

INDICATOR DICTIONARY


The following table presents the indicators that Ross Trust grantees are asked to report against. They are the quantitative measures in the biodiversity conservation and educational equity theories of change.

The table below provides further information and/or examples for each indicator.

These measures are selected by grantees at application stage and complement other qualitative measures collected and reported by grantees.

Applicants and current grantees can contact the Ross Trust or relevant program manager with questions or for assistance – information@rosstrust.org.au



Educational Equity	
Relevant lever for change	Indicators
 <p>Increase early learning participation</p>	<ul style="list-style-type: none"> ● # of children better able to attend early education programs <ul style="list-style-type: none"> ● E.g. An organisation provides targeted support to four children with visual impairment to help them attend an early education program.
	<ul style="list-style-type: none"> ● # parents/carers gaining access to early education <ul style="list-style-type: none"> ● E.g. A First Nations organisation supports 15 families from the community to enrol their children in early education.
	<ul style="list-style-type: none"> ● # parents/carers reporting feeling more confident or culturally safe to engage in early education <ul style="list-style-type: none"> ● E.g. A local parents' group runs a pre and post survey that shows that their family sessions have made parents and carers more confident in engaging in early education. ● E.g. An early childhood centre provides bi-lingual education staff to build parental knowledge and confidence of the education system which is reflected in continued engagement and sibling enrolments.
	<ul style="list-style-type: none"> ● Increased number of children enrolling in some form of early education in the community <p>N.B. Requires organisation/s to have baseline data to measure against.</p> <ul style="list-style-type: none"> ● E.g. A local community centre demonstrates an increase of # enrolments at their local kindergarten, as compared to previous years.
	<ul style="list-style-type: none"> ● Increased proportion of children enrolling in some form of early childhood education in the community in targeted area (i.e. % of enrolments in the community) <p>N.B. Requires organisation/s to have baseline data to measure against.</p> <ul style="list-style-type: none"> ● E.g. A NFP providing early learning parent support sessions report an increase of 2% of enrolments across the local population of children aged 0-5 years within a defined geographical area.

Educational Equity

Relevant lever for change

Support at education transition points



Indicators

- **# students supported to remain engaged at key educational transition points**

- E.g. A secondary school and feeder primary schools collaborate to identify at risk students to implement various supports (e.g. literacy and numeracy intensive support, paediatrician) and connections to secondary school. Resulting in 100% of year 6 students reporting a successful transition to year 7.

- **# students participating in cultural or mental health activities**

N.B. Can be extended to enrichment activities.

- E.g. A community garden runs a series of workshops with 24 students.
- E.g. A primary school of # students incorporates First Nations culture into every part of school life, whether through traditional games or language classes.

- **# young people accessing or able to access alternative pathways to completing year 12**

- E.g. A registered education provider offers an alternative pathway to 10 young people experiencing mental health challenges to complete year 12.

- **Proportion of students in school community retained in year 7 and year 10 in targeted area**

N.B. Requires organisation/s to have baseline data to measure against.

- E.g. An education NFP provides individualised student support and mentorship to # year 9 students within a local community resulting in an 89% retention rate in year 10.

Educational Equity

Relevant lever for change

Strengthen school and community connections

Indicators

- **# organisations offering new supports or policies to enable students to engage**

- E.g. An education NFP provides specialist advice to schools on supporting students with caring responsibilities. As a result, 20 schools put new policies in place to support those students.
- E.g. An education organisation delivers trauma informed professional development workshops and social and emotional literacy training to staff at 10 schools. Resulting in comprehensive school engagement plans and associated evaluation reports for improving school engagement.

- **# instances of collective action (captured in MSC and reporting)**

N.B. This indicator will be complemented by narratives and case studies based on the Most Significant Change (MSC) technique. This is particularly relevant for outcomes which do not easily lend themselves to pre-defined quantitative measurement.

- E.g. An organisation runs an early education literacy program and convenes a local Support Playgroup Facilitators Network. The Network creates and delivers activity packs that keep children learning and families connected during times of crisis.
- E.g. A First Nations led organisation collaboratively identifies reform priorities, develops policy briefs and undertakes coordinated advocacy and communications engagement with key decision-makers over three years. Resulting in an increased understanding and alignment between policy makers, First Nation communities, service providers and partners.

- **# instances of community and/or school collaboration to address constraints/provide more connected support (captured in MSC and reporting)**

N.B. This indicator will be complemented by narratives and case studies based on the Most Significant Change (MSC) technique. This is particularly relevant for outcomes which do not easily lend themselves to pre-defined quantitative measurement.

- E.g. A mental health organisation collaborates with # of regional, rural and remote primary schools to conduct # surveys and interviews to gauge education staff's perspectives on the barriers impacting identification and support for child mental health.
- E.g. An education NFP facilitates 10 Project Reference Group meetings and 30 debrief/planning meetings with community organisations. These collaborations connect young people to culturally appropriate arts activities, mentors, peers, and support services.

- **# families reporting a reduction in risk and need**

- E.g. An organisation provides a Family Support Officer to engage with # vulnerable families and provide individualised support to navigate and access # support services and establish two-way communication with the local school to support continued learning.



Biodiversity Conservation

Relevant lever for change

Build collaborations and partnerships



Indicators

- **# of actions delivered in partnership**
 - E.g. An ENGO works together with a local council to deliver # of events in partnership.

- **Increased proportion of populations of native flora and fauna on priority sites**

N.B. Requires organisation/s to have baseline data on priority sites/s to measure against.

- **Increased proportion of area managed for biodiversity conservation**
 - E.g. An ENGO engages with landholders to restore an additional 20 ha of land for indigenous vegetation and fauna habitat.
 - E.g. An ENGO undertakes advocacy to influence policy for increasing Victoria's conservation estate.

- **# Indigenous land/water activities**
 - E.g. activities by or in partnership with First Nations people such as # cultural burning activities, # indigenous food and fibre revegetation activities.

- **# hectares where invasive species have been controlled or eradicated**

N.B. Requires organisation/s to have baseline data to measure against.

Biodiversity Conservation

Relevant lever for change

Indicators

Build organisational capacity

- **# of organisations that improve their organisational capacity**

N.B. Requires ENGO to have identified baseline situation of organisational capacity to evidence improvement against.

- **# instances of policy influence (captured in MSC)**

N.B. This indicator will be complemented by narratives and case studies based on the Most Significant Change (MSC) technique. This is particularly relevant for outcomes which do not easily lend themselves to pre-defined quantitative measurement.

- Requires ENGO to document instances for progress reporting to evidence change captured by MSC in final report.

N.B. not all instances are required. Instances can include:

- * New advocates, partners, champions (e.g. new constituencies or collaborators)
- * Organisational visibility or recognition (e.g. # requests to speak or comment)
- * Awareness (e.g. % audience awareness, increased website activity)
- * Salience (e.g. % audience saying an issue is important to them)
- * Attitudes or beliefs (e.g. % audience with favourable attitude to issue)
- * Public will (e.g. # people attending campaign event, % audience willing to take action on issue)
- * Political will (e.g. # citations of ENGO ideas in policy deliberations, # elected officials who support advocacy effort, # votes for or against specific legislation)
- * Constituency or support base growth (e.g. increase members or social media followers, increased website activity)
- * Media coverage (e.g. # and/or quality of media coverage)
- * Issue reframing (e.g. changes in how issue is presented, discussed or perceived)



Improve public awareness and education

- **# of education, awareness and advocacy activities/ events delivered (disaggregated by type of activity)**

- E.g. # educational and awareness activities, # advocacy meetings or briefings, # campaign events, # online communications, # policy proposals developed.

- **# of people reached through activities/events**

- E.g. # people reached for each group of activities or events, e.g. # people reached through social media campaign, # people reached through media coverage, # people attending a conservation workshop program, # people attending a community event.

- **Increased conservation actions**

N.B. Requires organisation/s to have baseline data to measure against.

- E.g. # people/volunteers participating in conservation actions, # activities on ground.