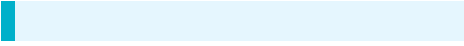
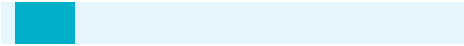
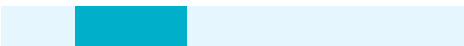

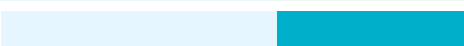


Parental qualification

Students were asked to indicate their parents' highest level of education against a list of nationally appropriate educational levels to ensure local relevance. Each of these levels was also mapped to International Standard Classification Levels (ISCED 2011) so that consistent comparisons across countries could be made.

Highest levels of parental education

As seen in Table 4, 60% of students reported at least one of their parents' highest levels of education was above secondary education and 41% of students had at least one parent with a university education.

Table RCST#4		
Percentage of students with the highest parental education level		
Highest parental education	Students	
Below ISCED 1		3% (0.2)
ISCED 1		13% (0.3)
ISCED 2-3		24% (0.4)
ISCED 4-5		19% (0.3)
ISCED Level 6 and above		41% (0.6)
() Standard errors appear in parentheses.		

University-level parental education and student performance

This information was compared with student achievement in the PILNA assessments. To simplify the analysis, parents' highest level of education was grouped into two categories: below university level and university level.

Table 5 shows student performance in the PILNA domains by their parents' highest level of education.

Table RCST#5

Average achievement of students by parental highest education in year level

Education level	Year 4	Year 6
Numeracy		
Below degree	484 (1.6)	532 (1.6)
Degree & above	485 (2)	537 (1.6)
Reading		
Below degree	447 (2)	491 (1.8)
Degree & above	453 (2.5)	502 (2.1)
Writing		
Below degree	486 (1.2)	506 (1.2)
Degree & above	490 (1.3)	513 (1.2)

() Standard errors appear in parentheses.
 Expected minimum proficiency score.

From Table 5 we see that in both year levels for the reading and writing domains and year six in numeracy, students who have at least one parent with a university level education had higher average performance in the PILNA assessments than did students who did not have a parent with a university level education.

There was one exception. No differences in numeracy performance were found between year four students who had a parent with a university education and year four students who did not have a parent with a university education.

What does this mean?

In general, students with at least one university educated parent tended to perform better than students without a university educated parent. This suggests that higher levels of parental education may be associated with higher performance and that students belonging to families with less education may be at a disadvantage compared to their peers.