

Using data and evidence to identify students at risk of disengagement: A panel discussion with school leaders

17 November 2020



**EVIDENCE
FOR LEARNING**

Acknowledgement of Country

We would like to acknowledge the traditional custodians of the land on which we meet, and pay our respects to elders past, present and emerging.

We also accept the invitation in the Uluru Statement from the Heart to walk together with Aboriginal and Torres Strait Islander peoples in a movement of the Australian people for a better future.



Using data and evidence to identify students at risk of disengagement



Webinar: Tuesday, November 17, 5pm - 6pm AEDT

You'll:

- Explore key findings from a systematic global literature review on the predictors of disengagement from school
- Hear from six school leaders about the data and processes that their schools used during 2020 to identify students at risk of disengagement
- Reflect on the supports provided to students during 2020 to take a preventative approach to disengagement.

Have your questions ready for our panel of school leaders:



Trish Bulluss,
Seymour
College(P-12)



Donna Geritz,
Western Port
Secondary College



Gail Hardman,
Seymour
College (P-12)



Jodie Parsons,
Sunshine
College



Michael Rosenbrock,
Wodonga Senior
Secondary College



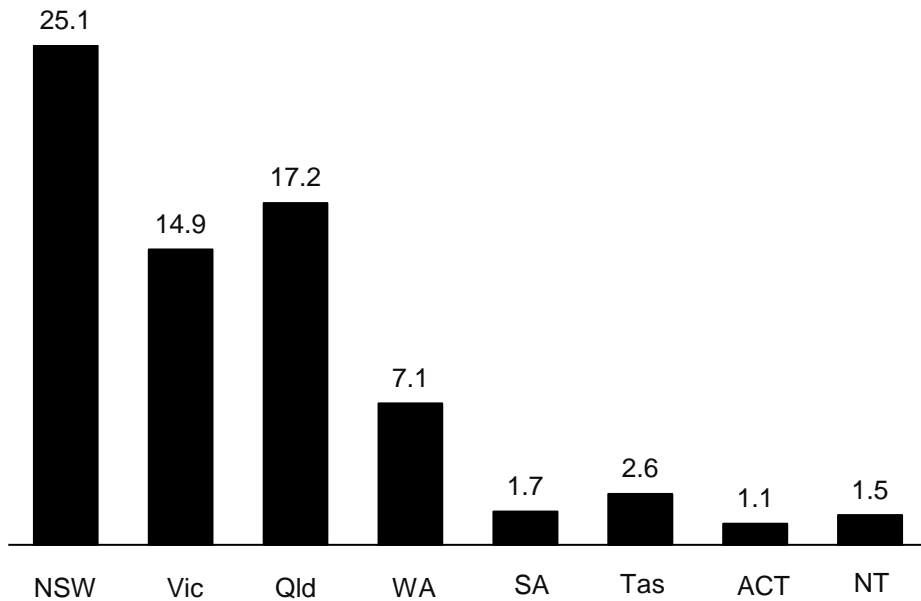
Frank Vetere,
Footscray High
School

Register now

Too many students do not complete schooling...COVID-19 increases the risk of more students disengaging

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

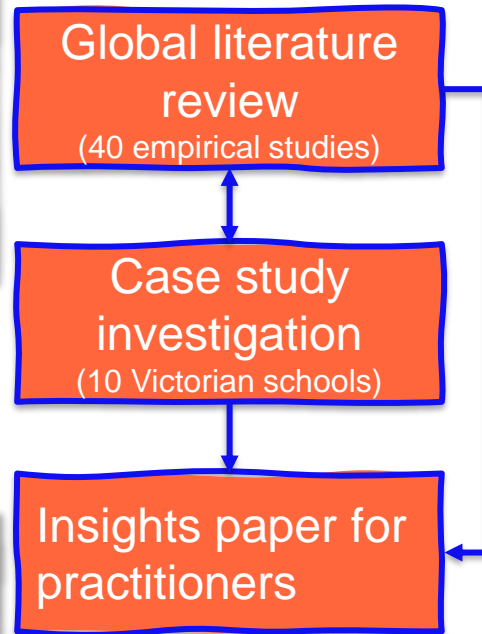
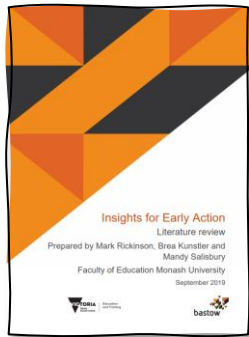
Estimated¹ number of students not attaining a year 12 or equivalent qualification
000's of students, 2016



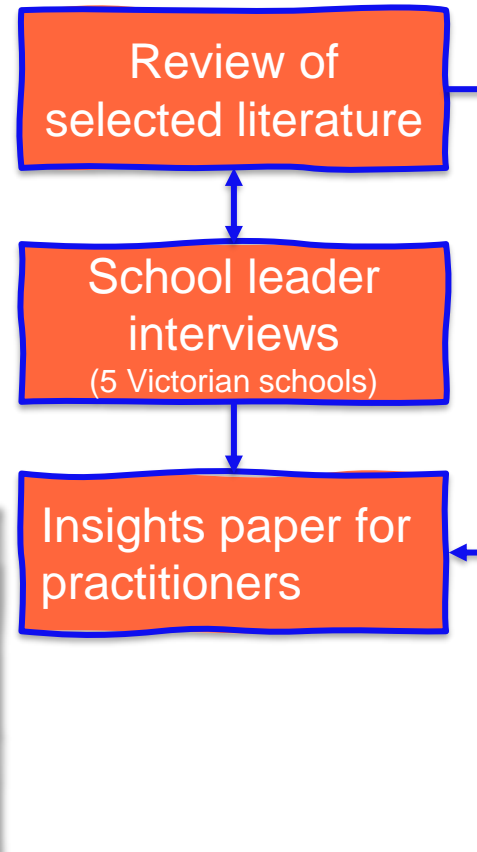
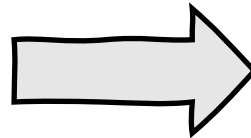
- ¹Estimated based on potential year 12 population calculated as the estimated resident population aged 15–19 divided by five (ROGS)
- Source: ROGS 2018, Chapter 4 School Education

E4L partnered with researchers and educators to understand evidence and practical insights on disengagement

2018 Project



2020 Project (COVID-19)



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

A definition of disengagement...

The Victorian Department of Education and Training considers a student to be disengaged from education when they:

- do not participate in all areas of the school including academic, social and extracurricular activities
- do not feel included in, or have a sense of belonging to, the school, and
- are not personally invested in and taking ownership of their learning.

“They may be blurred into each other – at risk, they are still attending school and it’s about working out what those barriers are that could be affecting them; disengaged, they have already given up.”

What does the evidence say about the strongest predictors of student disengagement from school?

Sharing Poll Results

Attendees are now viewing the poll results

1. The evidence says academic performance (including exam success, grades, literacy and numeracy skill levels) is a strong predictor of leaving school early.

True

(0) 0%

False

(0) 0%

Unknown (not enough evidence)

(0) 0%

2. The evidence says suspensions and expulsions significantly decrease chances of Year 12 attainment.

True

(0) 0%

False

(0) 0%

Unknown (not enough evidence)

(0) 0%

3. The evidence says cognitive disengagement (such as mild misbehaviour) is a strong predictor of leaving school early.

True

(0) 0%

False

(0) 0%

Unknown (not enough evidence)

(0) 0%

Stop Share Results

Re-launch Polling

What does the evidence say about the strongest predictors of student disengagement from school?

1. Academic performance (including exam success, grades, literacy and numeracy skill levels) is a strong predictor of leaving school early

Based on this evidence, this statement is

A) True

B) False

C) Unknown (not enough evidence)

What does the evidence say about the strongest predictors of student disengagement from school?

2. Suspensions and expulsions significantly decrease chances of Year 12 attainment

Based on this evidence, this statement is

A) True

B) False

C) Unknown (not enough evidence)

What does the evidence say about the strongest predictors of student disengagement from school?

3. Cognitive disengagement (such as mild misbehaviour) is a strong predictor of leaving school early

Based on this evidence, this statement is

A) True

B) False

C) Unknown (not enough evidence)

What does the evidence say about the strongest predictors of student disengagement from school?

4. Family socio-economic status is a stronger predictor of dropout than academic performance and student behaviour

Based on this evidence, this statement is

A) True

B) False

C) Unknown (not enough evidence)



Number of Australian students who might be impacted by one or more risk factors related to learning from home

Lack of resources



1 in 6

children in Australia live in low-income households

1/3

of lowest earning households in Australia do not have internet access



Students from low socio-economic backgrounds:



do not have a desk or quiet place to study



do not have a computer for schoolwork



have less than 3 computers in the home (and may have to share)

Insufficient skills

Students from low socio-economic backgrounds:



have little capacity for working independently with technology



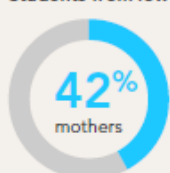
have weak language skills



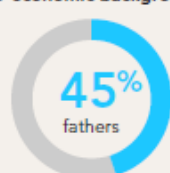
have a low level of perseverance

Limited parent support

Students from low socio-economic backgrounds:



and



have not completed secondary school



Parents may not:

- know how to provide learning adjustments for children with additional learning needs
- have strong English language skills
- be able to assist due to work commitments

Impact on teaching



of Australian teachers feel well prepared or very well prepared in how they use ICT for teaching

Educators have had to make a rapid and significant change to their normal practices to transition to online or distance teaching at a scale never seen previously.



Estimates of Australian students that might be impacted by health and wellbeing related risks

Stress and anxiety

In a recent UNESCO survey of 1007 Australian 13-17 years old olds:



reported that COVID-19 has negatively impacted their levels of stress and anxiety and 14% say they have been very negatively impacted



said that they feel isolated and unsure about the support options available to them outside their family



reported that their parent/s or carer had lost all or part of their income



175 000

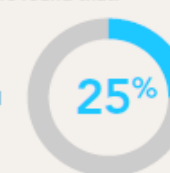
Australian students might be newly affected by household unemployment and resulting financial distress.

Isolation and quarantine impacts

A 2013 study on health-related disasters found that:



of isolated or quarantined children



of quarantined or isolated parents



Emerging studies from China show elevated depression and anxiety among children under lockdown due to the COVID-19 pandemic

meet the criteria for post-traumatic stress disorder.

Other trauma



NSW family violence cases have increased since the COVID-19 outbreak, including a sharp rise in violence being reported for the first time.

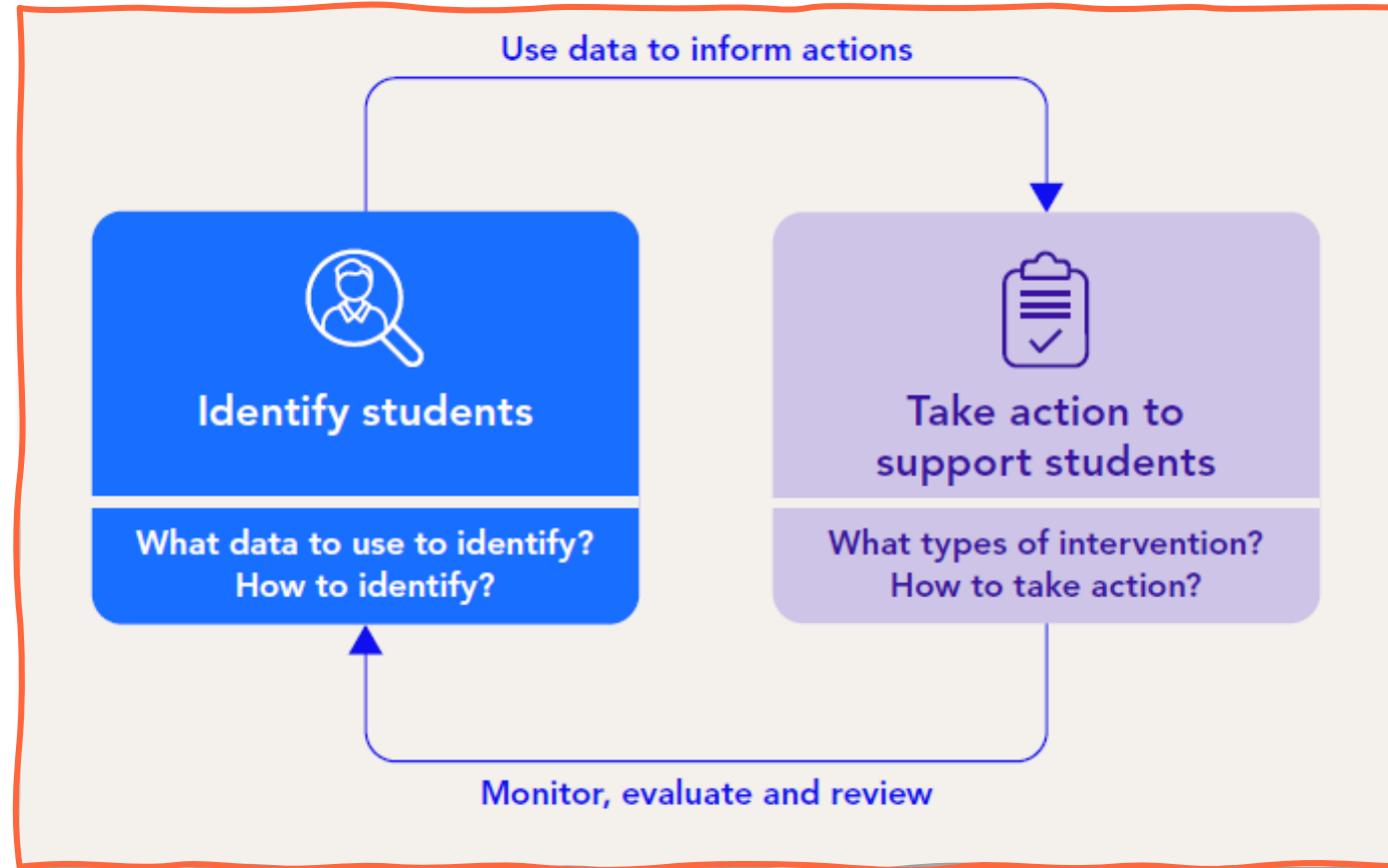


Trauma and economic losses from other recent events such as the 2019-2020 bushfires, may add to any mental health impacts experienced by students and families.



School staff may experience their own increased levels of mental health concerns associated with stress and workloads, and schools may find it more difficult to communicate with parents and other organisations.

Panel discussion: Identifying students at risk of disengagement during (a) remote learning and (b) return to school sites



Snapshot from one participating school



Online learning provides schools with an opportunity to collect more detailed and nuanced learning achievement and engagement data to identify students at risk of disengagement. One participating school, with approximately 800 students, collated the following information during the learning from home period in April and May 2020:

Remote learning statistics:

- 72,897 curriculum page views on SIMS Curriculum Learning Management System
- 924 hours spent engaging with content on SIMS
- 3,575 files submitted to Tasks in SIMS
- 2,316 synchronous video lessons using MS Teams
- 1,909 hours screen sharing time (students) via MS Teams
- 1,243 hours screen sharing time (staff) via MS Teams
- 900+ devices online per day (staff and students)

Communication statistics:

- 3,742 per day emails between staff and students
- 3,706 form responses (feedback given – staff, students)
- 70 posts on Facebook

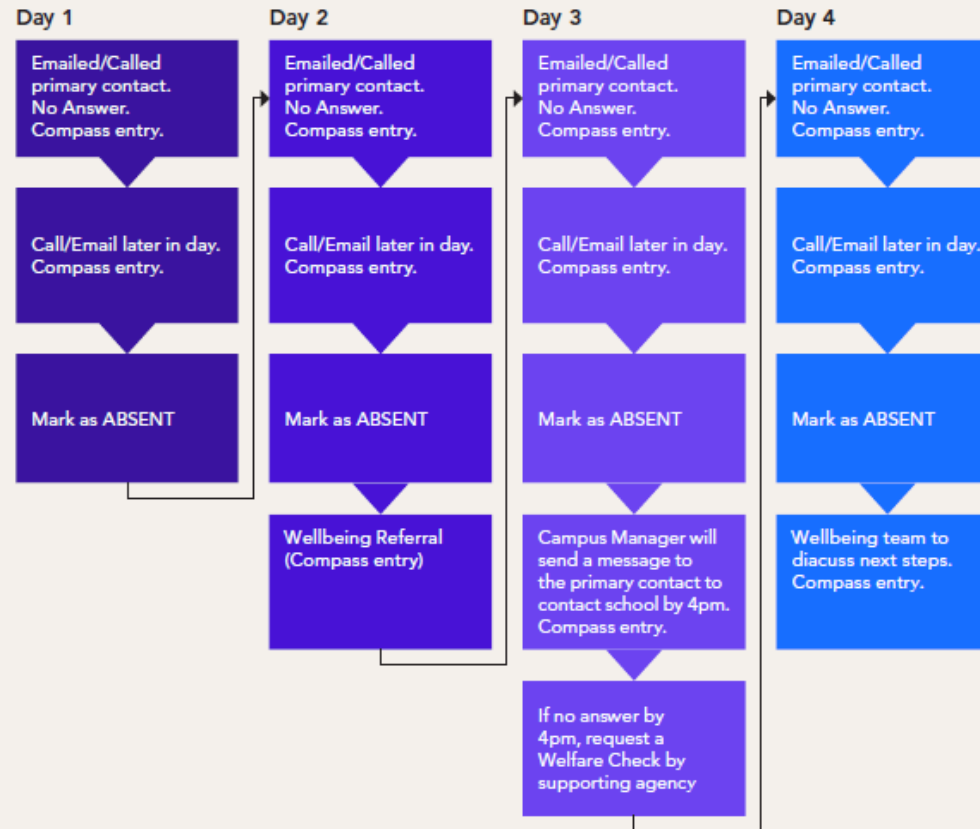
In addition to increasing, by 5 times, the frequency of student engagement and wellbeing statistics collected during the period:

- 262 positive behaviour SIMS recorded (49 for same period last year)
- 5327 student tracking notes made by staff on SIMS (953 for same period last year)

Snapshot from one participating school



Learning from home may require an increased intensity of the absence tracking process. The following flowchart describes how one participating school (a P-12 college with primary and secondary students) identified students who were absent from remote learning, collected and recorded additional information about the students if they demonstrated repeated absences, and then referred students initially to the school's wellbeing team and then to co-operating agencies for a follow-up.



The school adapted their initial process based on feedback from families:

"We changed our routines for contacting parents – initially, we aimed to contact every parent every day for every child, but parents with multiple children in the school became overwhelmed by four separate phone calls from the school, so we adapted how we contacted some families and had one staff member enquire about all children in the household."

**Attendance
Tracking and
Supports**
ES Attendance
Officers

All students
allocated a
vulnerability
identification
category rating.

0-3

RFL
**Home Group
Support and
Tracking**
Home group
Teacher

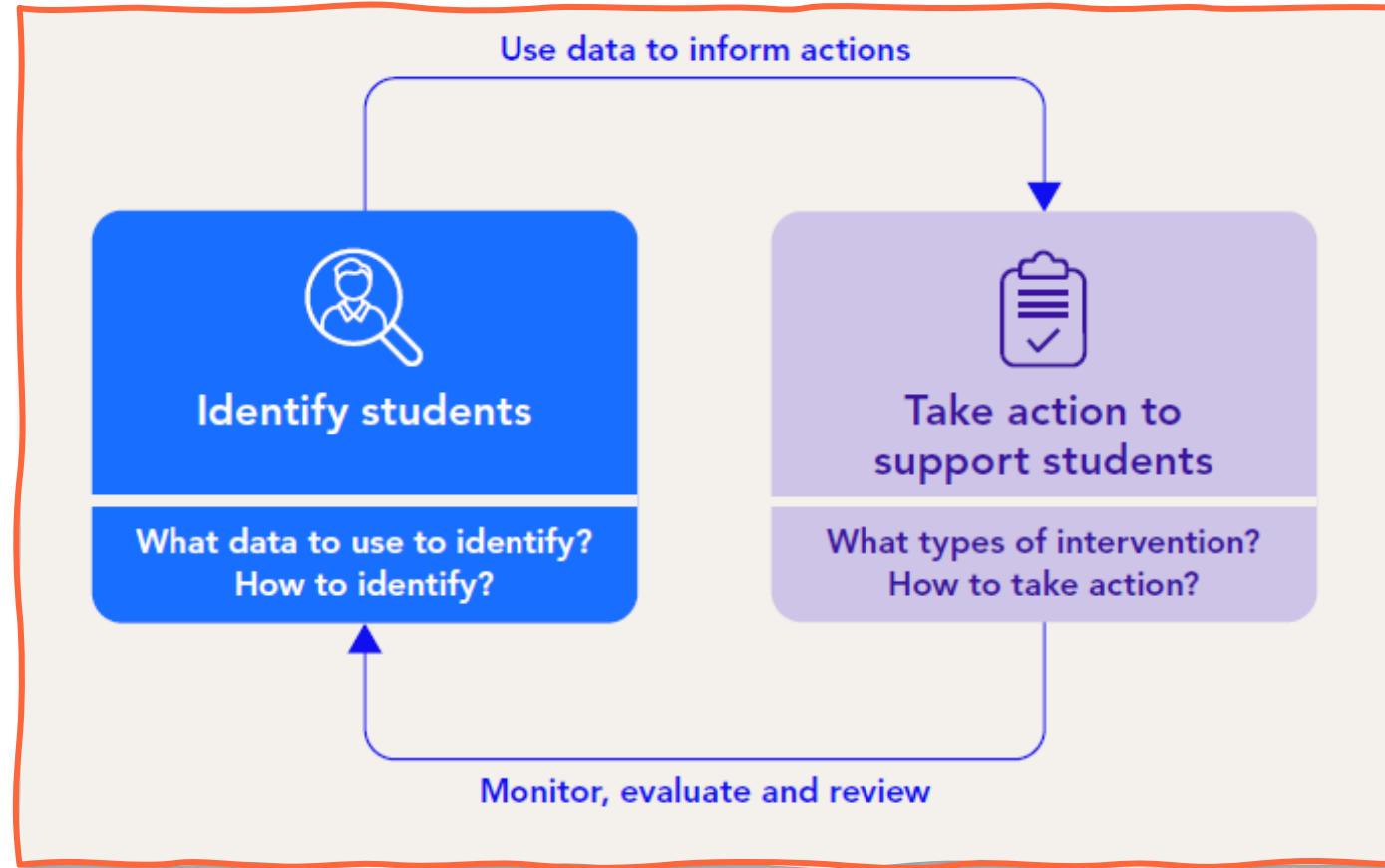
**Academic
Tracking and
Supports**
Year Level Teams

**Wellbeing
Tracking and
Supports**
Wellbeing Team
+ PCOs

0	Normal vulnerability of cohort
1	Issue(s), but Year Level team managing on their own
2	Bigger issue(s), Year Level team working with or needing to work with YC/Wellbeing/External agencies
3	Most at risk, significant issues and interventions already implemented. Case Manager to lead a plan -where to now.

**Youth
Commitment
Team**
Allocation
ratings of
2 or 3
(Now Inclusion
Team)

Panel discussion: Identifying students at risk of disengagement during (a) remote learning and (b) return to school sites



What is the evidence on taking action to support students?

Evidence-informed interventions for students at-risk of disengagement

There is less robust evidence on effective interventions for students at risk of disengagement than there is on the predictors of disengagement, particularly in Australian school settings.¹ The Early Action Project suggests that evidence on dropout prevention programs (DPPs) and truancy prevention programs (TPPs) in the United States can provide a starting point. The global literature review from the Early Action Project showed that:¹

- DPPs can successfully reduce disengagement from school and improve attendance
- TPPs that are run within (as opposed to outside of) the school show more promise for reducing truancy
- DPPs and TPPs that delivered all components of the program in the way they were intended had better outcomes.
- Using more DPPs, or DPPs that include more components, is likely to be more successful than using fewer DPPs or DPPs that contain fewer components.
- DPPs that use at least four different strategies have the best outcomes on disengagement and attendance rates.



Evidence-based recommendations on effective interventions and supports



Remote learning

- Teaching quality is more important than the technology used
- Access to technology is necessary, but not sufficient if students and teachers do not know how to use the technology
- Peer interactions can improve students' learning during remote instruction
- Students need strategies and explicit guidance to work independently
- Different approaches are needed for different students, content and skills



Supporting independent learning (metacognition and self-regulation)

- Explicitly teach students to plan, monitor and evaluate their own learning
- Promote and develop metacognitive talk
- Explicitly teach students how to organise and effectively manage their learning independently



Parental engagement

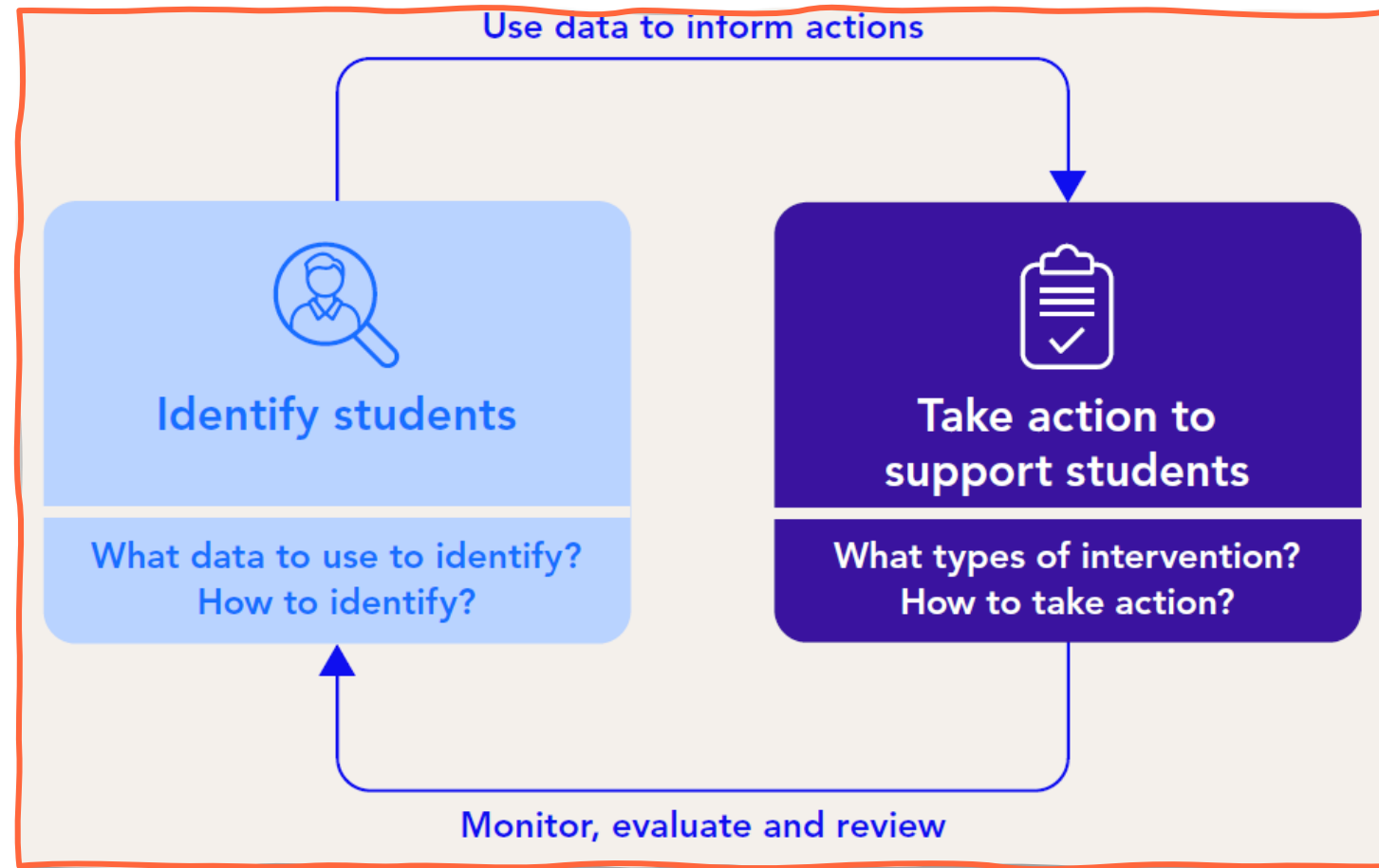
- Communication with parents has the greatest impact when it:
- Links to learning
 - Is tailored for the age of the students
 - The frequency is appropriate (not too often, but when necessary)
 - Is personalised to the family and student
 - Provides families with practical strategies to support their child
 - Invites families to engage in a two-way conversation



Student health and wellbeing

- Wellbeing interventions make a difference to student outcomes
- Everything that schools do to support student wellbeing counts but some activities are more effective than others such as fostering school belonging and engagement, providing mentoring and building social-emotional skills
- To impact academic outcomes, longer programs need to be sustained
- Disadvantaged students benefit most from tailored support









Panel discussion: Supporting students at risk of disengagement during the return to school sites



Remote Learning – Supporting our students



The structure for Remote Learning at Wodonga Senior Secondary College is designed to balance the following student needs to ensure that every student is supported to be successful.

 Mental health & wellbeing	 Safety & security	 Physical health
 Connectedness & community	Student needs in remote learning	 Engagement with learning
 Metacognition & self-regulation	 Academic learning & growth	 Aspirations & pathways

Questions?



Where to now?



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Links to resources

- [Identifying and taking action for students at risk of disengagement from school during the phases of the COVID-19 response](#)
- [Insights for Early Action: Literature review](#) (predictors of disengagement)
- [Insights for Early Action: Using data and evidence to identify students](#) (2019 paper)

Note: Certificates of attendance will be sent to all after this webinar



Helping great practice become
common practice in education



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