



TEACHaR

TRANSFORMING EDUCATIONAL ACHIEVEMENT OF CHILDREN AT RISK

BRIDGING THE EDUCATION GAP FOR YOUNG PEOPLE IN OUT OF HOME CARE

2019-20 IMPACT STATEMENT

TEACHaR

TRANSFORMING EDUCATIONAL ACHIEVEMENT OF CHILDREN AT RISK

TEACHaR bridges the education gap for students in Out of Home Care, re-engaging them in learning and supporting them to catch up to their peers. We teach some of the most complex young people in Victoria, including young people in residential care, foster care and kinship care.

TEACHAR ENSURES THAT STUDENTS IN OUT OF HOME CARE:



RE-ENGAGE
IN LEARNING



IMPROVE
THEIR SCHOOL
ATTENDANCE



CATCH UP
ACADEMICALLY



DEVELOP
ASPIRATIONS
FOR THEIR
FUTURE

**OVER THE PAST 12 MONTHS
WE SUPPORTED 217 STUDENTS
72% WERE IN OUT OF HOME CARE**

Our 40 qualified teachers provided:

- Direct 1:1 tutoring
- In-classroom support
- Support to parents/carers and teachers
- Educational assessments
- Online learning options
- Case coordination, advocacy and linkages



“At first I didn’t want to engage and I thought that doing year 10 was pointless. I have been studying all year and thanks to Lisa I am so close to completing year 10.”

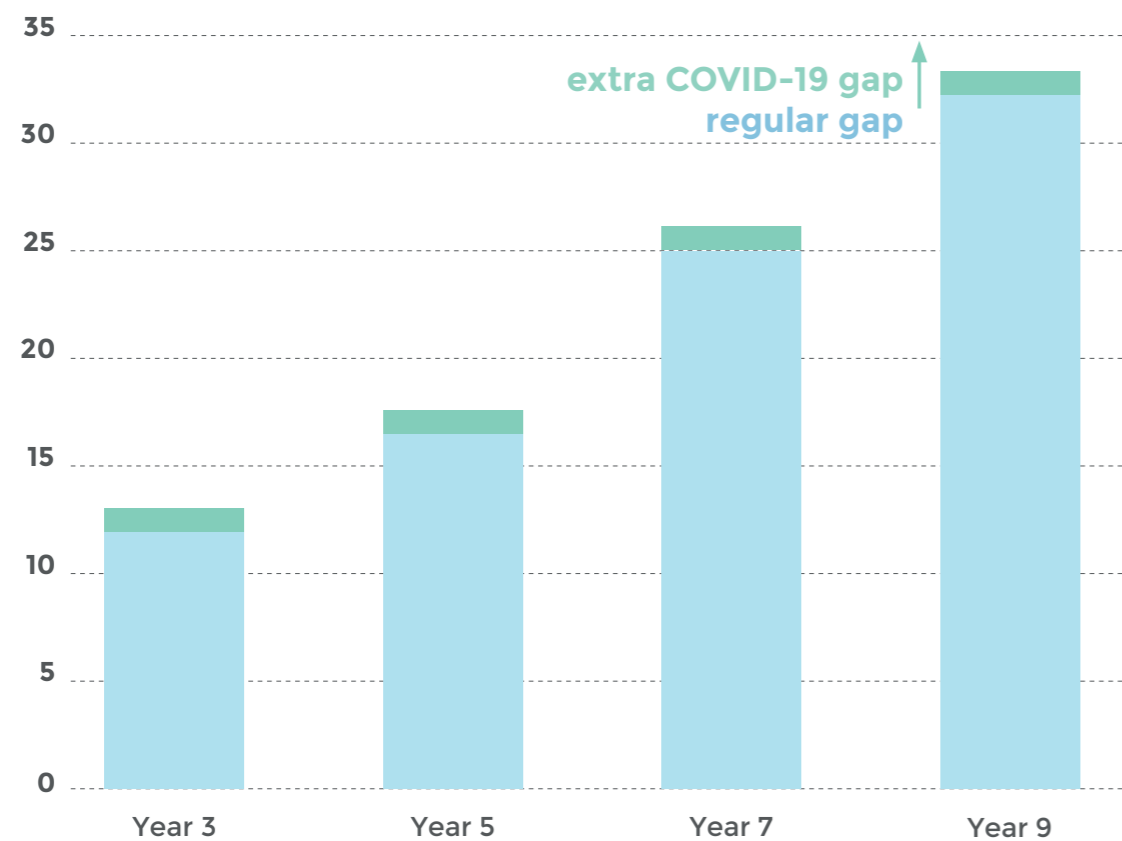
- Shannon, a young person supported by TEACHaR

THE ACHIEVEMENT GAP

Multiple studies show that students in Out of Home Care are falling behind their peers. Whilst COVID-19 has had significant impacts, the existing achievement gap is on average **10x larger** than the gap caused by COVID-19 shutdowns.

THE EXISTING ACHIEVEMENT GAP IS 2-3 YEARS

(Achievement gap between advantaged and disadvantaged in months, average reading and numeracy, 2020 projection)



Source: Grattan analysis of NAPLAN data (2010 to 2019), source estimate from EEF literature review: EEF (2020a). **Reproduced from:** Sonnemann, J. and Goss, P. (2020). COVID catch-up: helping disadvantaged students close the equity gap. Grattan Institute.

There are around 10,300 young people living in Out of Home Care (OOHC) in Victoria. Young people in OOHC have a right to be protected, cared for and educated in a way that maximises their life opportunities.¹

“As a child or young person in care I need to be provided with the best possible education and training. The best possible education means going to a school that meets my needs and getting help so I can do the best I can at school.”²

- Victorian Charter for Children in Out of Home Care



¹ Out of Home Care Education Commitment (Partnering Agreement) (2018). State of Victoria.

² Charter for Children in Out of Home Care (2017). Department of Health and Human Services, Victoria.

STUDENTS IN OUT OF HOME CARE ARE GETTING LEFT BEHIND

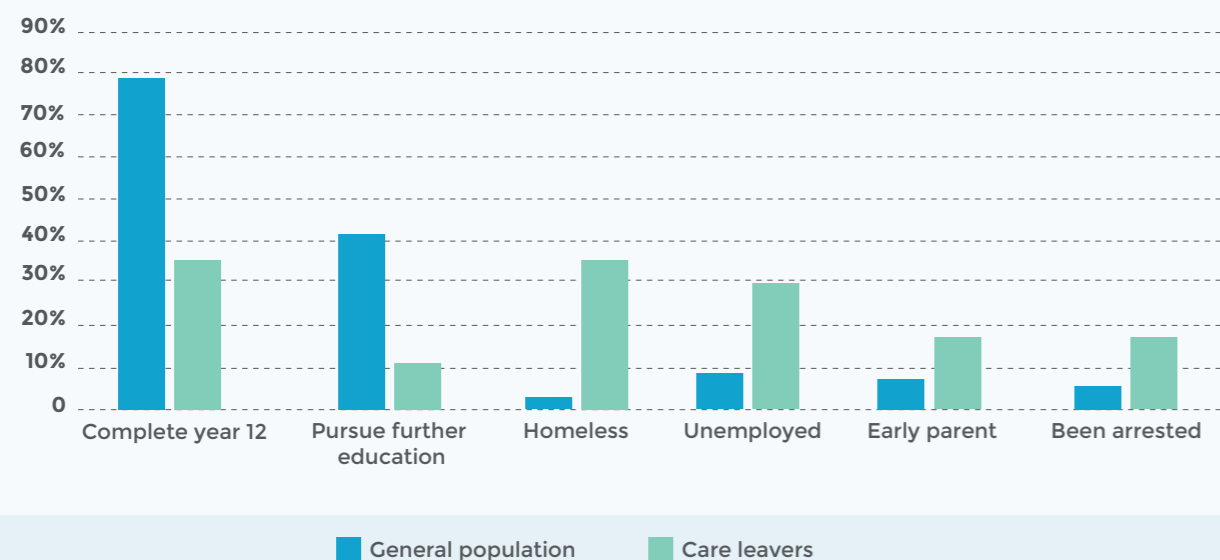
Fast forward to the end of school and the achievement gap widens even further. Only 35% of students in Out of Home Care complete Year 12 and less than 5% will complete at least one year of further education.¹

BY AGE 19

1 IN 2 CARE LEAVERS

WILL BE UNEMPLOYED, HOMELESS, IN JAIL OR HAVE BECOME A PARENT³

OUTCOMES AT 18-21 YEARS OF AGE¹



¹ Source: Deloitte Access Economics (2018). A Federal and State Cost Benefit Analysis. Extending Care to 21 Years. Anglicare Victoria
Further education data used in the report states that 11% enrolled in a VET course and estimated that 4.3% completed one year of further education.

Additional general population comparison data used in the above table has been included from:
ABS (2018). Births - Australia, 2018. Birth rate for 15-21 year olds. Australian Bureau of Statistics.
Crime Statistics Agency (2020). Unique alleged offenders aged 18-19 years.



TEACHAR CAN BRIDGE THE GAP

TEACHaR has proven results in ensuring students in Out of Home Care don't get left behind.

Independent evaluation of the program found that students experienced increased confidence in completing school work; increased motivation to attend school; improved literacy and numeracy skills; better social skills, more friends and connections; a decline in experiences of bullying from other children; greater sense of safety and confidence; less desire to act out; and increased school attendance.⁴

OUR

1:1 TRAUMA INFORMED TEACHING APPROACH

KEEPS STUDENTS ON TRACK:

96%

**ENGAGED
IN ONLINE
LEARNING⁵**

82%

**MAINTAINED
OR IMPROVED
ATTENDANCE AT
THEIR SCHOOL**

60%

**BECAME MORE
ENGAGED IN
LEARNING**



“I really enjoyed handing in more work than usual and knowing my teachers were proud of me! I learnt to type faster.”

- *Emma, a student in our COVID-19 consultation

⁴ DHHS Centre for Evaluation and Research (2017). Social Value Report for the *TEACHaR Program Melbourne Northern Division*. Victorian Government, Melbourne.

⁵ Outcomes data is available for students who engaged with the program during March-October 2020. TEACHaR was able to successfully engage 88% of students referred.



“As a parent you want what’s best for your child. I feel that (the teacher) has really worked hard to achieve the best for my son, so that he can re-enter school, in a positive way. For that I’m extremely thankful for everything she has done.”

- Parent of a young person in residential care

OUR IMPACT

TEACHaR is the only program of its kind in Australia⁶. Since starting in 2013, the program has grown to support over 200 students each year across most regions of Victoria.

IN THE PAST YEAR, OUR TEACHERS HAVE:



ENSURED
100%
OF STUDENTS HAD
NECESSARY IT
EQUIPMENT



DELIVERED
2,340
ONLINE 1:1
TEACHING
SESSIONS



PROVIDED
280
HANDS ON
LEARNING
PACKS



SUPPORTED
308
PARENTS & CARERS
THROUGH OUR CARER
CONNECT STRATEGY



PROVIDED
189
TEACHING STAFF FROM
56 SCHOOLS WITH
TRAUMA-INFORMED
ADVICE & TRAINING

⁶ Knight & Rossi (2018). Children in Out of Home Care and their Educational Outcomes. A literature review. The Australian Centre for Nonprofit Studies.

Knight and Rossi found only 3 collaborative/holistic evidence based education initiatives for students in Out of Home Care in Australia. TEACHaR was the only one employing qualified teachers.

WHY TEACHaR WORKS

TIME-TESTED APPROACH

TEACHaR represents seven years of model development, practice frameworks and quality improvement.

BASED ON EVIDENCE

1:1 Tutoring vulnerable students can catch up 4-6 months learning in just 12 weeks.⁷

EVALUATED

Four evaluations - including peer reviewed research^{8,9} - show that TEACHaR works.

EXPERIENCED STAFF

On average the staff we employ hold 21 years of teaching experience.

The qualified teachers we employ include ex-principals, heads of learning, welfare officers and classroom teachers.

TRAUMA-INFORMED TEACHING

Our staff don't give up - they know the education system, they understand trauma and they know how to get results.

Our staff are trained in trauma-informed practice and also have a range of additional qualifications in areas such as Special Education, Social Work, Counseling, Speech Therapy and Play Therapy.

PARTNERED FOR SUCCESS

Community Services and Education partnering together brings new expertise.

We work with the student, their parent/carers, teachers, school staff and government departments to get better outcomes for students in Out of Home Care.

⁷ Sonnemann, J. and Goss, P. (2020). COVID catch-up: helping disadvantaged students close the equity gap. Grattan Institute.

⁸ DHHS Centre for Evaluation and Research (2017). Social Value Report for the TEACHaR Program Melbourne Northern Division. Victorian Government, Melbourne.

⁹ David, L. & Wise, S. (2016). The TEACHaR program: Achieving better education outcomes for children and young people in out-of-home care. Developing Practice: The Child, Youth and Family Work Journal, (45), 33.



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*Please note: Names in stories have been changed in the interest of protection and privacy

Models appear in our photographs to protect the identity of our clients. The photographs used within this report are a combination of purchased imagery and rightfully owned images of Anglicare Victoria.

Contact us if you need this information in an accessible format such as large print: please telephone **1800 809 722** or email **info@anglicarevic.org.au**.