

Student well-being

The PILNA student questionnaire collected information about children's physical health, mental health, relationships, and material circumstances. The intention was to collect a holistic picture of the well-being of the students who participated in PILNA.

Students were given a list of circumstances, as set out in Table 1, and were asked to indicate how often they experienced them. They could respond with 'Never', 'Sometimes', 'Most of the time', or 'Always'. For reporting the results, 'Most of the time' and 'Always' were combined, as they were considered to be materially similar in terms of student experience.

Well-being experiences

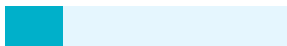
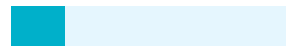
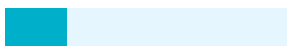
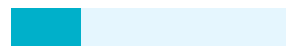
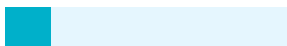
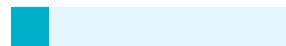
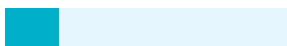
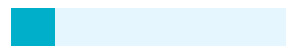
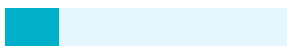
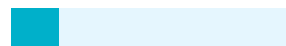
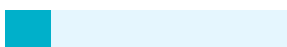
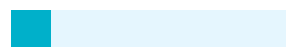
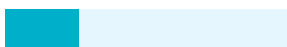
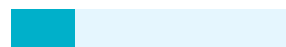
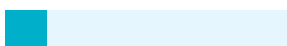
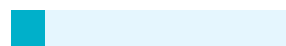
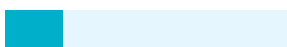
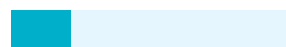




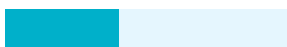



Table 1 shows the proportions of year four and year six students who reported experiencing the associated condition at least most of the time.

Across the region, 50% of year four students and 55% of year six students reported that they had a good day 'Most of the time' or 'Always'. 48% of year four students and 54% of year six students reported they looked forward to the next day 'Most of the time' or 'Always'. A picture of positive student experiences across the Pacific emerges.

For frequent negative experiences, about one in five students reported feeling hungry, tired, upset, or not having enough friends either 'Most of the time' or 'Always'. These proportions were found across year four and year six students.

Table RCST#1

Percentage of students that frequently experience issues related to wellbeing

Issue	Year 4	Year 6
Negative experiences		
Hungry	 20% (0.5)	 19% (0.5)
Tired	 22% (0.5)	 24% (0.6)
Sick	 16% (0.4)	 13% (0.4)
Don't have enough clean clothes/shoes	 19% (0.5)	 15% (0.5)
Don't get enough pocket money	 19% (0.5)	 17% (0.4)
Could not sleep because worried	 16% (0.4)	 14% (0.4)
Don't have enough friends	 26% (0.6)	 22% (0.6)
Could not eat because worried	 15% (0.4)	 12% (0.4)
Upset, sad/unhappy	 20% (0.5)	 21% (0.5)
Positive experiences		
Had a good day	 50% (0.7)	 55% (0.7)
Cheerful	 47% (0.8)	 49% (0.6)
Calm and relaxed	 40% (0.7)	 44% (0.7)
Looking forward to the next day	 48% (0.8)	 54% (0.7)

() Standard errors appear in parentheses.

These findings can be compared to the findings from a similar set of items that teachers responded to. ([Student difficulties reported by the teacher](#)). Not all the same items were given to teachers but there are interesting comparisons that can be made for the items about hunger and tiredness.

Well-being and student performance

A regional scale for student well-being was established, based on the first nine items from Table 1. These items are related to negative well-being experiences, rather than positive well-being experiences. Higher scores on this scale indicate higher, more positive, levels of well-being.

These well-being scale scores were compared with student performance in numeracy and reading. Student performance was grouped into two categories: students who performed at or above the expected level of performance and students who performed below the expected level of performance. There were no comparisons with the writing domain, as the writing

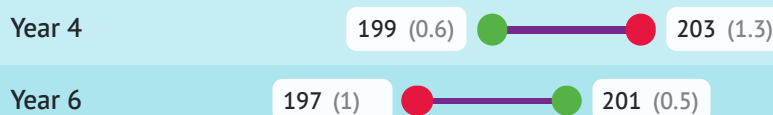
proficiency scale is yet to be developed. Table 2 shows the average well-being scale scores by year level and student performance.

Figure LMN#4: PILNA Wellbeing Scale

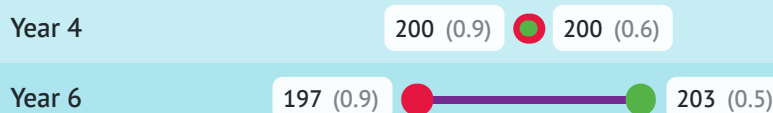
Average scores of students by year level and proficiency

The PILNA scale for student wellbeing has an average of 200 and a standard deviation of 40. Most scores are expected to be within 40 points of 200 (160-240). It was formed from nine out of thirteen questions that students were asked about their wellbeing related experiences using statistical analysis.

Numeracy



Reading



- Scale score for students below expected proficiency level
- Scale score for students at or above expected proficiency level
- Statistically significant correlation ($p < 0.05$)
- () Standard errors appear in parentheses

In both numeracy and literacy, year six students who performed at or above the expected level of performance had higher well-being scores on average than year six students who did not meet the expected levels of performance. This means that year six students who met the expected levels of performance in numeracy and literacy had greater levels of well-being, based on this PILNA student well-being scale.

With year four students, those who performed at or above the expected level of proficiency in reading had similar well-being scores on average to year four students who performed below the expected level of performance in reading.

Interestingly, year four students who performed at or above the expected level of proficiency in numeracy had slightly lower average well-being scores than year four students who performed below the expected level of performance in reading.

What does this mean?

Only half the students in the region, at least most of the time, are cheerful, have good days, and look forward to the next day. Many students in the region are regularly experiencing positive well-being but a substantial proportion are not. Also, about one in five students across the region are frequently experiencing challenges to well-being, such as feeling hungry, tired, upset, or not having enough friends.

There was no clear trajectory regarding the differences in well-being scores against student performance. Year six students who met the expected performance level had slightly higher average well-being scores, but mixed results were seen with year four students who met the expected level of performance.

In one comparison, year four students who met the expected performance level had lower well-being scores than year four students who did not meet expected performance. In the other comparison, no difference was found.

Regardless of whether well-being is associated with student performance in any way, the identified well-being challenges need to be addressed by stakeholders.