

# Measuring longer term impact

**Measuring Social Outcomes Conference**  
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# Outline

1. Organisational context
2. Key programs and outcomes
3. Who do we support?
4. Measuring long-term outcomes and what have we learnt?
5. Challenges and opportunities
6. Where to from here?



# Organisational context

## Our vision

A better future for young Australians in need.

## Our mission

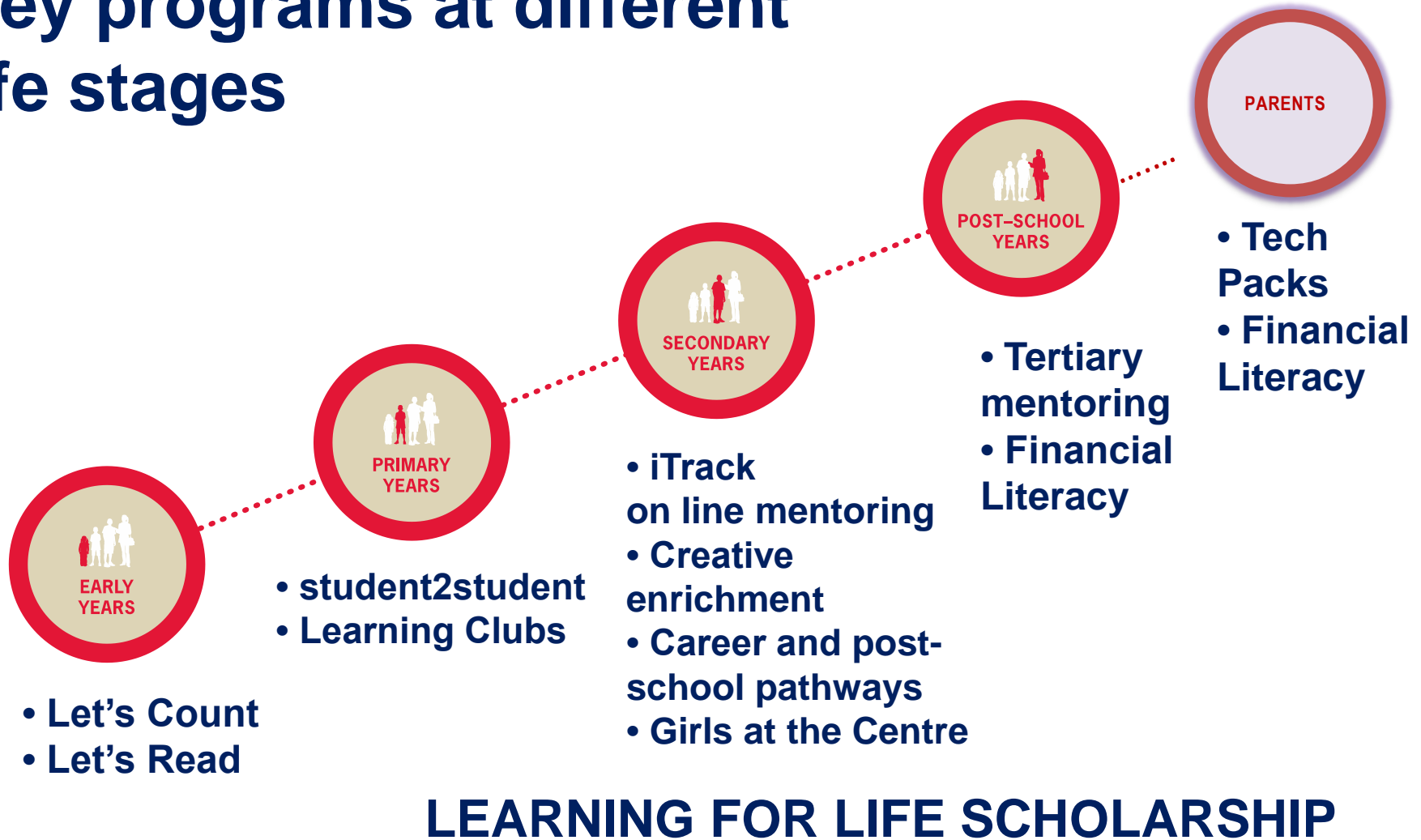
Create opportunities for young Australians in need by providing long-term support for their participation in education.

- National NGO est 1922
- Ecological approach – child, family, peers, institutions, community
- 94 low SES communities
- Support 134,000 children, young people, parents/carers pa
- 34,000 children/young people on long term *Learning for Life* scholarship inc 5,500+ who identify as Aboriginal & Torres Strait Islander peoples

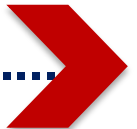


*everyone's family*

# Key programs at different life stages



Parental and community engagement.....



# Learning for life scholarship



**Three components – financial, relationship, programs**

## 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

... **ENGAGEMENT**  
... **ADVANCEMENT**  
... **ATTENDANCE**

## SHORT TERM OUTCOMES MEASURED USING OBA FRAMEWORK

- How much?
- How well?
- Anyone better off?



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

- Increased access to and use of community resources
- Increased parent engagement in school activities

- Improved service collaboration and integration
- Enhanced cross-sectoral partnerships

## PROGRAMS

Programs build skills and knowledge and influence attitudes and behaviours

## INDIVIDUAL AND FAMILY

Learning for Life, student2student, iTrack, Learning Clubs, SmARTS, Careers/Post school options workshops, Let's Count, Let's Read, Tertiary Mentoring, Tech Packs, Financial Literacy, Work Inspiration

## SCHOOL

School Community Hubs

## COMMUNITY

Communities for Children, Child & Parent Centres, Partnership Brokers

**Our outcomes map - programs contribute to short and longer term outcomes**



*everyone's family*

# Our LfL families

- 18,000+ families, 34,000+ children
- Low income - Health Care Card or pension
- Over half are single parent
- 16% Aboriginal or Torres Strait Islander background
- Third have 6+ people in family
- Over half of our secondary students on the program 5+ yrs

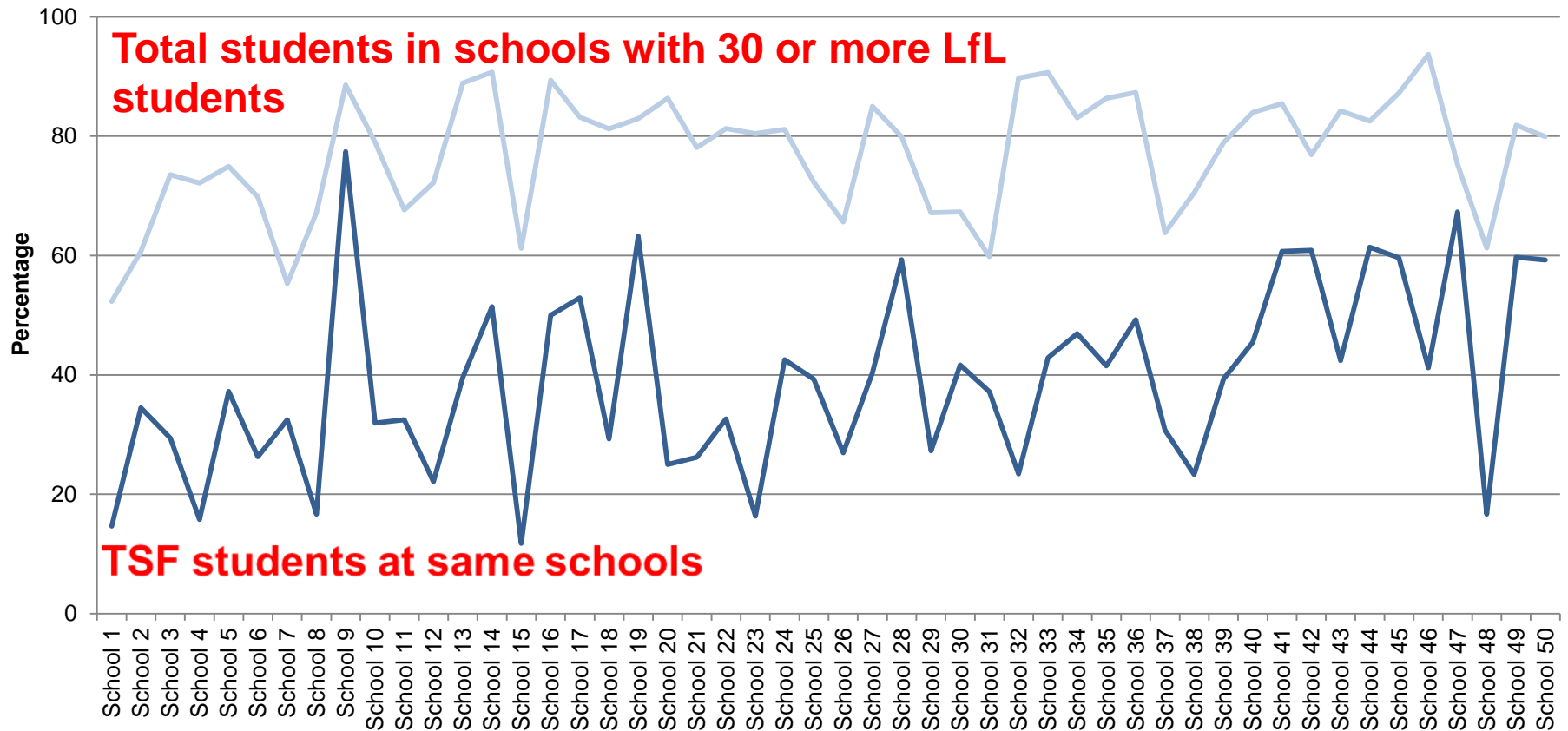


**Unique national dataset to inform practice and policy – size, low SES, over time**

# How disadvantaged are LfL students relative to their peers?

	Total student population in schools where TSF has 30 or more LFL students (n=31,478)		LFL students in the same schools (n=2,591)	
	Percent	Number	Percent	Number
Aboriginal or Torres Strait Islander background	14.3	4,483	24.7	636
Parent/Carer NESB	16.4	5,151	24.5	330
Parent/Carer Year 12 completion or Post-school education	80.3	21,108	39.4	951
Parent/Carer University education	12.5	3,695	3.4	83
Parent/Carer Employed	79.0	20,964	18.4	435

# How disadvantaged are LfL students relative to their peers?



**Proportion of students with parent who has completed Yr 12 or post school education**

# Young people's longer term outcomes

## COAG

- ⬆ Proportion of young people attending school
- ⬆ Proportion of young people who attain Yr 12 or equivalent
- ⬆ Proportion of young people who make successful transition from school to work and further study
- ⬇ Halve the gap in Yr 12 completion for Aboriginal and Torres Strait Islander students

## THE SMITH FAMILY'S 5 YR STRATEGIC PLAN 2012-2017

- ⬆ School attendance rates of LfL students over time to 90% (Attendance Rate)
- ⬆ Proportion of Yr 10 LfL students who advance to Yr 12 on scholarship (Advancement Rate)
- ⬆ Proportion of Yrs 10 to 12 LfL students engaged in work or study 12 months after they leave the program (Engagement Rate)

**Outcomes aligned to research and policy,  
embedded in strategic plan**

# 3 key student measures over time

- Attendance rate

- Students in 4,000 schools, no nationally consistent reporting
- Methodology developed by TSF in 2012
- Individual yr on yr comparisons tracking student progress, analysis by student yr and range of student and family characteristics

- Advancement rate

- Longitudinal measure tracking individual students, more accurate
- Yr on yr comparison, analysis by range of student and family characteristics

- Engagement rate

- Biennial telephone survey developed by TSF, first conducted in 2013
- 676 young people interviewed
- Engagement in study/employment, school leaving and quality of life data
- Analysis by yr of leaving school, range of student and family characteristics

# LfL students' attendance over time

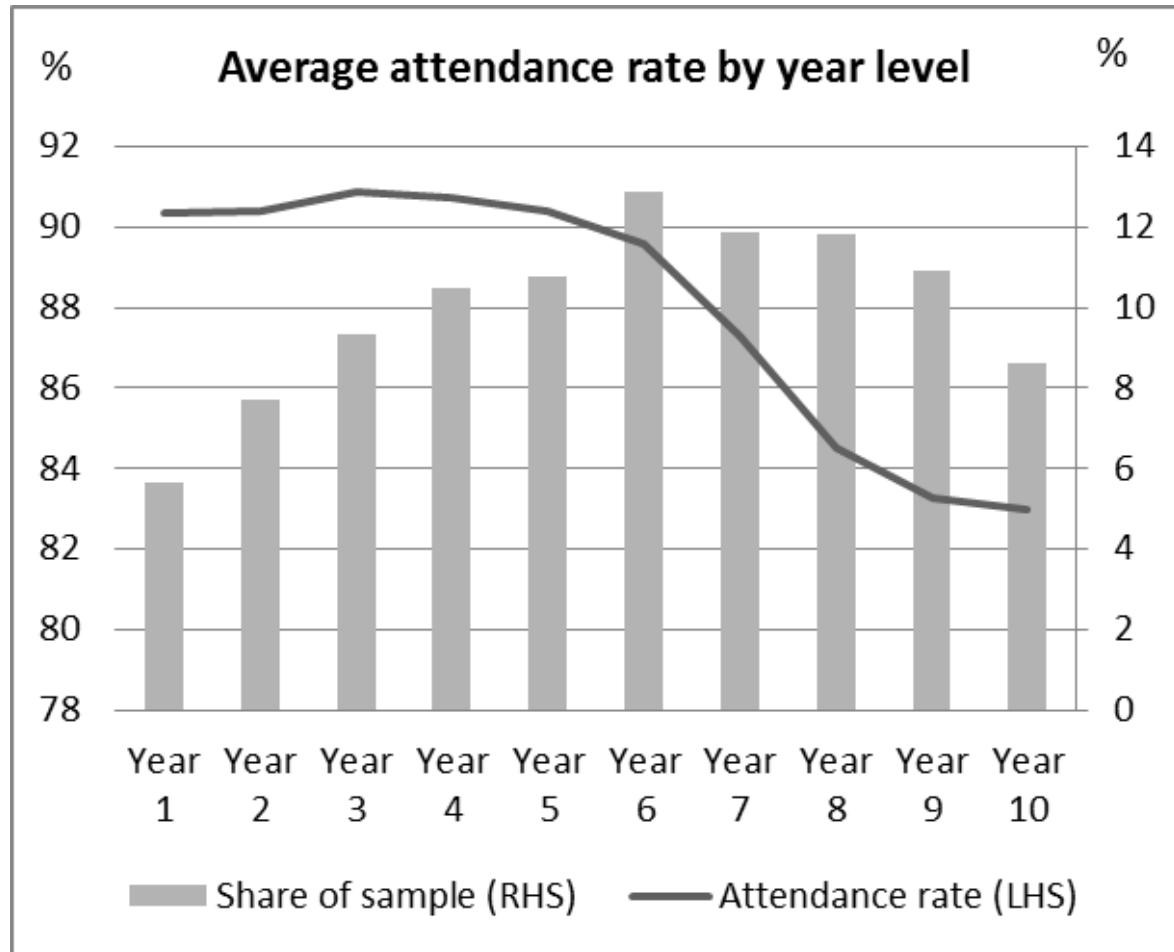
- 2011 attendance data: 33% missing
- Major focus to ↗ quantity & quality of data – only 7% missing 2012
- 2012 Average attendance rates
  - Primary school students: 90.4%
  - Secondary school students: 84.6%
  - Aboriginal and Torres Strait Islander students: 86.0%

## 1. Attendance Rate

# Some of what we've learnt : Attendance

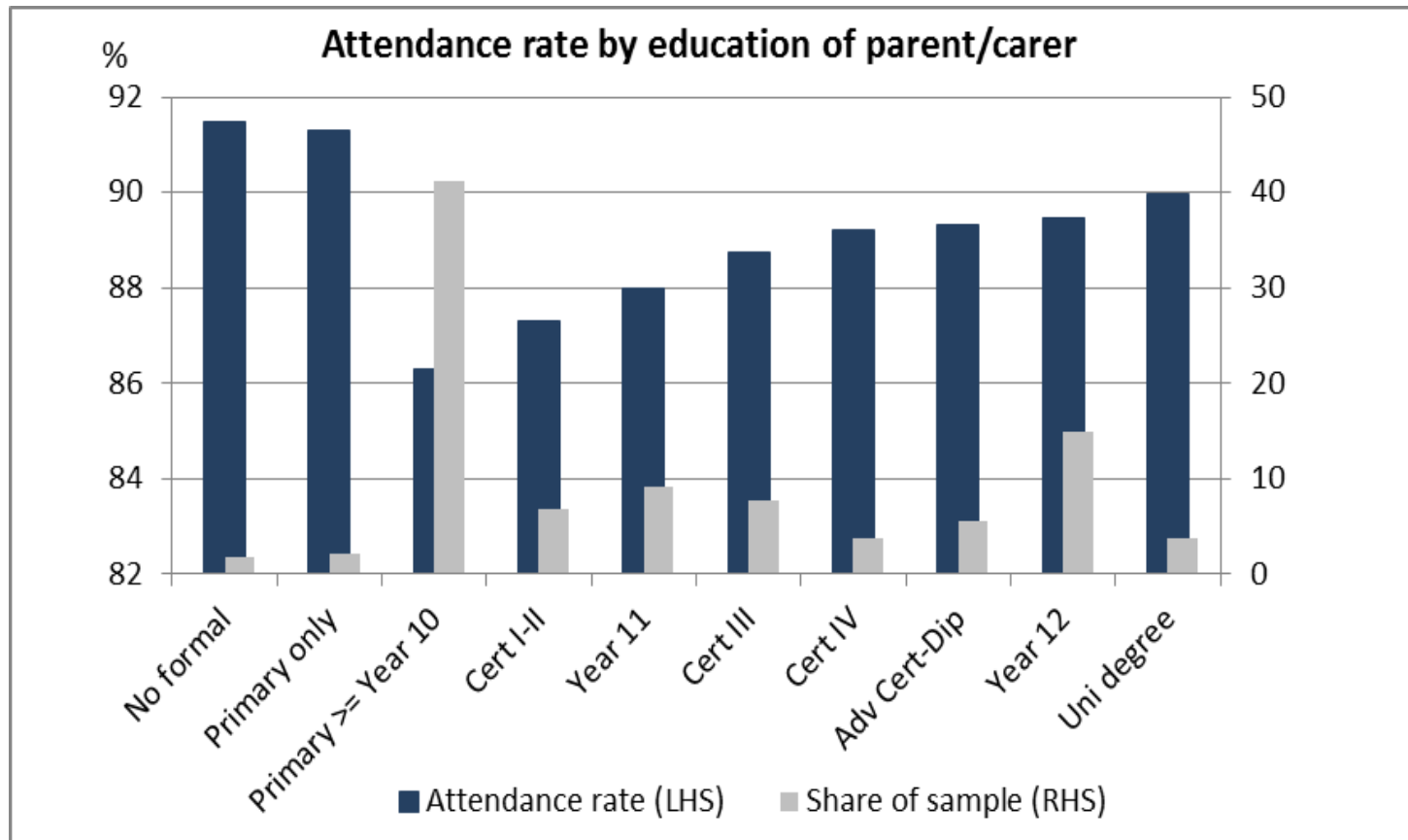
Attendance varies considerably by year level.

Strategies needed to support strong attendance through the transition to high school period and beyond.



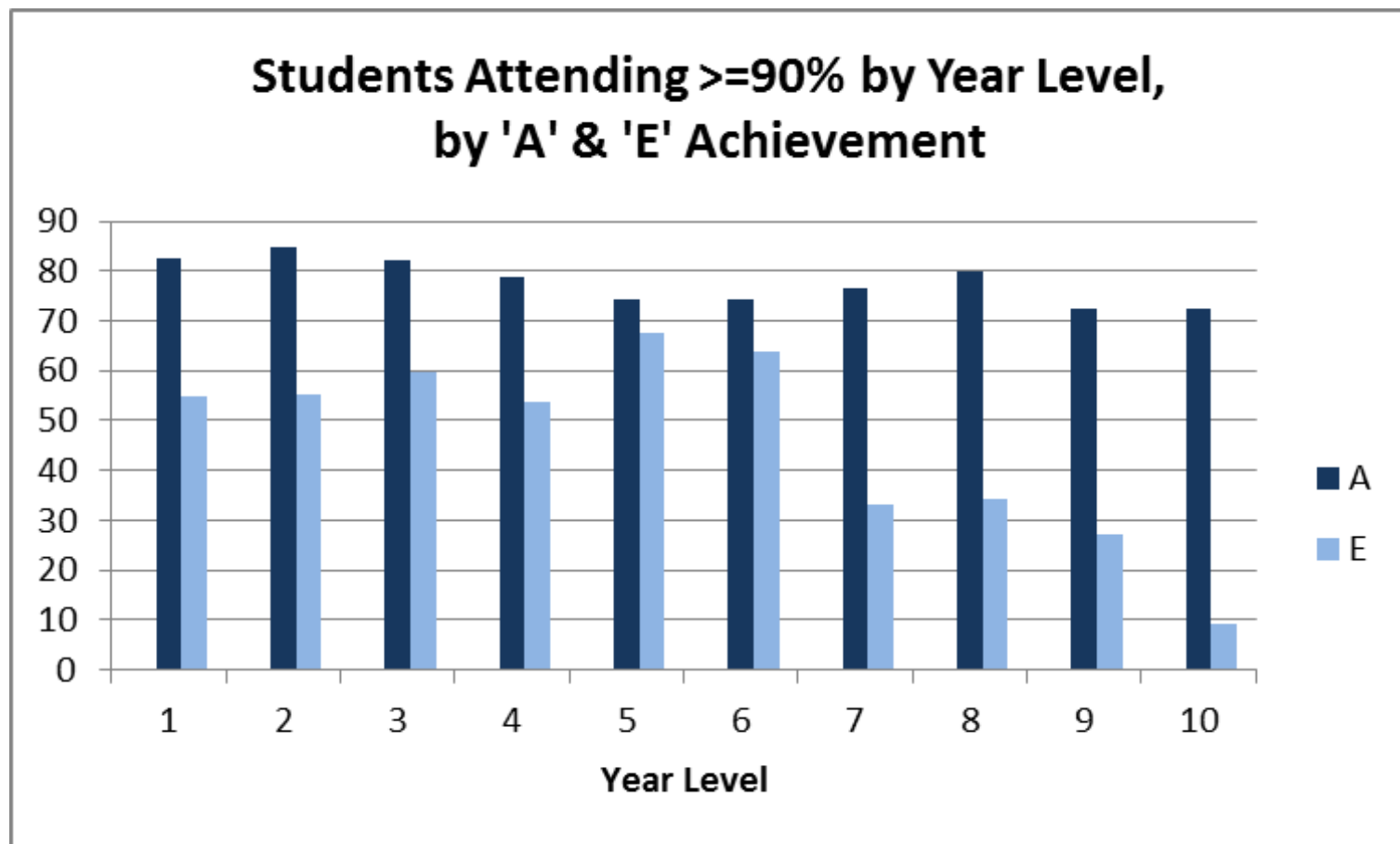
# Some of what we've learnt : Attendance

Students whose parents had no formal or only primary school education had highest average attendance.



# Some of what we've learnt : Attendance & achievement

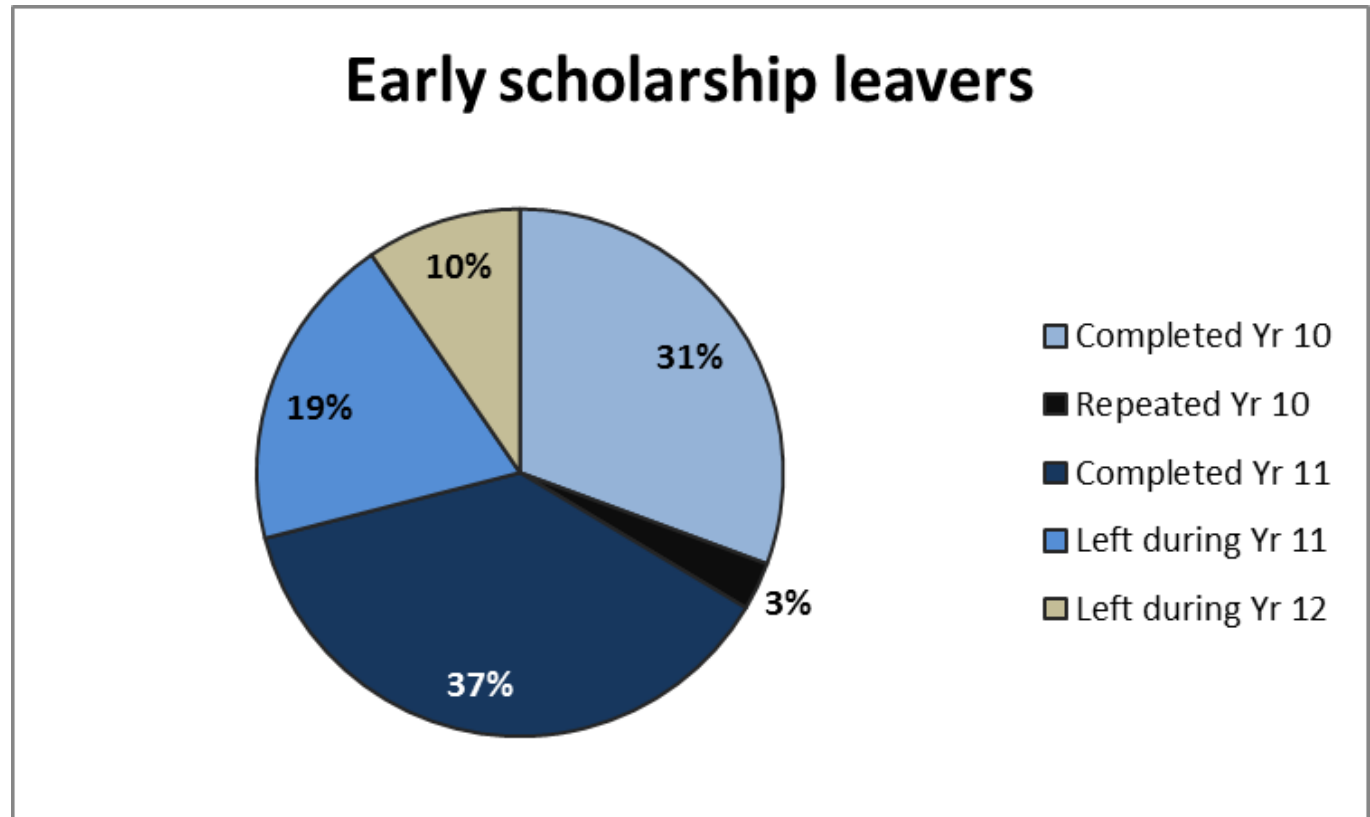
**Strong relationship between attendance & achievement in reading/ English especially for secondary students. Interesting results for Yrs 5 & 6.**



# Some of what we've learnt : Advancement

For those not completing Yr 12, some started or completed Yr 11 & some started Yr 12.

Strategies needed to support more of these young people to complete Yr 12.



**Advancement rate 63%, for 2011 to 2013, up 3% from 2010 to 2012.**

# Some of what we've learnt : Engagement

Category	Percentage
Fully engaged (Still in school)	62 (18)
Partially engaged	18
Not engaged	20

- 12% of those interviewed were on a disability pension, were full-time carers, parents or a combination
- Those 'still in school' were no longer on LfL but likely to struggle to complete Yr 12 ➔ strategies to reduce likelihood of them leaving program early

## 3. Engagement Rate

# Some of what we've learnt : Engagement

(excludes those still at school)

Year completed at school	Fully engaged %	Partially engaged %	Not engaged %
Yr 12	60	23	17
Yr 11	42	22	36
Yr 10	54	20	26

- Young people who left school in Yr 11 had poorest engagement rates.
- Strategies needed to help them either complete Yr 12 or have a clearer and actionable post-school plan.

# Some of what we've learnt : Engagement

- Major reasons for early school leaving were:
  - Wanted to earn own money
  - Wanted to get a job, apprenticeship
  - Didn't like school
  - Missed a lot of school/were absent from school a lot
  - Weren't doing well at school
  - Had problems with teachers
  - Had problems with students
  - Didn't need Yr 12 for the study, training or job they wanted
- Opportunity to identify some of these young people early and work with them to stay at school

## 3. Engagement Rate

# Some of what we've learnt: Engagement

- 44% of those who left school in Yr 10 were 'unhappy' or 'very unhappy' about having left school before Yr 12.
- One in three students who left school during Yr 10 were highly satisfied with their life and 41% were dissatisfied.
  - For those who completed Yr 12 the figures were around half and 24% respectively.
- Reinforces importance of supporting more young people to complete Yr 12.

## 3. Engagement Rate

# Some of what have we learnt

Characteristic	Risk factors	Protective factors	Notes
Student background	Aboriginal and Torres Strait Islander		86% Average Attendance Rate better than national data
Family type	Single parent mother-headed households*		Slight differences in Attendance & Advancement, biggest difference in Engagement.
Carer's highest education level	Yr 7 to 10 high school Cert I or II	University degree Cert IV Yr 12 Certificate	Doesn't impact on Attendance but does on Advancement and Engagement.
Carer's employment	Unemployed	Employed	Largest difference in Engagement.
Multiple characteristics			Advancement Rate for single mother h/holds = 58% but for this group with uni = 70%

Across the three rates...

# Challenges

- **Developing meaningful and useful outcomes measures that can be tracked over time**
- **The joys of Federation**
- **Lack of nationally comparable data sets**
- **Quantity & quality of available data**
- **Resources – for infrastructure & collecting, cleaning & analysing data in a not-for-profit organisation**
- **Supporting staff to collect data, reflect on & change practice**
- **Using administrative data for both research & practice**

# Opportunities

- Embedding small number of key longer term outcomes in 5 yr strategic plan gives whole of organisation focus, clarity, internal and external accountability and credibility
- Staff want to make a difference in the lives of young people – they get data back and this is informing and changing practice in a range of ways
  - ↻ focus on school attendance inc at key points across the primary school transition and into high school
  - ↻ focus on students in Yrs 10 – 12
  - number of pilots trialing practice changes which have emerged from the outcomes data

# Opportunities

- **Cross organisational engagement has been critical**
  - regular and ongoing communication, CEO monthly e-newsletters, state conferences, champion group, communities of practice etc
- **Capacity to inform public policy given scale and long-term nature of this work is clear**
  - given significant gap in educational outcomes for disadvantaged children and young people there is a responsibility on us to use this unique outcomes work for policy and program improvement

# Where to from here?

- **Current Linkage Grant with ISSR UQ, SPRC UNSW & SCU**
  - More detailed analysis of admin and outcomes data over time inc for different groups, length of time on LfL, mix of shorter programs, family mobility
  - Survey of 12,000 students and parent/carers in Nov
  - Range of interviews with students and carers in 2015
- **Continue to collect, analyse and utilise Attendance, Advancement and Engagement Rates over time at individual, cohort and aggregate levels**
- **Continue to refine practice using data**
- **Use data in our public policy & advocacy work**

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