



## Doveton College A Demonstration Site

# Integrating Early Years, School, Family and Community Supports

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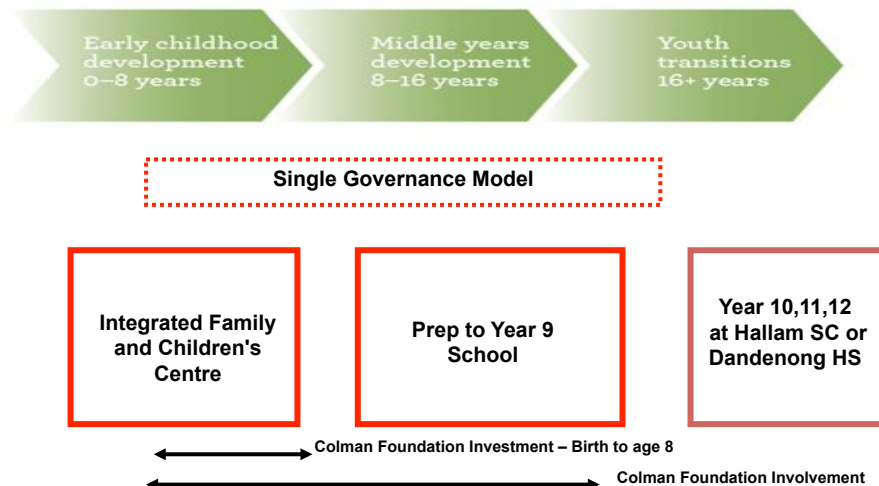


## Background

- Partnership between the Commonwealth and State government and the Colman Foundation
- First social-government partnership of its type in Victoria
- A demonstration site - \$34M new facility build
- Place based approach to reduce disadvantage integrating school, early years, family and social supports on a universal platform

## Doveton College

Lifecycle approach: from birth to adulthood



## Why Doveton?

### Demographics

- Significant disadvantage – in lowest quintile in Victoria
- Approx 12% unemployed & 14% in full employment
- Approx 90% health care card holders
- 48 different languages

### AEDI results

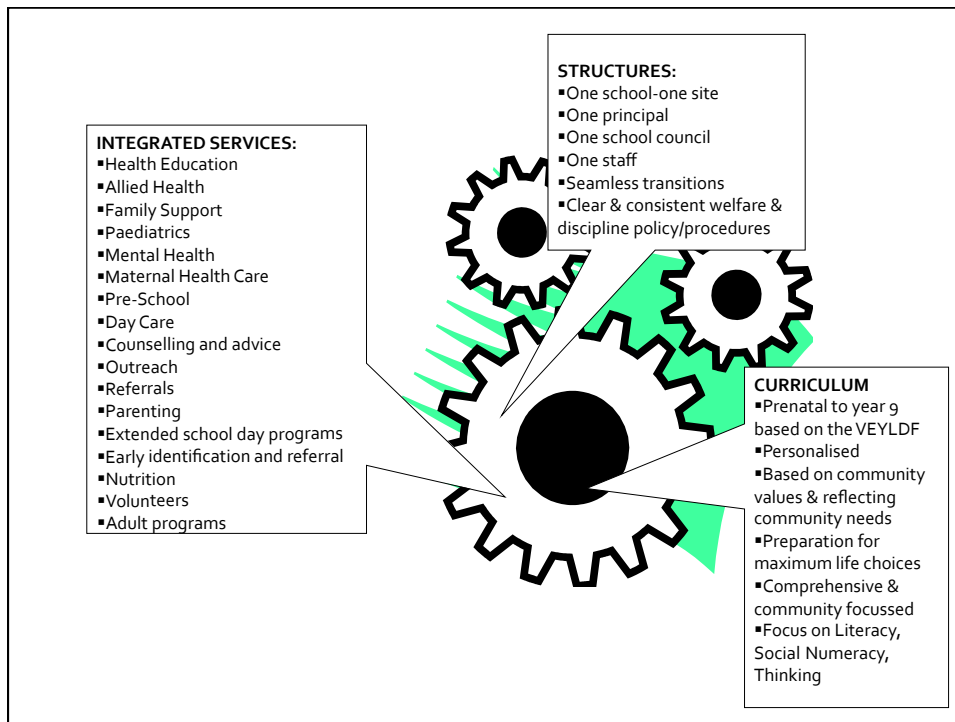
- 30% developmentally vulnerable on two or more domains (3% nationally)

### 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

## Governance structure

- **Doveton College Council** - setting the strategic intent of the new facility, determining key partners, developing a shared and unifying vision and underpinning values and undertaking joint planning. Council members include four parents, the Colman Foundation, Executive Principal, Director Family and Children's Services and Director Community Services, City of Casey.
- **Local Agencies Advisory Group** – providing advice and opportunities for services to come together and meet, share information and undertake professional development.
- **Parent Advisory Group** - ongoing involvement of and partnership with families through their participation in the **PAG**, as well as formal representation on committees, service user feedback, satisfaction surveys and consultation in ongoing planning and development of activities.

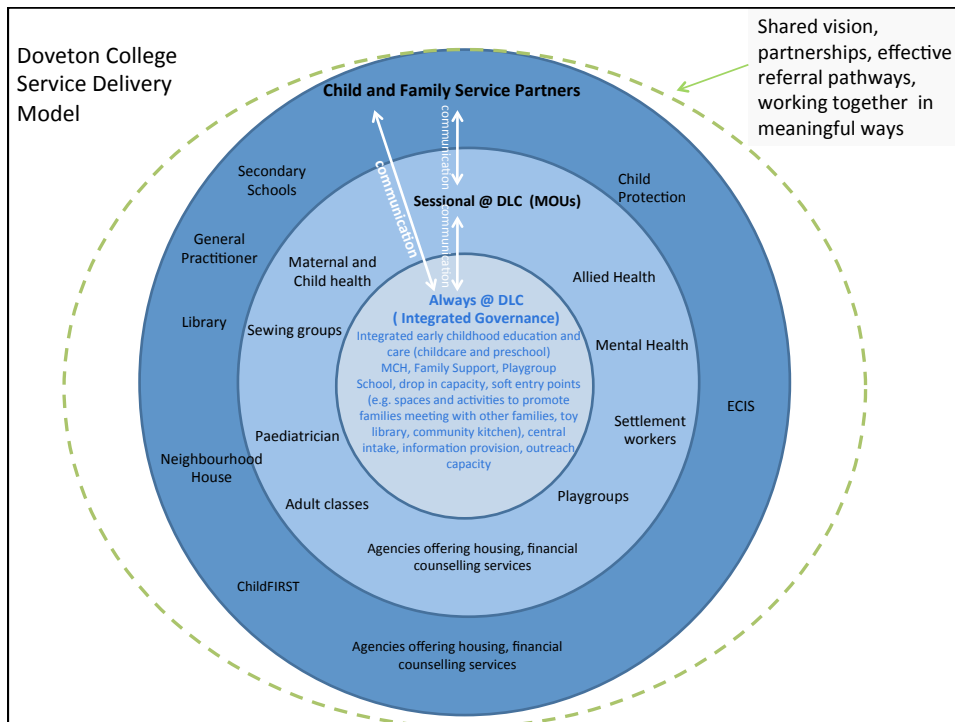


## Service Model

### Three levels:

- services that are funded and operated by the College
- service partners who operate from the College on an ongoing or occasional basis with their own funding
- service partners who do not conduct their operations on site.

All services within the model are expected to contribute to and subscribe to a shared vision, one family file, establish partnerships with one another and create effective referral pathways within and between each participating agency. All participating agencies are required to sign an MOU with Doveton College for the programs they provide.



## Agency Partners

- **Good Beginnings Australia** – Play and Learn, drop in playgroups, parenting outreach
- **Southern Health, Community Health**- Healthy Eating, Play Gym, therapy, oral health, and family counseling
- **City of Casey** – MCH, EMCH, First time Mothers groups
- **Multicultural Resource Centre** –African Youth worker, Settlement workers, adult training programs, conversational English classes
- **Monash Children’s hospital** – Paediatric fellow
- **Parenting Research Centre** – Early Home learning Study, Psychology support

## Agency Partners

- **Noahs Ark** – ECIS programs
- **DEECD** – Specialist Children’s Services
- **The Smith Family** – Learning for Life
- **Family Life** – Mental Health Family Support
- **Centre link** – advice and support for families
- **Centre for Community Child Health** – support and evaluation
- **Monash University** – student placement, evaluation

## 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

## **Doveton College Learning Charter**

The purpose of education is to equip children and young people with the capacities to manage themselves and relationships with others, understand the world and act effectively in that world. The aim is to prepare them for success in education, work and life.

(based on) Victorian Essential Learning Standards Overview document

## **Challenges**

- No clearly defined policy framework
- Multiple layers of government investment
- Transitional role of philanthropy in driving system re-engineering
- Traditional school culture - language
- Interdisciplinary teamwork, professional development and remuneration
- Partnership relationships and sustainability
- High expectations and timeframes
- Evaluation

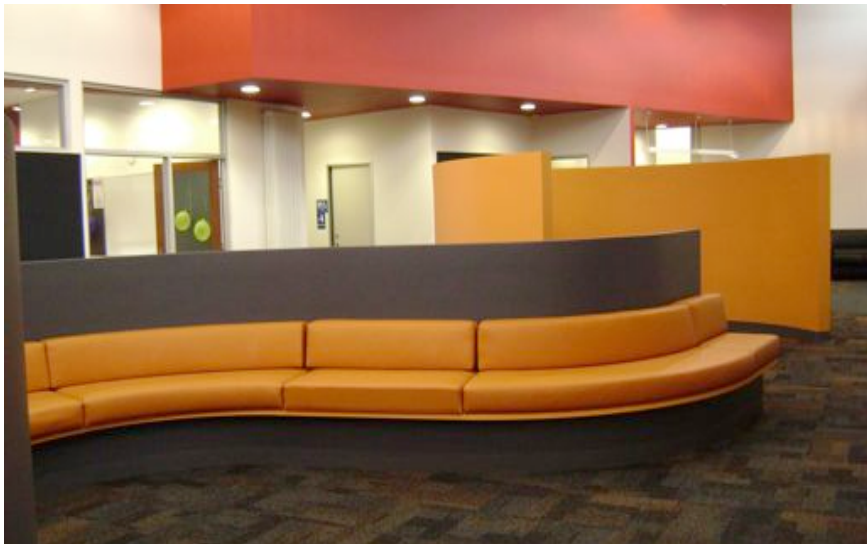
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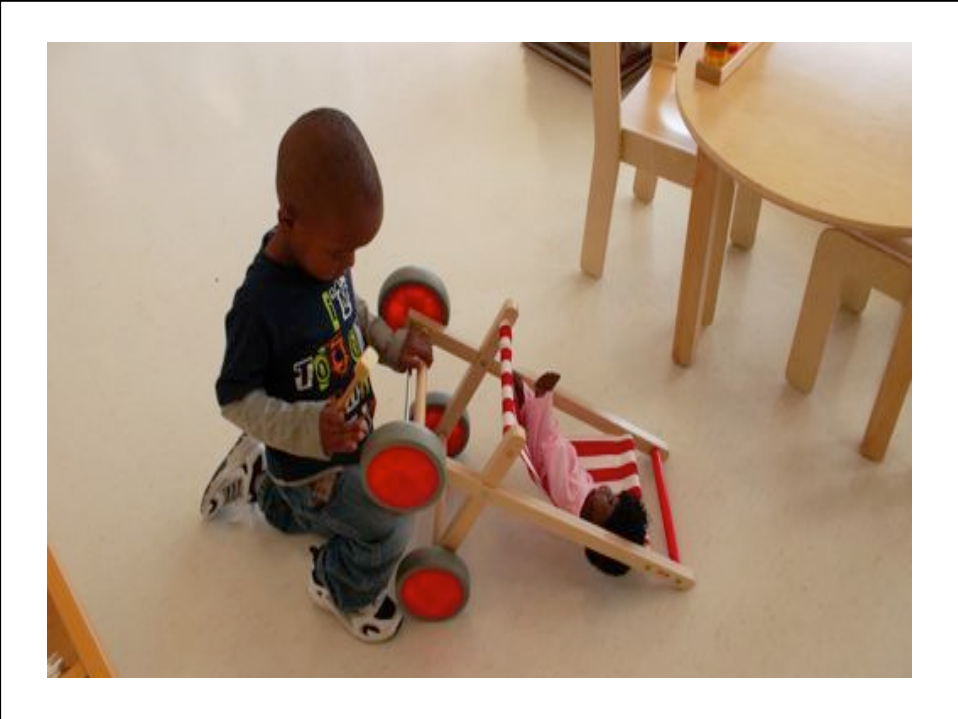




















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