

Supporting students from disadvantaged background to succeed at school

AARE Conference 2017

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Learning for Life scholarship program



Over 37,000 Australian students from disadvantaged backgrounds

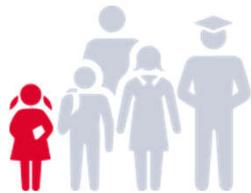


Partnerships with parents and schools
Community engagement
Relationship with individual sponsor

Key programs at different life stages

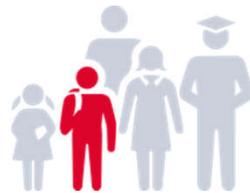


EARLY YEARS



- *Let's Count*
- *Let's Read*

PRIMARY YEARS



- *Student2student* reading program
- Learning Clubs

SECONDARY YEARS



- *iTrack* career mentoring
- Creative enrichment
- Career and post-school pathways
- Work Inspiration
- Aboriginal girls' programs
- Youth Advancement & Employment Initiative

POST-SCHOOL YEARS



- Tertiary mentoring
- Financial Literacy
- Cadetship to Career
- Care2Achieve

PARENTS AND CARERS



- *Tech Packs*
- Financial Literacy

Balanced intervention across young person's life



Students can begin on *Learning for Life* in the first year of school and continue through to completion of tertiary studies

Outcomes map



LONGER-TERM OUTCOMES

- Young people are in education, training, and/or work
- Young people complete Year 12 or equivalent
- Young people stay engaged with learning

SHORT-TERM OUTCOMES

- Improved literacy and numeracy
- Improved confidence (self-efficacy)
- Improved motivation and aspiration
- Enhanced networks and relationships
- Improved knowledge/understanding
- Improved or sustained school attendance

PROGRAMS Build skills & knowledge & influence attitudes & behaviours

Let's Count, Let's Read, Learning for Life, Student2Student, iTrack mentoring, Learning Clubs, Creative enrichment, careers/post-school options workshops, Work Inspiration, Tertiary Mentoring, Cadetship to Career, Care2Achieve, Tech Packs, Financial literacy

**ENGAGEMENT
ADVANCEMENT
ATTENDANCE**





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OUR OUTCOMES



The *Learning for Life* program



- Educational outcomes of these students are monitored annually or biennially
 - School engagement (attendance)
 - Completion of Year 12 or equivalent (advancement)
 - Post-school engagement in education, training and/or work (engagement)
 - *Completion of a Tertiary qualification*
- Longitudinal outcome data for all students
 - Including achievement grades

Average Attendance Rates for *Learning for Life* students, annually, since 2012



Students	2012 %	...	2016 %
Primary <i>LfL</i>	90.4	...	91.0
Secondary <i>LfL</i>	84.6	...	86.3
Aboriginal and Torres Strait Islander <i>LfL</i>	85.2	...	86.8
All <i>LfL</i>	87.9	...	89.1
National comparator (ACARA, 2016)			88.2

- Improving attendance rates remains a major focus, particularly as we scale the program

Advancement Rates for *Learning for Life* students, Year 10 to Year 12 – longitudinal measure, since 2012



Students	2010-2012 (%)	...	2014-2016 (%)
Aboriginal and Torres Strait Islander <i>LfL</i>	49.0	...	61.2
All <i>LfL</i>	59.6	...	68.2
National comparator (Lamb et al. 2015)			60.6

- Between 2012 and 2016, a total of 8,531 highly disadvantaged students have been supported by *LfL* to complete Year 12
- A range of work is underway to improve this rate;
 - key priority in the development of a new practice framework
 - new trials are underway, including supporting students at risk of early school leaving
 - developing programs through school-industry-training provider partnerships

Engagement Rates for former *Learning for Life* students, since 2013



Former <i>Learning for Life</i> Students	2013 (%)	2015 (%)	2017 (%)
Aboriginal and Torres Strait Islander	69.7	...	77.0
All	79.6	...	79.0

- 2017 – decline in former *LfL* studying
- Lower levels of engagement if did not complete the formal Year 12 certificate
- Only 4% of all former students not in work, study or training and/or looking for work or volunteering



The Smith
Family

everyone's family

EARLY SCHOOL LEAVERS

Disengagement from school - Paul

At school

- 'Struggled to stay focused'
- Relatively high attendance rate (84% - 91% in high school)
- Trouble with peers and teachers from Year 10
- Expelled during Year 12

Post-school

- With specialist early school leaver job services provider for 12 months
- No paid employment as yet
- Wants to study/get an apprenticeship but doesn't know his options
 - Did not know he could complete Year 12 at TAFE
- Considering joining the defence forces
 - Did not know an apprenticeship through defence might be possible

Health - Jacqui

At school

- Very talented
 - Opportunities missed because of costs
- Bullied from early age which worsened in high school
 - School mobility to try to improve situation
 - Orthodontic work required but 3 year waiting list
- Significant mental health issues by Year 8
 - Year 10, absent for more than half the year

Post-school

- Not in employment, education or training (NEET)
- Referred to *Headspace*

Complexity - Andrew

At home

- Family fled domestic violence, 2014
 - Changed schools
- House fire, 2015
 - Housing and school instability
 - Replacing all possessions

Family

- Four children, all with learning difficulties, including one with intellectual disability
- Difficulty adjusting to the new school

Andrew

- Learning difficulties, social phobia
- Completed a Cert III at a special learning centre
- Missed opportunity to take on apprenticeship because of mental health



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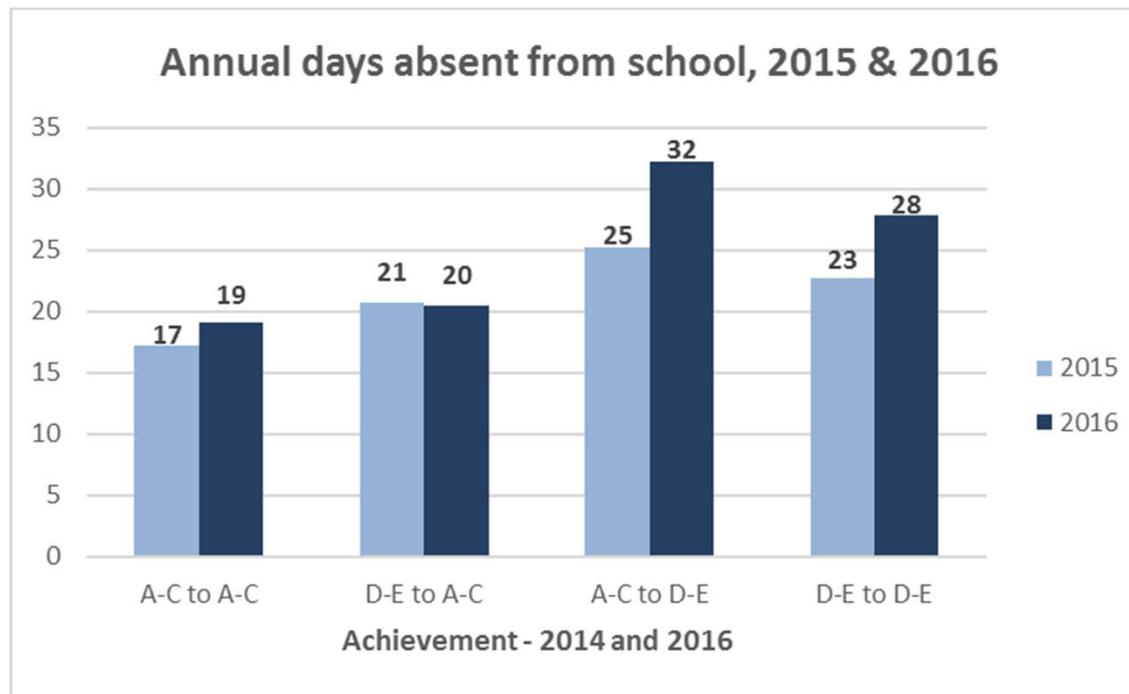
USING DATA TO INFORM POLICY



Changes in educational outcomes throughout school



- Declining or consistently low achievement associated with greater risk of higher school absences



(n=5,747)

Achievement:

A-C = A, B, C grade = excellent/good/satisfactory

D-E = D, E grade = partial/minimal

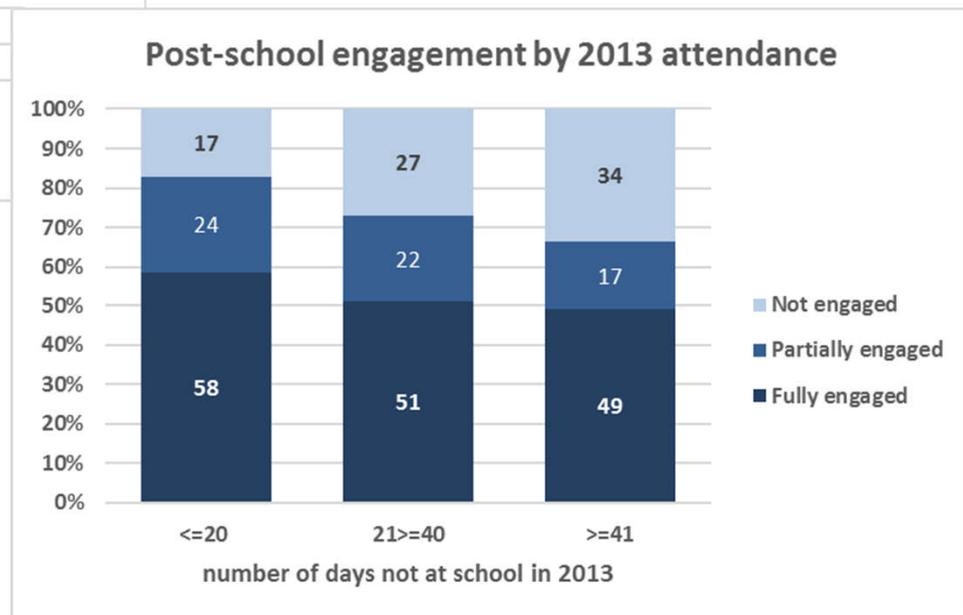
School outcomes predicting post-school outcomes, with attendance and achievement



- Year 12 completion, 2014 Year 10 students (n=1,264)



- 2017 post-school engagement (n=518)



Achievement:

Above = A-B grade (excellent/good)

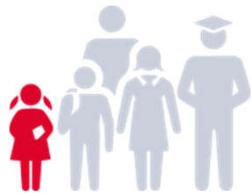
Average = C grade (satisfactory)

Below = D-E grade (partial/minimal)

Key programs at different life stages

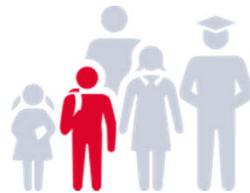


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PARENTS AND CARERS



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In partnership with schools, education departments, community agencies, corporates, philanthropic organisations and volunteers

In summary - key contributors to impact include



- **Early intervention + long term** support, different offerings at different stages of a young person's development
- Respectful long-term partnerships with **parents/carers** around their child's education – **scholarship** not welfare, supporting **parents'** engagement in their child's learning
- **Place based** approach – local partnerships with schools within national program implementation and evaluation framework
- Work across **multiple areas** of a young person's life, particularly home-school relationship
- Multiple **cross sectoral** partnerships
- Strong outcomes focus and use of **data** and **practice** experience to refine approach – including for different groups of students

We extend our thanks to the children, young people and families who generously participate in our research. All names have been changed.



everyone's family

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