



Department of Education and
Early Childhood Development

Pathways from Secondary to Tertiary Education in Victoria

Prof Peter Dawkins - Secretary, DEECD
30 July 2009



Introduction

❖ Bradley Report and Commonwealth Government's targets for participation and attainment

❖ Victoria's current performance

- ❖ Percentage of 25-34 year olds who are graduates
- ❖ Percentage who complete year 12 or equivalent
 - ❖ Aged 20-24
 - ❖ Aged 19
- ❖ Students from low SES backgrounds

❖ Attaining the targets

- ❖ Increasing year 12 completion especially of those from low ses backgrounds
- ❖ Strengthening pathways from secondary to tertiary education especially for those from low SES backgrounds



Department of Education and
Early Childhood Development



Every
child,
every
opportunity

Bradley Review and Commonwealth Government Targets

❖ By 2025

- At least 40% of 25-34 year olds to have attained a qualification at bachelor level or above

❖ By 2020

- 20% of students enrolled in higher education at undergraduate level are from low socio-economic status backgrounds



Increase needed to achieve targets in Victoria

- 40% target for 25-34 year olds
 - 6 percentage points (from 34% to 40%) or an 18% increase
- 20% target for low SES students
 - 7 percentage points (from 13% to 20%)
 - (Percentage increase is made larger by the 40% target – needs to increase by about 75%)
- Targets may be varied across jurisdictions as well as across universities?

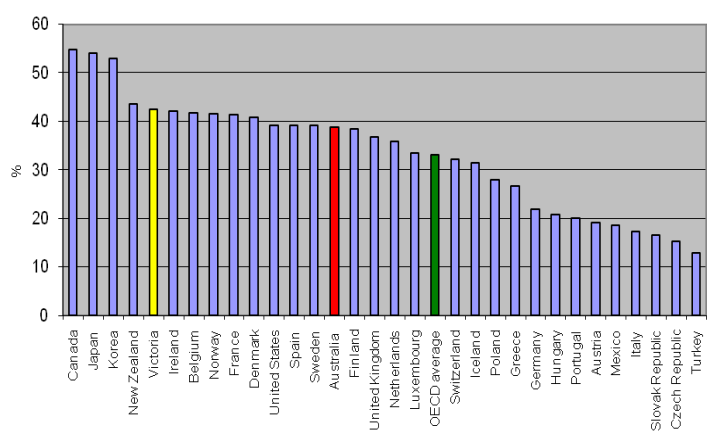


How does Victoria perform internationally

25-34 year-olds
with tertiary
qualifications,
2006

(Diploma or
Degree)

Note: tertiary qualifications refers to
ISCED 5A and 5B
Source: Education at a Glance, OECD



State Government of Victoria
Department of Education and
Early Childhood Development

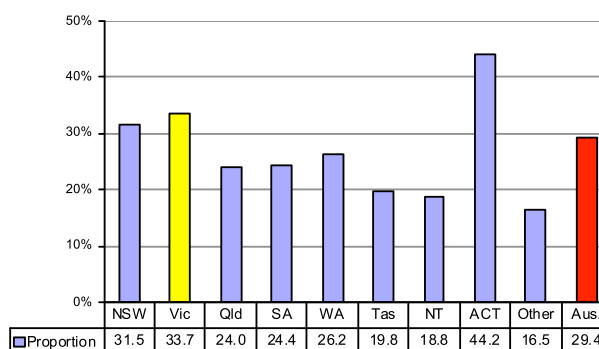


Every
child,
every
opportunity

Attaining the Commonwealth Government targets

25-34 year-olds
with tertiary
qualifications,
2006

(Degree)



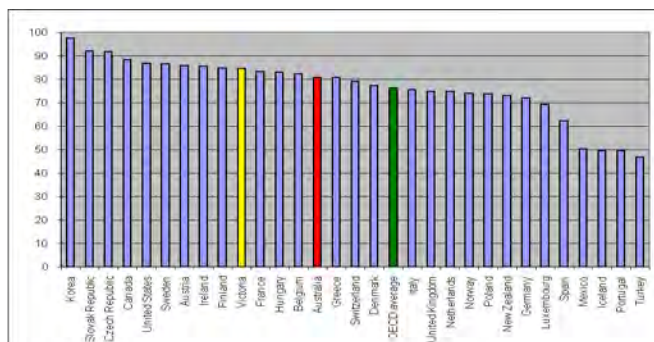
Note: Population used here does not include persons who had a non-school qual but did not specify or inadequately described the level of this qualification.
Source: ABS Census, 2006

State Government of Victoria
Department of Education and
Early Childhood Development



Every
child,
every
opportunity

Percentage of 20 to 24 year-olds with Year 12 or Cert III, 2006



Note: Year 12 or equivalent refers to ISCED 3

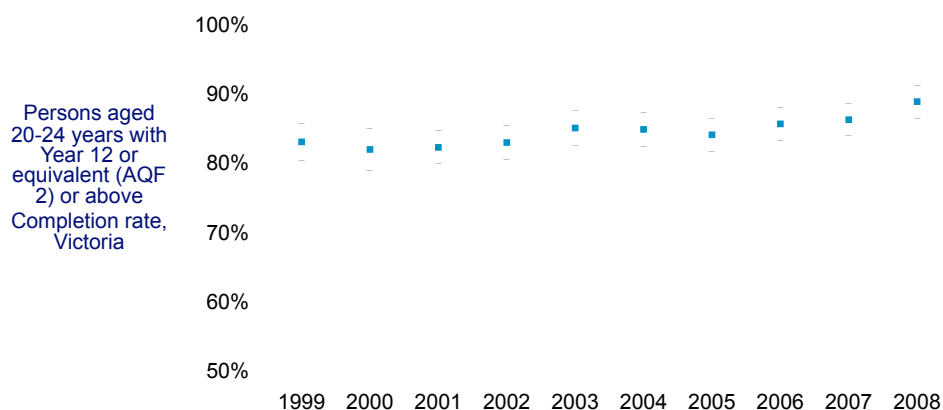
Source: Inter Dept Unit on Youth Transitions

 Department of Education and Early Childhood Development



Every child,
every opportunity

Progress on the Growing Victoria Together Year 12 Completion Target

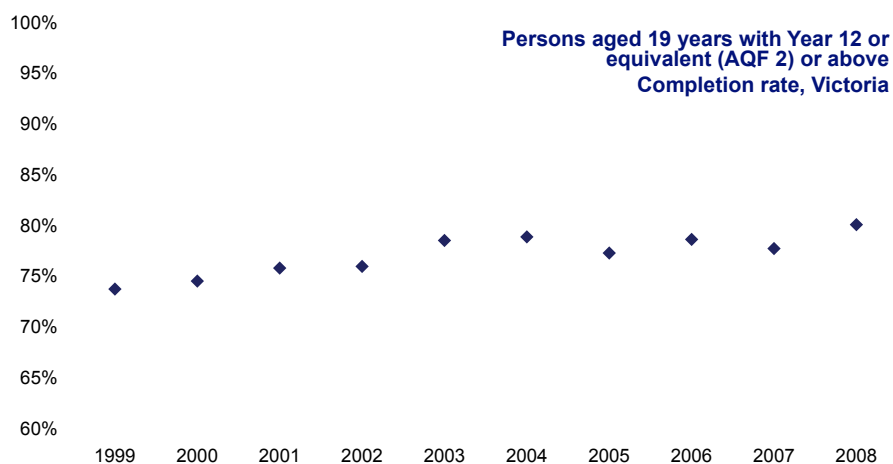


 Department of Education and Early Childhood Development



Every child,
every opportunity

Year 12 or equivalent completion for 19 year olds

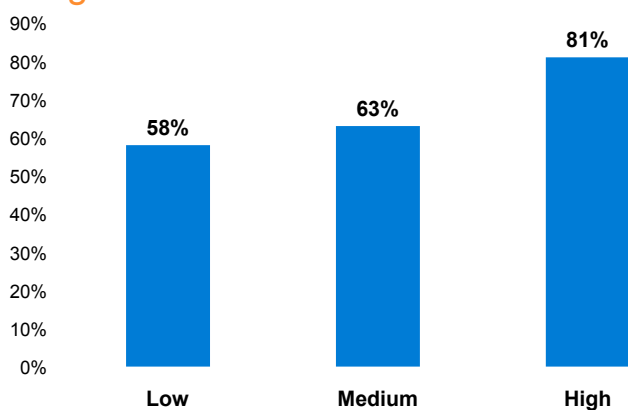


State Government of Victoria
Department of Education and Early Childhood Development



Every child,
every opportunity

Year 12 or equivalent completion by socio-economic background – Victoria 2006



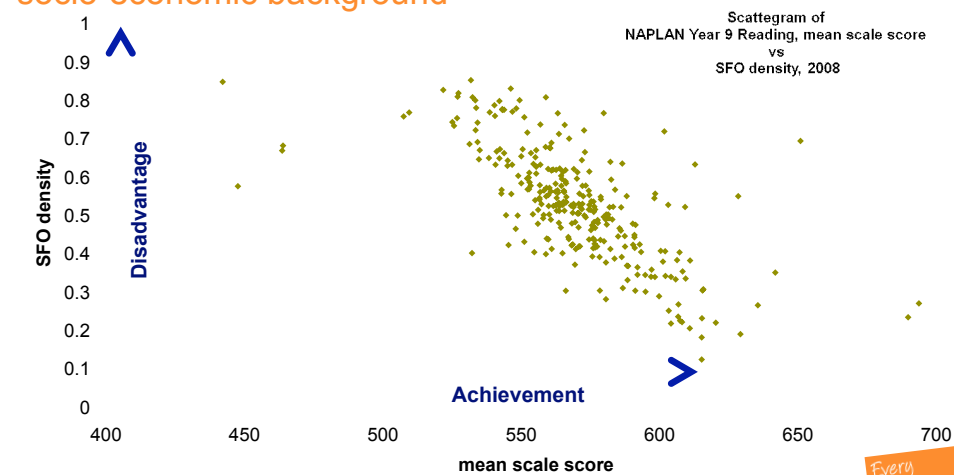
Source: Report on Government Services 2008, Table 4A.121

State Government of Victoria
Department of Education and Early Childhood Development



Every child,
every opportunity

Relationship between literacy achievement and socio-economic background

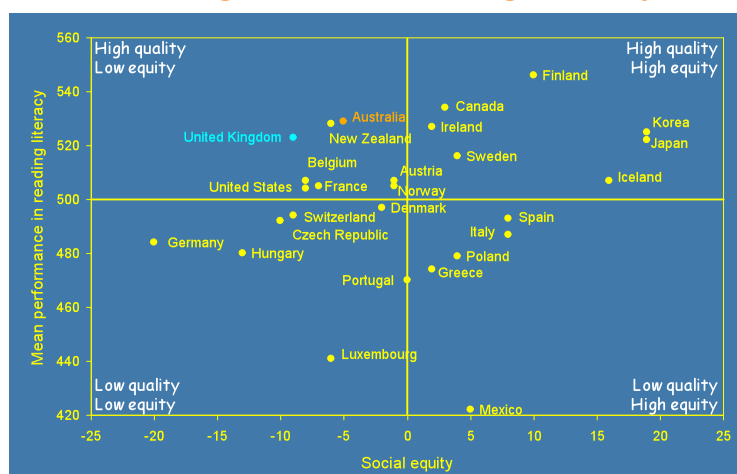


State Government of Victoria
Department of Education and Early Childhood Development



Every child, every opportunity

Social background & reading literacy

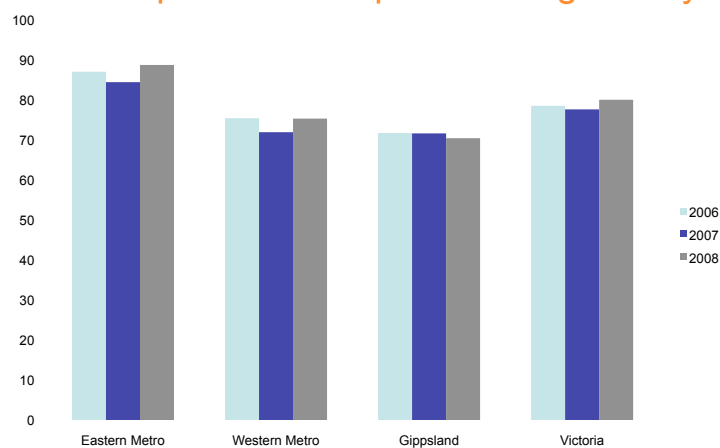


State Government of Victoria
Department of Education and Early Childhood Development



Every child, every opportunity

Year 12 or equivalent completion at age 19 by region



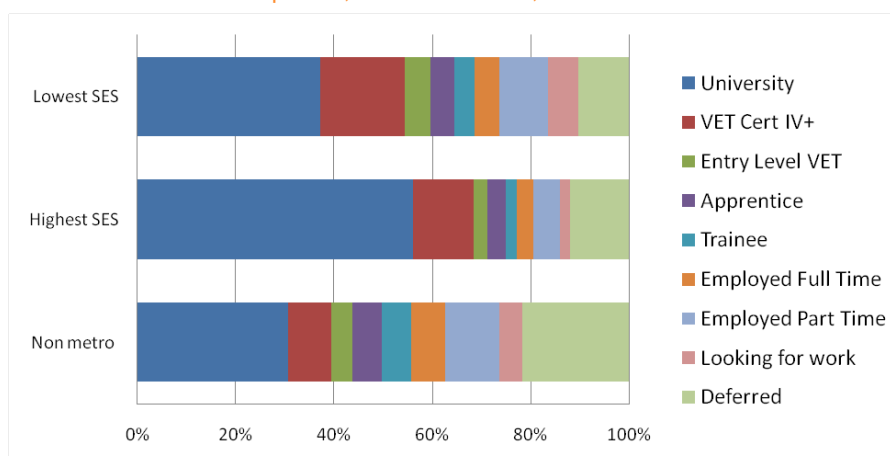
Sourced from DEECD and DIIRD administrative data and ABS population estimates

State Government of Victoria
Department of Education and Early Childhood Development



Every child, every opportunity

Pathways from Secondary to Tertiary Education - Destinations of 2008 Year 12 Completers, selected cohorts, all schools



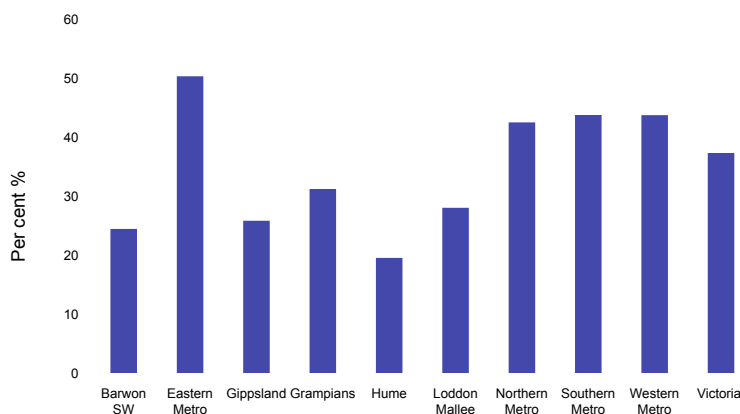
Source: On Track 2009 survey

State Government of Victoria
Department of Education and Early Childhood Development



Every child, every opportunity

Regional variation in transitions of Lowest SES Quartile (SEIFA) students to University (*On Track 2009*), all schools



Source: On Track 2009 survey

 Department of Education and Early Childhood Development



Every child,
every opportunity

Education attainment in Victoria: Summary of evidence presented so far

- Higher education graduation amongst 25-34 year olds **very high by international standards**
- Year 12 or equivalent completion for 20-24 year olds **high by international standards and rising**
- Literacy and numeracy, Year 12 completion and transition to higher education **for students from low socio-economic backgrounds** **average by international standards**

 Department of Education and Early Childhood Development



Every child,
every opportunity

Challenges in reaching overall graduation target

- To reach the 40% target for higher education graduation 25-34 year olds – increase of 6 percentage points
 - *Main issue is Year 12 or equivalent completion, including school retention and attainment*
 - *Also need to strengthen school to TAFE and University pathways*



Challenges in reaching the low ses target

The increase needed to achieve low SES target and total graduation target is very large

- *Major issues are*
 - *to substantially increase the proportion of low SES students achieving literacy and numeracy standards, completing year 12 or equivalent, and*
 - *finding the best pathways for them to proceed to higher education*



Victorian Blueprint for Education and Early Childhood Development



School Improvement Agenda

- Leadership and Organisational Development
- Building Teacher Knowledge
- Regeneration – Infrastructure and Provision
- The Network structure and regional network leaders
- Enhancements to the school review process



Every child, every opportunity

Lifting Year 12 completion rates

The Victorian Government has undertaken a wide range of initiatives designed to lift Year 12 or equivalent completion rates and more ideas will continue to be explored:

- ❖ Provision Planning
- ❖ Increased funding for VETiS
- ❖ Victorian Certificate of Applied Learning
- ❖ Youth Guarantee
- ❖ Local Learning and Employment Networks (LLENs)
- ❖ Regional Youth Commitments
- ❖ Youth Transitions Support Initiative (YTSI)
- ❖ Managed Individual Pathways
- ❖ Student Mapping Tool
- ❖ Career On Track Pilot
- ❖ On Track
- ❖ Industry Themed Pathways



Every child, every opportunity

National Partnership on Low SES School Communities

❖ Purpose:

- address the diverse educational needs of students in low SES school communities and to support sustained improvement in their educational outcomes

❖ Investment: \$275m facilitation payments over 7 years

- Victorian co-investment to be met through:
 - reprioritised school-based funding
 - funding for relevant initiatives supporting the Blueprint and other relevant system-wide initiatives and support

❖ Initiatives:

- leadership and teacher capacity
- individual education opportunities
- community engagement and extended school operation



National Partnership on Youth Attainment and Transitions

❖ Purpose:

- support young people during the economic downturn in the short-term
- to improve the proportion of young people attaining Year 12 or equivalent qualifications and making a smooth transition from education to work

❖ Goal:

- by 2015, 90% of all 20 to 24 year-olds to attain Year 12 or equivalent (Certificate II) – 92.6% for Victoria

❖ Initiatives:

- learn or earn requirement up to 17 years-old
- guarantee of a place in VET for all 15 to 19 year-olds and 20 to 24 year-olds for upskilling
- re-designing transition support programs

❖ Investment (in Victoria):

- \$135 m project payments over 4 years – mostly existing funds
- \$25m in reward payments



School/university partnerships

- ❖ A number of partnerships already in existence
- ❖ Commonwealth initiatives aimed at encouraging further partnerships:
 - drive awareness and aspiration in students
 - focus on capacity building and student/course matching rather than selection
 - differentiation of institutions, qualifications and instructional modes
- ❖ Basis on which schools will enter into such partnerships
 - expanding opportunity for their students
 - improved preparation of students for higher education



Increase in the diversity of pathways and entry processes

- Increased entry from TAFE?
 - Important role for dual sector universities
 - TAFE/University partnerships
 - School / TAFE / University partnerships
 - Transition years
 - University of Melbourne VC, Glyn Davis' community college proposal?
- Use of ENTER SCORES for school leavers
 - ❖ accounts for 75% of students selection
 - ❖ transparent, equitable and efficient
 - ❖ a poorer predictor of student success at lower ENTER scores

Could be complemented by assessments of student, capacity, aptitude and aspiration



Conclusions: key issues for discussion

- ❖ How will the higher education sector need to expand, diversify and increase geographic coverage (including in partnership with TAFE and schools) to accommodate the expanded student cohort?
- ❖ How can we increase the capabilities of and opportunities for secondary students, especially those from low SES backgrounds to proceed to tertiary education
- ❖ What dialogue and other processes will be helpful to ensure the school, TAFE and higher education sectors, as well as individual schools, TAFE institutes and universities work together to plot our future course?

State Government
Victoria Department of Education and
Early Childhood Development



Every
child,
every
opportunity

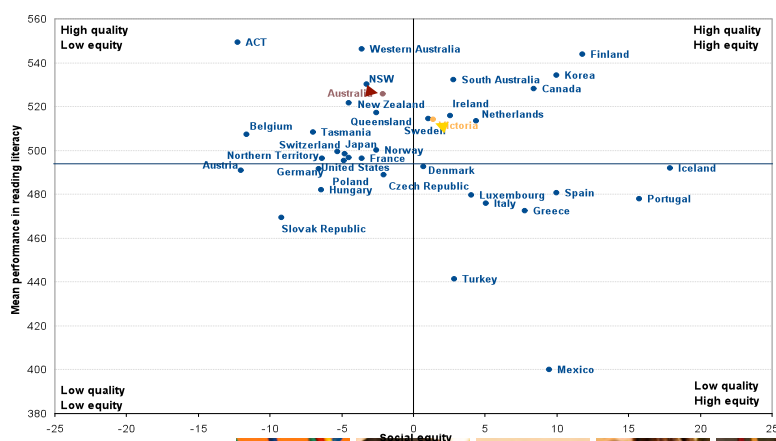
State Government
Victoria Department of Education and
Early Childhood Development

Pathways from Secondary to Tertiary Education in Victoria

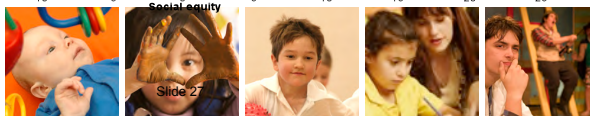
Prof Peter Dawkins - Secretary, DEECD
30 July 2009



Impact of socio-economic status on Reading



Relationship between socio-economic background and reading literacy, 2003 PISA



Every child, every opportunity