

MEDIA RELEASE

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NAPLAN ACHIEVEMENT PLATEAUS: IS THIS GOOD ENOUGH?

The 2016 NAPLAN National Report has been published, confirming the majority of the initial findings of the NAPLAN summary information released in August.

Data in the NAPLAN National Report show that, compared with 2008 (the first year of NAPLAN), there are some better results in all content areas (except in writing), but not for all year groups; however, in recent years NAPLAN results have largely plateaued.

“While the improvements since NAPLAN started in 2008 are welcome, there is room for more improvement,” says ACARA CEO, Robert Randall.

“There have been improvements in many schools across the country and some improvement in some states and territories. However, at a national level NAPLAN results have shown no significant improvement across the domains and year levels in the last few years. We should expect more for our children.

“As we have also seen recently with Australia's performance in international assessments, there is broad scope for improvement in achievement. We need to raise our expectations and strive for improved results across the board,” Mr Randall concludes.

At the national level for NAPLAN:

- Reading results for Years 3 and 5 are better than they were in 2008. Compared with 2015, there has been no significant improvement.
- Spelling results for Year 3 are better than they were in 2008. Compared with 2015, there has been no significant improvement.
- Grammar/punctuation results for Year 3 are better than they were in 2008. Compared with 2015, there has been no significant improvement.
- Numeracy results for Year 5 are better than they were in 2008. Compared with 2015, there has been no significant improvement.
- Writing results for Year 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. ACT, NSW and Victoria continue to have the highest mean achievement across the NAPLAN domains in Years 3, 5 and 7.

Data in the National Report have also shown that since 2008, there have been some significant cumulative gains in some domains and year levels for Indigenous students including reading (Years 3 and 5), numeracy (Year 5), spelling (Year 3), grammar and punctuation (Years 3, 5 and 7). There has also been a significant increase in the percentage of students performing at or above the national minimum standard in writing at Year 7.

Test incidents

The 2016 NAPLAN Test incidents report has also been released. Test incidents can include cheating, security breaches and other general breaches.

There were 47 test incidents substantiated in 2016, of which two were cheating, 16 were a security breach and 29 were a 'general breach'. These numbers are similar to previous years.

The number of reported test incidents is extremely small and does not affect overall NAPLAN results.

About the NAPLAN National Report

- *The report provides nationally comparable data on the 2016 national and state/territory results for each test domain.*
- *The report provides comparisons of performance by gender, Indigenous status, language background other than English status, parental occupation, parental education, and school location.*
- *The report includes data across the time series from 2008 to 2016 including national, state/territory and subgroup performance and tests participation rates are also reported.*

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