

NAPLAN 2026

National Results Commentaries

July 2026

Interpretation guide for NAPLAN results displays

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. Due to low participation, achievement by state has not been reported for Tasmania. 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. Due to low participation, state comparisons have not been reported for Tasmania. Socio-educational information for each state and territory provides context for the comparisons.

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 NAPLAN achievement of each subgroup is compared to those of every other subgroup within the same category, and tested for statistical significance and effect size. NAPLAN achievement can be shown as average NAPLAN score, or as the percentage of students above each proficiency level threshold.

Achievement over time

The information provided in this section is about how NAPLAN achievement has changed over time, in all test domains, reported states and territories, and subgroups. Comparisons can be made between 2026 and 2025, and also between 2026 and 2023 (the base year for the establishment of the reset NAPLAN scales). NAPLAN achievement can be shown as average NAPLAN score, or as the percentage of students above each proficiency level threshold.

Cohort gain

The information provided in this section is about how the average NAPLAN score of each cohort of students has changed over the two years since the last time that cohort sat NAPLAN tests. Cohorts can be selected by gender, Indigeneity, ABS remoteness or language background. Results are shown for all reported states and territories, and for Australia as a whole, where there are sufficient numbers of students to support the comparison. Due to low participation, cohort gain not been reported for Tasmania.

Participation

The information provided in this section is about the number of students who participated in each NAPLAN domain, or who participated in at least one NAPLAN test. Participation is shown across states, 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. While achievement results for Tasmania have not been reported due to low participation, Tasmanian participation is still shown. National participation rates have fallen slightly as a result.

Year 3 results

These commentaries highlight Year 3 NAPLAN results, nationally and by selected subgroups.

Achievement by state

Nationally, the percentage of Year 3 students in the Exceeding proficiency level is 13.3% on average, ranging from 8.0% in writing to 19.4% in reading, while the percentage of students in the Needs additional support proficiency level is 11.3% on average, ranging from 6.7% in writing to 16.3% in grammar and punctuation.

Across all reported states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 2.7% to 25.4%, while the percentage in Needs additional support ranges from 3.6% to 43.9%.

State comparison

Across all reported states and territories and all 5 testing domains, only 6 out of 35 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 writing, a higher percentage of female students (9.6%) are in the Exceeding proficiency level than male students (6.5%). The percentage of male students in the Developing or above proficiency levels is lower than female students in reading, spelling, and writing, by 4.5 percentage points on average.
- In numeracy, a higher percentage of male students (13.8%) are in the Exceeding proficiency level than female students (7.9%).
- On average across all domains, a lower percentage of Indigenous students are in the Developing or above proficiency levels (62.8%) compared to non-Indigenous students (88.5%).
- The percentage of students with a language background other than English (LBOTE) in the Exceeding proficiency level is higher than for non-LBOTE students in all testing domains except reading, by 6.5 percentage points on average.
- The percentage of students who are in the Developing or above proficiency levels is higher 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 26.0 percentage points in writing to 38.6 percentage points in grammar and punctuation.
- Percentages of students in the Developing or above proficiency level are highest across all 5 domains for students with parents in the senior managers and professionals occupation group, with percentages ranging from 90.9% in grammar and punctuation to 96.5% in writing. For students whose parents are in the unskilled manual, office and sales occupation group, the percentages range from 71.1% in grammar and punctuation to 85.6% in writing.

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: 422.3; male: 402.2).
- 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 and spelling.

- 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.

Achievement over time

Nationally and across all reported states and territories, in all domains, the differences in average scores since 2025 were negligible. Even considering average scores of subgroups at the national level, 164 of 165 comparisons between 2025 and 2026 showed a negligible difference. The remaining comparison was in a subgroup with very few students, and should not be considered as showing a meaningful pattern of change.

Nationally and across all reported states and territories, in all domains, the differences in average scores since 2023 were negligible. Even considering average scores of subgroups at the national level, 163 of 165 comparisons between 2023 and 2026 showed a negligible difference. The remaining 2 comparisons were in subgroups with very few students, and should not be considered as showing a meaningful pattern of change.

Participation

Nationally, the percentage of Year 3 students who participated in at least one test has decreased by 1.0 percentage points compared to 2025 – from 96.4% to 95.4%. The overall participation rate for Australia ranges across domains from 93.7% in writing to 94.5% in reading. The percentage of students who participated in at least one NAPLAN test was 58.2% in Tasmania, 82.7% in the Northern Territory, and ranged from 94.2% to 97.3% in the remaining states and territories. Participation rates nationally are lower among Indigenous students, ranging from 83.9% in writing to 85.7% in reading.

Year 5 results

These commentaries highlight Year 5 NAPLAN results, nationally and by selected subgroups.

Achievement by state

Nationally, the percentage of Year 5 students in the Exceeding proficiency level is 15.8% on average, ranging from 11.7% in writing to 20.1% in spelling, while the percentage of students in the Needs additional support proficiency level is 9.2% on average, ranging from 7.6% in numeracy to 12.2% in grammar and punctuation.

Across all reported states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 3.8% to 23.8%, while the percentage in Needs additional support ranges from 5.0% to 38.7%.

State comparison

Across all reported states and territories and all 5 testing domains, only 5 out of 35 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 writing, a higher percentage of female students (13.6% on average) are in the Exceeding proficiency level than male students (9.9%). The percentage of female students in the Developing or above proficiency levels is higher than male students in all 4 literacy domains, by 4.9 percentage points on average.
- In numeracy, a higher percentage of male students (17.0%) are in the Exceeding proficiency level than female students (9.2%).
- On average across all domains, a lower percentage of Indigenous students are in the Developing or above proficiency levels (65.7%) compared to non-Indigenous students (90.7%).
- The percentage of students with a language background other than English (LBOTE) in the Exceeding proficiency level is higher than for non-LBOTE students in all testing domains except reading, by 9.8 percentage points on average.
- Percentages of students who are in the Developing or above proficiency levels are higher 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 23.9 percentage points in spelling to 35.2 percentage points in grammar and punctuation.
- Percentages of students in the Developing or above proficiency levels are highest for students with parents in the senior managers and professionals occupation group, across all domains except spelling, with percentages ranging from 94.1% in grammar and punctuation to 96.5% in numeracy. For students whose parents are in the unskilled manual, office and sales occupation group, the percentages range from 76.8% in grammar and punctuation to 84.7% in spelling.

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: 491.6; male: 472.3), while for numeracy the reverse is true (female: 483.5; male: 503.5).
- 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.

Achievement over time

Nationally and across all reported states and territories, in all domains, the differences in average scores since 2025 were negligible. Even considering average scores of subgroups at the national level, every one of the 165 comparisons between 2025 and 2026 showed a negligible difference.

Nationally and across all reported states and territories, in all domains, the differences in average scores since 2023 were negligible. Even considering average scores of subgroups at the national level, 162 of the 165 comparisons between 2023 and 2026 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.

Participation

Nationally, the percentage of Year 5 students who participated in at least one test has decreased by 0.9 percentage points compared to 2025 – from 96.7% to 95.8%. The overall participation rate for Australia ranges across domains from 94.3% in numeracy to 94.9% in reading. The percentage of students who participated in at least one NAPLAN test was 58.7% in Tasmania, 81.8% in the Northern Territory, and ranged from 94.5% to 97.8% in the remaining states and territories. Participation rates nationally are lower among Indigenous students, ranging from 84.3% in numeracy to 85.9% in writing.

Year 7 results

These commentaries highlight Year 7 NAPLAN results, nationally and by selected subgroups.

Achievement by state

Nationally, the percentage of Year 7 students in the Exceeding proficiency level is 19.2% on average, ranging from 16.1% in numeracy to 24.1% in spelling, while the percentage of students in the Needs additional support proficiency level is 11.1% on average, ranging from 7.7% in spelling to 15.4% in grammar and punctuation.

Across all reported states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 4.6% to 28.3%, while the percentage in Needs additional support ranges from 5.8% to 42.2%.

State comparison

Across all reported states and territories and all 5 testing domains, only 6 out of 35 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 writing, a higher percentage of female students (21.6% on average) are in the Exceeding proficiency level than male students (13.6%). The percentage of female students in the Developing or above proficiency levels is higher than male students in all 4 literacy domains, by 6.8 percentage points on average.
- In numeracy, a higher percentage of male students (19.6%) are in the Exceeding proficiency level than female students (12.4%).
- On average across all domains, a lower percentage of Indigenous students are in the Developing or above proficiency levels (63.2%) compared to non-Indigenous students (89.2%).
- The percentage of students with a language background other than English (LBOTE) in the Exceeding proficiency level is higher than for non-LBOTE students in all 5 testing domains, by 10.8 percentage points on average.
- Percentages of students who are in the Developing or above proficiency levels are higher across all 5 domains 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 22.0 percentage points in spelling to 39.2 percentage points in grammar and punctuation.
- Percentages of students in the Developing or above proficiency levels are highest across all 5 domains for students with parents in the senior managers and professionals occupation group, with percentages ranging from 92.1% in grammar and punctuation to 95.9% in numeracy. For students whose parents are in the unskilled manual, office and sales occupation group, the percentages range from 71.2% in grammar and punctuation to 85.3% in spelling.

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: 550.7; male: 520.3) and in grammar and punctuation (female: 545.4; male: 525.4). The reverse is true for numeracy (female: 538.9; male 556.6).
- 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.

Achievement over time

Nationally and across all reported states and territories, in all domains, the differences in average scores since 2025 were negligible. Even considering average scores of subgroups at the national level, every one of the 165 comparisons between 2025 and 2026 showed a negligible difference.

Nationally and across all reported states and territories, in all domains, the differences in average scores since 2023 were negligible. Even considering average scores of subgroups at the national level, 160 of the 165 comparisons between 2023 and 2026 showed a negligible difference. Of the remaining comparisons, 4 were below and significantly different, and one was above and significantly different. All of these comparisons were in subgroups with very few students, and should not be considered as showing a meaningful pattern of change.

Participation

Nationally, the percentage of Year 7 students who participated in at least one test has decreased by 0.7 percentage points compared to 2025 – from 96.5% to 95.8%. The overall participation rate for Australia ranges across domains from 93.1% in numeracy to 94.3% in writing. The percentage of students who participated in at least one NAPLAN test was 69.9% in Tasmania, 83.6% in the Northern Territory, and ranged from 93.0% to 97.8% in the remaining states and territories. Participation rates nationally are lower among Indigenous students, ranging from 80.3% in numeracy to 83.4% in writing.

Year 9 results

These commentaries highlight Year 9 NAPLAN results, nationally and by selected subgroups.

Achievement by state

Nationally, the percentage of Year 9 students in the Exceeding proficiency level is 17.1% on average, ranging from 13.3% in numeracy to 21.6% in writing, while the percentage of students in the Needs additional support proficiency level is 11.6% on average, ranging from 7.7% in spelling to 15.6% in grammar and punctuation.

Across all reported states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 4.4% to 25.4%, while the percentage in Needs additional support ranges from 6.2% to 41.4%.

State comparison

Across all reported states and territories and all 5 testing domains, only 5 out of 35 average NAPLAN scores are either below or substantially below and significantly different from the national average, while one is above and significantly different from the national average.

Achievement by subgroup

At the national level:

- In writing, a higher percentage of female students (27.5% on average) are in the Exceeding proficiency level than male students (16.1%). This is also the case for grammar and punctuation (female: 18.6%; male 13.3%). The percentage of female students in the Developing or above proficiency levels is higher than male students in all 4 literacy domains, by 7.5 percentage points on average.
- In numeracy, a higher percentage of male students (16.2%) are in the Exceeding proficiency level than female students (10.1%).
- On average across all domains, a lower percentage of Indigenous students are in the Developing or above proficiency levels (62.9%) compared to non-Indigenous students (88.4%).
- The percentage of students with a language background other than English (LBOTE) 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 in the Developing or above proficiency levels are higher across all 5 domains 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 22.1% in spelling to 37.7% in grammar and punctuation.
- Percentages of students in the Developing or above proficiency levels are highest across all 5 domains for students with parents in the senior managers and professionals occupation group, with percentages ranging from 92.1% in grammar and punctuation to 95.4% in spelling. For students whose parents are in the unskilled manual, office and sales occupation group, the percentages range from 71.5% in grammar and punctuation to 85.3% in spelling.

Subgroup comparison

At the national level:

- Average NAPLAN scores of female students are above and significantly different from those of male students in reading (female: 571.4; male: 553.2), writing (female: 591.4; male: 553.3) and in grammar and punctuation (female: 568.5; male: 540.4).
- 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 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.

Achievement over time

Nationally and across all reported states and territories, in all domains and year levels, the differences in average scores since 2025 were negligible. Even considering average scores of subgroups at the national level, every one of 165 comparisons between 2025 and 2026 showed a negligible difference.

Nationally and across all reported states and territories, in all domains and year levels, the differences in average scores since 2023 were negligible. Even considering average scores of subgroups at the national level, 164 of 165 comparisons between 2023 and 2026 showed a negligible difference. The remaining comparison was in a subgroup with very few students, and should not be considered as showing a meaningful pattern of change.

Participation

Nationally, the percentage of Year 9 students who participated in at least one test has decreased by 0.5 percentage points compared to 2025 – from 93.1% to 92.6%. The overall participation rate for Australia ranges across domains from 88.7% in numeracy to 90.3% in writing. The percentage of students who participated in at least one NAPLAN test was 67.7% in Tasmania, 75.6% in the Northern Territory, and ranged from 87.1% to 95.7% in the remaining states and territories. Participation rates nationally are lower among Indigenous students, ranging from 68.7% in numeracy to 72.1% in writing.