



In numeracy, the average proportion of students who achieved at " *E* " *upper E* levels in 2024 was 9.5%, decreasing from Year 3 (9.7%) to

: the student's result indicates that they are not achieving the learning outcomes that are expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Additional information on the proficiency levels and the literacy and numeracy skills at each level is available on the National Assessment Program (NAP) website ([www.nap.edu.au](http://www.nap.edu.au)). The proficiency levels were validated by the expert judgement of teachers who used student responses to NAPLAN questions linked to the Australian Curriculum to identify what students should be able to answer at the time of testing in each year, to be considered as having met a challenging but reasonable expectation.

NAPLAN tests are one aspect of a school's assessment and reporting process. They assess numeracy and literacy only. Parents and carers should speak to their child's school or teacher to discuss their child's overall progress.

NAPLAN results in 2024 at the national level were very similar to the results in 2023. There were small increases and decreases across domains and year levels, but nationally, in all domains and year levels, the results were broadly stable. Over a one-year period, national statistics rarely show a notable change.

Trends will emerge over a period of several years – NAPLAN results in future years will show not only differences from the immediately previous year, but also from the base year of 2023. These comparisons with the base year will reveal patterns over time, where a series of small changes can accumulate to exceed the reporting thresholds.

The changes at a national level in proportion of students achieving minimum proficiency standards in 2024 compared to 2023 are as follows: