

EVALUATION CONFERENCE - 2008

'Golden Ballroom Centre'
Sheraton Hotel, Perth
Thursday 11th September 2008



THIS PRESENTATION

- Brief Overview:

 - Raised Leaving Age Strategy

- The NEET Survey

 - Mapping disengagement among 15-17 year olds in Western Australia

Raising the Leaving Age – WHY?

❑ A National Initiative

- National moves toward raising the leaving age commenced with the *Adelaide Declaration, 1999*
- All States and Territories to increase the Leaving Age by 2010

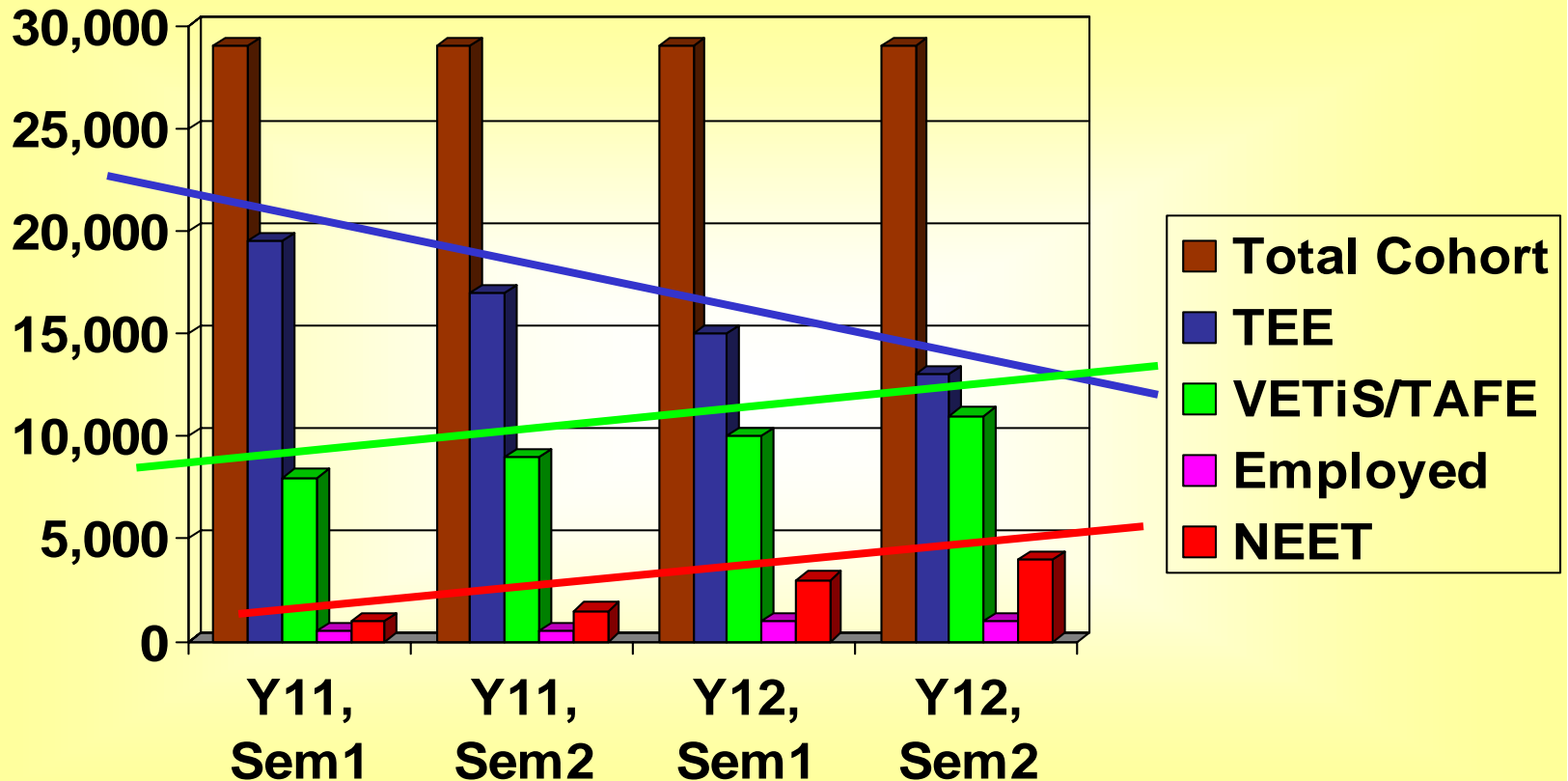
❑ Western Australia

- Processes commenced in late 2004 – early 2005 with widespread community and stakeholder consultations
- Legislation (the *Acts Amendment [Higher School Leaving Age and Related Provisions] Act 2005*) passed in November 2005
- The RLA strategy to be implemented in two stages:
 - o To the end of the 16th year of age in 2006; and
 - o To the end of the 17th year in 2008
 - o International

❑ International

UK raised leaving age to 16 in 1972 – expected rise to 18 in 2010

RAISING THE LEAVING AGE ... WHY? TRENDS IN WESTERN AUSTRALIA



Approximation – 2001 to 2005

Raising the Leaving Age – WHAT?

- The legislation specifies that all young people in Western Australia must either attend school full time or undertake a range of other approved education, training and/or employment options. These options can be:
 - Full-time in school
 - Full-time home based schooling
 - Full time enrolment in a training institution (e.g. TAFEWA or a Private RTO)
 - Engaged in an apprenticeship or traineeship
 - Undertaking a gazetted course provided by a community based provider
 - Employed full-time in an approved job
 - A combination program involving part time schooling, training and/or employment

Raising the Leaving Age – HOW?

❑ Focus on Cultural Change

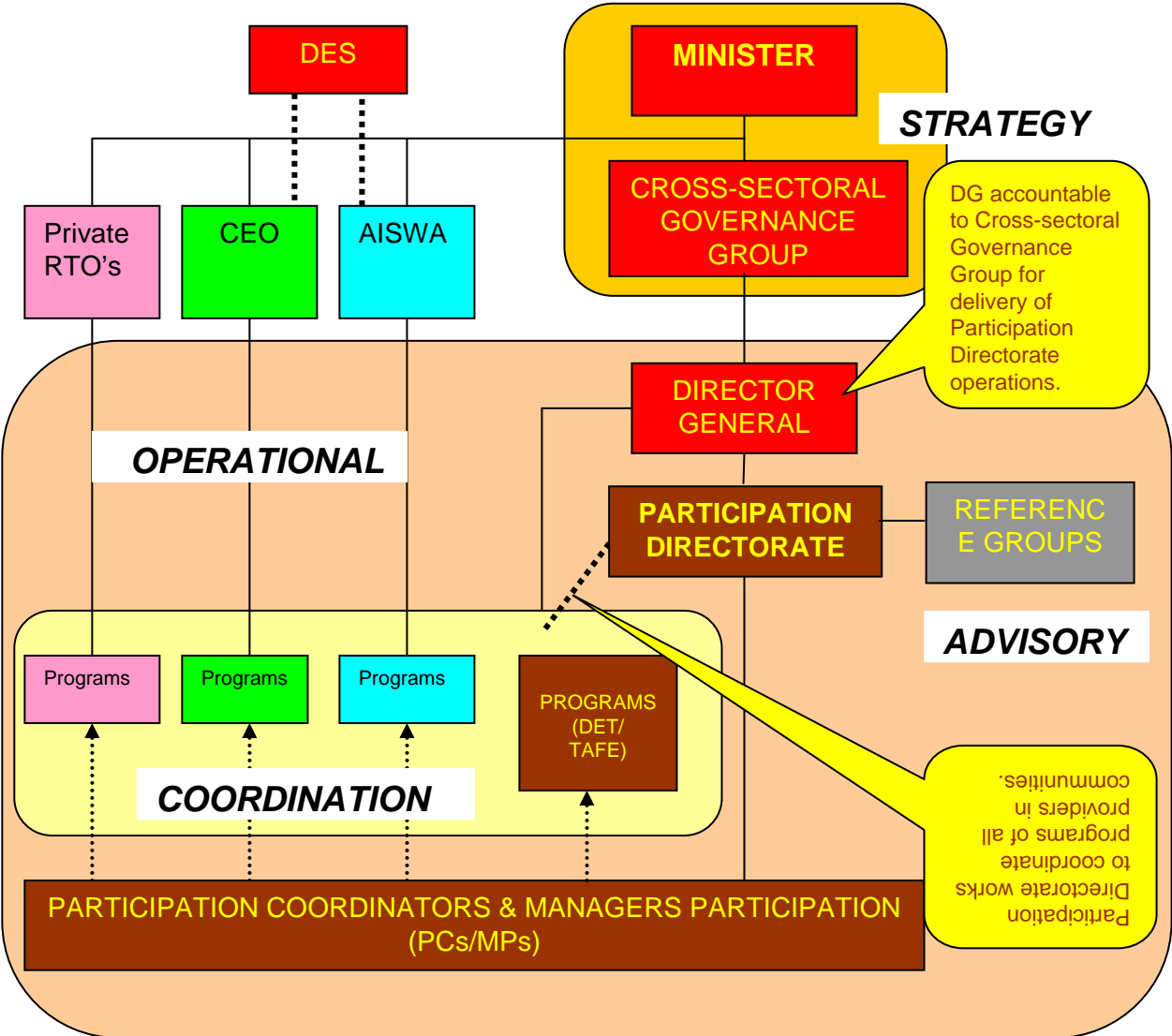
❑ Cross Sectoral

- Government schools
- non-government schools
- TAFE colleges
- community-based organisations
- employers; and
- Related government and non-government agencies

❑ Participation Directorate

- A coordinating role

THE PARTICIPATION DIRECTORATE



Raising the Leaving Age – HOW?

- The Participation Directorate is funded under the Learning and Training Guarantee initiative, a key election commitment given in November 2004 by the incumbent Labor Government.
 - The Learning and Training Guarantee provides for the gradual release of a total of \$165 million over the period 2004-2009 to facilitate implementation of the legislation
- To date, 100 field based workers (Managers Participation and Participation Coordinators) have been deployed throughout Western Australia
- The Participation Management Database (PMD), which records Notices of Arrangements (NoAs) logged by students accessing options other than full time schooling, processed 3,253 NoAs in 2006 and 4,040 NoAs in 2007
 - At 1 August 2008, the PMD has processed nearly 12,000 NoAs, anticipating the total for 2008 to exceed 14,000

EDUCATION & TRAINING PARTICIPATION PLANS

THE ETPPs

- In 2007 the Education and Training Participation Plan (ETPP) planning process involved over 1,000 participants across Western Australia who developed over 130 education and training programs to engage those young people affected by the legislation
- Fifty four (54) of these programs are termed Senior School Engagement Programs (SSEPs) and provide effective teaching and learning programs for students who historically may not have returned to year 11 and 12
- Over \$5.3 million was distributed to public schools and colleges through ETPP and SSEP funding in 2007.

DISENGAGEMENT –
Increasing levels of disengagement

DISENGAGED

COMMUNITY ORGANISATIONS
(CARE Schools &
Community Based Courses)

RTO's – (Access & Equity)
(TAFEWA, Private RTO's, GATE,
WOW, YPAVE, Silver Trowel etc)

OFF SITE (SCHOOL)
(SSEPs, Fast Track, 'At Risk' VETiS
Integrated Studies, Behaviour Ctrs)

OFF GRID – SEMI OFF GRID (SCHOOL)
(SSEPs, Fast Track, 'At risk' VETiS,
Integrated Studies)

MAINSTREAM
(CoS, TEE, WSA, VETiS,
RTOs, TAFEWA)

RESOURCING –
Increasing per capita costs

COMPLEXITY –
Increasing barriers, risks, factors

SPECTRUM OF PROGRAM PROVISION

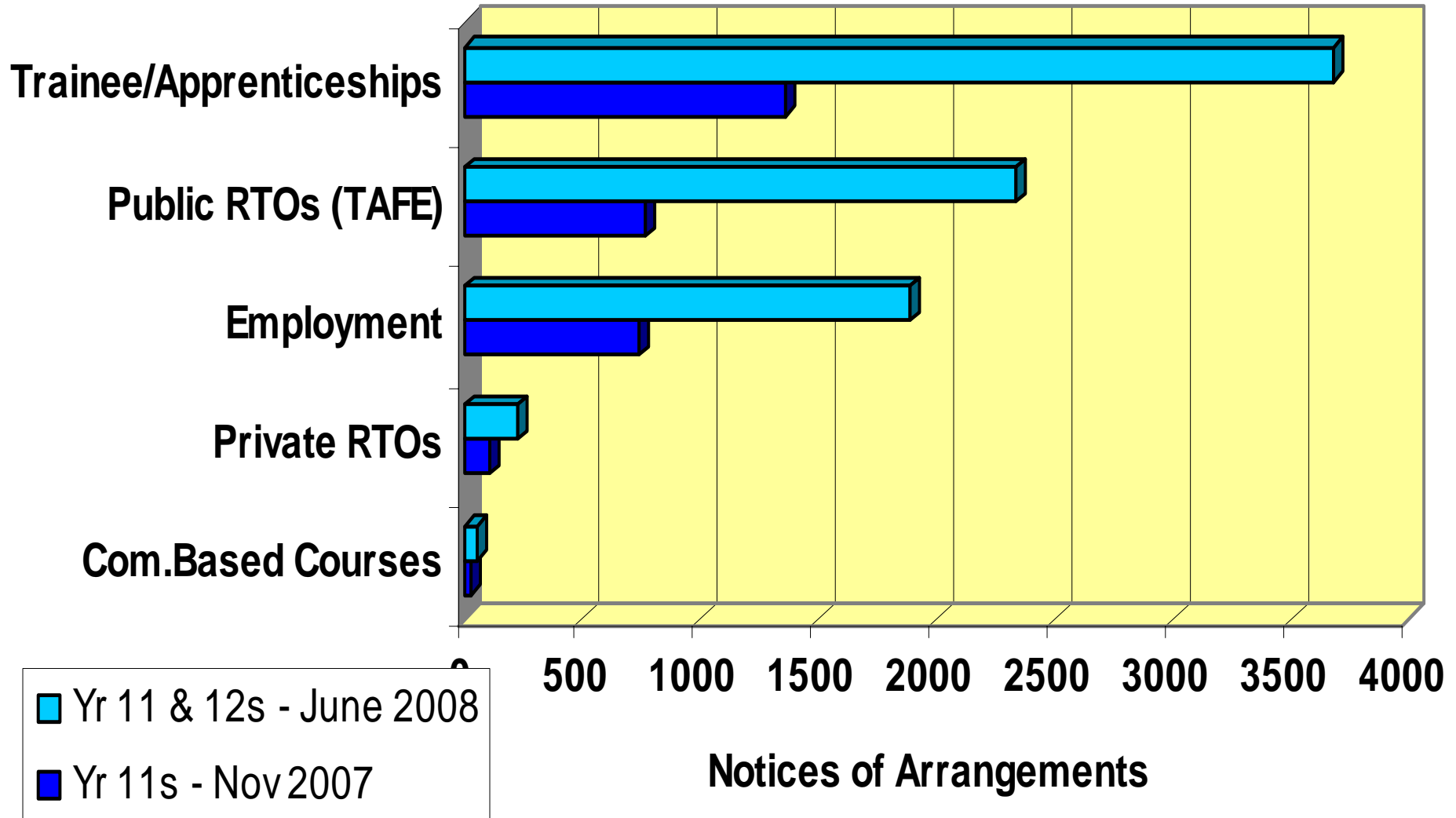
SUCCESS OF THE RLA STRATEGY

Participation in Education, Training and/or Employment (NoA Counts at 28 February and 31 August)

			No.	No.	%	No.	No.	%	No.	No.	%	No.	No.	%	
PARTICIPATION	YEAR 11	4 YEARS	Y8/S2 to Y11/S2	27550	23876	86.7	28643	26272	91.7	27805	25300	91.0	28395	n/a	n/a
			App NoAs Y11/S2		n/a	n/a		1734	97.7		2020	98.2		n/a	n/a
		1 YEAR	Y10/S1 to Y11/S1	27883	26200	94.01	29259	27809	95.0	28505	27595	96.8	29191	28485	97.5
			+App NoA Y11/S1		n/a	n/a		175	95.6		623	98.9		522	99.3
			+Pnd NoA Y11/S1		n/a	n/a		35	95.7		522	100.8		685	101.7
		1 YEAR	Y10/S2 to Y11/S2	27514	23876	86.8	28803	26272	91.2	28248	25300	89.6	28892	n/a	n/a
App NoAs Y11/S2			n/a	n/a		1734	97.2		2020	96.7		n/a	n/a		
PARTICIPATION	YEAR 12	5 YEARS	Y8/S2 to Y12/S2	27397	18860	68.8	27849	19436	69.8	28643	19552	68.3	27805	n/a	n/a
			App NoAs Y12/S2		n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a
		2 YEARS	Y10/S1 to Y12/S1	27630	20318	73.5	28372	20899	73.7	29259	21768	74.4	28505	22032	77.2
			+App NoA Y12/S1		n/a	n/a		n/a	n/a		n/a	n/a		3011	87.8
			+Pnd NoA Y12/S1		n/a	n/a		n/a	n/a		n/a	n/a		1250	92.2
		2 YEARS	Y10/S2 to Y12/S2	27272	18860	69.2	27949	19436	69.5	28803	19552	68	28248	n/a	n/a
App NoAs Y12/S2			n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a		

NOTICES of ARRANGEMENTS BY PROVIDER

November 2007 and June 2008



IDENTIFYING DISENGAGEMENT

The NEET Survey

- In an effort to ascertain areas of need, the Participation directorate initiated the NEET data collection project in 2006
- The NEET Project collects data relating to key indicators of disengagement
- These include:
 - o Attendance
 - o Literacy and numeracy
 - o Health and well-being issues
 - o History of Transiency
 - o Behavioural issues
 - o Family relationship issues

THE NEET SURVEY

The Collection Instrument

- Personal details

The screenshot shows a Microsoft Access window titled "Microsoft Access - [Students]". The main form is titled "NEET SHEET" and contains the following fields and controls:

- MP/PC Name:** A dropdown menu with the value "Elmer Fudd".
- Given Names:** A text box containing "Leghorn".
- Surname:** A text box containing "Foghorn".
- School:** A dropdown menu with the value "SOUTHERN CROSS DIST HIGH SCH".
- At Risk Level:** A dropdown menu with the value "0-59% - At Risk - Severe".
- Personal Tab:** A tabbed interface with "Personal" selected.
- Street:** A text box containing "Struggle".
- Town/Suburb:** A dropdown menu with the value "BIRCHMONT".
- DOB (d/m/yy):** A text box containing "21/10/1993".
- Curriculum Council No.:** A text box containing "16789123".
- Gender:** A dropdown menu with the value "Female".
- Aboriginal / TSI:** An unchecked checkbox.
- ESL:** A checked checkbox.

The form is displayed in "Form View" at the bottom left, and a "FLTR" button is visible at the bottom right.

THE NEET SURVEY

The Collection Instrument

- Disengagement Factors

Microsoft Access - [Students]

File Edit View Insert Format Records Tools Window Help

Type a question for help

NEET SHEET

MP/PC Name: Elmer Fudd

Given Names: Leghorn Surname: Foghorn

School: SOUTHERN CROSS DIST HIGH SCH 0-59% - At Risk - Severe

Personal Factors

Factual Questions	Expert Judgement	Other Fields
<input checked="" type="checkbox"/> Very Low Literacy, AcademicLevels	<input checked="" type="checkbox"/> Poor Self-Motivation	Current Program: SSEP
<input type="checkbox"/> Learning Difficulties	<input checked="" type="checkbox"/> Possible Health / Wellbeing Issues	Additional Support: Student Services
<input type="checkbox"/> Physical Disability	<input type="checkbox"/> From Single Parent Family	Location Problems: Course not available in location
<input checked="" type="checkbox"/> CALD	<input type="checkbox"/> Has No Relationships at School - Peers	Stayers: Stayer- Disengaged
<input type="checkbox"/> Pregnancy or Parenting	<input type="checkbox"/> Has No Relationships at School - Teachers	Leavers:
<input type="checkbox"/> Gifted and Talented		Other Education/Training: Off-Campus Program
<input checked="" type="checkbox"/> History of Transiency		Intention: TAFEWA
<input checked="" type="checkbox"/> History of Behaviour Issues		Overall Assessment: Currently Alienated and Disengaged
<input type="checkbox"/> Student Living Independently		

Form View FLTR

THE NEET SURVEY

The Collection Instrument

□ Collection Processes

- The NEET Survey instrument is a Microsoft Access database which is provided to Managers Participation (MPs) in all 14 of WA's education districts at the beginning of term three.
- Those responsible for the data collection process are the MPs and Participation Coordinators (PCs) in individual districts,
- These officers confer with Student Services Managers, Year and program Coordinators, and related personnel in targeted individual schools and public and private Registered Training Organisations (RTOs) and Community organisations.

THE NEET SURVEY

Collation and Analysis

□ Collation and Analysis

- Using the PMD software to produce basic descriptions and district and site profiles
- Using SPSS discriminant function analysis (DFA)
- Producing charts matching socio-economic data with DFA
- Producing geographical maps

PMD Software – Basic Profiles

Measures & Filters	All District	District A	District B	District C	District E	District F	District G-O etc.
Students	4,144	140	276	643	87	508	
Aboriginal	850	16	19	98	12	39	
ESL	224		6	6	1	4	
Current Alienation and Disengagement	938	50	53	123	9	129	
Risk of Disengagement	1,667	50	127	306	18	250	
Severe Risk of Disengagement	769	28	84	128	5	91	
Very Low Literacy, Academic Levels	1,223	44	114	193	60	122	
Learning Difficulties	591	40	32	95	2	49	
Physical Disability	74		11	20		4	
Education Support	200	28	12	23	3	24	
Pregnancy, Parenting, Single	33			8		2	

THE NEET SURVEY

Collation and Analysis

- Using SPSS discriminant function analysis (DFA) to produce the Discriminant Function Score (DFS)

Report

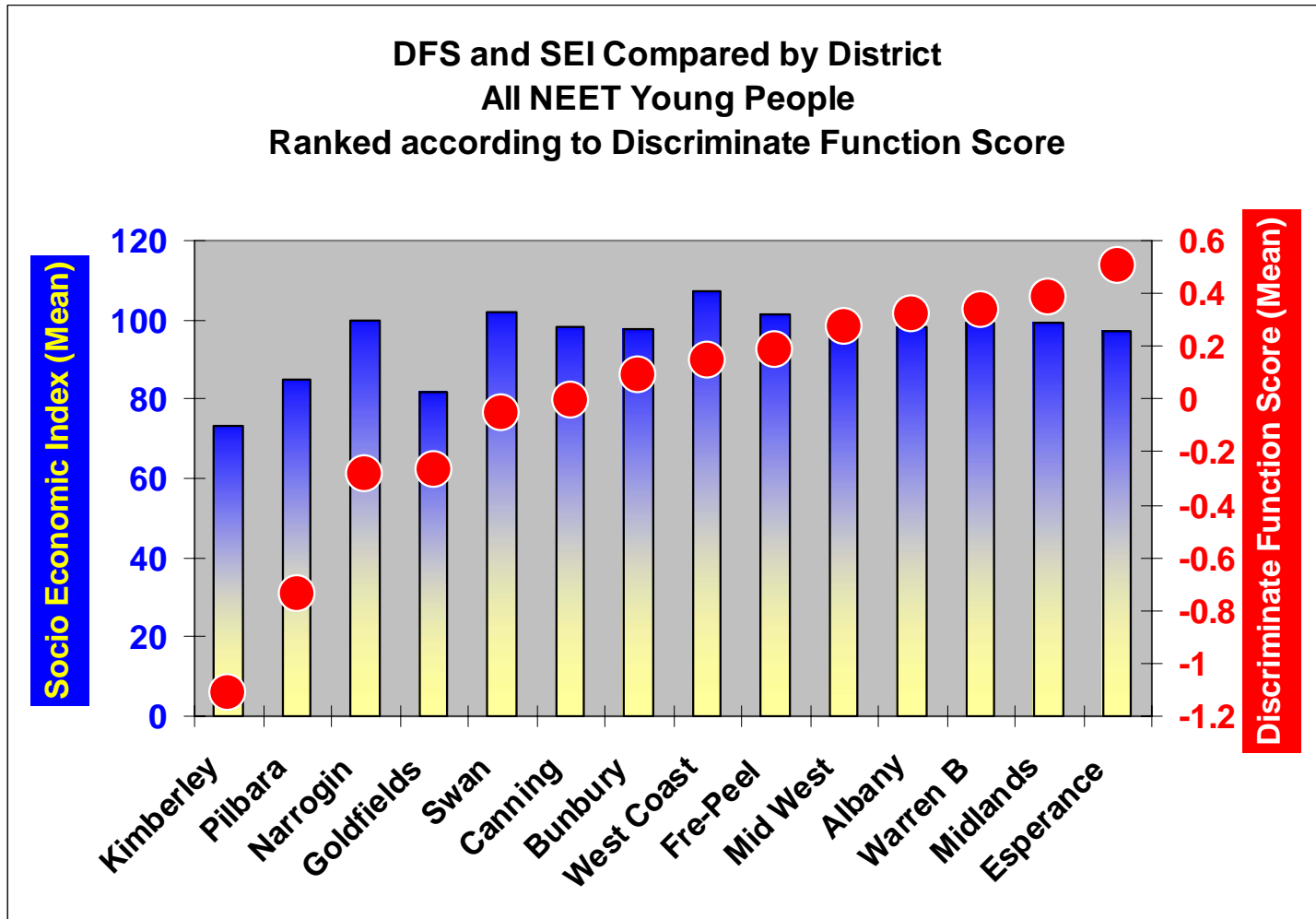
Discriminant Scores from Function 1 for Analysis 1

District	Mean	N	Std. Deviation
ALBANY	.3216511	140	.82687860
BUNBURY	.0885669	275	.77637891
CANNING	-.0046417	641	1.09946481
ESPERANCE	.5077196	87	.78415607
FREMANTLE-PE	.1869260	508	.91304901
GOLDFIELDS	-.2664869	310	1.43221654
KIMBERLEY	-1.10934	176	1.05099276
MID WEST	.2772503	636	1.09019403
MIDLANDS	.3851510	135	.71944167
NARROGIN	-.2842715	98	1.03203734
PILBARA	-.7396604	140	1.31574851
SWAN	-.0527773	436	1.10365537
WARREN-BLACK	.3367400	110	.63559499
WEST COAST	.1463882	414	.80995735
Total	.0241689	4106	1.08341525

THE NEET SURVEY

Collation and Analysis

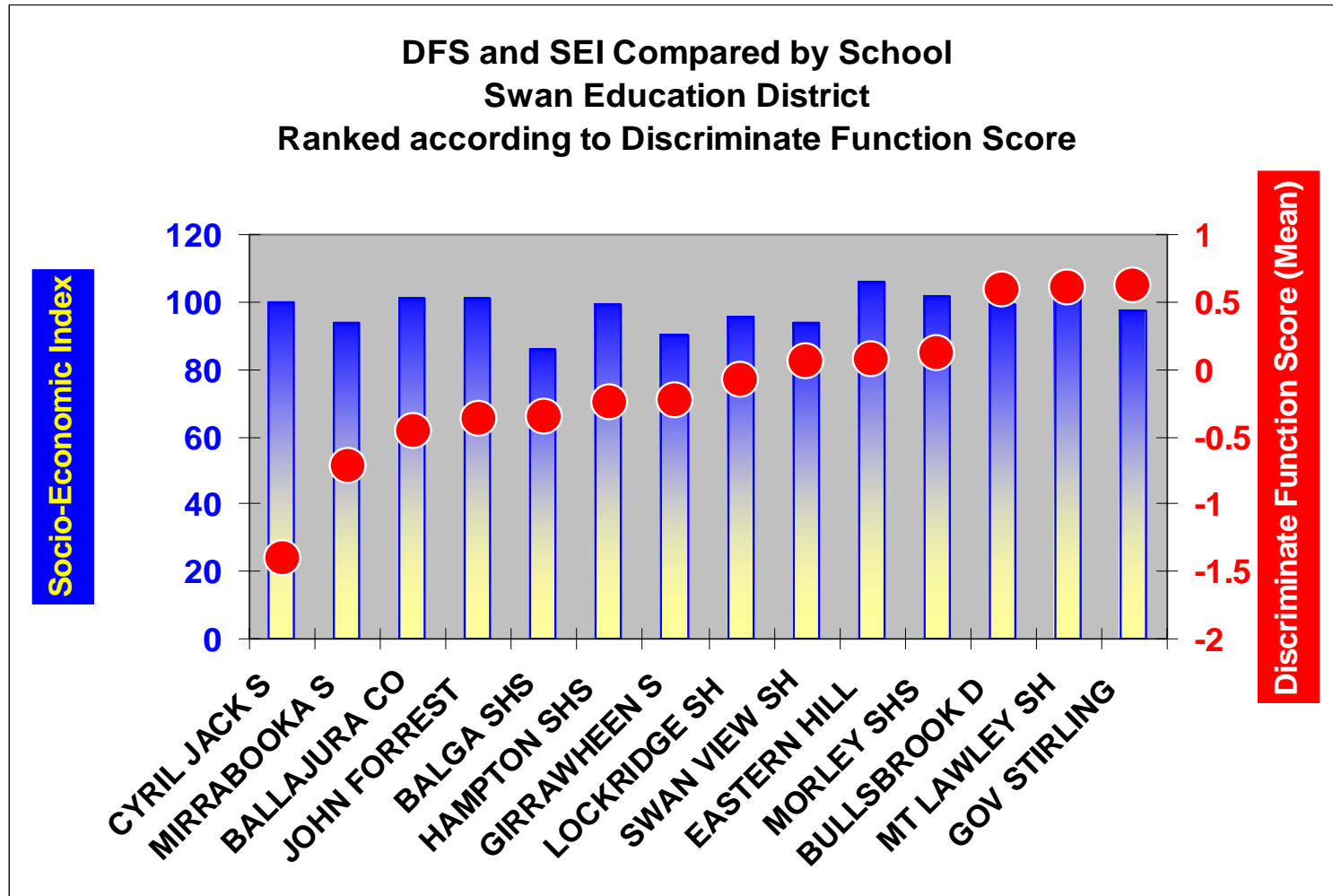
❑ Matching socio-economic data with DFA/DFS



THE NEET SURVEY

Collation and Analysis

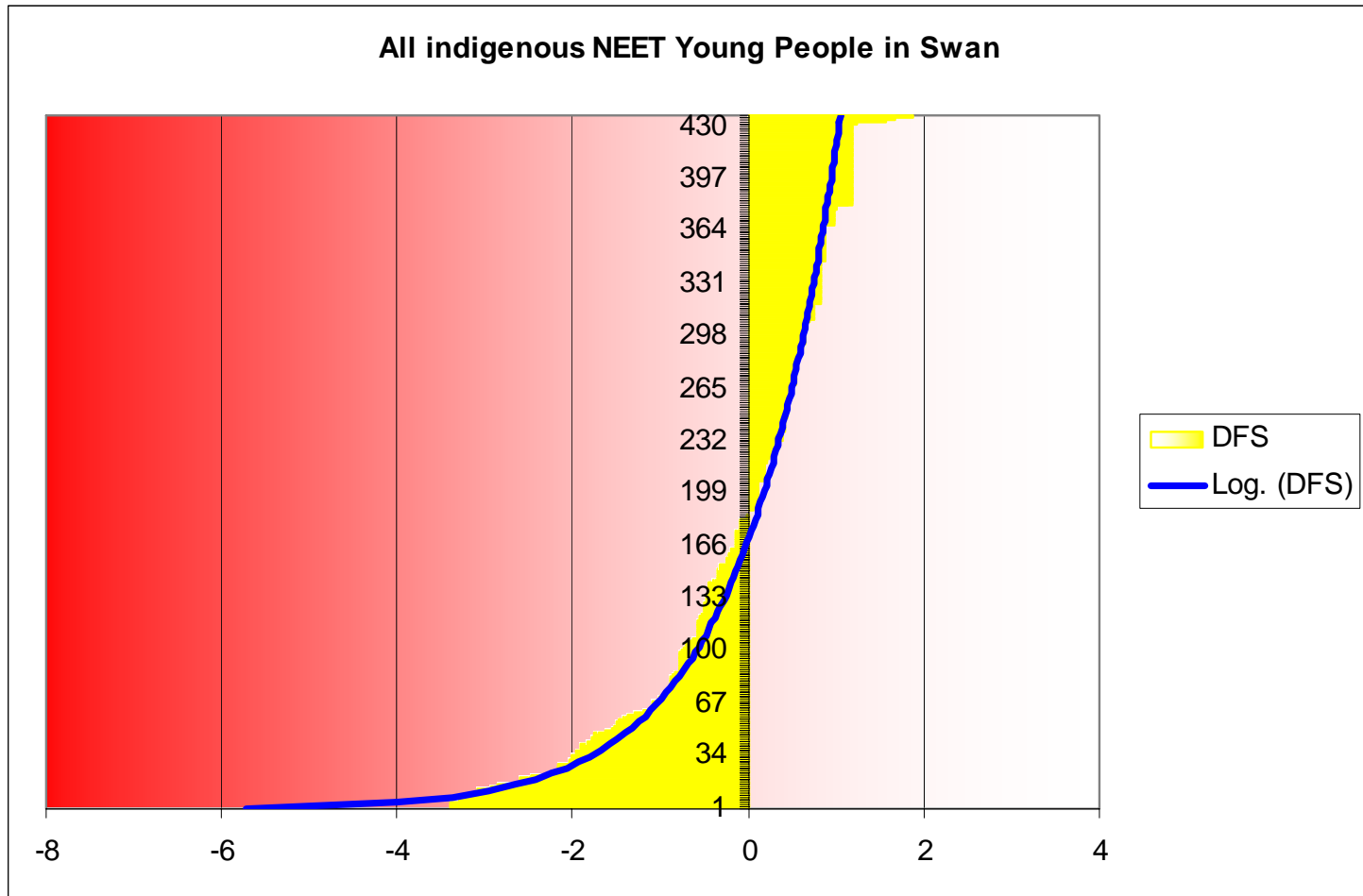
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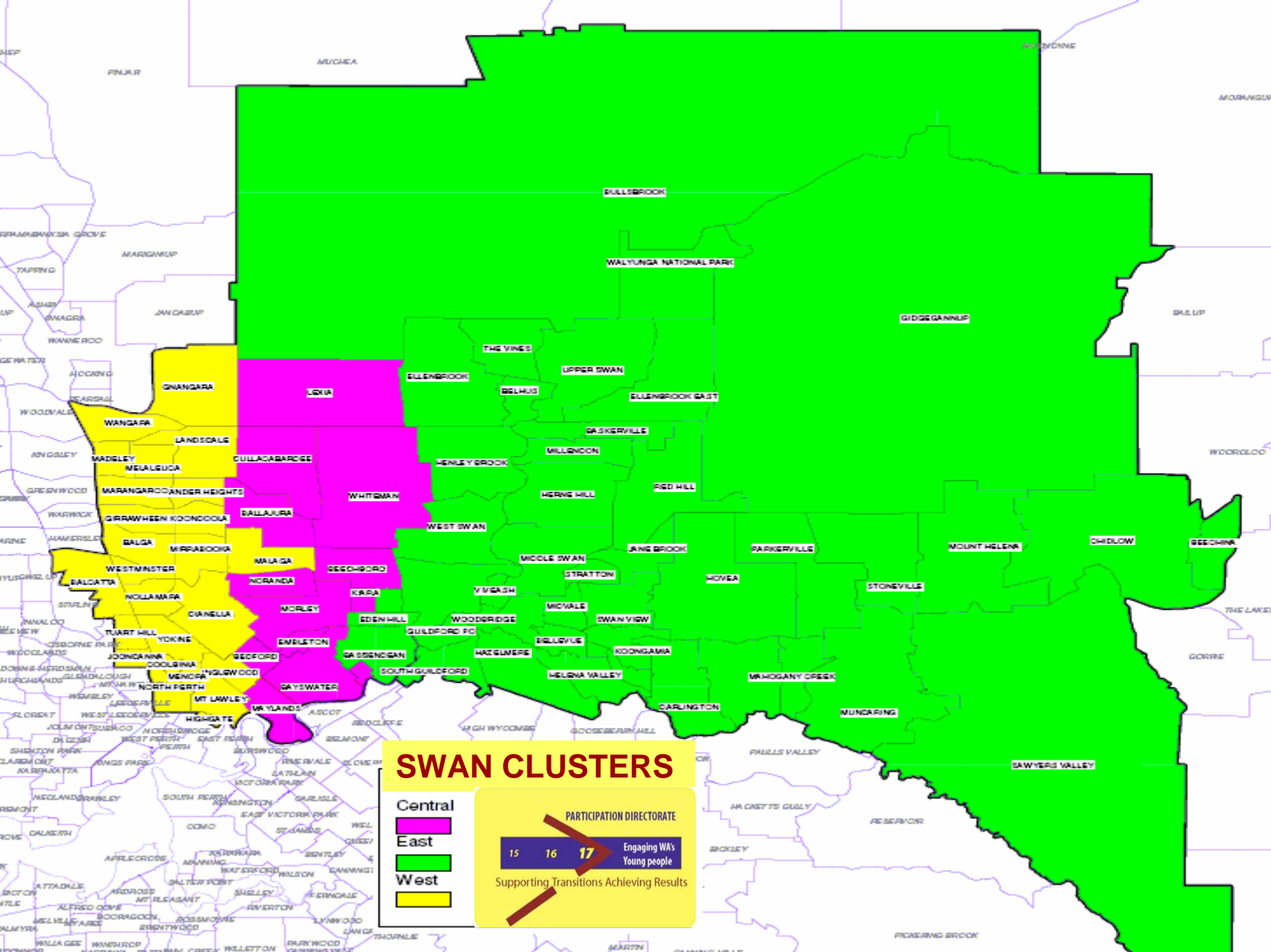


THE NEET SURVEY

Collation and Analysis

❑ Matching socio-economic data with DFA/DFS





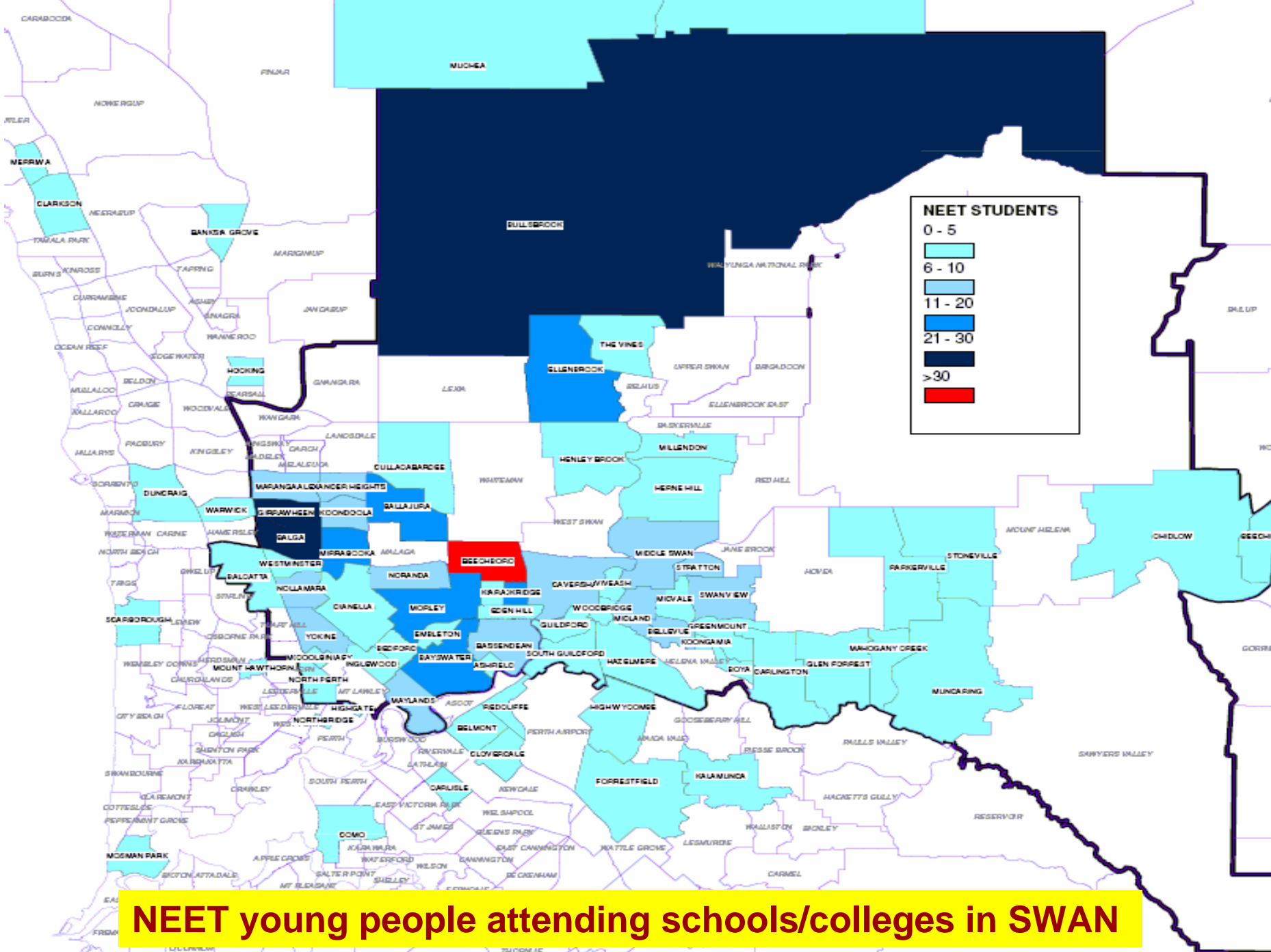
SWAN CLUSTERS

- Central
- East
- West

PARTICIPATION DIRECTORATE

15 16 **17** Engaging WA's Young people

Supporting Transitions Achieving Results



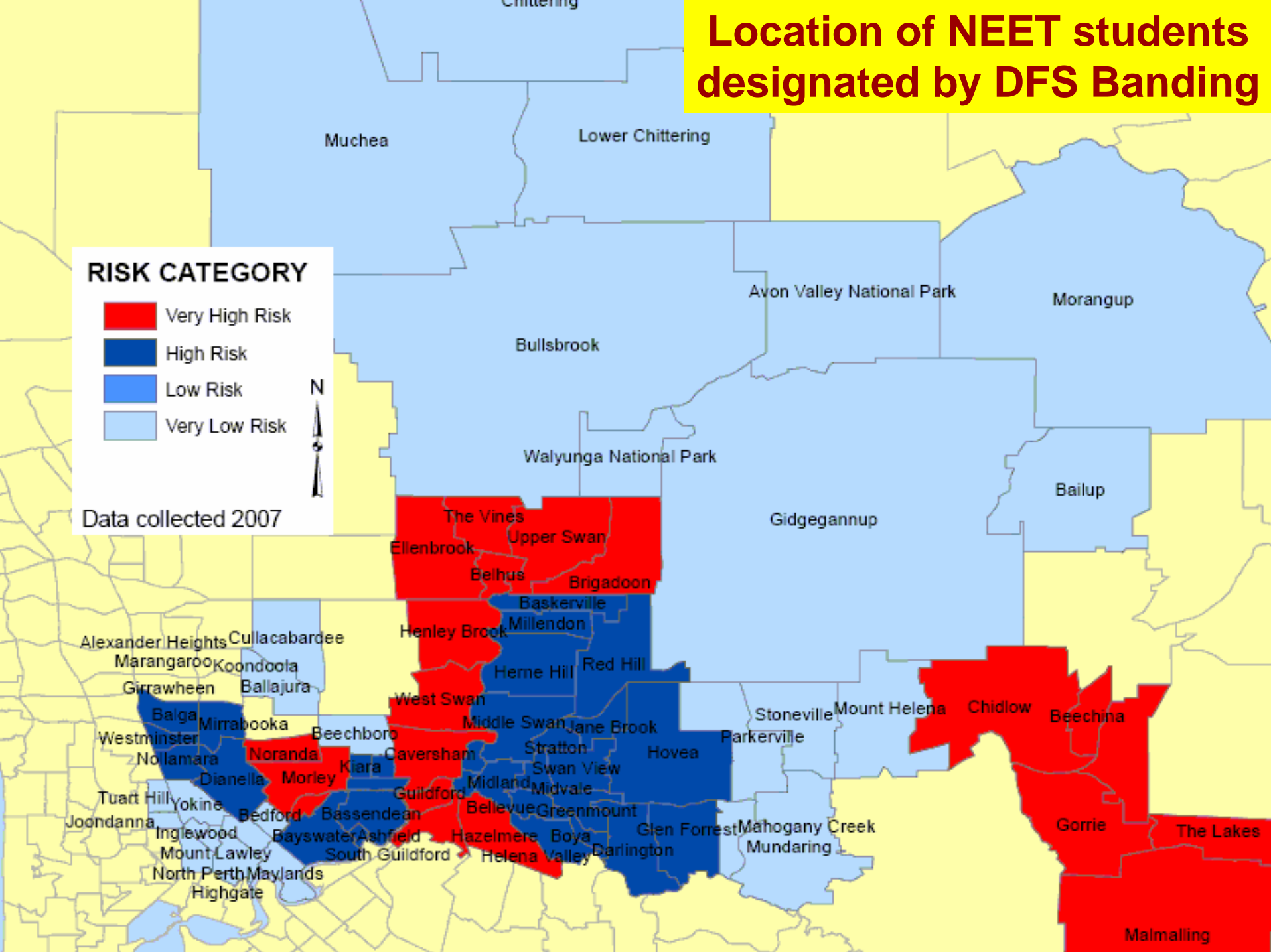
NEET young people attending schools/colleges in SWAN

Location of NEET students designated by DFS Banding

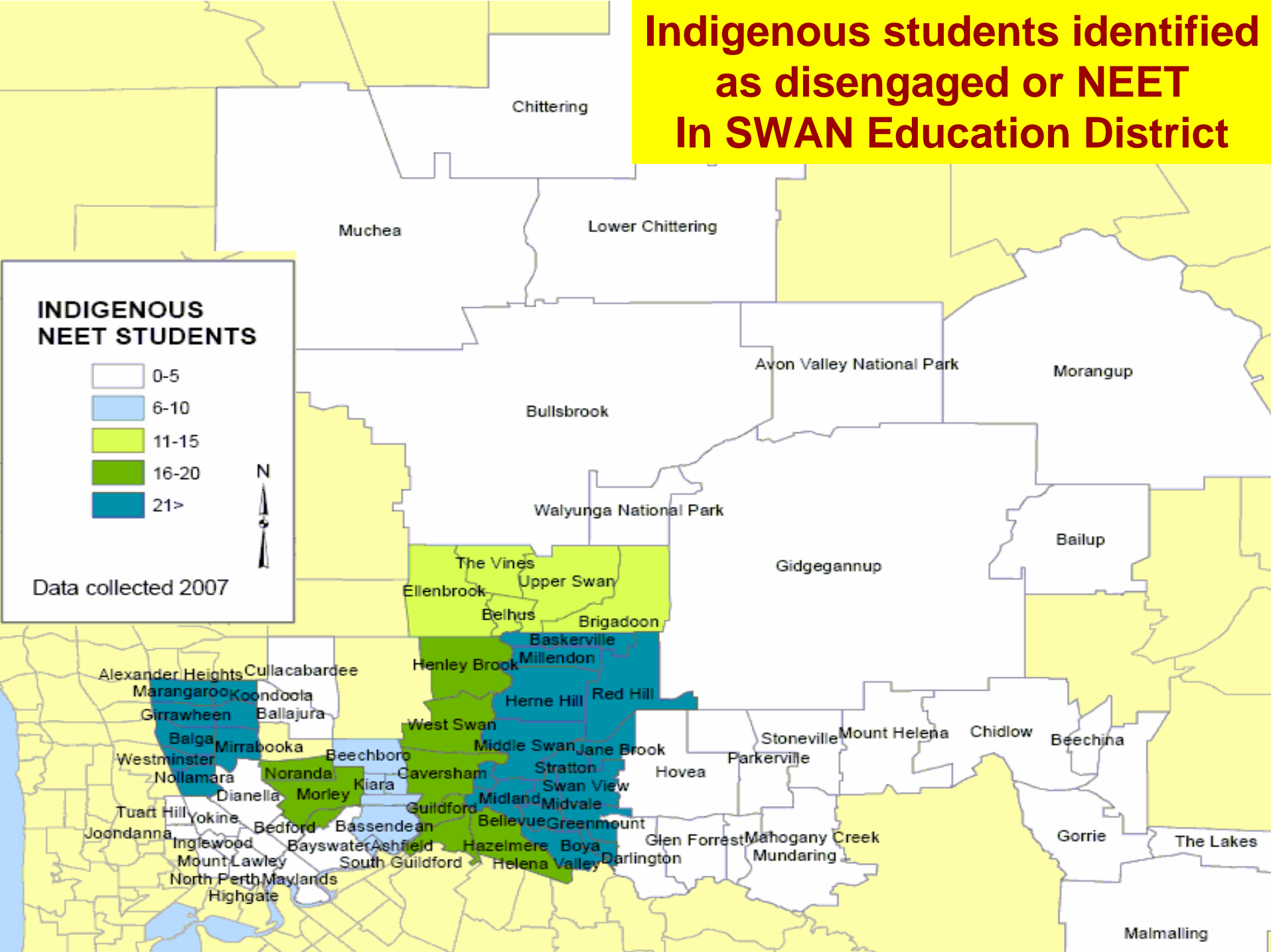
RISK CATEGORY



Data collected 2007



Indigenous students identified as disengaged or NEET In SWAN Education District



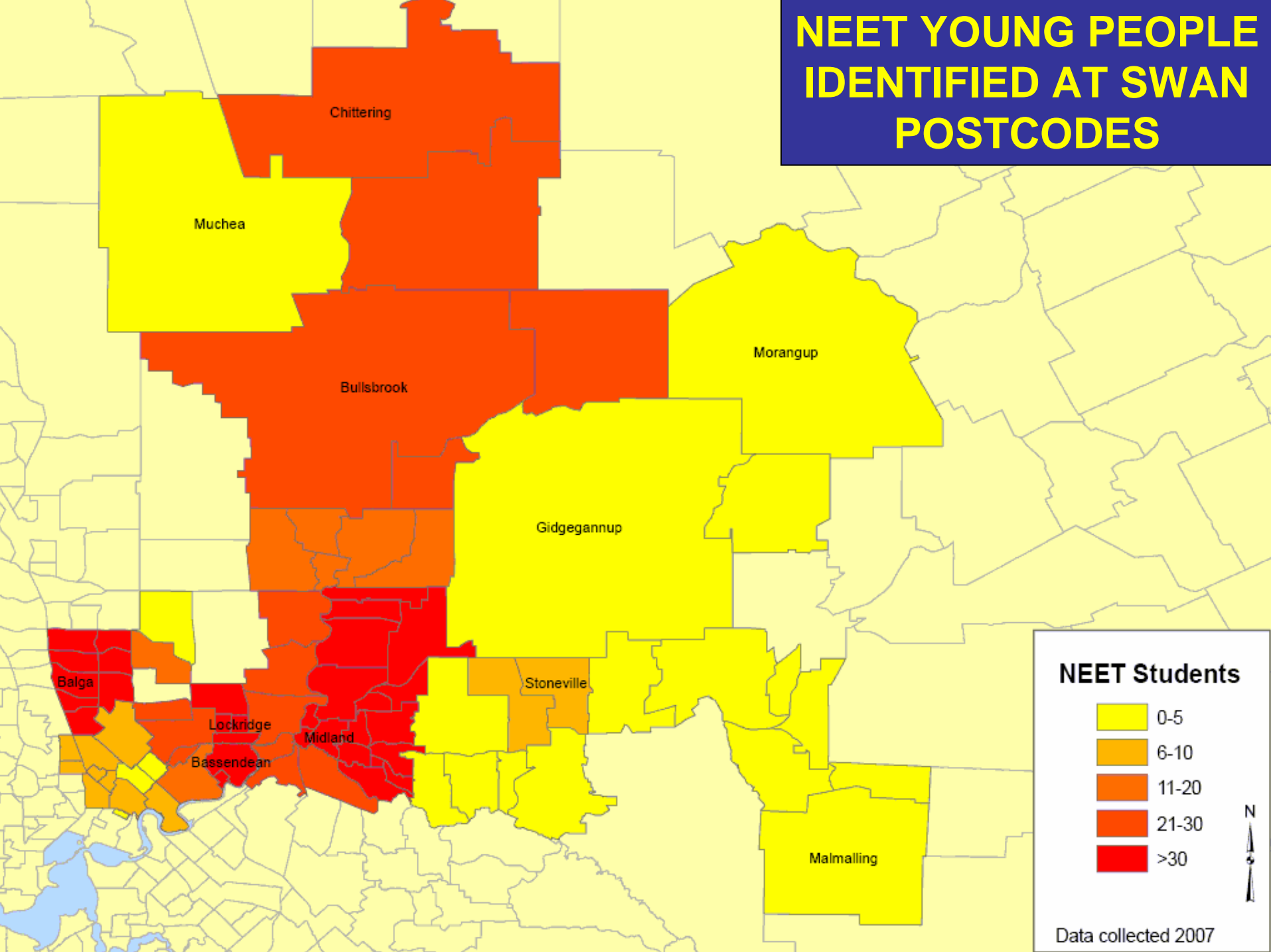
INDIGENOUS NEET STUDENTS

- 0-5
- 6-10
- 11-15
- 16-20
- 21+



Data collected 2007

NEET YOUNG PEOPLE IDENTIFIED AT SWAN POSTCODES



NEET Students

- 0-5
- 6-10
- 11-20
- 21-30
- >30



Data collected 2007

THE NEET SURVEY

□ Conclusions

- Consideration should be given to funding Districts based on the percent of cases in each risk category. Districts with a higher percentage of NEET students in the higher risk categories should be given more funding. The risk profile of students should also be considered here as some risk factors may be more difficult to address than others, e.g., addressing transiency issues.

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