1.7	10.3	25.6	31.0	19.9	10.1	96.9
	<i>Certificate</i>	528.5	1.6	3.8	17.3	30.6	27.8	13.9	5.0	94.5
	<i>Year 12</i>	536.4	1.8	3.2	15.7	28.8	27.2	15.7	7.6	95.0
	<i>Year 11</i>	500.7	3.9	9.8	27.2	30.4	18.6	7.3	2.8	86.4
	<i>Not stated (5%)</i>	555.3	2.4	4.1	11.9	21.6	23.7	20.6	15.7	93.5
Vic	<i>Bachelor</i>	588.8	1.3	0.3	3.5	14.5	28.2	28.8	23.5	98.4
	<i>Diploma</i>	549.8	1.9	1.3	9.8	26.1	33.2	19.4	8.3	96.8
	<i>Certificate</i>	534.3	2.6	2.4	14.1	30.4	30.7	14.8	5.0	95.0
	<i>Year 12</i>	541.8	3.1	2.0	12.5	27.5	31.3	16.7	6.8	94.9
	<i>Year 11</i>	513.1	6.9	5.8	21.6	31.6	21.6	9.2	3.3	87.3
	<i>Not stated (5%)</i>	576.4	1.8	1.6	6.0	16.3	28.1	26.8	19.5	96.6
Qld	<i>Bachelor</i>	585.0	0.8	0.6	3.8	14.3	29.2	30.0	21.3	98.7
	<i>Diploma</i>	547.4	1.2	1.9	10.6	25.6	33.0	20.0	7.7	96.9
	<i>Certificate</i>	533.5	1.4	3.2	14.5	29.7	30.4	15.9	4.9	95.4
	<i>Year 12</i>	530.1	1.8	4.6	15.9	28.6	28.9	15.2	5.0	93.7
	<i>Year 11</i>	502.3	3.5	9.6	25.0	31.3	20.6	8.0	1.9	86.9
	<i>Not stated (8%)</i>	531.0	3.2	6.8	16.0	25.4	25.2	15.6	7.8	90.0
WA	<i>Bachelor</i>	588.2	0.6	0.6	4.1	13.6	28.0	29.1	24.0	98.7
	<i>Diploma</i>	550.8	1.1	2.1	9.5	25.2	31.6	21.7	8.8	96.8
	<i>Certificate</i>	533.2	0.9	3.8	14.8	29.0	30.2	16.0	5.2	95.2
	<i>Year 12</i>	533.6	1.3	5.3	15.1	27.1	27.7	17.0	6.6	93.4
	<i>Year 11</i>	496.8	2.2	12.5	26.1	30.3	19.2	7.8	1.9	85.3
	<i>Not stated (12%)</i>	538.0	2.5	7.9	14.3	21.4	24.7	18.8	10.5	89.7
SA	<i>Bachelor</i>	577.9	0.9	0.4	4.1	16.7	31.6	29.3	17.0	98.7
	<i>Diploma</i>	544.0	1.7	1.6	10.0	27.9	35.4	17.6	5.8	96.7
	<i>Certificate</i>	530.1	2.0	2.7	14.3	32.9	31.0	13.6	3.4	95.3
	<i>Year 12</i>	531.2	3.1	3.0	14.5	31.0	30.0	14.3	4.1	93.8
	<i>Year 11</i>	500.0	6.0	8.2	25.3	33.2	20.3	5.8	1.1	85.8
	<i>Not stated (10%)</i>	529.0	4.2	6.0	16.7	27.1	25.6	14.0	6.6	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 7 Numeracy

Table 7.N8 (cont.): Achievement of Year 7 Students in Numeracy, by Parental Education, by State and Territory, 2017.

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>	578.3	0.8	0.8	3.9	16.1	30.2	31.4	16.7	98.4
	<i>Diploma</i>	543.0	1.2	1.5	11.3	29.0	32.2	18.9	5.9	97.3
	<i>Certificate</i>	527.8	1.2	3.2	16.7	32.0	29.9	13.5	3.6	95.6
	<i>Year 12</i>	524.8	1.4	4.1	17.9	30.0	29.6	13.9	3.1	94.5
	<i>Year 11</i>	495.3	1.7	10.9	28.5	31.4	20.4	6.2	0.8	87.4
	<i>Not stated (7%)</i>	557.0	3.3	3.8	10.7	22.0	25.4	19.4	15.4	92.9
ACT	<i>Bachelor</i>	578.6	1.0	0.3	3.8	17.0	31.3	29.1	17.5	98.6
	<i>Diploma</i>	541.3	2.0	1.4	10.9	29.9	33.8	17.2	4.9	96.6
	<i>Certificate</i>	525.6	1.3	3.7	16.5	33.4	28.8	13.1	3.2	95.0
	<i>Year 12</i>	544.3	2.0	2.5	11.5	27.7	29.5	18.9	7.9	95.5
	<i>Year 11</i>	509.5	2.9	9.2	24.4	30.0	18.4	11.4	3.8	87.9
	<i>Not stated (4%)</i>	559.2	3.4	1.0	8.0	21.8	34.4	19.9	11.5	95.7
NT	<i>Bachelor</i>	555.1	1.6	2.2	10.5	22.4	30.0	21.5	11.8	96.2
	<i>Diploma</i>	519.0	1.4	6.5	18.9	29.8	27.9	11.8	3.8	92.1
	<i>Certificate</i>	503.6	2.0	11.0	22.3	30.1	24.8	7.8	2.0	87.0
	<i>Year 12</i>	498.2	2.5	13.5	23.4	26.7	24.2	7.1	2.5	83.9
	<i>Year 11</i>	419.0	3.0	51.4	24.9	13.9	4.7	1.3	0.7	45.6
	<i>Not stated (22%)</i>	458.6	3.2	37.9	19.1	15.6	12.6	8.6	3.0	58.9
Aust	<i>Bachelor</i>	589.5	0.9	0.5	3.6	14.1	28.0	28.7	24.2	98.6
	<i>Diploma</i>	549.3	1.5	1.7	10.2	26.0	32.4	19.7	8.5	96.8
	<i>Certificate</i>	531.3	1.7	3.3	15.5	30.4	29.6	14.7	4.8	94.9
	<i>Year 12</i>	535.0	2.2	3.6	14.8	28.4	29.0	15.8	6.2	94.3
	<i>Year 11</i>	501.1	4.4	10.1	25.1	30.7	19.6	7.7	2.4	85.5
	<i>Not stated (7%)</i>	543.8	2.7	6.4	13.0	21.9	25.0	19.0	12.0	90.9

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 7 Numeracy

**Table 7.N9: Achievement of Year 7 Students in Numeracy, by Parental Occupation, by State and Territory, 2017.**

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	592.6	0.7	0.6	4.0	13.9	26.6	27.2	27.0	98.7
	Group 2	569.6	0.9	1.1	7.1	20.7	30.0	23.5	16.7	98.0
	Group 3	542.0	1.3	2.6	13.8	28.3	28.8	16.4	8.8	96.1
	Group 4	528.1	1.9	5.0	19.3	29.7	24.1	12.2	7.8	93.1
	Not in paid work	503.3	4.9	9.6	26.6	28.9	18.5	8.0	3.5	85.5
	Not stated (6%)	554.7	2.4	3.7	12.3	22.3	23.9	20.0	15.4	93.9
Vic	Group 1	589.5	0.9	0.3	3.1	14.4	28.4	29.1	23.7	98.8
	Group 2	567.8	1.2	0.7	6.3	20.7	32.3	24.3	14.5	98.1
	Group 3	547.9	1.8	1.4	10.8	27.0	32.2	18.3	8.5	96.9
	Group 4	532.6	3.6	2.9	16.0	30.0	27.6	13.7	6.2	93.5
	Not in paid work	515.6	8.3	5.8	20.7	30.2	21.3	9.8	4.0	85.9
	Not stated (4%)	572.6	2.0	1.7	7.2	18.0	27.2	24.9	18.9	96.2
Qld	Group 1	583.6	0.8	0.6	4.2	14.6	29.2	29.6	21.0	98.6
	Group 2	561.0	0.8	1.2	7.5	21.7	33.2	23.9	11.8	98.0
	Group 3	538.5	1.4	2.6	13.2	28.8	31.0	17.0	6.1	96.0
	Group 4	521.4	1.8	5.3	19.1	31.4	26.2	12.5	3.8	93.0
	Not in paid work	503.7	4.3	10.3	24.1	29.6	20.2	8.8	2.7	85.3
	Not stated (14%)	529.1	2.7	6.4	16.7	26.6	25.7	15.1	6.7	90.9
WA	Group 1	584.0	0.6	1.0	5.1	14.7	27.6	28.3	22.7	98.4
	Group 2	560.8	0.6	1.5	7.8	21.8	32.1	23.9	12.3	97.9
	Group 3	540.4	0.8	3.2	12.7	28.0	30.0	18.1	7.2	96.0
	Group 4	522.9	1.4	6.2	18.6	29.8	26.5	12.8	4.8	92.4
	Not in paid work	495.9	3.2	13.4	28.7	27.0	17.2	7.1	3.4	83.4
	Not stated (16%)	533.9	2.5	8.4	15.2	22.8	24.0	17.5	9.6	89.1
SA	Group 1	575.5	1.0	0.7	4.8	16.8	31.8	28.5	16.4	98.3
	Group 2	554.9	1.2	1.0	7.4	25.1	35.1	21.5	8.8	97.8
	Group 3	537.3	0.9	1.9	12.7	30.6	33.7	15.4	4.8	97.1
	Group 4	524.1	2.9	3.4	17.4	33.7	27.1	12.1	3.6	93.7
	Not in paid work	508.5	8.0	7.0	21.7	32.1	20.9	8.0	2.3	85.0
	Not stated (18%)	523.2	4.4	6.4	18.5	28.8	23.4	12.9	5.5	89.2

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 7 Numeracy

Table 7.N9 (cont.): Achievement of Year 7 Students in Numeracy, by Parental Occupation, by State and Territory, 2017.

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	0.4	1.0	5.5	17.9	30.6	29.2	15.4	98.6
	Group 2	553.3	0.6	1.4	8.6	25.2	33.1	22.8	8.2	97.9
	Group 3	529.8	1.6	3.1	16.5	30.3	30.0	14.9	3.7	95.3
	Group 4	510.3	1.0	6.1	22.5	33.8	27.4	7.6	1.7	92.9
	Not in paid work	492.4	3.4	11.4	30.3	31.0	16.7	6.3	0.9	85.2
	Not stated (12%)	539.4	2.8	5.1	14.8	26.7	24.0	16.3	10.4	92.1
ACT	Group 1	576.6	1.3	0.5	4.4	17.7	30.9	27.6	17.5	98.2
	Group 2	554.8	1.1	1.0	8.4	24.8	33.2	22.7	8.8	97.9
	Group 3	536.6	1.6	2.5	12.5	31.5	30.4	16.4	5.1	95.9
	Group 4	512.1	2.9	6.9	20.9	33.0	24.7	9.1	2.5	90.2
	Not in paid work	505.6	3.8	9.4	24.1	32.2	20.1	6.7	3.7	86.8
	Not stated (15%)	552.7	1.4	2.1	10.6	23.7	29.7	22.3	10.1	96.5
NT	Group 1	557.8	1.7	1.7	8.6	22.7	31.5	22.4	11.6	96.6
	Group 2	540.0	0.8	4.0	13.0	25.9	30.8	16.6	8.8	95.1
	Group 3	513.5	1.7	7.9	20.5	30.3	27.0	9.3	3.3	90.4
	Group 4	478.4	3.7	24.8	22.4	24.6	14.5	6.9	3.2	71.5
	Not in paid work	429.9	3.8	44.7	26.0	16.2	6.4	2.5	0.4	51.5
	Not stated (33%)	453.5	2.6	38.9	21.4	15.5	12.1	7.1	2.4	58.5
Aust	Group 1	587.0	0.8	0.6	4.1	14.7	28.2	28.4	23.3	98.6
	Group 2	564.8	0.9	1.1	7.1	21.5	31.9	23.7	13.8	98.0
	Group 3	541.7	1.4	2.4	12.8	28.3	30.6	17.0	7.5	96.2
	Group 4	526.3	2.3	4.7	18.3	30.5	25.9	12.5	5.8	93.0
	Not in paid work	505.3	5.9	9.3	24.2	29.3	19.4	8.5	3.3	84.8
	Not stated (10%)	537.1	2.7	6.7	14.7	24.0	24.5	17.2	10.1	90.6

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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



# NAPLAN Year 7 Participation

Table 7.P1: Year 7 Student Participation in Assessment, by State and Territory, 2017.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	87726	87909	87997	87997	87333
	Participation Rate (%)	96.8	97.0	97.1	97.1	96.4
Vic	Number	66914	66881	67098	67098	66558
	Participation Rate (%)	94.7	94.6	94.9	94.9	94.2
Qld	Number	57136	57240	57366	57366	56882
	Participation Rate (%)	91.0	91.2	91.4	91.4	90.6
WA	Number	29888	29923	30014	30014	29774
	Participation Rate (%)	95.4	95.5	95.8	95.8	95.1
SA	Number	18004	18017	18074	18074	17896
	Participation Rate (%)	93.8	93.9	94.2	94.2	93.3
Tas	Number	5670	5676	5698	5698	5613
	Participation Rate (%)	93.9	94.0	94.4	94.4	92.9
ACT	Number	4975	4978	4982	4982	4923
	Participation Rate (%)	95.3	95.4	95.5	95.5	94.3
NT	Number	2584	2638	2648	2648	2551
	Participation Rate (%)	84.7	86.4	86.8	86.8	83.6
Aust	Number	272897	273262	273877	273877	271530
	Participation Rate (%)	94.5	94.6	94.8	94.8	94.0

[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, 2017.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	<i>Indigenous</i>	5073	91.0	5113	91.7	5127	92.0	5127	92.0	5018	90.0
	<i>Non-Indig.</i>	80556	97.2	80690	97.4	80761	97.5	80761	97.5	80223	96.8
Vic	<i>Indigenous</i>	1035	85.1	1023	84.1	1053	86.6	1053	86.6	1015	83.5
	<i>Non-Indig.</i>	65741	94.9	65735	94.9	65923	95.2	65923	95.2	65399	94.4
Qld	<i>Indigenous</i>	4118	82.2	4144	82.8	4145	82.8	4145	82.8	4069	81.3
	<i>Non-Indig.</i>	52166	92.1	52239	92.2	52364	92.5	52364	92.5	51961	91.8
WA	<i>Indigenous</i>	1702	80.3	1702	80.3	1730	81.6	1730	81.6	1664	78.5
	<i>Non-Indig.</i>	27047	96.9	27074	96.9	27138	97.2	27138	97.2	26979	96.6
SA	<i>Indigenous</i>	697	81.3	709	82.7	716	83.5	716	83.5	687	80.2
	<i>Non-Indig.</i>	16723	94.5	16728	94.5	16776	94.8	16776	94.8	16622	93.9
Tas	<i>Indigenous</i>	466	91.2	463	90.6	469	91.8	469	91.8	457	89.4
	<i>Non-Indig.</i>	4983	95.5	4995	95.7	5009	96.0	5009	96.0	4939	94.7
ACT	<i>Indigenous</i>	130	84.4	129	83.8	127	82.5	127	82.5	130	84.4
	<i>Non-Indig.</i>	4745	95.7	4749	95.8	4755	95.9	4755	95.9	4693	94.7
NT	<i>Indigenous</i>	917	69.4	971	73.5	975	73.8	975	73.8	896	67.8
	<i>Non-Indig.</i>	1656	96.4	1654	96.3	1660	96.7	1660	96.7	1645	95.8
Aust	<i>Indigenous</i>	14138	84.4	14254	85.0	14342	85.6	14342	85.6	13936	83.1
	<i>Non-Indig.</i>	253617	95.2	253864	95.3	254386	95.5	254386	95.5	252461	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, 2017.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	1.5	2.5	0.7	1.5	2.3	0.7	1.5	2.2	0.7	1.5	2.2	0.7	1.5	2.9	0.7
Vic	2.3	3.7	1.7	2.4	3.7	1.6	2.4	3.5	1.6	2.4	3.5	1.6	2.4	4.2	1.7
Qld	1.5	3.9	5.1	1.6	3.8	5.0	1.5	3.7	5.0	1.5	3.7	5.0	1.5	4.4	5.0
WA	1.2	4.0	0.5	1.2	3.9	0.5	1.2	3.6	0.5	1.2	3.6	0.5	1.2	4.4	0.5
SA	2.4	3.4	2.7	2.4	3.4	2.7	2.4	3.1	2.7	2.4	3.1	2.7	2.4	4.0	2.7
Tas	1.4	3.7	2.4	1.4	3.6	2.4	1.4	3.2	2.4	1.4	3.2	2.4	1.4	4.7	2.4
ACT	1.5	2.6	2.1	1.5	2.5	2.1	1.5	2.5	2.1	1.5	2.5	2.1	1.5	3.6	2.1
NT	2.4	14.5	0.8	2.3	12.8	0.8	2.3	12.5	0.8	2.3	12.5	0.8	2.4	15.6	0.8
Aust	1.8	3.5	2.1	1.8	3.4	2.1	1.8	3.2	2.0	1.8	3.2	2.0	1.7	4.0	2.1

*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, 2017.

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	7.5	1.5	2.7	6.8	1.5	2.7	6.6	1.4	2.7	6.6	1.4	2.6	8.5	1.5
	<i>Non-Indigenous</i>	1.5	2.1	0.6	1.5	2.0	0.6	1.5	1.9	0.6	1.5	1.9	0.6	1.4	2.5	0.6
Vic	<i>Indigenous</i>	5.3	11.5	3.4	5.3	12.7	3.2	5.3	10.4	3.0	5.3	10.4	3.0	5.3	13.2	3.4
	<i>Non-Indigenous</i>	2.3	3.5	1.6	2.3	3.5	1.6	2.3	3.3	1.5	2.3	3.3	1.5	2.3	4.0	1.6
Qld	<i>Indigenous</i>	3.1	11.1	6.6	3.1	10.6	6.6	3.0	10.7	6.5	3.0	10.7	6.5	3.0	12.0	6.7
	<i>Non-Indigenous</i>	1.4	3.3	4.6	1.4	3.2	4.6	1.4	3.0	4.5	1.4	3.0	4.5	1.4	3.7	4.6
WA	<i>Indigenous</i>	1.5	19.2	0.5	1.4	19.2	0.5	1.4	17.9	0.5	1.4	17.9	0.5	1.5	21.0	0.5
	<i>Non-Indigenous</i>	1.1	2.6	0.5	1.1	2.5	0.5	1.1	2.3	0.5	1.1	2.3	0.5	1.1	2.9	0.5
SA	<i>Indigenous</i>	5.1	13.7	5.0	5.1	12.1	5.1	5.1	11.6	4.9	5.1	11.6	4.9	5.0	14.7	5.1
	<i>Non-Indigenous</i>	2.3	2.9	2.6	2.3	2.9	2.6	2.3	2.6	2.6	2.3	2.6	2.6	2.3	3.5	2.6
Tas	<i>Indigenous</i>	1.6	8.2	0.6	1.6	8.8	0.6	1.6	7.6	0.6	1.6	7.6	0.6	1.6	10.0	0.6
	<i>Non-Indigenous</i>	1.4	3.4	1.1	1.4	3.1	1.2	1.4	2.8	1.2	1.4	2.8	1.2	1.3	4.2	1.1
ACT	<i>Indigenous</i>	1.9	11.0	4.5	1.9	12.3	3.9	1.9	13.6	3.9	1.9	13.6	3.9	1.9	11.7	3.9
	<i>Non-Indigenous</i>	1.5	2.2	2.0	1.5	2.1	2.1	1.6	2.0	2.0	1.6	2.0	2.0	1.5	3.3	2.0
NT	<i>Indigenous</i>	3.0	30.2	0.4	2.9	26.1	0.4	2.9	25.8	0.4	2.9	25.8	0.4	2.9	31.7	0.5
	<i>Non-Indigenous</i>	2.0	2.5	1.0	1.9	2.6	1.0	1.9	2.3	1.0	1.9	2.3	1.0	2.0	3.2	1.0
Aust	<i>Indigenous</i>	2.9	12.5	3.1	2.9	11.9	3.1	2.9	11.4	3.0	2.9	11.4	3.0	2.9	13.7	3.2
	<i>Non-Indigenous</i>	1.7	2.9	1.9	1.7	2.8	1.9	1.7	2.6	1.9	1.7	2.6	1.9	1.7	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, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	547.6	550.7	540.2	538.6	542.1	540.7	561.7	472.9	544.7
NSW	547.6		■	■	■	■	■	▽	▲	■
Vic	550.7	■		■	■	■	■	■	▲	■
Qld	540.2	■	■		■	■	■	▽	▲	■
WA	538.6	■	■	■		■	■	▽	▲	■
SA	542.1	■	■	■	■		■	▽	▲	■
Tas	540.7	■	■	■	■	■		▽	▲	■
ACT	561.7	▲	■	▲	▲	▲	▲		▲	▲
NT	472.9	▽	▽	▽	▽	▽	▽	▽		▽
Aust	544.7	■	■	■	■	■	■	▽	▲	

Table 7.CW: Comparative Achievement of Year 7 Students in Writing, by State and Territory, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	516.8	524.0	502.4	508.2	510.1	505.7	522.3	420.8	512.9
NSW	516.8		■	■	■	■	■	■	▲	■
Vic	524.0	■		▲	▲	▲	▲	■	▲	■
Qld	502.4	■	▽		■	■	■	▽	▲	■
WA	508.2	■	▽	■		■	■	■	▲	■
SA	510.1	■	▽	■	■		■	■	▲	■
Tas	505.7	■	▽	■	■	■		▽	▲	■
ACT	522.3	■	■	▲	■	■	▲		▲	■
NT	420.8	▽	▽	▽	▽	▽	▽	▽		▽
Aust	512.9	■	■	■	■	■	■	■	▲	

Table 7.CS: Comparative Achievement of Year 7 Students in Spelling, by State and Territory, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	558.4	548.7	545.9	546.9	544.5	533.0	549.6	471.1	549.5
NSW	558.4		■	■	■	■	▲	■	▲	■
Vic	548.7	■		■	■	■	▲	■	▲	■
Qld	545.9	■	■		■	■	■	■	▲	■
WA	546.9	■	■	■		■	■	■	▲	■
SA	544.5	■	■	■	■		■	■	▲	■
Tas	533.0	▽	▽	■	■	■		▽	▲	▽
ACT	549.6	■	■	■	■	■	▲		▲	■
NT	471.1	▽	▽	▽	▽	▽	▽	▽		▽
Aust	549.5	■	■	■	■	■	▲	■	▲	

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, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	545.3	545.9	537.9	537.2	539.0	532.4	552.7	459.4	541.5
NSW	545.3		■	■	■	■	■	■	▲	■
Vic	545.9	■		■	■	■	△	■	▲	■
Qld	537.9	■	■		■	■	■	▽	▲	■
WA	537.2	■	■	■		■	■	▽	▲	■
SA	539.0	■	■	■	■		■	■	▲	■
Tas	532.4	■	▽	■	■	■		▽	▲	■
ACT	552.7	■	■	△	△	■	△		▲	■
NT	459.4	▽	▽	▽	▽	▽	▽	▽		■
Aust	541.5	■	■	■	■	■	■	■	▲	

Table 7.CN: Comparative Achievement of Year 7 Students in Numeracy, by State and Territory, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	558.4	559.7	549.3	551.3	544.0	538.9	558.5	489.0	553.9
NSW	558.4		■	■	■	△	△	■	▲	■
Vic	559.7	■		■	■	△	△	■	▲	■
Qld	549.3	■	■		■	■	■	■	▲	■
WA	551.3	■	■	■		■	■	■	▲	■
SA	544.0	▽	▽	■	■		■	▽	▲	■
Tas	538.9	▽	▽	■	■	■		▽	▲	▽
ACT	558.5	■	■	■	■	△	△		▲	■
NT	489.0	▽	▽	▽	▽	▽	▽	▽		■
Aust	553.9	■	■	■	■	■	△	■	▲	

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

# NAPLAN Year 7 Commentary

## Overall national and jurisdiction results (Year 7)

Year 7 marks the beginning of secondary education in most Australian jurisdictions. In 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 scores for Tasmania are below and statistically significantly different from the national mean scale scores in spelling and numeracy.
- The mean scale scores for the Northern Territory are substantially below and statistically significantly different from the national mean scale scores in all five domains.

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 included below the national minimum standard in reporting band percentages.

Tables 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 present the percentages of students in each band for each jurisdiction and 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 88% in writing to 95% in numeracy. For Queensland, Western Australia, South Australia and Tasmania, 95% of students achieved at or above the national minimum standard in numeracy, as did 96% of students in New South Wales and Victoria, and 97% of students in the ACT.

## 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 almost all jurisdictions. For Queensland, the mean scale score in reading 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 for most jurisdictions, the differences in writing are approximately 10 percentage points. The differences in numeracy were much smaller, with greater percentages of male students than female students scoring in the highest achievement band for Australia overall and for all jurisdictions except the Northern Territory.

## Indigenous students

Figures 7.R3, 7.W3, 7.S3, 7.G3 and 7.N3 display the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In all achievement domains and for all jurisdictions, the mean scale scores for Indigenous students are below the mean scale scores for non-Indigenous students. Differences for Australia overall range from 64 score points in spelling to 82 score points in writing.

Tables 7.R3, 7.W3, 7.S3, 7.G3 and 7.N3 show the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and Australia overall. For Australia overall, 74% of Indigenous students achieved at or above the national minimum standard in reading, 77% achieved at or above the national minimum standard in spelling, and 80% 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 for LBOTE students are close to the mean scale scores for non-LBOTE students in most jurisdictions and for Australia overall. In spelling, the mean scale scores for LBOTE students are higher than the mean scale scores for non-LBOTE students in most jurisdictions except Tasmania, where the mean scale scores are close to one another, and in the Northern Territory, where the mean scale scores for non-LBOTE students are higher than the mean scale scores for LBOTE students. For New South Wales, the mean scale scores for LBOTE students are higher than the mean scale scores for non-LBOTE students in writing, spelling, grammar and punctuation, and numeracy. For the Northern Territory, the mean scale scores for non-LBOTE students are substantially higher than the mean scale scores for LBOTE students in all domains.

Tables 7.R4, 7.W4, 7.S4, 7.G4 and 7.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for LBOTE students and non-LBOTE students. For Australia overall, there is a small difference between the two groups in the percentage of students who scored at or above the national minimum standard in reading (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 7.R5, 7.W5, 7.S5, 7.G5 and 7.N5 present summary results for students from schools in major cities, inner regional, outer regional, remote and very remote geolocations for each jurisdiction and for Australia overall. These tables include the mean scale score, as well as the percentage of students in each achievement band. In Victoria, there are no schools in the very remote geolocation; in Tasmania, there are no schools in the major cities geolocation; in the ACT, there are no schools in the inner regional, outer regional, remote or very remote geolocations; and in the Northern Territory, there are no schools in the major cities or inner regional geolocations. In addition, there are too few students for reporting in the very remote geolocation in Tasmania, as indicated by 'n.p.' in the tables.

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students attending schools in major cities geolocations have the highest mean scale

# NAPLAN Year 7 Commentary

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. For Victoria and South Australia, mean scale scores for students from remote geolocations are close to mean scale scores for students from inner regional and outer regional geolocations in most achievement domains. For Queensland, mean scale scores for students from outer regional geolocations are close to mean scale scores for students from inner regional 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 for Australia overall, greater percentages of students attending schools in major cities geolocations 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. Among Indigenous students for Australia overall, the pattern of mean scale scores by geolocation is notionally the same as the pattern for all students. For Indigenous students in Tasmania and Western Australia, 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. For South Australia, there is little difference in results for Indigenous students attending schools in inner regional geolocations and those attending schools in major cities geolocations in most domains. For non-Indigenous students for Australia overall, there are small differences in results among students attending schools in inner regional, outer regional and remote locations.

## Parental education

Tables 7.R8, 7.W8, 7.S8, 7.G8 and 7.N8 provide results for each jurisdiction and Australia overall by parental education. Parental education refers to the highest level of education completed by either parent or guardian. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 4% in the ACT to 22% 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 include results for students whose parental education is identified as 'Not stated'.

In all domains, mean scale scores are higher for students whose parents have higher levels of education. Students whose parents hold a bachelor degree or higher have the highest mean scale scores for each jurisdiction and for Australia overall, and the greatest percentage of students who achieved at or above the national minimum standard. For most jurisdictions and in most domains, there is little difference in the mean scale scores between students with parents whose highest level of education is a certificate and those with parents whose highest level is Year 12 completion. For Australia overall, more than 95% of students whose parents completed a bachelor degree or higher achieved at or above the national minimum standard in each domain. Students with parents whose education is not stated are excluded from these comparisons.

## Parental occupation

Tables 7.R9, 7.W9, 7.S9, 7.G9 and 7.N9 show results for each jurisdiction and Australia overall by parental occupation. Parental occupation group is defined by the main work undertaken by one parent or guardian. If a parent/guardian has more than one job, the occupation group reflecting the main job is reported. If both parents/guardians are working, the higher of the two occupation

groups is used. Occupations are classified into four groups; a fifth group represents those not in paid work. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 4% in Victoria to 33% 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 include results for students whose parental occupation is identified as 'Not stated'.

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

The percentage of students who achieved at or above the national minimum standard is also related to parental occupation. Students with parents in Occupation Group 1 most frequently achieved at or above the national minimum standard (between 95% and 99% nationally). For Australia overall, 90% of students with at least one parent in paid work achieved at or above the national minimum standard in reading, spelling 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 94.0% and highest in spelling and grammar and punctuation at 94.8%. Among the eight jurisdictions, New South Wales has the highest participation rate (97.1% in spelling and grammar and punctuation) and Northern Territory the lowest (83.6% in numeracy). For Australia overall, participation rates are lower among Indigenous students (between 83.1% 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).

Across Australia, 1.7% of students were granted exemptions from the assessment in numeracy and 1.8% in all other achievement domains. Exemption rates vary across jurisdictions. Western Australia has the lowest rates at 1.2% across all five domains while Victoria, South Australian and the Northern Territory have the highest rates at 2.3% to 2.4%. For Australia overall, students were absent most frequently for the numeracy assessment (4.0%). Withdrawal rates were highest in Queensland among both Indigenous (6.5% to 6.7%) and non-Indigenous students (4.5% to 4.6%), and lowest in Western Australia (0.5% for both Indigenous and non-Indigenous students).



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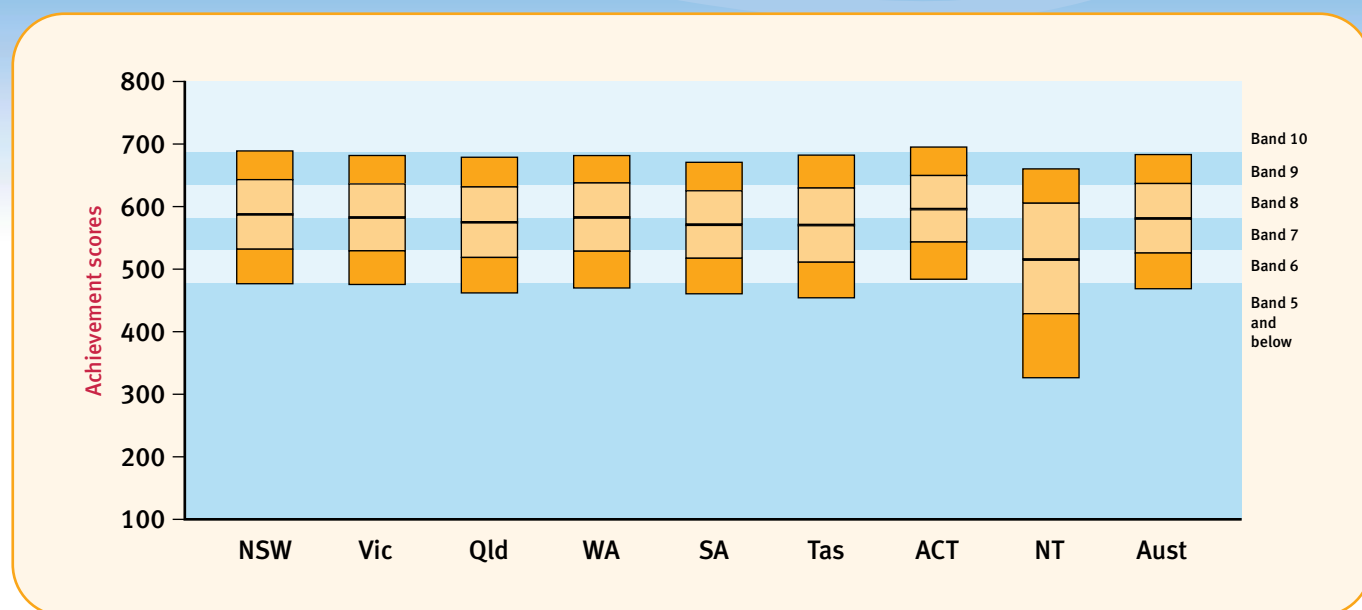
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# NAPLAN Year 9 Reading

Figure 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	587.5 (64.7)	582.4 (63.4)	574.9 (66.5)	582.5 (64.9)	570.9 (63.8)	570.4 (69.5)	595.9 (63.6)	515.2 (103.5)	580.9 (66.0)

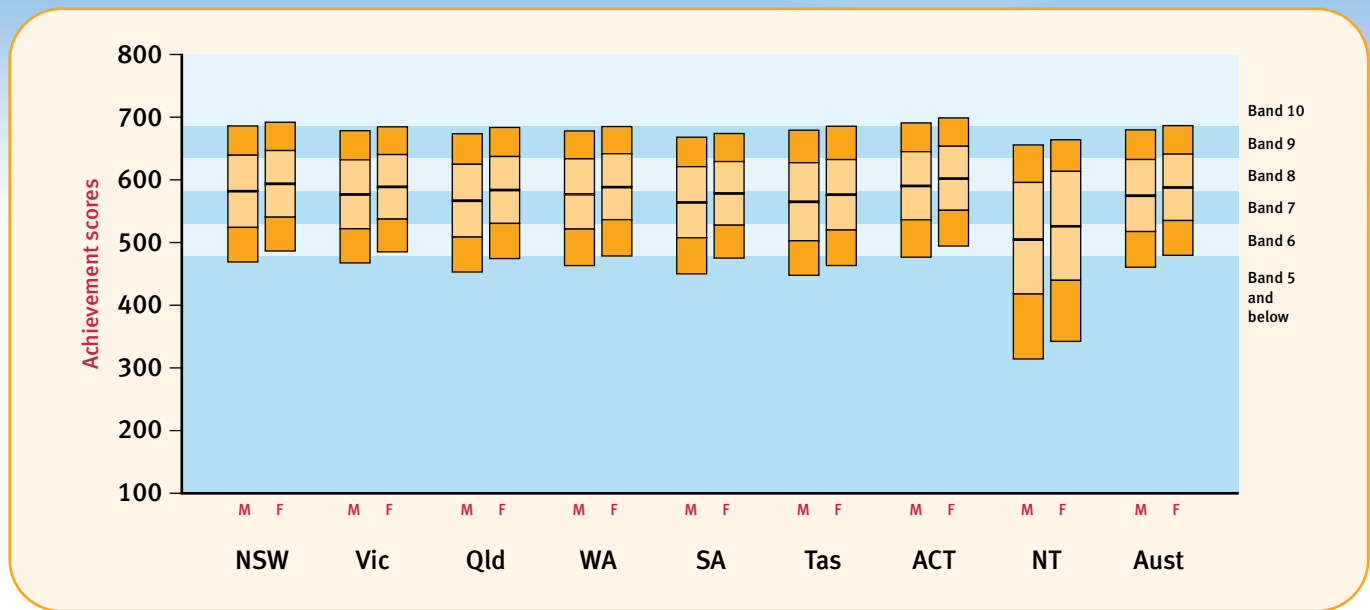
Table 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2017.

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	95.2	4.0	0.8	1.7	5.1	13.8	25.1	30.1	18.7	5.5	93.2
Vic	14yrs 9mths 9yrs 4mths	90.4	6.9	2.6	2.8	5.3	14.5	27.1	29.9	16.4	4.1	92.0
Qld	14yrs 5mths 9yrs 4mths	86.8	6.6	6.6	1.5	7.7	16.6	27.3	28.4	14.7	3.8	90.8
WA	14yrs 5mths 9yrs 4mths	94.1	5.6	0.3	1.2	6.1	14.1	26.1	30.8	17.5	4.1	92.7
SA	14yrs 7mths 9yrs 4mths	89.1	7.5	3.4	3.0	7.9	16.9	28.6	28.1	12.9	2.7	89.1
Tas	14yrs 10mths 9yrs 4mths	90.1	7.9	2.0	1.7	9.6	18.0	27.2	25.5	13.6	4.4	88.7
ACT	14yrs 7mths 9yrs 4mths	89.9	5.7	4.4	2.1	4.0	10.8	23.8	31.4	21.0	6.8	93.9
NT	14yrs 6mths 9yrs 4mths	78.0	20.7	1.3	2.4	32.0	17.3	19.9	18.0	8.4	1.9	65.6
Aust	14yrs 7mths 9yrs 4mths	91.3	6.0	2.7	2.0	6.4	14.9	26.4	29.4	16.6	4.4	91.7

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

# NAPLAN Year 9 Reading

Figure 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	581.8 (66.4)	576.5 (65.0)	566.5 (68.0)	576.9 (66.0)	563.9 (66.2)	564.8 (70.7)	590.1 (64.9)	504.5 (105.0)	574.5 (67.7)
Female Mean scale score / (S.D.)	593.5 (62.4)	588.6 (61.1)	583.6 (63.7)	588.3 (63.4)	578.2 (60.4)	576.2 (67.6)	601.8 (61.8)	525.9 (100.8)	587.6 (63.5)

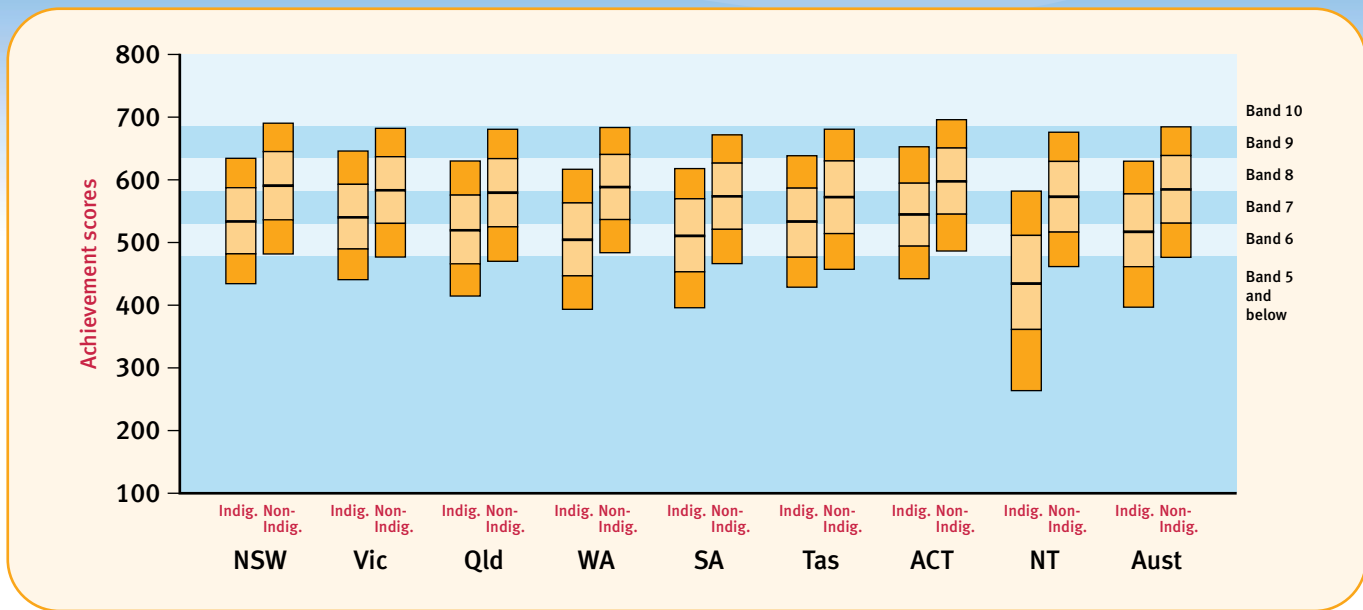
Table 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	2.1	6.4	15.5	25.5	28.5	17.2	4.9	91.5
	Female	1.2	3.7	12.0	24.8	31.8	20.3	6.1	95.0
Vic	Male	3.4	6.6	16.1	27.3	28.1	14.7	3.7	90.0
	Female	2.1	3.8	12.8	26.9	31.7	18.1	4.6	94.1
Qld	Male	2.0	9.8	18.9	27.6	25.9	12.7	3.1	88.2
	Female	1.1	5.5	14.1	27.0	30.9	16.9	4.5	93.4
WA	Male	1.5	7.4	15.7	26.7	29.3	15.9	3.5	91.1
	Female	0.8	4.9	12.5	25.4	32.5	19.1	4.8	94.3
SA	Male	3.6	10.3	18.5	28.0	25.7	11.7	2.3	86.1
	Female	2.4	5.4	15.1	29.2	30.7	14.2	3.0	92.2
Tas	Male	1.9	11.5	19.7	26.6	23.5	12.9	3.9	86.6
	Female	1.4	7.7	16.3	27.7	27.7	14.2	4.9	90.9
ACT	Male	2.7	5.1	12.1	24.9	29.9	19.3	6.0	92.2
	Female	1.4	2.9	9.4	22.7	33.0	22.9	7.7	95.7
NT	Male	3.0	35.2	18.8	18.8	15.5	7.1	1.6	61.8
	Female	1.8	28.8	15.9	21.0	20.6	9.7	2.2	69.4
Aust	Male	2.5	7.9	16.6	26.6	27.5	14.9	3.9	89.6
	Female	1.5	4.7	13.0	26.1	31.4	18.3	5.0	93.8

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Indigenous Mean scale score / (S.D.)</b>	533.5 (61.5)	540.1 (64.9)	519.5 (66.3)	504.2 (70.4)	510.4 (68.2)	533.3 (65.1)	544.6 (60.6)	434.3 (92.8)	516.9 (73.0)
<b>Non-Indigenous Mean scale score / (S.D.)</b>	590.5 (63.5)	583.3 (63.1)	579.3 (64.3)	588.3 (60.8)	573.6 (62.2)	572.3 (67.9)	597.5 (63.1)	572.8 (64.9)	584.6 (63.6)

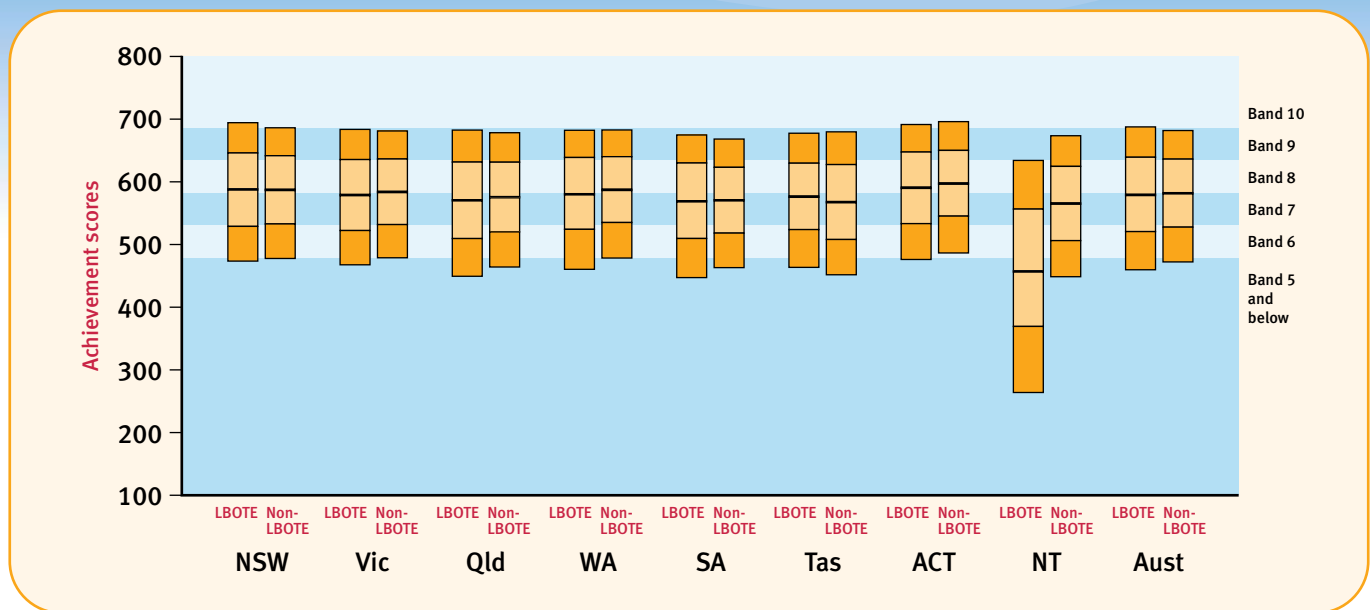
Table 9.R3: Achievement of Year 9 Students in Reading, by Indigenous Status, by State and Territory, 2017.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Indigenous	3.0	17.7	29.5	28.0	16.9	4.4	0.5	79.4
	Non-Indigenous	1.6	4.4	12.9	25.0	30.8	19.4	5.8	94.0
Vic	Indigenous	5.2	14.1	26.9	30.3	16.8	5.4	1.2	80.6
	Non-Indigenous	2.6	5.1	14.2	27.1	30.2	16.6	4.2	92.3
Qld	Indigenous	3.0	25.4	29.9	24.9	12.5	3.9	0.4	71.6
	Non-Indigenous	1.4	6.2	15.5	27.6	29.6	15.6	4.1	92.4
WA	Indigenous	1.6	34.5	28.5	22.1	10.4	2.7	0.2	63.9
	Non-Indigenous	1.0	4.1	13.1	26.4	32.3	18.6	4.5	94.9
SA	Indigenous	4.8	29.5	27.8	24.3	11.0	2.5	0.2	65.8
	Non-Indigenous	3.0	6.9	16.3	28.7	28.9	13.4	2.7	90.0
Tas	Indigenous	2.2	20.4	26.4	29.7	15.3	4.8	1.1	77.3
	Non-Indigenous	1.5	8.8	17.6	27.3	26.6	14.1	4.1	89.7
ACT	Indigenous	3.5	12.6	26.0	31.9	18.9	6.7	0.4	83.8
	Non-Indigenous	2.0	3.8	10.3	23.5	31.8	21.5	7.0	94.2
NT	Indigenous	3.0	65.7	17.2	9.3	4.0	0.9	0.0	31.3
	Non-Indigenous	2.1	7.8	17.5	27.5	28.1	13.8	3.2	90.1
Aust	Indigenous	3.1	26.4	28.0	24.9	13.4	3.7	0.5	70.6
	Non-Indigenous	1.9	5.2	14.1	26.5	30.4	17.3	4.6	92.9

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

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Figure 9.R4: Achievement of Year 9 Students in Reading, by LBOTE Status, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE</b> Mean scale score / (S.D.)	587.8 (67.2)	578.8 (65.8)	570.5 (71.5)	580.1 (69.2)	568.9 (70.1)	576.2 (64.0)	590.4 (66.6)	457.0 (109.5)	579.0 (70.9)
<b>Non-LBOTE</b> Mean scale score / (S.D.)	587.0 (63.7)	583.7 (62.5)	575.4 (65.6)	587.1 (62.4)	570.5 (62.1)	567.5 (69.4)	597.1 (62.9)	565.2 (68.9)	581.7 (64.1)

Table 9.R4: Achievement of Year 9 Students in Reading, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	LBOTE	2.4	5.6	14.3	24.2	28.3	18.7	6.5	92.0
	Non-LBOTE	1.4	5.0	13.7	25.6	30.8	18.5	5.0	93.6
Vic	LBOTE	3.4	6.6	15.8	26.6	27.6	15.6	4.4	89.9
	Non-LBOTE	2.5	4.8	14.0	27.3	30.7	16.7	4.0	92.7
Qld	LBOTE	1.7	10.1	17.7	25.6	26.2	14.2	4.4	88.2
	Non-LBOTE	1.5	7.3	16.4	27.6	28.7	14.7	3.7	91.1
WA	LBOTE	1.1	7.5	14.3	25.5	29.5	17.9	4.2	91.4
	Non-LBOTE	1.0	4.9	12.9	25.9	32.3	18.7	4.3	94.1
SA	LBOTE	6.9	9.9	16.3	24.9	25.0	14.2	2.8	83.2
	Non-LBOTE	2.3	7.5	17.2	29.5	28.7	12.2	2.4	90.1
Tas	LBOTE	2.7	6.8	15.2	28.2	29.5	14.0	3.5	90.5
	Non-LBOTE	1.5	10.4	18.9	27.3	24.8	13.1	4.0	88.1
ACT	LBOTE	2.6	5.0	13.3	23.5	28.7	20.8	6.1	92.4
	Non-LBOTE	1.9	3.8	10.2	23.9	32.0	21.1	7.0	94.2
NT	LBOTE	2.4	57.4	14.1	12.2	9.0	4.0	0.9	40.2
	Non-LBOTE	2.6	10.0	19.8	26.6	25.5	12.3	3.1	87.3
Aust	LBOTE	2.7	7.8	15.2	25.0	27.4	16.7	5.1	89.5
	Non-LBOTE	1.8	5.8	14.7	26.9	30.1	16.5	4.2	92.4

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

# NAPLAN Year 9 Reading

Table 9.R5: Achievement of Year 9 Students in Reading, by Geolocation, by State and Territory, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	592.7	1.7	4.3	12.6	24.1	30.6	20.3	6.5	94.0
	Inner Regional	575.5	1.7	6.5	16.4	28.1	29.9	14.5	2.8	91.8
	Outer Regional	558.6	1.2	10.8	21.7	29.5	24.5	10.8	1.4	88.0
	Remote	533.7	4.2	19.2	27.3	27.2	16.0	5.2	0.9	76.6
	Very Remote	501.8	0.0	39.5	22.4	19.8	16.0	2.4	0.0	60.5
Vic	Major Cities	586.0	2.8	4.8	13.5	26.3	30.5	17.6	4.6	92.4
	Inner Regional	571.2	2.7	6.8	17.6	29.9	27.8	12.7	2.6	90.6
	Outer Regional	570.8	2.6	6.7	17.9	29.2	28.9	12.2	2.4	90.6
	Remote	612.4	0.0	5.2	5.7	17.5	32.1	28.9	10.5	94.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	583.5	1.5	5.7	14.4	26.4	30.2	17.1	4.7	92.8
	Inner Regional	563.9	1.5	9.3	19.7	29.8	26.2	11.1	2.4	89.2
	Outer Regional	560.2	1.6	11.4	20.3	28.5	25.0	11.0	2.2	87.0
	Remote	523.0	2.2	26.4	24.4	25.6	15.9	4.8	0.7	71.4
	Very Remote	506.9	2.8	33.9	28.4	17.1	14.2	3.0	0.6	63.3
WA	Major Cities	588.9	1.3	4.4	12.9	25.5	31.9	19.2	4.7	94.3
	Inner Regional	573.7	1.1	6.5	17.2	28.5	30.4	13.6	2.7	92.4
	Outer Regional	564.2	0.8	10.0	18.4	29.3	28.3	11.3	1.9	89.2
	Remote	546.7	0.6	16.8	22.4	27.5	22.8	8.4	1.4	82.6
	Very Remote	489.4	0.0	45.9	19.9	19.5	11.1	3.4	0.1	54.1
SA	Major Cities	576.8	2.9	6.5	15.4	28.0	29.4	14.6	3.2	90.5
	Inner Regional	563.5	3.1	8.5	19.3	31.4	26.1	9.7	1.9	88.4
	Outer Regional	551.7	3.9	11.8	22.8	29.8	23.9	7.0	0.8	84.3
	Remote	561.0	1.0	9.9	18.9	31.7	27.0	10.3	1.2	89.1
	Very Remote	480.7	2.4	51.9	17.3	12.0	10.6	5.7	0.1	45.7
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	576.1	1.7	8.7	16.3	26.3	26.5	15.1	5.3	89.6
	Outer Regional	556.1	1.6	12.0	22.5	29.4	22.8	9.6	2.1	86.4
	Remote	553.3	6.0	13.6	18.0	27.2	27.2	5.6	2.4	80.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	596.0	2.1	4.0	10.8	23.8	31.4	21.1	6.9	93.9
	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	558.6	2.7	13.2	20.7	25.3	23.8	11.4	2.9	84.1
	Remote	529.0	2.7	27.4	19.4	21.9	19.4	8.4	0.9	69.9
	Very Remote	392.3	1.6	84.5	6.8	4.2	2.0	0.7	0.1	13.9
Aust	Major Cities	587.8	2.0	4.9	13.3	25.5	30.6	18.5	5.2	93.1
	Inner Regional	571.3	1.9	7.5	17.6	29.0	28.1	13.1	2.8	90.6
	Outer Regional	560.4	1.9	10.8	20.5	28.8	25.4	10.7	2.0	87.3
	Remote	543.2	1.7	19.1	21.3	26.4	21.6	8.6	1.5	79.3
	Very Remote	458.5	1.5	57.0	17.2	12.8	8.8	2.5	0.3	41.5

[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, 2017.

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	542.5	2.4	14.8	27.6	28.3	20.2	5.9	0.8	82.8
	Inner Regional	531.9	3.8	16.7	30.7	29.3	15.7	3.4	0.5	79.5
	Outer Regional	515.4	2.5	25.1	33.4	25.7	11.1	2.2	0.1	72.4
	Remote	506.9	6.9	30.9	30.3	21.8	7.9	2.2	0.0	62.2
	Very Remote	462.3	0.0	61.5	24.1	12.2	2.2	0.0	0.0	38.5
Vic	Major Cities	543.4	4.9	12.8	25.7	30.5	18.7	6.1	1.3	82.3
	Inner Regional	537.5	5.0	15.2	28.2	30.3	15.0	5.2	1.1	79.8
	Outer Regional	535.9	6.9	15.7	27.8	29.4	15.0	4.1	1.1	77.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	537.8	2.5	17.0	27.0	29.3	17.4	5.9	1.0	80.5
	Inner Regional	524.2	3.1	21.7	31.4	26.5	13.2	3.8	0.3	75.2
	Outer Regional	510.8	3.3	29.2	32.2	22.7	9.6	2.8	0.1	67.5
	Remote	485.5	4.4	45.5	23.7	17.5	6.8	1.9	0.2	50.1
	Very Remote	474.5	3.3	48.4	31.6	12.0	4.1	0.6	0.0	48.2
WA	Major Cities	521.0	2.5	25.3	29.9	25.4	12.8	3.8	0.5	72.2
	Inner Regional	513.4	1.7	26.8	33.5	23.9	12.6	1.5	0.0	71.5
	Outer Regional	505.7	1.0	32.5	30.5	24.2	9.3	2.6	0.0	66.6
	Remote	500.7	1.4	36.4	30.8	20.0	9.5	1.9	0.0	62.2
	Very Remote	456.9	0.0	63.8	17.1	12.7	5.1	1.3	0.0	36.2
SA	Major Cities	524.2	5.2	21.6	28.6	28.2	13.1	2.8	0.4	73.1
	Inner Regional	520.9	6.3	24.1	27.6	25.1	14.2	2.8	0.0	69.6
	Outer Regional	509.7	4.2	29.6	31.6	22.7	10.0	2.0	0.0	66.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	435.2	3.2	72.0	17.5	6.5	0.6	0.2	0.0	24.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	532.8	2.6	20.9	24.9	30.8	14.5	5.1	1.1	76.5
	Outer Regional	533.7	1.8	19.4	28.6	28.7	16.4	4.4	0.7	78.8
	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	545.0	3.6	12.7	25.6	31.9	19.0	6.8	0.4	83.7
	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	502.7	4.9	32.9	31.0	20.3	9.3	1.7	0.1	62.2
	Remote	471.9	3.2	54.0	24.1	11.9	5.1	1.7	0.0	42.8
	Very Remote	379.8	1.7	90.1	6.1	1.6	0.5	0.0	0.0	8.2
Aust	Major Cities	537.1	2.9	17.1	27.6	28.4	17.8	5.4	0.8	80.0
	Inner Regional	529.5	3.6	18.8	30.2	28.5	14.7	3.7	0.5	77.6
	Outer Regional	513.1	3.3	27.8	31.7	23.9	10.6	2.7	0.2	69.0
	Remote	491.5	3.1	42.1	27.1	17.8	7.8	2.1	0.1	54.8
	Very Remote	422.7	1.7	73.6	15.1	6.9	2.3	0.4	0.0	24.7

[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, 2017.

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	1.7	4.0	12.1	24.0	30.8	20.7	6.6	94.4
	Inner Regional	580.5	1.4	5.3	14.8	28.0	31.6	15.9	3.1	93.3
	Outer Regional	567.2	0.9	7.9	19.5	30.3	27.2	12.5	1.7	91.2
	Remote	556.4	1.8	8.7	24.6	32.0	23.2	8.0	1.8	89.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	586.6	2.7	4.6	13.3	26.2	30.7	17.8	4.7	92.6
	Inner Regional	572.4	2.5	6.4	17.2	30.0	28.3	12.9	2.7	91.1
	Outer Regional	573.3	2.3	6.0	17.2	29.2	29.9	12.8	2.5	91.7
	Remote	612.8	0.0	5.2	5.8	16.9	32.3	29.2	10.6	94.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	585.2	1.5	5.2	13.9	26.3	30.7	17.5	4.9	93.3
	Inner Regional	567.7	1.4	8.1	18.6	30.1	27.5	11.8	2.6	90.5
	Outer Regional	570.0	1.2	7.8	17.9	29.8	28.1	12.6	2.6	91.0
	Remote	547.4	0.9	13.5	24.6	31.3	22.0	6.6	1.0	85.6
	Very Remote	551.3	2.1	13.8	23.8	23.9	28.4	6.4	1.6	84.1
WA	Major Cities	591.5	1.1	3.7	12.2	25.5	32.6	19.9	4.9	95.2
	Inner Regional	578.3	0.9	4.8	16.1	29.0	31.8	14.7	2.8	94.3
	Outer Regional	572.1	0.6	6.7	16.6	30.5	31.2	12.5	1.9	92.7
	Remote	571.1	0.3	6.3	18.1	31.1	30.1	11.9	2.3	93.4
	Very Remote	557.1	0.0	8.1	24.5	34.4	24.2	8.4	0.5	91.9
SA	Major Cities	578.5	3.0	6.1	14.9	27.9	29.9	15.0	3.2	91.0
	Inner Regional	564.8	3.1	7.9	19.1	31.8	26.4	9.9	2.0	89.1
	Outer Regional	554.3	4.1	10.5	22.0	30.7	25.0	6.9	0.8	85.4
	Remote	563.8	0.9	8.7	19.1	31.7	27.7	10.7	1.3	90.5
	Very Remote	552.6	1.6	19.7	16.6	20.3	26.9	14.7	0.3	78.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	577.1	1.5	8.0	16.1	26.5	27.6	15.5	4.8	90.5
	Outer Regional	559.8	1.5	10.9	21.5	29.2	23.9	10.6	2.4	87.5
	Remote	554.5	5.1	9.7	19.5	31.8	27.2	6.2	0.5	85.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	597.5	2.0	3.8	10.3	23.4	31.8	21.6	7.0	94.2
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	573.5	2.1	7.8	17.9	26.7	27.8	14.1	3.7	90.1
	Remote	571.1	2.4	7.7	16.0	28.8	30.1	13.4	1.5	89.9
	Very Remote	562.9	0.0	8.3	14.8	41.3	22.6	10.9	2.2	91.7
Aust	Major Cities	589.2	2.0	4.5	12.9	25.5	30.9	18.8	5.4	93.6
	Inner Regional	574.4	1.7	6.5	16.7	29.1	29.2	13.8	2.9	91.7
	Outer Regional	568.1	1.7	8.0	18.6	29.7	27.8	12.0	2.2	90.4
	Remote	566.9	1.0	8.4	18.7	30.2	28.0	11.6	2.1	90.6
	Very Remote	555.3	1.1	11.7	21.9	28.7	27.3	8.4	1.0	87.3

[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, 2017.

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>	620.8	1.0	1.1	5.2	16.8	34.0	30.4	11.6	97.9
	<i>Diploma</i>	587.4	1.3	3.3	12.6	28.1	34.0	17.4	3.4	95.4
	<i>Certificate</i>	567.0	1.5	6.5	19.3	32.3	28.2	10.8	1.4	92.0
	<i>Year 12</i>	570.2	2.6	7.1	18.2	29.1	28.4	12.4	2.2	90.4
	<i>Year 11</i>	536.8	4.1	16.1	28.2	28.9	17.6	4.5	0.5	79.8
	<i>Not stated (5%)</i>	573.5	3.7	8.4	17.1	25.1	26.8	15.5	3.4	88.0
Vic	<i>Bachelor</i>	610.1	1.5	1.5	6.9	20.8	35.0	26.2	8.0	97.0
	<i>Diploma</i>	577.6	2.2	4.4	15.7	30.2	31.6	13.5	2.5	93.5
	<i>Certificate</i>	562.4	2.8	7.4	20.0	32.8	26.6	9.0	1.3	89.8
	<i>Year 12</i>	566.7	3.8	6.7	18.6	31.8	27.2	10.2	1.8	89.5
	<i>Year 11</i>	541.4	6.8	14.2	25.4	29.7	17.6	5.6	0.7	79.0
	<i>Not stated (4%)</i>	592.1	4.5	5.0	10.6	22.9	31.1	20.3	5.5	90.5
Qld	<i>Bachelor</i>	609.2	0.9	2.0	7.2	20.6	34.7	26.4	8.2	97.1
	<i>Diploma</i>	575.2	1.0	5.8	16.2	29.9	31.1	13.2	2.6	93.1
	<i>Certificate</i>	561.2	1.3	9.0	20.3	32.0	26.4	9.2	1.8	89.7
	<i>Year 12</i>	561.2	1.9	9.9	20.3	29.7	26.2	10.1	1.9	88.1
	<i>Year 11</i>	530.9	3.3	19.1	28.8	28.1	15.9	4.3	0.6	77.6
	<i>Not stated (9%)</i>	557.0	3.1	12.0	21.2	27.8	23.2	10.0	2.7	84.9
WA	<i>Bachelor</i>	615.2	0.6	1.3	5.7	18.5	35.8	29.3	8.8	98.1
	<i>Diploma</i>	584.3	0.9	3.3	13.1	29.9	34.1	16.0	2.7	95.9
	<i>Certificate</i>	570.1	0.9	5.8	18.2	31.8	30.5	11.3	1.5	93.3
	<i>Year 12</i>	565.8	1.0	8.1	18.7	30.5	29.1	11.1	1.5	90.9
	<i>Year 11</i>	534.9	1.9	18.2	26.5	30.8	17.7	4.5	0.3	79.9
	<i>Not stated (13%)</i>	568.7	2.9	11.1	16.2	24.2	27.2	14.8	3.5	86.0
SA	<i>Bachelor</i>	602.9	1.0	1.9	8.5	23.5	35.2	23.9	6.0	97.1
	<i>Diploma</i>	572.7	1.8	5.5	16.2	31.8	31.9	11.0	1.8	92.7
	<i>Certificate</i>	559.2	2.2	8.8	20.4	33.2	26.6	7.9	0.9	89.0
	<i>Year 12</i>	560.2	2.3	9.6	19.7	31.4	26.4	9.4	1.1	88.1
	<i>Year 11</i>	532.5	4.6	17.8	28.1	29.0	16.4	3.8	0.3	77.6
	<i>Not stated (9%)</i>	554.9	11.6	13.8	17.7	23.6	20.7	9.9	2.6	74.6

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 9 Reading

Table 9.R8 (cont.): Achievement of Year 9 Students in Reading, by Parental Education, by State and Territory, 2017.

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>	615.1	0.8	1.7	6.0	19.6	33.9	27.2	10.8	97.5
	<i>Diploma</i>	582.5	1.1	5.7	14.0	28.4	29.6	16.7	4.5	93.2
	<i>Certificate</i>	559.0	1.4	9.3	21.6	32.1	25.1	9.1	1.5	89.3
	<i>Year 12</i>	554.2	2.0	12.8	22.3	28.7	23.7	8.4	2.1	85.1
	<i>Year 11</i>	526.5	2.8	22.2	28.4	28.2	14.5	3.5	0.4	75.1
	<i>Not stated (9%)</i>	582.2	3.3	8.0	16.2	23.8	24.7	15.5	8.5	88.7
ACT	<i>Bachelor</i>	613.8	0.9	1.7	6.3	19.4	33.7	28.2	9.7	97.4
	<i>Diploma</i>	581.1	1.5	4.8	13.1	30.1	33.7	13.8	2.9	93.7
	<i>Certificate</i>	563.8	1.3	7.4	19.1	33.8	27.1	10.0	1.2	91.2
	<i>Year 12</i>	597.0	2.6	3.9	11.1	22.8	31.6	20.6	7.3	93.5
	<i>Year 11</i>	564.7	5.7	10.9	18.6	25.7	24.1	10.5	4.4	83.4
	<i>Not stated (7%)</i>	597.4	5.8	3.8	10.1	23.1	28.7	21.2	7.2	90.3
NT	<i>Bachelor</i>	589.0	2.0	6.0	12.2	22.8	31.1	20.2	5.6	92.0
	<i>Diploma</i>	557.2	2.3	11.7	20.6	27.6	26.6	8.7	2.5	86.0
	<i>Certificate</i>	534.3	3.0	19.3	23.1	27.5	18.9	7.1	1.0	77.7
	<i>Year 12</i>	516.1	3.4	26.9	24.1	23.4	16.2	4.7	1.2	69.7
	<i>Year 11</i>	440.9	1.9	64.2	15.8	11.0	5.5	1.6	0.0	33.9
	<i>Not stated (25%)</i>	484.4	2.7	45.2	16.1	15.9	13.7	5.6	0.8	52.2
Aust	<i>Bachelor</i>	613.7	1.1	1.5	6.4	19.3	34.6	27.9	9.3	97.4
	<i>Diploma</i>	580.6	1.5	4.4	14.6	29.5	32.5	14.8	2.8	94.2
	<i>Certificate</i>	563.9	1.8	7.5	19.7	32.4	27.4	9.8	1.4	90.7
	<i>Year 12</i>	566.2	2.5	8.1	18.8	29.9	27.4	11.1	2.1	89.3
	<i>Year 11</i>	534.0	4.3	17.8	27.1	28.7	16.9	4.7	0.6	77.9
	<i>Not stated (7%)</i>	566.5	4.3	11.2	16.9	24.7	25.5	13.8	3.6	84.5

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 9 Reading

Table 9.R9: Achievement of Year 9 Students in Reading, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Group 1	620.6	0.7	1.1	5.2	17.3	33.7	30.3	11.7	98.2
	Group 2	598.7	1.0	2.2	10.1	24.5	34.8	21.6	5.8	96.8
	Group 3	575.8	1.5	4.9	16.7	30.6	30.4	13.4	2.5	93.6
	Group 4	558.0	2.0	9.7	22.5	30.9	24.3	9.1	1.5	88.3
	Not in paid work	539.3	5.3	16.1	26.8	27.4	17.8	5.8	0.9	78.6
	Not stated (6%)	575.2	3.3	7.7	16.9	25.5	27.4	15.7	3.5	89.0
Vic	Group 1	613.0	1.1	1.2	6.3	19.9	35.3	27.5	8.6	97.7
	Group 2	590.8	1.5	3.1	11.7	27.0	33.8	18.5	4.4	95.5
	Group 3	571.7	2.0	5.5	17.3	31.6	29.9	11.5	2.1	92.4
	Group 4	557.4	3.5	9.1	22.0	32.2	23.4	8.4	1.3	87.4
	Not in paid work	543.8	8.9	13.3	24.1	28.9	17.7	6.0	1.0	77.8
	Not stated (3%)	582.9	5.5	6.1	13.0	24.8	29.6	17.1	3.9	88.4
Qld	Group 1	608.1	0.9	2.2	7.4	21.2	34.4	25.9	8.1	96.9
	Group 2	585.4	0.8	4.3	13.5	27.9	32.8	16.9	4.0	95.0
	Group 3	565.6	1.3	7.9	19.3	31.1	27.8	10.5	2.1	90.8
	Group 4	548.1	2.1	13.3	24.4	30.4	21.3	7.1	1.3	84.5
	Not in paid work	532.2	4.2	19.2	27.6	26.9	16.0	5.1	1.0	76.6
	Not stated (15%)	555.5	2.7	12.4	21.5	28.4	23.1	9.5	2.4	84.9
WA	Group 1	613.5	0.5	1.4	6.4	19.4	34.8	28.8	8.7	98.1
	Group 2	591.9	0.7	2.7	10.7	27.1	36.1	19.1	3.6	96.6
	Group 3	573.3	0.9	5.2	17.1	31.6	30.8	12.5	1.9	93.9
	Group 4	556.6	1.1	10.3	22.2	31.7	25.2	8.0	1.4	88.7
	Not in paid work	532.6	2.3	21.2	26.4	26.6	16.7	5.8	1.0	76.4
	Not stated (18%)	563.8	2.8	11.6	18.3	25.4	26.1	13.0	2.9	85.6
SA	Group 1	600.7	1.0	2.5	9.2	23.6	34.6	22.9	6.1	96.5
	Group 2	579.8	1.1	4.5	14.1	30.7	32.8	14.4	2.4	94.4
	Group 3	566.2	1.9	6.8	18.9	32.3	28.8	10.0	1.3	91.4
	Group 4	553.4	2.7	10.6	22.2	32.6	24.1	6.9	0.9	86.6
	Not in paid work	534.8	5.8	17.7	26.1	28.6	16.5	4.5	0.8	76.4
	Not stated (16%)	548.2	8.8	15.0	21.1	25.4	19.8	8.1	1.8	76.2

## 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 Reading

Table 9.R9 (cont.): Achievement of Year 9 Students in Reading, by Parental Occupation, by State and Territory, 2017.

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	608.9	0.7	2.6	8.1	20.7	32.9	24.8	10.2	96.7
	Group 2	584.9	0.7	5.3	13.0	28.5	30.8	16.9	4.7	94.0
	Group 3	562.6	0.9	8.0	22.1	30.6	26.3	10.2	1.9	91.0
	Group 4	543.0	2.1	13.9	26.0	32.4	19.1	5.9	0.5	83.9
	Not in paid work	522.8	3.9	25.5	27.1	26.2	12.9	4.0	0.5	70.6
	Not stated (13%)	569.3	3.4	12.2	18.0	23.9	22.7	12.9	6.9	84.4
ACT	Group 1	613.4	1.1	1.8	7.0	19.4	32.3	28.4	10.0	97.1
	Group 2	593.2	1.2	3.2	9.6	28.2	33.6	18.7	5.4	95.6
	Group 3	577.8	0.8	5.9	14.4	29.8	32.0	14.1	2.9	93.3
	Group 4	555.7	2.7	9.8	21.8	31.3	26.4	7.8	0.2	87.5
	Not in paid work	550.9	5.2	14.4	21.9	26.2	21.4	9.7	1.2	80.4
	Not stated (32%)	591.1	3.7	5.1	12.5	23.3	30.1	18.7	6.6	91.2
NT	Group 1	593.2	1.2	4.4	11.8	24.0	32.6	19.4	6.6	94.4
	Group 2	581.3	2.4	7.1	13.2	24.6	31.2	17.9	3.6	90.5
	Group 3	548.7	1.3	14.9	22.1	27.9	23.6	8.8	1.4	83.8
	Group 4	508.3	3.5	30.9	21.3	22.9	15.0	5.3	1.2	65.6
	Not in paid work	453.4	4.0	57.5	18.5	12.9	5.0	1.9	0.3	38.6
	Not stated (38%)	477.9	2.5	47.0	17.2	15.7	12.2	4.7	0.7	50.5
Aust	Group 1	613.7	0.9	1.5	6.4	19.5	34.4	27.9	9.4	97.6
	Group 2	591.5	1.1	3.2	11.6	26.7	34.0	18.9	4.6	95.8
	Group 3	571.2	1.5	6.0	17.7	31.1	29.5	11.9	2.1	92.4
	Group 4	554.7	2.4	10.6	22.7	31.3	23.3	8.1	1.4	86.9
	Not in paid work	537.1	6.1	17.0	25.8	27.5	17.0	5.6	0.9	76.9
	Not stated (10%)	561.5	3.8	12.1	18.5	25.7	24.6	12.2	3.0	84.1

## 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 Writing

Figure 9.W1: Achievement of Year 9 Students in Writing, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	558.6 (83.0)	561.0 (80.3)	538.8 (86.4)	555.3 (86.8)	540.4 (87.2)	536.8 (93.1)	564.7 (85.0)	458.2 (153.7)	552.0 (86.2)

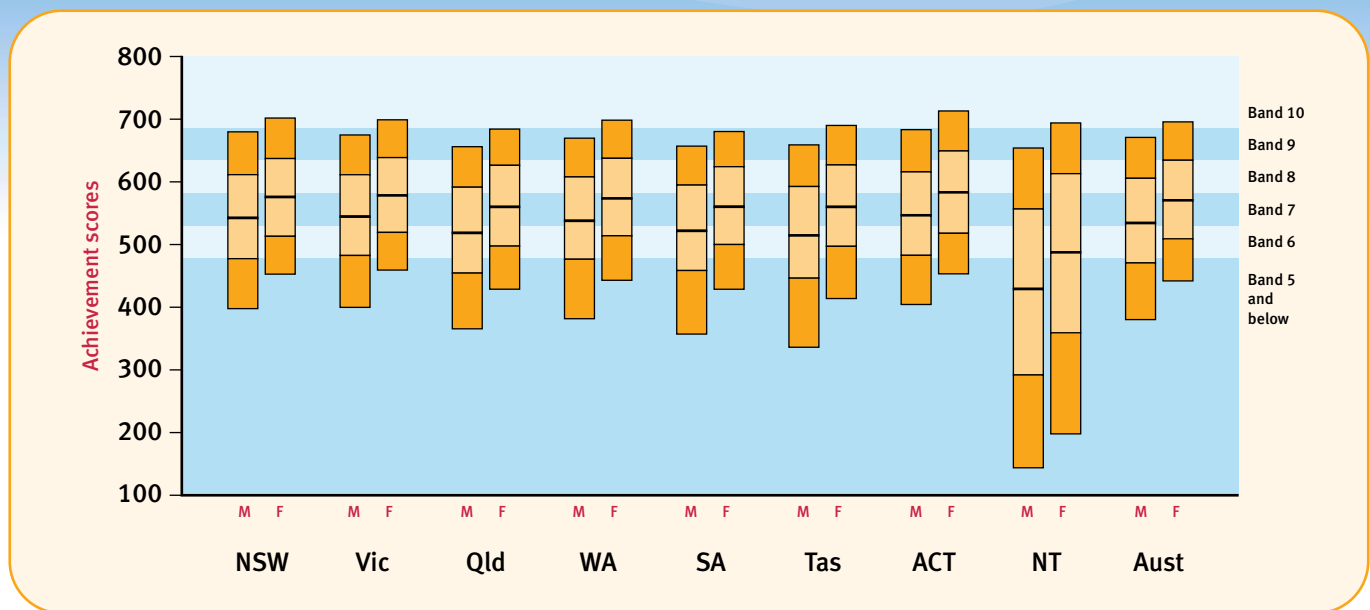
Table 9.W1: Achievement of Year 9 Students in Writing, by State and Territory, 2017.

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	95.4	3.8	0.8	1.7	14.6	20.3	24.3	22.4	11.1	5.7	83.7
Vic	14yrs 9mths 9yrs 4mths	90.6	6.9	2.5	2.8	12.9	19.2	25.9	22.6	11.4	5.2	84.4
Qld	14yrs 5mths 9yrs 4mths	87.2	6.3	6.5	1.6	21.2	22.6	23.6	18.4	9.2	3.4	77.2
WA	14yrs 5mths 9yrs 4mths	94.2	5.5	0.3	1.2	15.0	19.4	25.9	22.2	11.3	5.0	83.8
SA	14yrs 7mths 9yrs 4mths	89.8	6.9	3.3	3.0	19.6	21.4	24.4	19.5	9.0	3.1	77.3
Tas	14yrs 10mths 9yrs 4mths	90.3	7.7	2.0	1.7	22.4	21.0	23.2	18.7	9.0	4.0	75.9
ACT	14yrs 7mths 9yrs 4mths	90.4	5.3	4.4	2.1	13.2	19.1	23.8	22.2	12.5	7.0	84.7
NT	14yrs 6mths 9yrs 4mths	79.8	18.9	1.3	2.4	47.0	15.3	13.9	10.9	6.5	4.0	50.6
Aust	14yrs 7mths 9yrs 4mths	91.6	5.8	2.6	2.0	16.4	20.4	24.6	21.2	10.6	4.8	81.6

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	542.3 (85.3)	544.4 (82.4)	518.4 (88.2)	537.7 (89.0)	521.7 (90.2)	514.5 (95.4)	546.6 (85.5)	429.0 (152.4)	534.2 (88.5)
Female Mean scale score / (S.D.)	575.7 (77.0)	578.3 (74.3)	559.9 (79.3)	573.5 (80.5)	560.1 (79.3)	559.9 (84.6)	583.2 (80.4)	487.5 (149.3)	570.5 (79.6)

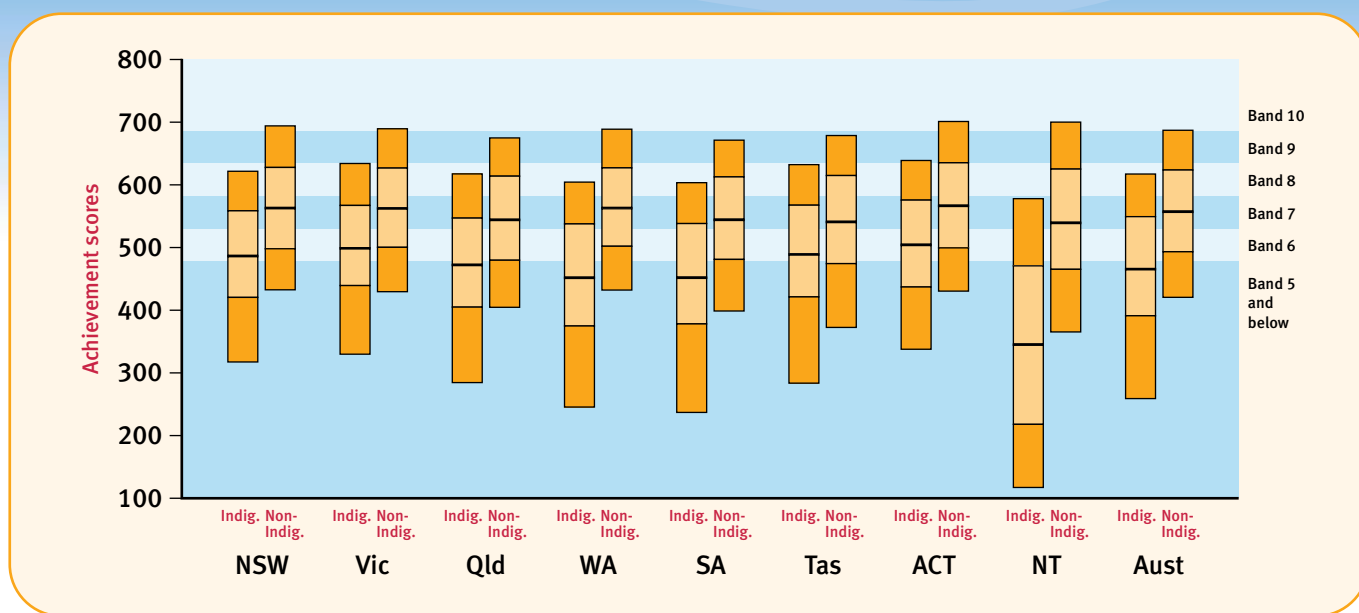
Table 9.W2: Achievement of Year 9 Students in Writing, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	2.1	19.8	23.1	23.5	18.8	8.6	4.2	78.1
	Female	1.2	9.1	17.3	25.2	26.2	13.7	7.2	89.6
Vic	Male	3.4	17.7	22.3	25.3	19.0	8.6	3.6	78.9
	Female	2.1	7.7	16.0	26.5	26.4	14.5	6.9	90.2
Qld	Male	2.0	28.6	25.1	21.6	14.4	6.2	2.1	69.5
	Female	1.1	13.5	20.0	25.7	22.6	12.4	4.7	85.4
WA	Male	1.6	20.2	22.4	25.3	19.0	8.4	3.2	78.2
	Female	0.8	9.6	16.4	26.7	25.5	14.3	6.8	89.6
SA	Male	3.6	26.2	23.7	22.4	15.6	6.3	2.1	70.2
	Female	2.4	12.6	19.0	26.4	23.6	11.8	4.2	85.0
Tas	Male	1.9	30.4	23.4	20.9	14.6	6.3	2.5	67.7
	Female	1.4	14.2	18.6	25.5	22.9	11.9	5.5	84.4
ACT	Male	2.8	17.7	22.6	24.2	18.9	9.3	4.6	79.6
	Female	1.4	8.6	15.6	23.5	25.6	15.8	9.5	90.0
NT	Male	3.0	55.3	15.5	11.8	7.8	4.3	2.3	41.7
	Female	1.8	38.6	15.1	16.0	14.1	8.7	5.8	59.6
Aust	Male	2.5	22.2	23.2	23.5	17.5	7.8	3.3	75.4
	Female	1.5	10.4	17.5	25.7	25.0	13.5	6.3	88.1

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

# NAPLAN Year 9 Writing

Figure 9.W3: Achievement of Year 9 Students in Writing, by Indigenous Status, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Indigenous Mean scale score / (S.D.)</b>	486.3 (88.3)	498.7 (88.0)	472.1 (96.3)	451.6 (105.1)	451.7 (109.3)	488.9 (97.6)	504.1 (93.2)	345.0 (140.7)	465.4 (106.8)
<b>Non-Indigenous Mean scale score / (S.D.)</b>	562.8 (80.6)	562.3 (79.7)	544.0 (83.1)	562.8 (80.5)	544.1 (83.8)	540.7 (91.7)	566.4 (84.1)	539.2 (103.3)	557.0 (82.0)

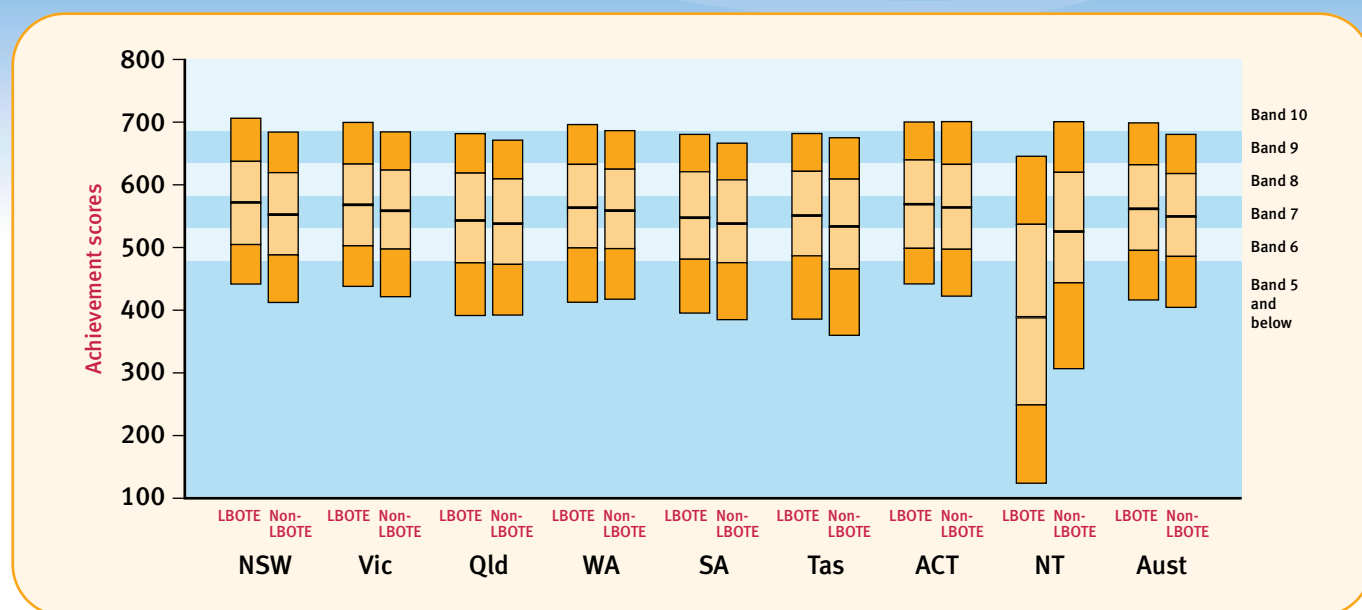
Table 9.W3: Achievement of Year 9 Students in Writing, by Indigenous Status, by State and Territory, 2017.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Indigenous	3.0	41.3	26.1	16.9	9.2	2.9	0.6	55.7
	Non-Indigenous	1.6	13.0	20.0	24.8	23.1	11.5	6.0	85.4
Vic	Indigenous	5.3	34.3	25.8	20.4	9.5	3.6	1.2	60.4
	Non-Indigenous	2.7	12.4	19.1	26.0	22.9	11.6	5.3	84.9
Qld	Indigenous	3.0	47.6	24.2	14.7	7.2	2.6	0.6	49.4
	Non-Indigenous	1.4	19.1	22.5	24.4	19.3	9.8	3.5	79.5
WA	Indigenous	1.6	55.4	20.9	13.8	5.9	2.0	0.5	43.0
	Non-Indigenous	1.1	12.1	19.3	26.8	23.4	12.0	5.3	86.9
SA	Indigenous	4.7	52.3	21.6	13.5	6.0	1.5	0.4	43.0
	Non-Indigenous	3.0	18.3	21.3	24.8	20.1	9.3	3.2	78.7
Tas	Indigenous	2.2	40.1	24.9	18.0	9.9	3.2	1.6	57.7
	Non-Indigenous	1.5	20.9	20.8	23.6	19.4	9.6	4.1	77.6
ACT	Indigenous	3.5	33.3	23.5	22.4	12.1	2.6	2.6	63.1
	Non-Indigenous	2.1	12.6	19.0	23.9	22.5	12.8	7.1	85.3
NT	Indigenous	3.0	79.1	8.4	5.0	3.2	1.0	0.4	18.0
	Non-Indigenous	2.1	23.9	20.1	20.2	16.5	10.4	6.7	74.0
Aust	Indigenous	3.1	47.9	23.1	15.1	7.6	2.5	0.6	49.0
	Non-Indigenous	1.9	14.6	20.3	25.2	22.0	11.1	5.0	83.5

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE</b> Mean scale score / (S.D.)	571.8 (80.8)	568.0 (79.7)	542.9 (89.7)	563.4 (87.9)	547.4 (92.1)	550.8 (86.8)	569.0 (81.1)	388.7 (160.7)	561.6 (88.9)
<b>Non-LBOTE</b> Mean scale score / (S.D.)	552.3 (83.4)	558.5 (80.4)	537.9 (85.9)	558.7 (83.9)	538.0 (85.8)	533.4 (94.0)	563.8 (85.8)	525.3 (116.8)	549.4 (84.6)

Table 9.W4: Achievement of Year 9 Students in Writing, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	LBOTE	2.4	11.2	18.3	23.6	23.7	13.0	7.8	86.4
	Non-LBOTE	1.4	16.2	21.3	24.6	21.6	10.1	4.7	82.3
Vic	LBOTE	3.4	11.7	18.2	24.7	23.1	12.3	6.7	84.9
	Non-LBOTE	2.6	13.3	19.6	26.3	22.4	11.1	4.7	84.2
Qld	LBOTE	1.6	20.5	21.7	22.6	18.9	10.3	4.4	77.9
	Non-LBOTE	1.6	21.4	22.7	23.8	18.3	9.0	3.2	77.0
WA	LBOTE	1.1	13.8	17.4	24.5	23.9	12.9	6.3	85.1
	Non-LBOTE	1.0	13.5	19.2	26.9	22.8	11.6	5.0	85.5
SA	LBOTE	6.9	17.3	18.9	22.4	20.0	10.4	4.1	75.8
	Non-LBOTE	2.3	20.3	22.0	24.9	19.2	8.5	2.8	77.4
Tas	LBOTE	2.7	16.6	19.5	24.0	21.6	11.0	4.4	80.6
	Non-LBOTE	1.5	23.7	21.5	23.1	17.9	8.6	3.8	74.8
ACT	LBOTE	2.7	12.1	19.2	22.7	21.9	13.9	7.4	85.2
	Non-LBOTE	2.0	13.4	19.1	24.1	22.3	12.2	6.9	84.6
NT	LBOTE	2.4	66.1	10.7	8.2	6.5	3.9	2.2	31.5
	Non-LBOTE	2.6	29.1	18.2	18.5	15.5	9.5	6.6	68.2
Aust	LBOTE	2.7	14.1	18.5	23.5	22.4	12.1	6.6	83.2
	Non-LBOTE	1.8	17.0	21.0	25.0	20.8	10.1	4.2	81.2

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, 2017.

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	568.0	1.7	11.9	18.8	24.4	24.0	12.5	6.8	86.4
	Inner Regional	535.2	1.7	21.0	24.1	24.6	18.6	7.4	2.5	77.2
	Outer Regional	514.0	1.2	28.9	27.4	22.7	13.9	4.7	1.2	69.9
	Remote	476.7	4.2	45.9	25.2	14.2	7.9	2.1	0.5	49.9
	Very Remote	439.5	0.0	58.3	19.8	13.8	6.7	1.2	0.2	41.7
Vic	Major Cities	568.5	2.8	10.9	17.8	25.7	24.0	12.8	6.0	86.3
	Inner Regional	537.6	2.7	18.9	23.8	26.6	18.1	7.1	2.7	78.4
	Outer Regional	536.3	2.7	19.5	23.4	26.9	18.2	7.0	2.4	77.8
	Remote	587.8	0.0	7.0	13.6	22.1	30.4	17.7	9.3	93.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	549.8	1.5	17.3	21.5	24.4	20.4	10.7	4.1	81.1
	Inner Regional	524.5	1.5	26.0	24.8	23.1	15.5	6.9	2.2	72.5
	Outer Regional	520.4	1.6	27.8	24.2	22.2	15.3	6.8	2.1	70.6
	Remote	474.6	2.0	44.5	22.1	17.0	9.6	4.2	0.6	53.5
	Very Remote	456.2	2.6	52.1	20.8	13.1	7.4	3.4	0.6	45.3
WA	Major Cities	564.2	1.3	12.2	18.5	26.3	23.5	12.5	5.7	86.5
	Inner Regional	538.8	1.2	18.1	22.9	27.9	19.4	8.0	2.5	80.7
	Outer Regional	530.1	0.9	22.9	23.1	24.6	18.2	7.6	2.6	76.1
	Remote	510.5	0.6	31.3	23.7	21.8	14.7	5.7	2.2	68.1
	Very Remote	438.8	0.0	58.9	17.9	15.0	6.6	1.2	0.4	41.1
SA	Major Cities	548.9	2.9	16.9	20.5	24.7	21.0	10.4	3.6	80.2
	Inner Regional	529.9	3.1	23.2	23.3	25.1	17.1	6.4	1.9	73.7
	Outer Regional	513.5	3.9	28.0	25.1	23.2	14.2	4.1	1.5	68.1
	Remote	524.2	1.0	27.1	22.4	23.8	15.5	7.7	2.6	71.9
	Very Remote	406.1	2.4	60.5	13.8	10.0	6.0	5.5	1.9	37.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	543.3	1.7	20.5	20.4	23.0	19.8	10.0	4.7	77.8
	Outer Regional	519.6	1.6	27.6	22.9	23.3	15.9	6.6	2.1	70.8
	Remote	535.9	6.0	20.4	20.0	29.6	12.8	5.2	6.0	73.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	564.8	2.1	13.2	19.1	23.8	22.2	12.5	7.0	84.7
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	521.2	2.7	31.1	18.6	17.9	14.7	9.2	5.9	66.2
	Remote	461.6	2.7	46.1	19.0	15.4	10.1	4.7	2.0	51.2
	Very Remote	294.3	1.6	88.9	3.5	2.3	1.9	0.8	1.0	9.5
Aust	Major Cities	562.9	2.0	13.0	19.1	24.9	23.0	12.1	5.8	84.9
	Inner Regional	534.1	1.9	21.5	23.7	24.9	17.9	7.4	2.7	76.6
	Outer Regional	521.6	1.9	26.7	24.1	23.0	15.6	6.4	2.2	71.4
	Remote	498.2	1.6	35.7	22.0	19.7	13.1	5.8	2.1	62.7
	Very Remote	388.3	1.4	68.0	13.1	9.5	5.1	2.0	0.8	30.5

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, 2017.

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	502.0	2.4	35.6	25.8	19.6	11.6	4.1	0.9	62.0
	Inner Regional	480.1	3.8	42.8	26.6	16.2	8.1	2.1	0.4	53.4
	Outer Regional	461.3	2.6	51.3	27.3	12.1	5.4	1.2	0.1	46.1
	Remote	441.9	6.9	59.4	22.0	7.3	3.0	1.2	0.2	33.7
	Very Remote	398.4	0.0	77.4	16.3	5.2	1.1	0.0	0.0	22.6
Vic	Major Cities	511.5	4.9	28.8	25.5	22.8	12.2	4.2	1.6	66.3
	Inner Regional	490.7	5.0	38.2	27.3	18.7	6.7	3.0	1.1	56.8
	Outer Regional	478.4	7.4	41.5	23.0	17.0	8.2	2.8	0.1	51.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	496.1	2.7	38.1	25.2	18.9	10.3	3.7	1.2	59.2
	Inner Regional	479.9	3.1	44.0	26.8	15.2	8.1	2.4	0.5	53.0
	Outer Regional	461.6	3.2	52.8	23.9	12.6	5.1	2.1	0.3	44.0
	Remote	424.7	3.9	64.8	14.8	10.3	4.0	1.9	0.3	31.3
	Very Remote	405.7	3.3	71.4	17.4	4.9	1.9	1.0	0.0	25.3
WA	Major Cities	473.0	2.5	47.6	23.0	15.9	7.3	2.9	0.8	49.9
	Inner Regional	463.2	1.7	45.7	25.8	18.8	6.3	1.7	0.1	52.6
	Outer Regional	451.5	1.0	57.3	22.0	11.3	5.2	2.6	0.7	41.7
	Remote	441.6	1.4	59.6	19.6	13.7	4.8	0.9	0.1	39.1
	Very Remote	400.2	0.0	75.3	13.0	7.8	3.5	0.4	0.0	24.7
SA	Major Cities	475.1	5.0	44.3	23.4	17.0	7.5	2.2	0.6	50.7
	Inner Regional	474.4	6.3	47.6	24.1	12.4	8.1	1.3	0.3	46.1
	Outer Regional	450.2	4.2	58.7	21.1	10.7	4.5	0.7	0.1	37.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	325.5	3.2	79.8	10.5	5.3	1.3	0.0	0.0	17.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	489.8	2.6	40.9	23.4	16.9	10.5	3.6	1.9	56.5
	Outer Regional	486.4	1.8	38.8	27.7	19.1	9.5	2.7	0.5	59.4
	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	503.8	3.6	33.4	23.7	22.2	12.2	2.3	2.6	63.0
	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	441.9	4.9	58.7	16.0	10.6	6.3	2.5	1.0	36.5
	Remote	380.7	3.2	72.5	11.5	7.4	4.6	0.7	0.2	24.3
	Very Remote	274.7	1.7	94.0	2.6	0.7	0.9	0.2	0.0	4.3
Aust	Major Cities	495.3	2.9	37.9	25.0	19.1	10.4	3.6	1.1	59.2
	Inner Regional	481.1	3.6	42.7	26.4	16.3	8.1	2.4	0.6	53.7
	Outer Regional	460.3	3.3	52.4	23.5	12.7	5.7	2.0	0.4	44.3
	Remote	423.0	3.0	63.7	16.9	10.5	4.4	1.2	0.4	33.3
	Very Remote	337.1	1.7	83.7	8.9	3.6	1.7	0.4	0.0	14.6

[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, 2017.

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	570.1	1.7	11.1	18.7	24.5	24.3	12.7	7.0	87.3
	Inner Regional	541.7	1.4	18.4	23.8	25.7	19.9	8.0	2.8	80.2
	Outer Regional	524.6	0.9	24.4	27.5	24.7	15.6	5.5	1.4	74.7
	Remote	506.1	1.8	33.8	28.1	20.4	12.2	3.0	0.7	64.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	569.3	2.7	10.7	17.7	25.7	24.2	12.9	6.1	86.6
	Inner Regional	539.3	2.5	18.2	23.7	27.0	18.5	7.3	2.8	79.3
	Outer Regional	540.4	2.3	17.9	23.4	27.6	19.0	7.3	2.5	79.8
	Remote	588.8	0.0	6.7	13.2	22.3	30.6	17.8	9.4	93.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	551.8	1.5	16.6	21.4	24.6	20.8	11.0	4.2	82.0
	Inner Regional	528.9	1.3	24.2	24.6	23.8	16.2	7.4	2.4	74.4
	Outer Regional	531.8	1.2	22.9	24.4	24.1	17.3	7.7	2.4	75.9
	Remote	508.9	0.9	30.8	26.9	21.6	13.3	5.8	0.8	68.3
	Very Remote	525.3	1.6	25.2	25.2	24.8	15.0	6.8	1.5	73.3
WA	Major Cities	567.6	1.1	10.9	18.3	26.6	24.2	12.9	5.9	87.9
	Inner Regional	544.7	1.0	15.9	22.8	28.6	20.6	8.5	2.7	83.2
	Outer Regional	541.2	0.7	18.0	23.5	26.6	20.5	8.1	2.6	81.3
	Remote	544.6	0.3	17.0	25.8	25.6	19.7	8.4	3.2	82.7
	Very Remote	516.8	0.0	22.3	30.0	28.1	15.2	3.1	1.5	77.7
SA	Major Cities	551.1	3.0	16.0	20.4	24.8	21.6	10.6	3.6	81.0
	Inner Regional	531.5	3.1	22.3	23.4	25.6	17.2	6.6	1.9	74.6
	Outer Regional	517.1	4.0	26.2	25.3	24.0	14.8	4.2	1.6	69.8
	Remote	528.7	0.9	25.5	21.9	25.1	16.1	7.8	2.8	73.7
	Very Remote	522.5	1.6	30.9	18.8	16.3	13.4	14.1	5.0	67.5
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	546.5	1.5	19.2	20.3	23.4	20.3	10.4	4.8	79.3
	Outer Regional	525.4	1.5	25.5	22.2	23.9	17.2	7.3	2.4	73.0
	Remote	537.6	5.1	19.5	21.5	28.2	16.4	6.2	3.1	75.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	566.5	2.1	12.6	18.9	23.9	22.5	12.9	7.1	85.3
	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	542.6	2.1	23.5	19.1	19.8	17.1	11.1	7.3	74.4
	Remote	521.2	2.4	26.4	24.7	21.2	14.3	7.8	3.2	71.2
	Very Remote	567.3	0.0	17.4	16.1	24.8	16.5	10.4	14.8	82.6
Aust	Major Cities	564.8	2.0	12.3	19.0	25.1	23.4	12.3	5.9	85.7
	Inner Regional	538.3	1.7	19.8	23.6	25.6	18.7	7.8	2.8	78.5
	Outer Regional	531.5	1.7	22.5	24.3	24.6	17.3	7.2	2.5	75.8
	Remote	531.7	1.0	23.0	24.3	23.7	17.1	7.9	2.9	75.9
	Very Remote	525.8	0.9	24.4	24.7	24.8	15.1	7.0	3.2	74.7

[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, 2017.

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>	595.9	1.0	4.9	12.9	23.4	29.4	17.7	10.8	94.2
	<i>Diploma</i>	559.6	1.3	12.1	21.6	26.8	23.6	10.3	4.4	86.6
	<i>Certificate</i>	533.9	1.5	20.4	26.1	25.9	17.7	6.4	2.0	78.1
	<i>Year 12</i>	544.7	2.6	17.4	24.0	24.9	19.9	7.9	3.4	80.0
	<i>Year 11</i>	501.2	4.1	34.0	27.2	19.8	10.8	3.2	1.0	61.9
	<i>Not stated (5%)</i>	543.8	3.6	19.7	20.4	22.7	19.4	9.9	4.4	76.7
Vic	<i>Bachelor</i>	592.3	1.5	5.4	12.7	24.4	28.8	17.8	9.4	93.1
	<i>Diploma</i>	555.9	2.1	12.6	21.4	28.0	22.5	9.8	3.6	85.3
	<i>Certificate</i>	537.2	2.8	18.2	24.6	27.8	18.1	6.5	2.1	79.0
	<i>Year 12</i>	546.4	3.8	15.6	22.6	27.5	20.0	7.8	2.9	80.6
	<i>Year 11</i>	513.4	6.8	27.1	26.0	22.7	12.0	4.2	1.1	66.0
	<i>Not stated (4%)</i>	574.1	4.6	10.1	15.0	25.1	24.0	14.1	7.1	85.3
Qld	<i>Bachelor</i>	576.2	0.9	9.2	16.9	25.3	25.5	15.4	6.8	89.9
	<i>Diploma</i>	540.9	1.1	19.2	23.5	25.1	19.6	8.8	2.6	79.7
	<i>Certificate</i>	523.7	1.3	25.4	26.2	24.0	15.2	6.2	1.7	73.2
	<i>Year 12</i>	526.0	1.9	25.2	24.8	23.1	15.9	6.9	2.2	72.9
	<i>Year 11</i>	488.1	3.3	40.1	26.3	17.6	8.9	3.2	0.6	56.6
	<i>Not stated (9%)</i>	517.6	3.1	28.8	23.1	21.2	14.9	6.8	2.2	68.1
WA	<i>Bachelor</i>	593.6	0.6	5.0	12.1	25.3	29.0	18.6	9.3	94.4
	<i>Diploma</i>	559.1	0.9	10.7	21.7	29.3	23.5	10.4	3.6	88.5
	<i>Certificate</i>	540.7	1.0	17.4	23.8	28.4	19.7	7.3	2.4	81.6
	<i>Year 12</i>	538.3	1.0	19.3	23.8	26.5	18.6	8.1	2.7	79.7
	<i>Year 11</i>	494.9	1.9	35.6	25.9	21.2	11.4	3.1	0.8	62.5
	<i>Not stated (13%)</i>	539.9	2.9	21.0	19.6	23.0	18.8	9.8	4.8	76.0
SA	<i>Bachelor</i>	579.9	1.0	7.7	15.4	26.0	27.5	15.9	6.5	91.3
	<i>Diploma</i>	547.2	1.8	15.4	23.1	27.4	21.3	8.4	2.6	82.8
	<i>Certificate</i>	525.2	2.2	23.5	24.8	25.5	16.8	5.8	1.4	74.2
	<i>Year 12</i>	530.4	2.3	22.2	24.5	25.3	18.2	5.8	1.8	75.5
	<i>Year 11</i>	489.2	4.5	38.6	25.9	18.6	8.6	3.2	0.6	56.8
	<i>Not stated (9%)</i>	517.5	11.7	26.2	19.6	18.2	13.8	7.7	2.8	62.1

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 9 Writing

Table 9.W8 (cont.): Achievement of Year 9 Students in Writing, by Parental Education, by State and Territory, 2017.

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>	585.9	0.8	8.4	13.0	23.5	27.8	16.9	9.7	90.9
	<i>Diploma</i>	552.7	1.1	15.7	20.9	25.2	21.2	11.4	4.5	83.2
	<i>Certificate</i>	524.5	1.4	24.4	25.0	24.4	16.8	6.2	1.8	74.3
	<i>Year 12</i>	525.8	2.0	26.0	24.6	21.5	16.5	7.0	2.3	72.0
	<i>Year 11</i>	489.3	2.8	40.0	23.1	20.4	9.5	3.2	1.1	57.3
	<i>Not stated (9%)</i>	539.5	3.3	21.4	20.3	22.1	19.5	9.7	3.5	75.2
ACT	<i>Bachelor</i>	585.8	0.9	7.4	15.1	24.6	26.2	16.4	9.4	91.7
	<i>Diploma</i>	550.0	1.5	15.8	23.7	25.8	20.2	8.8	4.3	82.7
	<i>Certificate</i>	534.3	1.3	20.6	26.4	25.3	16.5	7.4	2.5	78.1
	<i>Year 12</i>	559.6	2.8	13.8	20.7	24.3	20.9	10.8	6.8	83.4
	<i>Year 11</i>	529.9	5.7	26.9	21.2	16.0	15.0	9.5	5.6	67.3
	<i>Not stated (7%)</i>	562.5	5.8	14.7	17.6	21.2	22.0	11.4	7.3	79.5
NT	<i>Bachelor</i>	567.7	2.0	16.3	16.4	18.6	20.4	15.7	10.7	81.7
	<i>Diploma</i>	533.0	2.3	26.2	17.9	21.2	16.4	8.1	7.7	71.5
	<i>Certificate</i>	484.5	3.0	40.4	19.6	16.5	12.0	5.8	2.7	56.7
	<i>Year 12</i>	464.8	3.4	47.2	18.0	16.5	8.3	4.8	1.8	49.4
	<i>Year 11</i>	352.7	1.9	77.5	9.1	6.2	3.7	1.2	0.3	20.6
	<i>Not stated (25%)</i>	404.0	2.7	60.3	14.8	10.9	6.6	3.1	1.5	37.0
Aust	<i>Bachelor</i>	589.5	1.1	6.2	13.7	24.4	28.2	17.2	9.2	92.7
	<i>Diploma</i>	553.5	1.5	14.0	22.0	27.0	22.2	9.7	3.6	84.5
	<i>Certificate</i>	531.8	1.8	21.2	25.4	26.0	17.3	6.4	1.9	77.0
	<i>Year 12</i>	538.3	2.5	19.7	23.7	25.1	18.5	7.6	2.9	77.8
	<i>Year 11</i>	496.6	4.3	35.1	25.8	19.8	10.5	3.5	1.0	60.6
	<i>Not stated (7%)</i>	533.0	4.3	23.0	19.8	21.8	17.8	9.2	4.0	72.7

## 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 Writing

Table 9.W9: Achievement of Year 9 Students in Writing, by Parental Occupation, by State and Territory, 2017.

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	594.8	0.7	5.3	13.2	23.3	29.2	17.5	10.8	94.0
	Group 2	570.5	1.0	9.5	19.0	26.8	25.3	12.6	5.9	89.5
	Group 3	545.7	1.5	16.6	24.5	26.2	20.0	8.0	3.3	82.0
	Group 4	528.7	2.0	23.8	25.8	23.4	16.3	6.2	2.5	74.2
	Not in paid work	503.0	5.3	33.6	25.8	18.8	11.2	3.7	1.5	61.0
	Not stated (6%)	546.0	3.3	18.8	20.6	22.7	20.1	10.0	4.5	77.9
Vic	Group 1	594.5	1.1	5.0	12.2	24.3	29.4	18.2	9.8	93.9
	Group 2	571.7	1.5	9.1	17.5	27.4	25.7	13.2	5.6	89.4
	Group 3	549.0	2.0	14.6	22.6	28.6	20.5	8.5	3.1	83.4
	Group 4	533.5	3.5	20.1	25.2	25.9	16.8	6.2	2.3	76.4
	Not in paid work	514.6	8.9	26.5	25.1	21.6	12.0	4.4	1.5	64.6
	Not stated (3%)	567.1	5.7	11.3	17.1	24.5	23.3	12.2	6.0	83.0
Qld	Group 1	575.2	0.9	9.3	17.1	25.6	25.4	15.3	6.5	89.9
	Group 2	551.8	0.8	15.9	21.8	25.8	21.2	10.7	3.8	83.3
	Group 3	529.9	1.3	23.3	25.6	24.0	17.0	7.0	1.9	75.5
	Group 4	508.9	2.2	31.9	26.4	20.8	12.3	4.9	1.5	65.9
	Not in paid work	489.2	4.2	40.0	24.9	17.9	8.5	3.3	1.1	55.8
	Not stated (15%)	515.0	2.7	29.6	24.2	21.2	13.8	6.3	2.2	67.7
WA	Group 1	590.1	0.5	6.0	13.1	25.3	28.1	18.1	9.0	93.5
	Group 2	567.0	0.7	9.5	19.0	28.7	25.0	12.4	4.6	89.7
	Group 3	545.9	0.9	15.6	22.9	28.6	21.0	7.9	3.1	83.5
	Group 4	526.4	1.2	23.5	25.3	25.3	16.9	5.8	2.0	75.4
	Not in paid work	492.3	2.3	37.6	24.3	19.9	10.2	4.1	1.7	60.1
	Not stated (18%)	533.6	2.8	22.9	20.8	22.9	17.7	8.8	4.1	74.3
SA	Group 1	577.5	1.0	8.9	15.5	25.7	27.1	15.5	6.4	90.1
	Group 2	553.4	1.1	13.5	21.9	27.7	22.9	9.8	3.1	85.4
	Group 3	538.0	1.9	19.0	23.7	26.8	18.9	7.8	2.0	79.2
	Group 4	518.3	2.7	26.7	25.5	23.8	14.7	5.2	1.4	70.6
	Not in paid work	489.0	5.8	37.8	24.3	19.3	9.4	2.6	0.8	56.3
	Not stated (16%)	508.4	8.8	30.5	21.9	18.2	12.7	5.8	2.1	60.7

## 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, 2017.

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	582.1	0.7	9.0	14.2	23.4	27.0	16.3	9.3	90.3
	Group 2	554.0	0.7	16.2	19.6	25.0	21.8	11.6	5.1	83.1
	Group 3	530.5	0.9	21.7	25.5	25.4	17.7	6.9	1.8	77.4
	Group 4	505.5	2.1	32.9	24.3	22.2	12.7	4.5	1.3	65.0
	Not in paid work	483.3	3.9	42.4	23.6	17.5	9.2	2.5	1.0	53.7
	Not stated (13%)	527.9	3.4	25.6	21.1	22.2	17.2	7.7	2.9	71.1
ACT	Group 1	583.9	1.1	8.8	15.3	23.4	25.2	16.5	9.7	90.0
	Group 2	565.6	1.2	11.9	20.0	25.0	23.7	11.3	7.0	86.9
	Group 3	547.8	0.8	17.2	23.1	26.1	18.2	9.8	4.8	82.0
	Group 4	521.4	2.7	28.9	22.2	22.5	17.6	4.7	1.3	68.4
	Not in paid work	507.5	5.2	35.5	21.4	15.9	12.8	6.6	2.7	59.4
	Not stated (32%)	556.8	3.8	14.4	20.8	23.4	20.8	10.9	5.8	81.8
NT	Group 1	572.0	1.2	14.2	17.3	19.5	19.5	16.4	11.9	84.6
	Group 2	551.2	2.4	20.4	18.3	18.4	20.3	12.3	7.9	77.2
	Group 3	502.8	1.3	37.0	17.9	19.4	13.9	7.0	3.4	61.6
	Group 4	461.2	3.5	45.9	17.7	15.4	8.6	4.8	4.1	50.5
	Not in paid work	363.7	4.0	74.6	9.9	5.9	3.4	1.5	0.8	21.5
	Not stated (38%)	404.5	2.5	60.8	13.9	10.8	7.3	3.2	1.5	36.7
Aust	Group 1	588.6	0.9	6.5	13.9	24.4	28.1	17.1	9.2	92.7
	Group 2	565.0	1.1	11.2	19.4	26.9	24.3	12.1	5.1	87.7
	Group 3	541.9	1.5	17.9	24.0	26.5	19.4	7.9	2.8	80.6
	Group 4	524.2	2.5	24.9	25.6	23.7	15.5	5.8	2.1	72.7
	Not in paid work	500.3	6.1	33.6	24.9	19.5	10.7	3.8	1.4	60.3
	Not stated (10%)	526.1	3.8	25.2	21.3	21.5	16.6	8.1	3.5	71.0

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 9 Spelling

Figure 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	590.5 (73.4)	579.5 (68.3)	576.8 (67.5)	583.6 (73.5)	572.9 (70.1)	561.6 (74.7)	586.2 (69.3)	507.1 (119.7)	581.4 (72.1)

Table 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2017.

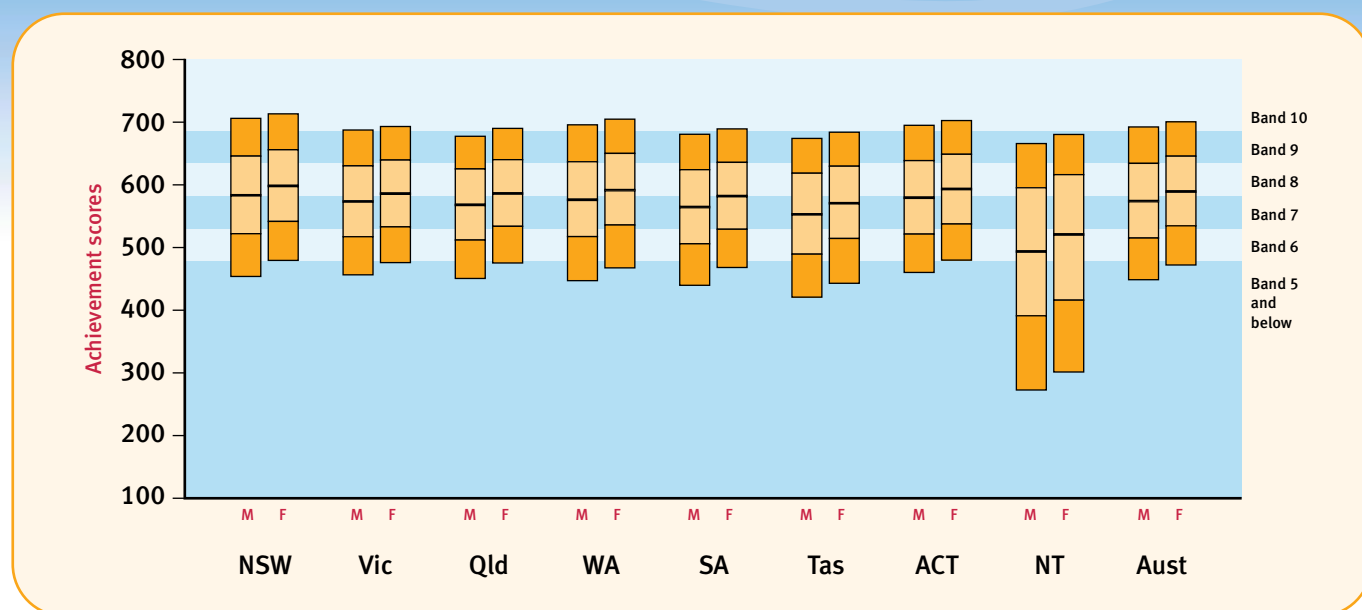
State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	
NSW	14yrs 7mths 9yrs 4mths	95.5	3.7	0.8	1.7	6.6	12.5	24.5	27.8	17.8	9.1	91.7
Vic	14yrs 9mths 9yrs 4mths	90.8	6.8	2.5	2.8	6.7	14.9	27.9	27.8	14.3	5.5	90.5
Qld	14yrs 5mths 9yrs 4mths	87.4	6.2	6.4	1.5	7.5	15.4	28.2	28.1	14.7	4.6	91.0
WA	14yrs 5mths 9yrs 4mths	94.4	5.3	0.3	1.2	7.8	13.4	26.1	27.7	16.5	7.4	91.0
SA	14yrs 7mths 9yrs 4mths	90.1	6.7	3.2	3.0	8.9	15.7	27.8	26.6	13.2	4.7	88.1
Tas	14yrs 10mths 9yrs 4mths	90.9	7.0	2.0	1.7	13.3	18.1	27.0	24.1	11.8	4.1	85.1
ACT	14yrs 7mths 9yrs 4mths	90.5	5.1	4.3	2.1	6.2	13.6	25.9	28.2	16.8	7.2	91.7
NT	14yrs 6mths 9yrs 4mths	80.1	18.6	1.3	2.4	34.2	15.5	19.4	16.5	8.4	3.4	63.3
Aust	14yrs 7mths 9yrs 4mths	91.8	5.6	2.6	2.0	7.5	14.2	26.5	27.6	15.6	6.6	90.5

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Male</b> Mean scale score / (S.D.)	583.3 (75.4)	573.4 (69.9)	567.9 (68.6)	576.0 (74.6)	564.4 (72.2)	552.9 (76.3)	579.3 (70.5)	493.5 (120.5)	573.9 (73.8)
<b>Female</b> Mean scale score / (S.D.)	598.1 (70.5)	585.8 (66.0)	586.1 (65.0)	591.4 (71.5)	581.9 (66.7)	570.6 (71.9)	593.2 (67.4)	520.7 (117.3)	589.2 (69.5)

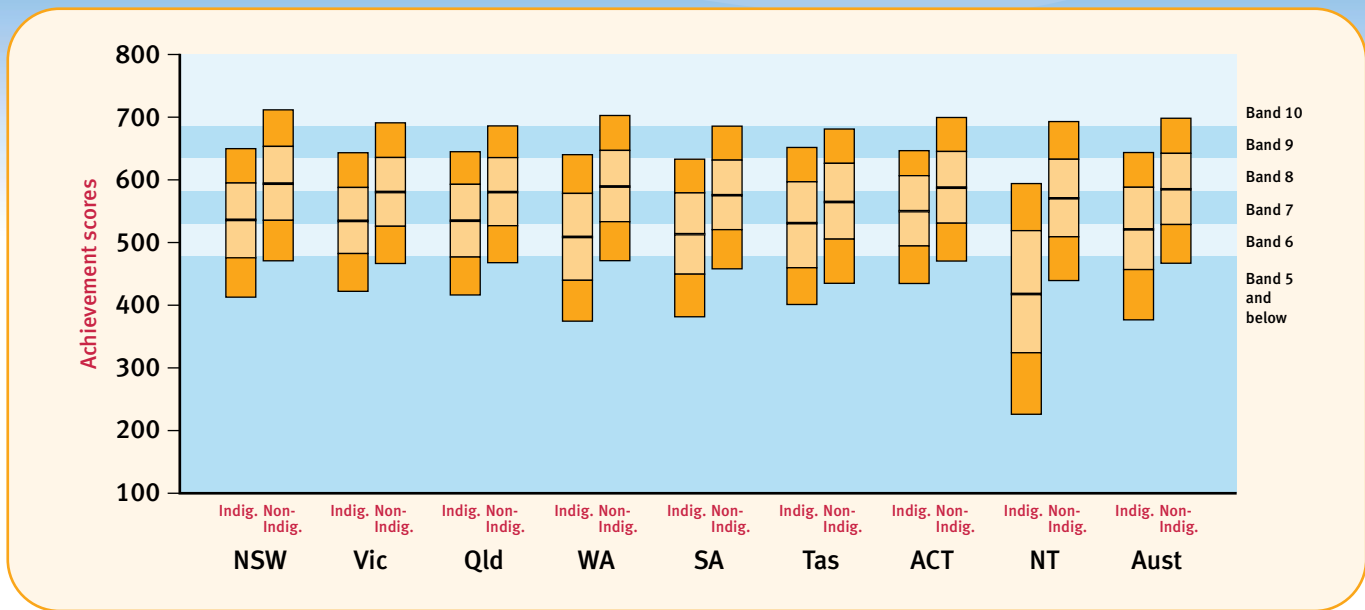
Table 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	2.1	8.4	14.1	24.9	26.2	16.1	8.2	89.5
	Female	1.2	4.8	10.8	24.1	29.4	19.6	10.1	94.0
Vic	Male	3.4	8.1	16.6	28.2	25.9	12.8	5.0	88.5
	Female	2.1	5.2	13.2	27.6	29.9	16.0	6.0	92.7
Qld	Male	2.0	9.5	17.7	28.9	25.7	12.5	3.7	88.5
	Female	1.1	5.3	12.9	27.5	30.6	17.0	5.6	93.6
WA	Male	1.5	9.4	15.3	26.7	26.2	14.5	6.3	89.1
	Female	0.8	6.2	11.4	25.4	29.2	18.5	8.5	93.0
SA	Male	3.6	11.4	17.7	27.7	24.1	11.5	4.1	85.0
	Female	2.4	6.3	13.6	28.0	29.3	15.0	5.4	91.3
Tas	Male	1.9	16.1	20.4	26.2	21.6	10.4	3.5	82.0
	Female	1.4	10.3	15.8	27.9	26.7	13.2	4.7	88.3
ACT	Male	2.8	7.6	14.9	27.1	26.3	14.9	6.4	89.6
	Female	1.4	4.7	12.2	24.7	30.2	18.8	8.0	93.9
NT	Male	3.0	37.9	17.4	18.1	13.9	6.9	2.7	59.0
	Female	1.8	30.5	13.6	20.8	19.2	10.0	4.1	67.7
Aust	Male	2.5	9.3	16.0	26.9	25.7	13.8	5.8	88.2
	Female	1.5	5.7	12.3	26.1	29.6	17.5	7.4	92.9

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	535.9 (71.4)	534.3 (68.1)	534.6 (69.4)	508.7 (81.6)	513.2 (75.4)	530.8 (77.3)	549.9 (64.5)	417.7 (111.6)	520.9 (83.1)
Non-Indigenous Mean scale score / (S.D.)	593.7 (72.3)	580.4 (67.9)	580.3 (66.0)	589.1 (69.9)	575.4 (68.4)	564.5 (73.7)	587.3 (69.0)	570.5 (76.9)	584.9 (69.8)

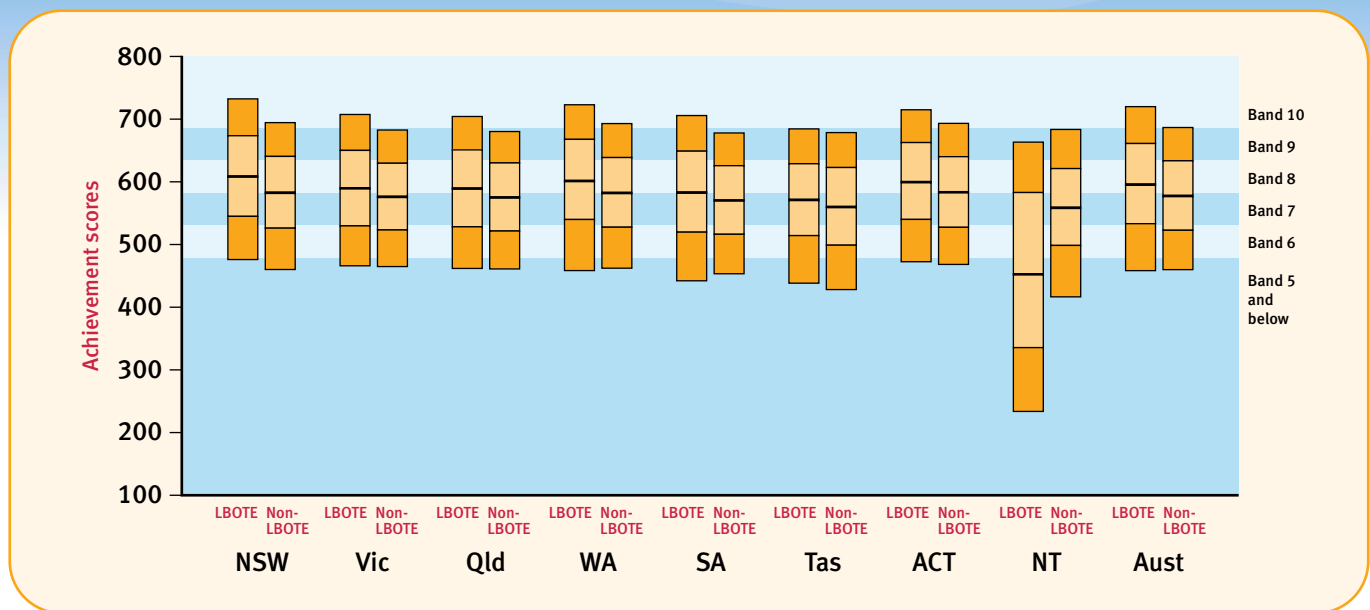
Table 9.S3: Achievement of Year 9 Students in Spelling, by Indigenous Status, by State and Territory, 2017.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Indigenous	3.0	20.3	23.1	28.4	17.5	6.3	1.4	76.8
	Non-Indigenous	1.6	5.8	11.9	24.2	28.4	18.4	9.6	92.6
Vic	Indigenous	5.5	17.2	26.3	29.4	15.4	4.6	1.5	77.3
	Non-Indigenous	2.6	6.5	14.7	27.9	28.1	14.6	5.6	90.9
Qld	Indigenous	3.0	19.8	24.5	28.4	17.4	6.0	0.9	77.1
	Non-Indigenous	1.4	6.4	14.6	28.2	29.0	15.4	4.9	92.2
WA	Indigenous	1.5	34.7	23.5	21.9	12.6	4.8	1.0	63.8
	Non-Indigenous	1.0	5.9	12.7	26.3	28.8	17.4	7.8	93.1
SA	Indigenous	4.7	29.2	25.0	23.2	13.4	4.3	0.4	66.1
	Non-Indigenous	3.0	8.0	15.4	28.0	27.3	13.5	4.8	89.0
Tas	Indigenous	2.2	25.3	21.5	25.0	18.2	5.7	2.0	72.4
	Non-Indigenous	1.5	12.1	17.7	27.4	24.7	12.3	4.3	86.3
ACT	Indigenous	3.5	14.0	18.7	32.9	23.8	5.8	1.1	82.4
	Non-Indigenous	2.1	5.9	13.4	25.8	28.4	17.1	7.4	92.0
NT	Indigenous	3.0	66.8	13.5	10.3	4.8	1.4	0.3	30.3
	Non-Indigenous	2.1	10.9	17.1	26.0	24.7	13.5	5.7	87.0
Aust	Indigenous	3.1	26.2	23.0	25.8	15.5	5.3	1.1	70.8
	Non-Indigenous	1.9	6.4	13.7	26.6	28.3	16.2	6.9	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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE</b> Mean scale score / (S.D.)	608.3 (77.0)	589.6 (72.6)	589.1 (73.4)	601.2 (79.9)	582.7 (79.1)	571.0 (72.8)	599.4 (73.7)	452.4 (134.4)	595.4 (80.1)
<b>Non-LBOTE</b> Mean scale score / (S.D.)	582.4 (70.5)	575.9 (66.3)	574.9 (66.3)	582.1 (69.5)	570.2 (67.5)	559.7 (74.8)	583.3 (68.0)	558.4 (80.0)	577.3 (68.5)

Table 9.S4: Achievement of Year 9 Students in Spelling, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	LBOTE	2.3	5.1	9.8	20.0	26.1	21.3	15.3	92.5
	Non-LBOTE	1.4	7.4	13.8	26.5	28.4	16.1	6.3	91.2
Vic	LBOTE	3.4	6.4	13.0	23.9	27.3	17.5	8.5	90.2
	Non-LBOTE	2.5	6.8	15.6	29.4	28.0	13.2	4.4	90.6
Qld	LBOTE	1.6	7.1	13.1	22.9	28.0	19.1	8.2	91.3
	Non-LBOTE	1.5	7.5	15.7	29.1	28.1	14.0	4.0	90.9
WA	LBOTE	1.1	6.9	9.8	20.5	26.8	21.4	13.4	92.0
	Non-LBOTE	1.0	7.1	13.7	27.6	28.9	15.8	6.0	91.9
SA	LBOTE	6.9	9.5	12.6	21.9	24.9	16.3	7.9	83.6
	Non-LBOTE	2.3	8.8	16.5	29.2	27.0	12.4	3.7	88.8
Tas	LBOTE	2.7	10.6	15.2	25.5	28.8	12.4	4.7	86.7
	Non-LBOTE	1.5	13.8	18.5	27.4	23.3	11.5	3.9	84.7
ACT	LBOTE	2.7	5.4	11.1	22.3	26.6	20.0	12.0	91.9
	Non-LBOTE	2.0	6.4	14.1	26.7	28.6	16.1	6.1	91.7
NT	LBOTE	2.4	55.9	11.2	10.8	10.6	6.4	2.7	41.7
	Non-LBOTE	2.6	13.8	18.7	27.4	22.3	10.6	4.5	83.5
Aust	LBOTE	2.7	7.1	11.4	21.5	26.4	19.3	11.6	90.2
	Non-LBOTE	1.8	7.5	15.1	28.2	28.0	14.4	5.0	90.7

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, 2017.

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	598.5	1.7	5.3	11.0	23.1	28.4	19.6	10.9	93.0
	Inner Regional	569.5	1.7	9.7	16.6	28.6	26.6	12.6	4.1	88.6
	Outer Regional	556.3	1.1	14.3	19.0	28.4	24.0	10.5	2.7	84.6
	Remote	532.2	4.2	21.6	23.9	28.3	14.1	6.3	1.6	74.2
	Very Remote	497.2	0.0	38.1	26.0	21.7	9.3	4.8	0.2	61.9
Vic	Major Cities	585.0	2.8	5.7	13.4	27.2	28.9	15.8	6.3	91.5
	Inner Regional	561.6	2.7	10.1	19.8	30.3	24.4	9.8	3.0	87.3
	Outer Regional	565.3	2.7	9.0	19.0	30.5	24.9	10.5	3.5	88.3
	Remote	586.2	0.0	6.6	10.5	28.0	31.1	18.4	5.4	93.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	584.5	1.5	5.7	13.5	27.5	29.8	16.4	5.7	92.8
	Inner Regional	565.9	1.5	9.5	18.2	30.0	25.9	12.1	2.8	89.0
	Outer Regional	565.0	1.6	10.2	18.4	29.3	25.3	12.0	3.2	88.2
	Remote	538.3	2.0	21.4	21.4	26.0	18.6	9.2	1.4	76.6
	Very Remote	523.5	2.6	25.3	25.8	24.5	15.6	5.0	1.2	72.1
WA	Major Cities	590.4	1.3	6.0	12.2	25.7	28.5	17.9	8.4	92.7
	Inner Regional	570.5	1.1	9.4	16.7	28.6	27.3	12.4	4.4	89.4
	Outer Regional	562.8	0.8	12.6	17.2	28.2	25.8	11.8	3.6	86.6
	Remote	552.6	0.6	17.7	19.5	26.1	21.5	10.3	4.3	81.7
	Very Remote	493.3	0.0	43.5	19.5	18.4	12.1	5.0	1.4	56.5
SA	Major Cities	579.2	3.0	7.5	14.3	27.3	28.0	14.4	5.5	89.6
	Inner Regional	564.0	3.1	9.6	18.7	30.3	24.8	10.8	2.8	87.4
	Outer Regional	554.1	3.9	12.9	20.6	28.8	22.6	9.1	2.2	83.3
	Remote	556.1	1.0	13.3	19.6	30.2	22.6	11.2	2.1	85.8
	Very Remote	486.8	2.4	48.2	16.5	16.4	9.0	5.8	1.5	49.4
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	566.0	1.7	12.1	17.1	26.9	24.7	12.9	4.6	86.3
	Outer Regional	550.0	1.6	16.3	21.0	27.2	22.4	8.9	2.7	82.1
	Remote	556.8	6.0	14.8	14.0	32.0	20.8	8.4	4.0	79.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	586.3	2.1	6.2	13.6	25.9	28.2	16.8	7.2	91.7
	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	557.3	2.7	16.3	18.2	24.5	21.8	11.6	5.0	81.1
	Remote	524.5	2.7	28.2	19.0	22.2	17.0	8.5	2.4	69.1
	Very Remote	363.9	1.6	85.9	5.8	3.8	2.7	0.1	0.1	12.5
Aust	Major Cities	589.7	2.0	5.7	12.5	25.7	28.8	17.4	7.9	92.3
	Inner Regional	566.2	1.9	9.9	17.9	29.3	25.7	11.7	3.5	88.1
	Outer Regional	560.6	1.9	12.1	18.9	28.7	24.3	11.0	3.2	86.0
	Remote	545.3	1.6	19.4	19.7	26.3	20.1	9.9	2.9	79.0
	Very Remote	453.6	1.4	54.5	16.0	14.6	9.2	3.4	0.9	44.1

[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, 2017.

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	2.4	17.0	21.9	28.6	19.7	8.4	2.1	80.7
	Inner Regional	532.4	3.8	20.5	23.8	29.3	16.9	4.8	0.9	75.7
	Outer Regional	520.1	2.3	27.2	24.5	27.3	13.8	4.2	0.7	70.4
	Remote	509.7	6.9	28.7	27.7	24.6	9.7	2.2	0.2	64.4
	Very Remote	461.3	0.0	55.9	27.4	13.0	3.7	0.0	0.0	44.1
Vic	Major Cities	539.5	5.2	14.2	24.8	31.8	17.8	4.6	1.6	80.6
	Inner Regional	528.4	5.0	20.4	28.4	27.0	13.6	4.1	1.5	74.6
	Outer Regional	532.5	7.4	18.9	26.4	27.4	12.6	6.1	1.2	73.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	547.3	2.7	15.0	22.3	29.5	21.3	7.8	1.5	82.4
	Inner Regional	535.2	3.1	18.7	25.9	29.3	16.9	5.4	0.7	78.2
	Outer Regional	531.1	3.2	20.7	25.3	28.9	16.1	5.1	0.7	76.1
	Remote	510.9	3.9	33.9	22.2	22.0	11.5	6.2	0.4	62.2
	Very Remote	500.8	3.3	34.6	28.2	20.7	10.0	3.0	0.1	62.1
WA	Major Cities	523.9	2.5	26.7	24.7	24.0	15.0	6.1	1.0	70.8
	Inner Regional	515.7	1.7	31.1	24.6	24.5	12.0	4.6	1.7	67.3
	Outer Regional	511.0	1.0	34.0	22.8	23.3	14.6	3.0	1.2	65.0
	Remote	509.9	1.1	35.2	24.7	21.6	11.2	5.1	1.2	63.7
	Very Remote	460.4	0.0	58.8	18.6	13.5	6.2	2.5	0.4	41.2
SA	Major Cities	527.0	5.0	22.6	24.5	26.5	15.8	5.2	0.4	72.5
	Inner Regional	526.3	6.3	22.8	26.1	23.0	15.9	5.6	0.3	70.9
	Outer Regional	510.8	4.2	29.4	28.8	21.7	12.2	3.3	0.5	66.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	444.6	3.2	65.9	16.2	11.8	2.3	0.6	0.0	30.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	530.5	2.6	25.1	20.8	25.9	18.6	5.1	1.9	72.3
	Outer Regional	530.4	1.8	25.3	23.1	23.7	18.3	6.1	1.7	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.
ACT	Major Cities	549.7	3.6	14.2	18.4	33.1	23.9	5.6	1.2	82.2
	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	497.9	4.9	37.1	22.8	21.4	10.0	3.2	0.6	58.0
	Remote	470.3	3.2	50.5	22.0	14.4	7.3	2.1	0.6	46.3
	Very Remote	350.6	1.7	91.0	4.5	2.1	0.7	0.0	0.0	7.3
Aust	Major Cities	541.2	3.0	17.9	22.8	28.4	19.1	7.2	1.6	79.1
	Inner Regional	531.7	3.6	20.9	24.7	28.5	16.5	4.9	1.0	75.5
	Outer Regional	522.2	3.2	25.7	24.8	26.4	14.5	4.5	0.8	71.1
	Remote	500.1	2.9	38.1	23.8	20.0	10.0	4.4	0.8	59.0
	Very Remote	415.5	1.7	69.6	14.0	9.4	4.0	1.2	0.1	28.7

[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, 2017.

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	600.3	1.7	4.9	10.6	22.9	28.7	20.0	11.2	93.5
	Inner Regional	573.8	1.4	8.4	15.8	28.6	27.9	13.5	4.5	90.3
	Outer Regional	563.5	0.9	11.6	17.9	28.6	26.1	11.8	3.1	87.5
	Remote	551.2	1.8	15.2	20.5	31.7	18.1	9.9	2.8	83.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	585.6	2.7	5.5	13.3	27.1	29.1	15.9	6.4	91.8
	Inner Regional	562.8	2.5	9.7	19.5	30.5	24.8	10.0	3.0	87.8
	Outer Regional	567.8	2.3	8.2	18.4	30.7	25.8	10.9	3.7	89.4
	Remote	586.6	0.0	6.7	10.5	27.6	31.4	18.6	5.4	93.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	586.0	1.4	5.3	13.1	27.4	30.1	16.8	5.8	93.2
	Inner Regional	569.0	1.3	8.6	17.5	30.0	26.8	12.8	3.0	90.1
	Outer Regional	571.6	1.2	8.0	17.1	29.6	27.2	13.3	3.6	90.8
	Remote	556.2	0.9	12.7	21.4	28.7	22.8	11.3	2.1	86.4
	Very Remote	554.7	1.6	12.4	22.3	29.6	23.6	7.9	2.6	86.0
WA	Major Cities	593.1	1.1	5.2	11.8	25.7	29.0	18.5	8.7	93.6
	Inner Regional	573.5	0.9	7.8	16.2	29.3	28.9	12.9	4.0	91.3
	Outer Regional	569.9	0.6	9.4	16.7	29.0	27.4	13.1	3.8	90.0
	Remote	575.0	0.3	8.6	16.9	28.3	26.8	13.1	6.1	91.1
	Very Remote	562.3	0.0	11.9	19.8	28.1	23.7	11.9	4.5	88.1
SA	Major Cities	580.7	3.0	7.0	14.0	27.3	28.5	14.7	5.6	90.1
	Inner Regional	565.0	3.0	9.2	18.5	30.5	25.2	10.8	2.8	87.8
	Outer Regional	556.7	4.0	11.7	20.1	29.3	23.1	9.5	2.2	84.3
	Remote	559.2	0.9	12.2	18.8	31.1	23.3	11.4	2.4	86.9
	Very Remote	553.2	1.6	19.4	17.8	24.1	18.8	14.4	4.1	79.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	568.7	1.5	11.2	16.6	27.1	25.4	13.4	4.8	87.4
	Outer Regional	553.4	1.5	14.7	20.7	27.7	22.9	9.5	2.9	83.7
	Remote	554.5	5.1	12.3	15.9	36.4	21.0	7.2	2.1	82.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	587.4	2.1	5.9	13.4	25.7	28.4	17.1	7.4	92.0
	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	573.1	2.1	10.5	16.9	25.4	24.8	13.9	6.3	87.4
	Remote	564.2	2.4	11.7	16.9	28.1	23.9	13.2	3.8	85.9
	Very Remote	541.3	0.0	15.2	23.0	28.7	28.7	2.2	2.2	84.8
Aust	Major Cities	591.2	2.0	5.3	12.2	25.6	29.1	17.7	8.1	92.7
	Inner Regional	568.9	1.7	9.0	17.4	29.4	26.5	12.2	3.7	89.3
	Outer Regional	566.9	1.6	9.8	18.0	29.1	25.9	12.1	3.5	88.6
	Remote	565.7	1.0	10.9	17.9	29.3	24.6	12.4	4.0	88.1
	Very Remote	555.5	0.9	13.4	21.1	28.4	23.4	9.7	3.1	85.7

[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, 2017.

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>	621.3	1.0	2.1	6.4	18.7	29.9	25.4	16.6	97.0
	<i>Diploma</i>	589.3	1.3	5.0	12.4	26.7	30.7	17.0	6.9	93.7
	<i>Certificate</i>	570.6	1.5	8.8	16.9	29.1	27.0	12.7	4.0	89.7
	<i>Year 12</i>	581.6	2.5	7.4	14.2	26.3	27.9	15.3	6.4	90.1
	<i>Year 11</i>	544.9	4.0	17.5	20.8	28.3	19.0	8.0	2.4	78.4
	<i>Not stated (5%)</i>	576.1	3.6	10.0	15.4	24.3	24.7	15.3	6.6	86.3
Vic	<i>Bachelor</i>	603.5	1.5	2.7	8.9	24.3	31.9	21.2	9.4	95.7
	<i>Diploma</i>	574.7	2.1	6.3	15.9	30.7	28.9	12.3	3.7	91.5
	<i>Certificate</i>	561.9	2.8	9.2	19.7	31.5	25.2	9.1	2.6	88.1
	<i>Year 12</i>	569.3	3.7	7.8	17.3	29.9	26.7	11.2	3.4	88.4
	<i>Year 11</i>	543.9	6.9	15.1	23.2	28.1	18.5	6.1	2.1	78.0
	<i>Not stated (4%)</i>	585.1	4.6	6.4	12.8	25.2	27.8	17.0	6.2	89.0
Qld	<i>Bachelor</i>	602.8	0.9	2.6	9.1	24.1	32.8	21.7	8.8	96.5
	<i>Diploma</i>	577.1	1.1	6.0	15.2	30.2	30.0	13.9	3.6	92.9
	<i>Certificate</i>	566.7	1.3	8.6	18.2	31.0	26.6	11.7	2.6	90.1
	<i>Year 12</i>	568.1	1.9	9.5	17.2	29.3	26.6	12.5	3.2	88.7
	<i>Year 11</i>	542.5	3.3	16.4	23.4	29.7	19.1	6.9	1.3	80.3
	<i>Not stated (9%)</i>	562.2	3.1	11.8	18.1	27.9	23.9	12.0	3.2	85.1
WA	<i>Bachelor</i>	614.0	0.6	2.3	7.1	21.4	30.8	24.2	13.6	97.1
	<i>Diploma</i>	584.5	0.9	5.3	13.3	29.0	30.0	15.9	5.6	93.8
	<i>Certificate</i>	571.3	0.9	8.5	16.3	29.9	28.3	12.4	3.7	90.6
	<i>Year 12</i>	568.5	1.0	10.0	17.7	28.5	26.2	12.3	4.3	89.0
	<i>Year 11</i>	541.2	1.9	19.0	22.1	28.3	19.3	7.3	2.1	79.1
	<i>Not stated (13%)</i>	570.9	2.9	12.7	14.5	24.5	24.0	14.9	6.6	84.4
SA	<i>Bachelor</i>	602.1	1.0	3.0	9.5	24.0	32.5	20.7	9.3	96.0
	<i>Diploma</i>	574.3	1.8	6.8	15.1	31.5	28.9	12.7	3.3	91.4
	<i>Certificate</i>	560.8	2.2	10.4	18.9	31.3	25.3	9.7	2.2	87.4
	<i>Year 12</i>	566.1	2.3	10.3	16.5	29.9	26.1	11.6	3.4	87.4
	<i>Year 11</i>	540.6	4.5	17.4	23.9	27.3	18.6	6.7	1.5	78.1
	<i>Not stated (9%)</i>	557.4	11.7	14.3	16.1	23.6	19.7	10.0	4.5	74.0

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 9 Spelling

Table 9.S8 (cont.): Achievement of Year 9 Students in Spelling, by Parental Education, by State and Territory, 2017.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	
Tas	<i>Bachelor</i>	598.6	0.8	3.9	10.2	24.2	31.8	20.0	9.0	95.3
	<i>Diploma</i>	573.7	1.1	9.5	15.4	27.3	27.5	14.3	4.9	89.3
	<i>Certificate</i>	553.8	1.4	13.4	20.8	30.2	22.9	9.2	2.2	85.2
	<i>Year 12</i>	552.2	2.0	16.0	20.5	27.8	21.8	7.9	4.0	81.9
	<i>Year 11</i>	524.8	2.8	26.0	23.3	25.9	15.6	5.3	1.1	71.3
	<i>Not stated (9%)</i>	560.8	3.3	13.1	19.6	23.9	23.2	13.1	3.9	83.5
ACT	<i>Bachelor</i>	603.3	0.9	2.8	10.3	23.6	30.3	21.4	10.6	96.2
	<i>Diploma</i>	573.2	1.5	7.3	16.6	30.5	27.4	12.3	4.4	91.2
	<i>Certificate</i>	558.3	1.3	11.6	19.3	31.3	24.9	9.7	1.8	87.0
	<i>Year 12</i>	584.3	2.8	6.5	13.1	26.4	28.9	15.8	6.5	90.7
	<i>Year 11</i>	558.9	5.7	12.9	19.7	24.6	21.7	12.2	3.2	81.4
	<i>Not stated (7%)</i>	585.0	5.8	6.8	13.1	23.0	28.3	16.3	6.6	87.3
NT	<i>Bachelor</i>	588.9	2.0	7.2	13.1	22.7	27.7	18.7	8.6	90.8
	<i>Diploma</i>	562.3	2.3	11.9	18.1	27.8	24.9	10.5	4.4	85.8
	<i>Certificate</i>	529.7	3.0	22.8	20.4	27.3	17.5	6.7	2.3	74.2
	<i>Year 12</i>	518.2	3.4	27.4	19.5	22.9	16.7	7.0	3.2	69.2
	<i>Year 11</i>	426.2	1.9	64.6	12.6	11.6	6.5	2.3	0.5	33.5
	<i>Not stated (25%)</i>	464.9	2.7	50.1	14.8	13.8	11.4	5.3	1.9	47.2
Aust	<i>Bachelor</i>	610.2	1.1	2.5	8.0	22.0	31.2	23.0	12.2	96.4
	<i>Diploma</i>	580.8	1.5	5.9	14.3	29.1	29.7	14.6	4.9	92.7
	<i>Certificate</i>	566.2	1.8	9.2	18.1	30.3	26.3	11.2	3.1	89.1
	<i>Year 12</i>	571.5	2.5	8.8	16.4	28.4	26.8	12.7	4.3	88.7
	<i>Year 11</i>	540.2	4.3	18.2	22.1	27.9	18.5	7.0	1.9	77.5
	<i>Not stated (7%)</i>	566.5	4.3	12.5	15.6	24.9	23.8	13.7	5.2	83.2

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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



# NAPLAN Year 9 Spelling

Table 9.S9: Achievement of Year 9 Students in Spelling, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Group 1	617.4	0.7	2.2	7.0	20.2	30.2	24.5	15.1	97.1
	Group 2	599.2	1.0	4.0	10.6	24.4	30.7	19.4	9.9	95.0
	Group 3	580.8	1.5	7.0	15.0	27.1	28.3	14.9	6.2	91.5
	Group 4	572.2	2.0	10.2	16.5	27.2	24.6	13.6	5.8	87.7
	Not in paid work	546.3	5.3	17.8	20.3	26.6	18.3	8.6	3.1	76.9
	Not stated (6%)	577.2	3.3	9.8	14.9	24.7	25.2	15.3	6.8	87.0
Vic	Group 1	603.8	1.1	2.5	8.8	24.6	32.5	21.2	9.3	96.4
	Group 2	586.3	1.5	4.8	12.9	28.7	30.5	15.9	5.8	93.8
	Group 3	570.8	2.0	7.3	17.5	30.7	27.5	11.5	3.6	90.7
	Group 4	562.3	3.5	9.8	19.8	29.9	23.9	9.7	3.4	86.6
	Not in paid work	545.7	8.9	15.0	21.8	26.9	18.0	6.9	2.4	76.1
	Not stated (3%)	577.9	5.7	7.4	15.6	25.4	25.5	15.0	5.5	86.9
Qld	Group 1	600.8	0.9	2.7	9.5	24.8	32.8	21.1	8.3	96.4
	Group 2	584.3	0.8	4.9	13.7	28.7	30.7	16.3	5.0	94.3
	Group 3	571.3	1.3	7.5	17.0	30.6	27.7	12.5	3.3	91.3
	Group 4	559.0	2.1	11.7	20.2	28.9	23.8	10.8	2.4	86.1
	Not in paid work	542.6	4.2	17.0	22.7	28.4	18.9	7.3	1.5	78.8
	Not stated (15%)	561.6	2.7	11.8	18.1	28.9	24.1	11.3	3.2	85.5
WA	Group 1	609.1	0.5	2.8	8.3	22.6	30.7	22.8	12.3	96.7
	Group 2	589.8	0.7	4.9	11.9	27.2	31.6	16.9	6.9	94.4
	Group 3	578.5	0.9	7.0	15.1	29.5	27.6	14.6	5.3	92.1
	Group 4	564.3	1.1	12.1	18.3	28.0	24.2	12.1	4.3	86.8
	Not in paid work	540.1	2.3	21.7	21.4	25.0	18.2	8.2	3.2	76.1
	Not stated (18%)	566.6	2.8	13.3	15.9	25.3	23.4	13.5	5.8	83.9
SA	Group 1	597.2	1.0	3.8	10.7	25.3	31.7	19.2	8.4	95.2
	Group 2	580.2	1.0	5.7	14.3	29.7	30.2	14.5	4.5	93.2
	Group 3	571.3	1.9	8.0	16.5	30.4	27.4	12.4	3.5	90.2
	Group 4	561.3	2.7	10.8	18.6	30.7	24.1	10.1	3.0	86.5
	Not in paid work	539.9	5.8	18.4	22.8	26.4	17.8	7.2	1.5	75.7
	Not stated (16%)	551.2	8.8	16.0	18.6	24.5	19.6	8.8	3.7	75.2

## 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 Spelling

Table 9.S9 (cont.): Achievement of Year 9 Students in Spelling, by Parental Occupation, by State and Territory, 2017.

State/ Territory	Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	
Tas	Group 1	596.5	0.7	4.2	11.1	25.3	30.3	19.6	8.8	95.1
	Group 2	576.3	0.7	8.4	14.3	28.6	28.8	14.1	5.1	90.9
	Group 3	556.0	0.9	12.7	20.3	30.8	23.5	9.4	2.5	86.4
	Group 4	541.6	2.1	18.4	22.3	28.3	20.3	7.0	1.5	79.5
	Not in paid work	515.6	3.9	29.8	25.3	22.2	13.3	4.3	1.2	66.3
	Not stated (13%)	551.7	3.4	16.6	21.0	23.6	21.0	11.3	3.2	80.0
ACT	Group 1	600.6	1.1	3.8	10.5	24.1	30.1	20.1	10.3	95.1
	Group 2	587.4	1.2	5.2	13.9	26.5	28.4	17.8	6.9	93.6
	Group 3	572.6	0.8	8.3	16.0	29.2	28.2	13.9	3.6	90.9
	Group 4	558.5	2.7	11.6	19.6	31.5	22.0	11.3	1.3	85.6
	Not in paid work	539.4	5.2	18.1	22.3	28.0	17.1	8.0	1.2	76.7
	Not stated (32%)	580.2	3.8	7.2	14.8	25.7	27.4	14.9	6.2	89.0
NT	Group 1	592.2	1.2	4.7	13.7	26.7	27.3	17.2	9.2	94.1
	Group 2	572.3	2.4	10.0	15.5	26.3	26.4	13.5	5.8	87.6
	Group 3	548.7	1.3	17.8	17.9	26.3	21.7	11.9	3.0	80.9
	Group 4	510.6	3.5	31.6	18.2	19.7	15.5	8.4	3.0	64.9
	Not in paid work	438.7	4.0	59.7	13.0	13.7	7.0	1.8	0.8	36.3
	Not stated (38%)	463.8	2.5	49.9	15.4	14.1	11.5	4.7	1.8	47.6
Aust	Group 1	607.6	0.9	2.6	8.5	23.0	31.4	22.2	11.3	96.5
	Group 2	589.8	1.1	4.7	12.4	27.1	30.6	17.1	7.0	94.2
	Group 3	574.5	1.5	7.4	16.3	29.3	27.7	13.2	4.5	91.1
	Group 4	564.0	2.4	11.0	18.6	28.6	24.0	11.3	4.0	86.5
	Not in paid work	542.0	6.1	18.1	21.4	26.5	17.9	7.5	2.4	75.8
	Not stated (10%)	562.5	3.8	13.2	16.7	25.7	23.4	12.4	4.7	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

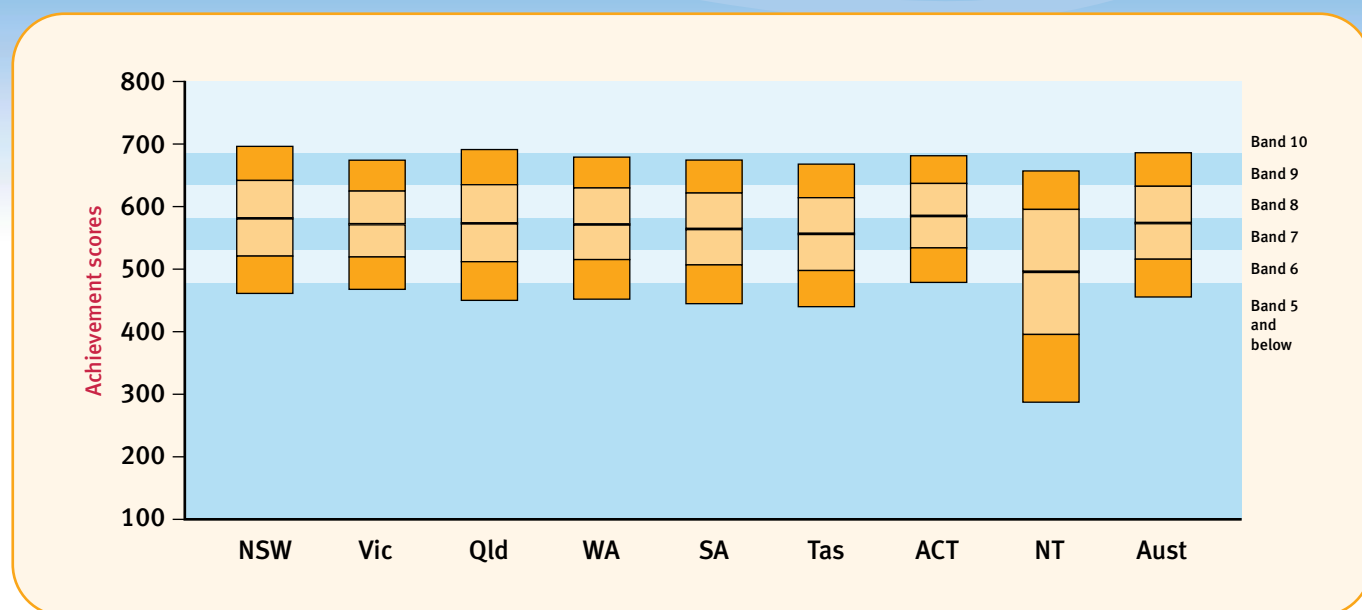
Not stated: No data was provided for parental occupation at the time of student enrolment.

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	581.2 (71.3)	571.8 (63.2)	573.2 (73.7)	571.4 (69.1)	564.1 (69.4)	556.3 (68.7)	584.9 (61.3)	495.6 (115.8)	573.6 (70.7)

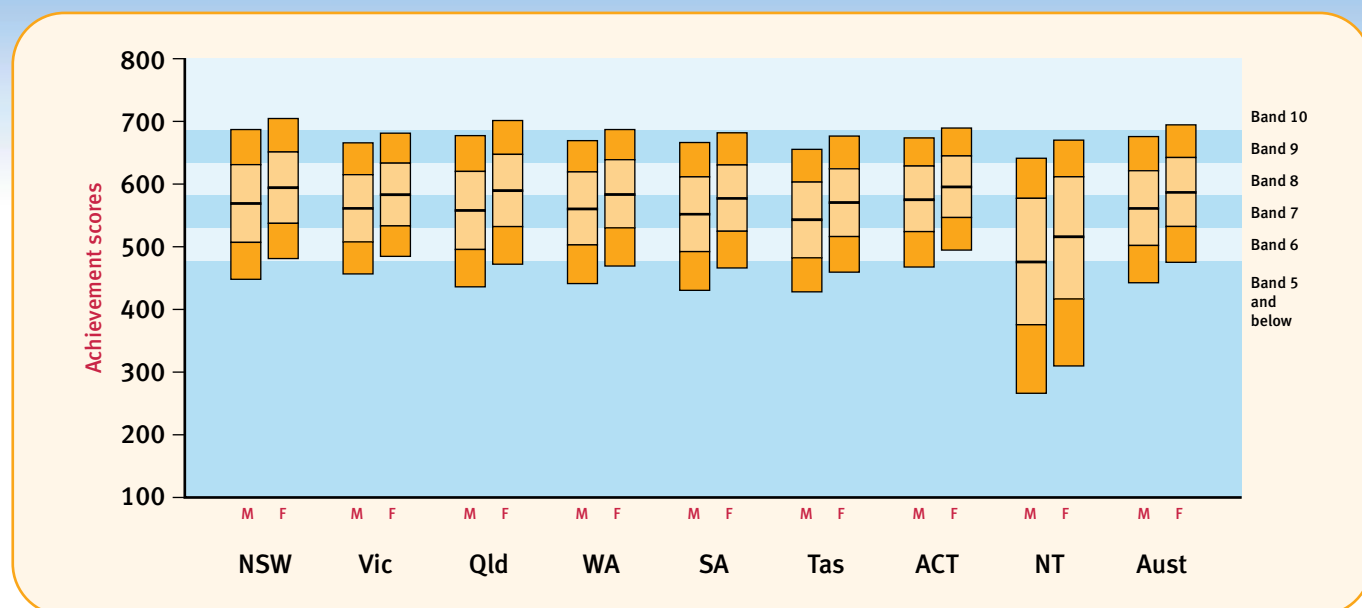
Table 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2017.

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	95.5	3.7	0.8	1.7	7.7	15.4	25.7	26.6	16.2	6.7	90.6
Vic	14yrs 9mths 9yrs 4mths	90.8	6.8	2.5	2.8	6.7	17.6	30.2	27.1	12.4	3.2	90.6
Qld	14yrs 5mths 9yrs 4mths	87.4	6.2	6.4	1.5	9.9	16.8	26.1	25.6	14.4	5.7	88.6
WA	14yrs 5mths 9yrs 4mths	94.4	5.3	0.3	1.2	9.0	16.8	27.9	27.2	14.1	3.9	89.8
SA	14yrs 7mths 9yrs 4mths	90.1	6.7	3.2	3.0	10.8	17.8	28.6	25.0	11.3	3.4	86.1
Tas	14yrs 10mths 9yrs 4mths	90.9	7.0	2.0	1.7	13.2	20.7	28.6	23.6	9.7	2.6	85.1
ACT	14yrs 7mths 9yrs 4mths	90.5	5.1	4.3	2.1	4.8	13.1	27.7	31.1	17.0	4.1	93.1
NT	14yrs 6mths 9yrs 4mths	80.1	18.6	1.3	2.4	38.4	16.5	18.3	15.2	6.9	2.2	59.1
Aust	14yrs 7mths 9yrs 4mths	91.8	5.6	2.6	2.0	8.7	16.7	27.3	26.4	14.1	4.9	89.4

[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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	568.8 (72.5)	561.1 (64.3)	557.7 (74.2)	560.1 (69.6)	551.8 (71.2)	542.9 (69.1)	574.8 (62.1)	475.5 (116.1)	561.0 (71.7)
Female Mean scale score / (S.D.)	594.0 (67.7)	582.8 (60.2)	589.3 (69.5)	583.1 (66.6)	577.0 (65.0)	570.3 (65.4)	595.2 (58.8)	515.7 (112.0)	586.6 (67.2)

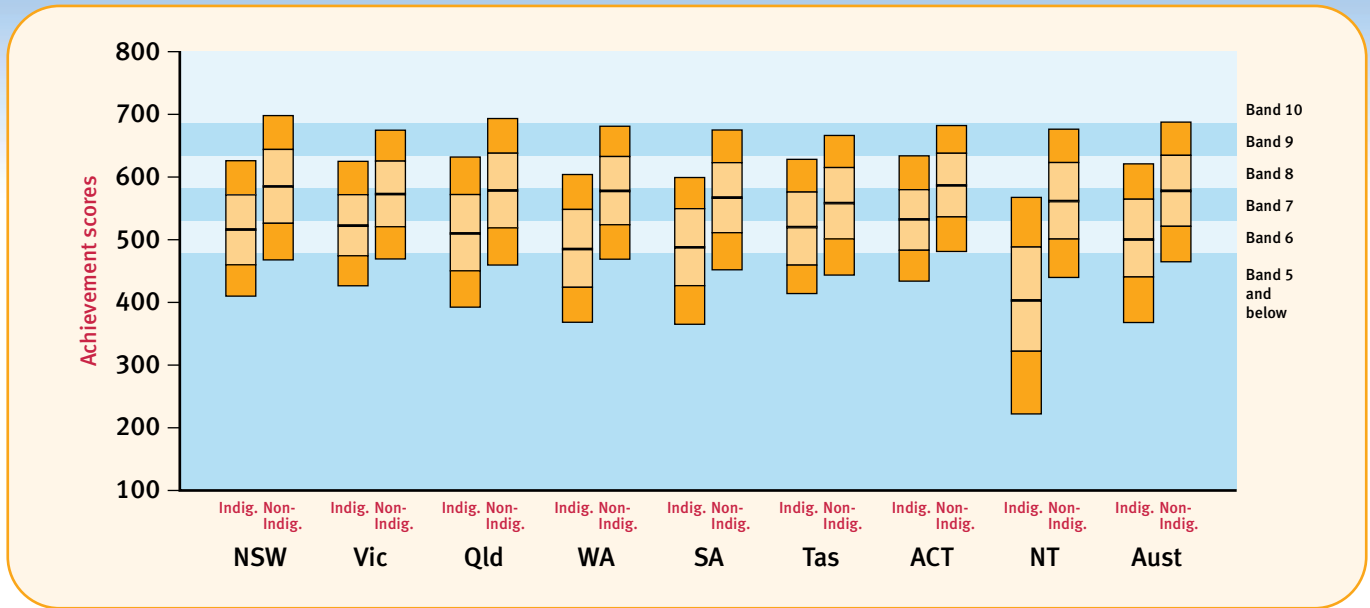
Table 9.G2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	2.1	10.7	18.3	26.3	24.1	13.4	5.0	87.1
	Female	1.2	4.5	12.4	25.0	29.2	19.1	8.5	94.3
Vic	Male	3.4	9.3	20.8	30.4	23.9	9.8	2.3	87.3
	Female	2.1	3.9	14.3	29.9	30.5	15.2	4.1	94.0
Qld	Male	2.0	13.8	20.3	27.0	22.1	11.0	3.8	84.2
	Female	1.1	5.8	13.2	25.1	29.2	17.9	7.8	93.1
WA	Male	1.5	11.8	19.7	28.4	24.6	11.3	2.6	86.7
	Female	0.8	6.1	13.7	27.4	30.0	17.0	5.1	93.1
SA	Male	3.6	14.7	20.6	28.0	21.6	9.0	2.5	81.7
	Female	2.4	6.7	14.9	29.3	28.7	13.8	4.2	90.9
Tas	Male	1.9	17.9	24.0	27.2	19.9	7.4	1.7	80.2
	Female	1.4	8.4	17.2	29.9	27.3	12.1	3.6	90.2
ACT	Male	2.8	6.6	15.6	30.0	28.2	13.9	2.9	90.7
	Female	1.4	2.9	10.5	25.5	34.1	20.2	5.4	95.7
NT	Male	3.0	44.5	17.7	16.8	11.9	4.8	1.2	52.4
	Female	1.8	32.3	15.3	19.8	18.6	9.1	3.2	65.9
Aust	Male	2.5	11.9	19.7	27.8	23.4	11.3	3.5	85.7
	Female	1.5	5.3	13.4	26.9	29.5	17.0	6.4	93.2

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	516.1 (65.9)	522.3 (62.6)	509.9 (74.1)	485.0 (73.5)	487.8 (71.7)	520.0 (66.4)	532.4 (58.6)	403.0 (101.3)	500.2 (79.3)
Non-Indigenous Mean scale score / (S.D.)	584.9 (69.7)	572.7 (62.8)	578.4 (71.0)	577.7 (64.5)	567.0 (67.1)	558.3 (67.4)	586.6 (60.6)	561.5 (72.1)	577.8 (67.7)

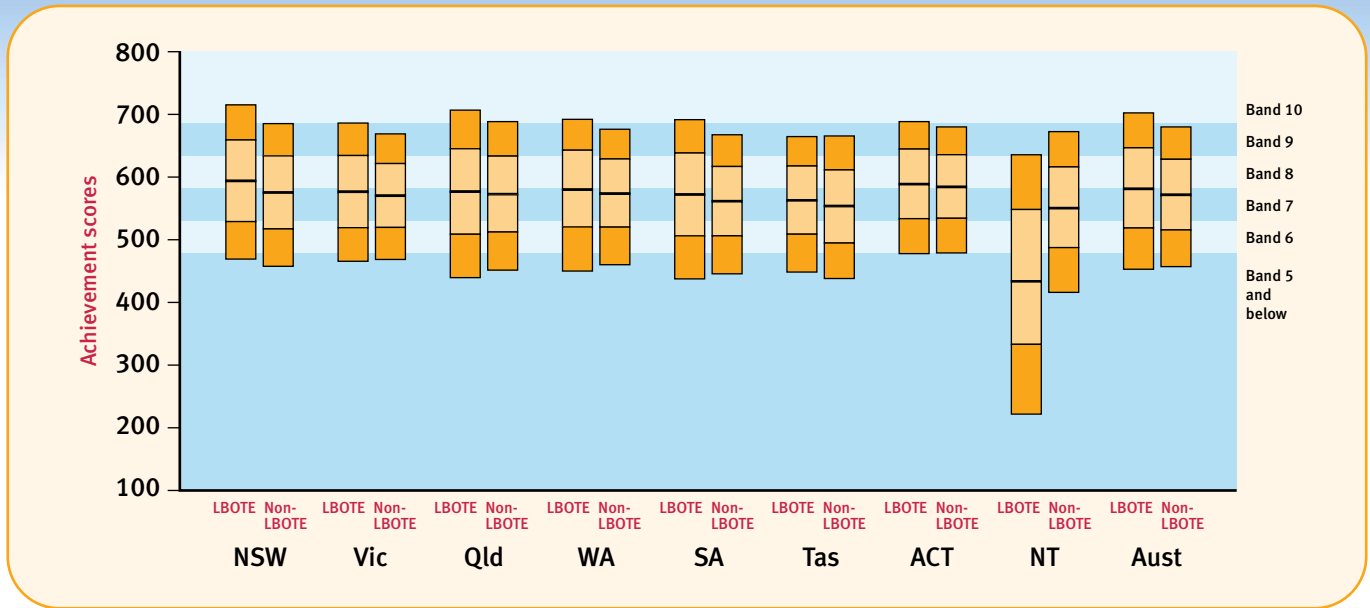
Table 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2017.

State/Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10		
NSW	Indigenous	3.0	27.4	29.6	24.5	11.7	3.2	0.5	69.6	
	Non-Indigenous	1.6	6.5	14.6	25.8	27.4	16.9	7.1	91.9	
Vic	Indigenous	5.5	20.6	32.4	26.8	11.4	2.7	0.6	73.9	
	Non-Indigenous	2.6	6.4	17.3	30.3	27.5	12.7	3.2	91.0	
Qld	Indigenous	3.0	32.0	27.5	21.5	11.4	3.9	0.7	64.9	
	Non-Indigenous	1.4	8.1	15.9	26.5	26.8	15.2	6.1	90.5	
WA	Indigenous	1.5	45.8	25.2	18.3	7.6	1.5	0.1	52.7	
	Non-Indigenous	1.0	6.3	16.2	28.6	28.7	15.1	4.1	92.6	
SA	Indigenous	4.7	40.8	25.9	20.1	7.2	1.2	0.2	54.6	
	Non-Indigenous	3.0	9.5	17.6	29.0	25.7	11.7	3.4	87.4	
Tas	Indigenous	2.2	26.5	28.0	26.6	12.6	2.8	1.2	71.3	
	Non-Indigenous	1.5	12.2	20.3	29.0	24.5	10.0	2.4	86.2	
ACT	Indigenous	3.5	17.7	28.5	32.2	12.6	5.4	0.0	78.7	
	Non-Indigenous	2.1	4.4	12.6	27.6	31.8	17.4	4.3	93.6	
NT	Indigenous	3.0	75.0	11.6	7.1	2.9	0.5	0.0	22.1	
	Non-Indigenous	2.1	12.2	20.0	26.3	24.2	11.6	3.7	85.7	
Aust	Indigenous	3.1	35.1	26.9	21.5	10.2	2.8	0.5	61.8	
	Non-Indigenous	1.9	7.1	16.1	27.7	27.3	14.7	5.2	91.0	

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE</b> Mean scale score / (S.D.)	593.7 (74.8)	576.4 (67.1)	576.6 (81.1)	579.8 (74.7)	572.0 (78.1)	562.8 (64.9)	588.6 (64.7)	433.6 (123.7)	581.0 (77.8)
<b>Non-LBOTE</b> Mean scale score / (S.D.)	575.2 (69.0)	570.1 (61.7)	572.6 (72.3)	573.4 (65.7)	561.4 (66.9)	553.6 (68.6)	584.1 (60.5)	550.3 (78.5)	571.5 (67.8)

Table 9.G4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	LBOTE	2.3	6.3	13.7	22.7	25.1	18.9	11.0	91.4
	Non-LBOTE	1.4	8.4	16.3	27.1	27.1	14.8	4.8	90.1
Vic	LBOTE	3.4	7.1	16.8	27.4	25.9	14.6	4.9	89.5
	Non-LBOTE	2.5	6.5	17.9	31.2	27.6	11.7	2.6	90.9
Qld	LBOTE	1.6	11.3	15.9	23.1	24.3	15.4	8.3	87.1
	Non-LBOTE	1.5	9.7	17.0	26.6	25.8	14.1	5.3	88.7
WA	LBOTE	1.1	8.6	14.9	24.7	27.1	17.7	6.0	90.4
	Non-LBOTE	1.0	7.8	16.2	28.9	28.6	14.0	3.5	91.2
SA	LBOTE	6.9	11.3	14.9	22.9	23.6	14.9	5.5	81.9
	Non-LBOTE	2.3	10.9	18.7	30.0	25.2	10.3	2.6	86.8
Tas	LBOTE	2.7	10.0	18.7	29.9	26.1	10.3	2.3	87.3
	Non-LBOTE	1.5	14.1	21.4	28.6	22.9	9.1	2.4	84.4
ACT	LBOTE	2.7	4.9	13.3	24.7	29.9	19.2	5.4	92.4
	Non-LBOTE	2.0	4.7	13.1	28.4	31.4	16.5	3.9	93.3
NT	LBOTE	2.4	62.9	11.8	9.7	8.1	4.0	1.1	34.7
	Non-LBOTE	2.6	16.9	20.3	25.6	21.3	9.8	3.5	80.5
Aust	LBOTE	2.7	8.6	15.0	24.2	25.1	16.6	7.8	88.7
	Non-LBOTE	1.8	8.5	17.1	28.4	26.8	13.3	4.0	89.7

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

# NAPLAN Year 9 Grammar and Punctuation

Table 9.G5: Achievement of Year 9 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	589.2	1.7	6.1	13.7	24.7	27.4	18.2	8.2	92.2
	Inner Regional	560.7	1.7	11.2	19.7	29.2	25.1	10.6	2.5	87.1
	Outer Regional	544.5	1.1	16.9	24.1	27.6	21.3	7.7	1.4	82.0
	Remote	511.5	4.2	30.7	28.4	22.7	10.9	2.5	0.6	65.1
	Very Remote	481.5	0.0	48.6	21.7	19.0	8.3	2.1	0.2	51.4
Vic	Major Cities	576.6	2.8	5.7	16.1	29.5	28.3	13.8	3.7	91.5
	Inner Regional	555.8	2.7	9.8	22.5	32.2	23.4	8.0	1.4	87.6
	Outer Regional	559.2	2.7	9.0	21.6	31.8	24.4	9.0	1.4	88.3
	Remote	586.7	0.0	6.1	10.9	26.4	32.1	21.8	2.7	93.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	582.3	1.5	7.5	15.0	25.5	27.2	16.3	6.9	91.0
	Inner Regional	562.0	1.5	11.9	19.7	27.9	23.9	11.4	3.8	86.6
	Outer Regional	558.5	1.6	14.2	19.7	26.5	22.8	11.5	3.8	84.2
	Remote	516.7	2.0	30.0	22.2	23.9	15.4	5.0	1.5	68.0
	Very Remote	493.3	2.6	42.9	22.1	17.1	11.4	3.1	0.8	54.5
WA	Major Cities	578.3	1.3	6.8	15.7	27.9	28.3	15.6	4.5	91.9
	Inner Regional	561.4	1.1	10.3	20.0	29.3	27.1	10.1	2.2	88.5
	Outer Regional	550.8	0.8	14.4	21.4	29.1	24.1	8.7	1.5	84.7
	Remote	535.9	0.6	22.4	22.7	26.5	19.0	7.5	1.4	77.0
	Very Remote	473.7	0.0	52.1	17.7	18.5	9.1	2.4	0.2	47.9
SA	Major Cities	570.7	3.0	9.1	16.3	28.3	26.4	12.8	4.1	87.9
	Inner Regional	553.5	3.1	12.0	21.7	30.9	22.1	8.4	1.8	85.0
	Outer Regional	544.2	3.9	15.7	22.7	29.1	20.8	6.5	1.2	80.4
	Remote	550.6	1.0	14.2	20.8	30.2	24.2	8.0	1.6	84.8
	Very Remote	474.3	2.4	54.4	16.9	10.1	8.7	6.5	1.0	43.2
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	561.4	1.7	11.9	19.3	28.5	24.6	11.0	3.1	86.5
	Outer Regional	543.4	1.6	16.7	24.5	28.6	20.7	6.5	1.5	81.8
	Remote	551.3	6.0	12.4	19.2	32.0	23.2	4.8	2.4	81.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	585.0	2.1	4.7	13.1	27.7	31.1	17.1	4.2	93.2
	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	544.1	2.7	20.4	20.8	23.5	20.0	9.2	3.4	76.9
	Remote	512.8	2.7	33.9	17.9	20.3	16.7	7.4	1.0	63.4
	Very Remote	357.0	1.6	89.0	4.2	3.2	1.4	0.6	0.1	9.4
Aust	Major Cities	581.9	2.0	6.5	15.0	26.8	27.7	16.0	6.0	91.5
	Inner Regional	559.6	1.9	11.0	20.5	29.7	24.3	10.0	2.5	87.1
	Outer Regional	551.9	1.9	14.8	21.5	27.8	22.3	9.3	2.4	83.3
	Remote	531.1	1.6	24.4	21.3	25.3	18.8	7.2	1.4	74.0
	Very Remote	436.8	1.4	63.2	14.0	11.9	6.9	2.3	0.4	35.4

[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, 2017.

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	527.2	2.4	23.0	28.4	25.7	15.0	4.8	0.8	74.6
	Inner Regional	512.6	3.8	27.5	30.7	25.5	10.1	2.1	0.3	68.7
	Outer Regional	497.8	2.3	36.9	31.4	20.5	7.4	1.4	0.1	60.7
	Remote	483.4	6.9	44.8	28.3	16.6	2.4	1.0	0.0	48.3
	Very Remote	441.2	0.0	72.2	20.0	6.7	1.1	0.0	0.0	27.8
Vic	Major Cities	526.9	5.2	17.8	30.9	29.4	12.8	3.0	0.8	76.9
	Inner Regional	517.4	5.0	23.1	35.1	24.2	9.6	2.4	0.6	71.9
	Outer Regional	519.9	7.4	23.3	30.9	24.5	11.0	2.7	0.3	69.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	527.5	2.7	23.6	26.1	25.6	15.2	5.6	1.2	73.7
	Inner Regional	515.9	3.1	28.7	28.6	23.7	11.5	3.8	0.7	68.3
	Outer Regional	502.9	3.2	35.3	29.9	18.5	9.6	3.2	0.4	61.5
	Remote	473.8	3.9	50.2	19.8	17.0	6.8	1.6	0.8	45.9
	Very Remote	457.1	3.3	58.7	23.0	10.7	3.9	0.4	0.1	38.0
WA	Major Cities	500.1	2.5	37.5	27.8	20.8	9.4	1.9	0.1	60.0
	Inner Regional	494.1	1.7	40.8	27.7	19.9	8.4	1.6	0.0	57.5
	Outer Regional	486.7	1.0	44.2	27.7	18.9	6.8	1.4	0.0	54.8
	Remote	484.5	1.1	47.9	25.3	17.6	6.7	1.4	0.0	51.0
	Very Remote	438.4	0.0	70.4	14.1	10.6	4.3	0.5	0.0	29.6
SA	Major Cities	500.0	5.0	33.8	27.5	24.0	8.0	1.5	0.3	61.3
	Inner Regional	498.2	6.3	33.9	28.6	21.8	8.9	0.5	0.0	59.7
	Outer Regional	487.0	4.2	42.3	27.7	17.5	7.1	1.2	0.0	53.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	422.5	3.2	75.8	14.7	5.1	1.3	0.0	0.0	21.1
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	518.8	2.6	26.6	27.7	27.6	11.4	3.2	0.8	70.8
	Outer Regional	521.3	1.8	25.9	29.4	25.3	14.4	2.0	1.3	72.3
	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	532.7	3.6	17.4	28.6	32.4	12.5	5.5	0.0	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	475.5	4.9	49.5	22.7	15.7	6.3	1.0	0.0	45.7
	Remote	449.1	3.2	64.4	17.1	9.5	5.0	0.9	0.0	32.4
	Very Remote	343.0	1.7	94.5	2.7	0.9	0.1	0.0	0.0	3.8
Aust	Major Cities	521.5	3.0	25.4	27.9	25.3	13.4	4.2	0.8	71.6
	Inner Regional	513.3	3.6	28.0	30.2	24.7	10.4	2.6	0.5	68.4
	Outer Regional	498.5	3.2	37.2	29.1	19.3	8.8	2.2	0.3	59.6
	Remote	473.6	2.9	52.1	21.9	15.5	6.0	1.3	0.3	45.0
	Very Remote	396.1	1.7	79.9	10.8	5.5	1.9	0.2	0.0	18.4

[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, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	591.2	1.7	5.5	13.3	24.7	27.7	18.6	8.5	92.8
	Inner Regional	566.3	1.4	9.2	18.4	29.7	26.9	11.6	2.7	89.4
	Outer Regional	553.8	0.9	12.8	22.7	28.9	24.1	8.9	1.7	86.3
	Remote	535.3	1.8	18.1	28.5	28.1	18.6	3.9	1.1	80.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	577.3	2.7	5.6	15.9	29.6	28.5	13.9	3.8	91.7
	Inner Regional	557.2	2.5	9.3	22.1	32.5	23.9	8.2	1.5	88.2
	Outer Regional	562.0	2.3	8.0	20.9	32.4	25.4	9.5	1.5	89.7
	Remote	587.1	0.0	6.1	10.8	25.9	32.4	22.0	2.7	93.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	584.4	1.4	6.9	14.6	25.6	27.7	16.7	7.2	91.7
	Inner Regional	566.6	1.3	10.3	18.8	28.2	25.1	12.2	4.1	88.4
	Outer Regional	569.5	1.2	9.9	17.7	28.2	25.4	13.2	4.4	88.9
	Remote	544.9	0.9	16.7	23.4	28.6	21.3	7.2	1.9	82.3
	Very Remote	543.0	1.6	21.1	20.6	26.0	22.0	6.9	1.8	77.3
WA	Major Cities	581.2	1.1	5.7	15.2	28.1	29.0	16.2	4.6	93.2
	Inner Regional	565.9	0.9	8.0	19.4	30.4	28.7	10.5	2.1	91.1
	Outer Regional	559.6	0.6	10.1	20.7	31.1	26.1	9.6	1.7	89.3
	Remote	562.8	0.3	9.2	21.1	30.9	25.7	10.9	2.1	90.5
	Very Remote	546.4	0.0	13.1	24.8	34.2	20.2	6.9	0.8	86.9
SA	Major Cities	572.5	3.0	8.4	16.1	28.4	26.9	13.1	4.1	88.6
	Inner Regional	555.1	3.0	11.3	21.5	31.4	22.4	8.6	1.9	85.7
	Outer Regional	547.5	4.0	13.8	22.6	30.2	21.6	6.5	1.2	82.2
	Remote	554.2	0.9	12.4	21.2	30.6	24.8	8.3	1.8	86.7
	Very Remote	552.4	1.6	22.5	17.8	17.8	20.6	17.2	2.5	75.9
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	562.6	1.5	11.1	19.0	29.0	25.5	11.1	2.8	87.4
	Outer Regional	547.0	1.5	15.2	23.8	29.0	21.6	7.3	1.5	83.2
	Remote	550.5	5.1	9.2	23.1	32.8	25.1	4.1	0.5	85.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	586.7	2.1	4.3	12.5	27.6	31.8	17.4	4.3	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	562.4	2.1	12.3	20.3	25.5	24.0	11.5	4.3	85.6
	Remote	559.8	2.4	11.4	18.5	28.1	25.5	12.4	1.7	86.3
	Very Remote	546.7	0.0	13.5	22.6	34.3	20.4	8.3	0.9	86.5
Aust	Major Cities	583.6	2.0	6.0	14.6	26.9	28.1	16.3	6.1	92.1
	Inner Regional	563.1	1.7	9.7	19.8	30.2	25.5	10.6	2.6	88.6
	Outer Regional	560.6	1.6	11.1	20.4	29.2	24.5	10.4	2.8	87.3
	Remote	557.1	1.0	11.8	21.0	29.6	24.7	10.0	1.9	87.2
	Very Remote	545.9	0.9	17.8	21.8	28.6	21.3	8.3	1.4	81.4

[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, 2017.**

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>	618.3	1.0	1.7	6.4	19.3	31.3	26.5	13.9	97.4
	<i>Diploma</i>	580.0	1.3	5.4	15.1	29.7	29.8	14.6	4.2	93.3
	<i>Certificate</i>	557.3	1.5	10.4	21.9	31.5	23.8	9.0	1.8	88.1
	<i>Year 12</i>	564.8	2.5	9.8	19.3	28.8	24.7	11.7	3.1	87.6
	<i>Year 11</i>	527.0	4.0	22.5	27.7	25.9	14.5	4.4	0.9	73.4
	<i>Not stated (5%)</i>	565.6	3.6	12.1	18.1	24.4	23.7	13.9	4.1	84.3
Vic	<i>Bachelor</i>	599.7	1.5	2.0	8.9	25.9	34.5	20.8	6.4	96.5
	<i>Diploma</i>	565.3	2.1	6.0	19.6	34.3	27.0	9.3	1.6	91.8
	<i>Certificate</i>	551.4	2.8	9.4	24.6	34.4	21.7	6.2	0.9	87.8
	<i>Year 12</i>	558.1	3.7	8.2	22.1	32.7	24.2	7.7	1.4	88.1
	<i>Year 11</i>	531.2	6.9	17.7	28.3	28.6	14.2	3.8	0.6	75.4
	<i>Not stated (4%)</i>	582.2	4.6	5.5	12.7	27.4	30.3	15.9	3.7	89.9
Qld	<i>Bachelor</i>	609.5	0.9	2.7	8.4	20.9	31.7	23.7	11.6	96.4
	<i>Diploma</i>	573.7	1.1	7.8	17.0	28.8	27.6	13.7	4.2	91.2
	<i>Certificate</i>	559.1	1.3	11.7	20.3	29.9	23.7	10.1	3.0	87.0
	<i>Year 12</i>	559.3	1.9	12.5	20.3	27.5	23.9	10.6	3.3	85.6
	<i>Year 11</i>	526.8	3.3	23.6	26.4	25.7	14.7	5.1	1.2	73.1
	<i>Not stated (9%)</i>	552.5	3.1	15.9	20.7	26.0	20.3	10.0	3.9	80.9
WA	<i>Bachelor</i>	605.8	0.6	2.1	7.8	23.4	33.7	24.2	8.2	97.3
	<i>Diploma</i>	573.2	0.9	5.2	17.3	32.0	29.9	12.3	2.4	93.9
	<i>Certificate</i>	557.6	0.9	9.6	21.8	32.5	25.4	8.6	1.2	89.5
	<i>Year 12</i>	554.8	1.0	12.1	20.7	31.6	24.6	8.5	1.5	86.9
	<i>Year 11</i>	520.8	1.9	24.9	28.5	27.3	13.7	3.5	0.3	73.2
	<i>Not stated (13%)</i>	558.7	2.9	14.4	18.0	24.7	23.9	12.5	3.6	82.7
SA	<i>Bachelor</i>	599.9	1.0	3.0	9.6	24.3	33.1	21.3	7.7	96.0
	<i>Diploma</i>	565.0	1.8	8.1	18.0	33.1	27.0	10.2	1.8	90.1
	<i>Certificate</i>	550.5	2.2	12.3	21.8	33.0	22.7	6.8	1.1	85.5
	<i>Year 12</i>	553.2	2.3	12.5	20.9	31.3	23.3	8.2	1.5	85.2
	<i>Year 11</i>	522.1	4.5	23.8	27.6	26.2	14.2	3.0	0.6	71.6
	<i>Not stated (9%)</i>	547.3	11.7	17.4	17.3	23.5	18.6	7.7	3.8	70.9

## Key

*Bachelor: Bachelor degree or above*

*Diploma: Advanced diploma/diploma*

*Certificate: Certificate I to IV*

*Year 12: Year 12 or equivalent*

*Year 11: Year 11 or equivalent or below*

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

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

*Refer to the introduction for explanatory notes.*

# NAPLAN Year 9 Grammar and Punctuation

Table 9.G8 (cont.): Achievement of Year 9 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2017.

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>	597.7	0.8	2.8	10.1	24.0	35.6	20.5	6.3	96.4
	<i>Diploma</i>	567.5	1.1	8.1	17.9	31.5	27.4	11.3	2.5	90.7
	<i>Certificate</i>	548.0	1.4	12.9	24.5	32.1	22.0	6.0	1.2	85.8
	<i>Year 12</i>	543.2	2.0	16.2	24.5	30.6	19.8	5.3	1.6	81.8
	<i>Year 11</i>	513.0	2.8	29.1	28.3	27.1	10.4	2.0	0.4	68.1
	<i>Not stated (9%)</i>	563.2	3.3	12.7	19.0	25.1	23.5	12.6	3.9	84.0
ACT	<i>Bachelor</i>	604.3	0.9	1.6	7.5	23.9	35.5	24.0	6.4	97.4
	<i>Diploma</i>	568.6	1.5	5.9	16.8	35.5	29.4	9.2	1.7	92.6
	<i>Certificate</i>	550.5	1.3	9.3	25.2	35.6	22.7	5.6	0.2	89.4
	<i>Year 12</i>	586.0	2.8	4.3	12.7	27.6	31.8	16.8	4.1	92.9
	<i>Year 11</i>	552.4	5.7	13.7	21.7	26.5	21.7	8.8	2.0	80.6
	<i>Not stated (7%)</i>	584.7	5.8	5.5	11.7	25.9	30.2	17.1	3.8	88.7
NT	<i>Bachelor</i>	578.4	2.0	10.2	13.5	23.9	27.4	16.4	6.6	87.8
	<i>Diploma</i>	544.0	2.3	16.1	23.6	26.8	21.3	8.2	1.7	81.6
	<i>Certificate</i>	519.6	3.0	25.8	24.4	23.8	16.1	5.7	1.1	71.2
	<i>Year 12</i>	503.8	3.4	32.2	20.3	24.0	13.9	4.1	2.0	64.3
	<i>Year 11</i>	406.6	1.9	73.2	12.2	7.2	4.2	1.3	0.0	24.8
	<i>Not stated (25%)</i>	461.6	2.7	52.5	13.6	14.2	11.3	4.6	1.2	44.8
Aust	<i>Bachelor</i>	608.4	1.1	2.1	7.9	22.3	32.7	23.7	10.2	96.8
	<i>Diploma</i>	572.6	1.5	6.3	17.2	31.2	28.3	12.3	3.1	92.2
	<i>Certificate</i>	555.3	1.8	10.7	22.3	32.0	23.2	8.3	1.7	87.6
	<i>Year 12</i>	559.7	2.5	10.6	20.4	29.9	24.4	9.8	2.4	86.9
	<i>Year 11</i>	524.0	4.3	23.2	27.3	26.3	14.1	4.1	0.8	72.5
	<i>Not stated (7%)</i>	557.8	4.3	14.5	17.6	24.9	23.0	12.0	3.7	81.2

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 9 Grammar and Punctuation

Table 9.G9: Achievement of Year 9 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2017.

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	615.0	0.7	1.9	7.1	20.3	31.3	25.6	13.0	97.3
	Group 2	592.9	1.0	3.9	12.1	26.6	30.7	18.4	7.4	95.1
	Group 3	568.9	1.5	8.0	18.9	30.4	25.8	11.9	3.6	90.5
	Group 4	552.7	2.0	13.8	23.2	28.4	20.9	8.8	3.0	84.2
	Not in paid work	530.3	5.3	21.9	26.5	24.6	14.5	5.8	1.4	72.8
	Not stated (6%)	567.0	3.3	11.5	18.0	24.9	24.3	13.7	4.4	85.2
Vic	Group 1	600.4	1.1	1.8	8.7	25.9	35.1	21.0	6.4	97.1
	Group 2	580.3	1.5	4.0	14.8	31.4	30.9	14.0	3.5	94.5
	Group 3	561.3	2.0	7.1	21.3	34.3	25.1	8.5	1.6	90.9
	Group 4	548.2	3.5	11.4	25.8	32.3	19.4	6.3	1.3	85.1
	Not in paid work	534.4	8.9	16.5	26.9	27.5	14.6	4.7	0.9	74.6
	Not stated (3%)	575.1	5.7	6.5	15.2	27.4	28.2	13.9	3.0	87.8
Qld	Group 1	608.0	0.9	2.9	8.7	21.5	31.3	23.4	11.3	96.2
	Group 2	584.2	0.8	5.9	14.4	27.4	29.3	16.1	6.2	93.3
	Group 3	564.5	1.3	10.2	19.3	29.3	25.1	11.4	3.5	88.6
	Group 4	546.3	2.1	16.5	23.7	27.2	19.8	8.4	2.3	81.4
	Not in paid work	526.1	4.2	24.2	25.9	24.3	14.5	5.4	1.5	71.6
	Not stated (15%)	551.8	2.7	16.1	20.7	26.5	20.7	9.7	3.6	81.2
WA	Group 1	602.0	0.5	2.6	9.1	24.2	32.6	23.1	7.8	96.9
	Group 2	581.2	0.7	4.6	13.9	30.3	32.5	14.6	3.4	94.7
	Group 3	561.8	0.9	8.5	20.7	32.5	25.8	9.9	1.7	90.6
	Group 4	546.9	1.1	14.3	24.4	30.6	20.8	7.2	1.6	84.6
	Not in paid work	520.9	2.3	27.6	26.9	23.4	13.3	5.7	0.9	70.2
	Not stated (18%)	552.5	2.8	15.8	20.1	25.2	22.3	10.9	3.0	81.4
SA	Group 1	594.8	1.0	4.1	11.0	25.2	31.9	19.6	7.2	94.9
	Group 2	572.9	1.0	6.8	16.2	31.3	28.7	12.9	3.0	92.1
	Group 3	561.2	1.9	9.1	19.7	32.8	25.5	9.1	2.0	89.1
	Group 4	546.3	2.7	14.4	22.9	31.5	20.6	6.7	1.3	82.9
	Not in paid work	524.2	5.8	23.8	25.0	25.6	15.2	3.5	1.0	70.3
	Not stated (16%)	539.7	8.8	19.5	20.6	24.1	17.4	6.8	2.7	71.7

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 9 Grammar and Punctuation

Table 9.G9 (cont.): Achievement of Year 9 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2017.

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	592.5	0.7	3.8	11.7	25.4	33.8	19.0	5.7	95.5
	Group 2	571.4	0.7	7.3	16.7	31.8	28.4	11.8	3.2	91.9
	Group 3	551.2	0.9	11.6	24.0	32.8	22.6	6.8	1.3	87.5
	Group 4	528.6	2.1	20.9	27.7	30.2	15.4	3.2	0.5	77.0
	Not in paid work	511.9	3.9	30.6	28.1	23.1	11.0	2.9	0.4	65.5
	Not stated (13%)	552.1	3.4	16.4	21.2	24.1	21.6	10.0	3.3	80.2
ACT	Group 1	599.3	1.1	2.3	9.8	24.4	34.1	22.4	6.0	96.6
	Group 2	587.6	1.2	3.4	11.2	31.7	31.5	16.9	4.1	95.4
	Group 3	567.9	0.8	6.9	16.9	33.8	30.2	9.6	1.7	92.3
	Group 4	545.1	2.7	12.9	25.5	34.5	18.9	5.5	0.0	84.4
	Not in paid work	535.4	5.2	19.8	23.3	26.2	19.2	5.6	0.8	75.1
	Not stated (32%)	580.5	3.8	5.8	14.7	26.6	29.7	15.8	3.7	90.4
NT	Group 1	584.9	1.2	6.5	14.0	26.4	28.1	16.5	7.3	92.3
	Group 2	568.4	2.4	11.0	15.5	25.8	27.9	13.0	4.3	86.5
	Group 3	535.6	1.3	20.9	23.2	24.8	20.1	8.2	1.4	77.8
	Group 4	491.8	3.5	37.6	19.9	20.1	13.1	4.5	1.3	58.9
	Not in paid work	418.6	4.0	67.9	15.1	8.1	3.5	1.3	0.2	28.2
	Not stated (38%)	454.2	2.5	54.5	14.7	13.8	9.7	3.9	1.0	43.0
Aust	Group 1	606.3	0.9	2.4	8.5	22.9	32.5	23.1	9.7	96.8
	Group 2	584.6	1.1	4.7	13.8	28.9	30.4	15.8	5.3	94.3
	Group 3	564.2	1.5	8.5	19.9	31.5	25.4	10.4	2.7	90.0
	Group 4	548.0	2.4	14.1	24.2	29.7	20.0	7.5	2.0	83.4
	Not in paid work	527.5	6.1	21.9	26.3	25.2	14.2	5.1	1.1	72.0
	Not stated (10%)	553.0	3.8	15.8	19.0	25.2	22.0	10.8	3.4	80.4

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

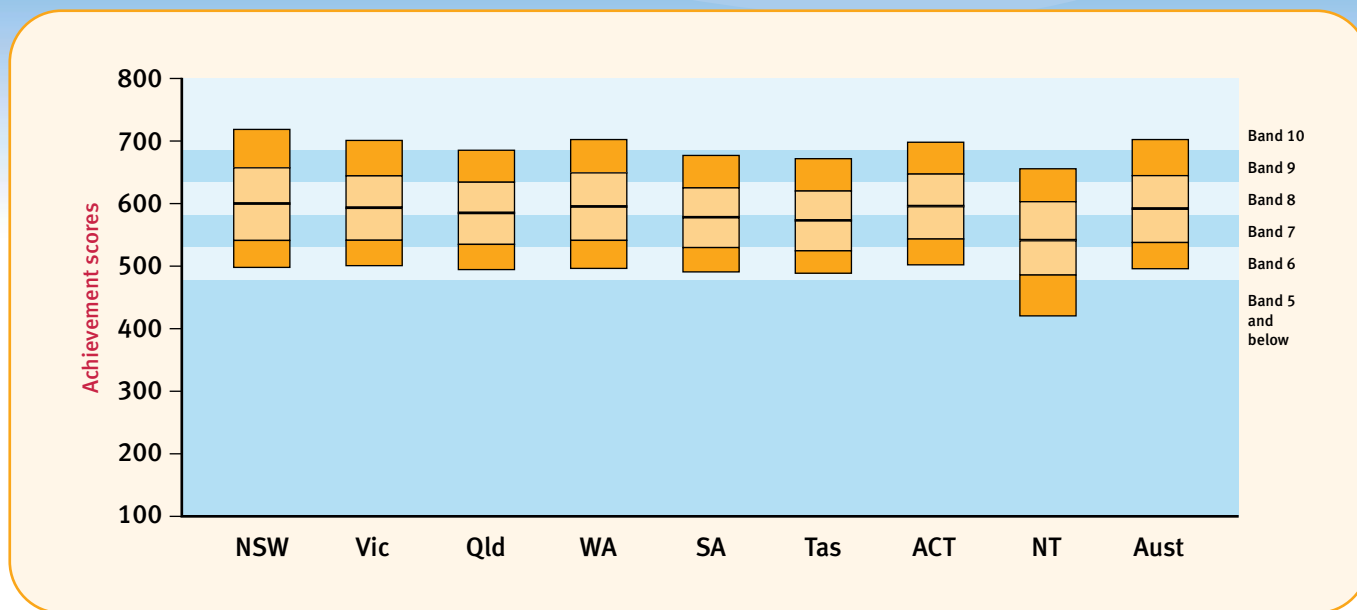
Not stated: No data was provided for parental occupation at the time of student enrolment.

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

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

# NAPLAN Year 9 Numeracy

Figure 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	600.0 (67.5)	593.3 (61.5)	585.0 (59.0)	595.3 (63.3)	578.2 (56.8)	573.2 (56.3)	595.9 (60.2)	541.5 (71.5)	591.9 (63.5)

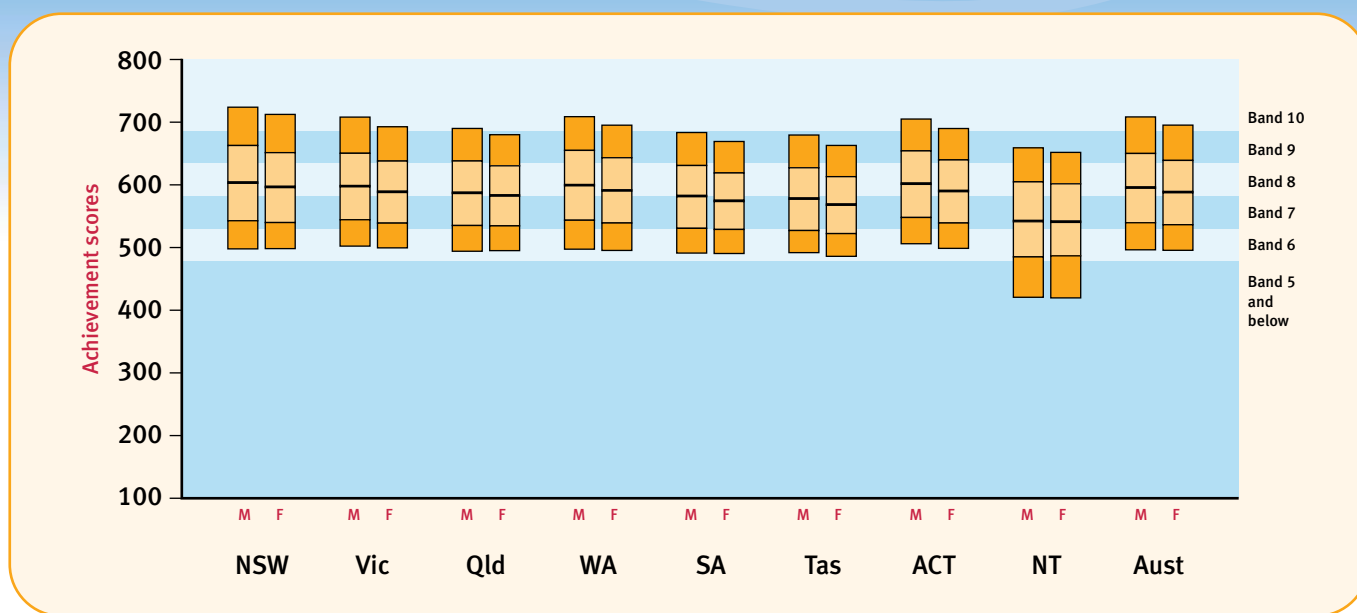
Table 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2017.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
					Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	
NSW	14yrs 7mths 9yrs 4mths	94.7	4.5	0.8	1.7	1.9	12.9	26.5	27.9	18.1	11.0	96.4
Vic	14yrs 9mths 9yrs 4mths	89.8	7.6	2.6	2.7	1.8	12.4	29.6	29.8	16.3	7.5	95.5
Qld	14yrs 5mths 9yrs 4mths	86.1	7.3	6.6	1.5	2.4	14.8	31.2	30.2	15.0	4.8	96.0
WA	14yrs 5mths 9yrs 4mths	93.7	6.0	0.3	1.2	2.4	12.7	27.2	30.2	18.3	8.1	96.4
SA	14yrs 7mths 9yrs 4mths	88.2	8.3	3.4	3.0	2.7	16.9	33.1	28.5	12.2	3.6	94.3
Tas	14yrs 10mths 9yrs 4mths	89.1	8.9	2.0	1.7	2.9	20.0	34.5	26.7	11.0	3.3	95.4
ACT	14yrs 7mths 9yrs 4mths	88.7	6.9	4.4	2.1	1.8	11.8	28.2	30.3	18.5	7.3	96.2
NT	14yrs 6mths 9yrs 4mths	77.2	21.5	1.3	2.4	16.3	26.1	26.6	19.2	7.7	1.6	81.2
Aust	14yrs 7mths 9yrs 4mths	90.7	6.6	2.7	2.0	2.3	13.7	29.0	29.1	16.3	7.7	95.8

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Male</b> Mean scale score / (S.D.)	603.4 (69.3)	597.8 (63.3)	587.1 (61.0)	599.4 (64.7)	582.0 (58.9)	577.9 (57.6)	601.7 (61.2)	542.1 (72.9)	595.5 (65.3)
<b>Female</b> Mean scale score / (S.D.)	596.5 (65.5)	588.7 (59.3)	582.9 (56.9)	591.0 (61.4)	574.3 (54.2)	568.3 (54.5)	590.0 (58.7)	541.0 (70.0)	588.3 (61.4)

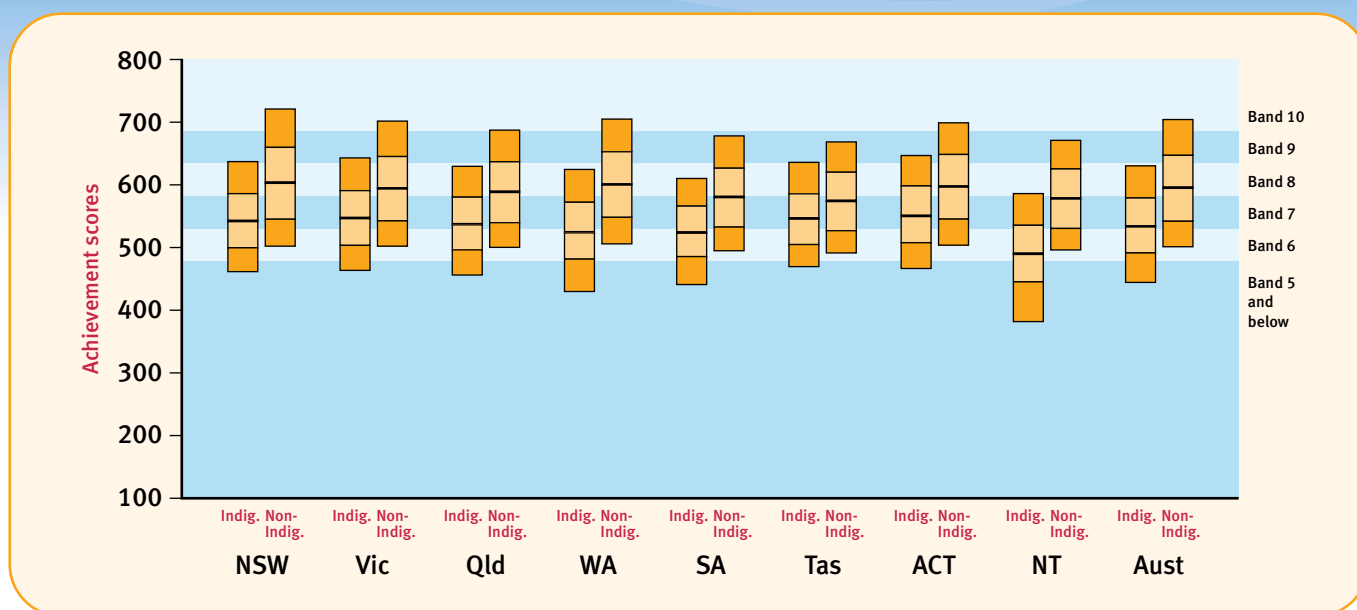
Table 9.N2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2017.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	2.1	2.0	12.4	24.9	27.4	18.8	12.5	95.9
	Female	1.2	1.9	13.3	28.2	28.5	17.3	9.5	96.9
Vic	Male	3.4	1.7	11.5	27.4	29.9	17.3	8.9	94.9
	Female	2.0	1.9	13.3	31.9	29.7	15.2	6.0	96.1
Qld	Male	1.9	2.5	14.6	29.7	29.9	15.8	5.6	95.5
	Female	1.1	2.3	15.1	32.7	30.6	14.2	4.0	96.6
WA	Male	1.6	2.2	12.1	25.4	29.8	19.3	9.6	96.2
	Female	0.8	2.5	13.3	29.0	30.5	17.3	6.6	96.7
SA	Male	3.6	2.7	16.3	30.5	29.0	13.6	4.5	93.7
	Female	2.4	2.8	17.5	36.0	28.1	10.7	2.7	94.9
Tas	Male	1.9	2.4	18.9	32.4	27.6	12.7	4.0	95.7
	Female	1.4	3.4	21.2	36.7	25.7	9.2	2.4	95.1
ACT	Male	2.7	1.5	10.4	25.8	30.4	20.2	8.9	95.7
	Female	1.4	2.0	13.3	30.7	30.2	16.7	5.7	96.6
NT	Male	3.0	16.7	25.8	25.4	19.0	8.2	1.9	80.2
	Female	1.8	15.9	26.3	27.9	19.5	7.3	1.3	82.3
Aust	Male	2.4	2.3	13.1	27.1	28.9	17.2	8.9	95.3
	Female	1.5	2.3	14.3	30.9	29.3	15.4	6.4	96.3

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

# NAPLAN Year 9 Numeracy

Figure 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous Status, by State and Territory, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	542.2 (54.6)	546.9 (58.7)	537.1 (54.6)	524.3 (60.6)	523.8 (51.6)	546.2 (50.1)	550.3 (54.6)	489.9 (60.3)	533.7 (57.8)
Non-Indigenous Mean scale score / (S.D.)	603.3 (66.7)	594.3 (61.2)	588.7 (57.5)	600.6 (60.4)	580.5 (55.7)	574.2 (54.6)	597.3 (59.8)	578.3 (53.9)	595.3 (62.1)

Table 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous Status, by State and Territory, 2017.

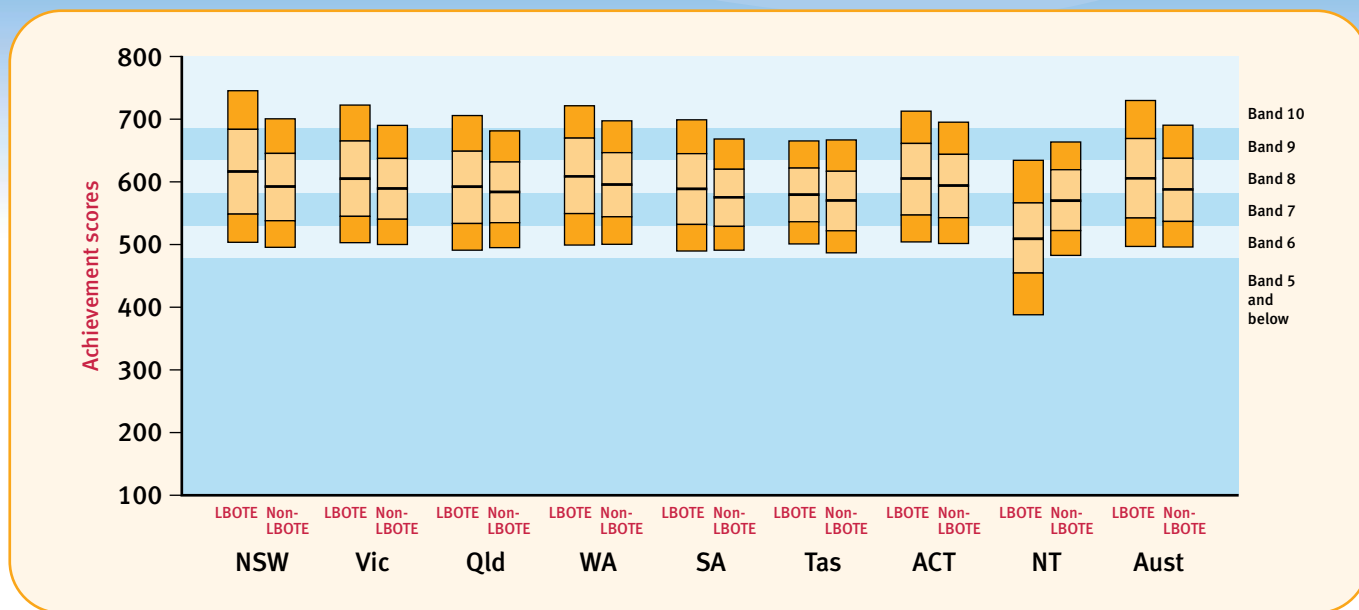
State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Indigenous	2.9	9.0	33.5	33.6	15.7	4.4	1.0	88.1
	Non-Indigenous	1.6	1.5	11.7	26.2	28.7	18.7	11.7	96.9
Vic	Indigenous	5.4	7.8	29.2	34.9	16.4	4.8	1.5	86.8
	Non-Indigenous	2.6	1.6	12.0	29.5	30.1	16.5	7.6	95.8
Qld	Indigenous	3.1	10.4	35.1	32.9	14.4	3.7	0.5	86.5
	Non-Indigenous	1.4	1.7	13.2	31.1	31.6	15.8	5.1	96.9
WA	Indigenous	1.6	18.0	36.7	27.6	12.6	3.2	0.2	80.4
	Non-Indigenous	1.1	1.2	10.9	27.1	31.4	19.5	8.8	97.7
SA	Indigenous	4.5	15.5	39.2	28.3	10.9	1.4	0.2	80.0
	Non-Indigenous	3.0	2.1	15.9	33.4	29.2	12.7	3.7	94.9
Tas	Indigenous	2.2	6.4	32.0	38.1	16.4	4.3	0.7	91.4
	Non-Indigenous	1.5	2.6	19.1	34.7	28.1	11.2	2.8	95.9
ACT	Indigenous	3.5	7.0	29.9	33.0	17.7	8.2	0.6	89.5
	Non-Indigenous	2.0	1.6	11.2	28.0	30.7	18.9	7.5	96.3
NT	Indigenous	3.0	36.4	38.0	17.0	4.7	0.8	0.0	60.6
	Non-Indigenous	2.1	1.8	17.5	33.5	29.8	12.7	2.7	96.1
Aust	Indigenous	3.1	13.0	34.6	31.2	13.9	3.6	0.6	84.0
	Non-Indigenous	1.9	1.6	12.5	28.9	30.0	17.0	8.1	96.5

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, 2017.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>LBOTE Mean scale score / (S.D.)</b>	616.3 (74.5)	604.9 (67.4)	592.1 (66.5)	608.6 (69.6)	588.6 (64.6)	579.4 (50.5)	605.1 (64.3)	509.0 (73.2)	605.5 (72.1)
<b>Non-LBOTE Mean scale score / (S.D.)</b>	592.3 (62.9)	589.2 (58.7)	583.7 (57.6)	595.5 (60.0)	575.2 (54.1)	570.1 (55.5)	593.9 (59.2)	569.8 (56.3)	587.8 (59.8)

Table 9.N4: Achievement of Year 9 Students in Numeracy, by LBOTE Status, by State and Territory, 2017.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	LBOTE	2.3	1.3	11.0	22.5	24.5	19.6	18.8	96.4
	Non-LBOTE	1.4	2.2	13.8	28.5	29.4	17.1	7.5	96.3
Vic	LBOTE	3.4	1.4	11.6	25.7	26.5	18.6	12.9	95.3
	Non-LBOTE	2.5	1.9	12.6	31.0	31.0	15.5	5.5	95.6
Qld	LBOTE	1.6	3.0	15.1	26.8	27.3	17.6	8.6	95.4
	Non-LBOTE	1.5	2.3	14.9	31.9	30.7	14.5	4.2	96.1
WA	LBOTE	1.1	2.3	10.4	22.5	28.0	21.8	13.8	96.6
	Non-LBOTE	1.0	1.9	11.9	27.7	31.8	18.5	7.1	97.0
SA	LBOTE	6.8	2.7	15.1	26.8	25.7	15.9	7.0	90.5
	Non-LBOTE	2.3	2.7	17.4	34.8	29.1	11.1	2.5	95.0
Tas	LBOTE	2.7	1.6	14.4	36.4	30.8	11.9	2.1	95.6
	Non-LBOTE	1.5	3.2	21.4	34.8	26.1	10.3	2.7	95.3
ACT	LBOTE	2.7	1.7	10.3	24.7	27.8	22.3	10.4	95.6
	Non-LBOTE	1.9	1.8	12.1	29.0	30.9	17.7	6.7	96.3
NT	LBOTE	2.4	30.3	33.2	18.7	10.4	3.9	1.2	67.3
	Non-LBOTE	2.6	3.9	20.5	33.2	26.7	11.0	2.1	93.4
Aust	LBOTE	2.6	2.2	12.3	24.3	25.7	18.7	14.2	95.1
	Non-LBOTE	1.8	2.2	14.1	30.5	30.2	15.5	5.6	96.0

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, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	607.9	1.7	1.5	11.1	24.4	27.9	20.0	13.5	96.9
	Inner Regional	579.0	1.7	3.0	17.1	32.3	29.0	13.1	3.8	95.3
	Outer Regional	567.0	1.1	4.6	22.3	34.3	25.7	9.5	2.6	94.3
	Remote	542.8	4.2	9.7	33.0	30.8	15.7	5.6	0.9	86.1
	Very Remote	510.6	0.0	29.3	33.3	25.0	8.8	3.3	0.2	70.7
Vic	Major Cities	598.2	2.8	1.5	11.1	28.0	30.1	17.6	8.8	95.7
	Inner Regional	576.7	2.7	2.8	16.7	34.8	28.4	11.6	3.1	94.6
	Outer Regional	584.5	2.6	2.0	14.0	33.1	30.1	14.2	4.0	95.4
	Remote	614.6	0.0	0.4	5.0	19.3	42.5	26.1	6.8	99.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	592.8	1.5	1.7	12.2	29.4	31.7	17.4	6.2	96.8
	Inner Regional	574.0	1.5	2.9	18.2	35.0	28.9	11.0	2.5	95.6
	Outer Regional	573.1	1.5	3.5	19.5	33.3	27.6	11.7	2.8	94.9
	Remote	543.1	2.0	11.4	29.4	31.9	19.3	5.2	0.7	86.6
	Very Remote	527.9	2.6	15.8	36.3	28.4	13.1	3.6	0.2	81.6
WA	Major Cities	601.6	1.3	1.5	11.0	26.0	30.9	19.8	9.5	97.2
	Inner Regional	584.9	1.1	2.3	15.0	31.7	29.8	15.5	4.4	96.6
	Outer Regional	574.6	0.8	4.2	17.9	32.4	29.0	12.7	2.9	94.9
	Remote	560.9	0.6	7.3	24.4	31.8	24.1	9.3	2.3	92.0
	Very Remote	523.0	0.0	25.4	29.1	22.2	16.2	6.1	1.1	74.6
SA	Major Cities	583.7	2.9	2.1	15.2	31.7	29.7	13.8	4.5	94.9
	Inner Regional	566.0	3.0	3.0	21.1	37.6	25.7	8.6	1.1	94.0
	Outer Regional	563.8	3.9	3.9	21.1	37.2	25.5	7.3	1.1	92.2
	Remote	566.2	1.0	3.5	19.5	39.0	28.0	8.0	1.0	95.5
	Very Remote	519.1	2.4	27.0	30.2	20.6	13.0	6.0	0.8	70.6
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	577.2	1.7	3.0	18.2	33.2	27.8	12.3	4.0	95.4
	Outer Regional	562.8	1.5	2.9	24.8	37.9	23.7	7.8	1.4	95.6
	Remote	566.9	6.0	1.2	22.0	40.4	23.2	3.6	3.6	92.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	595.9	2.1	1.8	11.8	28.2	30.3	18.5	7.3	96.2
	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	566.3	2.7	4.7	22.9	32.1	25.0	10.3	2.4	92.6
	Remote	548.6	2.7	11.7	27.1	29.1	20.5	7.6	1.2	85.6
	Very Remote	472.2	1.6	50.3	33.4	10.3	3.2	1.2	0.0	48.1
Aust	Major Cities	599.8	2.0	1.6	11.6	27.1	29.7	18.4	9.6	96.4
	Inner Regional	577.0	1.9	2.9	17.4	33.8	28.6	12.1	3.3	95.2
	Outer Regional	571.5	1.9	3.7	19.9	34.0	27.1	10.9	2.6	94.5
	Remote	557.2	1.6	8.1	24.9	32.1	23.3	8.3	1.7	90.3
	Very Remote	505.2	1.4	32.2	32.7	19.5	10.2	3.6	0.4	66.4

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

# NAPLAN Year 9 Numeracy

Table 9.N6: Achievement of Year 9 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2017.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Major Cities	550.3	2.4	7.1	30.7	34.1	18.3	5.9	1.5	90.6
	Inner Regional	539.2	3.7	9.0	33.9	34.9	14.8	3.2	0.5	87.3
	Outer Regional	529.9	2.2	12.3	40.1	31.2	11.2	2.6	0.5	85.6
	Remote	520.0	6.9	15.4	42.8	24.0	8.7	2.2	0.0	77.6
	Very Remote	481.2	0.0	45.2	40.0	12.2	1.9	0.7	0.0	54.8
Vic	Major Cities	549.7	5.2	7.8	25.7	35.8	18.5	5.2	1.8	87.0
	Inner Regional	542.5	5.0	8.6	32.7	34.6	13.6	4.1	1.4	86.4
	Outer Regional	548.5	6.9	6.2	31.9	32.4	16.4	5.3	0.9	86.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	550.0	2.8	6.9	28.5	36.5	19.2	5.3	0.9	90.3
	Inner Regional	540.5	3.1	8.4	34.5	35.0	14.8	3.7	0.5	88.5
	Outer Regional	531.2	3.1	11.1	39.6	31.4	11.7	2.9	0.3	85.8
	Remote	514.7	4.4	21.3	40.1	21.4	11.2	1.4	0.3	74.3
	Very Remote	503.6	3.3	25.0	44.4	22.0	4.4	0.8	0.0	71.6
WA	Major Cities	535.6	2.5	11.8	35.9	30.9	14.4	4.1	0.3	85.7
	Inner Regional	532.9	1.7	12.0	37.2	33.3	13.2	2.6	0.1	86.4
	Outer Regional	521.6	1.0	18.5	36.8	28.8	13.0	1.9	0.0	80.5
	Remote	520.7	1.4	18.5	40.7	26.4	10.3	2.6	0.1	80.1
	Very Remote	496.3	0.0	37.4	33.8	15.7	9.5	3.1	0.5	62.6
SA	Major Cities	529.8	4.8	11.5	39.1	31.4	11.1	1.7	0.3	83.7
	Inner Regional	528.4	6.3	12.9	39.5	26.3	13.4	1.5	0.0	80.8
	Outer Regional	524.3	4.2	14.2	41.8	28.1	10.6	1.1	0.0	81.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	488.2	3.2	40.0	35.8	15.4	5.3	0.4	0.0	56.8
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	544.3	2.6	7.6	32.1	36.7	16.1	4.7	0.3	89.8
	Outer Regional	548.1	1.8	5.0	31.6	39.9	16.9	3.9	0.9	93.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	550.6	3.6	6.9	29.8	32.9	17.8	8.3	0.6	89.5
	Inner Regional	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Outer Regional	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	-	-	-	-	-	-	-	-	-
	Outer Regional	523.1	4.9	14.8	40.2	28.7	9.4	2.0	0.0	80.3
	Remote	506.5	3.2	25.2	43.2	21.4	6.2	0.8	0.0	71.6
	Very Remote	464.2	1.7	53.9	34.7	8.2	1.4	0.1	0.0	44.4
Aust	Major Cities	546.6	3.0	8.1	31.0	34.2	17.5	5.2	1.1	88.9
	Inner Regional	539.8	3.6	8.9	34.0	34.8	14.7	3.5	0.5	87.5
	Outer Regional	530.8	3.1	11.9	38.7	31.3	12.0	2.7	0.3	85.0
	Remote	516.4	3.1	20.3	41.2	23.9	9.6	1.7	0.2	76.6
	Very Remote	481.5	1.7	43.1	36.7	13.3	4.0	0.9	0.1	55.2

[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, 2017.

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	609.8	1.7	1.3	10.4	24.2	28.2	20.3	14.0	97.1
	Inner Regional	583.6	1.4	2.2	15.1	32.1	30.8	14.2	4.2	96.4
	Outer Regional	574.5	0.9	3.0	18.8	35.0	28.5	10.8	3.0	96.1
	Remote	562.2	1.8	4.6	24.2	37.0	21.9	8.7	1.8	93.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Major Cities	598.8	2.7	1.4	11.0	28.0	30.3	17.8	8.9	95.9
	Inner Regional	577.9	2.5	2.5	16.1	34.8	29.0	11.9	3.2	95.0
	Outer Regional	587.1	2.3	1.6	12.8	33.1	31.1	14.8	4.3	96.1
	Remote	615.2	0.0	0.4	4.7	18.9	42.9	26.3	6.8	99.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Major Cities	594.3	1.5	1.5	11.6	29.2	32.2	17.7	6.3	97.1
	Inner Regional	577.3	1.3	2.4	16.6	35.0	30.3	11.7	2.7	96.3
	Outer Regional	581.2	1.2	1.9	15.6	33.9	30.9	13.3	3.3	96.9
	Remote	561.7	0.6	4.3	22.7	38.8	24.9	7.7	1.0	95.1
	Very Remote	561.3	1.6	2.9	25.2	37.1	25.3	7.6	0.4	95.5
WA	Major Cities	604.2	1.1	1.1	10.1	25.8	31.4	20.5	9.9	97.7
	Inner Regional	588.9	0.9	1.6	13.4	31.7	31.2	16.7	4.6	97.5
	Outer Regional	581.8	0.6	2.1	15.3	33.7	31.1	14.1	3.2	97.3
	Remote	582.5	0.3	1.6	15.5	34.0	31.9	13.2	3.5	98.1
	Very Remote	580.2	0.0	1.8	14.7	37.1	30.6	13.2	2.6	98.2
SA	Major Cities	585.4	2.9	1.8	14.5	31.6	30.3	14.2	4.6	95.2
	Inner Regional	567.2	3.0	2.6	20.5	38.1	25.9	8.8	1.1	94.4
	Outer Regional	566.0	4.0	3.0	19.7	38.3	26.4	7.4	1.1	92.9
	Remote	568.3	0.9	2.8	19.0	39.6	28.0	8.7	1.1	96.3
	Very Remote	568.2	1.6	7.2	19.7	28.8	25.6	15.0	2.2	91.3
Tas	Major Cities	-	-	-	-	-	-	-	-	-
	Inner Regional	577.6	1.5	2.6	17.4	33.7	29.3	12.3	3.3	95.9
	Outer Regional	565.3	1.5	2.5	23.6	37.6	24.8	8.5	1.5	96.0
	Remote	566.4	5.1	1.0	21.0	41.0	25.1	4.6	2.1	93.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Major Cities	597.3	2.0	1.6	11.2	28.0	30.7	18.9	7.5	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	577.8	2.1	1.8	18.2	33.0	29.4	12.5	3.0	96.1
	Remote	580.0	2.4	1.7	14.8	34.8	31.4	12.8	2.1	95.9
	Very Remote	580.3	0.0	0.9	16.1	37.4	29.1	16.1	0.4	99.1
Aust	Major Cities	601.3	1.9	1.4	11.0	27.0	30.1	18.7	9.9	96.7
	Inner Regional	579.7	1.7	2.4	16.0	33.9	29.9	12.7	3.4	95.9
	Outer Regional	578.1	1.6	2.2	16.9	34.6	29.5	12.2	3.0	96.2
	Remote	575.9	1.0	2.4	17.3	35.6	29.8	11.5	2.4	96.6
	Very Remote	569.5	0.9	2.8	20.6	36.5	26.9	11.2	1.2	96.4

[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, 2017.

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>	636.5	1.0	0.3	3.7	15.8	29.6	27.7	21.9	98.8
	<i>Diploma</i>	597.1	1.3	1.1	10.8	29.6	32.3	17.5	7.4	97.6
	<i>Certificate</i>	575.2	1.5	2.4	18.6	35.7	27.5	10.9	3.4	96.1
	<i>Year 12</i>	585.6	2.5	2.3	16.4	30.3	27.8	14.3	6.4	95.2
	<i>Year 11</i>	551.4	4.0	6.8	30.2	33.3	17.5	6.2	2.1	89.2
	<i>Not stated (5%)</i>	588.0	3.4	4.0	16.3	26.3	25.0	17.1	8.0	92.6
Vic	<i>Bachelor</i>	620.9	1.5	0.4	4.8	20.6	33.9	24.5	14.3	98.1
	<i>Diploma</i>	585.9	2.1	1.5	12.6	34.6	31.3	13.8	4.2	96.4
	<i>Certificate</i>	571.4	2.8	2.5	18.2	37.8	27.0	9.4	2.2	94.7
	<i>Year 12</i>	580.3	3.8	2.1	15.8	33.8	28.3	12.3	3.9	94.2
	<i>Year 11</i>	557.1	6.8	5.0	25.2	35.0	19.4	6.7	1.9	88.2
	<i>Not stated (4%)</i>	609.0	4.1	1.7	7.8	21.1	32.1	23.2	10.1	94.2
Qld	<i>Bachelor</i>	616.7	0.9	0.4	4.9	21.2	35.8	25.9	10.8	98.7
	<i>Diploma</i>	583.9	1.1	1.6	13.3	34.4	32.8	13.7	3.1	97.3
	<i>Certificate</i>	571.8	1.3	2.6	18.3	37.1	29.1	9.8	1.7	96.1
	<i>Year 12</i>	572.2	1.9	3.0	18.9	35.4	27.7	10.8	2.2	95.2
	<i>Year 11</i>	547.3	3.3	7.0	30.2	35.5	18.7	4.6	0.6	89.6
	<i>Not stated (9%)</i>	570.0	3.2	4.8	20.5	32.3	24.7	10.8	3.6	92.0
WA	<i>Bachelor</i>	628.7	0.6	0.3	3.9	17.3	32.1	29.2	16.6	99.1
	<i>Diploma</i>	594.7	0.9	1.0	10.7	29.9	34.8	17.1	5.7	98.1
	<i>Certificate</i>	579.9	0.9	2.0	15.9	34.5	31.2	12.4	3.1	97.1
	<i>Year 12</i>	578.4	1.0	2.7	17.1	33.0	30.3	12.4	3.5	96.2
	<i>Year 11</i>	550.5	2.0	7.7	28.7	35.2	19.1	6.2	1.1	90.3
	<i>Not stated (13%)</i>	585.5	2.9	4.9	15.4	26.0	27.2	16.3	7.3	92.1
SA	<i>Bachelor</i>	608.7	0.9	0.5	6.2	25.0	36.5	22.5	8.3	98.5
	<i>Diploma</i>	576.7	1.8	1.6	15.8	37.0	31.6	10.5	1.7	96.6
	<i>Certificate</i>	564.9	2.2	3.0	20.4	39.8	26.5	7.3	0.9	94.8
	<i>Year 12</i>	569.5	2.3	3.0	20.1	36.0	27.8	8.8	2.0	94.7
	<i>Year 11</i>	543.4	4.5	6.9	32.7	36.5	15.1	3.7	0.6	88.6
	<i>Not stated (9%)</i>	571.1	11.6	5.0	19.2	27.5	22.4	9.7	4.5	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 Numeracy

Table 9.N8 (cont.): Achievement of Year 9 Students in Numeracy, by Parental Education, by State and Territory, 2017.

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>	608.2	0.8	0.4	5.8	24.2	38.9	22.5	7.4	98.8
	<i>Diploma</i>	581.5	1.1	1.5	13.4	36.7	32.6	11.6	3.0	97.3
	<i>Certificate</i>	564.0	1.3	2.4	22.5	40.3	24.9	7.6	1.0	96.3
	<i>Year 12</i>	559.6	2.0	3.2	25.9	37.6	22.5	7.6	1.1	94.8
	<i>Year 11</i>	538.8	2.8	7.5	35.7	38.2	13.3	2.2	0.3	89.7
	<i>Not stated (9%)</i>	585.3	3.3	3.2	19.2	27.4	24.5	13.8	8.7	93.5
ACT	<i>Bachelor</i>	613.9	0.9	0.7	5.8	23.6	33.1	24.7	11.2	98.4
	<i>Diploma</i>	580.0	1.3	2.5	14.0	36.8	30.5	11.6	3.2	96.1
	<i>Certificate</i>	567.3	1.2	2.9	21.9	36.6	26.8	9.1	1.5	95.9
	<i>Year 12</i>	593.8	2.8	1.6	13.0	28.5	30.3	17.0	6.9	95.7
	<i>Year 11</i>	568.8	6.0	5.1	23.5	28.0	21.9	12.0	3.5	89.0
	<i>Not stated (7%)</i>	595.4	5.8	1.7	11.7	26.6	28.6	19.6	6.0	92.4
NT	<i>Bachelor</i>	591.4	2.0	2.3	12.3	26.9	32.8	18.9	4.7	95.7
	<i>Diploma</i>	567.2	2.3	3.8	19.5	37.2	27.2	8.9	1.2	93.9
	<i>Certificate</i>	546.9	3.0	9.0	26.9	36.4	18.7	5.4	0.6	88.1
	<i>Year 12</i>	538.0	3.4	12.8	32.1	28.4	18.3	3.9	1.0	83.7
	<i>Year 11</i>	496.4	1.9	33.4	38.2	17.5	7.5	1.5	0.0	64.7
	<i>Not stated (25%)</i>	523.6	2.7	24.7	28.3	22.9	14.7	5.4	1.3	72.6
Aust	<i>Bachelor</i>	624.9	1.1	0.4	4.5	19.2	32.8	26.1	15.9	98.6
	<i>Diploma</i>	589.2	1.5	1.4	12.2	32.7	32.3	15.0	4.9	97.2
	<i>Certificate</i>	572.7	1.7	2.5	18.5	36.8	27.9	10.0	2.5	95.7
	<i>Year 12</i>	578.4	2.5	2.6	17.4	33.2	28.1	12.2	4.0	94.9
	<i>Year 11</i>	549.8	4.3	7.1	29.3	34.4	17.8	5.6	1.5	88.6
	<i>Not stated (7%)</i>	582.0	4.2	4.9	16.7	27.0	25.8	15.0	6.4	90.9

## Key

*Bachelor*: Bachelor degree or above

*Diploma*: Advanced diploma/diploma

*Certificate*: Certificate I to IV

*Year 12*: Year 12 or equivalent

*Year 11*: Year 11 or equivalent or below

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

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

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

# NAPLAN Year 9 Numeracy

**Table 9.N9: Achievement of Year 9 Students in Numeracy, by Parental Occupation, by State and Territory, 2017.**

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	633.0	0.7	0.4	4.2	17.0	30.0	27.4	20.3	98.9
	Group 2	610.0	1.0	0.7	8.3	25.2	32.3	20.7	11.9	98.4
	Group 3	586.3	1.4	1.7	15.0	33.0	29.2	13.4	6.2	96.8
	Group 4	574.0	2.0	3.3	22.1	33.3	23.0	10.6	5.7	94.7
	Not in paid work	554.0	5.3	7.2	28.7	31.8	16.8	7.1	3.0	87.5
	Not stated (6%)	589.4	3.1	3.6	15.7	26.9	25.4	16.7	8.5	93.2
Vic	Group 1	621.7	1.1	0.4	4.5	20.0	34.5	25.1	14.3	98.5
	Group 2	600.6	1.4	0.9	9.0	29.2	33.3	18.2	8.0	97.7
	Group 3	580.9	2.0	1.9	14.8	35.8	29.6	12.1	3.8	96.1
	Group 4	571.9	3.5	2.8	19.6	36.3	24.6	9.6	3.6	93.7
	Not in paid work	558.5	8.8	5.2	24.2	33.5	18.7	7.3	2.3	86.0
	Not stated (3%)	603.4	5.1	2.1	9.2	22.7	30.5	21.2	9.1	92.8
Qld	Group 1	615.3	0.8	0.5	5.3	21.9	35.6	25.6	10.4	98.7
	Group 2	594.6	0.8	1.0	10.0	30.7	35.2	17.1	5.3	98.3
	Group 3	576.1	1.3	2.0	16.6	36.7	30.2	11.0	2.3	96.7
	Group 4	561.7	2.1	4.5	24.0	36.5	23.4	8.0	1.5	93.5
	Not in paid work	547.1	4.2	7.7	30.4	33.7	17.6	5.1	1.2	88.1
	Not stated (15%)	567.3	2.7	4.8	21.7	33.4	24.5	10.0	2.9	92.5
WA	Group 1	625.4	0.5	0.4	4.9	18.8	31.5	28.0	15.9	99.1
	Group 2	602.9	0.7	0.9	8.3	26.7	35.9	20.2	7.4	98.4
	Group 3	584.5	0.9	1.7	14.3	33.4	31.6	14.0	4.1	97.3
	Group 4	570.6	1.1	3.3	22.0	34.9	25.0	10.0	3.7	95.6
	Not in paid work	549.0	2.4	9.5	28.7	32.5	18.8	6.4	1.7	88.1
	Not stated (18%)	579.9	2.8	5.2	17.6	27.5	26.2	14.6	6.1	92.0
SA	Group 1	605.7	1.0	0.8	7.2	26.0	35.7	21.4	7.9	98.2
	Group 2	586.3	1.1	1.3	12.2	34.0	34.2	14.1	3.2	97.6
	Group 3	571.5	1.8	2.1	18.2	38.3	29.2	8.7	1.7	96.1
	Group 4	560.5	2.7	3.7	23.7	39.1	22.9	6.8	1.1	93.6
	Not in paid work	543.6	5.8	7.7	31.5	35.2	15.2	4.0	0.7	86.5
	Not stated (16%)	562.3	8.7	5.2	23.9	30.8	20.1	8.0	3.3	86.1

## Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

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

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

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

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

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

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

# NAPLAN Year 9 Numeracy

Table 9.N9 (cont.): Achievement of Year 9 Students in Numeracy, by Parental Occupation, by State and Territory, 2017.

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	604.7	0.7	0.4	7.1	26.7	36.6	21.5	7.0	98.9
	Group 2	585.4	0.7	1.3	11.8	34.9	34.4	13.7	3.1	97.9
	Group 3	566.4	0.9	2.2	21.4	40.1	26.6	7.5	1.3	96.8
	Group 4	549.7	2.1	3.8	31.3	40.6	17.6	4.2	0.4	94.1
	Not in paid work	534.0	3.9	9.4	37.5	35.2	11.5	2.2	0.2	86.7
	Not stated (13%)	573.7	3.4	4.3	23.3	29.4	22.1	11.1	6.5	92.3
ACT	Group 1	612.8	1.1	0.7	6.7	23.4	33.0	24.1	11.0	98.2
	Group 2	591.8	1.1	1.3	11.3	32.5	32.0	16.3	5.5	97.6
	Group 3	574.4	1.0	3.2	16.8	37.8	27.4	10.8	2.9	95.8
	Group 4	560.8	2.7	4.4	24.4	36.2	22.7	8.9	0.7	92.9
	Not in paid work	555.2	5.2	9.7	23.9	30.1	20.4	9.1	1.6	85.2
	Not stated (32%)	593.0	3.8	1.9	13.9	26.8	28.9	17.8	6.9	94.3
NT	Group 1	594.3	1.2	1.3	11.1	29.9	32.7	18.6	5.3	97.5
	Group 2	584.2	2.4	1.9	12.7	31.6	33.5	15.4	2.4	95.7
	Group 3	560.3	1.3	4.9	24.2	34.2	26.8	7.7	0.7	93.7
	Group 4	535.0	3.5	15.4	31.0	28.2	15.1	5.8	1.0	81.1
	Not in paid work	498.7	4.0	31.1	38.4	19.2	5.8	1.5	0.1	65.0
	Not stated (38%)	519.3	2.5	25.3	30.3	23.3	13.2	4.4	1.1	72.2
Aust	Group 1	622.9	0.9	0.4	4.9	19.9	32.9	25.9	15.0	98.7
	Group 2	601.2	1.0	0.9	9.2	28.4	33.7	18.6	8.2	98.1
	Group 3	580.9	1.5	1.9	15.7	35.1	29.7	12.1	4.1	96.6
	Group 4	568.8	2.4	3.5	22.2	35.5	23.5	9.3	3.6	94.1
	Not in paid work	552.0	6.1	7.2	28.0	32.8	17.3	6.4	2.2	86.6
	Not stated (10%)	575.9	3.7	5.1	19.0	29.0	24.7	13.1	5.4	91.1

## 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 Participation

Table 9.P1: Year 9 Student Participation in Assessment, by State and Territory, 2017.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	84932	85102	85228	85228	84474
	Participation Rate (%)	95.2	95.4	95.5	95.5	94.7
Vic	Number	63123	63211	63347	63347	62681
	Participation Rate (%)	90.4	90.6	90.8	90.8	89.8
Qld	Number	50689	50928	51034	51034	50284
	Participation Rate (%)	86.8	87.2	87.4	87.4	86.1
WA	Number	28380	28418	28467	28467	28254
	Participation Rate (%)	94.1	94.2	94.4	94.4	93.7
SA	Number	17225	17358	17421	17421	17054
	Participation Rate (%)	89.1	89.8	90.1	90.1	88.2
Tas	Number	5714	5724	5766	5766	5646
	Participation Rate (%)	90.1	90.3	90.9	90.9	89.1
ACT	Number	4410	4432	4440	4440	4351
	Participation Rate (%)	89.9	90.4	90.5	90.5	88.7
NT	Number	2397	2453	2463	2463	2373
	Participation Rate (%)	78.0	79.8	80.1	80.1	77.2
Aust	Number	256870	257626	258166	258166	255117
	Participation Rate (%)	91.3	91.6	91.8	91.8	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, 2017.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	<i>Indigenous</i>	4320	83.0	4363	83.9	4387	84.3	4387	84.3	4271	82.1
	<i>Non-Indig.</i>	78842	96.0	78962	96.1	79063	96.2	79063	96.2	78431	95.5
Vic	<i>Indigenous</i>	835	71.7	853	73.3	863	74.1	863	74.1	832	71.5
	<i>Non-Indig.</i>	62097	90.9	62193	91.0	62323	91.2	62323	91.2	61663	90.3
Qld	<i>Indigenous</i>	3286	74.1	3371	76.0	3380	76.2	3380	76.2	3231	72.8
	<i>Non-Indig.</i>	46557	88.0	46711	88.3	46807	88.4	46807	88.4	46214	87.3
WA	<i>Indigenous</i>	1349	69.0	1359	69.5	1376	70.4	1376	70.4	1330	68.1
	<i>Non-Indig.</i>	25603	96.3	25640	96.4	25666	96.5	25666	96.5	25500	95.9
SA	<i>Indigenous</i>	568	64.5	575	65.3	580	65.9	580	65.9	541	61.5
	<i>Non-Indig.</i>	15720	90.3	15838	90.9	15897	91.3	15897	91.3	15581	89.5
Tas	<i>Indigenous</i>	446	82.6	449	83.1	455	84.3	455	84.3	443	82.0
	<i>Non-Indig.</i>	4957	91.9	4970	92.2	4994	92.6	4994	92.6	4896	90.8
ACT	<i>Indigenous</i>	97	68.8	95	67.4	95	67.4	95	67.4	95	67.4
	<i>Non-Indig.</i>	4279	90.5	4301	91.0	4309	91.1	4309	91.1	4222	89.3
NT	<i>Indigenous</i>	748	58.1	779	60.5	789	61.3	789	61.3	725	56.3
	<i>Non-Indig.</i>	1631	92.2	1656	93.6	1656	93.6	1656	93.6	1629	92.1
Aust	<i>Indigenous</i>	11649	74.6	11844	75.9	11925	76.4	11925	76.4	11468	73.5
	<i>Non-Indig.</i>	239686	92.4	240271	92.7	240715	92.8	240715	92.8	238136	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, 2017.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	1.7	4.0	0.8	1.7	3.8	0.8	1.7	3.7	0.8	1.7	3.7	0.8	1.7	4.5	0.8
Vic	2.8	6.9	2.6	2.8	6.9	2.5	2.8	6.8	2.5	2.8	6.8	2.5	2.7	7.6	2.6
Qld	1.5	6.6	6.6	1.6	6.3	6.5	1.5	6.2	6.4	1.5	6.2	6.4	1.5	7.3	6.6
WA	1.2	5.6	0.3	1.2	5.5	0.3	1.2	5.3	0.3	1.2	5.3	0.3	1.2	6.0	0.3
SA	3.0	7.5	3.4	3.0	6.9	3.3	3.0	6.7	3.2	3.0	6.7	3.2	3.0	8.3	3.4
Tas	1.7	7.9	2.0	1.7	7.7	2.0	1.7	7.0	2.0	1.7	7.0	2.0	1.7	8.9	2.0
ACT	2.1	5.7	4.4	2.1	5.3	4.4	2.1	5.1	4.3	2.1	5.1	4.3	2.1	6.9	4.4
NT	2.4	20.7	1.3	2.4	18.9	1.3	2.4	18.6	1.3	2.4	18.6	1.3	2.4	21.5	1.3
Aust	2.0	6.0	2.7	2.0	5.8	2.6	2.0	5.6	2.6	2.0	5.6	2.6	2.0	6.6	2.7

*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, 2017.

State/ Territory	Indigenous status	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A	W	E	A	W	E	A	W	E	A	W	E	A	W
NSW	<i>Indigenous</i>	3.0	15.3	1.6	3.0	14.6	1.6	3.0	14.1	1.6	3.0	14.1	1.6	2.9	16.2	1.7
	<i>Non-Indigenous</i>	1.6	3.3	0.7	1.6	3.2	0.7	1.6	3.1	0.7	1.6	3.1	0.7	1.6	3.8	0.7
Vic	<i>Indigenous</i>	5.2	21.4	6.9	5.3	19.6	7.1	5.5	19.2	6.6	5.5	19.2	6.6	5.4	22.2	6.4
	<i>Non-Indigenous</i>	2.6	6.6	2.5	2.7	6.6	2.4	2.6	6.4	2.4	2.6	6.4	2.4	2.6	7.2	2.5
Qld	<i>Indigenous</i>	3.0	16.7	9.2	3.0	15.0	9.0	3.0	15.0	8.8	3.0	15.0	8.8	3.1	18.0	9.2
	<i>Non-Indigenous</i>	1.4	5.7	6.3	1.4	5.5	6.2	1.4	5.4	6.1	1.4	5.4	6.1	1.4	6.4	6.3
WA	<i>Indigenous</i>	1.6	30.8	0.2	1.6	30.3	0.2	1.5	29.3	0.3	1.5	29.3	0.3	1.6	31.8	0.2
	<i>Non-Indigenous</i>	1.0	3.4	0.3	1.1	3.2	0.3	1.0	3.1	0.3	1.0	3.1	0.3	1.1	3.8	0.3
SA	<i>Indigenous</i>	4.8	29.8	5.7	4.7	29.0	5.7	4.7	28.5	5.6	4.7	28.5	5.6	4.5	32.6	5.9
	<i>Non-Indigenous</i>	3.0	6.4	3.3	3.0	5.9	3.2	3.0	5.6	3.1	3.0	5.6	3.1	3.0	7.2	3.4
Tas	<i>Indigenous</i>	2.2	16.9	0.6	2.2	16.3	0.6	2.2	15.2	0.6	2.2	15.2	0.6	2.2	17.4	0.6
	<i>Non-Indigenous</i>	1.5	7.2	0.9	1.5	7.0	0.9	1.5	6.5	0.9	1.5	6.5	0.9	1.5	8.3	0.9
ACT	<i>Indigenous</i>	3.5	20.6	10.6	3.5	22.0	10.6	3.5	22.0	10.6	3.5	22.0	10.6	3.5	21.3	11.3
	<i>Non-Indigenous</i>	2.0	5.2	4.3	2.1	4.8	4.2	2.1	4.7	4.2	2.1	4.7	4.2	2.0	6.5	4.2
NT	<i>Indigenous</i>	3.0	41.0	0.9	3.0	38.6	0.9	3.0	37.8	0.9	3.0	37.8	0.9	3.0	42.8	0.9
	<i>Non-Indigenous</i>	2.1	6.1	1.7	2.1	4.7	1.7	2.1	4.7	1.7	2.1	4.7	1.7	2.1	6.2	1.7
Aust	<i>Indigenous</i>	3.1	21.1	4.2	3.1	20.0	4.1	3.1	19.5	4.1	3.1	19.5	4.1	3.1	22.3	4.2
	<i>Non-Indigenous</i>	1.9	5.0	2.5	1.9	4.9	2.5	1.9	4.7	2.5	1.9	4.7	2.5	1.9	5.6	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, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	587.5	582.4	574.9	582.5	570.9	570.4	595.9	515.2	580.9
NSW	587.5		■	■	■	△	△	■	▲	■
Vic	582.4	■		■	■	■	■	▽	▲	■
Qld	574.9	■	■		■	■	■	▽	▲	■
WA	582.5	■	■	■		■	■	▽	▲	■
SA	570.9	▽	■	■	■		■	▽	▲	■
Tas	570.4	▽	■	■	■	■		▽	▲	■
ACT	595.9	■	▲	▲	▲	▲	▲		▲	▲
NT	515.2	▽	▽	▽	▽	▽	▽	▽		▽
Aust	580.9	■	■	■	■	■	■	▽	▲	

Table 9.CW: Comparative Achievement of Year 9 Students in Writing, by State and Territory, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	558.6	561.0	538.8	555.3	540.4	536.8	564.7	458.2	552.0
NSW	558.6		■	▲	■	▲	▲	■	▲	■
Vic	561.0	■		▲	■	▲	▲	■	▲	■
Qld	538.8	▽	▽		■	■	■	▽	▲	■
WA	555.3	■	■	■		■	▲	■	▲	■
SA	540.4	▽	▽	■	■		■	▽	▲	■
Tas	536.8	▽	▽	■	▽	■		▽	▲	■
ACT	564.7	■	■	▲	■	▲	▲		▲	■
NT	458.2	▽	▽	▽	▽	▽	▽	▽		▽
Aust	552.0	■	■	■	■	■	■	■	▲	

Table 9.CS: Comparative Achievement of Year 9 Students in Spelling, by State and Territory, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	590.5	579.5	576.8	583.6	572.9	561.6	586.2	507.1	581.4
NSW	590.5		■	■	■	▲	▲	■	▲	■
Vic	579.5	■		■	■	■	▲	■	▲	■
Qld	576.8	■	■		■	■	▲	■	▲	■
WA	583.6	■	■	■		■	▲	■	▲	■
SA	572.9	▽	■	■	■		■	■	▲	■
Tas	561.6	▽	▽	▽	▽	■		▽	▲	▽
ACT	586.2	■	■	■	■	■	▲		▲	■
NT	507.1	▽	▽	▽	▽	▽	▽	▽		▽
Aust	581.4	■	■	■	■	■	▲	■	▲	

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

# NAPLAN Year 9 Comparative Achievement

Table 9.CG: Comparative Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	581.2	571.8	573.2	571.4	564.1	556.3	584.9	495.6	573.6
NSW	581.2		■	■	■	△	△	■	▲	■
Vic	571.8	■		■	■	■	△	▽	▲	■
Qld	573.2	■	■		■	■	△	■	▲	■
WA	571.4	■	■	■		■	△	▽	▲	■
SA	564.1	▽	■	■	■		■	▽	▲	■
Tas	556.3	▽	▽	▽	▽	■		▽	▲	▽
ACT	584.9	■	▲	■	▲	▲	▲		▲	■
NT	495.6	▽	▽	▽	▽	▽	▽	▽		▽
Aust	573.6	■	■	■	■	■	▲	■	▲	

Table 9.CN: Comparative Achievement of Year 9 Students in Numeracy, by State and Territory, 2017.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2017 Mean	600.0	593.3	585.0	595.3	578.2	573.2	595.9	541.5	591.9
NSW	600.0		■	▲	■	▲	▲	■	▲	■
Vic	593.3	■		■	■	▲	▲	■	▲	■
Qld	585.0	▽	■		■	■	▲	■	▲	■
WA	595.3	■	■	■		▲	▲	■	▲	■
SA	578.2	▽	▽	■	▽		■	▽	▲	▽
Tas	573.2	▽	▽	▽	▽	■		▽	▲	▽
ACT	595.9	■	■	■	■	▲	▲		▲	■
NT	541.5	▽	▽	▽	▽	▽	▽	▽		▽
Aust	591.9	■	■	■	■	▲	▲	■	▲	

*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 score for the ACT is above and statistically significantly different from the national mean scale score in reading.
- 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 the national mean scale scores in spelling, grammar and punctuation, and numeracy.
- The mean scale scores for the Northern Territory are substantially below and statistically significantly different from the national mean scale scores in all five domains.

In 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 included as below the national minimum standard in reporting achievement band percentages.

Tables 9.R1, 9.W1, 9.S1, 9.G1 and 9.N1 present the percentages of students in each band for each jurisdiction and for Australia overall in each of the five achievement domains. The last column of each table shows the percentage of students who achieved at or above the national minimum standard in the achievement domain. For Australia overall, 92% of students achieved at or above the national minimum standard in reading, 96% achieved at or above the national minimum standard in numeracy, and more than 90% achieved at or above the national minimum standard in spelling. In writing, however, only 82% of students across Australia achieved at or above the national minimum standard.

### Sex

Mean scale scores and score distributions are shown in Figures 9.R2, 9.W2, 9.S2, 9.G2 and 9.N2 separately for male and female students. Mean scale scores for female students are higher than the mean scale scores for male students in writing, and grammar and punctuation for Australia overall and for all jurisdictions. In spelling, the mean scale score for female students is higher than the mean scale score for male students for Australia overall and for most jurisdictions. The national differences are 36 score points in writing, 26 score points in grammar and punctuation, and 15 score points in spelling.

Tables 9.R2, 9.W2, 9.S2, 9.G2 and 9.N2 present the percentages of male students and female students in each achievement band. In

numeracy, the percentage of female students who achieved at or above the national minimum standard is close to the percentage of male students who achieved at or above the national minimum standard. In reading, writing, spelling, and grammar and punctuation, a higher percentage of female students than male students achieved at or above the national minimum standard for Australia overall and in most jurisdictions, with differences between 4 percentage points in reading and 13 percentage points in writing for Australia overall. In numeracy, for all jurisdictions and for Australia overall, greater percentages of male students than female students achieved at Band 9 and Band 10. In all other assessment domains, greater percentages of female students than male students achieved in the three highest achievement bands (Band 8, Band 9 and Band 10).

### Indigenous students

Figures 9.R3, 9.W3, 9.S3, 9.G3 and 9.N3 present the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In each achievement domain and for all jurisdictions, the mean scale score for Indigenous students is below the mean scale score for non-Indigenous students. In numeracy, reading and spelling, differences for Australia overall range between 62 and 68 score points; in grammar and punctuation, the difference is 78 score points; and in writing the difference is 92 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, 84% of Indigenous students achieved at or above the national minimum standard in numeracy, and more than 70% achieved at or above the national minimum standard in reading and spelling.

### Language background other than English

Figures 9.R4, 9.W4, 9.S4, 9.G4 and 9.N4 show the distributions of scores, mean scale scores and standard deviations for LBOTE students separately from non-LBOTE students for each jurisdiction and for Australia overall. For Australia overall, mean scale scores for LBOTE students are close to the mean scale scores for non-LBOTE students in reading. Mean scale scores for LBOTE students are higher than mean scale scores for non-LBOTE students in spelling and numeracy.

In Tasmania, mean scale scores in all domains are similar for the two groups of students. In New South Wales, mean scale scores for LBOTE students are higher than mean scale scores for non-LBOTE students in writing, spelling, grammar and punctuation, and numeracy. In the Northern Territory, mean scale scores for LBOTE students are substantially lower than mean scale scores for non-LBOTE students in all achievement domains.

Tables 9.R4, 9.W4, 9.S4, 9.G4 and 9.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for LBOTE students and non-LBOTE students. For Australia overall, a higher percentage of non-LBOTE students than LBOTE students achieved at or above the national minimum standard in reading. In numeracy, 14% of LBOTE students achieved in 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 are no schools in the very remote geolocation; in Tasmania, there are no schools in the major cities geolocation; in the ACT, there are no schools in the outer regional, remote or very remote geolocations; and in the Northern Territory, there are no schools

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in the major cities or inner regional geolocations. In addition, there are too few Year 9 students attending schools in very remote geolocations in Tasmania or the inner regional geolocation in the ACT 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. For Victoria and South Australia, mean scale scores are similar among students attending schools in remote, outer regional and inner regional geolocations. For Queensland, 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 national patterns of results by geolocation generally hold. For Victoria and Tasmania, Indigenous students attending schools in outer regional geolocations and Indigenous students attending schools in inner regional geolocations have similar mean scale scores. For South Australia, Indigenous students attending schools in major cities geolocations and Indigenous students attending schools in inner regional geolocations have similar mean scale scores. 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 25% in the 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 include results for students whose parental education is identified as 'Not stated'.

In all domains, mean scale scores are higher for students whose parents have higher levels of education. Students whose parents hold a bachelor degree or higher have the highest mean scale scores for most jurisdictions and for Australia overall, and the greatest percentage of students who achieved at or above the national minimum standard. In reading for Australia overall, the mean scale score for students with parents whose highest level of education is a certificate are close to the mean scale score for students with parents whose highest level is Year 12 completion. Students with parents whose education is not stated are excluded from these comparisons.

## Parental occupation

Tables 9.R9, 9.W9, 9.S9, 9.G9 and 9.N9 show results for each jurisdiction and Australia overall by parental occupation. Parental occupation group is defined by the main work undertaken by one parent or guardian. If a parent/guardian has more than one job, the occupation group reflecting the main job is reported. If both parents/guardians are working, the higher of the two occupation

groups is used. Occupations are classified into four groups; a fifth group represents those not in paid work. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 3% in Victoria to 32% in the ACT and 38% 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 and for most jurisdictions. The next highest mean scale scores were achieved by students with parents in Occupation Group 2, which includes other business managers and associate professionals, followed by Occupation Group 3 (tradespeople; clerks; and skilled office, sales and service staff) and Occupation Group 4 (machine operators, hospitality staff, assistants and labourers). Students whose parents are not in paid work have the lowest mean scale scores in all domains for Australia overall and in all jurisdictions. Students with parents whose occupation is not stated are excluded from these comparisons.

The percentage of students who achieved at or above the national minimum standard is also related to parental occupation. For Australia overall, students with parents in Occupation Group 1 most frequently achieved scores at or above the national minimum standard. For students with at least one parent in paid work at any occupation level, more than 86% across Australia achieved at or above the national minimum standard in reading and spelling, and more than 94% achieved at or above the national minimum standard in numeracy.

## Participation

Tables 9.P1, 9.P2, 9.P3 and 9.P4 provide data on participation in the tests in each domain for each jurisdiction and for Australia overall. Table 9.P1 provides the overall rates and Table 9.P2 provides rates separately for Indigenous and non-Indigenous students. Table 9.P3 provides exemption, absence and withdrawal rates for the tests in each domain, and Table 9.P4 shows these rates separately for Indigenous and non-Indigenous students. Students who are absent or withdrawn are considered non-participating. Students who are exempt do not receive a scale score but are considered to have achieved below the national minimum standard.

The participation rate is lower in Year 9 than in all other year levels. For Year 9, the overall participation rate is highest in spelling, and grammar and punctuation at 91.8% and lowest in numeracy at 90.7%. Among the eight jurisdictions, New South Wales has the highest participation rates in each domain (between 94.7% and 95.5%) and the Northern Territory has the lowest (between 77.2% and 80.1%). For Australia overall and for each jurisdiction, participation rates for Indigenous students are lower than participation rates for non-Indigenous students. For Australia overall, participation rates for Indigenous students range from 73.5% in numeracy to 76.4% in spelling, and grammar and punctuation.

For Australia overall, 2.0% 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 5.5% in Victoria. 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 6.6% of students absent across Australia. Indigenous student absence rates are highest in the Northern Territory (37.8% to 42.8%). Overall withdrawal rates are lowest in Western Australia (0.3%) and highest in Queensland (6.4% to 6.6%). In the ACT, 10.6% of Indigenous students were withdrawn for the reading, writing, spelling, and grammar and punctuation assessments, and 11.3% were withdrawn for the numeracy assessment.



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# NAPLAN Reading

Figure TS.R1: Achievement of Students in Reading, Australia, 2008, 2012–2017.

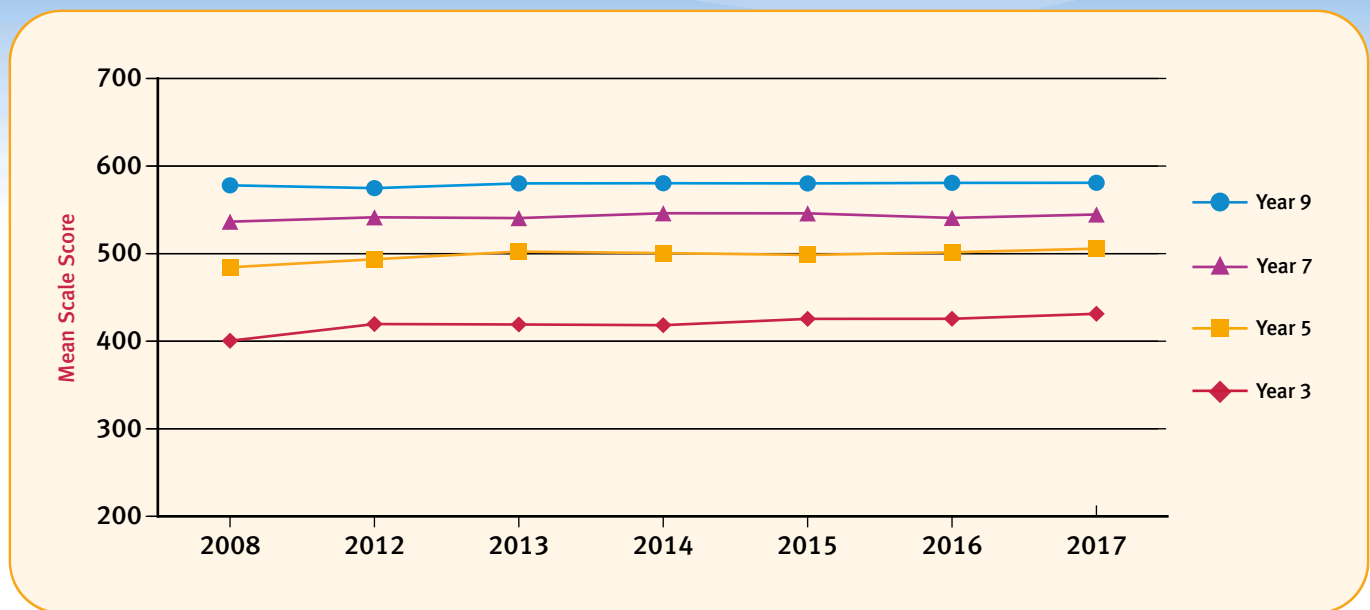


Table TS.R1: Achievement of Students in Reading, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	578.0 (67.0)	574.8 (66.8)	580.2 (63.4)	580.4 (67.6)	580.2 (67.5)	580.8 (65.8)	580.9 (66.0)	■	■
	% at or above NMS	92.9	91.4	93.4	92.1	92.3	92.8	91.7	■	■
Year 7	Mean / (S.D.)	536.5 (68.2)	541.5 (68.3)	540.6 (66.3)	546.1 (69.0)	546.0 (67.3)	540.8 (67.6)	544.7 (69.4)	■	■
	% at or above NMS	94.2	94.1	94.2	94.9	95.4	94.6	94.0	■	■
Year 5	Mean / (S.D.)	484.4 (76.5)	493.6 (77.6)	502.3 (64.7)	500.6 (78.0)	498.5 (78.2)	501.5 (77.1)	505.7 (77.0)	△	■
	% at or above NMS	91.0	91.6	96.1	92.9	93.3	93.0	93.9	△	■
Year 3	Mean / (S.D.)	400.5 (84.5)	419.6 (87.9)	419.1 (80.6)	418.3 (86.2)	425.5 (86.8)	425.6 (85.6)	431.3 (86.9)	△	■
	% at or above NMS	92.1	93.6	95.3	93.5	94.6	95.1	94.9	△	■

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

# NAPLAN Reading

Figure TS.R2: Achievement of Year 3 Students in Reading by Sex, Australia, 2008, 2012–2017.

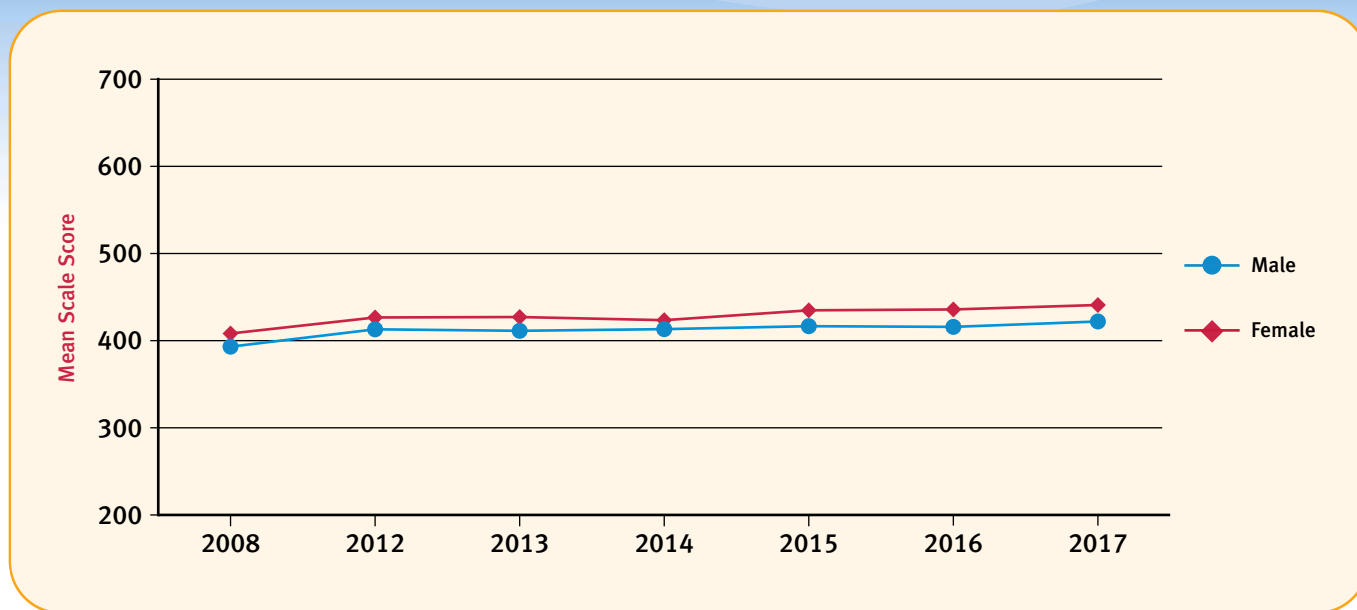


Table TS.R2: Achievement of Year 3 Students in Reading by Sex, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Male	Mean / (S.D.)	393.1 (86.2)	413.0 (90.3)	411.3 (81.9)	413.2 (88.5)	416.6 (88.1)	415.8 (86.6)	422.0 (88.8)	△	■
	% at or above NMS	90.3	91.9	94.0	92.0	93.0	93.5	93.4	△	■
Female	Mean / (S.D.)	408.2 (82.0)	426.6 (84.8)	427.1 (78.4)	423.5 (83.5)	434.8 (84.5)	435.8 (83.5)	440.9 (83.9)	△	■
	% at or above NMS	94.1	95.5	96.8	95.1	96.2	96.7	96.5	△	■

*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, 2012–2017.

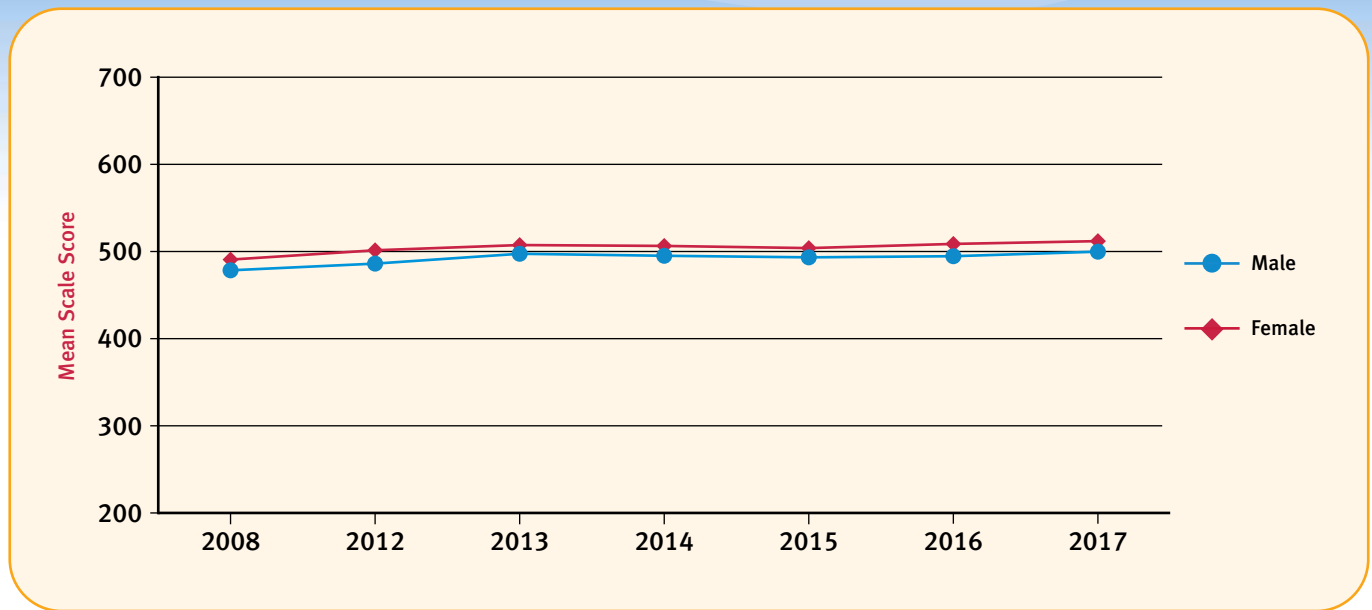


Table TS.R3: Achievement of Year 5 Students in Reading by Sex, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Male	Mean / (S.D.)	478.4 (77.4)	486.1 (79.2)	497.4 (66.0)	495.1 (79.4)	493.3 (79.9)	494.6 (79.0)	499.8 (79.3)	△	■
	% at or above NMS	89.3	89.5	95.0	91.2	91.7	91.2	92.2	△	■
Female	Mean / (S.D.)	490.7 (75.1)	501.4 (75.1)	507.4 (63.0)	506.4 (76.0)	503.9 (76.1)	508.7 (74.5)	511.9 (74.1)	△	■
	% at or above NMS	92.8	93.9	97.3	94.7	95.0	95.0	95.7	△	■

*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, 2012–2017.

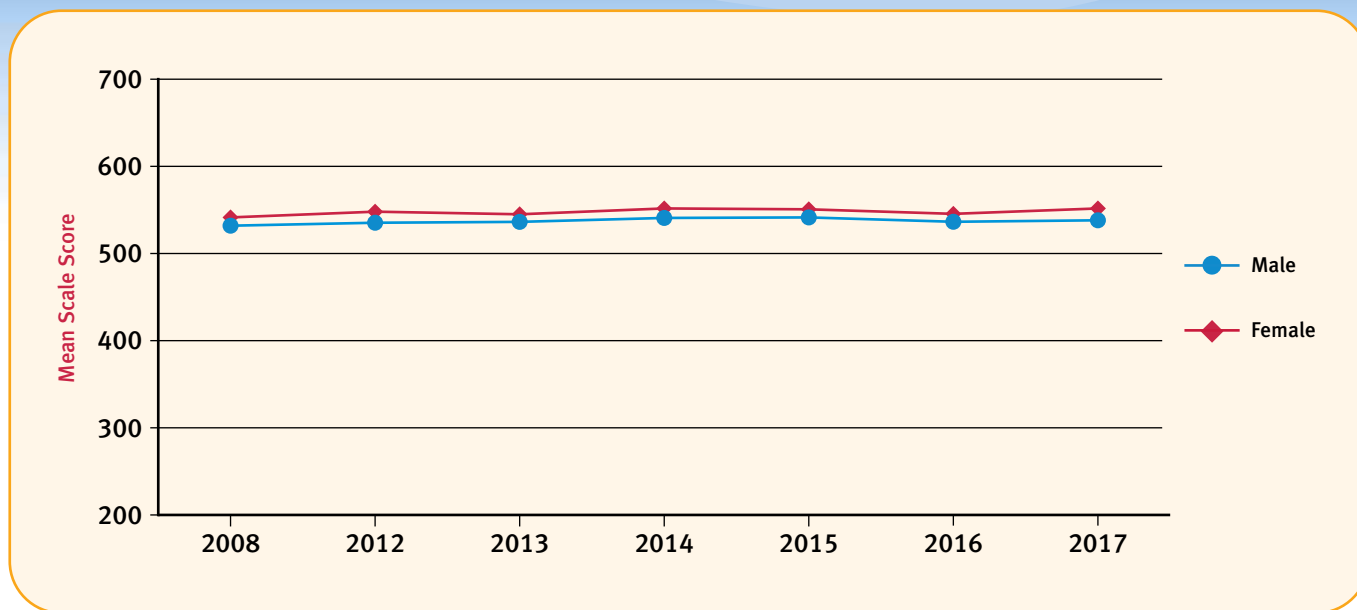


Table TS.R4: Achievement of Year 7 Students in Reading by Sex, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Male	Mean / (S.D.)	531.9 (69.9)	535.3 (69.4)	536.3 (68.1)	540.8 (70.3)	541.4 (68.9)	536.4 (68.6)	538.1 (71.1)	■	■
	% at or above NMS	92.8	92.5	92.8	93.5	94.2	93.3	92.2	■	■
Female	Mean / (S.D.)	541.4 (66.1)	548.0 (66.5)	545.0 (64.1)	551.7 (67.1)	550.7 (65.2)	545.5 (66.2)	551.7 (66.8)	■	■
	% at or above NMS	95.6	95.8	95.7	96.3	96.7	95.9	95.8	■	■

*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, 2012–2017.

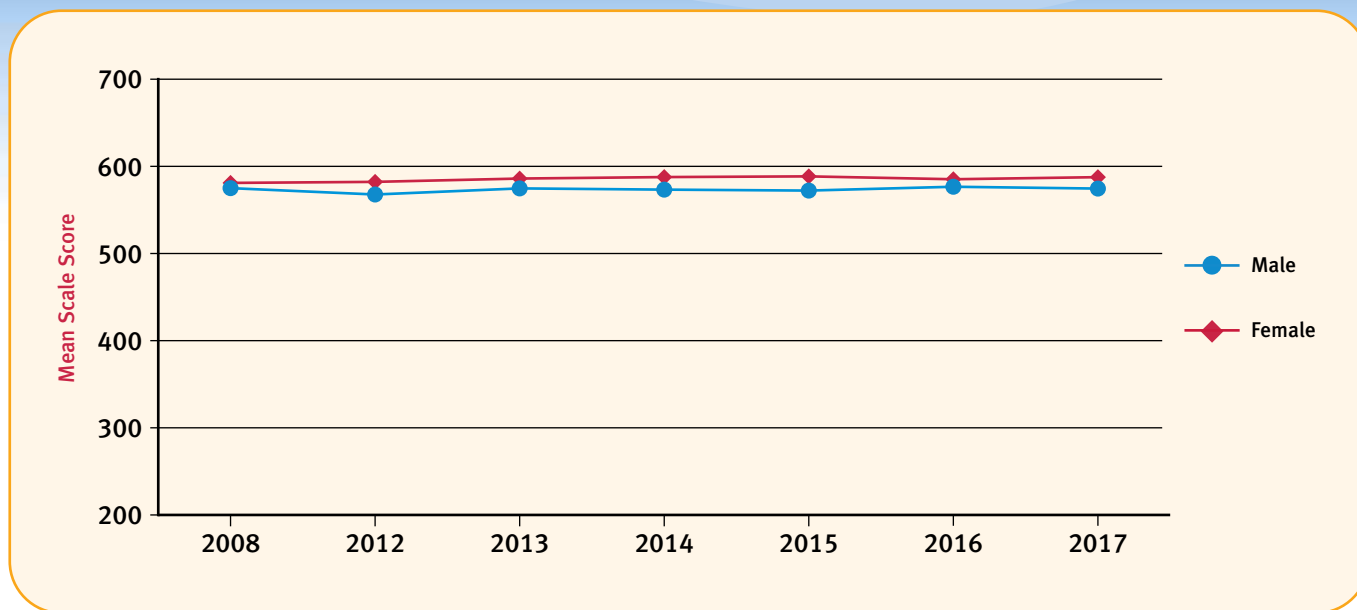


Table TS.R5: Achievement of Year 9 Students in Reading by Sex, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Male	Mean / (S.D.)	575.0 (68.7)	567.7 (67.0)	574.7 (64.2)	573.3 (68.4)	572.2 (67.6)	576.6 (66.5)	574.5 (67.7)	■	■
	% at or above NMS	91.5	89.4	91.8	90.1	90.2	91.6	89.6	■	■
Female	Mean / (S.D.)	581.0 (65.0)	582.2 (65.7)	586.0 (61.9)	587.7 (65.9)	588.5 (66.3)	585.2 (64.7)	587.6 (63.5)	■	■
	% at or above NMS	94.4	93.5	95.0	94.2	94.6	94.2	93.8	■	■

*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, 2012–2017.

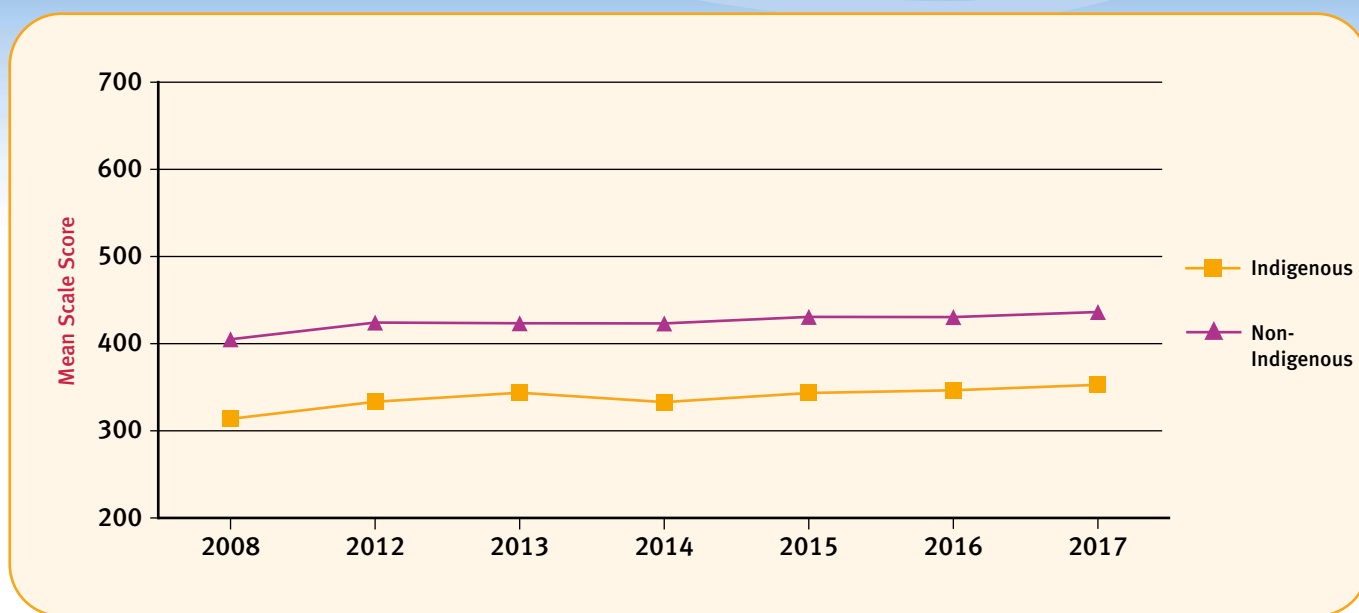


Table TS.R6: Achievement of Year 3 Students in Reading by Indigenous Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Indigenous	Mean / (S.D.)	313.7 (96.3)	333.3 (93.4)	343.7 (82.9)	332.9 (94.0)	343.4 (91.5)	346.5 (90.9)	352.8 (92.6)	△	■
	% at or above NMS	68.3	74.2	81.5	74.7	78.7	80.6	81.6	△	■
Non-Indigenous	Mean / (S.D.)	405.0 (81.3)	424.2 (85.2)	423.4 (78.2)	423.2 (83.0)	430.7 (84.0)	430.5 (82.9)	436.3 (84.1)	△	■
	% at or above NMS	93.5	94.7	96.2	94.7	95.6	96.0	95.8	△	■

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

# NAPLAN Reading

Figure TS.R7: Achievement of Year 5 Students in Reading by Indigenous Status, Australia, 2008, 2012–2017.

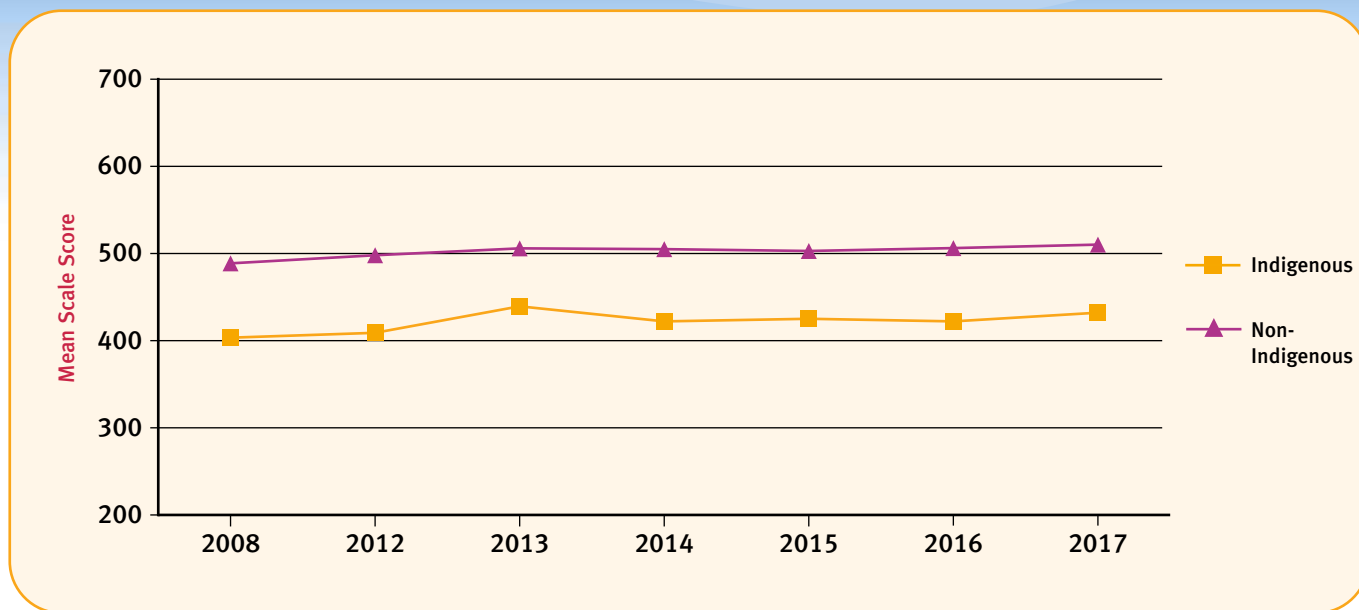


Table TS.R7: Achievement of Year 5 Students in Reading by Indigenous Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Indigenous	Mean / (S.D.)	403.4 (88.9)	409.0 (93.3)	439.4 (67.4)	422.1 (83.8)	425.1 (78.4)	422.1 (89.6)	432.1 (81.3)	△	■
	% at or above NMS	63.4	64.7	83.3	70.3	73.6	70.8	75.5	△	■
Non-Indigenous	Mean / (S.D.)	488.7 (73.3)	498.0 (74.0)	505.9 (62.7)	505.0 (75.2)	502.9 (76.0)	506.2 (73.6)	510.2 (74.4)	△	■
	% at or above NMS	92.6	93.1	96.9	94.2	94.5	94.4	95.1	△	■

*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, 2012–2017.

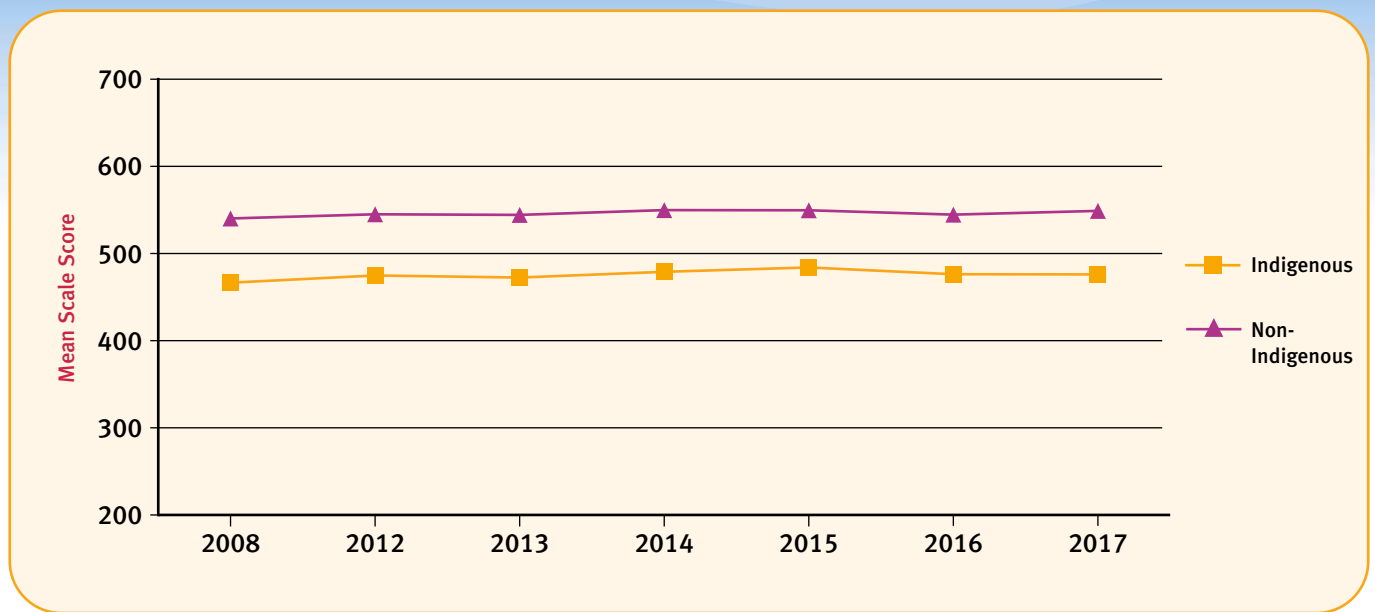


Table TS.R8: Achievement of Year 7 Students in Reading by Indigenous Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Indigenous	Mean / (S.D.)	466.5 (76.3)	474.8 (72.5)	472.4 (72.3)	479.0 (72.4)	484.0 (68.1)	476.2 (71.8)	476.0 (75.0)	■	■
	% at or above NMS	71.9	75.4	73.2	77.1	80.8	77.4	74.4	■	■
Non-Indigenous	Mean / (S.D.)	540.2 (65.7)	545.0 (66.1)	544.3 (63.8)	549.8 (66.8)	549.6 (65.4)	544.6 (65.3)	548.9 (66.7)	■	■
	% at or above NMS	95.4	95.1	95.4	95.9	96.3	95.6	95.2	■	■

*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, 2012–2017.

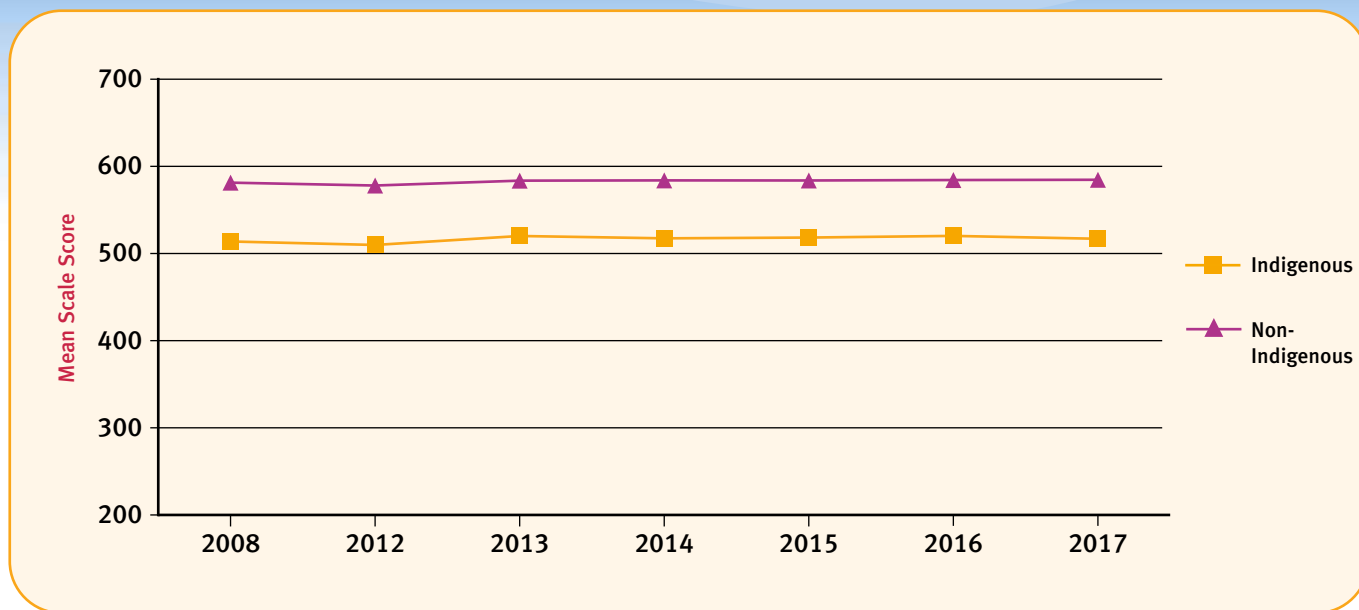


Table TS.R9: Achievement of Year 9 Students in Reading by Indigenous Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Indigenous	Mean / (S.D.)	513.8 (73.2)	509.8 (69.5)	520.1 (65.0)	517.4 (71.4)	518.3 (67.8)	520.2 (70.2)	516.9 (73.0)	■	■
	% at or above NMS	70.7	67.2	73.9	71.2	71.7	73.6	70.6	■	■
Non-Indigenous	Mean / (S.D.)	581.3 (65.0)	578.0 (64.9)	583.6 (61.4)	583.9 (65.6)	583.8 (65.8)	584.3 (63.7)	584.6 (63.6)	■	■
	% at or above NMS	94.2	92.7	94.5	93.3	93.6	94.0	92.9	■	■

*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, 2012–2017.

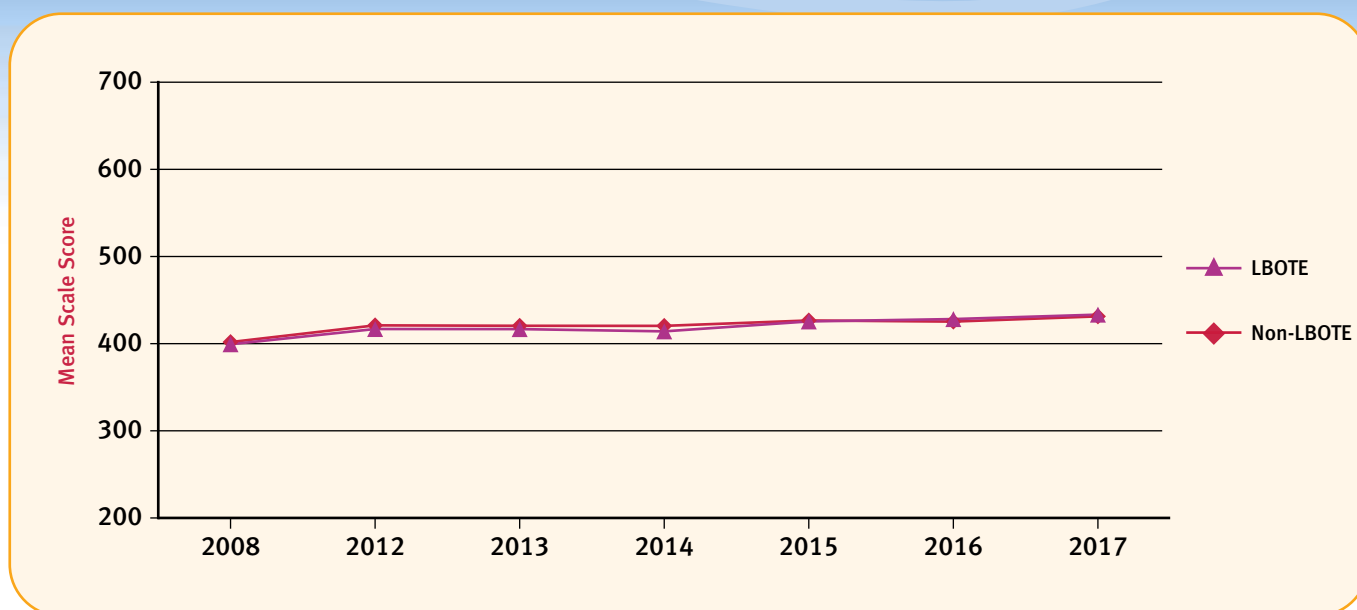


Table TS.R10: Achievement of Year 3 Students in Reading by LBOTE Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
LBOTE	Mean / (S.D.)	399.3 (88.0)	416.8 (90.8)	416.7 (82.4)	414.1 (88.8)	425.5 (90.5)	428.2 (89.3)	433.3 (92.0)	△	■
	% at or above NMS	90.4	91.9	93.9	91.7	93.3	94.0	93.5	△	■
Non-LBOTE	Mean / (S.D.)	401.8 (82.9)	421.0 (86.6)	420.5 (79.7)	420.4 (84.8)	426.6 (85.1)	425.3 (84.0)	431.3 (84.6)	△	■
	% at or above NMS	92.9	94.2	95.9	94.3	95.2	95.5	95.6	△	■

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

# NAPLAN Reading

Figure TS.R11: Achievement of Year 5 Students in Reading by LBOTE Status, Australia, 2008, 2012–2017.

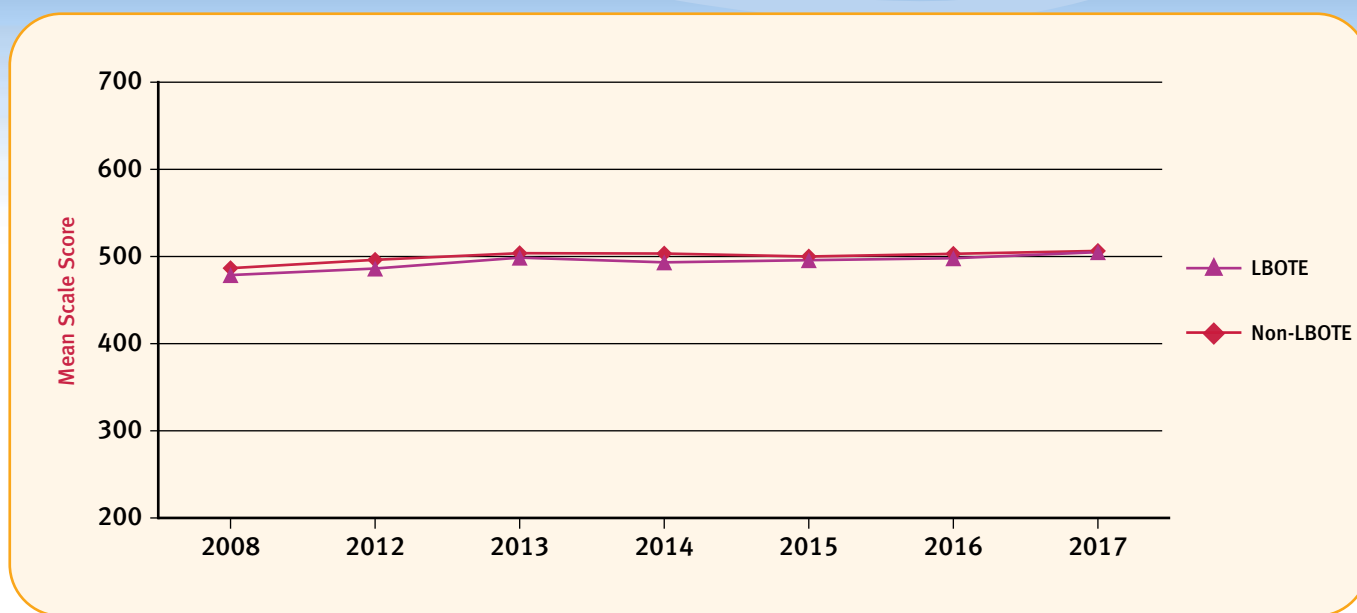


Table TS.R11: Achievement of Year 5 Students in Reading by LBOTE Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
LBOTE	Mean / (S.D.)	478.7 (83.7)	486.2 (83.8)	498.7 (68.9)	493.3 (82.3)	495.8 (83.2)	498.0 (83.9)	505.0 (83.5)	△	■
	% at or above NMS	87.5	89.0	94.4	90.2	91.2	91.2	92.0	△	■
Non-LBOTE	Mean / (S.D.)	486.6 (74.3)	496.2 (75.1)	503.8 (63.2)	503.4 (76.0)	500.0 (76.2)	503.1 (74.4)	506.4 (74.4)	△	■
	% at or above NMS	92.1	92.5	96.7	93.9	94.1	93.8	94.7	△	■

*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, 2012–2017.

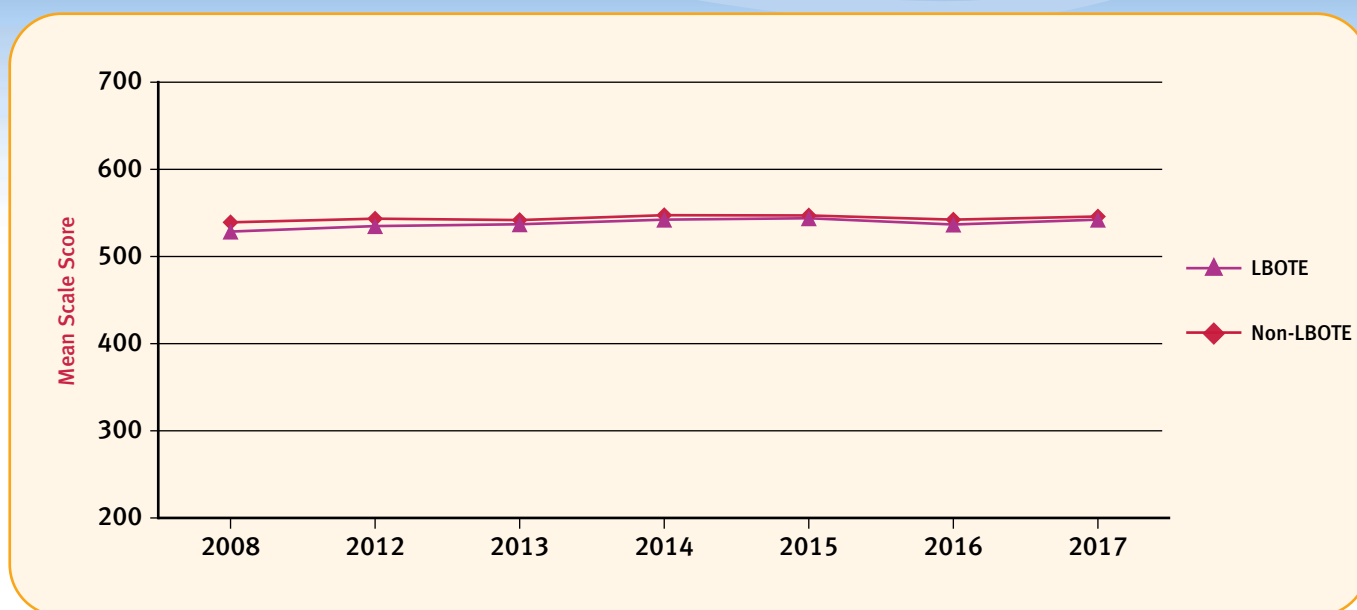


Table TS.R12: Achievement of Year 7 Students in Reading by LBOTE Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
LBOTE	Mean / (S.D.)	528.6 (75.2)	534.9 (75.1)	537.0 (73.8)	542.3 (76.3)	543.9 (72.9)	536.7 (74.4)	542.3 (76.5)	■	■
	% at or above NMS	90.8	91.4	91.7	92.4	93.9	92.4	91.8	■	■
Non-LBOTE	Mean / (S.D.)	539.2 (65.9)	543.4 (66.0)	541.8 (63.8)	547.4 (66.5)	547.1 (65.3)	542.3 (65.0)	545.9 (66.6)	■	■
	% at or above NMS	95.2	94.9	95.0	95.6	96.0	95.3	94.8	■	■

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

# NAPLAN Reading

Figure TS.R13: Achievement of Year 9 Students in Reading by LBOTE Status, Australia, 2008, 2012–2017.

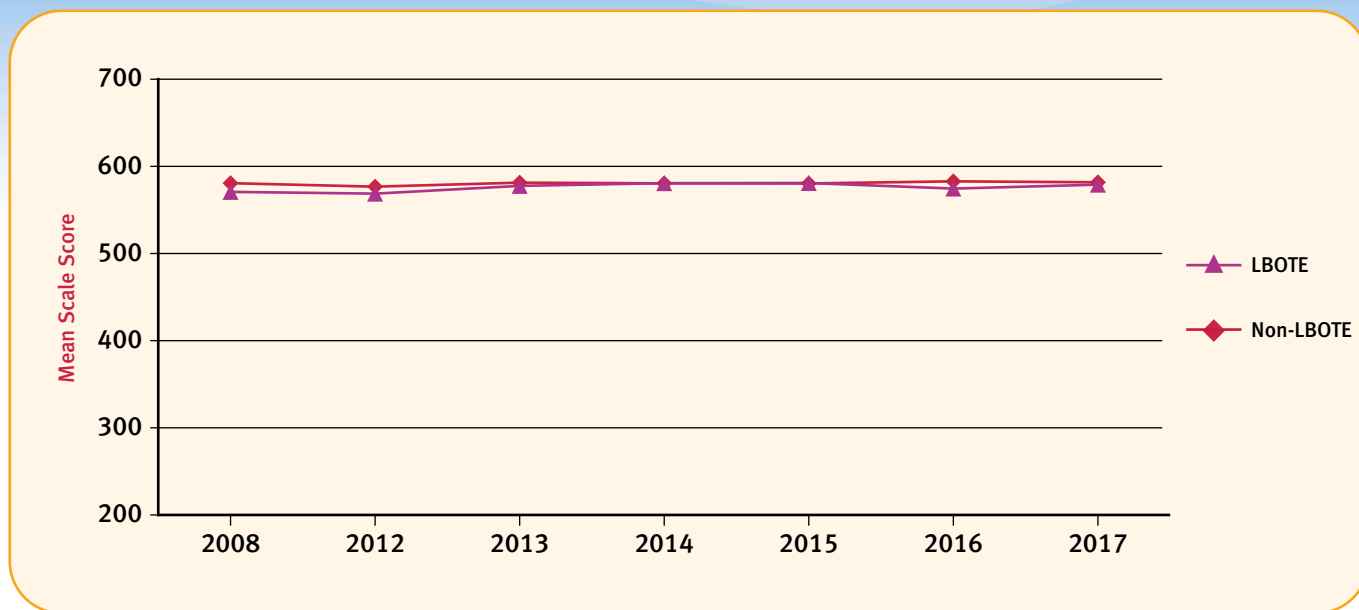


Table TS.R13: Achievement of Year 9 Students in Reading by LBOTE Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
LBOTE	Mean / (S.D.)	570.7 (71.9)	568.7 (73.2)	577.6 (68.3)	580.7 (74.5)	580.9 (74.2)	574.5 (71.5)	579.0 (70.9)	■	■
	% at or above NMS	90.0	87.6	91.3	89.9	90.4	89.6	89.5	■	■
Non-LBOTE	Mean / (S.D.)	580.7 (65.3)	576.7 (64.8)	581.3 (61.9)	580.5 (65.4)	580.4 (65.2)	582.8 (63.6)	581.7 (64.1)	■	■
	% at or above NMS	93.9	92.5	94.0	92.8	93.0	93.8	92.4	■	■

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

# NAPLAN Reading

Figure TS.R14: Achievement of Students in Reading, NSW, 2008, 2012–2017.

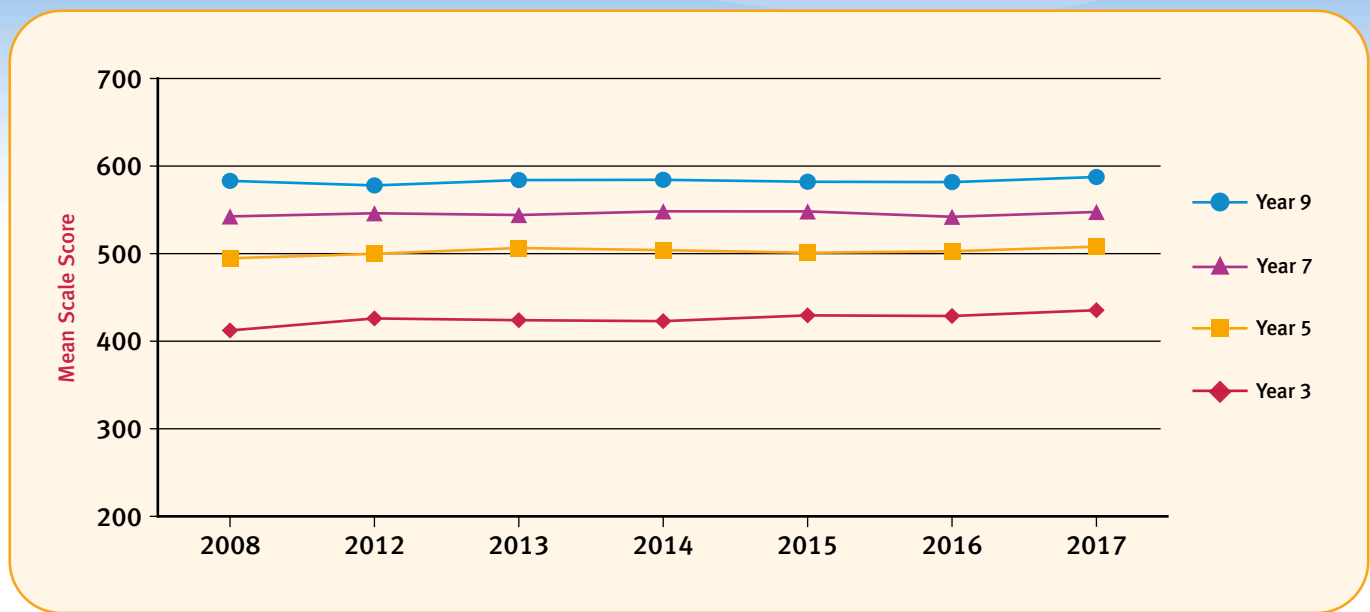


Table TS.R14: Achievement of Students in Reading, NSW, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	583.1 (66.9)	577.9 (67.5)	584.0 (64.1)	584.3 (69.1)	582.1 (69.3)	581.7 (66.8)	587.5 (64.7)	■	■
	% at or above NMS	94.4	91.9	94.1	92.6	92.6	93.1	93.2	■	■
Year 7	Mean / (S.D.)	542.5 (69.0)	546.1 (70.4)	544.1 (67.5)	548.3 (69.9)	548.2 (68.3)	542.1 (67.7)	547.6 (70.2)	■	■
	% at or above NMS	95.4	94.7	94.7	95.4	95.9	95.2	94.5	■	■
Year 5	Mean / (S.D.)	494.7 (74.9)	499.8 (77.1)	506.4 (65.0)	504.0 (77.8)	501.0 (78.8)	502.7 (77.1)	508.0 (78.3)	■	■
	% at or above NMS	93.5	92.9	96.8	93.7	93.8	93.5	94.3	■	■
Year 3	Mean / (S.D.)	412.3 (80.1)	426.0 (86.5)	424.0 (79.1)	422.9 (84.2)	429.5 (86.1)	428.8 (84.6)	435.4 (86.4)	△	■
	% at or above NMS	95.1	94.8	96.3	94.7	95.3	95.8	95.5	■	■

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, 2012–2017.

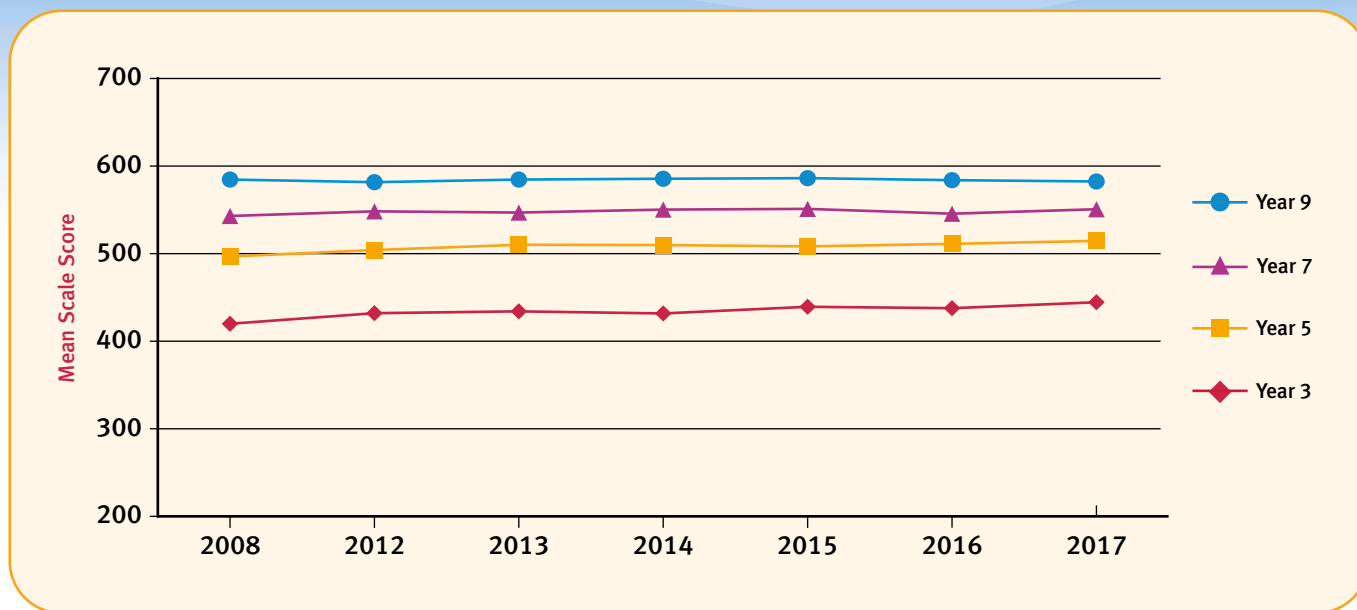


Table TS.R15: Achievement of Students in Reading, Vic, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	584.6 (62.6)	581.6 (64.5)	584.6 (60.6)	585.5 (64.7)	586.2 (65.0)	583.9 (62.4)	582.4 (63.4)	■	■
	% at or above NMS	94.7	93.0	94.3	93.3	93.5	93.4	92.0	▽	■
Year 7	Mean / (S.D.)	543.0 (63.1)	548.3 (64.4)	546.9 (61.6)	550.3 (65.9)	551.1 (64.8)	545.6 (64.2)	550.7 (65.5)	■	■
	% at or above NMS	95.8	95.5	95.6	95.6	95.9	95.3	94.9	■	■
Year 5	Mean / (S.D.)	496.7 (69.3)	504.1 (70.6)	510.1 (61.2)	509.8 (73.1)	508.3 (75.0)	511.1 (70.8)	514.6 (71.6)	△	■
	% at or above NMS	93.7	94.1	96.5	94.2	94.3	94.6	95.2	■	■
Year 3	Mean / (S.D.)	419.9 (74.9)	432.0 (82.0)	434.1 (76.6)	431.7 (80.8)	439.3 (81.9)	437.7 (80.8)	444.5 (82.9)	△	■
	% at or above NMS	95.2	95.2	96.0	94.6	95.5	95.8	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, 2012–2017.

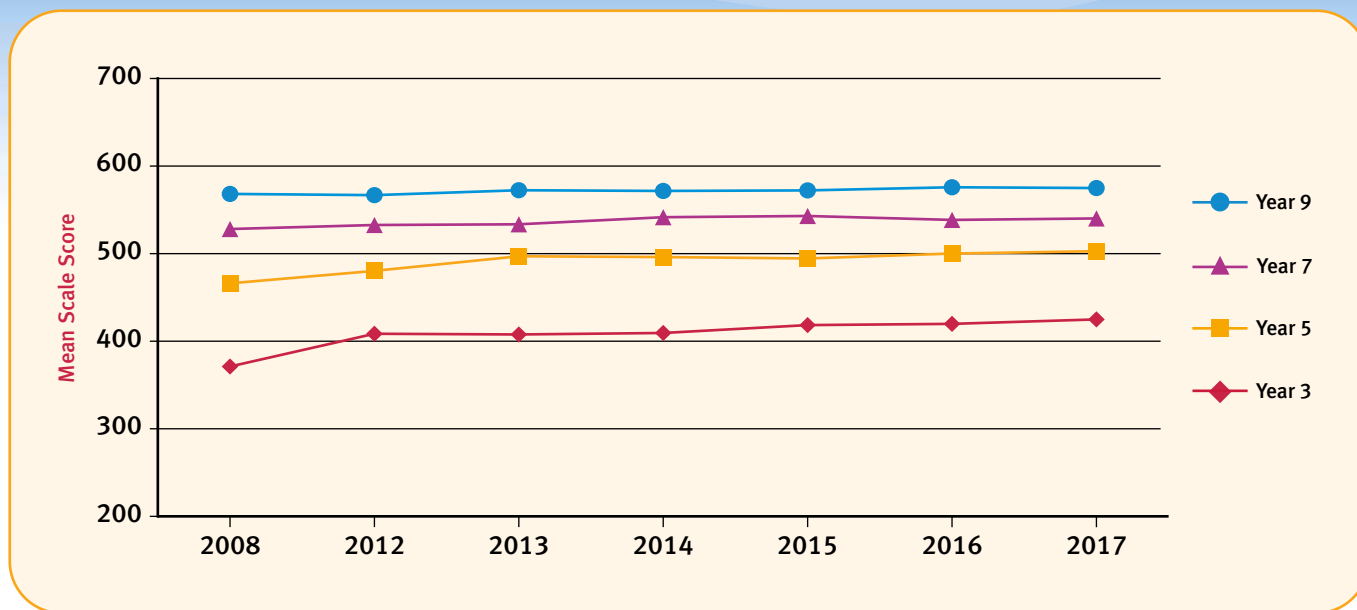


Table TS.R16: Achievement of Students in Reading, Qld, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	568.2 (68.0)	566.8 (63.6)	572.4 (62.0)	571.6 (64.3)	572.2 (64.5)	575.8 (65.2)	574.9 (66.5)	■	■
	% at or above NMS	90.5	90.5	92.7	91.3	91.8	92.4	90.8	■	■
Year 7	Mean / (S.D.)	528.1 (67.1)	532.7 (64.9)	533.5 (64.1)	541.6 (66.9)	543.0 (64.5)	538.5 (66.3)	540.2 (67.6)	■	■
	% at or above NMS	92.9	93.3	93.6	94.4	95.8	94.6	93.9	■	■
Year 5	Mean / (S.D.)	466.1 (77.5)	480.3 (75.5)	497.0 (63.4)	496.1 (76.6)	494.5 (75.1)	500.1 (75.2)	502.8 (75.0)	▲	■
	% at or above NMS	86.9	89.1	96.2	92.8	93.8	93.4	94.3	▲	■
Year 3	Mean / (S.D.)	371.1 (84.9)	408.5 (87.4)	407.7 (78.8)	409.4 (84.0)	418.4 (83.7)	419.8 (85.2)	424.9 (84.1)	▲	■
	% at or above NMS	87.1	92.7	95.1	93.4	95.0	95.4	95.5	▲	■

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, 2012–2017.

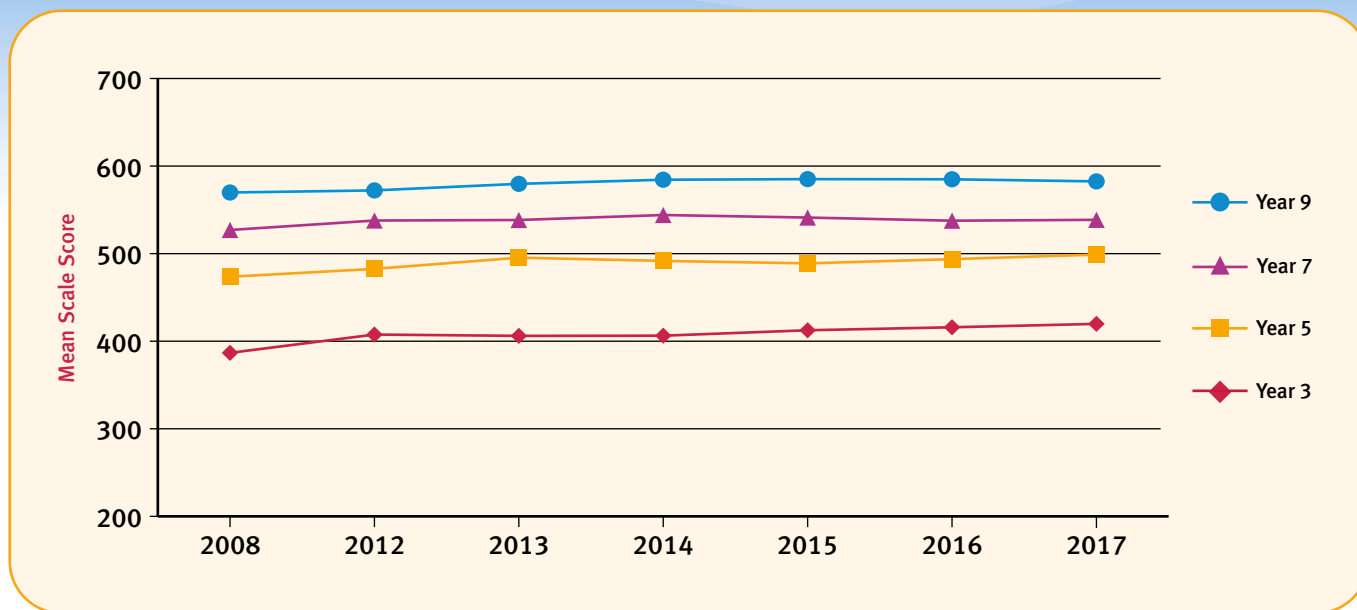


Table TS.R17: Achievement of Students in Reading, WA, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	569.8 (65.6)	572.2 (67.0)	579.7 (64.4)	584.4 (67.0)	585.1 (67.4)	584.9 (64.1)	582.5 (64.9)	■	■
	% at or above NMS	91.8	90.7	92.9	92.9	93.2	94.0	92.7	■	■
Year 7	Mean / (S.D.)	527.0 (67.0)	537.8 (67.4)	538.4 (66.4)	544.1 (69.0)	541.2 (67.6)	537.6 (69.0)	538.6 (70.5)	■	■
	% at or above NMS	92.7	93.7	93.8	94.8	94.7	93.8	92.9	■	■
Year 5	Mean / (S.D.)	473.6 (77.2)	482.6 (78.6)	495.4 (64.9)	491.7 (80.5)	488.9 (78.8)	493.7 (80.5)	498.9 (78.5)	△	■
	% at or above NMS	89.1	89.6	96.0	91.2	91.9	91.4	93.0	△	■
Year 3	Mean / (S.D.)	386.7 (87.7)	407.6 (90.7)	406.1 (81.6)	406.3 (89.5)	412.5 (90.1)	415.9 (88.1)	419.8 (88.9)	△	■
	% at or above NMS	89.4	91.8	94.3	91.8	93.0	93.8	93.9	△	■

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

# NAPLAN Reading

Figure TS.R18: Achievement of Students in Reading, SA, 2008, 2012–2017.

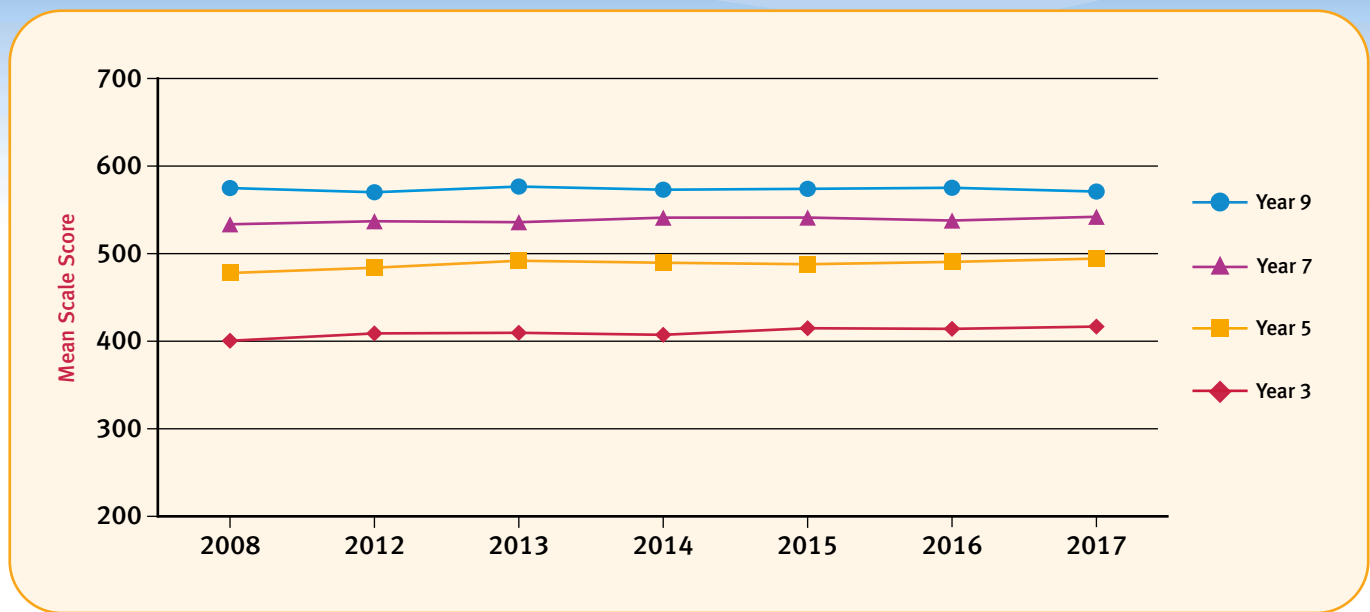


Table TS.R18: Achievement of Students in Reading, SA, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	574.9 (64.1)	570.1 (64.6)	576.6 (59.7)	573.0 (65.6)	574.0 (63.8)	575.2 (62.4)	570.9 (63.8)	■	■
	% at or above NMS	91.7	90.8	93.2	90.3	91.6	91.9	89.1	■	▽
Year 7	Mean / (S.D.)	533.5 (65.2)	537.0 (65.2)	535.9 (64.0)	541.1 (65.1)	541.2 (64.4)	537.8 (64.0)	542.1 (66.6)	■	■
	% at or above NMS	93.4	93.7	94.0	95.0	95.0	94.2	93.7	■	■
Year 5	Mean / (S.D.)	477.9 (71.3)	483.9 (73.7)	491.9 (60.9)	489.6 (75.6)	487.9 (76.6)	490.6 (75.4)	494.3 (75.0)	△	■
	% at or above NMS	89.9	90.7	95.7	91.6	91.7	91.5	92.1	■	■
Year 3	Mean / (S.D.)	400.5 (80.5)	408.9 (85.0)	409.6 (78.9)	407.3 (86.3)	414.8 (85.2)	414.1 (82.4)	416.7 (83.4)	△	■
	% at or above NMS	91.5	92.6	94.3	91.8	93.4	93.4	93.1	■	■

*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, 2012–2017.

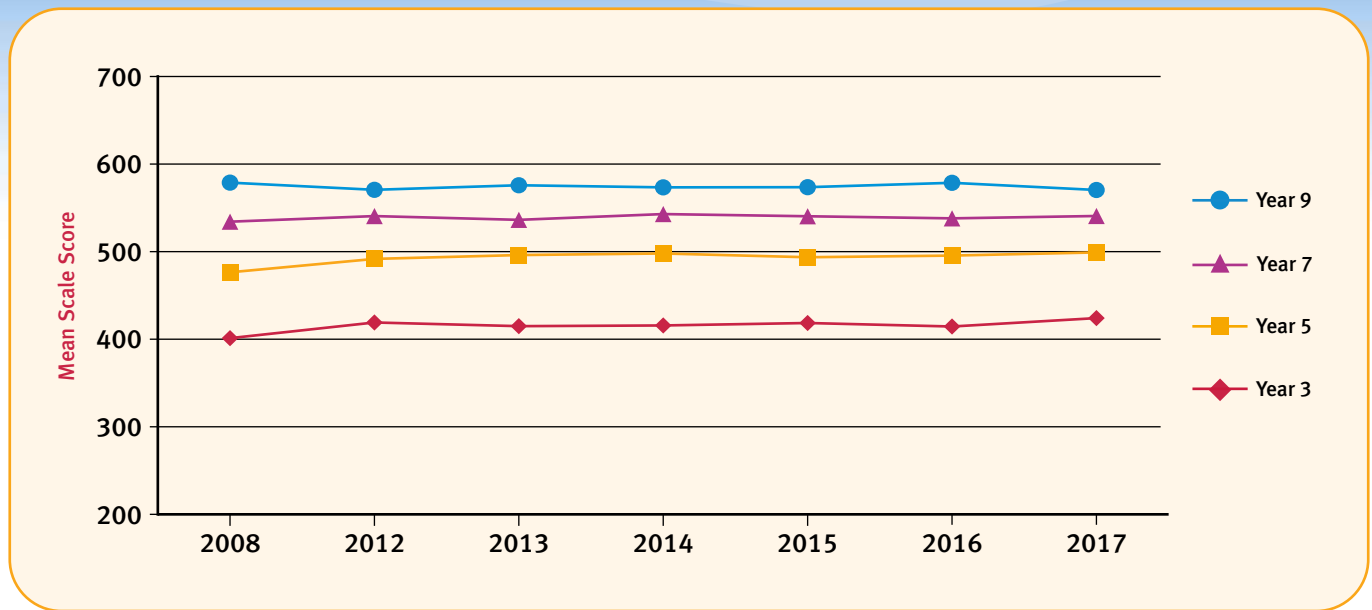


Table TS.R19: Achievement of Students in Reading, Tas, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	578.8 (67.9)	570.6 (69.0)	575.8 (65.5)	573.4 (68.6)	573.6 (67.2)	578.6 (65.8)	570.4 (69.5)	■	■
	% at or above NMS	93.0	89.9	91.8	90.5	91.4	92.7	88.7	▽	▽
Year 7	Mean / (S.D.)	534.2 (68.5)	540.6 (69.9)	536.3 (67.7)	542.9 (69.1)	540.4 (69.2)	538.0 (70.1)	540.7 (71.5)	■	■
	% at or above NMS	93.9	93.9	93.7	94.7	94.7	93.7	93.1	■	■
Year 5	Mean / (S.D.)	476.4 (75.8)	491.7 (80.7)	496.1 (67.7)	497.9 (83.9)	493.6 (82.8)	495.5 (81.2)	499.1 (81.7)	△	■
	% at or above NMS	89.7	90.7	95.5	91.3	92.1	90.8	92.3	■	■
Year 3	Mean / (S.D.)	401.2 (84.2)	419.1 (94.0)	414.9 (86.7)	415.7 (93.1)	418.5 (92.7)	414.5 (87.7)	424.1 (89.1)	△	■
	% at or above NMS	92.8	92.9	94.6	92.1	92.9	94.0	94.4	■	■

*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, 2012–2017.

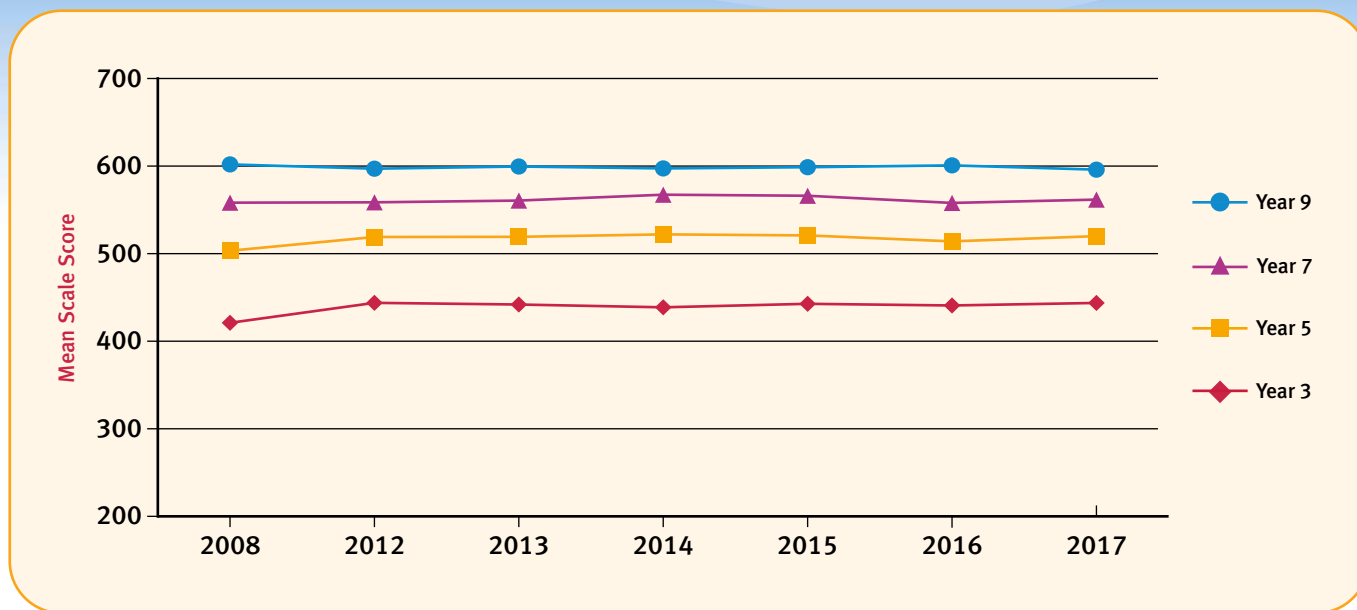


Table TS.R20: Achievement of Students in Reading, ACT, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	601.9 (68.4)	597.0 (68.8)	599.5 (61.3)	597.3 (68.4)	598.7 (66.9)	600.8 (65.8)	595.9 (63.6)	■	■
	% at or above NMS	96.6	94.7	96.0	93.9	94.0	95.2	93.9	▽	■
Year 7	Mean / (S.D.)	558.2 (70.2)	558.6 (68.3)	560.6 (64.6)	567.3 (68.5)	566.1 (69.5)	557.9 (67.2)	561.7 (67.6)	■	■
	% at or above NMS	96.3	95.7	95.9	96.5	96.8	96.2	96.2	■	■
Year 5	Mean / (S.D.)	503.3 (72.2)	519.0 (75.5)	519.2 (63.7)	522.0 (76.9)	520.8 (79.3)	514.0 (73.3)	520.0 (75.6)	△	■
	% at or above NMS	94.8	94.9	97.0	95.6	95.2	95.4	95.6	■	■
Year 3	Mean / (S.D.)	421.0 (81.5)	443.8 (88.1)	441.9 (81.0)	438.7 (86.4)	442.7 (90.1)	440.8 (85.2)	443.7 (89.4)	△	■
	% at or above NMS	94.4	96.0	96.1	95.4	95.2	96.3	95.6	■	■

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, 2012–2017.

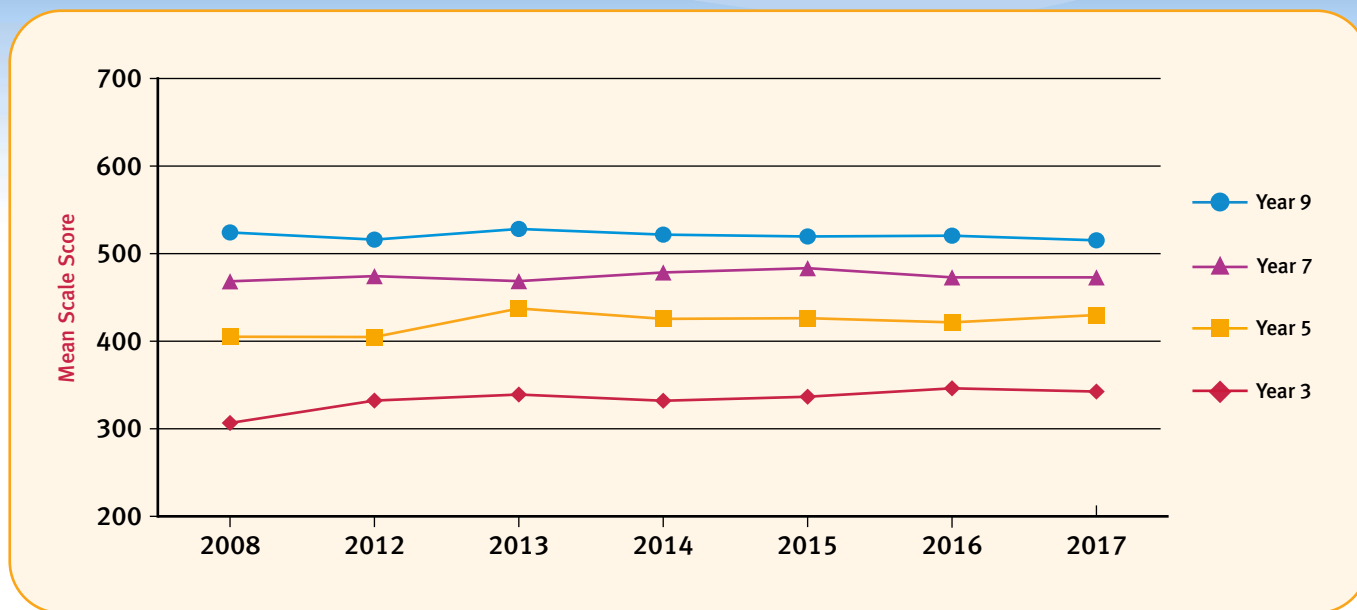


Table TS.R21: Achievement of Students in Reading, NT, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	524.2 (101.8)	516.0 (101.2)	528.2 (92.2)	521.7 (104.8)	519.6 (94.6)	520.5 (102.9)	515.2 (103.5)	■	■
	% at or above NMS	69.9	65.3	70.5	68.8	66.2	68.3	65.6	■	■
Year 7	Mean / (S.D.)	468.4 (107.7)	474.3 (107.4)	468.6 (104.6)	478.5 (102.9)	483.4 (96.8)	472.9 (109.0)	472.9 (108.6)	■	■
	% at or above NMS	67.1	69.0	65.7	69.1	72.4	68.4	66.6	■	■
Year 5	Mean / (S.D.)	405.1 (123.3)	404.8 (131.7)	437.4 (91.8)	425.5 (112.8)	426.3 (110.2)	421.5 (133.9)	429.9 (113.2)	■	■
	% at or above NMS	62.5	61.3	73.7	66.4	67.7	64.4	68.6	■	■
Year 3	Mean / (S.D.)	306.6 (134.1)	332.2 (126.6)	339.1 (110.1)	332.0 (136.2)	336.6 (122.9)	346.2 (128.3)	342.5 (131.0)	△	■
	% at or above NMS	62.7	68.9	74.3	67.0	71.1	73.8	71.9	■	■

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, 2012–2017.

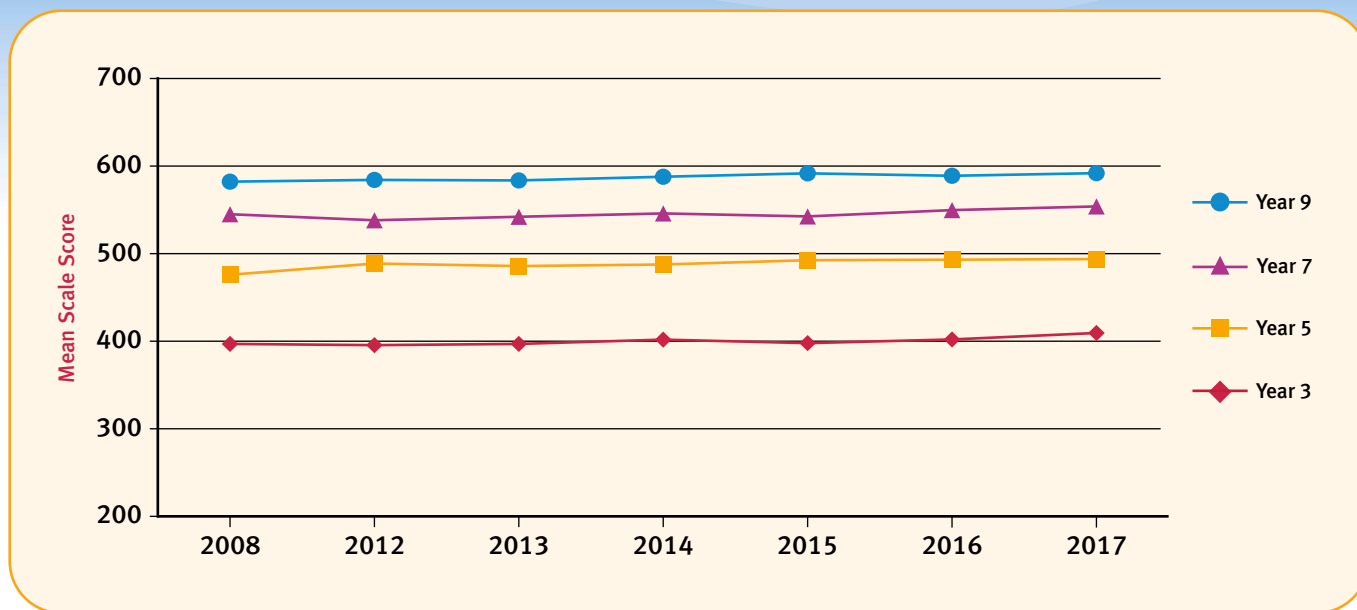


Table TS.N1: Achievement of Students in Numeracy, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	582.2 (70.2)	584.2 (72.4)	583.6 (82.2)	587.8 (70.9)	591.7 (67.8)	588.9 (66.8)	591.9 (63.5)	■	■
	% at or above NMS	93.6	93.7	90.6	94.1	95.7	95.2	95.8	△	■
Year 7	Mean / (S.D.)	545.0 (73.2)	538.1 (73.9)	542.1 (71.4)	545.9 (73.0)	542.5 (68.6)	549.7 (70.4)	553.9 (71.1)	■	■
	% at or above NMS	95.4	93.8	95.0	95.1	95.9	95.5	95.4	■	■
Year 5	Mean / (S.D.)	475.9 (68.8)	488.7 (70.9)	485.8 (71.5)	487.6 (69.0)	492.5 (68.0)	493.1 (70.6)	493.8 (65.5)	△	■
	% at or above NMS	92.7	93.3	93.4	93.5	95.1	94.3	95.4	△	■
Year 3	Mean / (S.D.)	396.9 (70.4)	395.5 (72.6)	396.9 (65.8)	401.8 (73.0)	397.8 (74.3)	402.0 (73.4)	409.4 (73.9)	■	■
	% at or above NMS	95.0	93.9	95.7	94.6	94.4	95.5	95.4	■	■

*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, 2012–2017.

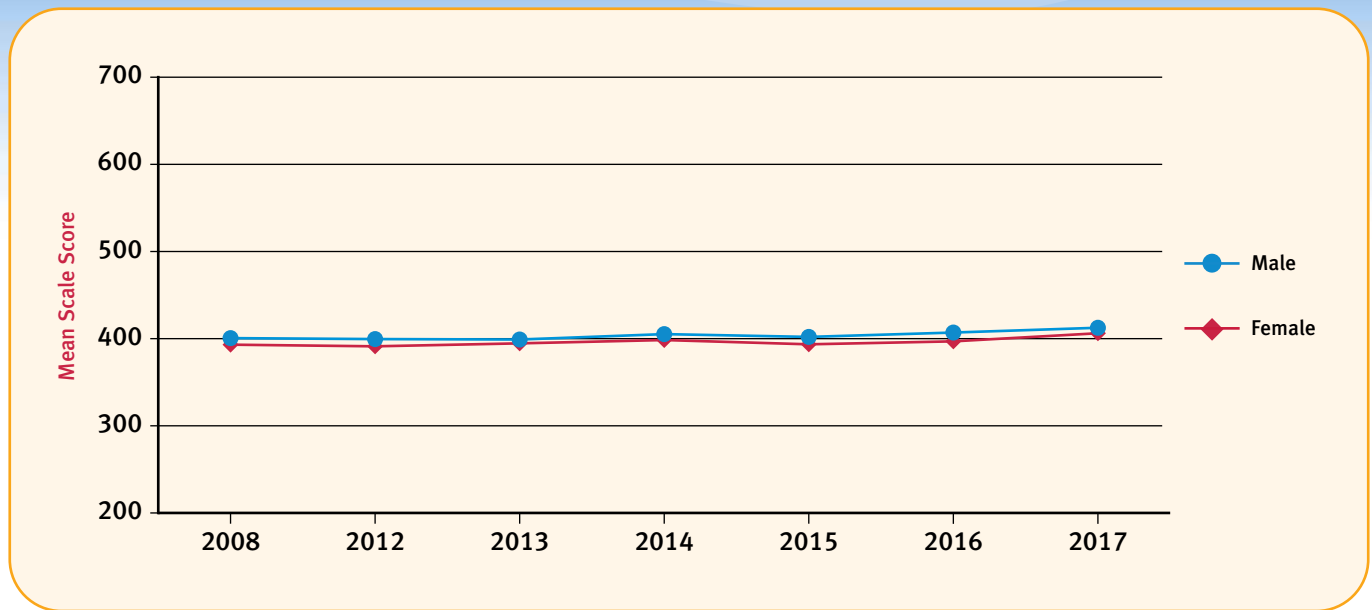


Table TS.N2: Achievement of Year 3 Students in Numeracy by Sex, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Male	Mean / (S.D.)	400.6 (72.8)	399.5 (75.0)	399.0 (68.4)	405.2 (74.9)	402.0 (76.3)	407.0 (75.3)	412.5 (76.5)	■	■
	% at or above NMS	94.6	93.3	95.0	94.2	94.1	95.1	94.8	■	■
Female	Mean / (S.D.)	393.1 (67.6)	391.2 (69.8)	394.6 (63.0)	398.4 (70.9)	393.5 (71.9)	396.9 (71.0)	406.2 (71.1)	■	■
	% at or above NMS	95.5	94.6	96.5	95.1	94.8	96.0	96.1	■	■

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



# NAPLAN Numeracy

Figure TS.N3: Achievement of Year 5 Students in Numeracy by Sex, Australia, 2008, 2012–2017.

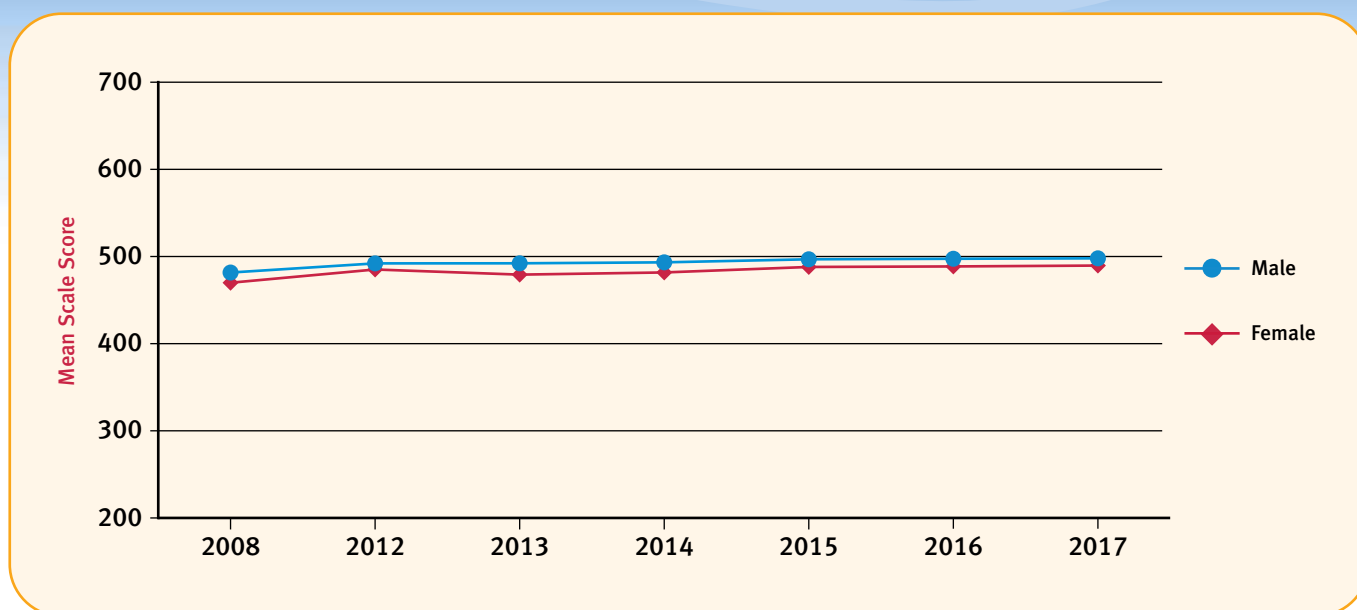


Table TS.N3: Achievement of Year 5 Students in Numeracy by Sex, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Male	Mean / (S.D.)	481.6 (70.5)	492.1 (73.1)	492.2 (74.0)	493.3 (71.3)	496.8 (70.6)	497.4 (73.0)	497.9 (68.1)	△	■
	% at or above NMS	92.8	92.6	93.3	93.1	94.5	93.9	94.8	△	■
Female	Mean / (S.D.)	469.9 (66.4)	485.1 (68.3)	479.2 (68.3)	481.7 (65.9)	488.0 (64.9)	488.6 (67.6)	489.6 (62.4)	△	■
	% at or above NMS	92.5	94.0	93.4	93.8	95.7	94.7	95.9	△	■

*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, 2012–2017.

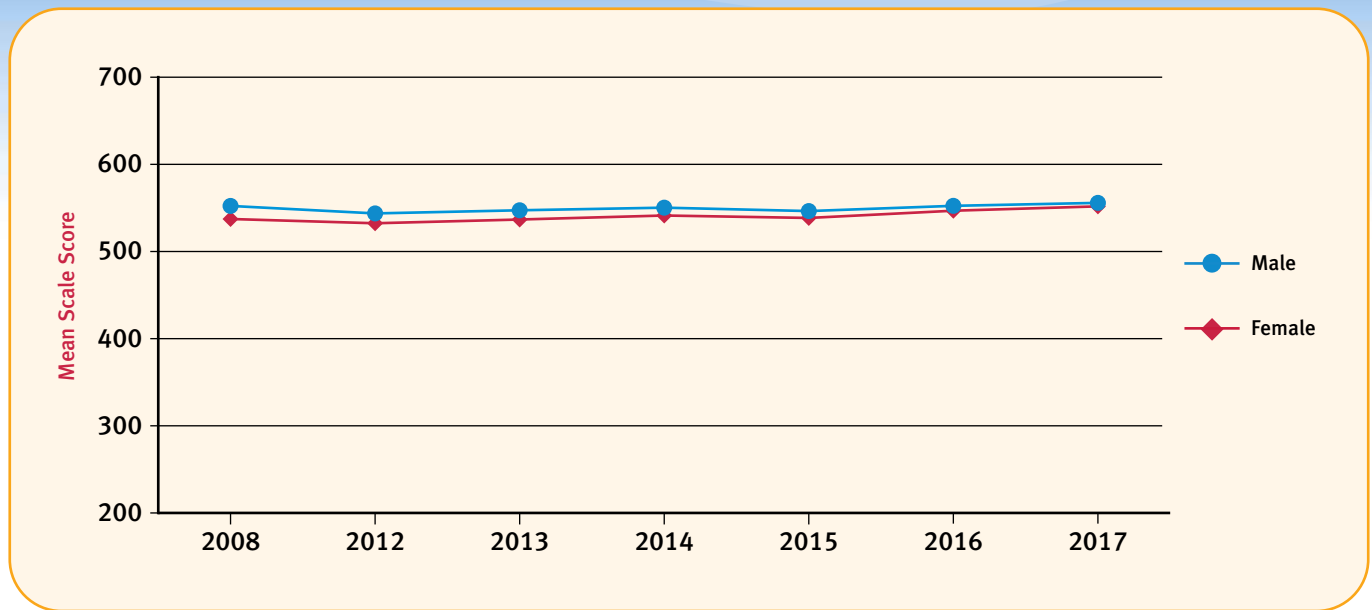


Table TS.N4: Achievement of Year 7 Students in Numeracy by Sex, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Male	Mean / (S.D.)	552.3 (75.8)	543.7 (76.9)	547.3 (73.9)	550.3 (75.6)	546.4 (71.4)	552.4 (73.2)	555.8 (73.8)	■	■
	% at or above NMS	95.4	93.5	94.7	94.8	95.4	94.8	94.6	■	■
Female	Mean / (S.D.)	537.3 (69.6)	532.4 (70.0)	536.7 (68.2)	541.3 (69.7)	538.5 (65.3)	546.8 (67.2)	551.8 (68.2)	△	■
	% at or above NMS	95.3	94.1	95.3	95.5	96.4	96.2	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, 2012–2017.

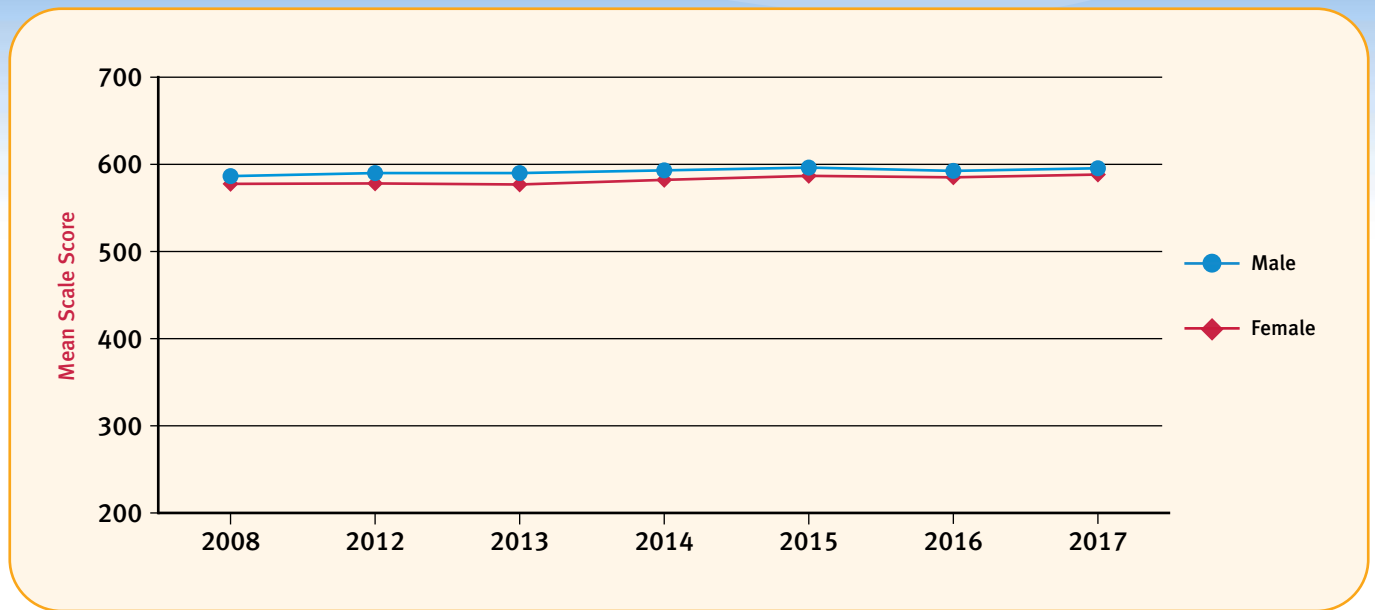


Table TS.N5: Achievement of Year 9 Students in Numeracy by Sex, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Male	Mean / (S.D.)	586.5 (72.0)	590.0 (74.7)	590.0 (84.6)	593.1 (73.1)	596.3 (70.0)	592.5 (69.5)	595.5 (65.3)	■	■
	% at or above NMS	93.7	93.9	90.9	94.0	95.4	94.7	95.3	■	■
Female	Mean / (S.D.)	577.6 (68.1)	578.1 (69.4)	576.9 (79.2)	582.2 (68.2)	586.8 (65.1)	585.1 (63.5)	588.3 (61.4)	■	■
	% at or above NMS	93.6	93.5	90.1	94.3	95.9	95.7	96.3	△	■

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

# NAPLAN Numeracy

Figure TS.N6: Achievement of Year 3 Students in Numeracy by Indigenous Status, Australia, 2008, 2012–2017.

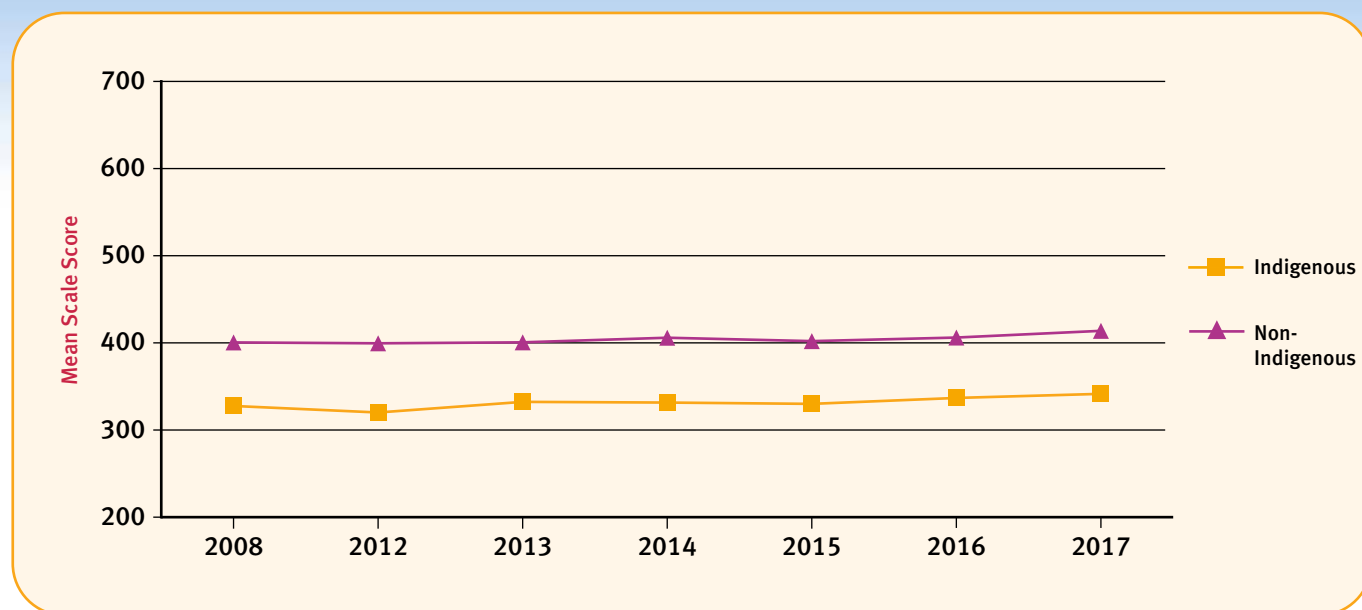


Table TS.N6: Achievement of Year 3 Students in Numeracy by Indigenous Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Indigenous	Mean / (S.D.)	327.6 (70.6)	320.1 (75.0)	332.3 (65.5)	331.5 (74.4)	330.0 (72.3)	336.8 (71.3)	341.5 (73.5)	■	■
	% at or above NMS	78.6	72.7	81.6	78.2	78.2	82.6	82.2	■	■
Non-Indigenous	Mean / (S.D.)	400.5 (68.4)	399.5 (70.2)	400.6 (63.9)	405.9 (70.8)	402.0 (72.4)	406.1 (71.6)	413.8 (71.8)	■	■
	% at or above NMS	96.0	95.1	96.6	95.7	95.5	96.4	96.3	■	■

*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, 2012–2017.

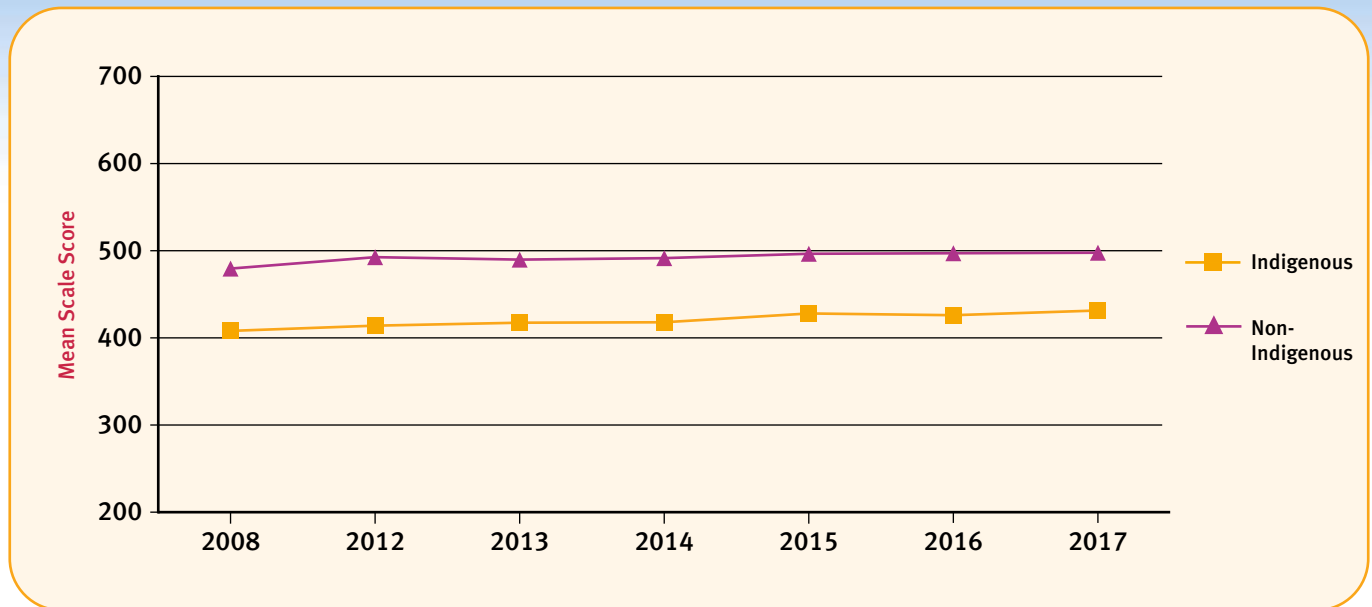


Table TS.N7: Achievement of Year 5 Students in Numeracy by Indigenous Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Indigenous	Mean / (S.D.)	408.0 (65.8)	414.0 (73.6)	417.4 (66.0)	417.9 (69.3)	428.0 (64.5)	426.0 (67.7)	431.4 (62.9)	▲	■
	% at or above NMS	69.2	69.2	73.0	71.1	78.6	76.1	80.2	▲	■
Non-Indigenous	Mean / (S.D.)	479.5 (66.9)	492.6 (68.5)	489.8 (69.8)	491.5 (66.8)	496.5 (66.2)	497.1 (68.6)	497.7 (63.7)	▲	■
	% at or above NMS	94.0	94.6	94.6	94.8	96.1	95.5	96.3	▲	■

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, 2012–2017.

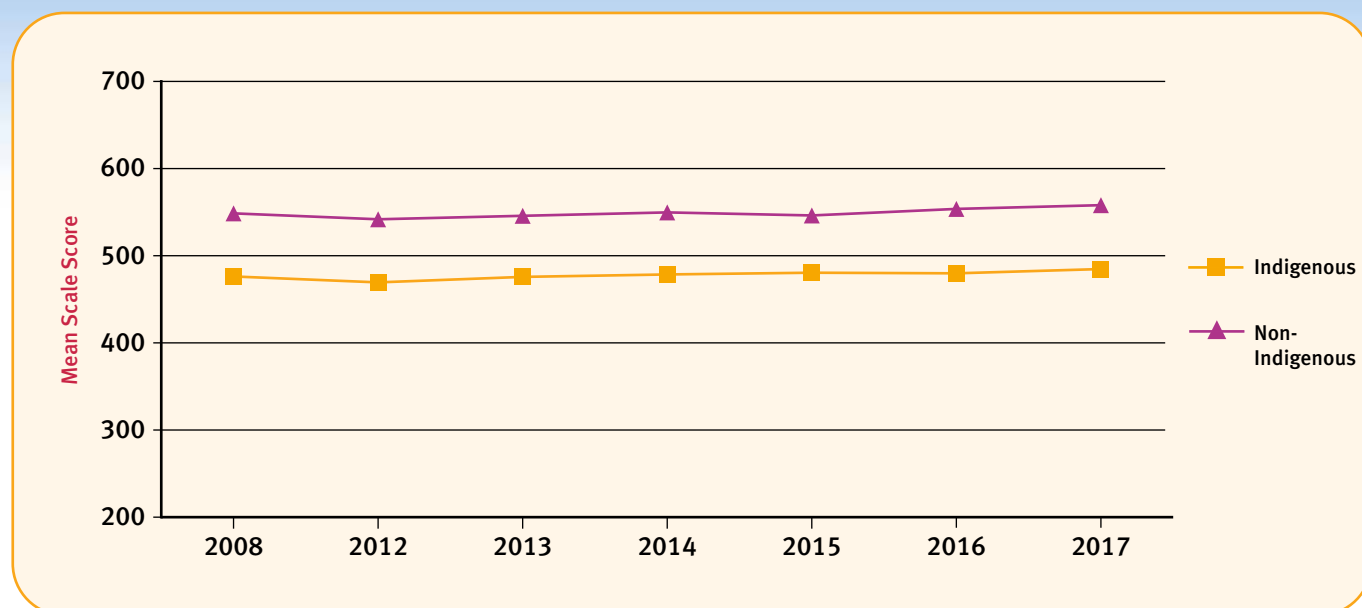


Table TS.N8: Achievement of Year 7 Students in Numeracy by Indigenous Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Indigenous	Mean / (S.D.)	476.2 (67.2)	469.4 (66.0)	475.7 (63.6)	478.5 (64.4)	480.5 (59.7)	479.8 (66.6)	484.7 (67.9)	■	■
	% at or above NMS	78.6	74.4	78.1	79.5	82.8	79.4	79.9	■	■
Non-Indigenous	Mean / (S.D.)	548.6 (71.6)	541.8 (72.3)	545.8 (69.9)	549.7 (71.5)	546.2 (67.3)	553.7 (68.4)	558.0 (69.1)	■	■
	% at or above NMS	96.4	94.9	96.0	96.1	96.7	96.5	96.3	■	■

*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, 2012–2017.

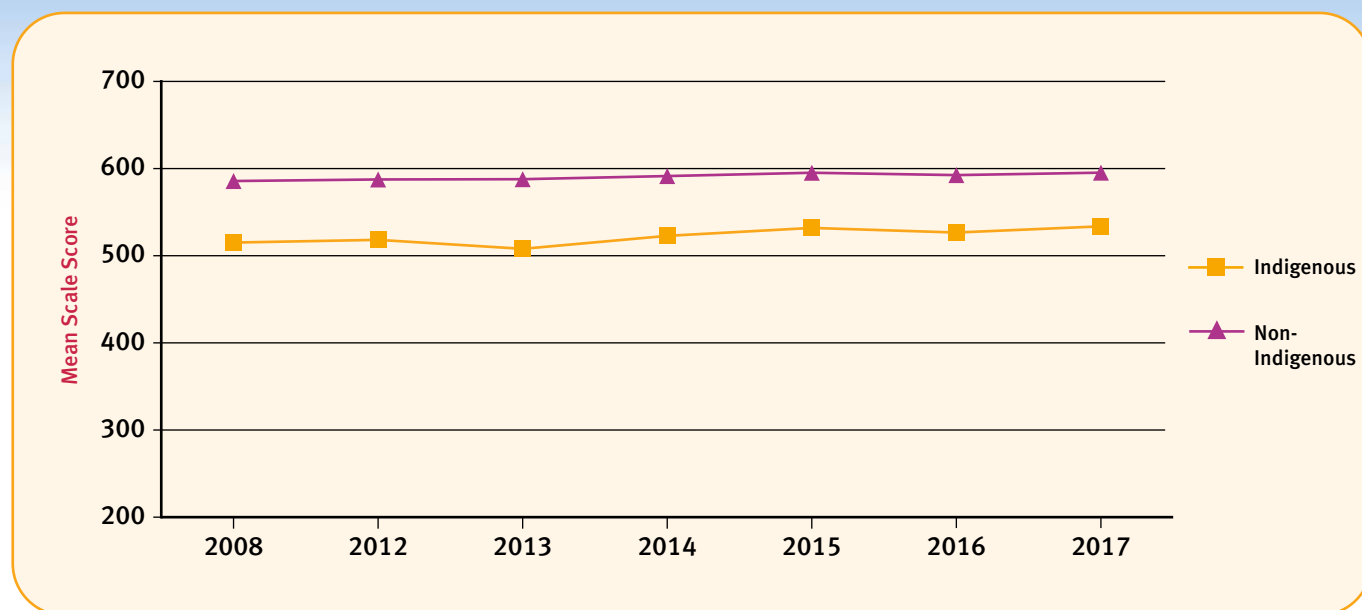


Table TS.N9: Achievement of Year 9 Students in Numeracy by Indigenous Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Indigenous	Mean / (S.D.)	515.1 (65.6)	518.2 (61.3)	507.9 (72.2)	522.8 (63.4)	531.9 (57.1)	526.6 (61.5)	533.7 (57.8)	▲	■
	% at or above NMS	72.5	74.2	65.7	76.2	82.8	79.7	84.0	▲	■
Non-Indigenous	Mean / (S.D.)	585.7 (68.7)	587.5 (71.3)	587.8 (80.7)	591.4 (69.6)	595.2 (66.9)	592.5 (65.3)	595.3 (62.1)	■	■
	% at or above NMS	94.8	94.7	92.0	95.2	96.4	96.1	96.5	▲	■

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, 2012–2017.

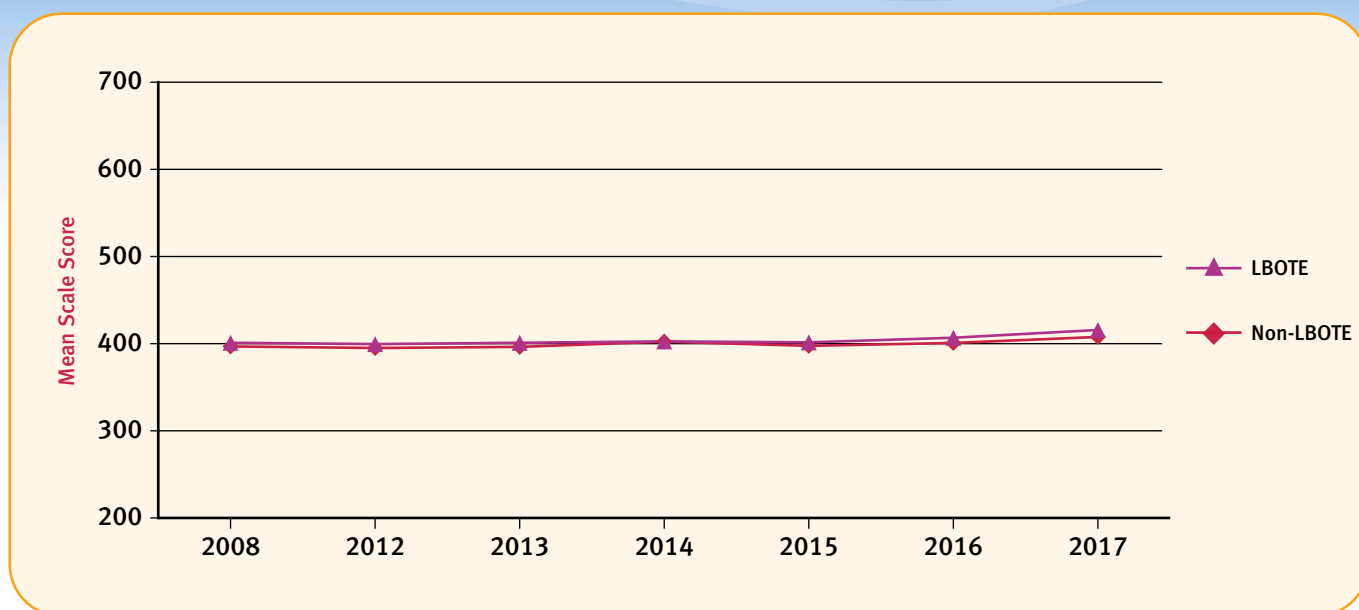


Table TS.N10: Achievement of Year 3 Students in Numeracy by LBOTE Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
LBOTE	Mean / (S.D.)	401.0 (75.1)	399.5 (78.5)	401.0 (71.1)	402.6 (77.7)	401.5 (80.5)	406.8 (79.8)	415.7 (80.6)	■	■
	% at or above NMS	93.0	92.2	94.2	92.7	93.0	94.3	93.9	■	■
Non-LBOTE	Mean / (S.D.)	396.8 (69.1)	395.0 (70.6)	396.3 (64.0)	402.3 (71.2)	397.5 (72.0)	400.8 (70.9)	407.7 (71.1)	■	■
	% at or above NMS	95.6	94.5	96.2	95.4	95.1	96.0	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, 2012–2017.

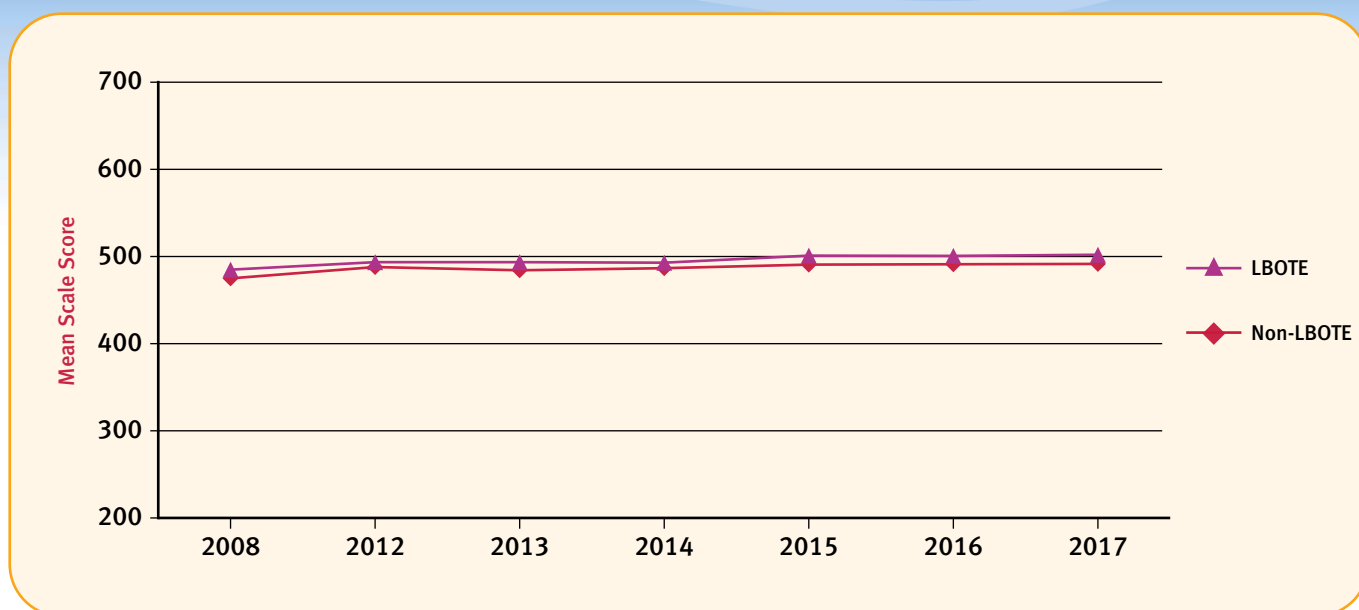


Table TS.N11: Achievement of Year 5 Students in Numeracy by LBOTE Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
LBOTE	Mean / (S.D.)	484.9 (78.9)	493.5 (80.1)	493.5 (81.9)	492.9 (76.5)	501.0 (76.9)	500.7 (79.6)	502.0 (72.9)	△	■
	% at or above NMS	90.7	91.4	91.7	91.6	93.6	93.1	94.1	△	■
Non-LBOTE	Mean / (S.D.)	474.9 (66.1)	487.9 (67.7)	484.2 (68.0)	486.6 (66.1)	490.7 (64.6)	491.1 (67.0)	491.5 (62.4)	△	■
	% at or above NMS	93.4	93.9	94.0	94.2	95.6	94.8	95.9	△	■

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

# NAPLAN Numeracy

Figure TS.N12: Achievement of Year 7 Students in Numeracy by LBOTE Status, Australia, 2008, 2012–2017.

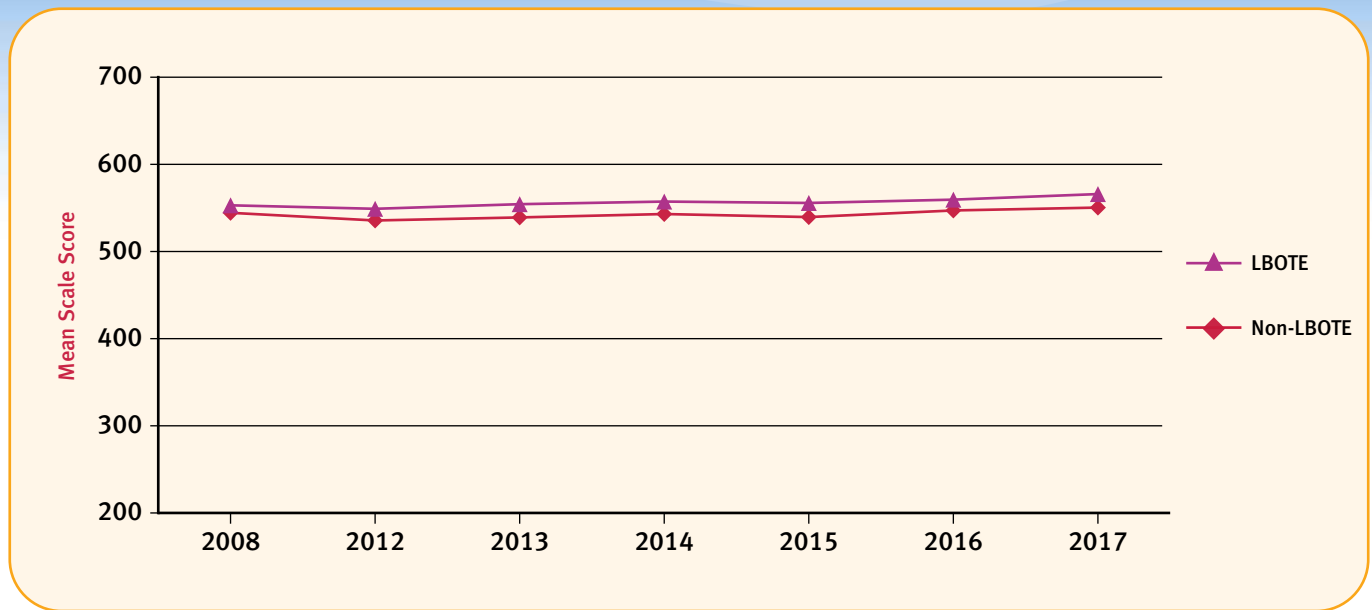


Table TS.N12: Achievement of Year 7 Students in Numeracy by LBOTE Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
LBOTE	Mean / (S.D.)	553.0 (84.8)	549.0 (87.6)	554.3 (85.6)	557.3 (85.5)	555.7 (80.8)	559.5 (81.7)	565.9 (81.9)	■	■
	% at or above NMS	93.6	92.4	93.6	93.9	95.2	94.4	94.4	■	■
Non-LBOTE	Mean / (S.D.)	544.4 (70.3)	535.6 (69.5)	539.1 (66.5)	543.0 (68.5)	539.5 (64.2)	547.1 (66.1)	550.4 (66.7)	■	■
	% at or above NMS	96.0	94.2	95.5	95.6	96.2	95.9	95.8	■	■

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

# NAPLAN Numeracy

Figure TS.N13: Achievement of Year 9 Students in Numeracy by LBOTE Status, Australia, 2008, 2012–2017.

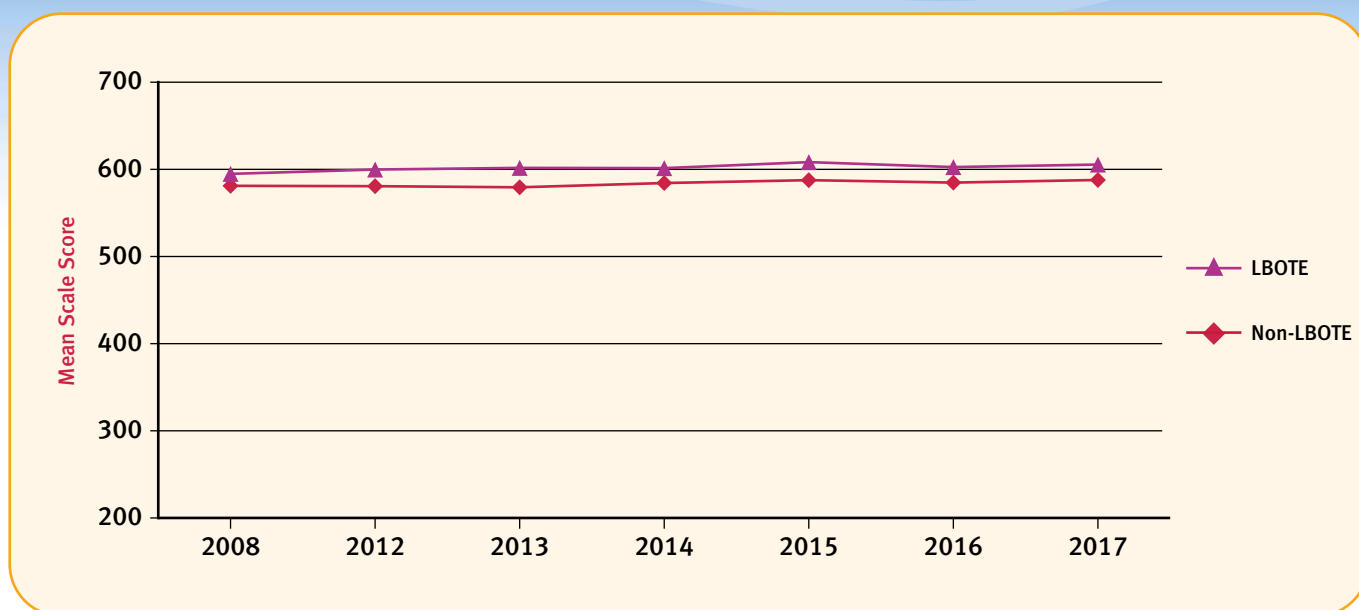


Table TS.N13: Achievement of Year 9 Students in Numeracy by LBOTE Status, Australia, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
LBOTE	Mean / (S.D.)	594.8 (80.9)	599.8 (86.0)	601.7 (98.5)	601.4 (83.6)	608.3 (80.3)	602.6 (78.7)	605.5 (72.1)	■	■
	% at or above NMS	93.0	92.8	89.8	93.2	95.3	94.4	95.1	△	■
Non-LBOTE	Mean / (S.D.)	581.1 (67.3)	580.7 (67.9)	579.4 (76.9)	584.3 (66.5)	587.6 (63.1)	584.8 (62.0)	587.8 (59.8)	■	■
	% at or above NMS	94.2	94.1	90.9	94.5	95.9	95.4	96.0	△	■

*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, 2012–2017.

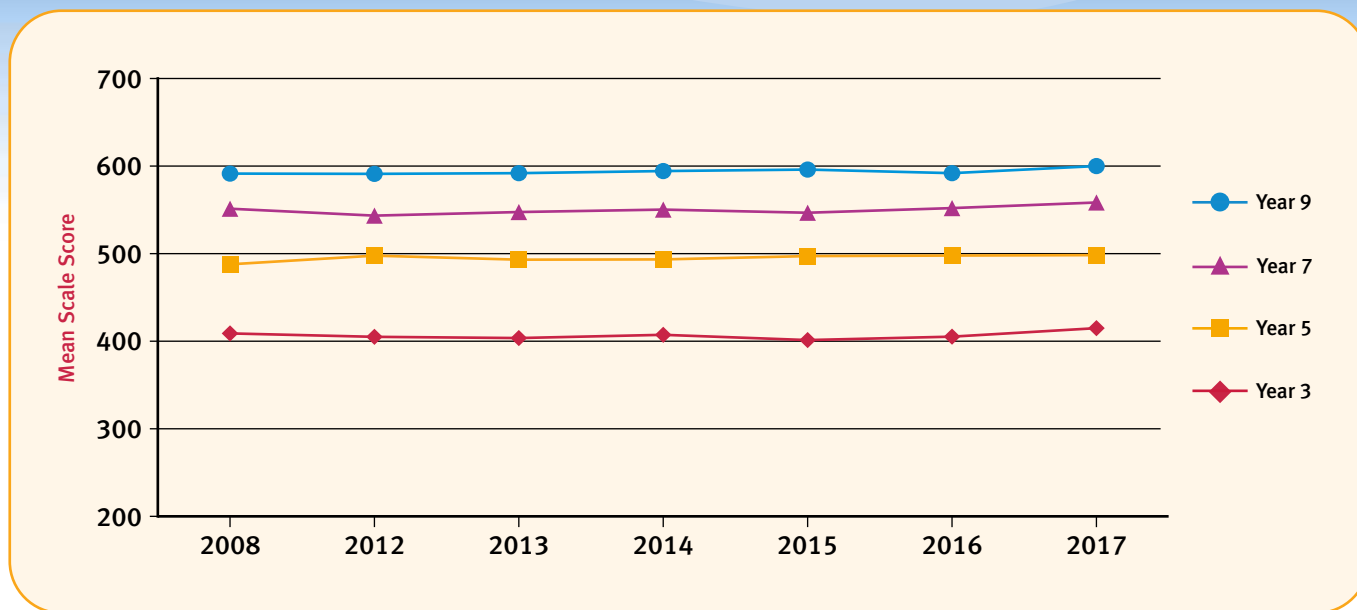


Table TS.N14: Achievement of Students in Numeracy, NSW, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	591.4 (75.1)	591.1 (79.1)	591.9 (90.7)	594.3 (77.2)	596.0 (73.7)	591.9 (71.5)	600.0 (67.5)	■	■
	% at or above NMS	94.7	93.7	90.4	94.5	95.8	95.4	96.4	△	■
Year 7	Mean / (S.D.)	551.3 (78.3)	543.4 (80.4)	547.5 (77.4)	550.3 (77.7)	546.7 (74.4)	552.0 (74.1)	558.4 (74.9)	■	■
	% at or above NMS	96.0	93.8	95.1	95.5	96.1	95.8	95.8	■	■
Year 5	Mean / (S.D.)	487.8 (72.4)	497.7 (73.5)	493.1 (76.8)	493.4 (71.1)	497.2 (71.5)	497.8 (74.4)	498.3 (68.2)	■	■
	% at or above NMS	94.4	94.5	93.9	94.3	95.4	94.7	95.8	■	■
Year 3	Mean / (S.D.)	408.9 (70.6)	405.0 (73.5)	403.6 (67.4)	407.3 (74.2)	401.3 (76.2)	405.2 (75.2)	414.9 (74.5)	■	■
	% at or above NMS	96.9	95.1	96.4	95.4	94.7	95.9	96.0	■	■

*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, 2012–2017.

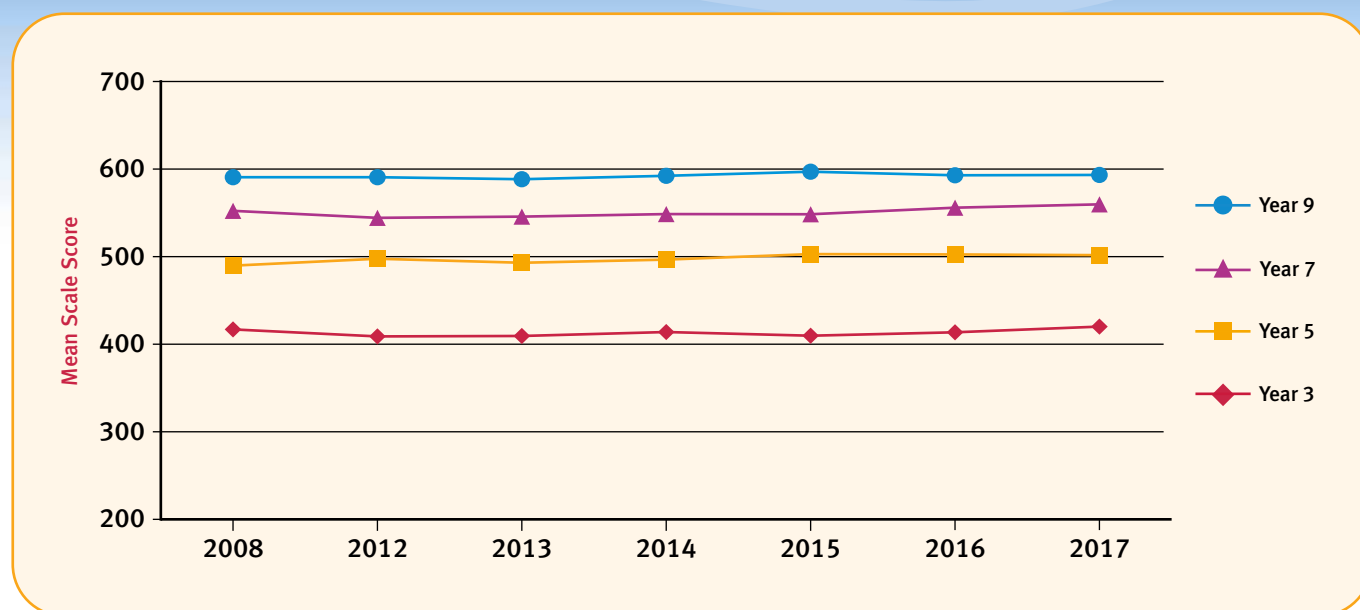


Table TS.N15: Achievement of Students in Numeracy, Vic, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	590.7 (66.6)	590.7 (69.7)	588.4 (77.9)	592.3 (68.7)	597.0 (67.1)	592.9 (64.3)	593.3 (61.5)	■	■
	% at or above NMS	95.2	95.0	92.2	94.8	95.6	95.4	95.5	■	■
Year 7	Mean / (S.D.)	552.3 (69.4)	544.3 (70.8)	545.7 (67.7)	548.6 (69.4)	548.4 (66.1)	555.9 (67.2)	559.7 (67.9)	■	■
	% at or above NMS	96.5	95.0	95.7	95.5	96.3	96.1	96.0	■	■
Year 5	Mean / (S.D.)	489.7 (65.8)	497.6 (65.6)	493.0 (67.5)	496.6 (65.2)	502.9 (65.1)	502.5 (67.2)	501.7 (62.4)	■	■
	% at or above NMS	94.6	95.0	94.4	94.7	95.8	95.3	96.0	■	■
Year 3	Mean / (S.D.)	416.9 (63.8)	408.9 (67.6)	409.4 (62.8)	413.9 (69.1)	409.7 (72.2)	413.6 (71.6)	420.1 (71.6)	■	■
	% at or above NMS	96.5	95.6	96.2	95.5	95.3	95.9	96.0	■	■

*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, 2012–2017.

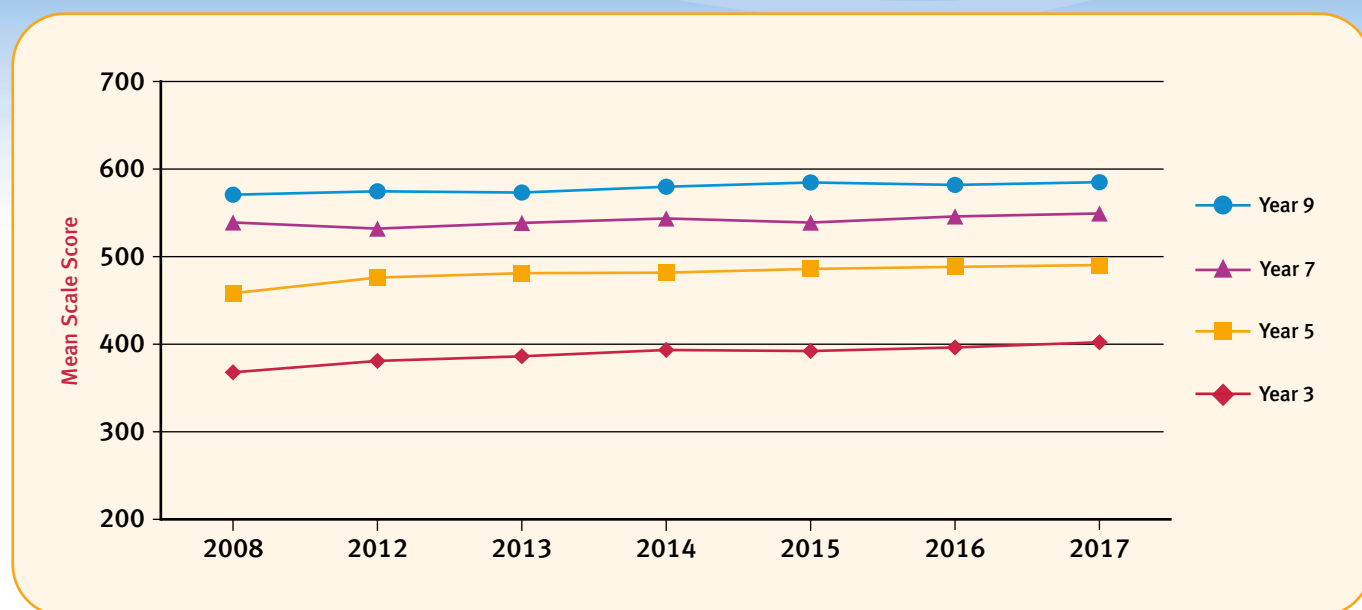


Table TS.N16: Achievement of Students in Numeracy, Qld, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	570.7 (66.2)	574.6 (64.4)	573.2 (74.5)	579.8 (64.1)	584.7 (59.9)	581.9 (61.3)	585.0 (59.0)	▲	■
	% at or above NMS	92.4	93.7	90.1	94.2	96.3	95.3	96.0	▲	■
Year 7	Mean / (S.D.)	539.0 (70.4)	532.0 (67.5)	538.5 (65.7)	543.6 (69.1)	538.9 (62.9)	545.9 (66.7)	549.3 (67.8)	■	■
	% at or above NMS	94.9	93.8	95.4	95.3	96.2	95.6	95.4	■	■
Year 5	Mean / (S.D.)	458.2 (62.7)	476.1 (66.7)	481.1 (66.7)	481.7 (66.4)	486.0 (63.4)	488.3 (67.0)	490.4 (62.6)	▲	■
	% at or above NMS	90.4	91.7	93.6	93.1	95.5	94.7	95.9	▲	■
Year 3	Mean / (S.D.)	367.9 (67.0)	380.9 (69.9)	386.2 (62.0)	393.4 (70.6)	392.2 (70.5)	396.3 (71.1)	402.2 (72.1)	▲	■
	% at or above NMS	92.0	92.7	95.8	94.6	95.0	96.0	95.7	▲	■

*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, 2012–2017.

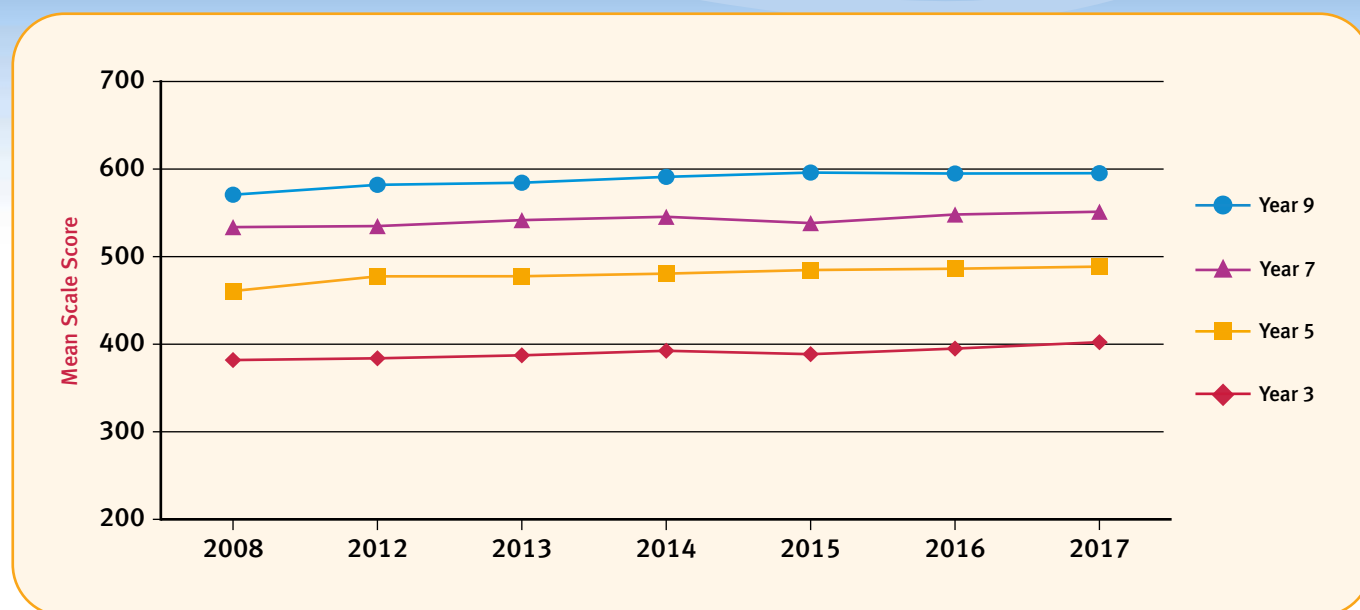


Table TS.N17: Achievement of Students in Numeracy, WA, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	570.7 (66.6)	582.0 (71.7)	584.4 (80.9)	591.1 (69.8)	596.0 (66.7)	594.9 (66.2)	595.3 (63.3)	▲	■
	% at or above NMS	92.3	93.1	90.8	94.7	96.4	95.9	96.4	▲	■
Year 7	Mean / (S.D.)	533.7 (68.7)	534.9 (70.9)	541.7 (71.1)	545.5 (72.1)	538.3 (67.3)	548.1 (72.0)	551.3 (72.2)	▲	■
	% at or above NMS	94.7	93.9	95.1	95.4	95.6	95.1	94.9	■	■
Year 5	Mean / (S.D.)	460.7 (63.4)	477.5 (70.3)	477.6 (69.7)	480.6 (70.4)	484.7 (68.0)	486.2 (70.9)	488.6 (66.1)	▲	■
	% at or above NMS	91.1	91.7	92.7	92.2	94.3	93.4	95.0	▲	■
Year 3	Mean / (S.D.)	381.9 (66.4)	383.9 (72.8)	387.3 (64.7)	392.5 (74.1)	388.6 (74.7)	395.0 (73.1)	402.3 (74.0)	▲	■
	% at or above NMS	94.5	92.5	95.4	93.8	93.7	95.0	95.1	■	■

*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, 2012–2017.

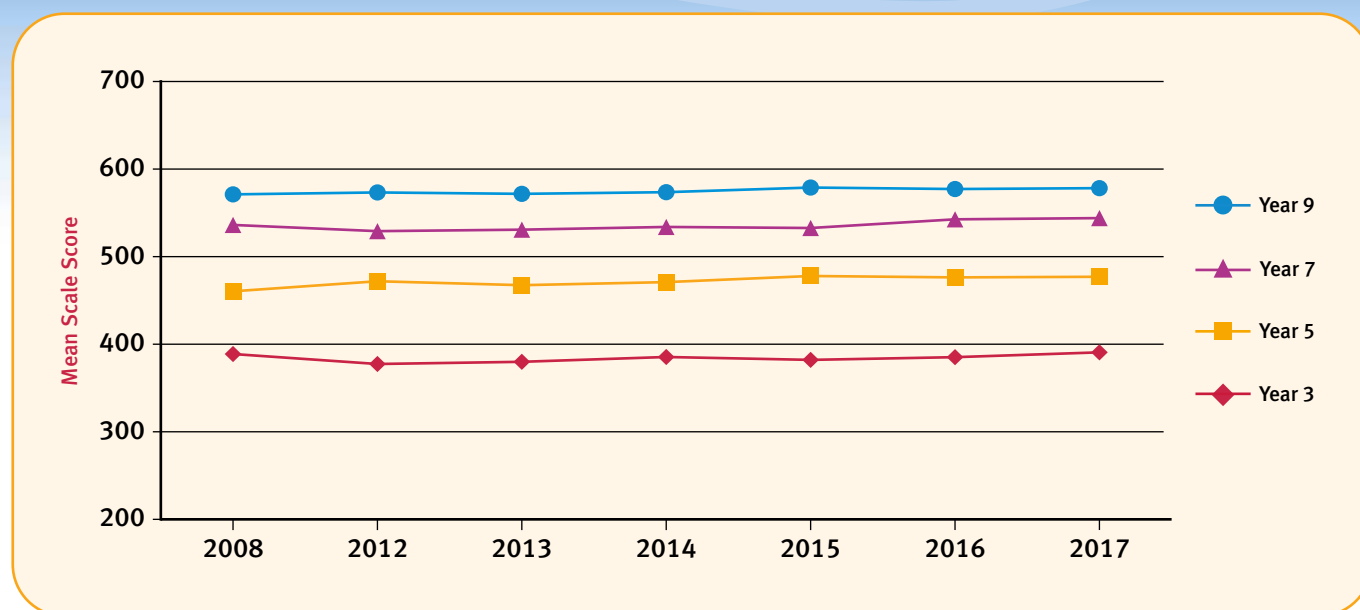


Table TS.N18: Achievement of Students in Numeracy, SA, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	571.1 (62.8)	573.3 (65.6)	571.7 (72.3)	573.6 (62.8)	578.9 (60.4)	577.2 (58.3)	578.2 (56.8)	■	■
	% at or above NMS	92.0	92.9	90.1	92.6	95.0	94.4	94.3	■	■
Year 7	Mean / (S.D.)	536.2 (67.7)	529.1 (67.0)	530.8 (64.6)	533.9 (65.0)	532.7 (60.7)	542.6 (64.0)	544.0 (64.4)	■	■
	% at or above NMS	94.5	93.5	94.6	94.8	95.8	95.2	94.9	■	■
Year 5	Mean / (S.D.)	460.4 (60.7)	471.9 (64.7)	467.4 (63.7)	470.9 (64.1)	477.9 (62.4)	476.3 (63.8)	477.0 (61.3)	△	■
	% at or above NMS	90.5	91.7	92.0	91.8	94.0	92.8	93.3	△	■
Year 3	Mean / (S.D.)	388.8 (64.9)	377.4 (67.9)	379.9 (61.3)	385.4 (68.8)	382.1 (70.2)	385.2 (65.3)	390.7 (71.1)	■	■
	% at or above NMS	93.8	91.9	94.4	93.2	92.8	94.2	93.0	■	■

*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, 2012–2017.

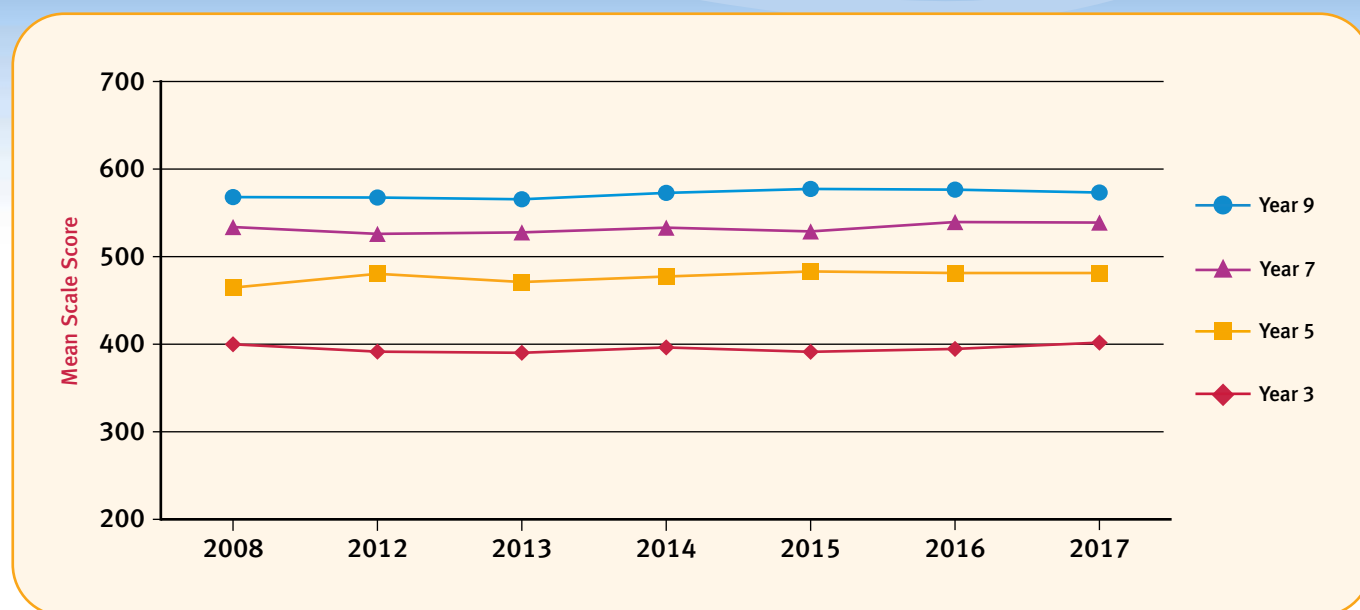


Table TS.N19: Achievement of Students in Numeracy, Tas, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	568.0 (65.1)	567.5 (65.0)	565.5 (73.5)	572.8 (63.0)	577.3 (60.0)	576.5 (58.2)	573.2 (56.3)	■	■
	% at or above NMS	92.3	92.4	88.0	93.5	95.8	95.7	95.4	△	■
Year 7	Mean / (S.D.)	533.8 (67.5)	526.0 (67.8)	527.7 (65.1)	533.1 (66.7)	528.8 (60.3)	539.5 (65.2)	538.9 (66.1)	■	■
	% at or above NMS	95.2	93.2	94.5	94.8	96.0	95.3	94.9	■	■
Year 5	Mean / (S.D.)	464.6 (62.9)	480.4 (69.0)	471.0 (66.0)	477.3 (66.2)	483.1 (65.0)	481.3 (65.3)	481.3 (62.9)	△	■
	% at or above NMS	92.1	92.6	92.4	92.6	94.9	94.0	95.0	△	■
Year 3	Mean / (S.D.)	399.9 (67.7)	391.5 (72.1)	390.2 (67.1)	396.3 (72.8)	391.3 (72.9)	394.6 (69.4)	401.8 (68.8)	■	■
	% at or above NMS	96.7	93.9	95.4	94.5	94.0	95.8	96.2	■	■

*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, 2012–2017.

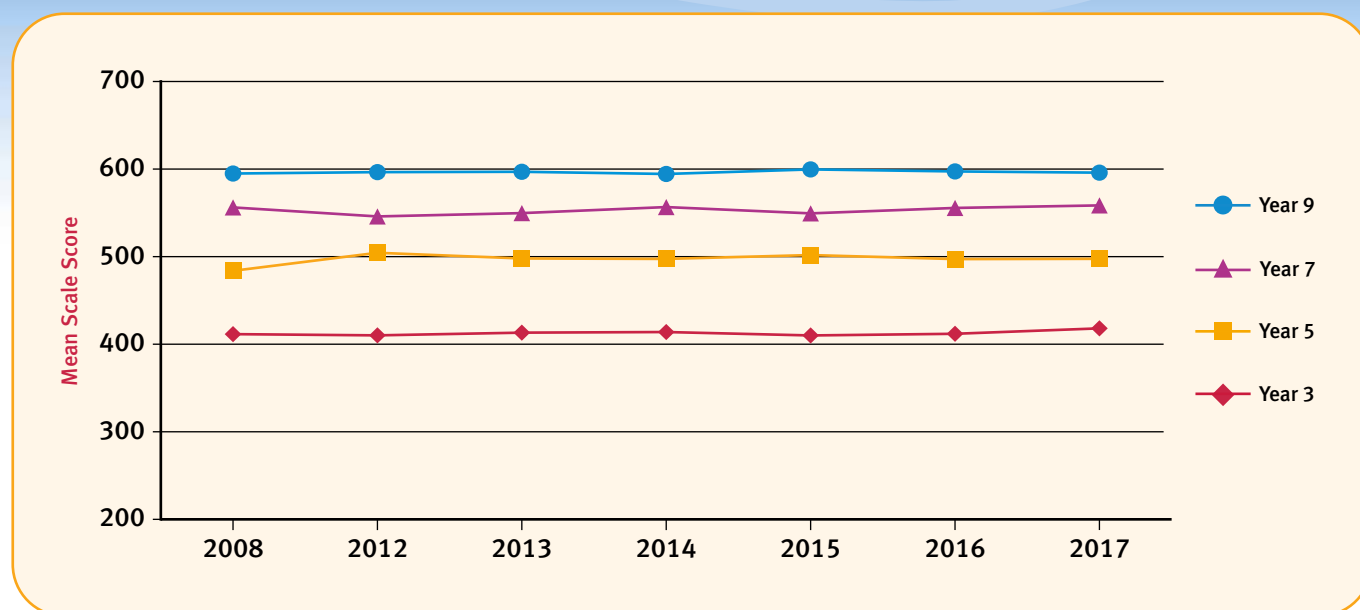


Table TS.N20: Achievement of Students in Numeracy, ACT, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	594.9 (68.0)	596.5 (72.5)	596.9 (80.3)	594.4 (69.8)	599.6 (66.6)	597.3 (61.5)	595.9 (60.2)	■	■
	% at or above NMS	96.6	95.5	92.9	94.9	95.2	96.4	96.2	■	■
Year 7	Mean / (S.D.)	556.2 (71.0)	545.9 (72.0)	549.7 (66.7)	556.6 (69.1)	549.4 (65.7)	555.6 (65.1)	558.5 (64.2)	■	■
	% at or above NMS	97.1	95.0	95.8	96.3	96.7	96.7	96.9	■	■
Year 5	Mean / (S.D.)	483.8 (64.1)	504.4 (66.6)	497.9 (70.5)	497.4 (64.9)	501.8 (63.3)	497.2 (63.7)	497.5 (60.9)	△	■
	% at or above NMS	94.9	95.8	95.0	95.9	96.5	96.3	96.3	■	■
Year 3	Mean / (S.D.)	411.5 (66.8)	410.1 (68.2)	413.2 (63.0)	413.9 (69.6)	410.0 (70.5)	411.9 (68.8)	418.1 (70.0)	■	■
	% at or above NMS	96.4	96.5	96.6	96.5	96.0	96.9	96.7	■	■

*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, 2012–2017.

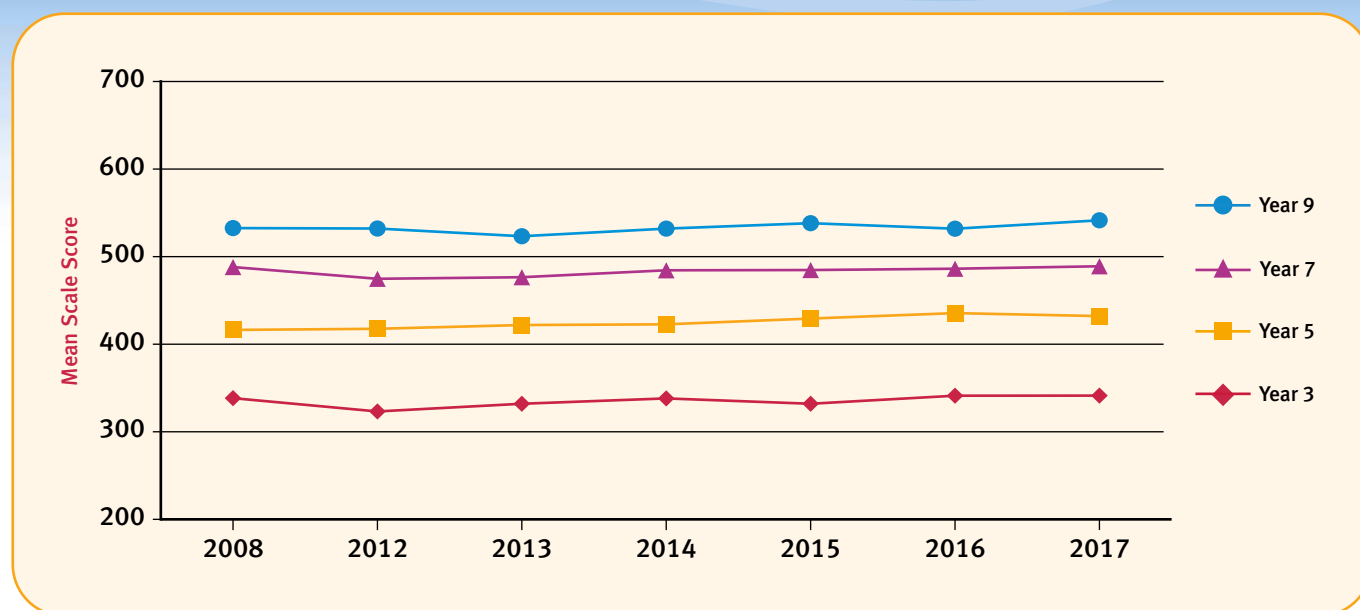


Table TS.N21: Achievement of Students in Numeracy, NT, 2008, 2012–2017.

Students		2008	2012	2013	2014	2015	2016	2017	Nature of the difference	
									2008 vs. 2017	2016 vs. 2017
Year 9	Mean / (S.D.)	532.6 (83.5)	532.1 (80.8)	523.3 (94.9)	532.0 (83.5)	538.2 (72.3)	531.9 (84.9)	541.5 (71.5)	■	■
	% at or above NMS	74.1	74.0	68.2	74.2	79.1	75.2	81.2	■	■
Year 7	Mean / (S.D.)	488.1 (84.0)	474.7 (90.2)	476.5 (82.3)	484.4 (84.5)	484.7 (81.2)	486.2 (92.1)	489.0 (91.6)	■	■
	% at or above NMS	75.9	70.5	72.3	74.4	77.4	74.3	74.1	■	■
Year 5	Mean / (S.D.)	416.3 (81.0)	417.6 (94.4)	421.9 (83.0)	422.7 (87.0)	429.3 (83.2)	435.5 (87.4)	432.1 (78.5)	■	■
	% at or above NMS	69.1	66.5	69.7	68.2	72.7	73.5	74.5	■	■
Year 3	Mean / (S.D.)	338.4 (86.3)	323.2 (96.6)	332.0 (83.3)	338.1 (96.6)	332.0 (86.7)	341.2 (94.4)	341.3 (91.2)	■	■
	% at or above NMS	77.0	70.0	75.7	73.0	75.0	77.9	76.3	■	■

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

# NAPLAN Commentary on 2008, 2012–2017 Time series

## Reading

Figure TS.R1 represents national mean scale scores in reading from 2008 and between 2012 and 2017 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 2017 and between 2016 and 2017. The 'nature of the difference' refers to whether: 1) the difference is statistically significant at the five percent level and 2) the effect size for the difference is of sufficient size to be worth further consideration. A difference that is statistically significant is one in which apparent differences could not have resulted simply from random fluctuations across the cohorts or from differences between the tests. A significant difference is considered to be worth further consideration if its 'effect size' is sufficiently large. An effect size considers the difference between means in relation to the spread of scores for the groups to which those means refer. For differences between means, an effect size greater than 0.5 (i.e. more than half the spread) is considered to be 'substantial' and an effect size between 0.2 and 0.5 inclusive (i.e. more than one fifth of the spread) is considered to be 'moderate'. Similar criteria apply to the effect sizes for differences between percentages. In this commentary, an expression such as 'there was a change over time' means that the change was statistically significant and its size was at least moderate and an expression such as 'there was no change over time' means that there was no change that met the NAPLAN reporting criteria of being statistically significant and having an effect size greater than 0.2. Where there was an increase that met these criteria (i.e. significant and an effect size greater than 0.2) it is referred to as an improvement.

### Year 3 Reading

Results in Table TS.R1 indicate that there was an improvement of 31 score points (equivalent to more than one third of a standard deviation) in Year 3 mean reading achievement at a national level from 2008 to 2017. The apparent increase of six score points in the national mean between 2016 and 2017 did not satisfy the NAPLAN reporting criteria of significance and effect size outlined above. 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 2017 but the change between 2016 and 2017 was extremely small.

Table TS.R2 shows that this pattern of improvement in mean reading achievement from 2008 to 2017 applied to both male (an increase of 29 score points) and female students (an increase of 33 score points). In other words, the difference between male and female students in mean reading achievement that was evident in 2008 (15 score points) remained similar, or was possibly even a little larger, in 2017 (19 score points compared to 15 score points). The change from 2008 to 2017 corresponded to an increase of three percentage points in the proportion of male students, and an increase of two points in the proportion of female students, attaining the national minimum standard.

Table TS.R6 also shows that the improvement in mean reading achievement from 2008 to 2017 was evident for both Indigenous (by 39 score points) and non-Indigenous students (by 31 score points). Non-Indigenous students scored higher than Indigenous students by approximately 91 score points in 2008 and by 84 score points in 2017. Even though the apparent increase in mean reading achievement between 2016 and 2017 for Indigenous students (six score points) did not satisfy the NAPLAN reporting criteria of statistical significance and effect size it does suggest that previous improvements have been sustained. Over the period from 2012 to 2017, the mean reading achievement for Indigenous students rose in 2013, fell in 2014, and then rose again in 2015, 2016 and 2017). It is the general trend that is important rather than a transient year to year change and the steady rise since 2014 is encouraging. Importantly, the increased percentage of students at or above the national minimum standard between 2008 and 2017 was greater for Indigenous students (13 percentage points) than non-Indigenous students (two percentage points).

Results in Table TS.R10 indicate that the increase between 2008 and 2017 in the mean reading achievement for Year 3 students from a language background other than English (LBOTE) was 34 score points and for those whose language background was English (non-LBOTE) was 30 score points. In other words, both groups of students improved by a similar amount. Between 2016 and 2017, there was an apparent increase in mean reading achievement of five score points for LBOTE students and an apparent increase of six score points for non-LBOTE students. These changes did not satisfy the NAPLAN reporting 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 2017. There was an increase in the percentages of both LBOTE (three percentage points) and non-LBOTE students (three percentage points) at Year 3 performing at or above the national minimum standard between 2008 and 2017.

Tables TS.R14 through TS.R21 contain Year 3 achievement data for each jurisdiction. There was a substantial increase in mean reading achievement in Queensland (54 score points). There were also increases in mean reading achievement in all other jurisdictions: the Northern Territory (36 score points), Western Australia (33 score points), Victoria (25 score points), New South Wales (23 score points), Tasmania (23 score points), the ACT (23 score points) and South Australia (16 score points). The differences among jurisdictions in the magnitudes of the increases in mean reading achievement invite consideration of what differences in policy and practice were associated with these increases. In none of the jurisdictions, however, were there improvements in mean reading achievement between 2016 and 2017 that satisfied the NAPLAN criteria of statistical significance and effect size. In terms of changes from 2008 to 2017 in the percentages of students performing at or above the national minimum standard, there had been a substantial increase of eight percentage points in Queensland and an increase of about five percentage points in Western Australia. There were no changes between 2016 and 2017 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 2017 amounting to 21 score points. In a previous report it had been noted that there had been an improvement of 18 score points in the mean reading achievement for Year 5 students over the period from 2008 to 2013. Since then, there have been small fluctuations from year to year but overall it can be concluded that the improvement has been sustained. Table TS.R1 also shows no change in mean reading achievement between 2016 and 2017. The percentage of Year 5 students working at or above the national minimum standard increased by three percentage points from 2008 to 2017 but there was no change from 2016 to 2017.

As shown in Table TS.R3, there were improvements in mean reading achievement between 2008 and 2017 for both male and female students (each by 21 score points). There was no change in mean reading achievement between 2016 and 2017 for either male or female students. There were increases between 2008 and 2017 in the percentages of male or female students working at or above the national minimum standard (each by three percentage points).

Table TS.R7 shows that there was an improvement of 29 score points in the mean reading score for Year 5 Indigenous students between 2008 and 2017, but the apparent increase of 10 score points between 2016 and 2017 did not satisfy the NAPLAN reporting criteria of statistical significance and effect size. For non-Indigenous students, there was also an improvement of 22 score points in the Year 5 mean reading score between 2008 and 2017 but no change between 2016 and 2017. The percentage of Indigenous students working at or above the national minimum standard increased from 63% to 76% over the period from 2008 to 2017. For non-Indigenous students the corresponding increase was from 93% to 95%.

Table TS.R11 shows that between 2008 and 2017 there was an improvement of 26 score points in the Year 5 mean reading achievement of LBOTE students and an improvement of 20 score points for non-LBOTE students. For LBOTE students, there was a corresponding increase in the percentage of students working at or above the national minimum standard (from 88% to 92%). For non-LBOTE students, the increase in the percentage of students working at or above the national minimum standard was from 92% to 95%. For both LBOTE and non-LBOTE students, there were no changes between 2016 and 2017 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 2017 in Queensland (37 score points), Western Australia (25 score points), Tasmania (23 score points), Victoria (18 score points), the ACT (17 score points) and South Australia (16 score points). There was an increase between 2008 and 2017 in the percentage of students working at or above the national minimum standard only in Queensland from 87% to 94% and Western Australia from 89% to 93%. There were no changes between 2016 and 2017 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 2017 or from 2016 to 2017. 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 2017 (Table TS.R8). 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 2016 and 2017 for either Indigenous or non-Indigenous students.

There was no change from 2008 to 2017 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 2016 and 2017.

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 2017 or the shorter period from 2016 to 2017. Similarly, there were no increases in the percentages of Year 7 students working at or above the national minimum standard between 2008 and 2017 or between 2016 and 2017.

## 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 2017 or from 2016 to 2017 (Table TS.R1). The same pattern of stability was evident for both male and female students in Year 9, as shown in Table TS.R5.

Mean reading achievement for Indigenous and non-Indigenous students in Year 9 (Table TS.R9) did not change from 2008 to 2017 or from 2016 to 2017. 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 2017 or from 2016 to 2017. 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 2017 or between 2016 and 2017.

There were no changes between 2008 and 2017, or between 2016 and 2017, in the mean reading achievement scores for Year 9 students in any of the jurisdictions. However, there were some changes in the percentages of Year 9 students working at or above the national minimum standard. Over the period from 2008 to 2017, there were drops in the percentages of Year 9 students working at or above the national minimum standard in Victoria from 95% to 92%, in Tasmania from 93% to 89% and in the ACT from 97% to 94%. Over the period from 2016 to 2017 there were drops in the percentages of Year 9 students working at or above the national minimum standard in South Australia from 92% to 89% and in Tasmania from 93% to 89%.

## Summary of trends in Reading

Reading has improved over the period from 2008 to 2017 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 2017 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 similarly 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 2017, 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. The overall trend in reading achievement for Indigenous Year 3 students appears to be positive.

There has been a strong focus on reading in the early school years in most jurisdictions and, together with initiatives in pre-school education, this appears to have resulted in general improvements in reading achievement in Years 3 and 5. Over the period from 2008 to 2017, there were increases in mean reading achievement in all jurisdictions. 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 from 2008 to 2012 followed by almost no change in 2013 and 2014 and then an increase in 2015 which was sustained in 2016 and 2017. There were also improvements of more than 30 score points in Year 3 reading achievement in the Northern Territory and Western Australia. There were differences among jurisdictions in the magnitudes of the increases in mean reading achievement. These differences invite consideration of policies and practices in the early school and preschool years that may be associated with these increased achievement.

There was also an improvement in the national mean reading achievement for Year 5 students between 2008 and 2017 but the improvement was of slightly smaller magnitude (after taking account of the different standard deviations for Year 3 and Year 5) and took place later in time than the improvement in Year 3 as shown in previous NAPLAN Annual reports. This suggests that the improvement in Year 5 may have built on the earlier improvements in Year 3 and possibly that these had foundations in the emphasis on the early years of school. Overall, it appears that the improvement in Year 5 has been sustained since 2013. The improvement appeared to be similar for male and female students 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 2017 to a greater extent than for non-Indigenous students. In Year 5, there were differences among jurisdictions with improvements in reading achievement between 2008 and 2017 evident in Queensland, Western Australia, Tasmania, Victoria, the ACT and South Australia.

At Year 7, there was no change in reading achievement for Year 7 students from 2008 to 2017 or from 2016 to 2017. Nor was there any change in the percentages of students working at or above the national minimum standard. This lack of change was evident for male and female students, for Indigenous and non-Indigenous students and for LBOTE and non-LBOTE students. Furthermore, there were no improvements in reading achievement among Year 7 students in any jurisdiction, over the period from 2008 to 2017, or from 2016 to 2017.

Reading achievement at Year 9 has been stable from 2008 to 2017 and this stability is evident for male and female students, Indigenous and non-Indigenous students, and LBOTE and non-LBOTE students. However, there was some evidence of small declines in several jurisdictions in the percentages of students attaining the national minimum standard in reading. These trends should be monitored and addressed.

## Numeracy

Figure TS.N1 represents the trends in national mean scale scores in numeracy from 2008 to 2017 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 2017 and between 2016 and 2017 satisfy the NAPLAN criteria of statistical significance and effect size.

## Year 3 Numeracy

Results in Table TS.N1 indicate that there was no change in mean Year 3 numeracy achievement at a national level from 2008 to 2017 or from 2016 to 2017. Table TS.N2 shows that there were no changes in mean Year 3 numeracy achievement over these periods for either male or female students. There was no change in mean numeracy achievement for Year 3 Indigenous or non-Indigenous students between 2008 and 2017, or between 2016 and 2017 (Table TS.N6).

# NAPLAN Commentary on 2008, 2012–2017 Time series

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 2017 or between 2016 and 2017. 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 2017 or between 2016 and 2017 (Table TS.N10).

Among the eight jurisdictions, only Queensland (by 34 score points) and Western Australia (by 20 score points) recorded increases in Year 3 mean numeracy achievement over the period from 2008 to 2017. No other jurisdiction showed a change from 2016 to 2017 in the mean Year 3 numeracy achievement. It is of interest that Queensland and Western Australia were two of the jurisdictions to record relatively large increases in Year 3 mean reading achievement from 2008 to 2017. In Queensland, there was also an increase (four percentage points) from 2008 to 2017 in the percentage of Year 3 students working at or above the national minimum standard. No other jurisdiction showed a change from 2016 to 2017 in the percentage of Year 3 students working at or above the national minimum standard for numeracy.

## Year 5 Numeracy

There was an increase of 18 score points in mean Year 5 numeracy achievement at a national level from 2008 to 2017 and an increase in the percentage of students working at or above the national minimum standard from 93% to 95% over the same period (Table TS.N1). There were no changes over the period from 2016 to 2017. The overall increase in mean numeracy achievement was also evident in the increased mean numeracy achievements of male (16 score points) and female (20 score points) students in Year 5 between 2008 and 2017 (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 three percentage points), and a corresponding increase for male students (by two percentage points) between 2008 and 2017.

Table TS.N7 shows that there was an increase in the mean numeracy achievement among Indigenous students (23 score points) in Year 5 over the period from 2008 to 2017 that was slightly greater than the increase for non-Indigenous students (18 score points). There was also an increase (11 percentage points) in the percentage of Year 5 Indigenous students working at or above the national minimum standard. The corresponding increase in the percentage of Year 5 non-Indigenous students working at or above the national minimum standard was just two percentage points. There were no changes between 2016 and 2017 in either the mean Year 5 numeracy scores for Indigenous or non-Indigenous students, or the percentages of Indigenous or non-Indigenous students working at or above the national minimum standard.

Table TS.N11 shows similar increases between 2008 and 2017 in the mean numeracy achievement of both LBOTE and non-LBOTE Year 5 students (each group showed an increase of 17 score points). In addition, there were increases of three percentage points in the percentages of Year 5 LBOTE students and 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 2016 and 2017.

Jurisdictional results for Year 5 numeracy achievement (Tables TS.N14 through TS.N21) indicate that, between 2008 and 2017, there was a substantial increase mean in the numeracy achievement of Year 5 students in Queensland (32 score points) and in four other jurisdictions there were improvements in the mean numeracy achievement for Year 5 students that satisfied the NAPLAN reporting criteria: Western Australia (28 score points), Tasmania (17 score points), South Australia (17 score points) and the ACT (14 score points). There was a substantial increase in the percentage of students working at or above the national minimum standard in Queensland (six percentage points) and increases that satisfied the NAPLAN reporting criteria in the percentages of students working at or above the national minimum standard in South Australia (three percentage points) and Tasmania (three percentage points). There were no changes between 2016 and 2017 in any jurisdiction.

## Year 7 Numeracy

Table TS.N1 shows that, at a national level, there was no change in mean Year 7 numeracy achievement, or in the percentage of students working at or above the national minimum standard, from 2008 to 2017 or from 2016 to 2017. Table TS.N4 indicates that, between 2008 and 2017, there was an increase in mean Year 7 numeracy achievement for female students (of 15 score points) but no change that satisfied the NAPLAN criteria of statistical significance and effect size for male students.

There were no changes in the mean Year 7 numeracy scores, or the percentages of students working at or above the national minimum standard, for Indigenous students either from 2008 to 2017 or from 2016 to 2017 (Table TS.N8). This pattern was the same for non-Indigenous students. There were also no changes over these time periods in either of the indicators of Year 7 numeracy achievement for LBOTE and non-LBOTE students (Table TS.N12).

Jurisdictional means for numeracy achievement in Year 7, along with the percentages of students working at or above the national minimum standard, are shown in Tables TS.N14 through TS.N21. Only in Western Australia (18 score points) was there a change in mean numeracy achievement between 2008 and 2017. There were no changes in the percentages of Year 7 students working at or above the national minimum standard, from 2008 to 2017 or from 2016 to 2017 in any of the eight jurisdictions.

## Year 9 Numeracy

Table TS.N1 shows no change in mean Year 9 numeracy achievement from 2008 to 2017 or from 2016 to 2017. However, there was an increase of two percentage points in the percentage of students working at or above the national minimum standard between 2008 and 2017 but no change between 2016 and 2017. No changes in mean numeracy achievement were evident between 2008 and 2017 or between 2016 and 2017 (Table TS.N5). There was no change in the percentage of male students, but an increase of three percentage points among female students, working at or above the national minimum standard.

Between 2008 and 2017, there was an increase of 19 score points in the mean numeracy achievement for Year 9 Indigenous students but no corresponding change for non-Indigenous students (Table TS.N9). In addition, between 2008 and 2017 there was an increase of 12 percentage points (from 72% to 84%) in the percentage of Indigenous Year 9 students working at or above the national minimum standard. There was also an increase of just two percentage points (from 95% to 97%) in the percentage of non-Indigenous students working at or above the national minimum standard.

Data for Year 9 numeracy for LBOTE and non-LBOTE students are shown in Table TS.N13. Those data show no change in mean numeracy achievement for either group. However, between 2008 and 2017 there was an increase of two percentage points in the percentages of both LBOTE and non-LBOTE Year 9 students working at or above the national minimum standard.

Jurisdictional results for Year 9 numeracy achievement (Tables TS.N14 through TS.N21) indicate that, over the period from 2008 to 2017, and between 2016 and 2017, there were increases in mean Year 9 numeracy achievement in Western Australia (25 score points) and Queensland (14 score points). An improvement in Year 9 numeracy in Western Australia had been observed from 2008 to 2016 (as well as 2008 to 2014, and 2008 to 2015) and has been sustained. In four jurisdictions there were increases in the percentage of Year 9 students working at or above the national minimum standard between 2008 and 2017. In Western Australia and Queensland, between 2008 and 2017, there were increases from 92% to 96% in the percentage of Year 9 students working at or above the national minimum standard. In Tasmania, the increase was from 92% to 95% and in New South Wales the increase was from 95% to 96%.

## Summary of trends in Numeracy

Mean numeracy achievement at the national level in Year 3, Year 7 and Year 9 remained unchanged from 2008 to 2017. However, there was an improvement in numeracy at Year 5 that had been sustained from an increase noted in 2016. The improvement in numeracy achievement at Year 5 between 2008 and 2017 was evident for all groups of students that were considered and specifically evident in Queensland, Western Australia, South Australia, Tasmania and the ACT. There were instances of improvements in mean numeracy achievement at other year levels between 2008 and 2017; in Queensland in Year 3 and Year 9 and Western Australia in Year 3, Year 7 and Year 9. There was an overall improvement in the percentage of Year 9 students working at or above the national minimum standard based on improvements in several jurisdictions.

It seems worth investigating why there have been widespread (but not universal) improvements in Year 5 numeracy between 2008 and 2017 but those improvements are not evident on a widespread basis in other year levels. It is also worth reflecting on the improvements in the mean numeracy achievement of Indigenous students in Year 5 (to a greater extent than for non-Indigenous students) and Year 9. It would worth understanding more about these improvements so that they can be extended to Year 3 and Year 7.

# 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, 2012–2017.

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
	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
	2017	95748	96.8	1.7	1.5	1.7	95465	96.6	2.0	1.4	1.7
Vic	2008	62230	96.0	4		2.7	62133	95.8	4		2.7
	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
	2017	72919	94.7	2.5	2.8	2.7	72845	94.6	2.8	2.6	2.7
Qld	2008	55770	97.6	2		1.9	55507	97.1	3		1.8
	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
	2017	62265	92.8	2.2	5.0	1.2	62147	92.7	2.6	4.7	1.2
WA	2008	26635	95.2	5		1.0	26591	95.1	5		1.0
	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
	2017	32371	95.3	2.9	1.9	1.4	32295	95.0	3.2	1.7	1.4
SA	2008	18717	96.9	3		3.1	18698	96.8	3		3.1
	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
	2017	19553	93.1	3.0	4.0	2.8	19482	92.7	3.5	3.8	2.7
Tas	2008	6377	96.8	3		1.0	6356	96.5	4		1.0
	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
	2017	6469	94.7	2.5	2.7	1.5	6455	94.5	2.9	2.6	1.4

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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



# NAPLAN Participation

Table 3.CP1 (cont.): Year 3 Student Participation in Assessment, by State and Territory, 2008, 2012–2017.

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
	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
	2017	5114	93.7	2.2	4.0	1.8	5112	93.7	2.7	3.6	1.7
NT	2008	2787	82.7	17		1.6	2800	83.1	17		1.6
	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
	2017	3120	88.4	9.2	2.5	2.1	3056	86.6	11.0	2.4	2.1
Aust	2008	262372	96.6	3		1.7	261597	96.3	4		1.7
	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
	2017	297559	94.8	2.3	2.8	1.9	296857	94.6	2.7	2.7	1.9

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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

# NAPLAN Participation

Table 3.CP2: Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2012–2017.

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			
	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
	2017	Indig.	5507	94.1	3.4	2.5	2.9	5448	93.1	4.6	2.4	2.9
		Non-Indig.	89067	97.1	1.6	1.3	1.6	88843	96.8	1.9	1.3	1.6
Vic	2008	Indig.	699	89.7	10		3.6	694	89.1	11		3.6
		Non-Indig.	61322	96.3				61220	96.1			
	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
	2017	Indig.	1251	89.9	4.9	5.2	5.1	1244	89.4	6.0	4.7	5.0
		Non-Indig.	71358	94.9	2.4	2.7	2.6	71290	94.8	2.7	2.5	2.5
Qld	2008	Indig.	3921	95.0	5		2.8	3859	93.5	6		2.8
		Non-Indig.	51849	97.8				51648	97.4			
	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
	2017	Indig.	4893	87.3	5.1	7.6	2.0	4828	86.2	6.6	7.3	2.0
		Non-Indig.	56977	93.6	1.9	4.6	1.2	56922	93.5	2.2	4.3	1.1

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 (cont.): Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2012–2017.

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			
	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
	2017	Indig.	2061	85.5	12.7	1.9	1.5	2038	84.5	13.7	1.8	1.5
		Non-Indig.	29297	96.3	1.9	1.8	1.4	29242	96.2	2.2	1.7	1.4
SA	2008	Indig.	666	95.6	4		5.2	674	96.7	3		5.2
		Non-Indig.	17689	98.7				17664	98.5			
	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
	2017	Indig.	868	84.9	8.8	6.3	6.4	864	84.5	9.7	5.8	6.0
		Non-Indig.	17309	93.6	2.6	3.8	2.7	17242	93.2	3.1	3.7	2.6
Tas	2008	Indig.	430	96.6	3		0.7	425	95.5	4		0.7
		Non-Indig.	4717	97.6				4703	97.3			
	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
	2017	Indig.	627	94.1	2.9	3.0	1.5	622	93.4	4.1	2.6	1.5
		Non-Indig.	5347	96.2	2.5	1.3	1.5	5340	96.0	2.8	1.2	1.5

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 (cont.): Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2012–2017.

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			
	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
	2017	Indig.	125	85.6	6.8	7.5	2.7	126	86.3	6.2	7.5	2.7
		Non-Indig.	4933	94.0	2.1	3.9	1.8	4929	93.9	2.6	3.5	1.7
NT	2008	Indig.	1016	71.0	29		1.0	1027	71.8	28		1.0
		Non-Indig.	1617	92.6				1621	92.8			
	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
	2017	Indig.	1154	79.1	19.3	1.6	2.2	1095	75.1	23.4	1.5	2.2
		Non-Indig.	1959	94.9	2.0	3.1	2.0	1954	94.6	2.4	3.0	1.9
Aust	2008	Indig.	11895	90.2	10		2.0	11782	89.4	11		2.0
		Non-Indig.	243106	97.2				242454	96.9			
	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
	2017	Indig.	16486	88.9	6.8	4.3	2.7	16265	87.7	8.2	4.1	2.7
		Non-Indig.	276247	95.4	2.0	2.6	1.8	275762	95.2	2.3	2.5	1.8

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.CP1: Year 5 Student Participation in Assessment, by State and Territory, 2008, 2012–2017.

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
	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
	2017	95424	97.3	1.7	1.0	1.6	95135	97.0	2.1	1.0	1.6
Vic	2008	62954	96.3	4		2.4	62906	96.2	4		2.4
	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
	2017	72753	95.4	2.4	2.2	2.7	72506	95.1	2.8	2.1	2.7
Qld	2008	55459	97.8	2		1.6	55284	97.5	2		1.5
	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
	2017	62249	93.2	2.2	4.6	1.4	61955	92.8	2.7	4.5	1.3
WA	2008	26630	95.6	4		0.8	26594	95.5	5		0.8
	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
	2017	32794	95.9	2.8	1.3	1.2	32632	95.5	3.3	1.2	1.2
SA	2008	18664	97.1	3		2.6	18654	97.1	3		2.6
	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
	2017	19348	93.9	3.2	2.9	2.6	19254	93.4	3.8	2.8	2.5
Tas	2008	6158	96.8	3		1.0	6126	96.3	4		0.9
	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
	2017	6288	94.7	2.9	2.4	1.3	6263	94.3	3.4	2.3	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.CP1 (cont.): Year 5 Student Participation in Assessment, by State and Territory, 2008, 2012–2017.

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
	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
	2017	5086	94.4	2.2	3.4	1.9	5057	93.9	2.8	3.4	1.8
NT	2008	2891	84.9	15		1.4	2895	85.0	15		1.5
	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
	2017	3031	88.6	10.0	1.4	2.4	2975	87.0	11.6	1.4	2.4
Aust	2008	262872	96.8	3		1.5	262268	96.6	3		1.5
	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
	2017	296973	95.4	2.3	2.3	1.9	295777	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.](#)

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# NAPLAN Participation

Table 5.CP2: Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2012–2017.

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			
	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
	2017	Indig.	5524	94.0	4.2	1.8	2.6	5487	93.4	4.8	1.8	2.5
		Non-Indig.	88494	97.5	1.6	0.9	1.6	88244	97.2	1.9	0.9	1.5
Vic	2008	Indig.	650	90.2	10		3.6	639	88.6	11		3.6
		Non-Indig.	62109	96.5				62071	96.4			
	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
	2017	Indig.	1095	88.5	6.1	5.4	6.6	1105	89.3	5.6	5.1	6.6
		Non-Indig.	71441	95.6	2.3	2.1	2.6	71184	95.2	2.8	2.0	2.5
Qld	2008	Indig.	3940	94.9	5		2.0	3897	93.8	6		2.0
		Non-Indig.	51519	98.0				51387	97.8			
	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
	2017	Indig.	4665	87.9	5.1	7.0	2.4	4589	86.4	6.7	6.9	2.4
		Non-Indig.	56991	93.9	1.9	4.2	1.3	56775	93.5	2.4	4.1	1.3

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 (cont.): Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2012–2017.

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			
	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
	2017	Indig.	2056	85.9	12.5	1.5	1.2	1992	83.2	15.2	1.5	1.3
		Non-Indig.	29568	97.0	1.7	1.2	1.2	29477	96.7	2.1	1.2	1.2
SA	2008	Indig.	625	96.7	3		5.4	625	96.7	3		5.4
		Non-Indig.	17740	98.8				17725	98.7			
	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
	2017	Indig.	774	82.5	12.0	5.4	5.5	752	80.2	14.3	5.5	5.5
		Non-Indig.	17811	94.5	2.7	2.8	2.4	17741	94.1	3.2	2.7	2.4
Tas	2008	Indig.	428	97.1	3		1.4	421	95.5	5		1.4
		Non-Indig.	4767	97.7				4747	97.3			
	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
	2017	Indig.	528	92.3	5.6	2.1	1.7	527	92.1	6.1	1.7	1.7
		Non-Indig.	5584	96.2	2.7	1.1	1.3	5562	95.9	3.2	1.0	1.3

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 (cont.): Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2012–2017.

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			
	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
	2017	Indig.	147	84.5	4.6	10.9	4.6	142	81.6	7.5	10.9	4.6
		Non-Indig.	4908	94.7	2.1	3.2	1.8	4884	94.3	2.6	3.1	1.7
NT	2008	Indig.	999	71.5	29		1.1	1004	71.8	28		1.1
		Non-Indig.	1723	95.6				1722	95.6			
	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
	2017	Indig.	1144	78.6	20.3	1.1	3.7	1103	75.8	23.1	1.1	3.7
		Non-Indig.	1876	96.1	2.2	1.7	1.4	1860	95.3	3.1	1.6	1.4
Aust	2008	Indig.	11697	90.1	10		1.7	11596	89.3	11		1.7
		Non-Indig.	244962	97.5				244456	97.3			
	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
	2017	Indig.	15933	88.7	7.5	3.8	2.9	15697	87.4	8.8	3.7	2.8
		Non-Indig.	276673	95.9	2.0	2.1	1.8	275727	95.6	2.4	2.0	1.7

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, 2012–2017.

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
	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
	2017	87726	96.8	2.5	0.7	1.5	87333	96.4	2.9	0.7	1.5
Vic	2008	63760	95.7	4		1.6	63880	95.8	4		1.7
	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
	2017	66914	94.7	3.7	1.7	2.3	66558	94.2	4.2	1.7	2.4
Qld	2008	56296	97.7	2		1.6	56191	97.5	2		1.5
	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
	2017	57136	91.0	3.9	5.1	1.5	56882	90.6	4.4	5.0	1.5
WA	2008	27379	95.7	4		1.0	27293	95.4	5		1.0
	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
	2017	29888	95.4	4.0	0.5	1.2	29774	95.1	4.4	0.5	1.2
SA	2008	19222	96.8	3		2.0	19171	96.5	4		2.0
	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
	2017	18004	93.8	3.4	2.7	2.4	17896	93.3	4.0	2.7	2.4
Tas	2008	6422	95.6	4		0.7	6401	95.2	5		0.7
	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
	2017	5670	93.9	3.7	2.4	1.4	5613	92.9	4.7	2.4	1.4

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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# NAPLAN Participation

Table 7.CP1 (cont.): Year 7 Student Participation in Assessment, by State and Territory, 2008, 2012–2017.

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
	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
	2017	4975	95.3	2.6	2.1	1.5	4923	94.3	3.6	2.1	1.5
NT	2008	2671	79.5	21		1.3	2706	80.5	19		1.3
	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
	2017	2584	84.7	14.5	0.8	2.4	2551	83.6	15.6	0.8	2.4
Aust	2008	265627	96.3	4		1.2	265275	96.1	4		1.2
	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
	2017	272897	94.5	3.5	2.1	1.8	271530	94.0	4.0	2.1	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.CP2: Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2012–2017.

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			
	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
	2017	Indig.	5073	91.0	7.5	1.5	2.7	5018	90.0	8.5	1.5	2.6
		Non-Indig.	80556	97.2	2.1	0.6	1.5	80223	96.8	2.5	0.6	1.4
Vic	2008	Indig.	671	85.2	15		2.7	682	86.5	13		2.9
		Non-Indig.	62821	96.1				62908	96.2			
	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
	2017	Indig.	1035	85.1	11.5	3.4	5.3	1015	83.5	13.2	3.4	5.3
		Non-Indig.	65741	94.9	3.5	1.6	2.3	65399	94.4	4.0	1.6	2.3
Qld	2008	Indig.	3842	94.7	5		2.4	3823	94.2	6		2.3
		Non-Indig.	52454	97.9				52368	97.8			
	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
	2017	Indig.	4118	82.2	11.1	6.6	3.1	4069	81.3	12.0	6.7	3.0
		Non-Indig.	52166	92.1	3.3	4.6	1.4	51961	91.8	3.7	4.6	1.4

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

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

# NAPLAN Participation

Table 7.CP2 (cont.): Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2012–2017.

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			
	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
	2017	Indig.	1702	80.3	19.2	0.5	1.5	1664	78.5	21.0	0.5	1.5
		Non-Indig.	27047	96.9	2.6	0.5	1.1	26979	96.6	2.9	0.5	1.1
SA	2008	Indig.	581	95.7	4		4.0	569	93.7	6		4.0
		Non-Indig.	18354	98.6				18318	98.4			
	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
	2017	Indig.	697	81.3	13.7	5.0	5.1	687	80.2	14.7	5.1	5.0
		Non-Indig.	16723	94.5	2.9	2.6	2.3	16622	93.9	3.5	2.6	2.3
Tas	2008	Indig.	439	93.0	7		0.2	442	93.6	6		0.2
		Non-Indig.	4903	96.6				4880	96.1			
	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
	2017	Indig.	466	91.2	8.2	0.6	1.6	457	89.4	10.0	0.6	1.6
		Non-Indig.	4983	95.5	3.4	1.1	1.4	4939	94.7	4.2	1.1	1.3

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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

# NAPLAN Participation

Table 7.CP2 (cont.): Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2012–2017.

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			
	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
	2017	Indig.	130	84.4	11.0	4.5	1.9		130	84.4	11.7	3.9	1.9
		Non-Indig.	4745	95.7	2.2	2.0	1.5		4693	94.7	3.3	2.0	1.5
NT	2008	Indig.	900	63.2	37		0.8		933	65.5	34		0.8
		Non-Indig.	1674	92.2					1677	92.3			
	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
	2017	Indig.	917	69.4	30.2	0.4	3.0		896	67.8	31.7	0.5	2.9
		Non-Indig.	1656	96.4	2.5	1.0	2.0		1645	95.8	3.2	1.0	2.0
Aust	2008	Indig.	11494	87.9	12		1.6		11423	87.4	13		1.6
		Non-Indig.	247027	97.0					246737	96.9			
	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
	2017	Indig.	14138	84.4	12.5	3.1	2.9		13936	83.1	13.7	3.2	2.9
		Non-Indig.	253617	95.2	2.9	1.9	1.7		252461	94.8	3.3	1.9	1.7

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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

# NAPLAN Participation

Table 9.CP1: Year 9 Student Participation in Assessment, by State and Territory, 2008, 2012–2017.

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
	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
	2017	84932	95.2	4.0	0.8	1.7	84474	94.7	4.5	0.8	1.7
Vic	2008	62853	92.2	8		1.8	63021	92.5	8		1.8
	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
	2017	63123	90.4	6.9	2.6	2.8	62681	89.8	7.6	2.6	2.7
Qld	2008	56133	94.9	5		1.4	55952	94.6	5		1.3
	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
	2017	50689	86.8	6.6	6.6	1.5	50284	86.1	7.3	6.6	1.5
WA	2008	27392	93.1	7		0.6	27371	93.0	7		0.6
	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
	2017	28380	94.1	5.6	0.3	1.2	28254	93.7	6.0	0.3	1.2
SA	2008	18647	93.6	6		2.2	18652	93.6	6		2.2
	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
	2017	17225	89.1	7.5	3.4	3.0	17054	88.2	8.3	3.4	3.0
Tas	2008	6179	91.1	9		0.7	6176	91.1	9		0.6
	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
	2017	5714	90.1	7.9	2.0	1.7	5646	89.1	8.9	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.](#)

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# NAPLAN Participation

Table 9.CP1 (cont.): Year 9 Student Participation in Assessment, by State and Territory, 2008, 2012–2017.

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
	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
	2017	4410	89.9	5.7	4.4	2.1	4351	88.7	6.9	4.4	2.1
NT	2008	2386	79.9	20		1.9	2369	79.3	21		1.9
	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
	2017	2397	78.0	20.7	1.3	2.4	2373	77.2	21.5	1.3	2.4
Aust	2008	262549	93.5	7		1.2	262122	93.3	7		1.1
	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
	2017	256870	91.3	6.0	2.7	2.0	255117	90.7	6.6	2.7	2.0

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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



# NAPLAN Participation

Table 9.CP2: Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2012–2017.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
NSW	2008	Indig.	2897	80.2	20		0.9	2864	79.3	21		1.1
		Non-Indig.	78106	94.9				77740	94.5			
	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
	2017	Indig.	4320	83.0	15.3	1.6	3.0	4271	82.1	16.2	1.7	2.9
		Non-Indig.	78842	96.0	3.3	0.7	1.6	78431	95.5	3.8	0.7	1.6
Vic	2008	Indig.	610	77.7	22		6.1	622	79.2	21		6.1
		Non-Indig.	61986	92.8				62123	93.0			
	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
	2017	Indig.	835	71.7	21.4	6.9	5.2	832	71.5	22.2	6.4	5.4
		Non-Indig.	62097	90.9	6.6	2.5	2.6	61663	90.3	7.2	2.5	2.6
Qld	2008	Indig.	3533	87.1	13		2.3	3502	86.3	14		2.1
		Non-Indig.	52600	95.5				52450	95.2			
	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
	2017	Indig.	3286	74.1	16.7	9.2	3.0	3231	72.8	18.0	9.2	3.1
		Non-Indig.	46557	88.0	5.7	6.3	1.4	46214	87.3	6.4	6.3	1.4

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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

# NAPLAN Participation

Table 9.CP2 (cont.): Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2012–2017.

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			
	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
	2017	Indig.	1349	69.0	30.8	0.2	1.6	1330	68.1	31.8	0.2	1.6
		Non-Indig.	25603	96.3	3.4	0.3	1.0	25500	95.9	3.8	0.3	1.1
SA	2008	Indig.	443	90.4	10		3.9	438	89.4	11		3.9
		Non-Indig.	17639	97.2				17640	97.2			
	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
	2017	Indig.	568	64.5	29.8	5.7	4.8	541	61.5	32.6	5.9	4.5
		Non-Indig.	15720	90.3	6.4	3.3	3.0	15581	89.5	7.2	3.4	3.0
Tas	2008	Indig.	390	81.6	18		0.6	403	84.3	16		0.6
		Non-Indig.	4713	93.2				4699	92.9			
	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
	2017	Indig.	446	82.6	16.9	0.6	2.2	443	82.0	17.4	0.6	2.2
		Non-Indig.	4957	91.9	7.2	0.9	1.5	4896	90.8	8.3	0.9	1.5

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

[Refer to page 303 for notes on the Participation tables.](#)

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

# NAPLAN Participation

Table 9.CP2 (cont.): Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2012–2017.

State/ Territory	Year	Indigenous status	Reading					Numeracy				
			Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
ACT	2008	Indig.	59	69.4	31			62	72.9	27		0.0
		Non-Indig.	4348	93.0				4357	93.2			
	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
	2017	Indig.	97	68.8	20.6	10.6	3.5	95	67.4	21.3	11.3	3.5
		Non-Indig.	4279	90.5	5.2	4.3	2.0	4222	89.3	6.5	4.2	2.0
NT	2008	Indig.	749	61.8	38		1.5	744	61.4	39		1.5
		Non-Indig.	1618	92.7				1605	92.0			
	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
	2017	Indig.	748	58.1	41.0	0.9	3.0	725	56.3	42.8	0.9	3.0
		Non-Indig.	1631	92.2	6.1	1.7	2.1	1629	92.1	6.2	1.7	2.1
Aust	2008	Indig.	9899	79.7	20		1.9	9857	79.3	21		1.8
		Non-Indig.	245162	94.6				244734	94.4			
	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
	2017	Indig.	11649	74.6	21.1	4.2	3.1	11468	73.5	22.3	4.2	3.1
		Non-Indig.	239686	92.4	5.0	2.5	1.9	238136	91.8	5.6	2.5	1.9

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 and for groups of students, is monitored to ensure that any potential for bias in estimates of achievement resulting from differential participation is minimised. To limit this source of potential bias, participation needs to be high and uniform across groups. It is important to note, however, that the relationship between non-participation and achievement has not been established, so it is not possible to comment explicitly on the effect that differences in participation rates might have on achievement. Participation rates are calculated as the sum of present and exempt students and then expressed as a percentage of the total number of students in the year level, including those absent and withdrawn.

Student participation data for NAPLAN reading and numeracy for 2008 and from 2012 to 2017 are provided in Tables 3.CP1, 5.CP1, 7.CP1 and 9.CP1. Participation data are not presented for other domains. These tables provide information about overall participation rates and the percentages of students who were absent, withdrawn and exempt for the assessments in reading and numeracy. Tables 3.CP2, 5.CP2, 7.CP2 and 9.CP2 provide these data separately for Indigenous and non-Indigenous students.

Nationally, the percentages of exempt students have been 2.0% or less since 2012 and have not changed appreciably for any year level.

### Year 3 and Year 5

Tables 3.CP1 and 5.CP1 record the participation rates for Year 3 and Year 5, respectively. The national participation rates in 2017 for Years 3 and 5 were very similar. In reading, the participation rates were 94.8% and 95.4% for Years 3 and 5 respectively; in numeracy, the rates were 94.6% and 95.0% for Years 3 and 5 respectively. These participation rates are almost identical to those for 2016. Since 2008, there have been small decreases in participation rates for Year 3 reading (1.8 percentage points), Year 3 numeracy (1.7 percentage points), Year 5 reading (1.4 percentage points) and Year 5 numeracy (1.6 percentage points).

In 2017, the national absence rates were 2.3% in reading and 2.7% in numeracy for Year 3 and 2.3% in reading and 2.8% in numeracy for Year 5. These figures were almost identical to those reported in 2016. For Year 3, absence rates in reading had been 3.0% in 2008, 2.7% in 2012, 2.5% in 2013, and 2.4% in 2014 and 2015, before decreasing slightly to 2.3% for 2016 and 2017. The long-term trend is weakly decreasing but monotonic. For Year 3, absence rates in numeracy had been 4.0% in 2008, 3.1% in 2012, and 2.9% in 2013, before plateauing at 2.8% in 2014, 2015 and 2016 and then declining again to 2.7% in 2017. At each NAPLAN cycle, the Year 3 absence rate for numeracy was slightly higher than the Year 3 absence rate for reading.

For Year 5 reading, the absence rate in 2008 was 3.0% with a decrease to 2.6% in 2012 and 2.4% in 2013, followed by very little change between 2013 and 2017 (for three of those years the rate was 2.4% and for 2014 and 2017 it was 2.3%). For Year 5 numeracy, the absence rate was 3.0% in 2008 and 2012. The rate decreased to 2.9% in 2013 and then to 2.8% in 2014 where it stayed for 2015, 2016 and 2017. For Year 5, as has been noted for Year 3, the absence rate in each cycle for numeracy was slightly higher than the absence rate for reading.

Withdrawn rates were first recorded separately from the absent category in 2010. For Year 3 reading, withdrawn rates increased from 2.0% in 2012 to 2.7% in 2014. The withdrawn rates then remained stable at 2.7% through to 2016 and increased slightly to 2.8% in 2017. For Year 3 numeracy, the trend was similar to that for Year 3 reading but the withdrawn rate in 2017 was slightly lower at 2.7% (the withdrawn rate for numeracy was slightly less than that for reading for each year from 2012 onwards). For Year 5, in both reading and numeracy, the withdrawn rate increased from 2012 to 2017. In reading, the increase was from 1.5% to 2.3% and in numeracy the increase was from 1.4% to 2.2%.

Participation rates are reported for each jurisdiction, as well as for Australia overall in Tables 3.CP1 and 5.CP1. In 2017 at Year 3, participation rates in reading and numeracy were noticeably lower

in the Northern Territory than in other jurisdictions, at 88.4% and 86.6% for reading and numeracy respectively. Year 3 participation rates for the other jurisdictions ranged from 92.8% (Queensland) to 96.8% (New South Wales) in reading and from 92.7% (Queensland and South Australia) to 96.6% (New South Wales) in numeracy. Year 5 participation rates in reading and numeracy for 2017 were also noticeably lower in the Northern Territory than in other jurisdictions, at 88.6% and 87.0% for reading and numeracy, respectively. Year 5 participation rates in 2017 for the other jurisdictions ranged from 93.2% (Queensland) to 97.3% (New South Wales) in reading and from 92.8% (Queensland) to 97.0% (New South Wales) in numeracy.

Jurisdictional participation rates for Years 3 and 5 show different patterns of change over time. From 2008 to 2017, participation rates have been steady for New South Wales and Western Australia in reading and numeracy for both year levels (the changes being 0.4 percentage points or less). Participation rates in Victoria decreased from 2008 to 2012 (by between 1.3 and 1.1 percentage points) but remained fairly constant from 2012 to 2017 in Year 3 (at 94.7% in reading and 94.6% in numeracy) and Year 5 (at 95.4% and 95.1%) for both reading and numeracy.

For Tasmania, the participation rates in Year 3 and Year 5 reading both fell by 2.1 percentage points between 2008 and 2017 and in Year 3 and Year 5 numeracy by 2.0 percentage points. Participation rates in the ACT declined between 2008 and 2017 for both reading (by 1.9 percentage points) and numeracy (by 1.3 percentage points) in Year 3 and Year 5 (by 2.0 for reading and 1.9 percentage points for numeracy).

In Queensland and South Australia, there were larger declines in participation rates at Year 3 and Year 5 than for other jurisdictions. South Australia had declines from 2008 to 2017 in Year 3 (by 3.8 percentage points in reading and 4.1 percentage points in numeracy) and Year 5 (by 3.2 and 3.7 percentage points for reading and numeracy respectively). In Queensland in Year 3, there was a decline in participation from 2008 to 2017 in both reading (4.8 percentage points) and numeracy (4.4 percentage points). For Year 5, the overall decline was of similar magnitude being 4.6 percentage points in reading and 4.7 percentage points in numeracy.

In the Northern Territory, participation rates in Years 3 and 5 increased between 2008 and 2017. However, most of these increases took place between 2008 and 2012. In Year 3, the increases between 2008 and 2017 were 5.7 percentage points in reading (including a 4.9 percentage point increase between 2008 and 2012) and 3.5 percentage points in numeracy (including a 2.9 percentage point increase between 2008 and 2012). In both Year 3 reading and numeracy, participation rates fell between 2016 and 2017. In Year 5, the increases between 2008 and 2017 were 3.7 percentage points in reading (including a 3.8 percentage point increase between 2008 and 2012) and 2.0 percentage points in numeracy (including a 2.0 percentage point increase between 2008 and 2012). In both Year 5 reading and Year 5 numeracy, participation rates fell between 2016 and 2017.

In commenting on absence rates, the focus is on the period from 2012 to 2017 which followed general declines in absence rates between 2008 and 2011. In most jurisdictions, absence rates for Year 3 reading and numeracy in 2017 were close to those in 2012 with differences not greater than 0.8 percentage points. However, in the Northern Territory, there were larger decreases of 1.6 percentage points (reading) and 1.3 percentage points (numeracy). Year 5 absence rates for reading and numeracy in 2017 were also close to those in 2012, with no difference in any jurisdiction being greater than 0.7 percentage points.

Table 3.CP2 indicates that participation by Indigenous students for Year 3 in 2017 was lower than participation by non-Indigenous students nationally by 6.5 percentage points in reading and 7.5 percentage points in numeracy. For Year 5, these differences were 7.2 percentage points in reading and 8.2 percentage points in numeracy (Table 5.CP2). These differences in participation for both Year 3 and Year 5 and for reading and numeracy are very similar to the rates for 2016 and 2015 as well as 2008 and indeed have remained fairly constant over the time series from 2011 to 2017.

# NAPLAN Commentary on Participation

For Year 3, absence rates for Indigenous students in 2017 were 6.8% in reading, a decrease of 0.3 percentage points from 2016, and 8.2% in numeracy, the same as that in 2016. The corresponding absence rates for non-Indigenous students in Year 3 were 2.0% in reading and 2.3% in numeracy. For Year 5, the absence rate in reading for Indigenous students decreased by 0.2 percentage points to 7.5% and declined by 0.1 percentage points to 8.8% in numeracy between 2016 and 2017. For non-Indigenous students in Year 5, the absence rates in 2017 were 2.0% for reading and 2.4% for numeracy, which are identical to the absence rates in 2016 and 2015.

## Year 7

Table 7.CP1 indicates that the national participation rates in 2017 for Year 7 were similar to those for Years 3 and 5. In reading, the participation rate was 94.5% (unchanged from 2016 and 2015) and in numeracy the rate was 94.0% (the figure in 2016 was almost the same at 94.1%). These rates represent decreases of 1.0 percentage points for reading and 1.1 percentage points for numeracy from the corresponding rate in 2012 and decreases of 1.8 and 2.1 percentage points for reading and numeracy respectively since 2008.

Participation rates have been fairly stable between 2008 and 2017 for New South Wales, Victoria, Western Australia, and the ACT with declines in participation rates less than two percentage points. In Tasmania, the decline in the participation rate for reading was in this range but for numeracy the decline was 2.3 percentage points. For Queensland, participation rates have decreased by 6.7 and 6.9 percentage points in reading and numeracy respectively since 2008. For South Australia, the participation rate decreased by 3.0 (reading) and 3.2 (numeracy) percentage points since 2008. For the Northern Territory, the participation rate increased by 5.2 (reading) and 3.1 (numeracy) percentage points between 2008 and 2017.

Table 7.CP2 shows that for Year 7 in 2017, 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 2017, the differences in the participation rates between Indigenous and non-Indigenous students were 10.8 percentage points in reading and 11.7 percentage points in numeracy. The gaps in participation between Indigenous and non-Indigenous students have widened steadily since 2012. These differences are largely explained by differences in the absence rates. In 2017, the absence rates of 12.5% in reading and 13.7% 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 2012.

## Year 9

Table 9.CP1 indicates that the national participation rates in 2017 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 91.3% which was very similar to the rate in 2016; in numeracy, the rate was 90.7%, which was identical to the rate in 2016. However, these declines have not been large. For Year 9 reading, the decline since 2012 was 0.8 percentage points and 2.2 percentage points since 2008. For Year 9 numeracy, the decline was 0.8 percentage points since 2012 and 2.6 percentage points since 2008.

Absence rates for Australia are higher for Year 9 than for any other year level. In 2017, the national absence rates were 6.0% for reading and 6.6% for numeracy. The Year 9 absence rates in 2008 had been 7.0% in reading and 7.0% in numeracy. Between 2016 and 2017, these absence rates decreased slightly (0.2 percentage points in reading and 0.1 percentage points in numeracy). Withdrawn rates increased slightly (0.2 percentage points to 2.7% in reading and 0.1 percentage points to 2.7% in numeracy) between 2016 and 2017. However, Year 9 withdrawn rates have increased since 2012 by 1.3 percentage points in both reading and numeracy.

Participation rates in 2017 in reading and numeracy were lowest in the Northern Territory (78.0% and 77.2%, respectively). Among

other jurisdictions, reading participation ranged from 86.8% in Queensland to 95.2% in New South Wales, and numeracy participation ranged from 86.1% in Queensland to 94.7% in New South Wales. In Queensland, there has been a steady decrease in Year 9 participation rates in reading and numeracy since 2008, totalling 8.1 percentage points in reading. The corresponding decline in numeracy participation in Queensland was 8.5 percentage points. In the Northern Territory, participation rates decreased between 2016 and 2017 by 2.6 percentage points in reading and 3.2 percentage points in numeracy. These decreases followed increases in participation between 2015 and 2016 and decreases in participation between 2014 and 2015. Since 2011, Year 9 NAPLAN participation in the Northern Territory has fluctuated considerably but the overall trend reflects declining participation.

The 2017 absence rates for most jurisdictions ranged between 4.0% (NSW reading) and 8.9% (Tasmania numeracy). However, the 2017 absence rates in the Northern Territory were 20.7% (reading) and 21.5% (numeracy). Since 2012, 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 2017 was lower than participation by non-Indigenous students in both reading (74.6% compared to 92.4%) and numeracy (73.5% compared to 91.8%). The 2017 participation rates for Indigenous students are slightly lower (by 0.3 percentage points for reading and 0.6 percentage points for numeracy) than the 2016 rates. The differences in participation rates between Indigenous and non-Indigenous students are greater in Year 9 than in other year levels.

In Year 9, the non-participation by Indigenous students arising from absence is quite large. Nationally, absence rates for Year 9 Indigenous students in 2017 were 21.1% in reading and 22.3% in numeracy. These absence rates are similar to those for 2016 and close to the long-term averages since 2012. In Western Australia, the absence rates for Indigenous students were greater than 30% in both reading and numeracy. In the Northern Territory, the absence rates for Indigenous students were greater than 40% in both reading and numeracy. In South Australia, the absence rates for Indigenous students were 29.8% in reading and 32.6% in numeracy. In the Northern Territory, the absence rates for Year 9 Indigenous students increased by 4.4 percentage points in reading and 5.7 percentage points in numeracy between 2016 and 2017.

## Summary

There has been a steady decrease in participation rates in NAPLAN over the period from 2008 to 2017, 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 2012, there has been a general increase in the withdrawn rate. Despite this trend, the large percentage of students participating each year ensures that results are reliable and valid at the jurisdictional and national level.

Participation rates for 2017 are similar across Years 3, 5 and 7 at approximately 95%, but somewhat lower in Year 9, by four percentage points. In Years 3 and 5, participation rates in reading are similar to those in numeracy. In Year 7 and Year 9 participation is lower in numeracy than reading by approximately 0.5 percentage points. In Year 9 in 2017, compared to other year levels, absence is a substantial contribution to non-participation, with absence rates at 6.0% in reading and 6.6% 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.

# 2013–2015, 2014–2016 and 2015–2017 Cohort gain NAPLAN Years 3, 5, 7 and 9

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# NAPLAN Year 3–Year 5 Reading

Figure R1.3\_5: Achievement of Year 3 (2015) and Year 5 (2017) Students in Reading, by State and Territory.

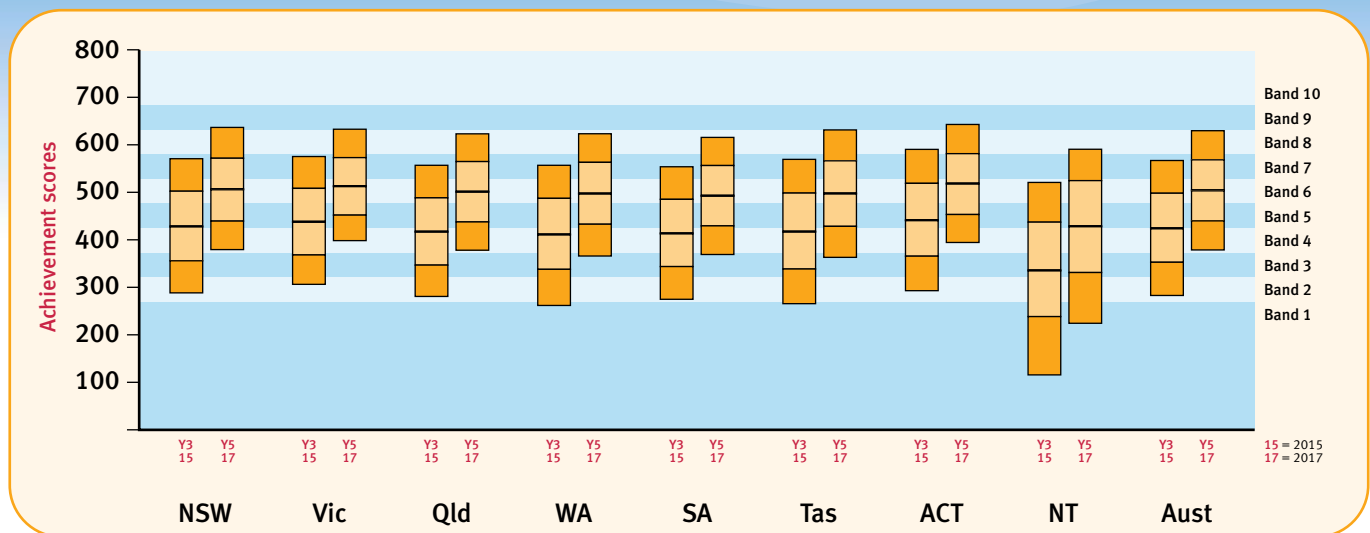


Table R1.3\_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>2013–2015</b>									
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
<b>2014–2016</b>									
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
<b>2015–2017</b>									
Average gain (with 95% confidence interval)	78.5 ± 10.9	75.3 ± 10.9	84.4 ± 11.0	86.4 ± 11.4	79.5 ± 11.7	80.6 ± 14.0	77.3 ± 13.6	93.3 ± 26.5	80.2 ± 10.6

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.

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

# NAPLAN Year 3–Year 5 Reading

Figure R2.3\_5a: Achievement of Year 3 (2015) and Year 5 (2017) Male Students in Reading, by State and Territory.

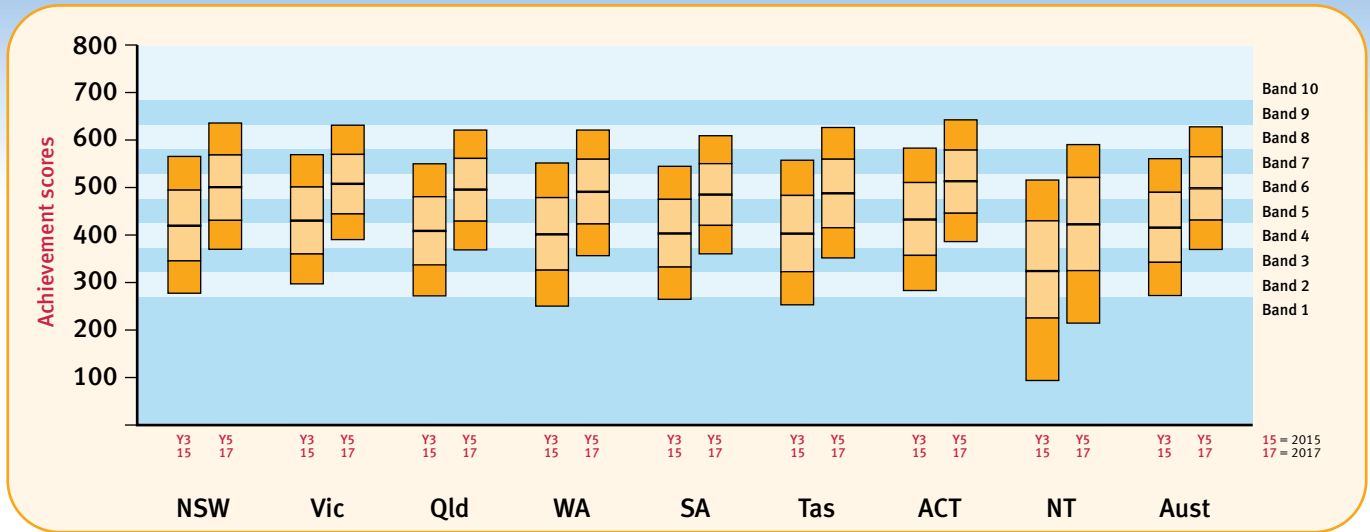


Figure R2.3\_5b: Achievement of Year 3 (2015) and Year 5 (2017) Female Students in Reading, by State and Territory.

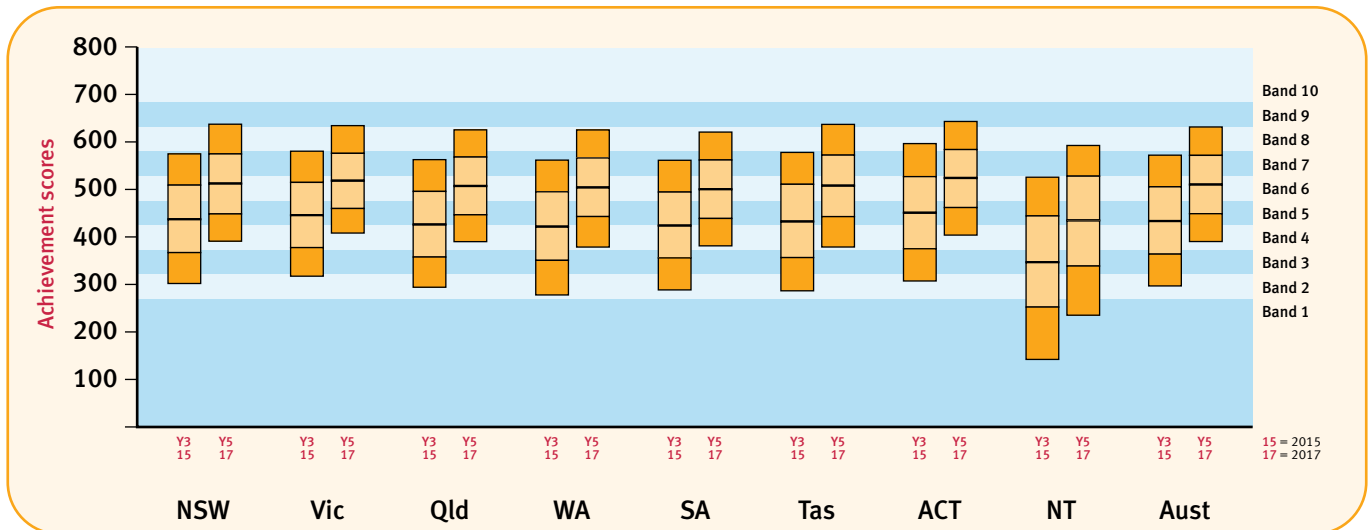


Table R2.3\_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by Sex, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	Male	81.6 ± 11.0	77.8 ± 10.9	87.1 ± 11.1	90.0 ± 11.7	82.1 ± 11.8	85.2 ± 14.9	81.0 ± 14.2	98.6 ± 27.9	83.2 ± 10.7
	Female	75.3 ± 10.9	72.7 ± 10.9	81.4 ± 11.0	82.8 ± 11.5	76.9 ± 11.8	75.6 ± 14.2	73.4 ± 14.4	88.1 ± 26.4	77.1 ± 10.6

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 (2015) and Year 5 (2017) Indigenous Students in Reading, by State and Territory.

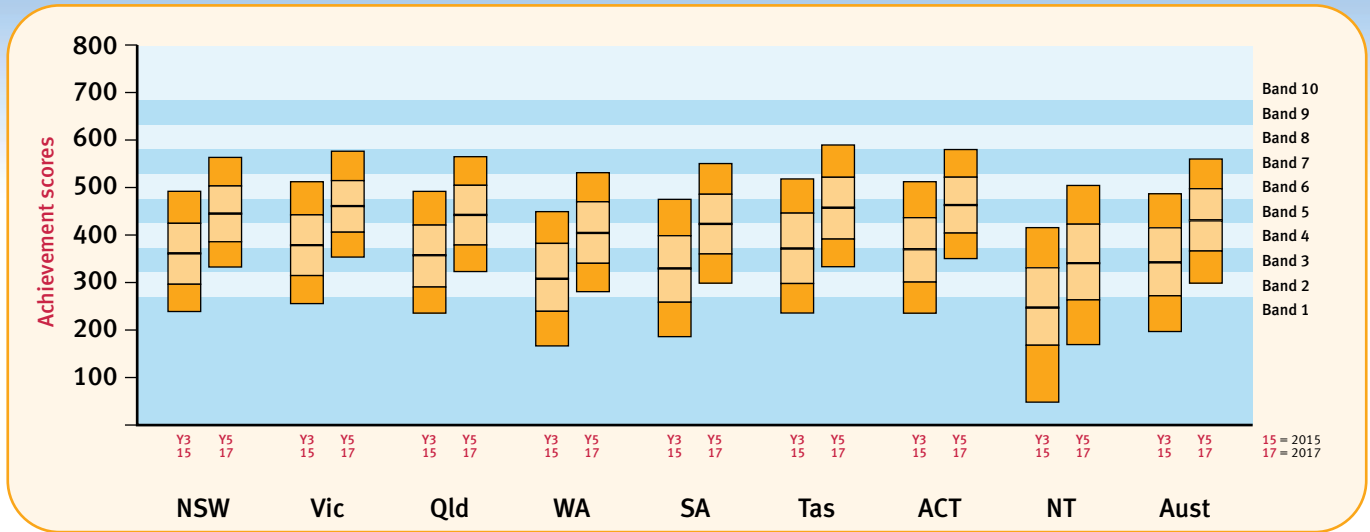


Figure R3.3\_5b: Achievement of Year 3 (2015) and Year 5 (2017) Non-Indigenous Students in Reading, by State and Territory.

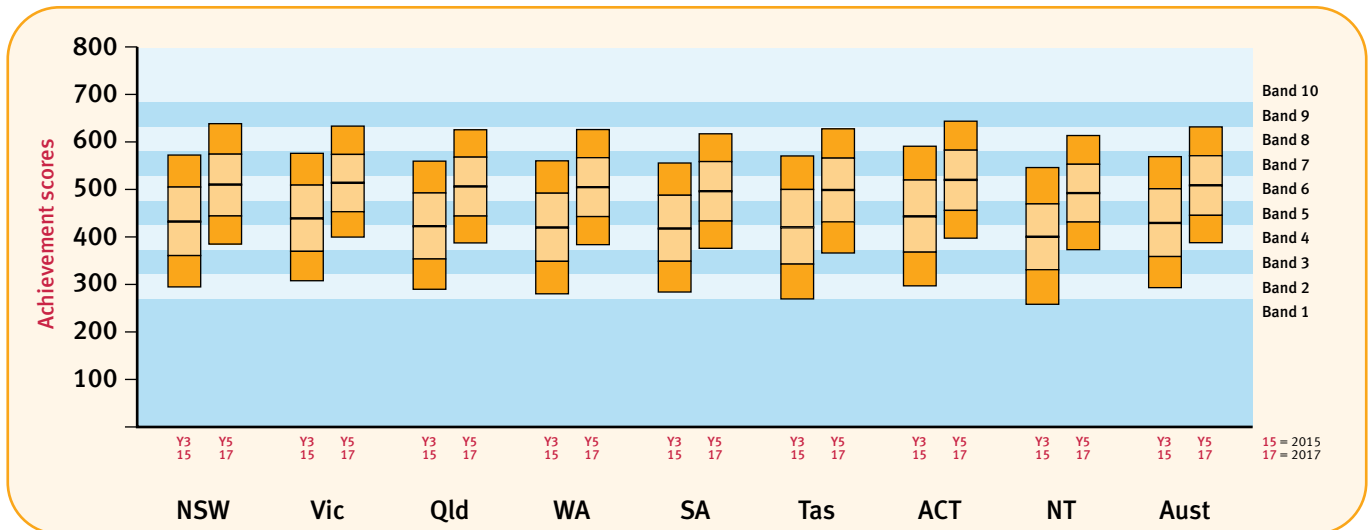


Table R3.3\_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by Indigenous Status, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	Indigenous	83.9 ± 11.3	82.6 ± 13.5	85.0 ± 12.1	96.8 ± 15.2	94.0 ± 16.7	86.3 ± 15.8	93.5 ± 21.6	94.0 ± 23.5	88.7 ± 11.4
	Non-Indigenous	78.0 ± 10.9	75.2 ± 10.9	83.8 ± 10.9	85.4 ± 11.3	79.0 ± 11.6	78.9 ± 13.4	77.1 ± 13.6	92.5 ± 15.8	79.5 ± 10.6

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 (2015) and Year 5 (2017) LBOTE Students in Reading, by State and Territory.

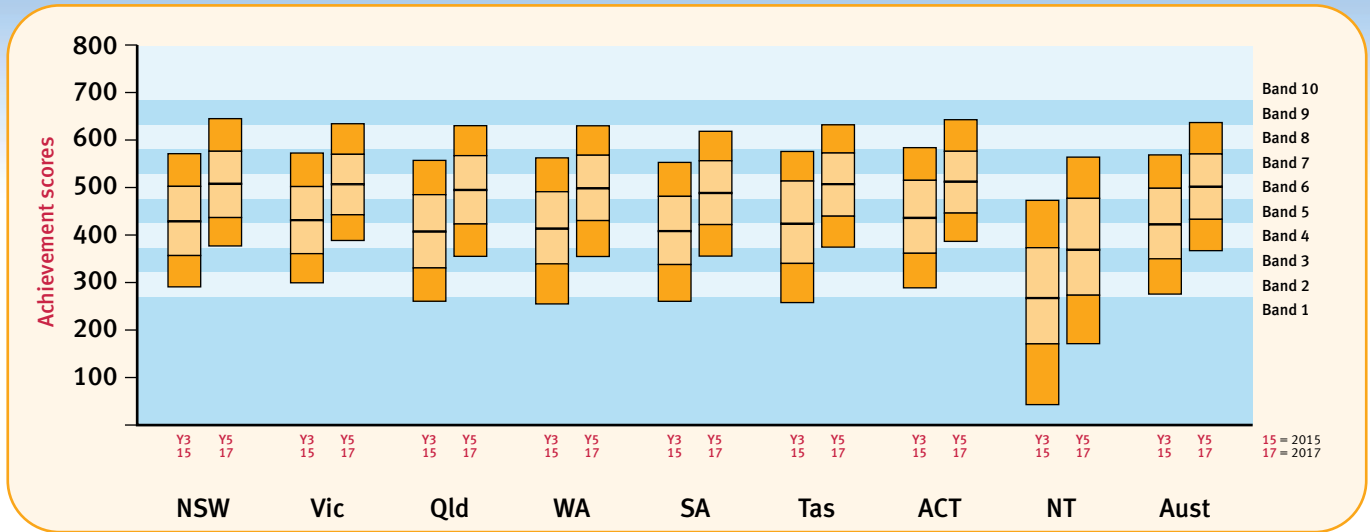


Figure R4.3\_5b: Achievement of Year 3 (2015) and Year 5 (2017) Non-LBOTE Students in Reading, by State and Territory.

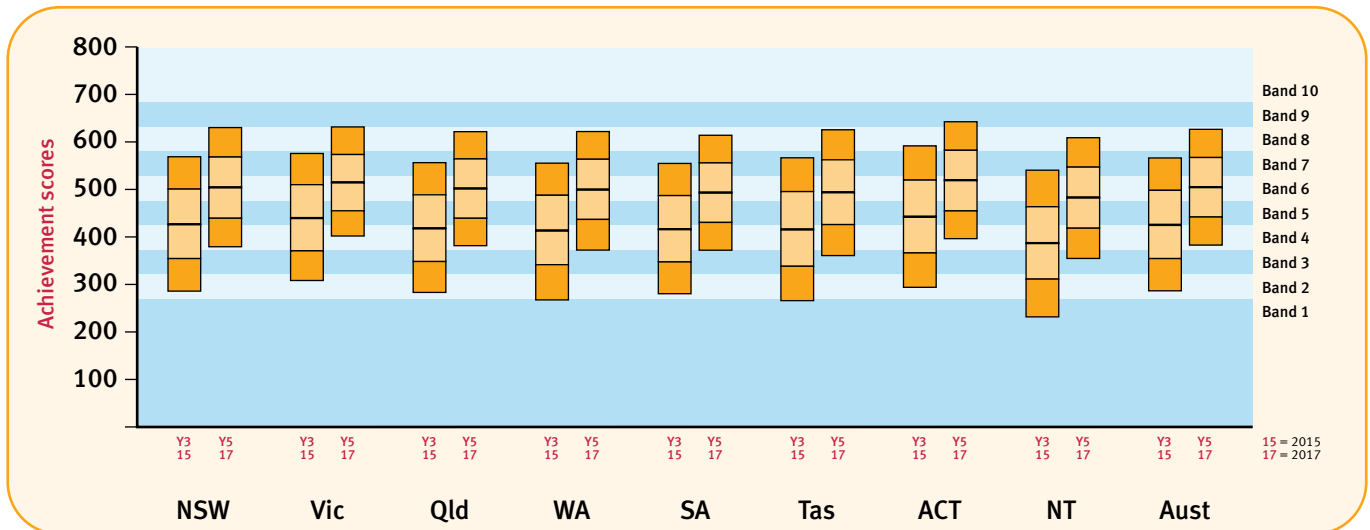


Table R4.3\_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by LBOTE Status, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	LBOTE	79.2 ± 11.7	75.9 ± 11.4	87.9 ± 13.9	85.2 ± 13.2	80.4 ± 14.4	83.9 ± 22.9	76.5 ± 15.7	101.8 ± 32.6	79.5 ± 10.9
	Non-LBOTE	78.0 ± 10.9	75.2 ± 10.8	84.1 ± 10.9	86.4 ± 11.5	77.1 ± 11.6	78.5 ± 13.5	77.4 ± 13.9	96.2 ± 18.3	79.8 ± 10.6

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 (2015) and Year 7 (2017) Students in Reading, by State and Territory.

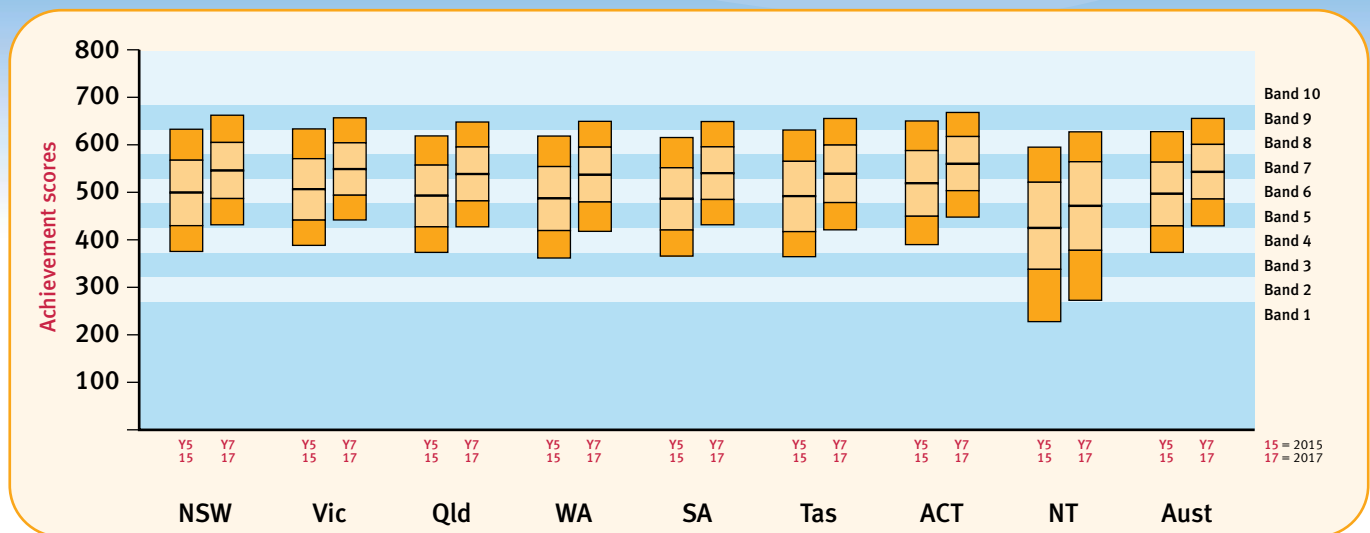


Table R1.5\_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>2013–2015</b>									
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
<b>2014–2016</b>									
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
<b>2015–2017</b>									
Average gain (with 95% confidence interval)	46.6 ± 10.6	42.4 ± 10.5	45.7 ± 10.7	49.7 ± 11.6	54.2 ± 11.0	47.1 ± 14.2	40.9 ± 14.9	46.6 ± 31.6	46.2 ± 10.1

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 (2015) and Year 7 (2017) Male Students in Reading, by State and Territory.

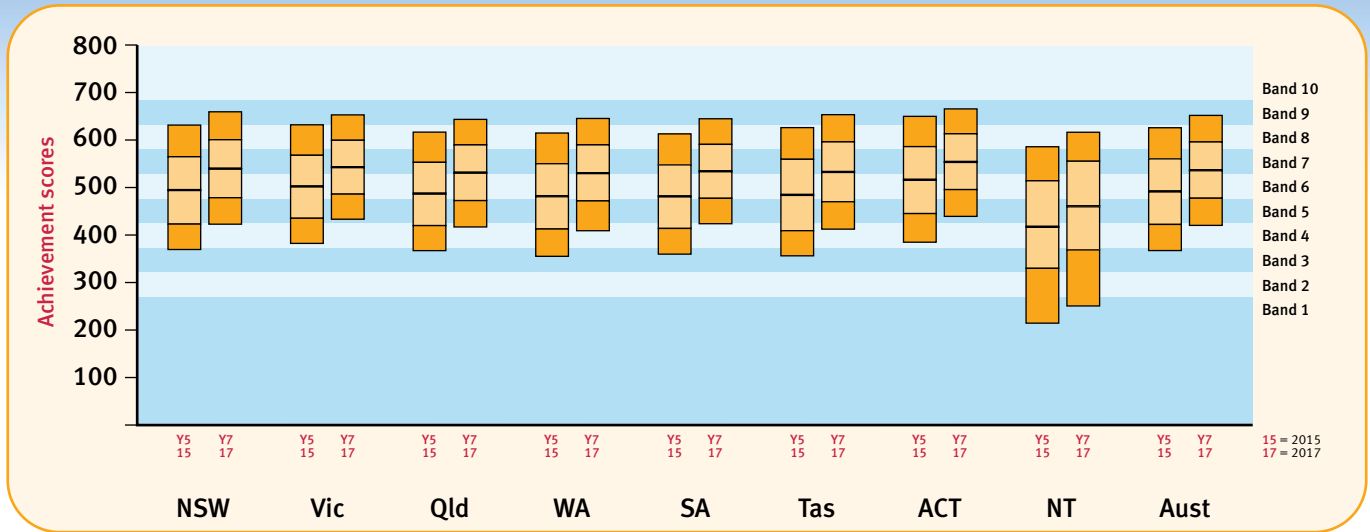


Figure R2.5\_7b: Achievement of Year 5 (2015) and Year 7 (2017) Female Students in Reading, by State and Territory.

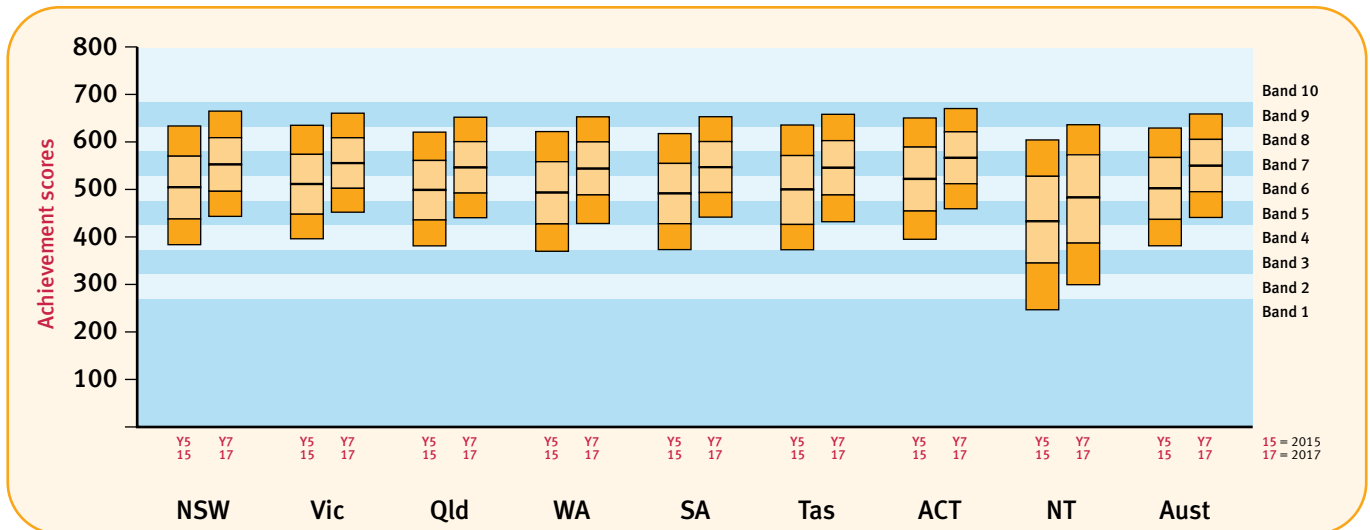


Table R2.5\_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by Sex, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	Male	45.1 ± 11.0	40.7 ± 10.7	44.1 ± 11.0	48.9 ± 12.1	53.1 ± 11.4	48.4 ± 14.7	37.7 ± 16.6	43.3 ± 33.2	44.8 ± 10.2
	Female	48.1 ± 10.7	44.2 ± 10.5	47.4 ± 10.8	50.5 ± 11.7	55.4 ± 11.1	45.7 ± 14.9	44.5 ± 15.3	50.3 ± 31.0	47.8 ± 10.2

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 (2015) and Year 7 (2017) Indigenous Students in Reading, by State and Territory.

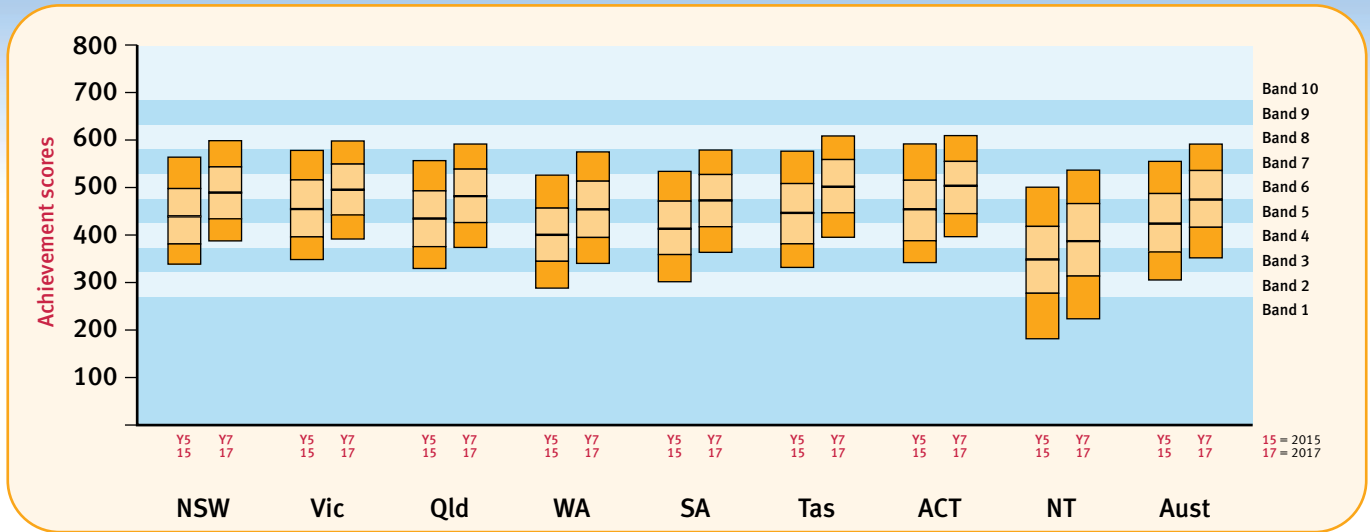


Figure R3.5\_7b: Achievement of Year 5 (2015) and Year 7 (2017) Non-Indigenous Students in Reading, by State and Territory.

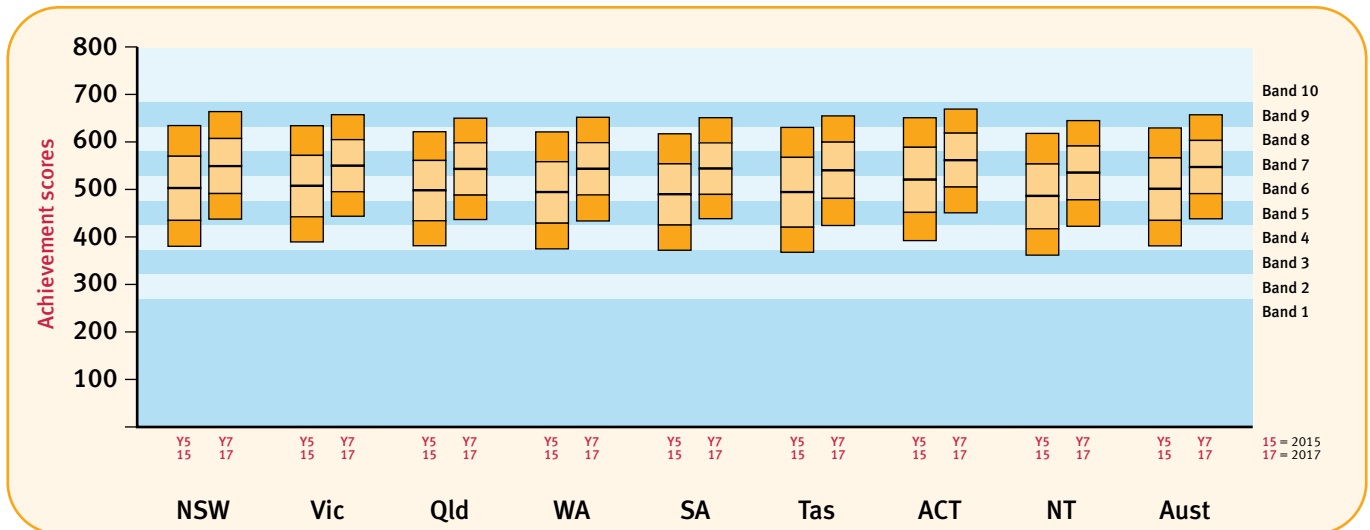


Table R3.5\_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by Indigenous Status, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	Indigenous	50.2 ± 10.8	40.7 ± 12.6	47.5 ± 12.0	53.8 ± 13.9	59.9 ± 14.3	55.2 ± 14.9	49.5 ± 24.2	38.9 ± 28.0	50.9 ± 11.0
	Non-Indigenous	46.3 ± 10.6	42.6 ± 10.5	45.2 ± 10.7	49.1 ± 11.5	54.2 ± 10.9	45.9 ± 13.6	41.1 ± 14.8	49.1 ± 18.1	46.0 ± 10.1

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 (2015) and Year 7 (2017) LBOTE Students in Reading, by State and Territory.

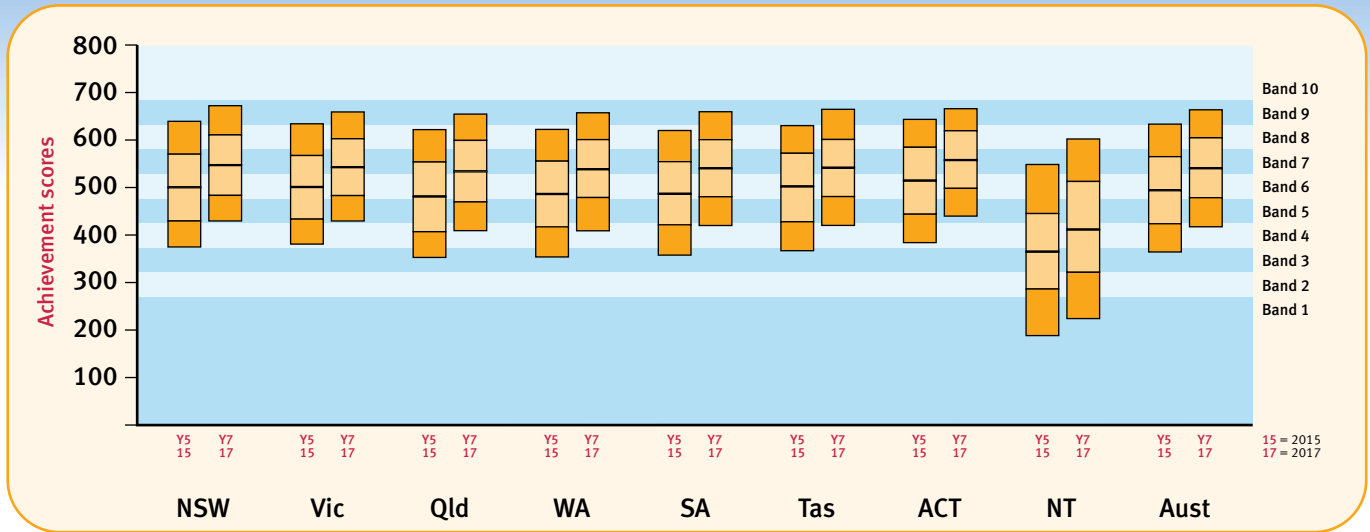


Figure R4.5\_7b: Achievement of Year 5 (2015) and Year 7 (2017) Non-LBOTE Students in Reading, by State and Territory.

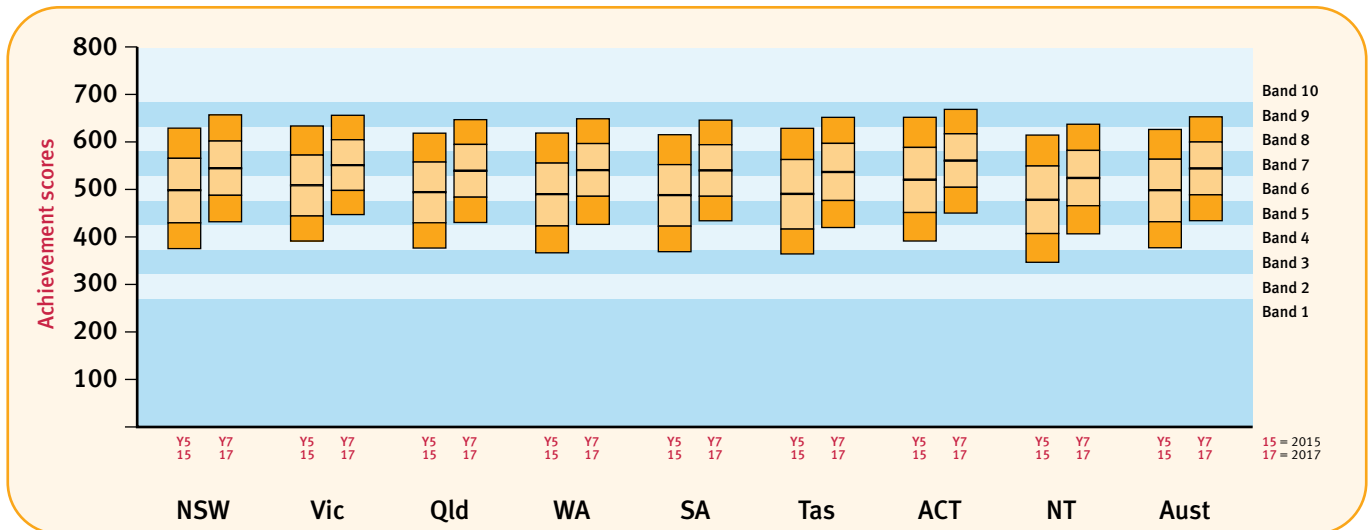


Table R4.5\_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by LBOTE Status, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	LBOTE	46.9 ± 12.1	42.0 ± 11.3	53.1 ± 14.6	52.3 ± 14.3	54.0 ± 13.3	39.4 ± 19.9	43.4 ± 16.9	46.7 ± 39.6	46.5 ± 10.7
	Non-LBOTE	46.3 ± 10.5	42.5 ± 10.4	45.0 ± 10.6	50.7 ± 11.6	52.2 ± 11.0	46.3 ± 13.7	40.3 ± 15.1	46.2 ± 20.3	45.9 ± 10.1

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 (2015) and Year 9 (2017) Students in Reading, by State and Territory.

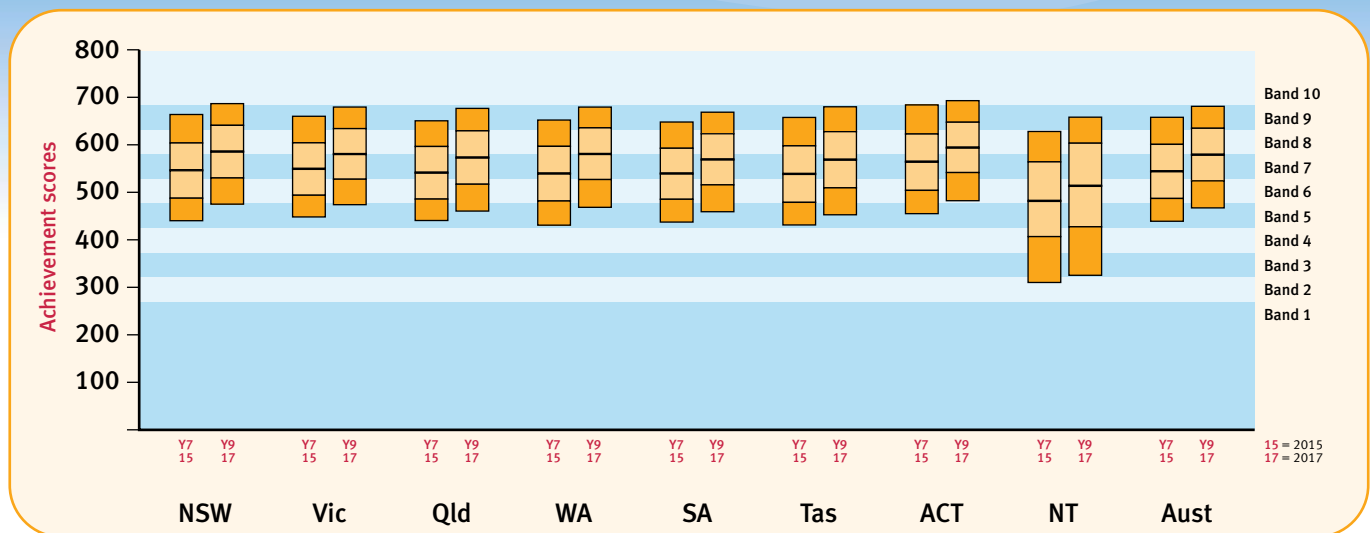


Table R1.7\_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>2013–2015</b>									
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
<b>2014–2016</b>									
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
<b>2015–2017</b>									
Average gain (with 95% confidence interval)	39.3 ± 6.5	31.3 ± 6.4	31.9 ± 6.8	41.3 ± 8.5	29.7 ± 7.7	30.0 ± 11.4	29.8 ± 12.5	31.8 ± 31.2	34.9 ± 5.5

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 (2015) and Year 9 (2017) Male Students in Reading, by State and Territory.

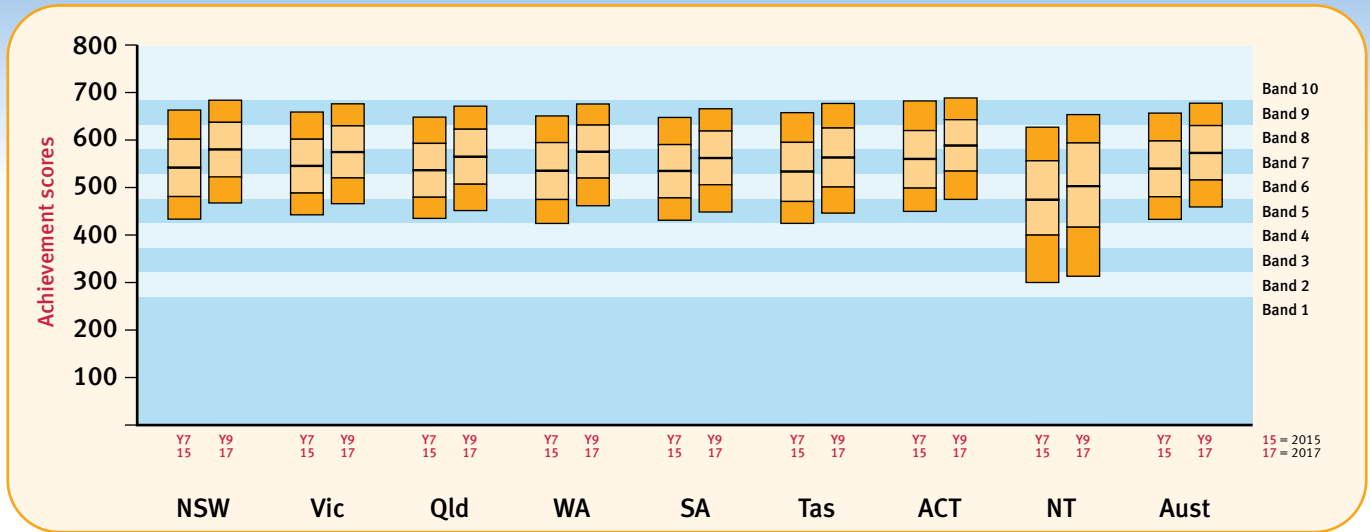


Figure R2.7\_9b: Achievement of Year 7 (2015) and Year 9 (2017) Female Students in Reading, by State and Territory.

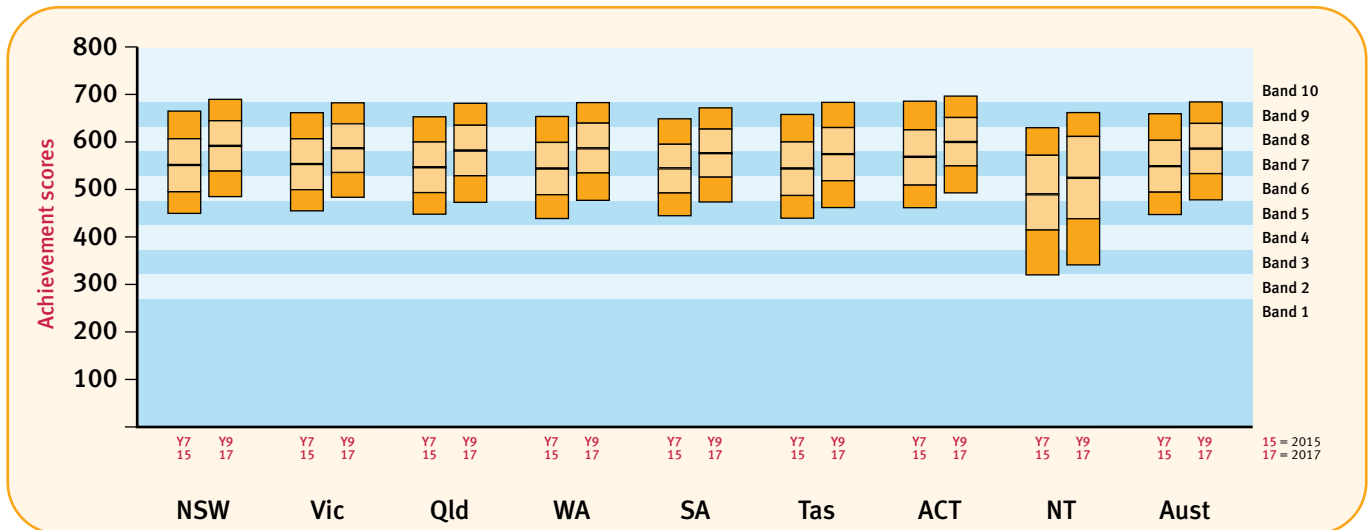


Table R2.7\_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by Sex, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	Male	38.3 ± 7.3	29.3 ± 7.0	28.5 ± 7.3	40.0 ± 9.4	27.3 ± 8.6	29.6 ± 12.6	28.2 ± 14.4	28.8 ± 32.4	33.1 ± 5.7
	Female	40.4 ± 6.7	33.4 ± 6.5	35.3 ± 7.0	42.7 ± 8.6	32.2 ± 7.5	30.5 ± 12.2	31.4 ± 13.3	34.7 ± 30.7	36.9 ± 5.6

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 (2015) and Year 9 (2017) Indigenous Students in Reading, by State and Territory.

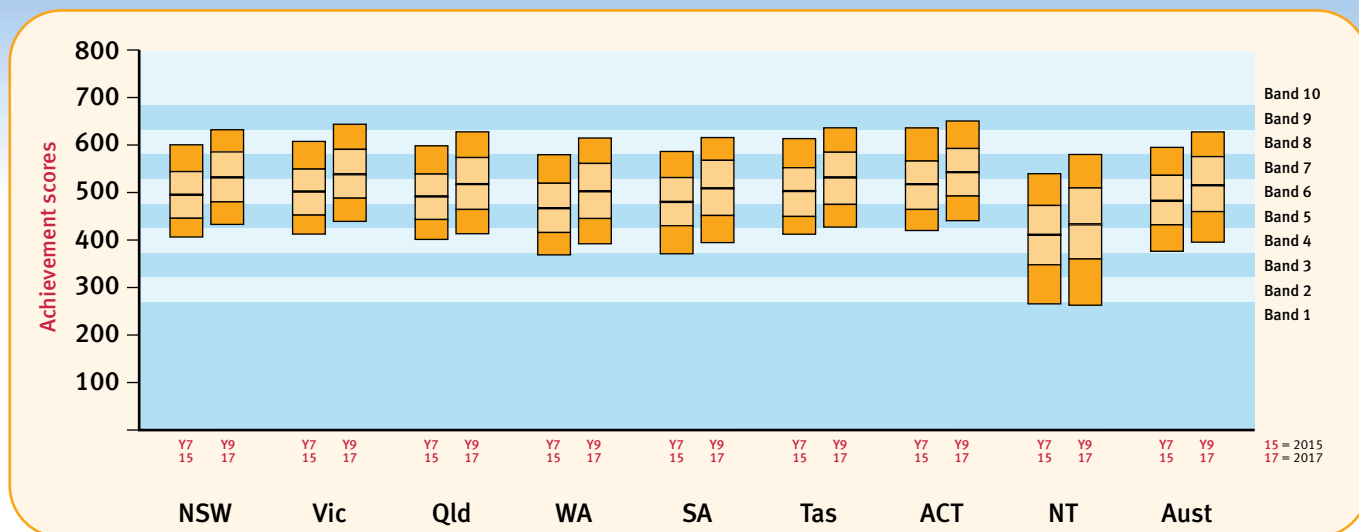


Figure R3.7\_9b: Achievement of Year 7 (2015) and Year 9 (2017) Non-Indigenous Students in Reading, by State and Territory.

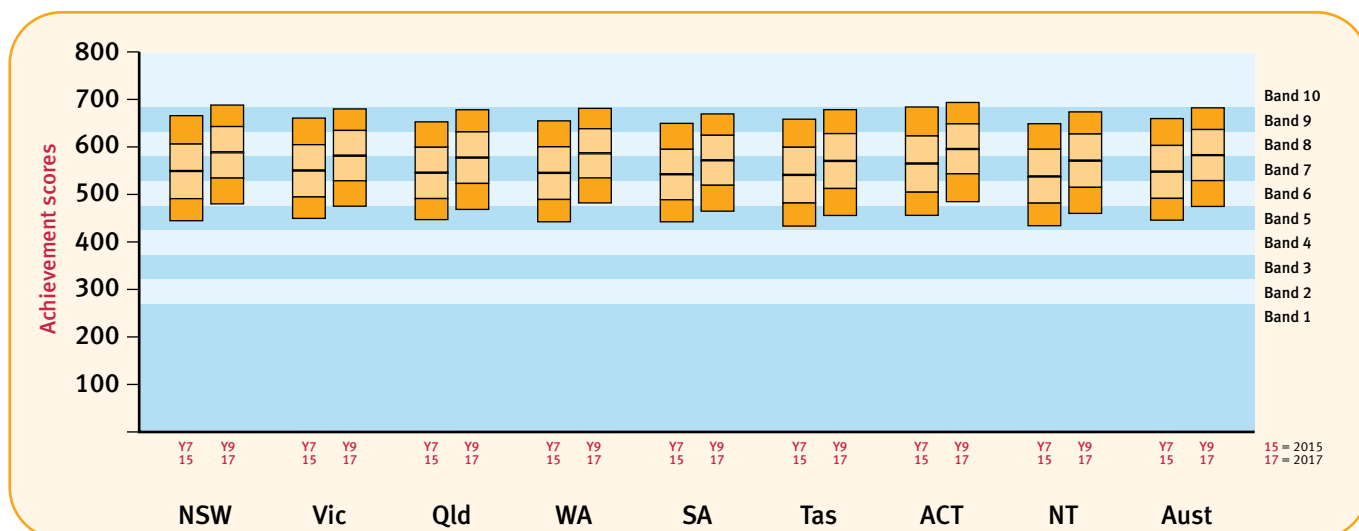


Table R3.7\_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by Indigenous Status, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	Indigenous	36.7 ± 6.7	36.6 ± 9.0	26.3 ± 7.7	35.8 ± 10.4	28.7 ± 11.6	28.6 ± 10.6	25.3 ± 18.3	22.1 ± 26.6	32.9 ± 6.9
	Non-Indigenous	39.5 ± 6.5	31.4 ± 6.4	31.9 ± 6.7	41.3 ± 8.3	29.5 ± 7.6	29.5 ± 10.9	30.7 ± 12.4	33.4 ± 16.6	35.0 ± 5.5

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 (2015) and Year 9 (2017) LBOTE Students in Reading, by State and Territory.

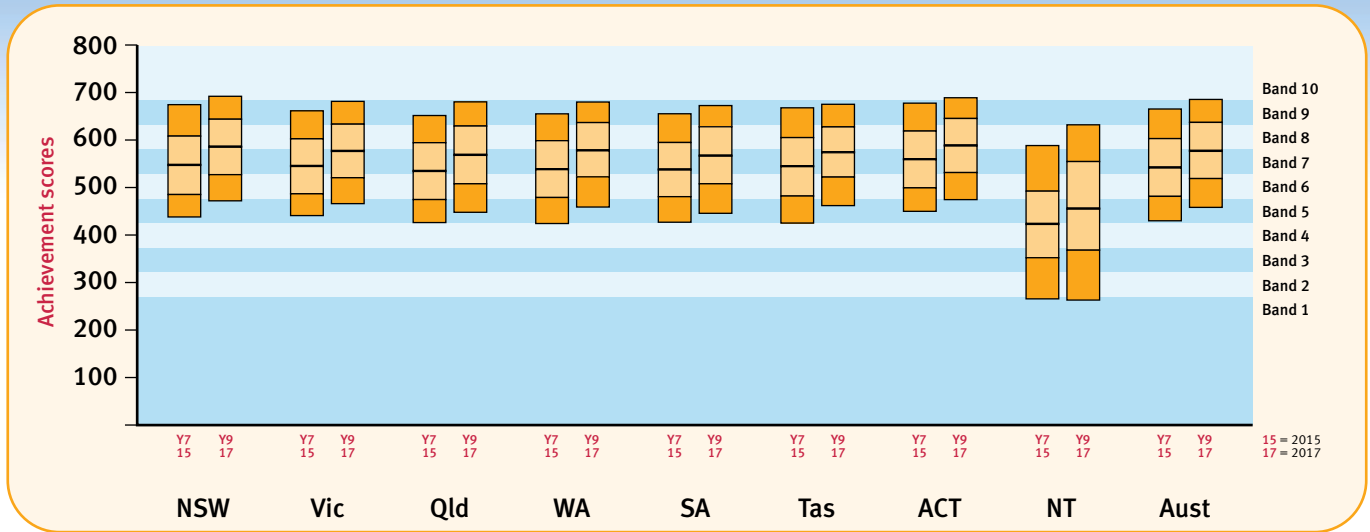


Figure R4.7\_9b: Achievement of Year 7 (2015) and Year 9 (2017) Non-LBOTE Students in Reading, by State and Territory.

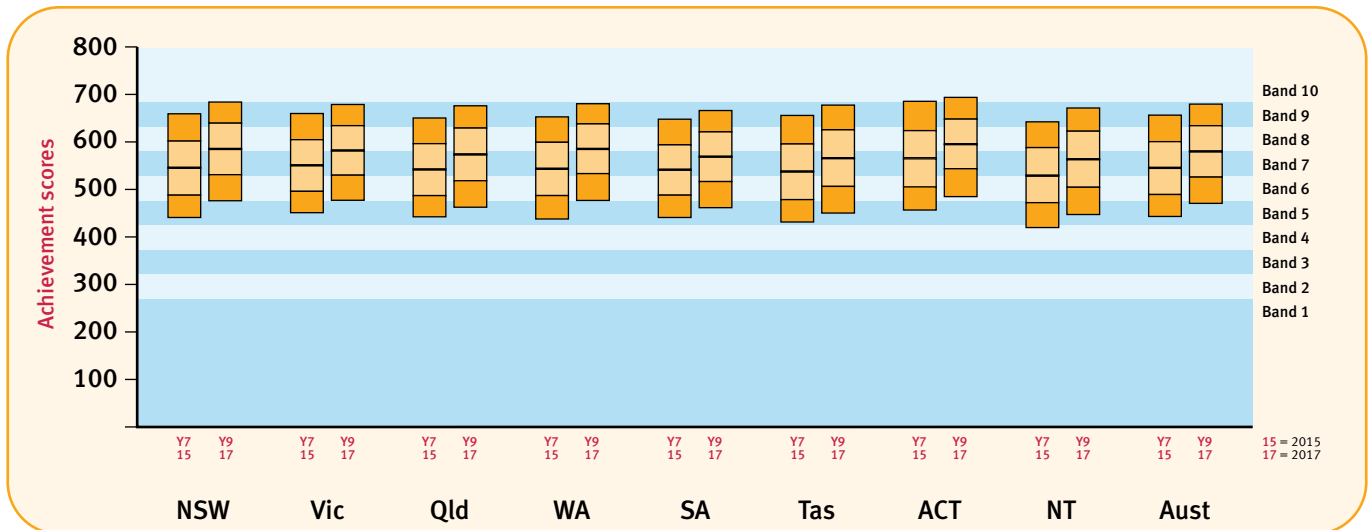


Table R4.7\_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by LBOTE Status, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	LBOTE	38.5 ± 9.2	31.7 ± 8.6	34.0 ± 11.9	39.7 ± 12.3	29.3 ± 12.3	29.5 ± 18.4	28.9 ± 18.0	32.3 ± 40.9	35.1 ± 6.7
	Non-LBOTE	39.9 ± 6.4	31.3 ± 6.3	31.7 ± 6.6	42.0 ± 8.5	27.5 ± 7.4	28.3 ± 11.3	29.9 ± 12.3	34.6 ± 20.5	34.6 ± 5.5

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 (2013), Year 5 (2015) and Year 7 (2017) Students in Reading, by State and Territory.

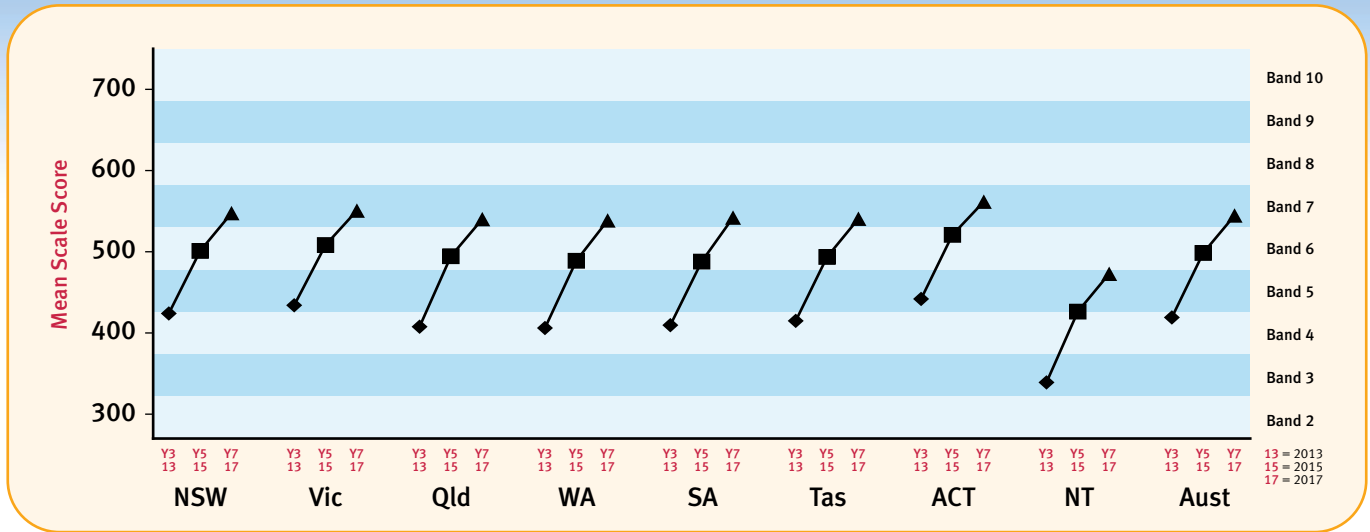


Figure R1.5\_7\_9: Achievement of Year 5 (2013), Year 7 (2015) and Year 9 (2017) Students in Reading, by State and Territory.

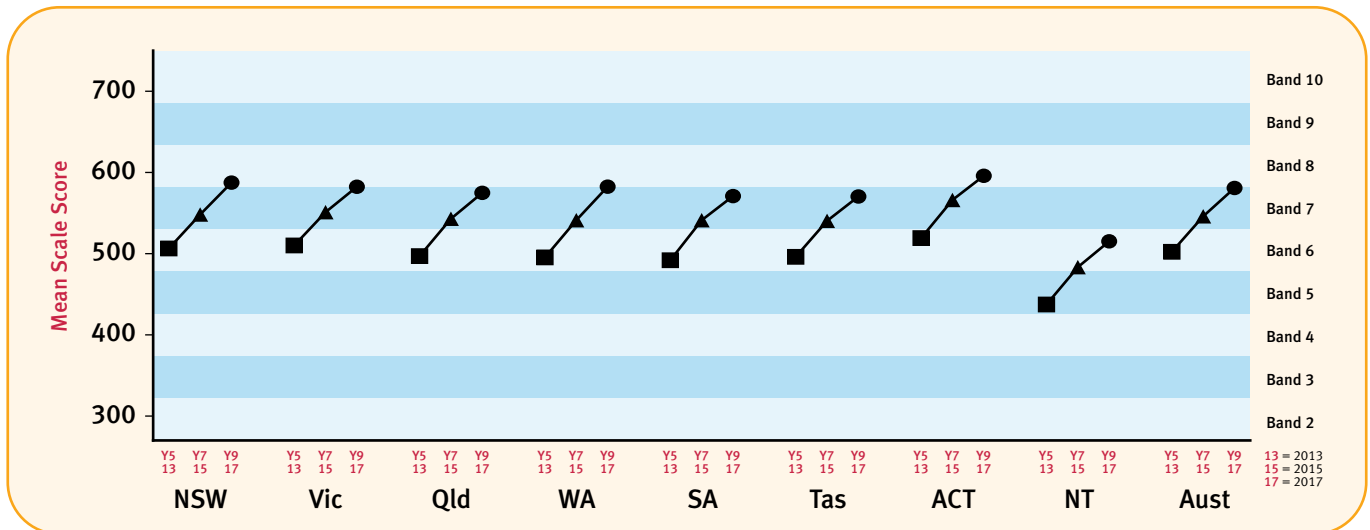


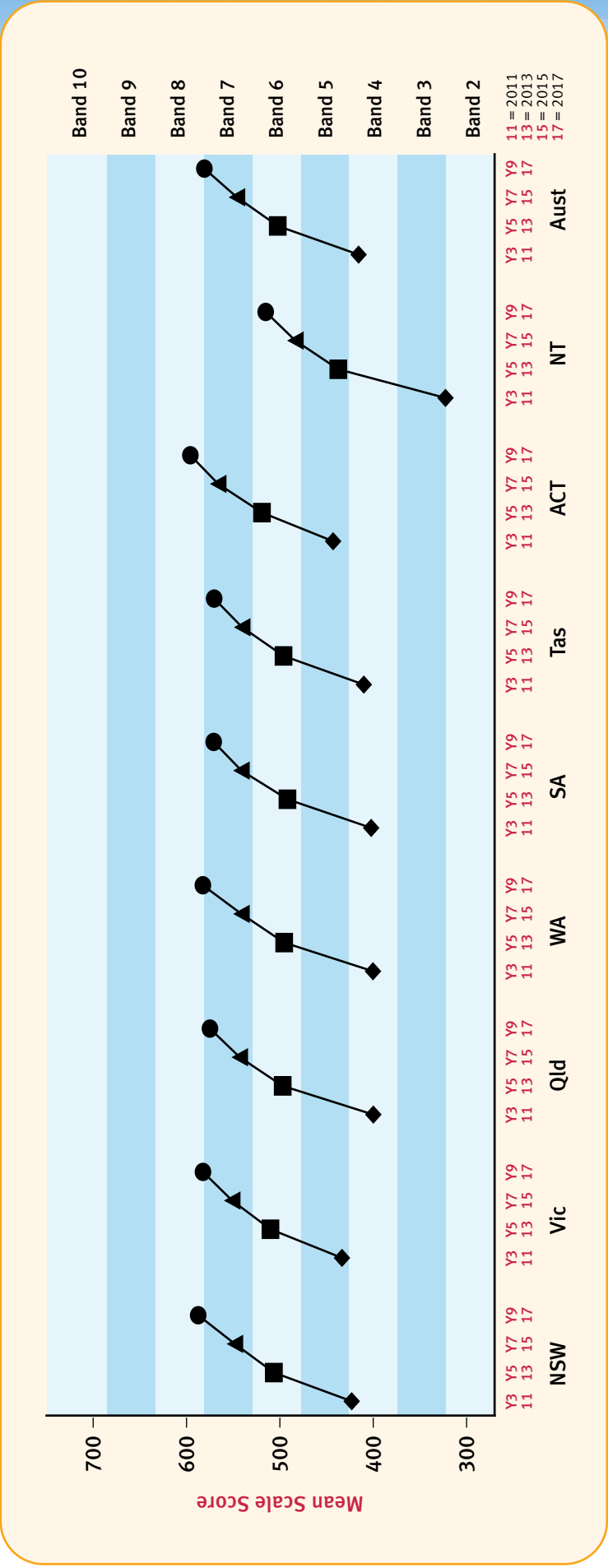
Table R1.2013\_2015\_2017: Achievement of Students in Reading from Year 3 (2013), Year 5 (2015) and Year 7 (2017), and from Year 5 (2013), Year 7 (2015) and Year 9 (2017), by State and Territory.

			NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	Year 3	2013	424.0 (79.1)	434.1 (76.6)	407.7 (78.8)	406.1 (81.6)	409.6 (78.9)	414.9 (86.7)	441.9 (81.0)	339.1 (110.1)	419.1 (80.6)
Mean scale score / (S.D.)	Year 5	2015	501.0 (78.8)	508.3 (75.0)	494.5 (75.1)	488.9 (78.8)	487.9 (76.6)	493.6 (82.8)	520.8 (79.3)	426.3 (110.2)	498.5 (78.2)
Mean scale score / (S.D.)	Year 7	2017	547.6 (70.2)	550.7 (65.5)	540.2 (67.6)	538.6 (70.5)	542.1 (66.6)	540.7 (71.5)	561.7 (67.6)	472.9 (108.6)	544.7 (69.4)
Mean scale score / (S.D.)	Year 5	2013	506.4 (65.0)	510.1 (61.2)	497.0 (63.4)	495.4 (64.9)	491.9 (60.9)	496.1 (67.7)	519.2 (63.7)	437.4 (91.8)	502.3 (64.7)
Mean scale score / (S.D.)	Year 7	2015	548.2 (68.3)	551.1 (64.8)	543.0 (64.5)	541.2 (67.6)	541.2 (64.4)	540.4 (69.2)	566.1 (69.5)	483.4 (96.8)	546.0 (67.3)
Mean scale score / (S.D.)	Year 9	2017	587.5 (64.7)	582.4 (63.4)	574.9 (66.5)	582.5 (64.9)	570.9 (63.8)	570.4 (69.5)	595.9 (63.6)	515.2 (103.5)	580.9 (66.0)

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 (2011), Year 5 (2013), Year 7 (2015) and Year 9 (2017) 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 (2015) and Year 5 (2017) Students in Numeracy, by State and Territory.

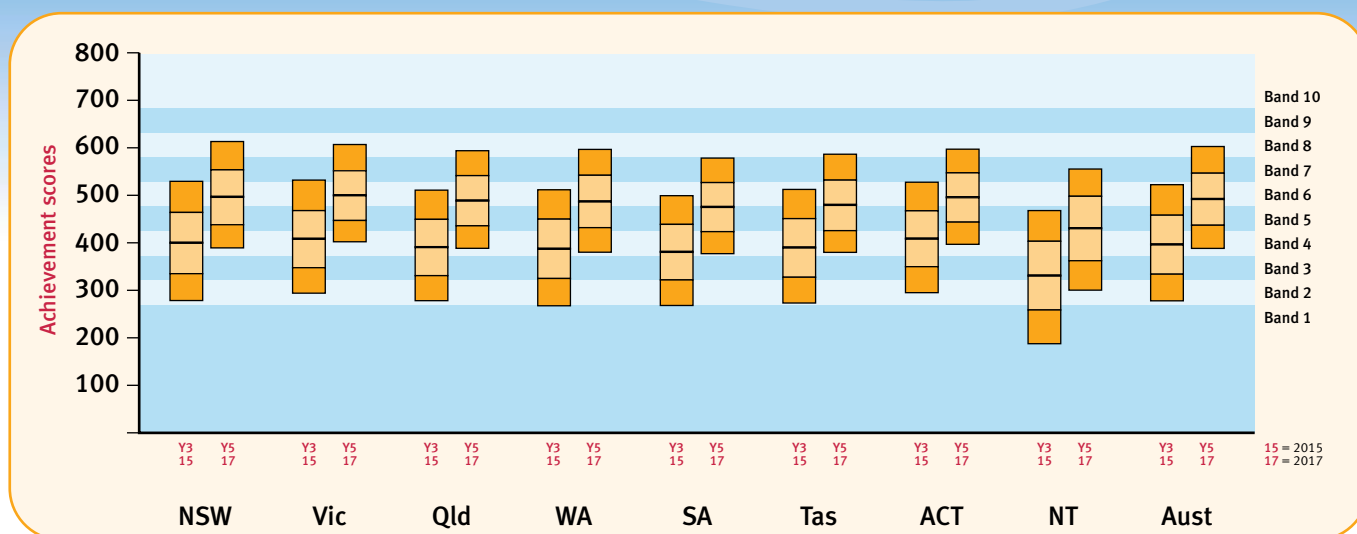


Table N1.3\_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>2013–2015</b>									
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
<b>2014–2016</b>									
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
<b>2015–2017</b>									
Average gain (with 95% confidence interval)	97.0 ± 6.6	92.0 ± 6.5	98.2 ± 6.6	100.0 ± 7.1	94.9 ± 7.4	90.0 ± 9.7	87.5 ± 9.2	100.1 ± 17.8	96.0 ± 6.1

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 (2015) and Year 5 (2017) Male Students in Numeracy, by State and Territory.

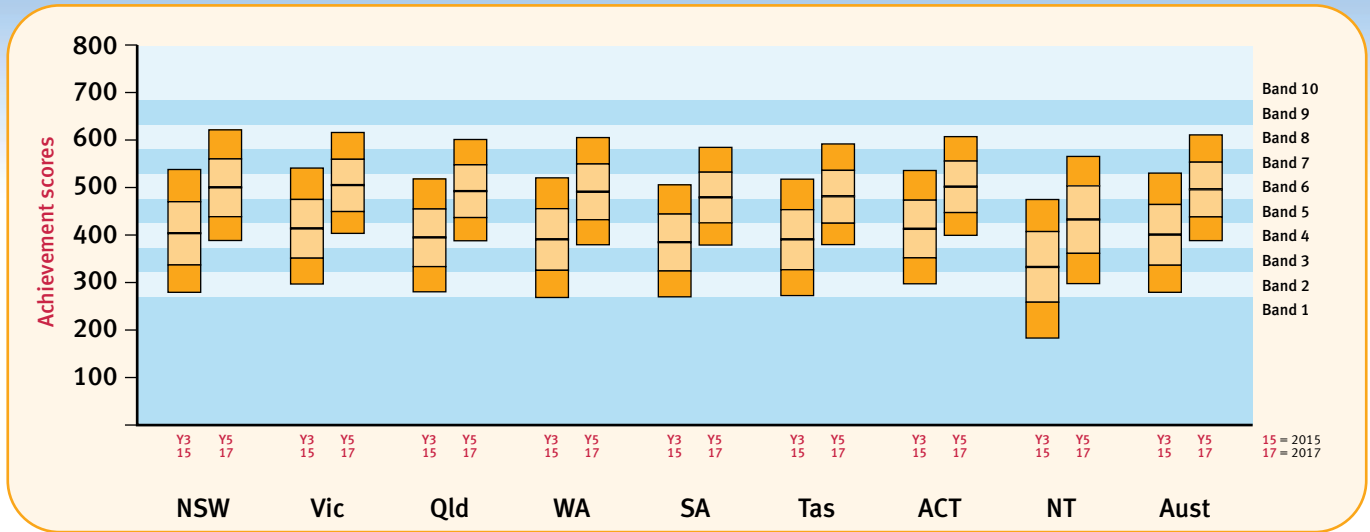


Figure N2.3\_5b: Achievement of Year 3 (2015) and Year 5 (2017) Female Students in Numeracy, by State and Territory.

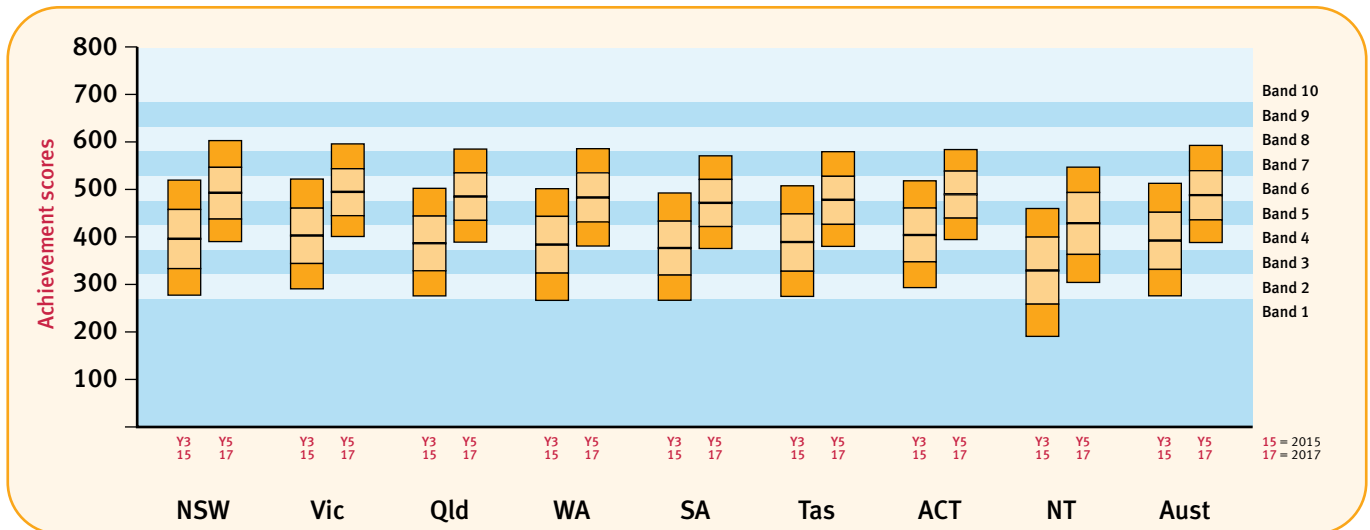


Table N2.3\_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by Sex, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	Male	96.8 ± 6.7	91.7 ± 6.6	97.9 ± 6.8	100.4 ± 7.5	94.7 ± 7.6	91.0 ± 10.5	89.0 ± 9.7	100.3 ± 19.1	95.9 ± 6.2
	Female	97.2 ± 6.6	92.3 ± 6.5	98.6 ± 6.6	99.5 ± 7.1	95.2 ± 7.6	89.0 ± 9.9	85.8 ± 10.1	100.0 ± 17.5	96.1 ± 6.2

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 (2015) and Year 5 (2017) Indigenous Students in Numeracy, by State and Territory.

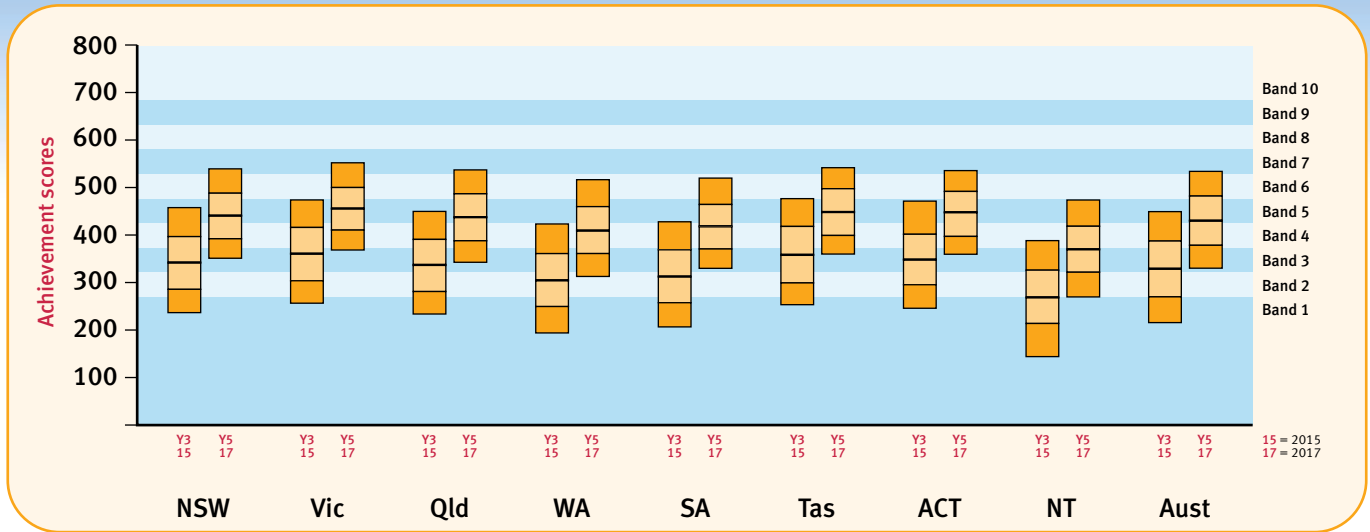


Figure N3.3\_5b: Achievement of Year 3 (2015) and Year 5 (2017) Non-Indigenous Students in Numeracy, by State and Territory.

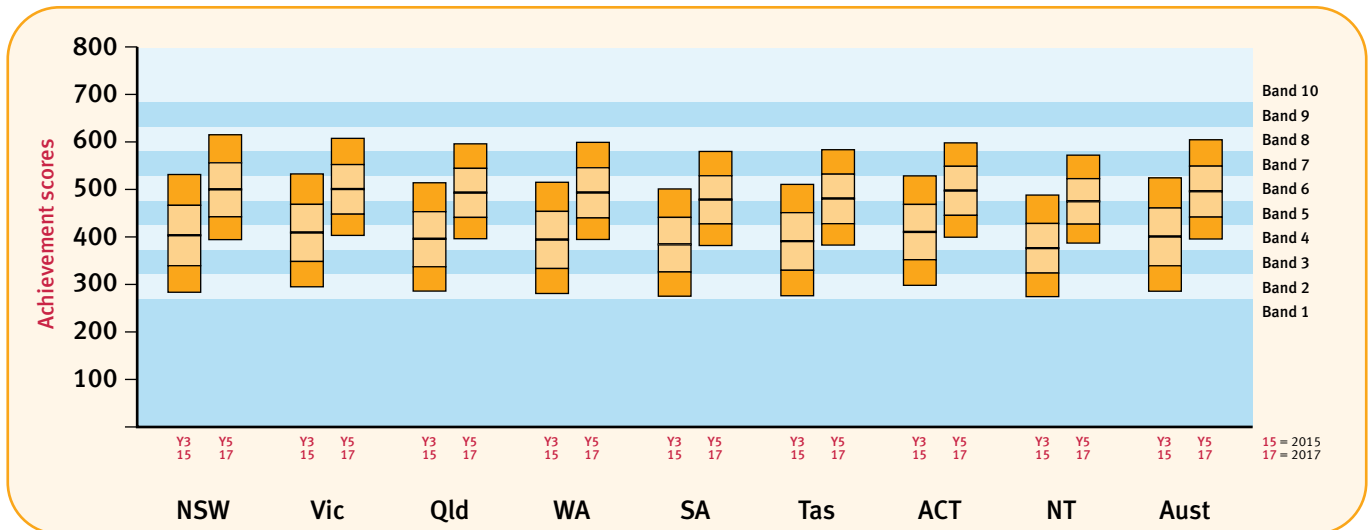


Table N3.3\_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by Indigenous Status, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	Indigenous	99.1 ± 7.0	95.3 ± 8.8	100.9 ± 7.8	105.0 ± 10.4	106.2 ± 11.4	90.4 ± 10.9	100.1 ± 17.6	101.6 ± 14.3	101.4 ± 6.8
	Non-Indigenous	96.9 ± 6.5	91.9 ± 6.4	97.5 ± 6.6	99.4 ± 7.0	94.5 ± 7.3	89.9 ± 8.6	87.4 ± 9.1	98.8 ± 11.1	95.7 ± 6.1

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 (2015) and Year 5 (2017) LBOTE Students in Numeracy, by State and Territory.

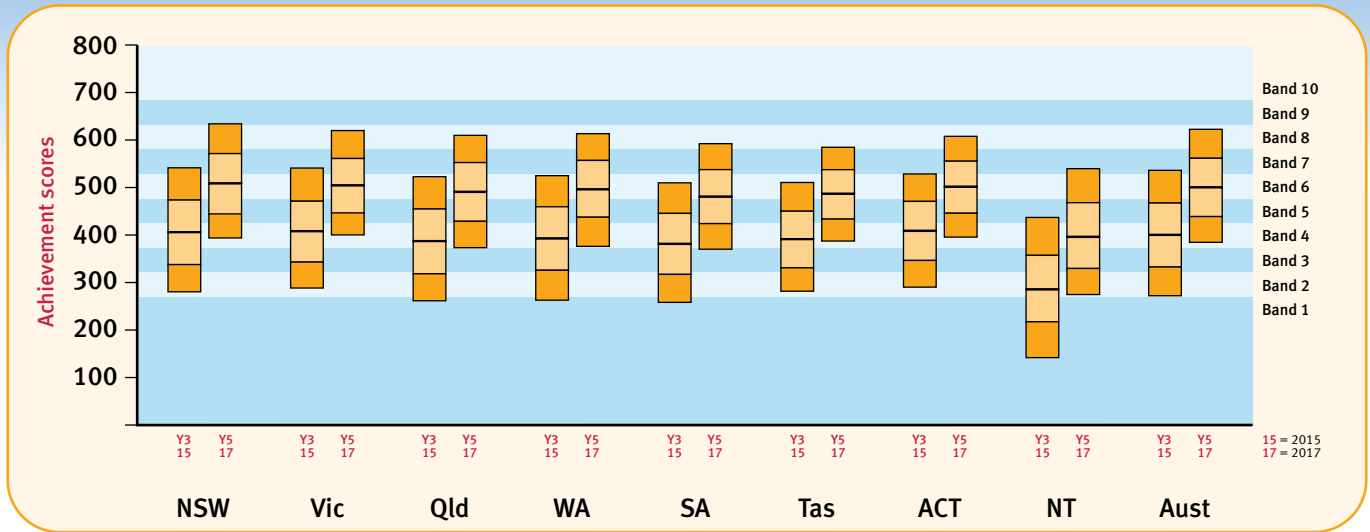


Figure N4.3\_5b: Achievement of Year 3 (2015) and Year 5 (2017) Non-LBOTE Students in Numeracy, by State and Territory.

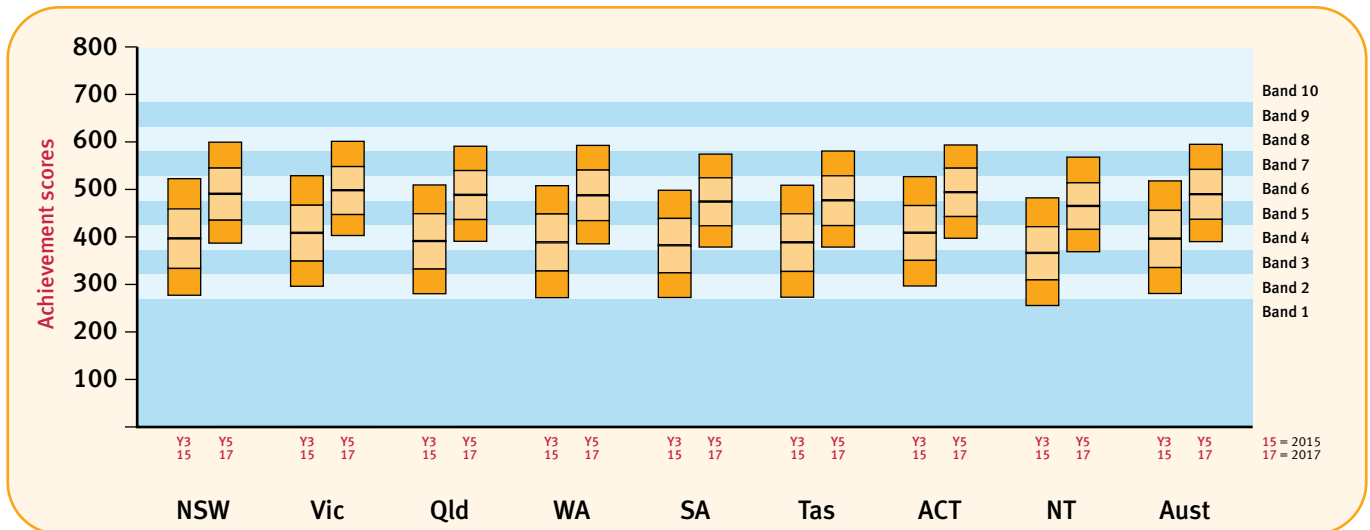


Table N4.3\_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by LBOTE Status, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	LBOTE	103.0 ± 7.7	96.9 ± 7.4	103.9 ± 10.3	103.9 ± 9.2	99.8 ± 10.4	95.7 ± 14.0	92.9 ± 11.3	111.0 ± 21.5	100.5 ± 6.6
	Non-LBOTE	94.1 ± 6.5	90.1 ± 6.4	97.4 ± 6.5	99.3 ± 7.2	92.2 ± 7.2	88.7 ± 8.8	85.8 ± 9.3	99.3 ± 12.7	94.0 ± 6.1

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 (2015) and Year 7 (2017) Students in Numeracy, by State and Territory.

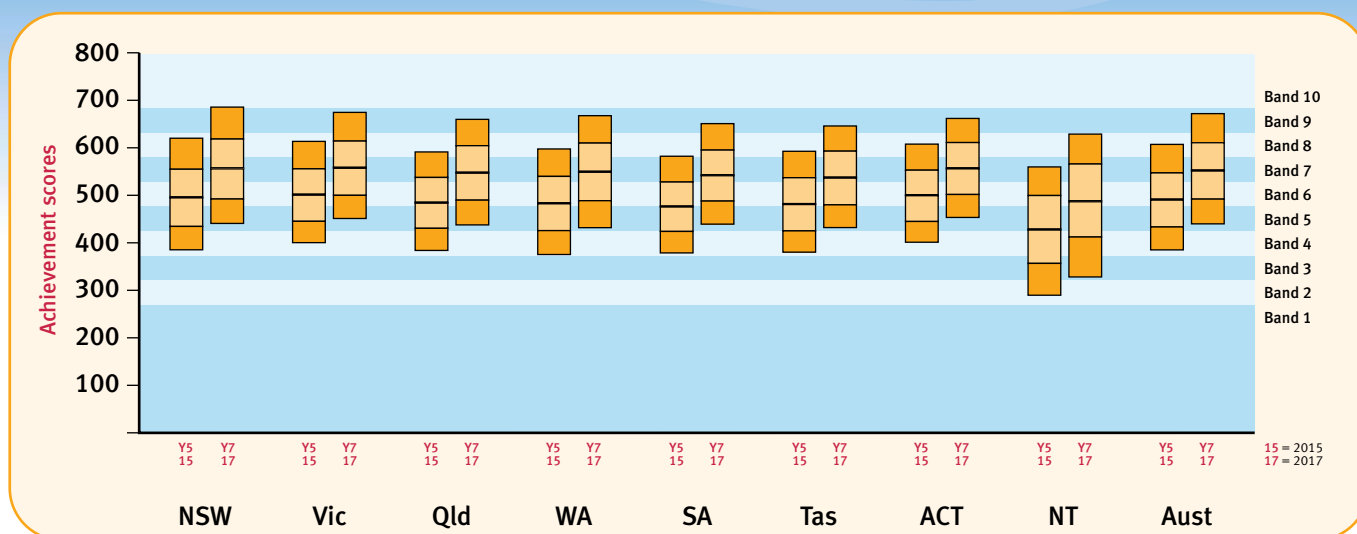


Table N1.5\_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>2013–2015</b>									
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
<b>2014–2016</b>									
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
<b>2015–2017</b>									
Average gain (with 95% confidence interval)	61.2 ± 6.4	56.8 ± 5.9	63.3 ± 6.4	66.6 ± 8.0	66.1 ± 6.7	55.8 ± 10.2	56.7 ± 11.3	59.7 ± 24.6	61.4 ± 5.3

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 (2015) and Year 7 (2017) Male Students in Numeracy, by State and Territory.

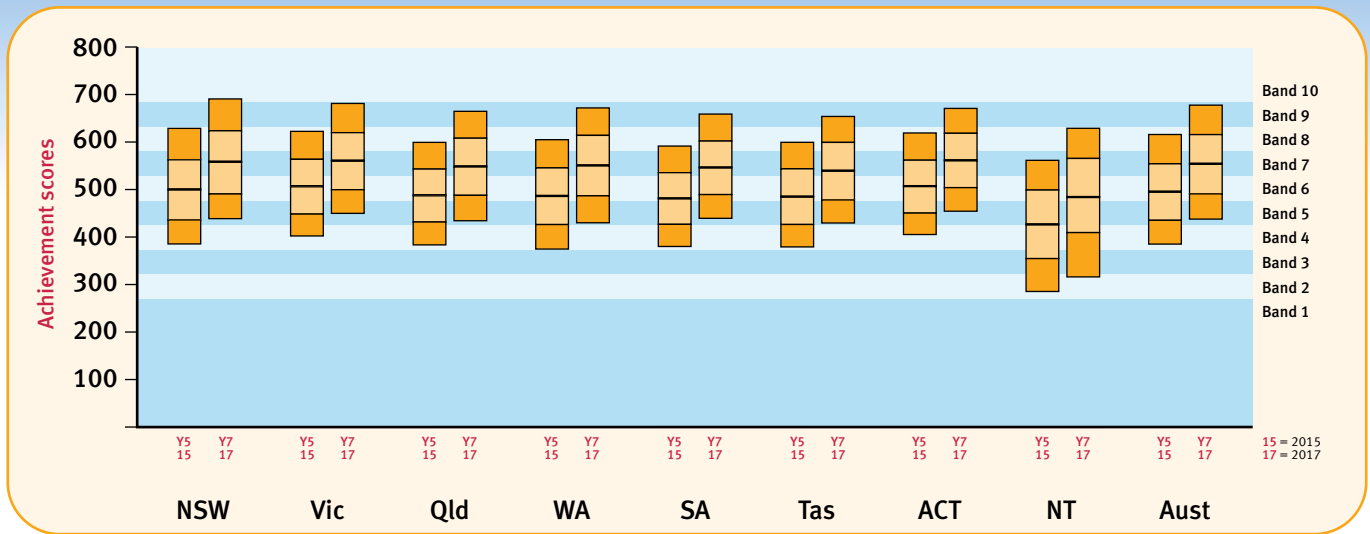


Figure N2.5\_7b: Achievement of Year 5 (2015) and Year 7 (2017) Female Students in Numeracy, by State and Territory.

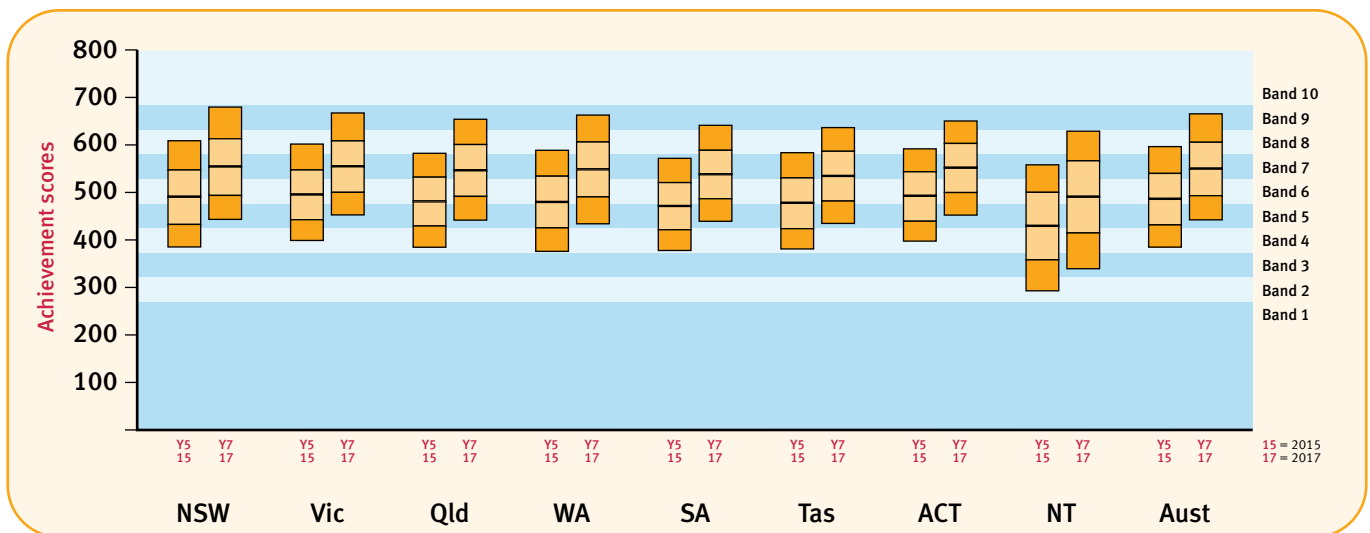


Table N2.5\_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by Sex, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	Male	58.6 ± 7.1	54.0 ± 6.3	60.9 ± 6.9	64.4 ± 8.7	65.3 ± 7.3	54.8 ± 11.1	54.3 ± 13.0	57.9 ± 26.2	59.0 ± 5.4
	Female	63.9 ± 6.6	59.6 ± 6.0	65.7 ± 6.4	68.9 ± 8.1	67.0 ± 6.7	56.8 ± 10.7	59.3 ± 11.5	61.6 ± 23.9	63.8 ± 5.3

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 (2015) and Year 7 (2017) Indigenous Students in Numeracy, by State and Territory.

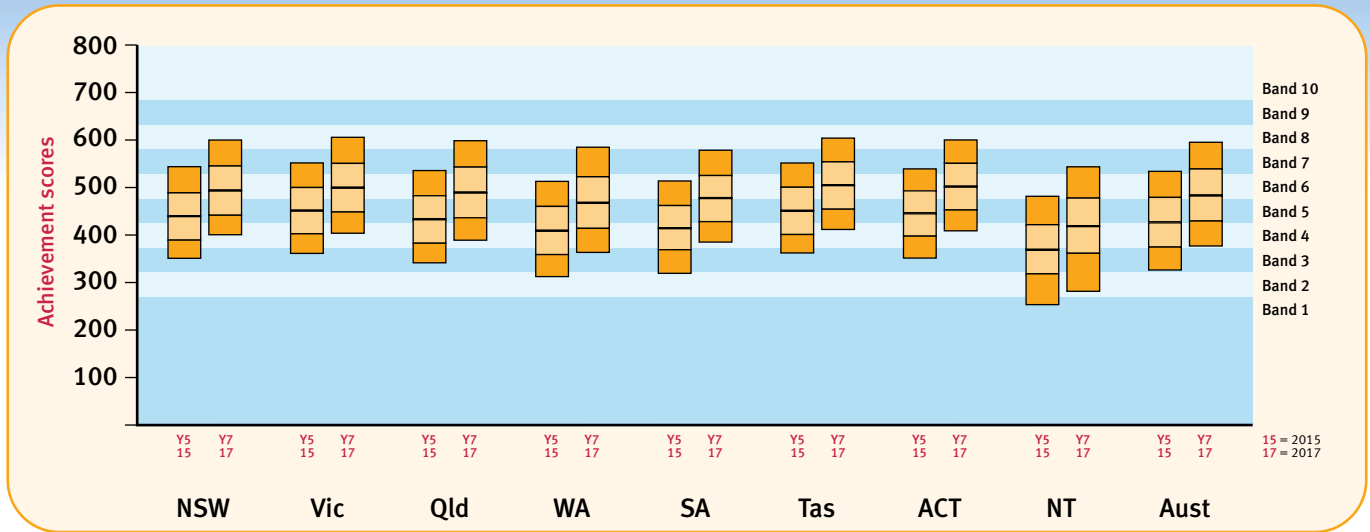


Figure N3.5\_7b: Achievement of Year 5 (2015) and Year 7 (2017) Non-Indigenous Students in Numeracy, by State and Territory.

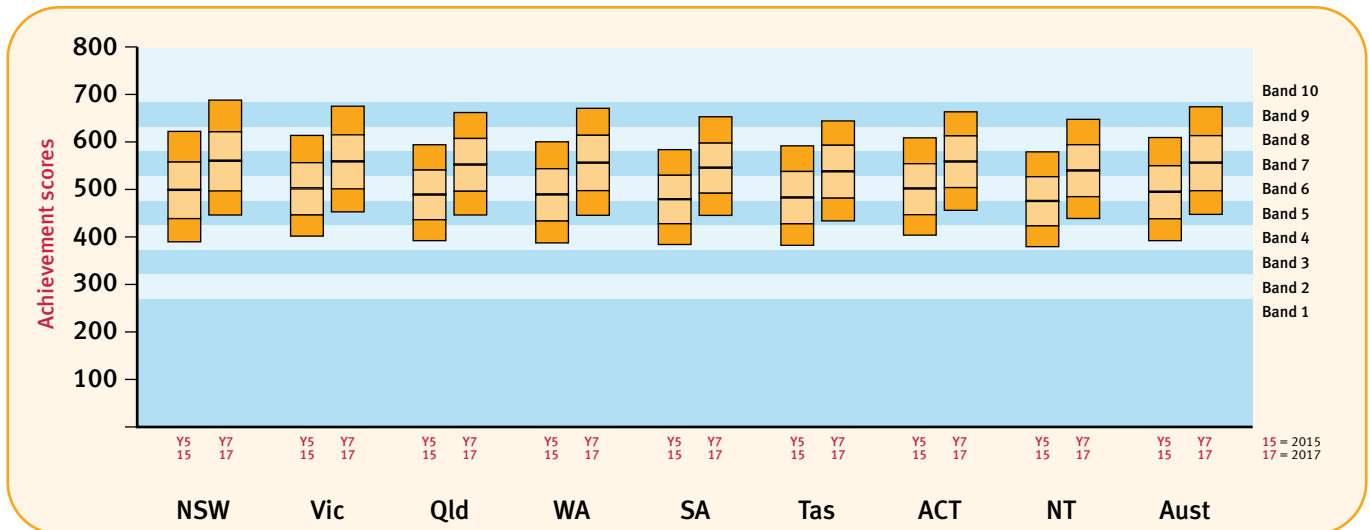


Table N3.5\_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by Indigenous Status, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	Indigenous	54.1 ± 6.2	48.4 ± 8.4	56.3 ± 7.9	58.9 ± 9.9	63.6 ± 10.4	54.3 ± 11.0	56.3 ± 18.1	50.1 ± 19.5	56.7 ± 6.1
	Non-Indigenous	61.5 ± 6.4	57.0 ± 5.9	63.3 ± 6.3	67.1 ± 7.9	66.5 ± 6.6	55.3 ± 9.5	56.9 ± 11.3	64.4 ± 15.5	61.5 ± 5.2

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 (2015) and Year 7 (2017) LBOTE Students in Numeracy, by State and Territory.

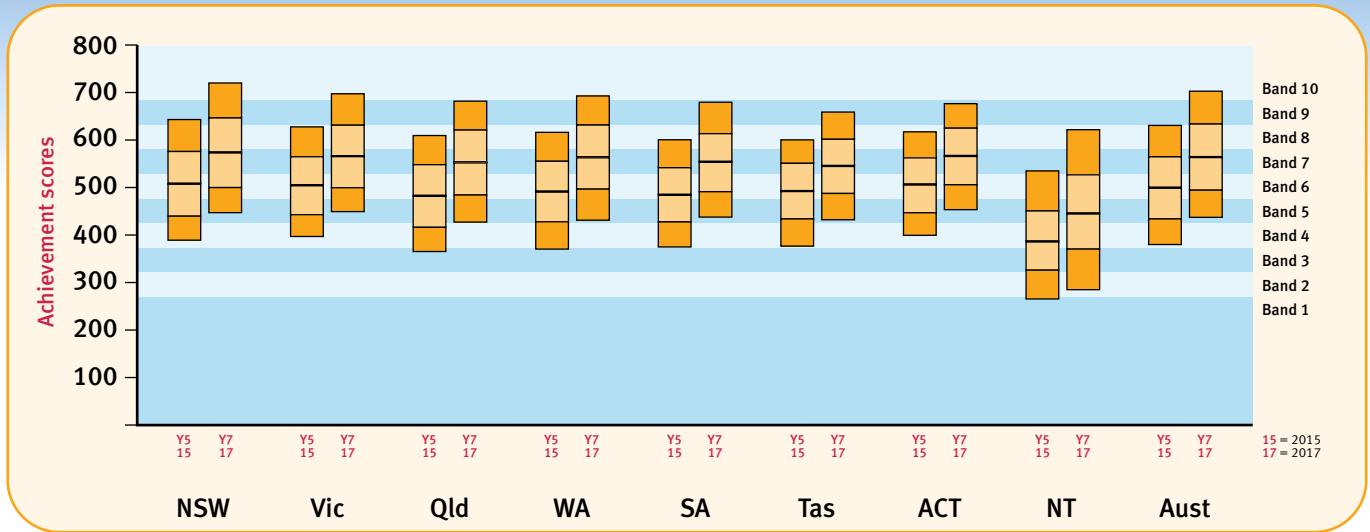


Figure N4.5\_7b: Achievement of Year 5 (2015) and Year 7 (2017) Non-LBOTE Students in Numeracy, by State and Territory.

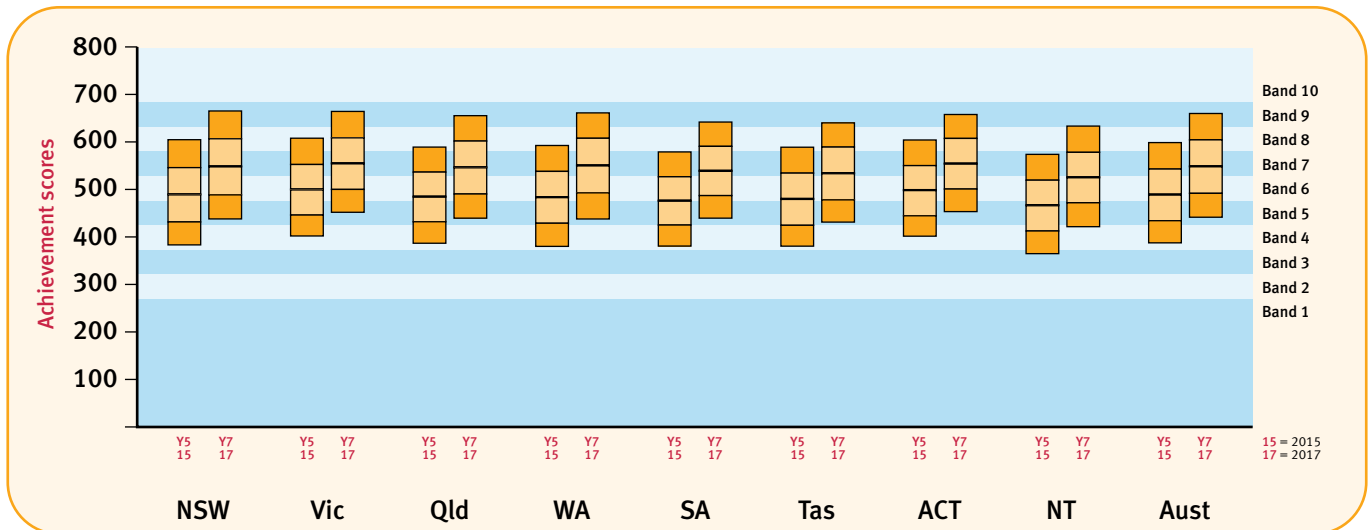


Table N4.5\_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by LBOTE Status, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	LBOTE	65.9 ± 9.4	61.5 ± 7.8	70.7 ± 12.4	72.5 ± 12.7	69.7 ± 9.9	53.0 ± 18.1	60.3 ± 13.6	59.1 ± 32.1	64.9 ± 6.5
	Non-LBOTE	59.1 ± 6.0	55.1 ± 5.8	62.0 ± 6.1	67.1 ± 7.6	63.1 ± 6.5	54.4 ± 9.5	56.0 ± 11.1	59.0 ± 16.7	59.7 ± 5.2

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 (2015) and Year 9 (2017) Students in Numeracy, by State and Territory.

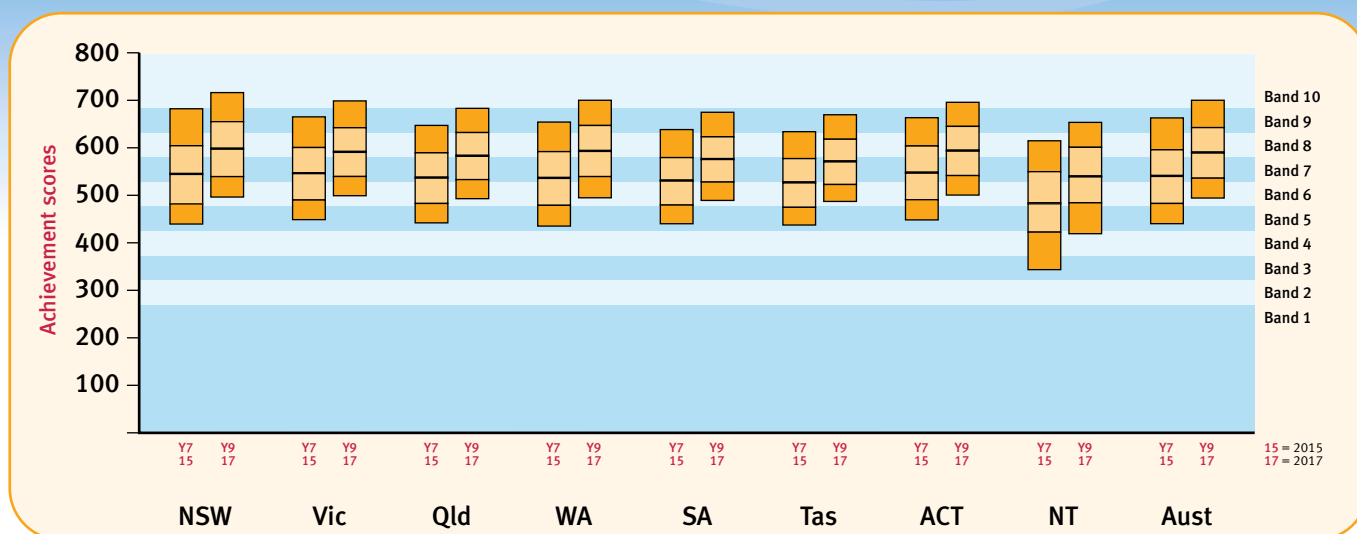


Table N1.7\_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>2013–2015</b>									
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
<b>2014–2016</b>									
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
<b>2015–2017</b>									
Average gain (with 95% confidence interval)	53.3 ± 6.3	44.9 ± 5.9	46.1 ± 6.0	57.0 ± 8.4	45.5 ± 7.2	44.4 ± 9.8	46.5 ± 13.1	56.8 ± 22.9	49.4 ± 4.5

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 (2015) and Year 9 (2017) Male Students in Numeracy, by State and Territory.

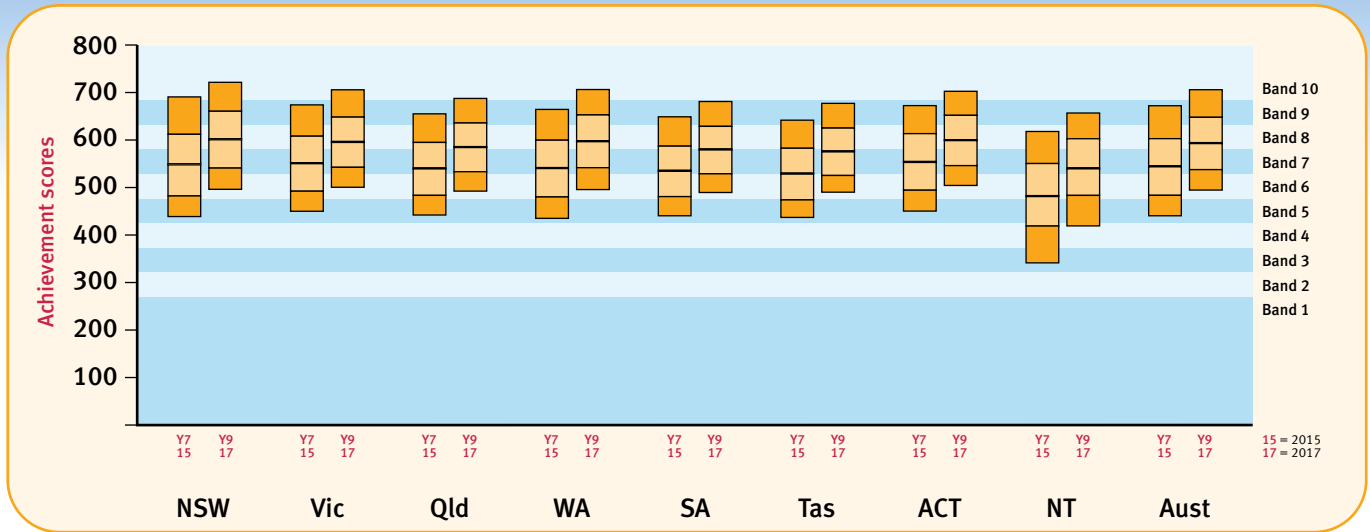


Figure N2.7\_9b: Achievement of Year 7 (2015) and Year 9 (2017) Female Students in Numeracy, by State and Territory.

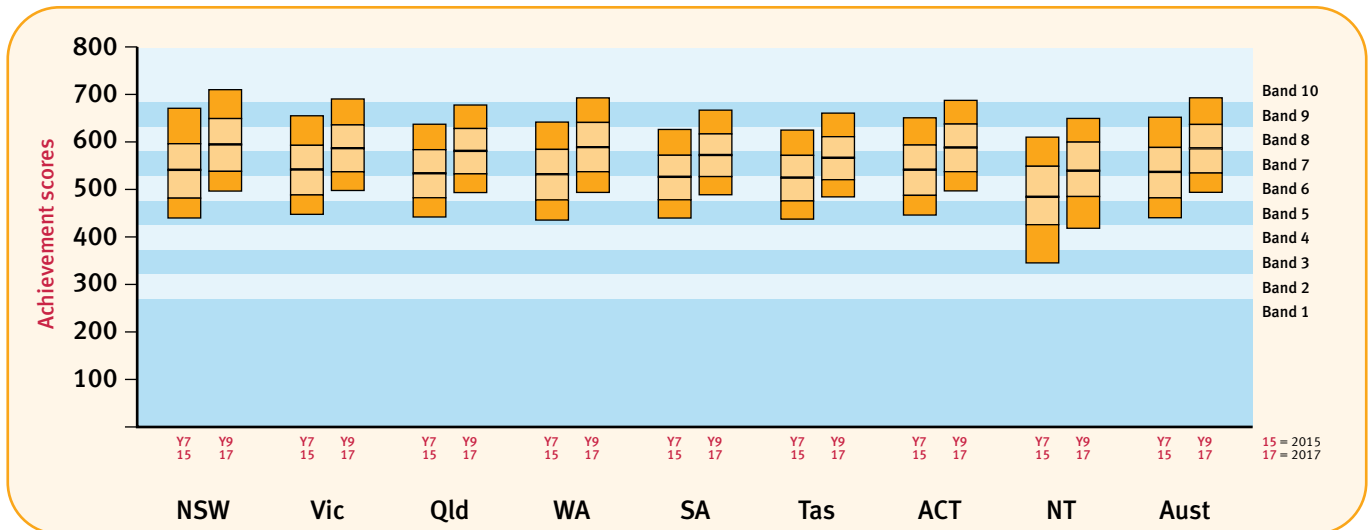


Table N2.7\_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by Sex, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	Male	53.0 ± 7.4	44.9 ± 6.8	45.1 ± 6.6	56.7 ± 9.5	45.1 ± 8.2	46.9 ± 11.0	46.1 ± 15.1	58.6 ± 24.1	49.1 ± 4.9
	Female	53.7 ± 6.7	45.1 ± 6.0	47.2 ± 6.2	57.3 ± 8.4	46.1 ± 7.0	41.9 ± 10.3	46.9 ± 13.9	55.1 ± 22.4	49.8 ± 4.6

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 (2015) and Year 9 (2017) Indigenous Students in Numeracy, by State and Territory.

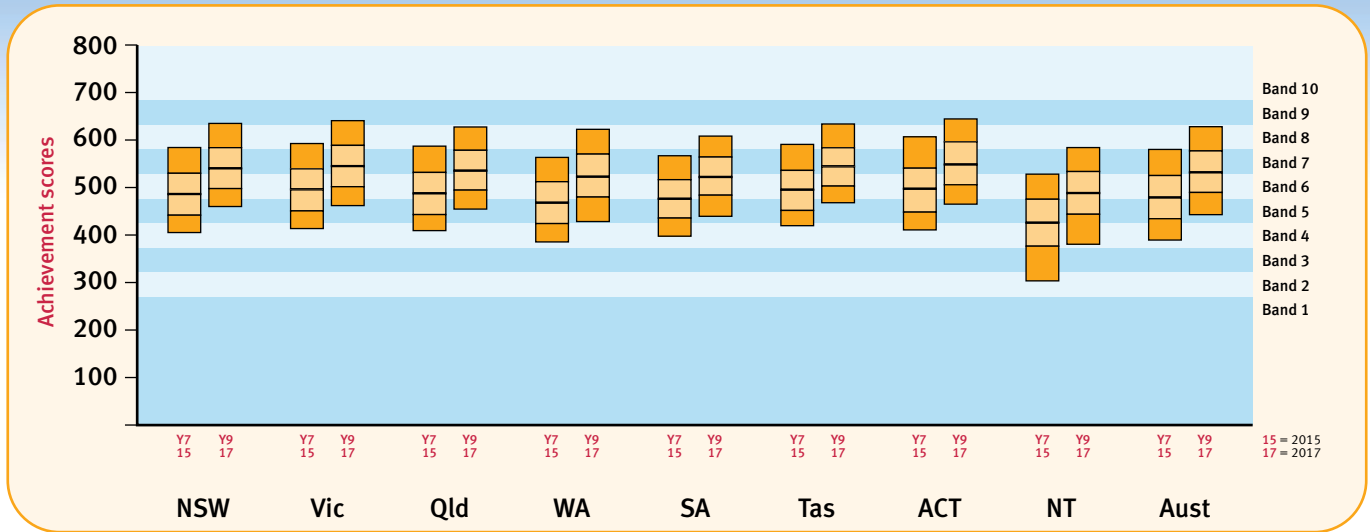


Figure N3.7\_9b: Achievement of Year 7 (2015) and Year 9 (2017) Non-Indigenous Students in Numeracy, by State and Territory.

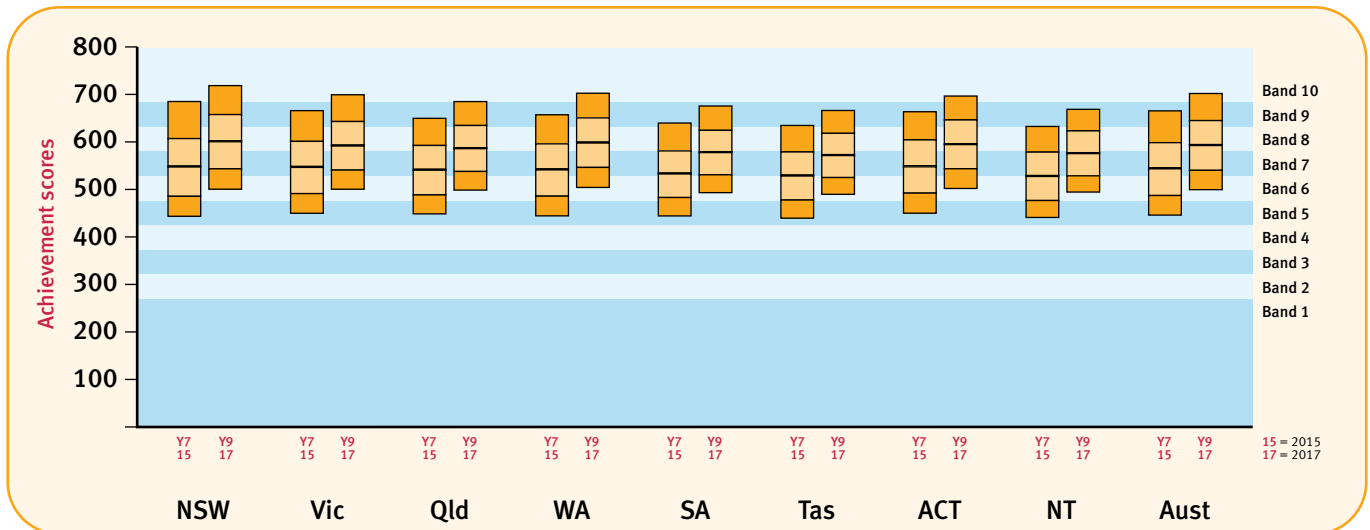


Table N3.7\_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by Indigenous Status, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	Indigenous	54.4 ± 5.6	49.3 ± 8.2	47.7 ± 6.4	54.9 ± 8.8	46.1 ± 9.0	49.3 ± 8.7	51.3 ± 17.5	62.7 ± 17.6	53.2 ± 5.2
	Non-Indigenous	53.2 ± 6.3	45.1 ± 5.9	45.5 ± 5.9	56.7 ± 8.3	45.2 ± 7.2	43.3 ± 9.4	47.0 ± 13.0	48.4 ± 15.0	49.1 ± 4.5

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 (2015) and Year 9 (2017) LBOTE Students in Numeracy, by State and Territory.

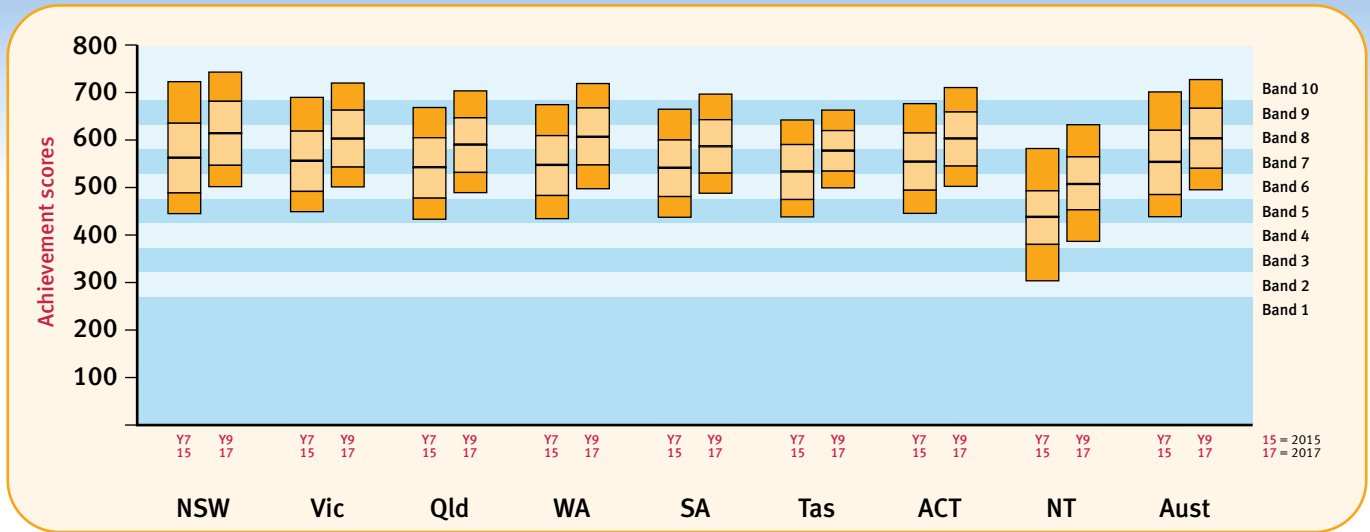


Figure N4.7\_9b: Achievement of Year 7 (2015) and Year 9 (2017) Non-LBOTE Students in Numeracy, by State and Territory.

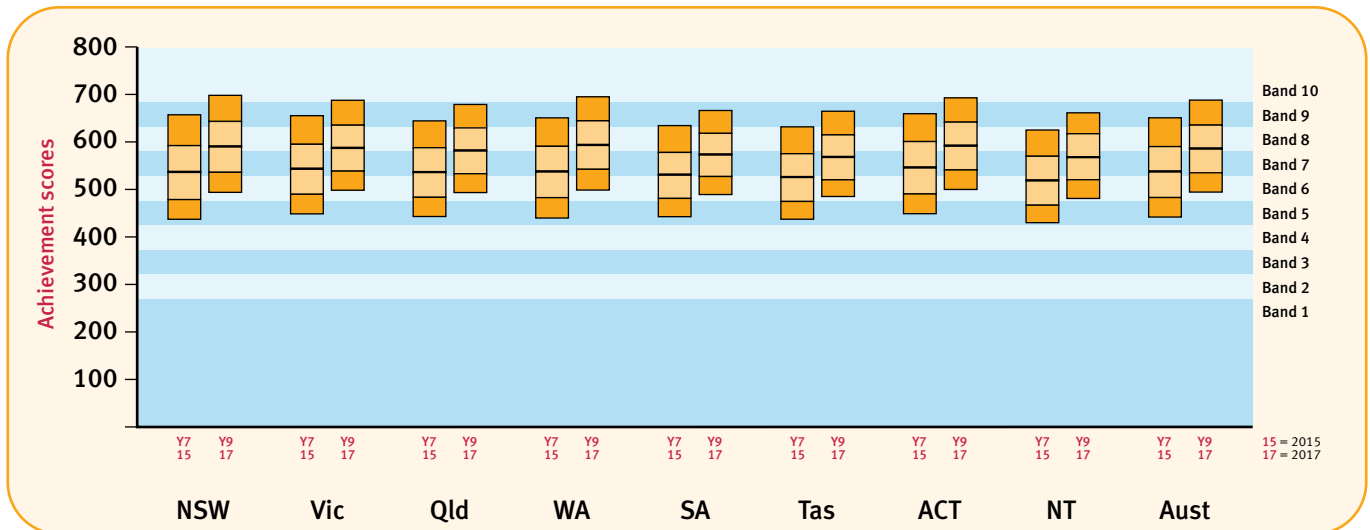


Table N4.7\_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by LBOTE Status, by State and Territory, 2013–2015, 2014–2016 and 2015–2017.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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
2015–2017 Average gain (with 95% confidence interval)	LBOTE	51.8 ± 10.7	46.8 ± 9.5	47.7 ± 12.3	59.3 ± 13.5	45.4 ± 12.7	44.1 ± 14.8	48.9 ± 18.4	69.5 ± 28.4	49.8 ± 6.7
	Non-LBOTE	53.8 ± 5.6	44.0 ± 5.5	45.4 ± 5.7	56.1 ± 8.1	42.6 ± 6.7	42.3 ± 9.7	46.0 ± 12.3	49.3 ± 17.6	48.3 ± 4.4

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 (2013), Year 5 (2015) and Year 7 (2017) Students in Numeracy, by State and Territory.

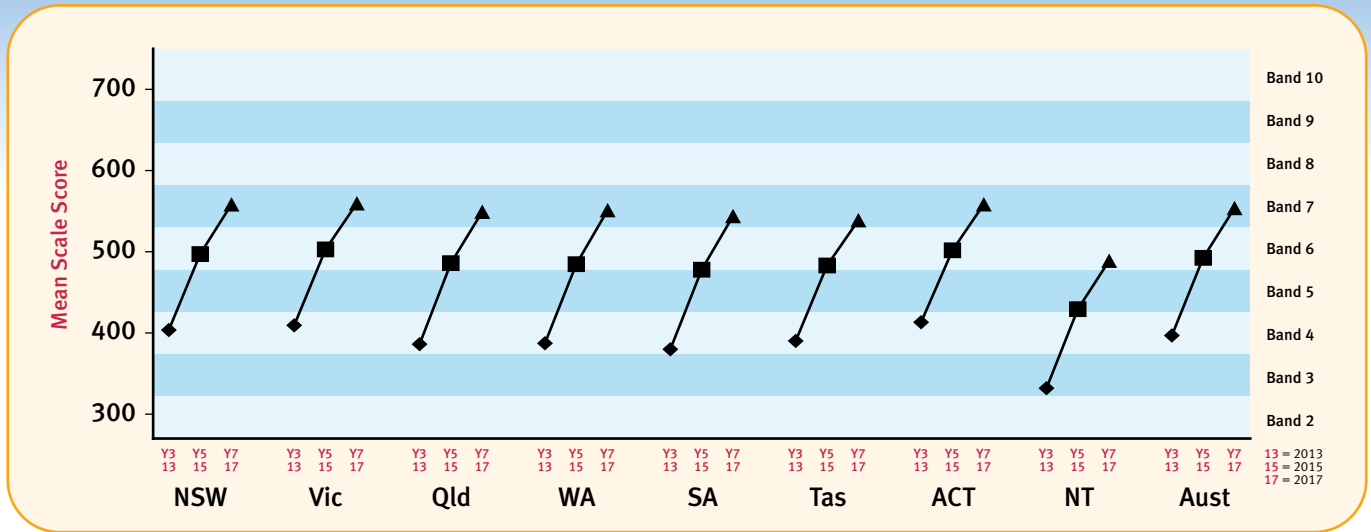


Figure N1.5\_7\_9: Achievement of Year 5 (2013), Year 7 (2015) and Year 9 (2017) Students in Numeracy, by State and Territory.

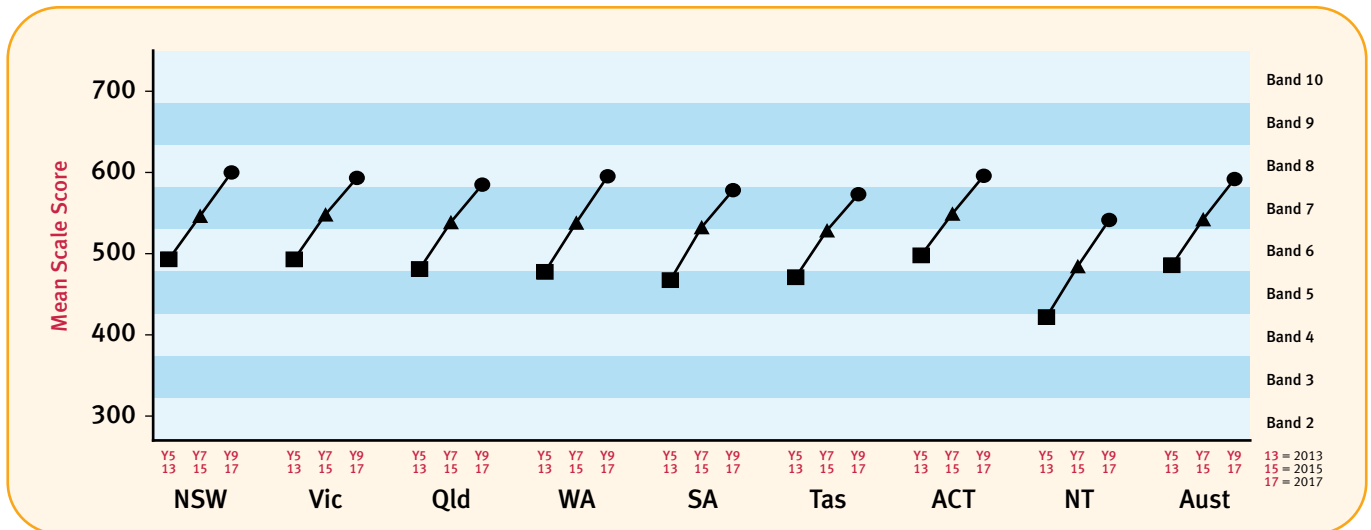


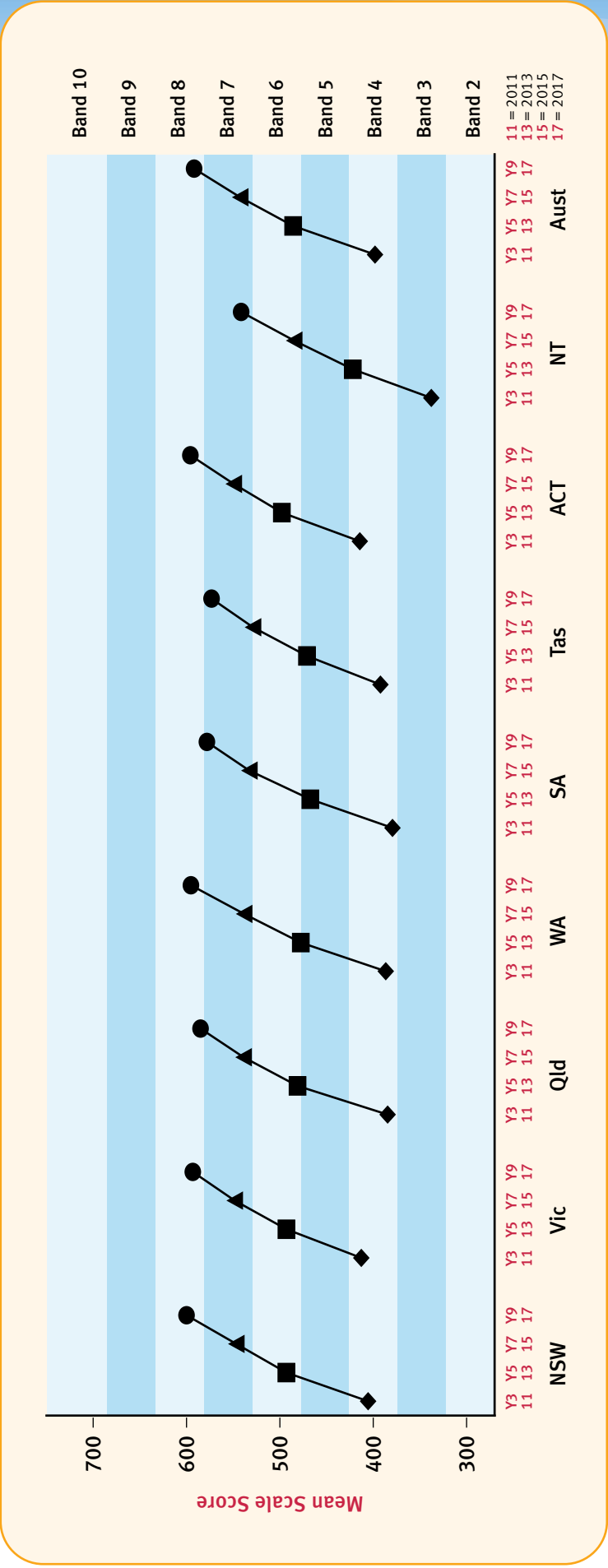
Table N1.2013\_2015\_2017: Achievement of Students in Numeracy from Year 3 (2013), Year 5 (2015) and Year 7 (2017), and from Year 5 (2013), Year 7 (2015) and Year 9 (2017), by State and Territory.

			NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	Year 3	2013	403.6 (67.4)	409.4 (62.8)	386.2 (62.0)	387.3 (64.7)	379.9 (61.3)	390.2 (67.1)	413.2 (63.0)	332.0 (83.3)	396.9 (65.8)
Mean scale score / (S.D.)	Year 5	2015	497.2 (71.5)	502.9 (65.1)	486.0 (63.4)	484.7 (68.0)	477.9 (62.4)	483.1 (65.0)	501.8 (63.3)	429.3 (83.2)	492.5 (68.0)
Mean scale score / (S.D.)	Year 7	2017	558.4 (74.9)	559.7 (67.9)	549.3 (67.8)	551.3 (72.2)	544.0 (64.4)	538.9 (66.1)	558.5 (64.2)	489.0 (91.6)	553.9 (71.1)
Mean scale score / (S.D.)	Year 5	2013	493.1 (76.8)	493.0 (67.5)	481.1 (66.7)	477.6 (69.7)	467.4 (63.7)	471.0 (66.0)	497.9 (70.5)	421.9 (83.0)	485.8 (71.5)
Mean scale score / (S.D.)	Year 7	2015	546.7 (74.4)	548.4 (66.1)	538.9 (62.9)	538.3 (67.3)	532.7 (60.7)	528.8 (60.3)	549.4 (65.7)	484.7 (81.2)	542.5 (68.6)
Mean scale score / (S.D.)	Year 9	2017	600.0 (67.5)	593.3 (61.5)	585.0 (59.0)	595.3 (63.3)	578.2 (56.8)	573.2 (56.3)	595.9 (60.2)	541.5 (71.5)	591.9 (63.5)

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 (2011), Year 5 (2013), Year 7 (2015) and Year 9 (2017) Students in Numeracy, by State and Territory.



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

## 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 2017).

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 2015 to 2017, 2014 to 2016 and 2013 to 2015 are discussed. Thus, there are three estimates for each two-year progression but the greatest emphasis is placed on gains from 2015 to 2017. 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 2013 to 2017. 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 2011 to Year 9 in 2017 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 2015, those who were in Year 3 in 2014 and those who were in Year 3 in 2013. 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 2013 Year 3 cohort and the 2013 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 2011 and reached Year 9 in 2017.

## The commentary

In this commentary, the focus is on differences among the two-year gains that are statistically significant (in other words, are unlikely to have arisen by chance). Where the commentary states that there was no difference in a set of gain scores it means that the difference did not satisfy this criterion. The commentary focuses on two aspects of the gain scores among the multitude of possible comparisons that could be made. The first is whether the national gain scores for each progression are similar, or consistent, across cohorts. The second is whether there are differences in gain scores for different jurisdictions and groups of students.

## Gains in Reading

### From Year 3 to Year 5

Table R1.3\_5 records the average gains in reading achievement from Year 3 to Year 5 for 2015 to 2017, 2014 to 2016 and 2013 to 2015. These are shown for Australia as a whole and for

each jurisdiction. Figure R1.3\_5 represents the gains for the 2015 to 2017 Year 3 to Year 5 cohort. 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 2015 to Year 5 in 2017, the gains in Western Australia (86 score points) and Queensland (84 score points) were greater than the national gain (80 score points) and the gain for Victoria (75 score points) was less than the national gain. It can also be noted, for this cohort, that the gains for Western Australia and Queensland are greater than the corresponding gains for Victoria and New South Wales (79 score points). Among the jurisdictional gains from Year 3 in 2014 to Year 5 in 2016, it had been evident that 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. In the cohort progressing from Year 3 in 2013 to Year 5 in 2015, it had been 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.

In the cohort that progressed from Year 3 in 2015 to Year 5 in 2017, the national gains for male students (83 score points) were greater than the national gains for female students (77 score points) (Table R2.3\_5 and Figure R2.3\_5). This pattern was evident in New South Wales, Victoria, Queensland and Western Australia but not in other jurisdictions. The national difference in the gains for female and male students for the previous cohort that progressed from Year 3 in 2014 to Year 5 in 2016 followed a different pattern with the national gains for female students (85 score points) being greater than the national gains for male students (81 score points) (Table R2.3\_5). Intriguingly, in the cohort that progressed from Year 3 in 2013 to Year 5 in 2015 the pattern was similar to that for the 2015 to 2017 cohort (with gains of 77 and 82 score points for female and male students respectively).

Nationally, in the cohort that progressed from Year 3 in 2015 to Year 5 in 2017, there was a greater gain for Indigenous students (89 score points) than non-Indigenous students (80 score points) (Table R3.3\_5). This pattern was also evident in New South Wales (a difference of six score points in gain) and South Australia (a difference of 15 score points in gain). For the previous cohort that progressed from Year 3 in 2014 to Year 5 in 2016, there had also been a greater gain for Indigenous students (89 score points) than non-Indigenous students (83 score points) (Table R3.3\_5). However, for the 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.

The gains from Year 3 in 2015 to Year 5 in 2017 for LBOTE students were the same as those for non-LBOTE students: nationally and in every jurisdiction (Table R4.3\_5). This had also been the case for the preceding two cohorts (from Year 3 in 2014 to Year 5 in 2016 and from Year 3 in 2013 to Year 5 in 2015).

### From Year 5 to Year 7

Table R1.5\_7 records the average gains in reading achievement from Year 5 to Year 7 for 2015 to 2017, 2014 to 2016 and 2013 to 2015. These are shown for Australia as a whole and for each jurisdiction. Figure R1.5\_7 represents the gains for the 2015 to 2017 Year 5 to Year 7 cohort. The Year 5 to Year 7 gain in reading averaged 43 score points over the three cohorts and the gain for the 2015 to 2017 cohort (being 46 score points) was not significantly different from either of the two previous cohorts. For the 2015 to 2017 cohort, most jurisdictional gains did not differ from the national gain but in South Australia the gain (54 score points) was significantly greater than the national gain. This had also been evident for the two previous cohorts. In passing it can be noted that in South Australia, Year 7 is part of primary schools whereas in other jurisdictions Year 7 is part of secondary schools. In Victoria, the gain (42 score points) for the 2015 to 2017 cohort was significantly lower than the national gain as had been the case for the 2014 to 2016 cohort.

# NAPLAN Commentary

Nationally, there was no difference between male and female students in the gains in reading achievement from Year 5 to Year 7 in the 2015 to 2017 cohort (Table R2.5\_7 and Figure R2.5\_7). This had been the case for the two previous Year 5 to Year 7 cohorts. In addition, in the 2015 to 2017 cohort (as well as the 2014 to 2016 and 2013 to 2015 cohorts), there were no differences between male and female students in reading achievement gains between Year 5 and Year 7 within jurisdictions (Table R2.5\_7 and Figure R2.5\_7).

Nationally, the gain from Year 5 in 2015 to Year 7 in 2017 for Indigenous students was not significantly different from the gain for non-Indigenous students (51 and 46 score points respectively) (Table R3.5\_7 and Figure R3.5\_7). For the cohort that progressed from Year 5 in 2014 to Year 7 in 2016 the gains 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). This pattern of greater gains for Indigenous than non-Indigenous students had also been evident in South Australia, Western Australia, Queensland and New South Wales. In the 2013 to 2015 cohort, there had been no difference between the gains for Indigenous and non-Indigenous students nationally.

In the cohort that progressed from Year 5 in 2015 to Year 7 in 2017 the reading gains for LBOTE students were the same as those for non-LBOTE students, nationally and for every jurisdiction (Table R4.5\_7 and Figure R4.5\_7). In the previous cohort that progressed from Year 5 in 2014 to Year 7 in 2016 the gain for LBOTE students had been greater than that for non-LBOTE students nationally (by five score points) and also within South Australia (by 13 score points).

## From Year 7 to Year 9

Table R1.7\_9 and Figure R1.7\_9 show, nationally and for each jurisdiction, the average gains in reading achievement from Year 7 to Year 9. These data reference the 2015 to 2017, 2014 to 2016 and 2013 to 2015 cohorts. Over the three cohorts the average gain was 36 score points. None of the differences in gains between cohorts were statistically significant.

For the 2015 to 2017 cohort, none of the jurisdictional reading gains from Year 7 to Year 9 differed significantly from the national gain of 35 score points. However, the gains for Western Australia (41 score points) and New South Wales (39 score points) were significantly greater than the gains for Victoria (31 score points), Queensland (32 score points) and South Australia (30 points). Also, in the previous cohort, 2014 to 2016, none of the jurisdictional gains between Year 7 and Year 9 differed significantly from the national gain of 35 score points.

For the 2015 to 2017 cohort, the national gain scores for female students (37 points) were larger than those for male students (33 score points) (Table R2.7\_9 and Figure R2.7\_9). However, within jurisdictions no differences between the gain scores of male and female students were evident. In the previous cohort from 2014 to 2016 the national gain scores for female students did not differ from those for male students. In the 2013 to 2015 cohort, the national gain scores for female students had been greater than those for male students.

Nationally, reading gains from Year 7 to Year 9 in the 2015 to 2017 cohort for Indigenous students were not significantly different from the gains for non-Indigenous students (Table R3.7\_9 and Figure R3.7\_9). The same lack of difference was observed within each jurisdiction. In the two previous cohorts which progressed from Year 7 to Year 9 between 2014 and 2016 and 2013 and 2015 respectively there had been greater gains for Indigenous than non-Indigenous students (Table R3.7\_9 and Figure R3.7\_9).

There were no differences, in the 2015 to 2017 cohort, between the gains from Year 7 to year 9 for LBOTE and non-LBOTE students either nationally or within any jurisdiction (Table R4.7\_9 and Figure R4.7\_9). This was the same pattern that had been evident in the 2014 to 2016 cohort but in the 2013 to 2015 cohort 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 R1.2013\_2015\_2017 (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 2013, in Year 5 in 2015 and Year 7 in 2017); and
- Year 5 to Year 9 (for the cohorts that were in Year 5 in 2013, in Year 7 in 2015 and Year 9 in 2017).

For the first of these cohorts, it was evident that, nationally, the gain from Year 3 to Year 5 was 79 score points and the gain from Year 5 to Year 7 was 46 score points, making a total four-year gain of 126 score points. This overall gain was a little more than the 121-score point gain observed in the preceding cohort (from 2012 to 2016) but less than the 130-score point gain for the 2011 to 2015 cohort. The jurisdictional reading gain scores for the 2013 to 2017 cohort ranged from 117 score points in Victoria to 134 score points in the Northern Territory. However, it should be noted that there were gains of 133 score points in Queensland, Western Australia and South Australia.

For the cohort that was in Year 5 in 2013, it appears that, nationally, the reading gain from Year 5 to Year 9 was 79 score points. Nationally, for the 2013 Year 5 cohort, the gain from Year 5 to Year 7 was 44 score points and the gain from Year 7 to Year 9 was 35 score points. The largest gains over four years for the 2013 Year 5 cohort were evident in Western Australia (87 score points) and New South Wales (81 score points).

## From Year 3 to Year 9

The 2017 data for NAPLAN reading made it possible to examine the gain in reading achievement over six years from Year 3 in 2011 to Year 9 in 2017. These data are shown in Figure R1.3\_5\_7\_9. For this cohort nationally, there was a gain of 87 score points from Year 3 to Year 5, a gain of 44 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 165 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 149 score points in Victoria to 193 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 (the between-jurisdiction correlation coefficient was 0.88). In other words, there were greater gains in those jurisdictions where initial reading achievement was lower.

## Gains in Numeracy

### From Year 3 to Year 5

Table N1.3\_5 shows data regarding the Year 3 to Year 5 gains in numeracy from 2015 to 2017, 2014 to 2016 and 2013 to 2015. Figure N1.3\_5 displays the data for the 2015 to 2017 cohort. Nationally, the average gain over three cohorts was 94 score points. The numeracy gain for the 2015 to 2017 cohort appeared to be a little greater than that for the 2014 to 2016 cohort but similar to the gain for the 2012 to 2014 cohort.

For the 2015 to 2017 cohort, the gain in numeracy for Victoria (92 score points) and the ACT (88 score points) differed significantly from the national gain of 96 score points. In the 2014 to 2016 cohort, Queensland had also recorded a larger gain and the ACT had recorded a smaller gain than the national gain.

For the Year 3 in 2015 to Year 5 in 2017 cohort, there was no significant difference in the national numeracy gains for male and female students (Table N.2.3\_5). Nor was there a significant difference in any of the jurisdictions. The same lack of difference between male and female students had been evident in the corresponding 2014 to 2016 cohort. In the corresponding cohort from 2013 to 2015 there had been slightly larger national gains for male than female students.

# NAPLAN Commentary

For the 2015 to 2017 cohort there were slightly greater gains in numeracy from Year 3 to Year 5 for Indigenous (101 score points) than non-Indigenous (96 score points) students. In this cohort, there was also a difference in gains in numeracy from Year 3 to Year 5 in South Australia but not in any other jurisdiction (Table N3.3\_5). In the 2014 to 2016 cohort, and the 2013 to 2015 cohort, the national gain from Year 3 to Year 5 had been the same for Indigenous and non-Indigenous students.

For the 2015 to 2017 cohort, there was a greater gain in numeracy from Year 3 to Year 5 for LBOTE (101 score points) than for non-LBOTE (94 score points) students nationally (Table N4.3\_5). This pattern of a greater gain in numeracy for LBOTE than non-LBOTE students was also evident in New South Wales (by nine score points), Victoria (by seven score points) but not in other jurisdictions. Nationally, in the 2014 to 2016 and the 2013 to 2015 cohorts, there had also been larger Year 3 to Year 5 numeracy gain scores for LBOTE than non-LBOTE students.

## From Year 5 to Year 7

Table N1.5\_7 records data regarding the Year 5 to Year 7 gains in numeracy between 2015 and 2017, 2014 and 2016 and 2013 and 2015. Figure N1.5\_7 displays the relevant data graphically for the 2015 to 2017 cohort. Nationally, the numeracy gain between Year 5 and Year 7 for the 2015 to 2017 cohort was 61 score points, almost the same as for the 2014 to 2016 cohort (62 score points) and not significantly different than that for the 2013 to 2015 cohort. Only in Victoria was the gain score different (it was lower) from the national gain score. For the 2014 to 2016 cohort and the 2013 to 2015 cohorts, the gains in South Australia (72 and 65 score points respectively) had been greater than the national gain (62 and 57 score points respectively).

The Year 5 to Year 7 average gain in numeracy in the 2015 to 2017 cohort was greater for female (64 score points) than male students (59 score points) (Table N2.5\_7). A similar pattern was evident in the corresponding 2014 to 2016 cohort and the 2013 to 2015 cohort. For all three cohorts there were larger gains for female than male students in Victoria but not in other jurisdictions.

At a national level, there were larger gains from Year 5 to Year 7 for non-Indigenous (62 score points) than Indigenous students (57 score points) (Table N3.5\_7). This difference was also evident in Victoria where the Year 5 to Year 7 gains for Indigenous students (48 score points) were less than those for non-Indigenous students (57 score points). Nationally, there had been no difference in the Year 5 to Year 7 numeracy gains for Indigenous and non-Indigenous students in the 2014 to 2016 cohort at a national level although there had been differences in Victoria. In the 2013 to 2015 cohort, the national gains from Year 5 to Year 7 for Indigenous students had been greater than those for non-Indigenous students. From a national perspective, there appears to have been a small shift over three cohorts in the relative gains in numeracy of Indigenous and non-Indigenous students as they progress from Year 5 to Year 7.

In the 2015 to 2017 cohort, the Year 5 to 7 numeracy gains for LBOTE students across Australia (65 score points) were greater than those for non-LBOTE students (60 score points) (Table N4.5\_7). The same direction of difference had been evident in the 2014 to 2016 cohort (with gains of 67 score points for LBOTE students and 61 score points for non-LBOTE students) and the 2013 to 2015 cohort (with gains of 62 and 55 score points respectively). In the 2015 to 2017 cohort, the national difference between LBOTE and non-LBOTE students was not evident within any jurisdiction.

## From Year 7 to Year 9

Table N1.7\_9 records data regarding the Year 7 to Year 9 gains in numeracy between 2015 and 2017, 2014 and 2016, and 2013 and 2015. Figure N1.7\_9 displays graphically the data for the 2015 to 2017 cohort. Nationally, the gains in numeracy between Year 7 and Year 9 for the 2015 to 2017 cohort was 49 score points. This gain was larger than the national Year 7 to Year 9 gains for the 2014 to 2016 cohort (43 score points) but similar to that for the 2013 to 2015 cohort (50 score points). For the 2015 to 2017 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

2014 to 2016 and the 2013 to 2015 cohorts.

For the 2015 to 2017 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 2014 to 2016 and the 2013 to 2015 cohorts.

Nationally, and in each jurisdiction, for the 2015 to 2017 cohort, the gains for Year 7 to Year 9 numeracy for Indigenous and non-Indigenous students nationally were not significantly different although the gains for Indigenous students appeared to be higher than for non-Indigenous students (53 compared 49 score points) (Table N3.7\_9). In the 2014 to 2016 cohort, and the 2013 to 2015 cohort, there had been greater gains from Year 7 to Year 9 numeracy for Indigenous than non-Indigenous students nationally.

Nationally, in the 2015 to 2017 cohort, as well as for the 2014 to 2016 and the 2013 to 2015 cohort, the Year 7 to Year 9 numeracy gains for LBOTE students were not significantly different than the gains for non-LBOTE students (Table N4.7\_9). In addition, there were no differences in the gains for LBOTE and non-LBOTE students within any of the jurisdictions.

## From Year 3 to Year 7 and Year 5 to Year 9

Table N1.2013\_2015\_2017 (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 2013 (progressing to Year 7 in 2017) and in Year 5 in 2013 (progressing to Year 9 in 2017). From these data it was possible to compute numeracy gain scores for the two relevant four-year periods.

It was evident that, nationally, the four-year gain in numeracy achievement over Year 3 to Year 7 between 2013 and 2017 was 157 score points and this was made up of an average gain of 96 score points between Year 3 and Year 5 and 61 score points between Year 5 and Year 7 (Table N1.2013\_2015\_2017). 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 from 2013 to 2017 ranged from 145 score points in the ACT to 164 score points in Western Australia and South Australia.

Nationally, the average numeracy gain from Year 5 to Year 9 for the 2013 to 2017 cohort was 106 score points. The average gain scores over those four years ranged from 98 score points in the ACT to 120 score points in the Northern Territory. 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 49 score points between Year 7 and Year 9 nationally.

## From Year 3 to Year 9

The 2017 data for NAPLAN numeracy made it possible to examine the gain in numeracy achievement over six years from Year 3 in 2011 to Year 9 in 2017 (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 88 score points from Year 3 to Year 5, a gain of 57 score points from Year 5 to Year 7 and a gain of 49 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 181 score points in Victoria and Tasmania to 209 score points in Western Australia. There was a negative association between mean numeracy scores in Year 3 and the numeracy gain from Year 3 to Year 9 (the correlation coefficient was -0.66). In other words, there were greater gains in those jurisdictions where initial numeracy achievement was lower.