



2022 ROADMAP

Looking Back and Moving Forward



OUR VISION

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.

Evidence indicates that education is the key to lifting the aspirations and improving the lives of children and their families.

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

We aim to reshape the service system by influencing changes in policies and practices that address the structural causes of disadvantage.

We refer to our role as 'The Glue', as we facilitate partnerships that enable the school to be the central place for learning and support services that overcome barriers to educational achievement.

Our Place is an initiative of the Colman Education Foundation. Through the Foundation's ten-year partnership with the Victorian State Government, Our Place is being implemented in ten school sites across Victoria, with the support of philanthropic partners.



COMMITMENT TO INCLUSIVITY AND RECONCILIATION

Our Place welcomes families and children of any background, culture, language, religion, ability, gender and sexuality.

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.

CONTENTS

Message from the Chief Executive Officer	4
Message from the Executive Director, Services	5
Our Approach	6
Looking back – 2021 Key Organisation Achievements	10
Moving forward – 2022 Strategic Priorities	12
Services	14
Research and Evaluation	16
Our Place sites	18
Bridgewood	20
Carlton	22
Doveton	24
Frankston North	26
Mooroopna	28
Morwell	30
Northern Bay	32
Robinvale	34
Seymour	36
Westall	38
Partners	40
Publications	41
Our team	42





MESSAGE FROM THE CHIEF EXECUTIVE OFFICER

Strong, trusting relationships built through face-to-face interactions are at the heart of all successful place-based initiatives.

So, it is not surprising that the restrictions imposed by the pandemic have presented a challenging environment to strengthen and create such relationships. With most Our Place sites still in an early stage of their implementation, the impact of the pandemic on our ability to undertake our core activities cannot be overstated.

However, another characteristic of successful place-based initiatives is understanding and adapting to local context. With experiences and lessons learned from 2020, and in conjunction with our partners, we have continued to make good progress in many areas and find ways to support our communities despite COVID restrictions.

One of the notable achievements for our organisation during the past 12 months was working with our government partners, Department of Education and Training, to secure access to government-held data to support evaluation of Our Place.

Another significant milestone during the year was Paul Ramsay Foundation's decision to extend their support for the long term by committing funding for our backbone team. This funding supports our sites to maintain fidelity of the Our Place approach, capture data to document progress and outcomes, and provide the ability to explore opportunities for broader, positive change. Through their contribution, and the ongoing support of other funding partners, we have been able to grow the team and prepare for returning to full, on-site implementation.

As many others have observed, our team have witnessed significant impacts of the pandemic on the most vulnerable members of society, leading to new and/or increased barriers to school attendance, participation and engagement in services and activities. Properly understanding these barriers and working together with partners to overcome them will be an important feature of our work during 2022.

This knowledge only strengthens the rationale and importance of Our Place in the communities where we are working. However, we recognise that returning to face-to-face engagement is not simply a case of picking up where we left off prior to remote learning and adults being unable to attend school sites.

To provide the right support and collaborate effectively, we know a concerted effort is required to reconnect with families, partners and service providers to understand their challenges and circumstances.

So while our plans have been disrupted, most notably in terms of onsite implementation, the work we need to do remains valid and necessary so we are updating and refining our plans to account for the progress we have made, the new Covid-normal environment and emerging needs in our communities.

I would finally like to acknowledge the ongoing support and commitment of our employees and partners during the past year. Few expected 2021 would be as challenging, if not more challenging, than 2020 on both a personal and professional level.

The care and concern for one another that we have observed throughout the year has provided the encouragement and resolve to pursue our vision of all children and families succeeding in life.

As a result, Our Place is well-positioned to embrace whatever 2022 will bring and will continue to support the families and communities we work with.

Sean Cory, Chief Executive Officer



MESSAGE FROM THE EXECUTIVE DIRECTOR, SERVICES

Several significant successes come to mind in relation to our work across the Our Place communities in 2021, despite similar complexities and challenges faced in 2020. In many ways the impact of COVID was felt more strongly in 2021, for both professionals and families, due to the ongoing inconsistencies in being able to safely work in person with our communities.

This presented challenges with balancing our desire to support families during such a critical time, while maintaining the safety and wellbeing of our employees. We have continued to work tirelessly and creatively to support our communities wherever we can, continuing to adapt to new ways of working and providing virtual support.

Major milestones have been reached by strengthening partnership with government, site governance arrangements and strategic planning work. The strength of our relationship with our partners from the Department of Education and Training, and the members of the Inter-Departmental Committee, continues to grow, without which our achievements in 2021 would be limited.

All ten sites now have formalised Site Partnership Groups, who work together to oversee the implementation of the Our Place approach. All sites have completed a comprehensive round of consultations with both community and agencies, which has led to the development of a set of locally relevant site-based priorities. Strategic plans have been developed based on these priorities which link directly to our long-term outcomes for children, families and communities.

Our Place's involvement at Bridgewood ended in December 2021. Since opening in 2018, our work at Bridgewood has provided a valuable opportunity to learn more about the preconditions required for successful partnerships across government and community sectors. I thank the Bridgewood team's wonderful efforts to engage with and support the local community.

2021 also denotes the tenth year of our lighthouse site, Doveton College. It is a great achievement to think that Doveton College has been open for this long, helping to support and transform the lives of many children and families over a decade. During the year, Doveton

transitioned from the original MOU to the Our Place DET Colman Foundation partnership agreement. As a result, steps have begun to align with the broader, state-wide Our Place approach, including developing a Site Operating Agreement, a refresh of School Council, and the establishment of a new Site Partnership Group.

A key focus of Our Place's work in 2021 has been the concept of Continuity of Learning as a future approach to supporting children aged 0-8 on their journey from early learning through to primary school. We published a paper in May to call for greater collaboration between the early learning and school systems. This is especially critical in the communities that Our Place supports, where children experiencing disadvantage need every opportunity to thrive. Planning is also underway to extend the continuity of learning concept through exploration of consistent assessment practices in early learning and schools in 2022.

In reflecting on 2021, I would particularly like to acknowledge the ongoing work of the very committed school Principals at our sites. Throughout this trying period, Principals have been extremely supportive and generous in working with Our Place site teams and enabled us to provide support in highly complex situations.

Finally, I wish to acknowledge our international partners who have continued to support our work throughout 2021, in particular Sir Kevan Collins and Professor Jane Bertrand. We are grateful for all our partners' support and belief in the Our Place approach.

June McLoughlin, Executive Director, Services

OUR APPROACH

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 our lighthouse site at Doveton College, which commenced operation in 2012.

The evidence indicates that education is the key to lifting the 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).

- 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.

What are the desired outcomes?

Our 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 our 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.

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

How are these outcomes achieved?

Our 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

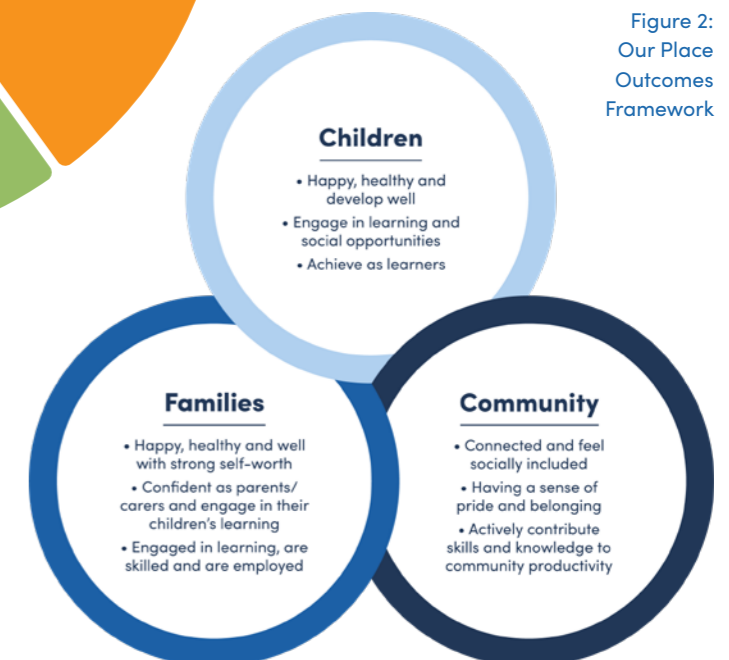
Support opportunities for families to engage in volunteering, formal and informal learning, and link them into employment pathways.

Figure 1: Our Place Elements



Figure 2: Our Place Outcomes Framework

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.



How does it all 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'.

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

Our expertise is building meaningful relationships and facilitating lasting partnerships with local leaders and the community to create opportunities for participation.

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.

What are the Implementation Phases?

Community collaboration helps forge a shared vision and plan for transforming the school into a community hub.

Our Place facilitates the collaboration and planning, provides engagement coordinators to deliver action on the ground, identifies and addresses barriers to implementation, and evaluates what is working and where further effort is needed.

Implementation of the evidence-based Elements follows a six-step cycle (Figure 3):

1. Build relationships and established shared commitment.
2. Understand the community and evidence the need.
3. Develop a shared vision and plan to drive change in the community.
4. Support 'joined-up' service implementation.
5. Provide ongoing implementation support.
6. Undertake a detailed review process after three years of implementation.

Our Place sites move through the phases of implementation together with their community. The status of each site's implementation phase are listed on pages 20-39.

How is the approach evaluated?

Our Place adopts an outcomes-based mindset to evaluation, meaning we 'start with the end in mind' and then define what success will look like and the strategies and actions required to get there. The Outcomes Framework sets out the results we seek to achieve in the long term, together with the evidence-based elements to be implemented across our sites and offers possible indicators to understand a) whether the approach was implemented as intended and b) to measure achievement or contribution towards the desired outcomes.

Our evaluation efforts align with this framework and seek to conduct both quantitative and qualitative evaluation activities across three primary areas: process, impact and economic value.

Process

Evaluates the fidelity of implementing the approach. Evaluation questions: How did we implement it, how well and with how much effort? Did we implement it the way we intended and in accordance with best practice?

Impact

Evaluates the effectiveness of the approach. Evaluation questions: How much change did we contribute to and what does this look like? Are children, families and communities better off as a result?

Economic

Evaluates the efficiency of the approach. Evaluation questions: To what extent is the approach efficient in producing positive outcomes? What value of investment does the model yield?

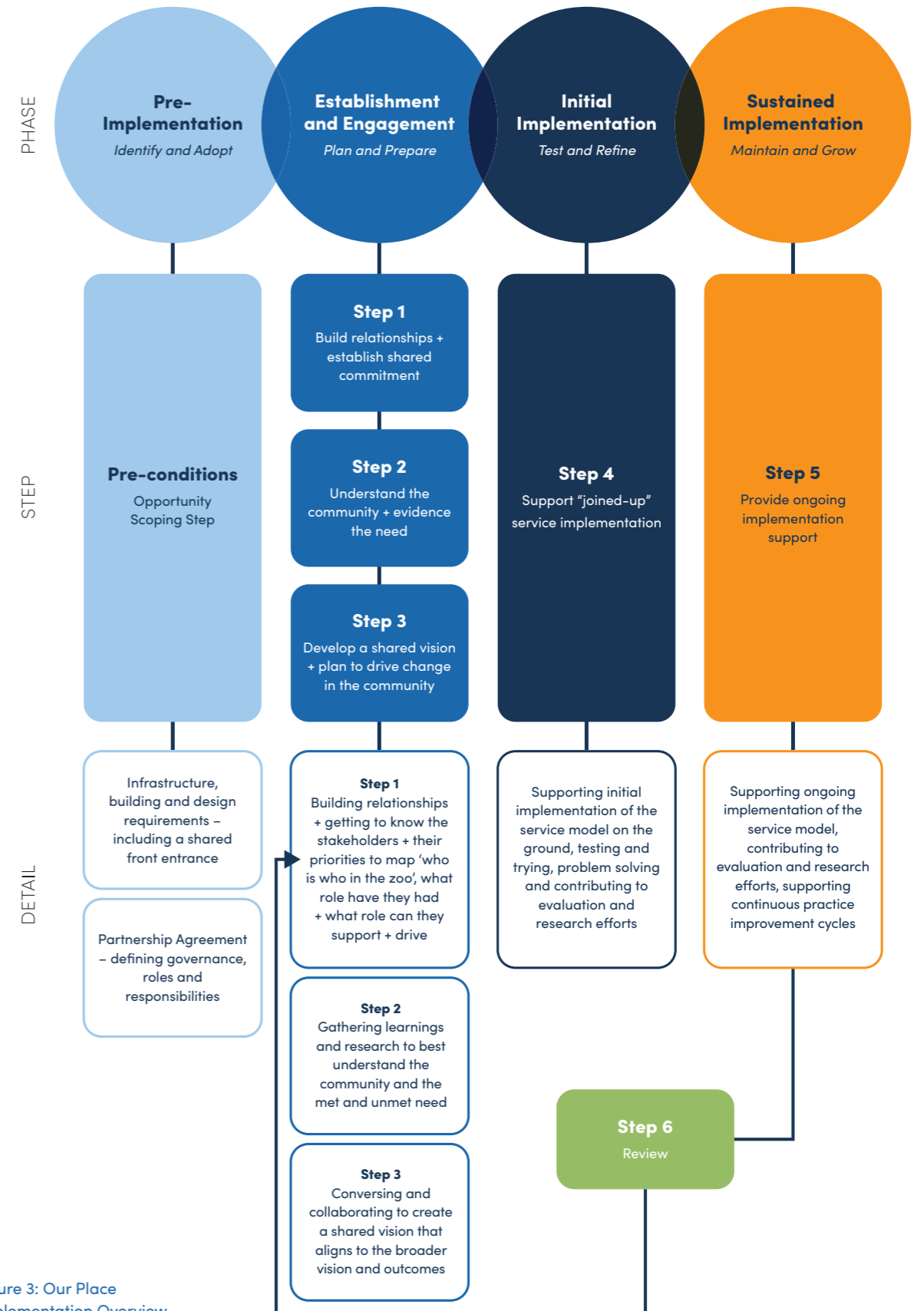
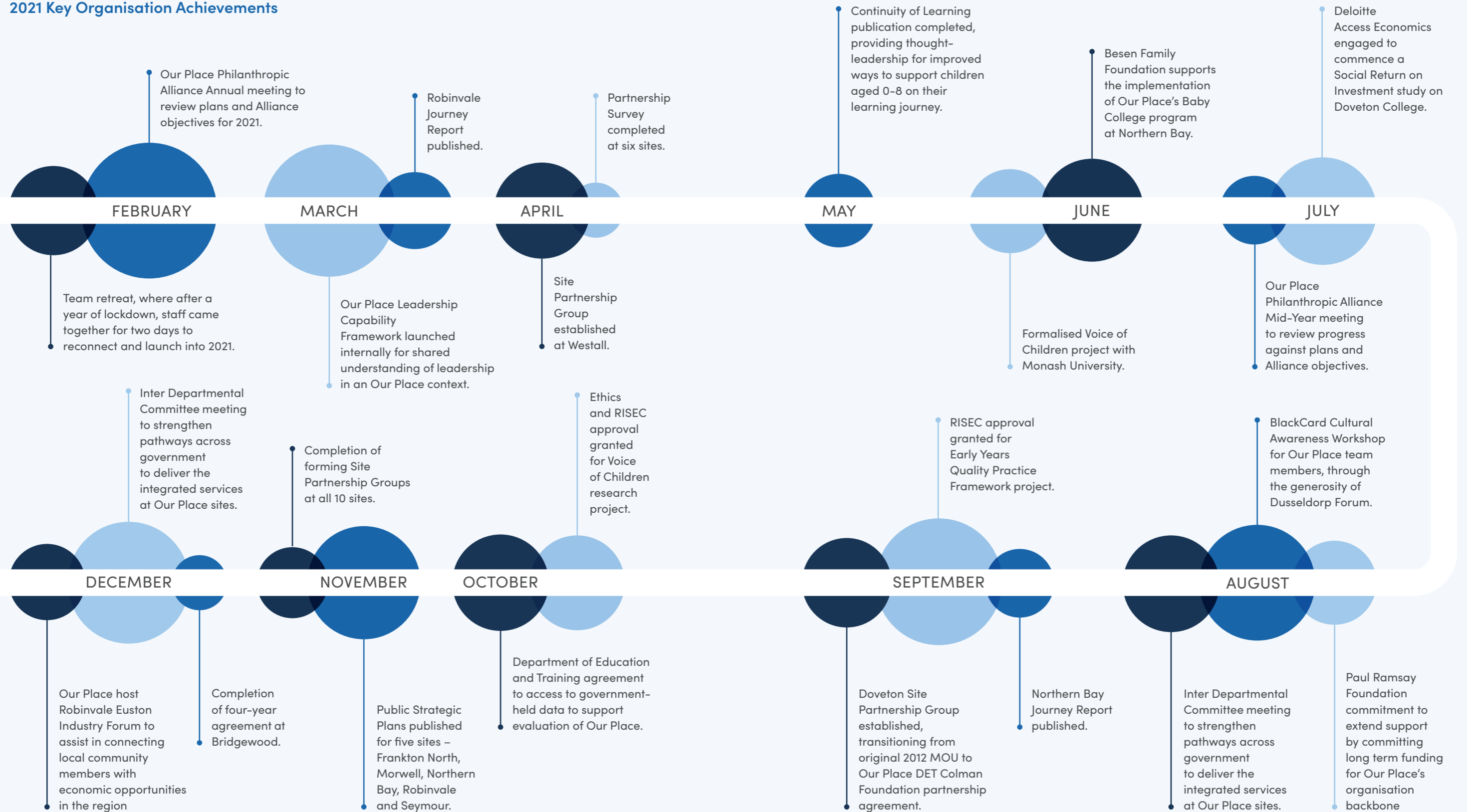


Figure 3: Our Place Implementation Overview

LOOKING BACK

2021 Key Organisation Achievements



MOVING FORWARD

Our strategy

The strategy to achieve our vision and mission consists of four pillars and three key enablers.

PILLARS



+



+



+



Demonstrate

We collaborate with schools and communities to faithfully implement our approach to improve educational achievement.

Evaluate

We measure, research and analyse the impact of our approach to learn and to create evidence for change.

Communicate

We document our expertise and share the evidence to enable clear understanding of the approach and its impacts.

Influence

We work with partners and policy makers to influence changes that help address structural causes of disadvantage.

GROWING IMPACT →

ENABLERS



Long-term government partnership

Provides infrastructure and governance to support our approach along with a platform to test and advocate for changes within the system.



Committed philanthropic partners

Provides long-term funding and enables collaboration with like-minded philanthropy organisations to pursue genuine system change.



Distinctive organisational capability

Develop internal capability to execute our strategy and leverage the capability of others to work differently for the benefit children and families.

2022 Strategic Priorities

To execute our strategy, the highest priority strategic objectives for Our Place in 2022 are *unchanged* from last year:

- 1 Effective implementation of the Our Place approach at all sites with fidelity.
- 2 Robust evaluation in place with data capture and reporting systems fully effective.
- 3 Timely and effective communication of Our Place approach and outcomes.
- 4 Continue to build organisation capacity and capability.

To achieve these objectives, our plans for 2022 include the following activities:

- Active planning and implementation of activities to reconnect with families, partners and service providers and to understand their challenges and circumstances.
- Continuing to ensure evidence-based practice in implementation across our sites, including in response to the any ongoing disruption to education in a 'COVID-normal scenario'.
- Ongoing capture and dissemination of evidence and best practice emerging at our sites to inform implementation of programs in Victoria and other jurisdictions.
- Completion of core evaluation and monitoring products, including a data dashboard, for all ten sites that are aligned to site strategic priorities to illustrate progress towards our targeted long-term outcomes, as well as enabling shared understanding of process and learnings.
- Working with government partners to identify outstanding resource needs for sites and infrastructure to enable our partnership to meet its objective over the long term.
- Recognition of achievements at Doveton College by all site partners in improving outcomes for children and families, including support to celebrate the 10-year anniversary.





SERVICES

Partnerships to implement with fidelity

As each site progresses through the implementation phases at different times and with its own group of stakeholders, it is paramount that we collaborate with communities to faithfully implement the Our Place approach.

Performing our role as 'The Glue', the Services team facilitates collaboration with schools, services partners and government to develop a shared vision to enable the implementation of the Our Place approach.

All ten sites now have formalised Site Partnership Groups, who work together to oversee the implementation of the Our Place approach. Each site has completed a comprehensive round of consultations with both community and agencies, which has led to the development of a set of locally relevant site-based priorities for each of our communities. Strategic plans have been developed based on these priorities which link directly to our long-term outcomes for children, families and communities.

In addition to the Site Partnership Groups, Our Place also facilitates leadership networks to bring together implementation leaders from each of the ten sites for professional learning and collegiate support. While the opportunities to do this have been curtailed in the past two years, we recognise the great benefit that these opportunities bring for peers around the state to share insights into the challenges and successes of implementation the Our Place approach.

In 2022 we intend to prioritise regular meetings of the Our Place Principals Network, Early Learning Services Network and the Site Partnership Group Chairs Network

in collaboration with the Department of Education and Training. Recognising that Local Government is also a key stakeholder and supporter in each location, we aim to establish a forum to engage Local Government representatives as a group as well.

Continuity of Learning

In May 2021, Our Place released a thought leadership paper proposing a future approach to supporting children aged 0-8 on their learning journey. The premise of the Continuity of Learning approach focuses improving education outcomes by creating continuity from early learning through to primary school.

Continuity of Learning presents the case for removing the many barriers that prevent the delivery of an integrated and supportive experience for both children and families. At the heart of the paper is a call for greater collaboration between the early learning and school systems. This is especially critical in the communities that Our Place and its partners support, where children experiencing disadvantage need every opportunity to thrive.

This paper outlines four essential components of a continuity of learning approach. These require the development of shared goals regarding knowledge, skills, values, attitudes and learning environments in the areas of:

- Organisational and professional continuity
- Curriculum continuity
- Pedagogical continuity
- Assessment continuity

In a local context, Our Place is working closely with the 10 partner sites to improve continuity between early learning and school. During 2022, Our Place will collaborate with national and international researchers and experts to share its learnings and develop additional resources to support this essential work.

Berry Street Education Model

Berry Street and Our Place have engaged an official partnership to support our joint priority of delivering trauma-informed education from early childhood through primary and secondary schooling. The partnership helps to equip educators and teachers at Our Place sites to deepen and/or develop skills in trauma-informed pedagogy to support children and families affected by trauma.

The partnership supports each organisation to have a greater impact through supporting the delivery and development of trauma-informed early childhood education, and trauma-informed pedagogy in primary and secondary schools. Our work will also further the evidence and understanding of the benefit of trauma-informed early childhood education and adult education. Finally, the partnership will support both Berry Street and Our Place's efforts to support broader system-level shifts that hold significant implications for service delivery, operating environments, and key stakeholders including children, families, and communities.

Into 2022, Our Place Partnership Managers will coordinate contact with onsite Centre Directors and the Berry Street team in order to deliver training for early childhood educators. Through site-specific groups, Our

Place will also facilitate discussions to distil essential learnings from the early implementation of the Berry Street Education Model in early years settings.

Baby College

Baby College is an Our Place program that supports vulnerable mothers for 12 months during prenatal and early postnatal periods to improve their child's developmental outcomes. Mothers who are experiencing disadvantage often lack access to critical services and supports such as antenatal, first-time parents' groups and intensive parenting supports.

The Baby College program sits within the Early engagement and intervention aspect of the High Quality Early learning Health and Development element of the Our place approach. It was developed in response to the needs of families in Doveton and with the help of locally based partners is being scaled up to a number of Our Place sites.

In 2021 Baby College was being delivered in our Robinvale site and preparation was in place for Northern Bay. In 2022, we expect that it will be available to families in our Robinvale, Northern Bay and Morwell locations and is being scoped for delivery in an additional three locations.

Focusing on early engagement and prevention, Baby College is designed to connect parents with support from late pregnancy through early parenting. Facilitators with early childhood and parenting expertise support the building of strong parent-child relationships through delivery of a flexible evidenced-based curriculum that is family-centred. Families have access to regular support in a weekly group setting.



RESEARCH AND EVALUATION

Key achievements in documenting our work

Capturing the rich stories, learnings and changes experienced by children, families and communities in Our Place sites has continued throughout 2021. As the depth of work on the ground has expanded across our ten sites, so too have our endeavours to document how this work is being carried out in ten unique settings, while also ensuring we are set up to measure the long-term impact of Our Place.

Despite the continued challenges faced due to COVID, significant achievements have been made to continue to implement the existing evaluation framework, capturing instances of success along the way at both individual, site and Our Place-wide levels. Given the long-term nature of our outcomes, it is important to be reminded that the pandemic has, and will continue to have, an impact on the achievement of these outcomes, and the time it will take to contribute to positive change.

Stories, documentation and data

Detailed documentation of the **implementation of the Our Place approach** across all ten sites has occurred. This has included documenting and quantifying how sites have been implementing the approach within their communities and providing early evidence regarding implementation fidelity. Importantly, analysis of site implementation progress across all ten sites since 2020 demonstrates that each site has moved at least one step in the implementation cycle since 2020. Most sites

are now either 'ready to' or 'ready to re-engage' with implementation on the ground, which is Step 4 of the 6-step Implementation cycle.

The **Journey Report** series has continued to offer rich narratives and backstories about how each site was selected and established. These were publicly released for Robinvale, Northern Bay and Carlton, in addition to a follow-up for Bridgewood signifying the completion of Our Place involvement in the site. Reports for remaining sites will be of priority for 2022.

We have continued to collect **stories evidencing instances of change** using the most significant change methodology. These stories consistently demonstrate the value of Our Place staff onsite playing the role of 'The Glue' or connector between families and service providers. These stories have also shown the adaptability of sites to continue to support families throughout the limitations of lockdowns.

Surveys exploring the strength of the partnership groups operating at each site were conducted during 2021, demonstrating that most sites were operating strongly in terms of meetings and having a clear and common partnership purpose. These surveys will continue to provide a rich source of information over time.

Collaborative work by Our Place and the Performance and Evaluation Division (PED) of the Victorian Department of Education and Training (DET) has led to the successful attainment of needed **child-related data**

for 2019 and 2020. Currently being processed, this will support the population of an **Our Place Report Card** as well as individual site **Dashboards** to demonstrate site progress against long-term outcomes at an impact level, while allowing for comparison over time and across sites. Efforts to obtain available data from a range of other sources and associated government departments will be a focus for 2022.

Efforts to capture and report on activity and support with families and community members at the individual site level have remained steadfast. Effectively measuring engagement and participation with each community on the ground will provide early indicators of success of the Our Place approach. We have continued to develop and populate an internal data platform to support local level data capture, in readiness for the return of activity on sites in 2022.

Together, these stories, data collection and documentation of learnings to date help us understand where we have started this journey, whilst the continual evaluation and monitoring over time will enable us to measure the contribution Our Place makes to children, families and communities as the initiatives takes shape and into the long-term.

Supporting research into practice

With regards to translating research into practice, we had anticipated implementing the **Early Years Quality Practice Framework Project (EYQPF)** in partnership with

the University of Wollongong in five of our sites during 2021, however COVID has delayed this.

Similarly, we had anticipated commencing onsite work during 2021 in partnership with Monash University to collect and document the **Voice of Children** within early learning settings across all Our Place sites.

Despite these delays, these research projects have been approved by Human Research in Ethics Committees (HREC) and the Research Division of DET. We anticipate on-the-ground data collection and research will commence in 2022 pending pandemic restrictions.

Growing the evidence base

To strengthen the evidence base underpinning the Our Place approach, during 2021 we explored potential funding options to support an expanded longitudinal 10-year evaluation of Our Place. In recognition of the challenges imposed by COVID, we are currently exploring smaller, bespoke project opportunities to progress components of the expanded evaluation in the short term.

In 2022, Our Place will aim to reassemble our **International Expert Advisory Group (IEAG)** to reflect on the multitude of learnings and achievements even at this early stage and seek advice in relation to future evaluation activities and forward research agenda plans that will best serve our commitment to ensuring children and their families succeed in life.

OUR PLACE SITES

Our Place is being implemented in ten school sites across Victoria.



	Composition	Number of students enrolled ^a	% of students with a language background other than English ^a	% of students identify as Aboriginal or Torres Strait Islander ^a	Index of Community Socio-Educational Advantage (ICSEA) ^a
1 Bridgewood Primary School	P-6	541	40%	2%	1028
2 Carlton Primary School	P-6	119	91%	3%	947
3 Doveton College	ELC-9	706	65%	7%	909
4 Aldercourt Primary School	P-6	193	19%	5%	926
4 Mahogany Rise Primary School	P-6	137	10%	7%	922
4 Monterey Secondary College	7-12	268	9%	4%	931
5 Mooroopna Primary School	P-6	231	10%	18%	903
6 Morwell Central Primary School	P-6	389	14%	12%	910
6 Morwell Park Primary School	P-6	387	9%	16%	906
7 Northern Bay College, Wexford Campus	P-8	537	34%	9%	882 ^b
8 Robinvale College	P-12	333	32%	31%	861
9 Seymour College	P-12	692	5%	8%	937
10 Westall Primary School	P-6	221	83%	4%	996

KEY

- 1 Bridgewood
- 2 Carlton
- 3 Doveton
- 4 Frankston North
- 5 Mooroopna
- 6 Morwell
- 7 Northern Bay
- 8 Robinvale
- 9 Seymour
- 10 Westall

^aData sourced from Australian Curriculum, Assessment and Reporting Authority (ACARA) 2020. My school at myschool.edu.au
^bICSEA gives an indication of the level of the school's education advantage based on parents' occupation, parents' education, a school's geographical region and proportion of Indigenous students. The average score is 1000. Lower the score, the lower the schools' educational advantage. ^cICSEA represents all Northern Bay College campuses, while all other data represents the Wexford campus only.



BRIDGEWOOD

IMPLEMENTATION PHASE

Transition to operation without Our Place involvement

SITE PARTNERSHIP GROUP (SPG)

Bridgewood Primary School, Early Childhood Management Services (ECMS), Cardinia Shire Council and Department of Education and Training, Department of Families, Fairness and Housing and Colman Education Foundation (Our Place).

2021 – Looking back

- Completion of transition plan for Bridgewood site to sustain the benefits gained from Our Place support from 2018 to 2021.
- Bridgewood Primary School appoints additional staff member to continue family engagement strategies and practitioner relationships established on the site, in recognition of the value that the facilitation work of Our Place has provided to the community.
- Adoption of site-wide warm referral protocols by key partners which will help sustain the seamless access to support for families.
- Capacity building work undertaken with volunteers who will oversee ongoing engagement activities in 2022.

2022 – Moving Forward

Our Place's involvement at Bridgewood Primary School ended in December 2021, as intended under our shared agreement with the Department of Education and Training.

Since commencing in 2018, our work at Bridgewood has provided a valuable opportunity to learn more about the preconditions required for successful partnerships across government and community sectors.

An illustration of the contribution of Our Place is reflected in Bridgewood Primary School's decision to create a new role and employ a Community Engagement Officer to continue supporting families and the local community.

Our Place has engaged constructively with the Bridgewood partnership group to ensure a smooth transition.

Wrap-around health and wellbeing services support families

Families are benefiting from easy access to a range of health and wellbeing services under one roof

The Bridgewood Primary School and Child and Family Integrated Centre has been designed for seamless delivery of health and wellbeing services. By co-locating these services, children and families are able to access the services they need, when they need them.

Best practice collaboration

For practitioners, this means being embedded within the site and working collaboratively with others, including kindergarten educators. One example of best practice collaboration: having joint services onsite allows for either an occupational therapist or speech pathologist to attend the kindergarten weekly. The benefits are felt by the educators, practitioners and families.

Supporting children's development

Regular kindergarten visits mean practitioners have direct contact with families, kindergarten educators and school staff. This model encourages a wrap-around service that keeps professionals working toward agreed goals for a child. Practitioners also provide advice and support to educators and this allows for early intervention in children's needs.

Educators can also provide valuable insights for practitioners given they work with the children closely and observe behaviours daily. Directly observing a

child within a social and educational setting assists practitioners to gain a better understanding of their unique needs.

Additional family support

Families who attend health and wellbeing services at Bridgewood often require additional supports. With this unified model, they can be referred to other services in a personal, integrated way. This ensures families feel welcomed and supported and results in a more successful uptake of services.

Wrap-around Health and Wellbeing Services

Wrap-around Health and Wellbeing Services is one of the five evidence-based Elements that are central to the Our Place approach. Families and professionals alike benefit from the Our Place role in integrating human services. The key features of this element are:

- core health services delivered through the school platform, including maternal-child health, allied health and family wellbeing.
- additional services provided reflecting the priorities and needs of the community – delivered on the school site or through established partnerships to address service gaps.
- families only telling their story once and being supported to access and receive services in a coordinated, efficient and effective way.
- warm, welcoming referral protocols in place across the site.





CARLTON

IMPLEMENTATION PHASE

Initial Implementation – Step Four

SITE PRIORITIES

1. Children in the Carlton community grow up healthy and happy.
2. Children are engaged and supported in their learning.
3. Families are supported and connected to their children's learning.
4. Families in Carlton feel connected to the community.

SITE PARTNERSHIP GROUP (SPG)

Carlton Primary School, Gowrie Victoria, City of Melbourne, cohealth, Department of Education and Training, Department of Families, Fairness and Housing and Colman Education Foundation (Our Place).

FUNDING PARTNERS

Ray & Margaret Wilson Foundation and IOOF Foundation.

← 2021 – Looking back

- Completion of shared three-year Strategic Plan based on local data and community feedback, confirming shared priorities for implementation in the years ahead.
- Completion of reception space for Carlton Learning Precinct which will provide a shared, welcoming space for parents and children.
- Four new ongoing adult engagement activities delivered by volunteers. After Hours Engagement and Enrichment activities and some adult engagement programs maintained through COVID with pivot to online delivery to enable ongoing connection.
- The addition of cohealth to the Site Partnership Group to support progress in wrap-around health and wellbeing strategies.

→ 2022 – Moving Forward

- Establish the Parent Advisory Group and ensuring onsite offerings continue to be responsive to community need.
- Focus on adult learning opportunities onsite including Health Literacy and Adult Education in collaboration with our community partners.
- Embed onsite delivery of children's Allied Health and pilot a new consultation model for Royal Children's Hospital fellows onsite.
- Focus with partners on identifying and connecting with families that have limited engagement with learning and support opportunities in the early years.
- Work in partnership with the local early learning service to recommence efforts to implement the Early Years Quality Practice Framework Project (EYQPF), which integrates early learning assessments and research into everyday practice to support child development and the quality of educators.

Carlton Primary School partners collaborate in High-quality Schooling

Our Place Community Facilitators identified an emerging need to provide families with assistance during COVID-mandated remote learning

This need was particularly prevalent for single parent families who have younger pre-school children requiring care and supervision. Many of these parents have limited English and were having difficulty in comprehending remote learning tasks.

Homework club

Our Place Community Facilitators identified a service to address this need – a homework club being offered by The Church of All Nations. They reached out to learn how this service was being delivered to families during COVID lockdowns and restrictions. The homework club was operating remotely online and was seeking to increase the number of participants, as they had many trained volunteers waiting to be matched with students.

Our Place role

In our role as the 'glue' that binds services together, Our Place coordinated the referral processes and discussions between Carlton Primary School, The Church of All Nations and the families. More than 15 children have connected with the homework club, with additional families making enquiries to join. Children receive a minimum of one hour per week of one-on-one support with a trained volunteer tutor. Carlton Primary School

has also supported the homework club by sharing learning materials and modules. Volunteer tutors can now plan content that aligns with what the children are currently learning at school. Feedback from parents has been very positive. This support has significantly reduced stress within households and has ensured that students remain engaged in their education during the challenges of remote learning.

Our continuing support

Recognising the many benefits of the homework club, and its engagement by families, the homework club is exploring opportunities to become an ongoing offering on-site, delivered in person. This offering will include an opportunity for parents to attend and connect socially with other parents in the same boat.

High-quality Schooling

High-quality Schooling is one of the five evidence-based Elements that are central to the Our Place approach. Our Place supports high-quality teaching and learning environments that ensure each child receives the support they need to achieve and thrive. The key features of this element are:

- parents engaged in children's learning, with strengthened belief in the importance of education.
- positive school culture and support for student wellbeing.
- strong leadership across the school that raises expectations for children's learning and development.





DOVETON

IMPLEMENTATION PHASE

Sustained implementation – Steps Five and Six

FUNDING PARTNER

IOOF Foundation.

SITE PARTNERSHIP GROUP (SPG)

Doveton College, Doveton Neighbourhood Learning Centre, City of Casey, Save the Children, Monash Health, Casey Aboriginal Gathering Place, Department of Education and Training, Department of Families, Fairness and Housing and Colman Education Foundation (Our Place).

2021 – Looking back

- Establishment of Doveton Site Partnership Group as part of Doveton's adoption of the broader Our Place Approach governance structure.
- Maintained connection with community, providing up to date information about access to services and supports throughout the lockdowns.
- Negotiated interim alternate venues to sustain adult engagement activities while school sites unavailable due to COVID restrictions.
- Consultation with local community members, service providers and agencies to inform development of strategies priorities for 2022 – 2026.
- Maintained adult engagement activities and English conversation classes online through lockdowns.

2022 – Moving Forward

- Completion of shared three-year Strategic Plan based on local data and community feedback, confirming priorities for implementation in the years ahead.
- Re-engage with existing families and create new relationships with parents and carers, through activities and adult learning opportunities onsite.
- Exploring a Continuity of Learning approach across the Early learning and primary school settings,
- In partnership with Doveton Early Learning Centre, continue implementing the Early Years Quality Practice Framework Project (EYQPF), which integrates early learning assessments and research into everyday practice to support child development and quality of educators.

Collaborative solution overcomes COVID barriers for adult learners in Doveton

Adult learners within the English as an Additional Language (EAL) classes were unable to complete their assessments – until a creative resolution was found. The Doveton community has long been accessing adult EAL classes delivered by a registered training organisation (RTO) at Doveton College and Hallam Senior College. Classes have traditionally been held on-site in a family-friendly classroom, five days per week.

COVID restrictions

Due to COVID restrictions, classes shifted from classroom delivery to remote learning. Interest remained high, but the transition led to challenges with assessments, which were unable to be completed online. These assessments are a requirement for students to progress and complete the course. When COVID restrictions allowed for a return to face-to-face education for primary and secondary school students, there remained a barrier for the EAL classes, as they could not return on site. The return to site for the EAL class was not possible due to the Department of Education and Training's policies regarding no non-essential adults being allowed on the school grounds.

Our Place role

In our role as the 'glue' that binds services together, Our Place facilitated discussions with Doveton

Neighbourhood Learning Center (DNLC) and the community-based RTO. Through our collaborative problem solving, we found a solution – a plan for EAL classes to be taught in person at the DNLC. This arrangement also enabled adult EAL participants to undertake assessments in person at the DNLC.

Future potential

A long-term aspiration for Doveton College has been to strengthen the community's relationship with the nearby DNLC. This aspiration is now coming to fruition through this arrangement. It has enabled DNLC to become a familiar and trusted resource for participants, which enables further engagement in additional adult education programs and services.

Adult Engagement and Learning

Adult Engagement and Learning is one of the five evidence-based Elements central to the Our Place approach. Our Place supports opportunities for families to engage in volunteering, formal and informal learning, and link them into employment pathways. The key features of this element are:

- parents and families are provided with opportunities for community participation.
- parents and carers are supported to take up adult learning opportunities.
- parents and carers are supported through pathways to employment.





FRANKSTON NORTH

IMPLEMENTATION PHASE

Initial Implementation – Step Four

SITE PRIORITIES

1. Children are supported to grow up healthy and happy.
2. Students are engaged and connected to learning.
3. Families are happy, healthy and well.

SITE PARTNERSHIP GROUP (SPG)

Aldercourt Primary School, Mahogany Rise Primary School, Monterey Secondary College, Frankston City Council, Community Kinders Plus, Department of Education and Training, Brotherhood of St Laurence, Peninsula Health and Colman Foundation (Our Place).

FUNDING PARTNERS

RM Ansett Trust, as managed by Equity Trustees and The Ross Trust

2021 – Looking back

- Completion of the significant program of rebuilding the schools, which has included new welcoming entrances with space for families and children, consulting rooms, community rooms for parent and community engagement activities, as well as upgrades to existing facilities.
- Opening of the new kindergarten on Aldercourt site.
- New partnership established for on-site provision of health and wellbeing services including dental care, allied health and family counselling.
- Progress in adult engagement learning and employment pathways element through a new partnership with Jobs Victoria employment services for on-site presence for parents and partnership with Chisholm Foundation College to provide general education courses for adults on-site.

2022 – Moving Forward

- Re-engage with existing families and create new relationships with parents and carers, through a variety of onsite activities.
- Re-activate onsite allied health services for children, families, and the local community.
- Increase on-site opportunities for adult learning and support for learning and employment pathways.
- Expand the availability of antenatal and early parenting support on-site and in the local community.
- Increase the number of after-hours engagement and enrichment activities available for children on-site.
- Further embed the implementation of trauma informed practice in both schools and early learning services in partnership with Berry Street.

Employment support continues for the Frankston North Community

When the current employment service provider withdrew support, Our Place quickly acted so the community could continue to access employment support on school sites. Employment support for the Frankston North community has been a high need and priority for many years. But following a recent end-of-service contract at one of the Frankston North primary schools, the service was scheduled to discontinue.

Our Place initiatives

As part of the Our Place approach, Community Facilitators regularly undertake consultations and build relationships with the community and local service providers. This deep community engagement meant Our Place was able to act quickly to prevent a service delivery gap from emerging. Our Place engaged another local employment service provider that offered eligibility-friendly and fee-free employment support.

A community solution

Our Place arranged for the new employment service provider to offer services one day each week at both Aldercourt and Mahogany Rise primary schools. Now, parents and carers from each school and the wider Frankston North community are receiving employment support, including resume writing, job application assistance and interview preparation.

Our connecting role

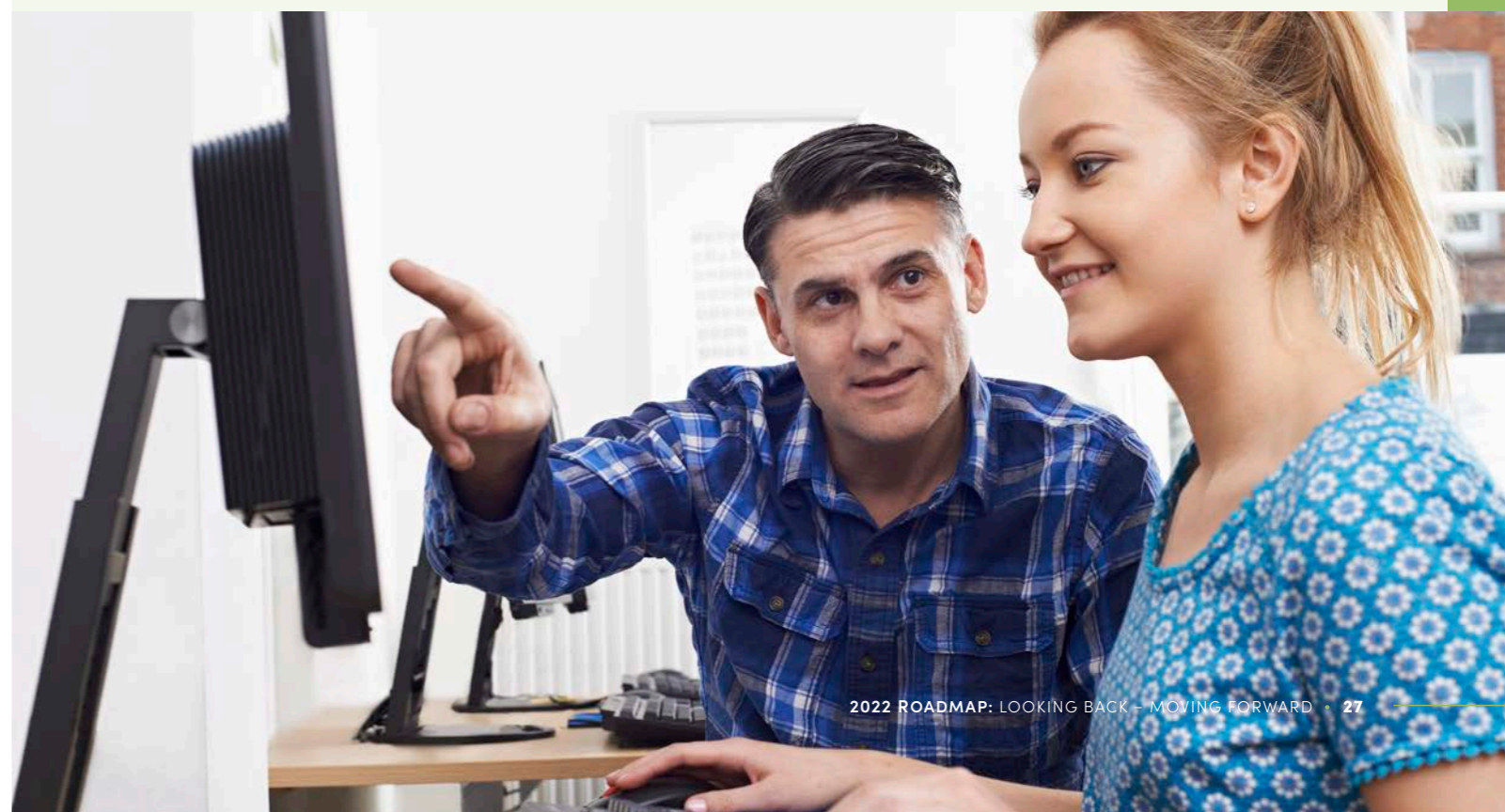
Our Place helps connect parents, carers and community members to this employment support via promotion of the service and through warm referrals. Our Place works closely with this provider to attend on-site activities, such as a sewing group, to discuss their service with parents.

Other adult education programs are also planned to run on-site in future, with a Certificate 1 in General Education already being delivered. The employment support service complements on-site adult learning programs, giving participants an ongoing pathway after completing courses.

Adult engagement and learning

Adult engagement and learning is one of the five evidence-based Elements that are central to the Our Place approach. Our Place supports opportunities for families to engage in volunteering, formal and informal learning and link them into employment pathways. The key features of this element are:

- parents and families are provided with opportunities for participation in volunteering.
- parents and carers are supported to take up adult learning opportunities.
- parents and carers are supported through pathways to employment.





MOOROOPNA

IMPLEMENTATION PHASE

Establishment and Engagement – Step Three

SITE PARTNERSHIP GROUP (SPG)

Mooroopna Primary School, Greater Shepparton City Council, Department of Education and Training, Department of Families, Fairness and Housing and Colman Education Foundation (Our Place).

← 2021 – Looking back

- Completion of site build including, shared single entrance, 102 place early learning centre, consulting rooms for on-site provision of health and wellbeing support and spaces for family and community engagement activities.
- Commencement of on-site provision of Maternal Child Health Nurse services and 4-year-old Kindergarten.
- Recruitment of Community Facilitator March 2021 which enabled greater engagement with families and communities.
- Development of site vision and completion of consultation phase with local agencies and community members.
- Established working group to embed a Continuity of Learning approach across the school involving collaboration between early years and primary school staff.

→ 2022 – Moving Forward

- Finalise the site 3-year strategic plan with site partners and commence implementation of priority actions for the site.
- Re-engage with families and broader community on-site through activities, events, and school gate conversations.
- Strengthen connection with Aboriginal agencies and community to ensure connection to site and cultural safety in the local implementation of the Our Place approach.
- Recruit a second Community Facilitator to support the implementation of the Our Place approach.
- Work with the recently formed Continuity of Learning working group to progress the implementation of this approach in the early learning and school settings.

Mooroopna community benefits from site partners' collaboration during Children's Week

Families have fun during Children's Week activities and build important connections

Our Place Mooroopna has been focused on developing connections, relationship building, and undertaking consultations, with both local services providers and the local community.

Children's Week

Each year, Greater Shepparton City Council hosts activities during Children's Week. Through knowledge gained from Our Place consultations, site partners were aware that opportunities to connect were a priority. Using Children's Week as a catalyst was one way to address this need.

Our connecting role

Our Place supported site partners to plan events and engage the community. All activities were aimed at providing the community with opportunities to meet organisations, showcase students' skills and get to know the Our Place Team.

Unfortunately, due to COVID restrictions, the face-to-face activities were cancelled. However, all was not lost. Our Place and the site partners remained committed to the community and moved events online where possible.

Our flexible response

Our Place liaised with Ambulance Victoria to host an online CPR education session. To ensure the community has access, Greater Shepparton City Council has shared

it on their social media page. Ambulance Victoria also provided resources for distribution to the community including child-friendly printable activities.

The school band, instead of playing live to the community, recorded and uploaded a video performance to the Greater Shepparton City Council Facebook page. The Early Learning Centre conducted an online cooking class, Storytime and a yoga session.

Another activity that Our Place planned was a session around child car seat safety. Unable to be effective online, it will occur in person during a playgroup session next year. Our Place, with the focus of relationship building, has also connected with a local service that assists families who identify they require a car seat replacement.

Implementation phases

Implementation of the five Our Place evidence-based Elements follows a six-step cycle, which is all underpinned by a set of guiding principles:

1. Build relationships and establish a shared commitment.
2. Understand the community and evidence the need.
3. Develop a shared vision and plan to drive change in the community.
4. Support 'joined-up' service implementation.
5. Provide ongoing implementation support.
6. Undertake a detailed review process after three years of implementation.





MORWELL

IMPLEMENTATION PHASE

Initial Implementation – Step Four

SITE PRIORITIES

1. Children in the Morwell community grow up healthy and happy.
2. Supporting families.
3. Children can access a range of afterschool activities.
4. Families in Morwell feel connected to the community.
5. Improving adult learning and employment opportunities.

SITE PARTNERSHIP GROUP (SPG)

Morwell Central Primary School, Morwell Park Primary School, Goodstart Early Learning, Latrobe City Council, TAFE Gippsland, Department of Education and Training, Department of Families, Fairness and Housing and Colman Education Foundation (Our Place).

FUNDING PARTNER

The William Buckland Foundation.

2021 – Looking back

- Completion of shared three-year Strategic Plan based on local data and community feedback, confirming priorities for implementation in the years ahead.
- Commencement of fortnightly on-site provision of Maternal Child Health Nurse services.
- Recruitment of additional Community Facilitator.
- The Maternal Child Health Nurse and Paediatrician continued delivery onsite during lockdowns. Parents were able to schedule appointments despite other lockdown restrictions.
- Three Site Working Groups have been established to progress the strategic priorities and actions across Early Childhood/Primary, Health, and Adult & Community Engagement.

2022 – Moving Forward

- Re-engage with parents and families through the provision of community engagement activities on-site.
- Re-establish on-site opportunities for adult learning and accessing support for learning and employment pathways.
- Increase use of warm referral and collaborative approaches to support for families.
- Progress the implementation of a Continuity of Learning approach across early years and school settings.
- Continue pursuing onsite General Practice and allied health arrangements with support from SPG Members and local networks.
- Develop local strategy to enhance collaboration between health and early learning services on-site to support children's development. Work with local partners to increase provision of universal access support playgroups and antenatal and early parenting support in the local community.

Embedding wrap-around health and wellbeing services at Morwell

Our Place Morwell has partnered with Latrobe City Council to provide families with easier access to a Maternal Child Health nurse

The need for children in the Morwell community to grow up healthy and happy is a sitewide priority. One of the ways Our Place has begun to address this need to provide easier access to a Maternal Child Health (MCH) nurse by offering the service at Morwell Central Primary School.

Our Place role

Our Place met with Latrobe City Council to discuss the arrangements and logistics of this plan. Once the service was on-site, Our Place coordinated meetings to introduce the MCH Nurse to other on-site services, including collaboration opportunities between MCH and the Early Learning Centre, which aims to support vulnerable families.

Our Place Morwell also supported the Maternal Child Health (MCH) service to become embedded on-site, through several strategic alignments and activities.

Benefits all around

Providing such services at the school site makes it easier for families to access the support they need. The non-stigmatising environment can also help parents, carers, and other community members feel more willing to engage with these services.

Our Place has also strategically arranged for a Paediatrician to be on-site on the same day as the MCH Nurse. Having two Early Years' health services co-located, on the same day has been very beneficial for families.

Improving community health

The Site Practitioners Group is another Our Place initiative designed to support on-site services. This group encourages all on-site services to work towards a 'joined-up' service delivery system and learn about each other's operations.

Participation in this group also helps to develop and embed warm referral practices. Warm referrals are a key part of engaging and retaining families in services.

Wrap-around Health and Wellbeing Services

Wrap-around Health and Wellbeing Services is one of the five evidence-based Elements that are central to the Our Place approach. The key features of this element are:

- core health services delivered through the school platform, including maternal-child health and allied health and family wellbeing.
- additional services provided reflecting priorities and needs of the community – delivered on the school site or through established partnerships to address service gaps.
- families only telling their story once and being supported to access and receive services in a coordinated, efficient and effective way.
- warm referral protocols in place across the site.





NORTHERN BAY

IMPLEMENTATION PHASE

Initial Implementation – Step Four

SITE PRIORITIES

1. Children in the Corio community grow up healthy and happy.
2. Supporting families.
3. Improving adult learning and employment opportunities.

SITE PARTNERSHIP GROUP (SPG)

Northern Bay College, City of Greater Geelong, Department of Education and Training, Department of Families, Fairness and Housing and Colman Education Foundation (Our Place).

FUNDING PARTNER

Besen Family Foundation.

2021 – Looking back

- Completion of shared three-year Strategic Plan based on local data and community feedback, confirming priorities for implementation in the years ahead.
- Korayn Birralee Family Centre received an Exceeding Rating as part of the National Quality Standards / ACECQA Assessment & Rating process.
- Adult education commenced with the online delivery of the Work Wise Women program in partnership with The Gordon Skills and Jobs Centre and one on one coaching support.
- Establishment of a weekly on-site story time session to promote children's early literacy and language development.
- Increased health and well-being opportunities including speech and dental screening for preschool children on-site and Barwon Health North information sessions delivered (in-person and online) to community.
- Early years team participated in Berry Street Education Model (BSEM) trauma informed practice session to strengthen continuity of practice between the early years and school.

2022 – Moving Forward

- Activate the site through provision of services, programs and events for the community to participate in.
- Establish a Site Services Group and Parent Advisory Group to strengthen engagement with partners and school community and provide opportunities to connect, share knowledge and contribute to Implementation planning.
- Work with local partners to increase provision of universal access supported playgroups and antenatal and early parenting support in the local community.
- Progress the implementation of a Continuity of Learning approach across early years and school settings.
- Expand opportunities for adult learning on-site.
- Work in partnership with the local early learning service to recommence efforts to implement the Early Years Quality Practice Framework Project (EYQPF), which integrates early learning assessments and research into everyday practice to support child development and quality of educators.

Northern Bay partners work together to enhance early literacy

Weekly Storytime sessions at Korayn Birralee Family Centre provide families with a targeted early literacy program in a welcoming environment

Our Place identified a need

The Northern Bay community's needs are informed through data collection and undertaking consultations. Later, a sitewide strategic plan was developed and agreed upon by all partners. For the Northern Bay site, early literacy and language development for pre-school children was identified as a key priority area.

Our connecting role

The starting point began in discussions with the local library, which had an aligned goal to engage with more families in the Northern Bay area. From there, the partners identified an opportunity for regular Storytime sessions to be held on-site, delivered by three of the site partners. Our Place enabled the planning, development, evaluation and sustainability of weekly Storytime sessions for families. Our Place also supported the logistics of the activity to run on-site.

Storytime

Storytime helps families access high-quality early literacy activities and enables families to develop a connection with the local library. Engaged families may then be referred to other services and develop new social connections with other families. The session times and days for Storytime help families attend straight after school drop-off.

Sessions also occur before playgroup, extending opportunities for families to continue on to playgroup, where there are further opportunities to play, learn and connect with other local families.

A range of benefits

Storytime sessions have been beneficial for families and site partners. It provides a valuable opportunity for the Our Place team, school and local library to develop relationships with families. Maternal Child Health nurses also refer socially isolated families to Storytime to help them connect with the community.

The library feels it has been an invaluable way to engage with and develop relationships with families, so they are making a long-term commitment to the program. Our Place has implemented a monitoring and evaluation process so that Storytime continues to meet families' needs now and into the future.

High-quality Early Learning

High-quality Early Learning is one of the five evidence-based Elements that are central to the Our Place approach. Our Place supports early learning from birth as well as playgroups, child health and parenting support on-site. The key features of this element are:

- early engagement and intervention.
- high-quality early learning services and supports.
- continuity in learning between the early years and school.
- positive home learning environments.





ROBINVALE

IMPLEMENTATION PHASE

Initial Implementation – Step Four

SITE PRIORITIES

1. Children in the Robinvale community grow up healthy and happy.
2. Students are engaged and connected to school.
3. Families are supported and connected to the school.
4. Families are happy, healthy and well.
5. Improving adult learning opportunities.

SITE PARTNERSHIP GROUP (SPG)

Robinvale College, Swan Hill Rural City Council, YMCA, Robinvale District Health Services, Department of Education and Training, Department of Families, Fairness and Housing, Department of Jobs, Precincts and Regions and Colman Education FOundation (Our Place).

FUNDING PARTNERS

Dusseldorp Forum, Besen Family Foundation and IOOF Foundation.

← 2021 – Looking back

- Completion of shared three-year Strategic Plan based on local data and community feedback, confirming priorities for implementation in the years ahead.
- The Robinvale library was officially opened in March 2021 and is attached to the College premises, deepening opportunities for community engagement.
- Facilitation by Our Place Robinvale led to a partnership between Telstra and the Victorian Government for improved mobile and internet coverage from Woorinen South to Wemen and the creation of new innovative employment opportunities for local residents.
- Our site partner RDHS developed over 100 Early Years online clips to provide engagement and connection for parents and children during lockdowns, which have garnered hundreds of shares and thousands of views across the local community.
- Appointment of additional Community Facilitator to provide greater capacity for family engagement.

→ 2022 – Moving Forward

- Develop a Continuity of Learning working group across early years and school settings to progress implementation of this approach.
- Strengthen the Parents Advisory Group's community representation
- Reengage the community through activities and events for families on-site.
- Strengthen our relationships with Aboriginal organisations to ensure we are being culturally safe in our implementation of the Our Place approach in Robinvale.
- Expand opportunities for adult learning, especially English language classes.
- Work in partnership with the local early learning service to recommence efforts to implement the Early Years Quality Practice Framework Project (EYQPF), which integrates early learning assessments and research into everyday practice to support child development and quality of educators.

Expecting mothers in Robinvale receive pre and post-natal support

A unique Our Place program, Baby College, is supporting expecting mothers in Robinvale

Robinvale is a vibrant rural community, where there is diverse multiculturalism, and high medical needs for mothers and families with no Medicare and or current visas.

Mothers who are experiencing vulnerability in Robinvale often do so due to social isolation and language barriers, which can prevent families from being able to access local services.

Our Place role

Our Place's Baby College supports vulnerable mothers for 12 months during prenatal and early postnatal periods to improve children's developmental outcomes. Our Place first analysed the need to determine if the community of Robinvale would benefit from access to Baby College.

It became evident from this analysis that Baby College would be beneficial. It was also concluded that having Baby College available to all mothers, regardless of whether this was their first pregnancy or not, would provide further benefits and meet an existing service gap.

Implementing Baby College

Our Place presented this analysis to the Robinvale partnership group and asked for them to consider Baby College as a priority action in 2020. The partnership group agreed to work collaboratively toward its implementation.

Baby College is family-based

Focusing on early engagement and prevention, Baby College is designed to connect parents with support from late pregnancy through to early parenting. Facilitators with early childhood and parenting expertise support strong parent-child relationships through a flexible, evidence-based curriculum. Families receive access to regular support in a weekly group setting.

Baby College commenced in September 2020 with a rolling intake. Since commencement, new families have been added to the program as the need arose and some of these families will continue into 2022.

Referrals to the program have come from site partners, including the Maternal Child Health Nurse and Robinvale District Health Services programs such as midwifery and Early Years. Families have also self-referred to the program after hearing about the support through word of mouth.

High-quality Early Learning

High-quality Early Learning is one of the five evidence-based Elements that are central to the Our Place approach. Our Place supports early learning from birth as well as playgroups, child health and parenting support on-site. The key features of this element are:

- early engagement and intervention.
- high-quality early learning services and supports.
- Continuity in learning between the early years and school.
- positive home learning environments.





SEYMOUR

IMPLEMENTATION PHASE Initial Implementation – Step Four

SITE PRIORITIES

1. Children are engaged and supported in their learning.
2. Supporting families.
3. Families are connected and involved in their children's learning.
4. Improve adult learning and employment opportunities.

SITE PARTNERSHIP GROUP (SPG)
Seymour College, Kids First Australia, Mitchell Shire Council, Department of Education and Training, Department of Families, Fairness and Housing and Colman Education Foundation (Our Place).

FUNDING PARTNER
The William Buckland Foundation.

← 2021 – Looking back

- Completion of shared three-year Strategic Plan and Site Implementation Plan, based on local data and community feedback, confirming priorities for implementation in the years ahead.
- Established site working group to develop strategies to implement a continuity of learning approach between Kids First and the Seymour College junior school.
- NDIS coordination support on-site is providing improved access for families who were previously not engaging with this part of the health system.
- An Out of School Hours Care program has been developed in response to parent priorities from the consultation process.
- Partnerships with KidsFirst, The Bridge Youth Service and Inspired Carers have enabled the commencement of three new on-site programs for parents and children.

→ 2022 – Moving Forward

- Re-engage the community through activities and events for families on-site.
- Continue the work with KidsFirst and the Seymour College Junior School to develop the strategies to implement a continuity of learning approach between early learning services and the school.
- Build the delivery of core health services and allied health services on-site.
- Scope the potential to increase the availability of antenatal and early parenting support in the local community.
- Establish a deeper understanding of the community to inform effective implementation of the Our Place Approach.
- Embed a culturally safe atmosphere and culturally safe practices for Aboriginal families at Seymour Family and Community Centre.

Diverse enrichment and engagement activities in Seymour

Our Place is supporting families to access free, diverse enrichment and engagement activities. Through consultations with the Seymour community and service providers, Our Place identified a need for an increase in engagement and enrichment activities for children.

Barriers to participation in local activities included financial constraints and perceived barriers, such as not feeling welcome. Geographical challenges were also identified, such as lack of public transport. Children and families were seeking more diverse opportunities than traditional sport offerings like football and netball.

Skateboarding and more

Our Place Community Facilitators attended a local meeting and met a leader who ran a youth group and skateboarding program. The group is open to children of all ages, interests, skill levels and abilities.

Our Place discovered that the program is more than just skateboarding – it also offers a range of opportunities, such as community-building activities, positive mentoring, pathway training and support and art and design workshops. This program aims to inspire and guide young people through creativity, individuality and positive community engagement, by teaching life-long skills.

Aligning with needs proves a popular choice

Given alignment between the program and the needs identified during consultation, Our Place agreed to promote the program to families and on-site partners.

Engagement levels are incredibly high, with a large number of children at each session. They are offered three times per week, with sessions that are female-only, beginner and open to all. These sessions have also provided volunteering opportunities for parents.

Seymour Family and Children's Centre

Discussions are currently occurring between Our Place and the youth group about offering enrichment and engagement activities on-site at the Seymour Family and Children's Centre in 2022. These will be a great addition for Seymour families and children. They will be free of charge and operate after school and during school holidays.

Engagement and enrichment activities for children

Engagement and enrichment activities for children is one of the five evidence-based Elements central to the Our Place approach. Our Place provides children and families with opportunities to nurture their interests and experience success and promotes a sense of pride, belonging and community among families. The key features of this element are:

- all children are provided with affordable before/after school recreation activities, including opportunities for physical activities.
- all children are provided with opportunities to engage in special interest activities (cooking, music, homework clubs, sport, art and craft activities) outside of school hours.





WESTALL

IMPLEMENTATION PHASE Establishment and Engagement - Step Two

SITE PARTNERSHIP GROUP (SPG)
Westall Primary School, Kingston City Council, Department of Education and Training, Department of Families, Fairness and Housing and Colman Education Foundation (Our Place).

← 2021 – Looking back

- Strong progress towards establishment of Westall site, including appointment of key Our Place staff, establishment of Site Partnership Group and collaborative development of site vision.
- Completion of local community and services consultation process to inform the strategic priorities for the Westall Site.
- Commencement of building works to establish a shared entrance to the site.
- Exploring the Continuity of Learning approach across the school, including workshops with key early learning and school staff and local government.

→ 2022 – Moving Forward

- Confirm Partnership priorities based on local data and community feed-back, and develop a shared three-year Strategic Plan and Site Implementation Plan.
- Establish site working groups to support the implementation of the site strategic plan.
- Collaborate with partners on community engagement events and activities on-site to re-connect with families and the Westall community.
- Work with partners to develop a new operational model to activate the recently completed shared entrance and community engagement spaces.
- The school and kindergarten will continue to develop their approach to Continuity of Learning.

The Our Place approach at Westall

It's early days, but the Westall community begins to benefit from Our Place's focus on building relationships that support shared planning and collaboration

The Our Place team in Westall has been focused on developing connections, relationship building and consulting with local services providers and the community. From this, a deep understanding emerges.

Consult and learn

So far, the Westall team has consulted with over 25 local service providers, speaking with over 47 professionals. This process provides great insight into what services are available to the community, as well as identifies service delivery gaps and collaboration opportunities.

Our connecting role

Our Place discovered a desire among local services to connect with the school, kindergarten and community hub. Our Place coordinated and facilitated opportunities to help with this connection. One example of this work involved Our Place learning that Victoria Police were keen to connect with Westall Primary School.

Our Place realised that Victoria Police had the availability and resources to connect, so they communicated the opportunity to the school. The school in turn needed a presentation around Road Safety. Our Place then assisted with the coordination of this opportunity by liaising with both Victoria police and the school.

Hearing the community

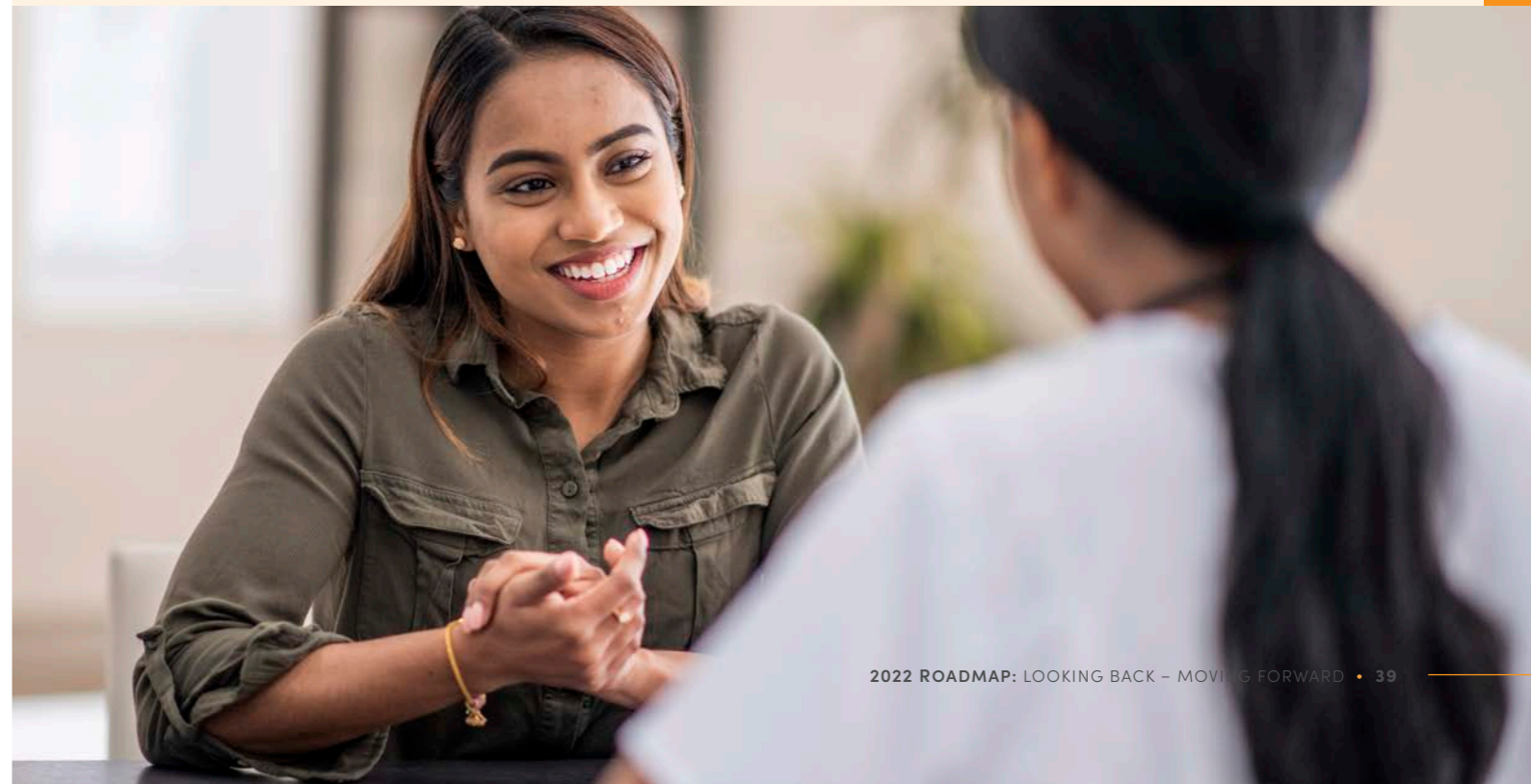
Ensuring the local community's voice is heard is core to the Our Place approach. One of the ways this is achieved is through undertaking extensive community consultations. Our Place is focused on providing regular opportunities for the Westall Community to engage, for example through extending invitations to participate when meeting with school parents during pick up and drop off times.

Implementation of the Our Place approach enables Our Place to act as the 'glue' that binds everything together with strong outcomes in mind. We identify the outcomes to be achieved and work backwards from there.

Implementation phases

Implementation of the five Our Place evidence-based Elements follows a six-step cycle

1. Build relationships and establish a shared commitment.
2. Understand the community and evidence the need.
3. Develop a shared vision and plan to drive change in the community.
4. Support 'joined-up' service implementation.
5. Provide ongoing implementation support.
6. Undertake a detailed review process after three years of implementation.



PARTNERS

Signatory Partners



Philanthropic Alliance



Funding Contributors



Strategic Service Partners



PUBLICATIONS IN 2021

Thought Leadership

Continuity of Learning: Pathways from early learning to school – Collins, K., Bertrand, J., McLoughlin, J., and McKenzie

Link to publication: <https://ourplace.org.au/wp-content/uploads/2021/07/ourplace-continuityoflearning.pdf>

Journey Reports

The Carlton Journey

Link to publication: <https://ourplace.org.au/wp-content/uploads/2021/11/ourplace-carltonjourneyreport.pdf>

The Northern Bay Journey

Link to publication: <https://ourplace.org.au/wp-content/uploads/2021/08/082021-northernbayjourneyreport-lowres.pdf>

The Robinvale Journey

Link to publication: <https://ourplace.org.au/wp-content/uploads/2021/09/ourplace-therobinvalejourney.pdf>

Public Priority Plans

Connecting the Corio Community

Link to publication: <https://ourplace.org.au/wp-content/uploads/2021/08/northernbay-6pp-a4-roll-aug21-web.pdf>

Connecting the Frankston North Community

Link to publication: <https://ourplace.org.au/wp-content/uploads/2021/11/ourplace-connectingthefrankstonnorthcommunity.pdf>

Connecting the Morwell North Community

Link to publication: <https://ourplace.org.au/wp-content/uploads/2021/11/ourplace-connectingthemorwellcommunity.pdf>

Connecting the Robinvale Community

Link to publication: <https://ourplace.org.au/wp-content/uploads/2021/12/ourplaceconnectingtherobinvalecommunity1-1.pdf>

Connecting the Seymour Community

Link to publication: <https://ourplace.org.au/wp-content/uploads/2021/11/ourplace-connectingtheseymourcommunity.pdf>

Recommended publications prior to 2021

Why Our Place? Evidence behind the approach – June McLoughlin, Shannon Newman & Fiona McKenzie

Link to publication: <https://ourplace.org.au/wp-content/uploads/2021/03/OurPlace-WhyOurPlaceEvidenceBehindtheApproach.pdf>

What it means to walk alongside: Exploring the Our Place partnership – Fiona Mackenzie

Link to publication: <https://ourplace.org.au/wp-content/uploads/2021/03/Walking-Alongside-Government-Our-Place-FINAL.pdf>

Does an integrated, wrap-around school and community service model in an early learning setting improve academic outcomes for children from low socioeconomic backgrounds? – Shannon Newman, June McLoughlin, Helen Skouteris, Claire Blewitt, Edward Melhuish & Cate Bailey

Early Child Development and Care Journal
Link to publication: <https://doi.org/10.1080/03004430.2020.1803298>

Our Place: Opening the school gates to the community – Dr Alexandra Fraser & Margaret Rutherford
Proceedings of Schools as Community Hubs International Conference 2020
Link to publication: <https://doi.org/10.26188/13146527>

Success: Stories from Doveton College – Dr Alexandra Fraser

Link to publication: <https://ourplace.org.au/wp-content/uploads/2021/03/Our-Place-Book-SUCCESS.pdf>

OUR TEAM

Our Place's team comprises people from a diverse range of professional and cultural backgrounds. Together, the team works with government, philanthropy and service providers to achieve enduring change for children, families and communities.





ourplace

education is the key to the door

🏠 Part of 64 Tristania Street, Doveton, Victoria, 3177

✉️ info@ourplace.org.au | 🌐 ourplace.org.au



Bridgewood | Carlton | Doveton | Frankston North | Mooroopna | Morwell
| Northern Bay | Robinvale | Seymour | Westall