



## National Assessment Program – Literacy and Numeracy 2019 Final Report

The *NAPLAN National Report* (National report) was released by the Australian Curriculum, Assessment and Reporting Authority (ACARA) on Tuesday, 25 February 2020.

The National Assessment Program – Literacy and Numeracy (NAPLAN) was held in May 2019 for all students in Years 3, 5, 7 and 9. The majority of schools in Western Australia completed NAPLAN online while the remainder continued with pen and paper testing. Students completed assessments in Reading, Writing, Conventions of Language (Spelling and Grammar and Punctuation) and Numeracy.

The NAPLAN 2019 summary report, released on Wednesday, 28 August 2019, provided preliminary results, without disaggregation into subgroups. This report included comparisons of preliminary 2019 results with the 2018 and 2008 final results.

The 2019 NAPLAN National Report, in PDF format, consists of three parts:

- Part 1: 2019 Results
- Part 2: 2008, 2014 – 2019 Time series
- Part 3: 2013 – 2019, 2015 – 2019 and 2017 – 2019 Cohort gain.

It should be noted that the Time Series and Cohort Gain sections of the National report available as a PDF only provide information in relation to Reading and Numeracy.

Full details of the results are available online, in a searchable format, on the NAPLAN results subsection of the NAP website (<https://www.nap.edu.au/>). This includes time series and cohort gain data for all domains including subgroup data by State/Territory.

The National report presents tables, graphs and commentary providing comparisons of State/Territory performance disaggregated by sex, Indigenous status, language background and geolocation. The report also provides information on exemption, withdrawal and participation rates.

The section on cohort gain includes disaggregation by sex, Indigenous status and language background other than English (LBOTE). Geolocation splits are not included for cohort gain as there is insufficient data for a number of states and territories in the remote and very remote categories.

The Western Australian performance is based on all Western Australian schools.

As was the case with the NAPLAN summary information, from a contextual perspective it should be noted that:

- the 2019 writing genre was narrative. The narrative genre was last used in 2016 and prior to that in 2008, 2009 and 2010. In all other years, the persuasive genre was assessed. As in previous years, schools did not know ahead of time the genre being assessed. In 2011, a NAPLAN writing scale was created which encompasses both genres. The 2019 writing results can only be compared with writing data from 2011 onwards.

- comparisons of performances over time are made between 2019 and 2018 and 2019 and 2008, with the exception of Writing for which 2011 is the base year.
- individual student NAPLAN reports were available for distribution to parents by schools in September 2019.

## Key Results

The following key points (1–8) present information that was initially provided in the NAPLAN summary information briefing released in August 2019, and are included in the final National Report. It should be noted that these points have been updated, where necessary, to reflect the final data set which is slightly different so the various comparisons have changed marginally.

The remaining points (9–23) relate to information provided for the first time in respect of the final National Report.

1. The overall achievement of students in the NAPLAN tests across Australia, including Western Australia, continues to be stable.
2. The mean scores for Western Australian students in 2019 were **above** those achieved in the base year (2008 for all assessments, except writing for which the base year is 2011) in 16 of the 20 assessments, which was the highest number of improved mean scores of any state. Areas of improvement since the base year are:
  - Year 3 – Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy
  - Year 5 – Reading, Spelling and Numeracy
  - Year 7 – Reading, Spelling, Grammar and Punctuation and Numeracy
  - Year 9 – Reading, Spelling, Grammar and Punctuation and Numeracy.
3. As was the case between 2018 and 2019 the nature of the difference between means in all assessments was small, with the only significant improvement in Year 3 Writing.
4. Western Australia’s mean scores were close to the national means in Year 7 and higher than the national means in all Year 9 assessments. Western Australian Years 3 and 5 means are lower than the national means, though the gap continues to diminish.
5. The 2019 Western Australian means were the highest ever achieved in Year 3 Writing, Reading, Grammar and Punctuation, and Years 3, 5 and 7 Numeracy.
6. In 2019, Western Australia’s percentages at or above national minimum standard were higher than the national percentages in all Year 9 assessments. In Years 3, 5 and 7 the percentages at or above national minimum standard across all tests were within 1.2 percentage points of the national percentages.
7. Western Australian participation rates are higher than the national average. In comparison to other jurisdictions, Western Australia had the highest participation rate in Year 9 Reading, Writing and Numeracy and was ranked second or third in all tests across Years 3, 5, 7 and 9.
8. The Withdrawal rates in Western Australia continue to be low, ranging from 0.5 per cent to 2.2 per cent. In comparison, the national average for withdrawals ranges from 2.2 per cent to 3.4 per cent.

9. In Western Australia female students outperformed males in all literacy related assessments, in terms of both means and the percentage of students achieving above the national minimum standards. The mean scale score results are not statistically different for Years 3 and 5 Reading and Spelling and Year 9 Reading. The differences are substantial for all other literacy assessments and in particular Writing, with differences in mean scale scores ranging from 23 to 33 score points.
10. In Western Australia and nationally, the mean scores and percentages at or above national minimum standard for Indigenous students are substantially below the mean scale scores for non-Indigenous students for all assessments.
11. Across all assessments, there is a consistent pattern in the results for Australia overall and Western Australia. Students attending schools in major cities geolocations have the highest mean scale score, followed by students attending schools in inner regional geolocations, then students attending schools in outer regional geolocations, then students attending schools in remote geolocations, and then students attending schools in very remote geolocations. This pattern holds for both mean scale scores and the percentage of students who achieved at or above the national minimum standard.
12. When considering Indigenous status and geolocation together, while the same patterns of performance as for geolocation alone are evident for both Indigenous and non-Indigenous students, the extent of the differences in achievement are more pronounced for Indigenous students.
13. The achievement of Western Australian students in remote and very remote locations is higher than the national means with percentages at or above national minimum standard for these geolocations across all year groups and all assessments.
14. The 2019 mean scores for Indigenous students in Western Australia were above that of the base year (2008 or 2011) for 15 of the 20 assessments. Areas of improvement since the base year are:
  - Year 3 Reading, Writing, Spelling and Grammar and Punctuation
  - Year 5 Reading, Spelling, Grammar and Punctuation and Numeracy
  - Year 7 Reading, Spelling, Grammar and Punctuation
  - Year 9 Reading, Spelling, Grammar and Punctuation and Numeracy.
15. Western Australian Indigenous students in very remote locations in Years 3, 5, 7 and 9 have means for all assessments higher than the national means for Indigenous students in these geolocations.
16. Across Australia, mean scores for LBOTE and non-LBOTE students in Reading, Writing and Grammar and Punctuation are close across all year levels. In Numeracy, the means are close for Year 3 students and LBOTE mean scores are higher for Years 5, 7 and 9 students. In Spelling, the mean scores for LBOTE are higher than non-LBOTE across all year levels. In Western Australia, the mean scores were higher for LBOTE students in all years for Spelling and for Years 5 and 7 Numeracy.
17. When comparing Australia's Reading and Numeracy participation rates for the period 2008 to 2019 there has been a decrease of approximately 2.3 per cent for all year levels. In Western Australia, Reading participation has slightly improved (0.9 per cent) and Numeracy participation has very slightly declined (0.4 per cent).

18. Participation rates for Western Australian Indigenous students remain considerably lower than for non-Indigenous students in all years and in all assessments. In 2019, this disparity ranged from 10 per cent less in Year 3, 11 per cent less in Year 5, 16 per cent less in Year 7 and 28 per cent less in Year 9.
19. In comparison with 2018, Indigenous participation rates were higher for all assessments with the largest increase of 3.8 per cent seen in Year 7 Reading.
20. Western Australia's cohort gains for Reading and Numeracy, whether two year, four year or six year gains are higher than the national average cohort gains.
21. The largest numeracy gains over four years for the 2015 Year 3 cohort were in Western Australia (166 score points).
22. The largest gains over four years in Writing, Reading and Numeracy for the 2015 Year 5 cohort were in Western Australia.
23. The largest numeracy, grammar and punctuation, reading, and writing gains over six years for the 2013 Year 3 cohort were in Western Australia.

The attached information in Appendix 1 provides more detailed advice in relation to the NAPLAN 2019 results.

## Appendix 1

### Summary of NAPLAN 2019 results from WA's perspective

The NAPLAN Report presents results in two main ways – mean scores and percentages at or above the national minimum standards.

'Effect size' measures, used for quantifying the difference between two groups or the same group over time, have been used to complement the statistical assessments of significance of differences and focus on the magnitude of any difference. In the tables, the term 'significance of difference' has been replaced with the term 'nature of the difference' to reflect that the results indicate both the statistical significance of the difference as well as the effect size of the difference.

The nature of the difference is displayed symbolically in tables using the following key:

▲	Average achievement is <b>substantially above and is statistically significantly different</b> from the base year (or previous year) for this state/territory.
△	Average achievement is <b>above and is statistically significantly different</b> from the base year (or previous year) for this state/territory.
■	Average achievement is <b>close to or not statistically different</b> from the base year (or previous year) for this state/territory.
▽	Average achievement is <b>below and is statistically significantly different</b> from the base year (or previous year) for this state/territory.
▼	Average achievement is <b>substantially below and is statistically significantly different</b> from the base year (or previous year) for this state/territory.

The nature of the difference is reported as 'substantially above or below', 'above or below' or 'close to' the comparative mean or percentage of students at or above the national minimum standard. The base year (First year of data collection for the purposes of time series comparisons) for Persuasive Writing is 2011 and for all other assessments is 2008.

### Means

The nature of the differences between mean scores in 2019 and 2018 were small and close.

In 2019, Western Australia's mean achievement was above that of the base year of 2008 (2011 for Writing) in 16 of the 20 assessments, the largest number of improved mean scores of any state.

Areas of improvement are:

- Year 3 – Reading, Spelling, Grammar and Punctuation, and Numeracy
- Year 5 – Reading, Spelling and Numeracy
- Year 7 – Spelling, Grammar and Punctuation and Numeracy
- Year 9 – Reading, Spelling, Grammar and Punctuation and Numeracy.

Across Australia for the same period, there were means above the base year in six assessments and below in two. There are no statistically significant differences between the national and Western Australian means. As has been the case since 2008, for all assessments in Years 3 and 5 the Western Australian means are lower than the national means, though the gap has diminished. For example, Year 3 Numeracy had a gap of 15.0 points in 2008, compared to 4.4 points in 2019. Year 7 Writing and Numeracy means are slightly higher than the national mean. The Western Australia means for

all other Year 7 assessments are still slightly lower than national means. Western Australia's means are slightly higher than the national means in all Year 9 assessments.

Relative to other states, Western Australia's ranking in 2019 improved in seven assessments (Year 3 Reading, Writing, Spelling and Grammar and Punctuation; Year 5 Reading; Year 9 Writing and Numeracy). The ranking declined in three assessments (Year 5 Numeracy and Years 7 and 9 Grammar and Punctuation). All other rankings were the same as in 2018.

Compared to the other jurisdictions, Western Australia now performs at a level statistically lower

- for Year 3 students than:
  - Victoria in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy;
  - New South Wales in Spelling.
- for Year 5 students than:
  - Victoria in Writing and Numeracy; and
  - ACT in Reading.
- for Year 7 students than:
  - ACT in Reading.

Western Australia performs at a level that is statistically higher than the Northern Territory in all year groups and assessments.

Compared to the other jurisdictions, Western Australia performed at a level that is statistically higher for Years 5 and 7 Spelling and Numeracy than Tasmania.

Western Australia's Year 9 students perform at a level that is statistically higher than Tasmania in all assessments, Queensland in Writing and Numeracy, and South Australia in Numeracy.

#### *Percentages at or above the national minimum standards*

When compared with the base year of 2008 (2011 for Writing) there were significant improvements in the percentages of students achieving at or above the national minimum standard in 12 assessments. These assessments were Year 3 Reading, Writing, Spelling and Grammar and Punctuation; Year 5 Reading, Spelling, and Numeracy; Year 7 Spelling and Grammar and Punctuation and Year 9 Spelling, Grammar and Punctuation and Numeracy. The percentages of Western Australia's students in 2019 reaching the national minimum standards remained very similar to those in 2018 for 15 of the 20 assessments. There were significant improvements for Years 3 and 5 Writing. The percentages were significantly below 2018 for Years 5 and 9 Grammar and Punctuation and Year 7 Numeracy.

Western Australia's percentages at or above national minimum standard were similar to the national percentages (within 1.8 percentage points) in all assessments, with the exception of Year 9 Writing (3.4 per cent higher).

Western Australia's relative ranking in 2019 compared with other States/Territories improved from 2018 on six of the 20 assessments (Year 3 Writing, Spelling and Grammar and Punctuation, and Year 9 Reading, Writing and Numeracy). The ranking declined for Year 7 Reading, Grammar and Punctuation and Numeracy and Year 9 Spelling, Grammar and Punctuation and Numeracy. Other rankings were the same as in 2018.

## Sex

For Australia overall and for all jurisdictions female students in Years 3, 5, 7 and 9 for Reading, Writing, Spelling, and Grammar and Punctuation, out-perform male students. Female students have higher mean scale scores, percentages above the minimum standard and percentages in the top bands.

In Western Australia, the higher means for female students are not statistically different for Years 3 and 5 Reading and Spelling and Year 9 Reading. The differences are substantial for all other literacy assessments and in particular Writing, with differences in mean scale scores ranging from 23 to 33 score points.

In all jurisdictions, the Numeracy mean scores for males are higher than for females. Females do slightly better in terms of the percentage at or above national minimum standard. In Western Australia neither differences in mean scores or percentages at or above national minimum standard are significant.

For all jurisdictions, greater percentages of male students than female students scored in the highest achievement band in Numeracy in Years 3, 5, 7 and 9.

Between 2008 and 2019, the means for both males and females in Western Australia showed increases in Years 3, 5, 7 and 9 Reading; Year 3 Writing; Years 3, 5, 7 and 9 Spelling; Years 3, 7 and 9 Grammar and Punctuation; and Years 3, 5, 7 and 9 Numeracy. Females showed a decrease only in Year 7 writing.

The percentages of students at or above the national minimum standard showed increases for males and females in Year 3 Reading, Writing and Grammar and Punctuation; Year 5 Reading, Spelling, and Numeracy; Year 7 Grammar and Punctuation; and Year 9 Spelling and Numeracy. Females only increased in Year 9 Reading. Males only increased in Years 3 and 7 Spelling and Years 7 and 9 Grammar and Punctuation, and decreased in Year 7 Numeracy.

Between 2011 and 2019, the mean for both male and female students increased for Year 3 Writing and for males only in Year 5 Writing. The percentages of students at or above the national minimum standard showed increases for males and females in Years 3 and 5 Writing. Percentages at or above the national minimum standard were below 2018 for females in Year 7 Numeracy and males in Years 5 and 9 Grammar and Punctuation and Year 7 Numeracy.

## *Language Background other than English (LBOTE) status*

Across Australia, mean scores for LBOTE and non-LBOTE students in Reading, Writing and Grammar and Punctuation are close across all year levels. Numeracy means are close for Year 3 students and LBOTE mean scores are higher for Years 5, 7 and 9 students. In Spelling, the mean scores for LBOTE are higher than non-LBOTE across all year levels.

Percentages of students at or above the national minimum standards are higher for non-LBOTE in Years 3, 5, and 7 Reading, Year 3 Writing and Years 3 and 5 Numeracy.

In Western Australia, the mean scores for LBOTE and non-LBOTE students in Reading, Writing and Grammar and Punctuation were close across all year groups. The mean scores were higher for LBOTE students in all years for Spelling and for Years 5 and 7 Numeracy. Percentages of students at or

above the national minimum standards were close across all assessments. The Western Australia mean scores showed significant change between 2019 and 2018 for both LBOTE and non-LBOTE students in Year 3 Writing.

#### *Indigenous status*

Across Australia and in all domains the mean scale score for Indigenous students is substantially lower than the mean scale score for non-Indigenous students. The differences between Indigenous and non-Indigenous students in Western Australia are also substantial for all assessments. For example, 20.4 per cent of Indigenous students were below the national minimum standard in Year 3 Reading compared to 3.1 per cent of non-Indigenous students. When considering the geolocation of these Year 3 Indigenous students, this percentage ranged from 13.7 per cent in the major cities to 37.3 per cent in very remote areas.

The mean scores of Western Australia's Indigenous students in a particular year level are often lower than the mean scores for the previous year groups for non-Indigenous students. For example, Western Australia's Year 9 Indigenous students, despite significant improvement since 2008 in their mean scores in Numeracy, Reading, Spelling and Grammar and Punctuation, the 2019 mean scores were between Year 5 and Year 7 non-Indigenous students for Numeracy, Grammar and Punctuation, Spelling and Reading, and between Year 3 and Year 5 non-Indigenous students for Writing.

The 2019 mean scores for Indigenous students in Western Australia are significantly higher than 2018 in Years 3, 5, and 9 Writing and significantly lower for Year 7 Numeracy and Year 9 Grammar and Punctuation. The 2019 mean scores for Indigenous students are close to those of 2018 in all other assessments.

The 2019 mean scores for Indigenous students in Western Australia are above that of the base year (2008 or 2011) for 15 of the 20 assessments. Areas of improvement since the base year are:

- Year 3 Reading, Writing, Spelling and Grammar and Punctuation
- Year 5 Reading, Spelling, Grammar and Punctuation, and Numeracy
- Year 7 Reading, Spelling, Grammar and Punctuation
- Year 9 Reading, Spelling, Grammar and Punctuation, and Numeracy.

In 2017, nine assessments and in 2018, fourteen assessments were above the base year.

Between 2018 and 2019, the percentages of Indigenous students working at or above the national minimum standards increased for Years 3 and 5 Writing and decreased for Year 7 Numeracy and Year 9 Grammar and Punctuation. For all other assessments, the percentages were close.

For non-Indigenous students the mean score for Year 3 Writing was significantly higher than in 2018. The means in all other assessments were close to those of 2018. The mean scores in 2018 were above those of the base year (2008 or 2011) in Year 3 Reading, Writing, Spelling and Grammar and Punctuation; Year 5 Reading, Spelling; Grammar and Punctuation and Numeracy; Year 7 Reading, Spelling and Grammar and Punctuation; and Year 9 Reading, Spelling, Grammar and Punctuation and Numeracy.



### *Geolocation*

Geolocation is the location of schools in relation to the access of the population to services and disaggregates the data into Major Cities, Inner Regional, Outer Regional, Remote and Very Remote. In the geographically larger states, there are typically larger differences between the geographic locations in terms of mean scores and percentages of students at or above the national minimum standards.

Across Australia the percentage of students working at or above the national minimum standards, as well as the mean performance, declines from Major Cities to Very Remote areas across all domains and year levels.

The achievement of Western Australia's students in remote and very remote locations is higher than the national means and percentages at or above national minimum standard for these geolocations across all year groups and all assessments.

When considering Indigenous status and geolocation together, while the same patterns of performance as for geolocation alone are evident for both Indigenous and non-Indigenous students, the extent of the differences in achievement are more pronounced for Indigenous students. In 2019, Year 3 Indigenous students in Western Australia living in very remote areas had a mean Reading score that was 121 points (2.3 bands) lower than that of the non-Indigenous students in the same geolocation and was 66 points (or 1.3 bands) lower than that of Indigenous students from major cities. For non-Indigenous students the difference for Year 3 students between very remote and major cities is 25 points (0.5 of a band).

Western Australia's Indigenous students in remote and very remote areas in Years 3, 5, 7 and 9 have higher means for all assessments than the national means for Indigenous students in these geolocations.

### *Parental education and parental occupation*

For each year group and across each domain student mean scores and percentages of students at or above the national minimum standard are higher for students with parents who have higher levels of education and a higher occupation status. The relationships between the achievement of students and parental education and occupation categories are consistent with those found in research, in sample assessments and in previous state-wide assessments.

Due to incomplete data collection across Australia in these categories, these results can only be considered as indicative. In Western Australia, the percentage of missing data is approximately 7 per cent for parental education and 11 to 15 per cent for parental occupation.

### *Participation*

Participating students include those who are exempt and those who sat the assessment. Exempt students are deemed not to have reached the national minimum standard. Students who are absent or have been withdrawn are considered not to have participated. The report focuses on participation in Reading and Numeracy for the time series across the year levels.

Across Australia, the participation rates have declined for Years 3, 5, 7 and 9 between 2008 and 2019. The decrease across all year levels and the two domains is approximately 2.3 percentage points. In Western Australia for the same period of time Reading participation has slightly improved

(0.9 per cent) and Numeracy participation has very slightly declined (0.4 per cent). When compared to other jurisdictions Western Australia has the highest participation rate for Year 9 Reading and Numeracy and the second highest participation rate behind New South Wales (NSW) for Year 7 Numeracy. For Years 3, 5 and 7 Reading, Western Australia had the third highest participation behind NSW and Tasmania.

Absences contribute substantially to non-participation in Year 9 with 5.2 per cent of students absent for Reading and 7 per cent of students absent for Numeracy. Absentees for Years 3 to 7 range from 1.6 per cent to 4 per cent. For Indigenous students the percentages range from 9.5 per cent in Year 3 to 32.5 per cent in Year 9.

Participation rates for Indigenous students remain considerably lower than for non-Indigenous students in all years and in all assessments. This disparity in 2019 ranged from 8.5 per cent less in Year 3 to 27.7 per cent less in Year 9. The participation rate of the non-Indigenous population is similar across all years, averaging around 96 per cent.

The percentages of exempt and withdrawn students in Western Australia were again amongst the lowest in the country and well below the national averages. Exempt and Withdrawn students contribute about 2.5 per cent to non-participation in Western Australia. There is very little difference in the rates of withdrawal or exemption of Indigenous and non-Indigenous students.

### ***2008, 2014 – 2019 Time series***

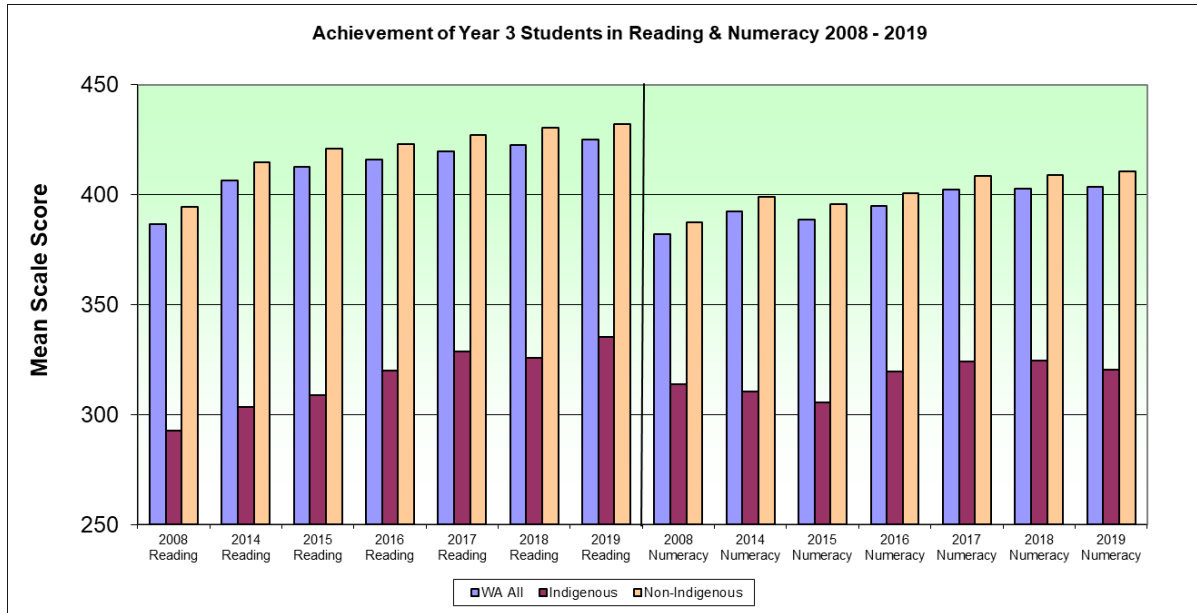
The time series shows trends in mean scale scores in Reading and Numeracy from 2008 to 2019.

At the national level, there has been an improvement for Year 3 and Year 5 Reading. Year 3 mean Reading achievement increased by 32 score points and there was an increase of 3.8 percentage points in the number of students performing at or above the minimum standard. Year 5 mean Reading achievement has improved by 22 score points and 3.7 per cent. In Western Australia this improvement is also noted, with Year 3 gaining 38 score points and 6.2 per cent, and 29 score points and 5.2 per cent at Year 5. Across Australia, there was no change in the achievement for Years 7 and 9 students. In Western Australia an improvement in the Years 7 and 9 Reading means are observed, with a gaining of 17 score points for both year levels.

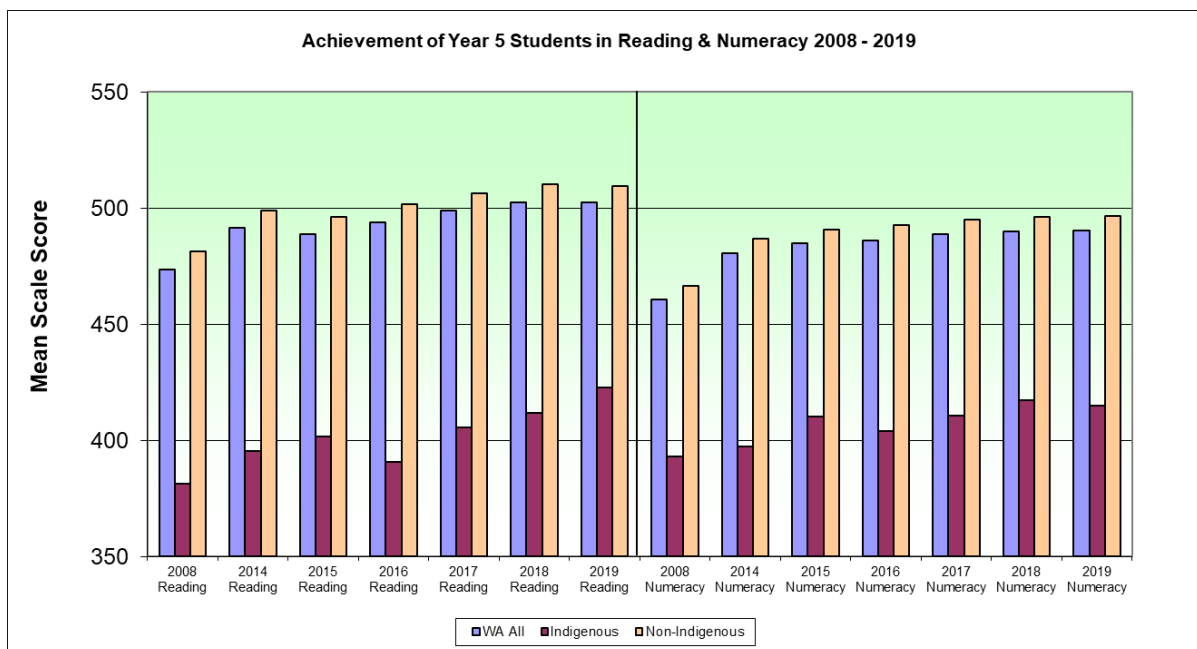
Numeracy mean achievement at the national level in Year 5 has increased by 20 score points and there was an increase of 2.7 percentage points in the number of students performing at or above the minimum standard. Year 9 Numeracy achievement has improved 2.4 per cent for the number of students performing at or above the national minimum standard. In Western Australia, Numeracy mean achievement has increased for Years 3, 5, 7 and 9 students by 22, 30, 21 and 28 score points respectively. The percentage of students at or above the national minimum standard in Western Australia remained unchanged for Years 3 and 7 students and improved by 3.6 per cent for Year 5 students and 4.6 per cent for Year 9.

The following four graphs compare the mean scores for all Western Australia students with those of Indigenous and non-Indigenous students in Reading and Numeracy over the period from 2008, 2014 to 2019.

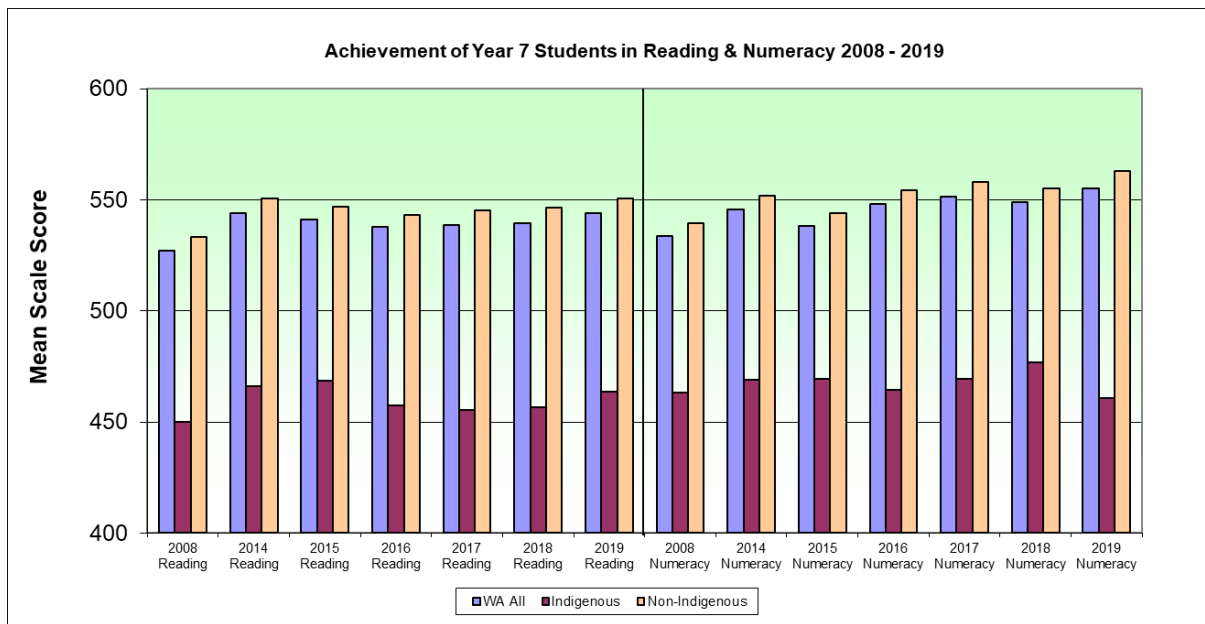
**Figure 1: Year 3**



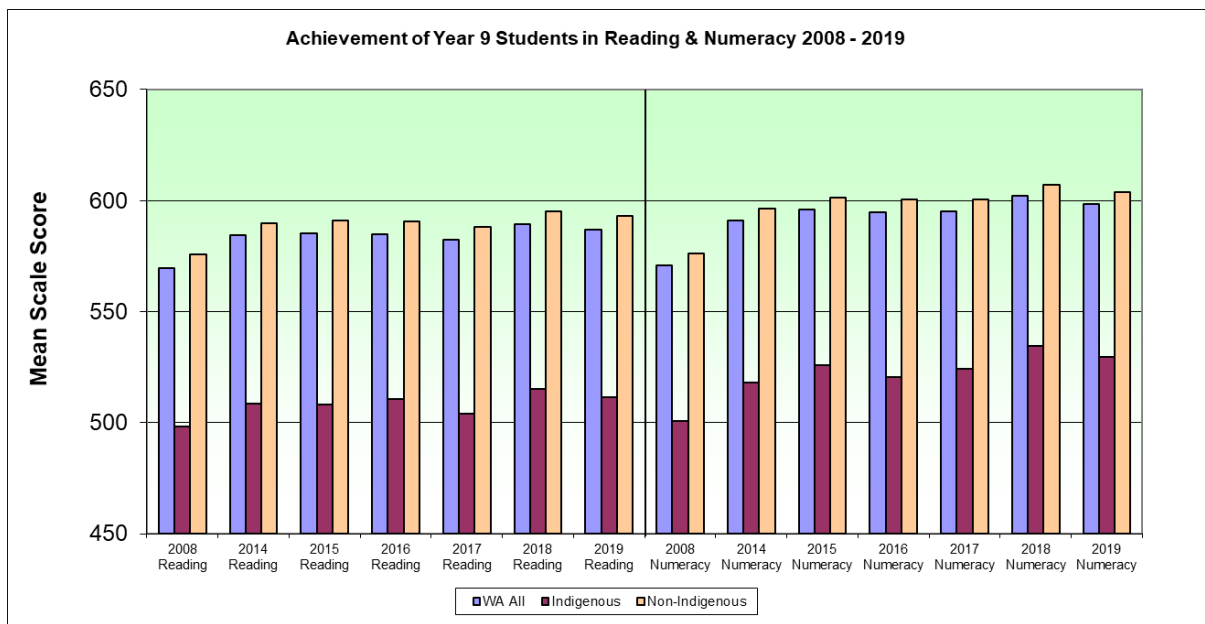
**Figure 2: Year 5**



**Figure 3: Year 7**



**Figure 4: Year 9**



## **Cohort gains in Reading and Numeracy**

In this report, gains are computed as the difference in mean scores in NAPLAN cycles two years apart (2015–2017, 2016–2018, and 2017–2019, four years apart (2015 to 2019 for Years 3 to 7 or Years 5 to 9); or six years apart (2013 to 2019) for the same cohort of students. The report focuses on gains in Reading and Numeracy only.

### *Reading Year 3 in 2017 to Year 5 in 2019*

Across jurisdictions the gains in reading achievement from Year 3 to Year 5 ranged from 70 to 85 score points. The gain in Western Australia (83 score points) was higher than the national gain. In addition, the gain for Western Australia was significantly greater than New South Wales and Victoria.

### *Reading Year 5 in 2017 to Year 7 in 2019*

The gain in reading achievement in Western Australia (45 score points) was not significantly different from the national gain (41 score points). Across Australia and in Western Australia, there were no significant differences in gain between male and female students, Indigenous and non-Indigenous students and LBOTE and non-LBOTE students.

### *Reading Year 7 in 2017 to Year 9 in 2019*

Across jurisdictions the gains in reading achievement from Years 7 to Year 9 ranged from 30 to 49 score points. The gain in Western Australia (49 score points) differed significantly from the national gain of 37 score points. The gain in Western Australia was significantly greater than New South Wales, Victoria, Queensland, South Australia and Tasmania. There were no significant differences in gain between male and female students, Indigenous and non-Indigenous students or LBOTE and non-LBOTE students.

### *Numeracy Year 3 in 2017 to Year 5 in 2019*

The gain in numeracy achievement in Western Australia (88 score points) was not significantly different from the national gain (87 score points). For the Year 3 in 2017 to Year 5 in 2019 cohort, the average gain for male students (89 score points) was significantly greater than the average gain for female students (83 score points). Significant differences in the average gains for male and female students (favouring male students) were also evident in Western Australia.

### *Numeracy Year 5 in 2017 to Year 7 in 2019*

The gain in Western Australia (67 score points) was not significantly greater than the national gain (61 score points). The national and Western Australian gains were significantly greater for non-Indigenous students than Indigenous students.

### *Numeracy Year 7 in 2017 to Year 9 in 2019*

Nationally, the gains in numeracy between Year 7 and Year 9 for the 2017 to 2019 cohort was 38 score points. Western Australia's gain score (47 score points) was significantly greater than the national gain score (38 score points). The national and Western Australian gains were significantly greater for Indigenous students than non-Indigenous students.

*Gain over 4 years: Year 3 to Year 7; Year 5 to Year 9*

Achievement of students is shown over three consecutive assessment periods for Reading and Numeracy (i.e. Year 3 in 2015, Year 5 in 2017 and Year 7 in 2019 or Year 5 in 2015, Year 7 in 2017 and Year 9 in 2019).

WA's Years 3 to 7 cohort in 2015 was 13 points below the national mean score in Reading when in Year 3. By 2019, when this cohort was in Year 7 the gap between the national mean score and Western Australia had reduced to 2.3 points.

The largest reading gains over four years for the 2014 Year 5 cohort were evident in Western Australia (98 score points). Western Australia's Years 5 to 9 cohort in 2015 ranked sixth in Reading and was 9.6 points below the national mean score when in Year 5. By 2019, in Year 9, the ranking had improved to second with Western Australia exceeding the national mean score by 5.8 points.

The results for Numeracy are similar with the Years 3 to 7 cohort in 2015 9.2 points below the national mean score when in Year 3. By 2019, in Year 7 the Western Australia mean was above the national mean score by 0.7 points.

The Years 5 to 9 cohort in 2019 ranked fifth in Numeracy and was 7.8 points below the national mean score when in Year 5. By 2019, the mean score was the highest of all jurisdictions and 6.4 points above the national mean.

*Gain over six years: Year 3 to Year 9*

Across Australia, there was a gain of 162 points in Reading from Year 3 in 2013 to Year 9 in 2019. The Reading gain in Western Australia of 181 points was the highest six year gain across all jurisdictions. In Numeracy, there was a national improvement of 195 points over the six years. Among jurisdictions Western Australia had the highest gain of 211 points.