National Assessment Program

ICT Literacy 2025

Public Report

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

This public report was written by Dr Tim Friedman, Kate O'Malley, Frances Eveleigh and Dr Wolfram Schulz from the Australian Council for Educational Research (ACER).

NAP–ICT Literacy team from ACARA

Wei Buttress – Project Manager

Stephen Phillip – Senior Manager, Measurement and Evaluation

Leigh Patterson – Senior Psychometrician

Mark Glasby – Senior Data Analyst

Melanie Hughes – Curriculum Specialist (Technologies)

Sudan Chandra Subedi – Senior Project Officer

Diana Arachi – Senior Project Officer

Joel Teoh – Project Officer

NAP–ICT Literacy Assessment Contractor team from ACER

Kate O'Malley and Frances Eveleigh – Project co-Directors

Dr Jess Holmes – Lead Test Developer

Dr Tim Friedman – Lead Questionnaire Developer

Dominique Hall – Field Operations Lead

Michael Beattie – Project Officer

Amira Mahmood – Senior Project Officer

Dr Eveline Gebhardt and Dr Steven Kambouris – Psychometricians

Dulce Lay – Data Analyst

NAP–ICT Literacy Technology Contractor team from ACER

Stephen Birchall – Technology Lead

Felisia Dewi – Project Manager

Matt Wurm – Software Development Manager

Nathan Anderson – Lead Software Engineer

NAP–ICT Literacy Sampling Contractor team from ACER

Dr Martin Murphy – Sampling Lead

Nina Martinus – Sample Analyst

Jorge Fallas – Sample Analyst

Acknowledgement of Country

ACARA acknowledges the Traditional Owners and Custodians of Country and Place throughout Australia and their continuing connection to land, waters, sky and community. We pay our respects to them and their cultures, and Elders past and present.

Copyright

Exceptions

The Creative Commons licence does not apply to:

1. logos, including (without limitation) the ACARA logo, the NAP logo, the Australian Curriculum logo, the My School logo, the Australian Government logo and the Education Services Australia Limited logo;
2. other trade mark protected material;
3. photographs; and
4. material owned by third parties that has been reproduced with their permission. Permission will need to be obtained from third parties to re-use their material.

Attribution

ACARA requests attribution as: "© Australian Curriculum, Assessment and Reporting Authority (ACARA) 2026, unless otherwise indicated. This material was downloaded from [insert website address] (accessed [insert date]) and [was][was not] modified. The material is licensed under CC BY 4.0 (https://creativecommons.org/licenses/by/4.0/). ACARA does not endorse any product that uses ACARA's material or make any representations as to the quality of such products. Any product that uses ACARA's material should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA. It is up to each person to make their own assessment of the product".

Contact details

Australian Curriculum, Assessment and Reporting Authority
Level 6, 323 Castlereagh Street, Sydney NSW 2000
T 1300 895 563 | www.acara.edu.au

Table of contents

List of tables **7**
List of figures **9**
NAP–ICT Literacy Working Group members **10**
National representatives 10
State and territory representatives 10
List of acronyms **11**
Terms used in this report **12**
Foreword **16**
Executive summary **17**
Introduction 17
Context 17
What is assessed in NAP–ICT Literacy? 17
Assessment instrument 18
Assessment administration 18
NAP–ICT Literacy scale 18
NAP–ICT Literacy proficient standards 18
KPM: performance against the Year 6 proficient standard 18
Year 6 average score achievement 19
KPM: performance against the Year 10 proficient standard 20
Year 10 average score achievement 20
Achievement by background characteristics 21
Differences in NAP–ICT Literacy achievement by gender 21
Differences in NAP–ICT Literacy achievement by Indigenous status 21
Differences in NAP–ICT Literacy achievement by language spoken at home 22
Differences in NAP–ICT Literacy achievement by geographic location 22
Differences in NAP–ICT Literacy achievement by parental occupation and education 22
Results of the student questionnaire 22
Student use of digital tools 22
Student use of applications 23
Student experience of ICT at school 23
Chapter 1: Introduction **25**
ICT literacy as an educational goal for young Australians 25
The NAP–ICT Literacy Assessment Framework 26
Defining ICT literacy 26
What does NAP–ICT Literacy measure? 27
NAP–ICT Literacy strands and aspects 27
Structure of this report 28
NAP–ICT Literacy 2025 Technical Report 28
Notes on reading the tables and figures in this report 29
Rounding 29
Weighting 29
Calculating the precision of estimates 29

Reporting the size of differences between groups and measures of association 29
Terminology for digital tools 30
Timeline shift for NAP–ICT Literacy 2025 30
Chapter 2: Assessing ICT literacy 32
Chapter highlights 32
Assessment instrument 32
Trend modules: a basis for measuring change 33
New modules: providing for developments in ICT and DT 34
Response formats and types of assessment tasks 35
Questionnaire 36
Assessment administration 37
Delivery method 38
Flexible administration 38
Sample 38
Sample design 38
Target and achieved sample 39
Student sample characteristics 40
Chapter 3: The NAP–ICT Literacy scale 44
Chapter highlights 44
Developing the NAP–ICT Literacy scale 44
The empirical scale 44
The proficiency levels 44
Describing the NAP–ICT Literacy scale 45
The proficient standards 51
Exemplar items 51
Proficiency level 1 52
Proficiency level 2 54
Proficiency level 3 56
Proficiency level 4 58
Proficiency level 5 60
Proficiency level 6 62
Chapter 4: Student achievement in NAP–ICT Literacy 66
Chapter highlights 66
Introduction 66
Student achievement at the national level 67
Achievement in 2025 67
Changes in achievement since 2005 68
Student achievement among the states and territories 70
Achievement in 2025 70
Changes in achievement since 2005 73
Student achievement and background characteristics 75
Differences in achievement by gender since 2005 76
Differences in achievement by Indigenous status since 2014 76
Differences in achievement by language spoken at home since 2014 77
Differences in achievement by geographic location since 2017 78

Differences in achievement by parental occupation since 2014 79
Differences in achievement by parental education since 2014 80
Chapter 5: Student use of digital tools 83
Chapter highlights 83
Introduction 83
Accessing and using digital tools 84
Experience in using digital tools 84
Digital tool use at school and outside of school 86
Access to digital tools 87
Where students learn how to use digital tools 88
Frequency of using digital tools 89
Student attitudes towards digital tools 90
Digital tool self-efficacy 90
Importance of digital tools 94
Chapter 6: Student use of applications 98
Chapter highlights 98
Introduction 98
Using applications at school and outside of school 99
Using study utilities on digital tools 99
Using entertainment applications on digital tools 102
Using digital tools for communication 103
Completing technological tasks using digital tools 105
Chapter 7: Student experience of ICT at school 110
Chapter highlights 110
Introduction 110
Using digital resources for school purposes 110
ICT learning at school 115
Using digital tools in class 120
Digital Technologies school and classroom experience 123
References 127
Image attributions 127
Appendices 128
Appendix A: Ordered map of NAP–ICT Literacy 2025 items 128
Appendix B: Sample characteristics by state and territory 138
Appendix C: Trends in student achievement nationally, by state and territory, and by gender 141
Appendix D: Student questionnaire 142
Appendix E: Mean scores on questionnaire indices by year level, and state and territory 156
Appendix F: Trend reporting of student questionnaire category percentages 162
Appendix G: Student questionnaire item mapping 169

List of tables

Table ES 1: Percentages of Year 6 students attaining the proficient standard nationally and by state and territory since 2005 19
Table ES 2: Average scale scores nationally and by state and territory for Year 6 since 2005 19
Table ES 3: Percentages of Year 10 students attaining the proficient standard nationally and by state and territory since 2005 20
Table ES 4: Average scale scores nationally and by state and territory for Year 10 since 2005 21
Table 2.1: NAP–ICT Literacy assessment task types 35
Table 2.2: Numbers of students and schools in the target and achieved samples 40
Table 2.3: Distribution of student background characteristics (weighted) 42
Table 3.1: NAP–ICT Literacy proficiency level descriptions 46
Table 3.2: Item information for exemplar item 1 54
Table 3.3: Item information for exemplar item 2 56
Table 3.4: Item information for exemplar item 3 58
Table 3.5: Item information for exemplar item 4 60
Table 3.6: Item information for exemplar item 5 62
Table 3.7: Item information for exemplar item 6 64
Table 4.1: Percentages of Year 6 and Year 10 students at each proficiency level in 2025 67
Table 4.2: Percentages of Year 6 and Year 10 students attaining the proficient standard since 2005 69
Table 4.3: Percentages of Year 6 and Year 10 students at each proficiency level since 2005 69
Table 4.4: Average scale scores for Year 6 and Year 10 since 2005 70
Table 4.5: Percentages of Year 6 and Year 10 students attaining the proficient standard nationally and by state and territory in 2025 70
Table 4.6: Percentages of Year 6 and Year 10 students at each proficiency level nationally and by state and territory in 2025 71
Table 4.7: Average scale scores nationally and by state and territory for Year 6 and Year 10 in 2025 72
Table 4.8: Pair-wise comparisons of Year 6 average scale scores among the states and territories in 2025 72
Table 4.9: Pair-wise comparisons of Year 10 average scale scores among the states and territories in 2025 73
Table 4.10: Percentages of Year 6 students attaining the proficient standard nationally and by state and territory since 2005 74
Table 4.11: Average scale scores nationally and by state and territory for Year 6 since 2005 74
Table 4.12: Percentages of Year 10 students attaining the proficient standard nationally and by state and territory since 2005 75
Table 4.13: Average scale scores nationally and by state and territory for Year 10 since 2005 75
Table 4.14: Percentages of Year 6 and Year 10 students attaining the proficient standard by gender since 2005 76
Table 4.15: Average scale scores by gender since 2005 76
Table 4.16: Percentages of Year 6 and Year 10 students attaining the proficient standard by Indigenous status since 2014 77
Table 4.17: Average scale scores by Indigenous status since 2014 77
Table 4.18: Percentages of Year 6 and Year 10 students attaining the proficient standard by language spoken at home since 2014 78
Table 4.19: Average scale scores by language spoken at home since 2014 78
Table 4.20: Percentages of Year 6 and Year 10 students attaining the proficient standard by geographic location since 2017 79
Table 4.21: Average scale scores by geographic location since 2017 79
Table 4.22: Percentages of Year 6 and Year 10 students attaining the proficient standard by categories of highest parental occupation since 2014 80
Table 4.23: Average scale scores by categories of highest parental occupation since 2014 80
Table 4.24: Percentages of Year 6 and Year 10 students attaining the proficient standard by categories of parental education since 2014 81
Table 4.25: Average scale scores by categories of parental education since 2014 81

Table 5.1: Distributions of students' years of experience using digital tools shown as percentages for each category 84
Table 5.2: Percentages of students with at least 5 years' experience using digital tools across all cycles of NAP–ICT Literacy since 2005 85
Table 5.3: Percentages of students with at least 5 years' experience using digital tools by state or territory and parental occupation 85
Table 5.4: Average NAP–ICT Literacy scale scores for students with at least and less than 5 years' experience using digital tools 86
Table 5.5: Percentages of students using digital tools at school and outside of school 86
Table 5.6: Percentages of students with access to their own digital tool in class since 2022 87
Table 5.7: Percentages of students with access to a computer or tablet at home 88
Table 5.8: Percentages of students with access to reliable internet at home 88
Table 5.9: Percentages of students learning how to use digital tools from a variety of sources 88
Table 5.10: Percentages of students using digital tools once a day or more at school and outside of school nationally and by state and territory since 2022 89
Table 5.11: Average NAP–ICT Literacy scale scores for students who use digital tools at least once a day compared to less than once a day since 2022 90
Table 5.12: Percentages of students reporting self-efficacy in using digital tools since 2017 91
Table 5.13: Average scale scores for digital tool self-efficacy for male and female students 93
Table 5.14: Average scale scores for digital tool self-efficacy for students above and below the proficient standard, overall and by gender 94
Table 5.15: Percentages of students' recognition of the importance of working with digital tools in 2025, and percentages of agreement since 2014 95
Table 5.16: Average scale scores for importance of digital tools for male and female students 96
Table 5.17: Average scale scores for importance of digital tools for students above and below the proficient standard, overall and by gender 96
Table 6.1: Percentages of students using study utilities on digital tools 100
Table 6.2: Average scale scores for using study utilities on digital tools at school and outside of school, overall and by gender 101
Table 6.3: Average scale scores for using study utilities on digital tools for students above and below the proficient standard, overall and by gender 102
Table 6.4: Percentages of students using entertainment applications on digital tools 103
Table 6.5: Percentages of students using digital tools for communication 104
Table 6.6: Average scale scores for using digital tools for communications at school and outside of school, overall and by gender 105
Table 6.7: Average scale scores for using digital tools for communication for students above and below the proficient standard, overall and by gender 105
Table 6.8: Percentages of students completing technological tasks using digital tools 106
Table 6.9: Average scale scores for completing technological tasks at school and outside of school, overall and by gender 108
Table 6.10: Average scale scores for completing technological tasks using digital tools for students above and below the proficient standard, overall and by gender 108
Table 7.1: Percentages of students using digital resources for school purposes since 2017 111
Table 7.2: Average scale scores for indices of digital resources for school purposes for students above and below the proficient standard, overall and by gender 114
Table 7.3: Percentages of students attributing learning of traditional ICT literacy concepts to school since 2014 116
Table 7.4: Percentages of students attributing learning of digital safety concepts to school since 2017 118
Table 7.5: Average scale scores for attributing ICT literacy learning to school for students above and below the proficient standard, overall and by gender 119
Table 7.6: Percentages of students using digital tools in classroom learning activities since 2022 121
Table 7.7: Percentages of students receiving instruction in Digital Technologies tasks since 2022 124
Table 7.8: Percentages of students participating in Digital Technologies activities at school, overall and by gender since 2022 126
Table A 1: Ordered map of NAP–ICT Literacy 2025 items 128
Table A 2: Age – percentages of students by year level, nationally, and by state and territory 138
Table A 3: Gender – percentages of students by year level, nationally, and by state and territory 138

Table A 4: Parental occupation – percentages of students by year level, nationally, and by state and territory 139
Table A 5: Parental education – percentages of students by year level, nationally, and by state and territory 139
Table A 6: Indigenous status – percentages of students by year level, nationally, and by state and territory 139
Table A 7: Language spoken at home – percentages of students by year level, nationally, and by state and territory 140
Table A 8: Geographic location – percentages of students by year level, nationally, and by state and territory 140
Table A 9: Trends in percentage of students attaining the proficient standard nationally, by state and territory, and by gender since 2017 141
Table A 10: Average NAP–ICT Literacy scale scores by gender and by state and territory 141
Table A 11: Students' recognition of the importance of working with digital tools 156
Table A 12: Student frequency of using study utilities on digital tools – at school 156
Table A 13: Student frequency of using study utilities on digital tools – outside of school 156
Table A 14: Student frequency of using digital tools for communication activities – at school 157
Table A 15: Student frequency of using digital tools for communication activities – outside of school 157
Table A 16: Student frequency of completing technological tasks using digital tools – at school 157
Table A 17: Student frequency of completing technological tasks using digital tools – outside of school 158
Table A 18: Student digital tool self-efficacy 158
Table A 19: Student ICT learning at school 159
Table A 20: Using standard digital tools for schooling 159
Table A 21: Using specialised digital tools for schooling 160
Table A 22: Regular classroom integration of digital tools 160
Table A 23: Extended classroom integration of digital tools 160
Table A 24: Student learning of computational thinking at school 161
Table A 25: Student learning of programming at school 161
Table A 26: Student participation in digital learning activities at school 161
Table A 27: Trends in percentages of students using study utilities on digital tools 162
Table A 28: Trends in percentages of students using entertainment applications on digital tools 164
Table A 29: Trends in percentages of students using digital tools for communication 165
Table A 30: Trends in percentages of students completing technological tasks using digital tools 167
Table A 31: List of reported questionnaire items with text changes since 2014 169

List of figures

Figure 3.1: Cut-points for proficiency levels 45
Figure 3.2: Exemplar item 1 53
Figure 3.3: Exemplar item 2 55
Figure 3.4: Exemplar item 3 57
Figure 3.5: Exemplar item 4 59
Figure 3.6: Exemplar item 5 61
Figure 3.7: Exemplar item 6 63
Figure 4.1: Percentages of Year 6 and Year 10 students across proficiency levels in 2025 67
Figure 4.2: Average scale scores and distributions for Year 6 and Year 10 in 2025 68

NAP–ICT Literacy Working Group members

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 phases.

National representatives

Australian Government

Belinda Emms
Hazel Collinson

Catholic school sector

Lauren McCallum

State and territory representatives

Australian Capital Territory

Ryan Elwell

New South Wales

Alexandra Laurence
Phil Hogg

Northern Territory

Darroch Robinson
Chantelle Scott
Heidi Kerr
Ken Rowley

Queensland

Nick Fenton
Sharon Chapman

South Australia

Karen Butler

Tasmania

Rachael Donaldson

Victoria

Phil Feain
Julie Baud (VIC Independent)

Western Australia

Clayton Godwin

List of acronyms

Acronym	Full form
AC	Australian Curriculum
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACER	Australian Council for Educational Research
AI	artificial intelligence
ASGS	Australian Statistical Geography Standard
BYOD	bring your own device
DT	Digital Technology[1]
ICILS	International Computer and Information Literacy Study
ICT	Information and Communication Technology
IEA	International Association for the Evaluation of Educational Achievement
IRT	item response theory
KPM	key performance measure
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
NAEP	National Assessment of Educational Progress
NAP	National Assessment Program
NAPLAN	National Assessment Program – Literacy and Numeracy
NAP–CC	National Assessment Program – Civics and Citizenship
NAP–ICT Literacy	National Assessment Program – Information and Communication Technology Literacy
NAP–SL	National Assessment Program – Science Literacy
OARS	Online Assessment and Reporting System
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
PL	proficiency level
POS	point-of-sale application
SD	standard deviation
SEIFA–IEO	Socio-Economic Indexes for Areas – Index of Education and Occupation
SQL	Structured Query Language
STEM	Science, Technology, Engineering and Mathematics
TRT	Technical Readiness Test
VR	virtual reality

[1] The use of the acronym "DT" in this report refers to the Digital Technology module content referenced in the NAP–ICT Literacy 2025 Assessment Framework. It is distinct from the Australian Curriculum: Digital Technologies subject. The former is always referred to in the singular (Digital Technology), while the latter is always used in plural form (Australian Curriculum: Digital Technologies).

Terms used in this report

Term	Definition
AI tools	Refers to generative AI (e.g. ChatGPT, Microsoft Copilot) used by students for study or content creation, which is a new focus in the 2025 cycle.
Assessment platform	ACER's Online Assessment and Reporting System (OARS) enables the online delivery of the NAP–ICT Literacy assessment. The assessment platform is ISO/IEC 27001 certified and has qualified to be part of the Safer Technologies 4 Schools (ST4S) product badge program.
Block coding	Programming environments where code is constructed by dragging and dropping blocks, rather than writing text-based code (e.g. Scratch, Blockly).
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.
Digital footprint	The record or trail left by the activities a person does online, including use of digital tools, which is referenced in the context of privacy and safety.
Digital safety	Digital safety encompasses both managing online safety and managing digital privacy and identity. It may also include aspects of wellbeing. Online safety includes technical, social, cognitive, communicative and decision-making skills to address online risks and the strategies involved in dealing with them. Digital privacy and identity involve controlling and shaping personal digital identities through creating and curating digital media, and the implications for an individual digital footprint. Digital safety may also include understanding the benefits and risks of digital participation in relation to health and wellbeing outcomes.
Digital Technologies	Digital Technologies is a subject in The Australian Curriculum: Technologies Foundation to Year 10, in which students use computational thinking and information systems to define, design and implement digital solutions for authentic problems.

Term	Definition
Digital tools	Digital hardware, software, platforms and resources used to develop and communicate learning, ideas and information. It should be noted that within Chapters 5, 6 and 7, the term “digital tools” is not as broad as the above definition and is instead limited to physical hardware such as desktop/laptop computers, tablets and smartphones/watches. This is done to ensure the use of the term in these chapters is consistent with the wording delivered to students when they completed the questionnaire.
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 in 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.
ICT literacy	The ability to use ICT appropriately and safely to access, manage and evaluate information; develop new understandings; apply computational, design and systems thinking to create solutions; communicate and collaborate with others; and engage productively with emerging and future technologies.
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.
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.
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.
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.

Term	Definition
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–ICT Literacy 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 tasks, contextual information and overall structure of the assessment.
NAP–ICT Literacy scale	A continuous scale that provides a measure of student achievement in ICT literacy.
Parental education	The highest level of parental 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–ICT Literacy 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.
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.

Term	Definition
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 module/item	A module (unit of items) or item (test question) used in at least one of the previous NAP–ICT Literacy assessment cycles.
Vertical link modules	Assessment modules designed to be used across multiple year levels to enable direct comparison.

Foreword

In a world where artificial intelligence can do a student's homework, alter reality with a manufactured image and offer the sympathetic counsel of a trusted friend, the need for young Australians to be information and communication technology (ICT) literate has never been greater.

To evaluate how well our schools are equipping students with the skills necessary to excel in such a rapidly evolving digital landscape, the Australian Curriculum, Assessment and Reporting Authority (ACARA) conducts the National Assessment Program (NAP) sample assessment in Information and Communication Technology Literacy (NAP–ICTL).

The assessment is held every 3 years with a representative sample of Year 6 and Year 10 students across Australia to provide a national and jurisdictional snapshot of student performance. The 2025 cycle marks the seventh national assessment of ICT literacy and the first occasion this specific domain was administered in May rather than October, delivering actionable results earlier.

NAP–ICT Literacy assesses students' ability to use ICT and digital tools appropriately, safely and effectively across a range of real-world contexts. Students completed tasks that simulated authentic ICT activities, such as creating digital presentations, analysing data, designing algorithms, and responding to scenarios involving online safety and ethics.

This report provides valuable data and important insights into ICT capability and digital tool use over time. Educators and policymakers can use these to address performance disparities both within and between key demographic subgroups, including gender, Indigenous status, languages spoken at home, geographic location, parental occupation and education.

Students also responded to a questionnaire that collected contextual information about their access to digital tools and applications, usage patterns, learning experiences and attitudes towards ICT, in and outside of school.

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.

ACARA acknowledges and thanks the many senior ICT educators, representing all jurisdictions and sectors, who have contributed to the development of this assessment.

ACARA also acknowledges the expertise of the Australian Council for Educational Research as both program delivery and technology partner. Lastly, ACARA thanks the many principals, teachers and students at government, Catholic and independent schools who participated so graciously in the field trial and the main assessment, helping to provide important information about Australian students' ICT literacy.

I commend this report to teachers, policymakers and the educational community. Now more than ever we must ensure all young Australians are provided, as part of their schooling, with the digital literacy and skills they need not only to be successful learners, but to contribute meaningfully to a safe, caring and informed society.

Mr Derek Scott

Chair, ACARA Board

Executive summary

Introduction

This report presents the findings from the seventh National Assessment Program – Information and Communication Technology Literacy (NAP–ICT Literacy) assessment cycle. The assessment was conducted in May 2025 with representative samples of Year 6 and Year 10 students across Australia. The report includes comparisons, where appropriate, with findings from previous NAP–ICT Literacy assessment cycles.

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

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

Context

The NAP–ICT Literacy assessment is part of the National Assessment Program, which monitors progress towards the national education goals set out in the 2019 Alice Springs (Mparntwe) Education Declaration. Together with NAP–Science Literacy and NAP–Civics and Citizenship, it 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.

The first collection of data for NAP–ICT Literacy occurred in 2005, with subsequent cycles of the assessment conducted on a rolling 3-yearly basis in 2008, 2011, 2014, 2017 and 2022. Due to disruptions caused by the COVID-19 pandemic, a 5-year gap exists between the 2017 and 2022 cycles of NAP–ICT Literacy.

The 2025 cycle marks the seventh national assessment of ICT literacy and the first time the assessment was administered in May rather than October. This timing shift resulted in a younger modal age for participants and provides important context for interpreting changes in achievement over time.

What is assessed in NAP–ICT Literacy?

NAP–ICT Literacy assesses students' ability to use ICT and digital tools appropriately, safely and effectively across a range of real-world contexts. The assessment evaluates a broad range of skills, including:

- accessing, managing and evaluating information
- developing new understandings
- applying computational, design and systems thinking
- communicating and collaborating
- engaging productively with emerging technologies.

Students complete tasks that simulate authentic ICT activities, such as creating digital presentations, analysing data, designing algorithms, and responding to scenarios involving online safety and ethics. The assessment provides a national measure of how well Australian students can navigate and use digital tools and technologies.

The framework that underpins the assessment has been updated each cycle to reflect current technologies and curriculum developments, ensuring strong connections with the Australian Curriculum: ICT Capability and Australian Curriculum: Digital Technologies.

Assessment instrument

The 2025 NAP–ICT Literacy assessment comprised 11 interactive online modules: 3 designed specifically for Year 6 students, 3 for Year 10 students, and 5 suitable for both year levels. Each student was assigned 4 modules, with 20 minutes allocated per module.

The assessment was delivered via ACER's Online Assessment and Reporting System (OARS), a browser-based platform compatible with desktops, laptops and tablets. Modules included a mix of item types such as multiple-choice, drag-and-drop and constructed response, alongside more innovative tasks. These included authoring tasks using simulated software environments and visual programming tools, and other simulation-based activities that allowed students to demonstrate ICT skills in realistic contexts.

After completing the assessment, students responded to a questionnaire that collected contextual information about their access to digital tools, usage patterns, learning experiences and attitudes towards ICT.

Assessment administration

The assessment was conducted over a 4-week period in Term 2, 2025. School staff administered the assessment, supported by training and ongoing technical and logistical assistance.

A nationally representative sample of Year 6 and Year 10 students was selected using a 2-stage stratified sampling design. The achieved sample included 5,498 Year 6 students and 4,753 Year 10 students across 641 schools. National response rates were 90% for Year 6 and 82% for Year 10, exceeding international technical standards for large-scale assessments.

NAP–ICT Literacy scale

The NAP–ICT Literacy scale was established in 2005 and comprises 6 proficiency levels that describe student achievement for 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 this same scale, enabling consistent tracking of ICT literacy trends across cycles.

Each proficiency level spans 120 scale points and represents progressively more complex levels of ICT capability. Proficiency descriptors are aligned with the 4 strands of the NAP–ICT Literacy Assessment Framework and are reviewed each cycle to reflect evolving assessment content.

NAP–ICT Literacy proficient standards

The proficient standards represent a "challenging but reasonable" level of achievement expected for each year level. For Year 6, the proficient standard is 409 scale points, which is the boundary between levels 2 and 3. For Year 10, it is 529 scale points, which is the boundary between levels 3 and 4. Students are considered to have met or exceeded the proficient standard if they achieve Level 3 or above in Year 6, and Level 4 or above in Year 10.

KPM: performance against the Year 6 proficient standard

At the national level in 2025, 50% of Year 6 students met or exceeded the proficient standard for ICT literacy. This represents a decline from 55% in 2022 but is not significantly different from the 2017 and 2014 cycles.

As in previous cycles, jurisdictional results showed considerable variation among the states and territories, with the percentage of Year 6 students attaining the proficient standard ranging from 30% in the Northern Territory to 60% in the Australian Capital Territory. Compared to 2022, there were significant declines in proficient standard attainment among Year 6 students in both Victoria and the Australian Capital Territory.

Table ES 1: Percentages of Year 6 students attaining the proficient standard nationally and by state and territory since 2005

State/ territory	2025	2022	2017	2014	2011	2008	2005
NSW	54 (±4.6)	55 (±5.3)	51 (±4.2)	55 (±4.9)	▲ 66 (±4.1)	55 (±5.7)	51 (±6.6)
VIC	50 (±4.3)	▲ 61 (±4.2)	▲ 62 (±4.5)	▲ 64 (±4.5)	▲ 64 (±3.8)	▲ 66 (±6.5)	58 (±6.3)
QLD	48 (±5.0)	52 (±5.0)	47 (±5.8)	48 (±5.8)	55 (±4.8)	48 (±5.3)	38 (±5.3)
SA	45 (±5.4)	51 (±5.2)	53 (±6.5)	▲ 59 (±4.3)	▲ 62 (±4.9)	▲ 64 (±5.3)	52 (±5.0)
WA	47 (±4.5)	50 (±4.5)	▲ 54 (±4.5)	52 (±4.8)	▲ 59 (±5.5)	51 (±4.1)	40 (±5.4)
TAS	41 (±5.7)	49 (±6.5)	49 (±5.9)	46 (±5.4)	▲ 51 (±5.5)	52 (±7.0)	49 (±9.0)
NT	30 (±9.3)	39 (±8.6)	35 (±11.5)	43 (±6.3)	42 (±9.2)	42 (±10.6)	36 (±10.0)
ACT	60 (±7.3)	▲ 70 (±6.4)	65 (±8.4)	58 (±10.6)	▲ 74 (±8.3)	▲ 75 (±6.6)	58 (±12.5)
Aust.	50 (±2.1)	▲ 55 (±2.4)	53 (±2.4)	55 (±2.5)	▲ 62 (±2.0)	57 (±2.8)	49 (±3.0)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

*Comparison between 2025 and previous cycles should be interpreted with caution due to the earlier testing window.

Year 6 average score achievement

The results indicate a decline in ICT literacy achievement for Year 6 students across Australia since 2022. The national average achievement score for Year 6 students was 398 scale points, a decrease of 16 points from the previous cycle. While these results are lower than in 2022, they are not significantly different from the national average scores in 2017 and 2014.

At the jurisdictional level, the Northern Territory, Victoria, the Australian Capital Territory and South Australia experienced declines in average scale scores compared to 2022.

Table ES 2: Average scale scores nationally and by state and territory for Year 6 since 2005

State/ territory	2025	2022	2017	2014	2011	2008	2005
NSW	409 (±10.4)	416 (±12.8)	404 (±11.9)	412 (±12.0)	▲ 445 (±12.5)	413 (±14.5)	405 (±12.9)
VIC	398 (±9.3)	▲ 428 (±10.1)	▲ 432 (±9.4)	▲ 437 (±9.6)	▲ 448 (±9.3)	▲ 447 (±15.1)	424 (±13.7)
QLD	394 (±10.5)	403 (±16.0)	399 (±12.4)	393 (±13.7)	415 (±14.0)	392 (±11.8)	370 (±12.3)
SA	387 (±11.9)	▲ 405 (±11.7)	405 (±14.9)	▲ 421 (±10.3)	▲ 436 (±10.3)	▲ 439 (±12.5)	412 (±11.4)
WA	391 (±11.5)	404 (±10.1)	406 (±10.3)	404 (±13.2)	▲ 424 (±13.5)	403 (±11.5)	379 (±10.8)
TAS	375 (±16.8)	394 (±15.0)	390 (±12.9)	385 (±15.1)	▲ 405 (±12.4)	▲ 408 (±16.4)	404 (±19.4)
NT	308 (±28.4)	▲ 350 (±32.0)	335 (±43.5)	▲ 361 (±20.5)	▲ 367 (±37.5)	364 (±49.8)	346 (±53.7)
ACT	424 (±13.9)	▲ 452 (±13.7)	437 (±17.3)	429 (±26.0)	▲ 466 (±22.8)	▲ 472 (±13.9)	428 (±22.1)
Aust.	398 (±4.8)	▲ 414 (±6.0)	410 (±5.4)	413 (±5.7)	▲ 435 (±5.7)	419 (±6.9)	400 (±6.3)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

*Comparison between 2025 and previous cycles should be interpreted with caution due to the earlier testing window.

KPM: performance against the Year 10 proficient standard

In 2025, 37% of Year 10 students across Australia met or exceeded the proficient standard for ICT literacy. This represents a significant decline from 2022, when 46% of Year 10 students met the standard. It is also the lowest proportion of students achieving the proficient standard since the assessment began in 2005.

At a jurisdictional level, the proportion of students attaining the proficient standard in 2025 dropped in Queensland, South Australia and Western Australia. These declines were significant when compared with 2022 and with all previous cycles of the assessment.

Table ES 3: Percentages of Year 10 students attaining the proficient standard nationally and by state and territory since 2005

State/ territory	2025	2022	2017	2014	2011	2008	2005
NSW	36 (±6.6)	44 (±8.3)	▲ 57 (±6.8)	▲ 50 (±5.5)	▲ 66 (±5.3)	▲ 67 (±5.4)	▲ 61 (±7.6)
VIC	41 (±6.1)	50 (±5.6)	▲ 55 (±5.0)	▲ 55 (±5.9)	▲ 68 (±4.9)	▲ 70 (±6.7)	▲ 67 (±4.8)
QLD	33 (±4.5)	▲ 45 (±6.0)	▲ 47 (±6.6)	▲ 47 (±5.6)	▲ 63 (±4.3)	▲ 62 (±6.2)	▲ 60 (±7.4)
SA	36 (±5.2)	▲ 46 (±5.7)	▲ 56 (±4.6)	▲ 57 (±5.9)	▲ 63 (±5.6)	▲ 65 (±4.9)	▲ 61 (±5.4)
WA	37 (±5.3)	▲ 46 (±4.5)	▲ 62 (±4.0)	▲ 57 (±5.8)	▲ 61 (±4.0)	▲ 65 (±5.9)	▲ 56 (±6.1)
TAS	26 (±4.6)	31 (±6.3)	▲ 39 (±5.6)	▲ 51 (±5.8)	▲ 54 (±7.1)	▲ 58 (±7.4)	▲ 56 (±6.4)
NT	22 (±9.0)	34 (±18.9)	27 (±8.4)	▲ 43 (±9.1)	▲ 48 (±8.8)	▲ 46 (±13.4)	▲ 49 (±13.2)
ACT	50 (±13.3)	56 (±9.6)	54 (±8.4)	60 (±9.1)	▲ 72 (±7.0)	▲ 77 (±6.1)	66 (±11.4)
Aust.	37 (±2.8)	▲ 46 (±3.2)	▲ 54 (±3.0)	▲ 52 (±2.5)	▲ 65 (±2.3)	▲ 66 (±3.0)	▲ 61 (±3.1)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

*Comparison between 2025 and previous cycles should be interpreted with caution due to the earlier testing window.

Year 10 average score achievement

The 2025 national average NAP–ICT Literacy scale score for Year 10 students was 482. This represents a decline of 22 scale points compared to the previous cycle in 2022 and is the lowest recorded since the assessment began in 2005.

Across the jurisdictions, achievement varied substantially, with average scores ranging from 512 in the Australian Capital Territory to 405 in the Northern Territory. For Queensland, South Australia and Western Australia, the average scale scores for Year 10 students in 2025 were significantly lower than the averages reported in all previous cycles of the assessment.

Table ES 4: Average scale scores nationally and by state and territory for Year 10 since 2005

State/ territory	2025	2022	2017	2014	2011	2008	2005
NSW	477 (±19.1)	499 (±18.0)	▲ 531 (±16.4)	▲ 512 (±13.7)	▲ 565 (±12.8)	▲ 564 (±13.7)	▲ 551 (±13.1)
VIC	497 (±12.4)	515 (±12.0)	▲ 530 (±10.6)	▲ 532 (±14.3)	▲ 568 (±12.5)	▲ 569 (±18.1)	▲ 565 (±9.8)
QLD	472 (±15.4)	▲ 498 (±14.5)	▲ 505 (±13.1)	▲ 504 (±16.8)	▲ 553 (±9.5)	▲ 549 (±14.0)	▲ 547 (±11.6)
SA	483 (±11.6)	▲ 504 (±14.9)	▲ 524 (±11.0)	▲ 532 (±15.8)	▲ 552 (±14.8)	▲ 560 (±11.5)	▲ 547 (±11.0)
WA	487 (±12.8)	▲ 507 (±11.6)	▲ 539 (±10.4)	▲ 539 (±11.8)	▲ 548 (±10.8)	▲ 559 (±12.1)	▲ 535 (±11.8)
TAS	448 (±17.9)	449 (±27.4)	▲ 480 (±13.0)	▲ 514 (±15.6)	▲ 534 (±15.5)	▲ 539 (±16.3)	▲ 538 (±11.8)
NT	405 (±56.5)	473 (±47.9)	447 (±30.3)	▲ 501 (±19.9)	▲ 490 (±49.5)	466 (±71.5)	▲ 515 (±28.2)
ACT	512 (±24.4)	526 (±25.6)	530 (±21.2)	536 (±26.2)	▲ 582 (±16.1)	▲ 598 (±14.5)	▲ 572 (±17.8)
Aust.	482 (±7.7)	▲ 503 (±7.2)	▲ 523 (±6.6)	▲ 520 (±6.7)	▲ 559 (±5.7)	▲ 560 (±7.1)	▲ 551 (±5.7)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

*Comparison between 2025 and previous cycles should be interpreted with caution due to the earlier testing window.

Achievement by background characteristics

Student achievement in ICT literacy is presented nationally in this report across key demographic subgroups, including gender, Indigenous status, language spoken at home, geographic location, and parental occupation and education. In this context, student achievement is measured both by mean scores and by the proportion of students attaining the proficient standard. Certain background characteristics – particularly Indigenous status, geographic location, and parental occupation and education – are strongly associated with student achievement. These factors should be considered when interpreting differences in achievement across jurisdictions. A summary of these findings is presented below, with further detail available in Chapter 4.

Differences in NAP–ICT Literacy achievement by gender

- Consistent with previous cycles, female students outperformed male students in ICT literacy at both Year 6 and Year 10.
- Both male and female students at both year levels showed lower achievement in 2025 compared to 2022.

Differences in NAP–ICT Literacy achievement by Indigenous status

- There is a significant and persistent gap in ICT literacy achievement between Indigenous (First Nations Australian) and non-Indigenous students at both Year 6 and Year 10 levels.
- In 2025, the difference in average achievement scores between Indigenous and non-Indigenous students was 90 scale points for Year 6 and 100 scale points for Year 10. At both the Year 6 and Year 10 level, this difference is equivalent to the average learning growth over at least 2 academic years.
- Large differences in ICT literacy achievement between Indigenous and non-Indigenous students have been observed consistently across the last 4 assessment cycles.

Differences in NAP–ICT Literacy achievement by language spoken at home

- In 2025, Year 6 students who mainly speak a language other than English at home significantly outperformed those who mainly speak English at home.
- For Year 10 students, there was no significant difference in achievement between the 2 language background groups.
- The findings relating to achievement by language spoken at home are broadly consistent with the previous 2 cycles of the study.

Differences in NAP–ICT Literacy achievement by geographic location

- At both Year 6 and Year 10, students in major cities had much higher ICT literacy achievement than those in regional or remote schools. This has been a consistent finding across previous cycles of the study.
- In 2025, the percentage of students from major city schools attaining the proficient standard was comparably more than twice as large as the percentage of students from remote schools.

Differences in NAP–ICT Literacy achievement by parental occupation and education

- Consistent with previous cycles, both parental occupation and parental education are strongly and positively associated with student ICT literacy achievement. This resulted in large, significant differences in student achievement between the highest and lowest parental occupation and education groups.

Results of the student questionnaire

Chapters 5, 6 and 7 provide the results from the student questionnaire. The key findings from these chapters are summarised below. For the full list of questionnaire content, see Appendix D.

Student use of digital tools

- Most students, especially at Year 10, have extensive experience using digital tools. Nearly all students have access to their own computer or tablet at home, though 3% of Year 6 students and 2% of Year 10 students report having no access to any device at home. The vast majority of students at both year levels had reliable internet access.
- Portable devices (laptops and tablets) are the most commonly used digital tools for Year 6 students, both at school and outside school. This is also true for Year 10 students at school, but it is smartphone use that is the most common outside of school, with nearly universal use by Year 10 students.
- Students learn to use digital tools from a variety of sources, including school, family, friends and self-directed learning. By Year 10, students report high levels of independence in digital tool learning.
- Greater experience and more frequent use of digital tools are associated with higher ICT literacy achievement, particularly at Year 10.
- Students' confidence in using digital tools (self-efficacy) and their belief in the importance of digital tools are associated with higher ICT literacy scores.
- Male students reported higher levels of self-efficacy in using digital tools than female students at the Year 6 level. At Year 10, there was no difference between the genders for this index.

Student use of applications

- About 1 in 4 Year 10 students report frequent use of artificial intelligence (AI) tools to assist with schoolwork at school, and more than 1 in 5 use them outside of school. Use of AI tools is less common among Year 6 students.
- Among Year 6 students, those with lower ICT literacy achievement report more frequent use of study utilities at school. For Year 10, higher-achieving students report more frequent use of digital tools for study outside of school.
- Most students at both year levels frequently use digital tools for entertainment outside of school, such as watching videos, playing games and listening to music. Communication tools (for example, chatting, texting, email) are used more often by Year 10 students, both at and outside of school.
- Students rarely complete technological tasks like programming or app creation either at school or outside of school.
- Students with lower ICT literacy are more likely to report frequent completion of technological tasks at school than those with higher achievement.

Student experience of ICT at school

- The most commonly used digital resources for schoolwork are productivity applications – such as word processing, presentation tools and information websites. Usage is notably higher among Year 10 students compared to Year 6.
- Over 30% of Year 6 students and 60% of Year 10 students report using AI tools to generate written content at least once a month.
- Students who frequently use productivity applications (like word processing and spreadsheets) tend to achieve higher ICT literacy scores. In contrast, more frequent use of specialist applications (such as concept mapping or simulation tools) is associated with lower achievement.
- Most students report learning how to search for information, identify different types of digital content and assess the trustworthiness of online sources at school. Over 80% of students in both year levels have learned about key online safety topics, including cyberbullying and online privacy.
- Most students report learning broader problem-solving strategies related to Digital Technologies tasks, but fewer report learning specific technical tasks like programming, app development or use of AI-related technologies. Participation in Digital Technologies activities at school is somewhat more frequent at Year 6 than Year 10 and is higher among male students.

Chapter 1: Introduction

Chapter 1: Introduction

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 for 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, civics and citizenship, and information and communication technology (ICT) literacy.

Within the NAP, student achievement is measured and reported across several domains.

- Literacy and numeracy: these domains are assessed via the National Assessment Program – Literacy and Numeracy (NAPLAN) every year and include all Australian students in Years 3, 5, 7 and 9.
- Science literacy, civics and citizenship, and ICT literacy: these domains are assessed via the NAP sample assessments and are administered to representative samples of students in Years 6 and 10. Each domain is assessed on a rolling 3-yearly basis.

These assessments are 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–Civics and Citizenship (NAP–CC), the NAP–ICT Literacy 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 (MCEETYA 2008) and the Alice Springs (Mparntwe) Education Declaration (Education Council 2019), and they continue to provide the foundation for the NAP sample assessments.

The NAP–ICT Literacy assessment was first conducted in 2005, with subsequent cycles of the assessment conducted every 3 years in 2008, 2011, 2014, 2017, 2022 and 2025. The 5-year gap between 2017 and 2022 was a result of disruptions caused by the COVID-19 pandemic.

The 2025 cycle marks the seventh national assessment of ICT literacy. This report documents the findings from NAP–ICT Literacy 2025 and includes comparisons, where appropriate, with findings from previous assessment cycles. It is important to note that the 2025 assessment is the first time NAP–ICT Literacy was administered in May of the assessment year. This represents a shift of 5 months from the previous cycles of the assessment, which took place in October. For this reason, changes in achievement between 2025 and previous cycles of the assessment should be interpreted with some caution.

ICT literacy as an educational goal for young Australians

The Alice Springs (Mparntwe) Education Declaration (Education Council 2019) sets out 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.

The declaration goes on to elaborate that:

> successful lifelong learners … are productive and informed users of technology as a vehicle for information gathering and sharing, and are able to adapt to emerging technologies into the future.
>
> Education Council 2019:7

The Declaration also highlights the need to promote and deliver a world-class curriculum and assessment program. It states that the Science, Technology, Engineering and Mathematics (STEM) learning area is a key national focus for school education in Australia. This focus is critical to equipping students with the skills needed to engage productively in the world due to rapid changes in technology. A focus on STEM helps students to engage productively with emerging technologies and to navigate complex social, economic and environmental challenges.

In this context, ICT literacy is recognised as essential for young people to thrive in a rapidly changing, technology-rich world. Through the NAP–ICT Literacy assessment, progress towards achieving the national goals can be monitored over time, helping education systems across the country meet the needs of students and prepare them for life in a rapidly changing world.

The NAP–ICT Literacy Assessment Framework

The NAP–ICT Literacy 2025 Assessment Framework provides the conceptual and technical foundation for the assessment of ICT literacy among Australian students in Years 6 and 10. Developed and periodically revised by the Australian Council for Educational Research (ACER) and ACARA, in consultation with curriculum specialists and education experts, the framework describes the purposes and principles that underpin the development of an assessment that is current, relevant and reflective of the Australian Curriculum.

The framework outlines:

- the definition and construct of ICT literacy, including the knowledge, skills and processes to be assessed
- the organisation of content into interrelated thematic strands and aspects
- the connections with the Australian Curriculum: ICT Capability and Digital Technologies
- the assessment design, including the types of tasks, modules and reporting metrics used.

The 2025 framework builds on previous cycles, continuing to report against established proficiency scales while incorporating updates to reflect technological change and curriculum developments. It also guides the development of assessment modules and the collection of contextual data through the student questionnaire, supporting national and jurisdictional reporting.

Defining ICT literacy

For the purposes of NAP–ICT Literacy, ICT literacy is defined as:

> The ability to use ICT appropriately and safely to access, manage and evaluate information; develop new understandings; apply computational, design and systems thinking to create solutions; communicate and collaborate with others; and engage productively with emerging and future technologies.
>
> ACARA 2024:9

This definition reflects a broad and contemporary view of ICT literacy, encompassing not only technical skills but also higher-order thinking, creativity, collaboration and ethical engagement. It recognises that ICT literacy is essential for lifelong learning, participation in a digital society and adaptation to technological change.

The definition is closely aligned with the Australian Curriculum: ICT Capability and Australian Curriculum: Digital Technologies and was developed in consultation with national experts and curriculum specialists. It is designed to enable the assessment to remain relevant as technologies advance and educational priorities evolve.

What does NAP–ICT Literacy measure?

NAP–ICT Literacy measures the ability of students to use ICT and digital tools appropriately and safely across a range of real-world contexts. The assessment instrument consists of modules that simulate authentic ICT tasks, such as creating digital presentations, analysing data, designing algorithms, and responding to scenarios involving online safety and ethics. Students are assessed on their ability to apply ICT knowledge and skills in practical, problem-solving situations, as well as their understanding of safe and ethical digital practices.

In addition to measuring achievement against a six-level proficiency scale, NAP–ICT Literacy collects contextual data on students' access to digital tools, frequency and type of ICT use, attitudes, and learning experiences. This enables analysis of trends and differences across student groups, and states and territories.

NAP–ICT Literacy strands and aspects

The structure of NAP–ICT Literacy content follows a similar approach to international frameworks such as the International Computer and Information Literacy Study (ICILS) and the 2018 US National Assessment of Educational Progress (NAEP) in Technology and Engineering, with content organised into 4 distinct strands. Each strand represents a category of knowledge, skills, processes, understanding and actions. They each comprise a series of aspects, which represent different categories of content within each strand.

Strand 1. Understanding ICT and digital systems

- **Aspect 1.1: Managing information and operating ICT**
  Involves knowledge of software interface conventions, file systems, databases, productivity software and networked communication. Students demonstrate the ability to operate digital tools, manage information and use software features to complete tasks.
- **Aspect 1.2: Understanding digital systems**
  Focuses on understanding how digital systems operate at different levels of abstraction, including the principles of data representation, algorithms, and the functioning of software and hardware components.

Strand 2. Investigating and planning solutions with ICT

- **Aspect 2.1: Accessing and evaluating information**
  Involves identifying information needs, locating and evaluating sources, and understanding how digital information is created, distributed and consumed.
- **Aspect 2.2: Collecting and representing data**
  Covers protocols for collecting, validating, organising and storing data, as well as representing data in various forms (for example, tables, graphs, simulations).
- **Aspect 2.3: Formulating problems and planning solutions**
  Includes decomposing problems, planning solutions and establishing criteria for evaluating outcomes, with attention to user needs and context.

Strand 3. Implementing and evaluating digital solutions

- **Aspect 3.1: Communicating with digital information products**
  Encompasses the creation of digital products (documents, presentations, websites, videos) for specific audiences and purposes, integrating information, design and communication skills.
- **Aspect 3.2: Developing algorithms, programs and interfaces**
  Involves designing and implementing algorithms, programs and user interfaces to solve problems or optimise solutions, including evaluation against requirements and user needs.

Strand 4. Applying safe and ethical protocols and practices when using ICT

- **Aspect 4.1: Safe and responsible information consumption with ICT**
  Focuses on personal safety, data security and responsible use of digital information, including understanding risks such as phishing, privacy breaches and algorithmic bias.
- **Aspect 4.2: Responsible digital solution and information production with ICT**
  Addresses social, legal and ethical issues in digital production, such as cyberbullying, copyright, attribution, and the responsible design and testing of digital solutions.

Each strand and aspect is assessed through a variety of task types, ensuring comprehensive coverage of the construct and congruency with the Australian Curriculum. The framework supports the ongoing development of ICT literacy as a critical capability for all young Australians.

Structure of this report

This report provides educators and policymakers with the main findings of the 2025 NAP–ICT Literacy 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–ICT Literacy assessment, the assessment framework that underpins it, and various content strands and elements it seeks to explore and assess.

Chapter 2 provides a high-level overview of the stages of NAP–ICT Literacy 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–ICT Literacy 2025 assessment administration procedures and sampling processes.

Chapter 3 describes the NAP–ICT Literacy scale and provides exemplar items to illustrate the variety of interaction types, content areas and proficiency levels across the NAP–ICT Literacy scale.

Chapter 4 presents findings on Australian student achievement in the NAP–ICT Literacy 2025 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, students with various 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 2005.

Chapters 5, 6 and 7 present the results of the student questionnaire. In these chapters, students' opinions and behaviours are examined with respect to their reported access to digital tools, their use of ICT both within and outside of school, and their attitudes towards aspects of ICT and digital tools. The relationship between students' responses to the questionnaire and their achievement of the NAP–ICT Literacy proficient standard is also explored.

NAP–ICT Literacy 2025 Technical Report

The 2025 NAP–ICT Literacy 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 NAP–ICT Literacy scale scores are presented to the nearest whole number, while scale scores for questionnaire indices are presented to one decimal place. 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 referenced throughout this report 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 2025 NAP–ICT Literacy 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–ICT Literacy 2025 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[2]. 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–ICT Literacy 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. The effect size is the difference between group means divided by the standard deviation. 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”.

[2] In the tables of this report summarising differences in performance between subgroups and over time, each individual result has been tested for statistical significance. For each test of statistical significance of a reported difference, the significance level was set to 0.05. The significance level has not been adjusted to account for the multiple statistical tests performed in each table, since the main interest is to compare differences one at a time, and not the overall proportion of statistically significant differences. This is in line with reporting practices used in international studies such as the OECD Programme for International Student Assessment (PISA).

Following the precedent of other NAP sample assessments and considering the spread of significant mean differences in NAP–ICT Literacy, 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.

The NAP–ICT Literacy achievement scale was established in 2005 with a Year 6 mean of 400 and a standard deviation of 100. Consequently, a moderate effect size on the NAP–ICT Literacy 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 size is 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.

Terminology for digital tools

As the ICT literacy domain has developed, terminology has changed to reflect current usage. Each cycle of the questionnaire uses language familiar to students. In 2025, the term "digital tools" was introduced and applied throughout the questionnaire items, replacing terms used in previous cycles such as "computers", "digital devices" or "ICT devices". When interpreting results related to "digital tools", this change in terminology should be taken into account.

Timeline shift for NAP–ICT Literacy 2025

As noted previously in this chapter, the 2025 NAP–ICT Literacy assessment was conducted in May 2025. This represents a shift of 5 months from the previous cycles of the assessment, which took place in October. This resulted in a change in the modal age of participating students from 12 in 2022 to 11 in 2025 for Year 6 students. For Year 10 students, the modal age changed from 16 in 2022 to 15 in 2025 (Table A 2). For this reason, changes in achievement between 2025 and previous cycles of the assessment should be interpreted with some caution.

Chapter 2: Assessing ICT literacy

Chapter 2: Assessing ICT literacy

Chapter highlights

- The assessment instrument consisted of 11 interactive online modules, each aligned to either ICT (Information and Communication Technology tasks) or DT (Digital Technology tasks). Each student was assigned 4 modules, with 20 minutes allocated per module.
- Four trend modules enabled measurement of student achievement across cycles. Seven new modules were introduced in 2025 to reflect current technologies and expand the coverage of ICT literacy content.
- The assessment was delivered through ACER's Online Assessment and Reporting System (OARS), compatible with desktops, laptops and tablets. A pre-assessment Technical Readiness Test (TRT) ensured device compatibility.
- Assessment tasks included auto-scored multiple-choice and drag-and-drop items, linear/nonlinear skills tasks, authoring tasks using live software, visual programming tasks and simulation-based activities. Constructed responses were scored by trained human markers.
- An updated post-assessment questionnaire collected contextual data on students' digital tools usage, access, learning experiences and attitudes toward ICT. New questions in 2025 reflected evolving technologies, including AI tools, internet access at home, and students' understanding of digital privacy and responsibility.
- The assessment ran over a 4-week period in Term 2, 2025. School staff administered the assessment with comprehensive training and access to ongoing technical and logistical support.
- A nationally representative sample of Year 6 and Year 10 students was selected using a 2-stage stratified design that aimed to minimise potential bias and maximise the precision of estimates.
- The achieved sample included 5,498 Year 6 students and 4,753 Year 10 students across 641[3] schools. National response rates were 90% (Year 6) and 82% (Year 10), exceeding the technical standards specified for other large-scale sample assessments conducted internationally.
- Schools and educational authorities provided data on age, gender, Indigenous status, parental education and occupation, main language spoken at home, and school location. Completeness of data improved from previous cycles, enabling robust demographic analyses.

Assessment instrument

The design of the NAP–ICT Literacy assessment was first developed in 2005 and has been used consistently in all assessment cycles since then. The assessment is delivered entirely online and consists of interactive test modules that follow a linear narrative, reflecting how students typically use ICT and digital tools (hardware and software) in real-life situations. The content covers both school-related and everyday contexts.

Each module has a single unifying theme which is designed to be engaging and relevant to students. The modules begin with several simulated performance tasks, multiple-choice and short constructed-response questions. They conclude with a single integrated task (the "large task"). This task incorporates at least one simulated software application, in which students produce a digital solution. The digital solutions may be in the form of an information product (such as a presentation, a poster or an animated video) or a programmatic solution to a problem (such as an algorithm, a visual coding-based program or simulation

[3] A total of 628 unique schools participated in the assessment. Of these, 16 schools administered the assessment to both Year 6 and Year 10 cohorts. For reporting purposes, each instance of a school participating at both year levels is counted separately – once for Year 6 and once for Year 10 – resulting in a total of 644 school entries. After excluding 3 schools that did not meet the required participation threshold, the final count of participating schools used for reporting is 641.

results). To ensure an authentic experience, the software is designed to reflect familiar digital environments, using common interface and user experience conventions.

In the 2025 cycle, the assessment included 11 different test modules. Each student completed 4 of these, which were allocated to a student's test form using a carefully balanced design. This approach ensured that, across the student sample, every module was presented an equal number of times, and in each of the 4 possible positions within the test session. Students had up to 20 minutes to complete each module, with time limits managed by the testing software.

Each of the 11 modules was classified as either "ICT" (Information and Communication Technology) or "DT" (Digital Technology[4]), based on the type of problem-solving involved. ICT modules focused on information literacy and communication tasks, while DT modules presented students with real-world problems or opportunities that required them to design and implement solutions involving digital tools. In both types of modules, students were expected to investigate, plan, carry out and evaluate their digital responses to a clearly defined problem (ACARA 2024).

Trend modules: a basis for measuring change

The use of trend modules from previous cycles of an assessment enables trends in student achievement to be reported across cycles. For NAP–ICT Literacy 2025, 4 modules were trend modules that were used in the previous assessment cycle and, in the case of School Website, in the 2017 cycle as well. Two trend modules were targeted at 1 of the 2 participating year levels (that is, either Year 6 or Year 10), while the remaining 2 modules were used at both year levels (Year 6 and Year 10) as they had been designed and deployed as vertical link modules.

Further detail about the content of each of these 4 modules is given below.

RoboDog (DT module for Year 6 only)

Students explored how robotic toy components work by using simulation software to test sensors, design features and control systems. They also created simple web forms to collect user feedback, experimented with different types of input fields and applied their learning by using a digital remote controller.

Water Quality (DT module for Year 10 only)

Students worked with flowcharts and processed data to find patterns in order to find better ways to sort and organise information. They chose appropriate charts to display results and inferred missing values in a dataset. For the large task, students needed to create and apply formulas and algorithms to classify and calculate data based on numerical ranges.

Fundraiser (ICT module for Year 6 and Year 10)

Students explored how to manage online information effectively, including running a survey, communicating clearly, and evaluating content and sources. They considered different ways to share information, looked at how reliable search results are and interpreted survey findings. In the large task, they were then required to create a clear and engaging presentation using information from several different sources.

[4] This reference to the Digital Technology (DT) module content is distinct from the Australian Curriculum: Digital Technologies subject. The former is always referred to in the singular (Digital Technology), while the latter is always used in plural form (Australian Curriculum: Digital Technologies). More information about the DT/ICT module content can be found in the NAP–ICT Literacy 2025 Assessment Framework (ACARA 2024).

School Website[5] (ICT module for Year 6 and Year 10)

Students were required to analyse website analytics reports to identify problems with a school webpage and make suggestions to improve the website's navigation structure. For the large task, students then had to construct a webpage that promoted a sports event, including creating a web form for event registration.

New modules: providing for developments in ICT and DT

In addition to enabling comparisons between cycles, it is also important to ensure that an assessment of ICT literacy is aligned with current technological trends and reflects recent developments in the field. Accordingly, 7 new modules were developed specifically for inclusion in the 2025 main study. These modules were informed by advancements in ICT and DT and were designed to expand the scope of ICT literacy by incorporating a wider range of contexts, digital processes, and software applications. These 7 newly developed modules are outlined below.

Restaurant Design (DT module for Year 6 only)

Students applied their knowledge of digital tools to set up a point-of-sale (POS) system for a restaurant. They began by thinking about the physical layout and needs of a restaurant, and how those affect the choice of digital hardware. For the large task, students helped configure the POS system to improve how the restaurant operates, including designing a digital sales interface and customising an interactive floor plan.

Tech on the Go (ICT module for Year 6 only)

This module was adapted from a previous version and updated with new, real-world tasks. While the focus remained on students using a tablet while travelling and using basic features of common digital tools, the updated tasks introduced topics like privacy and security settings, online safety and understanding digital footprints. For the large task, students improved a draft blog post by changing images, formatting text, and correcting spelling and punctuation, using built-in editing tools.

Canteen Congestion (DT module for Year 10 only)

Using the familiar setting of a school canteen, students needed to collect, check, organise and store data in digital systems. They selected relevant data from different sources to help explain a logistical issue in the canteen. For the large task, students chose the most effective way to present each piece of data, using formats such as icons with text fields, simple graphs, flowcharts or video simulations.

Web Survey (DT module for Year 10 only)

Students conducted a web-based survey of their classmates in a school setting. They set up the survey to check data as it was entered, imported the results and showed their understanding of digital data, using spreadsheets. For the large task, students worked with spreadsheets to perform several specific tasks to order and format their data and make calculations.

Getting There (ICT module for both Year 6 and Year 10)

Students used an online map tool to complete tasks like planning routes and searching for locations. They demonstrated their understanding of common map features and functionalities to view different types of information. For the large task, students used a simulated map app to find a restaurant that met specific criteria.

[5] While the contexts and content of the modules selected for use as trend were checked for continued relevance to a 2025 audience, psychometric analysis of student responses to the School Website module showed that some of the tasks performed differently in 2025 when compared to previous cycles. For this reason, this module was not used for equating across cycles. This is discussed further in the NAP–ICT Literacy 2025 Technical Report.

Digital Photography (ICT modules for both Year 6 and Year 10)

Students used a range of ICT programs to access, edit and share photos. They reviewed images in a simulated photo app and transferred them to another device, using built-in features. For the large task, students edited a photo, using a simplified version of a professional photo-editing program. This demonstrated their ability to use a real-world digital tool to solve a problem.

Outdoor Adventures (DT module for both Year 6 and Year 10)

Students evaluated how easy it was to use the navigation tools of a website and reviewed a new design. They identified key website features and analysed data from a first-click study. For the large task, students proposed a structure for different website sections and outlined tasks for a study to test their design.

Response formats and types of assessment tasks

NAP–ICT Literacy assessment tasks include a broad range of response formats, including:

- multiple-choice
- drag-and-drop (matching information)
- simple software commands (such as saving a file to a location)
- short constructed text responses
- construction of information products
- development of algorithms
- simulation experiments.

Some tasks are automatically scored by the assessment platform, while other tasks that produce responses stored as text or that incorporate visual design elements are marked by trained human markers.

Table 2.1: NAP–ICT Literacy assessment task types

Task type	Description
Information-based response tasks	• Use multiple-choice, short constructed response and drag-and-drop formats. • Assess understanding of ICT concepts (e.g. credibility of a webpage, software features, algorithmic processes). • Based on non-interactive digital scenarios or systems. • Focus on cognitive understanding, not technical execution. • Autoscoring is used for multiple-choice and drag-and-drop responses. • Constructed responses are marked by trained human markers, using detailed scoring rubrics.

Skills tasks	• Delivered through simulated software environments.
	• **Linear skills tasks**
	  ○ Require commands in a fixed sequence.
	  ○ Assess point-in-time knowledge.
	  ○ Limited to one retry, with no feedback.
	  ○ Full credit for correct execution using any valid method.

	• **Nonlinear skills tasks**
	  ○ Allow multiple valid approaches.
	  ○ Emphasise planning, judgement and problem-solving.
	  ○ No confirmation or system feedback provided.

Authoring tasks	• Use live software tools (e.g. word processors, spreadsheets, databases, presentation or multimedia software). • Require students to create or modify digital content. • Tasks involve selecting, integrating and reframing information for a defined communicative purpose. • Real-time system feedback and full software functionality available. • Students manage their own time, with guidance to reserve a certain amount of time for the authoring task.

Visual coding tasks	• Use a drag-and-drop coding interface similar to popular visual programming tools.
	• Code execution is shown visually (e.g. line graphics, avatars, user interface elements).
	• Block types include:
	  ○ action commands (e.g. *change background*)
	  ○ conditionals (*if–do*, *if–else*)
	  ○ comparison operators (*greater than*, *equal to*)
	  ○ logical operators (*AND*, *OR*, *NOT*).

Questionnaire

A key component of assessing ICT literacy outcomes is understanding the contexts in which students engage with ICT, both in and out of school. To support this, NAP–ICT Literacy has included a student questionnaire since the first assessment cycle in 2005. The questionnaire collects data on students' experiences, behaviours and attitudes related to ICT use for school and non-school purposes.

The first cycle of NAP–ICT Literacy in 2005 included a student questionnaire (formerly referred to as the "student survey") designed to gather contextual information on students' ICT experience, frequency and types of use, and attitudes toward ICT. The questionnaire was developed to align with and complement the ICT literacy processes outlined in the NAP–ICT Literacy Assessment Framework. In subsequent cycles, ACER, in collaboration with the NAP–ICT Literacy Working Group and ACARA curriculum experts, reviewed and revised the questionnaire so it remained relevant and responsive to evolving patterns of ICT use. Over successive assessment cycles, the questionnaire has evolved to collect information on the following topics:

- how long students have been using digital tools
- what digital tools students use at school and outside of school
- whether students use portable digital tools at school and how they are provided
- how often students use digital tools at school and outside of school
- students' attitudes about the importance of using digital tools
- students' confidence to complete tasks using digital tools
- how often students use a range of digital tools for study at school and outside of school

- how often students use entertainment applications on digital tools at school and outside of school
- how often students use communication applications on digital tools at school and outside of school
- how often students complete technological tasks on digital tools at school and outside of school
- students' reported experience of learning about digital tools at school
- students' participation in ICT-related learning activities at school
- how often students use digital tools for school-related purposes.

In addition to some minor revisions to individual questions, several significant updates were introduced in the 2025 cycle, including:

- replacing the term "ICT devices" with "digital tools" throughout the questionnaire to reflect Australian Curriculum Version 9.0 terminology
- updating software references to reflect current use
- removing content related to social media for Year 6 students[6]
- adding content to collect information on
    - ICT access and internet reliability at home
    - student use of AI tools, evaluation of AI content and referencing of digital content
    - student engagement with app creation and text-based programming
    - student familiarity with privacy concerns and managing their digital footprint
    - student use of different presentation methods
    - responsible use of social media (Year 10 only)
    - teacher use of new technologies and apps.

The questionnaire is administered to all participating Year 6 and Year 10 students immediately after the assessment. It is designed to be completed in approximately 15–20 minutes, though it is untimed to accommodate varying student needs.

Assessment administration

The NAP–ICT Literacy 2025 assessment was conducted over a 4-week period at the beginning of Term 2 2025. Most schools completed the assessment in a single day within the testing window. However, some opted to administer the test across multiple days with smaller groups due to logistical or technical constraints.

As in previous cycles, the assessment administration for each student involved completing:

- a 10-minute tutorial and a series of practice questions that provided an introduction to the system
- 4 test modules, each with a time limit of 20 minutes
- the untimed student questionnaire of approximately 15–20 minutes duration.

Provision was also made for short breaks between test modules.

[6] Items relating to social media use were removed from the Year 6 questionnaire in recognition of the fact that most major social media platforms, including Facebook, Instagram, TikTok and Snapchat, required users to be at least 13 years of age in accordance with their terms of service. At the time of this assessment, the Australian legislation to restrict social media access for individuals under the age of 16 had not yet come into effect.

To support high participation rates, schools were encouraged to conduct follow-up sessions when more than 20% of students were absent on the scheduled testing day. This strategy contributed to most schools achieving a minimum participation rate of 80%.

The assessment was administered by designated school staff trained in NAP–ICT Literacy procedures. Test administrators were provided with comprehensive support materials, including a detailed administration manual, an instructional video and a session script. Additional assistance was available through a dedicated 1800 support line and email helpdesk.

The training and resources provided ensured consistent test delivery across schools, supported efficient system operation, and upheld the high standards of data quality and uniformity achieved in previous assessment cycles.

Delivery method

To enable comparisons of student achievement within and across assessment cycles, participating students must have a uniform test-taking experience. While the test development team made improvements to the user interface for the 2025 assessment, the overall user experience for participating students remained consistent with previous cycles.

All participating schools undertook the NAP–ICT Literacy 2025 assessment via ACER's Online Assessment and Reporting System (OARS). Students completed the assessment using desktop computers, laptops or tablets, with devices supplied either by the school or, in some cases, by the students, depending on each school's device-use policy.

To ensure technical readiness, schools were required to complete an online Technical Readiness Test (TRT), using a sample of devices intended for assessment. This process verified that devices met the minimum technical specifications required for assessment delivery.

A dedicated technical support service was provided to assist schools before and during the assessment period. In the lead-up to testing, this service offered troubleshooting to resolve technical issues and ensure readiness. During the assessment window, ongoing support was available to address any technical, logistical or administrative issues encountered during test administration.

Flexible administration

Flexible administration procedures were first introduced in the 2011 cycle of NAP–ICT Literacy to accommodate a small number of very remote schools. These provisions aimed to improve the suitability of the assessment for these contexts and to maximise student participation. Adjustments were made both to the assessment instrument and to the administration method to support implementation in remote settings.

While provisions for flexible administration were again made available to schools in the 2025 cycle, no participating schools elected to use this option.

Sample

Sample design

The 2025 assessment was administered to a nationally representative sample of Year 6 and Year 10 students across Australia. A 2-stage stratified sampling design was used, consistent with the approach adopted in previous NAP–ICT Literacy cycles and the other NAP sample assessments (NAP–SL and NAP–CC). The sampling procedures were designed to minimise bias and maximise the precision of population estimates.

Stage 1: School sampling

In the first stage, a separate and independent sample of schools was selected for each state and territory and each school sector, known as explicit stratification. Within each stratum, implicit stratification was applied based on the following variables:

- school type (primary, secondary, combined)
- NAPLAN performance quintile (from lowest to highest)
- Socio-Economic Indexes for Areas – Index of Education and Occupation (SEIFA–IEO)
- remoteness classification (Major Cities, Inner Regional, Outer Regional, Remote, Very Remote) based on the Australian Statistical Geography Standard (ASGS)
- enrolment size in the target year level (Year 6 or Year 10).

Separate samples of schools were drawn for Year 6 and Year 10 within each stratum. For each selected school, up to 2 substitute schools were pre-identified, using the same stratification criteria. These substitutes were included to maintain representativeness in cases where sampled schools were unable to participate. However, use of substitute schools was kept to a minimum to preserve the integrity of the original sample.

Stage 2: Student sampling

Within each participating school, a random sample of 20 students was selected from the target year level. The sampling process ensured that the gender distribution of the selected students reflected that of the broader cohort. In schools with fewer than 20 eligible students in the year level, all students were included in the assessment.

School exclusions

Certain schools were excluded from the sampling frame, including:

- very remote schools (except in the Northern Territory)
- schools with fewer than 5 students in the target year level
- non-mainstream schools (for example, language schools, special schools, schools for distance education).

Student exclusions

Students were excluded from participation based on one or more 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 English 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–ICT Literacy 2025 Technical Report.

Target and achieved sample

Table 2.2 presents the number of schools and students in the target and achieved samples for the NAP–ICT Literacy 2025 assessment. The *target sample* includes schools and students selected through

the sampling procedures described earlier, following the application of school-level exclusions. The *achieved sample* reflects the number of schools and students that ultimately participated in the assessment.

At Year 6, 5,498 students from 328 schools participated[7] in the 2025 assessment. At Year 10, 4,753 students from 313 schools participated.

National response rates for the assessment were 90% for Year 6 and 82% for Year 10, after accounting for school replacements and applying weighting adjustments. These rates exceed the minimum participation thresholds specified in the technical standards for international large-scale assessments established by the Organisation for Economic Co-operation and Development (OECD) and the International Association for the Evaluation of Educational Achievement (IEA). Further information about response rates is provided in the NAP–ICT Literacy 2025 Technical Report.

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

	Year 6				Year 10			
	Schools		Students		Schools		Students	
State/territory	Target sample	Achieved sample	Target sample	Achieved sample	Target sample	Achieved sample	Target sample	Achieved sample
NSW	51	50	988	868	50	50	991	770
VIC	51	51	984	875	50	49	975	777
QLD	51	49	970	836	50	50	958	764
SA	48	48	944	818	50	47	923	730
WA	47	47	910	802	50	50	968	781
TAS	42	41	757	644	35	35	623	492
NT	22	22	384	313	15	13	200	144
ACT	20	20	399	342	20	19	380	295
Aust.	332	328	6336	5498	320	313	6018	4753

Student sample characteristics

To support demographic analysis of student achievement in the NAP–ICT Literacy 2025 assessment, schools and education systems were required to submit background information for all sampled students. The background variables collected in 2025 followed standard NAP protocols as outlined in *ACARA's Data Standards Manual* (ACARA 2022). The student-level variables included:

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

Geographic location was inferred from the physical location of the student's school.

[7] Where the number of participating schools and students are referenced in this report, the term "participating" refers to schools (and students within schools) that both undertook the assessment, and that met the minimum within-school response rate threshold. More information about minimum thresholds and response rate calculations can be found in the NAP-ICT Literacy 2025 Technical Report.

These variables enable the analysis of achievement patterns across key demographic groups, as discussed in Chapter 4. Weighted summary statistics for each background characteristic are presented in Table 2.3, disaggregated by year level. Two percentage values are reported for each variable:

- the percentage of all students meeting the relevant response rate thresholds, including those with missing background data
- the percentage of all students meeting the relevant response rate thresholds with valid responses to the relevant background variable.

The completeness of student background data in 2025 showed improvement compared to previous assessment cycles. The highest levels of missing data were observed for the parental occupation, parental education and language variables, with between 2% and 5% of students having missing data for these background variables. This represents a reduction from the 4% to 7% range of missing data for the same variables in the previous cycle.

Schools and education authorities were asked to supply:

- for parental occupation: the occupational group of both Parent/Guardian 1 and Parent/Guardian 2
- for parental education: the highest level of school and non-school education attained by each parent/guardian.

Where students had data listed for only one parent/guardian, the second entry was coded as missing. For analysis, these variables were combined to reflect the highest parental occupation and highest parental education reported for either parent/guardian.

Student geographic location was classified using the Australian Statistical Geography Standard (ASGS) Remoteness Structure. For reporting purposes, 3 categories were used:

- Major cities: all major cities of Australia
- Regional: all inner and outer regional areas
- Remote: all remote and very remote areas.

These categories enable location-based comparisons of student outcomes while maintaining consistency with national statistical standards.

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 (%)
Gender				
Male	51	51	53	53
Female	49	49	46	46
Other	0	0	0	0
Total	100	100	100	100
Missing	0	0	0	0
Parental occupation				
Senior managers and professionals	33	35	34	36
Other managers and associate professionals	23	24	24	26
Tradespeople & skilled office, sales and service staff	21	23	21	22
Machine operators, labourers, hospitality, and related staff	11	12	10	10
Not in paid work in last 12 months	6	7	6	6
Total	95	100	95	100
Missing	5	0	5	0
Parental education				
Bachelor degree or above	51	52	47	48
Advanced diploma/diploma	14	15	17	17
Certificate I to IV (inc trade cert)	23	23	22	23
Year 12 or equivalent	5	5	6	6
Year 11 or equivalent or below	5	5	6	6
Total	98	100	98	100
Missing	2	0	2	0
Indigenous status				
Non-Indigenous students	93	95	93	95
Indigenous students	5	5	5	5
Total	99	100	98	100
Missing	1	0	2	0
Language spoken at home				
English	65	67	70	72
Language other than English	32	33	28	28
Total	97	100	97	100
Missing	3	0	3	0
Geographic location				
Major cities	73	73	73	73
Regional	26	26	25	25
Remote	1	1	2	2
Total	100	100	100	100
Missing	0	0	0	0

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

Chapter 3:
The NAP–ICT Literacy scale

Chapter 3: The NAP–ICT Literacy scale

Chapter highlights

- The NAP–ICT Literacy scale was established in 2005 and consists of 6 proficiency levels applicable to 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. The consistency of the scale across cycles allows for reliable monitoring of ICT literacy trends.
- Each proficiency level spans 120 scale points and defines progressively complex levels of ICT literacy. Proficiency descriptors align with the 4 strands of the NAP–ICT Literacy Framework and are reviewed each cycle to reflect evolving assessment content.
- 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 409 scale points, which is the boundary between levels 2 and 3 on the NAP–ICT Literacy scale. The proficient standard for Year 10 is 529 scale points, which is the boundary between levels 3 and 4 on the scale.
- The scale is developmental, with each proficiency level (1 to 6) representing a progression in the complexity of skills and tasks students are likely to complete successfully. Within each level, students near the top typically demonstrate more advanced skills and understanding while those near the bottom of a level typically demonstrate fewer or less complex skills.
- Exemplar items from the 2025 assessment are presented in this chapter. They illustrate student capabilities at each of the 6 proficiency levels and include references to achievement data, mapping to the assessment framework and references to relevant curriculum outcomes. The exemplar items may be used to support teaching, learning and curriculum planning in ICT for Years 6 and 10.

Developing the NAP–ICT Literacy scale

The NAP–ICT Literacy scale was first introduced during the inaugural 2005 assessment cycle and has served as the foundation for reporting student achievement in subsequent cycles. The scale comprises 6 defined proficiency levels, applicable to both Year 6 and Year 10 students. These levels have been regularly reviewed to ensure they align with the evolving assessment content and continue to accurately reflect the construct of ICT literacy.

The empirical scale

The empirical foundation of the NAP–ICT Literacy scale is based on the Rasch measurement model, a probabilistic model also employed in other National Assessment Program studies (for example, NAPLAN, NAP–SL and NAP–CC). In 2005, data from common questions at Year 6 and Year 10 were used to establish a single NAP–ICT Literacy scale, which was used to report achievement across both year levels. The scale was set with a mean scale score of 400 and a standard deviation of 100 scale points for the national Year 6 sample.

In all subsequent cycles, data from the common items between year levels and across assessment cycles were used to equate the scales and derive comparable student achievement scores on the established NAP–ICT Literacy scale.

The proficiency levels

Six proficiency levels were originally defined in 2005, each spanning 120 scale points. These levels represent progressive bands of knowledge, skills and understandings in ICT literacy.

A student scoring at the lower boundary of a proficiency level has approximately:

- 62% probability of correctly answering an item at the bottom of the level
- 38% probability of correctly answering an item at the top of the same level.

This psychometric basis ensures that each level meaningfully distinguishes between different levels of ICT literacy achievement.

The cut-points for each level are summarised below (Figure 3.1):

Level	Cut-point in scale score
Level 6	769
Level 5	649
Level 4	529
Level 3	409
Level 2	289
Level 1	

Figure 3.1: Cut-points for proficiency levels

Describing the NAP–ICT Literacy scale

The descriptive summaries for each proficiency level were developed through expert review of the items located within each level during the initial cycle in 2005. These descriptions have been continually validated and refined, using data from subsequent assessments. They were expanded in the 2025 cycle to incorporate new, authentic contexts, technologies and software applications.

The proficiency descriptors are aligned with the 4 strands outlined in the NAP–ICT Literacy Assessment Framework (2024):

- Understanding ICT and digital systems
- Investigating and planning solutions with ICT
- Implementing and evaluating digital solutions
- Applying safe and ethical protocols and practices when using ICT.

These descriptors provide a comprehensive and developmental representation of student achievement. While the software tools and scenarios have evolved over time, the assessment has been designed to measure the underpinning skills and understandings associated with ICT literacy. This allows results to be compared across cycles, a principle upheld in large-scale longitudinal assessment programs (von Davier & Mazzeo, 2009).

Overall, the NAP–ICT Literacy scale functions as a developmental continuum, where higher scores correspond to more complex and sophisticated ICT literacy capabilities. Students who score near the top of a proficiency level are likely to demonstrate more of the skills described in that level, or show a deeper understanding of the content. Students near the lower end of a level may demonstrate fewer of those skills, or show a more basic understanding. Looking at achievement within and between proficiency levels in this way helps to support meaningful interpretations of growth and achievement across year levels and assessment cycles.

Table 3.1: NAP–ICT Literacy proficiency level descriptions

Proficiency level	Proficiency level description	Examples of student achievement at this level
Level 6	Students working at level 6 create information products that show evidence of technical proficiency, careful planning and review, and digital technologies skills. They use software features to organise information and to synthesise and represent data as integrated complete information products, and to develop algorithms and apply computational thinking. They design information products consistent with the conventions of specific communication modes and audiences. They use available software features to enhance the communicative effect of their work.	• Creates a sophisticated information product that demonstrates purposeful selection, synthesis and integration of digital content, with highly effective flow, tone and audience engagement. • Assesses the suitability of information, using independent criteria, and effectively presents relevant information for a particular audience. • Uses graphics and text software editing features, such as font formats, colour and positioning, in ways that enhance the structure and communicative purpose of an information product. • Selects and applies appropriate editing tools and techniques to improve visual quality of digital images and achieve specific design intentions.
Level 5	Students working at level 5 evaluate the credibility of information from electronic sources and select the most relevant information to use for a specific communicative purpose. They create information products that show evidence of planning and technical competence, and digital technologies understanding. They use software features to reshape and present information graphically, consistent with presentation conventions. They design information products that combine different elements. They accurately represent their source data and apply computational thinking to develop digital solutions. They use available software features to enhance the appearance of their information products	• Creates an integrated and unified information product that combines content, media and design elements effectively to engage the audience and achieve the intended purpose. • Applies a wide range of editing techniques with control and creativity to digital images to produce specific visual outcomes • Selects clearly relevant user tasks with well-matched, justified purposes that effectively test and inform improvements to a website's navigation structure. • Redesigns an interface to optimise efficiency and user experience through purposeful organisation of interface elements and logical, thematic grouping of functions. • Appropriately names and organises worksheets, and structures information across multiple worksheets, including cleaning datasets to ensure accuracy, removing duplicate entries and inconsistencies. • Uses spreadsheet software to manage, format and evaluate data efficiently, including applying number formats and formulae. • Recognises the advantages of spreadsheet tools for organising, visualising and analysing complex data sets.

Proficiency level	Proficiency level description	Examples of student achievement at this level
	and user interfaces. They employ file management practices to support workflow management when creating information products. They can explain how components of a digital system are connected to transmit data and interpret the data outputs.	• Identifies interface design features that promote accessibility, usability and inclusivity for all users, such as the purpose and use of alternative (alt) text. • Organises digital interface elements, such as drop-down menus, logically and consistently to enhance user navigation. • Evaluates search results critically, explaining why paid advertisements appear first and how ranking affects information visibility. • Identifies key features of valid digital information, such as email address conventions or trusted data sources, to ensure accuracy. • Explains how digital technologies, such as wi-fi connections and motion sensors, can be combined to automate or control systems like robotic devices.
Level 4	Students working at level 4 generate simple general search questions and select the best information source to meet a specific purpose. They retrieve information and interpret data reports from given electronic sources to answer specific, concrete questions. They can implement solutions to collect information from users. They assemble information in a simple linear and logical order to create information products. They use conventionally recognised software commands to edit and reformat information products, and begin to explore digital technologies concepts. They recognise common examples in which ICT misuse may occur and suggest ways of avoiding them.	• Creates an information product that presents information clearly, logically and cohesively, using consistent tone, style and structure suited to the specified audience and purpose. • Selects and combines appropriate editing tools to refine digital images and achieve clear design intentions. • Selects mostly relevant user tasks and matches appropriate purposes that support evaluation of a website's navigation structure. • Selects appropriate survey items to gather relevant, reliable feedback, demonstrating awareness of purpose and user perspectives. • Alters an interface to improve accessibility and usability by grouping related buttons and the logical, thematic grouping of functions. • Adds and descriptively names worksheets within a spreadsheet workbook, and organises structured data by applying sorting functions to support clarity and efficient data use. • Identifies and explains the roles of hardware, software, wi-fi and sensors in controlling or automating digital systems. • Transfers and manages digital files across devices, using appropriate tools such as upload functions or wireless connections. • Creates captions and titles that enhance clarity and accessibility of visual and textual information. • Recognises and explains website features that support effective navigation, engagement and inclusivity.

Proficiency level	Proficiency level description	Examples of student achievement at this level
		• Identifies menus or controls within digital navigation tools to interact with user options and adjust routes. • Configures and edits digital forms and surveys, selecting appropriate field types and adjusting settings for valid data collection. • Explains the importance of trustworthy websites and ethical data practices in contexts such as e-commerce and online surveys. • Selects or creates graphical representations that best communicate trends or patterns in tabulated data. • Formats data in spreadsheets and applies appropriate presentation techniques, such as currency formatting or graph generation. • Conducts targeted searches using specified criteria to locate accurate and relevant information, such as business opening hours, including identifying trustworthy indicators in URLs and website features. • Demonstrates awareness of social media protocols designed to protect personal information and privacy. • Determines the most appropriate form of data collection or survey question type for gathering meaningful user insights. • Understands that privacy protocols and controlled sharing protect users' data and maintains ethical digital communication.
Level 3	Students working at level 3 generate simple general search questions and select the best information source to meet a specific purpose. They retrieve information and interpret data reports from given electronic sources to answer specific, concrete questions. They can use simple digital forms and identify mistakes in software tools used to collect information from users. They assemble information in a simple linear and logical order to create information products. They use conventionally recognised software commands to edit and reformat information products, and begin to explore basic digital technologies concepts. They can correctly	• Creates an information product in which ideas and media are mostly clear and logically sequenced, showing emerging awareness of audience, purpose and appropriate tone. • Uses basic editing tools to enhance image quality and meet simple design goals. • Selects simple survey items to collect basic feedback, with limited consideration of relevance or user needs. • Makes simple changes to an interface layout to improve ease of use by grouping some related buttons and placing frequently used actions in more convenient locations. • Understands how to use system functions such as right-click menus, file types and bookmarks to access, open and manage digital information efficiently. • Identifies and distinguishes between hardware and software components in an ICT system and explains their roles in digital operations.

Proficiency level	Proficiency level description	Examples of student achievement at this level
	connect components of a simple digital system. They can use a range of communication tools for participating in collaborative online environments. They recognise common examples in which ICT misuse may occur and suggest ways of avoiding them.	• Understands privacy protocols when sharing images online and explains risks such as password reuse or personal identification exposure. • Explains the advantages and disadvantages of communication methods, such as sending links in group chats, in relation to security and accessibility. • Explains how trustworthy websites and clear instructions contribute to ethical and safe online interactions. • Identifies limitations in small or biased datasets and suggests ways to improve data quality. • Evaluates data or user analytics (e.g. tables, recordings, simulations) to identify problems or trends in system performance or usability. • Inserts and edits hyperlinks, custom link text and embedded media within web-based editors. • Identifies symbols, icons and prompts (e.g. asterisks on forms, “find my location” buttons) and explains their purpose in guiding user actions. • Identifies advantages and limitations of technical or data-collection solutions and proposes improvements to optimise performance.
Level 2	Students working at level 2 locate simple, explicit information from within a given electronic source. They add content to and make simple changes to existing information products when instructed. They edit information products to create products that show limited consistency of design and information management. They recognise and identify basic ICT electronic security and health and safety usage issues and practices, and gain exposure to basic digital technologies concepts. They can interpret data represented in a range of communication tools for participating in collaborative online environments. They examine the main components of familiar digital systems and identify their functions.	• Applies a limited range of editing tools to make minor improvements to digital images. • Selects a limited range of user tasks and purposes to test a proposed navigation structure. • Uses results from an online survey and recognises that hiding voter profiles can improve the fairness and reliability of the data collected. • Understands basic digital security practices by recognising criteria for creating strong passwords and identifying confirmation emails as a method for verifying user information. • Uses a simulated GPS system to enter locations accurately, interpret route options to identify the quickest path, and adjust settings through appropriate menus to determine a desired route. • Selects appropriate icons, menus or settings to access features in a digital interface. • Identifies relevant displays or sections within an app or webpage to locate required information, such as stock levels, dates or terms. • Recognises how organising or sectioning digital platforms into different applications supports clearer access to information and improves usability.

Proficiency level	Proficiency level description	Examples of student achievement at this level
		• Follows rules in a digital workspace to create and name folders appropriately for the storage of files. • Uses tools such as heatmaps to interpret basic patterns of user activity or interaction data.
Level 1	Students working at level 1 perform basic tasks using computers and software. They implement the most commonly used file management and software commands when instructed. They recognise the most commonly used ICT terminology and functions, and gain initial exposure to basic digital technologies concepts.	• Adjusts basic device settings and/or uses simple touch functions to view and locate information on digital displays. • Recognises the importance of applying privacy protocols and seeking permission before sharing images online to protect personal information and respect others' rights. • Recognises and selects the settings icon on a tablet device to access basic system or application controls. • Selects an appropriate application to meet a specific user need or purpose, demonstrating awareness of the functions and features of different digital tools. • Identifies some components of simple digital systems and categorises design features relating to appearance and function.

The proficient standards

One of the core objectives of the NAP sample assessments – covering science literacy, civics and citizenship, and ICT literacy – is to measure and report on student performance against key performance measures (KPMs) as defined for each domain.

In the case of NAP–ICT Literacy, the relevant KPM, as outlined in the Measurement Framework for Schooling in Australia (ACARA 2025), is the proportion of students achieving at or above the proficient standard in Year 6 and Year 10.

The proficient standards represent a "challenging but reasonable" level of achievement expected for each year level. These standards are intended to identify students who demonstrate capabilities beyond basic or elementary skills. Unlike a minimum standard or benchmark – which indicates foundational competence – the proficient standard reflects a more advanced level of understanding and skill appropriate for the year level (ACARA 2025:5).

The proficient standards are set at defined cut-points on the NAP–ICT Literacy scale:

- Year 6 proficient standard: 409 scale points (boundary between level 2 and level 3)
- Year 10 proficient standard: 529 scale points (boundary between level 3 and level 4).

Accordingly, students are considered to have met or exceeded the proficient standard if they achieve:

- level 3 or above in Year 6
- level 4 or above in Year 10.

These standards are used to calculate the proportion of students nationally who have demonstrated ICT literacy at or above the expected level for their stage of schooling.

Exemplar items

This section includes example items that illustrate student performance across the full range of the NAP–ICT Literacy scale.

The NAP–ICT Literacy scale reflects progressively complex levels of knowledge, skills and understanding as outlined in the NAP–ICT Literacy Assessment Framework. This framework reflects both the Australian Curriculum: ICT Capability and the Australian Curriculum: Digital Technologies, ensuring strong curriculum relevance and coherence.

Given that students are exposed to ICT learning opportunities across multiple subject areas, and engage with Digital Technologies content explicitly, their ICT literacy skills are expected to develop progressively over time. The scale itself is developmental, meaning that students are typically capable of performing tasks described at or below their measured proficiency level.

To illustrate each proficiency level:

- summary descriptors are provided that outline the typical competencies of students at each level
- exemplar items from the 2025 assessment are included to demonstrate the types of tasks students at each level are likely to perform successfully.

For each item:

- the national percentage of students (in Year 6 and/or Year 10) who answered the item correctly is shown
- a reference is made to the relevant strand and aspect from the NAP–ICT Literacy Assessment Framework that the item is designed to assess
- indicative references to both the AC: Digital Technologies and the AC: ICT Capability curriculum elements are provided, including associated knowledge and skills components.

All exemplar items are presented as screenshots from the 2025 online assessment, providing an authentic representation of the digital testing environment that students interacted with. Due to the high level of overlap between the NAP–ICT Literacy Assessment Framework and the Australian Curriculum, the exemplar items may also be a valuable resource for teachers, schools and education systems in supporting the development of ICT literacy for Year 6 and Year 10 students.

Proficiency level 1

Exemplar item 1 is at level 1 and is shown in Figure 3.2. This item from the School Website module requires a one-click response and was answered correctly by 83% of Year 6 students and 89% of Year 10 students. Students are required to locate and click on a button on a webpage in the context of a school website. This demonstrates their understanding of ICT systems, and their ability to find specific information. This is an example of a basic information task that requires students to apply their knowledge of the display and functionality conventions used across ICT applications.

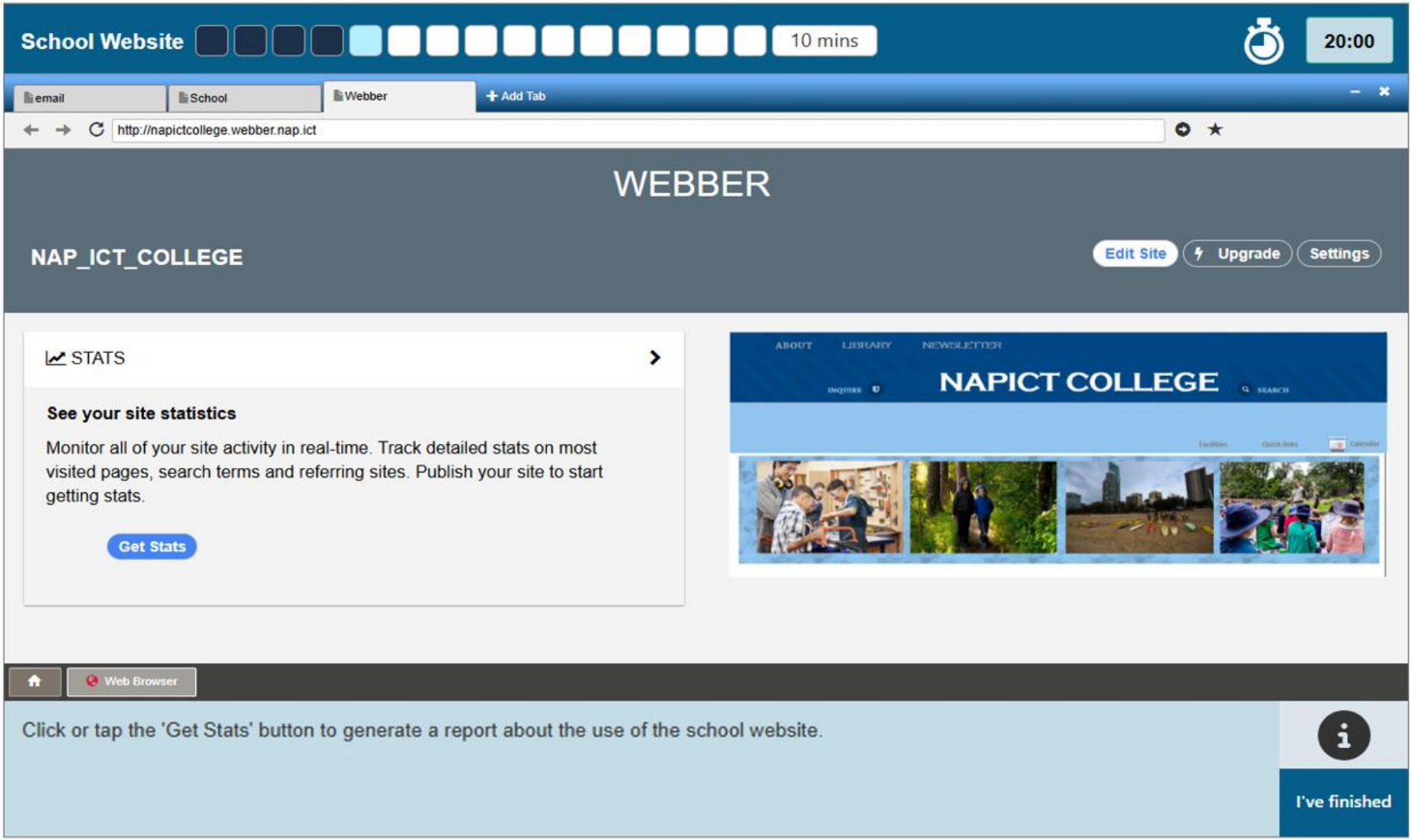


Figure 3.2: Exemplar item 1

To complete the task, students need to be aware of basic webpage navigation and the likely location of buttons and links that, when clicked, give access to further information. Students need to match text and locate the (blue) button, then left click or tap to activate the button's functionality. Successful completion of this task is indicative of students' capacity to navigate web applications.

The item descriptor, percentage of achievement and references to the assessment framework and the Australian Curriculum can be seen in Table 3.2.

Table 3.2: Item information for exemplar item 1

Information variable	Value for 2025 cycle
Descriptor	Locates and clicks a button on a webpage
Per cent correct	Y6: 83%; Y10: 89%
Assessment Framework strand	Understanding ICT and digital systems
Assessment Framework aspect	Managing information and operating ICT
AC: ICT Capability element	Managing and operating ICT (Understand ICT systems)

Proficiency level 2

Exemplar item 2 is part of the RoboDog module. The item is at level 2 and is shown in Figure 3.3. This task requires Year 6 students to identify the electrical components used to drive the functions for the RoboDog toy, matching each component to its action.

This task had a maximum of 2 score points. Students who successfully matched 3 or 4 components with the correct actions were awarded 2 score points to achieve proficiency level 2, and students matching 1 or 2 correctly were awarded 1 score point to achieve proficiency level 1.

Fifty-nine per cent of Year 6 students were able to successfully match at least 3 electrical components with their correct actions to achieve the maximum score. Eighty-nine per cent of Year 6 students were able to identify at least 1 component with the corresponding action, achieving 1 score point.

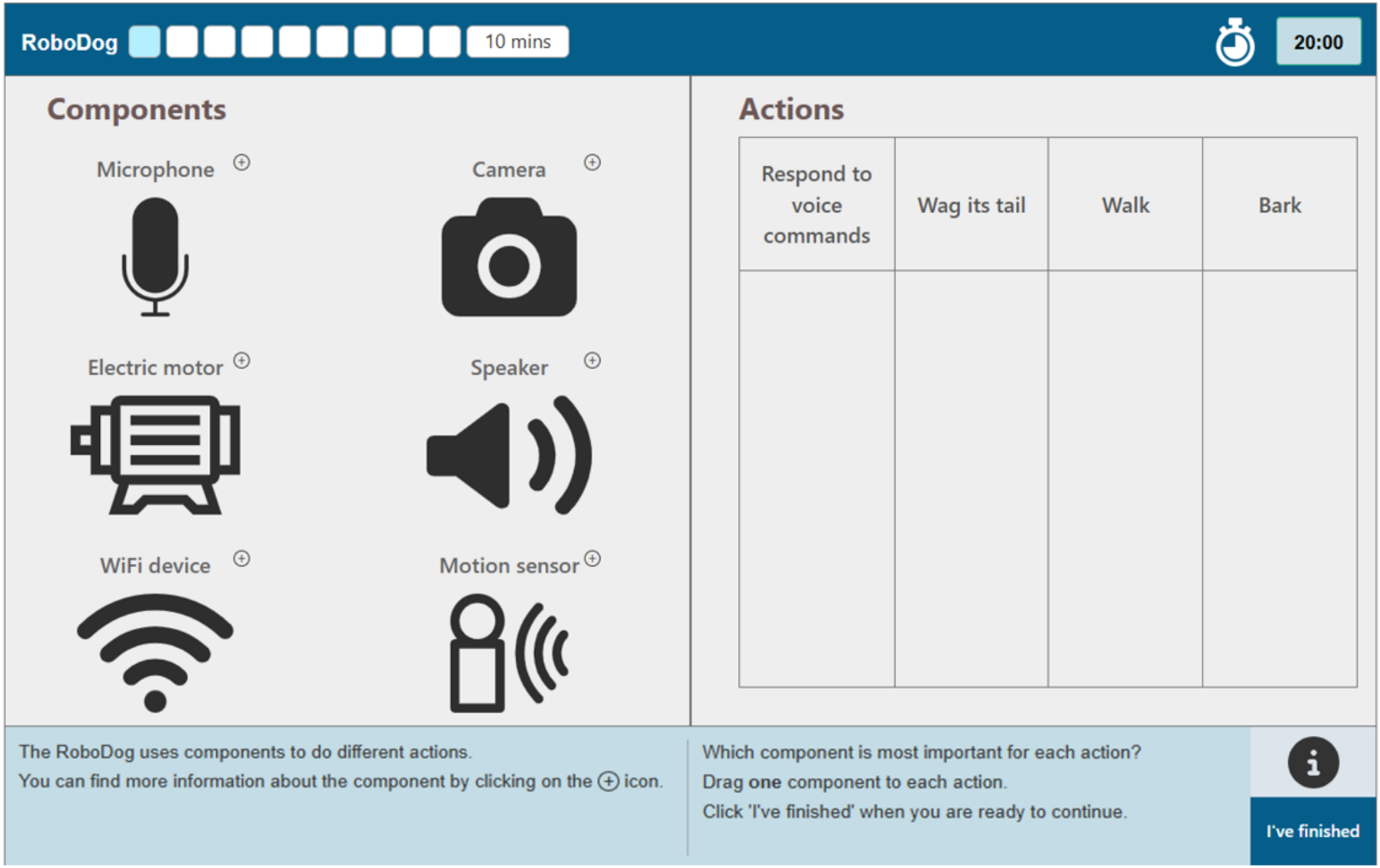


Figure 3.3: Exemplar item 2

For this item, students need to select and drag-and drop 4 of the components into the appropriate column in the table. Students can find more information about each of the components by clicking or tapping on the small cross icon to the top right of the component. This opens a box with a simple statement about the component. For example, by clicking on the icon next to the “Microphone”, a text box opens showing “The microphone can be used to detect sounds”. The system only allows for one component to be dragged into each column.

Successful completion of this task is indicative of students' capacity to examine and select specific components from a larger group and align each component with its appropriate functionality to achieve a purpose.

The descriptors and the achievement percentages for both full and partial credit for Year 6 students, and references to the assessment framework and the Australian Curriculum can be seen in Table 3.3.

Table 3.3: Item information for exemplar item 2

Information variable	Value for 2025 cycle
Descriptor (full credit)	Identifies the electrical components used for a robotic toy's actions
Per cent correct (full credit)	Y6: 59%
Descriptor (partial credit)	Identifies at least one of the electrical components used for a robotic toy's actions
Per cent correct (partial credit)	Y6: 89%
Assessment Framework strand	Investigating and planning solutions with ICT
Assessment Framework aspect	Formulating problems and planning solutions
AC: Digital Technologies skills	Years 5 and 6 – Examine the main components of common digital systems and how they may connect together to form networks to transmit data (ACTDIK014)
AC: ICT Capability element	Managing and operating ICT (Understand ICT systems)

Proficiency level 3

Exemplar item 3 is part of the RoboDog module. The item is at level 3 and is shown in Figure 3.4. This task requires Year 6 students to configure a digital representation of a remote-control unit and then use the controller to navigate a robot dog avatar through a virtual maze to a designated location. With a success rate of 36% for Year 6 students, over a third of the cohort completed the multi-step task successfully.

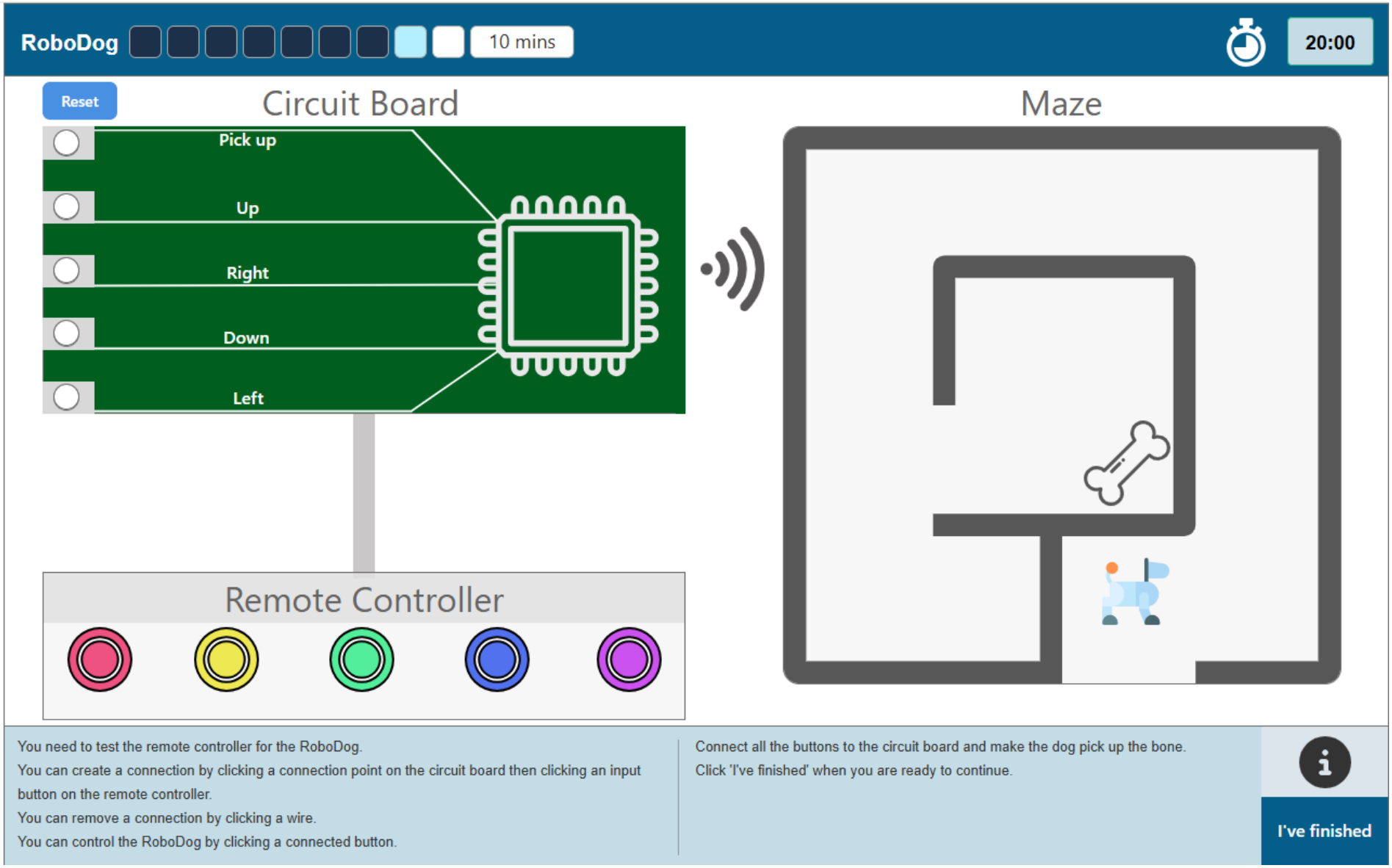


Figure 3.4: Exemplar item 3

Students who scored full marks showed understanding and skill in digital system design. They successfully linked controller buttons to connection points, visualised the maze navigation and aligned movements with controller directions. These students showed an understanding of design tools and were able to follow instructions represented diagrammatically and understand the relationship between content and process.

The item descriptor, percentage of achievement for Year 6 students and the references to the assessment framework and the Australian Curriculum can be seen in Table 3.4.

Table 3.4: Item information for exemplar item 3

Information variable	Value for 2025 cycle
Descriptor	Configures a digital representation of a remote controller and uses it to control a robot dog avatar
Per cent correct	Y6: 36%
Assessment Framework strand	Understanding ICT and digital systems
Assessment Framework aspect	Understanding digital systems
AC: Digital Technologies skills	Years 5 and 6 – Design, modify and follow simple algorithms involving sequences of steps, branching, and iteration (repetition) (ACTDIP019)
AC: ICT Capability element	Managing and operating ICT (Understand ICT systems)

Proficiency level 4

Exemplar item 4 is at level 4 and is shown in Figure 3.5. This item from the Water Quality module was presented to Year 10 students. Students are asked to review the table of data and then select the most appropriate chart according to specific criteria. With a success rate of 48%, almost half of the cohort selected the correct answer.

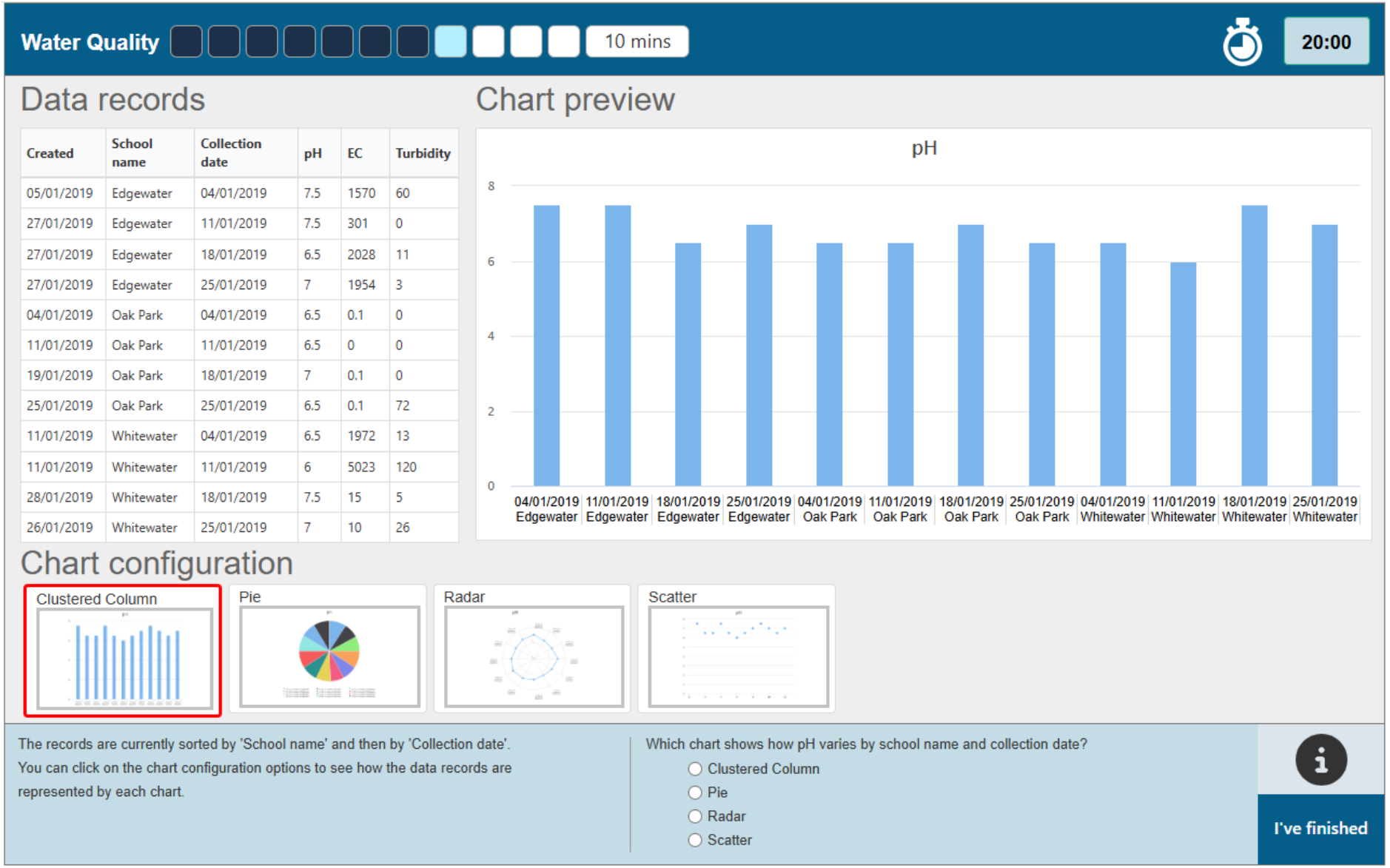


Figure 3.5: Exemplar item 4

The module takes students through a scenario in which 3 schools submit data on water quality. A webform is set up and each school records and submits their data. This item presents the tabular numerical data sorted by “school name” and “collection date”. The students are provided with 4 different chart representations of the data. The question asks students to choose the chart that best shows how the pH varies by school. Students are able to navigate the graphs to compare them and determine which one best represents the specified criteria.

Those who selected the correct answer demonstrated the ability to assess and evaluate multiple pieces of information, as well as the capacity to understand, compare, analyse and apply relevant criteria to identify the most suitable chart.

The item descriptor, percentage of achievement and references to the assessment framework and the Australian Curriculum with reference to Year 10 students, can be seen in Table 3.5.

Table 3.5: Item information for exemplar item 4

Information variable	Value for 2025 cycle
Descriptor	Identifies an appropriate chart for representing variations in numerical data by date
Per cent correct	Y10: 48%
Assessment Framework strand	Investigating and planning solutions with ICT
Assessment Framework aspect	Collecting and representing data
AC: Digital Technologies skills	Years 7 and 8 – Analyse and visualise data using a range of software to create information, and use structured data to model objects or events (ACTDIP026) Years 9 and 10 – Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured (ACTDIP037)
AC: ICT Capability element	Investigating with ICT (Select and evaluate data and information)

Proficiency level 5

Exemplar item 5 is at level 5 and is shown in Figure 3.6. This item from the Water Quality module requires students to create an SQL statement to run code accordingly to select and sort data against given criteria. It was completed by Year 10 students, with 19% submitting a correct response.

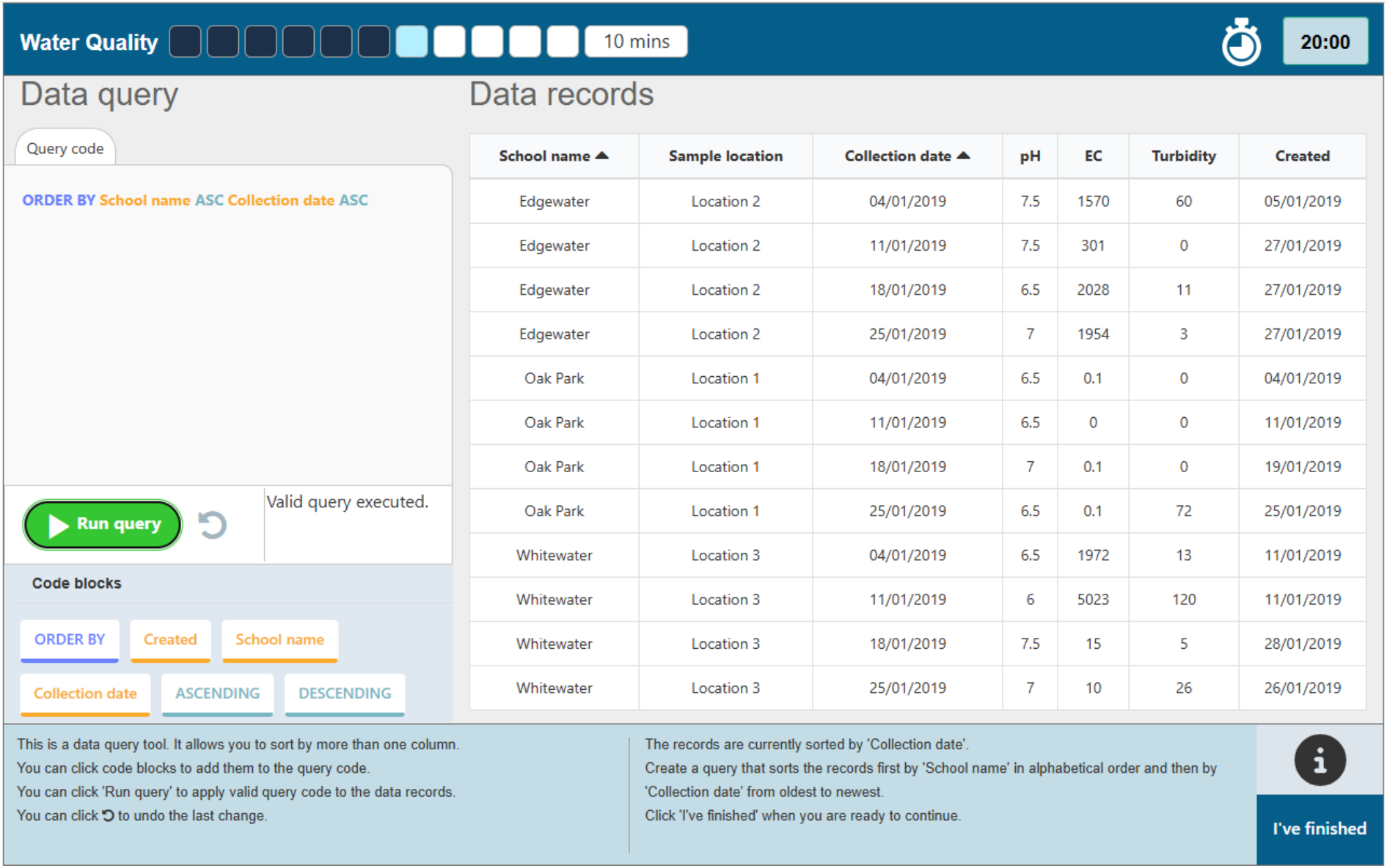


Figure 3.6: Exemplar item 5

In this task, students can experiment using trial and error to test if their SQL statement works by running a data query tool. By following the instructions, students choose from 6 different commands to build an SQL query, adding them to the “Query code” area. Commands can be used more than once, and students may reset their choices if needed. When they click the “Run query” button, they see if their input produces the desired result. The query organises the data records based on the chosen selection and order of commands. Students who answered this item correctly demonstrated their ability to use software tools to construct basic SQL SELECT statements for selecting records and retrieving specific fields.

The item descriptor, percentage of achievement for Year 10 students and the references to the assessment framework and the Australian Curriculum can be seen in Table 3.6.

Table 3.6: Item information for exemplar item 5

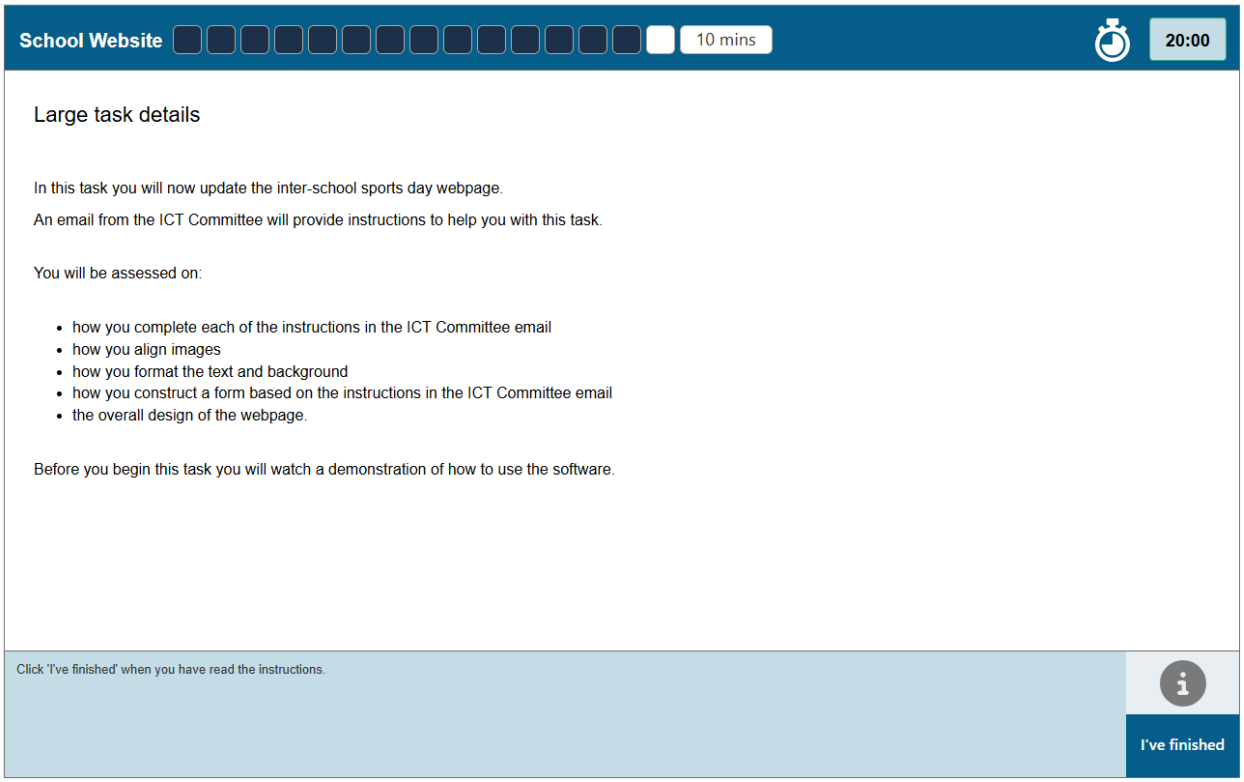
Information variable	Value for 2025 cycle
Descriptor	Creates an SQL query that sorts records by 2 columns with sort ordering
Per cent correct	Y10: 19%
Assessment Framework strand	Implementing and evaluating digital solutions
Assessment Framework aspect	Developing algorithms, programs and interfaces
AC: Digital Technologies skills	Years 9 and 10 – Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (ACTDIP037)
AC: ICT Capability element	Creating with ICT (Generate solutions to challenges and learning area tasks)

Proficiency level 6

Exemplar item 6 is at level 6 and is shown in Figure 3.7. It is from the large task in the School Website module. In this web-based scenario, the large task requires students to read an email from a school ICT committee and follow instructions to update an inter-school sports day webpage.

This item assessed students’ ability to select from multiple form types and create specified fields to collect data from students. This item within the large task had a maximum of 2 score points. Students in Year 6 who included all required fields correctly were awarded 2 score points, reaching proficiency level 6 for this item, with students in year 10 who achieved full marks reaching proficiency level 5. Students who partially completed the requirements (for example, adding some form fields or some labels) or who selected mostly appropriate form field types were awarded one score point, achieving proficiency level 4.

One per cent of Year 6 students and 13% of Year 10 students completed the requirements successfully to achieve the maximum score. Twenty-nine per cent of Year 6 students and 51% of Year 10 students were able to partially complete the requirements, achieving one score point.



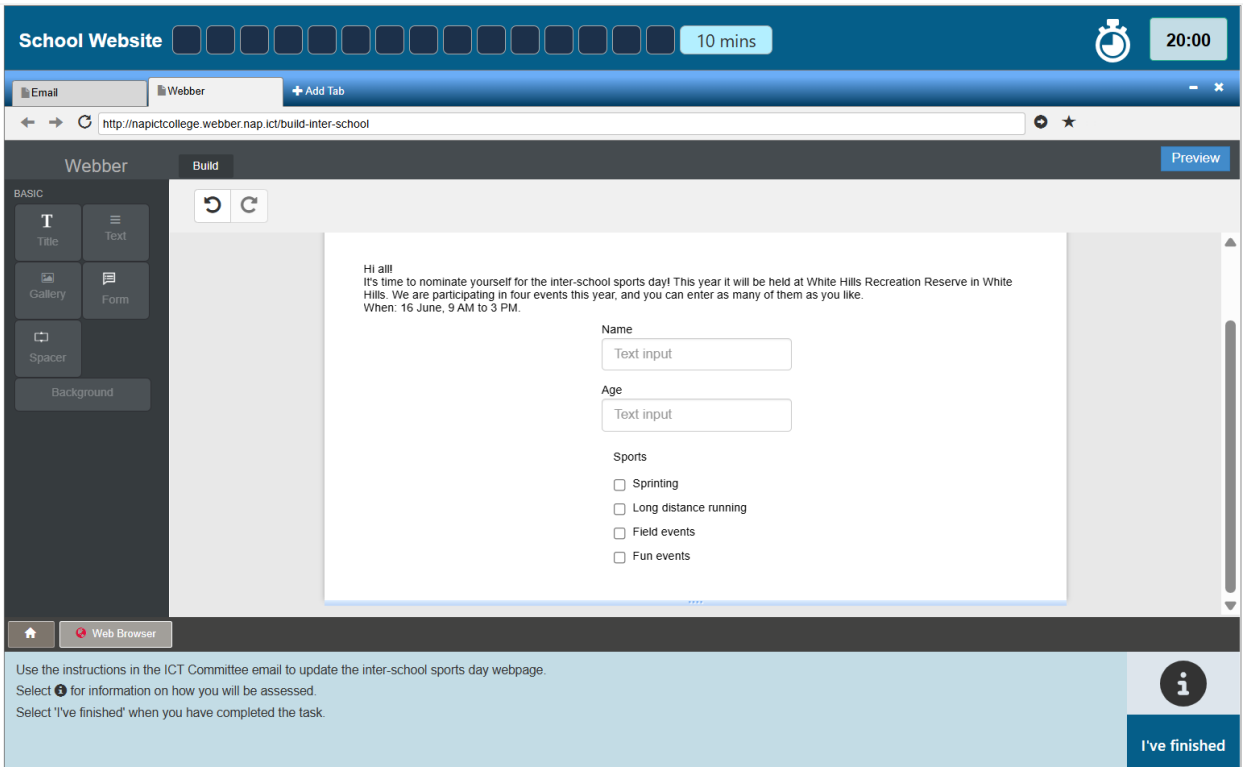


Figure 3.7: Exemplar item 6

Students who received full marks for this item demonstrated an understanding of designing an interface based on specific criteria and an awareness of user experience. Students who received partial credit for this item showed some understanding of user experience and the initial ability to select suitable digital fields for data collection.

The descriptors and the achievement percentages for both full and partial credit for Year 6 and Year 10 students, and the references to the assessment framework and the Australian Curriculum can be seen in Table 3.7.

Table 3.7: Item information for exemplar item 6

Information variable	Value for 2025 cycle
Descriptor (full credit)	Creates a form with appropriate field types
Per cent correct (full credit)	Y6: 1%; Y10: 13%
Descriptor (partial credit)	Creates a form with appropriate field types
Per cent correct (partial credit)	Y6: 29%; Y10: 51%
Assessment Framework strand	Implementing and evaluating digital solutions
Assessment Framework aspect	Communicating with digital information products
AC: Digital Technologies skills	Years 5 and 6 – Design a user interface for a digital system (ACTDIP018) Years 7 and 8 – Design the user experience of a digital system, generating, evaluating and communicating alternative designs (ACTDIP028)
AC: ICT Capability element	Creating with ICT (Generate solutions to challenges and learning area tasks)

The vertical link for this item was broken during the analysis, with this item classified as Proficiency Level 5 for Year 10 students.

Chapter 4: Student achievement in NAP–ICT Literacy

Chapter 4: Student achievement in NAP–ICT Literacy

Chapter highlights

- Half of Year 6 students and more than one-third of Year 10 students performed at or above the proficient standard in 2025.
- The average achievement score for Year 6 students was 398 scale points, and 482 scale points for Year 10 students: a difference of 84 scale points between the year levels. This difference is statistically significant but less than the width of a proficiency level on the NAP–ICT Literacy scale.
- There was a decline in student achievement since the previous cycle for both year levels. At the Year 6 level, 50% of students achieved the proficient standard, down from 55% in 2022. Similarly, at the Year 10 level, only 37% attained the proficient standard compared to 46% in the previous cycle. These declines were reflected in average scores on the NAP–ICT Literacy scale, with Year 6 students scoring 16 scale points lower and Year 10 students 22 scale points lower than in 2022.
- The jurisdictional averages for Year 6 ranged from 308 in the Northern Territory to 424 in the Australian Capital Territory. The averages for Year 10 ranged from 405 in the Northern Territory to 512 in the Australian Capital Territory.
- At a Year 6 level, there was a decline in NAP–ICT Literacy scores for Victoria, South Australia, the Northern Territory and the Australian Capital Territory, since the previous cycle. At the Year 10 level, there were declines for Queensland, South Australia and Western Australia.
- Consistent with previous cycles, female students had higher levels of ICT literacy in comparison to male students in both Year 6 and Year 10. In 2025, the gender differences were 9 and 15 scale points respectively.
- The gap in ICT literacy between Indigenous (First Nations Australian) and non-Indigenous students remained significant and very large in 2025.
- Students at the Year 6 level who speak a language other than English at home had higher levels of ICT literacy than students who speak English, a finding that is consistent with the previous 2 cycles. No difference was found between these groups for Year 10, consistent with the previous 3 cycles.
- Students from major cities had, on average, higher levels of ICT literacy than students from a regional location. At the Year 6 level, students from a regional location had higher levels of ICT literacy than students from a remote region.
- ICT literacy achievement gradually increased with increasing levels of parental occupation and parental education. This resulted in large, significant differences in student achievement between the highest and lowest parental occupational and educational groups.

Introduction

In this chapter, the NAP–ICT Literacy results for the 2025 cycle are presented and discussed. Results are first described for 2025 before they are compared with results from previous cycles, where appropriate. The percentages of students attaining the proficient standard are presented first in each section, followed by distributions of students across proficiency levels and average student scores on the NAP–ICT Literacy scale. 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. Tests of statistical significance are used to compare performance over time and between subgroups.

Student achievement at the national level

Achievement in 2025

Half of Year 6 students (50%) and more than one-third (37%) of Year 10 students met or exceeded the relevant proficient standard for NAP–ICT Literacy in 2025. 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 displayed graphically in Figure 4.1, together with the location of the proficient standard for each year level. Appendix C records the percentage of students attaining the proficient standard for each jurisdiction.

Table 4.1: Percentages of Year 6 and Year 10 students at each proficiency level in 2025

Proficiency level	Year 6		Year 10	
Level 6	0*	(±0.0)	0*	(±0.1)
Level 5	0*	(±0.1)	3	(±0.8)
Level 4	8	(±1.2)	34	(±2.5)
Level 3	41	(±2.2)	41	(±2.2)
Level 2	35	(±1.8)	16	(±1.9)
Level 1	15	(±1.6)	6	(±1.5)

*Confidence Intervals (1.96 * SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.
** There are too few observations to provide reliable estimates (i.e. fewer than 30 students or fewer than 5 schools with valid data).*

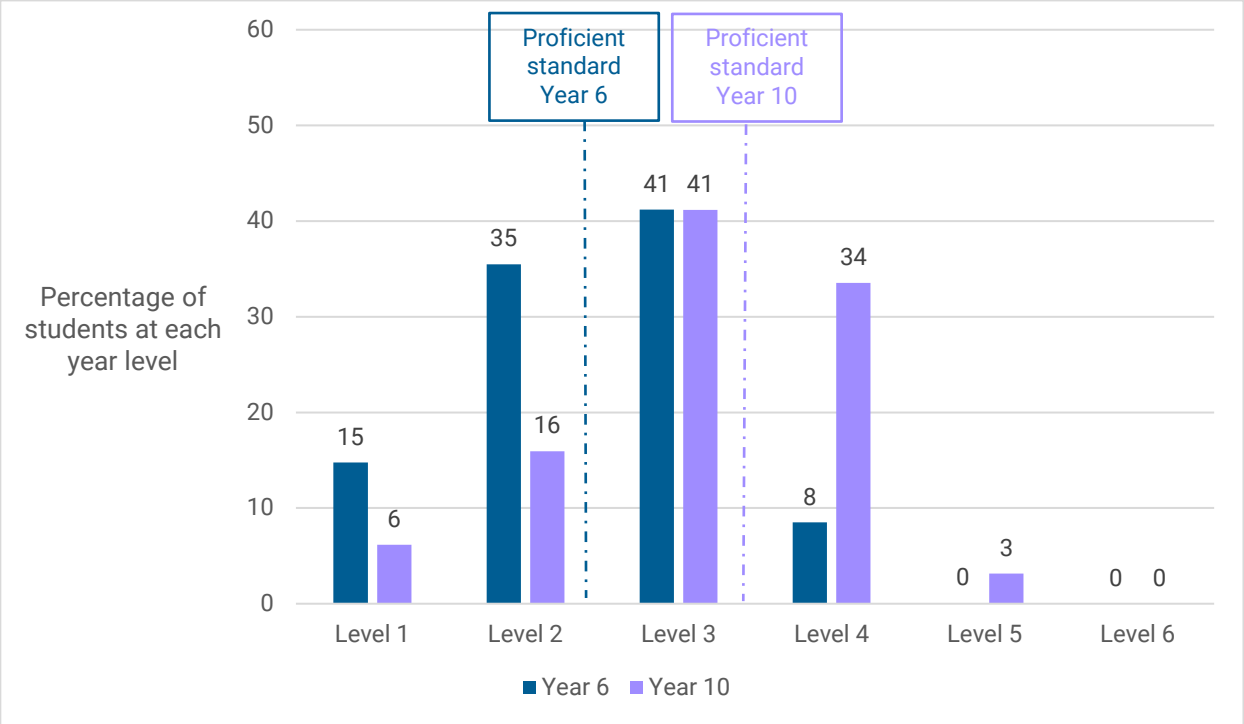


Figure 4.1: Percentages of Year 6 and Year 10 students across proficiency levels in 2025

Figure 4.1 indicates a concentration of student achievement at Year 6 in levels 2 and 3, with 77% of Year 6 students achieving within these 2 proficiency levels. For Year 10, the concentration of achievement is located at levels 3 and 4, with three-quarters (75%) of students achieving within these 2 proficiency levels. The figure shows that the distribution of achievement of Year 10 students is centred less than one proficiency level above that of Year 6. Figure 4.1 also illustrates that similar proportions among Year 6 and Year 10 students had achievement scores corresponding to level 3 (41% for both).

The average scores of both year levels on the NAP–ICT Literacy scale are presented in Figure 4.2. In 2025, the average score on the NAP–ICT Literacy scale was 398 for Year 6 students and 482 for Year 10 students, representing a difference of 84 scale points between the 2 year levels. While this difference is statistically significant, it is smaller than the width of a single proficiency level on the scale, which spans 120 scale points.

Figure 4.2 also includes confidence intervals and performance at the 10th, 25th, 75th and 90th percentiles. The 90th percentile represents 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 in scale scores between Year 6 and Year 10 students at equivalent percentiles is broadly consistent across the achievement distribution. For most displayed percentiles, the gap ranges between 80 and 90 scale points, except for the 10th percentile, where the difference is 72 scale points. This pattern indicates that, overall, the achievement distributions for Year 6 and Year 10 students are similar but offset by a margin comparable to the difference in their average scores. As illustrated in Figure 4.2, the average Year 6 student performed at the top of proficiency level 2, while the average Year 10 student performed near the middle of level 3.

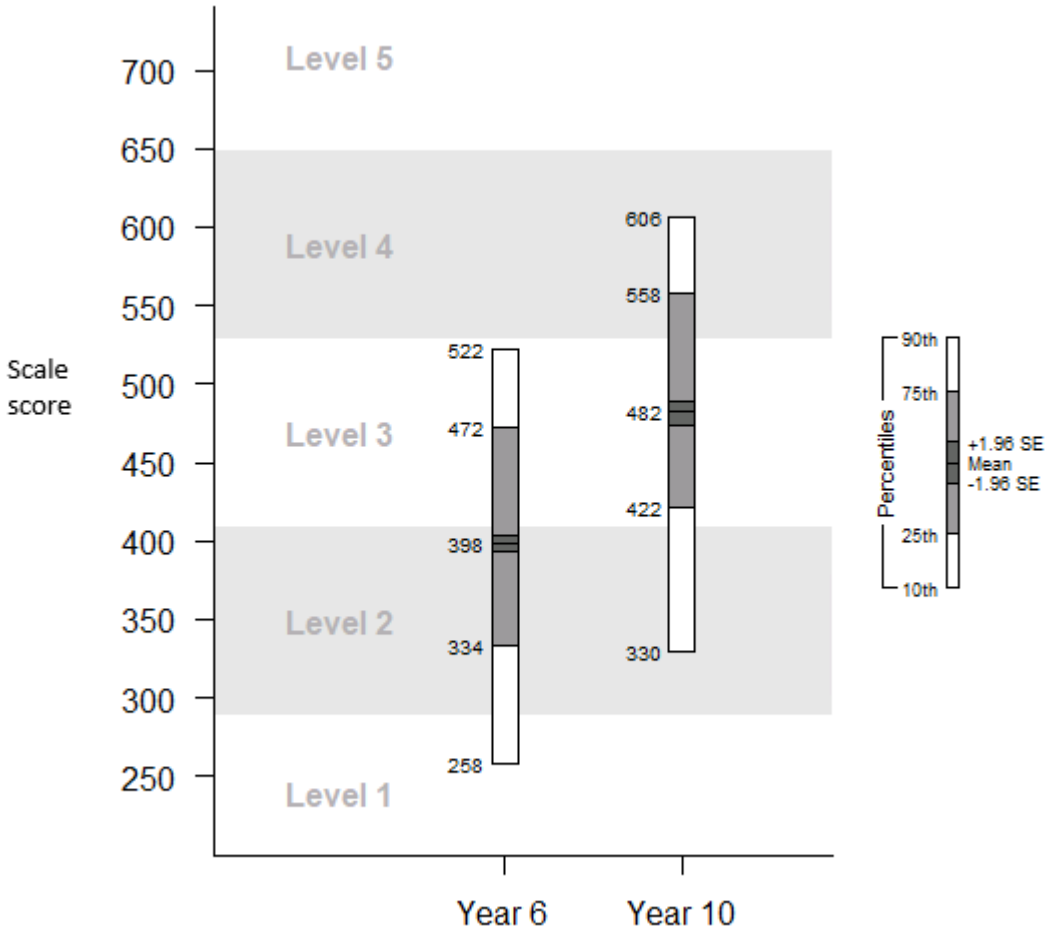


Figure 4.2: Average scale scores and distributions for Year 6 and Year 10 in 2025

Changes in achievement since 2005

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 of NAP–ICT Literacy. In 2025, there were significantly fewer students at both year levels meeting the proficient standard than in the previous cycle. At the Year 6 level, there was a drop of 5 percentage points and at the Year 10 level there was a drop of 9 percentage points since the previous cycle. The proportion of students meeting the proficient standard at the Year 6 level was also

significantly lower than those meeting it for the 2011 cycle, but was not significantly different to proportions meeting the standard in other cycles of the study. At the Year 10 level, fewer students met the proficient standard than in any previous cycle of the study.

Table 4.2: Percentages of Year 6 and Year 10 students attaining the proficient standard since 2005

Year	2025	2022	2017	2014	2011	2008	2005
Year 6	50 (±2.1)	▲ 55 (±2.4)	53 (±2.4)	55 (±2.5)	▲ 62 (±2.0)	57 (±2.8)	49 (±3.0)
Year 10	37 (±2.8)	▲ 46 (±3.2)	▲ 54 (±3.0)	▲ 52 (±2.5)	▲ 65 (±2.3)	▲ 66 (±3.0)	▲ 61 (±3.1)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

Table 4.3 shows the percentage of Year 6 and Year 10 students in each proficiency level across the 7 assessment cycles. For all cycles of this study, the largest proportion of Year 6 students achieved scores aligned with proficiency level 3. For Year 10 students in 2025, more students' results fell in proficiency level 3 than in any other level. This represents a shift from all previous cycles, where more students' results fell in proficiency level 4.

Table 4.3: Percentages of Year 6 and Year 10 students at each proficiency level since 2005

Proficiency level		2025	2022	2017	2014	2011	2008	2005
Year 6	Level 6	0* (±0.0)	0* (±0.0)	0 (±0.0)	0 (±0.0)	0 (±0.1)	0 (±0.1)	0 (±0.1)
	Level 5	0* (±0.1)	0 (±0.2)	0 (±0.2)	1 (±0.3)	1 (±0.6)	1 (±0.5)	0 (±0.1)
	Level 4	8 (±1.2)	13 (±1.6)	13 (±1.4)	13 (±1.3)	20 (±1.8)	15 (±1.6)	8 (±1.5)
	Level 3	41 (±2.2)	42 (±1.9)	41 (±1.9)	42 (±2.5)	40 (±2.0)	41 (±2.3)	41 (±2.7)
	Level 2	35 (±1.8)	32 (±2.0)	33 (±2.2)	31 (±2.4)	27 (±1.7)	30 (±2.1)	39 (±2.3)
	Level 1	15 (±1.6)	13 (±1.8)	13 (±1.6)	14 (±1.9)	11 (±1.6)	13 (±1.7)	13 (±1.5)
Year 10	Level 6	0* (±0.1)	0 (±0.2)	0 (±0.1)	0 (±0.3)	2 (±0.6)	1 (±0.6)	0 (±0.4)
	Level 5	3 (±0.8)	6 (±1.1)	8 (±1.3)	9 (±1.3)	19 (±1.6)	18 (±2.1)	12 (±1.7)
	Level 4	34 (±2.5)	40 (±2.7)	46 (±2.6)	43 (±2.0)	44 (±2.4)	47 (±3.0)	49 (±2.7)
	Level 3	41 (±2.2)	37 (±2.8)	33 (±2.5)	33 (±2.1)	25 (±1.8)	26 (±2.2)	32 (±2.9)
	Level 2	16 (±1.9)	13 (±1.9)	10 (±1.5)	11 (±1.4)	8 (±1.1)	7 (±1.5)	6 (±1.2)
	Level 1	6 (±1.5)	5 (±1.1)	3 (±1.0)	4 (±1.1)	2 (±0.7)	2 (±0.5)	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.

** There are too few observations to provide reliable estimates (i.e. fewer than 30 students or fewer than 5 schools with valid data).*

Table 4.4 shows the average performance on the NAP–ICT Literacy scale for Years 6 and 10 across the 7 cycles of NAP–ICT Literacy since 2005. It compares the average achievement of Year 6 and Year 10 students in 2025 with previous cycles.

Table 4.4: Average scale scores for Year 6 and Year 10 since 2005

Year	2025	2022	2017	2014	2011	2008	2005
Year 6	398 (±4.8)	▲ 414 (±6.0)	410 (±5.4)	413 (±5.7)	▲ 435 (±5.7)	419 (±6.9)	400 (±6.3)
Year 10	482 (±7.7)	▲ 503 (±7.2)	▲ 523 (±6.6)	▲ 520 (±6.7)	▲ 559 (±5.7)	▲ 560 (±7.1)	▲ 551 (±5.7)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

Mean achievement dropped by 16 scale points and 22 scale points respectively for Year 6 and Year 10 students since the previous cycle of the study. The same pattern of results is observed as for Table 4.2, where Year 6 performance was significantly lower than the 2022 and 2011 cycles, and Year 10 performance was significantly lower than in every previous cycle of the study.

Student achievement among the states and territories

Achievement in 2025

Table 4.5 shows the percentages of students attaining the proficient standard for each state and territory. The percentage of Year 6 students attaining the proficient standard ranged from 30% in the Northern Territory to 60% in the Australian Capital Territory. In comparison, the percentage of Year 10 students attaining the proficient standard ranged from 22% in the Northern Territory to 50% in the Australian Capital Territory.

Table 4.5: Percentages of Year 6 and Year 10 students attaining the proficient standard nationally and by state and territory in 2025

State/territory	Year 6	Year 10
NSW	54 (±4.6)	36 (±6.6)
VIC	50 (±4.3)	41 (±6.1)
QLD	48 (±5.0)	33 (±4.5)
SA	45 (±5.4)	36 (±5.2)
WA	47 (±4.5)	37 (±5.3)
TAS	41 (±5.7)	26 (±4.6)
NT	30 (±9.3)	22 (±9.0)
ACT	60 (±7.3)	50 (±13.3)
Aust.	50 (±2.1)	37 (±2.8)

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

Table 4.6 shows the percentages of Year 6 and Year 10 students at different proficiency levels across the states and territories. While some differences in percentages appeared large between states and territories, the uncertainties in the estimated percentages (that is, the confidence intervals) were also large. As a result, the percentages need to be interpreted with caution and are only included for descriptive purposes. The pattern varied across jurisdictions.

Table 4.6: Percentages of Year 6 and Year 10 students at each proficiency level nationally and by state and territory in 2025

Year 6					
State/territory	**Level 1**	**Level 2**	**Level 3**	**Level 4 or above**	
NSW	12 (±3.4)	34 (±3.2)	43 (±4.9)	11 (±2.6)	
VIC	15 (±3.5)	35 (±4.1)	42 (±4.2)	8 (±2.6)	
QLD	15 (±2.8)	37 (±4.1)	41 (±4.4)	7 (±2.4)	
SA	17 (±4.6)	38 (±5.0)	39 (±5.8)	6 (±2.3)	
WA	15 (±4.6)	38 (±4.0)	40 (±4.8)	6 (±3.0)	
TAS	21 (±6.3)	38 (±5.0)	35 (±5.3)	6 (±2.5)	
NT	37 (±8.8)	33 (±8.0)	27 (±8.9)	4* (±2.6)	
ACT	10 (±3.4)	29 (±5.6)	47 (±7.7)	13 (±5.2)	
Aust.	15 (±1.6)	35 (±1.8)	41 (±2.2)	9 (±1.2)	
Year 10					
State/territory	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5 or above**
NSW	8 (±3.9)	16 (±4.0)	40 (±5.4)	33 (±5.9)	3* (±1.5)
VIC	4* (±2.0)	14 (±3.6)	41 (±4.8)	37 (±5.5)	5 (±2.3)
QLD	7 (±3.0)	17 (±4.0)	43 (±5.0)	31 (±4.3)	2* (±1.2)
SA	4* (±2.2)	18 (±3.6)	43 (±4.9)	33 (±5.0)	2* (±1.1)
WA	4* (±2.8)	15 (±4.0)	44 (±4.6)	33 (±5.6)	3* (±2.1)
TAS	10 (±4.8)	21 (±4.7)	42 (±6.3)	26 (±4.6)	1* (±1.0)
NT	25 (±16.2)	14* (±7.8)	40 (±13.9)	20 (±8.7)	2* (±2.5)
ACT	3* (±2.7)	13 (±6.9)	34 (±8.9)	47 (±12.1)	4* (±3.5)
Aust.	6 (±1.5)	16 (±1.9)	41 (±2.2)	34 (±2.5)	3 (±0.8)

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

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

** There are too few observations to provide reliable estimates (i.e. fewer than 30 students or fewer than 5 schools with valid data).*

Table 4.7 records the average NAP–ICT Literacy scores at both year levels across jurisdictions. There is some variation in the 95% confidence intervals and therefore level of precision across states and territories, resulting from differences in sample sizes as well as variation in test performance across the jurisdictions (see Chapter 2 for more details on sample sizes and the NAP–ICT Literacy 2025 Technical Report for sample participation rates).

Table 4.7: Average scale scores nationally and by state and territory for Year 6 and Year 10 in 2025

State/territory	Year 6		Year 10	
NSW	409	(±10.4)	477	(±19.1)
VIC	398	(±9.3)	497	(±12.4)
QLD	394	(±10.5)	472	(±15.4)
SA	387	(±11.9)	483	(±11.6)
WA	391	(±11.5)	487	(±12.8)
TAS	375	(±16.8)	448	(±17.9)
NT	308	(±28.4)	405	(±56.5)
ACT	424	(±13.9)	512	(±24.4)
Aust.	398	(±4.8)	482	(±7.7)

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

The jurisdictional averages for Year 6 ranged from 308 in the Northern Territory to 424 in the Australian Capital Territory. The averages for Year 10 ranged from 405 in the Northern Territory to 512 in the Australian Capital Territory. As can be seen from the size of the confidence intervals, there tended to be less 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.

Table 4.8 shows pair-wise comparisons between jurisdictional average scale scores for Year 6 students ordered by average scores. The results show that Year 6 students in the Australian Capital Territory had significantly higher average scores than all other jurisdictions, with the exception of New South Wales. The average score recorded for the Northern Territory was significantly lower than in all other jurisdictions.

Table 4.8: Pair-wise comparisons of Year 6 average scale scores among the states and territories in 2025

State/ territory	Mean scale score		ACT	NSW	VIC	QLD	WA	SA	TAS	NT
ACT	424	(±13.9)		•	▲	▲	▲	▲	▲	▲
NSW	409	(±10.4)	•		•	•	▲	▲	▲	▲
VIC	398	(±9.3)	▼	•		•	•	•	▲	▲
QLD	394	(±10.5)	▼	•	•		•	•	•	▲
WA	391	(±11.5)	▼	▼	•	•		•	•	▲
SA	387	(±11.9)	▼	▼	•	•	•		•	▲
TAS	375	(±16.8)	▼	▼	▼	•	•	•		▲
NT	308	(±28.4)	▼	▼	▼	▼	▼	▼	▼	

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

▲ *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*

At Year 10, the average ICT literacy achievement of students in the Australian Capital Territory, Victoria and Western Australia were not significantly different from one another (see Table 4.9). However, student performance for the Australia Capital Territory was, on average, higher than the remaining 5 jurisdictions, and average student achievement for Victoria was higher than that of Queensland, Tasmania and the Northern Territory. The average achievement scores of students from Tasmania and Northern Territory were also lower than the average for Western Australia, South Australia, New South Wales and Queensland.

Table 4.9: Pair-wise comparisons of Year 10 average scale scores among the states and territories in 2025

State/ territory	Mean scale score	ACT	VIC	WA	SA	NSW	QLD	TAS	NT
ACT	512 (±24.4)		•	•	▲	▲	▲	▲	▲
VIC	497 (±12.4)	•		•	•	•	▲	▲	▲
WA	487 (±12.8)	•	•		•	•	•	▲	▲
SA	483 (±11.6)	▼	•	•		•	•	▲	▲
NSW	477 (±19.1)	▼	•	•	•		•	▲	▲
QLD	472 (±15.4)	▼	▼	•	•	•		▲	▲
TAS	448 (±17.9)	▼	▼	▼	▼	▼	▼		•
NT	405 (±56.5)	▼	▼	▼	▼	▼	▼	•	

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

▲ *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 2005

Student achievement across the states and territories since 2005 is reported for each of Year 6 and Year 10 using both the percentage of students attaining the proficient standard and the average NAP–ICT Literacy scale scores. These are shown in Table 4.10 to Table 4.13 and include indications of whether data from each previous cycle are significantly different from those collected in 2025. 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–ICT Literacy cycle and 2025, 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 (attainment of the proficient standard is a dichotomous variable, whereas the mean scale score measure uses a continuous scale).

For Year 6, variations in achievement within each state and territory across the NAP–ICT Literacy cycles show some similarities to the national trend (Table 4.10 and Table 4.11). The average performance for students from Victoria and the Australian Capital Territory (the 2 jurisdictions with the highest average performance in 2022) both dropped since the previous cycle according to both measures of achievement. In addition, the average scale score dropped over the same time period for South Australia and the Northern Territory, but there was no statistically significant difference between the proportions of students achieving the proficient standard for these 2 jurisdictions over this time period. Performance in the current cycle was significantly lower for most jurisdictions in comparison to the 2011 cycle (in either 6 or 7 jurisdictions, depending on which measure of achievement is used).

Table 4.10: Percentages of Year 6 students attaining the proficient standard nationally and by state and territory since 2005

State/ territory	2025	2022	2017	2014	2011	2008	2005
NSW	54 (±4.6)	55 (±5.3)	51 (±4.2)	55 (±4.9)	▲ 66 (±4.1)	55 (±5.7)	51 (±6.6)
VIC	50 (±4.3)	▲ 61 (±4.2)	▲ 62 (±4.5)	▲ 64 (±4.5)	▲ 64 (±3.8)	▲ 66 (±6.5)	58 (±6.3)
QLD	48 (±5.0)	52 (±5.0)	47 (±5.8)	48 (±5.8)	55 (±4.8)	48 (±5.3)	38 (±5.3)
SA	45 (±5.4)	51 (±5.2)	53 (±6.5)	▲ 59 (±4.3)	▲ 62 (±4.9)	▲ 64 (±5.3)	52 (±5.0)
WA	47 (±4.5)	50 (±4.5)	▲ 54 (±4.5)	52 (±4.8)	▲ 59 (±5.5)	51 (±4.1)	40 (±5.4)
TAS	41 (±5.7)	49 (±6.5)	49 (±5.9)	46 (±5.4)	▲ 51 (±5.5)	52 (±7.0)	49 (±9.0)
NT	30 (±9.3)	39 (±8.6)	35 (±11.5)	43 (±6.3)	42 (±9.2)	42 (±10.6)	36 (±10.0)
ACT	60 (±7.3)	▲ 70 (±6.4)	65 (±8.4)	58 (±10.6)	▲ 74 (±8.3)	▲ 75 (±6.6)	58 (±12.5)
Aust.	50 (±2.1)	▲ 55 (±2.4)	53 (±2.4)	55 (±2.5)	▲ 62 (±2.0)	57 (±2.8)	49 (±3.0)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

Table 4.11: Average scale scores nationally and by state and territory for Year 6 since 2005

State/ territory	2025	2022	2017	2014	2011	2008	2005
NSW	409 (±10.4)	416 (±12.8)	404 (±11.9)	412 (±12.0)	▲ 445 (±12.5)	413 (±14.5)	405 (±12.9)
VIC	398 (±9.3)	▲ 428 (±10.1)	▲ 432 (±9.4)	▲ 437 (±9.6)	▲ 448 (±9.3)	▲ 447 (±15.1)	424 (±13.7)
QLD	394 (±10.5)	403 (±16.0)	399 (±12.4)	393 (±13.7)	415 (±14.0)	392 (±11.8)	370 (±12.3)
SA	387 (±11.9)	▲ 405 (±11.7)	405 (±14.9)	▲ 421 (±10.3)	▲ 436 (±10.3)	▲ 439 (±12.5)	412 (±11.4)
WA	391 (±11.5)	404 (±10.1)	406 (±10.3)	404 (±13.2)	▲ 424 (±13.5)	403 (±11.5)	379 (±10.8)
TAS	375 (±16.8)	394 (±15.0)	390 (±12.9)	385 (±15.1)	▲ 405 (±12.4)	▲ 408 (±16.4)	404 (±19.4)
NT	308 (±28.4)	▲ 350 (±32.0)	335 (±43.5)	▲ 361 (±20.5)	▲ 367 (±37.5)	364 (±49.8)	346 (±53.7)
ACT	424 (±13.9)	▲ 452 (±13.7)	437 (±17.3)	429 (±26.0)	▲ 466 (±22.8)	▲ 472 (±13.9)	428 (±22.1)
Aust.	398 (±4.8)	▲ 414 (±6.0)	410 (±5.4)	413 (±5.7)	▲ 435 (±5.7)	419 (±6.9)	400 (±6.3)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

Table 4.12 and Table 4.13 show the percentages of Year 10 students' attainment of the proficient standard and their average achievement since 2005. Student achievement in Queensland, South Australia and Western Australia was significantly lower in 2025 in comparison to all previous cycles of NAP–ICT Literacy by both measures of achievement. Although there was a decline in achievement at the national level since the previous cycle, this was not observed for the Australian Capital Territory, the Northern Territory, Tasmania, Victoria and New South Wales. However, the statistical power may have been too small (that is, the confidence intervals too large) to detect real changes in some of the jurisdictions (for example, the Australian Capital Territory and the Northern Territory).

Table 4.12: Percentages of Year 10 students attaining the proficient standard nationally and by state and territory since 2005

State/ territory	2025	2022	2017	2014	2011	2008	2005
NSW	36 (±6.6)	44 (±8.3)	▲ 57 (±6.8)	▲ 50 (±5.5)	▲ 66 (±5.3)	▲ 67 (±5.4)	▲ 61 (±7.6)
VIC	41 (±6.1)	50 (±5.6)	▲ 55 (±5.0)	▲ 55 (±5.9)	▲ 68 (±4.9)	▲ 70 (±6.7)	▲ 67 (±4.8)
QLD	33 (±4.5)	▲ 45 (±6.0)	▲ 47 (±6.6)	▲ 47 (±5.6)	▲ 63 (±4.3)	▲ 62 (±6.2)	▲ 60 (±7.4)
SA	36 (±5.2)	▲ 46 (±5.7)	▲ 56 (±4.6)	▲ 57 (±5.9)	▲ 63 (±5.6)	▲ 65 (±4.9)	▲ 61 (±5.4)
WA	37 (±5.3)	▲ 46 (±4.5)	▲ 62 (±4.0)	▲ 57 (±5.8)	▲ 61 (±4.0)	▲ 65 (±5.9)	▲ 56 (±6.1)
TAS	26 (±4.6)	31 (±6.3)	▲ 39 (±5.6)	▲ 51 (±5.8)	▲ 54 (±7.1)	▲ 58 (±7.4)	▲ 56 (±6.4)
NT	22 (±9.0)	34 (±18.9)	27 (±8.4)	▲ 43 (±9.1)	▲ 48 (±8.8)	▲ 46 (±13.4)	▲ 49 (±13.2)
ACT	50 (±13.3)	56 (±9.6)	54 (±8.4)	60 (±9.1)	▲ 72 (±7.0)	▲ 77 (±6.1)	66 (±11.4)
Aust.	37 (±2.8)	▲ 46 (±3.2)	▲ 54 (±3.0)	▲ 52 (±2.5)	▲ 65 (±2.3)	▲ 66 (±3.0)	▲ 61 (±3.1)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

Table 4.13: Average scale scores nationally and by state and territory for Year 10 since 2005

State/ territory	2025	2022	2017	2014	2011	2008	2005
NSW	477 (±19.1)	499 (±18.0)	▲ 531 (±16.4)	▲ 512 (±13.7)	▲ 565 (±12.8)	▲ 564 (±13.7)	▲ 551 (±13.1)
VIC	497 (±12.4)	515 (±12.0)	▲ 530 (±10.6)	▲ 532 (±14.3)	▲ 568 (±12.5)	▲ 569 (±18.1)	▲ 565 (±9.8)
QLD	472 (±15.4)	▲ 498 (±14.5)	▲ 505 (±13.1)	▲ 504 (±16.8)	▲ 553 (±9.5)	▲ 549 (±14.0)	▲ 547 (±11.6)
SA	483 (±11.6)	▲ 504 (±14.9)	▲ 524 (±11.0)	▲ 532 (±15.8)	▲ 552 (±14.8)	▲ 560 (±11.5)	▲ 547 (±11.0)
WA	487 (±12.8)	▲ 507 (±11.6)	▲ 539 (±10.4)	▲ 539 (±11.8)	▲ 548 (±10.8)	▲ 559 (±12.1)	▲ 535 (±11.8)
TAS	448 (±17.9)	449 (±27.4)	▲ 480 (±13.0)	▲ 514 (±15.6)	▲ 534 (±15.5)	▲ 539 (±16.3)	▲ 538 (±11.8)
NT	405 (±56.5)	473 (±47.9)	447 (±30.3)	▲ 501 (±19.9)	▲ 490 (±49.5)	466 (±71.5)	▲ 515 (±28.2)
ACT	512 (±24.4)	526 (±25.6)	530 (±21.2)	536 (±26.2)	▲ 582 (±16.1)	▲ 598 (±14.5)	▲ 572 (±17.8)
Aust.	482 (±7.7)	▲ 503 (±7.2)	▲ 523 (±6.6)	▲ 520 (±6.7)	▲ 559 (±5.7)	▲ 560 (±7.1)	▲ 551 (±5.7)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

Student achievement and background characteristics

In the first cycles of this assessment program, student background information was collected from the students themselves as part of the student questionnaire. Since 2014, this information has been gathered directly from schools. In the earlier cycles that relied on school records, there were high levels of missing data. However, the amount of missing background data has significantly decreased in recent cycles. Given the change in source (from students to schools) and the changes in the amount of missing data across earlier cycles, comparisons in performance by most background variables can only be made from 2014. The exception to this is the gender variable, which has complete data across all 7 cycles and is not affected by the change in data source.

In addition, Australia's classification system for geographic location was changed between the 2014 and 2017 NAP–ICT Literacy cycles. Therefore, trends in achievement by geographic location can only be reported back to 2017.

Differences in achievement by gender since 2005

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 along with results from previous assessment cycles. Consistent with the results from the previous 6 cycles, female students outperformed male students at both year levels. There was a difference of 9 scale points at the Year 6 level, and 15 scale points at the Year 10 level. Male and female students at both year levels had lower levels of achievement in comparison to the previous cycle in 2022 although for Year 6 male students, the difference over time was only significant for achievement scores and not for proficient standard attainment.

Table 4.14: Percentages of Year 6 and Year 10 students attaining the proficient standard by gender since 2005

Gender		2025	2022	2017	2014	2011	2008	2005
Year 6	Male	48 (±2.7)	51 (±3.2)	51 (±2.8)	51 (±3.3)	▲ 58 (±2.7)	52 (±3.0)	45 (±4.9)
	Female	52 (±2.9)	▲ 59 (±2.9)	56 (±3.5)	▲ 60 (±2.9)	▲ 66 (±2.5)	▲ 62 (±3.6)	52 (±4.1)
Year 10	Male	35 (±3.6)	▲ 45 (±4.4)	▲ 51 (±3.6)	▲ 47 (±3.4)	▲ 62 (±2.7)	▲ 63 (±3.9)	▲ 60 (±4.2)
	Female	39 (±3.7)	▲ 47 (±3.8)	▲ 58 (±4.1)	▲ 58 (±3.3)	▲ 67 (±3.3)	▲ 70 (±3.2)	▲ 63 (±3.5)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

Table 4.15: Average scale scores by gender since 2005

Gender		2025	2022	2017	2014	2011	2008	2005
Year 6	Male	394 (±6.4)	▲ 405 (±7.6)	403 (±7.0)	402 (±7.2)	▲ 425 (±7.2)	410 (±7.3)	393 (±9.2)
	Female	402 (±5.7)	▲ 423 (±6.3)	▲ 417 (±6.7)	▲ 424 (±6.4)	▲ 446 (±6.7)	▲ 429 (±9.0)	407 (±6.5)
	Difference (M – F)	**-9** (±7.3)	**-18** (±7.3)	**-14** (±8.4)	▼ **-23** (±7.6)	▼ **-22** (±7.7)	**-19** (±8.9)	**-15** (±11.3)
Year 10	Male	475 (±9.7)	▲ 497 (±10.4)	▲ 514 (±8.4)	▲ 506 (±9.0)	▲ 553 (±7.3)	▲ 554 (±9.1)	▲ 546 (±7.6)
	Female	490 (±9.0)	▲ 510 (±7.7)	▲ 533 (±8.8)	▲ 535 (±7.4)	▲ 566 (±7.5)	▲ 570 (±7.1)	▲ 555 (±6.9)
	Difference (M – F)	**-15** (±10.7)	**-14** (±11.2)	**-19** (±11.3)	**-29** (±10.3)	**-14** (±9.3)	**-16** (±9.8)	**-9** (±10.3)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

Statistically significant differences are in bold.

Differences in achievement by Indigenous status since 2014

Table 4.16 and Table 4.17 display the ICT literacy achievement of non-Indigenous and Indigenous (First Nations Australian) students at both year levels in 2025 in comparison to the previous 3 cycles of the study. There were considerable differences in achievement between non-Indigenous and Indigenous students at both year levels. At both year levels, the difference between the percentages of non-Indigenous students and Indigenous students attaining the proficient standard was around 30 percentage points across all 4 assessment cycles.

In 2025, the difference in average achievement between the 2 groups was statistically significant and about 100 scale score points for Year 10 students, which is large in effect and equivalent to about one standard deviation. A considerable difference in average achievement was observed for Year 6 students (90 scale score points) in 2025. Similarly large differences between these 2 groups were also found in previous cycles.

Table 4.16: Percentages of Year 6 and Year 10 students attaining the proficient standard by Indigenous status since 2014

	Indigenous status	2025	2022	2017	2014
Year 6	Non-Indigenous students	51 (±2.2)	▲ 57 (±2.3)	55 (±2.4)	57 (±2.5)
	Indigenous students	21 (±6.5)	23 (±7.9)	24 (±7.0)	22 (±8.1)
Year 10	Non-Indigenous students	38 (±2.9)	▲ 47 (±3.3)	▲ 55 (±3.1)	▲ 53 (±2.6)
	Indigenous students	10 (±5.4)	19 (±8.2)	▲ 24 (±9.5)	20 (±8.8)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

Table 4.17: Average scale scores by Indigenous status since 2014

	Indigenous status	2025	2022	2017	2014
Year 6	Non-Indigenous students	403 (±4.6)	▲ 420 (±5.3)	415 (±4.9)	417 (±5.5)
	Indigenous students	313 (±19.4)	313 (±32.5)	311 (±30.4)	318 (±19.8)
	Difference (Non-Indigenous – Indigenous)	**90** (±19.1)	**107** (±32.8)	**103** (±30.3)	**99** (±20.3)
Year 10	Non-Indigenous students	487 (±7.3)	▲ 507 (±7.3)	▲ 526 (±6.9)	▲ 522 (±6.6)
	Indigenous students	387 (±25.7)	420 (±24.4)	424 (±29.3)	▲ 428 (±26.5)
	Difference (Non-Indigenous – Indigenous)	**100** (±26.2)	**86** (±23.6)	**101** (±30.2)	**94** (±25.4)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

Statistically significant differences are in bold.

Differences in achievement by language spoken at home since 2014

Table 4.18 and Table 4.19 show the NAP–ICT Literacy achievement of students whose main language spoken at home is English and those who mainly speak a language other than English at home in 2025 in comparison to the previous 3 cycles of the study. Consistent with the 2 previous cycles (2022 and 2017), but not the 2014 cycle, Year 6 students who mainly speak a language other than English at home significantly outperformed students who mainly speak English at home.

In 2025, the difference in the proportion of Year 6 students attaining the proficient standard was 7 percentage points and the difference in mean achievement was 14 scale points. There was no statistically significant difference in achievement by language spoken at home for Year 10 students, consistent with the findings from the previous 3 cycles of the study. However, the performance of Year 10 students was significantly lower than previous cycles in terms of the proportion of students achieving the proficient standard and average scale scores for students speaking English or a language other than English at home.

Table 4.18: Percentages of Year 6 and Year 10 students attaining the proficient standard by language spoken at home since 2014

Language spoken at home		2025	2022	2017	2014
Year 6	English	48 (±2.8)	▲ 53 (±2.9)	52 (±2.6)	▲ 55 (±2.7)
	Language other than English	55 (±4.2)	61 (±5.1)	58 (±5.1)	58 (±5.5)
Year 10	English	36 (±3.3)	▲ 44 (±3.5)	▲ 55 (±3.1)	▲ 52 (±2.7)
	Language other than English	40 (±5.3)	▲ 51 (±6.6)	▲ 51 (±6.0)	▲ 51 (±6.1)

*Confidence Intervals (1.96 * SE) are reported in brackets.*
▲ *if significantly higher than in 2025*
▼ *if significantly lower than in 2025*

Table 4.19: Average scale scores by language spoken at home since 2014

Language spoken at home		2025	2022	2017	2014
Year 6	English	394 (±6.2)	▲ 407 (±6.9)	▲ 407 (±6.3)	▲ 412 (±6.2)
	Language other than English	408 (±9.6)	▲ 431 (±11.2)	420 (±10.1)	417 (±15.2)
	Difference (English – Other)	**-14** (±11.8)	**-24** (±12.9)	**-13** (±11.6)	-5 (±16.5)
Year 10	English	479 (±9.1)	▲ 501 (±7.7)	▲ 526 (±5.9)	▲ 520 (±7.2)
	Language other than English	489 (±12.4)	▲ 515 (±13.8)	▲ 516 (±15.6)	▲ 520 (±16.9)
	Difference (English – Other)	-9 (±14.4)	-14 (±14.5)	11 (±15.3)	0 (±18.1)

*Confidence Intervals (1.96 * SE) are reported in brackets.*
▲ *if significantly higher than in 2025*
▼ *if significantly lower than in 2025*
Statistically significant differences are in bold.

Differences in achievement by geographic location since 2017

Table 4.20 and Table 4.21 show achievement by students according to the geographic location (major cities, regional and remote) of the school for the 2025 cycle in comparison to the previous 2 cycles. The results show that, at both year levels, students at schools in major cities had more than twice as many students who attained the proficient standard in comparison to remote schools. It should be noted that at the Year 10 level, there were very few observations to provide reliable estimates on remote students attaining the proficient standard. There were also significantly more students achieving this standard from major city schools in comparison to regional schools.

The difference in achievement scores between major city and regional schools was also significant and large (34 scale score points at Year 6 and 46 scale score points at Year 10). The difference in achievement between regional and remote schools was significant at the Year 6 level (90 scale points) but was not significant at Year 10[8]. The pattern of differences in achievement based on geographic location is largely similar to previous cycles of the study.

[8] The confidence interval for remote Year 10 schools is very large given the few students/schools from remote locations that participated in the assessment.

Table 4.20: Percentages of Year 6 and Year 10 students attaining the proficient standard by geographic location since 2017

	Geographic location	2025		2022		2017	
Year 6	Major cities	54	(±2.9)	▲ 59	(±3.1)	58	(±2.8)
	Regional	38	(±4.1)	▲ 48	(±5.0)	43	(±4.0)
	Remote	25	(±10.4)	28	(±21.2)	35	(±21.6)
Year 10	Major cities	41	(±3.4)	▲ 51	(±4.0)	▲ 57	(±3.7)
	Regional	25	(±5.5)	31	(±6.0)	▲ 48	(±4.7)
	Remote	15*	(±17.3)	23*	(±9.1)	31	(±14.5)

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

▲ if significantly higher than in 2025

▼ if significantly lower than in 2025

** There are too few observations to provide reliable estimates (i.e. fewer than 30 students or fewer than 5 schools with valid data).*

Table 4.21: Average scale scores by geographic location since 2017

	Geographic location	2025		2022		2017	
Year 6	Major cities	408	(±6.9)	▲ 425	(±7.0)	▲ 422	(±5.9)
	Regional	374	(±9.9)	▲ 394	(±12.7)	381	(±11.4)
	Remote	284	(±47.6)	312	(±108.9)	336	(±34.4)
	Difference (Maj – Reg)	**34**	(±13.1)	**30**	(±15.4)	**41**	(±13.0)
	Difference (Reg – Rem)	**90**	(±48.8)	82	(±109.7)	**45**	(±36.1)
Year 10	Major cities	495	(±9.0)	▲ 516	(±8.9)	▲ 531	(±8.6)
	Regional	449	(±16.1)	465	(±15.4)	▲ 507	(±9.7)
	Remote	393	(±104.4)	451	(±30.0)	464	(±44.2)
	Difference (Maj – Reg)	**46**	(±18.8)	**51**	(±18.8)	**24**	(±13.0)
	Difference (Reg – Rem)	56	(±105.5)	14	(±34.0)	43	(±45.0)

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

▲ if significantly higher than in 2025

▼ if significantly lower than in 2025

Statistically significant differences are in bold.

Differences in achievement by parental occupation since 2014

Achievement in NAP–ICT Literacy tended to be higher for students with at least one parent working in a higher ranked occupation group (see Table 4.22 and Table 4.23). At Year 6, more than half of students who had one parent or more employed at one of the 2 highest occupation groups met the proficient standard, whereas less than half of students who did not have a parent working in either of those occupation groups met the standard.

At Year 10, 48% of students whose highest parental occupation was senior managers and professionals, and 40% whose highest parental occupation was other managers and associate professionals, met the proficient standard. In contrast, between 19% and 26% met the standard if no parent worked in these groups. Fewer than 1 in 5 students (19%) who did not have a parent in paid work in the previous 12 months at the Year 10 level met the proficient standard.

At the Year 6 level, there was a decline in at least one measure of achievement since the previous cycle for all categories, except the senior managers and professionals and the not in paid work categories. At the Year 10 level, only the bottom 2 categories had no difference in either measure of achievement since the previous cycle.

Table 4.22: Percentages of Year 6 and Year 10 students attaining the proficient standard by categories of highest parental occupation since 2014

	Highest parental occupation	2025	2022	2017	2014
Year 6	Senior managers and professionals	63 (±3.3)	65 (±3.8)	68 (±3.3)	▲ 72 (±4.0)
	Other managers and associate professionals	55 (±3.9)	61 (±3.9)	61 (±3.9)	63 (±5.0)
	Tradespeople & skilled office, sales and service staff	42 (±4.3)	▲ 49 (±3.8)	48 (±5.3)	▲ 52 (±4.2)
	Machine operators, labourers, hospitality, and related staff	32 (±5.2)	▲ 44 (±5.9)	38 (±5.1)	▲ 42 (±4.9)
	Not in paid work in last 12 months	31 (±6.9)	34 (±7.5)	33 (±6.5)	30 (±7.4)
Year 10	Senior managers and professionals	48 (±3.6)	▲ 59 (±4.4)	▲ 69 (±3.8)	▲ 65 (±4.5)
	Other managers and associate professionals	40 (±4.9)	▲ 50 (±4.8)	▲ 61 (±4.3)	▲ 56 (±4.1)
	Tradespeople & skilled office, sales and service staff	26 (±4.4)	▲ 37 (±5.7)	▲ 46 (±5.4)	▲ 50 (±5.5)
	Machine operators, labourers, hospitality, and related staff	25 (±6.2)	30 (±6.0)	▲ 43 (±6.0)	▲ 40 (±6.0)
	Not in paid work in last 12 months	19 (±6.9)	25 (±8.2)	29 (±7.3)	29 (±6.1)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

Table 4.23: Average scale scores by categories of highest parental occupation since 2014

	Highest parental occupation	2025	2022	2017	2014
Year 6	Senior managers and professionals	430 (±6.3)	440 (±8.3)	▲ 449 (±7.5)	▲ 456 (±7.6)
	Other managers and associate professionals	413 (±7.1)	▲ 428 (±8.2)	425 (±7.1)	431 (±8.3)
	Tradespeople & skilled office, sales and service staff	380 (±8.5)	▲ 402 (±7.8)	396 (±9.4)	▲ 408 (±8.7)
	Machine operators, labourers, hospitality, and related staff	354 (±11.9)	▲ 390 (±13.3)	371 (±12.8)	▲ 377 (±11.9)
	Not in paid work in last 12 months	344 (±16.3)	347 (±18.8)	353 (±19.4)	343 (±16.4)
Year 10	Senior managers and professionals	511 (±9.6)	▲ 538 (±8.1)	▲ 561 (±8.9)	▲ 555 (±9.4)
	Other managers and associate professionals	489 (±12.8)	▲ 516 (±9.2)	▲ 540 (±8.2)	▲ 532 (±9.0)
	Tradespeople & skilled office, sales and service staff	462 (±9.6)	▲ 483 (±13.0)	▲ 507 (±8.4)	▲ 515 (±10.5)
	Machine operators, labourers, hospitality, and related staff	448 (±16.7)	466 (±17.4)	▲ 496 (±11.9)	▲ 485 (±15.3)
	Not in paid work in last 12 months	428 (±20.2)	437 (±23.0)	458 (±21.2)	451 (±17.9)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

Differences in achievement by parental education since 2014

The relationship between the highest parental education of students and performance on the NAP–ICT Literacy assessment is illustrated in Table 4.24 and Table 4.25. In general, student achievement increased with higher levels of parental education. Nearly two-thirds of Year 6 students and just over half of Year 10 students with at least one parent who had a bachelor's degree or above attained the proficient standard. In both year levels, these students scored more than 100 scale score points (almost one proficiency level) higher than students who did not have a parent who finished secondary schooling.

By comparison, approximately 1 in 5 students at Year 6, and 1 in 6 students at Year 10 met the proficient standard if neither parent finished secondary schooling. The pattern of differences in achievement across highest parental education groups is similar across the previous 3 cycles. Since the previous cycle, there is a decline in at least one measure of achievement for all parental education groups (the exception being for the bottom 2 categories 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 2014

	Highest parental education	2025	2022	2017	2014
Year 6	Bachelor degree or above	63 (±2.7)	▲ 68 (±3.4)	▲ 68 (±3.1)	▲ 73 (±3.7)
	Advanced diploma/diploma	45 (±5.1)	▲ 53 (±4.2)	▲ 55 (±4.4)	▲ 56 (±5.3)
	Certificate I to IV (inc trade cert)	35 (±3.7)	▲ 42 (±3.6)	▲ 44 (±3.9)	▲ 47 (±4.1)
	Year 12 or equivalent	32 (±7.6)	▲ 44 (±6.7)	▲ 46 (±5.7)	▲ 44 (±6.1)
	Year 11 or equivalent or below	21 (±5.6)	31 (±8.5)	27 (±5.7)	▲ 35 (±5.3)
Year 10	Bachelor degree or above	51 (±3.6)	▲ 60 (±4.3)	▲ 70 (±3.2)	▲ 69 (±4.3)
	Advanced diploma/diploma	29 (±5.8)	▲ 42 (±5.7)	▲ 52 (±5.4)	▲ 51 (±5.3)
	Certificate I to IV (inc trade cert)	23 (±3.7)	▲ 32 (±4.8)	▲ 44 (±4.8)	▲ 45 (±4.3)
	Year 12 or equivalent	20 (±7.1)	30 (±8.0)	▲ 47 (±7.7)	▲ 48 (±7.8)
	Year 11 or equivalent or below	16 (±6.6)	24 (±7.8)	▲ 29 (±6.2)	▲ 34 (±5.4)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

Table 4.25: Average scale scores by categories of parental education since 2014

	Highest parental education	2025	2022	2017	2014
Year 6	Bachelor degree or above	431 (±5.8)	▲ 445 (±7.6)	▲ 449 (±6.9)	▲ 457 (±6.8)
	Advanced diploma/diploma	387 (±10.6)	▲ 410 (±8.7)	▲ 411 (±9.6)	▲ 416 (±9.4)
	Certificate I to IV (inc trade cert)	361 (±8.6)	▲ 381 (±9.1)	▲ 387 (±8.4)	▲ 394 (±8.6)
	Year 12 or equivalent	358 (±15.3)	▲ 385 (±13.8)	▲ 392 (±13.6)	▲ 387 (±11.6)
	Year 11 or equivalent or below	314 (±16.2)	▲ 342 (±22.0)	331 (±18.2)	▲ 356 (±14.2)
Year 10	Bachelor degree or above	518 (±8.1)	▲ 541 (±7.9)	▲ 562 (±7.4)	▲ 561 (±9.6)
	Advanced diploma/diploma	472 (±12.3)	▲ 492 (±12.4)	▲ 520 (±10.3)	▲ 520 (±10.9)
	Certificate I to IV (inc trade cert)	447 (±10.0)	▲ 472 (±10.8)	▲ 499 (±8.6)	▲ 503 (±10.4)
	Year 12 or equivalent	432 (±27.2)	456 (±21.2)	▲ 515 (±11.7)	▲ 503 (±17.4)
	Year 11 or equivalent or below	417 (±21.6)	433 (±21.0)	▲ 455 (±16.8)	▲ 473 (±15.2)

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

▲ *if significantly higher than in 2025*

▼ *if significantly lower than in 2025*

Chapter 5: Student use of digital tools

Chapter 5: Student use of digital tools

Chapter highlights

- The majority of students were familiar with digital tools and experienced in their use, particularly by Year 10. There has been no major change in usage across time.
- Higher levels of experience with digital tools were associated with higher NAP–ICT Literacy achievement scores, particularly in Year 10.
- Students were most likely to be using portable digital tools (laptops, tablets) at school compared to other digital tools. These devices were also frequently used outside of school, as well as smartphones and other digital tools.
- More than 9 out of 10 students had access to their own portable digital tool in class. These were more likely to be school provided for Year 6 students and family provided for Year 10 students.
- More than 97% of students had access to their own computer or tablet at home. They tended to have access to internet that is both fast and reliable.
- Students at both year levels reported to have learned how to use digital tools from a variety of sources, including their schools, their family and friends, as well as through self-learning.
- Year 10 students who use digital tools once a day or more had higher NAP–ICT Literacy achievement scores than students who used them less than once a day.
- Students' confidence (referred to as self-efficacy) in using digital tools to complete tasks was significantly higher in Year 10 than in Year 6, and significantly higher for male students than female students at the Year 6 level. Higher levels of self-efficacy were associated with higher NAP–ICT Literacy achievement scores, especially for Year 10 students.
- Students' ratings of the importance of using digital tools were significantly higher in Year 10 than Year 6, and higher for male students than female students.
- Higher ratings of the importance of using digital tools were associated with higher NAP–ICT Literacy scores, particularly for Year 10 students.

Introduction

After completing the NAP–ICT Literacy assessment modules, students were administered a questionnaire asking about their experience of using digital tools, the availability of digital tools in their homes, their use of digital tools at school or outside of school, how frequently they use digital tools and their attitudes towards digital tools. See Appendix B for a copy of the questionnaire. Results from the questionnaire provide contextual information about Australian students' experience with, access to and use of digital tools.

Many questions in the questionnaire refer to use of and engagement with digital tools in different settings. Given the evolving nature of the use of digital tools, it has been necessary to revise these questions to ensure they remain relevant. In prior cycles, digital tools were referred to as either ICT devices (2022 cycle), digital devices (2017 cycle) or computers (prior to the 2017 cycle). The NAP–ICT Literacy questionnaire updated this definition to reflect the evolution of the types of digital tools commonly used and to incorporate all the types of devices now available to students and teachers for ICT literacy–related activities.

In 2025, students were asked about their use of, experience with and access to digital tools. The definition of digital tools in the 2025 questionnaire included:

- desktop computers
- laptop computers

- tablets
- smartphones (to access the internet and use apps)
- other devices to access the internet and use apps (including smart watches, virtual reality (VR) headsets).

It should be noted that within Chapters 5 to 7, the term “digital tools” is constrained to physical hardware (using the examples listed above), and not as inclusive as the term used earlier in the report (which also incorporates different software). This is done to ensure the use of the term in these chapters is consistent with the wording delivered to students when they completed the questionnaire. Notes are provided about any differences in wording of questionnaire items across cycles where comparisons are made with similar but not identical items from previous cycles.

Accessing and using digital tools

Students were asked how long they had been using digital tools. Response options ranged from (1) “Never or less than one year” to (5) “Seven years or more”.

Experience in using digital tools

Table 5.1: Distributions of students’ years of experience using digital tools shown as percentages for each category

Years of experience	Year 6		Year 10	
Never or less than one year	5	(±0.8)	4	(±1.0)
At least one year but less than three years	11	(±1.2)	4	(±0.8)
At least three years but less than five years	24	(±1.6)	14	(±1.3)
At least five years but less than seven years	31	(±1.7)	25	(±1.8)
Seven years or more	29	(±1.7)	52	(±2.0)

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

The data in Table 5.1 represent the length of time for which students in Year 6 and Year 10 reported using digital tools. Approximately three-fifths (61%) of all Year 6 students and three-quarters (77%) of Year 10 students reported having at least 5 years’ experience. Large proportions of each year level had at least 3 years’ experience (84% for Year 6 and 91% for Year 10 respectively) of using digital tools.

Table 5.2 presents the percentages of students with at least 5 years’ experience of using digital tools across all cycles of NAP–ICT Literacy since 2005. As stated earlier in the chapter, when interpreting these results, it is important to keep in mind the different ways in which this type of device has been referred to. In 2022, students were asked about their experience with “ICT devices”, in 2017 they were asked about their experience with “digital devices” and in cycles prior to 2017 students were asked about their experience with computers only.

Table 5.2: Percentages of students with at least 5 years' experience using digital tools across all cycles of NAP–ICT Literacy since 2005

Cycle	Year 6		Year 10	
2025*	61	(±2.1)	77	(±1.8)
2022	62	(±2.4)	73	(±2.4)
2017	64	(±1.7)	79	(±1.5)
2014	64	(±1.9)	84	(±1.3)
2011	62	(±1.6)	76	(±1.5)
2008	56	(±2.3)	70	(±2.0)
2005	54	(±2.7)	64	(±2.3)

*Confidence intervals (1.96*SE) are reported in brackets.*

** Whilst the 2025 cycle asked about 'digital tools', previous cycles asked about the use of 'ICT devices' (2022), 'digital devices' (2017) and 'computers' (2014 and previous cycles). Comparisons between cycles should take this into account.*

In 2025, 2022, 2017 and 2014, 5 years of experience was included, while in previous cycles only students with more than 5 years of experience were counted.

Noting the earlier comments that different terms have been used to describe digital tools across time, it appears that the percentages of experienced users of digital tools increased in the first few cycles of this program, while changes in reported experience since 2011 were relatively minor in Year 6. For Year 10 students, there appears to be some fluctuation in reported experience with digital tools across more recent cycles. It is unclear whether changes over time are genuine changes in experience or the result of the changes in terminology.

Table 5.3 shows differences in students' experience with digital tools by state or territory in the top half of the table, and socioeconomic group – based on highest parental occupation – in the bottom half. The top section of the table shows that the majority of students in all states and territories had at least 5 years' experience using digital tools. Percentages ranged from 57% (Northern Territory) to 65% (Tasmania) for Year 6 students, and from 62% (Northern Territory) to 81% (Tasmania) for Year 10 students. Typically, experience levels did not vary much across jurisdictions.

Table 5.3: Percentages of students with at least 5 years' experience using digital tools by state or territory and parental occupation

State/territory	Year 6		Year 10	
NSW	63	(±4.1)	79	(±3.4)
VIC	60	(±3.8)	79	(±4.0)
QLD	58	(±5.4)	72	(±4.6)
SA	59	(±4.3)	75	(±5.1)
WA	60	(±4.4)	76	(±3.3)
TAS	65	(±5.7)	81	(±5.4)
NT	57	(±7.5)	62	(±9.6)
ACT	59	(±7.3)	79	(±4.8)
Highest parental occupation	**Year 6**		**Year 10**	
Senior managers and professionals	64	(±3.1)	79	(±2.5)
Other managers and associate professionals	61	(±3.3)	79	(±3.3)
Tradespeople & skilled office, sales and service staff	62	(±4.3)	76	(±3.7)
Machine operators, labourers, hospitality, and related staff	55	(±5.5)	75	(±5.3)
Not in paid work in last 12 months	58	(±5.9)	71	(±6.3)

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

The bottom section of Table 5.3 shows that the percentage of students with at least 5 years' experience with digital tools does not generally differ across parental occupation groups.

After reviewing how experience with digital tools is related to demographic characteristics, it is also of interest to examine the relationship between students' experience using digital tools and their ICT literacy achievement scores. Table 5.4 shows the NAP–ICT Literacy scale scores for students with at least 5 years' experience and less than 5 years' experience using digital tools.

Table 5.4: Average NAP–ICT Literacy scale scores for students with at least and less than 5 years' experience using digital tools

Years of experience	Year 6		Year 10	
At least 5 years' experience	416	(±5.3)	502	(±6.7)
Less than 5 years' experience	379	(±6.7)	430	(±12.2)
Difference (5 years minus less than 5 years)	**37**	(±6.9)	**72**	(±11.9)

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

At both year levels, students with at least 5 years' experience using digital tools achieved significantly higher NAP–ICT Literacy scale scores than students with less experience. Consistent with findings from the previous cycle, the difference in achievement between the comparison groups for Year 10 students (72 points) was approximately twice the size of the difference among Year 6 students (37 points). In other words, greater experience using digital tools is associated with higher levels of ICT literacy, especially for Year 10 students.

Digital tool use at school and outside of school

Students were further asked to provide information about their use of 4 different types of digital tools at school or outside of school: desktop computer, portable devices (laptop, tablet), smartphone or other digital tools (including smart watch, VR headsets). The results are summarised in Table 5.5.

Portable devices (including a laptop or tablet) were used very commonly. Just under three-quarters of Year 6 students reported using these (72% at school and 73% outside of school). Year 10 students also indicated frequent use; however, there was a higher proportion of reported frequent use at school (82%) than outside of school (73%). A substantial proportion of students reported using desktop computers at school (45% in Year 6 and 56% in Year 10) or outside of school (37% in Year 6 and 38% in Year 10). Students indicated that both smartphones and other digital tools (including smart watches or VR headsets) were less frequently used at school, but often used outside of school. Around two-thirds of Year 6 students (66%) and almost all of Year 10 students (94%) used smartphones outside of school, while around 3 out of 5 students used other digital tools outside of school (60% in Year 6 and 64% in Year 10). Only a very small proportion of students reported no use of any digital tool at school or outside of school at either year level.

Table 5.5: Percentages of students using digital tools at school and outside of school

Type of digital tool	Year 6				Year 10			
	At school		Outside of school		At school		Outside of school	
Desktop computer	45	(±3.7)	37	(±1.9)	56	(±2.8)	38	(±2.1)
Portable devices (laptop, tablet)	72	(±2.3)	73	(±1.7)	82	(±1.5)	73	(±1.8)
Smartphone	4	(±0.8)	66	(±1.8)	27	(±2.1)	94	(±0.9)
Other digital tools (including smart watch, VR headsets)	11	(±1.1)	60	(±1.7)	17	(±1.5)	64	(±1.8)
None	8	(±1.0)	7	(±0.9)	5	(±0.9)	4	(±0.7)

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

Access to digital tools

Students were also asked whether or not they had access to a portable digital tool for use in class and, if they did, whether it was provided by the school or the student's family (that is, BYOD). The 2 types of portable digital tools were laptop computers and tablets. The type of digital tool used is presented in Table 5.6, including results from the equivalent question in the previous cycle.

Table 5.6: Percentages of students with access to their own digital tool in class since 2022

Access to their own portable digital tool*		2025		2022	
		Year 6	Year 10	Year 6	Year 10
Laptop computer	My school provides me with the device	62 (±4.6)	38 (±4.8)	57 (±3.8)	32 (±3.5)
	The school tells me what brand or model of device I may bring	8 (±2.2)	16 (±2.3)	6 (±1.7)	15 (±2.7)
	I can bring any brand or model of device to school	10 (±3.1)	36 (±4.2)	9 (±2.7)	41 (±4.3)
Tablet	My school provides me with the device	41 (±3.5)	7 (±1.6)	35 (±4.0)	6 (±1.4)
	The school tells me what brand or model of device I may bring	8 (±1.7)	6 (±2.1)	8 (±2.6)	5 (±1.4)
	I can bring any brand or model of device to school	8 (±2.3)	13 (±2.5)	9 (±2.3)	11 (±1.8)
No access to a personal portable device		7 (±1.2)	6 (±1.5)	18 (±2.6)	10 (±1.6)

*Confidence Intervals (1.96 * SE) are reported in brackets.*
Categories do not add up to 100 per cent because the 'no access' category is derived from student responses to both device types.
** Whilst the 2025 cycle asked about 'digital tools', previous cycles asked about the use of 'ICT devices' (2022), 'digital devices' (2017) and 'computers' (2014 and previous cycles). Comparisons between cycles should take this into account.*

At both year levels, the majority of students in this cycle had access to their own portable digital tools for use in class, with only 7% of Year 6 students and 6% of Year 10 students indicating they did not have access to either a laptop computer or tablet. The proportion of students with access to these digital tools increased since 2022. Eighty per cent of Year 6 students and 90% of Year 10 students indicated they had access to a laptop computer. The laptop computers used were typically school provided at the Year 6 level (62%). At the Year 10 level, nearly 2 out of 5 students were provided with a laptop (38%) while just over half (53%) brought their own laptop (whether the school provided guidance on the type of laptop or not).

The use of tablets was more frequently reported by Year 6 students (58%) than Year 10 students, and these were most typically provided by the school. Only 1 in 4 Year 10 students (25%) reported access to their own tablet device at school. The pattern of portable device access at school was roughly similar to the previous cycle.

Students were further asked whether they had access to a computer (of any kind) or tablet at home (see Table 5.7). Almost all students (83% in Year 6 and 90% in Year 10) had access to their own device, while only small proportions of students had to share a device with others (14% in Year 6 and 8% in Year 10), or did not report access to any device (3% in Year 6 or 2% in Year 10).

Table 5.7: Percentages of students with access to a computer or tablet at home

Access to a computer or tablet at home	Year 6		Year 10	
I have access to my own device	83	(±1.7)	90	(±1.6)
I have to share it with others	14	(±1.5)	8	(±1.3)
I do not have access to any device	3	(±0.6)	2	(±0.7)

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

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

Students were also asked about their access to the internet at home, including whether their access was fast and also whether it was reliable. Their responses are included in Table 5.8. Almost three-quarters of students at both year levels (72% at each of Year 6 and Year 10) reported having access to internet that is fast as well as reliable. Approximately one quarter of students (25% in Year 6 and 23% in Year 10) reported having internet that was not fast but reliable. Very small proportions of students reported that they had only unreliable internet access or had no internet access at all.

Table 5.8: Percentages of students with access to reliable internet at home

Access to reliable internet at home	Year 6		Year 10	
The internet access is fast and reliable	72	(±1.6)	72	(±1.7)
The internet access is not fast, but it is reliable	25	(±1.4)	23	(±1.4)
The internet access is not reliable	3	(±0.5)	5	(±0.9)
I do not have internet access at home	1	(±0.3)	1	(±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.

Where students learn how to use digital tools

Having access to digital tools is important for the development of ICT literacy, but so is appropriate knowledge of how to use it. The questionnaire included a new question on the extent to which students have learnt to use digital tools from different sources: at their school, from their family, from their friends or through learning by themselves. The results for this question are presented in Table 5.9.

Table 5.9: Percentages of students learning how to use digital tools from a variety of sources

Source of learning how to use digital tools	Year 6				Year 10			
	To a large extent	To a moderate extent	To a small extent	Not at all	To a large extent	To a moderate extent	To a small extent	Not at all
My school	49 (±2.2)	35 (±1.8)	12 (±1.3)	4 (±0.7)	35 (±1.9)	39 (±1.8)	21 (±1.5)	5 (±0.8)
Members of my family	37 (±1.7)	35 (±1.6)	21 (±1.5)	7 (±1.0)	28 (±1.7)	37 (±1.8)	25 (±1.6)	11 (±1.2)
My friends	28 (±1.6)	31 (±1.7)	29 (±1.7)	12 (±1.5)	31 (±1.9)	38 (±1.8)	23 (±1.7)	7 (±0.9)
Learning myself (e.g. by researching online)	42 (±1.8)	29 (±1.6)	18 (±1.5)	11 (±1.0)	53 (±2.0)	29 (±1.6)	12 (±1.3)	6 (±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.

Students at both year levels reported having learned how to use digital tools from a variety of sources, including their schools, their family and friends as well as through self-learning. For Year 6 students, the most frequently reported source for learning was their school (85% indicated learning from their school at least to a moderate extent). However, students at this year level also reported having learnt to at least a moderate extent from their families (72%), their friends (59%) and by themselves (71%). At Year 10, students reported high levels of independence in their learning, with 81% indicating that they learnt how to use digital tools themselves to a large or moderate extent. Year 10 students also reported high levels of learning from their family (65%), from their friends (70%) and at their school (75%).

Frequency of using digital tools

Students reported on how often they used digital tools, both at school and outside of school, with response options ranging from (1) "several times every day" to (6) "never" (see Table 5.10). At a national level, more than one-third (38%) of Year 6 students and two-thirds (69%) of Year 10 students reported using digital tools at least once a day at school. This was a small but significant decrease in the percentage of Year 6 students reporting daily use since the previous cycle, while the proportion of Year 10 students was similar. Outside of school, under half of Year 6 students (49%) and over half of Year 10 students (57%) used digital tools once a day or more.

There was some variation in the reported daily use of digital tools at schools across jurisdictions. At Year 10, three-quarters or more of students were using it daily in South Australia (84%), the Australian Capital Territory (81%) and Victoria (77%), in contrast to less than half in Northern Territory (48%) and about three-fifths (59%) of students in Western Australia. At Year 6, higher proportions of students from Queensland (46%) and the Australian Capital Territory (45%) indicated daily use of digital tools at school, compared to smaller proportions among students from Tasmania (31%), New South Wales (32%) and Northern Territory (32%).

Table 5.10: Percentages of students using digital tools once a day or more at school and outside of school nationally and by state and territory since 2022

State/ territory	2025*				2022			
	Year 6		Year 10		Year 6		Year 10	
	At school	Outside of school	At school	Outside of school	At school	Outside of school	At school	Outside of school
NSW	32 (±5.3)	48 (±3.1)	61 (±6.3)	59 (±5.6)	42 (±6.2)	52 (±3.9)	62 (±7.3)	54 (±5.8)
VIC	40 (±5.7)	50 (±3.0)	77 (±4.6)	60 (±5.2)	47 (±7.3)	55 (±4.2)	78 (±2.8)	58 (±3.9)
QLD	46 (±6.6)	51 (±4.1)	74 (±5.0)	55 (±3.0)	40 (±6.7)	45 (±3.6)	65 (±4.0)	41 (±3.5)
SA	38 (±6.3)	47 (±3.2)	84 (±2.4)	55 (±6.2)	56 (±6.6)	49 (±5.3)	84 (±4.2)	51 (±4.3)
WA	38 (±8.1)	52 (±2.8)	59 (±6.0)	56 (±3.2)	40 (±6.6)	50 (±4.6)	53 (±7.7)	52 (±4.5)
TAS	31 (±5.8)	48 (±3.8)	61 (±5.7)	45 (±4.3)	34 (±5.1)	47 (±3.7)	58 (±5.8)	42 (±6.1)
NT	32 (±9.9)	45 (±7.4)	48 (±10.1)	46 (±13.8)	39 (±10.4)	49 (±5.5)	41 (±13.5)	37 (±6.3)
ACT	45 (±8.9)	48 (±5.0)	81 (±5.0)	62 (±8.6)	50 (±11.9)	57 (±5.3)	85 (±4.7)	58 (±6.7)
Aust.	38 (±2.8)	49 (±1.6)	69 (±2.6)	57 (±2.3)	43 (±3.1)	51 (±1.9)	68 (±2.6)	51 (±2.3)

*Confidence Intervals (1.96 * SE) are reported in brackets.*
** Whilst the 2025 cycle asked about 'digital tools', previous cycles asked about the use of 'ICT devices' (2022), 'digital devices' (2017) and 'computers' (2014 and previous cycles). Comparisons between cycles should take this into account.*

Table 5.11 shows the relationship between the frequency of students' use of digital tools and their NAP–ICT Literacy scale scores.

Table 5.11: Average NAP–ICT Literacy scale scores for students who use digital tools at least once a day compared to less than once a day since 2022

Frequency of use	2025*				2022			
	Year 6		Year 10		Year 6		Year 10	
Once a day or more	405	(±6.0)	498	(±7.2)	425	(±6.3)	523	(±6.8)
Less than once a day	397	(±5.9)	444	(±9.9)	407	(±6.5)	458	(±11.3)
Difference (more - less)	**8**	(±7.4)	**53**	(±10.4)	**18**	(±7.9)	**65**	(±10.5)

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

Statistically significant differences are in bold.

** Whilst the 2025 cycle asked about 'digital tools', previous cycles asked about the use of 'ICT devices' (2022), 'digital devices' (2017) and 'computers' (2014 and previous cycles). Comparisons between cycles should take this into account.*

Students who reported using digital tools at least once a day achieved significantly higher NAP–ICT Literacy scale scores than students who reported using digital tools less than once a day. This was observed at both year levels; however, the difference between the comparison groups was much larger at Year 10 (53 scale points) than at Year 6 (8 scale points). In other words, students who were using devices such as computers or tablets more frequently had higher levels of ICT literacy achievement, with a gap that was much wider among Year 10 students. A similar pattern of results was already reported in the previous cycle of the study.

Student attitudes towards digital tools

Digital tool self-efficacy

Students were asked how well they could do certain tasks on a digital tool[9]. In previous cycles of NAP–ICT Literacy, students' confidence in completing tasks using these devices was positively associated with students' NAP–ICT Literacy scale scores. Table 5.12 includes the percentages in each category for all tasks that were responded to by students at Year 6 and Year 10. The question includes some tasks that were new for the current cycle as well as tasks already included in previous cycle(s). Where an item was used before, data were also provided for the previous 2 cycles of the study.

[9] In previous cycles they were asked how well they could complete given tasks on an ICT device (2022), a digital device (2017) or on a computer (pre-2017).

Table 5.12: Percentages of students reporting self-efficacy in using digital tools since 2017

Year 6	2025				2022				2017			
How well can you do each of these tasks using digital tools?*	**I can do this easily by myself**	**I can do this with a bit of effort**	**I know what this means but I cannot do it**	**I don't know what this means**	**I can do this easily by myself**	**I can do this with a bit of effort**	**I know what this means but I cannot do it**	**I don't know what this means**	**I can do this easily by myself**	**I can do this with a bit of effort**	**I know what this means but I cannot do it**	**I don't know what this means**
Edit digital photographs or other graphic images	42 (±2.0)	37 (±1.7)	13 (±1.2)	7 (±0.9)	45 (±2.0)	38 (±1.8)	13 (±1.3)	4 (±0.7)	47 (±1.9)	35 (±1.7)	13 (±1.1)	5 (±0.9)
Create a database (e.g. using Microsoft Access, FileMaker, SQL)	9 (±1.0)	26 (±1.8)	29 (±1.8)	36 (±1.8)	17 (±1.4)	32 (±1.5)	27 (±1.8)	24 (±1.7)	19 (±1.3)	33 (±1.6)	25 (±1.6)	23 (±1.6)
Enter data in a spreadsheet (e.g. using Microsoft Excel, Google Sheets, Apple Numbers)	25 (±1.8)	32 (±1.7)	20 (±1.3)	23 (±1.9)	35 (±1.8)	33 (±1.9)	17 (±1.5)	15 (±1.4)	33 (±1.8)	31 (±1.5)	17 (±1.4)	19 (±1.7)
Create a graph using spreadsheet software (e.g. using Microsoft Excel, Google Sheets, Apple Numbers)[1]	24 (±1.9)	32 (±1.7)	21 (±1.5)	23 (±1.8)	30 (±2.0)	35 (±1.8)	19 (±1.8)	17 (±1.5)	32 (±1.8)	32 (±1.5)	19 (±1.5)	18 (±1.5)
Download or stream music from the Internet[1]	51 (±1.7)	25 (±1.5)	17 (±1.2)	7 (±0.9)	54 (±2.0)	26 (±1.8)	17 (±1.4)	4 (±0.7)	55 (±1.9)	23 (±1.4)	19 (±1.5)	3 (±0.7)
Create a multimodal presentation (with sound, pictures, video)[1]	39 (±2.0)	33 (±1.4)	15 (±1.2)	13 (±1.2)	43 (±2.1)	33 (±2.0)	15 (±1.4)	9 (±1.0)	44 (±1.9)	33 (±1.6)	15 (±1.4)	8 (±1.2)
Create or edit websites[1]	14 (±1.4)	25 (±1.6)	45 (±1.7)	16 (±1.4)	20 (±1.7)	28 (±1.5)	39 (±1.8)	13 (±1.1)	16 (±1.7)	28 (±1.6)	44 (±2.0)	12 (±1.3)
Use a collaborative workspace (e.g. Google Classroom, Google Workspace, Microsoft Teams, Microsoft Office 365) to work with others on a shared project[1]	42 (±2.0)	26 (±1.5)	16 (±1.2)	16 (±1.4)	39 (±2.2)	29 (±1.7)	18 (±1.4)	14 (±1.3)	- -	- -	- -	- -
Use videoconferencing software (e.g. Zoom, Microsoft Teams, Google Meet) for communication purposes[1]	32 (±1.9)	28 (±1.6)	21 (±1.4)	19 (±1.3)	47 (±2.3)	27 (±1.7)	16 (±1.3)	10 (±1.1)	- -	- -	- -	- -
Use an online learning management system (e.g. Moodle, Google Classroom)[1]	42 (±2.5)	25 (±1.6)	17 (±1.6)	16 (±1.5)	57 (±2.3)	24 (±1.6)	12 (±1.3)	7 (±1.0)	- -	- -	- -	- -
Use artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot, DALL-E) to generate content	43 (±1.9)	23 (±1.6)	21 (±1.5)	14 (±1.2)	- -	- -	- -	- -	- -	- -	- -	- -
Evaluate the quality of information generated using artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot)	29 (±1.7)	27 (±1.2)	23 (±1.4)	21 (±1.6)	- -	- -	- -	- -	- -	- -	- -	- -
Reference digital content that I use in my work (e.g. image captions or bibliography)	28 (±1.8)	30 (±1.7)	18 (±1.6)	24 (±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.*
** Whilst the 2025 cycle asked about 'digital tools', previous cycles asked about the use of 'ICT devices' (2022), 'digital devices' (2017) and 'computers' (2014 and previous cycles). Comparisons between cycles should take this into account.*
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results. Trend data is only displayed for the previous 2 cycles (2022 and 2017). For 2014 data, please refer to Table 5.11 in the NAP–ICT Literacy 2022 Public Report.

Table 5.12: Percentages of students reporting self-efficacy in using digital tools since 2017

Year 10	2025				2022				2017			
How well can you do each of these tasks using digital tools?*	I can do this easily by myself	I can do this with a bit of effort	I know what this means but I cannot do it	I don't know what this means	I can do this easily by myself	I can do this with a bit of effort	I know what this means but I cannot do it	I don't know what this means	I can do this easily by myself	I can do this with a bit of effort	I know what this means but I cannot do it	I don't know what this means
Edit digital photographs or other graphic images	42 (±1.6)	40 (±1.8)	15 (±1.4)	4 (±0.7)	41 (±1.9)	43 (±1.8)	13 (±1.4)	3 (±0.6)	50 (±1.8)	39 (±1.7)	9 (±1.0)	2 (±0.4)
Create a database (e.g. using Microsoft Access, FileMaker, SQL)	9 (±1.2)	25 (±1.5)	37 (±2.0)	28 (±1.9)	16 (±1.5)	33 (±2.0)	31 (±1.9)	20 (±1.6)	16 (±1.4)	31 (±1.5)	31 (±1.6)	22 (±1.5)
Enter data in a spreadsheet (e.g. using Microsoft Excel, Google Sheets, Apple Numbers)	30 (±2.1)	47 (±2.2)	17 (±1.3)	6 (±0.8)	40 (±2.4)	44 (±2.1)	13 (±1.4)	4 (±0.7)	44 (±2.2)	39 (±1.9)	13 (±1.4)	4 (±0.7)
Create a graph using spreadsheet software (e.g. using Microsoft Excel, Google Sheets, Apple Numbers)[1]	30 (±2.0)	44 (±1.9)	19 (±1.4)	7 (±0.8)	38 (±2.4)	42 (±2.0)	15 (±1.6)	5 (±0.8)	42 (±2.2)	39 (±1.8)	14 (±1.3)	4 (±0.7)
Download or stream music from the Internet[1]	62 (±2.0)	22 (±1.6)	12 (±1.4)	3 (±0.6)	64 (±2.1)	25 (±1.7)	9 (±1.2)	2 (±0.6)	77 (±1.6)	16 (±1.4)	7 (±0.9)	1 (±0.3)
Create a multimodal presentation (with sound, pictures, video)[1]	41 (±1.9)	36 (±1.7)	14 (±1.5)	8 (±1.2)	54 (±2.3)	34 (±2.0)	10 (±1.1)	3 (±0.6)	60 (±2.0)	30 (±1.7)	8 (±1.0)	2 (±0.6)
Create or edit websites[1]	13 (±1.5)	31 (±1.7)	44 (±2.0)	12 (±1.2)	23 (±1.9)	36 (±1.8)	34 (±1.9)	8 (±1.1)	21 (±1.6)	37 (±1.8)	36 (±1.5)	5 (±0.8)
Post content (e.g. comments, images, videos) on social media (e.g. Instagram, Snapchat, Facebook or similar)[1]	66 (±2.1)	21 (±1.7)	9 (±1.1)	4 (±0.6)	70 (±2.2)	21 (±1.7)	7 (±1.2)	2 (±0.7)	91 (±1.2)	6 (±0.9)	2 (±0.6)	1 (±0.4)
Use a collaborative workspace (e.g. Google Classroom, Google Workspace, Microsoft Teams, Microsoft Office 365) to work with others on a shared project[1]	51 (±2.3)	30 (±1.8)	14 (±1.5)	6 (±1.0)	51 (±2.6)	30 (±2.1)	14 (±1.4)	5 (±0.9)	- -	- -	- -	- -
Use videoconferencing software (e.g. Zoom, Microsoft Teams, Google Meet) for communication purposes[1]	46 (±2.4)	32 (±1.8)	16 (±1.4)	6 (±0.9)	52 (±2.7)	31 (±2.0)	12 (±1.5)	5 (±1.0)	- -	- -	- -	- -
Use an online learning management system (e.g. Moodle, Google Classroom)[1]	43 (±2.6)	30 (±2.0)	19 (±1.7)	8 (±1.1)	52 (±2.3)	29 (±1.9)	13 (±1.4)	6 (±0.9)	- -	- -	- -	- -
Use artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot, DALL-E) to generate content	58 (±2.4)	25 (±1.8)	12 (±1.6)	6 (±0.9)	- -	- -	- -	- -	- -	- -	- -	- -
Evaluate the quality of information generated using artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot)	45 (±2.1)	31 (±1.8)	16 (±1.5)	8 (±1.0)	- -	- -	- -	- -	- -	- -	- -	- -
Reference digital content that I use in my work (e.g. image captions or bibliography)	46 (±2.1)	34 (±1.8)	12 (±1.2)	7 (±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.*
** Whilst the 2025 cycle asked about 'digital tools', previous cycles asked about the use of 'ICT devices' (2022), 'digital devices' (2017) and 'computers' (2014 and previous cycles). Comparisons between cycles should take this into account.*
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results. Trend data is only displayed for the previous 2 cycles (2022 and 2017). For 2014 data, please refer to Table 5.11 in the NAP–ICT Literacy 2022 Public Report.

At the Year 6 level, students reported higher levels of self-efficacy for editing digital photographs or other graphic images, downloading or streaming music from the internet and creating a multimodal presentation (with sound, pictures, video) than other tasks. Students at this year level were less confident in their ability to create a database (for example, using Microsoft Access, FileMaker, SQL) and to create or edit websites, with less than half of students expressing confidence that they could do this either easily or with a bit of effort. Year 10 students also expressed lower self-efficacy in these 2 tasks.

Year 10 students typically expressed higher levels of self-efficacy overall in comparison to Year 6 students. Three-quarters or more of students at this level thought that they could easily or with a bit of effort edit digital photographs or other graphic images, enter data in a spreadsheet, download or stream music from the internet, create a multimodal presentation, post content on social media, use a collaborative workspace, use videoconferencing software, use AI to generate content, evaluate the quality of information generated using AI tools, and reference digital content that they used in their work.

Typically, there were only small differences in self-efficacy since the previous cycle. However, in 2022 students tended to express more confidence than students in 2025 in creating a database (at both year levels), entering data in a spreadsheet (Year 6 only), using videoconferencing technology (Year 6 only), using an online learning management system (Year 6 only), creating and editing a website (Year 10 only) and creating a multimodal presentation (Year 10 only). There is a general pattern of higher self-efficacy in 2022 than in 2025.

A scale was derived based on all items in this question to compare student self-efficacy in using digital tools across different subgroups. Item response theory was used to derive weighted likelihood estimates for this index. Scale scores were transformed to a metric where the national mean score for Year 6 students was 50 with a standard deviation (SD) of 10. This method was used for all subsequent indices in this report. The scaling analyses and procedures for these items, as well as information about reliabilities, are detailed in the NAP–ICT Literacy 2025 Technical Report.

Table 5.13 shows the scale scores for the index of digital tool self-efficacy for male and female students in both year levels. Overall, Year 10 students showed significantly higher levels of self-efficacy than Year 6 students, a difference of 3.5 scale points. There was a significant gender difference at the Year 6 level, with male students scoring an average of 1.3 scale points higher than female students. At the Year 10 level, however, there was no difference between male and female students' ratings of self-efficacy.

Table 5.13: Average scale scores for digital tool self-efficacy for male and female students

Self-efficacy	All students		Male		Female		Difference (M-F)	
Year 6	50.0	(±0.4)	50.6	(±0.6)	49.3	(±0.5)	**1.3**	(±0.7)
Year 10	53.5	(±0.5)	53.4	(±0.7)	53.6	(±0.5)	-0.1	(±0.8)
Difference (Year 10-Year 6)	**3.5**	(±0.6)	**2.8**	(±0.9)	**4.2**	(±0.7)		

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

Statistically significant differences are in bold.

For the exploration of the association between students' attitudes towards digital tools and NAP–ICT Literacy scale scores, associations are reported in 2 ways.

The first way presents average attitude scale scores for students who are either below the proficient standard for NAP–ICT Literacy or above it. This helps to explain whether students with a greater level of ICT knowledge have different attitudes towards digital tools in comparison to those with less developed levels of knowledge.

The second way of describing the relationship is to present the correlation between each attitude of interest and NAP–ICT Literacy scale scores. Pearson's correlation coefficient can assume values between –1 and +1. A positive correlation between the NAP–ICT Literacy scale and an attitudinal measure scale would mean that an increase in student achievement corresponds to an increase in the attitudinal scale score, while a negative correlation indicates an association in which an increase in one measure corresponds to a decrease in the other measure.

Students above the proficient standard had significantly higher levels of self-efficacy than students below the proficient standard (see Table 5.14). The gap between these groups was around 5 scale points at each year level (4.8 scale points for Year 6 and 5.1 scale points for Year 10).

Table 5.14: Average scale scores for digital tool self-efficacy for students above and below the proficient standard, overall and by gender

Proficient standard		All students		Male		Female	
Year 6	Above	52.3	(±0.5)	53.1	(±0.7)	51.4	(±0.6)
	Below	47.5	(±0.5)	48.1	(±0.8)	46.9	(±0.6)
	Difference	**4.8**	(±0.6)	**5.1**	(±1.0)	**4.5**	(±0.8)
	Correlation	**0.27**	(±0.03)	**0.27**	(±0.05)	**0.27**	(±0.05)
Year 10	Above	56.6	(±0.6)	57.0	(±0.9)	56.1	(±0.6)
	Below	51.5	(±0.6)	51.3	(±0.9)	51.7	(±0.7)
	Difference	**5.1**	(±0.8)	**5.6**	(±1.2)	**4.4**	(±0.9)
	Correlation	**0.32**	(±0.05)	**0.31**	(±0.07)	**0.34**	(±0.06)

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

The correlation between self-efficacy and achievement was significant at both year levels. The strength of the association was weak at the Year 6 level (0.27) and moderate at the Year 10 level (0.32). The associations were similar for male and female students at both year levels, and these results demonstrate that students reporting higher levels of self-efficacy for using digital tools also had greater levels of ICT literacy achievement.

Importance of digital tools

Students were asked how much they agreed with different statements about the importance of using digital tools (see Table 5.15) for a full list of the statements with the corresponding category percentages). As with the items about self-efficacy, similar items were included in previous cycles of the NAP–ICT Literacy student questionnaire, relating to the importance of ICT devices, digital devices or computers (rather than digital tools). The table also includes the percentages of agreement (strongly agree or agree) in 2025 in comparison with those from the 2022, 2017 and 2014 cycles. Due to changes in wording in the question stem across cycles, caution should be given on interpretation of differences across time.

In 2025, students were likely to express high levels of agreement at both year levels for all items, especially Year 10 students. Percentage agreement with the items ranged from 72% to 92% at the Year 6 level, and 84% to 95% at the Year 10 level. The item that digital tools "help me to work with others" attracted a slightly lower (but still high) level of agreement relative to other statements. The results suggest a similar level of agreement across recent cycles.

Table 5.15: Percentages of students' recognition of the importance of working with digital tools in 2025, and percentages of agreement since 2014

	Importance of working with digital tools[1]	2025				2025	2022	2017	2014
		Strongly agree	Agree	Disagree	Strongly disagree	% Agreement	% Agreement	% Agreement	% Agreement
Year 6	They help me improve the quality of my work.	29 (±1.9)	63 (±1.9)	7 (±0.7)	1 (±0.4)	92 (±0.8)	92 (±1.2)	88 (±1.2)	82 (±1.3)
	They make work easier.	43 (±1.5)	48 (±1.7)	8 (±1.0)	1 (±0.4)	91 (±1.1)	90 (±1.2)	86 (±1.2)	83 (±1.3)
	They help me to work with others.	22 (±1.4)	50 (±1.6)	24 (±1.7)	4 (±0.6)	72 (±1.8)	73 (±1.7)	70 (±1.7)	66 (±1.8)
	They enable me to work alone.	31 (±1.7)	48 (±1.8)	17 (±1.6)	4 (±0.6)	79 (±1.8)	51 (±1.8)	- -	- -
	They help me communicate with my friends.	47 (±1.9)	36 (±2.0)	11 (±1.1)	5 (±0.9)	83 (±1.5)	84 (±1.4)	82 (±1.3)	74 (±1.7)
	They help me find new ways to do things.	46 (±1.7)	44 (±1.7)	8 (±0.9)	2 (±0.5)	90 (±1.1)	90 (±1.0)	89 (±1.0)	82 (±1.5)
Year 10	They help me improve the quality of my work.	44 (±1.8)	50 (±1.8)	4 (±0.7)	1 (±0.5)	95 (±0.9)	93 (±1.0)	91 (±1.1)	87 (±1.4)
	They make work easier.	55 (±1.8)	40 (±1.8)	4 (±0.8)	1 (±0.6)	95 (±1.0)	93 (±0.8)	91 (±1.1)	89 (±1.2)
	They help me to work with others.	37 (±2.1)	47 (±2.0)	13 (±1.4)	2 (±0.5)	84 (±1.5)	83 (±1.7)	76 (±1.5)	66 (±2.1)
	They enable me to work alone.	47 (±1.7)	45 (±1.5)	7 (±1.0)	1 (±0.5)	92 (±1.0)	66 (±2.0)	- -	- -
	They help me communicate with my friends.	58 (±2.0)	34 (±1.9)	6 (±1.0)	2 (±0.4)	92 (±1.1)	87 (±1.4)	91 (±1.1)	84 (±1.4)
	They help me find new ways to do things.	50 (±1.8)	43 (±1.6)	5 (±0.8)	2 (±0.4)	93 (±0.9)	88 (±1.3)	90 (±0.9)	77 (±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.

[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results.

All items in the question were used to derive a scale reflecting students' beliefs about the importance of using digital tools (see Table 5.16 for scale scores for male and female students in both year levels). Similar to the findings for the scale on self-efficacy in using digital tools, Year 10 students showed significantly higher ratings of the importance of digital tools than Year 6 students, and the difference of 5.6 scale points was statistically significant. Male students at both year levels showed significantly higher ratings of the importance of digital tools than female students, but the difference was larger among Year 6 students (1.9 scale points compared to 1.2 scale points at Year 10).

Table 5.16: Average scale scores for importance of digital tools for male and female students

	All students		Male		Female		Difference (M-F)	
Year 6	50.0	(±0.4)	50.9	(±0.5)	49.0	(±0.5)	**1.9**	(±0.7)
Year 10	55.6	(±0.5)	56.2	(±0.7)	55.0	(±0.7)	**1.2**	(±1.1)
Difference (Year 10-Year 6)	**5.6**	(±0.6)	**5.3**	(±0.9)	**5.9**	(±0.9)		

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

As evident in Table 5.17, both male and female Year 6 students above the proficient standard rated the importance of digital tools more highly than their lower performing counterparts (by 2.6 and 1.7 scale points, respectively). These differences were considerably larger in size for Year 10 students, where male and female students above the proficient standard rated the importance of digital tools on average 4.7 and 3.6 scale points higher, respectively, than students with lower ICT literacy achievement.

Table 5.17: Average scale scores for importance of digital tools for students above and below the proficient standard, overall and by gender

Proficient standard		All students		Male		Female	
Year 6	Above	51.0	(±0.5)	52.2	(±0.8)	49.9	(±0.6)
	Below	48.9	(±0.5)	49.6	(±0.8)	48.1	(±0.7)
	Difference	**2.1**	(±0.7)	**2.6**	(±1.2)	**1.7**	(±1.0)
	Correlation	**0.14**	(±0.03)	**0.16**	(±0.05)	**0.12**	(±0.04)
Year 10	Above	58.2	(±0.7)	59.2	(±1.0)	57.1	(±0.9)
	Below	54.0	(±0.7)	54.5	(±0.9)	53.5	(±1.0)
	Difference	**4.1**	(±1.0)	**4.7**	(±1.5)	**3.6**	(±1.2)
	Correlation	**0.20**	(±0.04)	**0.21**	(±0.06)	**0.20**	(±0.06)

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

The correlation between students' ratings of the importance of digital tools and achievement was significant but weak among Year 6 students (0.14) and among Year 10 students (0.20). These findings demonstrate that students who rated the importance of digital tools highly also had greater knowledge of ICT literacy.

Chapter 6: Student use of applications

Chapter 6: Student use of applications

Chapter highlights

- Searching for information on the internet was the most frequently reported study activity for Year 6 and Year 10 students, both at school and outside of school. Additionally, most Year 10 students reported frequent use of word processing software at school. In contrast, fewer students at both year levels reported frequent use of spreadsheets or presentation software.
- Frequent use of AI tools to assist with schoolwork was reported by 1 in 4 Year 10 students at school, and by more than 1 in 5 outside of school.
- Study applications were used more frequently by Year 10 students than Year 6 students, both at school and outside of school.
- Among Year 6 students, those with lower ICT literacy achievement reported more frequent use of study utilities at school. At Year 10, students with higher achievement reported more frequent use of digital tools for study outside of school.
- Outside of school, a majority of students at both year levels reported frequent entertainment use of digital tools, including watching videos or live streams, playing games, and listening to music. However, fewer students reported frequent use of creative software (for example for music, movies, animations or artwork), listening to podcasts or audiobooks, or engaging in coding or programming activities.
- Email use at school was reported frequently by 3 in 5 Year 10 students, while fewer than half reported frequent use outside of school. Among Year 10 students, 1 in 3 reported frequent use of chatting or texting at school, but 9 in 10 reported frequent use outside of school.
- At Year 6, digital communication tools were used infrequently at school, but nearly two-thirds of students reported frequent use of chatting and texting outside of school.
- Year 10 students reported more frequent use of digital communication tools than Year 6 students, both at and outside of school. No significant differences were observed between male and female students at either year level.
- Most students at both year levels reported rarely completing technological tasks using digital tools at school. The only task that was more frequently reported was changing application settings to suit one's purposes, for which most students indicated occasional or frequent use outside of school.
- Completing technological tasks was somewhat more frequently reported by Year 6 students than by Year 10 students. Among Year 10 students, male students reported more frequent use of digital tools than female students for these tasks at school. Among Year 6 students, female students reported slightly higher usage than male students outside of school.
- Students with lower levels of ICT literacy were more likely to report frequent completion of technological tasks at school than those with higher ICT literacy achievement.

Introduction

This chapter provides insights into how Year 6 and Year 10 students use applications on digital devices. As in previous assessment cycles, students were asked how often they use various applications for different tasks, both at school and outside of school. The questionnaire explored their use of digital tools for specific activities (such as searching for information online) as well as their engagement with particular software applications (like Blockly or YouTube). A new question introduced in 2025 also examined students' use of applications that incorporate Artificial Intelligence (AI).

Students' use of applications for specific tasks was grouped into 4 categories:

- study utilities – tools that support learning and schoolwork
- entertainment applications – applications used for leisure and recreation
- communication tools – applications used to connect with others
- technological tasks – activities involving the use of digital tools to complete practical or technical tasks.

Students reported how often they used each application or completed each task, both at school and outside of school. They chose from 6 frequency options:

- at least once every day
- almost every day
- a few times each week
- between once a week and once a month
- less than once a month
- never.

For reporting purposes, these responses were grouped into 3 broader categories:

- rarely – less than once a month or never
- occasionally – between a few times per week and once a month
- frequently – almost every day or more often.

To compare how different groups of students use applications, 3 indices were created: study utilities, communication tools and technological uses. These indices combined student responses into a single score for each type of application use. For each type, 2 separate scores were calculated: one for use at school and one for use outside of school[10], with average scores compared across year levels and gender groups.

Using applications at school and outside of school

Using study utilities on digital tools

Students were asked how often they performed tasks on digital tools that are typically linked to study activities. The frequencies (rarely, occasionally, frequently) for each study utility task are presented separately for Year 6 and Year 10 students, showing usage both at school and outside of school (Table 6.1).

[10] Further information about how these scaling analyses were performed, together with information about reliabilities and related analytic procedures, are provided in the NAP–ICT Literacy 2025 Technical Report.

Table 6.1: Percentages of students using study utilities on digital tools

Use of study utilities on digital tools		Year 6						Year 10					
		Rarely		Occasionally		Frequently		Rarely		Occasionally		Frequently	
At school	Search the internet for information for study or school work	6	(±1.0)	42	(±2.8)	52	(±3.0)	2	(±0.7)	17	(±2.1)	81	(±2.3)
	Use word processing software or apps to create documents	24	(±2.0)	52	(±2.4)	24	(±2.3)	11	(±1.3)	35	(±2.0)	54	(±2.1)
	Enter data in a spreadsheet	49	(±2.3)	39	(±1.9)	12	(±1.2)	46	(±2.3)	43	(±2.1)	11	(±1.2)
	Use mathematics, language or other learning programs	14	(±1.7)	45	(±2.2)	41	(±2.4)	18	(±1.9)	42	(±2.2)	39	(±2.2)
	Use spreadsheets to create a graph or perform calculations	42	(±2.0)	44	(±1.7)	14	(±1.2)	48	(±2.2)	41	(±2.0)	12	(±1.4)
	Create presentations for school projects	24	(±2.4)	62	(±2.2)	14	(±1.4)	17	(±1.8)	67	(±1.9)	16	(±1.4)
	Watch online videos to support your own learning	26	(±2.0)	52	(±2.0)	21	(±1.6)	19	(±1.7)	54	(±1.8)	27	(±1.9)
	Use artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot) to assist with your school work	72	(±2.1)	19	(±1.6)	9	(±1.2)	38	(±2.6)	36	(±2.1)	26	(±2.1)

Use of study utilities on digital tools		Year 6						Year 10					
		Rarely		Occasionally		Frequently		Rarely		Occasionally		Frequently	
Outside of school	Search the internet for information for study or school work	27	(±2.1)	40	(±1.8)	33	(±2.0)	11	(±1.3)	35	(±2.2)	53	(±2.4)
	Use word processing software or apps to create documents	57	(±2.4)	30	(±1.7)	13	(±1.4)	35	(±2.3)	42	(±2.0)	22	(±1.8)
	Enter data in a spreadsheet	78	(±1.9)	15	(±1.4)	6	(±1.0)	75	(±1.9)	19	(±1.6)	6	(±1.1)
	Use mathematics, language or other learning programs	45	(±2.6)	34	(±2.1)	21	(±1.8)	46	(±2.5)	35	(±2.1)	19	(±1.6)
	Use spreadsheets to create a graph or perform calculations	75	(±2.1)	18	(±1.7)	7	(±1.1)	75	(±2.0)	18	(±1.7)	7	(±1.2)
	Create presentations for school projects	61	(±2.8)	31	(±2.3)	8	(±1.2)	48	(±2.4)	44	(±2.0)	8	(±1.2)
	Watch online videos to support your own learning	49	(±2.2)	33	(±2.0)	17	(±1.6)	36	(±2.4)	43	(±2.0)	21	(±1.6)
	Use artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot) to assist with your school work	69	(±2.0)	20	(±1.7)	11	(±1.2)	43	(±2.5)	34	(±1.9)	22	(±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.
Rarely = less than once a month or never
Occasionally = between a few times each week and once a month
Frequently = almost every day or more

The results show that searching the internet was the most frequently reported study activity at school for both year levels. Around half of Year 6 students (52%) and more than 4 out of 5 Year 10 students (81%) reported using this study utility daily or almost daily at school. Outside of school, about one-third of Year 6 students (33%) and just over half of Year 10 students (53%) reported frequent use of internet searching for study purposes.

Frequent use of word processing software at school was reported by 54% of Year 10 students, compared to just 24% of Year 6 students. Outside of school, usage was lower across both year levels, with 13% of Year 6 students and 22% of Year 10 students reporting frequent use of this study utility. Frequent use of mathematics, language or other learning programs at school was reported by 41% of Year 6 students and 39% of Year 10 students. Outside of school, these programs were used less often, with 21% of Year 6 students and 19% of Year 10 students reporting frequent use.

Frequent use of other study utilities was reported by relatively few students both at and outside of school. With regard to the adoption of AI tools, 1 in 4 Year 10 students (26%) reported frequent use of artificial intelligence (AI) tools at school, compared to just 1 in 10 Year 6 students (9%). Outside of school, 22% of Year 10 students and 11% of Year 6 students reported frequent use of AI tools.

Two indices were derived from the item sets measuring use of study utilities on digital tools at school and outside of school and their corresponding average scale scores for these indices, overall and within gender groups at both year levels, are recorded in Table 6.2.

Table 6.2: Average scale scores for using study utilities on digital tools at school and outside of school, overall and by gender

		All students		Male		Female		Difference (M-F)	
At school	Year 6	50.0	(±0.6)	50.1	(±0.6)	49.9	(±0.6)	0.3	(±0.5)
	Year 10	54.5	(±0.5)	55.2	(±0.6)	53.7	(±0.7)	**1.5**	(±0.8)
	Differences (Year 10-Year 6)	**4.5**	(±0.8)	**5.1**	(±0.9)	**3.9**	(±0.9)		
Outside of school	Year 6	50.0	(±0.6)	49.7	(±0.7)	50.3	(±0.6)	-0.6	(±0.6)
	Year 10	53.3	(±0.5)	53.4	(±0.7)	53.3	(±0.5)	0.1	(±0.8)
	Differences (Year 10-Year 6)	**3.3**	(±0.8)	**3.7**	(±1.0)	**3.0**	(±0.8)		

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

For the index reflecting use of study utilities at school, there was a statistically significant difference between year levels. Year 10 students reported more frequent use of study utilities than Year 6 students, with an overall difference of 4.5 score points. This difference between year levels appeared larger than for the index reflecting study utility use outside of school, where a statistically significant difference of 3.3 scale points between Year 10 and Year 6 was recorded. There were no significant differences between gender groups, except for study utility use at school for Year 10 students, where male students reported more frequent use at school than female students.

Table 6.3 presents the average scale scores for study utility use at school and outside of school, comparing students who performed above and below the NAP–ICT Literacy proficient standard. Results are shown for both Year 6 and Year 10 students, and are broken down by gender.

At Year 6, students with lower ICT literacy achievement reported significantly higher use of study utilities at school compared to their higher-achieving peers. This pattern was consistent for both male and female students. However, no significant differences were found in study utility use outside of school at this year level. Additionally, a weak but statistically significant negative correlation was observed between ICT literacy achievement and study utility use at school for Year 6 students. This may suggest that students with learning challenges – reflected in lower achievement scores – are more likely to use study utilities at school.

Among Year 10 students, and in contrast to Year 6 students, significant differences were observed in study utility use outside of school between those who performed above and below the NAP–ICT Literacy proficient standard. Higher-achieving students reported more frequent use of study utilities outside of school, while no significant differences were found for use at school. Among female students, a weak but statistically significant positive correlation was recorded between ICT literacy achievement and study utility use outside of school. In contrast, a negligible but significant negative correlation was observed among male students for study utility use at school.

Table 6.3: Average scale scores for using study utilities on digital tools for students above and below the proficient standard, overall and by gender

Proficient standard		At school			Outside of school		
		All students	Male	Female	All students	Male	Female
Year 6	Above	49.0 (±0.7)	48.8 (±0.8)	49.2 (±0.7)	49.7 (±0.5)	49.4 (±0.7)	50.0 (±0.6)
	Below	51.1 (±0.7)	51.5 (±0.8)	50.7 (±0.9)	50.4 (±0.9)	50.1 (±1.0)	50.6 (±1.0)
	Difference	**-2.1** (±0.8)	**-2.7** (±1.0)	**-1.5** (±1.1)	-0.6 (±0.8)	-0.8 (±1.1)	-0.6 (±1.0)
	Correlation	**-0.12** (±0.04)	**-0.13** (±0.05)	**-0.11** (±0.05)	-0.03 (±0.04)	-0.03 (±0.05)	-0.04 (±0.06)
Year 10	Above	54.1 (±0.6)	54.5 (±0.9)	53.8 (±0.8)	54.3 (±0.5)	54.4 (±0.8)	54.2 (±0.7)
	Below	54.8 (±0.8)	55.6 (±0.9)	53.7 (±1.0)	52.7 (±0.7)	52.7 (±0.9)	52.6 (±0.8)
	Difference	-0.6 (±0.9)	-1.2 (±1.3)	0.1 (±1.2)	**1.6** (±0.9)	**1.7** (±1.2)	**1.6** (±1.1)
	Correlation	-0.04 (±0.05)	**-0.07** (±0.06)	0.02 (±0.09)	**0.07** (±0.06)	0.04 (±0.08)	**0.11** (±0.08)

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

Using entertainment applications on digital tools

The student questionnaire also included a question about the frequency of using entertainment applications on digital tools outside of school. The same response options were used as for the previous question on study utilities. The results are presented in Table 6.4.

The highest percentages of frequent use were recorded for listening to music (63% at Year 6 and 82% at Year 10) and watching videos or live streams for entertainment (61% at Year 6 and 70% at Year 10). A majority of students at both year levels reported frequently playing games on digital tools (60% for Year 6; 56% for Year 10). Among Year 10 students, 60% also said they frequently searched online for information about things they were interested in. In comparison, only 42% of Year 6 students reported frequently searching online for information.

Very few students at either year level reported frequently using coding or programming to create games or control robotic devices (9% at Year 6; 7% at Year 10). Relatively few students reported using software or apps to create sounds or music, movies, animations or artwork (22% at Year 6, 19% at Year 10), and listening to podcasts, audiobooks or internet radio for entertainment (22% at Year 6, 21% at Year 10).

Table 6.4: Percentages of students using entertainment applications on digital tools

Use of entertainment applications on digital tools		Year 6						Year 10					
		Rarely		Occasionally		Frequently		Rarely		Occasionally		Frequently	
Outside of school	Watch videos or live streams for entertainment	9	(±0.9)	30	(±1.8)	61	(±1.9)	7	(±1.0)	23	(±1.7)	70	(±1.9)
	Play games (including console, mobile and online games)	7	(±0.8)	33	(±1.8)	60	(±1.9)	10	(±1.0)	35	(±1.9)	56	(±2.0)
	Use software or apps to create sounds/music, movies, animations or artwork	44	(±2.1)	33	(±1.8)	22	(±1.6)	56	(±1.9)	25	(±1.6)	19	(±1.5)
	Listen to music for entertainment	9	(±1.2)	28	(±1.6)	63	(±1.9)	3	(±0.7)	15	(±1.3)	82	(±1.6)
	Listen to podcasts, audiobooks or internet radio for entertainment	51	(±1.9)	27	(±1.5)	22	(±1.4)	47	(±2.0)	33	(±1.9)	21	(±1.5)
	Search for online information about things you are interested in	16	(±1.3)	41	(±1.6)	42	(±1.9)	7	(±1.0)	33	(±1.6)	60	(±1.9)
	Use coding or programming to create games or control robotic devices	74	(±1.8)	17	(±1.4)	9	(±1.0)	82	(±1.5)	11	(±1.2)	7	(±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.
Rarely = less than once a month or never
Occasionally = between a few times each week and once a month
Frequently = almost every day or more

Using digital tools for communication

Students were also asked about the frequency of using digital tools for communication at school and outside of school. The percentages of the same 3 response options used in the 2 previous questions are shown for both year levels in Table 6.5. Frequent use of digital tools for communication at school was most often reported by Year 10 students for email use (61%), while among Year 6 students only relatively few students indicated using them for this activity (23%). Frequent use of chatting or texting through apps at school was reported by a third of Year 10 students (33%), while only very few students reported this at Year 6 (6%). All other communication use via digital tools (related to online discussions, video call tools or creating/sharing on social media) was reported as infrequent at school by students at both year levels.

Outside school, the highest proportions of frequent use were recorded for chatting or texting through apps (64% at Year 6; 88% at Year 10), while the proportion of frequent email use was considerably lower (23% at Year 6; 44% at Year 10). Frequent use of video call tools was reported by more than one-third of students at both year levels (37% at Year 6; 39% at Year 10), while more than one-third of Year 10 students reported frequent creating and sharing content with others on social media (36%).[11]

[11] This item was not included in the questionnaire instrument for Year 6 students.

Table 6.5: Percentages of students using digital tools for communication

Use of digital tools for communication purposes		Year 6						Year 10					
		Rarely		Occasionally		Frequently		Rarely		Occasionally		Frequently	
At school	Use email	36	(±2.9)	41	(±2.2)	23	(±2.1)	7	(±1.3)	31	(±2.0)	61	(±2.6)
	Chat or text through apps	83	(±1.6)	12	(±1.3)	6	(±0.9)	44	(±2.8)	23	(±1.6)	33	(±2.4)
	Participate in online discussions on community platforms	75	(±2.0)	19	(±1.7)	6	(±1.0)	64	(±2.1)	23	(±1.6)	13	(±1.5)
	Use video call tools to communicate with people online	89	(±1.3)	7	(±1.2)	3	(±0.7)	78	(±2.3)	13	(±1.8)	9	(±1.4)
	Create and share content with others on social media	-	-	-	-	-	-	78	(±2.0)	13	(±1.5)	10	(±1.2)
Outside of school	Use email	44	(±2.0)	33	(±1.7)	23	(±1.8)	17	(±1.8)	39	(±2.1)	44	(±2.5)
	Chat or text through apps	15	(±1.4)	21	(±1.6)	64	(±2.0)	4	(±0.7)	8	(±1.0)	88	(±1.1)
	Participate in online discussions on community platforms	56	(±2.0)	24	(±1.5)	20	(±1.5)	44	(±1.9)	25	(±1.6)	31	(±1.8)
	Use video call tools to communicate with people online	28	(±1.8)	34	(±2.0)	37	(±1.7)	22	(±1.6)	39	(±1.8)	39	(±1.8)
	Create and share content with others on social media	-	-	-	-	-	-	35	(±2.0)	30	(±1.7)	36	(±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.
Rarely = less than once a month or never
Occasionally = between a few times each week and once a month
Frequently = almost every day or more

Year 10 students reported using digital tools for communication at school and outside of school more frequently than Year 6 students (Table 6.6). There was a statistically significant difference of 9.4 score points (almost one standard deviation) between Year 10 and Year 6 students in the use of digital tools for communication at school, while the difference for using digital communication tools outside of school of 5.3 score points (about half of one standard deviation) was also significant.

There were no statistically significant differences in the use of digital communication tools at school or outside of school between gender groups.

Table 6.6: Average scale scores for using digital tools for communications at school and outside of school, overall and by gender

		All students		Male		Female		Difference (M-F)	
At school	Year 6	50.0	(±0.6)	50.2	(±0.7)	49.8	(±0.6)	0.4	(±0.6)
	Year 10	59.4	(±0.5)	59.6	(±0.6)	59.1	(±0.7)	0.5	(±0.7)
	Differences (Year 10-Year 6)	**9.4**	(±0.8)	**9.4**	(±0.9)	**9.3**	(±0.9)		
Outside of school	Year 6	50.0	(±0.4)	50.2	(±0.6)	49.8	(±0.5)	0.5	(±0.7)
	Year 10	55.3	(±0.4)	55.4	(±0.5)	55.2	(±0.5)	0.1	(±0.7)
	Differences (Year 10-Year 6)	**5.3**	(±0.5)	**5.2**	(±0.8)	**5.5**	(±0.7)		

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

When comparing scale scores indicating the use of digital tools for communication by ICT literacy achievement groups (above versus below the proficient standard), there were statistically significant differences for communication use at school at both year levels (Table 6.7). Students with lower levels of ICT literacy reported more frequent use of digital communication, with differences of 2.6 score points at Year 6 and 1.6 score points at Year 10. This finding is also reflected in the weak but statistically significant negative correlations between ICT literacy scores and the index reflecting use of digital tools for communication at school.

For the use of digital tools for communication outside of school, there was a weak, significant difference for all students as well as a significant but negligible negative correlation at Year 6, while no differences were observed among Year 10 students.

Table 6.7: Average scale scores for using digital tools for communication for students above and below the proficient standard, overall and by gender

Proficient standard		At school						Outside of school					
		All students		Male		Female		All students		Male		Female	
Year 6	Above	48.8	(±0.6)	48.7	(±0.9)	48.9	(±0.7)	49.6	(±0.5)	49.8	(±0.8)	49.4	(±0.7)
	Below	51.4	(±0.8)	51.9	(±0.9)	50.9	(±0.9)	50.5	(±0.5)	50.7	(±0.9)	50.2	(±0.7)
	Difference	**-2.6**	(±0.8)	**-3.2**	(±1.2)	**-2.0**	(±1.0)	**-0.9**	(±0.8)	-1.0	(±1.2)	-0.9	(±1.0)
	Correlation	**-0.17**	(±0.05)	**-0.18**	(±0.07)	**-0.16**	(±0.07)	**-0.06**	(±0.03)	**-0.05**	(±0.04)	**-0.07**	(±0.06)
Year 10	Above	58.4	(±0.6)	58.4	(±0.8)	58.4	(±0.8)	54.8	(±0.7)	55.0	(±1.0)	54.7	(±0.8)
	Below	60.0	(±0.6)	60.3	(±0.8)	59.6	(±0.9)	55.6	(±0.6)	55.6	(±0.8)	55.6	(±0.8)
	Difference	**-1.6**	(±0.7)	**-1.9**	(±1.0)	**-1.2**	(±1.0)	-0.8	(±1.1)	-0.6	(±1.5)	-0.9	(±1.2)
	Correlation	**-0.12**	(±0.05)	**-0.14**	(±0.06)	**-0.09**	(±0.07)	-0.02	(±0.05)	-0.01	(±0.06)	-0.03	(±0.07)

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

Completing technological tasks using digital tools

Students were asked to indicate the frequency with which they used digital tools to engage in a range of technological tasks. These tasks were related to creating apps, programming or changing application settings and are defined as tasks that require some level of specialised technical skill. One item about publishing self-created media on an online account (such as YouTube or SoundCloud) was only administered to Year 10 students. The percentages of the 3 frequency categories for these items are presented in Table 6.8.

The results show that only a small proportion of students reported frequent completion of technological tasks both at school and outside of school, while most students indicated that they did this only rarely. Changing application settings to suit individual purposes had the relatively highest levels of occasional and frequent use among Year 10 students (50% at school versus 56% outside of school), while among Year 6 students, frequent use of drawing, painting, design or graphics programs had the relatively highest percentages in these 2 combined categories (48% at school and 55% outside of school). Only 10% of both Year 6 and Year 10 students indicated that they occasionally or frequently created an app at school or outside of school. While about 1 in 5 students at both year levels (22% at Year 6; 18% at Year 10) reported that they occasionally or frequently created text-based code or programs at school, these proportions were lower when asked about completion outside of school (14% at Year 6; 15% at Year 10).

Table 6.8: Percentages of students completing technological tasks using digital tools

Completion of technological tasks using digital tools		Year 6			Year 10		
		Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently
At school	Create code with a visual programming tool (e.g. Makecode, Scratch, Blockly, Lego WeDo, Spike Prime, Mindstorms)	64 (±2.4)	30 (±2.2)	6 (±0.9)	81 (±1.8)	12 (±1.3)	7 (±1.2)
	Create text-based code or programs (e.g. JavaScript, Swift, Python, Visual Basic, .NET)	78 (±1.7)	17 (±1.6)	5 (±0.7)	82 (±1.6)	11 (±1.2)	6 (±1.1)
	Publish media you have created to an online account (e.g. to YouTube, SoundCloud)	- -	- -	- -	85 (±1.7)	9 (±1.2)	6 (±1.1)
	Create an app	90 (±1.2)	7 (±1.1)	3 (±0.6)	90 (±1.6)	5 (±1.0)	5 (±1.0)
	Use drawing, painting, design or graphics programs or apps	52 (±2.2)	39 (±2.0)	9 (±1.1)	65 (±2.0)	27 (±1.9)	8 (±1.2)
	Change application settings to suit your purposes (e.g. adjusting display or privacy settings)	64 (±2.1)	29 (±1.9)	7 (±1.0)	50 (±2.3)	38 (±1.9)	12 (±1.4)
	Combine different types of digital content (e.g. music, video, images) into one product	69 (±1.8)	25 (±1.7)	6 (±0.8)	67 (±2.0)	23 (±1.7)	9 (±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.
Rarely = less than once a month or never
Occasionally = between a few times each week and once a month
Frequently = almost every day or more

Table 6.8: Percentages of students completing technological tasks using digital tools

Completion of technological tasks using digital tools		Year 6			Year 10		
		Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently
Outside of school	Create code with a visual programming tool (e.g. Makecode, Scratch, Blockly, Lego WeDo, Spike Prime, Mindstorms)	79 (±1.5)	14 (±1.3)	7 (±1.0)	87 (±1.5)	8 (±1.0)	6 (±0.9)
	Create text-based code or programs (e.g. JavaScript, Swift, Python, Visual Basic, .NET)	86 (±1.3)	9 (±1.0)	5 (±0.8)	85 (±1.6)	9 (±1.2)	6 (±0.9)
	Publish media you have created to an online account (e.g. to YouTube, SoundCloud)	- -	- -	- -	74 (±1.7)	17 (±1.5)	9 (±1.2)
	Create an app	90 (±1.0)	6 (±0.8)	3 (±0.6)	90 (±1.6)	6 (±1.1)	4 (±0.9)
	Use drawing, painting, design or graphics programs or apps	45 (±2.0)	37 (±1.8)	18 (±1.4)	65 (±1.9)	25 (±1.8)	10 (±1.2)
	Change application settings to suit your purposes (e.g. adjusting display or privacy settings)	52 (±2.1)	36 (±1.8)	12 (±1.1)	44 (±1.9)	42 (±1.7)	14 (±1.3)
	Combine different types of digital content (e.g. music, video, images) into one product	58 (±1.5)	25 (±1.3)	16 (±1.3)	63 (±1.9)	25 (±1.7)	12 (±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.
Rarely = less than once a month or never
Occasionally = between a few times each week and once a month
Frequently = almost every day or more

Table 6.9 shows the average scale scores for completing technological tasks at school and outside of school across year levels and within gender groups. The results indicate that these school-based activities were more frequently reported by Year 6 students than by Year 10 students, with a scale score difference of 1.7 score points. Similarly, for students completing these tasks outside of school, these were also more frequently reported by Year 6 students than by those in Year 10 (score point difference of 2.0 points). Statistically significant differences between gender groups were observed at Year 10 for technological task completion at school (where male students reported these activities more frequently than female students) and at Year 6 for these types of activities outside of school, with female students having significantly higher scores than male students.

Table 6.9: Average scale scores for completing technological tasks at school and outside of school, overall and by gender

		All students		Male		Female		Difference (M-F)	
At school	Year 6	50.0	(±0.4)	50.0	(±0.6)	50.0	(±0.5)	-0.1	(±0.6)
	Year 10	48.3	(±0.6)	48.9	(±0.7)	47.6	(±0.8)	**1.3**	(±0.9)
	Differences (Year 10-Year 6)	**-1.7**	(±0.7)	**-1.1**	(±0.9)	**-2.5**	(±0.9)		
Outside of school	Year 6	50.0	(±0.4)	49.3	(±0.6)	50.7	(±0.4)	**-1.4**	(±0.6)
	Year 10	48.0	(±0.4)	48.4	(±0.6)	47.6	(±0.5)	0.7	(±0.8)
	Differences (Year 10-Year 6)	**-2.0**	(±0.6)	**-0.9**	(±0.9)	**-3.1**	(±0.7)		

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

When comparing scale scores for completing technological tasks at school by levels of ICT literacy achievement (Table 6.10), at both year levels students with ICT literacy scores below the proficient standard reported significantly more frequent completion of technological tasks than those with higher levels of ICT literacy. However, there were no significant differences between groups of students performing above or below the proficient standard for NAP–ICT Literacy in completing technological tasks outside of school.

The correlations between NAP–ICT Literacy scores and the scales reflecting completion of technological tasks at school were also significantly negative overall and within gender groups, suggesting that students who had higher ICT literacy were less likely to report this type of application use. There were also significant but relatively weak negative correlations between ICT literacy and completing technological tasks outside of school overall and among male students at Year 10.

Table 6.10: Average scale scores for completing technological tasks using digital tools for students above and below the proficient standard, overall and by gender

Proficient standard		At school						Outside of school					
		All students		Male		Female		All students		Male		Female	
Year 6	Above	48.7	(±0.5)	48.3	(±0.7)	49.1	(±0.6)	49.7	(±0.4)	49.0	(±0.7)	50.4	(±0.4)
	Below	51.5	(±0.6)	51.9	(±0.9)	51.2	(±0.8)	50.4	(±0.7)	49.7	(±1.0)	51.1	(±0.8)
	Difference	**-2.8**	(±0.7)	**-3.6**	(±1.2)	**-2.1**	(±0.9)	-0.7	(±0.8)	-0.7	(±1.3)	-0.7	(±0.9)
	Correlation	**-0.19**	(±0.04)	**-0.20**	(±0.06)	**-0.17**	(±0.05)	-0.04	(±0.04)	-0.03	(±0.06)	-0.05	(±0.06)
Year 10	Above	47.3	(±0.7)	47.9	(±1.1)	46.6	(±0.8)	47.7	(±0.5)	48.0	(±0.9)	47.4	(±0.6)
	Below	48.9	(±0.8)	49.5	(±1.1)	48.3	(±1.0)	48.3	(±0.7)	48.6	(±1.0)	47.8	(±0.9)
	Difference	**-1.7**	(±1.0)	-1.5	(±1.6)	**-1.7**	(±1.1)	-0.5	(±1.0)	-0.6	(±1.5)	-0.4	(±1.2)
	Correlation	**-0.15**	(±0.05)	**-0.17**	(±0.07)	**-0.10**	(±0.08)	**-0.10**	(±0.06)	**-0.12**	(±0.07)	-0.05	(±0.09)

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

Chapter 7: Student experience of ICT at school

Chapter 7: Student experience of ICT at school

Chapter highlights

- The most frequently reported digital resources used by students for schoolwork were productivity applications – such as word processing software, presentation tools and text-based information websites. Usage was notably higher among Year 10 students compared to Year 6.
- Nearly one-third of Year 6 students reported using AI tools to generate written content at least once a month. Among Year 10 students, this figure increased to 60%.
- Consistent with previous findings, students who reported frequent use of productivity applications (for example, word processing and spreadsheets) tended to achieve higher ICT literacy scores. In contrast, use of specialist applications (for example, concept mapping, simulations and modelling tools) was associated with lower achievement.
- Most Year 6 and Year 10 students reported learning how to search for information, identify different types of digital content and assess the trustworthiness of online sources. Around half of Year 6 students and two-thirds of Year 10 students indicated they had learned how to evaluate AI-generated information.
- Over 80% of students in both year levels reported learning about key digital safety topics, including recognising and reporting cyberbullying, and protecting personal safety during online communication.
- Students' reported learning about both traditional ICT literacy and digital safety concepts was positively linked to ICT literacy achievement, with stronger associations observed in Year 6 than in Year 10.
- Approximately 4 out of 5 students at both year levels reported that teachers used digital tools to present information at least once a week. Other digital activities, such as student collaboration and teacher feedback, were less commonly reported and showed a decline compared to 2022.
- Most students reported learning to a moderate or large extent about broader problem-solving strategies relating to Digital Technologies activities (for example, breaking down complex problems). However, fewer students reported learning specific technical tasks such as programming or debugging. Only 1 in 10 students indicated substantial learning about AI-related technologies.
- Participation in Digital Technologies activities at school was reported somewhat more frequently at Year 6 than at Year 10, and male students indicated participation more frequently than female students.

Introduction

This chapter presents findings from Year 6 and Year 10 students' self-reported experiences with digital learning, including their use of devices, tools and applications both at school and for school-related purposes. It also explores the relationship between these digital learning experiences and students' ICT literacy achievement.

Using digital resources for school purposes

As in previous cycles, students were asked to indicate their frequency ("at least once a week", "at least once a month but not every week", "less than once a month" or "never") of using digital resources for school-related purposes. The percentages of students using these resources at least once a month were also compared with results from previous cycles since 2017. Four items were added in the previous cycle and 4 items in 2025[12] so that comparisons are not available for all items.

[12] The following items were added: "Artificial intelligence tools for generating written content (e.g. ChatGPT, Microsoft Copilot, Gemini, Claude)", "artificial intelligence tools for generating images (e.g. Dall-E, Adobe Firefly, Microsoft Copilot)", "scanners (either 2D or 3D)" and "video creation equipment".

Table 7.1: Percentages of students using digital resources for school purposes since 2017

Year 6	2025				At least once a month		
How often do you use the following tools for school-related purposes?	At least once a week	At least once a month but not every week	Less than once a month	Never	2025	2022	2017
Word processing software (e.g. Microsoft Word, Apple Pages, Google Docs)	44 (±2.5)	25 (±1.6)	14 (±1.3)	17 (±1.5)	69 (±2.1)	67 (±2.2)	64 (±2.3)
Spreadsheet software (e.g. Microsoft Excel, Apple Numbers, Google Sheets)	17 (±1.7)	28 (±1.7)	26 (±1.6)	30 (±2.5)	45 (±2.4)	42 (±2.4)	31 (±1.8)
Presentation software (e.g. Microsoft PowerPoint, Apple Keynote, Google Slides)	30 (±2.3)	38 (±1.7)	20 (±1.7)	13 (±1.3)	68 (±2.1)	65 (±2.1)	60 (±2.3)
Software for capturing and editing media (e.g. Apple iMovie, Audacity)	14 (±1.5)	22 (±1.6)	26 (±1.8)	39 (±2.0)	36 (±2.0)	34 (±2.4)	28 (±1.8)
Graphic design or drawing software (e.g. Microsoft Paint, Adobe Photoshop, Sketch)	18 (±1.6)	23 (±1.5)	25 (±1.5)	34 (±2.1)	41 (±2.2)	38 (±2.2)	30 (±1.8)
Text-based information websites (e.g. Wikipedia)	28 (±1.8)	30 (±1.7)	19 (±1.3)	23 (±1.5)	58 (±2.1)	56 (±2.1)	63 (±2.0)
Artificial intelligence tools for generating written content (e.g. ChatGPT, Microsoft Copilot, Gemini, Claude)	15 (±1.3)	17 (±1.5)	19 (±1.6)	50 (±2.4)	31 (±2.2)	- -	- -
Artificial intelligence tools for generating images (e.g. Dall-E, Adobe Firefly, Microsoft Copilot)	12 (±1.3)	19 (±1.5)	20 (±1.7)	49 (±2.6)	31 (±2.1)	- -	- -
Video-based information resources (e.g. YouTube, Kahn Academy)	28 (±1.5)	28 (±1.8)	21 (±1.4)	23 (±1.8)	56 (±1.9)	55 (±2.2)	- -
Digital journals (e.g. to reflect on your learning)	15 (±1.3)	20 (±1.5)	21 (±1.4)	44 (±1.9)	35 (±2.0)	29 (±2.0)	27 (±2.0)
Data collection or monitoring tools[1]	14 (±1.4)	20 (±1.4)	26 (±1.7)	40 (±2.2)	34 (±2.0)	29 (±2.2)	21 (±1.3)
Robotic devices (e.g. Sphero, Lego Mindstorms)[1]	11 (±1.3)	15 (±1.6)	24 (±1.8)	50 (±2.5)	26 (±2.0)	26 (±2.3)	24 (±2.0)
3D printers or laser cutters[1]	10 (±1.3)	12 (±1.7)	15 (±1.6)	64 (±3.0)	21 (±2.3)	18 (±1.6)	12 (±1.3)
Computer-aided drawing (CAD) software (e.g. TinkerCAD, Fusion360, FreeCAD)[1]	10 (±1.3)	14 (±1.5)	17 (±1.2)	58 (±2.7)	24 (±2.2)	22 (±2.1)	15 (±1.7)
3D design software (e.g. SketchUp, Blender, Maya, 3ds Max)	10 (±1.1)	12 (±1.3)	18 (±1.6)	60 (±2.6)	22 (±1.8)	20 (±1.8)	- -
Block coding or visual programming tools (e.g. Alice, GameMaker, Kodu, Makecode, MIT App Inventor, Scratch)[1]	11 (±1.2)	17 (±1.5)	24 (±1.6)	48 (±2.6)	28 (±2.1)	24 (±1.9)	- -
Programming languages involving object-oriented programming (e.g. Python, Java, C++)[1]	8 (±1.1)	12 (±1.3)	16 (±1.5)	64 (±2.1)	21 (±1.7)	20 (±1.8)	- -
Scanners (either 2D or 3D)	8 (±1.1)	14 (±1.3)	15 (±1.2)	63 (±2.1)	22 (±1.7)	- -	- -
Video creation equipment	13 (±1.2)	19 (±1.7)	23 (±1.6)	46 (±2.3)	32 (±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.
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes.
While comparisons across time remain valid, these changes should be considered when interpreting results.

Table 7.1: Percentages of students using digital resources for school purposes since 2017

Year 10	2025				At least once a month		
How often do you use the following tools for school-related purposes?	At least once a week	At least once a month but not every week	Less than once a month	Never	2025	2022	2017
Word processing software (e.g. Microsoft Word, Apple Pages, Google Docs)	71 (±2.3)	17 (±1.5)	7 (±1.2)	5 (±0.9)	88 (±1.7)	85 (±1.6)	85 (±1.7)
Spreadsheet software (e.g. Microsoft Excel, Apple Numbers, Google Sheets)	20 (±1.6)	36 (±1.8)	31 (±2.0)	13 (±1.4)	56 (±2.4)	57 (±2.3)	43 (±2.2)
Presentation software (e.g. Microsoft PowerPoint, Apple Keynote, Google Slides)	42 (±2.0)	37 (±1.9)	14 (±1.4)	6 (±0.9)	80 (±1.7)	79 (±1.6)	73 (±1.9)
Software for capturing and editing media (e.g. Apple iMovie, Audacity)	12 (±1.5)	23 (±1.6)	34 (±1.8)	31 (±2.1)	35 (±2.2)	36 (±2.4)	39 (±2.3)
Graphic design or drawing software (e.g. Microsoft Paint, Adobe Photoshop, Sketch)	15 (±1.5)	23 (±1.7)	31 (±2.0)	31 (±2.0)	38 (±2.3)	37 (±2.1)	31 (±2.0)
Text-based information websites (e.g. Wikipedia)	42 (±2.1)	30 (±1.7)	17 (±1.5)	11 (±1.3)	72 (±2.0)	74 (±2.0)	81 (±1.7)
Artificial intelligence tools for generating written content (e.g. ChatGPT, Microsoft Copilot, Gemini, Claude)	34 (±2.3)	26 (±1.8)	19 (±1.5)	20 (±2.0)	60 (±2.5)	- -	- -
Artificial intelligence tools for generating images (e.g. Dall-E, Adobe Firefly, Microsoft Copilot)	17 (±1.4)	22 (±1.6)	26 (±1.6)	35 (±2.0)	39 (±2.3)	- -	- -
Video-based information resources (e.g. YouTube, Kahn Academy)	39 (±2.2)	32 (±1.8)	18 (±1.8)	11 (±1.3)	71 (±2.2)	72 (±1.9)	- -
Digital journals (e.g. to reflect on your learning)	13 (±1.5)	19 (±1.7)	24 (±1.7)	43 (±2.5)	32 (±2.4)	27 (±2.1)	20 (±1.9)
Data collection or monitoring tools[1]	14 (±1.5)	21 (±1.8)	27 (±1.7)	38 (±2.3)	35 (±2.3)	28 (±2.2)	19 (±1.8)
Concept or mind mapping software (e.g. Inspiration, Lucidchart)[1]	11 (±1.2)	19 (±1.8)	25 (±1.7)	46 (±2.4)	29 (±2.4)	22 (±2.3)	18 (±1.7)
Simulations and modelling software (e.g. FlexSim, Labster, Matlab, Tinkercad, Makecode)[1]	11 (±1.5)	15 (±1.5)	21 (±1.7)	52 (±2.5)	26 (±2.2)	21 (±2.3)	18 (±2.1)
Social media (e.g. Instagram, Snapchat, TikTok, Facebook)[1]	36 (±2.3)	17 (±1.6)	15 (±1.5)	31 (±2.3)	53 (±2.6)	50 (±2.1)	55 (±2.3)
Robotic devices (e.g. Sphero, Lego Mindstorms)[1]	9 (±1.2)	14 (±1.5)	19 (±1.3)	59 (±2.2)	22 (±1.9)	19 (±2.4)	14 (±1.7)
3D printers or laser cutters[1]	9 (±1.3)	14 (±1.5)	22 (±1.5)	55 (±2.2)	23 (±2.1)	20 (±2.1)	12 (±1.6)
Computer-aided drawing (CAD) software (e.g. TinkerCAD, Fusion360, FreeCAD)[1]	11 (±1.3)	14 (±1.6)	19 (±1.6)	56 (±2.6)	25 (±2.1)	22 (±2.3)	16 (±1.8)
3D design software (e.g. SketchUp, Blender, Maya, 3ds Max)	9 (±1.4)	15 (±1.6)	19 (±1.5)	56 (±2.3)	24 (±2.2)	21 (±2.1)	- -
Block coding or visual programming tools (e.g. Alice, GameMaker, Kodu, Makecode , MIT App Inventor, Scratch)[1]	9 (±1.3)	12 (±1.2)	19 (±1.4)	60 (±2.2)	21 (±1.8)	20 (±2.1)	- -
Programming languages involving object-oriented programming (e.g. Python, Java, C++)[1]	9 (±1.1)	14 (±1.5)	18 (±1.6)	59 (±2.0)	23 (±1.9)	22 (±2.2)	- -
Scanners (either 2D or 3D)	8 (±1.1)	13 (±1.4)	20 (±1.5)	59 (±2.2)	21 (±1.8)	- -	- -
Video creation equipment	10 (±1.1)	16 (±1.5)	24 (±1.5)	50 (±1.9)	26 (±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.
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes.
While comparisons across time remain valid, these changes should be considered when interpreting results.

As in previous cycles, most Year 6 students reported using 4 key digital productivity tools for school-related purposes at least once a month (see Table 7.1), including word processing software (69%), presentation software (68%), text-based information websites such as Wikipedia (58%) and video-based resources like YouTube (56%). Additionally, over 2 in 5 students reported at least monthly use of spreadsheet software (45%) and graphic design or drawing tools (41%). Around one-third of Year 6 students reported using media capture and editing software, digital journals, data collection and monitoring tools, and video creation equipment at least monthly. AI tools – for generating both written content and images – were used at least monthly by 31% of students. Less than one-third reported monthly use of more specialised tools such as computer-aided drawing, block coding, programming languages and scanners.

Compared to 2017, Year 6 students showed increased overall use of spreadsheet software, graphic design tools and data collection/monitoring tools, while use of text-based information websites declined. The 2025 usage patterns were broadly consistent with those observed in 2022.

For Year 10 students, more than two-thirds reported (at least) monthly use of word processing software (88%, with 71% indicating weekly use), presentation software (80%), text-based information websites (72%), and video-based information resources (71%). More than half of Year 10 students also reported to using (at least) monthly AI tools for generating written content (60%), spreadsheet software (56%), and social media (53%). More frequent use of other tools was reported by relatively few students.

Compared to 2017, there were significant and more considerable increases (that is, larger than 10 percentage points) for spreadsheet software, digital journals, data collection/monitoring tools, concept/mind mapping tools, and use of 3D printers/laser cutters for Year 10 students. As among Year 6 students, at least monthly use of text-based information websites decreased significantly between 2017 and 2025. Overall, the pattern of responses was similar when comparing the results from 2025 with those from the previous cycle in 2022.

This item set was also used to derive 2 indices related to the use of digital resources for school-related purposes. One scale reflects the use of productivity applications while the other scale is related to specialist applications. Table 7.2 shows how student use of productivity and specialist applications are associated with their ICT literacy achievement.

Table 7.2: Average scale scores for indices of digital resources for school purposes for students above and below the proficient standard, overall and by gender

Use of productivity applications for school-related purposes				
Proficient standard		**All students**	**Male**	**Female**
Year 6	Above	50.4 (±0.5)	50.7 (±0.8)	50.2 (±0.7)
	Below	49.5 (±0.6)	50.3 (±0.9)	48.6 (±0.8)
	Difference	**0.9** (±0.7)	0.4 (±1.2)	**1.6** (±1.0)
	Correlation	**0.06** (±0.0)	0.05 (±0.1)	**0.08** (±0.1)
Year 10	Above	57.2 (±0.6)	57.9 (±1.0)	56.5 (±0.5)
	Below	54.4 (±0.6)	54.5 (±0.9)	54.2 (±0.8)
	Difference	**2.8** (±0.9)	**3.4** (±1.4)	**2.3** (±1.0)
	Correlation	**0.18** (±0.0)	**0.19** (±0.1)	**0.16** (±0.1)

Use of specialist applications for school-related purposes				
Proficient standard		**All students**	**Male**	**Female**
Year 6	Above	48.6 (±0.5)	48.7 (±0.7)	48.5 (±0.7)
	Below	51.7 (±0.6)	52.3 (±1.0)	51.0 (±0.8)
	Difference	**-3.1** (±0.7)	**-3.6** (±1.3)	**-2.5** (±1.0)
	Correlation	**-0.17** (±0.0)	**-0.17** (±0.1)	**-0.17** (±0.0)
Year 10	Above	47.9 (±0.6)	49.5 (±0.8)	46.3 (±0.8)
	Below	51.3 (±0.7)	52.8 (±0.8)	49.5 (±1.0)
	Difference	**-3.4** (±0.9)	**-3.3** (±1.1)	**-3.2** (±1.3)
	Correlation	**-0.18** (±0.0)	**-0.19** (±0.0)	**-0.16** (±0.1)

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

Analysis of average scale scores for these 2 derived indices – use of productivity applications and use of specialist applications – revealed significant differences in ICT literacy achievement. At both year levels, students performing above the proficient standard reported higher use of productivity applications for school-related purposes than those below the standard. The difference was larger in Year 10 (2.8 scale points) than in Year 6 (0.9 scale points). Differences were statistically significant for the whole cohort at both year levels, for both female and male students in Year 10, but only for female students in Year 6. Additionally, positive correlations were found between NAP–ICT Literacy scores and the use of productivity applications, with stronger associations evident in Year 10 than in Year 6.

As in the previous cycle in 2022, there was a negative relationship between ICT literacy achievement and reported use of specialist applications for school-related purposes. At both year levels, students below the proficient standard more frequently reported using specialist applications than other students, and there were significant negative correlations among Year 6 and Year 10 students, that were also similar across gender groups. As noted in the 2022 NAP–ICT Literacy Public Report, it is the case that the ICT literacy assessment measures ICT skills that are more in line with the use of productivity applications and less concerned with employing specialist applications.

ICT learning at school

Continuing practice from previous cycles, students were asked to report ("yes" or "no") if they had learnt about the use of digital tools. In 2022, some new items were added related to digital copyright issues and digital safety. In 2025, the items were presented in 2 different questions, one with 10 items about learning of traditional ICT literacy concepts and the other one with 12 items (14 items for Year 10 students) about digital safety concepts. The first question included 2 new items related to artificial intelligence[13], while the second one included 3 added items related to digital privacy issues, one of which was only presented to Year 10 students[14].

Table 7.3 shows the percentages of Year 6 and Year 10 students who reported having learnt about traditional ICT concepts.

Most Year 6 students reported to have learnt about traditional ICT literacy concepts at school; about 3 out of 4 indicated this for deciding where to look for information (75%), for different types of digital information on a topic (76%) and how to judge whether information on the internet can be trusted (78%). The lowest percentage at this year level was recorded for how to judge the accuracy of information produced with AI (50%).

The proportion of Year 6 students who reported learning about problems with using illegal copies of games or videos was notably lower when compared with the previous cycle (54% compared to 85%). Notable decreases were also recorded for the need to provide references to content from webpages and internet sources (66% compared to 75%) and the need to know about having copyright permissions (60% compared to 79%). Interestingly, the 2025 percentages for these items were similar to those reported in 2017, suggesting a peak in learning about copyright matters in 2022, followed by a decline in 2025.

Among Year 10 students, similarly high percentages reported learning about the need to provide references to digital content (89%) as in previous cycles. Very high proportions were also recorded for learning about how to judge the trustworthiness of internet information (81%), how to judge the relevance of information for inclusion in schoolwork (78%), understanding when it is appropriate to use AI-generated content for schoolwork (78%), how to decide where to look for information (77%) and how to look for different types of digital information (77%). Most students also indicated learning about the other topics included in the question.

Compared to the previous cycle in 2022, there were notable decreases in percentages for problems with using illegal copies (61% compared to 87%), needing to know about copyright permissions before sharing (65% compared to 85%) and reading licence or usage agreement before installing software or apps (61% compared to 71%). As was the case for Year 6, these results suggest a 2022 peak in Year 10 student learning about matters relating to copyright at school.

[13] The newly introduced items were: "how to judge whether information produced with artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot) is accurate" and "understanding when it is appropriate to use artificial intelligence generated content for schoolwork".
[14] The added items were: "how to protect the privacy of your own data that you enter online", "how your online actions can impact negatively on your reputation and future opportunities" and "how to update privacy settings on social media" (Year 10 only).

Table 7.3: Percentages of students attributing learning of traditional ICT literacy concepts to school since 2014

	At school, have you learnt about the following issues? (Proportion of students selecting "Yes")	2025	2022	2017	2014
Year 6	The need to provide references to content from webpages and internet-based sources that you include in your schoolwork (e.g. in image captions or bibliography)[1]	66 (±2.1)	75 (±1.7)	69 (±1.8)	73 (±1.9)
	The need to know whether you have copyright permission to share music or video	60 (±1.9)	79 (±1.4)	66 (±1.9)	66 (±1.9)
	The problems of using illegal copies of games or videos for free (e.g. copyright, viruses, malware)[1]	54 (±1.9)	85 (±1.4)	52 (±1.9)	53 (±2.0)
	Reading licence or usage agreements before you click on 'I agree' to install new software or apps[1]	58 (±1.9)	63 (±2.1)	63 (±1.8)	66 (±1.9)
	How to decide where to look for information about an unfamiliar topic	75 (±1.7)	78 (±1.6)	73 (±1.5)	74 (±1.8)
	How to look for different types of digital information on a topic	76 (±1.5)	74 (±1.7)	75 (±1.3)	74 (±1.6)
	How to judge the relevance of information to include in schoolwork	68 (±1.7)	74 (±1.8)	- -	
	How to judge whether information on the internet can be trusted	78 (±1.7)	76 (±1.7)	- -	- -
	How to judge whether information produced with artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot) is accurate	50 (±2.1)	- -	- -	- -
	Understanding when it is appropriate to use artificial intelligence generated content for schoolwork	65 (±2.0)	- -	- -	- -
	At school, have you learnt about the following issues? (Proportion of students selecting "Yes")	**2025**	**2022**	**2017**	**2014**
Year 10	The need to provide references to content from webpages and internet-based sources that you include in your schoolwork (e.g. in image captions or bibliography)[1]	89 (±1.2)	91 (±1.2)	91 (±1.2)	89 (±1.3)
	The need to know whether you have copyright permission to share music or video	65 (±2.3)	85 (±1.6)	72 (±1.6)	71 (±1.7)
	The problems of using illegal copies of games or videos for free (e.g. copyright, viruses, malware)[1]	61 (±2.2)	87 (±1.4)	60 (±2.0)	58 (±1.5)
	Reading licence or usage agreements before you click on 'I agree' to install new software or apps[1]	61 (±2.0)	71 (±2.0)	61 (±1.9)	61 (±1.9)
	How to decide where to look for information about an unfamiliar topic	77 (±1.8)	77 (±1.7)	74 (±1.7)	74 (±1.8)
	How to look for different types of digital information on a topic	77 (±1.9)	76 (±1.8)	76 (±1.6)	74 (±1.7)
	How to judge the relevance of information to include in schoolwork	78 (±1.8)	77 (±1.7)	- -	
	How to judge whether information on the internet can be trusted	81 (±1.6)	79 (±1.7)	- -	
	How to judge whether information produced with artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot) is accurate	66 (±2.0)	- -	- -	
	Understanding when it is appropriate to use artificial intelligence generated content for schoolwork	78 (±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.
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results.

As shown in Table 7.4, the majority of students at both Year 6 and Year 10 levels reported having learnt about key digital safety concepts at school. Among Year 6 students, over 4 in 5 indicated they had received instruction on identifying cyberbullying (86%), maintaining personal safety in online communication (85%) and reporting cyberbullying or image-based abuse (80%). Relatively lower proportions of students reported learning about opening email attachments from trusted sources (67%), verifying the origin of messages before clicking on links (68%) and reporting spam to an appropriate authority (68%).

Most Year 10 students also reported learning about digital safety at school, with the highest proportions – approximately 9 in 10 – indicating they had received instruction on the responsible use of social media (90%), respectful online relationships (89%), how to report cyberbullying (89%), how to identify cyberbullying (88%) and how to protect personal safety in online communication (87%). In fact, at least two-thirds of Year 10 students selected “Yes” to every item within this question. The lowest reported percentages were for learning about checking the origin of messages before clicking on links (69%) and reporting spam to relevant authorities (68%).

Table 7.4: Percentages of students attributing learning of digital safety concepts to school since 2017

	At school, have you learnt about the following issues? (Proportion of students selecting "Yes")	2025	2022	2017
Year 6	Opening email attachments from safe sources	67 (±2.0)	60 (±2.3)	- -
	Checking where a message is from before clicking on links	68 (±1.9)	63 (±1.8)	- -
	Reporting spam to an authority (such as a teacher or parent)	68 (±1.8)	72 (±1.8)	58 (±2.1)
	How to create secure passwords[1]	77 (±1.8)	72 (±1.8)	- -
	Security risks when using the internet (e.g. viruses, scams, malware, phishing)[1]	74 (±1.9)	69 (±1.6)	- -
	Respectful online relationships	78 (±1.7)	80 (±1.6)	- -
	How to spot cyberbullying	86 (±1.3)	84 (±1.2)	- -
	How to report cyberbullying or image-based abuse	80 (±1.5)	79 (±1.6)	- -
	Where you can get reliable information and help about dealing with cyberbullying and/or suspicious online contact	78 (±1.5)	85 (±1.5)	- -
	How to protect your personal safety when communicating online[1]	85 (±1.4)	83 (±1.5)	- -
	How to protect the privacy of your own data that you enter online	79 (±1.6)	- -	- -
	How your online actions can impact negatively on your reputation and future opportunities	75 (±1.7)	- -	- -
	At school, have you learnt about the following issues? (Proportion of students selecting "Yes")	2025	2022	2017
Year 10	Opening email attachments from safe sources	76 (±1.6)	70 (±1.9)	- -
	Checking where a message is from before clicking on links	69 (±1.8)	64 (±1.8)	- -
	Reporting spam to an authority (such as a teacher or parent)	68 (±1.9)	74 (±1.5)	52 (±2.0)
	How to create secure passwords[1]	77 (±1.7)	71 (±1.7)	- -
	Security risks when using the internet (e.g. viruses, scams, malware, phishing)[1]	77 (±1.7)	64 (±2.0)	- -
	Responsible use of social media	90 (±1.3)	81 (±1.8)	- -
	Respectful online relationships	89 (±1.3)	85 (±1.4)	- -
	How to spot cyberbullying	88 (±1.3)	88 (±1.5)	- -
	How to report cyberbullying or image-based abuse	89 (±1.4)	89 (±1.4)	- -
	Where you can get reliable information and help about dealing with cyberbullying and/or suspicious online contact	86 (±1.5)	88 (±1.4)	- -
	How to protect your personal safety when communicating online[1]	87 (±1.4)	87 (±1.4)	- -
	How to protect the privacy of your own data that you enter online	80 (±1.5)	- -	- -
	How your online actions can impact negatively on your reputation and future opportunities	86 (±1.4)	- -	- -
	How to update privacy settings on social media	72 (±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.
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results.

For most items related to digital safety concepts, there were only relatively small (and in some cases not significant) changes compared to the previous cycle in 2022. At Year 6, the largest increase was recorded for learning about opening email attachments (+7 percentage points), while the largest decrease was

observed for learning about where to get information/help to deal with cyberbullying and suspicious online contact (-8 points). At Year 10, the largest increases were found for learning about security risks when using the internet (+13 points) and learning about responsible use of social media (+9 points), while the largest decrease was recorded for learning about reporting spam to an authority (-6 points).

Scales were derived from each of the 2 questions about ICT literacy learning at school, one reflecting school learning about traditional ICT literacy concepts, and the other related to school learning about digital safety concepts. Table 7.5 shows the score averages for both scales at each year level overall and within gender groups, comparing students with ICT literacy scores above and below the proficient standard. It further displays the correlations between ICT literacy scores and each of the scales.

Table 7.5: Average scale scores for attributing ICT literacy learning to school for students above and below the proficient standard, overall and by gender

Learning about traditional ICT literacy concepts at school							
Proficient standard		All students		Male		Female	
Year 6	Above	51.7	(±0.6)	51.6	(±0.8)	51.8	(±0.8)
	Below	48.1	(±0.6)	47.9	(±0.8)	48.4	(±0.8)
	Difference	**3.5**	(±0.8)	**3.7**	(±1.2)	**3.4**	(±1.1)
	Correlation	**0.21**	(±0.0)	**0.20**	(±0.0)	**0.21**	(±0.0)
Year 10	Above	54.4	(±0.8)	54.7	(±1.1)	54.0	(±0.9)
	Below	53.1	(±0.7)	52.2	(±1.0)	54.2	(±0.9)
	Difference	**1.3**	(±1.0)	**2.5**	(±1.4)	-0.2	(±1.3)
	Correlation	**0.12**	(±0.0)	**0.15**	(±0.1)	0.07	(±0.1)

Learning about digital safety concepts at school							
Proficient standard		All students		Male		Female	
Year 6	Above	51.5	(±0.5)	51.2	(±0.7)	51.8	(±0.7)
	Below	48.3	(±0.6)	48.0	(±0.9)	48.6	(±0.8)
	Difference	**3.2**	(±0.8)	**3.2**	(±1.1)	**3.2**	(±0.9)
	Correlation	**0.21**	(±0.0)	**0.21**	(±0.1)	**0.20**	(±0.0)
Year 10	Above	53.3	(±0.6)	53.3	(±0.9)	53.2	(±0.9)
	Below	52.5	(±0.6)	51.6	(±0.9)	53.5	(±0.9)
	Difference	0.8	(±0.8)	**1.7**	(±1.3)	-0.3	(±1.2)
	Correlation	**0.11**	(±0.0)	**0.15**	(±0.1)	0.04	(±0.1)

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

At Year 6, students who demonstrated higher levels of ICT literacy were more likely to report having learnt about traditional ICT concepts at school. On average, students performing at or above the proficient standard recorded overall scale scores for this index that were 3.5 points higher than those below the proficient standard. This pattern was supported by positive correlations between ICT literacy and the traditional ICT learning scale at this year level.

At Year 10, statistically significant differences were also observed; however, this relationship did not hold among female students. Consistent with findings from the 2022 cycle, no significant association was identified between ICT literacy achievement and reported learning of traditional ICT concepts for female students in Year 10.

The relationship between ICT literacy and learning about digital safety concepts at school was similar, with consistent positive correlations at Year 6 across both gender groups (and a score point difference of a similar size as for the other scale of 3.2 between low- and high-achieving students). At Year 10, only among male students was there a statistically significant correlation as well as a significant score point difference, while among female students there was no significant difference and no significant correlation.

Using digital tools in class

Students were asked to report how frequently digital tools were used in their classes for a range of learning activities, using the response categories of “at least once a week”, “at least once a month but not every week”, “less than once a month” and “never”. Table 7.6 presents the results for 16 activities[15] surveyed in both 2025 and the previous cycle in 2022, along with 3 additional items introduced in the current cycle. The data provide insights into patterns of digital tool use in the classroom across both year levels and over time.

[15] Two of these 16 activities relate to items that were only used in the Year 10 version of the questionnaire.

Table 7.6: Percentages of students using digital tools in classroom learning activities since 2022

Year 6	2025				2022			
How often do the following activities take place in your lessons?	At least once a week	At least once a month but not every week	Less than once a month	Never	At least once a week	At least once a month but not every week	Less than once a month	Never
My teacher uses digital tools* to present information to the class.	77 (±1.9)	13 (±1.3)	6 (±0.9)	4 (±0.6)	76 (±1.8)	9 (±1.1)	7 (±1.1)	8 (±1.0)
We use digital tools* to present information to the class.	47 (±2.3)	31 (±1.7)	15 (±1.7)	7 (±0.9)	53 (±2.8)	24 (±1.9)	16 (±1.5)	8 (±0.9)
My teacher uses digital tools* to provide feedback on our work.	40 (±2.3)	29 (±1.8)	18 (±1.6)	13 (±1.2)	52 (±2.8)	20 (±1.5)	15 (±1.5)	13 (±1.2)
We use digital tools* to collaborate with each other on projects.	38 (±2.5)	28 (±1.8)	19 (±1.4)	15 (±1.4)	48 (±2.9)	22 (±1.7)	16 (±1.5)	13 (±1.5)
We use digital tools* to collaborate with students from other schools on projects.	24 (±2.2)	17 (±1.6)	15 (±1.4)	45 (±2.7)	28 (±2.6)	12 (±1.3)	12 (±1.3)	48 (±2.9)
We use digital tools* to complete tests.	35 (±2.5)	33 (±2.1)	21 (±1.9)	11 (±1.3)	45 (±2.4)	27 (±1.7)	20 (±1.9)	8 (±1.1)
We use digital tools* to work on short assignments (i.e. within one week).	38 (±2.5)	30 (±1.7)	20 (±1.6)	12 (±1.5)	47 (±2.8)	25 (±2.0)	17 (±1.7)	11 (±1.4)
We use digital tools* to work on extended projects (i.e. projects that last longer than one week).	35 (±2.4)	31 (±1.7)	21 (±1.6)	13 (±1.5)	44 (±2.7)	25 (±1.7)	19 (±1.7)	12 (±1.3)
We use digital tools* to collect data for a project.	38 (±2.1)	30 (±1.6)	19 (±1.7)	12 (±1.4)	46 (±2.6)	25 (±1.7)	18 (±1.5)	12 (±1.4)
We use digital tools* to analyse data.	30 (±2.0)	26 (±1.6)	23 (±1.5)	21 (±1.8)	36 (±2.4)	23 (±2.0)	19 (±1.6)	21 (±1.8)
We use digital tools* to produce or edit audio.	22 (±2.0)	22 (±1.6)	24 (±1.7)	32 (±2.2)	26 (±2.3)	16 (±1.5)	22 (±1.6)	36 (±2.6)
We create or edit visual products (e.g. animations, videos, 3D drawings).	20 (±1.7)	19 (±1.5)	24 (±1.5)	37 (±2.0)	24 (±2.1)	16 (±1.6)	21 (±1.8)	39 (±2.7)
We create or program robotic devices (e.g. Bee-Bots Lego robotics, Sphero or similar).[1]	16 (±1.7)	17 (±1.5)	23 (±1.9)	43 (±2.6)	22 (±2.5)	16 (±1.4)	24 (±1.8)	38 (±3.0)
We use digital tools* to submit assessments and gather feedback from my teacher.	32 (±2.6)	29 (±1.7)	21 (±1.7)	19 (±1.4)	44 (±2.8)	22 (±1.5)	17 (±1.6)	18 (±1.8)
We use artificial intelligence (e.g. ChatGPT, Microsoft Copilot, DALL-E) to generate content	15 (±1.4)	16 (±1.4)	18 (±1.6)	52 (±2.6)	- -	- -	- -	- -
My teacher(s) uses and demonstrates new technology or apps	27 (±1.9)	27 (±1.7)	25 (±1.5)	21 (±1.8)	- -	- -	- -	- -
We present to the class in a variety of ways (e.g. videos, podcasts or demonstrations of games) as the presentation method	27 (±1.9)	24 (±1.4)	25 (±1.9)	23 (±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.
** Whilst the 2025 cycle asked about 'digital tools', the 2022 cycle asked about the use of 'ICT devices'. Comparisons between cycles should take this into account.*
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results.

Table 7.6: Percentages of students using digital tools in classroom learning activities since 2022

Year 10	2025				2022			
How often do the following activities take place in your lessons?	At least once a week	At least once a month but not every week	Less than once a month	Never	At least once a week	At least once a month but not every week	Less than once a month	Never
My teacher uses digital tools* to present information to the class.	79 (±1.9)	13 (±1.4)	4 (±0.8)	4 (±0.7)	82 (±2.0)	8 (±1.3)	5 (±0.9)	5 (±0.9)
We use digital tools* to present information to the class.	57 (±2.1)	27 (±1.7)	12 (±1.3)	5 (±0.9)	64 (±2.5)	20 (±1.6)	11 (±1.4)	5 (±0.9)
My teacher uses digital tools* to provide feedback on our work.	59 (±2.4)	25 (±2.0)	12 (±1.3)	5 (±1.0)	73 (±2.0)	16 (±1.5)	6 (±1.0)	5 (±0.9)
We use digital tools* to collaborate with each other on projects.	56 (±2.1)	25 (±1.7)	12 (±1.4)	7 (±1.1)	69 (±2.7)	18 (±1.7)	8 (±1.2)	6 (±1.0)
We use digital tools* to collaborate with students from other schools on projects.	39 (±2.3)	17 (±1.8)	11 (±1.1)	32 (±2.4)	43 (±2.7)	12 (±1.4)	9 (±1.1)	36 (±2.4)
We use digital tools* to complete tests.	39 (±1.9)	29 (±1.9)	21 (±1.7)	11 (±1.4)	47 (±2.7)	25 (±1.9)	19 (±1.7)	9 (±1.1)
We use digital tools* to work on short assignments (i.e. within one week).	56 (±2.2)	27 (±1.8)	11 (±1.2)	6 (±1.0)	69 (±2.7)	18 (±1.6)	8 (±1.1)	5 (±0.9)
We use digital tools* to work on extended projects (i.e. projects that last longer than one week).	55 (±1.9)	28 (±1.6)	12 (±1.5)	5 (±1.1)	69 (±2.5)	19 (±1.5)	8 (±1.1)	5 (±0.9)
We use the internet or digital tools to contact students from other schools as part of our learning.[1]	38 (±2.4)	19 (±1.7)	13 (±1.4)	30 (±2.6)	38 (±2.7)	12 (±1.5)	9 (±1.2)	40 (±2.6)
We use the internet or digital tools to contact experts outside the school.[1]	35 (±2.3)	20 (±1.9)	15 (±1.5)	30 (±2.6)	35 (±2.5)	15 (±1.5)	15 (±1.4)	35 (±2.6)
We use digital tools* to collect data for a project.	51 (±2.1)	27 (±1.8)	14 (±1.3)	8 (±1.1)	61 (±2.2)	21 (±1.5)	11 (±1.4)	8 (±1.1)
We use digital tools* to analyse data.	46 (±2.2)	28 (±2.0)	16 (±1.5)	10 (±1.2)	55 (±2.2)	22 (±1.7)	12 (±1.5)	10 (±1.3)
We use digital tools* to produce or edit audio.	34 (±1.9)	22 (±1.5)	22 (±1.6)	23 (±1.8)	37 (±2.9)	18 (±1.7)	18 (±1.5)	27 (±2.3)
We create or edit visual products (e.g. animations, videos, 3D drawings).	26 (±1.8)	22 (±1.7)	22 (±1.4)	30 (±2.2)	32 (±2.7)	17 (±1.7)	18 (±1.5)	33 (±2.3)
We create or program robotic devices (e.g. Bee-Bots Lego robotics, Sphero or similar).[1]	21 (±1.8)	18 (±1.6)	17 (±1.4)	44 (±2.6)	28 (±2.9)	12 (±1.5)	14 (±1.5)	46 (±2.9)
We use digital tools* to submit assessments and gather feedback from my teacher.	50 (±2.1)	27 (±1.7)	12 (±1.3)	11 (±1.2)	65 (±2.5)	18 (±1.8)	8 (±1.2)	9 (±1.2)
We use artificial intelligence (e.g. ChatGPT, Microsoft Copilot, DALL-E) to generate content	29 (±1.9)	24 (±1.5)	21 (±1.6)	26 (±2.1)	- -	- -	- -	- -
My teacher(s) uses and demonstrates new technology or apps	29 (±1.8)	24 (±1.6)	26 (±1.8)	21 (±1.9)	- -	- -	- -	- -
We present to the class in a variety of ways (e.g. videos, podcasts or demonstrations of games) as the presentation method	34 (±1.8)	27 (±1.7)	22 (±1.4)	17 (±1.6)	- -	- -	- -	- -

*Confidence Intervals (1.96 * SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.
** Whilst the 2025 cycle asked about 'digital tools', the 2022 cycle asked about the use of 'ICT devices'. Comparisons between cycles should take this into account.*
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results.

As in the previous cycle, the results show similar patterns of reported use across the 2 year levels. Teachers' use of digital tools to present information to the class was the most frequently reported activity, with 77% of Year 6 students and 79% of Year 10 students reporting this activity as occurring at least once a week. For several activities, Year 10 students reported these as much more frequent than those in Year 6, especially those related to feedback on student work, collaboration between students in class, use of digital tools to work on short assignments or extended projects, and use of digital tools to submit assessments or gather teacher feedback.

Compared to 2022, at both year levels there were decreases in the proportions of students reporting certain activities as weekly, including the use of digital tools to provide feedback, collaboration with other students, and to submit assessments and gathering teacher feedback.

Digital Technologies school and classroom experience

The NAP–ICT Literacy questionnaire includes questions about the extent of instruction students have received ("to a large extent", "to a moderate extent", "to a small extent", "not at all") related to topics that are included in the Australian Curriculum: Digital Technologies with a focus on aspects of computational thinking. Table 7.7 shows the percentages of responses in each category for 2025 compared to the results from the previous cycle in 2022.

Table 7.7: Percentages of students receiving instruction in Digital Technologies tasks since 2022

	In your lessons in the current school year, to what extent have you received instruction on how to do the following tasks?	2025				2022			
		To a large extent	To a moderate extent	To a small extent	Not at all	To a large extent	To a moderate extent	To a small extent	Not at all
Year 6	Breaking a complex problem into smaller parts	30 (±1.6)	41 (±1.8)	17 (±1.3)	12 (±1.4)	24 (±1.6)	42 (±1.7)	20 (±1.4)	14 (±1.4)
	Planning tasks by setting out the steps needed to complete them	29 (±1.9)	41 (±1.7)	18 (±1.3)	11 (±1.2)	24 (±1.5)	46 (±1.7)	19 (±1.5)	11 (±1.4)
	Developing algorithms (e.g. instructions for a program like Scratch or Python)[1]	15 (±1.4)	25 (±1.8)	26 (±1.5)	35 (±2.4)	15 (±1.3)	32 (±2.0)	29 (±2.0)	24 (±2.1)
	Using digital tools* to present information to the class	31 (±2.4)	35 (±1.9)	20 (±1.6)	14 (±1.5)	31 (±2.2)	39 (±1.8)	20 (±1.6)	10 (±1.1)
	Creating code or programming[1]	14 (±1.4)	23 (±1.8)	28 (±1.7)	35 (±2.5)	14 (±1.5)	25 (±1.9)	28 (±1.9)	33 (±2.8)
	Developing applications (apps)	11 (±1.4)	18 (±1.6)	20 (±1.4)	51 (±2.4)	11 (±1.3)	21 (±1.7)	22 (±1.6)	45 (±2.5)
	Use artificial intelligence tools to generate or improve your code	12 (±1.3)	17 (±1.5)	19 (±1.4)	51 (±2.3)	- -	- -	- -	- -
	How to refine prompts in artificial intelligence tools to improve the quality of your output	12 (±1.1)	19 (±1.5)	21 (±1.5)	48 (±2.3)	- -	- -	- -	- -
	Debugging code	10 (±1.3)	17 (±1.6)	19 (±1.4)	54 (±2.4)	11 (±1.3)	20 (±1.7)	23 (±1.7)	46 (±2.7)
	Creating visual displays of information or processes (such as graphs, flow charts and decision trees)	17 (±1.3)	29 (±1.8)	24 (±1.7)	30 (±1.7)	15 (±1.6)	33 (±2.0)	28 (±1.9)	24 (±1.8)

	In your lessons in the current school year, to what extent have you received instruction on how to do the following tasks?	2025				2022			
		To a large extent	To a moderate extent	To a small extent	Not at all	To a large extent	To a moderate extent	To a small extent	Not at all
Year 10	Breaking a complex problem into smaller parts	26 (±1.9)	47 (±1.8)	17 (±1.5)	10 (±1.1)	21 (±1.8)	44 (±1.9)	24 (±1.6)	11 (±1.4)
	Planning tasks by setting out the steps needed to complete them	27 (±1.6)	48 (±1.9)	16 (±1.4)	9 (±1.0)	23 (±2.2)	46 (±2.1)	20 (±1.5)	10 (±1.4)
	Developing algorithms (e.g. instructions for a program like Scratch or Python)[1]	11 (±1.3)	24 (±1.9)	23 (±1.5)	42 (±2.2)	10 (±1.6)	27 (±2.2)	24 (±1.9)	39 (±2.6)
	Using digital tools* to present information to the class	28 (±1.8)	40 (±1.9)	20 (±1.6)	12 (±1.0)	30 (±2.4)	39 (±2.1)	19 (±1.5)	12 (±1.5)
	Creating code or programming[1]	10 (±1.4)	20 (±1.5)	23 (±1.6)	47 (±2.5)	10 (±1.2)	22 (±1.8)	22 (±1.6)	47 (±2.7)
	Developing applications (apps)	10 (±1.3)	21 (±1.9)	19 (±1.5)	51 (±2.6)	9 (±1.3)	22 (±2.0)	21 (±1.5)	48 (±2.7)
	Making changes to code to improve efficiency	12 (±1.4)	22 (±1.9)	19 (±1.6)	47 (±2.4)	10 (±1.5)	21 (±1.9)	20 (±1.5)	49 (±2.8)
	Use artificial intelligence tools to generate or improve your code	12 (±1.3)	23 (±2.0)	19 (±1.6)	45 (±2.7)	- -	- -	- -	- -
	How to refine prompts in artificial intelligence tools to improve the quality of your output	12 (±1.4)	25 (±2.0)	21 (±1.4)	42 (±2.5)	- -	- -	- -	- -
	Debugging code	9 (±1.2)	19 (±1.7)	17 (±1.5)	55 (±2.5)	8 (±1.2)	20 (±2.0)	20 (±1.6)	52 (±2.8)
	Creating visual displays of information or processes (such as graphs, flow charts and decision trees)	16 (±1.5)	34 (±1.9)	22 (±1.7)	28 (±2.1)	15 (±1.5)	38 (±2.0)	24 (±1.7)	23 (±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.
** Whilst the 2025 cycle asked about 'digital tools', the 2022 cycle asked about the use of 'ICT devices'. Comparisons between cycles should take this into account.*
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results.

Most Year 6 and Year 10 students reported to have received instructions (to a large or moderate extent) on how to break complex problems into smaller parts, how to plan tasks by setting out steps for their completion and how to use digital tools to present information in class. About half of the students in Year 10 and almost half of Year 6 students indicated this for creating visual displays of information or processes. Only about a third of students or fewer reported to have learnt (to a large or moderate extent) about developing algorithms, creating code or programming, or developing apps.

Compared to the previous cycle, there were relatively small differences in student responses. However, the percentages of students reporting to have learnt to a large extent about breaking problems into smaller parts and how to plan tasks by setting out steps increased significantly at both year levels.

In 2025, 2 new items related to AI were introduced ("use artificial intelligence tools to generate or improve your code", "how to refine prompts in artificial intelligence tools to improve the quality of your output"). At both year levels, most students reported to have received no or little instruction related to these issues, while only about 1 in 10 students indicated a large extent of learning related to these topics.

As in the previous cycles, students were asked about their participation ("yes" or "no") in activities related to Digital Technologies. Table 7.8 shows the percentages of students responding in the affirmative at both year levels overall and within each gender group, comparing data from 2025 with that from 2022.

At both year levels, working with others to create a digital solution to a problem and examining the way data are being used to inform decisions were the most frequently reported activities. Using a virtual reality program was reported only by about 1 out of 5 Year 6 and Year 10 students. For most activities, Year 6 students reported these more frequently than Year 10 students. There were higher proportions of male students reporting participation for most Digital Technologies activities than among female students at both year levels; however, these differences tended to be larger at Year 10.

Compared to the previous cycle, there were decreases in reported participation at both year levels for most of these activities, and these tended to be large at Year 6. However, it should be acknowledged that there were slight wording changes for the items "creating code with a visual coding tool (e.g. Alice, GameMaker, Kodu, Makecode, MIT App Inventor, Scratch)" and "designing a program to control a digital or robotic device (e.g. drone)", which may have influenced how these were responded to by students across the 2 cycles.[16]

[16] In 2022, these two items were worded as "Creating programs with a visual coding tool (e.g. Alice, GameMaker, Kodu, LEGO MINDSTORMS, MIT App Inventor, Scratch)" and "Designing a program to control a robotic device".

Table 7.8: Percentages of students participating in Digital Technologies activities at school, overall and by gender since 2022

	During the current school year, have you participated in any of the following activities at school? (Proportion of students selecting "Yes")	2025			2022		
		All students	Male	Female	All students	Male	Female
Year 6	Creating code with a visual coding tool (e.g. Alice, GameMaker, Kodu, Makecode, MIT App Inventor, Scratch)[1]	39 (±2.6)	41 (±3.1)	37 (±3.0)	53 (±3.0)	55 (±3.6)	51 (±3.3)
	Creating a digital game	32 (±2.3)	35 (±2.8)	29 (±2.9)	44 (±3.5)	47 (±4.1)	42 (±3.8)
	Working with others to create a digital solution to a problem	51 (±1.9)	53 (±2.6)	50 (±2.7)	59 (±2.2)	58 (±2.7)	59 (±2.7)
	Designing a program to control a digital or robotic device (e.g. drone)[1]	33 (±2.2)	35 (±2.7)	31 (±2.5)	48 (±3.2)	49 (±3.7)	46 (±3.5)
	Using a virtual reality (VR) program	20 (±2.2)	23 (±2.8)	16 (±2.5)	25 (±2.5)	26 (±2.7)	24 (±3.2)
	Learning about the components of a digital system	44 (±2.1)	46 (±2.7)	42 (±2.8)	53 (±2.5)	54 (±3.3)	52 (±2.8)
	Examining the way data are being used to inform decisions[1]	45 (±1.9)	47 (±2.7)	43 (±2.8)	48 (±2.2)	49 (±2.8)	47 (±2.9)
Year 10	Creating code with a visual coding tool (e.g. Alice, GameMaker, Kodu, Makecode, MIT App Inventor, Scratch)[1]	25 (±1.7)	31 (±2.7)	19 (±2.4)	29 (±2.2)	35 (±2.6)	22 (±2.9)
	Creating a digital game	22 (±1.6)	26 (±2.5)	16 (±1.9)	26 (±2.2)	30 (±2.4)	21 (±3.1)
	Working with others to create a digital solution to a problem	36 (±2.0)	39 (±2.9)	33 (±2.8)	42 (±2.2)	46 (±2.8)	37 (±3.2)
	Designing a program to control a digital or robotic device (e.g. drone)[1]	21 (±1.8)	25 (±2.7)	17 (±2.1)	25 (±2.2)	30 (±2.7)	20 (±2.9)
	Using a virtual reality (VR) program	19 (±2.1)	22 (±2.7)	16 (±2.2)	20 (±1.9)	23 (±2.5)	16 (±2.5)
	Learning about the components of a digital system	29 (±1.7)	35 (±3.0)	23 (±2.2)	36 (±2.4)	42 (±2.8)	30 (±3.2)
	Examining the way data are being used to inform decisions[1]	38 (±1.8)	41 (±3.0)	34 (±2.7)	41 (±2.2)	44 (±2.7)	37 (±3.2)

*Confidence Intervals (1.96 * SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results.

References

ACARA (Australian Curriculum, Assessment and Reporting Authority) (2022) ACARA's Data Standards Manual, https://acara.edu.au/reporting/data-standards-manual-student-background-characteristics, accessed 1 September 2025.

ACARA (Australian Curriculum, Assessment and Reporting Authority) (2024) National Assessment Program — ICT Literacy 2025: Assessment Framework, ACARA, Sydney.

ACARA (Australian Curriculum, Assessment and Reporting Authority) (2025) Measurement Framework for Schooling in Australia, https://dataandreporting.blob.core.windows.net/anrdataportal/ANR-Documents/Measurement Framework for Schooling in Australia 2025.pdf, accessed 6 September 2025.

Education Council (2019) *Alice Springs (Mparntwe) Education Declaration*, https://www.education.gov.au/indigenous-education/resources/alice-springs-mparntwe-education-declaration, accessed 6 September 2025

MCEETYA (Ministerial Council on Education, Employment, Training and Youth Affairs) (2008) Melbourne Declaration on Educational Goals for Young Australians.

von Davier M and Mazzeo J (2009) *Review of the Programme for International Student Assessment (PISA) test design: Recommendations for fostering stability in assessment results*, paper presented at the PISA Research Conference, Kiel, Germany.

Image attributions

School Website: Figure 3.2 Exemplar item 1

Middle school students in machine shop class. Alamy Stock Photo, https://h7.alamy.com/comp/FR4PH6/middle-school-students-in-machine-shop-class-FR4PH6.jpg

Children (brothers, friends) walking, hiking in wild green summer forest. © Oksana Bratanova / Alamy Stock Photo, https://www.alamy.com/EXYW21

Junior Surf Rescue Training for children on the beach at Surfers Paradise, Gold Coast, Queensland, Australia. © Pete Niesen / Alamy Stock Photo, https://www.alamy.com/CW9XHR

A zookeeper teaches school children about birds of prey in an animal display. © Jason Edwards / Alamy Stock Photo, https://www.alamy.com/EB2GFW

RoboDog: Figure 3.3: Exemplar item 2

Image of RoboDog components. © Australian Council for Educational Research / Creative Services 2021

RoboDog: Figure 3.4: Exemplar item 3

Image of RoboDog buttons and maze. © Australian Council for Educational Research / Creative Services 2021

Water Quality: Figure 3.5: Exemplar item 4

Images of chart configuration options. © Australian Council for Educational Research / Creative Services 2021

Water Quality: Figure 3.6: Exemplar item 5

Images of code blocks and run query button. © Australian Council for Educational Research / Creative Services 2021

School Website: Figure 3.7: Exemplar item 6

Image of webpage editing menu. © Australian Council for Educational Research / Creative Services 2016

Appendices

Appendix A: Ordered map of NAP–ICT Literacy 2025 items

Table A 1: Ordered map of NAP–ICT Literacy 2025 items

Year level	Scale score	Proficiency level	Descriptor	Aspect
Year 6	848	6	Creates a form with appropriate field types	3.1
Link	824	6	Formats text to support meaning	3.1
Link	807	6	Identifies and adapts advice to communicate to an audience	3.1
Year 10	780	6	Identifies and uses an image editing feature correctly to brighten an image	1.1
Year 10	765	5	Selects the information which is needed to complete an analysis	2.3
Year 10	747	5	Organises drop-down menu items into their appropriate locations	3.1
Year 6	739	5	Explains how survey results are used in a presentation	3.1
Year 10	735	5	Moves spreadsheet data into multiple worksheets	1.1
Link	723	5	Changes the shape of a photo in a photo editing app	1.1
Link	719	5	Identifies an image that depicts a scene that is both relevant and inclusive and describes how it does so	3.1
Year 10	715	5	Creates a form with appropriate field types	3.1
Link	712	5	Understands that ALT Text is used to make online images more accessible	3.1
Year 6	705	5	Explains why 'Ad' results are shown first in a set of search results	2.1
Year 10	703	5	Identifies the benefits of using spreadsheet programs to organise and evaluate data	2.2
Year 10	701	5	Creates an algorithm to classify data records conditional on numerical ranges	3.2
Year 10	700	5	Identifies two features of email addresses that can be used in validation	2.2
Year 10	696	5	Uses spreadsheet tools to appropriately format prices	1.1
Year 10	695	5	Creates an SQL query that sorts records by two columns with sort ordering	3.2
Year 6	695	5	Explains why a certain fundraising activity has been chosen in a presentation	3.1
Link	694	5	Uses consistent and effective layout in a presentation	3.1

Year level	Scale score	Proficiency level	Descriptor	Aspect
Link	690	5	Uses consistent and appropriate text font in a presentation	3.1
Year 6	688	5	Identifies and uses an image editing feature correctly to brighten an image	1.1
Link	687	5	Selects relevant user tasks and a matching task purpose for each task, to test the proposed navigation structure	2.3
Year 10	680	5	Cleans a dataset by removing duplicate entries	2.2
Link	675	5	Uses appropriate colours to display text and background in a presentation	3.1
Year 6	672	5	Uses simulation software to identify the source of sensor readings	2.3
Year 10	672	5	Explains how survey results are used in a presentation	3.1
Year 6	667	5	Explains a benefit of using a .pdf format instead of a .doc format	1.1
Year 6	662	5	Creates appropriate captions to support images	3.1
Link	662	5	Uses appropriate images to support content in a presentation	3.1
Year 10	660	5	Identifies design features on a user interface that increase accessibility	3.1
Year 6	658	5	Explains how WiFi and a motion sensor could be used to control a robot toy's actions	2.3
Year 6	655	5	Alters an interface to facilitate easier access to frequently-used actions	2.3
Link	653	5	Explains the benefits of a fundraising activity in a presentation	3.1
Year 6	650	5	Compares the ratings and comments of three caravan park reviews to find the most appropriate place to stay	2.1
Year 10	647	4	Explains why a certain fundraising activity has been chosen in a presentation	3.1
Link	645	4	Adds a stop to a list of directions and arranges stops in a logical order	2.2
Year 10	645	4	Identifies the benefits of presenting tabulated data in the form of a graph	2.2
Year 10	641	4	Creates an algorithm to classify data records conditional on numerical ranges	3.2
Year 10	641	4	Explains how an image communicates information about an identified problem	2.1
Link	641	4	Conducts a search to find an Indian restaurant open on a Monday	2.1
Year 10	639	4	Identifies a way that a proposed solution may not fully address a problem	2.3
Year 10	633	4	Identifies a way that a proposed solution may not fully address a problem	2.3

Year level	Scale score	Proficiency level	Descriptor	Aspect
Year 10	632	4	Identifies the type of analysis enabled when records are sorted by date	2.3
Link	631	4	Selects survey questions that will provide additional information from test users about how they use the website	2.3
Link	631	4	Identifies how to transfer a photo from a smartphone to a laptop	1.2
Year 10	629	4	Explains why 'Ad' results are shown first in a set of search results	2.1
Link	626	4	Identifies the part of a URL that signals a trustworthy/secure website	3.1
Link	619	4	Uses data to identify a problem with a website	2.3
Year 10	615	4	Adds a second worksheet to a spreadsheet workbook	1.1
Link	614	4	Conducts a search to find an Indian restaurant open on a Monday	2.1
Link	613	4	Identifies ways that an 'undo' button can be helpful when editing a photo	1.1
Year 10	611	4	Creates appropriate captions to support images	3.1
Year 10	610	4	Identifies improvements to the user experience by analysing a screen recording of a user interacting with a website	2.3
Year 10	607	4	Explains a benefit of using a .pdf format instead of a .doc format	1.1
Year 6	602	4	Arranges the buttons on a remote controller to improve the usability	3.2
Year 10	600	4	Clarifies an instruction so that consistent user responses are given	2.1
Link	600	4	Locates an upload button on a webpage	1.1
Year 6	600	4	Groups interface buttons thematically	2.3
Link	593	4	Determines an appropriate survey question to identify user navigation patterns	2.2
Year 10	593	4	Identifies relative benefits of two technical solutions for collecting movement data	2.1
Year 6	591	4	Alters an interface to facilitate easier access to frequently-used actions	2.3
Link	590	4	Explains the purpose of a trustworthy website in the context of an e-commerce business	3.1
Year 10	587	4	Understands social media has protocols for protecting people’s privacy	4.2
Year 6	587	4	Identifies a benefit for new users of providing a template in a design application	2.3
Year 10	587	4	Identifies a flowchart that represents a verbally expressed process	2.3

Year level	Scale score	Proficiency level	Descriptor	Aspect
Year 10	587	4	Describes why different types of question and response fields are used to ensure that data is collected in the correct format	2.1
Link	586	4	Explains the characteristics of a webpage that are evidence of an affiliate advertisement	2.1
Year 6	582	4	Identifies the disadvantage of sending a link in a group chat	1.1
Year 10	581	4	Compares the ratings and comments of three caravan park reviews to find the most appropriate place to stay	2.1
Year 10	579	4	Distinguishes between hardware and software components of an ICT system	1.2
Year 10	578	4	Shares location with another person for a limited period of time	4.1
Link	573	4	Locates and uploads a file from a nested folder structure	1.1
Year 10	571	4	Applies a black and white effect to an image	1.1
Year 10	569	4	Identifies the column by which data records are sorted	1.1
Year 10	567	4	Identifies a graph that best represents sales data for a given day	2.3
Year 6	565	4	Organises menu items into categories by grouping them together or making them the same colour	2.3
Year 10	561	4	Renames worksheets with descriptive names	1.1
Year 10	552	4	Analyses simulation data to identify a timepoint that demonstrates a problem	2.1
Year 6	552	4	Creates relevant title	3.1
Year 10	552	4	Uses spreadsheet tools to appropriately format prices	1.1
Year 10	549	4	Analyses the output of a simulation and draws a conclusion	2.1
Year 6	548	4	Explains how WiFi and a motion sensor could be used to control a robot toy's actions	2.3
Link	548	4	Proposes a new menu structure (using the user study interface)	2.3
Year 10	548	4	Identifies a disadvantage of analysing data offline when the data is sourced from a shared remote database	2.3
Link	548	4	Identifies three features of a website used to navigate between pages within the site	3.1
Link	547	4	Edits the settings for an online survey	1.1
Year 6	546	4	Creates a form with appropriate field types	3.1
Link	545	4	Analyses a website and explains why a webpage has reduced engagement	2.3

Year level	Scale score	Proficiency level	Descriptor	Aspect
Year 6	545	4	Explains the disadvantages of text entry fields and radio fields for collecting user feedback	2.2
Link	541	4	Selects relevant user tasks and a matching task purpose for each task, to test the proposed navigation structure	2.3
Year 10	540	4	Sorts structured data in a spreadsheet program	2.2
Year 10	537	4	Creates a form with appropriate field types	3.1
Link	537	4	Navigates to a specified webpage	1.1
Year 6	537	4	Identifies the particular menu in a user interface to interact with a user	1.1
Year 10	535	4	Explains how an image communicates information about an identified problem	2.1
Year 10	535	4	Identifies an appropriate chart for representing variations in numerical data by date	2.2
Link	529	3	Creates a balanced design with images and text	3.1
Year 6	528	3	Understands right-click functionality for accessing file information	1.1
Year 6	526	3	Explains the advantages of text entry fields and radio fields for collecting user feedback	2.2
Link	525	3	Explains the accuracy of information in a comment to a social media post independent of the emoji reactions	2.1
Year 10	525	3	Identifies the disadvantage of sending a link in a group chat	1.1
Year 10	519	3	Identifies what an asterisk symbol indicates to a user when it is next to a question in an online form	3.1
Year 10	518	3	Clarifies an instruction so that consistent user responses are given	2.1
Year 6	517	3	Groups interface buttons thematically	2.3
Link	512	3	Selects and moves image files from one folder to another	1.1
Year 10	512	3	Selects the information which is needed to complete an analysis	2.3
Link	512	3	Selects survey questions that will provide additional information from test users about how they use the website	2.3
Link	511	3	Identifies how to transfer a photo from a smartphone to a laptop	1.2
Year 6	510	3	Organises drop-down menu items into their appropriate locations	3.1
Year 10	510	3	Inputs missing numerical and categorical values in a data table by inferring the values from other records	2.2
Year 10	509	3	Identifies that feedback from a small number of users is a limited data set	2.3

Year level	Scale score	Proficiency level	Descriptor	Aspect
Year 10	509	3	Describes why different types of question and response fields are used to ensure that data is collected in the correct format	2.1
Year 6	507	3	Writes questions that can be used to collect user feedback for improving a robotic toy	2.3
Year 10	506	3	Evaluates the accuracy of a statement about 'busyness' using tabular sales data	2.1
Year 6	505	3	Explains a problem related to privacy and identification	4.1
Year 6	502	3	Edits a link to show custom link-text using a web-based WYSIWYG editor	1.1
Year 6	502	3	Configures a digital representation of a remote controller and uses it to control a robot dog avatar	1.2
Link	501	3	Determines the most appropriate form of data collection to identify how people find a website	2.2
Year 10	495	3	Opens a file after selecting the correct file type	1.1
Year 6	490	3	Explains the disadvantages of text entry fields and radio fields for collecting user feedback	2.2
Year 6	489	3	Explains the advantages of text entry fields and radio fields for collecting user feedback	2.2
Year 10	488	3	Creates relevant title	3.1
Year 6	487	3	Understands that image resolution relates to clarity on screen	1.2
Year 10	487	3	Organises drop-down menu items into their appropriate locations	3.1
Year 6	487	3	Locates a browser's bookmarks menu and selects a specified bookmark	1.1
Year 10	483	3	Identifies the benefits of assessing a system against different user needs	2.3
Year 10	482	3	Identifies the most relevant search result according to criteria	2.1
Link	482	3	Explains the benefits of having freedom to determine the size and shape of an image when adjusting its aspect ratio	1.1
Link	481	3	Selects relevant images to support information on a webpage	3.1
Year 6	479	3	Applies a black and white effect to an image	1.1
Year 10	476	3	Identifies two features of email addresses that can be used in validation	2.2
Year 6	469	3	Identifies design features on a user interface that increase usability and inclusivity	3.1
Link	468	3	Provides an appropriate title for a presentation	3.1
Link	467	3	Explains how to improve a website menu design for navigability	2.3

Year level	Scale score	Proficiency level	Descriptor	Aspect
Year 6	464	3	Constructs a web form and configures the form fields according to specified criteria	1.1
Link	461	3	Identifies the advantage of sending a link in a group chat	1.1
Year 10	461	3	Understands right-click functionality for accessing file information	1.1
Year 10	461	3	Evaluates the accuracy of a statement about 'busyness' using tabular sales data	2.1
Link	460	3	Configures the start and end dates for an online survey	1.1
Link	456	3	Identifies an image that depicts a scene that is both relevant and inclusive, and describes how it does so	3.1
Year 6	455	3	Identifies a risk associated with password reuse	4.1
Year 10	454	3	Selects the most relevant search result for the given criteria	2.1
Link	450	3	Uses data to identify a problem with a website	2.3
Year 10	449	3	Understands violation of privacy protocols when sharing an image online	4.2
Year 6	444	3	Configures blog settings so that published posts are only seen by selected categories of people	1.1
Year 6	444	3	Writes questions that can be used to collect user feedback for improving a robotic toy	2.3
Year 10	439	3	Identifies improvements to the user experience by analysing a screen recording of a user interacting with a website	2.3
Link	439	3	Chooses text colour with appropriate contrast	3.1
Year 6	439	3	Uses simulation software to identify the source of sensor readings	2.3
Year 10	436	3	Identifies a disadvantage of collecting categorical data using a text entry field	2.2
Link	434	3	Locates the appropriate button to ‘find my location’ on map	1.1
Year 10	434	3	Inputs missing numerical and categorical values in a data table by inferring the values from other records	2.2
Year 6	433	3	Identifies the most relevant search result according to criteria	2.1
Link	433	3	Formats text to support meaning	3.1
Year 10	432	3	Explains how an image communicates information about an identified problem	2.1
Year 6	428	3	Identifies a problem with the user experience by analysing a screen recording of a user interacting with a website	2.3
Year 10	426	3	Distinguishes between hardware and software components of an ICT system	1.2

Year level	Scale score	Proficiency level	Descriptor	Aspect
Link	426	3	Explains the purpose of a trustworthy website in the context of an e-commerce business	3.1
Year 10	424	3	Locates a browser's bookmarks menu and selects a specified bookmark	1.1
Year 10	423	3	Identifies the correct spreadsheet formula to calculate a value	2.2
Year 10	422	3	Understands that image resolution relates to clarity on screen	1.2
Year 6	420	3	Adjusts settings to control notifications	1.1
Link	416	3	Applies a given aspect ratio to an image	1.1
Link	415	3	Clicks on a hyperlink embedded in a paragraph	1.1
Year 6	414	3	Selects the most relevant search result for the given criteria	2.1
Year 10	411	3	Identifies relative benefits of two technical solutions for collecting movement data	2.1
Year 6	408	2	Uses a POS interface to record an order	1.1
Link	408	2	Finds appropriate menu and adjusts a setting to determine a desired route	2.1
Year 6	407	2	Determines which display in an app shows the required information about stock levels	2.2
Year 6	406	2	Identifies the electrical components used for a robotic toy's actions	2.3
Link	404	2	Enters appropriate locations correctly into search boxes to find a route between two places	2.1
Year 6	403	2	Edits font settings to improve readability using web-based WYSIWYG editor	1.1
Year 6	401	2	Understands criteria for setting a strong password	4.1
Year 6	400	2	Identifies that a confirmation email can be used as a way to verify information provided by users	4.1
Link	396	2	Interprets search results to determine which of three routes is the quickest	2.1
Year 6	380	2	Categorises the design features of a robotic toy into the categories fun factor, quality and safety	2.3
Link	379	2	Clicks on an appropriate icon to access a smartphone feature	1.1
Link	377	2	Identifies why hiding voters profiles can improve quality of the results of an online survey	2.1
Year 6	375	2	Identifies a reason for sectioning a platform into different applications	1.1
Link	374	2	Applies a specified visual effect to an image	1.1

Year level	Scale score	Proficiency level	Descriptor	Aspect
Link	373	2	Explains why icons are used to identify locations rather than labels	3.1
Link	372	2	Identifies the month for term 3 from a school webpage	2.1
Link	369	2	Interprets the results of an online survey	2.1
Link	368	2	Chooses the most appropriate icons to 'toggle on' to find specific locations on a map	2.1
Link	367	2	Finds appropriate menu and adjusts a setting to determine a desired route	2.1
Year 6	367	2	Finds the setting for 'location sharing' and toggles it 'off'	4.1
Link	363	2	Proposes a new menu structure (using the user study interface)	2.3
Year 6	360	2	Selects and inserts an image file into a web-based WYSIWYG editor	1.1
Link	360	2	Identifies the day for term 3 from a school webpage	2.1
Year 6	354	2	Edits font settings to improve readability using web-based WYSIWYG editor	1.1
Link	351	2	Changes the shape of a photo in a photo editing app	1.1
Link	349	2	Replies to a direct message with relevant information	3.1
Link	340	2	Identifies the source of a video embedded in a social media post	2.1
Year 6	338	2	Selects the correct app to use based on the needs of the user	1.1
Year 6	336	2	Identifies the function in a menu that prevents a user from commenting	1.1
Year 6	333	2	Identifies a benefit of offering pre-sorted options in a UI	3.2
Year 6	333	2	Selects and inserts an image file into a web-based WYSIWYG editor	1.1
Year 6	330	2	Uses a design interface to select and delete an object	1.1
Link	322	2	Identifies the channel to which a video is posted	2.1
Link	319	2	Locates an edit button on a webpage	1.1
Link	316	2	Selects the correct edit button on a webpage	1.1
Link	314	2	Analyses a heatmap of user click data	2.2
Year 6	313	2	Uses the spell-check function of a web-based WYSIWYG editor	1.1

Year level	Scale score	Proficiency level	Descriptor	Aspect
Year 6	309	2	Constructs a web form and configures the form fields according to specified criteria	1.1
Link	306	2	Identifies a file with slowest load time	1.1
Link	297	2	Creates a folder and correctly assigns a specified name to the folder	1.1
Link	295	2	Identifies a method to improve file transfer speed	1.1
Year 6	287	1	Executes the correct steps to activate an account via a hyperlink in an email	4.1
Link	285	1	Applies ‘zoom in’ to find details on a map	2.2
Year 6	277	1	Uses a creation tool to create a button for a menu interface	1.1
Year 10	263	1	Identifies the importance of privacy protocols when sharing an image online	4.2
Year 6	259	1	Identifies the appropriate app to use, based on the needs of the user	1.1
Link	251	1	Locates a button on a webpage	1.1
Year 6	234	1	Identifies the electrical components used for a robotic toy's actions	2.3
Year 6	234	1	Categorises the design features of a robotic toy into the categories fun factor, quality and safety	2.3
Year 6	232	1	Identifies the icon representing settings on a tablet computer	1.1
Year 6	164	1	Adjusts the display settings on a mobile device	1.1

Appendix B: Sample characteristics by state and territory

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

Year 6	Mode	10*	11	12	13	14	15	16	17	Missing
NSW	11	5	79	16						
VIC	11	0	79	20	0					
QLD	11	7	85	8						
SA	11	1	92	7						
WA	11	15	84	1	0					
TAS	11	0	63	37						
NT	11	8	86	6						
ACT	11	1	84	14						
Aust.	11	5	82	13	0					
Year 10	**Mode**	**10***	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**Missing**
NSW	15					5	79	17	0	
VIC	15					0	76	23	0	
QLD	15					11	84	5		
SA	15					1	88	11	0	
WA	15					11	88	1	0	
TAS	15					1	63	37	0	
NT	15					9	86	4		
ACT	15					2	87	11		
Aust.	15					5	81	14	0	

Because results are rounded to the nearest whole number 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
Year 6	Male	51	54	50	53	48	46	47	45	49
	Female	49	46	50	47	52	54	53	55	51
	Other	0	0	0	0	0	0	0	0	0
	Missing data	0	0	0	0	0	0	0	0	0
Year 10	Male	53	54	54	53	51	54	49	53	52
	Female	46	46	46	47	49	46	51	47	48
	Other	0	0	0	0	0	0	0	0	0
	Missing data	0	0	0	0	0	0	0	0	0

Because results are rounded to the nearest whole number 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	33	33	36	31	29	31	35	37	51
	Other managers and associate professionals	23	24	23	21	24	21	26	17	20
	Tradespeople & skilled office, sales and service staff	21	23	20	22	20	22	18	17	12
	Machine operators, labourers, hospitality, and related staff	11	13	11	10	14	12	16	9	2
	Not in paid work in last 12 months	6	6	10	5	5	5	5	18	3
	Missing data	5	2	1	11	7	8	1	2	13
Year 10	Senior managers and professionals	34	36	30	33	31	38	34	40	49
	Other managers and associate professionals	24	27	27	22	25	20	22	13	19
	Tradespeople & skilled office, sales and service staff	21	22	19	22	21	23	24	19	16
	Machine operators, labourers, hospitality, and related staff	10	9	12	8	12	8	15	10	4
	Not in paid work in last 12 months	6	5	9	3	5	4	3	12	0
	Missing data	5	1	2	11	6	7	2	6	13

Because results are rounded to the nearest whole number 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	51	51	56	49	42	46	42	42	72
	Advanced diploma/diploma	14	14	15	15	16	13	12	15	9
	Certificate I to IV (inc trade cert)	23	21	20	26	27	23	34	18	13
	Year 12 or equivalent	5	6	5	5	4	8	6	4	2
	Year 11 or equivalent or below	5	5	3	5	5	7	6	20	1
	Missing data	2	3	0	1	5	3	1	2	3
Year 10	Bachelor degree or above	47	47	51	45	42	47	38	43	66
	Advanced diploma/diploma	17	17	18	18	14	13	13	13	14
	Certificate I to IV (inc trade cert)	22	21	16	27	27	25	34	17	10
	Year 12 or equivalent	6	8	7	4	6	6	4	7	3
	Year 11 or equivalent or below	6	6	7	4	6	5	9	14	2
	Missing data	2	1	1	2	4	5	2	6	5

Because results are rounded to the nearest whole number 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	92	96	93	94	94	86	65	96
	Indigenous students	5	7	1	6	5	6	13	34	3
	Missing data	1	1	2	0	2	0	1	1	1
Year 10	Non-Indigenous students	93	88	99	92	96	95	86	66	97
	Indigenous students	5	8	1	7	3	4	10	33	2
	Missing data	2	4	0	2	1	0	4	1	1

Because results are rounded to the nearest whole number 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	65	61	63	78	68	51	88	52	74
	Language other than English	32	38	33	22	22	34	11	48	26
	Missing data	3	1	4	0	9	15	1	0	0
Year 10	English	70	70	62	81	68	62	93	58	71
	Language other than English	28	29	36	19	27	27	5	41	29
	Missing data	3	1	2	0	5	11	2	1	0

Because results are rounded to the nearest whole number 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	84	54	69	82	0	0	100
	Regional	26	20	16	46	28	16	98	64	0
	Remote	1	0	0	0	2	2	2	36	0
Year 10	Major cities	73	70	84	69	80	78	0	0	100
	Regional	25	28	16	28	16	22	98	67	0
	Remote	2	2	0	3	4	0	2	33	0

Because results are rounded to the nearest whole number 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 2017

	Year 6				Year 10			
	2025	2022	2017	Difference (2025 – 2022)	2025	2022	2017	Difference (2025 – 2022)
Australia	50 (±2.1)	55 (±2.4)	53 (±2.4)	**-5** (±3.3)	37 (±2.8)	46 (±3.2)	54 (±3.0)	**-9** (±4.6)
States and territories								
NSW	54 (±4.6)	55 (±5.3)	51 (±4.2)	-1 (±7.0)	36 (±6.6)	44 (±8.3)	57 (±6.8)	-7 (±10.7)
VIC	50 (±4.3)	61 (±4.2)	62 (±4.5)	**-11** (±6.1)	41 (±6.1)	50 (±5.6)	55 (±5.0)	-8 (±8.6)
QLD	48 (±5.0)	52 (±5.0)	47 (±5.8)	-4 (±7.1)	33 (±4.5)	45 (±6.0)	47 (±6.6)	**-12** (±7.7)
SA	45 (±5.4)	51 (±5.2)	53 (±6.5)	-7 (±7.6)	36 (±5.2)	46 (±5.7)	56 (±4.6)	**-11** (±8.2)
WA	47 (±4.5)	50 (±4.5)	54 (±4.5)	-4 (±6.4)	37 (±5.3)	46 (±4.5)	62 (±4.0)	**-9** (±7.2)
TAS	41 (±5.7)	49 (±6.5)	49 (±5.9)	-8 (±8.7)	26 (±4.6)	31 (±6.3)	39 (±5.6)	-5 (±8.1)
NT	30 (±9.3)	39 (±8.6)	35 (±11.5)	-8 (±12.7)	22 (±9.0)	34 (±18.9)	27 (±8.4)	-13 (±21.1)
ACT	60 (±7.3)	70 (±6.4)	65 (±8.4)	**-10** (±9.7)	50 (±13.3)	56 (±9.6)	54 (±8.4)	-6 (±16.6)
Gender								
Male	48 (±2.7)	51 (±3.2)	51 (±2.8)	-3 (±4.2)	35 (±3.6)	45 (±4.4)	51 (±3.6)	**-10** (±6.0)
Female	52 (±2.9)	59 (±2.9)	56 (±3.5)	**-8** (±4.2)	39 (±3.7)	47 (±3.8)	58 (±4.1)	**-8** (±5.7)

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

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

	Year 6			Year 10		
	Male	Female	Differences (Male - Female)	Male	Female	Differences (Male - Female)
Australia	394 (±6.4)	402 (±5.7)	**-9** (±7.3)	475 (±9.7)	490 (±9.0)	**-15** (±10.7)
States and territories						
NSW	410 (±14.6)	407 (±10.2)	2 (±14.9)	468 (±23.4)	488 (±21.7)	-20 (±24.3)
VIC	387 (±11.2)	408 (±13.3)	**-21** (±16.1)	490 (±18.5)	506 (±15.5)	-17 (±24.0)
QLD	388 (±12.4)	401 (±13.6)	-13 (±14.9)	468 (±17.8)	476 (±19.0)	-8 (±19.8)
SA	382 (±17.5)	391 (±14.0)	-9 (±20.5)	477 (±13.2)	490 (±15.2)	-13 (±17.3)
WA	388 (±13.3)	395 (±13.2)	-7 (±13.1)	480 (±14.8)	496 (±13.9)	**-16** (±13.2)
TAS	358 (±23.6)	391 (±14.9)	**-33** (±21.1)	442 (±22.9)	456 (±17.1)	-14 (±21.4)
NT	295 (±29.8)	318 (±33.9)	-22 (±29.3)	404 (±57.9)	407 (±73.0)	-4 (±64.5)
ACT	429 (±16.2)	419 (±15.7)	9 (±14.4)	514 (±27.0)	509 (±24.9)	5 (±18.4)

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

Appendix D: Student questionnaire

All questions are for both Year 6 and Year 10 unless otherwise stated.

NAP–ICT Literacy 2025 Main Study Student Questionnaire

Instructions

This questionnaire is about your use of digital tools. In this questionnaire digital tools are:

- desktop computers
- laptop computers
- tablets
- smartphones (to access the internet and use apps)
- other devices to access the internet and use apps (including smart watches, virtual reality (VR) headsets).

1. How long have you been using digital tools?

(Select one response.)

- ☐ Never or less than one year
- ☐ At least one year but less than three years
- ☐ At least three years but less than five years
- ☐ At least five years but less than seven years
- ☐ Seven years or more

2. What type of digital tools do you use in the following places?

(Select as many responses as are relevant to you for each place.)

	At school	Outside of school
Desktop computer	☐	☐
Portable devices (laptop, tablet)	☐	☐
Smartphone	☐	☐
Other digital tools (including smart watch, VR headsets)	☐	☐
None	☐	☐

3. Do you have your own portable digital tool(s) for use in class?

(Select one response for each tool.)

	Laptop computer	Tablet
No	☐	☐
Yes, my school provides me with the device	☐	☐
Yes, my school tells me what brand or model of device I may bring	☐	☐
Yes, I can bring any brand or model of device to school	☐	☐

4. How often do you use each type of digital tool in the following places?

(Select one response for each place.)

	Several times every day	Once a day	Almost every day	A few times each week	Once a week or less	Never
Desktop computer – At school	☐	☐	☐	☐	☐	☐
Desktop computer – Outside of school	☐	☐	☐	☐	☐	☐
Portable devices (laptop, tablet) – At school	☐	☐	☐	☐	☐	☐
Portable devices (laptop, tablet) – Outside of school	☐	☐	☐	☐	☐	☐

5. Do you have access to a computer or tablet at home?

(Select one response.)

- ☐ Yes, I have access to my own device
- ☐ Yes, but I have to share it with others
- ☐ No, I do not have access to any device

6. How reliable is your internet access at home?

(Select one response.)

- ☐ The internet access is fast and reliable
- ☐ The internet access is not fast, but it is reliable
- ☐ The internet access is not reliable
- ☐ I do not have internet access at home

7. To what extent do you agree or disagree with each of the following statements on why you might enjoy using digital tools?

(Select one response in each row.)

	Strongly agree	Agree	Disagree	Strongly disagree
a) They help me improve the quality of my work.	☐	☐	☐	☐
b) They make work easier.	☐	☐	☐	☐
c) They help me to work with others.	☐	☐	☐	☐
d) They enable me to work alone.	☐	☐	☐	☐
e) They help me communicate with my friends.	☐	☐	☐	☐
f) They help me find new ways to do things.	☐	☐	☐	☐

8. How often do you use digital tools to do each of the following?

*(Use the drop down menu to select one option for each of **At school** and **Outside of school**.)*

		At least once every day	Almost every day	A few times each week	Between once a week and once a month	Less than once a month	Never
A1	Search the internet for information for study or school work - At school	☐	☐	☐	☐	☐	☐
A2	Search the internet for information for study or school work - Outside of school	☐	☐	☐	☐	☐	☐
B1	Use word processing software or apps to create documents - At school	☐	☐	☐	☐	☐	☐
B2	Use word processing software or apps to create documents - Outside of school	☐	☐	☐	☐	☐	☐
C1	Enter data in a spreadsheet - At school	☐	☐	☐	☐	☐	☐
C2	Enter data in a spreadsheet - Outside of school	☐	☐	☐	☐	☐	☐
D1	Use mathematics, language or other learning programs - At school	☐	☐	☐	☐	☐	☐
D2	Use mathematics, language or other learning programs - Outside of school	☐	☐	☐	☐	☐	☐
E1	Use spreadsheets to create a graph or perform calculations - At school	☐	☐	☐	☐	☐	☐
E2	Use spreadsheets to create a graph or perform calculations - Outside of school	☐	☐	☐	☐	☐	☐
F1	Create presentations for school projects - At school	☐	☐	☐	☐	☐	☐
F2	Create presentations for school projects - Outside of school	☐	☐	☐	☐	☐	☐
G1	Watch online videos to support your own learning - At school	☐	☐	☐	☐	☐	☐
G2	Watch online videos to support your own learning - Outside of school	☐	☐	☐	☐	☐	☐
H1	Use artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot) to assist with your school work - At school	☐	☐	☐	☐	☐	☐
H2	Use artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot) to assist with your school work - Outside of school	☐	☐	☐	☐	☐	☐

9. How often do you use digital tools to do each of the following?

*(Use the drop down menu to select one option for each of **At school** and **Outside of school**.)*

		At least once every day	Almost every day	A few times each week	Between once a week and once a month	Less than once a month	Never
A1	Use email - At school	☐	☐	☐	☐	☐	☐
A2	Use email - Outside of school	☐	☐	☐	☐	☐	☐
B1	Chat or text through apps - At school	☐	☐	☐	☐	☐	☐
B2	Chat or text through apps - Outside of school	☐	☐	☐	☐	☐	☐
C1	Participate in online discussions on community platforms - At school	☐	☐	☐	☐	☐	☐
C2	Participate in online discussions on community platforms - Outside of school	☐	☐	☐	☐	☐	☐
D1	Use video call tools to communicate with people online - At school	☐	☐	☐	☐	☐	☐
D2	Use video call tools to communicate with people online - Outside of school	☐	☐	☐	☐	☐	☐
E1	Create and share content with others on social media - At school (Y10 only)	☐	☐	☐	☐	☐	☐
E2	Create and share content with others on social media - Outside of school (Y10 only)	☐	☐	☐	☐	☐	☐

10. How often do you use digital tools to do each of the following?

*(Use the drop-down menu to select one option for each of **At school** and **Outside of school**.)*

		At least once every day	Almost every day	A few times each week	Between once a week and once a month	Less than once a month	Never
A1	Create code with a visual programming tool (e.g. Makecode, Scratch, Blockly, Lego WeDo, Spike Prime, Mindstorms) - At school	☐	☐	☐	☐	☐	☐
A2	Create code with a visual programming tool (e.g. Makecode, Scratch, Blockly, Lego WeDo, Spike Prime, Mindstorms) - Outside of school	☐	☐	☐	☐	☐	☐
B1	Create text-based code or programs (e.g. JavaScript, Swift, Python, Visual Basic, .NET) - At school	☐	☐	☐	☐	☐	☐
B2	Create text-based code or programs (e.g. JavaScript, Swift, Python, Visual Basic, .NET) - Outside of school	☐	☐	☐	☐	☐	☐
C1	Publish media you have created to an online account (e.g. to YouTube, SoundCloud) - At school (Y10 only)	☐	☐	☐	☐	☐	☐
C2	Publish media you have created to an online account (e.g. to YouTube, SoundCloud) - Outside of school (Y10 only)	☐	☐	☐	☐	☐	☐
D1	Create an app - At school	☐	☐	☐	☐	☐	☐
D2	Create an app - Outside of school	☐	☐	☐	☐	☐	☐
E1	Use drawing, painting, design or graphics programs or apps - At school	☐	☐	☐	☐	☐	☐
E2	Use drawing, painting, design or graphics programs or apps - Outside of school	☐	☐	☐	☐	☐	☐
F1	Change application settings to suit your purposes (e.g. adjusting display or privacy settings) - At school	☐	☐	☐	☐	☐	☐
F2	Change application settings to suit your purposes (e.g. adjusting display or privacy settings) - Outside of school	☐	☐	☐	☐	☐	☐
G1	Combine different types of digital content (e.g. music, video, images) into one product - At school	☐	☐	☐	☐	☐	☐
G2	Combine different types of digital content (e.g. music, video, images) into one product - Outside of school	☐	☐	☐	☐	☐	☐

11. How often do you use digital tools to do each of the following outside of school?

(Select one response in each row.)

		At least once every day	Almost every day	A few times each week	Between once a week and once a month	Less than once a month	Never
a)	Watch videos or live streams for entertainment	☐	☐	☐	☐	☐	☐
b)	Play games (including console, mobile and online games)	☐	☐	☐	☐	☐	☐
c)	Use software or apps to create sounds/music, movies, animations or artwork	☐	☐	☐	☐	☐	☐
d)	Listen to music for entertainment	☐	☐	☐	☐	☐	☐
e)	Listen to podcasts, audiobooks or internet radio for entertainment	☐	☐	☐	☐	☐	☐
f)	Search for online information about things you are interested in	☐	☐	☐	☐	☐	☐
g)	Use coding or programming to create games or control robotic devices	☐	☐	☐	☐	☐	☐

12. How well can you do each of these tasks using digital tools?

(Select one response in each row.)

		I can do this easily by myself	I can do this with a bit of effort	I know what this means but I cannot do it	I don't know what this means
a)	Edit digital photographs or other graphic images	☐	☐	☐	☐
b)	Create a database (e.g. using Microsoft Access, FileMaker, SQL)	☐	☐	☐	☐
c)	Enter data in a spreadsheet (e.g. using Microsoft Excel, Google Sheets, Apple Numbers)	☐	☐	☐	☐
d)	Create a graph using spreadsheet software (e.g. using Microsoft Excel, Google Sheets, Apple Numbers)	☐	☐	☐	☐
e)	Download or stream music from the Internet	☐	☐	☐	☐
f)	Create a multimodal presentation (with sound, pictures, video)	☐	☐	☐	☐
g)	Create or edit websites	☐	☐	☐	☐
h)	Post content (e.g. comments, images, videos) on social media (e.g. Instagram, Snapchat, Facebook or similar) (Y10 only)	☐	☐	☐	☐
i)	Use a collaborative workspace (e.g. Google Classroom, Google Workspace, Microsoft Teams, Microsoft Office 365) to work with others on a shared project	☐	☐	☐	☐
j)	Use videoconferencing software (e.g. Zoom, Microsoft Teams, Google Meet) for communication purposes	☐	☐	☐	☐
k)	Use an online learning management system (e.g. Moodle, Google Classroom)	☐	☐	☐	☐
l)	Use artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot, DALL-E) to generate content	☐	☐	☐	☐
m)	Evaluate the quality of information generated using artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot)	☐	☐	☐	☐
n)	Reference digital content that I use in my work (e.g. image captions or bibliography)	☐	☐	☐	☐

13. In your schooling, have you learnt about the following issues?

(Select one response in each row.)

		Yes	No
a)	The need to provide references to content from webpages and internet-based sources that you include in your schoolwork (e.g. in image captions or bibliography)	☐	☐
b)	The need to know whether you have copyright permission to share music or video	☐	☐
c)	The problems of using illegal copies of games or videos for free (e.g. copyright, viruses, malware)	☐	☐
d)	Reading licence or usage agreements before you click on 'I agree' to install new software or apps	☐	☐
e)	How to decide where to look for information about an unfamiliar topic	☐	☐
f)	How to look for different types of digital information on a topic	☐	☐
g)	How to judge the relevance of information to include in schoolwork	☐	☐
h)	How to judge whether information on the internet can be trusted	☐	☐
i)	How to judge whether information produced with artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot) is accurate	☐	☐
j)	Understanding when it is appropriate to use artificial intelligence generated content for schoolwork	☐	☐

14. In your schooling, have you learnt about the following issues?

(Select one response in each row.)

		Yes	No
a)	Opening email attachments from safe sources	☐	☐
b)	Checking where a message is from before clicking on links	☐	☐
c)	Reporting spam to an authority (such as a teacher or parent)	☐	☐
d)	How to create secure passwords	☐	☐
e)	Security risks when using the internet (e.g. viruses, scams, malware, phishing)	☐	☐
f)	Responsible use of social media (Y10 only)	☐	☐
g)	Respectful online relationships	☐	☐
h)	How to spot cyberbullying	☐	☐
i)	How to report cyberbullying or image-based abuse	☐	☐
j)	Where you can get reliable information and help about dealing with cyberbullying and/or suspicious online contact	☐	☐
k)	How to protect your personal safety when communicating online	☐	☐
l)	How to protect the privacy of your own data that you enter online	☐	☐
m)	How your online actions can impact negatively on your reputation and future opportunities	☐	☐
n)	How to update privacy settings on social media (Y10 only)	☐	☐

15. During the current school year, have you participated in any of the following activities at school?

(Select one response in each row.)

		Yes	No
a)	Creating code with a visual coding tool (e.g. Alice, GameMaker, Kodu, Makecode, MIT App Inventor, Scratch)	☐	☐
b)	Creating a digital game	☐	☐
c)	Working with others to create a digital solution to a problem	☐	☐
d)	Designing a program to control a digital or robotic device (e.g. drone).	☐	☐
e)	Using a virtual reality (VR) program	☐	☐
f)	Learning about the components of a digital system	☐	☐
g)	Examining the way data are being used to inform decisions	☐	☐

16. How often do you use the following tools for school-related purposes?

(Select one response in each row.)

		At least once a week	At least once a month but not every week	Less than once a month	Never
a)	Word processing software (e.g. Microsoft Word, Apple Pages, Google Docs)	☐	☐	☐	☐
b)	Spreadsheet software (e.g. Microsoft Excel, Apple Numbers, Google Sheets)	☐	☐	☐	☐
c)	Presentation software (e.g. Microsoft PowerPoint, Apple Keynote, Google Slides)	☐	☐	☐	☐
d)	Software for capturing and editing media (e.g. Apple iMovie, Audacity)	☐	☐	☐	☐
e)	Graphic design or drawing software (e.g. Microsoft Paint, Adobe Photoshop, Sketch)	☐	☐	☐	☐
f)	Text-based information websites (e.g. Wikipedia)	☐	☐	☐	☐
g)	Artificial intelligence tools for generating written content (e.g. ChatGPT, Microsoft Copilot, Gemini, Claude)	☐	☐	☐	☐
h)	Artificial intelligence tools for generating images (e.g. Dall-E, Adobe Firefly, Microsoft Copilot)	☐	☐	☐	☐
i)	Video-based information resources (e.g. YouTube, Kahn Academy)	☐	☐	☐	☐
j)	Digital journals (e.g. to reflect on your learning)	☐	☐	☐	☐
k)	Data collection or monitoring tools	☐	☐	☐	☐
l)	Concept or mind mapping software (e.g. Inspiration, Lucidchart) (Y10 only)	☐	☐	☐	☐
m)	Simulations and modelling software (e.g. FlexSim, Labster, Matlab, Tinkercad, Makecode) (Y10 only)	☐	☐	☐	☐
n)	Social media (e.g. Instagram, Snapchat, TikTok, Facebook) (Y10 only)	☐	☐	☐	☐
o)	Robotic devices (e.g. Sphero, Lego Mindstorms)	☐	☐	☐	☐
p)	3D printers or laser cutters	☐	☐	☐	☐
q)	Computer-aided drawing (CAD) software (e.g. TinkerCAD, Fusion360, FreeCAD)	☐	☐	☐	☐
r)	3D design software (e.g. SketchUp, Blender, Maya, 3ds Max)	☐	☐	☐	☐
s)	Block coding or visual programming tools (e.g. Alice, GameMaker, Kodu, Makecode , MIT App Inventor, Scratch)	☐	☐	☐	☐
t)	Programming languages involving object-oriented programming (e.g. Python, Java, C++)	☐	☐	☐	☐
u)	Scanners (either 2D or 3D)	☐	☐	☐	☐
v)	Video creation equipment	☐	☐	☐	☐

17. How often do the following activities take place in your lessons?

(Select one response in each row.)

		At least once a week	At least once a month but not every week	Less than once a month	Never
a)	My teacher uses digital tools to present information to the class.	☐	☐	☐	☐
b)	We use digital tools to present information to the class.	☐	☐	☐	☐
c)	My teacher uses digital tools to provide feedback on our work.	☐	☐	☐	☐
d)	We use digital tools to collaborate with each other on projects.	☐	☐	☐	☐
e)	We use digital tools to collaborate with students from other schools on projects.	☐	☐	☐	☐
f)	We use digital tools to complete tests.	☐	☐	☐	☐
g)	We use digital tools to work on short assignments (i.e. within one week).	☐	☐	☐	☐
h)	We use digital tools to work on extended projects (i.e. projects that last longer than one week).	☐	☐	☐	☐
i)	We use the internet or digital tools to contact students from other schools as part of our learning. (Y10 only)	☐	☐	☐	☐
j)	We use the internet or digital tools to contact experts outside the school. (Y10 only)	☐	☐	☐	☐
k)	We use digital tools to collect data for a project.	☐	☐	☐	☐
l)	We use digital tools to analyse data.	☐	☐	☐	☐
m)	We use digital tools to produce or edit audio.	☐	☐	☐	☐
n)	We create or edit visual products (e.g. animations, videos, 3D drawings).	☐	☐	☐	☐
o)	We create or program robotic devices (e.g. Bee-Bots Lego robotics, Sphero or similar).	☐	☐	☐	☐
p)	We use digital tools to submit assessments and gather feedback from my teacher.	☐	☐	☐	☐
q)	We use artificial intelligence (e.g. ChatGPT, Microsoft Copilot, DALL-E) to generate content	☐	☐	☐	☐
r)	My teacher(s) uses and demonstrates new technology or apps	☐	☐	☐	☐
s)	We present to the class in a variety of ways (e.g. videos, podcasts or demonstrations of games) as the presentation method	☐	☐	☐	☐

18. In your lessons in the current school year, to what extent have you received instruction on how to do the following tasks?

(Select one response in each row.)

		To a large extent	To a moderate extent	To a small extent	Not at all
a)	Breaking a complex problem into smaller parts	☐	☐	☐	☐
b)	Planning tasks by setting out the steps needed to complete them	☐	☐	☐	☐
c)	Developing algorithms (e.g. instructions for a program like Scratch or Python)	☐	☐	☐	☐
d)	Using digital tools to present information to the class	☐	☐	☐	☐
e)	Creating code or programming	☐	☐	☐	☐
f)	Developing applications (apps)	☐	☐	☐	☐
g)	Making changes to code to improve efficiency (Y10 only)	☐	☐	☐	☐
h)	Use artificial intelligence tools to generate or improve your code	☐	☐	☐	☐
i)	How to refine prompts in artificial intelligence tools to improve the quality of your output	☐	☐	☐	☐
j)	Debugging code	☐	☐	☐	☐
k)	Creating visual displays of information or processes (such as graphs, flow charts and decision trees)	☐	☐	☐	☐

19. To what extent have you learnt how to use digital tools from the following sources?

(Select one response in each row.)

		To a large extent	To a moderate extent	To a small extent	Not at all
a)	My school	☐	☐	☐	☐
b)	Members of my family	☐	☐	☐	☐
c)	My friends	☐	☐	☐	☐
d)	Learning myself (e.g. by researching online)	☐	☐	☐	☐

Appendix E: Mean scores on questionnaire indices by year level, and state and territory

Table A 11: Students' recognition of the importance of working with digital tools

State/territory	Year 6		Year 10	
NSW	50	(±0.7)	57	(±1.2)
VIC	50	(±0.8)	57	(±0.8)
QLD	50	(±0.9)	54	(±1.0)
SA	50	(±0.7)	56	(±1.1)
WA	49	(±0.8)	54	(±1.1)
TAS	49	(±0.9)	51	(±1.4)
NT	50	(±2.0)	54	(±2.5)
ACT	50	(±0.9)	55	(±0.9)

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

Table A 12: Student frequency of using study utilities on digital tools – at school

State/territory	Year 6		Year 10	
NSW	49	(±1.4)	54	(±1.3)
VIC	51	(±1.0)	56	(±0.8)
QLD	51	(±1.1)	54	(±1.3)
SA	50	(±0.8)	58	(±0.9)
WA	50	(±1.3)	52	(±1.0)
TAS	48	(±1.1)	52	(±1.4)
NT	52	(±1.7)	52	(±2.5)
ACT	50	(±2.9)	55	(±1.1)

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

Table A 13: Student frequency of using study utilities on digital tools – outside of school

State/territory	Year 6		Year 10	
NSW	51	(±1.4)	54	(±1.2)
VIC	51	(±1.1)	54	(±0.7)
QLD	49	(±1.1)	52	(±1.0)
SA	49	(±0.9)	53	(±0.9)
WA	51	(±0.8)	54	(±0.8)
TAS	46	(±1.1)	49	(±1.1)
NT	50	(±1.3)	52	(±1.8)
ACT	50	(±1.3)	55	(±1.5)

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

Table A 14: Student frequency of using digital tools for communication activities – at school

State/territory	Year 6		Year 10	
NSW	51	(±0.9)	60	(±1.2)
VIC	50	(±1.5)	60	(±1.1)
QLD	51	(±1.4)	59	(±0.9)
SA	50	(±1.1)	60	(±0.7)
WA	47	(±1.4)	58	(±1.2)
TAS	51	(±1.2)	58	(±1.2)
NT	50	(±3.7)	59	(±2.3)
ACT	48	(±1.4)	60	(±2.8)

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

Table A 15: Student frequency of using digital tools for communication activities – outside of school

State/territory	Year 6		Year 10	
NSW	50	(±0.7)	56	(±0.9)
VIC	51	(±0.8)	56	(±0.8)
QLD	49	(±0.8)	55	(±0.7)
SA	49	(±0.9)	55	(±0.7)
WA	50	(±1.2)	55	(±0.5)
TAS	49	(±0.8)	54	(±0.9)
NT	51	(±2.3)	54	(±1.2)
ACT	50	(±1.1)	56	(±2.1)

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

Table A 16: Student frequency of completing technological tasks using digital tools – at school

State/territory	Year 6		Year 10	
NSW	49	(±0.8)	48	(±1.4)
VIC	50	(±0.9)	48	(±1.0)
QLD	51	(±1.0)	48	(±1.5)
SA	49	(±1.2)	49	(±1.1)
WA	50	(±1.1)	49	(±1.1)
TAS	48	(±1.1)	46	(±1.4)
NT	52	(±1.5)	49	(±3.0)
ACT	50	(±2.2)	49	(±1.8)

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

Table A 17: Student frequency of completing technological tasks using digital tools – outside of school

State/territory	Year 6		Year 10	
NSW	50	(±0.8)	48	(±1.1)
VIC	51	(±1.0)	47	(±0.8)
QLD	50	(±0.8)	48	(±0.8)
SA	48	(±0.8)	48	(±1.0)
WA	51	(±0.8)	49	(±0.9)
TAS	48	(±1.1)	46	(±1.5)
NT	52	(±1.4)	49	(±2.7)
ACT	50	(±1.6)	49	(±0.9)

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

Table A 18: Student digital tool self-efficacy

State/territory	Year 6		Year 10	
NSW	51	(±0.8)	54	(±1.2)
VIC	51	(±0.8)	54	(±0.8)
QLD	49	(±1.0)	52	(±0.9)
SA	48	(±0.7)	54	(±1.0)
WA	48	(±0.9)	53	(±0.7)
TAS	47	(±1.3)	51	(±1.1)
NT	49	(±2.4)	53	(±1.9)
ACT	51	(±1.7)	55	(±1.1)

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

Table A 19: Student ICT learning at school

State/territory		Year 6		Year 10	
ICTLRNT	NSW	51	(±0.7)	54	(±1.2)
	VIC	50	(±1.2)	53	(±1.1)
	QLD	50	(±0.7)	54	(±1.0)
	SA	49	(±1.2)	54	(±1.0)
	WA	48	(±0.9)	53	(±1.1)
	TAS	49	(±0.8)	54	(±1.3)
	NT	50	(±1.9)	53	(±1.9)
	ACT	51	(±1.5)	53	(±1.8)
ICTLRND	NSW	50	(±0.9)	52	(±1.1)
	VIC	51	(±1.0)	52	(±0.7)
	QLD	50	(±1.0)	53	(±0.9)
	SA	49	(±1.1)	54	(±1.0)
	WA	49	(±1.1)	53	(±0.8)
	TAS	49	(±1.0)	53	(±1.2)
	NT	50	(±2.5)	52	(±2.2)
	ACT	51	(±1.7)	52	(±1.2)

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

Table A 20: Using standard digital tools for schooling

State/territory	Year 6		Year 10	
NSW	50	(±0.9)	55	(±1.0)
VIC	51	(±0.8)	56	(±0.9)
QLD	51	(±1.1)	55	(±1.0)
SA	49	(±0.9)	57	(±0.9)
WA	49	(±1.1)	55	(±0.9)
TAS	49	(±1.4)	54	(±1.2)
NT	49	(±2.6)	55	(±1.6)
ACT	51	(±2.0)	56	(±1.0)

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

Table A 21: Using specialised digital tools for schooling

State/territory	Year 6		Year 10	
NSW	49	(±0.9)	50	(±1.2)
VIC	51	(±1.0)	50	(±1.2)
QLD	51	(±0.8)	50	(±1.0)
SA	50	(±0.9)	51	(±1.1)
WA	50	(±1.1)	51	(±1.3)
TAS	49	(±1.0)	49	(±1.1)
NT	51	(±1.9)	50	(±1.8)
ACT	50	(±2.2)	50	(±2.3)

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

Table A 22: Regular classroom integration of digital tools

State/territory	Year 6		Year 10	
NSW	50	(±1.1)	54	(±1.0)
VIC	50	(±1.0)	55	(±1.2)
QLD	50	(±1.0)	55	(±0.9)
SA	50	(±0.9)	57	(±1.0)
WA	49	(±1.2)	52	(±1.0)
TAS	47	(±1.2)	53	(±0.9)
NT	51	(±1.6)	54	(±1.7)
ACT	53	(±3.1)	56	(±1.1)

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

Table A 23: Extended classroom integration of digital tools

State/territory	Year 6		Year 10	
NSW	50	(±1.0)	53	(±1.2)
VIC	50	(±1.0)	54	(±1.4)
QLD	50	(±1.0)	53	(±0.8)
SA	49	(±0.8)	55	(±1.1)
WA	50	(±0.9)	52	(±1.3)
TAS	48	(±1.1)	51	(±1.1)
NT	52	(±2.0)	53	(±2.5)
ACT	50	(±2.7)	53	(±1.8)

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

Table A 24: Student learning of computational thinking at school

State/territory	Year 6		Year 10	
NSW	49	(±1.2)	50	(±1.1)
VIC	50	(±1.0)	49	(±1.2)
QLD	51	(±0.9)	49	(±1.3)
SA	50	(±0.9)	49	(±1.1)
WA	51	(±0.9)	49	(±1.3)
TAS	49	(±1.0)	49	(±1.3)
NT	52	(±2.5)	50	(±2.2)
ACT	50	(±1.8)	48	(±2.1)

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

Table A 25: Student learning of programming at school

State/territory	Year 6		Year 10	
NSW	50	(±1.0)	51	(±0.9)
VIC	50	(±0.8)	50	(±1.0)
QLD	50	(±0.8)	51	(±0.7)
SA	49	(±0.7)	51	(±0.8)
WA	49	(±0.9)	49	(±0.9)
TAS	48	(±0.8)	49	(±1.0)
NT	50	(±1.7)	50	(±1.5)
ACT	51	(±1.7)	51	(±0.8)

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

Table A 26: Student participation in digital learning activities at school

State/territory	Year 6		Year 10	
NSW	49	(±1.0)	47	(±0.9)
VIC	50	(±0.9)	45	(±1.2)
QLD	52	(±1.0)	46	(±0.9)
SA	50	(±1.0)	46	(±1.0)
WA	50	(±1.1)	47	(±1.0)
TAS	48	(±1.0)	45	(±1.1)
NT	51	(±2.0)	47	(±2.2)
ACT	50	(±1.4)	46	(±2.3)

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

Appendix F: Trend reporting of student questionnaire category percentages

Table A 27: Trends in percentages of students using study utilities on digital tools

	Use of study utilities on digital tools*	Year 6						Year 10					
		2025			2022			2025			2022		
		Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently
At school	Search the internet for information for study or school work	6 (±1.0)	42 (±2.8)	52 (±3.0)	5 (±1.0)	37 (±3.0)	58 (±3.2)	2 (±0.7)	17 (±2.1)	81 (±2.3)	3 (±0.8)	16 (±1.9)	81 (±2.3)
	Use word processing software or apps to create documents	24 (±2.0)	52 (±2.4)	24 (±2.3)	17 (±1.8)	51 (±2.2)	32 (±2.3)	11 (±1.3)	35 (±2.0)	54 (±2.1)	7 (±1.2)	31 (±2.3)	62 (±2.7)
	Enter data in a spreadsheet	49 (±2.3)	39 (±1.9)	12 (±1.2)	47 (±2.4)	41 (±2.1)	12 (±1.3)	46 (±2.3)	43 (±2.1)	11 (±1.2)	49 (±2.2)	41 (±2.1)	10 (±1.3)
	Use mathematics, language or other learning programs[1]	14 (±1.7)	45 (±2.2)	41 (±2.4)	18 (±2.0)	47 (±2.2)	35 (±2.6)	18 (±1.9)	42 (±2.2)	39 (±2.2)	27 (±1.9)	44 (±1.8)	29 (±1.8)
	Use spreadsheets to create a graph or perform calculations	42 (±2.0)	44 (±1.7)	14 (±1.2)	43 (±2.2)	44 (±2.1)	13 (±1.6)	48 (±2.2)	41 (±2.0)	12 (±1.4)	36 (±2.0)	51 (±1.9)	13 (±1.3)
	Create presentations for school projects	24 (±2.4)	62 (±2.2)	14 (±1.4)	25 (±2.0)	62 (±1.8)	13 (±1.3)	17 (±1.8)	67 (±1.9)	16 (±1.4)	20 (±1.8)	66 (±2.3)	15 (±1.5)
	Watch online videos to support your own learning	26 (±2.0)	52 (±2.0)	21 (±1.6)	23 (±1.8)	54 (±2.0)	23 (±1.7)	19 (±1.7)	54 (±1.8)	27 (±1.9)	19 (±1.8)	52 (±2.2)	29 (±1.8)
	Use artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot) to assist with your school work	72 (±2.1)	19 (±1.6)	9 (±1.2)	- -	- -	- -	38 (±2.6)	36 (±2.1)	26 (±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.*
Rarely = less than once a month or never
Occasionally = between a few times each week and once a month
Frequently = almost every day or more
** Whilst the 2025 cycle asked about 'digital tools', previous cycles asked about the use of 'ICT devices' (2022), 'digital devices' (2017) and 'computers' (2014 and previous cycles). Comparisons between cycles should take this into account.*
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results.

Table A 27: Trends in percentages of students using study utilities on digital tools

	Use of study utilities on digital tools*	Year 6						Year 10					
		2025			2022			2025			2022		
		Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently
Outside of school	Search the internet for information for study or school work	27 (±2.1)	40 (±1.8)	33 (±2.0)	25 (±2.0)	41 (±2.3)	35 (±2.4)	11 (±1.3)	35 (±2.2)	53 (±2.4)	12 (±1.5)	32 (±2.0)	56 (±2.5)
	Use word processing software or apps to create documents	57 (±2.4)	30 (±1.7)	13 (±1.4)	53 (±2.5)	33 (±2.2)	14 (±1.4)	35 (±2.3)	42 (±2.0)	22 (±1.8)	30 (±2.5)	44 (±1.9)	27 (±2.2)
	Enter data in a spreadsheet	78 (±1.9)	15 (±1.4)	6 (±1.0)	79 (±1.6)	16 (±1.3)	5 (±1.0)	75 (±1.9)	19 (±1.6)	6 (±1.1)	74 (±1.8)	20 (±1.5)	6 (±0.9)
	Use mathematics, language or other learning programs[1]	45 (±2.6)	34 (±2.1)	21 (±1.8)	52 (±2.6)	33 (±2.0)	15 (±1.5)	46 (±2.5)	35 (±2.1)	19 (±1.6)	53 (±2.1)	32 (±1.7)	15 (±1.4)
	Use spreadsheets to create a graph or perform calculations	75 (±2.1)	18 (±1.7)	7 (±1.1)	77 (±1.9)	17 (±1.5)	6 (±1.0)	75 (±2.0)	18 (±1.7)	7 (±1.2)	70 (±2.0)	23 (±1.8)	7 (±1.1)
	Create presentations for school projects	61 (±2.8)	31 (±2.3)	8 (±1.2)	61 (±2.5)	32 (±2.1)	7 (±1.1)	48 (±2.4)	44 (±2.0)	8 (±1.2)	47 (±2.2)	45 (±2.2)	8 (±1.1)
	Watch online videos to support your own learning	49 (±2.2)	33 (±2.0)	17 (±1.6)	53 (±2.3)	32 (±1.7)	15 (±1.4)	36 (±2.4)	43 (±2.0)	21 (±1.6)	37 (±2.3)	41 (±2.0)	22 (±1.6)
	Use artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot) to assist with your school work	69 (±2.0)	20 (±1.7)	11 (±1.2)	- -	- -	- -	43 (±2.5)	34 (±1.9)	22 (±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.*
Rarely = less than once a month or never
Occasionally = between a few times each week and once a month
Frequently = almost every day or more
** Whilst the 2025 cycle asked about 'digital tools', previous cycles asked about the use of 'ICT devices' (2022), 'digital devices' (2017) and 'computers' (2014 and previous cycles). Comparisons between cycles should take this into account.*
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results.

Table A 28: Trends in percentages of students using entertainment applications on digital tools

Use of entertainment applications on digital tools		Year 6						Year 10					
		2025			2022			2025			2022		
		Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently
Outside of school	Watch videos or live streams for entertainment	9 (±0.9)	30 (±1.8)	61 (±1.9)	7 (±0.8)	22 (±1.7)	71 (±1.7)	7 (±1.0)	23 (±1.7)	70 (±1.9)	5 (±0.8)	17 (±1.5)	78 (±1.7)
	Play games (including console, mobile and online games)	7 (±0.8)	33 (±1.8)	60 (±1.9)	13 (±1.2)	31 (±1.8)	56 (±1.8)	10 (±1.0)	35 (±1.9)	56 (±2.0)	24 (±1.7)	30 (±2.0)	46 (±2.0)
	Use software or apps to create sounds/music, movies, animations or artwork	44 (±2.1)	33 (±1.8)	22 (±1.6)	46 (±1.8)	30 (±1.9)	24 (±1.7)	56 (±1.9)	25 (±1.6)	19 (±1.5)	56 (±2.3)	22 (±1.4)	22 (±1.7)
	Listen to music for entertainment	9 (±1.2)	28 (±1.6)	63 (±1.9)	11 (±1.0)	26 (±1.4)	63 (±1.6)	3 (±0.7)	15 (±1.3)	82 (±1.6)	5 (±0.9)	12 (±1.2)	83 (±1.5)
	Listen to podcasts, audiobooks or internet radio for entertainment	51 (±1.9)	27 (±1.5)	22 (±1.4)	55 (±1.7)	23 (±1.5)	22 (±1.5)	47 (±2.0)	33 (±1.9)	21 (±1.5)	54 (±2.2)	26 (±1.9)	20 (±1.5)
	Search for online information about things you are interested in	16 (±1.3)	41 (±1.6)	42 (±1.9)	19 (±1.6)	41 (±1.7)	40 (±1.9)	7 (±1.0)	33 (±1.6)	60 (±1.9)	9 (±1.2)	29 (±1.8)	62 (±2.2)
	Use coding or programming to create games or control robotic devices	74 (±1.8)	17 (±1.4)	9 (±1.0)	- -	- -	- -	82 (±1.5)	11 (±1.2)	7 (±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.
Rarely = less than once a month or never
Occasionally = between a few times each week and once a month
Frequently = almost every day or more
Whilst the 2025 cycle asked about 'digital tools', previous cycles asked about the use of 'ICT devices' (2022), 'digital devices' (2017) and 'computers' (2014 and previous cycles). Comparisons between cycles should take this into account.

Table A 29: Trends in percentages of students using digital tools for communication

Use of digital tools* for communication purposes		Year 6						Year 10					
		2025			2022			2025			2022		
		Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently
At school	Use email	36 (±2.9)	41 (±2.2)	23 (±2.1)	40 (±2.9)	37 (±2.8)	23 (±2.4)	7 (±1.3)	31 (±2.0)	61 (±2.6)	8 (±1.3)	27 (±2.1)	66 (±2.5)
	Chat or text through apps[1]	83 (±1.6)	12 (±1.3)	6 (±0.9)	86 (±1.5)	9 (±1.1)	5 (±0.8)	44 (±2.8)	23 (±1.6)	33 (±2.4)	37 (±2.7)	22 (±1.5)	40 (±2.4)
	Participate in online discussions on community platforms[1]	75 (±2.0)	19 (±1.7)	6 (±1.0)	88 (±1.3)	8 (±1.0)	3 (±0.7)	64 (±2.1)	23 (±1.6)	13 (±1.5)	83 (±1.8)	11 (±1.4)	6 (±1.3)
	Use video call tools to communicate with people online[1]	89 (±1.3)	7 (±1.2)	3 (±0.7)	92 (±1.1)	5 (±0.8)	3 (±0.6)	78 (±2.3)	13 (±1.8)	9 (±1.4)	74 (±2.2)	14 (±1.4)	11 (±1.7)
	Create and share content with others on social media[1]	- -	- -	- -	- -	- -	- -	78 (±2.0)	13 (±1.5)	10 (±1.2)	69 (±2.3)	15 (±1.3)	17 (±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.
Rarely = less than once a month or never
Occasionally = between a few times each week and once a month
Frequently = almost every day or more
** Whilst the 2025 cycle asked about 'digital tools', previous cycles asked about the use of 'ICT devices' (2022), 'digital devices' (2017) and 'computers' (2014 and previous cycles). Comparisons between cycles should take this into account.*
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results.

Table A 29: Trends in percentages of students using digital tools for communication

Use of digital tools* for communication purposes		Year 6						Year 10					
		2025			2022			2025			2022		
		Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently
Outside of school	Use email	44 (±2.0)	33 (±1.7)	23 (±1.8)	42 (±1.9)	35 (±1.7)	24 (±1.7)	17 (±1.8)	39 (±2.1)	44 (±2.5)	14 (±1.5)	36 (±1.8)	50 (±2.3)
	Chat or text through apps[1]	15 (±1.4)	21 (±1.6)	64 (±2.0)	13 (±1.1)	20 (±1.4)	67 (±1.8)	4 (±0.7)	8 (±1.0)	88 (±1.1)	6 (±0.8)	9 (±1.1)	85 (±1.6)
	Participate in online discussions on community platforms[1]	56 (±2.0)	24 (±1.5)	20 (±1.5)	72 (±1.7)	16 (±1.3)	12 (±1.1)	44 (±1.9)	25 (±1.6)	31 (±1.8)	76 (±2.1)	14 (±1.4)	11 (±1.4)
	Use video call tools to communicate with people online[1]	28 (±1.8)	34 (±2.0)	37 (±1.7)	21 (±1.4)	39 (±1.7)	40 (±1.8)	22 (±1.6)	39 (±1.8)	39 (±1.8)	22 (±1.6)	37 (±1.8)	41 (±2.1)
	Create and share content with others on social media[1]	- -	- -	- -	- -	- -	- -	35 (±2.0)	30 (±1.7)	36 (±1.8)	26 (±1.8)	25 (±1.6)	49 (±2.0)

*Confidence Intervals (1.96 * SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.
Rarely = less than once a month or never
Occasionally = between a few times each week and once a month
Frequently = almost every day or more
** Whilst the 2025 cycle asked about 'digital tools', previous cycles asked about the use of 'ICT devices' (2022), 'digital devices' (2017) and 'computers' (2014 and previous cycles). Comparisons between cycles should take this into account.*
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results.

Table A 30: Trends in percentages of students completing technological tasks using digital tools

	Completion of technological tasks using digital tools*	Year 6						Year 10					
		2025			2022			2025			2022		
		Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently
At school	Create code with a visual programming tool (e.g. Makecode, Scratch, Blockly, Lego WeDo, Spike Prime, Mindstorms)[1]	64 (±2.4)	30 (±2.2)	6 (±0.9)	73 (±2.3)	23 (±2.1)	4 (±0.9)	81 (±1.8)	12 (±1.3)	7 (±1.2)	83 (±1.9)	13 (±1.5)	4 (±0.9)
	Create text-based code or programs (e.g. JavaScript, Swift, Python, Visual Basic, .NET)[1]	78 (±1.7)	17 (±1.6)	5 (±0.7)	78 (±2.3)	17 (±2.0)	4 (±0.7)	82 (±1.6)	11 (±1.2)	6 (±1.1)	82 (±1.8)	12 (±1.3)	5 (±1.0)
	Publish media you have created to an online account (e.g. to YouTube, SoundCloud)[1]	- -	- -	- -	91 (±1.2)	5 (±0.9)	3 (±0.7)	85 (±1.7)	9 (±1.2)	6 (±1.1)	87 (±1.7)	8 (±1.2)	5 (±1.1)
	Create an app[1]	90 (±1.2)	7 (±1.1)	3 (±0.6)	88 (±1.4)	9 (±1.1)	3 (±0.8)	90 (±1.6)	5 (±1.0)	5 (±1.0)	84 (±1.7)	11 (±1.2)	5 (±0.9)
	Use drawing, painting, design or graphics programs or apps[1]	52 (±2.2)	39 (±2.0)	9 (±1.1)	64 (±2.7)	29 (±2.0)	6 (±1.4)	65 (±2.0)	27 (±1.9)	8 (±1.2)	71 (±1.9)	22 (±1.5)	6 (±1.1)
	Change application settings to suit your purposes (e.g. adjusting display or privacy settings)[1]	64 (±2.1)	29 (±1.9)	7 (±1.0)	75 (±2.1)	20 (±1.8)	5 (±0.9)	50 (±2.3)	38 (±1.9)	12 (±1.4)	58 (±2.0)	32 (±1.8)	10 (±1.3)
	Combine different types of digital content (e.g. music, video, images) into one product[1]	69 (±1.8)	25 (±1.7)	6 (±0.8)	84 (±1.7)	13 (±1.5)	3 (±0.9)	67 (±2.0)	23 (±1.7)	9 (±1.2)	78 (±2.2)	16 (±1.7)	6 (±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.
Rarely = less than once a month or never
Occasionally = between a few times each week and once a month
Frequently = almost every day or more
** Whilst the 2025 cycle asked about 'digital tools', previous cycles asked about the use of 'ICT devices' (2022), 'digital devices' (2017) and 'computers' (2014 and previous cycles). Comparisons between cycles should take this into account.*
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results.

Table A 30: Trends in percentages of students completing technological tasks using digital tools

Completion of technological tasks using digital tools*		Year 6						Year 10					
		2025			2022			2025			2022		
		Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently	Rarely	Occasionally	Frequently
Outside of school	Create code with a visual programming tool (e.g. Makecode, Scratch, Blockly, Lego WeDo, Spike Prime, Mindstorms)[1]	79 (±1.5)	14 (±1.3)	7 (±1.0)	81 (±1.8)	14 (±1.5)	6 (±1.0)	87 (±1.5)	8 (±1.0)	6 (±0.9)	87 (±1.5)	9 (±1.2)	5 (±1.0)
	Create text-based code or programs (e.g. JavaScript, Swift, Python, Visual Basic, .NET)[1]	86 (±1.3)	9 (±1.0)	5 (±0.8)	83 (±1.7)	11 (±1.4)	5 (±0.9)	85 (±1.6)	9 (±1.2)	6 (±0.9)	86 (±1.7)	9 (±1.2)	5 (±1.0)
	Publish media you have created to an online account (e.g. to YouTube, SoundCloud)[1]	- -	- -	- -	73 (±1.6)	18 (±1.3)	9 (±0.9)	74 (±1.7)	17 (±1.5)	9 (±1.2)	83 (±1.7)	10 (±1.2)	6 (±1.3)
	Create an app[1]	90 (±1.0)	6 (±0.8)	3 (±0.6)	84 (±1.5)	11 (±1.2)	6 (±0.8)	90 (±1.6)	6 (±1.1)	4 (±0.9)	86 (±1.6)	9 (±1.2)	5 (±0.9)
	Use drawing, painting, design or graphics programs or apps[1]	45 (±2.0)	37 (±1.8)	18 (±1.4)	52 (±1.9)	32 (±1.6)	15 (±1.5)	65 (±1.9)	25 (±1.8)	10 (±1.2)	71 (±1.9)	20 (±1.5)	9 (±1.2)
	Change application settings to suit your purposes (e.g. adjusting display or privacy settings)[1]	52 (±2.1)	36 (±1.8)	12 (±1.1)	59 (±2.1)	29 (±1.9)	12 (±1.1)	44 (±1.9)	42 (±1.7)	14 (±1.3)	57 (±2.2)	30 (±2.1)	12 (±1.3)
	Combine different types of digital content (e.g. music, video, images) into one product[1]	58 (±1.5)	25 (±1.3)	16 (±1.3)	67 (±2.0)	23 (±1.7)	10 (±1.1)	63 (±1.9)	25 (±1.7)	12 (±1.4)	74 (±1.9)	18 (±1.7)	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.
Rarely = less than once a month or never
Occasionally = between a few times each week and once a month
Frequently = almost every day or more
** Whilst the 2025 cycle asked about 'digital tools', previous cycles asked about the use of 'ICT devices' (2022), 'digital devices' (2017) and 'computers' (2014 and previous cycles). Comparisons between cycles should take this into account.*
[1] This item has had wording changes over time. Please refer to Appendix G for details of these changes. While comparisons across time remain valid, these changes should be considered when interpreting results.

Appendix G: Student questionnaire item mapping

Table A 31: List of reported questionnaire items with text changes since 2014

Table	Trend data reported	2025 item text	2022 item text	2017 item text	2014 item text
5.12	2022, 2017	Create a graph using spreadsheet software (e.g. using Microsoft Excel, Google Sheets, Apple Numbers)	Plot a graph using spreadsheet software (e.g. using Microsoft Excel, Google Sheets, Apple Numbers)	Use spreadsheet software (e.g. Microsoft Excel) to plot a graph	N/A
5.12	2022, 2017	Download or stream music from the Internet	Download music from the Internet	Download music from the Internet	N/A
5.12	2022, 2017	Create a multimodal presentation (with sound, pictures, video)	Create a multi-media presentation (with sound, pictures, video)	Create a multi-media presentation (with sound, pictures, video)	N/A
5.12	2022, 2017	Create or edit websites	Use a website builder to create or edit websites	Construct a web page	N/A
5.12	2022, 2017	Post content (e.g. comments, images, videos) on social media (e.g. Instagram, Snapchat, Facebook or similar)	Post content (e.g. comments, images, videos) on social media (e.g. Instagram, Snapchat, Twitter, Facebook or similar)	Use social media (e.g. Facebook, Twitter, Snapchat, YouTube or similar)	N/A
5.12	2022, 2017	Use a collaborative workspace (e.g. Google Classroom, Google Workspace, Microsoft Teams, Microsoft Office 365) to work with others on a shared project	Use a collaborative workspace (e.g. Google G Suite, Microsoft Teams or Microsoft Office 365) to work with others on a shared project	N/A	N/A
5.12	2022, 2017	Use videoconferencing software (e.g. Zoom, Microsoft Teams, Google Meet) for communication purposes	Use videoconferencing software (e.g. Zoom, MS teams, Webex) for communication purposes	N/A	N/A
5.12	2022, 2017	Use an online learning management system (e.g. Moodle, Google Classroom)	Using an online learning management system (e.g. Moodle, Google Classroom, ClassDojo)	N/A	N/A

Table	Trend data reported	2025 item text	2022 item text	2017 item text	2014 item text
5.15	2022, 2017, 2014	To what extent do you agree or disagree with each of the following statements on why you might enjoy using digital tools?	To what extent do you agree or disagree with each of the following statements? *< 'ICT devices' used within each item >*	To what extent do you agree or disagree with each of the following statements? *< 'digital devices' used within each item >*	To what extent do you agree or disagree with each of the following statements? *< 'computers' used within each item >*
7.1	2022, 2017	Data collection or monitoring tools	Data logging or monitoring tools	Data logging or monitoring tools	N/A
7.1	2022, 2017	Concept or mind mapping software (e.g. Inspiration, Lucidchart)	Concept mapping software (e.g. Inspiration, Lucidchart)	Concept mapping software (e.g. Inspiration)	N/A
7.1	2022, 2017	Simulations and modelling software (e.g. FlexSim, Labster, Matlab, Tinkercad, Makecode)	Simulations and modelling software (e.g. FlexSim, Labster)	Simulations and modelling software	N/A
7.1	2022, 2017	Social media (e.g. Instagram, Snapchat, TikTok, Facebook)	Social media (e.g. Instagram, Snapchat, Twitter, Facebook)	Social media (e.g. Facebook, Twitter, Snapchat, YouTube or similar)	N/A
7.1	2022, 2017	Robotic devices (e.g. Sphero, Lego Mindstorms)	Robotic devices (e.g. Bee-Bots, Sphero or similar)	Robotic devices	N/A
7.1	2022, 2017	3D printers or laser cutters	3D printers	3D printers	N/A
7.1	2022, 2017	Computer-aided drawing (CAD) software (e.g. TinkerCAD, Fusion360, FreeCAD)	Computer-aided drawing (CAD) software (e.g. TinkerCAD, BlocksCAD, FreeCAD)	Computer-aided drawing (CAD) software	N/A
7.1	2022, 2017	Block coding or visual programming tools (e.g. Alice, GameMaker, Kodu, Makecode , MIT App Inventor, Scratch)	Visual programming tools (e.g. Alice, GameMaker, Kodu, LEGO MINDSTORMS, MIT App Inventor, Scratch)	N/A	N/A
7.1	2022, 2017	Programming languages involving object-oriented programming (e.g. Python, Java, C++)	Software to create, compile and execute text-based programs (e.g. Microsoft Visual Studio, Atom, Sublime Text, Notepad++)	N/A	N/A

Table	Trend data reported	2025 item text	2022 item text	2017 item text	2014 item text
7.3	2022, 2017, 2014	The need to provide references to content from webpages and internet-based sources that you include in your schoolwork (e.g. in image captions or bibliography)	The need to provide references to content from webpages that you include in your schoolwork	The need to provide references to content from webpages that you include in your schoolwork	The need to provide references to content from webpages that you include in your schoolwork
7.3	2022, 2017, 2014	The problems of using illegal copies of games or videos for free (e.g. copyright, viruses, malware)	The problems of using software to illegally copy or download games or videos for free (e.g. copyright, viruses)	The problems of using software to copy or download files for free (such as games or videos) that you otherwise would have to pay for	The problems of using software to copy or download files for free (such as games or videos) that you otherwise would have to pay for
7.3	2022, 2017, 2014	Reading licence or usage agreements before you click on 'I agree' to install new software or apps	Reading licence or usage agreements before you click on 'I agree' to install new software	Reading licence or usage agreements before you click on 'I agree' to install new software	Reading licence or usage agreements before you click on 'I agree' to install new software
7.4	2022, 2017	How to create secure passwords	How to create secure passwords for internet services (e.g. email)	N/A	N/A
7.4	2022, 2017	Security risks when using the internet (e.g. viruses, scams, malware, phishing)	Security risks when using the internet (e.g. viruses, malware, phishing)	N/A	N/A
7.4	2022, 2017	How to protect your personal safety when communicating online	How to protect your personal safety when communicating with strangers online	N/A	N/A
7.6	2022	We use the internet or digital tools to contact students from other schools as part of our learning.	We use the internet to contact students from other schools about projects.	N/A	N/A
7.6	2022	We use the internet or digital tools to contact experts outside the school.	We use the internet to contact experts outside the school.	N/A	N/A

Table	Trend data reported	2025 item text	2022 item text	2017 item text	2014 item text
7.6	2022	We create or program robotic devices (e.g. Bee-Bots Lego robotics, Sphero or similar).	We create or program robotic devices (e.g. Bee-Bots, Sphero or similar).	N/A	N/A
7.7	2022	Developing algorithms (e.g. instructions for a program like Scratch or Python)	Developing algorithms (e.g. instructions for a program like Scratch)	N/A	N/A
7.7	2022	Creating code or programming	Writing code, programs or macros	N/A	N/A
7.8	2022	Creating code with a visual coding tool (e.g. Alice, GameMaker, Kodu, Makecode, MIT App Inventor, Scratch)	Creating programs with a visual coding tool (e.g. Alice, GameMaker, Kodu, LEGO MINDSTORMS, MIT App Inventor, Scratch)	N/A	N/A
7.8	2022	Designing a program to control a digital or robotic device (e.g. drone)	Designing a program to control a robotic device	N/A	N/A
7.8	2022	Examining the way data are being used to inform decisions	Examining the way big data are being used to inform decisions	N/A	N/A
A27	2022	Use mathematics, language or other learning programs - At school/Outside of school	Use mathematics, language or other learning programs on a computer - At school/Outside of school	N/A	N/A
A28	2022	Watch videos or live streams for entertainment	Watch videos for entertainment - Outside of School	N/A	N/A
A29	2022	Play games (including console, mobile and online games)	Play video games	N/A	N/A
A30	2022	Use software or apps to create sounds/music, movies, animations or artwork	Use software to create sounds/music, movies, animations or artwork	N/A	N/A

Table	Trend data reported	2025 item text	2022 item text	2017 item text	2014 item text
A29	2022	Chat or text through apps - At school/Outside of school	Use chat or messaging apps - At school/Outside of school	N/A	N/A
A29	2022	Participate in online discussions on community platforms - At school/Outside of school	Write or reply to blog or forum posts - At school/Outside of school	N/A	N/A
A29	2022	Use video call tools to communicate with people online - At school/Outside of school	Use voice or video chat to communicate with people online (e.g. Skype, WhatsApp, FaceTime) - At school/Outside of school	N/A	N/A
A29	2022	Create and share content with others on social media - At school/Outside of school	Create and share content with others on social media (e.g. Instagram, Snapchat, Twitter, Facebook or similar) - At school/Outside of school	N/A	N/A
A30	2022	Create code with a visual programming tool (e.g. Makecode, Scratch, Blockly, Lego WeDo, Spike Prime, MINDSTORMS) - At school/Outside of school	Create programs with a visual programming tool (e.g. Alice, GameMaker, Kodu, LEGO MINDSTORMS, MIT App Inventor, Scratch) - At school/Outside of school	N/A	N/A
A30	2022	Create text-based code or programs (e.g. JavaScript, Swift, Python, Visual Basic, .NET) - At school/Outside of school	Write code, programs or macros (e.g. HTML, JavaScript, Swift, Python, Visual Basic, .NET) - At school/Outside of school	N/A	N/A
A30	2022	Publish media you have created to an online account (e.g. to YouTube, SoundCloud) - At school/Outside of school	Publish media you have created on a website (e.g. to YouTube, SoundCloud) - At school/Outside of school	N/A	N/A
A30	2022	Create an app - At school/Outside of school	Create or edit a website using a website editor - At school/Outside of school	N/A	N/A

Table	Trend data reported	2025 item text	2022 item text	2017 item text	2014 item text
A30	2022	Use drawing, painting, design or graphics programs or apps - At school/Outside of school	Use drawing, painting or graphics programs - At school - At school/Outside of school	N/A	N/A
A30	2022	Change application settings to suit your purposes (e.g. adjusting display or privacy settings) - At school/Outside of school	Change application settings to suit your purposes - At school/Outside of school	N/A	N/A
A30	2022	Combine different types of digital content (e.g. music, video, images) into one product - At school/Outside of school	Combine music, video, or images to create digital content - At school/Outside of school	N/A	N/A