

Year 4 cohort

The numeracy, reading, and writing performance of year four students.

Introduction to the 2021-year four cohort

Year four students who participated in PILNA 2021 have had different schooling experiences from previous PILNA cohorts. Formal learning in Pacific countries has been significantly disrupted since 2019, when the Covid-19 pandemic resulted in periodic school closures throughout the region. Other health-related events and natural disasters, such as the measles outbreak in Samoa and the Hunga Tonga-Hunga Ha'apai volcanic eruption, have created further learning disruptions.

These events may have also had wider impacts on school-age children, such as changes to their mental health, community commitments, and their access to education, although further research is needed to validate any wider impacts of these events.

What is relatively unique for this 2021 year four cohort compared to the 2021 year six cohort is that the events between 2019 and 2021 cover a greater proportion of their formal schooling to date. Most of their formal schooling years have been subject to periodic education disruptions.

PILNA 2021 is the first large-scale regional assessment to show the consequences of these disruptions. It has collected the information necessary to link them to student performance and analysis of this information will be undertaken in the near future and provided alongside the PILNA 2021 results when available.

Conclusions for year four

Year four students in Solomon Islands had mixed performance in the PILNA subjects compared with previous PILNA cycles. The 2021 students scored lower in numeracy, about the same in reading, and higher in writing than in PILNA 2018 and PILNA 2015. Average scores in numeracy (530) and reading (476) were higher than in the region, whereas the average writing score (476) was lower than in the region (numeracy, 479; reading, 444; writing, 484).

Most year four students are also meeting the minimum expected proficiency standards in numeracy and reading but a lower proportion were meeting this standard in reading; 93% of students were at or above the minimum expected proficiency levels in numeracy and 60% were at or above them in reading. Minimum expected proficiency levels for writing have not yet been established but writing performance is increasing.

In year four, girls scored slightly higher than boys in reading (Girls, 480; boys, 471). Girls scored about the same as boys, however, in numeracy (girls, 530; boys, 530) and writing (girls, 480; boys, 473). A similar proportion of girls were meeting the minimum expected proficiency levels as boys in numeracy (girls, 94%; boys, 93%) and reading (girls, 63%; boys, 57%).

Year four students in non-government schools scored higher in reading (government, 472; non-government, 486) and writing (government, 474; non-government, 482) than students from government schools. There were no differences in the numeracy scores of students in government and non-government schools (government, 529; non-government, 532).

Year four students in urban schools scored higher in numeracy (urban, 544; non-urban, 528), reading (urban, 504; non-urban, 471), and writing (urban, 598; non-urban, 473) than students in non-urban schools.

Experiential and environmental data, as outlined in the contextual sections, may provide some insights into the reasons for these performance trends.