2012- Low SES Schools

- Higher education age groups: 17-24 not growing as strongly in the Rockingham/Kwinana/Peel catchment
- School leavers unlikely to have direct entry to university.
- Year 12 Graduations high BUT
  - High number of students not in the ATAR stream
  - Aspirations are OK → Good (67%)
  - Low student educational attainment – Cert 2’s
## TAC Applications - Propensity to Apply by State 2011 - 2015

<table>
<thead>
<tr>
<th>State &amp; Territory</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW/ACT</td>
<td>59.4%</td>
<td>61.1%</td>
<td>61.5%</td>
<td>60.2%</td>
<td>59.9%</td>
</tr>
<tr>
<td>VIC</td>
<td>69.7%</td>
<td>73.1%</td>
<td>67.4%</td>
<td>68.3%</td>
<td>67.1%</td>
</tr>
<tr>
<td>QLD</td>
<td>49.7%</td>
<td>50.3%</td>
<td>51.0%</td>
<td>50.4%</td>
<td>50.9%</td>
</tr>
<tr>
<td>WA</td>
<td>48.5%</td>
<td>49.6%</td>
<td>49.8%</td>
<td>51.4%</td>
<td>47.6%</td>
</tr>
<tr>
<td>SA/NT</td>
<td>56.3%</td>
<td>65.4%</td>
<td>64.2%</td>
<td>66.2%</td>
<td>65.9%</td>
</tr>
<tr>
<td>TAS</td>
<td>59.8%</td>
<td>62.2%</td>
<td>63.2%</td>
<td>61.1%</td>
<td>59.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>58.5%</td>
<td>60.8%</td>
<td>59.8%</td>
<td>59.7%</td>
<td>59.4%</td>
</tr>
</tbody>
</table>

**Notes:**

Propensity to apply is calculated by dividing the number of current Year 12 home state applicants aged 20 or less by number of Year 12 students aged 20 or less in each state and territory.

**Source:**
Ravi Ravindiran (updated May 2016)
Performance and Analysis Section | Economic and Market Analysis Branch
Research and Economic Group
Australian Government Department of Education and Training
Low-SES Situation

1. Median ATAR
2. Culture
3. Public – Private
4. First in Family++
**Median ATAR – Australian Tertiary Admission Rank**

Not an average and not a %

**SPECIAL SCHOOL**

› Improve the overall median average ATAR to 75% or above

**How does it work?**

<table>
<thead>
<tr>
<th>School</th>
<th>MEDIAN ATAR</th>
<th>Average</th>
<th>Number to Uni (&gt;70)</th>
<th>Near Miss</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>55 65 65 75 84 84 85</td>
<td>73.3</td>
<td>= 4</td>
<td>= 2</td>
</tr>
<tr>
<td>School B</td>
<td>45 45 45 75 75 75 76</td>
<td>62.3</td>
<td>= 4</td>
<td>= 0</td>
</tr>
<tr>
<td>School C</td>
<td>70 70 70 75 75 75 75</td>
<td>72.9</td>
<td>= 7</td>
<td>= 0</td>
</tr>
<tr>
<td>School D</td>
<td>69 69 69 70 75 77 85</td>
<td>73.4</td>
<td>= 4</td>
<td>= 3</td>
</tr>
</tbody>
</table>
Murdoch’s Aspirations and Pathways for University Program 2012 – 2016.

MAP4U

- Through building aspirations in schools and learning links to university the projects will grow the number of eligible, willing and able students to attend university from the region.
MAP4U

➢ Four programs

1. **Building Aspirations** – Indigenous mentoring (AIME); Inspire academy; scholarships; individual pathway plans, parents as career partners.

2. **Innovative Curriculum** – Robotics; Science shows; Creative Arts, film

3. **University Enabling** – TLC after school program; ATAR preparation;

4. **Big Picture Academies** – Halls Head

➢ **Compacts** (Agreements) School + University

  ▪ **Collaboration** > Cooperation

➢ Multiple “touch points” contacts with schools
MAP4U Collaborations

AIME – Australian Indigenous Mentoring Program
Year 7 and 8 Day at the Mandurah Campus

Shakayla Walley, Year 9
Pinjarra SHS flown to Sydney
to work with Google

Inspire Academy Coodanup College
Year 12 Graduation at Coodanup
1/2 x ATAR + TLC = Pathway to University

Inspire Academy in Canberra
University Mentors + Industry Professionals + School Students = Interest + Opportunity + Aspiration + Commitment + Discipline
Workshops target parents on how to advise teens on career prospects

- Channel 9 News
- Today Morning Show
- Naked Scientist
- Zombie Film
WARNBRO Community High School student Shannon Hart-Cole is one step away from having his voice heard in Parliament House after progressing to the final stages of ‘The Other Election.’

Shannon Hart-Cole is hoping his speech will be named as one of the top three.
Has the situation improved in the Rockingham/Kwinana/Peel Region?
Did more MAP4U students study ATAR?

Did more MAP4U Students apply to go to University?
As a Percentage of the Total Number of Year 12 Students

Percent of Total Number of Year 12 Students - MAP4U

Percentage

<table>
<thead>
<tr>
<th>Year</th>
<th>% ATAR</th>
<th>% Apply to Uni</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Did more MAP4U Public school students study ATAR?
Did more MAP4U Public students apply to go to University?
Public Schools - Studying ATAR Applying to Uni

Percent of Total Number of Year 12 Students - Public Schools

- % ATAR
- % Apply Uni
Culture Change?

Directions from Department General of Education

<table>
<thead>
<tr>
<th>Priority Focus (from Focus Directions for Schools document)</th>
<th>Focus 2014</th>
<th>Focus 2015</th>
<th>Focus 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 12 Attainment Rate – ATAR &gt;55 and/or completion of Certificate II or higher</td>
<td>Increase the proportion of students in ATAR pathways and achieving university entrance</td>
<td>Increase university aspirations for students based on achievement information, especially in low socioeconomic status and regional areas.</td>
</tr>
</tbody>
</table>

2017 Focus - Increase the percentage of senior secondary students studying challenging levels of mathematics and science.
What are capabilities?

- Types of capabilities (also referred to as non-cognitive skills, enterprise skills, 21st Century skills) include: **critical thinking, problem solving, creativity, curiosity, interpersonal and communication skills, self-regulation, grit, entrepreneurial skills, teamwork and craftsmanship.**

- There is a growing evidence base for the power of capabilities and **employers are increasingly seeking them in young people** (Duckworth & Seligman, 2005; Gray, 2016; Heckman, Stixrud, & Urzua, 2006; Schleicher, 2016; The Foundation for Young Australians, 2016).

  (Torii & O’Connell, 2017)
The Value of Capabilities

- Without these broader (capabilities) measures of educational achievement, the useful but narrow NAPLAN and ATAR measures are given disproportionate weight and, in the case of the tail wagging the dog, are driving the priorities of teachers, school leaders and education departments.

(Torii & O’Connell, 2017)
Does measures of ATAR drive MU priorities?

...just 4 students in 2016 getting a scaled ATAR of 75 or more is the return for investment of time really worthwhile?

...new school, no ATAR but NAPLAN results for Year 7 and 9 indicate their maths scores are quite reasonable.

These NAPLAN comparable?
Call to push students harder

EXCLUSIVE

Education Editor

Too many WA children are missing out on a chance to go to university because schools are failing to push them into harder academic courses, Murdoch University acting vice-chancellor Andrew Taggart has warned.

Professor Taggart said he was concerned Year 12 students from schools in Perth's outer suburbs or disadvantaged areas were much less likely to achieve ATARs.

"Teachers don't always determine intellectual capacity, but they do have a role in the challenge a student is seen to undertake," he said.

"Some schools offer fewer courses and fewer chances to achieve an ATAR. They need more support." ANDREW TAGGART/abc

"Students can't be held to the same standards of achievement as their peers in affluent suburbs if this is part of their curriculum," he said.

"Many students have the potential to do harder courses in Years 11 and 12, but that happens only if they are encouraged to push their boundaries in Year 10." ANDREW TAGGART/abc

More students fail to get uni scores

EXCLUSIVE

Bethany Hstatt
Education Editor

An increasing number of schools have more than half of their students failing to get a university entrance score.

Figures obtained from the Tertiary Institutions Service Centre under Freedom of Information laws reveals there were 101 schools where half of their students failed to attain an Australian Tertiary Admission Rank last year.

This is up from 100 in 2015 and 96 in 2014.

Of those 101 high schools, 84 were public schools and 17 were private. Just 14 public schools had more than half their pupils attain an ATAR by sitting exams in at least four courses, compared with 78 private schools.

There were five schools, three public and two private, where no student achieved an ATAR, down from nine the previous year.

Murdoch University Provost Andrew Taggart, who chairs a group looking at ways to increase the percentage of Year 12s going to university, said poorer suburbs and public schools in disadvantaged areas were less likely to push pupils to take ATAR courses.

He said even though students could still get into university without an ATAR, it was important for schools to attempt the more difficult subjects.

"A low ATAR is better than no ATAR in my view, because kids engage with harder content," Professor Taggart said.

"We need the schools with low ATARs to improve and grow that cohort of year 12s eligible for direct university entry."

Education Department statewide services director Lindsay Hale said that schools were working to raise aspirations and help students understand the benefits of taking ATAR courses.

"There are a significant number of public school students studying between one and three ATAR courses," he said.

More schools dodge hard ATAR courses

Bethany Hstatt
Education Editor

The number of WA high schools where less than half of Year 12 students studied difficult academic subjects has increased.

Data provided by the Tertiary Institutions Service Centre under Freedom of Information laws shows there were 100 high schools where less than 50 per cent of Year 12s achieved an Australian Tertiary Admission Rank last year, up from 96 the previous year.

Of those, 85 were public schools and 15 were private, compared with 92 public and 14 private in 2014. There were nine schools where not one student got an ATAR, three private and six public.

Murdoch University acting vice-chancellor Andrew Taggart, who has previously deplored the fact that students in Perth's outer fringe are less likely than their peers in affluent suburbs to attain an ATAR, said the increase was concerning.

He said the first goal of a higher education plan signed last year by all five WA vice-chancellors with Education Minister Peter Collier was to increase the percentage of Year 12s going to university.

But too many schools counselled students out of courses that would qualify them for university entry or did not offer more difficult subjects.

Professor Taggart said schools should aim for at least half of their students to attain an ATAR.

"It is clear that more high school students should be enrolling in the 'harder' subjects in Years 11 and 12," he said.

"This is particularly the case for students outside metropolitan areas, typically in lower socioeconomic communities, where from 0 to 30 per cent of students enrolled in four ATAR subjects."

Professor Taggart said schools should consider offering areas that increased their proportion of students with an ATAR. He said it should be recognised as the real high achievers rather than schools that offered more traditional league tables.

His analysis, based on a four-year trend, shows Mandurah Baptist College ranked first for increasing its ATAR students from 50 per cent in 2012 to 73.5 per cent last year.

It was followed by Ballajura Community College, Ivanhoe Grammar School and Eastern Hills Senior High School.
LEAGUE TABLES

Public school first among elite

Perth Modern shines

Schools chief generally oppose the release of comparison tables because they measure only one narrow aspect of what schools offer, but Education Department director-general Sharyn O'Neill welcomed them.

"I love the tables this year because we have Perth Modern coming in at number one," she said.

Ms O'Neill said she was also pleased there had been a 5 per cent improvement in all public schools attaining a basic standard of achievement after she "read the riot act" to principals of under-performing schools at the start of last year.

"The minimum expectation was for students to achieve a university admissions rank of at least 60 or a work score of at least 50. That is to be increased to 60 in 2012, and 70 in 2013," she said.

She said the tables showed children in public schools were getting good results from so many sources.

Private school students dominate this year's rankings, with St Margaret's Anglican Girls' School topping the public schools and Catholic boys' school Aquinas College taking the lead overall.

Shining stars

Perth Modern is No. 1
Perth Modern - Gender and ICSEA Trends

Number ICSEA or Students


ICSEA
Girls
Boys

Murdoch UNIVERSITY
How is ICSEA calculated?

ICSEA VALUE – level of the school’s educational advantage

STUDENT FACTORS
- Parents’ occupation
- Parents’ education

SCHOOL FACTORS
- Geographical location
- Proportion of Indigenous students
<table>
<thead>
<tr>
<th>School Name</th>
<th>Location</th>
<th>ICSEA</th>
<th>% Indigenous</th>
<th>% in bottom Quarter</th>
<th>% in Top Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCEGGs</td>
<td>Sydney - Private</td>
<td>1223</td>
<td>1</td>
<td>1</td>
<td>88</td>
</tr>
<tr>
<td>Scots college</td>
<td>Sydney - Private</td>
<td>1166</td>
<td>1</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>Sydney Grammar</td>
<td>Sydney- Private</td>
<td>1303</td>
<td>0</td>
<td>0</td>
<td>98</td>
</tr>
<tr>
<td>Melbourne Girls Grammar</td>
<td>Melbourne- Private</td>
<td>1184</td>
<td>1</td>
<td>2</td>
<td>76</td>
</tr>
<tr>
<td>Presbyterian Ladies College</td>
<td>Sydney - Private</td>
<td>1174</td>
<td>1</td>
<td>1</td>
<td>77</td>
</tr>
<tr>
<td>Geelong Grammar School</td>
<td>Geelong – Private</td>
<td>1154</td>
<td>2</td>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>Hale</td>
<td>Wembley Downs - Private</td>
<td>1180</td>
<td>1</td>
<td>1</td>
<td>76</td>
</tr>
<tr>
<td>Christ Church Grammar School</td>
<td>Claremont - Private</td>
<td>1210</td>
<td>1</td>
<td>0</td>
<td>86</td>
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<tr>
<td>St Hilda’s Anglican School</td>
<td>Claremont - Private</td>
<td>1203</td>
<td>1</td>
<td>1</td>
<td>84</td>
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<tr>
<td>Perth Modern School</td>
<td>Subiaco - Public</td>
<td>1258</td>
<td>0</td>
<td>0</td>
<td>88</td>
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<tr>
<td>Rossmoyne SHS</td>
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<td>0</td>
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<td>57</td>
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<tr>
<td>Shenton College</td>
<td>Shenton Park - Public</td>
<td>1169</td>
<td>0</td>
<td>2</td>
<td>72</td>
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<td>Comet Bay College</td>
<td>Rockingham – Public</td>
<td>1019</td>
<td>2</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>Gilmore College</td>
<td>Kwinana - Public</td>
<td>931</td>
<td>12</td>
<td>52</td>
<td>3</td>
</tr>
<tr>
<td>Kolbe College</td>
<td>Rockingham - Catholic</td>
<td>1039</td>
<td>2</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td><strong>Average School</strong></td>
<td></td>
<td><strong>1000</strong></td>
<td><strong>25</strong></td>
<td><strong>25</strong></td>
<td></td>
</tr>
</tbody>
</table>
Rich kids dominate elite State school

Bethany Hiatt
Education Editor

Top public school Perth Modern has more pupils from wealthy backgrounds than many of the State’s priciest private colleges, prompting questions about how accessible it is to disadvantaged students.

Figures on the Federal Government’s My School website show the proportion of students in the top quartile for socio-educational advantage at WA’s only fully academically selective school has increased significantly in recent years — up from 67 per cent in 2012 to 87 per cent last year.

University of Technology Sydney senior lecturer Christina Ho, who has done research on selective public schools in NSW and Victoria, attributed the

These public schools are not really serving the public.

Christina Ho

inequality to an increasing focus on private tutoring.

She said many students got into selective schools after their parents spent thousands of dollars on intensive tutoring to coach them for the entry test.

“Tuition is about getting ahead, rather than catching up,” Dr Ho said.

On the My School website, Perth Modern School scored an index of community socio-educational advantage of 1526, far higher than the national average of 1000 and a big increase on its 2012 score of 1150.

In comparison, Presbyterian Ladies’ College in Peppermint Grove, which charges $26,000 a year, scored 1118 and had just 56 per cent of pupils in the top quartile.

Dr Ho said that the selective public schools were designed to cater for gifted children.

“But now you might be gifted and talented but if you haven’t had that training in passing the test, you’re unlikely to get a place,” she said.

“That’s obviously not open to most families, which means these public schools are not really serving the public. They’re serving the people that can afford to invest that amount of resources into training their kids to pass the test.”

Education Department assistant executive director of innovation, performance and research David Price said private tutoring would not have a big impact on students’ performance in the test because they did not have to recall knowledge to answer the questions.

“The Academic Selective Entrance Test requires students to think critically and work out solutions to questions,” he said.

“The test is designed to discover the potential in students, not what they have learned from their studies.”

The department also offers scholarships worth up to $1000 to disadvantaged students who win a place in a gifted and talented program.

School move fury

Bethany Hiatt

Perth Modern School parents stunned by WA Labor’s plans to reconfigure the State’s only academically selective school to local students and relocate its current pupils to Northbridge are fighting back.

The Opposition this week revealed its election commitment to shift WA’s most gifted students to a new high-rank public school near Perth train station.

Labor said it would dump the Liberals’ plan to build a new college in City Beach, because reopening Perth Modern as a regular secondary school for 1500 students would take pressure off crowded western suburbs schools.

Lathlain parent Alana Dowley, who has two sons at Perth Modern, has started an online petition calling for people to object. She said the school had proved its success by achieving outstanding academic results.

“The WA Labor party proposes to take this proven successful environment at Perth Modern, where our most gifted and talented children can be brilliant but can also just be kids, and move these children into the stifling, adult-oriented CBD where they can begin their career in sterile, high-rank captivity at age 11,” she said.

Ms Dowley said the school’s P&C group was expected to hold an emergency meeting to discuss parents’ concerns.

Competition heats up for top school places

EXCLUSIVE
Bethany Hiatt
Education Editor

Demand for places in gifted and talented programs at WA public high schools has become so competitive that some parents are signing up children as young as seven for academic coaching.

Education Department figures show the overall number of students applying for places in gifted programs has soared 30 per cent in just four years, from 2012 to 4752.

The number of children hoping to get into Year 1 at WA’s only fully academically selective school, Perth Modern, also increased by 30 per cent, with 1548 students competing for the 456 places available next year, up from 1197 in 2014.

Even though the department says coaching will not improve a child’s chances, private tutors report growing demand for entry-test preparation courses.

Rachel Hayes, owner of Claremont tutoring agency My Academy, said when she started the business seven years ago she had about 15 students preparing for gifted program testing, but now she had more than 300. “We start offering workshops from the beginning of Year 1,” she said, adding some agencies take in children as young as Year 2.

Julia Gilmore, who owns AI Learning in the northern suburbs, said the selection tests differed from those at school so it was unfair to put a child into the exam without some preparation.

“There is a chance that a gifted child could miss out to a child who wasn’t so industrious, because the other child has been prepared,” she said.

Eleven-year-old twins Mirae and Rodra Trivedi with their mother Sejal. Picture: Nic Ellis

“Modern plan trashes tradition”
How can Universities collaborate with high schools?

MAP4U + Psychology

- 28+ Psych students (4th yr) working in MAP4U

<table>
<thead>
<tr>
<th>MAP4U</th>
<th>Uni Student</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>4200 hours of work</td>
<td>Interpersonal skills</td>
<td>Subject Mentors</td>
</tr>
<tr>
<td>Equivalent 112 FTE weeks work</td>
<td>Communication skills</td>
<td>&gt; Educational aspirations</td>
</tr>
<tr>
<td>28 theses</td>
<td>Team work</td>
<td>&gt; Self-confidence</td>
</tr>
<tr>
<td>Parent and Teacher engagement</td>
<td>Self-Regulation</td>
<td>&gt; Career reference</td>
</tr>
</tbody>
</table>

Problem Solving
2017 - University Collaborations

- 18 post-grad students completing observational practice in low SES schools working in classes of psychology (pathway to future employment)
- 1 PhD student (Uni enabling)
- STEM tutoring
- ATAR workshops
- → Grow Year 12 enrolment
Questions?