

Educational outcomes, experimental estimates, Tasmania, 2006-2013

DoE joint project with ABS

[ABS Cat No. 4261.6](#)

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Aims

- To deliver policy insights through linking a range of education and training data
 - AEDC
 - National Early Childhood Education and Care Collection
 - School enrolment (NSSC)
 - Student literacy and numeracy outcomes (NAPLAN)
 - ABS Census of Population and Housing

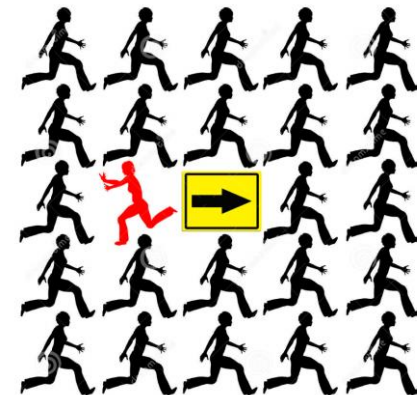
Why it succeeded

- Focused questions for early years about next steps for policy research
- ABS changed culture – From “zero risk” to “managed risk” – the so-called “Five Safes”



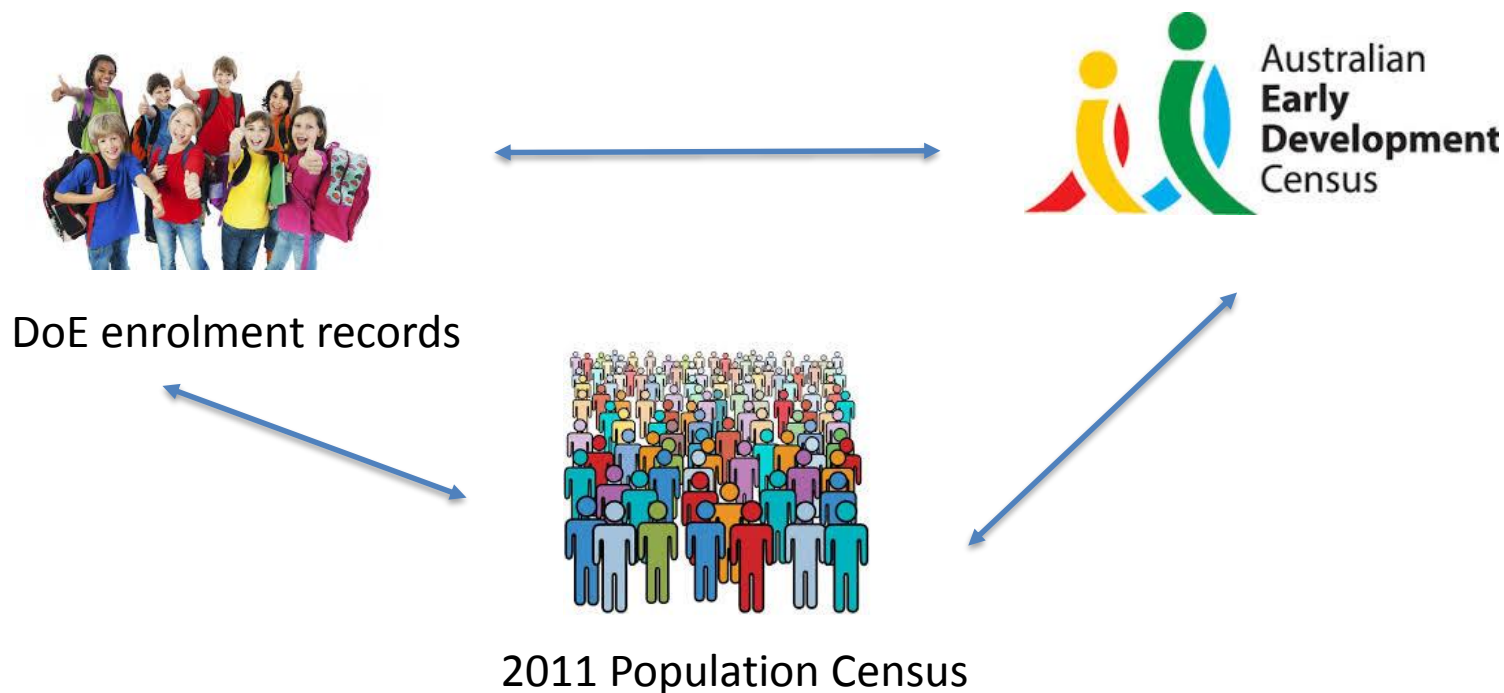
Asking the right question

- “Bucking the Trend”, or “Against the Odds”
- Why do some children thrive when their peers don’t?



Factors influencing early childhood development in Tasmania

- Linked DoE enrolment and Australian Early Development Census (AEDC) data with 2011 Census of Population and Housing.

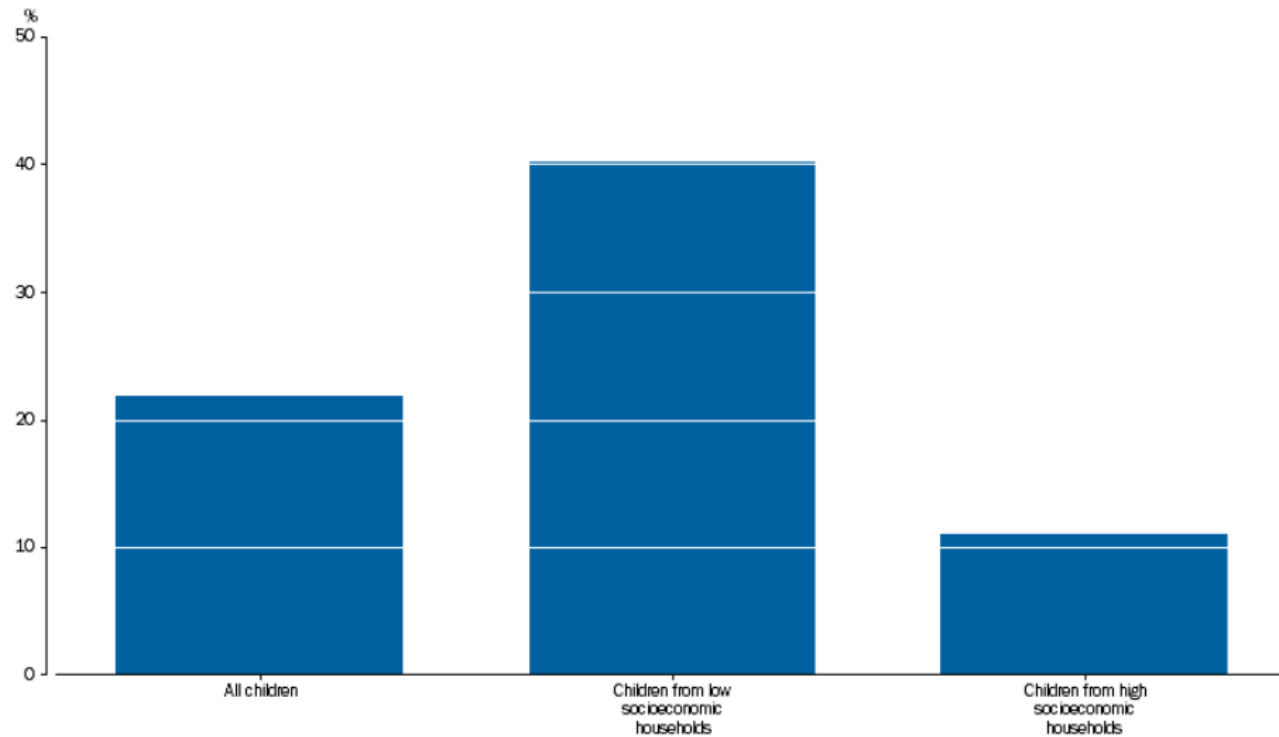


Policy insights

- When other factors were held constant, the variables that had strong and consistently significant relationships with a child's developmental vulnerability in their first year of schooling across all five AEDC domains were:
 - the regularity with which a child was **read to at home**
 - the level of **parental engagement** with a child's school
 - a **child's sex**

Vulnerability and SES

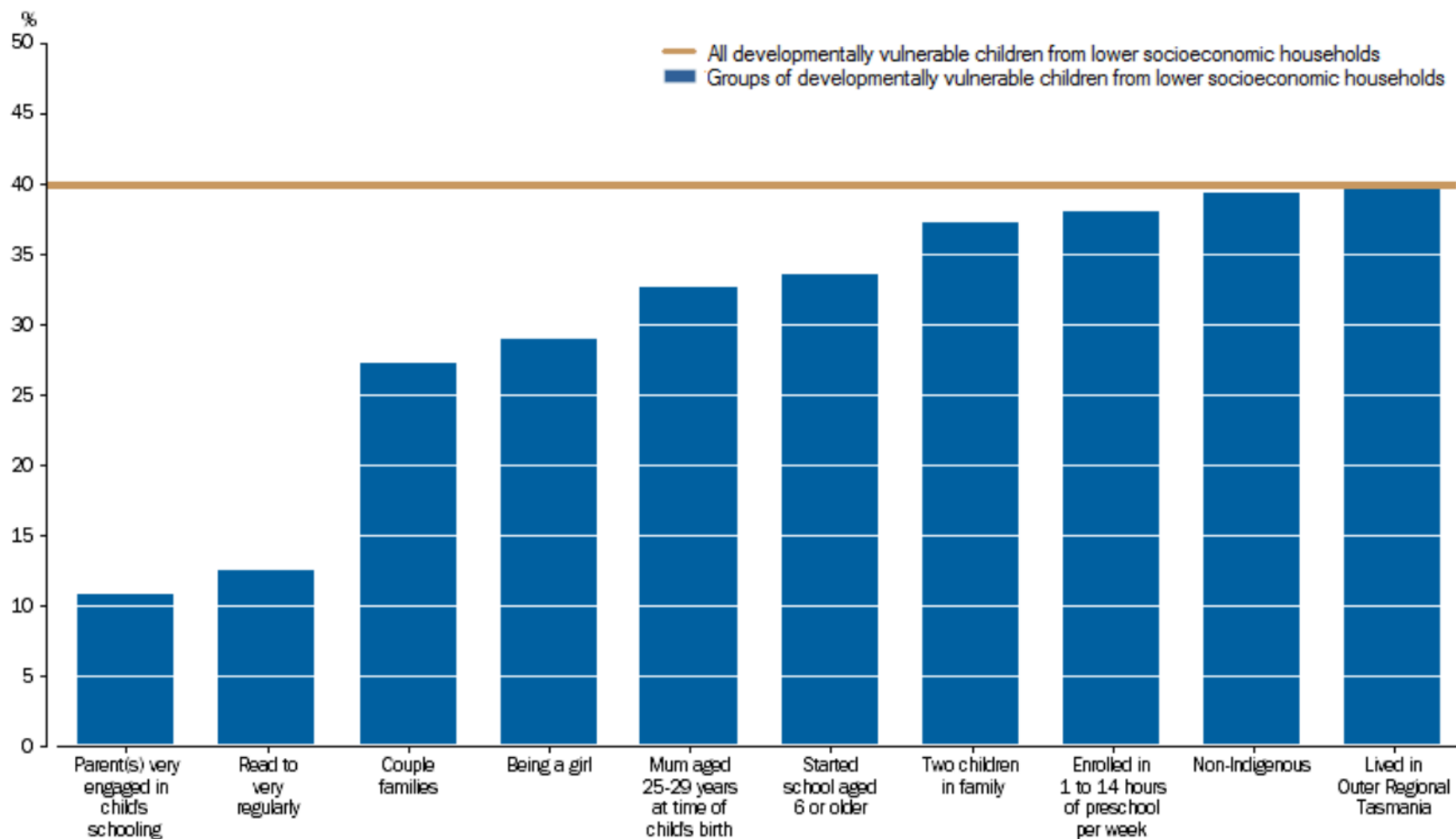
PROPORTION OF CHILDREN DEVELOPMENTALLY VULNERABLE ON ONE OR MORE DOMAINS, BY SOCIOECONOMIC STATUS



Source: Integrated Tasmanian Education and ABS Census Dataset

Protective factors

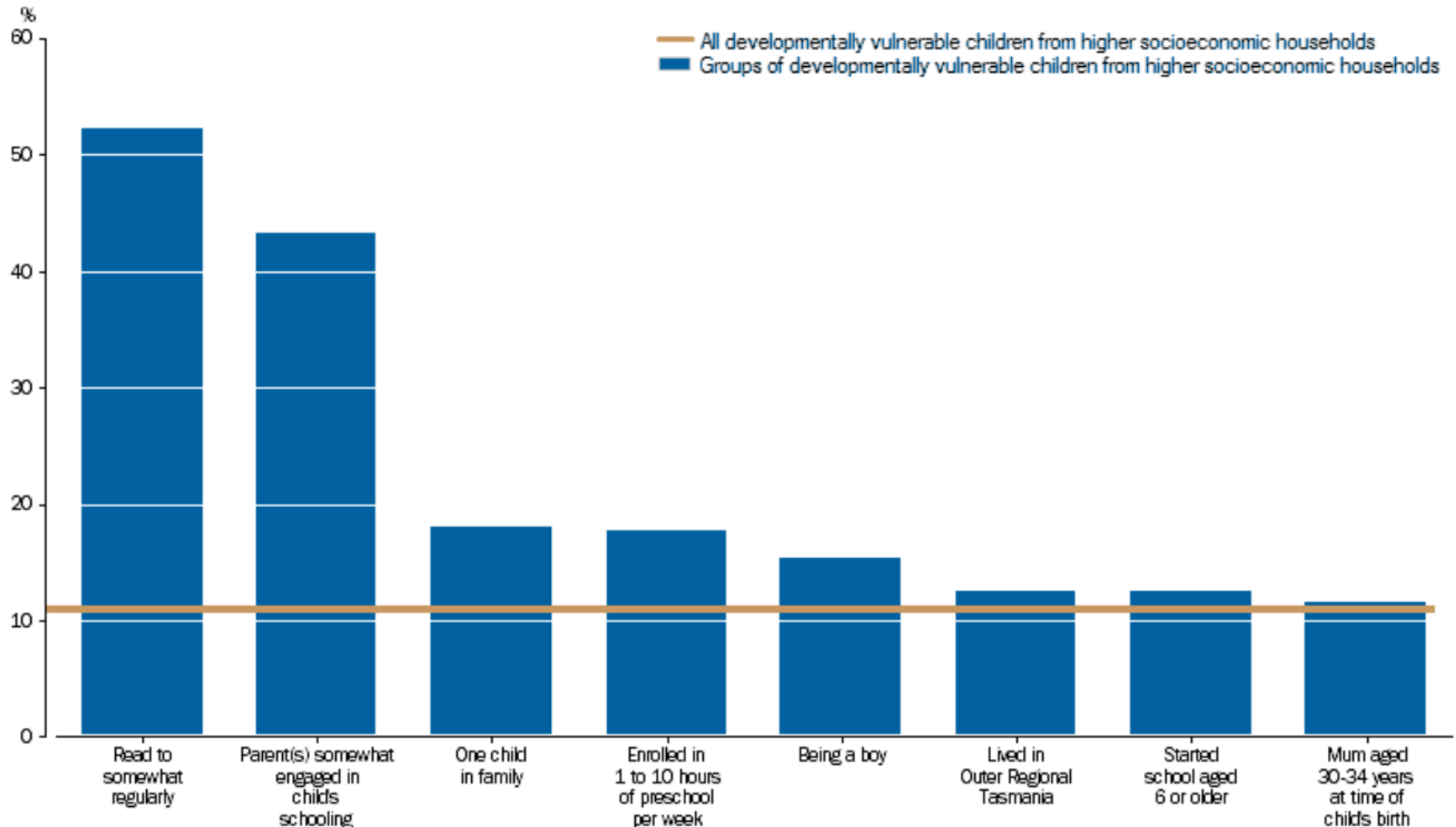
PROPORTION OF CHILDREN DEVELOPMENTALLY VULNERABLE ON ONE OR MORE DOMAINS, FOR VARIOUS GROUPS FROM LOWER SOCIOECONOMIC HOUSEHOLDS



Source: Integrated Tasmanian Education and ABS Census Dataset

Risk factors

PROPORTION OF CHILDREN DEVELOPMENTALLY VULNERABLE ON ONE OR MORE DOMAINS, FOR VARIOUS GROUPS(a) FROM HIGHER SOCIOECONOMIC HOUSEHOLDS



(a) Family type and Indigenous status were not included because almost all high socioeconomic children were from couple families and non-Indigenous.

Source: Integrated Tasmanian Education and ABS Census dataset

Policy findings

- The findings provide strong evidence that supports the Department's focus on the early years and parental engagement through:



- Child and Family Centres (CFCs),
- Launching into Learning (LiL) and
- Learning in Families Together (LIFT).

Some lessons

- Ask the right questions
- Work in partnership if you don't have the resources or skills
- Nothing is risk free but work to minimise risk

Links

- 4261.6 - Educational outcomes, experimental estimates, Tasmania, 2006-2013

<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Latestproducts/4261.6Main%20Features%202006-2013?opendocument&tabname=Summary&prodno=4261.6&issue=2006-2013&num=&view=>

- Unleashing the power of data through improved access (incl. five safes)

<http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/1015.0Main%20Features9Feb%202016?opendocument&tabname=Summary&prodno=1015.0&issue=Feb%202016&num=&view=>

- Learning in Families Together

https://www.education.tas.gov.au/About_us/publications/school-brochures/Pages/LIFT.aspx

- Launching into Learning

https://www.education.tas.gov.au/About_us/publications/school-brochures/Pages/Launching-Into-Learning.aspx