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Year 8 and Year 10 students' views and experiences in Collective ed. schools in 2019

Report for the Independent Impact Evaluation of Outcomes for Students from the Collective ed. Project

Prepared for the Beacon Foundation, Collective ed.

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Table of Contents

Executive Summary.....	1
Section 1: Introduction.....	5
1.1 Research aims	5
1.2 Ethics approval	6
Section 2: Survey development.....	7
2.1 Defining the research questions	7
2.2 Scan of existing instruments	8
2.3 Survey design	9
2.3.1 <i>Types of items</i>	9
2.3.2 <i>Wording of items</i>	9
2.3.3 <i>The order of items</i>	9
2.3.4 <i>Incorporation of a stable identifier</i>	10
2.3.5 <i>Collaboration and feedback</i>	10
Section 3: Survey responses	11
3.1 Response rate.....	11
3.2 Straight-line responses	11
Section 4: Findings	13
4.1 ACARA general capabilities.....	13
4.1.1 <i>Literacy</i>	14
4.1.2 <i>Numeracy</i>	15
4.1.3 <i>Information and communication technology capability</i>	16
4.1.4 <i>Critical and creative thinking</i>	17
4.1.5 <i>Personal and social capability</i>	18
4.1.6 <i>Ethical understanding</i>	19
4.1.7 <i>Intercultural understanding</i>	20
4.2 Engagement	21
4.2.1 <i>Behavioural engagement</i>	21
4.2.2 <i>Emotional engagement</i>	24
4.2.3 <i>Cognitive engagement</i>	26
4.3 Social capital	29
4.3.1 <i>Social capital – part 1</i>	29
4.3.2 <i>Social capital – part 2</i>	31
4.4 Value of completing Year 12	34
4.5 Mobility	36
4.6 Plans for the future	37
Section 5: Conclusion	38

Reference list.....	39
Appendix A: Tasmanian Government Department of Education Research Assessment and Approval Committee Approval.....	40
Appendix B: Tasmania Social Sciences Human Research Ethics Committee Approval.....	41
Appendix C: Online survey incorporating information for participants and consent	43

List of figures

Figure 1: ACARA general capability: literacy.....	14
Figure 2: ACARA general capability: numeracy	15
Figure 3: ACARA general capability: ICT.....	16
Figure 4: ACARA general capability: Critical and creative thinking	17
Figure 5: ACARA general capability: personal and social.....	18
Figure 6: ACARA general capability: ethical understanding	19
Figure 7: ACARA general capability: intercultural understanding	20
Figure 8: Behavioural engagement (three items).....	22
Figure 9: Behavioural engagement (five items, reversed).....	22
Figure 10: Behavioural engagement, average responses (based on 8 items)	23
Figure 11: Emotional engagement (five items)	24
Figure 12: Emotional engagement (one item, reversed).....	24
Figure 13: Emotional engagement, average responses (based on 6 items)	25
Figure 14: Cognitive engagement – strategies (4 items)	26
Figure 15: Cognitive engagement – additional effort (4 items).....	27
Figure 16: Cognitive engagement, average responses (based on 8 items)	28
Figure 17: Social capital: work experiences	30
Figure 18: Social capital: leisure experiences	31
Figure 19: Social capital: importance of various people’s advice about future plans	32
Figure 20: Value of completing Year 12	34
Figure 21: Plans for mobility	36

Glossary

ACARA	The Australian Curriculum, Assessment and Reporting Authority
DoE	Department of Education Tasmania
JRLF	Jordan River Learning Federation – Senior School
HSSSE	High School Survey of Student Engagement
ICT	Information and communication technology
MCEETYA	Melbourne Declaration on Educational Goals for Young Australians
NCVER	National Centre for Vocational Education Research
NEET	Not in Education, Employment, or Training
NSSE	National Survey of Student Engagement
OECD	Organisation for Economic Co-operation and Development
PRF	Paul Ramsay Foundation
PISA-D	PISA for Development Student Questionnaire
SEM	School Engagement Measure
SSSS	Survey of Secondary School Students
TASC	Office of Tasmanian Assessment, Standards and Certification
TCE	Tasmanian Certificate of Education
TCEA	Tasmanian Certificate of Educational Achievement UTASUniversity of Tasmania
UTAS	University of Tasmania

Executive Summary

Collective ed. is a Collective Impact initiative hosted by the Beacon Foundation, working to identify and test practices aimed at improving Year 12 attainment, or equivalent, as well as post-school pathways for students in six Tasmanian communities between 2017-2021.

The Beacon Foundation has commissioned the Peter Underwood Centre at the University of Tasmania to undertake an independent impact evaluation of the project focusing on outcomes for students.

This report provides findings from a student survey conducted with Year 8 (n=263) and Year 10 (n=228) students at the six schools in Term 2, 2019. The overall response rate was 56%.

The survey focused on valued elements of outcomes from Collective ed. collaboratively determined by key stakeholders through several workshops in 2017.

ACARA general capabilities

The ACARA general capabilities represent the 21st Century skills that are valued as outcomes from Collective ed. The survey had two items for each of these seven general capabilities.

Below are the proportions of students who agreed their school helped with each item.

- Literacy:
 - 45% Explain my ideas clearly when talking to people
 - 42% Put my ideas clearly in writing
- Numeracy:
 - 51% Solve problems with mathematics
 - 47% Use mathematics in day-to-day life
- Information and communication technology (ICT)
 - 58% Know what online information is trustworthy
 - 56% Create documents with computer programs
- Critical and creative thinking
 - 51% Come up with creative ideas
 - 44% Figure out the best solution to problems I am facing
- Personal and social
 - 63% Work well with others to complete a task
 - 54% Get on well with other people
- Ethical understanding
 - 58% Treat others fairly
 - 50% Stand up for what I think is right, even if my friends disagree
- Intercultural understanding
 - 69% Respect people from different cultures
 - 36% Understand about my own culture

Engagement

It is widely recognised that engagement is not only about behaviour but has multiple dimensions. This research distinguishes between behavioural, cognitive and emotional engagement, and used an existing validated instrument on those dimensions, supplemented with three questions about attendance.

Below are the proportions of students with low and high engagement on each dimension.

- Behavioural engagement
 - 64% High
 - 11% Low
- Emotional engagement
 - 22% High
 - 42% Low
- Cognitive engagement
 - 23% High
 - 53% Low

Social capital

In the context of Collective ed., social capital relates primarily to relationships, resources and opportunities that can act as enablers or constraints that influence whether young people in Tasmania complete upper secondary education and move into meaningful post-school pathways.

Below are the proportions of students who often engage in specific activities outside school.

- Work-related
 - 28% Work for pay
 - 17% Unpaid work experience
 - 63% Help my family (e.g. helping around the house, caring for family members)
 - 11% Volunteer work
- Leisure related
 - 64% Spend time with friends online
 - 59% Spend time with friends in person
 - 48% After-school activities (e.g. music, sport, drama)

Below are the proportions of students who considered advice from the following people very important for thinking about their plans for the future.

- Family
 - 75% Parents/guardians
 - 30% Brothers/sisters
 - 34% Other relatives
- Other adults
 - 35% Adults at my school
 - 23% Adults in my community
 - 33% Adults in my workplace
- Friends
 - 32% Friends at school
 - 30% Friends outside of school

Completing Year 12

The ultimate goal of Collective ed. is to help more young Tasmanians to finish Year 12. This outcome will not be apparent for several more years. In the survey we asked students their views about the possible value of completing Year 12, as a baseline indication towards this goal.

Below are the proportions of students who agreed with each item.

- completing Year 12 will ...
 - 72% Open up more opportunities for me
 - 73% Help me develop my career goals
 - 76% Be useful if I want to go to university
 - 72% Be useful to get an apprenticeship
 - 77% Help me get skills for a job
 - 55% Be a good way of staying with my friends
 - 68% Make my family proud

Mobility

Staying in or moving away from one's location is related to social capital and also has implications for young people's future

Below are the proportions of students for three options.

- Where do you think you will live after high school?
 - 31% In the same area where I live now
 - 33% In a different area in Tasmania
 - 36% Outside Tasmania

Conclusion

The findings presented here are not a judgement of the work currently done in the six schools. Rather, they are intended as a baseline and to provide useful information for the schools and the Collective ed. team, to help paint a picture of the current state as part of planning ongoing activity towards achieving the Collective ed. goals.

Section 1: Introduction

1.1 Research aims

Collective ed. is the first Collective Impact initiative that Beacon Collective Impact has hosted.

Beacon Collective Impact is part of Beacon Foundation's broader vision to create an Australia that is equipped to support young people, generation after generation. Collective ed. is the first initiative guided by the Collective Impact principles. Collective ed. is hosted by Beacon Foundation and funded by the Paul Ramsay Foundation (PRF) and the Tasmanian state government¹. The project will identify and test practices aimed at improving Year 12 attainment, or equivalent, as well as post-school pathways for students in six Tasmanian communities between 2017-2021. Collective ed. is based on the Collective Impact principles to grow, develop and sustain the work. The six Tasmanian schools taking part in the project are:

- Bayview Secondary College
- Deloraine High School
- Jordan River Learning Federation (JRLF) – Senior School
- Port Dalrymple School
- Sorell School
- Ulverstone Secondary College

The Beacon Foundation has commissioned the Peter Underwood Centre at the University of Tasmania to undertake an independent impact evaluation of the project. The key aim of this impact evaluation is to assess to what extent and how Collective ed. contributed to outcomes *for students*. The Beacon Foundation is collaborating with other agencies, including the evaluation company Clear Horizon, on additional evaluation of Collective ed.

The research questions below guide the impact evaluation and are based on the Collective ed. Theory of Change developed collaboratively with a range of stakeholders in 2017:

- 1) In the participating schools, by the end of Collective ed.:
 - a. To what extent has the proportion of students completing upper secondary education (Year 12 or equivalent) changed from the starting point?
 - b. To what extent do students move into meaningful post-school pathways, locally and elsewhere?
- 2) In the participating schools, through Collective ed.:
 - a. What kinds of connections and social capital do students gain access to (and how?)
 - b. What signs of behavioural, cognitive and emotional engagement with learning do students demonstrate?
 - c. What kinds of 21st century capabilities are fostered in students (and how?)

¹ See: <https://www.beaconfoundation.com.au/what-we-do/collective-ed/>

Questions 1a and 1b address the core outcomes expected from Collective ed.

Questions 2a, 2b and 2c address additional valuable outcomes that also form contributors to the core outcomes.

This impact evaluation consists of four phases:

- Phase 1
 - a. Collection of baseline data through a survey of Year 8 and 10 students at the six schools
 - b. Follow up survey with the same cohorts three years later
- Phase 2 – scan of Collective ed. activities in the six schools to establish the landscape of initiatives
- Phase 3 – selection of a small number of initiatives from the landscape to develop as case studies
- Phase 4 – collection of data from the Department of Education Tasmania (DoE) and the Collective ed. team, for comparative purposes

The Peter Underwood Centre completed Phase 1a of the impact evaluation in 2019. This report provides a summary and discussion of the survey development and results.

1.2 Ethics approval

Phase 1a of this research project received approval from the Research Assessment and Approval Committee (RAAC) of DoE [ref 2018-56, see Appendix A] and from the Social Sciences Human Research Ethics Committee at the University of Tasmania [ref H0017699, see Appendix B].

The research team received permission from both these committees to use passive consent with an opt-out process for parents/guardians rather than use an active consent procedure. The research team prepared a letter that each participating school sent to parents/guardians via the post which contained a detailed information sheet and user-friendly flyer that explained the project and the opt-out consent procedure. Parents/guardians were able to contact the research team (by a certain date) and ask for their child not to be included in the survey and the research team passed these names on to the teachers administering the survey via their contact at each specific school.

For students, active consent was sought through the information to participants and consent embedded as the preamble to the survey [see Appendix C]. Immediately prior to the survey being administered in class, students were given a user-friendly flyer reiterating the voluntary nature of the survey and a general summary of what was involved. Students were made aware through both the preamble and flyer that they could decline to take part by simply not completing and submitting the survey.

The survey was anonymous, protecting the identity of students who contributed their views and experiences.

Section 2: Survey development

2.1 Defining the research questions

The research questions are based on the Theory of Change for Collective ed. The primary objective of Phase 1a was to capture baseline data through a survey in relation to three specific aspects of the Theory of Change for Collective ed. (research questions 2a, 2b and 2c):

- Connections and social capital
- Behavioural, cognitive and emotional engagement with learning
- 21st century capabilities

While research questions 1a and 1b can only be measured after completion of the Collective ed. intervention, a secondary objective of the survey was to gauge insight for research questions 1a and 1b by asking about the value of completing Year 12 and offering the opportunity for students to specify their plans for the future.

Key terms in the research questions are open to interpretation. Therefore, before drafting of the survey commenced, the research team worked to clarify and develop a shared understanding of these terms. The definitions benefited from advice from and discussion with Collective ed. and PRF colleagues and input was also invited from Collective ed. school-based staff and school leaders.

Key term from RQ	Definition
1a) completing upper secondary education	<p>Attainment of one of the following:</p> <ol style="list-style-type: none"> 1. Tasmanian Certificate of Education (TCE) 2. Tasmanian Certificate of Educational Achievement (TCEA) 3. Year 12 Certificate (Senior Secondary Certificate) by a Board of Studies in another state 4. Australian Qualification Framework (AQF) Certificate III or higher qualification issued by a Registered Training Organisation or by a higher education institution <p>Exclusion: Being enrolled during all of Year 12 without achieving either TCE or TCEA</p>
1b) meaningful post-school pathways	<ul style="list-style-type: none"> • Engaged in 'Education, Employment, Training' or a combination of those after leaving school (i.e. 'EET' rather than 'NEET') • Full time = 35 hours p/w • Sustained = for a continuous period of at least 4 weeks <p>Exclusions: Volunteering, gap year, caring responsibilities</p>
2a) connections and social capital	<p>Social relationships with people and communities that form a resource for the young person, especially for informing & enabling plans for the future (study and work).</p> <p>Along two dimensions:</p> <ul style="list-style-type: none"> • Bonding: with others like themselves • Bridging: with groups / people different from themselves

Key term from RQ	Definition
2b) behavioural, cognitive and emotional engagement with learning	Behavioural engagement: participation (e.g. attendance) and conformity (e.g. not receiving suspensions) Cognitive engagement: investment (e.g. making an effort, such as homework) and self-regulation (e.g. task planning) Emotional engagement: commitment / attitudes (e.g. enthusiasm) and feelings (e.g. sense of belonging)
2c) 21 st century capabilities	The Australian Curriculum, Assessment and Reporting Authority (ACARA) general capabilities: <ol style="list-style-type: none"> 1. Literacy 2. Numeracy 3. Information and communication technology (ICT) 4. Critical and creative thinking 5. Personal and social 6. Ethical understanding 7. Intercultural understanding <p>Note: The first three above are reflected in part in the mandatory requirement for the TCE of students achieving a 'tick' for each of those from TASC</p>

2.2 Scan of existing instruments

The research team undertook a scan of existing instruments to see if there were any that measured the aspects Phase 1a focuses on with secondary school students. The scan identified a number that fit this description:

- Six surveys measuring intention to complete upper secondary education;
- Seven surveys measuring intention to move into meaningful post-school pathways;
- Eight surveys measuring connections and social capital;
- Twenty-one surveys measuring behavioural, cognitive and/or emotional engagement with learning; and
- Seven surveys measuring 21st century capabilities.

Given the large number of existing surveys addressing behavioural, cognitive and/or emotional engagement with learning (backed by decades of research), it was decided that it would be sensible to integrate one of these into a larger survey developed by the Peter Underwood Centre. The research team decided on Phyllis Blumenfeld and Jennifer Fredricks' School Engagement Measure (SEM) (see Fredricks, Blumenfeld & Paris, 2004) for several reasons:

- It has been technically assessed as valid and reliable;
- It focusses purely on students' levels of engagement and does not try to also measure student satisfaction with teaching;
- It is one of only a few that measures all three types of engagement, and Fredricks' and Blumenfeld's definitions of these different types of engagement were a close match to the agreed definition;
- There is very little overlap in the definitions across all three types of engagement; and
- It is short and succinct – containing only 19 items (5 behavioural, 6 emotional and 8 cognitive) – which would work well when incorporated into a larger survey.

In recognition of the importance of attendance as part of behavioural engagement, the research team developed three additional questions inspired by other engagement surveys – ‘I miss days at school without a good reason’, ‘I skip classes’ and ‘I arrive late for school or classes’. Besides these, the research team left the items as per the original scale in order to maximise the validity and reliability of this section of the survey which formed question 2 [see Appendix C].

None of the instruments measuring the other aspects could be integrated in the same way as the SEM, as they did not match the Theory of Change and agreed definitions as closely, or fit as neatly into a larger survey. The research team developed items to measure students’ plans for the future (questions 6 and 7) from scratch and took inspiration from existing surveys or literature for the other questions. For example, inspiration for the social capital section of the survey (questions 3 and 4) came from the PISA for Development Student Questionnaire (PISA-D), the High School Survey of Student Engagement (HSSSE) and the Survey of Secondary School Students (SSSS). Inspiration for question 5 was drawn from reports by the National Centre for Vocational Education Research (NCVER) (James, 2000; and Semo & Karmel, 2011). The question about 21st century capabilities (question 1) was developed by the research team after reviewing all of the information under each general capability on the Australian Curriculum website².

2.3 Survey design

2.3.1 Types of items

Given that the research questions were clearly defined, and it was imperative to create a short, user-friendly instrument for students in Years 8 and 10, a survey with mostly close-ended multiple choice questions was most suitable. Only one open-ended question was included towards the end of the survey, and the answers were categorised later in the analysis.

Importantly, none of the questions were framed in a way so as to directly ask about Collective ed. activities – rather, the survey generally asks students to rate their agreement or the frequency of certain behaviours using a Likert scale in relation to school more generally. This reflects the Collective ed. approach after its 2018 ‘pivot’ to a new strategic direction which involves a more diffused approach.

2.3.2 Wording of items

The survey and its preamble was written in a way that Year 8 and 10 students would find easy to read. To ascertain whether Year 8 and 10 students would be able to understand the information in the preamble and the language in the survey, we used the Flesch-Kincaid Grade Level test function in Microsoft Word. This function estimated that the Flesch-Kincaid Grade Level for the survey and preamble was 6.5 (that is, Microsoft Word estimated that the reading level was that of a student in Year 6). The language in the survey [see Appendix C] was tweaked slightly for the paper version to account for the differences in process.

2.3.3 The order of items

The order of questions was chosen to minimise survey fatigue and ease students into the survey. The research team did not wish to deter students from completing the survey by asking them questions up front that might be too personal or might lead them to feel judged about their plans. Therefore, the survey opens with the question asking students to reflect on how much they agree or disagree that their school helps them to develop their general capabilities. This question is not

² <https://australiancurriculum.edu.au/>

personal and reminiscent of the style of questions that students are familiar with from the DoE annual school satisfaction survey.

Demographic items (which also help form a stable identifier, see below) were included last because these are likely to be least interesting to students but easy to answer in the event that they were tired or bored by the end of the survey.

2.3.4 Incorporation of a stable identifier

Questions that could enable a stable identifier were added to the survey at the suggestion of the DoE RAAC, who encouraged us to come up with an option for being able to link the surveys of individual students between Phase 1a and Phase 1b while still remaining de-identified. Both the DoE RAAC and the University of Tasmania Social Sciences Human Research Ethics Committee approved the survey with these questions included and agreed that the stable identifier method will continue to protect students' anonymity. The stable identifier will become a code based on the answers to school, grade, gender, day of birth, month of birth, and first letter of first name.

2.3.5 Collaboration and feedback

The research team took advice from the Collective ed. Executive Team, Clear Horizon and PRF during the development of the survey and the research team made revisions to the instrument through several iterations between July-September 2018. Feedback centred around the length of the initial draft survey, and so the research team scaled back the number of questions included in each matrix as well as removing some questions altogether. For example, a question asking students to indicate the type of pathway they wished to pursue after school was removed, along with a number of additional social capital questions. As requested, an item asking about students' intentions to live locally or elsewhere after school was added.

During this process the research team also spoke with the Education Performance and Review team at DoE about their annual School Satisfaction Survey and adapted the survey to avoid duplication. We also tested the survey for clarity and user-friendliness with three students in the appropriate age groups and made adjustments in response to their feedback.

A penultimate draft was presented to the Collective ed. Lead and/or Principal at each participating school during a video conference meeting and all of these school-based staff were sent the survey by email with an invitation to provide any final feedback before it went live in SurveyMonkey. Feedback was minor – for example, one school felt that the numeracy capability items in question 1 would not resonate with students, so they were adjusted accordingly.

Section 3: Survey responses

3.1 Response rate

Across the six schools, there were 905 students in Years 8 and 10, of whom 511 participated in the survey. This makes for an overall response rate to the survey of 56.5%, which is high for a voluntary survey with young people. However, there was variance in response rates between schools, with four schools having over 60% of students responding, but two schools less than one-third.

Of the 511 students who took part:

- Year 8 – 263
- Year 10 – 228
- Didn't provide their year level – 20

Further, students identified as:

- Female – 230
- Male – 226
- Other – 35
- Didn't provide any information about gender – 20
- Aboriginal and/or Torres Strait Islander – 113

It is worth noting that some of the students who submitted a paper survey did not complete all of the questions, whereas those students who submitted an online survey were required to complete all of the questions to reach the 'submit' button.

If a student did not answer all of the questions in the paper survey but provided information about the school they attend and their year level, their responses were still counted in the individual school reports. If a student did not answer all of the questions in the paper survey and also did not mark the school they attend, their responses could not be counted in the reports we provided to each individual school. However, they are counted in the findings in section 4 of this report.

We see their submission of the paper survey to the teacher administering it as evidence that they wished their responses to be counted. The research team realised that missing responses can bias the overall results, but considered it more important to respect the effort made and contribution by these students. Paper responses were manually entered into SurveyMonkey prior to support analysis.

3.2 Straight-line responses

While analysing the survey results, the research team identified nine respondents from three schools for whom it appeared that they engaged in 'straight-lining' throughout the entire Collective ed. survey – that is, they chose answers down the same column on a page. This seems to indicate that they did not reflect on or provide genuine responses to the questions, perhaps to complete the survey more quickly.

Cole, McCormick, and Gonyea (2012, p. 3) note that straight-lining on a given set of survey items does not in itself signify a data quality problem, as 'a respondent may have thoughtfully considered

and responded to each item, but the end result is a set of identical responses'. Cole et al. (2012) looked at how frequently sets of items were straight-lined in the National Survey of Student Engagement (NSSE) and found that in some sets it was as many as one in five respondents. The literature on straight-lining advises that such responses can be 'cleaned-out' of the data before analysis, but we have chosen not to remove these types of responses from our analysis:

- As only a small number of respondents engaged in straight-lining (less than 2%);
- In recognition of the fact that these students did choose to complete and submit the survey; and
- To include these students when we connect this survey with the follow up survey with the same cohorts via the stable identifier.

Section 4: Findings

We have used stacked bar charts to show the overall results of the survey across all six schools. Each bar displays the total percentage (100%), broken down into sub-amount percentages (rather than absolute values). The exception to this is Figure 19 where a number of students selected 'N/A' as their response to some of these categories. We have not included these responses in the bar graph. Please note that percentages may not always add up to a total of 100% due to rounding.

We also ran analyses to determine any differences between groups, for example based on year level, gender and Aboriginal background. Where there was a difference of 10% or more in responses between groups, this has been reported in the relevant 'key take-away points' section. An exception was applied to this when looking at responses from students who identified their gender as 'other'. Given that this applied to such a small number of students (N=35, or 7%), we note differences in responses of 25% or more, rather than 10%.

4.1 ACARA general capabilities

In the Collective ed. project, the focus is not only on increasing the 'quantity' of students who attain Year 12 but also on the quality of their learning experience so that young people are ready to enter the new world of work. There is widespread agreement about the importance of foundational capacities for this, that are not tied to any specific learning area or discipline (Ananiadou & Claro, 2009; Care & Luo, 2016; World Economic Forum, 2016).

In Australia, these kinds of 21st century capabilities are represented well by the ACARA general capabilities, as these general capabilities 'encompass knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st century' (ACARA, n.d.). In the Australian Curriculum, students are considered to have developed capability when they apply such knowledge and skills confidently, effectively and appropriately in their learning at school and in their lives outside school.

The general capabilities in the Australian Curriculum are:

1. Literacy
2. Numeracy
3. Information and communication technology (ICT)
4. Critical and creative thinking
5. Personal and social
6. Ethical understanding
7. Intercultural understanding

Below, we provide a summary of the trends in the data across all schools for the seven ACARA general capabilities, each of which is represented by two items.

Across all fourteen items a significant minority of students (ranging from 10% to 26%) disagreed that school helped them to develop a particular capability and a relatively large proportion (ranging from 21% to 37%) gave a neutral response. There are, however, differences between the seven capabilities and fourteen items, as shown below.

4.1.1 Literacy

In the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.³

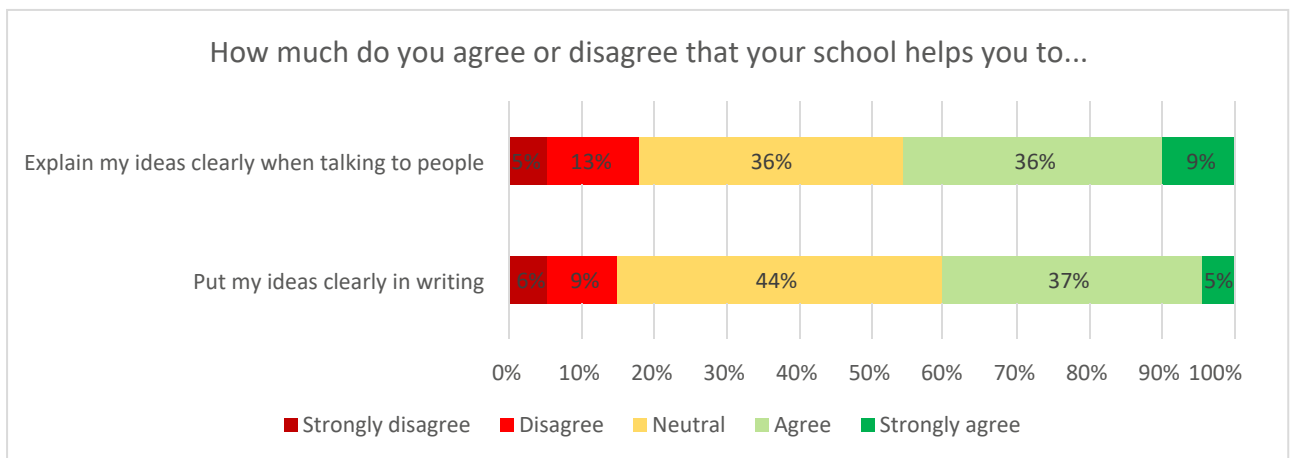


Figure 1: ACARA general capability: literacy

The key take away points are:

- Of the 14 statements included in the ACARA general capability question, literacy received the highest neutral response across both items.
- Higher proportions of students are negative as well as positive about help from school in relation to oral literacy than in relation to written literacy.
- The proportions who strongly agree are lower for literacy than for any of the other six general capabilities.
- There was very little difference based on year level or gender.
- There was some difference in responses between students of Aboriginal background (N=113, or 22% of the students) and those who are not, with fewer Aboriginal students (29% vs 45%) agreeing or strongly agreeing that school helps them to put their ideas clearly in writing.

³ <https://australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy/>

4.1.2 Numeracy

In the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.⁴

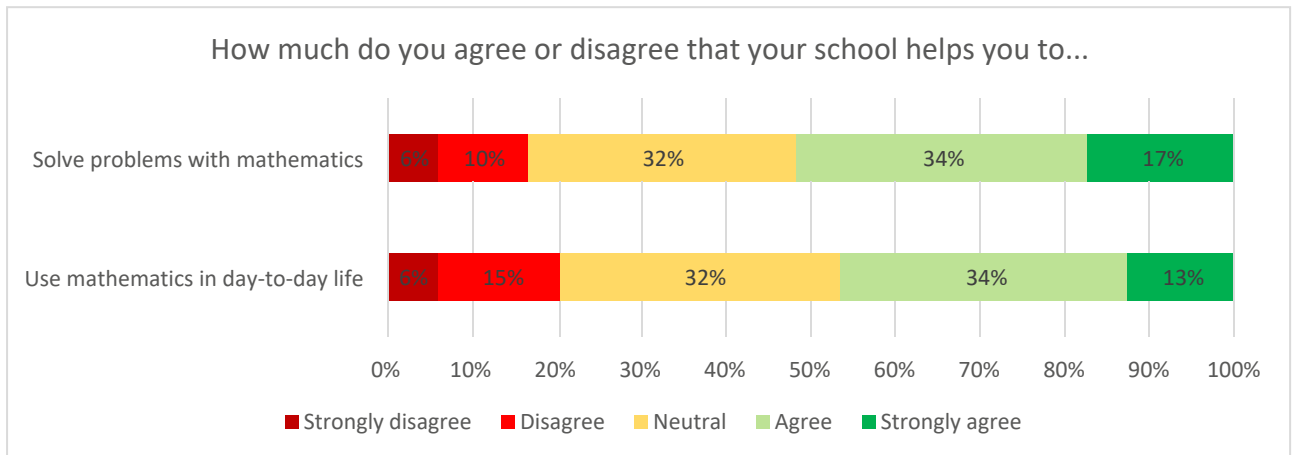


Figure 2: ACARA general capability: numeracy

The key take away points are:

- Just over half (51%) of all students agreed or strongly agreed that school helps you to solve problems with mathematics.
- More students are negative and fewer are positive about help from school in relation to using mathematics in day-to-day life than in relation to solving problems with mathematics.
- There was very little difference based on year level or gender.
- There was difference based on Aboriginal background, with fewer Aboriginal students (38% versus 56%) agreeing or strongly agreeing that school helps them to solve problems with mathematics. Further, 35% of Aboriginal students disagreed or strongly disagreed that school helps them to use mathematics in day-to-day life, compared to 18% of non-Aboriginal students.

⁴ <https://australiancurriculum.edu.au/f-10-curriculum/general-capabilities/numeracy/>

4.1.3 Information and communication technology capability

In the Australian Curriculum, students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.⁵

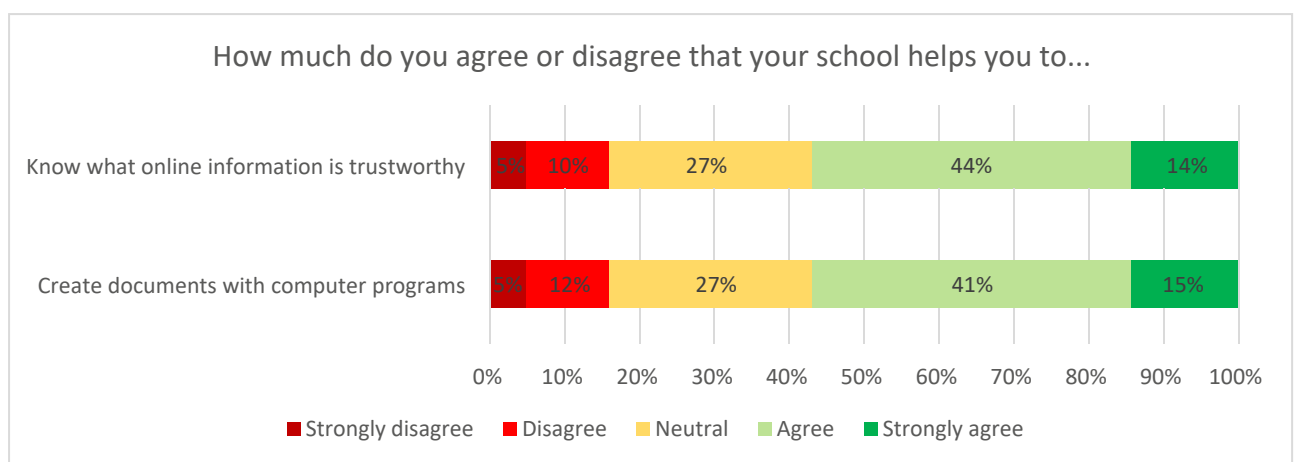


Figure 3: ACARA general capability: ICT

The key take away points are:

- This is one of three capabilities where half or more of students responded positively to both items.
- Over half of all students agreed or strongly agreed that school helps you to 'know what online information is trustworthy' (58%) and to 'create documents with computer programs' (56%).
- There was very little difference based on year level, gender or Aboriginal background.

⁵ <https://australiancurriculum.edu.au/f-10-curriculum/general-capabilities/information-and-communication-technology-ict-capability/>

4.1.4 Critical and creative thinking

In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.⁶

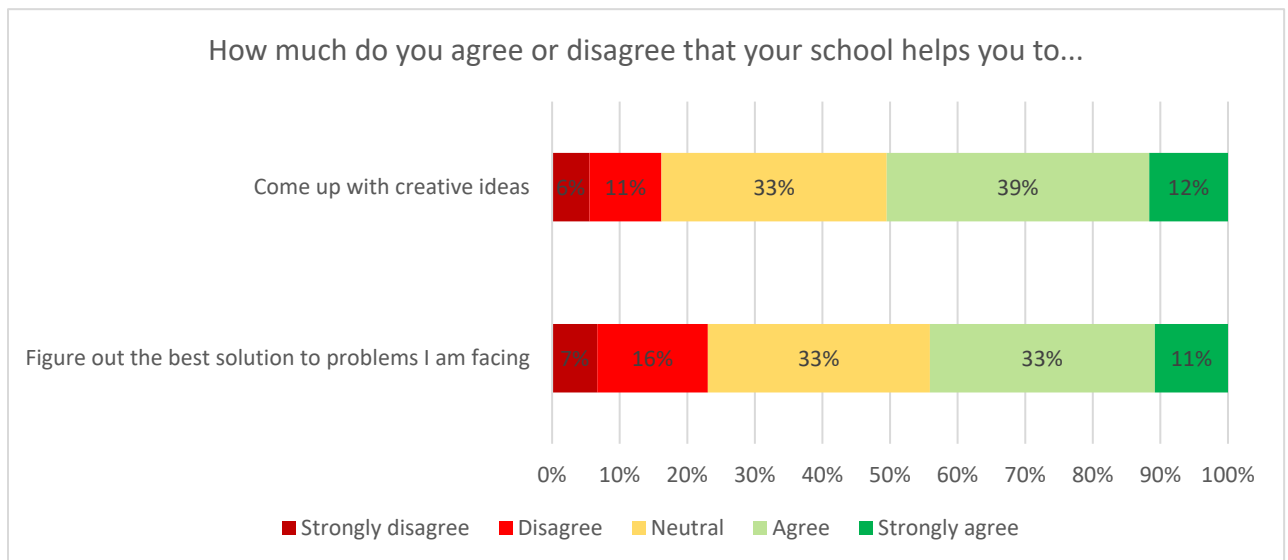


Figure 4: ACARA general capability: Critical and creative thinking

The key take away points are:

- Just over half (51%) of all students agreed or strongly agreed that school helps you to come up with creative ideas.
- Students were less positive that school helps you to figure out the best solution to problems you are facing, with 23% in disagreement with this statement.
- There was very little difference based on year level or gender.
- There was some difference based on Aboriginal background, with fewer Aboriginal students (31% vs 49%) agreeing or strongly agreeing that school helps you to figure out the best solution to problems you are facing.

⁶ <https://australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/>

4.1.5 Personal and social capability

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Personal and social capability supports students in becoming creative and confident individuals who, as stated in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008), 'have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing', with a sense of hope and 'optimism about their lives and the future'.⁷

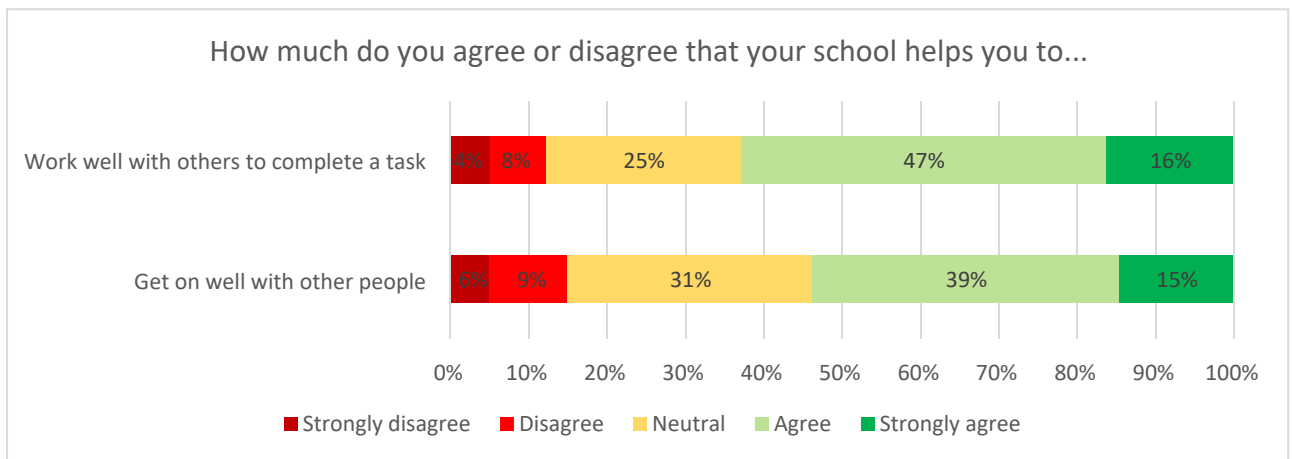


Figure 5: ACARA general capability: personal and social

The key take away points are:

- This is one of three capabilities where half or more of students responded positively to both items; and this one has the most positive response across both items of all the general capabilities, with 63% and 54% agreement that school is helpful.
- It also has relatively low levels of disagreement: 12% and 15%.
- There was very little difference based on year level and Aboriginal background.
- There was some difference based on gender, with 62% of male students agreeing or strongly agreeing that school helps them to get on well with other people, compared to 46% of female students.

⁷ <https://australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability/>

4.1.6 Ethical understanding

In the Australian Curriculum, students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others. It does this through fostering the development of ‘personal values and attributes such as honesty, resilience, empathy and respect for others’, and the capacity to act with ethical integrity, as outlined in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008, p. 9).⁸

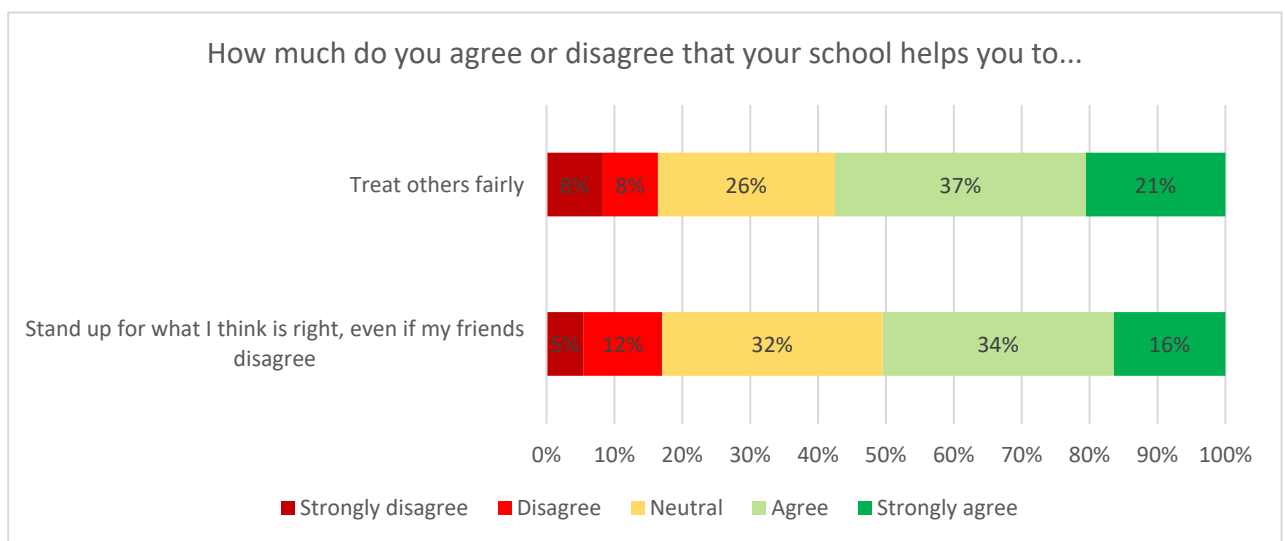


Figure 6: ACARA general capability: ethical understanding

The key take away points are:

- This is one of three capabilities where half or more of students responded positively to both items.
- Over half of all students agreed or strongly agreed that school helps them to ‘treat others fairly’ (58%), while exactly half agreed or strongly agreed that school helps them to ‘stand up for what I think is right, even if my friends disagree’ (50%).
- There was very little difference based on year level or Aboriginal background.
- There was some difference based on gender, with 57% of female students agreeing or strongly agreeing that school helps them to ‘stand up for what I think is right, even if my friends disagree,’ compared to 46% of male students.

⁸ <https://australiancurriculum.edu.au/f-10-curriculum/general-capabilities/ethical-understanding/>

4.1.7 Intercultural understanding

In the Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.⁹

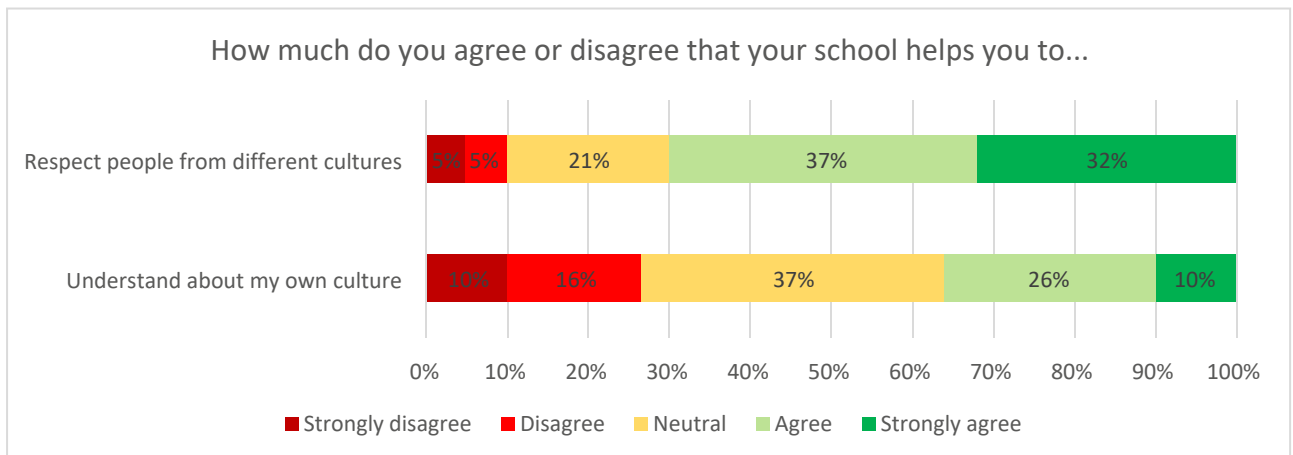


Figure 7: ACARA general capability: intercultural understanding

The key take away points are:

- This general capability has the biggest variation between its two items of all general capabilities, with students far more positive about school helping them to respect people from different cultures than to understand their own culture.
- In relation to help from school to ‘respect people from different cultures’, the largest proportion of students is positive (69%) and the smallest negative (10%) of all items about general capabilities.
- In contrast, in relation to help from school to ‘understand about my own culture’, the largest proportion of students is negative (26%) and the smallest proportion positive (36%) of all items about general capabilities.
- There was some difference between Year 8 and Year 10 students, with more Year 10 students (32%) than Year 8 students (23%) disagreeing or strongly disagreeing that school helps them to ‘understand about my own culture’.
- There was very little difference based on Aboriginal background.
- There was difference based on gender, with 72% of female and male students agreeing or strongly agreeing that school helps them to ‘respect people from different cultures’, compared to 40% of students who identified as other.

⁹ <https://australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/>

4.2 Engagement

While the target of achieving Year 12 or equivalent has always been at the forefront in the project rationale of Collective ed., it has not been considered in a vacuum. The project has also been purposely designed to consider how the delivery of education can be improved. This supports best practice research showing that Year 12 attainment is not critical in and of itself – but that it is also necessary for students to be engaged, motivated and connected to their education. As Goss and Sonnemann (2017, p.3) put it quite simply: “When students are engaged in class, they learn more”. They go on to point out that this matters because “Disengaged students are one to two years behind their peers” (p.3).

Collective ed. is based on the premise that engagement is “malleable and can be influenced by the circumstances individuals encounter and the opportunities that they are given” (OECD, 2013, p.33). As explained in the *Handbook of Research on Student Engagement* (Christenson, Reschly & Wylie, 2012, pp v-vi):

Engagement is not conceptualized as an attribute of the student but rather as an alterable state of being that is highly influenced by the capacity of school, family, and peers to provide consistent expectations and supports for learning [...] both the individual and context matter.

Research by the Grattan Institute in Australia has shown that as many as 40% of students are ‘unproductive’ because they are not engaged in school in a given year (Goss & Sonnemann, 2017).

It is widely recognised that engagement is not only about behaviour but has multiple dimensions. A fruitful distinction is between behavioural, cognitive and emotional engagement (Archambault et al., 2009; Fredricks et al., 2004).

As explained in section 2.2, this part of the survey replicates the well-validated School Engagement Measure (Fredricks et al., 2004) supplemented with three questions about attendance. Below, we provide a summary of the trends in the data across all schools for behavioural, cognitive and emotional engagement.

In the survey, all items are phrased as statements, asking students to indicate how often the statement is true for them. There were major differences in the responses to individual items, as demonstrated below.

Overall, student responses were most positive in relation to behavioural engagement and least positive for cognitive engagement.

4.2.1 Behavioural engagement

Behavioral engagement draws on the idea of participation; it includes involvement in academic and social or extracurricular activities and is considered crucial for achieving positive academic outcomes and preventing dropping out. (Fredricks et al, 2004, p. 60)

Three statements about behavioural engagement are phrased positively and five are phrased negatively. Below we first show results for the positive statements and then for the negative statements. The scores for the negative statements have been reversed to enable consistency of interpretation (i.e. the green shades on the right of the diagram are desirable, indicating higher engagement).

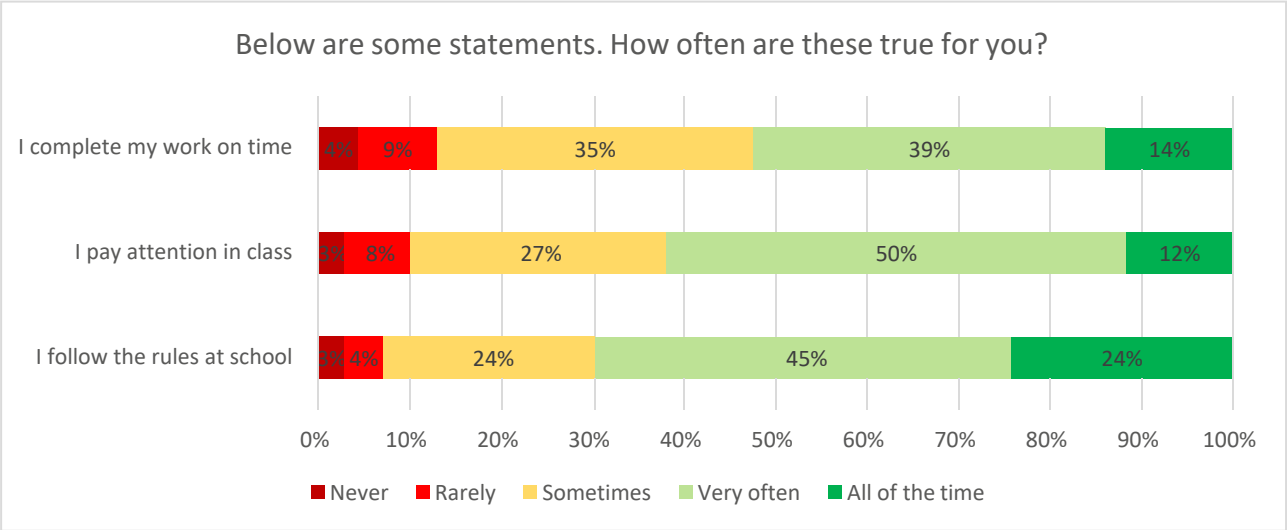


Figure 8: Behavioural engagement (three items)

The key take away points from these first three statements are:

- The vast majority of students selected ‘very often’ or ‘all of the time’ as their response to the statement ‘I follow the rules at school’ (69%). Similarly, more than half of the students said that they complete their work on time (53%) and pay attention in class (62%) ‘very often’ or ‘all of the time.’
- There was very little difference based on year level or gender.
- There was some difference based on Aboriginal background, with fewer Aboriginal students (52% vs 65%) selecting ‘very often’ or ‘all of the time’ as their response to the statement ‘I pay attention in class.’ Similarly, fewer Aboriginal students (59% vs 72%) selected ‘very often’ or ‘all of the time’ as their response to the statement ‘I follow the rules at school.’

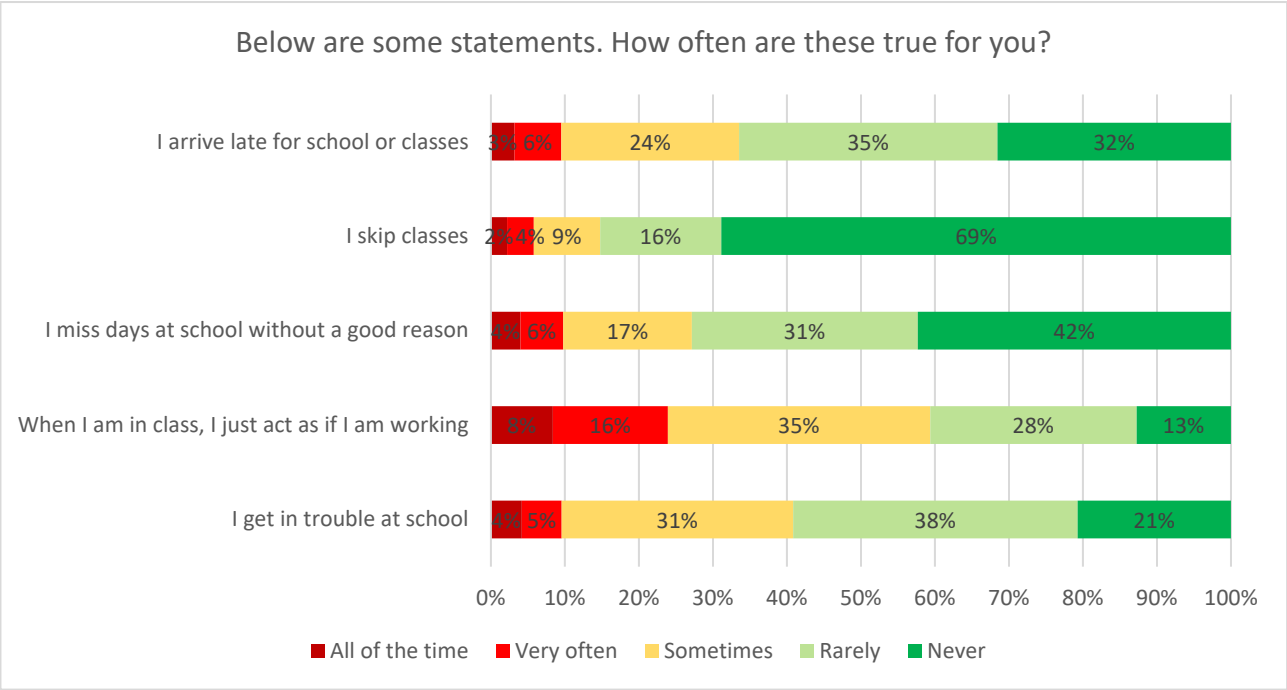


Figure 9: Behavioural engagement (five items, reversed)

The key take away points from Figure 9 are:

- The first three items in Figure 9 are the extra statements the research team added in relation to attendance, with largely positive findings.
 - The vast majority of students specified that they 'rarely' or 'never' arrive late for school or classes (67%), 'rarely' or 'never' skip classes (85%), and 'rarely' or 'never' miss days at school without a good reason (73%).
 - However, between 6% and 10% of students responded 'very often' or 'all of the time' to these questions, indicating problematic attendance.
- In relation to discipline, 59% of students indicate they 'rarely' or 'never' get in trouble at school, and figure 8 shows 69% tend to follow the rules at school.
- In terms of less visible disengagement, almost a quarter (24%) agree that very often or all of the time they just act as if they are working in class, however the response to 'I pay attention in class' in figure 8 is more positive.
- There was very little difference based on year level.
- There were several differences based on Aboriginal background:
 - Fewer Aboriginal students (59% vs 69%) selected 'never' or 'rarely' as their response to the statement 'I arrive late for school or classes.'
 - Fewer Aboriginal students (46% vs 62%) selected 'never' or 'rarely' as their response to the statement 'I get in trouble at school.'
 - More Aboriginal students (14% vs 3%) said that they 'very often' or 'all of the time' skip classes.
- There was some difference based on gender, with 66% of female students selecting 'never' or 'rarely' as their response to the statement 'I get in trouble at school,' compared to 53% of male students.

Overall, based on the 8 items about behavioural engagement, on average:

- 11% of student responses fall into the low range of engagement.
- 25% of student responses fall into the medium range of engagement.
- 64% of student responses fall into the high range of engagement.

This is shown in Figure 10.

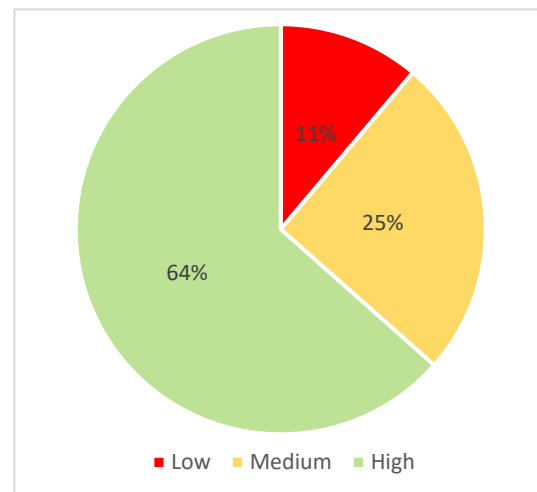


Figure 10: Behavioural engagement, average responses (based on 8 items)

4.2.2 Emotional engagement

Emotional engagement encompasses positive and negative reactions to teachers, classmates, academics, and school and is presumed to create ties to an institution and influence willingness to do the work (Fredricks et al, 2004, p. 60).

Five statements about emotional engagement are phrased positively and one is phrased negatively. As before, the scores for the latter have been reversed to enable consistency of interpretation.

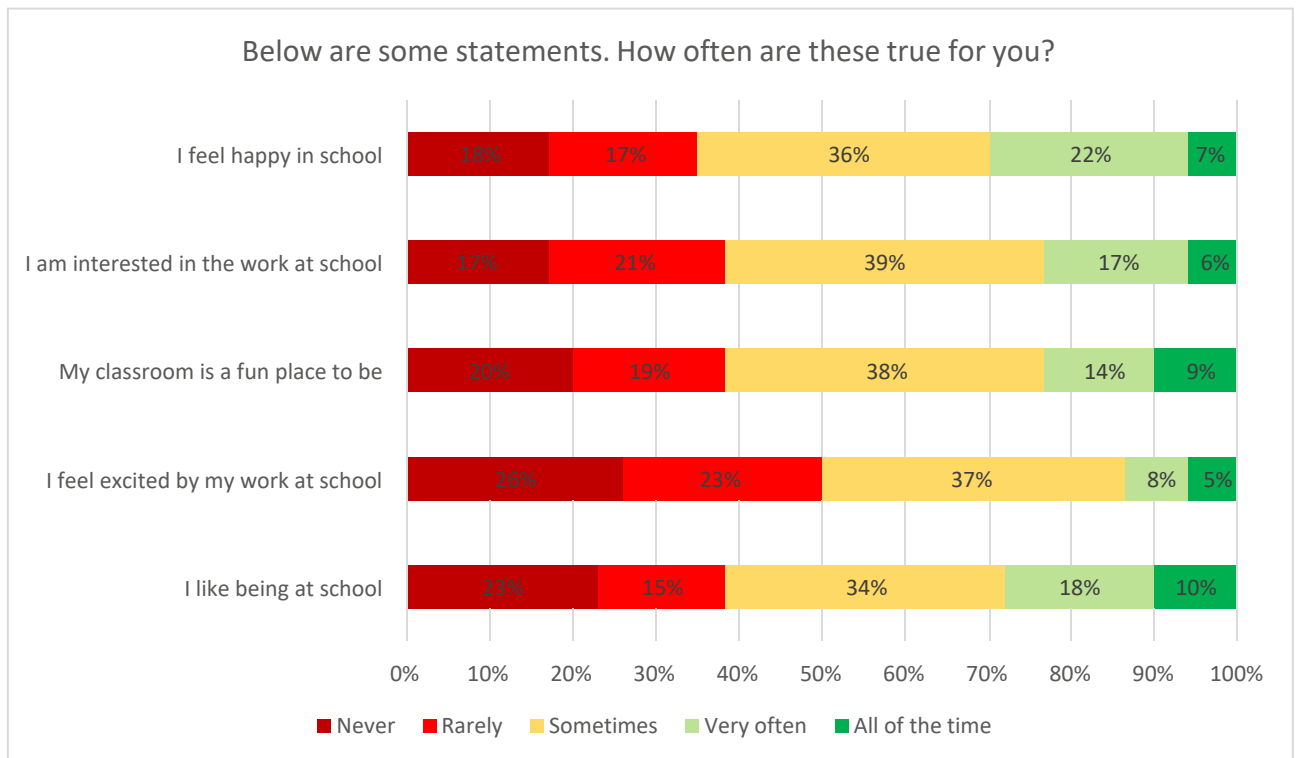


Figure 11: Emotional engagement (five items)

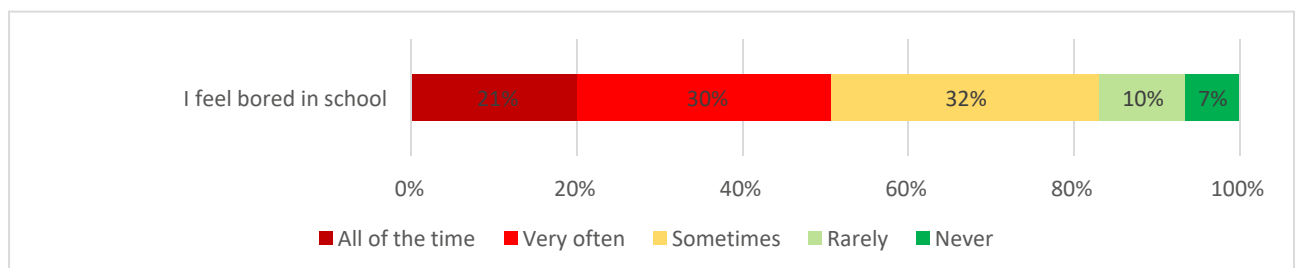


Figure 12: Emotional engagement (one item, reversed)

In the survey, five statements about emotional engagement are phrased positively (see figure 11) and one is phrased negatively. This scoring for the latter statement has been reversed to enable consistency of interpretation (see figure 12).

The key take away points are:

- In terms of interest, a large proportion of students indicate emotional disengagement, with responses of 'never' or 'rarely' in relation to interest in school work (38%), the classroom being a fun place to be (23%) and feeling excited by their work at school (49%). Moreover, 51% indicate feeling bored at school very often or all of the time.
- Similarly a large proportion of students are negative in relation to general emotions about school, two items relating to general positive feelings with responses of 'never' or 'rarely' in relation to feeling happy at school (35%) and liking being at school (38%).
- There are somewhat more positive responses for the two general items (29% and 28% say very often or all of the time) than for the interest-related items.
- There was very little difference based on year level.
- There were several differences based on Aboriginal background:
 - More Aboriginal students (50% vs 35%) selected 'never' or 'rarely' as their response to the statement 'I like being at school.'
 - More Aboriginal students (46% vs 36%) selected 'never' or 'rarely' as their response to the statement 'my classroom is a fun place to be.'
 - More Aboriginal students (45% vs 32%) said that they 'never' or 'rarely' feel happy in school.
- There was some difference based on gender, with 56% of male students selecting 'very often' or 'all of the time' as their response to the statement 'I feel bored in school,' compared to 45% of female students.

Overall, based on the 6 items about emotional engagement, on average:

- 42% of student responses fall into the low range of engagement.
- 36% of student responses fall into the medium range of engagement.
- 22% of student responses fall into the high range of engagement.

This is shown in Figure 13.

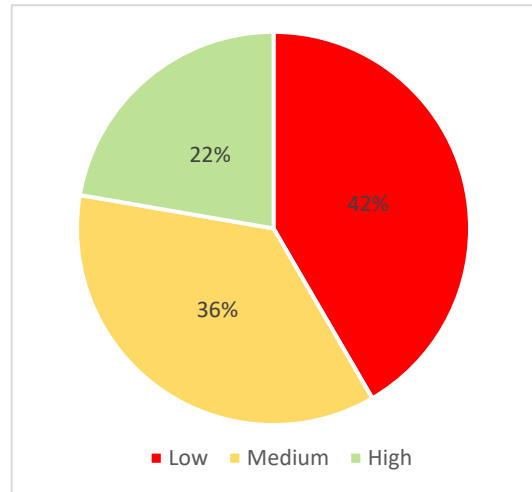


Figure 13: Emotional engagement, average responses (based on 6 items)

4.2.3 Cognitive engagement

Cognitive engagement draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills (Fredricks et al, 2004, p. 60).

Four items in the survey relate to applying learning strategies, with mixed responses.

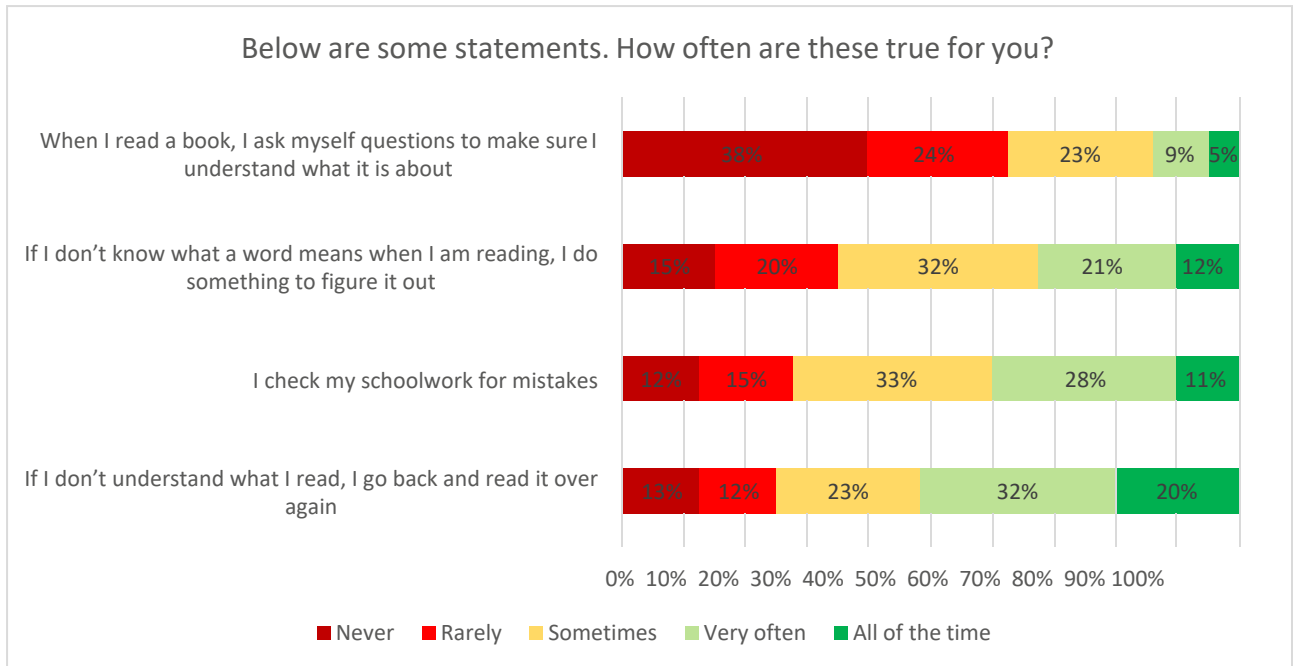


Figure 14: Cognitive engagement – strategies (4 items)

The key take away points are:

- Over half (52%) of the students very often or all of the time use the strategy to go back and read something again if they don't understand what they read, but a quarter (25%) never or rarely do so.
- 39% of the students very often or all of the time use the strategy to check schoolwork for mistakes, but a quarter (27%) never or rarely do so.
- A third (33%) of the students very often or all of the time use the strategy to do something to figure out the meaning of a word they don't know, but another third (35%) never or rarely do so.
- Only 15% of the students very often or all of the time use the strategy to ask themselves questions about a book they're reading to make sure they understand, but almost two-thirds (62%) never or rarely do so.
- There were differences between Year 8 and Year 10, in relation to two of the items about learning strategies:
 - 38% of Year 10 selected 'very often' or 'all of the time' in response to the statement 'If I don't know what a word means when I am reading, I do something to figure it out', compared to 28% of Year 8 students.
 - 58% of Year 10 selected 'very often' or 'all of the time' in response to the statement 'If I don't understand what I read, I go back and read it over again', compared to 46% of Year 8 students.

- There were differences based on Aboriginal background, in relation to two of the items about learning strategies:
 - Fewer Aboriginal students (31% vs 42%) selected ‘very often’ or ‘all of the time’ in response to the statement ‘I check my schoolwork for mistakes’.
 - Fewer Aboriginal students (55% vs 65%) selected ‘never’ or ‘rarely’ in response to the statement ‘When I read a book, I ask myself questions to make sure I understand what it is about’.
- There were differences based on gender, in relation to two of the items about learning strategies:
 - 48% of female students selected ‘very often’ or ‘all of the time’ in response to the statement ‘I check my schoolwork for mistakes’, compared to 33% of male students and 20% of other students.
 - 29% of male students selected ‘never’ or ‘rarely’ in response to the statement ‘If I don’t understand what I read, I go back and read it over again’, compared to 19% of female students.

The other four items refer to interactions outside of school that involve cognitive effort. On the whole, relatively few students indicate these kinds of cognitive engagement.

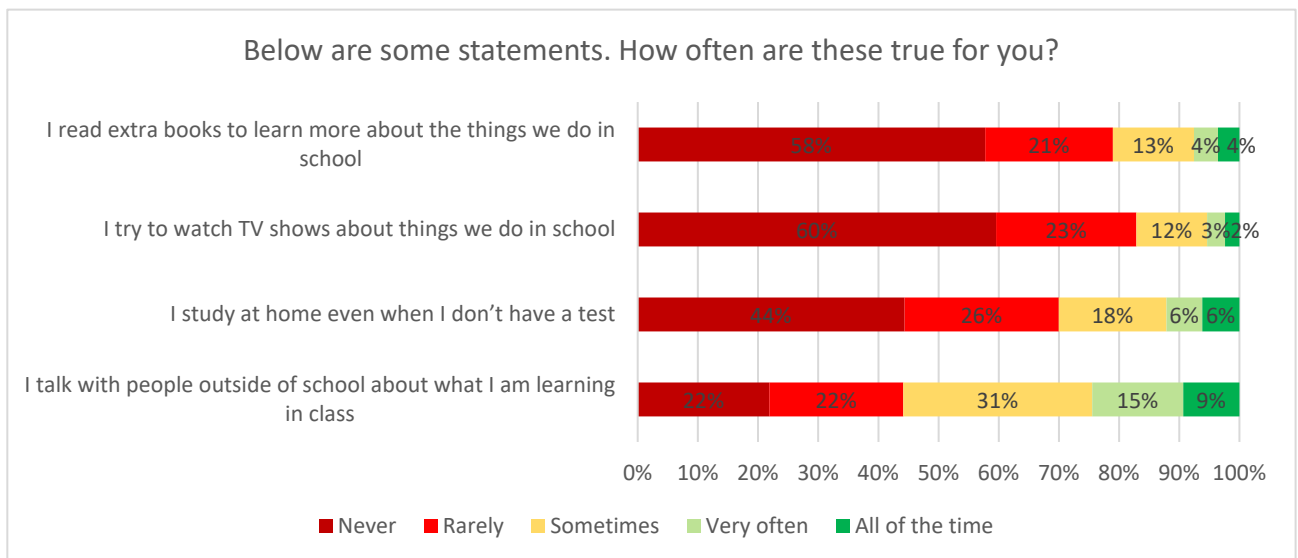


Figure 15: Cognitive engagement – additional effort (4 items)

The key take away points are:

- The most positive response is in relation to talking with people outside school about what they’re learning in class: 24% do this often or always, and 44% never or rarely.
- Only 12% of the students very often or always study at home even when they don’t have a test, but the majority (70%) never or rarely do so.
- Few students (8%) very often or always read extra books to learn more about school work, but the majority (79%) never or rarely do so.
- Least common is watching TV shows relevant to school work, with only 5% doing this very often or always and 83% never or rarely.

- There were differences based on Aboriginal background in relation to one of the items about interactions outside of school that involve cognitive effort:
 - Fewer Aboriginal students (71% vs 82%) selected 'never' or 'rarely' in response to the statement 'I read extra books to learn more about the things we do in school'.
- There was some difference based on gender, in relation to two of the items about interactions outside of school that involve cognitive effort:
 - 69% of students who identified their gender as other selected 'never' or 'rarely' in response to the statement 'I talk with people outside of school about what I am learning in class', compared to 44% of male students and 40% of female students.
 - 76% of male students selected 'never' or 'rarely' in response to the statement 'I study at home even when I don't have a test', compared to 63% of female students.

Overall, based on the 8 items about cognitive engagement, on average:

- 53% of student responses fall into the low range of engagement.
- 23% of student responses fall into the medium range of engagement.
- 23% of student responses fall into the high range of engagement.

This is shown in Figure 16.

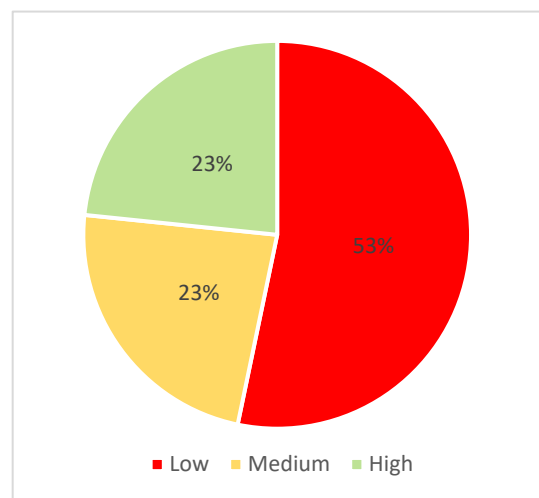


Figure 16: Cognitive engagement, average responses (based on 8 items)

4.3 Social capital¹⁰

In the literature, across all definitions, social capital generally includes a social relationship element (e.g. social network ties) and a resource or benefit element (e.g. trust) at either the individual or collective level (Cornwall and Eades 2017).

The concept of “capital” reflects the “different types of resources that the community has at its disposal” (Funnell 2004). The basic idea of social capital is that an individual’s family, friends, and associates constitute an important asset, one that can be called upon in a crisis, enjoyed for its own sake, and leveraged for material gain (Woolcock and Narayan, 2000).

Social capital has two complementary elements (Panth, 2010):

- Bonding refers to the social networks that link people with others like them.
- Bridging refers to social networks between socially heterogeneous groups.

In the context of Collective ed., “connections and social capital” relate primarily to relationships, resources and opportunities that can act as enablers or constraints that influence whether young people in Tasmania complete upper secondary education and move into meaningful post-school pathways.

In the survey, connections and social capital have been operationalised in terms of:

- activities outside school, and
- the importance of the input from various people for students’ future plans.

Elements of both bonding and bridging are present within each of those questions.

4.3.1 Social capital – part 1

Extracurricular activities are a vitally important source of social capital for many young people. It is in these activities where young people make friends and have repeated, face-to-face interactions with others (Saguaro Seminar, 2001, p. 82).

The items that fall under ‘social capital – part 1’ asked students to identify the frequency that they undertake certain activities outside of school. This is an indication of the social connections students have and the social capital resources they access and contribute to.

¹⁰ We are grateful to Galina Laurie from the Paul Ramsay Foundation for her work to help define social connections and social capital

Figure 17 includes four items related to paid, unpaid and informal work experiences. Of these helping out at home is related to bonding capital, while the other three are more likely to indicate bridging capital (it is impossible to be sure, since we do not know the nature of the work).

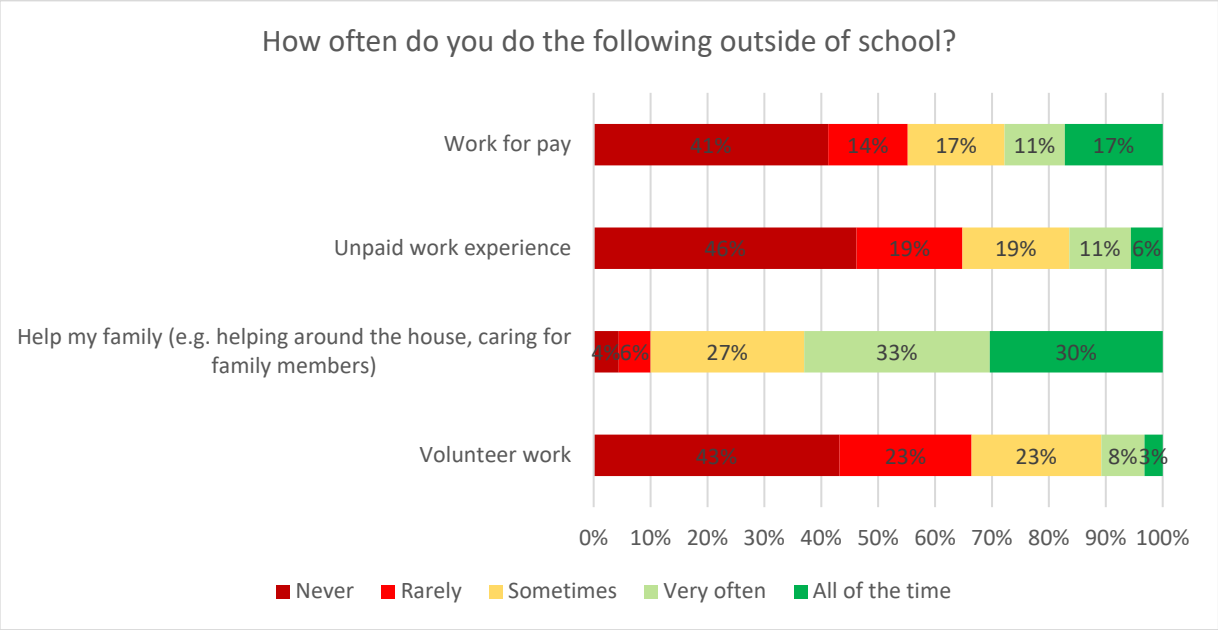


Figure 17: Social capital: work experiences

The key take away points in relation to work experiences are:

- Formal paid and unpaid work experiences are relatively uncommon. The majority (65%) of students indicate that they ‘never’ or ‘rarely’ do unpaid work experience outside of school (65%), do volunteer work outside of school (66%), or do paid work (55%).
- On the other hand, 63% of students help their family ‘very often’ or ‘all of the time’, and only 10% rarely or never do so.
- 37% of Year 10 students specify that they work for pay outside of school ‘very often’ or ‘all of the time’, compared to 18% of Year 8 students.
- More Aboriginal students (26% vs 14%) said that they participate in unpaid work experience ‘very often’ or ‘all of the time’.
- There was very little difference based on gender.

Figure 18 includes three items with leisure experiences. Of these, time with friends relates to bonding, while organised activities outside school are of a bridging nature (see Semo and Karmel, 2011)

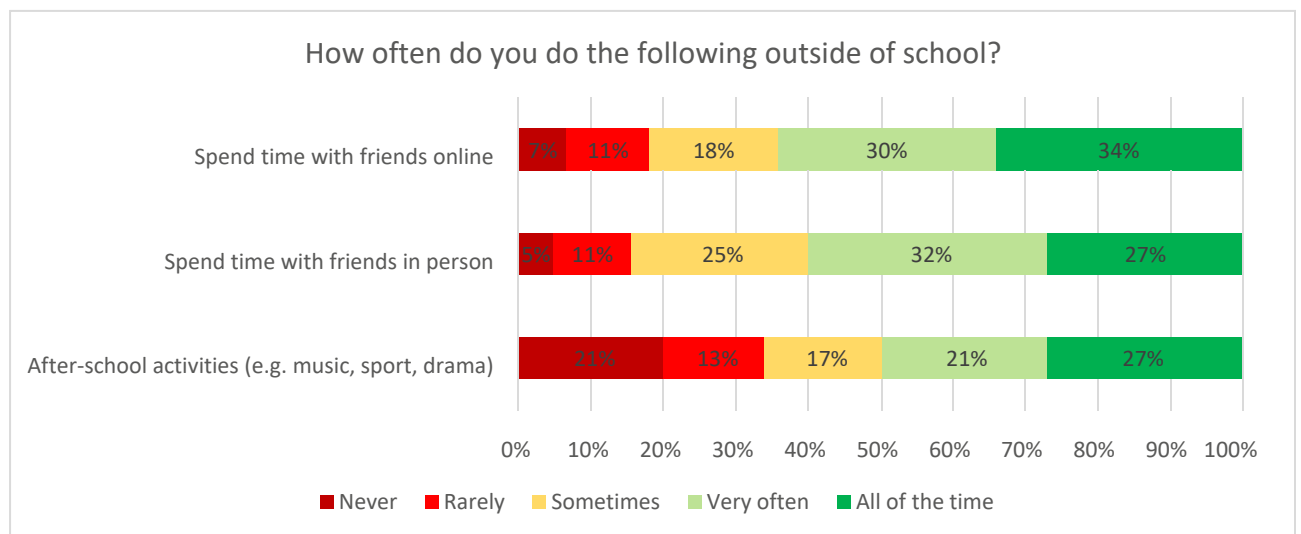


Figure 18: Social capital: leisure experiences

The key take away points in relation to leisure experiences are:

- Most students very often or all the time spend time with friends outside school, online (64%) and/or in person (59%), but a significant minority does so never or rarely (18% and 16%).
- Almost half (48%) of students ‘very often’ or ‘all of the time’ participate in after-school activities such as music, sport or drama, but a third (34%) indicate they never or rarely do this.
- There was very little difference based on year level or gender.
- More Aboriginal students (57% vs 48%) said that they participate in after-school activities ‘very often’ or ‘all of the time’.

4.3.2 Social capital – part 2

Young people are embedded in three types of communities: their school, their extracurricular groups (which include religious communities, clubs and sports leagues, and informal communities of friends), and their family. It is in these three categories of places that young people meet and associate with the most important people in their lives: parents, siblings, friends, coaches, teachers, and mentors. And it is in these places that young people learn what is expected of them and what to expect from others, especially adults. In short, it is in these places that young people learn powerful lessons, both good and bad, about the role of the individual in society. These three communities all create social capital and depend upon it (Saguaro Seminar, 2001, p. 76).

The items that fall under ‘social capital – part 2’ asked students to identify how important various social relationships are when planning for the future. These consist of bonding relationships (with others like themselves, i.e. family and friends) and bridging relationships (with people different from themselves) (see Semo and Karmel, 2011).

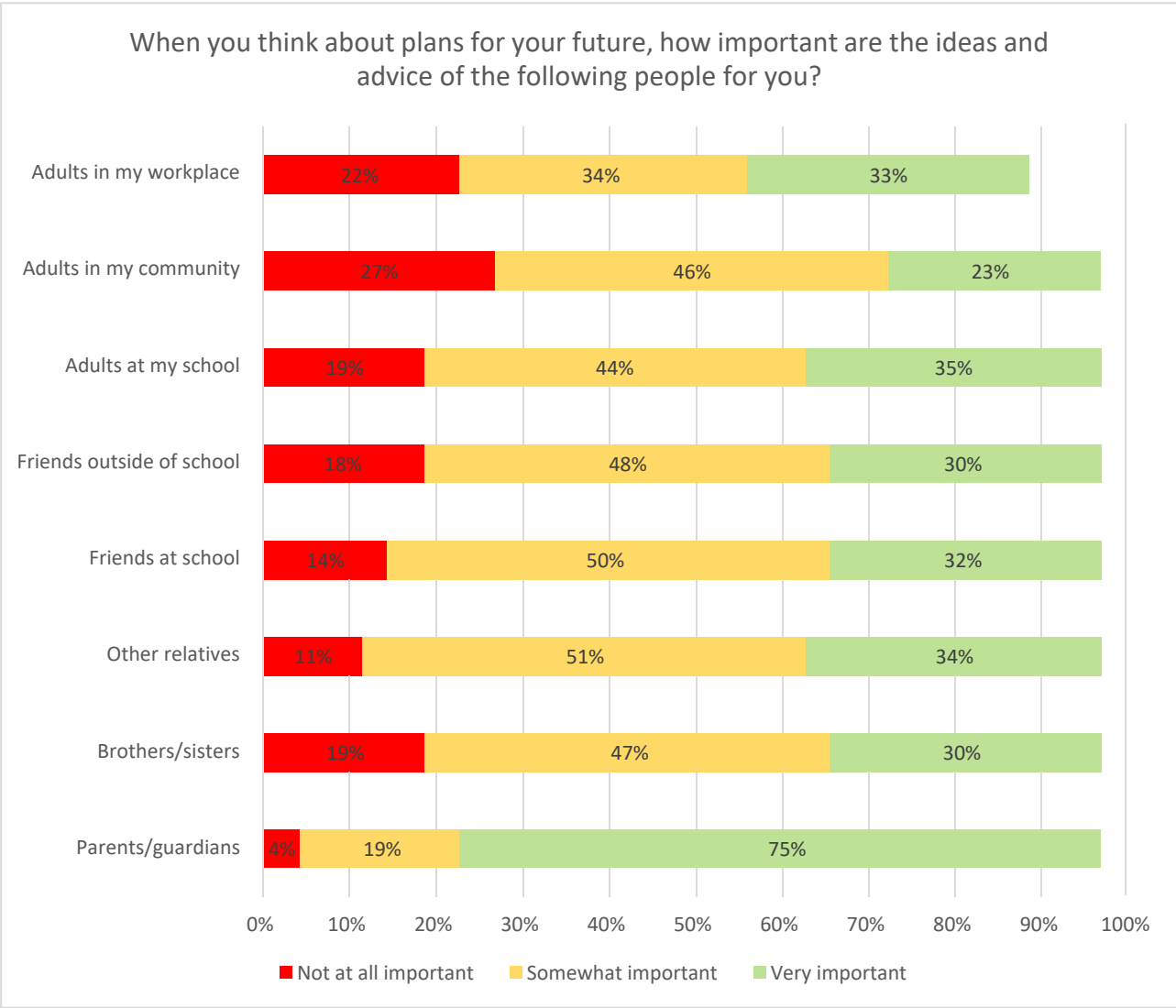


Figure 19: Social capital: importance of various people’s advice about future plans

Please note – some students selected ‘N/A’ as their response to several categories. We have not included these responses in the bar graph in order to benefit clarity.

The key take away points are:

- By far the most important influence comes from parents/guardians: 75% of students indicate that parents/guardians are very important when they are thinking about their plans for the future.
- The least influential are adults in the students’ community, with only 23% indicating these are very important and 27% of students choosing ‘not at all important’ as their response.
- The other groups have broadly similar responses, with about a third of students considering their ideas and advice very important.

- There was very little difference based on year level.
- There were differences based on Aboriginal background for several of the items:
 - Fewer Aboriginal students (65% vs 77%) indicated that ideas and advice from parents/guardians are very important.
 - Fewer Aboriginal students (44% vs 54%) indicated that ideas and advice from other relatives are somewhat important.
 - Fewer Aboriginal students (36% vs 55%) indicated that ideas and advice from friends at school are somewhat important.
 - More Aboriginal students (38% vs 26%) indicated that ideas and advice from friends outside of school are very important.
 - Fewer Aboriginal students (36% vs 46%) indicated that ideas and advice from adults at school are somewhat important.
 - Fewer Aboriginal students (38% vs 48%) indicated that ideas and advice from adults in community are somewhat important.
- There was some difference based on gender for several of the items:
 - 79% of female students and 74% of male students indicated that ideas and advice from parents/guardians are very important, compared to 49% of students who identified their gender as other.
 - 34% of students who identified their gender as other indicated that ideas and advice from other relatives are not at all important, compared to 11% of female students and 8% of male students.
 - 39% of male students indicated that ideas and advice from adults in the workplace are very important, compared to 29% of female students and 14% of students who identified their gender as other.
 - 31% of female students indicated that that ideas and advice from adults in community are not at all important, compared to 20% of male students.

4.4 Value of completing Year 12

Success in learning in many countries is measured, at least in part, in terms of completion of upper secondary education. The OECD (2012, 9) argues that: ‘Reducing school failure pays off for both society and individuals’ and defines failure largely as ‘dropping out before finalising upper secondary education’.

In Australia in 2009 all state, territory and federal governments through the National Partnership on Youth Attainment and Transitions set a target of ‘a national Year 12 or equivalent attainment rate of 90 per cent by 2015’ (CoAG 2009, 4)¹¹. A major report by the Productivity Commission points to the economic, social and personal benefits of improved educational attainment (McLachlan, Gilfillan and Gordon, 2013).

In this context, the Tasmanian *Education Act 2016* has made it compulsory for young people to continue to participate in education and training until they complete Year 12, attain a Certificate III, or they turn 17 years of age (whichever occurs first). In 2020, the minimum leaving age increases to 18¹².

The ultimate goal of Collective ed. is to help more young Tasmanians to finish Year 12. This outcome will not be apparent for several more years. However, in the survey we asked students their views about the possible value of completing Year 12, as a baseline indication towards this goal.

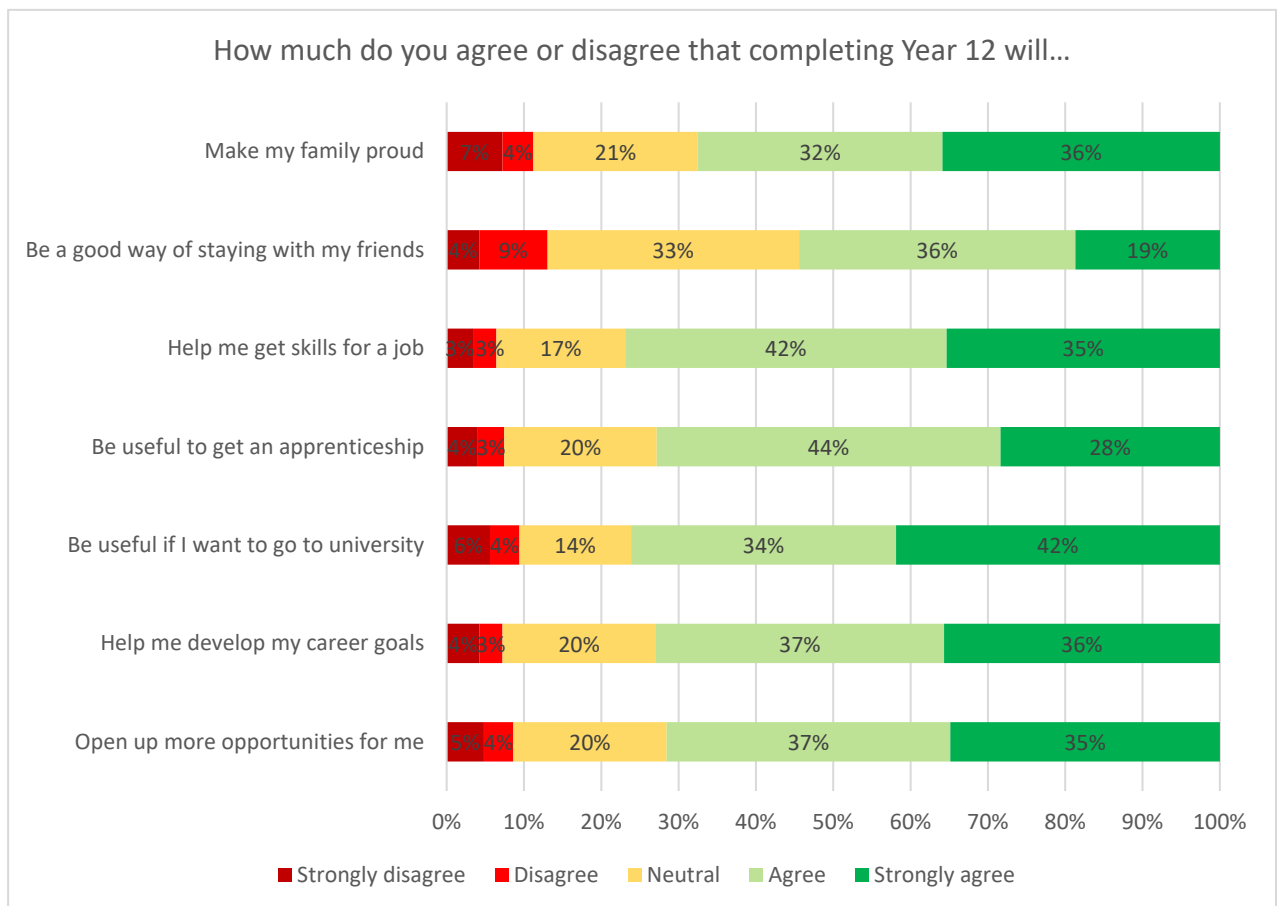


Figure 20: Value of completing Year 12

¹¹ The target was not met: in 2017, 79% of 20-24 year-olds had completed Year 12 or equivalent (ABS 2017).

¹² <https://www.education.tas.gov.au/about-us/legislation/education-act/>

The key take away points are:

- Overall, the vast majority of all students agree with the statements included in this question, and many strongly agree. This indicates broad agreement with the value of Year 12. Between 6% to 13% of students disagree or strongly disagree with these items.
- At a personal level, family pride is more important than social contact with friends at school:
 - 68% agree or strongly agree that completing Year 12 would make their family proud.
 - 55% agree or strongly agree that completing Year 12 is a good way of staying with friends. This item had the largest proportion (33%) of neutral and of negative (13%) responses.
- As a broad indication of perceived helpfulness of completing Year 12, 72% of all students agree or strongly agree that this will 'open up more opportunities for me'.
- Around three-quarters of students agree or strongly agree with specific aspects of the utility of completing Year 12:
 - 76% agree or strongly agree it is useful if they want to go to university,
 - 77% agree or strongly agree it will help get skills for a job,
 - 73% agree or strongly agree it will help develop career goals,
 - 72% agree or strongly agree it is useful to get an apprenticeship.
- There was very little difference based on year level or Aboriginal background.
- There was some difference based on gender:
 - 82% of female students agree or strongly agree that completing Year 12 will be useful if they want to go to university, compared to 74% of male students and 57% of students who identified as other.
 - 72% of female students and 67% of male students agree or strongly agree that completing Year 12 will make their family proud, compared to 40% of students who identified as other.
 - 79% of female students agree or strongly agree that completing Year 12 will open up more opportunities, compared to 68% of male students.

4.5 Mobility

At the suggestion of colleagues from the Collective ed. team, we included a question in the survey asking students where they thought they will live after school.

In part, this question links with social capital. When bonding relationships are much stronger than bridging relationships, people are more likely to prefer continuing to live in their community. Wierenga (2008) highlights how the extent to which young people's outlook is more global or more local is associated with available resources, and resource flows in turn rely on relationships of trust with individuals, groups, and institutions.

Moreover, staying or moving also has implications for young people's future. The ability to embrace post-school opportunities depends in some part on mobility: some opportunities are well-supported in one's local community but others require a young person to move. The impact of this on young people in rural and regional areas has been well-documented in Australia (Cuervo & Wyn, 2012; Wierenga, 2008).

The key take away points are:

- Overall, the students are split fairly evenly in their response to where they think they will live after school:
 - 31% in the same area where they live now,
 - 33% in a different area in Tasmania, and
 - 36% outside of Tasmania.
- There was very little difference between Year 8 and 10 responses to this item.
- There was a small difference based on gender:
 - Among female students, 40% think they will live outside Tasmania and 24% think they'll stay in the same area,
 - Among male students, 32% think they will live outside Tasmania and 38% think they'll stay in the same area.
- There was a small difference based on Aboriginal background:
 - Among Aboriginal students, 34% think they will live outside Tasmania and 36% think they'll stay in the same area,
 - Among non-Aboriginal students, 37% think they will live outside Tasmania and 29% think they'll stay in the same area.

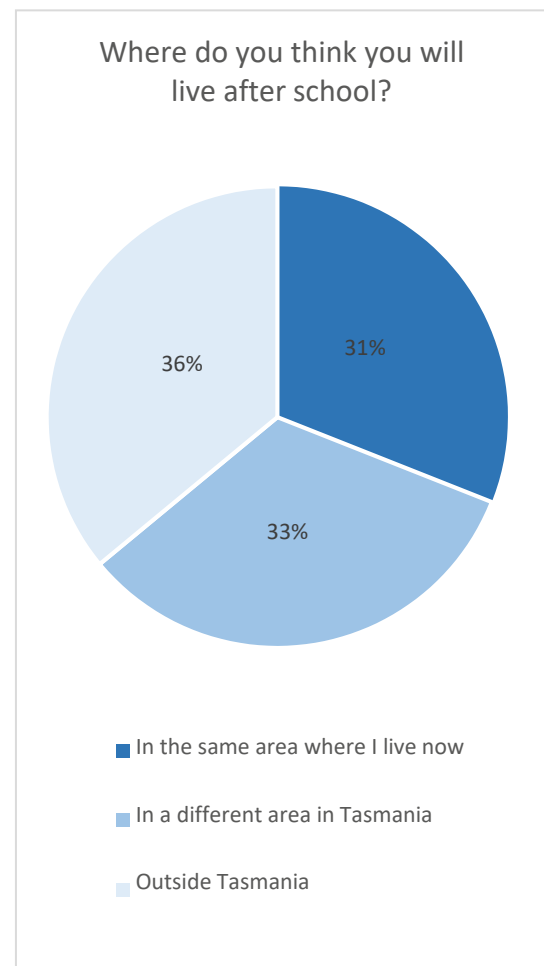


Figure 21: Plans for mobility

4.6 Plans for the future

As explained in section 2.3, the survey was designed with almost entirely Likert scale or 'tick box' type questions. This enhances ease of completion as well as providing a good basis for comparison with when the survey is repeated. The intention is that other parts of the impact evaluation (as well as of the work done within the Collective ed. initiative) will include more open opportunities for students to have a say. This is important because, as Wyn and White (1998) point out:

... the voices of young people need to be heard if we are to appreciate fully the ways in which social constraints and institutional structures both impinge upon them, and provide possibilities for personal and collective development (1998, p. 35).

We therefore also included one 'open response' question in the survey, as the final substantive question. This gave students an opportunity to respond in their own words to the question or to any other aspect of the survey.

The question asked students: 'Is there anything else you want to tell us about your plans for the future?'. About 330 students (65%) left this question blank or simply wrote 'no' or something similar. As is common with anonymous surveys, some students wrote answers that were not serious. Several categories emerged in the remaining responses.

Category	Example responses
Career goals	
Professional	'I plan on going to university for astronomy, engineering and robotics and AI. then maybe work at the space agency in WA (male – Year 8) 'become an interior designer, architect or lawyer' (female – Year 10)
Trade	'I want to get a full time apprenticeship within the horse riding industry' (female – Year 10)
Defence /Police	'Join navy or police force' (male – Year 10)
Creative	'I would like to become a professional actress' (female – Year 8)
Sport	'I want to become a sports trainer like my father' (male – Year 8)
Unsure	'I don't really have a career path - I have many but I haven't decided on one to work towards yet' (female – Year 8)
Study plans	'I want to study in university and become a paramedic' (female – Year 8) 'I want to go to TAFE to become a builder' (male – Year 8)
Living arrangements/travel	'I would like to move somewhere like the Gold Coast or New York' (other – Year 10)

There were a small number of responses that didn't quite fit these categories which we will group under an 'other' category when sharing with schools. Some students wrote quite earnestly about their efforts at school, for example: 'I talk and laugh a lot in class but I always try to get my work done. if I don't get it done I take it home and try to finish it (female – Year 8).

We finish this section with an appropriate overall comment from a student:

I have no idea what I want to do for the future but I should not let anyone tell me what I can and can't do when I'm older (female – Year 10).

Section 5: Conclusion

Importantly, the findings presented here are not a judgement of the work currently done in the six schools. Rather, they are intended as a baseline. The overall large response rate (56%) and the timing of the survey before much Collective ed. activity had happened in most schools enhances the trustworthiness of this baseline function of the survey.

Moreover, combining the findings from this survey with those from the subsequent follow-up survey (intended to take place in 2-3 years) will provide an opportunity to gauge 'distance travelled'. Of course, any change between the first and second survey may be due to a multitude of factors.

Collective ed. is not an experiment taking place under 'laboratory' conditions. Rather, it will occur alongside many other changes in schools and communities that will influence the impact the project intends to have, such as the implementation of the Education Act 2016 and of the extension school model, as well as changes that are specific to certain localities. Therefore—as is usual in longitudinal and applied social research—it will be impossible to unequivocally attribute outcomes to Collective ed. It is possible, however, to document various educational outcomes and to gain insights into how the Collective ed. has contributed to these.

We hope the findings presented here may serve as useful information for the schools and the Collective ed. team, to help paint a picture of the current state as part of planning ongoing activity towards achieving the Collective ed. goals.

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Appendix A: Tasmanian Government Department of Education Research Assessment and Approval Committee Approval

Department of Education
EDUCATION PERFORMANCE AND REVIEW

3/75 Campbell Street, Hobart
GPO Box 169, Hobart, TAS 7001 Australia



File: 2018-56

13 December 2018

Professor Kitty te Riele
Peter Underwood Centre for Educational Attainment 157 Elizabeth Street
Hobart TAS 7000

Dear Kitty

The Independent Impact Evaluation of Outcomes for Students from the Collective Education Project – Phase 1a

The Research Assessment and Approval Committee has advised me that your research study adheres to the guidelines established by the Department of Education and that there is no objection to the study proceeding.

Please note that you have permission to proceed at a general level, and not at an individual school level. You will need to seek permission from the principal of the school for them to be involved in the study. Please provide the Principal with the File number or a copy of this letter when approaching them for assistance.

A list of the schools where the principal has consented to participate in the research is required to be forwarded to EPR, prior to, or soon after the commencement of the proposed activity.

A copy of your final report should be forwarded to Education Performance and Review epr@education.tas.gov.au, as soon as practical and within six months of the completion of the research phase.

If you have further questions or concerns please contact Andrew Oakley on (03) 6165 5706.

Yours sincerely



Shane Frost
Director, Education Performance and Review

Appendix B: Tasmania Social Sciences Human Research Ethics Committee Approval

Social Science Ethics Executive Officer
Private Bag 01 Hobart
Tasmania 7001 Australia
Tel: (03) 6226 6254
Fax: (03) 6226 7148
ss.ethics@utas.edu.au



HUMAN RESEARCH ETHICS COMMITTEE (TASMANIA) NETWORK

12 November 2018

Professor Kitty te Riele
Peter Underwood Centre for Educational Attainment
Private Bag 3

Dear Professor te Riele

Re: MINIMAL RISK ETHICS APPLICATION APPROVAL

Ethics Ref: H0017899 - The Independent Impact Evaluation of Outcomes for Students from the Collective Education Project - Phase 1a

We are pleased to advise that acting on a mandate from the Tasmania Social Sciences HREC, the Chair of the committee considered and approved the above project on 08 November 2018.

This approval constitutes ethical clearance by the Tasmania Social Sciences Human Research Ethics Committee. The decision and authority to commence the associated research may be dependent on factors beyond the remit of the ethics review process. For example, your research may need ethics clearance from other organisations or review by your research governance coordinator or Head of Department. It is your responsibility to find out if the approval of other bodies or authorities is required. It is recommended that the proposed research should not commence until you have satisfied these requirements.

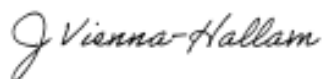
Please note that this approval is for four years and is conditional upon receipt of an annual Progress Report. Ethics approval for this project will lapse if a Progress Report is not submitted.

The following conditions apply to this approval. Failure to abide by these conditions may result in suspension or discontinuation of approval.

1. It is the responsibility of the Chief Investigator to ensure that all investigators are aware of the terms of approval, to ensure the project is conducted as approved by the Ethics Committee, and to notify the Committee if any investigators are added to, or cease involvement with, the project.

2. Complaints: If any complaints are received or ethical issues arise during the course of the project, investigators should advise the Executive Officer of the Ethics Committee on 03 6226 6254 or human.ethics@utas.edu.au.
3. Incidents or adverse effects: Investigators should notify the Ethics Committee immediately of any serious or unexpected adverse effects on participants or unforeseen events affecting the ethical acceptability of the project.
4. Amendments to Project: Modifications to the project must not proceed until approval is obtained from the Ethics Committee. Please submit an Amendment Form (available on our website) to notify the Ethics Committee of the proposed modifications.
5. Annual Report: Continued approval for this project is dependent on the submission of a Progress Report by the anniversary date of your approval. You will be sent a courtesy reminder closer to this date. **Failure to submit a Progress Report will mean that ethics approval for this project will lapse.**
6. Final Report: A Final Report and a copy of any published material arising from the project, either in full or abstract, must be provided at the end of the project.

Yours sincerely



Jude Vienna-Hallam
Executive Officer
Tasmania Social Sciences HREC

Appendix C: Online survey incorporating information for participants and consent

Invitation

Hi, we are Tess and Kitty.

We are researchers from the University of Tasmania. The Beacon Foundation has asked us to evaluate their Collective Education Project which is taking place in six schools around Tasmania:

- Bayview Secondary College
- Deloraine High School
- Jordan River Learning Federation - Senior School
- Port Dalrymple School
- Sorell School
- Ulverstone Secondary College

You are invited to participate in a survey for this evaluation because you are a Year 8 or 10 student at one of these six schools.

What does the survey involve?

We would like to find out about your experiences with learning at school, your activities outside of school, and your plans for the future. This should help us understand three things (called 'outcomes') that the Collective Education Project is trying to achieve with students. These include:

- Stronger engagement with learning
- General skill development
- Increased connections with the wider community to help plan for the future

The survey is anonymous. Nobody will know which survey was completed by which student.

Would you like to take part?

Taking part is completely voluntary, and there are no negative consequences if you decide not to do the survey.

You can do something else while other students are completing the survey.

You can even complete the survey and then if you don't want us to know your answers you simply don't submit the survey.

The survey is not compulsory.

This is not a test, and there are no right or wrong answers!

What will we do with the survey findings?

We will write a short report with the findings from the survey for each school so that they can learn about the opinions of their students.

We will also write a small report for the Beacon Foundation about all the survey results. The results in the reports will be completely anonymous. They will be findings from across all the answers everyone has given and will not single anyone out.

The survey is only the start of this research. We plan to collect more information in the next few years, with permission from the Department of Education and the University of Tasmania. If we receive this permission, we will invite you to participate in another survey in two or three years' time. Taking part in the next survey will also be completely voluntary.

We will then put all the information together to find out what impact Collective Ed. has had on students. We will write a final, big report for the Beacon Foundation and maybe also some academic articles.

What are the benefits of participating?

We think you will find it quite interesting to complete the survey and it is a chance to have your say about things related to the Collective Education Project.

Your opinions will be valued and listened to and you will contribute to our research about Collective Ed. That is important, because after all the research is about the outcomes for students like you.

About the survey

The survey contains 14 questions and we think it will take about 15 minutes to complete. Your answers will be saved regularly. The survey is anonymous. You will see that we do ask for some information about you. This will help us to match your responses to the survey that we plan to send out in two or three years' time. The survey will still be anonymous, and nobody will know which survey was completed by you.

By completing and submitting the survey you give permission to us to use your answers for our research.

Because the survey is anonymous, you can't choose to pull out after you have submitted the survey because we simply can't know which survey was completed by you.

Remember: This is not a test, and there are no right or wrong answers! We really would like to know what YOU think.

Please click NEXT to start the survey.

1. How much do you agree or disagree that your school helps you to...

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Put my ideas clearly in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get on well with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use mathematics in day-to-day life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stand up for what I think is right, even if my friends disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create documents with computer programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand about my own culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work well with others to complete a task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Figure out the best solution to problems I am facing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know what online information is trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain my ideas clearly when talking to people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come up with creative ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treat others fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect people from different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve problems with mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Below are some statements. How often are these true for you?

	Never	Rarely	Sometimes	Very often	All of the time
I follow the rules at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get in trouble at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am in class, I just act as if I am working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I pay attention in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I complete my work on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I miss days at school without a good reason	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like being at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel excited by my work at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classroom is a fun place to be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in the work at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel happy in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel bored in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I skip classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I check my schoolwork for mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I study at home even when I don't have a test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to watch TV shows about things we do in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I read a book, I ask myself questions to make sure I understand what it is about	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read extra books to learn more about the things we do in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I don't know what a word means when I am reading, I do something to figure it out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Rarely	Sometimes	Very often	All of the time
If I don't understand what I read, I go back and read it over again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I talk with people outside of school about what I am learning in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I arrive late for school or classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How often do you do the following outside of school?

	Never	Rarely	Sometimes	Very often	All of the time
After-school activities (e.g. music, sport, drama)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spend time with friends in person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spend time with friends online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help my family (e.g. helping around the house, caring for family members)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unpaid work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work for pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. When you think about plans for your future, how important are the ideas and advice of the following people for you?

	Not at all important	Somewhat important	Very important	Not applicable
Parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brothers/sisters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends outside of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults in my workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How much do you agree or disagree that completing Year 12 will...

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Open up more opportunities for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help me develop my career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be useful if I want to go to university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be useful to get an apprenticeship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help me get skills for a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a good way of staying with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make my family proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Where do you think you will live after school?

In the same area where I live now

Outside Tasmania

In a different area in Tasmania

7. Is there anything else you want to tell us about your plans for the future?

8. Which school do you go to?

- | | |
|--|--|
| <input type="radio"/> Bayview Secondary College | <input type="radio"/> Port Dalrymple School |
| <input type="radio"/> Deloraine High School | <input type="radio"/> Sorell School |
| <input type="radio"/> Jordan River Learning Federation | <input type="radio"/> Ulverstone Secondary College |

9. What grade are you in this year?

- Year 8
- Year 10

10. What is your gender?

- Female
- Male
- Other

11. Do you identify as Aboriginal and/or Torres Strait Islander?

- Yes
- No

12. What is the day of your birthday? For example, if you were born on 20 January then the day = 20

13. What is the month of your birthday? For example, if you were born in January then the month = January

14. What is the first letter of your first name? For example, if your name is Sharyn, then the letter = S



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