

NATIONAL ASSESSMENT PROGRAM

Literacy and Numeracy

Achievement in reading,
writing and numeracy

2022
National Report for 2022

2022 National Assessment Program— Literacy and Numeracy National Report for 2022

Copyright

© Australian Curriculum, Assessment and Reporting Authority (ACARA) 2022, unless otherwise indicated.

Subject to the exceptions listed below, copyright in this document is licensed under a Creative Commons Attribution 4.0 International (CC BY) licence (<https://creativecommons.org/licenses/by/4.0/>). This means that you can use these materials for any purpose, including commercial use, provided that you attribute ACARA as the source of the copyright material.



Exceptions

The Creative Commons licence does not apply to:

1. logos, including (without limitation) the ACARA logo, the NAP logo, the Australian Curriculum logo, the My School logo, the Australian Government logo and the Education Services Australia Limited logo;
2. other trade mark protected material;
3. photographs; and
4. material owned by third parties that has been reproduced with their permission. Permission will need to be obtained from third parties to re-use their material.

Attribution

ACARA requests attribution as:

"© Australian Curriculum, Assessment and Reporting Authority (ACARA) 2022, unless otherwise indicated. This material was downloaded from [insert website address] (accessed [insert date]) and [was][was not] modified. The material is licensed under CC BY 4.0 (<https://creativecommons.org/licenses/by/4.0/>).

ACARA does not endorse any product that uses ACARA's material or make any representations as to the quality of such products. Any product that uses ACARA's material should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA. It is up to each person to make their own assessment of the product".

Contact details

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

The appropriate citation for this report is:

Australian Curriculum, Assessment and Reporting Authority
2022, NAPLAN National Report for 2022, ACARA, Sydney.

Contents

Introduction	iv	Students in New South Wales	36
2008, 2016–2019, 2021–2022 time series NAPLAN Years 3, 5, 7 and 9		Students in Victoria	37
Years 3, 5, 7 and 9 reading	1	Students in Queensland	38
Years 3, 5, 7 and 9 writing	23	Students in South Australia	39
Years 3, 5, 7 and 9 numeracy	45	Students in Western Australia	40
Reading		Students in Tasmania	41
Students in Australia	1	Students in Northern Territory	42
Year 3 students by gender	2	Students in Australian Capital Territory	43
Year 5 students by gender	3	Numeracy	
Year 7 students by gender	4	Students in Australia	45
Year 9 students by gender	5	Year 3 students by gender	46
Year 3 students by Indigeneity	6	Year 5 students by gender	47
Year 5 students by Indigeneity	7	Year 7 students by gender	48
Year 7 students by Indigeneity	8	Year 9 students by gender	49
Year 9 students by Indigeneity	9	Year 3 students by Indigeneity	50
Year 3 students by language background	10	Year 5 students by Indigeneity	51
Year 5 students by language background	11	Year 7 students by Indigeneity	52
Year 7 students by language background	12	Year 9 students by Indigeneity	53
Year 9 students by language background	13	Year 3 students by language background	54
Students in New South Wales	14	Year 5 students by language background	55
Students in Victoria	15	Year 7 students by language background	56
Students in Queensland	16	Year 9 students by language background	57
Students in South Australia	17	Students in New South Wales	58
Students in Western Australia	18	Students in Victoria	59
Students in Tasmania	19	Students in Queensland	60
Students in Northern Territory	20	Students in South Australia	61
Students in Australian Capital Territory	21	Students in Western Australia	62
Writing		Students in Tasmania	63
Students in Australia	23	Students in Northern Territory	64
Year 3 students by gender	24	Students in Australian Capital Territory	65
Year 5 students by gender	25	Participation	
Year 7 students by gender	26	Year 3 participation in reading	67
Year 9 students by gender	27	Year 3 participation in writing	69
Year 3 students by Indigeneity	28	Year 3 participation in numeracy	71
Year 5 students by Indigeneity	29	Year 5 participation in reading	73
Year 7 students by Indigeneity	30	Year 5 participation in writing	75
Year 9 students by Indigeneity	31	Year 5 participation in numeracy	77
Year 3 students by language background	32	Year 7 participation in reading	79
Year 5 students by language background	33	Year 7 participation in writing	81
Year 7 students by language background	34	Year 7 participation in numeracy	83
Year 9 students by language background	35	Year 9 participation in reading	85
		Year 9 participation in writing	87
		Year 9 participation in numeracy	89

Introduction

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent authority established by Australia's education ministers as an authoritative source of advice on and delivery of national curriculum, assessment and reporting.

About NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are conducted for all students across Australia in Years 3, 5, 7 and 9. Each year, over one million students nationally sit the NAPLAN tests. The students are assessed in the domains of reading, writing, conventions of language (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 school and student reports. Student reports are produced by the test administration authorities, using a common national reporting format.

NAPLAN tests assess key aspects of literacy and numeracy in the Australian Curriculum. Examples of test questions and test formats are made available to students across Australia so that they can familiarise themselves with the nature of the assessments.

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 writing tasks. Writing tasks are marked using well-established procedures for maintaining marker consistency across all jurisdictions. All other domains are scored automatically in the assessment platform.

Test administration authorities submit de-identified student data from all tests to ACARA for comprehensive quality assurance on the data before commencing the analysis. A contractor is appointed to undertake analysis of the test data on behalf of ACARA.

Each test administration authority is provided with the data files from the analyses so that they can undertake more detailed analyses of local and individual school trends within their state/territory.

Comparisons over time

NAPLAN tests results are equated to the historical scale established in 2008 so that the 2022 results can be compared with those from previous years. As with all assessments of students' abilities, there is some degree of uncertainty associated with the measures. The NAPLAN report provides statistical information about each of the measures, which should be considered when interpreting the results and differences.

To help interpret differences in results, since 2013 an 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. 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, the base year for writing is 2011.

In addition, the then-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. Consequently, the achievement results by geolocation obtained from the 2016 NAPLAN onwards are not directly comparable to those prior to 2016.

To manage the size of this national report, the NAPLAN 2009 to NAPLAN 2015 results have been omitted; however, the results from all years can still be viewed online at <https://reports.acara.edu.au/>.

Student achievement

NAPLAN results are publicly reported each year. Data files with results for individual students, schools, jurisdictions and the nation are also available for use by jurisdictions, non-government school sectors and schools.

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 has ten bands to assist in reporting 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.

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 assessment years.

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

Differences between the online interactive report and the PDF report

The PDF report shows time series for achievement and participation rates for reading, numeracy and writing. The online interactive report also includes time series for spelling and for grammar and punctuation. The number of assessment years included in the time series graphs in the PDF report is reduced because of space limitation. The online interactive report includes results for all assessment years. Furthermore, the online interactive time series include a measure for the average annual trend and for non-linearity of the long-term trends.

In addition to the full range of time series, detailed results about the performance of students in 2022 are included in the online interactive report: nationally and by jurisdiction, overall and broken down by student background groups (gender, Indigenous status, language background other than English, parental occupation and education, remoteness).

Move to NAPLAN online

NAPLAN was fully administered online for the first time in 2022. The transition from traditional paper-based testing to online adaptive testing took place from 2018 to 2021. The objective of moving NAPLAN online was to deliver better, more precise and more engaging assessments for schools and students. During transition years, online test results were equated with the paper tests. Results for both the tests were reported on the same NAPLAN assessment scale.

Abbreviations

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

National minimum standard (NMS)

The second lowest band on the achievement scale reported for each year level represents the national minimum standard (NMS) 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.

How to read the 2022 comparative tables

									Nature of the difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	578.0 (67.0)	580.8 (65.8)	580.9 (66.0)	584.1 (64.1)	581.3 (67.2)	576.8 (71.4)	577.6 (70.8)	■	■
	% at or above NMS	92.9	92.8	91.7	93.4	91.8	89.7	89.6	▽	■
Year 7	Mean / (S.D.)	536.5 (68.2)	540.8 (67.6)	544.7 (69.4)	542.2 (67.7)	546.3 (67.4)	542.3 (67.9)	542.6 (65.7)	■	■
	% at or above NMS	94.2	94.6	94.0	94.1	94.5	93.8	94.2	■	■
Year 5	Mean / (S.D.)	484.4 (76.5)	501.5 (77.1)	505.7 (77.0)	509.3 (75.0)	506.1 (70.7)	511.3 (70.4)	509.7 (69.1)	▲	■
	% at or above NMS	91.0	93.0	93.9	94.9	94.7	95.1	95.0	△	■
Year 3	Mean / (S.D.)	400.5 (84.5)	425.6 (85.6)	431.3 (86.9)	433.8 (83.9)	432.2 (86.0)	437.9 (86.9)	437.8 (92.3)	▲	■
	% at or above NMS	92.1	95.1	94.9	95.6	95.9	95.9	95.5	△	■

Comparison of means

- ▲ Average achievement is substantially above and is statistically significantly different from the comparison calendar year.
- △ Average achievement is above and is statistically significantly different from the comparison calendar year.
- Average achievement is close to or not statistically different from the comparison calendar year.
- ▽ Average achievement is below and is statistically significantly different from the comparison calendar year.
- ▼ Average achievement is substantially below and is statistically significantly different from the comparison calendar year.

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

- ▲ Percentage of students at or above NMS is substantially above and is statistically significantly different from the comparison calendar year.
- △ Percentage of students at or above NMS is above and is statistically significantly different from the comparison calendar year.
- Percentage of students at or above NMS is close to or not statistically different from the comparison calendar year.
- ▽ Percentage of students at or above NMS is below and is statistically significantly different from the comparison calendar year.
- ▼ Percentage of students at or above NMS is substantially below and is statistically significantly different from the comparison calendar year.

Terms used in this report

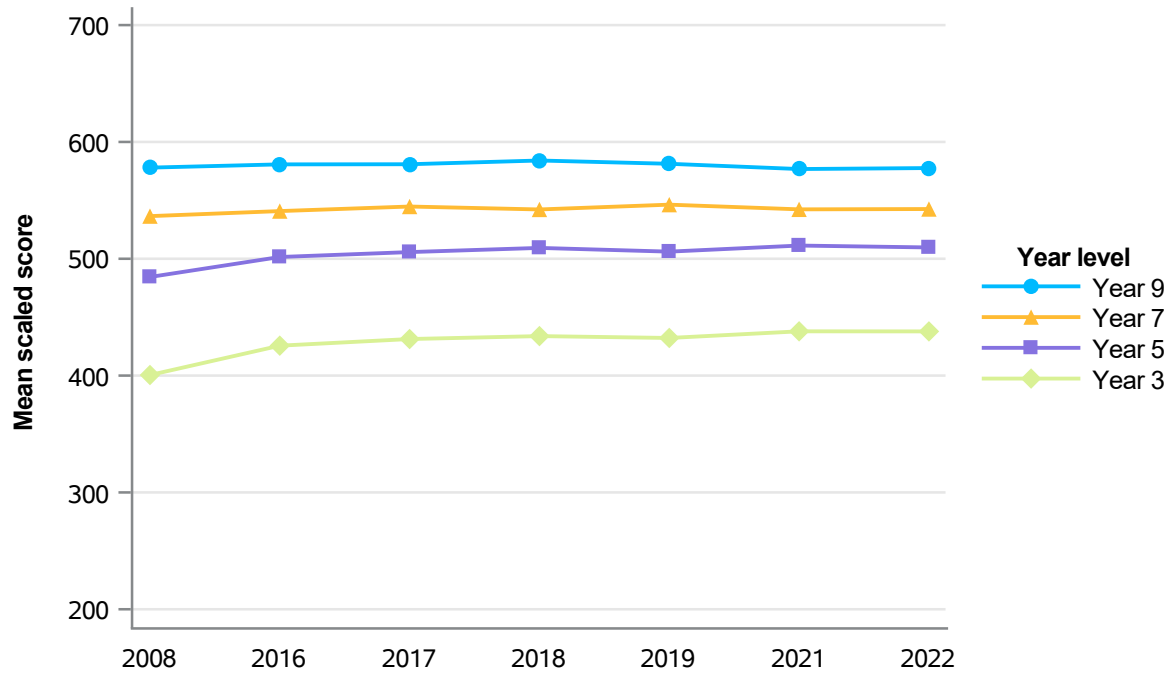
Term	Definition	Notes
ABS Remoteness	The ABS Australian Statistical Geography Standard (ASGS) Remoteness Structure is based on the locality of individual schools and is used to disaggregate data according to Major Cities of Australia, Inner Regional Australia, Outer Regional Australia, Remote Australia and Very Remote Australia.	<ul style="list-style-type: none"> '-' indicates that the geolocation code does not apply within this state/territory or for this year level. 'n.p.' indicates data not published as there were no students tested or the number of students tested was less than 30.
Absent	Absent students are students who did not sit the tests because they were not present at school when the test was administered or were unable to sit the test as a result of an accident or mishap.	<ul style="list-style-type: none"> The reported statistics (means and percentages) include results for absent students that have been statistically imputed.
Assessed	Students who were present and responded to at least one item in the test.	<ul style="list-style-type: none"> Participant
Assessment domain	The learning areas assessed as part of NAPLAN.	<ul style="list-style-type: none"> These areas are reading, writing, spelling, grammar and punctuation, and numeracy.
Average age	The average age of students is calculated from the dates of birth provided by each state/territory.	
Base year	First year of data collection for the purposes of time series comparisons.	<ul style="list-style-type: none"> For writing, the base year is 2011. For all other assessment domains, the base year is 2008.
Domain (see: Assessment domain)		
Effect size	<p>Effect size is a measure for quantifying the difference in achievement between two groups or the same group over time.</p> <p>Effect size measures complement statistical tests (which examine the likelihood that the difference is caused by chance) and focus on the magnitude of the difference.</p>	<p>The effect size is reported as follows:</p> <ul style="list-style-type: none"> 'Substantially above/below' refers to a difference that is statistically significant and is substantial in size. 'Above/below' refers to a difference that is statistically significant and is small in size. 'Close to' refers to a difference that is either not statistically significant or negligible in size.
Exempt	Students with a language background other than English who arrived from overseas less than a year before the tests, and students with significant disabilities may be exempted from testing.	<ul style="list-style-type: none"> Exempt students are included in the calculation of participation rates (see Participation rates for details of calculations). Exempt students do not sit the tests. For reporting purposes, they are deemed to be below the national minimum standard. Exempt students are included in calculations of percentages of students below national minimum standard. Exempt students are not included in the calculation of mean scores.

Term	Definition	Notes
Gender	Gender is the distinction 'male' and 'female' as reported on a student's enrolment record.	
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 and/or Torres Strait Islander descent and for some, but not all, their cultural identity.	<ul style="list-style-type: none"> Students for whom Indigenous status was not stated are not included in the data that is provided by Indigenous status.
Jurisdiction(s)	One (or more) of the eight states and territories of Australia.	
Language background other than English (LBOTE)	A student is classified as LBOTE if either the student or parents/guardians speak a language other than English at home.	
Nature of the difference	The 'nature of the difference' in results is a representation that incorporates testing of statistical significance (is the difference unlikely to be caused by chance?) and calculations of effect size (a measure of the magnitude of the difference).	<ul style="list-style-type: none"> Some key comparisons from the full range of test domains and year levels are provided. The nature of the difference in performance relates to the comparison of average scores in the current year, either with the previous or the base year and the current year, or between jurisdictions. The nature of the difference is also applied to comparisons of the percentage of students achieving at or above the national minimum standard. Where the nature of the difference is not indicated, care should be taken when comparing results over time, between groups of students and between jurisdictions. See definition of 'effect size' for notes on how effect size is reported.
Non-attempts	Students who were present, but did not respond to any items in the test.	<ul style="list-style-type: none"> Participant
Parental education	Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained.	<ul style="list-style-type: none"> The higher level of school or non-school education that either parent/guardian has completed is reported. Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates. Parental education may not have been stated on enrolment forms.
Parental occupation	Parental occupation represents the occupation group that includes the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, the occupation group that reflects their main job is reported.	<ul style="list-style-type: none"> The higher occupational group of either parent/guardian is reported. Parental occupation may not have been stated on enrolment forms.
Participant	Participating students include assessed students, non-attempts, refusals and exempt students.	<ul style="list-style-type: none"> Participating students do not include students who were absent or withdrawn.
Participation rate	Participation rate is calculated as participating students as a percentage of the total number of enrolled students in the year level, as reported by the schools.	<ul style="list-style-type: none"> Participants = assessed + non-attempts + refusals + exempt Total number = participants + absent + withdrawn

Term	Definition	Notes
Percentages		<ul style="list-style-type: none"> The percentages of students represented in the tables have been rounded and may not sum to 100.
Refusal	Students who were present but did not log in and were deemed by the test administrator as refusing to take the test.	<ul style="list-style-type: none"> Participant
Scale	A measurement scale for each assessment domain on which students are placed according to their level of performance.	<ul style="list-style-type: none"> The range of each domain-specific scale is roughly from 0 to 1000 across all year levels.
Spelling, grammar and punctuation		<ul style="list-style-type: none"> The spelling, grammar and punctuation results, while reported separately, are drawn from a single conventions of language assessment.
Standard deviation (S.D.)		<ul style="list-style-type: none"> In the tables, standard deviation is abbreviated as S.D. Standard deviation is a measure of variability in student performances. Approximately 68 per cent of student results are expected to fall between minus one and plus one standard deviation around the mean.
Statistical significance	The likelihood that the difference in results between two groups is due to chance.	
Withdrawn	Students may be withdrawn from the testing program by their parent/carer. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.	<ul style="list-style-type: none"> The reported statistics (means and percentages) include results for withdrawn students that have been statistically imputed.
Years of schooling	States and territories have different school starting ages. Years of schooling is an estimate of the average time students have spent in schooling at the time of testing, expressed in years and months.	

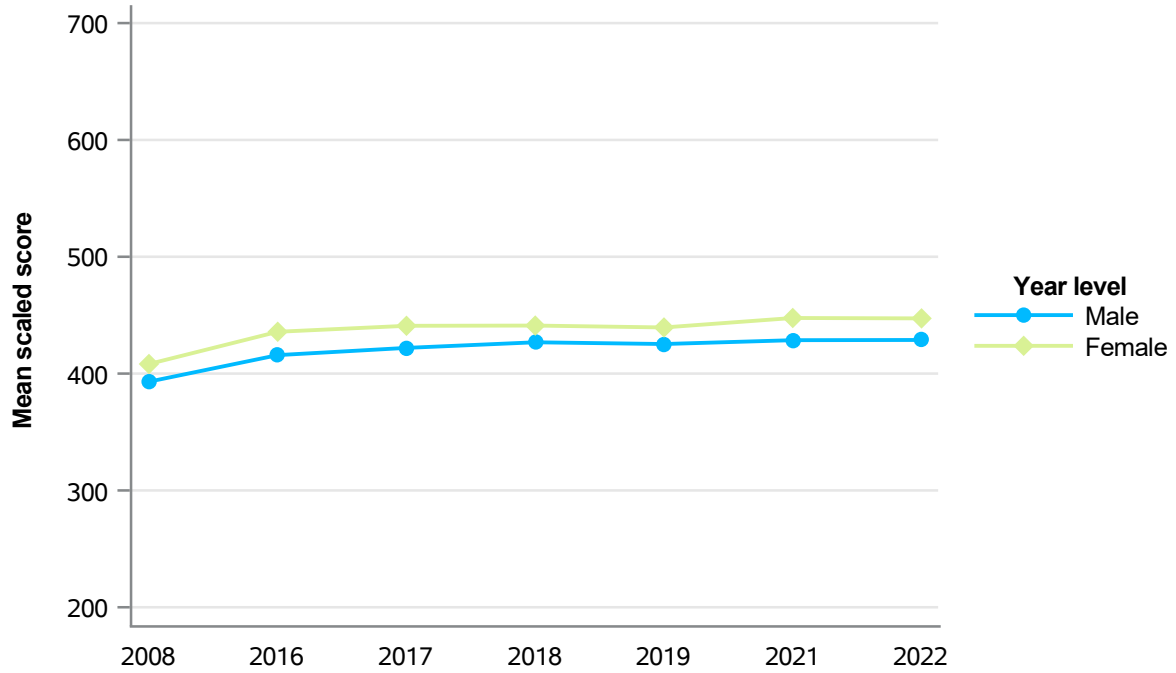
Reading

Students in Australia, reading



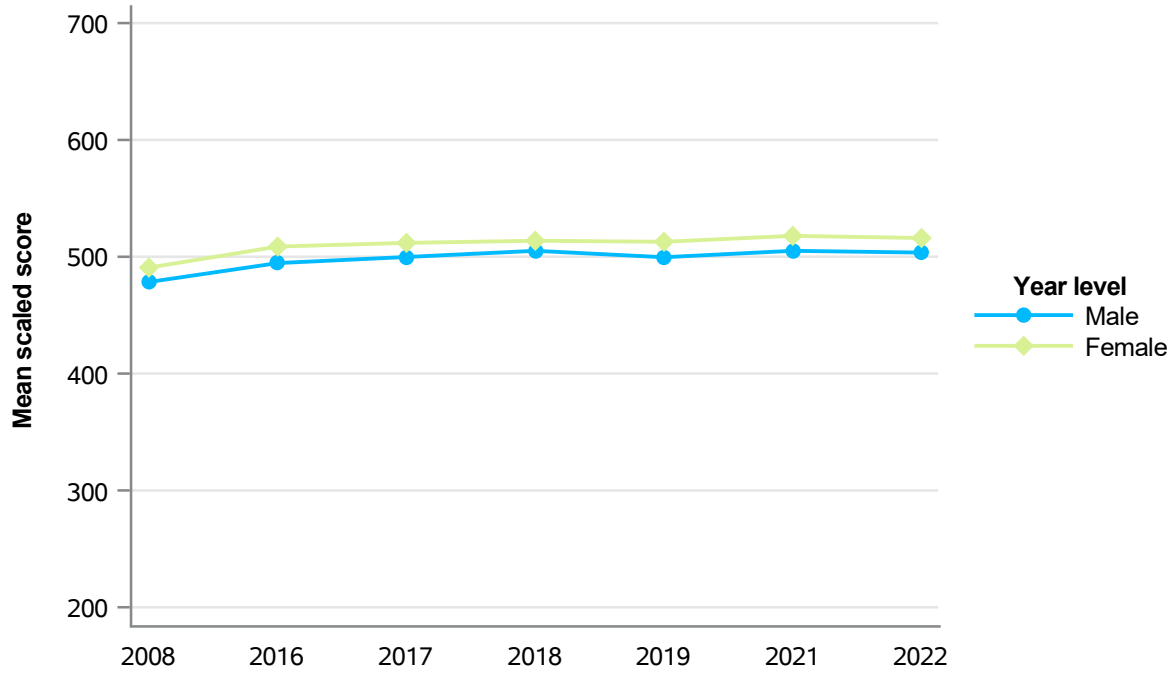
Students		Scores							Nature of difference	
		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	578.0 (67.0)	580.8 (65.8)	580.9 (66.0)	584.1 (64.1)	581.3 (67.2)	576.8 (71.4)	577.6 (70.8)	■	■
	% at or above NMS	92.9	92.8	91.7	93.4	91.8	89.7	89.6	▽	■
Year 7	Mean / (S.D.)	536.5 (68.2)	540.8 (67.6)	544.7 (69.4)	542.2 (67.7)	546.3 (67.4)	542.3 (67.9)	542.6 (65.7)	■	■
	% at or above NMS	94.2	94.6	94.0	94.1	94.5	93.8	94.2	■	■
Year 5	Mean / (S.D.)	484.4 (76.5)	501.5 (77.1)	505.7 (77.0)	509.3 (75.0)	506.1 (70.7)	511.3 (70.4)	509.7 (69.1)	▲	■
	% at or above NMS	91.0	93.0	93.9	94.9	94.7	95.1	95.0	△	■
Year 3	Mean / (S.D.)	400.5 (84.5)	425.6 (85.6)	431.3 (86.9)	433.8 (83.9)	432.2 (86.0)	437.9 (86.9)	437.8 (92.3)	▲	■
	% at or above NMS	92.1	95.1	94.9	95.6	95.9	95.9	95.5	△	■

Year 3 students by gender, reading



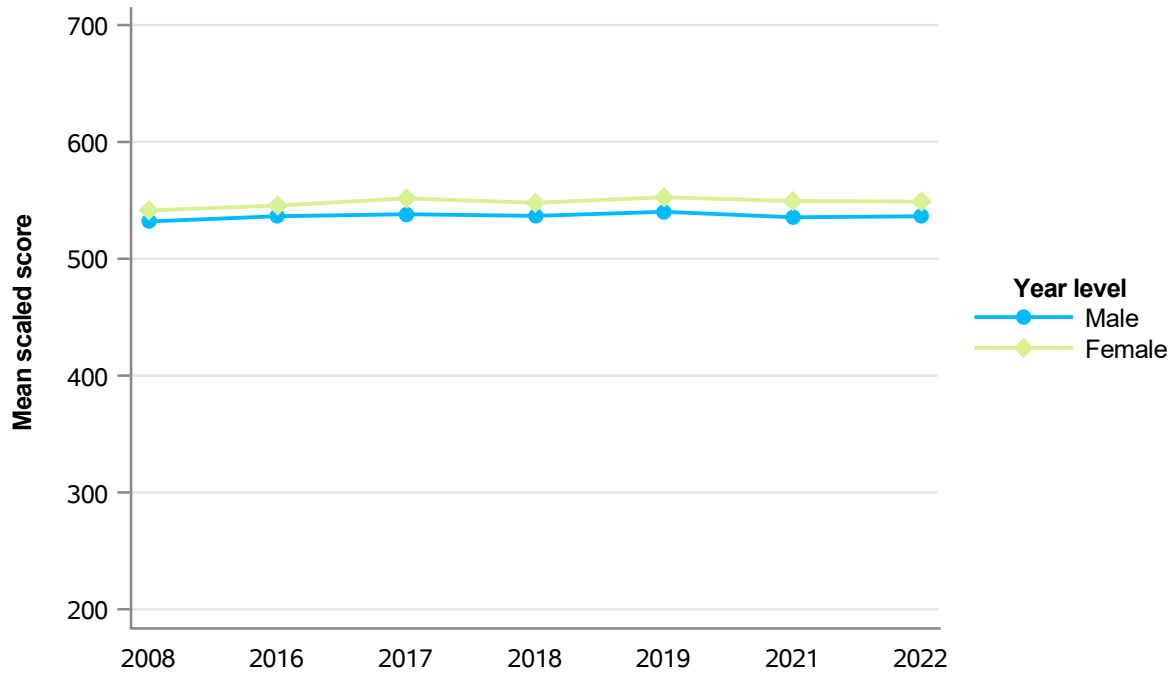
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Male	Mean / (S.D.)	393.1 (86.2)	415.8 (86.6)	422.0 (88.8)	426.8 (85.5)	425.3 (87.8)	428.6 (87.8)	428.8 (92.9)	▲	■
	% at or above NMS	90.3	93.5	93.4	94.4	94.8	94.7	94.2	△	■
Female	Mean / (S.D.)	408.2 (82.0)	435.8 (83.5)	440.9 (83.9)	441.1 (81.6)	439.5 (83.5)	447.6 (85.0)	447.3 (90.7)	▲	■
	% at or above NMS	94.1	96.7	96.5	96.9	97.1	97.2	96.8	△	■

Year 5 students by gender, reading



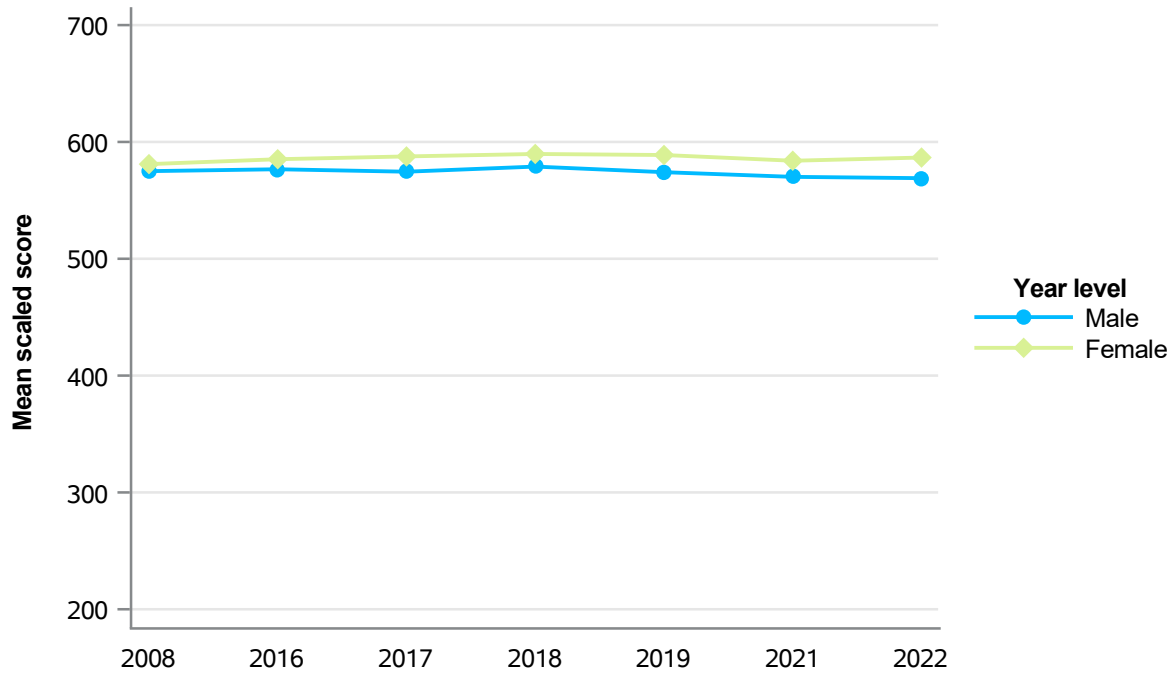
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Male	Mean / (S.D.)	478.4 (77.4)	494.6 (79.0)	499.8 (79.3)	505.1 (77.1)	499.6 (72.8)	505.1 (72.5)	503.6 (71.3)	▲	■
	% at or above NMS	89.3	91.2	92.2	93.6	93.1	93.6	93.5	△	■
Female	Mean / (S.D.)	490.7 (75.1)	508.7 (74.5)	511.9 (74.1)	513.7 (72.4)	512.8 (67.8)	517.9 (67.6)	516.0 (66.2)	▲	■
	% at or above NMS	92.8	95.0	95.7	96.2	96.4	96.6	96.6	△	■

Year 7 students by gender, reading



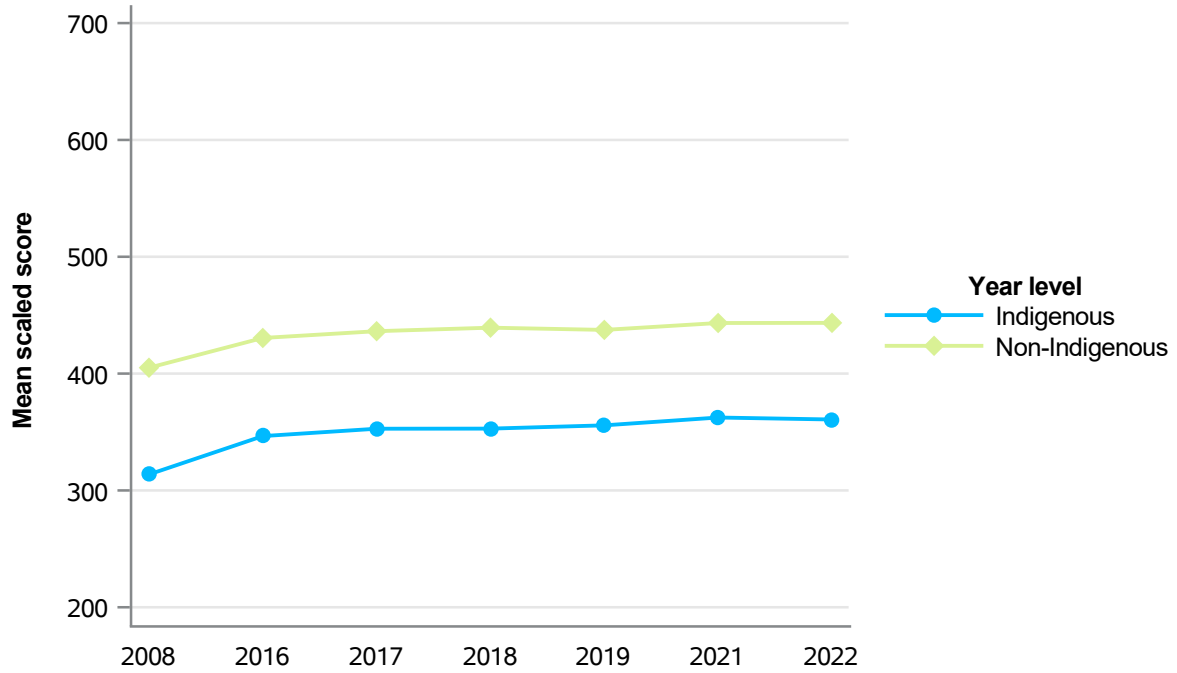
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Male	Mean / (S.D.)	531.9 (69.9)	536.4 (68.6)	538.1 (71.1)	536.7 (69.6)	540.2 (69.3)	535.5 (70.1)	536.3 (68.0)	■	■
	% at or above NMS	92.8	93.3	92.2	92.5	92.9	91.8	92.3	■	■
Female	Mean / (S.D.)	541.4 (66.1)	545.5 (66.2)	551.7 (66.8)	547.9 (65.2)	552.6 (64.7)	549.4 (64.8)	549.0 (62.7)	■	■
	% at or above NMS	95.6	95.9	95.8	95.9	96.3	95.8	96.2	■	■

Year 9 students by gender, reading



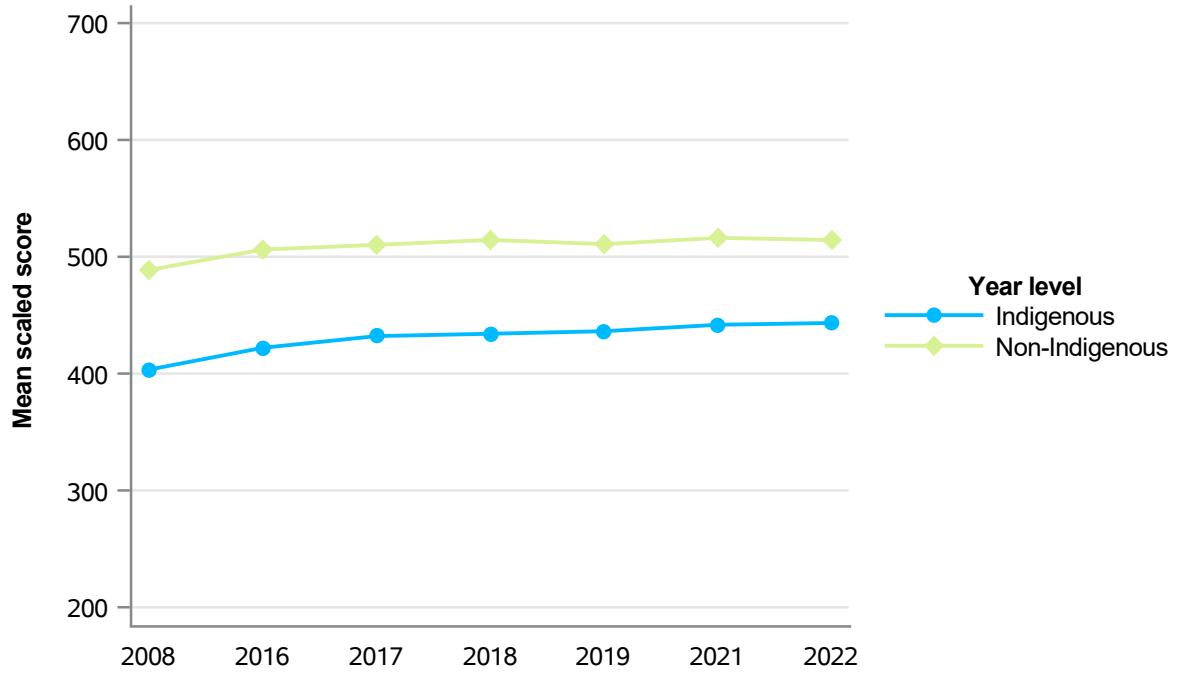
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Male	Mean / (S.D.)	575.0 (68.6)	576.6 (66.5)	574.5 (67.7)	578.9 (65.7)	574.1 (69.2)	570.1 (74.0)	569.0 (73.3)	■	■
	% at or above NMS	91.5	91.6	89.6	91.6	89.4	87.0	86.5	▽	■
Female	Mean / (S.D.)	581.0 (65.0)	585.2 (64.7)	587.6 (63.5)	589.7 (61.9)	588.8 (64.1)	583.9 (67.8)	586.6 (66.8)	■	■
	% at or above NMS	94.4	94.2	93.8	95.3	94.2	92.6	92.9	■	■

Year 3 students by Indigeneity, reading



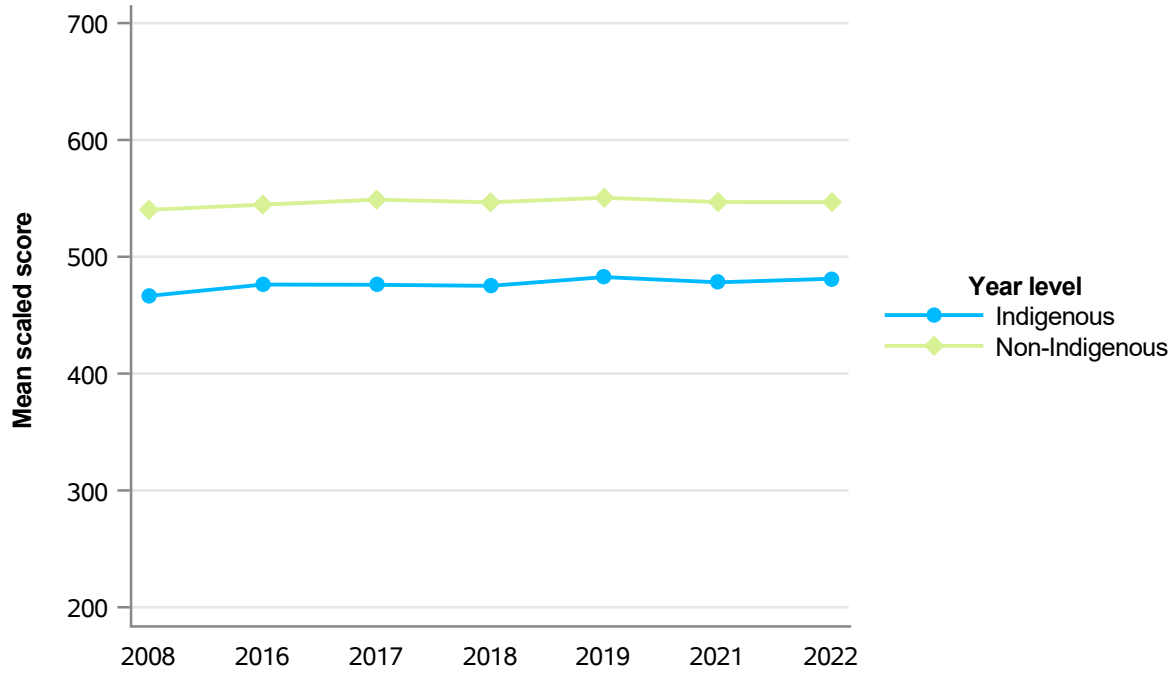
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-Indigenous	Mean / (S.D.)	405.0 (81.3)	430.5 (82.9)	436.3 (84.1)	439.3 (80.4)	437.4 (83.4)	443.3 (84.5)	443.4 (90.2)	▲	■
	% at or above NMS	93.5	96.0	95.8	96.6	96.8	96.8	96.4	△	■
Indigenous	Mean / (S.D.)	313.7 (96.3)	346.5 (90.9)	352.8 (92.6)	352.9 (95.4)	355.7 (88.2)	362.4 (85.9)	360.7 (85.9)	▲	■
	% at or above NMS	68.3	80.6	81.6	82.0	83.1	83.5	83.0	△	■

Year 5 students by Indigeneity, reading



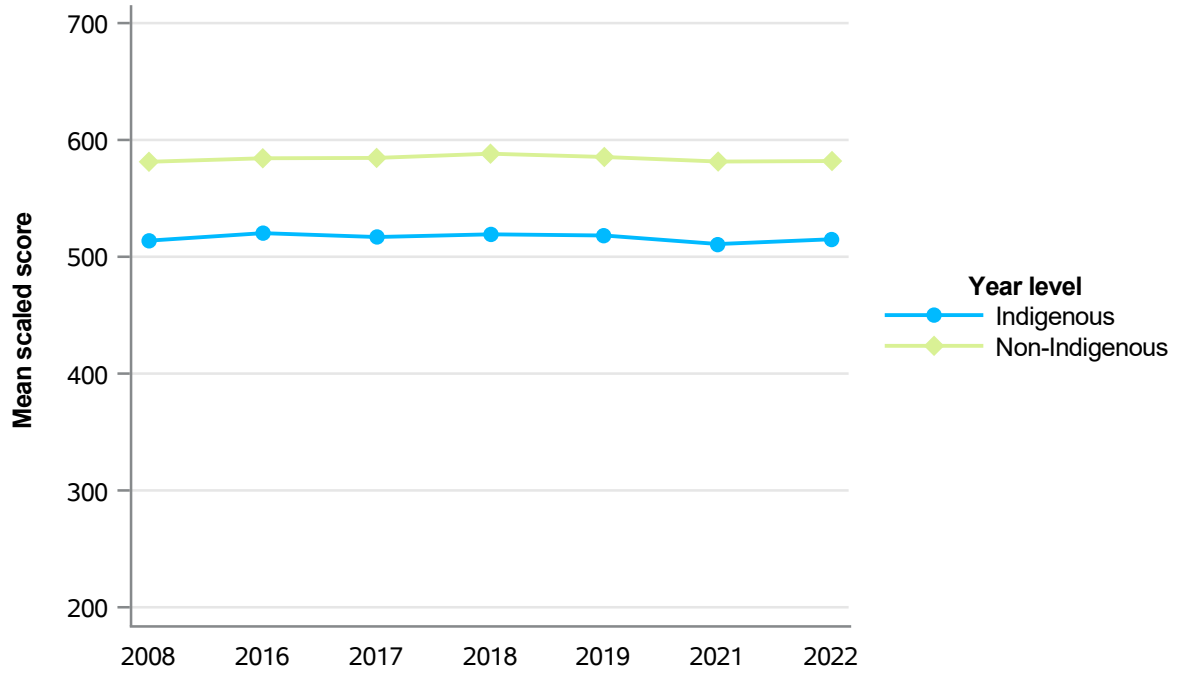
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-Indigenous	Mean / (S.D.)	488.7 (73.3)	506.2 (73.6)	510.2 (74.4)	514.4 (71.7)	510.8 (67.4)	516.2 (67.2)	514.3 (66.2)	▲	■
	% at or above NMS	92.6	94.4	95.1	96.0	95.9	96.3	96.2	△	■
Indigenous	Mean / (S.D.)	403.4 (88.9)	422.1 (89.6)	432.1 (81.3)	434.1 (84.3)	436.3 (81.5)	441.8 (79.9)	443.3 (76.1)	▲	■
	% at or above NMS	63.4	70.8	75.5	77.2	77.6	77.6	78.5	△	■

Year 7 students by Indigeneity, reading



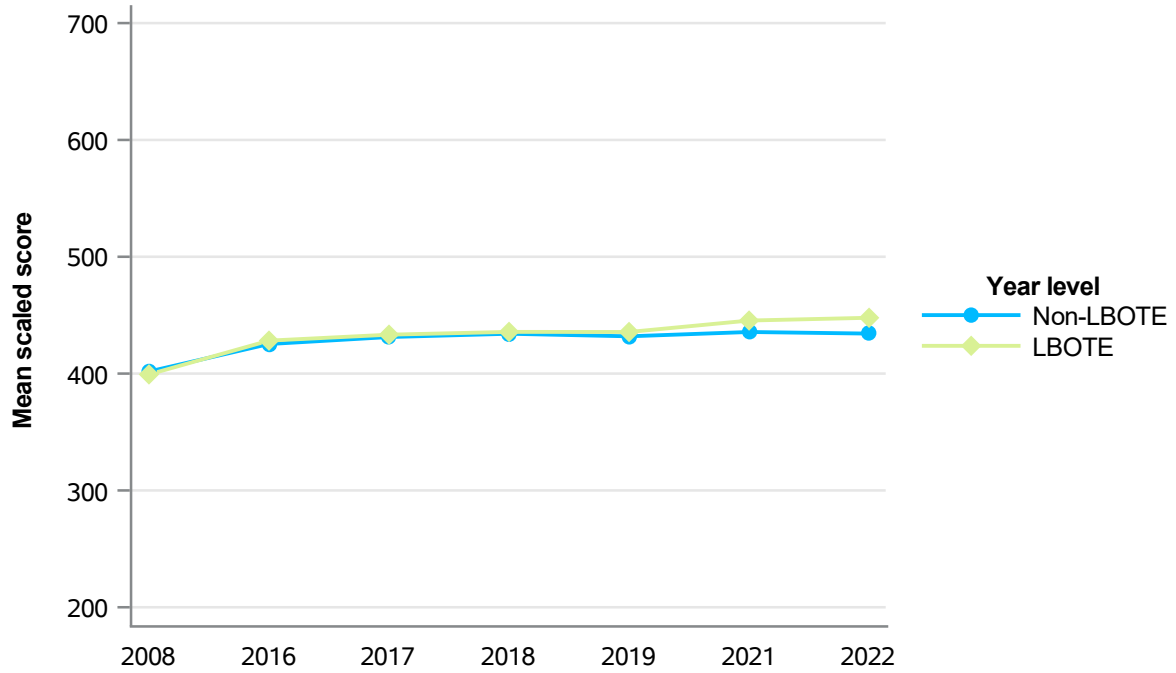
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-Indigenous	Mean / (S.D.)	540.2 (65.7)	544.6 (65.3)	548.9 (66.7)	546.6 (65.0)	550.5 (64.9)	546.8 (65.3)	546.8 (63.3)	■	■
	% at or above NMS	95.4	95.6	95.2	95.4	95.7	95.1	95.5	■	■
Indigenous	Mean / (S.D.)	466.5 (76.3)	476.2 (71.8)	476.0 (75.0)	475.1 (72.9)	482.6 (71.6)	478.1 (71.6)	481.2 (68.4)	▲	■
	% at or above NMS	71.9	77.4	74.4	75.6	77.9	75.0	76.6	■	■

Year 9 students by Indigeneity, reading



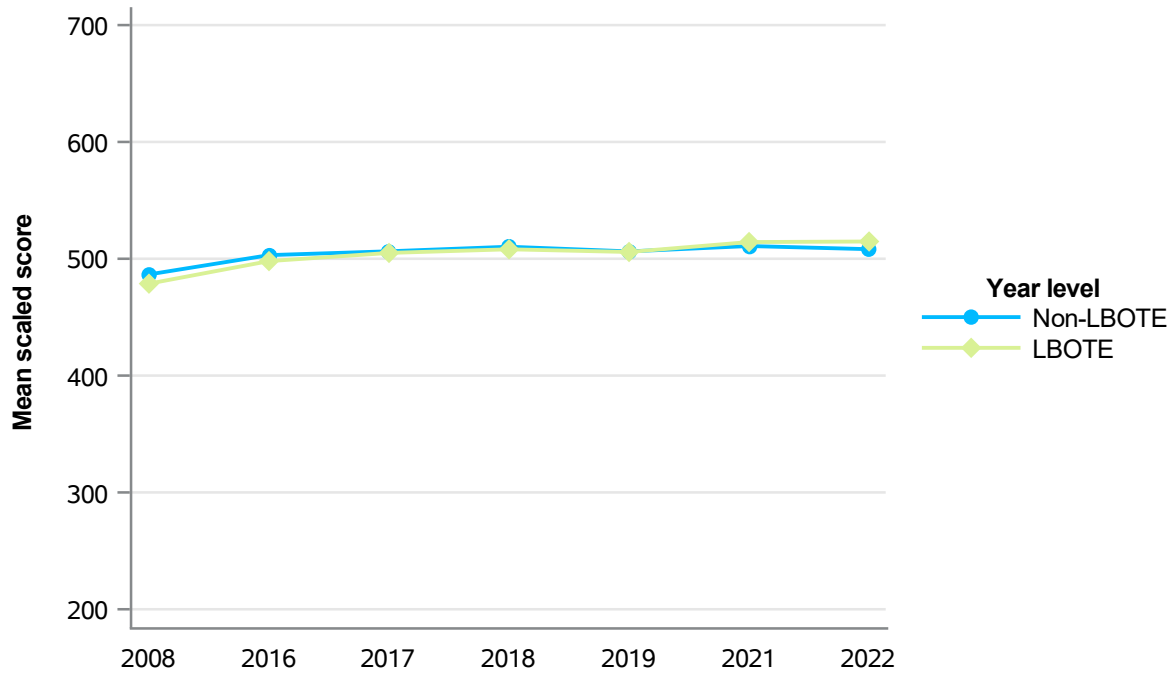
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-Indigenous	Mean / (S.D.)	581.3 (65.0)	584.3 (63.7)	584.6 (63.6)	588.2 (61.2)	585.4 (64.1)	581.5 (68.7)	581.9 (68.5)	■	■
	% at or above NMS	94.2	94.0	92.9	94.6	93.1	91.4	91.2	▽	■
Indigenous	Mean / (S.D.)	513.8 (73.2)	520.2 (70.2)	516.9 (73.0)	519.2 (75.3)	518.2 (78.2)	510.9 (76.5)	515.0 (74.1)	■	■
	% at or above NMS	70.7	73.6	70.6	73.9	71.7	66.2	67.2	■	■

Year 3 students by language background, reading



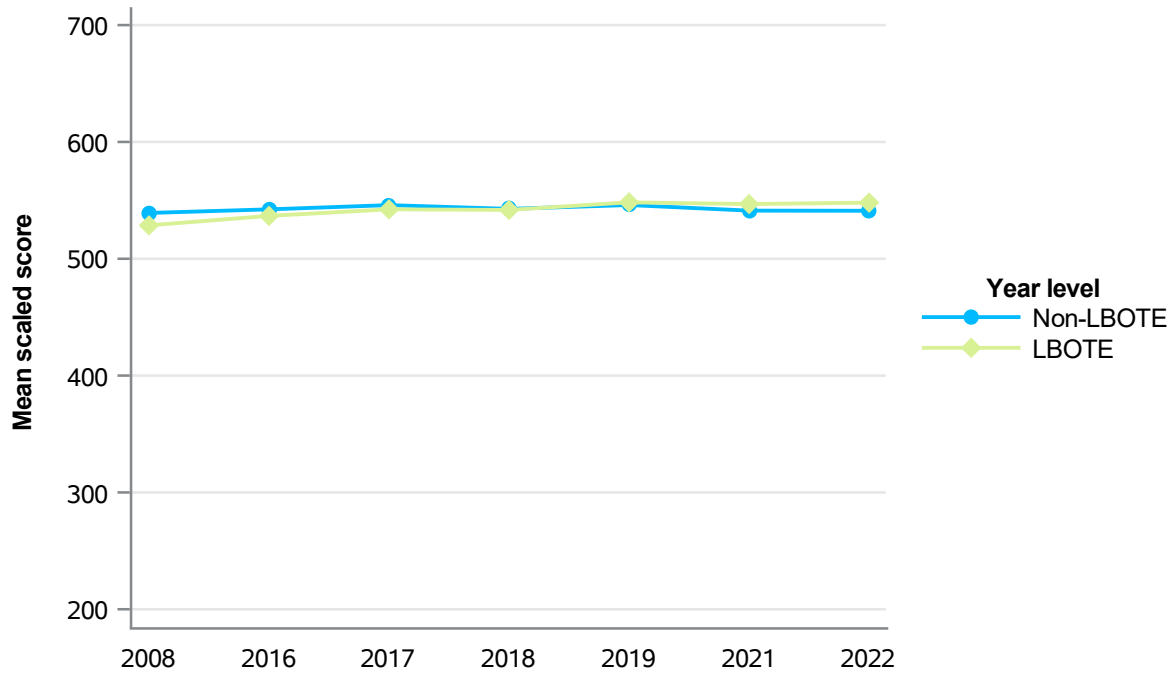
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-LBOTE	Mean / (S.D.)	401.8 (82.9)	425.3 (84.0)	431.3 (84.6)	434.1 (81.8)	431.9 (84.3)	435.6 (85.2)	434.2 (90.5)	▲	■
	% at or above NMS	92.9	95.5	95.6	96.2	96.6	96.3	95.8	△	■
LBOTE	Mean / (S.D.)	399.3 (88.0)	428.2 (89.3)	433.3 (92.0)	435.7 (88.4)	435.6 (89.3)	445.4 (89.6)	447.8 (95.3)	▲	■
	% at or above NMS	90.4	94.0	93.5	94.5	95.1	95.4	95.1	△	■

Year 5 students by language background, reading



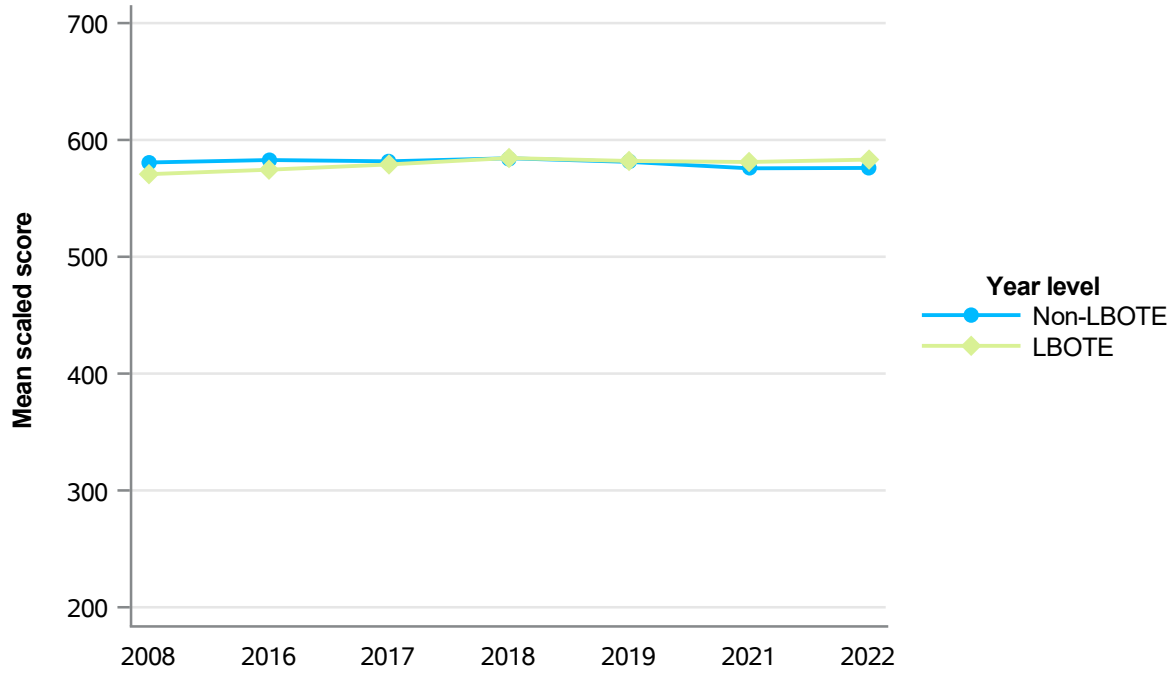
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-LBOTE	Mean / (S.D.)	486.6 (74.3)	503.1 (74.4)	506.4 (74.4)	510.3 (72.5)	506.3 (68.0)	510.9 (67.9)	508.2 (66.7)	▲	■
	% at or above NMS	92.1	93.8	94.7	95.5	95.4	95.6	95.4	△	■
LBOTE	Mean / (S.D.)	478.7 (83.7)	498.0 (83.9)	505.0 (83.5)	508.1 (81.1)	505.8 (77.5)	514.3 (75.8)	514.8 (73.7)	▲	■
	% at or above NMS	87.5	91.2	92.0	93.2	93.1	94.2	94.5	▲	■

Year 7 students by language background, reading



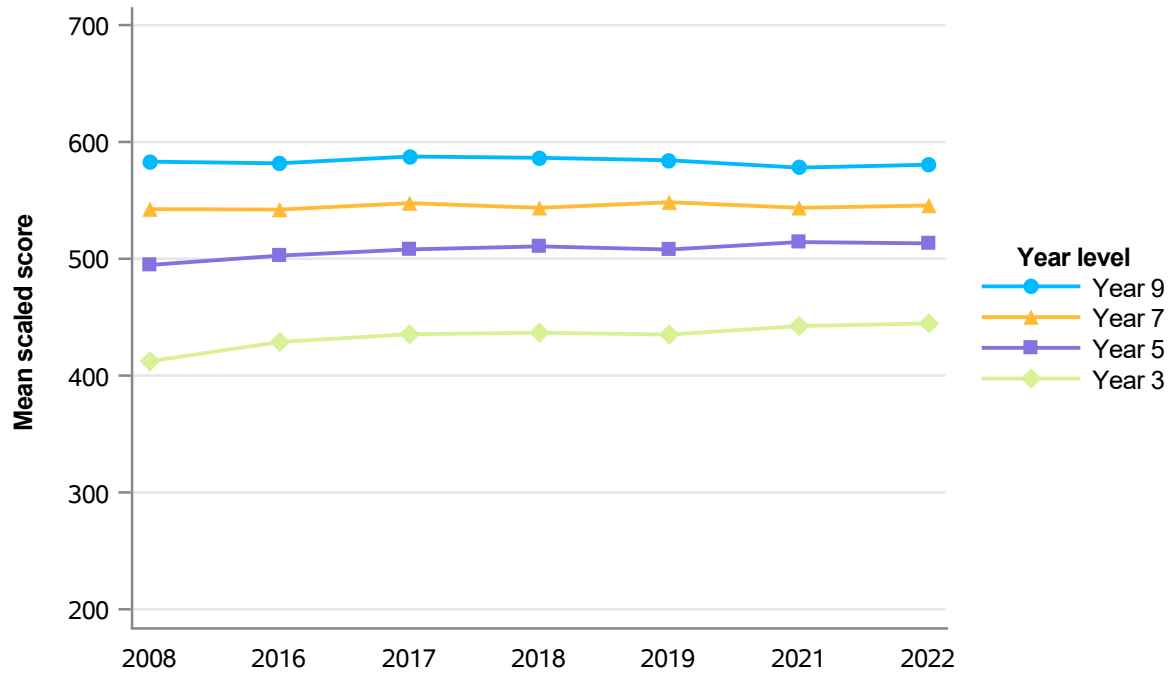
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-LBOTE	Mean / (S.D.)	539.2 (65.9)	542.3 (65.0)	545.9 (66.6)	542.7 (65.0)	546.0 (64.8)	541.2 (65.9)	541.1 (63.4)	■	■
	% at or above NMS	95.2	95.3	94.8	94.8	95.2	94.1	94.5	■	■
LBOTE	Mean / (S.D.)	528.6 (75.2)	536.7 (74.4)	542.3 (76.5)	541.8 (74.8)	548.3 (74.2)	546.8 (73.0)	548.0 (70.9)	▲	■
	% at or above NMS	90.8	92.4	91.8	92.3	93.1	93.1	93.7	△	■

Year 9 students by language background, reading



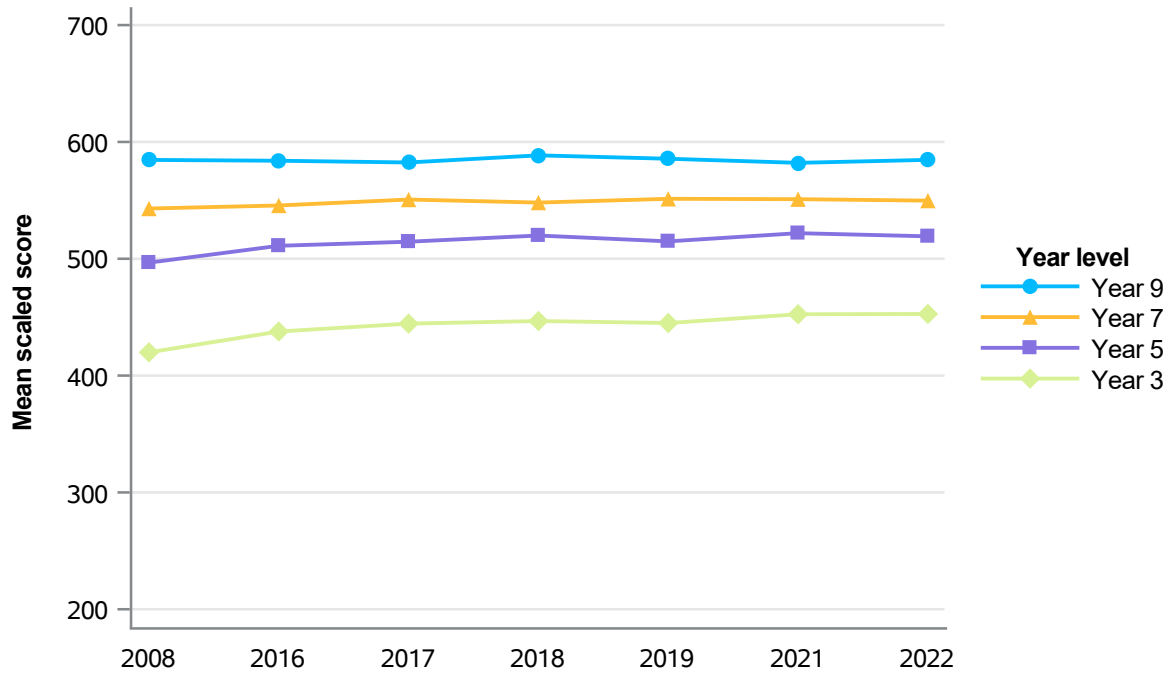
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-LBOTE	Mean / (S.D.)	580.7 (65.3)	582.8 (63.6)	581.7 (64.1)	584.3 (61.9)	581.2 (65.3)	575.7 (69.7)	576.0 (69.1)	■	■
	% at or above NMS	93.9	93.8	92.4	94.0	92.4	89.9	89.8	▽	■
LBOTE	Mean / (S.D.)	570.7 (71.9)	574.5 (71.5)	579.0 (70.9)	584.5 (70.6)	582.0 (72.7)	581.1 (76.2)	583.2 (75.1)	▲	■
	% at or above NMS	90.0	89.6	89.5	91.7	90.1	89.2	89.4	■	■

Students in New South Wales, reading



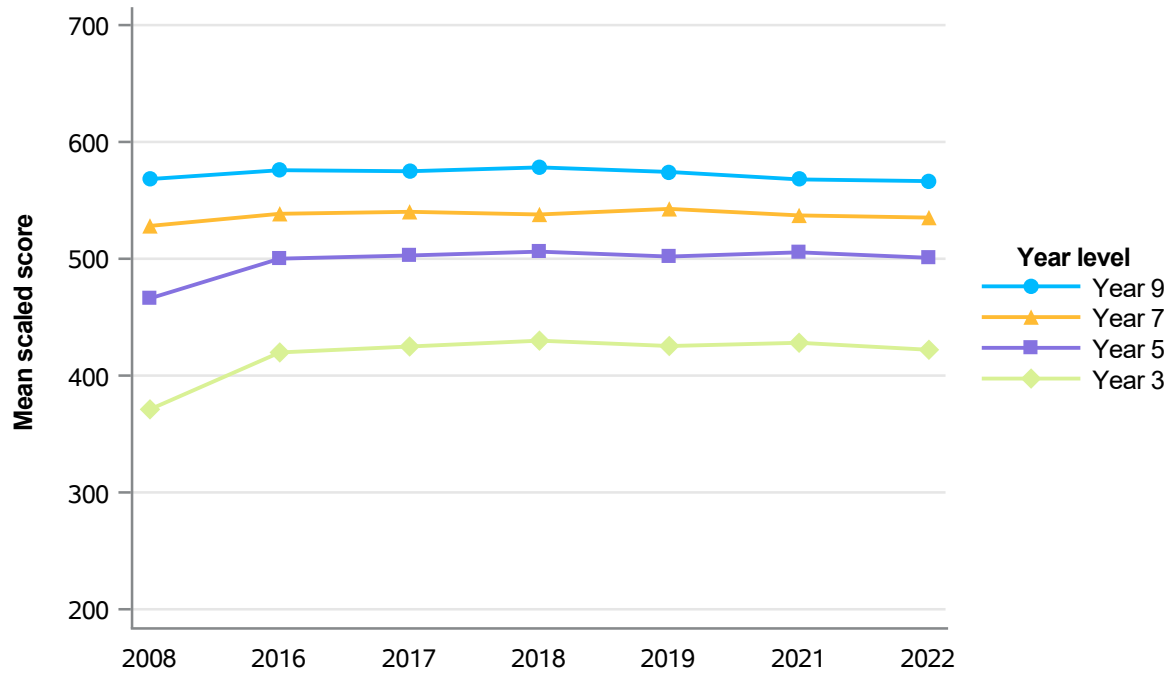
Students		Scores							Nature of difference	
		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	583.1 (66.9)	581.7 (66.8)	587.5 (64.7)	586.4 (63.5)	584.3 (65.6)	578.0 (71.9)	580.5 (70.6)	■	■
	% at or above NMS	94.4	93.1	93.2	94.2	92.5	89.9	90.2	▽	■
Year 7	Mean / (S.D.)	542.5 (69.0)	542.1 (67.7)	547.6 (70.2)	543.6 (69.0)	548.4 (68.9)	543.6 (69.4)	545.6 (67.2)	■	■
	% at or above NMS	95.4	95.2	94.5	94.5	94.7	93.9	94.4	■	■
Year 5	Mean / (S.D.)	494.7 (74.9)	502.7 (77.1)	508.0 (78.3)	510.6 (74.9)	507.9 (70.8)	514.3 (70.3)	513.2 (69.5)	▲	■
	% at or above NMS	93.5	93.5	94.3	95.3	95.1	95.7	95.5	△	■
Year 3	Mean / (S.D.)	412.3 (80.1)	428.8 (84.6)	435.4 (86.4)	436.7 (81.9)	435.1 (84.9)	442.4 (87.8)	444.7 (92.8)	▲	■
	% at or above NMS	95.1	95.8	95.5	96.3	96.6	96.6	96.1	■	■

Students in Victoria, reading



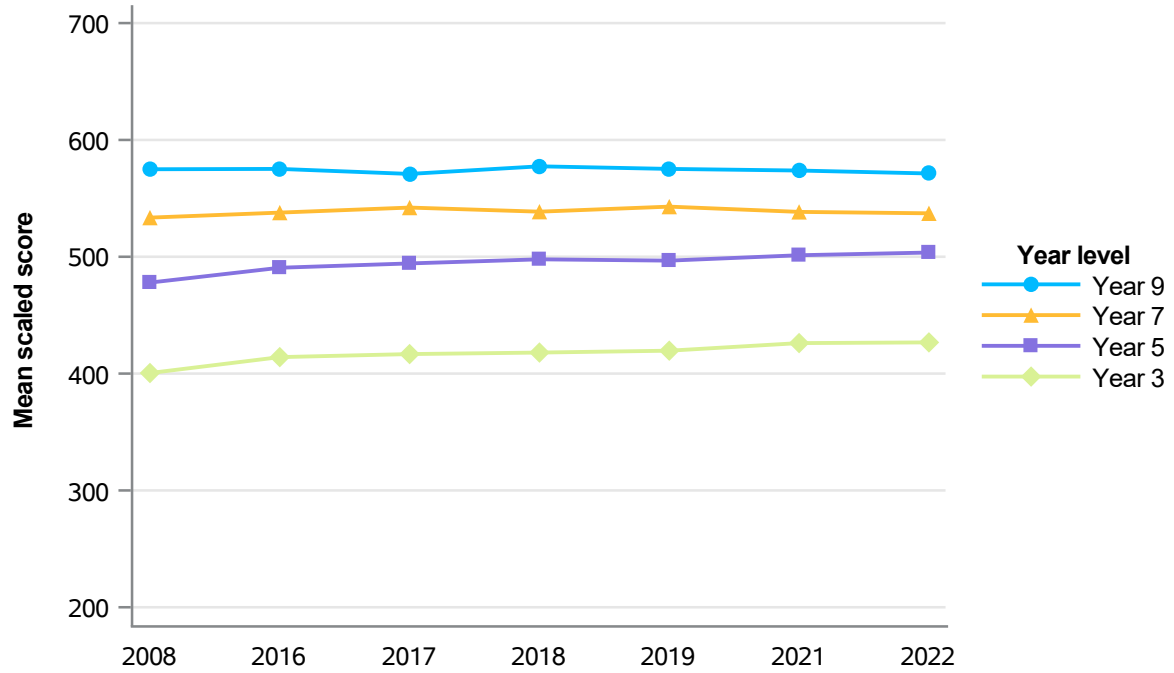
Students		Scores							Nature of difference	
		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	584.6 (62.6)	583.9 (62.4)	582.4 (63.4)	588.5 (60.2)	585.6 (64.4)	582.1 (67.2)	584.6 (67.0)	■	■
	% at or above NMS	94.7	93.4	92.0	94.1	92.4	91.5	91.6	▽	■
Year 7	Mean / (S.D.)	543.0 (63.1)	545.6 (64.2)	550.7 (65.5)	548.1 (63.7)	551.3 (63.4)	551.0 (63.3)	549.8 (62.6)	■	■
	% at or above NMS	95.8	95.3	94.9	95.1	95.7	95.7	95.5	■	■
Year 5	Mean / (S.D.)	496.7 (69.3)	511.1 (70.8)	514.6 (71.6)	519.9 (70.3)	514.9 (66.2)	521.9 (65.8)	519.2 (64.1)	▲	■
	% at or above NMS	93.7	94.6	95.2	95.8	95.9	96.3	96.4	△	■
Year 3	Mean / (S.D.)	419.9 (74.9)	437.7 (80.8)	444.5 (82.9)	446.7 (79.5)	445.0 (82.4)	452.5 (81.1)	452.8 (90.9)	▲	■
	% at or above NMS	95.2	95.8	95.8	96.2	96.6	96.6	96.1	■	■

Students in Queensland, reading



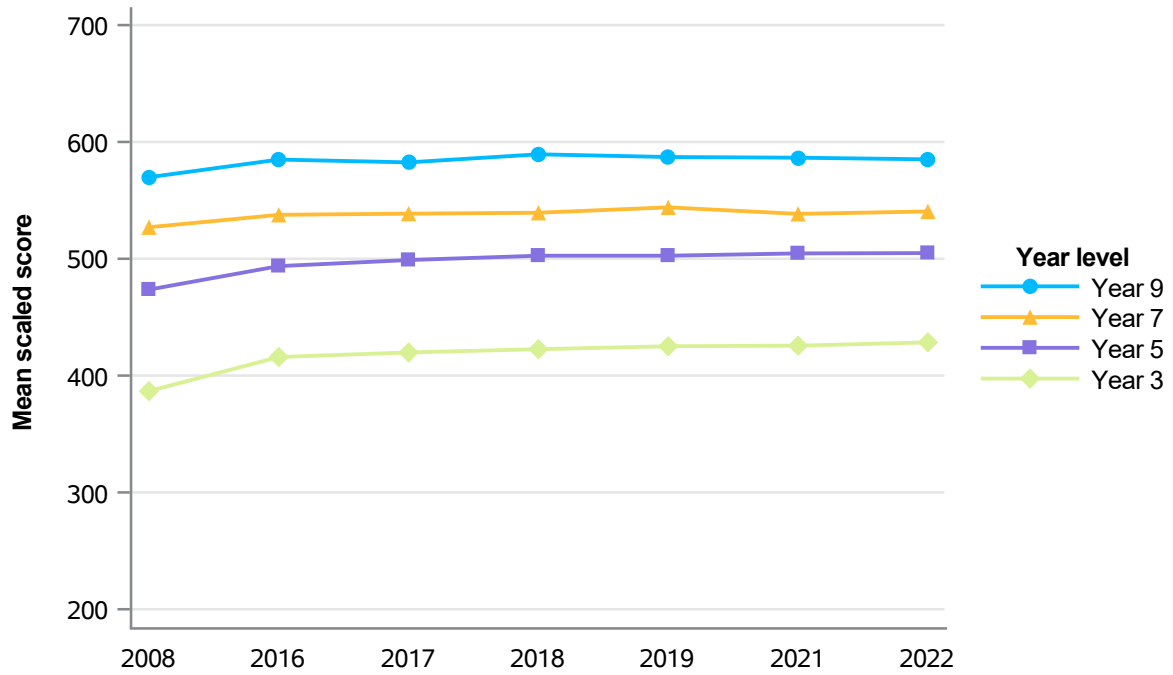
		Scores							Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	568.2 (68.0)	575.8 (65.2)	574.9 (66.5)	578.2 (66.7)	574.3 (68.7)	567.9 (73.7)	566.4 (72.9)	■	■
	% at or above NMS	90.5	92.4	90.8	92.1	90.9	87.4	86.8	▽	■
Year 7	Mean / (S.D.)	528.1 (67.1)	538.5 (66.3)	540.2 (67.6)	537.9 (66.5)	542.7 (65.8)	537.1 (66.2)	535.2 (64.1)	■	■
	% at or above NMS	92.9	94.6	93.9	94.1	95.0	93.7	93.9	■	■
Year 5	Mean / (S.D.)	466.1 (77.5)	500.1 (75.2)	502.8 (75.0)	506.1 (74.4)	501.9 (70.3)	505.5 (70.4)	500.8 (69.4)	▲	■
	% at or above NMS	86.9	93.4	94.3	95.1	94.8	94.8	94.4	▲	■
Year 3	Mean / (S.D.)	371.1 (84.9)	419.8 (85.2)	424.9 (84.1)	429.9 (82.4)	425.3 (85.5)	428.1 (85.2)	422.1 (90.2)	▲	■
	% at or above NMS	87.1	95.4	95.5	96.2	96.0	96.2	95.1	▲	■

Students in South Australia, reading



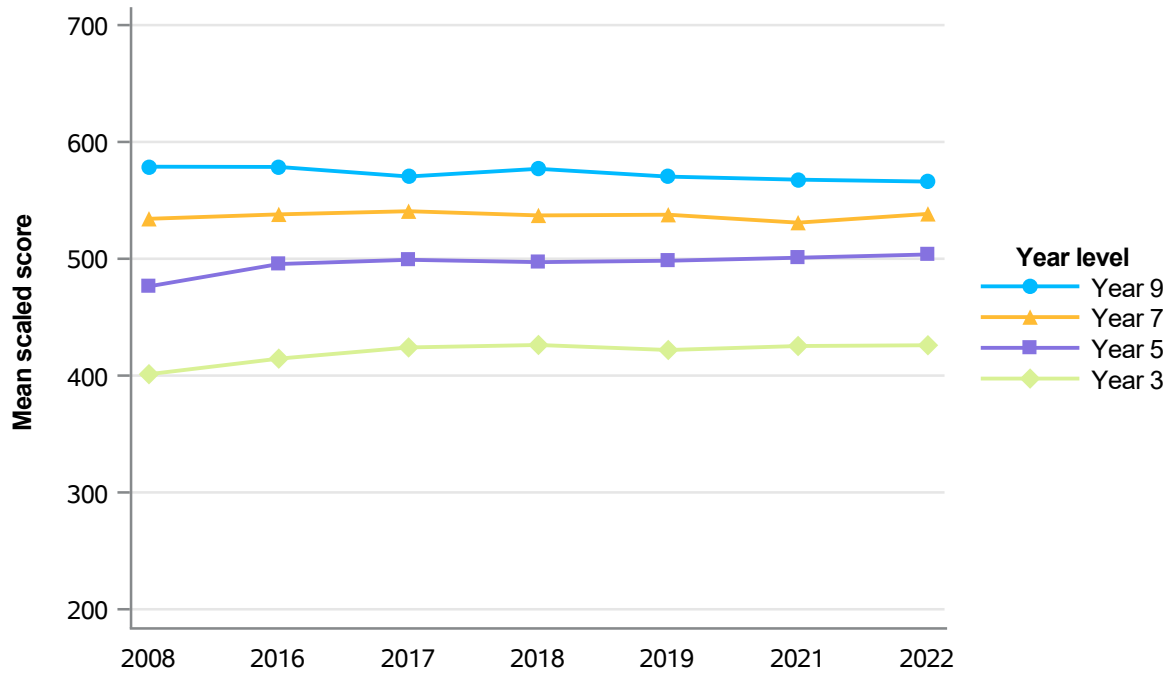
		Scores							Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	574.9 (64.1)	575.2 (62.4)	570.9 (63.8)	577.4 (60.1)	575.2 (64.1)	573.8 (67.7)	571.3 (69.3)	■	■
	% at or above NMS	91.7	91.9	89.1	92.0	90.2	88.9	87.9	▽	■
Year 7	Mean / (S.D.)	533.5 (65.2)	537.8 (64.0)	542.1 (66.6)	538.6 (64.7)	542.9 (63.6)	538.4 (64.4)	537.2 (62.6)	■	■
	% at or above NMS	93.4	94.2	93.7	93.5	93.9	93.3	93.5	■	■
Year 5	Mean / (S.D.)	477.9 (71.3)	490.6 (75.4)	494.3 (75.0)	497.8 (72.6)	496.7 (67.4)	501.3 (66.5)	503.6 (66.7)	▲	■
	% at or above NMS	89.9	91.5	92.1	93.1	93.2	94.4	94.3	△	■
Year 3	Mean / (S.D.)	400.5 (80.5)	414.1 (82.4)	416.7 (83.4)	418.0 (82.7)	419.6 (81.4)	426.1 (84.7)	426.7 (87.5)	▲	■
	% at or above NMS	91.5	93.4	93.1	93.7	94.6	94.8	94.8	△	■

Students in Western Australia, reading



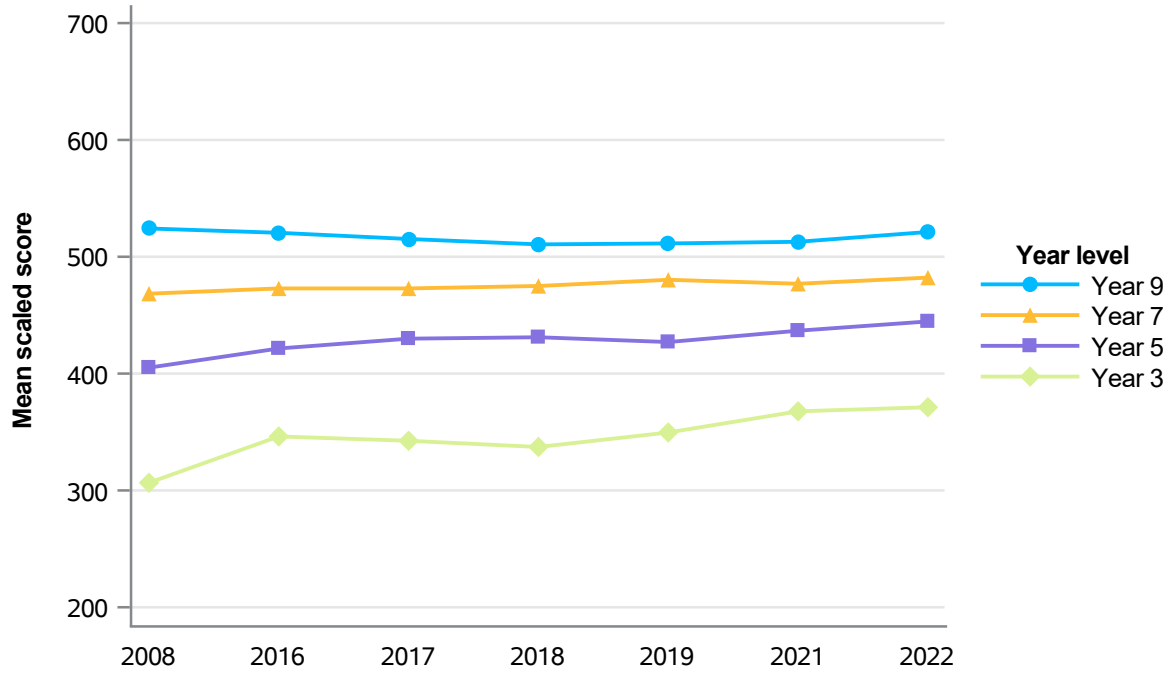
		Scores							Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	569.8 (65.6)	584.9 (64.1)	582.5 (64.9)	589.4 (60.2)	587.1 (63.4)	586.5 (66.8)	585.1 (67.3)	▲	■
	% at or above NMS	91.8	94.0	92.7	95.0	93.6	92.7	92.2	■	■
Year 7	Mean / (S.D.)	527.0 (67.0)	537.6 (69.0)	538.6 (70.5)	539.4 (67.6)	544.0 (68.1)	538.4 (69.6)	540.5 (65.0)	▲	■
	% at or above NMS	92.7	93.8	92.9	93.9	93.7	92.7	94.3	■	■
Year 5	Mean / (S.D.)	473.6 (77.2)	493.7 (80.5)	498.9 (78.5)	502.6 (74.4)	502.6 (69.7)	504.6 (71.7)	504.9 (69.5)	▲	■
	% at or above NMS	89.1	91.4	93.0	94.3	94.3	94.1	94.4	△	■
Year 3	Mean / (S.D.)	386.7 (87.7)	415.9 (88.1)	419.8 (88.9)	422.6 (84.3)	425.1 (86.5)	425.6 (90.0)	428.4 (89.6)	▲	■
	% at or above NMS	89.4	93.8	93.9	94.9	95.6	94.8	95.3	▲	■

Students in Tasmania, reading



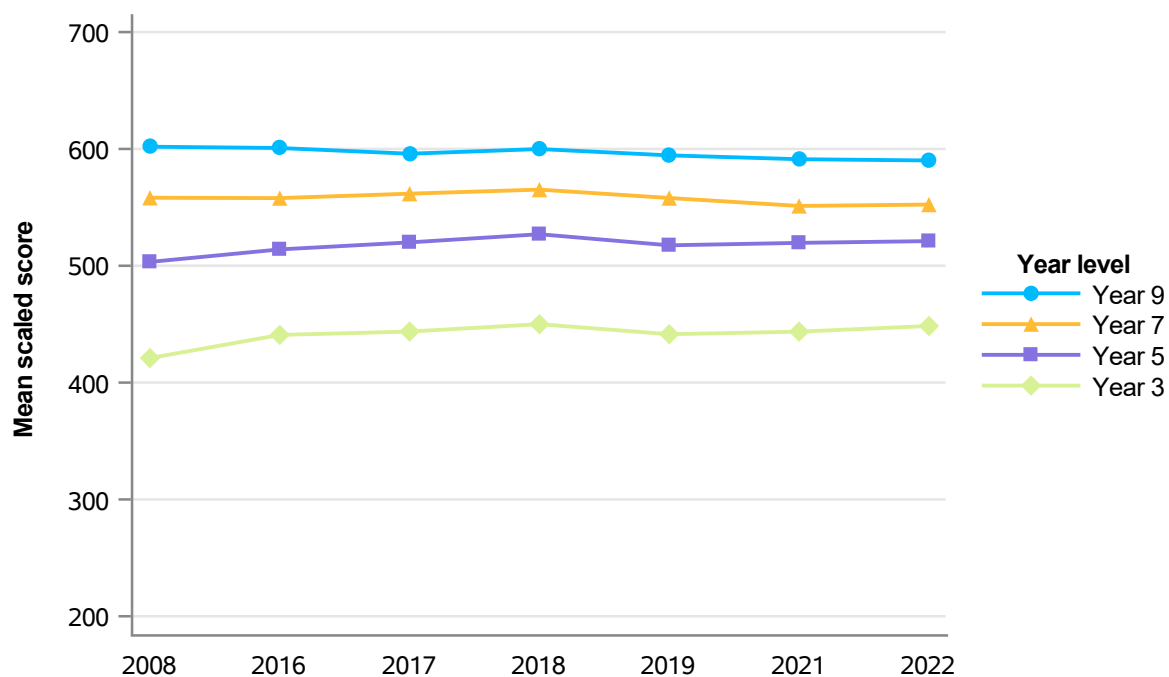
Students		Scores							Nature of difference	
		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	578.8 (67.9)	578.6 (65.8)	570.4 (69.5)	577.0 (66.3)	570.3 (68.4)	567.7 (75.8)	566.1 (72.2)	■	■
	% at or above NMS	93.0	92.7	88.7	91.9	89.3	86.6	86.7	▽	■
Year 7	Mean / (S.D.)	534.2 (68.5)	538.0 (70.1)	540.7 (71.5)	537.1 (70.4)	537.7 (70.5)	530.9 (72.5)	538.4 (66.7)	■	■
	% at or above NMS	93.9	93.7	93.1	92.5	92.0	90.6	92.9	■	■
Year 5	Mean / (S.D.)	476.4 (75.8)	495.5 (81.2)	499.1 (81.7)	497.1 (80.4)	498.3 (72.5)	500.9 (73.0)	503.7 (71.4)	▲	■
	% at or above NMS	89.7	90.8	92.3	92.6	92.7	93.5	93.7	△	■
Year 3	Mean / (S.D.)	401.2 (84.2)	414.5 (87.7)	424.1 (89.1)	426.2 (93.1)	421.9 (90.1)	425.3 (92.0)	426.0 (94.5)	▲	■
	% at or above NMS	92.8	94.0	94.4	93.9	94.6	94.7	93.8	■	■

Students in Northern Territory, reading



		Scores							Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	524.2 (101.8)	520.5 (102.9)	515.2 (103.5)	510.6 (116.1)	511.4 (121.5)	512.8 (103.1)	521.2 (98.5)	■	■
	% at or above NMS	69.9	68.3	65.6	65.6	65.7	63.0	66.1	■	■
Year 7	Mean / (S.D.)	468.4 (107.7)	472.9 (109.0)	472.9 (108.6)	475.0 (108.0)	480.3 (103.1)	476.9 (99.5)	482.2 (95.1)	■	■
	% at or above NMS	67.1	68.4	66.6	69.0	70.2	66.6	68.3	■	■
Year 5	Mean / (S.D.)	405.1 (123.3)	421.5 (133.9)	429.9 (113.2)	431.1 (125.5)	427.0 (123.0)	436.7 (107.5)	444.6 (102.3)	▲	■
	% at or above NMS	62.5	64.4	68.6	71.4	68.4	68.5	71.1	■	■
Year 3	Mean / (S.D.)	306.6 (134.1)	346.2 (128.3)	342.5 (131.0)	337.2 (145.9)	349.6 (126.7)	367.7 (108.5)	371.2 (106.8)	▲	■
	% at or above NMS	62.7	73.8	71.9	71.3	72.7	76.6	77.1	△	■

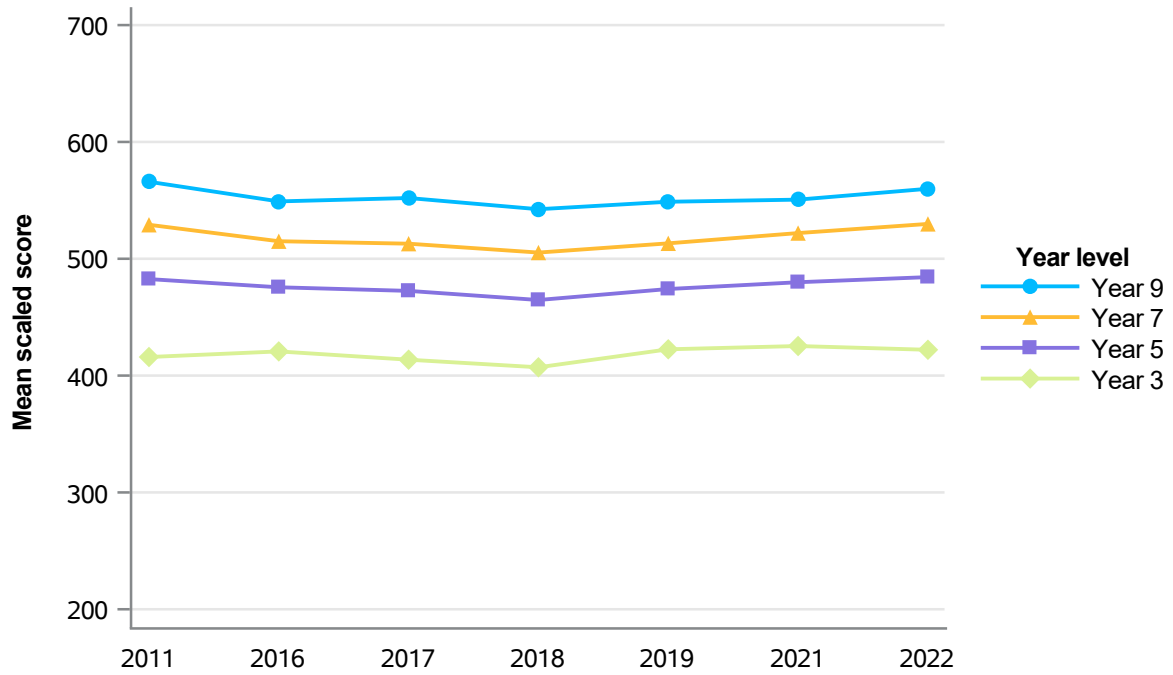
Students in Australian Capital Territory, reading



		Scores							Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	601.9 (68.4)	600.8 (65.8)	595.9 (63.6)	599.9 (49.1)	594.5 (69.0)	591.2 (71.2)	590.1 (71.2)	■	■
	% at or above NMS	96.6	95.2	93.9	97.0	92.9	91.7	91.6	▼	■
Year 7	Mean / (S.D.)	558.2 (70.2)	557.9 (67.2)	561.7 (67.6)	565.2 (60.5)	558.0 (67.4)	551.2 (69.2)	552.4 (65.5)	■	■
	% at or above NMS	96.3	96.2	96.2	96.8	94.8	94.4	95.3	■	■
Year 5	Mean / (S.D.)	503.3 (72.2)	514.0 (73.3)	520.0 (75.6)	527.0 (64.9)	517.5 (66.0)	519.6 (67.0)	521.1 (65.5)	▲	■
	% at or above NMS	94.8	95.4	95.6	97.2	95.9	96.3	96.7	△	■
Year 3	Mean / (S.D.)	421.0 (81.5)	440.8 (85.2)	443.7 (89.4)	450.0 (73.0)	441.4 (88.2)	443.6 (87.3)	448.4 (92.7)	▲	■
	% at or above NMS	94.4	96.3	95.6	97.1	96.0	96.6	96.4	△	■

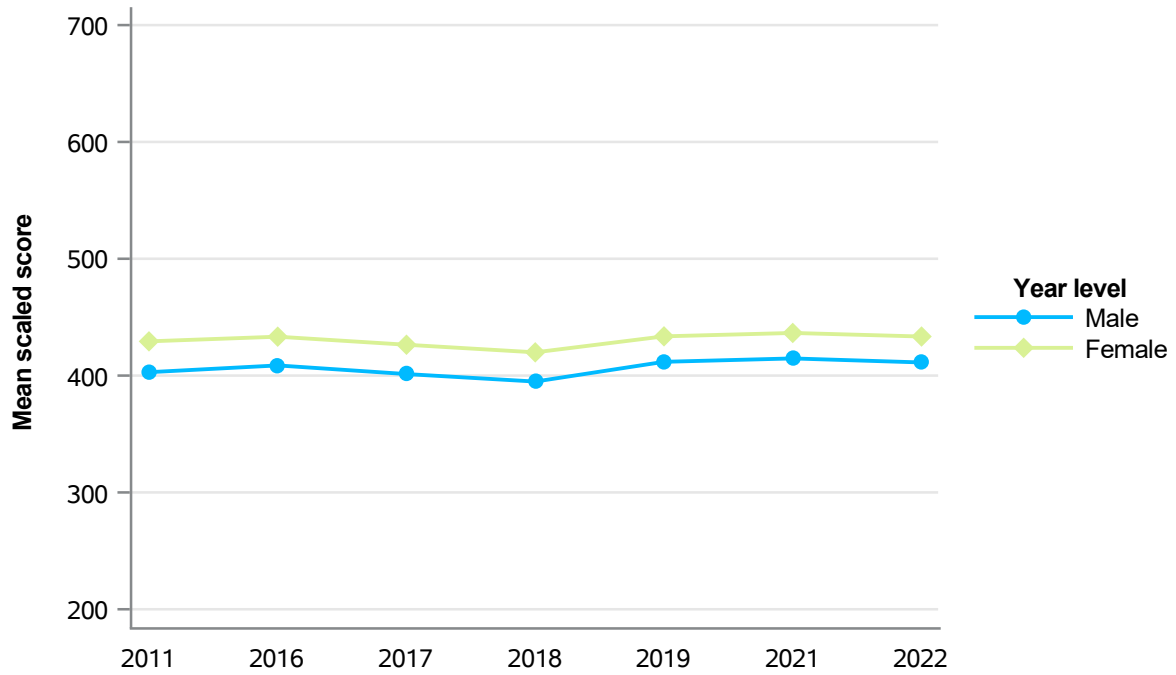
Writing

Students in Australia, writing



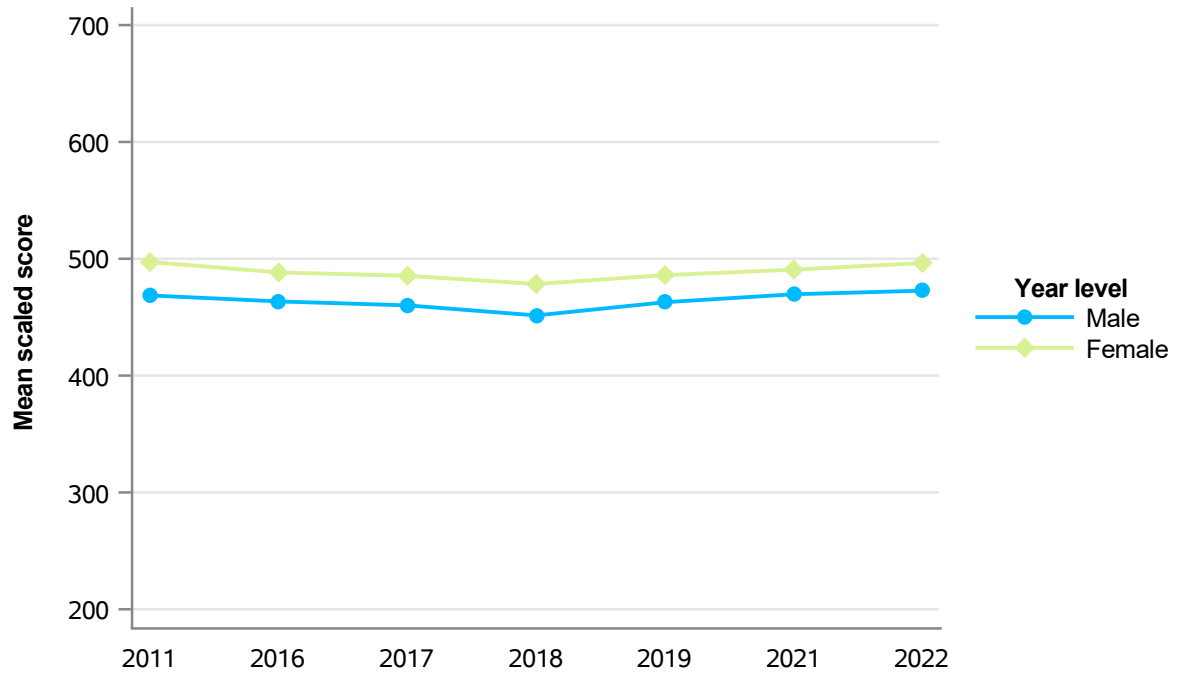
		Scores							Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	565.9 (86.5)	549.1 (77.0)	552.0 (86.2)	542.4 (83.3)	548.8 (78.7)	550.6 (82.1)	559.9 (81.7)	■	■
	% at or above NMS	84.8	82.9	81.6	79.5	82.4	82.2	84.1	■	■
Year 7	Mean / (S.D.)	529.1 (75.8)	515.0 (70.6)	512.9 (76.0)	505.3 (74.0)	513.2 (71.0)	522.0 (74.1)	529.8 (75.6)	■	■
	% at or above NMS	91.1	89.7	87.9	86.9	89.4	89.7	90.6	■	■
Year 5	Mean / (S.D.)	482.6 (69.3)	475.6 (63.0)	472.5 (64.4)	464.7 (67.8)	474.1 (64.5)	479.9 (65.2)	484.3 (70.6)	■	■
	% at or above NMS	92.5	93.2	91.7	89.8	92.8	93.3	92.6	■	■
Year 3	Mean / (S.D.)	415.9 (67.1)	420.7 (62.0)	413.6 (65.7)	407.1 (69.5)	422.5 (63.1)	425.3 (62.6)	422.1 (64.5)	■	■
	% at or above NMS	95.3	96.3	95.5	94.4	96.3	96.7	96.2	■	■

Year 3 students by gender, writing



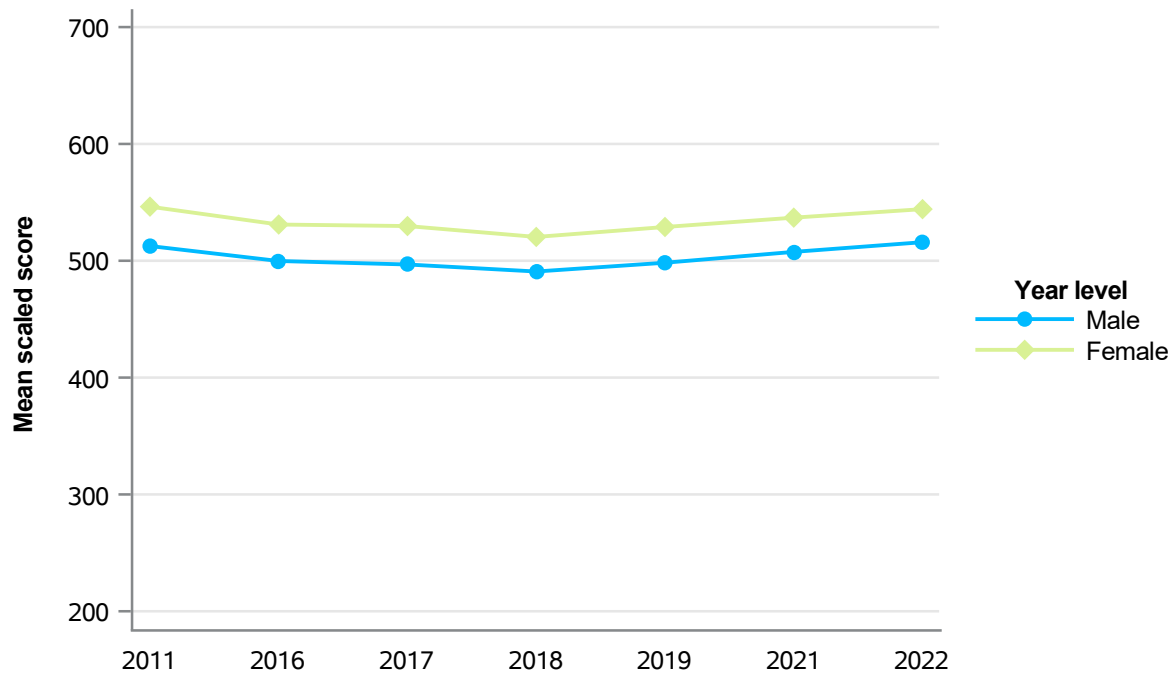
									Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Male	Mean / (S.D.)	402.9 (69.1)	408.7 (64.6)	401.3 (68.2)	394.9 (72.2)	411.8 (65.3)	414.7 (64.6)	411.2 (66.3)	■	■
	% at or above NMS	93.5	94.8	93.8	92.2	95.1	95.4	94.8	■	■
Female	Mean / (S.D.)	429.3 (62.1)	433.3 (56.7)	426.4 (60.4)	419.9 (64.0)	433.6 (58.7)	436.5 (58.4)	433.4 (60.6)	■	■
	% at or above NMS	97.1	97.9	97.3	96.6	97.6	98.0	97.7	■	■

Year 5 students by gender, writing



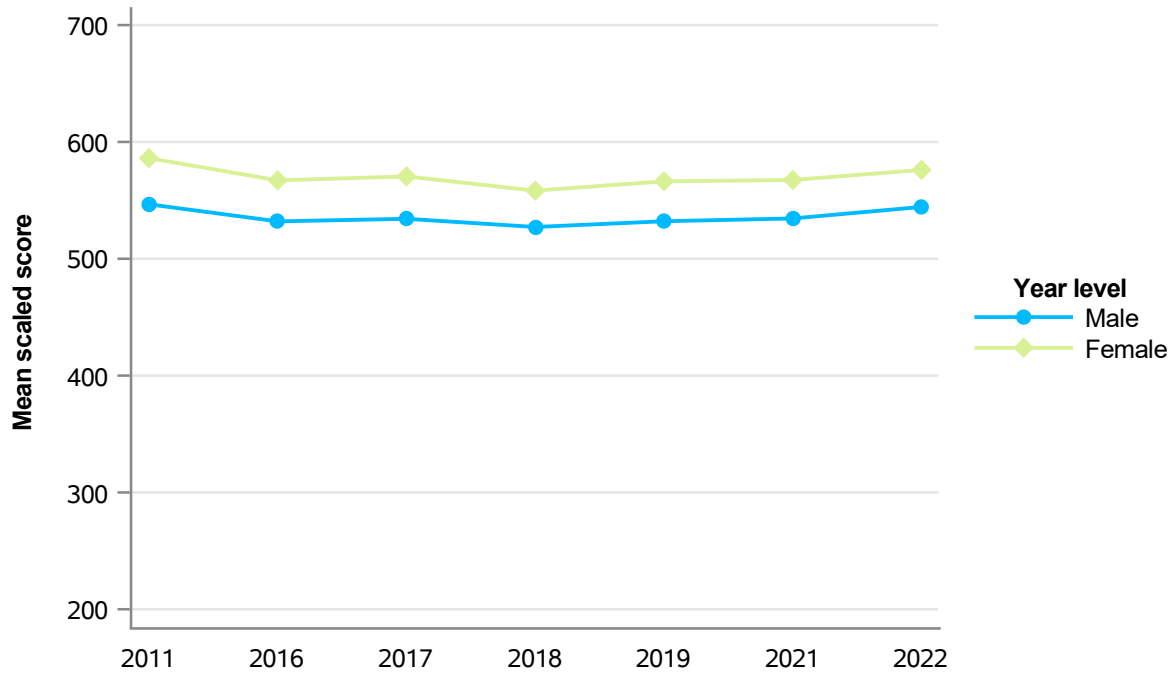
									Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Male	Mean / (S.D.)	468.6 (70.3)	463.5 (64.2)	460.1 (66.3)	451.5 (70.0)	462.8 (66.0)	469.6 (66.6)	472.7 (72.1)	■	■
	% at or above NMS	89.6	90.4	88.5	86.1	90.0	91.0	90.0	■	■
Female	Mean / (S.D.)	497.2 (65.2)	488.3 (59.1)	485.4 (59.7)	478.4 (62.5)	486.0 (60.6)	490.7 (61.8)	496.4 (67.0)	■	■
	% at or above NMS	95.5	96.1	95.1	93.7	95.6	95.8	95.4	■	■

Year 7 students by gender, writing



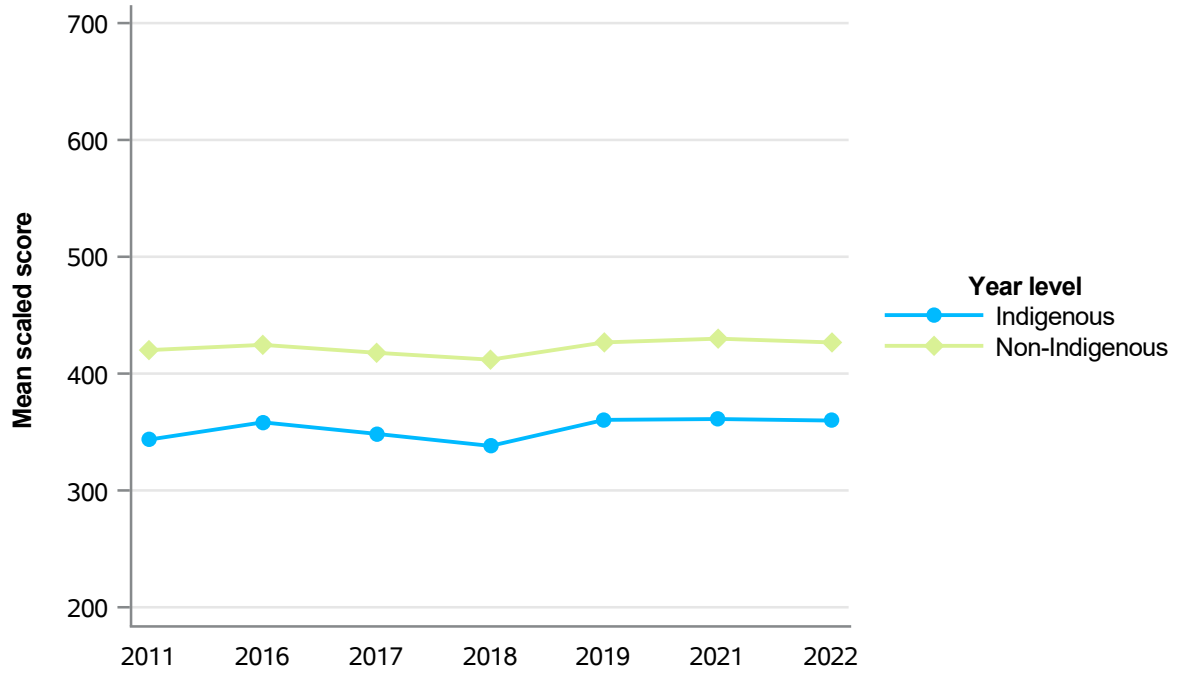
									Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Male	Mean / (S.D.)	512.6 (76.0)	499.8 (71.0)	496.8 (77.8)	490.8 (76.0)	498.3 (71.9)	507.6 (75.6)	515.9 (76.9)	■	■
	% at or above NMS	87.5	85.6	83.1	82.0	85.1	85.9	87.1	■	■
Female	Mean / (S.D.)	546.3 (71.6)	531.0 (66.5)	529.7 (70.2)	520.4 (68.6)	528.9 (66.5)	536.9 (69.4)	544.2 (71.3)	■	■
	% at or above NMS	95.0	94.0	92.9	92.0	93.8	93.8	94.3	■	■

Year 9 students by gender, writing



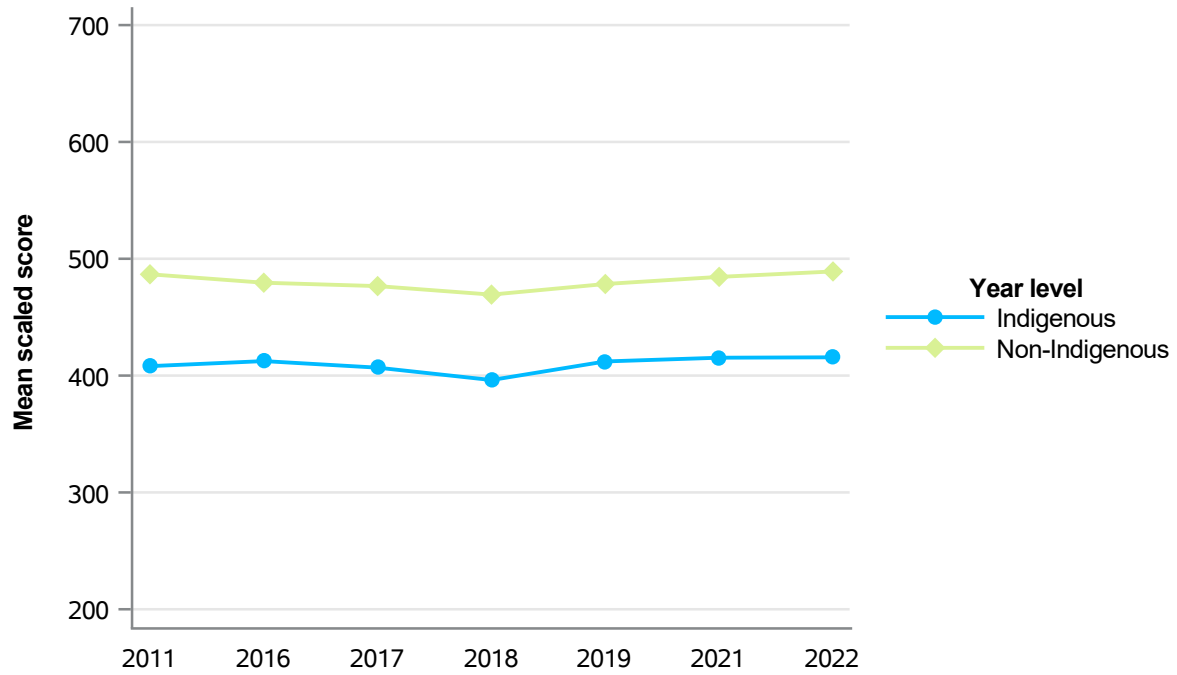
									Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Male	Mean / (S.D.)	546.6 (87.6)	532.0 (77.5)	534.2 (88.5)	527.2 (85.6)	532.1 (79.8)	534.5 (83.8)	544.4 (83.2)	■	■
	% at or above NMS	79.0	76.9	75.4	73.3	76.4	76.6	79.2	■	■
Female	Mean / (S.D.)	586.1 (80.6)	567.1 (72.3)	570.5 (79.6)	558.3 (77.5)	566.3 (73.5)	567.4 (76.7)	576.1 (76.9)	■	■
	% at or above NMS	91.0	89.3	88.1	86.1	88.7	88.1	89.3	■	■

Year 3 students by Indigeneity, writing



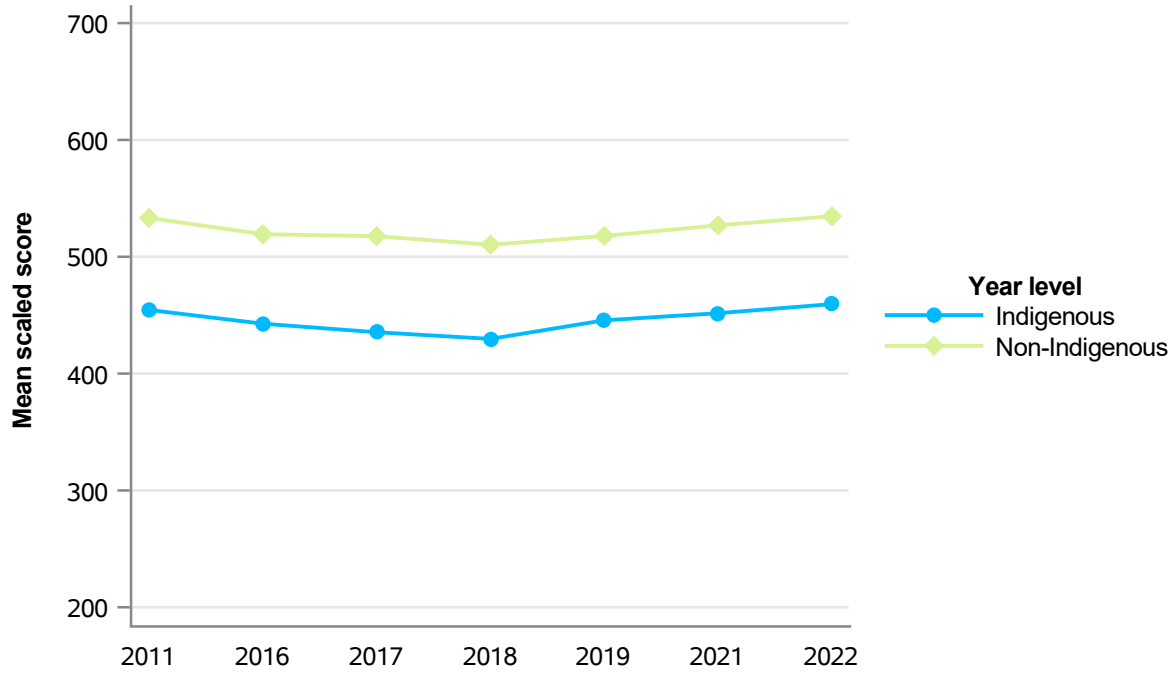
									Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Non-Indigenous	Mean / (S.D.)	420.1 (63.1)	424.6 (58.4)	417.8 (61.8)	411.9 (65.2)	426.7 (59.1)	429.9 (58.4)	426.7 (61.0)	■	■
	% at or above NMS	96.2	97.1	96.4	95.5	97.1	97.5	97.1	■	■
Indigenous	Mean / (S.D.)	343.5 (88.9)	358.3 (83.5)	348.4 (87.3)	338.1 (92.1)	360.4 (84.8)	361.1 (82.5)	359.8 (78.5)	△	■
	% at or above NMS	79.9	85.1	82.6	78.4	84.8	84.4	84.5	■	■

Year 5 students by Indigeneity, writing



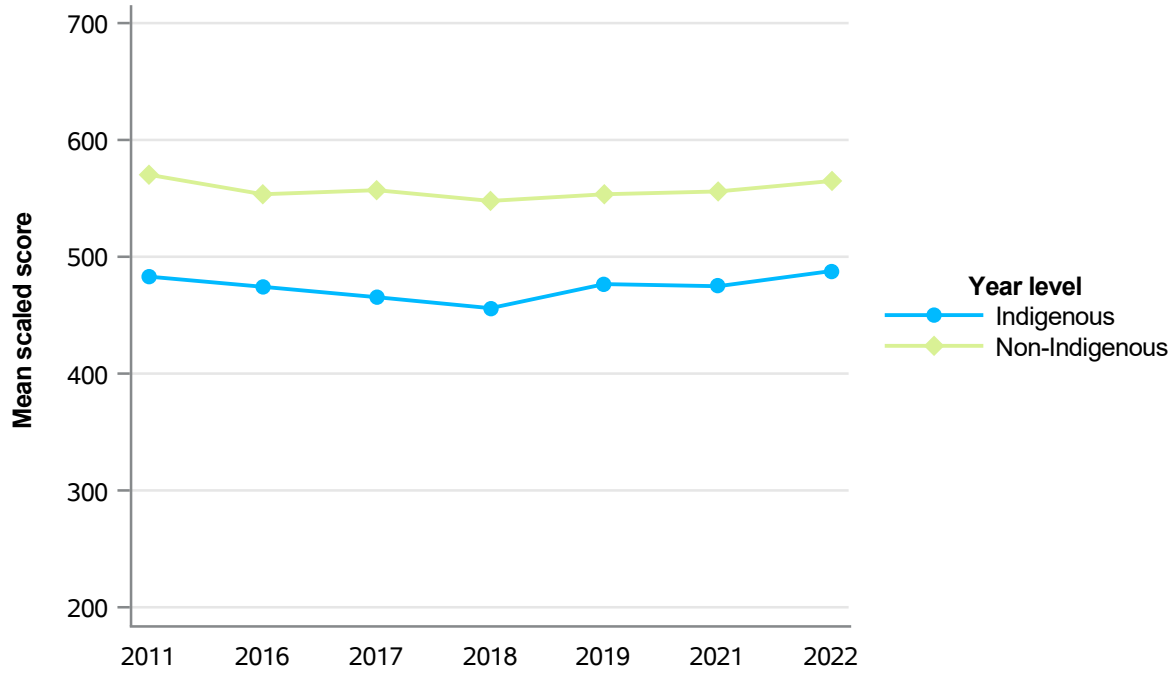
									Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Non-Indigenous	Mean / (S.D.)	486.7 (65.6)	479.5 (59.5)	476.6 (60.7)	469.3 (63.6)	478.4 (60.9)	484.5 (61.3)	489.1 (67.1)	■	■
	% at or above NMS	93.9	94.4	93.1	91.6	94.2	94.8	94.2	■	■
Indigenous	Mean / (S.D.)	408.1 (89.8)	412.4 (82.9)	406.8 (84.1)	396.2 (89.7)	412.1 (82.4)	415.3 (82.8)	415.7 (83.1)	■	■
	% at or above NMS	68.9	73.5	69.3	64.9	72.7	72.8	71.5	■	■

Year 7 students by Indigeneity, writing



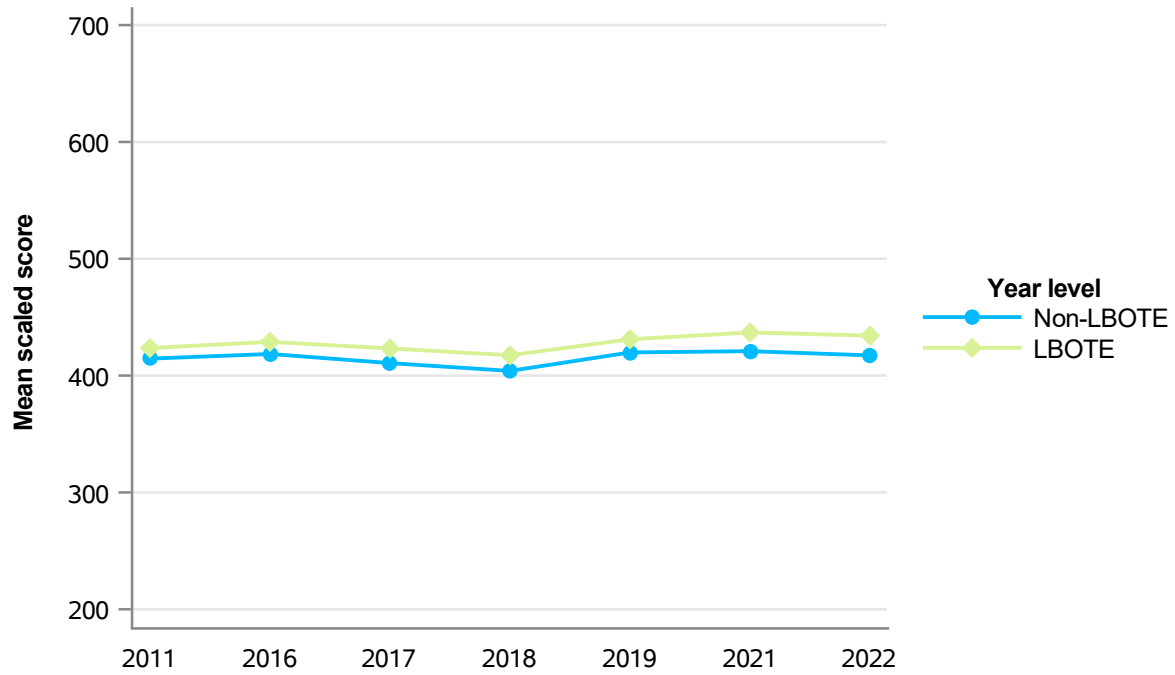
									Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Non-Indigenous	Mean / (S.D.)	533.2 (72.5)	519.3 (66.8)	517.6 (71.7)	510.3 (69.4)	517.8 (67.1)	526.9 (70.1)	534.7 (72.1)	■	■
	% at or above NMS	92.6	91.3	89.6	88.8	91.0	91.5	92.3	■	■
Indigenous	Mean / (S.D.)	454.5 (91.1)	442.7 (91.2)	435.4 (97.2)	429.7 (96.8)	445.6 (90.6)	451.7 (90.6)	459.5 (87.9)	■	■
	% at or above NMS	66.9	63.5	59.7	58.2	64.6	65.1	67.3	■	■

Year 9 students by Indigeneity, writing



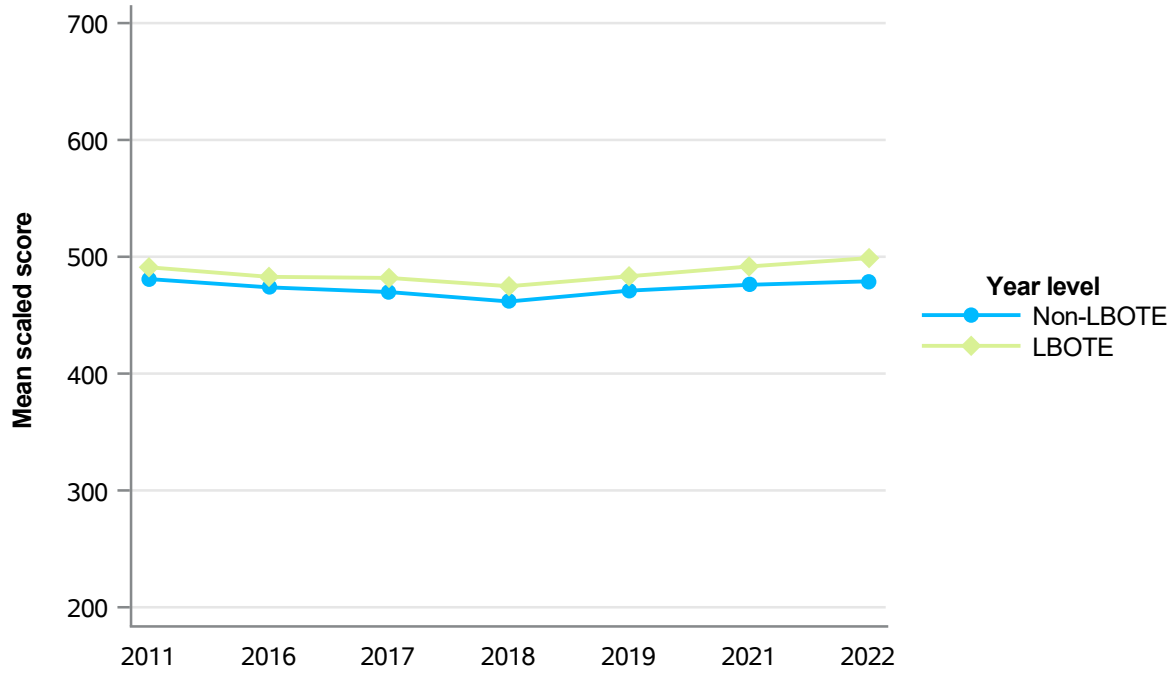
									Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Non-Indigenous	Mean / (S.D.)	570.2 (83.7)	553.5 (73.4)	557.0 (82.0)	547.8 (78.5)	553.5 (74.9)	555.9 (78.1)	564.9 (78.6)	■	■
	% at or above NMS	86.4	84.7	83.5	81.7	84.4	84.4	86.1	■	■
Indigenous	Mean / (S.D.)	483.0 (95.6)	474.3 (97.5)	465.4 (106.8)	456.0 (107.9)	476.6 (96.1)	474.8 (98.7)	487.9 (91.8)	■	▲
	% at or above NMS	55.0	52.7	49.0	45.7	52.9	51.5	55.8	■	■

Year 3 students by language background, writing



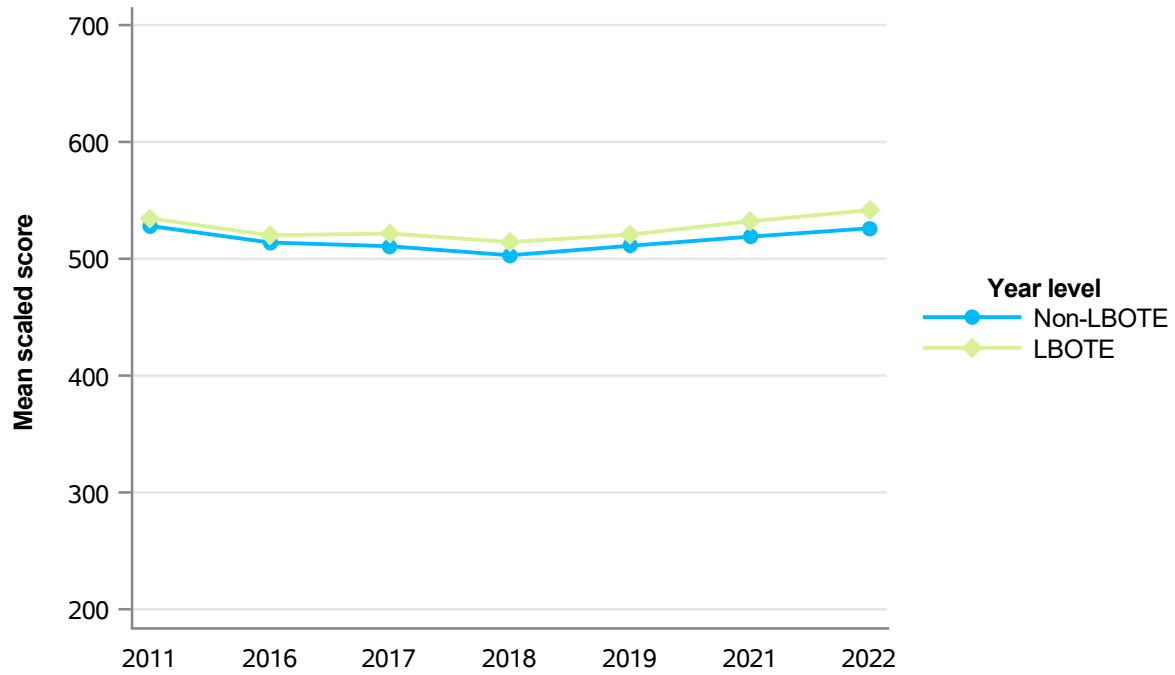
									Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Non-LBOTE	Mean / (S.D.)	414.5 (65.5)	418.5 (60.3)	410.7 (63.6)	404.0 (67.6)	419.8 (61.2)	420.9 (60.5)	417.3 (62.8)	■	■
	% at or above NMS	95.8	96.7	96.0	94.6	96.9	96.8	96.5	■	■
LBOTE	Mean / (S.D.)	423.6 (70.9)	428.9 (65.4)	423.2 (69.2)	417.4 (72.2)	431.1 (66.0)	436.9 (65.1)	434.2 (66.3)	▲	■
	% at or above NMS	93.9	95.4	94.5	94.0	95.7	96.4	95.9	△	■

Year 5 students by language background, writing



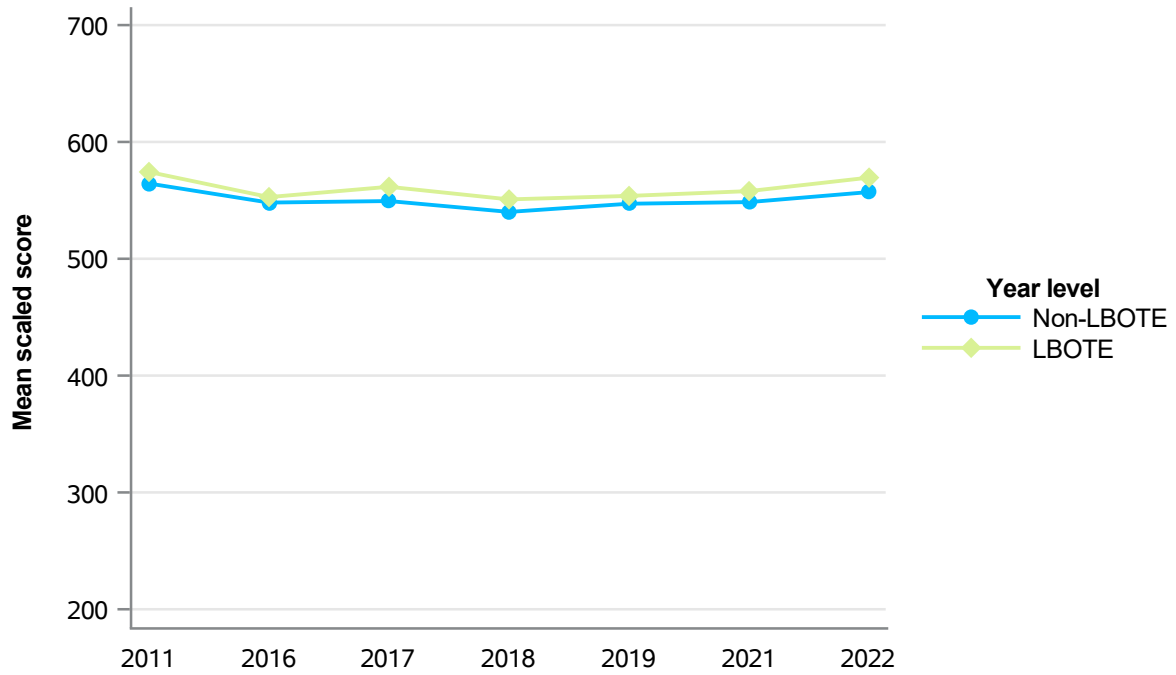
									Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Non-LBOTE	Mean / (S.D.)	480.9 (67.2)	473.8 (60.9)	469.8 (62.3)	461.7 (65.5)	471.0 (62.3)	476.0 (62.5)	479.0 (68.1)	■	■
	% at or above NMS	92.8	93.4	91.8	89.8	92.9	93.3	92.4	■	■
LBOTE	Mean / (S.D.)	491.0 (74.4)	482.8 (68.0)	481.9 (68.7)	474.8 (71.9)	483.3 (68.6)	491.7 (69.4)	498.9 (73.4)	■	■
	% at or above NMS	92.0	92.8	91.7	90.5	92.8	93.8	93.7	■	■

Year 7 students by language background, writing



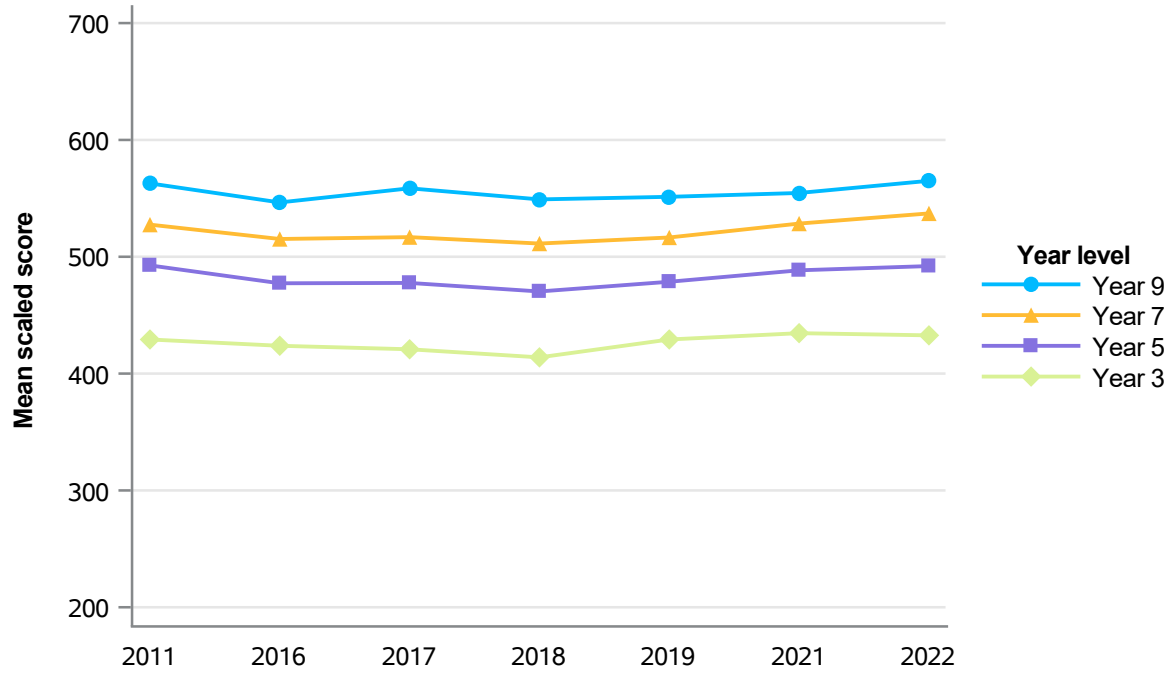
									Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Non-LBOTE	Mean / (S.D.)	528.1 (73.8)	513.9 (68.3)	510.7 (73.6)	503.0 (71.3)	511.1 (68.6)	518.9 (72.1)	526.1 (73.5)	■	■
	% at or above NMS	91.4	89.9	87.8	86.8	89.4	89.5	90.3	■	■
LBOTE	Mean / (S.D.)	534.5 (81.8)	520.1 (76.6)	521.6 (80.6)	514.3 (79.7)	520.7 (76.3)	532.1 (77.9)	541.7 (79.3)	■	■
	% at or above NMS	90.6	89.6	88.6	87.9	89.8	90.9	92.0	■	■

Year 9 students by language background, writing



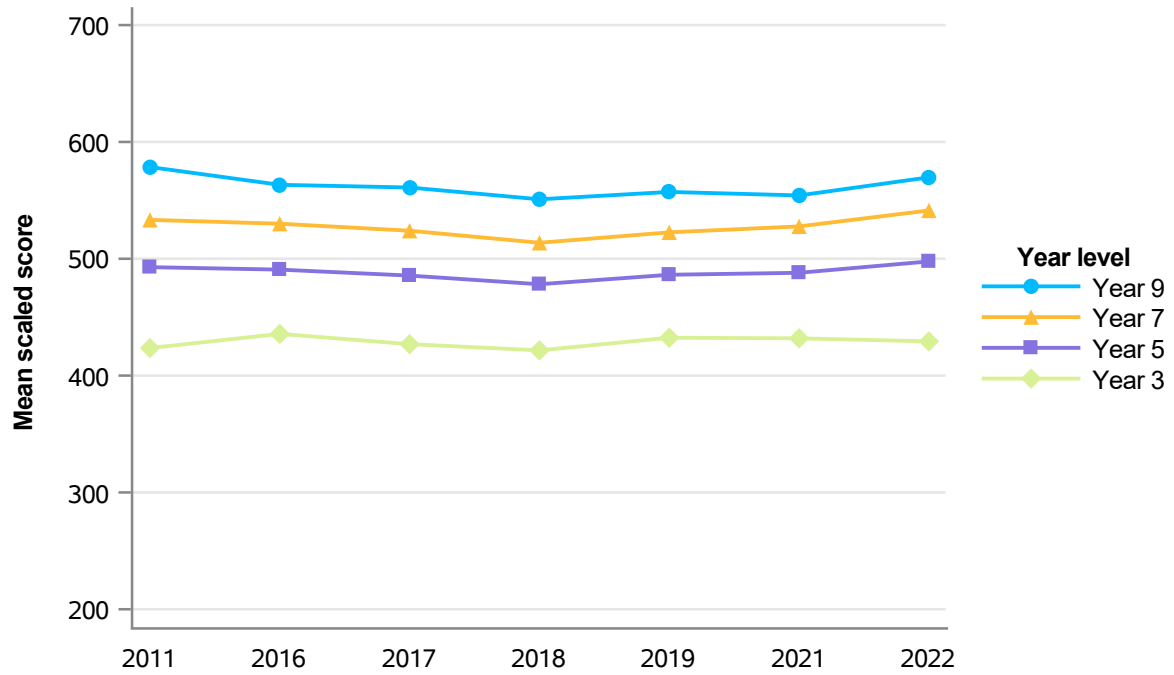
									Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Non-LBOTE	Mean / (S.D.)	564.4 (85.2)	548.1 (74.9)	549.4 (84.6)	540.1 (81.3)	547.1 (77.0)	548.5 (81.2)	557.1 (80.7)	■	■
	% at or above NMS	84.8	83.0	81.2	79.1	82.4	81.7	83.7	■	■
LBOTE	Mean / (S.D.)	574.3 (89.7)	552.8 (82.8)	561.6 (88.9)	550.8 (87.8)	553.8 (82.3)	557.9 (83.8)	569.5 (83.7)	■	▲
	% at or above NMS	85.7	82.6	83.2	81.2	82.6	83.9	85.8	■	■

Students in New South Wales, writing



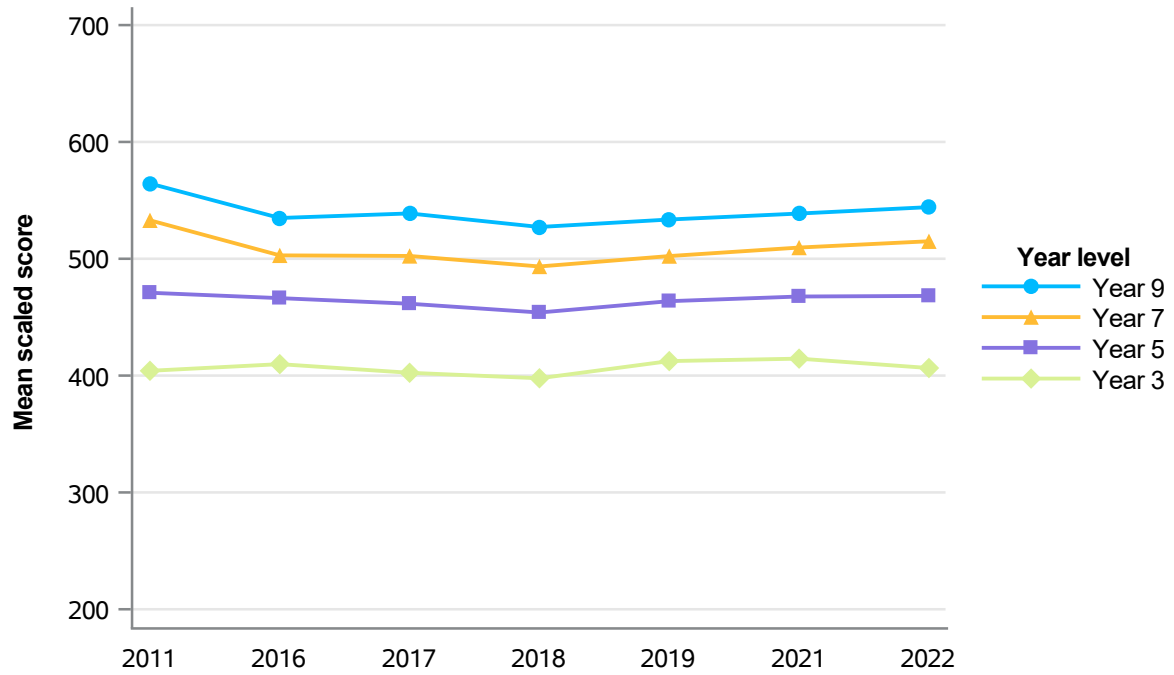
		Scores							Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	562.8 (83.9)	546.5 (76.8)	558.6 (83.0)	549.1 (83.0)	551.3 (77.1)	554.6 (81.7)	565.0 (79.1)	■	■
	% at or above NMS	84.9	82.2	83.7	81.0	83.3	83.4	86.1	■	■
Year 7	Mean / (S.D.)	527.5 (72.9)	515.2 (69.4)	516.8 (73.6)	511.3 (74.0)	516.5 (69.7)	528.4 (73.6)	537.1 (73.1)	■	■
	% at or above NMS	92.1	90.2	89.2	87.9	90.0	90.9	92.3	■	■
Year 5	Mean / (S.D.)	492.6 (63.7)	477.3 (61.3)	477.6 (62.3)	470.3 (66.6)	478.6 (63.3)	488.4 (64.9)	492.0 (69.9)	■	■
	% at or above NMS	95.0	94.1	93.0	91.1	93.8	94.5	93.8	■	■
Year 3	Mean / (S.D.)	429.2 (63.1)	423.8 (59.4)	420.8 (62.1)	413.9 (66.3)	429.2 (58.8)	434.6 (61.7)	432.7 (62.6)	■	■
	% at or above NMS	96.5	97.1	96.5	95.5	97.3	97.3	97.2	■	■

Students in Victoria, writing



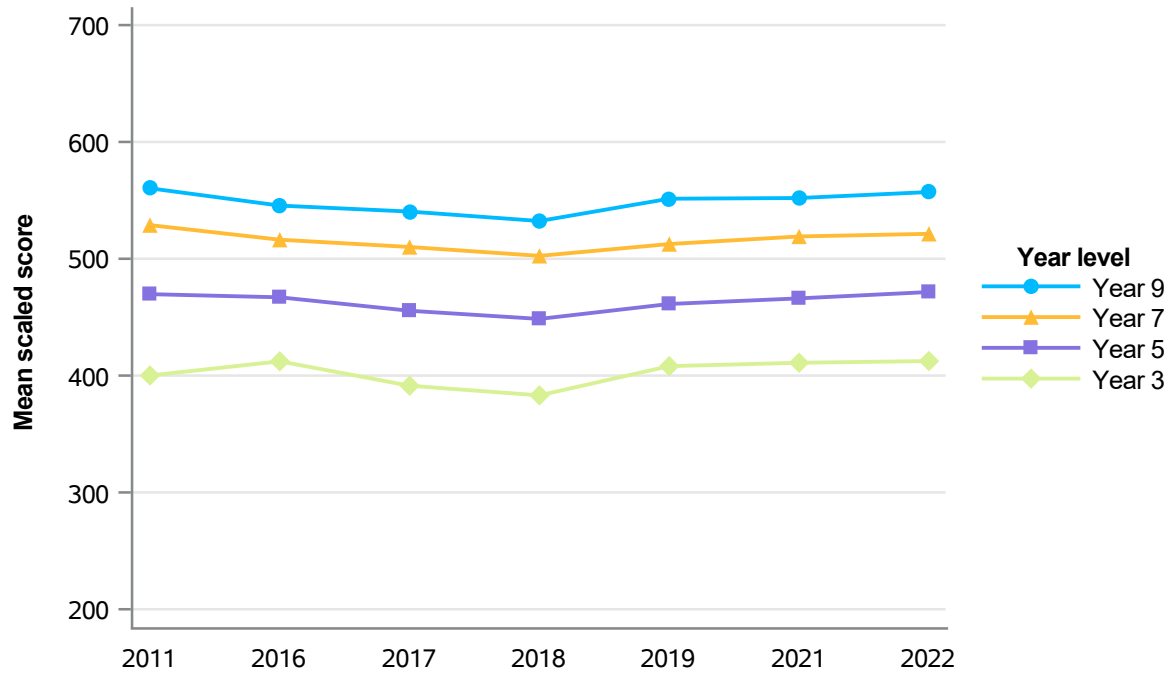
		Scores							Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	578.5 (83.7)	563.3 (71.6)	561.0 (80.3)	550.9 (72.9)	557.2 (69.9)	554.2 (71.6)	569.7 (73.5)	■	▲
	% at or above NMS	87.5	87.1	84.4	83.4	85.8	85.0	87.9	■	■
Year 7	Mean / (S.D.)	533.3 (73.7)	530.0 (65.1)	524.0 (69.3)	513.7 (64.8)	522.6 (63.2)	527.7 (64.2)	541.3 (67.7)	■	▲
	% at or above NMS	91.6	92.8	90.8	90.2	92.6	92.7	93.7	■	■
Year 5	Mean / (S.D.)	492.8 (63.3)	490.7 (57.0)	485.6 (56.3)	478.2 (56.4)	486.3 (56.0)	488.0 (53.8)	497.7 (62.4)	■	■
	% at or above NMS	94.4	95.0	94.2	93.4	95.3	96.0	95.4	■	■
Year 3	Mean / (S.D.)	423.6 (58.7)	435.7 (55.9)	426.9 (57.6)	421.6 (59.5)	432.4 (58.8)	431.9 (52.3)	429.3 (56.9)	■	■
	% at or above NMS	96.2	96.7	96.3	95.7	96.6	97.7	96.9	■	■

Students in Queensland, writing



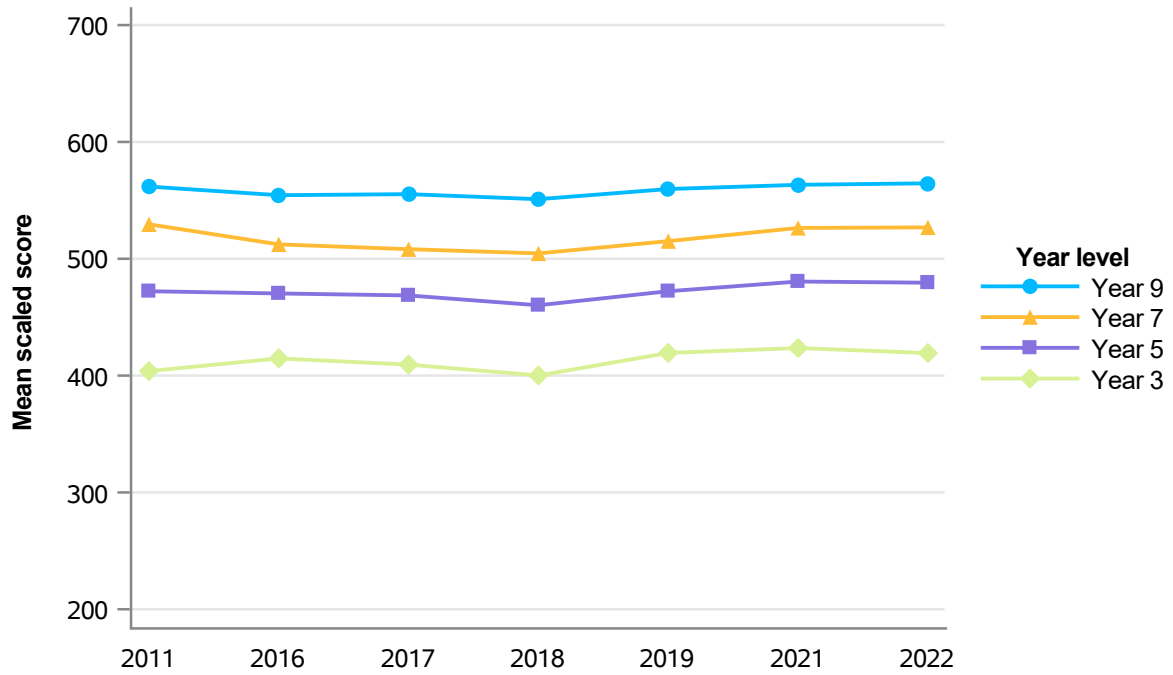
Students		Scores							Nature of difference	
		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	564.4 (84.4)	534.9 (74.3)	538.8 (86.4)	527.2 (83.2)	533.6 (80.8)	538.7 (88.2)	544.2 (88.5)	▼	■
	% at or above NMS	85.0	78.6	77.2	74.2	77.5	76.7	77.9	▽	■
Year 7	Mean / (S.D.)	532.9 (74.9)	502.9 (68.1)	502.4 (76.2)	493.4 (73.2)	502.3 (71.6)	509.6 (77.2)	515.0 (79.6)	▼	■
	% at or above NMS	91.6	87.3	84.8	83.7	86.7	86.3	87.1	▽	■
Year 5	Mean / (S.D.)	470.9 (71.4)	466.3 (62.5)	461.5 (65.1)	454.0 (69.4)	463.7 (65.2)	467.7 (66.7)	468.2 (72.5)	■	■
	% at or above NMS	90.2	92.2	89.7	87.5	91.1	91.2	89.9	■	■
Year 3	Mean / (S.D.)	404.1 (70.8)	409.8 (61.9)	402.4 (65.8)	397.7 (71.2)	412.4 (64.2)	414.5 (65.9)	406.5 (68.1)	■	■
	% at or above NMS	94.3	96.4	95.5	94.0	96.2	96.2	95.2	■	■

Students in South Australia, writing



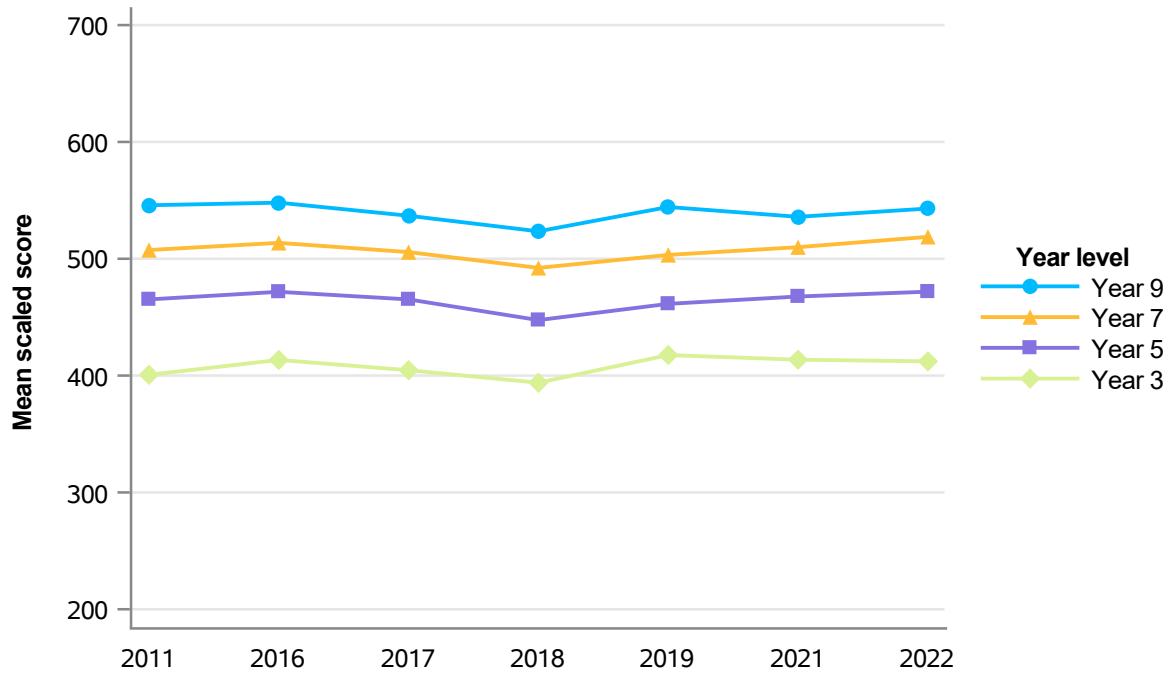
Students		Scores							Nature of difference	
		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	560.3 (89.2)	545.5 (74.6)	540.4 (87.2)	532.3 (84.4)	551.4 (79.8)	552.0 (82.3)	557.1 (83.7)	■	■
	% at or above NMS	82.2	81.5	77.3	75.0	81.4	81.1	81.6	■	■
Year 7	Mean / (S.D.)	528.8 (74.3)	516.3 (67.4)	510.1 (73.5)	502.5 (72.2)	512.6 (70.9)	519.1 (73.8)	521.3 (75.7)	■	■
	% at or above NMS	91.2	90.1	87.4	86.3	88.5	88.4	88.4	■	■
Year 5	Mean / (S.D.)	469.7 (69.8)	467.0 (61.4)	455.5 (64.6)	448.5 (68.3)	461.3 (64.9)	466.1 (66.1)	471.5 (68.6)	■	■
	% at or above NMS	90.3	91.7	88.0	85.5	89.5	90.4	90.5	■	■
Year 3	Mean / (S.D.)	400.1 (66.0)	412.2 (61.2)	391.3 (66.2)	383.1 (70.0)	408.1 (61.6)	411.0 (60.5)	412.4 (61.2)	▲	■
	% at or above NMS	94.1	95.2	93.1	91.6	95.1	95.3	95.5	■	■

Students in Western Australia, writing



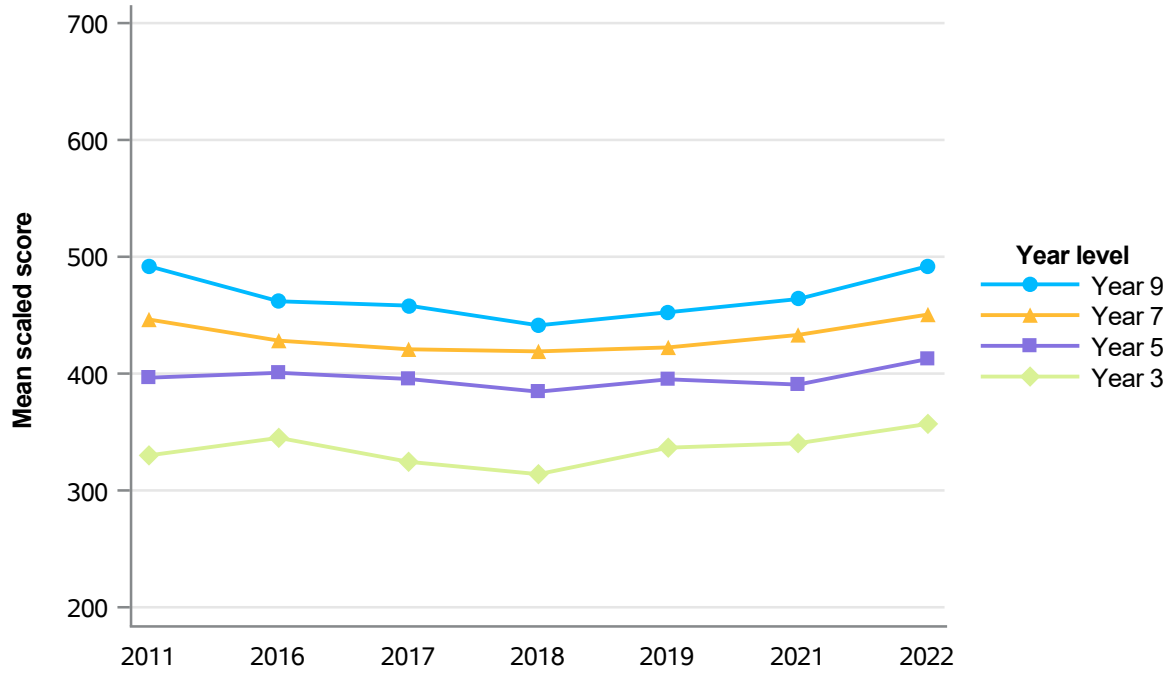
		Scores							Nature of difference	
Students		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	561.8 (89.0)	554.4 (75.7)	555.3 (86.8)	551.0 (82.6)	559.7 (77.4)	563.3 (76.0)	564.6 (79.3)	■	■
	% at or above NMS	83.1	85.2	83.8	82.9	85.8	87.4	86.6	■	■
Year 7	Mean / (S.D.)	529.5 (75.6)	512.3 (72.0)	508.2 (79.5)	504.6 (77.1)	515.1 (72.6)	526.4 (74.5)	526.9 (75.5)	■	■
	% at or above NMS	91.3	89.1	87.2	86.6	89.3	90.6	90.6	■	■
Year 5	Mean / (S.D.)	472.2 (72.8)	470.3 (63.6)	468.6 (66.5)	460.2 (71.4)	472.2 (66.1)	480.5 (66.9)	479.5 (71.0)	■	■
	% at or above NMS	90.5	92.9	91.4	88.7	92.4	93.1	92.0	■	■
Year 3	Mean / (S.D.)	403.9 (67.7)	414.7 (63.8)	409.4 (69.9)	400.1 (73.2)	419.4 (63.4)	423.6 (63.7)	419.3 (65.9)	▲	■
	% at or above NMS	94.8	95.8	94.9	93.2	96.3	96.6	96.2	■	■

Students in Tasmania, writing



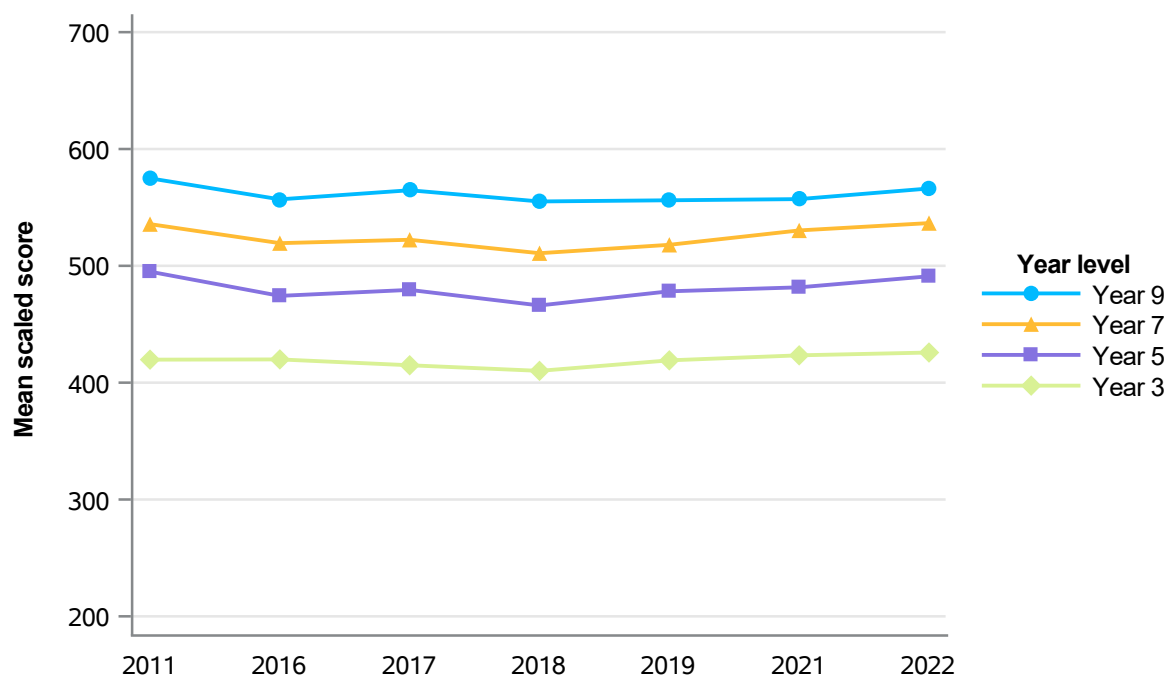
Students		Scores							Nature of difference	
		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	545.8 (92.5)	548.0 (77.5)	536.8 (93.1)	523.5 (86.9)	544.3 (81.8)	535.9 (89.9)	543.0 (87.9)	■	■
	% at or above NMS	77.0	82.4	75.9	73.9	80.1	77.7	78.2	■	■
Year 7	Mean / (S.D.)	507.5 (81.8)	513.6 (74.1)	505.7 (80.2)	492.2 (73.8)	503.3 (73.9)	509.9 (75.3)	518.8 (75.7)	■	■
	% at or above NMS	84.3	88.2	85.8	83.5	86.9	86.8	88.6	△	■
Year 5	Mean / (S.D.)	465.2 (69.2)	471.7 (64.3)	465.2 (68.5)	447.5 (68.8)	461.4 (65.5)	467.7 (65.1)	471.8 (69.6)	■	■
	% at or above NMS	90.3	92.3	89.6	85.8	90.5	91.4	90.5	■	■
Year 3	Mean / (S.D.)	400.7 (66.1)	413.4 (63.9)	404.6 (68.3)	393.9 (71.7)	417.6 (64.3)	413.6 (62.0)	412.2 (66.1)	■	■
	% at or above NMS	95.2	96.1	95.1	92.6	95.8	95.9	94.9	■	■

Students in Northern Territory, writing



Students		Scores							Nature of difference	
		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	491.9 (137.9)	461.9 (142.9)	458.2 (153.7)	441.3 (162.2)	452.5 (141.4)	463.8 (139.9)	492.0 (120.4)	■	■
	% at or above NMS	57.5	52.2	50.6	48.7	49.1	50.8	58.6	■	■
Year 7	Mean / (S.D.)	446.3 (132.6)	428.2 (134.9)	420.8 (140.4)	419.0 (146.2)	422.4 (131.5)	433.1 (131.3)	450.5 (123.0)	■	■
	% at or above NMS	59.2	58.1	55.7	56.7	56.9	57.2	61.5	■	■
Year 5	Mean / (S.D.)	396.5 (116.8)	400.7 (119.8)	395.4 (116.8)	384.5 (124.9)	395.1 (118.5)	390.6 (114.4)	412.5 (113.5)	■	■
	% at or above NMS	61.7	65.0	62.5	61.6	63.6	60.8	66.6	■	■
Year 3	Mean / (S.D.)	330.0 (110.1)	345.0 (116.0)	324.5 (118.5)	313.9 (122.8)	336.6 (120.3)	340.4 (118.0)	357.0 (104.7)	▲	■
	% at or above NMS	70.4	76.0	71.7	67.8	72.3	72.9	75.3	■	■

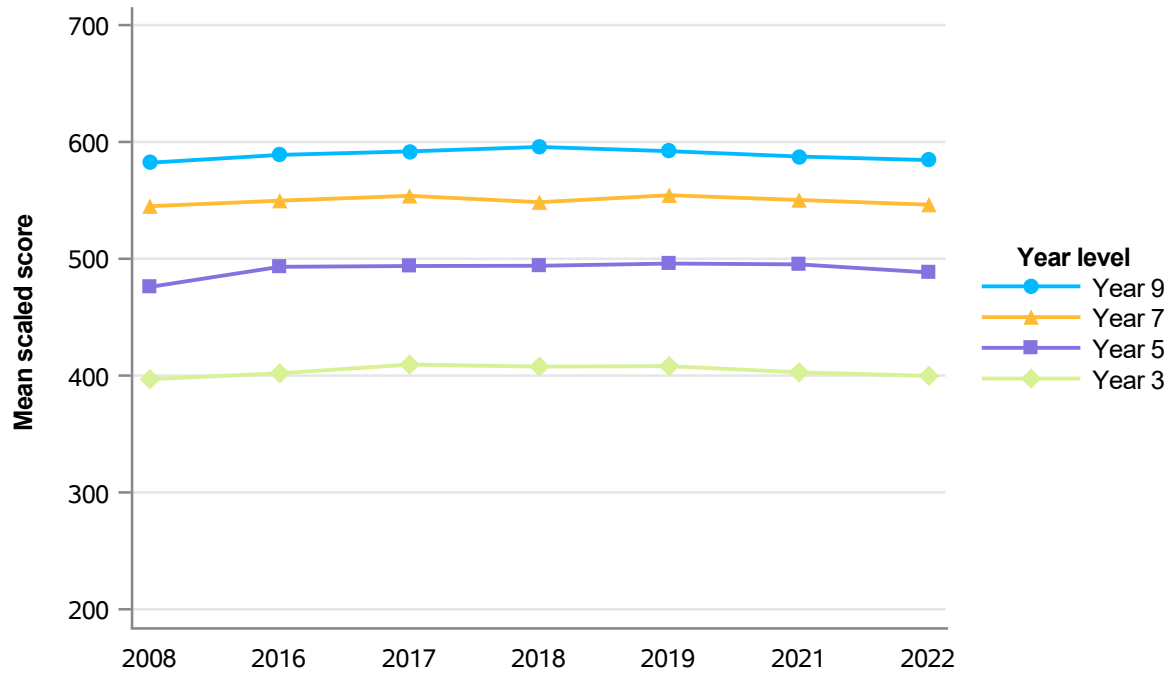
Students in Australian Capital Territory, writing



Students		Scores							Nature of difference	
		2011	2016	2017	2018	2019	2021	2022	2011 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	574.9 (91.6)	556.9 (75.1)	564.7 (85.0)	555.1 (79.0)	556.1 (79.8)	557.1 (83.0)	566.2 (74.8)	■	■
	% at or above NMS	85.5	85.7	84.7	83.5	85.2	84.7	87.4	■	■
Year 7	Mean / (S.D.)	535.7 (76.5)	519.4 (66.0)	522.3 (73.6)	510.8 (68.4)	518.0 (69.3)	530.3 (68.8)	536.6 (69.7)	■	■
	% at or above NMS	91.8	91.5	90.2	88.8	90.0	92.4	92.8	■	■
Year 5	Mean / (S.D.)	495.0 (68.2)	474.3 (57.9)	479.4 (60.4)	466.1 (63.1)	478.2 (60.1)	481.6 (63.7)	491.0 (64.6)	■	■
	% at or above NMS	93.7	94.2	93.6	91.5	94.0	94.3	95.3	■	■
Year 3	Mean / (S.D.)	419.7 (64.6)	419.9 (57.7)	414.9 (63.8)	410.1 (63.7)	419.1 (59.8)	423.4 (56.3)	425.8 (58.7)	■	■
	% at or above NMS	96.2	97.2	96.0	95.6	96.3	97.3	97.5	■	■

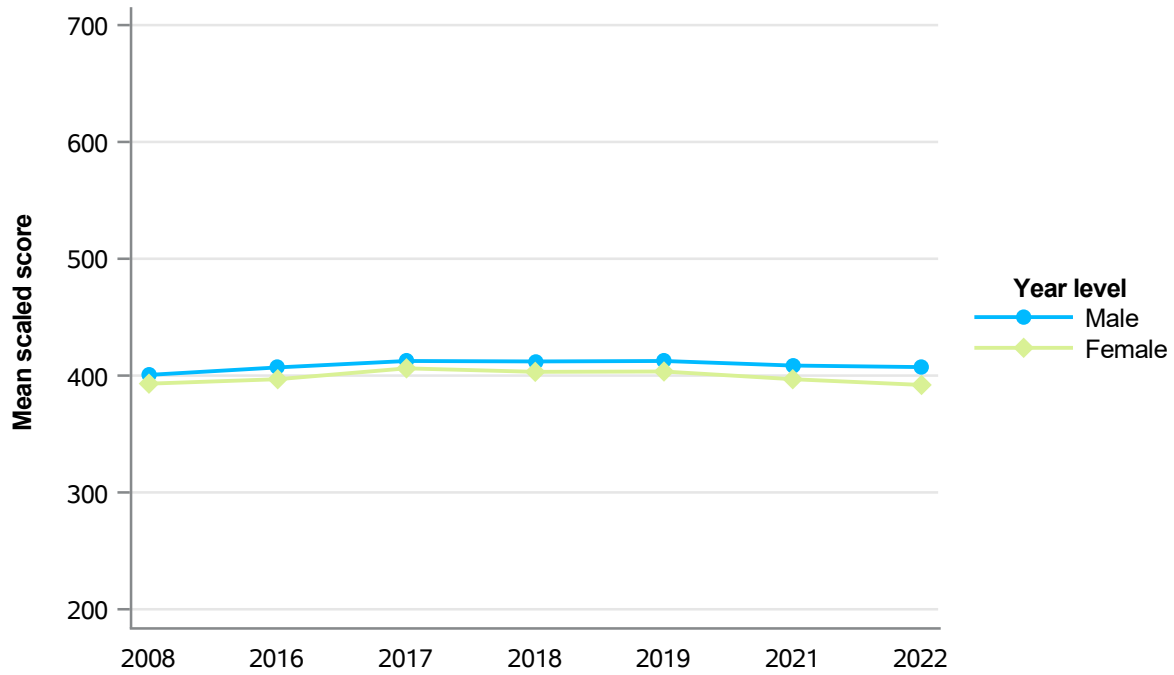
Numeracy

Students in Australia, numeracy



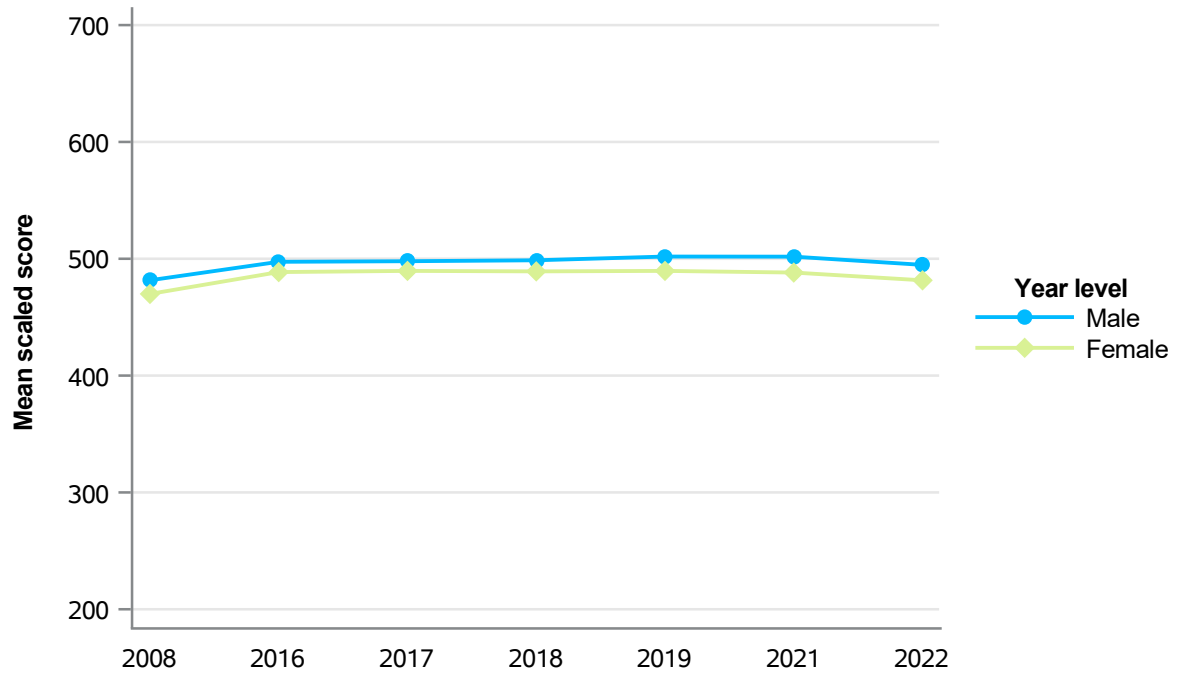
Students		Scores							Nature of difference	
		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	582.2 (70.2)	588.9 (66.8)	591.9 (63.5)	595.7 (66.3)	592.1 (63.9)	587.5 (64.2)	584.4 (62.1)	■	■
	% at or above NMS	93.6	95.2	95.8	95.5	96.0	94.7	95.0	■	■
Year 7	Mean / (S.D.)	545.0 (73.2)	549.7 (70.4)	553.9 (71.1)	548.4 (69.1)	554.4 (75.5)	550.3 (77.3)	546.3 (80.0)	■	■
	% at or above NMS	95.4	95.5	95.4	95.6	94.3	93.2	92.0	▽	■
Year 5	Mean / (S.D.)	475.9 (68.8)	493.1 (70.6)	493.8 (65.5)	494.0 (65.4)	495.9 (67.1)	495.2 (67.3)	488.3 (65.6)	▲	▽
	% at or above NMS	92.7	94.3	95.4	95.7	95.4	95.0	95.1	△	■
Year 3	Mean / (S.D.)	396.9 (70.4)	402.0 (73.4)	409.4 (73.9)	407.7 (71.6)	408.1 (73.9)	402.8 (72.6)	399.8 (74.8)	■	■
	% at or above NMS	95.0	95.5	95.4	95.8	95.5	95.4	95.0	■	■

Year 3 students by gender, numeracy



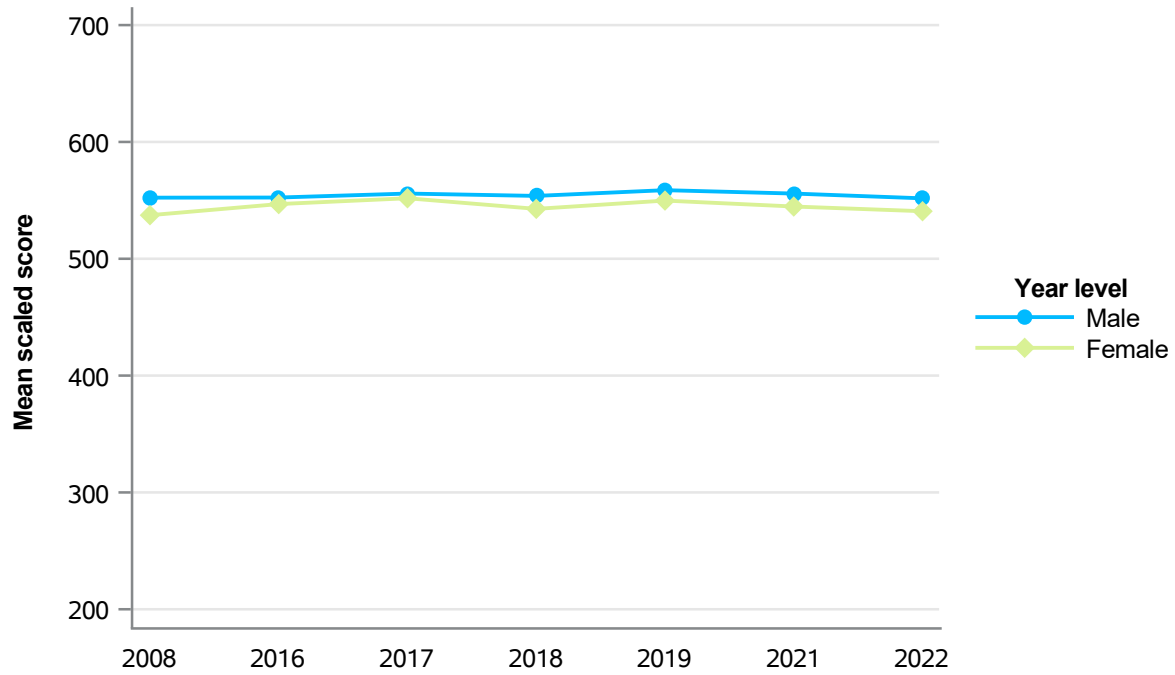
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Male	Mean / (S.D.)	400.6 (72.8)	407.0 (75.3)	412.5 (76.5)	412.1 (73.6)	412.5 (76.6)	408.6 (75.2)	407.3 (77.6)	■	■
	% at or above NMS	94.6	95.1	94.8	95.3	95.1	95.0	94.6	■	■
Female	Mean / (S.D.)	393.1 (67.6)	396.9 (71.0)	406.2 (71.1)	403.2 (69.2)	403.5 (70.6)	396.9 (69.2)	392.0 (70.9)	■	■
	% at or above NMS	95.5	96.0	96.1	96.4	96.0	95.9	95.4	■	■

Year 5 students by gender, numeracy



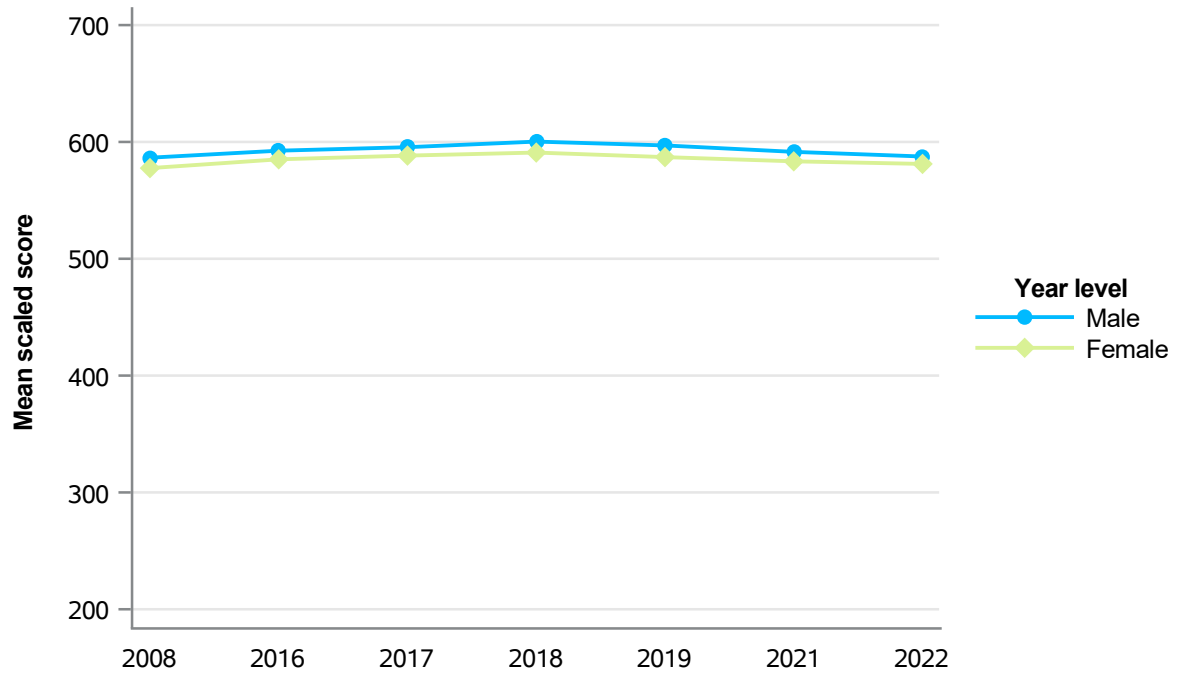
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Male	Mean / (S.D.)	481.6 (70.5)	497.4 (73.0)	497.9 (68.1)	498.7 (68.0)	501.9 (70.0)	501.8 (69.5)	494.8 (67.9)	▲	▼
	% at or above NMS	92.8	93.9	94.8	95.1	94.8	94.7	94.8	△	■
Female	Mean / (S.D.)	469.9 (66.4)	488.6 (67.6)	489.6 (62.4)	489.2 (62.1)	489.6 (63.3)	488.2 (64.3)	481.5 (62.4)	▲	▼
	% at or above NMS	92.5	94.7	95.9	96.3	96.0	95.3	95.4	△	■

Year 7 students by gender, numeracy



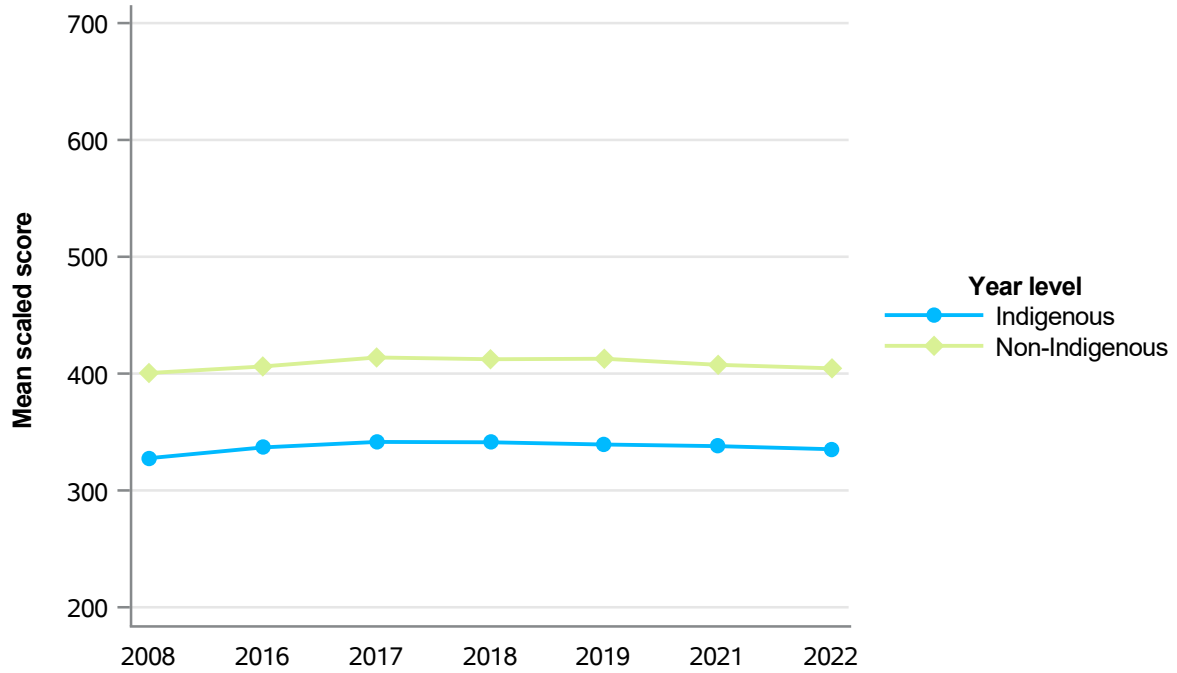
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Male	Mean / (S.D.)	552.3 (75.8)	552.4 (73.2)	555.8 (73.8)	553.8 (71.6)	558.7 (78.1)	555.8 (80.5)	551.7 (83.1)	■	▽
	% at or above NMS	95.4	94.8	94.6	95.2	93.8	92.5	91.4	▽	■
Female	Mean / (S.D.)	537.3 (69.6)	546.8 (67.2)	551.8 (68.2)	542.7 (65.9)	549.8 (72.5)	544.7 (73.3)	540.7 (76.3)	■	■
	% at or above NMS	95.3	96.2	96.2	96.0	94.9	93.8	92.6	▽	■

Year 9 students by gender, numeracy



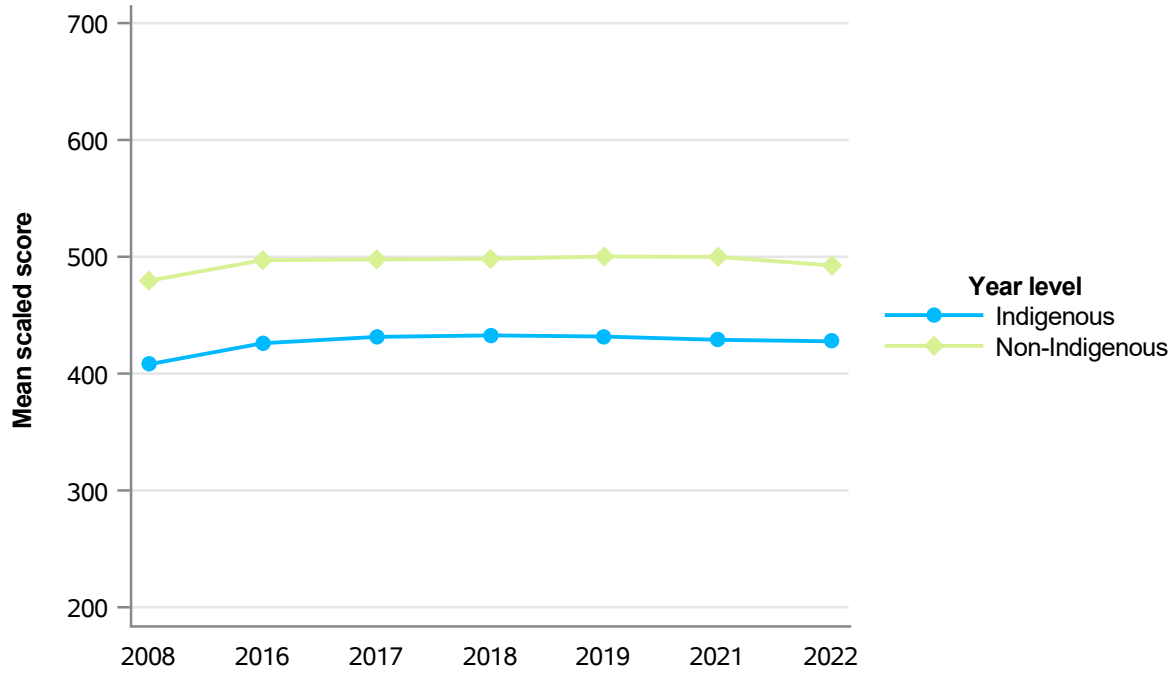
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Male	Mean / (S.D.)	586.5 (72.0)	592.5 (69.5)	595.5 (65.3)	600.3 (68.3)	597.0 (66.4)	591.5 (66.6)	587.5 (64.6)	■	▽
	% at or above NMS	93.7	94.7	95.3	95.1	95.5	94.1	94.4	■	■
Female	Mean / (S.D.)	577.6 (68.1)	585.1 (63.5)	588.3 (61.4)	590.9 (63.7)	587.0 (60.7)	583.4 (61.3)	581.2 (59.1)	■	■
	% at or above NMS	93.6	95.7	96.3	95.9	96.5	95.3	95.7	△	■

Year 3 students by Indigeneity, numeracy



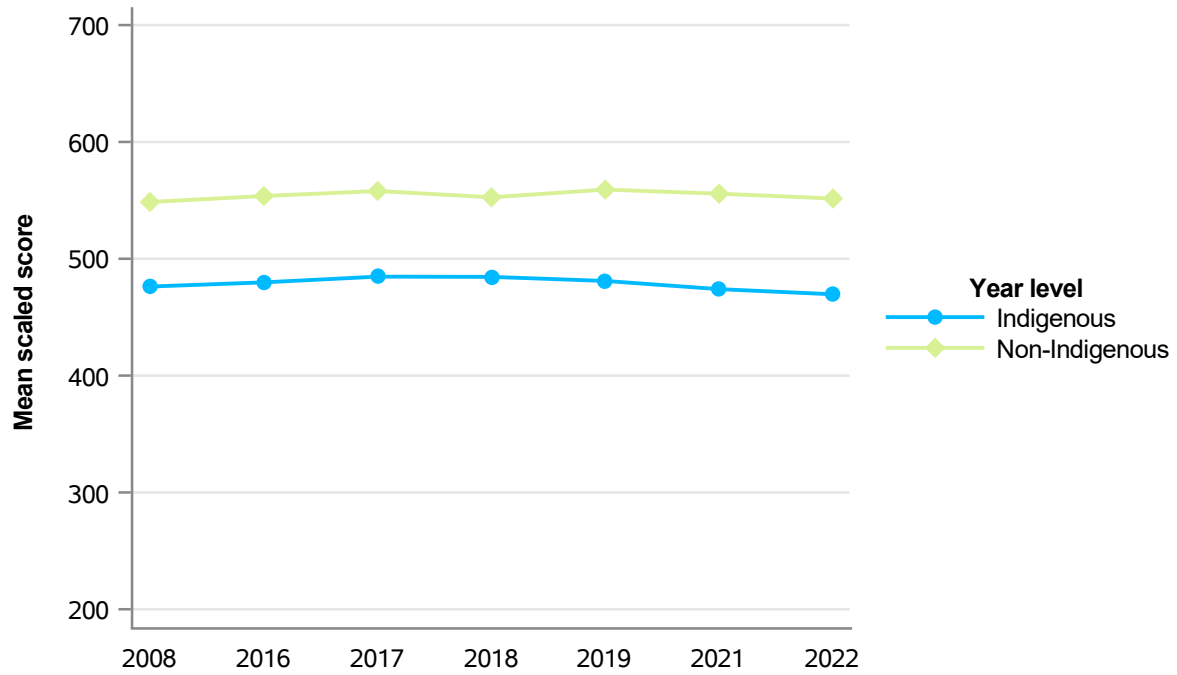
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-Indigenous	Mean / (S.D.)	400.5 (68.4)	406.1 (71.6)	413.8 (71.8)	412.3 (69.4)	412.7 (71.5)	407.5 (70.4)	404.5 (72.9)	■	■
	% at or above NMS	96.0	96.4	96.3	96.7	96.5	96.5	96.1	■	■
Indigenous	Mean / (S.D.)	327.6 (70.6)	336.8 (71.3)	341.5 (73.5)	341.2 (71.8)	339.3 (74.6)	337.9 (71.2)	335.2 (70.0)	■	■
	% at or above NMS	78.6	82.6	82.2	83.1	80.9	80.5	79.6	■	■

Year 5 students by Indigeneity, numeracy



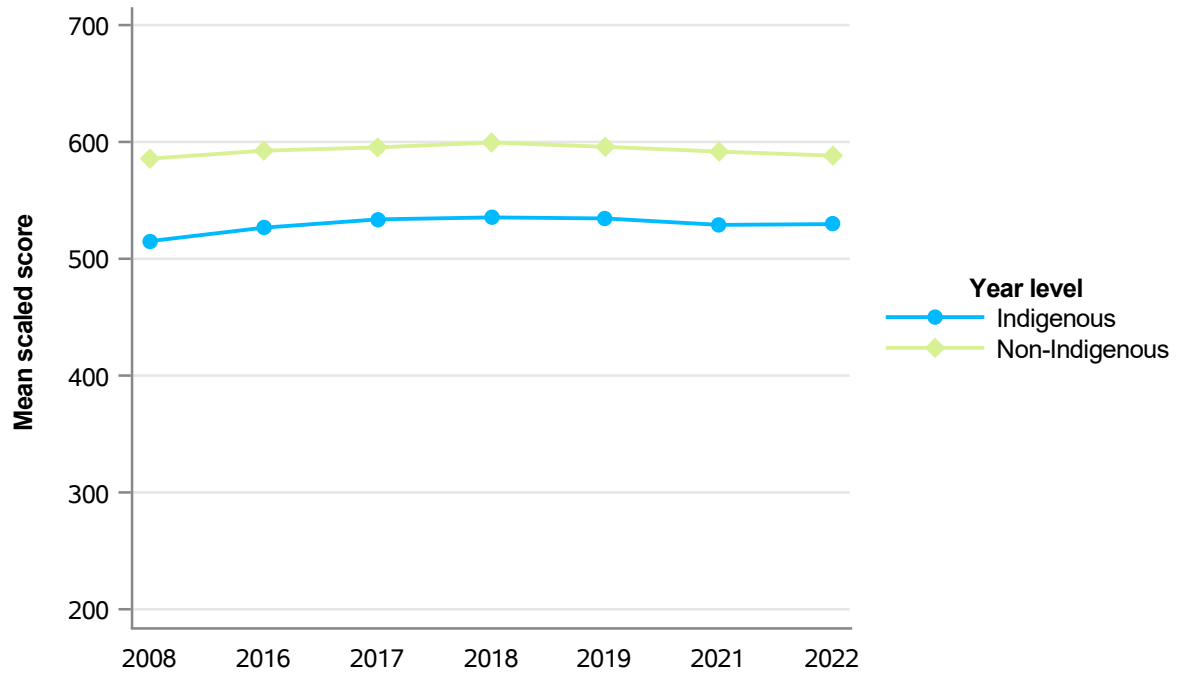
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-Indigenous	Mean / (S.D.)	479.5 (66.9)	497.1 (68.6)	497.7 (63.7)	498.2 (63.4)	500.2 (64.9)	499.9 (64.9)	492.5 (63.7)	▲	▼
	% at or above NMS	94.0	95.5	96.3	96.7	96.5	96.3	96.3	△	■
Indigenous	Mean / (S.D.)	408.0 (65.8)	426.0 (67.7)	431.4 (62.9)	432.7 (64.1)	431.7 (65.6)	428.9 (68.5)	427.6 (60.9)	▲	■
	% at or above NMS	69.2	76.1	80.2	81.4	79.5	76.2	78.2	△	■

Year 7 students by Indigeneity, numeracy



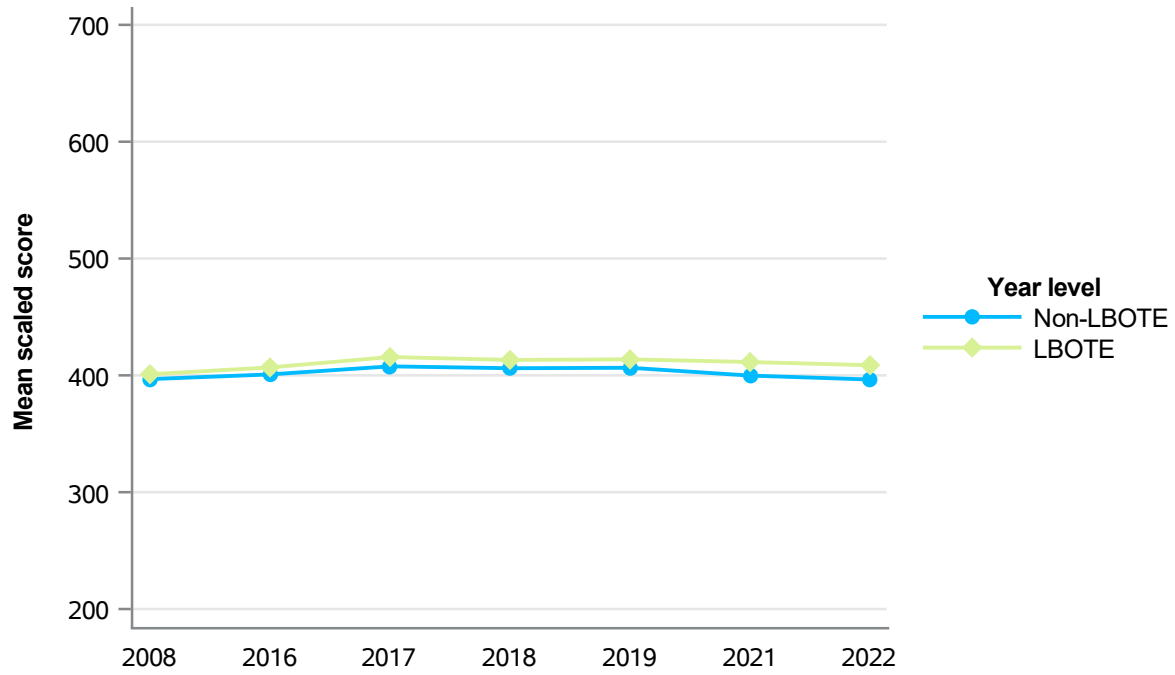
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-Indigenous	Mean / (S.D.)	548.6 (71.6)	553.7 (68.4)	558.0 (69.1)	552.6 (67.3)	559.2 (73.2)	555.7 (74.3)	551.6 (77.3)	■	▽
	% at or above NMS	96.4	96.5	96.3	96.4	95.6	94.7	93.6	▽	■
Indigenous	Mean / (S.D.)	476.2 (67.2)	479.8 (66.6)	484.7 (67.9)	484.5 (64.8)	481.0 (72.5)	474.0 (77.5)	469.6 (77.5)	■	■
	% at or above NMS	78.6	79.4	79.9	82.1	76.0	71.2	69.1	▽	■

Year 9 students by Indigeneity, numeracy



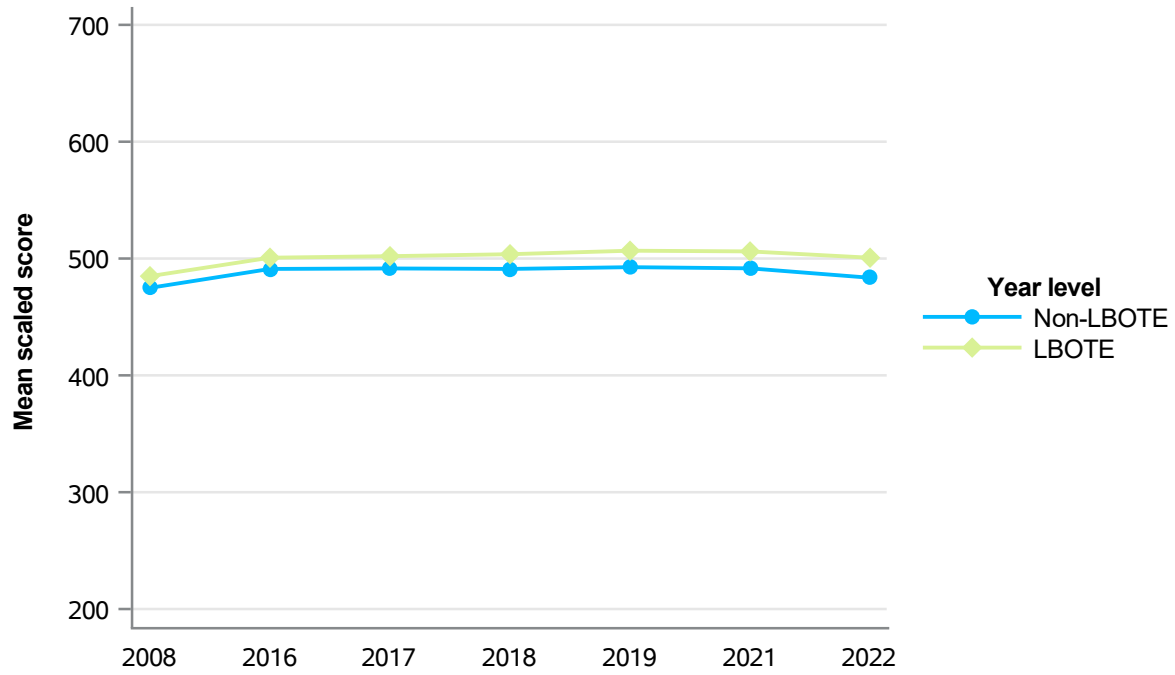
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-Indigenous	Mean / (S.D.)	585.7 (68.7)	592.5 (65.3)	595.3 (62.1)	599.5 (64.6)	595.8 (62.5)	591.7 (62.6)	588.3 (60.8)	■	▽
	% at or above NMS	94.8	96.1	96.5	96.3	96.8	95.8	96.0	■	■
Indigenous	Mean / (S.D.)	515.1 (65.6)	526.6 (61.5)	533.7 (57.8)	535.4 (64.6)	534.5 (56.9)	529.0 (58.6)	529.7 (53.7)	▲	■
	% at or above NMS	72.5	79.7	84.0	83.0	84.1	78.5	80.9	△	■

Year 3 students by language background, numeracy



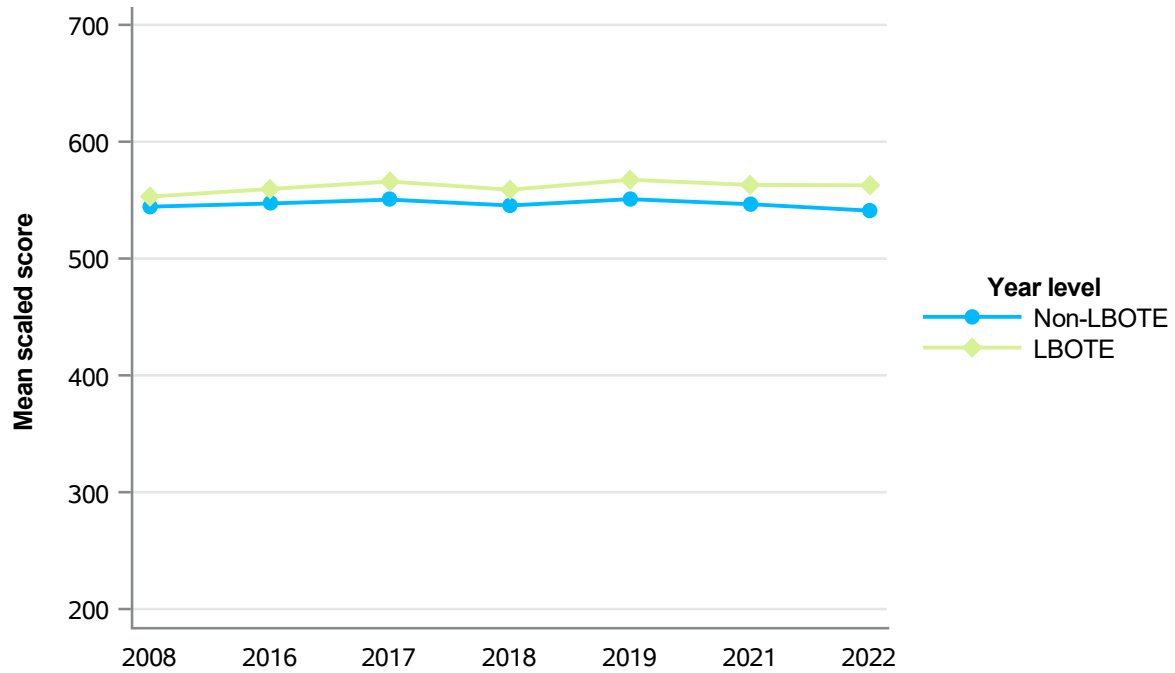
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-LBOTE	Mean / (S.D.)	396.8 (69.1)	400.8 (70.9)	407.7 (71.1)	406.1 (68.9)	406.5 (70.7)	399.8 (69.1)	396.4 (71.4)	■	■
	% at or above NMS	95.6	96.0	96.0	96.3	96.3	95.8	95.4	■	■
LBOTE	Mean / (S.D.)	401.0 (75.1)	406.8 (79.8)	415.7 (80.6)	413.2 (77.6)	413.7 (80.6)	411.4 (79.0)	408.7 (81.1)	■	■
	% at or above NMS	93.0	94.3	93.9	94.7	94.5	94.7	94.3	■	■

Year 5 students by language background, numeracy



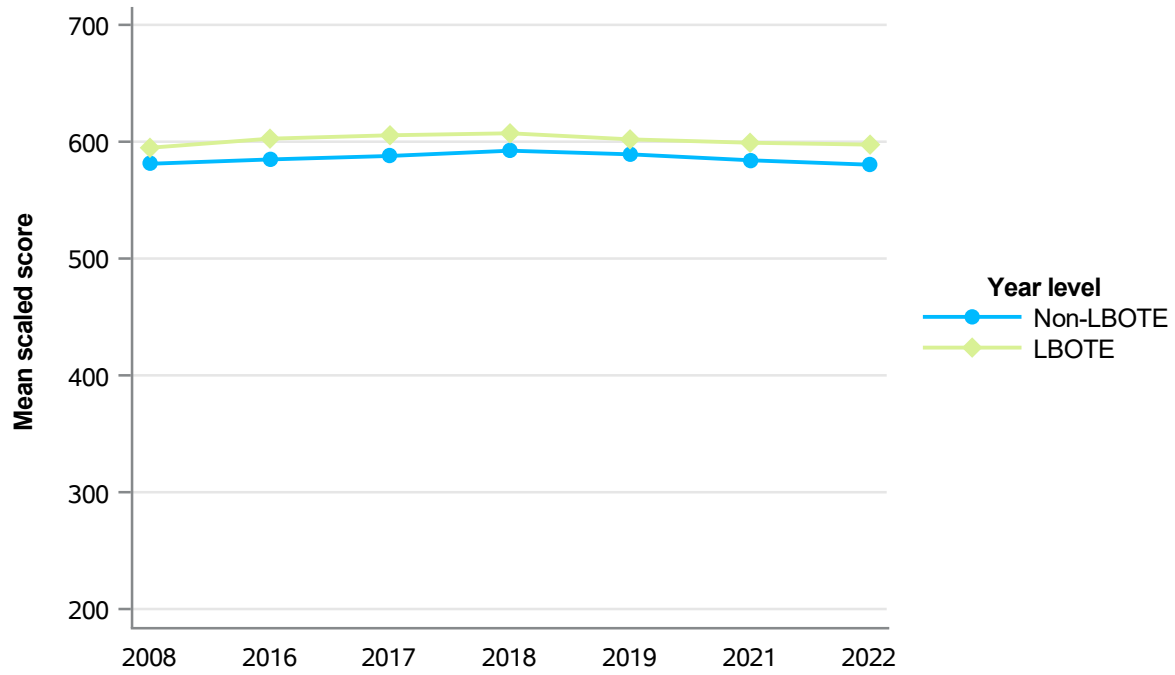
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-LBOTE	Mean / (S.D.)	474.9 (66.1)	491.1 (67.0)	491.5 (62.4)	491.1 (61.7)	492.6 (63.1)	491.6 (62.9)	483.5 (60.7)	■	▽
	% at or above NMS	93.4	94.8	95.9	96.2	95.9	95.5	95.4	△	■
LBOTE	Mean / (S.D.)	484.9 (78.9)	500.7 (79.6)	502.0 (72.9)	503.7 (73.9)	506.7 (76.3)	506.1 (76.1)	500.7 (74.1)	▲	▽
	% at or above NMS	90.7	93.1	94.1	94.5	94.3	94.2	94.6	△	■

Year 7 students by language background, numeracy



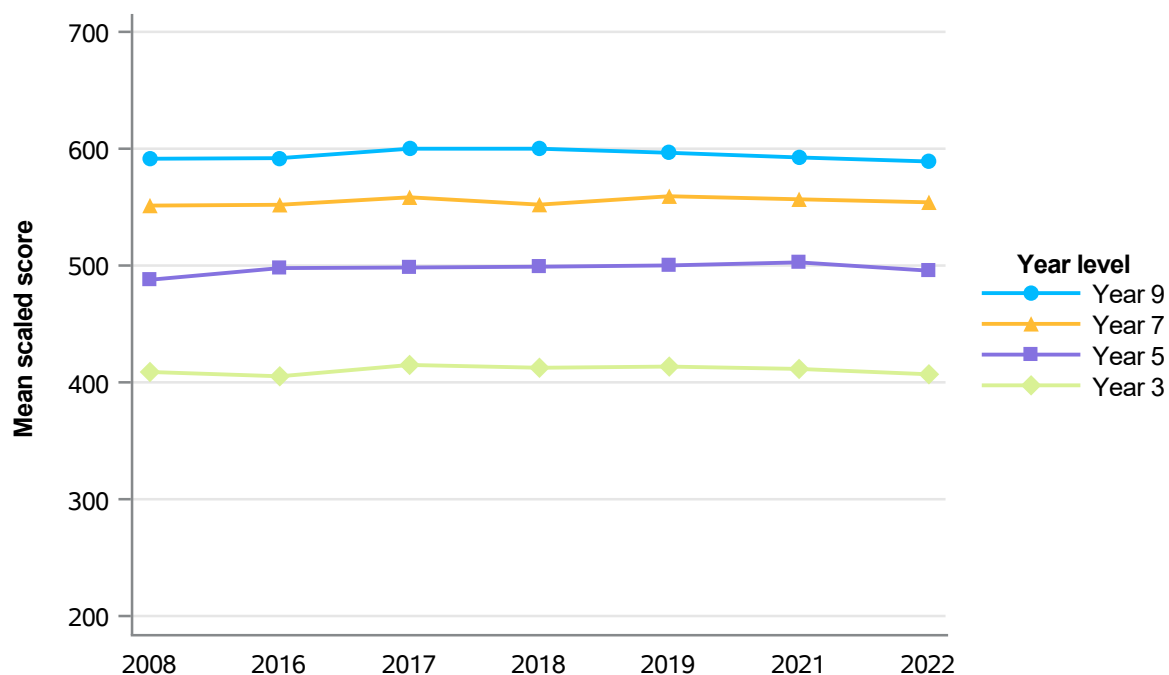
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-LBOTE	Mean / (S.D.)	544.4 (70.3)	547.1 (66.1)	550.4 (66.7)	545.4 (65.0)	550.8 (71.3)	546.5 (73.1)	541.0 (75.0)	■	▽
	% at or above NMS	96.0	95.9	95.8	96.0	94.8	93.4	92.1	▽	■
LBOTE	Mean / (S.D.)	553.0 (84.8)	559.5 (81.7)	565.9 (81.9)	558.9 (79.5)	567.4 (86.1)	563.0 (87.0)	562.7 (90.0)	▲	■
	% at or above NMS	93.6	94.4	94.4	94.5	93.5	92.8	92.1	■	■

Year 9 students by language background, numeracy



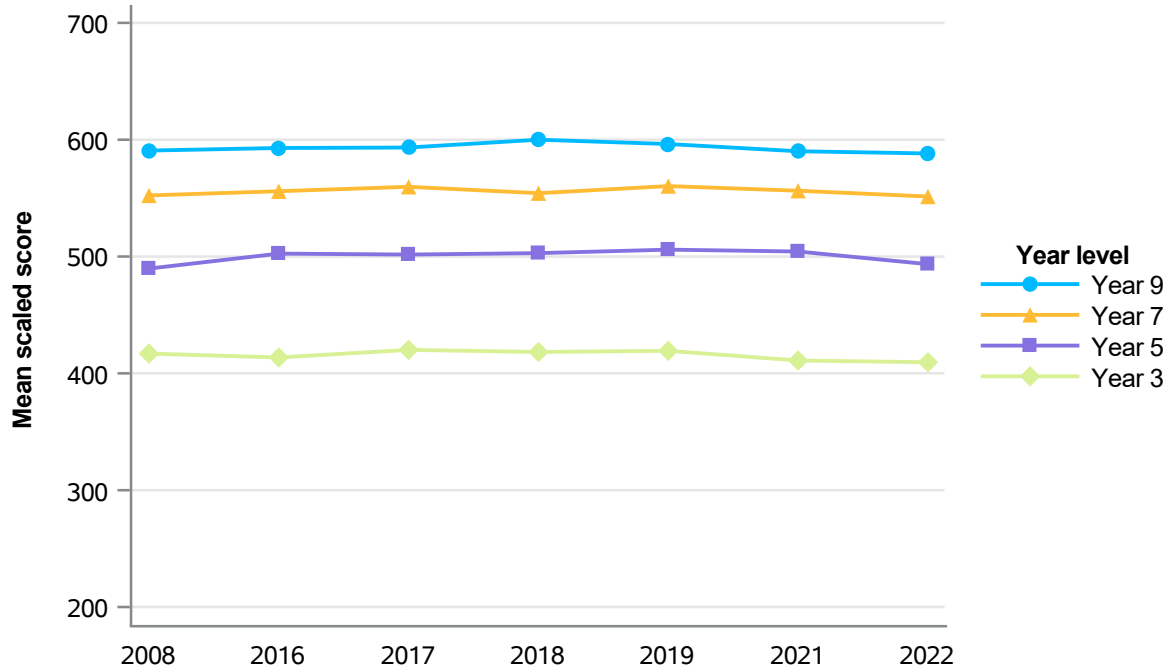
									Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Non-LBOTE	Mean / (S.D.)	581.1 (67.3)	584.8 (62.0)	587.8 (59.8)	592.3 (62.5)	589.2 (60.7)	584.1 (60.4)	580.3 (58.4)	■	▽
	% at or above NMS	94.2	95.4	96.0	95.8	96.3	94.8	95.1	■	■
LBOTE	Mean / (S.D.)	594.8 (80.9)	602.6 (78.7)	605.5 (72.1)	607.2 (76.1)	602.0 (72.1)	599.1 (73.7)	597.5 (70.2)	■	■
	% at or above NMS	93.0	94.4	95.1	94.6	95.3	94.4	95.1	△	■

Students in New South Wales, numeracy



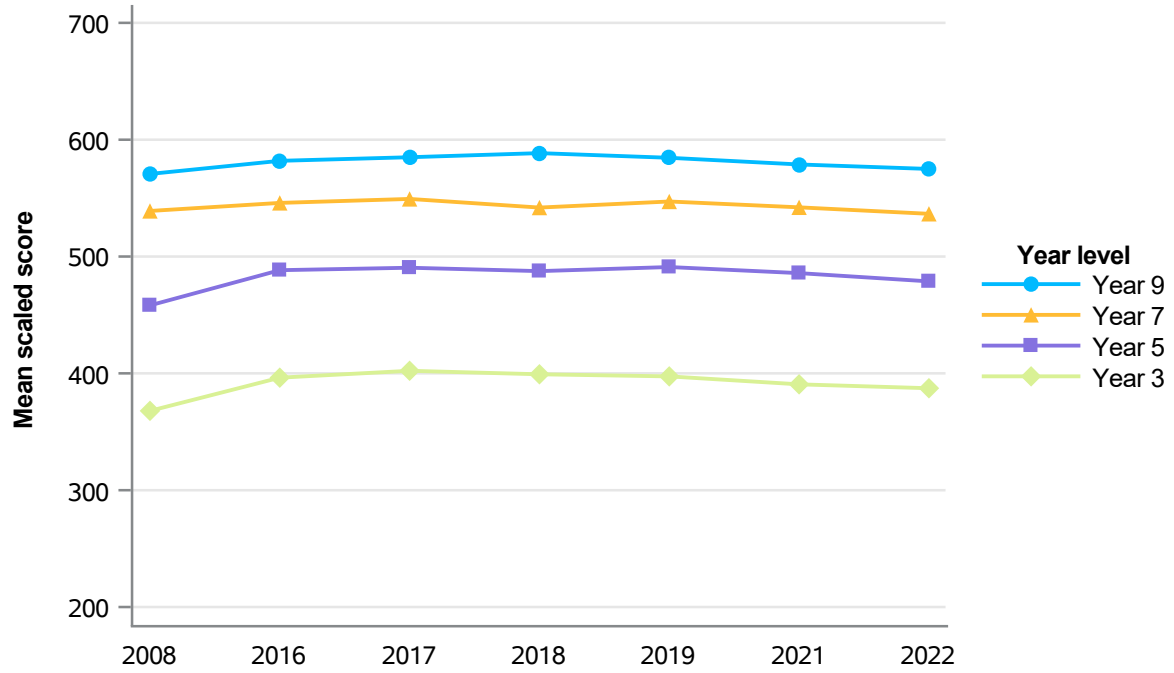
Students		Scores							Nature of difference	
		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	591.4 (75.1)	591.9 (71.5)	600.0 (67.5)	600.0 (70.0)	596.5 (67.2)	592.5 (68.3)	589.1 (64.9)	■	■
	% at or above NMS	94.7	95.4	96.4	96.0	96.4	95.1	95.5	■	■
Year 7	Mean / (S.D.)	551.3 (78.3)	552.0 (74.1)	558.4 (74.9)	552.1 (72.8)	559.3 (79.2)	556.7 (80.3)	554.1 (83.0)	■	■
	% at or above NMS	96.0	95.8	95.8	95.9	94.5	93.7	92.7	▽	■
Year 5	Mean / (S.D.)	487.8 (72.4)	497.8 (74.4)	498.3 (68.2)	499.0 (68.1)	500.1 (69.5)	502.7 (69.9)	495.6 (68.3)	■	▽
	% at or above NMS	94.4	94.7	95.8	96.0	95.8	95.9	95.7	■	■
Year 3	Mean / (S.D.)	408.9 (70.6)	405.2 (75.2)	414.9 (74.5)	412.5 (72.6)	413.5 (74.8)	411.5 (74.9)	406.9 (76.8)	■	■
	% at or above NMS	96.9	95.9	96.0	96.3	96.1	96.2	95.6	▽	■

Students in Victoria, numeracy



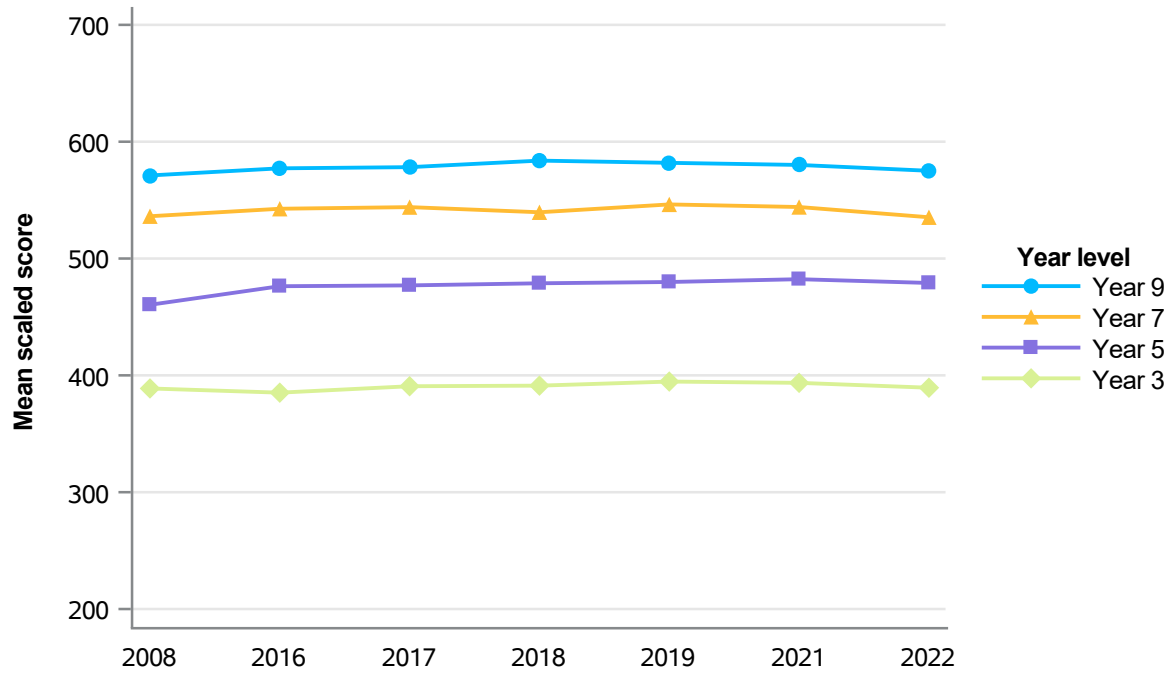
Students		Scores							Nature of difference	
		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	590.7 (66.6)	592.9 (64.3)	593.3 (61.5)	600.0 (64.5)	596.3 (61.4)	590.1 (60.7)	588.2 (61.0)	■	■
	% at or above NMS	95.2	95.4	95.5	95.5	96.2	95.5	95.5	■	■
Year 7	Mean / (S.D.)	552.3 (69.4)	555.9 (67.2)	559.7 (67.9)	554.2 (66.9)	560.3 (71.6)	556.3 (72.5)	551.3 (77.2)	■	■
	% at or above NMS	96.5	96.1	96.0	95.9	95.7	95.0	93.3	▽	■
Year 5	Mean / (S.D.)	489.7 (65.8)	502.5 (67.2)	501.7 (62.4)	502.9 (62.8)	505.9 (64.4)	504.3 (63.7)	493.5 (63.1)	■	▽
	% at or above NMS	94.6	95.3	96.0	96.4	96.4	96.2	96.0	■	■
Year 3	Mean / (S.D.)	416.9 (63.8)	413.6 (71.6)	420.1 (71.6)	418.3 (68.8)	419.3 (71.6)	411.0 (70.3)	409.5 (73.6)	■	■
	% at or above NMS	96.5	95.9	96.0	96.3	96.4	95.9	95.7	■	■

Students in Queensland, numeracy



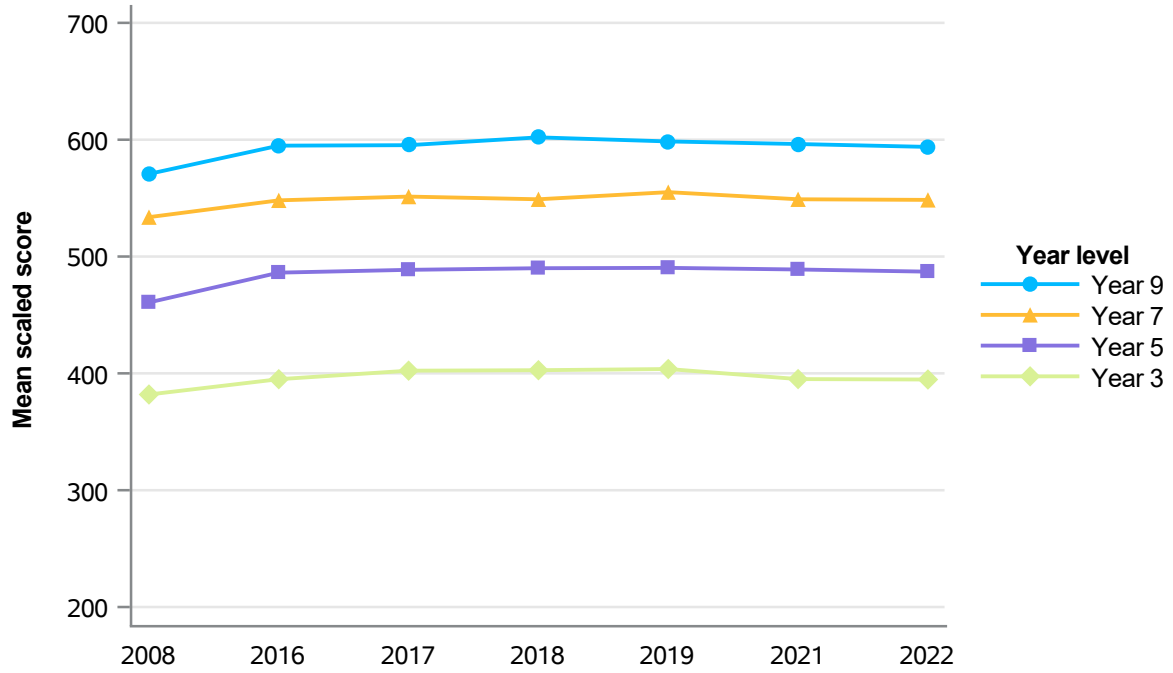
Students		Scores							Nature of difference	
		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	570.7 (66.2)	581.9 (61.3)	585.0 (59.0)	588.5 (64.1)	584.5 (61.3)	578.8 (61.8)	575.0 (59.1)	■	■
	% at or above NMS	92.4	95.3	96.0	95.2	95.9	93.9	94.5	△	■
Year 7	Mean / (S.D.)	539.0 (70.4)	545.9 (66.7)	549.3 (67.8)	541.9 (66.0)	547.1 (72.3)	542.1 (75.0)	536.6 (76.9)	■	■
	% at or above NMS	94.9	95.6	95.4	95.5	94.4	92.5	91.1	▽	■
Year 5	Mean / (S.D.)	458.2 (62.7)	488.3 (67.0)	490.4 (62.6)	487.5 (62.3)	491.0 (65.0)	485.8 (64.4)	478.7 (62.7)	▲	▽
	% at or above NMS	90.4	94.7	95.9	95.9	95.6	94.6	94.7	△	■
Year 3	Mean / (S.D.)	367.9 (67.0)	396.3 (71.1)	402.2 (72.1)	399.2 (70.4)	397.4 (71.2)	390.6 (69.1)	387.3 (71.0)	▲	■
	% at or above NMS	92.0	96.0	95.7	95.9	95.2	95.2	94.8	△	■

Students in South Australia, numeracy



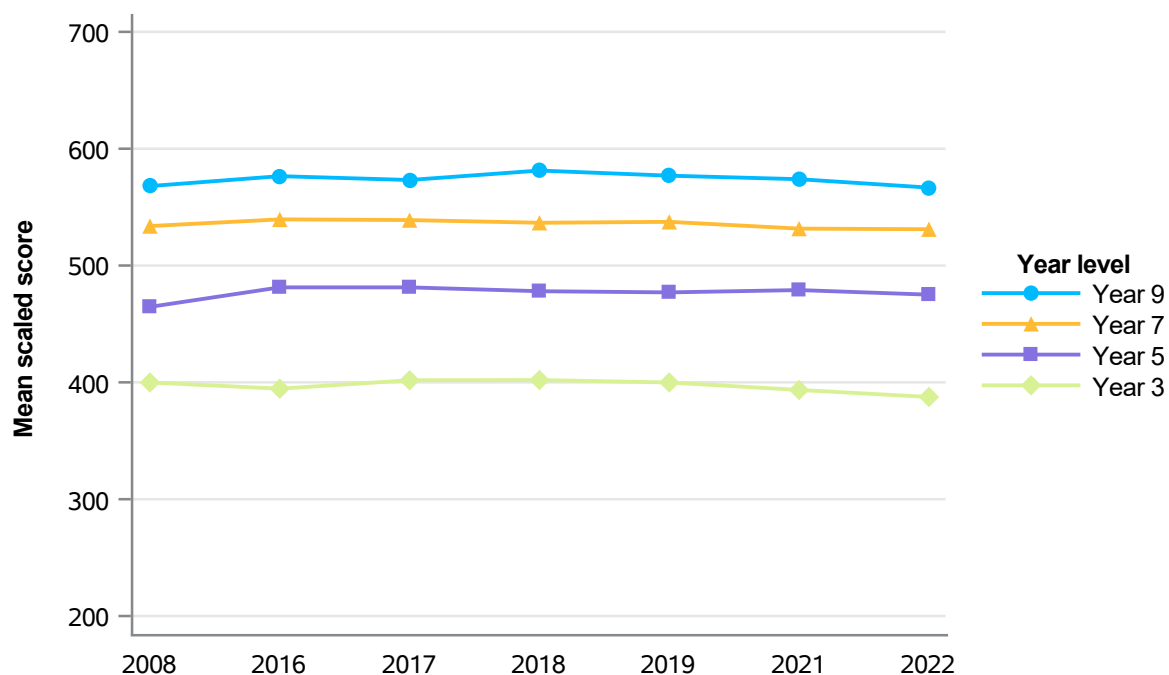
		Scores							Nature of difference	
Students		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	571.1 (62.8)	577.2 (58.3)	578.2 (56.8)	583.8 (58.0)	581.9 (58.1)	580.1 (58.6)	575.1 (56.8)	■	■
	% at or above NMS	92.0	94.4	94.3	94.3	94.7	93.8	93.5	■	■
Year 7	Mean / (S.D.)	536.2 (67.7)	542.6 (64.0)	544.0 (64.4)	539.6 (63.8)	546.3 (70.1)	544.1 (72.0)	535.3 (75.1)	■	▼
	% at or above NMS	94.5	95.2	94.9	94.5	93.4	92.6	90.6	▽	■
Year 5	Mean / (S.D.)	460.4 (60.7)	476.3 (63.8)	477.0 (61.3)	478.8 (60.0)	479.9 (61.1)	482.3 (61.2)	479.1 (60.8)	▲	■
	% at or above NMS	90.5	92.8	93.3	94.0	93.5	94.4	94.1	△	■
Year 3	Mean / (S.D.)	388.8 (64.9)	385.2 (65.3)	390.7 (71.1)	391.2 (67.5)	394.7 (67.8)	393.6 (67.3)	389.4 (70.3)	■	■
	% at or above NMS	93.8	94.2	93.0	94.3	94.4	94.7	94.0	■	■

Students in Western Australia, numeracy



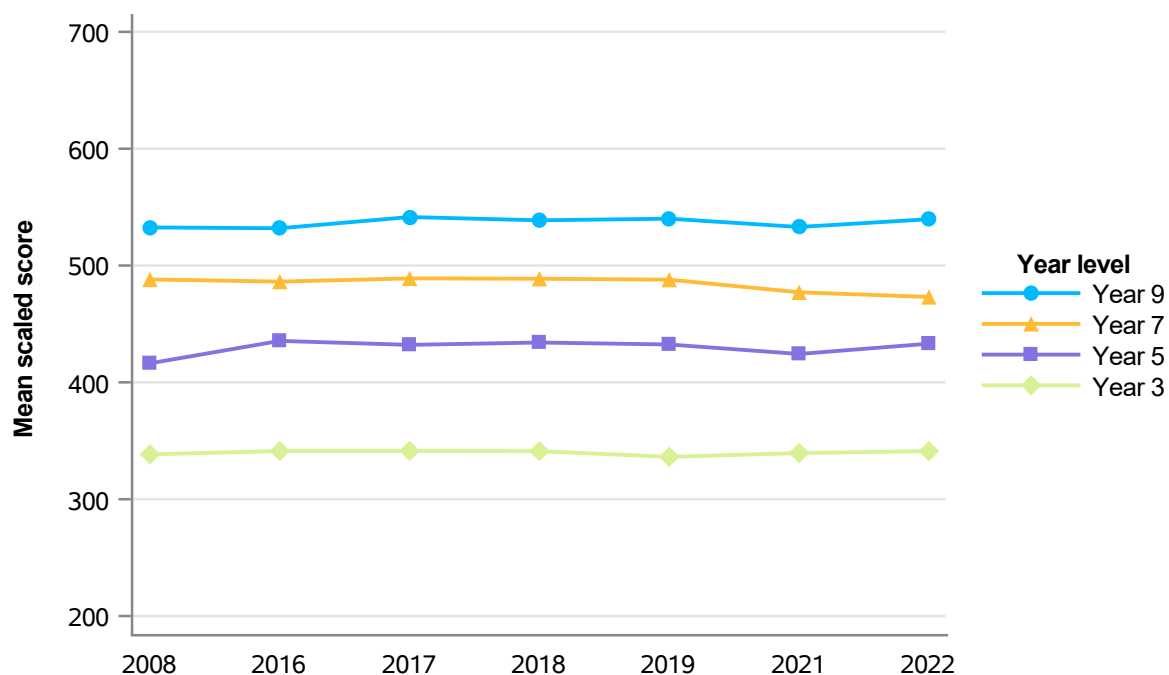
Students		Scores							Nature of difference	
		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	570.7 (66.6)	594.9 (66.2)	595.3 (63.3)	602.0 (64.2)	598.5 (63.3)	596.3 (63.2)	593.8 (60.2)	▲	■
	% at or above NMS	92.3	95.9	96.4	96.6	96.9	96.0	96.5	▲	■
Year 7	Mean / (S.D.)	533.7 (68.7)	548.1 (72.0)	551.3 (72.2)	549.0 (68.1)	555.1 (77.8)	549.0 (78.6)	548.5 (79.5)	▲	■
	% at or above NMS	94.7	95.1	94.9	96.0	93.6	92.3	92.5	▽	■
Year 5	Mean / (S.D.)	460.7 (63.4)	486.2 (70.9)	488.6 (66.1)	490.0 (65.0)	490.3 (66.2)	488.9 (66.9)	487.0 (65.4)	▲	■
	% at or above NMS	91.1	93.4	95.0	95.5	94.7	94.3	94.7	△	■
Year 3	Mean / (S.D.)	381.9 (66.4)	395.0 (73.1)	402.3 (74.0)	402.7 (71.1)	403.7 (74.4)	395.1 (71.4)	394.7 (73.7)	△	■
	% at or above NMS	94.5	95.0	95.1	95.8	95.2	95.0	94.5	■	■

Students in Tasmania, numeracy



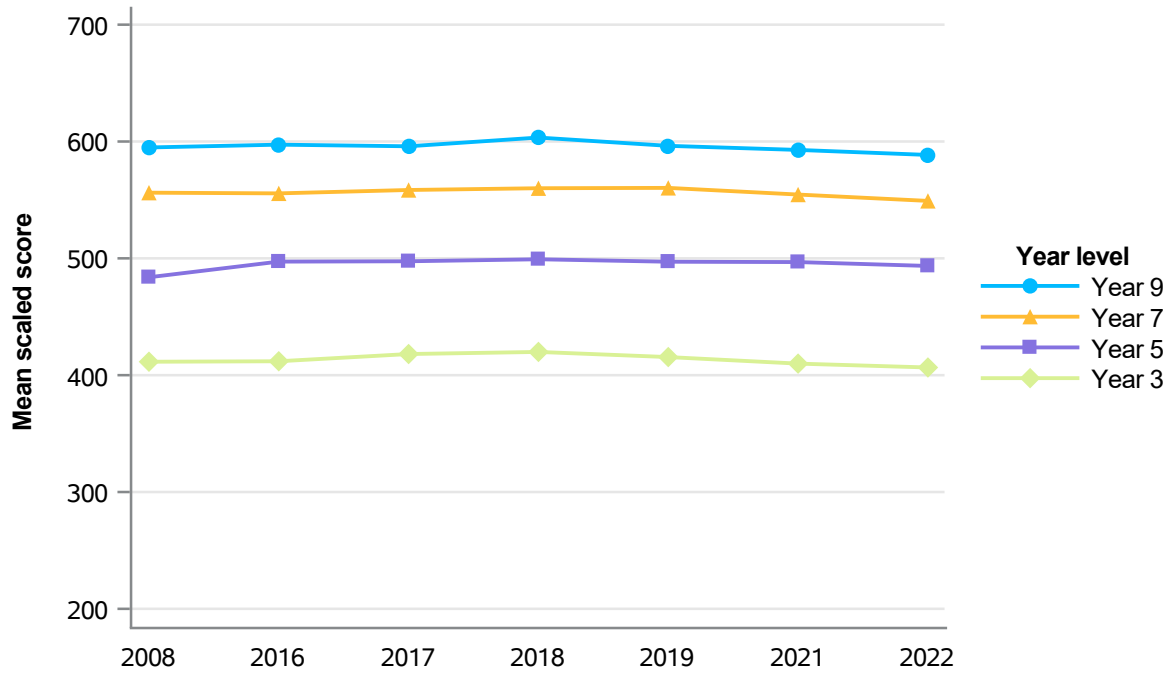
Students		Scores							Nature of difference	
		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	568.0 (65.1)	576.5 (58.2)	573.2 (56.3)	581.3 (60.0)	576.9 (58.9)	573.9 (60.6)	566.7 (56.8)	■	■
	% at or above NMS	92.3	95.7	95.4	95.4	95.2	93.1	93.5	■	■
Year 7	Mean / (S.D.)	533.8 (67.5)	539.5 (65.2)	538.9 (66.1)	536.6 (64.1)	537.4 (71.8)	531.6 (75.4)	531.1 (75.5)	■	■
	% at or above NMS	95.2	95.3	94.9	95.2	91.8	90.0	90.0	▽	■
Year 5	Mean / (S.D.)	464.6 (62.9)	481.3 (65.3)	481.3 (62.9)	478.0 (61.1)	477.0 (60.7)	479.0 (63.0)	475.1 (60.3)	■	■
	% at or above NMS	92.1	94.0	95.0	95.1	93.9	93.7	93.8	■	■
Year 3	Mean / (S.D.)	399.9 (67.7)	394.6 (69.4)	401.8 (68.8)	402.0 (68.4)	399.9 (70.4)	393.5 (67.0)	387.5 (70.8)	▽	■
	% at or above NMS	96.7	95.8	96.2	96.1	95.5	95.7	94.0	▽	▽

Students in Northern Territory, numeracy



Students		Scores							Nature of difference	
		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	532.6 (83.5)	531.9 (84.9)	541.5 (71.5)	538.7 (84.8)	540.1 (73.8)	533.0 (76.5)	539.6 (70.1)	■	■
	% at or above NMS	74.1	75.2	81.2	78.1	79.6	71.4	77.3	■	■
Year 7	Mean / (S.D.)	488.1 (84.0)	486.2 (92.1)	489.0 (91.6)	488.7 (88.9)	487.9 (92.3)	477.1 (106.6)	473.1 (105.4)	■	■
	% at or above NMS	75.9	74.3	74.1	76.8	72.7	65.2	63.9	▽	■
Year 5	Mean / (S.D.)	416.3 (81.0)	435.5 (87.4)	432.1 (78.5)	434.1 (82.9)	432.4 (87.3)	424.3 (91.4)	433.1 (80.6)	■	■
	% at or above NMS	69.1	73.5	74.5	77.7	73.4	66.6	71.5	■	■
Year 3	Mean / (S.D.)	338.4 (86.3)	341.2 (94.4)	341.3 (91.2)	341.1 (92.4)	336.2 (99.2)	339.5 (92.7)	341.1 (89.7)	■	■
	% at or above NMS	77.0	77.9	76.3	78.2	74.2	73.0	74.0	■	■

Students in Australian Capital Territory, numeracy



Students		Scores							Nature of difference	
		2008	2016	2017	2018	2019	2021	2022	2008 vs. 2022	2021 vs. 2022
Year 9	Mean / (S.D.)	594.9 (68.0)	597.3 (61.5)	595.9 (60.2)	603.4 (53.2)	596.3 (65.5)	592.8 (59.3)	588.5 (60.2)	■	■
	% at or above NMS	96.6	96.4	96.2	97.4	95.2	96.2	95.7	■	■
Year 7	Mean / (S.D.)	556.2 (71.0)	555.6 (65.1)	558.5 (64.2)	560.0 (58.9)	560.3 (71.9)	554.6 (72.3)	549.2 (73.8)	■	■
	% at or above NMS	97.1	96.7	96.9	97.4	94.9	94.1	93.4	▼	■
Year 5	Mean / (S.D.)	483.8 (64.1)	497.2 (63.7)	497.5 (60.9)	499.2 (58.3)	497.1 (59.9)	496.8 (61.2)	493.5 (60.3)	■	■
	% at or above NMS	94.9	96.3	96.3	96.9	96.4	96.4	96.6	■	■
Year 3	Mean / (S.D.)	411.5 (66.8)	411.9 (68.8)	418.1 (70.0)	419.9 (64.5)	415.5 (68.7)	409.9 (68.5)	406.6 (71.0)	■	■
	% at or above NMS	96.4	96.9	96.7	97.3	96.8	96.9	96.5	■	■

Participation

Year 3 participation in reading

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
New South Wales	2008	85,682	97.2	2.0	0.8	0.9	-
	2016	96,510	97.0	1.7	1.4	1.6	-
	2017	95,748	96.8	1.7	1.5	1.7	-
	2018	96,439	96.8	1.6	1.6	1.6	-
	2019	96,099	96.8	1.5	1.7	1.5	-
	2021	99,436	97.1	1.2	1.7	1.3	0.1
	2022	96,323	96.5	1.9	1.6	1.5	0.1
Victoria	2008	62,230	96.0	3.9	0.1	2.7	-
	2016	72,851	94.6	2.6	2.8	2.7	-
	2017	72,919	94.7	2.5	2.8	2.7	-
	2018	74,257	94.5	2.6	2.9	2.6	-
	2019	74,933	95.0	2.3	2.7	2.2	-
	2021	78,125	95.0	2.3	2.7	2.2	0.0
	2022	76,455	94.6	2.7	2.6	2.3	0.1
Queensland	2008	55,770	97.6	2.1	0.3	1.9	-
	2016	62,254	93.2	2.2	4.6	1.3	-
	2017	62,265	92.8	2.2	5.0	1.2	-
	2018	63,698	92.8	2.1	5.1	1.2	-
	2019	63,057	93.2	1.9	4.9	1.1	-
	2021	63,653	93.3	1.8	4.8	1.0	0.1
	2022	63,060	92.6	2.9	4.5	1.0	0.1
South Australia	2008	18,717	96.9	2.5	0.6	3.1	-
	2016	19,747	93.3	2.9	3.9	2.7	-
	2017	19,553	93.1	3.0	4.0	2.8	-
	2018	19,411	92.8	3.0	4.2	2.5	-
	2019	19,466	94.4	1.8	3.8	2.6	-
	2021	20,322	95.2	1.3	3.5	2.3	0.1
	2022	20,051	94.2	2.2	3.6	2.4	0.1
Western Australia	2008	26,635	95.2	4.3	0.4	1.0	-
	2016	32,926	95.3	3.1	1.6	1.4	-
	2017	32,371	95.3	2.9	1.9	1.4	-
	2018	32,756	95.2	2.6	2.2	1.2	-
	2019	33,255	96.1	1.7	2.2	1.2	-
	2021	34,173	96.4	1.8	1.9	1.1	0.0
	2022	33,758	95.4	2.5	2.1	1.4	0.1

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
Tasmania	2008	6,377	96.8	3.0	0.2	1.0	-
	2016	6,376	94.5	2.8	2.8	1.7	-
	2017	6,469	94.7	2.5	2.7	1.5	-
	2018	6,310	94.4	2.8	2.7	1.8	-
	2019	6,186	96.9	1.3	1.8	1.6	-
	2021	6,094	95.8	1.8	2.4	1.5	0.2
	2022	6,159	95.4	2.2	2.4	2.1	0.1
Northern Territory	2008	2,787	82.7	15.4	0.9	1.6	-
	2016	3,229	89.8	8.9	1.4	2.4	-
	2017	3,120	88.4	9.2	2.5	2.1	-
	2018	3,005	86.0	11.3	2.7	1.3	-
	2019	2,982	83.9	12.8	3.3	2.8	-
	2021	2,913	83.1	14.6	2.3	2.6	1.0
	2022	2,844	81.4	15.9	2.7	3.8	0.5
Australian Capital Territory	2008	4,174	95.6	3.6	0.8	2.1	-
	2016	4,946	93.1	2.3	4.7	1.7	-
	2017	5,114	93.7	2.2	4.0	1.8	-
	2018	5,502	94.6	1.4	4.0	1.6	-
	2019	5,559	95.0	1.4	3.6	1.9	-
	2021	5,782	94.5	1.1	4.4	1.5	0.1
	2022	5,601	93.5	2.9	3.6	1.4	0.2
Australia	2008	262,372	96.6	3.0	0.5	1.7	-
	2016	298,839	95.0	2.3	2.7	1.8	-
	2017	297,559	94.8	2.3	2.8	1.9	-
	2018	301,378	94.7	2.3	3.0	1.8	-
	2019	301,537	95.2	2.0	2.9	1.7	-
	2021	310,498	95.4	1.8	2.8	1.5	0.1
	2022	304,251	94.7	2.6	2.7	1.7	0.1

Year 3 participation in writing

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
New South Wales	2011	85,246	97.2	1.9	0.9	1.6	-
	2016	96,447	96.9	1.7	1.4	1.6	-
	2017	95,723	96.8	1.7	1.5	1.8	-
	2018	96,079	96.4	2.1	1.5	1.6	-
	2019	95,496	96.2	2.1	1.7	1.5	-
	2021	98,778	96.5	1.8	1.7	1.3	0.0
	2022	93,650	93.8	4.6	1.7	1.6	0.4
Victoria	2011	62,379	94.5	3.3	2.1	2.8	-
	2016	72,601	94.3	2.8	2.8	2.7	-
	2017	72,633	94.3	2.8	2.9	2.7	-
	2018	74,120	94.3	2.7	3.0	2.7	-
	2019	74,365	94.2	3.0	2.7	2.2	-
	2021	77,322	94.0	4.1	1.9	1.9	0.1
	2022	73,858	91.4	6.0	2.6	2.3	0.0
Queensland	2011	53,342	95.7	2.7	1.6	1.7	-
	2016	62,122	93.0	2.3	4.7	1.3	-
	2017	62,147	92.7	2.3	5.1	1.3	-
	2018	63,463	92.5	2.3	5.2	1.1	-
	2019	62,795	92.8	2.2	5.0	1.2	-
	2021	63,170	92.6	2.4	4.9	1.0	0.3
	2022	62,015	91.1	4.0	4.8	1.2	0.6
South Australia	2011	17,359	93.4	3.4	3.3	2.4	-
	2016	19,704	93.1	3.0	3.9	2.7	-
	2017	19,510	92.8	3.2	4.0	2.8	-
	2018	19,313	92.0	4.0	4.0	2.3	-
	2019	19,137	92.8	3.6	3.6	2.3	-
	2021	20,053	94.0	2.4	3.6	2.3	0.0
	2022	19,675	92.4	4.0	3.6	2.4	0.0
Western Australia	2011	27,214	95.5	3.4	1.1	1.4	-
	2016	32,972	95.4	3.0	1.6	1.4	-
	2017	32,370	95.3	2.9	1.9	1.5	-
	2018	32,630	94.9	3.0	2.2	1.2	-
	2019	32,868	95.0	2.8	2.2	1.2	-
	2021	33,884	95.6	2.6	1.9	1.1	0.1
	2022	33,475	94.6	3.3	2.1	1.4	0.7

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
Tasmania	2011	6,034	96.5	2.3	1.2	1.6	-
	2016	6,378	94.5	2.8	2.8	1.7	-
	2017	6,471	94.8	2.5	2.7	1.4	-
	2018	6,293	94.2	3.2	2.7	1.8	-
	2019	6,086	95.3	2.9	1.7	1.6	-
	2021	6,013	94.5	3.0	2.5	1.5	0.0
	2022	6,057	93.8	3.8	2.4	2.1	0.0
Northern Territory	2011	3,112	88.8	9.7	1.5	2.2	-
	2016	3,277	91.1	7.5	1.4	2.4	-
	2017	3,141	89.0	8.6	2.5	2.1	-
	2018	3,039	87.0	10.2	2.7	1.3	-
	2019	3,016	84.9	12.2	3.0	2.8	-
	2021	3,092	88.2	9.4	2.3	2.6	0.0
	2022	2,770	79.3	18.0	2.7	3.8	0.4
Australian Capital Territory	2011	4,111	93.3	2.2	4.5	2.1	-
	2016	4,933	92.8	2.4	4.8	1.7	-
	2017	5,104	93.6	2.5	3.9	1.8	-
	2018	5,443	93.9	2.0	4.1	1.6	-
	2019	5,534	94.6	2.3	3.1	1.8	-
	2021	5,667	92.7	3.0	4.3	1.4	0.0
	2022	5,430	90.7	5.6	3.8	1.5	0.2
Australia	2011	258,797	95.6	2.8	1.6	2.0	-
	2016	298,434	94.9	2.4	2.7	1.9	-
	2017	297,099	94.7	2.4	2.9	1.9	-
	2018	300,380	94.4	2.6	3.0	1.8	-
	2019	299,297	94.5	2.7	2.9	1.6	-
	2021	307,979	94.6	2.8	2.6	1.5	0.1
	2022	296,930	92.4	4.8	2.8	1.7	0.4

Year 3 participation in numeracy

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
New South Wales	2008	85,364	96.9	2.4	0.8	0.9	-
	2016	96,212	96.7	2.0	1.3	1.5	-
	2017	95,465	96.6	2.0	1.4	1.7	-
	2018	96,008	96.4	2.1	1.5	1.6	-
	2019	95,563	96.3	2.1	1.7	1.5	-
	2021	98,737	96.5	1.9	1.6	1.3	0.1
	2022	94,356	94.5	4.0	1.6	1.5	0.1
Victoria	2008	62,133	95.8	4.1	0.1	2.7	-
	2016	72,689	94.4	2.9	2.6	2.6	-
	2017	72,845	94.6	2.8	2.6	2.7	-
	2018	74,096	94.3	3.0	2.7	2.6	-
	2019	74,620	94.6	2.9	2.5	2.1	-
	2021	77,449	94.2	3.3	2.5	2.2	0.0
	2022	75,636	93.6	3.9	2.5	2.2	0.0
Queensland	2008	55,507	97.1	2.6	0.3	1.8	-
	2016	62,071	93.0	2.7	4.3	1.2	-
	2017	62,147	92.7	2.6	4.7	1.2	-
	2018	63,404	92.4	2.8	4.9	1.1	-
	2019	62,724	92.7	2.7	4.6	1.1	-
	2021	62,974	92.4	3.0	4.6	1.0	0.1
	2022	61,580	90.4	5.3	4.3	1.0	0.1
South Australia	2008	18,698	96.8	2.6	0.6	3.1	-
	2016	19,724	93.2	3.2	3.6	2.6	-
	2017	19,482	92.7	3.5	3.8	2.7	-
	2018	19,338	92.4	3.7	3.9	2.4	-
	2019	19,311	93.6	2.8	3.6	2.5	-
	2021	20,166	94.5	2.1	3.4	2.3	0.1
	2022	19,765	92.8	3.8	3.3	2.4	0.1
Western Australia	2008	26,591	95.1	4.6	0.3	1.0	-
	2016	32,787	94.9	3.6	1.5	1.3	-
	2017	32,295	95.0	3.2	1.7	1.4	-
	2018	32,610	94.8	3.1	2.1	1.2	-
	2019	32,852	95.0	2.9	2.1	1.2	-
	2021	33,929	95.7	2.5	1.8	1.1	0.0
	2022	33,461	94.6	3.4	2.0	1.3	0.1

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
Tasmania	2008	6,356	96.5	3.4	0.2	1.0	-
	2016	6,370	94.4	2.9	2.7	1.6	-
	2017	6,455	94.5	2.9	2.6	1.4	-
	2018	6,276	93.9	3.4	2.6	1.7	-
	2019	6,132	96.1	2.3	1.6	1.5	-
	2021	5,998	94.3	3.3	2.4	1.5	0.1
	2022	6,034	93.5	4.2	2.3	2.0	0.1
Northern Territory	2008	2,800	83.1	16.0	0.8	1.6	-
	2016	3,213	89.3	9.3	1.4	2.4	-
	2017	3,056	86.6	11.0	2.4	2.1	-
	2018	2,967	84.9	12.3	2.7	1.2	-
	2019	2,906	81.8	15.1	3.1	2.8	-
	2021	2,870	81.9	15.8	2.3	2.5	0.5
	2022	2,748	78.7	18.7	2.6	3.7	0.4
Australian Capital Territory	2008	4,148	95.0	4.2	0.8	2.1	-
	2016	4,944	93.0	2.7	4.3	1.6	-
	2017	5,112	93.7	2.7	3.6	1.7	-
	2018	5,477	94.2	2.3	3.6	1.5	-
	2019	5,547	94.8	1.8	3.4	1.8	-
	2021	5,736	93.8	2.1	4.1	1.4	0.2
	2022	5,511	92.0	4.6	3.4	1.4	0.2
Australia	2008	261,597	96.3	3.3	0.4	1.7	-
	2016	298,010	94.7	2.8	2.5	1.8	-
	2017	296,857	94.6	2.7	2.7	1.9	-
	2018	300,176	94.3	2.8	2.8	1.7	-
	2019	299,655	94.6	2.7	2.7	1.6	-
	2021	307,859	94.6	2.8	2.7	1.5	0.1
	2022	299,091	93.1	4.3	2.6	1.6	0.1

Year 5 participation in reading

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
New South Wales	2008	85,775	97.5	1.9	0.6	0.8	-
	2016	91,623	97.2	1.7	1.1	1.4	-
	2017	95,424	97.3	1.7	1.0	1.6	-
	2018	97,497	97.2	1.7	1.1	1.5	-
	2019	96,010	97.1	1.5	1.4	1.4	-
	2021	97,959	97.4	1.2	1.4	1.2	0.1
	2022	97,413	96.8	1.8	1.4	1.3	0.1
Victoria	2008	62,954	96.3	3.7	0.1	2.4	-
	2016	69,296	95.3	2.5	2.2	2.8	-
	2017	72,753	95.4	2.4	2.2	2.7	-
	2018	74,805	95.1	2.5	2.4	2.5	-
	2019	74,866	95.6	2.3	2.1	2.3	-
	2021	75,561	95.3	2.3	2.3	2.1	0.0
	2022	75,460	95.3	2.6	2.1	2.0	0.0
Queensland	2008	55,459	97.8	2.0	0.2	1.6	-
	2016	60,199	93.3	2.3	4.4	1.4	-
	2017	62,249	93.2	2.2	4.6	1.4	-
	2018	63,750	93.4	2.2	4.4	1.2	-
	2019	63,994	93.4	2.0	4.6	1.1	-
	2021	64,469	93.4	2.0	4.6	1.0	0.1
	2022	63,340	92.6	3.1	4.3	1.0	0.1
South Australia	2008	18,664	97.1	2.5	0.4	2.6	-
	2016	18,985	93.9	3.0	3.0	2.3	-
	2017	19,348	93.9	3.2	2.9	2.6	-
	2018	20,078	94.1	3.0	2.9	2.6	-
	2019	20,111	94.6	2.2	3.3	2.7	-
	2021	19,871	95.3	1.6	3.2	1.9	0.1
	2022	20,338	94.7	2.5	2.8	2.3	0.1
Western Australia	2008	26,630	95.6	4.2	0.1	0.8	-
	2016	31,205	95.8	3.0	1.2	1.2	-
	2017	32,794	95.9	2.8	1.3	1.2	-
	2018	33,450	96.2	2.3	1.5	1.1	-
	2019	32,967	96.6	1.6	1.8	1.2	-
	2021	33,970	96.8	1.7	1.5	1.0	0.1
	2022	33,641	96.2	2.4	1.4	1.2	0.1

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
Tasmania	2008	6,158	96.8	3.1	0.1	1.0	-
	2016	6,153	95.4	2.6	2.0	1.6	-
	2017	6,288	94.7	2.9	2.4	1.3	-
	2018	6,400	93.9	3.7	2.5	1.6	-
	2019	6,649	96.9	1.6	1.5	1.7	-
	2021	6,203	96.1	1.9	2.0	1.2	0.1
	2022	6,260	95.8	2.5	1.7	1.6	0.2
Northern Territory	2008	2,891	84.9	14.7	0.1	1.4	-
	2016	3,059	89.6	9.2	1.2	2.5	-
	2017	3,031	88.6	10.0	1.4	2.4	-
	2018	3,045	88.0	10.1	1.9	1.2	-
	2019	2,971	86.1	11.7	2.2	2.4	-
	2021	2,887	82.6	15.1	2.3	2.5	0.9
	2022	2,856	81.1	16.4	2.4	3.2	0.7
Australian Capital Territory	2008	4,341	96.4	2.9	0.6	1.4	-
	2016	4,828	94.2	2.4	3.4	1.6	-
	2017	5,086	94.4	2.2	3.4	1.9	-
	2018	5,206	95.8	1.3	2.9	1.4	-
	2019	5,351	95.5	1.4	3.0	1.8	-
	2021	5,707	95.5	1.4	3.1	1.4	0.2
	2022	5,490	93.7	3.3	3.1	1.2	0.1
Australia	2008	262,872	96.8	2.8	0.3	1.5	-
	2016	285,348	95.4	2.4	2.3	1.8	-
	2017	296,973	95.4	2.3	2.3	1.9	-
	2018	304,231	95.3	2.3	2.4	1.7	-
	2019	302,919	95.5	2.0	2.5	1.6	-
	2021	306,627	95.6	1.9	2.5	1.4	0.1
	2022	304,798	95.1	2.6	2.3	1.5	0.1

Year 5 participation in writing

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
New South Wales	2011	86,729	97.6	1.8	0.6	1.5	-
	2016	91,648	97.2	1.7	1.1	1.4	-
	2017	95,442	97.3	1.7	1.0	1.7	-
	2018	97,421	97.2	1.7	1.1	1.5	-
	2019	95,965	97.1	1.5	1.4	1.4	-
	2021	97,656	97.1	1.4	1.4	1.2	0.0
	2022	96,509	95.9	2.7	1.4	1.3	0.0
Victoria	2011	62,963	95.2	3.2	1.6	2.7	-
	2016	69,031	95.0	2.7	2.3	2.8	-
	2017	72,577	95.2	2.6	2.2	2.7	-
	2018	74,603	94.8	2.7	2.5	2.5	-
	2019	74,604	95.3	2.6	2.1	2.3	-
	2021	75,268	95.0	2.7	2.3	2.1	0.0
	2022	74,733	94.4	3.4	2.1	2.0	0.0
Queensland	2011	54,917	96.0	2.6	1.4	1.7	-
	2016	60,100	93.2	2.4	4.4	1.4	-
	2017	62,157	93.1	2.3	4.6	1.5	-
	2018	63,531	93.0	2.4	4.6	1.2	-
	2019	63,811	93.1	2.2	4.7	1.1	-
	2021	64,223	93.0	2.3	4.7	1.0	0.2
	2022	62,894	92.0	3.7	4.4	1.0	0.1
South Australia	2011	17,957	94.9	3.0	2.1	2.0	-
	2016	18,969	93.9	3.1	3.0	2.4	-
	2017	19,328	93.8	3.3	2.9	2.6	-
	2018	20,006	93.7	3.3	3.0	2.6	-
	2019	20,071	94.4	2.4	3.2	2.7	-
	2021	19,832	95.1	1.8	3.1	1.9	0.0
	2022	20,229	94.2	3.0	2.8	2.3	0.1
Western Australia	2011	27,740	96.0	3.2	0.8	1.3	-
	2016	31,201	95.8	3.0	1.2	1.2	-
	2017	32,758	95.8	2.9	1.3	1.2	-
	2018	33,448	96.2	2.3	1.5	1.1	-
	2019	32,917	96.5	1.8	1.8	1.2	-
	2021	33,865	96.5	2.0	1.5	1.0	0.0
	2022	33,630	96.2	2.4	1.4	1.2	0.1

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
Tasmania	2011	6,291	96.5	2.3	1.2	1.3	-
	2016	6,139	95.2	2.8	2.0	1.6	-
	2017	6,297	94.8	2.8	2.4	1.3	-
	2018	6,410	94.0	3.5	2.5	1.6	-
	2019	6,612	96.3	2.1	1.6	1.7	-
	2021	6,200	96.0	1.9	2.0	1.2	0.0
	2022	6,226	95.3	3.1	1.6	1.6	0.1
Northern Territory	2011	2,995	89.4	9.8	0.8	2.1	-
	2016	3,059	89.6	9.2	1.2	2.5	-
	2017	3,049	89.1	9.4	1.4	2.4	-
	2018	3,082	89.1	9.0	1.9	1.2	-
	2019	3,005	87.1	10.7	2.2	2.4	-
	2021	2,928	83.8	13.9	2.3	2.6	0.0
	2022	2,871	81.6	16.1	2.4	3.2	0.2
Australian Capital Territory	2011	4,350	95.6	2.1	2.3	2.9	-
	2016	4,820	94.1	2.5	3.4	1.6	-
	2017	5,082	94.3	2.0	3.6	1.9	-
	2018	5,170	95.3	1.7	3.0	1.3	-
	2019	5,346	95.4	1.5	3.1	1.8	-
	2021	5,695	95.3	1.6	3.1	1.4	0.0
	2022	5,427	92.6	4.3	3.1	1.2	0.1
Australia	2011	263,942	96.2	2.6	1.2	1.8	-
	2016	284,967	95.2	2.5	2.3	1.8	-
	2017	296,690	95.3	2.4	2.3	1.9	-
	2018	303,671	95.2	2.4	2.4	1.7	-
	2019	302,331	95.4	2.1	2.5	1.7	-
	2021	305,667	95.3	2.2	2.5	1.4	0.0
	2022	302,519	94.4	3.3	2.4	1.5	0.1

Year 5 participation in numeracy

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
New South Wales	2008	85,496	97.2	2.3	0.6	0.8	-
	2016	91,310	96.9	2.1	1.0	1.4	-
	2017	95,135	97.0	2.1	1.0	1.6	-
	2018	96,931	96.6	2.3	1.1	1.5	-
	2019	95,408	96.5	2.1	1.4	1.4	-
	2021	97,102	96.6	2.0	1.4	1.2	0.1
	2022	95,409	94.8	3.9	1.3	1.3	0.1
Victoria	2008	62,906	96.2	3.7	0.1	2.4	-
	2016	69,030	95.0	2.9	2.1	2.7	-
	2017	72,506	95.1	2.8	2.1	2.7	-
	2018	74,477	94.7	3.0	2.3	2.4	-
	2019	74,413	95.0	2.9	2.1	2.2	-
	2021	74,835	94.4	3.3	2.2	2.1	0.0
	2022	74,403	94.0	4.0	2.0	1.9	0.0
Queensland	2008	55,284	97.5	2.3	0.2	1.5	-
	2016	59,958	92.9	2.8	4.3	1.3	-
	2017	61,955	92.8	2.7	4.5	1.3	-
	2018	63,357	92.8	2.9	4.3	1.2	-
	2019	63,554	92.7	2.8	4.5	1.1	-
	2021	63,603	92.1	3.4	4.5	1.0	0.1
	2022	61,798	90.4	5.4	4.2	1.0	0.1
South Australia	2008	18,654	97.1	2.5	0.4	2.6	-
	2016	18,900	93.5	3.6	2.9	2.3	-
	2017	19,254	93.4	3.8	2.8	2.5	-
	2018	19,943	93.4	3.7	2.9	2.6	-
	2019	19,922	93.7	3.2	3.2	2.6	-
	2021	19,627	94.1	2.8	3.1	1.9	0.1
	2022	19,979	93.1	4.3	2.7	2.2	0.1
Western Australia	2008	26,594	95.5	4.4	0.1	0.8	-
	2016	31,016	95.2	3.6	1.1	1.2	-
	2017	32,632	95.5	3.3	1.2	1.2	-
	2018	33,259	95.7	2.9	1.5	1.1	-
	2019	32,568	95.4	2.8	1.7	1.2	-
	2021	33,668	95.9	2.6	1.4	1.0	0.1
	2022	33,277	95.2	3.4	1.4	1.2	0.1

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
Tasmania	2008	6,126	96.3	3.6	0.1	0.9	-
	2016	6,096	94.5	3.5	2.0	1.6	-
	2017	6,263	94.3	3.4	2.3	1.3	-
	2018	6,359	93.3	4.3	2.4	1.5	-
	2019	6,553	95.5	3.1	1.4	1.7	-
	2021	6,134	95.0	2.9	2.0	1.2	0.1
	2022	6,147	94.1	4.3	1.6	1.6	0.2
Northern Territory	2008	2,895	85.0	14.9	0.1	1.5	-
	2016	3,027	88.6	10.1	1.2	2.5	-
	2017	2,975	87.0	11.6	1.4	2.4	-
	2018	2,981	86.2	11.9	1.9	1.1	-
	2019	2,900	84.1	13.7	2.2	2.4	-
	2021	2,844	81.4	16.3	2.3	2.5	0.9
	2022	2,760	78.4	19.2	2.4	3.1	0.6
Australian Capital Territory	2008	4,313	95.8	3.6	0.6	1.4	-
	2016	4,809	93.9	2.8	3.3	1.5	-
	2017	5,057	93.9	2.8	3.4	1.8	-
	2018	5,162	95.0	1.9	3.1	1.4	-
	2019	5,315	94.9	2.1	3.0	1.7	-
	2021	5,656	94.7	2.3	3.0	1.4	0.2
	2022	5,380	91.8	5.1	3.1	1.2	0.1
Australia	2008	262,268	96.6	3.1	0.3	1.5	-
	2016	284,146	95.0	2.8	2.2	1.8	-
	2017	295,777	95.0	2.8	2.2	1.8	-
	2018	302,469	94.8	2.9	2.3	1.7	-
	2019	300,633	94.8	2.8	2.4	1.6	-
	2021	303,469	94.6	2.9	2.4	1.4	0.1
	2022	299,153	93.3	4.4	2.3	1.5	0.1

Year 7 participation in reading

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
New South Wales	2008	85,350	96.6	3.1	0.3	0.6	-
	2016	86,791	96.6	2.6	0.8	1.4	-
	2017	87,726	96.8	2.5	0.7	1.5	-
	2018	90,871	96.3	2.9	0.9	1.4	-
	2019	91,834	96.3	2.8	0.9	1.5	-
	2021	95,235	96.0	3.0	1.0	1.3	0.1
	2022	94,009	94.9	4.1	0.9	1.4	0.1
Victoria	2008	63,760	95.7	4.3	0.0	1.6	-
	2016	66,041	94.7	3.7	1.6	2.3	-
	2017	66,914	94.7	3.7	1.7	2.3	-
	2018	70,029	94.4	3.8	1.8	2.2	-
	2019	73,185	94.8	3.6	1.6	1.9	-
	2021	74,269	94.5	3.9	1.6	1.8	0.0
	2022	74,081	93.6	4.7	1.6	1.8	0.1
Queensland	2008	56,296	97.7	2.1	0.2	1.6	-
	2016	55,725	91.4	3.5	5.1	1.6	-
	2017	57,136	91.0	3.9	5.1	1.5	-
	2018	59,528	90.4	4.2	5.5	1.4	-
	2019	61,594	90.4	3.9	5.7	1.3	-
	2021	62,743	89.7	4.7	5.5	1.3	0.2
	2022	62,439	87.8	6.3	5.9	1.1	0.2
South Australia	2008	19,222	96.8	2.8	0.4	2.0	-
	2016	18,423	94.0	3.3	2.7	2.2	-
	2017	18,004	93.8	3.4	2.7	2.4	-
	2018	19,041	93.3	3.8	2.9	2.4	-
	2019	19,680	94.4	2.7	2.8	2.6	-
	2021	20,298	94.5	2.4	3.1	2.3	0.1
	2022	19,872	93.0	4.6	2.4	2.2	0.1
Western Australia	2008	27,379	95.7	4.1	0.1	1.0	-
	2016	29,219	95.5	4.2	0.3	1.3	-
	2017	29,888	95.4	4.0	0.5	1.2	-
	2018	31,265	95.6	3.8	0.6	1.1	-
	2019	32,865	96.1	3.2	0.6	1.2	-
	2021	33,066	95.7	3.7	0.5	1.1	0.1
	2022	32,954	94.5	5.0	0.6	1.0	0.1

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
Tasmania	2008	6,422	95.6	4.3	0.1	0.7	-
	2016	5,695	94.2	4.2	1.6	1.4	-
	2017	5,670	93.9	3.7	2.4	1.4	-
	2018	6,131	93.6	4.5	1.9	1.7	-
	2019	6,423	96.3	2.6	1.1	1.5	-
	2021	6,516	94.8	3.7	1.5	1.1	0.2
	2022	6,253	93.6	4.8	1.5	1.6	0.3
Northern Territory	2008	2,671	79.5	20.1	0.0	1.3	-
	2016	2,793	87.0	12.3	0.7	2.5	-
	2017	2,584	84.7	14.5	0.8	2.4	-
	2018	2,714	85.0	13.5	1.5	2.2	-
	2019	2,697	83.3	14.9	1.8	2.3	-
	2021	2,653	80.8	17.7	1.5	3.5	0.9
	2022	2,564	78.0	20.9	1.1	3.9	0.8
Australian Capital Territory	2008	4,527	95.0	4.7	0.3	0.9	-
	2016	4,850	94.0	3.1	2.9	1.6	-
	2017	4,975	95.3	2.6	2.1	1.5	-
	2018	5,144	94.4	3.0	2.6	1.6	-
	2019	5,398	94.2	2.3	3.5	1.8	-
	2021	5,598	94.9	2.5	2.6	1.4	0.2
	2022	5,593	90.8	6.3	2.8	1.3	0.2
Australia	2008	265,627	96.3	3.5	0.2	1.2	-
	2016	269,537	94.5	3.4	2.0	1.7	-
	2017	272,897	94.5	3.5	2.1	1.8	-
	2018	284,723	94.0	3.7	2.3	1.7	-
	2019	293,676	94.3	3.4	2.3	1.6	-
	2021	300,378	93.9	3.8	2.3	1.5	0.1
	2022	297,765	92.6	5.1	2.3	1.5	0.1

Year 7 participation in writing

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
New South Wales	2011	85,576	97.3	2.4	0.3	1.2	-
	2016	86,890	96.7	2.5	0.8	1.4	-
	2017	87,909	97.0	2.3	0.7	1.5	-
	2018	91,046	96.5	2.7	0.9	1.4	-
	2019	92,006	96.4	2.6	0.9	1.5	-
	2021	95,201	96.0	3.0	1.0	1.3	0.0
	2022	93,315	94.2	4.8	1.0	1.4	0.0
Victoria	2011	63,418	95.3	4.0	0.7	1.9	-
	2016	66,120	94.8	3.6	1.6	2.3	-
	2017	66,881	94.6	3.7	1.6	2.4	-
	2018	70,147	94.5	3.7	1.8	2.3	-
	2019	73,100	94.7	3.8	1.5	1.9	-
	2021	74,016	94.2	4.3	1.6	1.9	0.0
	2022	73,416	92.8	5.5	1.7	1.8	0.0
Queensland	2011	56,400	96.3	2.6	1.1	1.7	-
	2016	55,866	91.6	3.4	5.0	1.6	-
	2017	57,240	91.2	3.8	5.0	1.6	-
	2018	59,708	90.6	4.0	5.4	1.4	-
	2019	61,749	90.6	3.7	5.6	1.3	-
	2021	62,781	89.8	4.6	5.6	1.3	0.2
	2022	61,771	86.9	7.1	6.0	1.1	0.1
South Australia	2011	18,825	95.6	2.8	1.5	1.9	-
	2016	18,409	93.9	3.5	2.6	2.3	-
	2017	18,017	93.9	3.4	2.7	2.4	-
	2018	19,050	93.3	3.9	2.8	2.5	-
	2019	19,684	94.4	2.8	2.7	2.6	-
	2021	20,186	93.9	2.9	3.2	2.3	0.0
	2022	19,739	92.4	5.1	2.5	2.2	0.1
Western Australia	2011	28,612	95.8	3.6	0.6	1.2	-
	2016	29,280	95.7	4.0	0.3	1.3	-
	2017	29,923	95.5	3.9	0.5	1.2	-
	2018	31,303	95.7	3.7	0.6	1.2	-
	2019	32,890	96.2	3.2	0.6	1.2	-
	2021	32,902	95.3	4.2	0.5	1.1	0.0
	2022	32,938	94.4	5.0	0.6	1.0	0.2

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
Tasmania	2011	6,310	95.0	4.0	1.0	1.6	-
	2016	5,716	94.5	3.8	1.6	1.5	-
	2017	5,676	94.0	3.6	2.4	1.4	-
	2018	6,147	93.8	4.3	1.8	1.7	-
	2019	6,419	96.2	2.7	1.1	1.5	-
	2021	6,460	94.0	4.5	1.5	1.1	0.0
	2022	6,186	92.6	5.8	1.6	1.6	0.2
Northern Territory	2011	2,752	88.9	10.5	0.6	2.3	-
	2016	2,740	85.4	14.0	0.7	2.5	-
	2017	2,638	86.4	12.8	0.8	2.3	-
	2018	2,729	85.5	13.0	1.5	2.2	-
	2019	2,712	83.8	14.5	1.8	2.3	-
	2021	2,649	80.7	17.8	1.5	3.5	0.0
	2022	2,586	78.7	20.3	1.0	3.9	0.3
Australian Capital Territory	2011	4,671	95.5	3.1	1.4	1.4	-
	2016	4,863	94.2	2.8	3.0	1.6	-
	2017	4,978	95.4	2.5	2.1	1.5	-
	2018	5,121	94.3	3.1	2.6	1.5	-
	2019	5,399	94.3	2.4	3.4	1.8	-
	2021	5,576	94.6	2.5	2.9	1.5	0.0
	2022	5,516	89.6	7.5	2.9	1.3	0.2
Australia	2011	266,564	96.2	3.1	0.7	1.6	-
	2016	269,884	94.6	3.3	2.0	1.7	-
	2017	273,262	94.6	3.4	2.1	1.8	-
	2018	285,251	94.2	3.6	2.2	1.7	-
	2019	293,959	94.4	3.3	2.2	1.6	-
	2021	299,771	93.7	4.0	2.3	1.5	0.1
	2022	295,467	91.9	5.8	2.4	1.5	0.1

Year 7 participation in numeracy

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
New South Wales	2008	85,110	96.3	3.4	0.3	0.6	-
	2016	86,256	96.0	3.2	0.8	1.4	-
	2017	87,333	96.4	2.9	0.7	1.5	-
	2018	90,224	95.6	3.5	0.9	1.4	-
	2019	90,962	95.4	3.7	0.9	1.5	-
	2021	94,144	94.9	4.1	1.0	1.3	0.1
	2022	91,448	92.4	6.6	1.0	1.4	0.1
Victoria	2008	63,880	95.8	4.1	0.1	1.7	-
	2016	65,934	94.6	3.8	1.6	2.2	-
	2017	66,558	94.2	4.2	1.7	2.4	-
	2018	69,705	93.9	4.3	1.8	2.2	-
	2019	72,721	94.2	4.2	1.6	1.9	-
	2021	73,260	93.2	5.2	1.6	1.8	0.1
	2022	72,291	91.4	7.0	1.6	1.8	0.1
Queensland	2008	56,191	97.5	2.3	0.2	1.5	-
	2016	55,564	91.1	3.9	5.0	1.6	-
	2017	56,882	90.6	4.4	5.0	1.5	-
	2018	59,168	89.8	4.7	5.5	1.4	-
	2019	61,048	89.6	4.7	5.7	1.3	-
	2021	61,532	88.0	6.3	5.7	1.2	0.2
	2022	60,379	84.9	9.1	6.0	1.1	0.2
South Australia	2008	19,171	96.5	3.1	0.4	2.0	-
	2016	18,378	93.8	3.7	2.6	2.2	-
	2017	17,896	93.3	4.0	2.7	2.4	-
	2018	18,938	92.8	4.4	2.8	2.4	-
	2019	19,387	93.0	4.1	2.9	2.6	-
	2021	19,978	93.0	3.9	3.1	2.3	0.1
	2022	19,387	90.8	6.8	2.5	2.2	0.1
Western Australia	2008	27,293	95.4	4.4	0.1	1.0	-
	2016	29,108	95.1	4.6	0.3	1.3	-
	2017	29,774	95.1	4.4	0.5	1.2	-
	2018	30,944	94.7	4.8	0.6	1.1	-
	2019	32,332	94.6	4.8	0.6	1.2	-
	2021	32,457	94.0	5.5	0.5	1.1	0.1
	2022	32,222	92.4	7.1	0.6	1.0	0.1

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
Tasmania	2008	6,401	95.2	4.6	0.1	0.7	-
	2016	5,679	93.9	4.5	1.6	1.5	-
	2017	5,613	92.9	4.7	2.4	1.4	-
	2018	6,081	92.8	5.3	1.9	1.7	-
	2019	6,263	93.9	5.1	1.0	1.4	-
	2021	6,338	92.2	6.3	1.5	1.1	0.2
	2022	6,042	90.5	8.0	1.6	1.5	0.2
Northern Territory	2008	2,706	80.5	19.5	0.0	1.3	-
	2016	2,686	83.7	15.6	0.7	2.5	-
	2017	2,551	83.6	15.6	0.8	2.4	-
	2018	2,665	83.5	15.1	1.4	2.2	-
	2019	2,648	81.8	16.4	1.8	2.3	-
	2021	2,590	78.9	19.6	1.5	3.5	0.8
	2022	2,474	75.3	23.5	1.2	3.9	0.6
Australian Capital Territory	2008	4,523	94.9	4.8	0.3	1.0	-
	2016	4,846	93.9	3.2	2.9	1.6	-
	2017	4,923	94.3	3.6	2.1	1.5	-
	2018	5,045	92.5	4.7	2.8	1.6	-
	2019	5,328	93.0	3.5	3.5	1.9	-
	2021	5,500	93.3	3.8	2.9	1.4	0.3
	2022	5,382	87.4	9.5	3.1	1.4	0.2
Australia	2008	265,275	96.1	3.7	0.2	1.2	-
	2016	268,451	94.1	3.8	2.0	1.7	-
	2017	271,530	94.0	4.0	2.1	1.7	-
	2018	282,770	93.4	4.3	2.3	1.7	-
	2019	290,689	93.4	4.3	2.3	1.6	-
	2021	295,799	92.5	5.2	2.3	1.5	0.1
	2022	289,625	90.1	7.6	2.4	1.5	0.1

Year 9 participation in reading

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
New South Wales	2008	84,520	94.2	5.4	0.4	0.5	-
	2016	82,948	93.5	5.4	1.1	1.4	-
	2017	84,932	95.2	4.0	0.8	1.7	-
	2018	85,053	93.8	5.1	1.2	1.7	-
	2019	83,455	93.5	5.1	1.4	1.6	-
	2021	90,945	92.7	5.8	1.5	1.4	0.2
	2022	90,908	91.4	7.3	1.3	1.5	0.2
Victoria	2008	62,853	92.2	7.7	0.1	1.8	-
	2016	61,553	90.6	7.0	2.4	2.6	-
	2017	63,123	90.4	6.9	2.6	2.8	-
	2018	64,103	90.1	7.0	2.9	2.7	-
	2019	64,813	90.3	7.0	2.7	2.4	-
	2021	70,465	90.4	7.1	2.5	2.2	0.1
	2022	71,100	89.7	7.8	2.4	2.0	0.2
Queensland	2008	56,133	94.9	4.7	0.5	1.4	-
	2016	36,688	87.2	5.7	7.0	1.6	-
	2017	50,689	86.8	6.6	6.6	1.5	-
	2018	52,531	85.2	6.8	7.9	1.5	-
	2019	53,889	85.2	6.9	7.9	1.4	-
	2021	56,934	82.9	8.1	8.9	1.3	0.3
	2022	56,131	80.4	10.5	9.1	1.3	0.3
South Australia	2008	18,647	93.6	6.2	0.2	2.2	-
	2016	17,509	89.5	7.0	3.4	2.5	-
	2017	17,225	89.1	7.5	3.4	3.0	-
	2018	17,808	89.5	7.0	3.5	2.9	-
	2019	17,557	89.6	6.0	4.5	3.0	-
	2021	18,975	90.2	5.8	4.0	2.7	0.2
	2022	19,281	89.0	7.6	3.4	2.8	0.2
Western Australia	2008	27,392	93.1	6.9	0.0	0.6	-
	2016	28,236	93.7	6.0	0.3	1.3	-
	2017	28,380	94.1	5.6	0.3	1.2	-
	2018	28,854	94.2	5.3	0.4	1.2	-
	2019	29,525	94.3	5.2	0.5	1.2	-
	2021	32,110	93.5	6.1	0.4	1.0	0.2
	2022	32,325	92.1	7.4	0.5	1.1	0.2

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
Tasmania	2008	6,179	91.1	8.7	0.2	0.7	-
	2016	5,630	90.5	7.8	1.7	1.3	-
	2017	5,714	90.1	7.9	2.0	1.7	-
	2018	5,475	89.7	8.0	2.3	1.4	-
	2019	5,534	92.5	5.8	1.7	1.5	-
	2021	5,956	90.0	8.5	1.5	1.2	0.6
	2022	6,013	88.8	9.5	1.7	1.6	0.7
Northern Territory	2008	2,386	79.9	20.0	0.0	1.9	-
	2016	2,398	80.6	18.5	0.9	2.8	-
	2017	2,397	78.0	20.7	1.3	2.4	-
	2018	2,314	77.8	21.1	1.1	1.7	-
	2019	2,219	76.4	21.7	1.9	2.4	-
	2021	2,309	73.3	25.2	1.6	3.6	1.3
	2022	2,260	71.6	27.2	1.2	3.4	0.6
Australian Capital Territory	2008	4,439	92.4	7.3	0.2	0.3	-
	2016	4,376	90.9	5.0	4.1	1.8	-
	2017	4,410	89.9	5.7	4.4	2.1	-
	2018	4,713	89.6	5.0	5.4	1.6	-
	2019	4,632	88.4	4.9	6.7	1.4	-
	2021	5,135	89.0	5.7	5.3	1.4	0.5
	2022	4,967	86.6	9.1	4.3	1.2	0.4
Australia	2008	262,549	93.5	6.3	0.3	1.2	-
	2016	239,338	91.2	6.2	2.5	1.8	-
	2017	256,870	91.3	6.0	2.7	2.0	-
	2018	260,851	90.5	6.3	3.2	1.9	-
	2019	261,624	90.4	6.2	3.4	1.8	-
	2021	282,829	89.6	6.9	3.5	1.6	0.2
	2022	282,985	88.2	8.4	3.4	1.6	0.2

Year 9 participation in writing

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
New South Wales	2011	84,476	95.1	4.6	0.3	1.2	-
	2016	83,159	93.8	5.1	1.1	1.4	-
	2017	85,102	95.4	3.8	0.8	1.7	-
	2018	85,344	94.1	4.8	1.2	1.7	-
	2019	83,794	93.9	4.8	1.3	1.6	-
	2021	91,016	92.8	5.7	1.5	1.4	0.0
	2022	90,401	90.9	7.8	1.4	1.6	0.2
Victoria	2011	62,458	91.9	7.2	0.9	2.0	-
	2016	61,768	90.9	6.8	2.4	2.6	-
	2017	63,211	90.6	6.9	2.5	2.8	-
	2018	64,573	90.7	6.5	2.8	2.7	-
	2019	64,934	90.5	7.0	2.6	2.4	-
	2021	70,466	90.4	7.1	2.5	2.2	0.0
	2022	70,534	89.0	8.5	2.5	2.0	0.1
Queensland	2011	54,879	93.1	4.9	1.9	1.4	-
	2016	36,765	87.4	5.5	7.0	1.6	-
	2017	50,928	87.2	6.3	6.5	1.6	-
	2018	52,817	85.7	6.5	7.7	1.5	-
	2019	54,130	85.6	6.7	7.7	1.4	-
	2021	57,085	83.2	7.9	8.9	1.3	0.6
	2022	55,719	79.8	11.0	9.2	1.3	0.2
South Australia	2011	18,381	91.6	7.1	1.3	1.8	-
	2016	17,623	90.1	6.5	3.4	2.5	-
	2017	17,358	89.8	6.9	3.3	3.0	-
	2018	17,854	89.7	6.9	3.4	2.9	-
	2019	17,597	89.8	6.0	4.2	3.0	-
	2021	18,889	89.8	6.3	3.9	2.7	0.0
	2022	19,173	88.5	7.9	3.5	2.8	0.1
Western Australia	2011	17,076	94.1	5.5	0.4	1.6	-
	2016	28,335	94.0	5.7	0.3	1.3	-
	2017	28,418	94.2	5.5	0.3	1.2	-
	2018	28,968	94.5	5.1	0.4	1.2	-
	2019	29,629	94.6	4.9	0.5	1.2	-
	2021	32,024	93.3	6.3	0.4	1.0	0.1
	2022	32,271	92.0	7.5	0.5	1.1	0.3

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
Tasmania	2011	6,187	91.1	7.7	1.2	1.3	-
	2016	5,664	91.0	7.3	1.7	1.3	-
	2017	5,724	90.3	7.7	2.0	1.7	-
	2018	5,499	90.1	7.7	2.2	1.4	-
	2019	5,499	91.9	6.3	1.8	1.5	-
	2021	5,911	89.3	9.2	1.5	1.2	0.0
	2022	5,971	88.2	10.1	1.7	1.6	0.7
Northern Territory	2011	2,383	86.5	12.9	0.6	2.2	-
	2016	2,463	82.8	16.4	0.9	2.8	-
	2017	2,453	79.8	18.9	1.3	2.4	-
	2018	2,337	78.6	20.3	1.1	1.7	-
	2019	2,254	77.6	20.5	1.9	2.4	-
	2021	2,307	73.2	25.2	1.6	3.6	0.0
	2022	2,283	72.4	26.4	1.2	3.4	0.4
Australian Capital Territory	2011	4,459	91.8	6.5	1.6	1.4	-
	2016	4,401	91.5	4.6	3.9	1.7	-
	2017	4,432	90.4	5.3	4.4	2.1	-
	2018	4,698	89.8	4.7	5.5	1.4	-
	2019	4,672	89.2	4.4	6.5	1.4	-
	2021	5,151	89.3	5.3	5.5	1.4	0.0
	2022	4,844	84.4	11.3	4.3	1.2	0.5
Australia	2011	250,299	93.3	5.8	0.9	1.5	-
	2016	240,178	91.5	6.0	2.5	1.8	-
	2017	257,626	91.6	5.8	2.6	2.0	-
	2018	262,090	90.9	6.0	3.1	1.9	-
	2019	262,509	90.7	6.0	3.2	1.8	-
	2021	282,849	89.6	6.9	3.5	1.6	0.1
	2022	281,196	87.6	8.9	3.5	1.6	0.2

Year 9 participation in numeracy

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
New South Wales	2008	84,129	93.8	5.8	0.4	0.6	-
	2016	82,283	92.8	6.1	1.1	1.4	-
	2017	84,474	94.7	4.5	0.8	1.7	-
	2018	84,225	92.8	6.0	1.2	1.7	-
	2019	82,314	92.2	6.4	1.4	1.6	-
	2021	89,397	91.2	7.3	1.5	1.4	0.3
	2022	87,876	88.3	10.3	1.4	1.5	0.2
Victoria	2008	63,021	92.5	7.4	0.1	1.8	-
	2016	61,456	90.4	7.1	2.5	2.6	-
	2017	62,681	89.8	7.6	2.6	2.7	-
	2018	63,570	89.3	7.7	2.9	2.6	-
	2019	64,374	89.7	7.6	2.7	2.4	-
	2021	69,313	88.9	8.5	2.6	2.2	0.1
	2022	69,322	87.5	10.0	2.6	2.0	0.2
Queensland	2008	55,952	94.6	5.0	0.5	1.3	-
	2016	36,443	86.7	6.3	7.0	1.5	-
	2017	50,284	86.1	7.3	6.6	1.5	-
	2018	52,117	84.6	7.5	7.9	1.5	-
	2019	53,191	84.1	7.9	8.0	1.4	-
	2021	55,536	80.9	9.9	9.2	1.3	0.4
	2022	54,078	77.4	13.2	9.4	1.3	0.3
South Australia	2008	18,652	93.6	6.2	0.2	2.2	-
	2016	17,385	88.9	7.5	3.6	2.5	-
	2017	17,054	88.2	8.3	3.4	3.0	-
	2018	17,571	88.3	8.2	3.5	2.9	-
	2019	17,247	88.0	7.4	4.6	3.0	-
	2021	18,604	88.4	7.4	4.2	2.7	0.2
	2022	18,674	86.2	10.1	3.7	2.8	0.2
Western Australia	2008	27,371	93.0	6.9	0.0	0.6	-
	2016	28,159	93.4	6.3	0.3	1.3	-
	2017	28,254	93.7	6.0	0.3	1.2	-
	2018	28,592	93.4	6.2	0.4	1.2	-
	2019	28,940	92.4	7.0	0.5	1.2	-
	2021	31,566	92.0	7.6	0.4	1.0	0.1
	2022	31,616	90.1	9.4	0.5	1.1	0.3

State / Territory	Year	Number participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Non-attempt (%)
Tasmania	2008	6,176	91.1	8.7	0.2	0.6	-
	2016	5,594	89.9	8.4	1.7	1.2	-
	2017	5,646	89.1	8.9	2.0	1.7	-
	2018	5,415	88.7	9.0	2.3	1.4	-
	2019	5,321	89.0	9.3	1.7	1.5	-
	2021	5,777	87.3	11.2	1.5	1.2	0.9
	2022	5,733	84.7	13.5	1.8	1.6	0.9
Northern Territory	2008	2,369	79.3	20.6	0.0	1.9	-
	2016	2,393	80.4	18.6	0.9	2.7	-
	2017	2,373	77.2	21.5	1.3	2.4	-
	2018	2,241	75.4	23.5	1.1	1.7	-
	2019	2,158	74.3	23.6	2.1	2.4	-
	2021	2,220	70.5	28.0	1.6	3.6	1.0
	2022	2,138	67.8	30.9	1.3	3.4	0.6
Australian Capital Territory	2008	4,452	92.7	7.0	0.3	0.3	-
	2016	4,368	90.8	5.2	4.0	1.7	-
	2017	4,351	88.7	6.9	4.4	2.1	-
	2018	4,606	87.6	6.9	5.6	1.6	-
	2019	4,578	87.4	6.0	6.6	1.4	-
	2021	5,018	87.0	7.3	5.7	1.4	0.7
	2022	4,720	82.3	13.3	4.5	1.2	0.4
Australia	2008	262,122	93.3	6.4	0.3	1.1	-
	2016	238,081	90.7	6.7	2.6	1.8	-
	2017	255,117	90.7	6.6	2.7	2.0	-
	2018	258,337	89.6	7.2	3.2	1.9	-
	2019	258,123	89.2	7.4	3.4	1.8	-
	2021	277,431	87.9	8.5	3.6	1.6	0.3
	2022	274,157	85.4	11.0	3.5	1.6	0.3