

NAPLAN 2024

National Results Commentaries

August 2024

How to read

Achievement by state

The information provided in this section is about overall NAPLAN achievement of students nationally and by state and territory for each testing domain. The table includes statistics describing the average NAPLAN score and the percentage of students at each proficiency level.

State comparison

The information provided in this section is about the relative achievement of students in each state and territory for each testing domain. The average NAPLAN score for each state/territory is compared to the other states/territories and to Australia overall, and tested for statistical significance and effect size.

Achievement by subgroup

The information provided in this section is about overall NAPLAN achievement of students by student background, parental background, and Indigeneity by ABS remoteness for each testing domain. The table includes statistics describing the average NAPLAN score and the percentage of students at each proficiency level.

Subgroup comparison

The information provided in this section is about the relative achievement of subgroups in each testing domain. The average NAPLAN scores of each subgroup are compared to those of every other subgroup within the same category, and tested for statistical significance and effect size.

Participation

The information provided in this section is about NAPLAN participation across all test domains, states and territories, and subgroups. The total number of enrolled students is shown alongside the percentage in each participation category and the average age of students. A chart shows the change in participation rate over NAPLAN assessment years.

Achievement over time

The information provided in this section is about NAPLAN achievement across all test domains, states and territories, and subgroups, between 2023 and 2024.

Year 3

Achievement by state

Nationally, the percentage of Year 3 students in the Exceeding proficiency level is 12.9% on average, ranging from 8.3% in writing to 20.1% in reading, while the percentage of students in the Needs additional support proficiency level is 10.8% on average, ranging from 5.6% in writing to 16.1% in grammar and punctuation.

Across all states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 2.8% to 23.5%, while the percentage in Needs additional support ranges from 3.3% to 42.6%.

State comparison

Across all 8 states and territories and all 5 testing domains, only 8 out of 40 average NAPLAN scores are either below or substantially below and significantly different from the national average, while none are above and significantly different from the national average.

Achievement by subgroup

At the national level:

- A higher percentage of female students than male students are in the Exceeding proficiency level in reading and writing. The difference is 4.0 percentage points for reading and 3.5 percentage points for writing. The percentage of female students in the Needs additional support proficiency level is lower than male students in all 4 literacy domains, by 3.2 percentage points on average.
- In numeracy, a higher percentage of male students (13.0%) are in the Exceeding proficiency level than female students (7.1%).
- On average across all domains, a greater percentage of Indigenous students are in the Needs additional support proficiency level (33.9%) compared to non-Indigenous students (9.0%).
- The percentage of language background other than English (LBOTE) students in the Exceeding proficiency level is higher than for non-LBOTE students in all 5 testing domains, by 6.0 percentage points on average.
- Percentages of students who need additional support are lower for students whose parents' hold a bachelor degree or higher compared to those whose parents' highest level of education is Year 11 completion and below. The differences range from 18.3 percentage points in writing to 33.8 percentage points in grammar and punctuation.
- Percentages of students in the Needs additional support proficiency level are lowest across all 5 domains for students with parents in the senior managers and professionals occupation group, with percentages ranging from 1.9% in writing to 7.5% in grammar and punctuation. For students whose parents are in the unskilled manual, office and sales occupation group, the percentages range from 9.3% in writing to 25.1% in grammar and punctuation.

Subgroup comparison

At the national level:

- Average NAPLAN scores of female students are above and significantly different from those of male students in writing (female: 426.3; male: 406.0), while for numeracy the reverse is true (female: 395.5; male: 411.8).

- Non-Indigenous students' average NAPLAN scores are substantially above and significantly different from those of Indigenous students in all 5 testing domains.
- Average NAPLAN scores of LBOTE students are above and significantly different from those of non-LBOTE students in grammar and punctuation, spelling and writing.
- Average NAPLAN scores for students whose parents hold a bachelor degree or higher are substantially above and significantly different from those of students whose parents' highest level of education is Year 11 completion and below, in all 5 testing domains.
- Students with parents in the senior managers and professionals occupation group achieved average NAPLAN scores that are substantially above and significantly different from those of students with parents in the unskilled manual, office and sales occupation group, in all 5 testing domains.

Participation

Nationally, participation rates have held steady, increasing on average by 0.1 percentage points across all domains compared to 2023 – from 94.8% to 94.9%. The overall participation rate for Australia is quite uniform across domains, ranging from 94.6% in writing to 95.4% in reading. Across all states and territories and testing domains, participation rates range from 81.3% to 96.9%. Participation rates nationally are lower among Indigenous students, ranging from 85.9% in numeracy to 87.6% in reading.

Achievement over time

Nationally and across all states and territories, in all domains, the differences in average scores since 2023 were negligible. This is to be expected, given that only one year has elapsed since the NAPLAN measurement scales were reset. Even considering average scores of subgroups, 162 of 165 comparisons between 2023 and 2024 showed a negligible difference. The remaining 3 comparisons were in subgroups with very few students, and should not be considered as showing a meaningful pattern of change.

Year 5

Achievement by state

Nationally, the percentage of Year 5 students in the Exceeding proficiency level is 16.0% on average, ranging from 11.4% in writing to 21.5% in reading, while the percentage of students in the Needs additional support proficiency level is 9.2% on average, ranging from 8.6% in numeracy to 10.4% in grammar and punctuation.

Across all states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 3.1% to 25.4%, while the percentage in Needs additional support ranges from 5.0% to 36.9%.

State comparison

Across all 8 states and territories and all 5 testing domains, only 8 out of 40 average NAPLAN scores are either below or substantially below and significantly different from the national average, while none are above and significantly different from the national average.

Achievement by subgroup

At the national level:

- In the 4 literacy domains of reading, writing, spelling, and grammar and punctuation, a higher percentage of female students (18.3% on average) are in the Exceeding proficiency level than male students (15.6%). The percentage of female students in the Needs additional support proficiency level is lower than male students in all 4 literacy domains, by 4.2 percentage points on average.
- In numeracy, a higher percentage of male students (15.7%) are in the Exceeding proficiency level than female students (9.1%).
- On average across all domains, a greater percentage of Indigenous students are in the Needs additional support proficiency level (32.2%) compared to non-Indigenous students (7.5%).
- The percentage of language background other than English (LBOTE) students in the Exceeding proficiency level is higher than for non-LBOTE students in all 5 testing domains, by 9.7 percentage points on average.
- Percentages of students who need additional support are lower for students whose parents hold a bachelor degree or higher compared to those whose parents' highest level of education is Year 11 completion and below. The differences range from 21.5 percentage points in writing to 27.9 percentage points in grammar and punctuation.
- Percentages of students in the Needs additional support proficiency level are lowest across all 5 domains for students with parents in the senior managers and professionals occupation group, with percentages ranging from 2.8% in numeracy to 4.4% in spelling. For students whose parents are in the unskilled manual, office and sales occupation group, the percentages range from 13.5% in writing to 17.1% in grammar and punctuation.

Subgroup comparison

At the national level:

- Average NAPLAN scores of female students are above and significantly different from those of male students in writing (female: 495.1; male: 475.0) and grammar and punctuation (female: 507.1; male: 490.3), while for numeracy the reverse is true (female: 479.9; male: 497.8).

- Non-Indigenous students' average NAPLAN scores are substantially above and significantly different from those of Indigenous students in all 5 testing domains.
- Average NAPLAN scores of LBOTE students are above and significantly different from those of non-LBOTE students in all testing domains except reading, where the difference is negligible in size.
- Average NAPLAN scores for students whose parents hold a bachelor degree or higher are substantially above and significantly different from those of students whose parents' highest level of education is Year 11 completion and below, in all 5 testing domains.
- Students with parents in the senior managers and professionals occupation group achieved average NAPLAN scores that are substantially above and significantly different from those of students with parents in the unskilled manual, office and sales occupation group, in all 5 testing domains.

Participation

Nationally, Year 5 participation rates have held steady, with the average participation rate remaining at 95.4%. The overall participation rate for Australia is very similar across domains, ranging from 95.1% in numeracy to 95.9% in reading. Participation rates across all states and territories and testing domains range from 84.4% to 97.4%. Participation rates nationally are lower among Indigenous students, ranging from 86.7% in numeracy to 88.2% in reading and writing.

Achievement over time

Nationally and across all states and territories, in all domains, the differences in average scores since 2023 were negligible. This is to be expected, given that only one year has elapsed since the NAPLAN measurement scales were reset. Even considering average scores of subgroups, every one of the 165 comparisons between 2023 and 2024 showed a negligible difference.

Year 7

Achievement by state

Nationally, the percentage of Year 7 students in the Exceeding proficiency level is 18.1% on average, ranging from 13.5% in numeracy to 23.1% in spelling, while the percentage of students in the Needs additional support proficiency level is 10.2% on average, ranging from 7.9% in spelling to 13.2% in grammar and punctuation.

Across all states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 4.2% to 27.1%, while the percentage in Needs additional support ranges from 6.3% to 41.1%.

State comparison

Across all 8 states and territories and all 5 testing domains, only 8 out of 40 average NAPLAN scores are either below or substantially below and significantly different from the national average, while none are above and significantly different from the national average.

Achievement by subgroup

At the national level:

- In the 4 literacy domains of reading, writing, spelling, and grammar and punctuation, a higher percentage of female students (21.7% on average) are in the Exceeding proficiency level than male students (16.9%), most notably in writing where the difference is 8.8 percentage points. The percentage of female students in the Needs additional support proficiency level is lower than male students in all 4 literacy domains, by 5.9 percentage points on average.
- In numeracy, a higher percentage of male students (16.2%) are in the Exceeding proficiency level than female students (10.7%).
- On average across all domains, a greater percentage of Indigenous students are in the Needs additional support proficiency level (33.5%) compared to non-Indigenous students (8.5%).
- The percentage of language background other than English (LBOTE) students in the Exceeding proficiency level is higher than for non-LBOTE students in all 5 testing domains, by 10.2 percentage points on average.
- Percentages of students who need additional support are lower for students whose parents hold a bachelor degree or higher compared to those whose parents' highest level of education is Year 11 completion and below. The differences range from 18.2 percentage points in spelling to 32.0 percentage points in grammar and punctuation.
- Percentages of students in the Needs additional support proficiency level are lowest across all 5 domains for students with parents in the senior managers and professionals occupation group, with percentages ranging from 3.5% in numeracy to 5.6% in grammar and punctuation. For students whose parents are in the unskilled manual, office and sales occupation group, the percentages range from 12.1% in spelling to 22.6% in grammar and punctuation.

Subgroup comparison

At the national level:

- Average NAPLAN scores of female students are above and significantly different from those of male students in writing (female: 556.4; male: 524.8) and in grammar and punctuation (female: 548.2; male: 525.7).
- Non-Indigenous students' average NAPLAN scores are substantially above and significantly different from those of Indigenous students in all 5 testing domains.
- Average NAPLAN scores of LBOTE students are above and significantly different from those of non-LBOTE students in all testing domains except reading, where the difference is negligible in size.
- Average NAPLAN scores for students whose parents hold a bachelor degree or higher are substantially above and significantly different from those of students whose parents' highest level of education is Year 11 completion and below, in all 5 testing domains.
- Students with parents in the senior managers and professionals occupation group achieved average NAPLAN scores that are substantially above and significantly different from those of students with parents in the unskilled manual, office and sales occupation group, in all 5 testing domains.

Participation

Nationally, Year 7 participation rates have held steady, with the average participation rate remaining at 94.0%. Participation rates nationally range from 93.4% in numeracy to 94.7% in writing. Across all states and territories and testing domains, participation rates range from 77.5% to 96.6%. Participation rates nationally are lower among Indigenous students, ranging from 81.5% in numeracy to 84.9% in writing.

Achievement over time

Nationally and across all states and territories, in all domains, the differences in average scores since 2023 were negligible. This is to be expected, given that only one year has elapsed since the NAPLAN measurement scales were reset. Even considering average scores of subgroups, every one of the 165 comparisons between 2023 and 2024 showed a negligible difference.

Year 9

Achievement by state

Nationally, the percentage of Year 9 students in the Exceeding proficiency level is 15.8% on average, ranging from 8.9% in numeracy to 21.1% in writing, while the percentage of students in the Needs additional support proficiency level is 10.9% on average, ranging from 6.9% in spelling to 14.6% in grammar and punctuation.

Across all states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 2.8% to 23.4%, while the percentage in Needs additional support ranges from 5.8% to 43.8%.

State comparison

Across all 8 states and territories and all 5 testing domains, only 8 out of 40 average NAPLAN scores are either below or substantially below and significantly different from the national average, while none are above and significantly different from the national average.

Achievement by subgroup

At the national level:

- In the 4 literacy domains of reading, writing, spelling, and grammar and punctuation, a higher percentage of female students (20.2% on average) are in the Exceeding proficiency level than male students (15.0%), most notably in writing where the difference is 10.8 percentage points. The percentage of female students in the Needs additional support proficiency level is lower than male students in all 4 literacy domains, by 6.5 percentage points on average.
- In numeracy, a higher percentage of male students (10.6%) are in the Exceeding proficiency level than female students (7.0%).
- On average across all domains, a greater percentage of Indigenous students are in the Needs additional support proficiency level (34.0%) compared to non-Indigenous students (9.2%).
- The percentage of language background other than English (LBOTE) students in the Exceeding proficiency level is higher than for non-LBOTE students in all 5 testing domains, by 8.4 percentage points on average.
- Percentages of students who need additional support are lower for students whose parents hold a bachelor degree or higher compared to those whose parents' highest level of education is Year 11 completion and below. The differences range from 16.9% in spelling to 32.3% in grammar and punctuation.
- Percentages of students in the Needs additional support proficiency level are lowest across all 5 domains for students with parents in the senior managers and professionals occupation group, with percentages ranging from 3.0% in spelling to 6.2% in grammar and punctuation. For students whose parents are in the unskilled manual, office and sales occupation group, the percentages range from 11.0% in spelling to 24.3% in grammar and punctuation.

Subgroup comparison

At the national level:

- Average NAPLAN scores of female students are above and significantly different from those of male students in writing (female: 592.8; male: 555.8) and in grammar and punctuation (female: 569.6; male: 541.7).
- Non-Indigenous students' average NAPLAN scores are substantially above and significantly different from those of Indigenous students in all 5 testing domains.
- Average NAPLAN scores of LBOTE students are higher and significantly different from those of non-LBOTE students in numeracy, spelling, and grammar and punctuation.
- Average NAPLAN scores for students whose parents hold a bachelor degree or higher are substantially above and significantly different from those of students whose parents' highest level of education is Year 11 completion and below, in all 5 testing domains.
- Students with parents in the senior managers and professionals occupation group achieved average NAPLAN scores that are substantially above and significantly different from those of students with parents in the unskilled manual, office and sales occupation group, in all 5 testing domains.

Participation

Nationally, Year 9 participation rates have held steady, increasing on average from 89.1% to 89.3% across all domains compared to 2023. Participation rates nationally range from 88.6% in numeracy to 90.3% in writing. Across all states and territories and testing domains, participation rates range from 69.0% to 93.4%. Participation rates nationally are lower among Indigenous students, ranging from 67.8% in numeracy to 71.3% in writing.

Achievement over time

Nationally and across all states and territories, in all domains and year levels, the differences in average scores since 2023 were negligible. This is to be expected, given that only one year has elapsed since the NAPLAN measurement scales were reset. Even considering average scores of subgroups, 164 of 165 comparisons between 2023 and 2024 showed a negligible difference. The single remaining comparison was in a subgroup with very few students, and should not be considered as showing a meaningful pattern of change.