

# THEORY OF CHANGE

## Issues/Context

- ★ There is significant inequity in educational outcomes in Australia
- ★ Almost a third of children from disadvantaged communities start school developmentally vulnerable
- ★ Children from low income households are almost three years behind in school than those from high income households
- ★ Young people from the lowest socio-economic backgrounds are more than twice as likely not to be fully engaged in work or study compared to those from the highest socio-economic backgrounds

## What we do to address this

- ★ We form long-term partnerships with schools and early years services in disadvantaged communities
- ★ We develop and deliver innovative learning and wellbeing programs based on data and evidence
- ★ We mobilise volunteers to support children's learning
- ★ We partner with organisations to build a network of support for schools and early years services
- ★ We advocate for policy change and funding to reduce inequity in education

## Outcomes for schools and early years services

- ★ Increased school readiness through improved language and literacy skills, and parent engagement
- ★ Improved transition to high school through greater engagement, confidence, foundation skills and aspirations
- ★ Increased engagement at school, and greater awareness of, and access to, further education and career pathways
- ★ Increased support for schools, early years services (and teachers/educators) through the provision of volunteers and programs
- ★ Increased awareness and access to partnerships that support children and families (getting to, and staying in school)
- ★ Increased capacity of early years services and schools to respond better to the needs of children and young people

## Contribution to broader issue

- ★ Ardoch contributes to improving opportunities and outcomes for vulnerable children and young people, reducing the impact of disadvantage on education... because every child deserves to reach their full potential

