

FLEMINGTON EDUCATION PLAN

2020 – 2030

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ACKNOWLEDGEMENT OF COUNTRY

The Victorian State Government, Department of Education and Training, respectfully acknowledges the Traditional Custodians of the land on which the *Flemington neighbourhood* is located – the Wurundjeri People of the Kulin Nation; and pays its respects to their spirits, ancestors, elders and Community Members past, present and emerging.

The Department of Education and Training is committed to honouring Aboriginal and Torres Strait Islander peoples' special and distinctive spiritual and material relationships with the land, water, trees, rocks, hills and valley creeks, rivers and flood plains of the local area.

EXECUTIVE SUMMARY

The Victorian Government announced the Flemington Education Plan (the Plan) in the 2018-19 State Budget. The purpose of the Plan is to consider how education can be improved for young people in the area. The Plan seeks to boost educational outcomes by giving students more options and opportunities, improving the transition through each stage of education (from early childhood through to post-secondary education), equipping teachers with more effective training and resources.

For education providers in the area, the challenges to achieving equity and excellence for all are particularly complex and multi-faceted, leading to varied learning outcomes. The demographic profile of communities in the *Flemington neighbourhood*¹ has experienced population growth and greater socio-economic and cultural diversity over recent years and these trends are predicted to continue. This has resulted in greater diversification and a variance of family expectations, perceptions and demands on local schools.

The schools involved in the Flemington Education Plan include Flemington Primary School, Debney Meadows Primary School, Mount Alexander College, and Ascot Vale Special School.

The four local schools have been exploring opportunities and working together to develop a range of shared programs and approaches, to improve teaching and learning across the individual settings.

However, there is a need for strong support from various project partners to generate a transformational change, to meet the needs of this diverse and growing community.

As part of our approach, the Plan will formally connect these schools as part of a learning precinct that will focus on sharing each school's expertise and resources. This is to achieve educational excellence and develop a culture that celebrates diversity and inclusion, in order to ensure students feel a sense of belonging and community.

The Plan provides a platform that brings the local community, education providers and project partners together to help transform education systems and outcomes across the *Flemington neighbourhood*.

How the Flemington Education Plan was developed

Since the announcement of the Flemington Education Plan, several parties have been involved in developing and shaping the Plan. Their involvement has been key to harnessing the collective responsibility and a genuine commitment for transforming education in the neighbourhood.

The Department of Education and Training (the Department) has sought feedback from stakeholders, school staff, students, parents, and the broader community to inform the vision of the Plan.

A local Strategic Advisory Group was established in January 2019 to provide strategic advice to the Department regarding the development of the Flemington Education Plan.

The active involvement of a cross-section of government, community leaders, educational providers and other members to facilitate discussion and drive innovative solutions, in order to develop and identify strategic, long-term outcomes of the Plan.

Case for change

Complex and multi-faceted challenges have resulted in varied learning outcomes, a range of community perceptions and reputations for each school and limited community understanding of how four very different schools within a small neighbourhood meet the needs of this growing and diverse community.

The education plan aims to align these four schools and strengthen their capacity to provide excellent outcomes for every student through collaboration and connection to community.

¹ The *Flemington neighbourhood* is a part of the City of Moonee Valley and encompasses land to the east of Ascot Vale Road through to the Moonee Ponds Creek and includes a small pocket to the south of the Ascot Vale neighbourhood. It includes Flemington, Travancore and parts of Ascot Vale suburbs. Source: MV2040 Strategy: Your neighbourhood, your vision – Flemington Factsheet

Through the findings of community engagement in May and June 2019, there is a need for tailored responses to the specific educational needs for the *Flemington neighbourhood*, in order to address educational inequities between schools to help improve education outcomes and achieve excellence for all students. Findings indicated that providing additional learning support based on each student's needs, and better health and wellbeing support, will help students feel engaged, happy and safe at schools.

The specific challenges identified through the development of the Plan include:

- population densification, transience and enrolment growth and the implications for infrastructure and education provision
- variance in school practice, programs, service provision and approaches that impact on the quality and breadth of student opportunities, transitions and outcomes
- the growing diversity of student needs and community expectations that challenge teachers' capacity and capability to meet student needs.

Opportunities for the Plan include:

- building on Mount Alexander College's student-centred model to improve student achievement and engagement
- creating Ascot Vale Special School as a Centre of Excellence in the provision of support to students with additional needs, and
- enhancing workforce capacity and capability across the learning precinct.

Shared Vision

The feedback from the community engagement process undertaken in mid-2019 informed the development of the vision for education in this diverse and growing community.

The vision for the Flemington Education Plan is that ***'every child and young person will experience opportunities and pathways that promote educational excellence, health and wellbeing, a sense of belonging and community'***.

Realising the Vision

The Flemington Education Plan provides a coordinated approach to ensuring that every child and young person will experience the same high-quality seamless education that fosters positive health and wellbeing, a sense of belonging and community, and the capacity to succeed from early childhood setting into adult pathways beyond secondary school. The Plan celebrates the diversity of its community and the opportunities for inclusion and learning from each other.

Through the strong partnerships created during the development of the Plan, there is a genuine commitment to support education providers to build upon their strengths and emphasise continuous improvement through the implementation.

Implementation

A comprehensive action plan will be developed and implemented initially over a four-year period. The action plan will evolve over time to reflect the changing contexts, funded programs and priorities, and it will be reviewed every year.

A Strategic Advisory Group supported by a range of Working Groups will provide leadership and oversight of the Flemington Education Plan.

CONTEXT

THE EDUCATION STATE

The Victorian Government has invested over \$5 billion to make Victoria the Education State, improving outcomes for every student, in every classroom, in every school, and for all communities. The Education State is building a system that provides every student with the knowledge, capabilities and attributes that will see them thrive throughout their lives, to have the skills that industry needs, and that employers expect.

The ambitious Education State school targets focus our efforts on the things that promote excellence across the curriculum, the health and wellbeing of students and break the link between disadvantage and student outcomes.

These targets reflect our ambition to improve outcomes for children and young people:

- Learning for Life
 - More students achieving excellence in reading, maths, science, critical and creative thinking and the arts.
- Happy, Healthy and Resilient Kids
 - Building the resilience of our children and encouraging them to be more physically active.
- Breaking the Link
 - Ensuring more students stay in school and breaking the link between disadvantage and outcomes for students.
- Pride and Confidence in our Schools
 - Making sure every community has access to excellence, in every government school and classroom.

The Framework for Improving Student Outcomes has been developed to help us work together to dramatically increase the focus on student learning in schools. It helps schools and education partners to focus their efforts on key areas that are known to have the greatest impact on school improvement, enabling principals, school leaders, teachers, students, parents, regional staff and policy-makers to work together to create better outcomes for our students.

The Flemington Education Plan will help schools and education partners improve outcomes in relation to the FISO priority areas of:

- achieving excellence in teaching and learning
- professional leadership
- community engagement in learning and
- creating a positive climate for learning.

WHY HAVE A PLAN?

The Education State reforms are driving improvements at all levels of the system to help education providers of early childhood services through to post-secondary services achieve equity and excellence for our children and young people.

However, for some communities where achievement, engagement and wellbeing outcomes for children and young people are well below expected levels, the challenges to achieving equity and excellence are particularly complex and multi-faceted. Often these challenges are beyond the reach of a single school or service, as they stem from geographic, social or demographic factors.

An Education Plan is a tool to harness collective responsibility for transforming education in a community, with a focus on improving learner achievement, engagement and wellbeing outcomes. The key characteristic of an Education Plan is the needs and aspirations of the community guide its development. Local stakeholders collaborate to identify the challenges to improving these outcomes, and to find holistic, comprehensive solutions tailored to their local context.

The process of developing an Education Plan can forge strong, ongoing connections between these local stakeholders – including education providers (early years, primary and secondary, post-secondary), families, community, industry, government and support services. It can inspire engagement and commitment to the success of government education by repositioning learning and development at the heart of the community.

THE COMMUNITY

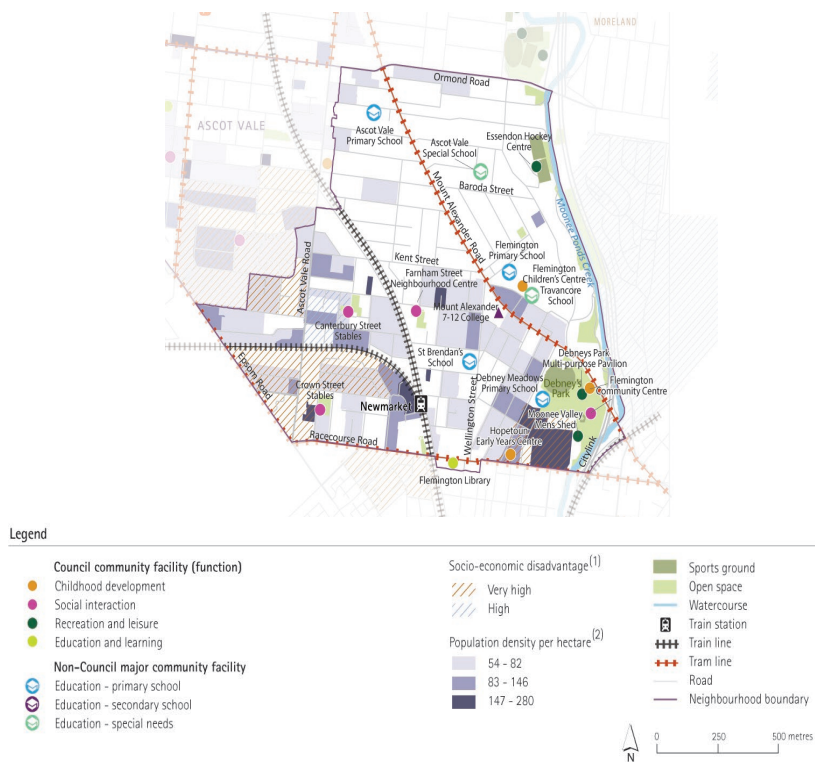
The City of Moonee Valley is a local government area located in the inner and middle north-western suburbs between four and 13 kilometres from the Melbourne city centre.² At the 2016 Census, the City had a population of 116,671.

The Wurundjeri people are the traditional owners of the land.

They relied on the Maribyrnong River, Moonee Ponds Creek and Steele Creek for fishing, transport and food.

The **Flemington neighbourhood** is a part of the City of Moonee Valley and encompasses land to the east of Ascot Vale Road through to the Moonee Ponds Creek and includes a small pocket to the west of the Ascot Vale neighbourhood. It includes Flemington, Travancore and parts of Ascot Vale suburbs.³

The 2018 Estimated Resident Population for the neighbourhood is 15,477, with a population density of 61.11 persons per hectare.⁴



Source: 1) Census (2011) SEIFA index (decile) at Statistical Area Level 1; 2) Census (2016) at Mesh Block level for density above 54 persons per hectare.

Map supplied by City of Moonee Valley

² City of Moonee Valley Council Plan 2017-2021

³ MV2040 Strategy: Your neighbourhood, your vision – Flemington Factsheet

⁴ Source: Australian Bureau of Statistics, Population and household forecasts, 2016 to 2041

Population growth across Moonee Valley

The demographic profile of communities in the *Flemington neighbourhood* has experienced change in recent years as a result of population growth and changes to socio-economic and cultural diversity.

From 2011 to 2016, the *Flemington neighbourhood's* population increased by 8.6 per cent. The largest changes in the age structure in this area saw increases to the 25 to 34 year old category.⁵ Further population growth is predicted in the area over the coming years particularly in the Ascot Vale and Moonee Ponds suburbs.

The following table shows the estimated resident population forecast between 2020 and 2041.

Location	Estimated Population Forecast for 2020	Estimated Population Forecast for 2041	Per centage population change 2020-41
City of Moonee Valley	133, 865 5	177,029	35.90
Flemington neighbourhood *	16,536	20,621	24.70
Moonee Ponds (suburb) **	19,104	27,633	44.65
Ascot Vale (suburb) **	16,613	29,501	77.58
Flemington-Travancore (suburb) **	12,178	14,761	21.22 1

Source: Australian Bureau of Statistics, *Census of Population and Household forecasts, 2016 to 2041*

* *Flemington Neighbourhood* includes *Flemington, Travancore* and parts of *Ascot Vale* suburbs

** *Suburb* is within the *Mount Alexander College* designated neighbourhood area.

Relevant population and socio-economic profile data for the *Flemington neighbourhood* and the City of Moonee Valley is included in **Appendix 1**.

Diversity of the Flemington neighbourhood

The community is culturally and linguistically diverse with 37 per cent of the population speaking a language other than English at home and the same proportion of people born overseas.⁶ This diversity is reflected in the school enrolments across the neighbourhood and is a key characteristic.

Vulnerability

The *Flemington neighbourhood* has pockets of public housing in and around Crown Street and west of Newmarket Station as well as the *Flemington Housing Estate* adjoining *Debneys Park*.

In 2016, the *Flemington neighbourhood* scored 945.3 and the *Flemington suburb* scored 854.8 on the *Socio-Economic Indexes for Areas (SEIFA)* of disadvantage (*Index of Relative Socio-Economic Disadvantage*).⁷ The level of socio-economic disadvantage in *Flemington* is the highest in the City of Moonee Valley and exceeds that found on average in *Greater Melbourne, Victoria* and *Australia*.

The *Student Family Occupation and Education* ratings across the four schools involved in the *Flemington Education Plan* (known as the *Flemington schools* hereafter) indicate varying levels of disadvantage:

⁵ Data provided by the City of Moonee Valley using the 2016 Census Data (Appendix 1)

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⁷ Australian Bureau of Statistics, *Census of Population and Housing 2016*

School Name		2019 Rating
Ascot Vale Special School		Medium
Debney Meadows Primary School		High
Flemington Primary School		Low
Mount Alexander College		Low-Medium

It is worth noting that demographic shifts at Mount Alexander College have reduced its rating in recent years.

Education and employment in the Flemington neighbourhood

The 2016 Census indicated that 5.9 per cent of the population was attending primary school, 4.3 per cent of the population attended secondary institutions, and 13.1 per cent were learning at a tertiary level.⁸

The size of the labour force (residents aged 15 and over) in 2016 was 7,412, 32.6 per cent of whom were employed part-time and 57.1 per cent were full time workers. The labour force participation rate of the population in the neighbourhood was 62.6 per cent.⁹

The unemployment rate across the neighbourhood was 8.9 percent, compared with 5.7 per cent for the City of Moonee Valley and 6.6 per cent for Victoria.¹⁰

EDUCATION PROVIDERS AND PARTNERS

Early Years

The City of Moonee Valley has a high kindergarten participation rate of 95.6 per cent (2018 Participation data).

There are currently five early learning services in the *Flemington neighbourhood* including:

Service Name	National Quality Standards Rating	Other
Flemington Children's Centre	'Exceeding' October 2017	Located behind Flemington Primary School
Flemington Child Care Co-operative	'Working Towards' November 2017 – previous rating was 'Exceeding'	Located close to Debney Meadows Primary School
Hopetoun Early Year's Centre	'Exceeding' August 2015	Located close to Debney Meadows Primary School
St Brendan's Kindergarten	'Meeting' April 2019	
Goodstart Early Learning Flemington	'Meeting' October 2017	

The 2018 Australian Early Development Census data indicates that 14.1 per cent of children in the suburbs of Flemington and Travancore were reported as being vulnerable in two or more domains. This was a greater proportion of students than that recorded for the City of Moonee Valley (7 per cent) and Victoria (11 per cent).¹¹

⁸ Australian Bureau of Statistics, Census of Population and Housing 2016.

⁹ Australian Bureau of Statistics, Census of Population and Housing 2016.

¹⁰ Australian Bureau of Statistics, Census of Population and Housing 2016.

¹¹ 2018 Australian Early Development Census Data (Appendix 1) The Australian Early Development Census (AEDC) website @ <http://www.aedc.gov.au/> developed and owned by the Commonwealth of Australia as represented by the Department of Education and Training as at 11 December 2019

However, there are a significant number of children who may be developmentally vulnerable based on receipt of kindergarten fee subsidies at services in the area.

The Department is working with local government and service providers to support the implementation of the Victorian Government’s Early Years Reform Package. There are further opportunities to strengthen collaboration between these services and the Flemington schools to support children as they transition into primary school as part of the Education Plan.

Primary and Secondary Schools

The following table provides an overview of the four schools included in this plan:

School Name	Language other than English		Enrolments (at census day)		
	2013	2020	2013	2020	% change
Flemington Primary School	16%	30%	432	387	-10.11%
Debney Meadows Primary School	99%	95%	89.0	104	17%
Ascot Vale Special	41%	42%	110.5	109	-1%
Mount Alexander College	66%	40%	260.0	522	101%

**Prepared using the most current data available at the time of writing this report*

Other schools

The Travancore School which is located next to Flemington Primary School, is a school that provides educational services to young people who are engaged in mental health services. This can be on or off-site. The school also aims to build capacity of teachers and other staff to support students who may be experiencing mental ill-health. Travancore has been involved intermittently throughout the development of the Education Plan and is willing to work with the schools to offer support with capability building and with wellbeing initiatives developed as part of the Education Plan.

Enrolment trends

The Flemington schools have experienced a range of enrolment pressures over past years including:

- **Debney Meadows Primary School:** has low enrolments against capacity creating sustainability issues, with transient population localised to the Flemington Housing Estate
- **Flemington Primary School:** is a broader school of choice inclusive of Travancore and Flemington communities
- **Ascot Vale Special School:** stand-alone school that attracts enrolments outside of the local area because of its specialisation
- **Mount Alexander College:** has historically had challenges in attracting a broad range of enrolments from local schools, although current enrolment trends indicate that the school is nearing capacity with limited ability to service future demand.

Student outcomes

National Assessment Program Literacy and Numeracy (NAPLAN) data trends highlight the variation in student outcomes across the Flemington schools. Debney Meadows Primary School, Flemington Primary School and Mount Alexander College have greater proportions of students in the bottom two bands of literacy and numeracy at the Year 5 and Year 9 levels compared with other local schools and were below the state average in some areas in 2019.

All three schools continue to focus on maintaining students in the top 2 bands of NAPLAN and improving high growth for Literacy and Numeracy, between Year 3, 5, 7 and 9. A summary of NAPLAN data is available in **Appendix 2**.

Students at Ascot Vale Special School all have individual learning plans with identified goals that are measured in accordance with students with additional needs. Its performance report registers that the school's performance is high or very high and is on a positive improvement trajectory with the school acting as an influencer and a system leader. The school has attained strong learning growth for students in the literacy modes of reading and viewing.

The school has a one-to-one iPad program and is focused on all students achieving in six key learning areas of: English, Mathematics, Science, Personal and Social Capabilities, The Arts and Health and Physical Education.

The destination data for students exiting the school at the end of Year 12 indicates that all students exiting were able to successfully access a post school option placement. These post school options ranged from further tertiary studies and apprenticeships to supported placements.

Mount Alexander College ensures all students have a pathway through the development of Individual Pathways Plan. This plan caters for their passions, needs and interests.

The majority of students leaving Mount Alexander College after the completion of Year 12 go on to further education and training. In 2017, 30.2 per cent of students (16 students) went on to university and 56.6 per cent (30 students) on to TAFE, with the remainder transitioning to employment. There was a significant rise in the number of students accessing university pathways in 2018, with 48.9 per cent of students (22 students) transitioning to university and 31.1 per cent (14 students) into TAFE courses. There has been a significant improvement in the Victorian Certificate of Education (VCE) Median score in recent years from 23 – 27.¹²

Science and engineering are the most common university pathways. Mount Alexander College has had a strong focus on Science, Technology, Engineering and Maths in the last three years, therefore these pathways are not surprising. The 2019, the VCE cohort has a strong interest in engineering and psychology. Nursing and automotive continue to be popular TAFE options. Victorian Certificate of Applied Learning (VCAL) students have successfully transitioned into TAFE and employment after the completion of Year 12. Last year, two students moved into automotive apprenticeships and in 2019, three students have successfully transformed their Structured Workplace Learning placement into a full-time apprenticeship. In this context, automotive is a dominating destination. There were fewer students opting to complete VCAL at Mount Alexander College in 2019 compared to previous years.

Industry and community partners

The Maribyrnong and Moonee Valley Local Learning and Employment Network (MMV LLEN) has been active in supporting this plan as reflected in its representation on the Strategic Advisory Group and local advocacy. MMV LLEN is identifying how its existing activities and strategic partnerships can support the goals of the Plan. The MMV LLEN will also support the Flemington schools to develop links with industry and leverage current relationships with post-school education providers to expand the curriculum and learning opportunities for students as well as future pathways options.

As part of the commitment to careers education the Department has funded MMV LLEN to deliver the school – employer partnerships contract across Maribyrnong and Moonee Valley for the next four years (2020-2023).

MMV LLEN has been working closely with all the Flemington schools including Mount Alexander College and Ascot Vale Special School to ensure students have opportunities to participate in:

- School and industry networking breakfast
- Entrepreneurial skills program with support of local businesses

¹² Victorian Curriculum and Assessment Authority – Senior Secondary Completion Data is available from: www.vcaa.vic.edu.au/administration/research-and-statistics/Pages/SeniorSecondaryCompletion.aspx

- Practice interviews with local businesses
- Try a Trade event
- Structured Workplace Learning placements
- School Based Traineeships
- Supported Educational (and work experience) Pathway Program for students with disabilities
- On Track Connect support / post school pathways information
- Tailored future world of work workshops for mainstream and special school audiences
- Facilitates VET in schools network
- Co-facilitates VCAL network.

MMV LLEN facilitates a number of industry, school and community partnership connections and acts as a conduit to key networks and relationships across the Maribyrnong and Moonee Valley region to increase school and industry engagement and support the engagement and post school outcomes for local students.

State and local government partners and projects

The Department has been working in partnership with the City of Moonee Valley and the Department of Health and Human Services (DHHS) throughout the development of the Flemington Education Plan to ensure that any opportunities to integrate service provision or leverage state and local government investments are explored. The Flemington Education Plan provides a platform to strengthen and increase collaboration between schools, service providers and the agencies to improve outcomes for children and young people across the precinct.

Members from both agencies are represented on the Strategic Advisory Group.

City of Moonee Valley

The City of Moonee Valley has been engaged in the development of the Flemington Education Plan through the provision of data, identifying community need, its close connections with a broad range of community groups, participation in the community engagement process and interest in supporting and facilitating joint use of school and community infrastructure.

Council has also been working towards the replacement of the Flemington Community Centre with a new integrated community hub. The vision for the proposed Flemington Hub is: A place for community to gather, learn, work and play. It will include a variety of spaces for community learning, skill development and training to cater for the needs of residents of both the Flemington Housing Estate and the surrounding neighbourhood. Significant community consultation has been undertaken as part of this project as well as liaison with other key stakeholders including the Department and DHHS on this project.

The City of Moonee Valley is committed to supporting education and lifelong learning initiatives through its MV2040 Strategy given the strong link between learning and better health outcomes, including physical and mental health and wellbeing, social connection and a sense of belonging. This includes access to quality education and care services, attaining employment-related qualifications, supporting ongoing learning throughout our life course, and facilitating access to skills development. [1]

Department of Health and Human Services (DHHS)

In addition to its service provision, DHHS has been working on the Public Housing Renewal Program to renew public housing stock on the Flemington Estate. This project has also involved stakeholder liaison with the City of Moonee Valley and the Department.

The Plan's focus on student and community health and wellbeing also provides a robust context for continued collaboration across the three agencies to support local needs.

[1] MV2040 Strategy: Your neighbourhood, your vision, June 2018

PREVIOUS INITIATIVES TO IMPROVE EDUCATION OUTCOMES

Previous attempts to improve outcomes at Mount Alexander College and Debney Meadows Primary School have had relatively slender impact. A proposed partnership with the School of Design at RMIT at Mount Alexander College faltered after several months; an earlier partnership with the Boston Consulting Group did little to improve trend data. Intensive coaching support at Debney Meadows Primary School failed to stem staff movement or significantly improve NAPLAN data.

School Network

Ascot Vale Special School, Debney Meadows Primary School, Flemington Primary School and Mount Alexander College are active members of the Moonee Valley Network and are currently working in Communities of Practice (CoP) to improve student learning through collaboration. There is a dedicated CoP for the Flemington Education Plan. Since 2019, this CoP has focussed on literacy – reading professional practice, and programs across the four schools and learning outcomes. This work has contributed to the Curriculum and Provision Working Group as part of the Flemington Education Plan's governance arrangement.

The strength of the network is in each school's willingness to support each other to achieve what cannot be achieved as a stand-alone school. The Flemington Education Plan Network of schools seeks to create a network of high expectation, support and learning that will make a difference for all students learning and opportunities.

Other Networks

Ascot Vale Special School is part of the Specialist School Improvement Network, formed to support each school in the network to build and grow the capacity of staff to deliver improved learning outcomes for all students in the network.

The schools in the network are Warringa Park School, Melton Specialist School, Jennings Street School, Sunshine Special Development School, Yarraville Special Development School, Rosamond School, Ascot Vale Special School and Furlong Park School. The eight schools all have a strong moral purpose not only to support each other but to assist mainstream schools in supporting students with additional needs.

This network was established six years ago and has grown from four schools to eight schools. In this time frame, the collegiality, the professional collaboration and the high degree of trust that has developed has increased the sharing of resources, knowledge expertise and opportunities for leaders and staff to engage in professional development.

Professional Learning Communities

Ascot Vale Special School is part of the Department's Professional Learning Community initiative to build the capacity of school leaders to improve the learning outcomes for every student through a consistent approach to disciplined, collaborative inquiry. The school attends termly PLC Cluster meetings along with 12 other schools to share quality practice and knowledge. The basis of the PLC is to build a culture of collective efficacy and collaboration.

Other programs and initiatives

In 2019, Mount Alexander College had a Community Liaison Officer partially funded through the Department's Place-Based Partnerships to Support School Engagement and Completion Initiative. This is an initiative to reduce early school leavers and improve student engagement targeted at schools with high numbers of young people from culturally and linguistically and diverse backgrounds. In 2019, the school partnered with Footscray City College and Maribyrnong College, specifically targeting students from an African background. Mount Alexander College has found a range of benefits as a result of the resource including literacy and numeracy support in the classroom, improved parental engagement through regular contact, and the provision of cultural awareness training for teachers.

The program was funded until June 2019 and the school continued funding the program through local funds to continue the momentum and positive impact on student outcomes and parental engagement. There is an opportunity through the Flemington Education Plan to improve student and parent engagement across and to build the capacity of the workforce across the precinct through.

HOW THE FLEMINGTON EDUCATION PLAN WAS DEVELOPED

The needs and aspirations of the Flemington community have guided this Plan's development. Local stakeholders and project partners have collaborated to identify the local challenges and targeted strategies to provide all learners with a high-quality educational experience from early childhood through to post school pathways and life.

Governance arrangements

The Governance framework for the Flemington Education Plan was based on the principles of advice, collaboration and connection, acknowledging the benefits for bringing together key stakeholders, education leaders and experts, and community representatives to develop a shared vision for the future of education in Flemington.

A Strategic Advisory Group was created in January 2019 to provide strategic advice to the Department regarding the development of the Flemington Education Plan.

The active involvement of a cross-section of government, community leaders, educational providers and other members to facilitate discussion and drive innovative solutions for the development and investigation of strategic outcomes has been key to harnessing the collective responsibility and a genuine commitment for transforming education in Flemington. An overview of the Group's membership is included in the **Appendix 3**.

Key objectives for the group were to:

- consider the educational, health and wellbeing opportunities of the project and its feasibility
- consider the needs of current and future learners in Flemington
- provide feedback regarding methods and techniques to better inform and engage the community on the development and delivery of the Flemington Education Plan
- consider community views regarding the Flemington Education Plan

The Strategic Advisory Group has also been supported by a Curriculum and Provision Working Group also referred to as a Community of Practice. This involves the Senior Education and Improvement Leader and the four school principals.

Community engagement

To ensure that the Flemington Education Plans is locally driven, the community was invited to have its say on the future of education for the local area, and for local schools to explore opportunities, leverage strengths and share resources with each other, in order to transform education for this growing and diverse community.

The community engagement phase was carried out between 2 May and 14 June 2019 and included an online survey, 13 workshops and two pop-up community events. The response to the engagement included:

- 411 online survey responses
- 267 teachers, staff, students and parents participated in the workshops
- 30,497 people were reached through social media and 37.6 per cent of survey respondents clicked through from Facebook.
- 18 per cent of the survey respondents were parents of school aged children and
- 30 per cent were from culturally and linguistically diverse backgrounds.

A copy of the 'what we heard' report is available on the Victorian School Building Authority's website at <https://www.schoolbuildings.vic.gov.au/schools/Pages/FlemingtonEP.aspx>

Additional engagement activities

In addition to the formal community engagement process the Department met with each of the four school councils during May and June 2019 to discuss the Flemington Education Plan and its opportunities for the broader community.

The Chair of the Strategic Advisory Group along with the Principal members also engaged with the School Council Presidents or nominated representatives of the four schools during in late 2019 to clarify and build support for key aspects of the Flemington Education Plan.

THE CASE FOR CHANGE

Complex and multi-faceted challenges have resulted in varied learning outcomes, a range of community perceptions and reputations for each school and limited community understanding of how four very different schools within a small neighbourhood meet the needs of this growing and diverse community.

The education plan aims to align these four schools and strengthen their capacity to provide excellent outcomes for every student through collaboration and connection to community.

The community engagement recognised the need for tailored responses to the specific educational needs for the *Flemington neighbourhood* in order to address educational inequities between schools to help improve education outcomes and achieve excellence for all students.

There are also opportunities for the schools to provide innovative practices through collaboration to offer every student to experience a seamless pathway from F-10 and the senior years.

As part of the development process, local knowledge experts, including the school principals, local government, the Maribymong Moonee Valley Local Learning and Employment Network, the Department of Health and Human Services and the Department attended a series of three workshops to consider feedback from the community engagement process, a range of educational outcomes data and local knowledge to identify the most significant challenges facing education in Flemington. The specific challenges identified include:

- population densification, transience and enrolment growth and the implications for infrastructure and education provision
- variance in school practice, programs, service provision and approaches that impact on the quality and breadth of student opportunities, transitions and outcomes
- the growing diversity of student needs and community expectations that challenge teachers' capacity and capability to meet student needs.

COMMUNITY ENGAGEMENT FINDINGS

Respondents to the community engagement activities believe that the following factors are important to make a good school:

- high-quality teaching, good facilities, a safe and inclusive environment and student-centred learning were all seen as ***important to good learning outcomes and quality education***.
- ***when choosing a school*** (at any level) teachers are viewed as very important along with accessibility from home, good facilities and the reputation of the school. As students get older, they value subject choice and specialty subjects more highly.
- while there was a relatively low response rate to the question ***relating to barriers***, those who did identify areas indicated a lack of quality teachers and inadequate facilities as issues.
- ***additional help*** with learning and teaching in the classroom, wellbeing services (specifically mental health and counselling services) and links to industry and pathways into jobs would help support their child obtain a quality education.

CHALLENGES AND OPPORTUNITIES FOR IMPROVED OUTCOMES

Population densification, transience and enrolment growth and the implications for infrastructure and education provision

The *Flemington neighbourhood* has experienced population growth and demographic changes that have resulted in greater diversification in the area, resulting in variance in community expectations, perceptions and demands on local schools.

Added to this, some of the increased population growth is transient in nature with a high proportion of families residing in the Flemington Housing Estate being short term residents. This has caused a fluctuation in enrolments at Debney Meadows Primary School within a school year. Consequently, this adds pressure on the school planning cycle and resource allocation.

Mount Alexander College is reaching enrolment capacity and based on current enrolment trends demand is predicted to grow, placing increasing pressure on the school's infrastructure. The Department supports all local students to attend their local government school and provision becomes a challenge under these circumstances for Mount Alexander College.

Ascot Vale Special School draws enrolments from students from a broader community and is restricted in capacity as it is not fit-for-purpose for students with mobility issues. It is a small school also reaching its enrolment threshold.

There are two common challenges across all Flemington schools; they are located on restricted sites and limited accessibility to support inclusion for all.

Variance in school practice, programs, service provision and approaches that impact on the quality and breadth of student opportunities, transitions and outcomes

The NAPLAN results show a variance in student outcomes across the comparative settings. This in turn has impacted on reputation and perception within the broader community leading to enrolment imbalances and pressures.

The VCE data for Mount Alexander College has fluctuated due to a small student cohort. Historically, it has not been the school of choice for local families. The school has undertaken transformational change over the past several years offering greater student choice, a vertical curriculum, and a focus on student wellbeing throughout programs and practices. This has ensured a development of a school philosophy on student empowerment as well as the school being able to offer a breadth of programs and curriculum within limited resources.

There has been a variance in school readiness and entry point of enrolment across the four schools. Each school has built its capacity to support every student at their point of entry, regardless of previous educational experience an opportunity. The schools have indicated that there are opportunities to collaborate and strengthen transition processes from early childhood, through to school and post-school pathways.

The growing diversity of student needs and community expectations that challenge teachers' capacity and capability to meet student needs.

The changing community profile has resulted in schools needing to develop a workforce that can cater for the diverse needs of students, including through professional learning.

There is evidence of an increasing proportion of families in the area and students requiring wellbeing services. This was also highlighted in the community engagement findings with greater access to mental health and counselling services.

Each of the four schools has resourced specialist wellbeing services. Mount Alexander College has the Doctors in Schools Program and this is fully subscribed. All of the schools work within the School-wide Positive Behaviour Support framework.

There is an opportunity to enhance and align the health and wellbeing services across the neighbourhood to support individual student needs and learning outcomes. This would also benefit students as they transition from primary into secondary schooling.

Ascot Vale Special School has a workforce with special education training and the Travancore School has a focus on mental health provision. These specialist workforces provide an opportunity across all schools to build capability in working with diverse student needs.

Other challenges and opportunities

There is an opportunity through the Education Plan to further build Mount Alexander College's student-centred model. In this model, there is differentiation characterised by individual learning plans and holistic support for every student. The school has led the way with student voice and agency within the Moonee Valley network and is increasingly as a leader in that field.

The **2019 Attitudes to School Survey Data** for Mount Alexander College indicates strongly positive student responses to their sense of connectedness for its Year 7 cohort. These results are much higher than neighbouring secondary schools.

With a focus and drive for the school to become the local community's school of choice, it underwent a radical change in the way it positioned itself as an educational leader in student empowerment, voice and agency.

The school has been working to become a student-centred school with a focus on authentic student empowerment. This has involved moving to vertically structured student-centred learning in all subjects, and the introduction of a large number of new classes including student-led electives. The goal was for students to be able to select subjects they were passionate about, regardless of their year level. Therefore, classes at the school are not organised in year levels but rather student capability and potential.

Every student has an Individual Pathway Plan to cater for their passions, needs and interests. These plans are regularly reviewed by the student, Careers and Pathways Co-Ordinator and the student's mentor teacher to ensure it is a live document and responds to the student's changing interests, needs and pathways. All students are then guided in their subject choices through individual course counselling.

Create Ascot Vale Special School as a Centre of Excellence

Ascot Vale Special School is committed to ensuring that all students with additional needs are supported to achieve to be the best that they can be with the Flemington Education Network of Schools. Ascot Vale Special School will work with these schools to establish itself as a Centre of Excellence in the provision of support to students with additional needs. This will be achieved through shared professional learning, targeted support and expertise to schools and professional collaboration.

Enhanced workforce capacity and capability

The Flemington Education Plan will improve the quality of pedagogical practice by enhancing the capability of the schools' workforce.

Creating and promoting innovation and good practice in education will also assist the schools to attract, develop and retain a high-quality workforce. Quality of teachers is one of the main 'in school' impacts on student learning.¹³ However, there are challenges faced by the Flemington schools in attracting, developing and retaining high-quality educators due to the diverse needs of the community. The workforce also requires a willingness to work in different ways as defined by each of the schools.

The Flemington Education Plan aspires to build a collaborative workforce across the school that is focused on continuous improvement offering opportunities to learn from and with each other. This broadens teachers experience and practice and contributes to a highly motivated professional community.

¹³ Hattie, John, 2012, *Visible Learning for Teachers: Maximising Impact on Learning* (Milton Park, UK: Routledge)

A SHARED VISION

Based on the engagement feedback, the community wants a plan that supports high-quality teaching focusing on student-centred learning, safe and inclusive environments with a greater emphasis on community, inclusion and access to a range of health and wellbeing supports.

The vision for the Flemington Education Plan is that **‘every child and young person will experience opportunities and pathways that promote educational excellence, health and wellbeing, a sense of belonging and community’**.

*being able to respond to every single child's strengths and weaknesses and enable individual opportunities for support or advancement as required. **An engaged community** of families and teachers – parent*

*students are encouraged to find their interests and to **aspire to excellence** in their chosen fields (whether academic or not) – parent*

*having teachers that **care about you** and want to encourage you to learn and **strive for your future** – student*

AIMS OF THE PLAN

Priority area 1: Excellence in teaching and learning

The Flemington Education Plan aims to provide:

- excellence and success for every student through embedding evidence-based school improvement initiatives and the implementation of specialisation areas of Design, Technology and Arts
- a shared vision for excellence in teaching and learning across Flemington schools including the sequencing of inclusive curriculum and pedagogies.

Priority area 2: Professional leadership

The Flemington Education Plan aims to provide consistent high-quality leadership across the precinct through a culture of high expectations, professional growth and collaboration.

Priority area 3: Community engagement in learning

The Flemington Education Plan aims to:

- build pride and confidence in local government schools and the Flemington precinct as a destination of choice
- integrate relationship-based networks to support and enhance learning and community engagement.

Priority area 4: Creating a positive climate for learning

The Flemington Education Plan aims to:

- improve student engagement and attendance through a cohesive and authentic curriculum and a precinct health and wellbeing strategy to support all students
- rejuvenate and create spaces for contemporary learning that support inclusion and engagement through infrastructure investments.

REALISING THE VISION

The Flemington Education Plan provides a coordinated approach to ensuring that every child and young person will experience the same high-quality seamless education that fosters positive health and wellbeing, a sense of belonging and community, and the capacity to succeed from early childhood setting into adult pathways beyond secondary school. The Plan will support education providers to build upon their strengths and emphasise continuous improvement.

The Flemington Education Plan celebrates the diversity of its community and the opportunities for inclusion and learning from each other.

The more detailed outline of the aims identified provide a greater understanding of how the vision of the Plan will be realised.

AIM 1: PROVIDE EXCELLENCE AND SUCCESS FOR EVERY STUDENT THROUGH EMBEDDING EVIDENCE-BASED SCHOOL IMPROVEMENT INITIATIVES AND THE IMPLEMENTATION OF SPECIALISATION AREAS OF DESIGN, TECHNOLOGY AND ARTS

The feedback from the community engagement process told us that we need to focus on student-centred learning approaches supported by a high-performing, engaging and supportive workforce.

a place where students are empowered to learn, a place where students can take control of their own learning with the support of the teachers to go where they want to in life – student

As part of the Plan, the Flemington schools have a shared commitment to ensuring that every student who enrolls in any of the schools will experience a seamless education and have a sense of belonging in the neighbourhood.

The four schools have committed to developing a specialisation in the teaching and learning of Design, Technology and the Arts across the curriculum from Foundation–Year 10. This will integrate the Victorian capabilities of critical and creative thinking, ethics, intercultural capability and personal and social capability, into a richly authentic and inquiry-based curriculum framework inclusive of science, technology and the arts. As part of this approach, students will develop the capacities to identify problems, test theories, design solutions and evaluate impacts and outcomes that are purposeful and relevant to the context. The learner will become an active agent driving the process. They will lead the collaboration working closely with others, including teachers, students and the wider community making a difference to self and others.

This approach will lead to shared professional development opportunities for teachers across the four schools to collectively support every student in the neighbourhood to be social entrepreneurs and design thinkers, empathetic in their collaboration for the common good as active and informed citizens.

Research from the *Mitchell Institute* suggests that ‘personalised and product-oriented learning can help students to develop and enhance vital capabilities and mindsets, and deepen student engagement.’¹⁴

Student reported benefits:	Student reported outcomes:
<ul style="list-style-type: none"> • Learning new knowledge and skills • Learning new ways to work and learn 	<ul style="list-style-type: none"> • Enhanced entrepreneurial-mindedness and capacity • Increased confidence • A more resilient approach to learning • Improved relationships with teachers • Improved collaborative capacity • Improved empathy • A more positive view of school • Enhanced learning transfer • More and diverse connections • Improved agency

Source: Anderson, M., Hinz, B. and Matus, H. (2017). *The Paradigm Shifters: Entrepreneurial Learning in Schools*. Research report, Mitchell Institute Report No. 4/2017. Mitchell Institute, Melbourne. Available from: www.mitchellinstitute.org.au

The Foundation for Young Australians also found that courses that teach enterprise skills that are transferable to many jobs such as problem-solving, communication and teamwork, can increase the speed of attaining full-time work by 17 months.¹⁵

To achieve this, the Flemington Education Plan will:

- 1.1 develop a framework for the specialisation of Design, Technology and the Arts for the schools
- 1.2 build an inclusive student-centred guaranteed and viable curriculum with a scope and sequence document
- 1.3 develop a sequenced professional learning program to build excellence in teaching and learning across the workforce
- 1.4 develop curriculum and pedagogy for specialisation areas of Design, Technology and the Arts and utilise partnerships and appropriate staff to deliver the program across the precinct
- 1.5 embed high-quality academic, vocational and creative pathways at Mount Alexander College
- 1.6 develop Ascot Vale Special School to be a centre of excellence to support students with additional needs across the precinct

¹⁴ Anderson, M., Hinz, B. and Matus, H. (2017). *The Paradigm Shifters: Entrepreneurial Learning in Schools*. Research report, Mitchell Institute Report No. 4/2017. Mitchell Institute, Melbourne. Available from: www.mitchellinstitute.org.au

¹⁵ Foundation for Young Australian's New Work Order Report Series – The New Work Reality (pages 9 and 18)

AIM 2: PROVIDE A SHARED VISION FOR EXCELLENCE IN TEACHING AND LEARNING ACROSS FLEMINGTON SCHOOLS INCLUDING THE SEQUENCING OF INCLUSIVE CURRICULUM AND PEDAGOGIES

The community prioritised a focus on high-quality teaching and learning practices that support inclusion and diversity as well as educational excellence.

a good school is one which can provide students with a positive holistic education - academic achievement along with a focus on helping children develop as thoughtful, kind, confident people – preschool parent

inclusiveness and diversity, multi-age learning, flexible subject choice, empowered students, innovative teaching, focus on creativity – parent

all schools in the precinct having access to the same resources and opportunities – teacher

The schools in the Flemington Education Plan value the capacity to collaborate and form a cohesive approach to teaching and learning that is embedded in a shared and agreed vision of what excellence looks like. This provides an adaptive workforce who is responsive to meeting the needs of all students within the precinct, through a consistent body of practice and understanding of high expectations.

Across every school in the Flemington Education Plan, there is a consistent high-quality level of practice within the workforce that enables adaptive, flexible and collaborative approaches to ensure equity and inclusion for all across the Flemington schools.

To achieve this, the Flemington Education Plan will:

- 2.1 develop a shared vision for excellence in teaching and learning across the Flemington schools
- 2.2 implement agreed high quality, evidence informed practice for teaching and learning across the Flemington schools
- 2.3 develop a shared approach to performance and development across the Flemington schools

AIM 3: PROVIDE CONSISTENT HIGH-QUALITY LEADERSHIP ACROSS THE PRECINCT THROUGH A CULTURE OF HIGH EXPECTATIONS, PROFESSIONAL GROWTH AND COLLABORATION

The community indicated the need for school leadership teams to build a culture of high expectations that inspire and support a high-quality workforce who work collaboratively with each other in and across the four schools, students, families and the community.

... excellent teaching staff, high expectations and strong sense of community fostered through engagement with parents – parent

quality supported committed leadership and staff who engage and inspire each other, students and engage families in their child's learning – parent

a good school always strives to improve and innovate, and to contribute to the broader context of education – teacher

high performance culture, authentic focus on student health and wellbeing, and supporting young people to develop into productive, contributing citizens – parent

The cornerstone of the Flemington Education Plan requires high-quality leadership across the Flemington schools, with potential of a shared school improvement agenda and an agreed school governance framework. To achieve this, the Flemington Education Plan will:

- 3.1 adopt a formal partnership approach that will allow the Flemington schools to share staffing resources and facilities to expand the breadth of learning opportunities for students and staff
- 3.2 align the Quadrennial School Strategic Review cycles for all schools to ensure there are shared priorities across the Flemington schools
- 3.3 share and distribute school data to form cohesive strategic plans and annual implementation plans
- 3.4 seek opportunities to engage in quality professional development on building leadership

AIM 4: BUILD PRIDE AND CONFIDENCE IN OUR LOCAL GOVERNMENT SCHOOLS AND THE FLEMINGTON PRECINCT AS A DESTINATION OF CHOICE

When choosing a school at any level, the community indicated that school reputation was one of the six most important factors in this process. There was also some evidence suggesting parents were bypassing their local government school due to its reputation within the community and the perceived quality compared with the non-government sector.

The community feedback indicated that good schools are safe, inclusive and welcoming, where teachers and students are encouraged to interact via a curriculum that focuses on individual student needs.

community attitude, inclusive and welcoming and an ability to meet individual requirements – parent

supports the culture of students and helps feel belong, respects other people's religions and beliefs – parent

a great school is welcoming, diverse and inclusive, and pride in this holds them together – teacher

The Flemington Education Plan provides an opportunity to develop cohesive strategies to engage families from a range of diverse backgrounds in their children's learning and to support inclusion for all.

In order to build pride and confidence in Flemington schools and support students as they progress through their educational journey, the Flemington Education Plan will:

- 4.1 develop strong transition processes that provide learners with seamless transitions from early childhood through to post school pathways and beyond
- 4.2 develop a communications strategy that promotes the precinct as a high-quality local destination offering authentic community-based learning opportunities and enterprise
- 4.3 promote a sense of belonging and inclusion for the neighbourhood's culturally diverse community
- 4.4 develop a strategy to engage parents in the school and as a learning partner

AIM 5: INTEGRATE RELATIONSHIP-BASED NETWORKS AND ENHANCE LEARNING AND COMMUNITY ENGAGEMENT

The community was seeking additional support at school and more collaboration between early learning, schools, industry and local health and wellbeing services in order to meet students' needs.

*more visibility over education pathways and options for students need to have more partnerships in the community and with other schools more collaboration and access
– parent*

greater opportunities for parent involvement in the classroom and more social events for families to come together and build connections – parent

The Flemington Education Plan provides an opportunity to develop strategic partnerships with local services. This will enhance the curriculum and learning opportunities for students through community-based projects. As a result, the broader community will also be more connected with Flemington schools.

There is also an opportunity through the plan to develop and strengthen partnerships with local childhood education and kindergartens supporting students and families with seamless transitions into school, setting them up for lifelong learning.

The world of work is changing, the *Foundation for Young Australians report series, FYA New Work Order*, highlights the transformational changes affecting the way we work and live including technological advancement and global trends changing the nature of work and the skills needed. It suggests today's 15-year-olds will likely navigate 17 changes in employer across five different careers.¹⁶

The report shows that an education that builds enterprise skills, being able to undertake relevant paid work experience, and finding paid employment in a sector which is growing as well as an optimistic mindset as the four most significant factors that can accelerate the transition from full-time education to full-time work.¹⁷ Given the *Flemington neighbourhood* has a high unemployment rate, there is opportunity for the schools to offer an authentic curriculum that transitions into the workplace. In order to achieve this, the Flemington Education Plan will:

- 5.1 develop and strengthen partnerships with local childhood education and kindergartens to align curriculum
- 5.2 strengthen partnerships with early childhood service providers, local government and other agencies to facilitate the implementation of the government's early childhood reform strategy
- 5.3 work with the Maribyrnong and Moonee Valley LLEN to develop links with industry and leverage current relationships with post-school education providers to expand the curriculum and learning opportunities for students
- 5.4 develop and strengthen partnerships with local community groups, businesses and service providers to enable strong local connections and support learning opportunities and enterprise opportunities for students

¹⁶ FYA New Work Order Report Series – The New Work Reality 2018 (page 3)

¹⁷ FYA New Work Order Report Series – The New Work Reality 2018 (page 18)

AIM 6: IMPROVE STUDENT ENGAGEMENT AND ATTENDANCE THROUGH A COHESIVE AND AUTHENTIC CURRICULUM AND A PRECINCT HEALTH AND WELLBEING STRATEGY TO SUPPORT ALL STUDENTS

The community identified:

- that more health and counselling support is required
- that student-centred approaches to support individual needs were needed, and
- a desire to engage students in their learning.

Students also indicated that they wanted a place where they feel confident, included and protected where diversity is celebrated.

a student-focused approach where the health and wellbeing of the students is a high priority – parent

a good school is where as a person you are safe and have the education you need... also you have people to support you when you're not feeling good or have personal issues – student

more support in the classroom [through] qualified multicultural aides, qualified education support officers, wellbeing counselling and support – parent

... opportunities for therapy and inclusion in mainstream schools accessing speciality interest programs, more visible education pathways ... – parent

a school that cares about the wellbeing of the kids, a diverse, involved school and good education – student

To offer additional support to students, the Flemington Education Plan will:

- 6.1 develop and implement a precinct health and wellbeing strategy, utilising a common framework that models shared practice across all schools to support the specific needs of local staff and students
- 6.2 develop targeted individualised interventions to address local student needs
- 6.3 improve inclusive transitions and learning opportunities for all staff and students across the Flemington schools
- 6.4 develop an attendance strategy to increase student engagement
- 6.5 explore opportunities to leverage mental health services and professional learning through the Travancore School, local government agencies and the Department of Health and Human Services

AIM 7: REJUVENATE AND CREATE SPACES FOR CONTEMPORARY LEARNING THAT SUPPORT INCLUSION AND ENGAGEMENT THROUGH INFRASTRUCTURE INVESTMENTS

The community told us that good school facilities and safe and inclusive environments were key factors contributing to a quality education. Facilities and physical environment of a school was identified as one of the six key factors parents considered when choosing a school.

wonderful inclusive community where the children feel happy and safe to attend each day – parent

good teachers, engaged parents, inviting physical environment, good facilities, processes to solve problems with students/teachers/behaviours/bullying, safe environment, broader learning opportunities for science, the arts etc – parent

good school facilities that helps boost learning – student

access and inclusion, opportunities for therapy and inclusion in mainstream schools accessing speciality interest programs...stimulating physical environment – parent

facilities that limit the ability of teachers to teach at their best ... – parent

more accessible for all abilities – parent

Through the Flemington Education Plan, there is an opportunity to rejuvenate spaces that respond to the local needs of this growing and diverse community, and to ensure access for all while supporting the Flemington schools to specialise in Design, Technology and the Arts.

To achieve this, the Flemington Education Plan will:

- 7.1 develop a cohesive plan to meet current and future enrolment, and improve inclusion accessibility and safety of the facilities and infrastructure for the Flemington schools
- 7.2 modernise spaces for contemporary learning through infrastructure projects that support inclusion and reflects the vision for education for Flemington
- 7.3 build a collaborative community use and engagement strategy across the neighbourhood

IMPLEMENTATION

A comprehensive action plan will be developed and implemented over a four-year period. The action plan will evolve over time to reflect the changing contexts and the Department's funded programs and priorities, and it will be reviewed every year.

A Strategic Advisory Group will continue to exist and will be reviewed periodically to ensure appropriate representation is available to guide and monitor implementation of the Plan.

ROLES AND RESPONSIBILITIES

A Strategic Advisory Group will nominate working groups and consultants to implement the priorities of the Plan based on the announced funding allocation.

Program development and project management support will be required to manage all deliverables, working groups, consultants and stakeholders.

TIMEFRAMES, ACTIONS AND NEXT STEPS

Once the Plan is approved for funding, the Strategic Advisory Group will be re-convened to guide the establishment of the implementation program in close consultation with project partners.

Flemington Education Plan Deliverables and Milestones	
2020	Strategic Advisory Group reconvenes to establish implementation plan, deliverables and milestones based on announced project funding.
	Develop an Implementation Plan to deliver the Flemington Education Plan
	Formalise the Memorandum of Understanding between partner schools

MEASURING SUCCESS

The Department is developing a framework to guide the evaluation of Education Plans, which will provide some tools to support local-level monitoring and review of the Flemington Education Plan. As part of this, the Department with support from the Strategic Advisory Group, will identify relevant indicators (both lead and lag) to ensure we monitor how the implementation is tracking and adapt strategies accordingly.

Specific indicators and targets will be developed as part of an evaluation of the Education Plans initiative that may include:

- Increased local school enrolment
- Improved student attendance and retention
- Improved in student achievement (NAPLAN, VCE/VCAL)
- Improved student wellbeing
- Improved student's Attitudes to School Survey results
- Improved measures related to positive transitions between the Flemington schools
- Greater school connectedness and inclusion
- Increase in facility usage by the community
- Increased staff engagement in professional learning
- Improved staff satisfaction

PROJECT CONSTRAINTS AND ASSUMPTIONS

This Plan has been developed on the assumption that it will be eventually funded and that adjustments will need to be made in its implementation with respect of funding arrangements that have been provided.

APPENDICES

APPENDIX 1: POPULATION AND SOCIO-ECONOMIC PROFILE DATA

The following provides a detailed profile of the Flemington Housing Estate, remaining *Flemington neighbourhood*, the *Flemington neighbourhood* and Moonee valley Local Government Area.

This data also shows that there is a disparity within the *Flemington neighbourhood* and across the City of Moonee Valley.

Indicator	Flemington Housing Estate	Flemington remainder	Flemington neighbourhood	City of Moonee Valley
Existing Population	2167 residents	12,035 residents	14,025 residents	116,671 residents
Age Profile				
0-14 years	8.8 %	5.4%	5.9%	5.7%
5-14 years	19.9%	7.6%	9.5%	11.1%
15-24 years	17.5%	14.3%	14.8%	12.3%
25-59 years	39.6%	58.3%	55.4%	49.8%
60-84 years	12.5%	12.9%	12.8%	18.6%
85+	1.7%	1.6%	1.6%	2.5%
Ethnicity				
Speaks a language other than English at home	71.9%	29.3%	36.6%	29.7%
Born outside Australia	51.5%	31.3%	36.7%	27.6%
Household Income				
Earn less than \$650 p/w	56.4%	17.4%	22.7%	16.7%
Earn more than \$2,500 p/w	0%	25.2%	21.6%	26.8%
Employment status (residents aged 15 years and over)				
Employed, worked full-time	24.5%	59.3%	57.1%	59.3%
Not in the labour force	53%	25.2%	28.8%	30.8%
Unemployed	31.1%	7.3%	8.9%	5.7%
Other factors				
Disengaged youth	10%	5.4%	6.2%	5.5%
Housing stress	31.5%	12.3%	15.3%	9.1%

Source: Provided by the City of Moonee Valley, using Australian Bureau of Statistics, Census of Population and Housing, 2016 Data

Labour Force Participation Rate

Total Labour Force Participation Rate	Flemington neighbourhood	City of Moonee Valley
Persons aged 15 and over	62.6 %	63.1%

Source: Australian Bureau of Statistics, Census of Population and Housing 2016

Index of Relative Socio-economic Disadvantage

In 2016, the City of Moonee Valley scored 1,035.0 (7th decile within Victoria / 67th percentile) on the Socio-Economic Indexes for Areas (SEIFA) of disadvantage. During the same period, the *Flemington neighbourhood* scored 945.3 (2nd decile within Victoria / 20th percentile). The data indicates that the level of socio-economic disadvantage in Ascot Vale and Flemington are the highest in the City of Moonee Valley and exceeds that found on average in Greater Melbourne, Victoria and Australia.

Area	2016 index	Percentile
Travancore	1,053.6	78
City of Moonee Valley	1035.0	67
Greater Melbourne	1021.0	57
Victoria	1010.0	51
Australia	1001.9	46
Western Region	989.0	39
Ascot Vale neighbourhood	985.3	37
Flemington neighbourhood	945.3	20
Flemington	854.8	6

Source: Australian Bureau of Statistics, Census of Population and Housing 2016

*deciles for the City of Moonee Valley and the Flemington neighbourhood were provided by the City of Moonee Valley

Level of schooling

The following provides a detailed profile of the Flemington Housing Estate, remaining *Flemington neighbourhood*, the *Flemington neighbourhood* and Moonee Valley Local Government Area.

Indicator	Flemington Housing Estate	Flemington remainder	Flemington neighbourhood	City of Moonee Valley
Highest year of school completed				
Did not go to school	8.7%	1.6%	2.5%	1.4%
Year 12 or equivalent	36.7%	72%	67.4%	61.1%

Source: Provided by the City of Moonee Valley based on the Australian Bureau of Statistics, Census of Population and Housing, 2016 Data

Highest qualification achieved (persons aged 15 and over)

Indicator	Flemington neighbourhood	City of Moonee Valley
Bachelor or Higher degree	40.7	31.1
Advanced Diploma or Diploma	7.4	9
Vocational	9.3	13.4
No qualification	31.3	37.2
Not stated	11.4	9.2

Source: Australian Bureau of Statistics, Census of Population and Housing 2016

Education Institution Attending

Institution	Flemington neighbourhood	City of Moonee Valley
Pre-school	1%	1.5%
Primary School	5.9%	7.4%
Secondary School	4.3%	5.9%
TAFE	2%	1.4%
University	11.1%	6.5%

Source: Australian Bureau of Statistics, Census of Population and Housing 2016.

2018 Australian Early Development Census Data

Indicator	Flemington and Travancore suburbs	City of Moonee Valley	Victoria
Developmentally vulnerable in one or more domains	25%	14.9%	19.9%
Developmentally vulnerable in two or more domains	14.1%	7%	10.1%

Source: The Australian Early Development Census (AEDC) website @ <http://www.aedc.gov.au/> developed and owned by the Commonwealth of Australia as represented by the Department of Education and Training as at 11 December 2019

APPENDIX 2: SCHOOL DATA

National Assessment Program Literacy and Numeracy Data

		Year 3 Reading		Year 3 Numeracy		Year 5 Reading		Year 5 Numeracy	
School Name	Band	2015	2019	2015	2019	2015	2019	2015	2019
Flemington Primary School	% Top 2 bands	64%	60%	55%	57%	38%	47%	30%	28%
	% Middle 2 bands	30%	29%	40%	25%	38%	43%	51%	60%
	% Bottom 2 bands	6%	11%	6%	18%	25%	11%	19%	13%
Debney Meadows Primary School	% Top 2 bands	33%	38%	0%	13%	20%	10%	10%	0%
	% Middle 2 bands	44%	13%	56%	63%	40%	50%	50%	44%
	% Bottom 2 bands	22%	50%	44%	25%	40%	40%	40%	56%
		Year 7 Reading		Year 7 Numeracy		Year 9 Reading		Year 9 Numeracy	
School Name	Band	2015	2019	2015	2019	2015	2019	2015	2019
Mount Alexander 7-12 College	% Top 2 bands	18%	28%	19%	22%	27%	19%	24%	14%
	% Middle 2 bands	38%	55%	40%	58%	21%	46%	45%	61%
	% Bottom 2 bands	45%	18%	42%	20%	52%	35%	31%	25%

APPENDIX 3: 2019 STRATEGIC ADVISORY GROUP MEMBERSHIP

Agency	
Department of Education and Training – Region	Area Executive Director (Chair)
Department of Education and Training – SEIL team	Senior Education Improvement Leader
Schools	All four School Principals
State Government Member of Parliament	Local Member for Essendon
City of Moonee Valley	Senior Representative
DET – Victorian School Building Authority	Senior Representative
Maribyrnong Moonee Valley Local Learning and Employment Network (MMV LLEN)	Chief Executive Officer
Department of Health and Human Services	Senior Representative
Australian Education Union	Senior Representative

REFERENCES

Referenced sources

The Commonwealth owns the copyright in all material produced by the Australian Bureau of Statistics (ABS)

The Australian Early Development Census (AEDC) website @ <http://www.aedc.gov.au/> developed and owned by the Commonwealth of Australia as represented by the Department of Education and Training as at 11 December 2019

Victorian Curriculum and Assessment Authority – Senior Secondary Completion Data is available from: www.vcaa.vic.edu.au/administration/research-and-statistics/Pages/SeniorSecondaryCompletion.aspx

Local Government Publications

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