Joining the Dots - delivering Doveton and the development of the Doveton “Our Place” model

The Context
- The identification of need

The Research
- What the research highlighted

Doveton
- The Narrative of the Doveton experience

The Findings
- The experience into principles

The Model
- The model in context
The Issue: The Context: “Our Place” @ Doveton
The Research → The Evidence for change
Context for the Research

- Research and the prevailing evidence
- Student Outcome Results
- Demographics
- The will and resources to undertake change

*Whilst inequality of opportunity and capacity is a fact of life, it is how we deal with it that is a measure of our very worth – as a people and as a society.*

*We believe that people in a noble society have a duty to those who are weaker or less fortunate; that with economic or other advantage comes an obligation – to be aware of the difficulties of others – and to do something about it.*

Julius Colman
IN AUSTRALIA, THE POSTCODE THAT YOU’RE BORN IN CAN RADICALLY IMPACT YOUR WHOLE FUTURE.

BY AGE 15, CHILDREN FROM LOW SOCIOECONOMIC HOUSEHOLDS ARE ON AVERAGE THREE YEARS BEHIND IN SCHOOL THAN THOSE FROM HIGH SOCIOECONOMIC HOUSEHOLDS.

This is educational disadvantage and it’s plaguing our country.

RESEARCH INDICATES THAT THE MOST POWERFUL POLICY LEVER TO IMPROVE EDUCATIONAL OUTCOMES FOR CHILDREN IS TO IMPROVE THE QUALITY OF TEACHING.
Victoria's most disadvantaged postcodes not improving: Dropping off the Edge Report

Victoria's most disadvantaged communities have shown little sign of improvement over the past 15 years. The *Dropping off the Edge* report, published by Catholic Social Services and Jesuit Social Services, finds that a tiny number of communities are shouldering most of the disadvantage burden in the state, in a pattern that is repeated in other states and territories.

"While our social support structures work for many Australians… a small but significant number of communities have failed and a new structure – a new approach – is needed."

### DISADVANTAGED POSTCODES IN VICTORIA

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**Mitchell Institute**

**Key findings**

- Socio-economic disadvantage has a greater impact on educational opportunity than any other factor considered in the study. Australia’s education system is not working well for the most disadvantaged young people.
- For each milestone, the proportion of the most disadvantaged students who meet the milestone is between 10 and 20 percentage points lower than for the Australian population as a whole.
- Students from the most disadvantaged groups who are off track at one milestone are less likely to catch up again at another milestone.
- Differences in outcomes are compounded by differences in access to educational services. Socio-economically disadvantaged students attend fewer hours of early childhood education, have lower attendance at school, are more likely to leave school early, and are less likely to go to university.
- The effects of socio-economic disadvantage persist well beyond school, reflected in higher chances of not finding full-time work and not being in education and training.
- In part, because Indigenous young people are over-represented in the most socio-economically disadvantaged group, Indigenous students are significantly less likely to benefit from the opportunities that the Australian education system has to offer.

**Why an Issue?**

**Dusseldorf Foundation Research**

$1 spent in the early years will save $ later

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**Proportion of students meeting educational milestones by socio-economic category**

**Milestone 1 – Early years**

- Australia: Most disadvantaged 66%, Fourth 73%, Third 79%, Second 81%, Least disadvantaged 83%

**Milestone 2 – Middle years**

- Australia: Most disadvantaged 51%, Fourth 65%, Third 66%, Second 74%, Least disadvantaged 87%

**Milestone 3 – Senior school years**

- Australia: Most disadvantaged 61%, Fourth 65%, Third 71%, Second 78%, Least disadvantaged 85%

**Milestone 4 – Post-school years**

- Australia: Most disadvantaged 61%, Fourth 68%, Third 73%, Second 75%, Least disadvantaged 81%

Milestone 1 – Early years looked at which children were developmentally ready at the point of entry to school, across all five domains of the Australian Early Development Census: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills and communication and general knowledge.

Milestone 2 – Middle years looked at the academic outcomes of Australian students at Year 7 – examining which students were at the midpoint of the third achievement band in reading for the National Assessment Program Literacy and Numeracy (NAPLAN).

Milestone 3 – Senior school years examined how many young people had attained Year 12 or an equivalent qualification (at the level of Certificate III or higher) by the age of 19, using ABS Census data.

Milestone 4 – Post-school years used ABS Labour Force data to determine how many young people were engaged in full-time work, training or study at age 24.
Demographics

- Significant disadvantage – in lowest quintile in Victoria
- Approx. 12% unemployed & 14% in full employment
- Approx. 85% health care card holders
- 48 different languages
- High indigenous population
- SFO = 0.86    ICSEA= 885

AEDI results
35% developmentally vulnerable on two or more domains (3% nationally)

NAPLAN results
58% of year 3 and 70% of year 5’s are below the expected level in reading compared to the state average 4% of year 3 and 5% of year fives
What Our Research Found - The Initial Issues

- Lack of integrated service access
- Poor quality teaching
- Health and well being issues
- Parental capacity – low parenting skills
- Lack of safe secure home environment
- Child protection issues
- Drug, alcohol, family violence, mental issues within the family
- Intergenerational poverty
- Lack of resources/role models
- Lack of stable housing
- Unemployment
- Disability or developmental delay
Complexity of Student Needs

- SFO 0.86
- 50 PSD
- 100 DHHS notifications in semester 1 2017
- 40 OOHC
- 40 Indigenous
- NESB – 60%
- 52 nationalities 42 languages
“Together We Can Make a Difference”

Building Collaboration for a Successful Place Based Initiative

The Focus
In 2008 the Colman Foundation approached the Brumby Government (Victoria) saying that it wished to become directly involved in the education of kids in an area of significant disadvantage – ideally, one with a large migrant and refugee population.

The wonderful result of discussions with Premier John Brumby and his team was the creation, on September 11 2009, of a unique social partnership, defined in a written Memorandum of Understanding with the State Government, which saw the construction of Doveton College.
Steps in our journey
Where does community fit in your school’s priority list

Where does it fit in the priority list? What resources will you prioritise?
Addressing the Barriers

Three levels:

- High quality intentional teaching and learning across the age span
- Access to an integrated range of high quality child and family health, education and community services
- Increased adult presence in schools, early years and other services
The point of difference: questions

“Disadvantage cannot be the point of difference

- How do you simplify complexity? “Complexity simplified”
- Does the College support the local community or lead the local community?
- What does the College lead – what is its point of difference?
- What is the focus and what does the Hub provide?
- Can a specialism add another dimension to the core business of T and L?
What is Community and how is this being identified and implemented at Doveton?

- **Philosophy** – access, immediate, school V wider community
- **Programs** – children, students, parents and community
- **Providers:** Educational sector V other including Health. What was in and what could not be included.
- **Platforms** – resource sharing
- **Processes** – inclusion, community voice
- **Participation** – when and how
- **People** – who

**W5 + H**

We had to identify what Doveton College represented to the Community through developing a research base and a narrative derived from the community.

**LOCAL ---- REGIONAL----- STATE----- NATIONAL ----- INTERNATIONAL**

What scale will you work at?
Doveton College: A place-based approach to supporting the health, development and learning for all children and their families utilising the universal platform of a school.
Vision

Ensuring children, young people and the families of Doveton achieve success in their endeavours… by:

- Understanding the data and the stories
- Accessing a range of high quality universal services for children, young people, families
- Offering a single entry point to all services where there is no ‘wrong door’
- Developing a “focus on growth” – cognitive, social, emotional, physical
- Achieve significant growth in Literacy and Numeracy
- Developing competencies in adults through access to educational opportunities
- Developing the next layer of engagement supports – after hours sport, performance, COOHL
- Assertive Outreach programs – AEL, Baby College
Doveton Tenets

Creating a hub for the Community
- Delivering a high quality educational model of excellence across sectors and programs- ELC, Primary, Secondary, Adult
- Modelling open access with links to community and local organisations who partner with Doveton College.
- Building the capacity of leadership across the areas of the college community

Focusing on Access and Excellence in Education
- Developing and implementing formal and informal education programs to enhance opportunities for the Doveton community
- Creating a centre of excellence where high educational expectations and standards are evident and measurable progress shown across all areas of learning especially literacy and numeracy
- achieving access to early years learning (0-5 years) to maximise cognitive, executive function, social, emotional and physical development.
- Monitoring and assessing our progress within a defined outcomes framework.

Growing our Community by involving the local community
- resourcing community, volunteer and adult learning pathways.
- locating and/or developing significant partnerships across education, allied health and service provision – assertive outreach - to enhance opportunities for the Doveton community
- engaging and improving the education skills and employability of our local community.

Contributing to Society
- focusing on developing relationships/links with and across the community, state and internationally to enhance child/family outcomes.
- developing a research hub focussing on evidence-based best practice, and linking to agencies and universities which seek to enhance the quality of provision with a direct/indirect impact on Doveton.
- Sharing our philosophy and learning and contributing to system reform by supporting implementation in like communities and settings.
Essential Core Elements

Reflecting on our learnings:

- Single entrance from a school platform
- High quality explicit education from birth onwards
- Focus on teacher quality and leadership
- Access to an integrated range of high quality child and family health and support services according to need
- Increased adult engagement in education and participation in lifelong learning
- Volunteering and job preparation

Partnership between community, government and philanthropy
Capacity to Implement

Key ingredients
• Vision matched by determination to achieve outcomes
• Colman foundation
• Community Team
• Making the links to Monash health
• Philanthropic links
• People who pursue opportunities
• Linking wellbeing, engagement and learning of children to parents, and external supporters
What is your point of difference?

What does your school stand for?
Research is driving our agenda

- **What matters most** –
  - clear direction and purpose, “the moral purpose”, Culture of engagement, relationships, pride
  - Leadership – strong and distributed
  - Safe and Secure learning environment
  - Culture of inclusion and success – find the wins and embed quality
  - Dynamic and Rich documented curriculum
  - Highly effective/ EXPLICIT teaching and learning within collaborative teams
  - intentional focus on literacy and numeracy, an unrelenting focus on quality teaching within a structured learning environment
  - High expectations across the college and of staff(efficacy) with directed professional learning
  - Growth and performance mindset – effective use of data
Sir Kevan Collins- Education Endowment and Tower Hamlet

- A focus on aspirations- demanding targets and no excuses from leadership, staff, students and parents
- Schools need to simplify the learning context. Too many priorities have clouded the focus. Spend more time on a narrow curriculum – starting with English, reading and mathematics
- Professional Learning teams implement an agreed explicit teaching focus which is sequential, consistent and cohesive.
- Ensuring the frameworks of learning are translated effectively into the classroom. Assuming teachers as professional educators know what to do, when and how is not taken for granted. The targeted professional ongoing education of teachers is essential.
- Leadership is focused on visible learning
  - developing the staff understanding
  - central to the process of implementation,
  - ensuring accountability occurs across all classrooms.
- Prioritise relationships and consistency in a small-school culture
- Take a warm/strict approach that demands excellent behaviour
- Ensure you have strong relationships with families
- Have a pipeline of developed and retained talent
- Ensure uncompromising governance and leadership
Guiding Criteria: Framework of Successful Schools

High Quality schools have:

Preconditions

Strong *leadership* that is shared
High levels of *expectation* and teacher *efficacy*
An orderly *learning environment*
A focus on what matters most

Sustaining

Building teacher and leadership expertise
Structured teaching to ensure all students succeed
Use of data to drive improvement
A culture of sharing and responsibility
Tailoring initiatives to suit the direction of the school
Engendering pride in the school
**PHILOSOPHY**

Doveton College’s purpose is to dramatically boost the educational standards and whole-life opportunities for the children, young people and adults of the Doveton community through the provision of an integrated learning and service delivery mode.

**COLLEGE PROFILE**

- A College catering for the individual development of children and young people from 0 - 18 years and adults from the Doveton College neighbourhood area.
- Educational programs: Early Start, 0 - 5 year olds, and the adult community.
- The College operates workshops around services for the Doveton Community by providing a unique framework including pre-natal education, community development and support, early intervention, early learning, primary school, secondary school and adult education.

**EVERYDAY PRINCIPLES**

- A common set of principles applies to all members of the College community: principles for all.
- Respect, Creativity, Excellence, Diversity, Empowerment.

**COMMUNITY**

- Community partners provide programs supporting the educational opportunities for children, young people and the Doveton community. These include: Meals, Employment, Mentally Education Support, Smith Family, Lins, Skills Plus, Wesley Mission/Pies for Parents, Hands on learning, Paint Doveton, Red, Doveton Park, Learning Centre, City of Casey, National Health, Medicine Local Area Community, Learning Resource Centre, Baby College, Making It, Learning Master, Parent Advisory Group, FAO, Trade Training, Work Health, Youth Uni, early numeracy, Good Beginnings, Family Life, Full on Theatre, Breastfeeding Club, Volunteer Program, EAL, Foundation House, Centre for Multicultural Youth, After School Care.

**CURRICULUM**

- Programs is supported by programs that enhance, enrich, support and accelerate: Such as Sport Pathway program, Performance Pathway program, Musical Futures, Guitar like, Instrumental Music, Learning Support Program for Students with Disabilities, Co-curricular Programs, Wellbeing support, including counseling, Mentoring, Peer Support EAL, Aged Learning Pathways, Leadership, Access to early learning, Creating Capable Community Leaders, Reading Intervention.

**PROGRAMS**

- A learner-centred framework of effective teaching and learning. The learning environment is designed to ensure that the learning is reinforced and extended beyond the classroom.
- The assessment of learning is based on clear understanding of what the student is all about through the understanding and use of the Developmental Learning Framework with progress maps and tactics.
- Student: children, young people, community - teacher relationships are positive and engaging.
- Structures for learning: Include Learning Plans, Structuring, Feedback, Community Roles and the Powerful use of ICT.

**POWERFUL TEACHING AND LEARNING**

The use of data and processes to reflect on and enhance whole school, student and staff performance.

Rigorous PPSF reflecting College, Unit and Personal Goals outcomes highlighted by use of data and processes. Data dashboard developed to highlight progress. SIS Expert is used.

**PROFESSIONAL GROWTH AND DEVELOPMENT AND COLLEGE PERFORMANCE**

The Doveton College Foundations: the building blocks for learning and community growth.
Linking our priorities to the FISO:
Community cuts across various priorities and layers.
Consequences:
Consequences will be part of the restorative process.

Level 1 – Redirect and Warning:
Teacher provides consequences based on discussions with student.

Level 2 – Moved
Teacher provides consequences based on student has interrupted learning of others; i.e. lunchtime detention to make up for time lost.

Level 3 – Removal or Student removes themselves without permission.
Teacher liaises with Prin team – sent to front office with another student - time out or return to classroom with consequence – lunchtime, after school/ Friday, inhouse or external suspension depending on the digression.
Tracking students: data systems

- CASES
- COMPASS
- RED
- Wellbeing
- Data Dashboard

DOVETON COLLEGE
DATA DASHBOARD

2016
With comparisons back to 2013 and sneak peak into 2017

Updated in March 2017
Case Conference: Students with High Needs

Succinct approach to student needs:

1. Identification of student
2. Profile developed
3. Teacher and Case Manager provide overview of issues/needs
4. Focussed discussion
5. Action plan – limited number of points
6. Timeframe for implementation
Berry Street Educational Model

BODY
- Integrating body regulation into curriculum design and delivery
- Acknowledging the impacts of stress and childhood trauma on the body, on the stress response, and on learning; specifically helping students self-regulate to a heart-rate around 80 beats per minute
- Offering opportunities throughout the day for students to elect individualised time to both co-regulate and self-regulate emotions, reactivity, and impulsiveness
- Incorporating rhythmic activities throughout the day
- Providing opportunities for mindful practice
- Working towards sensory integration and coordination of large and fine motor skills
- Rhythmic, predictable, and consistent student routines

RELATIONSHIP
- Learning specific strategies to build relationships with students
- Staff/student connections built on attachment principles of unconditional positive regard
- Teaching social and emotional intelligence
- Nurturing friendship and teamwork
- Employing relational strategies to keep students on-task

STAMINA
- Strategies to build emotional intelligence, personal resilience, frustration tolerance, and self-regulation
- Growing the stamina for attention and on-task behaviour
- Encouraging growth mindsets for academic learning and accomplishment
- Developing passion and persistence for learning

CHARACTER
- Helping students articulate their own values
- Finding personal meaning in those values and extending that meaning to include others
- Understanding self and others in the context of culture and community
- Identifying personal strengths and practicing those strengths
- Exploring strengths through stories, narratives, metaphors, and heroes/paragons of particular strengths
- Understanding and employing character strengths for future pathways

ENGAGEMENT
- Understanding the pathways to complete engagement through strengthening student willingness
- Addressing the fears that students bring to the classroom
- Broadening, building, and savouring positive emotions including motivation through healthy play and fun
- Curiosity and interest through real-world application, problem-solving and investigation
Transition Points

- First Contact with College
- ELC to School
- School Program
- Community Adult Learning
- Health
- Engagement Programs
First Contact with Doveton College

- The school is a “place-based” hub of the community - where a range of government and other services and facilities are joined up and offered from the hub. The Hub is community focused and provides programs and services that support adult engagement, learning, training and employment.

- A single entrance is central – a single entrance to the facility creates a unique and essential opportunity to engage members of the community (particularly parents). It’s the parents who engage due to the opportunities provided and choose to sit down for coffee, help with breakfasts, become volunteers and eventually undertake adult learning. And it’s then they who initiate discussions about how they might solve some of their issues and improve some of their own skills.

- Create an environment where pride and self-worth can be attained. We share a vision, culture and ethos of high expectations. By engaging and by attaining achievement and success, the community develops pride and self-worth.
Early Learning Program

- Pedagogical Focus
- Making Moments Matter
- Explicit ELC to School Links
- Leadership Team
School Transitional Processes
Complexity through simplicity

- Philosophy of structure – Keep it simple - horizontal classes
- Year 6 -7 Primary school model Plus
- Futures – Year 8 and 9
Pedagogy and Programs
Taking the Dis out of Disadvantage

- Intervention
- Futures
- Year 6/7
- PLT
- Art/Tech
- DEEP
- Music enhancement
Adult Learning and Community

- Save The Children – playgroups
- Focus Speakers
- Gathering Place and Indigenous Links
- Men’s Program – Men of Doveton
- Healthy Little Rainbows
- Parents Groups
- Walking Club
- Global kitchen
- 200 adult learners
Health Supports

- Maternal and Child
- Paediatrican
- Paediatric registrars
- GP
- Allied Health – on psych, OT, Speech, Podiatry, Exercise Physiology, Physio,
Doveton College
Service Delivery Model

Shared vision, family-centred practice, partnerships, effective referral pathways, working together in meaningful ways and ensuring seamless transitions between services.

Leadership positions to coordinate pedagogy and partnerships.

On referral – off site

Sessional @ DC

Always @ DC

Integrated early childhood education and care (early learning)
MCH, Family Support, Playgroup, School. Drop in capacity, soft entry points (e.g. spaces and activities to promote families meeting with other families, adult activities), central intake, information provision, outreach capacity

Agencies offering housing, financial and other counseling services

General Practitioner

Paediatrician

Library

Neighbourhood House

ChildFIRST

Primary Schools

Refugee services

Intensive playgroups

Childcare

Allied Health

ECIS

Flexible: partners can change according to local needs.
DC student participation in all out of hours activities.

Specialisms
- Create, Sport, Performance
- Foundation level
- Advanced
Specialisation Model

Key elements
- Academic Focus – students build academic skills through participation
- Academic pathway identified
- Skill based curriculum
- High Level Coaching/ specialists
- Links to external providers
- Community / Ambassador Focus

Philosophy: high level coaching, tuition, support, performance

Elite Coaching/ tuition

VET or equivalent certification

Studies within existing curriculum framework

Partnerships with external providers

Community partnerships

Facilities – school based, local – Don Tatnell, Woodlands

Links to local schools Ambassador model

Academic Focus
Agencies

- **Good Beginnings Australia:** provides structured playgroups, parenting outreach programs.
- **City Of Casey:** Maternal and Child Health service, immunisation programs
- **Monash Health:** OT, Speech, Psychology, Paediatrician, Exercise Physiologist, Dental, Podiatrist
- **Southern Health, Community Health:** provides healthy eating, therapy, oral health, refugee health programs
- **Family Life:** provides Creating Capable Community Leaders program, community volunteer support, family mental health support
- **Southern Migrant Refugee Centre:** provides adult training programs, craft and sewing, conversational English classes, settlement workers
- **Parenting Research Centre:** provides programs and services to support parents in their parenting roles
- **Medicare Local:** provides a Koorie psychologist
- **The Smith Family:** provides the Learning for Life, Each One Teach One programs
- **Victorian Aboriginal Child Care Agency:** provides Boys on the Bounce, Girls on the Go program
- **The Smith family – learning for life scholarships**

Volunteers

Classroom – 80 different people
Induction program

Adult Education

Formal Learning – 140 undertaking courses in 2015
- Certificate courses – BRACE
- English language classes
- Cert 3 Education Support
- Cert 4 Education Support
- Cert 2 Skills for work and Vocational Pathways

School Programs

**DEEP COOHL**
Pop up classes

**SOFT Courses**

Play Groups
Baby College
Immunisation Koorie
Family Support
Community Kitchen classes
MKR @ Doveton
Neighbourhood Justice
Financial Literacy
First aid
Middle Eastern Cooking
Computer Classes
Getting ready for your licence
Men’s shed

Networks

Star Hubs
P-9
Deakin Alliance

Research

University of Ontario and Wollongong: provides evaluation support and mentoring for the College

Parents

Parent Advisory
Gym and Fitness for women
Sewing and Craft Group
Paint the Town REaD
Health Little Rainbows
Doveton Walking Club
Café
Expected Outcomes...

Children
- are ready and able to benefit from age-appropriate learning and social opportunities

Families
- are able to meet the health, social, emotional and learning needs of all family members

Services
- work in partnership, engage families and children in an integrated way and deliver high quality evidence based programs

Community
- members are connected to local services and facilities that meet their diverse needs. School links to wider community opportunities.

Research
- Hub is seen as a centre for research and a system focus on how to improve outcomes for areas of disadvantage
What we now seeing, feeling, hearing and experiencing.

• Parent Involvement
• Volunteer Programs
• Community Programs
• Partnerships/ Research
• Adult Learning
Long term outcomes

CHILDREN AND YOUNG people succeed in their endeavours
- engage in age appropriate learning and social opportunities
- have well developed social and emotional skills
- enjoy optimal health and wellbeing
- successfully transition into desired employment, education and training

FAMILIES (parents and carers) succeed in their endeavours
- able to meet children and young person’s health, developmental and wellbeing needs
- are actively involved in their children and young person’s learning

COMMUNITY members succeed in their endeavours
- engage in education and training opportunities that support life and employment
- are connected to and supportive of their local community

SERVICE AND STAFF: Doveton College provides a high quality, fully integrated model of education and community support to children, young people and families from pre-natal to early adulthood and beyond

SYSTEMS AND POLICY: The broader learnings inform systems review, encourage flexibility and act as a catalyst for change at the social and educational policy level to allow service integration models to be successful