



LITERACY AND NUMERACY TEST FOR INITIAL TEACHER EDUCATION STUDENTS

2025 Technical Report

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1 Overview

This section provides an overview of the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) administration in 2025. It summarises participation across test windows, outlines key candidate characteristics, and describes resitting behaviour. This section focuses on candidates sitting the test as part of initial teacher education requirements and excludes prospective students, who are reported separately.

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 tenth year, in four test windows, from February 2025 to November 2025.

During this period, 29,839 unique candidates attempted one or both components of the test (literacy and numeracy). Of these, 27,238 candidates registered for the test and attempted one or both components for the first time, an increase from 25,583 first-time candidates in 2024.

A small number of candidates who attempted the test in 2025 had initially registered in earlier years: 12 in 2016, 19 in 2017, 54 in 2018, 58 in 2019, 58 in 2020, 124 in 2021, 172 in 2022, 376 in 2023, and 1,728 in 2024.

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.

In 2025, 25,987 candidates¹ sat the literacy component for the first time—1,515 more than in 2024—and 26,073 candidates sat the numeracy component for the first time—an increase of 1,853 from the previous year. Taken together, these figures indicate continued growth in demand for the LANTITE in 2025.

In 2025, there were 4,932 resits of the literacy component, comprising 2,466 second attempts, 1,062 third attempts, and 1,404 fourth (or higher) attempts. For the numeracy component, there were 2,039 resits, including 1,088 second attempts, 449 third attempts, and 502 fourth (or higher) attempts. These resit numbers include candidates who did not achieve one standard or more between 2016 to 2024, as well as candidates who first sat the test in 2025.

Continuing trends observed in previous years, approximately three-quarters of the candidates were female in 2025 and the majority (68%) were aged between 17 and 25. In terms of course enrolment, equal proportions of candidates were enrolled in primary (40%) and secondary (40%) courses. The remainder of candidates were enrolled in Early Childhood courses (6%), Special Education courses (< 1%), or other education courses (13%).

In 2025, candidates from 46 higher education providers sat the test – the same number as in 2024. 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 2025, under half (41%) of first-attempt candidates sat the test at a test centre, with 59% choosing remote proctoring. Candidates were increasingly likely to use remote proctoring for additional attempts: approximately 63% of those on their second or subsequent attempt sat the test remotely.

¹ A small number of candidates included in these counts first sat the test as prospective ITE students and later enrolled in an ITE course. Once enrolled, these candidates are reported with the enrolled ITE cohort. Candidates who have only ever sat the test as prospective students are not included here and are reported separately in Section 4.

Table 1 shows the number of sittings by location for each test window (TW). In 2025, 59% of sittings were completed via remote proctoring, up from 57% in 2024. By comparison, only 23% of sittings were conducted by remote proctoring in 2019 (pre-COVID).

These patterns suggest that remote proctoring has become the primary mode of test delivery, rather than an alternative option.

Table 1: Number of sittings by location and by test window, including resits²

Location of testing	TW1		TW2		TW3		TW4	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
Capital cities	2,469	2,242	2,864	2,524	2,721	2,479	2,814	2,516
Regional cities	358	334	737	713	613	589	0	0
Remote proctoring	3,143	2,871	5,185	4,576	3,812	3,378	6,187	5,885
Total sittings	5,970	5,447	8,786	7,813	7,146	6,446	9,001	8,401

In 2025, between 28% and 33% of candidates in each test window chose to sit only one of the test components, as shown in Table 2. These proportions were slightly lower but still similar to those in 2024, which ranged from 31% to 37%.

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

Test	TW1	TW2	TW3	TW4	Total
Both literacy and numeracy	4,579	6,933	5,505	7,242	24,259
Literacy only	1,391	1,853	1,641	1,759	6,644
Numeracy only	868	880	942	1,159	3,849
Total sittings	6,838	9,666	8,088	10,160	34,752

In 2025, testing conditions were modified to accommodate 695 candidates who required reasonable adjustments compared to 935 in 2024. 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 2025. Additionally, 18 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 decreased in alignment with a decrease in total number of reasonable adjustments applications in 2025. Further details on test administration are described in Section 2 of this report.

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

1.2 Candidate results

Table 3 shows the total number of candidates who registered each year 2016-25 to sit LANTITE, by test component.³ For each registration cohort, the table shows the pass rate at the end of each year illustrating how achievement of the standard increases over time as candidates resit the test and progressively meet the requirements. These patterns are evident across cohorts and for both literacy and numeracy. For example,

- **Literacy:** Among candidates who first registered for the literacy component in 2016, the cumulative pass rate rose from 95.2% at the end of 2016 to 97.3% at the end of 2017, before rising more gradually in subsequent years, reaching 97.9% by the end of 2025.
- **Numeracy:** A similar pattern is observed for numeracy. Of those candidates who first registered for the numeracy component in 2016, the cumulative pass rate rose from 94.2% at the end of 2016 to 96.5% at the end of 2017, then increased more gradually over time, reaching 97.2% by the end of 2025.

Taken together, these results indicate that cumulative achievement of the LANTITE standard has remained consistently high across cohorts, despite continued growth in candidate numbers.

Table 3: Summary of candidates' pass rates, 2016–2025⁴

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	13,084	12,461	621	2	95.2
	2016	2017	13,084	12,734	349	1	97.3
	2016	2018	13,084	12,775	309	0	97.6
	2016	2019	13,084	12,790	294	0	97.8
	2016	2020	13,084	12,793	291	0	97.8
	2016	2021	13,084	12,795	289	0	97.8
	2016	2022	13,084	12,798	286	0	97.8
	2016	2023	13,084	12,804	280	0	97.9
	2016	2024	13,084	12,808	276	0	97.9
	2016	2025	13,084	12,813	271	0	97.9
	2017	2017	23,386	21,519	1,867	0	92.0
	2017	2018	23,386	22,212	1,174	0	95.0
	2017	2019	23,386	22,385	1,001	0	95.7
	2017	2020	23,386	22,451	935	0	96.0
	2017	2021	23,386	22,491	895	0	96.2
	2017	2022	23,386	22,510	876	0	96.3
	2017	2023	23,386	22,534	852	0	96.4
	2017	2024	23,386	22,568	818	0	96.5
	2017	2025	23,386	22,573	813	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

³ Table 3 reports results by year of registration for enrolled ITE candidates. Candidates who initially sat as prospective students but later enrolled in an ITE course are counted in the year they initially registered as prospective students. Prospective-only candidates are not included.

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 2016-24 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
	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
	2018	2025	22,061	21,217	844	0	96.2
	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
	2019	2025	20,669	20,093	575	1	97.2
	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
	2020	2025	16,511	16,120	389	2	97.6
	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
	2021	2025	20,890	20,482	408	0	98.0
	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
	2022	2025	19,263	18,924	339	0	98.2
	2023	2023	17,580	16,254	1,326	0	92.5
	2023	2024	17,580	17,003	577	0	96.7
	2023	2025	17,580	17,207	373	0	97.9
	2024	2024	24,501	22,409	2,091	1	91.5
	2024	2025	24,501	23,394	1,104	3	95.5
	2025	2025	25,987	23,604	2,382	1	90.8
	2016–2025	2025	203,932	196,427	7,498	7	96.3
Numeracy	2016	2016	13,085	12,327	757	1	94.2
	2016	2017	13,085	12,624	461	0	96.5
	2016	2018	13,085	12,664	421	0	96.8
	2016	2019	13,085	12,679	406	0	96.9
	2016	2020	13,085	12,690	395	0	97.0
	2016	2021	13,085	12,694	391	0	97.0
	2016	2022	13,085	12,698	387	0	97.0
	2016	2023	13,085	12,704	381	0	97.1
	2016	2024	13,085	12,708	377	0	97.1
	2016	2025	13,085	12,713	372	0	97.2
	2017	2017	23,464	21,654	1,809	1	92.3
	2017	2018	23,464	22,240	1,224	0	94.8
	2017	2019	23,464	22,410	1,054	0	95.5
	2017	2020	23,464	22,494	970	0	95.9
	2017	2021	23,464	22,539	925	0	96.1
	2017	2022	23,464	22,562	902	0	96.2
	2017	2023	23,464	22,593	871	0	96.3
	2017	2024	23,464	22,620	844	0	96.4
	2017	2025	23,464	22,626	838	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

Component	Year of registration	At end of year	Number of unique candidates	Standard achieved	Standard not achieved	Cancelled due to misconduct	Pass rate
	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
	2018	2025	22,007	21,098	909	0	95.9
	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
	2019	2025	20,702	20,075	627	0	97.0
	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
	2020	2025	16,313	15,969	344	0	97.9
	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
	2021	2025	20,719	20,324	395	0	98.1
	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
	2022	2025	19,161	18,870	291	0	98.5
	2023	2023	17,630	16,823	806	1	95.4
	2023	2024	17,630	17,266	362	2	97.9
	2023	2025	17,630	17,356	272	2	98.4
	2024	2024	24,227	23,180	1,046	1	95.7
	2024	2025	24,227	23,627	598	2	97.5
	2025	2025	26,073	24,901	1,171	1	95.5
	2016–2025	2025	203,381	197,559	5,817	5	97.1
Both	2016–2025	2025	201,755	192,212	9,542	1	95.3

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 included in Table 3 under their enrolled ITE status. Among the candidates who registered in 2025, there were 17 such candidates for literacy, and 4 such candidates for numeracy. (These candidates are also counted in the summary of 2025 prospective students in Section 4.)

Between 2016 and 2025, a total of 205,558 unique candidates participated in one or more components of the test. Of these, 203,932 sat the literacy component and 203,381 sat the numeracy component. Almost all candidates (201,755) attempted both components of the test while 2,177 attempted only literacy and 1,626 attempted only numeracy.

By the end of 2025, 192,212 of the 201,755 candidates who attempted both components had achieved the standards in both with an overall pass rate of 95.3%. This reflects a marginal improvement on the overall pass rate of 95.2% reported at the end of 2024.

By the end of 2025, nearly 98% of the candidates who first registered in 2016 had met the literacy standard and 97.2% had met the numeracy standard. Among the 2020 cohort, 97.6% had achieved the literacy standard while 97.9% had achieved the numeracy standard. These figures are also summarised in Table 3.

Resitting candidates

Prior to the LANTITE Trial, which commenced in test window 4 of 2023, candidates who did not achieve the standard on their first attempt were permitted up to two additional attempts, with further resits allowed only in exceptional circumstances. The LANTITE Trial removed these limits allowing candidates to attempt the test an unlimited number of times. As a result, all test sittings in 2025 were conducted under conditions where no cap on number of attempts was applied.

Table 4 shows the number of unique candidates in Literacy and Numeracy by year of registration, grouped by how many attempts they required to meet the standard. Across all registration years (2016–2025), the large majority of candidates achieved the standard within a single attempt. Overall, 91.3% of Literacy candidates and 92.9% of Numeracy candidates required one attempt only. This indicates that first-attempt success is the norm in both domains.

For candidates who did not meet the standard on their first attempt, most required only one additional attempt. Across all years, 5.5% of Literacy candidates and 4.5% of Numeracy candidates required exactly two attempts. The proportion of candidates requiring three or more attempts decreases steadily with each additional attempt, with fewer than 2% of candidates in either domain requiring three attempts, and fewer than 1% requiring four or more attempts. Candidates requiring six or more attempts are extremely rare.

Differences across registration years largely reflect the amount of time candidates have had to accumulate attempts. Earlier cohorts (for example, 2016–2019) show small proportions of candidates with higher numbers of attempts, while more recent cohorts show very few candidates beyond two or three attempts. This pattern is expected, as later cohorts have had fewer years in which resits could occur.

Across most registration years, Numeracy shows a slightly higher proportion of candidates achieving the standard on the first attempt compared to Literacy, and correspondingly lower proportions of repeat attempts. This difference is consistent but small. In the most recent cohorts, particularly 2024 and 2025, first-attempt rates are high in both domains, and repeated resitting beyond two attempts is uncommon.

Taken together, the results in Table 4 indicate that the vast majority of candidates meet the standard within one or two attempts, with extended resitting occurring for only a very small proportion of candidates and primarily within earlier registration cohorts.

Table 5 presents the number of sittings and pass rates for the Literacy and Numeracy components in 2025, disaggregated by attempt number and test window.

Among those sitting the Literacy component for the first time in 2025, 87.5% achieved the standard on their first attempt. This represents a small decline compared with recent years, continuing a gradual downward trend observed since 2021 (90.6% in 2021, 90.3% in 2022, 89.6% in 2023, and 88.1% in 2024).⁵ First-attempt

⁵ The 2021, 2022, 2023, and 2024 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.

pass rates for Literacy were relatively consistent across the four test windows in 2025, ranging from 86.6% to 89.4%.

For the Numeracy component, 94.3% of first-time candidates achieved the standard in 2025. This result is higher than in 2021 (90.7%) and 2022 (92.1%) and is broadly consistent with outcomes in 2023 (93.5%) and 2024 (94.2%) .

For both components, pass rates decline with increasing attempt number. Candidates sitting the test for a second or third time show substantially lower pass rates than first-time candidates, with further decreases observed at higher attempt numbers. From around the fourth attempt onwards, pass rates are generally lower and more variable, reflecting the small numbers of candidates in these groups.

In 2025, the total number of resits decreased for both the Literacy and Numeracy components compared to 2024. There were 4,932 Literacy resits, down from 5,116 in 2024, and 2,039 Numeracy resits, down from 2,533 resits in 2024. This reduction in resits is consistent with the high first-attempt pass rates observed in both domains, particularly for Numeracy.

Table 6 presents the number and percentage of candidates in each 2025 test window who did not achieve the standard in the Literacy component, Numeracy component or both components.

Across all test windows, a higher proportion of candidates did not achieve the standard in Literacy than in Numeracy. The proportion of candidates not achieving the Literacy standard ranged from 18.3% in Test Window 2 to 20.0% in Test Window 3, while the proportion not achieving the Numeracy standard ranged from 7.8% to 9.5% across the four test windows.

A smaller proportion of candidates did not achieve the standard in both components within the same test window. These proportions ranged from 3.8% in Test Window 2 to 5.1% in Test Window 4, indicating that relatively few candidates failed to meet the standard in both Literacy and Numeracy concurrently.

The distribution of candidates not achieving the standard is broadly consistent across test windows, with only modest variation. Test Window 3 shows the highest proportion of candidates not achieving the Literacy standard, while Test Window 4 shows the highest proportions not achieving the Numeracy standard and both components.

Candidates' performance outcomes for 2025 are examined in more detail in Section 3 of this report.

Table 4: Summary of resit rates by year of registration and overall⁶

			Unique candidates who had...												
Domain	Year of registration	Number of unique candidates	1 attempt only (%)	2 attempts only (%)	3 attempts only (%)	4 attempts only (%)	5 attempts only (%)	6 attempts only (%)	7 attempts only (%)	8 attempts only (%)	9 attempts only (%)	10 attempts only (%)	11 attempts only (%)	12 attempts only (%)	13 attempts only (%)
Literacy	2016	13,084	94.3	3.9	1.1	0.5	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2017	23,386	90.5	5.6	2.5	1.0	0.3	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2018	22,061	89.2	6.7	2.7	1.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2019	20,669	90.1	6.4	2.2	0.7	0.3	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2020	16,511	90.8	5.9	2.2	0.7	0.2	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
	2021	20,890	91.7	5.3	1.8	0.6	0.3	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
	2022	19,263	91.1	5.5	1.7	0.7	0.4	0.3	0.1	0.1	0.0	0.0	0.0	0.0	0.0
	2023	17,580	90.5	5.3	2.0	1.0	0.6	0.3	0.2	0.1	0.1	0.0	0.0	0.0	0.0
	2024	24,501	90.4	5.6	2.2	1.0	0.5	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0
	2025	25,987	94.9	4.1	0.9	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2016–25	203,932	91.3	5.5	1.9	0.7	0.3	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0

⁶ 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 2016-24 may differ slightly from those in technical reports from previous years. This is due to revisions to candidates' records that have been made retrospectively.

			Unique candidates who had...												
Domain	Year of registration	Number of unique candidates	1 attempt only (%)	2 attempts only (%)	3 attempts only (%)	4 attempts only (%)	5 attempts only (%)	6 attempts only (%)	7 attempts only (%)	8 attempts only (%)	9 attempts only (%)	10 attempts only (%)	11 attempts only (%)	12 attempts only (%)	13 attempts only (%)
Numeracy	2016	13,085	93.5	4.0	1.4	0.7	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2017	23,464	91.3	4.9	2.3	1.1	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2018	22,007	89.3	6.2	3.0	1.1	0.3	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2019	20,702	89.4	6.5	2.8	0.9	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2020	16,313	90.8	6.0	2.2	0.8	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2021	20,719	91.9	5.1	2.1	0.6	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2022	19,161	93.1	4.8	1.5	0.4	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2023	17,630	94.3	3.8	1.2	0.4	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2024	24,227	95.7	2.8	0.9	0.4	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2025	26,073	98.2	1.5	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2016–25	203,381	92.9	4.5	1.7	0.6	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Table 5: Number of sittings and pass rates by attempt and by test window in 2025⁷

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	4,857	89.4	7,623	87.3	5,829	87.6	7,662	86.6	25,971	87.5
	2	538	51.1	562	49.8	697	57.0	669	54.7	2,466	53.4
	3	257	45.1	255	43.1	267	39.7	283	51.6	1,062	45.0
	4	127	41.7	133	42.9	152	35.5	158	43.7	570	40.9
	5	68	39.7	85	42.4	70	24.3	91	28.6	314	33.8
	6	56	30.4	42	33.3	51	39.2	50	26.0	199	32.2
	7	30	33.3	41	41.5	24	29.2	29	17.2	124	31.5
	8	15	26.7	18	33.3	25	8.0	17	17.6	75	20.0
	9	15	26.7	12	16.7	11	36.4	19	15.8	57	22.8
	10	7	28.6	10	30.0	9	22.2	8	25.0	34	26.5
	11	0	-	5	20.0	7	28.6	7	14.3	19	21.1
	12	0	-	0	-	4	0.0	5	20.0	9	11.1
	13	0	-	0	-	0	-	3	33.3	3	33.3
	Total	5,970	81.3	8,786	81.7	7,146	80.0	9,001	80.8	30,903	81.0
Numeracy	1	4,967	95.2	7,331	95.0	5,904	94.5	7,867	93.1	26,069	94.3
	2	270	57.4	256	53.1	289	60.6	273	57.5	1,088	57.3
	3	103	56.3	111	46.8	128	42.2	107	50.5	449	48.6
	4	54	40.7	54	42.6	60	40.0	83	55.4	251	45.8
	5	22	27.3	28	57.1	29	37.9	34	38.2	113	40.7
	6	16	37.5	16	31.2	13	38.5	16	31.2	61	34.4
	7	5	60.0	9	22.2	13	15.4	5	40.0	32	28.1
	8	8	50.0	3	33.3	5	40.0	8	25.0	24	37.5
	9	2	100.0	5	0.0	2	50.0	4	0.0	13	23.1
	10	0	-	0	-	4	25.0	1	100.0	5	40.0
	11	0	-	0	-	0	-	3	0.0	3	0.0
	Total	5,447	91.5	7,813	92.2	6,447	90.8	8,401	90.5	28,108	91.2

⁷ In this table, sittings for which a candidate's result was cancelled due to misconduct are included in the counts and are treated as not having met the standard.

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

Test Window	Component	N	%
TW1	Literacy	1,117	18.7
	Numeracy	462	8.5
	Both	187	4.1
TW2	Literacy	1,608	18.3
	Numeracy	612	7.8
	Both	263	3.8
TW3	Literacy	1,431	20.0
	Numeracy	590	9.2
	Both	243	4.4
TW4	Literacy	1,728	19.2
	Numeracy	798	9.5
	Both	369	5.1

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

In the first half of 2025 (Test Windows 1 and 2), candidates were administered tests drawn from a set of equivalent test forms for Literacy and Numeracy. These forms included embedded trial items. In the second half of 2025 (Test Windows 3 and 4), the set of test forms was refreshed using the items that had been trialled in the previous cycle. During two test windows, candidates were administered tests from this new set of equivalent test forms for both components.

For the Literacy component, each test form comprised of five 12-item clusters (C1 to C5), totalling 60 items. For the 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 support the augmentation and replenishment of the item pool for the test in future administrations, items were trial-tested within the live instruments. Trial items were administered in small clusters (ranging from one to five items) and did not contribute to candidates' scores. Examples of a Literacy test form and a Numeracy test form incorporating in-test trial clusters are shown below.

Literacy	C1	C2	C3	C4	C5	Trial C
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	Section 1					Section 2		
Numeracy	CA1	CA2	CA3	CA4	Trial CA	CN1	CN2	Trial CN

In the second half of 2025 and the first test window of 2026, 95 Phase 11 Literacy items and 94 Phase 11 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 across the three reporting bands specified in the test construct and assessment framework, supporting effective replenishment of the operational item pool.

2 Test Administration Windows 1–4 in 2025

This section describes the administration of LANTITE across the four test windows in 2025. It outlines candidate participation, demographic characteristics, and the provision of accessibility and accommodation arrangements. The information in this section provides context for the performance results reported in subsequent sections.

2.1 Demographic characteristics of candidates enrolled in accredited initial teacher education courses

Approximately 29,800 candidates from the following 46 institutions sat the test in 2025:

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 summarises the demographic characteristics of all candidates who sat the test in 2025. This includes candidates who first registered for the test in 2025, as well as candidates who registered between 2016 and

2024 and resat the test in 2025. Overall, the demographic profiles for the candidates who attempted the Literacy and Numeracy components were highly similar.

Across all characteristics reported, the distributions for Literacy and Numeracy were closely aligned, with differences generally within one percentage point.

Most candidates were female (73% for both Literacy and Numeracy)⁸, resided in metropolitan areas (81% for Literacy and 80% for Numeracy) and were aged 17–25 (68% for both components).

The majority of candidates were enrolled in an undergraduate course (66% for both components). Across both undergraduate and postgraduate programs, the largest proportions of candidates were enrolled in the first year of their course.

In terms of course category, candidates were most commonly enrolled in primary and secondary teacher education courses, each accounting for approximately 40% of candidates in both components. Smaller proportions were enrolled in other teacher education courses (13%) and early childhood (6%) while less than 1% of candidates were enrolled in and special education programs.

The proportion of international candidates who attempted the test in 2025 was 11% for Literacy and 10% for Numeracy. The percentage of candidates who identified as Indigenous was just over 2% for both components. Likewise, the proportion of candidates residing in regional or remote areas was approximately 19% for both Literacy and Numeracy.

⁸ 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 2025 (including 2016–24 resitters)

Characteristic	Category	Literacy		Numeracy	
		N	%	N	%
Gender	Female	20,529	73.3	19,865	73.3
	Male	7,444	26.6	7,191	26.5
	Indeterminate/intersex	44	0.2	44	0.2
Age	17–25	19,054	68.0	18,541	68.4
	26–30	3,514	12.5	3,396	12.5
	31–35	1,903	6.8	1,818	6.7
	36–40	1,460	5.2	1,375	5.1
	41–45	1,026	3.7	951	3.5
	46+	1,060	3.8	1,019	3.8
International Students	No	24,916	88.9	24,311	89.7
	Yes	3,101	11.1	2,789	10.3
English as a First Language	Yes	22,579	80.6	22,294	82.3
	No	5,438	19.4	4,806	17.7
Indigenous	No	26,826	95.7	25,942	95.7
	Yes	666	2.4	640	2.4
	Not disclosed	525	1.9	518	1.9
Residential Area ⁹	Metropolitan areas	22,547	80.5	21,777	80.4
	Regional areas	5,129	18.3	4,986	18.4
	Remote areas	222	0.8	218	0.8
	International	61	0.2	66	0.2
	Invalid or Missing	58	0.2	53	0.2
Program Type ¹⁰	Undergraduate	18,612	66.4	17,993	66.4
	Postgraduate	9,405	33.6	9,107	33.6
Program Type by Year Level ¹¹	Undergraduate first year	8,233	29.4	8,147	30.1
	Undergraduate second year	3,838	13.7	3,620	13.4
	Undergraduate third year	4,289	15.3	4,081	15.1
	Undergraduate fourth year	1,842	6.6	1,784	6.6
	Undergraduate fifth year or above	410	1.5	361	1.3
	Postgraduate first year	6,669	23.8	6,668	24.6
	Postgraduate second year	1,913	6.8	1,663	6.1
	Postgraduate third year	284	1.0	256	0.9
	Postgraduate fourth year	263	0.9	249	0.9
	Postgraduate fifth year or above	276	1.0	271	1.0
Course Category	Early childhood	1,650	5.9	1,550	5.7
	Primary	11,281	40.3	10,901	40.2
	Secondary	11,180	39.9	10,855	40.1
	Special education	157	0.6	155	0.6
	Other	3,749	13.4	3,639	13.4

⁹ 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.

¹⁰ 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.

¹¹ This breakdown of candidates by year level previously included the status "graduated". This category no longer appears in technical reports: since test window 1 in 2025, ACER has no longer collected 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 now 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 no longer collected.)

The following demographic analysis (Tables 8 to 14) classifies candidates who sat the test in the 2025 into seven groups for each test component: first-attempt candidates; second-attempt candidates (first resit); third-attempt candidates (second resit); fourth-attempt candidates (third resit); fifth-attempt candidates (fourth resit); sixth-or-higher-attempt candidates (fifth or higher resit); and candidates who had not achieved the standard by the end of 2025.

First-attempt candidates

Table 8 presents the demographic characteristics of candidates who sat each component of the test for the first time in 2025. Overall, the demographic characteristics of this first-attempt candidates are very similar to that of the full 2025 candidate cohort shown in Table 7 above.

Minor differences are evident. First-attempt candidates include a slightly higher proportion of candidates aged 17–25 years and a slightly lower proportion of international students. The proportion of candidates reporting English as a first language is marginally higher among first-attempt candidates, and first-year enrolments account for a slightly larger share of this cohort. All other characteristics show very similar distributions to those observed for the overall 2025 candidate population.

Second-attempt candidates

Table 9 presents the demographic characteristics of the candidates who sat the test for a second time (first resit) in 2025. As in previous technical reports, the majority of these resit candidates were female and aged 17–25 years. Females accounted for 79% of Literacy second-attempt candidates and 90% of Numeracy second-attempt candidates while candidates aged 17–25 comprised 67% of Literacy and 63% of Numeracy second-attempt candidates.

Compared to the first-attempt candidates (Table 8) the proportions of female candidates was higher in the second-attempt cohort, particularly for Numeracy. Most second-attempt candidates were enrolled in an undergraduate course (65% for Literacy, 72% for Numeracy). This is comparable to the first-attempt cohort for Literacy but higher for Numeracy where undergraduate enrolments accounted for a larger share of second-attempt candidates than among first-attempt candidates.

Clear differences between first- and second-attempt cohorts were evident in language background. For Literacy, 45% of second-attempt candidates reported that English was not their first language, compared with 17% of first-attempt candidates. For Numeracy, the corresponding proportions were 26% and 17%, respectively.

Differences were also observed by course category. Candidates enrolled in early childhood education accounted for a higher proportion of second-attempt candidates than first-attempt candidates for both components (11% for Literacy, and 10% for Numeracy, compared with 5% and 6%, respectively). Conversely, the proportion of candidates enrolled in secondary education programs was lower among second-attempt candidates than among first-attempt candidates, particularly for Numeracy.

Third-attempt candidates

Table 10 presents the demographic characteristics of candidates who sat the test form the third time (second re-sit) in 2025. As with the second-attempt candidates, the third attempt cohort was predominantly female, enrolled in undergraduate programs, and aged 17–25 years. These characteristics were more strongly represented in the third-attempt cohort than among first-attempt candidates.

Compared with both first- and second-attempt candidates, the third-attempt cohort showed a further shift in language background, particularly for Literacy. For Literacy, 55% of third-attempt candidates reported that English was not their first language, compared with 45% among second-attempt candidates and 17% among

first-attempt candidates (Table 8). For Numeracy, 27% of third-attempt candidates reported English as a language other than their first, higher than the proportion among first-attempt candidates (17%) and similar to that observed for second-attempt candidates.

Differences were also evident by course category. Candidates enrolled in early childhood education accounted for 11% of third-attempt candidates for Literacy and 10% for Numeracy. These proportions were higher than those observed among first-attempt candidates (5% for Literacy and 6% for Numeracy) and similar to those observed among second-attempt candidates. In contrast, the proportion of candidates enrolled in secondary education programs was lower among third-attempt candidates than among first-attempt candidates, particularly for Numeracy.

Fourth-attempt candidates

Table 11 presents demographic characteristics of the candidates who sat the test for a fourth time (third resit) in 2025. In 2025, this cohort comprised 580 candidates for Literacy and 251 candidates for Numeracy reflecting a larger fourth-attempt cohort than observed in 2023 and earlier years following the removal of limits on the number of test attempts during the LANTITE trial.

As with second- and third-attempt candidates, fourth-attempt candidates were predominantly female, enrolled in undergraduate programs, and aged 17–25 years, although the proportion of candidates aged 17–25 was lower than that observed in earlier attempt cohorts. Females accounted for 83% of Literacy and 92% of Numeracy fourth-attempt candidates.

Clear differences from first-attempt candidates were evident in language background. For Literacy, 57% of fourth-attempt candidates reported that English was not their first language compared with 17% among first-attempt candidates (Table 8). For Numeracy, the corresponding proportion was 32%, also a higher than the proportion of the first-attempt cohort (17%).

Differences were also observed by course category. Candidates enrolled in early childhood education accounted for a higher proportion of fourth-attempt candidates than first-attempt candidates for both components (17% for Literacy and 14% for Numeracy, compared with 5% and 6%, respectively). In contrast, the proportion of candidates enrolled in secondary education programs was lower among fourth-attempt candidates than among first-attempt candidates, particularly for Numeracy.

Fifth-attempt candidates

In 2025, the numbers of candidates sitting the test for the fifth time (fourth resit) were relatively large compared with earlier years, with 314 candidates for Literacy and 113 candidates for Numeracy. These numbers were higher than those observed in 2023 and earlier years, but lower than 2024, the first full year following the removal of restrictions on test attempts, when 470 Literacy candidates and 173 Numeracy candidates sat the test for a fifth time.

Table 12 presents the demographic characteristics of fifth attempt candidates. Compared with the first attempt candidates (Table 8) fifth-attempt candidates differed most notably in language background, age distribution, and course category.

For Literacy, 61% of fifth-attempt candidates reported that English was not their first language, substantially higher than the proportion observed among first-attempt candidates (17%). For Numeracy, 29% of fifth-attempt candidates reported English as a language other than their first, compared with 17% among first-attempt candidates.

Fifth-attempt candidates also tended to be older than first-attempt candidates. The proportion of candidates aged 17-25 years was markedly lower among fifth-attempt candidates (35% for both Literacy and Numeracy)

than among first-attempt candidates (69% for both components), with correspondingly higher proportions across all older age groups.

Differences were also evident by course category. Candidates enrolled in an early childhood education accounted for a substantially higher proportion of fifth-attempt candidates first-attempt candidates (13% for Literacy and 18% for Numeracy compared with 5% and 6% respectively). The majority of fifth-attempt candidates remained enrolled in primary and secondary education programs, although these categories accounted for a smaller combined share than among first-attempt candidates.

Sixth (and higher)-attempt candidates

Table 13 presents the demographic characteristics of candidates who sat the test for a sixth or subsequent time in 2025.

In 2025, this cohort comprised 291 candidates for Literacy and 84 candidates for Numeracy, an increase compared to 2024 (compared to 267 Literacy and 65 Numeracy candidates) and to substantially higher than in 2023 and earlier years, when fewer than 30 candidates sat the test at this attempt level.

Compared with first-attempt candidates (Table 8) sixth-attempt (and higher) candidates differed most notably in language background and age distribution. For Literacy, 57% of candidates reported that English was not their first language, compared with 17% among first-attempt candidates. For Numeracy, the corresponding proportion was 26%, also higher than that observed among first-attempt candidates.

Sixth-attempt (and higher) candidates were also older than first-attempt candidates. Only around one-quarter of candidates in this cohort were aged 17–25 years (25% for Literacy and 26% for Numeracy), compared with 69% of first-attempt candidates for both components. Correspondingly higher proportions were observed across all older age groups.

Differences were also evident by course category. Candidates enrolled in early childhood education accounted for 14% of sixth-attempt candidates for Literacy and 21% for Numeracy, compared with 5% and 6%, respectively, among first-attempt candidates. As with earlier resit cohorts, the majority of candidates were enrolled in primary and secondary education programs, although these accounted for a smaller combined proportion than among first-attempt candidates.

Table 8: Demographic characteristics of first-attempt candidates in 2025

Characteristic	Category	Literacy		Numeracy	
		N	%	N	%
Gender	Female	18,840	72.5	18,917	72.6
	Male	7,087	27.3	7,108	27.3
	Indeterminate/intersex	44	0.2	44	0.2
Age	17–25	17,943	69.1	18,005	69.1
	26–30	3,173	12.2	3,196	12.3
	31–35	1,722	6.6	1,715	6.6
	36–40	1,306	5.0	1,316	5.0
	41–45	900	3.5	894	3.4
	46+	927	3.6	943	3.6
International Students	No	23,269	89.6	23,342	89.5
	Yes	2,702	10.4	2,727	10.5
English as a First Language	Yes	21,449	82.6	21,524	82.6
	No	4,522	17.4	4,545	17.4
Indigenous	No	24,879	95.8	24,962	95.8
	Yes	604	2.3	602	2.3
	Not disclosed	488	1.9	505	1.9
Residential Area	Metropolitan areas	20,823	80.2	20,920	80.2
	Regional areas	4,822	18.6	4,825	18.5
	Remote areas	208	0.8	207	0.8
	International	65	0.3	65	0.2
	Invalid or Missing	53	0.2	52	0.2
Program Type	Undergraduate	17,192	66.2	17,242	66.1
	Postgraduate	8,779	33.8	8,827	33.9
Program Type by Year Level	Undergraduate first year	8,198	31.6	8,134	31.2
	Undergraduate second year	3,471	13.4	3,481	13.4
	Undergraduate third year	3,855	14.8	3,861	14.8
	Undergraduate fourth year	1,409	5.4	1,501	5.8
	Undergraduate fifth year or above	259	1.0	265	1.0
	Postgraduate first year	6,632	25.5	6,645	25.5
	Postgraduate second year	1,498	5.8	1,516	5.8
	Postgraduate third year	224	0.9	231	0.9
	Postgraduate fourth year	217	0.8	213	0.8
	Postgraduate fifth year or above	208	0.8	222	0.9
Course Category	Early childhood	1,394	5.4	1,442	5.5
	Primary	10,357	39.9	10,361	39.7
	Secondary	10,630	40.9	10,642	40.8
	Special education	145	0.6	145	0.6
	Other	3,445	13.3	3,479	13.3

Table 9: Demographic characteristics of second-attempt candidates in 2025¹²

Characteristic	Category	Literacy			Numeracy		
		N	%	% of Total Sitzings	N	%	% of Total Sitzings
Gender	Female	1,955	79.3	6.3	981	90.2	3.5
	Male	511	20.7	1.7	107	9.8	0.4
	Indeterminate/intersex	0	0.0	-	0	0.0	-
Age	17–25	1,661	67.4	5.4	687	63.1	2.4
	26–30	302	12.2	1.0	149	13.7	0.5
	31–35	159	6.4	0.5	78	7.2	0.3
	36–40	145	5.9	0.5	68	6.2	0.2
	41–45	107	4.3	0.3	53	4.9	0.2
	46+	92	3.7	0.3	53	4.9	0.2
International Students	No	1,798	72.9	5.8	998	91.7	3.6
	Yes	668	27.1	2.2	90	8.3	0.3
English as a First Language	Yes	1,365	55.4	4.4	810	74.4	2.9
	No	1,101	44.6	3.6	278	25.6	1.0
Indigenous	No	2,352	95.4	7.6	1,049	96.4	3.7
	Yes	60	2.4	0.2	27	2.5	0.1
	Not disclosed	54	2.2	0.2	12	1.1	0.0
Residential Area	Metropolitan areas	2,107	85.4	6.8	917	84.3	3.3
	Regional areas	336	13.6	1.1	159	14.6	0.6
	Remote areas	15	0.6	0.0	9	0.8	0.0
	International	0	0	-	1	0.1	0.0
	Invalid or Missing	8	0.3	0.0	2	0.2	0.0
Program Type	Undergraduate	1,612	65.4	5.2	779	71.6	2.8
	Postgraduate	854	34.6	2.8	309	28.4	1.1
Program Type by Year Level	Undergraduate first year	282	11.4	0.9	86	7.9	0.3
	Undergraduate second year	472	19.1	1.5	198	18.2	0.7
	Undergraduate third year	506	20.5	1.6	246	22.6	0.9
	Undergraduate fourth year	301	12.2	1.0	208	19.1	0.7
	Undergraduate fifth year or above	51	2.1	0.2	41	3.8	0.1
	Postgraduate first year	477	19.3	1.5	113	10.4	0.4
	Postgraduate second year	286	11.6	0.9	126	11.6	0.4
	Postgraduate third year	30	1.2	0.1	21	1.9	0.1
	Postgraduate fourth year	35	1.4	0.1	26	2.4	0.1
	Postgraduate fifth year or above	26	1.1	0.1	23	2.1	0.1
Course Category	Early childhood	266	10.8	0.9	109	10.0	0.4
	Primary	1,006	40.8	3.3	547	50.3	1.9
	Secondary	771	31.3	2.5	247	22.7	0.9
	Special education	13	0.5	0.0	8	0.7	0.0
	Other	410	16.6	1.3	177	16.3	0.6

¹² Includes second-attempt candidates who had originally registered before 2025, between 2016 and 2024. Note that any candidates counted in Table 8 who were not successful on their first attempt in 2025 would be counted again in this table.

Table 10: Demographic characteristics of third-attempt candidates in 2025¹³

Characteristic	Category	Literacy			Numeracy		
		N	%	% of Total Sitzings	N	%	% of Total Sitzings
Gender	Female	868	81.7	2.8	424	94.4	1.5
	Male	194	18.3	0.6	25	5.6	0.1
	Indeterminate/intersex	0	0.0	-	0	0.0	-
Age	17–25	599	56.4	1.9	224	49.9	0.8
	26–30	175	16.5	0.6	98	21.8	0.3
	31–35	88	8.3	0.3	40	8.9	0.1
	36–40	77	7.3	0.2	31	6.9	0.1
	41–45	59	5.6	0.2	24	5.3	0.1
	46+	64	6.0	0.2	32	7.1	0.1
International Students	No	743	70.0	2.4	413	92.0	1.5
	Yes	319	30.0	1.0	36	8.0	0.1
English as a First Language	Yes	480	45.2	1.6	328	73.1	1.2
	No	582	54.8	1.9	121	26.9	0.4
Indigenous	No	1,014	95.5	3.3	423	94.2	1.5
	Yes	27	2.5	0.1	20	4.5	0.1
	Not disclosed	21	2.0	0.1	6	1.3	0.0
Residential Area	Metropolitan areas	926	87.2	3.0	381	84.9	1.4
	Regional areas	125	11.8	0.4	61	13.6	0.2
	Remote areas	6	0.6	0.0	6	1.3	0.0
	International	2	0.2	0.0	0	0.0	-
	Invalid or Missing	3	0.3	0.0	1	0.2	0.0
Program Type	Undergraduate	656	61.8	2.1	311	69.3	1.1
	Postgraduate	406	38.2	1.3	138	30.7	0.5
Program Type by Year Level	Undergraduate first year	36	3.4	0.1	5	1.1	0.0
	Undergraduate second year	166	15.6	0.5	49	10.9	0.2
	Undergraduate third year	197	18.5	0.6	92	20.5	0.3
	Undergraduate fourth year	203	19.1	0.7	131	29.2	0.5
	Undergraduate fifth year or above	54	5.1	0.2	34	7.6	0.1
	Postgraduate first year	115	10.8	0.4	18	4.0	0.1
	Postgraduate second year	219	20.6	0.7	76	16.9	0.3
	Postgraduate third year	23	2.2	0.1	10	2.2	0.0
	Postgraduate fourth year	25	2.4	0.1	20	4.5	0.1
	Postgraduate fifth year or above	24	2.3	0.1	14	3.1	0.0
Course Category	Early childhood	125	11.8	0.4	46	10.2	0.2
	Primary	452	42.6	1.5	236	52.6	0.8
	Secondary	334	31.5	1.1	101	22.5	0.4
	Special education	2	0.2	0.0	3	0.7	0.0
	Other	149	14.0	0.5	63	14.0	0.2

¹³ Includes third-attempt candidates who had originally registered before 2025, between 2016 and 2024. Note that any candidates counted in Table 8 and Table 9 who were not successful on their first or second attempts in 2025 would be counted again in this table.

Table 11: Demographic characteristics of fourth-attempt candidates in 2025¹⁴

Characteristic	Category	Literacy			Numeracy		
		N	%	% of Total Sitzings	N	%	% of Total Sitzings
Gender	Female	471	82.6	1.5	230	91.6	0.8
	Male	99	17.4	0.3	21	8.4	0.1
	Indeterminate/intersex	0	0.0	-	0	0.0	-
Age	17–25	254	44.6	0.8	106	42.2	0.4
	26–30	119	20.9	0.4	54	21.5	0.2
	31–35	59	10.4	0.2	35	13.9	0.1
	36–40	56	9.8	0.2	22	8.8	0.1
	41–45	37	6.5	0.1	13	5.2	0.0
	46+	45	7.9	0.1	20	8.0	0.1
International Students	No	416	73.0	1.3	233	92.8	0.8
	Yes	154	27.0	0.5	18	7.2	0.1
English as a First Language	Yes	245	43.0	0.8	171	68.1	0.6
	No	325	57.0	1.1	80	31.9	0.3
Indigenous	No	536	94.0	1.7	231	92.0	0.8
	Yes	18	3.2	0.1	12	4.8	0.0
	Not disclosed	16	2.8	0.1	8	3.2	0.0
Residential Area	Metropolitan areas	486	85.3	1.6	203	80.9	0.7
	Regional areas	76	13.3	0.2	43	17.1	0.2
	Remote areas	6	1.1	0.0	5	2.0	0.0
	International	1	0.2	0.0	0	0.0	-
	Invalid or Missing	1	0.2	0.0	0	0.0	-
Program Type	Undergraduate	334	58.6	1.1	169	67.3	0.6
	Postgraduate	236	41.4	0.8	82	32.7	0.3
Program Type by Year Level	Undergraduate first year	6	1.1	0.0	2	0.8	0.0
	Undergraduate second year	68	11.9	0.2	16	6.4	0.1
	Undergraduate third year	94	16.5	0.3	39	15.5	0.1
	Undergraduate fourth year	125	21.9	0.4	85	33.9	0.3
	Undergraduate fifth year or above	41	7.2	0.1	27	10.8	0.1
	Postgraduate first year	25	4.4	0.1	6	2.4	0.0
	Postgraduate second year	168	29.5	0.5	48	19.1	0.2
	Postgraduate third year	15	2.6	0.0	4	1.6	0.0
	Postgraduate fourth year	12	2.1	0.0	5	2.0	0.0
	Postgraduate fifth year or above	16	2.8	0.1	19	7.6	0.1
Course Category	Early childhood	96	16.8	0.3	34	13.5	0.1
	Primary	245	43.0	0.8	125	49.8	0.4
	Secondary	153	26.8	0.5	57	22.7	0.2
	Special education	4	0.7	0.0	5	2.0	0.0
	Other	72	12.6	0.2	30	12.0	0.1

¹⁴ Includes fourth-attempt candidates who had originally registered before 2025, between 2016 and 2024. 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 2025 would be counted again in this table.

Table 12: Demographic characteristics of fifth-attempt candidates who sat the test in 2025¹⁵

Characteristic	Category	Literacy			Numeracy		
		N	%	% of Total Sitzings	N	%	% of Total Sitzings
Gender	Female	263	83.8	0.9	104	92.0	0.4
	Male	51	16.2	0.2	9	8.0	0.0
	Indeterminate/intersex	0	0.0	-	0	0.0	-
Age	17–25	109	34.7	0.4	39	34.5	0.1
	26–30	64	20.4	0.2	25	22.1	0.1
	31–35	42	13.4	0.1	15	13.3	0.1
	36–40	38	12.1	0.1	10	8.8	0.0
	41–45	27	8.6	0.1	5	4.4	0.0
	46+	34	10.8	0.1	19	16.8	0.1
International Students	No	242	77.1	0.8	110	97.3	0.4
	Yes	72	22.9	0.2	3	2.7	0.0
English as a First Language	Yes	122	38.9	0.4	80	70.8	0.3
	No	192	61.1	0.6	33	29.2	0.1
Indigenous	No	302	96.2	1.0	109	96.5	0.4
	Yes	7	2.2	0.0	4	3.5	0.0
	Not disclosed	5	1.6	0.0	0	0.0	-
Residential Area	Metropolitan areas	273	86.9	0.9	91	80.5	0.3
	Regional areas	39	12.4	0.1	17	15.0	0.1
	Remote areas	2	0.6	0.0	5	4.4	0.0
	International	0	0.0	-	0	0.0	-
	Invalid or Missing	0	0.0	-	0	0.0	-
Program Type	Undergraduate	172	54.8	0.6	71	62.8	0.3
	Postgraduate	142	45.2	0.5	42	37.2	0.1
Program Type by Year Level	Undergraduate first year	1	0.3	0.0	0	0.0	-
	Undergraduate second year	21	6.7	0.1	4	3.5	0.0
	Undergraduate third year	52	16.6	0.2	14	12.4	0.0
	Undergraduate fourth year	69	22.0	0.2	36	31.9	0.1
	Undergraduate fifth year or above	29	9.2	0.1	17	15.0	0.1
	Postgraduate first year	6	1.9	0.0	0	0.0	-
	Postgraduate second year	95	30.3	0.3	20	17.7	0.1
	Postgraduate third year	20	6.4	0.1	7	6.2	0.0
	Postgraduate fourth year	10	3.2	0.0	5	4.4	0.0
	Postgraduate fifth year or above	11	3.5	0.0	10	8.8	0.0
Course Category	Early childhood	41	13.1	0.1	20	17.7	0.1
	Primary	141	44.9	0.5	50	44.2	0.2
	Secondary	96	30.6	0.3	27	23.9	0.1
	Special education	4	1.3	0.0	4	3.5	0.0
	Other	32	10.2	0.1	12	10.6	0.0

¹⁵ Includes fifth-attempt candidates who had originally registered before 2025, between 2016 and 2024. 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 2025 would be counted again in this table.

Table 13: Demographic characteristics of sixth-attempt (or higher) candidates who sat the test in 2025¹⁶

Characteristic	Category	Literacy			Numeracy		
		N	%	% of Total Sitzings	N	%	% of Total Sitzings
Gender	Female	245	84.2	0.8	75	89.3	0.3
	Male	46	15.8	0.1	9	10.7	0.0
	Indeterminate/intersex	0	0.0	-	0	0.0	-
Age	17–25	74	25.4	0.2	22	26.2	0.1
	26–30	67	23.0	0.2	22	26.2	0.1
	31–35	44	15.1	0.1	14	16.7	0.0
	36–40	31	10.7	0.1	13	15.5	0.0
	41–45	31	10.7	0.1	3	3.6	0.0
	46+	44	15.1	0.1	10	11.9	0.0
International Students	No	233	80.1	0.8	79	94.0	0.3
	Yes	58	19.9	0.2	5	6.0	0.0
English as a First Language	Yes	124	42.6	0.4	62	73.8	0.2
	No	167	57.4	0.5	22	26.2	0.1
Indigenous	No	277	95.2	0.9	77	91.7	0.3
	Yes	10	3.4	0.0	5	6.0	0.0
	Not disclosed	4	1.4	0.0	2	2.4	0.0
Residential Area	Metropolitan areas	242	83.2	0.8	67	79.8	0.2
	Regional areas	43	14.8	0.1	15	17.9	0.1
	Remote areas	5	1.7	0.0	2	2.4	0.0
	International	0	0.0	-	0	0.0	-
	Invalid or Missing	1	0.3	0.0	0	0.0	-
Program Type	Undergraduate	160	55.0	0.5	58	69.0	0.2
	Postgraduate	131	45.0	0.4	26	31.0	0.1
Program Type by Year Level	Undergraduate first year	1	0.3	0.0	0	0.0	-
	Undergraduate second year	8	2.7	0.0	1	1.2	0.0
	Undergraduate third year	36	12.4	0.1	6	7.1	0.0
	Undergraduate fourth year	64	22.0	0.2	25	29.8	0.1
	Undergraduate fifth year or above	51	17.5	0.2	26	31.0	0.1
	Postgraduate first year	7	2.4	0.0	1	1.2	0.0
	Postgraduate second year	60	20.6	0.2	9	10.7	0.0
	Postgraduate third year	18	6.2	0.1	3	3.6	0.0
	Postgraduate fourth year	19	6.5	0.1	6	7.1	0.0
	Postgraduate fifth year or above	27	9.3	0.1	7	8.3	0.0
Course Category	Early childhood	42	14.4	0.1	18	21.4	0.1
	Primary	128	44.0	0.4	34	40.5	0.1
	Secondary	84	28.9	0.3	15	17.9	0.1
	Special education	3	1.0	0.0	2	2.4	0.0
	Other	34	11.7	0.1	15	17.9	0.1

¹⁶ To avoid multiple-counting of candidates due to the collation of sixth, seventh, and higher attempts, candidates are included in this table based on their highest attempt number as of the end of 2025. Thus, a candidate who made both a sixth attempt and a seventh (and final) attempt in 2025 would only be included once in this table, as a seven-attempt candidate.

The following table shifts from attempt-based cohorts to an outcome-based grouping, describing the demographic characteristics of candidates who had not achieved the standard by the end of 2025, regardless of the number of attempts made.

Table 14 shows the demographic characteristics for the candidates who sat the test in 2025 and had not achieved the standard at the end of the year, reported separately for Literacy and Numeracy. By the end of 2025, 3,002 candidates who had not achieved the Literacy standard and 1,466 candidates who had not achieved the Numeracy standard.

Overall, the demographic profile of candidates who has not achieves the standard closely resembles that of the higher-order resit cohorts described in Tables 9–13, with respect to language background, age distribution, and course category.

As shown in Tables 15 and 16, candidates who had not achieved the standard by the end of 2025 had made multiple attempts at the test. For Literacy, candidates in this group had made up to thirteen attempts while for Numeracy candidates had made up to eleven attempts. However, the majority of candidates who had not achieved the standard had made relatively few attempts, with a large proportion having made one or two attempts only, particularly among candidates who first registered in 2024 or 2025.

This reflects the cumulative nature of the data, with candidates included in Tables 15 and 16 spanning multiple registration cohorts. In particular, a substantial number of candidates who had not achieved the standard by the end of 2025 were first-attempt candidates who registered in 2025, and therefore had limited opportunity to reattempt the test within the reporting period.

Table 14: Demographic characteristics of candidates who had not achieved the standard by the end of 2025, for Literacy and Numeracy

Characteristic	Category	Literacy			Numeracy		
		N	%	% of Total Sitzings	N	%	% of Total Sitzings
Gender	Female	2,417	80.5	7.8	1,322	90.2	4.7
	Male	584	19.5	1.9	144	9.8	0.5
	Indeterminate/intersex	1	0.0	0.0	0	0.0	-
Age	17–25	1,930	64.3	6.2	973	66.4	3.5
	26–30	374	12.5	1.2	185	12.6	0.7
	31–35	190	6.3	0.6	88	6.0	0.3
	36–40	197	6.6	0.6	81	5.5	0.3
	41–45	143	4.8	0.5	61	4.2	0.2
	46+	168	5.6	0.5	78	5.3	0.3
International Students	No	2,369	78.9	7.7	1,376	93.9	4.9
	Yes	633	21.1	2.0	90	6.1	0.3
English as a First Language	Yes	1,767	58.9	5.7	1,105	75.4	3.9
	No	1,235	41.1	4.0	361	24.6	1.3
Indigenous	No	2,839	94.6	9.2	1,401	95.6	5.0
	Yes	100	3.3	0.3	49	3.3	0.2
	Not disclosed	63	2.1	0.2	16	1.1	0.1
Residential Area	Metropolitan areas	2,498	83.2	8.1	1,230	83.9	4.4
	Regional areas	470	15.7	1.5	216	14.7	0.8
	Remote areas	25	0.8	0.1	19	1.3	0.1
	International	3	0.1	0.0	0	0.0	-
	Invalid or Missing	6	0.2	0.0	1	0.1	0.0
Program Type	Undergraduate	2,125	70.8	6.9	1,132	77.2	4.0
	Postgraduate	877	29.2	2.8	334	22.8	1.2
Program Type by Year Level	Undergraduate first year	1,038	34.6	3.4	510	34.8	1.8
	Undergraduate second year	485	16.2	1.6	242	16.5	0.9
	Undergraduate third year	355	11.8	1.1	206	14.1	0.7
	Undergraduate fourth year	178	5.9	0.6	123	8.4	0.4
	Undergrad fifth year or above	69	2.3	0.2	51	3.5	0.2
	Postgraduate first year	500	16.7	1.6	168	11.5	0.6
	Postgraduate second year	242	8.1	0.8	99	6.8	0.4
	Postgraduate third year	47	1.6	0.2	15	1.0	0.1
	Postgraduate fourth year	40	1.3	0.1	25	1.7	0.1
	Postgrad fifth year or above	48	1.6	0.2	27	1.8	0.1
Course Category	Early childhood	363	12.1	1.2	146	10.0	0.5
	Primary	1,313	43.7	4.2	748	51.0	2.7
	Secondary	793	26.4	2.6	284	19.4	1.0
	Special education	14	0.5	0.0	15	1.0	0.1
	Other	519	17.3	1.7	273	18.6	1.0

Table 15: Number of attempts by candidates who had not achieved the literacy standard by the end of 2025¹⁷

Year of registration	At end of	Count of candidates with the following number of attempts:												
		1	2	3	4	5	6	7	8	9	10	11	12	13
2016	2017	133	50	17	10	0	0	0	0	0	0	0	0	0
2016	2018	0	3	4	12	4	0	0	0	0	0	0	0	0
2016	2019	0	3	11	3	5	0	0	0	0	0	0	0	0
2016	2020	0	0	1	2	0	0	0	0	0	0	0	0	0
2016	2021	0	1	2	1	0	0	0	0	0	0	0	0	0
2016	2022	0	0	1	0	0	0	0	0	0	0	0	0	0
2016	2023	0	0	1	0	0	0	0	0	0	0	0	0	0
2016	2024	0	0	0	0	0	0	0	1	0	0	0	0	0
2016	2025	0	0	0	0	1	1	0	1	0	0	0	0	0
2017	2018	311	140	112	39	3	0	0	0	0	0	0	0	0
2017	2019	0	18	47	39	11	0	0	0	0	0	0	0	0
2017	2020	0	6	12	10	6	0	0	0	0	0	0	0	0
2017	2021	0	2	2	6	0	0	0	0	0	0	0	0	0
2017	2022	0	1	3	2	1	1	0	0	0	0	0	0	0
2017	2023	0	0	0	3	1	0	0	0	0	0	0	0	0
2017	2024	0	2	0	0	2	0	1	0	0	0	0	0	0
2017	2025	0	0	0	2	1	3	1	0	0	0	0	0	0
2018	2019	389	178	96	21	0	0	0	0	0	0	0	0	0
2018	2020	0	13	30	20	3	0	0	0	0	0	0	0	0
2018	2021	0	8	21	7	5	0	0	0	0	0	0	0	0
2018	2022	0	2	5	3	1	0	0	0	0	0	0	0	0
2018	2023	0	2	2	0	1	0	0	0	0	0	0	0	0
2018	2024	0	0	2	2	2	0	2	0	0	0	0	0	0
2018	2025	0	0	1	6	3	0	1	1	0	1	0	0	0
2019	2020	301	114	52	5	1	0	0	0	0	0	0	0	0
2019	2021	0	14	19	9	3	0	0	0	0	0	0	0	0
2019	2022	0	3	10	3	1	0	0	0	0	0	0	0	0

¹⁷ 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 2016-24 may differ slightly from those in technical reports from previous years. This is due to revisions to candidates' records that have been made retrospectively.

		Count of candidates with the following number of attempts:												
Year of registration	At end of	1	2	3	4	5	6	7	8	9	10	11	12	13
2019	2023	0	3	0	1	1	0	0	0	0	0	0	0	0
2019	2024	0	4	7	2	3	3	1	0	0	0	0	0	0
2019	2025	0	1	0	3	0	0	3	0	1	1	1	1	0
2020	2021	197	69	40	5	2	0	0	0	0	0	0	0	0
2020	2022	0	12	18	4	3	0	0	0	0	0	0	0	0
2020	2023	0	3	1	1	0	0	0	0	0	0	0	0	0
2020	2024	0	2	1	1	3	2	2	0	0	0	0	0	0
2020	2025	0	2	2	1	1	0	1	1	1	2	1	3	0
2021	2022	221	69	40	1	2	0	0	0	0	0	0	0	0
2021	2023	0	4	8	3	0	0	0	0	0	0	0	0	0
2021	2024	0	5	4	4	5	3	3	1	0	0	0	0	0
2021	2025	0	1	4	6	6	3	2	1	3	1	2	0	2
2022	2023	174	61	14	7	1	0	0	0	0	0	0	0	0
2022	2024	0	10	5	8	7	4	0	0	0	0	0	0	0
2022	2025	0	10	7	4	8	6	2	5	2	1	0	1	0
2023	2024	182	53	24	10	7	2	1	0	0	0	0	0	0
2023	2025	0	12	16	12	9	14	8	8	10	1	2	0	0
2024	2025	628	196	97	81	58	28	13	5	0	0	0	0	0
2025	2025	1,919	346	99	18	0	0	0	0	0	0	0	0	0

Table 16: Number of attempts by candidates who had not achieved the numeracy standard by the end of 2025¹⁸

Year of registration	At end of	Count of candidates with the following number of attempts:										
		1	2	3	4	5	6	7	8	9	10	11
2016	2017	155	76	38	9	0	0	0	0	0	0	0
2016	2018	0	7	11	18	11	0	0	0	0	0	0
2016	2019	0	5	6	12	5	0	0	0	0	0	0
2016	2020	0	0	1	3	0	0	0	0	0	0	0
2016	2021	0	2	1	0	1	0	0	0	0	0	0
2016	2022	0	0	0	0	2	0	0	0	0	0	0
2016	2023	0	0	1	0	0	0	0	0	0	0	0
2016	2024	0	0	0	0	0	0	0	0	0	0	0
2016	2025	0	0	0	1	0	1	0	0	0	0	0
2017	2018	330	163	114	32	3	0	0	0	0	0	0
2017	2019	0	26	44	31	14	0	0	0	0	0	0
2017	2020	0	8	9	8	5	0	0	0	0	0	0
2017	2021	0	2	6	3	2	0	0	0	0	0	0
2017	2022	0	1	3	2	1	0	0	0	0	0	0
2017	2023	0	2	0	0	1	0	0	0	0	0	0
2017	2024	0	1	1	2	0	0	0	0	0	0	0
2017	2025	0	0	0	0	0	0	0	0	0	0	0
2018	2019	431	205	101	17	0	0	0	0	0	0	0
2018	2020	0	18	40	15	8	0	0	0	0	0	0
2018	2021	0	11	15	7	2	0	0	0	0	0	0
2018	2022	0	4	0	0	0	0	0	0	0	0	0
2018	2023	0	2	1	0	0	0	0	0	0	0	0
2018	2024	0	0	3	3	2	1	0	0	0	0	0
2018	2025	0	2	1	2	1	4	1	1	1	0	1
2019	2020	354	120	47	3	1	0	0	0	0	0	0
2019	2021	0	15	21	5	1	0	0	0	0	0	0
2019	2022	0	8	10	4	1	0	0	0	0	0	0
2019	2023	0	0	2	0	0	0	0	0	0	0	0

¹⁸ 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 2016-24 may differ slightly from those in technical reports from previous years. This is due to revisions to candidates' records that have been made retrospectively.

		Count of candidates with the following number of attempts:										
Year of registration	At end of	1	2	3	4	5	6	7	8	9	10	11
2019	2024	0	2	4	4	4	1	0	0	0	0	0
2019	2025	0	0	0	3	4	1	2	0	1	0	0
2020	2021	185	63	29	3	0	0	0	0	0	0	0
2020	2022	0	12	10	4	1	0	0	0	0	0	0
2020	2023	0	4	5	1	0	0	0	0	0	0	0
2020	2024	0	2	3	2	1	1	0	0	0	0	0
2020	2025	0	2	1	3	0	1	1	0	0	0	0
2021	2022	251	64	33	2	1	0	0	0	0	0	0
2021	2023	0	4	8	3	0	0	0	0	0	0	0
2021	2024	0	5	7	2	2	2	0	0	0	0	0
2021	2025	0	1	1	2	0	1	0	1	2	0	1
2022	2023	193	35	12	2	0	0	0	0	0	0	0
2022	2024	0	7	9	3	2	0	1	0	0	0	0
2022	2025	0	7	2	5	4	3	1	1	0	0	0
2023	2024	154	37	18	5	0	2	0	0	0	0	0
2023	2025	0	17	14	9	5	3	3	3	1	0	1
2024	2025	388	106	46	35	20	3	1	0	0	0	0
2025	2025	1,024	117	28	3	0	0	0	0	0	0	0

2.2 Demographic characteristics of candidates by test windows

In 2025, the number of candidates presenting at each test window for literacy were similar across the four windows. Tables 17 and 18 summarise the demographic characteristics of candidates by test window.

Across most demographic characteristics, including gender, age, Indigenous identification, residential location, and course category, the distributions were broadly consistent across test windows. The demographic profiles of candidates sitting the Literacy and Numeracy components within each test window were also closely aligned.

Clear differences were observed by program type and year level. From Test Window 1 (TW1) and Test Window 4 (TW4), the proportion of undergraduate first-year candidates increased substantially. For Literacy, the proportion of undergraduate first-year candidates increased from 10% in TW1 to 41% in TW4, while Numeracy the corresponding increase was from 11% to 45%. Over the same period, the proportions of candidates in later undergraduate years and postgraduate programs declined.

A mid-year increase was also observed in the proportions of international candidates and candidates reporting English as a language other than their first, particularly in TW2 and TW3, before declining again in TW4.

Since the start of 2024, candidates enrolled in an accredited ITE course have been required to attempt the test in their first year of enrolment, even if they are not required to meet the standard at that time. This policy change may account for the increasing concentration of first-year candidates undertaking the test over the course of the year.

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

Characteristic	Category	TW1		TW2		TW3		TW4	
		N	%	N	%	N	%	N	%
Gender	Female	4,522	75.7	6,399	72.8	5,378	75.3	6,529	72.5
	Male	1,438	24.1	2,375	27.0	1,760	24.6	2,458	27.3
	Indeterminate/intersex	10	0.2	12	0.1	8	0.1	14	0.2
Age	17–25	3,869	64.8	6,041	68.8	4,670	65.4	6,112	67.9
	26–30	790	13.2	1,095	12.5	931	13.0	1,134	12.6
	31–35	456	7.6	585	6.7	524	7.3	586	6.5
	36–40	346	5.8	448	5.1	417	5.8	468	5.2
	41–45	241	4.0	308	3.5	290	4.1	348	3.9
	46+	268	4.5	309	3.5	314	4.4	353	3.9
International Students	No	5,288	88.6	7,488	85.2	6,172	86.4	7,943	88.2
	Yes	682	11.4	1,298	14.8	974	13.6	1,058	11.8
English as a First Language	Yes	4,697	78.7	6,632	75.5	5,436	76.1	7,112	79.0
	No	1,273	21.3	2,154	24.5	1,710	23.9	1,889	21.0
Indigenous	No	5,731	96.0	8,422	95.9	6,830	95.6	8,595	95.5
	Yes	129	2.2	191	2.2	197	2.8	220	2.4
	Not disclosed	110	1.8	173	2.0	119	1.7	186	2.1
Residential Area	Metropolitan areas	4,840	81.1	7,229	82.3	5,707	79.9	7,270	80.8
	Regional areas	1,021	17.1	1,450	16.5	1,364	19.1	1,642	18.2
	Remote areas	48	0.8	74	0.8	54	0.8	70	0.8
	International	43	0.7	11	0.1	6	0.1	8	0.1
	Invalid or Missing	18	0.3	22	0.3	15	0.2	11	0.1
Program Type	Undergraduate	3,951	66.2	5,504	62.6	4,585	64.2	6,202	68.9
	Postgraduate	2,019	33.8	3,282	37.4	2,561	35.8	2,799	31.1
Program Type by Year Level	Undergraduate first year	591	9.9	2,160	24.6	2,075	29.0	3,698	41.1
	Undergraduate second year	1,137	19.0	1,296	14.8	898	12.6	886	9.8
	Undergraduate third year	1,292	21.6	1,298	14.8	1,061	14.8	1,102	12.2
	Undergraduate fourth year	791	13.2	579	6.6	447	6.3	402	4.5
	Undergraduate fifth year or above	140	2.3	171	1.9	104	1.5	114	1.3
	Postgraduate first year	936	15.7	2,432	27.7	1,815	25.4	2,082	23.1
	Postgraduate second year	802	13.4	578	6.6	525	7.3	472	5.2
	Postgraduate third year	105	1.8	96	1.1	69	1.0	75	0.8
	Postgraduate fourth year	94	1.6	85	1.0	78	1.1	80	0.9
	Postgraduate fifth year or above	82	1.4	91	1.0	74	1.0	90	1.0
Course Category	Early childhood	438	7.3	520	5.9	531	7.4	508	5.6
	Primary	2,548	42.7	3,275	37.3	2,891	40.5	3,716	41.3
	Secondary	2,246	37.6	3,756	42.7	2,695	37.7	3,440	38.2
	Special education	35	0.6	49	0.6	33	0.5	56	0.6
	Other	703	11.8	1,186	13.5	996	13.9	1,281	14.2

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

Characteristic	Category	TW1		TW2		TW3		TW4	
		N	%	N	%	N	%	N	%
Gender	Female	4,123	75.7	5,693	72.9	4,871	75.6	6,092	72.5
	Male	1,317	24.2	2,108	27.0	1,567	24.3	2,293	27.3
	Indeterminate/intersex	7	0.1	12	0.2	9	0.1	16	0.2
Age	17–25	3,600	66.1	5,428	69.5	4,231	65.6	5,843	69.6
	26–30	711	13.1	986	12.6	835	13.0	1,029	12.2
	31–35	402	7.4	521	6.7	460	7.1	520	6.2
	36–40	301	5.5	370	4.7	381	5.9	412	4.9
	41–45	196	3.6	250	3.2	257	4.0	291	3.5
	46+	237	4.4	258	3.3	282	4.4	306	3.6
International Students	No	4,975	91.3	6,749	86.4	5,840	90.6	7,662	91.2
	Yes	472	8.7	1,064	13.6	607	9.4	739	8.8
English as a First Language	Yes	4,570	83.9	6,128	78.4	5,289	82.0	7,031	83.7
	No	877	16.1	1,685	21.6	1,158	18.0	1,370	16.3
Indigenous	No	5,225	95.9	7,497	96.0	6,157	95.5	8,022	95.5
	Yes	118	2.2	164	2.1	178	2.8	213	2.5
	Not disclosed	104	1.9	152	1.9	112	1.7	166	2.0
Residential Area	Metropolitan areas	4,381	80.4	6,457	82.6	5,104	79.2	6,686	79.6
	Regional areas	967	17.8	1,258	16.1	1,268	19.7	1,632	19.4
	Remote areas	43	0.8	69	0.9	56	0.9	66	0.8
	International	43	0.8	11	0.1	6	0.1	6	0.1
	Invalid or Missing	13	0.2	18	0.2	13	0.2	11	0.1
Program Type	Undergraduate	3,649	67.0	4,842	62.0	4,225	65.5	5,950	70.8
	Postgraduate	1,798	33.0	2,971	38.0	2,222	34.5	2,451	29.2
Program Type by Year Level	Undergraduate first year	601	11.0	1,844	23.6	2,010	31.2	3,772	44.9
	Undergraduate second year	1,042	19.1	1,172	15.0	784	12.2	752	9.0
	Undergraduate third year	1,181	21.7	1,183	15.1	920	14.3	977	11.6
	Undergraduate fourth year	704	12.9	521	6.7	424	6.6	355	4.2
	Undergraduate fifth year or above	121	2.2	122	1.6	87	1.3	94	1.1
	Postgraduate first year	912	16.7	2,314	29.6	1,629	25.3	1,928	22.9
	Postgraduate second year	658	12.1	426	5.5	388	6.0	331	3.9
	Postgraduate third year	84	1.5	80	1.0	60	0.9	53	0.6
	Postgraduate fourth year	75	1.4	71	0.9	71	1.1	62	0.7
	Postgraduate fifth year or above	69	1.3	80	1.0	74	1.1	77	0.9
Course Category	Early childhood	352	6.5	447	5.7	448	6.9	428	5.1
	Primary	2,324	42.7	2,919	37.4	2,669	41.4	3,468	41.3
	Secondary	2,054	37.7	3,459	44.3	2,397	37.2	3,194	38.0
	Special education	35	0.6	45	0.6	34	0.5	55	0.7
	Other	682	12.5	943	12.1	899	13.9	1,256	15.0

Table 19 and Table 20 report the number and proportion of candidates who sat the Literacy and Numeracy components at test centres and via remote proctoring in each 2025 test window. Across all four windows, remote proctoring accounted for the majority of sittings for both components (ranging from 52% to 70%).

The proportion of candidates sitting via remote proctoring increased notably in Test Window 4, rising to 68.7% for Literacy and 70.1% for Numeracy, compared with approximately 52–59% in earlier windows.

Correspondingly, the proportion of candidates sitting at test centres declined to 31.3% for Literacy and 29.9% for Numeracy in Test Window 4.

Within test centre sittings, most candidates sat in capital city test centres across all windows. In Test Window 4, all reported test centre sittings occurred in capital cities, with no sittings reported in regional city test centres for either component.

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	2,827	47.4	3,601	41.0	3,334	46.7	2,814	31.3
– Capital Cities	2,469	41.4	2,864	32.6	2,721	38.1	2,814	31.3
– Regional Cities	358	6.0	737	8.4	613	8.6	0	0.0
Remote Proctoring	3,143	52.6	5,185	59.0	3,812	53.3	6,187	68.7
Total	5,970	100.0	8,786	100.0	7,146	100.0	9,001	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	2,576	47.3	3,237	41.4	3,069	47.6	2,516	29.9
– Capital Cities	2,242	41.2	2,524	32.3	2,480	38.5	2,516	29.9
– Regional Cities	334	6.1	713	9.1	589	9.1	0	0.0
Remote Proctoring	2,871	52.7	4,576	58.6	3,378	52.4	5,885	70.1
Total	5,447	100.0	7,813	100.0	6,447	100.0	8,401	100.0

2.3 Accessibility and accommodations

In 2025, 695 candidates were granted reasonable adjustments to support their participation in the test. This represents a decrease compared to 935 candidates in 2024 and 701 candidates in 2023, corresponding to a decrease of 26% relative to 2024.

Despite the decrease in the number of candidates granted reasonable adjustments in 2025, the range of conditions presented and types of accommodations requested remain extensive. The complexity of medical conditions and extensive range of adjustments provided require significant administrative effort in reviewing applications and coordinating test sessions.

Table 21 summarises the number of adjustments granted for the most commonly reported conditions between 2021 and 2025 for the Literacy and Numeracy components. Across both components, anxiety-related conditions and Attention Deficit Hyperactivity Disorder (ADHD) accounted for the largest accommodation groups in recent years.

A comprehensive list of conditions for which reasonable adjustments were approved in 2025 is provided below Table 21. These conditions span a wide range of physical, sensory, neurological and mental health categories.

The types of accommodations granted in 2025 are also listed below and include adjustments related to additional time, assistive technology, modified test environments, and medical or mobility-related supports. These accommodations were provided to ensure equitable access to the assessment while maintaining the integrity of test administration.

Table 21: Largest accommodation groups, 2021–2025¹⁹

Condition	Literacy					Numeracy				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Anxiety disorder (inc. panic attacks and test anxiety)	219	210	245	386	215	302	285	282	292	201
Dyslexia	35	43	41	56	33	41	34	31	58	27
Diabetes	13	7	7	12	11	9	5	7	13	12
Epilepsy/Seizures	2	3	2	11	3	5	3	2	10	2
Attention Deficit Hyperactivity Disorder (ADHD)	25	27	43	93	44	31	38	54	113	63
Hearing impairment	4	5	9	32	6	3	6	9	21	4
Visual impairment / Eye conditions	13	10	16	21	10	13	7	9	16	8
Dyscalculia	3	6	3	7	3	7	16	11	18	3

¹⁹ This table reports the number of adjustments for the past five years only. In 2025, numbers for years 2021–2025 are reported. For the numbers for 2020, refer to the 2024 Technical Report. For the numbers for 2019, refer to the 2023 Technical Report. For the numbers for 2016, 2017, and 2018, refer to the 2021 Technical Report.

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
- 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 reports candidate performance in the literacy and numeracy components of LANTITE. Performance is presented overall and by selected candidate characteristics, including course type, gender, language background, and mode of test delivery. Results are also reported separately for first-attempt and resitting candidates. Tables in this section present mean scale scores and related performance indicators for each analysis.

3.1 Scale score distributions

Figure 1 and Figure 2 present the distributions of first-attempt candidate scale scores on the Literacy Numeracy components, respectively. In each figure, the vertical line indicates the threshold required to meet the standard for that component.

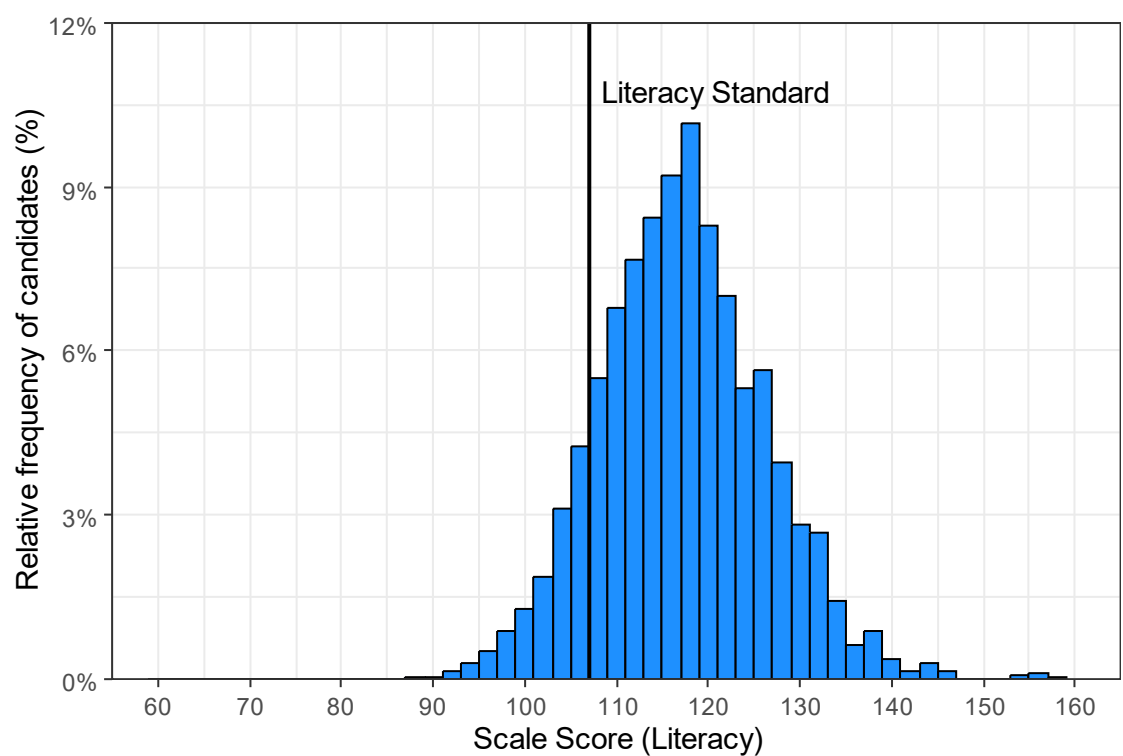


Figure 1: Distribution of first-attempt candidate scale scores for literacy²⁰

²⁰ The scale score corresponding to the literacy standard threshold is 107.

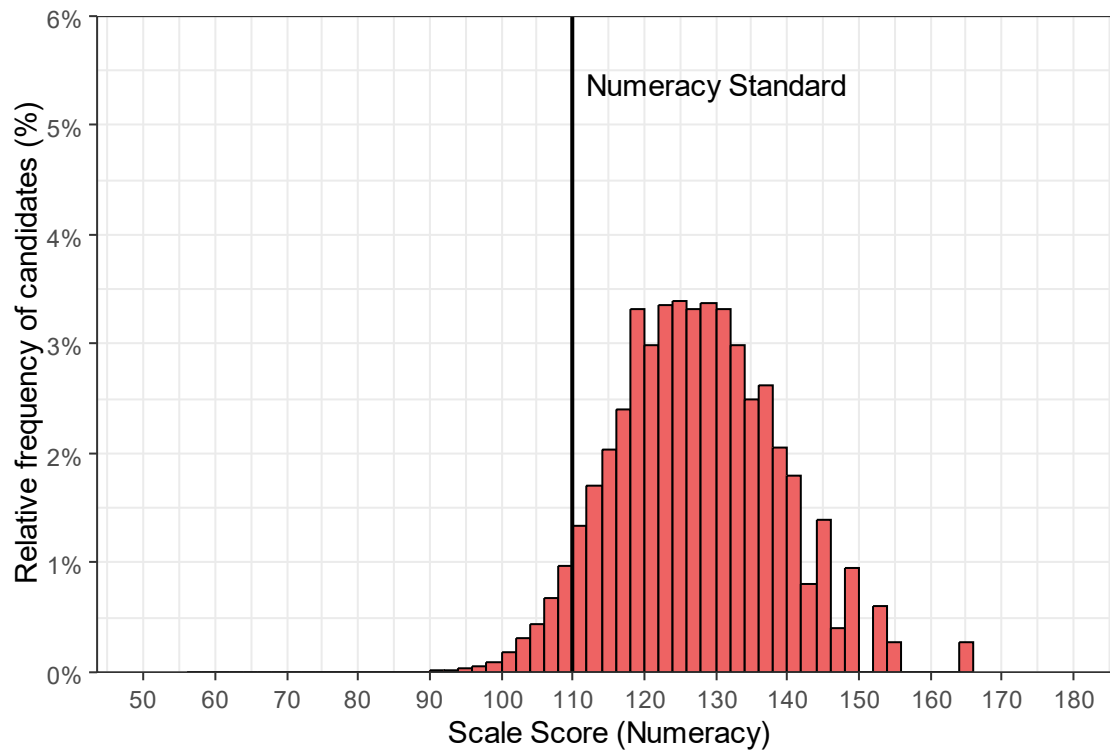


Figure 2: Distribution of first-attempt candidate scale scores for numeracy²¹

For both Literacy and Numeracy, the distributions are unimodal and approximately normal in shape, with scores spanning a wide range across the scale. In both components, the standard is positioned to the left of the peak of the distribution, indicating that the majority of first-attempt candidates achieved scale scores above the standard.

A proportion of candidates achieved scale scores below the standard at their first attempt in both components. In Numeracy, the distribution is centred further above the standard than in Literacy, consistent with the higher first-attempt pass rates observed for Numeracy.

²¹ The scale score corresponding to the numeracy standard threshold is 110.

3.2 Candidate scale scores by subscales and subgroups

Table 22 summarises the performance of first-attempt candidates in 2025, presenting the number of candidates (N), the mean scale scores and standard deviation (S.D.) for the overall test and subscale. Pass rates for the Literacy and Numeracy components for this cohort of candidates are also reported.

For Literacy the overall mean scale score was 116.7, very similar to 116.5 in 2024, with a pass rate of 87.5%. This continues a gradual decline in first-attempt pass rates observed since 2021 (90.6% in 2021, 90.3% in 2022, 89.6% in 2023, 88.1% in 2024).

For Numeracy, the overall mean scale score was 126.8, marginally lower than 127.0 in 2024, with a first-attempt pass rate of 94.3%, slightly higher than 94.2% in 2024.

Table 22 also presents the performance by subscale. As in previous years, the average performance of the Numeracy subscale ‘calculator not available’ was lower than on the ‘calculator available’ subscale. In 2025, the difference between these two subscales was 0.5 scale points, continuing a longer-term pattern of narrowing gap between the two. The difference has decreased from 3.5 scale score points in 2017 to 0.6 scale score points in 2024 and 0.5 scale score points in 2025, reflecting higher average performance on the ‘calculator not available’ subscale relative to earlier years.

Scale score frequency distributions for first-attempt candidates are provided 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	25,970 ²²	116.7	9.1	87.5
	Reading		116.5	9.3	
	Technical skills of writing		116.8	10.6	
Numeracy	Overall	26,069	126.8	11.4	94.3
	Number & algebra		126.9	12.6	
	Measurement & geometry		127.0	12.7	
	Statistics & probability		126.1	11.4	
	Calculator available		126.8	11.1	
	Calculator not available		126.3	15.1	

Table 23 reports the number of candidates (N), mean scale score, and pass rate for first-attempt candidates by demographic characteristics, for both Literacy and Numeracy. Subgroup differences were evaluated using t-tests and Cohen’s *d*. Some subgroup Ns are small (e.g., indeterminate/ intersex and international postcode categories), and results for these groups should be interpreted with caution.

²² Although 25,971 candidates attempted the Literacy component for the first time in 2025, one candidate’s result was cancelled due to misconduct and did not yield a valid scale score. Consequently, the Literacy results in this table are based on 25,970 first-attempt candidates with valid scores.

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

Characteristic	Category	Literacy			Numeracy		
		N ²³	Mean	Pass Rate	N	Mean	Pass Rate
Gender	Female	18,840	116.1	86.4	18,917	125.1	93.0
	Male	7,086	118.1	90.4	7,108	131.3	97.9
	Indeterminate/intersex	44	126.6	97.7	44	132.5	100.0
Age	17–25	17,943	115.7	87.0	18,005	126.0	94.2
	26–30	3,173	118.5	89.6	3,196	128.7	95.2
	31–35	1,722	119.2	89.5	1,715	129.1	95.1
	36–40	1,305	118.6	86.3	1,316	128.0	93.5
	41–45	900	118.9	87.3	894	128.2	94.2
	46+	927	119.6	88.8	943	128.0	93.6
International Students	No	23,268	117.3	89.7	23,342	126.4	94.1
	Yes	2,702	111.3	68.9	2,727	130.2	96.1
English as a First Language	Yes	21,448	117.6	91.0	21,524	126.5	94.7
	No	4,522	111.9	70.9	4,545	128.1	92.7
Indigenous	No	24,878	116.7	87.7	24,962	126.8	94.3
	Yes	604	115.1	85.1	602	123.1	93.0
	Not disclosed	488	116.4	85.0	505	130.0	96.6
Residential Area	Metropolitan areas	20,822	116.6	87.0	20,920	126.9	94.1
	Regional areas	4,822	117.0	89.7	4,825	126.3	95.3
	Remote areas	208	117.9	88.5	207	126.6	91.8
	International	65	118.2	87.7	65	134.9	100.0
	Invalid or Missing	53	116.0	88.7	52	127.1	96.2
Program Type	Undergraduate	17,192	115.4	87.1	17,242	124.9	93.4
	Postgraduate	8,778	119.1	88.5	8,827	130.6	96.2
Program Type by Year Level	Undergraduate first year	8,198	115.0	85.5	8,134	124.8	93.1
	Undergraduate second year	3,471	114.9	85.7	3,481	124.4	92.8
	Undergraduate third year	3,855	116.1	90.0	3,861	125.4	94.8
	Undergraduate fourth year	1,409	116.7	91.2	1,501	125.4	94.0
	Undergraduate fifth year or above	259	116.4	88.0	265	124.1	87.9
	Postgraduate first year	6,632	119.2	88.2	6,645	131.4	96.7
	Postgraduate second year	1,497	119.2	90.2	1,516	128.1	94.6
	Postgraduate third year	224	119.5	89.3	231	127.5	95.2
	Postgraduate fourth year	217	118.2	85.7	213	127.4	92.5
	Postgraduate fifth year or above	208	117.3	88.5	222	127.6	95.0
Course Category	Early childhood	1,394	112.9	75.6	1,442	123.3	90.4
	Primary	10,356	115.9	87.1	10,361	124.8	92.8
	Secondary	10,630	118.5	90.6	10,642	130.1	97.2
	Special education	145	116.2	89.0	145	125.2	90.3
	Other	3,445	114.9	84.0	3,479	124.3	92.0

²³ Although 25,971 candidates attempted the Literacy component for the first time in 2025, one candidate's result was cancelled due to misconduct and did not yield a valid scale score. As a result, the Literacy analyses in this table are based on 25,970 first-attempt candidates with valid scores, and subgroup Ns sum to this total.

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.

Gender: Male candidates had higher mean scale scores than female candidates in both components. In Literacy, the mean scale score was 118.1 for male candidates compared with 116.1 for female candidates, with corresponding pass rates of 90.4% and 86.4%. In Numeracy, the mean scale score was 131.3 for compared with 125.1 for females, with corresponding pass rates of 97.9% and 93.0%. The pattern of differences by gender observed in 2025 is consistent with that observed in 2024, with males achieving higher mean scale scores and pass rates in both components.

Age group: As for previous years, achievement in Literacy component tended to increase candidate age. In 2025, this pattern was also observed for Numeracy, unlike in 2024, when age-related differences in Numeracy were not statistically or practically meaningful.

For Literacy, candidates aged 17–25 achieved a significantly lower mean scale score 115.7 than candidates aged over 25 (a combined average of 118.8), with a practically meaningful effect size ($d = -0.35$). For Numeracy, candidates aged over 25 achieved a significantly higher mean scale score (combined average of 128.5) than candidates aged 17–25 (126.0), with a practically meaningful effect size ($d = 0.22$). This represents a departure from the pattern observed in 2024, when Numeracy performance did not differ meaningfully by age group.

International student status: For Literacy, international students had lower mean scale scores than non-international candidates (mean 111.3 compared with 117.3). For Numeracy, international students had higher mean scale scores than non-international candidates (mean 130.2 compared with 126.4). This pattern in mean scale scores is consistent with that observed in previous years, with international students achieving relatively lower mean performance on Literacy and relatively higher mean performance on Numeracy at first attempt.

English as a first language: For Literacy, candidates reporting English as a first language had higher mean scale scores than candidates reporting English was not their first language (mean 117.6 compared with 111.9). For Numeracy, candidates reporting English was not their first language had a slightly higher mean scale score than candidates reporting English as a first language (mean 126.5 compared with 128.1) This difference was not significant (effect size -0.14). This pattern in mean scale scores is identical to that observed in previous years, with English-as-first-language candidates achieving higher average performance on Literacy, and non-English-as-first-language candidates achieving slightly higher average performance on Numeracy at first attempt.

Indigenous identification: In 2025, the difference in Literacy mean scale scores between candidates identifying as Aboriginal and/or Torres Strait Islander and non-Indigenous candidates did not meet the threshold for a practically meaningful difference, with the effect size falling below 0.20 for the first time. This represents a departure from earlier years, in which Indigenous candidates typically recorded lower average Literacy performance. The 2025 result continues a longer-term pattern of progressively smaller differences in Literacy mean scale scores between Indigenous and non-Indigenous candidates, indicating a gradual narrowing of the achievement gap over time.

This change was observed for Literacy only; differences between Indigenous and non-Indigenous candidates in Numeracy remained statistically and practically meaningful in 2025. It is noted that recent policy changes have introduced alternative pathways for demonstrating Literacy proficiency, which may have implications for the composition of the candidate cohort. However, potential shifts in the number or characteristics of candidates

identifying as Aboriginal and/or Torres Strait Islander were not examined in the current analysis and would require further investigation.

Residential area: 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.

Mean scale scores were broadly similar across metropolitan, regional, and remote categories for both components. For candidates with an international postcode (N = 65), Numeracy mean scale scores were higher (mean 134.9); however, this subgroup is small and results should be interpreted with caution.

The pattern of differences by residential area observed in 2025 is consistent with that reported in previous years (2017–2024), with little variation in achievement across Australian residential categories and higher Numeracy performance observed for the international postcode group.

Program type: Postgraduate candidates had higher mean scale scores than undergraduate candidates for both components. In Literacy, postgraduate candidates had a mean scale score of 119.1 compared with 115.4 for undergraduate candidates, with an effect size of 0.42. In Numeracy postgraduate candidates had a mean scale score of 130.6 compared with 124.9 for undergraduate candidates, with an effect size of 0.51. The difference in mean scale scores was larger for Numeracy than for Literacy. This pattern is consistent with that observed in previous years, with postgraduate candidates achieving higher average performance than undergraduate candidates in both components.

Course category: Candidates enrolled in secondary education course category had higher mean scale scores than candidates in the other course categories (with the exception of Special Education for Literacy in 2025). In Literacy, the mean scale score was 118.5 for candidates in secondary education courses, compared with 115.9 for candidates in primary education courses and 112.9 for candidates in early childhood education courses. The effect sizes for these differences were 0.30 and 0.34 respectively. In Numeracy, the difference between the mean scale scores of candidates in the secondary education course and candidates in the other course categories was more pronounced. The mean scale score was 130.1 for candidates in secondary education courses compared with 124.8 for candidates in primary education courses. Candidates in the Special Education course category recorded a lower mean scale score of 125.2 in Numeracy than candidates in secondary education courses. The effect size for this difference was 0.43.

Table 24 subgroups that showed statistically and practically meaningful differences in mean scale scores across the eight demographic characteristics examined. Several characteristics show consistent patterns across both components, including gender (males), age (candidates aged above 25 years), program type (postgraduate candidates), and course category (secondary education courses).

In contrast, other characteristics exhibit component-specific patterns. For international status, domestic candidates achieved higher mean scale scores in Literacy, while international candidates achieved higher mean scale scores in Numeracy. Similarly, candidates reporting English as a first language achieved higher mean scale scores in Literacy, while no practically meaningful difference by language background was observed for Numeracy.

For Indigeneity, no practically meaningful difference was observed for Literacy, whereas non-Indigenous candidates achieved higher mean scale scores for Numeracy. For residential location, no practically meaningful differences were observed for Literacy; for Numeracy, candidates with international postcodes achieved higher mean scale scores than candidates with metropolitan and remote postcodes.

This summary highlights that subgroup differences are not uniform across Literacy and Numeracy, reinforcing the importance of interpreting results at the component level rather than assuming parallel patterns across both domains.

Table 24: Subgroups showing significantly higher mean scale scores

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

Figures 3 to 6 display scale score distributions for first-attempt candidates in 2025. In each figure, the top panel displays the Literacy scale score distributions and the bottom panel displays Numeracy scale score distributions. The vertical line indicates the cut-score for meeting the standard (107 for Literacy and 110 for Numeracy).

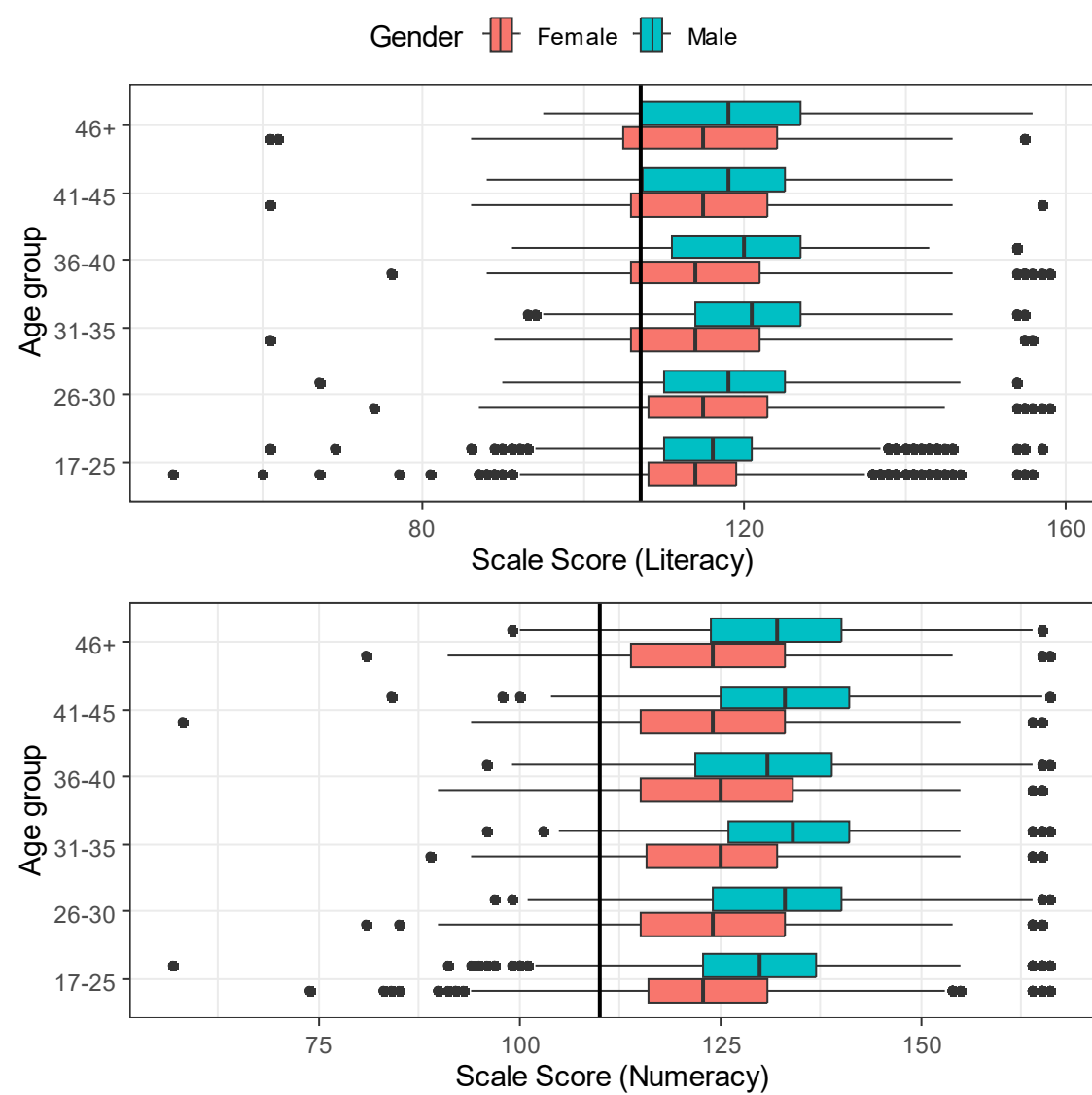


Figure 3: Score distributions by gender and age group, literacy and numeracy

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. Male candidates tend to achieve higher mean scale scores than female candidates in both components; however, the spread of scores indicates substantial overlap between genders within each age group. Importantly, for every age-by-gender subgroup, there are candidates who achieve well above the standard. The overlap in distributions indicates that gender differences reflect shifts in average performance rather than distinct performance bands.

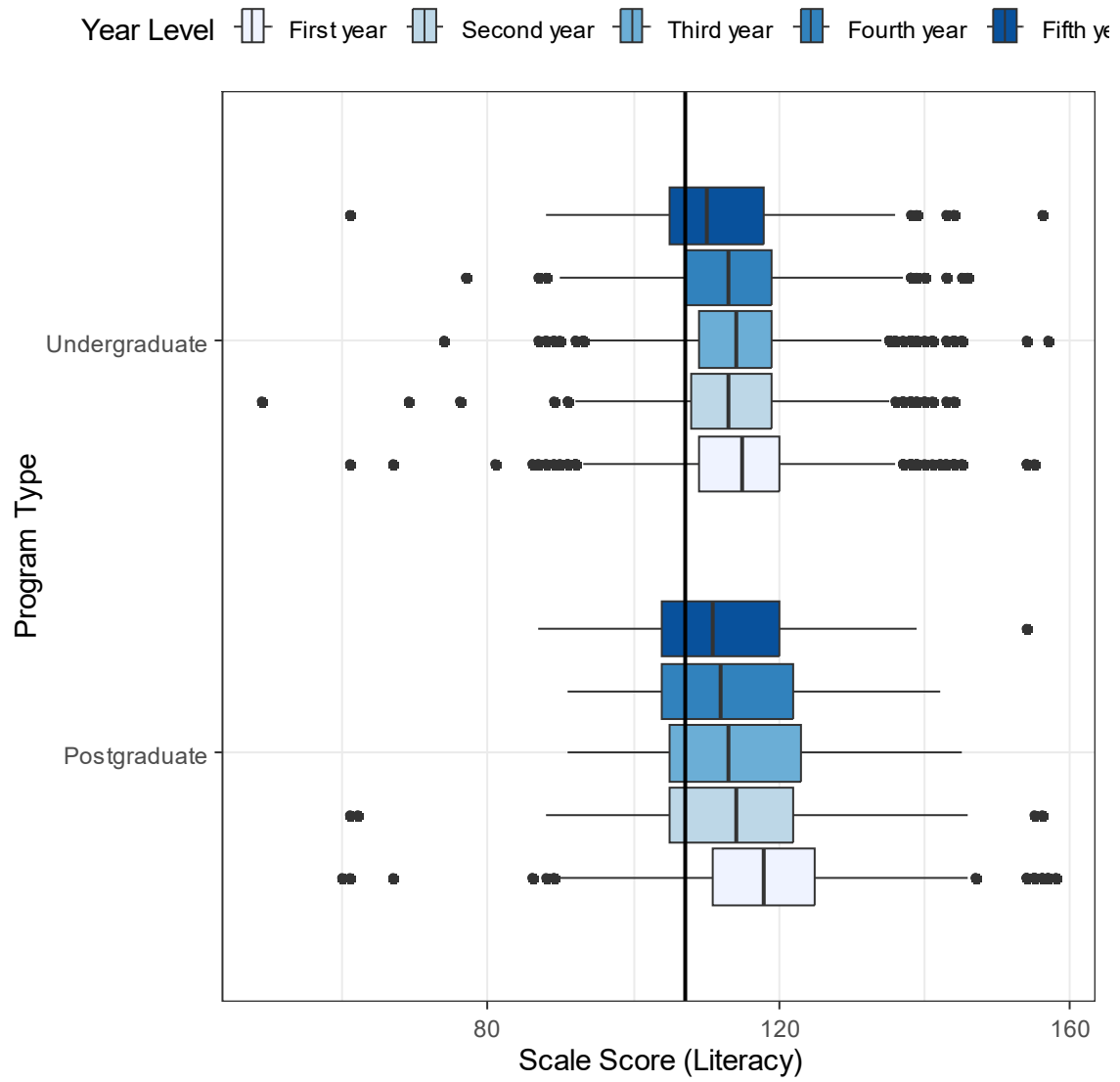


Figure 4: Score distributions by program type and year level, literacy

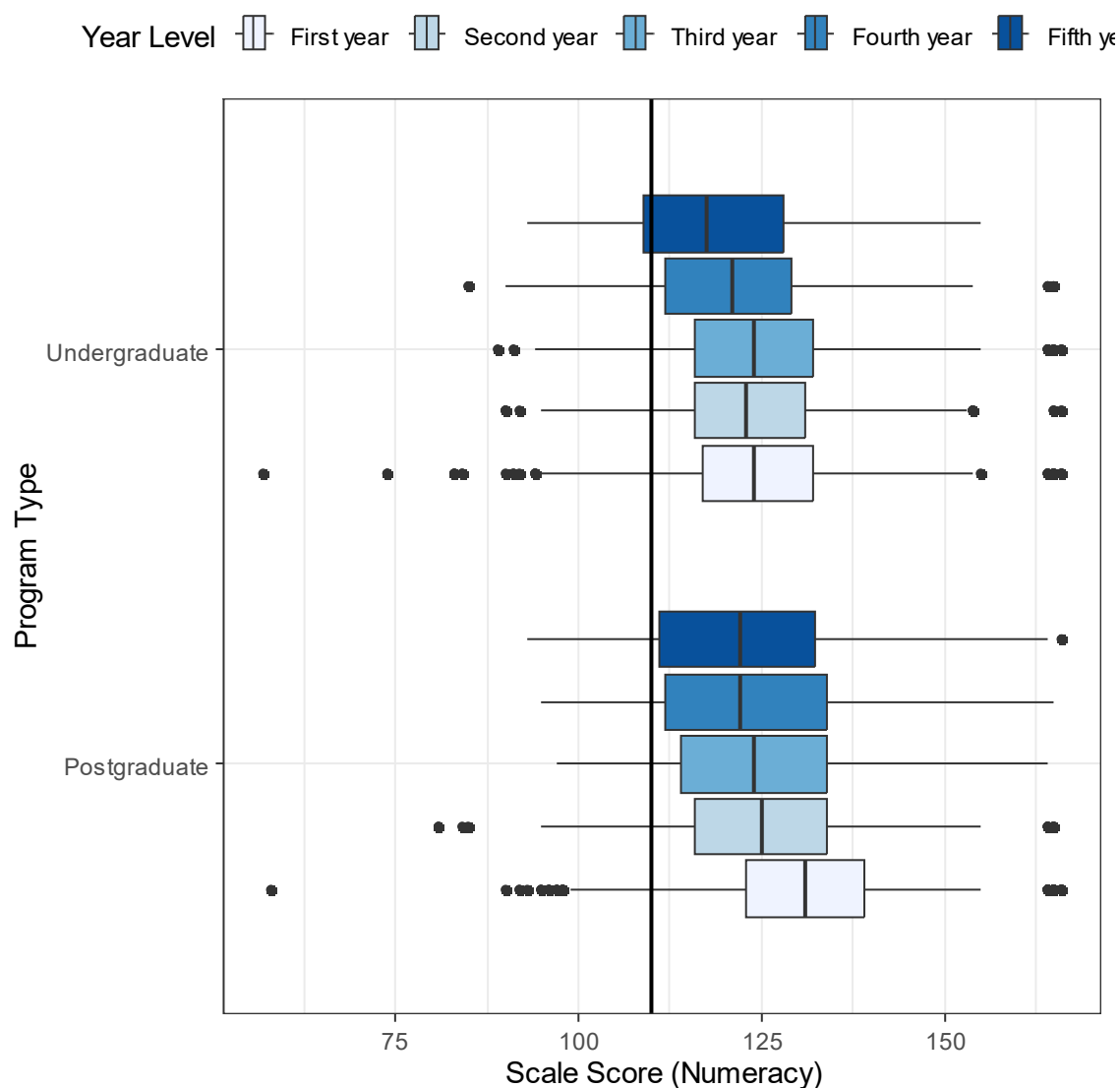


Figure 5: Score distributions by program type and year level, numeracy

Figures 4 and 5 show that, for all year levels, postgraduate candidates achieve higher scale scores than undergraduate candidates for both Literacy and Numeracy. The separation between postgraduate and undergraduate distributions is broadly similar across the two components, and the relative ordering of year levels within each program type is consistent. The similarity of the postgraduate–undergraduate gap across Literacy and Numeracy suggests that program-level differences are stable across domains, rather than being component-specific.

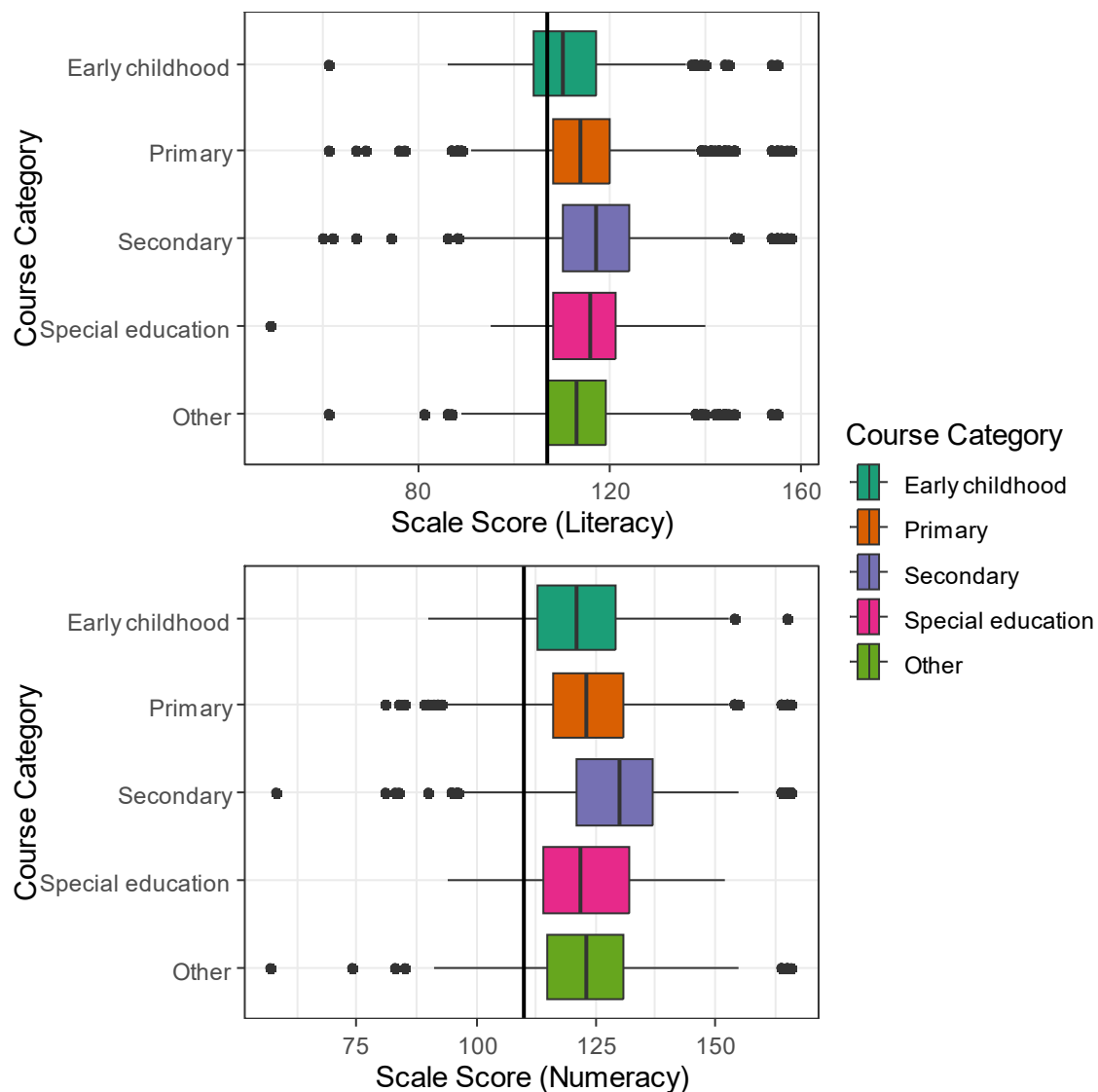


Figure 6: Score distributions by course category, literacy and numeracy

Figure 6 shows that, candidates enrolled in secondary education courses achieve highest for both Literacy and Numeracy. However, the distributions also demonstrate considerable overlap across course categories. Candidates in primary, early childhood, and special education courses include individuals who achieve well above the standard in both components.

For example, in both Literacy and Numeracy, the achievement of the top quartile of candidates in the early childhood category is broadly comparable to the achievement of the top half of candidates in the secondary category.

This pattern reinforces that course-level differences describe overall trends rather than limiting the achievement potential of candidates in any particular course category.

3.3 Candidate performance by test centres and remote proctoring

Table 25 summarises candidate performance by test centre location (categorised into capital cities and regional cities) and remote proctoring. Mean scale scores were very similar across the three delivery modes for both components. For Literacy, the difference between the highest and lowest mean scale scores was just over two scale score points, and a similarly small difference was observed for Numeracy.

These results indicate that candidate performance was broadly comparable regardless of whether the test was undertaken at a capital city test centre, a regional city test centre, or via remote proctoring. The consistency of mean scale scores across delivery modes suggests that the different test administration contexts did not introduce systematic differences in performance outcomes.

Taken together, the similarity in both average performance and score dispersion provides further support for the comparability of outcomes across test centre-based and remotely proctored administrations.

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	9,146	117.4	9.4	88.2	9,170	128.1	11.5	95.3
Regional cities	1,581	118.1	8.6	92.2	1,563	127.6	10.9	96.9
Remote proctoring	15,243	116.0	8.9	86.7	15,336	126.0	11.3	93.5

3.4 Candidates who did not achieve the standard after one attempt

Table 26 summarises the number and proportion of first attempt candidates in 2025 who did not achieve the test standard. For Literacy, 12.5% of first-attempt candidates did not achieve the standard, compared with 11.9% in 2024. For the Numeracy component, 5.7% of first-attempt candidates did not achieve the standard, which was similar to the proportion observed in 2024 (5.8%). Across both years, a substantially larger proportion of candidates did not achieve the standard in Literacy than in Numeracy at first attempt, indicating that Literacy remains the component in which candidates are more likely to require additional attempts.

The proportion of candidates who did not achieve either standard after one attempt was 3.2% in 2025, compared with 3.1% in 2024. The relatively small proportion of candidates who did not achieve either standard suggests that most first-attempt candidates who were unsuccessful tended to fall short on just one component, rather than both.

Overall, these results indicate that the proportions of candidates not achieving the standard after one attempt in 2025 were stable relative to the previous year, with only small year-to-year variation.

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	3,235	12.5
Candidates who did not achieve the numeracy standard	1,473	5.7
Candidates who did not achieve the literacy and the numeracy standard	756	3.2

3.5 Performance of resitting candidates

Table 27 summarises the performance of candidates who attempted the test more than once, overall and by subscale. As expected, candidates resitting the test achieved lower mean scale scores and lower pass rates than candidates who achieved the standard at their first attempt.

For candidates making a second attempt in 2025, mean scale scores were substantially lower than those observed for first-attempt candidates for both components. For Literacy, the 2,465 second-attempt candidates recorded a mean scale score of 107.2, compared with 116.7 for first-attempt candidates. For Numeracy, the 1,087 second-attempt candidates recorded a mean scale score of 111.1, compared with 126.8 for first-attempt candidates.

Table 27 also shows a declining pattern of performance across successive resits. For Literacy, pass rates decreased from 53.5% at the second attempt to 33.8% by the fifth attempt. For Numeracy, pass rates declined from 57.3% at the second attempt to 41.1% by the fifth attempt. This pattern indicates that as a group, candidates who do not achieve the standard after multiple attempts tend to experience diminishing rates of success with additional resits.

Performance by subscale shows different patterns across components. For Literacy subscales, mean scale scores for Reading and Technical skills of writing subscales were very similar for resitting candidates across all attempts. For Numeracy, mean scale scores on the calculator not available subscale were consistently lower than those observed for the other Numeracy subscales across all resit attempts. The consistently lower performance on the Numeracy calculator-not-available subscale suggests that this area may represent a particular challenge for candidates who require multiple attempts to meet the Numeracy standard.

Table 27: Resit candidate performance overall and by subscale

Component	Whole test and subscale	Second Attempt			Third Attempt			Fourth Attempt			Fifth Attempt		
		(Resit 1)			(Resit 2)			(Resit 3)			(Resit 4)		
		N	Mean	Pass Rate	N	Mean	Pass Rate	N	Mean	Pass Rate	N	Mean	Pass Rate
Literacy	Overall	2,465	107.2	53.5	1,061	106.3	45.1	570	106.1	40.9	314	105.5	33.8
	Reading		107.4			106.3			106.1			105.4	
	Technical skills of writing		106.8			106.2			106.0			105.7	
Numeracy	Overall	1,087	111.1	57.3	448	109.5	48.7	250	109.5	46.0	112	108.8	41.1
	Number & algebra		110.4			109.2			109.1			109.1	
	Measurement & geometry		111.1			109.3			110.1			109.0	
	Statistics & probability		112.2			110.5			109.6			108.5	
	Calculator available		111.7			110.3			109.9			109.1	
	Calculator not available		108.0			106.1			107.4			107.8	

Table 28 summarises the average change in scale scores between first and second attempts in 2025, grouped by the time elapsed between attempts. For both Literacy and Numeracy, the average increase in scale scores was similar across all time-interval categories, with very little variation according to the length of time between attempts.

For Literacy, mean scale score increases ranged from 4.3 to 5.3 scale score points, with an overall average increase of 4.9 scale score points. For Numeracy, mean scale score increases ranged from 5.0 to 6.3 scale score points, with an overall average increase of 5.7 scale score points. These results indicate that, on average, candidates improved their performance on their second attempt regardless of whether the time between attempts was short or long, with no clear gradient in score improvement associated with longer gaps between 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	4.7	5.0	4.3	5.3	4.9
Numeracy	6.1	5.2	5.0	6.3	5.7

Table 29 summarises the average in scale scores between candidates' first and second attempts in 2025, grouped by the proficiency band achieved on the second attempt. The Literacy and Numeracy scales have described proficiency scales, separated into bands.²⁴ While average scale score changes were positive overall for second-attempt candidates, the magnitude and direction of change varied substantially across proficiency bands.

Candidates whose second-attempt scores placed them below Band 1 showed average decreases in scale score between attempts, with mean changes of –6.2 scale score points for Literacy and –6.1 scale score points for Numeracy. This indicates that, on average, candidates in this group performed worse on their second attempt than on their first attempt.

Those candidates whose second attempt scores placed them in Band 1 recorded only small average increases in scale score with increases of 1.0 scale score points for Literacy and 2.0 scale score points for Numeracy).

In contrast, candidates who achieved the standard on their second attempt — that is, they achieved a score placing them in Band 2, Band 3, or above Band 3 — recorded substantially larger average increases in scale score. For both Literacy and Numeracy, the average score gains for these candidates exceeded the overall average increase observed across 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	-6.2	1.0	7.8	22.0	4.9
Numeracy	-6.1	2.0	7.9	25.7	5.7

²⁴ 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 candidates' the most recent LANTITE sitting, with candidates grouped by the calendar year of their most recent attempt and by the attempt number at which that sitting occurred. Only attempts made in the past five years (2021–2025) are shown in the table.

Across both components and all years shown, candidates whose most recent sitting was their first attempt recorded the highest pass rates. For Literacy, first-attempt pass rates remained high across the period 2021–2024 (between 97.2% and 99.0%) before declining to 92.2% in 2025. A similar pattern was observed for Numeracy, with first-attempt pass rates above 98% in 2021–2024 and 96.0% in 2025.

For candidates whose most recent sitting occurred at higher attempt numbers, pass rates declined progressively with increasing attempt number in each year. This pattern was evident for both Literacy and Numeracy, with sharper declines observed at higher attempt numbers. The effect is particularly pronounced in 2025, where candidates whose most recent sitting occurred at later attempts recorded substantially lower pass rates than those whose most recent sitting was an earlier attempt.

When considered at the aggregate level ("All" rows), overall pass rates based on most recent sitting remained high in 2021–2024 for both components, exceeding 96% in all years. In 2025, overall pass rates based on most recent sitting declined to 89.3% for Literacy and 94.6% for Numeracy, reflecting the larger proportion of candidates whose most recent sitting occurred at higher attempt numbers.

When considered alongside differences by attempt number, these results highlight the cumulative impact of repeated attempts on overall outcomes: while most candidates ultimately achieve the standard, candidates whose most recent sitting occurs at later attempts are less likely to have achieved the standard by that point in time.

Table 30: Pass rates based on most recent test sitting, 2021–2025, by year and attempt number²⁵

Component	Year	Attempt Number	Number of Unique Candidates	Standard Achieved	Standard Not Achieved	Pass Rate
Literacy	2021	1	19,154	18,933	221	98.8
		2	1,126	1,024	102	90.9
		3	415	312	103	75.2
		4	135	104	31	77.0
		5	36	23	13	63.9
		8	1	1	0	100.0
		All	20,867	20,397	470	97.7
	2022	1	17,566	17,391	175	99.0
		2	1,150	1,068	82	92.9
		3	397	331	66	83.4
		4	118	104	14	88.1
		5	35	27	8	77.1
		6	3	2	1	66.7
		All	19,269	18,923	346	98.2
	2023	1	15,921	15,738	183	98.9

²⁵ 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 2021–24 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
		2	1,109	1,035	74	93.3
		3	406	375	31	92.4
		4	202	187	15	92.6
		5	59	55	4	93.2
		6	8	8	0	100.0
		All	17,705	17,398	307	98.3
	2024	1	22,165	21,536	629	97.2
		2	1,304	1,193	111	91.5
		3	556	509	47	91.5
		4	292	264	28	90.4
		5	188	159	29	84.6
		6	107	92	15	86.0
		7	53	43	10	81.1
		8	11	9	2	81.8
		9	6	6	0	100.0
		All	24,682	23,811	871	96.5
	2025	1	24,655	22,735	1,920	92.2
		2	1,808	1,306	502	72.2
		3	693	476	217	68.7
		4	365	233	132	63.8
		5	193	106	87	54.9
		6	119	64	55	53.8
		7	70	39	31	55.7
		8	37	15	22	40.5
		9	30	13	17	43.3
		10	16	9	7	56.2
		11	10	4	6	40.0
		12	6	1	5	16.7
		13	3	1	2	33.3
		All	28,005	25,002	3,003	89.3
Numeracy	2021	1	19,054	18,803	251	98.7
		2	1,096	987	109	90.1
		3	439	357	82	81.3
		4	140	119	21	85.0
		5	36	29	7	80.6
		All	20,765	20,295	470	97.7
	2022	1	17,837	17,642	195	98.9
		2	1,020	945	75	92.6
		3	392	338	54	86.2
		4	113	101	12	89.4
		5	31	25	6	80.6
		6	2	2	0	100.0
		All	19,395	19,053	342	98.2
	2023	1	16,657	16,502	155	99.1

Component	Year	Attempt Number	Number of Unique Candidates	Standard Achieved	Standard Not Achieved	Pass Rate
		2	912	866	46	95.0
		3	382	352	30	92.1
		4	175	169	6	96.6
		5	37	35	2	94.6
		6	4	4	0	100.0
		7	1	1	0	100.0
		All	18,168	17,929	239	98.7
	2024	1	23,201	22,812	389	98.3
		2	800	729	71	91.1
		3	413	365	48	88.4
		4	199	178	21	89.4
		5	94	83	11	88.3
		6	33	25	8	75.8
		7	7	6	1	85.7
		8	3	3	0	100.0
		All	24,750	24,201	549	97.8
	2025	1	25,620	24,596	1,024	96.0
		2	814	596	218	73.2
		3	303	216	87	71.3
		4	178	115	63	64.6
		5	80	46	34	57.5
		6	38	21	17	55.3
		7	18	9	9	50.0
		8	15	9	6	60.0
		9	8	3	5	37.5
		10	2	2	0	100.0
		11	3	0	3	0.0
		All	27,079	25,613	1,466	94.6

4 Prospective students in 2025

This section reports the performance of prospective students who sat LANTITE in 2025. Prospective students are reported separately from candidates enrolled in initial teacher education programs, as their participation and testing context differ from the main candidate cohort.

From Test Window 2 of 2023, prospective students have been permitted to sit the LANTITE tests. A 'prospective student,' in the context of LANTITE, refers to an individual who are not currently enrolled in an accredited initial teacher education (ITE) program but seeks to demonstrate literacy and numeracy competence.

The inclusion of prospective students reflects policy decisions aimed at broadening access to the teaching profession by allowing individuals outside traditional ITE pathways to demonstrate readiness for entry. This approach is intended to expand the pool of potential teaching candidates and support workforce supply objectives.

4.1 Participation in 2025

Table 31 reports the number of prospective students who sat in each test window of 2025, by component. In total, 848 prospective student sittings were recorded across the four test windows.

Participation increased across the year, with the largest number of sittings occurring in Test Window 4. Most prospective students sat both Literacy and Numeracy, although a substantial number sat Literacy only or Numeracy only.

Table 31: Counts of prospective students sitting in each test window of 2025

Test	TW1	TW2	TW3	TW4	Total
Both literacy and numeracy	70	69	87	157	383
Literacy only	26	153	61	33	273
Numeracy only	25	21	37	109	192
Total sittings	121	243	185	299	848

4.2 Demographic characteristics

Table 32 summarises the demographic characteristics of all unique prospective student candidates in 2025. Across both components, the cohort was predominantly female (around 71%) and aged 17–25 years, although a notable proportion of candidates were aged over 25.

A relatively high proportion of prospective students reported English as a language other than their first (around 36–40% across components). Most candidates resided in metropolitan or regional areas, with very small numbers from remote or international locations.

Table 32: Demographic characteristics of all unique prospective student candidates in 2025

Characteristic	Category	Literacy		Numeracy	
		N	%	N	%
Gender	Female	442	71.5	399	70.9
	Male	176	28.5	164	29.1
	Indeterminate/intersex	0	0.0	0	0.0
Age	< 17	2	0.3	2	0.4
	17–25	367	59.4	323	57.4
	26–30	101	16.3	99	17.6
	31–35	50	8.1	53	9.4
	36–40	41	6.6	36	6.4
	41–45	29	4.7	22	3.9
	46+	28	4.5	28	5.0
English as a First Language	Yes	393	63.6	337	59.9
	No	225	36.4	226	40.1
Indigenous	No	599	96.9	541	96.1
	Yes	4	0.6	4	0.7
	Not disclosed	15	2.4	18	3.2
Residential Area	Metropolitan areas	484	78.3	460	81.7
	Regional areas	124	20.1	90	16.0
	Remote areas	2	0.3	4	0.7
	International	7	1.1	8	1.4
	Invalid or Missing	1	0.2	1	0.2

4.3 Registration history and test attempts

Table 33 shows prospective students by year of initial registration and number of test attempts. The majority of prospective students registered for LANTITE for the first time in 2024 or 2025, and most had made only one attempt at the time of reporting. A small number had attempted the tests in earlier years but were eligible to register as prospective students in 2024–25 due to changes in enrolment status.

Table 33: Prospective students by year of registration and total number of attempts²⁶

Domain	Year of registration	Number of unique candidates	Unique candidates who had ... attempts only (%)										
			1	2	3	4	5	6	7	8	9	10	11
Literacy	2016	7	0.0	0.0	14.3	14.3	42.9	0.0	14.3	0.0	14.3	0.0	0.0
	2017	30	0.0	6.7	6.7	13.3	36.7	23.3	13.3	0.0	0.0	0.0	0.0
	2018	22	0.0	4.5	18.2	45.5	13.6	9.1	4.5	4.5	0.0	0.0	0.0
	2019	9	0.0	11.1	11.1	44.4	0.0	22.2	11.1	0.0	0.0	0.0	0.0
	2020	11	0.0	45.5	18.2	9.1	18.2	0.0	0.0	9.1	0.0	0.0	0.0
	2021	4	0.0	0.0	25.0	50.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0
	2022	6	0.0	16.7	16.7	33.3	16.7	0.0	0.0	0.0	0.0	0.0	16.7
	2023	206	90.8	5.8	1.9	0.5	0.5	0.5	0.0	0.0	0.0	0.0	0.0
	2024	541	93.0	5.5	0.7	0.6	0.2	0.0	0.0	0.0	0.0	0.0	0.0
	2025	575	96.7	2.4	0.7	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2016–25	1,411	88.3	4.7	1.7	2.1	1.6	0.9	0.5	0.1	0.1	0.0	0.1
Numeracy	2016	8	0.0	12.5	12.5	12.5	25.0	37.5	0.0	0.0	0.0	0.0	0.0
	2017	24	0.0	4.2	8.3	45.8	20.8	12.5	8.3	0.0	0.0	0.0	0.0
	2018	16	0.0	12.5	18.8	37.5	6.2	12.5	12.5	0.0	0.0	0.0	0.0
	2019	11	0.0	36.4	9.1	45.5	9.1	0.0	0.0	0.0	0.0	0.0	0.0
	2020	12	0.0	16.7	33.3	25.0	16.7	0.0	8.3	0.0	0.0	0.0	0.0
	2021	4	0.0	0.0	25.0	75.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2022	6	0.0	66.7	16.7	0.0	0.0	16.7	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	0.0	0.0
	2024	458	96.9	2.2	0.7	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2025	533	98.9	0.8	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2016–25	1,278	91.4	2.7	1.5	2.4	0.9	0.7	0.4	0.0	0.0	0.0	0.0

²⁶ 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 2016-24 may differ slightly from those in technical reports from previous years. This is due to revisions to candidates' records that have been made retrospectively.

4.4 Pass rates by attempt number

Table 34 reports pass rates of prospective students by attempt number. Overall, 73.5% of prospective student Literacy sittings and 89% of Numeracy sittings resulted in achievement of the standard.

Pass rates declined with increasing attempt number for both components, a pattern that is consistent with that observed for currently enrolled ITE candidates.

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	79	83.5	205	79.0	124	82.3	166	75.3	574	79.3
	Attempt 2	6	33.3	7	14.3	9	44.4	9	55.6	31	38.7
	Attempt 3	2	50.0	3	33.3	5	0.0	6	16.7	16	18.8
	Attempt 4	0	-	1	0.0	4	25.0	4	50.0	9	33.3
	Attempt 5	5	40.0	3	100.0	1	100.0	2	0.0	11	54.5
	Attempt 6	3	0.0	1	0.0	1	0.0	2	50.0	7	14.3
	Attempt 7	1	100.0	1	0.0	2	50.0	0	-	4	50.0
	Attempt 8	0	-	0	-	1	0.0	0	-	1	0.0
	Attempt 9	0	-	0	-	0	-	1	0.0	1	0.0
	Attempt 10	0	-	1	0.0	0	-	0	-	1	0.0
	Attempt 11	0	-	0	-	1	0.0	0	-	1	0.0
	Total	96	75.0	222	75.2	148	73.6	190	70.5	656	73.5
Numeracy	Attempt 1	87	95.4	77	92.2	114	89.5	255	90.2	533	91.2
	Attempt 2	2	50.0	4	50.0	4	50.0	4	75.0	14	57.1
	Attempt 3	0	-	4	50.0	2	50.0	4	25.0	10	40.0
	Attempt 4	3	100.0	4	100.0	1	0.0	1	100.0	9	88.9
	Attempt 5	1	0.0	1	0.0	1	0.0	0	-	3	0.0
	Attempt 6	0	-	0	-	2	100.0	1	100.0	3	100.0
	Attempt 7	2	100.0	0	-	0	-	1	100.0	3	100.0
	Total	95	93.7	90	87.8	124	86.3	266	89.1	575	89.0

4.5 Performance on first attempt

Error! Not a valid bookmark self-reference. reports the mean scale scores achieved by prospective students on their first attempt in 2025. For both components, prospective students achieved lower mean scale scores than currently enrolled ITE candidates at their first attempt (see Table 22).

The difference was more pronounced for Literacy, with mean scale score of 113.4 for prospective students compared with 116.7 for enrolled ITE candidates at their first attempt, a difference of 3.3 scale score points.

For Numeracy, the difference was smaller (126.0 compared with 126.8).

This pattern was also reflected in first-attempt pass rates. For Literacy, 79.3% of prospective students achieved the standard on their first attempt, compared with 87.5% of currently enrolled ITE candidates. For Numeracy, first-attempt pass rates were 91.2% for prospective students and 94.3% for enrolled ITE candidates.

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	574	113.4	9.5	79.3
	Reading		113.4	9.5	
	Technical skills of writing		113.3	11.1	
Numeracy	Overall	533	126.0	12.3	91.2
	Number & algebra		126.3	14.0	
	Measurement & geometry		125.9	13.4	
	Statistics & probability		125.4	12.3	
	Calculator available		125.9	12.0	
	Calculator not available		125.5	16.7	

5 Phase 11 Trial Item Analysis

This section describes the trialling of new literacy and numeracy items conducted as part of Phase 11 test development. It outlines the inclusion of trial items in live test forms, reports summary statistics relating to item difficulty and targeting, and presents analyses examining differential item functioning across selected candidate groups.

5.1 In-test trialling

Following review by the Expert Groups, 95 literacy items and 94 numeracy items were trialled within the live test forms. Trial items were administered in small clusters (5-item clusters for Literacy, and for Numeracy, 4-item 'calculator available' clusters together with a 1-item 'calculator not available' cluster).

Candidates were not informed of the location of these trial items and responses to these items did not contribute to a candidates' scores. Items were trialled across multiple test windows until sufficient response data had been collected. This approach enabled the estimation of robust item parameters to support the selection of new, balanced item clusters for test refreshment in Test Window 3 and 4 of 2025.

5.2 Trial item analysis

Table 36 shows that the acceptable²⁷ Phase 11 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 11 trial items (seven literacy items and no numeracy items) were below Band 1 and may not be selected for the test.

Table 36: Distribution of Phase 11 trial items by Band

Achievable by candidates ...	Number of literacy items	Number of numeracy items
above Band 3	2	10
in Band 3: Clearly above the standard	12	40
in Band 2: At and above the standard	35	32
in Band 1: Below the standard	32	8
below Band 1	7	0
Total	88	90

²⁷ Note that some trial items were removed from each of the literacy and numeracy item calibrations during the Phase 11 trial analysis after review of their trial performance.

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.

Table 37 shows the number of Phase 11 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 age, items were identified as potentially favouring younger (17–25 years) and older (26+ years) candidates in broadly similar proportions, particularly for literacy. In numeracy, a small imbalance was observed, with more items favouring older candidates.

Only a small number of items showed DIF by course category. One literacy item and two numeracy items potentially favoured early childhood and primary candidates, with similarly low counts for secondary candidates, indicating minimal differentiation between course groups.

In terms of gender, more numeracy items were identified as potentially favouring female candidates, whereas literacy showed only one item potentially favouring each gender.

By program type, several literacy items were identified as potentially favouring undergraduate candidates compared with postgraduate candidates. In numeracy, fewer items displayed DIF overall, with two items favouring postgraduate candidates and one item favouring 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 11 trial items identified as exhibiting DIF

Group	Potentially favours	Number of literacy items	Number of numeracy items
Age	17–25 years	2	1
	26+ years	2	5
Course Category	Early childhood & primary	1	2
	Secondary	1	1
Gender	Female	1	3
	Male	1	2
Residential area	Metropolitan areas	3	0
	Regional and Remote areas	3	1
Program Type	Postgraduate	4	2
	Undergraduate	7	1

The detailed DIF analysis may be found in Appendix 4.

6 Phase 12 Test Development

This section outlines the processes undertaken in the development of new literacy and numeracy items for LANTITE. It describes key stages of item development, review, and preparation for inclusion in live testing.

During 2025/2026, ACER developed a set of new literacy and numeracy items. This cycle of test development is designated as 'Phase 12', being the twelfth cycle of new item development. All items were mapped to the Assessment Framework and were reviewed by the Expert Groups in February 2025. Items were to reviewer feedback.

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 2025 and Test Window 1 of 2026. A subset of these items will be selected to support test refreshment the test in 2027.

7 Conclusion

In 2025, LANTITE was administered for the second full year under the policy changes introduced in 2023, including the removal of limits on the number of test attempts and the inclusion of prospective students. The test was successfully delivered across four test windows in all Australian states and territories to approximately 29,800 candidates participating. Test administration outcomes, including performance by test centre location and remote proctoring, remained stable, supporting the comparability of results across delivery modes.

Ongoing test development and maintenance activities continued to support the integrity of the assessment. A further cycle of new Literacy and Numeracy items was successfully trialled enabling the test to be refreshed with item difficulty and targeting aligned to the revised Assessment Framework. Trial item analyses indicated that items were appropriately distributed across proficiency bands, enabling the construction of equivalent and balanced test clusters. Differential item functioning was found to be manageable providing confidence that refreshed forms can be assembled without introducing systematic bias. These findings support planned test refreshment in mid-2026.

Candidate performance patterns observed in 2025 were broadly consistent with those reported in previous years. For the candidates registering for the first time in 2025, 90.8% had achieved the Literacy standard and 95.5% had achieved the Numeracy standard by the end of the year.

Across the ten-year period from 2016 to 2025, outcomes remain strong. Of all candidates 96.3% have achieved the Literacy standard and 97.1% have achieved the Numeracy standard. Among the 201,755 candidates who presented for both components of the test during this period, 95.3% have achieved both standards, thereby meeting the requirements as specified in the test construct. Taken together, the 2025 results provide continued evidence that LANTITE is operating as intended: maintaining stable standards, supporting valid decisions, and enabling candidates to demonstrate the literacy and numeracy skills required for entry to the teaching profession.

8 Appendices

8.1 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 2025, 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	9,146	35.2	820	33.3	385	36.3	213	37.4	116	36.9	188	36.2
Regional	1,581	6.1	79	3.2	21	2.0	11	1.9	4	1.3	12	2.3
Remote	15,244	58.7	1,567	63.5	656	61.8	346	60.7	194	61.8	320	61.5
Total	25,971	100.0	2,466	100.0	1,062	100.0	570	100.0	314	100.0	520	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	9,170	35.2	299	27.5	126	28.1	79	31.5	36	31.9	51	37.0
Regional	1,563	6.0	42	3.9	20	4.5	2	0.8	3	2.7	6	4.3
Remote	15,336	58.8	747	68.7	303	67.5	169	67.3	74	65.5	81	58.7
Total	26,069	100.0	1,088	100.0	449	100.0	251	100.0	113	100.0	138	100.0

8.2 Appendix 2: Score frequency distributions

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

Scale Score	Frequency	Percentile Rank
49	1	0.0
60	1	0.0
61	2	0.0
67	1	0.0
69	1	0.0
74	1	0.0
76	1	0.0
77	1	0.0
81	1	0.0
86	3	0.1
87	4	0.1
88	4	0.1
89	4	0.1
90	7	0.1
91	10	0.2
92	25	0.3
93	39	0.4
94	34	0.5
95	48	0.7
96	82	1.0
97	103	1.4
98	126	1.9
99	142	2.5
100	189	3.2
101	228	4.1
102	262	5.1
103	401	6.6
104	405	8.2
105	580	10.4
106	529	12.5
107	593	14.7
108	832	17.9
109	896	21.4
110	862	24.7
111	951	28.4
112	1035	32.4
113	1091	36.6
114	1102	40.8
115	1140	45.2
116	1246	50.0
117	1247	54.8
118	1395	60.2
119	1279	65.1
120	875	68.5

Standard in 2017 TW3–4, 2018 to 2024

Scale Score	Frequency	Percentile Rank
121	805	71.6
122	1016	75.5
123	799	78.5
124	581	80.8
125	1005	84.7
126	462	86.4
127	656	89.0
128	373	90.4
129	544	92.5
130	185	93.2
131	469	95.0
132	229	95.9
133	90	96.2
134	282	97.3
135	128	97.8
136	34	97.9
137	88	98.3
138	141	98.8
139	74	99.1
140	22	99.2
141	31	99.3
142	11	99.4
143	33	99.5
144	46	99.7
145	21	99.7
146	19	99.8
147	2	99.8
154	14	99.9
155	18	99.9
156	6	100.0
157	5	100.0
158	2	100.0

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

Scale Score	Frequency	Percentile Rank
57	1	0.0
58	1	0.0
74	2	0.0
81	2	0.0
83	2	0.0
84	3	0.0
90	4	0.1
91	3	0.1
92	4	0.1
93	2	0.1
94	8	0.1
95	15	0.2
96	16	0.2
97	17	0.3
98	21	0.4
99	28	0.5
100	47	0.7
101	53	0.9
102	69	1.1
103	90	1.5
104	112	1.9
105	114	2.4
106	139	2.9
107	212	3.7
108	233	4.6
109	275	5.7
110	298	6.8
111	400	8.3
112	434	10.0
113	453	11.7
114	489	13.6
115	568	15.8
116	641	18.2
117	611	20.6
118	834	23.8
119	893	27.2
120	743	30.1
121	814	33.2
122	874	36.5
123	875	39.9
124	942	43.5
125	830	46.7
126	876	50.1
127	857	53.3
128	806	56.4
129	949	60.1

Standard in 2017 TW3–4, 2018 to 2024

Scale Score	Frequency	Percentile Rank
130	811	63.2
131	921	66.7
132	880	70.1
133	681	72.7
134	718	75.5
135	580	77.7
136	785	80.7
137	583	82.9
138	501	84.9
139	566	87.0
140	248	88.0
141	687	90.6
142	206	91.4
143	215	92.2
144	580	94.4
145	145	95.0
146	9	95.0
147	200	95.8
148	389	97.3
149	105	97.7
152	49	97.9
153	265	98.9
154	128	99.4
155	13	99.4
164	54	99.7
165	64	99.9
166	26	100.0

Table 42 shows the percentage of candidates who sat the test in 2025 for each of the three bands for both literacy and numeracy. For literacy, 56.0% of candidates who registered in 2025 and sat the literacy component in 2025 were located in Band 2: At or above the standard, while 31.6% were located in Band 3: Well above the standard or above Band 3. For numeracy, 34.2% were located in Band 2: At or above the standard, while 60.1% were located in Band 3: Well above the standard or above Band 3.

Table 42: Candidates attempting the test in 2025 by Band

Component	Year of Registration	No. of Unique Candidates	Below Band 1 (%)	Band 1 (%)	Band 2 (%)	Band 3 (%)	Above Band 3 (%)
Literacy	2025	25,971	0.3	12.2	56.0	28.9	2.7
	2025 plus the 2016–25 resitters	28,017	0.2	10.5	59.6	27.2	2.5
Numeracy	2025	26,069	0.2	5.5	34.2	43.0	17.1
	2025 plus the 2016–25 resitters	27,100	0.2	5.2	36.6	41.6	16.5

The distribution of candidate scale scores across the bands in 2025 was similar to that in 2024 for both literacy and numeracy.

8.3 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	4,520	80.0	4,123	89.8
	Male	1,438	85.3	1,317	96.8
	Indeterminate/intersex	10	100.0	7	100.0
Age	17–25	3,869	83.5	3,600	92.6
	26–30	790	81.1	711	90.6
	31–35	455	78.7	402	88.3
	36–40	345	71.6	301	89.0
	41–45	241	73.4	196	90.3
	46+	268	73.1	237	88.2
International Students	No	5,286	83.8	4,975	91.3
	Yes	682	61.9	472	94.1
English as a First Language	Yes	4,697	86.9	4,570	92.2
	No	1,271	60.3	877	88.0
Indigenous	No	5,729	81.3	5,225	91.5
	Yes	129	75.2	118	87.3
	Not disclosed	110	85.5	104	95.2
Residential Area	Metropolitan areas	4,838	80.3	4,381	90.8
	Regional areas	1,021	85.8	967	94.2
	Remote areas	48	87.5	43	90.7
	International	43	83.7	43	100.0
	Invalid or Missing	18	77.8	13	92.3
Program Type	Undergraduate	3,950	82.1	3,649	90.8
	Postgraduate	2,018	79.8	1,798	92.9
Program Type by Year Level	Undergraduate first year	591	85.3	601	93.7
	Undergraduate second year	1,137	82.2	1,042	91.8
	Undergraduate third year	1,291	84.3	1,181	92.1
	Undergraduate fourth year	791	77.7	704	86.9
	Undergraduate fifth year or above	140	70.7	121	78.5
	Postgraduate first year	936	85.4	912	96.5
	Postgraduate second year	801	76.8	658	90.6
	Postgraduate third year	105	70.5	84	90.5
	Postgraduate fourth year	94	74.5	75	84.0
	Postgraduate fifth year or above	82	63.4	69	79.7
Course Category	Early childhood	438	64.6	352	84.7
	Primary	2,546	80.6	2,324	90.6
	Secondary	2,246	86.1	2,054	95.2
	Special education	35	77.1	35	80.0
	Other	703	78.9	682	87.7

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

Characteristic	Category	Literacy		Numeracy	
		N	Pass Rate	N	Pass Rate
Gender	Female	6,399	80.0	5,692	90.4
	Male	2,375	86.1	2,108	97.0
	Indeterminate/intersex	12	100.0	12	100.0
Age	17–25	6,041	82.9	5,428	93.3
	26–30	1,095	81.2	986	90.0
	31–35	585	80.2	521	92.1
	36–40	448	76.3	369	86.4
	41–45	308	77.6	250	88.4
	46+	309	74.8	258	88.8
International Students	No	7,488	84.6	6,748	91.7
	Yes	1,298	64.8	1,064	94.8
English as a First Language	Yes	6,632	87.6	6,128	92.7
	No	2,154	63.5	1,684	90.1
Indigenous	No	8,422	81.8	7,496	92.2
	Yes	191	81.2	164	86.6
	Not disclosed	173	78.6	152	97.4
Residential Area	Metropolitan areas	7,229	81.4	6,456	92.2
	Regional areas	1,450	83.7	1,258	92.2
	Remote areas	74	77.0	69	84.1
	International	11	90.9	11	100.0
	Invalid or Missing	22	77.3	18	94.4
Program Type	Undergraduate	5,504	81.8	4,841	91.3
	Postgraduate	3,282	81.5	2,971	93.6
Program Type by Year Level	Undergraduate first year	2,160	85.4	1,844	94.9
	Undergraduate second year	1,296	79.8	1,172	90.8
	Undergraduate third year	1,298	82.5	1,182	91.8
	Undergraduate fourth year	579	76.7	521	83.3
	Undergraduate fifth year or above	171	63.7	122	70.5
	Postgraduate first year	2,432	85.9	2,314	96.8
	Postgraduate second year	578	69.7	426	82.2
	Postgraduate third year	96	70.8	80	87.5
	Postgraduate fourth year	85	60.0	71	76.1
	Postgraduate fifth year or above	91	71.4	80	83.8
Course Category	Early childhood	520	69.2	447	84.6
	Primary	3,275	80.0	2,918	89.9
	Secondary	3,756	86.0	3,459	95.5
	Special education	49	85.7	45	82.2
	Other	1,186	78.1	943	91.0

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

Characteristic	Category	Literacy		Numeracy	
		N	Pass Rate	N	Pass Rate
Gender	Female	5,378	78.4	4,870	89.0
	Male	1,760	84.7	1,566	96.6
	Indeterminate/intersex	8	100.0	9	100.0
Age	17–25	4,670	82.1	4,231	91.9
	26–30	931	76.8	834	89.0
	31–35	524	79.2	460	92.2
	36–40	417	76.5	381	86.9
	41–45	290	72.1	257	89.9
	46+	314	70.7	282	85.1
International Students	No	6,172	83.4	5,838	90.6
	Yes	974	58.4	607	93.2
English as a First Language	Yes	5,436	87.3	5,288	92.0
	No	1,710	56.8	1,157	85.7
Indigenous	No	6,830	80.2	6,155	90.9
	Yes	197	75.1	178	89.9
	Not disclosed	119	73.9	112	88.4
Residential Area	Metropolitan areas	5,707	78.7	5,102	90.4
	Regional areas	1,364	85.6	1,268	93.0
	Remote areas	54	75.9	56	80.4
	International	6	83.3	6	100.0
	Invalid or Missing	15	80.0	13	92.3
Program Type	Undergraduate	4,585	80.4	4,225	89.9
	Postgraduate	2,561	79.3	2,220	92.6
Program Type by Year Level	Undergraduate first year	2,075	84.3	2,010	93.5
	Undergraduate second year	898	77.7	784	88.8
	Undergraduate third year	1,061	81.5	920	90.4
	Undergraduate fourth year	447	68.7	424	78.1
	Undergraduate fifth year or above	104	62.5	87	71.3
	Postgraduate first year	1,815	84.9	1,629	95.4
	Postgraduate second year	525	65.0	388	86.6
	Postgraduate third year	69	69.6	60	78.3
	Postgraduate fourth year	78	60.3	69	82.6
	Postgraduate fifth year or above	74	71.6	74	82.4
Course Category	Early childhood	531	64.4	448	85.5
	Primary	2,891	80.2	2,668	88.9
	Secondary	2,695	84.9	2,396	94.9
	Special education	33	81.8	34	82.4
	Other	996	74.2	899	88.8

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

Characteristic	Category	Literacy		Numeracy	
		N	Pass Rate	N	Pass Rate
Gender	Female	6,529	79.0	6,091	88.2
	Male	2,457	85.4	2,293	96.6
	Indeterminate/intersex	14	92.9	16	100.0
Age	17–25	6,112	82.6	5,842	90.6
	26–30	1,134	79.0	1,029	91.3
	31–35	586	80.4	520	90.6
	36–40	467	76.0	412	91.3
	41–45	348	74.4	291	89.7
	46+	353	68.6	306	85.9
International Students	No	7,942	83.6	7,661	90.3
	Yes	1,058	60.1	739	92.3
English as a First Language	Yes	7,111	86.9	7,030	91.5
	No	1,889	58.0	1,370	85.2
Indigenous	No	8,594	81.0	8,021	90.5
	Yes	220	75.5	213	87.3
	Not disclosed	186	77.4	166	94.6
Residential Area	Metropolitan areas	7,269	79.7	6,685	89.8
	Regional areas	1,642	85.6	1,632	93.3
	Remote areas	70	82.9	66	86.4
	International	8	87.5	6	100.0
	Invalid or Missing	11	81.8	11	100.0
Program Type	Undergraduate	6,202	81.6	5,949	89.6
	Postgraduate	2,798	79.1	2,451	92.6
Program Type by Year Level	Undergraduate first year	3,698	83.7	3,772	91.4
	Undergraduate second year	886	77.3	751	88.1
	Undergraduate third year	1,102	82.7	977	89.3
	Undergraduate fourth year	402	74.4	355	80.3
	Undergraduate fifth year or above	114	60.5	94	71.3
	Postgraduate first year	2,082	83.6	1,928	94.8
	Postgraduate second year	471	66.2	331	85.5
	Postgraduate third year	75	62.7	53	92.5
	Postgraduate fourth year	80	68.8	62	80.6
	Postgraduate fifth year or above	90	64.4	77	79.2
Course Category	Early childhood	508	59.4	428	80.8
	Primary	3,715	80.2	3,467	88.1
	Secondary	3,440	85.3	3,194	95.2
	Special education	56	83.9	55	85.5
	Other	1,281	78.9	1,256	88.7

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 very slight decline in achievement of candidates with increasing year level. 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.

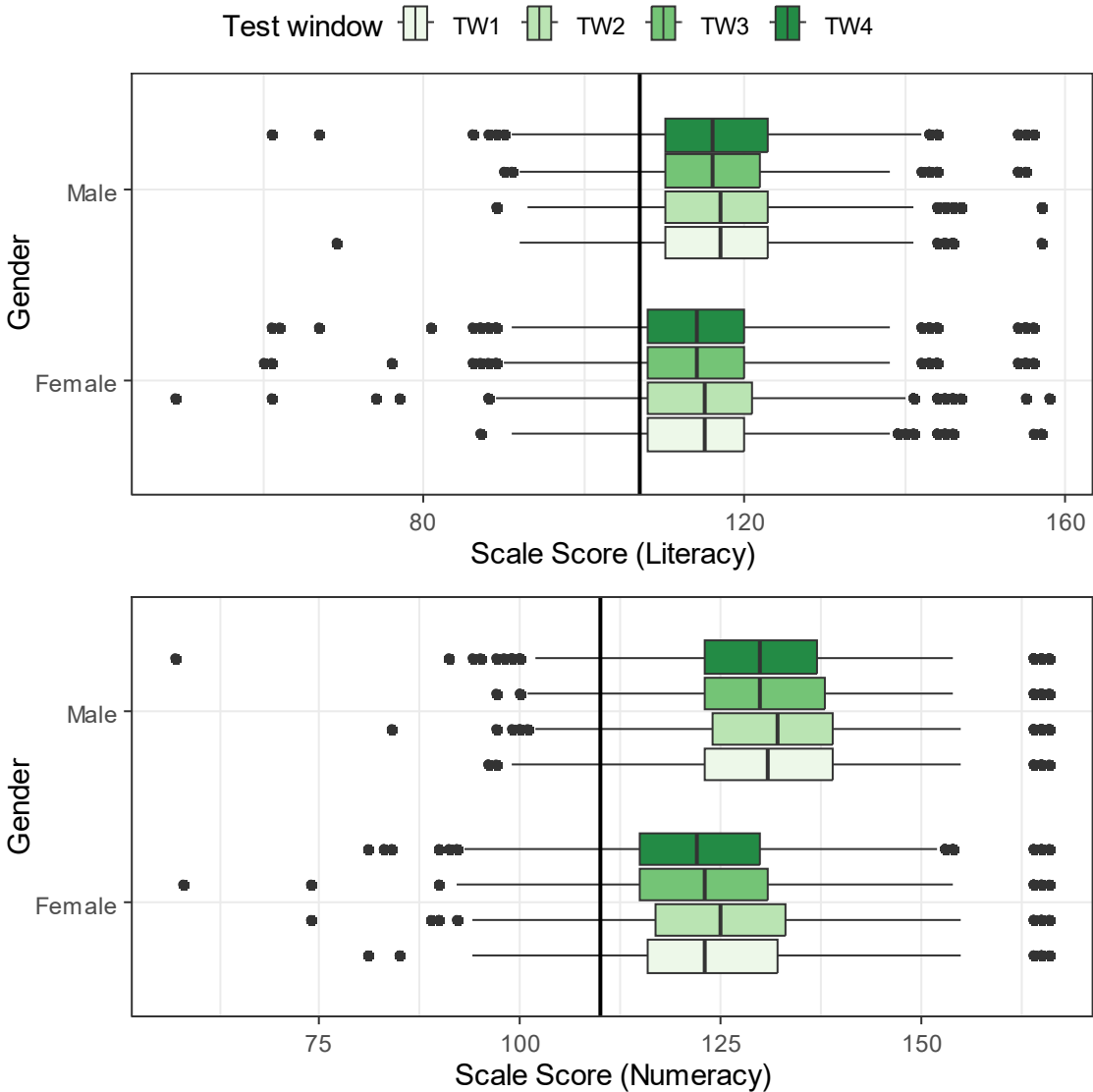


Figure 7: Score distributions by gender and test window, literacy and numeracy

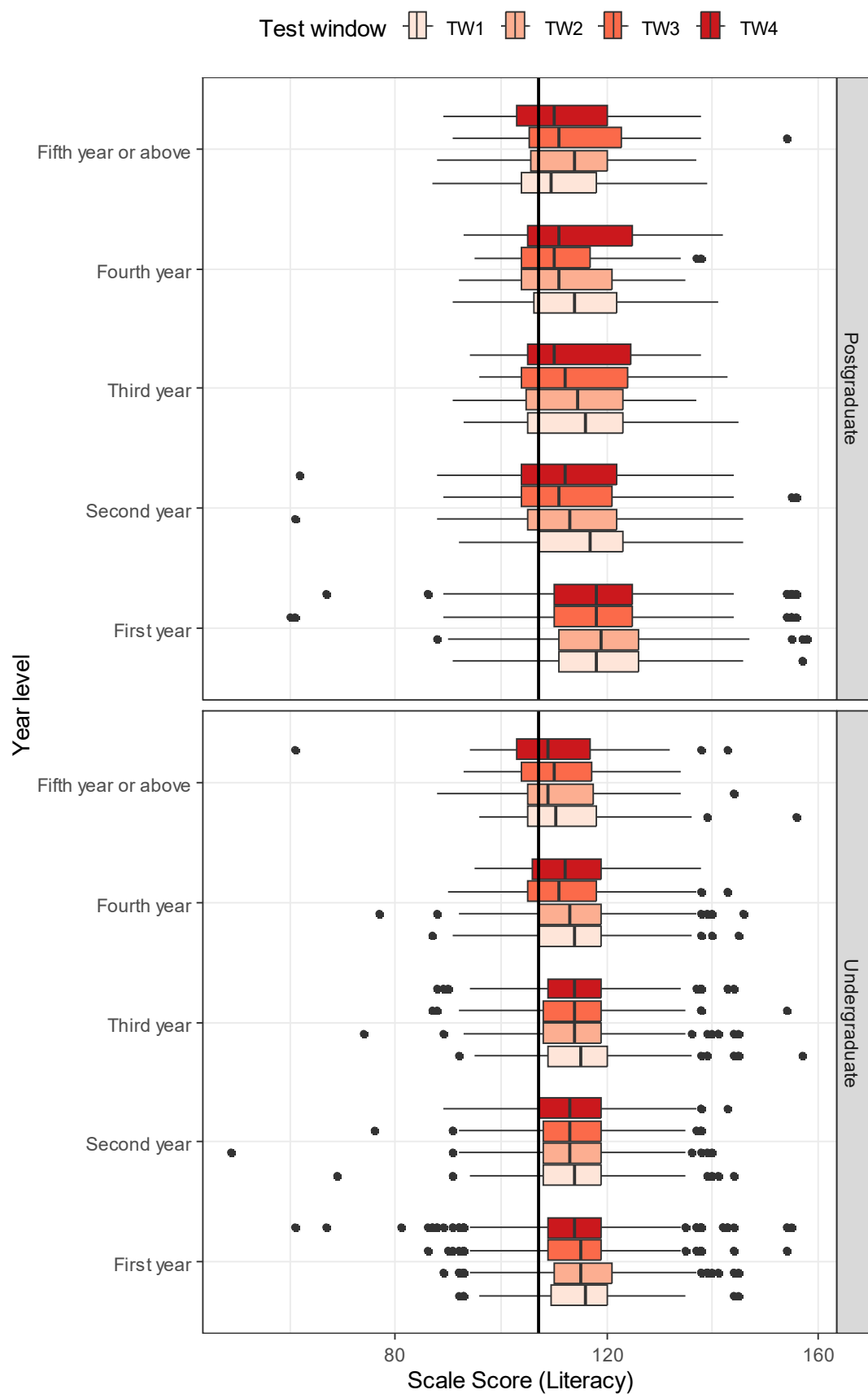


Figure 8: Score distributions by program type, year level and test window, literacy

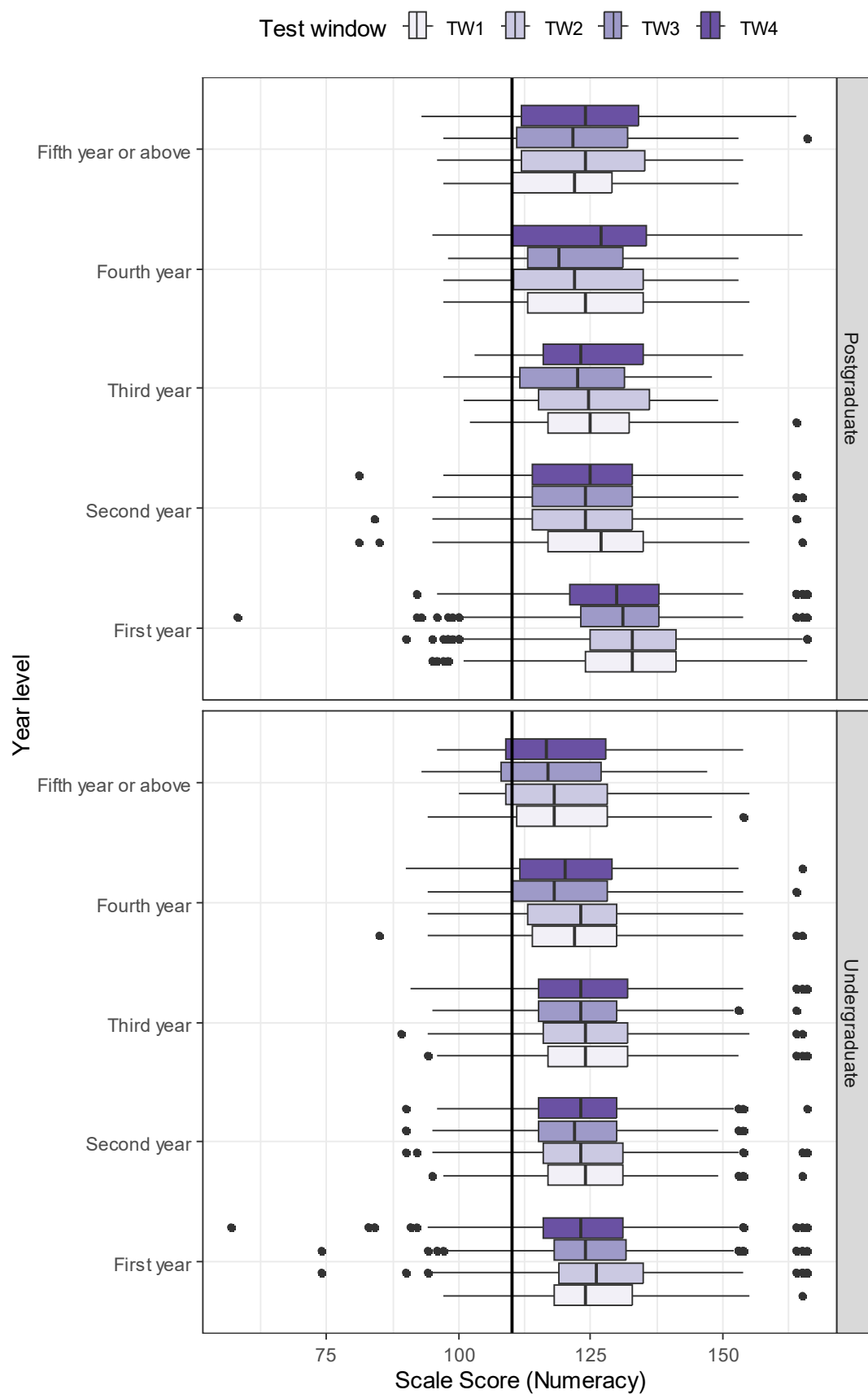


Figure 9: Score distributions by program type, year level and test window, numeracy

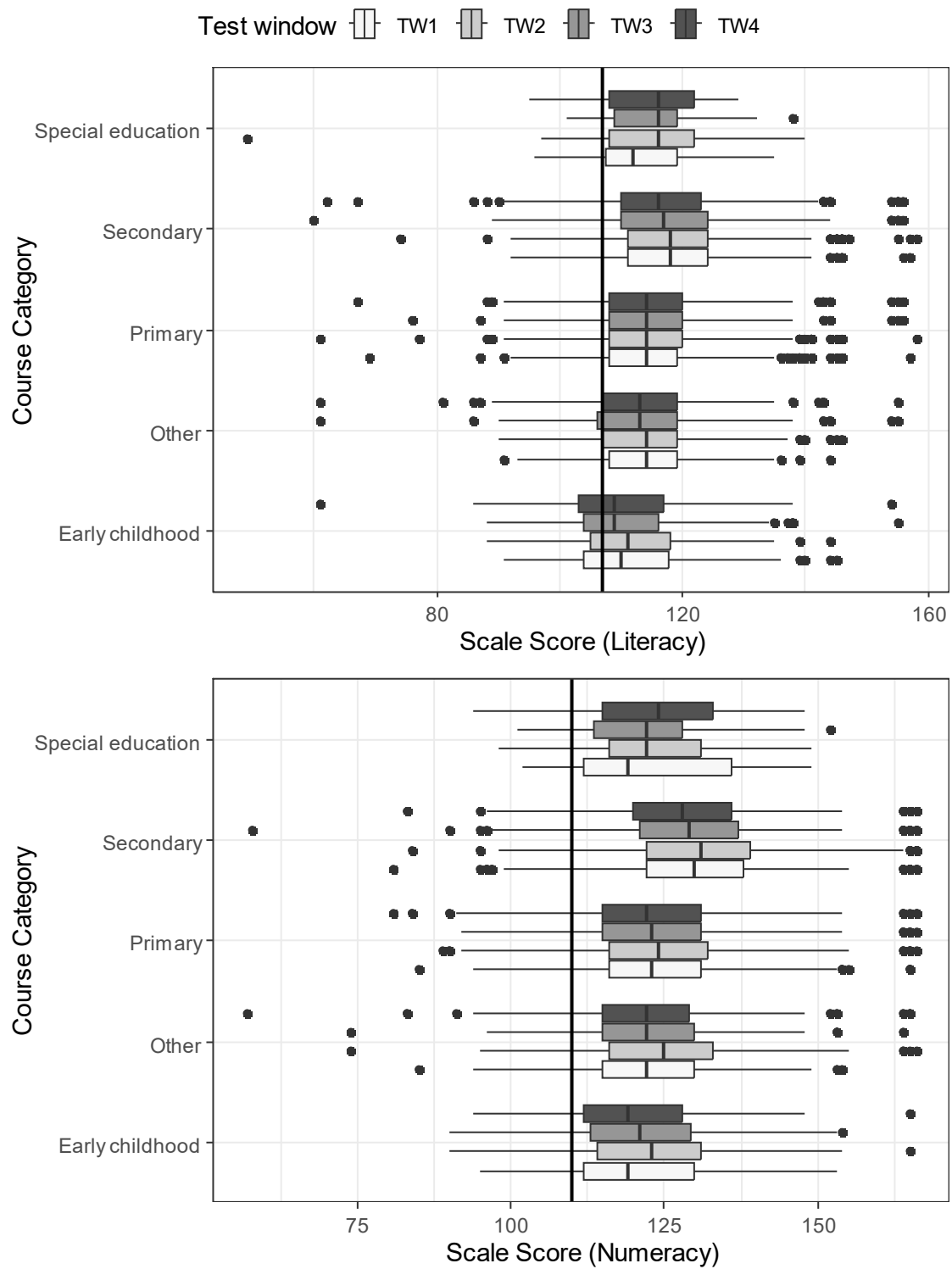


Figure 10: Score distributions by course category and test window, literacy and numeracy

8.4 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.

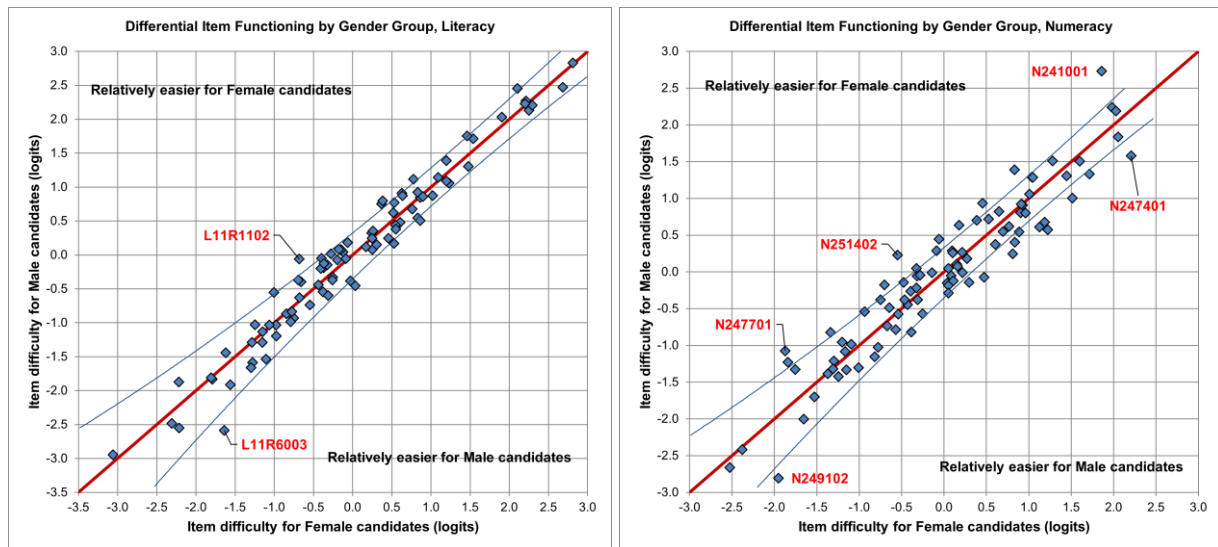


Figure 11: DIF analysis summary plot of trial items by gender, literacy and numeracy

As shown in Figure 11, several trial items lie outside the confidence intervals and are therefore flagged for potential differential item functioning; these items are listed in Table 47.

For literacy, of the 88 Phase 11 trial items, two items were identified as exhibiting DIF by gender, with one item potentially favouring female candidates and one item potentially favouring male candidates. For numeracy, of the 90 trial items, five items were identified as exhibiting DIF by gender. Three of these items potentially favoured female candidates and two items potentially favoured male candidates.

Table 47: Phase 11 trial items potentially exhibiting DIF by gender

Domain	Sub-domain	Item ID	Diff. (logits)	Std. diff.	chi-squared test	Group favoured
Literacy	R	L11R6003	0.94	2.71	7.33, $p = 0.007$	Male
Literacy	R	L11R1102	-0.62	-3.30	10.87, $p = 0.001$	Female
Numeracy	NA,CNA	N249102	0.85	2.08	4.33, $p = 0.037$	Male
Numeracy	NA,CNA	N251402	-0.78	-4.54	20.62, $p < 0.001$	Female
Numeracy	MG,CNA	N247401	0.63	5.32	28.28, $p < 0.001$	Male
Numeracy	MG,CNA	N241001	-0.87	-5.14	26.40, $p < 0.001$	Female
Numeracy	MG,CNA	N247701	-0.80	-3.29	10.80, $p = 0.001$	Female

Figure 12 shows the DIF plots for age groups (17–25-year-olds compared to 26+-year-olds). There are 10 items outside the confidence interval limits for both literacy and numeracy.

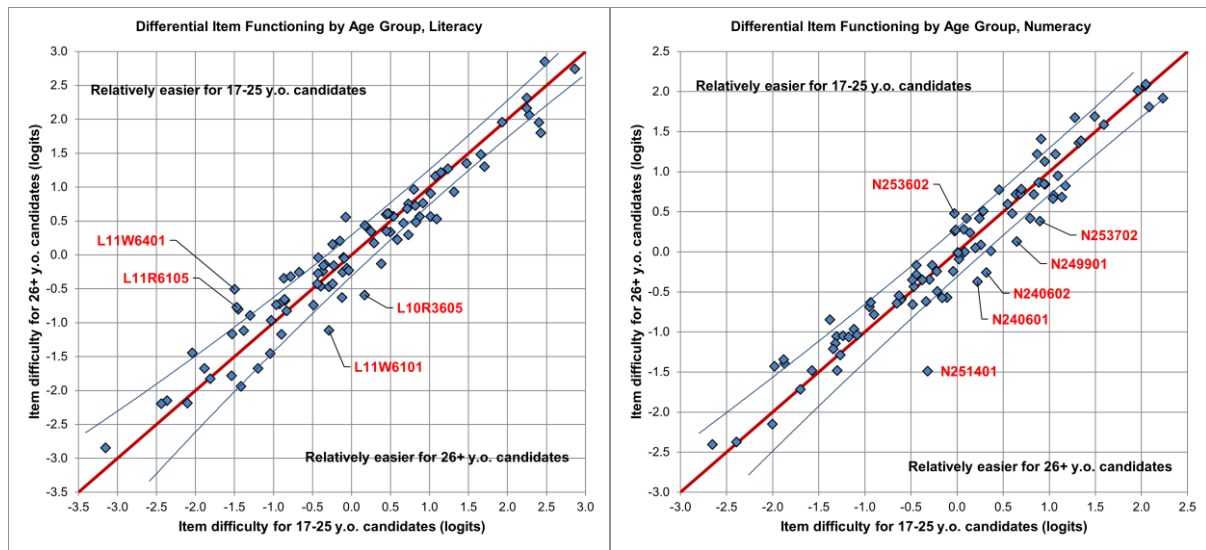


Figure 12: DIF analysis summary plot of trial items by age group, literacy and numeracy

Table 48 presents the Phase 11 trial items identified as potentially exhibiting differential item functioning (DIF) by age group. Among the four literacy items showing age-related DIF, two items potentially favoured candidates aged 26 years and over, and two items potentially favoured candidates aged 17–25 years. For numeracy, six trial items exhibited age-related DIF, with five items potentially favouring candidates aged 26 years and over and one item potentially favouring candidates aged 17–25 years.

Table 48: Phase 11 trial items potentially exhibiting DIF by age group

Domain	Sub-domain	Item ID	Diff. (logits)	Std. diff.	chi-squared test	Group favoured
Literacy	R	L10R3605	0.76	4.86	23.66, $p < 0.001$	26+ y.o.
Literacy	R	L11R6105	-0.70	-3.29	10.82, $p = 0.001$	17-25 y.o.
Literacy	TSW	L11W6101	0.82	4.47	20.01, $p < 0.001$	26+ y.o.
Literacy	TSW	L11W6401	-0.99	-5.00	24.95, $p < 0.001$	17-25 y.o.
Numeracy	MG,CNA	N251401	1.17	6.01	36.07, $p < 0.001$	26+ y.o.
Numeracy	MG,CNA	N249901	0.52	3.60	12.99, $p < 0.001$	26+ y.o.
Numeracy	MG,CNA	N253602	-0.51	-3.37	11.33, $p = 0.001$	17-25 y.o.
Numeracy	NA,CA	N240601	0.59	3.47	12.05, $p = 0.001$	26+ y.o.
Numeracy	NA,CA	N240602	0.57	3.53	12.47, $p < 0.001$	26+ y.o.
Numeracy	NA,CNA	N253702	0.51	3.46	11.94, $p = 0.001$	26+ y.o.

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

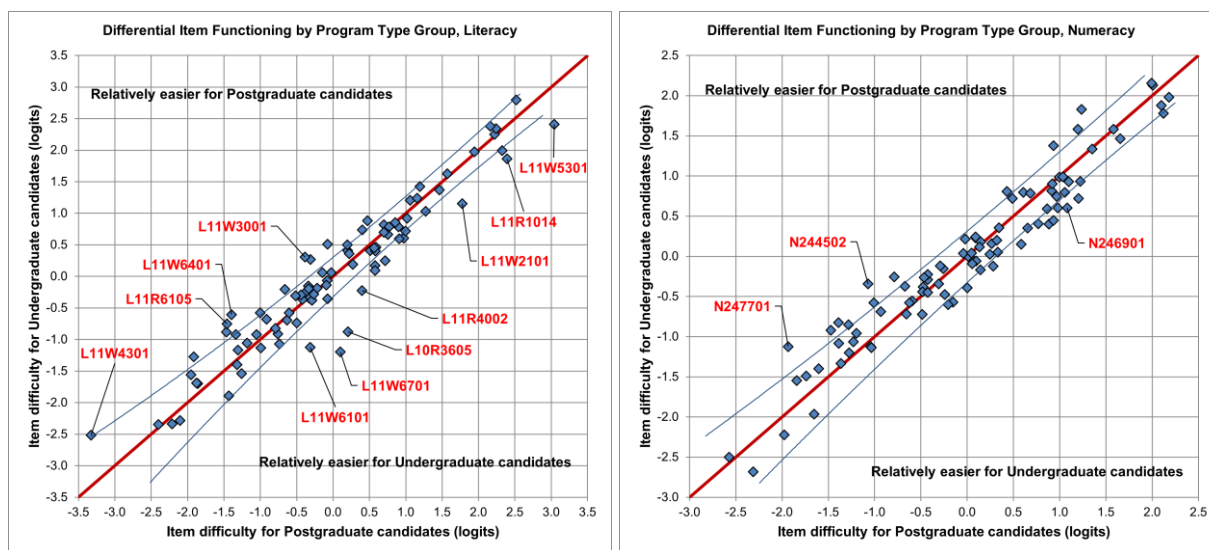


Figure 13: DIF analysis summary plot of trial items by program type, literacy and numeracy

Table 49 lists the Phase 11 trial items identified as potentially exhibiting differential item functioning (DIF) by program type. Among the four literacy items that potentially favoured postgraduate candidates, one assessed Reading and three assessed Technical Skills of Writing. Of the seven literacy items that potentially favoured undergraduate candidates, three assessed Reading and four assessed Technical Skills of Writing.

For numeracy, three items were identified as exhibiting DIF by program type, with all three items potentially favouring postgraduate candidates. Two of these were calculator-not-allowed items, and the remaining item was from the number and algebra content area, indicating that program-type DIF in numeracy was confined to a small number of calculator-not-allowed items.

Table 49: Phase 11 trial items potentially exhibiting DIF by program type

Domain	Sub-domain	Item ID	Diff. (logits)	Std. diff.	chi-squared test	Group favoured
Literacy	R	L10R3605	1.08	6.10	37.20, $p < 0.001$	Undergraduate
Literacy	R	L11R4002	0.62	4.15	17.19, $p < 0.001$	Undergraduate
Literacy	TSW	L11W4301	-0.81	-1.98	3.92, $p = 0.048$	Postgraduate
Literacy	R	L11R1014	0.53	3.61	13.01, $p < 0.001$	Undergraduate
Literacy	TSW	L11W3001	-0.69	-4.45	19.81, $p < 0.001$	Postgraduate
Literacy	R	L11R6105	-0.71	-3.27	10.70, $p = 0.001$	Postgraduate
Literacy	TSW	L11W6101	0.81	4.19	17.52, $p < 0.001$	Undergraduate
Literacy	TSW	L11W6401	-0.79	-3.91	15.33, $p < 0.001$	Postgraduate
Literacy	TSW	L11W2101	0.62	4.53	20.53, $p < 0.001$	Undergraduate
Literacy	TSW	L11W5301	0.63	4.03	16.21, $p < 0.001$	Undergraduate
Literacy	TSW	L11W6701	1.30	6.78	45.91, $p < 0.001$	Undergraduate
Numeracy	NA,CA	N246901	0.48	3.03	9.19, $p = 0.002$	Undergraduate
Numeracy	MG,CNA	N244502	-0.73	-4.11	16.89, $p < 0.001$	Postgraduate

Domain	Sub-domain	Item ID	Diff. (logits)	Std. diff.	chi-squared test	Group favoured
Numeracy	MG,CNA	N247701	-0.81	-3.59	12.90, $p < 0.001$	Postgraduate

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

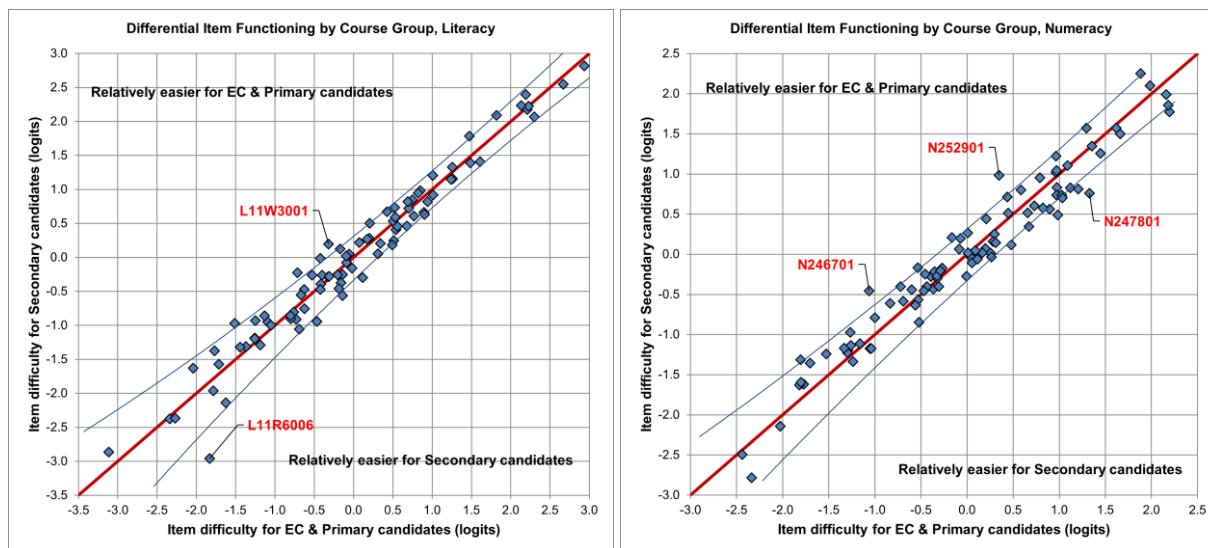


Figure 14: DIF analysis summary plot of trial items by course category, literacy and numeracy

For literacy, Figure 14 shows that two items were identified as potentially exhibiting differential item functioning (DIF) by course category. One item potentially favoured Secondary candidates, while the other favoured Early Childhood and Primary candidates. For numeracy, three items were identified as exhibiting course-category DIF, with two items favouring Early Childhood and Primary candidates and one item favouring Secondary candidates.

Table 50 lists the Phase 11 trial items identified as potentially exhibiting DIF by course category. Of the three numeracy items, all were Measurement and Geometry items, with two potentially favouring Early Childhood and Primary candidates and one potentially favouring Secondary candidates.

Table 50: Phase 11 trial items potentially exhibiting DIF by course category

Domain	Sub-domain	Item ID	Diff. (logits)	Std. diff.	chi-squared test	Group favoured
Literacy	R	L11R6006	1.13	2.96	8.76, $p = 0.003$	Secondary
Literacy	TSW	L11W3001	-0.51	-3.18	10.10, $p = 0.001$	EC & Primary
Numeracy	MG,CNA	N252901	-0.63	-4.20	17.68, $p < 0.001$	EC & Primary
Numeracy	MG,CNA	N246701	-0.61	-3.38	11.41, $p = 0.001$	EC & Primary
Numeracy	MG,CA	N247801	0.57	3.44	11.84, $p = 0.001$	Secondary

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

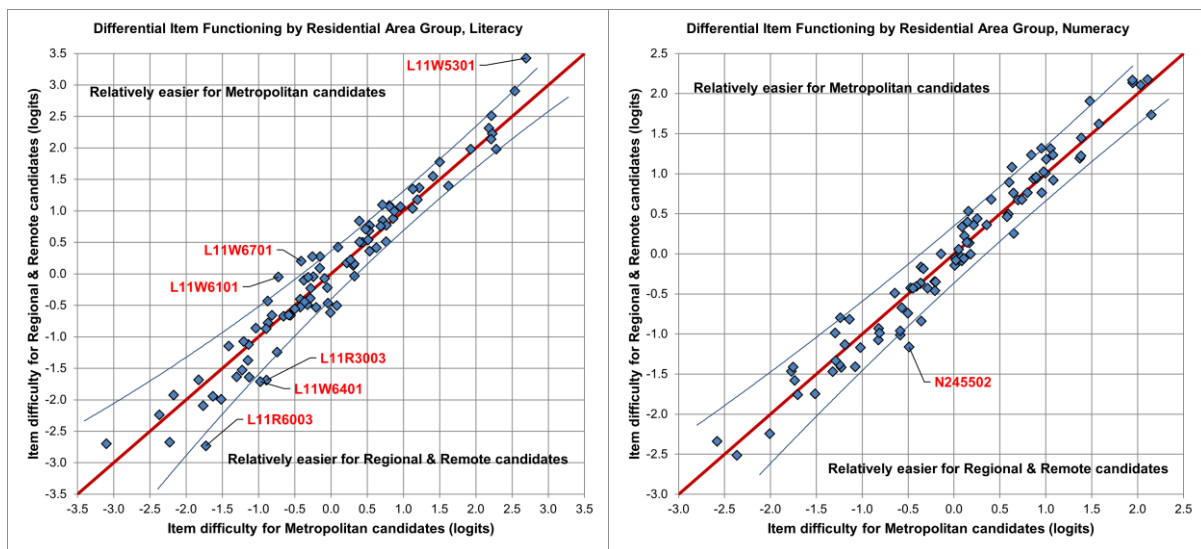


Figure 15: DIF analysis summary plot of trial items by residential area, literacy and numeracy

Table 51 summarises the Phase 11 trial items identified as potentially exhibiting differential item functioning (DIF) by residential area. In literacy, six items exhibited DIF, with three items potentially favouring candidates from metropolitan areas and three items potentially favouring candidates from regional and remote areas.

In numeracy, only one item was identified as exhibiting DIF, and this item potentially favoured candidates from regional and remote areas.

Table 51: Phase 11 trial items potentially exhibiting DIF by residential area

Domain	Sub-domain	Item ID	Diff. (logits)	Std. diff.	chi-squared test	Group favoured
Literacy	R	L11R6003	1.00	2.13	4.54, p = 0.033	Regional & Remote
Literacy	R	L11R3003	0.80	2.62	6.85, p = 0.009	Regional & Remote
Literacy	TSW	L11W6101	-0.68	-3.46	11.94, p = 0.001	Metropolitan
Literacy	TSW	L11W6401	0.74	2.13	4.52, p = 0.033	Regional & Remote
Literacy	TSW	L11W5301	-0.73	-3.39	11.46, p = 0.001	Metropolitan
Literacy	TSW	L11W6701	-0.62	-3.20	10.23, p = 0.001	Metropolitan
Numeracy	SP,CNA	N245502	0.67	3.03	9.18, p = 0.002	Regional & Remote

As shown in Table 52, eight literacy items and one numeracy item were identified as potentially exhibiting differential item functioning (DIF) across more than one subgroup analysis.

Table 52: Phase 11 trial items exhibiting DIF in more than one subgroup analysis

Domain	Sub-domain	Item ID	Groups favoured
Literacy	R	L10R3605	26+ y.o.& Undergraduate
Literacy	R	L11R6003	Male & Regional & Remote
Literacy	R	L11R6105	17-25 y.o.& Postgraduate
Literacy	TSW	L11W3001	EC & Primary & Postgraduate
Literacy	TSW	L11W5301	Metropolitan & Undergraduate
Literacy	TSW	L11W6101	26+ y.o.& Metropolitan & Undergraduate
Literacy	TSW	L11W6401	17-25 y.o. & Regional & Remote & Postgraduate
Literacy	TSW	L11W6701	Metropolitan & Undergraduate
Numeracy	MG,CNA	N247701	Female & Postgraduate