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Student difficulties identified by teachers

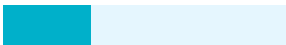
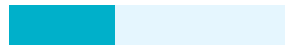
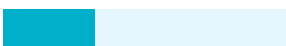
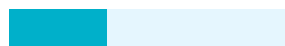
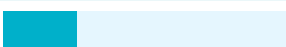
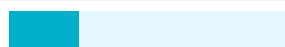
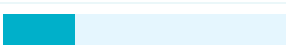
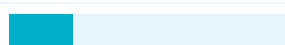
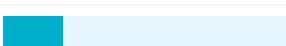
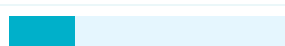
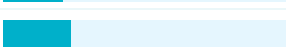
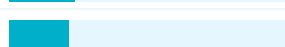
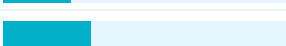

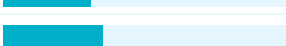

## Student difficulties identified by teachers

Teachers were asked to indicate the proportion of their students they believed were experiencing specific difficulties. The response choices were percentage brackets: '0%–20%', '21%–40%', '41%–60%', '61%–80%', and '81%–100%'. Percentage brackets were used so that teachers could more easily report how many students were experiencing difficulties, but they are broad groups. All responses in these percentage brackets were combined and used to calculate averages that could show more detail than, for example, '0–20%'.

These average proportions of students that teachers considered were showing signs of these difficulties by year level are shown in Table TT2.5.

Table TT2.5

### Students affected by various difficulties as identified by teachers

Issues	Grade 5	Grade 7
Lack of basic knowledge or skills	 31% (3.8)	 37% (3.4)
Reading impaired (e.g. dyslexia)	 32% (3.7)	 34% (2.9)
Poor health	 26% (3.2)	 24% (3.3)
Absenteeism	 25% (4.2)	 22% (3.1)
Hunger	 21% (3.1)	 23% (2.6)
Lack of sleep	 24% (2.2)	 21% (2.3)
Behavioural issues	 31% (3.4)	 44% (3.1)
Difficulty focusing attention & concentrating	 35% (3.4)	 47% (2.9)

Average percentage of students affected by various difficulties as identified by teachers, RMI, PILNA 2021

( ) Standard errors appear in parentheses.

The most common difficulty identified by teachers for both year levels was *difficulty focusing attention and concentrating* (grade five, 35%; grade seven, 47%). On average, teachers reported about one out of three grade five students, and nearly half of year six students experienced this difficulty.



Teachers also reported that, on average, more than three out of ten of their students demonstrated a lack of basic knowledge and skills (grade five, 31%; grade seven, 37%), *behavioural issues* (grade five, 31%; grade seven, 44%), or *reading impaired such as dyslexia* (grade five, 32%; grade seven, 34%).

The least reported difficulties were related to well-being – hunger and lack of sleep – with between 21% and 24% of students showing signs of these issues across both year levels.