



**bastow**

# **Insights for Early Action: Building Evidence to Identify At-risk Students**

**October 2018**



Education  
and Training

# The investigation

## The team:

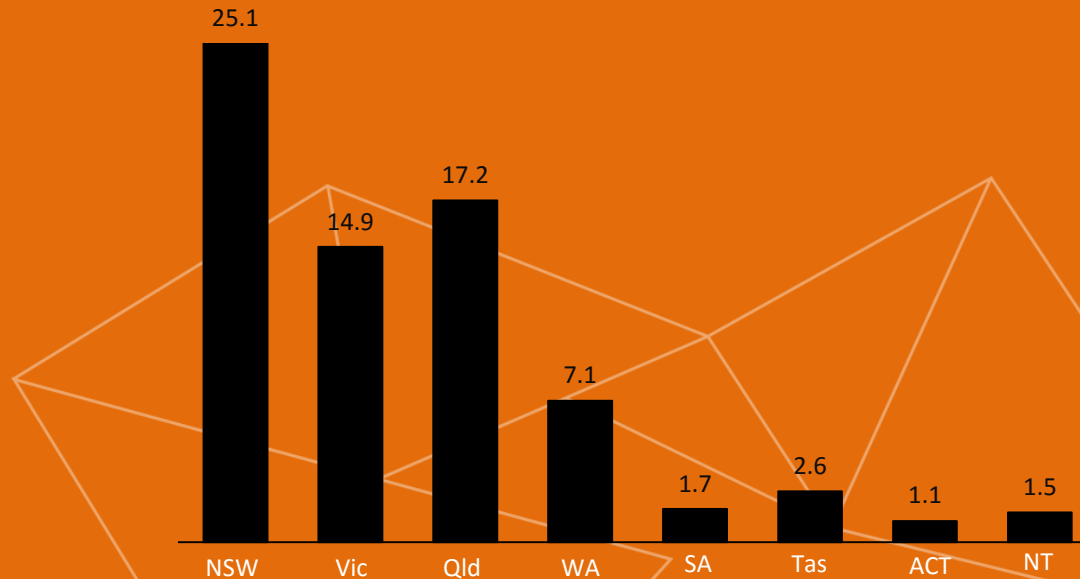
- Matt Tibble (Bastow Institute of Educational leadership)
- Mark Rickinson (Monash University)
- Danielle Toon (Evidence for Learning)

## Today's session:

- Project rationale (why)
- Research process and interim findings (how)
- Knowledge translation (so what)

# ~70,000 students in Australia do not attain a Year 12 certificate or equivalent qualification

Estimated<sup>1</sup> number of students not attaining a year 12 or equivalent qualification  
000's of students, 2016



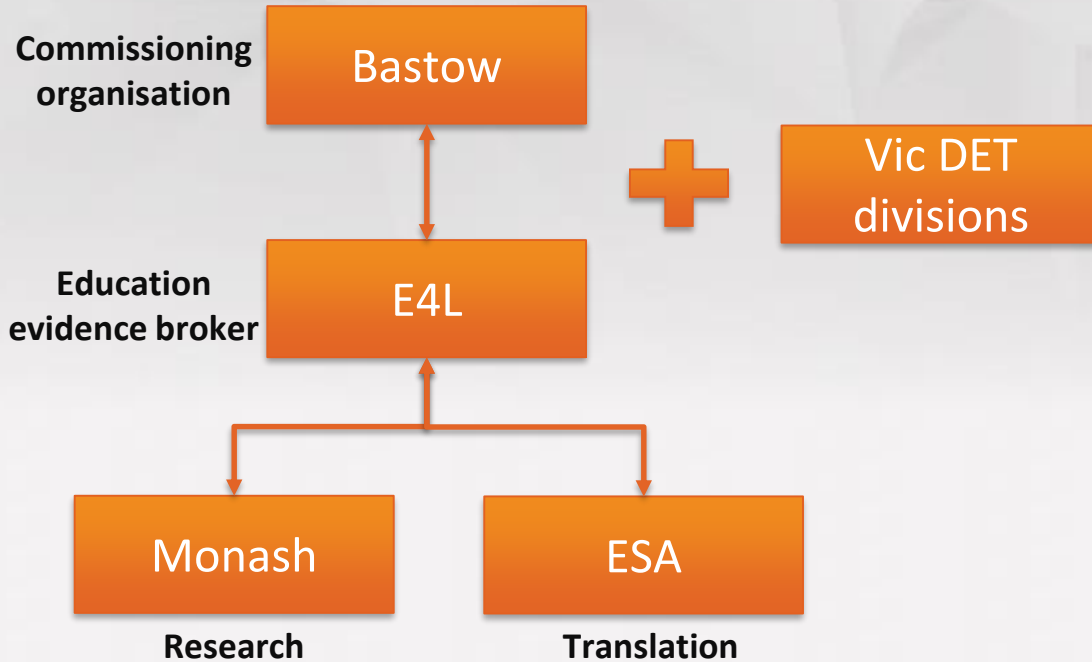
- <sup>1</sup>Estimated based on potential year 12 population calculated as the estimated resident population aged 15–19 divided by five (ROGS)
- Source: ROGS 2018, Chapter 4 School Education

# Our hypothesis

*Problem of practice: The more we understand about early disengagement, both indicators and possible interventions, the more students we can re-engage in their education to help improve their education and wellbeing outcomes*

*System support: The more we understand about how schools are approaching this problem the better the Department can support them to identify and take early action*

# Project partners



**The project working group meet fortnightly**

- Bastow
  - E4L
  - Monash
  - ESA
- + Victorian DET divisions responsible for relevant policy in schools

# Methodology



Research foci	Research questions Within the evidence base / the case study schools .....
<b>Students at risk of disengagement</b>	<ul style="list-style-type: none"><li>• How is 'risk of disengagement' defined, measured?</li></ul>
<b>Early identification</b>	<ul style="list-style-type: none"><li>• What kinds of data/indicators are used?</li><li>• How? When? By whom? Why?</li><li>• Barriers? Enablers? Improvements?</li></ul>
<b>Taking early action</b>	<ul style="list-style-type: none"><li>• What kinds of interventions are used?</li><li>• How? When? By whom? Why?</li><li>• Barriers? Enablers? Improvements?</li></ul>
<b>Implications</b>	<ul style="list-style-type: none"><li>• Implications for Victorian school leaders and teachers</li></ul>

# Selected research findings

## Indicators

- Key indicators (ABC) but also family issues, wellbeing, engagement

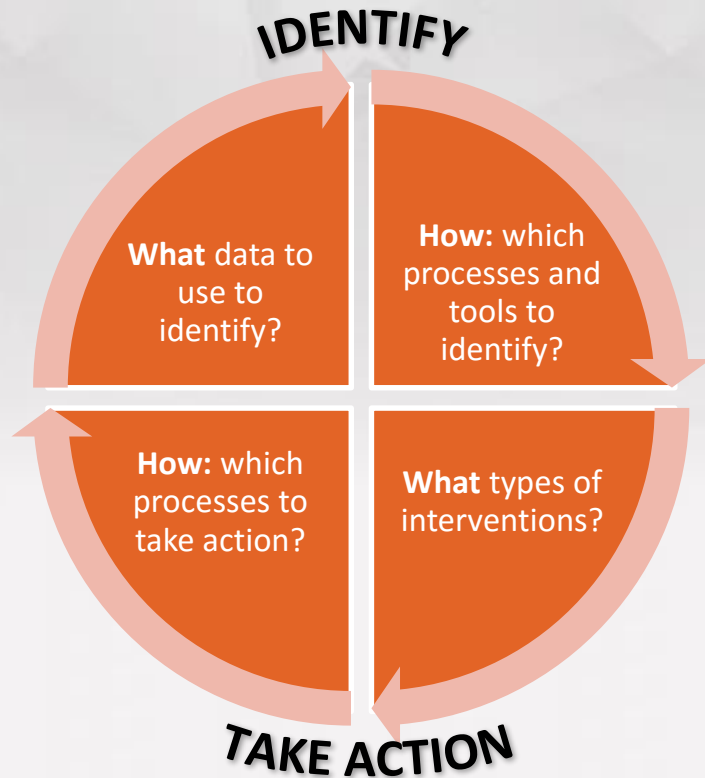
## Systems

- Early warning systems but also bespoke spreadsheets
- Data analysis but also professional expertise

## Challenges and opportunities

- At-risk/universal but also disengaged/targeted
- Analysis/integration of data but also access/sharing of data
- Staff training/time but also moral purpose/culture

# Knowledge translation and dissemination





# Project reflections

## Critical success factors

- ✓ Issue of real concern to schools
- ✓ Information from research *and* practice
- ✓ Diversity of skills and views in the project team
- ✓ Regular meeting of key stakeholders
- ✓ Iterative and consultative: propose, discuss, review, test
- ✓ Shared online repository

# *Any questions?*

## **Please contact us to find out more**

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