

















Caregiver support

Caregiver support by proportion of students

Table STT1.6 shows the proportion of students in both year four and year six who answered with either 'Always' or 'Most of the time'.

Table STT1.6

Percentage of students whose caregivers frequently support their children

Category	Year 4	Year 6
Check that homework is complete	 55% (3.3)	 48% (3.9)
Help with your homework	 53% (5.4)	 51% (1.5)
Ask about your school work	 61% (5.4)	 56% (5.6)
Ask about what you read	 43% (4.3)	 41% (4.2)
Understand problems and worries	 42% (3.0)	 39% (2.4)
Comfort if feeling upset	 46% (5.2)	 46% (4.5)
Support or encourage	 50% (3.8)	 64% (3.0)
Give advice and guidance	 55% (3.7)	 62% (3.5)

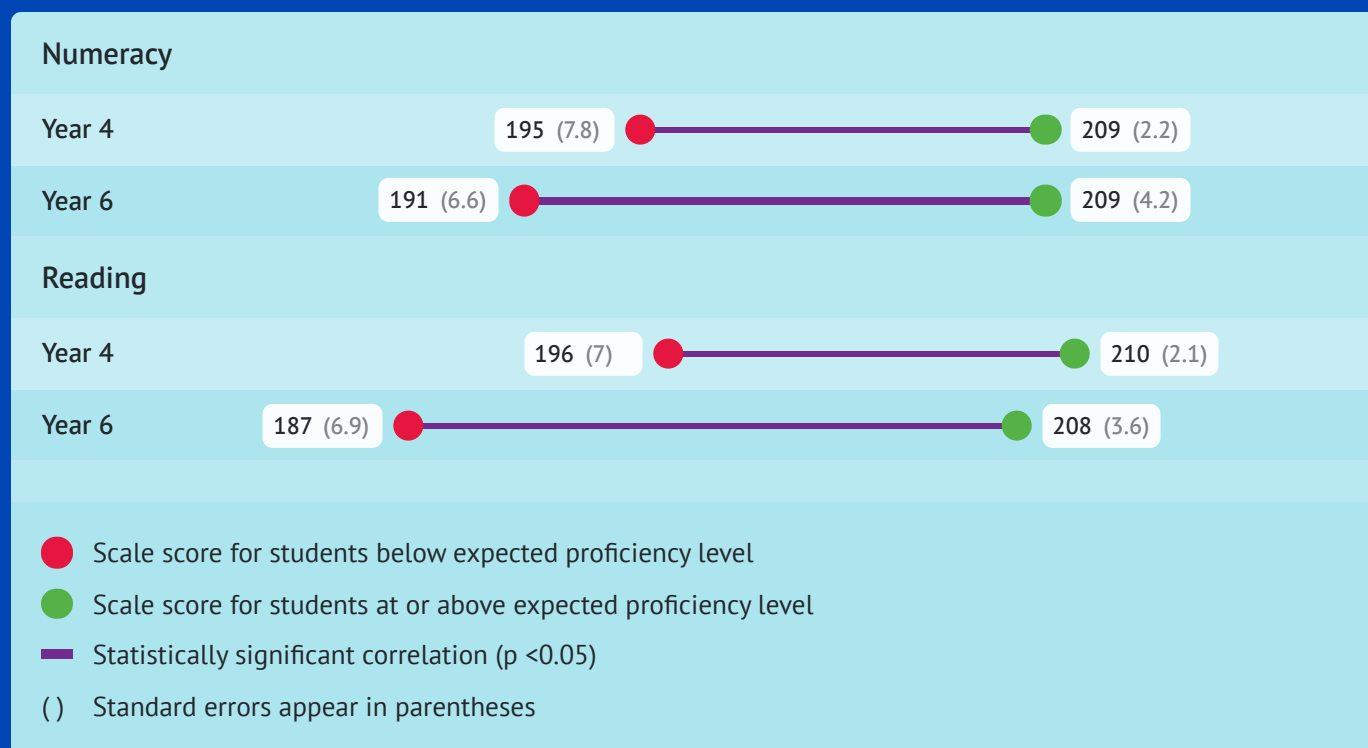
() Standard errors appear in parentheses.

The PILNA scale for caregiver support has an average of 200 and a standard deviation of 40. Most scores are expected to be within 40 points of 200 (160–240). The scale was formed by statistical analysis of answers to all eight questions students were asked about their caregiver support.

Scores for caregiver support were compared for two groups at both the year levels and in numeracy and reading: for students who were at or above the expected proficiency level and students who were below the expected proficiency level in the cognitive domain. The results of these comparisons are set out in Figure STF1.2.

Figure STF1.2: PILNA Caregiver Support Scale

Average scores of students on caregiver support scale by year level and proficiency



What does this mean?

Consistent with findings from the previous PILNA cycle, we have seen high levels of caregiver support for students. About half the students in the region frequently receive support from their caregivers with homework, guidance and encouragement. Lower proportions of students, however, frequently felt that their caregivers understood their issues or had their caregivers comfort them when they were upset. These statistics might point to a disconnect between students and caregivers in the region, although high proportions of students are frequently supported by their caregivers.

There is evidence that support from caregivers is associated with students' performance in numeracy and reading at both year levels. Students who met performance expectations in these areas had higher levels of caregiver support.