

Centre for Education Statistics and Evaluation Lunchtime Talk

How can we better support disadvantaged students to achieve educationally? Lessons from data and practice

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EXTERNAL CONTEXT:

YOUNG PEOPLE ARE BEHIND AT EACH STAGE



Early Years

1 in 3 children in most disadvantaged communities developmentally vulnerable in one or more key areas when they start school.



Numeracy

94% of Year 5 students with a parent who has a uni qualification are above national minimum standard, compared to **61%** of children whose parents did not complete Yr 12.



Year 12 completion

Around **30%** difference based on socioeconomic status of students.



Post-school engagement

41% of 24 year olds from most disadvantaged backgrounds were not fully engaged in work or study, compared to **17%** among most advantaged.

1.1 million Australian children and young people are living below the poverty line

ORGANISATIONAL CONTEXT: THE SMITH FAMILY

OUR VISION

A better future for young
Australians in need.

OUR MISSION

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

OUR BELIEF

Every child deserves a chance.

OUR HISTORY

Established in 1922.

OUR SIZE

- 207,000 disadvantaged children, young people and their carers per year supported nationally.
- Over 22,600 from Aboriginal and Torres Strait Islander backgrounds.
- 90+ communities across all states and territories. Half in regional areas.
- NSW: 33 communities, 240 partner schools, 41,000 children, young people and carers supported.

LEARNING FOR LIFE SCHOLARSHIP

- **Early intervention** and **long-term** support
- **Parental engagement** in their child's learning
- **High expectations** for all students
- **Reciprocity** and accountability
- **'Beyond school'** approach – complementing, but in addition to what happens in school
- Multiple **partnerships** – families, schools, communities, business, governments
- **Outcomes** focus



\$ + support +
educational
programs

LEARNING FOR LIFE FAMILIES

- **50,000** students nationally, 15,000 in NSW
- All **low income** families – Health Care Card or pension
- 1 in 5 **Aboriginal or Torres Strait Islander** background; 1 in 4 in NSW
- 40% of students and 50% of parents have a **health** or **disability** issue
- 75% of parents **not in the labour force** or unemployed
- Over half are **single parent**; 6% in grandparent, kin or foster families
- 20% of students have been at **4 or more schools** and 1 in 20 at 6 or more schools
- **More disadvantaged** than their peers in disadvantaged schools
- Over half of our secondary and tertiary students have been on program for **6 or more years**

NATIONALLY UNIQUE DATASET



- Unique **student identifier**
- **Longitudinal** data collection – from 2011
- **Admin, demographic** and **outcomes** data for **each** student and their family.

Unique IDs

- Student
- Family
- School
- Community
- Program Coordinator

Administrative records

- Referrals / support
- Participation in key programs
- Years on scholarship

Demographics - family

- Family type
- Family size
- Digital access
- Non-scholarship 'sibling' age & gender

Demographics - students

- Age, gender, Indigenous background
- Year level
- School
- 'Partner school' status
- Community
- Program Coordinator
- *Health and disability*

Demographics - primary carer

- Age, gender, Indigenous background
- Main language spoken
- Highest education level
- Labour market status
- Studying status
- Role relative to scholarship child

Student outcomes

- School attendance
- English & maths achievement
- Year 12 completion
- Post-school engagement
- Highest year level completed
- *Tertiary qualification completed*

Peer (school level) and national comparisons

- Demographics
- Average attendance rates
- Yr 12 completion
- Post-school engagement

OUTCOMES MAP

LONGER-TERM OUTCOMES

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

SHORT-TERM OUTCOMES

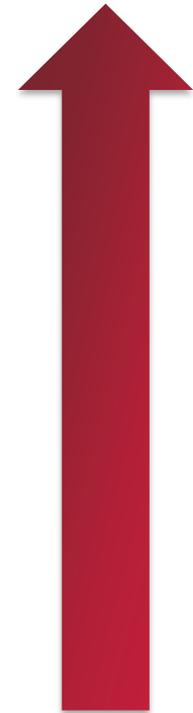
- Improved literacy and numeracy
- Improved confidence (self-efficacy)
- Improved motivation and aspiration
- Enhanced networks and relationships
- Improved knowledge/understanding
- Improved or sustained school attendance

PROGRAMS

Build skills and knowledge and influence attitudes and behaviours

- Let's Count • Let's Read • Learning for Life
- Student2Student • iTrack mentoring
- Learning Clubs • Creative enrichment
- Careers/post-school options workshops
- Cadetship to Career • Aboriginal girls' program
- Work Inspiration • Tertiary Mentoring
- Tech Packs • Financial literacy

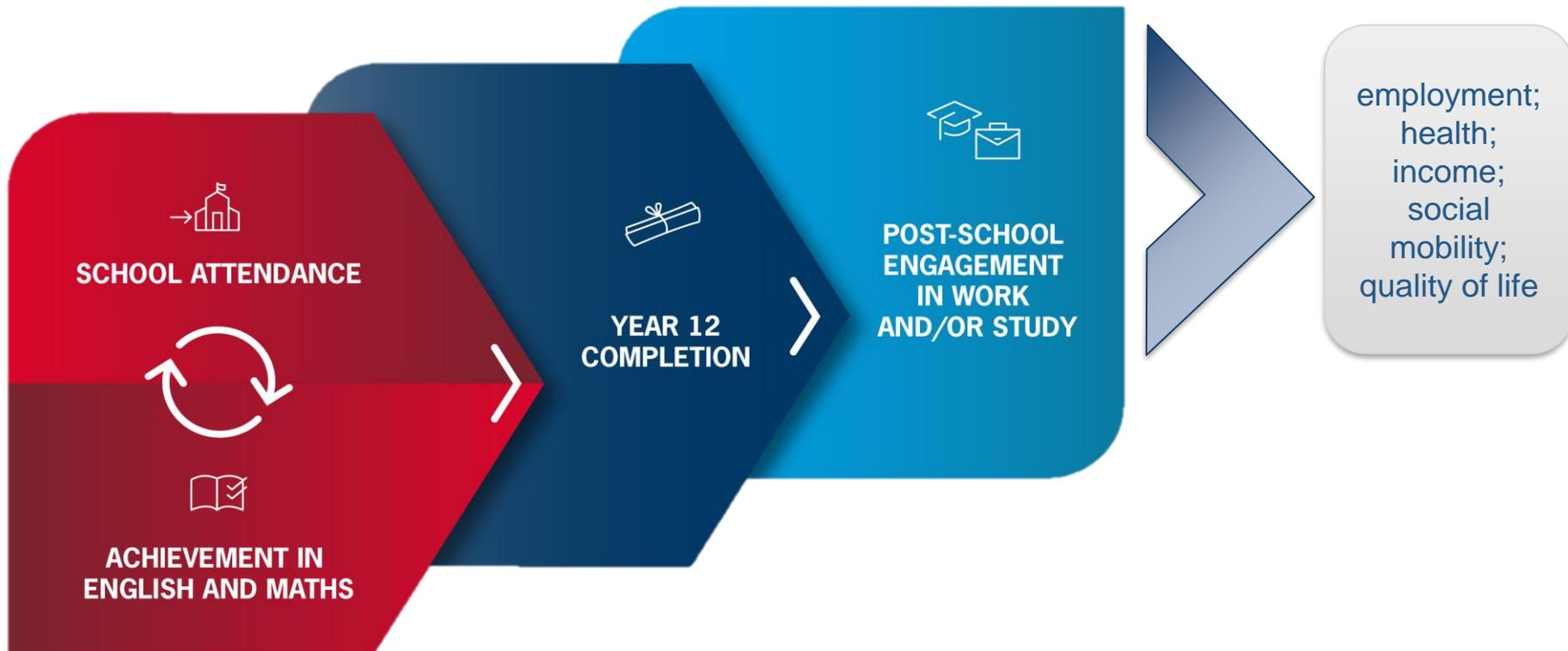
**COMPLETION
ENGAGEMENT
ADVANCEMENT
ATTENDANCE**



WHAT ARE WE LEARNING FROM ANALYSIS OF THIS DATA?

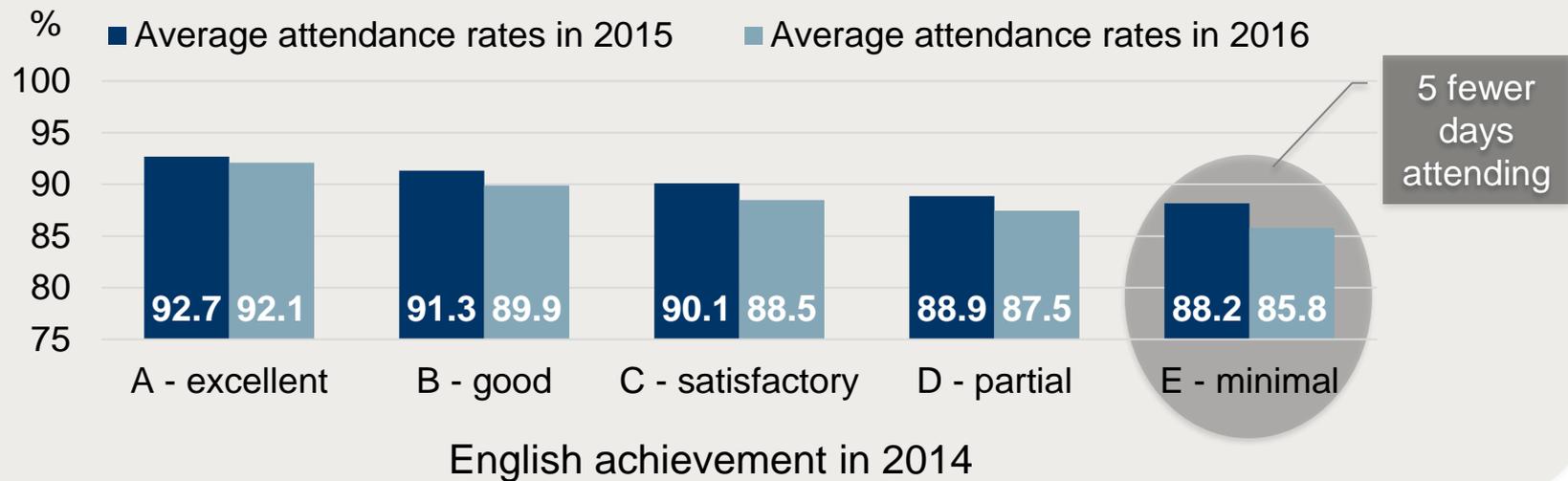


Analysis of longitudinal *Learning for Life* student data shows the relationships between key educational outcomes...an Australian first



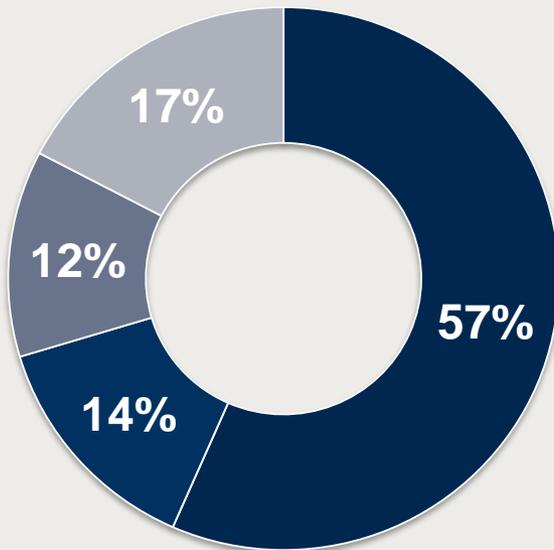
1. There is a relationship between English achievement and future school attendance

Attendance rates 2015 to 2016 by English achievement in 2014



2. English achievement over time is satisfactory for majority but change is common

Changes in English achievement 2014 – 2016 (%)

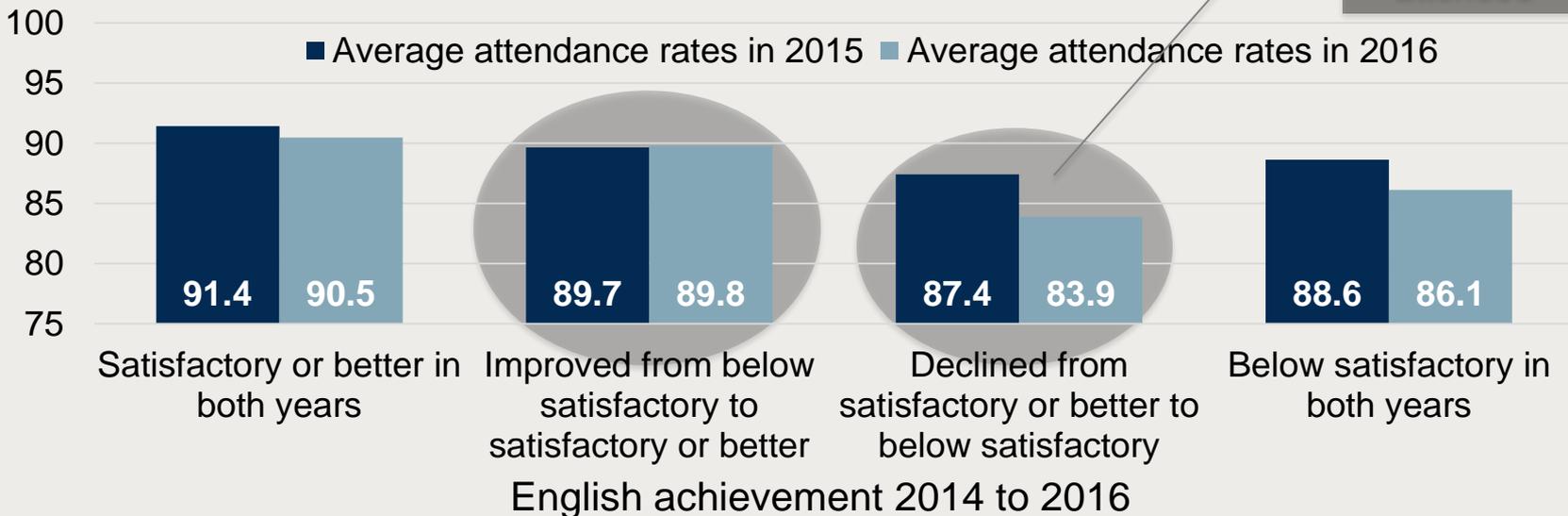


- Satisfactory or better in both years
- Improved from below satisfactory to satisfactory or better
- Declined from satisfactory or better to below satisfactory
- Below satisfactory in both years



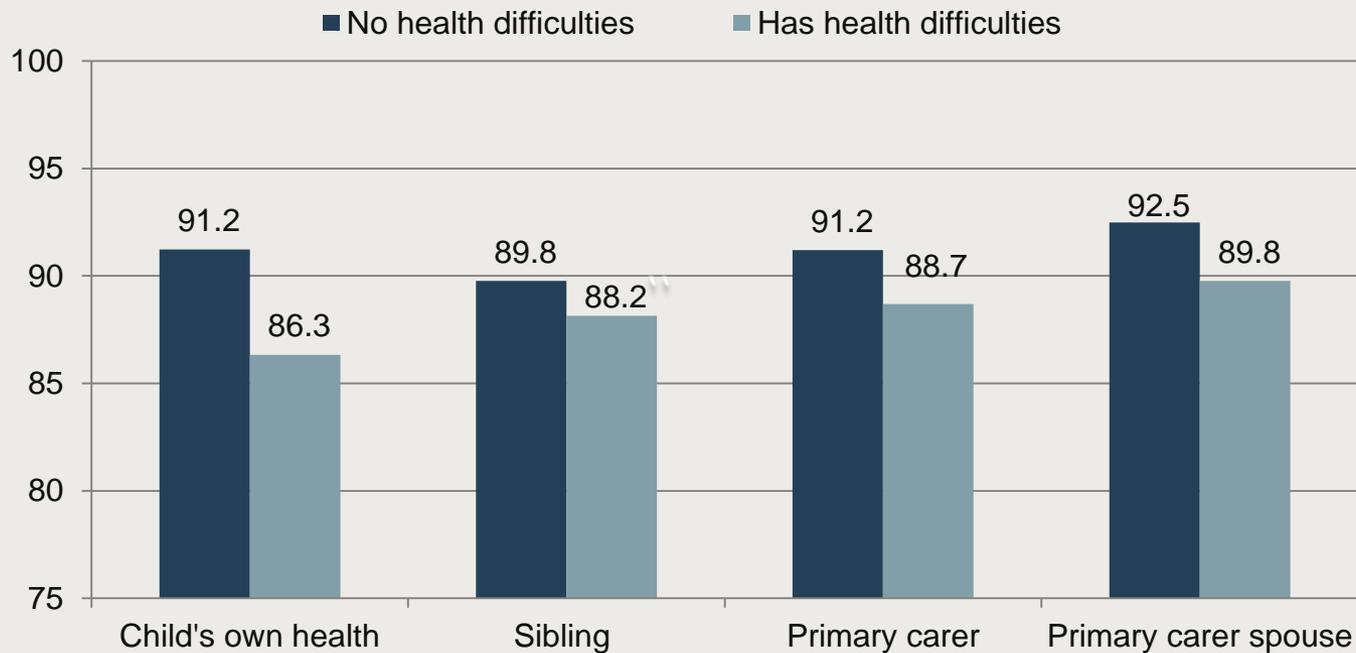
3. There is a relationship between attendance over time and changes in English achievement

Attendance rates in 2015 and 2016 by changes in English achievement 2014 to 2016



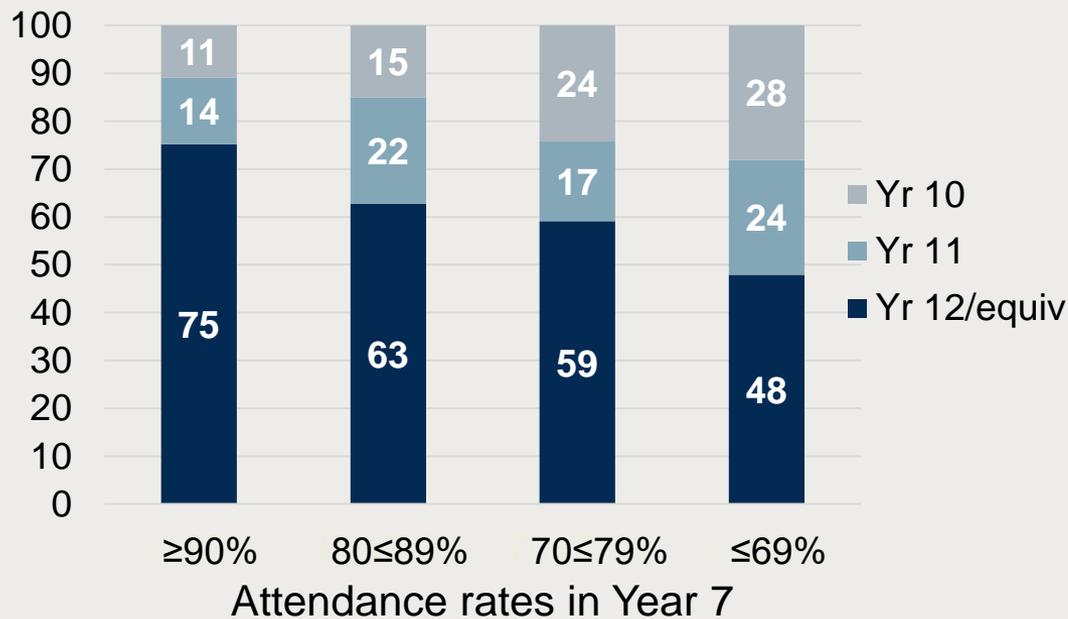
4. Student and family health influence school attendance rates

Attendance rates by child and family health

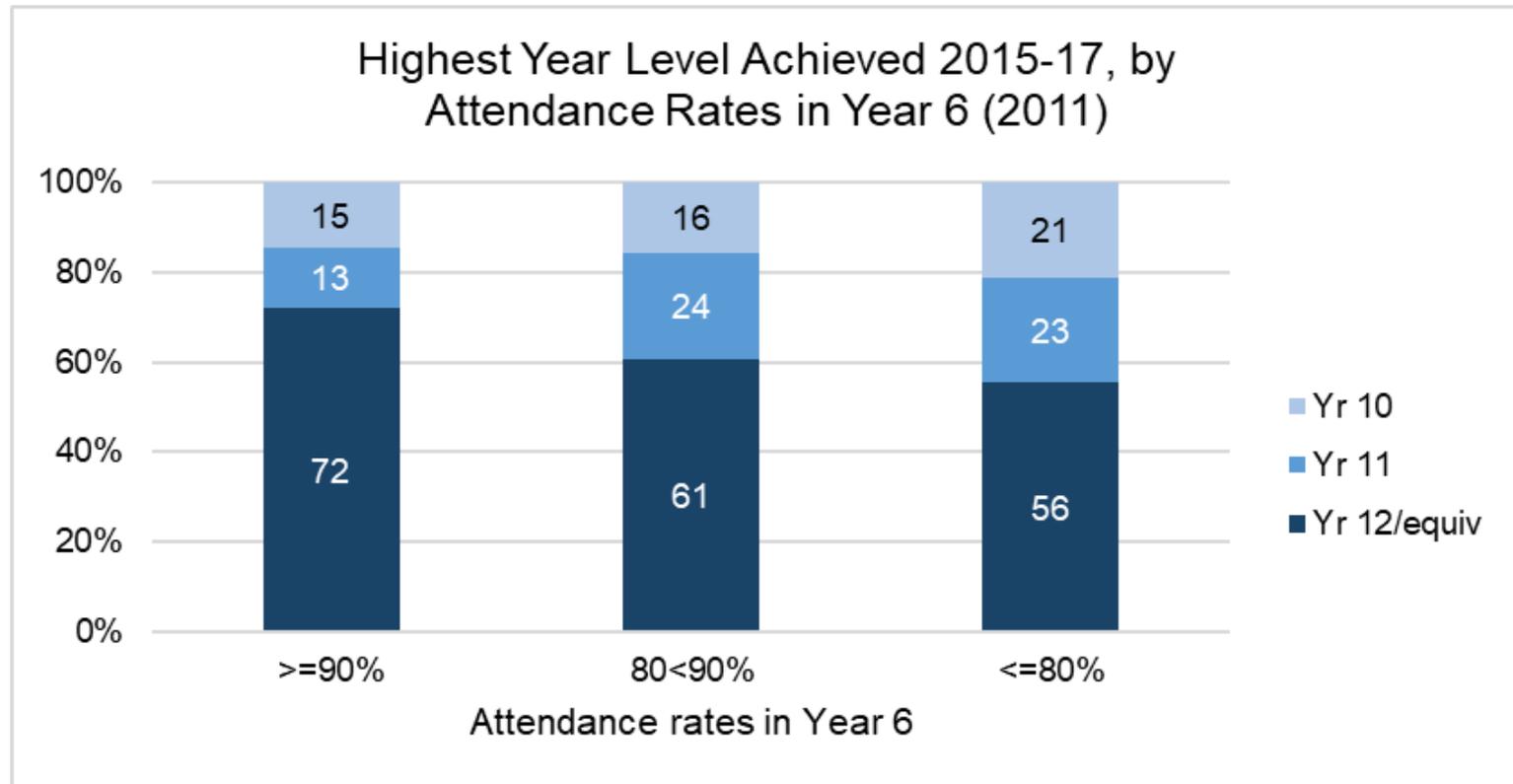


5. Attendance rates in Year 7 are related to whether or not a student completes school

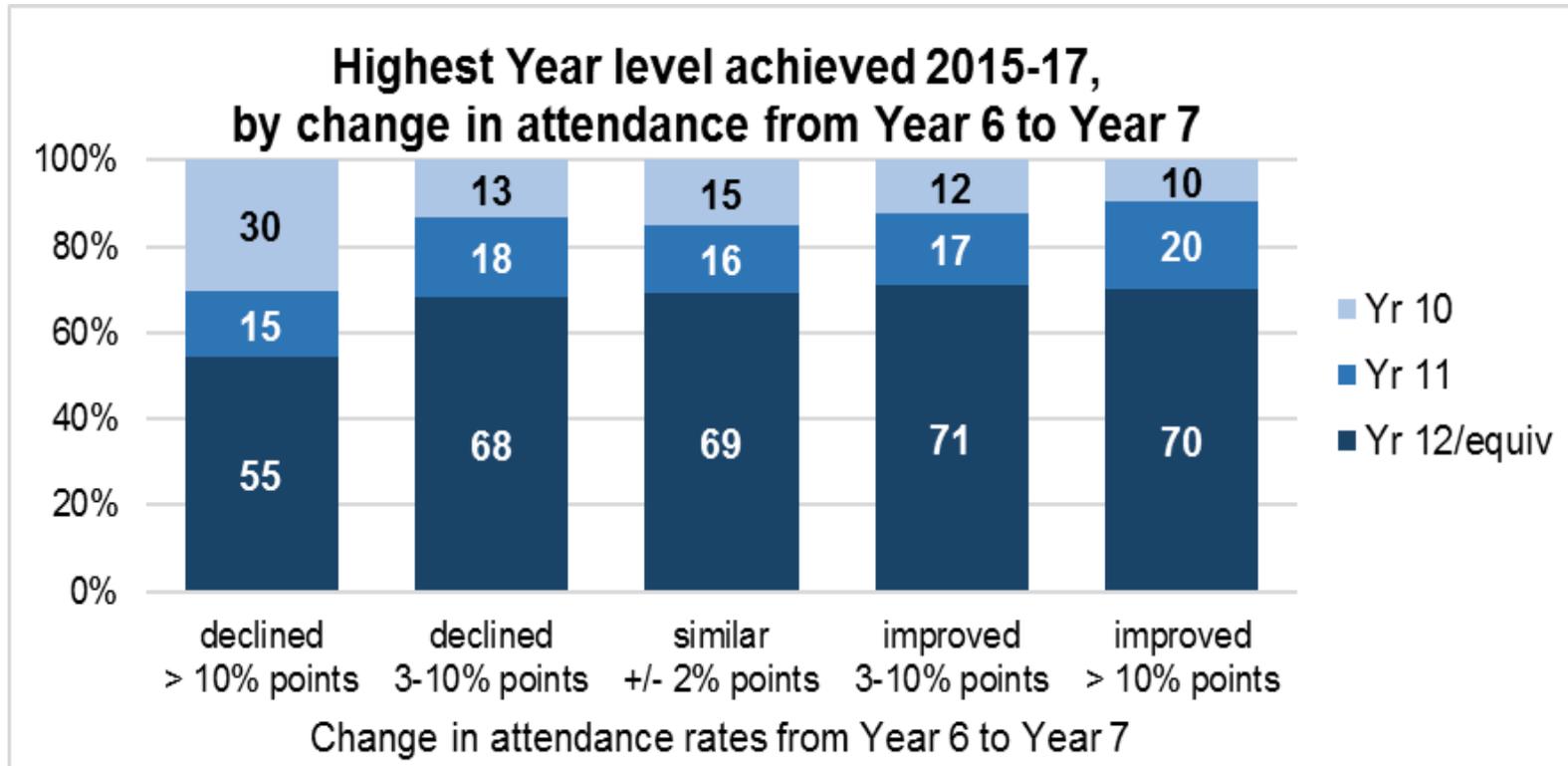
Highest level of school completed by attendance rates in Year 7



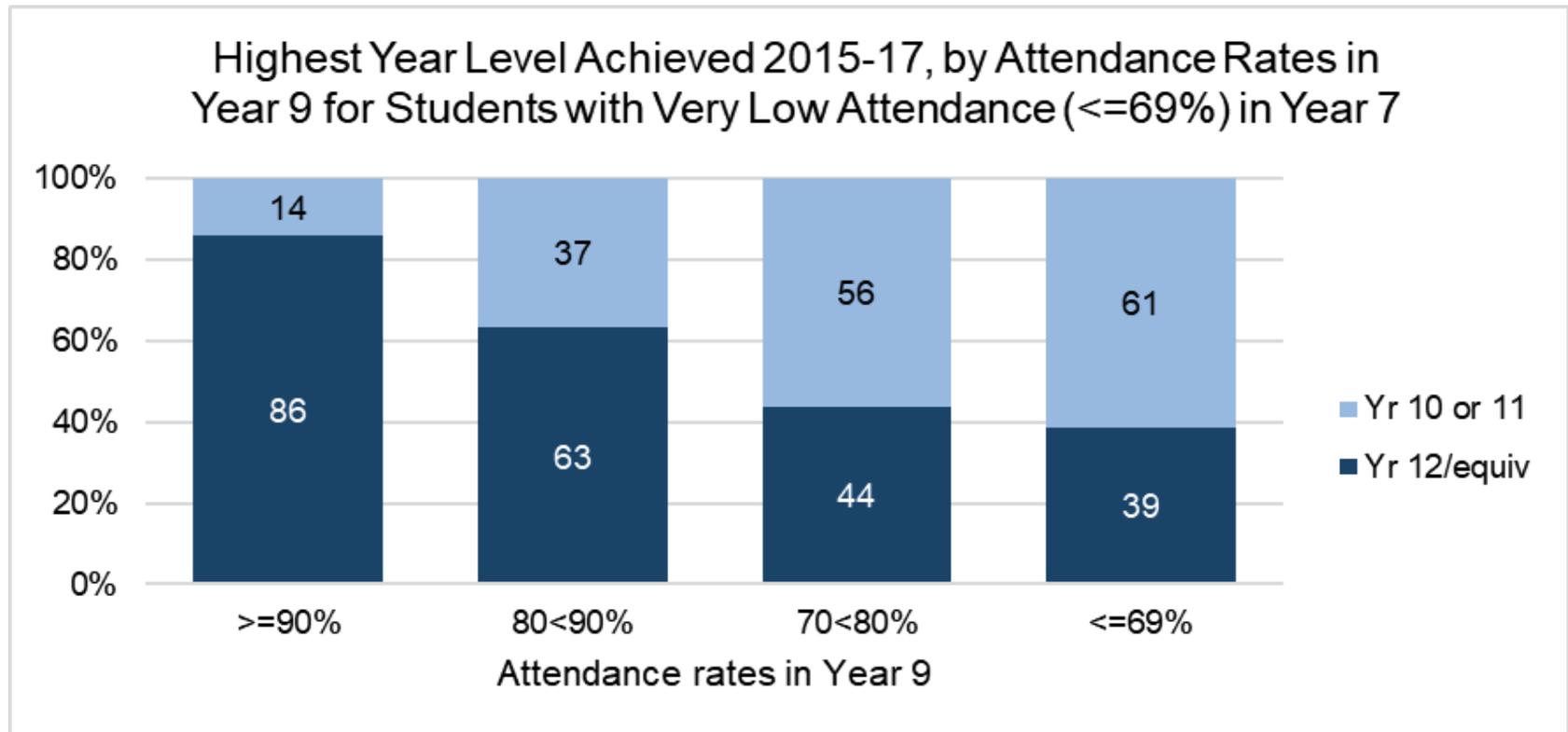
6. The relationship between attendance and school completion is apparent from the primary years



7. Change in attendance over the transition to high school is related to school completion.

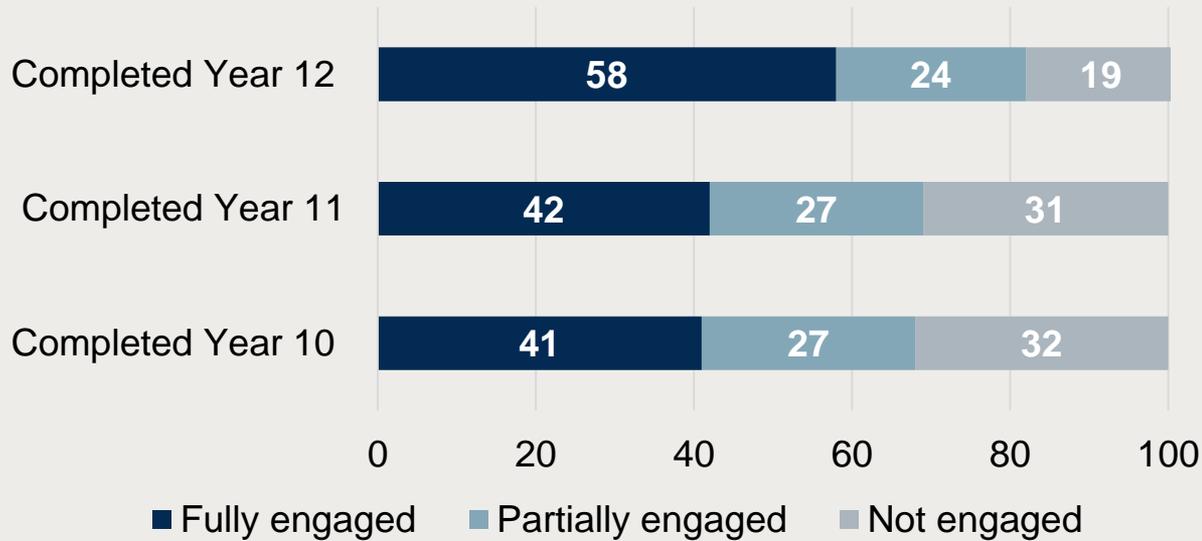


8. Improving attendance as students move through high school is possible and increases likelihood they'll complete school



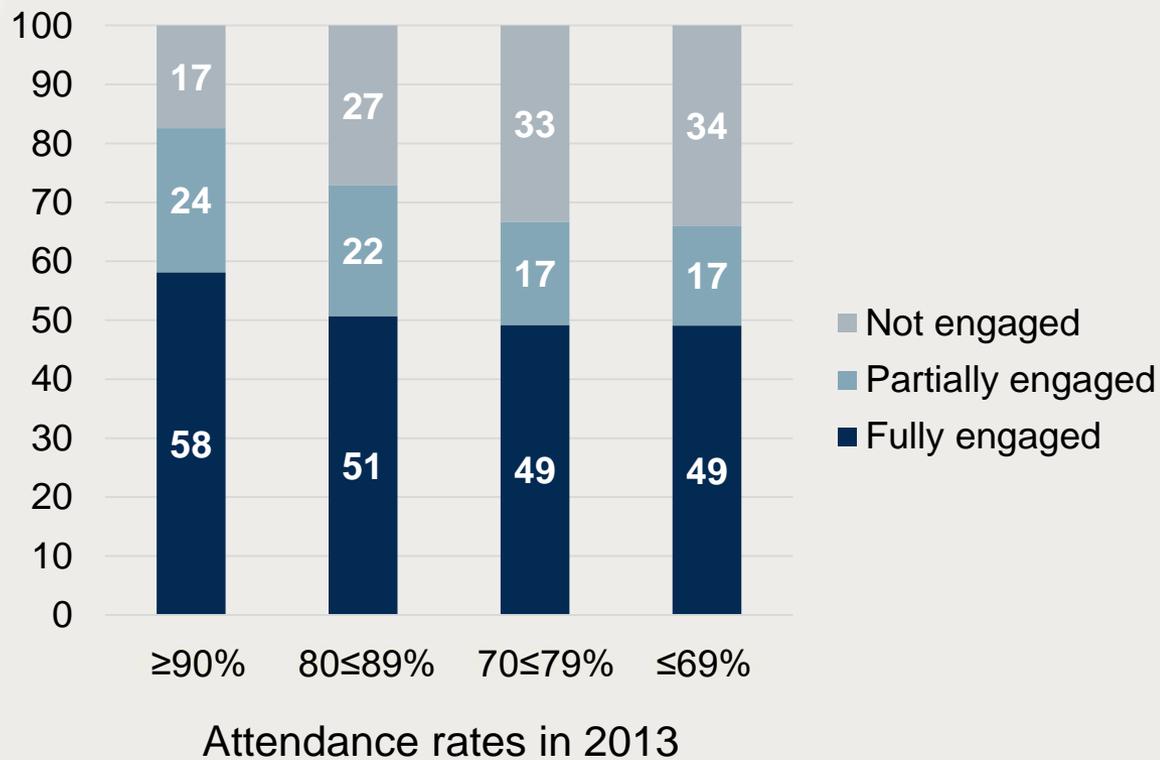
9. There is a strong relationship between completing Year 12 and post-school engagement in work and/or study

Engagement rates in 2017 by highest level of school completed



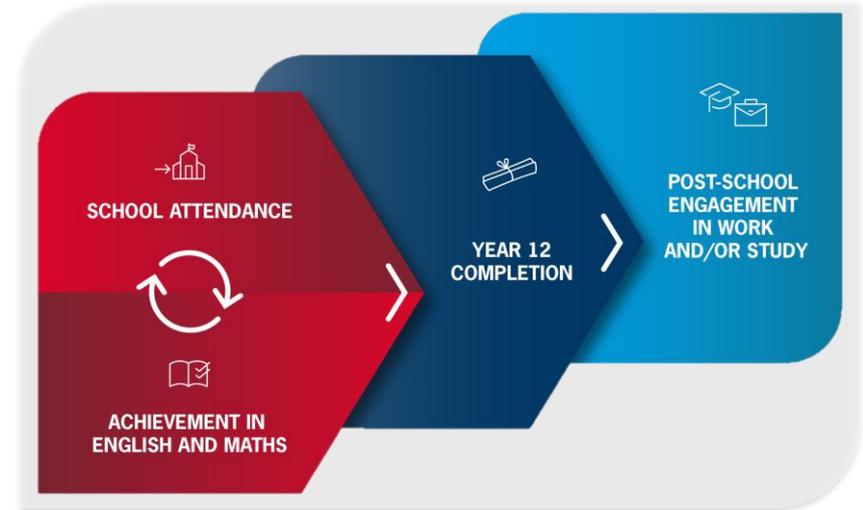
10. Post-school engagement in work and/or study is related to school attendance several years earlier

2017 Engagement rates by 2013 attendance rates



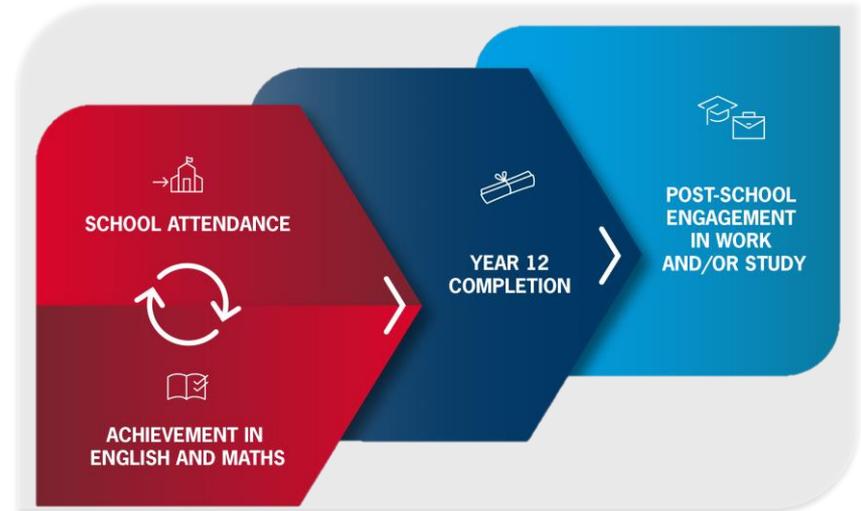
Summary and some implications

- School **attendance** and school **achievement** in English or Maths are closely related.
- Attendance and achievement are **early indicators** ('flags') of students who are likely to have poor longer-term outcomes, as they help **predict** school completion and engagement post-school in work and/or further study.
- They help identify which students need additional support and when along their educational journey.
- They are **better predictors** of school completion than demographic or family characteristics.



Summary and some implications

- The relationship between attendance and/or achievement and Year 12 completion can appear from the **primary years**.
- **Changes** in student attendance and achievement are relatively **common** as students move through school.
- **Targeted** and **timely support** for all students is key.
- **Improvements** in attendance and achievement **are possible** and increase the **likelihood** of students **completing school** and being in **work and/or study** post-school.



Ongoing research and practice

- Implementation of **Practice Framework** to enhance how we work with families.
- Enhanced use of **attendance** and **achievement** data to identify students needing additional support.
- More targeted support for students during transitions - primary to secondary **transition** and Yr 10 to Yr 11/12.
- Collection of student and family health data and exploration of how to support families needing additional support.
- Increased student access to **careers support** suite to strengthen engagement and Yr 12 completion.
- Ongoing **longitudinal analysis**, including to assess impact of shorter programs, and school level factors.
- **Qualitative research** with Aboriginal students who left Learning for Life program before completing Yr 12.





everyone's family