

## 2.3 Academic achievement

Academic achievement is one of the central aspects of schooling and, increasingly, a criterion for measuring school and system effectiveness. While academic achievement is important, so too are learning progress and 21<sup>st</sup> century capabilities to develop adults able to participate economically, socially and civically.<sup>64 65 66</sup>

High academic achievement positively affects students within school (increasing, for example, personal motivation, self-confidence and engagement) and life outcomes (being better positioned for various post-school pathways, including employment and tertiary education). Importantly, academic achievement is not necessarily an indicator of engagement – students may achieve at a high level but be disengaged with school; and low achievement may contribute to decreased engagement (rather than being a causal factor).<sup>67</sup> As noted throughout this report, a range of factors influence engagement including individual factors, and these in turn are reflected in the indicators of engagement such as attendance and achievement.

Student's own academic self-concept can also influence behaviour, attitudes and perceptions towards school and learning, and academic achievement.<sup>68</sup>

### Survey findings

- 49 per cent of Year 3 to Year 6 students said they do well or very well in their school results.
- 65 per cent of Year 7 to Year 12 students said they achieve results above average or near the top.<sup>69</sup>
- 59 per cent of Year 7 to Year 12 students reported that it is 'very important' to them to be proud of their school work and 37 per cent said it is 'somewhat important'.

One-half of participating Year 3 to Year 6 students (49.2%) answered that they do 'well' or 'very well' at school, 43 per cent said they do 'OK' and four per cent said 'not so well'. A small group of students (4.0%) was unsure about their academic results.

Among Year 7 to Year 12 students, almost two-thirds of participants (64.9%) answered that they rate 'above average' or 'near the top' in their school results. Around 28 per cent said they achieve 'about average'.

Five per cent of students reported that they rate 'below average' or 'near the bottom'. A small group of students (2.0%) were unsure about their school results.

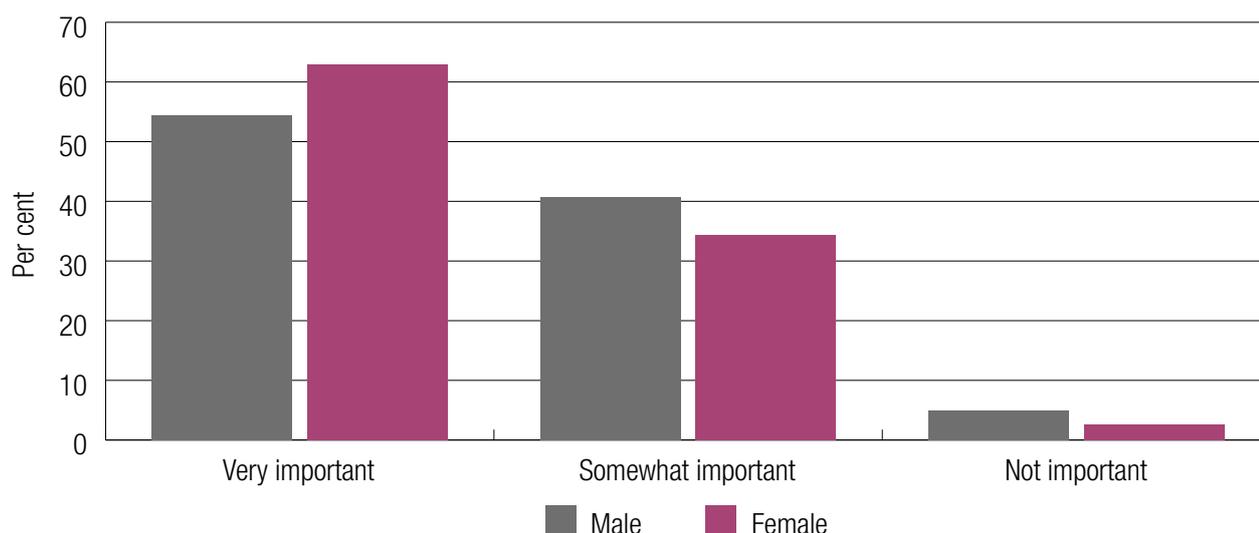
About 60 per cent of Year 7 to Year 12 participants reported that at their school 'Students try and get the best grades that they can'. About 29 per cent were undecided about this and about one in 10 students (11.9%) disagreed with this statement.

## Being proud of school work

Nearly all Year 7 to Year 12 students reported that it was either 'very important' (59.0%) or 'somewhat important' (37.4%) to them to be proud of their school work. The remainder – 3.7 per cent – answered that being proud of their school work is not important to them.

Female students were more likely than male students to say that being proud of their school work is 'very important' to them (63.0% compared to 54.4%).

**Graph 2.8: Proportion of Year 7 to Year 12 students saying it is very important, somewhat important or not important to be proud of their school work, by gender**



A higher proportion of metropolitan than regional Year 7 to Year 12 students said that being proud of their school work is 'very important' to them, however, the difference was not statistically significant (60.8% compared to 54.8%). There was also no difference found between Aboriginal and non-Aboriginal students in regard to this question.

**Table 2.5: Proportion of Year 7 to Year 12 students saying it is very important, somewhat important or not important to be proud of their school work, by selected characteristics**

	Male	Female	Metropolitan	Regional	Non-Aboriginal	Aboriginal	All
Very important	54.4	63.0	60.8	54.8	59.0	58.5	59.0
Somewhat important	40.7	34.4	36.0	40.4	37.7	31.7	37.4
Not important	4.9	2.6	3.2	4.8	3.3	9.8	3.7