## CONTENTS

| 1. Executive summary                      | 4     |
| 2. About the Footscray Learning Precinct | 6     |
| 3. Engagement approach                    | 8     |
| 4. How we analysed the data               | 10    |
| 5. What we heard                          | 11    |
| 5.1. Who were the participants?           | 11    |
| 5.1.1. Reasons for interest in education  | 11    |
| 5.1.2. Suburbs participants were from     | 12    |
| 5.1.3. Languages other than English       | 12    |
| 5.1.4. How participants found out         | 13    |
| 5.1.5. Satisfaction with the current      | 13    |
| 5.2. What is the most important aspect    | 14    |
| 5.2.1. Online comment board               | 14    |
| 5.2.2. Workshop                          | 15    |
| 5.3. Transition to the precinct           | 16    |
| 5.3.1. Priorities for transition          | 16    |
| 5.3.2. Do you agree with the priorities  | 17    |
| 5.3.3. Themes that came out of the       | 18    |
| 5.4. A shared learning framework          | 21    |
| 5.4.1. Priorities for learning            | 22    |
| 5.4.2. Do you agree with the values /     | 22    |
| 5.4.3. Themes from discussion around the  | 23    |
| 5.5. Designing an education precinct      | 26    |
| 5.5.1. Preferred way to get to school     | 27    |
| 5.5.2. How the community might make use  | 28    |
| 5.5.3. Preferences for precinct and       | 31    |
| 5.5.4. Reflecting the local              | 33    |
| 5.6. Other aspects of the Footscray       | 35    |
| 5.6.1. An inclusive, fair and equitable   | 35    |
| 5.6.2. Zoning and school precinct         | 36    |
| 5.6.3. Staffing arrangements              | 36    |
| 5.6.4. Retaining valued aspects of        | 36    |
| 5.6.5. Reflecting the local               | 37    |
| 5.7. Next Steps                           | 38    |
| Appendix 1                                | 39    |
| Appendix 2                                | 41    |
1. EXECUTIVE SUMMARY

The Footscray Learning Precinct is a vision to create and link state-of-the-art facilities across the inner-west of Melbourne, providing innovative and world-leading education from early childhood to post-secondary education, in a precinct that is shared with the community.

Over August 2017, the Victorian School Building Authority (VSBA) engaged with the community to ensure that hopes, aspirations and concerns were identified and included when designing how the precinct will function.

We shared the challenges of delivering the precinct and asked for feedback on the current thinking on how to approach these.

We reviewed more than 1,700 individual comments from a community workshop or posted online. Feedback was manually analysed to identify key themes.

Overall, we found participants were excited about the concepts of the precinct, keen to be involved, wanted to find out more and have their say.
Regarding specific challenges, we found the following:

**Current students transitioning to the precinct, and how future students transition across years**
- People affected by changes wanted a clear plan, early communication and consultation.
- Transport links between schools and a shared learning framework were seen as priorities for ensuring students’ smooth transition through the different stages of learning.

**A shared learning framework, ensuring consistent practise across the precinct**
- 95% of respondents indicated that the learning framework aspirations we identified reflected their values for learning, either wholly or partially, and many suggested additions.
- Participants wanted individual student needs to be accommodated and believed education should be holistic and develop well-rounded students.

**Designing a precinct that delivers world-leading education and is shared with the community**
Respondents wanted:
- a sense of community within the schools, that supported teachers and encouraged collaboration among students
- spaces for hands-on projects in Science, Technology, Engineering and Mathematics, and spaces for social/play and recreation/sports
- sustainable transport particularly walking and cycling (92% stated this as a preference)
- a performing arts centre to be built in the precinct
- indoor sporting facilities shared with the community, but the community also highlighted the potential for the schools to use existing facilities such as those at Whitten Oval and Victoria University
- open, green space (this was considered vital to student wellbeing) with suggestions including school use of Yarraville and Footscray Gardens
- local aspects such as street art, multiculturalism, the river and wetlands and the area’s historical industrial setting to be incorporated in the precinct designs
- schools to act as a ‘community hub’ to foster life-long learning
- the schools to draw on the expertise, skills and experiences of people within the local community.

Other issues participants raised included enrolment areas, equity between campuses, support for aspects of current school offerings and including other local primary schools in the precinct.
2. ABOUT THE FOOTSCRAY LEARNING PRECINCT

In November 2016, we presented a vision for a learning precinct for Melbourne’s inner-west. We conducted a month of community engagement and found strong support for the idea. We received valuable feedback and we have been doing a lot of work since then to incorporate those responses and progress plans.

The Footscray Learning Precinct is a vision to provide innovative and world-leading education from early childhood to adult by creating and linking state-of-the-art facilities that are embedded within the community of Melbourne’s Inner-west.

**Key precinct wide objectives include:**

- To engage extensively with the broader community of Melbourne’s inner west to define and implement the full potential of the precinct
- To make specific provision for fostering excellence in teaching and learning
- To further enhance the quality and range of education and training opportunities and experiences on offer to both the student and wider Footscray community.
- To better link existing and future education settings, including community facilities, to provide a more seamless education journey from early childhood through schooling and into lifelong education
- To identify and refurbish and re-purpose poorly designed learning spaces
- To build some much needed new and state of the art learning and technology facilities.
The Footscray Learning Precinct will enable schools to better cater for individual learning needs by sharing resources. It will offer an integrated approach that will provide a seamless education pathway from early learning through to adult stages.

The precinct will share data to inform teaching and learning across all stages of education, and use technology to develop specialist skills across a range of learning platforms. An integrated approach will enable increased teacher collaboration across schools and a precinct-wide professional learning and development plan.

The precinct will maintain strong community connections by increasing services delivered ‘inside the school gate’ and expanding community use of facilities through partnerships with Maribyrnong City Council, Victoria University, education providers, community groups and businesses.

**Northern hub**
- Redevelopment of Footscray City College as a senior secondary college for Years 10-12
- A new Science, Technology, Engineering and Mathematics Centre delivered in partnership with Victoria University

**Central hub**
- Redevelopment of Gilmore College as a co-educational junior secondary school, catering for Years 7-9 and providing additional secondary places for the community
- Redevelopment of Gilmore College and Footscray City Primary School to expand capacity in the school system at primary and secondary levels. Construction is expected to commence at Gilmore College and Footscray City Primary School in 2018, and finish at these two sites prior to Term 1, 2020.
- Extra places at Footscray City Primary School, created by redeveloping the school
- A multi-purpose hall and gymnasium at Footscray City Primary School.

**Southern hub**
- New junior secondary campus in Pilgrim Street Seddon catering for Years 7-9
- A new early learning centre developed in partnership with the City of Maribyrnong, co-located with Footscray City Primary School
- Extra places at Footscray City Primary School, created by redeveloping the school

What is happening now?
The Victorian Government has committed $15 million for the first stage of the precinct. This stage includes master planning and developing advanced designs for the precinct, including the new junior secondary campus to be built in Seddon. Hayball architects are delivering the master plan and advanced designs in conjunction with the VSBA. This stage will also include initial redevelopment works at Gilmore College and Footscray City Primary School to expand capacity in the school system at primary and secondary levels. Construction is expected to commence at Gilmore College and Footscray City Primary School in 2018, and finish at these two sites prior to Term 1, 2020.

Vision and Leadership Committee
The Department of Education and Training (DET) has established a committee to oversee the delivery of the precinct. This committee has an independent chair and is made up of community representatives, local principals, education experts from the DET South-Western Region, and representatives from the VSBA, Maribyrnong City Council and Victoria University.
3. ENGAGEMENT APPROACH

To drive the engagement we distributed postcards to 19,000 homes, ran a Facebook campaign that reached 90,000 people, organised local school principals to send email and newsletter updates to their school communities, and distributed material through the local library network. We held a community workshop at Footscray Town Hall on 17 August 2017, and used the Engage Victoria website to capture community views from 31 July to 22 August 2017.

**Designing an education precinct that delivers world-leading education and is shared with the community**

We asked the community:

- how the designs should reflect their community
- to identify their priorities for spaces
- how links between sites could be created
- for ideas on community use of the precinct and school use of community assets.

Community feedback was provided to Hayball architects to help them develop the master plan.
Transition to the precinct for current students and how future students transition across years

A detailed transition arrangement will be developed to support students and ensure parents know what is happening at their local schools. Community feedback will be used to help develop this arrangement.

We are proposing a governance model that complements the existing structure. This model is to create one secondary school with three campuses. The primary schools will remain independent but with the addition of an integrated early learning centre at Footscray City Primary School.

The new secondary model would include:

- a senior secondary campus at a refurbished Footscray City College for Years 10-12
- a new junior secondary school campus in Seddon for Years 7-9
- a reconfigured co-educational junior secondary school campus for Years 7-9 at a refurbished Gilmore College.

We want a carefully planned process for the transition from early years, primary, secondary and on to future studies or employment. The DET South Western Region, in conjunction with local principals and school community, has identified the following priorities for transition:

- Sharing student information with education providers and teachers across early years primary and secondary, so they can better support students in their new place of learning
- Sharing facilities, so students are used to learning in different parts of the precinct
- Developing a shared learning framework
- Creating warm and inclusive environments where everyone feels valued
- Improving links between the three hubs to make it easier for students to move around the precinct

All community feedback will help develop the best ways to support students through the transition between the years.

A shared learning framework

A shared learning framework is a vision of how teaching and learning will operate across the precinct. It will articulate the precinct’s values and beliefs about learning, and describe how its different parts will work together. The framework will drill down into specific practice at each school and how teachers can collaborate across the precinct.

To create a shared learning framework, the vision and leadership committee established a working group of school principals, DET South Western Region personnel and educational experts.

This group has identified five values/aspirations for learning across the precinct:

- learners who are literate and numerate
- learners who are capable and resilient
- learners who are curious and creative
- learners who are locally and globally competent
- learners who are healthy and physically active.

We asked the community if these reflected their priorities and asked if they had anything to add. Community feedback will help refine these values/aspirations.
4. HOW WE ANALYSED THE DATA

We opened an Engage Victoria online consultation survey and community comment board for three weeks from 30 July to 22 August 2017. In that time, 2,102 people visited the engage page, completing 118 surveys, 105 workshop registrations and making 66 posts on the comment board. More than 90 participants attended a community workshop at Footscray Town Hall held on 17 August 2017.

In total, we received more than 1,700 individual comments. The most prominent themes were then drawn from the commentary and then further categorised into subthemes. We have displayed the key themes, provided analysis of the findings and used individual quotes to help display what the community are thinking about the challenges of delivering the precinct.
5. WHAT WE HEARD

On the Engage Victoria site, participants were asked to respond to 13 open-ended questions and five multiple choice questions (questions listed in Appendix 1). The workshop mirrored the survey questions, and we also asked the participants what was the most important aspect of the precinct to them.

5.1. Who were the participants?

5.1.1. Reasons for interest in education in Footscray

Survey participants were invited to select up to two options expressing why they were interested in the Footscray Learning Precinct. There were 185 selections to this question. As the graph below indicates, the majority of participants were parents or guardians of school-aged children (59% of selections).

- 49% Parent of a primary school student
- 22% Community member
- 12% Teacher
- 10% Parent of a secondary school student
- 6% Other
- 1% Parent of a child aged under 5 years
- 49% Parent of a primary school student
- 22% Community member
- 10% Parent of a secondary school student
- 6% Other
- 1% Parent of a child aged under 5 years
5.1.2. Suburbs participants were from

Of the 118 people who completed the survey, 42% were from the 3011 postcode (which includes Footscray and Seddon). The next highest were 27% from Yarraville, and 22% from Maidstone, Kingsville or West Footscray. The remaining participants were from Sunshine, Maribyrnong, Spotswood or Braybrook.

5.1.3. Languages other than English spoken at home

Survey participants were asked to identify if they spoke a language other than English at home. Most (90%) only spoke English at home. Of those who spoke a language other than English at home, 22% spoke Mandarin, 11% Vietnamese, 6% Cantonese, 5% Arabic and the balance was a combination of languages including Italian, Spanish, Korean, Polish, Swedish, Tagalog, French and Samoan.
5.1.4. How participants found out about the opportunity to get involved

Of the 118 responses to this question, 39% heard about the engagement through social media, 17% through their local school and 16% through the postcard in the mail, with the balance via email, website or other.

5.1.5. Satisfaction with the current engagement process

Of the 100 responses to this question, 68% of respondents stated that they were very satisfied or satisfied, and 5% were dissatisfied or very dissatisfied with the process, as illustrated in the diagram below.
5.2. What is the most important aspect of the precinct?

5.2.1. Online comment board

People posted 66 comments on the online discussion board to this question. Once visible as published comments, the public could indicate whether they supported the sentiment by allocating a thumbs up vote or thumbs down vote.

In total, 332 votes were cast on the options.

<table>
<thead>
<tr>
<th>COMMENT</th>
<th>UP</th>
<th>DOWN</th>
</tr>
</thead>
<tbody>
<tr>
<td>That it provides quality education, is close to home, and enables kids to keep friendship groups built during their primary school years.</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Location and green space... Suggest the old bus depot off Buckley St. Perfect extension of Victoria University of Technology (VUT).</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Establishing high quality local access to secondary education for our kids.</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Genuine community access to facilities such as multipurpose indoor sports facilities that are designed with the wider community in mind.</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Walkability and cycling for keeping local people healthy and connected, maintaining cultural diversity, reducing air pollution</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>It must support all learners, Arts, Science, Technology, Engineering and Maths (STEM), Sports etc. to an equal degree. No one area should be more important than another.</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Creating high quality publicly funded educational institutions that proactively transition local children through all levels of education.</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>A school precinct, which gives students the ability to compete with private education, and equipping them with entrepreneurial skills.</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Outstanding teachers and school leaders who are accountable to their students, their parents and their colleagues make all the difference.</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>
5.2.2. Workshop

Participants to the workshop were asked ‘What’s brought you here’. In general, participants stated they were excited about the concepts, keen to be involved in the process, wanted to find out more and to have their say. Practical issues raised included how students will move through the precinct, can their children attend the schools and how the precinct will work practically.

Some quotes include:

‘Bigger opportunity to integrate Council and State Government agendas.’

‘I want to be involved in building the future of education in our area.’

‘Integration of curriculum between primary and secondary.’

‘Meaningful community access to indoor multipurpose facilities.’

‘What’s brought you here’ word cloud from the Workshop
5.3. Transition to the precinct for current students / How future students will transition across the years

A shared learning framework and strong physical links between the campuses came through as the most important aspects for delivering a smooth transition for students. A clear transition plan and the importance of clear and early communication and consultation with parents, students and families were seen as critical to managing the transition of current students.

5.3.1. Priorities for transition

Community workshop participants were asked to place a ‘tick’ next to the aspects of transitioning students through the stages of learning that were a priority for them. As a summary, ‘a shared learning framework’ was rated as the highest priority followed by ‘warm and inclusive environments’ and ‘shared use of facilities’.

Which aspect of transition is a priority for you?

Number of ticks allocated

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>A shared learning framework</td>
</tr>
<tr>
<td>18</td>
<td>Warm and inclusive environments, everyone feels valued</td>
</tr>
<tr>
<td>17</td>
<td>Improved linkages between the hubs to make it easier to move around</td>
</tr>
<tr>
<td>14</td>
<td>Sharing student information with teachers across the years</td>
</tr>
<tr>
<td>7</td>
<td>Orientation</td>
</tr>
</tbody>
</table>

5.3.2. Do you agree with the priorities for transition?

Survey participants were asked to respond with ‘yes’, ‘no’ or ‘partially’ when asked if they are comfortable with the identified priorities for transitioning students through the stages of learning. There were 93 responses to this question.

Are you comfortable with the identified priorities for transitioning students through the stages of learning?

Most (71%) indicated they were comfortable with the priorities, but had suggestions relating to what is missing. There were a number of themes that emerged in comments provided on this topic.

66 Yes 1 No 26 Partially
5.3.3. Themes that came out of the discussion on transition

**Theme 1: Communication and consultation with parents, students and families**

There was a call for clear communication and consultation with parents, students and families throughout the transition process. Parents wanted information about transition arrangements to be available as soon as possible.

Participants stated that parents and students should be informed and involved in the process, so that their needs and concerns are heard and addressed in the design of, and transition towards, the new precinct.

‘Have plans for transition that are communicated to students and families well in advance.’

‘Current students should be involved in consultation. Be invited to attend briefings and provide feedback.’

‘As a parent of a Year 5 student I’ve seen nothing about transition, either to the new precinct structure or between precincts.’

**Theme 2: Precinct access and transport**

Access and transport emerged as a crucial aspect for ensuring smooth transition of students through the different stages of learning across the precinct. Many participants raised concerns or provided suggestions about how to create physical links between campuses and ensure student safety. These suggestions included walking and cycling infrastructure.

‘At the moment, the various precincts are physically very disconnected. We need much better transport linkages.’

‘A purpose built, bike and pedestrian-only, pathway through and around Footscray especially between the schools would be AMAZING. We could create a Copenhagen-kind of feel to the whole place then.’

‘My concern is how children move from one campus to another through Footscray. Do they have a class in different buildings. How do you guarantee safety for students?’
Theme 3: Campus structure and year level split
A number of participants felt the structure of the precinct concept and the campus proposals were a critical part of successful learning transitions. Some offered specific suggestions about different campuses – the transition for Gilmore College students was a particular concern. Some participants commented that minimising the number of times students have to transition would help to make the process easier, as would transitioning with friends.

‘Opportunities for students at Gilmore girls to gradually transition to co-ed as it could be hard for some students.’

‘The individual student could be lost in the large framework.’

‘The planning geographically looks like there is potential for segregation, and opportunities for more integration would be great.’

Theme 4: Systems for information sharing
Participants had suggestions around the sharing of student information with teachers across the years. This included what content to share, such as students’ skills, strengths, NAPLAN results and details to support challenged and advanced learners. Participants raised some concerns of how negative information would be shared.

‘Students skills and strengths as well as reports.’

‘Not sharing all negative or behavioural information, allow students a fresh start.’

‘Sharing of information and data between kindergartens and primary.’
Theme 5: A clear plan for transition and embedding appropriate orientation activities

Establishing and adhering to clear timeframes for the design of (and transition to) the precinct, was a common theme in discussions about transition, with many participants seeking more information and reassurance about timelines and plans.

A number of participants suggested that having detailed plans and providing stability during transitions would help minimise disruption for students. Having a clear orientation program for students to become familiar with the precinct was also suggested, particularly for those coming from schools outside the precinct – an aspect many raised as being unsure about, expressing a desire for more information.

‘Provide as much stability in their learning experience e.g. same peers, same teachers and flexible study arrangements as transition occurs.’

‘Develop and provide detailed transition plans well in advance (6 months) of any changes to existing operational structures.’

‘How will children who are at other primary schools transition to precinct?’

Other comments

- **Supporting individual student needs** – mentoring and support services should be available throughout the process so that student needs ‘don’t get lost’ in the larger precinct.

- **Shared curriculum and pedagogy** – all students need to be involved in shared activities as much as possible, e.g. cluster schools music program, sports festivals, choirs.

- **Equity between sites** – ensuring all students get the same opportunities for academic and co-curricular activities.

- **The need to attract the highest quality teachers** at all schools to ensure seamless learning experiences.

- **How to accommodate students transitioning from schools outside** the precinct needs to be considered.
5.4. A shared learning framework: consistent practise across the precinct

Almost all respondents (95%) indicated that the five proposed learning aspirations for the precinct reflected their values for learning, either wholly or partially, but many also had suggestions relating to what is missing.

This finding was consistent through comments gathered via the online survey or workshop.

Overall, participants believed literacy and numeracy is a fundamental aspect of education, stating support for this aspiration and expanding on the importance of harnessing individual strengths and supporting students who may experience learning difficulties.

Respondents reinforced the importance of capability and resilience, expanding on these terms with discussions around learning real-life skills that they could practically apply, building confidence, and striving not only to be capable but also to excel.

Discussion around curiosity and creativity covered innovation, and those who know not only ‘what’ but also ‘how’ – being able to problem-solve and think critically. Participants here also reinforced the importance of STEM, art and music as an extension of curiosity and creativity.

Local and global competence was explored extensively, with participants raising the importance of community connections and developing young people who are socially aware and have a social conscience. Discussion around emotional intelligence – developing people who are empathetic, caring, self-aware and well rounded – was prominent.

Health and physical activity highlighted the importance of access to open spaces in which to play and be active. Respondents also commented on the need for school not only to enable physical activity but also to teach students how to be healthy and active for life.
5.4.1. Priorities for learning

Workshop participants were asked to place a ‘tick’ next to the learning aspirations across all schools that are a priority for them. The graph below provides an overview of the respondents’ priorities. Producing learners who are ‘literate and numerate’ emerged as the highest priority for those who participated in this exercise, closely followed by ‘capable and resilient’ and ‘curious and creative’.

Are these learning aspiration and priorities for you?

<table>
<thead>
<tr>
<th>Number of ticks allocated</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Learners who are healthy and physically active</td>
</tr>
<tr>
<td>13</td>
<td>Learners who are locally and globally competent</td>
</tr>
<tr>
<td>15</td>
<td>Learners who are capable and resilient</td>
</tr>
<tr>
<td>16</td>
<td>Learners who are literate and numerate</td>
</tr>
<tr>
<td>14</td>
<td>Learners who are curious and creative</td>
</tr>
</tbody>
</table>

5.4.2. Do you agree with the values/aspirations for learning?

Survey participants were asked to respond with ‘yes’, ‘no’ or ‘partially’ when asked if the five aspirations reflected their values for learning. There were 110 responses to this question.

Do the five proposed values/aspirations express your values for learning?

<table>
<thead>
<tr>
<th>Response</th>
<th>Ticks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>71</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
<tr>
<td>Partially</td>
<td>34</td>
</tr>
</tbody>
</table>
5.4.3. Themes from discussion around the learning framework

THEME 1: Developing well-rounded, socially-aware and community-focused young people

The concept of developing students who are well rounded – emotionally intelligent, self-aware and with a social conscience – featured prominently in this discussion. Participants want education to foster young people’s pride in and connection to their community through direct engagement with locals. They also suggested we ensure students are being taught emotional intelligence – skills such as empathy and compassion.

The concept of social awareness was also explored, with participants commenting on environmental responsibilities, engendering a sense of ‘doing the right thing’, being inclusive and embracing diversity.

‘Learners who are caring and compassionate. We need to make ‘good’ people – not just clever people.’

‘Sense of belonging to something bigger than themselves.’

‘Compassion, altruism, diversity.’

THEME 2: Contemporary learning and developing real-life skills

Participants stated the importance of equipping students with problem-solving skills, the ability to think critically and independently and the skills they will need to thrive in real life, such as financial management and business acumen.

Underpinning this were comments relating to students being equipped with not only knowledge, but also the ability to practically apply this through hands-on activities. Discussions about the ‘creative’ aspect of the learning aspirations extended into innovation, with a number of comments raising the importance of students taking creative thinking and turning it into doing something innovative.

Participants mentioned contemporary studies in areas like new and emerging technologies, while others simply expressed a concern that the learning aspirations did not seem future-focused enough.

‘Learners who can look ahead to their career and life options

‘Entrepreneurial skill development – creating businesses – ideas – product/service development.’

‘Real world learning outcomes.’
Theme 3: Building confidence, determination and striving for excellence

Many participants expanded on resilience with attributes such as confidence, self-belief, willingness to take risks, overcome challenges or fears, as well as commitment and leadership. A number of comments suggested that it was not enough for students only to be capable or competent, but to excel in their chosen fields and to strive for excellence.

Participants suggested that central to developing these qualities and skills in students is the harnessing of individuals’ strengths and taking an individualised approach to teaching to maximise student learning and development. This extended more specifically to ensuring those with learning difficulties are appropriately supported, providing them with the assistance they need to achieve their best.

‘Confident and brave.’

‘I would like to see a value aspiration about encouraging excellence – something more than learners just being ‘competent’.’

‘One of the things that I love about FCPS [Footscray City Primary School] is the focus on individual learning, that is assessing where each child is at, and teaching from that point, rather than a one size fits all approach. I think it is important to support high achievers to grow too.’

Theme 4: Developing engaged, motivated and passionate learners

The notion of ‘a love of learning’ was common across all aspirations – ensuring education is engaging and that learners are motivated to learn for life. Comments relating to this theme also touched on the role of educators in motivating and engaging students to foster this passion for learning.

‘I think it is also important that ‘self-learning’ outside of school and ‘life-long learning’ is fostered.’

‘Great educators.’

‘Curious could be expanded or reworded to reinforce that learners will be motivated in their learning.’
Theme 5: Equipping students to be healthy and active

Participants commented on the importance of access to outdoor spaces, and to places were students can be active and play – at all ages.

A number of responses encouraged a broader definition of what it means to be healthy and active, commenting on the importance of connections to community sporting groups, team sports and different kinds of sports outside those they may have the opportunity to play at school.

The notion of a broad definition of health extended to helping kids learn how to be healthy for life, and the link between healthy bodies and healthy minds.

‘High / senior school yards with playgrounds.’

‘Community involved sports with friends at family friendly times.’

‘Private / community sport providers on site, particularly in afternoons/ mornings’
5.5. Designing an education precinct that delivers world-leading education and is shared with the community

More than 75% of survey respondents stated a clear preference for walking or cycling to school. Connecting existing walking and cycling paths to the schools, and ensuring these connections between schools in the precinct, was mentioned across all discussions.

The next strongest themes to emerge was the need for function and performance spaces in the municipality. Participants commonly referenced the need for halls, function spaces, meeting facilities, theatres and auditoriums, commenting on the range of school and community needs that could be served by such venues.

Participants highlighted the need for more indoor sports facilities, but also highlighted the potential for communities and schools to share existing facilities such as those at Whitten Oval, Victoria University, Yarraville and Footscray Gardens. The active and recreation space theme further extended into discussion regarding the importance of open, outdoor and green spaces for recreation, leisure and outdoor learning.

Respondents advocated for the precinct to enhance and maintain community connections and foster a sense of community and belonging for all members of the diverse community. Questions relating to reflecting the area’s identity in the new schools generated significant discussion, with unique local aspects such as street art, multiculturalism, the river and wetlands and the area’s historical industrial setting all being of importance.
5.5.1. Preferred way to get to school

Survey respondents were asked to nominate their preferred way to get to school. Within the 152 responses there was a clear preference for walking to the school. This accounted for almost half the responses and, when you add cycling and public transport, sustainable forms of transport made up 92% of responses.
5.5.2. How the community might make use of school assets / how the schools might make use of community assets

Many of the suggestions relating to community assets for school use highlighted the importance of local skills and knowledge – human assets. These comments noticed local business, art and community services.

Comments about outdoor spaces and sport and recreation facilities often underscored the importance of these assets for all members of the community. This was the case whether they were council-provided, school-provided or part of the natural environment (such as the Maribyrnong River).

With performing arts space participants turned their thoughts to how schools could make use of existing facilities. They noted Footscray in particular as being rich in this regard. They also commented how the schools could provide more spaces for the community to share.

Theme 1: Meeting, function and performing arts spaces

The most prominent suggestion was a multi-purpose function and performing arts centre. While some respondents noted the need for meeting and community gathering spaces, others referenced the need for a large performing arts and function space that could be used for school performances, local dance, music and theatre groups, or hired for community functions. Some who raised the need for a performance space highlighted that schools currently need to travel to Altona to use their theatre.

Participants noted the community’s strengths in the arts and the potential for maximising use of great existing facilities. The Footscray Community Arts Centre, The Dream Factory, the Sun Theatre, as well as photography and dance studios were all suggested as potential outlets for school engagement.

‘Performing arts centre.’

‘Small meeting rooms for community groups to hold committee meetings will improve governance and community strengthening.’

‘The Dream Factory building could be a good opportunity for collaboration.’
Theme 2: Sport and recreation facilities

Respondents raised the need for indoor sport and recreation facilities to be available for community use. While a number of participants commented on the available facilities in the area, such as those at Victoria University and Whitten Oval, it was clear that community members feel there is a need for these kinds of facilities to be increased through the schools’ upgrades.

‘The inner west, and the precinct area in particular, has a real lack of indoor sports facilities.’

‘Multi-purpose indoor facilities that provide courts for basketball games and larger venues for school and community events.’

‘VU [Victoria University] can provide specialist and sport facilities.’

Theme 3: Open recreation and play space, community gardens

Respondents were keen to ensure schools would include play spaces and that they would be accessible and suitable for all children, not just the very young and not only during school hours. A number of participants also raised concerns about the availability of open space, particularly in the Southern Hub.

Discussions regarding garden space also raised a desire for community kitchen gardens, with some suggesting this could foster culinary skills and create a community kitchen.

‘Schools often have land for playgrounds/recreation but not the money to equip and maintain.’

‘Adventure play ground, bush school space.’

‘Open space - such as use of grounds at Footscray City Primary School for students at Seddon Campus, use of Yarraville Gardens for PE classes.’
Theme 4: Schools as community hubs: community education and childcare services

Responses indicated that schools could act as a ‘community hub’, with a desire among participants for the precinct to foster life-long learning through the provision of adult education classes, community programs, extra-curricular learning for students, clustered community services, such as health and wellbeing, childcare and before and after school programs.

‘Before and after school care.’

‘Adult / community night classes.’

‘Partnerships with community organisations, intergenerational learning.’

Theme 5: Community connections, hubs and programs

A large proportion of respondents highlighted the value of the expertise, skills and experiences of the people within the local community. Respondents suggested that the ‘global’ and ‘diverse’ local community and businesses were an asset in terms of post-school pathways and ‘real world’ learning. Fostering strong connections between schools and industry was also suggested as a good opportunity for developing students’ real-life experience.

‘Opportunities for experiences outside the school curriculum for students’

‘Skills and expertise in the community and local businesses.’

‘Global communities.’

Other comments

Other responses to this topic included:

- **intra-precinct transport provision** – though common across the topic of infrastructure and design, comments in this discussion focused on moving between places within the precinct
- **work and library spaces** – places people can access facilities to work out of hours and on weekends, or share with other workers
- partnering with local government to **provide shared services**
5.5.3. Preferences for precinct and school building design

Participants were asked to indicate how important they felt different design factors and learning spaces were to student learning.

Most important spaces for student learning

Participants ranked the following spaces in order of perceived importance for student learning, from one to ten. Participants ranked spaces that provide for hands-on learning in STEM and safe and easy access to transport as the most important spaces for learning. Spaces for religious practices, and technology integrated into learning spaces were ranked as the least important spaces for student learning.

<table>
<thead>
<tr>
<th>SPACE</th>
<th>TOTAL SCORE</th>
<th>OVERALL RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands on projects in Science, Technology, Engineering, Art and Mathematics</td>
<td>180</td>
<td>1</td>
</tr>
<tr>
<td>Safe and easy access by all modes of transport to the school</td>
<td>253</td>
<td>2</td>
</tr>
<tr>
<td>Social and play spaces</td>
<td>281</td>
<td>3</td>
</tr>
<tr>
<td>Physical activity</td>
<td>291</td>
<td>4</td>
</tr>
<tr>
<td>Creative arts</td>
<td>297</td>
<td>5</td>
</tr>
<tr>
<td>Technology-free spaces</td>
<td>337</td>
<td>6</td>
</tr>
<tr>
<td>Spaces and support for students’ emotional wellbeing</td>
<td>346</td>
<td>7</td>
</tr>
<tr>
<td>Before and after school care</td>
<td>459</td>
<td>8</td>
</tr>
<tr>
<td>Technology integrated into learning spaces</td>
<td>459</td>
<td>8</td>
</tr>
<tr>
<td>Religious practices (e.g. prayer/meditation room)</td>
<td>586</td>
<td>9</td>
</tr>
</tbody>
</table>
Most important factor when designing the precinct

Survey participants ranked the following eight design factors in order of importance, from one to eight. Encouraging a sense of community within and across year levels, supporting learning and knowledge sharing among staff, and collaborative workspaces for students were considered most important. Survey participants ranked cultural diversity in the design as least important; however, as this section will explore, this was a prominent theme in discussion on ways to reflect the local community’s unique character through the design.

<table>
<thead>
<tr>
<th>DESIGN FACTOR</th>
<th>TOTAL SCORE</th>
<th>OVERALL RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourages a sense of community within and across year levels</td>
<td>193</td>
<td>1</td>
</tr>
<tr>
<td>Support learning and knowledge sharing among teaching staff</td>
<td>208</td>
<td>2</td>
</tr>
<tr>
<td>Young people working together collaboratively</td>
<td>215</td>
<td>3</td>
</tr>
<tr>
<td>Make the most of the external environment</td>
<td>263</td>
<td>4</td>
</tr>
<tr>
<td>Sustainable features visible to build knowledge and encourage positive behaviour</td>
<td>269</td>
<td>5</td>
</tr>
<tr>
<td>Passive heating and cooling</td>
<td>324</td>
<td>6</td>
</tr>
<tr>
<td>Recycling systems that support student learning of waste issues</td>
<td>339</td>
<td>7</td>
</tr>
<tr>
<td>Cultural diversity in the design</td>
<td>377</td>
<td>8</td>
</tr>
</tbody>
</table>
5.5.4. Reflecting the local community’s unique character and culture

Participants engaged enthusiastically with this question and offered a large number of suggestions in relation to expressing their community’s identity through design.

**Theme 1: Creating a sense of community**
A number of participants responded that they did not mind so much what the buildings looked like, so long as they helped to create and maintain a sense of community – something many commented was a valued feature of their local area.

‘A warm and supportive environment that reflects the close knit community in an inner city area. Somehow capturing the sense of a small town in a busy, populated area. This doesn’t need to be about open space, but more to do with a sense of belonging.’

‘Buildings and spaces that promote pride of your school and community.’

‘Common theme to engender togetherness – perhaps bulldog colours and themes.’

**Theme 2: Incorporating local features and existing architecture**
Suggestions about incorporating local features and landmarks included using bluestone; reflecting the river and natural environment; retaining existing architecture and older buildings; and reflecting the West’s industrial and port setting.

‘Maybe incorporating images of old factories into facades.’

‘The river and the wetlands.’

‘Retention of older buildings where possible married with modern buildings not simply demolished and started from scratch.’

**Theme 3: Expressing the local community through art**
Participants expressed a desire for the community’s local street art to be reflected in the school buildings. Art was discussed prominently, with references to local artists, street art, graffiti and multicultural artwork.

‘Lots of street art/paste ups, like the one’s already present on VU.’

‘Graffiti walls – great local artists.’

‘Multicultural arts displayed around the schools.’
Theme 4: Celebrating cultural diversity

Many participants noted the cultural diversity of the local area, suggesting that both present-day diversity and the historical evolution of the area should be reflected in the design.

‘Celebrate the ethnic diversity of the west through the design.’

‘Recognition of pre and post European settlement cultural heritage considerations in design.’

‘Multicultural, successive layers of new cultures alongside each other.’

Theme 5: Eco-friendly, sustainable and outdoor spaces

Eco-friendly and sustainability features in the design, incorporating use of natural light and ventilation, was a prominent suggestion. Closely linked was the recurring theme of open and green spaces.

‘Lots of natural light (such as through light wells, skylights, floor to ceiling windows).’

‘Low energy consumption, sustainable.’

‘Would love green roofs/walls to be a significant part of the design.’

Theme 6: Clever, iconic and best practice design

Many participants expressed a desire for the new school buildings to represent excellent education, to draw on best-practice design principles and to build facilities that will be well integrated with the surrounding area in the years to come. Closely linked to this principle is the inclusion of flexible, shared spaces that are accessible to all, and provide for community use.

‘In my view the proposed sites are not particularly dominated by strong existing architectural values which is an opportunity for the new buildings to be iconic architecture which motivates and intrigues students and the community.’

‘Quality architecture with a focus on the future.’

‘Flexible and interesting spaces.’

Other considerations

Other considerations raised include:

- access and transport – providing cycling paths and storage facilities, and ensuring adequate traffic management
- ensuring the community is consulted and involved in the design of spaces and specific facilities.
5.6. Other aspects of the Footscray Learning Precinct – operations, staffing arrangements and enrolments

Across responses to all questions, a number of other themes emerged. This included the need for an inclusive, equitable, and fair governance model. Additionally, participants raised concerns over school zoning and which schools would be included in the precinct approach.

5.6.1. An inclusive, fair and equitable governance model

A number of participants raised concerns regarding the fairness of the governance model. They suggested that governance and operation of the precinct should allow for equitable funding allocations for the different schools or campuses in a clear and efficient model. A number of participants also queried the limitations of the model, expressing a desire for the precinct to include all inner-west primary schools.

The participants also sought evidence-base and other supporting information that corroborate the benefits of a precinct-based education environment. Additionally, participants expressed the need for equal opportunities to be available for students, irrespective of their socio-economic backgrounds.

‘Inclusion of ALL inner west primary schools in the precinct governance structure.’

‘Each school receives equal money.’

‘School community over 5 sites? How do they works as one?’
5.6.2. Zoning and school precinct boundaries

School zoning and selection emerged as another important area of concern for the participants. Several queried the entry process into schools, boundary delineation, and ability for students from primary schools outside the precinct to attend the secondary schools.

‘I’d love to know she was assured a place at the high school given that she attends the primary.’

‘How will it be determined which junior high children go to?’

‘Transition from other primary schools in the zone?’

5.6.3. Staffing arrangements

Participants commonly noted the significance of quality, dedicated, and passionate teaching staff. Additionally, participants also raised the need for providing better support for teaching staff and better student-teacher ratios. Participants emphasised the importance of ‘supporting staff to support families’.

Participants also suggested that maintaining continuity of teachers as much as possible would help student transition.

‘My main concern is how do we attract the very best and brightest teachers? No matter how exceptional the facilities are, teachers are the absolute cornerstone of effective education. If we can attract wonderful teachers, we’ll have a wonderful school!’

‘The key to making the schools exceptional will be the quality of the teaching staff.’

‘How will teaching staff move between the three secondary schools?’

5.6.4. Retaining valued aspects of existing schools and consistency of educational approach

Some participants queried the continuation of the International Baccalaureate program currently being offered in some schools, with many keen to see it continue. Participants also highlighted the importance of a common approach and standard of education across the precinct and sought assurance that the ‘best aspects’ of each school would not be lost.

‘Alignment of LOTE (language other than English) taught in local primary schools with LOTE taught in secondary.’

‘How to retain the best learning methods from different schools; e.g. IB (International Baccalaureate) program at Footscray Primary?’

‘I want to see some ‘all girls’ early years high school opportunity in maths + science remain in the new precinct.’
6. NEXT STEPS

The VSBA provided this report to the DET South Western Region, the Vision and Leadership Group, working groups and Hayball architects in September 2017. The community feedback will be used to help develop solutions to the issues around transition, governance and the development of the learning framework. Hayball architects have used the report to help develop the master plan.

By the end of this year, DET will clarify how current students will be transitioned to the new precinct, update the community on the governance, and report progress developing the shared learning framework.
APPENDICES
APPENDIX 1
ONLINE SURVEY QUESTIONS

1. Please provide your email address
2. What is your postcode?
3. Why are you interested in the precinct?
   • Parent of a child aged under 5 years
   • Parent of a primary school student
   • Parent of a secondary school student
   • Student
   • Teacher
   • Community member
   • Other (please specify)
4. Do you speak a language other than English at home?
   • Arabic
   • Cantonese
   • Mandarin
   • Vietnamese
   • Other (please specify)
5. Do the five proposed values/aspirations express your values for learning? (refer section 4 in the summary of previous work)
   • Yes
   • No
   • Partially
     – If not, what’s missing?
6. How can we best support our current students as we transition through the stages of learning? (refer to Section 2 in the summary of previous work)
7. Are you comfortable with the identified priorities for transitioning students through the stages of learning? (Refer to Section 3 in the summary of previous work)
   • Yes
   • No
   • Partially
     – If not, what is missing?
8. How would you like to see your local community’s unique character and culture reflected in the school buildings?
9. What are the things that your community does not have, that the school(s) might provide for community use?
10. What are the things that the school facilities will not have, that the city/community might provide?
11. How important you think the following spaces are for student learning? Please rank these spaces from highest to lowest by dragging them across in order.
   • Creative arts
   • Hands on projects in Science, Technology, Engineering, Art and Mathematics
   • Physical activity
   • Religious practices (e.g. prayer/meditation room)
   • Social and play spaces
   • Spaces and support for students' emotional wellbeing
   • Safe and easy access by all modes of transport to the school
   • Before and after school care
   • Technology integrated into learning spaces
   • Technology-free spaces
12. When designing spaces, what are the most important factors to you? Please rank them from highest to lowest by dragging them across in order.

- Support learning and knowledge sharing among teaching staff
- Young people working together collaboratively
- Cultural diversity in the design
- Encourages a sense of community within and across year levels
- Passive heating and cooling
- Make the most of the external environment
- Sustainable features visible to build knowledge and encourage positive behaviour
- Recycling systems that support student learning of waste issues

13. What is your preferred way to get to school?

- Walking
- Cycling
- Public Transport
- Car

14. Is there anything else you believe we should consider when designing the precinct? Do you have any concerns, or ideas about how we can make the schools exceptional?

15. How did you hear about the opportunity to provide feedback about the Footscray Learning precinct?

- Postcard in the mail
- Website
- Social media
- Email
- Through my local school, childcare, or community group
- Other (please specify)

16. How satisfied are you with the current engagement process on the development of the Footscray Learning precinct, in terms of opportunities to get involved and provide your views?

- Very satisfied
- Satisfied
- Neither satisfied or dissatisfied
- Dissatisfied
- Very dissatisfied
- Other (please specify)
Leadership is needed to ensure the delivery and achievement of the Footscray Learning Precinct vision. The precinct governance framework will include the following forums:

**Vision and Leadership Committee**

The Vision and Leadership Committee (VLC) forum will be chaired by an independent representative appointment by the Minister for Education. The VLC membership will reflect representation from each of the strategic precinct partners. The VLC will be responsible for the provision of leadership and decision making to ensure that the Vision of the precinct is achieved.

Attendees at the VLC will include the Chair from each of the four precinct Development Groups. The Chair of each development group will be required to report to the VLC membership on the achievement of their respective program deliverables. The VLC Chair will be responsible to resolve issues, provide direction and ensure program timeframes are met.

The VLC will convene monthly to review the activities and progress of the four Development Groups. It will provide direction and leadership in regard to items escalated for decision or resolution. It remains the responsibility of the VLC to ensure the objectives of the precinct vision are fulfilled.

**Governance Development Group**

The Governance Development Group (GDG) will be responsible for the development of a working governance model for the precinct giving due consideration to the proposed precinct model. The Chair of the GDG will be a representative from the Department of Education and Training. The GDG will be responsible for the development of a recommended precinct educational governance framework which will be submitted to the VLC for ratification. The GDG will define the framework underpinning the collaboration agreed between the precinct stakeholders. It will make recommendations giving due consideration to the long term partnerships being established between the precinct educational providers, community groups and business partners. The GDG will report to the VLC on the achievement of program deliverables.
Pedagogy Development Group
The Pedagogy Development Group (PDG) will be responsible for the development of the learning framework and curriculum to be agreed by the educational partners within the precinct. The Chair of the PDG will be a representative from the Department of Education and Training. The PDG will report to the VLC on the achievement of program deliverables.

Infrastructure Development Group
The Infrastructure Development Group (IDG) will be responsible for the design and delivery of precinct infrastructure, the administration of the available capital budget, and the delivery of the works within program timeframes. The Chair of the IDG will be a representative from the Victorian School Building Authority. The IDG will report to the VLC on the achievement of program deliverables.

Engagement Development Group
The Engagement Development Group (EDG) will be responsible for the co-ordination of the requirements of all communications and messaging in regard to the precinct. The EDG will be chaired by a representative from the Department of Education and Training.

This forum will bring together the necessary parties to enable the planning and co-ordination of communication materials with a particular emphasis on ensuring consistency in messaging and planning in terms of community information and engagement. The EDG will report to the VLC on the achievement of agreed communication plan deliverables.

Footscray Learning Precinct governance structure
Further information

You can contact the Victorian School Building Authority via:

Email: vsba@edumail.vic.gov.au

Phone: 1800 896 950
Weekdays from 9am to 5pm

/victorianschoolbuild
@VICSchoolBuild
www.schoolbuildings.vic.gov.au