

IMPROVING THE EDUCATIONAL OUTCOMES OF DISADVANTAGED YOUNG AUSTRALIANS:

THE *LEARNING FOR LIFE* PROGRAM

Collaboration Forum
Data Strategy Group

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Learning for Life educational scholarship



Parent and community engagement

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

POST-SCHOOL YEARS



- Tertiary mentoring
- Financial Literacy

PARENTS AND CARERS



- *Tech Packs*
- Financial Literacy



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

THE FAMILIES WE ARE SUPPORTING



Learning for Life families



- **34,000** students nationally; 18,000 families
- **94** communities across all states/territories
- All **low income** families – Health Care Card or pension
- 18% **Aboriginal or Torres Strait Islander** background
- 71% of parents **NILF** or unemployed; 60% haven't completed Yr 12
- Over half are **single parent**, 6% grandparent/kinship/foster
- 40% of students and 50% of parents have a **health** or **disability** issue
- 20% of students have been at **4 or more schools** and 1 in 20 have been at 6 or more schools
- 50%+ of secondary and tertiary students on program for **6+ years**

LfL students are more disadvantaged than their peers

Compared to other students in the same schools, LfL students are:

- more likely to be of **Aboriginal and Torres Strait Islander** background
- far less likely to have a parent who has completed **Year 12 or university**
and
- far less likely to have a parent who is **employed.**

For example: 18% of LfL students in NSW have a parent/carer who is employed compared to 79% of students in the same schools (NSW Dept of Education data).

OUR OUTCOMES



Measures of effectiveness

**LONGER-TERM
OUTCOMES**

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

**ENGAGEMENT
ADVANCEMENT
ATTENDANCE**

**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

Using Outcomes
Based
Accountability

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, Tech Packs, Financial literacy

Increased school attendance

The Smith Family's average attendance rates, 2014

91.3%

Learning for Life
primary school students

86.9%

Learning for Life secondary
school students

87.3%

Learning for Life Aboriginal and
Torres Strait Islander school
students

Steady year on year improvement for all rates since 2012.

National comparison

Average attendance rate for all Aboriginal and Torres Strait Islander students in Years 1 to 7 in all government schools is 83.0%, below the 87.3% of Aboriginal students on *Learning for Life*.



Improved Year 12 completion

The Smith Family's advancement rate

68.2%

Learning for Life students who were in Year 10 in 2013 and advanced to Year 12 or its equivalent by 2015. Up from 60% for the period 2010–12.

Between 2012 and 2015, 6,500 students across Australia have been supported on *Learning for Life* to complete Year 12.



National comparison

The national Year 12 completion rate for 19 year olds from Australia's lowest socioeconomic decile is 60.6% and for the second lowest decile is 61.4%. This is well below The Smith Family's Advancement Rate of 68.2%.

Successful post school transitions

84.2% of former *Learning for Life* students are in work or study 12 months after leaving the program

Fully engaged

65.8%

Partly engaged

18.4%



For **Aboriginal and Torres Strait Islander** young people, **74.2%** were engaged – 54.6% were fully engaged and 19.6% were partially engaged.

For both Aboriginal and non-Aboriginal former students who were not engaged, 80% were actively **seeking employment** and one in six was **volunteering**.

National comparison – post-school employment, education and training

- 65.8% of former *Learning for Life* students are fully engaged in employment, education or training 12 months after leaving the program. They are mainly aged 17 to 19.
- Nationally, 58.9% of all 24 year olds from the lowest SES decile and 62.9% from the second lowest decile are fully engaged. This is well below the rate for former *Learning for Life* students who are also much younger and have had less time to establish themselves, post-school.

Using a nationally unique dataset to improve practice

- More tailored support for particular groups of students and at particular times (eg those struggling with school attendance, transitioning to high school, Aboriginal and Torres Strait Islander background students)
- Changes to frequency and nature of engagement with families
- Re-defining roles of staff, role specialisation
- Greater focus on supporting students to complete Year 12
- Training for LfL staff on working with highly disadvantaged families
- Refined induction program for new staff



everyone's family

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