

Inquiry into the factors driving educational attainment

Submission from:

Australian Curriculum, Assessment and Reporting Authority (ACARA)

Submission to:

House of Representatives Standing Committee on Education Secretariat

Acknowledgement of Country

ACARA acknowledges the Traditional Owners and Custodians of Country and Place throughout Australia and their continuing connection to land, waters, sky and community. We pay our respects to them and their cultures, and Elders past and present.

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Contact details

Australian Curriculum, Assessment and Reporting Authority
Level 6, 323 Castlereagh Street, Sydney NSW 2000
T 1300 895 563 | F 1800 982 118 | www.acara.edu.au

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1 Overview

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for:

- the national curriculum from Foundation to Year 12 in specified learning areas (as agreed by the Education Council)
- the national assessment program aligned to the national curriculum that measures students' progress
- a national data collection and reporting program that supports
 - analysis, evaluation, research, and resource allocation
 - accountability and reporting on schools and broader national achievement.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) collects, manages, analyses, evaluates and reports statistical and related information about the educational outcomes of schooling for young Australians. ACARA reports a large amount of data on schools and school students, bringing together information from education and statistical agencies around Australia.

ACARA's reporting is guided by the [Alice Springs \(Mparntwe\) Education Declaration's](#) education goals for young Australians.

The [Measurement Framework for Schooling in Australia \(Attachment C\)](#) including the schedule of Key Performance Measures (KPMs), provides the basis for Australian Education Ministers to report to the community on the performance of schooling, in accordance with the Educational Goals for Young Australians as expressed in the Alice Springs (Mparntwe) Education Declaration.

The Measurement Framework lists the agreed national KPMs for schooling, outlines the annual assessment and reporting cycles and underpins the National Report on Schooling in Australia.

ACARA publishes the annual [National Report on Schooling in Australia](#) on behalf of Australian education ministers, recording progress towards the goals and commitment in the Education Declaration. The report includes information on:

- school structures, and school, teacher and student numbers
- major programs and initiatives to support students and schools achieve educational goals and support the commitment to action
- student outcomes ([Key Performance Measures](#)), as prescribed in the [Measurement Framework for Schooling](#) in Australia
- school resourcing.

The [National Report on Schooling data portal](#), includes time series data, charts and tables, and downloadable datasets. It allows readers to view data by state and territory as well as at the national level, by calendar year and by other breakdowns, such as school sector, sex and Aboriginal and Torres Strait Islander status, where possible and appropriate. Data sets and commentary are regularly updated as new data becomes available and may be downloaded from the portal.

ACARA's submission is focused on the national data collections that can inform the Committee's consideration of gender differences in educational engagement, participation and outcomes. It does not seek to identify causal drivers beyond the scope of these data, but provides relevant national evidence to support the inquiry, noting key limitations where they exist. In considering gender differences, it is important that aggregate comparisons between males and females do not obscure the experiences of student cohorts where multiple factors intersect. For First Nations students, gender may interact with Aboriginal and Torres Strait Islander status, geolocation/remoteness, socio-economic context, language background, disability and access to senior secondary pathways. Where data availability, quality and privacy protections allow, intersectional analysis should be used to

identify cohorts most at risk of lower engagement, retention and attainment, rather than relying on gender comparisons alone.

2 Terms of reference

2.1 Context

The House Standing Committee on Education adopted an inquiry into the factors driving educational attainment on 1 April 2026, following a referral from the Minister for Education, the Hon Jason Clare MP.

The inquiry will consider the factors that drive variations in educational attainment including between and among boys and girls, from early learning, through school education, (including vocational education and training (VET) in schools), to tertiary education. It will seek to identify the factors driving differential engagement, participation, and outcomes at all levels and transitions from lower to senior secondary school; from school to tertiary education; and from education into the workforce and broader society.

2.2 Scope

The inquiry will include consideration of the research base, and factors responsible for the differences between and among boys and girls in:

- school readiness and progression through school education
- school learning outcomes in the National Assessment Program and other datasets
- school attendance rates, school retention rates and senior secondary school attainment rates
- representation in the Nationally Consistent Collection of Data on school students with disability
- learning approaches and pathways, including subject selection, that may influence uptake of different forms of post-school education
- participation and completion rates in vocational education and training (VET) in schools, and
- participation, completion and attainment rates in tertiary education, including VET, apprenticeships and higher education.

The inquiry will also consider:

- drivers of any differences in outcomes based on gender, cultural and linguistic diversity, socio-economic status
- potential evidence-based solutions to raise educational standards and results for learners not meeting standards, including where there is evidence for targeted approaches based on gender or other factors
- current policies and strategies to improve educational outcomes for boys and girls, and their impact, and other matters the Committee considers relevant.

3 Key issues

Gender differences in student attainment are shaped by a complex interplay of academic, social, and structural factors, rather than any single cause. Patterns observed in national and international data reflect influences such as socio-cultural expectations, classroom practices, subject selection trends,

and differences in engagement and wellbeing across genders. These dynamics can vary across year levels, learning domains, and student subgroups, highlighting the importance of considering gender as only one part of a bigger picture.

From a First Nations perspective, this broader picture is critical. A national gender analysis should distinguish between population-level gender patterns and the compounded effects experienced by students who sit at the intersection of multiple forms of educational disadvantage. For example, the educational attainment profile of Aboriginal and Torres Strait Islander males in remote or very remote locations may differ significantly from national male averages. Without this level of analysis, there is a risk that the inquiry identifies a general “boys and girls” pattern but misses the cohorts experiencing the greatest disparity.

Table 1 provides an overview of the alignment between the scope of the inquiry into the factors driving educational attainment and ACARA’s national data collection and reporting program.

Attachment A – Key information provides further information relevant to the scope of the inquiry.

Attachment B – Tables: Gender differences in student outcomes provides tables showing gender differences across all relevant datasets referred to in Table 1. Please note, percentages are rounded to one decimal place, differences may not sum exactly due to rounding.

3.1 Inquiry into the factors driving educational attainment scope

Table 1: Relationship of Inquiry scope to ACARA’s data collection and reporting program

The Inquiry will consider the research base, and factors responsible for the differences between and among boys and girls in:	Relationship to ACARA’s data collection and reporting program
school readiness and progression through school education	• School readiness: ACARA’s current national data collection does not include measures of school readiness. The Australian Early Development Census (AEDC) collects data on five key areas, or ‘domains’, of early childhood development (Physical health and wellbeing, Social Competence, Emotional Maturity, Language and cognitive skills, and Communication skills and general knowledge). • Progression through school education: ACARA publishes a range of data on student attendance, performance and certification as outlined throughout the remainder of this Table.
school learning outcomes in the National Assessment Program and other datasets	The National Assessment Program (NAP), a major component of the Measurement Framework for Schooling in Australia, is run as per the decision of Education Ministers. It includes a range of assessments undertaken to enable governments, education authorities, schools, parents and caregivers, and the community to determine whether Australian students are meeting educational outcomes. Domestic NAP assessments are administered by ACARA in collaboration with Test Administration Authorities. These assessments include: • National Assessment Program – Literacy and Numeracy (NAPLAN) • NAP – Civics and Citizenship (NAP-CC)

	• NAP – Science Literacy (NAP-SL) • NAP – Information and Communication Technology Literacy (NAP-ICTL) • NAP Opt-in assessments – optional assessments in Science Literacy, Civics and Citizenship, as well as ICT Literacy from 2026, that schools may voluntarily elect to participate in. NAP-CC, NAP-SL and NAP-ICTL are sample assessments, meaning they are only undertaken by randomly selected groups of students rather than the full student population in the year levels tested. The Australian Government Department of Education manages international NAP assessments on behalf of all states and territories. The international NAP assessments are administered by a national project manager, currently the Australian Council for Educational Research (ACER). International NAP assessments include: • Programme for International Student Assessment (PISA) • Trends in International Mathematics and Science Study (TIMSS) • Progress in International Reading Literacy Study (PIRLS). All international NAP assessments are sample assessments undertaken by randomly selected groups of students.
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school attendance rates, school retention rates and senior secondary school attainment rates	School attendance is a key indicator of student engagement. ACARA developed the National Standards for Student Attendance Data Reporting - Third Edition (PDF 375 kb) to establish a nationally consistent set of parameters for the collection and reporting of student attendance data. This enables consistent reporting by jurisdictions and sectors. The national standards have been developed in collaboration with jurisdiction and sector representatives and endorsed by all states and territories. The national standards are applicable to students in Years 1–10 for all government, Catholic and independent schools in Australia. The national Key Performance Measures (KPMs) for attendance, specified in the Measurement Framework for Schooling in Australia and reported on the Student Attendance page of ACARA's National Report on Schooling Data Portal, relate to students in the compulsory years of schooling: - Key Performance Measure 1(b) – Attendance rate: The number of actual full-time equivalent student-days attended by full-time students in Years 1-10 in Semester 1 as a percentage of the total number of possible student-days attended in Semester 1. - Key Performance Measure 1(c) – Attendance level: The proportion of full-time students in Years 1-10 whose attendance rate in Semester 1 is equal to or greater than 90 per cent. School retention rates: Apparent retention rates are collected by the Australian Bureau of Statistics (ABS) from administrative school enrolment databases and collated by the ABS through the National Schools Statistics Collection (NSSC) – an administrative data collection sourced from Commonwealth, state and territory education departments. They index the student enrolment in a given year to the enrolment count for the same cohort in prior years i.e. the net change in the size of a cohort as students leave or join it. Apparent retention rates, which are reported in the ABS Schools and also on the Apparent Retention page of ACARA's National Report on Schooling Data Portal estimate the progression of students through school over several years, through several year levels. The Key Performance Measure (KPM) related to apparent retention is the apparent retention rate from Year 10 to Year 12 (KPM 1e). Particular caution should be taken when interpreting apparent retention rates, particularly the sector-specific rates given the substantial movement of students across sectors. While ACARA's Student Background Data (SBD) enable the calculation of an 'actual' retention measure, the available data items in the SBD dataset – such as student ID, demographic characteristics, and parent background information – are not sufficient to reliably match students who move between schools, limiting confidence in the measure. The introduction of a Unique Student Identifier would improve the accuracy of matching, enabling more robust and policy-relevant measures of actual retention in the future. Year 12 certification rates, reported on the Year 12 Certification rates page of ACARA's National Report on Schooling in Australia Data Portal are derived from data supplied to the Australian
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	Government Department of Education by state and territory curriculum, assessment and certification authorities. These rates are disaggregated by state/territory and sex, geolocation and socio-economic status (SES). Consideration could also be given to whether available reporting can better show the interaction between these variables and Aboriginal and Torres Strait Islander status, subject to data quality, statistical reliability and privacy requirements. This would support a more precise understanding of whether lower Year 12 certification rates are concentrated among particular cohorts, including Aboriginal and Torres Strait Islander males in regional, remote or very remote settings. • Senior secondary school attainment rates: The Key Performance Measures (KPMs) related to student attainment specified in the Measurement Framework for Schooling in Australia are: ○ Key Performance Measure 7(a) Proportion of the 20–24-year-old population having attained at least Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II or above ○ Key Performance Measure 7(b) Proportion of the 20–24-year-old population having attained at least Year 12 or equivalent or AQF Certificate III or above. These measures, which are reported on the Student Attainment page of ACARA's National Report on Schooling in Australia Data Portal are based on the ABS Survey of Education and Work (SEW), which is conducted in May each year. The proportion of 20-24-year-olds who had attained Year 12 or equivalent is also reported. Five-yearly measures, drawn from the Census of Population and Housing, are reported for census years.
representation in the Nationally Consistent Collection of Data on school students with disability	The Nationally Consistent Collection of Data on School Students with Disability identifies students who received an educational adjustment due to disability. Through this collection, teachers use their professional judgement based on evidence to capture information on the level of adjustment that students with disability are being provided to enable them to participate in education on the same basis as other students and the broad category of disability under which each student best fits. The collection is based on the broad definition of disability used in the <i>Disability Discrimination Act 1992</i> (DDA) and the Disability Standards for Education 2005. This data is reported on the School students with disability page of the National Report on Schooling in Australia data portal. However, this data is not disaggregated by gender (only by state and school sector).
learning approaches and pathways, including subject selection, that may influence uptake of different forms of post-school education	ACARA's current national data collection does not include measures related to learning approaches and pathways. Year 12 subject enrolment data, disaggregated by gender, is available on ACARA's National Report on Schooling in Australia data portal. However, this data should be interpreted with caution due to the

	changes in subject choice/availability over time and other limitations outlined on the data portal page. Subject enrolment data is not collected nationally for years prior to 12.
participation and completion rates in vocational education and training (VET) in schools,	In the Measurement Framework for Schooling in Australia, the Key performance measure of participation in VET (KPM 1(f)) is the proportion of the population aged 15–19 years who, in the calendar year, successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above. The specification of the successful completion of a unit of competency in the KPM is a marker for genuine participation in a VET course, as opposed to an initial enrolment which may not be followed through. It is not intended that this KPM be seen as a measure of attainment. The national VET in Schools data collection is compiled by the National Centre for Vocational Education Research (NCVER) from data provided by states and territories. In some jurisdictions, students who have left school but are receiving credit for a VET course towards a senior secondary certificate may be included in these counts. To the extent that these students are included, this inflates the data as a measure of the number of secondary school students undertaking VET.
participation, completion and attainment rates in tertiary education, including VET, apprenticeships and higher education.	The Department of Education Research Analysis and Data Division is responsible for the collection and dissemination of statistics relating to the provision of higher education at all Australian institutions. The Higher Education student data collection encompasses enrolments, equivalent full-time student load (unit of study data) and completions, and includes all Higher Education Institutions that have been approved under the <i>Higher Education Support Act 2003</i>. The Student Attainment page of ACARA's National Report on Schooling in Australia Data Portal includes a measure of the proportion of the 20–24-year-old population having attained at least an AQF Bachelor Degree or equivalent.
drivers of any differences in outcomes based on gender, cultural and linguistic diversity, socio-economic status	ACARA has not conducted any specific research on differences in outcomes based on gender, cultural and linguistic diversity, socio-economic status. ACARA collects student background data (SBD) for all Australian schools to calculate Socio-Educational Advantage (SEA) and Disadvantaged Language Background other than English (DLBOTE). The Index of Community Socio-Educational Advantage (ICSEA) is used to report school NAPLAN performance against students with similar backgrounds. ACARA's Student background data collection includes each student's date of birth, gender, Aboriginal and/or Torres Strait Islander status and Language other than English spoken at home, each parent/guardian/carers' school education, non-school education, occupation group and Language other than English spoken at home.

potential evidence-based solutions to raise educational standards and results for learners not meeting standards, including where there is evidence for targeted approaches based on gender or other factors	ACARA has not conducted any specific research on solutions to raise educational standards and results for learners not meeting standards. The availability of these data items presents an opportunity to strengthen analysis beyond single-variable reporting. Where appropriate, ACARA could highlight the value of intersectional reporting that examines how gender interacts with Aboriginal and Torres Strait Islander status, geolocation/remoteness, socio-educational advantage, language background and disability. This would better support policy responses that are targeted to the lived realities of students, rather than assuming that gender operates in the same way across all student cohorts.
current policies and strategies to improve educational outcomes for boys and girls, and their impact.	ACARA has not conducted any specific research on policies and strategies to improve educational outcomes for boys and girls, and their impact.

3.2 Attachments

- a) Key information
- b) Tables: Gender differences in student outcomes
- c) Measurement Framework for Schooling in Australia

Attachment A: Key information

- **School Readiness:** In each year of the AEDC data collection, the proportion of students considered developmentally vulnerable on one or more domains is higher for males than for females and the proportion considered developmentally on track on all five domains is higher for females than for males. For further details, refer to the [Australian Early Development Census](#).
- **School learning outcomes:**
 - NAPLAN: Proportions of students achieving at the Needs additional support and at the strong or above proficiency levels, by gender, for all five NAPLAN domains in 2023–2025 are presented in Tables 1–10. In 2025, patterns of achievement by gender were similar to those in 2023 and 2024, with females consistently outperforming males across all literacy domains, with the largest gap in Writing (e.g. Year 9: 69.1% of females achieved Strong or above compared to 53.9% of males), and males more likely than females to be in the Needs Additional Support proficiency level for all literacy domains, with some variation in numeracy, where gender differences in the proportion of students in the NAS proficiency level are small (males slightly outperforming females in Years 3, 5 and 7). Males outperformed females in Numeracy across all year levels (e.g. Year 5: 72.5% of males compared to 65.2% of females).
 - [National Assessment Program](#) – Literacy and Numeracy (NAPLAN)
 - In 2024, Year 6 female students outperformed male students by 3 scale points in the NAP Civics and Citizenship assessment, a gap that was smaller than the previous cycle. However, no significant gender difference was observed at the Year 10 level, marking a change from past trends where female students typically performed better (Table 11).
 - Consistent with previous cycles, in 2022 female students had higher levels of ICT literacy in comparison to male students in both Year 6 and Year 10 (Table 12).
 - Gender differences in NAP Science Literacy achievement were not statistically significant in 2023, nor in any previous cycles, either in percentage attaining the proficient standard or in average scale score. Neither gender group showed changes in achievement over time (Table 13).
 - International Assessments show a similar pattern to national data, with females outperforming males in reading, males outperforming females in mathematics, and minimal gender differences in science.
 - In PISA Reading, 61% of female students achieved at or above the proficient standard in 2022, compared to 54% of male students, continuing a long-standing pattern of females outperforming males, although the gap has narrowed in recent cycles (Table 14).
 - In PIRLS, 84% of Year 4 females achieved at or above the proficient standard in 2021, compared to 77% of males, maintaining a consistent pattern of higher scores among females (Table 17).
 - In PISA Mathematics, 53.2% of male students achieved at or above the proficient standard in 2022, compared to 48.4% of female students, continuing a pattern of higher scores among males (generally 2–5 percentage points since 2003) (Table 15).
 - In TIMSS Mathematics, 76% of Year 4 males achieved at or above the proficient standard in 2023, compared to 68% of females, with the gap widening in the most recent cycle. In Year 8, 67% of males achieved at or above the proficient standard in 2023, compared to 61% of females. However, earlier cycles showed smaller or mixed differences, including parity in 2015 and higher scores among females in 2019 (Table 18).

- In PISA Scientific Literacy, male and female achievement levels were almost identical in 2022, with 58.4% of males and 58.0% of females achieving at or above the proficient standard, continuing a pattern of negligible differences over time (Table 16).
- In TIMSS Science, 84% of Year 4 males and 83% of Year 4 females achieved at or above the proficient standard in 2023, indicating near parity despite small fluctuations across cycles. Among Year 8 students in 2023, 71% of males and 68% of females achieved at or above the proficient standard, with earlier cycles showing mixed patterns, including periods of higher achievement levels among females (e.g. 2019), as shown in Table 19.

- **School attendance:**

- Gender differences in school attendance are minimal compared to achievement outcomes, with females consistently recording slightly higher attendance rates and levels than males.
- In 2025, the attendance rate (the number of actual full-time equivalent student-days attended by full-time students in Years 1–10 in Semester 1 as a percentage of the total number of possible student-days attended in Semester 1) for females was 88.9%, compared to 88.7% for males, continuing a long-standing pattern of marginally higher attendance rates among girls (0.1–0.4 percentage points since 2014). Attendance rates declined for both males and females between 2019 and 2022, before showing partial recovery from 2023 onwards, with no material change in the gender gap over time (Table 20).
- Attendance levels (the proportion of full-time students in Years 1–10 whose attendance rate in Semester 1 is equal to or greater than 90 per cent) were also slightly higher for female students compared to male students. In 2025, 62.6% of female students attended school at or above the benchmark level, compared to 61.6% of male students, maintaining a consistent female advantage (around 1 percentage point). Attendance levels declined substantially between 2019 and 2022 for both genders, followed by a partial recovery from 2023. However, the gender difference has remained relatively stable throughout this period (Table 21).
- Attendance rates and attendance levels for each year level (1–10), disaggregated by gender, are available on the [Student Attendance](#) page of the National Report on Schooling in Australia data portal. Gender differences in attendance rates and attendance levels remain small when focusing on Years 7–10 only, similar to patterns observed across Years 1–10.

- **School retention rates:** Year 10–12 apparent retention rates have been consistently higher for females compared to males since 2010. In 2025, 85.2% of females were retained to Year 12 compared to 78.0% of males (a gap of 7.2 percentage points), continuing a long-standing pattern (Table 22).

- **Senior secondary school attainment:**

- Year 12 certification rates: Across the available series (2012–2022), Year 12 certification rates were consistently higher among females compared to males. In 2022, 80.6% of females attained a Year 12 certification compared to 72.2% of males (an 8.4 percentage point difference), in line with historical patterns. While both male and female certification rates fluctuate over time, the gender gap has remained relatively stable at 6–9 percentage points (Table 23).
- Among the 20–24-year-old population:
 - The proportion having attained at least Year 12 or equivalent or above is consistently higher among females, with gender differences ranging from around 5 to 11 percentage points. In 2025, 87.9% of females had completed Year 12 or equivalent compared to 81.8% of males (Table 24).

- The proportion having attained at least Year 12 or equivalent or AQF Certificate II/III or above is also consistently higher among females. In 2025, 90.2% of females had completed Year 12 or equivalent or AQF Certificate III compared to 87.7% of males (Table 26), and the proportion of females had completed Year 12 or equivalent or AQF Certificate II or above was 91.3%, compared to 88.3% of males (Table 25).
- **Vocational Education and Training (VET):** Among 15–19-year-olds, rates of participation in VET are consistently higher for males compared to females, with male participation rates exceeding female rates by 3-4 percentage points each year. In 2024, 27.8% of males aged 15–19 completed at least one AQF Certificate II unit or above compared to 23.5% of females in the same age group (Table 27).
- **Completion of tertiary education:** Among 20–24-year-olds, the proportion who had completed an AQF Bachelor degree was consistently higher among females compared to males. In 2025, 23.9% of females aged 20–24 had completed a Bachelor degree, compared to 17.4% of males in the same age group (Table 28).
- In summary, compared to males, females have higher levels of school readiness and literacy achievement, while males tend to perform better in numeracy and have higher levels of participation in vocational education and training. Differences in school attendance were minimal, indicating broadly similar levels of school engagement but different learning outcomes and post-school pathways. These patterns reflect a complex interplay of factors that vary across contexts and student groups, highlighting that gender is only one part of a broader set of influences shaping educational outcomes. For First Nations students, the interpretation of gender differences should therefore be cautious and contextualised. Aggregate data may show a general pattern of female advantage in retention and attainment, but this should not be read as evidence that all female students are advantaged or that all male students experience the same level of risk. The inquiry would benefit from particular attention to cohorts where gender intersects with Aboriginal and Torres Strait Islander status, remoteness, socio-economic disadvantage and disability, as these intersections may identify students most likely to experience cumulative barriers to educational attainment.

Attachment B: Gender differences in student outcomes

Table 1: NAPLAN Reading: Proportion of students achieving at or above the Strong proficiency level, by Year level and gender

Year	Male	Female	Difference (F-M)
Year 3			
2023	62.5	71.4	8.9
2024	62.4	70.5	8.1
2025	61.9	69.8	7.9
Year 5			
2023	70.3	78.3	8.0
2024	67.7	75.2	7.5
2025	69.8	76.2	6.4
Year 7			
2023	64.6	72.5	7.9
2024	62.8	72.0	9.2
2025	65.2	73.0	7.8
Year 9			
2023	58.8	67.1	8.3
2024	59.1	67.1	8.0
2025	60.8	69.6	8.8

Source: [ACARA: NAPLAN National Results](#)

Table 2: NAPLAN Writing: Proportion of students achieving at or above the Strong proficiency level, by Year level and gender

Year	Male	Female	Difference (F-M)
Year 3			
2023	70.3	82.1	11.8
2024	71.7	82.2	10.5
2025	70.9	82.2	11.3
Year 5			
2023	60.4	72.4	12.0
2024	61.9	73.1	11.2
2025	59.5	71.0	11.5
Year 7			
2023	55.4	70.0	14.6
2024	58.0	73.1	15.1
2025	57.0	71.1	14.1
Year 9			
2023	50.2	66.3	16.1
2024	53.1	69.2	16.1
2025	53.9	69.1	15.2

Source: [ACARA: NAPLAN National Results](#)

Table 3: NAPLAN Spelling: Proportion of students achieving at or above the Strong proficiency level, by Year level and gender

Year	Male	Female	Difference (F-M)
Year 3			
2023	58.8	62.9	4.1
2024	58.9	62.3	3.4
2025	60.2	63.7	3.5
Year 5			
2023	66.4	71.7	5.3
2024	65.2	70.3	5.1
2025	66.5	71.1	4.6
Year 7			
2023	69.2	76.5	7.3
2024	68.4	76.3	7.9
2025	69.2	75.8	6.6
Year 9			
2023	67.4	74.7	7.3
2024	68.8	75.4	6.6
2025	69.0	74.9	5.9

Source: [ACARA: NAPLAN National Results](#)

Table 4: NAPLAN Grammar and Punctuation: Proportion of students achieving at or above the Strong proficiency level, by Year level and gender

Year	Male	Female	Difference (F-M)
Year 3			
2023	51.0	57.9	6.9
2024	50.8	57.1	6.3
2025	51.2	57.2	6.0
Year 5			
2023	59.7	68.4	8.7
2024	60.0	69.7	9.7
2025	59.1	67.5	8.4
Year 7			
2023	58.7	69.5	10.8
2024	55.9	67.4	11.5
2025	57.2	67.8	10.6
Year 9			
2023	50.2	61.8	11.6
2024	49.0	61.1	12.1
2025	50.7	62.4	11.7

Source: [ACARA: NAPLAN National Results](#)

Table 5: NAPLAN Numeracy: Proportion of students achieving at or above the Strong proficiency level, by Year level and gender

Year	Male	Female	Difference (F-M)
Year 3			
2023	67.1	62.1	-5.0
2024	66.7	60.1	-6.6
2025	66.6	61.3	-5.3
Year 5			
2023	70.3	65.0	-5.3
2024	70.6	64.8	-5.8
2025	72.5	65.2	-7.3
Year 7			
2023	69.1	65.2	-3.9
2024	68.9	65.4	-3.5
2025	70.9	66.0	-4.9
Year 9			
2023	64.9	62.8	-2.1
2024	64.8	62.0	-2.8
2025	67.6	63.4	-4.2

Source: [ACARA: NAPLAN National Results](#)

Table 6: NAPLAN Reading: Proportion of students achieving at the Needs Additional Support proficiency level, by Year level and gender

Year	Male	Female	Difference (F-M)
Year 3			
2023	10.7	7.4	-3.3
2024	12.9	9.5	-3.4
2025	12.3	9.1	-3.2
Year 5			
2023	8.7	5.2	-3.5
2024	10.5	6.8	-3.7
2025	9.0	5.9	-3.1
Year 7			
2023	11.3	6.6	-4.7
2024	12.8	7.5	-5.3
2025	11.0	6.7	-4.3
Year 9			
2023	13.4	7.7	-5.7
2024	13.9	8.1	-5.8
2025	12.4	7.2	-5.2

Source: [ACARA: NAPLAN National Results](#)

Table 7: NAPLAN Writing: Proportion of students achieving at the Needs Additional Support proficiency level, by Year level and gender

Year	Male	Female	Difference (F-M)
Year 3			
2023	8.1	4.0	-4.1
2024	7.3	3.9	-3.4
2025	7.5	3.8	-3.7
Year 5			
2023	12.4	6.6	-5.8
2024	11.1	6.1	-5.0
2025	12.0	6.7	-5.3
Year 7			
2023	14.4	7.2	-7.2
2024	13.9	6.7	-7.2
2025	14.4	7.4	-7.0
Year 9			
2023	16.1	7.9	-8.2
2024	15.5	7.4	-8.1
2025	15.1	7.7	-7.4

Source: [ACARA: NAPLAN National Results](#)

Table 8: NAPLAN Spelling: Proportion of students achieving at the Needs Additional Support proficiency level, by Year level and gender

Year	Male	Female	Difference (F-M)
Year 3			
2023	12.5	9.7	-2.8
2024	12.3	10.0	-2.3
2025	12.0	9.4	-2.6
Year 5			
2023	10.3	7.0	-3.3
2024	11.0	7.9	-3.1
2025	10.2	7.3	-2.9
Year 7			
2023	9.2	5.7	-3.5
2024	9.7	5.9	-3.8
2025	9.1	5.9	-3.2
Year 9			
2023	9.7	5.9	-3.8
2024	8.6	5.1	-3.5
2025	8.4	5.4	-3.0

Source: [ACARA: NAPLAN National Results](#)

Table 9: NAPLAN Grammar and Punctuation: Proportion of students achieving at the Needs Additional Support proficiency level, by Year level and gender

Year	Male	Female	Difference (F-M)
Year 3			
2023	15.0	11.5	-3.5
2024	17.9	14.3	-3.6
2025	18.7	15.0	-3.7
Year 5			
2023	12.3	7.8	-4.5
2024	12.7	7.9	-4.8
2025	14.4	9.6	-4.8
Year 7			
2023	13.5	7.6	-5.9
2024	16.7	9.5	-7.2
2025	16.7	10.0	-6.7
Year 9			
2023	16.6	8.9	-7.7
2024	18.8	10.2	-8.6
2025	17.3	10.0	-7.3

Source: [ACARA: NAPLAN National Results](#)

Table 10: NAPLAN Numeracy: Proportion of students achieving at the Needs Additional Support proficiency level, by Year level and gender

Year	Male	Female	Difference (F-M)
Year 3			
2023	9.3	10.8	1.5
2024	8.8	10.5	1.7
2025	8.8	10.0	1.2
Year 5			
2023	8.6	9.9	1.3
2024	8.0	9.1	1.1
2025	7.1	8.6	1.5
Year 7			
2023	9.2	9.4	0.2
2024	9.2	9.4	0.2
2025	9.2	9.8	0.6
Year 9			
2023	10.4	9.9	-0.5
2024	10.4	10.3	-0.1
2025	9.9	10.6	0.7

Source: [ACARA: NAPLAN National Results](#)

Table 11: NAP Civics and Citizenship: Proportion of students at or above the proficient standard, by Year level and gender

Year	Male	Female	Difference (F-M)
Year 6			
2004	47	53	6
2007	50	57	7
2010	49	55	6
2013	48	55	7
2016	50	60	10
2019	47	58	11
2024	42	45	3
Year 10			
2004	35	44	9
2007	38	45	7
2010	44	53	9
2013	42	46	4
2016	35	42	7
2019	35	42	7
2024	28	28	0

Source: <https://nap.edu.au/nap-sample-assessments/civics-and-citizenship> - Civics and citizenship

Table 12: NAP ICT Literacy: Proportion of students at or above the proficient standard, by Year level and gender

Year	Male	Female	Difference (F-M)
Year 6			
2005	45	52	7
2008	52	62	10
2011	58	66	8
2014	51	60	9
2017	51	56	5
2022	51	59	8
Year 10			
2005	60	63	3
2008	63	70	7
2011	62	67	5
2014	47	58	11
2017	51	58	9
2022	45	47	2

Source: <https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/nap-sample-assessments> - ICT literacy

Table 13: NAP Science Literacy: Proportion of students at or above the proficient standard, by Year level and gender

Year	Male	Female	Difference (F-M)
Year 6			
2006	55	54	-1
2009	52	52	0
2012	52	51	-1
2015	54	57	3
2018	57	59	2
2023	57	56	-1
Year 10			
2018	49	50	1
2023	54	53	-1

Source: [NAP - Science literacy](#)

Table 14: PISA Reading: Proportion of 15-year-old students at or above the proficient standard, by gender

Year	Male	Female	Difference (F-M)
2000	63	76	13
2003	62	78	16
2006	58	73	15
2009	58	73	15
2012	57	71	14
2015	55	67	12
2018	54	65	11
2022	54	61	7

Source: [NAP - PISA](#)

Table 15: PISA Mathematics: Proportion of 15-year-old students at or above the proficient standard, by gender

Year	Male	Female	Difference (F-M)
2003	67.3	66.8	-0.5
2006	68.6	64.3	-4.3
2009	65.5	62.3	-3.2
2012	60.2	56.5	-3.7
2015	56.4	54.4	-2.0
2018	55.5	52.9	-2.6
2022	53.2	48.4	-4.8

Source: [NAP - PISA](#)

Table 16: PISA Scientific Literacy: Proportion of 15-year-old students at or above the proficient standard, by gender

Year	Male	Female	Difference (F-M)
2006	66.4	67.5	1.1
2009	66.6	68.3	1.7
2012	65.2	64.5	-0.7
2015	61.0	60.6	-0.4
2018	58.2	58.1	-0.1
2022	58.4	58.0	-0.4

Source: [NAP - PISA](#)

Table 17: PIRLS Reading Literacy: Proportion of Year 4 students at or above the proficient standard, by gender

Year	Male	Female	Difference (F-M)
2011	73	79	6
2016	77	85	8
2021	77	84	7

Source: [NAP - PIRLS](#)

Table 18: TIMSS Mathematics: Proportion of students at or above the proficient standard, by gender

Year	Male	Female	Difference (F-M)
Year 4			
2007	72	70	-2
2011	71	70	-1
2015	71	69	-2
2019	70	69	-1
2023	76	68	-8
Year 8			
2007	64	57	-7
2011	64	62	-2
2015	65	65	0
2019	67	69	2
2023	67	61	-6

Source: [NAP - TIMSS](#)

Table 19: TIMSS Science: Proportion of students at or above the proficient standard, by gender

Year	Male	Female	Difference (F-M)
Year 4			
2007	76	76	0
2011	72	73	1
2015	75	77	2
2019	76	80	4
2023	84	83	-1
Year 8			
2007	73	67	-6
2011	72	67	-5
2015	69	68	-1
2019	73	76	3
2023	71	68	-3

Source: [NAP - TIMSS](#)

Table 20: Student Attendance Rate (Years 1-10), by gender

Year	Male	Female	Difference (F-M)
2014	92.6	92.7	0.1
2015	92.5	92.7	0.2
2016	92.4	92.6	0.2
2017	92.3	92.5	0.2
2018	91.8	92.1	0.3
2019	91.2	91.6	0.4
2020	-	-	-
2021	90.7	91.0	0.3
2022	86.3	86.7	0.4
2023	88.6	88.7	0.1
2024	88.2	88.4	0.2
2025	88.7	88.9	0.2

Source: [ACARA: Student Attendance](#)

Table 21: Student Attendance Level (Years 1-10), by gender

Year	Male	Female	Difference (F-M)
2015	77.4	78.0	0.6
2016	77.4	78.0	0.6
2017	76.7	77.4	0.7
2018	74.6	75.8	1.2
2019	72.4	73.9	1.5
2020	-	-	-
2021	70.7	71.7	1.0
2022	49.0	50.8	1.8
2023	61.3	62.0	0.7
2024	59.4	60.3	0.9
2025	61.6	62.6	1.0

Source: [ACARA: Student Attendance](#)

Table 22: Apparent Retention (Year 10-12), by gender

Year	Male	Female	Difference (F-M)
2010	74.1	82.9	8.8
2011	75.5	83.7	8.2
2012	75.5	83.3	7.8
2013	77.4	84.1	6.7
2014	79.5	85.7	6.2
2015	79.7	85.9	6.2
2016	79.7	86.1	6.4
2017	80.1	86.6	6.5
2018	79.3	86.4	7.1
2019	78.1	86.0	7.9
2020	78.3	86.0	7.7
2021	77.7	85.5	7.8
2022	75.0	83.2	8.2
2023	74.9	82.7	7.8
2024	76.4	83.5	7.1
2025	78.0	85.2	7.2

Source: [ACARA: Apparent retention](#)

Table 23: Year 12 Certification rates, by gender

Year	Male	Female	Difference (F-M)
2012	69.0	78.0	9.0
2013	69.0	78.0	9.0
2014	68.0	76.0	8.0
2015	72.0	78.0	6.0
2016	72.0	80.0	8.0
2017	76.0	83.0	7.0
2018	75.0	82.7	7.7
2019	69.1	76.1	7.0
2020	72.3	80.8	8.5
2021	74.5	83.2	8.7
2022	72.2	80.6	8.4

Source: [ACARA: Year 12 Certification rates](#)

Table 24: Proportion of 20-24-year-olds who had completed Year 12 or equivalent, by gender

Year	Male	Female	Difference (F-M)
2004	69.6	77.3	7.7
2005	69.5	77.6	8.1
2006	68.4	79.8	11.4
2007	70.6	79.9	9.3
2008	70.9	80.3	9.4
2009	73.0	81.3	8.3
2010	73.5	82.7	9.2
2011	69.5	80.5	11.0
2012	71.9	80.9	9.0
2013	73.2	81.4	8.2
2014	72.3	81.3	9.0
2015	74.6	83.1	8.5
2016	79.0	83.2	4.2
2017	75.1	83.5	8.4
2018	80.2	84.3	4.1
2019	79.1	86.2	7.1
2020	81.1	88.7	7.6
2021	81.5	87.4	5.9
2022	82.8	90.0	7.2
2023	81.4	88.4	7.0
2024	82.3	90.6	8.3
2025	81.8	87.9	6.1

Source: [ACARA: Student Attainment](#)

Table 25: Proportion of 20-24-year-olds who had completed Year 12 or equivalent or AQF Certificate II or above, by gender

Year	Male	Female	Difference (F-M)
2004	79.4	83.2	3.8
2005	78.3	84.1	5.8
2006	78.1	85.9	7.8
2007	81.1	86.1	5.0
2008	81.3	87.3	6.0
2009	81.4	87.7	6.3
2010	82.4	88.9	6.5
2011	81.6	86.7	5.1
2012	84.1	87.8	3.7
2013	84.3	89.2	4.9
2014	82.6	89.4	6.8
2015	86.3	90.1	3.8
2016	88.7	91.6	2.9
2017	84.4	89.9	5.5
2018	88.8	91.1	2.3
2019	85.9	92.6	6.7
2020	87.5	92.5	5.0
2021	88.0	92.3	4.3
2022	88.2	92.9	4.7
2023	88.1	93.0	4.9
2024	88.1	93.4	5.3
2025	88.3	91.3	3.0

Source: [ACARA: Student Attainment](#)

Table 26: Proportion of 20-24-year-olds who had completed Year 12 or equivalent or AQF Certificate III or above, by gender

Year	Male	Female	Difference (F-M)
2004	78.3	82.2	3.9
2005	77.5	82.3	4.8
2006	77.2	84.4	7.2
2007	79.6	85.0	5.4
2008	80.7	85.8	5.1
2009	80.5	86.6	6.1
2010	81.4	87.7	6.3
2011	80.3	85.3	5.0
2012	83.0	86.3	3.3
2013	83.4	88.0	4.6
2014	81.4	88.3	6.9
2015	85.1	89.6	4.5
2016	87.5	90.1	2.6
2017	83.5	89.4	5.9
2018	87.7	90.2	2.5
2019	85.0	92.0	7.0
2020	86.9	91.9	5.0
2021	87.2	92.0	4.8
2022	87.6	92.7	5.1
2023	87.2	92.8	5.6
2024	87.4	93.0	5.6
2025	87.7	90.2	2.5

Source: [ACARA: Student Attainment](#)

Table 27: Participation in VET - Proportion of 15-19-year-olds successfully completing at least one unit of competency at AQF Certificate II or above, by gender

Year	Male	Female	Difference (F-M)
2009	26.4	22.6	-3.8
2010	27.7	23.4	-4.3
2011	29.4	25.3	-4.1
2012	30.4	26.9	-3.5
2013	28.8	25.0	-3.8
2014	34.9	31.6	-3.3
2015	30.2	26.2	-4.0
2016	28.2	24.5	-3.7
2017	28.2	23.9	-4.3
2018	26.3	22.2	-4.1
2019	27.0	22.8	-4.2
2020	26.3	22.5	-3.8
2021	27.4	23.5	-3.9
2022	26.5	22.4	-4.1
2023	27.2	23.0	-4.2
2024	27.8	23.5	-4.3

Source: *ACARA: Participation in Vocational Education and Training*

Table 28: Proportion of 20-24-year-olds who had completed an AQF Bachelor degree or above, by gender

Year	Male	Female	Difference (F-M)
2004	11.6	18.1	6.5
2005	12.9	18.4	5.5
2006	12.7	20.0	7.3
2007	13.1	18.6	5.5
2008	12.5	19.9	7.4
2009	12.5	21.3	8.8
2010	11.9	20.0	8.1
2011	11.7	18.7	7.0
2012	13.6	19.2	5.6
2013	12.7	21.2	8.5
2014	11.1	20.2	9.1
2015	14.4	22.5	8.1
2016	14.7	22.1	7.4
2017	14.5	21.8	7.3
2018	15.4	21.9	6.5
2019	16.8	25.8	9.0
2020	16.6	24.7	8.1
2021	16.3	24.8	8.5
2022	18.2	26.5	8.3
2023	14.9	26.2	11.3
2024	17.4	25.3	7.9
2025	17.4	23.9	6.5

Source: *ACARA: Student Attainment*

Attachment C: Measurement Framework for Schooling in Australia



Measurement Framework for Schooling in Australia

June 2025

Measurement Framework for Schooling in Australia 2025

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info@acara.edu.au

or

ACARA
Level 13, 280 Elizabeth St Sydney NSW 2000
Australia

Feedback on the *Measurement Framework for Schooling in Australia* should be sent to

info@acara.edu.au.

Information about ACARA and its work can be found at www.acara.edu.au.

Measurement Framework for Schooling in Australia 2025

June 2025

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1 Introduction

The Measurement Framework for Schooling in Australia, including the schedule of Key Performance Measures (**KPMs**), provides the basis for Australian Education Ministers to report to the community on the performance of schooling, in accordance with the Educational Goals for Young Australians as expressed in the [Alice Springs \(Mparntwe\) Education Declaration](#).

The Measurement Framework lists the agreed national KPMs for schooling, outlines the annual assessment and reporting cycles and underpins the National Report on Schooling in Australia.

In accordance with its Charter, as determined by the Education Ministers Meeting (**EMM**)¹, the Australian Curriculum, Assessment and Reporting Authority (**ACARA**) is to *provide and apply a comprehensive and reliable national measurement framework*.

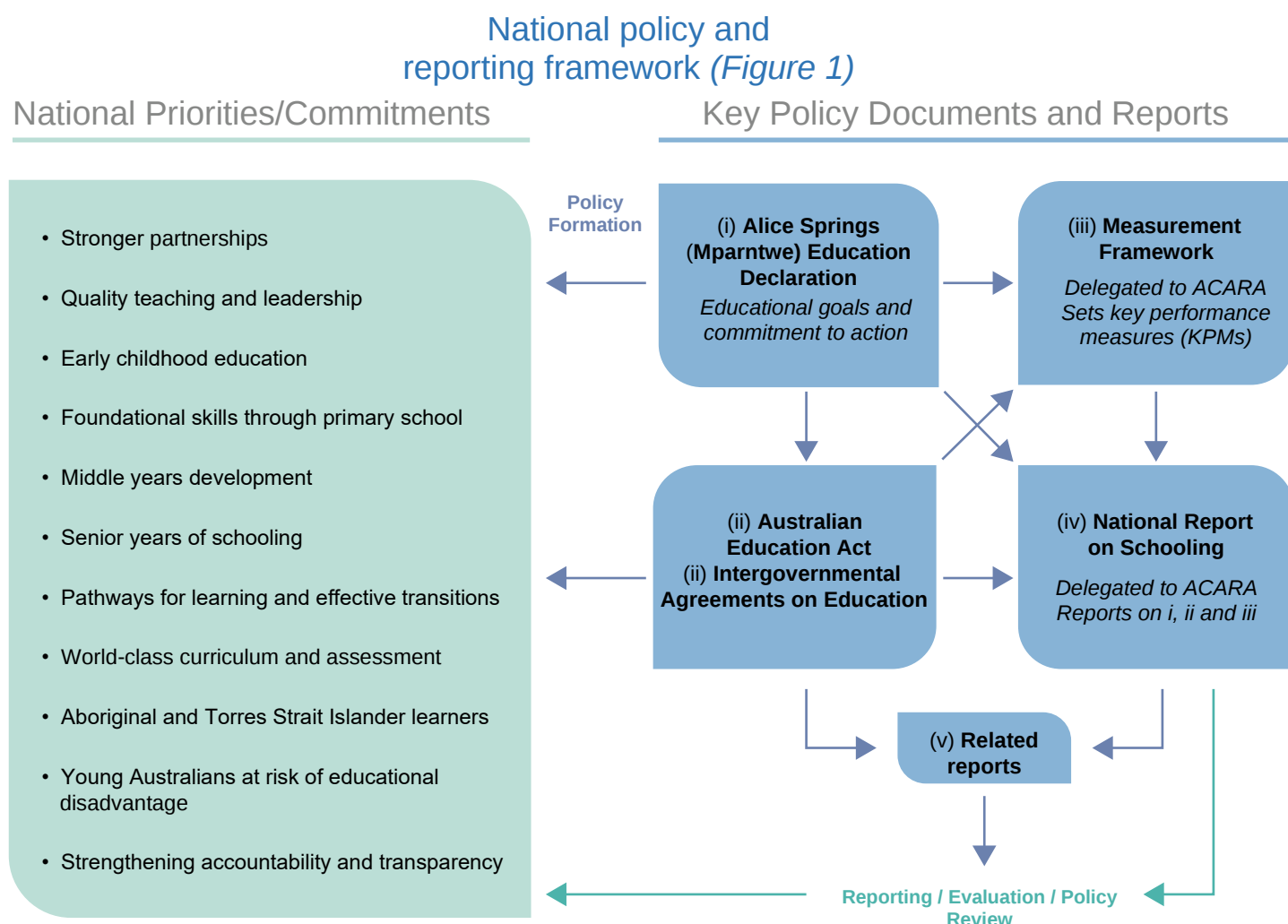
A full review of the Measurement Framework will be undertaken by ACARA at least every three years. Minor changes to the Measurement Framework may be approved by the Chief Executive Officer, ACARA.

The [Principles and Protocols for Reporting on Schooling in Australia](#) guides the scope of the Measurement Framework and the practices and procedures used by all jurisdictions, ACARA and other agencies when reporting against the Measurement Framework.

¹ Formerly the Council of Australian Governments (COAG) Education Council

2 National policy and reporting context

The key national school education policy documents and reports, including the *Measurement Framework for Schooling in Australia*, relate to and reinforce each other. Their relationships and roles in policy formation, reporting, evaluation and review are summarised in Figure 1 below and are explained beneath the diagram.



Key policy documents and reports

(i) Alice Springs (Mparntwe) Education Declaration

The *Alice Springs (Mparntwe) Education Declaration* announced by Education Ministers in December 2019, sets two educational goals for young Australians:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become confident and creative individuals, successful lifelong learners and active and informed members of the community.

The *Alice Springs (Mparntwe) Education Declaration* includes a Commitment to Action in the following 11 interrelated areas, in order to support the achievement of the educational goals:

All Australian Governments commit to working with the education community and in partnership with young Australians, their families, and the broader community to achieve the educational goals for young Australians.²

This commitment is supported by a range of inter-related areas for action:

- Developing stronger partnerships
- Supporting quality teaching and leadership
- Strengthening early childhood education
- Building foundational skills in the primary school years
- Enhancing middle years development
- Supporting senior years of schooling
- Embedding pathways for learning throughout life and supporting effective transitions
- Delivering world-class curriculum and assessment
- Supporting Aboriginal and Torres Strait Islander learners to reach their potential
- Supporting all young Australians at risk of educational disadvantage
- Strengthening accountability and transparency with strong meaningful measures.

In strengthening accountability and transparency, the declaration states:

Australian Governments commit to continuing to provide public reporting that

- *focuses on improving performance and student growth and outcomes for all students*
- *provides parents with information on their child's performance, progress and outcomes*
- *is locally, nationally, and internationally relevant*
- *is accessible, timely, consistent and comparable.³*

(ii) Australian Education Act and intergovernmental agreements on education

The [Australian Education Act 2013](#) (**the Act**) outlines the framework for Commonwealth funding to schools. The Act commenced on 1 January 2014.

The Act and its Regulations set out the funding expectations to ensure accountability and transparency to the community. Section 77 of the *Australian Education Act 2013* outlines the ongoing policy requirements for all approved authorities for schools. These include the provision

² Alice Springs (Mparntwe) Education Declaration p6

³ Alice Springs (Mparntwe) Education Declaration p12

of information for the purposes of a national program to collect data on schools and school education.

Intergovernmental agreements on education are supported by the shared national commitments, and articulate three key outcomes that the education system must strive for in order to ensure all young Australians access an education which supports them to reach their full potential:

1. Equity and Excellence – schools and education systems are equipped to provide equitable learning opportunities to all students.
2. Wellbeing for learning and engagement – students are provided with appropriate support, experiences, teaching and resources to positively and confidently engage in learning.
3. A strong and sustainable workforce – teachers and non-teaching school staff are supported to innovate and be at their best to ensure young Australians thrive in their education. A sustainable workforce means that the Australian community recognises the value teachers bring to students, communities and the economy, more Australians consider a career in teaching, and there is a high retention rate.

(iii) Measurement Framework for Schooling in Australia

The *Measurement Framework for Schooling in Australia 2025* (this document) details nationally agreed KPMs for schooling reflecting the Educational Goals for Young Australians and commitment to action expressed in the *Alice Springs (Mparntwe) Education Declaration*. The schedule of KPMs specifies the data sources for the KPMs for public reporting in the *National Report on Schooling in Australia* and outlines the reporting cycle for the period 2023–27.

(iv) National Report on Schooling in Australia

The *National Report on Schooling in Australia* consists of an annual national report containing key information and commentary, which is published by ACARA on behalf of the Education Ministers Meeting (EMM). It also comprises a web-based data portal, allowing public access to the various national data sets for schooling including the KPMs, as these become available.

The *National Report on Schooling in Australia* reports annually on progress towards the educational goals and commitment to action in the *Alice Springs (Mparntwe) Declaration*. It reports directly on national policy initiatives and achievements arising from the commitment to action and is the main vehicle for reporting the nationally agreed KPMs for schooling defined in the Measurement Framework.

(v) Related reports

Information relevant to the national KPMs is also reported in the annual National Assessment Program Literacy and Numeracy (**NAPLAN**) national results, published by ACARA. It is also reported in the annual Report on Government Services, released by the Productivity Commission. Other related reports include public reports on student performance in National Assessment Program (**NAP**) Sample Assessments and reports on the international sample assessments that are included in the NAP.

In addition to national reporting on school education several indicators that correspond to the national KPMs, are reported at the school level on the [My School](#) website.

3 National Assessment Program

The Measurement Framework specifies the annual assessment and reporting cycle for the NAP.

The NAP is a major component of the Measurement Framework and encompasses all national assessments approved by Education Ministers. These assessments comprise:

- annual literacy and numeracy tests (NAPLAN) for Years 3, 5, 7 and 9
- sample assessments in Civics and Citizenship, Information and Communication Technology (ICT) Literacy and Science Literacy for Years 6 and 10 conducted on a three-year cycle and, from 2024, will also be available as part of the NAP Sample Opt-in assessments.
- Australia's participation in the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

National standards are established within each element of the [National Assessment Program](#).

National Assessment Program—Literacy and Numeracy (NAPLAN)

National proficiency standards in NAPLAN with four levels of achievement were introduced in 2023.

Proficiency levels for literacy and numeracy are defined for assessments in Reading, Writing, Grammar and Punctuation, Spelling and Numeracy at each year level. These levels for each year level are defined and located on a common underlying NAPLAN scale. Students achieving at or above the “Strong” proficiency level have demonstrated a proficient understanding of the elements of literacy and numeracy for their year level.

National Assessment Program—Sample assessments

National proficiency standards are established for the sample assessment components of the NAP: Civics and Citizenship; ICT Literacy; and Science Literacy.

Proficiency standards for sample assessments represent a ‘challenging but reasonable’ expectation of student achievement at a year level with students needing to demonstrate more than elementary skills expected at that year level.

The national proficiency standards for approved NAP sample assessments are:

- Civics and Citizenship Year 6—Level 2; Year 10—Level 3
- ICT Literacy Year 6—Level 3; Year 10—Level 4
- Science Literacy Year 6—Level 3; Year 10—Level 4.

From 2024, NAP Sample Opt-in assessments will progressively be made available in these same domains and year levels to the NAP sample assessment. Schools and systems can choose to “opt-in” to these assessments each year, to gauge their performance in relation to the national proficiency standards for these domains. Schools will be provided secure reports to on

how well students are acquiring essential knowledge and understanding in key areas to help inform teaching and improve student learning outcomes. There will be no public reporting at a school or jurisdictional level although schools will receive secure school reports.

Government and non-government system authorities may choose to opt-in all schools in their systems, in which case results would not only be provided back to the schools but also back to relevant system authorities.

Analysis of NAP Sample Opt-in take up rates will inform ACARA's advice to Education Ministers about possible future enhancements to the NAP.

National Assessment Program—International sample assessments

National proficiency standards have been established for Australian students participating in PISA, TIMSS, and PIRLS.

The national proficient standard for 15-year-old students participating in PISA (reading, mathematics and science) is Level 3 on the international PISA scales.

The national proficient standard for Year 4 and 8 students participating in TIMSS (mathematics and science) is the Intermediate international benchmark on the TIMSS scales.

The national proficient standard for Year 4 students participating in PIRLS (reading) is the Intermediate international benchmark on the PIRLS scale.

4 Outline of key performance measures

The core of the Measurement Framework is the schedule of KPMs (Part 5). By intent, these KPMs are:

- strategic measures which provide nationally comparable data on aspects of performance critical to achieving the *Educational Goals for Young Australians* and monitoring progress against the *Alice Springs (Mparntwe) Education Declaration*
- student centred, focusing on student participation, achievement, attainment and equity
- based on sound and reliable practice, including for student assessment
- supportive of valid, consistent and transparent reporting
- relevant and of interest to the public
- cost effective, practical to collect, and take account of the burden and impact that data collection may place on students, schools and schooling systems.

The schedule takes account of all Education Ministers Meeting (EMM) decisions related to measuring performance against the national goals, including:

Participation with a focus on:

- enrolment in school
- student attendance
- participation in NAP assessments
- retention
- participation of young people, including secondary students, in vocational education and training (VET)

Population-based participation measures provide evidence of the outcomes of schooling, including student transitions to work and further education.

Achievement in the National Assessment Program (NAP), with a focus on:

- literacy
- numeracy
- civics and citizenship
- ICT literacy
- science literacy.

Attainment with a focus on:

- school completion and attainment
- attainment of young people in post-school learning pathways.

Population-based attainment measures provide evidence of the outcomes of schooling, including student transitions to further education.

Equity with a focus on:

- Aboriginal and/or Torres Strait Islander (Indigenous) status
- gender
- language background
- geographic location
- socio-educational background
- disability.

Equity measures are not separately listed in the schedule of KPMs but are derived, for reporting purposes, by disaggregating the measures for participation, achievement and attainment where possible and appropriate to do so. Measures are disaggregated as outlined in the [Data Standards Manual: Student Background Characteristics](#) or other nationally agreed standards.

5 Schedule of Measures 2023–2027

For reporting purposes, measures are disaggregated, where possible and appropriate, by state and territory, Aboriginal and/or Torres Strait Islander (Indigenous) status, gender, language background, geographic location, socio-educational background and disability.

Measures	Data source(s)	Frequency	2023	2024	2025	2026	2027
1. Student participation							
(a) Enrolment Proportion of children aged 6–15 years who are enrolled in school	Census of Population and Housing	Quinquennial 2021				✓	
(b) Attendance rate The number of actual full-time equivalent student-days attended by full-time students in Years 1–10 in Semester 1 as a percentage of the total number of possible student-days attended in Semester 1	National Student Attendance Data Collection (ACARA) (administrative data)	Annual	✓	✓	✓	✓	✓
(c) Attendance level The proportion of full-time students in Years 1–10 whose attendance rate in Semester 1 is equal to or greater than 90 per cent	National Student Attendance Data Collection (ACARA) (administrative data)	Annual	✓	✓	✓	✓	✓
(d) NAPLAN participation Proportion of students in Years 3, 5, 7 and 9 participating in NAPLAN	NAPLAN	Annual	✓	✓	✓	✓	✓
(e) Apparent retention rate from Year 10 to Year 12	National Schools Statistics Collection	Annual	✓	✓	✓	✓	✓
(f) Participation of young people, including secondary students, in VET Proportion of the population aged 15–19 years who in the calendar year successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above	NCVER national VET provider collection; NCVER national VET in Schools collection; ABS Estimated Resident Population	Annual	✓	✓	✓	✓	✓

Measures	Data source(s)	Frequency	2023	2024	2025	2026	2027
(g) Proportion of 15–19-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training	Survey of Education and Work	Annual	✓	✓	✓	✓	✓
	Census of Population and Housing	Five yearly				✓	
(h) Proportion of 20–24-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training	Survey of Education and Work	Annual	✓	✓	✓	✓	✓
	Census of Population and Housing	Five yearly				✓	
(i) Proportion of 17–24-year-olds who have left school that are in full-time education or training, in full-time work, or both in part-time work and part-time education or training	Survey of Education and Work	Annual	✓	✓	✓	✓	✓
	Census of Population and Housing	Five yearly				✓	
2. Student achievement: NAP – Literacy							
(a) Proportion of students in Years 3, 5, 7 and 9 achieving (i) at or above the national strong proficiency level for reading (ii) at or above the national exceeding proficiency level for reading	NAPLAN	Annual	✓	✓	✓	✓	✓
	NAPLAN	Annual	✓	✓	✓	✓	✓
(b) NAPLAN mean scale scores for reading in Years 3, 5, 7 and 9	NAPLAN	Annual	✓	✓	✓	✓	✓
(c) Proportion of students in Years 3, 5, 7 and 9 achieving (i) at or above the national strong proficiency level for writing (ii) at or above the national exceeding proficiency level for writing	NAPLAN	Annual	✓	✓	✓	✓	✓
	NAPLAN	Annual	✓	✓	✓	✓	✓
(d) NAPLAN mean scale scores for writing in Years 3, 5, 7 and 9	NAPLAN	Annual	✓	✓	✓	✓	✓
(e) Proportion of participating 15-year-old students achieving at or above the proficient standard (Level 3) on the OECD PISA combined reading scale	PISA	Four yearly			✓		
(f) Proportion of participating Year 4 students achieving at or above the proficient standard (Intermediate) in PIRLS	PIRLS	Five yearly				✓	

Measures	Data source(s)	Frequency	2023	2024	2025	2026	2027
3. Student achievement: NAP – Numeracy							
(a) Proportion of students in Years 3, 5, 7 and 9 achieving:	NAPLAN	Annual	✓	✓	✓	✓	✓
(i) at or above the national strong proficiency level for numeracy							
(ii) at or above the national exceeding proficiency level for numeracy	NAPLAN	Annual	✓	✓	✓	✓	✓
(b) NAPLAN mean scale scores for numeracy in Years 3, 5, 7 and 9	NAPLAN	Annual	✓	✓	✓	✓	✓
(c) Proportion of participating 15-year-old students achieving at or above the national proficient standard (Level 3) on the OECD PISA combined mathematics scale	PISA	Four yearly			✓		
(d) Proportion of participating students in Years 4 and 8 achieving at or above the national proficient standard (Intermediate) on the TIMSS mathematics scales	TIMSS	Four yearly	✓				✓
4. Student achievement: NAP – Science Literacy							
(a) Proportion of participating students in Years 6 and 10 achieving at or above the proficient standard (Year 6–Level 3; Year 10–Level 4) in Science Literacy	NAP – Science Literacy	Three yearly	✓			✓	
(b) Proportion of participating 15-year-old students achieving at or above the national proficient standard (Level 3) on the OECD PISA combined scientific literacy scale	PISA	Four yearly			✓		
(c) Proportion of participating students in Years 4 and 8 achieving at or above the proficient standard (Intermediate) on the TIMSS science scales	TIMSS	Four yearly	✓				✓

Measures	Data source(s)	Frequency	2023	2024	2025	2026	2027
5. Student achievement: NAP – Civics and Citizenship							
Proportion of participating students in Years 6 and 10 achieving at or above the proficient standard (Year 6–Level 2; Year 10–Level 3) in Civics and Citizenship.	NAP – Civics and Citizenship	Three yearly		✓			✓
6. Student achievement: NAP – Information and Communication Technology (ICT) Literacy							
Proportion of participating students in Years 6 and 10 achieving at or above the proficient standard (Year 6–Level 3; Year 10–Level 4) in ICT Literacy	NAP ICT Literacy	Three yearly			✓		
7. Student attainment							
(a) Proportion of the 20–24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above	Survey of Education and Work	Annual	✓	✓	✓	✓	✓
	Census of Population and Housing	Five yearly				✓	
(b) Proportion of the 20–24-year-old population having attained at least Year 12 or equivalent or AQF Certificate III or above	Survey of Education and Work	Annual	✓	✓	✓	✓	✓
	Census of Population and Housing	Five yearly				✓	