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How to interpret trends in achievement gaps

Mean achievement was estimated for two subpopulations, for example male and female students. A certain level of uncertainty is associated with each of these means. The difference in mean score between the two groups is referred to as the achievement gap. These gaps are tested for statistical significance, taking the uncertainty in each mean into account. Statistically significant gaps are presented in bold.

Changes in the achievement gaps were tested for statistical significance between 2016 and 2021 and between 2019 and 2021. Significant changes are presented in bold. Changes that are not statistically significant are not bolded and labelled as *no change*, because they are not statistically significant from zero.

These changes in gaps are also presented in a graph so that the significance of the two pairwise comparisons can be interpreted in the context of the of the other NAPLAN years. When the gaps have positive values, the trend lines are downwards in case of narrowing of the gaps and upwards in case of widening of the gaps. However, when gaps have negative values, the direction is the other way around: upward trend lines represent narrowing of the gap (closer to zero) and downward trend lines widening of the gaps.