



SEPTEMBER 2026

Australia in PISA 2025

PRELIMINARY ANALYSIS

*Major trends, digital resources,
and Artificial Intelligence*

Executive Summary

The OECD released the results of PISA 2025 on 8 September 2026, together with the underlying data for the 91 participating countries. This report is a preliminary, not comprehensive, analysis of Australia's results. It draws on the published OECD and ACER reports and also on the raw dataset for the Australian sample of nearly 15,000 15-year-olds. It has three parts: an overview of the major trends, a closer look at the questions on digital resources, and a closer look at the new questions on artificial intelligence.

The balanced headline is that Australia remains a very strong international performer, but the results highlight some important persistent and emerging challenges. Key takeaways are:

MAJOR TRENDS

- ▶ **Australian students continue to perform above the international average;** Australia scored 27 points above the OECD average in science, 30 in reading and 15 in mathematics, ranking 11th in science (↓1), 11th in reading (↑1) and 17th in mathematics (unchanged).
- ▶ **Science results have been stable for a decade;** Australia's 2025 science score was unchanged from 2022 and close to its 2015 result.
- ▶ **Reading and mathematics scores fell, continuing long-run declines.** Most countries recorded similar declines, so Australia's rankings held steady.
- ▶ **The declines were concentrated among advantaged students;** average scores for the most socioeconomically advantaged quarter fell by 19 points in reading and 21 in mathematics, while scores for the most disadvantaged quarter were steady.
- ▶ **Gender differences persist;** boys' reading scores continued to fall while girls' held steady; in mathematics, girls' scores fell by more than boys'.
- ▶ **Australia remains more equitable than the OECD average;** socio-economic differences in performance persist, but students' background explains 9.5% of the variation in science scores, against 11.4% across the OECD.
- ▶ **Students report strong teacher support;** 79% of Australian students say their teachers show interest in every student's learning (OECD average 69%); 82% ask teachers for help and 87% ask classmates when they do not understand material (OECD averages 77% and 82%).
- ▶ **Australia compares poorly on school climate;** 41% of 15-year-olds report noise and disorder in most or every science lesson (OECD average 31%) and 44% had skipped a whole day of school in the previous fortnight (OECD average 22%).

DIGITAL

- ▶ **Australia performed well in the new *Learning in the Digital World* test;** Australia averaged 532 points against an OECD average of 500, ranking 9th among participating countries. This test is designed to measure how well students use computational tools, such as coding and modelling, to learn new skills and solve problems, and how well they manage their own learning through feedback, examples and reflection.
- ▶ **Australian students are among the heaviest users of digital devices for learning at school,** averaging 2.6 hours a day against 1.7 hours across 37 OECD countries. Six in ten (60%) use a laptop at school several times a day, nearly three times the OECD average (22%).
- ▶ **Australia is also among the highest in the OECD for digital distraction;** 39% of students say classmates are distracted by digital devices in most or every science lesson (OECD average 28%).

- ▶ **Moderate use of digital devices for learning at school is associated with higher scores, and high use for leisure with lower scores.** For instance, students who spend 3 hours or more on a weekday on social media score more than two years of schooling behind those who spend 1 hour or less.

ARTIFICIAL INTELLIGENCE

- ▶ **Australian students use AI for schoolwork at about the OECD average.** Half (50%) use AI chatbots weekly or more to help them learn (OECD average 46%).
- ▶ **Australia is above the OECD average on student AI literacy and teacher AI training;** 40% of students say they often assess the quality of AI output in lessons (OECD average 34%), and 45% attend schools where most or all teachers received professional development on students' AI use (OECD average 34%).
- ▶ **Lower test scores are associated with heavier AI use and certain types of AI use for schoolwork.** Students in the top quarter for AI use for schoolwork score 13 points lower in science than those in the bottom quarter, and around 30 points lower after adjusting for socioeconomic status, a gap of about a year and a half of schooling.

STARTING POINTS FOR FURTHER INVESTIGATION

- ▶ A caveat applies to every association analysed in this report: correlation is not causation. For example with the correlation between heavier AI use and lower test scores, the analysis cannot determine whether, for instance, using AI chatbots lowers scores, whether students who are struggling turn to these tools more often, or whether the association is explained by other factors entirely. The findings are starting points for further work rather than policy prescriptions.
- ▶ Similarly numerical data such as means, cannot tell a teacher, parent or policy maker what Australian students can actually do, or more importantly which students can do what. The findings are starting points for further investigation.
- ▶ The PISA results also contain proficiency levels that translate the scale into descriptions of the kinds of tasks students at different points on the scale can typically complete. These more tangible results are more likely to be useful to policy makers, and system leaders, and provide a more nuanced and fuller picture.



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PART 1

Overview

- I. Major trends
- II. 'Learning in the Digital World'
- III. Useful resources

Major trends

The Programme for International Student Assessment (PISA) is a two-hour test of 15-year-olds in reading, mathematics and science, held every three years. It is run by the Organisation for Economic Co-operation and Development (OECD), and in 2025, 91 countries and economies took part. The students and schools are selected and weighted to be nationally representative.

Each cycle selects one of the three domains as the “major domain” to receive the largest share of testing time, and in 2025 this was science. Each cycle also includes a fourth test in an “innovative domain”, which in 2025 was *Learning in the Digital World*. Alongside the tests, students complete a questionnaire on their background and school experience, covering topics such as socioeconomic status or use of digital devices, and principals complete a school questionnaire.¹ Some countries also administer optional questionnaires; in 2025 Australia ran the Information & Communications Technology (ICT) familiarity questionnaire for students and also the science teacher questionnaire.²

As has been described in the published reports and associated press coverage, in PISA 2025 Australia's average scores remained about the same in science but declined in reading and mathematics. Australian students nonetheless scored 27 points above the OECD average in science, 30 points in reading and 15 points in mathematics. Because similar declines occurred across other countries, Australia's international rankings remained broadly steady; among the 38 OECD countries, 7th in science (down one place on 2022), 7th in reading (up one place), and 12th in mathematics (up one place); among all participating systems, 11th (down one place), 11th (up one place) and 17th (unchanged) respectively. Australia's science score has now been stable for a decade; the 2025 result is close to that of 2015.³

Declines since 2022 in reading and mathematics were not evenly distributed. Reading scores declined further for boys (down 12) than girls (down 2), while mathematics scores fell for girls (down 12) but not significantly for boys (down 7). Additionally, most of the decline in reading and mathematics scores occurred among the most advantaged students, from the top quartile of socioeconomic advantage (down 19 in reading and 21 in maths). Among the most disadvantaged students, from the bottom socioeconomic quartile, scores remained steady (up 2 in reading and down 2 in maths).⁴

Relatedly, Australia's equity, which the OECD terms *socio-economic fairness*, improved from 2022 to 2025; the share of variation in science performance explained by students' socio-economic background fell from 12.7% to 9.5%, so Australia remains more equitable than the OECD average (11.4%) for yet another PISA cycle.⁵

On student and school characteristics, the OECD's country note on Australia pointed out its relatively weak figures on classroom discipline, attendance, and bullying. 23% of Australian 15-year-olds reported being bullied at least a few times a month (OECD average 20%), 41% reported noise and disorder in most or every science lesson (OECD average 31%), and 44% had skipped a day of school in the previous fortnight (OECD average 22%). Australia ranks in the bottom quarter of OECD countries on each measure, although these relative positions have not substantively changed since 2022.⁶

However, the OECD country note also noted Australia's comparatively strong teacher support: 79% of Australian students said their teachers show interest in every student's learning (OECD average 69%), 82% ask their teachers for help when they do not understand material, and 87% ask classmates (OECD averages 77% and 82%).

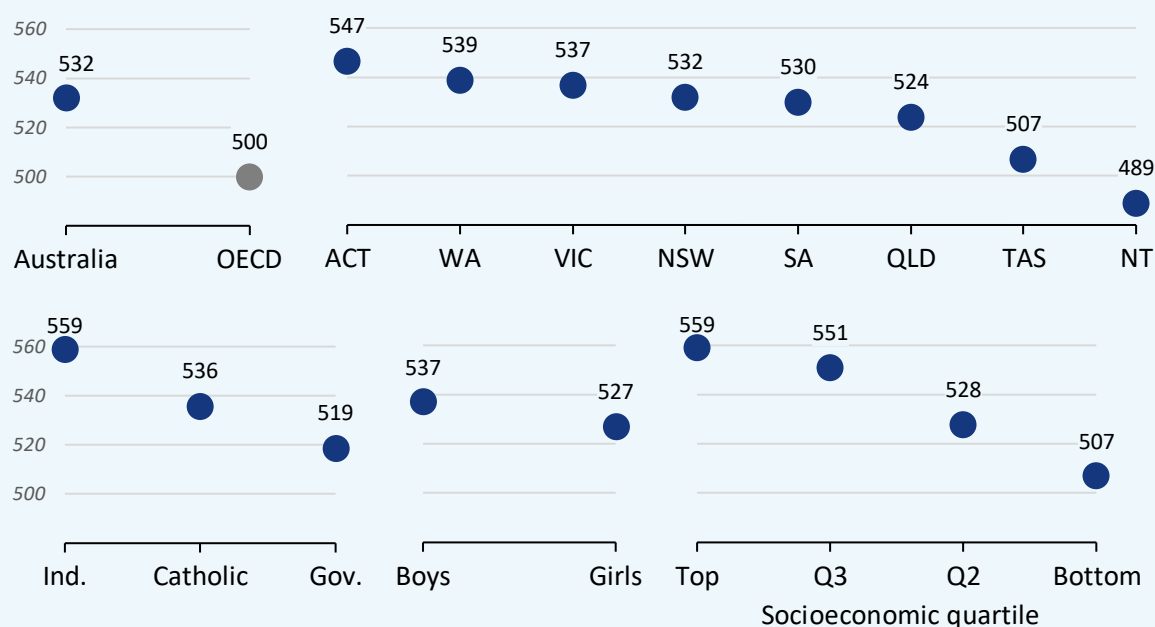
'Learning in the Digital World'

In the *Learning in the Digital World* assessment, also referred to as *computational problem-solving*, Australian 15-year-olds had an average score of 532, well above the OECD average of 500, placing Australia 4th among OECD countries, higher than its rank in science and reading (7th) or mathematics (12th). Among all 84 participating systems Australia ranked 9th, behind five non-OECD systems (Singapore, B-S-J-Z China, Macao, Taiwan and Hong Kong) as well as Japan, Estonia and South Korea.⁷

When the results are broken down by state or territory, school sector, or socioeconomic background, the ordering of groups is the same as in science, reading and mathematics, but the gaps between them are roughly a third smaller. When the results are broken down by gender, on average boys outscore girls by 10 points, a smaller version of their lead in mathematics, which was 16 points.⁸

Australian 15-year-olds performed well above the OECD average on the *Learning in the Digital World* test (or 'computational problem solving')

Average score in Learning in the Digital World (computational problem solving), Australian 15-year-olds, PISA 2025, by sub-group.



'Catholic' sector includes independent Catholic schools. Source: OECD PISA 2025 Database

The *Learning in the Digital World* assessment is designed to measure how well students use computational tools, such as coding and modelling, to learn new skills and solve problems, and how well they manage their own learning through feedback, examples and reflection. Students complete two 30-minute units, one programming and one modelling; in each unit students show what they know, learn through a tutorial and practice tasks, then apply it to a harder task. The reported score, which the OECD calls computational problem solving, reflects how far students get through the tasks and the quality of the programs or models they build; results on how students manage their learning will be released separately in 2027.^{9 10}

Useful resources

The two leading authorities for PISA insights are the OECD, and the Australian Council for Educational Research (ACER) which administered the test within Australia. The OECD has published a major report on student performance across all participating countries, and a series of short 'country notes', including one for Australia. ACER has to date published three reports on Australia's PISA results: a summary brief, a detailed report on student performance, and a preliminary report on student and school background (a more detailed report on this subject is scheduled for release in December 2026).

SOURCE	REPORT
 OECD	<u>PISA 2025 Results (Volume I): Future-Ready Students</u>
 OECD	<u>PISA 2025 Results (Volume I): Australia (Country Note)</u>
 ACER	<u>PISA in Brief Australia 2025 Student performance</u>
 ACER	<u>PISA 2025 Reporting Australia's results Volume I: Student performance</u>
 ACER	<u>PISA 2025: A first look at student and school characteristics for Australia</u>
 ACER	PISA 2025 Reporting Australia's results Volume II: School and student characteristics -- scheduled release 1 December 2026

PART 2

Digital

- I. Background on Digital in PISA
- II. Digital usage
- III. Digital and test scores

Background on Digital in PISA

Similar to previous cycles, the PISA 2025 questionnaire includes a series of questions about how 15-year-olds use digital resources: how many hours a day they spend on digital devices for learning and for leisure, at school and outside it, on weekdays and weekends, and how often they use various types of digital resources at school, ranging from laptops to robots. While this ICT questionnaire is optional, the majority of OECD countries ran it.¹¹

The OECD's report compares digital usage to student performance, and summarises:

Limited or moderate use (up to 5 hours a day) of digital devices for learning activities is associated with higher scores in science than non-use or high use.¹²

However, the report's very next sentence qualifies the association between non-use and lower scores:

The lower performance observed among non-users of digital devices for learning at school may reflect underlying factors independent of student socio-economic profile, such as higher school-level shortages of digital devices or lower school preparedness for digital learning.¹³

The OECD's country note for Australia noted Australian 15-year-olds spend relatively large amounts of time on devices at school:

In Australia, students reported spending on average 2.6 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours).¹⁴

Note, these figures have declined modestly since 2022, when they were 2.9 hours for Australia and 2.0 hours for the OECD average.¹⁵

In addition to the regular questions on digital resources, PISA 2025 asked a new question on how often classmates are distracted by digital devices in lessons. The data shows Australia to be among the highest in the OECD for digital distraction in class. Its country note summarises:

In Australia, 39% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%).¹⁶

However, it also notes that Australia's digital distraction is not associated with its PISA scores:

Australia is among the minority of countries and economies in which digital distraction is not associated with significant differences in student performance.¹⁷

This section presents a preliminary analysis of the Australian sub-sample of the PISA 2025 dataset (nearly 15,000 students) on these digital-related questions, and compares their responses against the OECD average. It also analyses the associations between digital resources use and student performance. PISA scores are shown both in their raw (unadjusted) form and also adjusted for socioeconomic status using the OECD's index of socio-economic status (ESCS), as per the OECD's reporting convention.

Digital usage

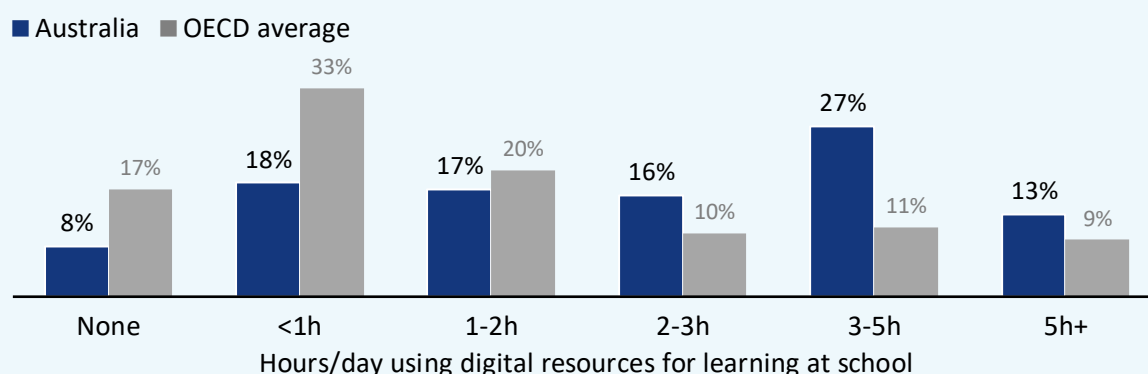
The OECD releases results for each digital question, and also combines them into eight summary indices, each set to an OECD average of zero.¹⁸ Australia is near the average on four of these indices: the availability of digital devices (1) at school and (2) at home, and leisure screen time on (3) weekdays and (4) weekends. Australian 15-year-olds sit well above the OECD average for (5) quality of access to ICT (indeed, the highest of the 24 OECD countries that took the optional ICT questionnaire), (6) using digital resources for schoolwork outside class, (7) receiving teacher feedback digitally, and (8) student support for rules on device use.

On this last index, while Australian 15-year-olds are split on whether students should be allowed to bring mobile phones to class (43% agree they should not, 57% disagree), this is the third highest level of agreement across the 24 OECD countries listed.

Most saliently, Australian 15-year-olds report spending more time using digital resources for learning at school than their OECD peers. A majority (57%) report more than two hours a day, nearly twice the OECD average (30%), and only 8% report no use at all (OECD average 17%).

Australians use digital resources for learning activities at school more often than the OECD average

Frequency of Australian/OECD 15-year-olds using digital resources for learning at school

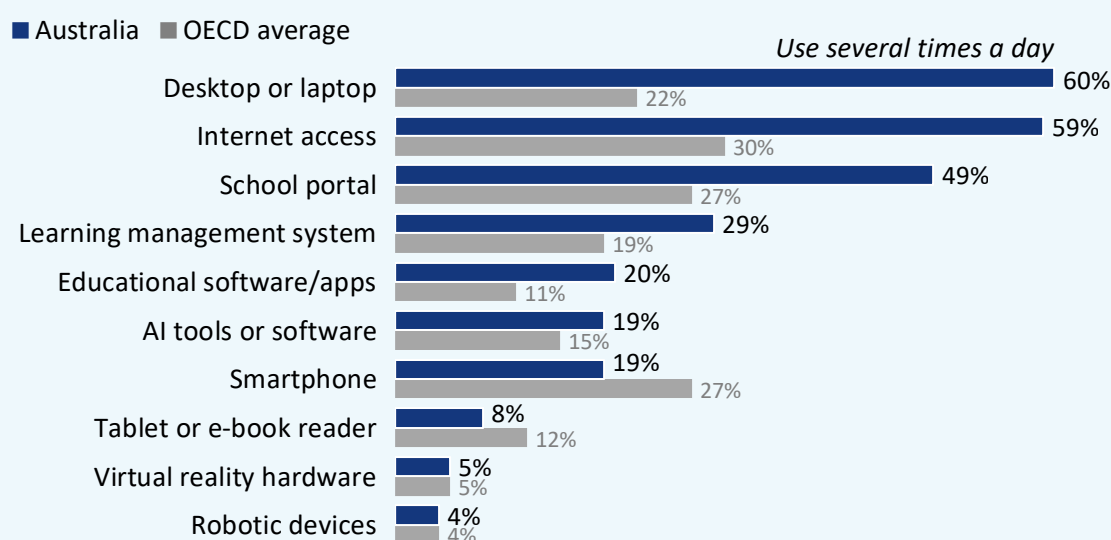


Q. "This school year, about how many hours a day do you usually use digital resources in the following situations? - For learning activities at school." Source: OECD, PISA 2025 Database

Six in ten (60%) Australian 15-year-olds say they use a desktop or laptop at school several times a day, nearly three times the OECD average (22%). A similar pattern is seen for internet access (59% vs 30%) and school portals (49% vs 27%). Smartphones are the exception; only 19% of Australian students use a smartphone at school several times a day, compared to the OECD average of 27%. This is consistent with the spread of phone bans noted in the OECD country note: 85% of Australian 15-year-olds attend schools where phones are not allowed, compared with 49% across the OECD.¹⁹

Australians use digital resources at school more than the OECD average

Share of Australian/OECD 15-year-olds using digital resources at school several times a day



Q. "This school year, how often did you use the following digital resources at school?" Source: OECD, PISA 2025 Database

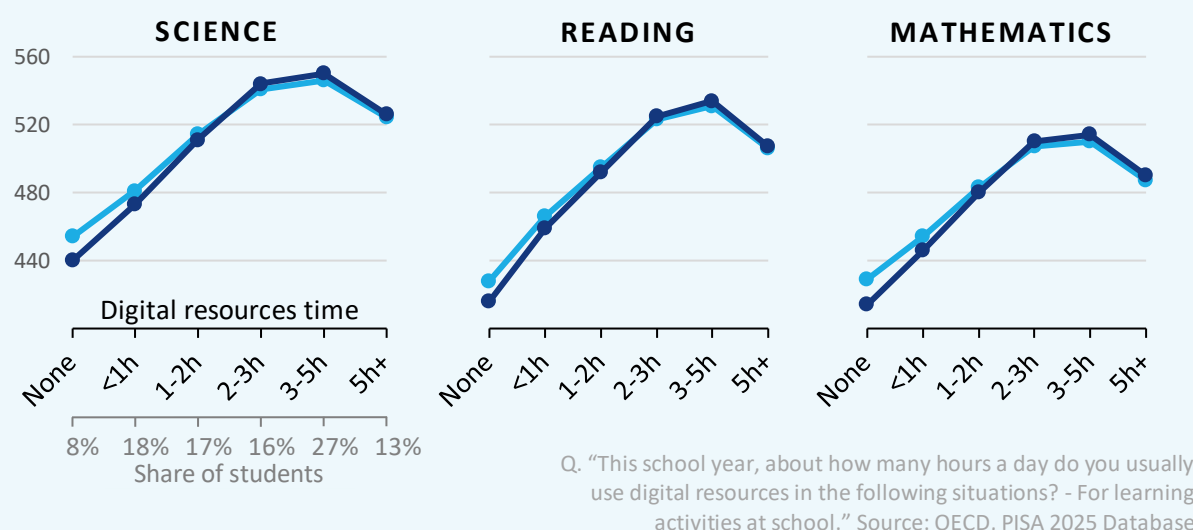
Digital and test scores

Similar to the OECD's findings across countries, among Australian 15-year-olds a limited to moderate use of digital resources for learning at school is associated with higher test scores. Across all three domains of science, reading, and mathematics, higher scores are associated with use of two to five hours a day, while lower scores are associated with less than two hours or more than five. The association varies by the type of digital resource. For instance, frequent use of a laptop or of internet access at school is associated with higher scores, whereas frequent use of educational apps or of smartphones is associated with lower scores.

Moderate use of digital resources for learning activities at school is associated with higher PISA scores

PISA 2025 results of Australian 15-year-olds, by hours using digital resources for learning at school

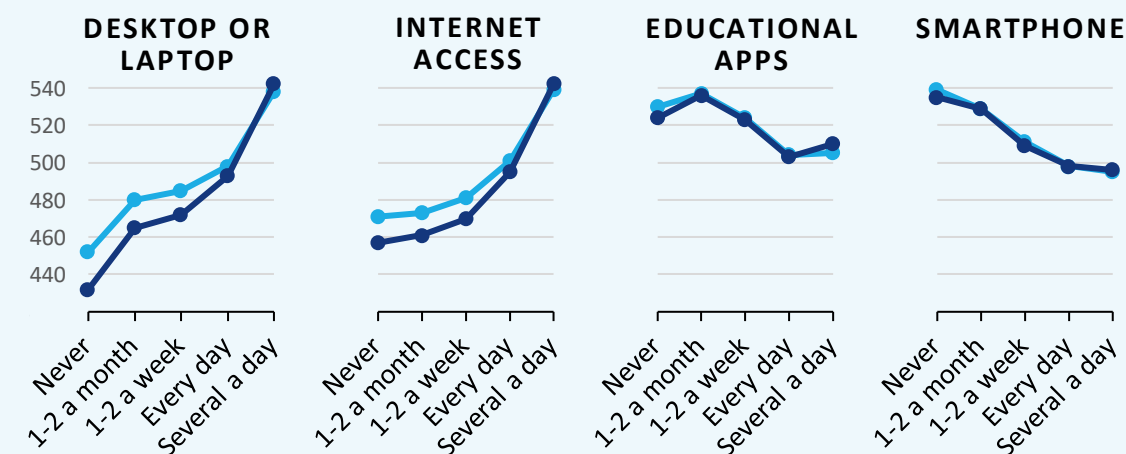
■ Score unadjusted ■ Score adjusted for socio-economic status



Laptops are positively associated with PISA scores, educational apps and smartphones are negatively associated

PISA 2025 results of Australian 15-year-olds, by frequency using digital resources at school

■ Science score unadjusted ■ Science score adjusted for socio-economic status



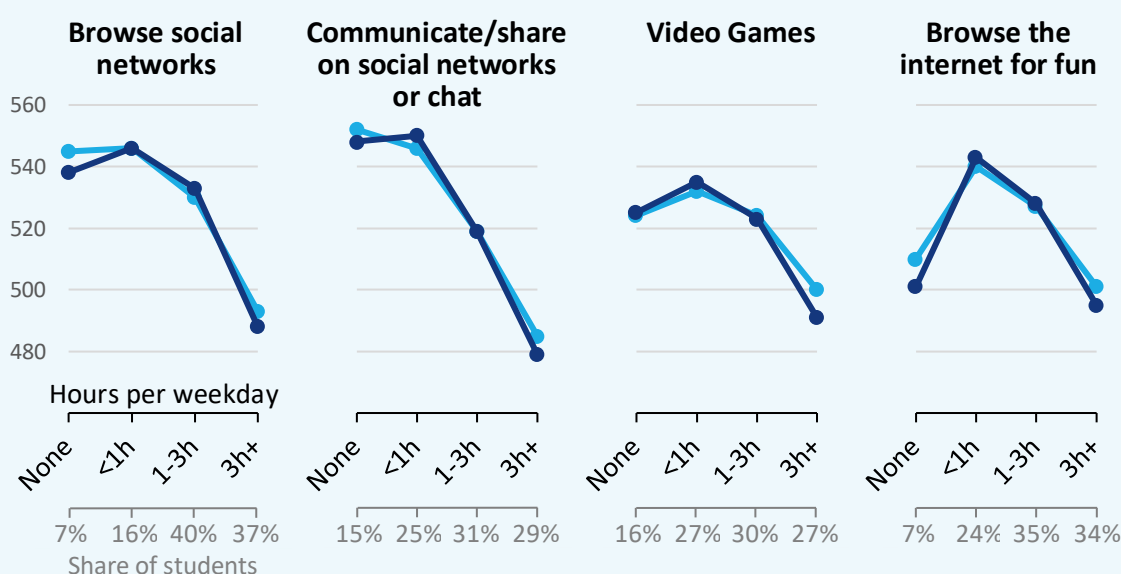
A qualifier to these associations is that the 27% of students who report low digital use for learning at school (up to one hour a day) are twice as likely to attend a disadvantaged school²⁰ (39%, vs 18% for other students), and as such, are less useful as a 'control group' for the effects of digital use.

On digital activities for leisure rather than learning (for example, social media browsing), higher usage is generally associated with lower test scores. For social network usage in particular, be it browsing or sharing, Australian 15-year-olds who spend three hours or more on a weekday on these activities have on average much lower PISA scores than those who spend one hour or less.

High use of digital resources for leisure is associated with lower PISA scores

PISA 2025 results of Australian 15-year-olds, by weekday time on leisure activities

■ Science score unadjusted ■ Science score adjusted for socio-economic status



Q. "During a typical weekday, how much time do you spend doing the following leisure activities?" Source: OECD, PISA 2025 Database

The major caveat to the various preceding analyses is that correlation is not causation, and identifying associations does not establish causality. For instance, the chart above cannot demonstrate whether heavy social media use lowers test scores, or whether students who are finding schoolwork difficult spend more time online, or if the association is explained by other factors entirely. Such analyses should be read as starting points for deeper exploration, rather than as policy prescriptions on digital resources.

PART 3

Artificial Intelligence

- I. Background on AI in PISA
- II. AI usage
- III. AI chatbots and test scores

Background on AI in PISA

PISA 2025 was the first cycle to include questions on artificial intelligence. Most prominently, it asked 15-year-olds how often they use AI chatbots for schoolwork, finding:

... by 2025, AI chatbots (such as ChatGPT) were used for schoolwork by a majority of students in most participating countries and economies.²¹

The OECD's subsequent analysis compared these answers to their test scores in science, reading, and mathematics. While summarising the relationship as “complex”, the analysis found mostly negative associations between AI use for schoolwork and student performance:

PISA shows that students who do not use AI chatbots for schoolwork generally score higher than students who do...²²

Additionally, the OECD report charted countries' science scores against their overall levels of use of AI for schoolwork, and found a modest but significant negative correlation ($R^2=0.16$).²³

This section presents a preliminary analysis of the Australian sub-sample of the PISA 2025 dataset (nearly 15,000 students) on these AI-related questions, and compares their responses against the OECD average. It also analyses the associations between AI use and student performance, and generally finds similar patterns within Australia to those reported by the OECD across all participating countries.

AI usage

The PISA 2025 questionnaire includes one set of questions about general AI use, and another set specifically about using AI for schoolwork. The first set shows a majority (57%) of Australian 15-year-olds use AI tools *at school* weekly or more, more than the OECD average (49%). However, *outside of school*, usage is at roughly the OECD average (56% vs 55%).

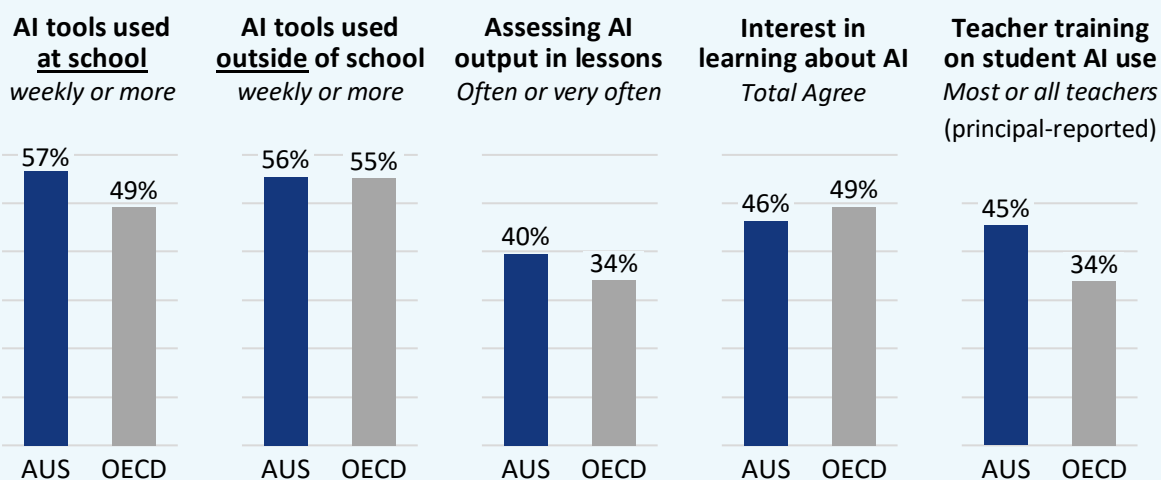
Compared to the rest of the OECD, Australian 15-year-olds are slightly more likely to say they often assess the quality of information generated by AI chatbots (40% vs 34%), and about as likely to say they are interested in learning about AI and machine learning (46% vs 49%). In the accompanying school questionnaire, principals at schools attended by 45% of Australian 15-year-olds reported that most or all teachers took part in professional development activities on dealing with students' access to AI chatbots, a rate well above the OECD average (34%).

Extract from OECD report 'PISA 2025 Results (Volume I)'

The relationship between AI use and student performance is complex

How AI use relates to student performance is complex, varying with how students use it and what for. PISA data show that students who use AI for specific schoolwork tasks, such as summarising texts, drafting or conducting research, attain lower scores in science than students who do not use AI. In these scenarios, students who do not use AI outperform those who do, on average, by around 20 points – equivalent to being around one year of schooling ahead of their peers. However, weekly users of AI for general purposes have similar performance outcomes to non-users. Students who regularly use AI for general purposes, and have learning opportunities at school to develop AI literacy skills, tend to have slightly higher scores in science. However, these opportunities are more common among socio-economically advantaged students, risking a growing AI divide.

Australian 15-year-olds use AI tools at school more than their OECD peers

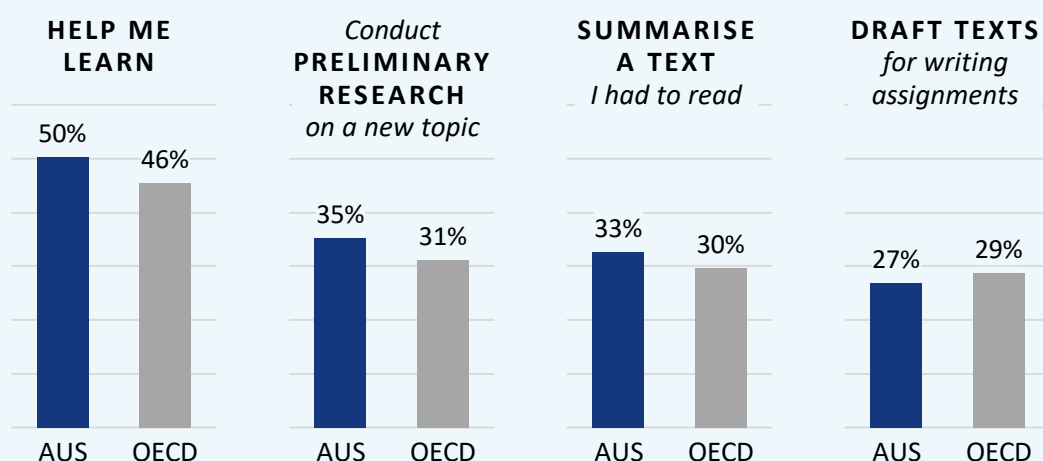


Source: OECD, PISA 2025 Database

The second set of AI-related questions asks how often students use AI chatbots for each of four types of schoolwork: (1) *to help me learn*, (2) *to conduct preliminary research on a new topic*, (3) *to summarise a text*, and (4) *to draft texts for writing assignments*. The OECD used the answers from these questions to construct an *index of AI use for schoolwork*. On this index, Australia sits at roughly the OECD average (0.03 vs 0.00), ranking 21st of 37 OECD countries listed.²⁴ Overall, 56% use AI chatbots at least weekly for some schoolwork task, against an OECD average of 54%.

Half of 15-year-olds use AI chatbots for schoolwork weekly or more

Share of Australian/OECD 15-year-olds who use AI chatbots for schoolwork weekly or more to...



Q. "How often do you use Artificial Intelligence chatbots (e.g. ChatGPT) for your school work to do the following activities?"

Source: OECD, PISA 2025 Database

AI chatbots and test scores

To explore the association between Australian students' use of AI chatbots for schoolwork, and their PISA scores, this analysis divides Australian students into four roughly equal groups using the OECD's index of AI use for schoolwork. The lowest quartile (Q1) uses AI chatbots for schoolwork the *least frequently*, while the highest quartile (Q4) uses AI chatbots for schoolwork the *most frequently*. Following OECD practice, PISA scores are reported in their 'raw' (unadjusted) form and also adjusted for socioeconomic status (using the OECD's 'ESCS' index).

The results show that AI use for schoolwork is associated with lower PISA scores. This finding is directionally consistent with what the OECD found in their analysis across all participating countries.

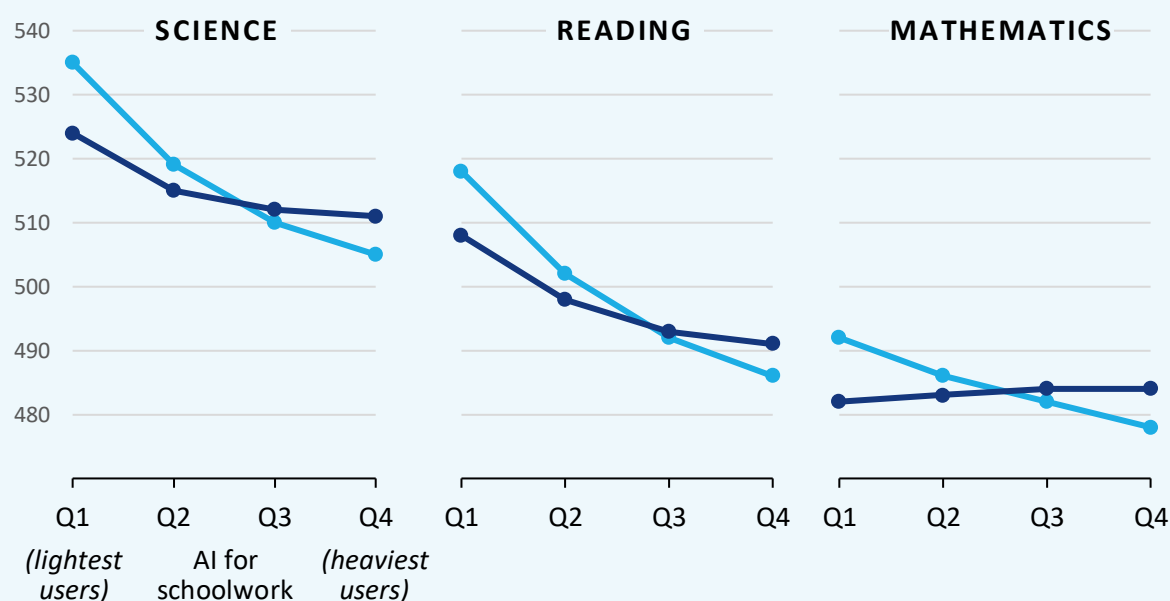
In science, the difference between the least frequent and most frequent users of AI for schoolwork was 30 points, ESCS-adjusted. ACER reports "*The average Australian PISA student is estimated to learn at a rate of just over 20 PISA score points per year*",²⁵ so this 30-point difference would correspond to roughly one and a half years of schooling.

A similar-sized difference was seen in reading (32 points ESCS-adjusted), and a much smaller difference was seen in mathematics (14 points ESCS-adjusted).

More AI use for schoolwork is associated with lower PISA scores

PISA 2025 results of Australian 15-year-olds, by quartile of OECD's index of AI use for schoolwork

■ Score unadjusted ■ Score adjusted for socio-economic status



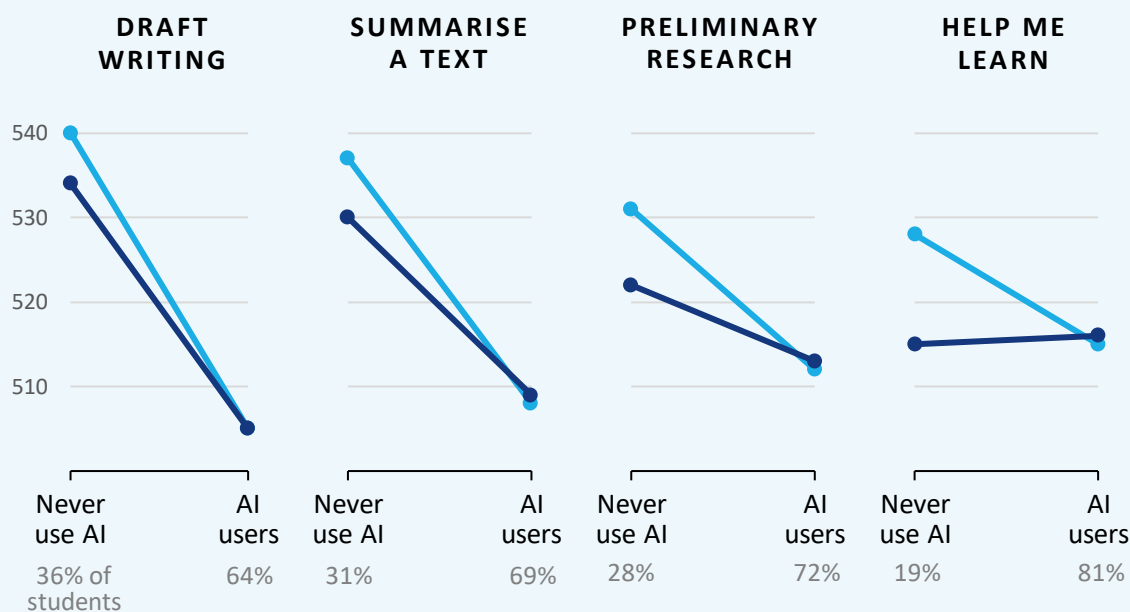
Source: OECD, PISA 2025 Database

Complicating the relationship, PISA scores are not only associated with the *frequency* of AI use for schoolwork, but the *type* of use as well. The strongest association is with using AI chatbots "*to draft texts for writing assignments*", and to a slightly lesser extent, "*to summarise a text I had to read*". By contrast, there is a weaker association with using AI chatbots "*to conduct preliminary research on a new topic*", and the association is relatively small for "*to help me learn*", where it appears only after adjusting for socioeconomic status.

Drafting texts for writing assignments is the type of AI chatbot use most associated with lower PISA scores

PISA 2025 Science results of Australian 15-year-olds, by type of AI use for schoolwork

■ Science score unadjusted ■ Science score adjusted for socio-economic status



Q. "How often do you use Artificial Intelligence chatbots (e.g. ChatGPT) for your school work to do the following activities? To summarize a text I had to read / To conduct preliminary research on a new topic / To draft texts for writing assignments / To help me learn". Source: OECD, PISA 2025 Database

The most important caveat to the association shown between using AI chatbots for schoolwork and lower test scores is the well-known maxim that *correlation is not causation*. This analysis cannot determine the extent to which the association is a cause-and-effect relationship or is instead related to separate, 'hidden' variables. And to the extent there is a causative relationship, this analysis cannot distinguish the direction of the effect; for instance, how much AI tools are hindering learning (from say, cognitive offloading) versus how much students already finding schoolwork difficult, or lacking access to human support, then turn to AI tools for help as a consequence.

An additional caveat is that it has now been roughly one year since Australian students sat PISA, across July to September 2025, and given the fast-changing nature of AI technology and its usage practices, the patterns observed may have evolved during the time since the data was collected.

Appendices

APPENDIX I: AI-RELATED QUESTIONS IN PISA 2025

Question and response options	Australia %	OECD average %
AI to summarise a text		
How often do you use Artificial Intelligence chatbots (e.g. ChatGPT) for your school work to do the following activities? To summarize a text I had to read		
Never or almost never	30.9	32.4
About once or twice a year	15.3	16.6
About once or twice a month	21.2	21.3
About once or twice a week	21.8	19.0
Every day or almost every day	10.8	10.7
Weekly or more	32.6	29.7
<i>Australia's rank</i>	<i>15th of 38 OECD countries</i>	
AI for preliminary research		
How often do you use Artificial Intelligence chatbots (e.g. ChatGPT) for your school work to do the following activities? To conduct preliminary research on a new topic		
Never or almost never	27.6	28.9
About once or twice a year	14.4	16.8
About once or twice a month	22.7	23.1
About once or twice a week	23.1	20.1
Every day or almost every day	12.1	11.1
Weekly or more	35.3	31.2
<i>Australia's rank</i>	<i>13th of 38 OECD countries</i>	
AI to draft writing		
How often do you use Artificial Intelligence chatbots (e.g. ChatGPT) for your school work to do the following activities? To draft texts for writing assignments		
Never or almost never	36.1	32.3
About once or twice a year	15.8	16.8
About once or twice a month	21.2	22.1
About once or twice a week	16.5	18.0
Every day or almost every day	10.4	10.8
Weekly or more	26.9	28.8
<i>Australia's rank</i>	<i>23rd of 38 OECD countries</i>	
AI to help me learn		
How often do you use Artificial Intelligence chatbots (e.g. ChatGPT) for your school work to do the following activities? To help me learn		
Never or almost never	18.8	20.7
About once or twice a year	11.0	13.2
About once or twice a month	19.8	20.6
About once or twice a week	28.6	26.4
Every day or almost every day	21.7	19.1
Weekly or more	50.3	45.5
<i>Australia's rank</i>	<i>12th of 38 OECD countries</i>	

Index of AI use for schoolwork (OECD derived index)		
An OECD index scaled from the four questions above; standardised so the OECD average is 0 and the standard deviation is 1; higher values mean more frequent use.		
Mean index score	0.03	0.00
<i>Australia's rank</i>	<i>21st of 37 OECD countries listed</i>	
AI tools used at school		
This school year, how often did you use the following digital resources at school? Artificial Intelligence (AI) tools or software (e.g. ChatGPT, MidJourney, Stable Diffusion)		
Never or almost never	24.9	30.7
About once or twice a month	14.5	14.8
About once or twice a week	19.8	18.5
Every day or almost every day	18.1	15.8
Several times a day	18.8	14.9
Not available to me	3.9	5.3
Weekly or more	56.7	49.2
<i>Australia's rank</i>	<i>6th of 24 OECD countries</i>	
AI tools used outside school		
This school year, how often did you use the following digital resources outside of school (e.g., at home or where you usually access digital resources)? Artificial Intelligence (AI) tools or software (e.g. ChatGPT, MidJourney, Stable Diffusion)		
Never or almost never	27.2	28.0
About once or twice a month	14.2	12.9
About once or twice a week	22.4	20.1
Every day or almost every day	17.0	17.9
Several times a day	16.0	17.2
Not available to me	3.1	4.0
Weekly or more	55.5	55.2
<i>Australia's rank</i>	<i>14th of 24 OECD countries</i>	
Assessing AI output in lessons		
This school year, how often did you do the following tasks using digital resources in your school lessons? Assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT, Google Bard)		
Never or almost never	31.7	37.4
Sometimes	28.7	28.5
Often	23.7	20.6
Very often	15.9	13.5
Often or very often	39.6	34.1
<i>Australia's rank</i>	<i>10th of 38 OECD countries</i>	
Interest in learning about AI		
To what extent do you agree or disagree with the following statements? I am interested in learning about machine learning and artificial intelligence.		
Strongly disagree	17.2	19.4
Disagree	36.4	31.3
Agree	38.1	38.1
Strongly agree	8.3	11.2
Agree or strongly agree	46.4	49.3
<i>Australia's rank</i>	<i>14th of 24 OECD countries</i>	

Teacher training on AI (principal-reported)

During the last academic year, how many teachers at your school took part in professional development activities on the following topics? Dealing with students' access to Artificial Intelligence chatbots (e.g. ChatGPT, Google Bard)

None or hardly any	10.1	18.4
Some of them	44.5	47.7
Most of them	24.3	20.3
All or nearly all	21.2	13.6
Most or all teachers	45.4	33.9
<i>Australia's rank</i>	<i>7th of 35 OECD countries</i>	

Share of students giving each response, weighted to the population of Australian 15-year-olds. The OECD average is the unweighted mean of the OECD member countries with data available for the item. The rank is Australia's position among those countries on the summary measure. Source: OECD PISA 2025 Database; Australian sample of 14,658 students.

APPENDIX II: AI USE FOR SCHOOLWORK AND PISA PERFORMANCE

AI chatbots: summarise a text						
	Never or almost never	1-2 times a year	1-2 times a month	1-2 times a week	Every day or almost	All users (levels 2-5)
% of students	30.9% (n=4,304)	15.3% (n=2,020)	21.2% (n=2,880)	21.8% (n=2,943)	10.8% (n=1,475)	69.1% (n=9,318)
Science, raw	530	500	514	513	504	509
Science, ESCS-adjusted	537	507	513	510	497	508
Reading, raw	513	482	496	496	480	490
Reading, ESCS-adjusted	520	488	496	493	474	490
Maths, raw	489	470	483	485	478	480
Maths, ESCS-adjusted	496	477	483	481	471	479
AI chatbots: preliminary research						
	Never or almost never	1-2 times a year	1-2 times a month	1-2 times a week	Every day or almost	All users (levels 2-5)
% of students	27.6% (n=3,862)	14.4% (n=1,899)	22.7% (n=3,056)	23.1% (n=3,117)	12.1% (n=1,636)	72.4% (n=9,708)
Science, raw	522	493	512	523	520	513
Science, ESCS-adjusted	531	501	513	518	511	512
Reading, raw	507	474	493	506	497	494
Reading, ESCS-adjusted	516	482	494	502	489	493
Maths, raw	481	465	482	493	494	484
Maths, ESCS-adjusted	490	472	482	488	485	483
AI chatbots: draft texts						
	Never or almost never	1-2 times a year	1-2 times a month	1-2 times a week	Every day or almost	All users (levels 2-5)
% of students	36.1% (n=4,969)	15.8% (n=2,095)	21.2% (n=2,865)	16.5% (n=2,242)	10.4% (n=1,399)	63.9% (n=8,601)
Science, raw	534	507	502	507	505	505
Science, ESCS-adjusted	540	512	503	505	498	505
Reading, raw	517	490	482	491	483	486
Reading, ESCS-adjusted	523	495	483	489	477	486
Maths, raw	493	479	474	480	480	478
Maths, ESCS-adjusted	498	482	475	477	473	477
AI chatbots: help me learn						
	Never or almost never	1-2 times a year	1-2 times a month	1-2 times a week	Every day or almost	All users (levels 2-5)
% of students	18.8% (n=2,656)	11.0% (n=1,501)	19.8% (n=2,686)	28.6% (n=3,830)	21.7% (n=2,894)	81.2% (n=10,911)
Science, raw	515	486	511	524	524	516
Science, ESCS-adjusted	528	496	514	522	516	515
Reading, raw	497	469	493	506	506	498

Reading, ESCS-adjusted	509	478	495	504	499	497
Maths, raw	474	456	478	493	496	485
Maths, ESCS-adjusted	486	465	480	491	489	484
OECD index of AI use for schoolwork, national quartiles						
	Quartile 1 (lowest use)	Quartile 2	Quartile 3	Quartile 4 (highest use)		
% of students	25.3% (n=3,553)	24.8% (n=3,326)	25.4% (n=3,393)	24.5% (n=3,330)		
Science, raw	524	515	512	511		
Science, ESCS-adjusted	535	519	510	505		
Reading, raw	508	498	493	491		
Reading, ESCS-adjusted	518	502	492	486		
Maths, raw	482	483	484	484		
Maths, ESCS-adjusted	492	486	482	478		

Mean score by level of use. Raw = student-weighted mean. ESCS-adjusted = predicted mean at the national mean ESCS from a weighted regression on level dummies plus ESCS (OECD convention). n = 14,658 Australian students; raw rows use all students with a valid response and scores; ESCS-adjusted rows use the subset with a valid ESCS index (OECD convention).

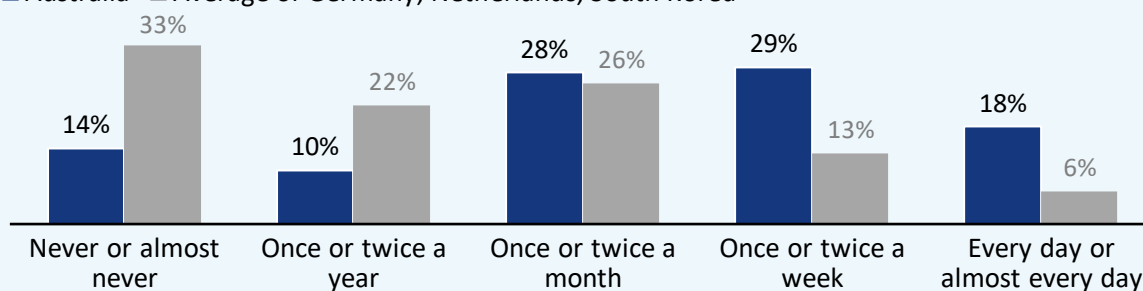
APPENDIX III: PISA TEACHER SURVEY ON AI

Alongside the student and school questionnaires, PISA 2025 offered an optional questionnaire for teachers. Only 19 countries and economies are in the public dataset. In Australia it was completed by 3,289 Year 10 science teachers across 726 schools.²⁶ The questionnaire included several questions on artificial intelligence. Most Australian science teachers (86%) use AI chatbots to prepare lessons at least once during the school year, and nearly half (47%) do so weekly or more, higher than three other OECD countries completing the questionnaire.²⁷

Nearly half of Australian Year 10 science teachers report using AI chatbots to prepare lessons at least weekly

Share of teachers by how often they used AI chatbots to prepare lessons this school year

■ Australia ■ Average of Germany, Netherlands, South Korea



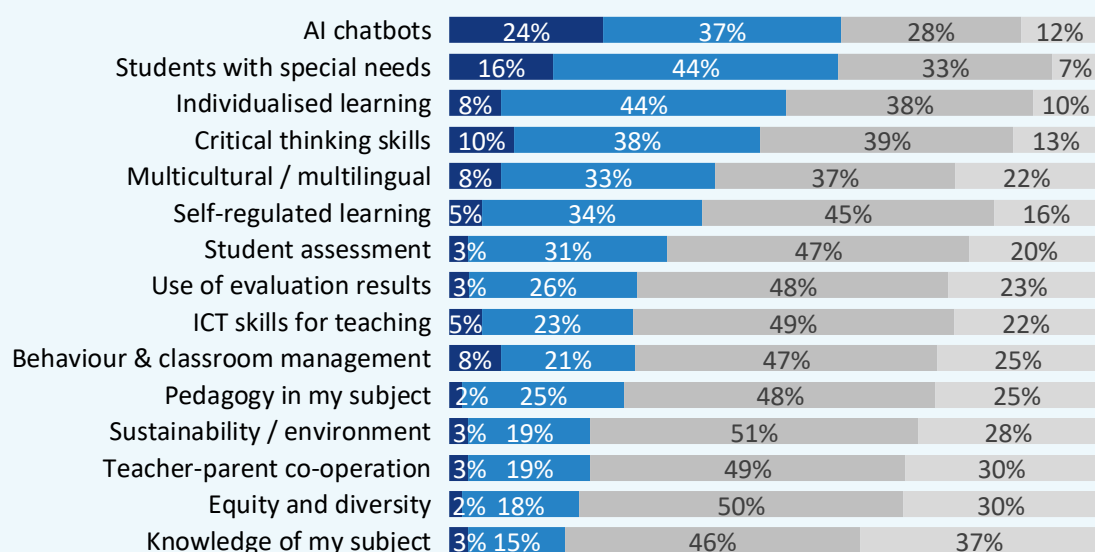
Q. "This school year, how often did you do the following activities? Use Artificial Intelligence chatbots (e.g. ChatGPT, Google Bard) to prepare lessons." Source: OECD, PISA 2025 Database, teacher questionnaire, weighted.

Four in ten teachers (40%) report AI chatbots had featured in their professional development in the previous 12 months. Additionally, teachers label AI chatbots as their top professional development need; when presented with 15 areas for professional development, six in ten (60%) report a high (24%) or moderate (37%) need for professional development on AI chatbots.

Australian Year 10 science teachers report AI chatbots are their top professional development need

Share of teachers by self-reported level of professional development need

■ High need ■ Moderate need ■ Low need ■ No need at present



Q. "For each of the areas listed below, please indicate the degree to which you currently need professional development." Source: OECD, PISA 2025 Database, teacher questionnaire, weighted.



Kathleen Burrow

RESEARCH INSTITUTE

This is a publication of the Kathleen Burrow Research Institute

The Kathleen Burrow Research Institute is a research unit within Catholic Schools NSW that conducts and publishes research on contemporary issues in school education, promoting the advancement of education across all school sectors in Australia. It aims to produce intellectually rigorous research that is politically nonpartisan and informed by the Catholic faith. As part of this mission, its research will promote and highlight the benefits of, and seek to dispel misconceptions about, Catholic education and related issues by going behind the headlines and beyond commonly held views. The work of the Institute provides evidence to support Catholic Schools New South Wales in advocating for best practice in all schools, particularly in Catholic education, and to inform and engage with sector leaders and policymakers.

About Kathleen Burrow

Kathleen Burrow (1899-1987) had a strong presence in the history of Catholic education and the Catholic Church in the 20th century. From humble beginnings in NSW, she was educated at St Matthew's Convent of Mercy School in Mudgee and attended The University of Sydney. As a founding member of the University Catholic Women's Association, Kathleen began working as a teacher, focusing on physical education in schools and identifying a particular need for this at orphanages and disadvantaged schools. She would go on to establish the Graham-Burrow School of Physical Education.

Kathleen Burrow embodied much of what it means to be a Catholic educator, holding a deep faith while being a caring mentor, principled advocate, and superb communicator and organiser who promoted social harmony among divergent groups. She was President of the Legion of Catholic Women and the Australian Council of Catholic Women. Her outstanding example makes her an appropriate patron of the Kathleen Burrow Research Institute.

Endnotes

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- ¹ OECD 2026, PISA 2025 Results (Volume I): Country Notes: Australia, pp.10–11, https://www.oecd.org/en/publications/pisa-2025-results-volume-i-country-notes_2d4ff9ea-en/australia_20d725d6-en.html
- ² De Bortoli, L., Underwood, C. and Bertling, J. (2026) PISA 2025: Reporting Australia's results. Volume I: Student performance, Camberwell: Australian Council for Educational Research, p.358, <https://doi.org/10.37517/978-1-74286-810-3>
- ³ De Bortoli, L., Underwood, C. and Bertling, J. (2026) PISA 2025: Reporting Australia's results. Volume I: Student performance, Camberwell: Australian Council for Educational Research, pp.39, 150 and 257, <https://doi.org/10.37517/978-1-74286-810-3>; OECD rankings calculated from the OECD PISA 2022 and 2025 databases.
- ⁴ De Bortoli, L., Underwood, C. and Bertling, J. (2026) PISA 2025: Reporting Australia's results. Volume I: Student performance, Camberwell: Australian Council for Educational Research, pp.173, 226, 280 and 333, <https://doi.org/10.37517/978-1-74286-810-3>
- ⁵ OECD 2026, PISA 2025 Results (Volume I): Future-Ready Students, Table I.B1.2b.25, <https://doi.org/10.1787/73451bc5-en>
- ⁶ OECD 2026, PISA 2025 Results (Volume I): Country Notes: Australia, pp.9–10, https://www.oecd.org/en/publications/pisa-2025-results-volume-i-country-notes_2d4ff9ea-en/australia_20d725d6-en.html; rankings among OECD countries in 2022 and 2025 calculated from the OECD PISA 2022 and 2025 databases.
- ⁷ OECD 2026, PISA 2025 Results (Volume I): Future-Ready Students, Table I.2.4, p.84, <https://doi.org/10.1787/73451bc5-en>
- ⁸ OECD 2026, PISA 2025 Results (Volume I): Future-Ready Students, Tables I.B1.2a.4, I.B1.2b.5 and I.B1.2c.4, <https://doi.org/10.1787/73451bc5-en>; state/territory and school sector results calculated from the OECD PISA 2025 Database.
- ⁹ OECD 2023, PISA 2025 Learning in the Digital World Assessment Framework (Second Draft), pp.4 and 18–25, <https://www.oecd.org/content/dam/oecd/en/topics/policy-sub-issues/learning-in-the-digital-world/PISA%202025%20Learning%20in%20the%20Digital%20World%20Assessment%20Framework%20-%20Second%20Draft.pdf>
- ¹⁰ OECD 2026, PISA 2025 LDW Released Items Descriptions, <https://www.oecd.org/content/dam/oecd/en/about/programmes/edu/pisa/pisa-test/PISA%202025%20LDW%20Released%20Items%20Descriptions.pdf>
- ¹¹ "From the optional questionnaires, 44 countries and economies implemented the ICT familiarity questionnaire for students, 18 countries and economies implemented the parent questionnaire, and 20 countries implemented the teacher questionnaires".
OECD 2026, PISA 2025 Results (Volume I): Future-Ready Students, p.50
<https://doi.org/10.1787/73451bc5-en>
- ¹² OECD 2026, PISA 2025 Results (Volume I): Future-Ready Students, p.229, <https://doi.org/10.1787/73451bc5-en>
- ¹³ OECD 2026, PISA 2025 Results (Volume I): Future-Ready Students, p.229, <https://doi.org/10.1787/73451bc5-en>
- ¹⁴ OECD 2026, PISA 2025 Results (Volume I): Country Notes: Australia, p.8, https://www.oecd.org/en/publications/pisa-2025-results-volume-i-country-notes_2d4ff9ea-en/australia_20d725d6-en.html
- ¹⁵ OECD 2023, PISA 2022 Results (Volume II): Learning During – and From – Disruption, Table II.B1.5.62, <https://doi.org/10.1787/a97db61c-en>
- ¹⁶ OECD 2026, PISA 2025 Results (Volume I): Country Notes: Australia, pp.8-9, https://www.oecd.org/en/publications/pisa-2025-results-volume-i-country-notes_2d4ff9ea-en/australia_20d725d6-en.html
- ¹⁷ OECD 2026, PISA 2025 Results (Volume I): Country Notes: Australia, pp.8-9, https://www.oecd.org/en/publications/pisa-2025-results-volume-i-country-notes_2d4ff9ea-en/australia_20d725d6-en.html
- ¹⁸ ICT questionnaire indices: ICTSCH (ICT availability at school), ICTHOME (ICT availability outside school),

ICTWKDY (Frequency of ICT activity – Weekday), ICTWKEND (Frequency of ICT activity – Weekend), ICTQUAL (Quality of access to ICT), ICTOUT (Use of ICT for school activities outside of the classroom), ICTFEED (Support or feedback via ICT) and ICTREG (Views of regulated ICT use in school), and item IC179Q01 (whether students should be allowed to bring mobile phones to class).

OECD PISA 2025 Database. <https://www.oecd.org/en/data/datasets/pisa-2025-database.html>

¹⁹ OECD 2026, PISA 2025 Results (Volume I): Country Notes: Australia, p.9, https://www.oecd.org/en/publications/pisa-2025-results-volume-i-country-notes_2d4ff9ea-en/australia_20d725d6-en.html

²⁰ OECD define disadvantaged schools as the quarter of schools with the lowest average ESCS, weighted by students.

²¹ OECD 2026, PISA 2025 Results (Volume I): Future-Ready Students, p.236, <https://doi.org/10.1787/73451bc5-en>

²² OECD 2026, PISA 2025 Results (Volume I): Future-Ready Students, p.236, <https://doi.org/10.1787/73451bc5-en>

²³ OECD 2026, PISA 2025 Results (Volume I): Future-Ready Students, p.243, Figure I.4.17, <https://doi.org/10.1787/73451bc5-en>

²⁴ OECD 2026, PISA 2025 Results (Volume I): Future-Ready Students, Figure I.4.17, <https://doi.org/10.1787/73451bc5-en>; rankings calculated from underlying data.

²⁵ De Bortoli, L., Underwood, C. and Bertling, J., 2026. PISA 2025: Reporting Australia's results. Volume I: Student performance. Australian Council for Educational Research. pp.xl-xli, <https://doi.org/10.37517/978-1-74286-810-3>

²⁶ OECD PISA 2025 Database, teacher questionnaire, public use file. Contains 25,776 teachers in 19 countries and economies (Australia, Brunei, Dominican Republic, France, Georgia, Germany, Hong Kong, Iceland, Italy, South Korea, Macao, Malaysia, Mongolia, Morocco, Netherlands, Peru, Qatar, Romania, Taiwan). Australian figures are weighted by school weight divided by the number of responding teachers in the school.

²⁷ Science teachers using AI chatbots to prepare lessons weekly or more: Australia 47%, Germany 25%, South Korea 17%, Netherlands 16%. At least once in the school year: Australia 86%, South Korea 73%, Germany 64%, Netherlands 64%. Weighted by school weight divided by the number of responding teachers in the school.

