LITERACY AND NUMERACY TEST FOR INITIAL TEACHER EDUCATION STUDENTS

2024 Technical Report

FOR THE AUSTRALIAN GOVERNMENT
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1 Overview

1.1 Administration

The Literacy and Numeracy Test for Initial Teacher Education students ('LANTITE'; hereafter referred to as 'the test') was conducted across Australia for the ninth year, in four test windows, from February 2024 to November 2024. In this period, 28,353 unique candidates attempted one or both components of the test (literacy and numeracy). Of these, 15 had initially registered for the test in 2016, 65 in 2017, 103 in 2018, 167 in 2019, 168 in 2020, 347 in 2021, 554 in 2022, and 1,351 in 2023.

Note that since test window 2 in 2023, prospective initial teacher education (ITE) students have been permitted to sit the LANTITE test. To maintain consistency in interpreting results, these prospective students have been excluded from the main findings in this report. Their results are summarised separately in Section 4. All other sections present results that apply specifically to enrolled ITE students, consistent with previous years' technical reports.

Test windows 1-4 in 2024 were part of the LANTITE trial, which commenced in test window 4 of 2023. The trial introduced two key changes: (i) the removal of the limit on the number of test attempts allowed and (ii) the provision of more detailed feedback to candidates who did not meet the standard. The trial concluded at the end of test window 4 in 2024.

In 2024, 25,583 candidates registered for the test and attempted one or both components of the test for the first time, compared to 18,760 first-time candidates in 2023.

In 2024, 24,472 candidates sat the literacy component for the first time—6,907 more than in 2023—and 24,220 candidates sat the numeracy component for the first time—an increase of 6,597 from the previous year.

In 2024, there were 5,116 resits of the literacy component, comprising of 2,356 second attempts, 1,162 third attempts, and 1,598 fourth or higher attempts. For the numeracy component, there were 2,533 resits. including 1,281 second attempts, 643 third attempts, and 609 fourth (or higher) attempts). These resit numbers include candidates who did not achieve one standard or more between 2016 to 2023, as well as candidates who first sat in 2024.

Continuing trends observed in previous years, approximately three-quarters of the candidates were female in 2024. The majority (65%) were aged between 17 and 25. Slightly more candidates were enrolled in primary courses (42%) than in secondary courses (38%). The remainder of candidates were enrolled in Early Childhood courses (6%), Special Education courses (1%), or other education courses (13%).

In 2024, candidates from 46 higher education providers sat the test – two fewer providers than in 2023. The test was available at 24 test centres across all states and territories, including 8 capital cities and 16 regional cities or via remote proctoring under prescribed conditions.

In 2024, just under half (44%) of first-attempt candidates sat the test at a test centre, with 56% choosing remote proctoring. Candidates were increasingly likely to use remote proctoring for additional attempts: approximately 62% of those on their second or subsequent attempt sat the test remotely.

Table 1 shows the number of sittings by location for each test window (TW). In 2024, 57% of sittings were completed via remote proctoring, up from 51% in 2023. By comparison, only 23% of sittings were conducted by remote proctoring in 2019 (pre-COVID).

Table 1: Number of sittings by location and by test window, including resits[1]

Location of testing	TW1		TW2		TW3		TW4	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
Capital cities	2,489	2,243	2,599	2,293	2,942	2,557	2,921	2,701
Regional cities	356	340	786	727	634	609	0	0
Remote proctoring	2,926	2,710	4,562	3,951	4,178	3,668	5,180	4,951
Total sittings	5,771	5,293	7,947	6,971	7,754	6,834	8,101	7,652

In 2024, between 31% and 37% of candidates in each test window chose to sit only one of the test components, as shown in Table 2. These proportions were similar to those in 2023, which ranged from 34% to 40%.

Table 2: Summary of sittings by test window, including resits

Test	TW1	TW2	TW3	TW4	Total
Both literacy and numeracy	4,267	5,922	5,830	6,404	22,423
Literacy only	1,504	2,024	1,924	1,697	7,149
Numeracy only	1,026	1,048	1,004	1,248	4,326
Total sittings	6,797	8,994	8,758	9,349	33,898

In 2024, testing conditions were modified to accommodate 935 candidates who required reasonable adjustments compared to 701 in 2023. Accessible online versions of the test were also available for candidates who required assistive technology, such as a screen reader, and were used on several occasions in 2024. Additionally, 32 candidates were provided with a paper version of the test. The number of accommodation requests for anxiety disorders, dyslexia and Attention Deficit Hyperactivity Disorder (ADHD) has increased in 2024. Further details on test administration are described in Section 2 of this report.

1.2 Candidate results

Table 3 shows the total number of candidates who registered each year 2016-24 to sit LANTITE, by test component, along with the pass rate at the end of each year up until 2024. The table also shows the pass rate as of the end of 2024 for all candidates 2016-24 combined, for each test component separately and for both components combined. This table illustrates how the pass rates increase over time as candidates resit and eventually achieve the standard. For example:

- of those candidates who first registered for the literacy component in 2016, the pass rate rose from 95.2% at the end of 2016 to 97.3% at the end of 2017 – an increase of 2.1%. It increased more gradually, reaching 97.6% at the end of 2018, 97.8% at the end of 2019 and 97.9% by the end of 2024.

- of those candidates who first registered for the numeracy component in 2016, the pass rate rose from 94.2% at the end of 2016 to 96.5% at the end of 2017 – an increase of 2.3%. It increased more gradually to 96.8% at the end of 2018, 96.9 at the end of 2019, and reached 97.1% by the end of 2024.

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[1] Tables 1 and 2 include resit candidates in all test windows.

Table 3: Summary of candidate pass rates, 2016–2024[2]

Component	Year of registration	At end of year	Number of unique candidates	Standard achieved	Standard not achieved	Cancelled due to misconduct	Pass rate
Literacy	2016	2016	13,083	12,461	621	1	95.2
	2016	2017	13,083	12,733	349	1	97.3
	2016	2018	13,083	12,774	309	0	97.6
	2016	2019	13,083	12,789	294	0	97.8
	2016	2020	13,083	12,792	291	0	97.8
	2016	2021	13,083	12,794	289	0	97.8
	2016	2022	13,083	12,797	286	0	97.8
	2016	2023	13,083	12,803	280	0	97.9
	2016	2024	13,083	12,807	276	0	97.9
	2017	2017	23,387	21,520	1,867	0	92.0
	2017	2018	23,387	22,213	1,174	0	95.0
	2017	2019	23,387	22,386	1,001	0	95.7
	2017	2020	23,387	22,452	935	0	96.0
	2017	2021	23,387	22,492	895	0	96.2
	2017	2022	23,387	22,511	876	0	96.3
	2017	2023	23,387	22,535	852	0	96.4
	2017	2024	23,387	22,569	818	0	96.5
	2018	2018	22,061	19,955	2,106	0	90.5
	2018	2019	22,061	20,735	1,326	0	94.0
	2018	2020	22,061	20,940	1,121	0	94.9
	2018	2021	22,061	21,061	1,000	0	95.5
	2018	2022	22,061	21,110	951	0	95.7
	2018	2023	22,061	21,153	908	0	95.9
	2018	2024	22,061	21,198	863	0	96.1
	2019	2019	20,669	18,955	1,714	0	91.7
	2019	2020	20,669	19,548	1,121	0	94.6
	2019	2021	20,669	19,800	868	1	95.8
	2019	2022	20,669	19,926	742	1	96.4
	2019	2023	20,669	20,004	664	1	96.8
	2019	2024	20,669	20,070	598	1	97.1
	2020	2020	16,511	15,164	1,347	0	91.8
	2020	2021	16,511	15,747	764	0	95.4
	2020	2022	16,511	15,918	592	1	96.4
	2020	2023	16,511	16,018	491	2	97.0
	2020	2024	16,511	16,093	416	2	97.5
	2021	2021	20,890	19,399	1,491	0	92.9
	2021	2022	20,890	20,033	857	0	95.9
	2021	2023	20,890	20,276	614	0	97.1
	2021	2024	20,890	20,430	460	0	97.8
	2022	2022	19,263	17,921	1,342	0	93.0
	2022	2023	19,263	18,571	691	1	96.4
	2022	2024	19,263	18,846	416	1	97.8
	2023	2023	17,574	16,254	1,320	0	92.5
	2023	2024	17,574	17,003	571	0	96.8
	2024	2024	24,472	22,409	2,062	1	91.6
	2016–2024	2024	177,910	171,425	6,480	5	96.4

[2] The results presented here are correct at the time of reporting. Note that some of the numbers of candidates presented in this table for the years 2016-23 may differ slightly from those in technical reports from previous years. This is due to revisions to candidates' records that have been made retrospectively.

Component	Year of registration	At end of year	Number of unique candidates	Standard achieved	Standard not achieved	Cancelled due to misconduct	Pass rate
Numeracy	2016	2016	13,084	12,327	757	0	94.2
	2016	2017	13,084	12,623	461	0	96.5
	2016	2018	13,084	12,663	421	0	96.8
	2016	2019	13,084	12,678	406	0	96.9
	2016	2020	13,084	12,689	395	0	97.0
	2016	2021	13,084	12,693	391	0	97.0
	2016	2022	13,084	12,697	387	0	97.0
	2016	2023	13,084	12,703	381	0	97.1
	2016	2024	13,084	12,707	377	0	97.1
	2017	2017	23,465	21,655	1,809	1	92.3
	2017	2018	23,465	22,241	1,224	0	94.8
	2017	2019	23,465	22,411	1,054	0	95.5
	2017	2020	23,465	22,495	970	0	95.9
	2017	2021	23,465	22,540	925	0	96.1
	2017	2022	23,465	22,563	902	0	96.2
	2017	2023	23,465	22,594	871	0	96.3
	2017	2024	23,465	22,621	844	0	96.4
	2018	2018	22,007	19,814	2,193	0	90.0
	2018	2019	22,007	20,544	1,463	0	93.4
	2018	2020	22,007	20,804	1,203	0	94.5
	2018	2021	22,007	20,918	1,089	0	95.1
	2018	2022	22,007	20,980	1,027	0	95.3
	2018	2023	22,007	21,031	976	0	95.6
	2018	2024	22,007	21,079	928	0	95.8
	2019	2019	20,702	18,773	1,929	0	90.7
	2019	2020	20,702	19,489	1,213	0	94.1
	2019	2021	20,702	19,774	928	0	95.5
	2019	2022	20,702	19,899	803	0	96.1
	2019	2023	20,702	19,987	715	0	96.5
	2019	2024	20,702	20,055	647	0	96.9
	2020	2020	16,313	14,991	1,322	0	91.9
	2020	2021	16,313	15,574	739	0	95.5
	2020	2022	16,313	15,773	540	0	96.7
	2020	2023	16,313	15,881	432	0	97.4
	2020	2024	16,313	15,951	362	0	97.8
	2021	2021	20,719	19,264	1,454	1	93.0
	2021	2022	20,719	19,850	868	1	95.8
	2021	2023	20,719	20,122	596	1	97.1
	2021	2024	20,719	20,268	450	1	97.8
	2022	2022	19,161	18,054	1,107	0	94.2
	2022	2023	19,161	18,604	557	0	97.1
	2022	2024	19,161	18,819	342	0	98.2
	2023	2023	17,628	16,823	804	1	95.4
	2023	2024	17,628	17,266	360	2	97.9
	2024	2024	24,220	23,180	1,039	1	95.7
	2016–2024	2024	177,299	171,946	5,349	4	97.0

Component	Year of registration	At end of year	Number of unique candidates	Standard achieved	Standard not achieved	Cancelled due to misconduct	Pass rate
Both	2016–2024	2024	175,908	167,484	8,422	2	95.2

Since test window 2 in 2023, prospective ITE students have been allowed to sit the LANTITE. Some candidates have sat the LANTITE initially as prospective students, then enrolled in an ITE course, and then sat the LANTITE a subsequent time as an enrolled ITE student. Such candidates *are counted* in Table 3. Among the candidates who registered in 2024, there were 16 such candidates for literacy, and 4 such candidates for numeracy. (These candidates are also counted in the summary of 2024 prospective students in Section 4.)

Between 2016 and 2024, a total of 179,301 unique candidates participated in one or more components of the test. Of these, 177,910 sat the literacy component and 177,299 sat the numeracy component. Almost all candidates (175,908) attempted both components of the test while 2,002 attempted only literacy and 1,391 attempted only numeracy.

By the end of 2024, 167,484 of the 175,908 candidates who attempted both components had achieved the standards in both with an overall pass rate of 95.2%. This reflects a slight improvement on the overall pass rate of 94.7% reported at the end of 2023.

By the end of 2024, nearly 98% of the candidates who first registered in 2016 had met the literacy standard and 97.1% had met the numeracy standard. Among the 2020 cohort, 97.5% had achieved the literacy standard while 97.8% had achieved the numeracy standard. These figures are also summarised in Table 3.

Resitting candidates

Prior to the LANTITE Trial, which began in test window 4 of 2023, candidates who did not achieve the standard on their first attempt were permitted up to two additional attempts, and more than two resits could be granted only in exceptional circumstances. The LANTITE Trial removed these limits allowing unlimited attempts. As a result, all test sittings in 2024 were conducted under conditions where no limit on repeated attempts was applied.

Table 4 below shows the number of attempts made by candidates (as of the end of 2024), grouped by year of registration.

By the end of 2024, 5.7% of the candidates who registered in 2016 had resat the literacy test. This proportion increased for subsequent cohorts: 9.5% of the 2017 cohort, 10.7% of the 2018 cohort, 9.8% of the 2019 cohort, 9.1% of the 2020 cohort, 8.3% of the 2021 cohort, 8.7% of the 2022 cohort, and 8.9% of the 2023 cohort. Of the candidates who registered in 2024, 5.7% resat the test within the same year.

For numeracy approximately 6.5% of the candidates who registered in 2016 had resat the test by the end of 2024. Resist rates for later cohorts were 8.6% in 2017, 10.7% in 2018, 10.6% in 2019, 9.1% in 2020, 8.0% of in 2021, 6.8% in 2022, and 5.3% in 2023. Of the candidates who registered in 2024, 2.4% resat the test during that year.

Table 4 also shows that, by the end of 2024, some resitting candidates had attempted the test up to ten times.

Table 5 shows the number of test sittings in each test window of 2024, grouped by candidates' attempt number. Among those sitting the literacy component for the first time in 2024, 88.1% achieved the standard at their first attempt. This pass rate in 2024 is slightly lower compared to previous years (90.6% in 2021, 90.3% in 2022, and 89.6% in 2023).[3] For the numeracy component in 2024, 94.2% of first-time candidates achieved the standard compared to 90.7% in 2021 and 92.1% in 2022, and 93.5% in 2023.

In 2024, the total number of resits for both the literacy and numeracy components increased compared to 2023. Specifically, in 2024, there were 5,116 resits for literacy, up from 3,183 resits in 2023, and 2,533 resits of the numeracy component, up from 2,224 resits in 2023.

Table 6 shows the proportion of candidates by test window who did not achieve the standard in 2024 after one or more attempts.

Candidates' results for 2024 are described in more detail in Section 3 of this report.

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[3] The 2021, 2022, and 2023 pass rates for first-time candidates in literacy and numeracy reported for comparison purposes in this paragraph are taken from the LANTITE technical reports for those years.

Table 4: Summary of resit rates by year of registration and overall[4]

Domain	Year of registration	Number of unique candidates	Unique candidates who had 1 attempt only (%)	Unique candidates who had 2 attempts only (%)	Unique candidates who had 3 attempts only (%)	Unique candidates who had 4 attempts only (%)	Unique candidates who had 5 attempts only (%)	Unique candidates who had 6 attempts only (%)	Unique candidates who had 7 attempts only (%)	Unique candidates who had 8 attempts only (%)	Unique candidates who had 9 attempts only (%)	Unique candidates who had 10 attempts only (%)
Literacy	2016	13,083	94.3	3.9	1.1	0.5	0.2	< 0.1	0.0	< 0.1	0.0	0.0
	2017	23,387	90.5	5.6	2.5	1.0	0.3	< 0.1	< 0.1	< 0.1	< 0.1	0.0
	2018	22,061	89.3	6.8	2.7	1.0	0.3	< 0.1	< 0.1	< 0.1	< 0.1	0.0
	2019	20,669	90.2	6.4	2.2	0.7	0.3	0.1	0.1	< 0.1	< 0.1	0.0
	2020	16,511	90.9	5.8	2.2	0.7	0.2	0.1	0.1	< 0.1	< 0.1	0.0
	2021	20,890	91.7	5.3	1.8	0.6	0.3	0.1	0.1	< 0.1	< 0.1	< 0.1
	2022	19,263	91.3	5.5	1.7	0.7	0.3	0.2	0.1	< 0.1	< 0.1	0.0
	2023	17,574	91.1	5.3	1.9	0.9	0.6	0.2	< 0.1	< 0.1	0.0	0.0
	2024	24,472	94.3	4.3	1.1	0.3	0.0	0.0	0.0	0.0	0.0	0.0
	2016–24	177,910	91.5	5.5	1.9	0.7	0.3	0.1	< 0.1	< 0.1	< 0.1	< 0.1
Numeracy	2016	13,084	93.5	4.0	1.4	0.7	0.3	< 0.1	< 0.1	< 0.1	0.0	0.0
	2017	23,465	91.4	4.9	2.3	1.1	0.3	< 0.1	< 0.1	0.0	0.0	0.0
	2018	22,007	89.3	6.2	3.0	1.1	0.3	< 0.1	< 0.1	0.0	0.0	0.0
	2019	20,702	89.4	6.5	2.8	0.9	0.2	< 0.1	< 0.1	< 0.1	0.0	0.0
	2020	16,313	90.9	6.0	2.1	0.7	0.1	< 0.1	< 0.1	0.0	0.0	0.0
	2021	20,719	92.0	5.1	2.0	0.6	0.1	< 0.1	< 0.1	< 0.1	0.0	0.0
	2022	19,161	93.2	4.7	1.4	0.4	0.1	< 0.1	< 0.1	< 0.1	0.0	0.0
	2023	17,628	94.7	3.7	1.2	0.3	0.1	< 0.1	< 0.1	0.0	0.0	0.0
	2024	24,220	97.7	1.9	0.4	0.1	0.0	0.0	0.0	0.0	0.0	0.0
	2016–24	177,299	92.5	4.8	1.9	0.6	0.2	< 0.1	< 0.1	< 0.1	0.0	0.0

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[4] The results presented here are correct at the time of reporting. Note that some of the numbers of candidates presented in this table for the years 2016-23 may differ slightly from those in technical reports from previous years. This is due to revisions to candidates' records that have been made retrospectively.

Table 5: Number of sittings and pass rates by attempt and by test window in 2024

Component	Attempt Number	TW1		TW2		TW3		TW4		Total	
		N	Pass rate (%)	N	Pass rate (%)	N	Pass rate (%)	N	Pass rate (%)	N	Pass rate (%)
Literacy	1	4,597	89.1	6,719	87.4	6,372	88.2	6,768	87.9	24,456	88.1
	2	542	48.5	505	48.5	671	53.8	638	52.2	2,356	51.0
	3	275	45.5	312	37.5	280	45.4	295	48.1	1,162	44.0
	4	181	35.4	174	36.2	186	38.7	157	42.0	698	38.0
	5	130	29.2	122	29.5	104	44.2	114	34.2	470	33.8
	6	33	36.4	90	35.6	76	44.7	54	25.9	253	36.4
	7	13	61.5	20	15.0	45	37.8	40	37.5	118	36.4
	8	0	-	4	25.0	18	11.1	22	27.3	44	20.5
	9	0	-	0	-	2	50.0	12	41.7	14	42.9
	10	0	-	0	-	0	-	1	0.0	1	0.0
	Total	**5,771**	**79.8**	**7,946**	**80.1**	**7,754**	**81.0**	**8,101**	**81.1**	**29,572**	**80.6**
Numeracy	1	4,602	93.9	6,289	94.8	6,253	94.6	7,072	93.6	24,216	94.2
	2	345	60.3	331	57.1	294	61.2	311	58.8	1,281	59.3
	3	185	60.0	177	60.5	134	61.2	147	46.9	643	57.4
	4	109	60.6	101	57.4	81	46.9	52	46.2	343	54.2
	5	43	53.5	46	45.7	45	48.9	39	48.7	173	49.1
	6	6	33.3	21	57.1	18	22.2	18	38.9	63	39.7
	7	3	66.7	4	25.0	6	33.3	11	18.2	24	29.2
	8	0	-	1	100.0	3	33.3	2	50.0	6	50.0
	Total	**5,293**	**89.4**	**6,970**	**91.1**	**6,834**	**91.4**	**7,652**	**90.4**	**26,749**	**90.6**

Table 6: Numbers and percentages of candidates who did not achieve the standard, by test window

Test Window	Component	N	%
TW1	Literacy	1,166	20.2
	Numeracy	562	10.6
	Both	214	5.0
TW2	Literacy	1,577	19.8
	Numeracy	619	8.9
	Both	264	4.5
TW3	Literacy	1,472	19.0
	Numeracy	588	8.6
	Both	240	4.1
TW4	Literacy	1,533	18.9
	Numeracy	730	9.5
	Both	315	4.9

1.3 Test design and in-test trialling for replenishment of item pool

In the first half of 2024, in test windows 1 and 2, candidates were administered tests from a set of equivalent test forms for literacy and numeracy, each containing trial items. In the second half of 2024, in test windows 3 and 4, the set of test forms was refreshed using the items that had been trialled in the previous cycle. In these two test windows, candidates were administered tests from this new set of equivalent test forms for literacy and numeracy.

For literacy, each test form was comprised of five 12-item clusters (C1 to C5), totalling 60 items. For numeracy, the test was divided into two sections as follows: section 1 ('calculator available' – CA), comprised of four 12-item clusters (48 items); and section 2 ('calculator not available' – CN), comprised of two 6-item clusters (12 items). The two sections together totalled 60 items.

To augment and replenish the pool of items available for the test in future administrations, items were trial-tested within the live instruments. These items were administered in small clusters (one to five items) and did not contribute to the candidates' scores. Examples of one literacy test and one numeracy test with in-test trial clusters are shown below.

Literacy	C1	C2	C3	C4	C5	Trial C

	Section 1				Section 2		
Numeracy	CA1	CA2	CA3	CA4	Trial CA	CN1	CN2	Trial CN

In the second half of 2024 and the first test window of 2025, 97 Phase 10 literacy items and 99 Phase 10 numeracy items were in-test trialled. Each trial item was administered to approximately 800 candidates on average. A sufficient number of items were well-targeted for difficulty across the three reporting bands, as required by the test construct and assessment framework, thereby ensuring adequate test replenishment.

2   Test Administration Windows 1–4 in 2024

This section covers the demographic characteristics of candidates who sat the test in 2024. Details on test centres, remote proctoring and other administrative matters can be found in each of the four 2024 test window administration reports submitted separately throughout 2024.

2.1   Demographic characteristics of candidates

Approximately 28,300 candidates from the following 46 institutions sat the test in 2024:

Alphacrucis College	Queensland University of Technology
Australian Catholic University	RMIT University
Australian College of Physical Education	Southern Cross University
Avondale University	Swinburne University of Technology
Central Queensland University	Tabor Adelaide
Charles Darwin University	The University of Adelaide
Charles Sturt University	The University of Melbourne
Christian Heritage College	The University of New England
Curtin University	The University of New South Wales
Deakin University	The University of Newcastle
Eastern College Australia	The University of Notre Dame Australia
Edith Cowan University	The University of Queensland
Excelsia College	The University of Sydney
Federation University Australia	The University of Western Australia
Flinders University	University of Canberra
Griffith University	University of South Australia
James Cook University	University of Southern Queensland
La Trobe University	University of Tasmania
Macquarie University	University of Technology Sydney
Melbourne Polytechnic	University of the Sunshine Coast
Monash University	University of Wollongong
Montessori World Educational Institute	Victoria University
Murdoch University	Western Sydney University

Table 7 shows the demographic characteristics of all candidates who sat the test in 2024. This includes candidates who first registered for the test in 2024, plus those who registered in the period 2016–2023 and resat the test in 2024. The table shows that the demographic characteristics for the candidates who attempted the literacy and numeracy components were very similar.

The majority of candidates who attempted the literacy and numeracy components were female (75% for literacy, 75% for numeracy)[5], resided in metropolitan areas (80% for literacy, 80% for numeracy) and most were most commonly aged 17–25 (65% for literacy, 65% for numeracy).

Most candidates were enrolled in an undergraduate course (67% for literacy, 67% for numeracy), and it was most common for candidates to be in the first year of their course, whether undergraduate or postgraduate.

In terms of course category, candidates were primarily enrolled in primary teacher education courses (42% for literacy, 43% for numeracy), followed by secondary (38% for literacy, 38% for numeracy), other teacher education courses (13% for literacy, 13% for numeracy), early childhood (7% for literacy, 6% for numeracy) and special education, which accounted for less than 1% for both components.

The proportion of international candidates who attempted the test in 2024 was very similar to 2023 (9% for literacy, 8% for numeracy). The percentage of candidates who identified as Indigenous also remained consistent with previous years at slightly over 2% for both literacy and numeracy. Likewise, the proportion from regional or remote areas was comparable to previous years at, and 20% for literacy and 20% for numeracy.

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[5] In the descriptive text accompanying the tables throughout the report, most percentages are rounded to the nearest whole per cent.

Table 7: Demographic characteristics of unique candidates in 2024 (including 2016–23 resitters)

Characteristic	Category	Literacy		Numeracy	
		N	%	N	%
Gender	Female	19,766	74.8	19,143	74.9
	Male	6,601	25.0	6,372	24.9
	Indeterminate/intersex	53	0.2	54	0.2
Age	17–25	17,074	64.6	16,545	64.7
	26–30	3,417	12.9	3,360	13.1
	31–35	2,066	7.8	1,973	7.7
	36–40	1,595	6.0	1,526	6.0
	41–45	1,132	4.3	1,076	4.2
	46+	1,136	4.3	1,089	4.3
International Students	No	24,067	91.1	23,535	92.0
	Yes	2,353	8.9	2,034	8.0
English as a First Language	Yes	21,644	81.9	21,422	83.8
	No	4,776	18.1	4,147	16.2
Indigenous	No	25,347	95.9	24,502	95.8
	Yes	608	2.3	603	2.4
	Not disclosed	465	1.8	464	1.8
Residential Area[6]	Metropolitan areas	21,005	79.5	20,335	79.5
	Regional areas	5,126	19.4	4,943	19.3
	Remote areas	198	0.7	202	0.8
	International	35	0.1	38	0.1
	Invalid or Missing	56	0.2	51	0.2
Program Type[7]	Undergraduate	17,817	67.4	17,240	67.4
	Postgraduate	8,603	32.6	8,329	32.6
Program Type by Year Level[8]	Undergraduate first year	5,892	22.3	5,778	22.6
	Undergraduate second year	4,484	17.0	4,351	17.0
	Undergraduate third year	4,759	18.0	4,545	17.8
	Undergraduate fourth year	2,198	8.3	2,087	8.2
	Undergraduate fifth year or above	423	1.6	419	1.6
	Undergraduate graduated	61	0.2	60	0.2
	Postgraduate first year	5,508	20.8	5,467	21.4
	Postgraduate second year	2,171	8.2	1,953	7.6
	Postgraduate third year	317	1.2	302	1.2
	Postgraduate fourth year	298	1.1	307	1.2
	Postgraduate fifth year or above	257	1.0	263	1.0
	Postgraduate graduated	52	0.2	37	0.1
Course Category	Early childhood	1,742	6.6	1,592	6.2
	Primary	11,141	42.2	10,892	42.6
	Secondary	9,910	37.5	9,639	37.7
	Special education	171	0.6	165	0.6
	Other	3,456	13.1	3,281	12.8

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[6] The residential area classification is based on the Australian Statistical Geography Standard [ASGS] and is mapped from a candidate's jurisdiction and postcode. 'Metropolitan' areas include Major cities of Australia, Major cities to Inner and Outer Regional Australia. 'Regional' areas include Inner and Outer Regional Australia. 'Remote' areas include Remote to Very Remote Australia.

[7] In previous years, data was collected for the program type category "Pathway", for candidates enrolled in an approved Pathway Program into an ITE program. Since test window 2 in 2023, LANTITE has been open for any prospective ITE student, not just those in Pathway Programs. Since then, Pathway candidates have been counted as prospective students. All prospective students are now reported separately in this report.

[8] Currently, the breakdown of candidates by year level includes the status "graduated". This category will not appear in future technical reports: starting in test window 1 in 2025, ACER no longer collects information about whether candidates have graduated or not. This is because any candidates who have graduated from their course and who need to sit the LANTITE would be registering for the test as a Prospective Student, as they would not be considered a currently-enrolled ITE student. The status of being graduated or not is not relevant to registering as a Prospective Student, and so the information is not collected.

The following demographic analysis (Tables 8 to 13) groups the 2024 candidates into six categories for each component of the test: first-attempt candidates, second-attempt candidates (first resit), third-attempt candidates (second resit), fourth-attempt candidates (third resit), fifth-attempt candidates (fourth resit) and candidates who had not achieved the standard by the end of 2024.

First-attempt candidates

Table 8 shows the demographic characteristics of the first-attempt candidates for each component of the test in 2024. The demographic characteristics of this cohort are very similar to those described in Table 7 above.

Second-attempt candidates

Table 9 shows the demographic characteristics of the candidates who sat the test for a second time (first resit) during 2024. The majority of these resit candidates were female (82% for literacy, 91% for numeracy) and most were in the 17–25 age group (60% for literacy, 57% for numeracy), a pattern consistent with previous technical reports. The proportion of female candidates in the second-attempt cohort was higher than in the first-attempt cohort (74%). Most second-attempt candidates were enrolled in an undergraduate course (66% for literacy, 74% for numeracy). This is comparable to the proportion of undergraduate candidates in the first-attempt cohort for literacy (67% in the first-attempt cohort), but higher for numeracy (also 67% in the first-attempt cohort).

The proportion of second-attempt candidates for whom English was not their first language was more than double that of first-attempt candidates for literacy (44% compared to 16%). For numeracy, the difference was considerably less (21% compared to 16%). Additionally, the proportion of candidates from early childhood courses in the second-attempt cohort was 13% for literacy, slightly more than double the proportion for literacy in the first-attempt cohort (6%). For numeracy, the proportions were 12% and 6% respectively.

Third-attempt candidates

Table 10 shows the demographic characteristics of the third-attempt candidates in 2024. Consistent with the second-attempt candidates, these candidates were predominantly female, undergraduates, and aged 17–25. Additionally, in keeping with the second-attempt cohort, these categories are more highly represented than in the first-attempt cohort.

Table 10 also shows that, for literacy, English was not the first language of 53% of the third-attempt candidates, compared to only 16% for the first-attempt candidates (as shown in Table 8). For numeracy, the proportion was 25% of the third-attempt candidates - higher than the proportion (16%) of the first-attempt candidates. The proportion of candidates from early childhood courses in the third-attempt cohort was 17% for literacy, nearly triple the proportion for literacy in the first-attempt cohort (6%). For numeracy, this figure was 13%, slightly more than double the proportion of the first-attempt cohort (6%).

Fourth-attempt candidates

Table 11 shows demographic characteristics of the candidates (698 candidates for literacy, 343 candidates for numeracy) who attempted the test for the fourth time in 2024. The removal of limits on the number of test attempts during the LANTITE trial resulted in a larger candidate cohort compared to previous years. For literacy, the proportion of candidates in this cohort for whom English was not their first language (56%) was considerably higher than the proportions of the first-attempt cohort (16% as shown in Table 8). For numeracy, the proportion of candidates in this cohort for whom English was not their first language (22%) was slightly higher than the proportion of the first-attempt cohort (16% as shown in Table 8).

Fifth-attempt candidates

In 2024 the numbers of candidates making their fifth attempt were relatively large (470 candidates for literacy, 173 candidates for numeracy), compared to fewer than 100 candidates each in previous years.

Table 12 shows the demographic breakdown of this cohort. Similarly to the breakdown for fourth-attempt candidates, for literacy the proportion of candidates in this cohort for whom English was not their first language (57%) was considerably higher than the proportions of the first-attempt cohort (16% as shown in Table 8). Fifth-attempt candidates tended to be older than first-attempt candidates: the percentages of candidates in all age categories except the youngest (17-25 years) were higher among the fifth-attempt candidates, and the percentage of candidates aged 17-25 years was substantially lower (37.0% compared with 66.0% of first-attempt candidates for literacy, 27.7% compared with 65.8% for numeracy). The percentage of fifth-attempt candidates enrolled in an early childhood education course was substantially higher than the corresponding percentage of first-attempt candidates (22.8% compared with 5.9% for literacy, 15.0% compared with 5.9% for numeracy).

Sixth (and higher)-attempt candidates

The number of candidates making their sixth or higher attempt in 2024 was higher compared with previous years (267 candidates for literacy and 65 candidates for numeracy in 2024, compared to fewer than 30 in 2023), and so the demographic breakdown of these candidates has been provided for the first time, see Table 13. The demographic differences observed between fifth-attempt candidates and first-attempt candidates also apply to these sixth-attempt and higher candidates when compared to first-attempt candidates in 2024.

Table 8: Demographic characteristics of first-attempt candidates in 2024

Characteristic	Category	Literacy		Numeracy	
		N	%	N	%
Gender	Female	18,120	74.1	17,918	74.0
	Male	6,283	25.7	6,245	25.8
	Indeterminate/intersex	53	0.2	53	0.2
Age	17–25	16,131	66.0	15,927	65.8
	26–30	3,022	12.4	3,014	12.4
	31–35	1,860	7.6	1,825	7.5
	36–40	1,436	5.9	1,447	6.0
	41–45	1,013	4.1	1,020	4.2
	46+	994	4.1	983	4.1
International Students	No	22,413	91.6	22,221	91.8
	Yes	2,043	8.4	1,995	8.2
English as a First Language	Yes	20,513	83.9	20,347	84.0
	No	3,943	16.1	3,869	16.0
Indigenous	No	23,478	96.0	23,226	95.9
	Yes	540	2.2	540	2.2
	Not disclosed	438	1.8	450	1.9
Residential Area	Metropolitan areas	19,404	79.3	19,224	79.4
	Regional areas	4,795	19.6	4,727	19.5
	Remote areas	170	0.7	180	0.7
	International	35	0.1	37	0.2
	Invalid or Missing	52	0.2	48	0.2
Program Type	Undergraduate	16,404	67.1	16,209	66.9
	Postgraduate	8,052	32.9	8,007	33.1
Program Type by Year Level	Undergraduate first year	5,907	24.2	5,770	23.8
	Undergraduate second year	4,293	17.6	4,268	17.6
	Undergraduate third year	4,321	17.7	4,287	17.7
	Undergraduate fourth year	1,657	6.8	1,657	6.8
	Undergraduate fifth year or above	217	0.9	220	0.9
	Undergraduate graduated	9	< 0.1	7	< 0.1
	Postgraduate first year	5,501	22.5	5,456	22.5
	Postgraduate second year	1,826	7.5	1,819	7.5
	Postgraduate third year	258	1.1	263	1.1
	Postgraduate fourth year	239	1.0	250	1.0
	Postgraduate fifth year or above	216	0.9	205	0.8
	Postgraduate graduated	12	< 0.1	14	0.1
Course Category	Early childhood	1,454	5.9	1,419	5.9
	Primary	10,278	42.0	10,235	42.3
	Secondary	9,415	38.5	9,348	38.6
	Special education	149	0.6	153	0.6
	Other	3,160	12.9	3,061	12.6

Table 9: Demographic characteristics of second-attempt candidates in 2024[9]

Characteristic	Category	Literacy			Numeracy		
		N	%	% of Total Sittings	N	%	% of Total Sittings
Gender	Female	1,934	82.1	6.5	1,161	90.6	4.3
	Male	422	17.9	1.4	120	9.4	0.4
	Indeterminate/intersex	0	0.0	0.0	0	0.0	0.0
Age	17–25	1,420	60.3	4.8	727	56.8	2.7
	26–30	359	15.2	1.2	219	17.1	0.8
	31–35	205	8.7	0.7	122	9.5	0.5
	36–40	168	7.1	0.6	94	7.3	0.4
	41–45	105	4.5	0.4	50	3.9	0.2
	46+	99	4.2	0.3	69	5.4	0.3
International Students	No	1,793	76.1	6.1	1,226	95.7	4.6
	Yes	563	23.9	1.9	55	4.3	0.2
English as a First Language	Yes	1,307	55.5	4.4	1,006	78.5	3.8
	No	1,049	44.5	3.5	275	21.5	1.0
Indigenous	No	2,247	95.4	7.6	1,219	95.2	4.6
	Yes	70	3.0	0.2	49	3.8	0.2
	Not disclosed	39	1.7	0.1	13	1.0	< 0.0
Residential Area	Metropolitan areas	1,945	82.6	6.6	1,042	81.3	3.9
	Regional areas	381	16.2	1.3	215	16.8	0.8
	Remote areas	22	0.9	0.1	20	1.6	0.1
	International	2	0.1	< 0.1	0	0.0	0.0
	Invalid or Missing	6	0.3	< 0.1	4	0.3	< 0.1
Program Type	Undergraduate	1,552	65.9	5.2	949	74.1	3.5
	Postgraduate	804	34.1	2.7	332	25.9	1.2
Program Type by Year Level	Undergraduate first year	194	8.2	0.7	59	4.6	0.2
	Undergraduate second year	382	16.2	1.3	178	13.9	0.7
	Undergraduate third year	541	23.0	1.8	330	25.8	1.2
	Undergraduate fourth year	351	14.9	1.2	305	23.8	1.1
	Undergraduate fifth year or above	71	3.0	0.2	61	4.8	0.2
	Undergraduate graduated	13	0.6	< 0.1	16	1.2	0.1
	Postgraduate first year	390	16.6	1.3	79	6.2	0.3
	Postgraduate second year	288	12.2	1.0	152	11.9	0.6
	Postgraduate third year	50	2.1	0.2	34	2.7	0.1
	Postgraduate fourth year	36	1.5	0.1	32	2.5	0.1
	Postgraduate fifth year or above	29	1.2	0.1	31	2.4	0.1
	Postgraduate graduated	11	0.5	< 0.1	4	0.3	< 0.1
Course Category	Early childhood	315	13.4	1.1	150	11.7	0.6
	Primary	964	40.9	3.3	639	49.9	2.4
	Secondary	650	27.6	2.2	275	21.5	1.0
	Special education	16	0.7	0.1	13	1.0	< 0.1
	Other	411	17.4	1.4	204	15.9	0.8

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[9] Includes second-attempt candidates who had originally registered before 2024, between 2016 and 2023. Note that any candidates counted in Table 8 who were not successful on their first attempt in 2024 would be counted again in this table.

Table 10: Demographic characteristics of third-attempt candidates in 2024[10]

Characteristic	Category	Literacy			Numeracy		
		N	%	% of Total Sittings	N	%	% of Total Sittings
Gender	Female	995	85.6	3.4	586	91.1	2.2
	Male	167	14.4	0.6	56	8.7	0.2
	Indeterminate/intersex	0	0.0	0.0	1	0.2	< 0.1
Age	17–25	557	47.9	1.9	306	47.6	1.1
	26–30	225	19.4	0.8	154	24.0	0.6
	31–35	133	11.4	0.4	55	8.6	0.2
	36–40	103	8.9	0.3	46	7.2	0.2
	41–45	61	5.2	0.2	24	3.7	0.1
	46+	83	7.1	0.3	58	9.0	0.2
International Students	No	872	75.0	2.9	621	96.6	2.3
	Yes	290	25.0	1.0	22	3.4	0.1
English as a First Language	Yes	546	47.0	1.8	485	75.4	1.8
	No	616	53.0	2.1	158	24.6	0.6
Indigenous	No	1,115	96.0	3.8	607	94.4	2.3
	Yes	29	2.5	0.1	31	4.8	0.1
	Not disclosed	18	1.5	0.1	5	0.8	< 0.1
Residential Area	Metropolitan areas	974	83.8	3.3	523	81.3	2.0
	Regional areas	172	14.8	0.6	108	16.8	0.4
	Remote areas	11	0.9	< 0.1	8	1.2	< 0.1
	International	3	0.3	< 0.1	1	0.2	< 0.1
	Invalid or Missing	2	0.2	< 0.1	3	0.5	< 0.1
Program Type	Undergraduate	711	61.2	2.4	477	74.2	1.8
	Postgraduate	451	38.8	1.5	166	25.8	0.6
Program Type by Year Level	Undergraduate first year	27	2.3	0.1	9	1.4	< 0.1
	Undergraduate second year	110	9.5	0.4	52	8.1	0.2
	Undergraduate third year	228	19.6	0.8	108	16.8	0.4
	Undergraduate fourth year	268	23.1	0.9	203	31.6	0.8
	Undergraduate fifth year or above	63	5.4	0.2	86	13.4	0.3
	Undergraduate graduated	15	1.3	0.1	19	3.0	0.1
	Postgraduate first year	123	10.6	0.4	21	3.3	0.1
	Postgraduate second year	221	19.0	0.7	71	11.0	0.3
	Postgraduate third year	40	3.4	0.1	18	2.8	0.1
	Postgraduate fourth year	27	2.3	0.1	28	4.4	0.1
	Postgraduate fifth year or above	33	2.8	0.1	21	3.3	0.1
	Postgraduate graduated	7	0.6	< 0.1	7	1.1	< 0.1
Course Category	Early childhood	202	17.4	0.7	83	12.9	0.3
	Primary	491	42.3	1.7	327	50.9	1.2
	Secondary	313	26.9	1.1	136	21.2	0.5
	Special education	7	0.6	< 0.1	8	1.2	< 0.1
	Other	149	12.8	0.5	89	13.8	0.3

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[10] Includes third-attempt candidates who had originally registered before 2024, between 2016 and 2023. Note that any candidates counted in Table 8 and Table 9 who were not successful on their first or second attempts in 2024 would be counted again in this table.

Table 11: Demographic characteristics of fourth-attempt candidates in 2024[11]

Characteristic	Category	Literacy			Numeracy		
		N	%	% of Total Sittings	N	%	% of Total Sittings
Gender	Female	590	84.5	2.0	314	91.5	1.2
	Male	108	15.5	0.4	29	8.5	0.1
	Indeterminate/intersex	0	0.0	0.0	0	0.0	0.0
Age	17–25	298	42.7	1.0	125	36.4	0.5
	26–30	129	18.5	0.4	105	30.6	0.4
	31–35	89	12.8	0.3	35	10.2	0.1
	36–40	70	10.0	0.2	22	6.4	0.1
	41–45	48	6.9	0.2	14	4.1	0.1
	46+	64	9.2	0.2	42	12.2	0.2
International Students	No	542	77.7	1.8	333	97.1	1.2
	Yes	156	22.3	0.5	10	2.9	< 0.1
English as a First Language	Yes	305	43.7	1.0	266	77.6	1.0
	No	393	56.3	1.3	77	22.4	0.3
Indigenous	No	668	95.7	2.3	323	94.2	1.2
	Yes	17	2.4	0.1	16	4.7	0.1
	Not disclosed	13	1.9	< 0.1	4	1.2	< 0.1
Residential Area	Metropolitan areas	580	83.1	2.0	279	81.3	1.0
	Regional areas	109	15.6	0.4	57	16.6	0.2
	Remote areas	6	0.9	< 0.1	6	1.7	< 0.1
	International	1	0.1	< 0.1	0	0.0	0.0
	Invalid or Missing	2	0.3	< 0.1	1	0.3	< 0.1
Program Type	Undergraduate	448	64.2	1.5	261	76.1	1.0
	Postgraduate	250	35.8	0.8	82	23.9	0.3
Program Type by Year Level	Undergraduate first year	7	1.0	< 0.1	4	1.2	< 0.1
	Undergraduate second year	46	6.6	0.2	13	3.8	< 0.1
	Undergraduate third year	120	17.2	0.4	37	10.8	0.1
	Undergraduate fourth year	197	28.2	0.7	117	34.1	0.4
	Undergraduate fifth year or above	61	8.7	0.2	70	20.4	0.3
	Undergraduate graduated	17	2.4	0.1	20	5.8	0.1
	Postgraduate first year	25	3.6	0.1	1	0.3	< 0.1
	Postgraduate second year	144	20.6	0.5	29	8.5	0.1
	Postgraduate third year	29	4.2	0.1	13	3.8	< 0.1
	Postgraduate fourth year	20	2.9	0.1	11	3.2	< 0.1
	Postgraduate fifth year or above	22	3.2	0.1	20	5.8	0.1
	Postgraduate graduated	10	1.4	< 0.1	8	2.3	< 0.1
Course Category	Early childhood	127	18.2	0.4	55	16.0	0.2
	Primary	285	40.8	1.0	168	49.0	0.6
	Secondary	180	25.8	0.6	66	19.2	0.2
	Special education	10	1.4	< 0.1	5	1.5	< 0.1
	Other	96	13.8	0.3	49	14.3	0.2

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[11] Includes fourth-attempt candidates who had originally registered before 2024, between 2016 and 2023. Note that any candidates counted in Table 8, Table 9, and Table 10 who were not successful on their first, second or third attempts in 2024 would be counted again in this table.

Table 12: Demographic characteristics of fifth-attempt candidates who sat the test in 2024[12]

Characteristic	Category	Literacy			Numeracy		
		N	%	% of Total Sittings	N	%	% of Total Sittings
Gender	Female	410	87.2	1.4	158	91.3	0.6
	Male	60	12.8	0.2	15	8.7	0.1
	Indeterminate/intersex	0	0.0	0.0	0	0.0	0.0
Age	17–25	174	37.0	0.6	48	27.7	0.2
	26–30	90	19.1	0.3	57	32.9	0.2
	31–35	73	15.5	0.2	19	11.0	0.1
	36–40	47	10.0	0.2	14	8.1	0.1
	41–45	45	9.6	0.2	13	7.5	< 0.1
	46+	41	8.7	0.1	22	12.7	0.1
International Students	No	363	77.2	1.2	170	98.3	0.6
	Yes	107	22.8	0.4	3	1.7	< 0.1
English as a First Language	Yes	201	42.8	0.7	128	74.0	0.5
	No	269	57.2	0.9	45	26.0	0.2
Indigenous	No	453	96.4	1.5	168	97.1	0.6
	Yes	12	2.6	< 0.1	3	1.7	< 0.1
	Not disclosed	5	1.1	< 0.1	2	1.2	< 0.1
Residential Area	Metropolitan areas	385	81.9	1.3	145	83.8	0.5
	Regional areas	74	15.7	0.3	25	14.5	0.1
	Remote areas	9	1.9	< 0.1	3	1.7	< 0.1
	International	0	0.0	0.0	0	0.0	0.0
	Invalid or Missing	2	0.4	< 0.1	0	0.0	0.0
Program Type	Undergraduate	304	64.7	1.0	116	67.1	0.4
	Postgraduate	166	35.3	0.6	57	32.9	0.2
Program Type by Year Level	Undergraduate first year	1	0.2	< 0.1	0	0.0	0.0
	Undergraduate second year	16	3.4	0.1	5	2.9	< 0.1
	Undergraduate third year	67	14.3	0.2	18	10.4	0.1
	Undergraduate fourth year	128	27.2	0.4	47	27.2	0.2
	Undergraduate fifth year or above	67	14.3	0.2	37	21.4	0.1
	Undergraduate graduated	25	5.3	0.1	9	5.2	< 0.1
	Postgraduate first year	4	0.9	< 0.1	1	0.6	< 0.1
	Postgraduate second year	87	18.5	0.3	15	8.7	0.1
	Postgraduate third year	22	4.7	0.1	7	4.0	< 0.1
	Postgraduate fourth year	18	3.8	0.1	11	6.4	< 0.1
	Postgraduate fifth year or above	17	3.6	0.1	15	8.7	0.1
	Postgraduate graduated	18	3.8	0.1	8	4.6	< 0.1
Course Category	Early childhood	107	22.8	0.4	26	15.0	0.1
	Primary	187	39.8	0.6	87	50.3	0.3
	Secondary	112	23.8	0.4	40	23.1	0.1
	Special education	2	0.4	< 0.1	0	0.0	0.0
	Other	62	13.2	0.2	20	11.6	0.1

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[12] Includes fifth-attempt candidates who had originally registered before 2024, between 2016 and 2023. Note that any candidates counted in Table 8, Table 9, Table 10, and Table 11 who were not successful on their first, second, third or fourth attempts which were sat in 2024 would be counted again in this table.

Table 13: Demographic characteristics of sixth-attempt (or higher) candidates who sat the test in 2024[13]

Characteristic	Category	Literacy			Numeracy		
		N	%	% of Total Sittings	N	%	% of Total Sittings
Gender	Female	227	85.0	0.8	61	93.8	0.2
	Male	40	15.0	0.1	4	6.2	< 0.1
	Indeterminate/intersex	0	0.0	0.0	0	0.0	0.0
Age	17–25	74	27.7	0.3	17	26.2	0.1
	26–30	64	24.0	0.2	23	35.4	0.1
	31–35	37	13.9	0.1	7	10.8	< 0.1
	36–40	29	10.9	0.1	5	7.7	< 0.1
	41–45	30	11.2	0.1	5	7.7	< 0.1
	46+	33	12.4	0.1	8	12.3	< 0.1
International Students	No	213	79.8	0.7	64	98.5	0.2
	Yes	54	20.2	0.2	1	1.5	< 0.1
English as a First Language	Yes	108	40.4	0.4	52	80.0	0.2
	No	159	59.6	0.5	13	20.0	< 0.1
Indigenous	No	250	93.6	0.8	61	93.8	0.2
	Yes	8	3.0	< 0.1	3	4.6	< 0.1
	Not disclosed	9	3.4	< 0.1	1	1.5	< 0.1
Residential Area	Metropolitan areas	219	82.0	0.7	49	75.4	0.2
	Regional areas	45	16.9	0.2	16	24.6	0.1
	Remote areas	3	1.1	< 0.1	0	0.0	0.0
	International	0	0.0	0.0	0	0.0	0.0
	Invalid or Missing	0	0.0	0.0	0	0.0	0.0
Program Type	Undergraduate	171	64.0	0.6	47	72.3	0.2
	Postgraduate	96	36.0	0.3	18	27.7	0.1
Program Type by Year Level	Undergraduate first year	4	1.5	< 0.1	0	0.0	0.0
	Undergraduate second year	4	1.5	< 0.1	1	1.5	< 0.1
	Undergraduate third year	25	9.4	0.1	4	6.2	< 0.1
	Undergraduate fourth year	57	21.3	0.2	15	23.1	0.1
	Undergraduate fifth year or above	65	24.3	0.2	23	35.4	0.1
	Undergraduate graduated	16	6.0	0.1	4	6.2	< 0.1
	Postgraduate first year	4	1.5	< 0.1	0	0.0	0.0
	Postgraduate second year	52	19.5	0.2	4	6.2	< 0.1
	Postgraduate third year	9	3.4	< 0.1	4	6.2	< 0.1
	Postgraduate fourth year	11	4.1	< 0.1	2	3.1	< 0.1
	Postgraduate fifth year or above	8	3.0	< 0.1	4	6.2	< 0.1
	Postgraduate graduated	12	4.5	< 0.1	4	6.2	< 0.1
Course Category	Early childhood	54	20.2	0.2	10	15.4	< 0.1
	Primary	111	41.6	0.4	32	49.2	0.1
	Secondary	70	26.2	0.2	9	13.8	< 0.1
	Special education	4	1.5	< 0.1	2	3.1	< 0.1
	Other	28	10.5	0.1	12	18.5	< 0.1

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[13] To avoid multiple-counting of candidates due to the collation of sixth, seventh, eighth, ninth, and tenth attempts, candidates are included in this table based on their highest attempt number as of the end of 2024. Thus, a candidate who made both a sixth attempt and a seventh (and final) attempt in 2024 would only be included once in this table, as a seven-attempt candidate.

Table 14 shows the demographic characteristics for the candidates who sat the test in 2024 but had not achieved the standard at the end of the year (for literacy and numeracy separately). By the end of 2024, there were 2,601 candidates who had not achieved the literacy standard and 1,324 candidates who had not achieved the numeracy standard. The demographics of this group are similar to those of the previously described resit cohorts.

Those candidates who had not achieved either standard by the end of 2024 had up to ten attempts at the literacy test, as shown in Table 15 and up to eight attempts at the numeracy test, as shown in Table 16. It is expected that some of these candidates will resit the test again in 2025.

Table 14: Demographic characteristics of candidates who had not achieved the standard by the end of 2024, for literacy and numeracy

Characteristic	Category	Literacy			Numeracy		
		N	%	% of Total Sittings	N	%	% of Total Sittings
Gender	Female	2,137	82.2	7.2	1,216	91.8	4.5
	Male	464	17.8	1.6	108	8.2	0.4
	Indeterminate/intersex	0	0.0	0.0	0	0.0	0.0
Age	17–25	1,609	61.9	5.4	793	59.9	3.0
	26–30	324	12.5	1.1	197	14.9	0.7
	31–35	211	8.1	0.7	105	7.9	0.4
	36–40	180	6.9	0.6	88	6.6	0.3
	41–45	133	5.1	0.4	55	4.2	0.2
	46+	144	5.5	0.5	86	6.5	0.3
International Students	No	2,140	82.3	7.2	1,263	95.4	4.7
	Yes	461	17.7	1.6	61	4.6	0.2
English as a First Language	Yes	1,541	59.2	5.2	1,024	77.3	3.8
	No	1,060	40.8	3.6	300	22.7	1.1
Indigenous	No	2,471	95.0	8.4	1,246	94.1	4.7
	Yes	85	3.3	0.3	61	4.6	0.2
	Not disclosed	45	1.7	0.2	17	1.3	0.1
Residential Area	Metropolitan areas	2,146	82.5	7.3	1,061	80.1	4.0
	Regional areas	426	16.4	1.4	241	18.2	0.9
	Remote areas	21	0.8	0.1	18	1.4	0.1
	International	2	0.1	< 0.1	2	0.2	< 0.1
	Invalid or Missing	6	0.2	< 0.1	2	0.2	< 0.1
Program Type	Undergraduate	1,928	74.1	6.5	1,037	78.3	3.9
	Postgraduate	673	25.9	2.3	287	21.7	1.1
Program Type by Year Level	Undergraduate first year	730	28.1	2.5	335	25.3	1.3
	Undergraduate second year	458	17.6	1.5	224	16.9	0.8
	Undergraduate third year	412	15.8	1.4	254	19.2	0.9
	Undergraduate fourth year	223	8.6	0.8	136	10.3	0.5
	Undergrad fifth year or above	77	3.0	0.3	71	5.4	0.3
	Undergrad graduated	28	1.1	0.1	17	1.3	0.1
	Postgraduate first year	341	13.1	1.2	106	8.0	0.4
	Postgraduate second year	204	7.8	0.7	93	7.0	0.3
	Postgraduate third year	43	1.7	0.1	25	1.9	0.1
	Postgraduate fourth year	35	1.3	0.1	26	2.0	0.1
	Postgrad fifth year or above	31	1.2	0.1	27	2.0	0.1
	Postgraduate graduated	19	0.7	0.1	10	0.8	< 0.1
Course Category	Early childhood	325	12.5	1.1	161	12.2	0.6
	Primary	1,146	44.1	3.9	671	50.7	2.5
	Secondary	653	25.1	2.2	240	18.1	0.9
	Special education	13	0.5	< 0.1	14	1.1	0.1
	Other	464	17.8	1.6	238	18.0	0.9

Table 15: Number of attempts by candidates who had not achieved the literacy standard by the end of 2024[14]

Year of registration	At end of	Number of 1-attempt candidates	Number of 2-attempt candidates	Number of 3-attempt candidates	Number of 4-attempt candidates	Number of 5-attempt candidates	Number of 6-attempt candidates	Number of 7-attempt candidates	Number of 8-attempt candidates	Number of 9-attempt candidates	Number of 10-attempt candidates
2016	2017	133	50	17	10	0	0	0	0	0	0
2016	2018	0	3	4	14	4	0	0	0	0	0
2016	2019	0	3	11	3	6	0	0	0	0	0
2016	2020	0	0	1	2	0	0	0	0	0	0
2016	2021	0	1	2	1	0	0	0	0	0	0
2016	2022	0	0	1	0	0	0	0	0	0	0
2016	2023	0	0	1	0	0	0	0	0	0	0
2016	2024	0	0	1	1	2	0	0	2	0	0
2017	2018	312	141	116	41	3	0	0	0	0	0
2017	2019	0	18	48	41	13	0	0	0	0	0
2017	2020	0	6	12	10	6	0	0	0	0	0
2017	2021	0	2	3	6	0	0	0	0	0	0
2017	2022	0	1	3	2	1	1	1	0	0	0
2017	2023	0	0	0	3	2	0	0	0	0	0
2017	2024	0	2	1	0	3	1	1	2	0	0
2018	2019	394	184	98	22	0	0	0	0	0	0
2018	2020	0	16	30	20	3	0	0	0	0	0
2018	2021	0	10	22	7	5	0	0	0	0	0
2018	2022	0	2	5	3	1	0	0	0	0	0
2018	2023	0	2	3	1	1	0	0	0	0	0
2018	2024	0	0	6	3	3	3	3	1	1	0
2019	2020	308	114	55	5	1	0	0	0	0	0
2019	2021	0	15	19	9	4	0	0	0	0	0
2019	2022	0	3	11	3	2	0	0	0	0	0
2019	2023	0	4	0	2	1	0	0	0	0	0
2019	2024	0	7	11	2	5	5	5	1	2	0
2020	2021	212	73	43	5	2	0	0	0	0	0
2020	2022	0	13	19	4	3	0	0	0	0	0
2020	2023	0	3	1	2	0	0	0	0	0	0
2020	2024	0	3	1	3	4	7	7	5	2	0
2021	2022	239	78	45	1	2	0	0	0	0	0
2021	2023	0	6	9	5	0	0	0	0	0	0
2021	2024	0	13	11	9	14	10	10	6	2	1
2022	2023	211	67	17	7	1	0	0	0	0	0
2022	2024	0	24	21	24	22	13	13	3	0	0
2023	2024	272	116	64	44	50	17	17	1	0	0
2024	2024	1553	353	113	43	0	0	0	0	0	0

[14] The results presented here are correct at the time of reporting. Note that some of the numbers of candidates presented in this table for the years 2016-23 may differ slightly from those in technical reports from previous years. This is due to revisions to candidates' records that have been made retrospectively.

Table 16: Number of attempts by candidates who had not achieved the numeracy standard by the end of 2024[15]

Year of registration	At end of	Number of 1-attempt candidates	Number of 2-attempt candidates	Number of 3-attempt candidates	Number of 4-attempt candidates	Number of 5-attempt candidates	Number of 6-attempt candidates	Number of 7-attempt candidates	Number of 8-attempt candidates	Number of 9-attempt candidates	Number of 10-attempt candidates
2016	2017	156	76	39	9	0	0	0	0	0	0
2016	2018	0	7	11	18	11	0	0	0	0	0
2016	2019	0	5	6	13	5	0	0	0	0	0
2016	2020	0	0	1	3	0	0	0	0	0	0
2016	2021	0	2	1	1	1	0	0	0	0	0
2016	2022	0	0	0	0	2	0	0	1	0	0
2016	2023	0	0	1	0	0	0	0	0	0	0
2016	2024	0	0	1	0	1	0	0	0	0	0
2017	2018	330	167	118	33	3	0	0	0	0	0
2017	2019	0	26	44	33	15	0	0	0	0	0
2017	2020	0	8	10	8	5	0	0	0	0	0
2017	2021	0	2	6	3	2	0	0	0	0	0
2017	2022	0	1	3	2	1	0	0	0	0	0
2017	2023	0	2	0	0	1	0	0	0	0	0
2017	2024	0	1	1	2	0	0	0	0	0	0
2018	2019	438	210	102	17	0	0	0	0	0	0
2018	2020	0	18	41	16	8	0	0	0	0	0
2018	2021	0	12	15	7	2	0	0	0	0	0
2018	2022	0	4	1	0	1	0	0	0	0	0
2018	2023	0	2	2	0	1	0	0	0	0	0
2018	2024	0	1	6	6	7	1	1	0	0	0
2019	2020	359	124	49	4	1	0	0	0	0	0
2019	2021	0	18	25	5	1	0	0	0	0	0
2019	2022	0	8	10	6	1	0	0	0	0	0
2019	2023	0	0	3	0	0	0	0	0	0	0
2019	2024	0	3	9	6	6	2	2	1	0	0
2020	2021	195	68	31	3	0	0	0	0	0	0
2020	2022	0	12	10	4	1	0	0	0	0	0
2020	2023	0	4	6	2	0	0	0	0	0	0
2020	2024	0	5	6	2	1	4	4	0	0	0
2021	2022	273	77	37	2	1	0	0	0	0	0
2021	2023	0	6	10	3	1	0	0	0	0	0
2021	2024	0	7	13	6	7	3	3	1	0	0
2022	2023	222	40	16	3	0	0	0	0	0	0
2022	2024	0	20	17	8	8	3	3	1	0	0
2023	2024	222	67	44	15	6	4	4	0	0	0
2024	2024	851	143	39	6	0	0	0	0	0	0

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[15] The results presented here are correct at the time of reporting. Note that some of the numbers of candidates presented in this table for the years 2016-23 may differ slightly from those in technical reports from previous years. This is due to revisions to candidates' records that have been made retrospectively.

2.2 Demographic characteristics of candidates by test windows

In 2024, the number of candidates presenting at each test window for literacy were similar across the four windows. There were minimal differences between subgroups as shown in Table 17.

Between test window 1 (TW1) and test window 4 (TW4), the percentage of first-year undergraduate candidates increased (4.6% to 33.5% for literacy and 4.6% to 37.4% for numeracy). From 2024, candidates enrolled in an accredited ITE course are required to attempt the test in their first year, even if they are not required to meet the standard at that time. This policy change may account for the growing proportion of first-year candidates undertaking the test across the year.

Table 17: Demographic characteristics of candidates by test windows, literacy

Characteristic	Category	TW1		TW2		TW3		TW4	
		N	%	N	%	N	%	N	%
Gender	Female	4,482	77.7	5,876	73.9	5,934	76.5	6,121	75.6
	Male	1,282	22.2	2,054	25.8	1,799	23.2	1,971	24.3
	Indeterminate/intersex	7	0.1	16	0.2	21	0.3	9	0.1
Age	17–25	3,271	56.7	5,007	63.0	4,958	63.9	5,457	67.4
	26–30	907	15.7	1,134	14.3	965	12.4	921	11.4
	31–35	584	10.1	633	8.0	630	8.1	571	7.0
	36–40	437	7.6	473	6.0	483	6.2	479	5.9
	41–45	296	5.1	324	4.1	358	4.6	348	4.3
	46+	276	4.8	375	4.7	360	4.6	325	4.0
International Students	No	5,199	90.1	6,941	87.4	6,884	88.8	7,312	90.3
	Yes	572	9.9	1,005	12.6	870	11.2	789	9.7
English as a First Language	Yes	4,484	77.7	6,088	76.6	6,028	77.7	6,451	79.6
	No	1,287	22.3	1,858	23.4	1,726	22.3	1,650	20.4
Indigenous	No	5,532	95.9	7,643	96.2	7,444	96.0	7,750	95.7
	Yes	144	2.5	176	2.2	171	2.2	190	2.3
	Not disclosed	95	1.6	127	1.6	139	1.8	161	2.0
Residential Area	Metropolitan areas	4,570	79.2	6,422	80.8	6,129	79.0	6,527	80.6
	Regional areas	1,111	19.3	1,426	17.9	1,559	20.1	1,499	18.5
	Remote areas	59	1.0	66	0.8	51	0.7	46	0.6
	International	16	0.3	8	0.1	5	0.1	12	0.1
	Invalid or Missing	15	0.3	24	0.3	10	0.1	17	0.2
Program Type	Undergraduate	3,750	65.0	4,976	62.6	5,253	67.7	5,715	70.5
	Postgraduate	2,021	35.0	2,970	37.4	2,501	32.3	2,386	29.5
Program Type by Year Level	Undergraduate first year	263	4.6	1,389	17.5	1,778	22.9	2,711	33.5
	Undergraduate second year	859	14.9	1,236	15.6	1,469	18.9	1,287	15.9
	Undergraduate third year	1,430	24.8	1,392	17.5	1,330	17.2	1,164	14.4
	Undergraduate fourth year	986	17.1	769	9.7	512	6.6	426	5.3
	Undergraduate fifth year or above	181	3.1	164	2.1	140	1.8	103	1.3
	Undergraduate graduated	31	0.5	26	0.3	24	0.3	24	0.3
	Postgraduate first year	765	13.3	2,019	25.4	1,636	21.1	1,630	20.1
	Postgraduate second year	898	15.6	662	8.3	594	7.7	491	6.1
	Postgraduate third year	143	2.5	98	1.2	89	1.1	83	1.0
	Postgraduate fourth year	106	1.8	84	1.1	84	1.1	85	1.0
	Postgraduate fifth year or above	89	1.5	90	1.1	81	1.0	75	0.9
	Postgraduate graduated	20	0.3	17	0.2	17	0.2	22	0.3
Course Category	Early childhood	538	9.3	603	7.6	601	7.8	541	6.7
	Primary	2,543	44.1	2,963	37.3	3,301	42.6	3,584	44.2
	Secondary	1,964	34.0	3,235	40.7	2,754	35.5	2,826	34.9
	Special education	44	0.8	50	0.6	52	0.7	47	0.6
	Other	682	11.8	1,095	13.8	1,046	13.5	1,103	13.6

Table 18: Demographic characteristics of candidates by test windows, numeracy

Characteristic	Category	TW1		TW2		TW3		TW4	
		N	%	N	%	N	%	N	%
Gender	Female	4,136	78.1	5,124	73.5	5,211	76.3	5,754	75.2
	Male	1,148	21.7	1,832	26.3	1,603	23.5	1,887	24.7
	Indeterminate/intersex	9	0.2	14	0.2	20	0.3	11	0.1
Age	17–25	3,064	57.9	4,345	62.3	4,449	65.1	5,303	69.3
	26–30	835	15.8	1,095	15.7	828	12.1	823	10.8
	31–35	497	9.4	535	7.7	515	7.5	517	6.8
	36–40	387	7.3	414	5.9	407	6.0	424	5.5
	41–45	254	4.8	260	3.7	318	4.7	296	3.9
	46+	256	4.8	321	4.6	317	4.6	289	3.8
International Students	No	4,904	92.7	6,208	89.1	6,355	93.0	7,196	94.0
	Yes	389	7.3	762	10.9	479	7.0	456	6.0
English as a First Language	Yes	4,406	83.2	5,616	80.6	5,777	84.5	6,511	85.1
	No	887	16.8	1,354	19.4	1,057	15.5	1,141	14.9
Indigenous	No	5,064	95.7	6,675	95.8	6,563	96.0	7,329	95.8
	Yes	134	2.5	166	2.4	158	2.3	185	2.4
	Not disclosed	95	1.8	129	1.9	113	1.7	138	1.8
Residential Area	Metropolitan areas	4,200	79.4	5,674	81.4	5,343	78.2	6,067	79.3
	Regional areas	1,006	19.0	1,207	17.3	1,431	20.9	1,508	19.7
	Remote areas	61	1.2	62	0.9	47	0.7	48	0.6
	International	16	0.3	7	0.1	3	0.0	12	0.2
	Invalid or Missing	10	0.2	20	0.3	10	0.1	17	0.2
Program Type	Undergraduate	3,463	65.4	4,277	61.4	4,739	69.3	5,601	73.2
	Postgraduate	1,830	34.6	2,693	38.6	2,095	30.7	2,051	26.8
Program Type by Year Level	Undergraduate first year	241	4.6	1,064	15.3	1,675	24.5	2,862	37.4
	Undergraduate second year	828	15.6	1,153	16.5	1,347	19.7	1,189	15.5
	Undergraduate third year	1,307	24.7	1,254	18.0	1,153	16.9	1,072	14.0
	Undergraduate fourth year	893	16.9	650	9.3	435	6.4	373	4.9
	Undergraduate fifth year or above	172	3.2	136	2.0	113	1.7	87	1.1
	Undergraduate graduated	22	0.4	20	0.3	16	0.2	18	0.2
	Postgraduate first year	753	14.2	1,896	27.2	1,432	21.0	1,477	19.3
	Postgraduate second year	758	14.3	541	7.8	434	6.4	358	4.7
	Postgraduate third year	125	2.4	86	1.2	63	0.9	67	0.9
	Postgraduate fourth year	100	1.9	80	1.1	84	1.2	70	0.9
	Postgraduate fifth year or above	82	1.5	80	1.1	69	1.0	68	0.9
	Postgraduate graduated	12	0.2	10	0.1	13	0.2	11	0.1
Course Category	Early childhood	441	8.3	492	7.1	402	5.9	411	5.4
	Primary	2,388	45.1	2,667	38.3	3,021	44.2	3,427	44.8
	Secondary	1,832	34.6	2,946	42.3	2,446	35.8	2,655	34.7
	Special education	45	0.9	41	0.6	50	0.7	48	0.6
	Other	587	11.1	824	11.8	915	13.4	1,111	14.5

Table 19 and Table 20 show the numbers and proportions of candidates participating at test centres and via remote proctoring in each test window for literacy and numeracy respectively. In 2024, for each test window, at least half of the candidates participated by remote proctoring.

Table 19: Number and proportion of candidates participating at test centres and via remote proctoring by test window, literacy

Location of Testing	TW1		TW2		TW3		TW4	
	N	%	N	%	N	%	N	%
Test Centres	2,845	49.3	3,385	42.6	3,576	46.1	2,921	36.1
– Capital Cities	2,489	43.1	2,599	32.7	2,942	37.9	2,921	36.1
– Regional Cities	356	6.2	786	9.9	634	8.2	0	0.0
Remote Proctoring	2,926	50.7	4,561	57.4	4,178	53.9	5,180	63.9
Total	**5,771**	**100.0**	**7,946**	**100.0**	**7,754**	**100.0**	**8,101**	**100.0**

Table 20: Number and proportion of candidates participating at test centres and via remote proctoring by test window, numeracy

Location of Testing	TW1		TW2		TW3		TW4	
	N	%	N	%	N	%	N	%
Test Centres	2,583	48.8	3,019	43.3	3,166	46.3	2,701	35.3
– Capital Cities	2,243	42.4	2,292	32.9	2,557	37.4	2,701	35.3
– Regional Cities	340	6.4	727	10.4	609	8.9	0	0.0
Remote Proctoring	2,710	51.2	3,951	56.7	3,668	53.7	4,951	64.7
Total	**5,293**	**100.0**	**6,970**	**100.0**	**6,834**	**100.0**	**7,652**	**100.0**

2.3 Accessibility and accommodations

In 2024, 935 candidates required reasonable adjustments compared to 701 candidates in 2023, an increase of 33%. However, the complexity of the medical conditions and the requested adjustments has increased over the years, resulting in more time and effort spent on organising the test sessions. Table 21 indicates the number of adjustments made for the most common conditions. A complete list of conditions follows the table.

Table 21: Largest accommodation groups, 2020–2024[16]

Condition	Literacy					Numeracy				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Anxiety disorder (inc. panic attacks and test anxiety)	143	219	210	245	386	230	302	285	282	292
Dyslexia	27	35	43	41	56	26	41	34	31	58
Diabetes	4	13	7	7	12	7	9	5	7	13
Epilepsy/Seizures	0	2	3	2	11	3	5	3	2	10
Attention Deficit Hyperactivity Disorder (ADHD)	10	25	27	43	93	10	31	38	54	113
Hearing impairment	6	4	5	9	32	4	3	6	9	21
Visual impairment / Eye conditions	12	13	10	16	21	11	13	7	9	16
Dyscalculia	n.a.	3	6	3	7	5	7	16	11	18

Types of conditions for which reasonable adjustments were made
- Acquired/Traumatic Brain Injury
- Adjustment Disorder
- Agoraphobia, Anxiety, Depression, Panic Attacks
- Allergic dermatitis
- Arthritis
- Asperger Syndrome (High functioning – ASD)
- Asthma
- Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD)
- Autoimmune Disorder
- Auditory Processing Disorder and Visual-Perceptual Dysfunction (Scotopic Sensitivity / Irlen Syndrome)
- Autism Spectrum Disorder
- Bilateral Tendinopathy
- Bipolar Disorder
- Cancer-related health conditions
- Carpal Tunnel Syndrome
- Cerebral Palsy

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[16] This table reports the number of adjustments for the past five years only. In 2024, numbers for years 2020–2024 are reported. For the numbers for 2019, refer to the 2023 Technical Report. For the numbers for 2018, refer to the 2022 Technical Report. For the numbers for 2016 and 2017, refer to the 2021 Technical Report.

- Chronic Fatigue Syndrome
- Chronic Pain
- Crohn's Disease
- Congenital Nystagmus (Eye Disorder)
- Diabetes
- Depression
- Dyslexia, Dyscalculia
- Endometriosis
- Epilepsy
- Fibromyalgia
- Functional Neurological Disorder (FND)
- Heart arrhythmia
- Hypotension
- Irritable Bowel Syndrome
- Irlen Syndrome
- Low Working Memory
- Lupus
- Migraine
- Multiple Sclerosis
- Narcolepsy
- Neurocysticercosis
- Neurofibromatosis 1 (NF1)
- Obsessive Compulsive Disorder and Pronounced Exam Phobia
- Osteogenesis Imperfecta
- Osteomyelitis
- Paralysis
- Parkinson's Disease
- Peripheral Neuropathy
- Pigmented Paravenous Chorioretinal Atrophy
- Pregnancy-related health conditions
- Profoundly Deaf / hearing impairment
- Pulmonary Hypertension
- Psychotic Illness
- Post-Traumatic Stress Disorder (PTSD)
- Schizophrenia
- Scoliosis
- Sleep apnoea
- Sleep disorder
- Spinal Stenosis
- Stroke
- Nerve Pain
- Temporary physical conditions e.g., broken shoulder, broken wrist, back injury, surgery recovery
- Thyroid issues
- Tourette Syndrome
- Turners Syndrome
- Traumatic Brain Injury
- Visual Impairment / Legally Blind

Types of accommodations granted

- Emergency Action Plan (for Epilepsy – seizures)
- Extra time (20 minutes or more per test component)
- Management of hearing impairment for test sessions conducted by remote proctoring (communication via chat box only)
- Permission to bring blood-insulin monitor, EpiPen, and/or food and drinks relating to medical condition
- Permission to bring support aids (heat pack, cushion, pillow, essential oil, ergonomic mouse and mobility aids)
- Permission to wear brace/splint/wrist support
- Permission to take medication (e.g. Ventolin inhaler and diabetes/glucose monitoring kit)
- Permission to use eye drops
- Permission to use a fidget item
- Permission to stand and stretch
- Permission to magnify text and to wear Irlen Spectral Filters / coloured glasses / coloured overlay for the computer monitor
- Permission to use software that inverts the computer screen
- Permission to use a second monitor
- Permission to use lined blank paper
- Permission to use a highlighter
- Permission to use a ruler
- Permission to use a calculator provided by the test centre
- Permission to use text-to-speech software or screen reader
- Permission to read aloud
- Permission to use personal mouse
- Permission to wear ear plugs or noise-cancelling headphones during the test session
- Provision of paper copy of the test
- Provision of additional blank scratch paper
- Provision of a small group test environment (no more than 5 candidates per test room)
- Provision of a fan in the test room
- Provision of ergonomic office chair or adjustable desk
- Provision of a human reader
- Removal of ticking clock from the test room
- Rest breaks
- Seated near bathroom
- Seated at the front of the test room (for hearing loss) and other special seating requests for the front and back of the test room, and near the aisle, or away from the lights
- Seated in a quiet room
- Special support for candidates with limited mobility (i.e. limit time standing in the registration queue)
- Test supervisor to provide written assistance during the instruction component of the test sessions
- Provision of an Auslan interpreter
- Permission to bring support/assistance animal

3   Candidate Performance

This section describes the performance of candidates who participated in the test in 2024. The analysis divides the cohort of candidates into two groups: first-attempt candidates (the majority) and those who resat the test after not achieving the standard at their first attempt. It presents the distributions of candidate performance overall, by subscale and by demographic characteristics: gender, age group, program type, program type by year level, course category, and location of testing.

3.1   Scale score distributions

Figure 1 and Figure 2 present the distributions of first-attempt candidate performance on the literacy component and numeracy component, respectively. The vertical line in each figure represents the threshold for meeting the standard for that component of the test.
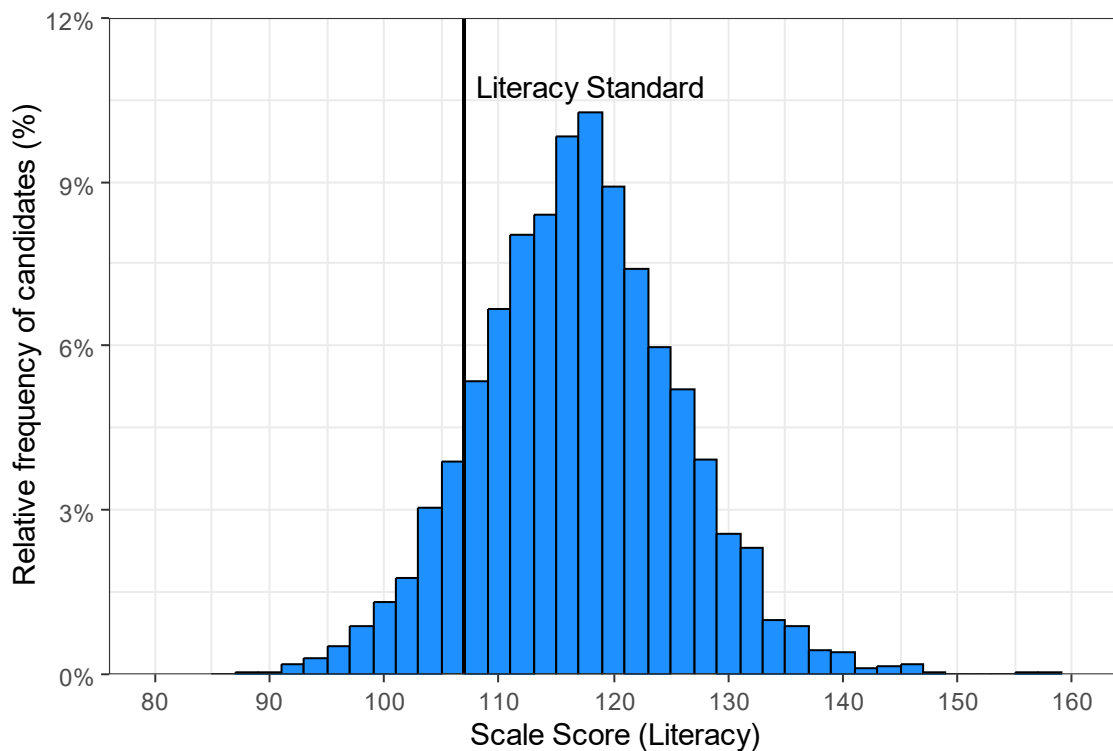
Figure 1: Distribution of first-attempt candidate scale scores for literacy[17]

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[17] The scale score corresponding to the literacy standard threshold is 107.
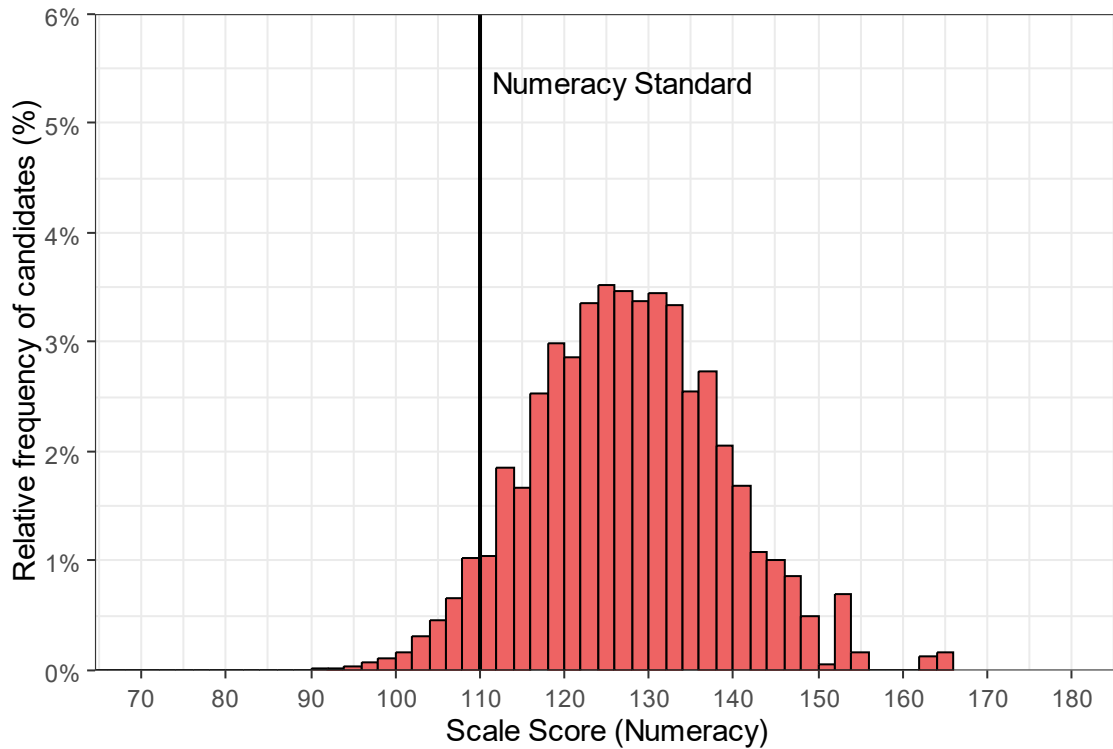
Figure 2: Distribution of first-attempt candidate scale scores for numeracy[18]

Figure 1 and Figure 2 show that scores in both test components follow an approximately normal distribution indicating that the tests effectively differentiate candidates across the full range of the score scales. For both literacy and numeracy, the majority of candidates achieved scale scores above the standard at their first attempt. A proportion of candidates achieved scale scores below the standard at their first attempt.

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[18] The scale score corresponding to the numeracy standard threshold is 110.

3.2 Candidate scale scores by subscales and subgroups

Table 22 shows the performance of first-attempt candidates in 2024. It shows the number (N) of candidates, the mean scale scores and standard deviation (S.D.) of the scale scores, overall and by subscale. The pass rates for the literacy and numeracy components for this cohort of candidates are also shown in this table. The overall mean scale score for literacy was 116.5 (similar to 2023), with a pass rate of 88.1% (90.6% in 2021, 90.3% in 2022, 89.6% in 2023). The overall mean scale score for numeracy was 127.0 (up slightly from 126.7 in 2023), with a pass rate of 94.2% (up from 93.5% in 2023).

Table 22 also shows the performance of first-attempt candidates on each subscale. As for previous years, the average performance of candidates on the numeracy subscale 'calculator not available' was lower than the average performance on the numeracy subscale 'calculator available', with a difference of 0.6 scale points. The trend over time, however, is that the difference has decreased. It was 3.5 scale score points in 2017, 2.5 scale score points in 2018, 1.0 scale score point in 2020, rising slightly for 2021 and 2022 and then back to 1.0 scale score point in 2023. The decrease in difference is mostly due to improving performance on the 'calculator not available' subscale, possibly indicating greater attention to the basic number sense and computational skills required.

Scale score frequency distributions for first-attempt candidates are shown in Appendix 2.

Table 22: Candidate performance overall and by subscale for first-attempt candidates

Component	Whole test and subscale	N	Mean	S.D.	Pass Rate
Literacy	Overall	24,455	116.5	8.7	88.1
	Reading		116.3	9.1	
	Technical skills of writing		116.8	10.3	
Numeracy	Overall	24,215	127.0	11.2	94.2
	Number & algebra		127.2	12.4	
	Measurement & geometry		127.0	12.4	
	Statistics & probability		126.2	11.6	
	Calculator available		127.0	11.0	
	Calculator not available		126.4	15.1	

Table 23 shows the number of candidates (N), mean scale score, and pass rate for first-attempt candidates by demographic characteristics, for both literacy and numeracy.

Table 23: Performance by demographic characteristics for first-attempt candidates

Characteristic	Category	Literacy			Numeracy		
		N	Mean	Pass Rate	N	Mean	Pass Rate
Gender	Female	18,120	115.8	86.9	17,918	125.2	92.8
	Male	6,282	118.3	91.3	6,244	131.8	98.2
	Indeterminate/intersex	53	125.0	100.0	53	133.7	100.0
Age	17–25	16,131	115.6	87.6	15,927	126.3	94.2
	26–30	3,022	117.9	89.1	3,014	128.3	94.2
	31–35	1,859	118.2	88.7	1,824	128.6	95.4
	36–40	1,436	118.3	88.4	1,447	128.4	93.9
	41–45	1,013	118.2	88.8	1,020	128.3	94.1
	46+	994	119.2	89.8	983	127.8	93.0
International Students	No	22,412	117.0	89.9	22,220	126.7	94.0
	Yes	2,043	110.8	67.8	1,995	130.1	96.5
English as a First Language	Yes	20,512	117.5	91.6	20,346	126.9	94.6
	No	3,943	111.4	69.6	3,869	127.4	92.3
Indigenous	No	23,477	116.5	88.1	23,225	127.0	94.3
	Yes	540	114.2	85.7	540	122.8	89.8
	Not disclosed	438	117.5	86.5	450	130.1	95.8
Residential Area	Metropolitan areas	19,403	116.4	87.6	19,223	127.1	94.2
	Regional areas	4,795	116.9	90.0	4,727	126.5	94.6
	Remote areas	170	116.3	88.2	180	125.2	91.1
	International	35	116.9	85.7	37	133.8	97.3
	Invalid or Missing	52	115.4	84.6	48	125.0	89.6
Program Type	Undergraduate	16,404	115.4	87.5	16,209	125.2	93.3
	Postgraduate	8,051	118.8	89.2	8,006	130.5	96.1
Program Type by Year Level	Undergraduate first year	5,907	114.7	85.3	5,770	125.3	93.6
	Undergraduate second year	4,293	115.3	87.2	4,268	125.1	93.2
	Undergraduate third year	4,321	115.9	89.9	4,287	125.3	93.3
	Undergraduate fourth year	1,657	116.3	90.2	1,657	125.1	92.9
	Undergraduate fifth year or above	217	116.0	85.7	220	123.6	90.0
	Undergraduate graduated	9	108.2	55.6	7	117.1	71.4
	Postgraduate first year	5,500	118.8	89.1	5,455	131.5	97.2
	Postgraduate second year	1,826	119.1	89.8	1,819	129.2	94.2
	Postgraduate third year	258	118.5	86.4	263	126.7	91.6
	Postgraduate fourth year	239	118.1	90.4	250	126.2	93.6
	Postgraduate fifth year or above	216	117.9	90.3	205	127.5	91.2
	Postgraduate graduated	12	109.3	50.0	14	120.8	78.6
Course Category	Early childhood	1,454	112.0	74.1	1,419	123.9	89.0
	Primary	10,278	115.7	88.1	10,235	124.9	92.9
	Secondary	9,414	118.7	91.6	9,347	130.3	97.1
	Special education	149	117.3	93.3	153	125.0	92.8
	Other	3,160	114.6	83.7	3,061	125.1	92.4

To assess whether the average scale scores of different subgroups of first-attempt candidates (as shown in Table 23) were meaningfully different, both t-tests and effect size calculations were used. Cohen's d was applied to standardise the effect sizes. A difference was considered statistically significant if the p-value was less than 0.05 and the effect size was greater than 0.2 or less than -0.2, suggesting the difference was also practically meaningful.

Table 23 shows that male candidates significantly outperformed female candidates in both literacy and numeracy. For the 2024 cohort, the literacy mean scale score of male candidates (118.3) was significantly higher (effect size 0.28) than the literacy mean scale score of female candidates (115.8). This difference was similar in magnitude to 2023. The pass rate of the female candidates on the literacy component (86.9%) was lower than that of the male candidates (91.3%). For numeracy, the difference was even greater. The numeracy mean scale score of the male candidates (131.8) was significantly higher (effect size 0.61) than that of the female candidates (125.2). The pass rate of the female candidates on the numeracy component (92.8%) was lower than that of the male candidates (98.2%).

As for previous years, achievement on the literacy test tended to increase with the age of the candidates, but this was less evident for numeracy. For literacy, the youngest group of candidates, aged 17–25 (mean scale score 115.6), achieved significantly lower (effect size -0.31) than candidates aged over 25 (a combined average of 118.2). The numeracy mean scale score of candidates aged over 25 (combined average of 128.3) was not found to be significantly greater than that of those aged 17–25 (126.3) in 2024.

As for all previous years, in 2024 the mean scale score of international student candidates (110.8) for literacy was significantly lower (effect size -0.73) than the mean scale score of other candidates (117.0). For numeracy, the mean scale score of international student candidates (130.1) was significantly higher (effect size 0.30) than the mean scale score of other candidates (126.7).

As for 2017–2023, in 2024, the mean scale score for literacy of candidates for whom English was a first language (117.5) was significantly higher (effect size 0.72) than the mean scale score for literacy of other candidates (111.4). For numeracy, the mean scale scores were 126.9 and 127.4 respectively. This difference was not significant (effect size -0.05).

As for 2017–2023, in 2024, for both literacy and numeracy, the mean scale scores of candidates who identified as Aboriginal or Torres Strait Islander were significantly lower (effect size -0.27 and -0.37 respectively) than for other candidates. For literacy, the mean scale scores were 114.2 (similar to 114.9 in 2022 and 114.5 in 2023) and 116.5 respectively; and for numeracy, 122.8 (122.3 in 2022 and 123.5 in 2023) and 127.0 respectively. However, it is worth noting that the pass rates of first-attempt candidates who identified as Aboriginal or Torres Strait Islander were the third-highest for literacy in the past five years (85.7%, up from 84% in 2020 and 85.2% in 2023, but lower than 87% in 2021 and 87.2% in 2022) and the second-highest for numeracy in the past five years (89.8%, up from 81% in 2020, 87% in 2021 and 87.9% in 2022, but lower than 92.1% in 2023).

For literacy, the pass rate of candidates identifying as Aboriginal or Torres Strait Islander was higher than that of international candidates (67.8%) and candidates for whom English was not a first language (69.6%). The reverse was true for numeracy. The pass rate of candidates identifying as Aboriginal or Torres Strait Islander was lower than that of international candidates (96.5%) and candidates for whom English was not a first language (94.6%).

Residential postcode data were used to place candidates into four main categories: metropolitan, regional, remote and international. Where postcodes could not be matched to an indicator they were categorised as missing or invalid. As for 2017–2023, in 2024, for both literacy and numeracy, there was little difference in achievement by Australian residential areas (metropolitan, regional and remote). As in 2023, there was no significant difference in 2024 between literacy candidates with international postcodes and those with Australian residential addresses. For numeracy, the mean scale score of candidates with international

postcodes was significantly higher than for candidates with metropolitan postcodes (133.8 compared to 127.1, effect size 0.60) and Remote areas postcodes (133.8 compared to 125.2, effect size 0.74), consistent with the broad trend observed in previous years.

As for previous years, for both literacy and numeracy, the mean scale scores of postgraduate candidates were significantly higher in 2024 than for undergraduate candidates. For literacy, this was 118.8 and 115.4 respectively, with an effect size of 0.40, and for numeracy 130.5 and 125.2 respectively, with an effect size of 0.48. The difference in mean scale scores was approximately 3 scale score points for the literacy component and over 5 scale score points for the numeracy component.

Consistent with previous years, the mean scale scores of candidates in the secondary education course category were significantly higher than those of candidates in the other course categories (with the exception of Special Education for literacy in 2024). For literacy, there was a 3 scale score point difference between the primary cohort (115.7) and secondary cohort (118.7), and a 3.7 scale score point difference between the primary cohort (115.7) and the early years cohort (112.0). The effect sizes for these differences were 0.35 and 0.45 respectively.

For numeracy, the difference between the mean scale score of candidates in the secondary education course compared to candidates in the other four courses was even more pronounced. For numeracy, there was 5.4 scale score point difference between the primary cohort (124.9) and the secondary cohort (130.3). The effect size for this difference was 0.49. The mean scale score for candidates in the Special education category (125.0) was significantly lower than the score for the secondary education course category. The effect size for this difference was 0.48.

Table 24 summarises the significant differences in mean scale scores for the eight demographic characteristics.

Table 24: Subgroups showing significantly higher mean scale scores

Characteristic	Literacy	Numeracy
Gender	Male	Male
Age	Above 25 years	(None)
International	Domestic	International
Language background	English as first language	(None)
Indigeneity	Non-Indigenous	Non-Indigenous
Residential location	(None)	International > Metropolitan, International > Remote
Program type	Postgraduate	Postgraduate
Course category	Secondary > Primary > Early Childhood	Secondary > Primary, Secondary > Special Education

In addition to comparing cohorts by mean scale scores, Figures 3 to 6 display scale score distributions for first-attempt candidates in 2024. The top panel of each figure shows literacy scale score distributions and the bottom panel of each figure shows numeracy scale score distributions. The vertical line in each figure represents the standard scale score for each component of the test.

The bold vertical line in each plot represents the cut-score for the standard (located at 107 scale score points for literacy, and 110 scale score points for numeracy).
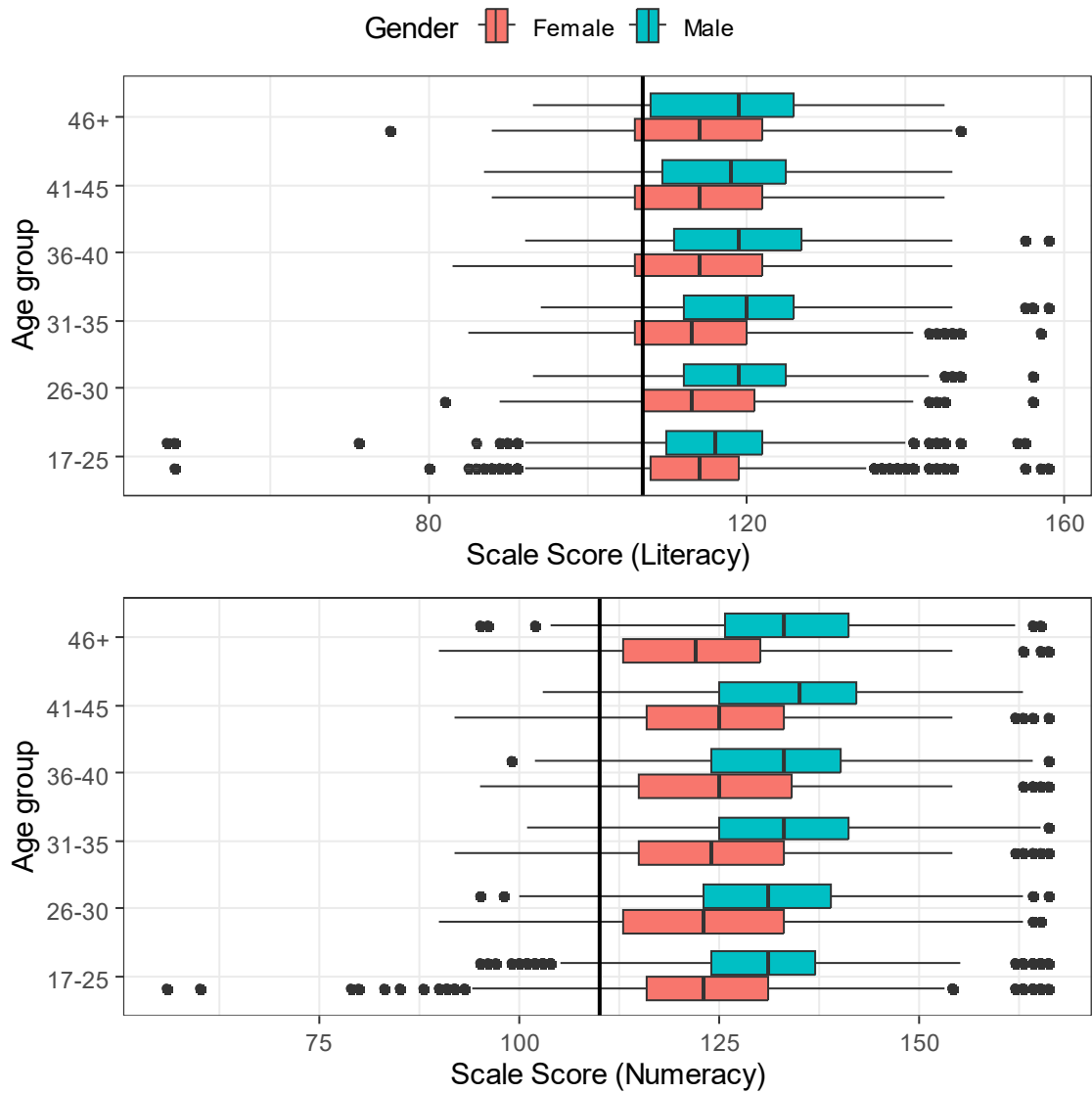
Figure 3: Score distributions by gender and age group, literacy and numeracy

Figure 3 shows that, for all age groups, the difference in achievement between male candidates and female candidates is more pronounced for numeracy than for literacy. However, in each age category and for male or female, there are candidates who achieve well above the standard.
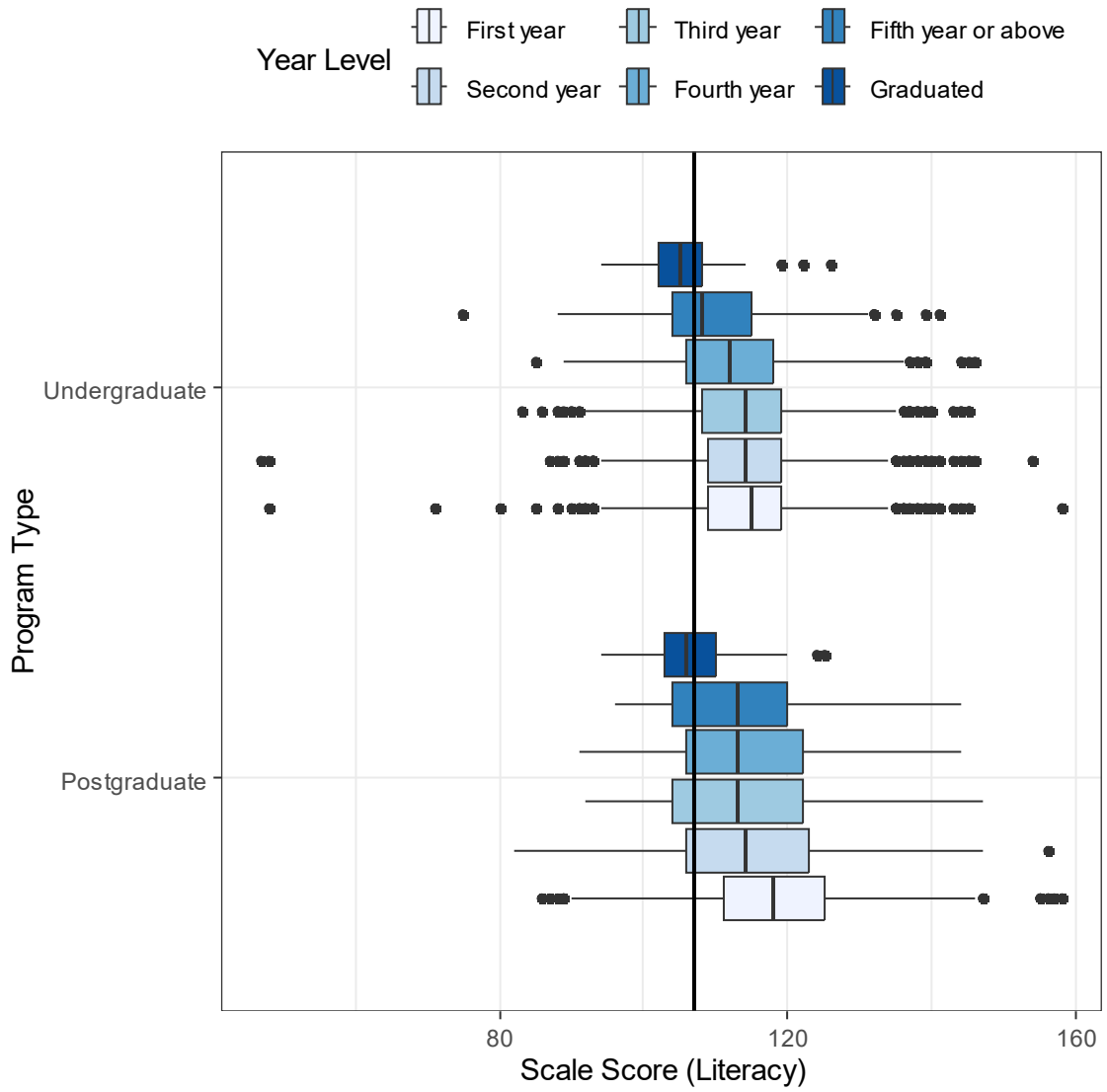
Figure 4: Score distributions by program type and year level, literacy
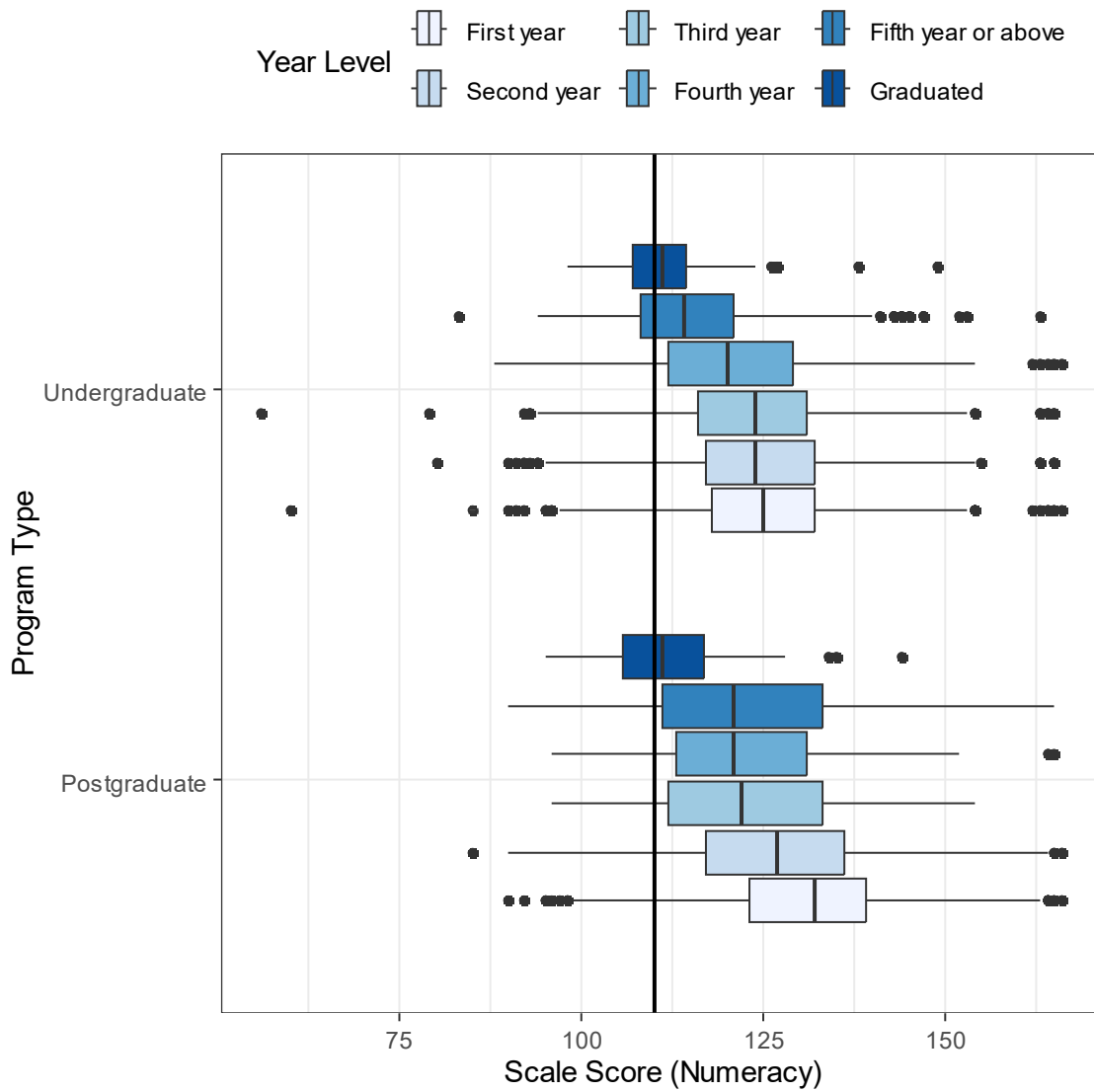
Figure 5: Score distributions by program type and year level, numeracy

Figures 4 and 5 show that, for all year levels, the difference in achievement between postgraduate candidates and undergraduate candidates is similar for literacy and numeracy, with the achievement of postgraduate candidates higher than that of undergraduate candidates.
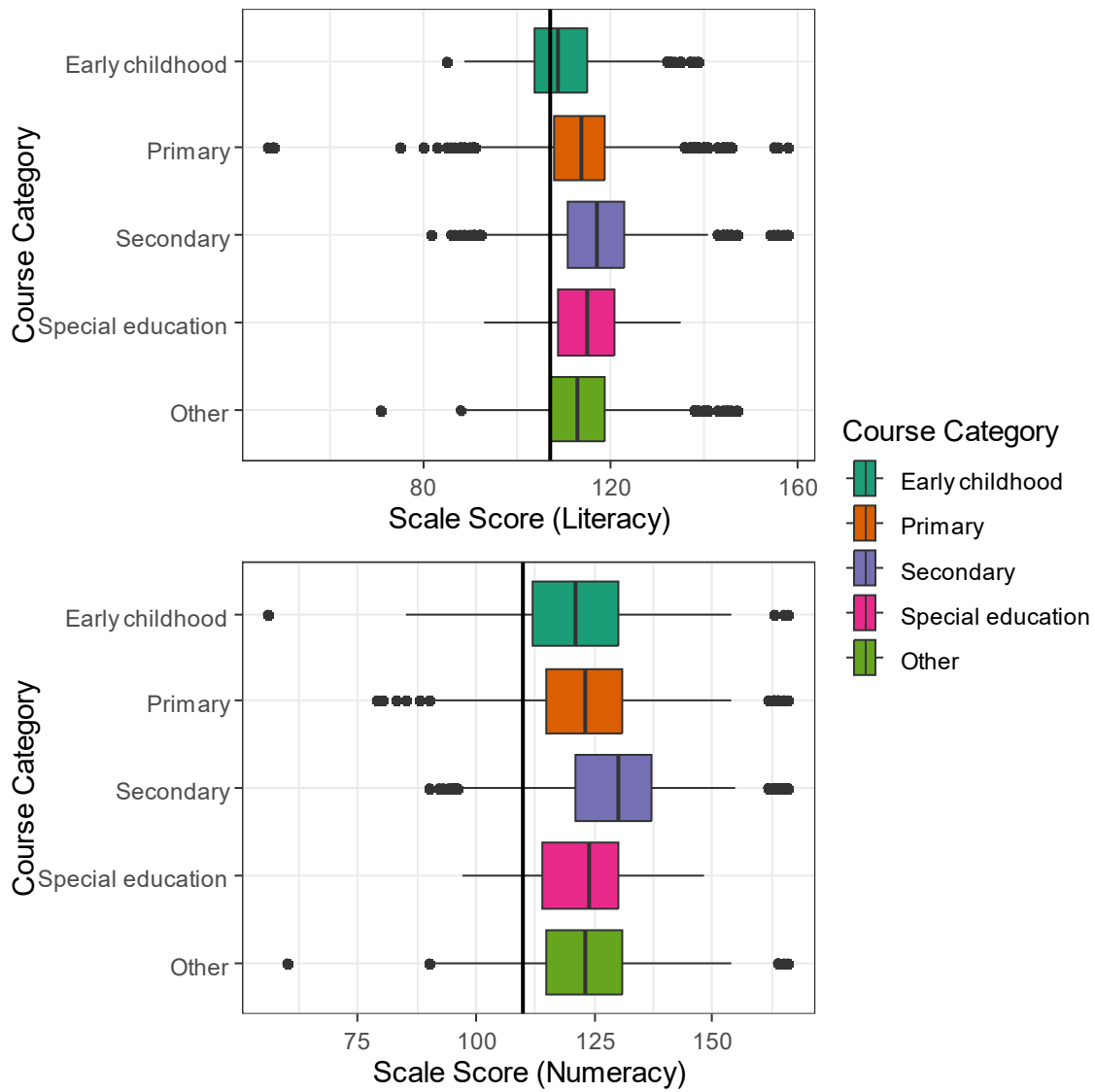
Figure 6: Score distributions by course category, literacy and numeracy

Figure 6 shows that, although candidates in secondary education courses achieve highest in both literacy and numeracy, there are candidates who achieve well above the standard in each of the other courses. For example, for both literacy and numeracy, the achievement of the top 25% of candidates in the early childhood category is broadly equivalent to the top 50% of candidates in the secondary category.

3.3   Candidate performance by test centres and remote proctoring

Table 25 shows performance by test centre location (categorised into capital cities and regional cities) and remote proctoring. It can be seen from the table that the performance of candidates using remote proctoring was similar to the performance of candidates who took tests in capital city test centres and regional city test centres. Less than two scale score points separate the mean scale scores of the three groups for the literacy component and two scale score points separate the mean scale scores for the numeracy component.

Table 25: Performance by test centres and remote proctoring

Test Centre	Literacy				Numeracy			
	N	Mean	S.D.	Pass Rate (%)	N	Mean	S.D.	Pass Rate (%)
Capital cities	9,061	117.1	9.1	88.4	8,958	128.1	11.4	95.2
Regional cities	1,645	117.7	7.8	93.1	1,583	128.0	11.2	95.8
Remote proctoring	13,749	115.9	8.5	87.2	13,674	126.1	11.0	93.4

3.4 Candidates who did not achieve the standard after one attempt

Table 26 shows the number and proportion of candidates who did not achieve the test standard in 2024 after one attempt. The proportion of first-attempt candidates who did not achieve the standard on the literacy component was 11.9% (10.4% in 2023). The proportion of first-attempt candidates who did not achieve the standard on the numeracy component was 5.8% (6.5% in 2023). The percentage of first-attempt candidates who did not achieve either standard in 2024 was 3.1% (3.2% in 2023).

Table 26: Number and proportion of first-attempt candidates who did not achieve the standard

Group of first-attempt candidates	N	%
Candidates who did not achieve the literacy standard	2,919	11.9
Candidates who did not achieve the numeracy standard	1,403	5.8
Candidates who did not achieve the literacy and the numeracy standard	680	3.1

3.5 Performance of resitting candidates

Table 27 shows the performance of candidates who had multiple attempts at the test, overall and by subscale. As expected, the performance of resit candidates was lower than the performance of the majority of candidates who achieved the standard at their first attempt. For example, for the 2,356 second-attempt candidates for literacy in 2024, their overall mean scale score was 106.7 with a pass rate of 51.0% (compared to 116.5 and 88.1% for first-attempt candidates in 2024, as shown in Table 22). For the 1,281 second-attempt candidates for numeracy in 2024, their overall mean scale score for numeracy was 111.0 with a pass rate of 59.3% (compared to 127.0 and 94.2% for first-attempt candidates in 2024).

It can be seen from Table 27 that pass rates for literacy declined from the second attempt, with a pass rate of 51.0%, to the fifth attempt, with a pass rate of 33.8%. For numeracy, the pass rate decreased from 59.3% for the second attempt to 49.1% for the fifth attempt.

For the literacy subscales, the mean scale score of resit candidates were slightly lower for Reading than for Technical skills of writing. For the numeracy subscales, the mean scale scores of resit candidates for the 'calculator not available' subscale were lower than the mean scale scores of resit candidates on the other numeracy subscales for all resit attempts.

Table 27: Resit candidate performance overall and by subscale

Component	Whole test and subscale	Second Attempt (Resit 1)			Third Attempt (Resit 2)			Fourth Attempt (Resit 3)			Fifth Attempt (Resit 4)		
		N	Mean	Pass Rate	N	Mean	Pass Rate	N	Mean	Pass Rate	N	Mean	Pass Rate
Literacy	Overall	2,356	106.7	51.0	1,162	105.9	44.0	698	105.3	38.0	470	105.0	33.8
	Reading		106.5			105.5			104.8			104.4	
	Technical skills of writing		106.9			106.6			106.3			106.1	
Numeracy	Overall	1,281	111.0	59.3	642	110.6	57.5	343	109.9	54.2	173	109.2	49.1
	Number & algebra		110.8			110.4			110.0			109.7	
	Measurement & geometry		110.6			110.2			109.7			109.2	
	Statistics & probability		111.7			111.1			110.2			108.7	
	Calculator available		111.4			111.0			110.1			109.4	
	Calculator not available		108.5			107.9			108.2			107.9	

It can be seen from Table 28 that, for both literacy and numeracy, there is very little difference in the mean scale score change between first and second attempts regardless of the time taken between the attempts.

Table 28: Change in scale score between first and second attempts by time

Component	Mean score change (scale score points)				
	Less than 2 months	More than 2 months	From 4 to 6 months	More than 6 months	All
Literacy	4.1	4.2	4.9	5.1	4.5
Numeracy	4.1	5.3	4.8	7.8	6.0

On average, second-attempt candidates in 2024 improved their scale scores (an average increase of 4.5 points for literacy and 6.0 points for numeracy). However, the changes in candidates' scale scores between their first and second attempts were not uniform. Table 29 breaks down the average change in candidates' scale scores between their first and second attempt by the proficiency band achieved on the second attempt. The literacy and numeracy scales have described proficiency scales, separated into bands.[19] The table separates second attempt candidates by the proficiency band achieved on their second attempt, and shows the average change in scale score from the first attempt. (Note that all candidates achieved scale scores which placed them in Band 1 or below Band 1 on their first attempt, since scale scores in these bands are defined to be below the standard.)

The average scale score change of the least able second-attempt candidates (those with second-attempt scores placing them below Band 1) was -7.6 scale score points for literacy and -2.4 scale score points for numeracy. That is, on average, the scores of these candidates were lower for their second attempt than they were for their first attempt. Those candidates whose scores placed them in Band 1 on their second attempt had small average increases in scale score (increases of 1.6 scale score points for literacy and 2.4 scale score points for numeracy). Candidates who met the standard on their second attempt (that is, they achieved a score placing them in Band 2, Band 3, or above Band 3) had average score increases above the average increase for all second-attempt candidates.

Table 29: Mean change in scale scores between candidates' first and second attempts, by proficiency band achieved on the second attempt

Component	Mean score change (scale score points)				
	Below Band 1	Band 1	Band 2	Band 3 and above	All
Literacy	-7.6	1.6	7.3	21.0	4.5
Numeracy	-2.4	2.4	8.0	24.9	6.0

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[19] The proficiency bands for the proficiency scales for each component of LANTITE are described in detail in the document *Described Proficiency Scale for the Literacy and Numeracy Test for Initial Teacher Education Students*, available on ACER's website at https://teacheredtest.acer.edu.au/results/described-proficiency-scales.

Table 30 presents pass rates based on the most recent sitting of each LANTITE candidate. Candidates are grouped by the calendar year in which they made their most recent attempt, and then by the attempt number of their most recent attempt. Only attempts made in the past five years (2020-24) are shown in the table.

Table 30: Pass rates based on most recent test sitting, 2020–2024, by year and attempt number[20]

Component	Year	Attempt Number	Number of Unique Candidates	Standard Achieved	Standard Not Achieved	Pass Rate
Literacy	2020	1	15,007	14,791	216	98.6
		2	952	849	103	89.2
		3	381	291	90	76.4
		4	121	80	41	66.1
		5	30	20	10	66.7
		All	16,491	16,031	460	97.2
	2021	1	19,172	18,933	239	98.8
		2	1,134	1,024	110	90.3
		3	418	312	106	74.6
		4	135	104	31	77.0
		5	37	23	14	62.2
		8	1	1	0	100.0
		All	20,897	20,397	500	97.6
	2022	1	17,602	17,391	211	98.8
		2	1,158	1,068	90	92.2
		3	404	331	73	81.9
		4	118	104	14	88.1
		5	36	27	9	75.0
		6	3	2	1	66.7
		All	19,321	18,923	398	97.9
	2023	1	16,011	15,738	273	98.3
		2	1,127	1,035	92	91.8
		3	411	375	36	91.2
		4	207	187	20	90.3
		5	60	55	5	91.7
		6	8	8	0	100.0
		All	17,824	17,398	426	97.6
	2024	1	23,090	21,536	1,554	93.3
		2	1,669	1,193	476	71.5
		3	733	509	224	69.4
		4	393	264	129	67.2
		5	262	159	103	60.7
		6	149	92	57	61.7
		7	74	43	31	58.1
		8	30	9	21	30.0
		9	13	6	7	46.2
		10	1	0	1	0.0
		All	26,414	23,811	2,603	90.1

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[20] The results presented here are correct at the time of reporting. Note that some of the numbers of candidates presented in this table for the years 2020-23 may differ slightly from those in technical reports from previous years. This is due to revisions to candidates' records that have been made retrospectively.

Component	Year	Attempt Number	Number of Unique Candidates	Standard Achieved	Standard Not Achieved	Pass Rate
Numeracy	2020	1	14,832	14,636	196	98.7
		2	977	874	103	89.5
		3	480	386	94	80.4
		4	165	132	33	80.0
		5	48	34	14	70.8
		All	16,502	16,062	440	97.3
	2021	1	19,076	18,803	273	98.6
		2	1,106	987	119	89.2
		3	443	357	86	80.6
		4	141	119	22	84.4
		5	36	29	7	80.6
		All	20,802	20,295	507	97.6
	2022	1	17,865	17,642	223	98.8
		2	1,032	945	87	91.6
		3	395	338	57	85.6
		4	115	101	14	87.8
		5	32	25	7	78.1
		6	2	2	0	100.0
		8	1	0	1	0.0
		All	19,442	19,053	389	98.0
	2023	1	16,725	16,502	223	98.7
		2	924	866	58	93.7
		3	391	352	39	90.0
		4	177	169	8	95.5
		5	38	35	3	92.1
		6	4	4	0	100.0
		7	1	1	0	100.0
		All	18,260	17,929	331	98.2
	2024	1	23,664	22,812	852	96.4
		2	953	729	224	76.5
		3	497	365	132	73.4
		4	229	178	51	77.7
		5	119	83	36	69.7
		6	42	25	17	59.5
		7	17	6	11	35.3
		8	6	3	3	50.0
		All	25,527	24,201	1,326	94.8

4 Prospective students in 2024

Starting in test window 2 of 2023, prospective students have been allowed to sit the LANTITE tests. A 'prospective student,' in the context of LANTITE, refers to individuals who are not currently enrolled in an accredited initial teacher education program but are seeking to demonstrate their literacy and numeracy competence. Prospective students were included in the LANTITE assessment as the result of policy decisions intended to make the teaching profession more inclusive and accessible. By allowing individuals outside of traditional teacher education pathways to sit the LANTITE, education authorities aim to broaden the pool of qualified candidates for teaching positions, addressing potential teacher shortages and ensuring a diverse range of entrants into the profession.

Table 31 reports the number of prospective students who sat in each test window of 2024, by component. Table 32 describes the demographic characteristics of the prospective student cohorts by component.

Table 31: Counts of prospective students sitting in each test window of 2024

Test	TW1	TW2	TW3	TW4	Total
Both literacy and numeracy	75	79	112	126	392
Literacy only	38	142	55	45	280
Numeracy only	27	29	47	46	149
Total sittings	**140**	**250**	**214**	**217**	**821**

Table 32: Demographic characteristics of all unique prospective student candidates in 2024

Characteristic	Category	Literacy		Numeracy	
		N	%	N	%
Gender	Female	476	77.3	406	77.9
	Male	139	22.6	115	22.1
	Indeterminate/intersex	1	0.2	0	0.0
Age	< 17	2	0.3	2	0.4
	17–25	304	49.4	238	45.7
	26–30	108	17.5	103	19.8
	31–35	53	8.6	46	8.8
	36–40	65	10.6	54	10.4
	41–45	45	7.3	47	9.0
	46+	39	6.3	31	6.0
English as a First Language	Yes	392	63.6	330	63.3
	No	224	36.4	191	36.7
Indigenous	No	602	97.7	502	96.4
	Yes	3	0.5	6	1.2
	Not disclosed	11	1.8	13	2.5
Residential Area	Metropolitan areas	492	79.9	422	81.0
	Regional areas	102	16.6	78	15.0
	Remote areas	3	0.5	4	0.8
	International	15	2.4	15	2.9
	Invalid or Missing	4	0.6	2	0.4

Table 33 breaks down the prospective students by their initial year of registration for LANTITE and their number of test attempts. This table shows that the vast majority of prospective students were registering for the test(s) for the first time in 2024. Note that some prospective students had attempted the tests in previous years, but in 2024 they were no longer enrolled in their course and so were eligible to register as prospective students.

Table 33: Prospective students by year of registration and total number of attempts[21]

Domain	Year of registration	Number of unique candidates	Unique candidates who had 1 attempt only (%)	Unique candidates who had 2 attempts only (%)	Unique candidates who had 3 attempts only (%)	Unique candidates who had 4 attempts only (%)	Unique candidates who had 5 attempts only (%)	Unique candidates who had 6 attempts only (%)	Unique candidates who had 7 attempts only (%)	Unique candidates who had 8 attempts only (%)	Unique candidates who had 9 attempts only (%)
Literacy	2016	5	0.0	0.0	20.0	0.0	40.0	0.0	20.0	20.0	0.0
	2017	24	0.0	8.3	8.3	20.8	33.3	25.0	4.2	0.0	0.0
	2018	19	0.0	5.3	21.1	47.4	10.5	5.3	5.3	5.3	0.0
	2019	9	0.0	22.2	11.1	33.3	0.0	22.2	11.1	0.0	0.0
	2020	10	0.0	40.0	20.0	30.0	10.0	0.0	0.0	0.0	0.0
	2021	3	0.0	0.0	0.0	66.7	33.3	0.0	0.0	0.0	0.0
	2022	4	0.0	0.0	0.0	75.0	0.0	0.0	0.0	0.0	25.0
	2023	206	90.8	6.3	1.5	1.0	0.5	0.0	0.0	0.0	0.0
	2024	541	94.6	5.0	0.2	0.2	0.0	0.0	0.0	0.0	0.0
	2016–24	821	85.1	6.0	1.7	3.4	1.8	1.1	0.5	0.2	0.1
Numeracy	2016	6	0.0	33.3	0.0	0.0	16.7	50.0	0.0	0.0	0.0
	2017	21	0.0	4.8	9.5	42.9	28.6	9.5	4.8	0.0	0.0
	2018	15	0.0	13.3	13.3	40.0	6.7	20.0	6.7	0.0	0.0
	2019	8	0.0	37.5	12.5	37.5	12.5	0.0	0.0	0.0	0.0
	2020	8	0.0	25.0	25.0	12.5	37.5	0.0	0.0	0.0	0.0
	2021	3	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0
	2022	4	0.0	50.0	25.0	25.0	0.0	0.0	0.0	0.0	0.0
	2023	206	95.6	3.4	0.5	0.5	0.0	0.0	0.0	0.0	0.0
	2024	458	97.8	1.7	0.4	0.0	0.0	0.0	0.0	0.0	0.0
	2016–24	729	88.5	3.7	1.5	3.3	1.6	1.1	0.3	0.0	0.0

[21] The results presented here are correct at the time of reporting. Note that some of the numbers of candidates presented in this table for the years 2016-23 may differ slightly from those in technical reports from previous years. This is due to revisions to candidates' records that have been made retrospectively.

Table 34 reports the pass rates of prospective students by their attempt number. Overall, 70.1% of prospective students attempting the literacy test were successful, and 86.3% of prospective students attempting the numeracy test were successful. These pass rates are lower than the pass rates observed for currently enrolled ITE candidates.

Table 35 reports the mean scale scores achieved by prospective students on their first attempt in 2024. For both components, the performance of these prospective students was below the level of performance observed for currently enrolled ITE candidates who first attempted the test in 2024 (see Table 22), and was especially pronounced for literacy: the mean literacy scale score of 113.1 for prospective students was 3.4 points lower than for currently enrolled ITE candidates on their first attempt (116.5), and the mean numeracy scale score of 126.5 for prospective students was 0.5 points lower than for currently enrolled ITE candidates on their first attempt (127.0). The pass rates for first-attempt prospective students (77.2% for literacy, 92.7% for numeracy) were lower than for first-attempt currently enrolled ITE candidates (88.1% for literacy, 94.2% for numeracy).

Table 34: Pass rates of prospective student sittings by test window and attempt number

		TW1	Pass rate	TW2	Pass rate	TW3	Pass rate	TW4	Pass rate	Total	Pass rate
Literacy	Attempt 1	86	79.1	178	75.8	133	77.4	138	77.5	535	77.2
	Attempt 2	10	50.0	13	15.4	7	42.9	16	56.2	46	41.3
	Attempt 3	6	16.7	8	37.5	5	40.0	0	-	19	31.6
	Attempt 4	3	66.7	16	37.5	7	57.1	7	42.9	33	45.5
	Attempt 5	5	60.0	1	0.0	10	60.0	3	33.3	19	52.6
	Attempt 6	2	50.0	2	50.0	2	50.0	3	33.3	9	44.4
	Attempt 7	1	100.0	3	66.7	2	0.0	1	100.0	7	57.1
	Attempt 8	0	-	0	-	1	0.0	2	0.0	3	0.0
	Attempt 9	0	-	0	-	0	-	1	0.0	1	0.0
	Total	113	71.7	221	67.4	167	71.3	171	71.3	672	70.1
Numeracy	Attempt 1	76	92.1	89	91.0	134	91.8	155	94.8	454	92.7
	Attempt 2	9	77.8	7	28.6	6	33.3	3	33.3	25	48.0
	Attempt 3	4	50.0	2	0.0	4	50.0	3	66.7	13	46.2
	Attempt 4	10	80.0	4	25.0	3	100.0	7	42.9	24	62.5
	Attempt 5	3	33.3	4	50.0	6	50.0	1	100.0	14	50.0
	Attempt 6	0	-	2	50.0	5	80.0	2	0.0	9	55.6
	Attempt 7	0	-	0	-	1	0.0	1	100.0	2	50.0
	Total	102	86.3	108	80.6	159	86.2	172	90.1	541	86.3

Table 35: Prospective student performance overall and by subscale, for first-attempt candidates only

Component	Whole test and subscale	N	Mean	S.D.	Pass Rate
Literacy	Overall	535	113.1	9.1	77.2
	Reading		112.9	9.2	
	Technical skills of writing		113.4	11.3	
Numeracy	Overall	454	126.5	11.8	92.7
	Number & algebra		127.3	12.6	
	Measurement & geometry		126.4	13.6	
	Statistics & probability		124.9	12.3	
	Calculator available		126.1	11.7	
	Calculator not available		127.4	15.4	

5 Phase 10 Trial Item Analysis

5.1 In-test trialling

Following review by the Expert Groups, 97 literacy items and 99 numeracy items were trialled within the live tests. These items were placed in small clusters (5-item clusters for literacy, and 4-item 'calculator available' clusters and a 1-item 'calculator not available' cluster for numeracy). Candidates were unaware of the location of these trial items. The trial items did not contribute to a candidate's score. The items were trialled in multiple test windows until sufficient candidates had attempted them. In this way, robust trial item estimates were obtained to enable selection of new, balanced clusters for refreshment of the tests in test window 3 and test window 4 in 2025.

5.2 Trial item analysis

Table 36 shows that the acceptable[22] Phase 10 trial items were well-targeted by difficulty, with most numeracy items and literacy items achievable by candidates in Bands 2 and 3. A small number were achievable by candidates above Band 3 and by candidates in Band 1, as required by the test construct. A small number of Phase 10 trial items (4 from literacy and 1 from numeracy) were below Band 1 and may not be selected for the test.

Table 36: Distribution of Phase 10 trial items by Band

Achievable by candidates …	Number of literacy items	Number of numeracy items
above Band 3	1	9
in Band 3: Clearly above the standard	15	32
in Band 2: At and above the standard	35	43
in Band 1: Below the standard	28	11
below Band 1	4	1
Total	**83**	**96**

5.3 Differential item functioning

During the item development and revision phase, efforts are made to avoid items that give an unfair advantage to any particular subgroup of candidates. Despite this, it is normal for a proportion of items to show differential item functioning (DIF).

DIF analysis was performed on all trial items. Only analysis where subgroup size exceeds 50 candidates can be reported reliably. On many occasions, no obvious content or context bias is observable. Investigating reasons for a particular item showing DIF for a particular group involves looking for an explanatory connection between actual characteristics of the item and assumed or posited characteristics of the group.

It is often not possible to withhold all items showing DIF from the live tests. Therefore, the approach is to attempt to 'balance' the tests to help minimise the risk of test bias. Selected items with DIF are spread across the clusters. No candidate attempts all clusters, so no candidate is required to attempt all items showing DIF.

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[22] Note that some trial items were removed from each of the literacy and numeracy item calibrations during the Phase 10 trial analysis after review of their trial performance.

Table 37 shows the number of Phase 10 items showing significant differential item functioning. There were an insufficient number of candidates to reliably report DIF for Indigenous candidates, English not as first language candidates, or international candidates.

For both literacy and numeracy, more items were identified as potentially favouring female candidates than male candidates. An equal number of items (two each) were found to favour candidates aged 17–25 years across in Literacy. Only a small number of items showed potential differential item functioning (DIF) based on course category, with minimal differences observed between early childhood & primary and secondary groups. In terms of residential area, two of literacy items appeared to favour candidates from metropolitan areas, while no DIF was observed in numeracy items. Program type showed more noticeable patterns: in literacy, more items potentially favoured postgraduate candidates, whereas in numeracy, more items favoured undergraduate candidates.

Items showing DIF are investigated for unfair content and where this is found to exist the items are not selected. Usually, this is not the case and the DIF is performance related; that is, the favoured subgroup is simply better at the skills being assessed for a variety of reasons. To minimise differential test functioning, where items showing DIF must be selected, DIF 'cancelling' methodology is applied at the cluster formation stage. That is, items showing DIF are paired with items showing DIF in the opposite direction. In this way, clusters are well-balanced and the tests from which the clusters are created are fair.

Table 37: Summary of Phase 10 trial items identified as exhibiting DIF

Group	Potentially favours	Number of literacy items	Number of numeracy items
Age	17–25 years	2	2
	26+ years	2	1
Course Category	Early childhood & primary	0	1
	Secondary	1	1
Gender	Female	1	4
	Male	1	1
Residential area	Metropolitan areas	2	0
	Regional and Remote areas	0	0
Program Type	Postgraduate	4	1
	Undergraduate	2	5

The detailed DIF analysis may be found in Appendix 4.

6 Phase 10 Test Development

During 2023/2024, ACER developed a set of new literacy and numeracy items. This cycle of test development is designated as 'Phase 10', being the tenth cycle of new item development. All items were mapped against the Assessment Framework. The items were reviewed by the Expert Groups in February 2024 and were revised based upon reviewers' feedback. A small proportion were retired. A selection of at least 60 literacy items and at least 60 numeracy items were in-test trialled in test windows 3 and 4 of 2024 and test window 1 of 2025. A selection of these will be used to refresh the test in 2025.

7 The LANTITE Trial in 2024

The National Teacher Workforce Action Plan's LANTITE trial was a strategic initiative by the Australian Government to address teacher workforce challenges. The trial aimed to contribute to a well-qualified teaching workforce by providing more support for students. The trial began in September 2023 and concluded in November 2024.

Two features of the existing LANTITE ambit were changed during the trial period:
1. Students enrolled in accredited ITE courses across all states and territories had unlimited attempts to pass the test. The trial acted as a test limit amnesty, meaning that any failed attempts made during the trial will not count towards the total number of attempts once the trial concluded.
2. Candidates received more detailed feedback with clear advice on areas for improvement for candidates who were unsuccessful in meeting the standard.

It can be noted that, as a result of the removal of a cap on test attempts, the number of candidates with multiple previous attempts sitting in 2024 are substantially increased compared to the numbers previous years.

8 Conclusion

2024 was the first year in which all test windows were subject to the changes to LANTITE introduced in 2023: allowing prospective students to sit the test, and the removal of limits on the number of attempts that candidates could make. The test was successfully administered in four test windows in all Australian states and territories to approximately 28,300 candidates. Another set of new items was successfully trialled enabling the test to be refreshed.

Item difficulty and targeting of the new set of trial items against the revised Assessment Framework was such that equivalent test clusters can be created. Differential item functioning was found to be manageable, ensuring that unbiased clusters can be created to refresh the test in mid-2025.

Of the candidates who first registered in 2024, by the end of the year, 91.6% had achieved the literacy standard and 95.7% had achieved the numeracy standard. Over the nine years of testing, 96.4% of candidates have achieved the literacy standard and 97.0% of candidates have achieved the numeracy standard. Of the 175,908 candidates presenting for both components of the test in the nine-year period 2016–2024, 95.2% have achieved both standards, thereby meeting the requirements as outlined in the test construct.

9 Appendices

9.1 Appendix 1: Proportion of candidates by test centre location and by attempt number

Table 38 shows the number and proportion of candidates sitting the literacy test at test centres in capital cities, test centres in regional cities, and by remote proctoring, broken down by candidates' attempt number. Table 39 shows the same for numeracy. In 2024, more than half of first-attempt candidates (compared to 22% in 2019) sat the test by remote proctoring.

Table 38: Number and proportion of candidates who participated by test centre location and attempt number, literacy

Test centre location	Attempt 1		Attempt 2		Attempt 3		Attempt 4		Attempt 5		Attempt 6+	
	N	%	N	%	N	%	N	%	N	%	N	%
Capital cities	9,061	37.1	847	36.0	443	38.1	257	36.8	179	38.1	164	38.1
Regional cities	1,645	6.7	71	3.0	40	3.4	7	1.0	6	1.3	7	1.6
Remote proctoring	13,750	56.2	1,438	61.0	679	58.4	434	62.2	285	60.6	259	60.2
Total	24,456	100.0	2,356	100.0	1,162	100.0	698	100.0	470	100.0	430	100.0

Table 39: Number and proportion of candidates who participated by test centre location and attempt number, numeracy

Test centre location	Attempt 1		Attempt 2		Attempt 3		Attempt 4		Attempt 5		Attempt 6+	
	N	%	N	%	N	%	N	%	N	%	N	%
Capital cities	8,958	37.0	420	32.8	209	32.5	105	30.6	59	34.1	42	45.2
Regional cities	1,583	6.5	57	4.4	16	2.5	12	3.5	4	2.3	4	4.3
Remote proctoring	13,675	56.5	804	62.8	418	65.0	226	65.9	110	63.6	47	50.5
Total	24,216	100.0	1,281	100.0	643	100.0	343	100.0	173	100.0	93	100.0

9.2 Appendix 2: Score frequency distributions

Table 40: Literacy score frequency distribution of first-attempt candidates

Scale Score	Frequency	Percentile Rank	
47	1	< 0.1	
48	1	< 0.1	
71	1	< 0.1	
80	1	< 0.1	
83	1	< 0.1	
85	2	< 0.1	
86	2	< 0.1	
87	2	< 0.1	
88	7	0.1	
89	7	0.1	
90	6	0.1	
91	16	0.2	
92	26	0.3	
93	36	0.4	
94	36	0.6	
95	56	0.8	
96	65	1.1	
97	101	1.5	
98	112	2.0	
99	142	2.5	
100	184	3.3	
101	195	4.1	
102	232	5.0	
103	342	6.4	
104	398	8.1	
105	500	10.1	
106	447	11.9	
107	554	14.2	Standard in 2017 TW3–4, 2018 to 2024
108	751	17.3	
109	733	20.3	
110	897	23.9	
111	955	27.8	
112	1,013	32.0	
113	954	35.9	
114	1,102	40.4	
115	1,188	45.3	
116	1,215	50.2	
117	1,106	54.7	
118	1,401	60.5	
119	1,320	65.9	
120	861	69.4	
121	766	72.5	
122	1,044	76.8	
123	915	80.5	

Scale Score	Frequency	Percentile Rank
124	544	82.8
125	829	86.1
126	445	88.0
127	557	90.2
128	401	91.9
129	403	93.5
130	222	94.4
131	340	95.8
132	222	96.7
133	108	97.2
134	136	97.7
135	156	98.4
136	61	98.6
137	57	98.9
138	53	99.1
139	73	99.4
140	22	99.5
141	24	99.6
143	18	99.6
144	22	99.7
145	30	99.8
146	15	99.9
147	5	99.9
154	1	99.9
155	5	100.0
156	5	100.0
157	2	100.0
158	5	100.0

Table 41: Numeracy score frequency distribution of first-attempt candidates

Scale Score	Frequency	Percentile Rank	
56	1	< 0.1	
60	1	< 0.1	
79	1	< 0.1	
80	1	< 0.1	
85	1	< 0.1	
90	4	< 0.1	
91	4	0.1	
92	4	0.1	
93	3	0.1	
94	3	0.1	
95	18	0.2	
96	18	0.2	
97	18	0.3	
98	20	0.4	
99	37	0.6	
100	33	0.7	
101	51	0.9	
102	68	1.2	
103	80	1.5	
104	87	1.9	
105	136	2.4	
106	134	3.0	
107	185	3.7	
108	209	4.6	
109	286	5.8	
110	222	6.7	Standard in 2017 TW3–4, 2018 to 2024
111	280	7.9	
112	405	9.5	
113	490	11.6	
114	379	13.1	
115	429	14.9	
116	525	17.1	
117	704	20.0	
118	809	23.3	
119	642	26.0	
120	687	28.8	
121	694	31.7	
122	829	35.1	
123	796	38.4	
124	848	41.9	
125	859	45.4	
126	857	49.0	
127	821	52.4	
128	778	55.6	
129	855	59.1	
130	1,039	63.4	

Scale Score	Frequency	Percentile Rank
131	627	66.0
132	696	68.9
133	920	72.7
134	630	75.3
135	603	77.7
136	830	81.2
137	493	83.2
138	530	85.4
139	464	87.3
140	358	88.8
141	456	90.7
142	221	91.6
143	306	92.9
144	381	94.4
145	109	94.9
146	58	95.1
147	363	96.6
148	177	97.3
149	65	97.6
151	27	97.7
152	158	98.4
153	175	99.1
154	74	99.4
155	2	99.4
162	12	99.5
163	48	99.7
164	41	99.8
165	28	100.0
166	12	100.0

Table 42 shows the percentage of candidates who sat the test in 2024 for each of the three bands for both literacy and numeracy. For literacy, 57.5% of candidates who registered in 2024 and sat the literacy component in 2024 were located in Band 2: At or above the standard, while 30.6% were located in Band 3: Well above the standard or above Band 3. For numeracy, 32.6% were located in Band 2: At or above the standard, while 61.6% were located in Band 3: Well above the standard or above Band 3.

Table 42: Candidates attempting the test in 2024 by Band

Component	Year of Registration	No. of Unique Candidates	Below Band 1 (%)	Band 1 (%)	Band 2 (%)	Band 3 (%)	Above Band 3 (%)
Literacy	2024	24,456	0.3	11.6	57.5	28.3	2.3
	2024 plus the 2016–24 resitters	26,420	0.2	9.6	61.5	26.5	2.1
Numeracy	2024	24,216	0.2	5.6	32.6	44.8	16.8
	2024 plus the 2016–24 resitters	25,569	0.2	5.0	36.2	42.6	15.9

The distribution of candidate scale scores across the bands in 2024 was similar to that in 2023 for both literacy and numeracy.

9.3 Appendix 3: Performance by demographic characteristics and test windows

Tables 43–46 show performance by demographic characteristics for each test window. In general, the overall findings in Section 3 (Candidate Performance) are also true for each test window.

Table 43: Performance by demographic characteristics in test window 1

Characteristic	Category	Literacy		Numeracy	
		N	Pass Rate	N	Pass Rate
Gender	Female	4,482	77.9	4,136	87.4
	Male	1,282	86.4	1,148	96.4
	Indeterminate/intersex	7	100.0	9	100.0
Age	17–25	3,271	82.7	3,064	90.5
	26–30	907	79.1	835	87.4
	31–35	584	76.4	497	91.3
	36–40	437	74.6	387	87.3
	41–45	296	71.6	254	88.6
	46+	276	72.5	256	82.8
International Students	No	5,199	82.1	4,904	89.0
	Yes	572	59.3	389	94.3
English as a First Language	Yes	4,484	86.8	4,406	90.3
	No	1,287	55.2	887	84.9
Indigenous	No	5,532	79.9	5,064	89.6
	Yes	144	75.7	134	82.1
	Not disclosed	95	77.9	95	88.4
Residential Area	Metropolitan areas	4,570	78.9	4,200	89.3
	Regional areas	1,111	83.9	1,006	90.1
	Remote areas	59	78.0	61	85.2
	International	16	68.8	16	93.8
	Invalid or Missing	15	80.0	10	80.0
Program Type	Undergraduate	3,750	79.7	3,463	87.8
	Postgraduate	2,021	80.0	1,830	92.3
Program Type by Year Level	Undergraduate first year	263	79.1	241	88.4
	Undergraduate second year	859	82.2	828	90.0
	Undergraduate third year	1,430	84.0	1,307	91.0
	Undergraduate fourth year	986	76.3	893	84.9
	Undergraduate fifth year or above	181	60.8	172	70.9
	Undergraduate graduated	31	35.5	22	59.1
	Postgraduate first year	765	85.1	753	97.5
	Postgraduate second year	898	79.4	758	91.4
	Postgraduate third year	143	72.0	125	84.8
	Postgraduate fourth year	106	76.4	100	85.0
	Postgraduate fifth year or above	89	65.2	82	79.3
	Postgraduate graduated	20	55.0	12	58.3
Course Category	Early childhood	538	62.6	441	79.8
	Primary	2,543	81.2	2,388	88.2
	Secondary	1,964	85.3	1,832	94.8
	Special education	44	81.8	45	80.0
	Other	682	72.3	587	85.2

Table 44: Performance by demographic characteristics in test window 2 (including resits)

Characteristic	Category	Literacy		Numeracy	
		N	Pass Rate	N	Pass Rate
Gender	Female	5,876	77.8	5,123	89.1
	Male	2,053	86.7	1,831	96.6
	Indeterminate/intersex	16	100.0	14	100.0
Age	17–25	5,007	82.5	4,345	92.5
	26–30	1,134	77.3	1,094	88.4
	31–35	632	75.5	534	91.0
	36–40	473	74.8	414	88.2
	41–45	324	75.9	260	90.4
	46+	375	74.9	321	85.7
International Students	No	6,940	83.6	6,206	90.5
	Yes	1,005	56.3	762	95.8
English as a First Language	Yes	6,087	87.6	5,614	91.5
	No	1,858	55.7	1,354	89.5
Indigenous	No	7,642	80.1	6,673	91.2
	Yes	176	79.0	166	85.5
	Not disclosed	127	81.9	129	96.1
Residential Area	Metropolitan areas	6,421	79.4	5,672	91.3
	Regional areas	1,426	83.3	1,207	90.3
	Remote areas	66	80.3	62	87.1
	International	8	87.5	7	100.0
	Invalid or Missing	24	87.5	20	90.0
Program Type	Undergraduate	4,976	80.3	4,277	89.6
	Postgraduate	2,969	79.8	2,691	93.5
Program Type by Year Level	Undergraduate first year	1,389	83.9	1,064	95.2
	Undergraduate second year	1,236	85.3	1,153	91.7
	Undergraduate third year	1,392	81.1	1,254	89.7
	Undergraduate fourth year	769	71.1	650	81.4
	Undergraduate fifth year or above	164	59.8	136	72.1
	Undergraduate graduated	26	15.4	20	55.0
	Postgraduate first year	2,018	85.0	1,895	97.1
	Postgraduate second year	662	71.1	541	87.6
	Postgraduate third year	98	63.3	85	82.4
	Postgraduate fourth year	84	72.6	80	83.8
	Postgraduate fifth year or above	90	63.3	80	73.8
	Postgraduate graduated	17	17.6	10	60.0
Course Category	Early childhood	603	56.6	492	83.5
	Primary	2,963	79.8	2,666	88.3
	Secondary	3,234	86.6	2,945	95.6
	Special education	50	72.0	41	75.6
	Other	1,095	75.5	824	89.4

Table 45: Performance by demographic characteristics in test window 3 (including resits)

Characteristic	Category	Literacy		Numeracy	
		N	Pass Rate	N	Pass Rate
Gender	Female	5,934	79.3	5,211	89.7
	Male	1,799	86.5	1,603	96.8
	Indeterminate/intersex	21	100.0	20	100.0
Age	17–25	4,958	83.2	4,449	92.8
	26–30	965	79.2	828	89.0
	31–35	630	77.5	515	90.1
	36–40	483	75.2	407	86.2
	41–45	358	76.0	318	91.8
	46+	360	74.4	317	86.4
International Students	No	6,884	83.7	6,355	91.1
	Yes	870	59.7	479	95.4
English as a First Language	Yes	6,028	87.6	5,777	92.3
	No	1,726	58.1	1,057	86.6
Indigenous	No	7,444	81.0	6,563	91.5
	Yes	171	78.9	158	83.5
	Not disclosed	139	82.0	113	99.1
Residential Area	Metropolitan areas	6,129	80.4	5,343	91.2
	Regional areas	1,559	83.7	1,431	92.5
	Remote areas	51	82.4	47	80.9
	International	5	100.0	3	100.0
	Invalid or Missing	10	50.0	10	80.0
Program Type	Undergraduate	5,253	81.4	4,739	90.7
	Postgraduate	2,501	80.2	2,095	93.0
Program Type by Year Level	Undergraduate first year	1,778	85.0	1,675	94.7
	Undergraduate second year	1,469	82.7	1,347	92.2
	Undergraduate third year	1,330	81.4	1,153	89.7
	Undergraduate fourth year	512	73.4	435	81.4
	Undergraduate fifth year or above	140	58.6	113	62.8
	Undergraduate graduated	24	37.5	16	62.5
	Postgraduate first year	1,636	85.4	1,432	95.9
	Postgraduate second year	594	72.1	434	88.0
	Postgraduate third year	89	64.0	63	77.8
	Postgraduate fourth year	84	73.8	84	89.3
	Postgraduate fifth year or above	81	65.4	69	85.5
	Postgraduate graduated	17	47.1	13	69.2
Course Category	Early childhood	601	62.2	402	83.3
	Primary	3,301	81.6	3,021	89.8
	Secondary	2,754	86.3	2,446	95.4
	Special education	52	80.8	50	82.0
	Other	1,046	76.1	915	90.1

Table 46: Performance by demographic characteristics in test window 4 (including resits)

Characteristic	Category	Literacy		Numeracy	
		N	Pass Rate	N	Pass Rate
Gender	Female	6,121	79.5	5,753	88.2
	Male	1,971	85.9	1,887	97.2
	Indeterminate/intersex	9	100.0	11	100.0
Age	17–25	5,457	82.5	5,302	91.2
	26–30	921	79.9	823	88.6
	31–35	571	77.9	517	89.7
	36–40	479	77.7	424	90.6
	41–45	348	77.3	296	90.9
	46+	325	74.8	289	83.7
International Students	No	7,312	83.4	7,195	90.3
	Yes	789	59.3	456	92.3
English as a First Language	Yes	6,451	86.8	6,510	91.4
	No	1,650	58.7	1,141	84.8
Indigenous	No	7,750	81.3	7,328	90.6
	Yes	190	73.7	185	85.4
	Not disclosed	161	79.5	138	92.0
Residential Area	Metropolitan areas	6,527	80.2	6,066	90.2
	Regional areas	1,499	85.1	1,508	91.6
	Remote areas	46	78.3	48	83.3
	International	12	83.3	12	91.7
	Invalid or Missing	17	70.6	17	88.2
Program Type	Undergraduate	5,715	81.0	5,600	89.9
	Postgraduate	2,386	81.2	2,051	92.0
Program Type by Year Level	Undergraduate first year	2,711	84.0	2,862	91.9
	Undergraduate second year	1,287	81.7	1,189	90.9
	Undergraduate third year	1,164	80.2	1,072	88.2
	Undergraduate fourth year	426	70.9	372	84.1
	Undergraduate fifth year or above	103	55.3	87	63.2
	Undergraduate graduated	24	37.5	18	50.0
	Postgraduate first year	1,630	86.1	1,477	95.7
	Postgraduate second year	491	72.1	358	86.9
	Postgraduate third year	83	62.7	67	76.1
	Postgraduate fourth year	85	69.4	70	77.1
	Postgraduate fifth year or above	75	78.7	68	77.9
	Postgraduate graduated	22	50.0	11	45.5
Course Category	Early childhood	541	67.5	411	81.0
	Primary	3,584	80.2	3,426	89.0
	Secondary	2,826	85.2	2,655	94.7
	Special education	47	93.6	48	89.6
	Other	1,103	79.5	1,111	88.3

Figures 7–10 show achievement distributions in literacy and numeracy by demographic characteristics for each test window.

Figure 7 shows that, for literacy, the distributions of the scale scores of female candidates and male candidates are very similar to each other across test windows. For numeracy, while the distributions of the scale scores of male candidates were higher up the scale than those of female candidates, in each test window most female candidates achieved well above the numeracy standard. Furthermore, female candidates were also achieving very high numeracy scores. The median scale scores were lowest in test window 4 for both males and females for literacy and numeracy.

Figure 8 shows that, for literacy, there are no observable patterns in the scale score distributions of undergraduates except that there is a decline in achievement of candidates after their graduation. This is primarily due to the higher proportions of resit candidates in the later year cohorts.

Figure 9 shows similar downward trends for numeracy as those shown in Figure 8 for literacy.
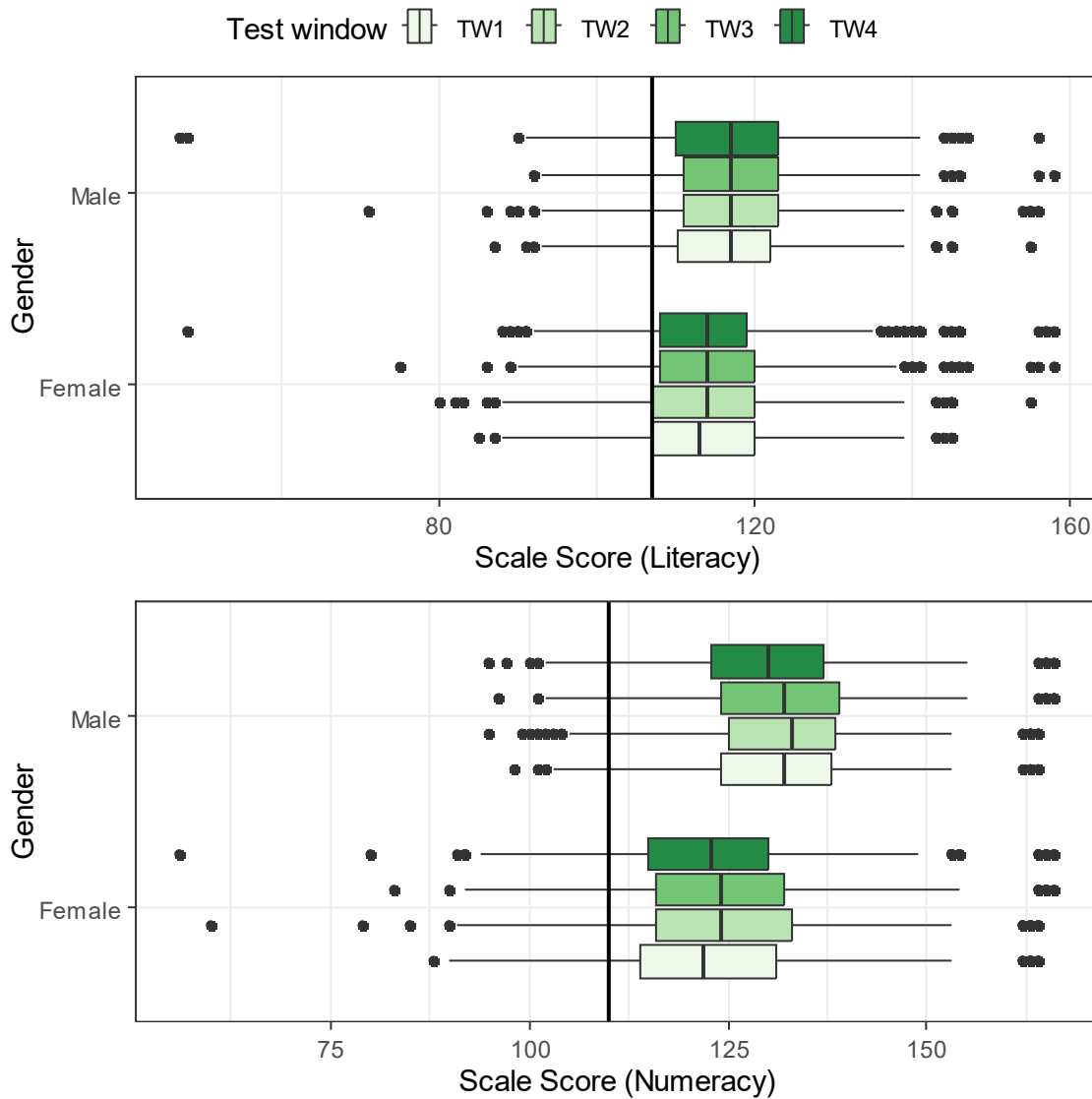
Figure 7: Score distributions by gender and test window, literacy and numeracy
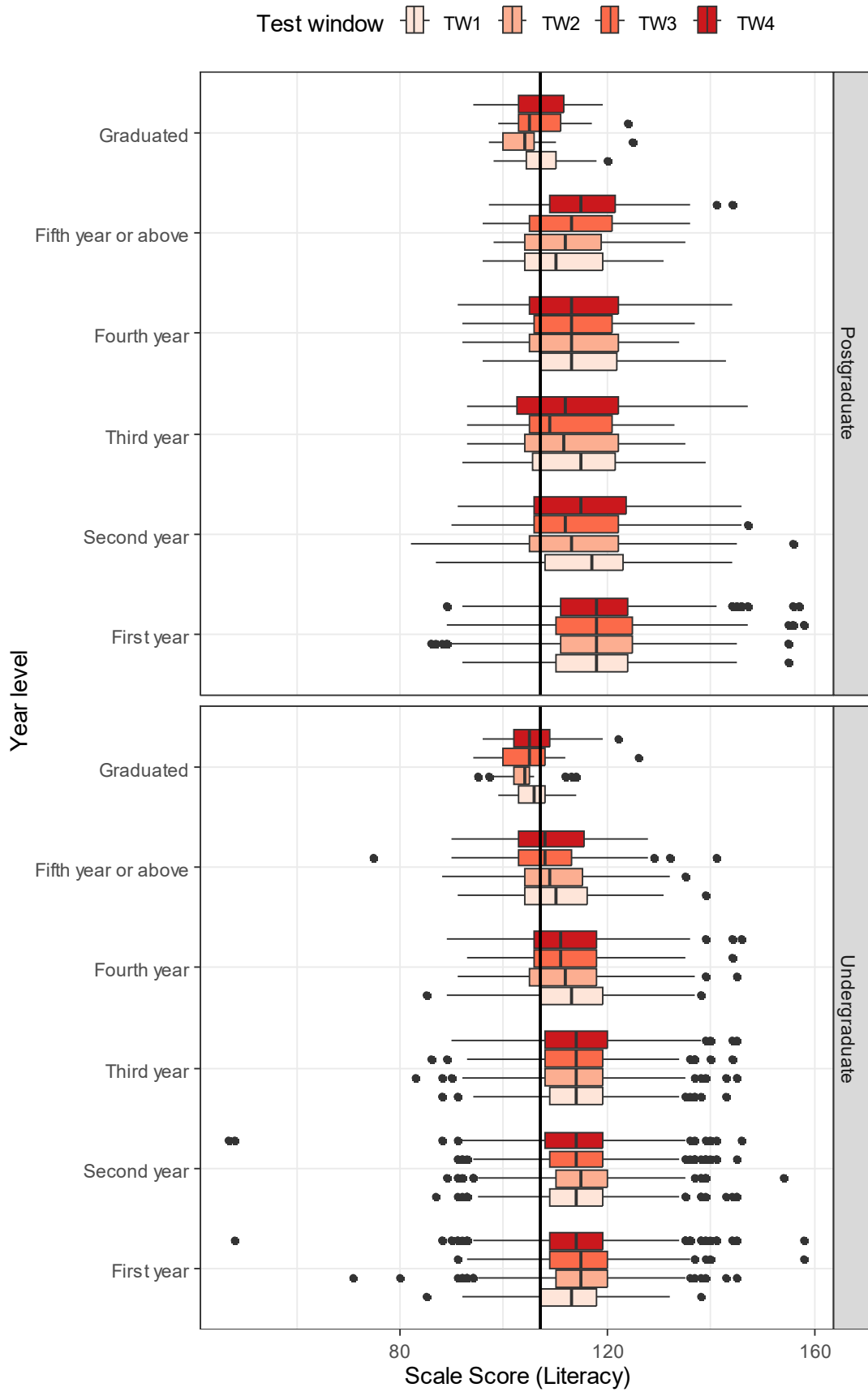
Figure 8: Score distributions by program type, year level and test window, literacy
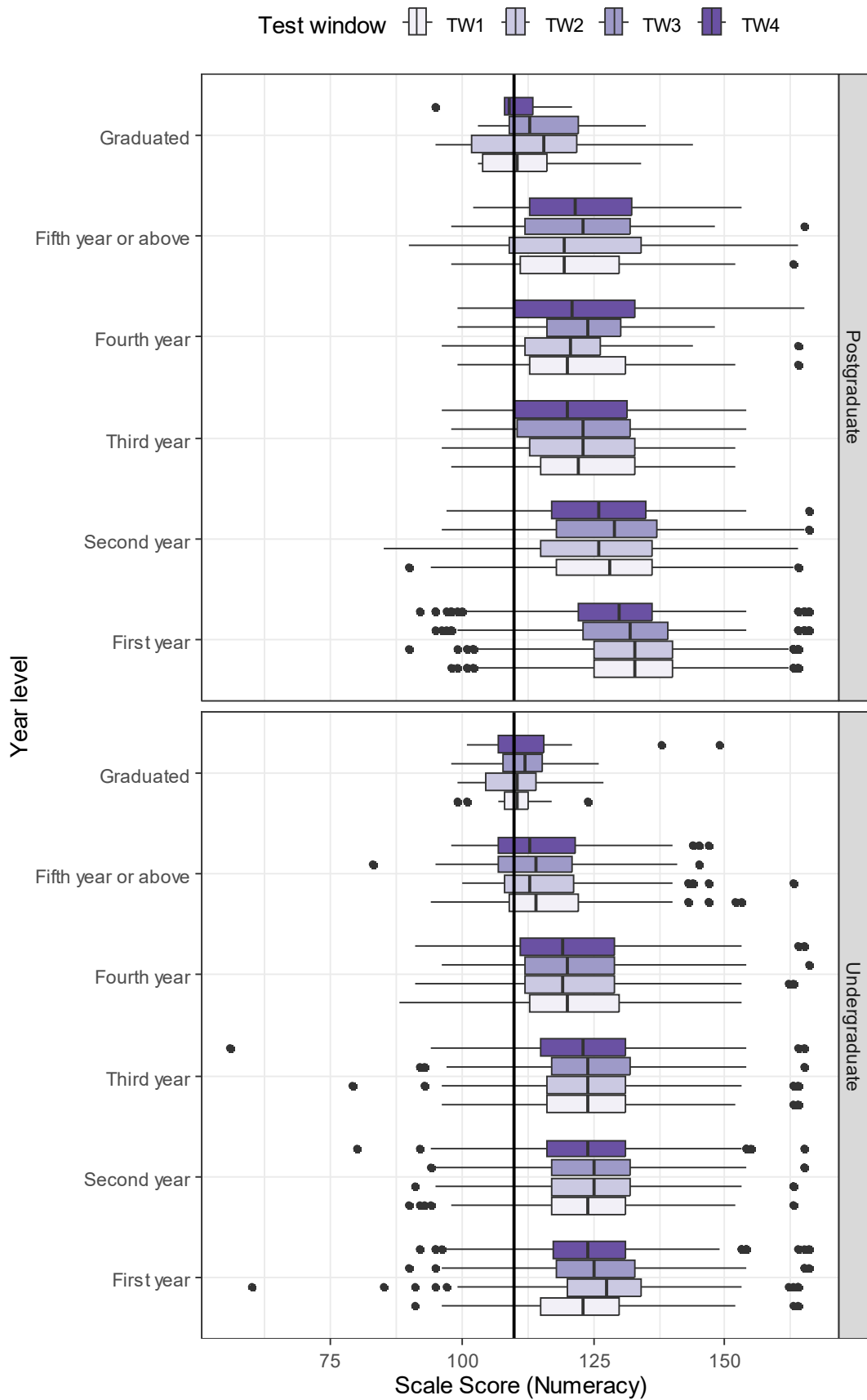
Figure 9: Score distributions by program type, year level and test window, numeracy
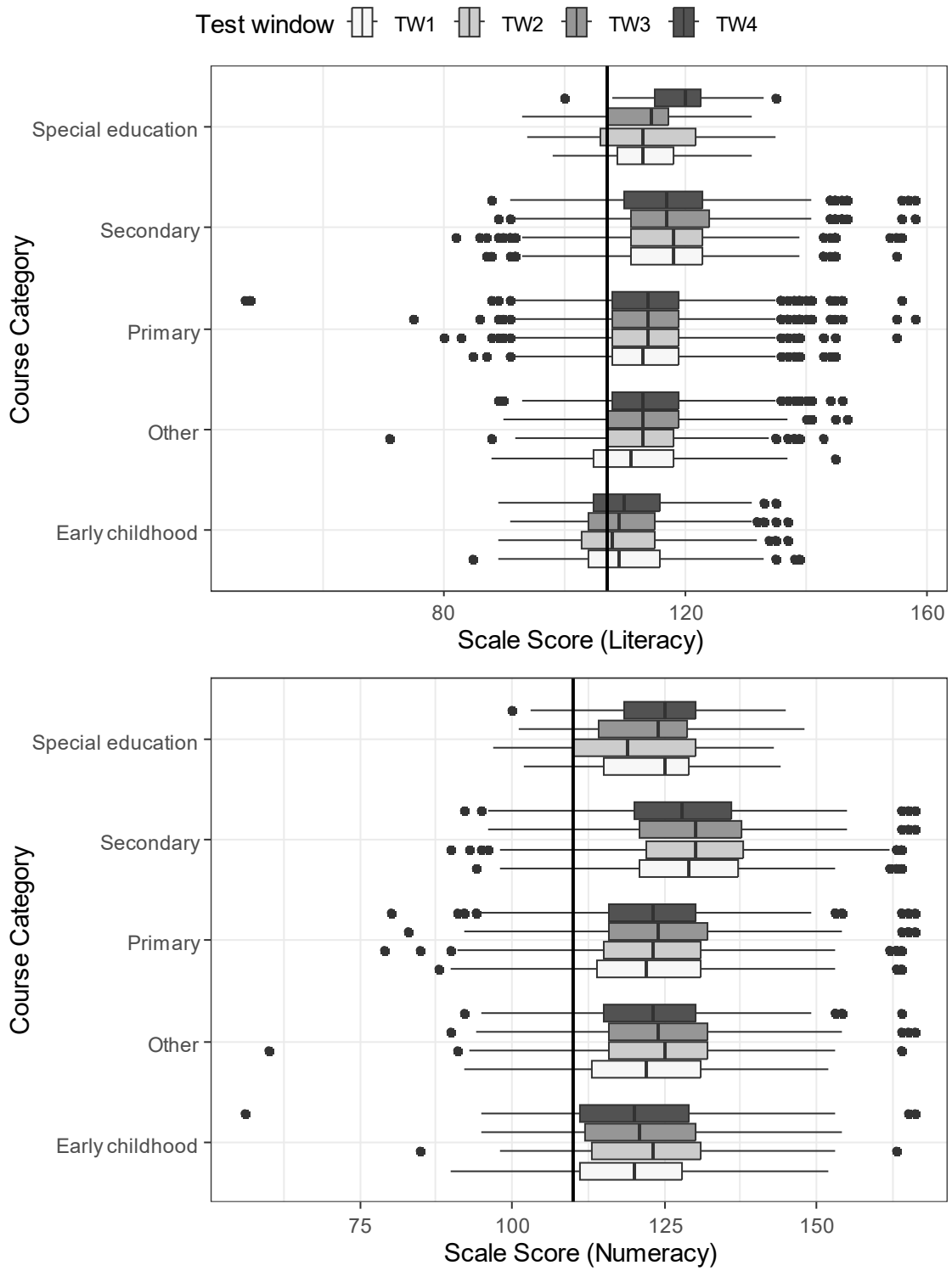
Figure 10: Score distributions by course category and test window, literacy and numeracy

9.4   Appendix 4: Analysis of differential item functioning

Differential item functioning (DIF) analysis was performed to investigate if there are any trial items that may favour one subgroup over another. DIF analysis was not performed for Indigenous candidates, international candidates, and English not as a first language candidates due to insufficient sample size.
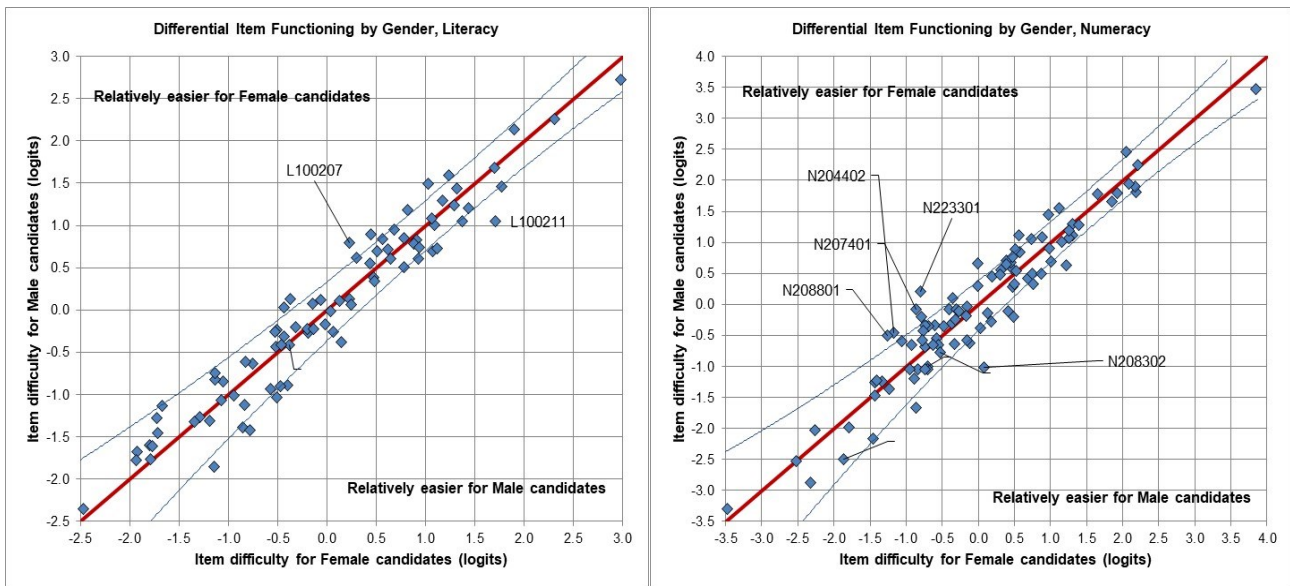
Figure 11: DIF analysis summary plot of trial items by gender, literacy and numeracy

As shown in Figure 11, several trial items are relatively distant from the confidence intervals, and these are listed in Table 47. The table shows that, for literacy, of the 83 trial items, one item significantly favoured females and the other item significantly favoured males.

For numeracy, of the 96 trial items, four items significantly favoured females and one item significantly favoured males.

Table 47: Phase 10 trial items potentially exhibiting DIF by gender

Domain	Sub-domain	Item ID	Diff. (logits)	Std. diff.	chi-squared test	Group favoured
Literacy	R	L100207	-0.57	-3.53	12.44, p < 0.001	Female
Literacy	R	L100211	0.66	4.01	16.12, p < 0.001	Male
Numeracy	NA, CNA	N207401	-0.78	-3.84	14.78, p < 0.001	Female
Numeracy	NA, CA	N223301	-1.01	-5.32	28.28, p < 0.001	Female
Numeracy	SP, CA	N204402	-0.71	-3.20	10.23, p = 0.001	Female
Numeracy	NA, CNA	N208302	1.09	3.61	13.05, p < 0.001	Male
Numeracy	SP, CA	N208801	-0.76	-3.31	10.92, p = 0.001	Female

Figure 12 shows the DIF plots for age groups (17–25-year-olds compared to 26+-year-olds). There are seven items outside the confidence interval limits for both literacy and numeracy.
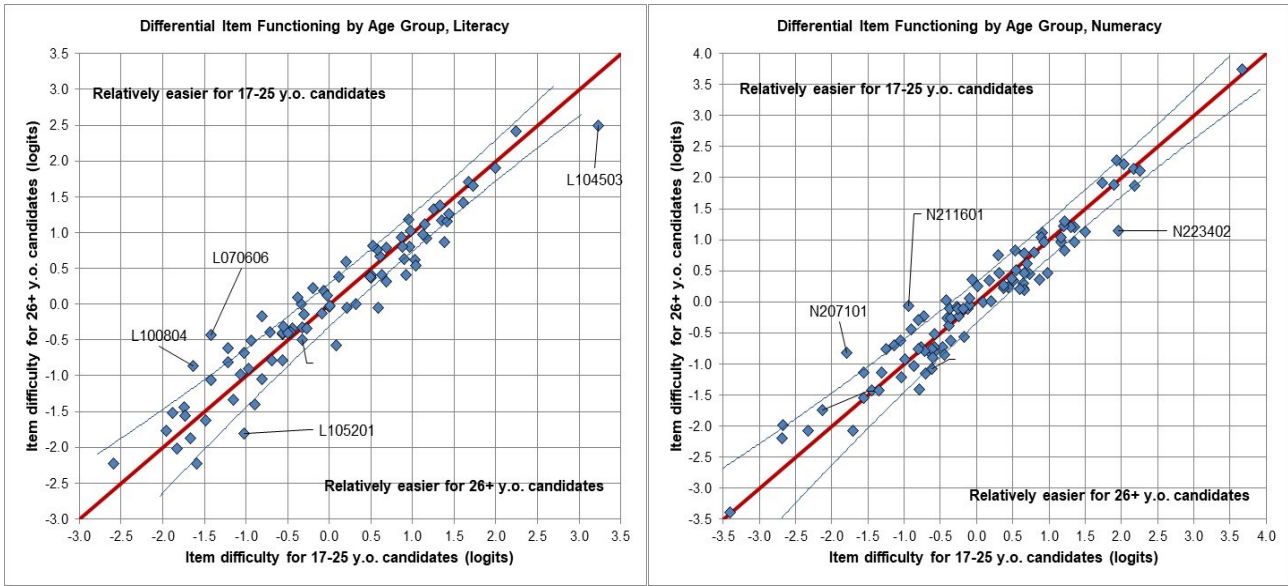

Figure 12: DIF analysis summary plot of trial items by age group, literacy and numeracy

Table 48 lists the trial items with potential DIF by age group. Among the four literacy items with significant age-related DIF, two favoured candidates aged over 25. Of the three numeracy items showing significant age DIF, one of them favoured candidates aged 26+.

Table 48: Phase 10 trial items potentially exhibiting DIF by age group

Domain	Sub-domain	Item ID	Diff. (logits)	Std. diff.	chi-squared test	Group favoured
Literacy	R	L070606	-0.98	-5.11	26.07, p < 0.001	17-25 y.o.
Literacy	TSW	L104503	0.74	4.52	20.42, p < 0.001	26+ y.o.
Literacy	R	L100804	-0.76	-3.21	10.29, p = 0.001	17-25 y.o.
Literacy	TSW	L105201	0.78	3.31	10.98, p = 0.001	26+ y.o.
Numeracy	MG,CA	N207101	-0.97	-4.96	24.59, p < 0.001	17-25 y.o.
Numeracy	NA,CNA	N223402	0.81	5.51	30.33, p < 0.001	26+ y.o.
Numeracy	SP,CA	N211601	-0.88	-5.33	28.40, p < 0.001	17-25 y.o.

Figure 13 shows the DIF plots for program type (undergraduate compared to postgraduate).
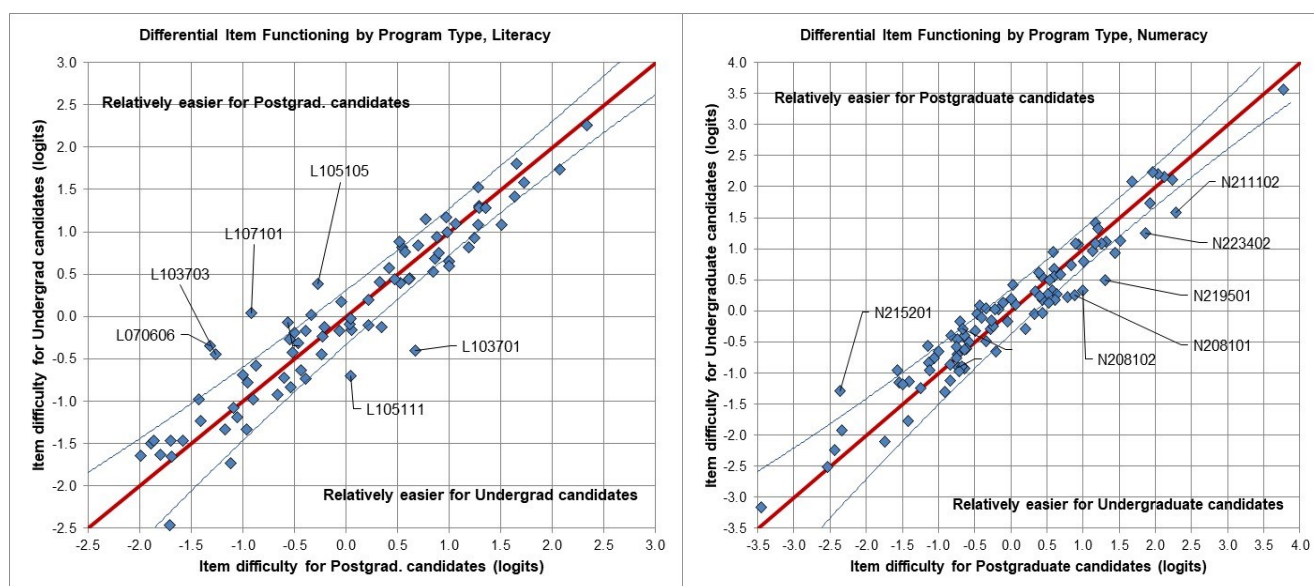

Figure 13: DIF analysis summary plot of trial items by program type, literacy and numeracy

Table 49 lists the trial items with potential DIF by program type. Of the four literacy items that favoured postgraduate candidates, two assessed Reading and two assessed Technical skills of writing. Of the two Literacy items that favoured Undergrad candidates, one assessed Reading and one assessed Technical skills of writing. For numeracy, there were six number and algebra items showing significant DIF by program type, five of them favoured undergraduates.

Table 49: Phase 10 trial items potentially exhibiting DIF by program type

Domain	Sub-domain	Item ID	Diff. (logits)	Std. diff.	chi-squared test	Group favoured
Literacy	R	L070606	-0.97	-4.90	24.04, p < 0.001	Postgraduate
Literacy	TSW	L103701	1.08	7.11	50.50, p < 0.001	Undergraduate
Literacy	TSW	L103703	-0.81	-4.58	20.97, p < 0.001	Postgraduate
Literacy	R	L105105	-0.66	-4.23	17.92, p < 0.001	Postgraduate
Literacy	TSW	L107101	-0.96	-5.94	35.24, p < 0.001	Postgraduate
Literacy	R	L105111	0.75	4.59	21.07, p < 0.001	Undergraduate
Numeracy	NA, CA	N211102	0.70	4.48	20.07, p < 0.001	Undergraduate
Numeracy	NA, CA	N215201	-1.07	-3.43	11.78, p = 0.001	Postgraduate
Numeracy	NA, CNA	N223402	0.61	3.83	14.71, p < 0.001	Undergraduate
Numeracy	NA ,CA	N219501	0.80	4.28	18.30, p < 0.001	Undergraduate
Numeracy	NA, CNA	N208101	0.63	3.36	11.26, p = 0.001	Undergraduate
Numeracy	NA, CNA	N208102	0.67	3.51	12.34, p < 0.001	Undergraduate

Figure 14 shows the DIF plots for course category (early childhood & primary compared to secondary).
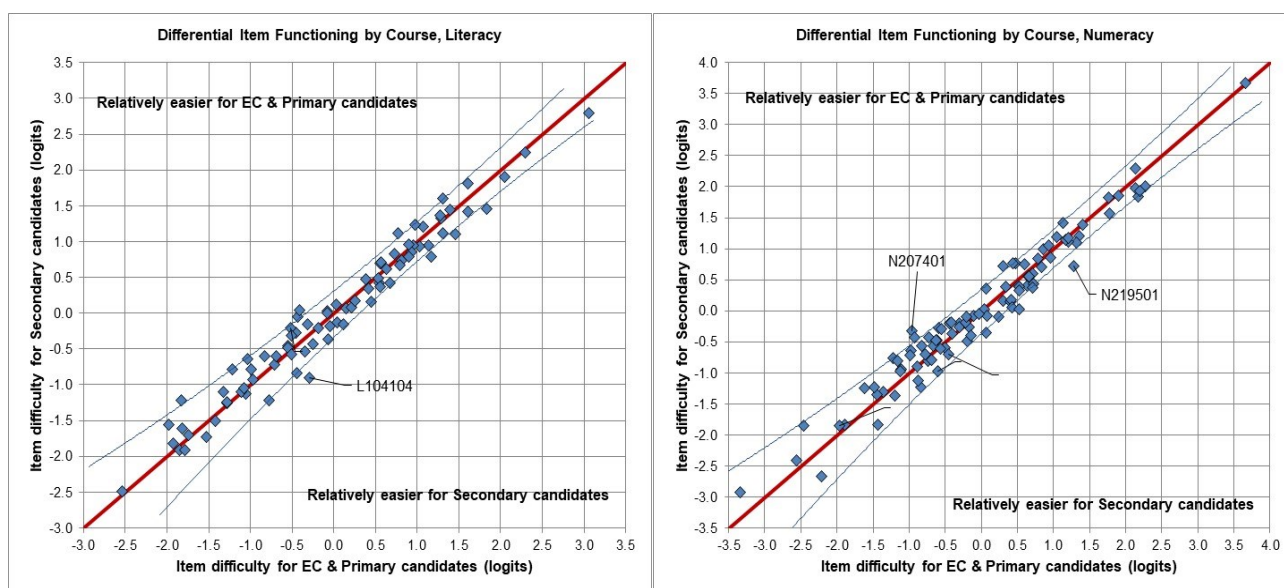

Figure 14: DIF analysis summary plot of trial items by course category, literacy and numeracy

For literacy, it can be seen from Figure 14 that only one item was identified as exhibiting DIF, and the item was relatively easier for Secondary candidates. For numeracy, one of two identified DIF items favoured Early Childhood and Primary candidates.

Table 50 lists the items with significant course category DIF. One literacy item that favoured Secondary candidates assessed Reading. Of the two numeracy items, both of them are number and algebra items, one favouring Early Childhood & Primary candidates, and the other favouring Secondary candidates.

Table 50: Phase 10 trial items potentially exhibiting DIF by course category

Domain	Sub-domain	Item ID	Diff. (logits)	Std. diff.	chi-squared test	Group favoured
Literacy	R	L104104	0.61	3.30	10.88, p = 0.001	Secondary
Numeracy	NA, CNA	N207401	-0.64	-3.37	11.38, p = 0.001	Early Childhood and Primary
Numeracy	NA, CA	N219501	0.57	3.16	10.00, p = 0.002	Secondary

Figure 15 shows the DIF plots for residential area (metropolitan areas compared with regional and remote areas).
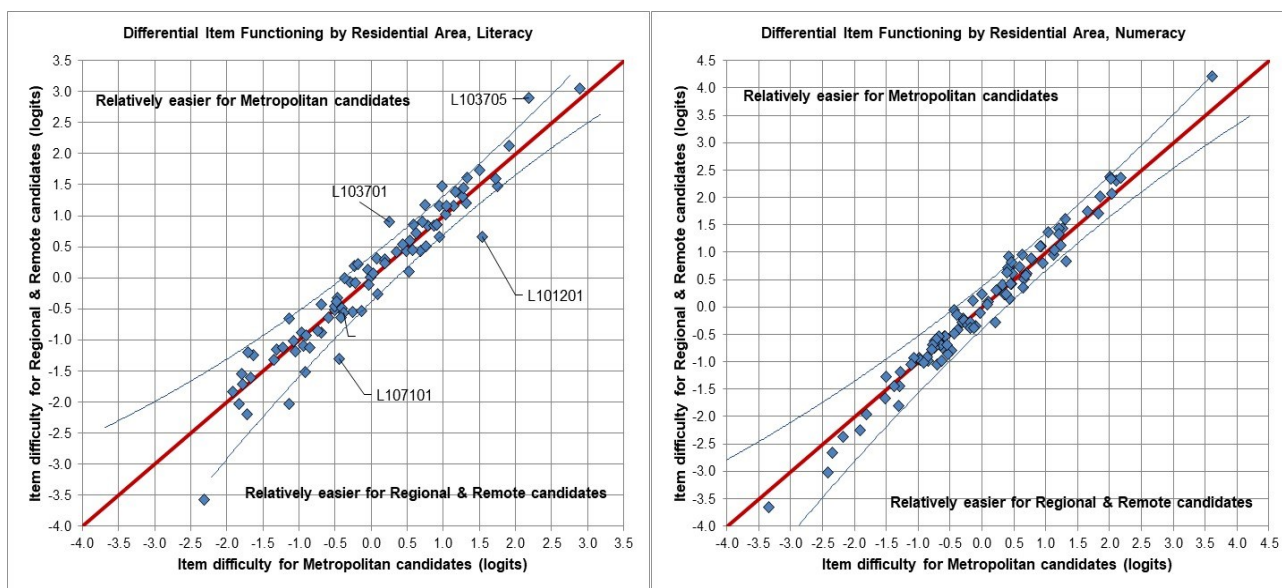

Figure 15: DIF analysis summary plot of trial items by residential area, literacy and numeracy

There were four Literacy items exhibiting DIF, with two items being relatively easier for metropolitan and the other two being relatively easier for regional and remote candidates. There are no Numeracy items showing significant difference in item difficulty between metropolitan area candidates and regional and remote candidates.

Table 51: Phase 10 trial items potentially exhibiting DIF by residential area

Domain	Sub-domain	Item ID	Diff. (logits)	Std. diff.	chi-squared test	Group favoured
Literacy	TSW	L103701	-0.64	-3.89	15.16, p < 0.001	Metropolitan
Literacy	TSW	L103705	-0.72	-3.65	13.34, p < 0.001	Metropolitan
Literacy	TSW	L107101	0.86	3.30	10.90, p = 0.001	Regional and remote
Literacy	TSW	L101201	0.89	5.05	25.51, p < 0.001	Regional and remote

Three Literacy items and three Numeracy items exhibited DIF in more than one subgroup analysis, as shown in Table 52.

Table 52: Phase 10 trial items exhibiting DIF in more than one subgroup analysis

Domain	Sub-domain	Item ID	Groups favoured
Literacy	TSW	L107101	Regional and remote & Postgraduate
Literacy	TSW	L103701	Metropolitan & Undergraduate
Literacy	R	L070606	17-25 y.o.& Postgraduate
Numeracy	NA, CNA	N223402	26+ y.o. & Undergraduate
Numeracy	NA, CNA	N207401	Early Childhood and Primary & Female
Numeracy	NA, CA	N219501	Secondary & Undergraduate