

MELTON: A LEARNING CITY



COMMUNITY LEARNING PLAN 2015 - 2018

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COMMUNITY LEARNING
PLAN 2015 - 2018

MAYOR'S FOREWORD



CR SOPHIE RAMSEY

Mayor, City of Melton

“The City of Melton recognises that engaging in lifelong learning improves lives.”

In my position as Mayor of the City of Melton, and Chair of our Community Learning Board, it is with great pleasure that I introduce Melton City Council's *Community Learning Plan 2015-2018: Melton a Learning City*. This will be Melton's sixth Community Learning Plan, the first of which was published in 1998 – the first Community Learning Plan produced by a local government in Australia. This will also be the first Community Learning Plan where Melton identifies itself as a Learning City and will contribute internationally by joining the UNESCO Global Network of Learning Cities.

Managing growth and developing Melton as a sustainable city will remain at the forefront of our Council planning for some years to come. Growth also provides us with the opportunity to build into our new communities, from the ground up, some of the key features of learning cities, for example:

- Taking a place-based approach to community development;
- Building infrastructure around community hubs with shared facilities and open spaces;
- Providing learning and community spaces; and
- Entering into public private partnerships as a resourcing option.

Our new Community Learning Plan 2015-2018 is the next step on our journey to become a dynamic learning city.

In the new Community Learning Plan 2015-2018 we have embraced the UNESCO *Framework of Key Features of Learning Cities* and the Australian Centre of Excellence for Local Government's '*Learning as a Driver of Change: Learning Community Framework*.' Both have similar goals to the City of Melton that involve individual empowerment and social cohesion, economic development, cultural prosperity and sustainable development.

The major building blocks identified in the UNESCO Framework Key Features for Learning Cities are also reflected in what we strive to achieve through our *Community Learning Plan 2015-2018: Melton A Learning City*. We also advocate strongly for:

- inclusive learning in the education system;
- re-vitalised learning in families and communities;
- effective learning for, and in, the workplace;
- extended use of modern learning technologies;
- enhanced quality in learning; and
- a vibrant culture of learning throughout life.



The Community Learning Plan 2015-2018 has set a challenging agenda for the City that can only be achieved through partnership and by bringing together and supporting organisations and businesses that share our aspirations and passion for our community.

In conclusion, I would like to sincerely thank the City's Community Learning Board for their work in overseeing the development of this Plan. The Board provides an important voice for local organisations and residents to collectively craft our City's future through lifelong learning and will again be instrumental in the successful delivery of our Community Learning Plan.

I look forward to working with all of our community stakeholders and our learning city colleagues across Australia and globally.



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COMMUNITY LEARNING BOARD COMMITMENT

The City of Melton Community Learning Board is an Advisory Committee of Council [Section 86 of the Victorian Government Local Government Act 1989]. It provides advice and recommendations to Council and consults with the community on matters relating to lifelong learning. The Community Learning Board supports, promotes and incubates initiatives that aim to improve the City's social, economic, cultural and environmental wellbeing through lifelong learning.

The Board commits to:

- Promote Melton as a Learning City;
- Support, provide and promote information about lifelong learning opportunities across the municipality, the Western Region of Melbourne and beyond;
- Broker strategic relationships and activities with organisations across all sectors to implement the Community Learning Plan and other agreed upon strategies;
- Partner and collaborate with organisations to initiate, incubate or deliver lifelong learning initiatives;
- Maintain links with lifelong learning networks and research locally, state wide, nationally and internationally;
- Research and share information about lifelong learning activities;
- Provide resources or enter resource sharing agreements to deliver Community Learning Plan Strategies;
- Seek funding on behalf of Council and the Community Learning Board or with partners to deliver the Community Learning Plan;
- Support partners or associated organisations to seek funding for lifelong learning endeavours;
- Engage with, listen to, inform and support community and business on lifelong learning matters;
- Engage and support Councillors and community leaders; and
- Report regularly to Melton City Council and community about its lifelong learning activities.

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VISION AND MISSION

COUNCIL VISION

A Proud Community Growing Together



COMMUNITY LEARNING BOARD MISSION

A Learning City generating lifelong learning opportunities to grow our community's social, cultural, economic, environmental and personal well being



MELTON: A LEARNING CITY

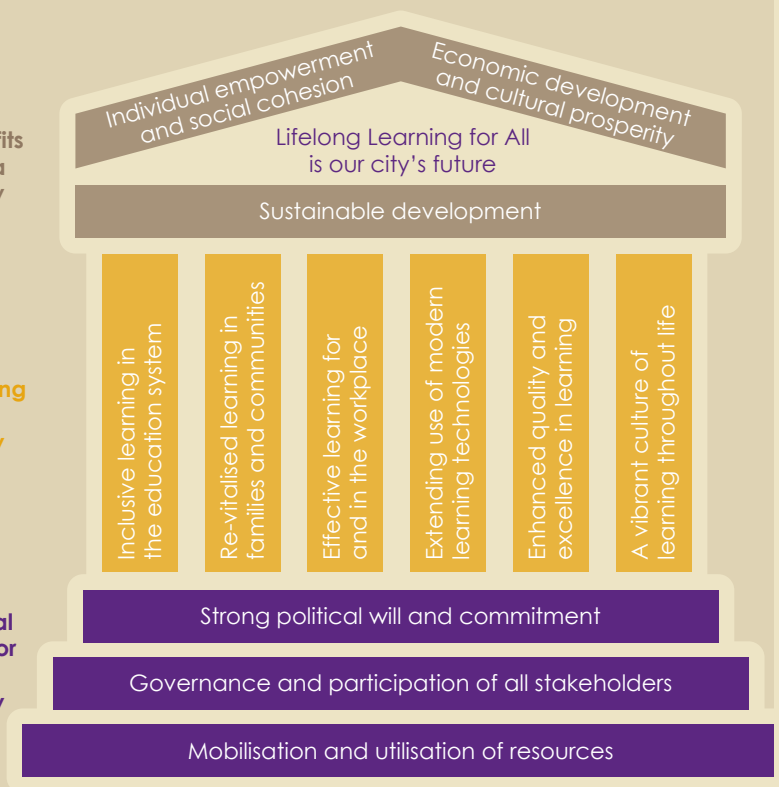
UNESCO: The Framework of the Key Features of Learning Cities

The City of Melton Community Learning Board has aligned the Community Learning Plan 2015-2018 to the United Nations Educational, Scientific and Cultural Organization (UNESCO) Framework of Key Features of Learning Cities (2014) and to the Australian Centre of Excellence for Local Government's 'Learning as a Driver of Change: Learning Community Framework' [Wheeler, Wong et al 2013].

Wider benefits of building a learning city

Major building blocks of a learning city

Fundamental conditions for building a learning city



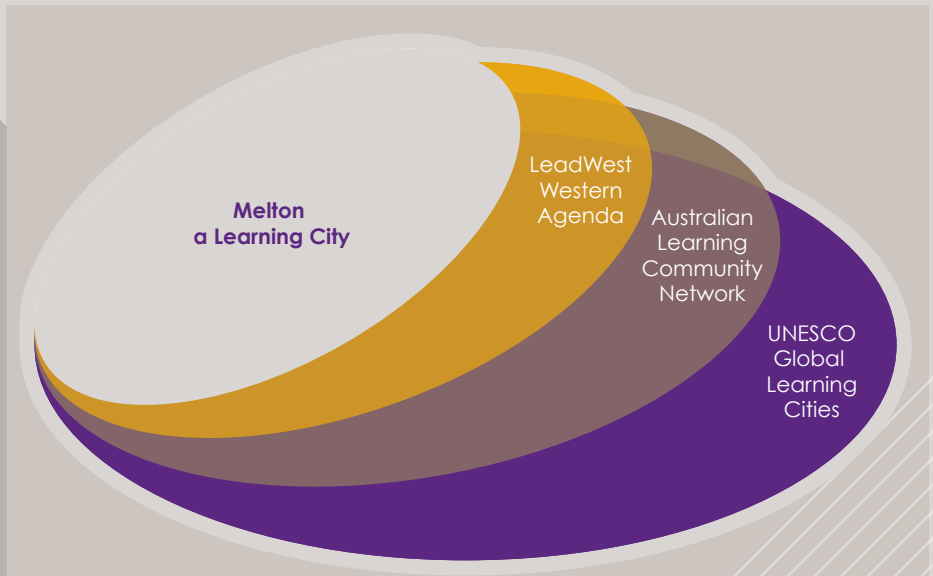
UNESCO (2014)



LOCAL TO GLOBAL

Learning City Networks

By making links to lifelong learning networks locally, nationally and internationally the Community Learning Board can participate in an information exchange that identifies and contributes to best practice to inform local action and promote global citizenship.



LIFELONG LEARNING

Individual empowerment, social cohesion, economic development and cultural prosperity are key outcome factors of education, lifelong learning and learning cities.

(UNESCO 2014)

Lifelong Learning Individual and Community Benefits.

Freely engaging in lifelong learning creates opportunities and improves lives. The Community Learning Board brings key people and organisations together to implement the Community Learning Plan. The Plan is designed to develop our community at the individual level; supporting personal development and gaining skills and qualifications and at the community level; for improved social and economic outcomes.

- Generate sustainable business growth
- Provide community prosperity
- Stimulate jobs and skills
- Create an environment that attracts and develops business

- Design connected and environmentally sustainable communities
- Create a sense of place and community connectedness
- Respect traditions and customs
- Participate in society and community life
- Provide leisure and social opportunities

ECONOMIC DEVELOPMENT

SOCIAL INCLUSION



A PROUD
COMMUNITY
GROWING
TOGETHER

SKILLS & QUALIFICATIONS

PERSONAL DEVELOPMENT

- Obtain skills and qualifications
- Put career and life plans into action
- Adapt and re-skill
- Gain knowledge and solve problems

- Develop language, literacy and numeracy skills
- Develop financial, digital, health, cultural and civic capabilities
- Foster confidence and self expression
- Ability to plan and make decisions on evidence

URBAN GROWTH

A DRIVER OF CHANGE



The City of Melton is managing growth by creating a clear vision to connect and develop a sustainable city. Demographic, geographic, social and economic data are important for making planning decisions and responding to community needs. The City of Melton Community Learning Board, through its Community Learning Plan, embraces particular social, economic, cultural and environmental opportunities and challenges.

> 2031



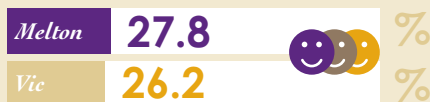
GROWTH

The City is identified by the Victorian State Government as an urban growth area under the Plan Melbourne strategy. Projections indicate that the City's population will be more than 241,000 by 2031.

Rapid urban growth creates dilemmas for the City on how it can deliver community infrastructure, schools, kindergartens, transport and jobs in a timely manner. There is also the added pressure of advocating to both State and Australian Governments to release funds for infrastructure when it is needed.

2006 - 2011

Born overseas



Non-English speaking



BIRTHPLACE

Between 2006 and 2011, the number of people born overseas increased by 58.1%, and the number of people from a non-English speaking background increased by 64.7%. (ABS Census 2011)

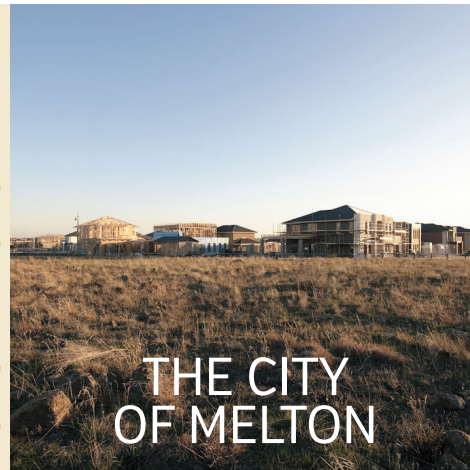
Increasingly the City of Melton needs to address settlement issues facing its Cultural and Linguistically Diverse Community (CaLD), including the increasing number of refugees.

POPULATION

Melton's current population is

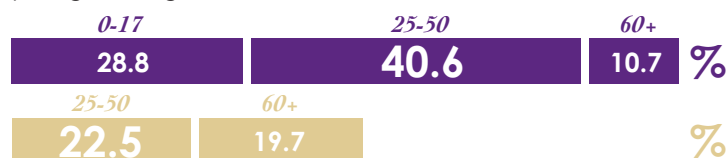
130,451

(December 2014)



AGE STRUCTURE

According to the Australian 2011 Census, The highest percentage population, 40.6%, were at the ideal working age between 25 and 50 years of age. 28.8% of the population were aged between 0 and 17, and 10.7% were aged 60 years and over, compared with 22.5% and 19.7% respectively for the rest of Victoria. These statistics indicate that Melton has a higher proportion of young working families.



GLOBAL CITIZENSHIP

Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that ever has."

(Margaret Mead)

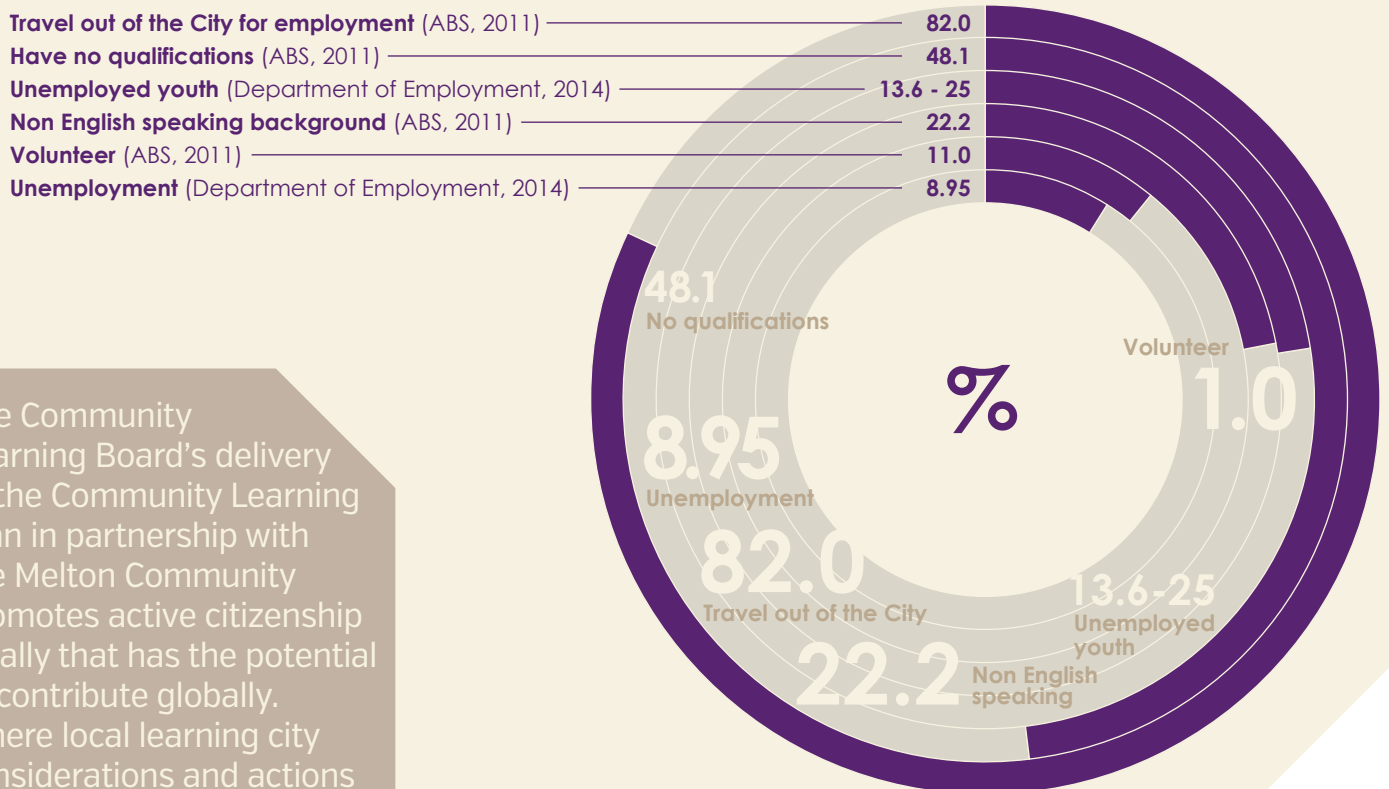
A high capacity and opportunity for all citizens to live healthy, full and active lives, to make decisions and fully participate in their local community cultivates global citizenship.

Local employment opportunities, education levels, socio economic status, cultural richness and people of various abilities, along with high population growth in an outer urban environment, combine to create economic and social opportunities and challenges for the City of Melton.

Through the delivery of the Community Learning Plan the City seeks to ensure that all residents have strong financial, digital, health, cultural and civic capabilities and future skills that will drive active community participation and freedom to be active local and global citizens.

Addressing some of our Community's Challenges

The Community Learning Board, through its community partnerships, seeks to make a positive impact and improve these statistics:



The Community Learning Board's delivery of the Community Learning Plan in partnership with the Melton Community promotes active citizenship locally that has the potential to contribute globally. Where local learning city considerations and actions can inform or contribute globally UNESCO calls globally UNESCO calls glocalization.

PRIORITY THEMES



1



Economic Development

Education and training is available and accessible to our community and provides the necessary knowledge and skills to gain employment and to develop, strengthen and attract businesses locally.

2



Social Inclusion

All members of our community have equal access to learning and opportunity to enjoy its benefits.

3



Children

Our families are providing a supportive and rich learning and developmental environment for their children.

6



Advocacy

Community Learning Plan and Learning City infrastructure priorities are resourced to advance Melton's goals as a Learning City.

PRIORITY THEMES

5



Adults

Adults in our community actively access learning for self development, employment, leisure and social activity.

4



Youth

Our young people have the support and opportunity to plan and pursue career pathways from school to vocational education, training, higher education and employment.

PRIORITY THEMES

1



Economic Development

INTENDED OUTCOME

Education and training is available and accessible to our community and provides the necessary knowledge and skills for people to gain employment and to develop, strengthen and attract businesses locally.

STRATEGIES

1. Promote and stimulate training and retraining opportunities that link to current, emerging and future jobs
2. Undertake a Supply Chain Skills Gap Analysis
3. Develop an employability and future skills strategy
4. Scope training and research needs that support business incubation

OUTCOME MEASURES

Outcomes expected to be achieved by 2018.

IMPACT INDICATORS

- 2% increase in employment (ABS & Department of Employment Data)
- 2% increase in proportion of local people gaining local jobs (ABS)

PROCESS INDICATORS

- Supply Chain Skills Gap Analysis completed
- Employability and future skills strategy developed
- Successful turnover of new incubator businesses in the Western BACE



PRIORITY THEMES

2



INTENDED OUTCOME

All members of our community have equal access to learning and the opportunity to enjoy its benefits.

STRATEGIES

1. Implement the Community Learning Board's action plan to increase employment opportunities for people with disabilities
2. Commission an audit and gap analysis across the City of Melton to identify existing and emerging learning and life skill needs, including, social, leisure, health, digital, civic, financial and employment capabilities
3. Develop an action plan to re-engage early school leavers into learning
4. Develop an action plan to incubate or support learning and career planning initiatives with the City of Melton's Indigenous and the Torres Strait Islander communities
5. Develop an action plan to incubate or support learning and career planning initiatives with the City of Melton's Culturally and Linguistically Diverse (CaLD) communities

OUTCOME MEASURES

Outcomes expected to be achieved by 2018.

IMPACT INDICATORS

- Average salary and wages as the main source of income of people with moderate (11.8%) and mild core (9%) disability activity limitation are met or improved (2012, ABS, SDAC)

PROCESS INDICATORS

- Targets identified in Community Learning Board's Action Plan to increase employment opportunities for young people with disabilities have been met
- A career planning action plan has been completed in consultation with local Aboriginal and Torres Strait Islander Communities and commenced
- A career planning action plan has been completed in consultation with local CaLD communities and commenced
- A career planning action plan has been completed with early school leavers and commenced
- Post school destination data of vulnerable groups gathered and a baseline identified from which to measure improvement.
- Learning and life skills audit and gap analysis completed.



PRIORITY THEMES

3



Children

INTENDED OUTCOME

Our families are providing a supportive and rich learning and developmental environment for their children.

STRATEGIES

1. Support and implement initiatives that assist our families to provide a supportive and rich learning and developmental environment for their children; and
2. Evaluate Government initiatives designed to improve access to kindergarten for children of our more vulnerable families and develop a response.

OUTCOME MEASURES

Outcomes expected to be achieved by 2018.

IMPACT INDICATORS

Fewer local children developmentally vulnerable on the following Australian Early Development Census (AECED) domains:

- Language and cognitive skills cognitive improvement from 7.1% to 6.1%
- Communication skills and general knowledge improvement from 8.8% to 7.8%

PROCESS INDICATORS

The number of initiatives supported or implemented that assist families to provide a supportive and rich learning and developmental environment for their children

Evaluation conducted and response developed to Government kindergarten accessibility and enrolment initiative



PRIORITY THEMES

4



INTENDED OUTCOME

All young people have the support and opportunity to plan and pursue career pathways from school to vocational education, training, higher education and employment.

Youth

STRATEGIES

1. Research barriers to youth employment and engagement in schooling in the City of Melton
2. Continue to promote matching training to employability and future work skills to the needs of local and new and emerging job opportunities
3. Support and advocate for education settings and support structures for young people disengaged from mainstream schooling
4. Design a Melton approach that will actively engage families in their children's career planning

OUTCOME MEASURES

Outcomes expected to be achieved by 2018.

IMPACT INDICATORS

3% improvement over three years of school completers participation in higher education, apprenticeships, traineeships, certificate IV and above courses and full time employment (Department of Education and Training, On Track Survey)

PROCESS INDICATORS

- Research of the barriers to youth employment and engagement in schooling completed
- Number of careers and pathways planning activities involving families held
- Advocate for DET to collate school retention and completion data by Local Government Area



PRIORITY THEMES

5



INTENDED OUTCOME

Adults in our community actively access learning for self development, employment, leisure and social activity.

Adults

STRATEGIES

1. Strengthen opportunities and pathways from informal and semi formal to formal learning
2. Scope a learning, re-skilling, employability and future skills strategy
3. Promote learning for self development, leisure and social activity through U3A, neighbourhood houses, Library and Learning Hubs, Men's Sheds and RTOs

OUTCOME MEASURES

Outcomes expected to be achieved by 2018.

IMPACT INDICATORS

- 2% increase in courses advertised in the Melton City Council Learning Directory
- 2% Increase in enrolment in neighbourhood house activities and Learn Local courses.

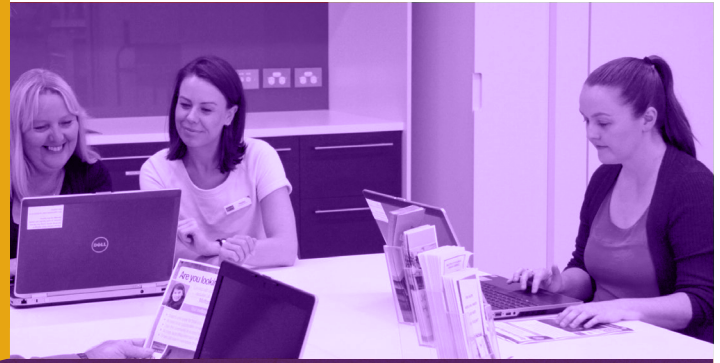
PROCESS INDICATORS

- Number advertisers and courses offered in the Community Learning Directory
- Number of promotional activities promoting lifelong learning



PRIORITY THEMES

6



The Community Learning Board has identified areas for advocacy to progress Learning Plan priorities. The advocacy intended outcomes align with Melton City Council's advocacy strategy and with regional strategies such as LeadWest's Western Agenda

INTENDED OUTCOME

Community Learning Plan and Learning City infrastructure priorities are resourced to advance Melton's goals as a Learning City.

Advocacy

Advocate to Government and relevant organisations to fund, support or partner in programs and initiatives that:

1. Provide new and upgraded schools, kindergartens and community infrastructure in a timely manner
2. Build new and upgraded environmentally sustainable community infrastructure that incorporates learning, play and meeting spaces within new developments and older suburbs
3. Provide facilities to deliver higher education, training, employment skills and business development within the City of Melton
4. Redress any disadvantage where there is diminished access to learning and its benefits
5. Increase family capacity to provide a rich learning and developmental environment for their children
6. Increase young people's opportunity to plan and pursue career pathways from school to vocational education, training, higher education and employment.
7. Ensure all adults can actively access learning for self development, employment, leisure and social activity



LEARNING PLAN DELIVERY

*Coming together is a beginning, staying together
is progress, and working together is success.*

HENRY FORD



> Structure

The implementation of the City of Melton’s Community Learning Plan is overseen by the Community Learning Board.

The implementation of the Learning Plan is done through a working party and working group structure. Working parties and working groups are made up of people and organisations with the expertise and interest to deliver specific goals and tasks. Membership will change according to the task.

Governance and learning plan implementation structure



N.B The Community Learning Board structure for 2015 – 2018 (figure 4), is only a representation of the structure for delivering the Community Learning Plan. The structure does not exclude other vehicles for delivery being utilised to achieve intended outcomes.

> Social Inclusion Checklist

DOES THE PROJECT OR INITIATIVE:

The Community Learning Board, its working parties or other vehicles for the delivery of Community Learning Plan priorities utilises the following checklist to guide planning and to assess the level of support for projects.



- ✓ Contribute to the achievement of Community Learning Plan intended outcomes
- ✓ Cultivate equitable access to education, employment, health and other services
- ✓ Encourage participation in social, economic or community life
- ✓ Give people the opportunity to have a say and take responsibility
- ✓ Build on individual and community strengths
- ✓ Include partnerships with key stakeholders
- ✓ Support providers to work together to shape services or projects to a specific need
- ✓ Give priority to early intervention and prevention
- ✓ Support business to grow the economy
- ✓ Plan for sustainability
- ✓ Use evidence and integrated data to inform actions
- ✓ Adapted from the Australian Government's *Social Inclusion Principles for Australia (2010)*

> Governance

“Effective governance ensures that the decision making process is transparent, follows ethical practices and complies with relevant regulations. It requires clear plans and actions to be in place with active monitoring and reporting.”

Community Learning Plan 2008-2010

COMMUNITY LEARNING BOARD

Melton City Council strives to be a well governed and leading organisation operating with innovation, transparency, accountability and sustainability [Council Plan 2012-2017]. The Community Learning Board is one body in the Council structure that contributes to this aim.

The City of Melton Community Learning Board is an Advisory Committee of Council [Section 86 of the Victorian Government Local Government Act 1989]. It provides advice and recommendations to

Council. The Community Learning Board consults and works with the community to develop responses and incubate initiatives that improve the City’s social, economic and community development through lifelong learning.

The Community Learning Board has a broad based membership across sectors and is committed to forging partnerships and working collaboratively by aligning strategies with community organisations and business and industry to achieve mutually agreed upon goals.



> Evaluation and Reporting

“Evaluate what you want - because what gets measured gets produced.”

James Belasco

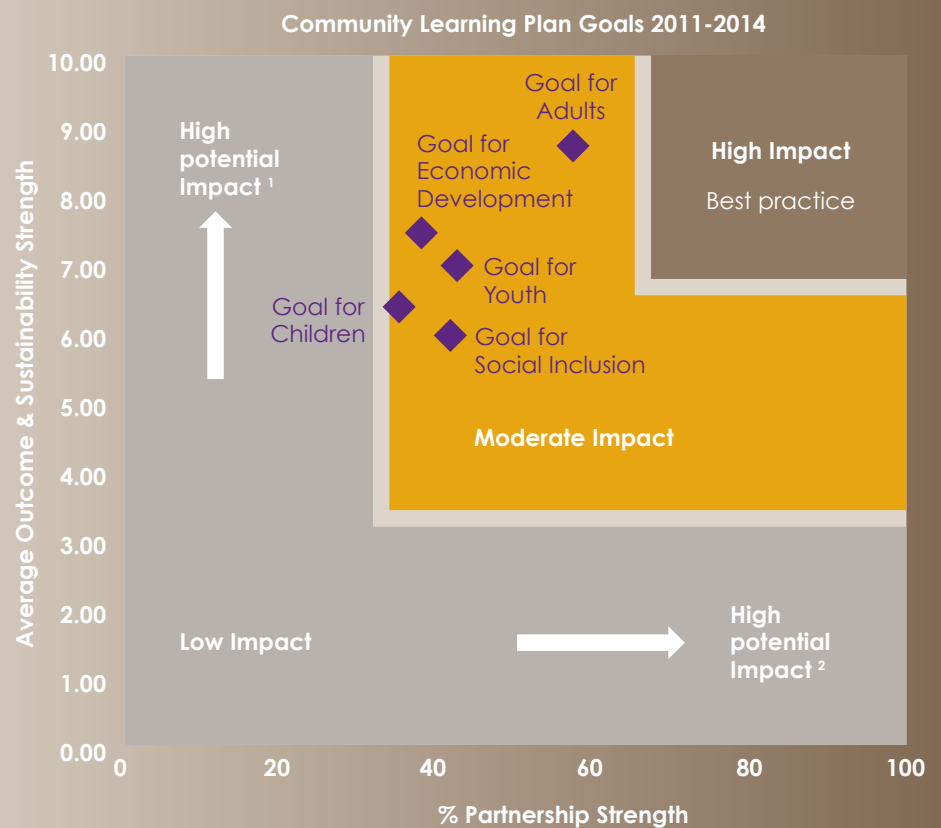
The Community Learning Board uses a mixed methods approach to evaluate the Community Learning Plan. Participative action research and various qualitative and quantitative information and data sources are utilised. Evaluation is important to measure how well the Community Learning Board partnerships are doing in achieving the desired changes identified in the Community Learning Plan.

COLLECTIVE IMPACT ASSESSMENT

The Community Learning Board has developed an evaluation tool to measure the collective impact that its partnerships have in achieving the intended outcomes or success measures identified in the Community Learning Plan. The Collective Impact Assessment Tool provides a mechanism to track progress being made as a Learning Community or Learning City. It also helps to assess whether or not there has been a positive shift in meeting the sometimes intergenerational social and economic challenges facing the Melton community.

The Graph shows the collective impact assessment of the 2011-2014 Community Learning Plan. This will be analysed and compared with outcomes achieved in the 2015-2018 Community Learning Plan and if necessary beyond that time.

Learning Plan 2011-2014 Collective Impact Assessment



LEARNING PLAN DELIVERY

PLANNING, REPORTING AND EVALUATION CYCLE

An important aspect of good governance and accountability is to plan, evaluate and report on activities. Figure 5 depicts the planning reporting and evaluation cycle.

Planning, Reporting and Evaluation Cycle



> Resourcing the Plan

The Community Learning Plan implementation is resourced using the following models:

- Recurrent Melton City Council Learning Communities Budget
- Seek external funding
- Support partner organisations to gain funds
- Share resources with partners
- In kind support (providing staff, facilities or other resources)

INTEGRATED POLICIES AND STRATEGIES

The priority themes of the Community Learning Plan have been designed to align with the four themes of the Council Plan 2013-2017 and relevant Council, State and Federal Government policies and strategies.

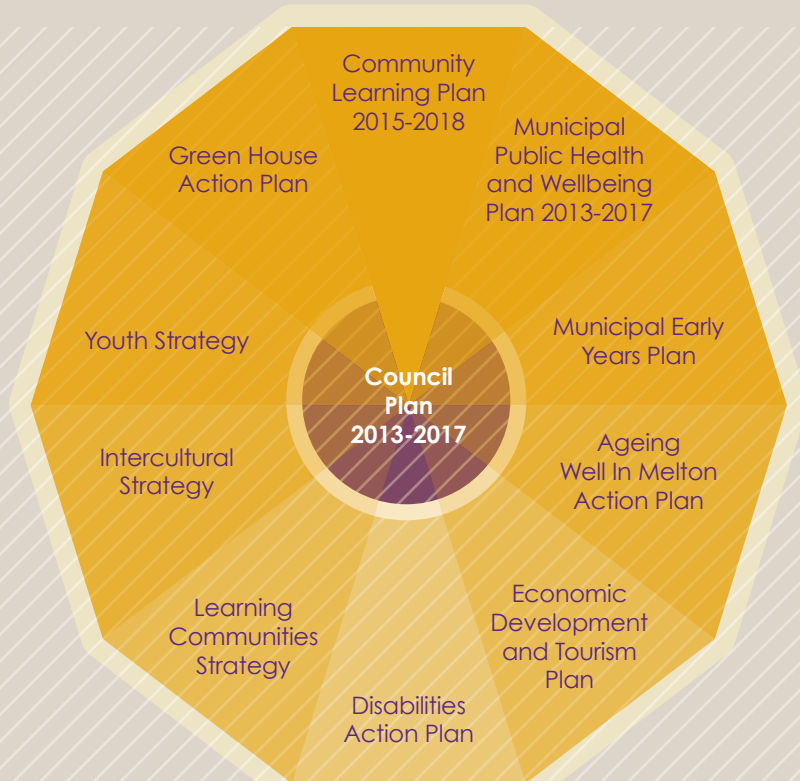
The Community Learning Board seeks to advocate, stimulate, encourage, support and build partnerships that sponsor community led initiatives whilst assisting Council and Government to implement relevant policies through the Community Learning Plan. The Community Learning Board seeks to bring together and work with individuals, community groups, organisations and networks to achieve common and mutually agreed upon goals.

City of Melton Council Plan 2013-2017

Themes

Outcomes

- | | |
|---|--|
| 1. Managing growth | A clear vision to connect and develop a sustainable city |
| 2. A well governed and leading organisation | Operating with innovation, transparency, accountability and sustainability |
| 3. Diverse confident and inclusive communities | A culturally rich, active and connected City |
| 4. Health and wellbeing | A City of people leading healthy and happy lives |



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