



Impact at Scale: detailed case studies

February 2024

Social Ventures Australia acknowledges and pays respect to the past and present traditional custodians and elders of this country on which we work.

About Social Ventures Australia

Social Ventures Australia (SVA) is a not-for-profit organisation that works with partners to alleviate disadvantage – towards an Australia where all people and communities thrive.

We influence systems to deliver better social outcomes for people by learning about what works in communities, helping organisations be more effective, sharing our perspectives and advocating for change.

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A trauma informed strengths-based approach to education: Berry Street Education Model

Berry Street is one of Australia's largest family service organisations, providing services to children, young people and families for over 140 years. Berry Street Education Model (BSEM) is an educator-designed and evidence-led framework that aims to support teachers in ensuring every child is ready to learn and thrive, particularly students with complex and unmet learning needs.

BSEM is delivered as a structured professional development, consultation and mentoring program, and represents a 'whole-school approach' that can be tailored for specific classroom needs.

Impact at scale aspiration

Berry Street's key objective in developing BSEM was to provide a practical set of pedagogical strategies. These strategies could be utilised by schools and educators to increase engagement with learning and thus improve the academic and wellbeing outcomes of all students, with special emphasis on those with complex and unmet learning needs.

BSEM aims to create widescale impact by increasing all students' educational and wellbeing attainment in circumstances where progress may have otherwise been hindered without Berry Street's strategies.

Initial design and development

BSEM was designed based on Berry Street's extensive experience supporting vulnerable children. This included its own evidence and practice experiences in operating the Berry Street School – a specialist, independent secondary school centred in trauma informed strengths-based teaching practices.

The development of the model was anchored in Berry Street's commitment to evidence-based practice. Specifically, Berry Street reviewed novel neuro-scientific, therapeutic and allied findings that applied to children and young people struggling with school outcomes due to complex or unmet learning needs. These findings corroborated with Berry Street's own educator experiences in suggesting that a child's biological and developmental responses to trauma needed to be addressed in ways appropriate for the classroom in order to successfully learn. As a result, BSEM developed a trauma informed strengths-based lens through which educators could understand, then practically support their students' behaviours and learning needs.

To ensure BSEM was able to be practically adopted and applied by educators, Berry Street incorporated its evidence and findings into a streamlined and actionable pedagogical approach. This

resulted in a training course often undertaken by all staff in a school, a curriculum that provides social-emotional lessons and the like, as well as a dedicated BSEM training team that provided educators with professional development.

Impact at scale journey

BSEM has grown due to demand from community schools across Australia and beyond. Educators are consistently drawn to the passion and expertise of the BSEM team, which results in strong engagement in the program. Through the quality of the delivery provided, the BSEM has built a strong reputation throughout education systems that helps propel demand for the BSEM.

Given the importance of quality of delivery and educator engagement, Berry Street works closely with each school to tailor BSEM for specific community culture needs. Through this approach, Berry Street has demonstrated its commitment to creating deep impact at every school it supports. To this end, BSEM regularly fields requests from schools wishing to re-engage BSEM implementation support in order to fully embed the BSEM after initial visits.

Impact to date

To date, BSEM has equipped over 70,000 Australian educators in more than 1,600 schools with the evidence base and trauma-informed strengths-based strategies to support students' self-regulation, growth and academic achievement.

Providing educators with the tools to succeed: Evidence for Learning

Evidence for Learning (E4L) is an independent, not-for-profit organisation committed to ensuring Australian children and young people make the best possible learning progress. E4L does this by improving the quality, availability and use of evidence in education, and collaborating with educators, researchers, policy makers and other system stakeholders.

Impact at scale aspiration

E4L's key objective in working towards impact at scale is to improve learning outcomes for all Australian children and young people by:

- Developing and sharing an evidence base for Australian educators and policymakers that synthesises the results of international research.
- Providing actionable recommendations for educators in companion resources.
- Supporting educators to put evidence into practice through professional learning supports and partnerships.

Initial design and development

E4L was incubated as a venture within Social Ventures Australia (SVA), a national not-for-profit with a focus on insights and action to alleviate disadvantage. Through SVA's education practice area, E4L was incubated to curate, translate, rapidly disseminate and mobilise the latest and most rigorous international and Australian research evidence for educators to help improve learning outcomes for Australian children and young people.

E4L's evidence base is a licenced adaptation of the UK-based Education Endowment Foundation's (EEF) resources, including the *Teaching and Learning and Early Childhood Education Toolkits*, and *Guidance Reports* covering high-priority topics for educators, which have been translated and tailored to the Australian context. To compliment the international research and evidence captured in the Toolkits, E4L commissioned partners to conduct reviews of the Australasian evidence, developing summaries that highlighted the evidence generated in Australia and New Zealand. The evidence base is designed to support time- and resource-constrained educators by providing them with easy access to the tools, knowledge and skills to use the best available research evidence to inform their everyday teaching.

E4L invests substantial time and resources to identify, understand and address the specific needs of Australian schools, early learning settings, educators and children and young people. By engaging widely and deeply with educational leaders, educators, professional associations, and peak bodies, E4L develops its understanding of the challenges and barriers faced in Australian schools and early

learning settings. This enables E4L to tailor its guidance to be as relevant, accessible and as actionable as possible for wide scale adoption.

Moreover, E4L brokers the creation of new research and evidence by commissioning evaluations and research projects in education. Drawing upon partnerships with research groups and institutions, and continuous engagement with educators, E4L demonstrates its commitment to increasing the availability of rigorous evidence specific to the Australian context and the needs of Australian educators. E4L brokers, or commissions, new research from partners, rather than conduct research itself, in order to build capacity and capability in the education research system across Australia.

Impact at scale journey

Establishing independence and credibility within the sector was key to ensuring adoption of E4L's materials by time and resource constrained educators. Drawing upon the experience of the EEF in the UK, E4L sought to establish its independence from government (and agencies), researchers and program developers. This independence ensured that E4L could look objectively at the quality of evidence through a non-partisan lens without biases or conflicts. E4L was able to credibly demonstrate its focus on improving learning outcomes to gain the trust of and thus supporting educators to understand and embrace effective, evidence-informed, teaching practices.

E4L has a focus on implementation and works to support schools and early learning settings to create the conditions for the consistent adoption of evidence and implementation of change by educators in their setting. This means more effective practices are used more often in more schools and early learning settings, leading to sustained improvement and impact at scale. E4L proactively mobilises its knowledge through the provision of professional development designed and delivered with partners. This includes partnering to deliver year-long professional development programs and co-designing and co-delivering professional learning workshops, webinars and presentations with educational leaders and organisations. E4L also promotes and supports evidence use through various education forums, networks, social media channels, social media campaigns, partnership projects and commissioned projects, including with education jurisdictions.

Impact achieved to date

By leveraging the credibility and trust it has established, E4L has been able to accelerate the adoption of research and evidence across Australia, influencing those who are best placed to create school and early learning centre cultures where evidence informs better practices and approaches.

E4L has 26,000 frequent users of its materials across the nation, improving the quality, availability and use of evidence in education. Since its inception in 2015, there have been over 150,000 downloads from the E4L website. In 2023 alone, the website was visited 125,000 times, and E4L reached over 2000 educators directly through professional development sessions in partnership with systems, peak bodies, associations and networks.

E4L's influence includes demonstrating the need, and strongly advocating, for the creation of a national evidence education body in Australia: the Australian Education Research Organisation (AERO). AERO is now helping to create a stronger focus on evidence across Australian school systems.

Enhancing early learning through provision and influence: Goodstart

Goodstart Early Learning is Australia's largest provider of early childhood education and care (ECEC), with more than 660 centres operating across Australia. It currently delivers ECEC services to close to 70,000 children, working to enhance the availability and accessibility of quality, inclusive early learning and care across Australia.

Impact at scale aspiration

Goodstart's aspiration for impact at scale is threefold: the delivery of high quality ECEC services at scale, a focus on equity and inclusion for all children and families, and improvement of service provision across the ECEC sector through advocacy informed by research and evidence to demonstrate what works.

Each of these objectives supports Goodstart's core impact at scale ambition to improve the trajectories of Australian children through high quality early childhood education and care, ensuring they have the learning, development and wellbeing outcomes needed for school and life.

Initial design and development

Goodstart was formed in 2009, when a consortium of community sector organisations identified the opportunity to positively impact the lives of children through access to high-quality early learning. The consortium purchased a large and scaled for-profit provider of ECEC services, transforming it to a social enterprise driven by a strong vision to give all Australia's children the best possible start in life.

From the outset, Goodstart's strategy focussed on positive outcomes for children and families at scale through high quality and inclusive service delivery, while also translating its experience and insights from doing so into advocacy for system level improvements through policy change and building the evidence base.

Impact at scale journey

Goodstart's provision of services at scale is enabled through a disciplined approach to service delivery and operations. It is also supported by a government-backed, mixed-market funding model, which provides the organisation with flexibility to generate a surplus and direct resources to where they are most needed. Whilst operating at scale, Goodstart has been able to rapidly increase the quality and capability of its service provision. Specifically, Goodstart was able to implement a widescale and coordinated approach to ensuring that its centres and centre teams were able to meet the newly introduced *National Quality Framework (NQF)*. The new minimum quality standard introduced in 2012 included a ten-year regulatory reform pathway to provide a consistent level of quality including new

staff qualification requirements and was a key outcome for children and families, particularly in regional and remote locations. By the end of 2023, 99% of Goodstart services were meeting or exceeding the minimum quality standards.

Additionally, Goodstart employs bottom-up initiatives to help accelerate growth of service excellence. For example, through a 'centre-led' approach that empowers local leaders to be responsive to their local community need, Goodstart has been able to develop and share proven approaches to success across its centre network. This centre-led approach highlights success stories through the annual 'Goodie' awards and documents the pathways taken by individual centres to achieve excellence. Partnerships with academics has also allowed Goodstart to share these successes with the sector more broadly.

Goodstart understands that its size, reputation and status as a not-for-profit provides it with a unique platform and obligation to pursue advocacy and field building efforts. Goodstart recognises that this function is particularly important given the fragmented nature of the ECEC sector. In addition to demonstrating to policy makers what is possible at scale within the sector, Goodstart aims to:

- Leverage its national footprint, including rural and remote centres, and centres in low socio-economic areas to identify and advocate for key issues that affect the sector.
- Specifically advocate for programs and policies focused on improving outcomes for children and families experiencing vulnerability.

In parallel, a key strategy employed by Goodstart in its advocacy is the development of key strategic partnerships and alliances. Goodstart has invested strong relationships with a range of stakeholders including other service providers, peak bodies and regulators, and universities who recognise Goodstart's efforts to strengthen the sector. For example, Goodstart was one of the founding funders of the Early Learning and Care Council of Australia, promoting the value of quality early learning and care for young children and their families. With its regular access to policy makers, the organisation has been able to consistently share insights, research evidence and consequently shape system setting.

Finally, Goodstart actively works to build the evidence base for the sector, generating research and evidence on best practice. The size and scale of its network provide Goodstart with the unique position to commission and collaborate in research and evaluation that taps into the diversity and reach of Goodstart's service delivery. By working closely with world class research collaborators, Goodstart plays an active role in increasing the sector's overall knowledge about how best to support and optimise children's learning, development and wellbeing. Goodstart also plays a key role in sharing and distributing the knowledge and evidence it helps create. Critically, Goodstart is able to rapidly disseminate the latest evidence amongst its own network, and translate these insights into clear and digestible findings. This helps ensure that its centres are able to share in the latest knowledge that can help improve the experiences of children and families.

Impact achieved to date

Since 2009, Goodstart has provided ECEC services to over 10.3 million children and their families across Australia, while employing and training over 15,000 employees and 1,500 teachers. Goodstart has made good progress on its strategic goal of inclusion, with around one third of children attending Goodstart centres with an identified vulnerability. Goodstart also outperforms the sector in serving children who identify as First Nations, children with a disability and children from disadvantaged



backgrounds. While all high-quality early learning delivers \$2 return for every dollar invested, Goodstart delivers even more, with \$5.60 value generated from every dollar directed to their targeted social impact investments.

Catalysing change across systems: Health Justice Australia

Health Justice Australia (HJA) is the national centre of excellence for health justice partnership, a practitioner-led movement that is transforming the way health, legal and other services help people with complex, intersecting needs. HJA supports health justice partnership across the country by learning and translating new knowledge, building service capacity, convening and influencing new connections to drive systems change.

Impact at scale aspiration

HJA's key objective in working towards Impact at Scale is to deliver better health and justice outcomes for people through more responsive, people-centred health and legal service systems. The starting point for HJA is the practitioner, who is seen as the key lever for change within the health and legal services and the systems they are part of.

While HJA is proud of the role it has provided in supporting the rapidly increasing numbers of health justice partnerships across Australia, its efforts are focussed on catalysing shifts in mindsets and systems to enable more effective person-centred approaches.

Initial design and development

Health justice partnerships formed from growing evidence that there are groups of people who are vulnerable to intersecting legal and health problems, but who are unlikely to turn to legal services for solutions. This movement saw community lawyers move out of their offices and into hospitals and community health settings to collaborate in addressing legal needs. HJA was established in 2016, in response to growing support from practitioners, services and funders for a national organisation to drive the expansion of health justice partnership.

HJA does not directly deliver health justice services, but rather operates to optimise and amplify the efforts of health justice partnership across the country.

Impact at scale journey

From the beginning, HJA had a multi-faceted approach to supporting the effectiveness of practitioners working in health justice partnership and to driving broader systems change. At its core HJA focusses on developing the capacity and capability of practitioners, along with policy-makers, researchers and funders, to become drivers of change within their local systems. HJA supports this effort by brokering, mentoring and facilitating partnership between the health and legal assistance, and increasingly with other, service systems; and by developing and translating knowledge about complex need and collaborative service responses to that need.

Key to the success of HJA, has been the building of the evidence base around the impact that can be achieved through health justice partnership. Despite being based upon strong international evidence and an existing domestic movement, HJA needed to demonstrate the applicability and effectiveness of the health justice partnership approach within the Australian context. The research and evidence that HJA compiled in its early years played a role in establishing the validity and viability of health justice partnership in the eyes of stakeholders and funders.

In addition to the original research that HJA conducts, HJA leverages its existing network of health justice partnership practitioners and service leaders to identify lessons that can be shared. In acting as a 'knowledge hub', HJA translates these learnings for practitioners into accessible insights – in turn helping them to improve the design and delivery of their partnership model. In this way, HJA supports both newly established partnerships in finding their feet, as well as help existing partnerships re-orient and re-position themselves for impact after issues arise.

HJA maintains a focus on the authorising environments for services and actively works to change mindsets and influence changes to policy settings, service design and funding to enable broader impact at scale. Working within and across systems, HJA intentionally recruits a diverse workforce comprising a wide range of professional backgrounds. HJA recognises that catalysing cross sector collaboration requires engagement with the legal system, the expansive health sector, other service settings, and across government. Only by providing a common language across this broad spectrum of potential partners, is HJA able to act as a convener of relationships and partners.

The health and justice systems are incredibly complex, and issues often cannot be solved by any single service. By bringing together different groups and stakeholders, HJA can help otherwise isolated or disparate actors to see problems differently and realise what is possible through collaboration. As an advocate, HJA works to shift established mindsets, practices and systems to help policy makers and funders recognise the value of holistic, integrated approaches for person-centred care. An example of this has been HJA's advocacy over the value of legal assistance in mental health care settings.

Lastly, HJA continues to prioritise ongoing learning and reflection on how it can continue to improve its own work and the impact of health justice partnership across the country. This includes a firm commitment to the wellbeing of its own staff, who are critical in providing the diverse capabilities that HJA is required to have.

Impact achieved to date

HJA's work towards impact at scale has catalysed and built the capacity of the health justice partnership network of practitioners and service leaders. It has developed new and translated existing research as part of its commitment to new and different forms of knowledge that can drive systemic change. Alongside a strong evidence base and its translation of learnings for practitioners, HJA's convening and advocacy influence has been effective in shifting policies and mindsets across systems.

Enabling generational impact through investment in place: Our Place

Our Place is a place-based initiative utilising the universal platform of a school to establish an integrated community resource that combines education, health and wellbeing services. The Our Place approach supports improved outcomes for children and families in communities experiencing vulnerability and disadvantage.

Our Place notes that it is still on its 'impact at scale' journey and continues to review evidence and data to determine the strengths and limitations of the Our Place approach.

Impact at scale aspiration

Our Place's primary objective is to convene and coordinate different field efforts within communities experiencing disadvantage in Victoria with the ultimate aim of improving education outcomes in order to break cycles of disadvantage. Acting as 'the glue', Our Place facilitates partnerships that enable the school to be the central place for learning and support services, creating lasting change within communities by helping children and families experiencing disadvantage overcome the many barriers they face in accessing the services needed to enable healthy development and improved education outcomes.

Moreover, Our Place aims to influence the service system by documenting and sharing its approach to ensure that its lessons and insights can be readily accessed and applied in other communities across Australia.

Initial design and development

In 2012, Doveton College was founded as a Victorian Government School and designed in partnership with Colman Education Foundation (CEF) to holistically meet the needs of children from birth to high school. The College also incorporated local early childhood and family services to meet the needs of the area's residents. Drawing on international evidence and experience, the school was reimaged as an integrated community resource combining education, health and wellbeing services.

The success at Doveton College led to CEF and Victorian Department of Education partnering to implement the approach in ten communities across Victoria. This approach was called Our Place. It focusses on reshaping the existing service system within communities, which are often siloed and fragmented in their approach. Our Place enables services to be more accessible and more effective in meeting the needs of children and families experiencing disadvantage. Schools are seen as safe,

trusted and accessible place-based hubs, enabling coordinated ways of working and more effective responses built on the needs of local families.

Impact at scale journey

A key function of Our Place is working collaboratively with the local system of service providers to ensure coordinated and accessible supports for children and families. This work is delivered by a dedicated and well-resourced team that builds and stewards trusted relationships with and between services, and with families. This is complex work, and at each location requires Our Place to tailor and adapt its approach.

Essential to Our Place are the connections, accountability and shared measurement practices of cross-field community efforts. These partnerships play a key role in rallying service providers and educators around a shared vision for the community. Credibility and trust have been essential to Our Place's ability to create and broker key partnerships with community and service providers. Often this is not a straightforward process and requires patience and ongoing encouragement for a wide range of service providers to engage.

The Our Place approach acknowledges that real change takes time, particularly when building relationships, shifting mindsets and behaviours across services. It can take a number of years for an Our Place site to see real engagement from the community and commitment from service providers to work in different ways. As such, Our Place's scaling to other communities was based on a ten-year commitment, supported by appropriate funding.

The partnership between CEF and the Victorian Government has enabled Our Place to scale to ten communities. Both CEF and the Victorian Government maintain an ongoing shared commitment to a shared vision of change for children and families, underpinned by relationships, trust and openness. This partnership also provides the authorising environment to unlock barriers within the system.

Our Place prioritises community needs, perspectives and voice. The most important element of Our Place's role has been to understand and embrace the specific requirements and needs of communities. This involves consulting widely with community members, listening to perspectives on barriers to effective service provision, and understanding what unique solutions are required.

Finally, by widely documenting and sharing the learnings and challenges from each of its locations, Our Place has helped build a sizeable evidence base. Available to organisations, educators and policy makers, this evidence base provides an invaluable starting point for changemakers wishing to investigate the possibility of similar place-based initiatives within their local communities.

Impact achieved to date

To date, the Our Place model has been deployed across ten communities in Victoria. Our Place schools have helped thousands of children and families access education, health and wellbeing services, that previously may have been inaccessible or inappropriate for them. Our Place's evidence base has also allowed it to share with policy makers firsthand evidence and insights, and effectively advocate for both new ways of working with communities as well as change to broader system settings.

Building a coalition for reconciliation: Reconciliation Action Plans

Reconciliation Australia is the lead body for reconciliation in Australia, strengthening relationships between the broader community and Aboriginal and Torres Strait Islander peoples.

Reconciliation Australia launched the Reconciliation Action Plan (RAP) program in 2006 to provide a structured approach for organisations to articulate, plan and take meaningful action to advance reconciliation.

Impact at scale aspiration

Through the RAP program, Reconciliation Australia works to enable organisations with a structured, progressive pathway towards reconciliation between the broader community and Aboriginal and Torres Strait Islander peoples. RAPs seek to embed reconciliation across Australian organisations creating meaningful opportunities, to address systemic barriers to Aboriginal and Torres Strait Islander self-determination.

The RAP program and its network of members are seen as a leading example of collective action towards a shared vision of a reconciled Australia.

Reconciliation is focussed on creating respectful relationships between the broader community and Aboriginal and Torres Strait Islander people. It comprises of five dimensions: race relations, equality and equity, institutional integrity, unity, and historical acceptance.

Initial design and development

Reconciliation Australia was established in 2001, as a recommendation of the Council for Aboriginal Reconciliation.

Over its first five years, Reconciliation Australia developed a strong belief that institutions – including corporates, universities, government and social sector organisations – needed to change their practices, partnerships and organisational culture in order for reconciliation to be genuinely embedded within Australian systems. With the growing interest around corporate environment, sustainability and governance (ESG), Reconciliation Australia saw an opportunity to help organisations take positive action towards reconciliation through an innovative and progressive, structured process.

When Reconciliation Australia first launched the RAP program, its primary focus (which still remains) was on supporting organisations to develop a strategic document with practical, measurable plans for

action in developing respectful relationships with, and creating meaningful opportunities for, Aboriginal and Torres Strait Islander peoples.

For RAP partners, developing a RAP provided an independently endorsed, structured framework for their commitments towards reconciliation, alongside external accountability through reporting to Reconciliation Australia. Reconciliation Australia actively worked with organisations to test and iterate their RAP commitments, to ensure the plan genuinely catalysed their efforts towards long-term systemic change. Due to this collaborative approach to supporting organisations, more and varied organisations began adopting and implementing a RAP.

Impact at scale journey

Reconciliation Australia was able to grow the number of RAP partners over time by building critical mass within highly visible sectors – including banking, sports, tourism and government. By engaging well-known Australian organisations they were able to increase the visibility of the RAP program and grow its reach over time. Reconciliation Australia also focussed on measuring and reporting on findings from the RAP program, including the annual RAP Impact Survey and the biennial Workplace RAP Barometer, to provide a compelling business case for participation.

Over the following years, Reconciliation Australia's learnings from the RAP program highlighted the need for different entry points for organisations at different stages of their journey towards reconciliation. It developed the RISE framework, offering four different types of RAPs for organisations to progress through over time: Reflect, Innovate, Stretch and Elevate. This enabled more organisations to access the RAP program and be supported throughout their reconciliation journey, whilst also motivating organisations to sustain their efforts to reach RAP leadership (either a Stretch or Elevate RAP).

Reconciliation Australia recognised the significant opportunity to strengthen and connect its network of RAP partners, as a collective of organisations with a shared vision towards reconciliation. This focus on coalition building included annual RAP conferences, alongside regular in-person and virtual learning circles which connected RAP organisations across the network. Reconciliation Australia recognised that building and empowering leaders within their RAP network would enable broader impact at scale towards reconciliation. It leveraged Stretch and Elevate partners (the top 10 percent of the network), who were further progressed along their reconciliation journey, to become a leadership cohort sharing learnings and guidance with the broader RAP network.

Notably, Reconciliation Australia's credibility has been a critical foundation to the increase in RAP partners over time and to maintaining the trust of Aboriginal and Torres Strait Islander stakeholders. They regularly engage with RAP organisations to address areas of concern and support improved outcomes for and across the community. These efforts gained global attention in June 2020 with the [indefinite suspension of Rio Tinto from the RAP program](#). Reconciliation Australia's prompt and strong response to the destruction of Juukan Gorge increased the support and respect for the program from RAP partners and First Nations stakeholders.

Impact achieved to date

Data from the Workplace RAP Barometer demonstrates the impact of the RAP program, finding that RAPs are effective in shifting employees' perceptions around reconciliation and the attitudes of RAP organisation employees are significantly ahead of the general community. In 2014, 27% of employees



in RAP organisations agreed that ‘the wrongs of the past must be rectified before we can move on with reconciliation’. By 2022 this number had grown to 51% of RAP organisation employees. This is also significantly higher than the general Australian community in 2022, at 27%.

From eight RAP partners in 2006, there are now over 2,900 organisations across government, education, corporate and not-for-profit sectors. Together, these organisations directly impact 5.4 million Australians every day.



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