



THE DOVETON MODEL AND IMPLICATIONS FOR OTHER SITES

The development of the 'Our Place' model of support for communities of disadvantage

A 2015 International Specialised Skills Institute Fellowship.

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i. Executive Summary

Research published by Catholic Social Services and Jesuit Social Services, highlights Victoria's most disadvantaged communities have shown little sign of improvement over the past 15 years. A tiny number of communities are shouldering most of the disadvantage. Doveton is highlighted as one of these communities (Vinson, 2015).

The disadvantage begins early. Across Australia, one in five children are vulnerable in one area of development when they begin school. Historically in areas of disadvantage, a greater proportion of vulnerability exists. In areas of significant disadvantage such as Doveton, the evidence highlights that 42 per cent of all children who begin school have at least one vulnerability with 22 per cent having two or more (Newman, 2016). Research (Reynolds, 2004) identifies that one dollar spent in the early years will save society significantly.

Little change has occurred in communities of significant disadvantage even though resources have been committed by various levels of government and Non-for Profit organisations. The current model of service delivery is not meeting needs nor changing life opportunities for many of the families in these communities.

Therefore, if the postcode you are born in can radically impact on your prospects and by the age of 15 those in low SES household settings are likely to be more than three years behind in their educational outcomes than those in high SES households and the key ingredient for overcoming disadvantage in young people is the quality of educational opportunity then something must change in these areas and for these young people.

In Doveton, something has changed.

The Doveton College template known as the 'Our Place', is identified as a model for achieving positive outcomes and changing the life opportunities of families, children and young people. It is potentially the model for other areas of high disadvantage.

Doveton College is a unique setting in the Australian educational context. A placed based model with early learning, primary and junior secondary schooling at its core. These are wrapped around by a service framework including adult



learning, community and volunteer programs, allied health services and outreach provision. It is a learning precinct entwined into a community hub. It is built on a unique partnership between the State Government (Department of Education) and philanthropy – the Colman Foundation. This 10-year agreement provides a new way in thinking about, resourcing and governing a place based initiative.

This research highlights the value of the Doveton 'Our Place' initiative and identifies the priorities for improvement – especially those relating to school based learning outcomes.

What we know from the evidence, is that the 'Our Place' model has made significant inroads into overcoming disadvantage in the Doveton area (Data Dashboard – Doveton College, 2015). This is indicated by:

1. The Early Learning setting has been assessed as “exceeding” -an outstanding centre of excellence – this was achieved in the first three years of operation. Outcomes can therefore be progressed quickly
2. Engagement of the community has been rapid – the take up of adult learning, after school programs, play groups, volunteer programs and families accessing services has been significant. The community will access the model given relationships are built and sustained by rationalising the approach and minimising the barriers
3. Interaction with external services on the Doveton site has been very successful. In fact, the issue has been prioritising services given the purpose of the model
4. There has been some evidence that learning outcomes in the school sector are improving (NAPLAN) however these are not yet generalised nor apparent over several years. This is the central concern of this research.

This report aims to investigate factors which could lead to improved learning outcomes in the school sector. It does this by:

1. Reviewing research undertaken at a local, national and international level
2. Identifying findings from visits to schools - Melbourne, Interstate and in London
3. Outlining findings from discussions with experts such as Sir Kevan Collins.

From these investigations, priority findings have been established relating to the 'Our Place' Model with an emphasis on the school learning outcomes. High quality learning outcomes will be dependent on delivering non-negotiable core elements. These include (and are detailed at the end of the report):

- | | |
|--|----------------------------------|
| » Structure and Framework of 'Our Place' | » Governance and Accountability |
| » Success Agenda | » Extended Day and specialism |
| » Non-Negotiables | » Fidelity of Curriculum |
| » Leadership | » Explicit Teaching and Learning |
| | » Community and Relationships. |



1. About the Fellow

Name: Greg McMahon

Employment: Executive Principal, Doveton College

Qualifications:

- » Bachelor of Arts (Hons), Monash University, 1981
- » Diploma of Education Monash University, 1982

Memberships:

- » Australian Education Union
- » Victorian Association of Secondary School Principals

Biography:

Greg McMahon has been a teacher, Assistant Principal, Principal and Executive Principal in Victorian education for the last 34 years. Over this time he has taught at Camberwell, Mildura, Nobel Park, Mordialloc and Carrum and led schools in Parkdale and Doveton.

In 2006, Greg was appointed the Principal of Parkdale Secondary College in the southern suburbs of Melbourne. During his eight years at the college he reshaped the college culture and outcomes to become one of the most sought after schools in the bayside area for students seeking enrolment. In this period the student numbers rose from 990 to 1410.

In late 2014, Greg was approached by Department of Education in Victoria to act as Executive Principal at Doveton College for the last six weeks of the 2014 school year. The College was unique – a zero age to adult learning environment including early learning, primary school, secondary school and adult learning. Wrap around health and community services were also central to the educational hub.

In January 2015, the ongoing position at Doveton College was advertised and Greg was asked to apply. He was appointed as the ongoing Executive Principal in early February 2015.

In the time Greg has been the Executive Principal of Doveton College, the Doveton template has attracted significant interest from government, government departments, university researchers, other educational settings, philanthropic foundations and allied health bodies as to its appropriateness for other low SES areas. The 'Our Place' template is now driving significant discussions about place-based wrap around service delivery from an educational based hub. Greg is working with the key players in developing this concept. This research is one of the measures being undertaken.



2. Aims of the Fellowship Program

In the context of the 'Our Place' model this Fellowship aimed to:

1. Review the literature of what makes high performing schools in low socio economic areas in Australia and overseas
2. Establish the general and specific elements which are fundamental (the non-negotiables) to improving student and school outcomes in low SES schools
3. Interview Sir Kevan Collins to determine the external and school based factors determining success in schools in low Socio Economic Settings in London
4. Working with the head teachers of specific London school settings to develop an understanding of the nuances making a difference
5. Working with a group of schools in Victoria under a 'Community of Practice' model to develop further understanding of how success can be delivered in low SES
6. Reviewing the 'Our Place' model and applying these findings.



3. The Doveton Situation

Doveton College originated in 2012, after the closure of all other schools in the Doveton area. Government policy of the time had seen the area identified as one where educational regeneration was required. The local schools were low in student numbers, requiring major facilities upgrade and were achieving poor student outcomes as measured by state wide and national summative tests such as NAPLAN.

Supporting the development of Doveton College was the input from the Colman Foundation. From the outset of the Doveton model, Julius and Pam Colman provided a vision and supported financially and through governance, the restructuring of the Doveton education provision.

The transition to one college was problematic. Prior to the launch of Doveton College, significant research was undertaken to establish needs. The Opening the Gate (New and McLoughlin, 2013) highlighted this work which established three areas of focus:

1. **Structures** – one school site, one overall principal, one governing body, one staff, one entrance, seamless transitions, clear and consistent wellbeing structures and processes
2. **Integrated Services** – health education, allied health services, family support workers, maternal health care, early identification and referral, outreach, play groups, parenting, extended school day
3. **Curriculum** – birth to Year 9, personalised learning, reflecting community values and needs, focus on literacy, numeracy, social and thinking.



What was clear from general research and evidence that linked (or did not link) to the 'Our Place' model at Doveton was:

- » Research into high performing schools in low SES areas is well documented
- » The impact of factors on learning success has been determined and documented
- » Communities of Practice between schools with similar issues of improving student outcomes are in place with Doveton College being active in these
- » Research has centred on standalone school settings - "school only" based
- » The 'Our Place' concept is unique and therefore data and research is limited
- » Research is often associated with low SES schools. Many of the schools however, only fall just within the parameters or threshold of what is low SES setting. Significant disadvantage has additional issues to consider
- » Schools often have high EAL components – highly motivated and aspirant without the significant hard core generational poverty found in sites such as Doveton
- » Nuances of factors determining success are not articulated – the research is of a general nature.

What was and is unique about the 'Our Place' Doveton model to be noted is:

- » Early Learning – accredited as Outstanding; a high performing centre
- » Adult Learning – high numbers of mothers participating in accredited courses
- » Engagement – significant student uptake of after school programs
- » A comprehensive data platform – outcomes based approach - has been developed and implemented at Doveton College to allow the analysis of programs and processes
- » The model is complex and issues associated with transition between sectors and consistency of approach multiply across the various layers

- » Doveton College has been operating for five years; cohorts of students have not moved through early learning years to the year levels where national summative testing such as NAPLAN occurs. Therefore, the full impact of high quality ELC has not been established.

Developing a unified culture, attracting quality staff, and building the concept of 0 age to adult learning was a complex task. Integrating students from different local schools into a single college and adapting staff from many schools into a common philosophy proved incredibly difficult in the first years. The philosophy initially adopted was problematic. High student and staff absenteeism, high staff turnover, a transient student population, a high percentage of students with trauma and other high needs, all compounded the problem. Student outcomes as measured by NAPLAN reflected this complexity and were below expected outcomes.

In defining the need to quickly improve student outcomes, the leadership of the College underwent significant change. With the change came a revamp of the philosophy - to one which is far more structured and explicit.

The development of the 'Our Place' model, and therefore this research comes at a unique time. Since 2010, there has been significant work investigating the impact of disadvantage in learning outcomes. At a national level, the Gonski 2011 Review of Funding for Schooling report, was the most apparent of these. Research by the Mitchell Institute and Dusseldorf Foundation highlighting the cost of inaction has occurred. Organisations such as Teach for Australia have come into being. Everyone has a focus on improving outcomes in areas of disadvantage. As well, a parallel universe has evolved with:

- » Increasing philanthropic support evident to support system reform
- » Financial support for schools with high SFO – Equity dollars = Gonski dollars
- » Political backing for the model with the Department of Education in Victoria discussing options and possible sites.

With the resources being supplied to support the 'Our Place' model, the need to be able to achieve and document success is essential. This research establishes the key elements which have brought about positive change in student learning

outcomes in schools with significant disadvantage both in Australia and overseas. It then identifies which are imperative – non-negotiable - and those which should be considered.



4. Identifying the Knowledge and Skills Enhancement Areas

There were multiple complexities and opportunities when exploring what to focus the Fellowship applied research on. The skills enhancement areas of research below identify the focus as well as the approach for the Fellowship:

1. Investigate the significant improvement to student outcomes which have occurred in Tower Hamlet and selected London schools characterised by students from low SES
2. Identify the common reasons for these improvements
3. Elaborate on the specific characteristics/ nuances of improvement in each school and why these areas of improvement have eventuated
4. Compare these reasons and outcomes to the research undertaken in Victorian schools
5. Identify how the issues of significant trauma have been addressed in these schools and the impact the changes have made to these communities
6. Investigate the communities of practice that have occurred in London schools
7. Identify the impact communities of practice have made on school/ student outcomes

8. Work with Sir Kevan Collins to identify the:
 - » parameters of change
 - » change process
 - » importance of leadership
 - » barriers to change
 - » timeline of change that occurred in London schools.
9. Undertake a comparison with Doveton College.

Actions:

- » Document the general evidence of change to enable a comparison with research about high performing low SES Victorian Schools
- » Document the specific outcomes relating to student engagement programs in schools and their impact on student outcomes
- » Develop a “non-negotiable” - scope of actions to be reviewed as part of the development and implementation of future Doveton style hub concepts
- » Develop a “negotiable”- scope of actions to be reviewed as part of the development and implementation of future Doveton style hub concepts
- » Develop an action plan from these finding for Doveton College and integrate this into the existing Strategic and Annual Implementation Plan.



5. 'Our Place' and Learnings: The Local, National and International Experience

There has been substantial work on what factors determine learning success in schools in Australia and throughout the USA and UK. Some of the work has focused on high performing schools from low SES areas. The work in Australia has centred on case studies of specific schools. The works of Zbar, Kimber and Marshall, Hopkins and Craig, Hattie and others have highlighted the key factors and their relative importance.

The research has been developed predominately within a single educational entity - primary and/or secondary. Some studies have crossed over the divide of primary and secondary however few have ventured into the impact of early learning when associated with primary and/or secondary settings.

The Doveton model – 'Our Place' - provides a context where all three levels interact in the one setting. The key issues therefore relate to the impact of each sector and the compounding impact of a single site; how a single philosophy, cohesive practices and coordinated programs can influence and determine the learning outcomes for children and young adults.

Current outcomes indicate that the 'Our Place' Doveton model is generally successful.

- » Early Learning has an "exceeding" accreditation rating – one of the very few in Victoria.
- » Adult learning is rapidly surpassing all expectations with 150 participants – mainly parents - undertaking certified and soft courses in 2017.

- » The take up of wrap around services is significant: four mornings a week, play groups average 40 participants. There is significant take up of Monash Health and Maternal and Child Health Services.
- » The after-school engagement programs of sport, creative and performing arts was oversubscribed.
- » The number of volunteers in the College were 70 in 2016.

It is the initial lack of growth in student outcomes that is problematic. Student learning success is essential for the success of the 'Our Place' model; therefore, the need to identify the key principles and pre-conditions in schools with disadvantage, which have achieved success in improving student learning outcomes became the focus of this investigation. This involved schools in Victoria, interstate and overseas. All settings investigated were characterised by their level of disadvantage.

General Overview

From 2008, the Victorian Education system had research highlighting the foundations driving high quality outcomes in disadvantaged areas. The research of Zbar, Kimber and Marshall (2009) into the characteristics driving outcomes of excellence in disadvantaged schools highlighted four pre-conditions and six determinants which made a difference. The pre-conditions were:

- » Strong **leadership** that is shared
- » High levels of **expectation** and teacher **efficacy**

- » An orderly **learning environment**
- » A focus on **what matters most**.

The six determinants for sustaining high quality outcomes in disadvantaged schools were

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

Similar research has been replicated in other settings both in Australia and Overseas and adopted into or shaped frameworks guiding schools. These include the Effective School Model used in Victorian schools, the 9 Pillars of Greatness and the Ofstead: 12 Outstanding Schools report.

Key finding for the 'Our Place' school settings:

*Future **Our Place** school settings should adopt a checklist of preconditions which are "non- negotiable" in establishing the school vision, structures and expectations. These benchmarks should form the basis of annual accountability formats.*

Guiding Criteria: Framework of Successful Schools



Ofstead: 12 Outstanding Schools

Features of schools which achieve, sustain and share excellence, drawn from the 12 outstanding schools

Achieving excellence	Sustaining excellence	Sharing excellence
<ul style="list-style-type: none"> Having vision, values and high expectations Attracting, recruiting, retaining and developing staff Establishing disciplined learning and consistent staff behaviour Assuring the quality of teaching and learning Leading, and building leadership capacity Providing a relevant and attractive curriculum Assessment, progress-tracking and target-setting Inclusion: students as individuals 	<ul style="list-style-type: none"> Continuity of leadership Maintaining a strong team culture Continually developing teaching and learning Developing leaders Enriching the curriculum Improving literacy Building relationships with students, parents and the community No student left behind 	<ul style="list-style-type: none"> System leadership Partnering another school facing difficulties and improving it Acting as community leader to broker relationships across other schools Developing and leading a successful school improvement partnership Working as a change agent or expert leader: National Leaders of Education

Leadership as a pre-determinant of high quality outcomes in schools

A constant theme throughout the research has been the importance of leadership. The UK National College of Leadership of Schools and Children's Services (2010) identified 10 claims about the successful school leadership:

Head Teachers/Principals:

1. The main source of leadership in their schools – philosophy/values, reflections, practices, expectations, standards
2. Understand the key dimensions of successful leadership – clear focus on Teaching and Learning, fidelity of curriculum, organisational roles, enhancing teacher quality, building relationships, vision and trust
3. Values are key components of success - a clear moral purpose and are ready to learn from others
4. Use the same basic leadership practices but there is no single model - draw on both instructional and transformational leadership
5. Differences in context affect the nature, direction and pace of actions - Understand what focus of leadership is required when and according to their context
6. Contribute to learning and achievement – focus on assessment for learning, standards, coherence of programs, collaborative teacher practices, provision of extra curriculum,
7. Understand which phase of development the school is.
8. Grow and secure success by layering leadership strategies and actions
9. Distribute leadership progressively
10. Distribution of leadership depends on the establishment of trust.

Key Findings for 'Our Place' school leadership: The appointment of key leaders in new sites cannot be left solely to the current system of advertisement and application. Given the complexity of the settings, leaders need to be outstanding operatives and build outstanding leadership teams. High quality operatives need to be found. This needs to be a priority.



5.1 Specific Considerations – The nuances of change (local settings)

a. Working with Dandenong North Primary School

Dandenong North Primary School (DNPS) is one of the settings studied in the Zbar et al work. Principal Kevin McKay identified the signposts approach as an essential checklist for any school and especially an underperforming school. His focus was:

- » Establish the orderly learning environment as a primary focus – There is a primary need to develop positive reinforcement of behaviours that are desirable, rather than punishment as a means of eradicating undesirable behaviours. Learning cannot occur if behaviours are poor. Find the key link to students – where quick success can build pride – at DNPS this initially was sport. Wins on the board led to pride in effort and enabled progress to occur quicker and easier. The focus moved to success in learning outcomes in literacy and numeracy.
- » Determine what matters most after student health and welfare – Priorities - read, write and numerate - If there's any time left over, then think about the other curriculum areas."
- » Philosophy had to change to high expectations - what we expect the students to do and away from the excuses of disadvantage. Teachers who had been part of the previous time period had to be moved in their thinking to a positive growth mind set. No student starts school articulating disadvantage as their excuse.
- » The need for transformational interventions that interrupt the insidious cycle that turns disadvantaged kids into disadvantaged parents, by giving them hope, confidence and skills to find a different path. Direct teaching is the intervention. An consistency and accountability for quality across the school on:
 - » What we teach

- » How we teach
- » Who teaches it
- » How we know it's been taught
- » What we do if it hasn't been taught by an agreed time.

DNPS had moved from underperforming to one of the "power house" schools of change with NAPLAN results excelling. One of the greatest concerns Kevin held was asking his grade 6's to move to a secondary school settings where Year 7 and in some cases the average Year 9 NAPLAN outcomes were on average below DNPS grade 5 outcomes.

Key Findings for 'Our Place' school teaching and learning: Direct teaching and Transformational Interventions need to be at the forefront of the teaching and learning. This means mastery of learning in the classroom and interventions in reading, writing and numeracy for those students who need to bridge the gap in their learning.

	2008	2009	2010	2011	2012	2013	2014	2015	
Colour Scheme: Red & Green <input type="button" value="Submit"/> Alternate view: Results in graphs									
	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy
Year 3	437 424 - 451		471 459 - 482		472 460 - 485		450 435 - 464		421 409 - 433
	SIM 380 371 - 389	ALL 426	SIM 386 378 - 394	ALL 416	SIM 374 366 - 383	ALL 409	SIM 388 378 - 397	ALL 433	SIM 361 353 - 369
Year 5	499 483 - 514		516 501 - 530		528 514 - 542		518 502 - 535		525 512 - 539
	SIM 455 446 - 463	ALL 499	SIM 443 435 - 451	ALL 478	SIM 466 459 - 474	ALL 498	SIM 458 449 - 467	ALL 503	SIM 455 447 - 463

b. Working with Thomastown East Primary School

Principal Jeremy Blaney was adamant. For three priority reviews in a row and about to start a fourth, Thomastown East Primary School had implemented everything that “we were told to do by the reviewers” and lost direction and purpose. Results were the same. The teachers were hard working; they were dedicated and cared and the children wanted to learn. Too many things were stopping the teachers from teaching and therefore the students from learning.

The decision was an easy one for the Principal and involved three core decision/principles:

- » **Scale back to bare essentials** - The first lessons of the day were sacrosanct – no disruptions, no external interference and allowing teachers to teach and avoid administration. If it wasn't planned – it didn't happen!
- » **Common language and approach across entire school** - Modified documents to ensure they were understood- no jargon, with School Expectations known by all, with common planning documents with a philosophy that timeframes meant moving on when achieved!
- » **Explicit teaching** - front end loading of vocab, writing and reading.

From visits to the classrooms what also became obvious was the simplicity of the message and expectations:

The rooms were ordered and organised with common messages across the rooms around expectations, processes and procedures. **The learning was visible with student work and stimulus material displayed. The message across all classrooms was clear.**

- » **Expect quality**
- » **Quality means mastery**
- » **Front end loading is used to facilitate access.**
- » **Less is more: Surface understanding is not adequate – mastery is needed.**

Finding for 'Our Place' settings - school curriculum and teaching and learning. Any setting especially one with a complexity of layers like the 'Our Place' model needs to have a simplicity of message and approach. Expectations must be visible and across all learning.

2008	2009	2010	2011	2012	2013	2014	2015			
Colour Scheme		Red & Green	Submit		Alternate view: Results in graphs					
	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	406 373 - 439		411 384 - 438		402 372 - 432		399 364 - 434		385 358 - 412	
	SIM 401 382 - 411	ALL 416	SIM 404 386 - 412	ALL 416	SIM 393 384 - 402	ALL 406	SIM 405 386 - 415	ALL 421	SIM 388 380 - 396	ALL 398
	467 437 - 497		477 449 - 505		492 464 - 520		491 469 - 523		469 444 - 494	
Year 5	476 467 - 484		469 460 - 477		471 463 - 479		485 478 - 494		476 468 - 484	
	SIM 476 467 - 484	ALL 488	SIM 469 460 - 477	ALL 483	SIM 471 463 - 479	ALL 484	SIM 485 478 - 494	ALL 499	SIM 476 468 - 484	ALL 488
	476 467 - 484		469 460 - 477		471 463 - 479		485 478 - 494		476 468 - 484	

2008	2009	2010	2011	2012	2013	2014	2015		
Colour Scheme	Red & Green		Submit		Alternate view: Results in graphs				
	Reading		Persuasive Writing		Spelling		Grammar and Punctuation	Numeracy	
Year 3	429 393 - 466		465 437 - 493		420 388 - 451		468 431 - 505	486 457 - 516	
	SIM 397 388 - 406	ALL 426	SIM 396 388 - 404	ALL 416	SIM 387 379 - 396	ALL 409	SIM 405 395 - 415	ALL 433 368 - 384	SIM 376 398
	490 460 - 521		515 487 - 543		510 482 - 538		515 482 - 547	544 519 - 569	
Year 5	474 466 - 483		460 452 - 468		478 471 - 486		478 468 - 487	503 462 - 478	493
	SIM 474 466 - 483	ALL 499	SIM 460 452 - 468	ALL 478	SIM 478 471 - 486	ALL 498	SIM 478 468 - 487	ALL 503	SIM 470 462 - 478
	474 466 - 483		460 452 - 468		478 471 - 486		478 468 - 487		470 462 - 478

5.2 Specific Considerations – The nuances of change (interstate settings)

a. Visit to the Good to Great Schools – Gulf Country – Coen and Hopeville

The Good to Great Schools operate three campuses – Coen, Hopeville and Arakun in Northern Queensland. These schools are remote, with a high percentage of Indigenous students and have ISCEA values (indicators of social and economic disadvantage) in the 700's, well below that of the most disadvantaged schools in Melbourne. In visiting Coen and Hopeville, the focus on effective instruction in literacy and numeracy was paramount. The curriculum model was known as the 5 C's – Class, Club, Culture, Community Childhood. Morning sessions were focused on literacy and numeracy. The extended day was a key element allowing all parts of the curriculum to be implemented. (Good to Great Schools, March 2016)

Direct Instruction (DI) is the principal instructional model used in all classrooms. It was across the two campuses visited. The leaderships of both campuses were DI devotees.

- » DI is based on the premise that teachers can significantly improve achievement for all learners by implementing effective, scripted and well-crafted lessons. These lessons were immediately available without the need for teachers to resource elsewhere. The fidelity of the curriculum and the consistency of teaching/ instructional approach was assured through DI.
- » DI is cumulative – you only learn approximately 10% new each day and reinforce existing concepts, skills and understandings. Move on with mastery shown.

- » DI teaches students in a **systematic and structured way**, removes ambiguity and provides **a framework for both instructional design and delivery**. Teachers undertook an induction program focused on the methodology of DI and were supported by coaches and data experts.
- » DI gives teachers a step-by-step guide to creating and applying structured lessons, and supports general classroom management strategies and regular monitoring of student progress. There was a clear sense of an orderly learning environment.
- » Evidence from Professor John Hattie in his book "Visible Learning" backed the approach with the meta-analysis highlighting an effect size of 0.59.
- » There were some steady improvements in NAPLAN outcomes especially for Year 3 students (Cape York Academy Academic Results 2015).
- » DI took away the inconsistency of application of knowledge skills and assessment. Teachers had a structured consistent and direct methodology. For schools with a significant turnover of staff due to their remoteness and a potential lack of local and immediate professional support due to remoteness, the endorsement of the program from the leadership was overwhelming.

Finding for 'Our Place' school settings – teaching and learning needs:

Teaching must be explicit within a systematic and structured framework and directed by quality data analysis.



b. Discussions with Broadbeach State School

Broadbeach State School is one of the highest performing state schools in Queensland. Its ISCEA rating is 1047. The Principal of Broadbeach State School – Michael Roberts - highlighted the implementation of Direct Instruction in literacy and numeracy as a key factor in determining the success. While the transformation in methodology to DI took several years, it provided a framework of explicit teaching with a consistency across the school. The change in outcomes was significant. From a school with results not meeting similar school outcomes, Broadbeach had in four years exceeded similar schools in all areas. The NAPLAN outcomes highlighted a highly successful school with results in the top echelon in the state.

2008	2009	2010	2011	2012	2013	2014	2015			
Colour Scheme		Red & Green	<input type="button" value="Submit"/>		Alternate view: Results in graphs					
	Reading		Persuasive Writing		Spelling		Grammar and Punctuation	Numeracy		
Year 3	409 394 - 424		413 400 - 426		398 384 - 412		403 387 - 419	388 375 - 401		
	SIM 420 411 - 429	ALL 416	SIM 417 409 - 425	ALL 416	SIM 408 399 - 416	ALL 406	SIM 425 415 - 434	ALL 421	SIM 402 394 - 411	ALL 398
Year 5	486 472 - 500		499 486 - 512		496 483 - 509		526 511 - 541	488 475 - 501		
	SIM 492 483 - 500	ALL 488	SIM 482 474 - 491	ALL 483	SIM 504 476 - 492	ALL 484	SIM 502 493 - 512	ALL 499	SIM 490 482 - 498	ALL 488

2008	2009		2010		2011		2012		2013		2014		2015			
Colour Scheme Red & Green Submit Alternate view: Results in graphs																
	Reading				Persuasive Writing				Spelling				Grammar and Punctuation		Numeracy	
Year 3	451 438 - 464				446 435 - 457				442 430 - 454				496 482 - 510		437 426 - 449	
	SIM 433 424 - 442		ALL 426		SIM 421 413 - 429		ALL 416		SIM 414 406 - 423		ALL 409		SIM 440 430 - 450		ALL 433 399 - 415	
Year 5	519 507 - 531				513 502 - 525				527 516 - 538				540 527 - 553		530 519 - 540	
	SIM 507 498 - 515		ALL 499		SIM 489 480 - 497		ALL 478		SIM 502 494 - 510		ALL 498		SIM 509 500 - 519		ALL 503 489 - 505	

Unlike other schools which have paired back programs to focus on the central learning outcomes of literacy and numeracy, Broadbeach had met parent and student needs of a wider educational context with a range of programs including ICT, sport and performance.

Findings for 'Our Place' school settings - curriculum and implementation:

Learning outcomes will improve when there is a fidelity of curriculum and through explicit teaching is implemented with consistency and coherence across the years by highly efficient and organised professional learning teams.



5.3 Specific Considerations – The nuances of change (Overseas Settings)

a. USA Experience: Investigation of the The Andre Agassi College Preparatory School

The Andre Agassi College was instrumental in the thinking behind Doveton College. Philanthropic benefactor Julius Colman visited the school after meeting Andre Agassi and was impacted by the opportunities provided to those living in one of the most disadvantaged areas of Las Vegas. The key factors impacting on the success of the college were:

1. A clear set of high quality expectations – the college prepares students from under-served communities to excel and graduate from colleges and universities to succeed in a global society by educating students at each grade level to meet the subsequent grade level's requirement of college readiness. They do this by:
 - » Students attending school for an additional two hours per day and an additional ten days per year.
 - » Employing “top-notch” educators, administrators, and staff. Every team member at Agassi Prep is committed to the mission and to doing everything it takes to help our students reach their full potential. To reinforce this commitment, Agassi Prep holds all teachers directly accountable for their students' performance.
 - » Values of integrity, accountability and respect are paramount
2. An additional component that encourages success at Agassi Prep is the involvement and the support of parents and guardians. Parents must commit to staying involved in their children's education by reviewing homework, communicating with teachers, and volunteering on campus. Parents are also encouraged to attend meetings designed to help support the school's mission.

Findings for 'Our Place' School Settings: The extended day provides opportunity to develop the generic skills such as team work in school based programs such as sport, the visual and performing arts ... which may not be accessed by students in low SES areas. It also provides a significant hook for student engagement. Parent commitment to learning is a key ingredient for student learning success. An induction process for the whole family where all aspects of the 'Our Place' model is outlined and where expectations on parent/guardians are articulated need to be developed.

b. The London Experience (Visit 1 - Discussions with Sir Kevan Collins of Education Endowment; general elements in changing outcomes in settings with high disadvantage)

Tower Hamlet in London, is one of the poorest boroughs in England but now has outcomes above the national average. Initially Christine Gilbert and then Sir Kevan Collins led this transformation. The Tower Hamlet turnaround was characterised by several important factors (Woods et al 2013).

Ambitious and resolute leadership at all levels. The moral purpose/importance of the work being undertaken was fundamental. There was an allegiance to the purpose of significantly improving the outcomes for the young people of the area. All new head teachers undertook to a two-year leadership development programme, where they received one-to-one coaching and mentoring from expert consultants. An advanced skills teacher programme and a master's programme were also launched by the local authority to enhance teachers' professional development. This was later rolled out to include serving heads and deputies.

Targeted school improvement. The best head teachers were consistently focused on specific goals, such as improving literacy, made sure the whole school was aware of these priorities and did not allow them to be “watered down” over time. Poor leadership was also rooted out: of 48 schools causing concern or in Ofsted categories between 1998 and 2012, 42 had their head teachers replaced.

High quality teaching and learning. The recruitment and retaining of teaching and support staff was fundamental. This was multi-layered, including: recruiting and retaining high quality staff; encouraging and supporting local people into education and maximising work based routes to qualified teacher status; improving the recruitment of newly qualified teachers; improving access to housing for teachers; and, professional development. A publicity campaign was launched promoting Tower Hamlets as the place to be for those wanting to work in a challenging and exciting urban environment. The council made strong links with universities and was one of the first to sign up to Teach First. Attraction and retention packages were also offered to teachers at various levels, many on the condition that they stayed in the borough for a certain period.

External, integrated services. Agencies were brought together to reduce duplication and focus on key issues such as truancy, reducing NEETs (young people not in education, employment or training) and in improving the performance of looked after children.

Community development and partnerships - Embed schools in community life. Community resources were mobilised effectively around education. Formal agreements were forged with the community. Adults were welcomed into the school workforce which led to developing strong relationships with teachers and school leaders. Some schools were developed into community centres, establishing extended service and providing resources and recreation for children and young people.

A resilient approach to external government policies and pressure. The leadership was rigorous and robust in adopting only those policies which could be seen to make a difference.

Data is shared and acted upon. Success in some schools has encouraged others to raise their standards and high-performing institutions can help their struggling neighbours. Schools “work together with an additional twist of friendly rivalry to promote the greater good of their communities,” and now there are two teaching school alliances in the Borough.

Findings for 'Our Place' school settings: In discussions with Sir Kevan Collins, the specific focus on schools with high disadvantage was:

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



c. The London Experience (Visit 2 - Seven Kings – Head Teacher, Tracey Smith)

Tracey Smith, Executive Head Teacher, leads a nursery to Year 12 school with 75% EAL students. Seven Kings is one of the highest performing secondary schools in London, set in Ilford. The nursery and primary sector had recently been built with new facilities on an adjoining campus.

Seven Kings School - Ilford

Nursery, Primary, Secondary, Teaching School
Executive Principal – Tracey Smith



Tracey Smith was leading a large, well organised setting. She was clear in the key elements which made her school such a highly successful setting. She states proudly,

"We work hard to provide a safe and happy environment within which every student can grow and achieve personal, social and academic success. We believe that Seven Kings can make a radical difference to the life chances of our students and that we can help nurture confident, active and socially responsible citizens. We are proud of our inclusive approach, which is informed by the principle that a stimulating and personalised education is an entitlement for every child. The harmonious ethos and outstanding relationships underpin all that we do and provide the foundation for the school's work and success."

Tracey articulated 10 reasons why they were successful:

1. Moral imperative is the children – is it in the children's best interest? Every student has the right to be successful and the ability to achieve.
2. Relationships – the growth in students is linked to excellent relationships between teachers and students with teachers knowing the students- how you are, how you are achieving and what is needed next. No hiding at 7 Kings.
3. An explicit focus on the classroom – classroom and learning are the centre of everything done. Explicit learning focus for staff and students with assessment for learning the basis of all teaching.
4. High Quality Proactive recruitment and training – don't appoint unless convinced that the candidate is good enough and will fit the college values and needs. The teaching school allows us to grow our own staff and plan for succession. There is an explicit focus on leadership development. Coaching is based on stage not age.
5. Relentless pursuit of excellence. A culture of high aspirations with challenging benchmarks and a value that there is no ceiling to achievement. Every student must know what to do to improve and how to do it. High expectations on their own are not enough. Growth mindset across the college.
6. Inclusion is writ large – the college values inclusion and the notion of whole community.
7. Attention to detail- if it is worth doing then it's worth doing properly- the college drills down to ensure all know the needs of the students – a clear focus on the learning outcomes for the students.

8. Intelligent use of data – data is used to support the work in the classroom – it is the tool used to support ideas and directions. A focus on Assessment for learning – use of evidence to identify where students are at in their learning, the next steps and how best to get there.
9. Shared Vision with complementary parts – the vision is a basic one –to help students change their lives – thus initiatives must fit this purpose. Extra initiatives need to support student and/ or staff growth.
10. Distributive Leadership and democratisation. A shared sense of purpose – the moral imperative – a distributed leadership where the middle leaders buy in and pursue the vision with a focus on the best interest of the students.

A focus on developing leadership competencies and accountability across the college. Middle leaders have taken up this responsibility and decision making processes have allowed all staff to have input into the direction of the college.

Findings for 'Our Place' school settings: In discussions with Tracey Smith, the themes which were constantly reinforced were:

1. A focus on quality – an attention to detail with an intelligent use of data to support and shape the work in the classroom.
2. Rigor and fidelity of curriculum.
3. Explicit teaching and learning with an overarching teaching and learning policy driving the focus.
4. High quality proactive recruitment and training of staff. – cradle to grave PD for staff and coaching focus.
5. Strong relationships and partnerships – with students – the foundations of what we do, with the community, parents and through active student voice.

6. Robust self-evaluation program – school, faculty and teacher level.

The Seven Kings was also a Teaching School with partners from local schools in the Ilford and surrounding areas – Seven Kings, as the Teaching School, works with these partner schools and other educational institutions to foster quality leadership and high quality professional development including:

Seven Kings Teaching School

Our Alliance Partners

Seven Kings High School works with a range of local and regional educational institutions in our work to develop and provide the best education, training and leadership. Teaching schools work together with an alliance – a group of schools and other partners that are supported by the leadership of a Teaching School.

Seven Kings Teaching School Alliance Partners

Teaching School

Specialised Leaders of Education

At Seven Kings High School, our **Specialist Leaders of Education (SLEs)** offer a wide range of expertise. SLEs are designated by Teaching Schools as they are outstanding middle and senior leaders who have the skills to develop the leadership capacity of individuals and teams in schools, using coaching or facilitating that draws on their knowledge and expertise in their specialist area. The work will contribute to improving outcomes for children.

SCHOOL DIRECT PLACES

Seven Kings High School is proud to offer primary and secondary **teacher salaried training** through School Direct, a school-based teacher training route which is similar to the GTP. **Trainees work alongside highly experienced classroom practitioners** and have more of their training in school.

Step up to Leadership Programme

A Professional Learning opportunity for TLR holders and aspiring middle leaders

This Programme has been designed to focus on developing leadership skills and preparing for the **challenges of middle leadership**. It is tailored to meet the needs of TLR holders from all levels of experience and specialism. Our **Step up to Leadership Programme** sets out to bridge the gap between TLR holder and middle leader; some key areas we focus on:

- Influential leadership
- Building a team
- Supporting your team
- Use of research and evidence in pursuing a line of enquiry

Subject Hubs

With curriculum changes across all Key Stages, Seven Kings Teaching School Alliance are shaping and develop **Subject Network Groups** to help support **Subject leaders and responsibility holders** from across our Teaching School Alliance, Radbridge and beyond.

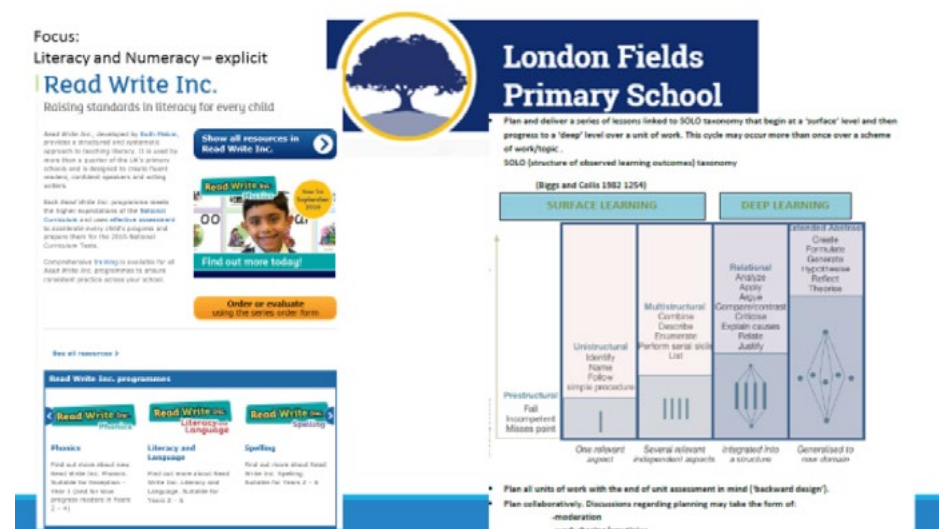
- » Specialised Leaders of Education – middle and senior leaders who develop the leadership capacity of individuals and teams in schools using a coaching approach.
- » School Direct, a school-based teacher training route. Trainees work alongside highly experienced classroom practitioners and have more of their training in school.
- » Step up to Leadership Programme - designed to focus on developing leadership skills and preparing for the challenges of middle leadership.
- » Subject Hubs – networks to support subject leaders

Finding for 'Our Place' settings - leadership and staffing: An approach to identify and develop leadership and staff needs to be considered for the 'Our Place' settings.

d. The London Experience (Visit 3 - London Fields – Head Teacher Caroline Tyson)

A local primary school in Hackney - nursery to Year 6. Head Teacher, Caroline Tyson had shaped a school where routine, consistency and visible learning outcomes were clearly seen, heard and felt. The vision for the school was clear and articulated by Caroline; the pride in the school demonstrated by teachers and students was obvious. In leading London Fields, Caroline highlighted the following key points:

- » **The Vision.** A clear and consistent vision which translates into a consistent teaching approach across the school and into systems that work – literacy and numeracy approaches were programmed and documented clearly and resourced across the school. Clear, concise and 'live' documents are key in driving forward a clear vision across the school – Ethos /Values/ Teaching and Learning /Curriculum documentation /Leadership.
- » **The Learning Context.** Consistent and explicit teaching and learning in literacy and numeracy with a strong focus on phonics using systematic core programmes. Curriculum leads work collaboratively to ensure all subjects have opportunities for near and far learning/surface and deep learning, developing through the solo taxonomy. Subject co-ordinators plan around a 'big question' ensuring opportunities for mastery, inquiry/curiosity. Selecting curriculums which provide opportunities for foundational learning and inquiry/curiosity e.g. Maths No Problem Display policy. Role of whole school displays (the pit, learning dispositions) act as a constant reminder of the Teaching and Learning policy. Learning journals allowing children the opportunity for reflection/ provide one to one time for teachers to get a clearer understanding of where the



children are at. All children were provided with a broad range of school learning experiences, including out-of-school learning experiences

- » **Leadership and learning teams.** Leadership is both transformational and instructive. Leadership and teachers are constantly reminded to 'Know thy impact' – focusing on learning outcomes and ensuring what they do always is purposeful. Build capacity in leadership, ensuring a stable and experienced workforce which in turn results in parent/carer confidence. Working alongside the IOE and Schools Direct to support and train new teaching professionals - facilitate smooth transition from training to practice. SLT capacity to model, team-teach, informally observe new and experienced staff
- » **Partnerships.** A strong community spirit – getting parents involved and drawing upon the strengths of our local community and empowering parents to have proactive involvement in the school
- » **Professional Learning.** Continuously evaluating our impact as educators and keep abreast of new research– e.g. visible learning programme. PD was clearly linked to the needs/ vision and not a bolt on. Bespoke CPD programme

considering the teachers'/children's needs. Opportunities for teachers to take control of their professional development e.g. peer lesson studies/ personal research projects etc. High-quality, bespoke CPD. Assume teachers don't know what to do until practice shows otherwise. Clear, purposeful monitoring structure (not over-monitoring/less can be more)

- » **Processes and systems.** Ensuring that the systems are flexible and robust enough to cope with the context, e.g. mid-year admissions of children with low points of entry. Directed management time - non-contact time - provides 'head space' to think/ reflect on area of responsibility. Across the classrooms basic constructs are used: clear learning intentions and success criteria, effective feedback and how to use feedback effectively, a common language amongst staff so clear/ consistent teaching/ feedback can be provided, clear appraisal policy/accountability

Findings for 'Our Place' settings - visible learning: Learning needs to be visible. Learners need to know where they are on the learning continuum. Learning needs to move from surface to deep learning using a framework/taxonomy such as SOLO. Leaders – (Coaches) need to be able to model quality teaching and learning and support other staff in achieving this outcome.



e. The London Experience (Visit 4 - Kobi Nazrul - Head Teacher - Belinda King)

A school which was until recent years underperforming, Belinda King, her College Governors, staff, students and parents have tackled the issue of underperforming and through incredibly hard work turned the school outcomes around.

The focus was on ensuring the non-negotiables were occurring across the school. Belinda King identified relationships as essential in the inner London school which has a large Bangladeshi population. Pride in the school, being in attendance, and a welcoming environment were symbolised by the Head teacher being at the entrance to the school – “the crossing” - each morning, ensuring all students and parents were welcomed and had been updated on any impending changes to the school day. Her leadership was immediate and not from a distance or office. It was hands-on, where positive relationships with the students, parents and staff members was a core belief enacted. Employment of teaching, office/support staff with non-English speaking backgrounds provided an immediate link to the local community.

Links had been made with local community leaders including the Islamic leaders of the local mosque.

With 95 per cent of the students from an EAL background, reading, writing and communication skills were improved through a focus on oracy and an inspiring curriculum which is underpinned by a relentless focus on basic skills in English and maths. The resources to support the programs were available for parents online, allowing immediate access for the aspirational community.

Hard decisions had been made by Belinda with some underperforming staff being moved out and new staff into the school. The discussions were around:

- » Developing aspirations
- » Great practice throughout the school which is shared through mentoring and coaching
- » Assessment for Learning
- » The need to widen the experiences of the students.

Findings for 'Our Place' school settings - building of relationships: An emphasis on developing relationships with parents and the school community is a priority. The community needs to trust the school. It needs to be not only providing but seen to be providing programs and quality teaching and learning which meets high community aspirations.



6. General Considerations for 'Our Place' settings

The 'Our Place' model is likely to be replicated at multiple sites in future years. Each will have their own context however there needs to be general non-negotiables which will provide the framework for each site. These sites are likely to be established in locations identified in The Dropping off the Edge report, (published by Catholic Social Services and Jesuit Social Services), that have shown few signs of improvement over the past 15 years. These tiny number of communities are shouldering most of the disadvantage burden in the state, in a pattern that is repeated in other states and territories.

The Dropping off the Edge report findings, highlights that such an approach is needed. If doing the same at the locations identified in the report will lead to the same or similar learning outcomes for young children and families, then change is fundamental. "While our social support structures work for many Australians... these communities have failed and a new structure – a new approach – is needed."

The structures and programs which determine learning outcomes for children/students/families/communities in areas of disadvantage cannot continue to be the disadvantage. At a local, state, national and international scale, the research is clear about the need for reforms in educational settings for areas of disadvantage which are underperforming. Across the settings studied common themes occur.



Themes	Context	Implications for 'Our Place' Model
Systems and Frameworks		
Governance is rigorous and reliable.	There is a belief that the governance of schools at both the system level and local level is sufficient to enable the changes to occur. Governance is highly localised and varies in capacity.	The governance approach of 'Our Place' must extend past the existing school council model. It cannot simply be replicating a College Council. The complexity and levels of each site requires a sophistication of governance.
Accountability - School accountability is rigorous	<p>Victorian schools undertake a significant review every four years. It is up to the school and region to provide intermediate accountability (i.e. Annual Reports).</p> <p>The system has assumed schools can do the work effectively and efficiently. While the research identified explicit foundations for high quality school outcomes, these are not criteria for school accountability. This expertise is Victoria has not been harnessed effectively.</p>	<p>The 'Our Place' sites need to be rigorous in their oversight. Across the sites an agreed outcomes framework of high quality needs to be developed and agreed upon. Given the need for a higher level of accountability, an annual review approach should be initiated using the expertise of the coalition of leaders and experts across the sites. A high-performance review team could work across the sites on an annual basis.</p> <p>'Our Place' sites need to be held to a high standard given the resource input. The ability to utilise a team of experts and site leadership teams to annually review each other sites based on an agreed framework would see a high level of accountability. A rigorous data/ evidence based approach is fundamental.</p>
Leadership and Staffing		
Frameworks need to become actionable	Those schools who have made significant change and improvement have leadership that are not only clear in what they need to do (based on research and data), but know how to do it. They can translate frameworks into actions. There is a clear outcomes framework. Actions are shaped through explicit planning. Not all schools and leadership teams have these abilities or understandings.	The leadership at any of the future 'Our Place' locations needs to be highly experienced incorporating an extensive array of skills. They need to have experience in developing data platforms and processes, identify priorities and actioning change. These settings require leadership working across multiple layers. High quality leadership is paramount.

Themes	Context	Implications for 'Our Place' Model
Leadership knows how to enact change	There is an assumption that there is leadership and flexibility within the schools and system to enable change. Often there are as many road blocks as enablers for change at both a school and system level. In London, the system intervened to overcome some of these roadblocks such as poor performing leadership.	The 'Our Place' sites cannot adopt existing settings and with them the philosophical and cultural constraints currently in play. Leadership needs to initiate with a blank canvas and mould a cohesive site.
There is prevailing and potential leadership resource base in place	There is an assumption that leadership capabilities are highly effective and able to bring about the change. In Victoria, we are currently seeing few being prepared to put up their hand for leadership. The current system does not stimulate the excitement for or sufficiently recompense those taking on the responsibility of leadership. Nor is there clear stepping stones for advancement. If the best and brightest are leaving the schooling sector or not being prepared to step up, then there is a huge disservice in the service.	'Our Place' sites will find attracting high quality staff a significant challenge. It is a lot easier to work in the leafy green suburbs. Given the paucity of high quality leadership candidates across the system and learning sectors, 'Our Place' sites will need to implement attraction and retention strategies to enable continuity and consistency of all levels of leadership. Moral purpose is a starting point but not a sufficient attraction.
Staffing and leadership	Attracting staff to areas of disadvantage is problematic yet the quality of staff member is the most important resource an educational setting must bring about change to children/student outcomes.	Across the sites a coordinated approach to attracting staff needs to occur. The current R on L system does not favour disadvantage schools as it is cumbersome and lacking flexibility. 'Our Place' sites need to take their staffing needs to the places of training and have approaches where potential leaders can undertake induction programs. Working with agencies such as Bastow, TFA, and University Preservice agencies, the 'Our Place' sites need to deliver a coordinated approach to attracting and training potential staff members. Like the academy systems in England, the 'Our Place' sites need to develop and deliver their own program to enable high quality staff to be identified and developed.

Themes	Context	Implications for 'Our Place' Model
The Learning Architecture – Curriculum, Teaching and Learning, Assessment		
Early Learning	ELC is vital in providing the initial structures/ processes and programs for learning. The attachment of ELC to primary school and possibly a secondary school setting provides an ability to establish transitional processes to minimise disruption.	Early Learning programs need to be high quality and intentional. The learning contexts need to be reviewed and often widened with a clear intentional focus on oral language, routines, relationships, self-regulation and school readiness.
Specialisms and the extended day.	What do you stand for as a site and what will attract and keep young people and families? Many of the disadvantaged sites which have turned around the fortunes of their schools have had an initial hook to attract and keep students.	Progressing Literacy and Numeracy outcomes are the essential first steps. However, programs which enthuse students and provide them an outlet for their innate skills should be considered. Sport and the creative and performing arts provide immediate positive outcomes for students and allow leverage for the foundations studies.
Curriculum Frameworks	The framework of curriculum is extensive in Victoria. A crowded curriculum with too many interests in the pie.	<p>A focus on Literacy and Numeracy with all other curriculum interests negotiable. Many students in disadvantaged areas begin with significant gaps in their learning. Their context of learning may have fewer experiences. This needs to be addressed.</p> <p>Fidelity of Curriculum is vital. A rigorous curriculum, explicitly outlined is essential and must be implemented consistently and coherently across all classrooms.</p>
Teaching and Learning	Research indicates that the greatest difference in outcomes for students occurs because of the differences between classrooms.	<p>Learning needs to be visible and coherent. An agreed and consistently implemented model of teaching and learning provides coherence across the classrooms. Explicit/ directed teaching and learning is fundamental. Only after the key fundamentals have been developed can a student move to deeper learning. It is this deeper learning that shows mastery.</p> <p>Professional Learning teams need to identify, plan, implement and review to identify student needs and therefore the next point of teaching. Fundamentals such as writing need to be practiced.</p>

Themes	Context	Implications for 'Our Place' Model
Assessment	Where students are located on their learning continuum cannot be a guess.	Assessment for learning. Staff need to be trained in effective use of data and can identify the next point of need for a student or cohort of students. Students move to the next point of need having shown mastery. An agreed summative assessment regime needs to be in place with formative assessment strategies developed across classrooms. Students need to know where they are at with their learning. Learning needs to be visible.
Transformational Interventions	Complex communities such as those identified in the Dropping of the Edge Report are likely to have learners with significant additional needs. These learning deficits need to be addressed quickly and coherently.	Resources need to be allocated to identify transformational intervention needs. The deficits in learning need to be addressed as a priority so students do not fall further behind. These resources need to be allocated for: <ul style="list-style-type: none"> » Testing of all students to identify needs – PSD, EAL, Literacy, Numeracy, Social/Emotional. » Induction program – new students transitioning into the new setting » Withdrawal and in class support Programs
Learning Environment	How the learning environment operates is fundamental to student engagement in learning. Relationships underpin engagement. In areas of disadvantage, generations of families may not have experienced learning/educational success. All parents want their child to be successful – they often don't know how to provide the pathway or are reticent to be involved given their own educational experience. Relationships therefore need to be developed across the 'Our Place' learning community to develop the environment for learning. They need to be developed with adults and children/students.	Like the formal curriculum and teaching and learning frameworks, relational learning needs to be explicitly scaffolded. 'Our Place' communities are likely to have complex social and emotional needs where trauma is apparent and therefore impacting on learning outcomes. Frameworks such as the Berry Street Educational Model provide an approach to inform practice and support the aspirational learning that needs to occur in the classroom.

7. Priority Considerations and Recommendations

This report on the Fellowship of Greg McMahon has captured a lot of information relevant for further consideration by government, the education and training sector, community and philanthropic agencies.

The following are a list of considerations and recommendations that has been drawn from the learnings and the experience of the Fellow:

Structure. Each site needs to have as a minimum - High Quality ELC and Primary School, Community programs focusing on adult learning, volunteerism and engagement, defined wrap around services based on contextual needs, single entry and one story approach to accessing the site.

Success Agenda. 'Our Place' settings must be aspirational with a clear outcomes framework articulated and emphasising personal and community growth.

Non-Negotiables. 'Our Place' settings should adopt a checklist of preconditions which are "non- negotiable" across the sites. These benchmarks should form the basis of annual accountability formats.

Leadership. The appointment of key leaders in new sites cannot be left solely to the current system of advertisement and application. Given the complexity of the settings, leaders need to be outstanding operatives and build outstanding leadership teams. The 'Our Place' sites need to develop their own "Pipeline of Talent". This needs to be in addition to the existing professional learning pipelines available.



Governance and Accountability. ‘Our Place’ sites need to be rigorous in their oversight. The Governance model needs to include community and professional leaders. Across the sites an agreed and rigorous outcomes framework needs to be developed and agreed upon. Given the need for a higher level of accountability, a rigorous self-evaluation approach should occur annually using the expertise of the coalition of leaders and experts across the sites. A high-performance review team could work across the sites on an annual basis

Extended Day and specialism. Each site needs to be known for something the students can excel at in the short to intermediate term. This focus can be provided within the extended day.

Fidelity of Curriculum. Fidelity of curriculum is vital. A rigorous curriculum, explicitly documented is essential and must be implemented consistently and coherently across all classrooms. The curricula should include a framework of social/emotional/trauma informed practice.

Explicit Teaching and Learning. Teaching must be explicit within a systematic and structured framework and directed by quality data analysis. Direct teaching and Transformational Interventions need to be at the forefront of the teaching and learning.

Community and Relationships. Each site must develop an approach to facilitate community and personal trust. This includes developing a single entry, immediate physical access to wrap around services, a one-story approach to involvement and a simplicity of message. Relationships must be fostered. Expectations must be visible and across all areas.





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9. Acknowledgements

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- » Sir Kevan Collins - Chief Executive of the Education Endowment Foundation, London.
- » Julius Colman – Colman Foundation.
- » Wayne Craig – □Director, Curiosity and Powerful Learning Pty Ltd and CV Consulting.
- » Suzanne Cridge - □Director Education, Bright Spots Schools Connection at Social Ventures.
- » Geoff Emmett – Doveton College Council Member.
- » Stephen Fraser – A/Executive Director, Implementation, Department of Education and Training.
- » Stephen Griel – Regional Director, Department of Education and Training, South East Victoria Region.
- » Bella Irlight - Doveton College Council Member.
- » Bruce Kiloh – Doveton College Council Member.
- » Belinda King – Head Teacher, Kobi Nazrul Primary School, London.

- » Debbie Locco - Area Executive Director, Department of Education and Training, South East Victoria Region.
- » June McLoughlin – Colman Foundation, Doveton College Council Member.
- » Kevin and Jenny McKay – Principal and Assistant Principal, Dandenong North Primary School.
- » Shannon Newman – Director, Comsec Data Services.
- » Sheryl Nixon - Donor Relations Manager, Australian Schools Plus.
- » Tracey Smith – Head Teacher, Seven Kings School, Ilford London.
- » Caroline Tyson – Head Teacher, London Fields Primary School, London

Organisations Impacted by Fellowship

Government:

- » Department of Education and Training, Victoria

Education:

- » Doveton College – College Council
- » Low Socio Economic Schools in Victoria – Star Hubs schools and Community of Practice schools
- » Cranbourne and Narre Warren Cluster of schools

Foundations:

- » Colman Foundation, Dusseldorf Foundation, Ramsay Foundation



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Published by International Specialised Skills Institute, Melbourne | www.issinstitute.org.au

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