



CARLTON PRIMARY SCHOOL

The Carlton Journey

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ourplace
Carlton



CITY OF MELBOURNE



Education
and Training



Families,
Fairness
and Housing

Acknowledgement of Country

Our Place welcomes all families and children.

We acknowledge the First Nations people of Australia and Traditional Custodians of the lands that we live and work on.

We pay our respects to Elders past, present and emerging.

PURPOSE OF THE Journey Report

This report describes the journey of the Our Place initiative in Carlton. It was written in 2021 and documents the story of Our Place so far having evolved in Carlton over several years.

The Carlton Our Place site, also referred to as the Carlton Learning Precinct, is located at Carlton Primary school, a small, inner-city school 2.5 km north of Melbourne's central business district in Victoria. The school is in close proximity to a high-rise housing estate that is home to the majority of school families.

Carlton Our Place is the most urban of the 10 Our Place sites across Victoria. It became fully operational in January 2020 following the refurbishment of the school building and the opening of a shared community space and early learning centre, making it the third Our Place site to open since the establishment of the demonstration site at Doveton College in 2012.

Carlton's journey towards being an Our Place site commenced in 2014 when the first meetings took place between the Colman Education Foundation and Carlton Primary School, followed by meetings with Doveton College and the City of Melbourne (CoM) in 2015. Prior to this, a great deal of work had been undertaken over many years to provide Carlton families with an optimal school experience, by both the School and CoM.

Carlton Primary School is situated within a pocket of significant disadvantage in an otherwise affluent suburb that includes a high proportion of university students. The School caters to families from a range of culturally diverse backgrounds, most commonly from Somalia, Ethiopia and Eritrea. The majority have a language background other than English. According to anecdotal report and available data, many children do not participate in regular, formal early childhood education and care prior to school entry, and a large proportion come to school with significant vulnerabilities.

The Carlton site is a refurbishment of a three-storey vertical building made of the same materials as the adjacent high-rise housing estate. A new early learning centre has been established on the ground floor of the school building, run in partnership with CoM, with Gowrie Victoria as the contracted early years provider, alongside Maternal and Child Health

(MCH) and other family services run by CoM. This includes both sessional kindergarten and long day care. The school administration offices are now located on the first floor and the school classrooms are above this, allowing the School to occupy two floors and cater for a growing school community. Access to school facilities, including the administration office and classrooms, requires entry from ground level.

This Journey Report describes the involvement and contribution of the key partners at Carlton, the series of events leading up to the establishment of the site and details the early progress of the implementation of the Our Place approach. Throughout the report, the key steps, learnings and partner aspirations for the Carlton site are outlined.

CONTRIBUTORS AND SOURCES

A total of 17 key stakeholders involved in the establishment of the Carlton Our Place site were consulted in the development of this report. Those consulted included representatives from the Carlton Site Implementation Group (SIG), including Department of Education and Training (DET) –South Western Region, Carlton Primary School, CoM, Gowrie Victoria, Our Place, Colman Education Foundation and the Ray and Margaret Wilson Foundation.

In addition to the consultations, information for this report was drawn from other sources, including school documentation, meeting minutes, photos, consultation reports, demographic information, educational attainment and early childhood data.

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If you give people the chance to succeed, they will grab it.

Julius Colman, Chair, Colman Education Foundation

UNDERSTANDING THE concept of Our Place

Our Place is a holistic place-based approach to supporting the education, health and development of all children and families in disadvantaged communities by utilising the universal platform of a school.

The Our Place approach is built on the strong body of evidence from international research and experts, and the translation of learnings from its lighthouse site at Doveton College, which commenced operation in 2012.

The evidence indicates that education is the key to lifting aspirations and improving the lives of children and their families. The approach seeks to overcome the barriers to educational achievement by focusing on:

- Supporting high-quality learning environments for children – at home, in early learning settings and in schools.
- Supporting the service system to better address known biological and environmental risks, allowing for prevention and early intervention.

WHY IS IT NEEDED?

In Australia, the benefits of economic growth are not shared as evenly as they once were, and the equity gap is widening between the wealthy and the poor. For example, in Victoria just 11 postcodes (1.6% of total) account for 13.7% of the most disadvantaged rank positions (Yule, 2015)¹.

Our Place's approach is based on the premise that improved access to high-quality education for all is key to addressing the equity gap.

- Complex and entrenched disadvantage is concentrated in certain postcodes – where you are born shouldn't determine your opportunities in life.
- Children need supportive environments to thrive, which is especially important for children facing challenges that arise from social and economic disadvantage.
- While there is a wealth of resources and services available, often these are not of adequate quality to make a difference and/or are not accessed by the people that need it the most.

When schools in disadvantaged communities act as community hubs they have the potential to create powerful change.

Our Place facilitates partnerships that enable the school to be the central place for learning and support services that overcome barriers to educational achievement. >





› WHAT ARE THE DESIRED OUTCOMES?

The vision is that all children and their families succeed in life. To reliably measure the impact of Our Place, our objective is to achieve positive change in the nine key areas that form the Outcomes Framework.

The nine Outcomes have been carefully chosen to enable the effective evaluation of clear conditions of wellbeing under the three major domains. The most critical domain focuses on outcomes for children, while the other two domains are outcomes for their families and the communities they live in.

There are a number of indicators across these nine outcome areas. The indicators provide a meaningful understanding to the extent that Outcomes are being achieved. They can be measured in a timely manner and reflect reliable, robust indicators of community level change.

HOW ARE THESE OUTCOMES ACHIEVED?

The Our Place holistic approach includes five core Elements that describe the evidence-based strategies that contribute to achieving Outcomes for children, families and communities.

The Elements are:

High-quality early learning, health and development

Support early learning from birth as well as playgroups, child health and parenting support on site.

High-quality schooling

Support high-quality teaching and learning environments that ensure each child receives the support they need to achieve and thrive.

Wrap-around health and wellbeing services

Support access to effective health and wellbeing services.

Engagement and enrichment activities for children

Create affordable, on-site opportunities for children to develop an interest in sports, arts and hobbies with others.

Adult engagement, volunteering, learning and employment

Support opportunities for families to engage in volunteering, formal and informal learning, and link them into employment pathways. ›

› HOW DOES IT COME TOGETHER?

Our Place facilitates partnerships that enable the school to be the central place for education and support services that are known to improve the lives and aspirations of children and their families. Our Place refers to this role as being 'The Glue'.

The Glue is made up of the people, partnerships, knowledge and infrastructure that are essential to successfully improving outcomes for children through a place-based approach. The key ingredients are:

1. Space and infrastructure

A single, shared entrance to early learning, school, health services and community facilities, with welcoming and appropriate space for families.

2. Facilitation, leadership and partnerships

People in place to build commitment, drive action and outcomes, connect people with other resources and encourage a culture of mutual respect and questioning.

3. Collaborative governance

Shared commitment to collaborative governance and innovation to develop solutions that achieve impact.

4. Data-informed decision-making

Skills and capacity to identify, collect, analyse, interpret and understand data from available sources.

Our Place does not deliver or fund any services or programs, rather it assists in reshaping the service system by providing essential resources to drive action, impact and innovation.

Its expertise building meaningful relationships and facilitating lasting partnerships with local leaders and the community to create opportunities for participation. The people resources Our Place provides are:

Community Facilitators

Front-line staff who implement evidence-based strategies, working on-site with the local community and service providers. This role leads and undertakes the bulk of the work in the implementation process, with an emphasis on engaging with the school and key partners and connecting with the local community and understanding and responding to local community needs.

Partnership Managers

Lead and drive the partnership between the school, the early learning provider, state government and local government at each Our Place site. This role is involved in overseeing and supporting the implementation process, with an emphasis on building relationships, creating a shared commitment and vision.

Research and Evaluation Team

Provide advice, resources and support to Our Place sites in initial planning, data collection and ongoing reporting. The team leads baseline data collection and works closely with those involved in implementation to support the collection and analysis of process and outcome data.

Subject matter experts

Our Place engages consultants with expertise in a number of areas to assist in designing and implementing strategies in each site, such as specialists in early learning, adult education, principal support, employment pathways, paediatric health and data and evaluation.

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Evidence indicates that education is the key to lifting the aspirations and improving the lives of children and their families. Our Place facilitates partnerships that enable the school to be the central place for learning and support services that overcome barriers to educational achievement.

June McLoughlin, Executive Director – Services, Our Place

TRANSLATING THE concept to Carlton

The original concept envisaged for the Carlton Our Place site was driven by a long-standing commitment to supporting the local community by Carlton Primary School and CoM. How the Carlton Our Place site came about, who was involved, its fit with the Our Place approach and the community of Carlton, is described below.

THE CARLTON COMMUNITY

Carlton is an inner-city suburb within the City of Melbourne, Victoria. It is a diverse and vibrant suburb, characterised by a mixture of low- and high-income earners. It is renowned for its multicultural population (only 27% of residents were born in Australia, while over half of all households spoke a language other than English) and its cultural significance, with attractions such as the Royal Exhibition Building and Melbourne Museum within its boundaries.

Carlton has a high concentration of university student residents due to its close proximity to the University of Melbourne, Royal Melbourne Institute of Technology (RMIT) and Australian Catholic University.

Over two thirds of its population attend university (ABS 2016), making it a transient population with a high representation of young adults. Carlton also has a large proportion of low-income households with the highest disparity between rich and poor of any suburb in Australia (ABS 2016).

It has low home ownership rates and a high proportion of household income being spent on rent. The unemployment rate is almost three times that of the state (ABS 2016), however it also has a high concentration of professionals who are highly educated.

In contrast to the wider profile of Carlton, the Carlton Our Place site is located within a distinct pocket of significant disadvantage. The majority of families enrolled at Carlton Primary School are from Somalia, Ethiopia and Eritrea, many of whom have arrived as refugees, living in the adjoining high rise housing estate. Most of the children living in the flats and attending Carlton Primary School speak English as an additional language. Unlike the rest of the suburb,

the community is made up of families with large numbers of children, including a number of out-of-home-care and grandparent-led families. Issues experienced by these families include disability, mental health, family violence and overcrowded housing.

For these reasons, there is a concentrated level of disadvantage surrounding the Carlton Primary School in contrast to the rest of the suburb, leading to its selection as an Our Place site.

As such, the overall socio-economic profile of the school community is low, taking into account parents' occupations and education levels. Prior to school entry, many children are enrolling but not regularly attending early learning services, including kindergarten. Once at school, poor attendance has been a consistent issue over time, however this has started to improve in recent years.

One of the main issues the School has focused on over a number of years is growing its enrolments of children from the broader Carlton community, beyond those living in the nearby high-rise towers.

ORIGINAL CONCEPT

The site at Carlton Primary School provided the Colman Education Foundation and Our Place with an opportunity to contribute to improving the lives of families living in and around the high-rise towers. Most of the residents in the Carlton high-rise towers were new to Australia and from an African background. The physical nature of the site also provided a unique opportunity to transform an existing, though dated and compromised, multi-level school into a vertical site that offered a range of services and supports for children from birth. >

› Many of the staff at Carlton Primary school, including the Principal and Student and Family Wellbeing Coordinator, have worked at the school for many years. The Principal and the Student and Family Wellbeing Coordinator (who previously had the role of Community Development Coordinator) both started at the school in 2006. Both are passionate about improving outcomes for the families in the high-rise towers and have experience working within other high-needs schools.

“We commenced this journey with a terrific Principal, someone who really got it and was delighted to be able to work on it with us.” (Julius Colman, Chair, Colman Education Foundation)

Being a small school has meant that the Principal and Wellbeing Coordinator have come to know the families very well over time, managing to forge strong relationships and establish trust. At the time of writing, the School has approximately 100 students and around 15 staff, including dedicated coordinators for student engagement, literacy intervention and data analysis.

“We recruit really hard – none of teachers are here for an easy ride; we are attractive to great people and have a great location.” (Principal, Carlton Primary School)

Prior to the introduction of Our Place, Carlton Primary School collaborated with CoM on various initiatives (mainly through funding partnerships and grants) since 2006, supporting the school-based community development role previously filled by the Wellbeing Coordinator. The Community Development role was established in response to the needs of the families.

In particular the role helped to support and link families into programs and services that helped build confidence as parents, participate in social activities and connect with others, develop skills and learn English.

The role operated from 2006 – 2016, and over that time a range of community programs have been implemented by the school through this position. These have included such things as playgroups, English language classes, partnerships with local agencies (e.g. a youth services, Adult Multicultural Education Services (AMES), local sports clubs and the neighbourhood house), training in children’s services, computer classes, first aid, driver education, self-defence, sewing classes, art and yoga.

“There has been a wonderful approach where when a community member would want to do something, we’ve had the resources to be able to make it happen. The result has been we’ve made a lot of strong connections with families and partnerships with people that can deliver programs.” (Student and Family Wellbeing Coordinator, Carlton Primary School)

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We were extremely excited to work on this site in social housing in North Carlton. It seemed to offer a unique opportunity – to test the Our Place approach working with migrants and refugees from the Horn of Africa – in a local area where most other residents were highly educated – typically university staff or students. To be able to give these vulnerable children the best start in life means we have the potential to produce the future African-born leaders of these communities in Australia.

Julius Colman, Chair, Colman Education Foundation

One of the school’s key programs, called ‘Leap into Learning’, was developed in response to children experiencing low kindergarten participation, which was investigated in 2014. It was also established in the context of high rates of use of Family Day Care with varying levels of quality.

The program involves children coming to school for two hours twice a week for six weeks in Terms 3 and 4 in the year before starting Prep. It was reported to provide an experience similar to kindergarten and allowed an assessment of children in terms of how ready they are for school, where issues such as speech and language intervention can be identified. The program has continued on site since it was first introduced, noting that there were some alterations made to the program in 2020 due to the COVID-19 restrictions.

Other notable programs within the school include being a lead school in the state government’s ‘Respectful relationships’ program, commencing implementation in 2016, and the School developing its own trauma-informed practice program with a focus on self-regulation.

“A lot of what we do is around metacognition and helping children understand their learning needs and that relates to a lot of the work done around learning needs and trauma-informed needs”. (Principal, Carlton Primary School) ›

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Even though we had great teachers and great programs, we just couldn't get local people to enrol their kids at the school. It was [the Minister for Education's] idea to put in for some building money. She said, if they aren't going to come then we need to do some social engineering. So the original idea came 10 years ago.

Principal, Carlton Primary School

› While this work was being undertaken to support families from the housing estate between 2006 and 2016, Carlton Primary School was also seeking to strengthen its reputation within the community and encourage families beyond the high-rise towers to enrol, so that it fully reflected the diversity of the Carlton community.

Part of this work involved a plan to redevelop the School site to enhance its physical attractiveness; this was first discussed at a state government level back in 2008. The plan to build a new school on the site was originally confirmed, however the process was delayed over many years, and eventually turned into a refurbishment, with a retrofit of the existing external structure.

Alongside the work done by the School, CoM began an initiative called 'Opportunities for Carlton' in 2009 which continued until 2012. The initiative was run alongside the redevelopment of the Carlton Housing Estate, designed to establish and then support a number of community priorities, including school infrastructure needs, as identified in a Carlton Community Plan that was developed by residents, businesses and other local organisations.

A result of this work was the need to develop places that could be set up as community hubs in the community, aligning to the establishment of Our Place at Carlton Primary School.

In addition to the 'Opportunities for Carlton' initiative highlighting the need for new school infrastructure, CoM has been a long-term key provider of child and family services, managing and operating MCH, early education (in some children's centres), family support services (parenting

programs and counselling), playgroups and school holiday programs. CoM's work also involved the provision of a paediatric fellow located in North Melbourne servicing all those living within the municipality (in 2019, a quarter of sessions were for Carlton).

SITE SELECTION

Given Carlton Primary School's unique characteristics and level of disadvantage, in addition to its old building and architecture, the School was identified by DET for a site redevelopment before Our Place commenced.

Originally the redevelopment of the school was planned as a partnership between DET, CoM and Melbourne University, with the idea to build a 'teacher lab' where university students could undergo their education degrees and research projects onsite at a primary school.

While this idea with the university did not eventuate, the strong interest from both the school and CoM to create a community hub and early learning centre on school grounds remained, as did DET's original intention to redevelop the site.

While waiting for the building redevelopment to commence, Carlton Primary School leadership learnt about Doveton College in 2014. The Principal had previously worked with the Doveton College Principal at another school and both were at a meeting when the topic of Doveton came up: "I remember the Principal talking about Doveton College, saying it's an amazing model and bringing in all of these services, and we realised that it sounded similar to what we were trying to implement in Carlton." (Principal, Carlton Primary School)

A visit to Doveton College was arranged soon after, at which it became apparent how aligned the two school's aspirations were: "We found there were similarities, like the way they ran playgroups. It was also aligned because we needed to engage with kids before the age of five to have a transition from early years seamlessly into school." (Principal, Carlton Primary School)

Following this, in 2015, CoM first met with DET and the Colman Education Foundation about embedding the Doveton College approach at Carlton Primary School. At the same time, the Early Years branch of CoM proposed to build a new children's centre in Carlton in 2016 on the grounds of the school given the existing centre nearby was aging significantly.

As the early learning provider, Gowrie Victoria was not made an official partner of the Our Place site until late 2019, however there had been interest in connecting with Carlton Primary School for many years. While the School redevelopment was already confirmed before Our Place became involved in the site, Our Place introduced the thinking around integrated early learning and how >

› to include it in the new build. A number of meetings took place between CoM and Our Place staff to discuss this possibility.

These discussions were key in the development of Carlton as an Our Place site. Despite support for a new early learning space located within the School, there was an existing CoM-run and well-utilised early learning centre situated near to the School.

While this service was working well with its families, there was limited connection between its staff and the school staff, which impacted on their ability to work together to support children as early as possible. CoM's commitment to building a community hub onsite at Carlton enabled the eventual successful transition of early learning to the new building, resulting in a new service provider delivering early learning in a new space.

PARTNERSHIP FORMATION

A number of strategic planning meetings took place throughout 2015 with the school leadership team, the Colman Education Foundation Chair, Doveton College leadership, CoM and the University of Melbourne.

At these meetings, conversations centred around understanding what the partners were aiming to achieve:

"In the early days we were excited to be in partnership with the Colman Education Foundation and to understand its vision around the transformative power of education, not just for children, but also for families." (Director - Community Services, CoM)

This partnership started to gain traction in 2017. Colman Education Foundation supported the school review process in October 2017 as part of the pre-work to the Our Place approach being formally adopted at Carlton.

The review focused heavily on student outcomes against the Department of Education and Training's school improvement initiative, the Framework for Improving Student Outcomes (FISO). FISO investigates ways staff could continually challenge their own practice to support student learning, and create resilient, engaged and confident global citizens, not only with the current student base but also future school cohorts, to effectively grow and engage the broader Carlton community and be seen as a school of choice.

Our Place as an organisation and approach was itself established in late 2017 with the signing of the agreement between Colman Education Foundation and DET to expand the Doveton College approach to ten sites across Victoria.

The timing of this impacted on the formation of the partnership at Carlton, with many of the processes to support the scaling of Our Place to ten sites not yet having been ›

CASE STUDY

A single mother of three children living in the housing estate, who had no schooling as a child, was supported by the Carlton Community Facilitator early on. While she had learnt English as an adult to a reasonable standard, she could not read or write, limiting her capacity to be her own advocate.

Her daughter's teacher introduced her to the Community Facilitator because she produced beautiful weaving and was looking for support to find customers. The Community Facilitator was able to connect her with two organisations that led to a cascade of opportunities for selling her craft and realising her dream to make a living from her weaving. In addition to this, Our Place donated craft materials, arranged professional development and supported the weaver to create a small-scale 'aqal' or Somali hut for the early learning centre at Carlton Learning Precinct.

Following an introduction to Craft Victoria, the mother participated in a window installation in a local festival and a stall in a local craft market. Another introduction was then made with the CoM Park Rangers who assisted the weaver to find suitable grasses and materials for her craft, substituting peppercorn branches for acacia found in Somalia.

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In all of these scenarios, this mother was listened to and her specific needs were addressed. Many opportunities and relationships have formed but I'm able to be the constant to help navigate the system or fill a gap in understanding. I feel that role as a trusted ally, messenger and translator of culture has been valuable to her process.

Community Facilitator, Our Place

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We really bought into the outcomes that Our Place was aiming to achieve. The thought that someone was going to be able to help make it happen, on a deeper level and in partnership, was attractive.

Principal, Carlton Primary School

› developed or finalised as the Carlton Our Place site work commenced. Carlton Our Place became an official site in January 2018 with the appointment of a Community Facilitator on site, followed by a Partnership Manager in March.

The first Community Facilitator was located in the school administration space, along with the Student Wellbeing Coordinator and other support services. At the time the new build was underway, which commenced with significant demolition despite school business continuing to operate as usual. To begin with, work concentrated on supporting the groups already running in the School and for the Community Facilitator to get to know and understand the cultural backgrounds of families, forming bonds with some of the mothers, and learning about their strengths and needs in terms of support and assistance.

The case study below describes an early successful interaction between the Community Facilitator and a mother of students attending Carlton Primary School.

The partnership group met throughout 2018 as an unofficial Our Place Site Implementation Group (SIG) while construction took place. In October 2018, the SIG took part in a number of workshops designed to move towards the creation of a shared vision. At these sessions, strengths of the community were highlighted, as well as areas that could be improved on, including ways to better support the community. The original vision decided on at this time remains the vision of today:

Families at Our Place Carlton are resilient, connected and succeed in their endeavours.

The purpose of these workshops was to form an understanding between members of the Our Place SIG regarding the shared vision, principles and direction. The workshops also sought

to learn more about the capacity and current activities of each organisation in relation to the Carlton site, as well as understanding the community needs and where gaps may be in provision of and connection to services.

Developing a strong partnership through strengthening relationships between the site partners in the lead up to implementation was important to future collaborative planning. A partnership assessment was undertaken in 2018 as part of the Our Place work to ascertain the SIG's experiences to date using the VicHealth tool.

The findings indicated that the SIG was based on genuine collaboration. The challenge was to maintain its impetus and build on the current success.

There were some notable differences between partners, including the unique value each brings and the challenge of meeting differing organisational expectations. While the assessment was a useful team building exercise, unfortunately a delay in finalising the lease agreement for the early learning service meant the early learning provider could not officially join the SIG at this time.

By the end of 2019, after the third-party early learning provider (Gowrie Victoria) was contracted, the SIG chair was appointed and the SIG was formalised. Members of the SIG included representatives from DET North Eastern Victoria Region (Chair), CoM, Gowrie Victoria, Carlton Primary School and Our Place. The benefits of working together prior to the formalisation of the partnership were evident, with the group already very familiar with each other before the Chair was appointed.

According to the Chair, the SIG already had a clear idea of what they wanted to achieve. The focus for the group shifted to aligning this vision with the Our Place outcomes related to children, families and communities, and ensuring all activity be based on evidence-based strategies.

The development of the SIG was strongly supported by the Ray and Margaret Wilson Foundation. Ray Wilson has been a Director of the Colman Education Foundation since it began, after enjoying a long-standing business relationship with the Chair and witnessing the successes of Doveton College and Our Place over many years. He was interested in funding a site to support the translation of components of the approach applied at Doveton College, under the Our Place umbrella.

When the option of implementing the Our Place approach in Carlton arose, this was seen as a unique opportunity to support newly arrived African immigrants living in public housing so that their ambitions could match those of the rest of the Carlton residents. The Ray and Margaret Wilson Foundation decided to co-fund Carlton and committed \$1.5M over ten years. >

› “The model of full community services open day and night, catering for adults as well as babies, infants and primary school children, is by far a better way of delivering education and services than the separation of those things.” (Ray Wilson, Chair, Ray and Margaret Wilson Foundation)

THE FIT WITH OUR PLACE

From the initial meeting between Carlton Primary School leadership and Doveton College there was obvious alignment of approaches, with both schools being located within similarly disadvantaged communities.

While a great deal of effort had already gone into work to address vulnerable children at school and support for their learning with the offering of a number of community initiatives, Our Place provided an opportunity to strengthen this work further and apply an outcomes-based, strategic outlook, in addition to support around linking up the early years and school offerings.

“From the Our Place point of view we were already doing a lot of the work that is good work, and that’s why it seemed like a great partnership. We were so ready.” (Principal, Carlton Primary School)

The similarities in alignment were reinforced during a presentation given by Professor Edward Melhuish at an Our Place event about the importance of the early years, and again at the inaugural Our Place Principal’s Network meeting, both in 2019. Professor Melhuish from the University of Oxford is a member of the Our Place International Expert Advisory Group and long-term advocate of the Our Place approach.

“The Principal was greatly impacted by these presentations and held a full staff meeting about the content and its implications for Carlton.” (Community Facilitator, Our Place)

The Our Place approach was also attractive in that it offered an opportunity to strengthen the amount and type of health and wellbeing services offered to families onsite: “With the wrap around service idea, it aligned really well because we were already doing a lot of that work.

The idea that you could chat with, for example, a MCH specialist on school grounds was a great idea. We work really closely with local family services and we realised that Our Place was going to provide more depth and capacity to what was already happening.” (Student and Family Wellbeing Coordinator, Carlton Primary School)

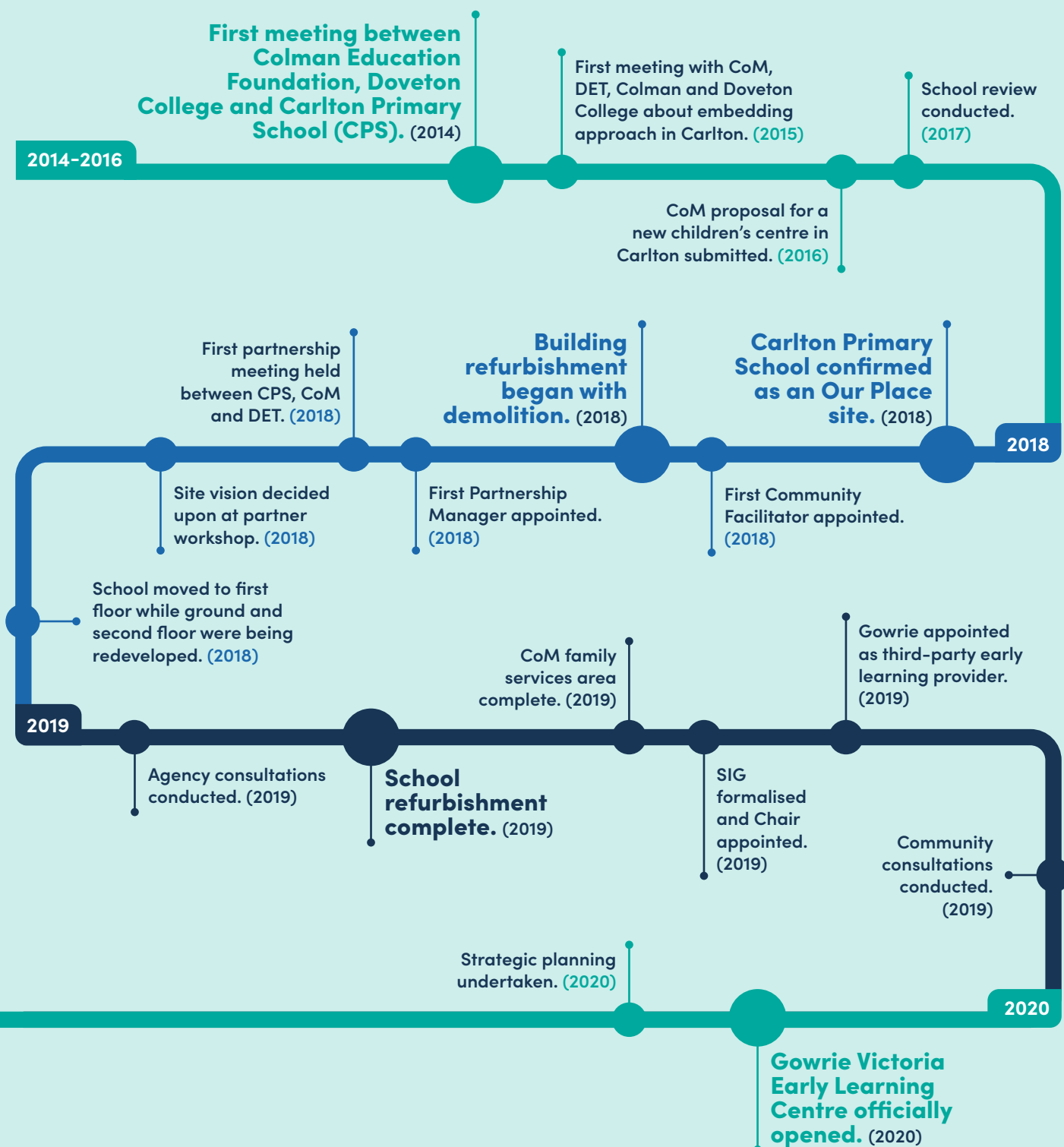
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The day Julius came to visit the school and we heard from Professor Ted Melhuish reinforced a lot of what we already knew intuitively and what we have been implementing. Particularly around the fact that self-regulation is very important during the early years. We began to realise where neuroscience met education – that really started to fire a few ideas and begin thinking about trauma-informed learning.

Principal, Carlton Primary School

CARLTON TIMELINE

From concept to completion



BUILDING FROM the ground up

Carlton Primary School's transformation into an Our Place site began in January 2018. Maintaining its existing external structure, the original interior of the multilevel building was refurbished. By November 2019 the re-build was complete with the School located on the first and second floor, and an Early Learning Centre, Maternal and Child Health, family services and community spaces on the ground floor.

THE DESIGN

Carlton is the only Our Place vertical school. It is a multi-storey building with three levels on one hectare, with open space on the ground level. The School was built in 1973 and constructed out of off-cuts from the neighbouring housing estate. This presented unavoidable challenges in terms of asbestos and old materials. The existing external structure was kept and the interior refurbished, raising the primary school and converting the ground floor into sessional kindergarten and long day care spaces.

Our Place has a keen desire to be involved in the design and build phase of all its sites, contributing to ideas and discussions to ensure evidence-based elements are incorporated. In the case of Carlton, Our Place joined the partnership after the building redevelopment design had been completed, therefore limiting the ability to shape design features. However, Our Place was instrumental in advocating for the relocation of a nearby early years centre onto the school grounds in the new design during early conversations. This was a key decision in the design of an integrated early learning and school building.

Despite a rebuild of Carlton Primary School being discussed and debated over many years by multiple layers of government, the final decision, due primarily to budget constraints and lack of space, was to keep the existing building shell and undergo a building redevelopment rather than build a new building from scratch.

This resulted in the Carlton Our Place site having refurbished school facilities on the first and second floor, and an integrated early learning service (run by Gowrie), a common

entry, community multi-purpose spaces, consulting rooms, and MCH services (managed by CoM) on the ground floor.

Funding for the rebuild of the entire site was from both DET and COM. The design of the Early Learning Centre (ELC) refurbished building (and some of the community spaces) was funded by DET and CoM but designed by VSBA and their appointed architects. This had a particular impact on ELC design because it is quite different to the way CoM usually design such facilities.

Some issues arose in terms of the architects having limited experience placing an ELC within a school, especially within an older, existing building. Adapting existing school sites like this for broader community use is challenging. The optimal Our Place design concepts were constrained by working within existing school structures. In this case, CoM also experienced less involvement in the design process than usual.

Despite its vertical design, Carlton Our Place has a single entrance to the building; however, it is not able to have a single, shared reception area acting as the main entry point to all the site has to offer, which is a key feature of the ideal Our Place approach.

The single access point has dual access doors, located only metres apart, in an attempt to set up a shared single entrance. School families are encouraged to enter the building via the school ground gate and then through the school labelled entry door, whilst community and early years' service families are encouraged to enter via the electronic doors, situated alongside the school entry. An internal passage links these two entrances, with an internal door that provides the capacity to lock the sections off as needed. >

› There are reception levels located on two floors: on the ground floor (including the early learning centre, community spaces and other CoM services) and a separate reception area for school services on the first floor.

Original design plans allowed the school to have a reception area on the ground floor, however this was not possible due to resourcing constraints. The creation of two reception areas has presented challenges to achieving the desired level of integration at the outset. Issues have arisen when deciding which partner agency would take responsibility for the main reception area. This important function includes being the ‘front face’ of the site, navigating services and ensuring families find the support they need. To address this, significant work to develop an understanding of the Our Place approach and build a strong partnership has been undertaken so that staff can compensate for the physical environment.

By engaging in co-design supports such as playgroups, kindergarten to school transition strategies, and a strong focus on building awareness of each other’s offerings and processes, families are able to receive appropriate connection and support regardless of the contact point.

In terms of the ELC building design, including room allocation and size, this was predefined by nature of the available space on the ground floor, and also occurred prior to the appointment of the early learning provider. Consequently, Gowrie commenced work in a space that was not necessarily designed to best meet the organisation’s needs around supporting curiosity and wonder in children, creating rich indoor and outdoor spaces that encourage an exploration of the natural environment.

The building has challenged Gowrie to examine the space allocated in the building design phase and are confident they will be able to incorporate elements of their other centres, and enhance children’s experiences, by exposing them to different spaces within and outside the confines of the site. Gowrie took a very urban environment and filled it as much as they could with natural components, similar to their Docklands centre. Given it is an urban space, staff also take children out into the community regularly.

Despite the limitations of establishing an ELC within a predetermined structure, Gowrie Victoria anticipates that the benefits will outweigh the drawbacks:

“We see the benefits of the partnership and working with the community outweighing all of those challenges. Yes, the physical conditions are not ideal, but we are still actively working through how we can best utilise them for the children and staff. But the benefits of working with Our Place and CoM and the school in the longer term will outweigh the challenges of physical space. Ultimately, we see being able to access the playgrounds in the school and the school space as being beneficial. It’s a logical next step that it becomes a joined space rather than sperate spaces.” (Executive Manager – Early Learning, Gowrie Victoria)

THE BUILD

The school re-build and the space for CoM family services programs were completed in November 2019, featuring two new levels for the School, MCH, family services consulting rooms, playgroup spaces, a large welcoming community space and a 98-place ELC.

Remarkably the School kept operating while construction took place. Demolition occurred in January 2018, with children and teachers moved into different, unaffected parts of the school. While the School was originally built for over 400 children, the school population had reduced during the last ten to 15 years to around 100 enrolled at the time of the building. This allowed the School to operate on one level for almost two years while building took place.

The small number of students meant that they could remain in the building during the build phase. During this time, the Principal turned the building phase into a learning opportunity for the students. The Principal brought the children along the journey by arranging for the architects to come in and talk to the children, setting up a corner with mini hard hats and high visability clothing.

Viewing platforms were constructed so the children could have a view to the building in action, and construction workers came in to speak about their jobs.

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The single-entry point aspect hasn’t happened at Carlton physically so we’re going to have to be creative about how that works.

Director – Community Services, CoM

OPENING THE DOORS for operation

Carlton Our Place was officially opened on 6 January 2020 as an integrated child and family centre and primary school, now referred to as the Carlton Learning Precinct. It includes an early learning service provided by Gowrie Victoria, as well as MCH and family services provided by the CoM. In the lead up to this, the School continued operating throughout the building phase.

THE SCHOOL TRANSFORMATION

Throughout the refurbishment process, the School has remained largely the same in terms of size, structure, family composition and philosophy. The School remains small, still catering for children from Prep to Grade 6. It has been built for 475 students at capacity but has consistently had between 100 to 115 enrolments over the past few years, including its first year of operation as part of Our Place. Its school values are 'Achievement, Relationships, Respect, Diversity' with an approach that promotes small class sizes, literacy coaching and a strong commitment to data-informed student performance, as well as a trauma-informed practice and wellbeing philosophy.

By being part of an Our Place site, the School hopes to continue its focus on student wellbeing and improving children's learning outcomes. At the time of writing, children at the School have similar education results in Year 3 for like schools, however (noting transience in cohorts), data for Year 5 students suggest they are significantly below expected standards (based on 2018 NAPLAN results). In addition to this, middle to higher level primary school children self-report a lower rate of connectedness to peers than similar schools.

Continually improving long-term education outcomes for children, alongside increasing enrolments beyond the catchment of the housing estate, remain key aims for the school going forward. Building the integration between the early years and school, and the flow-on effect this may have in terms of attracting a wider range of families to the site, is yet to unfold. Learning to work with a range of partners and share a vision with them is currently taking shape, as is a greater understanding of the Our Place approach

and what it can offer the school and the site as a whole, especially in terms of a more holistic and strategic approach to addressing community needs.

Early on, there was a focus on providing out-of-school hours enrichment activities for children. Most children did not attend the Out-of-School Hours Club offered through the School because of its cost and/or their parents did not work and hence did not need care after school.

However, given a strong perception that the playgrounds on the housing estate were not safe for children, the Community Facilitator, using funding provided by IOOF, engaged YMCA to coordinate basketball and soccer activities after school and during holidays on the new school grounds. The high take-up of these activities over time is an indication of the demand for the provision of ongoing, continual enrichment activities for children when barriers are removed and the concerns of the community are addressed. >

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We think in terms of how we can change lives, that is how we have to think with the most at-risk kids in our community.

Principal, Carlton Primary School

› EARLY LEARNING CENTRE ESTABLISHMENT

While the transformation of the existing school into an Our Place site has been relatively smooth, the establishment of the new early learning centre has involved some challenges. The CoM initiated a tender process inviting interested early learning providers to submit an expression of interest.

This process resulted in Gowrie Victoria being the preferred provider. However, contractual leasing arrangement and staff changes within CoM meant that the process was not completed until almost two years after the introduction of Our Place staff onsite.

The time taken to establish the ELC was also reflective of the significant transition process of moving an existing service to a new location. This also involved the introduction of a new provider – a changeover of business from a CoM-managed service to one provided by a third party – which presented a range of issues that impacted on timing. The original service was a long day care service in Drummond Street that was managed by CoM that closed at the end of 2019.

Gowrie Victoria worked with CoM to support families to enrol at the new service at Carlton Learning Precinct as a starting point. There were around 50-60% of families that moved over to begin with, however, no staff transitioned over despite having the opportunity to apply.

Following their appointment, Gowrie Victoria leadership met with key Our Place staff onsite to learn more about the approach and how the work played out in other sites. At this time they also commenced the requirement of a new team of early childhood educators, many of whom were from the local community themselves.

Following the appointment of Gowrie Victoria as the third-party early learning provider at Carlton, a visit from Carlton Primary school staff to Gowrie's centre in Melbourne's Docklands was arranged in 2019, marking the beginning of their relationship.

"We were very interested in being involved with Carlton as it aligned with our strategic plan, as it showcased best practice in delivery and partnership. It was really exciting for us as an organisation as co-location helps us achieve our purpose of high quality early childhood across both health and education." (Executive Manager – Early Learning, Gowrie Victoria)

By March 2020 there were 16 staff recruited, however plans to grow the team further were affected by COVID-19. Since 2020 there have been a number of staff changes. There are currently 28 staff employed (25 full-time equivalent).

The ELC started with low numbers of children which supported the establishment of new processes and allowed time to settle families in. By the beginning of March 2020,

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We purposely recruited people from the community as well as people with experience. We were very mindful of having context expertise in the team and have some of the team that have come from the community or worked directly with the community in the past. We started the recruitment process in October and ran through to December.

Executive Manager –
Early Learning, Gowrie Victoria

and before the COVID-19 restrictions first came into place, the 98-place service was at 70% occupancy, with 24 sessional kinder places at full capacity. At this time approximately 20-30% of families enrolled in the school and/or living in the housing estate were accessing sessional kinder.

"Having all new families at the same time with a new team has been a challenge, particularly in supporting staff to support families." (Executive Manager – Early Learning, Gowrie Victoria)

Despite proposing a long day care approach for early learning as according to the Our Place approach, feedback from local families and initial service take-up indicated a strong preference for access to affordable sessional hours in the form of kindergarten. As a result, Gowrie Victoria made a deliberate decision to offer sessional kinder hours in addition to a long day care model.

"We were able to adapt sessional hours to suit the community. During our initial enrolment process we adapted our kindergarten program to meet the needs of the community of families." (Executive Manager – Early Learning, Gowrie Victoria)

Gowrie is used to working collaboratively and responded to the needs of the community by changing its usual practice of online enrolment and booking system with a deposit to be paid, to word of mouth. From their perspective, the fit with Gowrie and Carlton Primary School was a good one: ›

› “It feels like the School is very aligned with our values, and in my experience that doesn’t always happen. They really seem to value the early years philosophy and we are talking about sharing some of our assessment tools.” (Service Manager, Gowrie Victoria Carlton)

COMMUNITY SERVICES

The space built for CoM family services programs was complete in November 2019. This area now features a MCH room, family services consulting rooms, playgroup spaces and a large welcoming community space. A number of services operating on the school grounds have continued since the refurbishment of the building. One of them is a supported multicultural playgroup acting as a soft entry point with no eligibility requirements. Since establishment the playgroup has been supported and provided by numerous agencies over a period of time and considered a key priority for the site. MCH is now located on site with two nurses. Also onsite are family support, family counselling and parenting support services, some of which is through the Child First model and some is funded through CoM.

Allied health services have also played a role in the suite of services available to support children and families at this site. The School was involved in organising intermittent support of a Speech Pathologist and has continually advocated for a paediatric fellow program to have a presence in Carlton. This was successful in 2019, and while the program was not funded in 2020, it has returned in 2021. In January 2020, a multicultural education aide was employed three days a week at the school, with two mornings at school reception and time in classrooms.

As mentioned above, afterschool enrichment activities commenced in 2019, in partnership with YMCA, with the introduction of out-of-school hours basketball and soccer activities. This was funded by the IOOF Foundation and a Community Safety Grant enabled this to be expanded in 2020. The School recruited an after-school enrichment coordinator and provided adapted remote opportunities for children to connect during the COVID-19 lockdown. Partnerships have been developed with various organisations, including Brotherhood of St Laurence and YMCA, to deliver a range of after school programs in 2021. Our Place worked with the School and parents to establish a Parent Ambassador Group. Growing this group is a focus for the site’s next steps.

THE PARTNERSHIP ROLE IN ACTIVATION

The work of the SIG since 2019 concentrated on overseeing the end of the building phase, finalising the leasing arrangements between DET and CoM, and appointing the third-party early learning provider, Gowrie Victoria. Gowrie’s involvement was confirmed in late 2019, becoming a SIG partner in November of that year. A few months prior to this, a second Community Facilitator joined the Our Place team who is a member of a cultural and linguistic group

shared with many local families, and has strong networks with community and service providers. Since its inception there have been a number of changeovers in Partnership Managers. Our Place acknowledges that this has disrupted the progress at the site.

While the SIG had been meeting together for over a year and knew each other well, it was important to make time for informal conversations between partners, even if it was at the local coffee shop. This was challenging because people were busy doing their own work. Spending time to work on the shared vision as a SIG, as well as a session on common language, helped to form bonds within the partnership. The shared vision originally developed prior to Gowrie Victoria’s appointment was supported by the early learning provider.

The SIG also looked at things they could share, like the Acknowledgement of Country and ways of working together. All partners remained committed to the Our Place approach throughout 2019, and by the end of the year were optimistic about the building phase being completed, the ELC opening in 2020 and the activation of the site as a whole commencing after a long lead-in time, with a strong team of three Our Place staff members.

The SIG was significantly interrupted during the 2020 pandemic, however significant work was completed by the partners to establish a number of strategic priorities for the site. The SIG also worked to support the school and early learning centre in moving towards their COVID-19 responses, including remote learning and COVID-19 safe practices.

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Even through the planning stage there has been a lot of focus on supporting vulnerable families and having a shared understanding of what that looks like. It’s something that we are committed to but it’s really nice to work with partners that share that same view. People can share that view on paper but actually enacting that is very different and really great to see.

Executive Manager -
Early Learning, Gowrie Victoria

LEARNINGS

two years on

Throughout its first years of operation, Our Place Carlton has overcome challenges in relation to operating in a vertical building, it has worked hard to partner with families and ensure parent voices are heard, and it has responded to the COVID-19 pandemic by supporting families and site partners throughout 2020.

WORKING TOGETHER IN A VERTICAL SETTING

Refurbishing a pre-existing, vertical school building has thrown up a number of challenges for the site to overcome. Much work has been done to ensure families are warmly welcomed into the building, despite its vertical design with school located on a different floor to the early learning/ community spaces.

While initially a challenge, partners noted that as the space began to open up, service providers on the site have started to understand each other's roles and different perspectives. To enable staff to get to know each other across the different floors, across the School and early learning centre, Our Place commenced hosting welcome breakfasts and morning teas for staff of the core on-site services in February 2020.

There was good representation from all site partners (Gowrie Victoria, CoM, Our Place and Carlton Primary School), including between 30-40 attendees, and the 90-minute event provided an informal opportunity for staff in the services to meet each other and commence the necessary relationship development.

Managers of services expressed an interest in making this a regular event with each of the site partners taking turns to host the event. It was intended that these events be regular, however this was halted in 2020 due to COVID-19. A second event was held in early 2021. Such events continue to work well to establish connections.

"The breakfast was an opportunity for all the staff on-site to meet each other. It was a low-key drop-in event. It had been six weeks since services have been operating below the School and very few teachers knew any of the staff downstairs due to the nature of work hours etc. The casual

stand-up mingling worked really well with everyone meeting new people from other services. I'm pleased to say there was very little encouragement needed. Gowrie ensured staff were released to attend for 15 minutes and then relieve others to do so. Of course, all the Gowrie staff are new to Carlton, so this was particularly great. Most CoM staff have just relocated from across the road and some school staff did know them. The atmosphere was very friendly. The best outcome is that both Gowrie and CoM suggested this become a regular event." (Community Facilitator, Our Place)

Additional effort has also been required of the Community Facilitators to be visible to families while working in vertical setting with multiple levels. For example, in 2021 the Community Facilitators were rostered at the reception desk downstairs daily each morning for an hour to welcome families.

PARTNERING WITH FAMILIES

Carlton Primary School has operated for many years as a welcoming place for its families, and the School's leadership has very high levels of engagement with families, including the Principal and Student and Family Wellbeing Coordinator welcoming and greeting all families by name each morning. This has built a warm and welcoming environment and has established a strong connection between families and school leadership.

Despite this high level of parent engagement, some parents did not feel comfortable to speak up about what they wanted and needed in the school. However, since Our Place started, there has been a significant increase in parent voice throughout the School. In 2019 a meeting was held with a group of parents to consult with them about a new parent space/room within the School. It was an opportunity to ask >

› parents what they would like to use the room for, along with any equipment and facilities they would like in there.

Community Facilitators were expecting parents to request things such as a coffee machine or couch and to be able to ‘hang out together’. Instead, parents said clearly that they would like a space for learning: parents wanted a quiet space within the School of their own where they could study or read. Parents also wanted to hold meetings in the space with teachers about how their children are going at school, what types of things they are doing in the classroom, and what they can do at home to help improve their children’s learning.

Community Facilitators attributed this change to the relationships that have been built over time with parents, especially through the parent ambassador program where workshops were held to unpack a range of issues (one of them being learning), and through fortnightly discussions around the school newsletter.

In addition, the new Community Facilitator speaks two languages common to many parents, which has meant parents were able to more confidently express their views in their first language thereby ensuring these views were properly heard and understood.

RESPONDING TO COVID-19

The COVID-19 response from the Our Place team in Carlton helped to strengthen their role in the community and on-site. When the cases of COVID-19 in the Carlton estate were escalating on the back of the North Melbourne/Flemington hard lockdown, all staff attended daily briefings and worked together to ensure a strong community engagement approach. Shortly after the Flemington housing estate was put into hard lockdown by the Victorian Government, the Carlton Local

Agencies Network (CLAN) (now called Carlton Community Network) mobilised to co-ordinate a COVID response team. At the time there was a spike of cases at the Carlton housing estate ultimately reaching 64 cases. The Carlton Our Place Team and their involvement in the CLAN meant the Community Facilitators attended daily briefings and played a key role in supporting families and site partners. A daily briefing was held throughout the crisis bringing together the knowledge of the different organisations.

The COVID-19 response team lobbied hard to get door-to-door testing as many residents were afraid of testing sites. Many of the residents work in the casual workforce, and this exacerbated the issues in the housing estates. Masks were delivered early on in the outbreak.

Families were not getting follow up texts/calls about what to do in the circumstance of a positive result. CLAN developed a leaflet that highlighted services available to the community, translated into nine languages.

Our Place identified a cohort of children that had been forgotten; those not attending kindergarten and their families. Work was done around how to support the families who usually attend playgroups and various programs that are not able to operate under COVID.

“The whole school adjusted really quickly, that was good. In our household ...there was a fair bit of anxiety in our family about what was going on out in the community and what our fears were. We were trying to avoid putting the fright into [child] and let him know that things were okay. The School did that quite well, a fairly smooth transition and a projection of calm and confident business as usual that your learning’s going to keep going and maintain continuity under very difficult circumstances.” (Parent)

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Residents were at the centre of the response. Voices of community were elevated to give agency to their interactions with bureaucracy (i.e. DHHS). Lots of fear remains within the housing estate due to the cramped nature of living quarters. 18 residents were appointed and paid in key advisory roles to communicate COVID information to residents.

Partnership Manager, Our Place

NEXT STEPS IN continuing the journey

The impact of the COVID-19 pandemic on families living in Carlton has been significant, with many experiencing unemployment and challenges with remote learning.

Families at the site experienced firsthand some of Melbourne's harshest restrictions when a selection of housing towers went into 'hard lockdown' in July 2020. Despite this, there are clear goals to grow the School, integrate the services on-site and provide a seamless experience for families from the birth of their child to school.

SERVICE INTEGRATION

When opened in January 2020, the site included an early learning centre, MCH, family services, supported playgroup and school. The biggest playgroups are those run by Save the Children for vulnerable families with between 15-20 children per group. CoM also facilitates 'small talk' playgroups, supported playgroups designed to help parents to enhance the home learning environment for their children, while also providing ideas for self-care and links to services.

Partners are hopeful that there is a high level of collaboration across all services on-site, with a shared, collective vision to support children from birth to reach their highest potential.

The level of integration between the services on-site, particularly between early learning and school, is a key focus moving forward. To begin with, developing a shared language around what it means to be 'school ready' and that the continuum of learning begins from birth to school, and understanding the value of play-based learning is a focus.

"Family Services have a long-standing partnership with Carlton Primary School of which we are looking forward to strengthening by being co-located. Staff have visited both Doveton College and Bridgewood Our Place and see how they are both different and unique to each location." (Director - Community Services, CoM)

PROVIDING A SAFE AND WELCOMING SPACE FOR FAMILIES

A consistent concern amongst families living in the Carlton flats is the perceived lack of safety, especially for their

children. Families consulted by the Our Place team in Carlton expressed that safety is a top concern, particularly in relation to racial abuse and drug use. Implementing the Our Place approach at Carlton in a newly designed building will in effect create a community hub, providing a welcoming and safe place for children and families to learn and play.

"Building up Our Place in the community so that people can come in and see that it's a welcoming and safer place and we can support them. That is a real barrier and challenge for families at the moment." (Research and Evaluation Director, Our Place) >

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We've started doing some longer term thinking about how to engage the School to come into the space, like maybe getting year 5s or 6s to do reading with the children. Same with MCH nurses, what opportunities will they have to spend time in that space and potentially do three-and-a-half-year-old checks and things like that they can do in the context of play-based learning.

Executive Manager -
Early Learning, Gowrie Victoria

› Ensuring the Carlton Our Place site is a welcoming and safer space also includes being culturally inclusive. When families see staff members, such as the Our Place Community Facilitator, who represent their own community, this increases their sense of belonging.

“When families see that there are people who understand their needs, and the needs of their children, that removes a lot of barriers. The more we speak to and help staff with cultural competence, the better their understanding gets and helps create a sense of belonging for families.” (Partnership Manager, Our Place)

Providing a welcoming and safer space for adults to learn is also a top priority for the site. “If adult education is something that eventuates over a period of time it will offer some good things for people living on the estate like employment and language and literacy skills. It’s a great opportunity for CoM to learn from an integrated site.” (Director - Community Services, CoM)

IMPLEMENTING THE EARLY YEARS QUALITY PRACTICE

In 2019 the opportunity to take part in the Early Years Quality Practice project with Our Place was provided to the Carlton site and was enthusiastically taken up.

With grant funding from the Helen Macpherson Smith Trust, the project translates research into practice through the implementation of the Early Years Quality Practice Framework (EYQPF) in five Our Place sites for three years.

The EYQPF seeks to increase educator’s knowledge and capacity, support practice change and service quality and most importantly, improve child outcomes. The project is due to commence in five sites in mid-2021, with interest from both the early learning and school sector in Carlton.

CONCLUSION

JOURNEY REPORT

conclusion

This report describes the Carlton Our Place site’s journey from its original conception to the end of its first two years of operation. The journey is still underway, and it is important to recognise that it takes considerable time to make progress in the different Our Place elements and outcome areas.

Carlton has made headway in many of the elements, including early years and schooling provision, as well as providing some wrap-around health and wellbeing services provided by CoM. Future work will focus on growing the school, further service integration and providing a safe space for children and families to learn and play. Supporting these achievements has been a long-standing vision and commitment from both Carlton Primary School and CoM.

With the inclusion of Gowrie into the partnership in the past year, a new partnership has been formed which will continue to strengthen and guide the implementation of the Our Place approach at Carlton.

In working towards its next steps, the Carlton SIG has a clear plan forward for the next three years and beyond and is beginning to reflect on its progress to date.



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Our Place's vision is that all children and their families succeed in life.

ourplace
education is the key to the door

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