



## “Together we can make a difference”

### Features, challenges and lessons learnt

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August 2015



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## What is 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



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## What is Doveton College?

- A **new** community focused school catering for families and children, prenatal to Year 9
- Offers fully integrated wrap-around services including early learning, family support, maternal and child health and Prep to Year 9 schooling in purpose built learning communities for the 21<sup>st</sup> Century



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## How it came to be?

- Growing awareness of research supporting the integration of early childhood and family services within the education sector
- Existing Victorian *School Regeneration Program* and Commonwealth *BER* resources
- Philanthropic interest in supporting education from the early years



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## Why Doveton 3177?

### Demographics (in the early days...)

- Significant disadvantage
- Approx. 12% unemployed
- Approx. 85% health care card holders
- 48 different languages
- High indigenous population



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## Why Doveton 3177?

### NAPLAN results

- Year 3 and Year 5 results were significantly below the expected level in reading compared to the state averages

### AEDI results

- 35% of students identified as developmentally vulnerable on two or more domains (compared to 3% nationally)



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## From a concept to a new school approach....

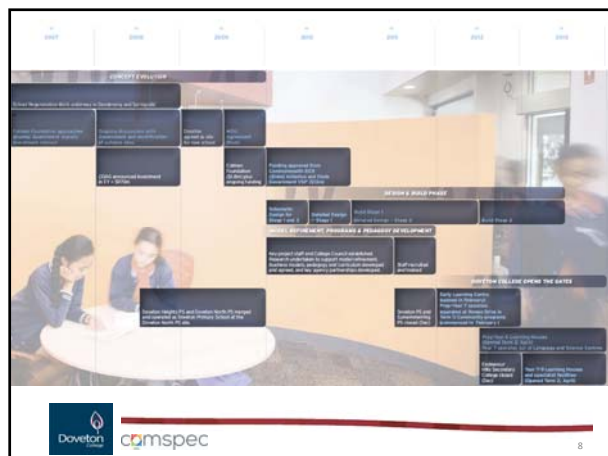
### Developmental timeline

- |           |   |
|-----------|---|
| 2007-2009 | <b>Concept evolution phase</b><br>» MOU Agreement signed and funding secured<br>» End of 2009 – two primary schools close, merge into one   |
| 2010-2013 | <b>Build and design phase</b><br>» Schematics, design and build   |
| 2010-2012 | <b>Model refinement, programs and pedagogy development</b><br>» Staff recruited and trained<br>» end of 2011 – two primary schools close, merge into DC   |
| 2012      | <b>Doveton College opens the gates</b><br>» ELC and Community Programs (Feb 2012) with Prep -Year 7 at different campus for Term 1<br>» Prep-Year 6 Learning Houses (April 2012) with Year 7 operating out of Language and Science Centre<br>» End of 2012 – one secondary school closes, merge into DC |
| 2013      | <b>Doveton College – baseline year</b><br>» Year 7-9 Learning Houses and specialist facilities (opens Term 2)<br><b>Doveton College – full service provision (830 students)</b>   |
| 2014-2015 |   |



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## How it was funded and operates?

- Result of contributions by federal and state governments together with philanthropic investment from the Colman Foundation
- Doveton College is the first school in the state system to operate on a governance model that has committed support and participation of a private foundation



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## What was the community data telling us about ...barriers to learning?

- Poor health and well being
- 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



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## ....existing early childhood service system...

- High numbers of families with complex needs – often beyond the capability of any single service
- Capacity of services to meet the needs of vulnerable children and families
- Poor attendance at Child Health and kindergarten
- Demand for support greater than services available
- Lack of information and clear referral pathways
- Lack of availability of ongoing intensive support for families
- Lack of service coordination resulting in families having difficulty accessing services they need
- Poor linkages between early years services and schools



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## and...the existing school system...

- Based on traditional teaching methods
- Low literacy and numeracy levels
- Poor attendance – low retention rates
- Lack of parental involvement in the school curriculum
- Parents did not feel welcome in the classroom
- Poor physical environments
- Poor linkages between schools and other services



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## The Vision.....

...ensure children, young people and their families succeed in their endeavours...

- Provide a range of high quality universal services for children and young people
- Offer a single entry point to all services where there is no 'wrong door'
- Provide safe, comfortable spaces for children and their mothers, fathers, brothers, sisters and carers to gather
- Children and families experience seamless transitions between education, care, health and support services



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## 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

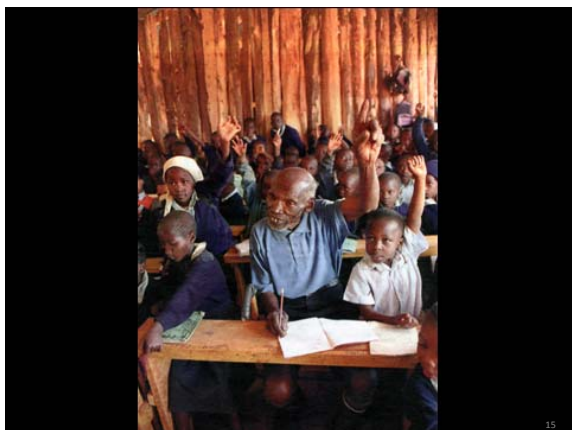
- Work in partnership, engage families and children in an integrated way and deliver high quality, evidence based programs

### Community

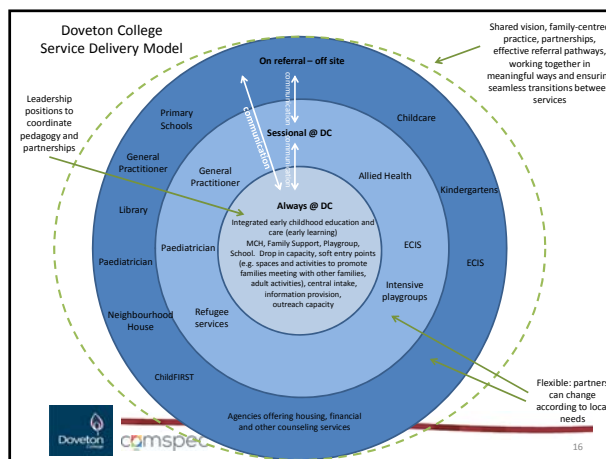
- Members are connected to local services and facilities that meet their diverse needs



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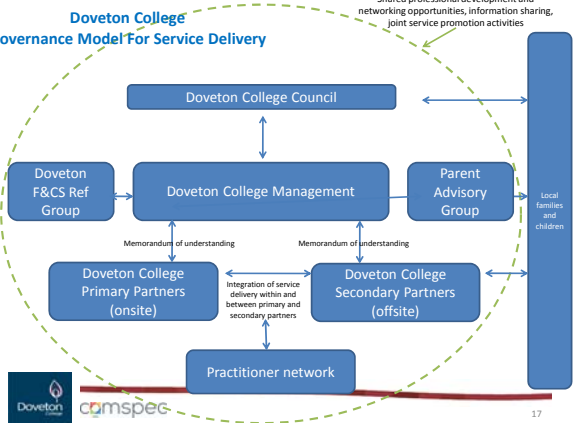


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## Doveton College Governance Model For Service Delivery



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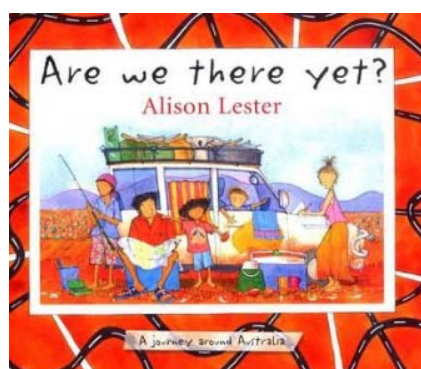
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## Evaluating the impact ...across the layers...

COMMUNITIES

FAMILIES

CHILDREN AND  
YOUNG PEOPLESERVICE AND STAFF  
[OPERATIONS AND  
PRACTICE]

SYSTEMS AND POLICY



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## Long term outcomes

### CHILDREN AND YOUNG people succeed in their endeavours

- o engage in age appropriate learning and social opportunities
- o have well developed social and emotional skills
- o enjoy optimal health and wellbeing
- o successfully transition into desired employment, education and training

### FAMILIES (parents and carers) succeed in their endeavours

- o able to meet children and young person's health, developmental and wellbeing needs
- o are actively involved in their children and young person's learning

### COMMUNITY members succeed in their endeavours

- o engage in education and training opportunities that support life and employment
- o are connected to and supportive of their local community

**SERVICE AND STAFF:** Doveon 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



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## Mixed design evaluation method

### Qualitative and quantitative across process and impact

- Document the journey – to capture the processes, challenges and learnings of creating Doveon College
- Develop and apply an outcomes-based evaluation to determine the impact of Doveon College – immediate and long term
- Develop case studies to further support the 'real' impact on children, families and our community

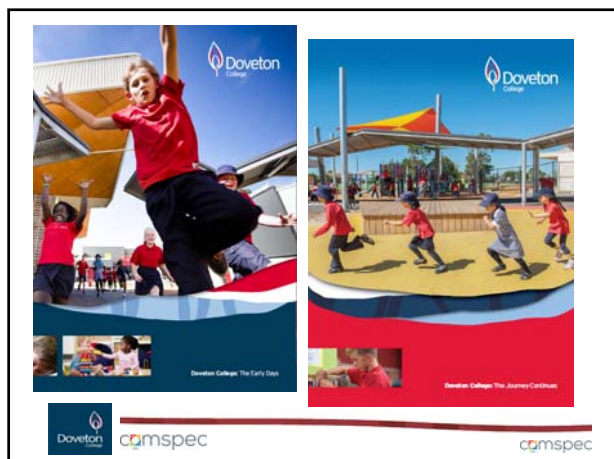
...Supported by the development of partnerships and working relationships with experts and researchers in the field



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## Areas of interest

**CHILDREN AND YOUNG PEOPLE – linking data**

- NAPLAN, AusVELS, internal academic assessments, etc
- Attitudes to School (from stimulated, motivated, teacher effectiveness and empathy to feelings about school, student morale, distress, connectedness to school and to peers)
- MCH KAS visits
- SEHQ and AEDC data
- Enrolments, absences and attendance, late arrivals

**FAMILIES/COMMUNITIES**

- Parents understanding of the programs, feeling welcome and connectedness
- Availability and usage of services/supports from partner agencies
- Presence of parents and community members as volunteers
- Engagement in education opportunities for children and for self
- Employment outcomes

2012 Opening year ESTABLISHMENT	2013 Full operation – BASELINE	2014 2 <sup>nd</sup> year – CONSOLIDATION	2015 3 <sup>rd</sup> year – CONSOLIDATION	2016 4 <sup>th</sup> year – CONSOLIDATION	2017 5 <sup>th</sup> year – CONSOLIDATION	2018 6 <sup>th</sup> year – CONSOLIDATION
ELC	ELC	ELC	ELC	ELC	ELC	ELC
Prep	Prep	Prep	Prep	Prep	Prep	Prep
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
Year 2	Year 2	Year 2	Year 2	Year 2	Year 2	Year 2
Year 3	Year 3	Year 3	Year 3	Year 3	Year 3	Year 3
Year 4	Year 4	Year 4	Year 4	Year 4	Year 4	Year 4
Year 5	Year 5	Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7	Year 7	Year 7
...	Year 8	Year 8	Year 8	Year 8	Year 8	Year 8
...	Year 9	Year 9	Year 9	Year 9	Year 9	Year 9
...	Exit DC	Exit DC	Exit DC	Exit DC	Exit DC	Exit DC

Grey: Snapshot of the school in any year. Logically this is in Baseline year and ageing five years later

Red: Comparison across year levels

Green: Cohort A – Baseline year as 2013 (from first full year of operation to track growth over time for same (mainly) student base)

Blue: Could explore sub-cohorts for this year, starting at each year level (i.e. Cohort ELC A, Prep A, Year 1 A and so on, where starting year is 2013).

Blue: Cohort B – Second year of full operation in 2014. There would only be one new cohort here, Cohort ELC, as all others would fall into the previous year's cohort.

## DOVETON COLLEGE DATA DASHBOARD

Examples of the types of data in the 2014 Dashboard

*NB: We are now moving to include 2015 data as it comes to hand and to look more specifically at the growth and relative changes since 2013 to now...it is still early days.*

### CYP engage in age appropriate learning and social opportunities

**CYP1. Children and young people attend on a regular basis**

Over time: Increase in proportion of children and young people attending on a regular basis

**Number of enrolments**  
Source: Internal school data end 2014

2014	ELC	P-Y3	Y4-6	Y7-9
836	154	302	200	180

**Average attendance (of days enrolled)**  
Source: myschool website, internal data 2014

2014	ELC	P-Y3	Y4-6	Y7-9
90%	84%	91%	92%	87%

**Average days absent per year**  
Source: Internal school data 2014

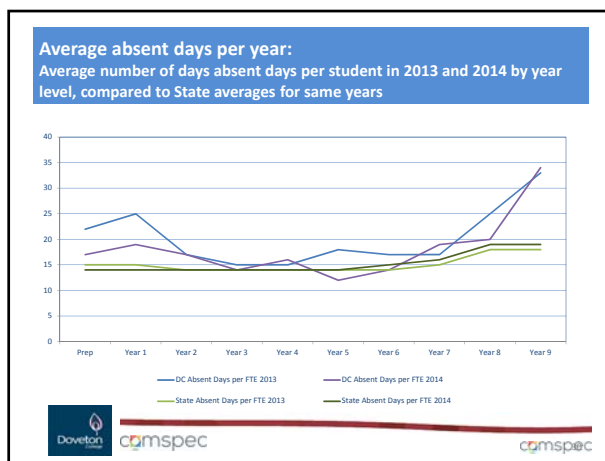
2014	ELC	P-Y3	Y4-6	Y7-9
18	n/a	17	14	24

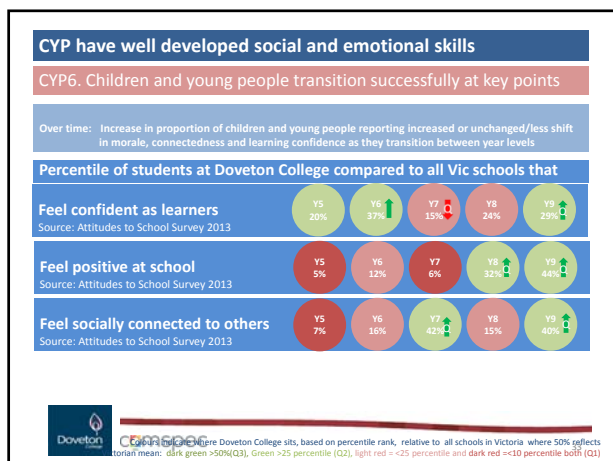
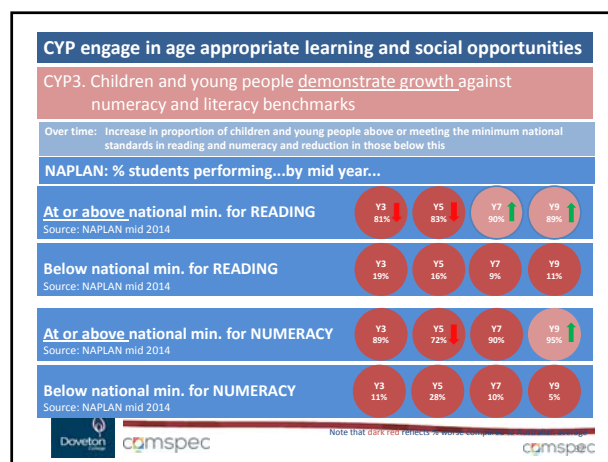
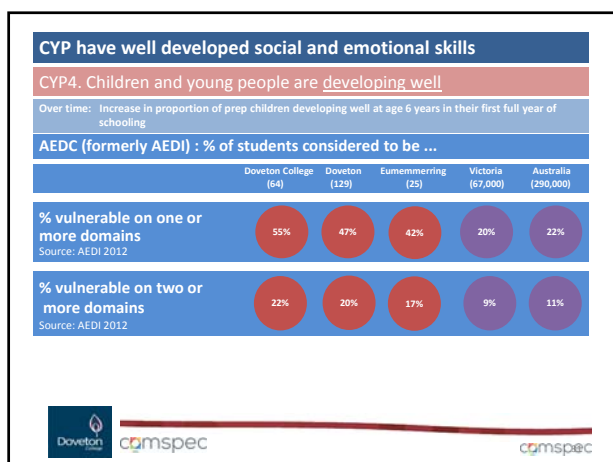
Over time: Increase in proportion of children and young people arriving on time

**Average arrival time**  
Source: Internal school data mid 2014

2014	ELC	P-Y3	Y4-6	Y7-9
GAP	9am	TBC	TBC	TBC

NB: Summary data for average attendance is below Victorian averages for 2011, with exception of Y7 where rate is similar





## Community members engage in education and training opportunities that support life and employment circumstances and feel connected to and supportive of their local community

C1. Community members have access/utilise a range of programs that will further their own life skills – employment, training and socially

Over time: Increase in proportion of parents/carers utilising learnings from skill-based and leadership program

Parents participating in *Healthy Little Rainbows* Fruit and Veggie Co-operative

Source: Internal College data, 2014



Parents obtaining employment outcomes as a result of support and training offered

Source: Internal College data, 2014



Over time: Increase in proportion of parents/carers and community members attending social support, sport or interest groups offered

Average term attendance at social, sport or interest groups – including craft, sewing & men's groups

Source: Internal College data, up to Oct 2014



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## Case Studies

*"I'm becoming proud, I'm not quite there yet but I'm getting there" (parent)*



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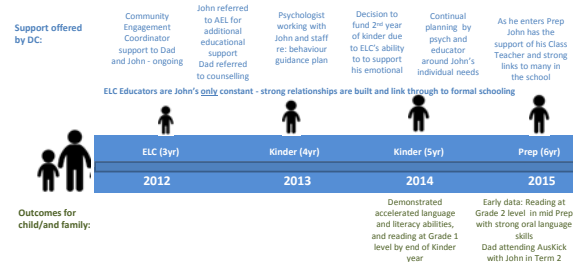
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### Case Study 1: John Brown (Feb 2009)

**Link to the College:** Dad brought John in when ELC opened – he was in need of help. John was 3.

**Life circumstances:** High needs family, complex family dysfunction. Ongoing child protection involvement and court orders restricting access by parents across the child's life. Daily crisis and home life is fragmented.

**Behaviour:** Presented with difficult behaviour – physical violence that escalates during times of custody hearings

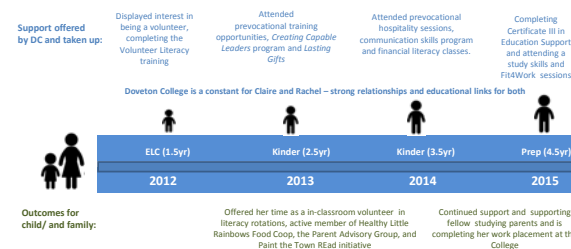


**Key learnings:** Constant attendance in high quality ELC, transition into Prep and access to wrap around support services for John and his dad have given John a far greater start in life than if his father had not chosen bring him to Doveton College.

### Case Study 2: Claire (parent)

**Link to the College:** Came to the College in 2012 when it opened. She had children in older years and a toddler. Always been present and known to those in the College community

**Life circumstances:** Complex family history, low income status. A local to Doveton for 15 years and felt that she had made poor choices and was not heading in a happy or useful direction. In early days at Doveton College she was often called to come and speak with staff regarding troubling behavioural issues of her older children

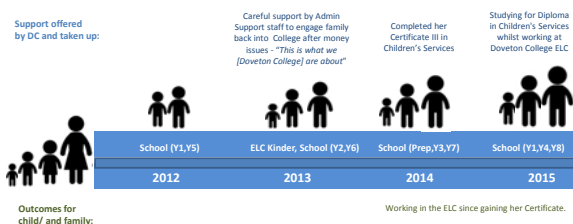


**Key learnings:** Recent interview with local paper summarises the impact for Claire – "the school has changed my life, I never really thought I was much of anything and now I do". She would like to see herself eventually take on a working role at Doveton College in the future.

### Case Study 3: Latisha (parent and educator in ELC)

**Link to the College:** Commenced coming to Doveton in the first year the College opened with children in Y1 and Y5

**Life circumstances:** Experienced hardship and a troubled time prior to coming to the College. Complex, drug related issues.



**Key learnings:** While the story of her children and how they have enjoyed the change in their mother is yet to be told, Latisha herself participated in a video clip production in 2014 speaking about her background and how the College has supported both herself and her family to "turn their life around".

## Focus for 2015

- Continuous improvement and retain high quality rating
- Playgroups support
- Address findings of Priority School Review
- Redesign curriculum with focus on explicit, intentional teaching and learning
- Extended school programs
- Parent engagement – earlier and larger cohort
- Adult/community support and education
- Continue to monitor, evaluate and change practice
- Working with government to explore needed systems change for future place-based integrated services



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### Challenges and battles fought

- New school – absence of previous ways of working, policies and procedures, curriculum, understanding integrated practice, etc.
- Closing of previous local schools – implications on families and children and broader community
- Significant behavioural issues requiring intensive management
- Parent's own perception and experiences of school
- Staffing recruited from 80 points – not all align with vision
- Employment structures and conditions required
- New building, multi-age learning houses, open spaces, ways of teaching, etc.



### Challenges and battles fought

- Creating a shared language and vision
- Complexity of community and families
- Level of demand for service – more service, greater demand
- Shared data - transparency about data and progress
- Fragile funding base
- Variability and stability of funding across partner agencies
- Pooling and re-allocating resources for the greater good
- Lack of cohesive policy frame across government/s



### Core elements of the Doveon College approach

#### Reflecting on our learnings:

- High quality intentional education from birth onwards
- Access to an integrated range of high quality child and family support services
- Increased adult presence and engagement in the school and in learning



### Take away lessons

- **This takes time!**
- **Relationships are fundamental**
- Aim high and be persistent
- If you are going to lead, lead
- Working collaboratively requires a shift in thinking and in practice
- Being unique is OK!
- The core elements are transferable
- Adopt a *So what – now what* philosophy



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***“We are absolutely determined to achieve our goal and improve the learning, social and emotional outcomes and the health and wellbeing for children in Doveon and their families”***



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Thanks for your interest on behalf of

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