

Chapter 6

FACTORS INFLUENCING ACADEMIC PERFORMANCE

- Summary 285**
- Introduction 288**
- Student factors and academic performance 288**
 - Maternal and neonatal health 289
 - Student’s physical health 289
 - Students’ social and emotional wellbeing 293
 - Other student factors 295
 - Modelling overall academic performance – associations with student factors 297
- Carer factors and academic performance 305**
 - Carer socioeconomic status 305
 - Other carer factors 305
 - Modelling overall academic performance – associations with carer factors 307
- Family and household environment factors and academic performance 311**
 - Family environment 311
 - Household environment 312
 - Social environment of the household 315
 - Modelling overall academic performance – associations with family and household factors 316
- School environment and academic performance 319**
 - School environment factors 319
 - Modelling overall academic performance – associations with school environment factors 324
- Relative importance of student, carer, family and household and school environment factors in explaining low academic performance 326**
- Endnotes 333**
- Detailed tables 335**





Chapter 6

FACTORS INFLUENCING ACADEMIC PERFORMANCE

The alleviation of educational disadvantage for Aboriginal children and young people, and the achievement of equity in their educational outcomes is a primary responsibility of a civil society and its government. While the role of education may be seen to support assimilation, it remains the case that success in education for many Aboriginal children can enable onward success and lead to productivity, sustainability and empowerment. Data on the associations and determinants of educational outcomes for Indigenous students internationally, and Australian Aboriginal students specifically, are scant and educators and education systems have largely relied on administrative data and select samples from which to predict and plan. The Western Australian Aboriginal Child Health Survey provides a unique opportunity to assess key associations in several contexts that are relevant to educational performance. This chapter explores the relationship between child, family and school factors as they pertain to performance at school.

SUMMARY

In this chapter, factors associated with the academic performance of Aboriginal students are analysed from four perspectives:

- ◆ Student level factors — including the student's own physical health and social and emotional wellbeing
- ◆ Carer level factors — such as socioeconomic status, and the physical and mental health of carers
- ◆ Family and household environment factors
- ◆ School environment factors.

Teacher ratings of overall academic performance were used as the primary measure of academic performance.

Students most at risk of low academic performance

Results from statistical modelling in this chapter identified three major factors associated with low academic performance of Aboriginal students.

- ◆ *School attendance.* Improvements in school attendance remain a key strategy for addressing low academic performance of Aboriginal students. Data modelling shows that students absent from school for 105 days or more were two times more likely to have low academic performance compared with students that were absent for 10 days or less.
- ◆ *Risk of clinically significant emotional or behavioural difficulties.* The academic performance of Aboriginal students is substantially lower in the presence of an emotional or behavioural difficulty. Students at high risk of clinically significant emotional or behavioural difficulties were over two and half times more likely to be rated at low academic performance relative to students rated at low risk of such difficulties.



SUMMARY (continued)

- ◆ *Carer education.* Higher levels of carer education were a protective factor in terms of the academic performance of Aboriginal students. Students in the primary care of a person who had completed 13 or more years of schooling were over two times less likely to have low academic performance than students whose primary carer had between 1–9 years of education.

Lack of association between student's physical health and academic performance

Associations between a range of physical health indicators and Aboriginal students' academic performance were also tested. Of the physical health factors tested, only two were found to be significantly associated with academic performance — students that had trouble saying certain sounds; and students that needed help with the basics of daily living such as eating, dressing and bathing.

The data analysed in this chapter strongly suggest that a sole focus on improving physical health in Aboriginal students (while important in its own right) will not lead to improved academic outcomes for Aboriginal students. There are other factors independent of physical health impacting on the academic performance of Aboriginal students that need to be addressed before improvements in academic performance are realised.

Other significant factors associated with low academic performance

A number of other student, carer, family and household and school level factors were found to be significant in terms of the likelihood of Aboriginal students having low academic performance.

Student level factors included:

- ◆ *Speech difficulties.* Students that had trouble saying certain sounds were one and a half times more likely to have low academic performance than students who did not have trouble saying certain sounds.
- ◆ *Main language spoken in the classroom.* Students that spoke Aboriginal English in the classroom were over two times more likely to be rated at low academic performance than students who spoke English in the classroom.
- ◆ *Where the student usually studies.* Students that usually did their homework or study in homework classes were over two times more likely to have low academic performance relative to students that usually studied at home.

Carer level factors included:

- ◆ *Primary carer labour force status.* Students whose primary carer was not in the labour force were 40 per cent more likely to have low academic performance compared with students whose primary carer was employed.

Family and household factors included:

- ◆ *Gambling a cause of problems in the household.* Students living in households where gambling was a cause of problems were over two times more likely to have low academic performance relative to students living in households where gambling did not cause problems.



SUMMARY (continued)**School environment** factors included:

- ◆ *Student to teacher ratio.* Students attending schools where the student to teacher ratio was 20 or more were 1.8 times less likely to have low academic performance than students attending schools where this ratio was 10 or less.
- ◆ *Unexplained absence from school.* Students with more than 10 days of unexplained absence from school were almost two times more likely to have low academic performance than students who did not have any unexplained absence.
- ◆ *School suspension.* Students suspended from school on two or more occasions were over three times more likely to have low academic performance than students who had never been suspended.



INTRODUCTION

Teacher rated overall academic performance (see *Chapter 5*) is used in this chapter as the primary measure of academic performance of Aboriginal students.

There are various factors that may potentially influence academic performance. They can be grouped into four broad categories:

- ◆ individual level factors — including the student's own physical health status and social and emotional wellbeing
- ◆ carer level factors — including socioeconomic status and the physical and mental health of carers
- ◆ family and household environment factors
- ◆ school environment factors.

Analysis of factors associated with students' academic performance is presented from each of these perspectives. The direct relationship between student, carer, family and household and school environment factors and the extent to which each is associated with academic performance in Aboriginal students aged 4-17 years is analysed in the sections that follow.

While such analysis of direct relationships helps to shed light on the relative strengths of factor associations with academic performance, it is possible that other related factors could simultaneously influence the strength of these relationships. For example, Level of Relative Isolation (LORI) is associated with students speaking Aboriginal English in the classroom (which is highest in the most isolated areas). Therefore, to confirm a direct relationship between main language spoken in the classroom and academic performance, rather than an apparent relationship because of the underlying relationship between a third factor LORI and language spoken in the classroom, statistical modelling techniques are required.

In this chapter, Logistic regression models (see commentary box entitled *Exploring relationships with modelling*) are used to assess the simultaneous impact of multiple factors and further determine the associations between various factors and academic performance of Aboriginal students. Each model adjusts for the independent effects of the other variables in the model. For example, modelling has been used to test whether the association between students' emotional or behavioural difficulties and the likelihood of low academic performance is an artefact of a student's age, sex or different rates of emotional or behavioural difficulties across different levels of relative isolation.

Five models are presented in this chapter. Separate models have been estimated to test each of the factors within the four broad analysis categories — student, carer, family and household and school environment. A final model is then presented which assesses the joint impact of factors across all four categories and highlights those student, carer, family and household and school environment factors that most impact on academic outcomes for Aboriginal students.

STUDENT FACTORS AND ACADEMIC PERFORMANCE

There is extensive research that links good physical health with academic performance.^{1,2} This section details the associations between the health of Aboriginal students and academic performance.



MATERNAL AND NEONATAL HEALTH

The importance of the early years of development as an essential base for later learning, behaviour and health is well documented.³ Research has also highlighted that the great majority of physical brain development occurs by the age of three years and that low birth weight, recurring illness, and chronic malnutrition leads to poor health, which in turn often leads to poor school achievement and early school leaving.¹

Western Australian Aboriginal Child Health Survey (WAACHS) data was linked to birth records and midwives reports (see *record linkage* in *Glossary*) and these data have been analysed in this section to detail the associations between maternal health and other characteristics of Aboriginal children at birth with later academic performance.

Use of tobacco and alcohol during pregnancy

A higher proportion of students whose primary carer used both alcohol and tobacco during pregnancy were rated at low academic performance (64.6 per cent; CI: 58.2%–70.6%) compared with students whose carer used tobacco only during pregnancy (53.0 per cent; CI: 47.7%–58.1%) (Table 6.1).

Percentage of Optimal Birth Weight (POBW)

An infant's weight at birth depends both on the length of gestation and the rate at which it has grown in utero. Not all foetuses grow at the same rate. Boys grow faster than girls, children of tall mothers grow faster than those of short mothers, and a woman's first child grows more slowly than her subsequent children. However growth rate is also affected by a number of pathological conditions, most of which decrease growth rate (the exception being maternal diabetes, which increases growth rate). The appropriateness of an infant's growth can be estimated as the ratio of the infant's observed birth weight to the infant's optimal birth weight. Infants that have grown normally have a Percentage of Optimal Birth Weight (POBW) close to 100 per cent and, in these analyses, percentages below 85 per cent are classified as having sub-optimal intrauterine growth.⁴

The data presented in Table 6.2 show that there is no significant association between sub-optimal intrauterine growth and their subsequent academic performance as a student. When further analysed by LORI, the same result was found to hold.

Breastfeeding

There was no significant difference in the proportion of Aboriginal students' rated at low academic performance by whether they had been breastfed as a child (Table 6.3).

STUDENT'S PHYSICAL HEALTH

This section reports associations between various dimensions of Aboriginal student's physical health and academic performance.

The associations between a number of physical health indicators and Aboriginal students' academic performance were tested. Factors that were *not* found to be significantly associated with academic performance included:



- ◆ students ever having had runny ears
- ◆ asthma (this was also further analysed by LORI and no significant association with academic performance was found)
- ◆ normal vision in both eyes
- ◆ normal hearing in both ears
- ◆ number of dietary quality indicators met
- ◆ trouble getting enough sleep
- ◆ whether the student needed help to get around
- ◆ currently taking antibiotics
- ◆ whether the student experienced any physical pain or discomfort
- ◆ recurring chest infections
- ◆ recurring ear infections
- ◆ students that had hayfever
- ◆ whether the student had a disability or other serious health problem that put a burden on the carer or the family as a whole
- ◆ whether the student had any other serious health problems.

In addition to separately testing the association between each of these measures of physical health and academic performance, a global measure of physical health was also developed (see commentary box entitled *Aboriginal students' overall physical health*). No significant association was found between this overall measure of physical health and academic performance of Aboriginal students (Table 6.4).

ABORIGINAL STUDENTS' OVERALL PHYSICAL HEALTH

Extensive data relating to the physical health of Aboriginal students was collected in the WAACHS.⁵ An indicator of the overall physical health of students was constructed by calculating the number of health problems for each surveyed student. Health problems considered for use in this measure included whether the child experienced any of 19 health problems ranging from allergies, asthma or diabetes to cancer or leukaemia. Hospitalisations for burns or accidental poisoning, or students that had been knocked out or unconscious because of an injury were also included in this measure. Along with these indicators of health problems, students that had hearing or vision problems, speech difficulties, asthma, required help to get around or needed special help with the activities of daily living, or who experienced physical pain or discomfort were also included in calculating the number of health problems experienced by Aboriginal students.

In subsequent analysis, this measure of overall physical health was grouped into three categories:

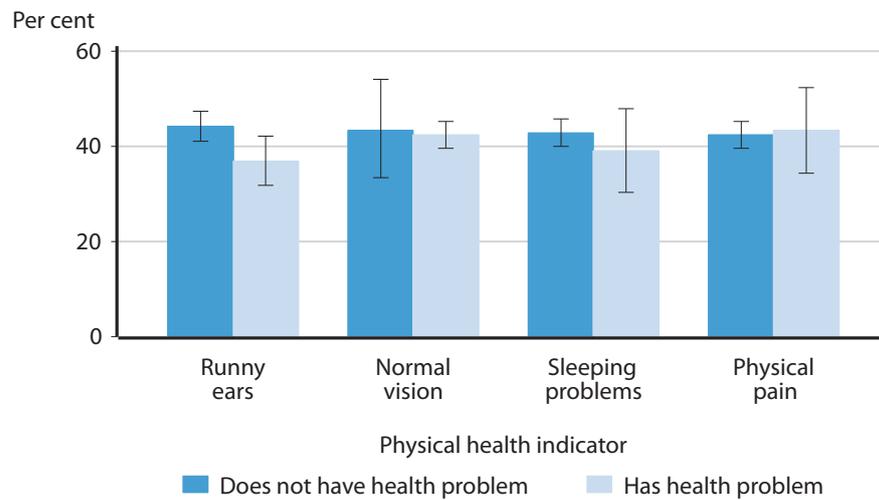
- ◆ students with none of these health problems
- ◆ students with 1–2 of these problems
- ◆ students with 3 or more of these problems.



Lack of association between a student’s physical health and academic performance

Of all the physical health factors tested, only two physical health factors were found to be significantly associated with academic performance (speech difficulties and functional limitations, see below). These findings of a lack of association between students’ physical health and academic performance are surprising as there is extensive research describing the links between good physical health and school performance (see commentary box entitled *Physical health and academic performance of Aboriginal students* for a discussion of this research and implications of the WAACHS findings). The lack of association between some selected physical health indicators and academic performance is shown in Figure 6.1.

FIGURE 6.1: ABORIGINAL STUDENTS AGED 4–17 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY SELECTED PHYSICAL HEALTH INDICATORS



Source: Table 6.5

Speech

Carers were asked three questions relating to speech difficulties of children in their care — whether other people needed help to understand what their child was saying; whether their child had difficulty saying certain sounds; and whether their child stuttered or stammered.

Speech difficulties were a factor significantly associated with academic performance. Other people required help in understanding the speech of around one in ten Aboriginal students (9.5 per cent; CI: 8.0%–11.3%). A similar proportion of Aboriginal students had difficulty saying certain sounds (11.7 per cent; CI: 10.1%–13.5%).

Of those students who had trouble saying certain sounds, 30.8 per cent (CI: 23.2%–38.8%) were rated by their teachers as having average or above average academic performance, compared with 44.1 per cent (CI: 41.2%–47.0%) of students that did not have trouble saying certain sounds (Table 6.6).

A lower proportion of students whose speech is impaired to the point that other people need help to understand what they are saying were also rated at average or above average academic performance (29.6 per cent; CI: 21.2%–39.6%). The corresponding proportion for students whose speech could be understood was 43.9 per cent (CI: 41.0%–46.8%) (Table 6.7).



Activities of daily living

Fewer than one in fifty students (1.9 per cent; CI: 1.4%–2.5%) experienced functional limitations. This factor was significantly associated with academic performance in Aboriginal students.

A lower proportion of students needing special help to carry out basic personal functions (eating, bathing, dressing or using the toilet) due to illness or disability were rated at average or above average academic performance. Around one in six of these students (16.1 per cent; CI: 7.5%–30.2%) had average or above average academic performance. This compares with 43.0 per cent (CI: 40.2%–45.8%) for students who had not experienced such functional limitations (Table 6.8).

PHYSICAL HEALTH AND ACADEMIC PERFORMANCE OF ABORIGINAL STUDENTS

In 2001, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) released a discussion paper¹ identifying nine health issues that affect Aboriginal children from birth to eight years of age and that present significant barriers to the educational participation and achievement of Aboriginal students. Health issues of concern included:

- ◆ Lower life expectancy at birth
- ◆ Low birth weight and failure to thrive
- ◆ Poor quality diet
- ◆ High disease rates, especially chronic ear and respiratory infections
- ◆ Social and emotional wellbeing
- ◆ Substance misuse
- ◆ Adolescent pregnancy
- ◆ Childhood trauma
- ◆ Childhood injuries.

In 2004, the Australian Council for Educational Research (ACER)⁵ also identified seven key principles that were of particular relevance to Aboriginal students. The importance of health and nutrition as a key determinant of children's readiness and capacity at school was the first of the key principles discussed in the ACER report.

As the WAACHS collected information on some of these health issues, it has been possible to explore how strongly these health factors are associated with academic performance of Aboriginal students. Analysis of the survey data identified only two physical health factors that were significantly associated with academic performance of Aboriginal students (speech difficulties and functional limitations).

The findings are also important for what is not significantly associated with the academic performance of Aboriginal students. Of the key health issues identified by MCEETYA and for which data was collected in the WAACHS, no association

Continued . . .



PHYSICAL HEALTH AND ACADEMIC PERFORMANCE OF ABORIGINAL STUDENTS *(continued)*

was found between low birth weight, dietary quality, ear and respiratory infections and academic performance of Aboriginal students. The only factor in the list found to be significantly associated with academic performance of Aboriginal students was the risk of clinically significant emotional or behavioural difficulties (social and emotional wellbeing).

Clearly, the health and welfare of Aboriginal peoples is of critical importance in its own right, however, analysis of the WAACHS data did not identify any significant associations between overall physical health and school performance. Improving the health of Aboriginal people is rightly a national health priority area. These specific health targets are well documented.¹ However, the WAACHS data strongly suggest that a sole focus on improving physical health in Aboriginal children will not lead to improvements in academic outcomes for Aboriginal students, as there are other factors impacting on the academic performance of Aboriginal students.

Factors associated with low academic performance are identified and discussed in the commentary box entitled *Factors that influence the academic performance of Aboriginal students* located at the end of this chapter. Many of these factors have not been measured in previous studies of Aboriginal children and young people and are now, for the first time, able to be modelled in the WAACHS data. These findings suggest that there are other key determinants of Aboriginal students' academic performance independent of physical health. This raises the question as to whether it is appropriate to reassess the key principles identified by MCEETYA and ACER for improving the academic performance of Aboriginal students in the light of the findings reported in this volume?

STUDENTS' SOCIAL AND EMOTIONAL WELLBEING

The association between a student's emotional or behavioural difficulties and academic performance has been explored based on information on students collected from teachers using the Strengths and Difficulties Questionnaire (SDQ). The SDQ comprises 25 questions probing five areas of psychological adjustment in children. Based on teacher responses to the SDQ, a strengths and difficulties total score that can range from 0 to 40 was calculated. The risk of clinically significant emotional or behavioural difficulties can then be assessed with reference to the SDQ total score. Thus students with a score of 0–11 are identified as having low risk, those in the range 12–15 as having moderate risk, and those in the range 16–40 as having high risk of clinically significant emotional or behavioural difficulties. See *Strengths and Difficulties Questionnaire* in the *Glossary* for further details of the SDQ.

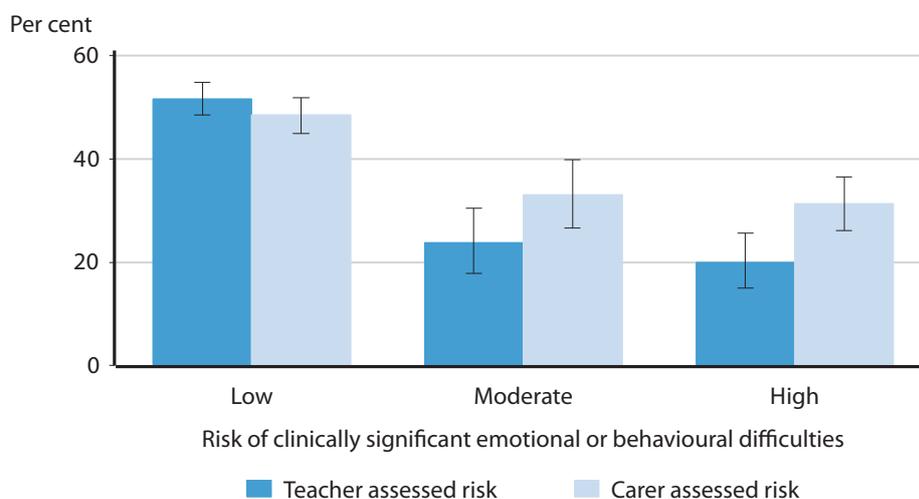
Around one in six students (16.8 per cent; CI: 14.8%–19.0%) were rated at high risk of clinically significant emotional or behavioural difficulties by their teachers. Of these students, 20.0 per cent (CI: 15.0%–25.6%) were rated at average or above average academic performance, whereas a significantly higher 51.7 per cent (CI: 48.6%–54.9%) of students at low risk were rated at average or above average academic performance (Table 6.9).



Students' emotional or behavioural difficulties were also examined with reference to carer reports of the SDQ. When compared to teacher ratings, the carers of students aged 4–17 years reported a higher proportion at high risk of clinically significant emotional or behavioural difficulties (24.2 per cent; CI: 21.6%–26.9%) (Table 6.10). This was a significantly higher proportion at high risk than that reported by the teachers of the same group of students (16.8 per cent; CI: 14.8%–19.0%).

Irrespective of whether the teacher or the carer rating of emotional or behavioural difficulties was used, the data showed a significant association between high risk of clinically significant emotional or behavioural difficulties and low academic performance (Figure 6.2).

FIGURE 6.2: ABORIGINAL STUDENTS AGED 4–17 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY RISK OF CLINICALLY SIGNIFICANT EMOTIONAL OR BEHAVIOURAL DIFFICULTIES



Source: Tables 6.9 & 6.11

Specific emotional or behavioural difficulties

In addition to the strengths and difficulties total score, the 25 items comprising the SDQ can be used to derive 5 underlying scale scores that measure specific symptoms, problems and behaviours. These specific scale scores include: emotional symptoms, conduct problems, hyperactivity, peer problems and prosocial behaviour.

The most common specific emotional or behavioural difficulty experienced by Aboriginal students (as assessed by their teachers) was hyperactivity followed by conduct problems and problems with prosocial behaviour.

A little over one-fifth of Aboriginal students (22.3 per cent; CI: 19.9%–24.8%) were assessed as being at high risk of clinically significant hyperactivity. Almost one in five students (18.5 per cent; CI: 16.7%–20.4%) were assessed as being at high risk of conduct problems, while 17.1 per cent (CI: 15.2%–19.1%) were found to be at high risk of problems with prosocial behaviour. Less than one in ten students were assessed as being at high risk of peer problems (8.7 per cent; CI: 7.3%–10.3%) or emotional symptoms (6.7 per cent; CI: 5.4%–8.2%).

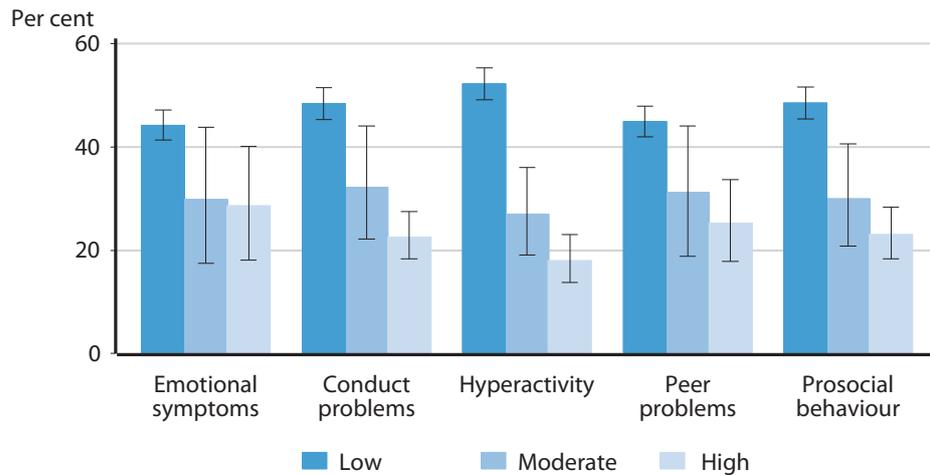


Significant differences were found in the proportions of students who were at average or above average academic performance when analysed against risk of clinically significant specific difficulties (Figure 6.3).

A higher proportion of students were rated at average or above average academic performance where teachers assessed students at:

- ◆ low risk of clinically significant emotional symptoms (44.2 per cent; CI: 41.4%–47.2%) compared with students rated at high risk (28.6 per cent; CI: 18.1%–40.1%)
- ◆ low risk of clinically significant conduct problems (48.4 per cent; CI: 45.3%–51.5%) compared with students rated at high risk (22.6 per cent; CI: 18.3%–27.5%)
- ◆ low risk of clinically significant hyperactivity (52.3 per cent; CI: 49.2%–55.4%) compared with students rated at high risk (18.0 per cent; CI: 13.8%–23.1%)
- ◆ low risk of clinically significant peer problems (44.9 per cent; CI: 42.0%–47.9%) compared with students rated at high risk (25.3 per cent; CI: 17.9%–33.7%)
- ◆ low risk of clinically significant problems with prosocial behaviour (48.6 per cent; CI: 45.5%–51.6%) compared with students rated at high risk (23.1 per cent; CI: 18.4%–28.4%).

FIGURE 6.3: ABORIGINAL STUDENTS AGED 4–17 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY TEACHER ASSESSED RISK OF CLINICALLY SIGNIFICANT SPECIFIC DIFFICULTIES



Source: Table 6.12

A similar analysis of academic performance was conducted by examining risk of specific difficulties based on carer reporting. The same overall trends were found for each of the five specific difficulties, although significant differences in levels of academic performance were only found for students at high risk of conduct problems and hyperactivity.

OTHER STUDENT FACTORS

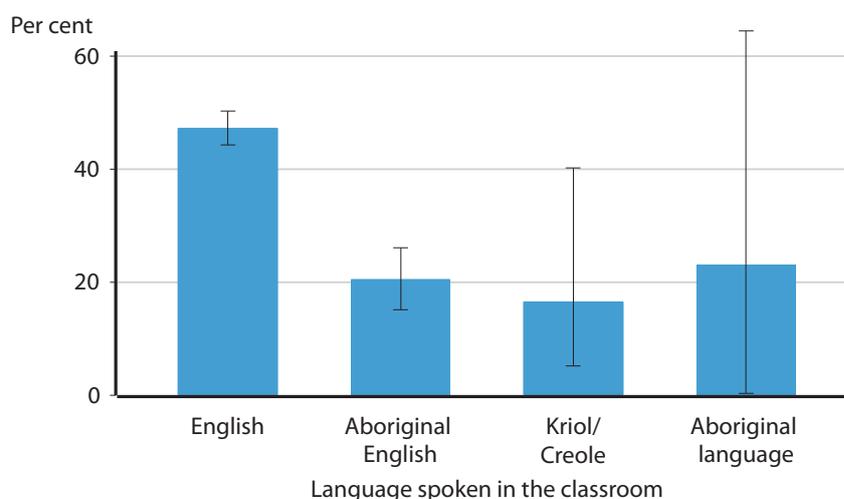
Along with physical health factors and the indicators of social and emotional wellbeing described previously, the academic performance of Aboriginal students was also analysed with reference to a range of other student factors.



Language spoken at school

Academic performance was significantly associated with language spoken in the classroom (see *main language spoken* in *Glossary*). Almost half (47.3 per cent; CI: 44.3%–50.3%) of students who spoke English in the classroom were rated at average or above average academic performance. This was significantly higher than the corresponding proportion of students who spoke Aboriginal English in the classroom (20.5 per cent; CI: 15.2%–26.1%) or spoke Kriol/Creole in the classroom (16.5 per cent; CI: 5.2%–40.3%) (Figure 6.4).

FIGURE 6.4: ABORIGINAL STUDENTS AGED 4–17 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY LANGUAGE SPOKEN IN THE CLASSROOM



Source: Table 6.13

A similar pattern of results was found when academic performance was analysed by language spoken in the playground (Table 6.14).

Homework

A higher proportion of students who usually did homework at home (48.0 per cent; CI: 44.6%–51.5%) were rated at average or above average academic performance, compared with students who usually did homework in homework classes (27.2 per cent; CI: 21.7%–33.7%) (Table 6.15).

However, no significant association was found between academic performance and who usually helped the student with homework (Table 6.16).

Attendance at pre-school and day care

Primary carers of children aged 4–11 years were asked whether their child ever went to pre-school or kindergarten. A higher proportion of 4–11 year-old students who had attended pre-school or kindergarten were rated at average or above average academic performance compared with students who had not attended pre-school or kindergarten, although this difference was not statistically significant (Table 6.17).

No significant association was found between overall academic performance and whether the student had ever attended day care (Table 6.17).



Use of school support services in the last six months

Primary carers were asked if they or their partner had needed to make use of a range of school support services in relation to a problem their child was having at school.

A significantly higher proportion of students whose carers had seen their principal about problems the child was having at school were rated at low academic performance (69.5 per cent; CI: 62.6%–75.7%) compared with students whose carers had not seen the school principal (55.5 per cent; CI: 52.6%–58.5%) (Table 6.18).

Carer contact with a school psychologist, Aboriginal and Islander Education Officer (AIEO), class/form teacher and deputy principal were also analysed. No association was found between use of these school support services and academic performance.

Use of medical services in the last six months

A higher proportion of students who had not seen a doctor in the last six months were rated at low academic performance (61.2 per cent; CI: 57.7%–64.6%) compared with students who had seen a doctor two or three times (49.9 per cent; CI: 43.5%–56.5%) (Table 6.19).

A higher proportion of students who had seen a nurse two or three times in the last six months were rated at low academic performance (74.6 per cent; CI: 63.6%–83.4%) than students who had not seen a nurse (55.8 per cent; CI: 52.8%–58.7%) (Table 6.19).

Student use of other medical services was also examined, however no significant association was found between academic performance and contact with Aboriginal Medical Services, dentists, specialists, Aboriginal health workers, hospital emergency departments, or a speech pathologist.

Use of other programmes

Aboriginal student's academic performance was also analysed by use of the *Family Futures* and *Best Start* programmes. No significant association was found with either of these programmes.

MODELLING OVERALL ACADEMIC PERFORMANCE – ASSOCIATIONS WITH STUDENT FACTORS

Multivariate logistic regression modelling (see *Glossary*) was undertaken to examine the association between the various student level factors described in the preceding analysis and Aboriginal students' academic performance. A final model of student factors was developed by testing each factor to determine the extent to which it was associated with academic performance independently of the effects of demographic factors such as sex, age and LORI and other student health and wellbeing factors.

In later sections, models are developed to analyse the impact on low academic performance of:

- ◆ carer level factors
- ◆ family and household factors
- ◆ school environment factors.

A final model is then developed that identifies the key factors across student, carer, family and household and the school environment that were associated with low academic performance.



EXPLORING RELATIONSHIPS WITH MODELLING

Previous sections have explored the relationship between academic performance and a range of factors such as LORI or language spoken in the classroom, where each has been examined separately. It has been shown that the proportion of students rated at low academic performance increased with increasing isolation. The proportion of Aboriginal students who speak English in the classroom is also known to decrease with increasing isolation. It is possible therefore that the association between academic performance and language spoken in the classroom may in fact be a reflection of the relationship between language spoken and isolation, and between isolation and academic performance.

Statistical modelling can be used to assess the simultaneous impact of multiple factors and to determine the individual effects of each factor. Logistic regression models (see *Glossary*) have been used to explore a range of student, primary carer, family and school environment factors that may have had an effect on academic performance. The modelling techniques used take account of the survey weights and the hierarchical structure of the data with selection of children within families, communities and schools.

Furthermore, each model adjusts for the independent effects of the other variables in the model. Thus, for example, the association between academic performance and LORI can be separated from the association with language spoken.

The results of the models are expressed in terms of odds ratios (see *Glossary*). The odds ratios are calculated relative to an index category for each variable. For example, in the model describing academic performance and student variables, the LORI category 'none' (the Perth metropolitan area) has been used as the index category. Where students were living in an area where the LORI was 'extreme', the Odds Ratio was 3.05 (CI: 1.49–6.25). This can be interpreted as saying that students in areas of extreme relative isolation were 3.05 times more likely to have low academic performance than students living in the Perth metropolitan area. The statistical significance of an odds ratio can be judged by whether the confidence interval includes the reference value of 1.00 (see *Appendix E — Reliability of estimates*, for more information on confidence intervals).

Where an odds ratio is less than one, it indicates a reduced level of risk. For example, 'none' was chosen as the reference category for the number of times a student saw a doctor in the last six months. For students who had seen a doctor once or more in the last six months, the Odds Ratio was 0.76 (CI: 0.60–0.96), indicating that these students were almost three-quarters as likely to have low academic performance than students who had not visited a doctor in the last six months. Alternatively, it can be said that the students were 1.31 times less likely to have low academic performance. The value of 1.31 is calculated by dividing the Odds Ratio of 0.76 into 1.



Figure 6.5 presents the results of the first model that examines the associations between student level factors and low academic performance. Analysis within the multilevel logistic modelling framework indicates that there were nine student level factors (independent of demographic factors such as age, sex and LORI) that were predictors of low academic performance in Aboriginal students:

- ◆ substance use during pregnancy
- ◆ difficulty saying certain sounds
- ◆ functional limitations
- ◆ risk of clinically significant emotional or behavioural difficulties
- ◆ language spoken in the classroom
- ◆ where the child usually studies or does homework
- ◆ whether the primary carer or partner had needed to see the class/form teacher about a problem the student had at school in the last six months
- ◆ the number of times the student had seen a doctor in the last six months
- ◆ the burden a student's disability or illness places on a family.

Carer contact with the class/form teacher and the burden placed on the family by a student's disability or illness were factors that did not appear to be significantly associated with academic performance in the preceding analysis. However, when modelled with other factors they were found to be significant predictors of academic performance.

The occurrence of otitis media was also tested as a possible predictor of academic performance. While no significant association was found in either the preceding analysis or the data modelling, Volume One reported significantly greater risk of language problems (speech difficulties) for those with recurring ear infections.⁶ This suggests that loss of hearing may have repercussions for language development which in turn may impact on academic performance.

These results are further described below with reference to the odds ratio calculated from the estimated logistic models.

Use of alcohol or tobacco during pregnancy. Aboriginal students born to mothers who had consumed both alcohol and tobacco during pregnancy were around one and a half times more likely (Odds Ratio 1.48; CI: 1.03–2.13) to be rated at low academic performance than students born to mothers who had not consumed these substances during pregnancy.

Speech. Whether the students had difficulties saying certain sounds was used as a measure of speech difficulties. This factor was significant, with students having speech difficulties being around one and a half times as likely (Odds Ratio 1.49; CI: 1.03–2.17) to be rated at low academic performance.

Activities of daily living. Students needing special help to carry out basic personal functions due to illness or disability were over five times more likely (Odds Ratio 5.31; CI: 1.60–17.50) to be rated at low academic performance. It should be noted that the number of students represented in this category was small, and the estimate of the odds ratio is associated with wide confidence intervals.



Risk of clinically significant emotional or behavioural difficulties. Emotional or behavioural difficulties in students was also a significant predictor of academic performance. Students at high risk of clinically significant emotional or behavioural difficulties were over three times more likely (Odds Ratio 3.29; CI: 2.31–4.69) to be rated by their teachers as having low academic performance than students at low risk. A similar finding was found for students at moderate risk of clinically significant emotional or behavioural difficulties where the corresponding odds ratio was 3.58 (CI: 2.52–5.10).

Language spoken in the classroom. Students who spoke Aboriginal English in the classroom were around three times more likely (Odds Ratio 2.90; CI: 1.88–4.46) to be rated at low academic performance relative to students who spoke English.

Where the student studies. Students who usually did their homework or study in homework classes were over two times more likely (Odds Ratio 2.32; CI: 1.62–3.30) to be rated at low academic performance relative to students who studied at home.

Carer needed to see class teacher about a problem the student had at school in the last six months. Students whose primary carer or their partner had needed to see the class teacher about a problem the student was having at school were almost 40 per cent more likely (Odds Ratio 1.36; CI: 1.03–1.78) to have low academic performance compared with students whose carers had not seen a class teacher.

Number of times the student has seen a doctor in the last six months. Students who had seen a doctor at least once in the last six months were around 1.3 times less likely (Odds Ratio 0.76; CI: 0.60–0.96) to have low academic performance relative to students who had not seen a doctor in the last six months.

Burden that student's disability or illness places on the family. Students who had a disability or illness that placed a burden on the family that was rated as 'very much' were over four times more likely (Odds Ratio 4.35; CI: 1.10–17.80) to be rated at low academic performance than students who did not place any burden due to disability or illness.

ABORIGINAL LITERACY STRATEGY

The Aboriginal Literacy Strategy (ALS) is a programme administered by the Western Australian Department of Education and Training (DET). The ALS commenced in 2005 and is being implemented in 42 remote community schools. It is planned that the programme will later be implemented in other schools with large numbers of Aboriginal students.

The ALS aims to develop and train Aboriginal and Islander Education Officers, teachers and principals to deliver a sustained literacy programme in targeted schools. As part of the ALS, teaching staff engage in comprehensive professional learning and support which enables the implementation and monitoring of a focused literacy programme. The professional learning programme has been developed based on research around the effective teaching of English as a second language or second dialect. The ALS is a highly structured programme that aims to ensure continuity both across changes in staff at schools and movement of students between remote community schools.

Along with regular professional learning workshops being provided for all school staff once per term, all participating schools receive regular visits from an English Language and Literacy Consultant who provides ongoing support and localised advice.



FIGURE 6.5: ABORIGINAL STUDENTS AGED 4–17 YEARS — LIKELIHOOD OF BEING AT LOW ACADEMIC PERFORMANCE, ASSOCIATED WITH DEMOGRAPHIC, STUDENT, MATERNAL AND PHYSICAL HEALTH FACTORS

| <i>Parameter</i> | <i>Odds Ratio</i> | <i>95% CI</i> |
|---|-------------------|----------------|
| Sex | | |
| Males | 1.77 | (1.41 - 2.22) |
| Females | 1.00 | |
| Age group | | |
| 4–7 years | 1.00 | |
| 8–11 years | 1.37 | (1.03 - 1.81) |
| 12–14 years | 1.65 | (1.18 - 2.29) |
| 15–17 years | 0.85 | (0.55 - 1.31) |
| Level of Relative Isolation | | |
| None | 1.00 | |
| Low | 0.89 | (0.66 - 1.20) |
| Moderate | 1.15 | (0.78 - 1.71) |
| High | 1.88 | (1.07 - 3.33) |
| Extreme | 3.05 | (1.49 - 6.25) |
| Use of alcohol or tobacco during pregnancy | | |
| No alcohol or tobacco | 1.00 | |
| Alcohol, no tobacco | 1.59 | (0.93 - 2.74) |
| Tobacco, no alcohol | 0.93 | (0.70 - 1.23) |
| Alcohol and tobacco used | 1.48 | (1.03 - 2.13) |
| Primary carer is not birth mother | 1.10 | (0.80 - 1.52) |
| Whether child has difficulty saying certain sounds | | |
| No | 1.00 | |
| Yes | 1.49 | (1.03 - 2.17) |
| Whether child needs help with basic activities of daily living | | |
| No | 1.00 | |
| Yes | 5.31 | (1.60 - 17.50) |
| Teacher assessed risk of clinically significant emotional or behavioural difficulties | | |
| Low | 1.00 | |
| Moderate | 3.58 | (2.52 - 5.10) |
| High | 3.29 | (2.31 - 4.69) |
| Main language spoken in the classroom | | |
| English | 1.00 | |
| Aboriginal English | 2.90 | (1.88 - 4.46) |
| Kriol/Creole | 3.92 | (1.00 - 15.50) |
| Aboriginal language | 1.39 | (0.46 - 4.22) |
| Other | 0.29 | (0.05 - 1.88) |
| Where child usually does homework | | |
| Doesn't do homework | 0.90 | (0.39 - 2.11) |
| At home | 1.00 | |
| At school (unsupervised) | 1.01 | (0.46 - 2.17) |
| Homework classes | 2.32 | (1.62 - 3.30) |
| Somewhere else | 0.70 | (0.23 - 2.12) |
| Not stated | 1.05 | (0.74 - 1.49) |
| Primary carer or partner needed to see the class teacher in the last 6 months | | |
| No | 1.00 | |
| Yes | 1.36 | (1.03 - 1.78) |
| Not stated | 0.49 | (0.12 - 2.01) |

Continued . . .



FIGURE 6.5 (continued): ABORIGINAL STUDENTS AGED 4–17 YEARS — LIKELIHOOD OF BEING AT LOW ACADEMIC PERFORMANCE, ASSOCIATED WITH DEMOGRAPHIC, STUDENT, MATERNAL AND PHYSICAL HEALTH FACTORS

| <i>Parameter</i> | <i>Odds Ratio</i> | <i>95% CI</i> |
|--|-------------------|----------------|
| Number of times child has seen a doctor in the last six months | | |
| None | 1.00 | |
| Once or more | 0.76 | (0.60 - 0.96) |
| Level of family burden due to student's disability or illness | | |
| Not at all/None | 1.00 | |
| A little | 1.35 | (0.77 - 2.39) |
| Some | 0.81 | (0.35 - 1.87) |
| Quite a lot | 2.07 | (0.84 - 5.07) |
| Very much | 4.35 | (1.10 - 17.80) |

HOMework CLASSES

The survey data show that homework classes are associated with negative outcomes in school performance. Three particular factors may underlie this finding. Firstly, homework classes are more likely to be associated with schools where there are higher proportions of Aboriginal student enrolments and hence potentially greater levels of poor performance generally. Secondly, the educational focus of homework classes may target actual levels of student performance rather than the level required by the homework activity. Thirdly, the classes may have a larger care or custodial function than any specific pedagogical focus with an associated performance outcome. The benefits of homework are principally twofold: to develop independent study skills; and to allow students to practice independently work they have previously done in the supervised classroom environment. Providing a classroom setting for doing homework does negate some of these benefits.

Whatever the basis for this association, the lack of any clear benefits of homework classes in the presence of a sizeable negative effect would suggest that education systems need to evaluate the cost, use and effectiveness of homework classes with a view to establishing their educational efficacy and/or other benefits or unintended consequences.



FACTORS ASSOCIATED WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

Findings in this chapter confirm the strong association between emotional or behavioural difficulties in Aboriginal students and low academic performance. Results from statistical modelling described later in this chapter show that Aboriginal students at high risk of clinically significant emotional or behavioural difficulties were 2.7 times more likely to have low academic performance relative to students that were rated at low risk of such difficulties. This result is after independently taking into account the effect of a range of other student, carer, family and school factors on the likelihood of low academic performance. See the commentary box entitled *Factors that influence the academic performance of Aboriginal students* for a more detailed discussion of the relationship between emotional or behavioural difficulties and low academic performance.

Noting the importance of teacher reported emotional or behavioural difficulties as a predictor of low academic performance for Aboriginal students, previous findings from Volume Two relating to the emotional or behavioural difficulties of Aboriginal children aged 4–17 years as assessed by their primary carers are summarised here. The *Glossary* entry entitled *Strengths and Difficulties Questionnaire* contains more information about the assessment of emotional and behavioural difficulties in Aboriginal children and the differences between carer and teacher reports of such difficulties. A variety of social circumstances, health conditions and lifestyles experienced by Aboriginal children, their carers and families were found to be associated with carer reported emotional or behavioural difficulties.

Life stress events

The number of life stress events was one of the strongest predictors of emotional or behavioural difficulties in Aboriginal children. Family strife and fear, illness and death, and problems with employment and money were examples of the most common stresses reported by carers. Just over one in five children (22 per cent) were living in families where 7 to 14 of these major life stress events had occurred in the preceding 12 months. These children were five and a half times more likely to be at high risk of clinically significant emotional or behavioural difficulties than children in families where 2 or less life stress events had occurred.

Family and household factors

A range of family and household factors were found to be significantly associated with high risk of clinically significant emotional and behavioural difficulties in Aboriginal children. Factors included:

- ◆ **Quality of parenting.** Children living in families with poor parenting quality were four times more likely to be at high risk than children living in families with very good quality of parenting
- ◆ **Family functioning.** Children living in families that functioned poorly were over twice as likely to be at high risk compared with children living in families with very good family functioning

Continued . . .



FACTORS ASSOCIATED WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES *(continued)*

- ◆ **Sole parent.** Children in the care of a sole parent were almost twice as likely to be at high risk than children living with both their parents
- ◆ **Number of homes lived in.** Children who had lived in five or more different homes since birth were one and a half times as likely to be at high risk than children who had lived in fewer than five homes
- ◆ **Household occupancy.** Children living in homes with a high household occupancy level were half as likely to be at high risk compared with children living in homes with a low household occupancy level
- ◆ **Level of Relative Isolation.** Children living in areas of extreme isolation were one-fifth as likely to be at high risk than children in the Perth metropolitan area.

Carer factors

Children in the primary care of a person with a long term and limiting medical condition were three and a half times more likely to be at high risk of clinically significant emotional or behavioural difficulties than children whose primary carer had no medical condition lasting six months or more.

Children in the primary care of a person who had used Mental Health Services in Western Australia were one and a half times more likely to be at high risk than children in the primary care of a person who had not accessed these services.

Child factors

Children with a speech difficulty (having trouble saying certain sounds) were over three times more likely to be at high risk of clinically significant emotional or behavioural difficulties than children without a speech difficulty.

Children suffering from runny ears (a more severe form of otitis media) were over one and a half times more likely to be at high risk than children not suffering from runny ears.

Children without normal vision in both eyes were over one and a half times more likely to be at high risk than children with normal vision in both eyes.

Further details

Analysis of emotional or behavioural difficulties previously reported in Volume Two of the WAACHS have been summarised here as these findings have relevance in the current context of the academic performance of Aboriginal students. For full details of the factors associated with emotional or behavioural difficulties in Aboriginal children and recommendations flowing from these findings, see Volume Two which can be downloaded from our web site: www.ichr.uwa.edu.au.



CARER FACTORS AND ACADEMIC PERFORMANCE

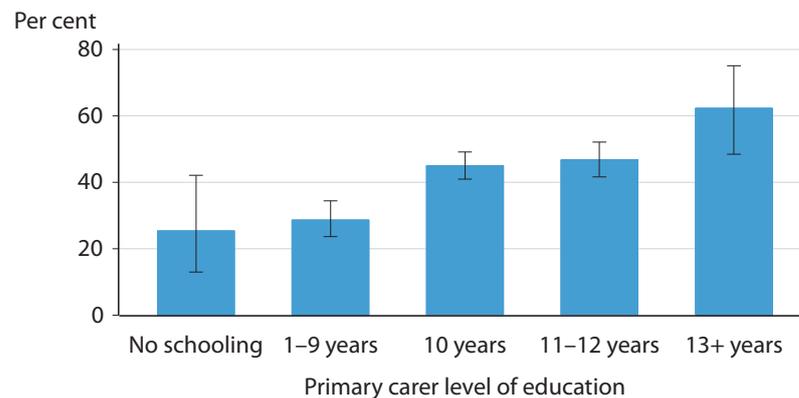
This section examines the associations between carer level factors and the academic performance of Aboriginal students.

CARER SOCIOECONOMIC STATUS

Carer education

A higher proportion of students cared for by carers who had completed a diploma, bachelor degree, postgraduate diploma or higher degree (see *carer education* in *Glossary*) were rated by their teachers at average or above average academic performance (62.3 per cent; CI: 48.5%–75.1%). The corresponding proportion for students with carers who did not attend school was 25.4 per cent (CI: 13.0%–42.1%) while for students with carers who had completed 1–9 years of education the proportion was 28.7 per cent (CI: 23.7%–34.4%) (Figure 6.6).

FIGURE 6.6: ABORIGINAL STUDENTS AGED 4–17 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY PRIMARY CARER LEVEL OF EDUCATION



Source: Table 6.20

Carer labour force status

Primary carer's labour force status was also significantly associated with their children's academic performance. Over six in ten students whose carer was not in the labour force (62.6 per cent; CI: 59.1%–66.0%) were rated at low academic performance. This was significantly higher than the proportion of students rated at low academic performance whose carers were in the labour force (52.8 per cent; CI: 48.8%–56.9%), and students whose carers were employed (50.9 per cent; CI: 46.2%–55.5%) (Table 6.21).

OTHER CARER FACTORS

Carer's physical and mental health

No significant association was found between whether the primary carer had a limiting medical condition and student academic performance (Table 6.22) or between whether the primary carer has had contact with Mental Health Services in Western Australia and student academic performance (Table 6.23).



Birth Mother

No significant association was found between whether the carer was the natural birth mother and Aboriginal students' academic performance (Table 6.24).

Forced separation

There was no significant association found between whether the primary carer or the secondary carer of the student had been forcibly separated from their natural family by a mission, the government or welfare and the academic performance of the student (Table 6.25).

Primary carer ever arrested or charged with an offence

No significant association was found between whether the primary carer had ever been arrested or charged with an offence and academic performance (Table 6.26).

Carer can discuss their problems with someone

Primary carers were asked if they had anyone to yarn to about their problems. Among students whose primary carer did have someone to yarn to, 43.8 per cent (CI: 40.9%–46.7%) were rated at average or above average academic performance, compared with 32.2 per cent (CI: 24.2%–40.8%) of students whose primary carer did not have someone to yarn to (Table 6.27).

Aboriginal status of the primary carer

A higher proportion of students who were cared for by primary carers that were non-Aboriginal were rated at average or above average academic performance (61.3 per cent; CI: 54.8%–67.8%), compared with students cared for by primary carers who were Aboriginal or Torres Strait Islander (38.9 per cent; CI: 36.0%–42.0%) (Table 6.28).

Primary carer participation in cultural activities

A higher proportion of students who were cared for by primary carers that had attended an Aboriginal funeral in the last 12 months were rated at low academic performance (61.7 per cent; CI: 58.6%–64.9%) than students whose primary carer had not attended an Aboriginal funeral (46.9 per cent; CI: 41.6%–52.1%) (Table 6.29).

A similar result was found when academic performance was analysed by carer attendance at Aboriginal ceremonies. Over seven in ten students (71.4 per cent; CI: 65.3%–77.0%) whose primary carer had attended an Aboriginal ceremony in the last 12 months were rated at low academic performance. This was significantly higher than the corresponding proportion whose primary carer had not attended an Aboriginal ceremony (54.2 per cent; CI: 51.3%–57.1%) (Table 6.29).

There was no significant difference in the proportion of students at low academic performance by primary carer attendance at Aboriginal festivals/carnivals in the last 12 months or involvement in Aboriginal organisations (Table 6.29).



Carer satisfaction with schools

Carers were also asked a series of questions relating to their satisfaction with the school their children were attending. No significant association was found between Aboriginal students' levels of academic performance and whether the carer felt welcome at the school (Table 6.30), whether the carer felt they could sort out problems at the school (Table 6.30), or how happy the primary carer was with the job the school was doing (Table 6.31).

MODELLING OVERALL ACADEMIC PERFORMANCE – ASSOCIATIONS WITH CARER FACTORS

Statistical modelling was used to test each carer level factor to determine the degree to which it was associated with the likelihood of Aboriginal students being rated at low academic performance. In the analysis of carer factors and academic performance described previously in this section, primary carer education, labour force participation, primary carer being able to discuss their problems with someone, Aboriginal status of the primary carer and primary carer attendance at Aboriginal funerals and ceremonies were found to be significantly associated with academic performance in Aboriginal students.

Modelling of carer factors identified that, in addition to primary carer level of education and labour force status, a further three factors were significant predictors of academic performance in Aboriginal students — the physical health of the primary carer, primary carer contact with Mental Health Services in Western Australia and forced separation of the primary carer from their natural family by a mission, the government or welfare. Three other carer factors appeared to be significantly associated with low academic performance in the preceding analysis but, when taking into account other factors in the modelling process, were not found to be significant predictors of low academic performance. These were: the Aboriginal status of the primary carer, primary carer being able to discuss their problems with someone, and primary carer attendance at Aboriginal ceremonies (Figure 6.7).

Six carer factors were found to be predictors of low academic performance independently of demographic and other carer factors:

Primary carer level of education. Primary carer education was a positive factor in lowering the likelihood of low academic performance in Aboriginal students. Aboriginal students in the primary care of a person who had completed 13 or more years of schooling were around two times less likely (Odds Ratio 0.47; CI: 0.29–0.75) to be rated at low academic performance relative to students whose primary carer had 10 years of education.

Primary carer labour force status. Labour force participation by the primary carer was also found to be a significant predictor of Aboriginal students' academic performance. Students in the care of a primary carer who was not in the labour force were around 40 per cent more likely (Odds Ratio 1.37; CI: 1.08–1.76) to be rated at low academic performance compared with students whose primary carer was employed.



Primary carer's physical health. Aboriginal students in the care of a primary carer that suffered from a long term non-limiting medical condition were almost 40 per cent more likely (Odds Ratio 1.39; CI: 1.06–1.81) to have low academic performance relative to students whose primary carer did not suffer a long term medical condition.

Primary carer's mental health. Aboriginal students whose primary carer had made use of Mental Health Services in Western Australia were around 30 per cent more likely (Odds Ratio 1.32; CI: 1.01–1.73) to be rated at low academic performance than students whose primary carer had not accessed these services.

Primary carer forcibly separated from their natural family. Aboriginal students in the care of a primary carer who was forcibly separated from their natural family by a mission, the government or welfare were over 50 per cent more likely (Odds Ratio 1.56; CI: 1.07–2.29) to be at low academic performance compared with Aboriginal students whose primary carer had not been forcibly separated.

Primary carer attended an Aboriginal funeral in the last 12 months. Aboriginal students in the care of a primary carer who had not attended an Aboriginal funeral in the last 12 months were almost 1.3 times less likely (Odds Ratio 0.77; CI: 0.60–1.00) to be rated at low academic performance than students whose primary carer attended an Aboriginal funeral.



FIGURE 6.7: ABORIGINAL STUDENTS AGED 4–17 YEARS — LIKELIHOOD OF BEING AT LOW ACADEMIC PERFORMANCE, ASSOCIATED WITH CARER FACTORS

| <i>Parameter</i> | <i>Odds Ratio</i> | <i>95% CI</i> |
|--|-------------------|---------------|
| Sex | | |
| Males | 2.17 | (1.75 - 2.69) |
| Females | 1.00 | |
| Age group | | |
| 4–7 years | 1.00 | |
| 8–11 years | 1.39 | (1.08 - 1.80) |
| 12–14 years | 1.60 | (1.18 - 2.17) |
| 15–17 years | 0.76 | (0.50 - 1.15) |
| Level of Relative Isolation | | |
| None | 1.00 | |
| Low | 0.86 | (0.65 - 1.15) |
| Moderate | 1.10 | (0.76 - 1.60) |
| High | 2.36 | (1.41 - 3.95) |
| Extreme | 2.54 | (1.38 - 4.67) |
| Primary carer level of education | | |
| Did not attend school | 2.28 | (0.97 - 5.36) |
| 1–9 years education | 1.48 | (1.09 - 2.00) |
| 10 years education | 1.00 | |
| 11–12 years education | 1.09 | (0.83 - 1.42) |
| 13 or more years education | 0.47 | (0.29 - 0.75) |
| Not stated | 1.21 | (0.89 - 1.63) |
| Primary carer labour force status | | |
| Unemployed | 1.29 | (0.89 - 1.88) |
| Employed | 1.00 | |
| Not in labour force | 1.37 | (1.08 - 1.76) |
| Not stated | 1.21 | (0.89 - 1.63) |
| Whether primary carer has a medical condition lasting six months or more | | |
| No medical condition | 1.00 | |
| Medical condition – not limiting | 1.39 | (1.06 - 1.81) |
| Medical condition – limiting | 1.04 | (0.74 - 1.47) |
| Not stated | 1.21 | (0.89 - 1.63) |
| Primary carer has had contact with Mental Health Services in Western Australia? | | |
| No | 1.00 | |
| Yes | 1.32 | (1.01 - 1.73) |
| Consent for record linkage not given | 0.42 | (0.19 - 0.92) |
| Primary carer forcibly separated from natural family? | | |
| Not separated | 1.00 | |
| Separated | 1.56 | (1.07 - 2.29) |
| Not known | 0.86 | (0.46 - 1.61) |
| Not applicable | 0.56 | (0.41 - 0.77) |
| Primary carer attended an Aboriginal funeral in the last 12 months? | | |
| No | 0.77 | (0.60 - 1.00) |
| Yes | 1.00 | |
| Not stated | 1.21 | (0.89 - 1.63) |



ABORIGINAL STUDENTS ACADEMIC PERFORMANCE: INTERNATIONAL COMPARISONS

Wide inequalities in educational outcomes are evident for Australian Aboriginal people. In Chapter 5, international evidence was presented showing that the level of educational disparity between Australian Aboriginal students and the general population was two to three times greater than that of Māori, Native American and Canadian First nations students. Findings later in this chapter (see commentary box entitled *Factors that influence the academic performance of Aboriginal students*) suggest that three key factors are associated with improvements in the academic performance of Aboriginal students. These include:

- ◆ School attendance
- ◆ Carer education
- ◆ Risk of clinically significant emotional or behavioural difficulties.

International comparisons of selected Indigenous students with Australian Aboriginal students suggest that Indigenous students living in Canada, New Zealand and the United States have better school attendance and levels of carer education relative to Australian Aboriginal students. As noted in Chapter 4, Māori students in New Zealand, American Indian and Alaskan Native students all had better levels of school attendance than Aboriginal students in Western Australia. Comparisons between Australia and New Zealand based on 2001 Census data also show that the proportion of New Zealand Māoris aged 18–24 years who have a Year 12 education or equivalent is around 36 per cent. This is 7 percentage points higher than the corresponding proportion for Australian Aboriginal people (29 per cent).^{7,8} Unfortunately, very few international comparisons can be made between Indigenous children's emotional or behavioural difficulties and comparable data from the WAACHS. However, respondents in the *Canadian First Nations and Inuit Regional Health Survey* reported that about 17 per cent of their children had emotional or behavioural difficulties in the last six months.⁹ This proportion is in line with findings from the WAACHS.

As later results in this chapter show, good school attendance and carer education are two key drivers of the academic performance of Australian Aboriginal students. The international comparisons described here, along with statistical modelling, strongly suggest that improvements in Aboriginal students' school attendance, emotional and behavioural wellbeing and carer education are critical for improvements in levels of academic performance.

Findings from Volume Two also highlighted that, in general, Indigenous peoples in Canada, New Zealand and the United States enjoy better outcomes on a range of health and socioeconomic indicators relative to Australian Aboriginal peoples. There is also evidence that these countries have done more to advance life outcomes of their Indigenous people in the last thirty years than Australia.^{6,10} Advancing life outcomes for Australian Aboriginal students on a range of these indicators may be a necessary first step before substantial improvements in academic performance can be achieved. There could be value in assessing how the lessons from these overseas jurisdictions could be applied to improving the performance of Australian Aboriginal students.



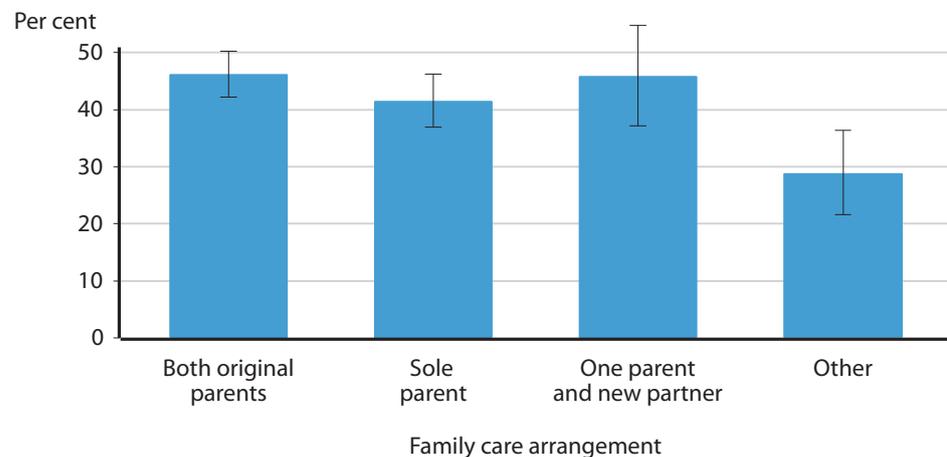
FAMILY AND HOUSEHOLD ENVIRONMENT FACTORS AND ACADEMIC PERFORMANCE

FAMILY ENVIRONMENT

Family care arrangement

The highest proportion of students at average or above average academic performance were living in households where family care arrangements included both original parents (46.1 per cent; CI: 42.2%–50.2%). This was significantly higher than the proportion who were cared for by ‘other’ family care arrangements (e.g. aunts/uncles) (28.8 per cent; CI: 21.6%–36.4%) (Figure 6.8). No significant difference in academic performance was found where the care arrangements in the household included both original parents, a sole parent, or one parent and a new partner.

FIGURE 6.8: ABORIGINAL STUDENTS AGED 4–17 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY FAMILY CARE ARRANGEMENT



Source: Table 6.32

Family functioning

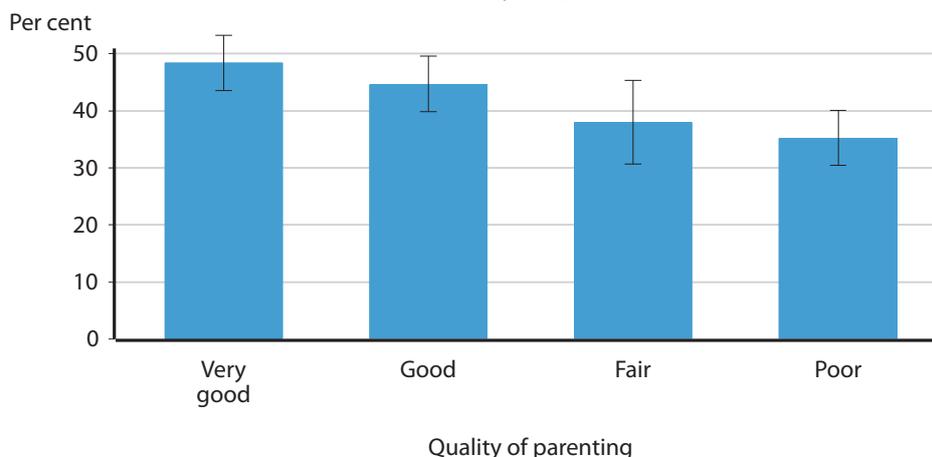
No significant association was found between family functioning (see *Glossary*) and academic performance (Table 6.33). However, there does appear to be a trend towards a higher proportion of students at average or above average academic performance as family functioning is classified from poor to very good.

Quality of parenting

Quality of parenting (see *Glossary*) by the carers of Aboriginal students was associated with academic performance. Almost half of all students (48.4 per cent; CI: 43.5%–53.2%) were rated at average or above average academic performance where their primary carer’s parenting quality was rated as very good. This was significantly higher than the one in three students (35.1 per cent; CI: 30.5%–40.1%) rated at average or above average academic performance where their carer’s quality of parenting was poor (Figure 6.9).



FIGURE 6.9: ABORIGINAL STUDENTS AGED 4–17 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY QUALITY OF PARENTING



Source: Table 6.34

Associations with other family factors

No significant association was found between number of life stress events experienced and academic performance (Table 6.35). Nor was any association found between family financial strain and academic performance (Table 6.36).

HOUSEHOLD ENVIRONMENT

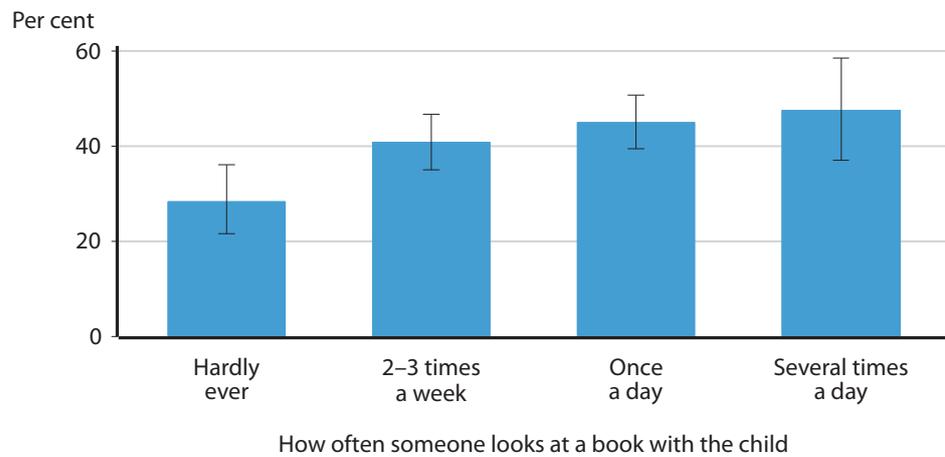
Reading a book with the child at home

Where children were aged 4–11 years, carers were asked how often someone from the household looked at a book with the child. This type of involvement in a child’s education was found to be associated with academic performance.

Where someone from the household looked at a book several times a day with the child, the proportion of students at average or above average academic performance was 47.8 per cent (CI: 37.6%–59.2%). Where someone looked at a book with the child once a day, 45.6 per cent (CI: 40.1%–51.4%) were at average or above average academic performance. Both of these proportions were significantly higher than the corresponding proportion where someone from the household hardly ever looked at a book with the child (28.6 per cent; CI: 21.1%–36.3%) (Figure 6.10).



FIGURE 6.10: STUDENTS AGED 4–11 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY HOW OFTEN SOMEONE FROM THE HOUSEHOLD LOOKS AT A BOOK WITH THE CHILD



Source: Table 6.37

Household occupancy level

Household occupancy levels (see *Glossary*) were strongly associated with academic performance. A higher proportion of students living in homes with low household occupancy levels (46.8 per cent; CI: 43.6%–50.0%) were found to be at average or above average academic performance compared with 30.0 per cent (CI: 25.6%–34.5%) of students living in homes with high household occupancy (Table 6.38).

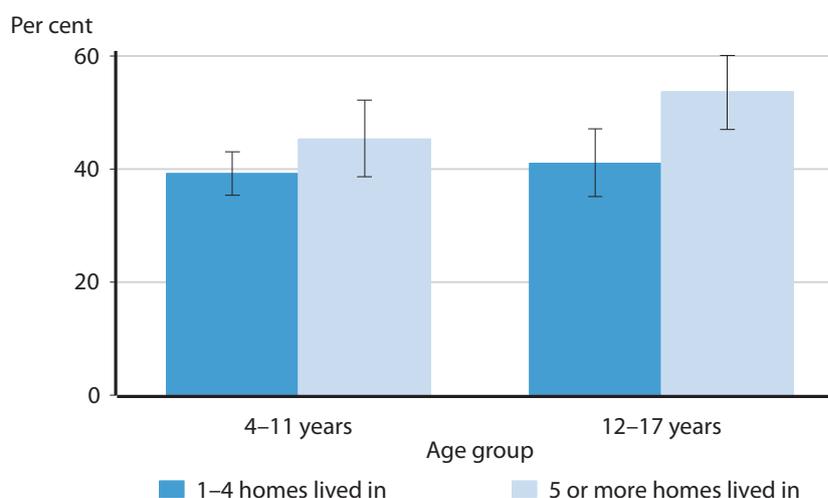
Number of different homes lived in

A higher proportion of students who had lived in five or more different homes since birth were rated at average or above average academic performance (48.9 per cent; CI: 44.3%–53.6%), than students who had lived in fewer than five different homes (39.8 per cent; CI: 36.6%–43.2%) (Table 6.39).

This result was most pronounced for students aged 12–17 years, where 53.7 per cent (CI: 47.0%–60.1%) of students who had lived in five or more homes were rated at average or above average academic performance. The corresponding proportion of those students who had lived in fewer than five homes since birth was 41.1 per cent (CI: 35.2%–47.2%). This difference was very close to reaching statistical significance (Figure 6.11).



FIGURE 6.11: STUDENTS AGED 4–17 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY AGE GROUP AND NUMBER OF DIFFERENT HOMES LIVED IN



Source: Table 6.39

Number of primary schools attended

Primary carers were asked how many primary schools and high schools their children had attended. Neither factor was significantly associated with academic performance (Tables 6.40, 6.41).

Parental encouragement of schooling

Aboriginal young people aged 12–17 years were asked how much encouragement they received from their parents/family for three items relating to schooling:

- ◆ to achieve good marks
- ◆ to attend school regularly
- ◆ to finish Year 12.

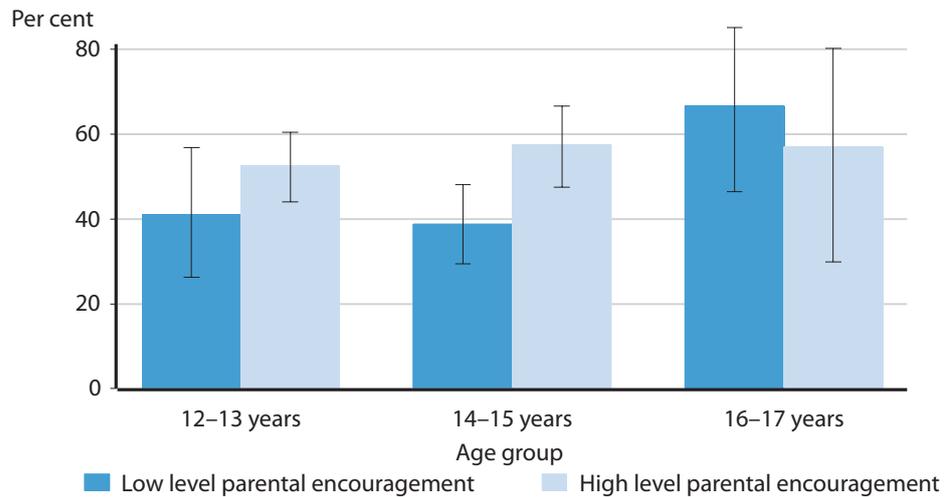
Young people were asked to rate each of these statements on a five point scale: ‘none’, ‘a little’, ‘some’, ‘quite a lot’, and ‘very much’. Based on these responses, Aboriginal young people were considered to have a high level of parental/family encouragement if they received quite a lot or very much encouragement for each of the three items. Otherwise, they were classified as receiving a low level of parental/family encouragement.

Over half of the students in families that had a high level of parental/family encouragement of schooling were rated at average or above average academic performance (54.9 per cent; CI: 48.7%–60.9%). The corresponding proportion for students who had a low level of parental/family encouragement was 42.9 per cent (CI: 34.8%–50.8%) (Table 6.42).



The importance of parental encouragement of schooling was most evident in younger age groups. A higher proportion of students aged 12–13 years and 14–15 years that had high levels of parental encouragement of schooling were rated at average or above average academic performance compared with the same age groups that had low levels of parental encouragement (Figure 6.12).

FIGURE 6.12: ABORIGINAL STUDENTS AGED 12–17 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY PARENTAL/FAMILY ENCOURAGEMENT OF SCHOOLING AND AGE GROUP



Source: Table 6.42

SOCIAL ENVIRONMENT OF THE HOUSEHOLD

Overuse of alcohol causes problems in the household

Primary carers were asked if overuse of alcohol caused problems in their household. Among those students whose carers reported such problems, 32.1 per cent (CI: 24.6%–40.9%) were rated at average or above average academic performance. This proportion was significantly lower than the 44.3 per cent (CI: 41.5%–47.2%) of students who were living in households where the overuse of alcohol did not cause problems (Table 6.43).

Gambling causes problems in the household

No association was found between gambling causing problems in the household and academic performance (Table 6.44).

Primary carer and partner/spouse argue with each other

No significant association was found between how often the primary carer and spouse/partner argued and academic performance (Table 6.45).

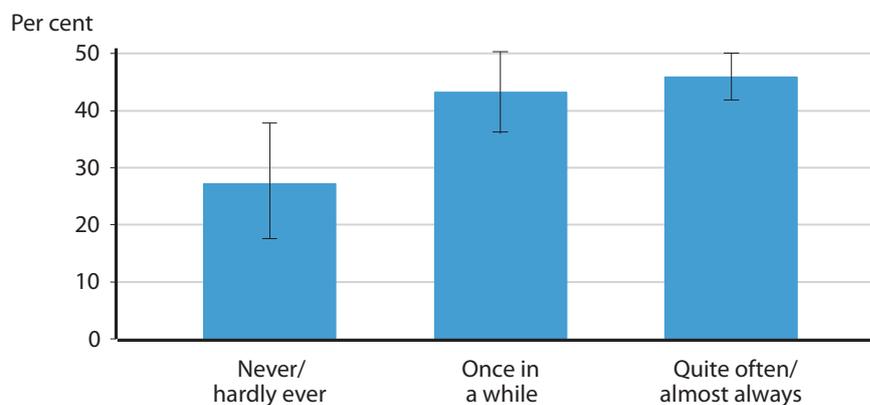
Primary carer and partner/spouse care for each other

For students living in families where the primary carer had a spouse or partner, a higher proportion were rated at average or above average academic performance (45.9 per cent; CI: 41.9%–50.1%) where the primary carer and spouse/partner ‘quite



often' or 'almost always' showed signs that they care for each other, compared with students in families where carers 'never' or 'hardly ever' showed signs that they care for each other (27.2 per cent; CI: 17.6%–37.8%) (Figure 6.13).

FIGURE 6.13: ABORIGINAL STUDENTS AGED 4–17 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY HOW OFTEN PRIMARY CARER AND SPOUSE/PARTNER SHOW SIGNS THAT THEY CARE FOR EACH OTHER



Source: Table 6.46

Home ownership

Home ownership was significantly associated with the academic performance of Aboriginal students. A higher proportion of students living in households that were either owned outright or being paid off (54.5 per cent; CI: 48.9%–60.0%) were at average or above average academic performance than students living in rented households (38.9 per cent; CI: 35.7%–42.1%) (Table 6.47).

MODELLING OVERALL ACADEMIC PERFORMANCE – ASSOCIATIONS WITH FAMILY AND HOUSEHOLD FACTORS

Multivariate logistic modelling was used to investigate the association between various family and household factors and low academic performance. After adjusting for students' sex, age and LORI, the following seven factors were found to be independently associated with low academic performance: family care arrangement; quality of parenting; how often someone from the household looks at a book with the student; level of household occupancy; number of homes lived in; whether gambling causes problems in the household; and home ownership (Figure 6.14).

Family care arrangement. Aboriginal students aged 4–17 years who were cared for by 'other' family care arrangements such as aunts/uncles were almost 70 per cent more likely (Odds Ratio 1.65; CI: 1.14–2.37) to be rated at low academic performance compared with students living with both original parents.



Quality of parenting. Students living in households where quality of parenting was poor were around 40 per cent more likely (Odds Ratio 1.41; CI: 1.05–1.89) to be rated at low academic performance than students living in households with very good quality of parenting.

How often someone from the household looks at a book with the student. Household involvement in learning was also an important factor associated with academic performance. Students aged 4–11 years where someone from the household hardly ever looked at a book with them were 65 per cent more likely (Odds Ratio 1.65; CI: 1.01–2.71) to be at low academic performance than students living in households where someone looked at a book with them several times a day.

Household occupancy level. Students living in households with a high level of household occupancy were almost one and a half times more likely (Odds Ratio 1.47; CI: 1.12–1.94) to be rated at low academic performance relative to students living in households with low household occupancy.

Number of homes lived in since birth. Residential mobility was also identified as another factor significantly associated with academic performance. Students who had lived in five or more homes were around 1.4 times less likely (Odds Ratio 0.73; CI: 0.57–0.92) to be rated at low academic performance compared with students who had lived in four or fewer homes.

Gambling causes problems in the household. Where gambling was a cause of problems in the household, students were around 1.8 times more likely (Odds Ratio 1.81; CI: 1.02–3.24) to be rated at low academic performance than students from households where gambling did not cause problems.

Home ownership. Compared with students living in households who were either owned outright or being paid off, students living in rented households were around one and a half times more likely (Odds Ratio 1.48; CI: 1.14–1.92) to be rated at low academic performance.



FIGURE 6.14: ABORIGINAL STUDENTS AGED 4–17 YEARS — LIKELIHOOD OF BEING AT LOW ACADEMIC PERFORMANCE, ASSOCIATED WITH DEMOGRAPHIC AND FAMILY AND HOUSEHOLD ENVIRONMENT FACTORS

| <i>Parameter</i> | <i>Odds Ratio</i> | <i>95% CI</i> |
|---|-------------------|---------------|
| Sex | | |
| Males | 2.08 | (1.69 - 2.58) |
| Females | 1.00 | |
| Age group | | |
| 4–7 years | 1.00 | |
| 8–11 years | 1.33 | (1.02 - 1.73) |
| 12–14 years | 2.39 | (1.26 - 4.52) |
| 15–17 years | 1.27 | (0.60 - 2.67) |
| Level of Relative Isolation | | |
| None | 1.00 | |
| Low | 0.80 | (0.60 - 1.06) |
| Moderate | 1.06 | (0.73 - 1.53) |
| High | 1.73 | (1.02 - 2.96) |
| Extreme | 2.01 | (1.06 - 3.79) |
| Family care arrangement | | |
| Both original parents | 1.00 | |
| Sole parent | 1.12 | (0.87 - 1.45) |
| One original parent and new partner | 1.06 | (0.71 - 1.59) |
| Other (e.g. aunts/uncles) | 1.65 | (1.14 - 2.37) |
| Quality of parenting | | |
| Very good | 1.00 | |
| Good | 1.18 | (0.90 - 1.55) |
| Fair | 1.28 | (0.91 - 1.80) |
| Poor | 1.41 | (1.05 - 1.89) |
| How often someone looks at a book with the child (children aged 4–11 years only) | | |
| Several times a day | 1.00 | |
| Once a day | 1.15 | (0.74 - 1.78) |
| 2–3 times a week | 1.23 | (0.78 - 1.93) |
| Hardly ever | 1.65 | (1.01 - 2.71) |
| Not applicable | 0.78 | (0.37 - 1.64) |
| Household occupancy level | | |
| Low | 1.00 | |
| High | 1.47 | (1.12 - 1.94) |
| Not stated | 1.10 | (0.78 - 1.54) |
| Number of homes lived in since birth | | |
| 1–4 homes | 1.00 | |
| 5 or more homes | 0.73 | (0.57 - 0.92) |
| Gambling causes problems in the household? | | |
| No | 1.00 | |
| Yes | 1.81 | (1.02 - 3.24) |
| Not stated | 1.10 | (0.78 - 1.54) |
| Home ownership | | |
| Owned or being paid off | 1.00 | |
| Rented | 1.48 | (1.14 - 1.92) |
| Other | 1.10 | (0.57 - 2.10) |
| Not stated | 1.10 | (0.78 - 1.54) |



SCHOOL ENVIRONMENT AND ACADEMIC PERFORMANCE

SCHOOL ENVIRONMENT FACTORS

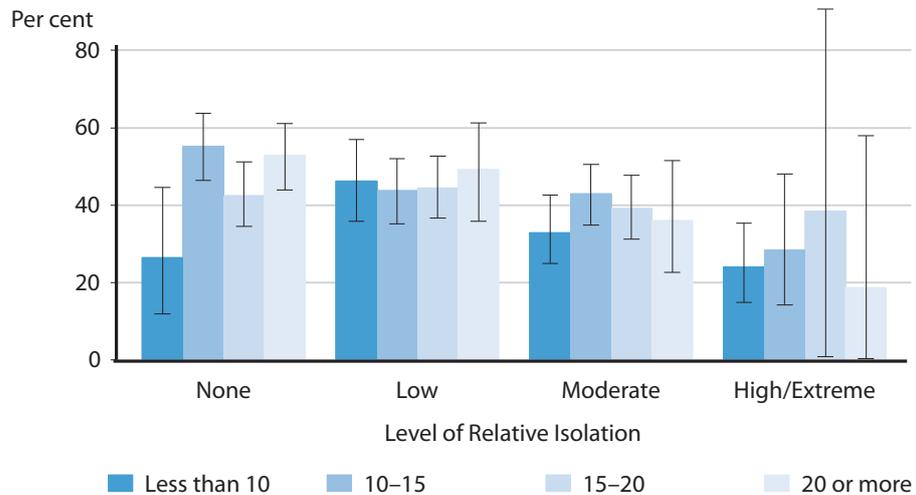
Student to teacher ratio

The ratio of students to teachers is one measure of teacher and student interaction in the classroom. In this publication it has been calculated as the ratio of number of students attending a surveyed school to the number of full-time equivalent teaching staff at the school (see *Chapter 3* for more details).

The student to teacher ratio has been analysed in the context of student’s academic performance. Almost half of students (48.2 per cent; CI: 41.6%–54.4%) attending schools where the student to teacher ratio was 20 or more were rated at average or above average academic performance. This was significantly higher than the 28.9 per cent (CI: 23.1%–35.6%) of students rated at average or above average academic performance who attended schools where the student to teacher ratio was less than 10 (Table 6.48).

The association between the student to teacher ratio and academic performance was most evident in the Perth metropolitan area (no relative isolation) (Figure 6.15).

FIGURE 6.15: ABORIGINAL STUDENTS AGED 4–17 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY STUDENT TO TEACHER RATIO AND LEVEL OF RELATIVE ISOLATION



Source: Table 6.49

Teachers new to teaching

No association was found between the proportion of teaching staff new to teaching and academic performance (Table 6.50).

Staff new to school

Academic performance was also investigated in terms of the proportion of total staff new to the school this year. This factor was significantly associated with Aboriginal students’ academic performance. For those students attending schools where 15 per



cent or more of staff were new to the school, a little under four in ten students (37.7 per cent; CI: 33.3%–42.3%) were found to be at average or above average academic performance. This was significantly lower than the corresponding proportion of students attending schools where less than 15 per cent of staff were new to the school (45.9 per cent; CI: 42.3%–49.5%) (Table 6.51).

School attendance

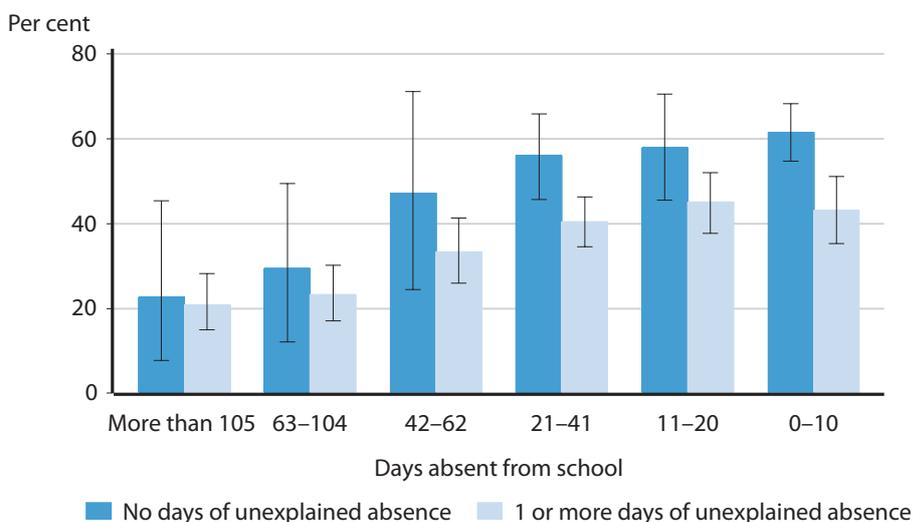
School attendance was significantly associated with academic performance. Among students who were absent from school for 10 days or less, 55.8 per cent (CI: 50.4%–60.9%) were rated at average or above average academic performance. This was significantly higher than the 21.0 per cent (CI: 15.3%–27.7%) of students rated at average or above average academic performance who were absent from school for 105 days or more, or the 23.9 per cent (CI: 18.2%–30.6%) of students who were absent from school between 63 and 104 days (Table 6.52).

Unexplained absence

Unexplained absence from school was also significantly associated with academic performance. A higher proportion of Aboriginal students who had more than 10 days of unexplained absence were rated at low academic performance (68.2 per cent; CI: 64.2%–71.8%) compared with students that had no unexplained absence (43.2 per cent; CI: 38.3%–48.0%) (Table 6.53).

Irrespective of the number of days of absence from school, the proportion of students at average or above average academic performance was consistently higher where none of these absences were unexplained. For example, for students absent from school for 10 days or less, the proportion of students rated at average or above average academic performance who had no days of unexplained absence was 61.5 per cent (CI: 54.8%–68.3%), significantly higher than the 43.2 per cent (CI: 35.3%–51.2%) of students with at least one day of unexplained absence (Figure 6.16).

FIGURE 6.16: ABORIGINAL STUDENTS AGED 4–17 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY DAYS ABSENT FROM SCHOOL AND NUMBER OF DAYS OF UNEXPLAINED ABSENCE



Source: Table 6.54



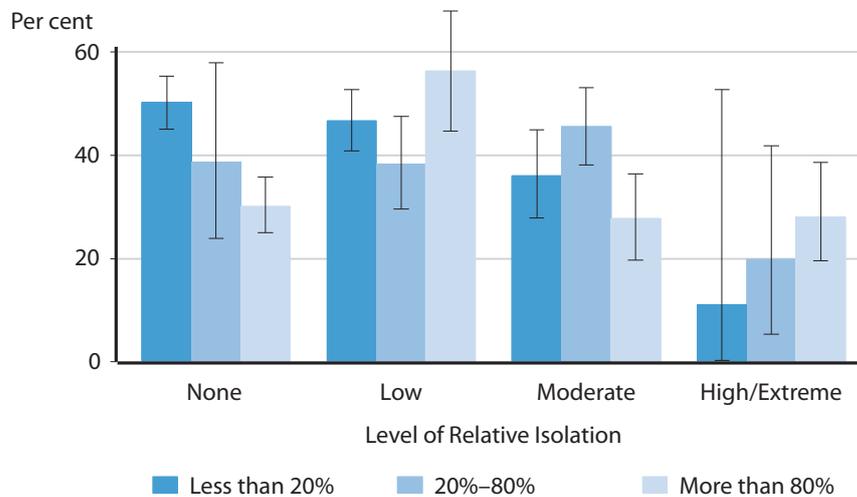
Proportion of students who are Aboriginal

The number of Aboriginal students as a proportion of the total school student population was significantly associated with students academic performance. For schools where Aboriginal students made up less than 20 per cent of total student numbers, 46.9 per cent (CI: 43.4%–50.6%) of Aboriginal students were rated at average or above average academic performance. In contrast, 29.3 per cent (CI: 23.4%–36.2%) of Aboriginal students attending schools where the proportion of Aboriginal students was in excess of 80 per cent were rated at average or above average academic performance (Table 6.55).

This result was most pronounced in the Perth metropolitan area, where one in two Aboriginal students (50.3 per cent; CI: 45.1%–55.4%) that attended schools where the proportion of Aboriginal students in the school was less than 20 per cent were rated at average or above average academic performance. This was significantly higher than the three in ten students (30.1 per cent; CI: 25.0%–35.8%) rated at average or above average that attended schools where the proportion of Aboriginal students was 80 per cent or more.

In areas of high/extreme isolation this result was reversed, where there was a trend towards higher proportions of students at average or above average academic performance as the proportion of Aboriginal students increased. However, these differences were not statistically significant (Figure 6.17).

FIGURE 6.17: ABORIGINAL STUDENTS AGED 4–17 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY PROPORTION OF STUDENTS WHO ARE ABORIGINAL AND LEVEL OF RELATIVE ISOLATION



Source: Table 6.56

Carer involvement in schooling

No significant association was found between academic performance and the school principal’s rating of Aboriginal parents’ involvement in school activities and children’s learning (Table 6.57).



School principal's assessment of learning, teaching and support programmes

No significant association was found between academic performance and an index of principal's assessment of learning, teaching and support programmes for all students (Table 6.58) or an index for Aboriginal students (Table 6.59). For further information on the principal's assessment of learning, teaching and support programmes, see *Appendix C – Measures derived from multiple responses and scales*.

Professional Development and curriculum activities

Overall academic performance was also analysed by whether schools had implemented Professional Development programmes. For further details of these Professional Development programmes, see Chapter 3.

Around six in ten (58.6 per cent; CI: 46.8%–70.3%) students attending schools that had not implemented one or more of eight Professional Development programmes were rated at average or above average academic performance. This was significantly higher than the 41.3 per cent (CI: 38.4%–44.2%) of students attending schools that had implemented at least one Professional Development programme (Table 6.60).

The same trend was found when overall academic performance was analysed by the number of Professional Development programmes implemented (Table 6.61).

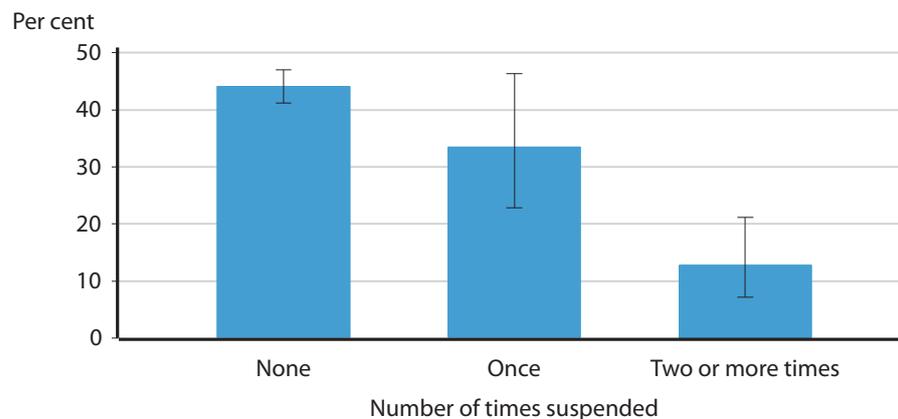
School suspension

Of those students who had not been suspended during the school year, 44.1 per cent (CI: 41.2%–47.0%) were rated at average or above average academic performance. This was significantly higher than the 25.1 per cent (CI: 17.9%–33.7%) rated at average or above average academic performance who had been suspended from school during the school year (Table 6.62).

The impact of school suspension on academic performance has been further analysed by the number of suspensions from school during the year. A lower proportion of students who had been suspended on two or more occasions (12.8 per cent; CI: 7.1%–21.2%) were rated at average or above average academic performance than students who had not been suspended (44.1 per cent; CI: 41.2%–47.0%) (Figure 6.18).



FIGURE 6.18: ABORIGINAL STUDENTS AGED 4–17 YEARS — PROPORTION AT AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY NUMBER OF TIMES SUSPENDED FROM SCHOOL



Source: Table 6.63

Repeating a grade

A higher proportion of students who had repeated a grade were rated at low academic performance (82.5 per cent; CI: 72.5%–89.4%) than students who had not repeated a grade (56.6 per cent; CI: 53.8%–59.5%) (Table 6.64).

Removal from formal instruction

A higher proportion of students who were frequently removed from formal instruction were rated at low academic performance (83.5 per cent; CI: 75.8%–89.5%) compared with students who had never been removed from formal instruction (52.2 per cent; CI: 48.9%–55.4%) (Table 6.65).

Exclusion from school

No association was found between exclusion from school and academic performance (Table 6.66).

School has ASSPA or AIEO

No significant association between academic performance and whether the school has an Aboriginal Student Support and Parent Awareness (ASSPA) committee (Table 6.67) or AIEO (Table 6.68) was found. The AIEO programme is discussed in more detail in the commentary box entitled *Aboriginal and Islander Education Officers (AIEOs) and Aboriginal Teaching Aides (ATAs)* in Chapter 2.

Socioeconomic status of the school

A Socioeconomic Index for schools (see *Glossary*), ranking the socioeconomic status of government schools, was provided by the Western Australian Department of Education and Training. A significantly higher proportion of Aboriginal students attending schools ranked in the lowest Socioeconomic Index Quintile were rated at low academic performance (70.2 per cent; CI: 63.9%–76.1%) compared with students attending schools ranked in the highest Socioeconomic Index Quintile (52.5 per cent; CI: 44.4%–60.7%) (Table 6.69).



MODELLING OVERALL ACADEMIC PERFORMANCE – ASSOCIATIONS WITH SCHOOL ENVIRONMENT FACTORS

A multivariate logistic regression model was estimated to investigate the independent effects of various school environment factors analysed previously on the probability of having low academic performance. Independently of a student's sex, age, LORI and school type, seven factors were found to be associated with the likelihood of low academic performance. These included: student to teacher ratio, school attendance, unexplained absence from school, implementation of professional development programmes, suspension from school, repeating a grade and how often a student was removed from formal instruction. Figure 6.19 presents the results of this modelling.

Student to teacher ratio. The ratio of students to teachers was found to be a factor associated with academic performance. Students who attended schools where the student to teacher ratio was 20 or more were around two and a half times less likely (Odds Ratio 0.41; CI: 0.25–0.67) to have low academic performance, relative to students attending schools where this ratio was less than 10.

School attendance. School attendance was found to be a significant factor in explaining academic performance. Relative to students who were absent from school for 10 days or less, students absent from school for 105 days or more were over three times more likely (Odds Ratio 3.06; CI: 1.70–5.51) to have low academic performance. Students who were absent between 63 and 104 days were also around three times more likely (Odds Ratio 3.11; CI: 1.88–5.15) to be rated at low academic performance relative to students that were absent from school for 10 days or less.

Unexplained absence from school. Over and above the impact of school attendance, unexplained absence from school was a significant predictor of low academic performance. Students that had more than 10 days of unexplained absence were almost two times more likely (Odds Ratio 1.93; CI: 1.42–2.63) to be rated at low academic performance than students that had no unexplained absence.

Implementation of Professional Development programmes. Students who attended schools that had not implemented a Professional Development programme were around 1.75 times less likely (Odds Ratio 0.57; CI: 0.37–0.86) to have low academic performance, relative to students attending schools that had implemented one or more Professional Development programmes.

Student suspended from school. Students who had been suspended from school on two occasions or more were almost three times more likely (Odds Ratio 2.80; CI: 1.16–6.80) to have low academic performance compared with students who had not been suspended. Although, less than one in twenty Aboriginal students had experienced two or more suspensions (3.4 per cent; CI: 2.6%–4.3%).

Student ever repeated a grade. Students who had repeated a grade at their current school were over three times more likely (Odds Ratio 3.50; CI: 1.75–6.99) to be rated at low academic performance than students who had not repeated a grade.

Removal of student from formal instruction due to misbehaviour. Students who were frequently removed from class due to their behaviour were almost three times more likely (Odds Ratio 2.87; CI: 1.27–6.52) to have low academic performance than students who had not been removed.



FIGURE 6.19: STUDENTS AGED 4–17 YEARS — LIKELIHOOD OF BEING AT LOW ACADEMIC PERFORMANCE, ASSOCIATED WITH SCHOOL ENVIRONMENT FACTORS

| <i>Parameter</i> | <i>Odds Ratio</i> | <i>95% CI</i> |
|--|-------------------|---------------|
| Sex | | |
| Males | 1.81 | (1.45 - 2.28) |
| Females | 1.00 | |
| Age group | | |
| 4–7 years | 1.00 | |
| 8–11 years | 1.33 | (1.02 - 1.74) |
| 12–14 years | 1.13 | (0.80 - 1.59) |
| 15–17 years | 0.58 | (0.37 - 0.91) |
| Level of Relative Isolation | | |
| None | 1.00 | |
| Low | 0.79 | (0.58 - 1.07) |
| Moderate | 0.89 | (0.60 - 1.33) |
| High | 1.38 | (0.79 - 2.44) |
| Extreme | 2.09 | (1.08 - 4.02) |
| Category of school | | |
| Government school | 1.00 | |
| Catholic school | 1.61 | (1.08 - 2.39) |
| Independent school | 3.22 | (1.74 - 5.95) |
| Aboriginal community governed school | 1.24 | (0.51 - 3.01) |
| Student to teacher ratio | | |
| Less than 10 | 1.00 | |
| 10–15 | 0.47 | (0.31 - 0.71) |
| 15–20 | 0.56 | (0.35 - 0.88) |
| 20 or more | 0.41 | (0.25 - 0.67) |
| Days absent from school | | |
| More than 105 days | 3.06 | (1.70 - 5.51) |
| 63–104 days | 3.11 | (1.88 - 5.15) |
| 42–62 days | 1.84 | (1.19 - 2.86) |
| 21–41 days | 1.30 | (0.92 - 1.84) |
| 11–20 days | 1.18 | (0.84 - 1.65) |
| 0–10 days | 1.00 | |
| Number of days of unexplained absence | | |
| None | 1.00 | |
| 1–10 | 1.88 | (1.37 - 2.58) |
| More than 10 | 1.93 | (1.42 - 2.63) |
| Have one or more Professional Development programmes been implemented at the school | | |
| No | 0.57 | (0.37 - 0.86) |
| Yes | 1.00 | |
| Number of times suspended from school this year | | |
| Not suspended | 1.00 | |
| Suspended once | 0.93 | (0.50 - 1.74) |
| Suspended twice or more | 2.80 | (1.16 - 6.80) |
| Student ever repeated a grade | | |
| No | 1.00 | |
| Yes | 3.50 | (1.75 - 6.99) |
| Student removed from class due to misbehaviour this year | | |
| Never | 1.00 | |
| Rarely | 1.50 | (1.06 - 2.13) |
| Sometimes | 1.66 | (1.08 - 2.55) |
| Frequently | 2.87 | (1.27 - 6.52) |



RELATIVE IMPORTANCE OF STUDENT, CARER, FAMILY AND HOUSEHOLD AND SCHOOL ENVIRONMENT FACTORS IN EXPLAINING LOW ACADEMIC PERFORMANCE

Throughout this chapter, the factors associated with low academic performance have been analysed within a multivariate logistic modelling framework. Separate modelling was undertaken for student factors; carer factors; family and household factors; and school environment factors. Analysing each group of factors using the modelling approach allows for a more accurate reflection of the relative importance of each factor on the likelihood of low academic performance because each model adjusts for the independent effects of the other variables in the model.

A final global model that incorporates factors from across the student, carer, family and household, and school environment domains has also been developed. All of the factors that were found to be significantly associated with the likelihood of low academic performance in the separate student, carer, family and household, and school environment level models were tested for inclusion in the global model. In the final model, not all of the variables previously examined were found to have a significant effect on Aboriginal students' low academic performance.

Factors eliminated from the final model included:

- ◆ **Student factors.** Substance use during pregnancy; and whether the child had seen a doctor in the past six months
- ◆ **Carer factors.** Primary carer's physical health; primary carer contact with Mental Health Services in Western Australia; and primary carer forced separation from their natural family by a mission, the government or welfare
- ◆ **Family and household factors.** Family care arrangement; quality of parenting; how often someone from the household looks at a book with the student; household occupancy level; and home ownership
- ◆ **School environment factors.** Implementation of professional development programmes; and removal of the student from formal instruction.

Although these factors were not retained in the final model, this does not mean that these factors are not associated with low academic performance. For instance, results in *Chapter 4 – Attendance at school* showed that school attendance was strongly associated with how often someone from the household looked at a book with the student. When both of these variables were included in the final model, school attendance was found to be the most significant predictor of low academic performance. However, how often someone from the household looks at a book with the student is a contributing factor to Aboriginal students' school attendance which, in turn, impacts on academic performance.

Independently of a student's sex, age, LORI and school type, 16 factors were identified as significant predictors of low academic performance. They were:

- ◆ **Student factors.** Speech difficulties; functional limitations; risk of clinically significant emotional or behavioural difficulties; main language spoken in the classroom; where the student does homework; and whether the carer has seen the class teacher about a problem the student was having at school.
- ◆ **Carer factors.** Primary carer education, labour force status and attendance at an Aboriginal funeral in the last 12 months.



- ◆ **Family and household factors.** Number of homes lived in; and whether gambling causes problems in the household.
- ◆ **School environment factors.** Student to teacher ratio; days absent from school; unexplained absence from school; school suspension, and repeating a year at school.

Data modelling found that in terms of **student factors**:

- ◆ Males were around 1.8 times more likely (Odds Ratio 1.75; CI: 1.38–2.22) as females to have low academic performance.
- ◆ Students aged 12–14 years were around one and a half times more likely (Odds Ratio 1.47; CI: 1.01–2.12) to have low academic performance than 4–7 year-olds.
- ◆ Students attending Independent schools were almost four times more likely (Odds Ratio 3.90; CI: 1.97–7.71) to have low academic performance than students attending Government schools. As noted in Chapter 5, there are differences between Government, Catholic and Independent schools in terms of their location (e.g. relative isolation) and the student populations they serve that may also be driving this result.
- ◆ Students who had trouble saying certain sounds were 1.5 times more likely (Odds Ratio 1.57; CI: 1.07–2.30) to have low academic performance.
- ◆ A student with functional limitations was nearly seven times more likely (Odds Ratio 6.93; CI: 2.20–22.00) to have low academic performance relative to students who did not suffer such limitations.
- ◆ Students at high risk of clinically significant emotional or behavioural difficulties were almost three times more likely (Odds Ratio 2.75; CI: 1.89–4.00) to have low academic performance compared with students at low risk.
- ◆ Students who spoke Aboriginal English in the classroom were over two times more likely (Odds Ratio 2.42; CI: 1.55–3.79) to be rated at low academic performance than students who spoke English in the classroom.
- ◆ Students who usually did their homework or study in homework classes were around two times more likely (Odds Ratio 2.15; CI: 1.49–3.10) to have low academic performance relative to students who usually studied at home.
- ◆ Students whose carers had seen the class teacher in the last six months about a problem the student was having at school were around one and a half times more likely (Odds Ratio 1.47; CI: 1.10–1.95) to be rated at low academic performance compared with students whose carers had not seen the class teacher about a problem.

Data modelling found that in terms of **carer factors**:

- ◆ Students in the primary care of a person who completed 13 or more years of education were over two times less likely (Odds Ratio 0.46; CI: 0.27–0.78) to have low academic performance than students whose primary carer had between 1–9 years of education.



- ◆ The students of primary carers who were not in the labour force were 35 per cent more likely (Odds Ratio 1.35; CI: 1.03–1.76) to have low academic performance relative to students whose primary carer was employed.
- ◆ Students whose primary carer had not attended an Aboriginal funeral in the last 12 months were around 1.4 times less likely (Odds Ratio 0.72; CI: 0.55–0.94) to be rated at low academic performance relative to students whose primary carer had attended an Aboriginal funeral.

Data modelling found that in terms of **family and household factors**:

- ◆ Students who had lived in five or more homes since birth were around 1.4 times less likely (Odds Ratio 0.73; CI: 0.56–0.95) to be rated at low academic performance compared with students that had lived in four or less homes.
- ◆ Students living in households where gambling was a cause of problems were over twice as likely (Odds Ratio 2.12; CI: 1.11–4.03) to have low academic performance relative to students living in households where gambling did not cause problems.

Data modelling found that in terms of **school environment factors**:

- ◆ Students attending schools where the student to teacher ratio was more than 20 were 1.8 times less likely (Odds Ratio 0.56; CI: 0.33–0.96) to have low academic performance compared with students attending schools where this ratio was 10 or less.
- ◆ Students absent from school for 105 days or more were over two times more likely (Odds Ratio 2.16; CI: 1.16–4.04) to have low academic performance relative to students who were absent for 10 days or less.
- ◆ Students who had more than 10 days of unexplained absence were almost twice as likely (Odds ratio 1.80; CI: 1.29–2.51) to have low academic performance than students who did not have any unexplained absence.
- ◆ Students suspended from school at least twice were over three times more likely (Odds Ratio 3.45; CI: 1.42–8.36) to have low academic performance than students who had never been suspended.
- ◆ Students who had repeated a grade were over three times more likely (Odds Ratio 3.57; CI: 1.71–7.46) to have low academic performance than students who had not repeated a grade.



FIGURE 6.20: STUDENTS AGED 4–17 YEARS — LIKELIHOOD OF BEING AT LOW ACADEMIC PERFORMANCE, ASSOCIATED WITH STUDENT, CARER, FAMILY AND HOUSEHOLD, AND SCHOOL ENVIRONMENT FACTORS

| Parameter | Odds Ratio | 95% CI |
|---|------------|----------------|
| Sex | | |
| Males | 1.75 | (1.38 - 2.22) |
| Females | 1.00 | |
| Age group | | |
| 4–7 years | 1.00 | |
| 8–11 years | 1.36 | (1.02 - 1.83) |
| 12–14 years | 1.47 | (1.01 - 2.12) |
| 15–17 years | 0.71 | (0.43 - 1.16) |
| Level of Relative Isolation | | |
| None | 1.00 | |
| Low | 0.84 | (0.62 - 1.15) |
| Moderate | 0.92 | (0.61 - 1.40) |
| High | 1.15 | (0.62 - 2.12) |
| Extreme | 1.81 | (0.85 - 3.85) |
| Category of school | | |
| Government | 1.00 | |
| Catholic | 1.47 | (0.97 - 2.22) |
| Independent | 3.90 | (1.97 - 7.71) |
| Aboriginal community governed | 1.12 | (0.47 - 2.68) |
| Whether child has difficulty saying certain sounds | | |
| No | 1.00 | |
| Yes | 1.57 | (1.07 - 2.30) |
| Whether child needs help with basic activities of daily living | | |
| No | 1.00 | |
| Yes | 6.93 | (2.20 - 22.00) |
| Teacher assessed risk of clinically significant emotional or behavioural difficulties | | |
| Low | 1.00 | |
| Moderate | 3.49 | (2.42 - 5.04) |
| High | 2.75 | (1.89 - 4.00) |
| Main language spoken in the classroom | | |
| English | 1.00 | |
| Aboriginal English | 2.42 | (1.55 - 3.79) |
| Kriol/Creole | 2.92 | (0.70 - 11.80) |
| Aboriginal language | 1.31 | (0.42 - 4.09) |
| Other | 0.40 | (0.06 - 2.54) |
| Where child usually does homework | | |
| Doesn't do homework | 0.76 | (0.30 - 1.89) |
| Home | 1.00 | |
| At school (unsupervised) | 0.98 | (0.44 - 2.18) |
| Homework classes | 2.15 | (1.49 - 3.10) |
| Somewhere else | 0.57 | (0.18 - 1.77) |
| Not stated | 0.87 | (0.60 - 1.24) |
| Primary carer or partner needed to see the class teacher in the last 6 months? | | |
| No | 1.00 | |
| Yes | 1.47 | (1.10 - 1.95) |
| Not stated | 0.41 | (0.10 - 1.69) |

Continued...



FIGURE 6.20 (continued): STUDENTS AGED 4–17 YEARS — LIKELIHOOD OF BEING AT LOW ACADEMIC PERFORMANCE, ASSOCIATED WITH STUDENT, CARER, FAMILY AND HOUSEHOLD, AND SCHOOL ENVIRONMENT FACTORS

| <i>Parameter</i> | <i>Odds Ratio</i> | <i>95% CI</i> |
|--|-------------------|---------------|
| Primary carer level of educational | | |
| Did not attend school | 2.08 | (0.81 - 5.33) |
| 1–9 years education | 1.47 | (1.06 - 2.03) |
| 10 years education | 1.00 | |
| 11–12 years education | 1.14 | (0.85 - 1.53) |
| 13 or more years education | 0.46 | (0.27 - 0.78) |
| Not stated | 1.00 | (0.76 - 1.32) |
| Primary carer labour force status | | |
| Unemployed | 1.07 | (0.71 - 1.60) |
| Employed | 1.00 | |
| Not in labour force | 1.35 | (1.03 - 1.76) |
| Not stated | 1.00 | (0.76 - 1.32) |
| Primary carer attended an Aboriginal funeral in the last 12 months? | | |
| No | 0.72 | (0.55 - 0.94) |
| Yes | 1.00 | |
| Not stated | 1.00 | (0.76 - 1.32) |
| Number of homes lived in since birth | | |
| 1–4 homes | 1.00 | |
| 5 or more homes | 0.73 | (0.56 - 0.95) |
| Gambling causes problems in the household? | | |
| No | 1.00 | |
| Yes | 2.12 | (1.11 - 4.03) |
| Not stated | 1.00 | (0.76 - 1.32) |
| Student to teacher ratio | | |
| Less than 10 | 1.00 | |
| 10–15 | 0.60 | (0.38 - 0.93) |
| 15–20 | 0.82 | (0.50 - 1.34) |
| 20 or more | 0.56 | (0.33 - 0.96) |
| Days absent from school | | |
| More than 105 days | 2.16 | (1.16 - 4.04) |
| 63–104 days | 2.19 | (1.29 - 3.72) |
| 42–62 days | 1.46 | (0.91 - 2.33) |
| 21–41 days | 1.06 | (0.74 - 1.53) |
| 11–20 days | 0.96 | (0.67 - 1.37) |
| 0–10 days | 1.00 | |
| Number of days of unexplained absence | | |
| None | 1.00 | |
| 1–10 | 1.86 | (1.33 - 2.59) |
| More than 10 | 1.80 | (1.29 - 2.51) |
| Number of times suspended from school this year | | |
| Not suspended | 1.00 | |
| Suspended once | 0.83 | (0.44 - 1.56) |
| Suspended twice or more | 3.45 | (1.42 - 8.36) |
| Student ever repeated a grade | | |
| No | 1.00 | |
| Yes | 3.57 | (1.71 - 7.46) |



FACTORS THAT INFLUENCE THE ACADEMIC PERFORMANCE OF ABORIGINAL STUDENTS

Findings in this chapter suggest that there are several issues that need to be addressed to improve educational outcomes for Aboriginal children. Statistical modelling indicates that there are three major factors associated with low academic performance of Aboriginal students — poor school attendance; low levels of carer education; and clinically significant emotional or behavioural difficulties in students.

School attendance

Improving attendance at school remains a central strategy for improving the academic performance of Aboriginal students. This is a key principal in the provision of effective education.⁵ Factors associated with poor attendance of Aboriginal students have been discussed in some detail in Chapter 4 along with suggested courses of action that flow from the survey findings. For example, schools should be required to report annual attendance ratios of Aboriginal students and to set performance requirements and implement strategies for improving these.

Addressing these issues will require long term commitment and resources to confront system, community and family resistances that impose current barriers to improving attendance. It also requires overcoming the belief both within and outside the education sector that poor attendance is inevitable and entrenched. Without a dialogue between schools, communities and families in which expectations and responsibilities are identified and agreed upon, failure to improve attendance of Aboriginal children at school will persist. It is the government's responsibility, and the education sector's specifically, to lead and pursue this dialogue.

Carer education

Increasing the educational attainment of the carers of Aboriginal children is clearly associated with improving the likelihood of Aboriginal students doing well at school. Given the poor retention rates of Aboriginal children into upper school years, careful consideration of expanding school re-entry opportunities and the Vocational Education and Training (VET) sector opportunities for Aboriginal carers and young people should be considered. The curriculum opportunities for these young adults could also be structured to include parenting and life skills education that could enhance life prospects for Aboriginal carers and their children. This would entail strategic planning and commitment at the highest levels of the education system, but would reap measurable benefits more rapidly by augmenting current methods that focus and rely heavily on school retention in Years 11 and 12.

Emotional or behavioural difficulties

The findings from this chapter suggest that the academic performance of Aboriginal students is substantially poorer in the presence of clinically significant emotional or behavioural difficulties. As noted earlier in this chapter,

Continued



FACTORS THAT INFLUENCE THE ACADEMIC PERFORMANCE OF ABORIGINAL STUDENTS

(continued)

around one in six Aboriginal students (16.8 per cent; CI: 14.8%–19.0%) were assessed by their teachers to be at high risk of clinically significant emotional or behavioural difficulties, while a further 14.0 per cent (CI: 12.2%–16.0%) were assessed as being at moderate risk. Emotional and behavioural difficulties are identifiable and treatable. Volume Two of the WAACHS contained an extensive analysis and discussion of the factors associated with emotional and behavioural difficulties in Aboriginal children aged 4–17 years and steps that can be taken to reduce their incidence. The development and delivery of active treatment and support for Aboriginal children with emotional and behavioural difficulties is an essential component for improving the academic performance of Aboriginal students.

Educational services for Aboriginal students with emotional and behavioural difficulties are not widely available outside of the education system and, given the vicissitudes that families with Aboriginal children face, their uptake in settings outside of school is questionable. Zubrick *et al*¹¹ reviewed the scope and characteristics of mental health disorders in children and young people in Australia. They concluded that preventive intervention and promotion in mental health must entail effective collaboration at national, state and local levels between health, welfare and education sectors. The risk factors for Aboriginal children, which exist across all three settings, strengthen the argument for such collaboration to improve Aboriginal children's emotional and behavioural outcomes. Therefore, support to schools to allow effective collaboration is vital.

Other factors

Results in this chapter also show that other student-related factors influence the academic performance of Aboriginal students. School performances are poorer when the student has poor English language competency, in the presence of a speech difficulty, and/or the presence of a functional limitation (e.g. a severe disability). These are important observations because these factors may be prevented, identified and treated. While there is no doubt that a significant proportion of these difficulties is related to the wider environment in which Aboriginal children are born and raised, the reality is that, when present in children who are at school, these factors are critical for the education system to identify and they require active programmes of management and school support services. In addressing these, education authorities should give consideration to:

- ◆ **Speech and language enrichment programmes.** Earlier findings from the WAACHS documented the prevalence of middle ear disease in Aboriginal children.¹⁰ Continued prevention and treatment of middle ear disease is essential. However, current findings also show that speech and language problems make a significant contribution to poor school performance. Early language enrichment, and specifically explicit language teaching of Standard Australian English features, is an important pathway for improving educational performance.

Continued



FACTORS THAT INFLUENCE THE ACADEMIC PERFORMANCE OF ABORIGINAL STUDENTS

(continued)

In stating this, it is important to make clear that this in no way serves as justification for discontinuing the teaching of, and support to, Aboriginal languages in schools — quite to the contrary. There does, however, need to be a concerted recognition that if English is the principal language of education, then specific language enrichment programmes for Aboriginal children are essential.

- ◆ Identification and school support of those Aboriginal children with significant impairments in functional status leading to or resulting in disability.

The WAACHS findings also support many of the key principles of effective education provision.⁵ Managing educational transition is a key principle and the WAACHS data (see *Chapter 5*) specifically informs the extent to which young children are ready for primary school.^{12,13} The data show that about 29 per cent of four year-old Aboriginal children have clinically significant emotional or behavioural problems.¹⁰ This entails a preponderance of conduct and peer problems. How are pre-school and early primary school settings equipped to address this demand and assist these children in making a successful transition to school and learning?

Summary

There are both long term and short term strategies of particular value in improving the school performances of Aboriginal children. Some of these strategies, such as the engagement of the VET sector and the shaping of curriculum to support and improve the life skills and parenting practices of Aboriginal carers while concurrently providing training and development that leads to onward employment prospects, are discussed in Chapter 9. These are long term strategies. More immediately though, there is a requirement for community engagement, educational support and curriculum changes that would better address the immediate educational abilities and needs of Aboriginal children. These changes should target the improving of school attendance, identify and manage problems in social and emotional behaviour, and implement language enrichment opportunities over the early and primary school years.

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DETAILED TABLES

STUDENT FACTORS AND ACADEMIC PERFORMANCE

TABLE 6.1: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY MOTHER'S USE OF ALCOHOL OR TOBACCO DURING PREGNANCY

| <i>Use of alcohol or tobacco during pregnancy</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---|-----------------------------|---------------|--------------------------|--------------|---------------|
| No alcohol or tobacco | Low | 3 760 | (3 330 - 4 210) | 53.6 | (48.9 - 58.4) |
| | Average or above average | 3 250 | (2 830 - 3 720) | 46.4 | (41.6 - 51.1) |
| | Total | 7 010 | (6 440 - 7 590) | 100.0 | |
| Alcohol, no tobacco used | Low | 630 | (470 - 830) | 63.9 | (51.9 - 75.4) |
| | Average or above average | 350 | (220 - 520) | 36.1 | (24.6 - 48.1) |
| | Total | 980 | (750 - 1 240) | 100.0 | |
| Tobacco, no alcohol used | Low | 2 760 | (2 380 - 3 200) | 53.0 | (47.7 - 58.1) |
| | Average or above average | 2 450 | (2 100 - 2 820) | 47.0 | (41.9 - 52.3) |
| | Total | 5 210 | (4 680 - 5 770) | 100.0 | |
| Alcohol and tobacco used | Low | 1 750 | (1 440 - 2 080) | 64.6 | (58.2 - 70.6) |
| | Average or above average | 960 | (770 - 1 170) | 35.4 | (29.4 - 41.8) |
| | Total | 2 700 | (2 340 - 3 110) | 100.0 | |
| Primary carer is not birth mother | Low | 2 370 | (2 000 - 2 770) | 64.3 | (58.0 - 69.9) |
| | Average or above average | 1 310 | (1 060 - 1 610) | 35.7 | (30.1 - 42.0) |
| | Total | 3 680 | (3 210 - 4 170) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.2: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY PERCENTAGE OF OPTIMAL BIRTH WEIGHT (POBW)

| <i>POBW</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| Less than 85% | Low | 2 110 | (1 780 - 2 470) | 59.8 | (53.1 - 66.5) |
| | Average or above average | 1 420 | (1 150 - 1 730) | 40.2 | (33.5 - 46.9) |
| | Total | 3 530 | (3 120 - 3 970) | 100.0 | |
| 85% or more | Low | 7 900 | (7 390 - 8 440) | 56.7 | (53.5 - 59.9) |
| | Average or above average | 6 030 | (5 550 - 6 540) | 43.3 | (40.1 - 46.5) |
| | Total | 13 900 | (13 400 - 14 500) | 100.0 | |
| Not stated | Low | 1 250 | (990 - 1 580) | 58.9 | (50.7 - 66.9) |
| | Average or above average | 870 | (670 - 1 120) | 41.1 | (33.1 - 49.3) |
| | Total | 2 120 | (1 770 - 2 540) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.3: STUDENTS AGED 4–17 YEARS WHOSE PRIMARY CARER IS THE BIRTH MOTHER — OVERALL ACADEMIC PERFORMANCE, BY WHETHER EVER BREASTFED

| <i>Ever breastfed?</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|------------------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| No | Low | 1 100 | (880 - 1 350) | 57.6 | (48.6 - 65.8) |
| | Average or above average | 810 | (610 - 1 080) | 42.4 | (34.2 - 51.4) |
| | Total | 1 920 | (1 600 - 2 270) | 100.0 | |
| Yes | Low | 7 790 | (7 270 - 8 340) | 55.7 | (52.4 - 58.9) |
| | Average or above average | 6 200 | (5 680 - 6 730) | 44.3 | (41.1 - 47.6) |
| | Total | 14 000 | (13 400 - 14 500) | 100.0 | |
| Total | Low | 8 900 | (8 340 - 9 450) | 55.9 | (52.8 - 59.0) |
| | Average or above average | 7 010 | (6 490 - 7 560) | 44.1 | (41.0 - 47.2) |
| | Total | 15 900 | (15 400 - 16 400) | 100.0 | |

TABLE 6.4: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY NUMBER OF PHYSICAL HEALTH PROBLEMS SUFFERED

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---|---------------|--------------------------|--------------|---------------|
| Number of physical health problems — None | | | | |
| Low | 3 200 | (2 850 - 3 600) | 55.1 | (50.1 - 59.8) |
| Average or above average | 2 620 | (2 270 - 3 000) | 44.9 | (40.2 - 49.9) |
| Total | 5 820 | (5 350 - 6 300) | 100.0 | |
| Number of physical health problems — 1 or 2 | | | | |
| Low | 4 930 | (4 510 - 5 370) | 55.4 | (51.6 - 59.4) |
| Average or above average | 3 960 | (3 550 - 4 390) | 44.6 | (40.6 - 48.4) |
| Total | 8 890 | (8 380 - 9 390) | 100.0 | |
| Number of physical health problems — 3 or more | | | | |
| Low | 3 130 | (2 740 - 3 560) | 64.2 | (58.9 - 69.2) |
| Average or above average | 1 750 | (1 470 - 2 050) | 35.8 | (30.8 - 41.1) |
| Total | 4 880 | (4 410 - 5 370) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.5: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY SELECTED PHYSICAL HEALTH PROBLEMS

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---|---------------|--------------------------|--------------|---------------|
| Never had runny ears | | | | |
| Low | 8 410 | (7 880 - 8 930) | 55.8 | (52.6 - 58.9) |
| Average or above average | 6 650 | (6 150 - 7 180) | 44.2 | (41.1 - 47.4) |
| Total | 15 100 | (14 600 - 15 500) | 100.0 | |
| Had runny ears | | | | |
| Low | 2 850 | (2 520 - 3 210) | 63.0 | (57.8 - 68.1) |
| Average or above average | 1 670 | (1 400 - 1 980) | 37.0 | (31.9 - 42.2) |
| Total | 4 530 | (4 110 - 4 970) | 100.0 | |
| Does not have normal vision in both eyes | | | | |
| Low | 1 000 | (710 - 1 340) | 56.6 | (45.8 - 66.6) |
| Average or above average | 760 | (570 - 990) | 43.4 | (33.4 - 54.2) |
| Total | 1 760 | (1 430 - 2 160) | 100.0 | |
| Has normal vision in both eyes | | | | |
| Low | 10 300 | (9 700 - 10 800) | 57.6 | (54.7 - 60.4) |
| Average or above average | 7 560 | (7 040 - 8 090) | 42.4 | (39.6 - 45.3) |
| Total | 17 800 | (17 400 - 18 200) | 100.0 | |
| Does not have trouble getting enough sleep | | | | |
| Low | 10 000 | (9 500 - 10 600) | 57.1 | (54.2 - 60.0) |
| Average or above average | 7 520 | (6 990 - 8 060) | 42.9 | (40.0 - 45.8) |
| Total | 17 500 | (17 100 - 17 900) | 100.0 | |
| Has trouble getting enough sleep | | | | |
| Low | 1 260 | (980 - 1 590) | 60.9 | (52.0 - 69.7) |
| Average or above average | 810 | (600 - 1 060) | 39.1 | (30.3 - 48.0) |
| Total | 2 070 | (1 710 - 2 490) | 100.0 | |
| Does not suffer physical pain or discomfort | | | | |
| Low | 10 200 | (9 700 - 10 800) | 57.6 | (54.7 - 60.4) |
| Average or above average | 7 530 | (7 020 - 8 060) | 42.4 | (39.6 - 45.3) |
| Total | 17 800 | (17 400 - 18 000) | 100.0 | |
| Suffers physical pain or discomfort | | | | |
| Low | 1 040 | (820 - 1 300) | 56.6 | (47.6 - 65.6) |
| Average or above average | 800 | (610 - 1 040) | 43.4 | (34.4 - 52.4) |
| Total | 1 840 | (1 550 - 2 170) | 100.0 | |

TABLE 6.6: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY DIFFICULTY SAYING CERTAIN SOUNDS

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--------------------------------------|---------------|--------------------------|--------------|---------------|
| No difficulty saying certain sounds | | | | |
| Low | 9 670 | (9 100 - 10 200) | 55.9 | (53.0 - 58.8) |
| Average or above average | 7 620 | (7 100 - 8 160) | 44.1 | (41.2 - 47.0) |
| Total | 17 300 | (16 900 - 17 600) | 100.0 | |
| Has difficulty saying certian sounds | | | | |
| Low | 1 590 | (1 340 - 1 880) | 69.2 | (61.2 - 76.8) |
| Average or above average | 710 | (510 - 960) | 30.8 | (23.2 - 38.8) |
| Total | 2 300 | (1 980 - 2 640) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.7: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER OTHER PEOPLE NEED HELP IN UNDERSTANDING WHAT THE CHILD IS SAYING

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|------------------------------|---------------|--------------------------|--------------|---------------|
| Speech is understandable | | | | |
| Low | 9 950 | (9 400 - 10 500) | 56.1 | (53.2 - 59.0) |
| Average or above average | 7 770 | (7 240 - 8 320) | 43.9 | (41.0 - 46.8) |
| Total | 17 700 | (17 400 - 18 000) | 100.0 | |
| Speech is not understandable | | | | |
| Low | 1 320 | (1 080 - 1 590) | 70.4 | (60.4 - 78.8) |
| Average or above average | 550 | (370 - 810) | 29.6 | (21.2 - 39.6) |
| Total | 1 870 | (1 560 - 2 210) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.8: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER THE CHILD NEEDS HELP WITH EATING, DRESSING, ETC. DUE TO ILLNESS OR DISABILITY

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|---------------|--------------------------|--------------|---------------|
| No help needed with eating, dressing, etc. | | | | |
| Low | 11 000 | (10 400 - 11 500) | 57.0 | (54.2 - 59.8) |
| Average or above average | 8 270 | (7 740 - 8 820) | 43.0 | (40.2 - 45.8) |
| Total | 19 200 | (19 100 - 19 300) | 100.0 | |
| Help needed with eating, dressing, etc. | | | | |
| Low | 310 | (220 - 430) | 83.9 | (69.8 - 92.5) |
| Average or above average | 60 | (30 - 120) | 16.1 | (7.5 - 30.2) |
| Total | 370 | (270 - 500) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.9: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY TEACHER ASSESSED RISK OF CLINICALLY SIGNIFICANT EMOTIONAL OR BEHAVIOURAL DIFFICULTIES

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-----------------------------|---------------|--------------------------|--------------|---------------|
| Low | | | | |
| Low | 6 540 | (6 070 - 7 040) | 48.3 | (45.1 - 51.4) |
| Average or above average | 7 010 | (6 500 - 7 530) | 51.7 | (48.6 - 54.9) |
| Total | 13 600 | (13 000 - 14 100) | 100.0 | |
| Moderate | | | | |
| Low | 2 090 | (1 770 - 2 430) | 76.2 | (69.5 - 82.1) |
| Average or above average | 650 | (470 - 860) | 23.8 | (17.9 - 30.5) |
| Total | 2 740 | (2 390 - 3 130) | 100.0 | |
| High | | | | |
| Low | 2 630 | (2 270 - 3 020) | 80.0 | (74.4 - 85.0) |
| Average or above average | 660 | (490 - 870) | 20.0 | (15.0 - 25.6) |
| Total | 3 290 | (2 890 - 3 720) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.10: STUDENTS AGED 4–17 YEARS — CARER ASSESSED RISK OF CLINICALLY SIGNIFICANT EMOTIONAL OR BEHAVIOURAL DIFFICULTIES

| <i>Risk of clinically significant emotional or behavioural difficulties</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---|---------------|--------------------------|--------------|---------------|
| Low | 12 500 | (12 000 - 13 100) | 64.1 | (61.2 - 66.9) |
| Moderate | 2 300 | (2 000 - 2 630) | 11.7 | (10.2 - 13.4) |
| High | 4 740 | (4 240 - 5 270) | 24.2 | (21.6 - 26.9) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.11: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY CARER ASSESSED RISK OF CLINICALLY SIGNIFICANT EMOTIONAL OR BEHAVIOURAL DIFFICULTIES

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-----------------------------|---------------|--------------------------|--------------|---------------|
| Low | | | | |
| Low | 6 470 | (5 950 - 7 000) | 51.5 | (48.1 - 55.0) |
| Average or above average | 6 080 | (5 600 - 6 600) | 48.5 | (45.0 - 51.9) |
| Total | 12 500 | (12 000 - 13 100) | 100.0 | |
| Moderate | | | | |
| Low | 1 540 | (1 290 - 1 820) | 66.9 | (60.1 - 73.4) |
| Average or above average | 760 | (590 - 950) | 33.1 | (26.6 - 39.9) |
| Total | 2 300 | (2 000 - 2 630) | 100.0 | |
| High | | | | |
| Low | 3 260 | (2 830 - 3 710) | 68.7 | (63.4 - 73.8) |
| Average or above average | 1 480 | (1 210 - 1 800) | 31.3 | (26.2 - 36.6) |
| Total | 4 740 | (4 240 - 5 270) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.12: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY TEACHER ASSESSED RISK OF CLINICALLY SIGNIFICANT SPECIFIC DIFFICULTIES

| <i>Risk of clinically significant specific difficulties</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---|-----------------------------|---------------|--------------------------|--------------|---------------|
| Emotional symptoms | | | | | |
| Low | Low | 9 660 | (9 100 - 10 200) | 55.8 | (52.8 - 58.6) |
| | Average or above average | 7 670 | (7 140 - 8 200) | 44.2 | (41.4 - 47.2) |
| | Total | 17 300 | (16 900 - 17 700) | 100.0 | |
| Moderate | Low | 660 | (460 - 900) | 70.2 | (56.2 - 82.5) |
| | Average or above average | 280 | (170 - 470) | 29.8 | (17.5 - 43.8) |
| | Total | 940 | (700 - 1 230) | 100.0 | |
| High | Low | 940 | (740 - 1 170) | 71.4 | (59.9 - 81.9) |
| | Average or above average | 380 | (220 - 590) | 28.6 | (18.1 - 40.1) |
| | Total | 1 320 | (1 060 - 1 610) | 100.0 | |
| Conduct problems | | | | | |
| Low | Low | 7 550 | (7 050 - 8 060) | 51.6 | (48.5 - 54.7) |
| | Average or above average | 7 080 | (6 580 - 7 600) | 48.4 | (45.3 - 51.5) |
| | Total | 14 600 | (14 100 - 15 100) | 100.0 | |
| Moderate | Low | 900 | (650 - 1 240) | 67.8 | (55.9 - 77.8) |
| | Average or above average | 430 | (290 - 600) | 32.2 | (22.2 - 44.1) |
| | Total | 1 330 | (1 040 - 1 670) | 100.0 | |
| High | Low | 2 810 | (2 490 - 3 150) | 77.4 | (72.5 - 81.7) |
| | Average or above average | 820 | (650 - 1 010) | 22.6 | (18.3 - 27.5) |
| | Total | 3 630 | (3 280 - 4 000) | 100.0 | |
| Hyperactivity | | | | | |
| Low | Low | 6 470 | (6 000 - 6 960) | 47.7 | (44.6 - 50.8) |
| | Average or above average | 7 090 | (6 590 - 7 620) | 52.3 | (49.2 - 55.4) |
| | Total | 13 600 | (13 000 - 14 100) | 100.0 | |
| Moderate | Below age level | 1 220 | (980 - 1 490) | 73.0 | (64.0 - 80.9) |
| | At age level or above | 450 | (310 - 640) | 27.0 | (19.1 - 36.0) |
| | Total | 1 670 | (1 390 - 1 970) | 100.0 | |
| High | Low | 3 580 | (3 150 - 4 050) | 82.0 | (76.9 - 86.2) |
| | Average or above average | 780 | (580 - 1 010) | 18.0 | (13.8 - 23.1) |
| | Total | 4 360 | (3 890 - 4 850) | 100.0 | |
| Peer problems | | | | | |
| Low | Below age level | 9 280 | (8 750 - 9 810) | 55.1 | (52.1 - 58.0) |
| | At age level or above | 7 570 | (7 050 - 8 110) | 44.9 | (42.0 - 47.9) |
| | Total | 16 900 | (16 500 - 17 200) | 100.0 | |
| Moderate | Below age level | 710 | (520 - 940) | 68.8 | (55.9 - 81.2) |
| | At age level or above | 320 | (190 - 520) | 31.2 | (18.8 - 44.1) |
| | Total | 1 030 | (790 - 1 300) | 100.0 | |
| High | Below age level | 1 280 | (1 040 - 1 560) | 74.7 | (66.3 - 82.1) |
| | At age level or above | 430 | (290 - 600) | 25.3 | (17.9 - 33.7) |
| | Total | 1 710 | (1 430 - 2 010) | 100.0 | |
| Problems with prosocial behaviour | | | | | |
| Low | Below age level | 7 420 | (6 920 - 7 920) | 51.4 | (48.4 - 54.5) |
| | At age level or above | 7 010 | (6 500 - 7 520) | 48.6 | (45.5 - 51.6) |
| | Total | 14 400 | (13 900 - 14 900) | 100.0 | |
| Moderate | Below age level | 1 270 | (1 010 - 1 580) | 70.0 | (59.4 - 79.2) |
| | At age level or above | 540 | (350 - 780) | 30.0 | (20.8 - 40.6) |
| | Total | 1 810 | (1 480 - 2 170) | 100.0 | |
| High | Below age level | 2 580 | (2 240 - 2 940) | 76.9 | (71.6 - 81.6) |
| | At age level or above | 780 | (610 - 980) | 23.1 | (18.4 - 28.4) |
| | Total | 3 350 | (2 980 - 3 740) | 100.0 | |



TABLE 6.13: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY MAIN LANGUAGE SPOKEN IN THE CLASSROOM

| Main language spoken in the classroom | Academic performance | Number | 95% CI | % | 95% CI |
|---------------------------------------|--------------------------|---------------|--------------------------|--------------|---------------|
| English | Low | 8 430 | (7 870 - 8 980) | 52.7 | (49.7 - 55.7) |
| | Average or above average | 7 570 | (7 060 - 8 110) | 47.3 | (44.3 - 50.3) |
| | Total | 16 000 | (15 500 - 16 500) | 100.0 | |
| Aboriginal English | Low | 2 340 | (1 950 - 2 770) | 79.5 | (73.9 - 84.8) |
| | Average or above average | 600 | (450 - 800) | 20.5 | (15.2 - 26.1) |
| | Total | 2 950 | (2 520 - 3 420) | 100.0 | |
| Kriol/Creole | Low | 290 | (150 - 540) | 83.5 | (59.7 - 94.8) |
| | Average or above average | 60 | (20 - 130) | 16.5 | (5.2 - 40.3) |
| | Total | 350 | (190 - 580) | 100.0 | |
| Aboriginal language | Low | 180 | (50 - 490) | 76.9 | (35.9 - 99.6) |
| | Average or above average | 50 | (0 - 200) | 23.1 | (0.4 - 64.1) |
| | Total | 230 | (60 - 550) | 100.0 | |
| Other | Low | 30 | (10 - 90) | 44.1 | (17.7 - 71.1) |
| | Average or above average | 40 | (10 - 150) | 55.9 | (28.9 - 82.3) |
| | Total | 70 | (10 - 200) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.14: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY MAIN LANGUAGE SPOKEN IN THE PLAYGROUND

| Main language spoken in the playground | Academic performance | Number | 95% CI | % | 95% CI |
|--|--------------------------|---------------|--------------------------|--------------|---------------|
| English | Low | 7 480 | (6 950 - 8 030) | 51.1 | (48.0 - 54.2) |
| | Average or above average | 7 140 | (6 640 - 7 650) | 48.9 | (45.8 - 52.0) |
| | Total | 14 600 | (14 000 - 15 100) | 100.0 | |
| Aboriginal English | Low | 2 870 | (2 430 - 3 370) | 75.3 | (69.3 - 80.5) |
| | Average or above average | 940 | (740 - 1 190) | 24.7 | (19.5 - 30.7) |
| | Total | 3 820 | (3 320 - 4 330) | 100.0 | |
| Kriol/Creole | Low | 520 | (280 - 820) | 81.9 | (68.6 - 90.7) |
| | Average or above average | 110 | (60 - 210) | 18.1 | (9.3 - 31.4) |
| | Total | 630 | (390 - 1 000) | 100.0 | |
| Aboriginal language | Low | 380 | (140 - 840) | 81.4 | (56.6 - 96.2) |
| | Average or above average | 90 | (20 - 300) | 18.6 | (3.8 - 43.4) |
| | Total | 460 | (170 - 970) | 100.0 | |
| Other | Low | 20 | (0 - 80) | 37.2 | (19.9 - 56.1) |
| | Average or above average | 40 | (10 - 150) | 62.8 | (43.9 - 80.1) |
| | Total | 60 | (10 - 220) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.15: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHERE STUDENT USUALLY DOES HOMEWORK

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---------------------------------|---------------|--------------------------|--------------|---------------|
| No homework given | | | | |
| Low | 2 090 | (1 750 - 2 450) | 62.1 | (55.5 - 68.2) |
| Average or above average | 1 270 | (1 020 - 1 570) | 37.9 | (31.8 - 44.5) |
| Total | 3 360 | (2 930 - 3 820) | 100.0 | |
| Doesn't do homework | | | | |
| Low | 270 | (200 - 360) | 61.1 | (49.5 - 72.8) |
| Average or above average | 170 | (110 - 250) | 38.9 | (27.2 - 50.5) |
| Total | 440 | (350 - 560) | 100.0 | |
| At home | | | | |
| Low | 6 260 | (5 730 - 6 810) | 52.0 | (48.5 - 55.4) |
| Average or above average | 5 780 | (5 310 - 6 280) | 48.0 | (44.6 - 51.5) |
| Total | 12 000 | (11 400 - 12 600) | 100.0 | |
| At school (unsupervised) | | | | |
| Low | 290 | (150 - 530) | 61.8 | (44.8 - 77.5) |
| Average or above average | 180 | (130 - 250) | 38.2 | (22.5 - 55.2) |
| Total | 470 | (310 - 710) | 100.0 | |
| Homework classes | | | | |
| Low | 2 260 | (1 910 - 2 660) | 72.8 | (66.3 - 78.3) |
| Average or above average | 850 | (640 - 1 090) | 27.2 | (21.7 - 33.7) |
| Total | 3 110 | (2 670 - 3 570) | 100.0 | |
| Somewhere else | | | | |
| Low | 90 | (40 - 190) | 56.4 | (11.8 - 88.2) |
| Average or above average | 70 | (10 - 250) | 43.6 | (11.8 - 88.2) |
| Total | 160 | (70 - 330) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.16: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHO AT HOME USUALLY HELPS WITH SCHOOL WORK

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-----------------------------|---------------|--------------------------|--------------|---------------|
| No-one | | | | |
| Low | 1 060 | (830 - 1 360) | 64.4 | (56.0 - 72.1) |
| Average or above average | 590 | (450 - 760) | 35.6 | (27.9 - 44.0) |
| Total | 1 650 | (1 360 - 1 980) | 100.0 | |
| No homework given | | | | |
| Low | 2 000 | (1 670 - 2 370) | 62.7 | (55.9 - 69.0) |
| Average or above average | 1 190 | (940 - 1 470) | 37.3 | (31.0 - 44.1) |
| Total | 3 190 | (2 770 - 3 650) | 100.0 | |
| Someone from this house | | | | |
| Low | 7 640 | (7 090 - 8 200) | 55.4 | (52.0 - 58.6) |
| Average or above average | 6 160 | (5 660 - 6 670) | 44.6 | (41.4 - 48.0) |
| Total | 13 800 | (13 200 - 14 300) | 100.0 | |
| Another person | | | | |
| Low | 470 | (330 - 660) | 60.5 | (49.6 - 71.6) |
| Average or above average | 300 | (210 - 430) | 39.5 | (28.4 - 50.4) |
| Total | 770 | (580 - 1 000) | 100.0 | |
| Not stated | | | | |
| Low | 90 | (40 - 150) | 51.2 | (29.9 - 70.1) |
| Average or above average | 80 | (50 - 120) | 48.8 | (29.9 - 70.1) |
| Total | 170 | (120 - 240) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.17: STUDENTS AGED 4–11 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER CHILD ATTENDED PRE-SCHOOL OR KINDERGARTEN, OR ATTENDED DAY CARE

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|---------------|--------------------------|--------------|---------------|
| Did not attend pre-school or kindergarten | | | | |
| Low | 540 | (400 - 700) | 70.6 | (57.4 - 81.5) |
| Average or above average | 220 | (130 - 360) | 29.4 | (18.5 - 42.6) |
| Total | 760 | (590 - 970) | 100.0 | |
| Attended pre-school or kindergarten | | | | |
| Low | 7 270 | (6 750 - 7 790) | 59.0 | (55.5 - 62.4) |
| Average or above average | 5 060 | (4 590 - 5 560) | 41.0 | (37.6 - 44.5) |
| Total | 12 300 | (11 800 - 12 900) | 100.0 | |
| Did not attend day care | | | | |
| Low | 5 550 | (5 080 - 6 050) | 62.3 | (58.4 - 66.2) |
| Average or above average | 3 350 | (2 960 - 3 770) | 37.7 | (33.8 - 41.6) |
| Total | 8 900 | (8 360 - 9 450) | 100.0 | |
| Attended day care | | | | |
| Low | 2 260 | (1 910 - 2 660) | 53.9 | (47.6 - 60.5) |
| Average or above average | 1 930 | (1 590 - 2 310) | 46.1 | (39.5 - 52.4) |
| Total | 4 190 | (3 710 - 4 690) | 100.0 | |

TABLE 6.18: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER PRIMARY CARER OR PARTNER HAD SEEN SCHOOL PRINCIPAL IN THE LAST SIX MONTHS ABOUT PROBLEMS THE CHILD HAD AT SCHOOL

| <i>Carer has seen school principal</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|-----------------------------|---------------|--------------------------|--------------|---------------|
| No | Low | 9 240 | (8 710 - 9 780) | 55.5 | (52.6 - 58.5) |
| | Average or above average | 7 390 | (6 870 - 7 920) | 44.5 | (41.5 - 47.4) |
| | Total | 16 600 | (16 200 - 17 000) | 100.0 | |
| Yes | Low | 1 940 | (1 640 - 2 270) | 69.5 | (62.6 - 75.7) |
| | Average or above average | 850 | (650 - 1 090) | 30.5 | (24.3 - 37.4) |
| | Total | 2 790 | (2 430 - 3 200) | 100.0 | |
| N/A | Low | 90 | (40 - 150) | 51.2 | (29.9 - 70.1) |
| | Average or above average | 80 | (50 - 120) | 48.8 | (29.9 - 70.1) |
| | Total | 170 | (120 - 240) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.19: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY HOW OFTEN SEEN A DOCTOR OR NURSE IN THE LAST SIX MONTHS

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---|---------------|--------------------------|--------------|---------------|
| Did not see a doctor in the last six months | | | | |
| Low | 6 580 | (6 090 - 7 060) | 61.2 | (57.7 - 64.6) |
| Average or above average | 4 170 | (3 750 - 4 630) | 38.8 | (35.4 - 42.3) |
| Total | 10 700 | (10 200 - 11 300) | 100.0 | |
| Saw doctor once | | | | |
| Low | 2 070 | (1 770 - 2 380) | 54.5 | (48.4 - 60.4) |
| Average or above average | 1 730 | (1 440 - 2 050) | 45.5 | (39.6 - 51.6) |
| Total | 3 790 | (3 400 - 4 220) | 100.0 | |
| Saw doctor two or three times | | | | |
| Low | 1 730 | (1 450 - 2 050) | 49.9 | (43.5 - 56.5) |
| Average or above average | 1 730 | (1 440 - 2 070) | 50.1 | (43.5 - 56.5) |
| Total | 3 460 | (3 060 - 3 890) | 100.0 | |
| Saw doctor four or more times | | | | |
| Low | 900 | (640 - 1 230) | 56.2 | (45.8 - 66.8) |
| Average or above average | 700 | (520 - 920) | 43.8 | (33.2 - 54.2) |
| Total | 1 590 | (1 270 - 1 990) | 100.0 | |
| Did not see a nurse in the last six months | | | | |
| Low | 8 930 | (8 390 - 9 480) | 55.8 | (52.8 - 58.7) |
| Average or above average | 7 090 | (6 580 - 7 620) | 44.2 | (41.3 - 47.2) |
| Total | 16 000 | (15 500 - 16 500) | 100.0 | |
| Saw nurse once | | | | |
| Low | 1 080 | (870 - 1 310) | 57.1 | (48.4 - 65.0) |
| Average or above average | 810 | (600 - 1 070) | 42.9 | (35.0 - 51.6) |
| Total | 1 890 | (1 570 - 2 240) | 100.0 | |
| Saw nurse two or three times | | | | |
| Low | 780 | (550 - 1 080) | 74.6 | (63.6 - 83.4) |
| Average or above average | 260 | (170 - 390) | 25.4 | (16.6 - 36.4) |
| Total | 1 040 | (780 - 1 370) | 100.0 | |
| Saw nurse four or more times | | | | |
| Low | 480 | (280 - 740) | 74.3 | (57.9 - 87.0) |
| Average or above average | 170 | (80 - 320) | 25.7 | (13.0 - 42.1) |
| Total | 650 | (410 - 970) | 100.0 | |



CARER FACTORS AND ACADEMIC PERFORMANCE

TABLE 6.20: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY PRIMARY CARER LEVEL OF EDUCATION

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-----------------------------|---------------|--------------------------|--------------|---------------|
| Did not attend school | | | | |
| Low | 380 | (210 - 690) | 74.6 | (57.9 - 87.0) |
| Average or above average | 130 | (60 - 260) | 25.4 | (13.0 - 42.1) |
| Total | 510 | (280 - 850) | 100.0 | |
| 1–9 years education | | | | |
| Low | 2 890 | (2 480 - 3 330) | 71.3 | (65.6 - 76.3) |
| Average or above average | 1 160 | (920 - 1 440) | 28.7 | (23.7 - 34.4) |
| Total | 4 050 | (3 560 - 4 560) | 100.0 | |
| 10 years education | | | | |
| Low | 4 790 | (4 310 - 5 310) | 55.0 | (50.9 - 59.0) |
| Average or above average | 3 920 | (3 500 - 4 370) | 45.0 | (41.0 - 49.1) |
| Total | 8 720 | (8 110 - 9 340) | 100.0 | |
| 11–12 years education | | | | |
| Low | 2 600 | (2 270 - 2 980) | 53.3 | (47.9 - 58.4) |
| Average or above average | 2 280 | (1 930 - 2 680) | 46.7 | (41.6 - 52.1) |
| Total | 4 890 | (4 380 - 5 430) | 100.0 | |
| 13 or more years education | | | | |
| Low | 450 | (260 - 750) | 37.7 | (24.9 - 51.5) |
| Average or above average | 740 | (540 - 990) | 62.3 | (48.5 - 75.1) |
| Total | 1 180 | (860 - 1 570) | 100.0 | |
| Not stated | | | | |
| Low | 150 | (40 - 420) | 62.3 | (24.5 - 91.5) |
| Average or above average | 90 | (30 - 230) | 37.7 | (8.5 - 75.5) |
| Total | 240 | (90 - 480) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.21: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY PRIMARY CARER LABOUR FORCE STATUS

| <i>Labour force status</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|----------------------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| Unemployed | | | | | |
| In labour force | Low | 1 280 | (1 020 - 1 590) | 60.1 | (50.7 - 68.2) |
| | Average or above average | 850 | (610 - 1 140) | 39.9 | (31.8 - 49.3) |
| | Total | 2 140 | (1 760 - 2 560) | 100.0 | |
| Employed | | | | | |
| In labour force | Low | 4 110 | (3 630 - 4 620) | 50.9 | (46.2 - 55.5) |
| | Average or above average | 3 970 | (3 500 - 4 470) | 49.1 | (44.5 - 53.8) |
| | Total | 8 070 | (7 440 - 8 710) | 100.0 | |
| In the labour force | | | | | |
| Sub-total | Low | 5 390 | (4 880 - 5 910) | 52.8 | (48.8 - 56.9) |
| | Average or above average | 4 820 | (4 320 - 5 350) | 47.2 | (43.1 - 51.2) |
| | Total | 10 200 | (9 600 - 10 800) | 100.0 | |
| Not in the labour force | | | | | |
| Not in labor force | Low | 5 720 | (5 230 - 6 240) | 62.6 | (59.1 - 66.0) |
| | Average or above average | 3 420 | (3 030 - 3 820) | 37.4 | (34.0 - 40.9) |
| | Total | 9 140 | (8 510 - 9 760) | 100.0 | |
| Not stated | | | | | |
| Not stated | Low | 150 | (40 - 420) | 62.3 | (24.5 - 91.5) |
| | Average or above average | 90 | (30 - 230) | 37.7 | (8.5 - 75.5) |
| | Total | 240 | (90 - 480) | 100.0 | |
| Total | | | | | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.22: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER PRIMARY CARER SUFFERS A LIMITING MEDICAL CONDITION

| <i>Whether any medical conditions lasting six months or more</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|-----------------------------|---------------|--------------------------|--------------|---------------|
| No medical condition | Low | 6 990 | (6 480 - 7 520) | 56.2 | (52.8 - 59.5) |
| | Average or above average | 5 450 | (4 970 - 5 960) | 43.8 | (40.5 - 47.2) |
| | Total | 12 400 | (11 900 - 13 000) | 100.0 | |
| Medical condition – not limiting | Low | 2 510 | (2 140 - 2 910) | 59.4 | (54.1 - 64.4) |
| | Average or above average | 1 720 | (1 460 - 2 010) | 40.6 | (35.6 - 45.9) |
| | Total | 4 230 | (3 760 - 4 740) | 100.0 | |
| Medical condition – limiting | Low | 1 610 | (1 300 - 1 950) | 60.3 | (52.1 - 68.0) |
| | Average or above average | 1 060 | (810 - 1 360) | 39.7 | (32.0 - 47.9) |
| | Total | 2 670 | (2 260 - 3 110) | 100.0 | |
| Not stated | Low | 150 | (40 - 420) | 62.3 | (24.5 - 91.5) |
| | Average or above average | 90 | (30 - 230) | 37.7 | (8.5 - 75.5) |
| | Total | 240 | (90 - 480) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.23: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER PRIMARY CARER HAS USED MENTAL HEALTH SERVICES IN WESTERN AUSTRALIA (a)

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|---------------|--------------------------|--------------|---------------|
| Carer has not used Mental Health Services | | | | |
| Low | 8 130 | (7 550 - 8 710) | 56.5 | (53.2 - 59.7) |
| Average or above average | 6 250 | (5 730 - 6 790) | 43.5 | (40.3 - 46.8) |
| Total | 14 400 | (13 800 - 14 900) | 100.0 | |
| Carer has used Mental Health Services | | | | |
| Low | 2 900 | (2 510 - 3 340) | 62.3 | (56.9 - 67.6) |
| Average or above average | 1 760 | (1 450 - 2 120) | 37.7 | (32.4 - 43.1) |
| Total | 4 660 | (4 120 - 5 230) | 100.0 | |
| Total | | | | |
| Low | 11 000 | (10 500 - 11 600) | 57.9 | (55.2 - 60.7) |
| Average or above average | 8 010 | (7 480 - 8 550) | 42.1 | (39.3 - 44.8) |
| Total | 19 000 | (18 800 - 19 300) | 100.0 | |

(a) Only includes students whose carers gave consent for the survey team to access the carer's medical records.

TABLE 6.24: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER PRIMARY CARER IS THE BIRTH MOTHER OF THE STUDENT

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|---------------|--------------------------|--------------|---------------|
| Primary carer is not the birth mother | | | | |
| Low | 2 370 | (2 000 - 2 770) | 64.3 | (58.0 - 69.9) |
| Average or above average | 1 310 | (1 060 - 1 610) | 35.7 | (30.1 - 42.0) |
| Total | 3 680 | (3 210 - 4 170) | 100.0 | |
| Primary carer is the birth mother | | | | |
| Low | 8 900 | (8 340 - 9 450) | 55.9 | (52.8 - 59.0) |
| Average or above average | 7 010 | (6 490 - 7 560) | 44.1 | (41.0 - 47.2) |
| Total | 15 900 | (15 400 - 16 400) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.25: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER PRIMARY CARER WAS FORCIBLY SEPARATED FROM THEIR FAMILY BY A MISSION, THE GOVERNMENT OR WELFARE

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-----------------------------|---------------|--------------------------|--------------|---------------|
| Not separated | | | | |
| Low | 8 000 | (7 440 - 8 590) | 59.9 | (56.7 - 63.1) |
| Average or above average | 5 360 | (4 890 - 5 870) | 40.1 | (36.9 - 43.3) |
| Total | 13 400 | (12 700 - 14 000) | 100.0 | |
| Separated | | | | |
| Low | 1 470 | (1 160 - 1 820) | 67.9 | (59.7 - 75.1) |
| Average or above average | 700 | (510 - 940) | 32.1 | (24.9 - 40.3) |
| Total | 2 170 | (1 790 - 2 620) | 100.0 | |
| Not known | | | | |
| Low | 600 | (330 - 960) | 60.5 | (44.5 - 75.8) |
| Average or above average | 390 | (230 - 600) | 39.5 | (24.2 - 55.5) |
| Total | 1 000 | (680 - 1 440) | 100.0 | |
| Not applicable | | | | |
| Low | 1 180 | (940 - 1 470) | 38.7 | (32.5 - 45.4) |
| Average or above average | 1 870 | (1 540 - 2 250) | 61.3 | (54.6 - 67.5) |
| Total | 3 050 | (2 610 - 3 550) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.26: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER PRIMARY CARER EVER ARRESTED OR CHARGED WITH AN OFFENCE

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---|---------------|--------------------------|--------------|---------------|
| Primary carer never arrested or charged | | | | |
| Low | 6 900 | (6 360 - 7 440) | 55.3 | (51.8 - 58.7) |
| Average or above average | 5 580 | (5 090 - 6 110) | 44.7 | (41.3 - 48.2) |
| Total | 12 500 | (11 900 - 13 100) | 100.0 | |
| Primary carer arrested or charged | | | | |
| Low | 4 220 | (3 760 - 4 720) | 61.4 | (57.1 - 65.7) |
| Average or above average | 2 650 | (2 310 - 3 030) | 38.6 | (34.3 - 42.9) |
| Total | 6 870 | (6 300 - 7 470) | 100.0 | |
| Not stated | | | | |
| Low | 150 | (40 - 420) | 62.3 | (24.5 - 91.5) |
| Average or above average | 90 | (30 - 230) | 37.7 | (8.5 - 75.5) |
| Total | 240 | (90 - 480) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.27: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER PRIMARY CARER HAS SOMEONE THEY CAN YARN TO

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--------------------------------------|---------------|--------------------------|--------------|---------------|
| Primary carer has no one to yarn to | | | | |
| Low | 1 420 | (1 100 - 1 800) | 67.8 | (59.2 - 75.8) |
| Average or above average | 680 | (490 - 920) | 32.2 | (24.2 - 40.8) |
| Total | 2 100 | (1 700 - 2 560) | 100.0 | |
| Primary carer has someone to yarn to | | | | |
| Low | 9 690 | (9 100 - 10 200) | 56.2 | (53.3 - 59.1) |
| Average or above average | 7 560 | (7 020 - 8 100) | 43.8 | (40.9 - 46.7) |
| Total | 17 300 | (16 800 - 17 700) | 100.0 | |
| Not stated | | | | |
| Low | 150 | (40 - 420) | 62.3 | (24.5 - 91.5) |
| Average or above average | 90 | (30 - 230) | 37.7 | (8.5 - 75.5) |
| Total | 240 | (90 - 480) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.28: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY ABORIGINAL STATUS OF THE PRIMARY CARER

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--------------------------------------|---------------|--------------------------|--------------|---------------|
| Aboriginal or Torres Strait Islander | | | | |
| Low | 10 000 | (9 400 - 10 600) | 61.1 | (58.0 - 64.0) |
| Average or above average | 6 390 | (5 880 - 6 920) | 38.9 | (36.0 - 42.0) |
| Total | 16 400 | (15 900 - 16 900) | 100.0 | |
| Not Aboriginal | | | | |
| Low | 1 170 | (940 - 1 460) | 38.7 | (32.2 - 45.2) |
| Average or above average | 1 860 | (1 530 - 2 240) | 61.3 | (54.8 - 67.8) |
| Total | 3 030 | (2 600 - 3 530) | 100.0 | |
| Not stated | | | | |
| Low | 70 | (30 - 140) | 48.4 | (21.3 - 73.4) |
| Average or above average | 70 | (20 - 200) | 51.6 | (26.6 - 78.7) |
| Total | 140 | (50 - 300) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.29: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY PRIMARY CARER INVOLVEMENT IN SELECTED CULTURAL ACTIVITIES IN THE LAST 12 MONTHS

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|---------------|--------------------------|--------------|---------------|
| Had not attended an Aboriginal funeral | | | | |
| Low | 2 640 | (2 280 - 3 030) | 46.9 | (41.6 - 52.1) |
| Average or above average | 2 980 | (2 550 - 3 430) | 53.1 | (47.9 - 58.4) |
| Total | 5 620 | (5 070 - 6 200) | 100.0 | |
| Attended an Aboriginal funeral | | | | |
| Low | 8 480 | (7 920 - 9 040) | 61.7 | (58.6 - 64.9) |
| Average or above average | 5 250 | (4 780 - 5 750) | 38.3 | (35.1 - 41.4) |
| Total | 13 700 | (13 100 - 14 300) | 100.0 | |
| Had not attended an Aboriginal ceremony | | | | |
| Low | 8 510 | (7 990 - 9 050) | 54.2 | (51.3 - 57.1) |
| Average or above average | 7 190 | (6 680 - 7 730) | 45.8 | (42.9 - 48.7) |
| Total | 15 700 | (15 200 - 16 200) | 100.0 | |
| Attended an Aboriginal ceremony | | | | |
| Low | 2 600 | (2 150 - 3 090) | 71.4 | (65.3 - 77.0) |
| Average or above average | 1 040 | (830 - 1 280) | 28.6 | (23.0 - 34.7) |
| Total | 3 640 | (3 140 - 4 180) | 100.0 | |
| Had not attended an Aboriginal festival/carnival | | | | |
| Low | 5 470 | (4 970 - 6 000) | 56.6 | (52.8 - 60.3) |
| Average or above average | 4 200 | (3 760 - 4 660) | 43.4 | (39.7 - 47.2) |
| Total | 9 670 | (9 000 - 10 300) | 100.0 | |
| Attended an Aboriginal festival/carnival | | | | |
| Low | 5 640 | (5 090 - 6 210) | 58.3 | (54.3 - 62.3) |
| Average or above average | 4 030 | (3 590 - 4 490) | 41.7 | (37.7 - 45.7) |
| Total | 9 680 | (9 000 - 10 300) | 100.0 | |
| Had not participated in an Aboriginal organisation | | | | |
| Low | 6 920 | (6 360 - 7 470) | 59.2 | (55.8 - 62.5) |
| Average or above average | 4 770 | (4 320 - 5 250) | 40.8 | (37.5 - 44.2) |
| Total | 11 700 | (11 000 - 12 300) | 100.0 | |
| Had participated in an Aboriginal organisation | | | | |
| Low | 4 200 | (3 710 - 4 700) | 54.8 | (50.3 - 59.2) |
| Average or above average | 3 470 | (3 040 - 3 940) | 45.2 | (40.8 - 49.7) |
| Total | 7 660 | (7 040 - 8 320) | 100.0 | |



TABLE 6.30: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER PRIMARY CARER FEELS WELCOME AT THE SCHOOL OR WHETHER CARER FEELS THAT THEY CAN SORT OUT PROBLEMS WITH THE SCHOOL

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|---------------|--------------------------|--------------|---------------|
| Carer does not feel welcome at school | | | | |
| Low | 500 | (340 - 700) | 59.0 | (44.9 - 71.4) |
| Average or above average | 340 | (210 - 520) | 41.0 | (28.6 - 55.1) |
| Total | 840 | (610 - 1 110) | 100.0 | |
| Carer feels welcome at school | | | | |
| Low | 10 700 | (10 100 - 11 200) | 57.5 | (54.7 - 60.3) |
| Average or above average | 7 900 | (7 380 - 8 440) | 42.5 | (39.7 - 45.3) |
| Total | 18 600 | (18 300 - 18 800) | 100.0 | |
| Carer feels they cannot sort out problems with the school | | | | |
| Low | 450 | (330 - 590) | 55.7 | (44.1 - 65.9) |
| Average or above average | 360 | (230 - 520) | 44.3 | (34.1 - 55.9) |
| Total | 810 | (620 - 1 050) | 100.0 | |
| Carer feels they can sort out problems with the school | | | | |
| Low | 10 700 | (10 200 - 11 300) | 57.6 | (54.8 - 60.5) |
| Average or above average | 7 880 | (7 360 - 8 420) | 42.4 | (39.5 - 45.2) |
| Total | 18 600 | (18 400 - 18 800) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.31: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY HOW HAPPY THE PRIMARY CARER IS WITH THE SCHOOL

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--------------------------------------|---------------|--------------------------|--------------|---------------|
| Very unhappy/a little unhappy | | | | |
| Low | 1 580 | (1 220 - 1 990) | 60.8 | (52.3 - 69.3) |
| Average or above average | 1 020 | (770 - 1 300) | 39.2 | (30.7 - 47.7) |
| Total | 2 600 | (2 150 - 3 090) | 100.0 | |
| Neither happy or unhappy | | | | |
| Low | 630 | (470 - 840) | 65.6 | (53.7 - 76.5) |
| Average or above average | 330 | (200 - 490) | 34.4 | (23.5 - 46.3) |
| Total | 960 | (750 - 1 230) | 100.0 | |
| A little happy/very happy | | | | |
| Low | 8 960 | (8 400 - 9 540) | 56.5 | (53.5 - 59.6) |
| Average or above average | 6 890 | (6 380 - 7 420) | 43.5 | (40.4 - 46.5) |
| Total | 15 900 | (15 300 - 16 300) | 100.0 | |
| Not stated | | | | |
| Low | 90 | (40 - 150) | 51.2 | (29.9 - 70.1) |
| Average or above average | 80 | (50 - 120) | 48.8 | (29.9 - 70.1) |
| Total | 170 | (120 - 240) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



FAMILY AND HOUSEHOLD ENVIRONMENT FACTORS AND ACADEMIC PERFORMANCE

TABLE 6.32: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY TYPE OF FAMILY CARE ARRANGEMENT

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-------------------------------------|---------------|--------------------------|--------------|---------------|
| Both original parents | | | | |
| Low | 4 750 | (4 300 - 5 230) | 53.9 | (49.8 - 57.8) |
| Average or above average | 4 070 | (3 620 - 4 550) | 46.1 | (42.2 - 50.2) |
| Total | 8 830 | (8 210 - 9 440) | 100.0 | |
| Sole parent | | | | |
| Low | 3 910 | (3 470 - 4 390) | 58.6 | (53.8 - 63.1) |
| Average or above average | 2 760 | (2 380 - 3 180) | 41.4 | (36.9 - 46.2) |
| Total | 6 670 | (6 100 - 7 270) | 100.0 | |
| One original parent and new partner | | | | |
| Low | 990 | (740 - 1 270) | 54.2 | (45.3 - 62.8) |
| Average or above average | 840 | (650 - 1 050) | 45.8 | (37.2 - 54.7) |
| Total | 1 820 | (1 510 - 2 180) | 100.0 | |
| Other (e.g. aunts/uncles) | | | | |
| Low | 1 610 | (1 280 - 1 980) | 71.2 | (63.6 - 78.4) |
| Average or above average | 650 | (470 - 870) | 28.8 | (21.6 - 36.4) |
| Total | 2 260 | (1 870 - 2 700) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.33: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY FAMILY FUNCTIONING

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|------------------------------|---------------|--------------------------|--------------|---------------|
| Poor family functioning | | | | |
| Low | 2 440 | (2 040 - 2 870) | 60.8 | (54.8 - 66.7) |
| Average or above average | 1 570 | (1 300 - 1 880) | 39.2 | (33.3 - 45.2) |
| Total | 4 020 | (3 520 - 4 560) | 100.0 | |
| Fair family functioning | | | | |
| Low | 2 970 | (2 560 - 3 410) | 58.3 | (53.2 - 63.4) |
| Average or above average | 2 120 | (1 800 - 2 480) | 41.7 | (36.6 - 46.8) |
| Total | 5 080 | (4 540 - 5 650) | 100.0 | |
| Good family functioning | | | | |
| Low | 2 700 | (2 330 - 3 110) | 57.7 | (51.9 - 63.5) |
| Average or above average | 1 980 | (1 630 - 2 380) | 42.3 | (36.5 - 48.1) |
| Total | 4 670 | (4 140 - 5 220) | 100.0 | |
| Very good family functioning | | | | |
| Low | 3 010 | (2 620 - 3 440) | 54.0 | (48.9 - 59.0) |
| Average or above average | 2 560 | (2 190 - 2 990) | 46.0 | (41.0 - 51.1) |
| Total | 5 580 | (5 010 - 6 170) | 100.0 | |
| Not stated | | | | |
| Low | 150 | (40 - 420) | 62.3 | (24.5 - 91.5) |
| Average or above average | 90 | (30 - 230) | 37.7 | (8.5 - 75.5) |
| Total | 240 | (90 - 480) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.34: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY QUALITY OF PARENTING

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-----------------------------|---------------|--------------------------|--------------|---------------|
| Very good | | | | |
| Low | 3 310 | (2 910 - 3 740) | 51.6 | (46.8 - 56.5) |
| Average or above average | 3 110 | (2 700 - 3 550) | 48.4 | (43.5 - 53.2) |
| Total | 6 420 | (5 860 - 6 980) | 100.0 | |
| Good | | | | |
| Low | 2 930 | (2 540 - 3 370) | 55.4 | (50.4 - 60.1) |
| Average or above average | 2 370 | (2 050 - 2 710) | 44.6 | (39.9 - 49.6) |
| Total | 5 300 | (4 770 - 5 840) | 100.0 | |
| Fair | | | | |
| Low | 1 860 | (1 570 - 2 200) | 62.0 | (54.6 - 69.3) |
| Average or above average | 1 140 | (880 - 1 460) | 38.0 | (30.7 - 45.4) |
| Total | 2 990 | (2 600 - 3 430) | 100.0 | |
| Poor | | | | |
| Low | 3 160 | (2 770 - 3 610) | 64.9 | (59.9 - 69.5) |
| Average or above average | 1 710 | (1 450 - 2 010) | 35.1 | (30.5 - 40.1) |
| Total | 4 880 | (4 390 - 5 400) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.35: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY NUMBER OF LIFE STRESS EVENTS EXPERIENCED BY THE FAMILY IN THE LAST 12 MONTHS

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-----------------------------|---------------|--------------------------|--------------|---------------|
| 0–2 | | | | |
| Low | 3 190 | (2 770 - 3 650) | 55.4 | (50.2 - 60.4) |
| Average or above average | 2 560 | (2 180 - 2 980) | 44.6 | (39.6 - 49.8) |
| Total | 5 750 | (5 170 - 6 360) | 100.0 | |
| 3–4 | | | | |
| Low | 2 570 | (2 180 - 2 990) | 53.7 | (48.1 - 59.0) |
| Average or above average | 2 210 | (1 890 - 2 580) | 46.3 | (41.0 - 51.9) |
| Total | 4 780 | (4 250 - 5 350) | 100.0 | |
| 5–6 | | | | |
| Low | 2 890 | (2 490 - 3 330) | 59.7 | (53.9 - 65.0) |
| Average or above average | 1 950 | (1 610 - 2 330) | 40.3 | (35.0 - 46.1) |
| Total | 4 850 | (4 310 - 5 420) | 100.0 | |
| 7–14 | | | | |
| Low | 2 470 | (2 070 - 2 900) | 62.1 | (56.2 - 68.0) |
| Average or above average | 1 500 | (1 240 - 1 810) | 37.9 | (32.0 - 43.8) |
| Total | 3 970 | (3 480 - 4 500) | 100.0 | |
| Not stated | | | | |
| Low | 150 | (40 - 420) | 62.3 | (24.5 - 91.5) |
| Average or above average | 90 | (30 - 230) | 37.7 | (8.5 - 75.5) |
| Total | 240 | (90 - 480) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.36: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY FAMILY FINANCIAL STRAIN

| <i>Financial strain</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---|-----------------------------|---------------|--------------------------|--------------|---------------|
| Spending more money than we get | Low | 1 180 | (900 - 1 490) | 66.1 | (56.0 - 74.6) |
| | Average or above average | 600 | (410 - 830) | 33.9 | (25.4 - 44.0) |
| | Total | 1 780 | (1 440 - 2 190) | 100.0 | |
| We have just enough money to get by | Low | 5 110 | (4 620 - 5 620) | 57.3 | (53.5 - 61.1) |
| | Average or above average | 3 810 | (3 410 - 4 250) | 42.7 | (38.9 - 46.5) |
| | Total | 8 920 | (8 310 - 9 560) | 100.0 | |
| Some money left over but we just spend it | Low | 1 440 | (1 130 - 1 790) | 56.4 | (48.3 - 64.5) |
| | Average or above average | 1 110 | (850 - 1 430) | 43.6 | (35.5 - 51.7) |
| | Total | 2 550 | (2 120 - 3 040) | 100.0 | |
| Can save a bit now and again | Low | 2 950 | (2 580 - 3 330) | 55.3 | (49.8 - 60.5) |
| | Average or above average | 2 390 | (2 000 - 2 810) | 44.7 | (39.5 - 50.2) |
| | Total | 5 340 | (4 810 - 5 880) | 100.0 | |
| Can save a lot | Low | 430 | (230 - 780) | 57.8 | (40.9 - 73.0) |
| | Average or above average | 320 | (210 - 450) | 42.2 | (27.0 - 59.1) |
| | Total | 750 | (480 - 1 100) | 100.0 | |
| Not stated | Low | 150 | (40 - 420) | 62.3 | (24.5 - 91.5) |
| | Average or above average | 90 | (30 - 230) | 37.7 | (8.5 - 75.5) |
| | Total | 240 | (90 - 480) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.37: STUDENTS AGED 4–11 YEARS — OVERALL ACADEMIC PERFORMANCE, BY HOW OFTEN SOMEONE FROM THE HOUSEHOLD LOOKS AT A BOOK WITH CHILD

| <i>Looks at a book</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|------------------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| Several times a day | Low | 700 | (510 - 960) | 52.2 | (40.8 - 62.4) |
| | Average or above average | 650 | (460 - 860) | 47.8 | (37.6 - 59.2) |
| | Total | 1 350 | (1 060 - 1 680) | 100.0 | |
| Once a day | Low | 2 540 | (2 210 - 2 890) | 54.4 | (48.6 - 59.9) |
| | Average or above average | 2 130 | (1 770 - 2 530) | 45.6 | (40.1 - 51.4) |
| | Total | 4 670 | (4 190 - 5 180) | 100.0 | |
| 2–3 times a week | Low | 2 350 | (1 990 - 2 750) | 59.0 | (52.8 - 64.7) |
| | Average or above average | 1 630 | (1 350 - 1 940) | 41.0 | (35.3 - 47.2) |
| | Total | 3 980 | (3 520 - 4 460) | 100.0 | |
| Hardly ever | Low | 1 880 | (1 550 - 2 270) | 71.4 | (63.7 - 78.9) |
| | Average or above average | 750 | (540 - 1 020) | 28.6 | (21.1 - 36.3) |
| | Total | 2 640 | (2 240 - 3 090) | 100.0 | |
| Not stated | Low | 80 | (40 - 130) | 57.9 | (27.7 - 84.8) |
| | Average or above average | 60 | (20 - 140) | 42.1 | (15.2 - 72.3) |
| | Total | 140 | (80 - 220) | 100.0 | |
| Total | Low | 7 560 | (7 040 - 8 100) | 59.2 | (55.7 - 62.5) |
| | Average or above average | 5 220 | (4 750 - 5 710) | 40.8 | (37.5 - 44.3) |
| | Total | 12 800 | (12 200 - 13 300) | 100.0 | |



TABLE 6.38: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY HOUSEHOLD OCCUPANCY LEVEL

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|---------------|--------------------------|--------------|---------------|
| Household occupancy level — Low | | | | |
| Low | 7 670 | (7 120 - 8 220) | 53.2 | (50.0 - 56.4) |
| Average or above average | 6 760 | (6 230 - 7 300) | 46.8 | (43.6 - 50.0) |
| Total | 14 400 | (13 800 - 15 000) | 100.0 | |
| Household occupancy level — High | | | | |
| Low | 3 440 | (2 960 - 3 960) | 70.0 | (65.5 - 74.4) |
| Average or above average | 1 480 | (1 240 - 1 730) | 30.0 | (25.6 - 34.5) |
| Total | 4 920 | (4 360 - 5 520) | 100.0 | |
| Household occupancy level — Not stated | | | | |
| Low | 150 | (40 - 420) | 62.3 | (24.5 - 91.5) |
| Average or above average | 90 | (30 - 230) | 37.7 | (8.5 - 75.5) |
| Total | 240 | (90 - 480) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.39: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY NUMBER OF HOMES LIVED IN SINCE BIRTH AND AGE GROUP

| <i>Number of homes lived in</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---------------------------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| 4–11 years | | | | | |
| 1–4 homes | Low | 5 740 | (5 250 - 6 240) | 60.8 | (56.9 - 64.6) |
| | Average or above average | 3 710 | (3 300 - 4 130) | 39.2 | (35.4 - 43.1) |
| | Total | 9 450 | (8 890 - 9 990) | 100.0 | |
| 5 or more homes | Low | 1 810 | (1 530 - 2 130) | 54.6 | (47.7 - 61.3) |
| | Average or above average | 1 510 | (1 220 - 1 850) | 45.4 | (38.7 - 52.3) |
| | Total | 3 320 | (2 910 - 3 750) | 100.0 | |
| Total | Low | 7 560 | (7 040 - 8 100) | 59.2 | (55.7 - 62.5) |
| | Average or above average | 5 220 | (4 750 - 5 710) | 40.8 | (37.5 - 44.3) |
| | Total | 12 800 | (12 200 - 13 300) | 100.0 | |
| 12–17 years | | | | | |
| 1–4 homes | Low | 2 580 | (2 200 - 3 000) | 58.9 | (52.8 - 64.8) |
| | Average or above average | 1 800 | (1 500 - 2 140) | 41.1 | (35.2 - 47.2) |
| | Total | 4 380 | (3 920 - 4 880) | 100.0 | |
| 5 or more homes | Low | 1 130 | (920 - 1 370) | 46.3 | (39.9 - 53.0) |
| | Average or above average | 1 310 | (1 090 - 1 540) | 53.7 | (47.0 - 60.1) |
| | Total | 2 430 | (2 120 - 2 770) | 100.0 | |
| Total | Low | 3 710 | (3 300 - 4 150) | 54.4 | (49.9 - 58.8) |
| | Average or above average | 3 110 | (2 740 - 3 500) | 45.6 | (41.2 - 50.1) |
| | Total | 6 820 | (6 300 - 7 340) | 100.0 | |
| Total | | | | | |
| 1–4 homes | Low | 8 320 | (7 770 - 8 880) | 60.2 | (56.8 - 63.4) |
| | Average or above average | 5 510 | (5 020 - 6 020) | 39.8 | (36.6 - 43.2) |
| | Total | 13 800 | (13 300 - 14 300) | 100.0 | |
| 5 or more homes | Low | 2 940 | (2 590 - 3 310) | 51.1 | (46.4 - 55.7) |
| | Average or above average | 2 820 | (2 450 - 3 200) | 48.9 | (44.3 - 53.6) |
| | Total | 5 760 | (5 260 - 6 290) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.40: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY NUMBER OF PRIMARY SCHOOLS ATTENDED

| <i>Number of primary schools student has attended</i> | <i>Low academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---|---------------------------------|---------------|--------------------------|--------------|---------------|
| 1 | Low | 5 810 | (5 330 - 6 320) | 58.0 | (54.0 - 61.8) |
| | Average or above average | 4 210 | (3 750 - 4 700) | 42.0 | (38.2 - 46.0) |
| | Total | 10 000 | (9 400 - 10 600) | 100.0 | |
| 2 | Low | 2 850 | (2 500 - 3 220) | 60.8 | (55.6 - 65.6) |
| | Average or above average | 1 830 | (1 570 - 2 140) | 39.2 | (34.4 - 44.4) |
| | Total | 4 680 | (4 250 - 5 120) | 100.0 | |
| 3 or more | Low | 2 410 | (2 050 - 2 810) | 55.9 | (50.2 - 61.3) |
| | Average or above average | 1 900 | (1 620 - 2 210) | 44.1 | (38.7 - 49.8) |
| | Total | 4 310 | (3 840 - 4 790) | 100.0 | |
| Not stated | Low | 90 | (40 - 150) | 51.2 | (29.9 - 70.1) |
| | Average or above average | 80 | (50 - 120) | 48.8 | (29.9 - 70.1) |
| | Total | 170 | (120 - 240) | 100.0 | |
| Has only attended pre-school | Low | 120 | (80 - 160) | 28.1 | (17.0 - 41.5) |
| | Average or above average | 300 | (180 - 470) | 71.9 | (59.1 - 83.3) |
| | Total | 410 | (280 - 590) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.41: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY NUMBER OF HIGH SCHOOLS ATTENDED

| <i>Number of high schools student has attended</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|-----------------------------|---------------|--------------------------|--------------|---------------|
| Never attended high school | Low | 8 330 | (7 780 - 8 800) | 59.8 | (56.6 - 63.1) |
| | Average or above average | 5 590 | (5 110 - 6 080) | 40.2 | (36.9 - 43.4) |
| | Total | 13 900 | (13 400 - 14 400) | 100.0 | |
| 1 | Low | 2 060 | (1 760 - 2 400) | 50.8 | (44.9 - 56.5) |
| | Average or above average | 2 000 | (1 700 - 2 340) | 49.2 | (43.5 - 55.1) |
| | Total | 4 070 | (3 650 - 4 520) | 100.0 | |
| 2 | Low | 490 | (310 - 730) | 51.1 | (39.0 - 63.8) |
| | Average or above average | 470 | (360 - 600) | 48.9 | (36.2 - 61.0) |
| | Total | 960 | (750 - 1 230) | 100.0 | |
| 3 or more | Low | 130 | (80 - 190) | 43.6 | (27.9 - 61.9) |
| | Average or above average | 170 | (100 - 270) | 56.4 | (38.1 - 72.1) |
| | Total | 300 | (200 - 410) | 100.0 | |
| Not stated | Low | 250 | (150 - 410) | 71.5 | (41.3 - 89.0) |
| | Average or above average | 100 | (20 - 230) | 28.5 | (11.0 - 58.7) |
| | Total | 350 | (210 - 540) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.42: ABORIGINAL STUDENTS AGED 12–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY AGE GROUP AND LEVEL OF PARENTAL SCHOOL ENCOURAGEMENT (a)

| Age group | Academic performance | Number | 95% CI | % | 95% CI |
|--|--------------------------|--------------|------------------------|--------------|---------------|
| Low level parental school encouragement | | | | | |
| 12–13 years | Low | 490 | (310 - 720) | 58.9 | (43.2 - 73.7) |
| | Average or above average | 340 | (200 - 520) | 41.1 | (26.3 - 56.8) |
| | Total | 830 | (590 - 1 120) | 100.0 | |
| 14–15 years | Low | 640 | (500 - 810) | 61.3 | (51.9 - 70.6) |
| | Average or above average | 400 | (290 - 540) | 38.7 | (29.4 - 48.1) |
| | Total | 1 040 | (860 - 1 260) | 100.0 | |
| 16–17 years | Low | 80 | (40 - 150) | 33.4 | (14.9 - 53.5) |
| | Average or above average | 160 | (90 - 280) | 66.6 | (46.5 - 85.1) |
| | Total | 250 | (160 - 370) | 100.0 | |
| Total | Low | 1 210 | (970 - 1 480) | 57.1 | (49.2 - 65.2) |
| | Average or above average | 910 | (700 - 1 150) | 42.9 | (34.8 - 50.8) |
| | Total | 2 110 | (1 800 - 2 460) | 100.0 | |
| High level parental school encouragement | | | | | |
| 12–13 years | Low | 690 | (540 - 860) | 47.5 | (39.6 - 55.9) |
| | Average or above average | 760 | (610 - 950) | 52.5 | (44.1 - 60.4) |
| | Total | 1 450 | (1 230 - 1 690) | 100.0 | |
| 14–15 years | Low | 500 | (380 - 640) | 42.6 | (33.3 - 52.5) |
| | Average or above average | 670 | (510 - 860) | 57.4 | (47.5 - 66.7) |
| | Total | 1 160 | (970 - 1 390) | 100.0 | |
| 16–17 years | Low | 210 | (80 - 500) | 43.0 | (19.8 - 70.1) |
| | Average or above average | 280 | (170 - 430) | 57.0 | (29.9 - 80.2) |
| | Total | 490 | (290 - 740) | 100.0 | |
| Total | Low | 1 410 | (1 160 - 1 680) | 45.1 | (39.1 - 51.3) |
| | Average or above average | 1 720 | (1 460 - 2 010) | 54.9 | (48.7 - 60.9) |
| | Total | 3 130 | (2 760 - 3 520) | 100.0 | |

(a) Only includes students who completed a Youth Self Report.

TABLE 6.43: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER OVERUSE OF ALCOHOL CAUSES PROBLEMS IN THE HOUSEHOLD

| Overuse of alcohol causes problems? | Academic performance | Number | 95% CI | % | 95% CI |
|-------------------------------------|--------------------------|---------------|--------------------------|--------------|---------------|
| No | Low | 9 200 | (8 650 - 9 740) | 55.7 | (52.8 - 58.5) |
| | Average or above average | 7 330 | (6 810 - 7 850) | 44.3 | (41.5 - 47.2) |
| | Total | 16 500 | (16 000 - 17 000) | 100.0 | |
| Yes | Low | 1 920 | (1 540 - 2 350) | 67.9 | (59.1 - 75.4) |
| | Average or above average | 910 | (660 - 1 230) | 32.1 | (24.6 - 40.9) |
| | Total | 2 820 | (2 360 - 3 350) | 100.0 | |
| Not stated | Low | 150 | (40 - 420) | 62.3 | (24.5 - 91.5) |
| | Average or above average | 90 | (30 - 230) | 37.7 | (8.5 - 75.5) |
| | Total | 240 | (90 - 480) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.44: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER GAMBLING CAUSES PROBLEMS IN THE HOUSEHOLD

| <i>Gambling causes problems?</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|----------------------------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| No | Low | 10 600 | (10 000 - 11 100) | 56.8 | (54.0 - 59.5) |
| | Average or above average | 8 030 | (7 500 - 8 560) | 43.2 | (40.5 - 46.0) |
| | Total | 18 600 | (18 200 - 18 900) | 100.0 | |
| Yes | Low | 560 | (380 - 800) | 72.8 | (52.8 - 87.3) |
| | Average or above average | 210 | (70 - 420) | 27.2 | (12.7 - 47.2) |
| | Total | 760 | (520 - 1 090) | 100.0 | |
| Not stated | Low | 150 | (40 - 420) | 62.3 | (24.5 - 91.5) |
| | Average or above average | 90 | (30 - 230) | 37.7 | (8.5 - 75.5) |
| | Total | 240 | (90 - 480) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.45: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY HOW OFTEN PRIMARY CARER AND PARTNER/SPOUSE ARGUE WITH EACH OTHER

| <i>Frequency of arguments or quarrelling</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|-----------------------------|---------------|--------------------------|--------------|---------------|
| Never | Low | 360 | (220 - 590) | 57.6 | (40.8 - 73.7) |
| | Average or above average | 260 | (130 - 460) | 42.4 | (26.3 - 59.2) |
| | Total | 620 | (390 - 950) | 100.0 | |
| Hardly ever | Low | 1 680 | (1 380 - 2 030) | 55.3 | (48.9 - 61.9) |
| | Average or above average | 1 360 | (1 100 - 1 670) | 44.7 | (38.1 - 51.1) |
| | Total | 3 040 | (2 610 - 3 530) | 100.0 | |
| Once in a while | Low | 3 320 | (2 880 - 3 800) | 56.3 | (51.2 - 61.3) |
| | Average or above average | 2 570 | (2 210 - 2 980) | 43.7 | (38.7 - 48.8) |
| | Total | 5 880 | (5 300 - 6 500) | 100.0 | |
| Quite often | Low | 1 180 | (930 - 1 470) | 55.5 | (47.1 - 63.8) |
| | Average or above average | 940 | (730 - 1 220) | 44.5 | (36.2 - 52.9) |
| | Total | 2 120 | (1 760 - 2 510) | 100.0 | |
| Almost always | Low | 500 | (360 - 680) | 57.3 | (43.2 - 70.3) |
| | Average or above average | 370 | (210 - 580) | 42.7 | (29.7 - 56.8) |
| | Total | 860 | (630 - 1 140) | 100.0 | |
| Not stated | Low | 150 | (40 - 420) | 62.3 | (24.5 - 91.5) |
| | Average or above average | 90 | (30 - 230) | 37.7 | (8.5 - 75.5) |
| | Total | 240 | (90 - 480) | 100.0 | |
| Not applicable | Low | 4 080 | (3 630 - 4 580) | 59.9 | (55.2 - 64.3) |
| | Average or above average | 2 730 | (2 360 - 3 140) | 40.1 | (35.7 - 44.8) |
| | Total | 6 810 | (6 230 - 7 420) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.46: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY HOW OFTEN PRIMARY CARER AND PARTNER/SPOUSE CARE FOR EACH OTHER

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-----------------------------|---------------|--------------------------|--------------|---------------|
| Never/hardly ever | | | | |
| Low | 750 | (540 - 1 000) | 72.8 | (62.2 - 82.4) |
| Average or above average | 280 | (170 - 430) | 27.2 | (17.6 - 37.8) |
| Total | 1 030 | (780 - 1 330) | 100.0 | |
| Once in a while | | | | |
| Low | 1 220 | (980 - 1 510) | 56.8 | (49.4 - 63.7) |
| Average or above average | 920 | (730 - 1 170) | 43.2 | (36.3 - 50.6) |
| Total | 2 140 | (1 790 - 2 530) | 100.0 | |
| Quite often/Almost always | | | | |
| Low | 5 070 | (4 550 - 5 590) | 54.1 | (49.9 - 58.1) |
| Average or above average | 4 300 | (3 830 - 4 790) | 45.9 | (41.9 - 50.1) |
| Total | 9 370 | (8 700 - 10 000) | 100.0 | |
| Not stated | | | | |
| Low | 150 | (40 - 420) | 62.3 | (24.5 - 91.5) |
| Average or above average | 90 | (30 - 230) | 37.7 | (8.5 - 75.5) |
| Total | 240 | (90 - 480) | 100.0 | |
| Not applicable | | | | |
| Low | 4 080 | (3 630 - 4 580) | 59.9 | (55.2 - 64.3) |
| Average or above average | 2 730 | (2 360 - 3 140) | 40.1 | (35.7 - 44.8) |
| Total | 6 810 | (6 230 - 7 420) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.47: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY HOME OWNERSHIP

| <i>Home ownership</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-------------------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| Owned or being paid off | Low | 2 110 | (1 770 - 2 500) | 45.5 | (40.0 - 51.1) |
| | Average or above average | 2 530 | (2 150 - 2 940) | 54.5 | (48.9 - 60.0) |
| | Total | 4 640 | (4 090 - 5 210) | 100.0 | |
| Rented | Low | 8 600 | (7 990 - 9 200) | 61.1 | (57.9 - 64.3) |
| | Average or above average | 5 480 | (5 000 - 6 000) | 38.9 | (35.7 - 42.1) |
| | Total | 14 100 | (13 400 - 14 700) | 100.0 | |
| Other | Low | 410 | (200 - 700) | 64.4 | (48.8 - 78.1) |
| | Average or above average | 220 | (130 - 370) | 35.6 | (21.9 - 51.2) |
| | Total | 630 | (370 - 1 010) | 100.0 | |
| Not stated | Low | 150 | (40 - 420) | 62.3 | (24.5 - 91.5) |
| | Average or above average | 90 | (30 - 230) | 37.7 | (8.5 - 75.5) |
| | Total | 240 | (90 - 480) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.48: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY STUDENT TO TEACHER RATIO

| <i>Student to teacher ratio</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---------------------------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| Less than 10 | Low | 2 090 | (1 650 - 2 620) | 71.1 | (64.4 - 76.9) |
| | Average or above average | 850 | (650 - 1 070) | 28.9 | (23.1 - 35.6) |
| | Total | 2 940 | (2 410 - 3 540) | 100.0 | |
| 10–15 | Low | 4 210 | (3 680 - 4 790) | 54.9 | (50.0 - 59.6) |
| | Average or above average | 3 460 | (3 020 - 3 940) | 45.1 | (40.4 - 50.0) |
| | Total | 7 670 | (6 970 - 8 380) | 100.0 | |
| 15–20 | Low | 3 050 | (2 630 - 3 520) | 57.7 | (52.8 - 62.4) |
| | Average or above average | 2 240 | (1 910 - 2 600) | 42.3 | (37.6 - 47.2) |
| | Total | 5 290 | (4 710 - 5 910) | 100.0 | |
| 20 or more | Low | 1 910 | (1 570 - 2 300) | 51.8 | (45.6 - 58.4) |
| | Average or above average | 1 780 | (1 450 - 2 160) | 48.2 | (41.6 - 54.4) |
| | Total | 3 690 | (3 170 - 4 250) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.49: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY STUDENT TO TEACHER RATIO AND LEVEL OF RELATIVE ISOLATION (LORI)

| <i>Student to teacher ratio</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---------------------------------|-----------------------------|---------------|------------------------|--------------|---------------|
| LORI — None | | | | | |
| Less than 10 | Low | 330 | (200 - 480) | 73.6 | (55.4 - 88.1) |
| | Average or above average | 120 | (50 - 230) | 26.4 | (11.9 - 44.6) |
| | Total | 440 | (300 - 640) | 100.0 | |
| 10–15 | Low | 1 080 | (830 - 1 350) | 44.8 | (36.2 - 53.6) |
| | Average or above average | 1 320 | (1 040 - 1 650) | 55.2 | (46.4 - 63.8) |
| | Total | 2 400 | (2 030 - 2 800) | 100.0 | |
| 15–20 | Low | 1 320 | (1 040 - 1 630) | 57.6 | (48.8 - 65.4) |
| | Average or above average | 970 | (740 - 1 240) | 42.4 | (34.6 - 51.2) |
| | Total | 2 290 | (1 930 - 2 710) | 100.0 | |
| 20 or more | Low | 900 | (680 - 1 160) | 47.1 | (38.9 - 56.1) |
| | Average or above average | 1 010 | (770 - 1 290) | 52.9 | (43.9 - 61.1) |
| | Total | 1 920 | (1 580 - 2 310) | 100.0 | |
| Total | Low | 3 620 | (3 290 - 3 980) | 51.4 | (46.6 - 56.1) |
| | Average or above average | 3 430 | (3 090 - 3 770) | 48.6 | (43.9 - 53.4) |
| | Total | 7 050 | (6 900 - 7 200) | 100.0 | |
| LORI — Low | | | | | |
| Less than 10 | Low | 200 | (140 - 300) | 53.7 | (43.1 - 64.2) |
| | Average or above average | 170 | (110 - 260) | 46.3 | (35.8 - 56.9) |
| | Total | 380 | (260 - 520) | 100.0 | |
| 10–15 | Low | 1 090 | (850 - 1 360) | 56.2 | (48.0 - 64.5) |
| | Average or above average | 850 | (640 - 1 080) | 43.8 | (35.5 - 52.0) |
| | Total | 1 940 | (1 610 - 2 300) | 100.0 | |
| 15–20 | Low | 970 | (740 - 1 240) | 55.5 | (47.3 - 63.3) |
| | Average or above average | 780 | (590 - 1 020) | 44.5 | (36.7 - 52.7) |
| | Total | 1 750 | (1 420 - 2 150) | 100.0 | |
| 20 or more | Low | 580 | (390 - 830) | 50.8 | (38.7 - 64.2) |
| | Average or above average | 560 | (350 - 830) | 49.2 | (35.8 - 61.3) |
| | Total | 1 140 | (830 - 1 540) | 100.0 | |
| Total | Low | 2 840 | (2 510 - 3 210) | 54.6 | (49.5 - 59.6) |
| | Average or above average | 2 360 | (2 030 - 2 700) | 45.4 | (40.4 - 50.5) |
| | Total | 5 200 | (4 770 - 5 660) | 100.0 | |

Continued . . .



TABLE 6.49 (continued): STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY STUDENT TO TEACHER RATIO AND LEVEL OF RELATIVE ISOLATION (LORI)

| <i>Student to teacher ratio</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---------------------------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| LORI — Moderate | | | | | |
| Less than 10 | Low | 390 | (250 - 570) | 67.1 | (57.4 - 75.1) |
| | Average or above average | 190 | (110 - 290) | 32.9 | (24.9 - 42.6) |
| | Total | 580 | (380 - 850) | 100.0 | |
| 10–15 | Low | 1 350 | (1 030 - 1 720) | 57.1 | (49.4 - 65.1) |
| | Average or above average | 1 010 | (770 - 1 280) | 42.9 | (34.9 - 50.6) |
| | Total | 2 360 | (1 910 - 2 850) | 100.0 | |
| 15–20 | Low | 720 | (500 - 990) | 60.9 | (52.2 - 68.7) |
| | Average or above average | 460 | (340 - 610) | 39.1 | (31.3 - 47.8) |
| | Total | 1 180 | (890 - 1 540) | 100.0 | |
| 20 or more | Low | 320 | (170 - 530) | 64.0 | (48.5 - 77.3) |
| | Average or above average | 180 | (130 - 240) | 36.0 | (22.7 - 51.5) |
| | Total | 500 | (330 - 730) | 100.0 | |
| Total | Low | 2 780 | (2 330 - 3 270) | 60.1 | (55.1 - 64.9) |
| | Average or above average | 1 840 | (1 520 - 2 190) | 39.9 | (35.1 - 44.9) |
| | Total | 4 620 | (3 980 - 5 300) | 100.0 | |
| LORI — High/Extreme | | | | | |
| Less than 10 | Low | 1 170 | (780 - 1 700) | 76.1 | (64.7 - 85.1) |
| | Average or above average | 370 | (230 - 580) | 23.9 | (14.9 - 35.3) |
| | Total | 1 540 | (1 070 - 2 120) | 100.0 | |
| 10–15 | Low | 690 | (340 - 1 180) | 71.5 | (52.0 - 85.8) |
| | Average or above average | 280 | (120 - 540) | 28.5 | (14.2 - 48.0) |
| | Total | 970 | (530 - 1 570) | 100.0 | |
| 15–20 | Low | 50 | (0 - 200) | 61.5 | (9.4 - 99.2) |
| | Average or above average | 30 | (0 - 220) | 38.5 | (0.8 - 90.6) |
| | Total | 70 | (0 - 350) | 100.0 | |
| 20 or more | Low | 110 | (40 - 220) | 81.3 | (42.1 - 99.6) |
| | Average or above average | 30 | (0 - 90) | 18.7 | (0.4 - 57.9) |
| | Total | 140 | (50 - 310) | 100.0 | |
| Total | Low | 2 020 | (1 470 - 2 650) | 74.4 | (65.8 - 82.4) |
| | Average or above average | 700 | (470 - 1 010) | 25.6 | (17.6 - 34.2) |
| | Total | 2 720 | (2 080 - 3 470) | 100.0 | |
| Western Australia | | | | | |
| Less than 10 | Low | 2 090 | (1 650 - 2 620) | 71.1 | (64.4 - 76.9) |
| | Average or above average | 850 | (650 - 1 070) | 28.9 | (23.1 - 35.6) |
| | Total | 2 940 | (2 410 - 3 540) | 100.0 | |
| 10–15 | Low | 4 210 | (3 680 - 4 790) | 54.9 | (50.0 - 59.6) |
| | Average or above average | 3 460 | (3 020 - 3 940) | 45.1 | (40.4 - 50.0) |
| | Total | 7 670 | (6 970 - 8 380) | 100.0 | |
| 15–20 | Low | 3 050 | (2 630 - 3 520) | 57.7 | (52.8 - 62.4) |
| | Average or above average | 2 240 | (1 910 - 2 600) | 42.3 | (37.6 - 47.2) |
| | Total | 5 290 | (4 710 - 5 910) | 100.0 | |
| 20 or more | Low | 1 910 | (1 570 - 2 300) | 51.8 | (45.6 - 58.4) |
| | Average or above average | 1 780 | (1 450 - 2 160) | 48.2 | (41.6 - 54.4) |
| | Total | 3 690 | (3 170 - 4 250) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.50: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY PROPORTION OF TEACHERS NEW TO TEACHING

| <i>Proportion of teachers new to teaching this year</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---|-----------------------------|---------------|--------------------------|--------------|---------------|
| Less than 10% | Low | 8 680 | (8 060 - 9 320) | 56.6 | (53.5 - 59.8) |
| | Average or above average | 6 640 | (6 120 - 7 190) | 43.4 | (40.2 - 46.5) |
| | Total | 15 300 | (14 700 - 15 900) | 100.0 | |
| 10% or more | Low | 2 590 | (2 150 - 3 100) | 60.6 | (54.8 - 66.6) |
| | Average or above average | 1 680 | (1 370 - 2 050) | 39.4 | (33.4 - 45.2) |
| | Total | 4 270 | (3 660 - 4 930) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.51: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY PROPORTION OF STAFF NEW TO THE SCHOOL

| <i>Proportion of staff new to the school this year</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|-----------------------------|---------------|--------------------------|--------------|---------------|
| Less than 15% | Low | 6 220 | (5 630 - 6 810) | 54.1 | (50.5 - 57.7) |
| | Average or above average | 5 280 | (4 800 - 5 770) | 45.9 | (42.3 - 49.5) |
| | Total | 11 500 | (10 800 - 12 200) | 100.0 | |
| 15% or more | Low | 5 050 | (4 490 - 5 640) | 62.3 | (57.7 - 66.7) |
| | Average or above average | 3 050 | (2 620 - 3 500) | 37.7 | (33.3 - 42.3) |
| | Total | 8 100 | (7 390 - 8 790) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.52: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY DAYS ABSENT FROM SCHOOL

| <i>Days absent</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--------------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| 105 days or more | Low | 1 320 | (1 050 - 1 630) | 79.0 | (72.3 - 84.7) |
| | Average or above average | 350 | (260 - 470) | 21.0 | (15.3 - 27.7) |
| | Total | 1 670 | (1 380 - 2 000) | 100.0 | |
| 63–104 days | Low | 1 750 | (1 470 - 2 080) | 76.1 | (69.4 - 81.8) |
| | Average or above average | 550 | (400 - 720) | 23.9 | (18.2 - 30.6) |
| | Total | 2 300 | (1 980 - 2 650) | 100.0 | |
| 42–62 days | Low | 1 720 | (1 450 - 2 030) | 64.9 | (57.5 - 72.2) |
| | Average or above average | 930 | (710 - 1 200) | 35.1 | (27.8 - 42.5) |
| | Total | 2 650 | (2 300 - 3 030) | 100.0 | |
| 21–41 days | Low | 2 650 | (2 330 - 3 000) | 54.8 | (49.3 - 59.9) |
| | Average or above average | 2 190 | (1 870 - 2 540) | 45.2 | (40.1 - 50.7) |
| | Total | 4 840 | (4 420 - 5 290) | 100.0 | |
| 11–21 days | Low | 1 860 | (1 550 - 2 200) | 50.4 | (44.0 - 56.8) |
| | Average or above average | 1 830 | (1 530 - 2 170) | 49.6 | (43.2 - 56.0) |
| | Total | 3 700 | (3 280 - 4 150) | 100.0 | |
| 0–10 days | Low | 1 960 | (1 660 - 2 280) | 44.2 | (39.1 - 49.6) |
| | Average or above average | 2 470 | (2 120 - 2 850) | 55.8 | (50.4 - 60.9) |
| | Total | 4 430 | (3 970 - 4 930) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.53: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY NUMBER OF DAYS OF UNEXPLAINED ABSENCE FROM SCHOOL

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-----------------------------|---------------|--------------------------|--------------|---------------|
| None | | | | |
| Low | 2 830 | (2 430 - 3 280) | 43.2 | (38.3 - 48.0) |
| Average or above average | 3 730 | (3 310 - 4 190) | 56.8 | (52.0 - 61.7) |
| Total | 6 560 | (5 980 - 7 150) | 100.0 | |
| 1–10 | | | | |
| Low | 2 080 | (1 830 - 2 350) | 56.0 | (50.8 - 61.1) |
| Average or above average | 1 630 | (1 370 - 1 920) | 44.0 | (38.9 - 49.2) |
| Total | 3 710 | (3 330 - 4 100) | 100.0 | |
| More than 10 | | | | |
| Low | 6 350 | (5 810 - 6 910) | 68.2 | (64.2 - 71.8) |
| Average or above average | 2 970 | (2 590 - 3 370) | 31.8 | (28.2 - 35.8) |
| Total | 9 320 | (8 720 - 9 910) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.54: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY NUMBER OF DAYS OF UNEXPLAINED ABSENCE FROM SCHOOL AND DAYS ABSENT FROM SCHOOL

| <i>Days of unexplained absence</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|------------------------------------|-----------------------------|---------------|------------------------|--------------|---------------|
| Days absent — 105 days or more | | | | | |
| None | Low | 140 | (80 - 230) | 77.4 | (54.6 - 92.2) |
| | Average or above average | 40 | (10 - 100) | 22.6 | (7.8 - 45.4) |
| | Total | 180 | (100 - 280) | 100.0 | |
| 1 or more | Low | 1 180 | (920 - 1 480) | 79.2 | (71.8 - 85.1) |
| | Average or above average | 310 | (220 - 420) | 20.8 | (14.9 - 28.2) |
| | Total | 1 490 | (1 220 - 1 810) | 100.0 | |
| Total | Low | 1 320 | (1 050 - 1 630) | 79.0 | (72.3 - 84.7) |
| | Average or above average | 350 | (260 - 470) | 21.0 | (15.3 - 27.7) |
| | Total | 1 670 | (1 380 - 2 000) | 100.0 | |
| Days absent — 63–104 days | | | | | |
| None | Low | 140 | (60 - 260) | 70.5 | (50.6 - 87.9) |
| | Average or above average | 60 | (30 - 100) | 29.5 | (12.1 - 49.4) |
| | Total | 200 | (110 - 330) | 100.0 | |
| 1 or more | Low | 1 610 | (1 340 - 1 930) | 76.7 | (69.8 - 83.0) |
| | Average or above average | 490 | (360 - 670) | 23.3 | (17.0 - 30.2) |
| | Total | 2 110 | (1 800 - 2 450) | 100.0 | |
| Total | Low | 1 750 | (1 470 - 2 080) | 76.1 | (69.4 - 81.8) |
| | Average or above average | 550 | (400 - 720) | 23.9 | (18.2 - 30.6) |
| | Total | 2 300 | (1 980 - 2 650) | 100.0 | |

Continued . . .



TABLE 6.54 (continued): STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY NUMBER OF DAYS OF UNEXPLAINED ABSENCE FROM SCHOOL AND DAYS ABSENT FROM SCHOOL

| <i>Days of unexplained absence</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|------------------------------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| Days absent — 42–62 days | | | | | |
| None | Low | 180 | (70 - 350) | 52.8 | (28.9 - 75.6) |
| | Average or above average | 160 | (90 - 260) | 47.2 | (24.4 - 71.1) |
| | Total | 340 | (200 - 520) | 100.0 | |
| 1 or more | Low | 1 540 | (1 290 - 1 810) | 66.7 | (58.7 - 74.0) |
| | Average or above average | 770 | (560 - 1 010) | 33.3 | (26.0 - 41.3) |
| | Total | 2 300 | (1 990 - 2 660) | 100.0 | |
| Total | Low | 1 720 | (1 450 - 2 030) | 64.9 | (57.5 - 72.2) |
| | Average or above average | 930 | (710 - 1 200) | 35.1 | (27.8 - 42.5) |
| | Total | 2 650 | (2 300 - 3 030) | 100.0 | |
| Days absent — 21–41 days | | | | | |
| None | Low | 650 | (490 - 850) | 43.9 | (34.1 - 54.3) |
| | Average or above average | 830 | (620 - 1 100) | 56.1 | (45.7 - 65.9) |
| | Total | 1 490 | (1 230 - 1 800) | 100.0 | |
| 1 or more | Low | 2 000 | (1 700 - 2 320) | 59.6 | (53.7 - 65.5) |
| | Average or above average | 1 360 | (1 130 - 1 610) | 40.4 | (34.5 - 46.3) |
| | Total | 3 350 | (2 980 - 3 740) | 100.0 | |
| Total | Low | 2 650 | (2 330 - 3 000) | 54.8 | (49.3 - 59.9) |
| | Average or above average | 2 190 | (1 870 - 2 540) | 45.2 | (40.1 - 50.7) |
| | Total | 4 840 | (4 420 - 5 290) | 100.0 | |
| Days absent — 11–20 days | | | | | |
| None | Low | 550 | (340 - 800) | 42.1 | (29.4 - 54.4) |
| | Average or above average | 750 | (560 - 1 010) | 57.9 | (45.6 - 70.6) |
| | Total | 1 300 | (1 010 - 1 650) | 100.0 | |
| 1 or more | Low | 1 310 | (1 080 - 1 580) | 54.9 | (47.9 - 62.3) |
| | Average or above average | 1 080 | (870 - 1 330) | 45.1 | (37.7 - 52.1) |
| | Total | 2 390 | (2 070 - 2 740) | 100.0 | |
| Total | Low | 1 860 | (1 550 - 2 200) | 50.4 | (44.0 - 56.8) |
| | Average or above average | 1 830 | (1 530 - 2 170) | 49.6 | (43.2 - 56.0) |
| | Total | 3 700 | (3 280 - 4 150) | 100.0 | |
| Days absent — 0–10 days | | | | | |
| None | Low | 1 180 | (930 - 1 480) | 38.5 | (31.7 - 45.2) |
| | Average or above average | 1 880 | (1 570 - 2 240) | 61.5 | (54.8 - 68.3) |
| | Total | 3 060 | (2 640 - 3 530) | 100.0 | |
| 1 or more | Low | 780 | (640 - 930) | 56.8 | (48.8 - 64.7) |
| | Average or above average | 590 | (440 - 760) | 43.2 | (35.3 - 51.2) |
| | Total | 1 370 | (1 160 - 1 610) | 100.0 | |
| Total | Low | 1 960 | (1 660 - 2 280) | 44.2 | (39.1 - 49.6) |
| | Average or above average | 2 470 | (2 120 - 2 850) | 55.8 | (50.4 - 60.9) |
| | Total | 4 430 | (3 970 - 4 930) | 100.0 | |
| Total | | | | | |
| None | Low | 2 830 | (2 430 - 3 280) | 43.2 | (38.3 - 48.0) |
| | Average or above average | 3 730 | (3 310 - 4 190) | 56.8 | (52.0 - 61.7) |
| | Total | 6 560 | (5 980 - 7 150) | 100.0 | |
| 1 or more | Low | 8 430 | (7 860 - 9 000) | 64.7 | (61.5 - 67.8) |
| | Average or above average | 4 600 | (4 160 - 5 070) | 35.3 | (32.2 - 38.5) |
| | Total | 13 000 | (12 400 - 13 600) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.55: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY PROPORTION OF ABORIGINAL STUDENTS IN THE SCHOOL

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---|---------------|--------------------------|--------------|---------------|
| Proportion of Aboriginal students — Less than 20% | | | | |
| Low | 6 160 | (5 600 - 6 730) | 53.1 | (49.4 - 56.6) |
| Average or above average | 5 450 | (4 980 - 5 930) | 46.9 | (43.4 - 50.6) |
| Total | 11 600 | (11 000 - 12 200) | 100.0 | |
| Proportion of Aboriginal students — 20%–80% | | | | |
| Low | 2 760 | (2 280 - 3 280) | 59.1 | (53.5 - 64.8) |
| Average or above average | 1 900 | (1 580 - 2 290) | 40.9 | (35.2 - 46.5) |
| Total | 4 660 | (4 020 - 5 360) | 100.0 | |
| Proportion of Aboriginal students — 80% or more | | | | |
| Low | 2 340 | (1 860 - 2 900) | 70.7 | (63.8 - 76.6) |
| Average or above average | 970 | (740 - 1 250) | 29.3 | (23.4 - 36.2) |
| Total | 3 310 | (2 740 - 3 990) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.56: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY PROPORTION OF STUDENTS IN THE SCHOOL WHO ARE ABORIGINAL AND LEVEL OF RELATIVE ISOLATION (LORI)

| <i>Proportion of Aboriginal students</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|-----------------------------|---------------|------------------------|--------------|---------------|
| LORI — None | | | | | |
| Less than 20% | Low | 3 050 | (2 720 - 3 420) | 49.7 | (44.6 - 54.9) |
| | Average or above average | 3 090 | (2 760 - 3 460) | 50.3 | (45.1 - 55.4) |
| | Total | 6 140 | (5 850 - 6 440) | 100.0 | |
| 20%–80% | Low | 440 | (270 - 670) | 61.3 | (42.1 - 76.1) |
| | Average or above average | 270 | (140 - 470) | 38.7 | (23.9 - 57.9) |
| | Total | 710 | (470 - 1 000) | 100.0 | |
| 80% or more | Low | 140 | (100 - 180) | 69.9 | (64.2 - 75.0) |
| | Average or above average | 60 | (40 - 80) | 30.1 | (25.0 - 35.8) |
| | Total | 190 | (150 - 250) | 100.0 | |
| Total | Low | 3 620 | (3 290 - 3 980) | 51.4 | (46.6 - 56.1) |
| | Average or above average | 3 430 | (3 090 - 3 770) | 48.6 | (43.9 - 53.4) |
| | Total | 7 050 | (6 900 - 7 200) | 100.0 | |
| LORI — Low | | | | | |
| Less than 20% | Low | 2 170 | (1 870 - 2 510) | 53.3 | (47.2 - 59.1) |
| | Average or above average | 1 900 | (1 590 - 2 250) | 46.7 | (40.9 - 52.8) |
| | Total | 4 070 | (3 650 - 4 520) | 100.0 | |
| 20%–80% | Low | 610 | (430 - 850) | 61.7 | (52.4 - 70.4) |
| | Average or above average | 380 | (270 - 530) | 38.3 | (29.6 - 47.6) |
| | Total | 990 | (730 - 1 310) | 100.0 | |
| 80% or more | Low | 60 | (30 - 110) | 43.6 | (32.1 - 55.3) |
| | Average or above average | 80 | (30 - 180) | 56.4 | (44.7 - 67.9) |
| | Total | 140 | (60 - 280) | 100.0 | |
| Total | Low | 2 840 | (2 510 - 3 210) | 54.6 | (49.5 - 59.6) |
| | Average or above average | 2 360 | (2 030 - 2 700) | 45.4 | (40.4 - 50.5) |
| | Total | 5 200 | (4 770 - 5 660) | 100.0 | |

Continued . . .



TABLE 6.56 (continued): STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY PROPORTION OF STUDENTS IN THE SCHOOL WHO ARE ABORIGINAL AND LEVEL OF RELATIVE ISOLATION (LORI)

| <i>Proportion of Aboriginal students</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|-----------------------------|---------------|--------------------------|--------------|---------------|
| LORI — Moderate | | | | | |
| Less than 20% | Low | 770 | (520 - 1 110) | 63.9 | (55.1 - 72.1) |
| | Average or above average | 440 | (310 - 590) | 36.1 | (27.9 - 44.9) |
| | Total | 1 210 | (880 - 1 650) | 100.0 | |
| 20%–80% | Low | 1 400 | (1 060 - 1 810) | 54.4 | (46.9 - 61.9) |
| | Average or above average | 1 170 | (900 - 1 500) | 45.6 | (38.1 - 53.1) |
| | Total | 2 580 | (2 050 - 3 160) | 100.0 | |
| 80% or more | Low | 600 | (400 - 880) | 72.2 | (63.6 - 80.3) |
| | Average or above average | 230 | (150 - 350) | 27.8 | (19.7 - 36.4) |
| | Total | 840 | (570 - 1 190) | 100.0 | |
| Total | Low | 2 780 | (2 330 - 3 270) | 60.1 | (55.1 - 64.9) |
| | Average or above average | 1 840 | (1 520 - 2 190) | 39.9 | (35.1 - 44.9) |
| | Total | 4 620 | (3 980 - 5 300) | 100.0 | |
| LORI — High/Extreme | | | | | |
| Less than 20% | Low | 170 | (40 - 510) | 89.0 | (47.3 - 99.7) |
| | Average or above average | 20 | (10 - 40) | 11.0 | (0.3 - 52.7) |
| | Total | 190 | (60 - 540) | 100.0 | |
| 20%–80% | Low | 310 | (110 - 780) | 80.2 | (58.1 - 94.6) |
| | Average or above average | 80 | (20 - 180) | 19.8 | (5.4 - 41.9) |
| | Total | 390 | (150 - 870) | 100.0 | |
| 80% or more | Low | 1 540 | (1 080 - 2 130) | 72.0 | (61.4 - 80.4) |
| | Average or above average | 600 | (380 - 870) | 28.0 | (19.6 - 38.6) |
| | Total | 2 140 | (1 570 - 2 830) | 100.0 | |
| Total | Low | 2 020 | (1 470 - 2 650) | 74.4 | (65.8 - 82.4) |
| | Average or above average | 700 | (470 - 1 010) | 25.6 | (17.6 - 34.2) |
| | Total | 2 720 | (2 080 - 3 470) | 100.0 | |
| Western Australia | | | | | |
| Less than 20% | Low | 6 160 | (5 600 - 6 730) | 53.1 | (49.4 - 56.6) |
| | Average or above average | 5 450 | (4 980 - 5 930) | 46.9 | (43.4 - 50.6) |
| | Total | 11 600 | (11 000 - 12 200) | 100.0 | |
| 20%–80% | Low | 2 760 | (2 280 - 3 280) | 59.1 | (53.5 - 64.8) |
| | Average or above average | 1 900 | (1 580 - 2 290) | 40.9 | (35.2 - 46.5) |
| | Total | 4 660 | (4 020 - 5 360) | 100.0 | |
| 80% or more | Low | 2 340 | (1 860 - 2 900) | 70.7 | (63.8 - 76.6) |
| | Average or above average | 970 | (740 - 1 250) | 29.3 | (23.4 - 36.2) |
| | Total | 3 310 | (2 740 - 3 990) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.57: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY PRINCIPAL'S RATING OF ADEQUACY OF ABORIGINAL PARENTS' INVOLVEMENT IN SCHOOL ACTIVITIES AND THEIR CHILDRENS' LEARNING

| <i>Adequacy of Aboriginal parents' involvement in school activities</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---|-----------------------------|---------------|--------------------------|--------------|---------------|
| Inadequate | Low | 7 160 | (6 540 - 7 800) | 59.6 | (55.9 - 63.1) |
| | Average or above average | 4 860 | (4 380 - 5 390) | 40.4 | (36.9 - 44.1) |
| | Total | 12 000 | (11 300 - 12 700) | 100.0 | |
| Adequate | Low | 4 100 | (3 590 - 4 660) | 54.2 | (49.8 - 58.6) |
| | Average or above average | 3 460 | (3 050 - 3 920) | 45.8 | (41.4 - 50.2) |
| | Total | 7 570 | (6 880 - 8 280) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.58: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY QUARTILES OF PRINCIPAL'S ASSESSMENT OF LEARNING, TEACHING AND SUPPORT PROGRAMMES FOR ALL STUDENTS

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-----------------------------|---------------|--------------------------|--------------|---------------|
| Lowest quartile | | | | |
| Low | 3 740 | (3 220 - 4 320) | 60.1 | (55.1 - 64.7) |
| Average or above average | 2 480 | (2 120 - 2 880) | 39.9 | (35.3 - 44.9) |
| Total | 6 230 | (5 540 - 6 930) | 100.0 | |
| Second | | | | |
| Low | 3 830 | (3 310 - 4 370) | 56.2 | (51.1 - 61.1) |
| Average or above average | 2 990 | (2 560 - 3 470) | 43.8 | (38.9 - 48.9) |
| Total | 6 820 | (6 130 - 7 540) | 100.0 | |
| Third | | | | |
| Low | 2 150 | (1 730 - 2 610) | 55.7 | (49.5 - 62.0) |
| Average or above average | 1 710 | (1 410 - 2 030) | 44.3 | (38.0 - 50.5) |
| Total | 3 860 | (3 320 - 4 470) | 100.0 | |
| Highest quartile | | | | |
| Low | 1 540 | (1 180 - 1 970) | 57.4 | (49.1 - 64.9) |
| Average or above average | 1 140 | (870 - 1 470) | 42.6 | (35.1 - 50.9) |
| Total | 2 690 | (2 170 - 3 270) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.59: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY QUARTILES OF PRINCIPAL'S ASSESSMENT OF LEARNING, TEACHING AND SUPPORT PROGRAMMES FOR ABORIGINAL STUDENTS

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-----------------------------|---------------|--------------------------|--------------|---------------|
| Lowest quartile | | | | |
| Low | 2 730 | (2 280 - 3 250) | 53.9 | (48.2 - 59.9) |
| Average or above average | 2 330 | (1 960 - 2 770) | 46.1 | (40.1 - 51.8) |
| Total | 5 060 | (4 420 - 5 740) | 100.0 | |
| Second | | | | |
| Low | 4 080 | (3 500 - 4 680) | 58.5 | (53.6 - 63.4) |
| Average or above average | 2 890 | (2 480 - 3 350) | 41.5 | (36.6 - 46.4) |
| Total | 6 970 | (6 240 - 7 740) | 100.0 | |
| Third | | | | |
| Low | 2 930 | (2 490 - 3 410) | 57.2 | (51.9 - 62.1) |
| Average or above average | 2 190 | (1 860 - 2 570) | 42.8 | (37.9 - 48.1) |
| Total | 5 120 | (4 520 - 5 780) | 100.0 | |
| Highest quartile | | | | |
| Low | 1 530 | (1 180 - 1 970) | 62.7 | (54.5 - 70.0) |
| Average or above average | 910 | (660 - 1 200) | 37.3 | (30.0 - 45.5) |
| Total | 2 440 | (1 930 - 3 000) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.60: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER SCHOOL HAS IMPLEMENTED ONE OR MORE PROFESSIONAL DEVELOPMENT (PD) PROGRAMMES

| <i>One or more PD programmes implemented?</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---|-----------------------------|---------------|--------------------------|--------------|---------------|
| No | Low | 550 | (370 - 820) | 41.4 | (29.7 - 53.2) |
| | Average or above average | 780 | (570 - 1 050) | 58.6 | (46.8 - 70.3) |
| | Total | 1 340 | (1 030 - 1 710) | 100.0 | |
| Yes | Low | 10 700 | (10 200 - 11 300) | 58.7 | (55.8 - 61.6) |
| | Average or above average | 7 540 | (6 990 - 8 090) | 41.3 | (38.4 - 44.2) |
| | Total | 18 200 | (17 900 - 18 600) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.61: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY NUMBER OF PROFESSIONAL DEVELOPMENT (PD) PROGRAMMES IMPLEMENTED AT THE SCHOOL

| Number of PD programmes implemented | Academic performance | Number | 95% CI | % | 95% CI |
|-------------------------------------|--------------------------|---------------|--------------------------|--------------|---------------|
| 0 | Low | 550 | (370 - 820) | 41.4 | (29.7 - 53.2) |
| | Average or above average | 780 | (570 - 1 050) | 58.6 | (46.8 - 70.3) |
| | Total | 1 340 | (1 030 - 1 710) | 100.0 | |
| 1 | Low | 1 120 | (840 - 1 440) | 57.4 | (48.7 - 66.1) |
| | Average or above average | 830 | (630 - 1 080) | 42.6 | (33.9 - 51.3) |
| | Total | 1 950 | (1 570 - 2 360) | 100.0 | |
| 2 | Low | 1 740 | (1 360 - 2 190) | 54.9 | (46.3 - 62.6) |
| | Average or above average | 1 430 | (1 100 - 1 810) | 45.1 | (37.4 - 53.7) |
| | Total | 3 180 | (2 640 - 3 770) | 100.0 | |
| 3 | Low | 2 320 | (1 910 - 2 760) | 58.6 | (51.9 - 64.7) |
| | Average or above average | 1 640 | (1 320 - 2 010) | 41.4 | (35.3 - 48.1) |
| | Total | 3 950 | (3 390 - 4 540) | 100.0 | |
| 4 | Low | 1 670 | (1 290 - 2 130) | 53.8 | (45.7 - 61.6) |
| | Average or above average | 1 430 | (1 120 - 1 800) | 46.2 | (38.4 - 54.3) |
| | Total | 3 100 | (2 580 - 3 730) | 100.0 | |
| 5 | Low | 1 550 | (1 220 - 1 910) | 60.8 | (54.0 - 67.1) |
| | Average or above average | 1 000 | (790 - 1 230) | 39.2 | (32.9 - 46.0) |
| | Total | 2 550 | (2 120 - 3 010) | 100.0 | |
| 6 | Low | 960 | (670 - 1 300) | 66.8 | (56.9 - 76.1) |
| | Average or above average | 480 | (310 - 690) | 33.2 | (23.9 - 43.1) |
| | Total | 1 430 | (1 050 - 1 890) | 100.0 | |
| 7 | Low | 880 | (590 - 1 240) | 69.1 | (60.4 - 76.4) |
| | Average or above average | 390 | (280 - 540) | 30.9 | (23.6 - 39.6) |
| | Total | 1 270 | (910 - 1 710) | 100.0 | |
| 8 | Low | 350 | (190 - 590) | 52.1 | (39.4 - 65.1) |
| | Average or above average | 320 | (210 - 470) | 47.9 | (34.9 - 60.6) |
| | Total | 670 | (430 - 990) | 100.0 | |
| 9 | Low | 120 | (30 - 370) | 87.9 | (0.0 - 100.0) |
| | Average or above average | 20 | (0 - 110) | 12.1 | (0.0 - 100.0) |
| | Total | 140 | (40 - 400) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.62: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER SUSPENDED FROM SCHOOL THIS YEAR

| Suspended this year? | Academic performance | Number | 95% CI | % | 95% CI |
|----------------------|--------------------------|---------------|--------------------------|--------------|---------------|
| No | Low | 10 000 | (9 500 - 10 600) | 55.9 | (53.0 - 58.8) |
| | Average or above average | 7 910 | (7 400 - 8 450) | 44.1 | (41.2 - 47.0) |
| | Total | 17 900 | (17 600 - 18 200) | 100.0 | |
| Yes | Low | 1 230 | (1 020 - 1 470) | 74.9 | (66.3 - 82.1) |
| | Average or above average | 410 | (280 - 600) | 25.1 | (17.9 - 33.7) |
| | Total | 1 640 | (1 380 - 1 940) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.63: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY NUMBER OF TIMES SUSPENDED FROM SCHOOL THIS YEAR

| <i>Number of times suspended from school</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|-----------------------------|---------------|--------------------------|--------------|---------------|
| Not suspended | Low | 10 000 | (9 500 - 10 600) | 55.9 | (53.0 - 58.8) |
| | Average or above average | 7 910 | (7 400 - 8 450) | 44.1 | (41.2 - 47.0) |
| | Total | 17 900 | (17 600 - 18 200) | 100.0 | |
| Suspended once | Low | 650 | (490 - 830) | 66.5 | (53.7 - 77.2) |
| | Average or above average | 330 | (190 - 500) | 33.5 | (22.8 - 46.3) |
| | Total | 970 | (760 - 1 210) | 100.0 | |
| Suspended twice or more | Low | 580 | (440 - 750) | 87.2 | (78.8 - 92.9) |
| | Average or above average | 90 | (40 - 140) | 12.8 | (7.1 - 21.2) |
| | Total | 670 | (510 - 850) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.64: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER STUDENT HAS REPEATED A GRADE IN THEIR CURRENT SCHOOL

| <i>Student ever repeated a grade?</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---------------------------------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| No | Low | 10 700 | (10 200 - 11 300) | 56.6 | (53.8 - 59.5) |
| | Average or above average | 8 210 | (7 680 - 8 750) | 43.4 | (40.5 - 46.2) |
| | Total | 18 900 | (18 700 - 19 100) | 100.0 | |
| Yes | Low | 550 | (380 - 750) | 82.5 | (72.5 - 89.4) |
| | Average or above average | 120 | (70 - 170) | 17.5 | (10.6 - 27.5) |
| | Total | 660 | (490 - 870) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.65: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER STUDENT REMOVED FROM CLASS DUE TO MISBEHAVIOUR THIS YEAR

| <i>Removed from class due to misbehaviour this year?</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--|-----------------------------|---------------|--------------------------|--------------|---------------|
| Never | Low | 7 380 | (6 870 - 7 910) | 52.2 | (48.9 - 55.4) |
| | Average or above average | 6 760 | (6 250 - 7 280) | 47.8 | (44.6 - 51.1) |
| | Total | 14 100 | (13 700 - 14 600) | 100.0 | |
| Rarely | Low | 1 710 | (1 470 - 1 960) | 65.9 | (58.8 - 72.4) |
| | Average or above average | 880 | (680 - 1 130) | 34.1 | (27.6 - 41.2) |
| | Total | 2 590 | (2 280 - 2 920) | 100.0 | |
| Sometimes | Low | 1 570 | (1 290 - 1 880) | 73.5 | (66.0 - 80.3) |
| | Average or above average | 570 | (420 - 760) | 26.5 | (19.7 - 34.0) |
| | Total | 2 130 | (1 830 - 2 490) | 100.0 | |
| Frequently | Low | 600 | (470 - 760) | 83.5 | (75.8 - 89.5) |
| | Average or above average | 120 | (80 - 180) | 16.5 | (10.5 - 24.2) |
| | Total | 720 | (580 - 880) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.66: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY EXCLUSION FROM SCHOOL

| <i>Ever excluded from school?</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-----------------------------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| No | Low | 11 000 | (10 400 - 11 500) | 57.1 | (54.3 - 59.9) |
| | Average or above average | 8 240 | (7 700 - 8 780) | 42.9 | (40.1 - 45.7) |
| | Total | 19 200 | (19 100 - 19 300) | 100.0 | |
| Yes | Low | 280 | (200 - 400) | 76.4 | (56.4 - 91.0) |
| | Average or above average | 90 | (30 - 190) | 23.6 | (9.4 - 45.1) |
| | Total | 370 | (260 - 500) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.67: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER SCHOOL HAS AN ABORIGINAL STUDENT SUPPORT AND PARENT AWARENESS COMMITTEE (ASSPA)

| <i>Is there an ASSPA?</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|---------------------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| Yes | Low | 10 600 | (10 000 - 11 100) | 58.4 | (55.5 - 61.1) |
| | Average or above average | 7 530 | (6 990 - 8 070) | 41.6 | (38.9 - 44.5) |
| | Total | 18 100 | (17 700 - 18 400) | 100.0 | |
| No | Low | 710 | (500 - 990) | 47.2 | (35.4 - 60.3) |
| | Average or above average | 790 | (540 - 1 150) | 52.8 | (39.7 - 64.6) |
| | Total | 1 500 | (1 140 - 1 930) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |

TABLE 6.68: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY WHETHER SCHOOL HAS AN ABORIGINAL AND ISLANDER EDUCATION OFFICER (AIEO)

| <i>Is there an AIEO?</i> | <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|--------------------------|-----------------------------|---------------|--------------------------|--------------|---------------|
| Yes | Low | 8 770 | (8 190 - 9 360) | 59.7 | (56.6 - 62.7) |
| | Average or above average | 5 920 | (5 420 - 6 440) | 40.3 | (37.3 - 43.4) |
| | Total | 14 700 | (14 100 - 15 300) | 100.0 | |
| No | Low | 2 490 | (2 070 - 2 990) | 50.8 | (44.6 - 57.3) |
| | Average or above average | 2 410 | (2 000 - 2 840) | 49.2 | (42.7 - 55.4) |
| | Total | 4 900 | (4 290 - 5 530) | 100.0 | |
| Total | Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| | Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| | Total | 19 600 | (19 500 - 19 600) | 100.0 | |



TABLE 6.69: STUDENTS AGED 4–17 YEARS — OVERALL ACADEMIC PERFORMANCE, BY QUINTILES OF SCHOOL SOCIOECONOMIC STATUS (SEI)

| <i>Academic performance</i> | <i>Number</i> | <i>95% CI</i> | <i>%</i> | <i>95% CI</i> |
|-----------------------------|---------------|--------------------------|--------------|---------------|
| Lowest quintile | | | | |
| Low | 2 320 | (1 870 - 2 870) | 70.2 | (63.9 - 76.1) |
| Average or above average | 990 | (770 - 1 250) | 29.8 | (23.9 - 36.1) |
| Total | 3 310 | (2 750 - 3 950) | 100.0 | |
| Second | | | | |
| Low | 1 990 | (1 620 - 2 430) | 60.0 | (54.0 - 65.7) |
| Average or above average | 1 330 | (1 090 - 1 600) | 40.0 | (34.3 - 46.0) |
| Total | 3 320 | (2 830 - 3 880) | 100.0 | |
| Third | | | | |
| Low | 1 660 | (1 390 - 1 980) | 50.4 | (44.3 - 56.5) |
| Average or above average | 1 640 | (1 340 - 1 970) | 49.6 | (43.5 - 55.7) |
| Total | 3 300 | (2 850 - 3 770) | 100.0 | |
| Fourth | | | | |
| Low | 1 870 | (1 520 - 2 280) | 53.6 | (46.8 - 60.4) |
| Average or above average | 1 620 | (1 320 - 1 970) | 46.4 | (39.6 - 53.2) |
| Total | 3 490 | (3 000 - 4 040) | 100.0 | |
| Highest quintile | | | | |
| Low | 1 640 | (1 260 - 2 070) | 52.5 | (44.4 - 60.7) |
| Average or above average | 1 480 | (1 150 - 1 880) | 47.5 | (39.3 - 55.6) |
| Total | 3 110 | (2 560 - 3 700) | 100.0 | |
| Non-government schools | | | | |
| Low | 1 780 | (1 390 - 2 230) | 58.2 | (50.2 - 66.2) |
| Average or above average | 1 270 | (980 - 1 640) | 41.8 | (33.8 - 49.8) |
| Total | 3 050 | (2 520 - 3 640) | 100.0 | |
| Total | | | | |
| Low | 11 300 | (10 700 - 11 800) | 57.5 | (54.7 - 60.3) |
| Average or above average | 8 330 | (7 790 - 8 870) | 42.5 | (39.7 - 45.3) |
| Total | 19 600 | (19 500 - 19 600) | 100.0 | |



