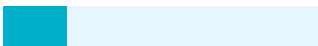
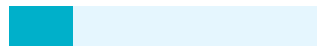




Early childhood education

Table STT1.1

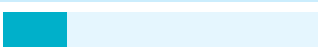
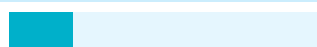
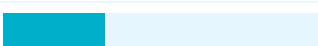
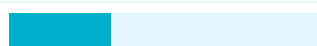
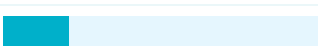
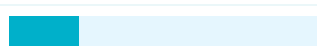
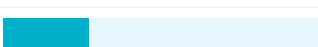
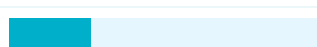
Percentage of students who attended ECE

category	Year 4	Year 6
Did not attend ECE	 20%	 20%
Attended ECE	 80%	 80%

Students who attended at least one year at ECE versus those who did not attend, Cook Is, PILNA 2021

Table STT1.2

Percentage of students attended ECE and duration

category	Year 4	Year 6
Did not attend	 20%	 20%
1 year	 32%	 32%
2 years	 21%	 22%
3 years or more	 27%	 26%

ECE attendance and duration of attendance, Cook Is, PILNA 2021

What does this mean?

Most students (80%) who participated in PILNA 2021 attended ECE for at least one year. Similar proportions were observed across year four and year six students, showing ECE attendance rates were stable over time.

Student performance tended to be higher for year six students who had attended ECE than for those who had not. For year four students, the inverse was observed, with those who had attended ECE having lower levels of achievement than those who had not attended ECE. It is not known why differences were found for year six students and not year four students. The regional findings suggest the possibility that ECE has a positive effect on performance, which may only become noticeable in later years of schooling. Given the diversity of ECE throughout the region, these results should be looked at and further studied in local contexts.