

WE KNOW THE PROBLEM

THE CYCLE OF DISADVANTAGE

LOW-INCOME FAMILIES

Challenges include sickness, disability, unemployment, difficulty affording basic living costs, inability to provide resources for their children's education, and a lack of knowledge or confidence about how best to support their educational development.

POORER EDUCATIONAL OUTCOMES FOR CHILDREN

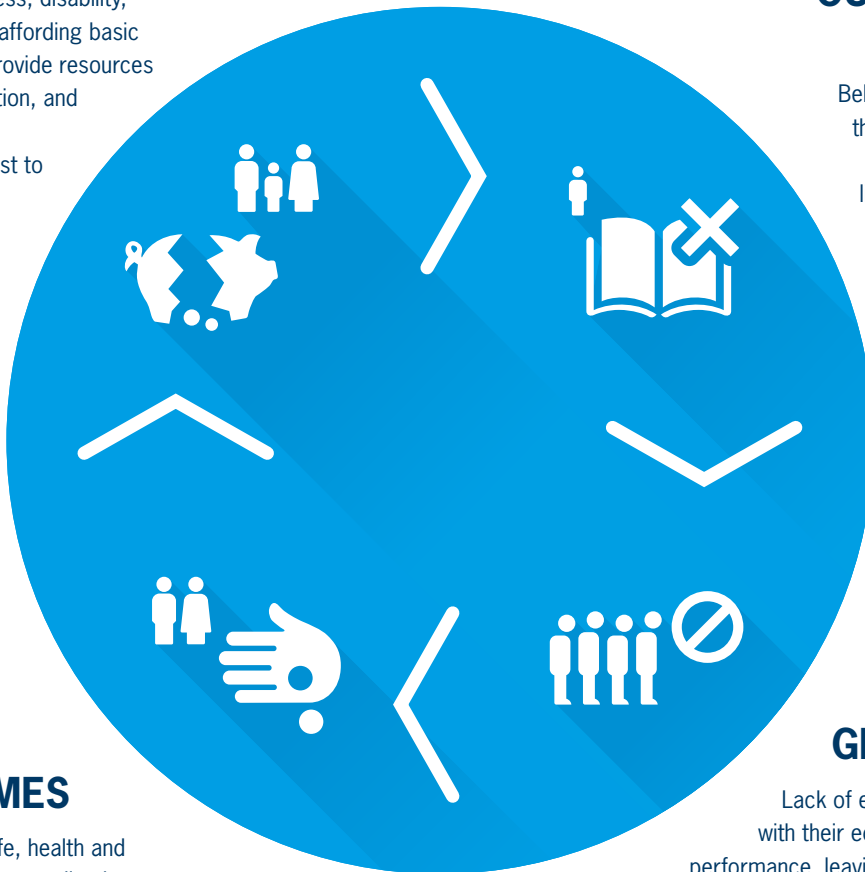
Behind in essential skills when they start school, not having the items needed to fit in, limited access to resources to support learning development, falling behind at school and difficulty catching up, limited or no access to positive role models to guide study/career paths.

POORER OVERALL LIFE OUTCOMES

Inability to get ahead in life, health and wellbeing affected, passing on disadvantage to the next generation.

DIFFICULTY GETTING A JOB

Lack of engagement and motivation with their education, lower educational performance, leaving school early with few or no qualifications, fewer job opportunities, limited connections to community networks and services.



DISADVANTAGE AT EVERY STAGE

EARLY YEARS

PAGE 24

PRIMARY YEARS

PAGE 26

SECONDARY YEARS

PAGE 28

POST-SCHOOL YEARS

PAGE 30



DEVELOPMENTALLY VULNERABLE

One in three children in the most disadvantaged communities is developmentally vulnerable in one or more key areas when they start school.¹

NUMERACY

61% of Year 5 students whose parents have not completed Year 12 or equivalent, achieve above the national minimum standard, compared to 94% of Year 5 students who have parents with a university qualification.²

YEAR 12 COMPLETION

Around 60% of young people from the lowest socioeconomic backgrounds complete Year 12. This compares to around 90% for those from the highest socioeconomic backgrounds.³

POST-SCHOOL ENGAGEMENT

Post-school, 41% of 24-year-olds from the most disadvantaged backgrounds are not fully engaged in work or study, compared to 17% of those from the most advantaged backgrounds.⁴

1 Australian Government (2016) *Australian Early Development Census National Report 2015: A snapshot of early childhood development in Australia*, Department of Education and Training: Canberra.
2 ACARA (Australian Curriculum Assessment and Reporting Authority) (2015) *National Assessment Program – ICT Literacy Years 7 & 10: Report 2014*, ACARA: Sydney.
3 Lamb S, Jackson J, Walstab A & Huo S (2015) *Educational opportunity in Australia 2015: Who succeeds and who misses out*, Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute: Melbourne.
4 Ibid.



(L-R) Brianna, Shawn and Emily.

SUPPORTING THE EDUCATIONAL SUCCESS OF FAMILIES IN NEED

“I have eight kids to support and, as a full-time carer to my husband, our family budget is tight. Five of my kids are on the *Learning for Life* program and without that support we would be lost.

It means that my children can go to school at the start of the year in new uniforms, new shoes and with their hair cut. It is important to me that they look smart and that they don't stand out from the other kids.

All my children need specialist shoes for school, because they have big shoe sizes, and these can be expensive, so having the scholarship really helps.

My eldest, Shawn, is receiving a *Learning for Life* tertiary scholarship and studying to be an arts teacher at Griffith University. Having the scholarship means the possibilities for the kids have increased. It brings their dreams within reach.

The scholarship for Shawn has been a big help as I would never have been able to help him. It's enabled him to get those big ticket items for uni that I would not be able to get for him.

Ruby and Sam (The Smith Family's Family Partnership Coordinators) are caring for your children as much as you are. They think of things that would help your children and they are very approachable.”

Jean, *Learning for Life* parent