

BEYOND THE BELL

ADDRESSING EDUCATIONAL OUTCOMES IN THE GREAT SOUTH COAST

Community Engagement Plan

FINAL WORKING DOCUMENT

August 2014

Warrnambool Local Action Group

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1 Introduction

1.1 Project background

Beyond the Bell (the Great South Coast Education Attainment) Initiative, is tackling one of the most vital challenges confronting this region.

Young people in the Great South Coast region are less likely to complete secondary school than their peers in other areas, face significant health and social disadvantages and are struggling to make successful transitions into employment. This is having a serious impact on the well-being of our community.

The region's rates of completion of Year 12 or equivalent (equivalent meaning Certificate II or above) are among the worst in Victoria, but the community is joining forces to reverse the trend.

Beyond the Bell is an ambitious approach that seeks to make a cultural shift in the way communities and service providers work to support our young people.

It seeks to ultimately improve young people's chances of completing Year 12 or equivalent, and better prepare them for a successful transition to the next phase of their lives.

Everyone in the community will be called upon to take action. Improving outcomes for our young people relies on families, businesses, community organisations, education providers and all levels of government working collectively to find new ways of doing things.

Improving rates of educational attainment will benefit the whole of the Great South Coast community. It will assist in building a more skilled and resilient workforce, reduce reliance on our health, community support and social services and improve the ability of our region to prosper socially and economically.

To be effective the initiative aims to drive large scale and long term change. It will involve new local governance arrangements and the formation of local cross-sector partnerships to address the challenges holding our young people back from reaching their potential.

Partners working on Beyond the Bell will commit to supporting an integrated approach that involves addressing factors across a young person's life course from conception to adulthood. The project places emphasis on early detection of emerging challenges and greater emphasis on prevention of these.

We intend to identify the barriers preventing our young people from reaching their potential and work collectively to remove them.

This Initiative will improve the life outcomes of children and young people across the Great South Coast, and ultimately improve the health and well-being of our entire community.

1.2 Purpose of this plan

This Communications and Engagement Plan has been developed to guide community engagement to inform the development of the Warrnambool Beyond the Bell Community Action Plan (CAP). Engagement outcomes will also contribute to the development of the Regional Action Plan.

This document will continue to be refined and reviewed as the engagement process evolves, and will also act as the basis of which an ongoing engagement plan will be developed to encourage two-way dialogue with key stakeholders throughout the implementation of the CAP.

The following definitions apply to this Communications and Engagement Plan:

Community:	An inclusive term used to define groups of people. A community can be; a community of place (a geographic location), a community of interest (such as interest groups), or a community of affiliation or identity (for example industry or sporting club).
Engagement:	Community engagement is a planned process with the specific purpose of working with stakeholders to encourage discussion or active involvement in a project decision.
Educational Attainment:	Educational attainment refers to the highest level of education completed by a person. This may include a vocational (e.g. Certificate), schooling (e.g. Year 12) or tertiary qualifications (Degree).

1.3 Associated documents

Documents relevant to this Engagement and Communications Plan are listed in the table below.

Document	Description
Great South Coast Year 12 or Equivalent Attainment Project: 2013 - 2014 Preparatory Phase	This document outlines a priority project for the Great South Coast that aims to increase the level of educational attainment of our young people. It explains why there is urgent need for the project, what the project aims to achieve and how it will proceed.
Warrnambool Community Report Card	This publication provides quantitative and qualitative data regarding educational attainment for the Warrnambool community.
Warrnambool – A Healthy City 2013 – 2017 (Public Health and Wellbeing Plan)	This plan outlines the strategic goals and objectives to promote health and wellbeing across the Warrnambool community for the period 2013 – 2017. Improving educational attainment is a key strategy of this plan.
Community Based Action Plan	A common template to be utilised by all GSC Local Action Groups to document their proposed actions and initiatives.
Systems Framework for Educational Performance	The Framework describes the outcomes sought across the continuum from conception to adulthood that will lead to improved educational performance.
Warrnambool Educational Attainment Local Action Group - Terms of Reference	These Terms of Reference outline the purpose, governance, values, goals, membership, functions and communication systems for the Local Action Group
Beyond the Bell – Fact Sheets 1 and 2	Developed to inform and resource the engagement process.

2 Community Engagement

2.1 About community engagement

Community engagement is about making better, more sustainable decisions through a process that engenders trust and credibility. Community engagement contributes to informed decisions in a number of important ways.

It brings all perspectives to the table; it identifies critical issues early; and importantly for the CAP, it provides a basis for the issue and decisions to be understood and owned by as many people as possible. Engagement can also build and strengthen relationships, ultimately leading to community ownership of the outcomes, along with a sense of civic pride and collaboration.

Ideally the community engagement process will give a voice to the broadest range of interests, perspectives and agendas within the context of the project. Given this, from the outset and throughout the engagement process, consideration must be given to those who will be potentially affected by, or interested in, the outcomes being sought. It is important to note that people, attitudes, ideas and perceptions are not static and either are stakeholders – they emerge and evolve throughout the engagement process.

For the community, the benefits of engagement include:

- Opportunity to raise concerns and influence decision-making, promoting their rights and responsibilities as community members;
- Ability to influence policy and project outcomes suitable to the needs and aspirations of the community and those interests they represent;
- Building relationships with other members of the community; and
- Gaining a better understanding of Great South Coast Group processes through ongoing dialogue and deliberation.

2.2 Our commitment to engagement

The Warrnambool Educational Attainment Local Action Group (WEALAG) is strongly committed to engaging with communities and stakeholder on decisions which will potentially affect or interest them. Engagement is an essential part of planning, policy development and service delivery.

WEALAG view community engagement as a process of working collaboratively with people to address issues affecting their wellbeing, to ensure the initiative is responsive to community needs.

2.3 Engagement objectives

Key objectives for the engagement process to inform the development of the CAP, are outlined below. In the first instance, the objective of engagement is to inform stakeholders about the issue, and inform the selection of key priority areas for the action plan. Secondly the process will identify the most effective local responses/actions to address priority issues.

It is intended that community engagement will be utilised in an on-going way to continuously inform, review and improve interventions (actions).

Engagement objectives are to:

- Build community understanding, contribution and commitment to improving educational attainment by:
 - Generating a feeling of community responsibility of improving educational attainment and a common understanding of its importance;
 - Communicating data about current levels of educational attainment and its indicators across the conception – adulthood continuum, utilising the Warrnambool Community Report Card (and other information as appropriate);
 - Encouraging a whole-of-community commitment to working together to raise educational attainment;
 - Discussing the possible reasons for the key challenges facing the Warrnambool community (ie what is the story behind the data?);
 - Exploring local issues which may act as a barrier to improving educational attainment within the Warrnambool community;
 - Identifying current and potential evidence based and achievable actions to address the priority of educational attainment;
 - Developing relationships and identifying opportunities for partnerships to address and respond to the key areas of educational attainment concern;
 - Seeking out the similarities and differences in stakeholder views regarding what they consider to be the key priorities for action;
 - Ensuring that the process of engagement includes stakeholders who might be involved and those who will be impacted;
 - Ensuring that engagement with children and adolescents is inclusive of all ages and abilities;
 - Identifying opportunities for ongoing dialogue amongst all stakeholders;
 - Informing the Great South Coast Regional Educational Attainment Plan development process.

2.4 Negotiables and non-negotiables

A number of negotiables and non-negotiables relate to the development of the Community Action Plan (CAP) and associated engagement processes. These are noted in the table below.

Project negotiable and non-negotiables will continue to be refined as the project progresses.

Negotiables (what stakeholders may be able to influence)	Non-negotiables (what stakeholders cannot influence)
<p>The scope of the CAP is currently undefined, and will be influenced by data collection and engagement outcomes</p>	<p>The CAP is defined as a whole-of-community plan which requires commitment from a range of stakeholders to be effective</p>
<p>Key priority area for action are yet to be decided, and will be influenced by engagement outcomes</p>	<p>The CAP will focus on issues of concern for the Warrnambool community</p> <p>The engagement process will inform the CAP and will be implemented by WEALAG in a proactive manner</p>
<p>The level of resourcing to support implementation may be dependent on the key issues identified during data analysis and community engagement, and the availability of resources to support plan implementation</p>	<p>The final CAP will be informed by data, policy and research, as well as engagement outcomes</p> <p>The CAP will identify actions across the conception – adulthood continuum.</p> <p>Actions in the CAP will align with relevant state and federal policy</p>
<p>Achievable and evidence based actions to address the identified priorities have yet to be determined.</p>	<p>Participants in the engagement process will be informed about how their input contributed to the development of the CAP</p> <p>The engagement plan implementation and CAP will be realistic, and will adopt a staged approach to implementation, which will be reviewed regularly</p> <p>The CAP will incorporate opportunities for ongoing dialogue and feedback from stakeholders throughout implementation</p> <p>A final CAP will be developed by December 2014</p> <p>The evaluation framework to determine success of the CAP will be developed by the GSC Educational Attainment Working Group to ensure consistency across the region.</p>

3 Stakeholder analysis

3.1 Study area

The Warrnambool Educational Attainment Community Action Plan will be relevant to the whole of the Warrnambool community (shown in Figure 1). As such, the proposed engagement process provides opportunities for all community members to contribute.



Figure 1: City of Warrnambool

3.2 Community demographic

The following table provides a breakdown of the Warrnambool population according to service age groups. These proportions will assist in ensuring engaged participants reflect the wider community demographic.

Age (years):	Persons	WCC %	Regional Vic %
Babies and pre-schoolers (0 to 4)	2089	6.5	6.3
Primary schoolers (5 to 11)	2870	9.0	8.8
Secondary schoolers (12 to 17)	2825	8.8	8.4
Tertiary education & independence (18 to 24)	3170	9.9	8.1
Young workforce (25 to 34)	3733	11.7	10.5
Parents and homebuilders (35 to 49)	6312	19.7	19.8
Older workers & pre-retirees (50 to 59)	4077	12.7	14.0
Empty nesters and retirees (60 to 69)	3216	10.0	11.9
Seniors (70 to 84)	2937	9.2	10.0
Frail aged (85 and over)	799	2.5	2.3
TOTAL	32,028		

Table 1: Warrnambool City: Age Service Groups

In summary, when compared to other parts of regional Victoria, within Warrnambool there is a:

- Similar proportion of people aged under 11 years (-0.4%);
- Higher proportion of people aged 18 to 24 (+1.8%);
- Higher proportion people aged 25 to 34 (+1.3%);
- Lower proportion of people aged 50 to 59 (-1.3%); and
- Lower proportion of people aged 60 to 69 (-1.9%).

Further aspects of the Warrnambool community demographic which may influence the design and affect the overall success of the engagement process for the CAP include:

- There is a lower proportion (3%) of people from non-English speaking backgrounds than regional Victoria (6%), indicating little need for translated materials.
- Around 24% of the community participate in volunteer work, suggesting there is good opportunity to engage these members of the community.
- A slightly lower proportion of householders are connected to the internet (67.2%) compared to other parts of regional Victoria. It is important engagement activities are advertised via a range of mediums, and any surveys are readily available in hard copy for those unable to access the online survey.

3.3 Project risks

A number of project risks have been identified which may affect the success and effectiveness of the engagement process for the CAP:

Confusion over content: educational attainment will be viewed by some as an ambiguous term. This has been reduced by the adoption of a name for the initiative “Beyond the Bell” Engagement and supporting communications should include a clear definition of what we mean by ‘educational attainment’. It is recommended a definition is incorporated into the initiative’s key communication messages, and engagement activities all include an element of informing participants about the determinants of successful educational outcomes as currently understood.

Achieving depth and variety in views: educational attainment is a topic that affects everyone in the community. Therefore, it is important that the engagement process is designed in a manner which will draw out feedback from a range of different stakeholder groups. In particular it is important that the views and perspectives of hard to reach groups (including parents of young children, one-parent families, people with disabilities, young people and long-term unemployed), including the services and groups representing these cohorts, are captured during the engagement process.

Consultation fatigue: it is important that attention is given to the amount of engagement each stakeholder group is being invited to participate in over the coming months. To mitigate the risk of consultation fatigue, engagement should be targeted to both the stakeholders approached to participate and in the questions asked. Where possible, engagement activities that leverage existing events and community group meetings will be pursued. Additionally, engagement outcomes should be widely circulated.

Resourcing constraints: Delivering an engagement process is time consuming. It is important that the final engagement process is realistic, reflecting the capacity of the LAG and nominated key staff of partner organisations to undertake the engagement.

Data management: Key to undertaking meaningful engagement is the way in which engagement outcomes are recorded and collated. Prior to commencing the engagement process, it is recommended a process and tools be developed to allow for simple recording and analysis of all engagement outcomes.

3.4 Stakeholder analysis

The following table lists specific stakeholders to be engaged during the engagement. It describes the nature of their interest and the level of influence on the final CAP. The level of engagement for each stakeholder and associated suitable engagement methods are proposed. The table also identifies the LAG representative responsible for undertaking the engagement.

Stakeholder group	Interest	Level of Interest/ Impact ¹	Level of Influence	Suggested Level of Engagement ²	Method of Engagement	Person responsible
Project Team						
Local Action Group	Defining initiative actions	High	High	Empower	Focus Group	Chair of LAG
Key Staff of LAG partners						
General Community						
Parents of young children	Implications for young children	Medium	Low	Consult	Survey via email database/ newsletters	WCC Early Years Services – Tina & Jo
Kindergarten Committees	Implications for young children	Medium	Low	Consult	Focus group if possible – or survey distribution	WCC – Andy Woithe
Pre-school Children (4/5 years)	Implications for young people	Medium	Low	Consult	<i>Small Groups Discussion or activity TBC</i>	WCC – Andy Woithe
Children – Grade 3/4	Implications for young people	Medium	Low	Consult	<i>Small Groups Discussion or activity TBC</i>	Primary schools - Co-ordinator Lindy Sharp
Young people – Grade 5/6	Implications for young people	High	Low	Consult	Survey Focus Groups	Primary schools - Co-ordinator Lindy Sharp
Parents of Primary school children	Implications for young people	Medium	Low	Consult	Survey via email database/ newsletters School Council meetings	Primary schools - Co-ordinator Lindy Sharp
Young people	Implications for	High	Low	Consult	Social Media	Secondary

¹ Refer to Appendix A for the Level of Engagement Guide to rate stakeholders 'Level of Interest/Impact' and 'Level of Influence' on the project.

² Refer to **Error! Reference source not found.** to for the IAP2 Public Participation Spectrum, levels of engagement and associated 'Promise to the Public'.

Stakeholder group	Interest	Level of Interest/ Impact ¹	Level of Influence	Suggested Level of Engagement ²	Method of Engagement	Person responsible
- Year 8/9	young people				Focus Groups	Schools : Co-ordinator Jane Boyle WCC Youth Services/ WCC Youth Council
Parents of secondary school children	Implications for young people	Medium	Low	Consult	Survey via email database/ newsletters School Council Meetings	Secondary Schools : Co-ordinator Jane Boyle
Young people – Year 12	Implications for young people	High	Low	Consult	Social Media Focus Groups	Secondary Schools : Co-ordinator Jane Boyle WCC Youth Services/ WCC Youth Council
Young people – Alternative Education students	Implications for young people	High	Low	Consult	Social Media Focus Groups	WCC Youth Development Officer – Katie McKean
Parents of young people that did not complete year 12	Implications for young people	Medium	Low	Consult	Survey Phone interviews of key targets via school or DHS	Jane Boyle Mick Barling Catherine Darkin, DHS
Older people	Opportunities to assist with initiatives.	Medium	Low	Consult	Briefings to existing networks	WCC - Richard Stone/ Mary McLeod/Bernie Northeast
Family Services Clients	Opportunities for additional support and assistance	Medium	Low	Consult	Vox Pop/ Focus Group	WCC Sally McKenzie/ Jacqui Wilson
Warrnambool City Council Committees of Council	Awareness of issue and partnership opportunities	Medium	Medium	Inform and consult	Focus Group	Vicky Mason/ Lisa McLeod
Early Years Sector						

Stakeholder group	Interest	Level of Interest/ Impact ¹	Level of Influence	Suggested Level of Engagement ²	Method of Engagement	Person responsible
Warrnambool Early Years' Network	High	High	High	Collaborate	Focus Group	WCC - Tina McLeod
Kinder to Prep Transition Group	High	High	High	Collaborate	Focus Group	WCC - Andy Woithe
Educators	High	High	High	Collaborate	Focus Group at staff meetings	WCC – Tina McLeod
Primary Schools						
Principal's Network	High	High	High	Collaborate	Focus Group	Lindy Sharp / Susan Farrell
Student Services Network	High	High	High	Collaborate	Focus Group	Susan Farrell
Educators	High	High	High	Collaborate	Focus Group at staff meetings	Co-ordinator Lindy Sharp Catholic schools – Kathy Dalton
Secondary Schools						
Principal's Network	High	High	High	Collaborate	Focus Group	Jane Boyle
Career Devt Teacher Network	High	High	High	Involve	Focus Group	Jane Boyle
WAVE	High	High	High	Collaborate	Focus Group with students and teachers	Damien Farley
Catholic School Network	High	High	High	Consult	Focus Group	Kathy Dalton
Chaplains Group	Medium	Medium	Medium	Inform	Briefing/Raise Awareness	Mick Barling
Educators	High	High	High	Collaborate	Focus Group at staff meetings	Co-ordinator Jane Boyle
Further and Other Education						
SW TAFE	High	High	High	Collaborate	Focus Groups for staff and targeted students (eg VCAL) / Survey to staff and	Peter Heilbuth

Stakeholder group	Interest	Level of Interest/ Impact ¹	Level of Influence	Suggested Level of Engagement ²	Method of Engagement	Person responsible
					students	
Deakin University	High	High	High	Collaborate	Focus Group / Survey	Gerry Quinn
Adult Community Education Sector	High	High	High	Consult	Focus Group / Survey	SW LLEN Marcus McCormick
Koorie Educational Services Officers	High	Medium	Medium	Consult	Focus Group	KESOs/ Lindy Sharp
Neighbourhood House	High	High	High	Consult	Focus Group at existing meeting	Catherine Darkin
Community groups and organisations						
Community South West	Opportunities to assist with initiatives	Medium	Medium	Consult	Focus Group at existing meeting	Vicky Mason
Child & Family Service Alliance	Opportunities to assist with initiatives	Medium	Medium	Consult	Focus Group at existing meeting	Kellie King
Job Network Providers	Opportunities to assist with initiatives	Medium	Medium	Involve	Focus Group at existing meeting	Denis Farley
Churches / Interfaith Committee	Partnership opportunities	Medium	Medium	Consult	Focus Group at existing meeting	Katie McKean (contact from Lisa Mc)
Services and support groups						
SW Healthcare Antenatal Services	Opportunities to assist with initiatives	Medium	Medium	Consult	Focus Group at existing meeting	Kate Brown/ Peter Logan
SW Healthcare Paediatric Services	Opportunities to assist with initiatives	Medium	Medium	Consult	Focus Group at existing meeting	Kate Brown
McKillop Family Services	Opportunities to assist with initiatives	Medium	Medium	Consult	Briefing and interview	Damien Farley
Warrnambool	Opportunities	Medium	Medium	Consult	Focus Group at	WCC

Stakeholder group	Interest	Level of Interest/ Impact ¹	Level of Influence	Suggested Level of Engagement ²	Method of Engagement	Person responsible
Antenatal Group	to assist with initiatives				existing meeting	Maryanne Purcell
South West Disability Network	Partnership opportunities	Medium	Low	Consult	Focus Group at existing meeting	Rural Access
SW Mental Health	Partnership opportunities	High	Medium	Consult	Focus Group at existing meeting	Kate Brown
WRAD	Partnership opportunities	Medium	Low	Consult	Focus Group at existing meeting	Helen Bayne
Department Human Services	High	High	High	Consult	Focus Group at existing team meetings and client interviews/ surveys/ vox pops	Catherine Darkin
Headspace	Partnership opportunities	Medium	Medium	Consult	Focus Group at existing meeting	Leona Van Duynhoven
Brophy	Partnership opportunities	Medium	Medium	Consult	Focus Group at existing team meetings and with foster carers and kinship team	Leona Van Duynhoven
Youthlink 55	Partnership opportunities	Medium	Medium	Consult	Focus Group at existing meeting	Leona Van Duynhoven
Family Violence Service Providers / GSC PVAWC Steering Grp	Partnership opportunities	High	Medium	Consult	Focus Group at existing meeting	Vicky Mason
Volunteers (Volunteer Network)	Implications for volunteer need and ongoing support	Medium	Medium	Consult	Focus Group at existing meeting	Kellie King / Volunteering W/Bool
Vic Police	Partnership opportunities	Medium	Low	Consult	Focus Group with specific VicPol staff – youth, family violence, community	Susan Farrell

Stakeholder group	Interest	Level of Interest/ Impact ¹	Level of Influence	Suggested Level of Engagement ²	Method of Engagement	Person responsible
South West Primary Care Partnership	Partnership opportunities	High	Medium	Involve	Focus Group at existing meeting	Vicky Mason
Business						
Commerce Warrnambool/ Business Sector	Partnership opportunities	High	Medium	Inform/ consult	Focus Group at existing meeting Info and Survey via WCC	Richard Van Bergeijk WCC – Annabel Cusson
Women's Business Professionals	Partnership opportunities	High	Medium	Inform/ consult	Focus Group at existing meeting	Kylie Gaston
Australian Inst. Of Company Directors (Warrnambool)	Partnership opportunities	High	Medium	Inform/ consult	Focus Group at existing meeting	Vicky Mason
Warrnambool Rotary Clubs	Partnership opportunities	Medium	Medium	Inform/ consult	Focus Group at existing meeting	Vicky Mason & others
Funding bodies						
Philanthropic trusts	Partnership & funding opportunity	Medium	Medium	Inform/ consult	Focus Group at existing meeting	Karen Foster
Local media						
Radio	Editorial	Medium	Medium	Inform	One-one briefing	Karen Foster
Local paper	Editorial	Medium	Medium	Inform	One-one briefing	

4 Approach

In accordance with the International Association for Public Participation Spectrum (IAP2) (below), the proposed level of engagement to inform the Community Action Plan will be across the spectrum depending on the level of interest and influence of the identified stakeholder. It is expected that in the future stakeholders who will be consulted at this stage, will be engaged at a higher level (ie involve or collaborate) as relationships build and partnerships are developed.



INCREASING LEVEL OF PUBLIC IMPACT				
INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
Public Participation Goal:	Public Participation Goal:	Public Participation Goal:	Public Participation Goal:	Public Participation Goal:
To provide the public with balanced and objective information to assist them in understanding the problems, alternatives and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision, including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
Promise to the Public:	Promise to the Public:	Promise to the Public:	Promise to the Public:	Promise to the Public:
We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
Example Tools:	Example Tools:	Example Tools:	Example Tools:	Example Tools:
<ul style="list-style-type: none"> • fact sheets • web sites • open houses. 	<ul style="list-style-type: none"> • public comment • focus groups • surveys • public meetings. 	<ul style="list-style-type: none"> • workshops • deliberate polling. 	<ul style="list-style-type: none"> • citizen advisory committees • consensus-building • participatory decision-making. 	<ul style="list-style-type: none"> • citizen juries • ballots • delegated decisions.

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The engagement process will:

- **Be purposeful and targeted, regarding what engagement questions each stakeholder is consulted on;**
- **Be delivered through existing networks and relationships;**
- **Seek feedback from stakeholders on priority concerns and needs;**
- **Where possible, capture data in a way that can be easily recorded as quantitative data;**
- **Seek to develop long-term positive and mutually beneficial relationships with stakeholders, and**
- **Explore and consider opportunities for partnership development.**

4.1 Key communication messages

Key communication messages for the engagement process are summarised below:

- Obtaining Year 12 or equivalent qualification is the basis for future health, social and economic wellbeing in today's society
- Warrnambool has a low educational attainment rate and this initiative is trying to understand why, and identify what could be done to improve the current situation.
- Low educational attainment rates need to be a concern for the whole community – students, families, educators, employers, community agencies and government at all levels.
- The newly formed Warrnambool Educational Attainment Local Action Group is preparing a Community Action Plan (CAP) for the next three years.
- The CAP is a whole-of-community plan. This means it includes all of us. It does not belong to any particular organisation or stakeholder, and needs broad ownership from the community to develop and implement the plan.
- The CAP will guide the Local Action Group, and other partners' activities, to improve the educational attainment levels for Warrnambool.
- The CAP will identify key issues affecting educational attainment across the Warrnambool community and a range of actions to help address these issues.
- During mid- 2014, we will be talking with you, about what you think are Warrnambool's biggest barriers to educational attainment:
 - What would be the best way to address these?
 - Who is best placed to support these actions?

4.2 Engagement questions

Engagement questions have been drafted for a range of key stakeholder groups and are found at **5.2 Appendix: Engagement questions**.

These questions will continue to be refined as the work progresses and are provided to guide the development of key engagement tools.

4.3 Roles and responsibilities

Key roles and responsibilities associated with this Engagement and Communications Plan are described in the following table.

Role	Responsibility
Project Manager	Vicky Mason
Engagement Coordinator	Katie McKean
Communications & PR	Karen Foster/Marcus McCormick <ul style="list-style-type: none"> - Media release re engagement process - Arrange PR opportunities to promote awareness of initiative
Survey Development and link	Kellie King/Lisa McLeod to finalise <ul style="list-style-type: none"> - Link to be circulated via email to LAG members and then distributed as widely as possible. - Any hard copies to be returned to Katie McKean for input to survey monkey.
Focus Groups/Interviews	Per responsibilities in 3.4 stakeholder analysis
Engagement collateral	<ul style="list-style-type: none"> - Fact sheets – completed - Report Card – completed - Newsletter inserts promoting engagement process for LAG organisations and partners.
Data recording	<ul style="list-style-type: none"> - Each person responsible for recording engagement on provided recording template. All completed templates to be typed up and emailed to Katie McKean by 30 September.
Data analysis	Katie McKean and Justine Emonson
Engagement completion (including engagement report and evaluation)	LAG (Katie McKean)
Project Team	Local Action Group and engagement champions from partner organisations

To optimise organisational efficiencies, all consultations will be undertaken by members and staff of the WEALAG partner organisations.

In addition, community representatives from interested organisations and groups will be given the opportunity to assist in delivering the engagement process, including undertaking focus groups and interviews as appropriate.

4.4 Action plan

The following table captures the necessary engagement tasks (and timing) for the engagement process to inform the development of the 2014-2019 CAP . Relevant tasks from the project plan are shaded.

	Activity	Description	Indicative timing	Responsibility	Completed
Phase 1 – planning (July 2014)					
1.	Engagement and Communications Plan	Finalise and approve Engagement Plan, including key communication messages, roles and responsibilities, timing and process for evaluation.	July 2014	LAG Members	✓
2.	Project communications	Establish one set of recognised communication channels, including: a project postal address, email and telephone number.	July 2014	Katie McKean	✓
3.	Engagement collateral	Draft and design supporting communications, including: - Fact Sheets - Report Card	July 2014	Lisa McLeod	✓
4.	Draft survey	Develop an online survey, suitable for hard copy distribution.	June 2014	Lisa McLeod	✓
5.	Pilot survey	Pilot and refine survey to sense-check questions and relevance to target stakeholder groups.	July 2014	Lisa McLeod	✓
6.	Engagement Recording	Develop focus group feedback template to record all engagement outcomes.	July 2014	Lisa McLeod	✓
Phase 2 – launch (August 2014)					
7.	Media release	Distribute media release to local media, introducing the project, and advertising the engagement process. Where possible, include key dates for engagement.	August 2014	Karen Foster, Katie McKean and Callan McDuff	
8.	Media announcement	Campaigning to promote upcoming engagement opportunities. – Editorial, Ads?	August 2014	Karen Foster, Katie McKean and Callan McDuff	
9.	Online communications	Use LAG partner’s Facebook and websites to promote engagement process, and provide a link to online survey	August /September 2014	LAG members	
10.	C2C MAGAZINE	Develop article on issues and engagement process	September 2014	Katie McKean and Callan McDuff	
11.	Meeting Map	Create lists of all relevant networks and meetings and create database	July/August 2014	LAG members and engagement leaders	✓
Phase 3 – Engagement Delivery (August – September 2014)					

	Activity	Description	Indicative timing	Responsibility	Completed
12.	Survey delivery - Online and hard copy	Distribute hard copies of the survey to key community points - Distribute hard copies to 'hard to reach' via service providers.	August	LAG members	✓
13.	Community Engagement Training	2 sessions for team members responsible for engagement activities: Session 1 – June 6 Briefing on the initiative, community engagement principles and action plan. Session 2 – August 1 Briefing on the engagement tools & resources, the engagement questions and how to record responses.	June and August	Lisa McLeod	✓
14.	Education Provider newsletters	Draft project article for newsletters targeting parents, including project contact details and survey link.	August	Lisa McLeod	✓
15.	Focus groups at existing meetings	Host focus groups, with identified networks and groups and service providers. Use workbooks to assist in capturing data.	August 1 st to September 19 th	LAG members and engagement leaders	
16.	Interviews	Over the phone, or a coffee, meet with identified stakeholders and possible future partners one-on-one to explore their views on educational attainment issues for Warrnambool.	August 1 st to September 19 th	LAG members and engagement leaders	
17.	Data recording	Enter all hard copy surveys into survey monkey and input all focus group feedback into a single database/spreadsheet.	August to October 6 th	Katie McKean & Justine Emonson	
Phase 4 – Reporting and evaluation (October 2014)					
18.	Data analysis	Undertake data analysis and prepare summary report detailing key engagement outcomes	October 6 th to October 20 th	Katie McKean & Justine Emonson	
19.	LAG Priority Identification Workshop	Present consultation report and workshop with LAG.	Week commencing 20 October	Vicky Mason & Katie McKean	
20.	Engagement evaluation	Evaluate the effectiveness of engagement process	Week commencing 20 October	Katie McKean	
21.	CAP engagement report	Preparation of full consultation report and key issues paper	20 October to 30 October	Vicky Mason & Katie McKean	
22.	Close the engagement loop	Provide summary/engagement report to all stakeholders and promote findings via newsletters and websites used to promote the engagement process	November	Katie McKean & Justine Emonson	

	Activity	Description	Indicative timing	Responsibility	Completed
Phase 5 – Engagement feedback					
23.	LAG Forum	Hold a Warrnambool based forum for interested parties. A facilitated workshop that will explore the outcomes of the community engagement process and assist to draft the CAP.	October 31 st	Katie McKean and LAG members	
24.	Draft CAP	Draft CAP released for comment and promoted via all channels used in Phase 3	Mid November	Katie McKean and Justine Emonson	
25.	Revise Draft CAP	Consider feedback and submissions received and incorporate into CAP where appropriate	Mid December 2014	Katie McKean and Justine Emonson	
26.	Finalise CAP	CAP endorsed by LAG	February 2015	WLAG	
27.	Adopt WCAP	Submitted to GSC EA WG	March 2015	WLAG	

4.5 Evaluation

Evaluation of the overall engagement process will be undertaken, giving consideration to the following:

- Extent of advertising & promotion via all channels;
- Number of participants, and representation of the target audience (ie parents, children/young people and other identified stakeholders)
- Proportion of surveys completed in full; and
- Number of people registered to be kept informed of the project.

5 Appendices

5.1 Appendix A: Stakeholder Level of Interest

High	High level of interest in the project or will be highly impacted by the project (either negatively or positively)
Medium	Medium level of interest in the project or will be moderately impacted by the project (either negatively or positively)
Low	Low level of interest in the project or will experience a minor level of impact by the project (either negatively or positively)

Source: Office of Citizens and Civics: Consulting Citizens Series

5.2 Appendix: Engagement questions

Key engagement questions for target groups are below.

Engagement questions will continue to be refined as the work progresses and are provided as a guide the development of key engagement tools only.

Adults – Focus groups with Professionals and Existing Networks

1. Does the data in the report card match your experience as professionals working in the Warrnambool community? Why/why not?
2. Why do you think the data for Warrnambool is different to the Victorian average?
3. What factors most affect educational attainment in Warrnambool?
4. What are the things that worry you most about their own/ their friends and/or their family member's ability to achieve optimal levels of educational attainment?
5. Are you aware of any current initiatives that are working to improve educational attainment in Warrnambool?
If so, Who is undertaking them? Are they working? Why/Why Not?
6. What actions to improve educational attainment could the Warrnambool community focus on in the short /medium / long term?

Parents (with young children / primary school age children / secondary school age children / post-secondary age children who are still studying /adult children – not studying)

1. Thinking about all aspects of your children's life what are the most significant challenges to them being happy and engaged in their learning?
2. Thinking about all aspects of your families' life what are the most significant challenges to you as a parent in supporting your children being happy and engaged in their learning?
3. What are the possible challenges you see for your children staying engaged in their learning in the future?
4. Hindsight question – what would you do differently if you knew what you know now?

Pre-school children

Using a postcard template (provided) as the tool, children will be asked to draw a response to the question:

You can be anything you want to be when you grow up. Draw a picture of you doing what you would most like to ...

The educator then asks why they would like to do that and writes the response under the drawing.

Questions for Schools

Year 5/6 students

1. What helps you learn at school and outside school?
2. What is important to you about school?
3. What do you want to do when you leave school?
4. Is completing school (year 12 or equivalent) important to you and your family?
5. Do you aspire to do an apprenticeship or go to university?
6. What do you think the world will be like in 2020?
(Around the time you complete school)
7. What would make your life happier?
8. Do you have any concerns for your friends? If so what are they and what might we be able to do about them?
9. How do you imagine contributing to your community in the future?

Year 8/9 Students

1. What do you enjoy most at school?
2. What do you want to do when you finish school? Why?
3. Why is finishing school important?
4. If planning to leave before year 12, what would need to change to enable you to complete school?
5. What kinds of things might stop you from going to school?
6. What kinds of things have stopped people you know from finishing school?
7. What motivates you at school? What would you change about school?
8. Do you have a plan for your career? Do you intend to go to University? How is your school helping you with this planning?

Year 12

1. Name two key factors that helped you to reach Year 12.
2. Have you recently considered dropping out of school and if so why?
3. Why do you regard finishing Year 12 as important?
4. What were the factors that made you stay?
5. What is your goal for this year?
6. What is your goal for the next five years?
7. Using a score out of 10 – what level of importance do you place on finishing Year 12? (0 being no importance, 10 being crucial that you finish.) If less than 5 why? If you scored 5 or above why?
8. Name two key challenges that you have faced whilst trying to reach Year 12. What helped you to overcome these challenges?
9. What potential challenges do you think going to University will bring?
10. Have you thought about ways of overcoming these challenges and can you give us some details about your solution?

Alternative Education students (WAVE/TAFE VCAL & VCE)

1. How old were you when you started at (WAVE or TAFE)?
2. How old were you when you stopped attending your previous school? What was the main reason you left that school?
3. What do you want to do when you finish school?
4. What is the best thing about being at (WAVE or TAFE)?
5. If you could change one thing about (WAVE or TAFE) what would it be?

Teachers

1. What do you see as the major contributors to a child's success in school?
2. What is detracting from your students reaching their full potential?
3. How do parents show their support for their child's schooling?
4. How do parents show you they value education?
5. Is student attendance a problem?
6. How do schools support parents with school attendance?
7. How could we as a community assist all our students to progress and be engaged in school?