



Report on the Fifth Cycle of the Triennial National Assessment Program Civics and Citizenship 2016

Background

The fifth cycle of the triennial National Civics and Citizenship Sample Assessment was conducted in October and November 2016.

The National Assessment Program – Civics and Citizenship (NAP-CC) 2016 collected data on students' knowledge and understanding of civics and citizenship content, on students' civics and citizenship-related attitudes and values, and on their actual and expected civic engagement.

The Western Australian sample included 819 Year 6 students from 46 public and private schools and 707 Year 10 students from 44 schools.

The 2016 and 2013 assessments were administered to students using an online process. The previous NAP-CC cycles undertaken in 2004, 2007 and 2010 were all completed on paper. The assessment was completed via the internet using a version of the online delivery system being developed for use in NAPLAN. In a small number of schools, where internet delivery was not possible, the test was delivered locally using a server computer provided to the school.

The key performance measure applied for NAP-CC 2016 is student performance against the proficient standard for Year 6 and for Year 10. Each standard is intended to represent a challenging but reasonable level of competence.

The Report examines emerging achievement trends, students' attitudes, values and community engagement, and the role of the Australian Curriculum (Humanities and Social Sciences; Civics and Citizenship) in supporting Australian students' learning.

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Key test findings

- Nationally, student performance for Year 6 has remained relatively consistent across past assessment cycles (2004, 2007, 2010, 2013 and 2016), both in terms of mean score performance and the percentages of students performing at or above the proficient standard.
- Western Australia's Year 6 students recorded a significantly higher mean score and percentage of students reaching the proficient standard, compared to the previous cycles of 2004 and 2007, though they were not significantly different to 2010 and 2013.
- For Year 10 at the national level, both the percentage of students reaching proficient standard and the mean score performance were significantly lower than the cycles of 2010 and 2013.
- Western Australia's mean score performance for Year 10 students was not significantly different from previous assessment rounds although the WA ranking improved from fourth to third behind the ACT and NSW. There was no significant change in the percentage of Western Australian Year 10 students reaching the proficient standard between 2013 and 2016.
- It is a concern that nationally approximately 62% of Year 10 students (WA 57%) and 45% of Year 6 students (WA 48%) in the sample did not achieve the proficient standards, which represent a reasonable level of competence in students' knowledge and understanding.

- The Report (chapter 7) provides advice by which teachers and schools can support students in developing this proficiency using the achievement standards described in the Australian Curriculum – Civics and Citizenship.
- Nationally, there were differences in performance based on gender for both Year 6 and Year 10, with a higher percentage of females at or above proficient standard. Female students in both year groups indicated greater willingness for civic-related activities.
- The continuing wide gap between Indigenous and non-Indigenous student achievement in both Year 6 and Year 10 remains an area of significant concern.
- Many students across Australia are actively engaged in their communities and have a good understanding of civics and citizenship.

Appendix 1

Additional information – NAP Civics and Citizenship 2016

The National Assessment Program – Civics and Citizenship 2016 was the fifth cycle of NAP – CC surveys. The 2016 survey was the second fully computer-based administration after the 2013 assessment. It was not possible to fully review the impact of the change in assessment mode on student responses. This should be kept in mind when interpreting any comparisons over time for test or questionnaire results.

A revised assessment framework for the 2010 assessment was developed in 2008. It extended the breadth of the assessment in light of the Statements of Learning for Civics and Citizenship (2006) and the desire for all young Australians to become active and informed citizens as outlined in the Melbourne Declaration on Educational Goals for Young Australians (2008).

Students responded to assessment items and completed a background survey which included questions concerned with attitudes and engagement in citizenship activities in and out of school.

Student performance is considered in relation to mean scale scores and achievement against the Year 6 (level 2) or Year 10 (level 3) proficient standard. Each proficient standard is a point on the scale that represents a ‘challenging but reasonable’ expectation of student achievement for that year level’.

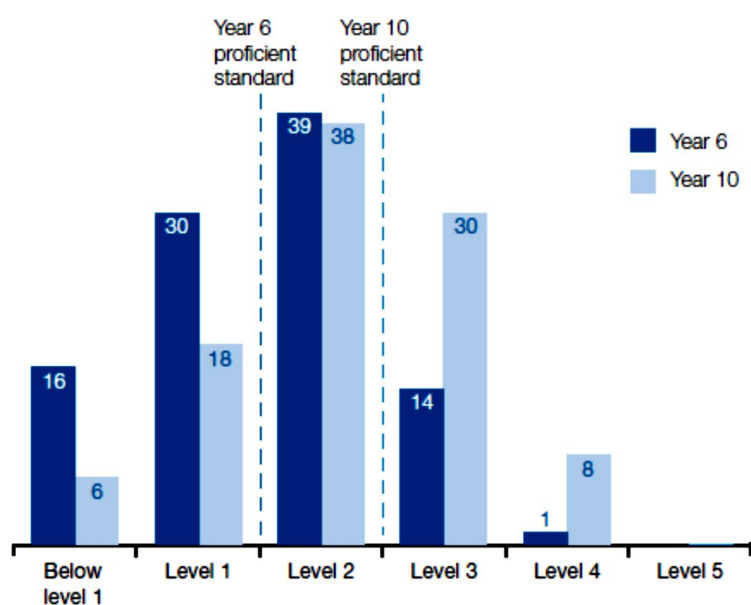


Figure 3.1 Distribution of Year 6 and Year 10 students, by percentage, across Civics and Citizenship achievement levels

Means

State and Territory trends by mean score

The mean scale score for Year 6 across Australia increased slightly (five points) between 2013 and 2016 but was not a significant change. In Western Australia, performance was higher than previous cycles and significantly higher than 2004 and 2007.

Table ES2 Year 6 mean scores and trends since 2004, nationally and by state and territory

	2016	2013	2010	2007	2004
NSW	413 (±18.0)	418 (±14.0)	426 (±13.0)	432 (±11.0)	418 (±15.4)
Vic.	415 (±13.8)	421 (±10.6)	422 (±14.2)	418 (±10.1)	417 (±10.9)
Qld	401 (±13.5)	384 (±13.0)	▼ 374 (±16.8)	376 (±13.5)	▼ 371 (±13.3)
SA	409 (±17.4)	▼ 379 (±14.3)	396 (±12.7)	385 (±15.1)	381 (±16.6)
WA	403 (±16.3)	383 (±16.2)	402 (±14.9)	▼ 369 (±10.9)	▼ 371 (±13.2)
Tas.	400 (±15.8)	383 (±13.1)	411 (±14.5)	401 (±17.7)	393 (±15.1)
NT	302 (±32.9)	314 (±26.9)	316 (±31.1)	266 (±32.8)	▲ 371 (±17.1)
ACT	426 (±16.0)	433 (±14.5)	442 (±16.4)	425 (±20.5)	423 (±11.3)
Aust.	408 (±7.6)	403 (±6.1)	408 (±6.7)	405 (±5.5)	400 (±6.7)

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

- ▲ if significantly higher than 2016
- ▼ if significantly lower than 2016

In Year 10 nationally the Australian mean decreased by 20 points from 2013 to 2016, with the 2016 mean significantly lower than the previous two cycles of 2013 and 2010. WA also showed a decrease in mean from 2013 to 2016 but it was not a significant change.

Table ES4 Year 10 mean scores and trends since 2004, nationally and by state and territory

	2016	2013	2010	2007	2004
NSW	509 (±12.6)	▲ 535 (±14.9)	▲ 558 (±23.7)	529 (±17.0)	521 (±10.6)
Vic.	489 (±14.6)	▲ 521 (±14.3)	514 (±19.2)	494 (±17.1)	494 (±19.0)
Qld	471 (±19.5)	484 (±11.9)	482 (±28.4)	481 (±13.9)	469 (±17.6)
SA	476 (±15.5)	486 (±16.5)	487 (±18.3)	505 (±23.4)	465 (±16.2)
WA	501 (±20.5)	510 (±14.5)	509 (±21.1)	478 (±22.6)	486 (±17.5)
Tas.	463 (±20.8)	466 (±20.7)	▲ 492 (±15.2)	485 (±16.0)	489 (±16.6)
NT	427 (±28.1)	418 (±24.2)	▲ 483 (±32.3)	464 (±38.1)	▲ 490 (±33.2)
ACT	518 (±15.8)	525 (±13.8)	523 (±24.1)	523 (±19.6)	518 (±21.5)
Aust.	491 (±7.3)	▲ 511 (±6.8)	▲ 519 (±11.3)	502 (±8.6)	496 (±7.0)

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

- ▲ if significantly higher than 2016
- ▼ if significantly lower than 2016

Proficiency level

Fifty five percent of Year 6 students across Australia achieved the proficient standard (level 2 or above), while 38% of Year 10 students achieved the proficient standard (level 3 or above).

The change in the percentage of Year 6 of students reaching the proficient standard between 2013 and 2016 was not significantly different nationally to previous cycles. However, WA did record a significantly higher percentage reaching proficient standard for Year 6 compared to 2007 and 2004.

Table ES1 Year 6 percentages at or above the proficient standard since 2004, nationally and by state and territory

	At or above proficient standard in 2016	At or above proficient standard in 2013	At or above proficient standard in 2010	At or above proficient standard in 2007	At or above proficient standard in 2004
NSW	56 (±5.8)	56 (±4.8)	57 (±4.5)	64 (±6.3)	57 (±6.6)
Vic.	56 (±5.3)	58 (±5.5)	56 (±5.9)	59 (±5.5)	58 (±5.3)
Qld	52 (±4.4)	▼ 45 (±4.8)	▼ 41 (±5.9)	▼ 41 (±5.9)	▼ 37 (±6.4)
SA	55 (±6.3)	▼ 43 (±6.0)	48 (±5.5)	▼ 43 (±6.8)	▼ 43 (±6.7)
WA	52 (±5.3)	44 (±5.8)	51 (±5.8)	▼ 40 (±4.3)	▼ 39 (±5.7)
Tas.	53 (±5.6)	46 (±5.5)	54 (±4.7)	53 (±6.9)	48 (±6.6)
NT	34 (±8.0)	26 (±8.4)	32 (±6.2)	28 (±6.6)	41 (±7.1)
ACT	59 (±6.2)	64 (±6.0)	64 (±5.5)	60 (±8.7)	61 (±4.7)
Aust.	55 (±2.4)	52 (±2.4)	52 (±2.4)	53 (±2.8)	50 (±3.0)

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

▲ if significantly higher than 2016

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For Year 10 nationally, the percentage of students reaching the proficient standard in 2016 was significantly lower than the previous two cycles. WA Year 10 students' percentage achieving at or above the proficient standard was not significantly changed from 2013 or 2010.

Table ES3 Year 10 percentages at or above the proficient standard since 2004, nationally and by state and territory

	At or above proficient standard in 2016	At or above proficient standard in 2013	At or above proficient standard in 2010	At or above proficient standard in 2007	At or above proficient standard in 2004
NSW	43 (±4.9)	▲ 51 (±5.7)	▲ 61 (±8.1)	▲ 52 (±5.1)	48 (±4.9)
Vic.	39 (±6.1)	48 (±6.2)	47 (±6.7)	40 (±4.8)	40 (±7.4)
Qld	32 (±6.3)	35 (±4.1)	40 (±7.8)	30 (±5.0)	30 (±5.5)
SA	34 (±5.5)	35 (±5.7)	35 (±5.3)	43 (±7.8)	29 (±4.8)
WA	43 (±6.8)	44 (±6.0)	44 (±7.4)	33 (±6.9)	36 (±6.1)
Tas.	30 (±5.6)	32 (±6.0)	▲ 39 (±5.2)	38 (±5.8)	37 (±4.7)
NT	23 (±9.6)	20 (±7.0)	35 (±7.5)	33 (±10.9)	36 (±14.6)
ACT	46 (±5.1)	48 (±6.9)	50 (±8.7)	50 (±7.5)	48 (±7.6)
Aust.	38 (±2.7)	▲ 44 (±2.6)	▲ 49 (±3.7)	42 (±2.6)	39 (±2.8)

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

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▼ if significantly lower than 2016

It is also worth noting that in Year 6, 66% of students in Western Australia were 11 years old, in comparison to Australia as a whole which had 46% of 11 year olds and 54% 12 year olds. In Year 10 more than half of Year 10 students in Western Australia (58%) were 15 years old while majorities of students in Tasmania (76%), Victoria (67%) and ACT (59%) were already 16 years old.

Background characteristics

Gender

Females outperform males in both Years 6 and 10 across Australia and in WA in terms of means at or above the proficient standard. For WA's Year 6 students these differences are significant. This is not the case for Year 10.

Due to the sample size the data is not disaggregated at the state/territory level for other background characteristics.

Indigenous status

For both Year 6 and Year 10, there were statistically significant differences between non-Indigenous and Indigenous students.

In Year 6, 20 per cent of Indigenous students reached the proficient standard compared to 56 per cent of non-Indigenous students. In Year 10, 17 per cent of Indigenous students reached the proficient standard compared to 39 per cent of non-Indigenous students.

The Year 6 and Year 10 mean scores of Indigenous students were lower than non-Indigenous students.

Language background other than English

Mean scores for Year 6 students show a statistically significant but small difference to the advantage of students who mostly speak English at home. The difference was not significant for Year 10 students.

Country of birth

At Year 6 there was no difference in the mean scores of students born in Australia and those born overseas. At Year 10 there was a small significant difference favouring students born in Australia. Comparing the percentages of students at or above the proficient standards and in each achievement level revealed no significant differences.

Geolocation

The geographic location of schools has a significant impact on performance in all tests, such that metropolitan students performed better than provincial students, who similarly performed better than students in remote schools.

For example, nationally in metropolitan schools 42% of Year 6 students obtained scores below level 2 (the proficient standard), compared to 70% among students in remote schools. In Year 10, 39% of students from metropolitan schools were below level 3 (the proficient standard), compared to 75% of students from remote schools.

The impact of geographic location on outcomes appears greater for younger students. For Year 6, almost twice as many metropolitan Year 6 students were at or above proficient standard (58%) compared to remote students (30%).

Table 4.19 Percentages at each achievement level in 2016 and at or above the proficient standard since 2007, by geographic location

	Year 6			Year 10		
	Metropolitan	Provincial	Remote	Metropolitan	Provincial	Remote
Below level 1	14 (±2.4)	18 (±4.7)	45 (±12.6)	5 (±1.2)	9 (±2.9)	17 (±15.6)
Level 1	28 (±2.3)	35 (±4.0)	26 (±12.7)	16 (±2.2)	22 (±3.5)	24 (±18.3)
Level 2	40 (±2.4)	36 (±4.6)	24 (±11.5)	37 (±2.7)	39 (±4.0)	34 (±16.1)
Level 3	16 (±2.3)	11 (±3.0)	6 (±7.5)	32 (±2.7)	26 (±4.5)	22 (±15.8)
Level 4 (or above for Year 6)	1 (±0.6)	1 (±0.7)	0 (±1.3)	9 (±1.9)	4 (±2.1)	3 (±5.5)
Level 5 (for Year 10 only)				1 (±0.4)	0 (±0.7)	
At or above proficient standard 2016	58 (±2.8)	47 (±6.0)	30 (±15.3)	41 (±3.3)	30 (±5.2)	25 (±16.8)
At or above proficient standard 2013	55 (±2.7)	43 (±5.5)	31 (±19.2)	▲ 48 (±3.7)	36 (±4.8)	23 (±9.9)
At or above proficient standard 2010	55 (±2.8)	46 (±5.0)	28 (±7.6)	▲ 53 (±4.5)	38 (±8.4)	28 (±12.5)
At or above proficient standard 2007	57 (±3.3)	48 (±5.9)	28 (±11.6)	43 (±3.2)	37 (±7.1)	24 (±12.1)

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

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▼ if significantly lower than 2016

Other outcomes

Statistically lower student performance was recorded from provincial and remote schools, Indigenous students and those from lower socio-economic backgrounds. This is a trend replicated across Australia and consistent with other testing programs.

Student survey

2016 was the third cycle in which the student survey was administered. Data was not made available on a state-by-state basis.

Key student questionnaire findings

- Students rated participation in activities to protect the environment, in activities promoting human rights, in activities that benefit the local community and learning about Australia's history as the most important citizenship behaviours.
- The majority of students in both Years 6 and 10 rated the protection of natural resources (recycling, water saving and ethical shopping) and voting in elections as very or quite important.
- Significant improvement was evident in the percentage of the Year 10 students who viewed discussing politics as important for good citizenship, compared to previous cycles 2010 and 2013.
- For both Years 6 and 10, there are continued high levels of trust in the civic institutions of police and law courts. The lowest levels of trust were found for social media and the media.
- Strong support was shown from both Year 6 and 10 for the belief that Australia should support traditions and languages of Indigenous Australians.
- Most Year 10 students (84%) expressed positive attitudes towards Australian diversity and multiculturalism. A similar finding was made for agreeing with learning about different cultures and traditions through school.

The study also looked at students' participation at school and in the community, their interest, confidence and valuing of civic action, and expectations to participate in civic action in the future.

Generally, the 2016 results were fairly similar to previous surveys. There was a significant shift towards the use of the internet and away from more traditional options when engaging in civic-related communication and media use compared to previous rounds.

Students in 2016 also tended to have higher levels of interest in civic issues, greater belief in the value of civic action, and stronger expectations to engage in civic activities in the future, particularly compared to 2010.

The results demonstrated the important role played by students' confidence and interest in civic issues in shaping their intentions for future civic involvement.