

A Place for Education

Children and youth granting program



The Equity Trustees – Place for Education Program will support initiatives which focus on the benefits of education and learning in a variety of ways, with a particular focus on the Mornington Peninsula, Sunraysia region and the Goulburn Valley region.

What we know:

Children and young people need to be engaged in their learning to get the best results. Effective school leadership, and parental and community engagement in children’s education are essential in order to strengthen lifelong opportunities and outcomes. When parents, teachers and the wider community work together and are engaged and involved in children’s learning, students have improved academic achievement, well-being and productivity.

Teacher effectiveness and teaching quality have also been identified as key determinants of children improving their academic achievement and well-being. In making decisions about philanthropic investment in Education, we are committed to better outcomes for identified disadvantaged or marginalised children and young people, from specific geographic regions which reflect the wishes of the clients that support this program.

Priority outcomes and promising approaches were identified by the Program Manager through a three part process: review of key literature, discussion with thought leaders in the sector, and review of previous grant outcomes. In this way, areas of need and approaches with high potential for impact that are in keeping with the intentions of the Program were identified.

Program Goal: To improve the educational outcomes for children and young people, especially those experiencing vulnerability or disadvantage. (Particular focus on Mornington Peninsula, Sunraysia region and Goulburn Valley in Victoria)

Priority Outcomes of the Place for Education Program

Equity Trustees considers these five outcomes to be key to achieving the Program Goal:

1. **Engagement:** education providers galvanise parents, families and community in the value of education for children and young people
2. **Inclusiveness:** policies, practices and culture ensure opportunities in a wide range of positive learning experiences are available to all children and young people
3. **Teacher quality:** support passionate teachers to inspire curiosity and explore and ignite a passion for learning
4. **Leadership:** professional school leadership that creates inspiring learning environments
5. **Pathways:** young people, especially those who have left the school system have access to pathways to training and tertiary qualifications.

Preferred and promising approaches

In order to achieve these outcomes Equity Trustees has identified the following preferred and promising approaches which will be given priority in making funding decisions:

- New models or initiatives that change how education can be accessed and delivered to vulnerable and disadvantaged children and young people
- Programs or projects that seek to scale proven practices or replicate or adapt elements of proven approaches to new areas
- Initiatives that build positive connections between teachers, students and community support services
- Innovative models and programs delivered in early childhood centres, primary and secondary schools and community organisations that foster parental engagement in children’s learning
- Initiatives that promote early childhood centres and schools as hubs in local community
- Holistic approaches to service delivery, such as co-location of services, or joined up service delivery
- Systemic change initiatives that address root causes of disengagement from the education system
- Place-based approaches to improving educational outcomes in low socio economic communities.

Eligibility for the Place for Education Program:

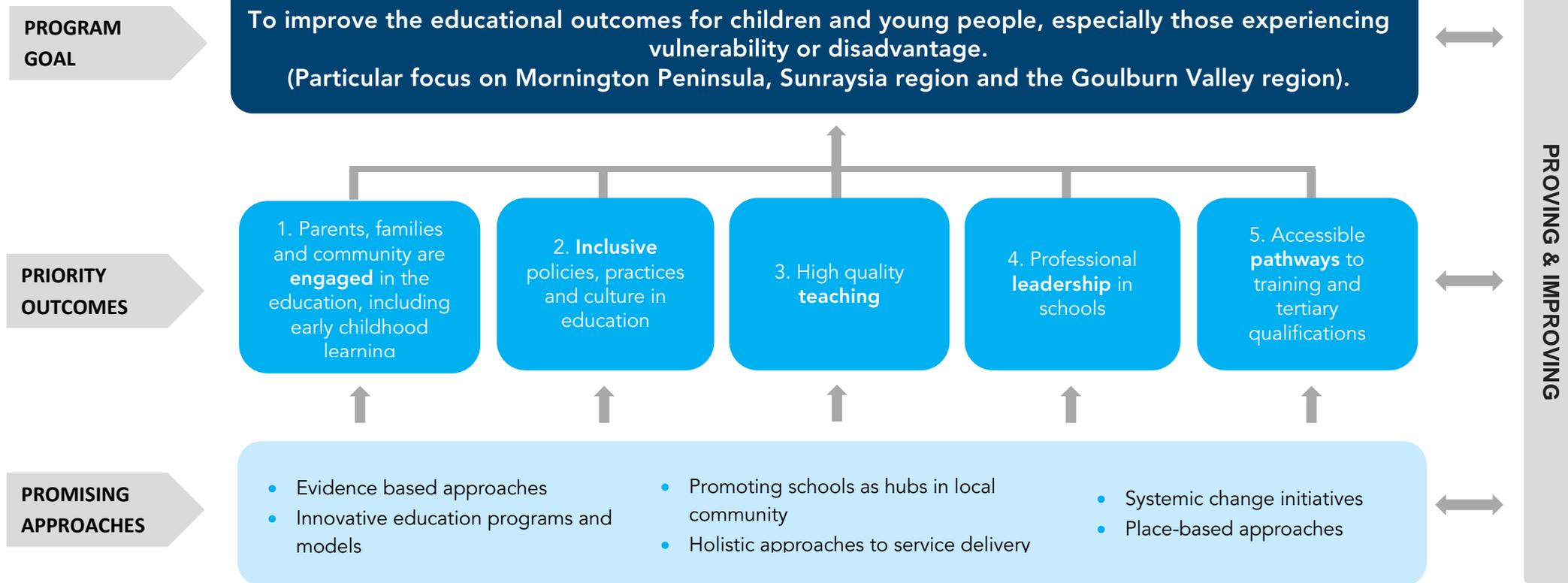
Equity Trustees can only consider requests from organisations that:

- Clearly demonstrate alignment to one or more of the Priority Outcomes for the Program
- Operate in Victoria and who will use the grant for the benefit of Victorians
- Have an ABN (Australian Business Number)
- Are incorporated.

Applicants are not required to have Deductible Gift Recipient (DGR) status, preference is expressed for organisations that are endorsed with Tax Concession Charity (TCC) status from the ATO.

**For further information, contact Equity Trustees on
1300 133 472 or charities@eqt.com.au**

Equity Trustees – Place for Education Program



PROGRAM ELIGIBILITY

Organisations that operate in the **Mornington Peninsula Shire, Sunraysia region or the Goulburn Valley region** of Victoria

Applicants are not required to be a Deductible Gift Recipient (DGR) Preference will be given to organisations that have Tax Concession Charity (TCC) status.

GRANTING SUPPORT

Approximately \$1mil per annum (at capacity)

- Invitation only
- Development of collaborative approach to place based solutions delivered in partnership with communities

*** We will measure *improved educational outcomes* including:**

- School readiness
- Improved attendance rates
- Improved retention rates
- Increased Year 12 completion rates
- Admission to tertiary studies increase
- Uptake of apprenticeships or traineeships
- Better engagement in early childhood learning services

How to follow the map:

Eligibility – [Start of the process]

Granting support – [Granting approach Equity Trustees provides to the program and grantees]

Preferred and promising approaches – [Equity Trustees is particularly interested in supporting these types of activities that have either shown promise or been shown to produce the priority outcomes of the program. Other approaches will be considered.]

Priority outcomes – [Those outcomes considered necessary to achievement of the program goal. Grantees should articulate their program theory to show how their proposed activities will contribute to one or more of the program's priority outcomes. Each priority outcome will be accompanied by a suite of indicators.]

Program goal – [Children and young people aged 0 – 18 years, especially those experiencing vulnerability or disadvantage, attain improved educational outcomes].