

## Chapter 7

# CARER AND TEACHER ASSESSMENTS OF STUDENT ACADEMIC PERFORMANCE

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## Chapter 7

### CARER AND TEACHER ASSESSMENTS OF STUDENT ACADEMIC PERFORMANCE

*In the community consultations that preceded the survey, most carers of Aboriginal children expressed the view that a good education was critically important for their child. This chapter details aspects of carer involvement with the school including carer perceptions of their interactions with the school, how welcome they feel in approaching the school, how confident they are in sorting out problems, and their views of how happy they are with the performance of the school. This sets the scene for comparisons between primary carer and teacher perceptions of the academic performance of the children. With schools and education authorities expecting or inviting carer interest and involvement in their child's education, the findings in this chapter explore the extent to which the carers of Aboriginal children and their teachers agree on academic performance, and detail some of the factors related to observed discrepancies in this agreement, and their implications for improving educational outcomes for Aboriginal children.*

#### SUMMARY

Research shows that parent involvement in their children's education has substantial benefits for parents, students, teachers and the school. Within this context, the WAACHS findings reveal a disturbingly high degree of primary carer alienation from all aspects of their children's schooling. Predisposing factors that have contributed to a situation where carers find schools alienating and far removed from the experiences of their everyday lives include:

- ◆ education systems that do not adequately recognise or acknowledge Aboriginal culture and language
- ◆ unacceptably high levels of students leaving school prior to completing the final compulsory schooling year (Year 10)
- ◆ discrimination in employment and lack of job opportunities as a disincentive to participate in education
- ◆ carers who were forcibly separated being offered little meaningful learning and few employment opportunities beyond domestic or manual labour.

These circumstances have contributed to limited education for a majority of carers and reduced access to employment and income, both of which are significant factors in helping to improve the circumstances relevant to their children's development.

From a school perspective, principals have identified significant gaps in the adequacy of their school's Aboriginal learning programmes and their interactions with Aboriginal parents compared with their learning programmes for all students and interactions with all parents.

Within this context, the primary carers of 49.3 per cent of Aboriginal students aged 4–17 years differed with teachers regarding the academic performance of their child, rating the child as doing OK at school work while teachers rated the child as having low academic performance. For all Western Australian students, the level of discrepancy was significantly lower (15.6 per cent). This suggests that carers



## SUMMARY (continued)

of all Western Australian students are more in tune with the academic performance of their children than carers of Aboriginal students.

A number of student, primary carer, family and school factors were found to be associated with primary carers and teachers differing in their rating of the student's school work performance. Primary carer factors were of particular significance.

### Primary carer factors

Factors related to stocks of social capital showed the strongest association with differing primary carer and teacher ratings of the student's school work performance. They are a disturbing indication of the adverse consequences of introducing education systems that do not adequately recognise the unique nature of Aboriginal history, culture and language:

- ◆ *Speaking an Aboriginal language.* Students of primary carers who were conversant in an Aboriginal language were almost twice as likely to have their academic performance rated differently than students whose carers did not speak an Aboriginal language.
- ◆ *Whether the carer was forcibly separated from their natural family.* Students of primary carers who were forcibly separated from their natural family by a mission, the government or welfare were one and a half times as likely to have their academic performance rated differently than students whose carers had not been forcibly separated.
- ◆ *Importance of religion/spiritual beliefs.* Students whose primary carers reported that religion/spiritual beliefs were 'very much' important in their lives were one and a half times as likely to have their academic performance rated differently compared with students whose carers reported that religion/spiritual beliefs were 'not at all' important.

In comparison, the benefits of a good education and gainful employment (factors of human capital) were shown to be significantly associated with lower levels of carer and teacher differences (i.e. carers being more in tune with their child's education):

- ◆ *Primary carer labour force status.* Students whose primary carers were employed were one and a third times less likely to have their academic performance rated differently than students whose carers were not in the labour force.
- ◆ *Primary carer level of education.* The students of those primary carers who had attained post-school qualifications (i.e. completed 13 or more years of schooling) were almost two times less likely to be rated differently compared with students whose primary carers had left school after Year 10.

### Student, family and school factors

- ◆ *Sex.* Where the student was male, primary carers were one and a half times as likely to differ from teachers in rating their school work performance than they were rating female students.
- ◆ *Age.* Where the student was aged 15–17 years, primary carers were almost two times less likely to differ from teachers than where the student was aged 4–7 years.



**SUMMARY** (continued)

- ◆ *Whether primary carers and teachers assessed the student as being at high risk of clinically significant emotional or behavioural difficulties.* Students who were assessed by their teacher but not by their carer as being at high risk of clinically significant emotional or behavioural difficulties were over one and a half times as likely to have their school work performance rated differently than students assessed by both the primary carer and teacher as being at high risk.
- ◆ *Household occupancy level.* Students of primary carers living in homes with a high level of household occupancy were one and a third times as likely to have their academic performance rated differently compared with students of carers from homes with a low level of household occupancy.
- ◆ *Category of school.* The primary carers of Aboriginal students who attended Catholic/Independent schools were almost twice as likely to differ from teachers than primary carers of students attending Government schools.
- ◆ *Unexplained absence.* Primary carers of students who had 1–10 unexplained absences were one and a half times as likely to differ from teachers compared with carers of students who had no unexplained absence; while carers of students who had 11 or more unexplained absences were twice as likely to differ.



## INTRODUCTION

Interactions between parents and their children, parents and the child's school, and children and their school all have a substantial bearing on educational outcomes for a child. Parental involvement in their children's education has substantial benefits for parents, students, teachers and the school.<sup>1</sup> With greater parent involvement, absenteeism has been shown to reduce, more positive behaviours and attitudes develop, and students perform better at their school work and are more likely to continue on to higher education. Interaction between parents and teachers encourages mutual support and more informed and shared expectations for the child's educational outcomes.

The proportion of 4–17 year-old Aboriginal students rated by their teacher as having low academic performance is unacceptably high at nearly six in ten students (57.5 per cent; CI: 54.7%–60.3%). This would suggest that there is considerable scope for the carers of Aboriginal children, for schools and for communities to play an important role in improving education outcomes for Aboriginal students. It also begs the question 'how do the students and their carers perceive they are performing with their school work?'

The emphasis in this chapter is on examining: how well primary carers of Aboriginal students interact with the school; how they perceive their children to be performing at school work; and the capacity for primary carers to help improve the school performance of their children. The WAACHS did not capture information that enabled the level of carer's involvement in the education of Aboriginal students to be comprehensively measured. Nevertheless, information is available which indicates the primary carer's relationship with the school and how school principals assess the adequacy of aspects of Aboriginal education and parental involvement within their schools. Within this context, the primary carer's assessment of how their child was doing with their school work is compared with the school teacher's rating of the overall academic performance of the child. Where there are differences in the respective ratings, factors associated with these differences are identified that may help to inform strategies to enhance the effective involvement of carers in improving future education outcomes of Aboriginal students.

Students aged 12–17 years were also asked to provide a self-assessment of how they considered they were doing at school work. In Chapter 8, this self-assessment is examined and compared with the teachers rating of their academic performance.

### CARER INVOLVEMENT WITH SCHOOLS – SOME ASSUMPTIONS

Modern educational practices assume that carers are generally interested and engaged in their children's education. Schools increasingly seek to engage carer interest and involvement through a range of direct invitations as well as school-community consultations and governance opportunities. Community attitudes and values are often expressed about proposed or implemented changes to the school programme or curricula and there is a general expectation that carers are entitled to some level of involvement in the life of the school. As a result, school systems increasingly expect a higher involvement of carers in supporting the curriculum, in promoting the cognitive development of their children, in monitoring their children's educational development, and in volunteering for school and classroom activities.<sup>2</sup> Moreover, research generally shows that carer involvement in school activities is associated with improved achievement — particularly for economically disadvantaged children.<sup>3,4</sup>

*Continued . . .*



**CARER INVOLVEMENT WITH SCHOOLS – SOME ASSUMPTIONS** (*continued*)

While schools may have expectations of what carers can and should do with respect to their children's education, some carers will regard themselves to be in partnership with the school and others will depend on the school to educate their children. Similarly, depending on the policies of the day and the leadership ethos of the school, some schools will expect and encourage greater carer involvement while others will have lower expectations and concomitantly lower levels of encouragement of parental involvement. In other words, parental involvement in school, and the expectation of it, is socially constructed.

Importantly, the skills that schools expect parents to have with respect to school involvement are not evenly distributed within the population. For example, Connell *et al* made an early observation that working class parents were 'frozen out of (Australian) schools'.<sup>5</sup> While it might be argued that vigorous steps have been taken in recent times to involve all parents in school, Lareau and Shumar have noted that such initiatives fail to confront the 'observable differences in parents' and guardians' educational skills, occupational and economic flexibility, social networks and positions of power that they bring to home-school encounters'.<sup>6</sup> Moreover, not all parental involvement is welcome. Schools value parental involvement that is favourable — in other words, educators more often than not expect parental displays that are positive and supportive to education broadly, and that trust the teacher's judgments and assessments.<sup>7</sup> Criticism, suspicion, objection, and assertive enquiry are actions that some parents take to be involved in the schooling of their child. These actions carry the perceived or real possibility of negative consequences for them and their child.

In reality, the basis of parental involvement at school is a function of:

- ◆ how a parent constructs their role about what they are supposed to do in respect of their children's education
- ◆ their sense of efficacy or empowerment — that is, the extent to which they believe that through their involvement they can influence their children's educational outcomes
- ◆ the invitations, demands and opportunities that are provided to them by both the child and school.<sup>8</sup>

When these factors are systematically addressed, they have been shown to produce positive outcomes in Aboriginal student attendance, performance and behaviour with significant changes in parental, family and community engagement.<sup>9,10</sup>



## PRIMARY CARER INTERACTIONS WITH THE SCHOOL

The primary carers of Aboriginal students were asked about their relationship with the child's school and how happy they were with the job the school was doing in educating their child. While not prescriptive of how involved carers are with the school to help improve the child's education, carers did report very high levels of satisfaction with their ability to interact with the school and with the job the school was doing. This was the case across all levels of relative isolation.

## FEELING WELCOME AT THE SCHOOL

The primary carers of 94.8 per cent (CI: 93.4%–96.0%) of students reported that they felt welcome when going to their child's school (Table 7.1).

### THE MANUKAU FAMILY LITERACY PROGRAMME (2004)

The Manukau Family Literacy Programme (MFLP)<sup>11</sup> is a New Zealand intervention targeting Pasifika and Māori families which has shown promising early results for both parents and children. The programme involves a partnership between early childhood centres, primary schools and the Auckland University of Technology (AUT). The greater majority of adults enrolled in the programme have previously had minimal success in the schooling system. However, in the course of their experience of the MFLP programme, most of the adult participants have proceeded to successfully complete tertiary courses, some with notable pass levels. While most children were observed to make significant gains in their reading and writing, these improvements were somewhat uneven in comparison with those observed for the adults.

The programme has four components (adult literacy, child literacy, parent and child together time (PACTT) and parent education). Adult participants take part in a full-time tertiary programme on a school site; they work with one of their children in literacy-related activities during daily PACTT; the parent education component allows them to observe and study child development and behaviour as part of their adult education course; and parent, child and wider *whanau* (extended family) also take part in regular literacy-related events. The practical integration of all of these elements is seen as a critical part of the programme's success. Another key feature is its emphasis on parenting as a cornerstone of family literacy and the importance of parental expectations and support in enhancing the achievement of children.

Other gains reported include improved recruitment and retention of adult learners, improved self-rating of self-confidence and self-efficacy and increased parental involvement in their children's education. The bringing of parents into schools and early childhood centres on a sustained basis has had community benefits in helping to demystify education. Finally, the programme would appear to have had effects beyond the learners themselves in contributing to a more integrated community of education providers and a positive example of lifelong learning in action.



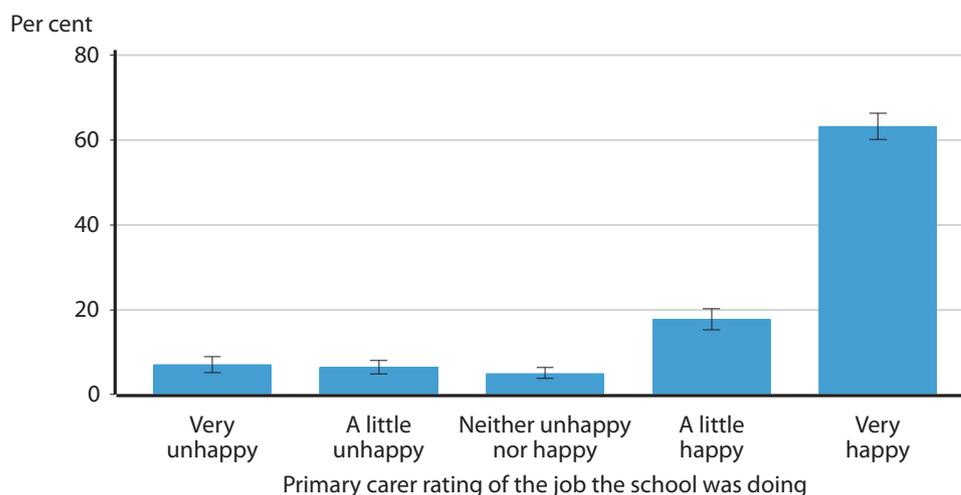
## SORTING OUT PROBLEMS AT THE SCHOOL

The feeling of being welcome at the school translated into an expressed ability of carers to deal with any school-related problems. If there was a problem at the child's school, the primary carers of 95.0 per cent (CI: 93.8%–96.0%) of students reported that they could sort out the problem with the school (Table 7.2).

## RATING HOW WELL THE SCHOOL WAS DOING

Overall, the primary carers of around four in five Aboriginal students were happy with the job the school was doing. The carers of 17.7 per cent of students (CI: 15.3%–20.2%) were 'a little bit happy' with the way the school was undertaking their child's education while the carers of 63.2 per cent (CI: 60.2%–66.3%) of students were 'very happy' (Figure 7.1). The primary carers of two-thirds (67.1 per cent; CI: 63.6%–70.6%) of 4–11 year-old students were very happy compared with 56.0 per cent (CI: 50.9%–60.9%) for 12–17 year-old students (Table 7.3).

**FIGURE 7.1:** STUDENTS AGED 4–17 YEARS — WHETHER THE PRIMARY CARER WAS HAPPY WITH THE JOB THE SCHOOL WAS DOING

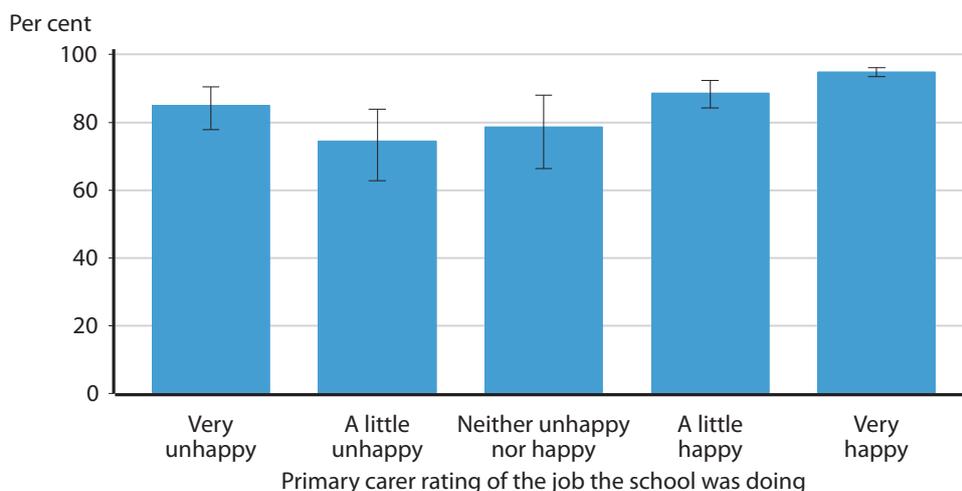


Source: Table 7.3

With primary carers indicating such high levels of satisfaction with the job the school was doing, it is reasonable to expect that the degree of satisfaction should mirror the carer's assessment of how the child was doing with their school work. However, of the 1,360 (CI: 1,010–1,750) students whose primary carers were 'very unhappy' with the job the school was doing, 85.0 per cent (CI: 77.8%–90.4%) were nevertheless rated by their carers as doing OK with school work. There was no statistically significant gradient observable across the majority of categories of primary carer happiness with respect to their rating of the job the school was doing. Where primary carers were 'very happy' with the job the school was doing, 94.9 per cent (CI: 93.4%–96.1%) of students in their care were rated as doing OK with school work (Figure 7.2).



**FIGURE 7.2:** STUDENTS AGED 4–17 YEARS — PROPORTION RATED BY PRIMARY CARERS AS DOING OK WITH SCHOOL WORK, BY WHETHER THE CARER WAS HAPPY WITH THE JOB THE SCHOOL WAS DOING



Source: Table 7.4

The lack of association across levels of carer happiness with the job the school was doing points to some important issues, including:

- ◆ *the carer’s level of involvement with the school.* Where carers do not feel any close connection to the school or have not had any involvement with the school, they are likely to indicate they are happy with the school in the absence of any reason to indicate otherwise
- ◆ *the educational experiences of the primary carer.* Where these experiences have left carers with a lack of appreciation of the value of a good education or left them feeling ill-equipped to help with the education of their own children, they are more likely to indicate that their child is doing OK with school work in the absence of any other basis for judgement. This view is reinforced when considering the situation of carers who had attained post-school qualifications. As found in Chapter 6, Aboriginal students in the primary care of a person who had 13 or more years of education were more likely to have average or above average academic performance and, as will be shown later in this chapter, their carers were more likely to agree with the teacher about the child’s academic performance.

The lack of association may also relate to methods used by schools to report student progress back to carers and whether these methods are achieving their purpose to the desired extent.

The contradiction in primary carer responses to ‘how happy are you with the job the school is doing’ and whether their child is ‘doing OK with school work’ raises questions about the degree to which primary carers understand how well their children are doing with school work and how well the primary carer interacts with their children’s school.



## HOW WELL DO PRIMARY CARERS INTERACT WITH THE SCHOOL?

The primary carers of Aboriginal students reported very high levels of satisfaction with their ability to interact with the school and very high levels of satisfaction with the job the school was doing with their child's education. These findings were similar to results from the 1994 *National Aboriginal and Torres Strait Islander Survey* (NATSIS). For example, 89.9 per cent of Aboriginal and Torres Strait Islander persons in Western Australia with children attending primary or secondary school were happy with their children's education.<sup>12</sup>

On face value, these collective findings would indicate an environment strongly conducive to promoting an increased involvement with the school by primary carers to help raise the educational achievement of their children. Schwab suggested that the 1994 NATSIS results needed to be interpreted against a social and historical context in which Aboriginal people have generally had negative experiences of schooling and in the context of a dynamic in which Aboriginal parents are offered little choice or power.<sup>13</sup> He therefore confidently interpreted the high levels of satisfaction as representing an underlying view that 'when people appear "satisfied" with what they have got it may reflect resignation that their real preferences are never likely to be met'.<sup>13</sup> Schwab further reinforced this view in a research monograph which concluded that 'many Indigenous parents and caregivers find schools alienating and far removed from the experience of their everyday lives. They often feel little or no sense of ownership or connection with their children's schools'.<sup>14</sup> The WAACHS data would tend to support Schwab's observations, with primary carers' responses to 'how happy are you with the job the school is doing' appearing to contradict their assessment of whether children were 'doing OK with school work'.

Research would suggest that the WAACHS findings of high levels of primary carer satisfaction with their school interactions and the job the school was doing educating their children belie a general feeling of alienation and powerlessness among parents of Aboriginal students in respect of their own education experiences and their ability to interact with the education system for the betterment of their children and, indeed, of themselves. This perspective underlines the imperative to identify and implement strategies to reduce similar experiences for present and future generations of Aboriginal students.

## SCHOOL PERCEPTIONS OF THE ADEQUACY OF ABORIGINAL EDUCATION

School principals provided an assessment of how adequately their schools were meeting the challenges of educating Aboriginal students and interacting with, and supporting, the parents of Aboriginal students. They were also asked to assess the adequacy of their schools in providing learning and teaching programmes for all students attending the school and interacting with, and supporting, the parents of all students.

Responses from principals were on a seven-point scale ranging from '1 – Inadequate' to '7 – Fully adequate'. For the purpose of analysis, the scale has been collapsed into two categories::

- ◆ 'Less than adequate' — combining responses 1 to 3
- ◆ 'Adequate' — combining responses 4 to 7.



To present the findings of school principal assessments, each surveyed Aboriginal student was matched to the principal’s assessment of the school attended by the student. The adequacy of the school’s performance in meeting educational aspects for both Aboriginal students and all students is therefore expressed in the following analysis in terms of the estimated population of Aboriginal students.

Three educational aspects for Aboriginal students are examined:

- ◆ the school’s learning and teaching programmes for Aboriginal students
- ◆ the school’s support to Aboriginal parents
- ◆ Aboriginal parents’ involvement in school activities and their children’s learning.

The analysis looks specifically at the proportion of Aboriginal students attending schools where the principal has assessed the school’s performance in meeting educational aspects for both Aboriginal and all students as being ‘less than adequate’.

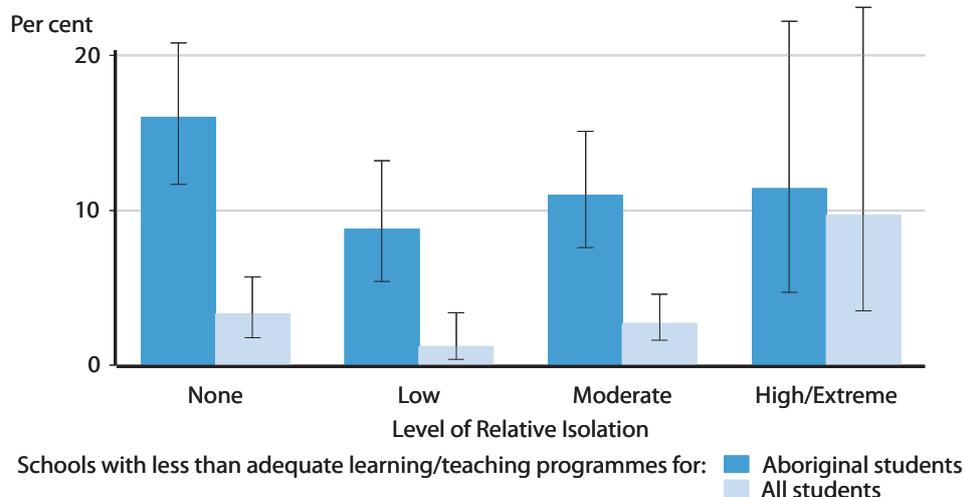
To differentiate between areas where Aboriginal students are generally in the minority (no or low relative isolation) or mostly represent the majority of the school population (high or extreme relative isolation), the data is presented by Level of Relative Isolation.

### ADEQUACY OF LEARNING AND TEACHING PROGRAMMES FOR ABORIGINAL STUDENTS

Of Aboriginal students attending schools in the Perth metropolitan area (no isolation), an estimated 16.0 per cent (CI: 11.7%–20.8%) attended schools that were rated by the principal as providing less than adequate learning and teaching programmes for Aboriginal students. In comparison, only 3.3 per cent (CI: 1.8%–5.7%) of Aboriginal students were attending Perth metropolitan schools where learning and teaching programmes for all students were rated as less than adequate (Table 7.5).

The difference in the way school principals rated the inadequacy of programmes for Aboriginal students compared with all students also existed in areas of low and moderate isolation. In areas of high and extreme isolation, where student populations are largely Aboriginal, ratings were similar at around one in ten students (Figure 7.3).

**FIGURE 7.3: STUDENTS AGED 4–17 YEARS — PROPORTION IN SCHOOLS WITH LESS THAN ADEQUATE LEARNING AND TEACHING PROGRAMMES FOR BOTH ABORIGINAL AND ALL STUDENTS, BY LEVEL OF RELATIVE ISOLATION**



Source: Table 7.5



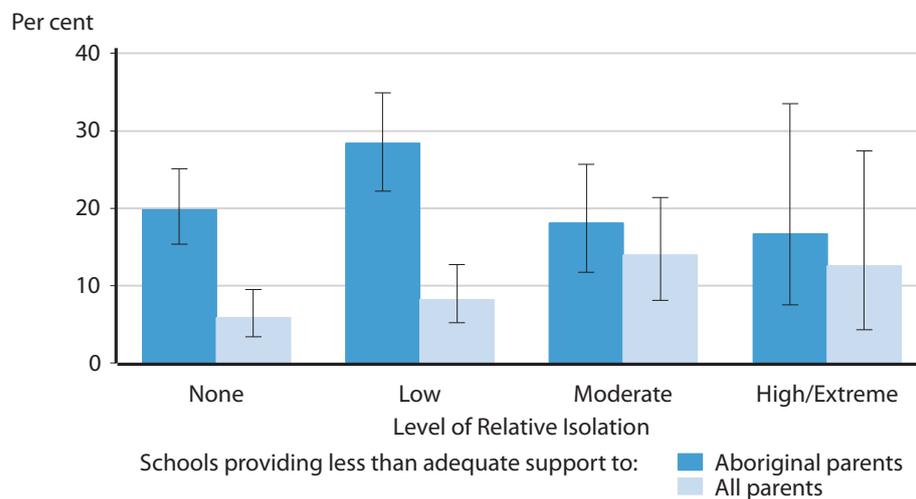
Across levels of relative isolation, the proportion of students attending schools where learning and teaching programmes for Aboriginal students were rated as less than adequate was not statistically different. An estimated 2,400 (CI: 1,960–2,890) students in Western Australia attended such schools with just under half (1,120 students; CI: 830–1,470) living in the Perth metropolitan area.

### ADEQUACY OF THE SCHOOL'S SUPPORT TO ABORIGINAL PARENTS

One requirement for creating a school environment that encourages parental involvement in all aspects of a child's education is the provision of adequate school support mechanisms for parents. The survey found significantly higher levels of less than adequate support for Aboriginal parents than for all parents. Around one in five (21.3 per cent; CI: 18.0%–24.7%) Aboriginal students attended schools which reported that support to Aboriginal parents was less than adequate. This compares with 9.4 per cent (CI: 7.1%–12.2%) of Aboriginal students who attended schools where school support to the parents of all students was rated as less than adequate. This gap was most noticeable in areas of no isolation — 19.8 per cent (CI: 15.4%–25.1%) compared with 5.9 per cent (CI: 3.4%–9.5%); and low isolation — 28.4 per cent (CI: 22.2%–34.9%) compared with 8.2 per cent (CI: 5.2%–12.7%) (Table 7.6).

Across levels of relative isolation, the proportion of Aboriginal students attending schools providing less than adequate support to Aboriginal parents was not significantly different, with the highest proportion recorded for students living in areas of low relative isolation (Figure 7.4).

**FIGURE 7.4:** STUDENTS AGED 4–17 YEARS — PROPORTION IN SCHOOLS THAT HAVE INADEQUATE SUPPORT TO BOTH ABORIGINAL AND ALL PARENTS, BY LEVEL OF RELATIVE ISOLATION



Source: Table 7.6

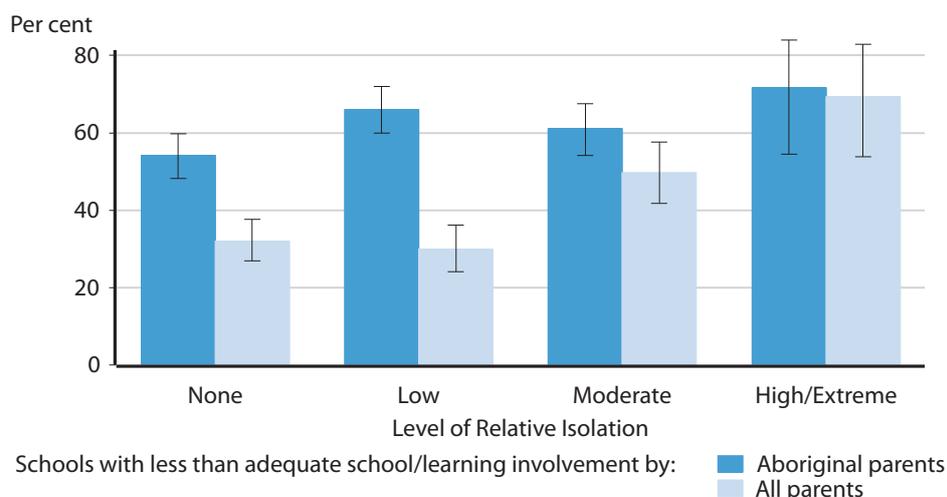


## ADEQUACY OF ABORIGINAL PARENTS' INVOLVEMENT IN SCHOOL ACTIVITIES AND THEIR CHILDREN'S LEARNING

The most direct indication from the survey of the level of involvement by Aboriginal parents in school activities and their children's learning was provided by school principals rather than the parents themselves. Around three in five (61.4 per cent; CI: 57.7%–64.9%) Aboriginal students attended schools where principals rated the involvement by Aboriginal parents in school activities and their children's learning as less than adequate. In contrast, around two in five (40.8 per cent; CI: 37.2%–44.6%) Aboriginal students attended schools that rated the involvement by parents of all students as less than adequate. This significant difference when comparing the involvement of Aboriginal parents and all parents was reflected in areas of no isolation — 54.2 per cent (CI: 48.3%–59.7%) compared with 32.0 per cent (CI: 27.0%–37.6%); and low isolation — 66.1 per cent (CI: 59.9%–72.0%) compared with 29.9 per cent (CI: 24.2%–36.2%) (Table 7.7).

Across levels of relative isolation, there was no significant difference in the proportion of Aboriginal students attending schools where involvement by Aboriginal parents was less than adequate, although there was a trend towards higher proportions of students as the level of relative isolation increased (Figure 7.5).

**FIGURE 7.5:** STUDENTS AGED 4–17 YEARS — PROPORTION IN SCHOOLS THAT HAVE INADEQUATE INVOLVEMENT BY BOTH ABORIGINAL AND ALL PARENTS IN SCHOOL ACTIVITIES AND THEIR CHILDREN'S LEARNING, BY LEVEL OF RELATIVE ISOLATION



Source: Table 7.7



## ADEQUACY OF SCHOOL LEARNING PROGRAMMES AND SCHOOL/PARENT INTERACTIONS

School principals have identified significant gaps in the adequacy of their school's learning programmes for Aboriginal students compared with all students and with their school's interactions with Aboriginal parents compared with all parents. The gaps manifest themselves in areas of no or low isolation where Aboriginal students are generally in the minority. The comparisons emphasise the considerable opportunities that exist for schools to review and enhance their learning and teaching programmes for Aboriginal students and, in particular, to encourage and foster significant improvements in the level of Aboriginal parent involvement in their children's education.

A number of factors may have led to a lack of involvement by Aboriginal parents in their children's learning. Among these are the educational experiences and achievements of the parents. Volume One from the WAACHS<sup>15</sup> found that over seven in ten carers had left school by the end of Year 10 (the level of schooling necessary to achieve a secondary school certificate) and that, as a rule, the proportion completing at least Year 10 declined as the level of relative isolation increased. Important amongst the influences on the educational experiences of carers have been the historical circumstances surrounding colonisation and the role of education as a colonising force; the practical realities of access to schooling in extremely isolated areas; and the relevance of mainstream Australian education in Aboriginal life and culture. While many carers in the survey acknowledged the importance of formal education for themselves and their children, they also pointed to culturally transmitted knowledge about Aboriginal history, land, culture, and spirituality, along with skills in traditional ways of living and bushcraft as constituting a vital part of Aboriginal life and learning.

Factors may also relate to the approach the school takes to collaborating with the parents of Aboriginal students on issues such as school-wide policies and priorities for parent involvement; joint planning of parent involvement programmes between parents and school staff; training staff to liaise with Aboriginal parents; and allowing teachers the time to work more closely with the parents of Aboriginal students.

Whatever the underlying reasons, the high proportion of students attending schools which rated the involvement of Aboriginal parents in school activities and their children's learning as less than adequate raises questions about how well informed Aboriginal parents are in respect of their children's school work performance.



### **'WALK RIGHT IN' – ENCOURAGING PARENTAL INVOLVEMENT IN EDUCATION**

In October 2005, the Western Australian Department of Education and Training launched their 'Walk Right In' initiative<sup>16</sup> — a package designed to motivate, inspire and empower school staff to support parental involvement in education, and to encourage Aboriginal families to be more involved with their children's education and learning. The 'Walk Right In' package comprises a hard copy manual as well as audio-visual presentations.

For Aboriginal education and liaison staff, the package provides a set of planning tools for the involvement of parents in the school and in their children's formal learning. It suggests practical strategies for school leaders and their staff to build strong and productive relationships with the students and their families while at the same time acknowledging the extent of demographic, cultural and linguistic diversity among Aboriginal people. The significant role of Aboriginal and Islander Education Officers is emphasised, particularly the sharing of knowledge and experience of local Aboriginal communities among other teaching staff; developing and undertaking activities to encourage parents to attend school and participate in their children's education; and helping to facilitate community contributions to the formulation of school policies. Teaching staff are also provided with numerous strategies to involve parents in the education process and, to this end, are encouraged to acquire knowledge that will enable them to be sensitive to the circumstances of Aboriginal students and their families and to realise the importance of valuing the significance of Aboriginal culture. The need to confront and deal swiftly and sensitively with racist abuse, harassment, attitudes and violence is also dealt with. As staff develop the skills to interact with parents, students and carers, school leaders are encouraged to empower them to build collaborative relationships with their colleagues and the wider community.

Parents and families are also encouraged to take an interest and involvement in their children's education. A range of activities is promoted, including: ensuring the child has proper nutrition; taking the child to and from school; supporting the child and encouraging them to persevere; showing a positive and encouraging attitude toward the school and the value of a good education; attending school and helping with school activities; becoming more informed about what is happening at the school and having a say in school activities; and providing a role model for the child — both at school and at home. A number of prominent Aboriginal sporting identities reinforce the importance of family support and involvement in their child's education and the value of good communication and parent role modelling.

7



## PRIMARY CARER AND SCHOOL TEACHER RATINGS OF THE SCHOOL WORK PERFORMANCE OF ABORIGINAL STUDENTS

### RATING STUDENT SCHOOL WORK PERFORMANCE

Primary carers and school teachers were asked to rate the school work performance of Aboriginal students. Questions asked of carers and teachers were, of necessity, differently worded given the unique relationship and role each has with the child in advancing the child's education. Nevertheless, the responses are considered to provide a reasonable basis for comparing and analysing carer and teacher perceptions of how the child is going with school work.

#### Primary carer rating

Primary carers were asked the question: 'Is the child doing OK with his/her school work?' – 'Yes' or 'No'.

#### School teacher rating

As described in Chapter 5, school teachers were asked to assess the student's overall academic performance compared with all students of the same age. Performance categories were:

- ◆ Far below age
- ◆ Somewhat below age
- ◆ At age level
- ◆ Somewhat above age
- ◆ Far above age.

The above five categories were collapsed into two, representing:

- ◆ Low academic performance (students who were 'far below age level' or 'somewhat below age level'). Around six in ten Aboriginal students (57.5 per cent; CI: 54.7%–60.3%) were found to have low academic performance;
- ◆ Average or above average academic performance (students who were 'at age level', 'somewhat above age level' or 'far above age level').

#### Comparing primary carer and teacher ratings

To enable primary carer and teacher ratings to be compared, a carer response that their child was doing OK with their school work was assumed to indicate that the child's school work performance was at least comparable with the teacher category 'At age level'.

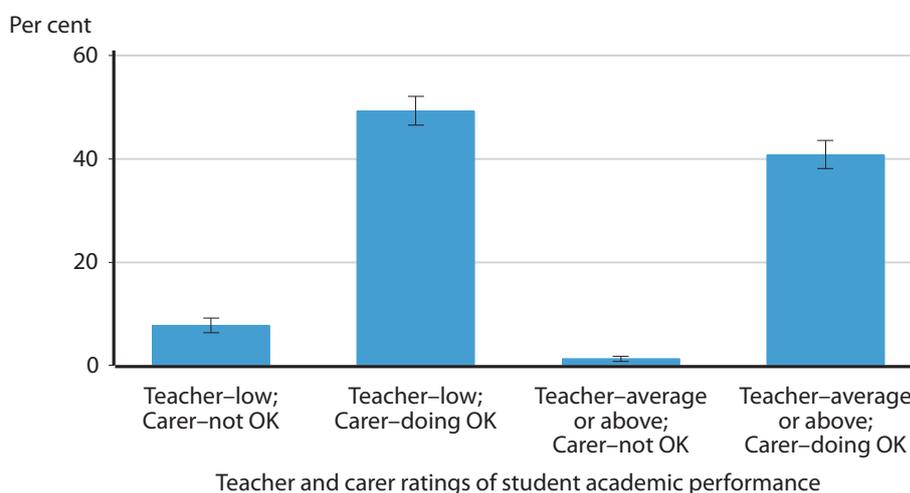
Primary carers of Aboriginal students aged 4–17 years reported that nine in ten students (90.2 per cent; CI: 88.6%–91.5%) were doing OK with their school work. However, when school teachers were asked to rate the overall academic performance of students in their class, a significantly lower proportion — just over four in ten students (42.5 per cent; CI: 39.7%–45.3%) — were reported to have average or above average academic performance (Tables 7.8 and 7.9).



When the school performance ratings of teachers and carers were compared, ratings differed for half of students. Importantly, the difference in ratings was almost exclusively where Aboriginal students were assessed by their teachers as having low academic performance yet were rated by their carers as doing OK with school work (49.3 per cent; CI: 46.6%–52.1%). This proportion is significantly higher than that reported for all students in Western Australia as reported in the 1993 Western Australian Child Health Survey (WA CHS)<sup>17</sup>. The WA CHS found that 15.6 per cent (CI: 13.2%–18.1%) of all Western Australian students were assessed by teachers as having low academic performance yet were rated by their carers as having average or above average performance (see commentary box entitled *Primary carer and teacher ratings of the school work performance of all Western Australian students*).

The WAACHS also found that, for two in five Aboriginal students (40.8 per cent; CI: 38.1%–43.6%), teachers and carers both agreed that the student was performing at an average or above average level or doing OK (Figure 7.6).

**FIGURE 7.6:** STUDENTS AGED 4–17 YEARS — SCHOOL TEACHER AND CARER RATINGS OF STUDENT ACADEMIC PERFORMANCE



Source: Table 7.10

For purposes of further analysis, the four categories of teacher and carer rating comparisons for Aboriginal students have been condensed into the following two categories:

- ◆ Teacher – low academic performance; Carer – doing OK (teachers and carers differ). When this category is used in analyses that follow, the term ‘school work performance’ has been used to describe the combined concepts of teacher-based ‘academic performance’ and carer-based ‘doing OK at school work’. This avoids confusion with analyses presented in previous chapters which are based solely on teacher ratings of overall academic performance.
- ◆ All other students. This category includes 1.3 per cent (CI: 0.8%–1.8%) of Aboriginal students rated by their teachers to have average or above average academic performance yet reported by their carers to not be doing OK with school work.



## PRIMARY CARER AND TEACHER RATINGS OF THE SCHOOL WORK PERFORMANCE OF ALL WESTERN AUSTRALIAN STUDENTS

The 1993 WA CHS<sup>17</sup> obtained ratings of the school work performance of all Western Australian students aged 4–16 years from both their teachers and primary carers. While the teacher ratings scale is the same for both the WAACHS and the WA CHS, carer ratings in these surveys were obtained using different questions.

### Carer ratings of school work performance

Carers in the WA CHS were asked “How well has the child performed in school during the past 6 months?” Response categories were ‘poor’, ‘below average’, ‘average’, ‘well’ and ‘excellent’.

Over nine in ten Western Australian students were rated as average, well or excellent by their carers, with the school performance of one-third of students (33.0 per cent; CI: 30.3%–35.7%) rated as well, while two in five students (39.4 per cent; CI: 36.7%–42.2%) were rated as excellent (Table 7.11).

### Teacher ratings of school work performance

Teachers rated the overall academic performance of all Western Australian students as either ‘far below age’, ‘somewhat below age’, ‘at age level’, ‘somewhat above age level’, or ‘far above age’.

Teachers were less inclined than carers to rate all students in the highest performing category (far above average for teachers; excellent for carers). Nearly four in five Western Australian students were rated by teachers as being at age level or above, with 46.4 per cent (CI: 43.5%–49.4%) rated as being at age level and just over one quarter (26.6 per cent; CI: 24.0%–29.3%) rated as somewhat above age. Less than one in ten students were rated as far above age (Table 7.12).

### Comparing carer and teacher ratings of all Western Australian students

To enable comparisons between carer and teacher ratings of Western Australian students, the four categories of carer school work performance have been collapsed into two:

- ◆ ‘Low’ — combining poor and below average. This low category has been assumed to indicate that the child’s school work performance was comparable with the teacher rating ‘low academic performance’ (see commentary box entitled *Rating student school work performance*).
- ◆ ‘Average or above average’ — combining average, well and excellent. This category is assumed to be comparable with the teacher rating ‘average or above average academic performance’.

*Continued . . . .*



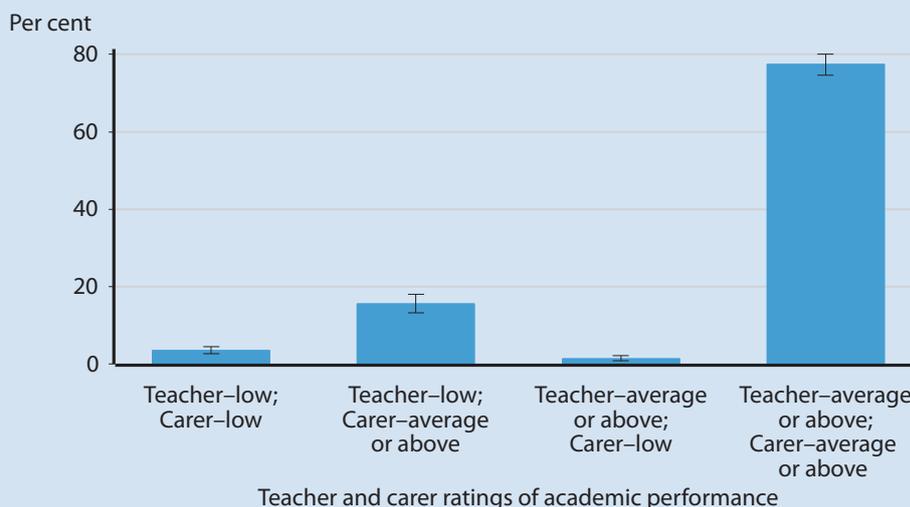
**PRIMARY CARER AND TEACHER RATINGS OF THE SCHOOL WORK PERFORMANCE OF ALL WESTERN AUSTRALIAN STUDENTS** *(continued)*

Comparing carer and teacher ratings of all Western Australian students *(continued)*

When carer and teacher ratings for each Western Australian student were compared, 15.6 per cent (CI: 13.2%–18.1%) of students were assessed by teachers as having low academic performance yet rated by their carers as having average or above average performance. This is substantially below the equivalent level of discrepancy for Aboriginal students of 49.3 per cent (CI: 46.6%–52.1%).

For just over three-quarters (77.5 per cent; CI: 74.7%–80.1%) of all Western Australian students, carers and teachers agreed that the student was of average or above average performance. The equivalent level of agreement for Aboriginal students was a significantly lower 40.8 per cent (CI: 38.1%–43.6%) (Table 7.13).

WESTERN AUSTRALIAN STUDENTS — SCHOOL TEACHER AND CARER RATINGS OF ACADEMIC PERFORMANCE



Source: Table 7.13

These results suggest that most carers are apt to view their children’s school in the most positive light. Even so, the extent of the discrepancy between carer and teacher reports for all Western Australian students is much lower than that seen for Aboriginal students, suggesting that the carers of all Western Australian students are more in tune with the academic performance of their children than carers of Aboriginal students. This does not mean that Aboriginal parents value a good education any less for their children. Rather it may partly reflect the differences in the educational experiences of non-Aboriginal and Aboriginal people in previous generations. For example, as reported in *Volume One — The Health of Aboriginal Children and Young People*,<sup>15</sup> the level of educational achievement of carers of Aboriginal children is substantially lower than for carers of non-Aboriginal children. It may also point to the need for better two-way connection between the carers of Aboriginal students and the school system.

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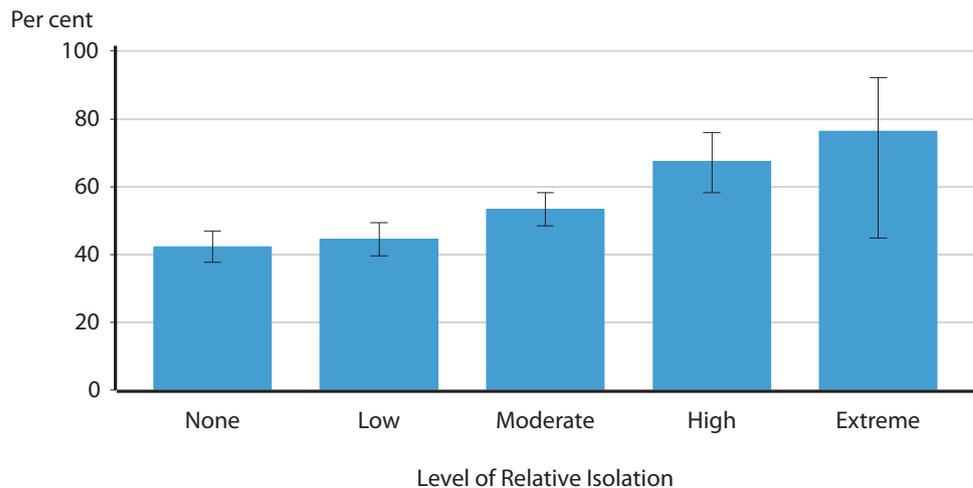


### LEVEL OF RELATIVE ISOLATION

When primary carer and teacher ratings were examined separately, the proportion of students rated by their primary carer as doing OK at school work across the five levels of isolation remained relatively unchanged — ranging from 89.3 per cent (CI: 86.3%–92.0%) in the Perth metropolitan area to 97.2 per cent (CI: 71.5%–100.0%) in areas of extreme relative isolation (Table 7.8). This contrasted significantly with teacher ratings, which declined steadily from 48.6 per cent (CI: 43.9%–53.4%) of students rated as average or above average academic performance in the Perth metropolitan area to 20.9 per cent (CI: 5.7%–43.7%) in areas of extreme relative isolation (Table 7.9).

The spatial variation in individual carer and teacher ratings translated to a significant increase in the proportion of students for whom carer and teacher rating comparisons differed as the level of isolation increased. Among the population of Aboriginal students in the Perth metropolitan area, there was a discrepancy in primary carer and teacher ratings for 42.3 per cent (CI: 37.7%–47.0%) of students. This proportion increased to 67.4 per cent (CI: 58.2%–75.9%) in areas of high relative isolation and to 76.3 per cent (CI: 44.9%–92.2%) in extremely isolated areas (Figure 7.7).

**FIGURE 7.7:** STUDENTS AGED 4–17 YEARS — PROPORTION FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF SCHOOL WORK PERFORMANCE, BY LEVEL OF RELATIVE ISOLATION



Source: Table 7.14

In subsequent sections of this chapter, a number of student, carer, family and school factors are analysed to determine those associated most strongly with the propensity for primary carers to differ from teachers in rating student academic performance. That analysis uses the teacher’s rating as the benchmark measure of academic performance. This decision is supported by validation of teacher ratings using two independent measures of academic achievement, as detailed in the following section.



## VALIDATING TEACHER RATINGS OF STUDENT ACADEMIC PERFORMANCE AS THE BENCHMARK FOR COMPARING PRIMARY CARER RATINGS

Chapter 5 of this volume analysed teacher ratings of the literacy, numeracy and overall academic performance of Aboriginal students. It also described and analysed additional measures of the academic performance of Aboriginal students — the Western Australian Literacy and Numeracy Assessment (WALNA) and measures of proficiency in the English language (Word Definitions) and visuo-spatial reasoning (Matrices). These measures were used to validate teacher ratings of academic performance and each was found to be strongly associated with teacher ratings. Confirmation of the reliability of teacher ratings of overall academic performance has been the basis for their use as the primary measure of academic achievement of Aboriginal students in subsequent chapters of this volume.

Given the high level of discrepancy between primary carer and teacher ratings of the academic performance of Aboriginal students, it is reasonable to expect similar levels of discrepancy between results from the WALNA, Word Definitions and Matrices tests, and primary carer and teacher ratings of student academic performance.

The following analysis compares WALNA, English Word Definitions and Matrices test results against primary carer and teacher ratings of academic performance. While the analysis re-confirms the reliability of teacher ratings, it also highlights a significantly weaker association between the test results and the primary carer's rating of student academic performance.

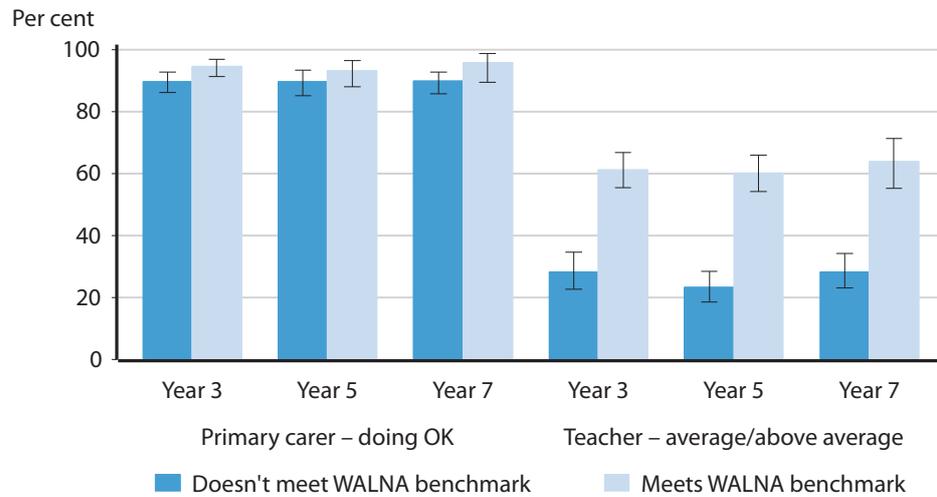
### WALNA – COMPARISON WITH PRIMARY CARER AND TEACHER RATINGS OF ACADEMIC PERFORMANCE

WALNA is a curriculum-based assessment that tests students' knowledge and skills in numeracy, reading, spelling and writing. The WALNA test is administered annually to students in Years 3, 5 and 7. Test results are related to national benchmark figures which are the agreed standards of performance that professional educators across the country deem to be the minimum level required for Year 3, 5 and 7 students. For more information, see the commentary box entitled *Western Australian Numeracy and Literacy Assessment (WALNA) data* in Chapter 5.

For each of the four WALNA tests, a student's performance against the national test benchmark was compared with both the primary carer and teacher rating of the student's academic performance (Tables 7.15–7.26). Regardless of both the type of test and test year, primary carers rated around nine in ten of those students who did not meet the WALNA benchmark as doing OK at school work. This proportion was not statistically significantly different from students they rated as doing OK who had met the WALNA benchmark. This finding is in stark contrast to teacher ratings, where around one quarter of students who had not met the benchmark were rated as average or above average academic performance while six in ten of students who met the benchmark were rated as average or above average (Figures 7.8–7.11).

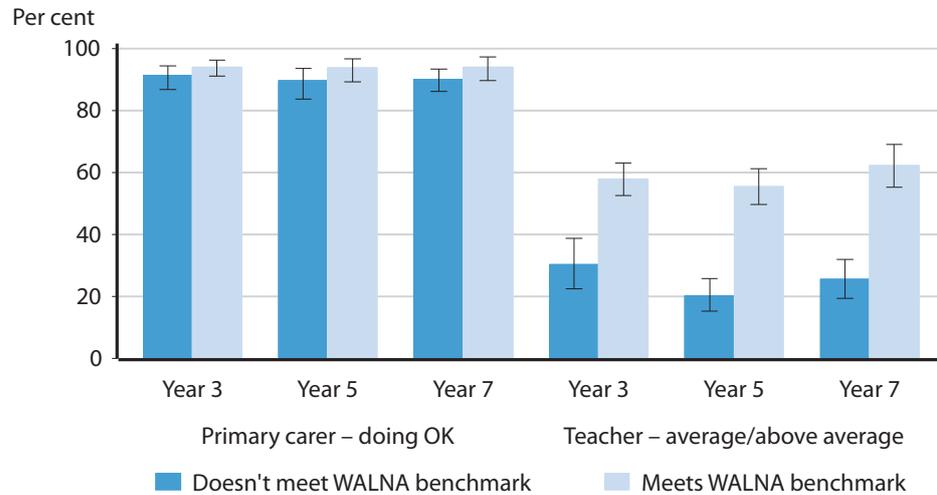


**FIGURE 7.8:** STUDENTS AGED 4–17 YEARS — PROPORTION RATED BY PRIMARY CARERS AS DOING OK AT SCHOOL WORK OR BY TEACHERS AS HAVING AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY WALNA NUMERACY TEST RESULTS



Source: Tables 7.15, 7.16 and 7.17

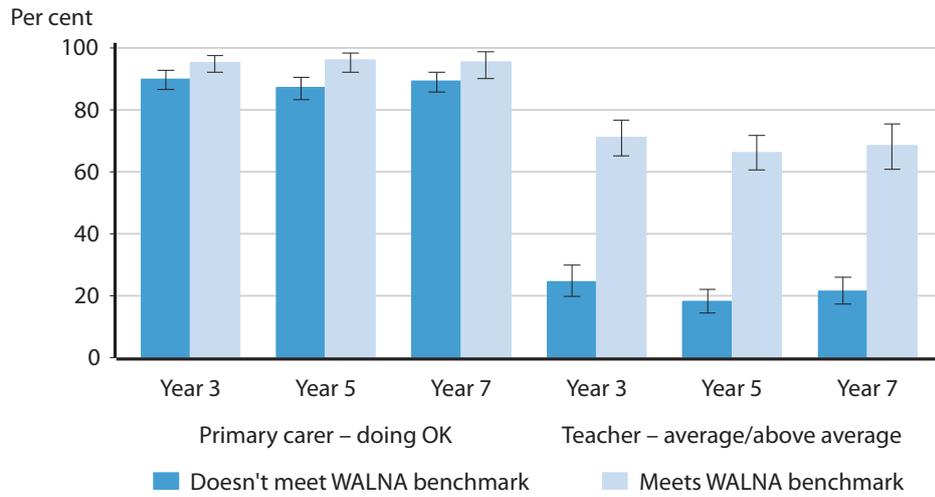
**FIGURE 7.9:** STUDENTS AGED 4–17 YEARS — PROPORTION RATED BY PRIMARY CARERS AS DOING OK AT SCHOOL WORK OR BY TEACHERS AS HAVING AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY WALNA READING TEST RESULTS



Source: Tables 7.18, 7.19 and 7.20

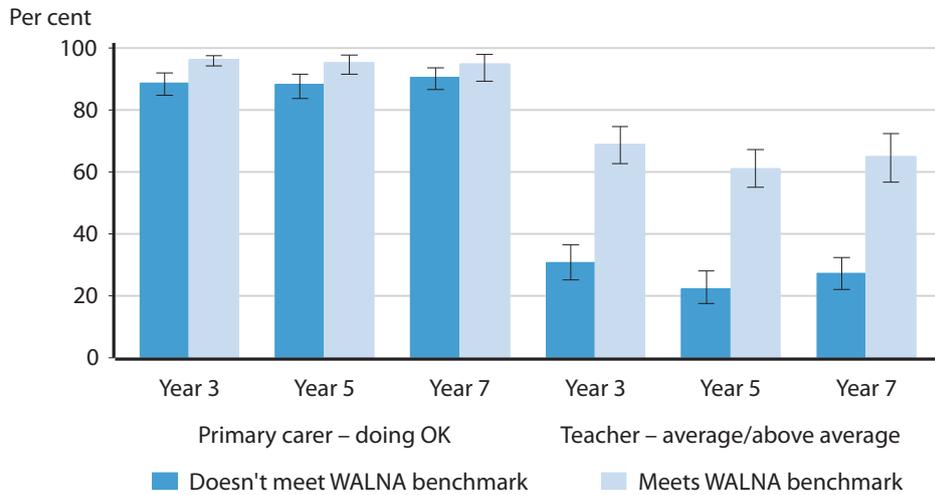


**FIGURE 7.10:** STUDENTS AGED 4–17 YEARS — PROPORTION RATED BY PRIMARY CARERS AS DOING OK AT SCHOOL WORK OR BY TEACHERS AS HAVING AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY WALNA SPELLING TEST RESULTS



Source: Tables 7.21, 7.22 and 7.23

**FIGURE 7.11:** STUDENTS AGED 4–17 YEARS — PROPORTION RATED BY PRIMARY CARERS AS DOING OK AT SCHOOL WORK OR BY TEACHERS AS HAVING AVERAGE OR ABOVE AVERAGE ACADEMIC PERFORMANCE, BY WALNA WRITING TEST RESULTS



Source: Tables 7.24, 7.25 and 7.26



## WORD DEFINITIONS AND MATRICES TESTS – COMPARISON WITH PRIMARY CARER AND TEACHER RATINGS OF ACADEMIC PERFORMANCE

The Word Definitions and Matrices tests are a series of standardised tests of cognitive ability designed for children and young people aged from two and a half to seventeen years. As part of the WAACHS, teachers of surveyed Aboriginal students administered two tests:

- ◆ a Word Definitions test designed to measure retrieval and application of knowledge and the range of a child's English vocabulary. This test required students to provide definitions for 20 words. An estimated 78.9 per cent (CI: 76.6 %–81.1%) of Aboriginal students completed the Word Definitions test
- ◆ a Matrices test designed to measure visuo-spatial reasoning. This test has 11 items and students were asked to complete a pattern or design. An estimated 82.0 per cent (CI: 79.9%–83.9%) of Aboriginal students completed a Matrices test.

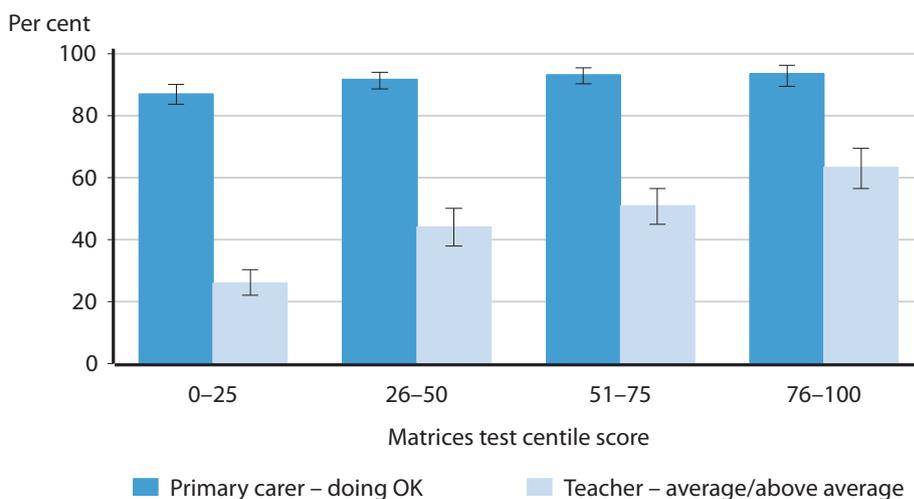
Raw scores from each test were converted into a centile score based on an algorithm that takes into account the test score and the age of the child at the time of the test. The centile score can range from 0 to 100 and provides an indication of the child's performance in relation to other children. For example, a centile score of 75 indicates that, on average, 75 children out of 100 would score at the same level or below (and 25 out of 100 would score higher). For more information, see the commentary box entitled *Verbal and non-verbal performance measures* in Chapter 5.

For Aboriginal students in each of the four centile groups, separate comparisons were made of the primary carer and teacher ratings of their academic performance. The data show that the proportion of students rated by teachers as having average or above average academic performance increases progressively with increasing centile scores. No similar gradient was observed for primary carer ratings of student school work performance, with around nine in ten students rated by their primary carers as doing OK at school work in each centile group.

**Matrices (visuo-spatial reasoning) test.** Nearly two in five students performed to a low standard in the Matrices test — that is, 38.1 per cent (CI: 35.3%–41.0%) scored in the 25th centile or below. Of these students, primary carers rated 87.1 per cent (CI: 83.8%–90.1%) as doing OK at school work while a significantly lower 26.1 per cent (CI: 22.2%–30.4%) were rated by their teachers as having average or above average academic performance. Across the four centile groups, the proportion of students rated by their primary carer as doing OK at school work showed little variation whereas teacher ratings showed a distinct gradient, increasing progressively as the students scored at a progressively higher standard in the Matrices test (Figure 7.12).



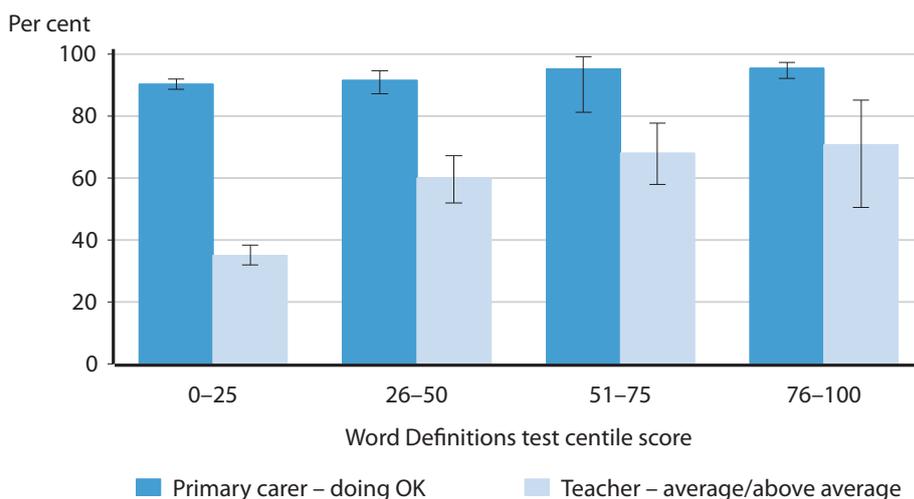
**FIGURE 7.12:** STUDENTS AGED 4–17 YEARS TAKING THE MATRICES TEST — PROPORTION IN EACH CENTILE SCORE GROUP, BY PRIMARY CARER AND TEACHER RATING OF THEIR ACADEMIC PERFORMANCE



Source: Tables 7.27 and 7.28

**Word Definitions test.** As with the Matrices test, the proportion of students rated by their primary carers as doing OK at school work showed little correlation with Word Definitions centile groups. In contrast, teacher ratings showed a distinct gradient, increasing progressively as the students scored at a progressively higher standard in the Word Definitions test (Figure 7.13).

**FIGURE 7.13:** STUDENTS AGED 4–17 YEARS TAKING THE WORD DEFINITIONS TEST — PROPORTION IN EACH CENTILE SCORE GROUP, BY PRIMARY CARER AND TEACHER RATING OF THEIR ACADEMIC PERFORMANCE



Source: Tables 7.29 and 7.30



## FACTORS ASSOCIATED WITH DISCREPANCIES IN PRIMARY CARER AND TEACHER RATINGS OF SCHOOL WORK PERFORMANCE

A number of student, carer, family and school factors were analysed to determine the strength of their association with discrepancies in the primary carer and teacher ratings of student school work performance. Just over half of the 38 factors analysed were found to be significantly associated with discrepancies in carer/teacher ratings.

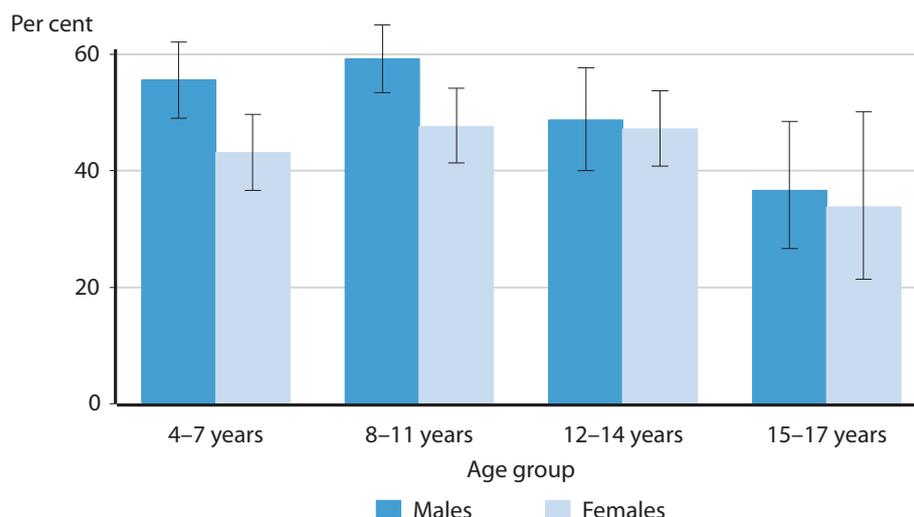
### STUDENT FACTORS

#### Sex and age

In the broader age groups, the highest level of discrepancy between primary carer and teacher ratings of academic performance occurred for younger Aboriginal male students aged 4–11 years — 57.6 per cent (CI: 53.4%–61.8%). This compares with levels of around 45 per cent for male students aged 12–17 years as well as female students in each of these broad age groups (Table 7.31).

When classified into smaller age groups, at least half of Aboriginal students aged 4–7 years and 8–11 years were the subject of discrepancy in carer and teacher ratings. The proportion of male students in each of these age categories who had their school work performance rated differently was higher than that for females, although the estimates bordered on being statistically significant (Figure 7.14). The proportion of students who were the subject of discrepancy in ratings by carers and teachers declined for 12–14 year-olds to just under half (47.8 per cent; CI: 42.3%–53.3%) and to 35.2 per cent (CI: 27.1%–44.6%) for 15–17 year-olds, a proportion significantly lower than that for 4–7 year-olds and 8–11 year-olds (Table 7.31).

**FIGURE 7.14:** STUDENTS AGED 4–17 YEARS — PROPORTION FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF SCHOOL WORK PERFORMANCE, BY SEX AND AGE GROUP



Source: Table 7.31



## Emotional and behavioural health of Aboriginal students

**Emotional or behavioural difficulties.** The measurement of emotional or behavioural difficulties in Aboriginal students in the survey was undertaken using the Strengths and Difficulties Questionnaire (SDQ). The SDQ comprises 25 questions which were put to both carers and teachers. The questions probed five areas of psychological adjustment in children. Based on 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 was then assessed with reference to the SDQ total score. Students with a score of 0–11 were identified as having low risk of clinically significant emotional or behavioural difficulties, those in the range 12–15 as having moderate risk, and those in the range 16–40 as having high risk. See *Strengths and Difficulties Questionnaire* in *Glossary* for further details of the SDQ.

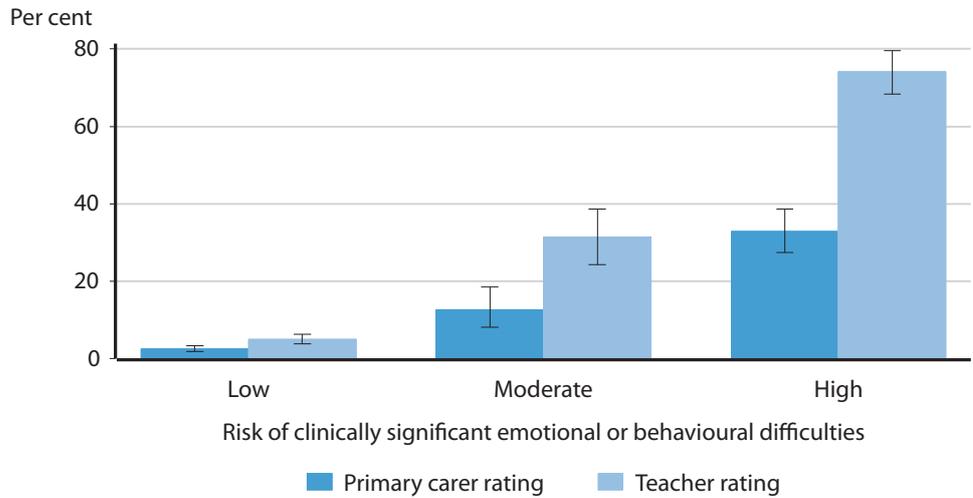
A significantly higher proportion of students were rated by their primary carers as being at high risk of clinically significant emotional or behavioural difficulties (24.2 per cent; CI: 21.6%–26.9%) compared with 16.8 per cent (CI: 14.8%–19.0%) of students rated by their teachers as being at high risk (Table 7.32).

Students rated by primary carers as being at high risk were not necessarily the same students rated by teachers as being at high risk. Differences in the way primary carers and teachers view and assess emotional and behavioural difficulties are expected, given differences in the length of time each has to observe the child and the settings in which the observations take place. There may also be cultural issues for both carers and teachers that determine the way emotions and behaviours are observed and interpreted.

**The impact of emotional or behavioural difficulties.** The presence of emotional or behavioural difficulties can impact adversely upon the day-to-day functioning of the student and this, in turn, could be expected to have detrimental effects on the student's school work performance. Primary carers of Aboriginal students were asked to rate the level of impact that emotional or behavioural difficulties had on home life, friendships, classroom learning and leisure activities of the student, while teachers rated the impact on peer relationships and classroom learning. Of students rated by their primary carers as being at high risk of clinically significant emotional or behavioural difficulties, around one-third (32.8 per cent; CI: 27.5%–38.6%) were assessed by the primary carer to be at high risk of clinically significant functional impairment as a result of these difficulties. The proportion of students rated by their teachers as being at high risk of clinically significant emotional or behavioural difficulties who were also at high risk of clinically significant functional impairment as a result of these difficulties was considerably higher at 74.2 per cent (CI: 68.4%–79.6%) (Figure 7.15).



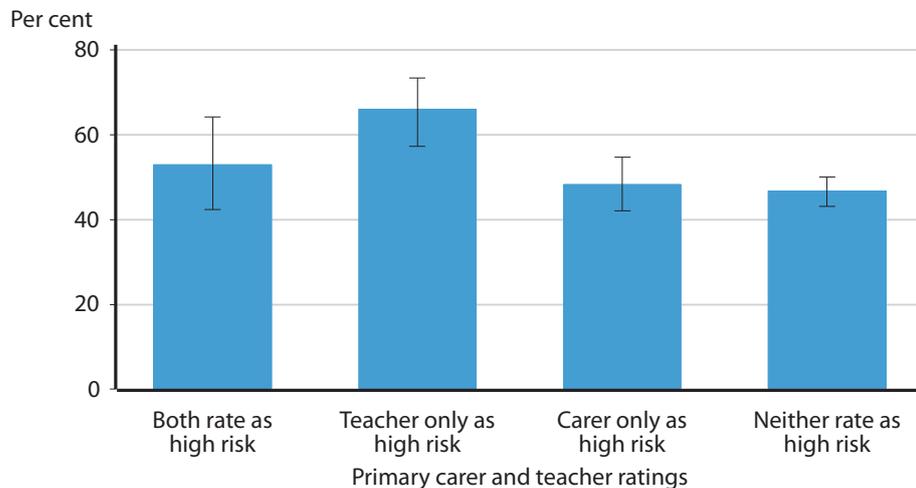
**FIGURE 7.15:** STUDENTS AGED 4–17 YEARS AT HIGH RISK OF CLINICALLY SIGNIFICANT FUNCTIONAL IMPAIRMENT, BY LEVEL OF RISK OF CLINICALLY SIGNIFICANT EMOTIONAL OR BEHAVIOURAL DIFFICULTIES AS RATED BY PRIMARY CARERS AND TEACHERS



Source: Table 7.33

**Emotional or behavioural difficulties and primary carer and teacher ratings of school work performance.** Of those students who were rated only by the teacher as being at high risk of clinically significant emotional or behavioural difficulties, 66.0 per cent (CI: 57.3%–73.5%) were considered by teachers to have low academic performance yet were rated by their carers as doing OK at school work. This proportion was significantly higher than the 48.3 per cent (CI: 42.1%–54.8%) level of discrepancy for those students rated only by the primary carer as being at high risk. It was also higher (though not significantly so) than the 53.0 per cent (CI: 42.4%–64.3%) level of discrepancy for those students rated by both the primary carer and teacher as being at high risk (Figure 7.16).

**FIGURE 7.16:** STUDENTS AGED 4–17 YEARS — PROPORTION FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF SCHOOL WORK PERFORMANCE, BY PRIMARY CARER AND TEACHER RATINGS OF THE STUDENT’S RISK OF CLINICALLY SIGNIFICANT EMOTIONAL OR BEHAVIOURAL DIFFICULTIES



Source: Table 7.34



## EMOTIONAL AND BEHAVIOURAL WELLBEING AND EDUCATION

There are a number of possible explanations for relatively low proportions of carer-rated clinically significant functional impairment in Aboriginal children at high risk of clinically significant emotional or behavioural difficulties. For example, as discussed in Volume Two,<sup>18</sup> carers of Aboriginal children may not be as strict, particularly with younger children. This may reflect benefits stemming from traditional cultural practices and access to extended kinship and family support that buffer the effects of adverse behaviours and distress in children. Alternatively, Aboriginal carers may be sensitive to lesser degrees of social and emotional distress in their children. This could be the result of other sources of stress upon the carer, such as higher levels of poverty, lower levels of social support, and neighbourhood or community circumstances such as violence. It may also reflect the carers' views that treatment and help are inaccessible or rarely available.

That there is such a significant disparity in primary carer and teacher ratings of the impact of clinically significant emotional or behavioural difficulties would suggest that primary carers are more likely than teachers to understate these impacts as they apply to the child's learning outcomes. It may also be that carers are sensitive to lesser degrees of social and emotional distress in their children due to being under their own stresses (e.g. from higher levels of poverty; or from neighbourhood or community violence). The implication of carers understating the impact of adverse emotions or behaviours on their child's learning is that they fail to recognise that their child is not coping well academically.

The difference in ratings of academic performance for students assessed only by the primary carer or only by the teacher to be at high risk of clinically significant emotional or behavioural difficulties reflects, in part, the much stronger association between the teacher's assessment both of this risk and the high risk of clinically significant functional impairment (in particular classroom learning).

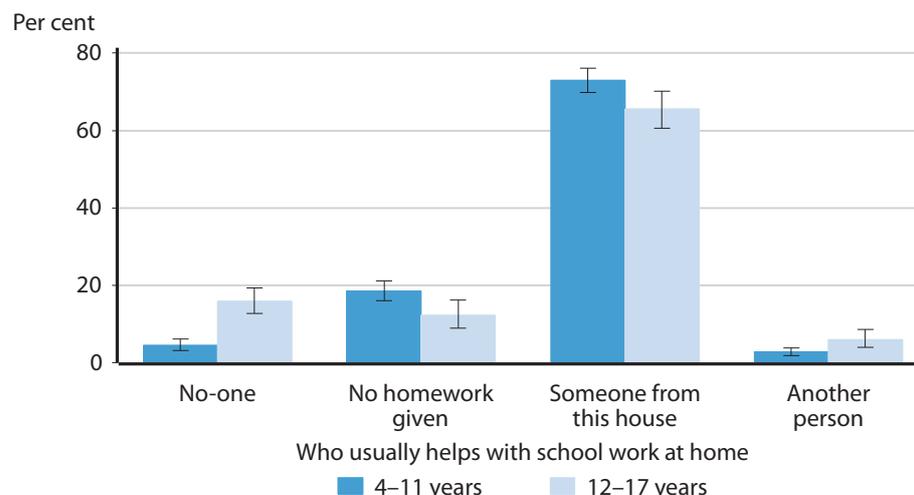
### Helping with school work at home

Of Aboriginal students aged 4–17 years, seven in ten (70.4 per cent; CI: 67.6%–73.2%) were reported by their carers as being helped with their school work by someone from the student's home. A higher proportion of 4–11 year-olds (73.0 per cent; CI: 69.9%–76.1%) were receiving such help than 12–17 year-olds (65.6 per cent; CI: 60.6%–70.2%), although the difference was not statistically significant.

As could be expected, a higher proportion of students aged 4–11 years were not given homework (18.5 per cent; CI: 16.0%–21.2%) compared with children aged 12–17 years (12.2 per cent; CI: 9.0%–16.2%) although the difference was not statistically significant. In contrast, a significantly higher proportion of older children (15.9 per cent; CI: 12.8%–19.4%) had no one to help them with school work at home than younger children (4.5 per cent; CI: 3.1%–6.1%) (Figure 7.17).



**FIGURE 7.17:** STUDENTS AGED 4–17 YEARS — WHO USUALLY HELPS THE STUDENT WITH THEIR SCHOOL WORK AT HOME, BY AGE GROUP



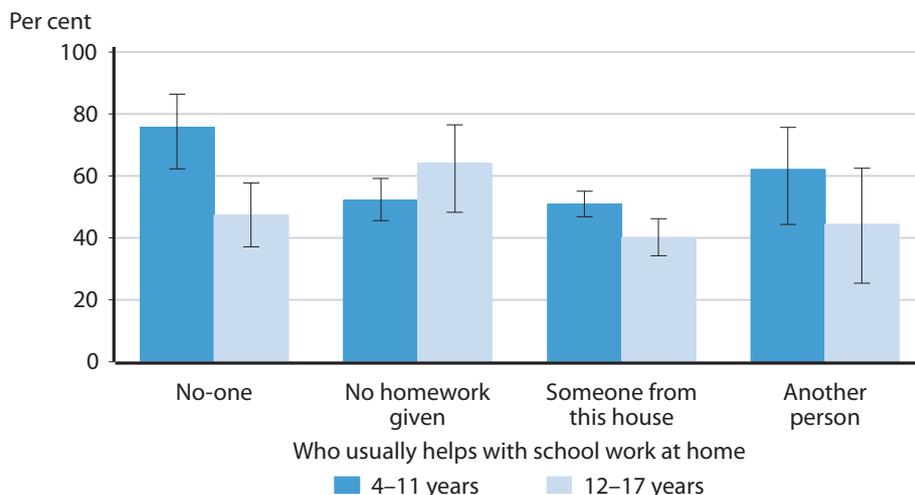
Source: Table 7.35

The propensity for there to be a discrepancy in primary carer and teacher ratings of student school work performance was moderated when someone from the student’s home was involved in helping them with their school work. Of Aboriginal students who received help from someone in their home, less than half (47.4 per cent; CI: 44.1%–50.7%) were rated differently by their primary carers and teachers. This proportion is lower than for students who had no interaction at home with their school work, such as those who have no-one to help them with school work (57.2 per cent; CI: 48.2%–65.5%) or who are not given homework (55.4 per cent; CI: 48.9%–61.9%), although the differences were not statistically significant (Table 7.36).

Of the seven in ten students who were helped with school work by someone from the home, students aged 4–11 years were subject to greater levels of discrepancy than 12–17 year-olds — 51.0 per cent (CI: 46.9%–55.1%) compared with 40.1 per cent (CI: 34.3%–46.3%). Similarly, where no-one helped the student at home, the level of discrepancy between primary carer and teacher ratings was significantly higher for 4–11 year-olds (75.8 per cent; CI: 62.4%–86.5%) than 12–17 year-olds (47.4 per cent; CI: 37.2%–57.8%) (Figure 7.18).



**FIGURE 7.18:** STUDENTS AGED 4–17 YEARS — PROPORTION FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF SCHOOL WORK PERFORMANCE, BY WHO USUALLY HELPS THE STUDENT WITH THEIR SCHOOL WORK AT HOME AND AGE GROUP



Source: Table 7.36

## CARER FACTORS

### Primary carer speaking an Aboriginal language

The school work performance of two in three (66.9 per cent; CI: 59.9%–73.0%) Aboriginal students in the care of a primary carer conversant in an Aboriginal language was rated differently by the carer and teacher. This proportion was significantly higher than that for students cared for by a primary carer who only spoke a few Aboriginal words (47.2 per cent; CI: 43.0%–51.5%) or did not speak an Aboriginal language (43.6 per cent; CI: 39.7%–47.6%) (Table 7.37). As reported in WAACHS Volume One, the proportion of carers able to hold a conversation in an Aboriginal language increased substantially with increasing isolation.

### Primary carer attending Aboriginal ceremonies

One measure of the primary carer’s participation in traditional Aboriginal culture was whether they had gone to any Aboriginal ceremonies in the 12 months prior to the survey. For carers that had attended such ceremonies, 62.5 per cent (CI: 55.9%–68.5%) of students in their care were the subject of a discrepancy in carer/teacher ratings of their school work performance compared with 46.1 per cent (CI: 43.2%–49.0%) of students whose primary carers had not attended Aboriginal ceremonies (Table 7.38).



### Importance of religion/spiritual beliefs to the primary carer

Another aspect of Aboriginal culture is the adherence to traditional spiritual beliefs. Due to the intermingling of religion and traditional spirituality since colonisation, primary carers were not asked specifically about the importance of spiritual beliefs in their life. Rather, the survey sought to determine how important religion/spiritual beliefs were in their life. For students in the primary care of a person who considered religion or spiritual beliefs to be very important in their lives, 53.9 per cent (CI: 49.2%–58.4%) had their school work performance rated differently. This compares with 43.7 per cent (CI: 37.1%–50.1%) of students whose primary carers did not consider religion/spiritual beliefs to be at all important in their lives (Table 7.39).

## VALUING ABORIGINAL PERSPECTIVES ABOUT ABORIGINAL EDUCATION

### A case study of Cherbourg State School, Queensland<sup>9</sup>

In 1998, the Cherbourg State School, an Aboriginal community school in the South Burnett district in Queensland, was characterised by: extremely poor levels of academic performance and school attendance rates; lack of student pride in self, school and Aboriginality; very low expectations of student behaviour and student performance that some staff described as being a social and cultural legacy; and very low and decreasing enrolments. By the end of 2001, major improvements in student outcomes — reduced absenteeism, improved behaviour and improved academic performance — had been achieved and the culture of the school had been significantly transformed.

#### Taking the school to the community

The period of change experienced at Cherbourg was driven by leadership shown by the school's first Aboriginal principal. As a first point in facilitating change, the principal took the school to the community, undertaking extensive discussions with community power brokers — the community council, community Elders and the parents. Establishing a collective understanding of what the parents and community expected from the school in respect of their children's education and what the school expected of the parents and the community was seen as being '... far more crucial than things like school curriculum programmes, etc.'. The school, parents and the community collectively agreed that '... the people of Cherbourg had every right to expect their children to perform academically at a level of any other child from any other school, and to have a sense of what it means to be Aboriginal.' This vision became encapsulated in the school motto 'Strong and Smart' which anchors everything that occurs in the school, including school attendance and academic performance.

#### Valuing what it is to be Aboriginal

Significant change was also facilitated by confronting issues that key players at the school put down to being 'Aboriginal'. Children had negative perceptions of who they were as Aboriginal children and, historically, teachers were in the habit of

*Continued . . . .*



**VALUING ABORIGINAL PERSPECTIVES ABOUT ABORIGINAL EDUCATION** *(continued)*Valuing what it is to be Aboriginal *(continued)*

accepting under-achievement as an 'Aboriginal thing'. This historical legacy is evident in the WAACHS findings, where a number of factors strongly associated with primary carers differing from teachers in their assessment of a child's academic performance (carers not in tune with their child's education) were related to being of Aboriginal descent, speaking an Aboriginal language, attending Aboriginal ceremonies, and adhering to traditional spiritual beliefs. By confronting these issues, the school has:

- ◆ *built solidarity and a '... feeling of worth about who we are as Aboriginal people'*. Simple and powerful strategies to generate a strong sense of solidarity and feeling of worth were: the development of a school song incorporating the theme of 'we're young and black and deadly' ('deadly' in an Aboriginal context means excellent; the best); introducing a school uniform; and establishing 'school tidy zones' where pride in being Aboriginal translated to the children dramatically improving the appearance of the school.
- ◆ *changed the school culture*. Significant improvements in attendance and academic performance were achieved by a direct challenge to the students. If they were to believe in the notion of 'Strong and Smart' as not just words or to be 'young and black and deadly' they had to act 'young and black and deadly'. This meant coming to school each day and working harder to get stronger and smarter. There were also fairly rapid improvements in student behaviour due largely to support from parents and grandparents for the principal to 'growl' at their children if they were doing the wrong thing.
- ◆ *valued and utilised Aboriginal staff within the school*. Aboriginal staff were given a genuine say in strategic and operational matters. This '... impacted upon the psyche of the children who were starting to see, feel and believe in Aboriginal leadership, underpinning a more positive belief in that strong and positive sense of what it means to be Aboriginal'.
- ◆ *developed a whole-of-school Aboriginal studies programme*. An Aboriginal studies programme, recognised as an integral part of the school's curriculum framework, was developed for children from pre-school to Year 7 requiring two hours of study per week. The programme takes an honest look at issues challenging the community such as unemployment, alcoholism, domestic violence and child abuse, emphasising that '... these are often the legacy of historical and sociological processes, **and not the legacy of being Aboriginal**'. As children come to understand these learnings, it is expected that they will be empowered enough to decide the extent to which any of these personal experiences impact positively or negatively upon them. The implication for the whole community is that they can '... move positively into the future, and hopefully leave behind the negative disruptions of the past'.

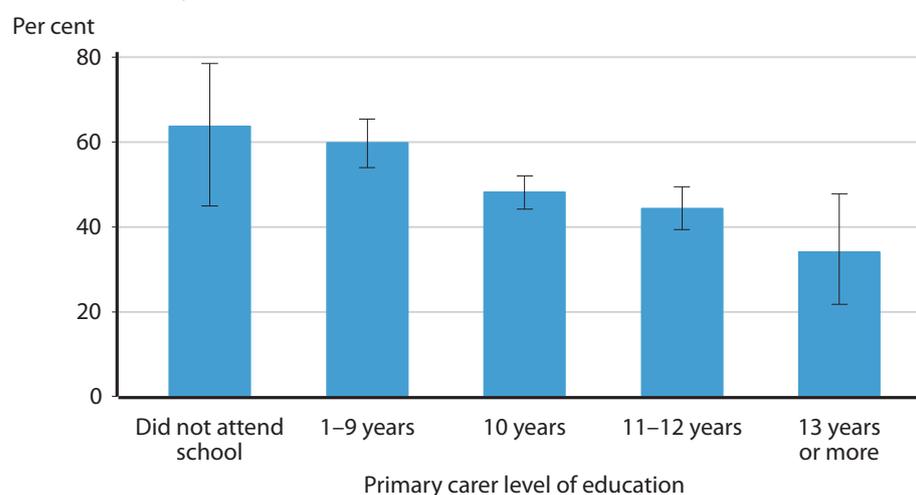
Starting with a crucial programme of parent/community engagement followed by strategies that value what it is to be Aboriginal in an educational setting, the Cherbourg school has achieved dramatic gains in Aboriginal schooling and in student education outcomes within a very short period of time.



## Carer education

Primary carers with post-school qualifications were found to have the lowest level of discrepancy over student school work performance compared with carers with lower levels of education or no education at all. This finding would appear indicative of more highly educated carers being better equipped to support the educational progress of their children at school. Around one-third (34.1 per cent; CI: 21.8%–47.8%) of Aboriginal students cared for by a primary carer who had achieved a post-school qualification had their school work performance rated differently. This compares with the proportion of students whose primary carers had never gone to school (63.8 per cent; CI: 44.9%–78.5%) or had left school before Year 10 (59.8 per cent; CI: 54.0%–65.4%) (Figure 7.19).

**FIGURE 7.19:** STUDENTS AGED 4–17 YEARS — PROPORTION FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF SCHOOL WORK PERFORMANCE, BY PRIMARY CARER LEVEL OF EDUCATION



Source: Table 7.40

## Carer labour force status

Primary carers who were employed recorded the lowest level of discrepancy (42.7 per cent; CI: 38.1%–47.4%) compared with carers who were not in the labour force (54.5 per cent; CI: 50.8%–58.1%) and carers who were unemployed (51.0 per cent; CI: 42.2%–59.2%) (Table 7.41).

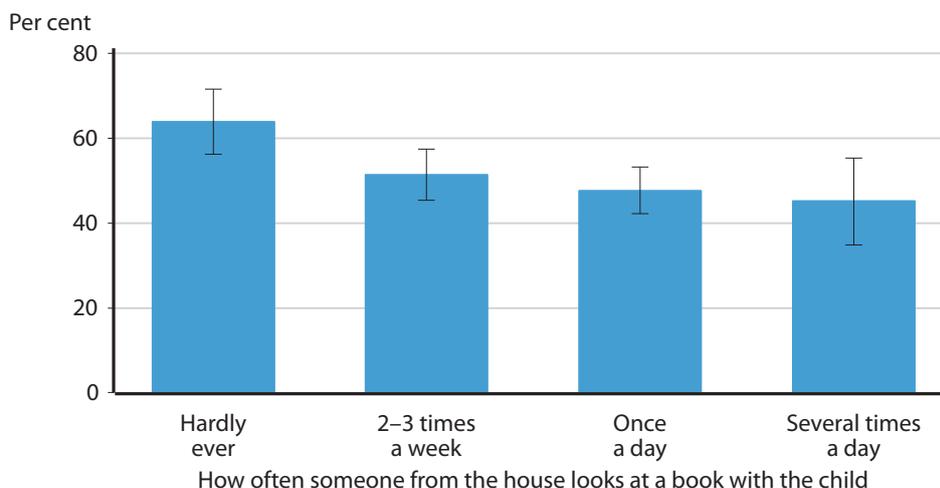
## FAMILY FACTORS

### Looking at a book with the child

For students aged 4–11 years, carers were asked how often someone from the household looked at a book with the child. In homes where someone hardly ever looked at a book with the child, there was a discrepancy in primary carer/teacher ratings of the student's school work performance for nearly two in three students (63.9 per cent; CI: 56.3%–71.6%). This decreased to 45.2 per cent (CI: 34.8%–55.3%) of 4–11 year-old students in homes where someone looked at a book with them several times a day (Figure 7.20).



**FIGURE 7.20:** STUDENTS AGED 4–11 YEARS — PROPORTION FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF SCHOOL WORK PERFORMANCE, BY HOW OFTEN SOMEONE FROM THE HOUSE LOOKED AT A BOOK WITH THEM



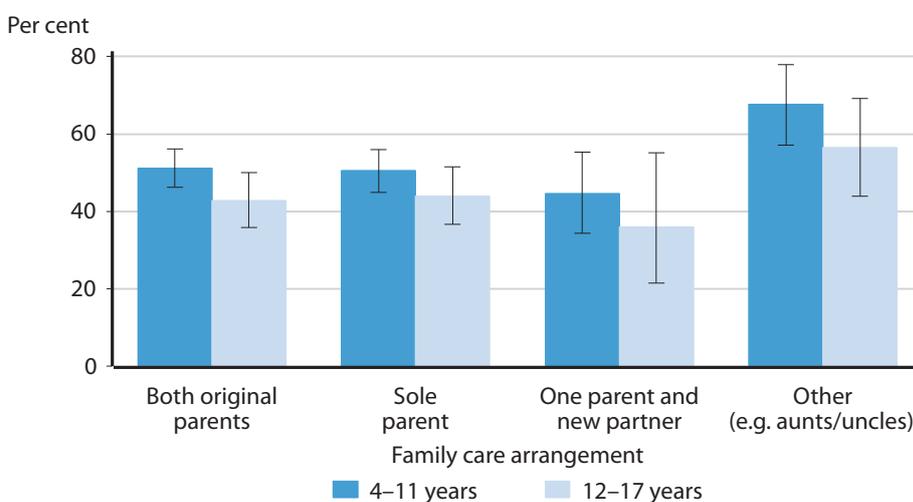
Source: Table 7.42

### Family care arrangement and age group

A high proportion (62.7 per cent; CI: 54.3%–70.0%) of Aboriginal students who were cared for by someone other than an original parent or parents (such as aunts and uncles, or grandparents) had their school work performance rated differently by primary carers and teachers. This proportion is significantly higher than for students cared for by an original parent. For example, of students cared for by both original parents, the proportion was 48.3 per cent (CI: 44.3%–52.3%) and for children cared for by a sole parent, 48.6 per cent (CI: 44.2%–53.1%) (Table 7.43).

Within each type of family care arrangement, the level of teacher/carer discrepancy in rating of the school work performance of 4–11 year-old students was consistently higher than for 12–17 year-old students, although these differences were not statistically significant (Figure 7.21).

**FIGURE 7.21:** STUDENTS AGED 4–17 YEARS — PROPORTION FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF SCHOOL WORK PERFORMANCE, BY AGE GROUP AND FAMILY CARE ARRANGEMENT



Source: Table 7.43

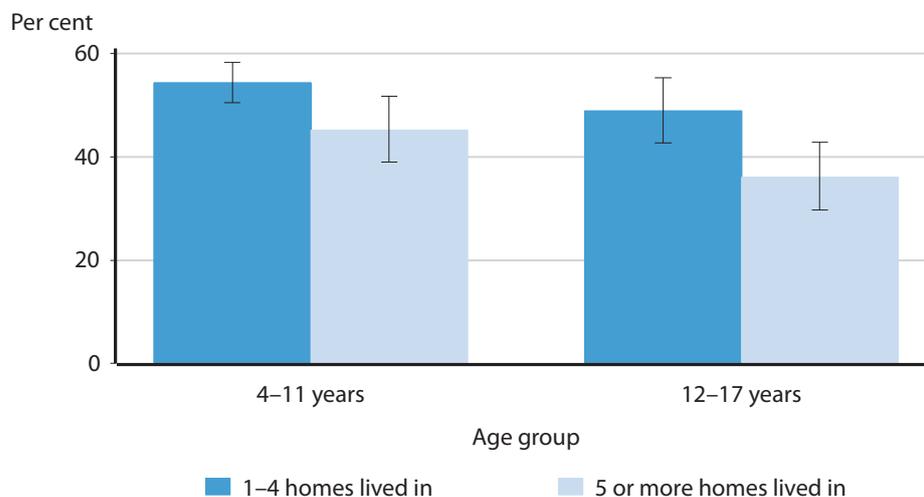


### Number of different homes lived in

Around three in ten Aboriginal students (29.4 per cent; CI: 26.8%–32.1%) aged 4–17 years had lived in five or more homes since birth. Of these students, around three-quarters lived in areas of no or low isolation. They comprised a significantly higher proportion of students living in those areas compared with students living in more isolated areas — 36.5 per cent (CI: 31.5%–41.4%) in the Perth metropolitan area compared with 14.3 per cent (CI: 9.8%–19.6%) in areas of high relative isolation (Table 7.44).

As previously discussed, the proportion of students for whom there was a discrepancy in primary carer and teacher ratings of their school work performance was lowest in areas of no or low isolation and increased as the level of relative isolation increased. With such a high concentration of students in areas of no or low isolation who had lived in five or more homes since birth, the survey found that 41.3 per cent (CI: 36.9%–45.8%) of Aboriginal students who had lived in five or more homes were the subject of discrepancy in primary carer and teacher ratings of their school work performance. This proportion was significantly lower than for students who had lived in up to four homes (52.7 per cent; CI: 49.3%–56.1%) (Table 7.45). This finding was reflected among 4–11 year-olds and 12–17 year-olds, with the level of ratings discrepancy lowest for older students who had lived in five or more homes since birth (36.0 per cent; CI: 29.7%–42.9%) (Figure 7.22).

**FIGURE 7.22:** STUDENTS AGED 4–17 YEARS — PROPORTION FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF SCHOOL WORK PERFORMANCE, BY AGE GROUP AND NUMBER OF HOMES LIVED IN



Source: Table 7.45

### Household occupancy level

High household occupancy levels (see *Glossary*) are found in the more isolated areas of the state. Compared with the Perth metropolitan area, where 13.9 per cent (CI: 10.1%–18.4%) of students were living in homes with a high occupancy level, 60.1 per cent (CI: 48.6%–71.6%) of students in areas of high isolation and 63.8 per cent (CI: 34.9%–90.1%) in areas of extreme isolation were living in homes with a high occupancy level (Table 7.46).

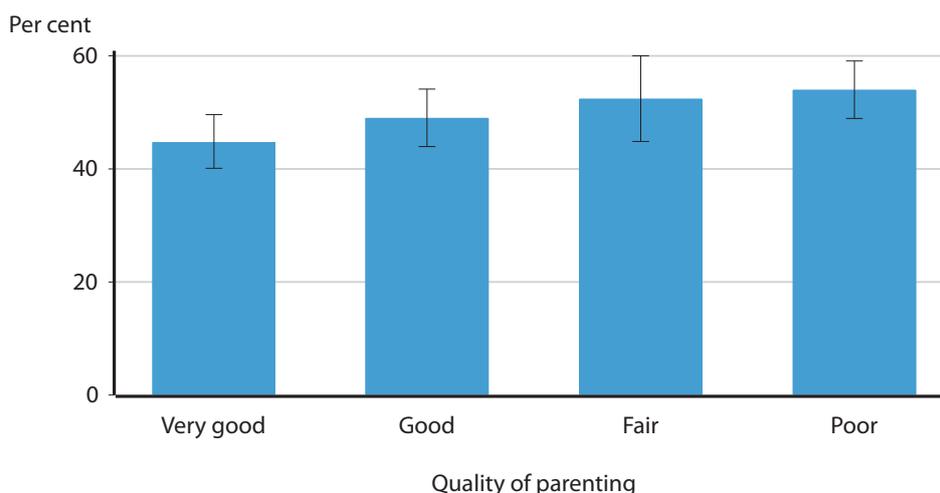


Of Aboriginal students who lived in households where the occupancy level was high, 63.1 per cent (CI: 58.1%–67.8%) were the subject of different ratings of their school work performance by primary carers and teachers. This proportion was significantly above that for students who lived in households where the occupancy level was low (44.4 per cent; CI: 41.4%–47.6%). The association between elevated levels of high household occupancy and discrepancies in primary carer and teacher ratings of school work performance is of particular relevance in areas of high or extreme relative isolation (Table 7.47).

### Quality of parenting

Better quality of parenting (see *Glossary*) by carers of Aboriginal students was associated with closer agreement between primary carers and teachers regarding the student’s school performance. Of students from families with very good quality of parenting, the proportion rated differently was lowest at 44.7 per cent (CI: 40.1%–49.6%), increasing to 54.0 per cent (CI: 49.0%–59.1%) for students from families with poor quality of parenting (Figure 7.23).

**FIGURE 7.23:** STUDENTS AGED 4–17 YEARS — PROPORTION FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF SCHOOL WORK PERFORMANCE, BY QUALITY OF PARENTING



Source: Table 7.48

### Overuse of alcohol causing problems in the household

For an estimated six in ten (59.0 per cent; CI: 50.5%–67.1%) students from households in which alcohol was reported to cause problems, there was discrepancy in primary carer and teacher ratings of student school work performance, a proportion higher than for students from households where alcohol was not reported to be a problem (47.5 per cent; CI: 44.7%–50.4%) (Table 7.49).



Home ownership

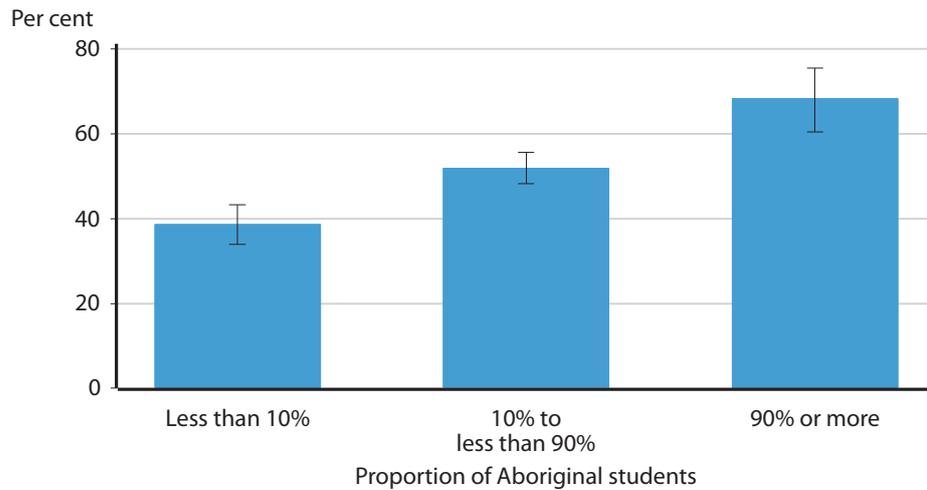
A significantly lower proportion of Aboriginal students from homes which were owned or being paid off (37.8 per cent; CI: 32.6%–43.4%) were the subject of different ratings of their school work performance compared with students living in rented accommodation (52.7 per cent; CI: 49.4%–55.9%) (Table 7.50).

SCHOOL FACTORS

Proportion of students who are Aboriginal

As could be expected, schools where the proportion of Aboriginal students was 90 per cent or more were located in areas of high and extreme relative isolation. Nearly seven in ten students (68.3 per cent; CI: 60.4%–75.6%) attending schools where the proportion was 90 per cent or more were the subject of discrepancy in primary carer and teacher ratings of their school work performance (Figure 7.24). This compares with 38.6 per cent (CI: 34.0%–43.3%) of students attending schools where the proportion was less than 10 per cent — schools attended by the majority of Aboriginal students in the Perth metropolitan area.

**FIGURE 7.24:** STUDENTS AGED 4–17 YEARS — PROPORTION FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF SCHOOL WORK PERFORMANCE, BY PROPORTION OF STUDENTS WHO ARE ABORIGINAL



Source: Table 7.51

School attendance

In Chapter 4 of this volume, it was found that half of all Aboriginal students (or 9,830 students; CI: 9,200–10,400) had missed at least 26 (CI: 24–28) days of school in a school year. Nearly six in ten (57.6 per cent; CI: 53.9%–61.4%) of these students were considered by teachers to have low academic performance yet rated by their carers as doing OK at school work. In contrast, four in ten (41.1 per cent; CI: 37.4%–44.9%) students who were absent from school for less than 26 days had their school work performance rated differently (Table 7.52).



## Unexplained absence

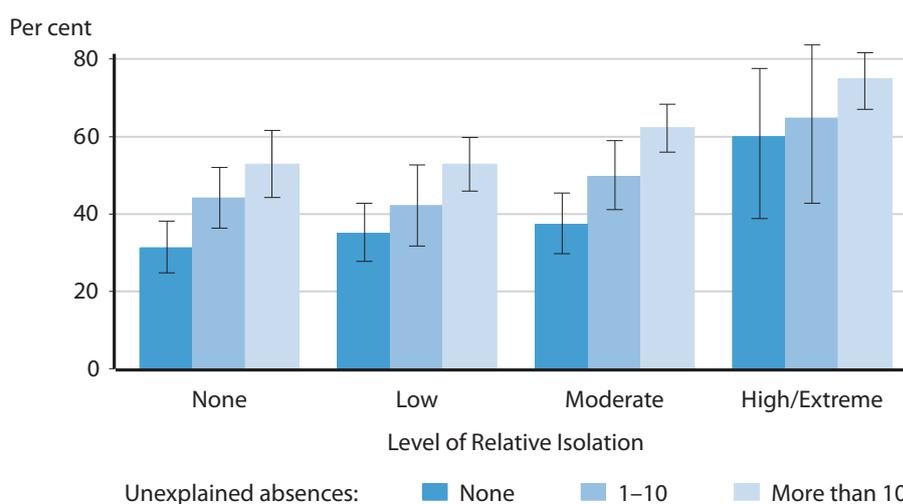
Principals were asked how many of their students' absences from school were explained satisfactorily, how many were explained questionably and how many were unexplained (truancy). As discussed in Chapter 4 of this volume, the number of days of unexplained absence has been grouped as 'none', '1–10' and 'more than 10'. Almost half of all Aboriginal students (47.6 per cent; CI: 44.5%–50.6%) had more than 10 unexplained absences from school in the surveyed school year, the highest proportion being for students in Years 8–10 and the lowest proportion for students in Years 11–12. The highest proportions of unexplained absence were in areas of moderate or high relative isolation.

For an estimated six in ten (59.5 per cent; CI: 55.6%–63.3%) students with more than 10 unexplained absences, primary carers and teachers differed in their ratings of school work performance. This proportion was significantly higher than for students who did not have any unexplained absences (36.9 per cent; CI: 32.1%–41.7%).

Among 4–11 year-old and 12–17 year-old students, the level of discrepancy between primary carer and teacher ratings was similar for both no unexplained absences and 1–10 unexplained absences. For students with more than 10 unexplained absences, the proportion of 12–17 year-olds who were the subject of differing ratings (50.8 per cent; CI: 43.9%–57.4%) was significantly lower than the proportion of 4–11 year-olds (64.3 per cent; CI: 59.6%–68.7%) (Table 7.53).

In areas of no, low or moderate relative isolation, the proportion of students for whom there was a discrepancy in primary carer and teacher ratings of their school performance differed significantly between no unexplained absence and more than 10 unexplained absences. In areas of high/extreme relative isolation, the proportion of students subject to differing ratings within each level of unexplained absence trended higher than in less isolated areas (Figure 7.25).

**FIGURE 7.25:** STUDENTS AGED 4–17 YEARS — PROPORTION FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF SCHOOL WORK PERFORMANCE, BY LEVEL OF RELATIVE ISOLATION AND UNEXPLAINED ABSENCE



Source: Table 7.54



## OTHER FACTORS NOT FOUND TO BE ASSOCIATED WITH DISCREPANCIES IN PRIMARY CARER AND TEACHER RATINGS OF THE STUDENT'S ACADEMIC PERFORMANCE

The following student, primary carer, family and school factors were analysed and found not to be significantly associated with discrepancies in primary carer/teacher ratings of student school work performance:

- ◆ for 4–11 year-olds, whether the child had ever been in day care
- ◆ the primary carer's age
- ◆ whether the primary carer is the birth mother of the child
- ◆ the physical health of the primary carer
- ◆ the mental health of the primary carer
- ◆ whether the primary carer was forcibly separated from their natural family by a mission, the government or welfare — **although this variable was found to be a significant predictor in its own right when modelled with other factors**
- ◆ whether the primary carer had ever been arrested or charged with an offence
- ◆ level of family functioning (the extent to which families have established a climate of cooperation, emotional support and good communication)
- ◆ number of life stress events (such as illness, family break-up, arrests, hospitalisation or death of a close family member, job loss and financial difficulties)
- ◆ whether the primary carer and their partner show signs they care for each other
- ◆ whether the primary carer and their partner argue or quarrel
- ◆ gambling causing problems in the household
- ◆ family financial strain
- ◆ category of school — **although this variable was found to be a significant predictor in its own right when modelled with other factors**
- ◆ whether the school has an Aboriginal Student Support and Parent Awareness (ASSPA) Committee
- ◆ the adequacy of Aboriginal parents' involvement in school activities and their children's learning
- ◆ whether the student has ever repeated a year or grade in their current school.

## MODELLING ASSOCIATIONS BETWEEN STUDENT, CARER, FAMILY AND SCHOOL FACTORS AND DISCREPANCIES IN PRIMARY CARER AND TEACHER RATINGS OF THE CHILD'S ACADEMIC PERFORMANCE

Multivariate logistic regression modelling (see *Glossary*) was used to investigate the association between various student, carer, family and school factors and discrepancies in primary carer and teacher ratings of the student's school work performance. After adjusting for the student's sex and age, for LORI and for the category of school attended, eleven factors were independently associated with differing primary carer and teacher ratings (Table 7.55).



Of those factors analysed and found not to be significantly associated with discrepancies in primary carer/teacher ratings of student school work performance, two — whether the primary carer was forcibly separated from their natural family; and the category of school attended by the student — were found to be significant predictors in their own right when modelled with other factors.

Of particular interest is the finding that Level of Relative Isolation is not a significant predictor of primary carers and teachers differing in their rating of student academic performance. However, this does not mean that LORI is not associated with discrepancies in primary carer and teacher ratings. For example, it is known from Volume One<sup>15</sup> that LORI is strongly associated with the education level of the primary carer — significantly higher proportions of carers in extremely isolated areas leave school before completing Year 10 compared with carers in areas of none or low isolation. It is also known from Chapter 4 in this current volume that LORI is strongly associated with unexplained absence from school — the proportion of students with 11 or more unexplained absences is significantly higher in areas of moderate or high isolation compared with areas of no or low isolation. When all three variables are included in the statistical model, 'primary carer level of education' and 'unexplained absence' are shown to be the most significant predictors of whether primary carers and teachers differed in their ratings of student academic performance. With increasing isolation, there are lower levels of primary carer education and higher levels of unexplained absence and it is these factors which primarily lead to elevated levels of discrepancy between primary carer and teacher ratings.

The eleven factors predictive of students being rated by primary carers as doing OK at school work yet rated by their teachers as having low academic performance are:

**Sex.** Where the student was male, primary carers were one and a half times as likely (Odds Ratio 1.57; CI: 1.27–1.95) to differ from teachers in rating their school work performance than they were rating female students.

**Age.** Where the student was aged 15–17 years, primary carers were almost two times less likely (Odds Ratio 0.56; CI: 0.37–0.86) to differ from teachers than where the student was aged 4–7 years.

**Category of school.** The primary carers of Aboriginal students who attended Catholic or Independent schools were almost twice as likely (Odds Ratio 1.81; CI: 1.31–2.52) to differ from teachers in their assessment of student school work performance than primary carers of students attending Government schools.

**Whether primary carers and teachers rated the student as being at high risk of clinically significant emotional or behavioural difficulties.** Students who were assessed only by their teacher as being at high risk of clinically significant emotional or behavioural difficulties were over one and a half times as likely (Odds Ratio 1.76; CI: 1.02–3.06) to have their school work performance rated differently than students assessed by both the primary carer and teacher as being at high risk.

**Primary carer level of education.** Students whose primary carers had attained higher levels of education (i.e. completed 13 or more years of schooling) were almost two times less likely (Odds Ratio 0.52; CI: 0.32–0.85) to be rated differently than students whose primary carers had left school after Year 10.

**Primary carer labour force status.** Students whose primary carers were employed were one and a third times less likely (Odds Ratio 0.75; CI: 0.59–0.96) to have their academic performance rated differently than students whose carers were not in the labour force.



**Whether the primary carer was forcibly separated from their natural family.** Students of primary carers who had been forcibly separated from their natural family were one and a half times as likely (Odds Ratio 1.53; CI: 1.06–2.21) to have their academic performance rated differently than students whose carers who had not been forcibly separated.

**Whether the primary carer speaks an Aboriginal language.** Students of primary carers who were conversant in an Aboriginal language were almost twice as likely (Odds Ratio 1.84; CI: 1.25–2.70) to have their academic performance rated differently than students whose carers who did not speak an Aboriginal language.

**The importance of religion/spiritual beliefs to the primary carer.** Students whose primary carers reported that religion/spiritual beliefs were ‘very much’ important in their lives were almost one and a half times as likely (Odds Ratio 1.41; CI: 1.00–1.99) to have their academic performance rated differently than students whose primary carers reported that religion/spiritual beliefs were ‘not at all’ important.

**Household occupancy level.** Students of primary carers living in homes with a high level of household occupancy were one and a third times as likely (Odds Ratio 1.34; CI: 1.02–1.76) to have their academic performance rated differently than students of carers from homes with a low level of household occupancy.

**Unexplained absence.** As the number of unexplained absences increased, primary carers were more likely to differ from teachers in rating the child’s school work performance. Primary carers of students who had 1–10 unexplained absences were one and a half times as likely (Odds Ratio 1.53; CI: 1.12–2.08) to differ from teachers than carers of students who had no unexplained absence; while carers of students who had 11 or more unexplained absences were twice as likely (Odds Ratio 2.10; CI: 1.63–2.71) to differ.

## THE CAPACITY OF PRIMARY CARERS TO HELP IMPROVE THE SCHOOL PERFORMANCE OF THEIR CHILDREN

The emphasis of this chapter has been on: examining how well primary carers of Aboriginal students interact with the school and how they perceive their children to be performing at school work; and helping inform strategies aimed at enhancing the effective involvement of carers in improving the future education outcomes of Aboriginal students. On the surface, the overwhelmingly positive levels of carer satisfaction with their children’s schools and their children’s academic performance would seem a very positive finding. However, when considered in conjunction with the findings of previous chapters detailing the disturbingly low levels of teacher-rated academic performance of Aboriginal children, these results highlight the degree to which carers of Aboriginal children are alienated from all aspects of their children’s schooling. What has been found in the WAACHS data is a worrying legacy of the effect that diminished human capital and social capital resources among Aboriginal families are having on the ability of carers to be an effective force in helping to raise the education standards of their children.

*Continued . . . .*



## THE CAPACITY OF PRIMARY CARERS TO HELP IMPROVE THE SCHOOL PERFORMANCE OF THEIR CHILDREN *(continued)*

### Human capital and its effects

Diminished stocks of human capital are evident in the high levels of socioeconomic disadvantage within Aboriginal families as measured by carer education, employment, occupational skill level and income.<sup>15</sup> These diminished resources with their lowered capability have played a part in shaping the knowledge, attitudes and behaviours of today's Aboriginal carers toward the value of a good education. While many carers in the survey acknowledged the importance of formal education for themselves and their children, the circumstances of their own schooling have left many with a limited education and a lack of access to employment and income. As a consequence, these carers have been deprived of the significant benefits to be derived from human capital building, including increased knowledge and the use of income to improve the material circumstances relevant to their children's development (particularly language and cognitive development).

The survey found that the level of education of the primary carer and the employment status of the carer were both significant predictors of the likelihood that carers and teachers will differ in their views on the academic performance of the children. Carers with low levels of education or those who were not in the labour force were most likely to rate their child's academic performance differently from teachers.

These findings need to be interpreted in the light of past history. In past generations Aboriginal people's access to education and employment opportunities was significantly restricted. As a result, many of the carers of Aboriginal children have had negative experiences of schooling. These experiences may impact on the message their children receive at home about the value of formal education. These alienating experiences, in turn, leave carers feeling ill-equipped to help with their own child's education. This raises the question of how do you account for a past history of marginalisation and exclusion in order to prevent the inter-generational transfer of disadvantage?

A major benefit of education for most children is in their future prospects of gainful employment. Past discrimination in employment and lack of job opportunities for Aboriginal people have been a historical disincentive for Aboriginal people not to participate in education. The question needs to be raised as to whether, even today, Aboriginal children have fair prospects of obtaining gainful employment if they do well in school? Building faith by Aboriginal people in the value of the school system is contingent upon there being meaningful job opportunities for those who do well in school and want to participate in the work force.

Teachers and principals mainly interact with children and may have limited access to their carers. Children, of course, attend school for part of the day, but their education is strongly shaped by family circumstances. How can schools engage parents and provide opportunities for carers themselves to participate in and benefit from education?

*Continued . . .*



## THE CAPACITY OF PRIMARY CARERS TO HELP IMPROVE THE SCHOOL PERFORMANCE OF THEIR CHILDREN *(continued)*

### Social capital and its effects

Aboriginal carers have also had to deal with the difficult life experience of co-existing in two worlds — one rich in history, culture, beliefs, language, rites and traditions; the other seeking to become the dominant culture by imposing its own standards, language and way of life. This situation, unless given strong recognition, threatens to undermine the ability of Aboriginal peoples to maintain the integrity of their social structures and, indeed, their cultural integrity — a critical component of the stocks of social capital available to them.

There is a marked dichotomy between the traditional passing of skills and history down through the generations and the skills that are valued in western education. Aboriginal carers need to feel confident that the gaining of newfound skills and experiences from formal schooling will not be to the detriment of acquiring knowledge about Aboriginal history, land, culture, and spirituality and traditional ways of living which constitute a vital part of Aboriginal life and learning.

One consequence of the early period of colonisation was the forced separation of Aboriginal people from their families as a result of official government policies and actions. Primary carers who had been subject to the negative effects of forced separation from their natural families were found to be significantly more likely to differ from teachers in assessing the academic performance of their children. While the survey did not collect information on the settings that children who were forcibly separated were placed into, it has been well documented<sup>19</sup> that many of the children brought up in institutional environments were provided with an education that was little more than preparation for domestic or manual labour. Carers with this type of educational experience may be more divorced from the educational experiences of their children.

Fluency in an Aboriginal language and strong emphasis on spiritual beliefs were characteristics also found to be significant predictors of the likelihood that carers differed from teachers when rating the academic performance of their children. This may, in part, stem from the introduction of education systems that did not adequately recognise or acknowledge Aboriginal culture and language. For carers strongly steeped in culture and language, the effect may have been to leave them with a feeling of alienation towards the school and a school experience far removed from the experiences of their everyday lives.

*Continued . . . .*



## THE CAPACITY OF PRIMARY CARERS TO HELP IMPROVE THE SCHOOL PERFORMANCE OF THEIR CHILDREN *(continued)*

### Where to from here?

Substantial actions are currently being undertaken by state and federal education authorities to implement projects and programmes aimed at addressing and redressing the disturbingly low levels of academic performance of Aboriginal children. Encouragingly, there is acceptance of the inability of past education programmes and practices to achieve satisfactory education outcomes for Aboriginal people. This now presents a watershed opportunity to initiate significant change in education policy and practice that will improve education outcomes and job opportunities for current and future generations of Aboriginal people. There is an imperative to implement initiatives, particularly as their implementation requires significant generational change, and a more competitive labour market is requiring higher educational standards and greater skills.

The following are observations from the WAACHS findings that have particular relevance to formulation of current and future education policy and programmes:

- ◆ Most successful programmes that involve parents and communities in schools have only been isolated examples in individual schools. There have been no real examples of programmes that have been successfully implemented across schools in general. There is substantial opportunity to develop resources from the ideas of successful local programmes that can be used and adapted in schools across the state
- ◆ Schools successfully engaging with parents and communities may require action outside of the normal scope of school activities, particularly in regard to addressing issues such as parents' own negative experiences of school, and lack of employment opportunities that flow from education
- ◆ Education and learning cannot be a one-way process. Effective relationships must be built between Aboriginal communities and their schools. Active support and encouragement from home will help this process
- ◆ Parents can become involved with school learning through the active passing on of language skills and cultural knowledge and heritage in the classroom
- ◆ Schools may be able to offer educational opportunities to adults as well as to children that can enhance employment prospects and promote the value of education
- ◆ To overcome the lingering perception of discrimination in employment opportunities, schools may be able to work in conjunction with local businesses and employers to create work experience programmes and to provide reasonable prospects of employment to children who successfully complete their schooling.



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## DETAILED TABLES

### PRIMARY CARER INTERACTIONS WITH THE SCHOOL

**TABLE 7.1:** STUDENTS AGED 4–17 YEARS — WHETHER THE PRIMARY CARER FEELS WELCOME AT THE CHILD'S SCHOOL, BY LEVEL OF RELATIVE ISOLATION (LORI)

LORI	Primary carer feels welcome at the school?	Number	95% CI	%	95% CI
None	No	340	(210 - 530)	4.9	(2.9 - 7.4)
	Yes	6 630	(6 420 - 6 850)	94.1	(91.5 - 96.1)
	Not stated	70	(30 - 140)	1.0	(0.5 - 1.9)
	<b>Total</b>	<b>7 050</b>	<b>(6 900 - 7 200)</b>	<b>100.0</b>	
Low	No	220	(100 - 410)	4.3	(1.9 - 7.8)
	Yes	4 950	(4 510 - 5 390)	95.2	(91.6 - 97.4)
	Not stated	30	(10 - 50)	0.6	(0.3 - 1.0)
	<b>Total</b>	<b>5 200</b>	<b>(4 770 - 5 660)</b>	<b>100.0</b>	
Moderate	No	230	(170 - 300)	4.9	(3.7 - 6.3)
	Yes	4 360	(3 760 - 5 020)	94.4	(92.9 - 95.7)
	Not stated	30	(10 - 70)	0.7	(0.2 - 1.5)
	<b>Total</b>	<b>4 620</b>	<b>(3 980 - 5 300)</b>	<b>100.0</b>	
High/Extreme	No	50	(0 - 380)	1.7	(0.1 - 13.5)
	Yes	2 630	(1 990 - 3 350)	96.9	(90.1 - 99.7)
	Not stated	40	(20 - 60)	1.4	(0.8 - 2.5)
	<b>Total</b>	<b>2 720</b>	<b>(2 080 - 3 470)</b>	<b>100.0</b>	
<b>Western Australia</b>	No	840	(610 - 1 110)	4.3	(3.1 - 5.7)
	Yes	18 600	(18 300 - 18 800)	94.8	(93.4 - 96.0)
	Not stated	170	(120 - 240)	0.9	(0.6 - 1.2)
	<b>Total</b>	<b>19 600</b>	<b>(19 500 - 19 600)</b>	<b>100.0</b>	

**TABLE 7.2:** STUDENTS AGED 4–17 YEARS — WHETHER THE PRIMARY CARER FEELS THEY CAN SORT OUT ANY PROBLEMS AT THE CHILD'S SCHOOL, BY LEVEL OF RELATIVE ISOLATION (LORI)

LORI	Primary carer feels they can sort out problems at the school?	Number	95% CI	%	95% CI
None	No	350	(230 - 520)	5.0	(3.1 - 7.3)
	Yes	6 630	(6 420 - 6 830)	94.0	(91.4 - 95.9)
	Not stated	70	(30 - 140)	1.0	(0.5 - 1.9)
	<b>Total</b>	<b>7 050</b>	<b>(6 900 - 7 200)</b>	<b>100.0</b>	
Low	No	190	(70 - 370)	3.6	(1.4 - 7.1)
	Yes	4 990	(4 550 - 5 430)	95.8	(92.1 - 97.9)
	Not stated	30	(10 - 50)	0.6	(0.3 - 1.0)
	<b>Total</b>	<b>5 200</b>	<b>(4 770 - 5 660)</b>	<b>100.0</b>	
Moderate	No	220	(160 - 290)	4.8	(3.6 - 6.2)
	Yes	4 370	(3 760 - 5 030)	94.6	(93.0 - 95.9)
	Not stated	30	(10 - 70)	0.7	(0.2 - 1.5)
	<b>Total</b>	<b>4 620</b>	<b>(3 980 - 5 300)</b>	<b>100.0</b>	
High/Extreme	No	60	(10 - 140)	2.1	(0.5 - 4.9)
	Yes	2 620	(2 010 - 3 370)	96.5	(93.9 - 98.4)
	Not stated	40	(20 - 60)	1.4	(0.8 - 2.5)
	<b>Total</b>	<b>2 720</b>	<b>(2 080 - 3 470)</b>	<b>100.0</b>	
<b>Western Australia</b>	No	810	(620 - 1 050)	4.2	(3.1 - 5.3)
	Yes	18 600	(18 400 - 18 800)	95.0	(93.8 - 96.0)
	Not stated	170	(120 - 240)	0.9	(0.6 - 1.2)
	<b>Total</b>	<b>19 600</b>	<b>(19 500 - 19 600)</b>	<b>100.0</b>	



**TABLE 7.3:** STUDENTS AGED 4–17 YEARS — HOW HAPPY PRIMARY CARERS ARE WITH THE JOB THE SCHOOL IS DOING, BY AGE GROUP

Age group	Primary carer happy with job the school is doing?	Number	95% CI	%	95% CI
4–11 years	Very unhappy	890	(620 - 1 210)	6.9	(4.9 - 9.4)
	A little bit unhappy	590	(370 - 860)	4.6	(3.1 - 6.9)
	Neither unhappy nor happy	510	(350 - 720)	4.0	(2.7 - 5.6)
	A little bit happy	2 060	(1 730 - 2 430)	16.1	(13.6 - 18.9)
	Very happy	8 570	(8 020 - 9 130)	67.1	(63.6 - 70.6)
	Not stated	150	(100 - 220)	1.2	(0.8 - 1.7)
	<b>Total</b>	<b>12 800</b>	<b>(12 200 - 13 300)</b>	<b>100.0</b>	
12–17 years	Very unhappy	470	(300 - 690)	6.9	(4.4 - 10.2)
	A little bit unhappy	650	(460 - 900)	9.6	(6.8 - 12.8)
	Neither unhappy nor happy	450	(320 - 620)	6.6	(4.6 - 9.0)
	A little bit happy	1 410	(1 120 - 1 740)	20.7	(16.7 - 25.2)
	Very happy	3 810	(3 390 - 4 280)	56.0	(50.9 - 60.9)
	Not stated	20	(10 - 40)	0.3	(0.1 - 0.6)
	<b>Total</b>	<b>6 820</b>	<b>(6 300 - 7 340)</b>	<b>100.0</b>	
<b>Total</b>	Very unhappy	1 360	(1 010 - 1 750)	6.9	(5.2 - 9.0)
	A little bit unhappy	1 250	(950 - 1 590)	6.4	(4.8 - 8.1)
	Neither unhappy nor happy	960	(750 - 1 230)	4.9	(3.8 - 6.3)
	A little bit happy	3 470	(3 000 - 3 960)	17.7	(15.3 - 20.2)
	Very happy	12 400	(11 800 - 13 000)	63.2	(60.2 - 66.3)
	Not stated	170	(120 - 240)	0.9	(0.6 - 1.2)
	<b>Total</b>	<b>19 600</b>	<b>(19 500 - 19 600)</b>	<b>100.0</b>	

**TABLE 7.4:** STUDENTS AGED 4–17 YEARS — PRIMARY CARER ASSESSMENT OF WHETHER THE CHILD IS DOING OK AT SCHOOL WORK, BY HOW HAPPY THE PRIMARY CARER IS WITH THE JOB THE SCHOOL IS DOING

Primary carer happy with job the school is doing?	Child doing OK with school work?	Number	95% CI	%	95% CI
Very unhappy	No	200	(140 - 280)	15.0	(9.6 - 22.2)
	Yes	1 150	(820 - 1 560)	85.0	(77.8 - 90.4)
	<b>Total</b>	<b>1 360</b>	<b>(1 010 - 1 750)</b>	<b>100.0</b>	
A little bit unhappy	No	320	(200 - 480)	25.5	(16.2 - 37.2)
	Yes	930	(670 - 1 250)	74.5	(62.8 - 83.8)
	<b>Total</b>	<b>1 250</b>	<b>(950 - 1 590)</b>	<b>100.0</b>	
Neither unhappy nor happy	No	210	(100 - 350)	21.4	(11.9 - 33.7)
	Yes	760	(570 - 980)	78.6	(66.3 - 88.1)
	<b>Total</b>	<b>960</b>	<b>(750 - 1 230)</b>	<b>100.0</b>	
A little bit happy	No	390	(260 - 550)	11.4	(7.7 - 15.7)
	Yes	3 070	(2 640 - 3 550)	88.6	(84.3 - 92.3)
	<b>Total</b>	<b>3 470</b>	<b>(3 000 - 3 960)</b>	<b>100.0</b>	
Very happy	No	640	(480 - 820)	5.1	(3.9 - 6.6)
	Yes	11 800	(11 200 - 12 300)	94.9	(93.4 - 96.1)
	<b>Total</b>	<b>12 400</b>	<b>(11 800 - 13 000)</b>	<b>100.0</b>	
Not stated	Not stated	170	(120 - 240)	100.0	(71.5 - 100.0)
	<b>Total</b>	<b>170</b>	<b>(120 - 240)</b>	<b>100.0</b>	
<b>Total</b>	No	1 760	(1 490 - 2 060)	9.0	(7.6 - 10.5)
	Yes	17 700	(17 400 - 17 900)	90.2	(88.6 - 91.5)
	Not stated	170	(120 - 240)	0.9	(0.6 - 1.2)
	<b>Total</b>	<b>19 600</b>	<b>(19 500 - 19 600)</b>	<b>100.0</b>	



## SCHOOL PERCEPTIONS OF THE ADEQUACY OF ABORIGINAL EDUCATION

**TABLE 7.5:** STUDENTS AGED 4–17 YEARS — NUMBER AND PROPORTION IN SCHOOLS WHERE PRINCIPALS RATED LEARNING AND TEACHING PROGRAMMES AS LESS THAN ADEQUATE FOR ABORIGINAL AND ALL STUDENTS, BY LEVEL OF RELATIVE ISOLATION (LORI)

LORI	Number	95% CI	%	95% CI
School has less than adequate learning and teaching programmes for Aboriginal students				
None	1 120	(830 - 1 470)	16.0	(11.7 - 20.8)
Low	460	(290 - 710)	8.8	(5.4 - 13.2)
Moderate	510	(350 - 730)	11.0	(7.6 - 15.1)
High/Extreme	310	(120 - 620)	11.4	(4.7 - 22.2)
<b>Western Australia</b>	<b>2 400</b>	<b>(1 960 - 2 890)</b>	<b>12.3</b>	<b>(10.0 - 14.7)</b>
School has less than adequate learning and teaching programmes for all students				
None	230	(120 - 400)	3.3	(1.8 - 5.7)
Low	60	(20 - 170)	1.2	(0.4 - 3.4)
Moderate	130	(70 - 210)	2.7	(1.6 - 4.6)
High/Extreme	260	(90 - 660)	9.7	(3.5 - 23.1)
<b>Western Australia</b>	<b>680</b>	<b>(430 - 1 020)</b>	<b>3.5</b>	<b>(2.2 - 5.2)</b>

**TABLE 7.6:** STUDENTS AGED 4–17 YEARS — NUMBER AND PROPORTION IN SCHOOLS WHERE PRINCIPALS RATED THE SCHOOL'S SUPPORT TO ABORIGINAL PARENTS AND ALL PARENTS AS LESS THAN ADEQUATE, BY LEVEL OF RELATIVE ISOLATION (LORI)

LORI	Number	95% CI	%	95% CI
School's support to Aboriginal parents was less than adequate				
None	1 400	(1 080 - 1 770)	19.8	(15.4 - 25.1)
Low	1 480	(1 150 - 1 860)	28.4	(22.2 - 34.9)
Moderate	840	(550 - 1 250)	18.1	(11.7 - 25.7)
High and Extreme	450	(190 - 970)	16.7	(7.5 - 33.5)
<b>Western Australia</b>	<b>4 160</b>	<b>(3 530 - 4 830)</b>	<b>21.3</b>	<b>(18.0 - 24.7)</b>
School's support to all parents was less than adequate				
None	420	(250 - 680)	5.9	(3.4 - 9.5)
Low	430	(260 - 650)	8.2	(5.2 - 12.7)
Moderate	650	(390 - 1 050)	14.0	(8.1 - 21.4)
High/Extreme	340	(110 - 780)	12.6	(4.3 - 27.4)
<b>Western Australia</b>	<b>1 830</b>	<b>(1 380 - 2 390)</b>	<b>9.4</b>	<b>(7.1 - 12.2)</b>



**TABLE 7.7:** STUDENTS AGED 4–17 YEARS — NUMBER AND PROPORTION IN SCHOOLS WHERE PRINCIPALS RATED ABORIGINAL PARENTS' AND ALL PARENTS' INVOLVEMENT IN SCHOOL ACTIVITIES AND THEIR CHILDREN'S LEARNING AS LESS THAN ADEQUATE, BY LEVEL OF RELATIVE ISOLATION (LORI)

LORI	Number	95% CI	%	95% CI
Schools in which Aboriginal parents' involvement in school activities and their child's learning was less than adequate				
None	3 820	(3 430 - 4 240)	54.2	(48.3 - 59.7)
Low	3 440	(3 000 - 3 890)	66.1	(59.9 - 72.0)
Moderate	2 820	(2 340 - 3 370)	61.1	(54.1 - 67.6)
High/Extreme	1 950	(1 400 - 2 630)	71.6	(54.5 - 83.9)
<b>Western Australia</b>	<b>12 000</b>	<b>(11 300 - 12 700)</b>	<b>61.4</b>	<b>(57.7 - 64.9)</b>
Schools in which all parents' involvement in school activities and their child's learning was less than adequate				
None	2 260	(1 910 - 2 660)	32.0	(27.0 - 37.6)
Low	1 560	(1 240 - 1 910)	29.9	(24.2 - 36.2)
Moderate	2 300	(1 830 - 2 830)	49.7	(41.8 - 57.6)
High/Extreme	1 880	(1 360 - 2 570)	69.3	(53.9 - 82.8)
<b>Western Australia</b>	<b>7 990</b>	<b>(7 280 - 8 730)</b>	<b>40.8</b>	<b>(37.2 - 44.6)</b>

### PRIMARY CARER AND SCHOOL TEACHER RATINGS OF THE SCHOOL WORK PERFORMANCE OF ABORIGINAL STUDENTS

**TABLE 7.8:** STUDENTS AGED 4–17 YEARS — PRIMARY CARER ASSESSMENT OF WHETHER THE CHILD IS DOING OK WITH THEIR SCHOOL WORK, BY LEVEL OF RELATIVE ISOLATION (LORI)

Child doing OK with school work?	Number	95% CI	%	95% CI
LORI — None				
No	680	(510 - 900)	9.6	(7.1 - 12.7)
Yes	6 300	(6 060 - 6 540)	89.3	(86.3 - 92.0)
Not stated	70	(30 - 140)	1.0	(0.5 - 1.9)
<b>Total</b>	<b>7 050</b>	<b>(6 900 - 7 200)</b>	<b>100.0</b>	
LORI — Low				
No	570	(430 - 740)	11.1	(8.4 - 14.0)
Yes	4 600	(4 190 - 5 020)	88.4	(85.4 - 91.0)
Not stated	30	(10 - 50)	0.6	(0.3 - 1.0)
<b>Total</b>	<b>5 200</b>	<b>(4 770 - 5 660)</b>	<b>100.0</b>	
LORI — Moderate				
No	380	(260 - 520)	8.1	(5.8 - 11.0)
Yes	4 210	(3 640 - 4 860)	91.2	(88.3 - 93.5)
Not stated	30	(10 - 70)	0.7	(0.2 - 1.5)
<b>Total</b>	<b>4 620</b>	<b>(3 980 - 5 300)</b>	<b>100.0</b>	
LORI — High				
No	110	(50 - 180)	5.3	(2.9 - 9.0)
Yes	1 850	(1 380 - 2 450)	92.8	(89.1 - 95.6)
Not stated	40	(20 - 60)	1.9	(1.0 - 3.3)
<b>Total</b>	<b>2 000</b>	<b>(1 490 - 2 610)</b>	<b>100.0</b>	
LORI — Extreme				
No	20	(0 - 250)	2.8	(0.0 - 28.5)
Yes	700	(250 - 1 460)	97.2	(71.5 - 100.0)
Not stated	0	(0 - 60)	0.0	(0.0 - 7.4)
<b>Total</b>	<b>720</b>	<b>(260 - 1 510)</b>	<b>100.0</b>	
<b>Western Australia</b>				
No	1 760	(1 490 - 2 060)	9.0	(7.6 - 10.5)
Yes	17 700	(17 400 - 17 900)	90.2	(88.6 - 91.5)
Not stated	170	(120 - 240)	0.9	(0.6 - 1.2)
<b>Total</b>	<b>19 600</b>	<b>(19 500 - 19 600)</b>	<b>100.0</b>	



**TABLE 7.9:** STUDENTS AGED 4–17 YEARS — TEACHER ASSESSMENT OF THE STUDENT'S ACADEMIC ACHIEVEMENT, BY LEVEL OF RELATIVE ISOLATION (LORI)

<i>Academic performance</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<b>LORI — None</b>				
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)
<b>Total</b>	<b>7 050</b>	<b>(6 900 - 7 200)</b>	<b>100.0</b>	
<b>LORI — Low</b>				
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)
<b>Total</b>	<b>5 200</b>	<b>(4 770 - 5 660)</b>	<b>100.0</b>	
<b>LORI — Moderate</b>				
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)
<b>Total</b>	<b>4 620</b>	<b>(3 980 - 5 300)</b>	<b>100.0</b>	
<b>LORI — High</b>				
Low	1 450	(1 050 - 1 980)	72.6	(62.5 - 81.0)
Average or above average	550	(350 - 810)	27.4	(19.0 - 37.5)
<b>Total</b>	<b>2 000</b>	<b>(1 490 - 2 610)</b>	<b>100.0</b>	
<b>LORI — Extreme</b>				
Low	570	(230 - 1 330)	79.1	(56.3 - 94.3)
Average or above average	150	(30 - 410)	20.9	(5.7 - 43.7)
<b>Total</b>	<b>720</b>	<b>(260 - 1 510)</b>	<b>100.0</b>	
<b>Western Australia</b>				
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)
<b>Total</b>	<b>19 600</b>	<b>(19 500 - 19 600)</b>	<b>100.0</b>	

**TABLE 7.10:** STUDENTS AGED 4–17 YEARS — SCHOOL TEACHER AND PRIMARY CARER RATINGS OF ACADEMIC PERFORMANCE

<i>Teacher and carer ratings of academic performance</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Teacher – low; Carer – not OK	1 510	(1 260 - 1 790)	7.7	(6.4 - 9.2)
Teacher – low; Carer – doing OK	9 670	(9 100 - 10 200)	49.3	(46.6 - 52.1)
Teacher – average or above average; Carer – not OK	250	(160 - 360)	1.3	(0.8 - 1.8)
Teacher – average or above average; Carer – doing OK	8 000	(7 470 - 8 530)	40.8	(38.1 - 43.6)
Not stated	170	(120 - 240)	0.9	(0.6 - 1.2)
<b>Total</b>	<b>19 600</b>	<b>(19 500 - 19 600)</b>	<b>100.0</b>	

**TABLE 7.11:** ALL STUDENTS AGED 4–16 YEARS — PRIMARY CARER RATING OF OVERALL PERFORMANCE IN SCHOOL IN THE PAST SIX MONTHS, 1993 WESTERN AUSTRALIAN CHILD HEALTH SURVEY

<i>Carer-rated performance in school</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Poor	1 360	(420 - 3 000)	0.5	(0.2 - 1.1)
Below average	12 200	(9 400 - 15 800)	4.5	(3.5 - 5.8)
Average	61 300	(54 600 - 68 300)	22.4	(20.0 - 25.0)
Well	90 100	(82 900 - 97 400)	33.0	(30.3 - 35.7)
Excellent	108 000	(100 000 - 115 000)	39.4	(36.7 - 42.2)
Not stated	610	(220 - 1 560)	0.2	(0.1 - 0.5)
<b>Total</b>	<b>273 000</b>	<b>(273 000 - 273 000)</b>	<b>100.0</b>	



**TABLE 7.12:** ALL STUDENTS AGED 4–16 YEARS — TEACHER RATING OF OVERALL ACADEMIC PERFORMANCE — 1993 WESTERN AUSTRALIAN CHILD HEALTH SURVEY

<i>Overall academic performance</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Far below age	7 980	(5 800 - 10 700)	2.9	(2.1 - 3.9)
Somewhat below age	44 400	(38 300 - 51 000)	16.3	(14.0 - 18.7)
At age level	127 000	(119 000 - 135 000)	46.4	(43.5 - 49.4)
Somewhat above age	72 700	(65 600 - 79 900)	26.6	(24.0 - 29.3)
Far above age	16 200	(12 900 - 19 900)	5.9	(4.7 - 7.3)
Not stated	5 080	(3 480 - 7 310)	1.9	(1.3 - 2.7)
<b>Total</b>	<b>273 000</b>	<b>(273 000 - 273 000)</b>	<b>100.0</b>	

**TABLE 7.13:** ALL STUDENTS AGED 4–16 YEARS — SCHOOL TEACHER AND PRIMARY CARER RATINGS OF OVERALL ACADEMIC PERFORMANCE — 1993 WESTERN AUSTRALIAN CHILD HEALTH SURVEY

<i>Teacher and carer ratings of academic performance</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Teacher – low; Carer – low	9 570	(7 200 - 12 300)	3.5	(2.6 - 4.5)
Teacher – low; Carer – average or above average	42 500	(36 100 - 49 300)	15.6	(13.2 - 18.1)
Teacher – average or above average; Carer – low	3 740	(2 140 - 6 040)	1.4	(0.8 - 2.2)
Teacher – average or above average; Carer – average or above average	212 000	(204 000 - 219 000)	77.5	(74.7 - 80.1)
Not stated	5 690	(3 880 - 7 860)	2.1	(1.4 - 2.9)
<b>Total</b>	<b>273 000</b>	<b>(273 000 - 273 000)</b>	<b>100.0</b>	

**TABLE 7.14:** STUDENTS AGED 4–17 YEARS WHOSE PRIMARY CARERS AND TEACHERS DISAGREED ABOUT THEIR ACADEMIC PERFORMANCE, BY LEVEL OF RELATIVE ISOLATION (LORI)

<i>LORI</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
None	2 980	(2 660 - 3 330)	42.3	(37.7 - 47.0)
Low	2 320	(2 020 - 2 650)	44.6	(39.7 - 49.5)
Moderate	2 470	(2 060 - 2 920)	53.4	(48.5 - 58.2)
High	1 340	(960 - 1 820)	67.4	(58.2 - 75.9)
Extreme	550	(160 - 1 160)	76.3	(44.9 - 92.2)
<b>Western Australia</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>



## VALIDATING TEACHER RATINGS OF STUDENT ACADEMIC PERFORMANCE AS THE BENCHMARK FOR COMPARING PRIMARY CARER RATINGS

**TABLE 7.15:** STUDENTS AGED 4–17 YEARS — PRIMARY CARER AND TEACHER RATINGS OF THE STUDENT'S ACADEMIC PERFORMANCE, BY WHETHER THE STUDENT ACHIEVED THE YEAR 3 NUMERACY BENCHMARK

Achieved WALNA Year 3 numeracy benchmark?		Number	95% CI	%	95% CI
Primary carer rating of how the child is doing with school work					
Did not achieve WALNA benchmark	Not doing OK	190	(130 - 280)	8.5	(5.6 - 12.0)
	Doing OK	2 050	(1 770 - 2 350)	89.8	(86.2 - 92.8)
	Not stated	40	(20 - 70)	1.7	(0.8 - 3.0)
	<b>Total</b>	<b>2 280</b>	<b>(1 990 - 2 590)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	Not doing OK	140	(60 - 270)	3.7	(1.7 - 7.1)
	Doing OK	3 580	(3 170 - 4 000)	94.7	(91.5 - 96.9)
	Not stated	60	(40 - 100)	1.6	(0.9 - 2.7)
	<b>Total</b>	<b>3 780</b>	<b>(3 370 - 4 210)</b>	<b>100.0</b>	
How teachers rated the child's academic performance					
Did not achieve WALNA benchmark	Below age level	1 630	(1 380 - 1 900)	71.7	(65.3 - 77.3)
	At age level or above	650	(500 - 820)	28.3	(22.7 - 34.7)
	<b>Total</b>	<b>2 280</b>	<b>(1 990 - 2 590)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	Below age level	1 460	(1 230 - 1 720)	38.6	(33.2 - 44.5)
	At age level or above	2 320	(1 980 - 2 690)	61.4	(55.5 - 66.8)
	<b>Total</b>	<b>3 780</b>	<b>(3 370 - 4 210)</b>	<b>100.0</b>	

**TABLE 7.16:** STUDENTS AGED 4–17 YEARS — PRIMARY CARER AND TEACHER RATINGS OF STUDENT'S ACADEMIC PERFORMANCE, BY WHETHER THE STUDENT ACHIEVED THE YEAR 5 NUMERACY BENCHMARK

Achieved WALNA Year 5 numeracy benchmark?		Number	95% CI	%	95% CI
Primary carer rating of how the child is doing with school work					
Did not achieve WALNA benchmark	Not doing OK	310	(200 - 460)	10.3	(6.6 - 14.7)
	Doing OK	2 720	(2 420 - 3 050)	89.7	(85.3 - 93.4)
	Not stated	0	(0 - 60)	0.0	(0.0 - 1.8)
	<b>Total</b>	<b>3 030</b>	<b>(2 710 - 3 380)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	Not doing OK	220	(100 - 400)	6.5	(3.1 - 11.4)
	Doing OK	3 110	(2 740 - 3 490)	93.3	(88.1 - 96.5)
	Not stated	10	(0 - 30)	0.2	(0.0 - 0.9)
	<b>Total</b>	<b>3 330</b>	<b>(2 960 - 3 740)</b>	<b>100.0</b>	
How teachers rated the child's academic performance					
Did not achieve WALNA benchmark	Below age level	2 320	(2 050 - 2 630)	76.6	(71.4 - 81.4)
	At age level or above	710	(550 - 890)	23.4	(18.6 - 28.6)
	<b>Total</b>	<b>3 030</b>	<b>(2 710 - 3 380)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	Below age level	1 320	(1 110 - 1 560)	39.8	(33.9 - 45.6)
	At age level or above	2 010	(1 700 - 2 350)	60.2	(54.4 - 66.1)
	<b>Total</b>	<b>3 330</b>	<b>(2 960 - 3 740)</b>	<b>100.0</b>	



**TABLE 7.17: STUDENTS AGED 4–17 YEARS — PRIMARY CARER AND TEACHER RATINGS OF THE STUDENT'S ACADEMIC PERFORMANCE, BY WHETHER THE STUDENT ACHIEVED THE YEAR 7 NUMERACY BENCHMARK**

<i>Achieved WALNA Year 7 numeracy benchmark?</i>		<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<b>Primary carer rating of how the child is doing with school work</b>					
Did not achieve WALNA benchmark	No	280	(190 - 390)	10.1	(7.1 - 14.2)
	Yes	2 480	(2 210 - 2 790)	89.9	(85.8 - 92.9)
	Not stated	0	(0 - 60)	0.0	(0.0 - 2.0)
	<b>Total</b>	<b>2 760</b>	<b>(2 470 - 3 070)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	No	60	(20 - 170)	4.0	(1.2 - 10.4)
	Yes	1 480	(1 230 - 1 770)	96.0	(89.6 - 98.8)
	Not stated	0	(0 - 60)	0.0	(0.0 - 3.6)
	<b>Total</b>	<b>1 540</b>	<b>(1 280 - 1 840)</b>	<b>100.0</b>	
<b>How teachers rated the child's academic performance</b>					
Did not achieve WALNA benchmark	Below age level	1 980	(1 740 - 2 250)	71.7	(65.7 - 76.9)
	At age level or above	780	(620 - 980)	28.3	(23.1 - 34.3)
	<b>Total</b>	<b>2 760</b>	<b>(2 470 - 3 070)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	Below age level	560	(430 - 700)	36.0	(28.5 - 44.7)
	At age level or above	990	(770 - 1 250)	64.0	(55.3 - 71.5)
	<b>Total</b>	<b>1 540</b>	<b>(1 280 - 1 840)</b>	<b>100.0</b>	

**TABLE 7.18: STUDENTS AGED 4–17 YEARS — PRIMARY CARER AND TEACHER RATINGS OF THE STUDENT'S ACADEMIC PERFORMANCE, BY WHETHER THE STUDENT ACHIEVED THE YEAR 3 READING BENCHMARK**

<i>Achieved WALNA Year 3 reading benchmark?</i>		<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<b>Primary carer rating of how the child is doing with school work</b>					
Did not achieve WALNA benchmark	No	100	(60 - 150)	7.5	(4.5 - 12.0)
	Yes	1 190	(970 - 1 430)	91.4	(86.9 - 94.6)
	Not stated	10	(0 - 30)	1.1	(0.4 - 2.7)
	<b>Total</b>	<b>1 300</b>	<b>(1 080 - 1 540)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	No	190	(110 - 320)	4.5	(2.6 - 7.5)
	Yes	4 020	(3 610 - 4 450)	94.2	(91.3 - 96.3)
	Not stated	60	(30 - 90)	1.3	(0.7 - 2.2)
	<b>Total</b>	<b>4 270</b>	<b>(3 860 - 4 710)</b>	<b>100.0</b>	
<b>How teachers rated the child's academic performance</b>					
Did not achieve WALNA benchmark	Below age level	900	(730 - 1 120)	69.6	(61.1 - 77.4)
	At age level or above	390	(290 - 530)	30.4	(22.6 - 38.9)
	<b>Total</b>	<b>1 300</b>	<b>(1 080 - 1 540)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	Below age level	1 790	(1 540 - 2 060)	42.0	(36.8 - 47.3)
	At age level or above	2 480	(2 140 - 2 870)	58.0	(52.7 - 63.2)
	<b>Total</b>	<b>4 270</b>	<b>(3 860 - 4 710)</b>	<b>100.0</b>	



**TABLE 7.19:** STUDENTS AGED 4–17 YEARS — PRIMARY CARER AND TEACHER RATINGS OF THE STUDENT'S ACADEMIC PERFORMANCE, BY WHETHER THE STUDENT ACHIEVED THE YEAR 5 READING BENCHMARK

<i>Achieved WALNA Year 5 reading benchmark?</i>		<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<b>Primary carer rating of how the child is doing with school work</b>					
Did not achieve WALNA benchmark	No	230	(130 - 360)	10.3	(6.2 - 16.3)
	Yes	2 010	(1 750 - 2 280)	89.7	(83.7 - 93.8)
	Not stated	0	(0 - 60)	0.0	(0.0 - 2.5)
	<b>Total</b>	<b>2 240</b>	<b>(1 970 - 2 540)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	No	230	(120 - 420)	5.9	(3.0 - 10.3)
	Yes	3 660	(3 260 - 4 070)	93.9	(89.3 - 96.7)
	Not stated	10	(0 - 30)	0.2	(0.0 - 0.7)
	<b>Total</b>	<b>3 890</b>	<b>(3 480 - 4 320)</b>	<b>100.0</b>	
<b>How teachers rated the child's academic performance</b>					
Did not achieve WALNA benchmark	Below age level	1 790	(1 540 - 2 060)	79.7	(74.1 - 84.6)
	At age level or above	450	(340 - 590)	20.3	(15.4 - 25.9)
	<b>Total</b>	<b>2 240</b>	<b>(1 970 - 2 540)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	Below age level	1 730	(1 480 - 2 020)	44.5	(38.6 - 50.3)
	At age level or above	2 160	(1 830 - 2 530)	55.5	(49.7 - 61.4)
	<b>Total</b>	<b>3 890</b>	<b>(3 480 - 4 320)</b>	<b>100.0</b>	

**TABLE 7.20:** STUDENTS AGED 4–17 YEARS — PRIMARY CARER AND TEACHER RATINGS OF THE STUDENT'S ACADEMIC PERFORMANCE, BY WHETHER THE STUDENT ACHIEVED THE YEAR 7 READING BENCHMARK

<i>Achieved WALNA Year 7 reading benchmark?</i>		<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<b>Primary carer rating of how the child is doing with school work</b>					
Did not achieve WALNA benchmark	No	240	(160 - 330)	9.8	(6.6 - 13.7)
	Yes	2 160	(1 880 - 2 450)	90.2	(86.3 - 93.4)
	Not stated	0	(0 - 60)	0.0	(0.0 - 2.3)
	<b>Total</b>	<b>2 390</b>	<b>(2 110 - 2 700)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	No	110	(50 - 200)	5.8	(2.6 - 10.3)
	Yes	1 720	(1 480 - 2 000)	94.2	(89.7 - 97.4)
	Not stated	0	(0 - 60)	0.0	(0.0 - 3.0)
	<b>Total</b>	<b>1 830</b>	<b>(1 580 - 2 120)</b>	<b>100.0</b>	
<b>How teachers rated the child's academic performance</b>					
Did not achieve WALNA benchmark	Below age level	1 780	(1 540 - 2 040)	74.4	(67.9 - 80.6)
	At age level or above	610	(460 - 810)	25.6	(19.4 - 32.1)
	<b>Total</b>	<b>2 390</b>	<b>(2 110 - 2 700)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	Below age level	690	(550 - 850)	37.7	(30.8 - 44.6)
	At age level or above	1 140	(930 - 1 380)	62.3	(55.4 - 69.2)
	<b>Total</b>	<b>1 830</b>	<b>(1 580 - 2 120)</b>	<b>100.0</b>	



**TABLE 7.21: STUDENTS AGED 4–17 YEARS — PRIMARY CARER AND TEACHER RATINGS OF THE STUDENT'S ACADEMIC PERFORMANCE, BY WHETHER THE STUDENT ACHIEVED THE YEAR 3 SPELLING BENCHMARK**

<i>Achieved WALNA Year 3 spelling benchmark?</i>		<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<b>Primary carer rating of how the child is doing with school work</b>					
Did not achieve WALNA benchmark	No	250	(170 - 360)	8.2	(5.4 - 11.4)
	Yes	2 700	(2 400 - 3 010)	89.9	(86.6 - 92.9)
	Not stated	60	(30 - 100)	1.9	(0.9 - 3.2)
	<b>Total</b>	<b>3 000</b>	<b>(2 690 - 3 320)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	No	120	(50 - 230)	3.6	(1.6 - 7.2)
	Yes	3 090	(2 700 - 3 520)	95.4	(92.2 - 97.6)
	Not stated	30	(20 - 50)	1.0	(0.6 - 1.5)
	<b>Total</b>	<b>3 240</b>	<b>(2 840 - 3 670)</b>	<b>100.0</b>	
<b>How teachers rated the child's academic performance</b>					
Did not achieve WALNA benchmark	Below age level	2 260	(1 990 - 2 560)	75.4	(70.1 - 80.2)
	At age level or above	740	(590 - 930)	24.6	(19.8 - 29.9)
	<b>Total</b>	<b>3 000</b>	<b>(2 690 - 3 320)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	Below age level	930	(740 - 1 170)	28.8	(23.2 - 34.8)
	At age level or above	2 310	(1 960 - 2 690)	71.2	(65.2 - 76.8)
	<b>Total</b>	<b>3 240</b>	<b>(2 840 - 3 670)</b>	<b>100.0</b>	

**TABLE 7.22: STUDENTS AGED 4–17 YEARS — PRIMARY CARER AND TEACHER RATINGS OF THE STUDENT'S ACADEMIC PERFORMANCE, BY WHETHER THE STUDENT ACHIEVED THE YEAR 5 SPELLING BENCHMARK**

<i>Achieved WALNA Year 5 spelling benchmark?</i>		<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<b>Primary carer rating of how the child is doing with school work</b>					
Did not achieve WALNA benchmark	No	380	(270 - 510)	12.4	(9.1 - 16.5)
	Yes	2 670	(2 370 - 2 990)	87.4	(83.3 - 90.7)
	Not stated	10	(0 - 30)	0.2	(0.0 - 0.9)
	<b>Total</b>	<b>3 050</b>	<b>(2 730 - 3 390)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	No	130	(50 - 270)	3.8	(1.6 - 7.8)
	Yes	3 260	(2 870 - 3 660)	96.2	(92.2 - 98.4)
	Not stated	0	(0 - 60)	0.0	(0.0 - 1.6)
	<b>Total</b>	<b>3 390</b>	<b>(3 000 - 3 800)</b>	<b>100.0</b>	
<b>How teachers rated the child's academic performance</b>					
Did not achieve WALNA benchmark	Below age level	2 500	(2 200 - 2 810)	81.9	(77.8 - 85.5)
	At age level or above	550	(440 - 680)	18.1	(14.5 - 22.2)
	<b>Total</b>	<b>3 050</b>	<b>(2 730 - 3 390)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	Below age level	1 140	(940 - 1 360)	33.7	(28.2 - 39.3)
	At age level or above	2 250	(1 920 - 2 620)	66.3	(60.7 - 71.8)
	<b>Total</b>	<b>3 390</b>	<b>(3 000 - 3 800)</b>	<b>100.0</b>	



**TABLE 7.23:** STUDENTS AGED 4–17 YEARS — PRIMARY CARER AND TEACHER RATINGS OF THE STUDENT'S ACADEMIC PERFORMANCE, BY WHETHER THE STUDENT ACHIEVED THE YEAR 7 SPELLING BENCHMARK

<i>Achieved WALNA Year 7 spelling benchmark?</i>		<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<b>Primary carer rating of how the child is doing with school work</b>					
Did not achieve WALNA benchmark	No	270	(190 - 370)	10.6	(7.7 - 14.2)
	Yes	2 260	(2 010 - 2 540)	89.4	(85.8 - 92.3)
	Not stated	0	(0 - 60)	0.0	(0.0 - 2.2)
	<b>Total</b>	<b>2 530</b>	<b>(2 270 - 2 820)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	No	80	(20 - 200)	4.4	(1.1 - 9.9)
	Yes	1 790	(1 510 - 2 110)	95.6	(90.1 - 98.9)
	Not stated	0	(0 - 60)	0.0	(0.0 - 2.9)
	<b>Total</b>	<b>1 880</b>	<b>(1 580 - 2 200)</b>	<b>100.0</b>	
<b>How teachers rated the child's academic performance</b>					
Did not achieve WALNA benchmark	Below age level	1 990	(1 750 - 2 260)	78.6	(74.0 - 82.7)
	At age level or above	540	(430 - 670)	21.4	(17.3 - 26.0)
	<b>Total</b>	<b>2 530</b>	<b>(2 270 - 2 820)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	Below age level	590	(450 - 760)	31.5	(24.5 - 39.2)
	At age level or above	1 290	(1 030 - 1 580)	68.5	(60.8 - 75.5)
	<b>Total</b>	<b>1 880</b>	<b>(1 580 - 2 200)</b>	<b>100.0</b>	

**TABLE 7.24:** STUDENTS AGED 4–17 YEARS — PRIMARY CARER AND TEACHER RATINGS OF THE STUDENT'S ACADEMIC PERFORMANCE, BY WHETHER THE STUDENT ACHIEVED THE YEAR 3 WRITING BENCHMARK

<i>Achieved WALNA Year 3 writing benchmark?</i>		<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<b>Primary carer rating of how the child is doing with school work</b>					
Did not achieve WALNA benchmark	No	240	(160 - 350)	8.8	(5.7 - 12.5)
	Yes	2 430	(2 140 - 2 750)	88.8	(84.8 - 92.0)
	Not stated	70	(40 - 110)	2.4	(1.4 - 4.0)
	<b>Total</b>	<b>2 740</b>	<b>(2 430 - 3 060)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	No	90	(50 - 140)	2.9	(1.6 - 4.8)
	Yes	2 880	(2 500 - 3 300)	96.4	(94.4 - 97.7)
	Not stated	20	(10 - 30)	0.7	(0.4 - 1.1)
	<b>Total</b>	<b>2 990</b>	<b>(2 600 - 3 400)</b>	<b>100.0</b>	
<b>How teachers rated the child's academic performance</b>					
Did not achieve WALNA benchmark	Below age level	1 890	(1 640 - 2 170)	69.2	(63.4 - 74.7)
	At age level or above	840	(670 - 1 040)	30.8	(25.3 - 36.6)
	<b>Total</b>	<b>2 740</b>	<b>(2 430 - 3 060)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	Below age level	930	(740 - 1 150)	31.1	(25.2 - 37.2)
	At age level or above	2 060	(1 730 - 2 440)	68.9	(62.8 - 74.8)
	<b>Total</b>	<b>2 990</b>	<b>(2 600 - 3 400)</b>	<b>100.0</b>	



**TABLE 7.25: STUDENTS AGED 4–17 YEARS — PRIMARY CARER AND TEACHER RATINGS OF THE STUDENT'S ACADEMIC PERFORMANCE, BY WHETHER THE STUDENT ACHIEVED THE YEAR 5 WRITING BENCHMARK**

<i>Achieved WALNA Year 5 writing benchmark?</i>		<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<b>Primary carer rating of how the child is doing with school work</b>					
Did not achieve WALNA benchmark	No	310	(220 - 430)	11.7	(8.4 - 16.2)
	Yes	2 360	(2 070 - 2 680)	88.3	(83.8 - 91.6)
	Not stated	0	(0 - 60)	0.0	(0.0 - 2.1)
	<b>Total</b>	<b>2 680</b>	<b>(2 370 - 3 010)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	No	150	(70 - 290)	4.6	(2.1 - 8.4)
	Yes	3 170	(2 790 - 3 580)	95.4	(91.6 - 97.9)
	Not stated	0	(0 - 60)	0.0	(0.0 - 1.7)
	<b>Total</b>	<b>3 330</b>	<b>(2 930 - 3 750)</b>	<b>100.0</b>	
<b>How teachers rated the child's academic performance</b>					
Did not achieve WALNA benchmark	Below age level	2 080	(1 810 - 2 380)	77.7	(71.8 - 82.5)
	At age level or above	600	(450 - 780)	22.3	(17.5 - 28.2)
	<b>Total</b>	<b>2 680</b>	<b>(2 370 - 3 010)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	Below age level	1 290	(1 060 - 1 550)	38.8	(32.8 - 44.9)
	At age level or above	2 040	(1 720 - 2 380)	61.2	(55.1 - 67.2)
	<b>Total</b>	<b>3 330</b>	<b>(2 930 - 3 750)</b>	<b>100.0</b>	

**TABLE 7.26: STUDENTS AGED 4–17 YEARS — PRIMARY CARER AND TEACHER RATINGS OF THE STUDENT'S ACADEMIC PERFORMANCE, BY WHETHER THE STUDENT ACHIEVED THE YEAR 7 WRITING BENCHMARK**

<i>Achieved WALNA Year 7 writing benchmark?</i>		<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<b>Primary carer rating of how the child is doing with school work</b>					
Did not achieve WALNA benchmark	No	230	(150 - 330)	9.3	(6.3 - 13.4)
	Yes	2 220	(1 950 - 2 500)	90.7	(86.6 - 93.7)
	Not stated	0	(0 - 60)	0.0	(0.0 - 2.3)
	<b>Total</b>	<b>2 450</b>	<b>(2 180 - 2 750)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	No	80	(30 - 170)	5.1	(1.9 - 10.7)
	Yes	1 510	(1 270 - 1 790)	94.9	(89.3 - 98.1)
	Not stated	0	(0 - 60)	0.0	(0.0 - 3.5)
	<b>Total</b>	<b>1 590</b>	<b>(1 340 - 1 880)</b>	<b>100.0</b>	
<b>How teachers rated the child's academic performance</b>					
Did not achieve WALNA benchmark	Below age level	1 780	(1 540 - 2 050)	72.7	(67.5 - 77.8)
	At age level or above	670	(540 - 810)	27.3	(22.2 - 32.5)
	<b>Total</b>	<b>2 450</b>	<b>(2 180 - 2 750)</b>	<b>100.0</b>	
Achieved the WALNA benchmark	Below age level	560	(440 - 700)	35.0	(27.5 - 43.3)
	At age level or above	1 030	(800 - 1 300)	65.0	(56.7 - 72.5)
	<b>Total</b>	<b>1 590</b>	<b>(1 340 - 1 880)</b>	<b>100.0</b>	



**TABLE 7.27:** STUDENTS AGED 4–17 YEARS — PRIMARY CARER RATING OF ACADEMIC PERFORMANCE, BY MATRICES TEST CENTILE SCORE

Matrices test centile score	Child doing OK with school work?	Number	95% CI	%	95% CI
0–25	No	770	(600 - 1 000)	12.6	(9.7 - 16.0)
	Yes	5 320	(4 880 - 5 790)	87.1	(83.8 - 90.1)
	Not stated	20	(10 - 40)	0.3	(0.1 - 0.6)
	<b>Total</b>	<b>6 120</b>	<b>(5 660 - 6 590)</b>	<b>100.0</b>	
26–50	No	300	(210 - 400)	8.2	(5.8 - 11.2)
	Yes	3 330	(2 950 - 3 710)	91.8	(88.8 - 94.2)
	Not stated	0	(0 - 60)	0.0	(0.0 - 1.5)
	<b>Total</b>	<b>3 620</b>	<b>(3 250 - 4 020)</b>	<b>100.0</b>	
51–75	No	240	(160 - 350)	6.8	(4.5 - 9.6)
	Yes	3 360	(3 020 - 3 730)	93.2	(90.4 - 95.5)
	Not stated	0	(0 - 60)	0.0	(0.0 - 1.5)
	<b>Total</b>	<b>3 610</b>	<b>(3 250 - 3 970)</b>	<b>100.0</b>	
76–100	No	160	(90 - 270)	6.0	(3.6 - 9.8)
	Yes	2 540	(2 220 - 2 900)	93.6	(89.6 - 96.3)
	Not stated	10	(0 - 120)	0.4	(0.0 - 4.2)
	<b>Total</b>	<b>2 720</b>	<b>(2 380 - 3 080)</b>	<b>100.0</b>	
<b>Total</b>	No	1 480	(1 230 - 1 740)	9.2	(7.7 - 10.9)
	Yes	14 600	(14 100 - 15 000)	90.6	(89.0 - 92.2)
	Not stated	30	(0 - 90)	0.2	(0.0 - 0.6)
	<b>Total</b>	<b>16 100</b>	<b>(15 600 - 16 400)</b>	<b>100.0</b>	

**TABLE 7.28:** STUDENTS AGED 4–17 YEARS — TEACHER RATING OF ACADEMIC PERFORMANCE, BY MATRICES TEST CENTILE SCORE

Matrices test centile score	Academic performance	Number	95% CI	%	95% CI
0–25	Low	4 520	(4 090 - 4 980)	73.9	(69.6 - 77.8)
	Average or above average	1 600	(1 340 - 1 880)	26.1	(22.2 - 30.4)
	<b>Total</b>	<b>6 120</b>	<b>(5 660 - 6 590)</b>	<b>100.0</b>	
26–50	Low	2 030	(1 750 - 2 320)	55.9	(49.8 - 61.9)
	Average or above average	1 600	(1 320 - 1 920)	44.1	(38.1 - 50.2)
	<b>Total</b>	<b>3 620</b>	<b>(3 250 - 4 020)</b>	<b>100.0</b>	
51–75	Low	1 770	(1 510 - 2 060)	49.1	(43.4 - 55.0)
	Average or above average	1 840	(1 580 - 2 130)	50.9	(45.0 - 56.6)
	<b>Total</b>	<b>3 610</b>	<b>(3 250 - 3 970)</b>	<b>100.0</b>	
76–100	Low	1 000	(820 - 1 200)	36.6	(30.4 - 43.5)
	Average or above average	1 720	(1 430 - 2 060)	63.4	(56.5 - 69.6)
	<b>Total</b>	<b>2 720</b>	<b>(2 380 - 3 080)</b>	<b>100.0</b>	
<b>Total</b>	Low	9 310	(8 800 - 9 830)	58.0	(54.9 - 60.9)
	Average or above average	6 750	(6 230 - 7 280)	42.0	(39.1 - 45.1)
	<b>Total</b>	<b>16 100</b>	<b>(15 600 - 16 400)</b>	<b>100.0</b>	



**TABLE 7.29: STUDENTS AGED 4–17 YEARS — PRIMARY CARER RATING OF ACADEMIC PERFORMANCE, BY WORD DEFINITIONS TEST CENTILE SCORE**

<i>Word Definitions test centile score</i>	<i>Child doing OK with school work?</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
0–25	No	1 090	(920 - 1 290)	9.5	(7.9 - 11.2)
	Yes	10 400	(9 800 - 10 900)	90.4	(88.7 - 92.0)
	Not stated	10	(0 - 30)	0.1	(0.0 - 0.3)
	<b>Total</b>	<b>11 400</b>	<b>(10 900 - 12 000)</b>	<b>100.0</b>	
26–50	No	190	(120 - 290)	7.9	(5.0 - 11.6)
	Yes	2 230	(1 900 - 2 580)	91.6	(87.3 - 94.7)
	Not stated	10	(0 - 120)	0.4	(0.0 - 4.7)
	<b>Total</b>	<b>2 430</b>	<b>(2 090 - 2 790)</b>	<b>100.0</b>	
51–75	No	50	(10 - 200)	4.7	(0.7 - 18.7)
	Yes	950	(750 - 1 180)	95.3	(81.3 - 99.3)
	Not stated	0	(0 - 60)	0.0	(0.0 - 5.4)
	<b>Total</b>	<b>1 000</b>	<b>(790 - 1 250)</b>	<b>100.0</b>	
76–100	No	30	(20 - 40)	4.5	(2.6 - 7.7)
	Yes	560	(370 - 810)	95.5	(92.3 - 97.4)
	Not stated	0	(0 - 60)	0.0	(0.0 - 9.0)
	<b>Total</b>	<b>580</b>	<b>(390 - 830)</b>	<b>100.0</b>	
<b>Total</b>	No	1 350	(1 150 - 1 590)	8.8	(7.4 - 10.2)
	Yes	14 100	(13 600 - 14 600)	91.1	(89.6 - 92.5)
	Not stated	20	(0 - 110)	0.1	(0.0 - 0.7)
	<b>Total</b>	<b>15 500</b>	<b>(15 000 - 15 900)</b>	<b>100.0</b>	

**TABLE 7.30: STUDENTS AGED 4–17 YEARS — TEACHER RATING OF ACADEMIC PERFORMANCE, BY WORD DEFINITIONS TEST CENTILE SCORE**

<i>Word Definitions test centile score</i>	<i>Academic performance</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
0–25	Low	7 420	(6 920 - 7 940)	64.8	(61.5 - 68.0)
	Average or above average	4 030	(3 630 - 4 450)	35.2	(32.0 - 38.5)
	<b>Total</b>	<b>11 400</b>	<b>(10 900 - 12 000)</b>	<b>100.0</b>	
26–50	Low	970	(770 - 1 190)	40.0	(32.7 - 47.9)
	Average or above average	1 460	(1 170 - 1 770)	60.0	(52.1 - 67.3)
	<b>Total</b>	<b>2 430</b>	<b>(2 090 - 2 790)</b>	<b>100.0</b>	
51–75	Low	320	(220 - 440)	31.9	(22.2 - 42.0)
	Average or above average	680	(500 - 910)	68.1	(58.0 - 77.8)
	<b>Total</b>	<b>1 000</b>	<b>(790 - 1 250)</b>	<b>100.0</b>	
76–100	Low	170	(80 - 320)	29.1	(14.7 - 49.4)
	Average or above average	410	(260 - 650)	70.9	(50.6 - 85.3)
	<b>Total</b>	<b>580</b>	<b>(390 - 830)</b>	<b>100.0</b>	
<b>Total</b>	Low	8 880	(8 360 - 9 390)	57.4	(54.3 - 60.4)
	Average or above average	6 580	(6 060 - 7 110)	42.6	(39.6 - 45.7)
	<b>Total</b>	<b>15 500</b>	<b>(15 000 - 15 900)</b>	<b>100.0</b>	



## FACTORS ASSOCIATED WITH DISCREPANCIES IN PRIMARY CARER AND TEACHER RATINGS OF SCHOOL WORK PERFORMANCE

**TABLE 7.31:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY SEX AND AGE GROUP

Age group	Number	95% CI	%	95% CI
Males				
4–7 years	1 840	(1 580 - 2 140)	55.7	(49.1 - 62.1)
8–11 years	2 150	(1 850 - 2 480)	59.3	(53.5 - 65.0)
<b>4–11 years</b>	<b>3 990</b>	<b>(3 600 - 4 390)</b>	<b>57.6</b>	<b>(53.4 - 61.8)</b>
12–14 years	1 080	(830 - 1 390)	48.7	(40.0 - 57.7)
15–17 years	340	(230 - 490)	36.6	(26.6 - 48.5)
12–17 years	<b>1 420</b>	<b>(1 140 - 1 770)</b>	<b>45.1</b>	<b>(37.8 - 52.1)</b>
<b>Total</b>	<b>5 410</b>	<b>(4 980 - 5 880)</b>	<b>53.7</b>	<b>(50.0 - 57.3)</b>
Females				
4–7 years	1 180	(980 - 1 410)	43.1	(36.6 - 49.7)
8–11 years	1 480	(1 260 - 1 730)	47.6	(41.4 - 54.2)
<b>4–11 years</b>	<b>2 660</b>	<b>(2 330 - 3 000)</b>	<b>45.5</b>	<b>(40.8 - 50.3)</b>
12–14 years	1 260	(1 040 - 1 520)	47.2	(40.8 - 53.8)
15–17 years	330	(180 - 570)	33.8	(21.4 - 50.2)
12–17 years	<b>1 590</b>	<b>(1 310 - 1 920)</b>	<b>43.6</b>	<b>(37.5 - 49.9)</b>
<b>Total</b>	<b>4 250</b>	<b>(3 840 - 4 680)</b>	<b>44.8</b>	<b>(40.9 - 48.6)</b>
<b>Total</b>				
4–7 years	3 020	(2 680 - 3 380)	50.0	(45.2 - 54.8)
8–11 years	3 630	(3 260 - 4 030)	53.9	(49.4 - 58.5)
<b>4–11 years</b>	<b>6 650</b>	<b>(6 150 - 7 170)</b>	<b>52.0</b>	<b>(48.7 - 55.4)</b>
12–14 years	2 350	(2 010 - 2 730)	47.8	(42.3 - 53.3)
15–17 years	670	(480 - 920)	35.2	(27.1 - 44.6)
12–17 years	<b>3 020</b>	<b>(2 630 - 3 450)</b>	<b>44.3</b>	<b>(39.7 - 49.1)</b>
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>

**TABLE 7.32:** STUDENTS AGED 4–17 YEARS — RISK OF CLINICALLY SIGNIFICANT EMOTIONAL OR BEHAVIOURAL DIFFICULTIES AS RATED BY THEIR PRIMARY CARERS AND TEACHERS

Risk of clinically significant emotional or behavioural difficulties	Number	95% CI	%	95% CI
Primary carer rating				
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)
<b>Total</b>	<b>19 600</b>	<b>(19 500 - 19 600)</b>	<b>100.0</b>	
Teacher rating				
Low	13 600	(13 000 - 14 100)	69.2	(66.6 - 71.8)
Moderate	2 740	(2 390 - 3 130)	14.0	(12.2 - 16.0)
High	3 290	(2 890 - 3 720)	16.8	(14.8 - 19.0)
<b>Total</b>	<b>19 600</b>	<b>(19 500 - 19 600)</b>	<b>100.0</b>	



**TABLE 7.33:** STUDENTS AGED 4–17 YEARS AT HIGH RISK OF CLINICALLY SIGNIFICANT FUNCTIONAL IMPAIRMENT, BY PRIMARY CARER AND TEACHER RATED 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>
<b>Primary carer rating</b>				
Low	310	(220 - 420)	2.5	(1.8 - 3.4)
Moderate	290	(180 - 440)	12.5	(8.1 - 18.6)
High	1 560	(1 260 - 1 900)	32.8	(27.5 - 38.6)
<b>Total</b>	<b>2 150</b>	<b>(1 830 - 2 520)</b>	<b>11.0</b>	<b>(9.3 - 12.9)</b>
<b>Teacher rating</b>				
Low	670	(530 - 840)	5.0	(3.9 - 6.3)
Moderate	860	(640 - 1 120)	31.4	(24.3 - 38.7)
High	2 440	(2 110 - 2 810)	74.2	(68.4 - 79.6)
<b>Total</b>	<b>3 980</b>	<b>(3 550 - 4 420)</b>	<b>20.3</b>	<b>(18.1 - 22.6)</b>

**TABLE 7.34:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY LEVEL OF CARER/TEACHER AGREEMENT ON THEIR ASSESSMENT OF THE STUDENTS RISK OF CLINICALLY SIGNIFICANT EMOTIONAL OR BEHAVIOURAL DIFFICULTIES (CSEBD)

<i>Agreement between parent / teacher ratings of CSEBD</i>	<i>Teacher and carer ratings of academic performance</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Both high risk	Teacher below age level; Carer OK	690	(510 - 920)	53.0	(42.4 - 64.3)
	All other students	610	(440 - 830)	47.0	(35.7 - 57.6)
	<b>Total</b>	<b>1 310</b>	<b>(1 060 - 1 610)</b>	<b>100.0</b>	
Teacher only high risk	Teacher below age level; Carer OK	1 310	(1 060 - 1 620)	66.0	(57.3 - 73.5)
	All other students	670	(500 - 900)	34.0	(26.5 - 42.7)
	<b>Total</b>	<b>1 980</b>	<b>(1 660 - 2 340)</b>	<b>100.0</b>	
Parent only high risk	Teacher below age level; Carer OK	1 660	(1 380 - 1 980)	48.3	(42.1 - 54.8)
	All other students	1 770	(1 480 - 2 100)	51.7	(45.2 - 57.9)
	<b>Total</b>	<b>3 430</b>	<b>(3 020 - 3 880)</b>	<b>100.0</b>	
Neither rate as high risk	Teacher below age level; Carer OK	6 000	(5 480 - 6 530)	46.7	(43.2 - 50.1)
	All other students	6 860	(6 340 - 7 390)	53.3	(49.9 - 56.8)
	<b>Total</b>	<b>12 900</b>	<b>(12 300 - 13 400)</b>	<b>100.0</b>	
<b>Total</b>	Teacher below age level; Carer OK	9 670	(9 100 - 10 200)	49.3	(46.6 - 52.1)
	All other students	9 920	(9 400 - 10 500)	50.7	(47.9 - 53.4)
	<b>Total</b>	<b>19 600</b>	<b>(19 500 - 19 600)</b>	<b>100.0</b>	



**TABLE 7.35:** STUDENTS AGED 4–17 YEARS — AGE GROUP AND WHO USUALLY HELPS AT HOME WITH SCHOOL WORK

<i>Who usually helps at home with school work?</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
4–11 years				
No-one	570	(400 - 800)	4.5	(3.1 - 6.1)
No homework given	2 360	(2 030 - 2 710)	18.5	(16.0 - 21.2)
Someone from this house	9 330	(8 760 - 9 890)	73.0	(69.9 - 76.1)
Another person	360	(250 - 510)	2.8	(1.9 - 3.9)
Not stated	150	(100 - 220)	1.2	(0.8 - 1.7)
<b>Total</b>	<b>12 800</b>	<b>(12 200 - 13 300)</b>	<b>100.0</b>	
12–17 years				
No-one	1 080	(870 - 1 330)	15.9	(12.8 - 19.4)
No homework given	830	(600 - 1 110)	12.2	(9.0 - 16.2)
Someone from this house	4 470	(4 000 - 4 980)	65.6	(60.6 - 70.2)
Another person	410	(270 - 590)	6.0	(4.0 - 8.7)
Not stated	20	(10 - 40)	0.3	(0.1 - 0.6)
<b>Total</b>	<b>6 820</b>	<b>(6 300 - 7 340)</b>	<b>100.0</b>	
<b>Total</b>				
No-one	1 650	(1 360 - 1 980)	8.4	(6.9 - 10.1)
No homework given	3 190	(2 770 - 3 650)	16.3	(14.1 - 18.7)
Someone from this house	13 800	(13 200 - 14 300)	70.4	(67.6 - 73.2)
Another person	770	(580 - 1 000)	3.9	(2.9 - 5.1)
Not stated	170	(120 - 240)	0.9	(0.6 - 1.2)
<b>Total</b>	<b>19 600</b>	<b>(19 500 - 19 600)</b>	<b>100.0</b>	

**TABLE 7.36:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY AGE GROUP AND WHO USUALLY HELPS AT HOME WITH SCHOOL WORK

<i>Who usually helps at home with school work?</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
4–11 years				
No-one	430	(270 - 630)	75.8	(62.4 - 86.5)
No homework given	1 240	(1 030 - 1 480)	52.3	(45.7 - 59.3)
Someone from this house	4 760	(4 290 - 5 260)	51.0	(46.9 - 55.1)
Another person	230	(130 - 350)	62.1	(44.5 - 75.8)
Not stated	0	(0 - 60)	0.0	(0.0 - 30.8)
<b>Total</b>	<b>6 650</b>	<b>(6 150 - 7 170)</b>	<b>52.0</b>	<b>(48.7 - 55.4)</b>
12–17 years				
No-one	510	(360 - 710)	47.4	(37.2 - 57.8)
No homework given	530	(360 - 760)	64.1	(48.3 - 76.6)
Someone from this house	1 790	(1 470 - 2 170)	40.1	(34.3 - 46.3)
Another person	180	(90 - 320)	44.4	(25.5 - 62.6)
Not stated	0	(0 - 60)	0.0	(0.0 - 97.5)
<b>Total</b>	<b>3 020</b>	<b>(2 630 - 3 450)</b>	<b>44.3</b>	<b>(39.7 - 49.1)</b>
<b>Total</b>				
No-one	950	(710 - 1 230)	57.2	(48.2 - 65.5)
No homework given	1 770	(1 470 - 2 120)	55.4	(48.9 - 61.9)
Someone from this house	6 550	(6 010 - 7 090)	47.4	(44.1 - 50.7)
Another person	410	(270 - 600)	52.7	(40.8 - 64.2)
Not stated	0	(0 - 60)	0.0	(0.0 - 28.5)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>



**TABLE 7.37:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY WHETHER THE PRIMARY CARER SPEAKS AN ABORIGINAL LANGUAGE

<i>Whether the carer speaks an Aboriginal language</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
No	3 830	(3 400 - 4 300)	43.6	(39.7 - 47.6)
A few words	3 330	(2 930 - 3 740)	47.2	(43.0 - 51.5)
A conversation	2 360	(1 880 - 2 880)	66.9	(59.9 - 73.0)
Not stated	150	(40 - 420)	62.3	(24.5 - 91.5)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>

**TABLE 7.38:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY WHETHER THE PRIMARY CARER ATTENDED ABORIGINAL CEREMONIES OVER THE PAST 12 MONTHS

<i>Whether the carer attended Aboriginal ceremonies</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
No	7 240	(6 730 - 7 750)	46.1	(43.2 - 49.0)
Yes	2 280	(1 850 - 2 750)	62.5	(55.9 - 68.5)
Not known	150	(40 - 420)	62.3	(24.5 - 91.5)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>

**TABLE 7.39:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY HOW IMPORTANT RELIGION/SPIRITUAL BELIEFS ARE IN THE PRIMARY CARER'S LIFE

<i>Importance of religion/spiritual beliefs in the primary carer's life</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Not at all	1 190	(970 - 1 450)	43.7	(37.1 - 50.1)
A little	900	(700 - 1 150)	47.1	(38.4 - 56.3)
Some	1 610	(1 320 - 1 930)	44.4	(38.4 - 50.3)
Quite a lot	1 610	(1 300 - 1 970)	49.2	(42.5 - 55.8)
Very much	4 210	(3 740 - 4 730)	53.9	(49.2 - 58.4)
Not known	150	(40 - 420)	62.3	(24.5 - 91.5)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>

**TABLE 7.40:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY HIGHEST EDUCATION LEVEL OF THE PRIMARY CARER

<i>Primary carer level of education</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
No schooling	330	(160 - 620)	63.8	(44.9 - 78.5)
1–9 years	2 420	(2 040 - 2 840)	59.8	(54.0 - 65.4)
10 years	4 200	(3 740 - 4 670)	48.2	(44.2 - 52.1)
11–12 years	2 160	(1 860 - 2 500)	44.3	(39.4 - 49.5)
13 or more years	400	(230 - 670)	34.1	(21.8 - 47.8)
Not stated	150	(40 - 420)	62.3	(24.5 - 91.5)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>



**TABLE 7.41:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY EMPLOYMENT STATUS OF THE PRIMARY CARER

<i>Primary carer labour force status</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Unemployed	1 090	(860 - 1 370)	51.0	(42.2 - 59.2)
Employed	3 450	(3 010 - 3 950)	42.7	(38.1 - 47.4)
Not in labour force	4 980	(4 520 - 5 450)	54.5	(50.8 - 58.1)
Not known	150	(40 - 420)	62.3	(24.5 - 91.5)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>

**TABLE 7.42:** STUDENTS AGED 4–11 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY HOW OFTEN SOMEONE AT HOME LOOKED AT A BOOK WITH THE CHILD

<i>How often someone at home looks at a book with the child</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Several times a day	610	(430 - 830)	45.2	(34.8 - 55.3)
Once a day	2 230	(1 910 - 2 560)	47.7	(42.3 - 53.3)
2–3 times a week	2 040	(1 690 - 2 420)	51.4	(45.4 - 57.5)
Hardly ever	1 690	(1 390 - 2 030)	63.9	(56.3 - 71.6)
Not stated	80	(40 - 130)	57.9	(27.7 - 84.8)
<b>Total</b>	<b>6 650</b>	<b>(6 150 - 7 170)</b>	<b>52.0</b>	<b>(48.7 - 55.4)</b>

**TABLE 7.43:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY TYPE OF FAMILY CARE ARRANGEMENT AND AGE GROUP

<i>Age group</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<b>Both original parents</b>				
4–11 years	2 950	(2 600 - 3 340)	51.2	(46.3 - 56.1)
12–17 years	1 310	(1 040 - 1 620)	42.8	(35.9 - 50.1)
<b>Total</b>	<b>4 260</b>	<b>(3 830 - 4 730)</b>	<b>48.3</b>	<b>(44.3 - 52.3)</b>
<b>Sole parent</b>				
4–11 years	2 420	(2 060 - 2 810)	50.5	(44.9 - 56.0)
12–17 years	830	(660 - 1 030)	43.9	(36.6 - 51.5)
<b>Total</b>	<b>3 240</b>	<b>(2 850 - 3 680)</b>	<b>48.6</b>	<b>(44.2 - 53.1)</b>
<b>One original parent and new partner</b>				
4–11 years	440	(310 - 610)	44.6	(34.4 - 55.3)
12–17 years	300	(150 - 570)	36.0	(21.5 - 55.1)
<b>Total</b>	<b>740</b>	<b>(510 - 1 010)</b>	<b>40.6</b>	<b>(31.3 - 49.9)</b>
<b>Other (e.g. aunts/uncles)</b>				
4–11 years	840	(640 - 1 110)	67.7	(57.2 - 77.9)
12–17 years	570	(380 - 860)	56.4	(44.0 - 69.2)
<b>Total</b>	<b>1 420</b>	<b>(1 120 - 1 770)</b>	<b>62.7</b>	<b>(54.3 - 70.0)</b>
<b>Total</b>				
4–11 years	6 650	(6 150 - 7 170)	52.0	(48.7 - 55.4)
12–17 years	3 020	(2 630 - 3 450)	44.3	(39.7 - 49.1)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>



**TABLE 7.44:** STUDENTS AGED 4–17 YEARS — NUMBER OF HOMES LIVED IN SINCE BIRTH, BY LEVEL OF RELATIVE ISOLATION (LORI)

<i>Number of homes lived in</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
LORI — None				
1–4	4 480	(4 130 - 4 850)	63.5	(58.6 - 68.5)
5 or more	2 570	(2 240 - 2 940)	36.5	(31.5 - 41.4)
<b>Total</b>	<b>7 050</b>	<b>(6 900 - 7 200)</b>	<b>100.0</b>	
LORI — Low				
1–4	3 440	(3 080 - 3 840)	66.2	(61.1 - 70.8)
5 or more	1 760	(1 480 - 2 070)	33.8	(29.2 - 38.9)
<b>Total</b>	<b>5 200</b>	<b>(4 770 - 5 660)</b>	<b>100.0</b>	
LORI — Moderate				
1–4	3 560	(3 030 - 4 150)	77.1	(71.7 - 81.7)
5 or more	1 060	(800 - 1 360)	22.9	(18.3 - 28.3)
<b>Total</b>	<b>4 620</b>	<b>(3 980 - 5 300)</b>	<b>100.0</b>	
LORI — High				
1–4	1 710	(1 240 - 2 260)	85.7	(80.4 - 90.2)
5 or more	290	(190 - 410)	14.3	(9.8 - 19.6)
<b>Total</b>	<b>2 000</b>	<b>(1 490 - 2 610)</b>	<b>100.0</b>	
LORI — Extreme				
1–4	640	(250 - 1 420)	88.5	(63.6 - 98.5)
5 or more	80	(10 - 320)	11.5	(1.5 - 36.4)
<b>Total</b>	<b>720</b>	<b>(260 - 1 510)</b>	<b>100.0</b>	
<b>Western Australia</b>				
1–4	13 800	(13 300 - 14 300)	70.6	(67.9 - 73.2)
5 or more	5 760	(5 260 - 6 290)	29.4	(26.8 - 32.1)
<b>Total</b>	<b>19 600</b>	<b>(19 500 - 19 600)</b>	<b>100.0</b>	

**TABLE 7.45:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY AGE GROUP AND NUMBER OF HOMES LIVED IN SINCE BIRTH

<i>Number of homes lived in</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
4–11 years				
1–4	5 140	(4 670 - 5 630)	54.4	(50.5 - 58.3)
5 or more	1 500	(1 250 - 1 800)	45.2	(39.0 - 51.8)
<b>Total</b>	<b>6 650</b>	<b>(6 150 - 7 170)</b>	<b>52.0</b>	<b>(48.7 - 55.4)</b>
12–17 years				
1–4	2 140	(1 790 - 2 550)	48.9	(42.7 - 55.3)
5 or more	880	(680 - 1 110)	36.0	(29.7 - 42.9)
<b>Total</b>	<b>3 020</b>	<b>(2 630 - 3 450)</b>	<b>44.3</b>	<b>(39.7 - 49.1)</b>
<b>Total</b>				
1–4	7 290	(6 740 - 7 840)	52.7	(49.3 - 56.1)
5 or more	2 380	(2 060 - 2 730)	41.3	(36.9 - 45.8)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>



**TABLE 7.46:** STUDENTS AGED 4–17 YEARS — HOUSEHOLD OCCUPANCY LEVEL, BY LEVEL OF RELATIVE ISOLATION (LORI)

<i>Household occupancy level</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<b>LORI — None</b>				
Low	6 040	(5 720 - 6 360)	85.6	(81.1 - 89.6)
High	980	(720 - 1 310)	13.9	(10.1 - 18.4)
Not stated	30	(0 - 180)	0.5	(0.0 - 2.5)
<b>Total</b>	<b>7 050</b>	<b>(6 900 - 7 200)</b>	<b>100.0</b>	
<b>LORI — Low</b>				
Low	4 070	(3 660 - 4 510)	78.2	(73.7 - 82.1)
High	1 100	(890 - 1 340)	21.1	(17.3 - 25.7)
Not stated	40	(10 - 90)	0.7	(0.2 - 1.7)
<b>Total</b>	<b>5 200</b>	<b>(4 770 - 5 660)</b>	<b>100.0</b>	
<b>LORI — Moderate</b>				
Low	3 310	(2 800 - 3 900)	71.7	(65.4 - 77.9)
High	1 180	(890 - 1 560)	25.6	(19.8 - 31.9)
Not stated	120	(80 - 190)	2.7	(1.7 - 4.1)
<b>Total</b>	<b>4 620</b>	<b>(3 980 - 5 300)</b>	<b>100.0</b>	
<b>LORI — High</b>				
Low	770	(490 - 1 150)	38.8	(28.0 - 51.7)
High	1 200	(860 - 1 630)	60.1	(48.6 - 71.6)
Not stated	20	(0 - 120)	1.1	(0.0 - 6.0)
<b>Total</b>	<b>2 000</b>	<b>(1 490 - 2 610)</b>	<b>100.0</b>	
<b>LORI — Extreme</b>				
Low	240	(40 - 600)	32.9	(12.8 - 64.9)
High	460	(140 - 1 020)	63.8	(34.9 - 90.1)
Not stated	20	(0 - 840)	3.3	(0.0 - 70.8)
<b>Total</b>	<b>720</b>	<b>(260 - 1 510)</b>	<b>100.0</b>	
<b>Western Australia</b>				
Low	14 400	(13 800 - 15 000)	73.7	(70.6 - 76.6)
High	4 920	(4 360 - 5 520)	25.1	(22.3 - 28.2)
Not stated	240	(90 - 480)	1.2	(0.5 - 2.4)
<b>Total</b>	<b>19 600</b>	<b>(19 500 - 19 600)</b>	<b>100.0</b>	

**TABLE 7.47:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY HOUSEHOLD OCCUPANCY LEVEL

<i>Household occupancy level</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Low	6 410	(5 900 - 6 940)	44.4	(41.4 - 47.6)
High	3 110	(2 670 - 3 600)	63.1	(58.1 - 67.8)
Not stated	150	(40 - 420)	62.3	(24.5 - 91.5)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>

**TABLE 7.48:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY QUALITY OF PARENTING

<i>Quality of parenting</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Very good	2 870	(2 480 - 3 270)	44.7	(40.1 - 49.6)
Good	2 590	(2 220 - 3 020)	49.0	(44.0 - 54.2)
Fair	1 570	(1 300 - 1 880)	52.4	(44.9 - 60.0)
Poor	2 630	(2 270 - 3 030)	54.0	(49.0 - 59.1)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>



**TABLE 7.49:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY WHETHER ALCOHOL CAUSES PROBLEMS IN THE HOUSEHOLD

<i>Whether alcohol causes problems in the home</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
No	7 850	(7 320 - 8 390)	47.5	(44.7 - 50.4)
Yes	1 670	(1 330 - 2 080)	59.0	(50.5 - 67.1)
Not stated	150	(40 - 420)	62.3	(24.5 - 91.5)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>

**TABLE 7.50:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY TYPE OF HOME OWNERSHIP

<i>Home ownership</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Owned or being paid off	1 750	(1 440 - 2 120)	37.8	(32.6 - 43.4)
Rented	7 420	(6 860 - 8 000)	52.7	(49.4 - 55.9)
None of these	350	(170 - 680)	55.0	(36.4 - 71.9)
Not stated	150	(40 - 420)	62.3	(24.5 - 91.5)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>

**TABLE 7.51:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY PROPORTION OF STUDENTS WHO ARE ABORIGINAL

<i>Proportion of students who are Aboriginal</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Less than 10%	2 850	(2 450 - 3 300)	38.6	(34.0 - 43.3)
10% to less than 90%	4 830	(4 320 - 5 390)	51.9	(48.3 - 55.6)
90% or more	1 980	(1 510 - 2 520)	68.3	(60.4 - 75.6)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>

**TABLE 7.52:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY SCHOOL ATTENDANCE

<i>Days absent from school</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
26 days or more	5 630	(5 140 - 6 150)	57.6	(53.9 - 61.4)
Less than 26 days	4 040	(3 600 - 4 500)	41.1	(37.4 - 44.9)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>

**TABLE 7.53:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY AGE GROUP AND UNEXPLAINED ABSENCE

<i>Days of unexplained absence</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<b>4–11 years</b>				
None	1 690	(1 420 - 1 990)	38.6	(33.1 - 44.0)
1–10	1 110	(920 - 1 330)	46.2	(39.9 - 52.6)
More than 10	3 840	(3 410 - 4 310)	64.3	(59.6 - 68.7)
<b>Total</b>	<b>6 650</b>	<b>(6 150 - 7 170)</b>	<b>52.0</b>	<b>(48.7 - 55.4)</b>
<b>12–17 years</b>				
None	730	(460 - 1 070)	33.4	(23.6 - 43.4)
1–10	590	(460 - 740)	45.6	(37.2 - 54.3)
More than 10	1 700	(1 410 - 2 030)	50.8	(43.9 - 57.4)
<b>Total</b>	<b>3 020</b>	<b>(2 630 - 3 450)</b>	<b>44.3</b>	<b>(39.7 - 49.1)</b>
<b>Total</b>				
None	2 420	(2 040 - 2 840)	36.9	(32.1 - 41.7)
1–10	1 700	(1 470 - 1 960)	46.0	(41.0 - 51.1)
More than 10	5 540	(5 050 - 6 080)	59.5	(55.6 - 63.3)
<b>Total</b>	<b>9 670</b>	<b>(9 100 - 10 200)</b>	<b>49.3</b>	<b>(46.6 - 52.1)</b>



**TABLE 7.54:** STUDENTS AGED 4–17 YEARS FOR WHOM THERE WAS A DISCREPANCY IN PRIMARY CARER AND TEACHER RATINGS OF THEIR SCHOOL WORK PERFORMANCE, BY LEVEL OF RELATIVE ISOLATION (LORI) AND UNEXPLAINED ABSENCE

<i>Days of unexplained absence</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
LORI — None				
None	870	(680 - 1 100)	31.3	(24.8 - 38.1)
1–10	700	(560 - 880)	44.1	(36.4 - 52.1)
More than 10	1 400	(1 130 - 1 740)	52.9	(44.2 - 61.6)
<b>Total</b>	<b>2 980</b>	<b>(2 660 - 3 330)</b>	<b>42.3</b>	<b>(37.7 - 47.0)</b>
LORI — Low				
None	600	(450 - 780)	35.0	(27.7 - 42.7)
1–10	470	(330 - 640)	42.2	(31.8 - 52.6)
More than 10	1 250	(1 040 - 1 500)	52.8	(45.9 - 59.7)
<b>Total</b>	<b>2 320</b>	<b>(2 020 - 2 650)</b>	<b>44.6</b>	<b>(39.7 - 49.5)</b>
LORI — Moderate				
None	470	(360 - 620)	37.4	(29.8 - 45.4)
1–10	370	(290 - 470)	49.7	(41.1 - 58.9)
More than 10	1 620	(1 290 - 2 010)	62.2	(56.0 - 68.3)
<b>Total</b>	<b>2 470</b>	<b>(2 060 - 2 920)</b>	<b>53.4</b>	<b>(48.5 - 58.2)</b>
LORI — High/Extreme				
None	470	(220 - 900)	60.0	(38.8 - 77.6)
1–10	160	(80 - 280)	64.8	(42.7 - 83.6)
More than 10	1 270	(900 - 1 730)	75.0	(67.0 - 81.6)
<b>Total</b>	<b>1 900</b>	<b>(1 390 - 2 530)</b>	<b>69.7</b>	<b>(60.3 - 77.8)</b>

**TABLE 7.55:** STUDENTS AGED 4–17 YEARS — LIKELIHOOD OF PRIMARY CARERS RATING THE STUDENT AS DOING OK AT SCHOOL WORK YET ASSESSED BY TEACHERS AS HAVING LOW ACADEMIC PERFORMANCE, ASSOCIATED WITH CHILD, PRIMARY CARER, FAMILY AND SCHOOL CHARACTERISTICS

Discrepancy in primary carer and teacher ratings of student school work performance			
<i>Parameter</i>	<i>Significance (p value)</i>	<i>Odds Ratio</i>	<i>95% CI</i>
Sex			
Male	< 0.001	1.57	(1.27 - 1.95)
Female		1.00	
Age group			
4–7 years		1.00	
8–11 years	0.407	1.11	(0.86 - 1.44)
12–14 years	0.489	1.11	(0.82 - 1.50)
15–17 years	0.008	0.56	(0.37 - 0.86)
Level of Relative Isolation			
None		1.00	
Low	0.301	0.86	(0.65 - 1.14)
Moderate	0.485	0.88	(0.61 - 1.26)
High	0.078	1.56	(0.95 - 2.56)
Extreme	0.083	1.76	(0.93 - 3.35)
Category of school			
Government school		1.00	
Aboriginal community governed school	0.887	0.95	(0.44 - 2.05)
Catholic/Independent school	< 0.001	1.81	(1.31 - 2.52)

Continued...



**TABLE 7.55 (continued):** STUDENTS AGED 4–17 YEARS — LIKELIHOOD OF PRIMARY CARERS RATING THE STUDENT AS DOING OK AT SCHOOL WORK YET ASSESSED BY TEACHERS AS HAVING LOW ACADEMIC PERFORMANCE, ASSOCIATED WITH CHILD, PRIMARY CARER, FAMILY AND SCHOOL CHARACTERISTICS

Discrepancy in primary carer and teacher ratings of student school work performance			
<i>Parameter</i>	<i>Significance (p value)</i>	<i>Odds Ratio</i>	<i>95% CI</i>
Agreement between parent / teacher ratings of the risk of clinically significant emotional or behavioural difficulties			
Both high risk		1.00	
Teacher only high risk	0.043	1.76	(1.02 - 3.06)
Parent only high risk	0.867	0.96	(0.59 - 1.56)
Neither rate as high risk	0.774	0.94	(0.60 - 1.46)
Primary carer level of education			
1–9 years	0.241	1.19	(0.89 - 1.60)
10 years		1.00	
11–12 years	0.966	1.01	(0.77 - 1.31)
13 or more years	0.010	0.52	(0.32 - 0.85)
No schooling	0.594	1.24	(0.56 - 2.74)
Not known	0.269	1.12	(0.92 - 1.37)
Primary carer labour force status			
Unemployed	0.232	0.80	(0.56 - 1.15)
Employed	0.022	0.75	(0.59 - 0.96)
Not in labour force		1.00	
Not known	0.111	1.19	(0.96 - 1.47)
Primary carer forcibly separated from natural family			
Not separated		1.00	
Separated	0.022	1.53	(1.06 - 2.21)
Don't want to answer	0.322	1.36	(0.74 - 2.52)
Not Aboriginal	0.017	0.69	(0.50 - 0.93)
Whether the primary carer speaks an Aboriginal language			
No		1.00	
A few words	0.534	1.08	(0.85 - 1.38)
A conversation	0.002	1.84	(1.25 - 2.70)
Not known	0.269	1.12	(0.92 - 1.37)
Importance of religion/spiritual beliefs in the primary carer's life			
Not at all		1.00	
A little	0.337	1.23	(0.80 - 1.90)
Some	0.801	1.05	(0.72 - 1.54)
Quite a lot	0.114	1.38	(0.93 - 2.05)
Very much	0.052	1.41	(1.00 - 1.99)
Not known	0.269	1.12	(0.92 - 1.37)
Household occupancy level			
Low		1.00	
High	0.035	1.34	(1.02 - 1.76)
Not stated	0.269	1.12	(0.92 - 1.37)
Number of unexplained absences			
None		1.00	
1–10	0.007	1.53	(1.12 - 2.08)
More than 10	< 0.001	2.10	(1.63 - 2.71)



