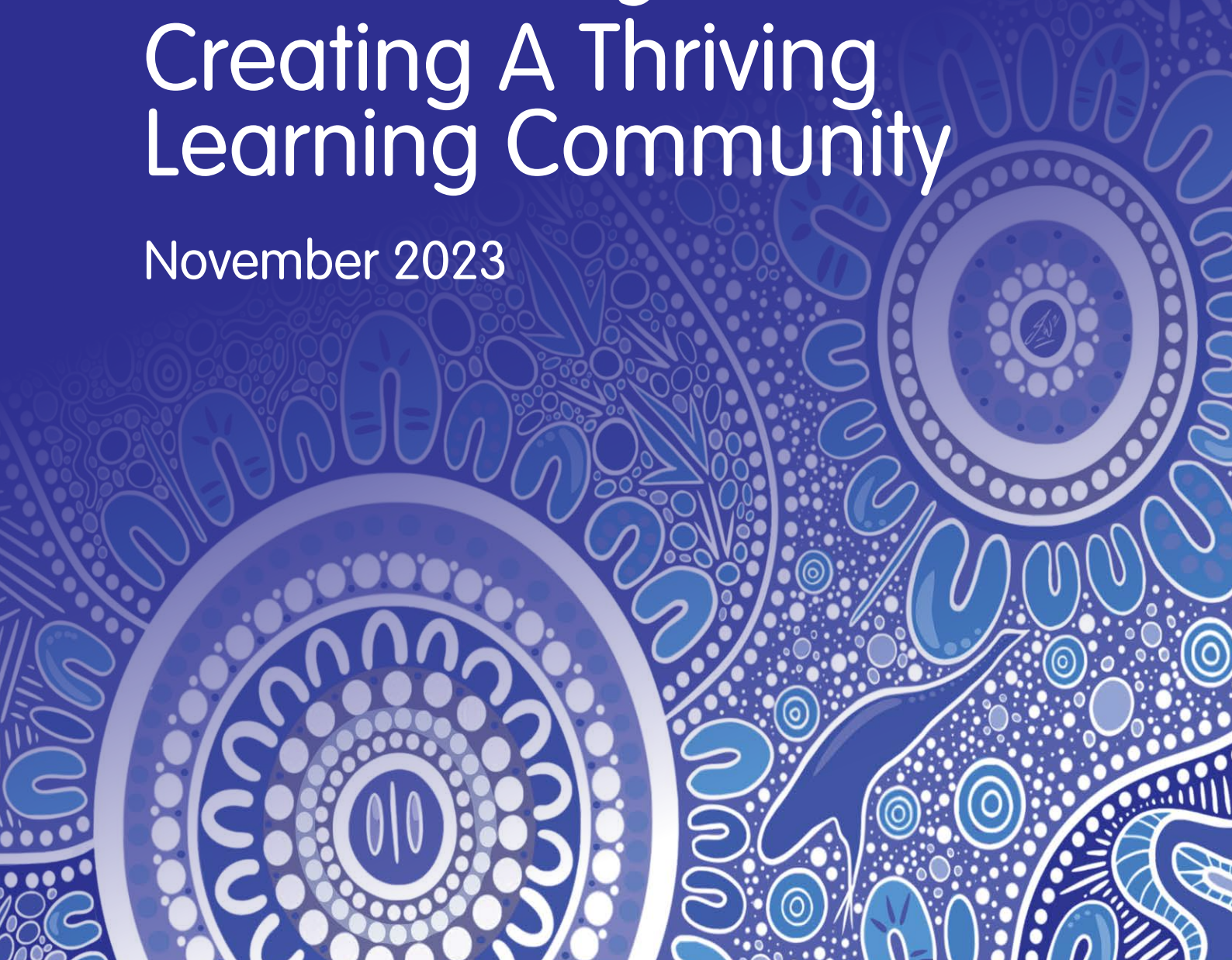




mirrung

Creating A Thriving Learning Community

November 2023





Acknowledgements

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Contents

Mirrung: creating a thriving learning community	4
The challenges facing Ashcroft	5
What Mirrung is doing	7
Mirrung milestones 2020-2023	10
What Mirrung seeks to achieve for children and families over time	11
Mirrung's progress	12
What makes Mirrung work?	20
What next?	22
Mirrung - Our theory of change	23



mirrung: creating a thriving learning community

Mirrung is a wellbeing hub in Ashcroft Public School that supports the education and wellbeing of children through an integrated whole-of-family approach.

Mirrung opened in 2022 in partnership with the New South Wales Council of Social Service, backed by the Ashcroft school community and the NSW Department of Education. Mirrung's design is informed by deep consultation and engagement with the Ashcroft community and draws from successful place-based education initiatives in NSW and around Australia, including the Our Place initiative in Victoria.

This document tells the Mirrung story so far: the challenges experienced by children in the Ashcroft community; what Mirrung is doing to address those challenges; milestones in Mirrung's implementation; what Mirrung seeks to achieve for children and families over time; Mirrung's progress so far; and potential next steps.



The challenges facing Ashcroft



'This is what disadvantage is. The child has potential but is not able to access the resources to grow their talent.' – Ashcroft Public School Executive

Ashcroft Public School is a vibrant primary school of approximately 300 students, located in the Liverpool Local Government Area. Ashcroft is both a community of **considerable strength and resilience** and a community that **experiences significant disadvantage**.

Mirrung's approach to these challenges is that:

Students of Ashcroft Public School should be able to achieve their learning potential regardless of where they live, their cultural and/or their linguistic background and their socio-economic status.

Some of the key features of the Ashcroft community are described below.



The Ashcroft community is diverse and significantly economically disadvantaged

Ashcroft is in the south western suburbs of Sydney. It is a young community, with 25% of residents aged 0-14 (compared to 18% across NSW) and a diverse community, home to people born in over 50 different countries. According to the Australian Bureau of Statistics Index of Relative Socio-Economic Disadvantage, Ashcroft is amongst the 1% most disadvantaged communities in NSW.¹ Ashcroft has the highest overall poverty rate in NSW (32.9% of Ashcroft residents live in poverty), and the third highest rate of children living in poverty in NSW (39.4%).²

Ashcroft's unemployment rate is 11.9% (the NSW average is 4.9%), and Ashcroft Public School reports that 75% of families have not had paid work in the last 12 months. Twenty-six per cent of Ashcroft residents live in public housing.

¹ Australian Bureau of Statistics, [Socio-Economic Indexes for Areas \(SEIFA\) Australia](#), accessed 4 October 2023.

² NATSEM/NCOSS, [Mapping Economic Disadvantage in NSW \(2021\)](#).

Ashcroft Public School largely represents the community demographics. More than 75 per cent of children use a language other than English at home (the most prevalent being Arabic), and 13% of children identify as Aboriginal or Torres Strait Islander. The school has an ICSEA (Index of Community Socio-Educational Advantage) of 880, placing it in the bottom 7% of educationally disadvantaged schools in Australia.³

Ashcroft has a limited number of local support services; the only social service located in Ashcroft is the Liverpool Women's Resource Centre. This means that children and families need to travel to neighbouring suburbs such as Liverpool or Miller to access supports. During consultation, participants noted the lack of readily available health and other services in Ashcroft, and that barriers to accessing available services included a lack of familiarity with what was on offer, concern about potential costs, and access to transport.⁴ Research has revealed that the service system operating in Ashcroft is fragmented and there is a perception that services are more crisis related, rather than focussing on complex issues related to entrenched disadvantage.⁵



Ashcroft children's educational engagement is low

As is the case in many families experiencing economic disadvantage, only a small proportion of Ashcroft children aged five and under attend Preschool (25% of Ashcroft children, compared to nearly 50% across NSW).⁶ In Semester 1 2021, only 59% of Ashcroft students attended school at least 90% of the time (the NSW average was 76.9%).⁷ Reduced school attendance affects educational outcomes, and the local government area within which Ashcroft sits is among the six LGAs with the greatest estimated lifetime earning losses due to the losses in educational outcomes associated with COVID-19 lockdowns.⁸

A school survey early in the Mirrung project revealed that of 320 students, only eight had accessed any extra-curricular or enrichment activities (all sport-related). Teachers, service professionals, and community leaders say that inadequate engagement and enrichment opportunities for Ashcroft children in the local community has negative social and health impacts. Some Ashcroft children say that they are not allowed outside of their houses because there is nothing to do and the environment is too unsafe for them to play outside.⁹

³ Australian Curriculum, Assessment and Reporting Authority, [My School](#), accessed 9 October 2023

⁴ Western Sydney University, TeEACH, 'Ashcroft Public School Wellbeing Hub: Mirrung: Community Context and Voices in its co-design', 2023, p62.

⁵ TeEACH report, 2023, p63.

⁶ TeEACH report, 2023, p61.

⁷ Australian Curriculum, Assessment and Reporting Authority, [My School](#), accessed 9 October 2023; Australian Curriculum, Assessment and Reporting Authority, [Student attendance: Key facts](#), accessed 10 October 2023. 2021 data is used as 2022 data was affected by absences due to COVID-19.

⁸ Impact Economics and Policy, Aftershock: Addressing the Economic and Social Costs of the Pandemic and Natural Disasters, NCOSS, October 2022, p7.

⁹ TeEACH report, 2023, p34.

What Mirrung is doing

Belonging to the land is a part of the Aboriginal culture. My people belong to the land. I belong to the land. *Mirrung* means belonging in Darug. Our hub is called *Mirrung*. – Ashcroft Public School student

“ ‘We realised that we needed to bring families along with us – we started looking at supporting the whole child, but they go home to families so we need to support the whole family as well.’ – Ashcroft Public School Executive

“ ‘Ultimately we want teaching and learning results to improve. We see that as a way out for the kids, as a way to empower the families, as a way to lift the mums. The teaching and learning part of the model is foundational.’ – Ashcroft Public School Executive

Mirrung is taking a place-based approach to respond to the priorities and needs identified by the Ashcroft community. The school facilitates whole-family early intervention support services through a hub located at the school entrance, with dedicated staff to support family wellbeing.



Mirrung is designed around community priorities

Mirrung is the result of an extensive consultation and co-design process conducted in 2022 and continues to engage children and families to be responsive to their needs.¹⁰ During this consultation, members of the Ashcroft community (children, parents and carers, teachers, service professionals and community leaders) shared their aspirations for the community, including:

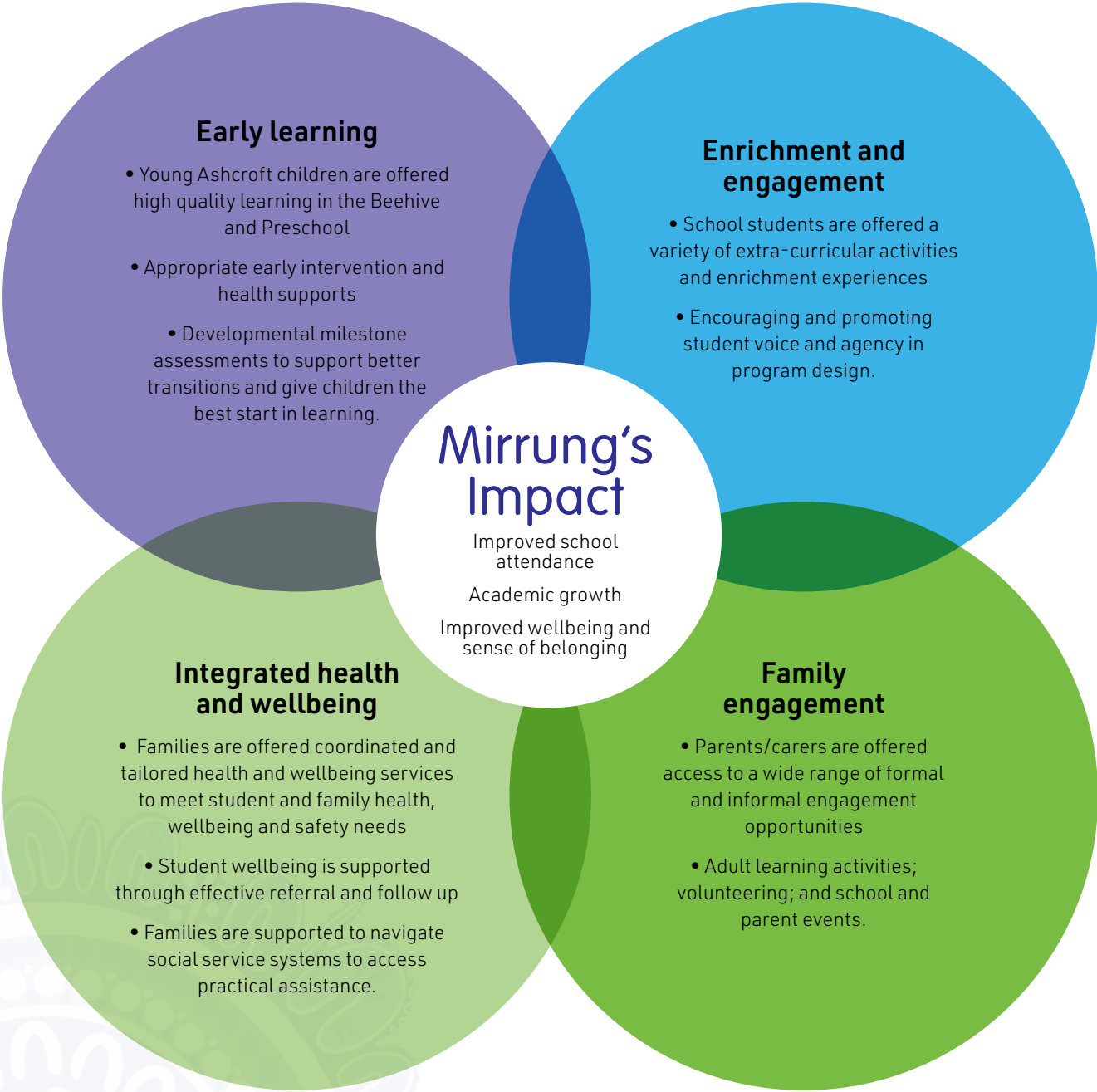
- creating **safe outdoor spaces** for children to play; and places for parents and carers to share information and engage in learning
- easier access to **child health and development** services
- greater access to **sports** programs, **arts and craft** programs, **culture and language** classes, community-wide events and activities, a homework centre and opportunities for children to engage with **nature and animals**
- that the **school** should be the **safest place** in the community.

¹⁰ TeEACH report, 2023.

2

Mirrung activities focus on children and families

Mirrung’s activities focus on four core areas – early learning, enrichment and engagement, integrated health and wellbeing, and family engagement.





3 **Mirrung supports better local service delivery**

“ *'We did not have all that knowledge about social services, or that knowledge about health. I don't have access to those networks. [NCOSS] does have those networks ... that has been huge for us.'* – Ashcroft Public School Executive

“ *'We have had a lot of professional learning for ourselves in the social services sector. We understand the system better. We understand disadvantage better.'* – Ashcroft Public School Executive

Mirrung supports better local service delivery, so that Ashcroft children and families experience a more integrated, coordinated and accessible local service system aligned with community need.

Mirrung's success relies on effective collaboration between education, health and social service systems. This requires access to knowledge and networks beyond those usually present in the education system; and strategic leadership independent from stakeholders involved in service delivery. At Mirrung, this expertise is provided through the partnership with NCOSS, providing a Project Director who:

- develops relationships between stakeholders
- builds partnerships, connects services and identifies opportunities for collaboration
- supports the implementation of evidence-based approaches
- accesses data and aligns resources and activities
- identifies system-level challenges and advocates for change where needed
- supports monitoring and evaluation to measure impact.

Mirrung milestones 2020-2023

2020

- NCOSS obtains seed funding to explore implementing a school-based wellbeing hub in NSW, based on the Our Place approach from Victoria.

2021

- Project launch in January.
- Research into the applicability of Our Place and other initiatives in NSW schools; engagement with NSW Government and community service providers; mapping service network.
- Ashcroft Public School site chosen; agreements made with school and NSW Department of Education.

2022

- Consultation with First Nations community, develop Mirrung identity.
- Mirrung launch at Ashcroft Public School in August.
- Community stakeholder research and engagement supported by the Transforming early Education And Child Health Research Centre at Western Sydney University.
- Mirrung team established – two Community Liaison Officers (funded through seed funding) and a Deputy Principal Wellbeing (funded through school).
- Mirrung spaces opened – school entrance building dedicated to Mirrung; open Mirrung café, community kitchen and garden.
- Activities program designed in consultation with community.

2023

- Mirrung team expanded to include Beehive and Preschool educators, Aboriginal Education Officer, and Learning and Support Teacher (all positions funded through school).
- Activities program launched.
- Engagement with Department of Education, recognition of Mirrung approach to promoting equity in education.

The COVID-19 pandemic significantly impacted the timing of the establishment of Mirrung – the research project timelines were adjusted with delays created as a result of workforce capacity and ongoing concerns about exposure to COVID-19.

What Mirrung seeks to achieve for children and families over time

“ *‘It is such a wonderful change since Mirrung has been established. Now we have a team that provides support. It’s done in a very coordinated way, it’s well communicated, it’s monitored and followed up.’ – Ashcroft Public School Executive*

“ *‘I’m very proud of the school at the moment because we used to not have programs like this. It is an excellent school now.’ – Ashcroft Public School parent*

Mirrung seeks to overcome barriers to educational attainment, by supporting the creation of a **thriving learning community**, where Ashcroft children experience:

- improved school attendance
- academic growth
- improved wellbeing and a sense of belonging.

Mirrung also anticipates the following impacts:

- students commence Kindergarten school-ready and able to access the curriculum and all necessary supports
- students feel a sense of belonging and empowerment; they can contribute to school decisions
- improved student and family health and wellbeing supports a positive learning environment and school culture
- families feel connected and are actively involved in the school community
- parents/carers feel better equipped to support their child’s learning and are able to develop their own skills.

The Mirrung theory of change (see page 23) describes the connection between what Mirrung does and how children, families and the community are better off because of those activities.

Mirrung's progress

While still early days, it is clear that Mirrung is already creating impact. In particular, Mirrung is contributing to the achievement of the short- and medium-term outcomes articulated in its theory of change:

- improved access to appropriate early years education services for Ashcroft children
- increased number and diversity of enrichment activities and experiences available to students
- increased number of students regularly participating in activities and experiences
- students and families can access health and wellbeing services required, in a way that is responsive and timely
- increased number of parents/carers attending school events; volunteering at school; and taking up adult learning opportunities.

The evidence underpinning these outcomes is outlined below.

While it will take time to demonstrate achievement of long-term outcomes, additional data collection with students, parents, teachers and school leaders has commenced. Mirrung will use this to establish a strong evidence base of what works.



1 Early learning

Through Mirrung, Ashcroft Public School has focussed on increasing Beehive playgroup and Preschool enrolments from the Ashcroft community. Mirrung supports children to transition from the Beehive playgroup to the Preschool and then to Kindergarten at Ashcroft Public School. If a family arrives at Ashcroft during the year and has children under five years of age, they are welcomed into the Beehive program. In 2023, 16 children from Ashcroft attended the Beehive playgroup, a 60% improvement since 2021 when only 10 Ashcroft children attended.

From Term 4 2023, Mirrung will offer all Beehive playgroup and Preschool students developmental milestone assessments designed to identify and address developmental vulnerabilities at the earliest possible stage. Families will be supported through Mirrung to respond to any needs identified through these assessments.

From 2023, Mirrung will manage the school enrolment process for Preschool and Kindergarten children to provide support through what can be a challenging transition:

“Enrolments are done through Mirrung and the hub. Mirrung will link parents with services at enrolment. I'm very excited for Kindy, Preschool and Year 1 [in 2024] for families to come in with a really strong understanding of what the school offers. If we build it straight away, we won't have to offer things to parents as a response [to crisis].” – Ashcroft Public School Executive

2 Enrichment and engagement

“*'We are absolutely loving the programs in the afternoons. It is running very smoothly. The kids love them.'* – Ashcroft Public School parent

“*'Mirrung implementing these afterschool programs that are free ... is giving [the children] the opportunities that they should have. The kids absolutely love it.'* – Ashcroft Public School teacher

Prior to 2022, there were no after-school or holiday programs available at Ashcroft Public School and the vast majority of Ashcroft children could not access extra-curricular opportunities due to barriers such as cost or lack of transport.

From Term 2 in 2023, Mirrung offered afterschool programs five days per week, through four partner organisations, including soccer, mixed sports, dance, piano, drawing, creative arts and a science club. In 2023 there were 451 enrolments in total: 170 enrolments in Term 2, 119 in Term 3 and 162 in Term 4.

Mirrung also offered holiday programs for the first time in 2023, including basketball, AFL, dance, and art and craft programs. There were 334 enrolments in total: 65 enrolments in January, 53 in April, 82 in July and 134 in October.



The enrichment and engagement programs are already having a positive impact:



'It's been great, you have been given an opportunity to give something a go that you might normally never do.' – Ashcroft Public School student



'Their self-confidence has improved ... with the afterschool programs they are really doing something beneficial for them that is making them feel happier and that is improving their confidence.' – Ashcroft Public School parent



'[The kids who do the activities] enjoy school so much more, they look forward to it. ... All the boys in my class love soccer. It gives them a sense of pride that they can do the outside school sports, that other kids can do, but their families can't afford. They can now say 'I do it too', which is fantastic.'

– Ashcroft Public School teacher

CASE STUDY

Anthony (not his real name) attends Ashcroft Public School in Year 3. Mirrung met Anthony's carers at the holiday program, where they mentioned that he had an approved NDIS plan but was not accessing any supports. Mirrung held a NDIS Question and Answer session for parents and carers, and has since been able to connect Anthony with speech, occupational and behaviour therapies, which he receives at school. Anthony has also been referred to Smith Family to seek a Learning 4 Life Scholarship which will give him financial assistance for school essentials like books and excursions and access to out of school mentoring. Mirrung has connected Anthony's younger siblings and carer to the Beehive playgroup and enrolled them in a transition to school program. Mirrung has supported Anthony's carer to appeal a CentreLink debt. She is now volunteering in the Mirrung Garden.



3

Integrated health and wellbeing

In response to needs identified in the school community, Mirrung has arranged for the following health and wellbeing services to be delivered:

- **School-wide health initiatives:** including **vision testing** for the whole school, with a number of children provided with glasses.
- **Social support programs:** provided through partnerships with funded services. Mirrung identified student need, found partner organisations, and made sure that the service provider and the school communicated about student progress. Programs included:
 - **Learn to Worry Less**, targeting children experiencing anxiety
 - **Confident Kids**, a program for Year 1/2 students
 - **Drumbeat**, an evidence-based music program that aims to build student confidence.
- **Allied health services** including:
 - an **occupational therapist** who worked with the Preschool and Kindergarten classes and provided professional learning for educators
 - **speech therapy** in the Preschool including screening and individual therapy
 - additional **psychologist** support for children and families.
- **NDIS coordination:** After discovering how many Ashcroft children with NDIS plans were not accessing the services to which they were entitled, Mirrung leveraged its relationship with allied health service providers so practitioners can offer NDIS funded services onsite at school. This means that families can easily access the therapy their children need without children missing school or parents missing work to attend appointments, as well as minimise the amount of NDIS funding spent on travel.

Parents speak about the importance of the health and wellbeing supports provided through Mirrung:

“ ‘Mirrung has brought counselling, and counselling for parents as well. They are on the ball, and if we ask for something, they try and get it. If they can’t get it they say that they might try soon.’ – Ashcroft Public School parent

“ ‘The school helped me fill out the NDIS forms, got me to a paediatrician in Rainbow Cottage, they helped me a lot before my daughter was even in the school. This made a big difference for me.’ – Ashcroft Public School parent

A student who now accesses NDIS funded speech therapy, occupational therapy and counselling services at school, previously had to catch three buses with her mum to get to an appointment. Her mum says:

“ ‘It is better for me that the services are in the school. I’ve been travelling left, right and centre. She is missing too much school because she has been going to different therapies. She loves coming to school. If she misses out on a few things and her routine is out of whack, that is when everything goes downhill and I get letters from the school. Ever since the program has been at the school I’ve had a smooth ride. This has all been organised with the help of Mirrung.’

– Ashcroft Public School parent

CASE STUDY

Ayesha (not her real name), was absent from school over successive days because her mother, Mariam had a terrible toothache and was in too much pain to get her to school. When Mariam told this to Ayesha’s teacher, the teacher contacted Mirrung who were able to get Mariam a public dental appointment. Mariam said she would never have been able to get to the dentist without Mirrung’s support. Later, the classroom teacher identified that Ayesha needed additional wellbeing support. Mirrung arranged a government-funded student resilience and confidence building program at school for Ayesha and other children in the class over a term. Mirrung also worked with Mariam so she could understand and reinforce the resilience learning at home. It was only because of the trust built between Mirrung and Mariam that she agreed to give permission for group counselling and support for Ayesha. After Ayesha began attending those group sessions, the teacher reported noticeable improvement in her confidence in class.

4 Family engagement

“ *'It is a very good thing to have these [parent] courses offered in the school – normally I would just go home and sit around and do nothing, it actually gets us out of the house and wanting to do something with our lives.'*

– Ashcroft Public School parent

“ *'There has been a real shift in parents trusting the school, finding the school as a place that is safe and respectful.'* – Ashcroft Public School Executive

“ *'We have never had this much participation or engagement from our Arabic mums ever. We have had input from them about the things that they want to see and the things that they are not happy about as well. It has been fantastic to have this input.'* – Ashcroft Public School Executive

The Mirrung program supports increased engagement with parents and carers – family members are made welcome through the Mirrung hub, where there are spaces to join activities and to connect with others in the Mirrung café.

During 2023, Mirrung offered parents and carers a range of adult learning opportunities (both internal and through partner organisations), including in conversational English; first aid; cake decorating; Zumba; painting; tenancy rights; and parenting. In 2023 so far there have been 86 enrolments in these programs.

Parents have also increased their participation in volunteering opportunities at school, including on the Mothers' and Fathers' Day stalls, cooking for Harmony Day and in the Mirrung garden. Parent volunteers say that they love volunteering at the school and that it makes their children proud:

“ *'My kids are always telling me that it is good that I am involved in the garden. They feel proud that I am interacting with people and becoming more confident so they are proud of me.'* – Ashcroft Public School parent

The programs have also helped to reduce the social isolation experienced by some parents:

“ *'When I started coming to these programs, I was able to interact again with other people socially. After a few years of taking care of children at home I was in my own cocoon. I felt I was losing my social skills. Once these programs started, I felt I could be part of society again.'* – Ashcroft Public School parent

Importantly, the improved family engagement is leading to better relationships between parents and teachers:

“ *I have felt that because the communication was better I could ask for an interview with my children’s teacher and follow up on some issues, which helped them improve. Because the communication became clearer, better and stronger between me and the teacher, there was visible improvement in my children.*’ – Ashcroft Public School parent

“ *I’m hoping that with the communication with the parents and the trust and rapport that we build, ... [we] will encourage them to help their children to achieve more.*’ – Ashcroft Public School teacher

CASE STUDY

A classroom teacher contacted Danika, Jordan’s mother (not their real names), to ask about his unexplained absences from school. After this conversation the teacher became concerned about Danika’s wellbeing and shared those concerns with Mirrung. When Mirrung offered to talk to Danika, she shared that the family was about to be evicted from their private rental property. Mirrung connected Danika with a number of services to provide the family with immediate financial aid; support to access emergency housing; an extension on their private rental; and support with end of lease and eviction arrangements. Mirrung also facilitated regular case management conference calls with four different services and the NSW Department of Communities and Justice to support the family during a 10-day crisis period. While the family were in temporary housing, Mirrung supported them to search for and secure permanent housing. Danika has since volunteered with Mirrung and signed up to a variety of the free adult learning and engagement programs, and Danika’s children all attended the Mirrung holiday program. The students have not missed any days of school since Danika’s first contact with Mirrung.



5 Connecting communities to broader support

“*The school working together with Mirrung has created a really strong community base so families feel comfortable to come in.*”

– Ashcroft Public School teacher

“*I think that the school culture has changed. There is a deeper shared understanding about disadvantage.*” – Ashcroft Public School Executive

Mirrung is building an understanding within Ashcroft Public School that improvement in student wellbeing and learning will only occur if families are also supported. Mirrung is supporting a culture shift towards a family-centred approach with initiatives that support the whole family.

Mirrung also aims to ensure that Ashcroft children and families experience a more integrated, coordinated and accessible local service system. This requires school staff to have effective referral pathways, and Mirrung staff to facilitate service coordination.

School staff appreciate being able to refer children (and in some cases their families) into Mirrung for wellbeing support. One teacher says that the referrals to Mirrung have lightened some of the support burden she previously experienced, and that Mirrung keeps her informed about the children's progress:

“ ‘It has been a great help. Workload and stress is taken away. We have a sense that someone is doing something for the kids.’ – Ashcroft Public School parent

Mirrung has helped families navigate complex service systems, linking them with appropriate community and social services. Since Mirrung opened, families are now more comfortable to approach the school for help in moments of crisis, including families at risk of homelessness or experiencing domestic violence:

“ ‘They also help families with housing situations and with medical. It is really helpful. I would not know what to do if I did not reach out for help.’
– Ashcroft Public School parent

CASE STUDY

Michelle (not her real name) has four children and recently arrived in the Ashcroft area to escape domestic violence and homelessness. Michelle was experiencing depression and social isolation. She was introduced to Mirrung when the older children were enrolled at Ashcroft Public School, and soon started attending morning teas in the Mirrung café. She brought her younger children with her so that they would have a safe space to play, and Mirrung connected Michelle and her younger children to the Beehive playgroup. Michelle attended a parenting course run through Mirrung and continues to engage with Mirrung activities. She says her connection to community has improved, she now has friends and can access supports as needed. Michelle has aspirations to study once her third child starts preschool in 2024, and Mirrung is helping her to research childcare options. Mirrung is also currently exploring NDIS support for her eldest child – the family has never considered this an option in the past as they had no capacity to take the child to appointments and could not afford the cost.

6 Evidence, evaluation and advocacy

Mirrung is an evidence-based program that is committed to building new evidence about approaches that support families and children in communities that experience entrenched and concentrated disadvantage. Mirrung is also committed to sharing its data and insights with education and other service providers more broadly. Education system decision makers, including leaders from other schools and the Department of Education, have already shown significant interest in Mirrung's evidence-based design and its progress so far.

What makes Mirrung work?

Mirrung's design is based on evidence of what has worked in other successful place-based wellbeing hubs in schools, and on deep consultation with the local community. These factors are fundamental to Mirrung's impact so far. In addition, factors that are key to Mirrung's effectiveness include:

1

a sense of ownership of Mirrung amongst students, family members and the school and Ashcroft communities

2

a whole-of-family approach that understands that when families thrive, children will thrive

3

effective collaborations between education, health and social service systems

4

school leadership commitment to Mirrung

5

an independent broker (NCOSS Project Director) who builds relationships, connects services, identifies system level challenges and supports impact measurement.



What next?

2024 will see the consolidation of Mirrung's establishment, including a focus on:

- 1 integrating the early years into Mirrung processes
- 2 offering enrichment and engagement opportunities for Ashcroft children
- 3 providing further support for families to access health and wellbeing services at school or through more integrated provision in the community
- 4 providing a broad range of activities and learning opportunities for parents and carers
- 5 working toward a more integrated, coordinated and accessible local health and social service system to meet the significant needs of the Ashcroft community.

Mirrung will also embed existing consultation processes to ensure that Ashcroft children and their families continue to have a say in the activities and services that most benefit them and increase participation by children and families who know and trust Mirrung as a place that supports family wellbeing and children's education.

During 2024 we will identify how best to measure Mirrung's long-term impact, commence measurement and report back to the community and all stakeholders. This work will provide evidence for other communities interested in the potential impact of an integrated wellbeing hub in a school community.



mirrung Our theory of change

CREATING A THRIVING LEARNING COMMUNITY

The Challenge

Students of Ashcroft Public School should be able to achieve their learning potential regardless of where they live, their cultural and/or their linguistic background and their socio-economic status.

OUR STRATEGIC ACTIVITIES

OUTCOMES

OUR IMPACT

Children, families and community

Early learning

Provide Ashcroft children with high quality early learning in the Beehive and Preschool; appropriate early intervention and health supports; and developmental milestone assessments to support better transitions and give children the best start in learning.



- Improved access to appropriate early years education services for Ashcroft children
- Students access appropriate interventions and services to support meeting of developmental milestones
- Beehive, Preschool and Ashcroft PS collaborate to support student transition and learning



- Students commence Kindergarten school-ready and able to access the curriculum and all necessary supports

Enrichment and engagement

Offer students a variety of extra-curricula activities and enrichment experiences; encourage and promote student voice and agency in program design.



- Increased number and diversity of enrichment activities and experiences available to students
- Increased number of students regularly participating in activities and experiences
- Increased student agency and critical reflection/feedback skills through voice in program design



- Students feel a sense of belonging and empowerment; they can contribute to school decisions

Integrated health and wellbeing

Coordinate and facilitate tailored health and wellbeing services to meet student/family health, wellbeing and safety needs; support student wellbeing through effective referral and follow up; and support families to navigate social service systems to access practical assistance.



- Students and families can access health and wellbeing services required, in a way that is responsive and timely
- Staff have skills, knowledge and can access processes to proactively support student health and wellbeing



- Improved student and family health and wellbeing supports a positive learning environment and school culture

Family engagement

Provide parents/carers access to a wide range of formal and informal engagement opportunities; adult learning activities; volunteering; and school and parent events.



- Increased number of parents/carers attending school events; volunteering at school; and taking up adult learning opportunities
- Parent voice is valued in Mirrung planning and design

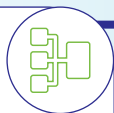


- Families feel connected and are actively involved in the school community
- Parents/carers feel better equipped to support their child's learning and are able to develop their own skills

Supporting integrated local services

Connecting communities

Build whole school capability to provide a family-centred approach to wellbeing and learning. Build partnerships and connections with service providers to make services more accessible to the school community.



- Mirrung and school staff understand and apply a family-centred approach to student wellbeing and learning
- Connections and collaborations required to meet student and family needs are made between service providers and the school community



- Whole school culture shift towards a more family centred approach to student wellbeing and learning
- Mirrung programs evolve in response to expertise, evidence and outcomes data
- Education system decision makers apply the Mirrung approach more broadly to support education and wellbeing outcomes in other schools
- Ashcroft children and families experience a more integrated, coordinated and accessible local service system

Evidence, evaluation and advocacy

Support implementation of evidence-based approaches to addressing the school community's needs. Identify system level barriers and advocate for better system integration.



- The Mirrung program can access expertise, evidence and outcomes data to inform program design
- Education system decision makers access Mirrung outcomes data to inform education and wellbeing approaches in other schools
- Mirrung develops and tests strategies to improve the integration, coordination and accessibility of social, health and education services in the Ashcroft community



Leading to: improved school attendance; academic growth; improved wellbeing and a sense of belonging.



mirrung

Creating A Thriving Learning Community

November 2023

