



Equal Opportunity

**Improving educational engagement and attainment
Solutions Forum, Melbourne, 2 August, 2017**

*PwC Australia, Level 19
2 Riverside Quay, Southbank*

Community Council for Australia

The Community Council for Australia is an independent non-political member based organisation dedicated to building flourishing communities by enhancing the extraordinary work undertaken by the charities and not-for-profit sector in Australia. CCA seeks to change the way governments, communities and not-for-profits relate to one another. It does so by providing a national voice and facilitation for sector leaders to act on common and shared issues affecting the contribution, performance and viability of NFPs in Australia. This includes:



- promoting the values of the sector and the need for reform
- influencing and shaping relevant policy agendas
- improving the way people invest in the sector
- measuring and reporting success in a way that clearly articulates value
- building collaboration and sector efficiency
- informing, educating, and assisting organisations to build sustainable futures
- providing a catalyst and mechanism for the sector to work in partnership with government, business and the broader Australian community to achieve positive change.

Our success will drive a more sustainable and effective charities and not-for-profit sector in Australia making an increased contribution to the wellbeing and resilience of all our communities. www.communitycouncil.com.au

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Thanks to our Advisory Group and Partners

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The Australia We Want

Rev Tim Costello AO, Chair, Community Council for Australia

Imagine an Australia where incarceration rates are falling, where the suicide rate is less than the road toll, where levels of violence against women and children have been significantly reduced? Imagine an Australia where your postcode or cultural identity does not define your chance of getting an education or a job or living a long life? Imagine an Australia where creativity drives real innovation and achievement, not just in our arts, but also in our schools and local communities? Imagine a humane and sustainable Australia, where people are more connected and engaged in the communities they live and work in, and where this involvement is reflected in the way we form policies and laws? Imagine a generous and kind Australia where we take pride in supporting the less fortunate in our own communities, in our region and beyond? Imagine the Australia we want?



Many discussions about Australia’s future are focused on our economy, not our lives, our relationships or the country we want to live in. We are much more than passengers in an economy. Our productivity, innovation, skills and achievements are actually grounded in flourishing communities within our schools, workplaces, families and local neighbourhoods.

When CCA brought together a diverse group of leaders and thinkers at the National Portrait Gallery in 2015 we dared to imagine the Australia we want, and to talk about the measures that mattered most to us. The ABC AM Radio program reporting on the event described it as a ‘*council of war - charities and not-for-profits seeking to claim their place in national policy making.*’

What followed was 18 months of work to develop the [Australia We Want, First Report](#), launched at the National Press Club in October 2016. It presents the first comprehensive review of how Australia, and each State and Territory, is performing against values prioritised by leaders in the charities and not-for-profit sector (just, fair, safe, inclusive, equality of opportunity, united, authentic, creative, confident, courageous, optimistic, generous, kind and compassionate).

The Australia We Want, First Report was a first step. We want many more people to be involved in the journey, to join CCA in a movement to own our futures and build our society on the values we want, **the Australia we want.**

Thank you for joining us at the first of our Australia We Want Solutions Forums and thank you to those who have made it possible: our Advisory Group, CCA members and our partners Origin Foundation and PwC Australia.



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Building the Australia we want starts with education

Sean Barrett, Head of Origin Foundation

Last year, the Community Council of Australia launched the '**Australia We Want**' campaign. It moved the debate on from economic rationalism to paint a picture of a compassionate, fair, inclusive, generous and innovative Australia. The campaign touched a nerve and provoked widespread media coverage and public discussion.

In the next phase of the campaign, the CCA is taking on the challenge of translating the vision into tangible actions to make Australia a better place.

It is starting by looking at the catalytic role of education in achieving the '**Australia We Want**'.

Values

The work of the Productivity Commission in its report **Deep and Persistent Disadvantage in Australia** (July 2013) makes clear the pivotal role of Education:

'Education is a foundation capability. It improves a person's employment prospects and earning capacity, and the evidence points to a relationship between education and better health and raised civic and social engagement.'

'Civic and social engagement' summarises many of the values enshrined in the **Australia We Want**.

The Productivity Commission report cited the critical areas of educational underachievement as being among children in low SES communities, those living in regional and rural areas, and the Indigenous.

Measurement

A measure of education suggested in **Social Inclusion in Australia. How Australia is Faring** (Commonwealth of Australia 2010) is:

'Participating in schooling and completing a Year 12 or Certificate II assists people to find employment, participate in community activities and improve their wellbeing. Therefore, it is an important indicator of social inclusion.'

Urgency

There is no time to lose.

The future of work is changing rapidly. Gone are the days of education and training for a single career and retirement at 65. It is possible that some of today's school children will live to be 100 and their working lives will span more than 65 years. They will have six or more different careers. More than 60% of



today's schoolchildren will eventually be employed in jobs that have yet to be created. In these scenarios it is widely accepted that people will need at least 14 years of education. Only the educated and adaptable will be able to survive in this jobs market.

Educational under performance among Indigenous children is notorious and now a demographic time bomb is emerging. ABS projections shows that soon 33% of the Indigenous population will be below the age of 14 years. This compares with 18% in the non-Indigenous population. If another generation is lost to low educational outcomes it will create problems in the welfare, health and justice systems later on.

Second class citizens are being created in rural and regional Australia. Educational attainment decreases the further you go from metropolitan centres. The children outside the city are not getting the same educational and life opportunities as their fellow urban Australians.

We have entered a period where facts, and science can be ignored and replaced by the outlandish.

In such circumstances we must rethink education to help address the things that ail our society.

Call to Action

The discourse around education is largely negative. It is recognised among social marketers that achieving change requires raising awareness of the problems - the negatives - but this must then be followed by presentation of the solutions. Continued focus on the negatives leads people to 'turn off'; to regard the problem as intractable.

The CCA is now challenging you, the leaders in education policy development, and delivery to move beyond the current negative discourse on what is wrong with the education system to build on the successes. What can we learn from the initiatives and programs that are re-engaging children in learning and helping them to fulfil their potential? What are the two or three critical levers that will create an education agenda which will deliver educational advantage to all, and thereby lay the foundations for achieving the **Australia We Want**.

Conversely, if educational attainment is not improved the goals of the **Australia We Want** will not be achievable and disadvantage will worsen. As Prof Tony Vinson explained in his landmark research **Dropping Off the Edge**: 'Profiling of Australia's most disadvantaged communities using social, health and economic indicators highlights the central importance of limited schooling in triggering and sustaining concentrated local disadvantage'.

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Welcome and thank you for joining us

Our goal for the first Australia We Want Solutions Forum is to look at how we might achieve better outcomes in terms of retention and educational attainment for young people (with improving Year 12 completion rates a key indicator for equality of opportunity in the Australia We Want report), and to prioritise up to three key policy positions.

The format for the day is a high level peer discussion among leaders and change-makers focused on solutions and how we make them happen. We will draw on evidence and experience and ask ‘how do we build on success?’ and ‘do more of what works?’ What are the key policy levers to realise success? We are particularly interested in the value the not-for-profit sector can bring.

Our focus is young people, disengaged with education and in areas of most need.

The pre-reading for the day is provided to share food for thought on the evidence and on some of the work already being driven by the charities and not-for-profit sector.

What does the data tell us?

Thank you to Anne Hampshire, Head of Research and Advocacy at The Smith Family for preparing the accompanying Background Paper, providing an overview of:

- Why education matters
- How Australia is performing educationally
- Key research on what influences and helps improve educational outcomes.

Case Studies

The following pages provide snapshots of a variety of current initiatives that aim to improve outcomes for young people and communities. CCA invited these generously shared self-reports to help bring a rich range of perspectives, approaches, themes, issues and challenges to our discussion. They are intended as food for thought (not comparison) and illustrate the critical role the not-for-profit sector can play in working with young people, their families, communities, business, educators and government to achieve positive change. Thank you to the leaders and organisations that have shared these insights into their work, their evaluation approaches and some of the outcomes they have reported.

Case study – Australian Indigenous Mentoring Experience (AIME)

<p>Contact:</p>	<p>Jack Manning, CEO and Mentor; Amy Priestly, Research Director W: https://aimementoring.com/</p>
<p>Program overview:</p> <ol style="list-style-type: none"> When was the program established? Who is the target group? (eg primary students, Aboriginal students, new teachers etc) How long does the program run for? (eg 6 weeks, 2 yrs etc) What are the core activities of the program/initiative? (ie what does the program do?) What is the setting for the program? (eg within the school system, within the community etc) Who are the key stakeholders and partners involved in the program/initiative? What is the average cost per participant? 	<ol style="list-style-type: none"> The Australian Indigenous Mentoring Experience was established in 2005, initially connecting 25 students from one school in Redfern with 25 university student mentors at the University of Sydney. It now supports 6000 high school students, 2000 university student mentors, and works with 18 university partners and over 300 partner schools. AIME is a structured mentoring program that supports Aboriginal and Torres Strait Islander high school students to complete high school and transition into university, further education and training or employment at the same rate as all Australian students. During Years 7-12, with students able to join the program at any year level. AIME provides mentors for a fairer world. Based at university campuses and local schools, the model brings university students and Aboriginal and Torres Strait Islander high school students together. Through the AIME program, they are trained to be mentors, the result of which sees them become educational heroes and role models for their region. Core elements: <ul style="list-style-type: none"> AIME Institute sessions: a comprehensive mix of programs across the high schooling experience, run at university campuses. Tutor Squads: small teams of mentors travel to local schools to provide free academic support. One-on-one coaching and post-school transition. The program bridges high school and university following an ethos of ‘connecting those with power with those that are being left behind’. AIME deliberately structures a bridge of support and understanding between the two, recognising University education as a lever to better socio-economic outcomes. High school students visit universities for elements of the program, accessing excellent resources and normalising university. Additional tutoring and coaching is delivered in school with strong relationships a key. Students, families, schools, community, university students, universities, government, philanthropy and supporters. Approx. \$1160 pa per student.
<p>Program outputs and outcomes:</p> <ol style="list-style-type: none"> How many participants are supported by the program/initiative? (each year) 	<ol style="list-style-type: none"> In 2017, 6000 students, 2000 mentors, 18 universities, over 300 schools are participating in AIME. Key outcomes measured for each student are: high school progression rates; Year 12 attainment rates; Transition to post school pathways.

Case study –Big Picture Education Australia

<p>Contact:</p>	<p>Vivienne White, CEO W: http://www.bigpicture.org.au/</p>
<p>Program overview:</p> <ol style="list-style-type: none"> When was the program established? Who is the target group? (eg primary students, Aboriginal students, new teachers etc) How long does the program run for? (eg 6 weeks, 2 yrs etc) What are the core activities of the program/initiative? (ie what does the program do?) What is the setting for the program? (eg within the school system, within the community etc) Who are the key stakeholders and partners involved in the program/initiative? What is the average cost per participant? 	<ol style="list-style-type: none"> Established in Australia in 2005, with first school opening in 2006. Part of an International Network of over 200 schools, founded by Elliot Washor and Dennis Littky in USA. Personalised education that could be applicable for every child, but currently most often implemented to assist disengaged students, low SES areas Predominantly runs through high school years from Year 9; can apply earlier and there is emerging interest from preparatory schools. The core elements are support, training and resources for schools to adopt or incorporate a new approach to education that personalises learning for each student. Advisors work with 15--17 students on portfolio and research and hands-on projects that allow students to pursue their passions and interests, while meeting the requirements of the National Curriculum. This is done using a sophisticated process with a Learning Plan. Their assessment is authentic and each student does an exhibition of their work quarterly that includes the families. All students <i>Leave to Learn</i> two days a week to work with a mentor in the community that shares their passion and interest. It is not work experience, it is an LTI (learning through interest). The design is not a treatment program, rather a preparation for life, work and learning. One student at a time in a community of learners both in and outside the school. Big Picture Education Australis provides: <ul style="list-style-type: none"> Design, implementation and evaluation: working with schools interested in Big Picture to explore their readiness and complete introductory training Training and support: MOU and Service Agreements are put in place to support implementation, train and support staff, provide access to the BPEA network and resources Set within the school system (mainly public schools). 41 schools incorporate Big Picture programs or academies; this ranges from an in-school program to a whole-of-school Big Picture campus (currently five of these). Key stakeholders include students, families, schools, communities, philanthropy, universities, government Start-up costs vary according to the school and the nature of the implication of the design. BPEA requires a five year commitment. Costs range from \$13200 pa for one Academy in a large school; \$21600 for an Integrated model in an existing school \$21600. Greenfield Start up school \$60,000. This money is for coaching and

	design work; program operation is funded from within the school's budget.
<p>Program outputs and outcomes:</p> <ul style="list-style-type: none"> a. How many participants are supported by the program/initiative? (each year) b. What outcomes are measured for the program/ initiative? c. What is some of the latest outcomes data from the program/initiative (up to 3 outcome measures eg % of participants completing Year 12)? d. What evaluation methodology does the program/initiative use? 	<ul style="list-style-type: none"> a. 2000 per annum across 41 schools b. BPEA encourages participating schools to use the Murdoch University Schools Research Framework. Currently BPEA is undertaking a research study with BPEA schools across Australia. Survey results show perceptions of strong improvement in student engagement, retention and in school reform. c. In addition to surveys showing positive improvement in student engagement, retention and school reform, BPEA has established partnerships with TAFE and ten universities to accept students by way of portfolio. d. Longitudinal Study, and Case Study work, Whole school evaluations

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Case study – Bright Spots Schools Connection

<p>Contact:</p>	<p>Sue Cridge, Director Education, Social Ventures Australia (SVA) W: http://www.socialventures.com.au/work/sva-bright-spots-schools-connection/</p>
<p>Program overview:</p> <ol style="list-style-type: none"> a. When was the program established? b. Who is the target group? (eg primary students, Aboriginal students, new teachers etc) c. How long does the program run for? (eg 6 weeks, 2 yrs etc) d. What are the core activities of the program/initiative? (ie what does the program do?) e. What is the setting for the program? (eg within the school system, within the community etc) f. Who are the key stakeholders and partners involved in the program/initiative? g. What is the average cost per participant? 	<ol style="list-style-type: none"> a. The initiative was established in 2014 with the induction of the first cohort of 8 NSW and VIC schools. b. The Connection supports the leadership teams in schools which serve disadvantaged communities in New South Wales, South Australia and Victoria. c. The original 8 ‘Powerhouse’ Schools have a five-year partnership with the Bright Spots Schools Connection. Subsequent cohorts - the 27 ‘Best Practice Star Hub’ schools and the 15 ‘STEM Learning Hub’ schools - have 3 year partnerships. d. The Connection supports capacity development of the leadership teams in high-performing, low socio-economic status (low SES) schools, so that their influence and expertise can be spread broadly. This occurs through developing a highly-connected network where each school commits to developing action initiative aligned to a strategic priority. The development and support of the implementation is underpinned with regular activities including quarterly Thought Leadership Gatherings, state based Hub Days (professional learning co-designed with schools - 12 days per year), Educator Immersion opportunities, and regular engagement visits (one-on-one support from an SVA relationship manager for the school’s project and identified priorities). e. The activities occur within and across systems, schools and geographical locations. External expertise, both business and philanthropic, beyond the traditional education landscape is also important. Opportunities such as those listed above (d) occur in multiple locations in a network format, across state based geographical barriers, and the implementation of each project initiative takes place within the school and community where appropriate. f. The Connection is an internal venture initiative of Social Ventures Australia co-designed with the recipients and participant stakeholders. Key stakeholders include the leadership teams of the 50 Connection schools, their staff, students, and wider communities and their education systems leaders. A broad range of education systems representatives, education researchers, and independent thinkers contribute to the design and content of the program. The Departments of Education in New South Wales, South Australia and Victoria, and Catholic Education Melbourne, support the school’s involvement and participate in the activities offered. The STEM Learning Hub has been implemented with the support of Samsung Electronics Australia. A number of private philanthropists contribute to Social Ventures Australia subsidising the costs of implementing the Connection.

	<p>g. The initiative costs approximately \$25,000 per school per annum. Philanthropic, government and corporate contributions subsidises costs to both school and systems, who contribute to support costs of the activities, supports and convening.</p>
<p>Program outputs and outcomes</p> <p>a. How many participants are supported by the program/initiative? (each year)</p> <p>b. What outcomes are measured for the program/ initiative?</p> <p>c. What is some of the latest outcomes data from the program/ initiative (up to 3 outcome measures eg % of participants completing Year 12)?</p> <p>d. What evaluation methodology does the program/initiative use?</p>	<p>a. In 2017, The Connection has 50 partner schools, reaching approximately 30,000 students, served by 2,800 school leaders and educators. In 2017 alone, more than 200 school leaders from disadvantaged schools have attended events beyond the core projects occurring in their schools.</p> <p>b. The effectiveness and efficiency of The Connection model measures several key outcomes, including, (but are not limited to):</p> <ul style="list-style-type: none"> a. School leaders & teachers consider application of specific strategies and new approaches b. School leaders & teachers acquire new knowledge and ideas c. School leaders & teachers connect with like-minded leaders d. Schools develop a plan for change informed by evidence on great practice e. Schools implement new practice f. Schools experience change in teaching & learning environment <p>c. In a recent evaluation of the Star Hub schools, 100% of the schools reported that the Connection has enabled them to form collaborative partnerships with other schools, and 94% of schools reported that they have implemented, or are in the process of implementing, new practices as a result of their participation in the Connection.</p> <p>d. The Connection has a separate program logic (theory of change) for each cohort (Powerhouse, Star Hub and STEM Learning Hub), which provides a framework for measurement and evaluation. The evaluation currently captures data around program attendance and quality through surveys; change of practice over time through; summary data on schools' individual projects, covering a range of student gain and staff capacity measures. Evaluation of the work is being conducted by ACER, Social Ventures Australia Consulting and a soon to be announced third external partner.</p>

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Case study –Country Education Foundation

Contact:	Wendy Cohen, CEO CEF W: https://cef.org.au/
Program overview: <ol style="list-style-type: none"> a. When was the program established? b. Who is the target group? (eg primary students, Aboriginal students, new teachers etc) c. How long does the program run for? (eg 6 weeks, 2 yrs etc) d. What are the core activities of the program/initiative? (ie what does the program do?) e. What is the setting for the program? (eg within the school system, within the community etc) f. Who are the key stakeholders and partners involved in the program/initiative? g. What is the average cost per participant? 	<ol style="list-style-type: none"> a. Established in 1993, by Nick and Julia Burton Taylor. to assist local youth to access education, training and job opportunities. The Boorowa Education Fund instigated a community-based model of fundraising that allows each community to take responsibility for helping its own youth, and next generation. b. Rural and regional youth, aged 16-25 years in need of assistance to overcome the costs and financial burdens associated with obtaining education and training if you are from a rural and regional community. A typical example: N grew up in a broken home and experienced homelessness, depression and a very transient lifestyle. A local CEF committee first met N as she was completing Year 12 and living away from her parents. She was granted funds for her TAFE studies in 2014, and then continued to receive CEF’s support as she transitioned into university studies. She is now in her third year, studying for a degree in psychology. c. Scholarship grants are awarded for one year, or for multiple years. Students receiving a one-year grant are welcome and encouraged to apply for subsequent years of study. d. CEF local committees raise funds in their own communities to support and award grants and scholarships. This model of fundraising is supported by CEF national office, which seeks larger scale funding nationally through donors and corporate sponsors and, in turn, provides services and resources back to the local committees to ensure they can continue their community-based operations. CEF also manages agreements with 20 education partners (universities) which co-fund CEF recipients attending their institution. This support enables a student to pursue their desired career; brings a ready-made network of support through CEF committees; and engenders a sense of self-belief and encouragement. CEF also works from time-to-time with our education partners to deliver programs to encourage participation of rural and regional students in tertiary education. e. CEF’s work begins in the community. It begins in the youth’s home environment with fundraising, awareness, applications and awarding of grants. f. CEF’s 43 community committees, 20 university partners and various corporate and philanthropic partners. Our university and corporate partners bolster and co-fund grants and scholarships. A typical example: Swinburne University contributes a sum of

Case study – Evidence for Learning

<p>Contact:</p>	<p>Matthew Deeble, Director Education, Social Ventures Australia W: http://evidenceforlearning.org.au/</p>
<p>Program overview:</p> <ol style="list-style-type: none"> When was the program established? Who is the target group? (eg primary students, Aboriginal students, new teachers etc) How long does the program run for? (eg 6 weeks, 2 yrs etc) What are the core activities of the program/initiative? (ie what does the program do?) What is the setting for the program? (eg within the school system, within the community etc) Who are the key stakeholders and partners involved in the program/initiative? What is the average cost per participant? 	<ol style="list-style-type: none"> Launched May 2015 Primary Audience - Australian school leaders and teachers (primary and secondary schools) Secondary Audiences – Policy Makers, Education Researchers, Initial Teacher Education Ongoing evidence broking service with mix of free to use assets and some paid for services 3 areas – Build, Share, Use Evidence <u>Build</u> – conducting independent experimental trials of in-school programs to produce plain English reports and findings to inform school decision making <u>Share</u> – free online access to the Teaching & Learning Toolkit, a summary of global evidence on 34 educational approaches <u>Use</u> – resources and networks to assist schools develop their own evaluative capacity for school improvement, see an example here Website and resources, sometimes supported with in person presentations and workshops Foundation Partners are Social Ventures Australia, Commonwealth Bank and the UK Education Endowment Foundation. Key stakeholders are education researchers, education systems and representatives from professional bodies of teaching and school leadership (see governance and advisory list here) Free access to schools, leaders and teachers for all current resources. Future plans for ‘charged for’ evidence services to education systems
<p>Program outputs and outcomes:</p> <ol style="list-style-type: none"> How many participants are supported by the program/initiative? (each year) What outcomes are measured for the program/initiative? What is some of the latest outcomes data from the program/ initiative. What evaluation methodology does the program/initiative use? 	<ol style="list-style-type: none"> Currently there are >10,000 users who have used the service 4 times or more in last 12 months with an average 8,000 sessions a month Measures across Build (number of trials and reports with ongoing impact of research), Share (number of users and activity with the site) and Use (level of engagement with resources and attitudes and opinions surveys) Too early stage for outcomes measures – outputs measures are: 5 research trials, 10,000+ frequent site users, strong growth in policy and practice influence (e.g. media mentions, Productivity Commission recommendations) SVA generated measurement and evaluation against program logic with key measures on outputs and outcome measures set on change to school practices measures through system change and surveys. Not currently independently evaluated

Case study – Ganbina

Contact:	Anthony Cavanagh, CEO W: http://www.ganbina.com.au/
Program overview: <ol style="list-style-type: none"> When was the program established? Who is the target group? (eg primary students, Aboriginal students, new teachers etc) How long does the program run for? (eg 6 weeks, 2 yrs etc) What are the core activities of the program/initiative? (ie what does the program do?) What is the setting for the program? (eg within the school system, within the community etc) Who are the key stakeholders and partners involved in the program/initiative? What is the average cost per participant? 	<ol style="list-style-type: none"> 1997, with an aim to to empower Indigenous communities to achieve true social and economic equality with other Australians within the next two generations. Ganbina engages with Indigenous youth from primary school through to secondary school, to tertiary or jobs training and into sustainable employment and career paths. Aboriginal young people in the Greater Goulburn Valley region (which has one of the largest Indigenous communities in non-metropolitan Australia comprising over 6,000 people). Varies for individuals; available from primary school to age 25. A range of learning and self-development programs offering support in education, training, employment, leadership training, driver skills, scholarships and career guidance School and community. Premised on ‘it takes a village to raise a child’, Ganbina seeks to involve the whole community to help change the status quo. <i>‘We know that the path to successful employment is a journey which begins at a very young age and continues throughout a child’s educational years’.</i> Ganbina partners with all primary stakeholders who have a part to play in helping young people to complete their journey successfully including: <ul style="list-style-type: none"> - Teachers within primary and secondary schools. - The young people themselves. - Their extended families. - Prospective employers. (By providing work experience for students still at school, as well as full time permanent jobs, these businesses help to support a seamless transition for Indigenous youth from school to training to employment.) <p>Ganbina operates entirely on support received from philanthropic trusts, corporate supporters and individual donors.</p> <p>g. \$3542</p>
Program outputs and outcomes <ol style="list-style-type: none"> How many participants are supported by the program/initiative? (each year) What outcomes are measured for the program/ initiative? 	<ol style="list-style-type: none"> Since 2005, Ganbina has worked on an ‘opt in’ basis with 1050 young people aged 6-25 years. Ganbina currently works with 300-330 students per annum. Ganbina is also working with a number of communities in Queensland and Victoria interested in the model. School retention rates; Year 12 completion rates; transition to further study or employment

<ul style="list-style-type: none"> c. What is some of the latest outcomes data from the program/initiative (up to 3 outcome measures eg % of participants completing Year 12)? d. What evaluation methodology does the program/initiative use? 	<ul style="list-style-type: none"> c. 2016 analysis: the retention rate from Year 9 to 10 was 100 per cent (up from 85% in 2009-10); the retention rate from Year 10 to 11 was 100 per cent (up from 63% in 2009-10); the retention rate from Year 11 to 12 was 73 per cent (up from 62% in 2009-10) <ul style="list-style-type: none"> a. In 2016, the proportion of Ganbina participants aged 17-24 years engaged in study and/or work was 72% per cent (compared to 58% for like aged Indigenous population and the non-Indigenous national rate of 74%). b. 2016 analysis of employment rates for past and current Ganbina participants, aged 20 to 24 years: 55% were employed (compared with 37% of the total Shepparton Indigenous population). In the age range 25-34 years, the Ganbina participant employment rate was 76% (compared to Shepparton Indigenous population (45%), regional Victorian Indigenous (55%) and Victorian Indigenous (59%)) d. Independent review of program data, participant surveys and interviews: <ul style="list-style-type: none"> a. PwC Evaluation 2015: http://www.ganbina.com.au/publications/Measuring%20the%20value%20of%20Ganbina's%20programs%202015.pdf b. SVA Impact Assessment Report 2016 http://www.ganbina.com.au/publications/Impact%20Assessment%20Report%202016.pdf
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Case study – Hands on Learning

<p>Contact:</p>	<p>Cameron Wiseman, Head of School Education, Save the Children W: http://handsonlearning.org.au/</p>
<p>Program overview:</p> <ol style="list-style-type: none"> When was the program established? Who is the target group? (eg primary students, Aboriginal students, new teachers etc) How long does the program run for? (eg 6 weeks, 2 yrs etc) What are the core activities of the program/initiative? (ie what does the program do?) What is the setting for the program? (eg within the school system, within the community etc) Who are the key stakeholders and partners involved in the program/initiative? What is the average cost per participant? 	<ol style="list-style-type: none"> Established in 1999. Originally targeted disengaged and struggling students, Years 7-10. Extended to include Years 5 and 6. Currently in over 70 schools, mostly in Victoria; target of 100 schools by 2019. Program duration for individual students is non-prescriptive. Some will stay involved for four years, with the opportunity for mentoring and leadership roles. Others will join to see them through a 'rough patch'. Average is 1-2 years. Hands on Learning works to prevent early school leaving by creating opportunities at school for vulnerable young people to be more engaged, discover their talents and experience success. It is a targeted in school intervention where two artisan-teachers work collaboratively with small groups of 10 cross-age students (students take one day out of class each week to participate in HOL). They form strong, long term relationships by engaging in significant creative building projects around the school and local community. Artisan teachers are employed by the school. HOL provides training induction and ongoing training and professional development for artisan-teachers. HOL also assists schools to recruit artisan-teachers and identify potential projects. Students are referred by teaching, leadership and wellbeing teams; many students ask for their name to be placed on the waiting list. School and community. Students, schools, families, communities, philanthropy. Nil cost to students; school employs artisan teachers; HOL support is currently 100% philanthropically funded. Total program delivery cost averages \$3000 -\$3500 per student, per annum.
<p>Program outputs and outcome:s</p> <ol style="list-style-type: none"> How many participants are supported by the program/initiative? (each year) What outcomes are measured for the program/ initiative? What is some of the latest outcomes data from the program/ initiative (up to 3 	<ol style="list-style-type: none"> 1325 students in 62 schools were supported in the 2015-16 financial year. 340% growth since 2012. School completion rates, attitude to school, behaviour, motivation. and, Deloitte Access Economics (2012) found completion rate among students who have participated in the HOL program in the past has consistently exceeded 95 per cent, higher than the Australia-wide average of 86 per cent. As a founding partner in Australian Research Council national research project '<i>Building Futures for Young Australians</i>' led by University of Melbourne, HOL has helped develop a new tool to

<p>outcome measures eg % of participants completing Year 12)?</p> <p>d. What evaluation methodology does the program/initiative use?</p>	<p>measure what works to keep vulnerable kids at school: Connections, Capacities and Meanings (CCM) framework. HOL tracks the progress of students from when they first enter the program and again each term throughout the year. Most recent results show:</p> <ul style="list-style-type: none"> a. 45% average improvement of HOL students' attitude to school, attendance, behaviour, and motivation b. 98% of HOL students felt what they were doing mattered to them.
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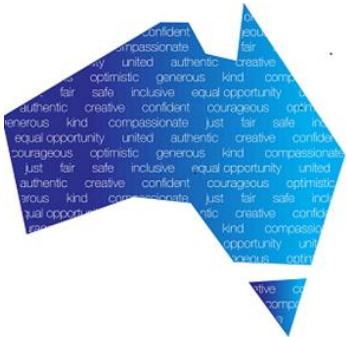
Improving educational engagement and attainment



Case study – Learning for Life (LfL)

<p>Contact:</p>	<p>Dr Lisa O’Brien, CEO, The Smith Family, W: https://www.thesmithfamily.com.au/programs/learning-for-life</p>
<p>Program overview:</p> <ol style="list-style-type: none"> When was the program established? Who is the target group? (eg primary students, Aboriginal students, new teachers etc) How long does the program run for? (eg 6 weeks, 2 yrs etc) What are the core activities of the program/initiative? (ie what does the program do?) What is the setting for the program? (eg within the school system, within the community etc) Who are the key stakeholders and partners involved in the program/initiative? What is the average cost per participant? 	<ol style="list-style-type: none"> An early version of the program began 30 years ago, with the program evolving and developing since then. It targets highly disadvantaged students across primary and secondary years of school and tertiary study. The program offers long-term support with students able to commence on LfL in the first year of school and continue through to the completion of tertiary study. The core components are: <ul style="list-style-type: none"> - a modest financial scholarship to help with education related expenses - a Learning for Life Program Coordinator who works with the student, their family and school to support the student’s long-term participation in education. - a range of short programs that develop the skills, knowledge, attitudes and behaviours that support long-term educational achievement eg literacy and numeracy programs, mentoring and career activities. The program is a place-based community initiative and works to complement what happens in school. It particularly seeks to influence the home learning environment and the relationship between home and school. Students, families, schools, community organisations, business, philanthropy, volunteers and supporters Approx \$1000 pa per student
<p>Program outputs and outcomes:</p> <ol style="list-style-type: none"> How many participants are supported by the program/initiative a year? What outcomes are measured for the program/ initiative? What is some of the latest outcomes data from the program/ initiative (up to 3 outcome measures eg % of participants completing Year 12)? 	<ol style="list-style-type: none"> Over 33,000 students are supported per year on the program and this number is increasing. Over 6,000 of these students are from Aboriginal and Torres Strait Islander backgrounds. 3 key long-term outcomes are measured for all students: Annual school attendance rates; Year 12 completion; and post-school engagement in employment or further study. A range of shorter term outcomes are also measured for eg reading skills, confidence, networks etc. <ul style="list-style-type: none"> - Average school attendance rates for primary LfL students is 90.7%; for secondary students is 86.1% and Aboriginal and Torres Strait Islander students is 86.1%. - Seven out of 10 students who were on the program in Yr 10 are completing Year 12. - 84.2% of students who left the program in Yrs 10 to 12 are in work and/or study 12 months after leaving the program. The Outcomes Based Accountability framework underpins program evaluation. Each student has a unique identifier with

<p>d. What evaluation methodology does the program/initiative use?</p>	<p>demographic, administrative and outcomes data being collected longitudinally on all students. Ongoing analysis of this data is undertaken at the aggregate, sub-cohort (eg Aboriginal students) and individual level. Analysis of this data has led to significant improvements in the three key long-term outcomes being achieved by LfL students.</p>
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Improving educational engagement and attainment

Case study – National Exceptional Teaching for Disadvantaged Schools Program (NETDS)

<p>Contact:</p>	<p>Professor Bruce Burnett (Australian Catholic University) Professor Jo Lampert (Latrobe University) W:https://www.qut.edu.au/education/about/projects/national-exceptional-teaching-for-disadvantaged-schools</p>
<p>Program overview:</p> <ol style="list-style-type: none"> When was the program established? Who is the target group? (eg primary students, Aboriginal students, new teachers etc) How long does the program run for? (eg 6 weeks, 2 yrs etc) What are the core activities of the program/initiative? (ie what does the program do?) What is the setting for the program? (eg within the school system, within the community etc) Who are the key stakeholders and partners involved in the program/initiative? What is the average cost per participant? 	<p>Despite widespread agreement that effective teachers make a great difference to student learning outcomes for young people living in poverty, research clearly shows that many of Australia’s leading graduate teachers are ‘cherry-picked’ upon graduation by affluent state and independent schools. NETDS is a direct response to this inequitable distribution and remains the only Australian mainstream 4-year Initial Teacher Education (ITE) program that specifically selects, prepares and deploys teachers to work in challenging high poverty schools. Founded in 2009, the program has now expanded to 7 Australian universities while producing critical new theoretical understandings of teacher education for disadvantaged schools.</p> <p>NETDS constitutes a cost effective model as it is not a boutique stand-alone course/program, but rather sits within existing mainstream teacher preparation degrees. The core of the NETDS model focuses on the following interrelated issues:</p> <ol style="list-style-type: none"> Attracting the highest achieving pre-service teachers into a specific program targeting poverty Creating a modified curriculum around social justice Mentoring these pre-service teachers during challenging high poverty professional experience placements Engaging the profession in strategic partnerships to ensure graduate employment Further researching the outcomes and impact of the model in terms of quality teaching in low SES schools
<p>Program outputs and outcomes</p> <ol style="list-style-type: none"> How many participants are supported by the program/initiative? (each year) What outcomes are measured for the program/ initiative? What is some of the latest outcomes data from the program/ initiative (up to 3 outcome measures eg % 	<p>The NETDS program has proven both transferable and scalable producing meaningful influence across 7 university ITE programs. Currently there are 284 NETDS participants within QUT, Deakin University, University of New England, University of Newcastle, University of South Australia, University of Western Sydney and Victoria University.</p> <p>Data from QUT (between 2007 and 2010) shows approximately 35% of teacher graduates with high grade point averages in the top 5 to 10% chose to work in high poverty schools. This compares with 90% of similarly profiled NETDS graduate teachers (between 2011 to 2016) who selected to work in low SES classrooms. (Source: QUT Graduation Destination Data). This represents a 250% increase QUT’s high performing graduates choosing to work in low-SES schools.</p>

<p>of participants completing Year 12)?</p> <p>d. What evaluation methodology does the program/initiative use?</p>	<p>Participants report an increased sensitivity to issues of social justice, enhanced knowledge of poverty and disadvantage (including Indigenous disadvantage), higher expectations of their students, enhanced efficacy and ability to impart knowledge (such as literacy and numeracy) to their students. Data from participants and feedback from schools indicate that NETDS provides a concrete link between theory and students' ambitions and aspirations within the low SES sector.</p> <p>School principals specifically commend the NETDS program for producing teachers who:</p> <ul style="list-style-type: none"> (i) actively desire to teach in disadvantaged schools; (ii) are neither surprised nor dismayed by the challenges they encounter (e.g. sporadic attendance, low literacy and numeracy skills, issues related to behaviour or home circumstances); (iii) enact high expectations and resist deficit perspectives of students and families; and (iv) actively seek out collaborations and opportunities for further learning.
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Improving educational engagement and attainment

Case study – School Focused Youth Services (Djerriwarrh)

Contact:	Tegan Pain – Coordinator SFYS Djerriwarrh W: http://www.djerriwarrh.org.au/youth-services/
Program overview: <ol style="list-style-type: none"> When was the program established? Who is the target group? (eg primary students, Aboriginal students, new teachers etc) How long does the program run for? (eg 6 weeks, 2 yrs etc) What are the core activities of the program/initiative? (ie what does the program do?) What is the setting for the program? (eg within the school system, within the community etc) Who are the key stakeholders and partners involved in the program/initiative? What is the average cost per participant? 	<ol style="list-style-type: none"> SFYS has been operating across Victoria for approx. the last 20 years. The target group is young people between the ages of 10 years to 18 who are highly disadvantaged at the highest risk of disengagement from school within Victoria. SFYS Djerriwarrh target groups for additional support include culturally and linguistically diverse young people; and, young carers, including young mothers. The program is funded for a 2 year period with review for contract extension. The program will be funded for a further 2 years – 2019. The core activity of the program is that SFYS works with schools and community organisations that support young people at risk and require prevention or early intervention strategies that will assist in re engagement of school, enhance learnings, development and overall health and wellbeing. The main focus is to work with schools in identifying programs / interventions that will assist young people at highest risk of school disengagement to re-engage and apply new skills to their education / future outcomes. SFYS also assist schools to build their capacity to better support such young people and link schools into services within their local communities. School and community. The key stakeholder are DET (Department of Education and Early Childhood), Djerriwarrh Community and Education Services Melton– Consortium with Good Shepherd Brimbank. There is no average cost per individual young person. Interventions are funded as a whole project whereby interventions can cost anywhere from \$100 through to \$10,000. For example, a recent project supported the implementation of a Hands on Learning project at a non-government school in Melton, at a cost of \$11,000.
Program outputs and outcomes: <ol style="list-style-type: none"> How many participants are supported by the program/initiative? (each year) What outcomes are measured for the program/ initiative? 	<ol style="list-style-type: none"> Numbers vary according to school / student needs and the projects undertaken. Outcomes measured are increase in school engagement, less access to welfare staff at school, less exits from the classroom, less substance abuse, change in behaviours. Recent data from a supported Hands on Learning project (students help run a sustainable café within their school, supporting the development of relations with peers and wellbeing staff; skills (which may count toward a Cert I or II), self-

<p>c. What is some of the latest outcomes data from the program/initiative (up to 3 outcome measures eg % of participants completing Year 12)?</p> <p>d. What evaluation methodology does the program/initiative use?</p>	<p>confidence, and the opportunity to reflect on behaviour (perhaps developing an individualised safety plan rather than a behaviour plan).</p> <ol style="list-style-type: none"> 1. Increase in school attendance (9/11 students) 2. Decrease in class room exits (10/ 11 students) 3. Change in behaviour (7/11 students learnt new behavioural coping strategies and achieved notable change.) <p>d. Evaluation methods include a series of questionnaires that students, wellbeing staff, teachers and parents complete, and the Hands on Learning, ICAN project (capturing pre and post evaluation data on the students and intervention).</p>
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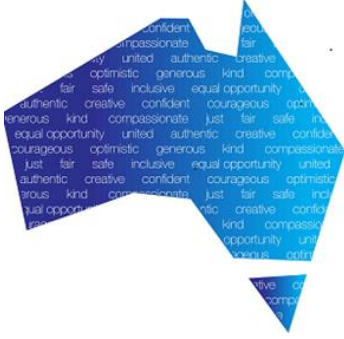
Improving educational engagement and attainment



Case study – Victorian Certificate of Applied Learning (VCAL) in non-school environment (Wyndham CEC)

Name of the program or initiative	Victorian Certificate of Applied Learning (VCAL) in non- school environment (Wyndham Community and Education Centre)
Contact:	Jennie Barrera, CEO, Teresa Vizintin – VCAL & Youth Manager W: http://www.wyndhamcec.org.au/
<p>Program overview:</p> <ol style="list-style-type: none"> When was the program established? Who is the target group? (eg primary students, Aboriginal students, new teachers etc) How long does the program run for? (eg 6 weeks, 2 yrs etc) What are the core activities of the program/initiative? (ie what does the program do?) What is the setting for the program? Who are the key stakeholders and partners? What is the average cost per participant? 	<ol style="list-style-type: none"> 2005 Young people who have disengaged from mainstream schooling; school refusers. 1 to 3 years depending on the level (Foundation, Intermediate or Senior VCAL) Provides a senior secondary qualification – Yr 10, 11 or 12 equivalent. Students do: literacy; numeracy; personal development skills; work-related skills; industry specific skills (VET). Other complementary services offered: SWL; school lawyer; youth workers; whitelion; close connections to community agencies including mental health services, indigenous orgs, refugee and settlement providers. A community setting – Wyndham Community & Education Centre Parents; community; schools; DET; support agencies \$295 per year – concession; \$995 per year non concession. Payment plans/ fee waivers/ access to scholarship funds available
<p>Program outputs and outcomes</p> <ol style="list-style-type: none"> How many participants are supported by the program/initiative? (each year) What outcomes are measured for the program/ initiative? What is some of the latest outcomes data from the program/ initiative (up to 3 outcome measures eg % of participants completing Year 12)? 	<ol style="list-style-type: none"> 90 – 120 per year Successful completion of Yr 10, 11 or 12 Destination data – where students go after they finish The completion rates of students undertaking Wyndham CEC's VCAL programs over the past 3 years have been consistently strong; the annual VCAA completion rates highlight the following results for Wyndham CEC students: - <ul style="list-style-type: none"> • 100% of VCAL units and 99% of VET units completed in 2015 • - 77% of VCAL units and 100% of VET units completed in 2014 • - 98% of VCAL units and 100% of VET units completed in 2013 <p>In 2014, of 123 students enrolled in Wyndham CEC VCAL Programs, data collected and provided to the WynBay LLEN demonstrates that 16% of students went on to employment,</p>

<p>d. What evaluation methodology does the program/initiative use?</p>	<p>whilst 59% went on to further education including progressing to the next level of VCAL studies and transitioning to other VET programs, apprenticeships and higher education. The remaining 25% included home duties (4%), moved or relocated (6%), health/justice issues (6%), unknown (7%), with only 2% seeking employment.</p> <p>d. Parent/ guardian surveys Student surveys Case studies completions</p>
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Case study – Young Carers Bursary Program

<p>Contact:</p>	<p>Luke Jones, National Programs Manager, Carers Australia W: http://youngcarers.net.au/young-carer-bursary-program/program-information/</p>
<p>Program overview:</p> <ol style="list-style-type: none"> When was the program established? Who is the target group? (eg primary students, Aboriginal students, new teachers etc) How long does the program run for? (eg 6 weeks, 2 yrs etc) What are the core activities of the program/initiative? (ie what does the program do?) What is the setting for the program? (eg within the school system, within the community etc) Who are the key stakeholders and partners involved in the program/initiative? What is the average cost per participant? 	<ol style="list-style-type: none"> Program was established in 2014 with bursaries first being provided in the 2015 calendar year. Young Carers aged 12-25 currently enrolled or looking at returning to education. Young carers are less likely to participate in study, at school, university, technical or other further education courses. Bursaries are allocated for a school year, 12-months. Core purpose of the program: reducing financial strain on disadvantaged young carers who want to complete education. Program is promoted Australia wide. Carers can choose how best to use the money to help with things like: course fees, text books, tutoring, extra-curricular activities; respite care; accommodation or transport; emotional support; freeing up money for education, reducing the need for young carers to work to support their studies as well as undertake caring responsibilities. Scholarship. Commonwealth Department of Social Services (DSS) funds the program, Carers Australia manages it. Average cost per young carer \$3000
<p>Program outputs and outcomes:</p> <ol style="list-style-type: none"> How many participants are supported by the program/initiative? (each year) What outcomes are measured for the program/ initiative? What is some of the latest outcomes data from the program/ initiative (up to 3 outcome measures eg % of participants completing Year 12)? What evaluation methodology does the program/initiative use? 	<ol style="list-style-type: none"> Program is funded to support 333 young carers annually Individual outcomes relating to personal independence, participation and wellbeing. Data we received from mid-year and end of year surveys in 2016 report: 83% of young carers reported an improvement or strong improvement in grades, 92% of young carers reported an improvement or strong improvement in independence, 93% of young carers reported an improvement or strong improvement in wellbeing. Evaluation methodology. Longitudinal self-report survey measured at 6-month intervals. This allows us to track changes overtime.

[Renewing Australia's Promise, 2016 Report Card](#)

A report card from Foundation for Young Australians asking, 'Will young Australians face a brighter future than the generation before?'

[The New Work Mindset, 2016](#)

A report from Foundation for Young Australians based on big data analysis to provide insights into the patterns of skills young people now require to navigate complex and uncertain working lives.

[Australia's Youth Unemployment Hotspots \(2016\)](#)

[Generation Stalled: Young, Underemployed and Living Precariously in Australia \(2017\)](#)

Reports from the Brotherhood of St Laurence on youth unemployment and under-employment.

[The Role of Community Education in Australian Regional and Rural Economic Development \(2017\)](#)

A paper from Community Colleges Australia looking at rural and regional data and issues.

[United Nations Sustainable Development Goals](#)

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning.

Adult Learning Australia is co-organising two forums that look to advance the SDGs: *Making the SDGs real in adult and vocational education*, [Melbourne, 6 August](#); and a free panel session at RMIT in [Melbourne on 9 August](#) that includes Alice Albright, CEO of the Global Partnership for Education.

[The Nest Action Agenda \(2014\)](#)

Australian Research Alliance for Children and Youth (ARACY). A national plan for child and youth wellbeing to support policy reform that focuses on prevention, early intervention, evidence and a commitment to the child at the centre of all policy.

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[Parental Engagement in Learning and Schooling: Lessons from Research \(2012\)](#)

A report from ARACY providing a synopsis of the published literature pertaining to parental engagement in both the home and school environments.

[Thrive by Five](#)

Minderoo Foundation resources supporting Thrive by Five, including the [Challis School - Community Model of Ensuring Children Growing up with Disadvantage are not Left Behind](#); and [Colab](#), a new collaboration with the Telethon Kids Institute, focused on accelerating the translation of research to improve outcomes for children across Australia.

[The First 1000 Days](#)

An evidence-based model conceived of and led by Indigenous people to foster resilience, leadership and innovation in Aboriginal and Torres Strait Islander families through focusing on the period from (pre) conception to the age of two.

[To lift literacy levels among Indigenous children, their parents literacy skills must be improved first \(2017\)](#)

An article for The Conversation. Bob Boughton, Associate Professor, University of New England and Jack Beetson, Executive Director, The Literacy for Life Foundation reflect on the [Yes, I Can!](#) model to improve outcomes for children and communities by focusing on improving adult literacy. (Originally developed in Cuba and used in 30 countries in the global south, including Timor-Leste and five western NSW communities).

[Try, Test, Learn](#)

Background on the Australian Government's, Australian Priority Investment Approach to Welfare aimed at using the best available evidence to intervene early to ensure vulnerable Australians have a better future: a response to the [review of Australia's welfare system](#) (2015). The Try, Test, Learn fund, announced in the 2016-17 Federal Budget, is the Government's first response to the Australian Priority Investment Approach to Welfare, targeting young people in three priority groups: young carers, young parents and young students at risk of long-term unemployment.

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