

MORNINGTON
PENINSULA
FOUNDATION



Monumental CHANGE

Annual Report **2022**
Mornington Peninsula Foundation Ltd

In 2022 we saw a monumental shift with teaching & learning. Through the learnings of the cluster approach, the Western Port Learning Guarantee primary schools have overhauled many aspects of how reading is taught and assessed. They have embarked on a journey to shift the pendulum on reading instruction and to align all aspects of the school to the science of reading/learning.

Ross Wettenhall
Western Port Learning Guarantee,
Learning Coordinator

**The Mornington Peninsula Foundation
acknowledges the Bunurong/BoonWurrung People,
the Traditional Owners of the lands and
waters where we work.**

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2022 HIGHLIGHTS

- Western Port Learning Guarantee expands to four local primary schools.
- Rosebud Secondary College leads cluster formation with local primary schools.
- All schools embrace transition to evidence-based teaching.
- MPF programs are in schools with over 3000 children and young people.
- Year 3 NAPLAN reading levels in top band increase on average 46% in No Limits schools.
- Tyabb Railway Station Primary School most improved in Victoria in NAPLAN scores between 2019 – 2021.
- Hastings Primary School library opens.
- Eastbourne Primary School Well-Being Hub opens.

2022

DONATIONS AND GRANTS

32 PROJECTS

\$1,366,403 GRANTS PAID

75 DONORS

\$1,675,166 DONATIONS IN

MESSAGE FROM

THE CHAIR IAN HICKS, AO



When I heard about Toby Sorenson, a year 3 boy at Crib Point Primary, and what our programs had done for him and his family, I felt enormously elated and so proud of MPF - this is what we are all about!

Toby is exactly why I started this organisation: for children who might be lost to a system which doesn't understand them, but who have as much potential as any other child.

Toby's mother, Kerry, contacted our MPF office to let us know what a difference No Limits had made. She described how in foundation year Toby had low level oral language, serious behaviour issues, multiple diagnoses, and was marked at that young age as difficult and with limited potential.

With the investment of MPF in the school and the dedication of the principal and staff, in year 3 Toby was awarded an academic excellence award. He was the pride of the class and the family, a champion learner, member of the local football team, a happy young boy with a wide smile and a wonderful future ahead of him.

The tireless work of our community leaders, the outstanding financial support from our donors, the leadership of our board and dedication of our small team, has led MPF not only to a core driver of intergenerational disadvantage, but also to a solution. This solution in the evidence-based teaching is being enthusiastically pursued by our primary and secondary schools. They are leading lights in our state.

Turning around the impact on generations of low literacy outcomes in schools will take many years, but we have the partnerships, evidence and growing donor support to do this. We want to share this work with others and with policy makers who can ultimately make a difference at scale. I am immensely proud of this organisation and sincerely congratulate everyone who is a part of it.

MESSAGE FROM

THE CEO STEPHANIE EXTON



When teachers on the ground say changes are monumental, you really know they are! It has been amazing to work with the incredible team in the Western Port Learning Guarantee and the equally incredible team in the cluster that has formed on the Southern Peninsula during 2022.

Our work has reached beyond the immediate, deep into the inner workings of communities, policy making and macro structures. In partnership with community leaders and donors we have delved into drivers of inequity and the ideologies that underpin culture and policies until fundamentals have been realised and understood. And it has been with this understanding and realisation that solutions have been found. Not by policy makers and bureaucrats, but by teachers, principals, kinder leaders, parents, community workers, clients and students.

Together, they have looked into their own practices and circumstances, while reaching out to innovative peers and

research leaders, to construct new systems that can support better outcomes in educational attainment for our children and young people, as a basis for community wide change.

I'm excited to share this work with you in the following pages of our 2022 Annual Report and to let you into the secrets of success that our communities are experiencing.

None of this would be possible without the outstanding vision and leadership of our Chair and founder, Ian Hicks AO, our board of directors, donors and our small team, all of whom I sincerely thank.

ABOUT MPF

MPF is a place-based philanthropic organisation.

We partner with community organisations, donors and stakeholders to change systems and increase access for community members to opportunities and resources. We focus on education,

family and community services, using philanthropic investments to test new ideas, ensure sustainability and build an evidence base for wider change.

OUR GUIDING PRINCIPLES

- Disadvantage is systemic and requires a systemic response.
- Early intervention and prevention can save enduring suffering and a lot of public money.
- People closest to the issues have the greatest insights into the system, but are often not asked for their inputs.
- There is a wealth of resources in the community, which can be part of solving these problems, if coordinated.
- Everyone has something to contribute and it is contribution that overcomes exclusion.

OUR VISION is a Mornington Peninsula free of socio-economic disadvantage where everyone is valued.

OUR MISSION is to support communities on the Mornington Peninsula to break the cycle of disadvantage by increasing access to opportunities and resources.

OUR APPROACH is to provide risk capital and resources to bottom-up initiatives that address systemic barriers to inclusion.





OUR COMMUNITY


Community partners lead systems change. Philanthropy makes it possible

In 2022 MPF consolidated work in two main geographical areas, Western Port and the Southern Peninsula, forming two clusters made up of community and education partners who focus on early years intervention, evidence-based teaching, and integrated family and wellbeing support.

The commitment from MPF community partners in kinders, primary schools, secondary schools, and community support services in these clusters to work together, innovate and lead systems change has been outstanding.

Their courage and vision to go against the status quo for the benefit of the children, young people and families in their communities is a stand out feature of this work.

In 2022 MPF distributed nearly \$1.5 million in grants for our community partners to implement new approaches in teaching, wellbeing support and collaboration with local services.




MPF has played a unique role in Rosebud Secondary being able to undertake the classroom mastery work. There are two sections; the obvious one is the cost - we don't have the professional learning budgets to embark on something like this with such fidelity. We would have picked pieces from it and attempted to create our own professional learning and with that you lose the holistic nature of it.

The other part is the access to the people. MPF has given us through their own relationships, access to Dr Tim McDonald and the classroom mastery professional development. Having exposure to someone of that level to come and work with us on the Peninsula is amazing, that's the exciting part to have such close contact with someone of that calibre.

Principal Lisa Holt,
Rosebud Secondary College

Photo (L to R): Samantha Rowe, assistant principal, RSC,
Stephanie Exton, CEO MPF, Lisa Holt, principal, RSC



**MPF's community findings are clear:
Low levels of literacy strongly
correlate with individuals
experiencing barriers to accessing
opportunities and resources,
generation to generation.**

**Evidence-based teaching is a
crucial part of improving literacy
and educational attainment which,
in turn, correlate with employment,
opportunities for engagement in
community life, and economic
independence.**

A NEW WAY FORWARD

Our education community partners in Western Port and on the Southern Peninsula found their way to the Science of Learning and the Science of Reading through their work to address low oral language and reading levels.

The Science of Learning refers to a vast body of research on learning to read with contributions from various disciplines, including cognitive science, linguistics, psychology, education, neurology and more. Using this research, an evidence-based best practice approach to teaching foundational literacy skills can be identified.

Our education community partners are deeply committed to change and MPF has

funded teacher training in evidence-based practice. This is systems change driven from the bottom up.

In addition, we are seeing changes in approaches to emergency, family and housing support services, new ways of working with clients and of integrating with existing structures.

While true impact won't be understood for 3 – 5 years, we're seeing encouraging trends including improved oral language in preschool, reading in upper primary, engagement in secondary, attendance, enrolments and teacher satisfaction.

TRENDS AND CHANGE SO FAR

CHILDREN AND YOUNG PEOPLE

- Transitioning to school ready to read
- Enhanced communications, friendships and playground behaviour
- Transitioning to secondary ready to learn
- Classroom routines help all students engage in learning
- Greater learning outcomes contribute to increased attendance, confidence and wellbeing

SCHOOLS AND EDUCATORS

- Skills and resources to ensure optimal reading outcomes
- Diagnostic assessments and targeted responses
- Whole class instruction
- Routines to manage class behaviours
- Consistent approach across whole school
- Shared resources within and between schools
- Confident leadership and supportive cultures

PARENTS AND SERVICES

- Timely and effective support through school and service collaboration
- Greater understanding of family needs through relationships
- Confidence in children's learning
- Confidence in schools' approach to learning

2022 INITIATIVES

Western Port	Southern Peninsula
COMMUNITY CONVERSATIONS Exploring Early Years Development	
NO LIMITS Early Years Speech and Oral Language	NO LIMITS Early Years Speech and Oral Language
LEARNING ENHANCEMENT Science of Learning in Primary Schools	EVIDENCE-BASED LEARNING in Primary Schools
ELEVATE Secondary School Engagement	EVIDENCE-BASED LEARNING in Secondary Schools, Literacy and Classroom Mastery
MUSIC in Primary Schools	IN TUNE WITHU Music and Mental Health
Education SCHOLARSHIPS	Education SCHOLARSHIPS
FAMILY SUPPORT	FAMILY SUPPORT Case Management
HOUSING AND HOMELESSNESS	HOMELESS CONNECTIONS Outreach
WILLUM WARRAIN Women's Program	SPLaSh (Southern Peninsula Laundry and Shower Program)

NO LIMITS EVALUATION 2022

No Limits was the major MPF funded project from 2019 – 2022. It was created by primary school principals and preschool leaders in response to low oral language levels. It included seven primary schools and seven preschools. Speech pathologists were employed at each site to do speech assessments of the children in term one of each year and again in term 4. They visited each site once a fortnight throughout the year providing intervention in response to the assessments with the children and modelling this for the educational assistants in each class. The educational assistants

implemented the program with the children in between speech pathologists' visits.

Murdoch Children's Research Institute partnering with University of Melbourne was contracted to evaluate the program in 2022. This evaluation will be available soon but a brief summary of findings are as follows:

Growth was evident across all participating schools and kindergartens where paired data was available for students. Statistically significant improvements were observed on average for all students between Term 1 and 4.



murdoch
children's
research
institute

Without exaggerating, it has been a fundamental game changer for us. What started as a project for prep has ended up a P to 6 expansion. We've now got prep to grade 6 implementation and consistency across the whole school.

School principal

When the learning growth results are considered in light of interview data from educators, speech pathologists and school leaders, there is a clear and shared view that implementing No Limits has contributed to the observed learning growth. Most interviewees explained that improved student learning can be attributed to teacher practice change as a result of implementing No Limits, along with curriculum supplements including but not limited to Read It Again, Sounds-Write and Little Learners Love Literacy. Examples of practice change included consistent language and literacy

instruction, targeted and evidence-informed practice among teachers and education support staff undertaking whole class instruction and implementing tier two and three interventions.

As a result of No Limits and the evidence based approach employed by speech pathologists, teachers and principals found their ways to the Science of Learning. Sustainability of No Limits is being achieved by supporting schools and preschools to transition to the Science of Learning. Speech pathologists are no longer employed through No Limits.

WESTERN PORT

Program Description	Partners	Outcomes
<p>Community Conversations – using behavioural science together deep insights through conversations with community members into behaviours and systemic settings that impact.</p>	<p>Community Partner: Western Port Community Support Centre</p> <p>Donor – Brian M Davis Foundation</p>	<p>First stage revealing critical information and a mapping of systemic settings that reinforce barriers to access to support. Next stage will test local ideas for changes to these settings.</p>
<p>No Limits in preschools – 2022 continued work with speech therapists with support from Educational Assistants. In 2023 we will build on this and focus on the training and coaching staff in evidence based oral language instruction that can be integrated into preschool planning and curriculum. No Limits in primary schools – ongoing work of speech therapists and teaching and support staff has led schools to discover and begin the transition to the Evidence-based teaching. This will include training and coaching of staff and support for school leaders in systematic, synthetic phonics, direct explicit instruction, assessment, curriculum and resource renewal.</p>	<p>Community partners - Community Kinders Plus, Peninsula Speech Pathology</p> <p>Preschools - Hastings, Wallaroo, Crib Point, Tyabb. Primary Schools – Hastings, Wallaroo, Crib Point, and Tyabb Railway Station Primary Schools.</p> <p>Donors – RM Ansett Trust, Bertalli Family Foundation, Bowness Family Foundation, Alan and Kate Gibson Foundation, Grace and Emilio Foundation, Johnstone Family Foundation, Sorrento Sailing Couta Boat Club, Zagora Foundation</p>	<p>Strong outcomes for children engaged in program, but limited uptake by staff to ensure sustainability, leading to the new approach in 2023.</p> <p>Major outcome at a systems level to have most schools transitioning to the Evidence-based teaching as a whole school approach to teaching and learning. By training teachers in this approach and supporting school leaders schools are ensuring not only much improved outcomes for children but sustainability in the long term.</p>
<p>Elevate – Improving engagement in secondary school students (years 7 – 10), with targeted interventions, small group work, modified timetables, individual learning plans, social and emotional support.</p>	<p>Community partner – Western Port Secondary College and Oakwood School Donor - Hugh D.T. Williamson Foundation</p>	<p>Program is having great success with key objective to reengage students in learning. In 2022 66% of students re-entered mainstream classes. Will continue in 2023, with plans to expand to years 11 and 12 students providing an alternative opportunity for school completion.</p>

WESTERN PORT

Program Description	Partners	Outcomes
<p>Learning Enhancement – Objective is to improve literacy and numeracy for children transitioning from primary to secondary. Program is transitioning schools to the Evidence-based teaching with support from Learning Coordinator and Wellbeing Coordinator. Focus is on ensuring learning is optimised and children and families are supported with integrated wellbeing at school and community level.</p>	<p>Foundation, Bruce Parncutt Family Foundation, Peter Griffin and Terry Swann Foundation, Ross Trust, Grosman Family Foundation.</p>	<p>Whole school change in adoption of the Evidence-based teaching. Changes in teaching practices, assessments, curriculum, resources and data capture. Increased collaboration between primary schools, with the secondary and community support organisations. Mapping of mainstream services system and enhanced navigation and engagement. Improved literacy rates and resolution of wellbeing issues, higher attendance, engagement and enrolments. LEP students showed growth in reading at more than twice that of students in mainstream.</p>
<p>Music In Schools – class music for children in four local primary schools, reaching over 500 children per week, building knowledge and practice of the language of music. Music is an important part of the MPF funded work in education with our focus on oral language and literacy.</p>	<p>Community partners – Western Port Secondary, Crib Point, Tyabb Railway Station, Wallaroo and Hastings Primary Schools</p> <p>Donors – Life Fitness Australia Pty Ltd</p>	<p>Music supports the development of oral and written language, confidence and collaboration. With activities operating across primary and secondary schools, this program supports children in the transition.</p>
<p>Family support – client led family support services based at the local community support centre and closely linked to the schools' wellbeing teams.</p>	<p>Community Partner – Western Port Community Support Centre</p> <p>Donor: Ross Trust</p>	<p>Timely and targeted response to need in the community has led to enhanced outcomes and greater capacity of parents to support children in their education.</p>

WESTERN PORT

Program Description	Partners	Outcomes
Housing and Homelessness – outreach and case management for people experiencing homelessness based at the local community support service.	Community Partner – Western Port Community Support Centre Donor - Bendigo Bank, Balnarring	Over 180 individuals (and their families) supported during 2022 with over two thirds securing stable housing. Noting 70% were women and 30% of these over 55.
Engagement with external services facilitated by Western Port Learning Guarantee Wellbeing Coordinator building relationships, streamlining engagement.	All Western Port Learning Guarantee schools, Western Port Community Support, Willum Warrain, Living Free, mainstream services.	Mapping of mainstream and local services provides mechanism for timely and targeted engagement. Strong relationships ensure gaps are filled, children and families get the support they need.

SOUTHERN PENINSULA

Program Description	Partners	Outcomes
Rosebud Secondary College Development of cluster with local primary schools. Support for enhanced literacy and a new approach to managing Community partners – Rosebud Secondary College, Knowledge Society classroom behaviour to ensure best conditions for learning	Community partners – Rosebud Secondary College, Knowledge Society Donor - Bertalli Family Foundation	2022 saw the consolidation of understanding of Science of Learning and the need to implement this into the school to address literacy and classroom management. This has resulted in a partnership with Knowledge Society which is focusing on the training and coaching of staff and the collaboration with primary schools.

CONTINUED SOUTHERN PENINSULA

Program Description	Partners	Outcomes
<p>In Tune WithU – a music and mental health program to address barriers to engagement in learning includes music lessons, healthy food and wellbeing support delivered by experienced staff.</p>	<p>Community partners – The Music Industry, local primary and secondary schools, St Vincent de Paul, Rye. Donors – The Fox Family Foundation; Mr Gerald Ryan OAM and Mrs Valerie Ryan.</p>	<p>45 young people engaged every week in lessons, group work and performances. Social and family support includes housing, agency referrals and advocacy. Key finding is lack of services for children under 12 and high level of need in this age group.</p>
<p>Scholarships - \$500 scholarships awarded at the end of primary school to assist with heavy financial costs at the start of secondary school.</p>	<p>Community partners – St Vincent de Paul, Rye branch Primary and Secondary schools Donors – Sentinel Foundation, Grace and Emilio Foundation, many individuals and families.</p>	<p>60 Scholarships awarded to students in 12 schools. Funds spent on IT, camps, excursions and books.</p>
<p>Homeless Connections – outreach for people experiencing homelessness providing connection, referrals, advocacy and emergency aid; the only outreach service in this area.</p>	<p>Community partners – Southern Peninsula Community Support Centre Donors – Lord Mayor Charitable Fund, Barr Family Foundation, Sentinel Foundation.</p>	<p>165 individuals supported with skill and network connections including 50 accommodated at The Ranch, a motel made available for temporary housing during planning processes.</p>
<p>SPLaSh (Southern Peninsula Laundry and Shower program) – biweekly outreach to people experiencing homelessness on the Rosebud foreshore providing connection, food, laundry and showers.</p>	<p>Community partner – Southern Peninsula Community Support Centre Donors – Sentinel Foundation, Southern Peninsula Community Fund</p>	<p>70 unique attendances on average each month and 2040 attendances in total for the year with food, health and hygiene supports, referrals and advocacy with services as well as a safe place to be with compassionate workers and volunteers.</p>
<p>Family Support Service – client led family support service providing food, advocacy, referrals and support.</p>	<p>Community partners – Southern Peninsula Community Support Centre Donors – Ross Trust, Sentinel Foundation</p>	<p>90 families supported including with food, financial strategies, housing, education and family violence. 90% of clients moving towards their goals.</p>

2023: FURTHER EXPANSION AND IMPACT LED BY OUR COMMUNITIES

As schools experience the successes of evidence-based teaching and services more closely meet client needs, a community wide momentum is building.

This has an internal energy that draws not from external support but from within our people themselves and the collaborations they are forming.

Our philanthropic support is required for the change process, but as schools and services change internally, that change is sustainable.

And as this is happening, other schools are hearing about it and wanting to become involved.

MPF will support this development in 2023 and beyond, as ever, guided by the community we are a part of, a community that is strong and growing in its capacity to break down barriers to inclusion for all its members.

An aerial photograph of a coastline, likely the Florida Peninsula, is shown in shades of blue and teal. The water is turbulent with white foam from waves crashing against the shore. Overlaid on the image is a semi-transparent map of the Florida Peninsula, with a darker blue outline and lighter blue interior, showing the state's geographical shape. The text is centered over the map area.

**The future of the
Peninsula includes
everyone on the
Peninsula**

DONORS

Acknowledging the incredible individuals and organisations supporting **MPF**

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The basis of our work is the young people in our community. If they're at the centre of everything that we do then the work that comes from that will be authentic and it will be the approaches that we need

Christopher Quinn
Western Port Secondary College

THANK
YOU

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