

ROSS TRUST THEORY OF CHANGE

EDUCATIONAL EQUITY

DESIRED CHANGE: Young people in Victoria have equitable access to educational opportunities so they complete secondary school

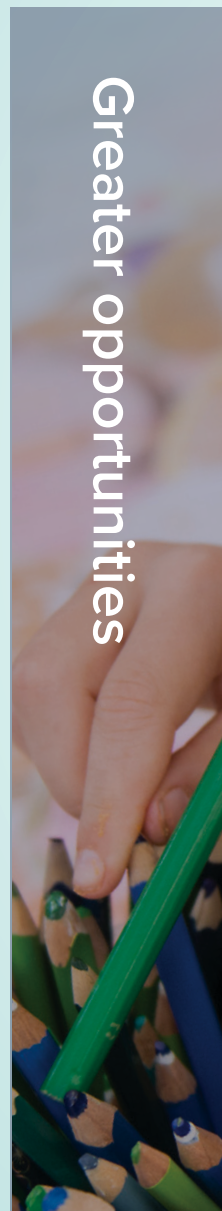


CONTEXT

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



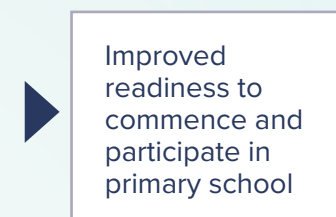
Support at education transition points



Strengthen school and community connections



DESIRED OUTCOMES



INDICATORS OF CHANGE

- Improved Australian Early Development Census (AEDC) scores in target locations
- Increased early learning participation and enrolment rates
- Increased parents/carers knowledge of the benefits of early learning education
- Increased enrolment in the first year of primary school
- 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
- Increased secondary school completion rates
- Improved data collection processes and capacity to utilise data
- Increased school and community connection and collaboration