



# National Assessment Program

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## **Civics and Citizenship 2024**

Public Report

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# Acknowledgement of Country

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# NAP–Civics and Citizenship Working Group members

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Listed below are the main working group members representing the Australian Government, jurisdictions and school sectors. These members have made a valuable contribution to the project throughout the development, implementation and reporting phase.

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### Tasmania

Wendy Frost

### Victoria

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### Western Australia

Carolyn Fleischer

# List of acronyms

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Acronym	Full form
AC	Australian Curriculum
AC: CC	Australian Curriculum: Civics and Citizenship
AC: HASS	Australian Curriculum: Humanities and Social Sciences
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACER	Australian Council for Educational Research
ASGS	Australian Statistical Geography Standard
IEA	International Association for the Evaluation of Educational Achievement
KPM	Key Performance Measure
NAP	National Assessment Program
NAPLAN	National Assessment Program – Literacy and Numeracy
NAP–CC	National Assessment Program – Civics and Citizenship
NAP–ICTL	National Assessment Program – Information and Communication Technology Literacy
NAP–SL	National Assessment Program – Science Literacy
SEIFA – IEO	Socio-Economic Indexes for Areas – Index of Education and Occupation
SRC	Student Representative Council

## Terms used in this report

Term	Definition
Assessment platform	The online National Assessment Platform enables the online delivery of National Assessment Program events including NAP–CC, NAP–SL and NAPLAN.
Confidence interval	An estimate derived from a sample is subject to uncertainty because the sample may not reflect the population precisely. The extent to which this variation exists is expressed as the confidence interval. The 95% confidence interval is the range within which the estimate of the statistic based on repeated sampling would be expected to fall for 95 of 100 samples that might have been drawn. Confidence intervals are provided in each of the data tables in this report.
Correlation coefficient	A statistical measure that indicates the degree to which 2 variables are related. The values range between -1.0 (a perfect negative correlation) and 1.0 (a perfect positive correlation). A coefficient of 0.0 shows no linear relationship between the 2 variables being studied.
Effect size	The difference between group means divided by the standard deviation. Effect size provides a comparison of the difference in average scores between 2 groups with reference to the degree to which the scores vary within the groups. When the effect size is large, it means that the difference between average scores is large relative to the spread of the scores. The difference could therefore be considered “important”. Conversely, when the effect size is small, it means that the observed difference is relatively small compared with the spread of the scores and thus arguably less “important”.
Exempt	Students with very limited English language proficiency and students with significant intellectual or functional disabilities may be exempted from NAP sample testing.
Geographic location	The Australian Statistical Geography Standard (ASGS) Remoteness Structure is used to classify relative geographic remoteness across Australia. In this report, the 5 classes (major cities, inner regional, outer regional, remote and very remote) are collapsed into 3 classes (major cities, regional and remote) for the purposes of classifying the remoteness of individual schools.
Indigenous status	A student’s Indigenous status refers to whether a student identifies as being of First Nations Australian Aboriginal and/or Torres Strait Islander origin. The term “origin” is considered to relate to people’s First Nations Australian Aboriginal or Torres Strait Islander descent and for some, but not all, their cultural identity. A student who identifies as a First Nations Australian student is also considered to be of Aboriginal and/or Torres Strait Islander origin.
Jurisdiction	For the purposes of this report, jurisdiction refers to all 3 educational sectors (government, Catholic and independent) that sit within an Australian state or territory. The state/territory level is the most granular level of analysis undertaken for the purposes of NAP sample reporting.

Term	Definition
Locked Down Browser	A secure test player in which students take NAP online tests. It is designed to prevent access to all other applications, tools such as spellcheck, web pages and software while the student is taking the test.
Language other than English spoken at home	A language other than English spoken in the home by a student. If a student speaks more than one language other than English at home, the language other than English the student speaks most often is reported.
Limited assessment language proficiency	The student is unable to read or speak the language of the assessment and would not be expected to overcome the language barrier in the assessment situation. Typically, a student who had received less than one year of instruction in the language of the assessment would be excluded.
NAP–CC Assessment Framework	The overarching assessment design that describes the content to be assessed, the cognitive engagement that is expected of students, the types of assessment items, contextual information and overall structure of the assessment.
NAP–CC scale	A continuous scale that provides a measure of student achievement in civics and citizenship.
Parental education	The highest level of school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained. For the purposes of this report, where a student has parental education data for 2 parents/guardians, the higher of the 2 values is used.
Parental occupation	The occupation group that includes the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, the occupation group that reflects their main job is reported. For the purposes of this report, where a student has parental occupation data for 2 parents/guardians, the higher of the 2 values is used.
Percentage	A number or ratio that can be expressed as a fraction of 100. In this report, the percentages of students represented in the tables have been rounded and may not always sum to 100.
Percentage point	The unit of measurement used to describe the difference between 2 percentages.
Proficiency level	A defined range of the NAP–CC scale that describes the knowledge and competencies that students at that level are capable of successfully demonstrating.
Proficient standard	A point on the scale that represents a “challenging but reasonable” expectation of student achievement at that year level.
Rasch Item Response Theory	The Rasch model of Item Response Theory is a psychometric model for analysing categorical data. It is the chosen model of analysis for cognitive and contextual data across all NAP sample assessments.

Term	Definition
Response rate	Response rates are the percentages of sampled students that participated in the assessment. Response rates are calculated as the number of assessed students from whom data were recorded as a percentage of the total number of sampled students in the year level.
Sample	A subset of a population selected so that reliable and unbiased estimates of statistics for the full population can be inferred.
Sector	The 3 educational sectors of government, Catholic and independent. All schools throughout Australia belong to one of these 3 school sectors. It is important to note that student responses for NAP sample assessments, in their most disaggregated form, are not analysed or reported by sector but are instead examined at the jurisdictional level.
Severe functional disability	A moderate to severe permanent physical disability that severely limits a student's capacity to participate in the test.
Severe intellectual disability	A mental or emotional disability and/or cognitive delay that severely limits a student's capacity to participate in the test.
Significant	In this report, the term significant refers only to differences that are statistically significant. The significant difference is the likelihood of a difference being a true reflection of the measured outcomes rather than the result of chance. Once a difference has been identified as statistically significant, the size of this difference (ranging from a small to very large effect size) can be considered.
Standard deviation	A measure of variability or dispersion in student scores from the mean (or average).
Test form	A collection of selected items sequenced, balanced and grouped together to measure a student's knowledge, skills and understanding of a subject area.
Trend item	An item (test question) used in at least one of the previous NAP–CC assessment cycles.

# Foreword

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In order to monitor and report on civics and citizenship education in Australia, the National Assessment Program – Civics and Citizenship (NAP–CC) was introduced in 2004. The assessment is conducted once every 3 years and administered under the auspices of the Education Ministers Meeting. There is, however, a 5-year gap between the 2019 and 2024 cycles. The 2022 assessment was postponed because of the impact of COVID-19.

NAP–CC is taken by a representative sample of Year 6 and Year 10 students across Australia. It addresses areas such as Australia’s civic institutions, its system of government, the rights and obligations of Australian citizens, and the tenets of democracy that underpin Australia’s multicultural society. The NAP–CC assessment was implemented following a highly regarded and recognised set of processes, procedures, and standards for test development and delivery. This approach ensures that the data collection process is robust, resulting in a dataset that is both valid and reliable.

The NAP–CC 2024 report provides a snapshot of student achievement in civics and citizenship at national and jurisdictional levels, as well as reporting on trends in civics and citizenship achievement of Australian students over time. Data is also disaggregated for Australia’s states and territories and their various subgroups as well as the relative performance of students of different gender, Indigeneity, geolocation and parental education/occupation.

At a national level, the 2024 assessment found a substantial drop in the level of achievement. At both Years 6 and 10, the percentage of students achieving the proficient standard has declined significantly compared to the previous cycle of the NAP–CC assessment. In addition, this is the lowest percentage of students achieving the proficient standard at either year level since the assessment began.

It is important to note that most students from both year levels tested still tended to rate most citizenship behaviours – obeying the law, learning about Australia’s history, voting in elections – as important. Additionally, students expressed high levels of agreement regarding positive attitudes towards First Nations Australian cultures.

Overall, the report provides valuable information for policymakers in education, including ministers, senior education officials, as well as school leaders and teachers and all those committed to improving educational outcomes for all young Australians.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) acknowledges the principals, teachers and students at government, Catholic and independent schools across Australia who participated in the field trial and main study of the NAP–CC 2024 assessment. ACARA also acknowledges the collaborative efforts of Australia’s jurisdictional subject specialists, state and territory liaison officers, and the project staff at the Australian Council for Educational Research in the development, implementation and reporting of this important national assessment program.

I commend this report to ministers, senior education officials, educational policymakers, researchers, teachers and the education community at large.

**Derek Scott**

Board Chair

Australian Curriculum, Assessment and Reporting Authority

# Executive summary

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## Introduction

This report documents the findings of the seventh National Assessment Program – Civics and Citizenship (NAP–CC) assessment cycle, which was conducted in May 2024. It includes comparisons, where appropriate, with findings from previous NAP–CC assessment cycles.

To access editions of this report for the previous 6 cycles, visit

<https://www.nap.edu.au/nap-sample-assessments/results-and-reports>

## Context

The NAP–CC assessment is one of 3 national sample assessments developed and managed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) under the auspices of the Education Ministers Meeting. Together with the NAP–Science Literacy (NAP–SL) and the NAP–Information and Communication Technology Literacy (NAP–ICT Literacy) assessments, the NAP–CC assessment supports the measurement of progress towards the goals set out in 2019 Alice Springs (Mparntwe) Education Declaration.

The first collection of data for NAP–CC occurred in 2004, with subsequent cycles of the assessment conducted on a rolling 3-yearly basis in 2007, 2010, 2013, 2016 and 2019. Due to disruptions caused by the COVID-19 pandemic, a 5-year gap exists between the 2019 and 2024 cycles of NAP–CC.

## What is assessed in NAP–CC?

The NAP–CC assessment measures the civics and citizenship knowledge and understanding and skills of Year 6 and Year 10 students across Australia. It is designed to measure students' cognitive competencies in civics and citizenship, including their knowledge of democratic principles, the Australian political system, and related historical contexts. The assessment also evaluates students' capacity to apply this knowledge to engage with and participate in civic processes.

## Assessment instrument

The 2024 NAP–CC assessment instrument comprised 181 new items and 74 trend items distributed across 24 test forms. Year 6 students were required to complete one of 12 test forms, each containing 39 items, under a time constraint of 60 minutes. Year 10 students responded to one of 12 test forms, containing between 41 and 43 items, under a time constraint of 75 minutes.

The assessment items were aligned with the relevant strands and sub-strands of the Australian Curriculum: HASS F–6, the Australian Curriculum: Civics and Citizenship, and the Australian Curriculum: History. Assessment content was presented in a range of formats, including multiple-choice, drag-and-drop interactive tasks and extended constructed responses.

## Questionnaire instrument

As part of NAP–CC, students were asked to complete a questionnaire directly after the assessment component. The questionnaire addressed the attitudinal aspects and participatory processes referenced in the affective domain of the NAP–CC Assessment Framework. Specifically, questionnaire items asked students about the frequency and nature of their involvement in various civics and citizenship activities at school as well as their civics and citizenship participation in the community. Items also aimed to capture students' perceptions of their preparedness for prospective engagement as adult citizens.



While several key additions were made to the 2024 questionnaire to maintain relevance with contemporary issues, the majority of the content remained unchanged from previous cycles so that comparisons of students' engagement and attitudes over time could legitimately be made.

The 2024 Year 6 questionnaire contained 101 items, while the Year 10 questionnaire contained 127 items. As was the case in previous cycles, the Year 10 questionnaire comprised all Year 6 content, with additional items that were exclusive to Year 10. There was no time limit for the questionnaire, but the majority of students took between 10 and 20 minutes to complete it.

## Assessment administration

The NAP–CC 2024 assessment was conducted in May 2024, 5 months earlier than the previous cycle in 2019. It was administered online to representative samples of students in Year 6 and Year 10 in all states and territories across Australia. In total, 5,294 Year 6 students from 319 schools and 4,550 Year 10 students from 288 schools participated. Response rates were 87% for Year 6 and 78% for Year 10 students. The assessment was administered online using the Locked Down Browser app via an assessment platform also used for NAPLAN. This ensured a consistent and familiar testing environment for students.

## NAP–CC scale

The NAP–CC scale was set in 2004, with an average scale score of 400 and standard deviation of 100 scale points for the national Year 6 sample. NAP–CC scale scores from all 7 assessment cycles are reported on this same metric.

The NAP–CC scale consists of 6 proficiency levels. These levels describe a progression of students' knowledge and understanding in civics and citizenship. The scale is developmental, with higher levels indicating more complex applications of knowledge and skills.

## NAP–CC proficient standards

The proficient standard represents a “challenging but reasonable” expectation of student achievement. This is different from the definition of either a benchmark or a national minimum standard, which refer to minimum competence. The proficient standards for both Year 6 and Year 10 were set in 2004. For Year 6, the proficient standard is 405 scale points, which is the boundary between levels 1 and 2 on the NAP–CC scale. The proficient standard for Year 10 is 535 scale points, which is the boundary between levels 2 and 3 on the scale.

## KPM: Performance against the Year 6 proficient standard

In 2024, 43% of Year 6 students across Australia attained the proficient standard. This is significantly lower than the national percentages observed for every cycle following the first NAP–CC assessment. Across the jurisdictions, the Australian Capital Territory had the highest proportion of students achieving the standard (58%), consistent with the previous 4 cycles. Achievement varied substantially across states and territories, with the Northern Territory recording the lowest percentage of students attaining the standard (27%).

Table ES 1: Percentages of Year 6 students attaining the proficient standard nationally and by state and territory since 2004

State/ territory	2024	2019	2016	2013	2010	2007	2004
<b>NSW</b>	44 (±5.4)	▲ 54 (±4.3)	▲ 56 (±5.8)	▲ 56 (±4.8)	▲ 57 (±4.5)	▲ 64 (±6.3)	▲ 57 (±6.6)
<b>VIC</b>	46 (±4.5)	▲ 53 (±4.2)	▲ 56 (±5.3)	▲ 58 (±5.5)	▲ 56 (±5.9)	▲ 59 (±5.5)	▲ 58 (±5.3)
<b>QLD</b>	42 (±5.5)	▲ 54 (±4.6)	▲ 52 (±4.4)	45 (±4.8)	41 (±5.9)	41 (±5.9)	37 (±6.4)
<b>SA</b>	38 (±5.7)	43 (±5.3)	▲ 55 (±6.3)	43 (±6.0)	▲ 48 (±5.5)	43 (±6.8)	43 (±6.7)
<b>WA</b>	42 (±5.9)	▲ 53 (±5.3)	▲ 52 (±5.3)	44 (±5.8)	51 (±5.8)	40 (±4.3)	38 (±5.7)
<b>TAS</b>	41 (±5.5)	47 (±5.1)	▲ 53 (±5.6)	46 (±5.5)	▲ 54 (±4.7)	▲ 52 (±6.9)	48 (±6.6)
<b>NT</b>	27 (±6.3)	▲ 40 (±7.4)	34 (±8.0)	26 (±8.4)	32 (±6.2)	28 (±6.6)	▲ 41 (±7.1)
<b>ACT</b>	58 (±5.5)	66 (±7.2)	59 (±6.2)	64 (±6.0)	64 (±5.5)	60 (±8.7)	61 (±4.7)
<b>Aust.</b>	43 (±2.5)	▲ 53 (±2.0)	▲ 55 (±2.4)	▲ 52 (±2.4)	▲ 52 (±2.4)	▲ 53 (±2.8)	50 (±3.0)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

## Year 6 average score achievement

The national average score for Year 6 students in 2024 was 385 scale points, representing a significant decline from the 2019 average of 408. This is the lowest average performance recorded since 2010, but not significantly lower than achievement from 2004 and 2007. The Australian Capital Territory achieved the highest average score (419), while the Northern Territory had the lowest (317).

Table ES 2: Average scale scores nationally and by state and territory for Year 6 since 2004

State/ territory	2024	2019	2016	2013	2010	2007	2004
<b>NSW</b>	385 (±13.9)	▲ 407 (±11.1)	▲ 413 (±18.0)	▲ 418 (±14.0)	▲ 426 (±13.0)	▲ 432 (±11.0)	▲ 418 (±15.4)
<b>VIC</b>	393 (±11.3)	▲ 414 (±10.1)	▲ 415 (±13.8)	▲ 421 (±10.6)	▲ 422 (±14.2)	418 (±10.1)	417 (±10.9)
<b>QLD</b>	380 (±15.0)	▲ 415 (±13.4)	401 (±13.5)	384 (±13.0)	374 (±16.8)	376 (±13.5)	371 (±13.3)
<b>SA</b>	374 (±13.2)	377 (±15.4)	▲ 409 (±17.4)	379 (±14.3)	396 (±12.7)	385 (±15.1)	381 (±16.6)
<b>WA</b>	381 (±13.8)	▲ 407 (±10.5)	403 (±16.3)	383 (±16.2)	402 (±14.9)	369 (±10.9)	371 (±13.2)
<b>TAS</b>	372 (±15.3)	385 (±12.6)	▲ 400 (±15.8)	383 (±13.1)	▲ 411 (±14.5)	401 (±17.7)	393 (±15.1)
<b>NT</b>	317 (±23.8)	348 (±32.3)	302 (±32.9)	314 (±26.9)	316 (±31.1)	▼ 266 (±32.8)	▲ 371 (±17.1)
<b>ACT</b>	419 (±14.2)	444 (±19.4)	426 (±16.0)	433 (±14.5)	442 (±16.4)	425 (±20.5)	423 (±11.3)
<b>Aust.</b>	385 (±6.4)	▲ 408 (±5.4)	▲ 408 (±7.6)	▲ 403 (±6.1)	▲ 408 (±6.7)	405 (±5.5)	400 (±6.7)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

## KPM: Performance against the Year 10 proficient standard

In 2024, 28% of Australian Year 10 students met the proficient standard, the lowest percentage observed since the assessment's inception. The Australian Capital Territory had the highest percentage of students achieving the standard (37%), while the Northern Territory had the lowest (18%).

Table ES 3: Percentages of Year 10 students attaining the proficient standard nationally and by state and territory since 2004

State/territory	2024	2019	2016	2013	2010	2007	2004
NSW	28 (±4.2)	▲ 40 (±6.9)	▲ 43 (±4.9)	▲ 51 (±5.7)	▲ 61 (±8.1)	▲ 52 (±5.1)	▲ 48 (±4.9)
VIC	34 (±5.4)	39 (±5.3)	39 (±6.1)	▲ 48 (±6.2)	▲ 47 (±6.7)	40 (±4.8)	40 (±7.4)
QLD	21 (±4.2)	▲ 35 (±4.8)	▲ 32 (±6.3)	▲ 35 (±4.1)	▲ 40 (±7.8)	▲ 30 (±5.0)	30 (±5.5)
SA	19 (±3.4)	▲ 29 (±4.3)	▲ 34 (±5.5)	▲ 35 (±5.7)	▲ 35 (±5.3)	▲ 43 (±7.8)	▲ 29 (±4.8)
WA	33 (±6.7)	▲ 45 (±7.0)	▲ 43 (±6.8)	▲ 44 (±6.0)	▲ 44 (±7.4)	33 (±6.9)	36 (±6.1)
TAS	20 (±4.6)	26 (±6.0)	▲ 30 (±5.6)	▲ 32 (±6.0)	▲ 39 (±5.2)	▲ 38 (±5.8)	▲ 37 (±4.7)
NT	18 (±11.6)	28 (±8.8)	23 (±9.6)	20 (±7.0)	▲ 35 (±7.5)	33 (±10.9)	36 (±14.6)
ACT	37 (±6.3)	▲ 51 (±6.9)	▲ 46 (±5.1)	▲ 48 (±6.9)	▲ 50 (±8.7)	▲ 50 (±7.5)	48 (±7.6)
Aust.	28 (±2.2)	▲ 38 (±2.6)	▲ 38 (±2.7)	▲ 44 (±2.6)	▲ 49 (±3.7)	▲ 42 (±2.6)	▲ 39 (±2.8)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

## Year 10 average score achievement

The national average score for Year 10 students in 2024 was 457 scale points, a significant drop from 488 in 2019. This represents the lowest performance level since the commencement of NAP-CC. The Australian Capital Territory had the highest average score (488), while the Northern Territory had the lowest (406).

Table ES 4: Average scale scores nationally and by state and territory for Year 10 since 2004

State/territory	2024	2019	2016	2013	2010	2007	2004
NSW	456 (±11.6)	▲ 500 (±17.0)	▲ 509 (±12.6)	▲ 535 (±14.9)	▲ 558 (±23.7)	▲ 529 (±17.0)	▲ 521 (±10.6)
VIC	473 (±14.5)	485 (±13.9)	489 (±14.6)	▲ 521 (±14.3)	▲ 514 (±19.2)	494 (±17.1)	494 (±19.0)
QLD	443 (±14.8)	▲ 476 (±14.6)	▲ 471 (±19.5)	▲ 484 (±11.9)	▲ 482 (±28.4)	▲ 481 (±13.9)	469 (±17.6)
SA	432 (±12.0)	▲ 466 (±16.3)	▲ 476 (±15.5)	▲ 486 (±16.5)	▲ 487 (±18.3)	▲ 505 (±23.4)	▲ 465 (±16.2)
WA	472 (±16.4)	▲ 511 (±18.1)	▲ 501 (±20.5)	▲ 510 (±14.5)	▲ 509 (±21.1)	478 (±22.6)	486 (±17.5)
TAS	425 (±18.3)	428 (±28.2)	▲ 463 (±20.8)	▲ 466 (±20.7)	▲ 492 (±15.2)	▲ 485 (±16.0)	▲ 489 (±16.6)
NT	406 (±32.0)	▲ 460 (±17.2)	427 (±28.1)	418 (±24.2)	▲ 483 (±32.3)	▲ 464 (±38.1)	▲ 490 (±33.2)
ACT	488 (±17.1)	▲ 525 (±16.4)	▲ 518 (±15.8)	▲ 525 (±13.8)	▲ 523 (±24.1)	▲ 523 (±19.6)	518 (±21.5)
Aust.	457 (±6.5)	▲ 488 (±6.6)	▲ 491 (±7.3)	▲ 511 (±6.8)	▲ 519 (±11.3)	▲ 502 (±8.6)	▲ 496 (±7.0)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

## Achievement by background characteristics

Student achievement is reported at a national level by subgroup for each of the following background characteristics: gender, Indigenous status, language spoken at home, geographic location, and parental occupation and education. Selected student background characteristics, such as Indigenous status, geographic location, and parental occupation and education, were strongly correlated with achievement and may be important when interpreting jurisdictional differences.

A summary of these results is provided below, with more detailed information provided in Chapter 4.

### Differences in NAP–CC achievement by gender

In 2024, Year 6 female students outperformed male students by 14 scale points, a gap that was smaller than the previous cycle. However, no significant gender difference was observed at the Year 10 level, marking a change from past trends where female students typically performed better.

### Differences in NAP–CC achievement by Indigenous status

Non-Indigenous students continued to outperform Aboriginal and Torres Strait Islander students, with a significant difference of 108 scale points at the Year 6 level and 64 scale points at the Year 10 level. These gaps highlight ongoing disparities in educational outcomes for Aboriginal and Torres Strait Islander students and non-Indigenous students.

### Differences in NAP–CC achievement by language spoken at home

Year 6 students who spoke a language other than English at home achieved higher scores than their peers who spoke only English – a difference of 15 scale points. This finding is in contrast to findings from the 2 previous cycles. No significant differences were observed for Year 10 students based on language spoken at home.

### Differences in NAP–CC achievement by geographic location

Students from schools in major cities generally outperformed those in regional and remote schools. The difference in average scores between schools in major cities and regional schools was 39 scale points for Year 6 and 37 scale points for Year 10.

### Differences in NAP–CC achievement by parental occupation and education

Students with parents in higher occupational categories or with higher levels of education consistently outperformed their peers. The difference in achievement between students from the highest and lowest parental education categories was over 100 scale points for both Year 6 and Year 10.

## Results of the student questionnaire

### Students' attitudes towards civics and citizenship issues

- The majority of students from both Year 6 and Year 10 rated most citizenship behaviours, such as learning about Australia's history, as important, although fewer students rated them as important compared to the previous cycle.
- Female students and higher-achieving students perceived the importance of conventional and social-movement citizenship behaviours more highly, consistent with previous response patterns.
- Students, especially in Year 6, expressed a high degree of trust in civic institutions but showed considerably less trust in the media and social media.
- A high level of agreement was observed among students regarding positive attitudes towards Australian Indigenous cultures, although there was a slight drop in agreement for most items since the last cycle.

- Female students tended to have more positive attitudes towards Australian Indigenous cultures, particularly at the Year 10 level, and those with more positive attitudes tended to have higher NAP–CC achievement.
- Year 10 students expressed positive attitudes towards Australian diversity, and for most items in the question students had higher agreement than in 2019. Female students tended to have more positive attitudes. Higher attitudes toward diversity were associated with higher NAP–CC scale scores.
- Both year levels expressed concerns about issues affecting Australia, including pollution, climate change, crime and racism. Although there were several items where concern had dropped over time (particularly at Year 10 level), concern about water shortages was far less compared to the previous cycle.

### **Civics and citizenship at school**

- In general, Year 6 students tended to report higher levels of participation in school-based civics and citizenship activities than Year 10 students.
- Participation in several civics and citizenship activities at school decreased between 2019 and 2024, particularly at Year 10 level, with the largest decline observed in excursions to parliaments or law courts.
- Students participating in a higher number of school governance activities had higher average NAP–CC scale scores, with similar associations noted for participation in extracurricular activities.
- Exposure to civics and citizenship topics in the classroom showed an emphasis on environmental issues and Aboriginal and Torres Strait Islander Histories and Cultures. Year 6 students reported higher exposure than Year 10 students.

### **Students' engagement in civics and citizenship activities**

- Year 10 students were more likely to collect money for charity or social causes and participate in voluntary groups compared to other civic activities.
- In 2024, Year 10 students showed decreased participation in civic activities compared to 2019. Participation in civic activities was associated with higher achievement scores.
- A large proportion of students at both year levels used the internet (including social media) to get news about current events. There was a notable drop in the proportion of students accessing news via traditional media.
- Year 10 students who frequently used the internet for news had higher levels of achievement, whereas those who frequently shared content about political or social issues online tended to have lower achievement levels.
- Students tended to be more interested in global issues than issues within Australia. Students were less interested generally since the previous cycle and this was particularly pronounced for Year 10 students.
- Female students expressed more confidence to engage in civic action than boys at both levels, but Year 10 students showed less confidence than in previous cycles.
- Agreement on the value of civic action remained high, despite a decrease from the last cycle, with female students placing higher value than male students, and Year 6 students valuing civic action more than Year 10 students.
- Although intentions to promote important issues generally remained stable for Year 6 students, Year 10 students showed a significant decline in intentions compared to 2019, though higher-achieving students demonstrated greater intentions.

# Chapter 1: Introduction

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# Chapter 1: Introduction

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The National Assessment Program (NAP) was established to measure student achievement and to monitor progress towards the education goals first outlined in the 1999 Adelaide Declaration on National Goals for Schooling in the 21st Century. Ministers of education in Australia agreed that, as part of the NAP, nationally comparable data across jurisdictions would be collected in the domains of literacy, numeracy, science literacy, information and communication technology (ICT) literacy, and civics and citizenship.

The NAP–Civics and Citizenship (NAP–CC) assessment is one of 3 national sample assessments developed and managed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) under the auspices of the Education Ministers Meeting. Together with the NAP–Science Literacy (NAP–SL) and the NAP–Information and Communication Technology Literacy (NAP–ICT Literacy), the NAP–CC assessment supports the measurement of progress towards the goals first set out in the Adelaide Declaration. These goals were upheld in the subsequent Melbourne Declaration (2008) and Alice Springs (Mparntwe) Education Declaration (2019), and they continue to provide the impetus for the NAP sample assessments.

The first collection of data from students for NAP–CC was in 2004, with subsequent cycles of the assessment conducted on a rolling 3-yearly basis in 2007, 2010, 2013, 2016 and 2019. Due to disruptions caused by the COVID-19 pandemic, a 5-year gap existed between the 2019 and 2024 cycles of NAP–CC. This report documents findings from NAP–CC 2024 and includes comparisons, as appropriate, with findings from previous assessment cycles.

The NAP–CC 2024 assessment is the third NAP sample assessment to occur since the 2-year pandemic hiatus, following the NAP–ICT Literacy assessment in 2022. It is also the second of the NAP sample assessments to move to the earlier testing window of May, a shift of 5 months from the previous cycles of the assessments, which took place in October. For this reason, changes in achievement between 2024 and previous cycles of the assessment should be interpreted with some caution.

## Educational goals for young Australians

NAP–CC contributes to the measurement of commitments outlined in the Alice Springs (Mparntwe) Education Declaration (Education Council 2019) by measuring the civics and citizenship knowledge and attitudes of Australian students in Years 6 and 10.

The Declaration has 2 interrelated education goals for young Australians. These are:

1. The Australian education system promotes excellence and equity
2. All young Australians become:
  - confident and creative individuals
  - successful lifelong learners
  - active and informed members of the community.

As part of its preamble, the Declaration asserts that our education system:

... must also prepare young people to thrive in a time of rapid social and technological change, and complex environmental, social and economic challenges. Education plays a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion. They need to deal with information abundance and navigate questions of trust and authenticity. They need flexibility, resilience, creativity, and the ability and drive to keep on learning throughout their lives.

Education Council 2019:2

The Declaration goes on to elaborate that all young Australians should “become confident and creative individuals, successful lifelong learners, and active and informed members of the community” (2019:7). Furthermore, it states that successful lifelong learners:

- are able to think deeply and logically, and obtain and evaluate evidence as the result of studying fundamental disciplines
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines and deep content knowledge
- are inquisitive and experimental, and have the ability to test different sources and types of knowledge

Education Council 2019:5

Collectively, these aspects of the Declaration highlight the importance of Australian students becoming engaged, informed and confident participants in society. Students’ knowledge of, and engagement with, civic and citizenship matters can demonstrate the extent to which young Australians become “confident and creative individuals, successful lifelong learners, and active and informed members of the community” (2019:7). In addition, the goals outlined in the Declaration establish the context and rationale for the measurement and reporting of student progress in this area over time.

## The NAP–CC Assessment Framework

The development of the NAP–CC 2024 assessment and questionnaire was informed by the [NAP–CC 2024 Assessment Framework](#).

In 2010 and 2018, ACARA developed new frameworks for assessing civics and citizenship. The updated framework for NAP–CC 2024 maintains elements of the 2010 and the 2018 assessment frameworks but contains refined specifications for both the Year 6 and the Year 10 assessments to reflect recent refinements to the Year 3 to Year 10 Australian Curriculum (AC). The framework continues to provide the basis for an effective measure of students’ civics and citizenship achievement over time. Further elaboration on the assessment framework and instrument design is available in the NAP–CC 2024 Technical Report.

### What does NAP–CC measure?

The main objective of NAP–CC is to monitor, measure and report trends in civics and citizenship achievement for Year 6 and Year 10 students across Australia. The assessment is an important source of information about what Australian students know, understand and can do in the context of civics and citizenship. It seeks to measure students’ cognitive competencies in civics and citizenship by assessing both students’ knowledge in this area and their capacity to use this knowledge as they engage in processes of civics and citizenship.

The NAP–CC assessment is also concerned with measuring certain skills that students need, at different stages of their education, to judge, interrogate and make decisions about important civic and citizenship issues.

NAP–CC is designed to ensure that student progress and achievement in civics and citizenship are measured in meaningful ways. It contributes to:

- **assessment for learning** – enabling teachers to use information about student achievement in civics and citizenship to inform their teaching and drive improvements in student outcomes
- **assessment of learning** – assisting teachers, education leaders, parents/carers, the community, researchers and policymakers to use evidence of student proficiency in civics and citizenship to assess student achievement against recognised goals and standards.

In addition to testing students’ knowledge of civics and citizenship, NAP–CC administers a questionnaire to understand students’ attitudes to, and engagement with, civics and citizenship processes both at



school and outside of school. Student achievement data in civics and citizenship is analysed with additional background information on student demographic factors, geographic location and school size, all of which are considered during sample selection. This allows for the analysis of contextual factors that influence students' educational outcomes to be considered in relation to civics and citizenship achievement.

## NAP–CC content dimension

The NAP–CC content dimension describes the content domain – the specific subject matter, including knowledge and understanding, to be covered in the 2024 NAP–CC assessment. The content domain and sub-domains are organised according to the relevant strands and sub-strands of the Australian Curriculum: HASS F–6, the Australian Curriculum: Civics and Citizenship, and the Australian Curriculum: History.

The Australian Curriculum: HASS F–6 and the Australian Curriculum: Civics and Citizenship aim to ensure students develop:

- a lifelong sense of belonging and engagement with civic life as active and informed citizens, in the context of Australia as a secular democratic nation with a dynamic, culturally diverse, multifaith society that has a Christian heritage, and distinct First Nations Australian histories and cultures
- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society
- an understanding of the concepts of active citizenship, democracy, global citizenship, legal systems, identity and diversity, and the capabilities and dispositions needed to participate responsibly in the civic life of their nation at a local, regional and global level, and as individuals in a globalised world.

NAP–CC investigates the origins of our political and legal systems, and explores the nature of citizenship, diversity and identity in contemporary Australian society and beyond. Emphasis is given to the federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law (ACARA 2018a and 2018b). The NAP–CC 2024 Assessment Framework and its alignment with the Australian Curriculum: Civics and Citizenship focuses on the content (subject matter) identified in Years 3–5 (the Australian Curriculum: HASS F–6) and Years 7–9 (the Australian Curriculum: Civics and Citizenship) and the intersection with History. It takes into account the differences in approach to the teaching of civics and citizenship across the different states and territories.

Key focus areas in the Assessment Framework at each year level include Government and democracy, Laws and citizens, and Citizenship, diversity and identity.

- **Government and democracy** involves a study of Australian democracy and the key institutions, processes and roles that people play in Australia's system of government. Students study Australia's Constitution, the key institutions of Australia's democratic government including state/territory and federal parliaments, and the responsibilities of electors and representatives.
- The concept of the relationship between **laws and citizens** examines Australia's legal system, the creation of laws, and the rights and legal obligations of Australian citizens. Students learn how state/territory and federal laws are made in a parliamentary system, and how the courts function to apply and interpret the law.
- **Citizenship, diversity and identity** explores the shared values of Australian citizenship, the diversity of Australia as a multicultural and multi-faith society, what shapes identity, and obligations as citizens in a globalised world. Students examine Australian citizenship, reflect on the rights and responsibilities that being a citizen entails, and explore the obligations that people may have as global citizens. Students explore diversity within Australian society, how groups express their identities and the role of shared values in promoting social cohesion.

### *Interconnection with History curriculum*

The Australian Curriculum: HASS F–6 and the Australian Curriculum: History are interconnected with Australian Curriculum: Civics and Citizenship. The study of these curricula provides further opportunities for students to learn about the nation's past and gain an understanding of the attitudes, people and events that have shaped the present.

In NAP–CC, the history items focus on key historical knowledge that relates to people, places, values and societal systems. By the end of Year 5, in the Australian Curriculum: HASS F–6, students are able to describe the significance of people and events or developments in bringing about change. They also have opportunities to identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different groups of people in the past. The focus is on the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment.

As part of the Australian Curriculum: HASS F–6 History sub-strand from Years 3 to 5, students also consider the role of significant individuals or groups, including First Nations Australians and those who migrated to Australia, in the development of events in Australia. They identify the importance of different celebrations and commemorations for different groups, and they can describe the experiences of an individual or group in the past. The aim is for students to be able to explain how and why life changed in the past and identify aspects of the past that have remained the same.

In Years 7 to 9, the focus of the Australian Curriculum: History is to promote the understanding of societies, movements, ideas and events that have shaped humanity, from the ancient world (including Australia), through the Middle Ages (and the origins of the Westminster system) to the making of the modern world. One of the explicit aims of the Australian Curriculum: History is to equip students for the world (local, regional and global) in which they live. It enables them to develop an understanding of the past and present experiences of First Nations Australians, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding are essential for informed and active participation in Australia's diverse society.

### **NAP–CC skills dimension**

The skill sets encouraged through the teaching of the Australian Curriculum: Civics and Citizenship are:

1. Questioning and research: students identify, locate and research a range of sources of information to investigate Australia's political and legal systems.
2. Analysis, synthesis and interpretation: students apply critical thinking skills, and develop and account for different points of view.
3. Problem-solving and decision-making: students work collaboratively, negotiating and developing strategies to resolve issues, and planning for action.
4. Communication and reflection: students present ideas, viewpoints and arguments based on evidence about civics and citizenship topics and issues using subject-specific language. They reflect on their cultural identity, motivations, values and behaviours.

The majority of NAP–CC assessment items involve analysis, synthesis and interpretation because students are analysing, synthesising and evaluating the stimulus material in order to answer multiple-choice and constructed response questions.

## **Structure of this report**

This report provides educators and policymakers with the main findings of the 2024 NAP–CC assessment.

Chapter 1 is an introductory chapter that provides an overview of the National Assessment Program and the sample assessments that sit within it. It provides some contextual information about the NAP–CC assessment, the assessment framework that underpins it, and its alignment with the Australian Curriculum.

Chapter 2 provides a high-level overview of the stages of NAP–CC assessment development and implementation. It outlines the assessment and questionnaire instrument design, structure, response formats and item types. It also provides an overview of the NAP–CC 2024 assessment administration procedures and sampling processes.

Chapter 3 describes the NAP–CC scale and provides exemplar items to illustrate the varying levels of difficulty and proficiency across the NAP–CC scale.

Chapter 4 presents findings on Australian student achievement in the NAP–CC 2024 assessment. It reports the achievement data for Year 6 and Year 10 students at a national level and, where possible, disaggregated to a state and territory level. Student achievement is reported through the comparison of scale scores, the percentages of students in each proficiency level, and the percentages of those reaching the proficient standard. Additionally, student achievement is reported by sub-population. The groups reported include male and female students, Indigenous and non-Indigenous students, students from various geographic locations, parental occupation and education, and student language backgrounds. This chapter also provides comparisons of the achievement of Australian Year 6 and Year 10 students over time, since 2004.

Chapters 5, 6 and 7 present the results of the student questionnaire. In these chapters, students' opinions and behaviours related to civics and citizenship and the role civics and citizenship plays in their lives and society are examined. The relationship between students' responses to the questionnaire and their achievement of the NAP–CC proficient standard is also explored.

## **NAP–CC 2024 Technical Report**

The 2024 NAP–CC Technical Report provides more detailed information about instrument design, sampling and weighting, data collection and the psychometric analyses that underpin the findings presented in this public report.

## **Notes on reading the tables and figures in this report**

### **Rounding**

In this report, percentages and scale scores are presented to the nearest whole number. Sums and differences of percentages and scale scores are calculated using their unrounded values. Slight differences between sums and differences calculated using the unrounded values and those shown in the tables are due to rounding. For example, the percentages reported in tables may not always add up to 100% and reported differences between average scores may not exactly match differences calculated using the rounded values shown in the tables.

### **Weighting**

Statistics in Chapters 4 to 7 are weighted to ensure the results are representative of the populations of Year 6 and Year 10 students. Full details about the weighting can be found in the 2024 NAP–CC Technical Report.

### **Calculating the precision of estimates**

For any sample assessment, there is a level of uncertainty regarding the extent to which an estimate measured from the sample of students is the same as the true value for the population (that is, all students). An estimate derived from a sample is subject to uncertainty because data from the sample may not reflect the population precisely.

Throughout this report, data are reported with confidence intervals that denote the range in which one can have 95% confidence the true value of the reported figure is located. The magnitude of the confidence intervals varies depending on the exact ways in which the data have been collected. For example, in this report, larger confidence intervals are consistently seen around estimates based on smaller numbers of students (such as from the smaller states and territories). Further information about how the confidence intervals are calculated can be found in the NAP–CC 2024 Technical Report.

## Reporting the size of differences between groups and measures of association

In large samples, it is possible that relatively small differences are statistically significant, even if the differences themselves have little educational importance. In this report, the term “significant” refers only to differences that are statistically significant. If a difference is significant, the size of the difference (the effect size) can be considered. Effect size is useful when considering the differences between measured scores (such as NAP–CC scale scores and questionnaire scale scores) across groups and between cycles.

Effect size provides a comparison of the difference in average scores between 2 groups with reference to the degree to which the scores vary within the groups. When the effect size is large, it means that the difference between average scores is large relative to the spread of the scores. The difference could therefore be considered “important”. Conversely, when the effect size is small, it means that the observed difference is relatively small compared with the spread of the scores and thus arguably less “important”. The effect size is the difference between group means divided by the standard deviation.

The NAP–CC achievement scale was established in 2004 with a Year 6 mean of 400 and a standard deviation of 100. Fractions of 100 are used for approximate estimates of the effect sizes.

Following the precedent of other NAP sample assessments and considering the spread of significant mean differences in NAP–CC, this report has adopted the following categories as descriptors for the size of significant differences:

- effect sizes of 1 or greater are very large
- effect sizes between 0.5 and less than 1 are large
- effect sizes between 0.3 and less than 0.5 are moderate
- effect sizes above 0.1 and less than 0.3 are small.

Descriptors relating scale score differences to standard deviations are used in the report when regarded as informative.

A moderate effect on the NAP–CC scale corresponds to between approximately 30 and 50 scale points, which is equivalent to the average learning growth of about one year between Year 6 and Year 10.

For the questionnaire scales, the national mean for Year 6 students was set to 50 scale points with a standard deviation of 10. This means that a moderate effect is represented between approximately 3 and 5 scale points.

In Chapters 5, 6 and 7 of this report, the Pearson’s correlation coefficient ( $r$ ) is reported as a measure of the association between scale scores for student responses to selected questions on the student questionnaire and student achievement. Where the Pearson’s correlation coefficient ( $r$ ) is statistically significant, the strength of the association is described as:

- strong if the magnitude of the coefficient ( $r$ ) is 0.5 or greater
- moderate if the magnitude of the coefficient ( $r$ ) is greater than 0.3 and less than 0.5
- weak if the magnitude of the coefficient ( $r$ ) is between 0.1 and 0.3
- negligible if the magnitude of the coefficient ( $r$ ) is less than 0.1.

## **Chapter 2: Assessing civics and citizenship**

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## Chapter 2: Assessing civics and citizenship

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### Chapter highlights

- In May 2024, 607 schools from across Australia participated in the NAP–CC assessment. At the Year 6 level, 5,294 students from 319 schools participated. For Year 10, 4,550 students from 288 schools took part.
- National overall response rates were acceptable for both Year 6 (87%) and Year 10 (78%).
- A total of 181 new items complemented by 74 trend items were administered across 24 test forms. The format of the items used included multiple-choice, interactive match (drag and drop), text entry and extended constructed response.
- NAP–CC assessment content was aligned with the Australian Curriculum: HASS F–6 and the Australian Curriculum: Civics and Citizenship.
- Each test form comprised a series of test items grouped into content-themed units, which were rotated in clusters to counteract any “position effect” within a test form.
- For participating students, a time limit of 60 minutes for Year 6 and 75 minutes for Year 10 was enforced by the assessment platform. An untimed questionnaire designed to be completed by most students within 20 minutes was presented to all Year 6 and Year 10 students immediately following the assessment.
- The student questionnaire contained a series of questions related to student attitudes towards civics and citizenship, exposure to civics and citizenship at school, and engagement with civics and citizenship activities. Questionnaire responses were scaled and analysed to understand differences in contextual outcomes across sub-groups including gender and year level, and to better understand the factors associated with variations in student civics and citizenship achievement.
- School and student sampling procedures followed established NAP sample assessment processes, which are designed to minimise any potential bias and to maximise the precision of estimates.

### Assessment instrument

The NAP–CC 2024 assessment instrument was based on the design principles established for previous NAP–CC assessment cycles. In the seventh cycle of NAP–CC, a total of 181 new items and 74 trend items were distributed across 24 test forms: 12 at each year level. Year 6 students were required to complete one test form comprising 39 items under a time constraint enforced by the assessment platform of 60 minutes. Year 10 students completed one test form comprising between 41 and 43 items in 75 minutes. An overview of the content domains, test structure, cluster rotation design and item types used in the 2024 cycle is presented in the following sections.

#### Content domains

The NAP–CC assessment items were developed with reference to the NAP–CC 2024 Assessment Framework, the Australian Curriculum: HASS F–6, the Australian Curriculum: Civics and Citizenship and the Australian Curriculum: History. The assessment instrument spans the proficiency levels, providing for effective measurement of civics and citizenship knowledge and understanding, and skills, across the curriculum. To maintain continuity with previous cycles of NAP–CC, the content domains used in 2024 are consistent with those from previous cycles and include:

- Government and democracy
- Laws and citizens
- Citizenship, diversity and identity.

History as a sub-strand was also included as a content domain because of its interconnectedness with the other NAP–CC domains.

Test design and form rotation

The NAP–CC instrument used a cluster rotation design where each test form was linked through common clusters to other forms. The assessment items were developed and presented in units that each represented a particular civics and citizenship theme or stimulus. Clusters were then constructed by grouping units together. The clusters were then allocated to the different test forms so that each form was broadly equivalent in terms of item format, reading load and overall difficulty. Any potential bias due to position effect was mitigated by changing the order and position of the clusters in the test forms, with clusters sometimes appearing at the beginning, sometimes in the middle and sometimes at the end of a test form. In this way, a balanced, rotated cluster design was implemented across the assessment instruments.

Response formats and item types

In order to fully assess the NAP–CC construct and provide students with different opportunities to demonstrate their knowledge and skills, different types of assessment items and response formats were incorporated into the assessment instrument.

There were 2 main types of response formats used for NAP–CC. These were:

- 1. selected response formats – students respond to questions by selecting the answer(s) from a given set of alternatives
- 2. constructed response formats – students respond to questions by generating their own responses.

Table 2.1 outlines each of these response formats and lists the item types associated with them, as well as a description of how these item types were used in the NAP–CC assessment instrument.

Table 2.1: NAP–CC response formats and item types

Format	Item type	Description
Selected response formats	Multiple-choice	Students must select one of 4 options (word, graphical or pictorial).
	Multiple-choices	Students must select multiple options form a total of 4 or more options (e.g. “select all that apply”).
	Interactive match (drag and drop)	Students must select, drag and drop words, graphical or pictorial elements for classification purposes or to order items.
Constructed response formats	Text entry (single numerical)	Students must use one or 2 words, a phrase or numerical responses.
	Extended constructed	Students must write between one sentence and several paragraphs of text, used for assessing deeper understanding and higher proficiency levels.

Questionnaire

At the conclusion of the civics and citizenship assessment, all students were given a contextual questionnaire to complete. The Year 6 questionnaire contained 101 items, while the Year 10 questionnaire contained 127 items. As in previous cycles, the Year 10 questionnaire comprised all Year 6 questionnaire content with additional items that were exclusive to Year 10.



Unlike the NAP–CC assessment, the student questionnaire was not timed and students were able to take as long as they needed to complete it. For the majority of participating students, the questionnaire took between 15 and 20 minutes to complete. As was the case for previous NAP–CC cycles, this questionnaire included attitudinal content relating to the affective processes associated with the affective domain of the NAP–CC Assessment Framework. This element was measured with sets of Likert-type items.

In order to measure the participatory processes referenced by the affective domain of the assessment framework, items were developed to reflect the frequency and nature of students' involvement in various civics and citizenship activities at school as well as their civics and citizenship participation in the community. Items also aimed to capture students' perceptions of their preparedness for prospective engagement as adult citizens.

With each new cycle of NAP–CC, the content of the student questionnaire is reviewed and updated in consultation with ACARA curriculum experts and the NAP–CC Working Group. In 2024, new content was developed for items related to the use of the internet and social media, and different types of engagement. A new item and modified item were developed for the question on attitudes towards Indigenous cultures. A key new addition for the current cycle was a question capturing the extent to which students have learnt about different topics related to civics and citizenship at school. These changes allowed for the questionnaire to be improved and amended to remain relevant and contemporary. Importantly, however, the majority of the questionnaire content remained unchanged from previous cycles so that comparisons of students' engagement and attitudes over time could legitimately be made.

## Assessment administration

The NAP–CC 2024 assessment was conducted over a 4-week period in May 2024. Notably, this testing window was 5 months earlier in the calendar year than the previous cycle of the NAP–CC assessment in 2019, which took place in October.

Schools were permitted to schedule the assessment on a day that suited them within the testing window. Schools generally undertook the test in one session on a single day, though a small number nominated to run the test with smaller groups of students over several days for logistical or technical reasons.

Each school nominated a staff member as the test administrator who would administer the assessment to the students. These test administrators were trained in specific NAP–CC assessment administration procedures. They were provided with a detailed manual, an instructional video and a script for use during the assessment session. A support service was also maintained for these teachers via a 1800 number and dedicated email address. The training and associated resources provided to test administrators helped ensure the smooth administration of the assessment while also maintaining a high level of data quality and uniformity of participant test experience across Australia.

To maximise student participation, schools were asked to administer follow-up sessions in cases where a significant proportion (more than 20%) of students was absent on the scheduled assessment day. This helped to ensure a minimum student response rate of 80% at most participating schools.

## Delivery method

All participating schools undertook the NAP–CC 2024 assessment via the Locked Down Browser app, an online assessment platform also used for NAPLAN. Students completed their assessment using desktop, laptop or tablet devices that were provided by the school or, in some cases, by the students themselves<sup>1</sup>.

In preparation for the actual assessment, schools downloaded the Locked Down Browser onto each of the assessment-designated devices. An online device check was then carried out on a sample of devices to ensure that they met minimum assessment specifications. A technical support service was provided to all schools with troubleshooting assistance in the lead-up to the assessment. This service aimed to resolve any technical issues in a timely manner and helped ensure the smooth running of the assessment on test

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<sup>1</sup> The use of either school- or student-provided devices depended on the device-use policies in effect at each participating school.



day. During the assessment period, this support service was also available to schools to assist with any technical, logistical or administrative issues that arose during the conduct of the assessment.

## Sample

### Sample design

The NAP–CC 2024 assessment was administered to a representative sample of Year 6 and Year 10 students across Australia. A 2-stage sampling design was implemented following sampling procedures established in previous NAP–CC cycles as well as the other 2 NAP sample assessments in the program (NAP–Science Literacy and NAP–ICT Literacy). These sampling procedures are designed to minimise any potential bias and to maximise the precision of estimates.

#### *First sampling stage – school sampling*

The first sampling stage involved drawing a separate, independent sample of schools for each state or territory and school sector, known as explicit stratification. Within each explicit stratum, schools were implicitly stratified by the following variables:

- school type (primary, secondary, combined)
- school NAPLAN performance quintile (from lowest fifth to highest fifth)
- a measure of school socio-economic status known as the Socio-Economic Indexes for Areas – Index of Education and Occupation (SEIFA – IEO)
- school Australian Statistical Geography Standard (ASGS) remoteness class (Major cities, Inner regional, Outer regional, Remote and Very remote)
- enrolment size at the target grade (either Year 6 or Year 10).

The school samples for Year 6 and Year 10 were drawn independently within each stratum and of each other. Up to 2 substitute schools were assigned to each sampled school at the time of sampling. Substitute schools were chosen to be as similar as possible to the sampled school with respect to the implicit stratification variables listed above. This enabled the sample size and representativeness to be maintained if a sampled school was unable to participate. To maintain the integrity of the original sample as much as possible, the use of substitute schools was kept to a minimum.

#### *Second sampling stage – student sampling*

The second sampling stage involved selecting students within the participating schools. For this purpose, a random sample of 20 students was drawn from the target year level in each school, making sure the gender composition was kept constant between sample and cohort. If fewer than 20 eligible students were enrolled in the target grade (in smaller schools, for instance), *all* students in the year level were selected to participate.

#### *School exclusions*

At the school level, exclusions from the target population included:

- very remote schools in all jurisdictions except the Northern Territory
- schools with fewer than 5 students at the target year level
- non-mainstream schools, such as language schools, special schools and schools for distance education.

## Student exclusions

In each of the sampled schools, individual students were exempted from the assessment if they met any one of the following criteria:

- Severe functional disability: the student has a moderate to severe permanent physical disability that severely limits their capacity to participate in the test.
- Severe intellectual disability: the student has a mental or emotional disability and/or cognitive delay that severely limits their capacity to participate in the test.
- Very limited assessment language proficiency: the student was unable to read or speak the language of the assessment (English) and would not be expected to overcome the language barrier in the assessment situation. Typically, a student who had received less than one year of instruction in English would be exempted.

More information about the sample design and its implementation, together with further details on school and student exclusions, is provided in the NAP–CC 2024 Technical Report.

## Target and achieved sample

Table 2.2 presents the number of schools and students in both the target and achieved samples. The target sample refers to the schools and students sampled using the sampling procedures described previously, after the removal of any school-level exclusions. The achieved sample denotes the number of schools and students that participated in the assessment.

At Year 6, 5,294 students from 319 schools participated in the NAP–CC 2024 assessment. At Year 10, 4,550 students from 288 schools participated.

Nationally, overall response rates were 87% for Year 6 and 78% for Year 10 (after replacement and weighting). More information about response rates is provided in the NAP–CC 2024 Technical Report.

Table 2.2: Numbers of students and schools in the target and achieved samples

State/territory	Year 6				Year 10			
	Schools		Students		Schools		Students	
	Target sample	Achieved sample	Target sample	Achieved sample	Target sample	Achieved sample	Target sample	Achieved sample
NSW	45	45	835	722	45	43	898	710
VIC	45	45	881	773	45	41	900	667
QLD	45	43	854	723	45	41	880	642
SA	45	44	865	735	45	41	880	647
WA	45	45	870	779	45	42	890	696
TAS	45	45	825	697	40	37	744	545
NT	28	22	482	347	25	14	424	202
ACT	30	30	600	518	30	29	580	441
Aust.	328	319	6212	5294	320	288	6196	4550

## Participating sample characteristics

To allow the data collected in the NAP–CC 2024 assessment to be analysed and reported by demographic variables, schools and education systems were required to provide background data for each of the participating students. The specific student background variables collected in 2024 aligned with standard NAP protocols as set out in ACARA's Data Standards Manual (ACARA 2022).

These variables were:

- age
- gender
- Indigenous status
- parental occupation
- parental education
- main language spoken at home.

Geographic location was inferred from the location of the school the student attended.

The relationships between student background characteristics and NAP–CC achievement are explored in Chapter 4.

Table 2.3 presents the background characteristics of the Year 6 and Year 10 students that participated in the NAP–CC 2024 assessment. Two sets of percentages are reported for each background variable, by year level. The first column denotes the percentage of all participating students (including those with missing data for a given background variable), while the second column provides only the percentage of students with a valid response to the background variable being examined.

In terms of missing data, the coverage and completeness of student background data in 2024 improved when compared with previous cycles. While the parental occupation and parental education variables showed the highest levels of missing data, with a range of between 3% and 6% of that data missing for participating students, this was a marked improvement on the proportion of missing data from the previous cycle for these variables, which ranged between 4% and 8%.

Schools and educational authorities were asked to provide data about the occupational groups of both parent/guardian 1 and parent/guardian 2 of participating students. For the parental education variables, schools and central authorities were similarly asked to provide data about the highest level of both school and non-school education achieved by both parents/guardians. For students who did not have a second parent/guardian, the variable was coded as missing. For the purposes of analysis, parental occupation and parental education for both parents/guardians were presented as combined variables that represented the highest parental occupation or education group indicated by either parent/guardian.

For the purposes of this report, geographic location refers to whether a student attended school in a major city, regional or remote zone. The constituent areas that comprise each zone are informed by the ASGS Remoteness Structure, whereby:

- the major cities category includes all major cities of Australia
- the regional category includes all inner regional and outer regional areas in Australia
- the remote category includes all remote and very remote areas in Australia.

Table 2.3: Distribution of student background characteristics (weighted)

Student background characteristic	Year 6		Year 10	
	All students (%)	Students with valid responses (%)	All students (%)	Students with valid responses (%)
<b>Gender</b>				
Male	49	49	52	52
Female	51	51	48	48
Other	0	0	0	0
<b>Total</b>	100	100	100	100
Missing	0	0	0	0
<b>Parental occupation</b>				
Senior managers and professionals	31	33	34	35
Other managers and associate professionals	22	23	22	23
Tradespeople & skilled office, sales and service staff	23	24	22	24
Machine operators, labourers, hospitality, and related staff	12	13	11	13
Not in paid work in last 12 months	6	6	5	5
<b>Total</b>	94	100	94	100
Missing	6	0	6	0
<b>Parental education</b>				
Bachelor degree or above	47	49	48	48
Advanced diploma/diploma	15	15	15	15
Certificate I to IV (inc trade cert)	25	26	22	24
Year 12 or equivalent	5	5	6	6
Year 11 or equivalent	2	2	1	2
Year 10 or equivalent	2	3	2	2
Year 9 or equivalent or below	1	1	2	2
<b>Total</b>	97	100	95	100
Missing	3	0	5	0
<b>Indigenous status</b>				
Non-Indigenous students	92	94	91	95
Indigenous students	6	6	5	5
<b>Total</b>	98	100	95	100
Missing	2	0	5	0
<b>Language spoken at home</b>				
English only	64	66	68	71
Language other than English	33	34	28	29
<b>Total</b>	97	100	97	100
Missing	3	0	3	0
<b>Geographic Location</b>				
Major cities	74	73	76	74
Regional	24	25	24	25
Remote	2	2	0	0
<b>Total</b>	100	100	100	100
Missing	0	0	0	0

Results are rounded to the nearest whole number so some totals may appear inconsistent.

## **Chapter 3:** **The NAP–CC scale**

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## Chapter 3: The NAP–CC scale

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### Chapter highlights

- The NAP–CC scale was established in 2004 and consists of 6 proficiency levels that describe the achievement of students in both Year 6 and Year 10. The scale was set with a mean score of 400 and a standard deviation of 100 for the national Year 6 sample. Scores for all later assessment cycles are reported on the same metric.
- Proficiency levels were established at equally spaced intervals across the scale, with each level spanning 130 scale score points.
- Proficiency level descriptions are reviewed each cycle to ensure that they accurately reflect the NAP–CC content and adequately describe the knowledge, skills and understandings that a student at each level can demonstrate. While the descriptions have been updated over time, care is taken to ensure the underlying conceptualisation of civics and citizenship measured in NAP–CC remains constant.
- Higher levels on the scale refer to more complex applications of knowledge, skills and comprehension. The scale is developmental in the sense that students are assumed to be typically able to demonstrate achievement of the skills and cognition described in the level below as well as at their measured level of achievement.
- The proficient standards for Year 6 and Year 10 provide reference points of “challenging but reasonable” expectations of student achievement at each year level. The proficient standard for Year 6 is 405 scale score points, which is the boundary between levels 1 and 2 on the NAP–CC scale. The proficient standard for Year 10 is 535 scale score points, which is the boundary between levels 2 and 3 on the scale.
- Exemplar items from the NAP–CC 2024 assessment instrument are provided at the end of this chapter. These items are representative of levels 1 through 4 of the NAP–CC achievement scale.

### Developing the NAP–CC scale

The NAP–CC scale was established based on the test contents and psychometric data collected during the inaugural NAP–CC assessment in 2004. The scale comprises 6 proficiency levels that are used to describe the achievement of students in both Year 6 and Year 10. The scale descriptors and examples have been reviewed following each subsequent cycle of NAP–CC to ensure the accurate reflection of NAP–CC test content.

#### The empirical scale

The Rasch Item Response Theory model was used to establish the empirical component of the scale. This is the same model used to establish the empirical scales for the other NAP sample assessments (NAP–SL and NAP–ICTL) and for NAPLAN.

The NAP–CC 2024 assessment includes a proportion of test questions that were used in the previous 2019 assessment and in tests from previous NAP–CC cycles. Common questions were also included between the assessments of Year 6 and Year 10 students in 2024 and in all previous cycles. In 2004, data from the common questions at Year 6 and Year 10 were used to establish a single NAP–CC scale, which was used to report achievement across both year levels. In 2007, 2010, 2013, 2016, 2019 and 2024, data from the common items across assessment cycles were used to derive comparable student scale scores on the established NAP–CC scale.

The scale was set in 2004, with an average scale score of 400 and standard deviation of 100 scale points for the national Year 6 sample. NAP–CC scale scores from all 7 assessment cycles are reported on this same metric.

### The proficiency levels

Six proficiency levels were established at equally spaced intervals across the NAP–CC scale in 2004 and have remained for each successive cycle. The 6 levels span from “below level 1” to “level 5”. Each level spans 130 scale points. Each level description provides a synthesised overview of the knowledge, skills and understanding that a student working within the level is able to demonstrate. The cut-points for the proficiency levels are shown in Figure 3.1.

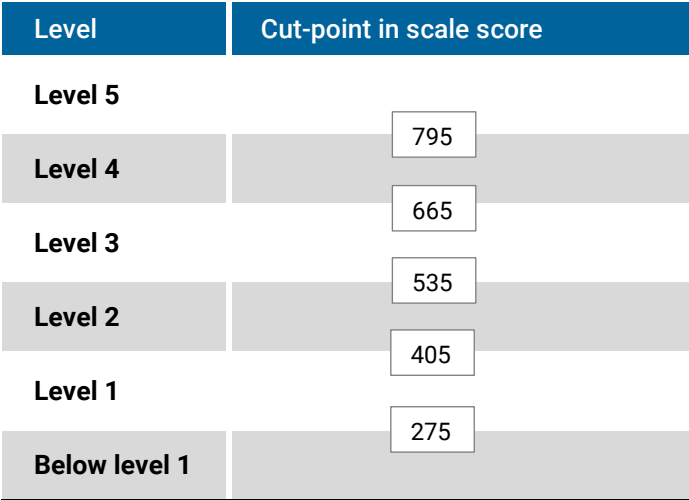


Figure 3.1: Cut-points for proficiency levels

### Describing the NAP–CC scale

The NAP–CC scale represents a hierarchy of students’ knowledge, skills and understanding associated with civics and citizenship content. The scale describes a developmental learning progression, in the sense that students are assumed to be typically able to demonstrate achievement of the content and cognitive processes described at the level below, as well as at their measured level of achievement.

Summary descriptions for levels 1 to 5 of the NAP–CC scale were established in the first cycle of NAP–CC in 2004. A description for “below level 1” achievement was developed in 2007 when more test material was available to support this description. Each level description provides a synthesised overview of the civics and citizenship and history knowledge and understanding that a student working within the level can demonstrate. The proficiency level descriptions have been updated to reflect the larger pool of items that have been developed over the cycles since 2004. In 2019, the scale descriptors were further revised to reflect the inclusion of items from the NAP–CC History sub-strand of the revised NAP–CC Assessment Framework.

Table 3.1: NAP–CC proficiency level descriptions

Achievement level	Proficiency level description	Examples of student achievement at this level
Level 5 ≥ 795	Students working at level 5 demonstrate precise knowledge and understanding of the workings of Australian democracy and the contexts in which it has developed. In general, they evaluate civic actions and recognise the potential for ambiguity in contested civics and citizenship concepts.	Students working at level 5 can, for example: <ul style="list-style-type: none"><li>analyse the potential for tension between critical citizenship values and abiding by the law</li><li>identify 2 ways that state and territory governments can raise money, above and beyond the obvious ways.</li></ul>

Achievement level	Proficiency level description	Examples of student achievement at this level
<b>Level 4</b> <b>665–794</b>	Students working at level 4 recognise the interaction between governmental policies and processes, and actions of civil and civic institutions and the broader community. They explain the benefits, motivations and outcomes of institutional policies and parliamentary processes. They demonstrate familiarity with the precise discipline-specific vocabulary associated with civics and citizenship and history content and concepts, both through interpreting text and in written responses. They show an understanding of the conflicts surrounding certain historical events.	Students working at level 4 can, for example: <ul style="list-style-type: none"> <li>• identify what is needed to achieve success in a referendum</li> <li>• understand what an invalid vote is</li> <li>• understand the principles that are at the heart of our democratic system and can identify their historical origins</li> <li>• recognise points of conflict in our colonial past</li> <li>• understand sensitivities for First Nations Australians Peoples around certain dates</li> <li>• explain how citizens can become aware of other cultures and encourage social harmony.</li> </ul>
<b>Level 3</b> <b>535–664</b>	Students working at level 3 demonstrate knowledge of specific details of Australian democracy such as referendums and election processes. They demonstrate an understanding of the importance of First Nations Australian cultures. They make connections between the processes and outcomes of civil and civic institutions. They demonstrate awareness of the common good as a potential motivation for civic action. Students working at level 3 demonstrate awareness that civic processes can be explained and justified in relation to their broader contexts, including the historical context.	Students working at level 3 can, for example: <ul style="list-style-type: none"> <li>• understand why a referendum is held</li> <li>• recognise some key functions and features of the political system</li> <li>• understand the importance of certain First Nations ceremonies for the whole community</li> <li>• understand the reason for compulsory voting, voting processes and the nature of informal voting</li> <li>• identify key features of the justice system</li> <li>• identify certain types of laws</li> <li>• understand the nature of representative democracy</li> <li>• understand the role of the media in a democracy</li> <li>• identify a key factor affecting Federation</li> <li>• identify specific historical facts related to European migration and settlement</li> <li>• identify the structure of aspects of the Westminster system</li> <li>• understand the principles underlying the existence of Australia's pension system</li> <li>• understand why specific wartime policies were introduced</li> <li>• identify specific important historical events of the nineteenth century</li> <li>• identify aspects of First Nations Australian history prior to European settlement</li> <li>• recognise features of human rights</li> <li>• understand the effectiveness of certain protest strategies</li> </ul>



Achievement level	Proficiency level description	Examples of student achievement at this level
		<ul style="list-style-type: none"> <li>understand motivations underlying historical protests</li> <li>identify that different religious groups coexist in society</li> <li>identify a specific responsibility of Australian citizenship.</li> </ul>
<b>Level 2</b> <b>405–534</b>	Students working at level 2 demonstrate knowledge of core aspects of the Australian democracy. They demonstrate awareness of the connection between fundamental principles (such as fairness) and their manifestation in rules and laws. They demonstrate awareness that citizenship rights and responsibilities are collective as well as individual. They make simple evaluations of given mechanisms of civic action.	<p>Students working at level 2 can, for example:</p> <ul style="list-style-type: none"> <li>identify reasons for community activities</li> <li>identify the location of a significant historical event</li> <li>understand the significance of Country to First Nations Australian Peoples</li> <li>understand how volunteering benefits the community</li> <li>understand the impact of government programs for the disadvantaged</li> <li>understand the contribution that can be made by refugees</li> <li>recognise the responsibilities involved in administering elections</li> <li>describe a benefit of a community initiative</li> <li>understand the democratic process in relation to the establishment of rules</li> <li>understand the significance of place names for First Nations Australian Peoples</li> <li>identify significant historical figures of the nineteenth century</li> <li>understand the concept of compulsory voting</li> <li>identify how well-established First Nations Australian cultures are</li> <li>recognise the different levels of government</li> <li>understand why some laws restrict behaviour for the greater good of the community</li> <li>identify the benefit of seeking community feedback</li> <li>understand the need to educate about climate change</li> <li>recognise the historical contribution of First Nations Australian individuals</li> <li>understand how an Indigenous practice promotes democratic principles</li> <li>recognise Australian symbols and symbolic occasions</li> <li>identify the main role of the Prime Minister.</li> </ul>

Achievement level	Proficiency level description	Examples of student achievement at this level
<b>Level 1</b> <b>275–404</b>	Students working at level 1 demonstrate knowledge of broad features of the Australian democracy. They recognise the cultural significance of the land to Indigenous Australians and that cultural attitudes and values can change over time. They demonstrate familiarity with simple mechanisms of community engagement and how civic actions inform and influence change.	Students working at level 1 can, for example: <ul style="list-style-type: none"> <li>• recognise a key element of democracy</li> <li>• understand an example of freedom of expression</li> <li>• recognise that democratic governments are elected by the people</li> <li>• recognise the need for equity in the workforce, in education and the community in general</li> <li>• recognise violations of the principle of equity</li> <li>• identify an unlawful form of protest</li> <li>• identify the benefits of a public meeting</li> <li>• identify the benefits of a specific employment program for First Nations people</li> <li>• recognise the collective wisdom of First Nations people</li> <li>• identify the significance of a First Nations heritage site</li> <li>• recognise the importance of maintaining and safeguarding Australia's democratic principles</li> <li>• identify the requirements expected for new Australian citizens</li> <li>• identify an element of an important Australian award</li> <li>• understand eligibility to vote in elections</li> <li>• identify the key motivation for Chinese migration to Australia in the nineteenth century</li> <li>• identify that Australia was used by Britain as a convict colony</li> <li>• identify a difference between a rule and a law</li> <li>• identify a way school life has changed in Australia over time</li> <li>• identify the main purpose of the Constitution</li> <li>• understand the use and purpose of a petition</li> <li>• understand when the battle at Gallipoli took place</li> <li>• identify a source of state government revenue.</li> </ul>
<b>Below Level 1</b> <b>&lt;275</b>	Students working at below level 1 demonstrate knowledge of the notion of fairness and recognise some basic human rights. They demonstrate familiarity with basic aspects of democratic processes and legal systems, and some familiarity with generalised characteristics of Australian identity.	Students working at below level 1 can, for example: <ul style="list-style-type: none"> <li>• identify a basic human right</li> <li>• identify a basic right related to work</li> <li>• recognise that taxes are collected by government</li> <li>• recognise the role of a volunteer</li> <li>• recognise the importance of special commemorative days</li> <li>• recognise the importance of rural communities</li> <li>• recognise the importance of the role of a law enforcement officer</li> <li>• recognise the image of the reigning monarch</li> <li>• identify the focus of ANZAC Day</li> </ul>

Achievement level	Proficiency level description	Examples of student achievement at this level
		<ul style="list-style-type: none"> <li>identify a democratic decision-making process in a familiar setting</li> <li>identify an action that can be taken on an important global issue</li> <li>understand the importance of the UN's world heritage sites.</li> </ul>

## The proficient standards

One of the purposes of the NAP sample assessments (ICT literacy, civics and citizenship, and science literacy) is to monitor and report on student attainment of key performance measures (KPMs) defined for each area. The proportion of students achieving at or above the proficient standard for each of Year 6 and Year 10 is the national KPM for civics and citizenship specified in the Measurement Framework for Schooling in Australia (ACARA 2019).

The proficient standards “represent a ‘challenging but reasonable’ expectation of student achievement at a year level with students needing to demonstrate more than elementary skills expected at that year level” (ACARA 2019:5). This is different from the definition of either a benchmark or a national minimum standard, which refer to minimum competence. The proficient standards in NAP–CC (one for Year 6 and one for Year 10) were established as a result of consultations with civics and citizenship education experts, and representatives from all states and territories and all school sectors as part of the inaugural assessment in 2004.

The proficient standard for Year 6 and the proficient standard for Year 10 were established in 2004 on the NAP–CC scale. The proficient standard for Year 6 is 405 scale points, which is the boundary between levels 1 and 2 on the NAP–CC scale. The proficient standard for Year 10 is 535 scale points, which is the boundary between levels 2 and 3 on the scale. Year 6 students performing at level 2 and above, and Year 10 students performing at level 3 and above have consequently met or exceeded their relevant proficient standard.

## Exemplar items

The following exemplars represent a snapshot of the types of items in the NAP–CC assessment, at both Year 6 and Year 10. Each content domain (Government and democracy; Laws and citizens; Citizenship, diversity and identity; and History) is represented, and items demonstrate a range of proficiency levels, from level 1 (L1) to level 4 (L4).

For each of the 4 content domains, 3 exemplar items are presented: one from Year 6, one from Year 10 and one vertical link item (both Years 6 and 10). For example, the first exemplar item is a Year 6 item about compulsory voting, which is testing knowledge of the Government and democracy domain.

More information about each item is included in the metadata table beneath each exemplar. The item facility refers to the percentage of students who correctly answered the question.

Government and democracy exemplar items

Government and democracy: exemplar item 1

Australia is one of only a few countries to have compulsory voting. Most people go to a polling place to vote on election day.

Why does Australia maintain a system of compulsory voting?

to make sure all people are happy with the party that wins

to make sure the election result best represents what all the people want

because Australians care less about democracy than people in most other countries

because Australians care more about democracy than people in most other countries

Item Metadata	
Year level	6
Item type	Multiple-choice
Item descriptor	Identifies a justification for having a system of compulsory voting
Key	B
Facility (% correct)	64.21
NAP-CC content domain	Government and democracy
Australian Curriculum reference	ACHASSK145
Proficiency level	L1

Government and democracy: exemplar item 2

In Australia and other countries, governments are sometimes formed by 'coalitions'.

Prior to the Australian election in 2022, the government was formed by a coalition. After the Australian 2022 election, the Opposition was a coalition.

Which of the following describes this type of coalition?

☐

an alliance of two or more political parties

☐

an advisory body that provides information to the government

☐

an association of politicians from different levels of government

☐

a committee that involves both politicians and community members

Item Metadata	
Year level	10
Item type	Multiple choice
Item descriptor	Identifies the meaning of a coalition
Key	A
Facility (% correct)	43.23
NAP-CC content domain	Government and democracy
Australian Curriculum reference	ACHCK075
Proficiency level	L3

Who must sign a bill before it becomes an act of Parliament and then a law in Australia?

- ☐ The speaker of the House of Representatives
- ☐ The Prime Minister
- ☐ The Attorney General
- ☐ The Governor-General

Item Metadata	
Year level	6 and 10 (vertical link)
Item type	Multiple-choice
Item descriptor	Identifies the main constitutional role of the Governor-General
Key	D
Facility (% correct)	Yr 6 = 25.17    Yr10=36.26
NAP-CC content domain	Government and democracy
Australian Curriculum reference	ACHASSK143
Proficiency level	L3

Laws and citizens exemplar items

Laws and citizens: exemplar item 1



Some seats on public transport are called 'priority seats'. If a train or bus is crowded, passengers sitting in these seats are expected to offer them to priority passengers.

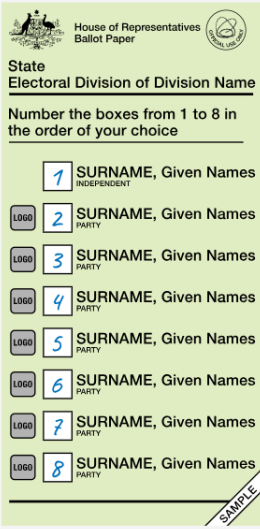
Why is it fair that some people in the community might receive special treatment like this?

Item Metadata	
Year level	6
Item type	Extended response
Item descriptor	Recognises a fair rule that gives some people in the community special treatment
Key	Full marks (2 score points): student refers to special needs, safety concerns or rules that could benefit everyone at some stage in their lives. Partial credit (1 score point): student refers simply to reasons of etiquette, deference or politeness.
Facility (% correct)	73.37
NAP-CC content domain	Laws and citizens
Australian Curriculum reference	ACHASSK071
Proficiency level	L1

Laws and citizens: exemplar item 2

Alice is unhappy about voting in an election.

As a form of protest she numbers the candidates in order from 1 to 8 without even considering the candidates or their policies.



Look at the completed ballot paper shown in the image.

What is this type of vote called?

☐ an informal vote

☐ an illegal vote

☐ a ranking vote

☐ a donkey vote

Item Metadata	
Year level	10
Item type	Multiple-choice
Item descriptor	Identifies a donkey vote on a ballot paper
Key	D
Facility (% correct)	22.75
NAP-CC content domain	Laws and citizens
Australian Curriculum reference	ACHASSK145
Proficiency level	L4



People in Australia have the legal right to set up or join groups for political or social reasons.

What is this called?

☐

freedom of information

☐

freedom of religion

☐

freedom of movement

☐

freedom of association

Item Metadata	
Year level	6 and 10 (vertical link)
Item type	Multiple-choice
Item descriptor	Identifies the meaning of freedom of association
Key	D
Facility (% correct)	Yr6=52.51    Yr10=63.51
NAP–CC content domain	Laws and citizens
Australian Curriculum reference	ACHASSK115
Proficiency level	L2

Citizenship, diversity and identity exemplar items

Citizenship, diversity and identity: exemplar item 1

Ethan is a year 6 student who has vision problems. Sometimes his class completes work using pencils and paper. When this happens, Ethan completes the same work using a computer. Another student has complained that it is unfair. Ethan is allowed to use a computer when other students are not.

Is it unfair that Ethan is allowed to use a computer when other students are not?

☐ Yes, fairness is when everyone is treated in exactly the same way.

☐ Yes, the other students have a right to use a computer if they want to.

☐ No, using the computer allows Ethan to complete his work in a similar way to the other students.

☐ No, the other students will learn more than Ethan by doing their work using pencils and paper.

Item Metadata	
Year level	6
Item type	Multiple-choice
Item descriptor	Identifies that accommodations may be necessary for a student with a disability
Key	C
Facility (% correct)	65.61
NAP-CC content domain	Citizenship, diversity and identity
Australian Curriculum reference	ACHASSK071
Proficiency level	L1

Citizenship, diversity and identity: exemplar item 2

**'Pride in Sport'** is a national program designed to assist sporting organisations of all levels involve people with diverse sexualities and genders.

Cricket Australia, Swimming Australia, the National Rugby League (NRL) and the Australian Football League (AFL) all participate in the program.

Why is it important for the community that organisations participate in a program like this?

because it increases the popularity of sport in the community

because it can help local communities make more money from sports


because it helps people in the community learn to be more accepting of others

because it reduces the amount of programs communities need to run themselves

Item Metadata	
Year level	10
Item type	Multiple-choice
Item descriptor	Understands the value of well-known organisations participating in inclusive programs
Key	C
Facility (% correct)	68.17
NAP-CC content domain	Citizenship, diversity and identity
Australian Curriculum reference	ACHCK079
Proficiency level	L1

Citizenship, diversity and identity: exemplar item 3

In Australia, official events often begin with a Welcome to Country conducted by local First Nations Australians. This sometimes involves what is known as a smoking ceremony. In the smoking ceremony, a wooden dish containing coals and wet leaves might be carried around assembled guests, or there may be a set smoking site that the guests can gather around so that they can walk through the smoke.



For First Nations Australians, what are **TWO** purposes of a smoking ceremony?

☐ to show goodwill and bring people together

☐ to distinguish any visitors from the local First Nations people

☐ to protect the guests by cleansing them and the land of bad spirits


☐ to attract visitors by showing where the official event will take place

☐ to communicate messages over long distances about the nature of the event

Item Metadata	
Year level	6 and 10 (vertical link)
Item type	Multiple-choices
Item descriptor	Demonstrates understanding of a First Nations ceremonial practice
Key	A & C
Facility (% correct)	Yr6=38.29   Yr10=52.33
NAP–CC content domain	Citizenship, diversity and identity
Australian Curriculum reference	ACHASSK062
Proficiency level	L2

History exemplar items

History: exemplar item 1



The First Fleet sailed from Portsmouth in England and arrived in Botany Bay in January 1788.

There were around 1400 people who arrived in Botany Bay with the First Fleet.  
At least 750 of these were convict men and women.

Give **TWO** other reasons why people sailed on the First Fleet?

Item Metadata	
Year level	6
Item type	Extended response
Item descriptor	Identifies 2 reasons why free settlers on the First Fleet emigrated
Key	Full marks (1 score point): student gives <b>2</b> reasons or motivations referring to those emigrating due to being occupied in work on the journey, those who intended to build, farm or research upon arrival, those looking to explore or establish a new life, or those needing to escape poverty.
Facility (% correct)	23.02
NAP-CC content domain	History
Australian Curriculum reference	ACHASSK085
Proficiency level	L3

History: exemplar item 2

An important concept in the study of history is the idea of ‘contestability’.

What does this mean?


that historians should always present evidence to support their ideas

that history can be explained as a series of conflicts between different groups

that some ideas are so extreme that they should not be discussed by historians

that some interpretations of history are open to debate because of different perspectives

Item Metadata	
Year level	10
Item type	Multiple-choice
Item descriptor	Identifies the meaning of the historical concept of contestability
Key	D
Facility (% correct)	55.50
NAP–CC content domain	History
Australian Curriculum reference	ACHASSK063
Proficiency level	L2



Most Australian cities and towns have statues on display of leading public figures from the colonial era.

In recent years, some Australians have called for these statues to be removed from public spaces.

The following are reasons for or against the removal of colonial statues.

Match each statement with the appropriate 'for' or 'against' box.

The statues provide an opportunity for people to appreciate the craftsmanship of that era.

Celebrating these figures may be offensive to some Australians, such as First Nations people.

These statues misrepresent Australian history by highlighting the role of dominant figures.

History is complex and these statues remind us of our colonial history, both the positive and negative aspects.

For

Against

Item Metadata	
Year level	6 and 10 (vertical link)
Item type	Drag and drop
Item descriptor	Recognises points of conflict in celebrating Australia’s colonial past
Key	For: B & C Against: A & D
Facility (% correct)	Yr6=14.44    Yr10=24.66
NAP–CC content domain	History
Australian Curriculum reference	ACHASSK110
Proficiency level	L4

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## **Chapter 4: Student achievement in NAP–CC**

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# Chapter 4: Student achievement in NAP–CC

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## Chapter highlights

- Forty-three per cent of Year 6 students and 28% of Year 10 students met or exceeded the relevant proficient standard for NAP–CC in 2024.
- The average NAP–CC achievement score in 2024 for Year 6 students was 385 scale points. For Year 10 students it was 457 scale points. There was a difference of 72 scale points between the year levels.
- The percentage of students achieving the proficient standard for both year levels was 10 percentage points lower than the 2019 cycle. This was the lowest percentage of students achieving the proficient standard since the assessment began for Year 10 students, and since the 2007 cycle for Year 6 students.
- Year 6 students from the Australian Capital Territory were most likely to achieve the proficient standard and had higher average scale scores than students from all other jurisdictions.
- Year 10 students from the Australian Capital Territory, Victoria and Western Australia had higher average scale scores compared to students from Queensland, South Australia, Tasmania and Northern Territory.
- At both Year 6 and Year 10 levels, there were mixed findings across jurisdictions in terms of performance over time. In some jurisdictions the results in 2024 were the lowest in many cycles, while in others there was no change from the previous cycle. There was no improvement for any jurisdiction since the previous cycle at both year levels.
- Female students in Year 6 outperformed male students, a finding consistent with previous cycles of the study. However, there was no gender difference at the Year 10 level, the first time no difference was observed for any cycle of the study.
- Consistent with previous cycles of the study, non-Indigenous students outperformed Indigenous students for both year levels. The difference in students achieving the proficient standard was 33 percentage points for Year 6 students and 11 percentage points for Year 10 students.
- Students attending schools in major cities were more likely to have higher achievement than students from regional schools. In addition, Year 6 students attending regional schools were more likely to have higher achievement than students attending remote schools, but this was not observed for Year 10 students.
- Student achievement was positively associated with parental occupation and education. Those students whose parents had higher levels of occupation and education outperformed those students whose parents had lower levels of occupation and education.

## Introduction

In this chapter, the NAP–CC results for the 2024 cycle are presented and discussed. Overall achievement statistics are shown in terms of percentages of students attaining the proficient standard for Year 6 or Year 10 and average scale scores. Distributions of student achievement are reported as percentages of students in each of the proficiency levels. Student achievement is reported at the national level, followed by student achievement among the states and territories. In addition, this chapter includes achievement for each of the following population subgroups: gender, Indigenous status, language spoken at home, geographic location, and parental occupation and education.

Where applicable, comparisons are made with results from the 2019, 2016, 2013, 2010, 2007 and 2004 assessments. Given the change in testing window from October to May for the NAP–CC 2024 cycle, changes in achievement over time need to be interpreted with some caution. All results are presented with 95% confidence intervals, meaning that whenever results are described as significant, the findings are statistically significant at the 0.05 level.

## Student achievement at the national level

### Achievement in 2024

Table 4.1: Percentages of Year 6 and Year 10 students at each proficiency level in 2024

Proficiency level	Year 6		Year 10	
Level 5			0	(±0.2)
Level 4	0	(±0.3)	4	(±0.9)
Level 3	9	(±1.5)	24	(±2.2)
Level 2	34	(±2.2)	40	(±2.7)
Level 1	39	(±2.1)	24	(±2.6)
Below level 1	18	(±1.9)	9	(±1.8)

Confidence Intervals ( $1.96 * SE$ ) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

When comparing performance over time, results are presented both in percentage of students attaining the proficient standard and in average performance. Tests of statistical significance are only performed on differences in average performance, because this statistic is more sensitive for detecting significant changes. The percentages of students demonstrating proficiency at each proficiency level in Year 6 and Year 10 are presented in Table 4.1. These percentages are also represented graphically in Figure 4.1, together with the location of the proficient standard for each year level.

Table 4.1 shows that the largest group of Year 6 students (39%) were at level 1, and the largest group of Year 10 students (40%) were at level 2. Ten per cent of Year 6 students were above level 2 and 4% of Year 10 students were above level 3. There is a larger proportion of Year 6 students (18%) below level 1 in comparison with Year 10 students (9% below level 1). These students are at the lower tail of the relevant achievement distribution. Forty-three per cent of Year 6 students and 28% of Year 10 students met or exceeded the relevant proficient standard for NAP-CC in 2024.

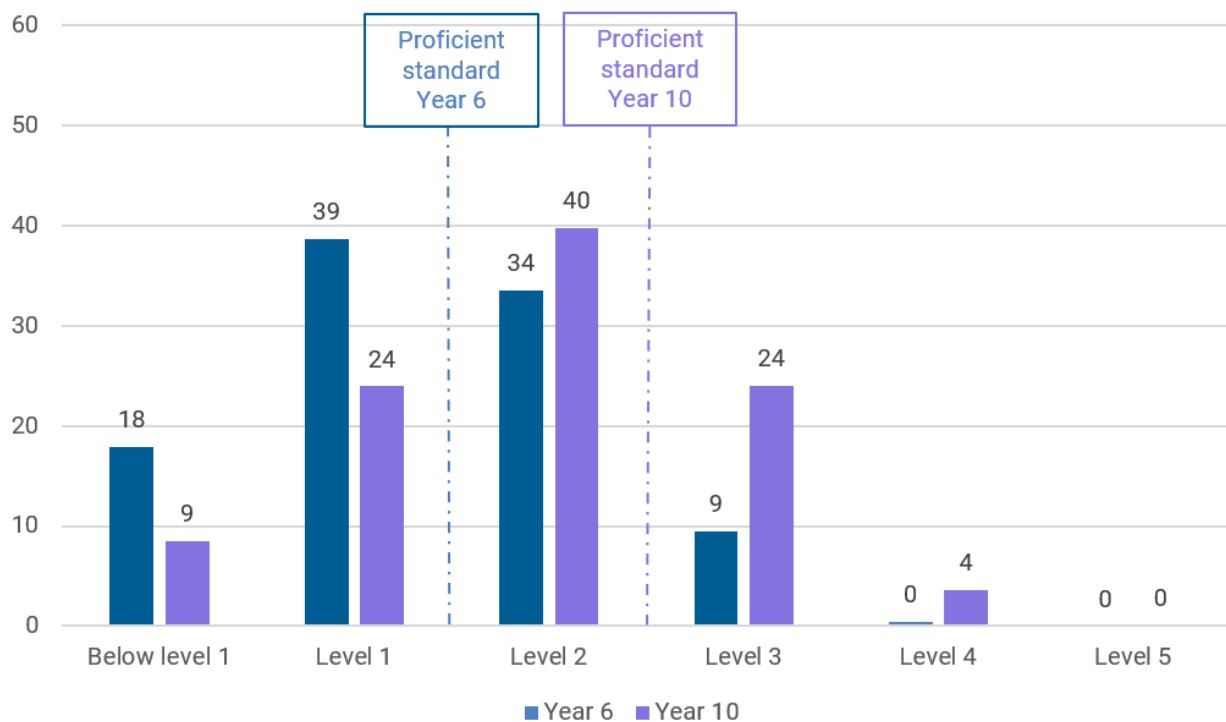


Figure 4.1: Percentages of Year 6 and Year 10 students across proficiency levels in 2024

In 2024, the average for Year 6 students was 385 scale points. For Year 10 students it was 457 scale points. There was a difference of 72 scale points between the year levels. This difference of 72 scale points is statistically significant and is approximately equivalent to just over one half of a proficiency level on the NAP–CC scale. The average Year 6 student performs at the top of level 1 proficiency. The average Year 10 student performs nearly at the middle of level 2 proficiency.

The averages, their confidence intervals and selected percentiles are presented in Figure 4.2. The 90th percentile gives the value above which the highest 10% of students scored. The 75th gives the value above which the highest 25% of students scored, and so on. The difference between the 90th percentile and 10th percentile is 298 scale points for Year 6 and 326 scale points for Year 10. This indicates that the distribution of scale scores in Year 10 is broader than that in Year 6.

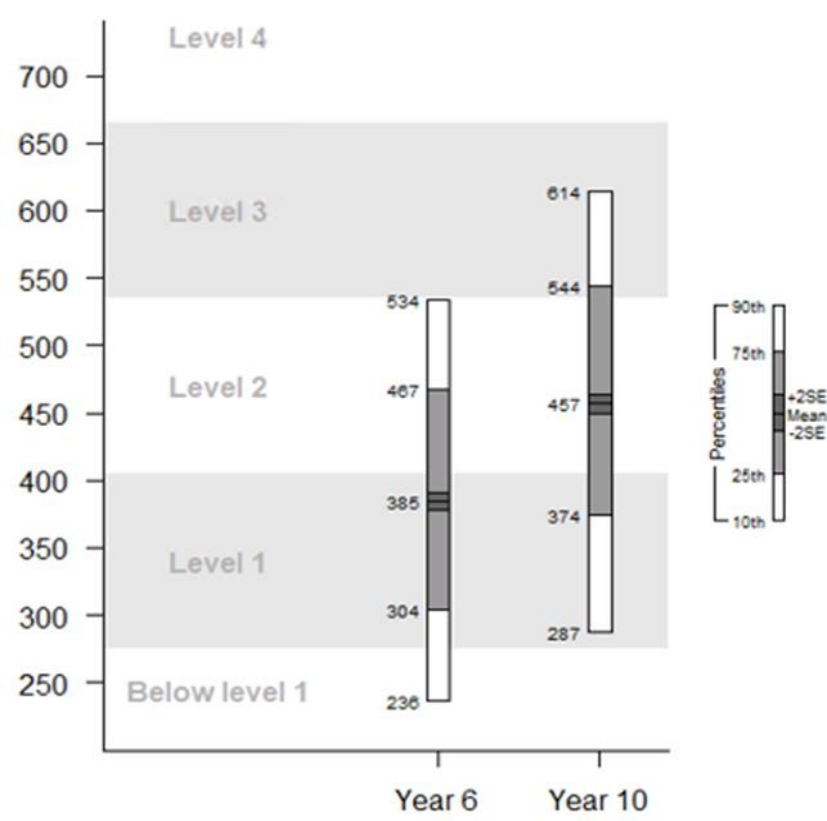


Figure 4.2: Average scale scores and distributions for Year 6 and Year 10 in 2024

### Changes in achievement since 2004

Table 4.2 shows the percentage of students at or above the proficient standard for Year 6 and Year 10 across the 7 assessment cycles. At both year levels, the percentage of students attaining the proficient standard was lower in comparison to all previous cycles of NAP–CC. The exception to this was the difference at Year 6 level between the 2024 and 2004 cycles, which was not significant. A drop of approximately 10 percentage points was observed from students from 2019 to the 2024 cycle for students at both year levels.

Table 4.2: Percentages of Year 6 and Year 10 students attaining the proficient standard since 2004

Year	2024	2019	2016	2013	2010	2007	2004
Year 6	43 (±2.5) ▲	53 (±2.0) ▲	55 (±2.4) ▲	52 (±2.4) ▲	52 (±2.4) ▲	53 (±2.8) ▲	50 (±3.0)
Year 10	28 (±2.2) ▲	38 (±2.6) ▲	38 (±2.7) ▲	44 (±2.6) ▲	49 (±3.7) ▲	42 (±2.6) ▲	39 (±2.8)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

Table 4.3 shows the percentages of Year 6 and Year 10 students in each proficiency level across the 7 assessment cycles. There is consistency in the shape of the distribution of student achievement in both Year 6 and Year 10 across the 7 assessment cycles. In 2024, the distribution of Year 6 student scale scores is centred around levels 1 and 2, with higher proportions of student scores below level 1 in comparison to above level 2. In 2024, the distribution of Year 10 scale scores is centred around level 2. Forty per cent of students achieved at that level, with nearly a quarter of students performing at one proficiency level lower and also one proficiency level higher. A comparison with previous cycles shows that the distribution of student achievement across the levels for both Year 6 and Year 10 students to be more skewed towards the bottom proficiency levels in the current cycle compared to previous assessments.

Table 4.3: Percentages of Year 6 and Year 10 students at each proficiency level since 2004

	Proficiency level	2024	2019	2016	2013	2010	2007	2004
Year 6	Level 5							
	Level 4	0 (±0.3)	1 (±0.3)	1 (±0.5)	1 (±0.4)	1 (±1.1)	0 (±0.4)	0 (±0.2)
	Level 3	9 (±1.5)	14 (±1.4)	14 (±1.7)	13 (±1.6)	13 (±2.8)	10 (±2.2)	8 (±2.9)
	Level 2	34 (±2.2)	37 (±1.7)	39 (±2.0)	38 (±1.9)	38 (±4.5)	44 (±5.1)	42 (±4.7)
	Level 1	39 (±2.1)	33 (±1.7)	30 (±1.9)	33 (±2.3)	35 (±3.8)	35 (±4.7)	39 (±4.7)
	Below level 1	18 (±1.9)	15 (±1.5)	16 (±2.1)	15 (±1.5)	13 (±3.3)	11 (±2.5)	11 (±3.1)
Year 10	Level 5	0 (±0.2)	1 (±0.4)	0 (±0.3)	1 (±0.4)	1 (±0.8)	0 (±0.4)	0 (±0.2)
	Level 4	4 (±0.9)	8 (±1.5)	8 (±1.5)	9 (±1.5)	12 (±3.8)	7 (±2.7)	5 (±2.0)
	Level 3	24 (±2.2)	29 (±2.1)	30 (±2.2)	35 (±2.4)	36 (±4.8)	34 (±4.1)	35 (±4.7)
	Level 2	40 (±2.7)	36 (±2.5)	38 (±2.3)	37 (±2.3)	32 (±4.3)	39 (±5.5)	41 (±4.5)
	Level 1	24 (±2.6)	18 (±2.0)	18 (±1.9)	16 (±1.6)	14 (±4.0)	16 (±4.3)	15 (±2.7)
	Below level 1	9 (±1.8)	7 (±1.3)	6 (±1.3)	3 (±0.8)	5 (±2.6)	4 (±2.7)	4 (±1.8)

Confidence Intervals (1.96 \* SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table 4.4 compares the average NAP–CC achievement of Year 6 and Year 10 students from 2004 to 2024. The average performance of students declined from the 2019 cycle by 23 scale points at the Year 6 level and 31 scale points at the Year 10 level. The average performance of Year 6 students was the lowest since 2010, but not significantly lower than the 2007 or 2004 cycles. The average performance of students in Year 10 was significantly lower than performance from all previous cycles. The difference in average performance between Year 6 and Year 10 for the 2024 cycle was 72 scale points in comparison to a difference of approximately 80 scale points in 2016 and 2019. This change in gap was not significant.

Table 4.4: Average scale scores for Year 6 and Year 10 since 2004

Year	2024	2019	2016	2013	2010	2007	2004
Year 6	385 (±6.4)	▲ 408 (±5.4)	▲ 408 (±7.6)	▲ 403 (±6.1)	▲ 408 (±6.7)	405 (±5.5)	400 (±6.7)
Year 10	457 (±6.5)	▲ 488 (±6.6)	▲ 491 (±7.3)	▲ 511 (±6.8)	▲ 519 (±11.3)	▲ 502 (±8.6)	▲ 496 (±7.0)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

## Student achievement among the states and territories

### Achievement in 2024

This section includes a comparison of jurisdictional results in NAP–CC 2024. Table 4.5 illustrates the percentages of Year 6 and Year 10 students nationally and within each state and territory achieving the proficient standard. Table 4.6 shows the percentages of Year 6 and Year 10 students in each proficiency level in 2024 nationally and for each state and territory. Each percentage is accompanied by its 95% confidence interval reflecting its level of precision (smaller confidence intervals correspond to higher levels of precision). The size of the confidence intervals depends on the number of students sampled in each state and territory as well as on the variation in test performance within jurisdictions (see Chapter 2 for details on participation rates and sample sizes).

*Table 4.5: Percentages of Year 6 and Year 10 students attaining the proficient standard nationally and by state and territory in 2024*

State/territory	Year 6		Year 10	
<b>NSW</b>	44	(±5.4)	28	(±4.2)
<b>VIC</b>	46	(±4.5)	34	(±5.4)
<b>QLD</b>	42	(±5.5)	21	(±4.2)
<b>SA</b>	38	(±5.7)	19	(±3.4)
<b>WA</b>	42	(±5.9)	33	(±6.7)
<b>TAS</b>	41	(±5.5)	20	(±4.6)
<b>NT</b>	27	(±6.3)	18	(±11.6)
<b>ACT</b>	58	(±5.5)	37	(±6.3)
<b>Aust.</b>	43	(±2.5)	28	(±2.2)

Confidence Intervals (1.96 \* SE) are reported in brackets.

*Table 4.6: Percentages of Year 6 and Year 10 students at each proficiency level nationally and by state and territory in 2024*

State/territory	Year 6					
	Below level 1	Level 1	Level 2	Level 3	Level 4	Level 5
<b>NSW</b>	19 (±4.4)	37 (±5.3)	33 (±4.6)	11 (±3.6)	0 (±0.7)	- -
<b>VIC</b>	15 (±3.5)	39 (±4.5)	35 (±4.1)	10 (±2.8)	1 (±0.6)	- -
<b>QLD</b>	20 (±5.6)	38 (±5.0)	34 (±4.4)	8 (±2.9)	0 (±0.6)	- -
<b>SA</b>	18 (±4.0)	44 (±4.8)	31 (±4.7)	7 (±3.1)	0 (±0.4)	- -
<b>WA</b>	18 (±3.8)	41 (±5.6)	33 (±5.4)	9 (±3.1)	0 (±0.7)	- -
<b>TAS</b>	23 (±4.9)	36 (±5.1)	32 (±4.4)	9 (±2.4)	0 (±0.5)	- -
<b>NT</b>	35 (±9.1)	38 (±7.0)	23 (±5.7)	3 (±2.0)	0 (±0.4)	- -
<b>ACT</b>	12 (±4.0)	30 (±4.6)	42 (±5.3)	15 (±4.0)	1 (±0.9)	- -
<b>Aust.</b>	18 (±1.9)	39 (±2.1)	34 (±2.2)	9 (±1.5)	0 (±0.3)	- -

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

- no student from this jurisdiction achieved at this proficiency level.

Table 4.6: Percentages of Year 6 and Year 10 students at each proficiency level nationally and by state and territory in 2024 (Continued)

Year 10						
State/territory	Below level 1	Level 1	Level 2	Level 3	Level 4	Level 5
NSW	9 (±3.6)	24 (±4.5)	39 (±5.5)	25 (±4.4)	3 (±1.5)	0 (±0.4)
VIC	7 (±3.1)	21 (±4.6)	38 (±5.7)	29 (±5.0)	5 (±1.9)	0 (±0.4)
QLD	9 (±4.1)	27 (±5.0)	43 (±4.1)	19 (±4.1)	2 (±1.7)	0 (±0.1)
SA	11 (±2.9)	28 (±4.0)	43 (±4.5)	18 (±3.6)	1 (±1.3)	- -
WA	8 (±2.8)	22 (±4.1)	37 (±5.2)	27 (±5.6)	6 (±2.6)	0 (±0.4)
TAS	13 (±5.1)	29 (±4.8)	38 (±5.6)	17 (±4.1)	3 (±1.8)	- -
NT	19 (±7.4)	28 (±11.5)	35 (±9.3)	16 (±11.1)	2 (±2.7)	- -
ACT	5 (±2.9)	19 (±5.5)	38 (±5.9)	31 (±5.5)	6 (±3.2)	0 (±0.4)
Aust.	9 (±1.8)	24 (±2.6)	40 (±2.7)	24 (±2.2)	4 (±0.9)	0 (±0.2)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

- no student from this jurisdiction achieved at this proficiency level.

The percentage of Year 6 students attaining the proficient standard ranged from 27% in the Northern Territory to 58% in the Australian Capital Territory. The percentage of Year 10 students attaining the proficient standard ranged from 18% in the Northern Territory to 37% in the Australian Capital Territory. For Year 6, students across all jurisdictions were most likely to achieve at proficiency level 1, in comparison to other proficiency levels. The exception is the Australian Capital Territory, where 42% of students achieved at Level 2 proficiency. For Year 10, students in all jurisdictions were most likely to achieve at Level 2 proficiency.

Table 4.7 records the average NAP–CC scale scores (with confidence intervals) at both year levels across jurisdictions. The confidence intervals in jurisdictions with smaller populations, such as the Northern Territory, are typically larger than the confidence intervals for the jurisdictions with larger populations. This shows that the average scale scores can typically be estimated with lower precision for smaller jurisdictions than for larger jurisdictions. It is important to take these differences in precision into account when interpreting the results from this assessment and comparing test performance across jurisdictions.

Table 4.7: Average scale scores nationally and by state and territory for Year 6 and Year 10 in 2024

State/territory	Year 6	Year 10
NSW	385 (±13.9)	456 (±11.6)
VIC	393 (±11.3)	473 (±14.5)
QLD	380 (±15.0)	443 (±14.8)
SA	374 (±13.2)	432 (±12.0)
WA	381 (±13.8)	472 (±16.4)
TAS	372 (±15.3)	425 (±18.3)
NT	317 (±23.8)	406 (±32.0)
ACT	419 (±14.2)	488 (±17.1)
Aust.	385 (±6.4)	457 (±6.5)

Confidence Intervals (1.96 \* SE) are reported in brackets.

The jurisdictional averages for Year 6 ranged from 317 in the Northern Territory to 419 in the Australian Capital Territory. The averages for Year 10 ranged from 406 in the Northern Territory to 488 in the Australian Capital Territory.

Table 4.8 shows pair-wise comparisons between jurisdictional average scale scores for Year 6, ordered by performance. The average scale score of Year 6 students in the Australian Capital Territory was statistically significantly higher than the average scale scores of every other jurisdiction. Performance did not vary significantly across Victoria, New South Wales, Western Australia and Queensland. Students from Victoria had higher average scale scores than students from South Australia and Tasmania. Students from Northern Territory had lower average scale scores than students from all other jurisdictions.

Table 4.8: Pair-wise comparisons of Year 6 average scale scores among the states and territories in 2024

State/territory	Mean scale score	ACT	VIC	NSW	WA	QLD	SA	TAS	NT
ACT	419 (±14.2)		▲	▲	▲	▲	▲	▲	▲
VIC	393 (±11.3)	▼		•	•	•	▲	▲	▲
NSW	385 (±13.9)	▼	•		•	•	•	•	▲
WA	381 (±13.8)	▼	•	•		•	•	•	▲
QLD	380 (±15.0)	▼	•	•	•		•	•	▲
SA	374 (±13.2)	▼	▼	•	•	•		•	▲
TAS	372 (±15.3)	▼	▼	•	•	•	•		▲
NT	317 (±23.8)	▼	▼	▼	▼	▼	▼	▼	

▲ Mean scale score significantly higher than in comparison State/Territory

▼ Mean scale score significantly lower than in comparison State/Territory

• Mean scale score not significantly different in comparison State/Territory

A comparison of performance across jurisdictions at Year 10 level (see Table 4.9) reveals that students from the Australian Capital Territory, Victoria and Western Australia performed higher than students from Queensland, South Australia, Tasmania and the Northern Territory. In addition, students from New South Wales performed at a lower level than students from the Australian Capital territory, but higher than students from South Australia, Tasmania and the Northern Territory. Students from Queensland had higher scale scores than students from the Northern Territory.

Table 4.9: Pair-wise comparisons of Year 10 average scale scores among the state and territories in 2024

State/territory	Mean scale score	ACT	VIC	WA	NSW	QLD	SA	TAS	NT
ACT	488 (±17.1)		•	•	▲	▲	▲	▲	▲
VIC	473 (±14.5)	•		•	•	▲	▲	▲	▲
WA	472 (±16.4)	•	•		•	▲	▲	▲	▲
NSW	456 (±11.6)	▼	•	•		•	▲	▲	▲
QLD	443 (±14.8)	▼	▼	▼	•		•	•	▲
SA	432 (±12.0)	▼	▼	▼	▼	•		•	•
TAS	425 (±18.3)	▼	▼	▼	▼	•	•		•
NT	406 (±32.0)	▼	▼	▼	▼	▼	•	•	

▲ Mean scale score significantly higher than in comparison State/Territory

▼ Mean scale score significantly lower than in comparison State/Territory

• Mean scale score not significantly different in comparison State/Territory

## Changes in achievement since 2004

Student achievement among the states and territories since 2004 is reported for each of Year 6 and Year 10 using both the percentage of students attaining the proficient standard and the average NAP–CC scale scores. These are shown in Table 4.10 to Table 4.13 including indications of whether data from each previous cycle are significantly different from those collected in 2024. In most but not all cases, when a difference in the percentage of students attaining the proficient standard is significantly different between a previous NAP–CC cycle and 2024, the corresponding difference in average achievement is also



significant. Any apparent inconsistencies in reported significance are a result of the differences in the 2 measures of achievement. For example, in 2024 the percentage of Year 6 students attaining the proficient standard in the Northern Territory was significantly different from 2019, but the average scale scores for the Northern Territory were not different from 2019.

In Table 4.10 and Table 4.11 it can be observed that, within several jurisdictions, the achievement of Year 6 students in 2024 was lower than previous cycles. In New South Wales, performance in 2024 was lower than all previous cycles. In Queensland and Western Australia, the achievement of Year 6 students in 2024 was lower than the previous cycle. Fewer Year 6 students from the Northern Territory in 2024 achieved the proficient standard in comparison to 2019. There was no difference in performance for students from South Australia, Tasmania and the Australian Capital Territory between the current and previous cycle, by either measure of achievement. Further reporting of results by state and territory can be found in Appendix C.

*Table 4.10: Percentages of Year 6 students attaining the proficient standard nationally and by state and territory since 2004*

State/ territory	2024	2019	2016	2013	2010	2007	2004
<b>NSW</b>	44 (±5.4)	▲ 54 (±4.3)	▲ 56 (±5.8)	▲ 56 (±4.8)	▲ 57 (±4.5)	▲ 64 (±6.3)	▲ 57 (±6.6)
<b>VIC</b>	46 (±4.5)	▲ 53 (±4.2)	▲ 56 (±5.3)	▲ 58 (±5.5)	▲ 56 (±5.9)	▲ 59 (±5.5)	▲ 58 (±5.3)
<b>QLD</b>	42 (±5.5)	▲ 54 (±4.6)	▲ 52 (±4.4)	45 (±4.8)	41 (±5.9)	41 (±5.9)	37 (±6.4)
<b>SA</b>	38 (±5.7)	43 (±5.3)	▲ 55 (±6.3)	43 (±6.0)	▲ 48 (±5.5)	43 (±6.8)	43 (±6.7)
<b>WA</b>	42 (±5.9)	▲ 53 (±5.3)	▲ 52 (±5.3)	44 (±5.8)	51 (±5.8)	40 (±4.3)	38 (±5.7)
<b>TAS</b>	41 (±5.5)	47 (±5.1)	▲ 53 (±5.6)	46 (±5.5)	▲ 54 (±4.7)	▲ 52 (±6.9)	48 (±6.6)
<b>NT</b>	27 (±6.3)	▲ 40 (±7.4)	34 (±8.0)	26 (±8.4)	32 (±6.2)	28 (±6.6)	▲ 41 (±7.1)
<b>ACT</b>	58 (±5.5)	66 (±7.2)	59 (±6.2)	64 (±6.0)	64 (±5.5)	60 (±8.7)	61 (±4.7)
<b>Aust.</b>	43 (±2.5)	▲ 53 (±2.0)	▲ 55 (±2.4)	▲ 52 (±2.4)	▲ 52 (±2.4)	▲ 53 (±2.8)	50 (±3.0)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

*Table 4.11: Average scale scores nationally and by state and territory for Year 6 since 2004*

State/ territory	2024	2019	2016	2013	2010	2007	2004
<b>NSW</b>	385 (±13.9)	▲ 407 (±11.1)	▲ 413 (±18.0)	▲ 418 (±14.0)	▲ 426 (±13.0)	▲ 432 (±11.0)	▲ 418 (±15.4)
<b>VIC</b>	393 (±11.3)	▲ 414 (±10.1)	▲ 415 (±13.8)	▲ 421 (±10.6)	▲ 422 (±14.2)	418 (±10.1)	417 (±10.9)
<b>QLD</b>	380 (±15.0)	▲ 415 (±13.4)	401 (±13.5)	384 (±13.0)	374 (±16.8)	376 (±13.5)	371 (±13.3)
<b>SA</b>	374 (±13.2)	377 (±15.4)	▲ 409 (±17.4)	379 (±14.3)	396 (±12.7)	385 (±15.1)	381 (±16.6)
<b>WA</b>	381 (±13.8)	▲ 407 (±10.5)	403 (±16.3)	383 (±16.2)	402 (±14.9)	369 (±10.9)	371 (±13.2)
<b>TAS</b>	372 (±15.3)	385 (±12.6)	▲ 400 (±15.8)	383 (±13.1)	▲ 411 (±14.5)	401 (±17.7)	393 (±15.1)
<b>NT</b>	317 (±23.8)	348 (±32.3)	302 (±32.9)	314 (±26.9)	316 (±31.1)	▼ 266 (±32.8)	▲ 371 (±17.1)
<b>ACT</b>	419 (±14.2)	444 (±19.4)	426 (±16.0)	433 (±14.5)	442 (±16.4)	425 (±20.5)	423 (±11.3)
<b>Aust.</b>	385 (±6.4)	▲ 408 (±5.4)	▲ 408 (±7.6)	▲ 403 (±6.1)	▲ 408 (±6.7)	405 (±5.5)	400 (±6.7)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024



Year 10 performance over time by jurisdiction can be observed in Table 4.12 and Table 4.13. For both New South Wales and South Australia, student performance in the current cycle was the lowest across all cycles. In Queensland and the Australian Capital Territory, it was the lowest performance since the 2007 cycle. For students from Western Australia, performance was the lowest since the 2010 cycle. Average scale scores for students from the Northern Territory were lower in comparison to the previous cycle of NAP–CC, although this was not reflected in the percentage of students achieving the proficient standard. No difference in performance was observed for Year 10 students from Victoria or Tasmania in comparison to the previous cycle.

*Table 4.12: Percentages of Year 10 students attaining the proficient standard nationally and by state and territory since 2004*

State/territory	2024	2019	2016	2013	2010	2007	2004
<b>NSW</b>	28 (±4.2)	▲ 40 (±6.9)	▲ 43 (±4.9)	▲ 51 (±5.7)	▲ 61 (±8.1)	▲ 52 (±5.1)	▲ 48 (±4.9)
<b>VIC</b>	34 (±5.4)	39 (±5.3)	39 (±6.1)	▲ 48 (±6.2)	▲ 47 (±6.7)	40 (±4.8)	40 (±7.4)
<b>QLD</b>	21 (±4.2)	▲ 35 (±4.8)	▲ 32 (±6.3)	▲ 35 (±4.1)	▲ 40 (±7.8)	▲ 30 (±5.0)	30 (±5.5)
<b>SA</b>	19 (±3.4)	▲ 29 (±4.3)	▲ 34 (±5.5)	▲ 35 (±5.7)	▲ 35 (±5.3)	▲ 43 (±7.8)	▲ 29 (±4.8)
<b>WA</b>	33 (±6.7)	▲ 45 (±7.0)	▲ 43 (±6.8)	▲ 44 (±6.0)	▲ 44 (±7.4)	33 (±6.9)	36 (±6.1)
<b>TAS</b>	20 (±4.6)	26 (±6.0)	▲ 30 (±5.6)	▲ 32 (±6.0)	▲ 39 (±5.2)	▲ 38 (±5.8)	▲ 37 (±4.7)
<b>NT</b>	18 (±11.6)	28 (±8.8)	23 (±9.6)	20 (±7.0)	▲ 35 (±7.5)	33 (±10.9)	36 (±14.6)
<b>ACT</b>	37 (±6.3)	▲ 51 (±6.9)	▲ 46 (±5.1)	▲ 48 (±6.9)	▲ 50 (±8.7)	▲ 50 (±7.5)	48 (±7.6)
<b>Aust.</b>	28 (±2.2)	▲ 38 (±2.6)	▲ 38 (±2.7)	▲ 44 (±2.6)	▲ 49 (±3.7)	▲ 42 (±2.6)	▲ 39 (±2.8)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

*Table 4.13: Average scale scores nationally and by state and territory for Year 10 since 2004*

State/territory	2024	2019	2016	2013	2010	2007	2004
<b>NSW</b>	456 (±11.6)	▲ 500 (±17.0)	▲ 509 (±12.6)	▲ 535 (±14.9)	▲ 558 (±23.7)	▲ 529 (±17.0)	▲ 521 (±10.6)
<b>VIC</b>	473 (±14.5)	485 (±13.9)	489 (±14.6)	▲ 521 (±14.3)	▲ 514 (±19.2)	494 (±17.1)	494 (±19.0)
<b>QLD</b>	443 (±14.8)	▲ 476 (±14.6)	▲ 471 (±19.5)	▲ 484 (±11.9)	▲ 482 (±28.4)	▲ 481 (±13.9)	469 (±17.6)
<b>SA</b>	432 (±12.0)	▲ 466 (±16.3)	▲ 476 (±15.5)	▲ 486 (±16.5)	▲ 487 (±18.3)	▲ 505 (±23.4)	▲ 465 (±16.2)
<b>WA</b>	472 (±16.4)	▲ 511 (±18.1)	▲ 501 (±20.5)	▲ 510 (±14.5)	▲ 509 (±21.1)	478 (±22.6)	486 (±17.5)
<b>TAS</b>	425 (±18.3)	428 (±28.2)	▲ 463 (±20.8)	▲ 466 (±20.7)	▲ 492 (±15.2)	▲ 485 (±16.0)	▲ 489 (±16.6)
<b>NT</b>	406 (±32.0)	▲ 460 (±17.2)	427 (±28.1)	418 (±24.2)	▲ 483 (±32.3)	▲ 464 (±38.1)	▲ 490 (±33.2)
<b>ACT</b>	488 (±17.1)	▲ 525 (±16.4)	▲ 518 (±15.8)	▲ 525 (±13.8)	▲ 523 (±24.1)	▲ 523 (±19.6)	518 (±21.5)
<b>Aust.</b>	457 (±6.5)	▲ 488 (±6.6)	▲ 491 (±7.3)	▲ 511 (±6.8)	▲ 519 (±11.3)	▲ 502 (±8.6)	▲ 496 (±7.0)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

## Student achievement and background characteristics

This section reports achievement by different student background characteristics. Originally, in the early cycles of the study, student background characteristics were collected as part of the student questionnaire. In recent cycles, data was collected directly from the schools, with missing data initially high. Since the 2016 cycle, missing data has been substantially reduced as the quality of recorded data has improved over time. Given the change in source (from students to schools) and the changes in the amount of missing data across earlier cycles, comparisons in performance over time are made only as far

back as the 2016 cycle. The exception to this is gender, for which complete data are available from all 7 cycles, and it is unlikely to show much variation caused by the change in source.

In addition, Australia's classification system for geographic location was changed between the 2016 and 2019 NAP-CC cycles. Therefore, trends in achievement by geographic location can only be reported back to 2019.

The percentage of participating students in each of the student background categories is shown in Table 2.3.

### Differences in achievement by gender since 2004

Table 4.14 and Table 4.15 show the achievement of male and female students in Year 6 and Year 10 at the national level, with results also presented from previous assessment cycles. Table 4.15 shows that, consistent with other cycles, female students in Year 6 significantly outperformed male students in 2024. This is reflected by higher proportions of female students achieving the proficient standard across each cycle of the study. The difference of 14 scale points in 2024 is significantly smaller than the gender difference of the previous 2 cycles. The difference in previous cycles has ranged between 18 and 38 scale points. No gender difference was observed at the Year 10 level in 2024, despite there being a significant difference in all previous cycles of the study.

Table 4.14: Percentages of Year 6 and Year 10 students attaining the proficient standard by gender since 2004

	Gender	2024	2019	2016	2013	2010	2007	2004
Year 6	Male	42 (±3.3)	47 (±2.9) ▲	50 (±3.4)	48 (±3.4) ▲	49 (±3.4) ▲	50 (±3.3)	47 (±3.5)
	Female	45 (±4.0)	▲ 58 (±2.9)	▲ 60 (±2.9)	▲ 55 (±2.7)	▲ 55 (±3.1)	▲ 57 (±3.4)	53 (±3.3)
Year 10	Male	28 (±3.4)	▲ 35 (±3.3)	▲ 35 (±3.4)	▲ 42 (±3.7)	▲ 44 (±4.5)	▲ 38 (±3.7)	35 (±3.2)
	Female	28 (±3.1)	▲ 42 (±4.0)	▲ 42 (±3.9)	▲ 46 (±4.0)	▲ 53 (±4.7)	▲ 45 (±3.4)	▲ 44 (±3.9)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

Table 4.15: Average scale scores by gender since 2004

	Gender	2024	2019	2016	2013	2010	2007	2004
Year 6	Male	378 (±7.4)	388 (±7.4)	▲ 395 (±9.0)	393 (±9.0)	398 (±8.9)	396 (±7.2)	391 (±7.5)
	Female	391 (±8.4)	▲ 426 (±6.9)	▲ 423 (±9.2)	▲ 414 (±7.0)	▲ 418 (±8.2)	▲ 415 (±6.3)	409 (±7.8)
	Difference (M – F)	-14 (±9.3)	▼ -38 (±9.2)	▼ -29 (±9.5)	-21 (±10.4)	-20 (±10.6)	-19 (±8.2)	-18 (±7.0)
Year 10	Male	455 (±8.4)	▲ 475 (±9.0)	▲ 479 (±9.1)	▲ 504 (±9.2)	▲ 504 (±14.3)	▲ 489 (±11.8)	▲ 480 (±9.2)
	Female	460 (±8.9)	▲ 501 (±10.6)	▲ 503 (±10.7)	▲ 519 (±9.9)	▲ 534 (±13.6)	▲ 514 (±10.0)	▲ 511 (±8.4)
	Difference (M – F)	-5 (±11.6)	▼ -26 (±15.0)	▼ -24 (±13.5)	-14 (±13.7)	▼ -30 (±17.3)	▼ -25 (±13.5)	▼ -30 (±11.0)

Confidence Intervals (1.96\*SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

Statistically significant differences are in bold.

According to the 2 measures of reporting achievement, female students at both year levels had the lowest levels of achievement since either the 2007 or 2004 cycles of the study. There was no significant change in how male students performed since the previous cycle at the Year 6 level, but there was a significant decrease in performance at the Year 10 level. Year 10 male students in 2024 had the lowest scale scores since the assessment began and had the least proportion of students achieving the proficient standard since the 2007 cycle.

## Differences in achievement by Indigenous status since 2016

Table 4.16 and Table 4.17 display achievement of non-Indigenous and Indigenous students at both year levels in 2024, 2019 and 2016. At both year levels, non-Indigenous students outperformed Indigenous students in 2024, as they have in previous cycles. The difference in students achieving the proficient standard in 2024 was 33 percentage points for Year 6 students and 11 percentage points for Year 10 students.

The significant difference in average achievement was 108 scale points for Year 6 students (which is approximately three-quarters of a NAP–CC proficiency level) and 64 scale points for Year 10 students (which is approximately one-half of a NAP–CC proficiency level). Confidence intervals for average scale scores of Indigenous students were much larger than for non-Indigenous students because of the higher variance (spread of scale scores) and because of the relatively small sample sizes for this subgroup (398 Indigenous students in Year 6 and 249 in Year 10, compared with 4,806 non-Indigenous students in Year 6 and 4,179 in Year 10).

Non-Indigenous students at both year levels in the current cycle had the lowest levels of achievement (by either measure) since this type of data was made available in the 2016 cycle. At the Year 6 level, there were significantly fewer Indigenous students achieving the proficient standard compared to the 2019 cycle. No change over time in achievement was observed for Indigenous students at the Year 10 level.

Every effort has been made, in developing the assessment, to acknowledge aspects of the Australian curriculum relating to First Nations people.

*Table 4.16: Percentages of Year 6 and Year 10 students attaining the proficient standard by Indigenous status since 2016*

	Indigenous status	2024	2019	2016
Year 6	Non-Indigenous students	46 (±2.5)	▲ 54 (±2.1)	▲ 56 (±2.5)
	Indigenous students	13 (±5.3)	▲ 25 (±6.9)	20 (±6.3)
Year 10	Non-Indigenous students	28 (±2.3)	▲ 39 (±2.6)	▲ 39 (±2.7)
	Indigenous students	17 (±13.7)	13 (±8.7)	17 (±9.3)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

*Table 4.17: Average scale scores by Indigenous status since 2016*

	Indigenous status	2024	2019	2016
Year 6	Non-Indigenous students	392 (±6.4)	▲ 413 (±5.6)	▲ 413 (±7.6)
	Indigenous students	284 (±17.4)	307 (±24.4)	283 (±21.8)
	Difference (Non-Indigenous – Indigenous)	<b>108</b> (±18.8)	<b>106</b> (±25.4)	<b>131</b> (±21.6)
Year 10	Non-Indigenous students	459 (±6.5)	▲ 492 (±6.8)	▲ 493 (±7.5)
	Indigenous students	395 (±48.5)	395 (±34.9)	412 (±25.4)
	Difference (Non-Indigenous – Indigenous)	<b>64</b> (±48.3)	<b>97</b> (±35.7)	<b>82</b> (±25.3)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

Statistically significant differences are in bold.

## Differences in achievement by language spoken at home since 2016

Table 4.18 and Table 4.19 show the NAP–CC achievement of students who speak only English at home and those who speak another language at home since 2016. Year 6 students who speak a language other than English at home had higher average achievement than students who speak only English at home. This contrasts with the 2019 cycle where there was no difference, and the 2016 cycle where the reverse pattern was observed. Consistent with the 2 previous cycles, there was no difference for Year 10 students in achievement based on language spoken at home.

At the Year 10 level, achievement in 2024 was the lowest since 2016, irrespective of whether English was the main language spoken at home or not. At the Year 6 level, achievement in 2024 was the lowest since 2016 only, on average, for those students whose main language spoken at home was English.

Table 4.18: Percentages of Year 6 and Year 10 students attaining the proficient standard by language spoken at home since 2016

	Language spoken at home	2024		2019		2016	
Year 6	English	42	(±2.7) ▲	52	(±2.8)	▲	56 (±2.9)
	Language other than English	47	(±5.7)	54	(±5.1)		51 (±5.2)
Year 10	English	28	(±2.9) ▲	38	(±3.2)	▲	39 (±2.7)
	Language other than English	26	(±3.8) ▲	39	(±7.1)	▲	36 (±5.6)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

Table 4.19: Average scale scores by language spoken at home since 2016

	Language spoken at home	2024		2019		2016			
Year 6	English	379	(±6.7)	▲	407	(±7.4)	▲	414	(±9.1)
	Language other than English	394	(±13.1)		410	(±12.9)		396	(±13.6)
	Difference (English – Other)	-15	(±14.0)		-3	(±16.7)	▲	18	(±16.0)
Year 10	English	458	(±8.4)	▲	489	(±8.0)	▲	495	(±7.7)
	Language other than English	454	(±12.5)	▲	489	(±16.8)	▲	481	(±16.3)
	Difference (English – Other)	4	(±16.1)		0	(±19.6)		14	(±17.5)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

Statistically significant differences are in bold.

## Differences in achievement by geographic location since 2019

Table 4.20 and Table 4.21 show achievement by students according to geographic location of their school in 2024 and 2019<sup>2</sup>. The results show that for Year 6, students at schools in major cities had significantly higher average scale scores than those enrolled at regional schools (39 scale points between averages and a difference of 14 percentage points attaining the proficient standard). Likewise, students in regional schools had significantly higher average scale scores than those enrolled in remote schools (85 scale points between averages and a difference of 21 percentage points attaining the proficient standard).

For Year 10 students, the difference between students in major city schools and those enrolled at regional schools was 37 scale points and a difference of 10 percentage points meeting the proficient standard.

<sup>2</sup> Prior to the 2019 cycle, a new classification system was introduced for geographic location for use in all NAP studies. Consequently, comparisons with previous cycles prior to 2019 are not included in this report.

However, despite there being a larger difference in scale points between regional and remote schools (40 scale points), the difference between students from these 2 groups was not significant.

At both year levels, the achievement for students from major cities was lower in the current cycle compared to the previous cycle, a finding consistent across both measures of achievement.

Table 4.20: Percentages of Year 6 and Year 10 students attaining the proficient standard by geographic location since 2019

	Geographic location	2024		2019	
Year 6	Major cities	48	(±3.1)	▲ 57	(±3.0)
	Regional	34	(±4.3)	▲ 44	(±5.2)
	Remote	13	(±7.9)	▲ 38	(±10.7)
Year 10	Major cities	30	(±2.7)	▲ 42	(±2.9)
	Regional	20	(±4.5)	▲ 29	(±6.6)
	Remote	20	(±18.3)	31	(±10.7)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

Table 4.21: Average scale scores by geographic location since 2019

	Geographic location	2024		2019	
Year 6	Major cities	397	(±8.0)	▲ 422	(±8.2)
	Regional	358	(±11.8)	380	(±16.6)
	Remote	273	(±36.6)	▲ 337	(±45.5)
	Difference (Maj – Reg)	<b>39</b>	(±14.4)	<b>43</b>	(±21.8)
	Difference (Reg – Rem)	<b>85</b>	(±38.5)	43	(±47.0)
Year 10	Major cities	466	(±7.7)	▲ 502	(±8.6)
	Regional	430	(±15.8)	452	(±22.3)
	Remote	389	(±48.3)	▲ 463	(±31.5)
	Difference (Maj – Reg)	<b>37</b>	(±18.3)	<b>49</b>	(±26.8)
	Difference (Reg – Rem)	40	(±51.7)	-11	(±39.0)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Statistically significant differences are in bold.

## Differences in achievement by parental occupation since 2016

Occupations of parents/guardians were collected from school records and recoded into 5 categories<sup>3</sup>. Where occupations were available for 2 parents, the higher coded occupation was used in the analyses. Student achievement in the NAP–CC assessment was significantly higher for students with parents in higher occupation groups (see Table 4.22 and Table 4.23). Approximately three-fifths of Year 6 students and two-fifths of Year 10 students with a parent who was a senior manager or professional (the highest occupation group) performed at or above the proficient standard. Approximately one-half of Year 6 students and one-quarter of Year 10 students who had at least one parent as an other manager or associate professional achieved at or above the proficient standard. Smaller proportions of students who had parents with the highest occupation in the 3 other occupation categories achieved at or above the proficient standard (between 24% and 32% at the Year 6 level, and between 13% and 19% at the Year 10 level).

<sup>3</sup> Occupations were classified as “Senior managers and professionals”, “Other managers and associate professionals”, “Tradespeople & skilled office, sales and service staff”, “Machine operators, labourers, hospitality and related staff” or “Not in paid work in last 12 months”.

The differences in performance exceeded 100 scale points at each year level between students with parents in the highest parental occupation category and those whose parents were not in paid work in the past 12 months. This magnitude of difference accounts for at least three-quarters of a proficiency level. This finding was consistent with the 2 previous cycles of the study.

For many parental occupation groups, performance in the 2024 cycle was lower than those from the previous 2 cycles.

Table 4.22: Percentages of Year 6 and Year 10 students attaining the proficient standard by categories of parental occupation since 2016

	Highest parental occupation	2024	2019	2016
Year 6	Senior managers and professionals	62 (±3.5)	▲ 74 (±3.2)	▲ 73 (±4.0)
	Other managers and associate professionals	48 (±4.4)	▲ 59 (±5.0)	▲ 62 (±3.7)
	Tradespeople & skilled office, sales and service staff	32 (±4.8)	▲ 41 (±4.3)	▲ 47 (±4.2)
	Machine operators, labourers, hospitality, and related staff	24 (±5.7)	▲ 35 (±5.5)	▲ 36 (±4.9)
	Not in paid work in last 12 months	27 (±8.3)	29 (±6.0)	30 (±7.5)
Year 10	Senior managers and professionals	41 (±4.6)	▲ 57 (±4.5)	▲ 60 (±4.3)
	Other managers and associate professionals	27 (±4.2)	▲ 46 (±4.8)	▲ 41 (±5.5)
	Tradespeople & skilled office, sales and service staff	19 (±4.1)	▲ 28 (±4.8)	▲ 31 (±4.3)
	Machine operators, labourers, hospitality, and related staff	15 (±5.0)	18 (±5.6)	▲ 23 (±4.0)
	Not in paid work in last 12 months	13 (±6.3)	17 (±6.5)	17 (±6.7)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

Table 4.23: Average scale scores by categories of parental occupation since 2016

	Highest parental occupation	2024	2019	2016
Year 6	Senior managers and professionals	433 (±8.2)	▲ 471 (±7.6)	▲ 460 (±11.6)
	Other managers and associate professionals	398 (±9.1)	▲ 428 (±10.9)	▲ 431 (±9.1)
	Tradespeople & skilled office, sales and service staff	355 (±10.2)	▲ 376 (±10.7)	▲ 390 (±11.7)
	Machine operators, labourers, hospitality, and related staff	330 (±14.2)	▲ 356 (±12.4)	▲ 361 (±11.8)
	Not in paid work in last 12 months	332 (±22.4)	334 (±16.7)	329 (±21.1)
Year 10	Senior managers and professionals	502 (±8.2)	▲ 548 (±11.4)	▲ 557 (±10.8)
	Other managers and associate professionals	459 (±11.0)	▲ 513 (±12.2)	▲ 507 (±12.3)
	Tradespeople & skilled office, sales and service staff	434 (±11.4)	▲ 465 (±10.8)	▲ 474 (±11.3)
	Machine operators, labourers, hospitality, and related staff	412 (±13.4)	415 (±16.4)	▲ 440 (±13.2)
	Not in paid work in last 12 months	386 (±26.2)	395 (±25.3)	407 (±25.3)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024

## Differences in achievement by parental education since 2016

School records from sampled schools also provided information on the educational levels of parents/guardians, which were classified into 5 categories. Where educational levels were available for 2 parents, the higher educational level was used in the analyses.

Student achievement in NAP–CC was higher for students whose parents had higher levels of education (see Table 4.24 and Table 4.25). Three-fifths of Year 6 students achieved the proficient standard. A pattern of lower levels of achievement can be observed for students whose parents' highest level of education is lower. Approximately one-third of Year 6 students whose parents had a highest level of education at the Advanced diploma/diploma level achieved the proficient standard. This percentage dropped to approximately one tenth for students whose parents did not achieve at Year 12 level or above. Two-fifths of Year 10 students who had at least one parent with a bachelor's degree or above achieved the proficient standard. One fifth of students whose parents' highest educational achievement was an advanced diploma/diploma achieved the proficient standard, dropping down to approximately one tenth of students whose parents' highest education was Year 11 or equivalent or below.

A similar pattern can be observed for average scale scores, with decline generally observed from students who had at least one parent with a bachelor's degree or above (an average of 432 at Year 6 level and 504 at Year 10 level), to students whose parents did not achieve above Year 11 or equivalent (an average of 278 at Year 6 level and 373 at Year 10 level) – a difference of 154 and 130 scale points respectively. However the decline was not always linear for groups in between the two extremes.

There was a consistent finding of lower performance for students in all categories of highest parental education in 2024 at both year levels, compared with the previous 2 cycles of the study, for those students with lower categories of highest parental education (except for Year 11 or equivalent or below at the Year 10 level).

*Table 4.24: Percentages of Year 6 and Year 10 students attaining the proficient standard by categories of parental education since 2016*

	Highest parental education	2024		2019		2016			
Year 6	Bachelor degree or above	61	(±3.3)	▲	71	(±2.5)	▲	74	(±3.3)
	Advanced diploma/diploma	35	(±5.2)	▲	47	(±4.5)	▲	56	(±5.2)
	Certificate I to IV (inc trade cert)	26	(±4.1)	▲	39	(±4.0)	▲	40	(±4.5)
	Year 12 or equivalent	26	(±9.9)	▲	42	(±8.7)	▲	49	(±7.0)
	Year 11 or equivalent or below	10	(±5.1)	▲	26	(±6.5)	▲	24	(±6.0)
Year 10	Bachelor degree or above	41	(±3.5)	▲	58	(±3.5)	▲	55	(±3.9)
	Advanced diploma/diploma	21	(±5.6)	▲	35	(±4.7)	▲	37	(±5.9)
	Certificate I to IV (inc trade cert)	14	(±3.4)	▲	22	(±4.0)	▲	27	(±4.1)
	Year 12 or equivalent	17	(±6.4)	▲	34	(±9.2)	▲	31	(±7.0)
	Year 11 or equivalent or below	9	(±5.4)		10	(±4.0)		17	(±4.8)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024



Table 4.25: Average scale scores by categories of parental education since 2016

	Highest parental education	2024		2019		2016	
Year 6	Bachelor degree or above	432	(±7.7)	▲	463	(±6.6)	▲ 463 (±10.1)
	Advanced diploma/diploma	362	(±11.2)	▲	391	(±10.1)	▲ 411 (±13.4)
	Certificate I to IV (inc trade cert)	341	(±9.3)	▲	366	(±9.8)	▲ 372 (±11.1)
	Year 12 or equivalent	335	(±17.9)	▲	382	(±24.8)	▲ 391 (±15.9)
	Year 11 or equivalent or below	278	(±20.8)	▲	325	(±18.1)	▲ 317 (±13.5)
Year 10	Bachelor degree or above	504	(±7.4)	▲	554	(±9.2)	▲ 544 (±10.0)
	Advanced diploma/diploma	435	(±13.7)	▲	486	(±11.3)	▲ 492 (±13.8)
	Certificate I to IV (inc trade cert)	408	(±11.0)	▲	440	(±10.0)	▲ 459 (±9.2)
	Year 12 or equivalent	420	(±18.9)	▲	468	(±25.3)	▲ 468 (±21.0)
	Year 11 or equivalent or below	373	(±19.0)		364	(±24.4)	▲ 413 (±16.6)

Confidence Intervals (1.96 \* SE) are reported in brackets.

▲ if significantly higher than in 2024

▼ if significantly lower than in 2024



## **Chapter 5: Students' attitudes towards civics and citizenship issues**

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# Chapter 5: Students' attitudes towards civics and citizenship issues

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## Chapter highlights

- Majorities of students from both Year 6 and Year 10 tended to rate most citizenship behaviours, such as learning about Australia's history, as important, despite fewer students rating them as important compared to students from the previous cycle of the study.
- Female students and higher achieving students tended to perceive conventional and social-movement citizenship behaviours as being more important, consistent with response patterns from previous cycles.
- Students, particularly at the Year 6 level, expressed a high degree of trust in civic institutions, but considerably fewer expressed trust in the media or social media.
- Students expressed high levels of agreement with statements on positive attitudes towards Australian Indigenous cultures, despite a small drop in agreement to several items since the previous cycle.
- Female students tended to have more positive attitudes towards Australian Indigenous cultures, particularly at the Year 10 level. Those students with more positive attitudes tended to have higher levels of NAP-CC achievement.
- A large proportion of Year 10 students expressed positive attitudes towards Australian diversity, with female students tending to have more positive attitudes. Positive attitudes towards diversity were associated with higher NAP-CC scale scores.
- Students at both year levels expressed concerns about a number of problems affecting Australia including pollution, climate change, crime, and racism and discrimination. Since the previous cycle, however, students in both year levels were less concerned about water shortages. At a Year 10 level, students also showed less concern about terrorism, climate change, pollution, and lack of cyber security and privacy than they did in 2019.

## Introduction

This chapter reports on students' attitudes towards civics and citizenship issues in comparison with previous survey cycles, and how these attitudes relate to students' knowledge of civics and citizenship.

The Alice Springs (Mparntwe) Education Declaration emphasised the importance of the affective dimension for this learning area, which is represented in the affective domain of the NAP-CC Assessment Framework. As part of NAP-CC, data on affective processes were collected since the NAP-CC questionnaire (formerly known as the student survey) was first developed in 2010. Comparative information about different aspects is now available across 5 assessment cycles. While many items remain unchanged from previous questionnaires, some new items have been included and there have been some minor changes to wording in some existing items.

The data presented in this chapter includes students' perceptions of the importance of citizenship behaviours, trust in civic institutions and processes, attitudes towards Australian Indigenous cultures, attitudes towards Australian diversity, and perceptions of problems affecting Australia. Affective constructs were measured using sets of Likert-type items, typically with 4 response options (for example, "strongly agree", "agree", "disagree" and "strongly disagree"). Data from NAP-CC 2010 were used to review the extent to which each of the developed item sets measured the underlying construct and to ensure that these item sets still provided a sound basis for deriving a reliable and unidimensional scale. In this chapter, results are reported for individual items and, where appropriate, scales.

All item sets were scaled using the same measurement model (Rasch Item Response Theory), which was applied to derive the cognitive NAP-CC scale. All trend scales were first established in NAP-CC 2010 and set to have an average of 50 scale score points and standard deviations of 10 for Year 10 students. Scales for Year 6 and Year 10 were equated so that they can be compared, and they were also linked to scale scores from previous cycles to allow comparisons over time.

## Students' perceptions of the importance of citizenship behaviours

Civics and citizenship education seeks to provide young people with opportunities to develop the capacity to become active, informed and responsible citizens. In this context it is of high relevance to study which different types of behaviours students perceive as expressing "good citizenship". To measure students' views of what constitutes positive citizenship behaviour, they were presented with a question asking about the relative importance of the following behaviours for good citizenship ("very important", "quite important", "not very important" or "not important at all"):

- supporting a political party
- learning about Australia's history
- learning about political issues in the newspaper, on the radio, on TV or on the internet
- learning about what happens in other countries
- discussing politics
- taking part in protests or demonstrations about important issues<sup>4</sup>
- participating in activities to benefit the local community
- taking part in activities promoting human rights
- taking part in activities to protect the environment
- making personal efforts to protect natural resources (e.g. water-saving, recycling)
- voting in elections
- always obeying the law<sup>5</sup>
- showing responsible behaviour during national crises (e.g. during the COVID-19 pandemic)<sup>6</sup>
- always following government directives during national crises (e.g. during the COVID-19 pandemic)<sup>7</sup>.

The last 3 items were only included in the NAP–CC 2024 cycle, while "making personal efforts to protect natural resources" and "voting in elections" were first introduced in the NAP–CC 2016 cycle. For all other items, data are available since the NAP–CC questionnaire in 2010.

Six of the items were used to derive a scale reflecting *students' perceptions of the importance of conventional citizenship*<sup>8</sup>, while another 4 items measured *students' perceptions of the importance of social-movement-related citizenship*<sup>9</sup>. The remaining 4 items were not used for scaling and are only reported at the item level. The 2 measured dimensions reflect similar dimensions to those measured in the studies conducted by the International Association for the Evaluation of Educational Achievement (IEA) on civic and citizenship education (see, for example, Schulz et al. 2024; Torney-Purta et al. 2001). Analyses of the data confirmed a two-dimensional structure of the items in the question, consistent with previous NAP–CC cycles. A higher score on the 2 derived scales reflects higher perceived importance of the corresponding citizenship behaviour.

Table 5.1 shows the percentages of students who rated the behaviours as either "very important" or "quite important" in 2024 in comparison with the results from previous cycles. It also presents differences in percentage points between the current cycles and the previous data collection in 2019.

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<sup>4</sup> 2019 wording: Participating in peaceful protests about important issues.

<sup>5</sup> This item was new for the 2024 cycle.

<sup>6</sup> This item was new for the 2024 cycle.

<sup>7</sup> This item was new for the 2024 cycle.

<sup>8</sup> The 6 items are "supporting a political party", "learning about Australia's history", "learning about political issues in the newspaper, on the radio, on TV or on the internet", "learning about what happens in other countries", "discussing politics" and "voting in elections".

<sup>9</sup> The 4 items are "participating in activities to benefit the local community", "taking part in activities promoting human rights", "taking part in activities to protect the environment" and "making personal efforts to protect natural resources (e.g. water-saving, recycling)".

The results show that the majority of Year 6 students rated all the listed behaviours as very or quite important, with the exception of “discussing politics”. Among Year 10 students, these percentages were somewhat lower. Less than half of the Year 10 respondents viewed “discussing politics” and “taking part in protests or demonstrations” as very or quite important. At both year levels, always obeying the law, showing responsible behaviour during national crises, and always following government directives during national crises were viewed as very or quite important by students.

More than three-quarters of Year 6 students perceived learning about Australia’s history, participating in activities to benefit the local community, taking part in activities promoting human rights or to protect the environment, making personal efforts to protect natural resources, and voting in elections as very or quite important. Among Year 10 students, the corresponding percentages were somewhat lower, but more than three-fifths also viewed these behaviours as very or quite important for good citizenship.

When comparing the results with the previous cycle, for almost all behaviours there were statistically significant decreases among students at both year levels. Among Year 6 students, the largest decreases were observed for supporting a political party (-6.9 percentage points) and taking part in protests or demonstrations about important issues (-8.6 percentage points). Among Year 10 students, decreases of 10 percentage points or more were registered for learning about political issues from the media, learning about what happens in other countries, discussing politics, taking part in protests and demonstrations, and taking part in activities to promote human rights or to protect the environment. For voting in elections, there was no statistically significant change among Year 6 students and a slight significant decrease among Year 10 students (-2.7 percentage points).

Table 5.1: Percentages for perceived importance of citizenship behaviours since 2010

Importance of citizenship behaviour		% Important (very or quite)					Difference (2024-2019)
		2024	2019	2016	2013	2010	
Year 6	Supporting a political party	64 (±1.7)	71 (±1.7)	76 (±1.7)	76 (±1.8)	76 (±1.6)	<b>-6.9 (±2.4)</b>
	Learning about Australia's history	81 (±1.5)	86 (±1.4)	85 (±1.2)	86 (±1.2)	85 (±1.2)	<b>-4.7 (±2.0)</b>
	Learning about political issues in the newspaper, on the radio, on TV or on the internet	63 (±1.9)	67 (±2.0)	74 (±1.6)	75 (±1.6)	72 (±1.8)	<b>-4.2 (±2.7)</b>
	Learning about what happens in other countries	66 (±1.7)	69 (±1.9)	77 (±1.6)	74 (±1.5)	72 (±1.8)	<b>-2.9 (±2.6)</b>
	Discussing politics	50 (±1.8)	53 (±1.8)	55 (±1.8)	55 (±1.8)	54 (±2.0)	<b>-3.0 (±2.5)</b>
	Taking part in protests or demonstrations about important issues*	54 (±2.0)	62 (±1.9)	61 (±2.0)	61 (±1.7)	61 (±1.7)	<b>-8.6 (±2.7)</b>
	Participating in activities to benefit the local community	77 (±1.8)	81 (±1.5)	83 (±1.6)	83 (±1.1)	82 (±1.4)	<b>-3.7 (±2.4)</b>
	Taking part in activities promoting human rights	81 (±1.5)	85 (±1.2)	85 (±1.4)	83 (±1.2)	83 (±1.4)	<b>-3.4 (±1.9)</b>
	Taking part in activities to protect the environment	85 (±1.4)	88 (±1.1)	89 (±1.3)	86 (±1.3)	88 (±1.1)	<b>-2.7 (±1.8)</b>
	Making personal efforts to protect natural resources (e.g. water-saving, recycling)	87 (±1.5)	90 (±1.1)	90 (±1.1)	--	--	<b>-2.9 (±1.9)</b>
	Voting in elections	82 (±1.6)	83 (±1.5)	85 (±1.5)	--	--	-1.2 (±2.2)
	Always obeying the law	91 (±1.3)	--	--	--	--	--
	Showing responsible behaviour during national crises (e.g. during the COVID-19 pandemic)	90 (±1.3)	--	--	--	--	--
	Always following government directives during national crises (e.g. during the COVID-19 pandemic)	89 (±1.3)	--	--	--	--	--

Confidence Intervals (1.96 \* SE) are reported in brackets.

Statistically significant differences are in bold.

\* 2010-2019 wording: Participating in peaceful protests about important issues

Table 5.1: Percentages for perceived importance of citizenship behaviours since 2010 (continued)

Importance of citizenship behaviour		% Important (very or quite)					Difference (2024-2019)
		2024	2019	2016	2013	2010	
Year 10	Supporting a political party	53 (±1.9)	62 (±1.9)	63 (±1.6)	60 (±1.8)	59 (±1.8)	<b>-9.2 (±2.7)</b>
	Learning about Australia's history	75 (±1.9)	80 (±1.5)	79 (±1.7)	78 (±1.6)	77 (±1.6)	<b>-4.2 (±2.5)</b>
	Learning about political issues in the newspaper, on the radio, on TV or on the internet	61 (±2.2)	73 (±1.9)	76 (±1.9)	75 (±1.5)	72 (±1.8)	<b>-11.5 (±2.9)</b>
	Learning about what happens in other countries	64 (±1.9)	76 (±1.7)	77 (±1.6)	73 (±1.4)	68 (±1.6)	<b>-12.2 (±2.6)</b>
	Discussing politics	39 (±2.1)	51 (±1.9)	51 (±2.0)	41 (±1.7)	38 (±1.7)	<b>-11.7 (±2.8)</b>
	Taking part in protests or demonstrations about important issues*	41 (±2.0)	56 (±2.1)	53 (±2.1)	45 (±2.0)	46 (±2.1)	<b>-15.0 (±2.9)</b>
	Participating in activities to benefit the local community	70 (±1.9)	78 (±1.5)	78 (±1.6)	76 (±1.7)	79 (±1.6)	<b>-7.8 (±2.4)</b>
	Taking part in activities promoting human rights	63 (±2.0)	76 (±1.7)	77 (±1.8)	75 (±1.7)	73 (±1.8)	<b>-12.9 (±2.7)</b>
	Taking part in activities to protect the environment	68 (±2.2)	79 (±1.7)	79 (±1.8)	77 (±1.8)	78 (±1.5)	<b>-11.1 (±2.8)</b>
	Making personal efforts to protect natural resources (e.g. water-saving, recycling)	75 (±1.8)	83 (±1.5)	85 (±1.4)	--	--	<b>-8.0 (±2.3)</b>
	Voting in elections	79 (±1.7)	81 (±1.4)	84 (±1.6)	--	--	<b>-2.7 (±2.2)</b>
	Always obeying the law	83 (±1.7)	--	--	--	--	--
	Showing responsible behaviour during national crises (e.g. during the COVID-19 pandemic)	85 (±1.6)	--	--	--	--	--
	Always following government directives during national crises (e.g. during the COVID-19 pandemic)	81 (±1.9)	--	--	--	--	--

Confidence Intervals (1.96 \* SE) are reported in brackets.

Statistically significant differences are in bold.

\* 2010-2019 wording: Participating in peaceful protests about important issues

Table 5.2: Average scale scores for perceptions of the importance of conventional and social-movement citizenship, overall and by gender since 2010

Importance of conventional citizenship		All Students	Male	Female	Difference (M-F)
Year 6	2024	50.4 (±0.3)	49.9 (±0.5)	50.8 (±0.4)	<b>-0.8</b> (±0.7)
	2019	51.3 (±0.4)	50.6 (±0.5)	52.0 (±0.5)	<b>-1.4</b> (±0.6)
	2016	52.5 (±0.3)	51.9 (±0.4)	53.1 (±0.4)	<b>-1.1</b> (±0.5)
	2013	52.6 (±0.3)	51.7 (±0.4)	53.4 (±0.5)	<b>-1.7</b> (±0.6)
	2010	51.9 (±0.4)	51.0 (±0.5)	52.9 (±0.4)	<b>-1.9</b> (±0.6)
	Difference (2024 - 2019)	<b>-0.9</b> (±0.5)	<b>-0.6</b> (±0.7)	<b>-1.2</b> (±0.6)	0.6 (±0.9)
Year 10	2024	48.8 (±0.5)	47.3 (±0.8)	50.3 (±0.7)	<b>-3.0</b> (±1.1)
	2019	51.7 (±0.5)	49.8 (±0.8)	53.6 (±0.6)	<b>-3.8</b> (±1.1)
	2016	52.3 (±0.5)	51.4 (±0.6)	53.2 (±0.6)	<b>-1.9</b> (±0.8)
	2013	50.8 (±0.4)	49.6 (±0.5)	52.1 (±0.5)	<b>-2.5</b> (±0.7)
	2010	50.0 (±0.5)	48.7 (±0.6)	51.3 (±0.7)	<b>-2.6</b> (±0.9)
	Difference (2024 - 2019)	<b>-3.0</b> (±0.7)	<b>-2.5</b> (±1.1)	<b>-3.3</b> (±1.0)	0.9 (±1.5)
Differences (Year 10-Year 6)	2024	<b>-1.6</b> (±0.6)	<b>-2.6</b> (±0.9)	-0.5 (±0.8)	
	2019	0.4 (±0.7)	-0.8 (±0.9)	<b>1.7</b> (±0.8)	
	2016	-0.2 (±0.6)	-0.6 (±0.8)	0.2 (±0.7)	
	2013	<b>-1.7</b> (±0.5)	<b>-2.1</b> (±0.7)	<b>-1.4</b> (±0.7)	
	2010	<b>-1.9</b> (±0.6)	<b>-2.3</b> (±0.8)	<b>-1.6</b> (±0.8)	

Confidence intervals (1.96\*SE) are reported in brackets. Statistically significant differences in **bold**.

Importance of social movement related citizenship		All Students	Male	Female	Difference (M-F)
Year 6	2024	51.2 (±0.3)	50.3 (±0.5)	52.0 (±0.4)	<b>-1.7</b> (±0.6)
	2019	52.1 (±0.4)	51.1 (±0.5)	53.0 (±0.4)	<b>-2.0</b> (±0.6)
	2016	52.4 (±0.3)	51.5 (±0.4)	53.4 (±0.4)	<b>-1.9</b> (±0.5)
	2013	52.2 (±0.3)	50.8 (±0.4)	53.6 (±0.5)	<b>-2.8</b> (±0.6)
	2010	51.4 (±0.3)	50.2 (±0.5)	52.6 (±0.4)	<b>-2.3</b> (±0.6)
	Difference (2024 - 2019)	<b>-0.9</b> (±0.5)	<b>-0.7</b> (±0.7)	<b>-1.0</b> (±0.6)	0.3 (±0.9)
Year 10	2024	47.5 (±0.6)	45.5 (±0.9)	49.6 (±0.7)	<b>-4.1</b> (±1.1)
	2019	51.7 (±0.6)	48.2 (±0.7)	55.2 (±0.7)	<b>-7.1</b> (±0.9)
	2016	51.3 (±0.5)	49.5 (±0.7)	53.2 (±0.6)	<b>-3.8</b> (±0.9)
	2013	50.3 (±0.5)	48.1 (±0.6)	52.6 (±0.6)	<b>-4.5</b> (±0.8)
	2010	50.0 (±0.5)	47.6 (±0.6)	52.3 (±0.7)	<b>-4.7</b> (±1.0)
	Difference (2024 - 2019)	<b>-4.3</b> (±0.8)	<b>-2.7</b> (±1.1)	<b>-5.6</b> (±1.0)	<b>2.9</b> (±1.5)
Differences (Year 10-Year 6)	2024	<b>-3.7</b> (±0.7)	<b>-4.9</b> (±1.0)	<b>-2.4</b> (±0.9)	
	2019	-0.3 (±0.7)	<b>-2.9</b> (±0.9)	<b>2.2</b> (±0.8)	
	2016	<b>-1.1</b> (±0.6)	<b>-2.0</b> (±0.8)	-0.1 (±0.8)	
	2013	<b>-1.8</b> (±0.6)	<b>-2.7</b> (±0.7)	<b>-1.0</b> (±0.7)	
	2010	<b>-1.4</b> (±0.6)	<b>-2.6</b> (±0.7)	-0.3 (±0.8)	

Confidence Intervals (1.96 \* SE) are reported in brackets. Statistically significant differences are in **bold**.

Table 5.2 shows the average scale scores for students at both year levels, by gender, and in comparison with previous cycles. For perceptions of the importance of conventional citizenship, decreases among Year 10 students since 2019 were considerably larger than those for Year 6 students. The difference between year levels was also statistically significant.

For perceptions of the importance of social-movement-related citizenship, there was a statistically significant moderate difference in scale scores between Year 6 and Year 10. While there were statistically significant decreases in scale scores since 2019 among students at both year levels for this scale, the decrease was much larger for Year 10.

As in previous cycles, there were statistically significant gender differences, with female students having higher scale scores for both dimensions of citizenship perceptions. For perceptions of social-movement-related citizenship, the gender differences for Year 10 students were significantly smaller than in NAP-CC 2019. The decrease in scale score points since 2019 among female students was about twice as large as among male students at a Year 10 level.

### **Associations between students' perceptions of the importance of citizenship behaviours, and achievement**

To investigate the associations between students' NAP-CC scale scores and their perceptions of the importance of these 2 types of citizenship behaviour, 2 types of associations are reported. The first type presents average questionnaire scale scores for students above and below the NAP-CC proficient standard. This way of examining the associations illustrates whether students with higher levels of civics and citizenship knowledge have different attitudes towards civics and citizenship issues compared with students who have less developed knowledge and understanding.

The second way of describing associations is reviewing the correlation between each scale measuring students' perceptions of the importance of these citizenship behaviours and NAP-CC scale scores. Pearson's correlation coefficients can assume values between  $-1$  and  $+1$ .<sup>10</sup> A positive correlation between the NAP-CC scale and an attitudinal scale means that any increase in student achievement corresponds to an increase in the attitudinal scale score. A negative correlation indicates that an increase in one measure corresponds to a decrease in the other measure.

Table 5.3 shows the average scale scores for the 2 perceptions of citizenship behaviour for students above and below the proficient standard, for both year levels for the 5 cycles of NAP-CC since 2010. It also displays the correlations between attitudinal scale scores and NAP-CC scale scores.

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<sup>10</sup> As outlined in Chapter 1, statistically significant coefficients below  $\pm 0.1$  are described in this report as "negligible", between  $\pm 0.1$  and  $\pm 0.3$  as "weak", between  $\pm 0.3$  and  $\pm 0.5$  as "moderate" and above  $\pm 0.5$  as "strong". When reporting correlation coefficients, an assumption is made that the relationship between the 2 measures is linear.



Table 5.3: Average scale scores for perceptions of the importance of conventional and social-movement citizenship behaviour for students above and below the proficient standard since 2010

Importance of conventional citizenship	Proficient Standard	2024	2019	2016	2013	2010
Year 6	Below	49.6 (±0.5)	50.2 (±0.6)	51.9 (±0.6)	52.0 (±0.4)	51.5 (±0.6)
	Above	51.2 (±0.5)	52.2 (±0.5)	52.9 (±0.4)	53.1 (±0.5)	52.3 (±0.4)
	Difference	<b>1.6</b> (±0.8)	<b>2.0</b> (±0.7)	<b>1.0</b> (±0.8)	<b>1.0</b> (±0.6)	<b>0.8</b> (±0.7)
	Correlation	<b>0.11</b> (±0.04)	<b>0.14</b> (±0.04)	<b>0.07</b> (±0.04)	<b>0.06</b> (±0.04)	<b>0.07</b> (±0.04)
Year 10	Below	47.7 (±0.6)	49.8 (±0.6)	50.9 (±0.6)	49.9 (±0.5)	49.0 (±0.6)
	Above	51.6 (±0.8)	54.8 (±0.8)	54.5 (±0.7)	52.0 (±0.6)	51.0 (±0.6)
	Difference	<b>3.9</b> (±1.1)	<b>5.0</b> (±1.0)	<b>3.7</b> (±1.0)	<b>2.1</b> (±0.8)	<b>2.0</b> (±0.9)
	Correlation	<b>0.24</b> (±0.05)	<b>0.27</b> (±0.05)	<b>0.23</b> (±0.04)	<b>0.13</b> (±0.04)	<b>0.12</b> (±0.05)
Importance of social movement related citizenship	Proficient Standard	2024	2019	2016	2013	2010
Year 6	Below	49.6 (±0.5)	50.6 (±0.5)	51.4 (±0.6)	51.0 (±0.5)	50.5 (±0.5)
	Above	53.0 (±0.5)	53.3 (±0.4)	53.2 (±0.4)	53.2 (±0.4)	52.2 (±0.4)
	Difference	<b>3.4</b> (±0.8)	<b>2.6</b> (±0.6)	<b>1.8</b> (±0.7)	<b>2.2</b> (±0.7)	<b>1.7</b> (±0.7)
	Correlation	<b>0.24</b> (±0.04)	<b>0.19</b> (±0.03)	<b>0.12</b> (±0.05)	<b>0.15</b> (±0.04)	<b>0.16</b> (±0.04)
Year 10	Below	45.7 (±0.7)	49.5 (±0.7)	50.0 (±0.7)	49.1 (±0.6)	48.8 (±0.6)
	Above	51.8 (±0.9)	55.2 (±0.9)	53.5 (±0.8)	51.8 (±0.7)	51.3 (±0.8)
	Difference	<b>6.0</b> (±1.0)	<b>5.7</b> (±1.2)	<b>3.5</b> (±1.1)	<b>2.6</b> (±0.9)	<b>2.5</b> (±1.1)
	Correlation	<b>0.30</b> (±0.04)	<b>0.31</b> (±0.04)	<b>0.21</b> (±0.04)	<b>0.16</b> (±0.04)	<b>0.16</b> (±0.05)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences and correlations are in bold.

The results show a positive relationship between civic knowledge and students' rating of greater importance for both types of citizenship behaviours. This finding is consistent with results from previous cycles. As was the case for all previous cycles since 2010, the 2024 percentage point differences and correlations were statistically significant for students at both year levels.

## Students' trust in civic institutions and processes

The trust citizens have in civic institutions and processes has the potential to influence their willingness to engage in society. Young people's critical appreciation of institutions and democratic process is an important aim of civics and citizenship education. As in previous cycles since NAP-CC 2010, the data collection in 2024 included measuring Year 6 and Year 10 students' trust in civic institutions and processes.

Students were asked to rate their trust (“completely”, “quite a lot”, “a little” or “not at all”) in the following institutions and processes in Australia:

- the Australian Parliament
- your state or territory parliament
- your local government
- law courts
- the police
- Australian political parties
- the media
- social media
- scientists and scientific research organisations.<sup>11</sup>

The last item was new to NAP–CC 2024 and therefore data cannot be compared with those from previous cycles. The first 6 items were used to derive a reliable scale reflecting students’ trust in institutions, which is linked to the scale established in NAP–CC 2010 (at the time set to a mean of 50 and a standard deviation of 10 for Year 10 students). For reporting results at the level of items, the categories “completely” and “quite a lot” were combined to indicate higher levels of trust in each of these institutions.

Percentages of trust (complete or quite a lot) among Year 6 and Year 10 students are recorded in Table 5.4 using data from this and all previous cycles. Year 6 students were fairly trusting of civic institutions, with more than three-quarters indicating complete or quite a lot of trust in each of the police, state or territory parliament, the Australian parliament, local government and law courts. Nearly two-thirds of Year 10 students expressed complete or quite a lot of trust in law courts and the police. Scientists and scientific research organisations were trusted by about three-quarters of Year 6 and Year 10 students. At both year levels, students were least trusting of Australian political parties, the media and social media.

As observed in all previous cycles, students in Year 6 tended to be more likely to express greater trust in institutions or processes than those in Year 10. Among Year 6 students, there were statistically significant increases in trust in the Australian Parliament, the state or territory parliament, and the local government, while there were no significant changes for other institutions or processes. Among Year 10 students, statistically significant decreases in trust were observed for law courts, the police, the media and social media.

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<sup>11</sup> This item was new for the 2024 cycle.

Table 5.4: Percentages for trust in civic institutions and processes since 2010

	Trust in civic institutions and processes	% Trusting (completely or quite a lot)					
		2024	2019	2016	2013	2010	Difference (2024-2019)
Year 6	The Australian Parliament	78 (±2.0)	74 (±1.7)	76 (±1.8)	70 (±2.0)	69 (±1.7)	<b>3.5</b> (±2.6)
	Your state or territory parliament	80 (±1.7)	75 (±1.9)	79 (±1.8)	74 (±1.7)	72 (±1.8)	<b>4.9</b> (±2.6)
	Your local government	78 (±1.8)	75 (±1.8)	79 (±1.9)	- -	- -	<b>2.8</b> (±2.6)
	Law courts	77 (±2.0)	77 (±1.7)	80 (±1.7)	76 (±1.6)	70 (±1.7)	0.3 (±2.6)
	The police	85 (±1.4)	87 (±1.2)	90 (±1.2)	88 (±1.2)	85 (±1.3)	-1.9 (±1.9)
	Australian political parties	60 (±1.9)	61 (±2.0)	65 (±1.8)	58 (±1.7)	57 (±2.1)	-0.6 (±2.8)
	The media	47 (±2.1)	48 (±2.1)	56 (±2.0)	54 (±1.7)	45 (±2.0)	-0.7 (±3.0)
	Social media	31 (±1.8)	31 (±2.0)	37 (±2.2)	- -	- -	-0.3 (±2.7)
	Scientists and scientific research organisations	78 (±1.9)	- -	- -	- -	- -	- -
Year 10	The Australian Parliament	56 (±2.1)	55 (±1.7)	53 (±1.9)	47 (±1.8)	51 (±2.0)	1.2 (±2.8)
	Your state or territory parliament	57 (±2.2)	58 (±1.8)	57 (±1.9)	52 (±1.7)	51 (±2.0)	-0.2 (±2.9)
	Your local government	57 (±2.2)	58 (±1.9)	60 (±2.1)	- -	- -	-0.5 (±2.9)
	Law courts	64 (±2.1)	70 (±1.7)	70 (±1.8)	67 (±1.7)	66 (±2.0)	<b>-6.0</b> (±2.7)
	The police	64 (±1.8)	74 (±2.0)	75 (±1.7)	77 (±1.6)	71 (±1.8)	<b>-9.5</b> (±2.7)
	Australian political parties	43 (±1.9)	43 (±1.8)	44 (±1.7)	35 (±1.5)	32 (±1.6)	-0.1 (±2.6)
	The media	33 (±1.6)	36 (±1.4)	37 (±2.0)	28 (±1.6)	27 (±1.4)	<b>-3.3</b> (±2.2)
	Social media	24 (±1.8)	30 (±1.6)	29 (±1.8)	- -	- -	<b>-5.4</b> (±2.5)
	Scientists and scientific research organisations	73 (±1.8)	- -	- -	- -	- -	- -

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

Table 5.5 shows the average scale scores for trust in institutions for Year 6 and Year 10 students, by gender, and in comparison with the previous 4 cycles. The results illustrate the considerable difference in levels of trust between Year 6 and Year 10 students, which was also evident in previous cycles, with a difference of -6.7 score points between the 2 year levels, indicating a large difference. The table further shows that there were no differences between gender groups in 2024, as per the 2 previous cycles.

Table 5.5: Average scale scores for trust in civic institutions and processes, overall and by gender since 2010

Trust in Civic Institutions and Processes		All Students	Males	Females	Difference (M-F)
Year 6	2024	58.2 (±0.5)	58.1 (±0.6)	58.2 (±0.6)	0.0 (±0.7)
	2019	58.4 (±0.5)	58.0 (±0.8)	58.7 (±0.6)	-0.7 (±0.9)
	2016	58.7 (±0.5)	58.4 (±0.6)	59.0 (±0.6)	-0.6 (±0.7)
	2013	56.7 (±0.3)	56.2 (±0.4)	57.2 (±0.5)	<b>-1.1</b> (±0.6)
	2010	55.2 (±0.4)	54.5 (±0.5)	55.9 (±0.5)	<b>-1.3</b> (±0.6)
	Difference (2024 - 2019)	-0.2 (±0.7)	0.2 (±1.0)	-0.6 (±0.8)	0.7 (±1.2)
Year 10	2024	51.5 (±0.7)	51.7 (±1.0)	51.2 (±1.1)	0.5 (±1.5)
	2019	52.1 (±0.5)	51.6 (±0.7)	52.6 (±0.7)	-0.9 (±1.1)
	2016	52.1 (±0.5)	52.0 (±0.8)	52.3 (±0.7)	-0.3 (±1.1)
	2013	50.6 (±0.4)	49.9 (±0.6)	51.3 (±0.6)	<b>-1.4</b> (±0.8)
	2010	50.0 (±0.5)	49.2 (±0.6)	50.8 (±0.5)	<b>-1.6</b> (±0.7)
	Difference (2024 - 2019)	-0.7 (±0.9)	0.0 (±1.3)	<b>-1.4</b> (±1.3)	1.4 (±1.8)
Differences (Year 10-Year 6)	2024	<b>-6.7</b> (±0.9)	<b>-6.5</b> (±1.2)	<b>-7.0</b> (±1.2)	
	2019	<b>-6.2</b> (±0.7)	<b>-6.3</b> (±1.1)	<b>-6.1</b> (±0.9)	
	2016	<b>-6.6</b> (±0.7)	<b>-6.4</b> (±1.0)	<b>-6.8</b> (±0.9)	
	2013	<b>-6.1</b> (±0.5)	<b>-6.3</b> (±0.7)	<b>-5.9</b> (±0.7)	
	2010	<b>-5.2</b> (±0.6)	<b>-5.4</b> (±0.7)	<b>-5.1</b> (±0.7)	

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

### Associations between students' trust in civic institutions and processes, and achievement

Table 5.6: Average scale scores for trust in civic institutions and processes for students above and below the proficient standard since 2010

	Proficient Standard	2024	2019	2016	2013	2010
Year 6	Below	57.3 (±0.7)	57.4 (±0.8)	58.0 (±0.8)	56.3 (±0.5)	54.7 (±0.6)
	Above	59.2 (±0.6)	59.2 (±0.6)	59.2 (±0.5)	57.1 (±0.5)	55.7 (±0.4)
	Difference	<b>1.9</b> (±0.9)	<b>1.8</b> (±1.0)	<b>1.3</b> (±0.9)	0.7 (±0.8)	<b>1.0</b> (±0.6)
	Correlation	<b>0.13</b> (±0.05)	<b>0.09</b> (±0.05)	<b>0.06</b> (±0.05)	<b>0.06</b> (±0.04)	<b>0.08</b> (±0.03)
Year 10	Below	50.7 (±0.9)	51.3 (±0.7)	51.1 (±0.8)	49.9 (±0.5)	49.0 (±0.7)
	Above	53.5 (±1.1)	53.4 (±0.8)	53.6 (±0.8)	51.6 (±0.6)	51.0 (±0.5)
	Difference	<b>2.8</b> (±1.4)	<b>2.1</b> (±1.1)	<b>2.5</b> (±1.2)	<b>1.7</b> (±0.8)	<b>2.0</b> (±0.8)
	Correlation	<b>0.14</b> (±0.05)	<b>0.14</b> (±0.04)	<b>0.13</b> (±0.05)	<b>0.10</b> (±0.04)	<b>0.11</b> (±0.05)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences and correlations are in bold.

Table 5.6 displays the average scale scores for trust in civic institutions and processes for students above and below the proficient standard for both year levels since the 2010 cycle of NAP–CC. The results show that at both year levels, students who had NAP–CC scale scores at or above the proficient standard had statistically significantly higher levels of trust in civic institutions. This association is also reflected in the positive correlations between NAP–CC scale scores and the scale scores reflecting trust in civic institutions, although the strength of the associations were weak. Similar results were found in data from previous survey cycles.

## Students' perspectives of Aboriginal and Torres Strait Islander Histories and Cultures in Australia

One important aim of civics and citizenship education in Australia is the development of students' understanding of Aboriginal and Torres Strait Islander Histories and Cultures. This goal is strongly represented in the Australian Curriculum through the cross-curriculum priority Aboriginal and Torres Strait Islander Histories and Cultures. This aim is further represented in the Alice Springs (Mparntwe) Education Declaration, where Goal 2 of the declaration refers to: active and informed members of the community who:

- understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures
- possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

(Education Council 2019:8)

The NAP–CC 2024 student questionnaire included an item set to measure students' perspectives related to some aspects of Aboriginal and Torres Strait Islander Histories and Cultures. These included: recognition of land ownership by Aboriginal and Torres Strait Islander peoples, reconciliation between Indigenous and non-Indigenous Australians, and the importance of Aboriginal and Torres Strait Islander peoples' roles in decision-making.

Students' attitudes towards Indigenous cultures in Australia were measured by asking students to rate their agreement ("strongly agree", "agree", "disagree" or "strongly disagree") with the following statements about Aboriginal and Torres Strait Islander peoples:

- Australia should support the cultural traditions and languages of Aboriginal and Torres Strait Islander peoples
- Australia has a responsibility to work with Aboriginal and Torres Strait Islander peoples to improve their life outcomes<sup>12</sup>
- It is important to recognise traditional ownership of their land by Aboriginal and Torres Strait Islander peoples
- All Australians have much to learn from Aboriginal and Torres Strait Islander peoples' cultures, traditions and people
- All Australians should be given the chance to learn about reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians
- It is important that Aboriginal and Torres Strait Islander peoples have an active role in the decision-making processes regarding issues that affect their communities<sup>13</sup>.

The last item was introduced as a new item in NAP–CC 2024. The responses in categories "strongly agree" and "agree" were combined to report on students' agreement in the following text. All 6 items were also used to derive a scale reflecting students' attitudes towards Aboriginal and Torres Strait Islander

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<sup>12</sup> 2019 wording: Australia has a responsibility to improve the quality of life of Aboriginal and Torres Strait Islander peoples.

<sup>13</sup> This item was new for the 2024 cycle.

Histories and Cultures, for which higher scale scores indicate more positive attitudes. Using the common 5 items administered in all previous cycles, the scale is linked to the scale established in NAP–CC 2010.

Table 5.7 shows the percentages of agreement (“strongly agree” and “agree”) with each item for Year 6 and Year 10 students. Similar to the pattern in previous cycles, large majorities of students at both year levels expressed agreement with these items. In comparison with NAP–CC 2019, statistically significant decreases at Year 6 were recorded for items reflecting the importance of recognising Aboriginal and Torres Strait Islander land ownership, that all Australians should be given the chance to learn about reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians, and that Australians have much to learn from Aboriginal and Torres Strait Islander peoples' cultures, traditions and people. For Year 10, statistically significant decreases in percentages were recorded for all 5 items that were already included in NAP–CC 2019.

Table 5.7: Percentages for agreement related to Aboriginal and Torres Strait Islander Histories and Cultures since 2010

Attitudes towards Aboriginal and Torres Strait Islander Histories and Cultures		% Agreement					Difference (2024-2019)
		2024	2019	2016	2013	2010	
Year 6	Australia should support the cultural traditions and languages of Aboriginal and Torres Strait Islander peoples	93 (±0.9)	95 (±0.7)	95 (±0.7)	95 (±0.8)	93 (±0.9)	-1.1 (±1.2)
	Australia has a responsibility to work with Aboriginal and Torres Strait Islander peoples to improve their life outcomes	90 (±1.4)	91 (±1.1)	92 (±1.1)	92 (±1.0)	89 (±1.1)	-1.0 (±1.8)
	It is important to recognise traditional ownership of their land by Aboriginal and Torres Strait Islander peoples	91 (±1.2)	93 (±1.0)	94 (±1.0)	93 (±0.9)	91 (±1.0)	<b>-1.9 (±1.6)</b>
	All Australians have much to learn from Aboriginal and Torres Strait Islander peoples' cultures, traditions and people	84 (±1.7)	88 (±1.1)	89 (±1.2)	87 (±1.1)	85 (±1.2)	<b>-3.4 (±2.0)</b>
	All Australians should be given the chance to learn about reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians	89 (±1.5)	92 (±1.0)	92 (±1.1)	91 (±1.0)	91 (±1.0)	<b>-3.2 (±1.8)</b>
	It is important that Aboriginal and Torres Strait Islander peoples have an active role in the decision-making processes regarding issues that affect their communities	91 (±1.2)	--	--	--	--	--
Year 10	Australia should support the cultural traditions and languages of Aboriginal and Torres Strait Islander peoples	90 (±1.4)	92 (±1.2)	94 (±1.0)	92 (±1.0)	91 (±1.3)	<b>-2.7 (±1.8)</b>
	Australia has a responsibility to work with Aboriginal and Torres Strait Islander peoples to improve their life outcomes	84 (±1.5)	88 (±1.4)	88 (±1.2)	86 (±1.3)	83 (±1.4)	<b>-3.4 (±2.1)</b>
	It is important to recognise traditional ownership of their land by Aboriginal and Torres Strait Islander peoples	87 (±1.6)	90 (±1.2)	92 (±1.1)	90 (±1.0)	88 (±1.2)	<b>-2.8 (±2.0)</b>
	All Australians have much to learn from Aboriginal and Torres Strait Islander peoples' cultures, traditions and people	79 (±1.7)	82 (±1.5)	82 (±1.7)	77 (±1.8)	76 (±1.9)	<b>-2.7 (±2.3)</b>
	All Australians should be given the chance to learn about reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians	86 (±1.8)	89 (±1.3)	91 (±1.2)	89 (±1.1)	88 (±1.5)	<b>-3.3 (±2.2)</b>
	It is important that Aboriginal and Torres Strait Islander peoples have an active role in the decision-making processes regarding issues that affect their communities	86 (±1.6)	--	--	--	--	--

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

Table 5.8 shows the average scale scores related to Aboriginal and Torres Strait Islander Histories and Cultures in both year levels, overall, by gender and in comparison with the 4 previous cycles. The results show that there has been a statistically significant decrease in scale scores in Year 6. Differences between male and female students were statistically significant in both year levels with female students tending to express higher levels of agreement. However, these differences were much larger among Year 10 students compared to those for Year 6.

*Table 5.8: Average scale scores related to Aboriginal and Torres Strait Islander Histories and Cultures, overall and by gender since 2010*

	Attitudes towards Aboriginal and Torres Strait Islander Histories and Cultures	All Students	Male	Female	Difference (M-F)
Year 6	2024	50.7 (±0.4)	50.1 (±0.6)	51.3 (±0.4)	<b>-1.2</b> (±0.6)
	2019	52.3 (±0.4)	51.6 (±0.6)	52.9 (±0.4)	<b>-1.4</b> (±0.7)
	2016	52.0 (±0.4)	51.6 (±0.5)	52.5 (±0.5)	<b>-0.9</b> (±0.6)
	2013	50.8 (±0.3)	50.1 (±0.4)	51.6 (±0.4)	<b>-1.5</b> (±0.5)
	2010	49.5 (±0.3)	49.1 (±0.5)	50.0 (±0.3)	<b>-0.9</b> (±0.5)
	Difference (2024 - 2019)	<b>-1.5</b> (±0.6)	<b>-1.5</b> (±0.8)	<b>-1.6</b> (±0.6)	0.1 (±0.9)
Year 10	2024	52.9 (±0.7)	50.7 (±0.9)	55.3 (±0.9)	<b>-4.6</b> (±1.1)
	2019	53.4 (±0.5)	50.6 (±0.7)	56.1 (±0.8)	<b>-5.5</b> (±1.1)
	2016	53.2 (±0.5)	51.5 (±0.6)	54.9 (±0.8)	<b>-3.5</b> (±1.0)
	2013	51.1 (±0.5)	49.2 (±0.6)	53.0 (±0.6)	<b>-3.8</b> (±0.8)
	2010	50.0 (±0.5)	48.1 (±0.6)	51.8 (±0.7)	<b>-3.6</b> (±0.9)
	Difference (2024 - 2019)	-0.5 (±0.9)	0.0 (±1.2)	-0.8 (±1.2)	0.8 (±1.6)
Differences (Year 10- Year 6)	2024	<b>2.2</b> (±0.8)	0.6 (±1.1)	<b>4.0</b> (±1.0)	
	2019	<b>1.1</b> (±0.7)	<b>-0.9</b> (±0.9)	<b>3.1</b> (±0.9)	
	2016	<b>1.1</b> (±0.6)	-0.2 (±0.8)	<b>2.5</b> (±0.9)	
	2013	0.3 (±0.5)	<b>-0.9</b> (±0.7)	<b>1.4</b> (±0.7)	
	2010	0.5 (±0.6)	<b>-1.0</b> (±0.8)	<b>1.8</b> (±0.8)	

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

### Associations between students' perspectives related to Aboriginal and Torres Strait Islander Histories and Cultures, and achievement

Table 5.9 reports the average scale scores for perspectives related to Aboriginal and Torres Strait Islander Histories and Cultures and students with NAP–CC scale scores at or above and below the proficient standard for both year levels since 2010. As in previous NAP–CC cycles, students with results at or above the proficient standard were more likely to have positive perspectives related to Aboriginal and Torres Strait Islander Histories and Cultures than those with knowledge below the proficient standard. In NAP–CC 2024, this difference is large in Year 10 (6.5 points) and moderate in Year 6 (3.6 points). The associations are also reflected in the positive correlations between NAP–CC scale scores and those reflecting perspectives related to Aboriginal and Torres Strait Islander Histories and Cultures.



Table 5.9: Average scale scores for perspectives related to Aboriginal and Torres Strait Islander Histories and Cultures for students above and below the proficient standard since 2010

	Proficient Standard	2024	2019	2016	2013	2010
Year 6	Below	49.1 (±0.5)	49.8 (±0.5)	49.8 (±0.6)	48.9 (±0.5)	47.7 (±0.4)
	Above	52.7 (±0.6)	54.4 (±0.4)	53.8 (±0.4)	52.6 (±0.4)	51.2 (±0.3)
	Difference	<b>3.6</b> (±0.8)	<b>4.6</b> (±0.6)	<b>3.9</b> (±0.8)	<b>3.7</b> (±0.7)	<b>3.5</b> (±0.5)
	Correlation	<b>0.25</b> (±0.04)	<b>0.31</b> (±0.04)	<b>0.30</b> (±0.04)	<b>0.30</b> (±0.03)	<b>0.29</b> (±0.03)
Year 10	Below	51.1 (±0.8)	51.0 (±0.6)	51.3 (±0.6)	49.6 (±0.6)	48.2 (±0.6)
	Above	57.5 (±1.0)	57.1 (±0.8)	56.1 (±0.8)	52.9 (±0.7)	51.8 (±0.7)
	Difference	<b>6.5</b> (±1.2)	<b>6.0</b> (±0.9)	<b>4.8</b> (±1.0)	<b>3.3</b> (±0.9)	<b>3.6</b> (±1.0)
	Correlation	<b>0.33</b> (±0.04)	<b>0.35</b> (±0.04)	<b>0.31</b> (±0.04)	<b>0.18</b> (±0.04)	<b>0.23</b> (±0.05)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences and correlations are in bold.

## Students' attitudes towards diversity in Australia

Fostering students' recognition of diversity in Australia is an important goal of civics and citizenship education in the Australian Curriculum. It is emphasised in both the Australian Curriculum: Civics and Citizenship and the Australian Curriculum general capability: Intercultural Understanding. This aim is further explicitly stated in the Alice Springs (Mparntwe) Education Declaration, which states that young people should become "active and informed members of the community who ... appreciate and respect Australia's rich social, cultural, religious and linguistic diversity and embrace opportunities to communicate and share" (Education Council 2019:8).

To measure students' attitudes towards diversity in Australia, the NAP-CC questionnaire for Year 10 students included a question that asked students to indicate their agreement with several statements about Australian society ("strongly agree", "agree", "disagree" or "strongly disagree"):

- Immigrants should be encouraged to keep their cultural beliefs, practices and languages
- Australia will remain a peaceful country as more people from different backgrounds come to live here
- Australia benefits greatly from having people from many cultures and backgrounds
- At school, all Australians should learn about different cultural beliefs and practices
- All Australians should accept different cultural beliefs and practices
- Having people from many different cultures and backgrounds makes it easier for a country to be united
- Australia will be a better place in the future as more people with different backgrounds come to live here.

The second and the last 3 items were modified for the NAP-CC 2019 cycle, and these changes were retained in the current cycle. Therefore, changes in percentages of agreement ("strongly agree" and "agree") for all items can only be reported since the last cycle, while those since NAP-CC 2010 are only included for the 3 items that did not undergo modifications.

Table 5.10 presents the percentages of Year 10 students' agreement ("strongly agree" and "agree") for the item measuring attitudes towards Australian diversity. Large majorities among Year 10 students endorsed the statements, and for all of them significant increases were recorded since the previous cycle. The exception to this was for the item "At school, all Australians should learn about different cultural beliefs and practices". There were also increases observed from NAP-CC 2010 to the current cycle for the 3 items that had not been modified.

Table 5.10: Percentages for agreement in attitudes towards Australian diversity since 2010

	Attitudes towards Australian Diversity	% Agreement					Difference (2024-2019)
		2024	2019	2016	2013	2010	
Year 10	Immigrants should be encouraged to keep their cultural beliefs, practices and languages	93 (±0.9)	90 (±1.1)	84 (±1.6)	81 (±1.7)	72 (±2.2)	<b>2.8</b> (±1.4)
	Australia will remain a peaceful country as more people from different backgrounds come to live here	87 (±1.2)	78 (±1.7)	- -	- -	- -	<b>9.3</b> (±2.1)
	Australia benefits greatly from having people from many cultures and backgrounds	89 (±1.2)	87 (±1.2)	84 (±1.5)	82 (±1.5)	80 (±1.7)	<b>2.3</b> (±1.7)
	At school, all Australians should learn about different cultural beliefs and practices	83 (±1.6)	80 (±1.7)	81 (±1.8)	77 (±1.7)	75 (±1.7)	2.3 (±2.3)
	All Australians should accept different cultural beliefs and practices	90 (±1.3)	88 (±1.2)	- -	- -	- -	<b>2.5</b> (±1.8)
	Having people from many different cultures and backgrounds makes it easier for a country to be united	83 (±1.6)	76 (±1.4)	- -	- -	- -	<b>6.9</b> (±2.1)
	Australia will be a better place in the future as more people with different backgrounds come to live here	85 (±1.6)	80 (±1.4)	- -	- -	- -	<b>4.4</b> (±2.1)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

The average scale scores in Year 10 for students' attitudes towards Australian diversity are presented in Table 5.11, overall and by gender, for 2024 and 2019. As in the previous cycle, there was a statistically significant difference (3.6 scale points in 2024) between gender groups, with more positive attitudes towards Australian diversity expressed by female students than by male students. When comparing average scale scores, there were no statistically significant differences between NAP-CC 2019 and 2024.

Table 5.11: Average scale scores for attitudes towards Australian diversity, overall and by gender since 2019

	Attitudes towards Australian Diversity	All Students	Male	Female	Difference (M-F)
Year 10	2024	50.4 (±0.5)	48.7 (±0.6)	52.3 (±0.6)	<b>-3.6</b> (±0.9)
	2019	50.2 (±0.4)	48.0 (±0.6)	52.4 (±0.6)	<b>-4.4</b> (±1.0)
	Difference (2024 - 2019)	0.2 (±0.6)	0.7 (±0.9)	-0.1 (±0.9)	0.8 (±1.3)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

## Associations between students' attitudes towards Australian diversity, and achievement

Table 5.12 displays the average scale scores for students' attitudes towards Australian diversity for groups of students who had NAP–CC scales scores at or above, and below the proficient standard. Year 10 students who had knowledge at or above the proficient standard were more likely to display positive attitudes to diversity than those who had scale scores below the standard. This association is also illustrated by the correlation of 0.28 between NAP–CC scale scores and the attitudinal scale.

Table 5.12: Average scale scores for attitudes towards Australian diversity for students above and below the proficient standard since 2019

	Proficient Standard	2024	2019
Year 10	Below	49.3 (±0.6)	48.2 (±0.5)
	Above	53.3 (±0.7)	53.4 (±0.7)
	Difference	<b>4.1</b> (±1.0)	<b>5.1</b> (±0.9)
	Correlation	<b>0.28</b> (±0.04)	<b>0.34</b> (±0.04)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences and correlations are in bold.

## Students' perceptions of problems affecting Australia

One of the cross-curriculum priorities in the Australian Curriculum is Sustainability. Sustainability in this context incorporates concepts such as environmental protection, economic development, social equality and social justice. Young people's perceptions of how these issues affect Australia relate to their engagement as citizens and their likelihood of actively participating in order to effect positive change.

As in the 2 previous cycles, NAP–CC 2024 included a question requiring Year 6 and Year 10 students to consider the extent to which problems affect Australia specifically. Students rated the extent that they felt the following problems affected the country ("to a large extent", "to a moderate extent", "to a small extent" or "not at all"):

- pollution
- unemployment
- terrorism
- poverty
- climate change
- water shortages
- lack of access to high quality education
- crime
- lack of access to adequate health services

- racism and discrimination
- lack of cyber security and privacy
- economic problems<sup>14</sup>
- health problems (e.g. the COVID-19 pandemic)<sup>15</sup>.

The first 9 items have been included since NAP–CC 2016, while “racism and discrimination” and “lack of cyber security and privacy” were added in NAP–CC 2019. “Economic problems” and “health problems (e.g. the COVID-19 pandemic)” were newly introduced in NAP–CC 2024.

Table 5.13 shows percentages of students who perceived each issue to be a problem (to a large or moderate extent) for both Year 6 and Year 10 students. The highest percentages of concern among students at both year levels were recorded for pollution. However, there were statistically significant decreases in percentages in both year levels. Climate change was the second-most perceived problem affecting Australia, but among Year 10 students there was a statistically significant decrease of over 7 percentage points since 2019. Unemployment, poverty, crime, racism and discrimination, and economic problems were perceived as of concern by two-thirds or more in both year levels.

More than two-thirds of Year 6 students also perceived water shortages, lack of cyber security and privacy, and health problems as affecting Australia to a large or moderate extent, while somewhat fewer Year 10 students expressed these views. Since NAP–CC 2019, there were statistically significant decreases in percentages of students perceiving water shortages as a problem that affects Australia to a great or moderate extent. Only slightly more than a third of Year 10 students expressed concern about terrorism as a problem affecting Australia (with a decrease of 8.3 percentage points), while a majority of Year 6 students viewed this as an important problem.

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<sup>14</sup> This item was new for the 2024 cycle.

<sup>15</sup> This item was new for the 2024 cycle.

Table 5.13: Percentages for student concern about problems affecting Australia since 2016

	Concern about Problems Affecting Australia	% Extent (to a large extent or to a moderate extent)			
		2024	2019	2016	Difference (2024-2019)
Year 6	Pollution	86 (±1.4)	89 (±1.1)	82 (±1.7)	<b>-2.8</b> (±1.8)
	Unemployment	70 (±1.7)	71 (±1.8)	72 (±1.6)	-0.7 (±2.5)
	Terrorism	59 (±1.9)	58 (±2.2)	61 (±1.8)	1.4 (±2.9)
	Poverty	68 (±1.9)	69 (±1.9)	61 (±1.9)	-1.4 (±2.7)
	Climate change	85 (±1.4)	87 (±1.4)	74 (±1.8)	-1.9 (±1.9)
	Water shortages	68 (±1.6)	82 (±1.2)	61 (±2.0)	<b>-14.2</b> (±2.0)
	Lack of access to high quality education	61 (±1.7)	60 (±1.8)	56 (±1.8)	1.6 (±2.5)
	Crime	73 (±1.8)	74 (±1.8)	75 (±1.8)	-1.3 (±2.6)
	Lack of access to adequate health services	64 (±1.8)	61 (±1.8)	58 (±2.0)	<b>2.7</b> (±2.6)
	Racism and discrimination	73 (±1.6)	73 (±1.6)	--	0.4 (±2.3)
	Lack of cyber security and privacy	70 (±1.8)	72 (±1.7)	--	-1.8 (±2.5)
	Economic problems	69 (±1.7)	--	--	--
	Health problems (e.g. the COVID-19 pandemic)	74 (±1.5)	--	--	--
Year 10	Pollution	80 (±1.7)	86 (±1.2)	80 (±1.5)	<b>-6.4</b> (±2.1)
	Unemployment	75 (±1.8)	76 (±1.4)	79 (±1.6)	-1.1 (±2.2)
	Terrorism	36 (±2.0)	45 (±1.4)	53 (±1.9)	<b>-8.3</b> (±2.4)
	Poverty	66 (±2.1)	63 (±1.6)	55 (±2.1)	<b>3.4</b> (±2.7)
	Climate change	77 (±1.8)	84 (±1.4)	75 (±2.2)	<b>-7.3</b> (±2.2)
	Water shortages	61 (±1.9)	76 (±1.9)	60 (±2.2)	<b>-15.2</b> (±2.7)
	Lack of access to high quality education	48 (±2.0)	47 (±1.9)	43 (±2.3)	1.0 (±2.8)
	Crime	72 (±1.8)	69 (±1.5)	71 (±1.8)	<b>3.3</b> (±2.3)
	Lack of access to adequate health services	47 (±2.0)	45 (±1.8)	46 (±2.4)	2.5 (±2.7)
	Racism and discrimination	71 (±1.8)	73 (±1.6)	--	-1.0 (±2.4)
	Lack of cyber security and privacy	62 (±1.9)	65 (±2.1)	--	<b>-3.3</b> (±2.9)
	Economic problems	67 (±2.1)	--	--	--
	Health problems (e.g. the COVID-19 pandemic)	59 (±2.2)	--	--	--

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

## **Chapter 6: Civics and citizenship at school**

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# Chapter 6: Civics and citizenship at school

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## Chapter highlights

- Year 6 students reported higher levels of participation in school-based civics and citizenship activities compared with Year 10 students.
- At both year levels, students were more likely to have represented the school in activities outside of class (such as drama, sport, music or debating) compared to other activities.
- Between 2019 and 2024, participation in most civics and citizenship activities at school decreased for Year 10 students. For both year levels, the largest decline was for “participating in an excursion to a parliament, local government or law court”.
- At both year levels, there was a general pattern that students reporting participation in higher numbers of school governance activities tended to have higher average NAP–CC scale scores. Similar associations were evident between students’ participation in school-based, extracurricular activities and their NAP–CC achievement scores.
- In terms of students’ classroom exposure to civics and citizenship topics, there appears to be an emphasis on environmental issues and Aboriginal and Torres Strait Islander Histories and Cultures. This was reported for both year levels and across the majority of jurisdictions.
- Classroom exposure to civics and citizenship topics is relatively balanced between male and female students, while Year 6 students reported higher levels of exposure to this content in the classroom than their Year 10 counterparts.
- Year 10 students with higher NAP–CC achievement reported higher exposure to civics and citizenship topics at school than those with lower NAP–CC achievement.

## Introduction

This chapter continues the exploration of data from the NAP–CC questionnaire to explore student exposure to civics and citizenship at their school. This involves an analysis of activities that are available for students, their degree of participation in these activities, and to what extent they learn about different civics and citizenship topics at school. The relationship between this exposure and civics and citizenship achievement is also explored.

The Alice Springs (Mparntwe) Education Declaration highlights the importance of civics and citizenship education in schools. It calls for a curriculum that equips students with the knowledge and skills to actively participate in their communities. By focusing on real-world engagement and fostering a sense of responsibility, the Declaration aims to help students understand civic structures and develop the values needed to become thoughtful and involved citizens. Data on student engagement in civics and citizenship activities at school have been part of the NAP–CC student questionnaire for several cycles. The 2024 questionnaire also explores, for the first time, the types of civics and citizenship education topics that are studied at school.

## Civics and citizenship participation at school

There is only a limited range of formal civic engagement activities in which young people in Australia can participate. For example, people under 18 cannot vote in elections or stand as candidates for public office. Young people can experience democracy and civic engagement by participating in civics and citizenship activities at school, and through this also develop motivation for civic engagement in the future. The NAP–CC 2024 questionnaire asked students whether they had participated in each of the following activities at school (“yes”, “no” or “this is not available at my school”):

- have voted for class representative
- have been elected to a Student Council, Student Representative Council (SRC) or class/school parliament

- have helped to make decisions about how the school is run
- have helped prepare a school webpage, social media post, newspaper or magazine
- have participated in peer support, “buddy” or mentoring programs
- have participated in activities in the community (e.g. collecting money for a charity or volunteering)
- have represented the school in activities outside of class (such as drama, sport, music or debating)
- have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election
- have participated in an excursion to a parliament, local government or law court.

Table 6.1 presents the category percentages of Year 6 and Year 10 students with their respective confidence intervals.



Table 6.1: Percentages for participation in civics and citizenship activities at school by gender in 2024

Participation at School	Year 6				Year 10		
		Yes	No	Not available at school	Yes	No	Not available at school
Have voted for class representative	Overall	70 (±3.7)	15 (±1.9)	15 (±2.7)	48 (±3.3)	31 (±2.2)	21 (±2.2)
	Male	69 (±4.2)	15 (±2.4)	16 (±3.3)	46 (±4.2)	32 (±3.3)	22 (±2.8)
	Female	71 (±3.9)	15 (±2.3)	14 (±2.7)	50 (±4.1)	29 (±3.1)	21 (±2.7)
Have been elected to a Student Council, Student Representative Council (SRC) or class/school parliament	Overall	37 (±2.6)	50 (±2.6)	13 (±2.5)	20 (±1.5)	75 (±1.9)	6 (±1.3)
	Male	34 (±3.0)	52 (±3.1)	13 (±2.8)	19 (±2.3)	75 (±2.7)	6 (±1.6)
	Female	39 (±3.3)	48 (±3.1)	13 (±2.7)	21 (±2.4)	74 (±2.7)	6 (±1.7)
Have helped to make decisions about how the school is run	Overall	44 (±2.6)	49 (±2.4)	7 (±1.1)	30 (±1.9)	64 (±1.9)	5 (±0.9)
	Male	41 (±3.0)	52 (±3.0)	7 (±1.6)	28 (±2.6)	66 (±3.0)	6 (±1.3)
	Female	47 (±3.3)	47 (±2.9)	6 (±1.4)	33 (±2.7)	62 (±2.7)	5 (±1.1)
Have helped prepare a school webpage, social media post, newspaper or magazine	Overall	19 (±2.1)	66 (±2.3)	15 (±1.6)	13 (±1.4)	81 (±1.6)	6 (±0.9)
	Male	18 (±2.5)	67 (±2.9)	15 (±2.1)	12 (±1.6)	83 (±2.0)	6 (±1.4)
	Female	20 (±2.3)	65 (±2.6)	15 (±2.2)	14 (±2.1)	80 (±2.5)	6 (±1.3)
Have participated in peer support, 'buddy' or mentoring programs	Overall	66 (±2.7)	27 (±2.4)	7 (±1.2)	41 (±2.3)	53 (±2.1)	6 (±1.2)
	Male	63 (±3.1)	30 (±2.8)	7 (±1.5)	38 (±3.5)	56 (±3.7)	6 (±1.4)
	Female	69 (±3.3)	24 (±3.0)	7 (±1.6)	45 (±3.5)	49 (±2.9)	6 (±1.8)
Have participated in activities in the community (e.g. collecting money for a charity or volunteering)	Overall	57 (±2.2)	38 (±2.2)	5 (±1.0)	49 (±2.4)	48 (±2.3)	3 (±0.7)
	Male	53 (±2.9)	41 (±2.9)	6 (±1.4)	45 (±3.3)	52 (±3.3)	3 (±1.0)
	Female	62 (±2.8)	34 (±2.6)	5 (±1.2)	54 (±3.3)	43 (±3.2)	3 (±0.9)
Have represented the school in activities outside of class (such as drama, sport, music or debating)	Overall	78 (±1.8)	20 (±1.7)	2 (±0.5)	69 (±2.0)	30 (±2.0)	1 (±0.4)
	Male	79 (±2.4)	19 (±2.4)	2 (±0.9)	68 (±2.6)	30 (±2.6)	2 (±0.6)
	Female	77 (±2.6)	21 (±2.5)	2 (±0.5)	70 (±2.9)	30 (±2.9)	1 (±0.5)
Have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election	Overall	41 (±2.7)	47 (±2.6)	12 (±2.2)	20 (±1.8)	75 (±1.8)	5 (±1.1)
	Male	38 (±2.9)	49 (±2.8)	13 (±2.5)	19 (±2.4)	76 (±2.6)	5 (±1.2)
	Female	44 (±3.6)	45 (±3.4)	11 (±2.5)	22 (±2.9)	73 (±2.7)	5 (±1.6)
Have participated in an excursion to a parliament, local government or law court	Overall	39 (±3.8)	44 (±2.5)	17 (±2.2)	26 (±2.7)	64 (±2.7)	9 (±1.3)
	Male	40 (±4.0)	44 (±3.0)	16 (±2.3)	26 (±3.3)	65 (±3.5)	9 (±1.7)
	Female	38 (±4.5)	44 (±3.4)	18 (±2.7)	27 (±3.2)	64 (±3.2)	9 (±1.8)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

In 2024, both Year 6 and Year 10 students were most likely to have represented their school in activities outside of class, such as drama, sport, music or debating, with 78% of Year 6 and 69% of Year 10 students participating in these events. Conversely, the least common activity among students at both year levels was helping to prepare a school webpage, social media post, newspaper or magazine, with only 19% of Year 6 and 13% of Year 10 students reporting involvement.

Year 6 students reported higher levels of participation in all of the school-based civics and citizenship activities compared to Year 10 students. The most notable difference between the year levels was observed in peer support programs, with 66% of Year 6 students participating, compared to just 41% of Year 10 students.

In terms of community engagement, 57% of Year 6 students and 49% of Year 10 students reported participating in activities in the community, such as fundraising or volunteering. Participation in excursions to a parliament, local government or law court was also higher among Year 6 students (39%) than Year 10 students (26%).

Table 6.2 compares the percentages of students' participation in school activities with the previous questionnaires going back to the 2013 cycle.

Table 6.2: Percentages for participation in civics and citizenship activities at school since 2013

Participation at School	Year 6					Year 10				
	2024	2019	2016	2013	Difference (2024-2019)	2024	2019	2016	2013	Difference (2024-2019)
Have voted for class representative	82 (±2.4)	83 (±2.1)	86 (±1.8)	82 (±2.2)	-0.5 (±3.2)	61 (±3.1)	70 (±3.1)	70 (±3.2)	72 (±3.2)	<b>-9.3</b> (±4.4)
Have been elected to a Student Council, Student Representative Council (SRC) or class/school parliament	42 (±2.6)	41 (±2.2)	43 (±2.8)	41 (±2.4)	1.2 (±3.5)	21 (±1.6)	22 (±1.9)	21 (±2.1)	22 (±1.9)	-1.0 (±2.5)
Have helped to make decisions about how the school is run	47 (±2.6)	49 (±1.9)	47 (±2.4)	44 (±2.6)	-1.7 (±3.3)	32 (±1.9)	37 (±2.1)	34 (±2.2)	33 (±1.9)	<b>-4.4</b> (±2.8)
Have helped prepare a school webpage, social media post, newspaper or magazine	23 (±2.4)	22 (±2.0)	28 (±2.7)	27 (±2.6)	0.7 (±3.1)	14 (±1.5)	17 (±1.5)	15 (±1.5)	17 (±1.7)	<b>-3.5</b> (±2.1)
Have participated in peer support, 'buddy' or mentoring programs	71 (±2.6)	74 (±2.1)	80 (±2.3)	81 (±2.0)	-3.2 (±3.3)	44 (±2.3)	48 (±2.4)	48 (±2.6)	49 (±2.5)	<b>-4.4</b> (±3.3)
Have participated in activities in the community (e.g. collecting money for a charity or volunteering)	60 (±2.2)	66 (±2.2)	64 (±2.2)	77 (±1.7)	<b>-5.4</b> (±3.2)	51 (±2.4)	61 (±2.2)	63 (±2.3)	74 (±1.8)	<b>-10.0</b> (±3.2)
Have represented the school in activities outside of class (such as drama, sport, music or debating)	80 (±1.7)	83 (±1.4)	84 (±1.6)	85 (±1.3)	<b>-3.3</b> (±2.3)	70 (±2.0)	77 (±1.9)	76 (±1.9)	77 (±1.5)	<b>-6.9</b> (±2.8)
Have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election	47 (±2.8)	46 (±2.4)	49 (±2.7)	43 (±2.3)	1.0 (±3.7)	21 (±1.8)	25 (±2.2)	22 (±2.0)	23 (±1.8)	<b>-3.8</b> (±2.9)
Have participated in an excursion to a parliament, local government or law court	47 (±3.7)	60 (±3.8)	58 (±4.5)	52 (±4.3)	<b>-12.9</b> (±5.3)	29 (±2.9)	48 (±2.6)	44 (±2.8)	44 (±2.9)	<b>-18.7</b> (±3.9)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Statistically significant differences are in bold.

Student responses of 'Not available at school' were removed for the purposes of this analysis.

Between 2019 and 2024, participation in civics and citizenship activities at school broadly decreased for Year 10 students, and for some activities for Year 6 students. For both year levels, the largest decline was for participating in an excursion to a parliament, local government or law court, with a statistically significant drop of 12.9 and 18.7 percentage points for Year 6 and Year 10 students, respectively.

For Year 6 students, significant decreases were also observed for participating in activities in the community such as fundraising or volunteering (down 5.4 percentage points) and representing the school in activities outside the classroom, such as drama, sport, music or debating (down 3.3 percentage points).

For Year 10 students, there were also drops in participation for community activities such as fundraising and volunteering (down 10 percentage points), voting for class representatives (down 9.3 percentage points) and representing the school in activities outside of class (down 6.9 percentage points).

### **Associations between students' civics and citizenship participation at school, and achievement**

As in previous cycles, all except one of the school activities could be classified into 2 groups: those related to school governance and those related to extracurricular activities.

Activities related to school governance were:

- have voted for class representatives
- have been elected to a Student Council, Student Representative Council (SRC) or class/school parliament
- have helped to make decisions about how the school is run
- have been a candidate in a Student Council, SRC or class/school parliament election.

Activities related to extracurricular activities were:

- have helped prepare a school webpage, social media post, newspaper or magazine
- have participated in peer support, "buddy" or mentoring programs
- have participated in activities in the community (e.g. collecting money for a charity or volunteering)
- have represented the school in activities outside of class (such as drama, sport, music or debating).

The 4 items related to school governance were grouped to create one index of participation, as were the 4 items related to extracurricular activities. The final item (participated in an excursion to a parliament, local government or law court) did not fall into either category so was excluded from the following analysis. Each of these indices had 5 categories of student participation relating to the number of activities that students had completed.

*The percentages of Year 6 and Year 10 students reporting the different numbers of school governance and extracurricular activities are recorded in*

*Table 6.3. The table also shows the average NAP–CC scale scores of students within each category.*

Table 6.3: Average NAP–CC scale scores by number of school governance and extracurricular activities in 2024

Number of activities	School Governance activities <sup>1</sup>					Extra-curricular activities <sup>2</sup>				
	Year 6		Year 10			Year 6		Year 10		
	Percentage	Average performance	Percentage	Average performance		Percentage	Average performance	Percentage	Average performance	
None	16 (±2.2)	369 (±13.1)	39 (±2.9)	428 (±9.1)		6 (±1.1)	349 (±16.0)	17 (±1.5)	401 (±15.6)	
One	28 (±1.9)	374 (±9.1)	30 (±1.9)	466 (±8.8)		19 (±1.6)	375 (±11.1)	28 (±1.9)	451 (±8.9)	
Two	23 (±1.9)	382 (±11.5)	15 (±1.5)	480 (±12.8)		34 (±1.9)	390 (±9.7)	27 (±1.8)	472 (±9.1)	
Three	17 (±1.6)	398 (±10.7)	8 (±1.1)	502 (±18.3)		32 (±2.2)	398 (±8.7)	21 (±1.8)	494 (±12.1)	
Four	16 (±2.1)	418 (±14.0)	8 (±1.0)	493 (±20.3)		9 (±1.2)	390 (±17.5)	7 (±1.1)	477 (±21.8)	
Correlation with achievement		<b>0.14</b> (±0.05)		<b>0.20</b> (±0.05)			<b>0.09</b> (±0.04)		<b>0.22</b> (±0.05)	

Confidence intervals (1.96\*SE) are reported in brackets. Statistically significant correlation coefficients in **bold**.

<sup>1</sup> School governance activities: having voted in class representatives (ST01Q01), having been elected to SRC/school or class parliament (ST01Q02), having helped to make decisions (ST01Q03), or having been candidate in class/school election (ST01Q08).

<sup>2</sup> Extra-curricular activities: having helped prepare school webpage/social media post/newspaper/magazine (ST01Q04), having participated in peer support/buddy/mentoring programs (ST01Q05), having participated in community activities (ST01Q06), or having presented the school in activities outside of class (ST01Q07).

The table shows a general pattern of more frequent participation in activities corresponding to higher NAP–CC scale scores. For example, Year 6 students who participated in 4 school governance activities achieved an average NAP–CC scale score of 418, which is 49 points higher than those who did not participate in any activities. Similarly, Year 10 students participating in 3 activities scored an average of 502, a notable 74-point difference compared to their peers who did not participate. The results were comparable for extracurricular activities, where Year 6 students involved in 3 activities had an average score of 398, 49 points higher than non-participants. For Year 10 students, participating in 3 extracurricular activities corresponded to an average score of 494, a 93-point difference from those who did not participate.

The results indicate significant, negligible to weak positive associations between students' civics and citizenship knowledge and their participation in school governance and extracurricular activities at both year levels. For Year 6 students, significant negligible to weak correlations between NAP–CC scale scores and school governance participation (0.14), and extracurricular activities (0.09) were observed. For Year 10 students, these weak correlations were slightly stronger, at 0.20 for school governance and 0.22 for extracurricular activities.

## Classroom exposure to civics and citizenship

A key new addition for the NAP–CC 2024 cycle questionnaire was a question capturing the extent to which students have learnt about different topics related to civics and citizenship at school. In order to capture information on classroom exposure of topics related to civics and citizenship, students were asked to indicate the extent to which the following topics had been covered in their schooling ("to a large extent", "to a moderate extent", "to a small extent", "not at all"):

- Australian political system
- international relations<sup>16</sup>
- ways to protect the environment

<sup>16</sup> Administered to Year 10 students only.

- how the economy works<sup>17</sup>
- human rights
- understanding different cultures
- Australia's relationship with Asia
- Australian laws
- Aboriginal and Torres Strait Islander histories and cultures
- how to evaluate the reliability of information about a political or social issue.

Table 6.4 shows the proportion of Year 6 and Year 10 students across Australian states and territories who reported a high level of classroom exposure (to a large or moderate extent) to various civics and citizenship topics in 2024.

For Year 6 students, national averages were highest for classroom coverage of topics involving "Aboriginal and Torres Strait Islander histories and cultures" (87%) and "ways to protect the environment" (85%). Comparatively, topics such as "Australia's relationship with Asia" and "how to evaluate the reliability of information about a political or social issue" had lower national averages of 50% and 69%, respectively. Across the states, the largest variation in reported classroom coverage appears to be for "Australia's relationship with Asia" (from 44% for Victoria to 58% for the Northern Territory) and for "how to evaluate the reliability of information about political or social issues" (from 62% for Tasmania to 74% in the Northern Territory).

In Year 10, students reported the highest levels of exposure to "Aboriginal and Torres Strait Islander histories and cultures" (76%) and "ways to protect the environment" (70%). The topic with the lowest national average was "Australia's relationship with Asia" (42%). At a state and territory level, there were some greater reports of exposure compared to the national average. For instance, students in Western Australia, on average reported greater exposure at 86% (compared with 63%) to the Australian political system than the average at the national level. Students from this same jurisdiction also reported greater exposure to how the economy works (76%) compared to the national average (57%).

These findings highlight the variation in students' classroom exposure to different civics and citizenship topics across the country. They demonstrate a strong emphasis on environmental issues and Aboriginal and Torres Strait Islander histories and cultures.

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<sup>17</sup> Administered to Year 10 students only.

Table 6.4: Percentages for classroom exposure to civics and citizenship by jurisdiction in 2024

Exposure % (To a large or moderate extent)										
State/territory	Australian political system	Ways to protect the environment	Human rights	Understanding different cultures	Australia's relationship with Asia	Australian laws	Aboriginal and Torres Strait Islander histories and cultures	How to evaluate the reliability of information about a political or social issue	International relations	How the economy works
Year 6	NSW	73 (±5.2)	84 (±3.2)	80 (±3.3)	82 (±3.8)	52 (±5.5)	79 (±4.0)	89 (±2.5)	69 (±3.4)	--
	VIC	77 (±5.1)	87 (±3.1)	81 (±3.4)	82 (±3.1)	44 (±4.9)	83 (±4.0)	86 (±3.1)	68 (±4.7)	--
	QLD	81 (±2.8)	84 (±2.7)	80 (±3.3)	79 (±3.6)	50 (±5.1)	85 (±3.3)	86 (±3.4)	68 (±3.2)	--
	SA	76 (±4.2)	86 (±1.9)	84 (±3.1)	83 (±2.5)	54 (±6.8)	86 (±2.5)	85 (±2.7)	72 (±3.0)	--
	WA	81 (±3.0)	84 (±2.9)	84 (±3.7)	79 (±3.5)	53 (±4.9)	88 (±2.3)	83 (±3.4)	71 (±3.4)	--
	TAS	72 (±7.4)	80 (±4.0)	73 (±4.2)	74 (±3.9)	49 (±6.8)	80 (±4.3)	83 (±4.1)	62 (±4.4)	--
	NT	80 (±6.1)	86 (±3.1)	85 (±4.3)	84 (±4.1)	58 (±10.5)	88 (±3.3)	87 (±4.0)	74 (±7.0)	--
	ACT	78 (±4.4)	85 (±4.0)	82 (±5.9)	84 (±3.2)	52 (±8.5)	86 (±4.7)	90 (±1.9)	69 (±4.8)	--
	Aust.	77 (±2.2)	85 (±1.5)	81 (±1.6)	81 (±1.7)	50 (±2.5)	83 (±1.8)	87 (±1.4)	69 (±1.8)	--
Year 10	NSW	55 (±5.3)	71 (±4.4)	71 (±4.0)	66 (±3.7)	43 (±5.0)	65 (±4.1)	78 (±3.0)	58 (±4.7)	52 (±5.0)
	VIC	66 (±4.3)	68 (±3.1)	65 (±5.1)	67 (±4.9)	35 (±4.4)	70 (±3.9)	75 (±4.3)	58 (±5.4)	48 (±5.4)
	QLD	60 (±5.8)	70 (±4.5)	68 (±4.8)	70 (±3.5)	43 (±4.4)	69 (±4.3)	76 (±4.6)	63 (±4.4)	52 (±3.7)
	SA	63 (±4.1)	74 (±3.8)	70 (±4.2)	69 (±5.1)	44 (±5.0)	67 (±4.9)	77 (±3.8)	60 (±4.4)	54 (±4.4)
	WA	86 (±2.9)	67 (±5.0)	76 (±4.6)	64 (±3.6)	52 (±5.6)	83 (±2.6)	75 (±3.3)	65 (±3.8)	62 (±4.3)
	TAS	61 (±4.6)	57 (±3.7)	59 (±5.0)	60 (±4.7)	36 (±5.7)	59 (±5.1)	74 (±6.6)	56 (±5.4)	47 (±4.1)
	NT	69 (±5.7)	72 (±10.5)	70 (±5.1)	70 (±4.6)	45 (±8.7)	70 (±3.9)	72 (±10.2)	56 (±7.0)	57 (±9.4)
	ACT	66 (±5.5)	76 (±6.3)	73 (±5.8)	71 (±5.1)	44 (±8.9)	65 (±5.8)	83 (±4.6)	66 (±7.5)	54 (±8.7)
	Aust.	63 (±2.3)	70 (±2.0)	69 (±2.1)	67 (±1.9)	42 (±2.2)	69 (±1.9)	76 (±1.8)	60 (±2.2)	52 (±2.3)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table 6.5: Average scale scores for classroom exposure to civics and citizenship by gender in 2024

Classroom exposure to civics and citizenship	All Students		Male		Female		Difference (M-F)	
Year 6	53.2	(±0.3)	53.1	(±0.4)	53.4	(±0.4)	-0.4	(±0.5)
Year 10	50.0	(±0.4)	50.1	(±0.5)	49.9	(±0.7)	0.2	(±0.8)
Difference (Year 10-Year 6)	<b>-3.2</b>	(±0.5)	<b>-3.0</b>	(±0.6)	<b>-3.5</b>	(±0.7)		

Confidence intervals (1.96\*SE) are reported in brackets. Statistically significant differences in **bold**.

The items in this question were scaled to derive the underlying construct of classroom exposure to civics and citizenship using the same measurement model (Rasch Item Response Theory) that was described in previous chapters. The new scale for the current cycle was set to have an average of 50 scale score points and standard deviation of 10 for Year 10 students. Scales for Year 6 and Year 10 were equated so that they can be compared.

Table 6.5 presents the average scale scores for classroom exposure to civics and citizenship topics for Year 6 and Year 10 students. Data are reported separately for all students, male students and female students.

There was a significant difference between the year levels with respect to their classroom exposure to civics and citizenship topics, with Year 6 students scoring more than 3 scale points higher than their Year 10 counterparts for this index.

Table 6.5 also shows that there were no statistically significant differences observed between male and female students at either year level with respect to the coverage of civics and citizenship topics in their classrooms.

### Associations between classroom exposure to civics and citizenship, and achievement

The relationship between students' classroom exposure to civics and citizenship topics and their achievement in the NAP–CC assessment is shown in Table 6.6. The table displays the average classroom exposure scale score for students both above and below the NAP–CC proficient standard.

For Year 10 students, higher scale scores for this index were apparent for students above the proficient standard compared with those below it. This means that Year 10 students with higher NAP–CC achievement reported higher exposure to civics and citizenships topics at school than those with lower NAP–CC achievement. The association between the index and achievement was significant but weak.

Conversely, at a Year 6 level there was a negative association between scale scores for this index and NAP–CC achievement. Among Year 6 students there was a statistically significant difference of -1.1 scale score points between students above and below the proficient standard. This means that Year 6 students with lower NAP–CC achievement reported higher exposure to civics and citizenship topics in their classroom than did Year 6 students with higher NAP–CC achievement. While the negative correlation between this index and NAP–CC achievement was significant, the strength of the association was negligible at -0.09.



Table 6.6: Average scale scores for classroom exposure to civics and citizenship for students above and below the proficient standard in 2024

	Proficient Standard	2024	
Year 6	Below	53.8	(±0.4)
	Above	52.7	(±0.4)
	Difference	<b>-1.1</b>	(±0.6)
	Correlation	<b>-0.09</b>	(±0.04)
Year 10	Below	49.7	(±0.6)
	Above	50.7	(±0.5)
	Difference	<b>1.0</b>	(±0.8)
	Correlation	<b>0.13</b>	(±0.05)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences and correlations are in **bold**.

## **Chapter 7: Student engagement in civics and citizenship activities**

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# Chapter 7: Student engagement in civics and citizenship activities

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## Chapter highlights

- Year 10 students were more likely to collect money for a charity or social cause, or participate in a voluntary group doing something to help the community in comparison to other civic and citizenship activities in the community.
- In 2024, Year 10 students were less likely to participate in civic and citizenship activities in the community in comparison to the 2019 cycle. Those students who had some level of participation tended to have higher achievement scores.
- Half or more of students at both year levels use the internet (including social media) to get news of current events, watch the news on television, and listen to news on the radio or on podcasts. Accessing the news via traditional media has dropped since the previous cycle.
- Year 10 students who frequently used the internet for news had higher levels of achievement, whereas those who frequently shared content about political or social issues online tended to have lower levels of achievement.
- Students at both year levels tended to be more interested in what is happening in other countries and global (worldwide) issues than issues within Australia. A general pattern of reduced interest has been observed since the previous cycle, with this difference more pronounced at the Year 10 level.
- In contrast to 2019, Year 10 students expressed less interest in civic issues than students from Year 6. Students from both years who had greater levels of interest in civic issues tended to have higher levels of achievement. This was especially the case for Year 10 students.
- Female students expressed more confidence to actively engage in civic action at both year levels. Year 10 students were less confident than students from the previous cycle, and also less confident than Year 6 students.
- Students with more confidence to actively engage in civic action tended to have higher levels of achievement.
- There were large levels of agreement in the value of civic action, despite the level of agreement dropping from the previous cycle. Female students tended to place higher value than male students, and Year 6 students tended to place higher value than Year 10 students.
- Although broadly there was little difference over time in terms of the intentions of Year 6 students to promote important issues in the future, Year 10 students were far less likely to do so since 2019. Female and higher achieving students tended to have greater intentions.
- Students with greater interest in civic issues, higher confidence to engage or stronger belief in the value of civic action were more likely to express intentions to promote important issues in the future. These factors accounted for nearly half of the variation in Year 10 students' intentions, and more than one third of the variation in Year 6 students' intentions.

## Introduction

This chapter continues the exploration of data from the NAP–CC questionnaire to report on students' engagement in civics and citizenship activities, and its relationship with students' achievement in civics and citizenship knowledge. The importance of active community participation as part of civics and citizenship is instantiated in the Alice Springs (Mparntwe) Education Declaration and represented as civics and citizenship participation in the affective domain of the NAP–CC Assessment Framework. Data on student engagement in civics and citizenship activities were first collected in detail in the NAP–CC student questionnaire in 2010, and this has continued in all subsequent surveys. The 2024 questionnaire was largely the same as previous versions, except for some new content and a small number of modifications to existing items.

The data included students’ participation in civics and citizenship activities in the community; students’ interest in civic issues, confidence to actively engage and belief in the value of civic action; and students’ intentions to engage in civic action. Each construct was measured using closed response sets that included frequencies of activities and Likert-type responses related to students’ confidence to engage in, belief in the value of or likelihood to engage in activities. Data from the different sets of items corresponding to each of the activities were reviewed first in 2010 to determine whether reliable and unidimensional scales could be derived for each construct. Such a review was repeated with the 2013, 2016, 2019 and now 2024 data.

In this chapter, data are reported on both individual items and, where appropriate, on scales. The scales were developed using the same measurement model (Rasch Item Response Theory) that was used to establish the NAP–CC scale. Each trend scale was established based on the NAP–CC 2010 data and was set to have an average of 50 scale points and a standard deviation of 10 scale points for Year 10 students. Year 6 and Year 10 scale scores were equated so that they could be compared, and further equating was done to have scale scores in 2024 that were comparable with those from previous surveys.

## Civics and citizenship participation in the community

### Civics and citizenship participation in the community

In Chapter 6, data on the level of student participation in civics and citizenship activity was reported. While some activities had a high level of student participation, it is likely that for a proportion of these students, the activities were mandated, or students were strongly encouraged to participate by school staff. Young people may undertake more informal civic engagement activities outside of school including taking part in discussions of political and social issues with friends and family, participating in groups or organisations in the community, and informing themselves through media. Older adolescents may also engage in some community activities outside of school hours.

The questionnaire asked Year 10 students whether they had participated in activities specifically not organised by their school related to the following groups or organisations (they were asked to select one of: “yes, I have done this within the past 12 months”, “Yes, I have done this but not within the past 12 months” or “No, I have never done this”):

- collecting money for a charity or social cause
- a voluntary group doing something to help the community
- an environmental organisation
- a human rights organisation
- a youth development organisation (e.g. Scouts, Australian Services Cadets, Police and Community Youth Clubs)
- an animal rights or protection organisation
- a protest or demonstration about a political or social issue.

Table 7.1 shows the percentages for each of the response categories with their respective confidence intervals for all students and by gender.

Table 7.1: Percentages for Year 10 participation in civics and citizenship activities in the community by gender in 2024

Participation in the Community		Yes, I have done this within the last year	Yes, I have done this but more than a year ago	No, I have never done this
Collecting money for a charity or social cause	Overall	24 (±2.0)	30 (±1.6)	46 (±2.1)
	Male	22 (±2.5)	26 (±2.2)	51 (±2.9)
	Female	26 (±3.0)	33 (±2.6)	41 (±2.8)
A voluntary group doing something to help the community	Overall	27 (±2.1)	26 (±1.7)	47 (±2.4)
	Male	25 (±2.8)	24 (±2.3)	50 (±3.1)
	Female	29 (±3.0)	27 (±2.4)	44 (±3.5)
An environmental organisation	Overall	9 (±1.0)	20 (±1.7)	71 (±2.1)
	Male	9 (±1.3)	19 (±2.0)	72 (±2.6)
	Female	9 (±1.5)	22 (±2.3)	70 (±2.7)
A human rights organisation	Overall	5 (±0.9)	11 (±1.2)	83 (±1.4)
	Male	6 (±1.0)	10 (±1.9)	84 (±2.1)
	Female	5 (±1.3)	12 (±1.8)	82 (±2.1)
A youth development organisation (e.g. Scouts, Australian Services Cadets, Police and Community Youth Clubs)	Overall	13 (±1.7)	17 (±1.3)	70 (±1.7)
	Male	14 (±2.0)	18 (±1.8)	68 (±2.3)
	Female	12 (±2.4)	16 (±1.8)	72 (±2.8)
An animal rights or protection organisation	Overall	4 (±0.7)	13 (±1.3)	83 (±1.5)
	Male	4 (±1.0)	12 (±1.8)	84 (±2.0)
	Female	4 (±1.0)	15 (±2.0)	81 (±2.2)
A protest or demonstration about a political or social issue	Overall	6 (±1.0)	11 (±1.2)	83 (±1.5)
	Male	6 (±1.3)	10 (±1.7)	84 (±2.1)
	Female	5 (±1.3)	12 (±1.7)	83 (±2.3)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

Similar to the 2019 cycle, Year 10 students in 2024 were more likely to collect money for a charity or social cause or participate in a voluntary group doing something to help the community in comparison to participating in other activities. More than half of all students indicated that they had done these activities either within the last year or more than a year ago. Nearly one in 3 students indicated that they had joined an environmental organisation at some point and a similar proportion indicated that they had joined a youth development organisation. Smaller proportions of students suggested that they had protested or demonstrated about a political or social issue, or participated in an animal rights or protection organisation, or a human rights organisation.

In general, a similar pattern of results was observed across female and male students.

Table 7.2 presents the results from NAP–CC 2024 with those from the previous 3 cycles. For each of the activities, reported participation was defined as having done this either within the last year or more than a year ago. The results show that Year 10 students had lower participation in the current cycle for all 6 activities that were common to the 2019 version of the questionnaire. A difference of almost 10 percentage points was observed for collecting money for a charity or social cause, and participating in a voluntary group doing something to help the community. A reduction of approximately 5 percentage points was observed for the other 4 items common to both cycles.

Table 7.2: Percentages for Year 10 participation in civics and citizenship activities in the community since 2013

Participation in the Community	2024	2019	2016	2013	Difference (2024-2019)
Collecting money for a charity or social cause	54 (±2.1)	63 (±1.6)	61 (±2.1)	65 (±1.5)	<b>-9.8</b> (±2.6)
A voluntary group doing something to help the community	53 (±2.4)	62 (±2.0)	61 (±2.2)	58 (±1.8)	<b>-8.7</b> (±3.1)
An environmental organisation	29 (±2.1)	34 (±2.3)	34 (±1.8)	35 (±1.9)	<b>-5.0</b> (±3.1)
A human rights organisation	17 (±1.4)	21 (±1.9)	21 (±1.9)	18 (±1.6)	<b>-4.5</b> (±2.3)
A youth development organisation (e.g. Scouts, Australian Services Cadets, Police and Community Youth Clubs)	30 (±1.7)	36 (±1.9)	36 (±1.8)	- -	<b>-5.8</b> (±2.5)
An animal rights or protection organisation	17 (±1.5)	23 (±1.7)	22 (±1.8)	- -	<b>-5.4</b> (±2.2)
A protest or demonstration about a political or social issue	17 (±1.5)	- -	- -	- -	- -

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

### Associations between students' civics and citizenship participation in the community, and achievement

In order to summarise students' reported civics and citizenship activities in the community and to explore their relationship with achievement, a 3-category index was created using the students' reports of their activities. The index classified students as: never having participated in any of the activities, having participated in one or 2 activities, or having undertaken 3 or more activities. As in the previous table, students were classified into the latter 2 categories if they indicated they had participated in an activity either within the last year or more than a year ago.

Table 7.3: Average NAP–CC scale scores by number of civics and citizenship activities in the community for Year 10 in 2024

Number of Activities	Year 10	
	Percentages	Average performance
None	28 (±1.9)	427 (±10.5)
One or two	36 (±1.9)	473 (±7.4)
Three or more	36 (±2.3)	471 (±11.5)
Correlation with achievement		<b>0.11</b> (±0.05)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant correlations are in bold.

Table 7.3 shows the percentage of Year 10 students in each index category, as well as their average NAP–CC scale scores. Just over one-third of all Year 10 students reported participating in 3 or more activities in the community. Students who did not participate in any activities achieved an average NAP–CC scale score 46 scale points lower than that of students who participated in one or 2 activities. This is also reflected in the correlation coefficient of 0.11, which points to a weak but significant positive association between Year 10 students’ civics and citizenship activities in the community and their achievement results. There was no difference in average performance for students who participated in one or 2 activities in comparison to 3 or more activities.

### Civics and citizenship communication

In previous NAP–CC cycles, it was reported that family discussions about civic issues and engagement with media were positively associated with civics and citizenship achievement. The NAP–CC questionnaire asked how frequently students participated in the following activities relating to media and discussions of political or social issues (“never or hardly ever”, “at least once a month”, “at least once a week”, “at least three times a week” or “at least once a day”):

- use the internet (including social media) to get news of current events
- watch the news on television
- listen to news on the radio or on podcasts<sup>18</sup>
- read about current events in a paper or online newspaper
- post your own content about a political or social issue on the internet (including social media)<sup>19</sup>
- share a comment or image about a political or social issue from someone else on the internet (including social media)<sup>20</sup>
- talk about political or social issues with your family
- talk about political or social issues with your friends.

Table 7.4 shows the percentages of Year 6 and Year 10 students who reported that they engaged in a civic-related communication activity at least once a week since 2010. Approximately four-fifths of students at both year levels use the internet (including social media) to get news of current events at least once a week. Around half of students at both year levels watch the news on television or listen to news on the radio or on podcasts.

For Year 6 students, there was a significant increase in using the internet to get news of current events compared to 2019, but there was no difference since the previous cycle for Year 10 students. At both year levels, fewer students reported watching the news on television, listening to the news on the radio or on podcasts, and reading about current events in the paper or an online newspaper compared to the previous cycle.

While more Year 6 students said they talk about political or social issues with their friends in comparison to the 2019 cycle, the opposite pattern was found for Year 10 students. Only around one in 10 students at Year 10 level indicated that at least once a week they either shared a comment or image about a political or social issue from someone else on the internet (including social media) or posted their own type of such content.

Overall, while digital engagement with consuming news has remained high or increased, traditional media consumption, such as watching television or reading newspapers, has declined among both Year 6 and Year 10 students.

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<sup>18</sup> 2019 wording: “listen to news on the radio”

<sup>19</sup> 2019 wording: “post or share a comment or image about a political or social issue on the internet (including social media)”. This was administered to Year 10 students only in 2024, having been administered to both year levels in 2019.

<sup>20</sup> Administered to Year 10 students only. This item was new for the 2024 cycle.

Table 7.4: Percentages for participation in civic-related communication at least once a week since 2010

Civic-related communication		% at least once a week or more					Difference (2024-2019)
		2024	2019	2016	2013	2010	
Year 6	Use the internet (including social media) to get news of current events?	78 (±1.8)	72 (±1.7)	49 (±2.1)	34 (±1.9)	31 (±1.9)	<b>6.2</b> (±2.5)
	Watch the news on television?	57 (±1.7)	67 (±1.7)	76 (±1.5)	82 (±1.5)	82 (±1.2)	<b>-10.5</b> (±2.4)
	Listen to news on the radio or on podcasts?	53 (±2.2)	58 (±1.7)	59 (±2.2)	61 (±1.9)	53 (±1.9)	<b>-5.0</b> (±2.8)
	Read about current events in a paper or online newspaper?	23 (±1.8)	27 (±1.7)	23 (±1.8)	41 (±2.0)	44 (±1.8)	<b>-4.1</b> (±2.4)
	Talk about political or social issues with your family?	31 (±1.7)	29 (±1.7)	29 (±1.5)	28 (±1.7)	27 (±2.0)	1.6 (±2.4)
	Talk about political or social issues with your friends?	26 (±1.5)	22 (±1.6)	24 (±1.3)	18 (±1.5)	17 (±1.5)	<b>4.3</b> (±2.2)
Year 10	Use the internet (including social media) to get news of current events?	86 (±1.4)	87 (±1.0)	69 (±1.9)	49 (±2.2)	43 (±2.0)	-0.3 (±1.8)
	Watch the news on television?	57 (±1.7)	64 (±1.8)	73 (±1.8)	80 (±1.3)	81 (±1.5)	<b>-7.6</b> (±2.5)
	Listen to news on the radio or on podcasts?	50 (±2.1)	54 (±1.9)	56 (±1.8)	61 (±1.8)	56 (±2.0)	<b>-4.5</b> (±2.8)
	Read about current events in a paper or online newspaper?	25 (±2.0)	32 (±1.7)	24 (±1.8)	45 (±1.7)	53 (±2.0)	<b>-7.5</b> (±2.6)
	Post your own content about a political or social issue on the internet (including social media)?	8 (±1.2)	15 (±1.6)	16 (±1.5)	9 (±1.3)	5 (±0.8)	<b>-7.8</b> (±2.0)
	Share a comment or image about a political or social issue from someone else on the internet (including social media)?	12 (±1.3)	--	--	--	--	--
	Talk about political or social issues with your family?	41 (±1.9)	43 (±2.3)	43 (±2.0)	37 (±1.7)	33 (±2.0)	-1.5 (±3.0)
	Talk about political or social issues with your friends?	32 (±1.8)	36 (±2.1)	34 (±1.7)	24 (±1.8)	21 (±1.6)	<b>-3.7</b> (±2.8)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.



## Differences in achievement based on civics and citizenship communication

The relationship between students' participation in civics and citizenship communication and their achievement levels was explored by comparing average NAP–CC scale scores across categories of reported frequency of media use and participation in discussion about political or social issues. Test scores were compared between students who participated in these activities at least weekly and students who participated less frequently.

Table 7.5 shows the percentages of students reporting participation in activities at least once a week, alongside their test performance scores (less than weekly or at least once a week). The differences between the 2 groups' performances are shown, as well as respective confidence intervals. Statistically significant group differences are displayed in bold, and positive values indicate that students who reported at least weekly participation had higher test scores than those who reported less frequent participation.

Table 7.5: Average NAP–CC scale scores by media use and participation in discussion of political or social issues

Civic-related communication	Year 6			
	% Students who report doing this at least once a week	Average performance		
		Less than weekly	At least once a week	Difference
Use the internet (including social media) to get news of current events?	78 (±1.8)	380 (±11.3)	390 (±6.7)	9 (±11.4)
Watch the news on television?	57 (±1.7)	390 (±9.4)	387 (±7.1)	-3 (±10.1)
Listen to news on the radio or on podcasts?	53 (±2.2)	386 (±8.2)	391 (±7.5)	5 (±9.2)
Read about current events in a paper or online newspaper?	23 (±1.8)	389 (±6.6)	387 (±11.4)	-1 (±11.1)
Post your own content about a political or social issue on the internet (including social media)?	--	--	--	--
Share a comment or image about a political or social issue from someone else on the internet (including social media)?	--	--	--	--
Talk about political or social issues with your family?	31 (±1.7)	390 (±6.5)	385 (±9.9)	-5 (±9.3)
Talk about political or social issues with your friends?	26 (±1.5)	401 (±7.0)	357 (±8.8)	<b>-44 (±9.3)</b>

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

Table 7.5: Average NAP–CC scale scores by media use and participation in discussion of political or social issues (continued)

Civic-related communication	Year 10			
	% Students who report doing this at least once a week	Average performance		
		Less than weekly	At least once a week	Difference
Use the internet (including social media) to get news of current events?	86 (±1.4)	424 (±14.2)	466 (±6.7)	<b>42</b> (±15.0)
Watch the news on television?	57 (±1.7)	460 (±7.3)	460 (±8.4)	0 (±10.0)
Listen to news on the radio or on podcasts?	50 (±2.1)	458 (±6.7)	462 (±9.5)	4 (±10.4)
Read about current events in a paper or online newspaper?	25 (±2.0)	458 (±6.6)	466 (±11.5)	8 (±11.9)
Post your own content about a political or social issue on the internet (including social media)?	8 (±1.2)	466 (±6.1)	381 (±22.8)	<b>-86</b> (±22.9)
Share a comment or image about a political or social issue from someone else on the internet (including social media)?	12 (±1.3)	465 (±6.2)	423 (±20.6)	<b>-42</b> (±20.5)
Talk about political or social issues with your family?	41 (±1.9)	445 (±7.5)	482 (±9.7)	<b>37</b> (±11.6)
Talk about political or social issues with your friends?	32 (±1.8)	455 (±7.0)	472 (±12.0)	<b>17</b> (±13.1)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

For Year 6 students, there were no significant differences in average NAP–CC test scores between students who reported participating in civic-related communication activities at least once a week and those who did so less frequently. The exception to this was for students who talked about political or social issues with their friends: the average performance for this item was considerably lower for those students who participated in this activity at least once a week.

For Year 10 students, there were some differences in test performance based on the frequency of participation in several of these activities. Students who more frequently used the internet to get news of current events, and those who talked about political or social issues with either their family or with their friends, all scored significantly higher than those who participated in these activities less frequently. However, students who posted their own content or shared someone else’s content on the internet (including social media) at least once a week had lower average NAP–CC scale scores.

The findings for Year 10 students suggest that while digital engagement and discussions about political or social issues can be associated with higher test performance, more active online participation in content creation is linked to lower performance outcomes.

## Civics and citizenship engagement: interest, confidence and valuing civic action

### Interest in civic issues

Developing an interest in civic issues is one of the main motivators of citizens' engagement in society. The NAP-CC student questionnaire asked students to rate their interest in the following ("very interested", "quite interested", "not very interested" or "not interested at all"):

- what is happening in your local community
- Australian politics
- social issues in Australia
- environmental issues in Australia
- what is happening in other countries
- global (worldwide) issues.

These 6 items were also used to derive a scale reflecting students' interest in civic issues, where higher scale scores indicate higher levels of interest in civic issues. Table 7.6 shows the percentages for "interested" (that is, the combination of the 2 categories "very interested" and "quite interested") and corresponding confidence intervals for Year 6 and Year 10 students since 2010.

Table 7.6: Percentages for interest in civic issues since 2010

Interest in civic issues		Interested (very or quite)					Difference 2024-2019
		2024	2019	2016	2013	2010	
Year 6	What is happening in your local community	54 (±2.2)	57 (±2.3)	64 (±1.8)	65 (±1.7)	60 (±2.1)	<b>-3.2</b> (±3.2)
	Australian politics	31 (±1.7)	34 (±1.9)	38 (±1.8)	39 (±2.1)	35 (±2.0)	-2.5 (±2.5)
	Social issues in Australia	49 (±1.9)	55 (±2.0)	60 (±1.7)	56 (±1.9)	52 (±2.0)	<b>-6.3</b> (±2.8)
	Environmental issues in Australia	62 (±1.9)	77 (±1.5)	71 (±1.7)	69 (±1.9)	70 (±1.8)	<b>-15.2</b> (±2.4)
	What is happening in other countries	71 (±2.0)	66 (±2.0)	75 (±1.6)	71 (±1.6)	66 (±1.8)	<b>4.2</b> (±2.8)
	Global (worldwide) issues	68 (±1.9)	70 (±1.8)	74 (±1.6)	70 (±1.6)	63 (±1.9)	-2.1 (±2.6)
Year 10	What is happening in your local community	50 (±2.3)	59 (±1.8)	58 (±2.1)	57 (±1.6)	58 (±2.0)	<b>-8.8</b> (±2.9)
	Australian politics	25 (±1.6)	35 (±2.1)	35 (±2.0)	35 (±1.8)	31 (±1.9)	<b>-10.7</b> (±2.6)
	Social issues in Australia	46 (±2.1)	67 (±2.1)	68 (±1.8)	60 (±1.7)	56 (±2.3)	<b>-21.4</b> (±3.0)
	Environmental issues in Australia	45 (±2.2)	71 (±1.9)	66 (±1.9)	58 (±2.0)	60 (±2.1)	<b>-26.3</b> (±2.9)
	What is happening in other countries	62 (±2.3)	73 (±2.0)	76 (±1.4)	71 (±1.6)	67 (±2.1)	<b>-10.7</b> (±3.0)
	Global (worldwide) issues	67 (±2.1)	79 (±1.6)	79 (±1.5)	74 (±1.6)	69 (±2.0)	<b>-12.5</b> (±2.7)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

A similar pattern of results can be observed for students at both year levels. Students in 2024 had higher interest in what is happening in other countries and global (worldwide) issues than issues within Australia. Australian politics was the topic that students had the least interest in at both year levels. Compared to 2019, Year 6 students reported significantly less interest in what is happening in their local community,

and social and environmental issues in Australia, but reported significantly more interest in what is happening in other countries. Year 10 students had less interest in all issues since the last cycle. In particular, environmental issues in Australia attracted the biggest drop in interest for this cohort (26 percentage points for Year 10). Interest in social issues in Australia for Year 10 students also dropped by 21 percentage points.

Table 7.7 records the 2024 average scores for the scale reflecting interest in civic issues at each year level overall, by gender and in comparison with previous cycles since 2010.

Table 7.7: Average scale scores for interest in civic issues, overall and by gender since 2010

Interest in Civic Issues		All Students	Male	Female	Difference (M-F)
Year 6	2024	49.4 (±0.3)	49.0 (±0.5)	49.8 (±0.5)	<b>-0.8</b> (±0.8)
	2019	50.4 (±0.4)	49.7 (±0.5)	51.1 (±0.5)	<b>-1.4</b> (±0.6)
	2016	51.9 (±0.3)	51.4 (±0.4)	52.4 (±0.4)	<b>-0.9</b> (±0.5)
	2013	51.4 (±0.3)	50.7 (±0.5)	52.1 (±0.4)	<b>-1.4</b> (±0.5)
	2010	50.3 (±0.4)	49.3 (±0.5)	51.3 (±0.4)	<b>-2.0</b> (±0.6)
	Difference (2024 - 2019)	<b>-1.0</b> (±0.6)	<b>-0.7</b> (±0.8)	<b>-1.3</b> (±0.7)	0.6 (±1.0)
Year 10	2024	47.4 (±0.5)	46.1 (±0.7)	48.7 (±0.6)	<b>-2.6</b> (±0.9)
	2019	52.0 (±0.5)	49.5 (±0.6)	54.4 (±0.7)	<b>-4.9</b> (±0.9)
	2016	52.3 (±0.4)	50.9 (±0.6)	53.8 (±0.6)	<b>-2.9</b> (±0.8)
	2013	51.1 (±0.4)	49.8 (±0.5)	52.3 (±0.7)	<b>-2.5</b> (±0.9)
	2010	50.0 (±0.5)	48.2 (±0.6)	51.7 (±0.7)	<b>-3.5</b> (±0.9)
	Difference (2024 - 2019)	<b>-4.6</b> (±0.8)	<b>-3.4</b> (±1.0)	<b>-5.7</b> (±1.0)	<b>2.4</b> (±1.3)
Differences (Year 10- Year 6)	2024	<b>-2.1</b> (±0.6)	<b>-2.9</b> (±0.9)	<b>-1.1</b> (±0.8)	
	2019	<b>1.5</b> (±0.7)	-0.2 (±0.8)	<b>3.3</b> (±0.8)	
	2016	0.5 (±0.5)	-0.5 (±0.7)	<b>1.5</b> (±0.7)	
	2013	-0.3 (±0.5)	<b>-0.9</b> (±0.7)	0.2 (±0.8)	
	2010	-0.3 (±0.6)	<b>-1.1</b> (±0.8)	0.4 (±0.8)	

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

In 2024, female students in both Year 6 and Year 10 continued to report higher interest in civic issues compared to male students, continuing the pattern from previous cycles. For Year 6 students, overall interest in civic issues declined slightly from 2019 to 2024, with a 1.0 scale point decrease. For Year 10 students, there was a larger decline in overall interest in civic issues, dropping by 4.6 scale points from 2019 to 2024. The gender gap for interest in civic issues narrowed for Year 10 students in comparison to the previous cycle (this was largely due to a bigger drop for female students compared to male students), but no change in the gender gap was observed for Year 6 students.

In contrast to the previous cycle, Year 10 students expressed less interest in civic issues in comparison to Year 6 students.

### Associations between interest in civic issues and achievement

Similar to the approach taken in Chapters 5 and 6, this chapter examines associations between student attitudes related to engagement and NAP–CC scale scores. Along with the correlations between the attitudinal scale scores and NAP–CC achievement, it presents the average attitudinal scale scores, by

year level, of students whose achievement was below the proficient standard for that year level and those whose achievement was above the proficient standard for that year level.

Table 7.8 shows the average interest in civic issues for students above and below the proficient standard since 2010, along with the correlation of the interest in civic issues scale score with NAP–CC achievement for each cycle.

*Table 7.8: Average scale scores for interest in civic issues for students above and below the proficient standard since 2010*

	Proficient Standard	2024	2019	2016	2013	2010
Year 6	Below	48.4 (±0.5)	49.0 (±0.6)	51.0 (±0.5)	50.0 (±0.5)	49.1 (±0.6)
	Above	50.7 (±0.5)	51.7 (±0.4)	52.6 (±0.4)	52.7 (±0.5)	51.4 (±0.4)
	Difference	<b>2.2</b> (±0.8)	<b>2.6</b> (±0.7)	<b>1.6</b> (±0.7)	<b>2.8</b> (±0.7)	<b>2.3</b> (±0.7)
	Correlation	<b>0.14</b> (±0.04)	<b>0.19</b> (±0.03)	<b>0.11</b> (±0.04)	<b>0.19</b> (±0.04)	<b>0.19</b> (±0.04)
Year 10	Below	45.4 (±0.6)	49.5 (±0.5)	50.4 (±0.6)	48.6 (±0.5)	47.1 (±0.6)
	Above	52.5 (±0.9)	55.9 (±0.7)	55.5 (±0.7)	54.1 (±0.6)	53.0 (±0.6)
	Difference	<b>7.1</b> (±1.1)	<b>6.4</b> (±0.9)	<b>5.1</b> (±0.9)	<b>5.6</b> (±0.8)	<b>5.8</b> (±0.9)
	Correlation	<b>0.31</b> (±0.04)	<b>0.36</b> (±0.03)	<b>0.29</b> (±0.04)	<b>0.32</b> (±0.04)	<b>0.34</b> (±0.04)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences and correlations are in bold.

In 2024, students performing above the proficient standard continued to report significantly more interest in civic issues than their lower-performing counterparts at both year levels. For Year 10 students, this difference was more than 7 scale points, a large effect. This pattern is consistent with previous cycles. Correspondingly, the correlation between students' interest in civic issues and their NAP–CC scale score remained positive and significant for both year levels. The correlation was moderate for Year 10 students, indicating a stronger relationship between civic interest and performance compared to Year 6 students, where the correlation was weak.

These findings suggest that higher-performing students are more interested in civic issues and that this interest is linked to better civics and citizenship knowledge, particularly for Year 10 students.

### Confidence to actively engage

To support young people's active engagement in civic society, an important aim of civics and citizenship education is to foster confidence regarding their ability to engage. Students were asked to rate how well they thought they could do the following civic actions ("very well", "fairly well", "not very well" or "not at all"):

- discuss news about a conflict between countries
- argue your opinion about a political or social issue
- be a candidate in a school or class election
- organise a group of students in order to achieve changes at school<sup>21</sup>
- express your opinion on a current issue to a newspaper or publication<sup>22</sup>
- give a speech to your class about a political or social issue<sup>23</sup>

<sup>21</sup> Administered to Year 10 students only.

<sup>22</sup> 2019 wording: "express your opinion on a current issue in a letter or email to a newspaper"

<sup>23</sup> Administered to Year 10 students only.

- present information about a political or social issue on social media<sup>24</sup>
- express your own opinion in a post on social media <sup>25</sup>
- be able to identify the reliability of information on the internet or social media about a political or social issue<sup>26</sup>.

The last item asking the student whether they are able to identify the reliability of information on the internet or social media about a political or social issue was new for the current cycle. Several items were only administered at the Year 10 level. These items were also used to derive a scale of confidence to actively engage, where higher scale scores reflected higher levels of student confidence to actively engage. Table 7.9 shows the percentages for “very or fairly well” (that is, the combination of the categories “very well” and “fairly well”) and corresponding confidence intervals for Year 6 and Year 10 students since 2010.

Table 7.9: Percentages for confidence to actively engage in civic action since 2010

Confidence to actively engage in civic action		% Very or fairly well					Difference 2024-2019
		2024	2019	2016	2013	2010	
Year 6	Discuss news about a conflict between countries	51 (±2.0)	48 (±1.0)	52 (±2.0)	50 (±2.0)	46 (±1.9)	<b>2.9</b> (±2.2)
	Argue your opinion about a political or social issue	48 (±2.3)	50 (±1.0)	54 (±2.1)	53 (±2.3)	54 (±2.1)	<b>-2.6</b> (±2.5)
	Be a candidate in a school or class election	64 (±1.9)	63 (±1.0)	68 (±1.9)	67 (±1.8)	69 (±1.9)	1.6 (±2.1)
	Express your opinion on a current issue to a newspaper or publication	35 (±2.0)	36 (±0.8)	40 (±1.9)	41 (±1.9)	42 (±1.8)	-1.3 (±2.2)
	Be able to identify the reliability of information on the internet or social media about a political or social issue	50 (±2.0)	- -	- -	- -	- -	- -

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

<sup>24</sup> Administered to Year 10 students only.

<sup>25</sup> 2019 wording: “express your opinion in a comment you post on a website”. Administered to Year 10 students only.

<sup>26</sup> This item was new for the 2024 cycle.

Table 7.9: Percentages for confidence to actively engage in civic action since 2010 (continued)

	Confidence to actively engage in civic action	% Very or fairly well					Difference 2024-2019
		2024	2019	2016	2013	2010	
Year 10	Discuss news about a conflict between countries	51 (±2.0)	54 (±1.0)	59 (±1.8)	54 (±1.8)	53 (±2.2)	<b>-2.7</b> (±2.2)
	Argue your opinion about a political or social issue	47 (±2.0)	57 (±1.2)	59 (±1.9)	57 (±1.8)	59 (±2.2)	<b>-9.9</b> (±2.4)
	Be a candidate in a school or class election	38 (±2.1)	46 (±1.2)	43 (±1.9)	48 (±1.7)	50 (±2.1)	<b>-7.8</b> (±2.4)
	Organise a group of students in order to achieve changes at school	35 (±1.8)	47 (±1.2)	50 (±1.7)	51 (±1.9)	54 (±2.1)	<b>-11.9</b> (±2.1)
	Express your opinion on a current issue to a newspaper or publication	25 (±1.8)	39 (±1.0)	40 (±1.9)	46 (±1.8)	53 (±2.0)	<b>-14.1</b> (±2.0)
	Give a speech to your class about a political or social issue	31 (±1.8)	43 (±1.1)	42 (±1.9)	45 (±1.9)	47 (±2.2)	<b>-12.7</b> (±2.1)
	Present information about a political or social issue on social media	29 (±1.5)	44 (±1.1)	45 (±1.8)	--	--	<b>-14.8</b> (±1.9)
	Express your own opinion in a post on social media	35 (±2.0)	48 (±1.2)	--	--	--	<b>-12.9</b> (±2.3)
	Be able to identify the reliability of information on the internet or social media about a political or social issue	50 (±2.2)	--	--	--	--	--

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

In 2024, about half of the students at both Year 6 and Year 10 levels expressed confidence to discuss news about a conflict between countries, identify the reliability of information on the internet or social media about a political or social issue, or argue their opinion about a political or social issue. Nearly two-thirds of Year 6 students expressed confidence to be a candidate in a school or class election; however, just over one-third of Year 10 students expressed the same amount of confidence. Students at both year levels were least confident in their ability to express their opinion on a current issue to a newspaper or publication (35% and 25% respectively at Year 6 and Year 10 levels).

Since the last cycle of NAP–CC, Year 6 students were less confident to argue their opinion about a political or social issue but more confident to discuss news about a conflict between countries. However, Year 10 students were less confident in all activities in comparison to 2019, with confidence in some activities dropping nearly 15 percentage points.

Table 7.10 records the 2024 average scores for the scale reflecting confidence to actively engage in civic action in both year levels overall, by gender and in comparison with previous cycles.

Table 7.10: Average scale scores for confidence to actively engage in civic action, overall and by gender since 2010

Confidence to actively engage in civic action		All Students	Male	Female	Difference (M-F)
Year 6	2024	48.2 ( $\pm 0.4$ )	47.4 ( $\pm 0.5$ )	48.9 ( $\pm 0.6$ )	<b>-1.5</b> ( $\pm 0.7$ )
	2019	47.9 ( $\pm 0.4$ )	46.6 ( $\pm 0.5$ )	49.2 ( $\pm 0.5$ )	<b>-2.6</b> ( $\pm 0.6$ )
	2016	48.7 ( $\pm 0.4$ )	47.6 ( $\pm 0.5$ )	49.8 ( $\pm 0.5$ )	<b>-2.2</b> ( $\pm 0.6$ )
	2013	49.1 ( $\pm 0.4$ )	47.9 ( $\pm 0.5$ )	50.3 ( $\pm 0.5$ )	<b>-2.4</b> ( $\pm 0.6$ )
	2010	49.0 ( $\pm 0.4$ )	47.3 ( $\pm 0.5$ )	50.6 ( $\pm 0.5$ )	<b>-3.3</b> ( $\pm 0.7$ )
	Difference (2024 - 2019)	0.3 ( $\pm 0.6$ )	<b>0.9</b> ( $\pm 0.7$ )	-0.2 ( $\pm 0.7$ )	1.1 ( $\pm 0.9$ )
Year 10	2024	45.2 ( $\pm 0.5$ )	44.5 ( $\pm 0.7$ )	45.9 ( $\pm 0.7$ )	<b>-1.4</b> ( $\pm 0.9$ )
	2019	48.7 ( $\pm 0.6$ )	47.0 ( $\pm 0.7$ )	50.4 ( $\pm 0.8$ )	<b>-3.4</b> ( $\pm 1.0$ )
	2016	49.0 ( $\pm 0.5$ )	48.0 ( $\pm 0.7$ )	50.0 ( $\pm 0.6$ )	<b>-2.0</b> ( $\pm 0.8$ )
	2013	49.5 ( $\pm 0.3$ )	48.7 ( $\pm 0.5$ )	50.4 ( $\pm 0.5$ )	<b>-1.7</b> ( $\pm 0.8$ )
	2010	50.0 ( $\pm 0.5$ )	48.9 ( $\pm 0.7$ )	51.1 ( $\pm 0.7$ )	<b>-2.2</b> ( $\pm 1.0$ )
	Difference (2024 - 2019)	<b>-3.5</b> ( $\pm 0.8$ )	<b>-2.5</b> ( $\pm 1.0$ )	<b>-4.5</b> ( $\pm 1.1$ )	<b>2.0</b> ( $\pm 1.4$ )
Differences (Year 10-Year 6)	2024	<b>-3.0</b> ( $\pm 0.7$ )	<b>-2.9</b> ( $\pm 0.9$ )	<b>-3.0</b> ( $\pm 0.9$ )	
	2019	<b>0.8</b> ( $\pm 0.7$ )	0.4 ( $\pm 0.9$ )	<b>1.2</b> ( $\pm 0.9$ )	
	2016	0.3 ( $\pm 0.6$ )	0.4 ( $\pm 0.8$ )	0.2 ( $\pm 0.8$ )	
	2013	0.5 ( $\pm 0.5$ )	<b>0.8</b> ( $\pm 0.7$ )	0.2 ( $\pm 0.7$ )	
	2010	<b>1.0</b> ( $\pm 0.6$ )	<b>1.5</b> ( $\pm 0.9$ )	0.4 ( $\pm 0.8$ )	

Confidence Intervals ( $1.96 * SE$ ) are reported in brackets.  
Statistically significant differences are in bold.

There was no difference in confidence for Year 6 students since the last cycle, but scale scores for Year 10 students were significantly lower, declining by 3.5 scale points since 2019. The difference in scale scores between year levels was significant: Year 6 students expressed greater confidence than Year 10 students – a difference of 3 scale points.

In 2024, female students continued to report significantly higher confidence in actively engaging in civic action compared to male students at both Year 6 and Year 10 levels. The gender gap was significantly smaller for Year 10 students in comparison to 2019, by 2 scale points (primarily driven by 4.5 scale points decrease for female students across this time period). Although there was a reduction in the gender gap at Year 6 level, the difference was not significant.

### Associations between confidence to actively engage and achievement

Table 7.11 shows the average reported confidence to actively engage in civic action for students above and below the proficient standard since 2010, along with the correlation of the confidence to actively engage scale score with NAP–CC achievement for each cycle.



Table 7.11: Average scale scores for confidence to actively engage in civic action for students above and below the proficient standard since 2010

	Proficient Standard	2024	2019	2016	2013	2010
Year 6	Below	46.2 (±0.5)	45.5 (±0.6)	46.5 (±0.6)	46.2 (±0.6)	46.2 (±0.6)
	Above	50.7 (±0.5)	49.9 (±0.5)	50.4 (±0.5)	51.7 (±0.4)	51.5 (±0.5)
	Difference	<b>4.5</b> (±0.7)	<b>4.4</b> (±0.7)	<b>4.0</b> (±0.7)	<b>5.5</b> (±0.7)	<b>5.3</b> (±0.7)
	Correlation	<b>0.28</b> (±0.04)	<b>0.27</b> (±0.03)	<b>0.24</b> (±0.05)	<b>0.33</b> (±0.04)	<b>0.36</b> (±0.04)
Year 10	Below	43.1 (±0.7)	45.7 (±0.6)	46.4 (±0.7)	46.7 (±0.5)	46.5 (±0.5)
	Above	50.5 (±0.8)	53.3 (±0.7)	53.2 (±0.6)	53.1 (±0.5)	53.6 (±0.5)
	Difference	<b>7.4</b> (±1.1)	<b>7.6</b> (±0.8)	<b>6.8</b> (±0.9)	<b>6.4</b> (±0.8)	<b>7.0</b> (±0.7)
	Correlation	<b>0.33</b> (±0.04)	<b>0.39</b> (±0.04)	<b>0.34</b> (±0.03)	<b>0.38</b> (±0.03)	<b>0.42</b> (±0.03)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences and correlations are in bold.

In 2024, there was a significant positive correlation between students' reported confidence to actively engage in civic action and their NAP–CC scale score for both year levels, indicating that increased confidence was associated with higher civics and citizenship achievement. This correlation was moderate for Year 10 students and weak for Year 6 students, consistent with the 2 previous cycles' findings.

Students performing at or above the proficient standard reported significantly more confidence to actively engage in civic action than their lower-performing counterparts at both year levels. The gap was over 7 scale points for Year 10 students and over 4 scale points for Year 6 students. These findings continue to suggest that higher confidence for civic engagement is linked with higher academic achievement in civics and citizenship.

### Belief in the value of civic action

Citizens wanting to actively engage in society need to believe in the value of becoming active, and that civic action will have positive consequences. These beliefs were measured in the NAP–CC questionnaire with a question regarding students' belief in the general value of civic action within their school context and beyond. Students were asked to rate their agreement with the following statements ("strongly agree", "agree", "disagree" or "strongly disagree"):

- If students act together at school they can make real change happen
- Elected student representatives (such as members of the Student Council or Student Representative Council) contribute to school decision making
- Student participation in how schools are run can make schools better
- Organising groups of students to express their opinions could help solve problems in schools
- It is important for students to vote in school elections
- Citizens can have strong influence on government policies in Australia<sup>27</sup>.

The last item was only included in the survey of Year 10 students given that it reflected views on civic action beyond the immediate school environment. The items (5 items at Year 6 and 6 items at Year 10) were used to derive a scale measuring students' belief in the value of civic action, where higher scale scores reflected higher levels of valuing civic action. Table 7.12 shows the percentage of agreement (that is, the combination of the 2 categories "strongly agree" and "agree") and corresponding confidence intervals for Year 6 and Year 10 students since 2010.

<sup>27</sup> Administered to Year 10 students only.

Table 7.12: Percentage agreement with the value of civic action since 2010

Valuing civic action		% Agreement					Difference 2024-2019
		2024	2019	2016	2013	2010	
Year 6	If students act together at school they can make real change happen	88 (±1.4)	92 (±0.9)	93 (±1.0)	92 (±0.9)	92 (±1.0)	<b>-4.4</b> (±1.6)
	Elected student representatives (such as student council or SRC members) contribute to school decision making	81 (±1.6)	83 (±1.4)	85 (±1.7)	85 (±1.7)	83 (±1.5)	-1.6 (±2.2)
	Student participation in how schools are run can make schools better	86 (±1.3)	88 (±1.2)	89 (±1.1)	89 (±1.0)	87 (±1.1)	<b>-1.9</b> (±1.8)
	Organising groups of students to express their opinions could help solve problems in schools	81 (±1.5)	85 (±1.4)	87 (±1.3)	87 (±1.1)	83 (±1.4)	<b>-3.9</b> (±2.0)
	It is important for students to vote in school elections	85 (±1.5)	87 (±1.1)	87 (±1.3)	--	--	<b>-2.5</b> (±1.9)
Year 10	If students act together at school they can make real change happen	80 (±1.6)	88 (±1.0)	91 (±1.1)	90 (±1.0)	89 (±1.2)	<b>-7.7</b> (±1.9)
	Elected student representatives (such as student council or SRC members) contribute to school decision making	68 (±1.9)	74 (±2.1)	79 (±1.6)	79 (±1.7)	76 (±1.9)	<b>-6.6</b> (±2.8)
	Student participation in how schools are run can make schools better	79 (±1.8)	86 (±1.1)	88 (±1.2)	89 (±1.2)	88 (±1.2)	<b>-7.3</b> (±2.1)
	Organising groups of students to express their opinions could help solve problems in schools	75 (±1.7)	84 (±1.6)	84 (±1.4)	85 (±1.6)	83 (±1.5)	<b>-8.1</b> (±2.4)
	It is important for students to vote in school elections	77 (±1.7)	83 (±1.5)	84 (±1.4)	--	--	<b>-6.4</b> (±2.2)
	Citizens can have strong influence on government policies in Australia	75 (±1.7)	83 (±1.6)	82 (±1.6)	82 (±1.6)	80 (±1.5)	<b>-7.1</b> (±2.4)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

In 2024, consistent with previous cycles, majorities at both year levels expressed agreement with all the statements included in the question, ranging between 81% and 88% agreement for Year 6 students and between 68% and 80% agreement for Year 10 students. There were significant decreases in the percentage of students agreeing with several statements regarding the value of civic action compared to 2019. For Year 6 students, agreement levels dropped significantly for all items except for agreement that

elected student representatives contribute to school decision-making. For Year 10 students, there were significant declines across all items since the previous cycle, with a consistent decline of between 6 and 8 percentage points observed.

Table 7.13 shows the average scores for the scale reflecting valuing civic action in both year levels overall, by gender and in comparison with previous cycles.

Table 7.13: Average scale scores for valuing civic action, overall and by gender since 2010

Valuing Civic Action		All Students	Male	Female	Difference (M-F)
Year 6	2024	49.5 (±0.4)	48.5 (±0.5)	50.4 (±0.5)	<b>-1.9 (±0.6)</b>
	2019	51.8 (±0.5)	50.7 (±0.7)	52.8 (±0.5)	<b>-2.1 (±0.8)</b>
	2016	51.0 (±0.4)	50.2 (±0.6)	51.8 (±0.5)	<b>-1.6 (±0.6)</b>
	2013	51.3 (±0.4)	50.2 (±0.5)	52.4 (±0.6)	<b>-2.2 (±0.7)</b>
	2010	50.1 (±0.4)	49.0 (±0.5)	51.2 (±0.5)	<b>-2.3 (±0.6)</b>
	Difference (2024 - 2019)	<b>-2.3 (±0.6)</b>	<b>-2.2 (±0.8)</b>	<b>-2.4 (±0.7)</b>	0.2 (±1.0)
Year 10	2024	47.7 (±0.5)	46.2 (±0.8)	49.3 (±0.8)	<b>-3.1 (±1.1)</b>
	2019	51.2 (±0.6)	49.1 (±0.6)	53.2 (±0.8)	<b>-4.1 (±1.0)</b>
	2016	52.4 (±0.4)	51.4 (±0.7)	53.5 (±0.6)	<b>-2.1 (±0.9)</b>
	2013	51.9 (±0.5)	50.7 (±0.7)	53.2 (±0.6)	<b>-2.5 (±0.9)</b>
	2010	50.0 (±0.5)	48.3 (±0.5)	51.6 (±0.5)	<b>-3.2 (±0.6)</b>
	Difference (2024 - 2019)	<b>-3.4 (±0.8)</b>	<b>-2.9 (±1.0)</b>	<b>-3.9 (±1.1)</b>	1.0 (±1.5)
Differences (Year 10-Year 6)	2024	<b>-1.8 (±0.7)</b>	<b>-2.3 (±0.9)</b>	<b>-1.1 (±0.9)</b>	
	2019	-0.6 (±0.8)	<b>-1.6 (±0.9)</b>	0.4 (±1.0)	
	2016	<b>1.4 (±0.6)</b>	<b>1.2 (±0.9)</b>	<b>1.6 (±0.8)</b>	
	2013	0.6 (±0.6)	0.4 (±0.8)	0.7 (±0.9)	
	2010	-0.1 (±0.6)	-0.6 (±0.7)	0.4 (±0.7)	

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

Overall, student beliefs in the value of civic action dropped since the last cycle at both year levels (it should be noted that these actions are primarily focused at the school level). In 2024, female students reported significantly higher beliefs in the value of civic action compared to male students at both year levels, as was observed in all previous cycles. The difference was 1.9 scale points for Year 6 students and 3.1 scale points for Year 10 students. Unlike the previous cycle, the difference in scale scores between Year 10 and Year 6 students was significant, with scale scores for valuing civic action higher for Year 6 students than Year 10 students. This finding was consistent across both gender groups.

### Associations between belief in the value of civic action and achievement

Table 7.14 shows the average belief in the value of civic action for students above and below the proficient standard since 2010, along with the correlation of the belief in the value of civic action scale score with NAP-CC achievement for each cycle.

Table 7.14: Average scale scores for valuing civic action for students above and below the proficient standard since 2010

	Proficient Standard	2024	2019	2016	2013	2010
Year 6	Below	47.8 (±0.5)	49.4 (±0.7)	49.0 (±0.6)	49.2 (±0.5)	47.9 (±0.5)
	Above	51.5 (±0.5)	53.8 (±0.6)	52.6 (±0.5)	53.3 (±0.5)	51.7 (±0.5)
	Difference	<b>3.6 (±0.7)</b>	<b>4.4 (±0.8)</b>	<b>3.6 (±0.8)</b>	<b>4.2 (±0.7)</b>	<b>3.8 (±0.7)</b>
	Correlation	<b>0.23 (±0.04)</b>	<b>0.25 (±0.04)</b>	<b>0.24 (±0.04)</b>	<b>0.27 (±0.03)</b>	<b>0.27 (±0.03)</b>
Year 10	Below	46.2 (±0.7)	49.1 (±0.7)	50.6 (±0.7)	50.2 (±0.7)	48.7 (±0.6)
	Above	51.6 (±1.1)	54.4 (±0.9)	55.4 (±0.7)	54.0 (±0.8)	51.4 (±0.7)
	Difference	<b>5.4 (±1.3)</b>	<b>5.2 (±1.2)</b>	<b>4.9 (±1.1)</b>	<b>3.9 (±1.1)</b>	<b>2.7 (±0.9)</b>
	Correlation	<b>0.28 (±0.04)</b>	<b>0.28 (±0.05)</b>	<b>0.26 (±0.04)</b>	<b>0.22 (±0.04)</b>	<b>0.21 (±0.04)</b>

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences and correlations are in bold.

Students performing at or above the proficient standard had higher scale scores in comparison to students performing below the proficient standard – a difference of 3.6 scale points and 5.4 scale points at Year 6 and Year 10 levels respectively. Correspondingly, there was a significant positive correlation between students’ belief in the value of civic action and their NAP–CC scale score for both year levels in 2024, where increasing belief was associated with higher civics and citizenship knowledge. This correlation was weak for both year levels, and similar to the pattern shown in previous cycles.

## Student intentions to engage in civic action

### Expected civic engagement in future adult life

Given the limitations young people below the age of 18 face regarding their opportunities to engage with the organisations, elected bodies and democratic processes that are core to a functioning democracy, it is more appropriate to assess students’ expectations that they will actively engage in civic life in the future. Year 10 students were asked to rate the probability of engaging in the following activities (“I would certainly do this”, “I would probably do this”, “I would probably not do this” or “I would certainly not do this”):

- find information about candidates before voting in an election
- help a candidate or party during an election campaign
- join a political party
- join a trade or other union
- stand as a candidate in local council or shire elections
- join an environmental organisation<sup>28</sup>
- volunteer for a charity<sup>29</sup>
- join a human rights organisation<sup>30</sup>
- join an animal rights or protection organisation<sup>31</sup>.

<sup>28</sup> This item was new for the 2024 cycle.

<sup>29</sup> This item was new for the 2024 cycle.

<sup>30</sup> This item was new for the 2024 cycle.

<sup>31</sup> This item was new for the 2024 cycle.

The first 5 of these items have been administered in previous cycles, while the last 4 items were administered for the first time in 2024. The combined categories of students expecting to “certainly” or “probably” engage in these activities were interpreted as positive expectations to engage. Table 7.15 shows the percentages of positive expectations to engage and corresponding confidence intervals for Year 10 students since 2010.

Table 7.15: Percentages for expected active future civic engagement for Year 10

	% Certainly or probably					Difference (2024-2019)
	2024	2019	2016	2013	2010	
Find information about candidates before voting in an election	69 (±2.0)	78 (±1.8)	78 (±1.6)	76 (±1.5)	72 (±1.8)	<b>-8.5</b> (±2.7)
Help a candidate or party during an election campaign	25 (±1.6)	30 (±1.8)	29 (±1.8)	28 (±1.6)	21 (±1.4)	<b>-4.2</b> (±2.4)
Join a political party	12 (±1.3)	14 (±1.3)	13 (±1.2)	10 (±1.0)	10 (±0.9)	<b>-2.5</b> (±1.8)
Join a trade or other union	19 (±1.4)	20 (±1.8)	23 (±1.8)	24 (±1.6)	25 (±1.7)	-0.9 (±2.2)
Stand as a candidate in local council or shire elections	11 (±1.3)	13 (±1.5)	12 (±1.1)	10 (±1.1)	9 (±0.8)	<b>-2.1</b> (±1.9)
Join an environmental organisation	25 (±1.8)	--	--	--	--	--
Volunteer for a charity	60 (±2.1)	--	--	--	--	--
Join a human rights organisation	27 (±1.7)	--	--	--	--	--
Join an animal rights or protection organisation	35 (±1.9)	--	--	--	--	--

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

More than two-thirds of Year 10 students suggested that they would certainly or probably in the future find information about candidates before voting in an election. Approximately three-fifths of Year 10 students suggested that they would volunteer for a charity, and approximately one-third said they would join an animal rights or protection organisation. Students expressed they were less likely to engage in the other activities in the future, with percentages ranging from 11% to 27% for the remaining items. Of the items that were administered in the previous cycle, students were less likely in the current cycle to expect to participate in these activities since 2019. The exception to this being no significant difference in the proportion of students expecting to join a trade or other union since the previous cycle.

The first 5 items were used to obtain a scale reflecting students’ expected active civic engagement in the future, where higher scale scores indicated higher levels of students’ expected active engagement. This was consistent with how these items were scaled in previous cycles. The remaining 4 items were used to obtain a new scale, reflecting students’ expected social movement engagement in the future.

Table 7.16 shows the average scores for the 2 scales reflecting expectations of active future civic engagement and expectations of future social movement engagement in Year 10 overall, by gender and in comparison with previous cycles.

Table 7.16: Average scale scores for expected civic engagement, overall and by gender for Year 10 since 2010

		All Students	Male	Female	Difference (M-F)
Year 10 CIVACT	2024	48.7 (±0.6)	47.7 (±0.8)	49.7 (±0.7)	<b>-2.0</b> (±1.0)
	2019	50.6 (±0.5)	49.8 (±0.7)	51.4 (±0.7)	<b>-1.6</b> (±0.9)
	2016	51.2 (±0.5)	50.8 (±0.6)	51.7 (±0.6)	<b>-0.8</b> (±0.8)
	2013	50.5 (±0.4)	49.9 (±0.6)	51.0 (±0.5)	<b>-1.1</b> (±0.7)
	2010	50.0 (±0.4)	49.2 (±0.5)	50.7 (±0.5)	<b>-1.5</b> (±0.6)
	Difference (2024 - 2019)	<b>-1.9</b> (±0.8)	<b>-2.1</b> (±1.1)	<b>-1.6</b> (±1.0)	-0.5 (±1.4)
Year 10 SOCACT	2024	50.0 (±0.5)	47.5 (±0.7)	52.7 (±0.6)	<b>-5.2</b> (±0.9)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

In 2024, female students continued the pattern of previous cycles, reporting significantly higher expectations of active future civic engagement than male students – a difference of 2 scale points. There was a small but significant decline in this type of future civic engagement since the last cycle. For expectations of social movement engagement, female students had greater expectations than male students, a large difference of more than 5 scale points.

### Associations between expected civic engagement in future adult life and achievement

Table 7.17 shows the average level of expected active future civic engagement and expected social movement engagement for students above and below the proficient standard along with the correlation of the expected engagement scale scores with NAP–CC achievement for each cycle. For the former scale, the same pattern of results is shown since 2010. Consistent with previous cycles, Year 10 students performing at or above the proficient standard were more likely to have higher levels of expected active civic engagement in comparison to students who did not meet the proficient standard – a difference of 4.3 scale points on the NAP–CC achievement scale. These same students were also more likely to have higher levels of expected social movement engagement – a difference of 3.5 scale points. The relationship between achievement and both forms of expected engagement is reinforced with a weak but significant correlation of 0.18.

Table 7.17: Average scale scores for expected active civic engagement for Year 10 students above and below the proficient standard since 2010

	Proficient Standard	2024	2019	2016	2013	2010
Year 10 CIVACT	Below	47.5 (±0.7)	49.0 (±0.7)	50.3 (±0.6)	49.3 (±0.6)	48.9 (±0.5)
	Above	51.8 (±0.7)	53.0 (±0.7)	52.8 (±0.8)	51.9 (±0.5)	51.1 (±0.4)
	Difference	<b>4.3</b> (±1.0)	<b>4.0</b> (±0.9)	<b>2.5</b> (±1.1)	<b>2.6</b> (±0.7)	<b>2.2</b> (±0.7)
	Correlation	<b>0.18</b> (±0.05)	<b>0.20</b> (±0.04)	<b>0.14</b> (±0.05)	<b>0.14</b> (±0.04)	<b>0.13</b> (±0.04)
Year 10 SOCACT	Below	49.0 (±0.6)	--	--	--	--
	Above	52.5 (±0.8)	--	--	--	--
	Difference	<b>3.5</b> (±0.9)	--	--	--	--
	Correlation	<b>0.18</b> (±0.05)	--	--	--	--

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences and correlations are in bold.

## Promotion of important issues in the future

The NAP–CC student questionnaire included questions measuring behavioural intentions related to the promotion of important issues in the future. Citizens’ civic engagement tends to be motivated by concerns about important issues and trends. It can be expressed in activities in favour of (for example, promoting humanitarian issues) or against (for example, protesting against excessive government control) these issues. Several new items were added for the current cycle. Students were asked to rate expectations regarding participation in the following forms of engagement (“I would certainly do this”, “I would probably do this”, “I would probably not do this” or “I would certainly not do this”):

- sign an online petition
- write to a newspaper or publication<sup>32</sup>
- write your opinion about an issue on the Internet (e.g. social media, a blog or web forum)<sup>33</sup>
- produce visual content (e.g. videos, images) or audio content (e.g. podcasts) about an issue to share on the internet (including social media)<sup>34</sup>
- encourage others to participate in activities that help protect the environment
- wear a badge, hat or T-shirt expressing your opinion
- contact a member of parliament or local council
- take part in a protest or demonstration<sup>35</sup>
- collect signatures for a petition
- choose not to buy certain products or brands of product as a protest
- participate in a strike at school to raise awareness about environmental issues<sup>36</sup>.

The response categories “I would certainly do this” and “I would probably do this” were combined as positive expectations of undertaking an activity in the future. All items were used to derive a scale reflecting students’ intentions to promote important issues in the future, where higher scale scores reflected higher levels of intentions to promote.

Table 7.18 shows the percentages of positive intentions to promote important issues in the future, and the corresponding confidence intervals for Year 6 and Year 10 students since 2010.

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<sup>32</sup> 2019 wording: “write a letter or an email to a newspaper”

<sup>33</sup> 2019 wording: “write your opinion about an issue on the internet (for example, on a blog or web forum)”

<sup>34</sup> Administered to Year 10 students only. This item was new for the 2024 cycle.

<sup>35</sup> 2019 wording: “take part in a peaceful march or rally”

<sup>36</sup> This item was new for the 2024 cycle.

Table 7.18: Percentages for intentions to promote important issues in the future since 2010

	Intentions to promote important issues in the future	% Certainly or probably					Difference (2024-2019)
		2024	2019	2016	2013	2010	
Year 6	Sign an online petition	42 (±1.9)	40 (±2.0)	43 (±2.0)	31 (±2.0)	27 (±1.6)	2.2 (±2.8)
	Write to a newspaper or publication	25 (±1.8)	28 (±1.6)	32 (±1.8)	37 (±1.8)	39 (±1.8)	<b>-3.5</b> (±2.4)
	Write your opinion about an issue on the Internet	41 (±2.0)	39 (±1.9)	45 (±1.6)	40 (±1.8)	40 (±2.1)	2.3 (±2.8)
	Encourage others to participate in activities that help protect the environment	74 (±1.7)	--	--	--	--	--
	Wear a badge, hat or t-shirt expressing your opinion	41 (±1.7)	38 (±1.8)	40 (±1.7)	43 (±2.0)	46 (±1.9)	<b>2.9</b> (±2.5)
	Contact a member of parliament or local council	23 (±1.6)	25 (±1.8)	25 (±1.8)	34 (±1.9)	29 (±1.7)	-2.0 (±2.4)
	Take part in a protest or demonstration	29 (±2.0)	44 (±1.9)	48 (±2.1)	51 (±2.1)	47 (±1.9)	<b>-15.8</b> (±2.7)
	Collect signatures for a petition	34 (±1.9)	35 (±1.8)	38 (±1.9)	41 (±1.9)	40 (±1.9)	-0.7 (±2.6)
	Choose not to buy certain products or brands of product as a protest	37 (±2.2)	40 (±2.0)	40 (±1.9)	40 (±1.7)	36 (±1.8)	<b>-3.7</b> (±3.0)
	Participate in a strike at school to raise awareness about environmental issues	47 (±1.7)	--	--	--	--	--

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.



Table 7.18: Percentages for intentions to promote important issues in the future since 2010 (continued)

	Intentions to promote important issues in the future	% Certainly or probably					Difference (2024-2019)
		2024	2019	2016	2013	2010	
Year 10	Sign an online petition	56 (±2.0)	69 (±1.9)	67 (±2.0)	60 (±2.0)	55 (±2.0)	<b>-12.9</b> (±2.8)
	Write to a newspaper or publication	14 (±1.4)	30 (±1.7)	34 (±1.6)	38 (±1.8)	46 (±2.1)	<b>-15.7</b> (±2.2)
	Write your opinion about an issue on the Internet	28 (±1.6)	46 (±2.1)	51 (±1.8)	47 (±1.8)	45 (±1.9)	<b>-17.5</b> (±2.7)
	Produce visual content or audio content about an issue to share on the internet (including social media)	21 (±1.5)	--	--	--	--	--
	Encourage others to participate in activities that help protect the environment	48 (±2.2)	--	--	--	--	--
	Wear a badge, hat or t-shirt expressing your opinion	24 (±1.8)	39 (±2.3)	44 (±2.1)	46 (±1.7)	51 (±2.3)	<b>-14.8</b> (±2.9)
	Contact a member of parliament or local council	17 (±1.5)	27 (±1.7)	27 (±1.8)	36 (±1.6)	32 (±1.7)	<b>-9.8</b> (±2.3)
	Take part in a protest or demonstration	26 (±1.9)	50 (±2.3)	45 (±2.0)	49 (±1.8)	46 (±2.4)	<b>-23.9</b> (±2.9)
	Collect signatures for a petition	28 (±1.5)	43 (±2.4)	45 (±2.2)	53 (±1.8)	50 (±2.6)	<b>-15.6</b> (±2.8)
	Choose not to buy certain products or brands of product as a protest	36 (±2.1)	51 (±2.0)	51 (±2.2)	53 (±1.9)	49 (±2.5)	<b>-15.0</b> (±2.9)
	Participate in a strike at school to raise awareness about environmental issues	31 (±1.8)	--	--	--	--	--

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

At the Year 6 level, three-quarters of students intended to encourage others to participate in activities that help protect the environment, and almost half intended to participate in a strike at school to raise awareness about environmental issues. The remaining items attracted intentions to participate of between 23% and 42% for this cohort.

More than half of Year 10 students indicated they intended to sign an online petition, while just under that amount suggested they would encourage others to participate in activities that help protect the

environment. Approximately one-third of Year 10 students indicated they intend to choose not to buy certain products or brands of product as a protest, and to participate in a strike at school to raise awareness about environmental issues. The remaining items attracted intentions of between 14% and 28% of Year 10 students.

Since the previous cycle, there were far fewer students intending to take part in a protest or demonstration (16 and 24 percentage points respectively at Year 6 and Year 10 level), although this could be accounted for by the change in wording for the item across cycles and previously described. All other items at the Year 10 level attracted far fewer students in the current cycle intending to participate, all by 10 percentage points or more of students compared to 2019.

Table 7.19 displays the average scores for the scale reflecting intentions to promote important issues in the future in both year levels overall, by gender and in comparison with previous cycles.

*Table 7.19: Average scale scores for intentions to promote important issues in the future overall and by gender since 2010*

Intentions to promote important issues in the future		All Students	Male	Female	Difference (M-F)
Year 6	2024	47.6 (±0.3)	46.4 (±0.5)	48.7 (±0.4)	<b>-2.4</b> (±0.6)
	2019	47.5 (±0.3)	46.4 (±0.5)	48.5 (±0.4)	<b>-2.2</b> (±0.7)
	2016	48.9 (±0.3)	48.3 (±0.4)	49.5 (±0.4)	<b>-1.2</b> (±0.6)
	2013	49.0 (±0.3)	48.0 (±0.4)	50.0 (±0.4)	<b>-2.0</b> (±0.6)
	2010	48.4 (±0.3)	47.4 (±0.4)	49.5 (±0.4)	<b>-2.1</b> (±0.5)
	Difference (2024 - 2019)	0.1 (±0.5)	0.0 (±0.7)	0.2 (±0.6)	-0.2 (±0.9)
Year 10	2024	43.3 (±0.5)	41.2 (±0.8)	45.5 (±0.7)	<b>-4.2</b> (±1.0)
	2019	49.0 (±0.5)	46.1 (±0.7)	51.9 (±0.7)	<b>-5.8</b> (±1.1)
	2016	50.1 (±0.4)	48.2 (±0.6)	52.1 (±0.5)	<b>-3.9</b> (±0.7)
	2013	50.0 (±0.4)	48.0 (±0.6)	52.2 (±0.5)	<b>-4.2</b> (±0.8)
	2010	50.0 (±0.6)	47.2 (±0.6)	52.6 (±0.7)	<b>-5.4</b> (±0.9)
	Difference (2024 - 2019)	<b>-5.8</b> (±0.8)	<b>-4.9</b> (±1.1)	<b>-6.5</b> (±1.0)	<b>1.6</b> (±1.5)
Differences (Year 10-Year 6)	2024	<b>-4.3</b> (±0.6)	<b>-5.1</b> (±0.9)	<b>-3.3</b> (±0.8)	
	2019	<b>1.5</b> (±0.6)	-0.3 (±0.9)	<b>3.4</b> (±0.9)	
	2016	<b>1.3</b> (±0.5)	0.0 (±0.7)	<b>2.6</b> (±0.7)	
	2013	<b>1.0</b> (±0.5)	-0.1 (±0.7)	<b>2.2</b> (±0.7)	
	2010	<b>1.6</b> (±0.6)	-0.2 (±0.7)	<b>3.2</b> (±0.8)	

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences are in bold.

In 2024, female students at both Year 6 and Year 10 reported significantly higher intentions to promote important issues in the future than male students. The gender gap was larger for Year 10 students, where the average scale score for female students was over 4 scale points higher than for male students. This gap, while still evident, was narrower than the difference of nearly 6 scale points observed in 2019.

For Year 6 students, the average intention score remained relatively stable from 2019 to 2024, with no significant change for all students or by gender. However, for Year 10 students, the overall intention score decreased significantly by 5.8 scale points compared to 2019, with both male and female students showing lower scores.

The difference in intentions between Year 6 and Year 10 students also showed a notable shift. In 2024, Year 10 students had lower intentions compared to Year 6 students, a reversal from previous cycles where older students generally showed higher intentions.

**Associations between student intentions to promote important issues in the future and achievement**

Table 7.20 shows the average level of intentions to promote important issues in the future for students above and below the proficient standard since 2010, along with the correlation with NAP–CC achievement for each cycle.

Table 7.20: Average scale scores for intentions to promote important issues in the future for students above and below the proficient standard since 2010

	Proficient Standard	2024	2019	2016	2013	2010
Year 6	Below	46.9 (±0.4)	45.8 (±0.5)	48.1 (±0.5)	47.7 (±0.5)	47.0 (±0.5)
	Above	48.4 (±0.5)	48.9 (±0.4)	49.5 (±0.4)	50.2 (±0.4)	49.8 (±0.4)
	Difference	<b>1.5 (±0.6)</b>	<b>3.1 (±0.6)</b>	<b>1.3 (±0.7)</b>	<b>2.6 (±0.6)</b>	<b>2.8 (±0.7)</b>
	Correlation	<b>0.11 (±0.04)</b>	<b>0.19 (±0.03)</b>	<b>0.08 (±0.04)</b>	<b>0.16 (±0.04)</b>	<b>0.22 (±0.04)</b>
Year 10	Below	41.7 (±0.6)	46.6 (±0.5)	48.1 (±0.6)	47.8 (±0.5)	47.2 (±0.5)
	Above	47.2 (±0.8)	52.9 (±0.7)	53.4 (±0.7)	52.9 (±0.6)	52.9 (±0.7)
	Difference	<b>5.4 (±1.0)</b>	<b>6.3 (±0.7)</b>	<b>5.2 (±0.9)</b>	<b>5.1 (±0.8)</b>	<b>5.7 (±0.8)</b>
	Correlation	<b>0.24 (±0.05)</b>	<b>0.33 (±0.04)</b>	<b>0.30 (±0.04)</b>	<b>0.31 (±0.04)</b>	<b>0.33 (±0.04)</b>

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant differences and correlations are in bold.

In 2024, there were weak positive correlations between students’ intentions to promote important issues in the future scale score and their NAP–CC achievement score for both Year 6 and Year 10 students. This correlation was lower for both Year 6 and Year 10 students compared to 2019, indicating a slight decline in the strength of this relationship over time.

At both year levels in 2024, students performing above the proficient standard reported significantly greater intentions to promote important issues in the future than their lower-performing counterparts did. This difference was over 5 scale points for Year 10 students and 1.5 scale points for Year 6 students.

**Associations between student intentions to promote important issues in the future and selected engagement indicators**

The NAP–CC Assessment Framework acknowledges that the age of students participating in NAP–CC places some limitations on the range of civic activities in which they can participate, compared to the opportunities they will have in future adult life. In recognition of this, students’ behavioural intentions (in addition to their current engagement) are regarded as important indicators of their likelihood to participate as active and informed citizens in the future.

Citizens’ decisions to promote important issues are likely to be influenced by a number of factors, including their interest, being confident that they can do this and having the conviction that it is worth doing. Therefore, when estimating students’ intentions to promote important issues in the future, their civic interest, their confidence to actively engage and their belief in the value of civic action are regarded as important factors.

The following analysis presents the results of a multiple linear regression analysis predicting students’ intentions to promote important issues in the future using students’ civic interest, confidence and belief in the value of civic action as predictors. Table 7.21 summarises these results.

Table 7.21: Predicting student intentions to promote important issues in the future by students' interest in civic issues, confidence to actively engage in civic action, and valuing civic action

	Interest in civic issues	Confidence to actively engage	Belief in value of civic action	R Squared
Year 6	<b>0.20</b> (±0.05)	<b>0.36</b> (±0.05)	<b>0.11</b> (±0.04)	<b>0.38</b> (±0.04)
Year 10	<b>0.24</b> (±0.05)	<b>0.47</b> (±0.06)	<b>0.11</b> (±0.05)	<b>0.47</b> (±0.04)

Confidence Intervals (1.96 \* SE) are reported in brackets.  
Statistically significant values in bold.

For Year 6 students, the R-squared value of 0.38 shows that 38% of the variation in students' intentions to promote important issues in the future was explained by a combination of their interest in civic issues, confidence to actively engage and belief in the value of civic action. While all regression coefficients were significant, students' confidence to actively engage had the highest contribution to the prediction of intentions to promote important issues in the future, where an increase of 1 point on the confidence to actively engage scale predicted an increase of 0.36 points on the intentions to promote important issues in the future scale.

Among Year 10 students, the relationship was stronger, with 47% of the variation in students' intentions to promote important issues in the future being explained by the predictors. Again, all regression coefficients were significant, with confidence to actively engage having the highest contribution to the prediction of students' intentions to promote important issues in the future, where a 1-point increase on this scale was associated with an increase of 0.47 points on the intentions to promote important issues in the future scale.

These results indicate that of the 3 factors considered in the model for both Year 6 and Year 10 students, having the confidence to actively engage in civic society was the most important factor associated with their intentions to promote important issues in the future.

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# Appendices

## Appendix A: Ordered map of NAP–CC 2024 items

Table A 1: Ordered map of NAP–CC 2024 items

(AC content domain acronyms: L&C = Laws and citizens / CD&I = Citizenship, diversity and identity / H = History / G&D = Government and democracy)

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
10			889	5	Identifies 2 ways that state and territory governments can raise money	G&D
10			773	4	Identifies the pros and cons of minority government	G&D
10			746	4	Identifies 2 reasons for Federation in Australia	H
10			730	4	Recognises the name of the practice by which courts interpret and apply the law	L&C
10			724	4	Identifies the number of senators elected by each territory	G&D
10			724	4	Analyses the tension between resisting the law and effectively opposing injustice	L&C
10			721	4	Identifies what is needed to achieve a double majority	G&D
10			703	4	Identifies the pros and cons of minority government	G&D
10			696	4	Identifies a donkey vote on a ballot paper	L&C

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
10			693	4	Identifies one argument in support of laws limiting election spending	G&D
10			690	4	Understands the principle of the separation of powers in Australia	G&D
10			689	4	Identifies the type of electoral system (preferential) used in Australia	G&D
10			686	4	Demonstrates an understanding of the nature of representative democracy	G&D
Link	712	4	684	4	Recognises points of conflict in celebrating Australia's colonial past	H
Link	666	4	666	4	Identifies services that relate to local government	G&D
10			662	3	Identifies criticism of advertising campaign	G&D
10			637	3	Recognises the ways in which judges make (common) law	L&C
10			636	3	Identifies the areas of Australia visited by the Makassan people	H
10			633	3	Identifies the key purpose of collecting census information	L&C
10			632	3	Identifies a key factor driving Federation in Australia	G&D
10			623	3	Identifies what triggers a double dissolution	G&D
10			617	3	Explains the importance of keeping accurate parliamentary records	G&D

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
Link	742	4	615	3	Identifies the significance of agricultural exports to the Australian economy	H
10			613	3	Identifies an event that took place in the nineteenth century	H
10			605	3	Identifies the role of different branches of government (separation of powers)	G&D
10			603	3	Identifies the role of a key figure in Australia's path to Federation	H
10			601	3	Identifies a type of jury misconduct or irregularity in an Australian criminal trial	L&C
Link	601	3	600	3	Identifies the main constitutional role of the Governor-General	L&C
10			591	3	Understands the principle of the separation of powers in Australia	G&D
10			591	3	Identifies the nature of Australia's relationship with Britain during the First World War	H
Link	550	3	588	3	Identifies the values of the Eureka Stockade miners and Oath of the Southern Cross	H
10			588	3	Identifies key principles of Australia's justice system	L&C
10			587	3	Recognises the purpose of providing public information	G&D
10			587	3	Identifies the disadvantages of suspending normal politics during wartime	G&D
Link	687	4	581	3	Identifies ways that students can promote reconciliation in their local school context	CD&I



Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
10			577	3	Identifies the characteristics of tabloid journalism	CD&I
10			575	3	Knows the role of the Speaker of the House of Representatives	G&D
10			574	3	Identifies features of negative political advertising	G&D
10			573	3	Analyses the tension between resisting the law and effectively opposing injustice	L&C
10			572	3	Applies understanding of human rights to a historical context	G&D
10			568	3	Understands how headlines reflect conservative or progressive perspectives	CD&I
10			568	3	Identifies the 3 arms of federal government in Australia	G&D
10			567	3	Identifies an example of a civil law case	L&C
10			566	3	Identifies a reason why eligibility for pensions has changed over time	H
Link	668	4	565	3	Recognises the meaning of oral history	H
10			565	3	Demonstrates an understanding of the use of conscience votes	G&D
Link	566	3	558	3	Identifies Neville Bonner as the first Australian Indigenous Parliamentarian	H
10			556	3	Identifies consequences stemming from a political meeting	CD&I

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
10			555	3	Identifies the reason that hearsay evidence is not considered admissible	L&C
10			552	3	Identifies the meaning of a coalition	G&D
10			550	3	Identifies 3 examples of an informal vote on a ballot paper	L&C
10			548	3	Gives a reason for Australia's aid focus in the Asia-Pacific region	G&D
10			544	3	Identifies one argument against laws limiting election spending	G&D
10			541	3	Identifies the nature of a specified political gathering	CD&I
10			536	3	Demonstrates an understanding of the nature of representative democracy	G&D
10			532	2	Labels the civic actions of a significant historical figure	H
Link	547	3	531	2	Identifies an element of Australian democracy	G&D
10			528	2	Identifies the impetus for an advertising campaign	G&D
Link	609	3	524	2	Gives one reason for the use of the Eureka Flag during the Eureka Stockade	H
10			523	2	Recognises the potential for difference between justice and law	L&C
10			521	2	Identifies an action to reduce the impact of European settlement on the environment	H

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
10			519	2	Recognises that court decisions found to be wrong can be changed	L&C
10			518	2	Demonstrates an understanding of the characteristics of common law	L&C
10			517	2	Identifies features of negative political advertising	G&D
Link	564	3	514	2	Identifies why the government's actions were undemocratic	H
10			510	2	Identifies an example of activities undertaken by different branches of government	G&D
10			509	2	Recognises the importance of a fundamental principle	L&C
10			508	2	Understands democratic principles of the freedom of the press	L&C
Link	594	3	508	2	Identifies why colonial governments paid for the passage of British migrants to Australia	H
10			507	2	Recognises the value of collective social responsibility	L&C
Link	448	2	507	2	Identifies the process of Federation	G&D
10			505	2	Identifies a representative of Australia abroad	L&C
10			500	2	Understands the democratic principle of the freedom of the press	L&C
10			500	2	Explains how the potential to challenge jury selection supports fairness	L&C

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
Link	661	3	499	2	Identifies an application of democratic rights	L&C
Link	542	3	499	2	Identifies the underlying principle of a referendum	G&D
Link	563	3	499	2	Demonstrates an understanding of the significance of Indigenous place names	CD&I
Link	509	2	498	2	Demonstrates understanding of a First Nations ceremonial practice	CD&I
10			493	2	Identifies the key dates in Australia's participation in the First World War	H
10			491	2	Identifies the meaning of the historical concept of contestability	H
10			490	2	Identifies how the Australian Electoral Commission's independence supports Australia's democracy	L&C
Link	538	3	488	2	Identifies how Australia's environment changed after European settlement	H
10			483	2	Identifies a circumstance that would result in an unfair trial	L&C
Link	480	2	482	2	Identifies a key institution within the Australian Parliamentary system	G&D
10			482	2	Demonstrates an understanding of a key legal principle of Australia's justice system	L&C
10			481	2	Recognises the importance of a specific (common) law case	L&C
Link	559	3	478	2	Identifies the importance and prevalence of Acknowledgement to Country	CD&I

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
Link	524	2	477	2	Considers the positive impact that Australian of the Year Awards may have	CD&I
10			475	2	Recognises the role of the voter in a representative democracy	G&D
10			471	2	Understands the nature of democracy in Australia	G&D
10			471	2	Identifies a reason why a threshold for government welfare could be difficult to reach	H
10			471	2	Identifies a purpose for the existence of public records	G&D
10			471	2	Identifies that a donkey vote is a formal (counted) vote	L&C
Link	738	4	470	2	Recognises examples of primary and secondary sources	H
Link	545	3	469	2	Identifies the key contributions of public museums to national historical understanding	CD&I
Link	365	1	469	2	Identifies an element of an important Australian award	CD&I
Link	500	2	467	2	Identifies actions of outstanding contribution to society	CD&I
10			461	2	Identifies the meaning of the concept of the common good	CD&I
Link	402	1	456	2	Identifies the significance of an important First Nations heritage site	H
10			455	2	Identifies a human right that underpins key legislation	CD&I

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
10			454	2	Identifies the nature of Australia's relationship with Britain during the First World War	H
10			450	2	Identifies how women contributed to the war effort	H
10			447	2	Recognises the benefits of membership of local community organisations	H
Link	467	2	446	2	Identifies a liberal democratic value applied in a familiar context	CD&I
10			445	2	Identifies Australia's opponents during the First World War	H
10			444	2	Identifies the importance of First Nations history to Australian identity	CD&I
10			443	2	Recognises a purpose of having an independent judiciary	L&C
Link	494	2	431	2	Identifies a law that prioritises social good over individual freedoms	CD&I
Link	466	2	430	2	Explains how a public meeting may affect a government decision	G&D
10			430	2	Explains how randomised jury selection upholds fairness	L&C
Link	427	2	428	2	Identifies the approximate length of time that First Nations peoples have lived in Australia	H
Link	406	2	428	2	Recognises "Commonwealth" as an alternative title for the "Federal" Government	G&D
Link	429	2	428	2	Identifies the meaning of freedom of association	L&C

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
10			426	2	Identifies a principle related to women's suffrage in Australia	G&D
10			426	2	Analyses the tension between resisting the law and effectively opposing injustice	L&C
10			419	2	Identifies why a civic freedom is important for democracy	G&D
10			411	2	Understands the nature of constitutional change in Australia	G&D
10			409	2	Explains the importance of keeping accurate parliamentary records	G&D
10			406	2	Identifies features of the national census that support representative democracy	L&C
10			406	2	Recognises that a referendum is a vote by citizens on a proposed change to the constitution	G&D
Link	555	3	404	1	Identifies one argument in favour of compulsory voting	G&D
10			402	1	Gives a reason explaining the contribution of aid to regional security	G&D
Link	537	3	401	1	Identifies a compulsory responsibility of an Australian citizen	L&C
10			399	1	Assesses knowledge of aspects of our democratic voting system	G&D
10			399	1	Identifies a basic human right	L&C
Link	347	1	396	1	Recognises a clear benefit for Indigenous people resulting from a government-funded program	CD&I

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
10			393	1	Identifies a disbenefit of social media to the functioning of democracy	CD&I
Link	531	2	393	1	Demonstrates an understanding of the significance of Indigenous place names	CD&I
10			391	1	Suggests a disadvantage of e-petitions in supporting civic participation	G&D
10			389	1	Identifies a source of state government revenue	G&D
10			387	1	Identifies that the Gallipoli campaign took place during the First World War	H
10			387	1	Understands the value of well-known organisations participating in inclusive programs	CD&I
Link	378	1	384	1	Recognises that democratic governments are elected by the people	G&D
10			379	1	Gives a reason to support the provision of local rather than international aid	G&D
10			378	1	Identifies the important role of the media in politics and the electoral process	G&D
Link	463	2	377	1	Identifies the main role of the Prime Minister	G&D
10			371	1	Explains the mechanism of influence offered by a petition	G&D
Link	372	1	370	1	Understands who is eligible to vote in Australian elections	L&C
Link	369	1	351	1	Identifies how a chosen image promotes an Indigenous program	CD&I



Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
<a href="#">Link</a>	450	2	349	1	Identifies that expressing an unpopular opinion is not against the law	G&D
<a href="#">Link</a>	436	2	348	1	Identifies an example of rules limiting employer dismissal powers	CD&I
<a href="#">Link</a>	344	1	340	1	Recognises a restriction placed on freedom of expression	G&D
<a href="#">Link</a>	438	2	337	1	Identifies how government policies can benefit others	CD&I
10			336	1	Identifies the value in preserving symbols of Australian identity and culture	CD&I
10			336	1	Suggests an advantage of e-petitions in supporting civic participation	G&D
10			333	1	Recognises the influence/role of media in political debate	G&D
10			333	1	Understands the significance of war memorials within a community context	H
<a href="#">Link</a>	301	1	330	1	Identifies that the Federal Government is responsible for the defence forces	G&D
<a href="#">Link</a>	475	2	327	1	Identifies a violation of the right to freedom of expression	G&D
10			325	1	Demonstrates knowledge of a significant event in Australia's recent history	CD&I
10			321	1	Identifies a benefit from social media to the functioning of democracy	CD&I
<a href="#">Link</a>	360	1	310	1	Identifies reasons for a government Indigenous employment program	CD&I

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
Link	325	1	306	1	Identifies a benefit of holding a public meeting	G&D
10			305	1	Identifies a main purpose of the Australian Constitution	G&D
Link	395	1	304	1	Identifies examples of responsibilities at each level of government in Australia	G&D
Link	390	1	300	1	Identifies services that relate to different levels of government	G&D
Link	326	1	295	1	Identifies reasons why people might migrate to Australia	H
Link	278	1	292	1	Identifies the key motivation for Chinese migration to colonial Australia	H
Link	273	0	279	1	Identifies the important role of volunteering in our community	CD&I
Link	326	1	276	1	Identifies the significance of an important First Nations heritage site	H
Link	298	1	275	0	Identifies an unlawful form of protest	G&D
10			269	0	Identifies why 4 cultural sites are listed on the UN World Heritage list	CD&I
Link	323	1	266	0	Recognises the principle of equity when applied to job seekers	CD&I
Link	269	0	263	0	Recognises that taxes are a source of government revenue	G&D
Link	333	1	254	0	Identifies the requirements expected for new Australian citizens	L&C

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
<a href="#">Link</a>	308	1	252	0	Recognises how the knowledge of Indigenous Australians can benefit society	CD&I
<a href="#">Link</a>	333	1	235	0	Identifies a violation of the principle of equity	CD&I
<a href="#">Link</a>	153	0	94	0	Identifies how laws can prioritise a social good over individual freedoms	CD&I
6	791	4			Identifies the names of symbols on the Australian flag	CD&I
6	689	4			Demonstrates the importance of Matthew Flinders's circumnavigation of Australia	H
6	685	4			Identifies a constructive way to increase tolerance	CD&I
6	668	4			Demonstrates an understanding of an important First Nations date	CD&I
6	649	3			Identifies the symbolism of the Aboriginal Flag	CD&I
6	643	3			Understands the reasons for seeking community feedback	CD&I
6	631	3			Identifies the commander of the First Fleet	H
6	627	3			Identifies 2 reasons why free settlers on the First Fleet emigrated	H
6	606	3			Understands the symbolism of 2 features on the Australian national flag	CD&I
6	604	3			Identifies the role of the Governor-General within a constitutional monarchy	G&D

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
6	585	3			Identifies the definition of the word “democracy”	G&D
6	578	3			Identifies bills as proposed laws	L&C
6	565	3			Recognises the religious symbols of major religious groups in Australia	CD&I
6	563	3			Identifies a democratic right that is protected by law	G&D
6	560	3			Identifies the role squatters played in developing the New South Wales colony	H
6	557	3			Identifies a secondary reason for European settlement in Australia	H
6	555	3			Identifies a reason why Australia’s interior was explored by early colonists	H
6	551	3			Identifies the jobs of the people who participated in the Eureka rebellion	H
6	538	3			Identifies the animal used by Simpson to rescue wounded soldiers at Gallipoli	H
6	535	3			Identifies a human right	G&D
6	535	3			Identifies how an Indigenous practice encourages democratic values	CD&I
6	529	2			Identifies one argument for compulsory voting	L&C
6	529	2			Identifies how a rule can be established democratically	L&C

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
6	526	2			Identifies a community benefit associated with volunteering	CD&I
6	519	2			Understands why a community supports a law that restricts their personal freedoms	L&C
6	511	2			Identifies a key feature of the Australian Parliamentary system	G&D
6	509	2			Identifies one advantage of an in-person petition	L&C
6	500	2			Recognises a consequence of the right to free speech	G&D
6	496	2			Identifies an action that can be taken in response to a global issue	G&D
6	488	2			Demonstrates an understanding of the purpose of a First Nations festival	CD&I
6	487	2			Identifies one activity to promote climate action in a local community	CD&I
6	485	2			Identifies a reason for a community activity	L&C
6	479	2			Identifies the nature of participation in a local council	G&D
6	477	2			Identifies 2 occasions in which the Australian flag should be flown at half mast	CD&I
6	474	2			Identifies the role of an independent member of the Australian Parliament	G&D
6	467	2			Identifies the historical significance of National Sorry Day	H

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
6	466	2			Identifies John Macarthur as the founder of the Australian wool industry	H
6	465	2			Identifies how an Indigenous practice encourages democratic values	CD&I
6	462	2			Identifies a key feature of the electoral process in Australia	G&D
6	458	2			Identifies one argument against compulsory voting	L&C
6	456	2			Identifies 2 key principles behind rule making	L&C
6	451	2			Identifies the purpose of 2 First Nations guides who joined Matthew Flinders	H
6	447	2			Identifies what is represented by a section of Australia's coat of arms	H
6	443	2			Identifies the meaning of the word "Country" to First Nations people in Australia	CD&I
6	440	2			Identifies a constructive way to increase tolerance	CD&I
6	439	2			Provides one activity to promote education about climate change in a local community	CD&I
6	439	2			Describes a benefit of a community initiative	CD&I
6	437	2			Recognises a responsibility of the Australian Electoral Commission in administering federal elections in Australia	L&C
6	432	2			Understands the reasons for seeking community feedback	CD&I

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
6	431	2			Identifies a compulsory responsibility of an Australian citizen	L&C
6	425	2			Identifies one advantage of an online petition	L&C
6	424	2			Understands the level of government responsible for a particular law	L&C
6	420	2			Understands the symbolism of 2 features on the Australian national flag	CD&I
6	420	2			Identifies and applies democratic principles to a classroom situation	G&D
6	420	2			Identifies the location of a significant event in Australian history	H
6	413	2			Identifies the purpose of the United Nations	G&D
6	411	2			Identifies a human right	G&D
6	407	2			Identifies the correct term for a significant historical event	G&D
6	403	1			Identifies a reason for a community activity	L&C
6	403	1			Identifies one way that school life has changed in Australia over time	H
6	396	1			Identifies the organisation that deals with discrimination complaints	CD&I
6	394	1			Identifies the statement that defines a ballot	G&D

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
6	390	1			Identifies the contribution of a group to a particular Australian industry	H
6	385	1			Understands that laws are only fair if everyone abides by them	L&C
6	376	1			Identifies the importance of different migrant groups in Australian history	H
6	357	1			Identifies a justification for having a system of compulsory voting	G&D
6	353	1			Identifies a key responsibility of the Federal Government	G&D
6	346	1			Identifies that accommodations may be necessary for a student with a disability	CD&I
6	333	1			Identifies the importance of rules to maintaining and safeguarding Australia's democratic principles	G&D
6	332	1			Identifies a reason for a particular group's inclusion in an industry	H
6	320	1			Recognises the level of government of the Parliament of Australia	G&D
6	319	1			Demonstrates knowledge of an annual event	CD&I
6	318	1			Recognises a fair rule that gives some people in the community special treatment	L&C
6	299	1			Identifies a key element in Australia's democratic system	G&D
6	299	1			Identifies the difference between rules and laws	L&C



Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
6	294	1			Identifies the map showing Aboriginal language, social and nation groups	CD&I
6	294	1			Identifies that Australia was settled by Britain as a convict colony	H
6	276	1			Identifies the name given to a diverse society	H
6	276	1			Describes a benefit of a community initiative	CD&I
6	274	0			Identifies the importance of urban people recognising the rural community	CD&I
6	273	0			Identifies the role of an Australian law enforcement agent	L&C
6	262	0			Recognises an example of a human right	G&D
6	260	0			Identifies a democratic decision-making process applied in a familiar context	G&D
6	245	0			Recognises the image of the reigning monarch on Australian currency	L&C
6	241	0			Recognises a fair rule that gives some people in the community special treatment	L&C
6	228	0			Identifies a reasonable exception to a rule	L&C
6	224	0			Identifies reasons for a community activity	L&C
6	207	0			Applies the fair work principle to a specific example	CD&I

Year level	Scale score (Year 6)	Proficiency level (Year 6)	Scale score (Year 10)	Proficiency level (Year 10)	Item descriptor	AC content domain
6	199	0			Identifies the importance of Country	CD&I
6	195	0			Describes a fundamental democratic right related to age	G&D
6	194	0			Identifies the focus of Anzac Day	H
6	185	0			Identifies a community benefit associated with volunteering	CD&I
6	183	0			Recognises that an event like Harmony Day teaches people to be more inclusive of other cultures	CD&I
6	157	0			Identifies a human right	L&C
6	126	0			Identifies compulsory voting as a key feature of Australian democracy	L&C

## Appendix B: Sample characteristics by state and territory

Table A 2: Age – percentages of students by year level, nationally, and by state and territory

	Mode	10*	11	12	13	14	15	16	17	Missing
<b>Year 6</b>										
NSW	11	5	80	15						
VIC	11	1	77	21	0					0
QLD	11	11	85	4						
SA	11	1	92	8						
WA	11	13	86	1						0
TAS	11	1	63	37						
NT	11	9	83	8						
ACT	11	2	84	14						
Aust.	11	6	82	13	0					0
<b>Year 10</b>										
NSW	15					6	78	16	0	
VIC	15			0	0	0	77	22	0	0
QLD	15					11	83	6	0	
SA	15					1	90	8	0	
WA	15					12	86	2		0
TAS	15						63	37		0
NT	15					11	83	6		
ACT	15					1	87	12		
Aust.	15			0	0	6	80	14	0	0

Results are rounded to the nearest whole number so some totals may appear inconsistent.

\* This includes students in Year 6 that are less than 10 years old

Table A 3: Gender – percentages of students by year level, nationally, and by state and territory

	Gender	Aust.	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
<b>Year 6</b>	Male	49	49	49	49	50	51	50	43	51
	Female	51	51	51	51	50	49	50	57	49
	Other	0	0	0	0	0	0	0	0	0
<b>Year 10</b>	Male	52	52	53	53	53	50	48	49	52
	Female	48	48	47	47	47	50	52	51	48
	Other	0	0	0	0	0	0	0	0	0

Results are rounded to the nearest whole number so some totals may appear inconsistent.

Table A 4: Parental occupation – percentages of students by year level, nationally, and by state and territory

Parental occupation		Aust.	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
Year 6	Senior managers and professionals	31	30	33	28	33	34	31	28	47
	Other managers and associate professionals	22	23	23	21	25	17	26	18	21
	Tradespeople & skilled office, sales and service staff	23	26	21	24	19	19	20	23	12
	Machine operators, labourers, hospitality, and related staff	13	12	13	13	14	13	17	14	5
	Not in paid work in last 12 months	6	5	9	6	3	6	5	12	4
	Missing data	5	3	1	9	7	11	1	5	10
Year 10	Senior managers and professionals	34	33	34	32	33	32	29	40	52
	Other managers and associate professionals	22	22	21	21	23	20	26	13	21
	Tradespeople & skilled office, sales and service staff	23	27	21	26	19	19	21	28	11
	Machine operators, labourers, hospitality, and related staff	12	10	14	9	14	17	17	14	3
	Not in paid work in last 12 months	5	5	7	4	5	4	4	5	2
	Missing data	4	2	2	8	7	8	3	1	10

Results are rounded to the nearest whole number so some totals may appear inconsistent.

Table A 5: Parental education – percentages of students by year level, nationally, and by state and territory

Parental education		Aust.	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
Year 6	Bachelor degree or above	47	46	55	41	43	45	38	40	67
	Advanced diploma/diploma	15	15	14	19	17	13	13	13	10
	Certificate I to IV (inc trade cert)	25	26	22	30	24	23	38	26	12
	Year 12 or equivalent	5	5	3	4	6	10	4	3	4
	Year 11 or equivalent or below	5	5	4	5	7	6	7	13	3
	Missing data	2	3	1	2	3	3	1	5	3
Year 10	Bachelor degree or above	47	47	53	40	43	45	35	46	71
	Advanced diploma/diploma	15	15	13	16	15	15	15	13	9
	Certificate I to IV (inc trade cert)	24	26	18	29	24	20	33	33	13
	Year 12 or equivalent	6	4	8	7	6	6	6	1	3
	Year 11 or equivalent or below	6	6	5	2	7	10	9	7	1
	Missing data	3	2	3	5	4	4	3	0	3

Results are rounded to the nearest whole number so some totals may appear inconsistent.

Table A 6: Indigenous status – percentages of students by year level, nationally, and by state and territory

	Indigenous status	Aust.	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
Year 6	Non-Indigenous students	93	93	97	88	92	92	82	74	94
	Indigenous students	6	6	2	12	4	8	13	26	4
	Missing data	1	1	0	0	4	1	6	0	1
Year 10	Non-Indigenous students	93	90	96	92	96	96	81	80	97
	Indigenous students	5	5	4	7	2	3	11	19	2
	Missing data	2	5	0	1	2	1	7	1	1

Results are rounded to the nearest whole number so some totals may appear inconsistent.

Table A 7: Language spoken at home – percentages of students by year level, nationally, and by state and territory

	Language spoken at home	Aust.	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
Year 6	English only	64	58	62	78	80	50	90	60	67
	Language other than English	33	42	37	22	19	34	9	40	33
	Missing data	2	0	2	0	1	16	1	0	0
Year 10	English only	70	65	70	81	80	51	92	72	76
	Language other than English	28	35	30	19	19	37	7	28	24
	Missing data	2	0	1	0	1	12	1	0	0

Results are rounded to the nearest whole number so some totals may appear inconsistent.

Table A 8: Geographic location – percentages of students by year level, nationally, and by state and territory

	Geographic location	Aust.	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
Year 6	Major cities	73	80	73	66	80	75	0	0	100
	Regional	25	20	27	29	12	19	99	72	0
	Remote	2	0	0	4	8	6	1	28	0
Year 10	Major cities	74	73	80	72	76	90	0	0	100
	Regional	25	27	20	28	24	10	100	81	0
	Remote	0	0	0	0	0	0	0	19	0

Results are rounded to the nearest whole number so some totals may appear inconsistent.

## Appendix C: Trends in student achievement, nationally, by state and territory, and by gender

Table A 9: Trends in percentage of students attaining the proficient standard nationally, by state and territory, and by gender since 2016

	Year 6				Year 10			
	2024	2019	2016	Difference (2024 – 2019)	2024	2019	2016	Difference (2024 – 2019)
Australia	43 (±2.5)	53 (±2.0)	55 (±2.4)	<b>-9</b> (±4.6)	28 (±2.2)	38 (±2.6)	38 (±2.7)	<b>-11</b> (±4.2)
States and territories								
NSW	44 (±5.4)	54 (±4.3)	56 (±5.8)	<b>-10</b> (±7.8)	28 (±4.2)	40 (±6.9)	43 (±4.9)	<b>-12</b> (±8.4)
VIC	46 (±4.5)	53 (±4.2)	56 (±5.3)	<b>-7</b> (±7.1)	34 (±5.4)	39 (±5.3)	39 (±6.1)	-5 (±8.3)
QLD	42 (±5.5)	54 (±4.6)	52 (±4.4)	<b>-12</b> (±8.0)	21 (±4.2)	35 (±4.8)	32 (±6.3)	<b>-14</b> (±6.8)
SA	38 (±5.7)	43 (±5.3)	55 (±6.3)	-5 (±8.4)	19 (±3.4)	29 (±4.3)	34 (±5.5)	<b>-10</b> (±5.7)
WA	42 (±5.9)	53 (±5.3)	52 (±5.3)	<b>-11</b> (±8.6)	33 (±6.7)	45 (±7.0)	43 (±6.8)	<b>-12</b> (±9.9)
TAS	41 (±5.5)	47 (±5.1)	53 (±5.6)	-6 (±8.0)	20 (±4.6)	26 (±6.0)	30 (±5.6)	-6 (±8.0)
NT	27 (±6.3)	40 (±7.4)	34 (±8.0)	<b>-13</b> (±10.0)	18 (±11.6)	28 (±8.8)	23 (±9.6)	-11 (±14.6)
ACT	58 (±5.5)	66 (±7.2)	59 (±6.2)	-8 (±9.6)	37 (±6.3)	51 (±6.9)	46 (±5.1)	<b>-14</b> (±9.7)
Gender								
Male	42 (±3.3)	47 (±2.9)	50 (±3.4)	-5 (±5.4)	28 (±3.4)	35 (±3.3)	35 (±3.4)	<b>-7</b> (±5.5)
Female	45 (±4.0)	58 (±2.9)	60 (±2.9)	<b>-13</b> (±6.1)	28 (±3.1)	42 (±4.0)	42 (±3.9)	<b>-14</b> (±5.5)

Confidence intervals (1.96\*SE) are reported in brackets. Statistically significant differences ( $p < 0.05$ ) are in **bold**.

Table A 10: Average NAP–CC scale scores by gender and by state and territory

	Year 6			Year 10		
	Male	Female	Difference (M - F)	Male	Female	Difference (M - F)
Australia	378 (±7.4)	391 (±8.4)	<b>-14</b> (±9.3)	455 (±8.4)	460 (±8.9)	-5 (±11.6)
States and territories						
NSW	376 (±14.9)	392 (±18.1)	-16 (±18.0)	451 (±13.5)	462 (±19.7)	-12 (±24.1)
VIC	381 (±13.1)	406 (±16.3)	<b>-25</b> (±19.5)	473 (±21.2)	474 (±15.3)	-1 (±23.6)
QLD	378 (±19.0)	381 (±17.2)	-3 (±20.4)	442 (±18.4)	444 (±19.9)	-2 (±24.4)
SA	368 (±17.5)	380 (±16.6)	-12 (±21.1)	434 (±14.1)	429 (±16.7)	5 (±19.1)
WA	381 (±18.8)	380 (±15.7)	1 (±21.2)	471 (±21.4)	473 (±23.3)	-3 (±30.4)
TAS	359 (±18.6)	385 (±17.4)	<b>-26</b> (±19.7)	417 (±21.9)	434 (±21.3)	-17 (±22.7)
NT	312 (±31.8)	320 (±26.4)	-7 (±32.8)	385 (±27.2)	427 (±62.6)	-41 (±74.5)
ACT	409 (±22.5)	429 (±16.0)	-21 (±26.9)	491 (±22.4)	484 (±23.0)	7 (±29.3)

Confidence intervals (1.96\*SE) are reported in brackets. Statistically significant differences ( $p < 0.05$ ) are in **bold**.

# Appendix D: Student questionnaire

All questions were presented to both Year 6 and Year 10 students unless otherwise stated.

Q01

At this school, I ...  
*Select one choice in each row.*

	Yes	No	This is NOT available at my school
have voted for class representatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have been elected onto a Student Council, Student Representative Council (SRC) or class/school parliament.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have helped to make decisions about how the school is run.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have helped prepare a school web page, social media post, newspaper or magazine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have participated in peer support, 'buddy' or mentoring programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have participated in activities in the community (e.g. collecting money for a charity or volunteering).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have represented the school in activities outside of class (such as drama, sport, music or debating).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have participated in an excursion to a parliament, local government or law court.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q02 – Year 10 only

Think of activities that you can participate in that are NOT organised by your school.

Have you ever participated in activities associated with each of the following?

Select one choice in each row.

	Yes, I have done this within the past 12 months	Yes, I have done this but not within the past 12 months	No, I have never done this
collecting money for a charity or social cause	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a voluntary group doing something to help the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an environmental organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a human rights organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a youth development organisation (e.g. Scouts, Australian Services Cadets, Police and Community Youth Clubs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an animal rights or protection organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a protest or demonstration about a political or social issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Q03

Outside of school, how often do you...

Select one choice in each row.

	At least once a day	At least three times a week	At least once a week	At least once a month	Never or hardly ever
use the internet (including social media) to get news of current events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
watch the news on television?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen to news on the radio or on podcasts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
read about current events in a paper or online newspaper?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talk about political or social issues with your family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talk about political or social issues with your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Q04

There are many different ways to express your opinions about important issues.

Would you do any of the following in the future?

Select one choice in each row.

	I would certainly do this	I would probably do this	I would probably NOT do this	I would certainly NOT do this
sign an online petition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
write to a newspaper or publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
write your opinion about an issue on the internet (e.g. on social media, a blog or web forum)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encourage others to participate in activities that help protect the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wear a badge, hat or T-shirt expressing your opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contact a member of parliament or a local council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
take part in a protest or demonstration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
collect signatures for a petition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
choose not to buy certain products or brands of product as a protest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participate in a strike at school to raise awareness about environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional option presented to Year 10 only:

produce visual content (e.g. videos, images) or audio content (e.g. podcasts) about an issue to share on the internet (including social media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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## Q05 – Year 10 only

There are many different ways people can participate in the community.  
Which of the following will you do in the future?

Select one choice in each row.

	I will certainly do this	I will probably do this	I will probably NOT do this	I will certainly NOT do this
find information about candidates before voting in an election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
help a candidate or party during an election campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
join a political party	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
join a trade union or other union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stand as a candidate in local council or shire elections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
join an environmental organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
volunteer for a charity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
join a human rights organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
join an animal rights or protection organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q06

How interested are you in the following?

Select one choice in each row.

	Very interested	Quite interested	Not very interested	Not interested at all
what is happening in your local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Australian politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
social issues in Australia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
environmental issues in Australia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
what is happening in other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
global (worldwide) issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Q07

How well do you think you could do each of the following?

Select one choice in each row.

	Very well	Fairly well	Not very well	Not at all
discuss news about a conflict between countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
argue your opinion about a political or social issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be a candidate in a school or class election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
express your opinion on a current issue to a newspaper or publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be able to identify the reliability of information on the internet or social media about a political or social issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional options presented to Year 10 only:

organise a group of students in order to achieve changes at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
give a speech to your class about a political or social issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
present information about a political or social issue on social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
express your own opinion in a post on social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q08

How much do you agree or disagree with each of the following statements?

Select one choice in each row.

	Strongly agree	Agree	Disagree	Strongly disagree
If students act together at school they can make real change happen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elected student representatives (such as members of the Student Council or Student Representative Council) contribute to school decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student participation in how schools are run can make schools better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organising groups of students to express their opinions could help solve problems in schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for students to vote in school elections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional option presented to Year 10 only:

Citizens can have a strong influence on government policies in Australia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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## Q09

How important do you think the following are for being a good citizen in Australia?

Select one choice in each row.

	Very important	Quite important	Not very important	Not important at all
supporting a political party	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning about Australia's history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning about political issues in the newspaper, on the radio, on TV or on the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning about what happens in other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
discussing politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
taking part in protests or demonstrations about important issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in activities to benefit the local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
taking part in activities promoting human rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
taking part in activities to protect the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
making personal efforts to protect natural resources (e.g. water saving, recycling)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
voting in elections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
always obeying the law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
showing responsible behaviour during national crises (e.g. during the COVID-19 pandemic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
always following government directives during national crises (e.g. during the COVID-19 pandemic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10

How much do you trust each of the following groups or institutions in Australia?

Select one choice in each row.

	Completely	Quite a lot	A little	Not at all
the Australian parliament	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
your state or territory parliament	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
your local government (e.g. local council or shire)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
law courts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Australian political parties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the media (i.e. television, newspapers, radio)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
social media (e.g. Twitter, blogs, YouTube, Facebook, Instagram)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
scientists and scientific research organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q11

How much do you agree or disagree with the following statements about Aboriginal and Torres Strait Islander peoples?

Select one choice in each row.

	Strongly agree	Agree	Disagree	Strongly disagree
Australia should support the cultural traditions and languages of Aboriginal and Torres Strait Islander peoples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Australia has a responsibility to work with Aboriginal and Torres Strait Islander peoples to improve their life outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to recognise the traditional ownership of their land by Aboriginal and Torres Strait Islander peoples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All Australians have much to learn from Aboriginal and Torres Strait Islander peoples' cultures, traditions and people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All Australians should be given the chance to learn about reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important that Aboriginal and Torres Strait Islander peoples have an active role in the decision-making processes regarding issues that affect their communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12

How much do you agree or disagree with the following statements about Australian society?

Select one choice in each row.

	Strongly agree	Agree	Disagree	Strongly disagree
Immigrants should be encouraged to keep their cultural beliefs, practices and languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Australia will remain a peaceful country as more people from different backgrounds come to live here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Australia benefits greatly from having people from many cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At school, all students should learn about different cultural beliefs and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All Australians should respect different cultural beliefs and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having people from many different cultures and backgrounds makes it easier for a country to be united.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Australia will be a better place in the future as more people with different backgrounds come to live here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Q13

Below is a list of problems affecting countries across the world in different ways.

In your view, to what extent is Australia affected by each of these problems?

Select one choice in each row.

	To a large extent	To a moderate extent	To a small extent	Not at all
pollution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
unemployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
terrorism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
poverty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
climate change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
water shortages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of access to high-quality education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of access to adequate health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
racism and discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of cyber security and privacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
economic problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
health problems (e.g. the COVID-19 pandemic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Q14

To what extent have the following topics been covered in your schooling?

Select one choice in each row.

	To a large extent	To a moderate extent	To a small extent	Not at all
Australian political system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ways to protect the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
human rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Australia's relationship with Asia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Australian laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aboriginal and Torres Strait Islander histories and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
how to evaluate the reliability of information about a political or social issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional options presented to Year 10 only

international relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
how the economy works	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix E: Student questionnaire indices category percentages

Table A 11: Category percentages for items measuring importance of citizenship behaviours

Importance of citizenship behaviour		Very important	Quite important	Not very important	Not important at all
Year 6	Supporting a political party	15 (±1.4)	49 (±2.1)	28 (±1.7)	8 (±1.1)
	Learning about Australia's history	38 (±2.1)	44 (±2.0)	15 (±1.2)	4 (±0.8)
	Learning about political issues in the newspaper, on the radio, on TV or on the internet	16 (±1.4)	47 (±2.1)	31 (±1.6)	7 (±0.9)
	Learning about what happens in other countries	25 (±1.7)	41 (±2.1)	27 (±1.6)	6 (±0.9)
	Discussing politics	12 (±1.1)	38 (±1.8)	40 (±1.6)	11 (±1.0)
	Taking part in protests or demonstrations about important issues	15 (±1.5)	39 (±1.8)	34 (±1.9)	12 (±1.2)
	Participating in activities to benefit the local community	29 (±1.7)	48 (±1.9)	18 (±1.6)	5 (±0.8)
	Taking part in activities promoting human rights	38 (±2.0)	43 (±2.1)	14 (±1.3)	4 (±0.7)
	Taking part in activities to protect the environment	44 (±1.7)	41 (±1.7)	11 (±1.4)	4 (±0.7)
	Making personal efforts to protect natural resources (e.g. water-saving, recycling)	48 (±2.1)	39 (±2.0)	10 (±1.4)	3 (±0.7)
	Voting in elections	50 (±2.3)	32 (±1.7)	13 (±1.4)	5 (±0.9)
	Always obeying the law	73 (±2.0)	18 (±1.6)	5 (±1.0)	3 (±0.7)
	Showing responsible behaviour during national crises (e.g. during the COVID-19 pandemic)	61 (±1.9)	28 (±1.8)	7 (±0.9)	4 (±0.8)
	Always following government directives during national crises (e.g. during the COVID-19 pandemic)	60 (±2.0)	29 (±1.6)	8 (±0.9)	3 (±0.7)
Year 10	Supporting a political party	10 (±1.1)	43 (±1.8)	36 (±1.8)	11 (±1.3)
	Learning about Australia's history	26 (±1.6)	49 (±1.8)	19 (±1.7)	6 (±1.0)
	Learning about political issues in the newspaper, on the radio, on TV or on the internet	13 (±1.3)	48 (±2.2)	30 (±2.2)	9 (±1.3)
	Learning about what happens in other countries	18 (±1.7)	46 (±2.0)	28 (±2.0)	8 (±1.1)
	Discussing politics	8 (±1.0)	31 (±2.0)	46 (±2.3)	15 (±1.6)
	Taking part in protests or demonstrations about important issues	8 (±1.2)	33 (±1.8)	42 (±2.1)	17 (±1.6)
	Participating in activities to benefit the local community	17 (±1.5)	53 (±2.0)	22 (±1.7)	8 (±1.1)
	Taking part in activities promoting human rights	16 (±1.7)	47 (±2.1)	27 (±1.8)	10 (±1.3)
	Taking part in activities to protect the environment	20 (±1.8)	48 (±2.2)	23 (±1.8)	9 (±1.1)
	Making personal efforts to protect natural resources (e.g. water-saving, recycling)	29 (±2.0)	46 (±1.8)	17 (±1.5)	8 (±1.0)
	Voting in elections	42 (±2.3)	37 (±1.9)	14 (±1.2)	7 (±1.2)
	Always obeying the law	50 (±2.3)	34 (±1.7)	10 (±1.1)	6 (±1.2)
	Showing responsible behaviour during national crises (e.g. during the COVID-19 pandemic)	47 (±2.3)	37 (±2.0)	9 (±1.1)	6 (±1.1)
	Always following government directives during national crises (e.g. during the COVID-19 pandemic)	42 (±2.1)	39 (±1.9)	12 (±1.4)	7 (±1.1)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A 12: Category percentages for items measuring trust in civic institutions and processes

	Trust in civic institutions and processes	Completely	Quite a lot	A little	Not at all
Year 6	The Australian Parliament	33 (±2.0)	45 (±1.9)	18 (±1.8)	4 (±0.9)
	Your state or territory parliament	30 (±1.7)	50 (±1.7)	17 (±1.5)	4 (±0.8)
	Your local government	30 (±1.8)	48 (±1.8)	18 (±1.7)	4 (±0.8)
	Law courts	33 (±1.8)	45 (±1.9)	18 (±1.8)	5 (±0.8)
	The police	52 (±2.0)	33 (±1.9)	11 (±1.3)	4 (±0.7)
	Australian political parties	17 (±1.6)	43 (±1.8)	32 (±1.6)	8 (±1.1)
	The media	12 (±1.3)	35 (±2.0)	42 (±1.9)	11 (±1.2)
	Social media	11 (±1.3)	20 (±1.6)	47 (±1.8)	22 (±1.5)
	Scientists and scientific research organisations	37 (±1.6)	41 (±1.9)	15 (±1.5)	6 (±1.0)
Year 10	The Australian Parliament	12 (±1.3)	44 (±2.2)	33 (±1.8)	11 (±1.4)
	Your state or territory parliament	11 (±1.2)	46 (±2.2)	32 (±2.0)	11 (±1.3)
	Your local government	11 (±1.2)	46 (±1.9)	32 (±1.8)	10 (±1.3)
	Law courts	16 (±1.3)	48 (±2.1)	26 (±1.7)	10 (±1.2)
	The police	20 (±1.5)	44 (±1.8)	25 (±1.6)	10 (±1.3)
	Australian political parties	9 (±1.1)	34 (±1.9)	41 (±2.0)	16 (±1.6)
	The media	5 (±1.0)	27 (±1.4)	50 (±1.8)	17 (±1.7)
	Social media	6 (±1.1)	19 (±1.5)	52 (±2.0)	24 (±1.7)
	Scientists and scientific research organisations	30 (±2.1)	43 (±1.7)	20 (±1.6)	8 (±1.1)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A 13: Category percentages for items measuring attitudes towards Australian Indigenous cultures

	Attitudes towards Australian Indigenous Cultures	Strongly agree	Agree	Disagree	Strongly disagree
Year 6	Australia should support the cultural traditions and languages of Aboriginal and Torres Strait Islander peoples	57 (±2.1)	36 (±2.1)	4 (±0.7)	2 (±0.6)
	Australia has a responsibility to work with Aboriginal and Torres Strait Islander peoples to improve their life outcomes	44 (±2.2)	46 (±1.6)	8 (±1.2)	2 (±0.6)
	It is important to recognise traditional ownership of their land by Aboriginal and Torres Strait Islander peoples	56 (±2.0)	36 (±1.9)	6 (±0.9)	3 (±0.6)
	All Australians have much to learn from Aboriginal and Torres Strait Islander peoples' cultures, traditions and people	38 (±1.9)	46 (±1.9)	12 (±1.3)	4 (±0.8)
	All Australians should be given the chance to learn about reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians	44 (±2.0)	45 (±2.0)	8 (±1.2)	3 (±0.6)
	It is important that Aboriginal and Torres Strait Islander peoples have an active role in the decision-making processes regarding issues that affect their communities	51 (±2.0)	40 (±1.8)	7 (±1.0)	3 (±0.6)
Year 10	Australia should support the cultural traditions and languages of Aboriginal and Torres Strait Islander peoples	49 (±2.3)	41 (±2.0)	6 (±0.9)	4 (±0.9)
	Australia has a responsibility to work with Aboriginal and Torres Strait Islander peoples to improve their life outcomes	41 (±2.1)	43 (±1.9)	11 (±1.1)	4 (±0.9)
	It is important to recognise traditional ownership of their land by Aboriginal and Torres Strait Islander peoples	46 (±2.3)	40 (±2.0)	8 (±1.1)	5 (±0.9)
	All Australians have much to learn from Aboriginal and Torres Strait Islander peoples' cultures, traditions and people	37 (±2.1)	42 (±2.0)	15 (±1.3)	6 (±1.0)
	All Australians should be given the chance to learn about reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians	40 (±2.3)	46 (±2.1)	9 (±1.3)	5 (±0.9)
	It is important that Aboriginal and Torres Strait Islander peoples have an active role in the decision-making processes regarding issues that affect their communities	46 (±2.1)	40 (±1.7)	9 (±1.1)	5 (±0.9)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A 14: Category percentages for items measuring attitudes towards Australian diversity

	Attitudes towards Australian Diversity	Strongly agree	Agree	Disagree	Strongly disagree
Year 6	Immigrants should be encouraged to keep their cultural beliefs, practices and languages	49 (±2.2)	44 (±2.3)	5 (±0.7)	2 (±0.6)
	Australia will remain a peaceful country as more people from different backgourds come to live here	42 (±1.8)	45 (±1.9)	11 (±1.1)	3 (±0.6)
	Australia benefits greatly from having people from many cultures and backgrounds	45 (±1.9)	44 (±1.9)	8 (±1.0)	2 (±0.6)
	At school, all Australians should learn about different cultural beliefs and practices	38 (±1.9)	44 (±1.7)	13 (±1.3)	5 (±0.9)
	All Australians should accept different cultural beliefs and practices	58 (±2.0)	33 (±1.7)	7 (±1.0)	3 (±0.6)
	Having people from many different cultures and backgrounds makes it easier for a country to be united	35 (±1.7)	48 (±1.9)	14 (±1.5)	3 (±0.7)
	Australia will be a better place in the future as more people with different backgrounds come to live here	39 (±2.2)	46 (±2.3)	12 (±1.4)	3 (±0.7)
Year 10	Immigrants should be encouraged to keep their cultural beliefs, practices and languages	45 (±1.9)	44 (±1.7)	7 (±0.9)	4 (±0.8)
	Australia will remain a peaceful country as more people from different backgourds come to live here	29 (±1.5)	48 (±1.9)	17 (±1.6)	6 (±1.0)
	Australia benefits greatly from having people from many cultures and backgrounds	39 (±1.6)	45 (±1.7)	10 (±1.1)	5 (±0.9)
	At school, all Australians should learn about different cultural beliefs and practices	33 (±1.9)	45 (±2.0)	16 (±1.6)	6 (±1.0)
	All Australians should accept different cultural beliefs and practices	52 (±2.2)	37 (±2.0)	7 (±1.1)	4 (±0.7)
	Having people from many different cultures and backgrounds makes it easier for a country to be united	30 (±1.9)	44 (±2.0)	19 (±1.5)	7 (±1.2)
	Australia will be a better place in the future as more people with different backgrounds come to live here	33 (±1.6)	46 (±2.1)	14 (±1.6)	6 (±1.0)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.



Table A 15: Category percentages for items measuring students' perceptions of problems affecting Australia

	Concern about problems affecting Australia	To a large extent	To a moderate extent	To a small extent	Not at all
Year 6	Pollution	45 (±1.6)	41 (±1.7)	10 (±1.2)	4 (±0.8)
	Unemployment	19 (±1.4)	52 (±1.8)	26 (±1.7)	4 (±0.7)
	Terrorism	29 (±1.8)	30 (±1.4)	27 (±1.9)	13 (±1.3)
	Poverty	27 (±1.7)	41 (±2.0)	26 (±1.8)	6 (±0.9)
	Climate change	49 (±2.0)	36 (±1.8)	11 (±1.2)	4 (±0.9)
	Water shortages	35 (±1.5)	33 (±1.8)	23 (±1.3)	9 (±1.1)
	Lack of access to high quality education	28 (±1.6)	34 (±1.8)	25 (±1.7)	14 (±1.3)
	Crime	38 (±2.0)	34 (±2.0)	21 (±1.6)	6 (±0.9)
	Lack of access to adequate health services	33 (±1.7)	31 (±1.7)	25 (±1.7)	11 (±1.2)
	Racism and discrimination	41 (±1.9)	32 (±1.9)	20 (±1.5)	7 (±1.0)
	Lack of cyber security and privacy	35 (±1.8)	35 (±2.1)	24 (±1.8)	7 (±1.1)
	Economic problems	29 (±1.7)	41 (±1.6)	24 (±1.6)	6 (±0.9)
	Health problems (e.g. the COVID-19 pandemic)	40 (±1.7)	33 (±1.9)	20 (±1.4)	6 (±1.0)
Year 10	Pollution	31 (±1.9)	49 (±2.0)	15 (±1.4)	5 (±0.9)
	Unemployment	24 (±1.6)	52 (±2.0)	20 (±1.7)	5 (±0.8)
	Terrorism	14 (±1.1)	23 (±1.7)	44 (±2.0)	20 (±1.4)
	Poverty	24 (±1.2)	42 (±1.8)	28 (±1.9)	6 (±1.0)
	Climate change	35 (±2.0)	42 (±1.8)	17 (±1.3)	6 (±1.0)
	Water shortages	23 (±1.6)	38 (±2.0)	30 (±1.8)	10 (±1.1)
	Lack of access to high quality education	17 (±1.2)	31 (±1.8)	36 (±1.9)	16 (±1.7)
	Crime	26 (±1.8)	46 (±2.3)	23 (±1.8)	5 (±0.9)
	Lack of access to adequate health services	17 (±1.4)	30 (±1.9)	36 (±1.8)	17 (±1.3)
	Racism and discrimination	30 (±1.5)	42 (±1.9)	22 (±1.4)	6 (±1.0)
	Lack of cyber security and privacy	21 (±1.6)	41 (±1.9)	31 (±2.0)	7 (±0.9)
	Economic problems	25 (±1.5)	42 (±1.9)	27 (±2.0)	6 (±1.0)
	Health problems (e.g. the COVID-19 pandemic)	20 (±1.5)	40 (±2.0)	31 (±2.1)	9 (±1.3)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A 16: Category percentages for items measuring classroom exposure to civics and citizenship

	Classroom exposure to civics and citizenship	To a large extent	To a moderate extent	To a small extent	Not at all
Year 6	Australian political system	31 (±2.3)	46 (±2.3)	17 (±1.7)	6 (±1.2)
	Ways to protect the environment	43 (±2.0)	42 (±1.6)	12 (±1.3)	3 (±0.6)
	Human rights	43 (±2.2)	38 (±1.8)	14 (±1.4)	5 (±0.8)
	Understanding different cultures	42 (±1.8)	40 (±1.8)	14 (±1.5)	5 (±0.8)
	Australia's relationship with Asia	18 (±1.7)	31 (±2.0)	29 (±2.2)	21 (±1.8)
	Australian laws	46 (±2.0)	38 (±1.7)	13 (±1.5)	4 (±0.9)
	Aboriginal and Torres Strait Islander histories and cultures	50 (±2.3)	37 (±1.8)	10 (±1.2)	4 (±0.7)
	How to evaluate the reliability of information about a political or social issue	27 (±1.8)	42 (±1.9)	23 (±1.6)	8 (±1.2)
Year 10	Australian political system	18 (±1.5)	45 (±2.2)	27 (±2.0)	10 (±1.3)
	International relations	10 (±1.1)	42 (±2.1)	37 (±2.0)	11 (±1.2)
	Ways to protect the environment	25 (±1.8)	45 (±2.0)	23 (±1.7)	8 (±1.1)
	How the economy works	15 (±1.5)	41 (±1.8)	32 (±2.0)	12 (±1.3)
	Human rights	23 (±1.6)	46 (±2.0)	23 (±1.6)	8 (±1.1)
	Understanding different cultures	21 (±1.6)	47 (±1.9)	25 (±1.8)	8 (±1.1)
	Australia's relationship with Asia	11 (±1.5)	31 (±1.8)	38 (±2.0)	20 (±1.8)
	Australian laws	23 (±1.6)	46 (±1.9)	23 (±1.6)	8 (±1.1)
	Aboriginal and Torres Strait Islander histories and cultures	35 (±2.3)	41 (±2.2)	18 (±1.6)	6 (±1.0)
	How to evaluate the reliability of information about a political or social issue	17 (±1.5)	43 (±1.9)	27 (±1.9)	13 (±1.4)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A 17: Category percentages for items measuring participation in civic-related communication

	Civic-related communication	At least once a day	At least three times a week	At least once a week	At least once a month	Never or hardly ever
Year 6	Use the internet (including social media) to get news of current events?	45 (±2.0)	18 (±1.4)	15 (±1.2)	7 (±0.9)	15 (±1.4)
	Watch the news on television?	20 (±1.4)	17 (±1.3)	20 (±1.3)	13 (±1.1)	31 (±1.8)
	Listen to news on the radio or on podcasts?	21 (±1.6)	16 (±1.4)	16 (±1.3)	12 (±1.0)	35 (±2.1)
	Read about current events in a paper or online newspaper?	6 (±1.0)	5 (±0.7)	12 (±1.1)	17 (±1.6)	61 (±2.2)
	Talk about political or social issues with your family?	7 (±1.0)	9 (±1.0)	15 (±1.3)	24 (±1.5)	45 (±1.9)
	Talk about political or social issues with your friends?	7 (±1.1)	7 (±0.8)	11 (±1.1)	17 (±1.3)	56 (±1.8)
Year 10	Use the internet (including social media) to get news of current events?	57 (±1.7)	15 (±1.3)	15 (±1.4)	6 (±1.0)	8 (±1.1)
	Watch the news on television?	17 (±1.3)	17 (±1.4)	23 (±1.6)	18 (±1.4)	26 (±1.8)
	Listen to news on the radio or on podcasts?	14 (±1.5)	16 (±1.3)	20 (±1.4)	16 (±1.3)	34 (±1.9)
	Read about current events in a paper or online newspaper?	5 (±0.8)	6 (±0.8)	14 (±1.5)	23 (±1.6)	52 (±2.4)
	Post your own content about a political or social issue on the internet (including social media)?	2 (±0.6)	2 (±0.6)	3 (±0.6)	6 (±1.1)	87 (±1.8)
	Share a comment or image about a political or social issue from someone else on the internet (including social media)?	3 (±0.7)	3 (±0.7)	6 (±0.9)	11 (±1.2)	78 (±1.9)
	Talk about political or social issues with your family?	7 (±0.9)	13 (±1.3)	22 (±1.6)	29 (±1.9)	30 (±1.8)
	Talk about political or social issues with your friends?	6 (±0.8)	9 (±1.0)	17 (±1.5)	28 (±1.5)	40 (±1.9)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A 18: Category percentages for items measuring students' interest in civic issues

	Interest in civic issues	Very interested	Quite interested	Not very interested	Not interested at all
Year 6	What is happening in your local community	13 (±1.5)	41 (±2.0)	38 (±2.1)	8 (±1.0)
	Australian politics	8 (±1.2)	24 (±1.7)	47 (±1.6)	22 (±1.7)
	Social issues in Australia	12 (±1.2)	36 (±1.9)	38 (±1.8)	13 (±1.2)
	Environmental issues in Australia	21 (±1.5)	41 (±2.0)	29 (±1.7)	9 (±1.2)
	What is happening in other countries	31 (±2.0)	39 (±1.7)	22 (±2.0)	8 (±1.0)
	Global (worldwide) issues	32 (±1.8)	36 (±1.8)	23 (±1.7)	9 (±1.1)
Year 10	What is happening in your local community	12 (±1.4)	38 (±2.0)	39 (±2.1)	11 (±1.2)
	Australian politics	6 (±0.8)	19 (±1.4)	49 (±1.9)	27 (±1.6)
	Social issues in Australia	10 (±1.1)	35 (±1.9)	38 (±2.0)	16 (±1.5)
	Environmental issues in Australia	10 (±1.2)	34 (±1.9)	39 (±2.0)	16 (±1.7)
	What is happening in other countries	20 (±1.7)	42 (±1.8)	27 (±1.9)	11 (±1.2)
	Global (worldwide) issues	25 (±1.7)	42 (±1.9)	23 (±1.8)	10 (±1.2)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A 19: Category percentages for items measuring confidence to actively engage in civic action

	Confidence to actively engage in civic action	Very well	Fairly well	Not very well	Not at all
Year 6	Discuss news about a conflict between countries	12 (±1.4)	38 (±1.7)	35 (±1.8)	14 (±1.4)
	Argue your opinion about a political or social issue	15 (±1.4)	33 (±2.0)	35 (±2.1)	18 (±1.5)
	Be a candidate in a school or class election	29 (±2.1)	35 (±1.8)	24 (±1.6)	12 (±1.3)
	Express your opinion on a current issue to a newspaper or publication	9 (±1.1)	26 (±1.8)	39 (±1.9)	27 (±1.7)
	Be able to identify the reliability of information on the internet or social media about a political or social issue	15 (±1.6)	35 (±1.8)	34 (±1.6)	16 (±1.5)
Year 10	Discuss news about a conflict between countries	13 (±1.4)	38 (±1.7)	36 (±1.8)	13 (±1.5)
	Argue your opinion about a political or social issue	13 (±1.4)	35 (±1.6)	35 (±1.8)	18 (±1.8)
	Be a candidate in a school or class election	11 (±1.3)	26 (±1.7)	37 (±2.0)	25 (±1.8)
	Organise a group of students in order to achieve changes at school	9 (±1.1)	27 (±1.7)	38 (±2.0)	27 (±1.9)
	Express your opinion on a current issue to a newspaper or publication	6 (±0.9)	19 (±1.6)	43 (±2.1)	32 (±1.9)
	Give a speech to your class about a political or social issue	8 (±1.1)	22 (±1.6)	35 (±2.0)	34 (±1.9)
	Present information about a political or social issue on social media	8 (±0.9)	21 (±1.5)	39 (±1.9)	32 (±1.9)
	Express your own opinion in a post on social media	9 (±1.2)	26 (±1.8)	34 (±1.7)	31 (±1.9)
	Be able to identify the reliability of information on the internet or social media about a political or social issue	16 (±1.4)	34 (±1.8)	30 (±1.9)	20 (±1.7)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A 20: Category percentages for items measuring valuing of civic action

	Valuing civic action	Strongly agree	Agree	Disagree	Strongly disagree
Year 6	If students act together at school they can make real change happen	31 (±1.8)	57 (±1.9)	9 (±1.1)	3 (±0.6)
	Elected student representatives (such as student council or SRC members) contribute to school decision making	27 (±1.8)	54 (±2.0)	15 (±1.4)	4 (±0.7)
	Student participation in how schools are run can make schools better	31 (±1.8)	54 (±1.8)	11 (±1.2)	3 (±0.5)
	Organising groups of students to express their opinions could help solve problems in schools	28 (±1.7)	53 (±1.9)	14 (±1.1)	4 (±0.8)
	It is important for students to vote in school elections	44 (±2.2)	41 (±2.0)	11 (±1.4)	4 (±0.6)
Year 10	If students act together at school they can make real change happen	24 (±1.7)	56 (±1.9)	14 (±1.4)	6 (±1.0)
	Elected student representatives (such as student council or SRC members) contribute to school decision making	12 (±1.2)	55 (±2.0)	24 (±1.7)	9 (±1.1)
	Student participation in how schools are run can make schools better	24 (±1.9)	55 (±1.8)	15 (±1.6)	6 (±1.0)
	Organising groups of students to express their opinions could help solve problems in schools	19 (±1.5)	56 (±2.0)	17 (±1.5)	7 (±1.1)
	It is important for students to vote in school elections	25 (±1.7)	52 (±2.1)	17 (±1.5)	7 (±1.0)
	Citizens can have strong influence on government policies in Australia	24 (±1.7)	52 (±1.8)	17 (±1.5)	7 (±1.1)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A 21: Category percentages for items measuring intentions to promote important issues in the future

	Intentions to promote important issues in the future	I would certainly do this	I would probably do this	I would probably not do this	I would certainly not do this
Year 6	Sign an online petition	9 (±1.1)	33 (±1.8)	43 (±1.9)	14 (±1.6)
	Write to a newspaper or publication	5 (±0.9)	20 (±1.7)	50 (±1.9)	25 (±1.8)
	Write your opinion about an issue on the Internet	10 (±1.1)	31 (±1.9)	37 (±1.9)	22 (±1.8)
	Encourage others to participate in activities that help protect the environment	30 (±1.7)	44 (±1.8)	19 (±1.6)	6 (±0.8)
	Wear a badge, hat or t-shirt expressing your opinion	15 (±1.3)	26 (±1.4)	38 (±1.8)	21 (±1.9)
	Contact a member of parliament or local council	6 (±0.9)	18 (±1.3)	46 (±1.8)	31 (±1.9)
	Take part in a protest or demonstration	8 (±1.2)	20 (±1.7)	40 (±1.9)	31 (±1.9)
	Collect signatures for a petition	9 (±1.1)	25 (±1.5)	43 (±2.0)	23 (±1.6)
	Choose not to buy certain products or brands of product as a protest	12 (±1.5)	25 (±1.7)	39 (±1.9)	25 (±1.8)
	Participate in a strike at school to raise awareness about environmental issues	16 (±1.5)	32 (±1.7)	33 (±1.7)	20 (±1.5)
Year 10	Sign an online petition	18 (±1.4)	38 (±1.8)	33 (±1.7)	11 (±1.2)
	Write to a newspaper or publication	4 (±0.7)	11 (±1.2)	51 (±1.8)	35 (±1.9)
	Write your opinion about an issue on the Internet	7 (±1.0)	21 (±1.3)	44 (±1.7)	28 (±1.9)
	Produce visual content or audio content about an issue to share on the internet (including social media)	5 (±0.9)	16 (±1.3)	45 (±1.9)	34 (±1.7)
	Encourage others to participate in activities that help protect the environment	12 (±1.1)	36 (±2.0)	33 (±1.9)	18 (±1.6)
	Wear a badge, hat or t-shirt expressing your opinion	7 (±1.1)	17 (±1.7)	38 (±1.9)	37 (±2.1)
	Contact a member of parliament or local council	5 (±0.7)	12 (±1.3)	41 (±1.7)	41 (±1.7)
	Take part in a protest or demonstration	8 (±1.0)	19 (±1.4)	36 (±1.9)	38 (±1.9)
	Collect signatures for a petition	7 (±1.0)	21 (±1.5)	41 (±1.6)	31 (±1.6)
	Choose not to buy certain products or brands of product as a protest	11 (±1.3)	25 (±1.6)	35 (±1.5)	29 (±2.1)
	Participate in a strike at school to raise awareness about environmental issues	11 (±1.2)	20 (±1.5)	37 (±1.8)	33 (±2.1)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A 22: Category percentages for items measuring expectations of active future civic engagement

Expectations of active future civic engagement	I will certainly do this	I will probably do this	I will probably not do this	I will certainly not do this
Find information about candidates before voting in an election	31 (±1.9)	38 (±1.7)	19 (±1.4)	12 (±1.3)
Help a candidate or party during an election campaign	5 (±0.8)	20 (±1.4)	51 (±1.9)	23 (±1.9)
Join a political party	3 (±0.8)	8 (±1.0)	48 (±2.1)	40 (±2.0)
Join a trade or other union	4 (±0.9)	15 (±1.3)	48 (±2.0)	32 (±1.9)
Stand as a candidate in local council or shire elections	3 (±0.7)	8 (±1.1)	46 (±2.3)	43 (±2.1)
Join an environmental organisation	5 (±0.9)	20 (±1.7)	45 (±2.0)	30 (±2.1)
Volunteer for a charity	17 (±1.6)	44 (±1.8)	25 (±1.7)	15 (±1.6)
Join a human rights organisation	6 (±1.0)	20 (±1.7)	46 (±1.9)	27 (±2.0)
Join an animal rights or protection organisation	8 (±1.3)	26 (±1.7)	41 (±2.1)	25 (±1.9)

Confidence Intervals (1.96 \* SE) are reported in brackets.

Because results are rounded to the nearest whole number some totals may appear inconsistent.