

MEDIA RELEASE

25 August 2021

NAPLAN 2021 SUMMARY RESULTS DATA

NO MAJOR IMPACTS ON LEARNING FROM COVID-19 EVIDENT

LONG-TERM TRENDS POSITIVE

The global COVID-19 pandemic has had no significant impact on students' literacy and numeracy achievement at the national or state/territory level, according to the NAPLAN 2021 summary information released today.

In addition, the long-term trend data reveals a steady improvement in most literacy and numeracy outcomes, with a number of year levels and domains showing a gain in learning equivalent to a school term since testing began.

The NAPLAN 2021 summary information provides preliminary results at the national and state or territory level for each school year assessed and for all domains in NAPLAN.

The data provides comparisons of 2021 results with both 2019 and the base years (2008 for numeracy, reading and conventions of language, and 2011 for writing). NAPLAN was not undertaken in 2020 due to the COVID-19 pandemic.

"These results will be welcomed by governments, schools, parents and carers as a first national insight into the educational impact of the pandemic," said ACARA CEO, David de Carvalho.

"It's reassuring to see that overall, our students' literacy and numeracy standards have not significantly suffered, despite the major disruptions of COVID-19 and remote learning. However, this does not mean there has been no impact on specific students or demographic groups.

"Generally, the average trend is positive, with improvements for Year 3 and 5 reading and Year 5, 7 and 9 numeracy, showing gains equivalent to a term's worth of learning since the base year.

"The overall decline in writing has begun to flatten, and achievement in Year 5, 7 and 9 has begun to reverse and show signs of an upward trend.

"The results suggest that persistent effort to improve outcomes pays off," he said. "It is testament to the resilience of students, teachers, parents and carers, and school and system leaders during these challenging times."

