ROSS TRUST THEORY OF CHANGE

EDUCATIONAL EQUITY





CONTEXT

The Trust has developed a desired change to improve educational outcomes for vulnerable students by supporting evidence based practices which engage and partner with students, not only in the classroom. but in the home and community.

Levers for achieving change include:

- increasing participation in early learning education (ages 0-5)
- supporting students, schools and communities at transition points
- encouraging school and community practices that increase educational effectiveness and student outcomes.

LEVERS FOR CHANGE

Increase early learning participation

Reduce barriers to attending early learning education Increase engagement in early learning education

Support at education transition points

Reduce educational disengagement at critical transition points

Improve school and community knowledge of risks and support required at transition points

Strengthen school and community connections

practice, partnerships and culture to support vulnerable students

Increase in quality and effectiveness of school and community support

DESIRED OUTCOMES

Improved

readiness to

participate in

primary school

commence and

Development Census (AEDC) scores in target locations

 Increased early learning participation and enrolment rates

INDICATORS OF CHANGE

Improved Australian Early

- Increased parents/carers knowledge of the benefits of early learning education
- Increased enrolment in the first. year of primary school

Increased student preparedness and engagement at transition points

- Increased partnerships with parents/carers and community
- Increased retention rates at transition points
- Improved student wellbeing including mental health and community connection
- Increased personal resilience and cultural connection
- Increased school capability to support vulnerable students

Greater school effectiveness and capability to establish and maintain engagement

- Increased secondary school completion rates
- Improved data collection processes and capacity to utilise data
- Increased school and community connection and collaboration



