



2024
ROADMAP



Looking back and
moving forward

All children and their families succeed in life.

Our Place is a holistic place-based approach to supporting the education, health and development of all children and families in communities experiencing disadvantage by utilising the universal platform of a school.

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

Our vision is that all children and their families succeed in life. We aim to reshape the service system by influencing changes in policies and practices that address the structural causes of disadvantage.

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

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



COMMITMENT TO INCLUSIVITY AND RECONCILIATION

Our Place welcomes families and children of any background, culture, language, religion, ability, gender and sexuality. We acknowledge the First Nations people of Australia and Traditional Custodians of the lands that we live and work on. We pay our respects to Elders past, present and emerging.

Message from the Chief Executive Officer	4
Message from the Executive Director	5
Our Approach	6
Theory of Change	8
Looking back – 2023 key organisation achievements	10
Looking forward – 2024 strategic priorities	12
Improving the system for all children and families	14
Partnership with Government	16
Our Place sites	18
Carlton	20
Doveton	22
Frankston North	24
Mooroopna	26
Morwell	28
Northern Bay	30
Robinvale	32
Seymour	34
Westall	36
Partners	38
Publications	39



MESSAGE FROM THE CHIEF EXECUTIVE OFFICER



We achieved a significant milestone in 2023 as all Our Place sites became fully operational, following the opening of new infrastructure at Westall Primary School and Morwell Park Primary School.

Progress and participation

Our approach is now active in 11 schools and early learning centres in nine communities across Victoria. In 2023, an estimated 4,800 children attended school or early learning at an Our Place site. In addition, there were more than 35,000 attendances by adults and children who accessed over 280 services and activities at Our Place sites. This level of participation means we are on track to achieve impact in the years ahead. This progress reflects the significant effort of our teams to continue their critical work with families and partners in their communities.

Collaborating with government

At the start of the year, we turned an important page in our journey through the three yearly-review of our partnership with the Victorian Government. This unique partnership enables us to work together to deliver our ambitious agenda with communities and to identify how the evidence and lessons from our work can be adopted in wider policy. We have also continued to share the insights from our partnership, by publishing [Insights for walking alongside: Lessons learnt from the Our Place partnership](#).

Throughout 2023, Our Place hosted various visitors to share our work's lessons. Our guests included representatives from the Victorian Government, Federal Ministers for Early Childhood Education and Children, thought leaders, academics, and architecture firms designing new early childhood learning centres. We also actively contributed to wider policy and advocacy through multiple submissions to government reviews and inquiries.

Philanthropic partnerships

In 2023, we welcomed two new long-term philanthropic partners, Kennards Hire Foundation and Brian M. Davis Charitable Foundation. We were also thrilled to witness several of our philanthropic partners collaborating

with the Federal Government through the Investment Dialogue for Australia's Children. This collaboration aims to improve the wellbeing of children and their families by reducing intergenerational disadvantage. Our Place serves as a leading example of successful government-philanthropy collaboration, and we eagerly anticipate the impact of this initiative.

Evaluating our impact

We have refined our Theory of Change, articulating how the Our Place approach generates impact. The revised version captures the complexity of our multidisciplinary approach, as well as the different impacts of the work of Our Place team members and our partners. You can find a detailed explanation of our Theory of Change on page 8.

In 2023, we also revised our comprehensive Evaluation Plan in consultation with key partners and our Evaluation Advisory Group. The plan sets out a streamlined forward path for evaluation outputs, including a 2024 Emerging Findings Report that will draw together all previously collected qualitative and quantitative data. In addition, our backbone funding partner Paul Ramsay Foundation has engaged Nous Group to conduct a multi-year evaluation of Our Place. This will complement our existing data and analysis through economic modelling that quantifies impact at a student, school and community level.

Sustaining and scaling our approach

Looking ahead to 2024, we will advance our ambition of having the Our Place sites continue beyond 2029 when the current Our Place partnership with the Victorian Government is due to end. We will also continue to actively advocate for the wider adoption of the Our Place approach, with our goal to make integrated school-based community platforms that support children and families experiencing disadvantage the norm, rather than the exception.

Sean Cory, Chief Executive Officer

MESSAGE FROM THE EXECUTIVE DIRECTOR



Our Place experienced remarkable growth and maturation in 2023, with a second year of uninterrupted site activity and strong family engagement across all settings.

Early years strategy and reforms

We strengthened our focus on the early years of a child's development through the appointment of Elfie Taylor as Director - Early Years and the advancement of our strategy for children aged 0-3, which has been driven by extensive research and consultation in the areas of maternal and child health, prenatal and postnatal support, and supported playgroups.

Prominent state-level reforms, exemplified by the Best Start, Best Life initiatives in Victoria, have had a profound impact on the early years landscape. As a member of the Taskforce, I have been actively engaged in these discussions and wholeheartedly commend the Victorian Government for their dedication to making three and four-year-old kindergarten accessible and free for families. We congratulate the Victorian Government for their commitment to adding 50 new integrated centres by 2025 as part of this substantial agenda. We pledge our ongoing support to ensure that Victoria continues to lead in this field.

Advocacy and collaborations

At both state and national levels, Our Place played a crucial role in various roundtable meetings and actively contributed to discussions regarding early years reform agendas. Our Place has been a key contributor to the national early years reform agenda, actively participating in the Child and Family Health Hub Network Steering Committee, and maintaining collaborative relationships with Social Ventures Australia and Minderoo's Thrive by Five. Additionally, Our Place plays a role on the Planning Committee for the Thriving Kids Queensland practice development project, focused on creating practice guides for hub sites throughout Queensland and other states.

Our international collaborations flourished, particularly with Professor Jane Bertrand's visit from Canada in March. Her engagement with Our Place sites and discussions with state government representatives brought valuable perspectives to the ongoing reforms.

Notably, Sir Kevan Collins and Professor Bertrand served as keynote speakers at state and national conferences, sparking meaningful dialogues with senior government officials regarding the reforms.

Implementation of the Our Place approach

The Principals and Early Years Network meeting held in November, chaired by Sir Kevan Collins, showcased key achievements in Continuity of Learning, emphasising the progress made this year and provided a forum for joint future planning. We appreciate and thank the strong dedication of our staff and site partners, which has enabled this work to be so successful to date.

During 2023, we worked with Dandolo Partners to update our series of Evidence Papers, which reviews the latest evidence underpinning the Our Place approach. These papers guide the day-to-day efforts of our dedicated staff, influencing our approach and strategies. Throughout 2024, we will unpack these valuable resources for our team, inviting participation from interested stakeholders and site partners. These papers are openly accessible to anyone in the sector with an interest in place-based approaches.

Acknowledgments

As we navigate the challenges and opportunities ahead, we express gratitude to our staff, site partners, international and local experts, stakeholders, and the various national, state and local government departments we work with and who share our vision to achieving positive outcomes for all children and their families especially those living in disadvantage.

June McLoughlin AM, Executive Director

OUR APPROACH

Our Place’s vision is for all children and their families to succeed in life.

The challenge

Unfortunately, there are many communities across Australia that continue to experience long-term disadvantage, despite decades of considerable funding to provide additional programs and services. Our Place believes that, instead of funding more and more services, new ways of working are urgently required to enable families in these communities to access the same opportunities as other Australians.

The solution

Evidence shows that education is the key to overcoming disadvantage and that school-based community hubs can play a vital role in providing holistic support to children and families. Successful school-based hubs act as powerful multipliers by bringing together the existing investment in resources and services, and placing children and families at the heart of collective efforts to improve education outcomes.

Our approach

The Our Place approach enables the local school to be the place that holistically supports children and families in communities experiencing disadvantage. We are implementing the approach in nine communities across Victoria, collaborating with partners to remove barriers for families to access education, services and supports.

Effective change requires shared vision and decision making across organisations. Our Place sites are led by a Site Partnership Group, consisting of local leaders from education, government, health and the community. These groups develop shared community-led priorities, ensure high-quality services, and provide leadership for collaborative ways of working.

This supports progress at individual sites, but achieving a broader impact requires additional enablers. For Our Place, this includes system-wide authorisation through a long-term partnership with the Victorian Government.

The role of our partners

Our provide high-quality and accessible education, services and supports to families. The evidence behind the Our Place approach indicates there are five core Elements of providing holistic support to children and families, with each of our partners providing expertise in these key areas. The five core Elements are:

High-quality early learning, health and development

Support early learning from birth as well as playgroups, child health and parenting support onsite.

High-quality schooling

Support high-quality teaching and learning environments that ensure each child receives the support they need to achieve and thrive.

Wrap-around health and wellbeing services

Support access to effective health and wellbeing services.

Engagement and enrichment activities for children

Create affordable, onsite opportunities for children to develop an interest in sports, arts and hobbies with others.

Adult engagement, volunteering, learning and employment

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

The role of Our Place

Our Place advocates for families and to influence changes in practices, policies and systems that remove barriers to access. Our role, which we refer to as The Glue, requires skilled and impartial people to connect organisations and engage families. Our Place’s qualified, experienced staff are essential, as this work can’t be sufficiently resourced as an ‘add on’ to existing educator or service roles.

The four key components of Our Place’s role are:

- **People:** Having skilled people building relationships and connecting families to education, services and supports.
- **Place:** Advocating for a welcoming single-entry point and appropriate places for services at the school.
- **Purpose:** Bringing partners together for a shared purpose, to understand community needs and set priorities accordingly.
- **Knowledge:** Showing evidence and impact, providing recommendations and advocating for the approach.

Intended outcomes

Our Theory of Change on page 8 outlines how the Our Place approach intends to improve educational outcomes of children by ensuring that:

- Children develop well and engage in learning and social opportunities.
- Families confidently engage in their child’s and their own learning.
- Communities with a sense of connection, pride and belonging.
- Practices, policies and systems are family-centred.



Figure 1: The Elements and Our Place’s central role as The Glue.

THEORY OF CHANGE

Our Theory of Change articulates how the Our Place approach leads to long-term change.

It provides us with a north star for the work we undertake with communities and partners, acting as a guiding frame for implementation and directly linking to the evaluation of intermediate indicators and outcomes. It outlines the steps involved and explains why each step is interrelated and important in achieving the goal of improving education outcomes for children.

The Our Place Approach

If Our Place and partners...

- Enable the local school to be the place that holistically supports the education, health and development of children and families in communities experiencing disadvantage.

By...

- Our partners providing high quality and accessible education, services and supports.
- Our Place advocating for families and influencing changes in policies and practices.

This will lead to...

- Improved attendance and engagement of parents and children in services and learning.
- Improved parental confidence and skills to support their children's learning and development.
- Stronger relationships and common goals between services which improve quality and access.
- New ways of working that better support families and their needs.
- The Our Place approach being adopted in policy and scaled.

With the outcomes being...

- Happy, healthy children who develop well, engage in learning and social opportunities.
- Happy, healthy families confident to engage in learning.
- Connected communities with a sense of pride and belonging.
- Family-centred systems, policies and practices.
- Improved educational outcomes of children.

The role of Our Place

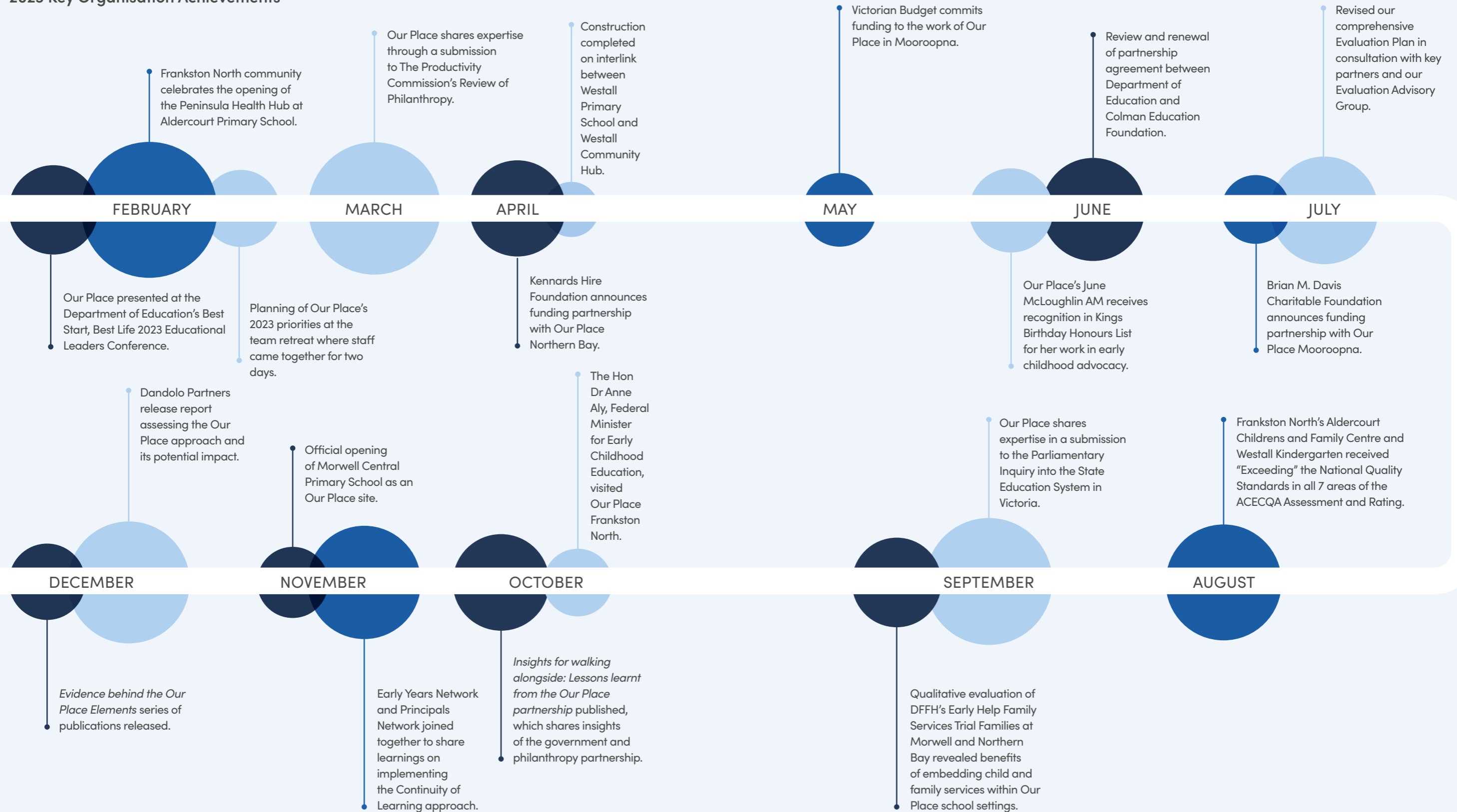
- Connect families to services, opportunities and each other.
- Coordinate education and service providers to meet the needs of families.
- Collaborate with government and philanthropy to demonstrate the approach.

- Having skilled people building relationships and connecting families to education, services and supports.
- Providing a welcoming single-entry point and appropriate places for services at the school.
- Bringing partners together for a shared purpose and to action priorities based on community needs.
- Showing evidence and impact, providing recommendations and advocating for the approach.



LOOKING BACK

2023 Key Organisation Achievements

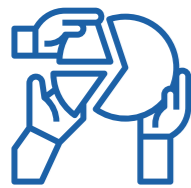


MOVING FORWARD

2024 STRATEGIC PRIORITIES

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

PILLARS



Demonstrate

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



Evaluate

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



Communicate

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



Influence

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

GROWING IMPACT

ENABLERS

1

Long-term government partnership

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

2

Committed philanthropic partners

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

3

Distinctive organisational capability

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

To execute our strategy, the highest priority strategic objectives for Our Place in 2024 are:

Demonstrate

- Increase children and parent's attendance and participation with services and learning opportunities.
- Build parent's confidence and capability to support their child's learning and development.
- Support adults in their own learning and employment pathways.
- Increase the use of data to inform implementation practice.
- Progress Continuity of Learning between early learning and school sectors, within Our Place sites and the with policymakers.
- Advocate for roll out of Early Help Family Services to all sites and support implementation based on prior lessons.

Evaluate

- Deliver Emerging Findings Report, which draws together all previously collected qualitative and quantitative data.
- Increase evaluation capability across the organisation and site partnerships, using the Evaluation Plan as a guide.
- Develop data dashboard through consolidating site snapshots, report card and community profiles.
- Commence development of the 2025 formal evaluation report based on learnings from Emerging Findings Report.

Communicate

- Release new Continuity of Learning publication and launch at stakeholder event.
- Produce overview of video of Our Place, based on our Theory of Change.
- Publish resource for the pre-establishment of school community platforms.
- Develop Communications Plan and key messages to support each of our systems change priorities.

Influence

- Continue to engage in relevant policy and advocacy opportunities based on system change priorities.
- Advocate for the Our Place approach to be adopted in other communities experiencing disadvantage.

Long-term government partners

- Engage proactively with priority senior government stakeholders to maintain strong authorising environment and unique partnership.

Committed philanthropic partners

- Leverage and expand the Our Place Philanthropy Alliance to collaborate on initiatives of shared interest.

Distinctive organisational capability

- Develop our people by focusing on skills, knowledge and attributes of a learning organisation.
- Use the Theory of Change to guide our work by providing clarity and inspiring our teams.
- Safeguard Our Place from operational, reputational and legal risks.
- Attract and retain staff by ensuring our people are engaged and empowered.

IMPROVING THE SYSTEM FOR ALL CHILDREN AND FAMILIES

Our Place has developed a strategy to prioritise our work in advocating for systemic changes in policies and practices.

What systems change means for Our Place

In addition to improving outcomes for the local communities we work with, Our Place aims to influence the broader system to adopt positive, long-term changes for all children, families and communities experiencing disadvantage.

We seek to influence these changes by demonstrating what is possible in our individual sites and sharing our knowledge and evidence with others. While our work touches many parts of the system, we are a small organisation – one of many in the education and community sector. Therefore, we need to prioritise the changes we are seeking to influence and best direct our resources and collaboration with partners.

Our current system change priorities

1

Increased support for families and children at their earliest stages of development, through increased investment and policy attention for **families with children aged 0-3**.

2

Reducing the negative impacts on children from moving between education settings by supporting a **Continuity of Learning** approach between early learning and school.

3

Increasing the number of communities who can access all the support they need to enable education outcomes through **school community platforms**.



Children aged 0-3

The first three years of a child's life are critical for development and have lasting effects on their learning, behaviour and health. To develop well, children need warm and consistent relationships with parents and caregivers, stimulating home learning environments, high quality early learning services and supportive community environments.

Our Place's 0-3 Strategy focuses on introducing innovative approaches or emphasising effective strategies that cater to the needs of families, resulting in enhanced attendance and greater involvement of parents and children in various opportunities, services, and educational activities. Consequently, this strategy aims to boost parental confidence and cultivate skills to facilitate early learning and development in children, ultimately fostering a more nurturing and productive home learning environment.

Our Place will actively contribute our expertise to policy submissions, roundtable meetings and discussions regarding early years reform agendas, focused on these three areas:

- Advocating for supported playgroups that can be universally accessed by all families, not just those who meet certain criteria. Playgroups enable families to connect with each other and the local services.
- Trialling innovative early health and development strategies at some Our Place sites that enhance children's readiness for school, such as Maternal and Child Health services.
- Improving parent confidence and capacity to support their child's learning and development, such as pre and post-natal support and parenting groups.



Continuity of Learning

Emphasising continuity over transition, supports an approach that develops and strengthens the relationships between early learning and schools to facilitate better outcomes for children. While both systems can achieve great outcomes for children, the current system does not ensure that children experience consistency and continuity in their learning journey, ultimately resulting in high-quality education.

Our Place has successfully elevated the importance of Continuity of Learning with site and government partners by:

- Fostering relationships and common practices between early learning and schools by establishing trust and leveraging existing relationships within each site.
- Developing a one-page framework to support sites with their working groups. This framework is a visual representation of the evidence documented in our two Continuity of Learning publications.
- Integrating Continuity of Learning as an integral part of site implementation plans.
- Illustrating instances of impact when advocating for a Continuity of Learning approach to be adopted in policy reforms.

Looking ahead to 2024, Our Place will develop a publication focusing on the social and emotional importance of continuity, as well as focus on improving curriculum and assessment continuity at Our Place sites through the developmental areas outlined by the Australian Early Development Census domains.



School community platforms

We believe education is key to overcoming disadvantage. Utilising schools as a platform to provide holistic support helps children and families to overcome the many barriers to education attainment.

Over the past year there has been unprecedented interest in understanding how integrated school-community approaches such as Our Place can play a key role in addressing long term challenges in education, wellbeing and levels of disadvantaged faced by communities.

Our Place has contributed to these efforts through:

- Active participation in the newly established National Child and Family Hub Network, a multi-disciplinary alliance supporting greater policy uptake of hubs for children.
- Supporting development of the Victorian Best Start, Best Life reforms by sharing evidence of the value of integrated infrastructure to inform the approach to the development of new kindergartens across Victoria.
- Articulation of the core components and costs of resourcing The Glue to enable uptake by other organisations.
- Hosting of site visits from Victorian and Federal policy makers, architects, academics, thought partners and local education and health leaders to share our lessons and approach.

PARTNERSHIP WITH GOVERNMENT

Our Place's relationships and partnership with government continued to play a key role in enabling our long-term, collaborative work across our school sites, as well as broadening the lessons and insights from our work to other settings and reforms.



Partnership with Department of Education

Colman Education Foundation's long-term partnership with the Victorian Department of Education serves as the foundation of our collaborative approach in supporting schools and communities. This enduring partnership undergoes review and renewal every three years, with the latest version in June 2023.

The updated partnership includes a continued commitment to core principles of success. It recognises the investments made by the Victorian Government and Our Place's philanthropic partners, a commitment to data sharing and evaluation, and acknowledges the impacts of COVID on site implementation.

Our partnership comes to life through shared governance structures, which allow for joint oversight of implementation progress, addressing issues, and discussing emerging lessons from the work conducted by Our Place and our partners.

The commitment to our Partnership was further evident in the 2023 Victorian State Budget, which provided \$1.03 million over three years to fund the work of Our Place in Mooroopna. This provides an opportunity to test a model of state funding for the important role of The Glue and having independent skilled people connecting families to education, services and supports. A further \$80,000 was also provided to support the Our Place approach at Doveton College.

Early Help Family Services Trial

Since 2022, Our Place has been working with the Department of Families, Fairness and Housing to enable the delivery of the Early Help Family Services Trial at Our Place Morwell and Northern Bay.

Within the school setting, the Early Help trial provides family services, flexible support and soft entry programs such as playgroups and Baby College. A qualitative evaluation of the trial has revealed the invaluable benefits of embedding child and family services within Our Place school settings:

- The trial provides positive impacts for families. Families are discovering and accessing new services, leading to meaningful changes in the lives of parents and children. Parents have noted increased knowledge, skills, and confidence.
- The benefits for family services include being able to reach a diverse range of families in a non-stigmatising setting and provide earlier intervention in collaboration with early years and school staff to enhance family support.
- The Our Place partnership has optimised the Early Help model and family services have benefited from established relationships and governance structures. Our Place staff are boosting family participation through referrals and engagement and local knowledge of the community's needs and aspirations.

Sharing learnings from the partnership

In 2019, Our Place published [What it means to walk alongside: Exploring the Our Place partnership](#), which explored the lessons of what it took to establish the landmark agreement between philanthropy and the Department of Education.

Given the evolution in the partnership, Our Place published a follow-up report in 2023 titled [Insights for walking alongside: Lessons learnt from the Our Place partnership](#).

The new report captures the lessons of moving from establishment to implementation. Importantly, the scope of the report was widened to capture the experience of other Victorian Government departments as well as local government in its findings. The key lessons from the report are:

- **Creating a shared vision to hold to purpose** is crucial during challenging times. As the initiative scales, it's vital to translate this vision to be locally impactful.
- **Key relationships and trust must be at the core** even as an initiative scales and grows. These relationships are essential for fostering shared understanding, problem solving and action.
- **Maintaining buy-in from senior leaders** provides permission for a different way of working. The importance of this kind of sponsorship of innovation should not be underestimated.
- **Investing in people who can work across boundaries** enables the complications of the competing norms of organisations to be navigated successfully.
- **Sustaining the approach beyond individual relationships** is essential for sustainability. This includes establishing governance structures, investing in onboarding new partners, and documenting principles for implementation.
- **Evidence must be embedded to support joint decision-making** along with agreed measurable indicators of success that secure the conditions for sustainable improvement.

Federal Government engagement

The level of interest and appetite for the Our Place approach has also deepened across other jurisdictions, as the potential for integrated school-community approaches gains wider recognition. The Hon Dr Anne Aly, Federal Minister for Early Childhood Education, visited Our Place Frankston North to meet with partners and families to learn more about the positive impact the Our Place approach is having on the community. Federal Minister for Immigration, Citizenship and Multicultural Affairs, The Hon Andrew Giles also visited Our Place Doveton to see the important role of playgroups in providing early intervention and engagement for new migrant families.

The Independent Expert Panel for the Federal Government Review to Inform a Better and Fairer Education System visited Our Place Frankston North. The final report made extensive commentary on the value and potential of 'full service school' models including the importance of The Glue in ensuring their effectiveness. The report has recommended that all governments take steps to implement this approach to better integrate services within schools, prioritising schools and communities with high levels of disadvantage.



OUR PLACES SITES



	Composition	Number of students enrolled ^a	% of students with a language background other than English ^a	% of students identify as Aboriginal or Torres Strait Islander ^a	Index of Community Socio-Educational Advantage (ICSEA) ^a
1 Carlton Primary School	P-6	120	89%	2%	992
2 Doveton College	ELC-9	766	70%	6%	914
3 Aldercourt Primary School	P-6	218	18%	9%	925
3 Mahogany Rise Primary School	P-6	136	6%	11%	925
3 Monterey Secondary College	7-12	357	8%	9%	916
4 Mooroopna Primary School	P-6	209	15%	17%	914
5 Morwell Central Primary School	P-6	401	14%	14%	901
5 Morwell Park Primary School	P-6	348	11%	14%	883
6 Northern Bay College, Wexford Campus ^o	P-8	548	22%	6%	867
7 Robinvale College	P-12	268	31%	38%	822
8 Seymour College	P-12	687	5%	8%	938
9 Westall Primary School	P-6	246	83%	3%	998

KEY

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

^a Data sourced from Australian Curriculum, Assessment and Reporting Authority (ACARA) 2022. My school <http://www.myschool.edu.au>

^o ICSEA gives an indication of the level of the school's education advantage based on parents' occupation, parents' education, a school's geographical region and proportion of Indigenous students. The average score is 1000. The lower the score, the lower the schools' educational advantage.

^o ICSEA represents all Northern Bay College campuses, while all other data represents the Wexford campus only.

CARLTON

IMPLEMENTATION PHASE

Sustained Implementation – Step Five

SITE PRIORITIES

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

SITE PARTNERSHIP GROUP (SPG)

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

FUNDING PARTNER

Ray & Margaret Wilson Foundation.



← 2023 – Looking Back

- **Health and wellbeing services:** Expanded access onsite including cohealth Speech Pathology, Community Health Nurse and Community Connector Team, and NDIS drop-in support. Implemented a site-wide approach to promoting Healthy Eating and established a parent support group for families with children with additional needs.
- **Adult learning and employment support:** A total of 98 individuals sought education and employment support through the Our Place Community Facilitators from January to October 2023.
- **Professional development and collaboration:** Formed a site-wide group to foster shared professional practice and collaborative projects. Also developed a Practice Principles Statement and created a visual referral pathways map for improved information sharing.
- **Multilingual Supported Playgroup:** Successfully re-established onsite, emphasising play-based and multilingual learning, which connected families and onsite education and health services, promoting school readiness.
- **After-school sports program:** Forged a valuable partnership with Realink Australia to offer an after-school sports program, including soccer.
- **Community Engagement and Support:** Increased word-of-mouth referrals from community members to newly arrived families, which boosted attendance and facilitated crucial connections to services.

→ 2024 – Moving Forward

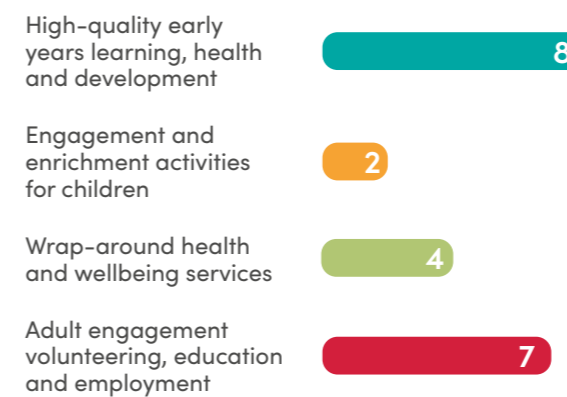
- **Enhancing early learning opportunities:** Embed a site-wide approach to enhance access to early learning opportunities for more families residing in the Carlton Housing Estate. Introduce Paint the Town REaD program to increase the frequency of reading to children.
- **Continuity of Learning:** Expand the Continuity of Learning approach to include playgroups and engage parents and caregivers, emphasising precinct-wide early language and literacy development.
- **Engagement with services:** Strengthen the capacity of parents and caregivers to effectively engage with and utilise services that promote children's health and development.
- **Parent confidence:** Support parents and caregivers in building their confidence to understand and connect with educational environments.
- **Children with additional needs:** Implement a collaborative approach to ensure ongoing care and support for families with children who have additional needs.
- **Volunteer recruitment and mentoring:** Develop a site-wide approach for recruiting, inducting, and mentoring volunteers.

Analysis

Parent and community participation at the Our Place Carlton site is growing, despite it being one of our smaller communities. The programs and services offered are actively being utilised by residents of the nearby housing estate precinct and others. Site partners have a strong and consistent approach to continuity of learning, with the Early Learning Centre and playgroups adopting an integrated approach to enhance children and families' experience. In addition, the fact that the ELC is located on site is contributing to increased enrolments at the school.



Services & activities by Element

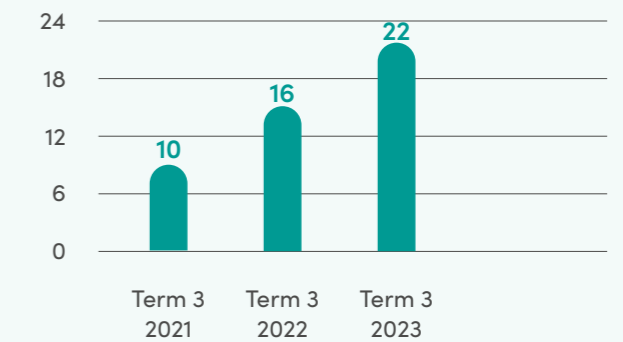


> 4,741

attendances in 2023

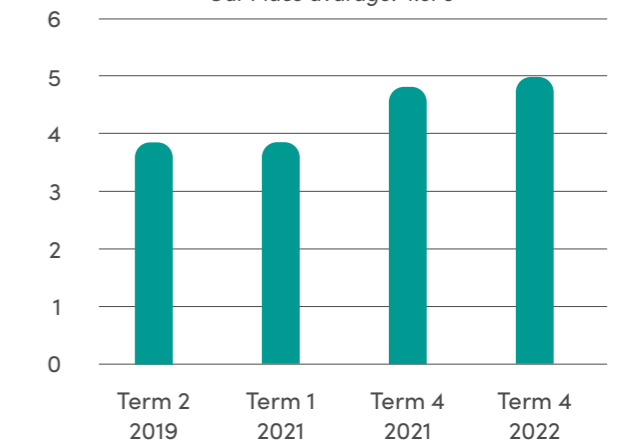
An attendance happens each time a person attends a service or activity.

Services & activities



Partnership health: 5/6

Our Place average: 4.9/6



DOVETON

IMPLEMENTATION PHASE

Initial implementation – Steps Three and Four

SITE PRIORITIES

1. Children in the Doveton community grow up healthy and happy.
2. Families can access key health and early learning services.
3. Improve adult learning and employment opportunities.
4. Families in Doveton are connected and engaged.
5. Improved attendance of children and families.

SITE PARTNERSHIP GROUP (SPG)

City of Casey, Department of Education, Doveton College, Doveton Neighbourhood Learning Centre, 54 Reasons, Department of Families, Fairness and Housing, and Colman Education Foundation (Our Place).

FUNDING PARTNER

Brian M. Davis Charitable Foundation (2024).



2023 – Looking Back

- **Early Years Network:** Professional leaders exchanged best practices and raised awareness of challenges faced by Doveton families and services.
- **Adult learning and employment support:** Career counsellors available on-site every Monday and Thursday, providing valuable support to community members for career development, job search, and skills enhancement.
- **Parental confidence:** Established a productive partnership with the Aboriginal Gathering Place, focusing on enhancing parent capacity through targeted weekly small groups.
- **ParentsNext program:** Offered support and funding to parents pursuing work and study goals and connected parents to local training opportunities, job support, and assistance for re-entering the workforce.
- **Reading initiatives:** Collaborated with 123Read2Me and Kiwanis Australia to provide books, ensuring children and families have access to free publications.
- **Service collaboration:** Launched a pilot project with the City of Casey and 54 Reasons that integrates Maternal and Child Health Key Ages and Stages appointments within on-site playgroups.

2024 – Moving Forward

- **Early years:** Focus will shift towards Continuity of Learning within the context of Australian Early Development Census developmental domains, promoting a coordinated approach to early intervention and service access. Targeted messaging to stakeholders will support home learning, including the exploration of Baby College.
- **Supporting newly arrived families:** Emphasis on settlement support as efforts increase to understand and assist newly arrived families. Enhanced engagement with settlement agencies to ensure newcomers are aware of on-site opportunities for community integration.
- **Addressing long-term unemployment:** Increase efforts to understand barriers to long-term unemployment, particularly for CALD families. Support for access to employment, training, and career development will be provided, with an emphasis on organising volunteer support.
- **Improving student attendance:** A proactive approach to address non-attendance will be pursued, with the development of innovative strategies under a whole-site attendance campaign to engage parents effectively.

Analysis

Doveton is a highly used site by the local community with many activities and programs on offer. They offer families, often recently arrived in the country, the opportunity to engage with others which reduces social isolation.

Doveton has transitioned to the standard Our Place agreement. They have focused on developing stronger community connections with Doveton College and site partners. This has resulted in improved partnership health, sustained connections and continuity of learning on site.

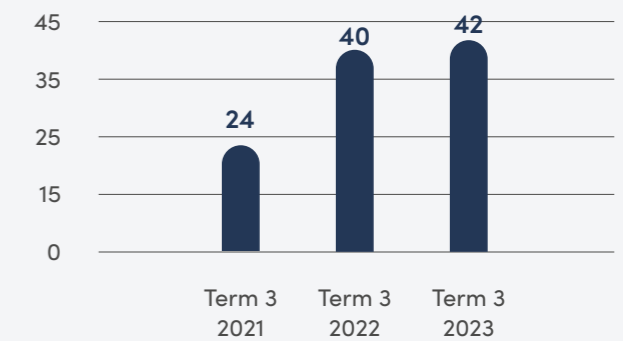


>14,643

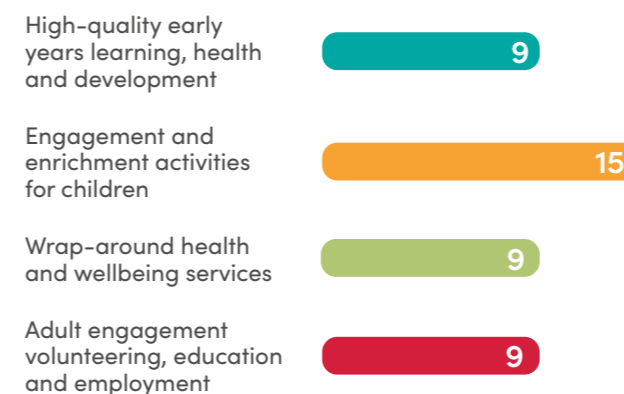
attendances in 2023

An attendance happens each time a person attends a service or activity.

Services & activities

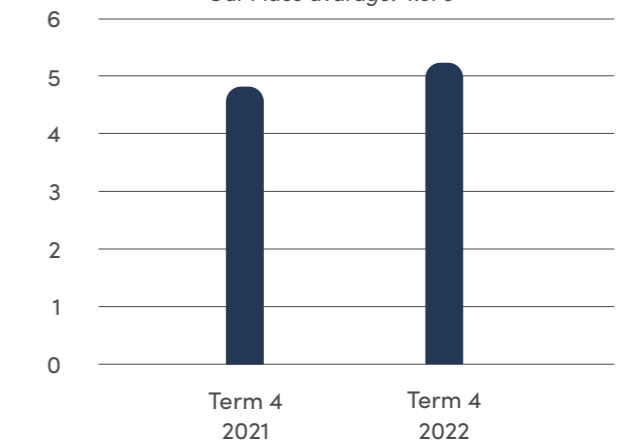


Services & activities by Element



Partnership health: 5.3/6

Our Place average: 4.9/6



FRANKSTON NORTH

IMPLEMENTATION PHASE

Sustained implementation – Step Five

SITE PRIORITIES

1. Parent and carer active participation in services to support their child's health and development.
2. Parent and carer engagement and confidence to support their child's learning, development, and wellbeing.
3. High attendance rates in all learning settings.
4. Families are strongly connected through social, cultural, and recreational activities.

SITE PARTNERSHIP GROUP (SPG)

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

FUNDING PARTNER

RM Ansett Trust, as managed by Equity Trustees.



← 2023 – Looking Back

- **Community Health Hub:** Launched partnership with Peninsula Health, utilising resources from their Allied Health, Children's Services and Access Teams, to provide timely and equitable access to healthcare for Frankston North families.
- **Addressing food security:** Introduced program with Foodbank and Monterey Secondary College with the support of community volunteers. A positive outcome is that students developed a Healthy Meals on a Budget cookbook.
- **Collaboration with schools:** Increased opportunities for the Our Place team to participate in school planning meetings and contribute to transition planning and events for students.
- **Young Parents' Playgroup:** Co-facilitated additional playgroups to support families with Peninsula Health to witness a steady increase in participation over the last term.
- **Career counselling:** Embedded service at Monterey Secondary College in partnership with Chisholm Institute to assist with identifying pathways to skills, training and employment.
- **Reading programs:** Introduced Storytime in the Park as a new activity to support both primary school's reading programs, with the aim to encourage every child to complete 200 reading nights per year.

→ 2024 – Moving Forward

- **Community consultation:** Undertake a consultation and review process with families and service providers to review our current site priorities and develop a new Strategic Plan. Promoting young people's voices as agents for change will be a priority focus.
- **Service coordination:** Increase warm referrals pathways by coordinating communication efforts with our partners and services to maximise connection with families and community.
- **Improving student attendance:** Collaborate with students, families and community partners to make a collective impact by working on a site-wide approach and a focus on higher attendance rates.
- **Adult support pathways:** Expand adult engagement and participation opportunities available on-site support to enable adult skills, training, learning, and employment.
- **Early literacy:** Support Paint the Town REaD activities to share information with parents about early literacy, with the aim to encourage and increase parental involvement in supporting their child's learning.

Analysis

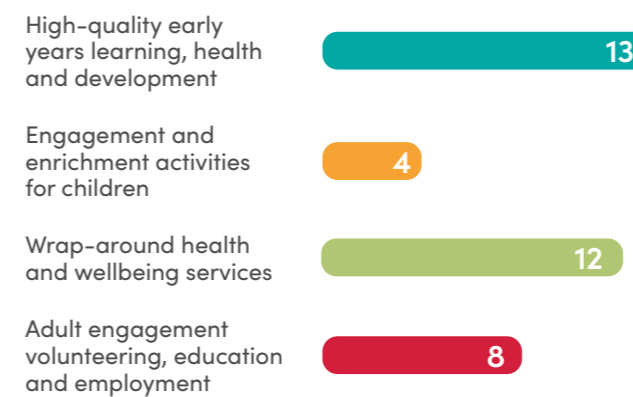
The Aldercourt site has experienced strong growth due to strong school leadership and the positive effects of the onsite health hub. At Mahogany Rise, collaboration from the state education plan has supported growth at this site.

At the two locations enrolments have aligned with birth rates and the number of children in the community.

At both schools' the partners are focused on shared efforts to enhance family engagement, together with a data driven approach, to support on site engagement.



Services & activities by Element

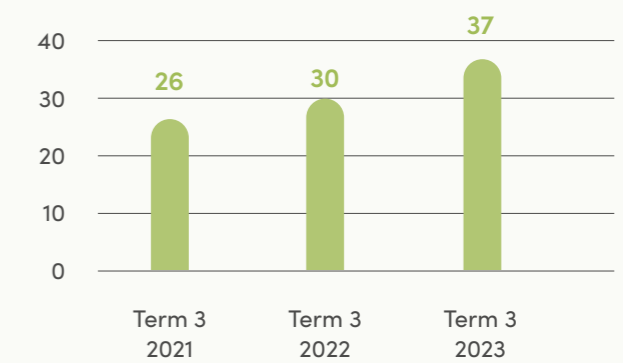


>4,931

attendances in 2023

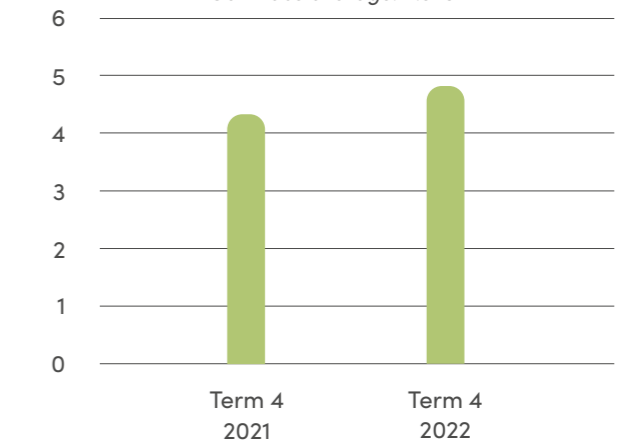
An attendance happens each time a person attends a service or activity.

Services & activities



Partnership health: 4.5/6

Our Place average: 4.9/6



MOOROOPNA

IMPLEMENTATION PHASE

Initial implementation – Step Four

SITE PRIORITIES

1. Learning and social opportunities in the early years.
2. Children are engaged and supported in their learning.
3. Access to health and wellbeing support for children's development.
4. Families are happy, healthy and well and able to get help when they need it.
5. Connecting families to community learning and employment pathways.

SITE PARTNERSHIP GROUP (SPG)

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

FUNDING PARTNER

Brian M. Davis Charitable Foundation (2023) and Department of Education (2024).



← 2023 – Looking Back

- **Early Years Forum:** Focusing on supporting cultural awareness in the early years and transitioning from cultural safety to cultural security. The forum brought together the Mooroopna Primary School's Marrung Lead and Early Years staff and has supported a cross-site approach to cultural awareness, which is a priority in the Site Implementation Plan.
- **Speech Pathology support:** Facilitated a relationship with the school Speech Pathologist to enable service provision for kindergarten children.
- **Family connections:** Partnered with Best Start to provide informal weekly family information sessions, supporting connection to services and building relationships. Organised a family games night in early Term 4, which has resulted in a regular Thursday family night supported by the parents who attend.
- **Early learning:** Implemented the Talk, Talk, Play program on-site each term through Greater Shepparton City Council. The program is facilitated by a Speech Pathologist and Audiologist who provided play-based learning strategies.
- **Access to financial support:** Brokered access to funding for parents requiring financial support to access specialist reports supporting NDIS applications.

→ 2024 – Moving Forward

- **Continuity of Learning:** Progress implementation of Continuity of Learning with site partners and include strategies from the Berry Street Education Model.
- **Adult learning:** Extend on-site opportunities for work and learning through collaborations with Learn Locals, the GO TAFE and Brotherhood of St. Laurence.
- **Health services:** Extension of health services on-site, including innovative approaches to service provision.
- **Support for new parents:** Exploration of Baby College implementation on-site.
- **Family engagement:** Broaden engagement with families and increase participation in site opportunities through a coordinated approach to increasing the number and diversity of opportunities on site.
- **Key Age and Stage checks:** Collaborate with Maternal and Child Health and kindergarten staff to ensure all children have undergone 3.5-year Key Age and Stage checks before attending school.

Analysis

Health access and parenting information opportunities on the Mooroopna site are growing, along with an increased interest for outreach from Shepparton based services. Mooroopna is aiming to increase the proportion of vulnerable families engaging in site opportunities and parent participation is trending well. Collaboration between the early learning centre and the school has contributed to continuity of children's learning. Consistent local governance and induction has supported partnership health.

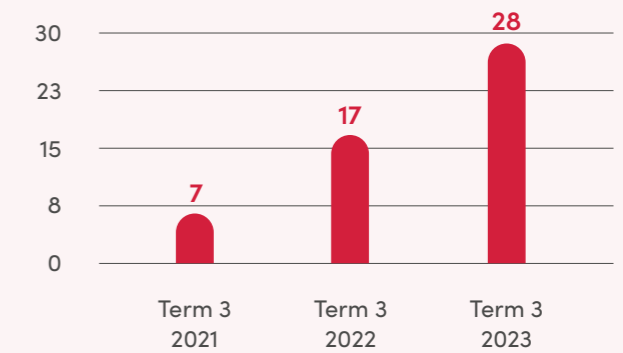


>18,968

attendances in 2023

An attendance happens each time a person attends a service or activity.

Services & activities



Services & activities by Element

High-quality early years learning, health and development

7

Engagement and enrichment activities for children

9

Wrap-around health and wellbeing services

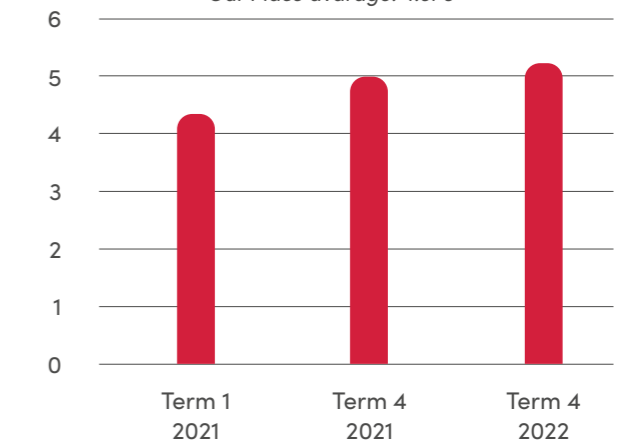
6

Adult engagement volunteering, education and employment

6

Partnership health: 5.3/6

Our Place average: 4.9/6



MORWELL

IMPLEMENTATION PHASE

Sustained implementation – Step Five (Morwell Central)
Establishment and Engagement – Step Two (Morwell Park)

SITE PRIORITIES

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

SITE PARTNERSHIP GROUP (SPG)

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

FUNDING PARTNER

The William Buckland Foundation, as managed by Equity Trustees and Helen Macpherson Smith Trust.



2023 – Looking Back

- **Health Screening Day:** Our Place arranged a NDIS Early Childhood Approach alongside Latrobe Community Health Service and Goodstart Early Learning to screen and assess the children attending 4-year-old kindergarten. Families attended nearly all appointments, with referrals completed on the spot, and examples for further streamlining access to services for children who were identified.
- **Support for new parents:** Baby College celebrated its first group of mothers with a graduation ceremony. Babies from this intake are achieving developmental milestones, and mothers are demonstrating improved confidence.
- **Morwell Park Opening:** A community celebration was held in November to recognise the opening of Our Place at Morwell Park, which was attended by senior representatives from Our Place, Department of Education and Latrobe City Council. A family celebration event followed the formalities and was well received by the school community.
- **Early Help Family Services trial:** Morwell was one of two Our Place sites involved in the Department of Families, Fairness and Housing's Early Help trial. Emerging findings indicated that being located at an Our Place school site allowed family services to reach a broader range of vulnerable families.

2024 – Moving Forward

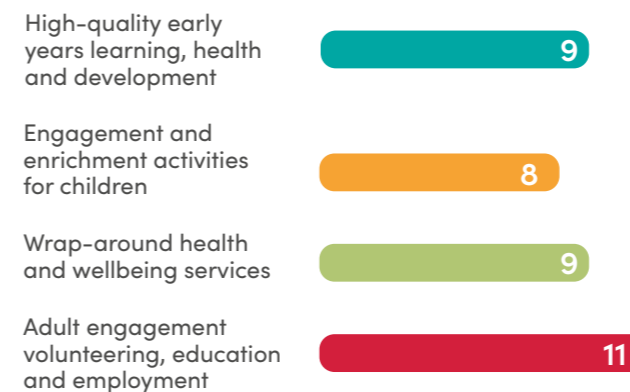
- **Early literacy:** Focus on oral language development for children 0-3 years with the implementation of the Look, Say, Sing, Play strategy.
- **Continuity of Learning:** Progress strengthening the working relationship between our early learning providers and schools. Priorities areas for at the Morwell Central site are behaviours, while the Morwell Park site the focus is on oral language and literacy.
- **Health service partnerships:** Embed screening and assessment processes for early identification of developmental delays through a partnership with Latrobe Community Health services and LINK – NDIS Early Childhood Approach. Also focus on on-boarding NDIS services providers to improve access to interventions for children with NDIS plans.
- **Family engagement:** Focus on strengthening engagement with Aboriginal families and fathers.

Analysis

At Morwell Central, site use has been driven through onsite health services which are integrated with school wellbeing and allied health screening programs. Active local working groups have targeted key community needs which have led to improved service delivery and stable engagement. The Morwell Park site has quickly established services and activities that meet the needs of community. Strong collaboration with school leadership and local council have facilitated significant successes. A dedicated focus on continuity of learning across school and early learning are supporting site engagement. It is hoped that this approach will extend to playgroups next year.



Services & activities by Element

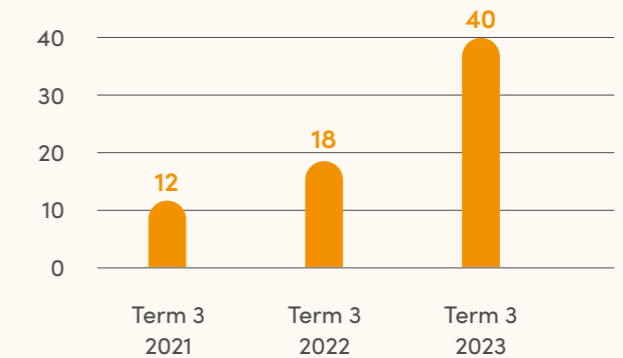


> 4,258

attendances in 2023

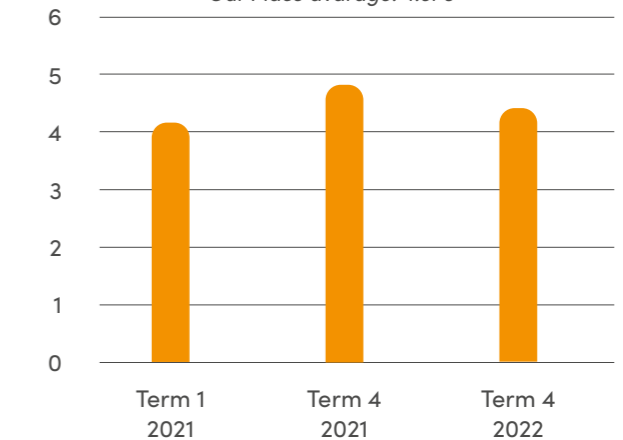
An attendance happens each time a person attends a service or activity.

Services & activities



Partnership health: 4.3/6

Our Place average: 4.9/6



NORTHERN BAY

IMPLEMENTATION PHASE

Sustained implementation – Step Five

SITE PRIORITIES

1. Children access support for healthy development and wellbeing.
2. Children engage and connect to high quality learning.
3. Parents and carers are confident, capable and connected.

SITE PARTNERSHIP GROUP (SPG)

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

FUNDING PARTNER

Kennards Hire Foundation.



2023 – Looking Back

- **Early Help Family Services trial:** Northern Bay was one of two Our Place sites involved in the Department of Families, Fairness and Housing’s Early Help trial. Emerging findings indicated that being located at an Our Place school site allowed family services to reach a broader range of vulnerable families.
- **Culturally appropriate services:** Our Place facilitated a series of information services to enable more culturally appropriate delivery of services on-site. These sessions were well attended by the school and other providers.
- **Innovative Use of SRF Funding:** The early learning centre continued to make innovative use of School Readiness Funding to provide services and translated support for CALD families and children.
- **Continuity of Learning:** Engagement between the early learning centre and school has grown. Kindergarten and Prep students have developed a FAQ book to support kinder students starting at the school.
- **Playgroup participation:** Participation grew, with a third playgroup commencing in Term 4. Two of the three playgroups currently have bicultural support workers employed to provide support for Karen, Karenni, Dari, and Farsi-speaking families.

2024 – Moving Forward

- **Implement new strategic plan:** The 2024–2028 Strategic Plan has been endorsed by the Site Partnership Group, following extensive consultation with service partners, parents, and carers. The focus is on working in partnership with families to support their role as their child’s first educator and enable positive home learning environments.
- **Children’s attendance:** Developing a collaborative site response to increasing children’s attendance at school and kindergarten.
- **Early interventions:** Supporting the onsite provision of services for the early identification, engagement and interventions to address vulnerabilities.
- **Promoting Parent and Carer Voice:** Increasing the number of opportunities that promote parent and carer voice and leadership on-site.

Analysis

The large number of services at the fully activated Northern Bay site means that they are nearing capacity. Both newly arrived families and long-term residents are making use of the extensive range of services offered.

Engagement between site partners is progressing well and they have a strong focus on continuity of learning and partnership practices.

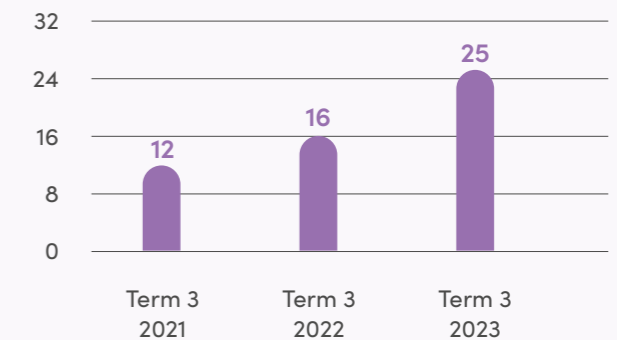


> 4,789

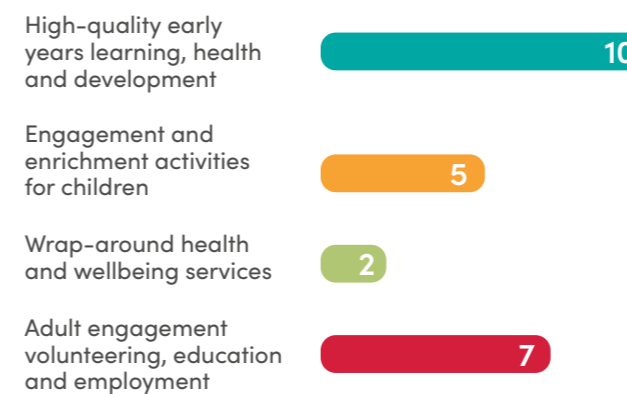
attendances in 2023

An attendance happens each time a person attends a service or activity.

Services & activities

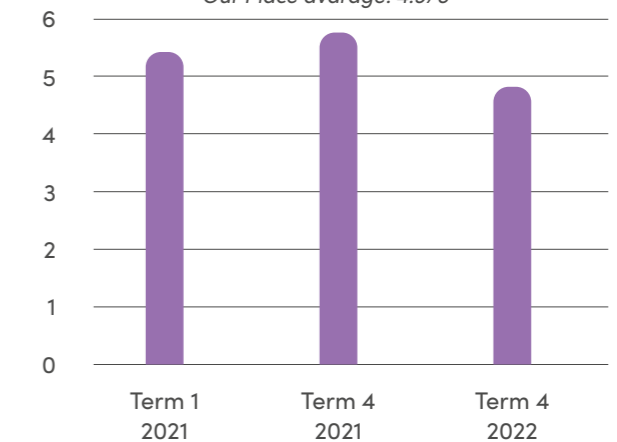


Services & activities by Element



Partnership health: 4.7/6

Our Place average: 4.9/6



ROBINVALE

IMPLEMENTATION PHASE

Sustained implementation – Step Five

SITE PRIORITIES

1. Children and young people are attending, engaging and aspiring as learners.
2. Children, young people and families receive the health and wellbeing services they need.
3. The capacity of families is built to enable confident parenting and strong community connections.
4. Our community is connected to the Robinvale College 'site' as a place of inclusion, learning, opportunity and joy.

SITE PARTNERSHIP GROUP (SPG)

Robinvale College, Department of Education, Mallee Family Centre, Murray Valley Aboriginal Corporation, Robinvale Network House, Robinvale District Health Services, Swan Hill Rural City Council, YMCA Ballarat and the Colman Education Foundation (Our Place).

FUNDING PARTNER

Dusseldorp Forum.



2023 – Looking Back

- **Site Strategic Plan:** Preparation of a new Site Strategic Plan was nearly completed and involved active engagement by site partners in setting priorities for the site until 2027.
- **Increased adult engagement:** Attendance at adult engagement classes increased, with parents now leading the cooking class and sharing multicultural recipes.
- **Employment opportunities:** Funded by the Department of Jobs, Skills, Industry and Regions, the Robinvale Euston Workforce Network continued to address economic inclusion for the community. It provided supported TAFE and hospitality training for senior students on-site and in the community.
- **Prep enrolment increase:** Prep enrolments for 2024 have increased at Robinvale College. Prep class sizes have doubled, with 11 new enrolments from the onsite early learning centre.
- **Community Garden Open Day:** More than 200 people attended Robinvale College's onsite Community Garden to celebrate an open day as a part of wider activation of community facilities onsite.

2024 – Moving Forward

- **Continuity of Learning:** Continuing to implement Continuity of Learning from Playgroups through to Primary School.
- **Expanded Adult Opportunities:** Expand opportunities for adults to volunteer, learn new skills, and build social connections.
- **Deepening Family Engagement:** Continue to develop and support opportunities for families to deepen their engagement with the school site. This includes supporting attendance and participation at site events.
- **Local Workforce Collaboration:** Work with local partners in the Robinvale Euston Workforce Network to deliver shared priorities. The includes supporting employment opportunities for the community.

Analysis

There has been some increase in availability of services on site, but the community continues to receive limited services from key providers. Prep 2024 enrolments are on the rise which is an encouraging sign. The long term local partnership has seen benefits, particularly in early years practice across the community.

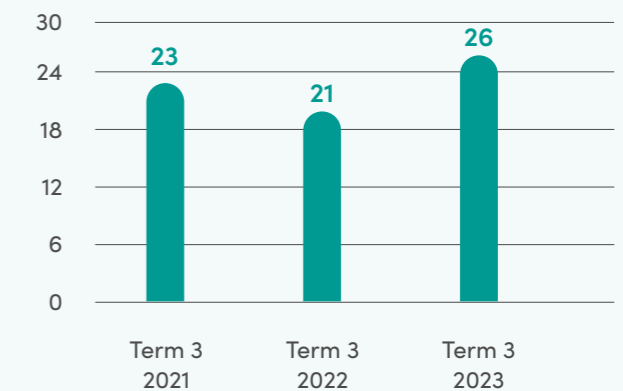


>10,696

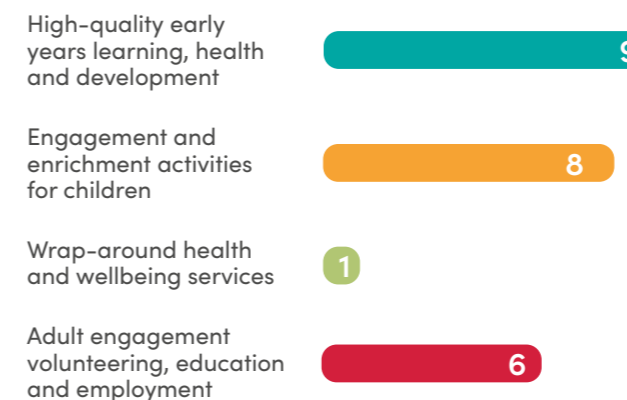
attendances in 2023

An attendance happens each time a person attends a service or activity.

Services & activities

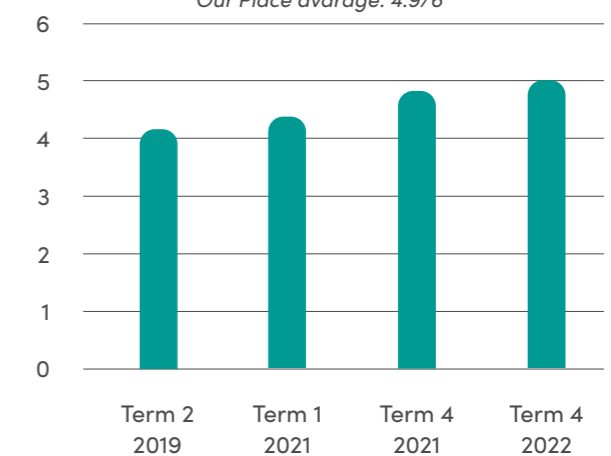


Services & activities by Element



Partnership health: 5/6

Our Place average: 4.9/6



SEYMOUR

IMPLEMENTATION PHASE

Sustained implementation – Step Five

SITE PRIORITIES

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

SITE PARTNERSHIP GROUP (SPG)

Seymour College, Kids First Australia, Mitchell Shire Council, Department of Education, Department of Families, Fairness and Housing, Nexus Primary Health, Family Care and Colman Education Foundation (Our Place).

FUNDING PARTNER

The William Buckland Foundation, as managed by Equity Trustees.



← 2023 – Looking Back

- **Access to services:** Increased numbers of children accessing services through the partnership with Nexus Primary Health Care. Nexus has reported a 30% decrease in Failure to Attend figures since commencing the delivery of allied health through the hub model based at Seymour College.
- **Enrolment and attendance:** Increase in kindergarten enrolments for 2024 and an improvement in school attendance.
- **Support for new parents:** Our Place successfully implemented Baby College in partnership with Family Care and Kids First Australia. The program supports vulnerable mothers from the third trimester of pregnancy for twelve months. Based on the success of the first year, Baby College will continue through 2024.
- **Early literacy:** The Paint the Town REaD program, a community-wide early childhood literacy initiative, was commenced by Our Place in collaboration with Seymour Library, Seymour College, Maternal and Child Health, and three local kindergartens.
- **All-Abilities Expo:** An All-Abilities Expo provided opportunity for connections between families and services. In one case, this gave parents an opportunity to explain a simple procedural barrier to a provider, resulting in the removal of the barrier for all families.

→ 2024 – Moving Forward

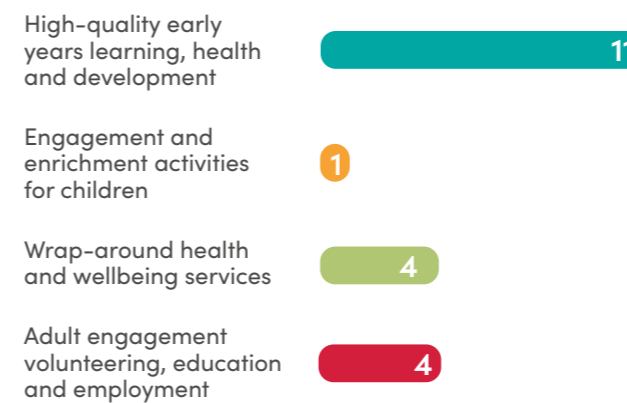
- **Parent Engagement:** Support increased parent/carer involvement in children's learning through improved incidental parent engagement and a coordinated program of events and activities co - designed with the school and kindergarten.
- **Trauma-informed practice:** Deepening the practice of the Berry Street Education Model across the primary and secondary schools.
- **Continuity of Learning:** Progressing the implementation of Continuity of Learning practices from 3-year-old kindergarten through to the primary school.
- **Paediatric services:** Negotiating for monthly paediatric clinics in the multi-disciplinary setting of the Our Place Family and Children's Centre.
- **Adult engagement and pathways:** Increase the number of families who are engaged and actively participating in the community by developing volunteer pathways for parents and carers at the site.

Analysis

There has been renewed efforts to engage with parents and the provision of school meals for students is having a positive impact. The kindergarten is taking increased enrolments for 2024. Speech screening for all children prior to commencing school is improving continuity of children's learning.



Services & activities by Element

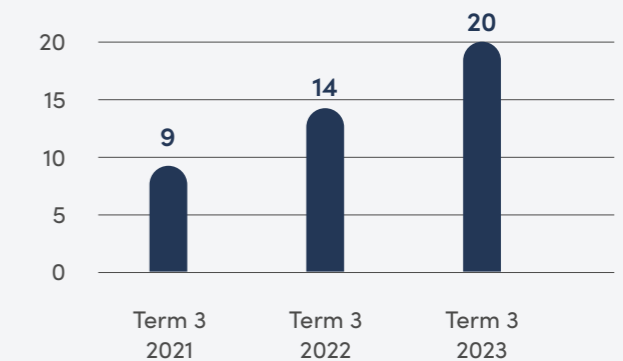


> 3,665

attendances in 2023

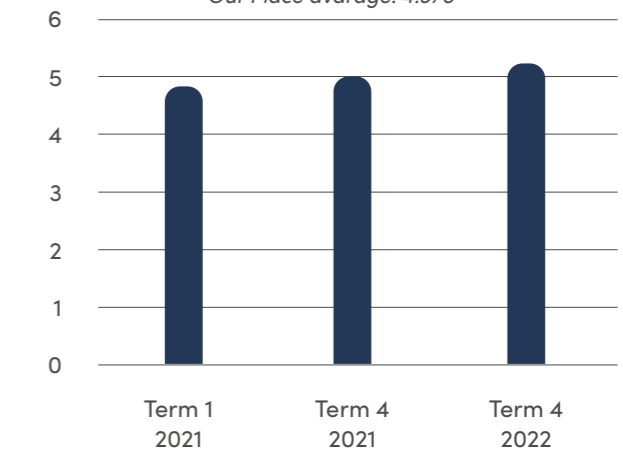
An attendance happens each time a person attends a service or activity.

Services & activities



Partnership health: 5.2/6

Our Place average: 4.9/6



WESTALL

IMPLEMENTATION PHASE

Sustained implementation – Step Five

SITE PRIORITIES

1. Connecting children to services to support their health and development.
2. Children are engaged and supported in their learning.
3. Improve attendance for learning.
4. Families in Westall feel connected to the community.

SITE PARTNERSHIP GROUP (SPG)

Westall Primary School, Westall Secondary College, City of Kingston, Department of Education, Community Kinders Plus, Department of Families, Fairness and Housing and Colman Education Foundation (Our Place).

FUNDING PARTNER

Sabemo Foundation.



2023 – Looking Back

- **Kindergarten rating achievement:** Westall Kindergarten acknowledged Our Place's important role in helping the kindergarten achieve an Exceeding rating in its recent assessment by the Australian Children's Education & Care Quality Authority.
- **Promoting student voices:** Student representatives from the primary and secondary school participated in a Site Partnership Group meeting. Their feedback is guiding the development of a shared approach to addressing instances of racism on-site.
- **Community engagement:** A new regular Morning Tea and Craft session was well attended by a diverse range of site parents. The school has commissioned the group to develop a multilingual welcome sign for its entrance.
- **Increases enrolment:** School review interviews with parents identified that Our Place's hub approach is driving increased enrolments at Westall Primary School.
- **Early literacy:** Implemented the Paint the Town REaD Initiative to support positive home learning environments, with an emphasis on celebrating the value of reading to children in their first language.

2024 – Moving Forward

- **New early learning provider:** Community Kinders Plus has been appointed the new early learning provider at Westall commencing from the beginning of 2024.
- **Continuity of Learning:** Orientate Community Kinders Plus to the key principles and further consolidate Continuity of Learning from Kindergarten to Foundation.
- **Adult learning:** Promote Adult English Language classes and collaborate with partners to investigate demand and options for providing Adult English Language classes on-site.
- **Health Service Planning Project:** Progress the Health Service Planning Project that commenced in 2023 to increase services on site.
- **Cultural responsiveness:** Increase opportunities to build a site-wide culturally responsive practice approach, including the elevation of parent and child voices.
- **Enhancing wayfinding:** Increase activation and wayfinding in the new interlink and provide a welcoming and safe place to learn, belong, and thrive.

Analysis

Westall has a number of existing onsite services and these have been supplemented with engagement activities for families which is expected to lead to increased enrolment data next year.

Engagement of site partners has been consistent to date despite delays in the site opening. School transitions are expected to improve based on active continuity of learning work.



Services & activities by Element

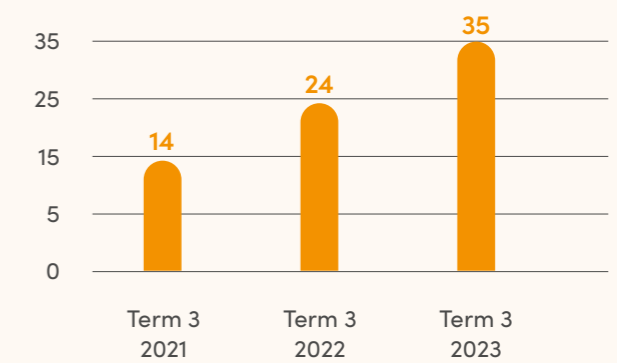
High-quality early years learning, health and development	9
Engagement and enrichment activities for children	9
Wrap-around health and wellbeing services	5
Adult engagement volunteering, education and employment	12

> 6,080

attendances in 2023

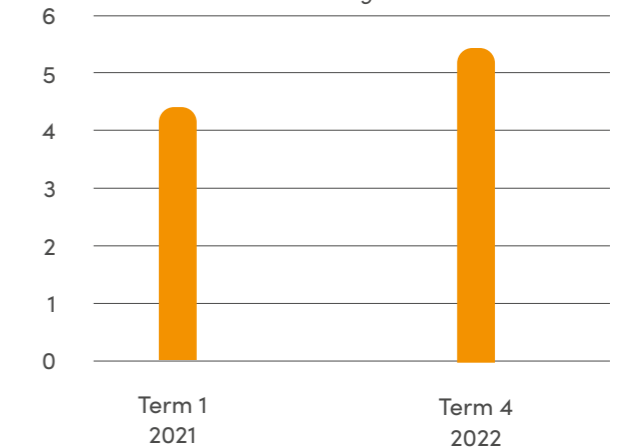
An attendance happens each time a person attends a service or activity.

Services & activities



Partnership health: 5.2/6

Our Place average: 4.9/6



PARTNERS

Signatory Partners



Philanthropic Alliance



Ray & Margaret Wilson
FOUNDATION



Funding Contributors



Strategic Service Partners



PUBLICATIONS IN 2023

Evidence Papers

[*The evidence behind The Glue*](#)

[*High-quality early learning, health and development*](#)

[*High-quality schooling*](#)

[*Wrap-around health and wellbeing services*](#)

[*Engagement and enrichment activities for children*](#)

[*Adult engagement, volunteering, learning and employment*](#)

Thought Leadership

[*Insights For Walking Alongside: Lessons learnt from the Our Place partnership*](#)

Evaluation

[*Implementation progress Report*](#)

[*Evaluating the Early Help Family Services trial*](#)

Public Priority Plans

[*Connecting the Doveton Community*](#)

[*Connecting the Mooroopna Community*](#)

[*Our Place Partnership at Westall*](#)

Voice of Children

[*Carlton*](#)

[*Frankston North*](#)

[*Mooroopna*](#)

[*Robinvale*](#)

[*Seymour*](#)

Recommended publications prior to 2023

[*Why Our Place? Evidence behind the approach*](#)
June McLoughlin, Shannon Newman & Fiona McKenzie

[*Continuity of Learning: Pathways from early learning to school*](#)
Collins, K., Bertrand, J., McLoughlin, J., and McKenzie

[*Towards Continuity of Learning: Rethinking Assessment*](#)
Collins, K., Bertrand, J., Neilsen-Hewett, C., McLoughlin, J., Newman, S. and McKenzie, F

[*What it means to walk alongside: Exploring the Our Place partnership*](#)
Fiona Mackenzie



ourplace

education is the key to the door

🏠 Suite 8/9 Compark Circuit, Mulgrave 3170

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



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