

MODEL OF CHANGE

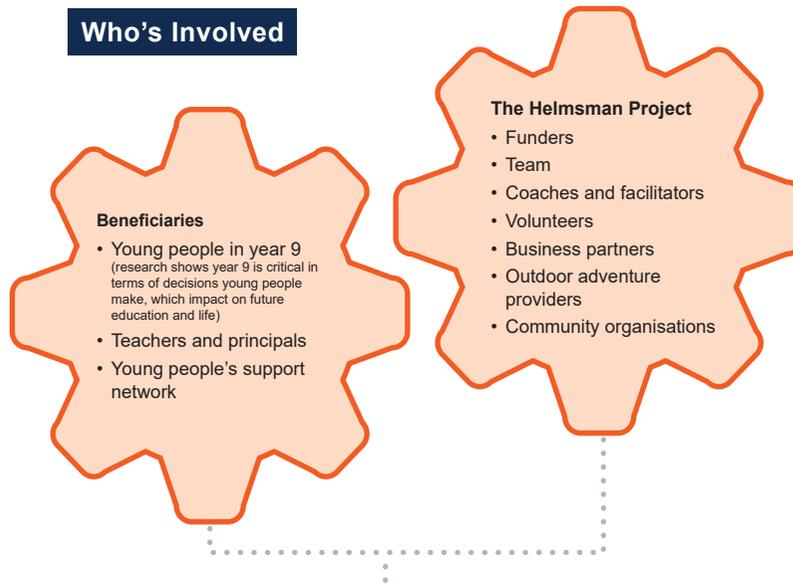
Current State

- 1 Vicious, intergenerational cycle of disadvantage
- 2 Achievement gap between advantaged and disadvantaged students is equivalent to 3 years of schooling
- 3 Young people from low SES are 2x more likely to be unemployed, 2.5x more likely to have poor health outcomes, and 3x more likely to be imprisoned
- 4 Low wellbeing in young people recognised as marginalised

Consequences

- 1 Young people in disadvantaged communities experience a lack of hope, self-regulation and resilience to support them in navigating life's challenges and realise their potential
- 2 30% of students from low to medium socioeconomic backgrounds do not finish school
- 3 Schools are required to have a planned approach to wellbeing

Who's Involved



Our Immersive Experience



- Developed and delivered in partnership with schools and students



- Participation of teachers to support young people during and post program



- Use of developmental team coaching and experiential learning
- Reflective process



- Personalised and project-based learning experiences
- Self-directed community project initiated by a facilitated design thinking workshop
- Connecting young people and community



- Outdoor adventure education



- Recognition and celebration of achievements at graduation ceremony

Short-term Outcomes

Life Skills

- Ability to envision a positive future and set and pursue future goals ('hope')
- Enhanced engagement with learning and educational achievement
- Expanded confidence in capacity to achieve academic and life success
- Openness to new thoughts and ideas
- Increased capacity to reflect on and regulate behaviour ('self-regulation')
- Increased capacity to put effort into getting the best possible results when doing things
- Development of positive perspective on self and others, as well as insight and consideration of others
- Enhanced belief in their effectiveness in social situations
- Understanding of how to use challenges as learning opportunities ('resilience')
- Ability to take action to manage future situations, even difficult ones
- Increased confidence to reach out and ask for help
- Enhanced wellbeing
- Experience capacity to make a positive difference
- Enhanced teacher-student relationships

Work Readiness Skills

- Experience in project innovation and development
- Enhanced capacity to work in a team
- Increased engagement in school and social leadership
- Inspired to give highest level of effort

Medium-term Outcomes

- Increased positive self-beliefs, which influence a person's success in school
- Positive impact on school community, families and community
- Supports a lessening of inequity in educational outcomes between disadvantaged students and those with greater resources/advantages
- Increased aspirations

Long-term Outcomes

- Young people as positive contributors to and active participants in society
- The development of future leaders