

MEDIA RELEASE

25 February 2020

RELEASE OF NAPLAN NATIONAL REPORT

The 2019 NAPLAN National Report has been released, confirming the initial findings of the preliminary information published in August 2019.

“The NAPLAN results for 2019 show that since 2008 – the first year of NAPLAN – there have been statistically significant gains in a number of domains and year levels, particularly at the primary school level,” said David de Carvalho, CEO of ACARA.

“At the national level, compared to 2008, the performance of Australian students in Year 5 numeracy, Years 3 and 5 reading, Years 3 and 5 spelling, and Year 3 grammar was significantly above the NAPLAN 2008 average.

“It is not the case, as some claim, that NAPLAN results show no improvement since the test was introduced. It is more complex than that.

“It is also encouraging to see the slight improvement in writing results in 2019, after a number of years of concern about the decline in writing results. NAPLAN has enabled a spotlight to be focused on writing, and what teachers are doing seems to be making a difference. Hopefully, this first year of turnaround will be the beginning of a trend; however, only time will tell. The writing results overall, however, are still below where they were when writing was first tested, with the exception of Year 3.

“The cumulative gains made since 2008 by Indigenous students are especially pleasing. One of the benefits of NAPLAN is that it can provide us with this information about Indigenous students’ progress and continue in our efforts to contribute towards closing the literacy and numeracy achievement gap between Indigenous and non-Indigenous students.”

This national report provides further information than contained in the August 2019 summary release, including comparisons of performance by: gender, Indigenous status, language background other than English, parental occupation, parental education and school location.

Indigeneity: Since 2008, there have been some significant cumulative gains in some domains and year levels for Indigenous students including reading (Years 3, 5 and 7), spelling (Years 3 and 5), grammar and punctuation (Years 3 and 7), numeracy (Years 5 and 9) and writing (Year 3). The performance of Australian Indigenous students in Years 3 and 9 writing was significantly above the NAPLAN 2018 average. The rate of improvement in results for Indigenous students is almost twice the rate of improvement for the general population. But more needs to be done. Further research is needed into what can be done to increase the rate of improvement even more for Indigenous students.

LBOTE: Compared to 2008, there have been some significant cumulative gains in some domains and year levels for students with language background other than English (LBOTE) including reading (Years 3, 5 and 7), grammar and punctuation (Years 3 and 7), spelling (Years 3 and 5) and numeracy (Year 5). The performance of Australian LBOTE students in Year 3 writing was significantly above the NAPLAN 2018 average.

Gender: Comparing this year's results to the starting year of NAPLAN in 2008, there have been some significant cumulative gains in some domains and year levels for female students including reading (Years 3 and 5), spelling (Year 5), grammar and punctuation (Year 3) and numeracy (Year 5).

Similarly, there have been some significant cumulative gains in some domains and year levels for male students including reading (Years 3 and 5), spelling (Years 3 and 5), grammar and punctuation (Year 3) and numeracy (Year 5).

There were no major changes in the NAPLAN 2019 participation rates compared to that observed in 2018. The large percentage of students participating in NAPLAN ensures that results are reliable and valid at the state, territory and national level.

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