

## MEDIA RELEASE

**EMBARGOED UNTIL 01.00 am 3 August 2016**

### 2016 NAPLAN RESULTS:

#### SIGNIFICANT GAINS OVER TIME, PLATEAUS FOR 2016

Summary data released today from the 2016 NAPLAN tests demonstrate that, compared to 2008 (the first year of NAPLAN), there have been gains in all content areas (except for writing), but not for all year groups.

At the **national** level:

- **Reading** results for Years 3 and 5 saw significant gain compared to 2008.
- **Spelling** results for Year 3 saw significant gain compared to 2008.
- **Grammar/punctuation** results for Year 3 saw significant gain compared to 2008.
- **Numeracy** results for Year 5 saw significant gain compared to 2008.
- **Writing** results for Years 7 and 9 saw a significant decrease since 2011 (the year from which results can be compared with for this domain).

“There have been some significant gains in some domains in each state and territory, with Western Australia and Queensland standing out more than others,” says Chief Executive Officer of the Australian Curriculum, Assessment and Reporting Authority, Robert Randall.

“NAPLAN is about driving improvement in schools across the country. The data allow us to celebrate success and to identify areas for improvement. NAPLAN also contributes to the sharing of successful strategies within and across states and territories, with the goal of improving learning across the country.”

The NAPLAN national results also show that from 2015 to 2016 there has been no significant change in literacy and numeracy results, with results plateauing.

“We are concerned that, on a national level, the results have shown no significant improvement across the domains and year levels from 2015. Plateauing results are not what we should expect or assume from our education systems,” continues Robert Randall.

“Literacy and numeracy are the foundation of learning in and beyond school. Literacy and numeracy achievement needs to improve to ensure the wellbeing of individual students and the country as a whole.”

Withdrawal rates from NAPLAN have also remained stable, at the same rate as 2015.

“The vast majority of parents keep NAPLAN in context and see the value of NAPLAN participation, recognising the value of NAPLAN as an important measure of achievement for their child,” says Mr Randall.

**Media requests: 0414 063 872**

Background information:

*The NAPLAN 2016 summary information provides nationally comparable data for the 2016 national and state and territory results for each year level (3, 5, 7 and 9) and for each test domain (reading, writing, spelling, grammar and punctuation, and numeracy).*

*The report compares 2008 and 2015 results with 2016 results for each test domain except writing, in which the 2008 base year is replaced by 2011.*

*As each new year of NAPLAN data are added, readers of NAPLAN reports have a more useful picture of large-scale (state/territory and national) NAPLAN performance trends over time.*

*The NAPLAN summary information will be released at 1 am 3 August 2016 at <http://reports.acara.edu.au> in an online format.*