



Wyndham City Council

**Learning Community Strategy
2018 – 2023**

Evaluation Report

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Contents

1.0 Executive Summary.....	3
2.0 Purpose of the Evaluation	5
2.1 Intent of Evaluation	5
2.2 Evaluation Methodology	6
3.0 Wyndham’s People.....	7
4.0 Literature Review	10
4.1 Lifelong Learning, adult education and the learning challenges of the future.....	10
4.2 UNESCO’s Sustainable Development Goals.....	12
4.3 Council Plans, Policies and Reports	13
5.0 The Learning Strategy Focus Areas, Actions and Participation.....	16
6.0 What Wyndham has to say about the Learning Community Strategy	21
6.1 Online Engagement and Survey via the Loop.....	21
6.2 Consultations.....	22
6.3 Summary of the Feedback from Online Engagement and Consultations.....	23
8.0 Findings	28
9.0 References.....	31



1.0 Executive Summary

Wyndham City Council has a 16-year history of commitment to learning as a driver for change in the Wyndham community, facilitating Learning Community Strategies continuously from 2006 to the present day. Council recognises the importance of lifelong learning and the rapid pace at which the educational and learning landscape is developing. It believes that learning is fundamental to the well-being, prosperity, and sense of belonging of all people.¹

The purpose of the Learning Community Strategy is to provide a strategic and integrated framework for the creation of a community of lifelong learning. It is used as the basis for Council to advocate, facilitate, explore, initiate, and deliver on Wyndham’s learning goals. It clearly defines Council’s role in improving learning outcomes².

The Wyndham Learning Community Strategy 2018 – 2023 contributes to the Wyndham 2040 vision by “mobilizing all types of learning to drive the social, economic, environmental and cultural life of our community through a shared vision and partnership approach”.³ It identifies four roles for Council:

- **Celebrating living and learning in Wyndham.**
- **Advocating for equity and quality in service provision.**
- **Facilitating partnerships and collaboration across sectors to create new learning models and deliver outcomes for all.**
- **Innovating learning and fostering new entrepreneurial spirit.**

The evaluation of the Wyndham Learning Community Strategy 2018 – 2023 (LCS) confirms the Strategy is key to facilitating lifelong and life-wide learning in Wyndham, fostering partnerships that promote innovation and change in learning, and providing a roadmap for developing an equitable, inclusive, and innovative learning community.⁴

Participation data, survey responses and feedback from stakeholders and community confirm widespread support within Wyndham for the Learning Community Strategy and its signature Actions. Of note is increased engagement in this Strategy from the business community and the emphasis from consultations on the importance of continuing to build a culture of learning across the community including supporting the development of language, literacy, numeracy and employability skills, targeted career-based learning, leadership, and innovation.

The ability of Wyndham City Council to pivot its Strategy delivery to online events during the COVID 19 pandemic lockdowns ensured that it has maintained momentum in mobilising learning and growing participation. Delivery is now hybrid with a mix of face to face and online events.

¹ Wyndham Learning Community Strategy 2018 – 2023

² Wyndham Learning Community Strategy 2018 - 2023

³ <https://www.wyndham.vic.gov.au/about-council/your-council/plans-policies-strategies/wyndham-2040>

⁴ Learning Community Strategy 2018 – 2023 Community Update #4



Sixty-five partners work with the Learning Community Strategy team on the delivery of Actions, thousands of people participate in learning events each year and the Strategy **has been instrumental in Wyndham City Council securing schools, kindergartens, libraries, and resources to meet the learning needs of the community.**

Recognition through two major international awards, the UNESCO Global Network of Learning Cities Award, and the Alliance for Asia- Pacific Learning Cities (APLC) Award, positions Wyndham as a leader in bringing people together in learning through a range of workshops and learning events.

In addition, the consultations and survey responses identify the **Wyndham Learning Festival, Wyntalks, Global Learning Festival, Wyn Innovation, Education Roundtable** and the **Transformative Education Showcase** as key achievements.

Whilst there is strong support for continuation with the Focus Areas in the current Strategy, two new Focus Areas have been identified for the next Learning Community Strategy: A First Nations Focus Area and a health and wellbeing, in particular mental health and wellbeing, Focus Area.

In addition to continuing with the Focus Areas, it is suggested a wicked problem approach be incorporated into the next Strategy, where partnerships are formed to focus on particularly complex learning related issues as an effective mechanism for mobilizing and activating required partnerships, capability, and resources.



The findings from this Evaluation (Section 8) include the need, in the next Learning Community Strategy, to:

- integrate across WCC by aligning with other Council Plans.
- have ongoing engagement with First Nations Community to test, evaluate and iterate actions that impact the local community.
- focus on language, literacy, numeracy, and digital literacy in particular on early and middle years and engagement of parents and schools.
- work on transition strategies for young people into primary and secondary schools, between schools and into post school education and work.
- understand the availability of, and effectively utilise safe accessible local learning spaces.
- respond to changes that will shape the future – transition to new energy, climate change, increased focus on 1st Nations' culture and the arrival of Industry 4.0, in the fastest growing local government area in Australia.

The Evaluation confirms the importance of developing the next Learning Community Strategy and the need for a responsive and accountable governance model to ensure learning events optimise life wide and lifelong participation in learning across the 6 years of the Strategy.



2.0 Purpose of the Evaluation

2.1 Intent of Evaluation

Council commissioned this Evaluation of the Learning Community Strategy 2018 – 2023 as the first phase in developing the Wyndham Learning Community Strategy 2024 – 2029. Its new Strategy will build on previous Learning Community Strategies and achievements in mobilising all types of learning to drive the social, economic, environmental, and cultural life of the local community through a shared vision and partnership approach. It will also continue to build its connections to, and relationships with, the UNESCO Global Network of Learning Cities⁵ and the UNESCO Institute for Lifelong Learning and to contribute to the objectives of the 2030 Agenda for Sustainable Development incorporating Sustainable Development Goals (SDGs).⁶

Working in partnership with stakeholders, Council, through the Learning Community Strategy, is aiming to ensure that Wyndham residents have the best opportunity to participate in ongoing learning to assist with employability, community participation and civic responsibilities.

The Learning Community Strategy 2024 - 2029 is to be informed by a robust evaluation that considers the work undertaken by a wide range of institutions and organisations that support learning in Wyndham City. Its development will:

- Support the dissemination of positive messages about education and learning.
- Raise awareness of learning in Wyndham
- Facilitate the provision of learning opportunities and support the facilitation of cross sector partnerships.
- Be informed by, and have alignment to, the objectives of the Reconciliation Action Plan 2023-2025, the draft of which is out for public comment at the time of writing this Evaluation Report.
- Incorporate the ‘Smart City’ concept and SPARK to support the building of technology communities, attract individuals, businesses and communities with skills and talent, and develop skills and talents in the local community.
- Align with the vision for Wyndham as set out in Wyndham 2040 and support Wyndham’s Economic Growth Strategy and its Smart Cities Plan. In addition, the new Learning Community Strategy will reference and align with the Wyndham City Plan and the Library Service Strategy action plan.
- Continue to reference UNESCO’s Key Features of Learning Cities and will use the Australian Centre of Excellence for Local Government’s (ACELG’s) *Learning Community Framework and Measuring Impact Toolkit* to continue to embed evaluation and measurement in the Strategy.⁷

⁵ Wyndham joined the UNESCO Global Network of Learning Cities in 2019, an action identified in the current Strategy; and was awarded a prestigious UNESCO Learning City award in 2021.

⁶ Wyndham Learning Community Strategy Request for Quote

⁷ Wyndham Learning Community Strategy Request for Quote documentation



By developing a new Learning Strategy, the Learning Community can reflect on achievements to date, identify gaps and needs in the community and re-focus learning goals for Wyndham for the next 6 years.

2.2 Evaluation Methodology

Wyndham City Council have contracted management Governance Australia (MGA) to undertake the Evaluation of the Wyndham Learning Community Strategy 2018 – 2023.

It has utilised a mixed methods approach that includes data analysis, literature review, surveying the community and consultations with stakeholders and community members.

The inception process for the Evaluation included meetings with Wyndham City Council to confirm the methodology, timeframes, available data, communications, key stakeholders and consultation plans, engagement with Wyndham City Council Learning City Portfolio Committee to provide guidance to the Evaluation and engagement with the internal Project Steering Committee.

3.0 Wyndham’s People

MGA reviewed the demographic profile of the Wyndham community, looking at population growth, cultural diversity, post school education, First Nations community, the number of people with disability and the extent of youth disengagement.

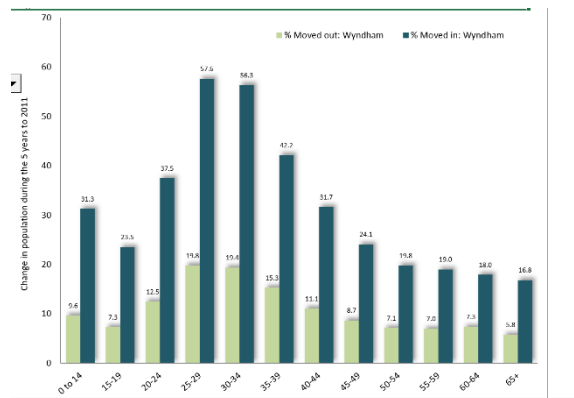
In 2017, at the time the current Learning Community Strategy was being developed, the population of Wyndham was 257,028.⁸ In 2021 it had grown to 302,650⁹ and by 2041 the population for the City of Wyndham is forecast to increase by a further 205,441 persons (69.36% growth) at an average annual change of 2.67%.¹⁰

Attachment 1 provides the place based demographic data for Wyndham in 2021 as well as the data for a number of Wyndham suburbs. It shows the areas where population growth will be most intense over the coming decade and a half.

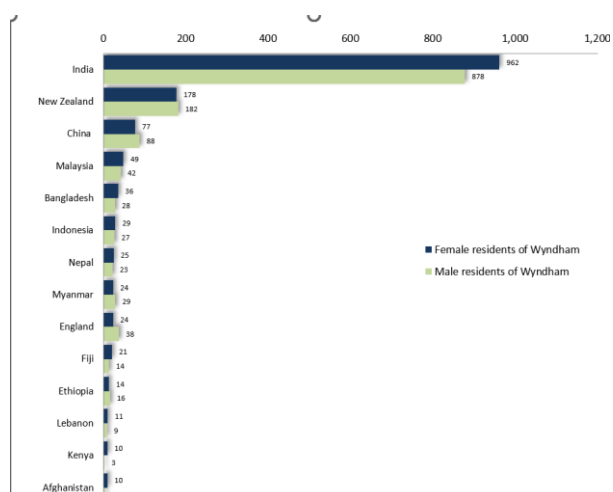
Overall growth into the municipality is being driven by two main factors – new settlers to Wyndham and an increasing birth rate.

New Settlers to Wyndham

The first factor is the settlement of new migrants into the area, with 48% of the population born overseas.¹¹ The adjacent graph shows the movement of population into and out of the City of Wyndham over the last 10 years and confirms a significant net movement into the Local Government Area (LGA).



Looking at the countries of origin of recently arrived migrants to Wyndham, confirms the continuing cultural diversification of the area. A significant majority of recent arrivals originate from India with the second highest country of origin being New Zealand and the third, China. Other countries include Malaysia, Bangladesh, Indonesia, Nepal, Myanmar, England, Fiji, Ethiopia, Kenya, and Afghanistan.



⁸ Wyndham Learning Community Strategy 2018-2023
⁹ Learning Community Strategy: Community Update 3
¹⁰ <https://forecast.id.com.au/wyndham/population-summary>
¹¹ Place based demographic data Wyndham

Increasing Birth Rate

The second factor contributing to population growth in Wyndham is a steadily increasing birth rate. The adjacent table shows the births per 1000 women in Wyndham at 0.4 points higher than the total for Victoria.¹²

	Wyndham : 2021			Total Victoria: 2021		
	Number	Rate	% Births	Number	Rate	% Births
15-19	39	4	1	618	3	1
20-24	342	39	7	5,046	21	7
25-29	1,193	101	25	17,382	63	23
30-34	2,004	136	42	30,417	111	40
35-39	1,065	69	22	18,019	70	24
40-44	161	14	3	3,550	16	5
45-49	11	1	0	214	1	0
Total	4,815	60	100	75,241	45	100
		1.8			1.4	

Rate: births per 1,000 women of that age
 Total birth rate: births per 1,000 women aged 15-49

Overall, 21% of the population is between the ages of 0 – 11 years, 16% are between the ages of 12 – 24, 52% are between the age of 25 – 59 years and 11% are 60+.¹³

Gender Distribution

The gender distribution table below shows that the number of male persons in Wyndham is greater in the early years and up to 24 years of age and the number of females is greater in older age groups, 65+.

	Males	Females	Persons	% Males	% Females
0-14	38,162	35,956	74,119	51	49
15-24	18,127	15,923	34,052	53	47
25-64	80,711	80,785	161,500	50	50
65+	10,439	11,899	22,334	47	53
70+	6,525	7,689	14,210	46	54
85+	662	1,194	1,854	36	64

Post School education qualifications

Reviewing the percentage of the population holding post school education qualifications we can see that 40.6% of females and 28.6% of males hold university or other qualifications and 9.4% of females and 15.2% of males hold TAFE or other RTO qualifications.¹⁴ The converse to these figures is that 50% of females and 56.8% of males in Wyndham hold no post school qualifications.

First Nations People in Wyndham

Currently 2567 First Nations people call Wyndham home.¹⁵ The median age of the First Nations population is 24 years, with 50.2% of the First Nations population under the age of 24.¹⁶ This compares with 37% of the broader Wyndham population being under the age of 24.

The demographic data shows that 10.1% of the First Nations people in Wyndham hold a

¹² Births Numbers and Rates; Victorian Municipalities, 2000 - 2021

¹³ Place based demographic data Wyndham

¹⁴ Persons with post school qualifications by gender

¹⁵ Place based demographic data Wyndham

¹⁶ Indigenous residents: Key measures

bachelor’s degree or above and 8.7% hold an Advanced Diploma and Diploma.¹⁷ The Indicators of Social and Economic conditions among Indigenous residents, below, show that 31.8% of

Indigenous people between the age of 20 – 24 have left school early compared to 8.9% of the broader population. The indicators also show that the unemployment rate for Indigenous people in Wyndham is almost twice the average for the broader population and the medium weekly income is 20% below the average for Wyndham.

**INDICATORS OF SOCIAL AND ECONOMIC CONDITIONS
AMONG INDIGENOUS RESIDENTS**
From the findings of the 2021 Census

Select municipality here

	Indigenous	Non-Indigenous	Indigenous: per cent higher or lower than non-indigenous
Early School leaving: 20-24 year-olds	31.8	8.9	256
Per cent of 25-44 year-olds with tertiary qualifications	8.9	48.8	-82
Unemployment rate: persons aged 15-64	11.3	6.8	66
Median Individual Weekly Incomes	\$671	\$842	-20
Per cent of persons residing in housing rented from government or charities	57.3	27.4	109
Per cent of women aged 15-24 years with children	14.5	4.9	198
Per cent of families with children that are one-parent families	46.5	14.7	216
Per cent people aged 25-64 who have a severe or profound disability	10.1	2.6	296

People with Disability

4.1% of the population in Wyndham are people living with disability (over 12,000 people) which is slightly lower than the Victorian average.

	Wyndham: percent of persons with a disability	Victoria: percent of persons with a disability
0-4	1.6	1.4
5-9	4.4	4.6
10-14	4.6	4.6
15-19	4.1	3.7
20-24	2.3	2.5
25-29	1.6	2.0
30-34	1.2	1.8
35-39	1.2	1.9
40-44	1.9	2.5
45-49	3.0	3.2
50-54	4.3	4.1
55-59	5.4	5.3
60-64	8.6	6.8
65-69	11.7	8.8
70-74	16.8	12.3
75-79	25.2	18.9
80-84	39.1	31.9
85+	65.1	56.9
All persons	4.4	6.2

Disengaged young people

The percentage of 15 – 19-year-old young people disengaged from education and employment in Wyndham is 6.8% males and 5.3 % for females. Interestingly this more than doubles for both genders in the 20 – 24-year-old age group with males sitting at 13.1% disengaged and 14.1% females.¹⁸

¹⁷ Ibid

¹⁸ Youth Disengagement by Gender – Vic LGAs

4.0 Literature Review

4.1 Lifelong Learning, adult education, and the learning challenges of the future

The aim of this Literature Review (refer Attachment 2) is to provide a synopsis of the way in which individuals and communities of place utilise lifelong learning and adult education to become adaptable and resilient in times of turbulent change.

The Review looks at international lifelong learning policy, the definition of lifelong learning and learnability and the role learning cities play in mobilising learning. It reviews Australian Government policy and examines the role of Local Government in contributing to the United Nations Sustainable Development Goals, lifelong learning, learning city frameworks and the wider benefits of learning.

At an international policy level lifelong learning, learning cities, adult education and the wider benefits of learning are well recognised and vitally important as a way of working collaboratively on the multiple issues (cost of living crisis, climate action failure, technological change, war...) facing the world.

In 1996 the Delors Report¹⁹ highlighted the importance of learning throughout life through its “Four Pillars of Learning” – **learning to know, to be, to do, to live together**. In 2015 the Rethinking education report (UNESCO, 2015)²⁰ recognised the continued relevance of “Four Pillars of Learning” and identified learning as key to the United Nations (UN) Sustainable Development Goals (SDGs)²¹. During the United Nations Decade for Sustainable Development (2005-2014) there was a call to add a fifth pillar **Learning to transform oneself and society** with the focus on “respect for the environment, for social solidarity, and for a non-discriminatory, gender-sensitive world”.²²

The Learning Cities and Learning Communities movement has arisen from recognition that partnerships are key to ensuring the benefits of lifelong and life wide learning (formal and non-formal) accrue to all people in local communities.

The United Nations Educational Scientific and Cultural Organisation (UNESCO) Global Network of Learning Cities (GNLC) is a growing movement providing inspiration, know-how and best practice in mobilising learning in cities and communities across the world. Learning Cities facilitate lifelong learning for all... Learning Cities put people in the centre of development by promoting education and lifelong learning for all. They facilitate individual empowerment and social cohesion, economic and cultural prosperity, and sustainability.²³

310+ million people from 294 UNESCO learning cities are supporting their lifelong learning journey through the UNESCO GNLC. Australia has four UNESCO Learning Cities – Wyndham and Melton in Victoria, Circular Head in Tasmania, and Canning in Western Australia.²⁴

¹⁹ Delors, J et al. 1996. *Learning: the treasure within: report to UNESCO of the International Commission on Education for the Twenty-first Century [Delors report]*, UNESCO Publishing, Paris.

²⁰ UNESCO's 2015 Report on Rethinking Education

²¹ [THE 17 GOALS | Sustainable Development \(un.org\)](https://www.un.org/sustainabledevelopment/)

²² (Combes, 2005, p. 217).

²³ UNESCO's Institute of Lifelong Learning Annual Report 2023

²⁴ *ibid*

In Australia, responsibility for regulation and governance of education is shared between the Federal Australian Government and the state and territory governments. Unlike countries such as the Republic of South Korea and Japan, Australia does not have an overarching lifelong learning policy that covers the formal, non-formal and informal learning which is inclusive of learning city activities. At the Australian Federal Government level, the newly formed Jobs and Skills Australia (JSA) focuses on workforce planning and fostering working partnerships with state and territory governments, unions, industry, and education providers.²⁵

At the state level the Victorian Skills Plan includes connectedness and engagement with communities, as well as the voice of industry and learners as important elements in providing evidence for the provision of training and skills across Victoria.

Local government has responsibility for community strengthening, and policies about lifelong learning are generally linked to this area of planning. Across the globe and in Australia, the Learning Cities movement led by local government (Municipal) authorities is where policies become action. Local Government is the closest form of government to communities and local citizens and is able to mobilise stakeholders in multilevel partnerships for inclusive education, support urban innovation in education and play a key role in mobilising lifelong learning and education for sustainable development, peace, citizenship, and diversity.

Local Government libraries are important leaders in the development of learning cities. Libraries often lead a learning community/learning city initiative. They provide vital learning infrastructure assets and often play the role of partner with other local learning providers.

The Literature Review finds that there are multiple challenges facing learning cities and learning communities currently. Among the most pressing are the future of work and the sustainability of communities and ultimately the planet.²⁶ The World Economic Forum (WEF, 2023) identifies the *Cost of Living* as dominating Global Risks in the next two years while *climate action failure* dominating over the long term.

Local Governments in Australia are increasingly dealing with global issues (cost of living, climate emergencies (floods, fires...), health pandemics... at a local level. Learning Cities globally and locally have demonstrated how they can respond to these issues through place-based responsive, collaborative frameworks.

It is the proximity to communities and local stakeholders that places local governments in a privileged role to contribute to national and global education objectives. They are uniquely able to mobilise partnerships across and within institutions and community to raise the profile of lifelong learning locally, thus highlighting local needs and facilitating the aggregation resources to enable their citizens, through lifelong and life wide learning, to build stronger local economies and communities.

²⁵ <https://www.jobsandskills.gov.au/>

²⁶ Maclean & Wheeler, 2021, p. 19

4.2 UNESCO's Sustainable Development Goals

UNESCO's Sustainable Development Goals (SDGs) are a universal call to action comprising 17 interlinked global goals designed to create a better, equal, and more sustainable future for all.

The SDGs were agreed upon in 2015 by the United Nations General Assembly with the goal to achieve them by 2030.

Through the Learning Community Strategy 2018 – 2023 and its principle of lifelong learning, Wyndham City Council (WCC) supports the aims of 2030 SDG Agenda and recognises that learning underpins the achievement of many of the SDGs. The Strategy identified four SDGs that link to the intent of Wyndham's Learning Community. These are:

- SDG 3 Good Health and Wellbeing for People
- SDG 4 Quality Education
- SDG 5 Gender Equality
- SDG 11 Sustainable Cities and Communities³¹

WCC has been working with the UNESCO Institute for Lifelong Learning (UIL) to help progress the SDG agenda through the work being undertaken in lifelong learning.

SDG 4 works to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UN 2016) and has corresponding targets that the Wyndham Learning Community has been using to guide the implementation of the Strategy.

Beyond this, lifelong learning is seen as vital for the attainment of many other SDGs, including gender equality (SDG 5); decent work and economic growth (SDG 8); health and wellbeing (SDG 3); sustainable cities and communities (SDG 11); responsible consumption and production (SDG 12); and climate change mitigation (SDG 13).

Wyndham is continuing to provide focused input into learning city policy and programs both locally, nationally and on the global stage, guided by the SDG's to ensure improvement in the lives of all.”²⁷

²⁷ Learning Community Strategy Community Update 2

4.3 Council Plans, Policies and Reports

Key Wyndham City Council plans need to be considered when reviewing the Wyndham Learning Community Strategy 2018 – 2023. These include the Wyndham Council 2040 Plan, the Wyndham Library Service Strategy 2018 – 2040, Wyndham Smart City Strategy 2019 – 2024, the work being done on developing the Wyndham Reconciliation Action Plan and the Wyndham Municipal Public Health and Wellbeing Plan.

Wyndham 2040

Wyndham 2040 outlines an emergent vision for Wyndham where:

People are connected to each other.

Communities are welcoming and are known for listening to and **learning from the diversity of all residents**.

Places and Spaces work for everyone. People are able to move around easily. The natural and built environments contribute to the quality of life of residents at all ages.

Passionate residents **Lead and Participate** by using their **skills and knowledge** to build the community they envision.²⁸

The Wyndham Learning Community Strategy 2018 – 2023 contributes to the Wyndham 2040 vision by “mobilizing all types of leaning to drive the social, economic, environmental and cultural life of our community through a shared vision and partnership approach”.²⁹

Local Government Service Performance Principles

The *Local Government Act 2020* describes one of the fundamental roles of Councils as being “[to] plan for and ensure the delivery of services, infrastructure and amenity for its municipality, informed by deliberative community engagement.” The service performance principles described in Section 106 of the Act underpin this fundamental role by ensuring Councils are:

- Services should be provided in an **equitable** manner and be responsive to the diverse needs of the municipal community.
- Services should be **accessible** to the members of the municipal community for whom the services are intended.
- Quality and costs standards for services set by the Council should provide **good value** to the municipal community.
- A Council should seek to **continuously improve** service delivery to the municipal community in response to performance monitoring.
- Service delivery must include a **fair** and effective process for considering and responding to complaints about service provision.³⁰

These service principles need to be at the heart of the development of the Wyndham Learning Community Strategy 2024-2029.

²⁸ Wyndham 2040

²⁹ <https://www.wyndham.vic.gov.au/about-council/your-council/plans-policies-strategies/wyndham-2040>

³⁰ Wyndham Libraries Action Plan 2023 - 2028

Wyndham Library Services Strategy 2018 – 2040

Library Service Strategy 2018-2040 provides a strategic and integrated framework and direction for Council's ongoing provision of contemporary library services and facilities in a period of continued growth.

The Strategy:

- Builds on the previous plan and **Wyndham's Learning Community Strategy 2014-2017**, and positions Wyndham Libraries to play a key role in Wyndham being a 'Smart City'.
- Positions libraries, as a vital and valuable community asset, to support the achievement of the Wyndham 2040 Vision across all districts.
- Considers future library service provision across the municipality and keeps local libraries at the forefront of new library developments in technology, infrastructure, and service provision.³¹

Wyndham Smart City Strategy 2019 - 2024

The Wyndham Smart City Strategy 2019 – 2024 is focussed on creating and delivering sustainable leading edge “smart city” solutions that take advantage of the benefits of new technologies, including in the facilitation of learning. It is transforming how Wyndham engages with citizens and other stakeholders, partners with other organisations across the public, private and voluntary sectors and anticipates and responds to future challenges.

The Smart City Strategy facilitates Wyndham in becoming a solutions-oriented city that leverages technology and data to increase liveability, make the city safer, more sustainable, operationally efficient, and able to prosper through future years. The Strategy builds on the foundations and vision set by Wyndham 2040, expanding to more closely show how smart technology, data and innovation will be planned and deployed and how Wyndham will respond to market, and consumer led change.³²

Wyndham Reconciliation Action Plan 2023 – 2025 (under development)

The journey towards a Reconciliation Action Plan (RAP) commenced with the launch of Wyndham City Council's Statement of Commitment (2015). This set the framework for Council's first RAP (2017-2019) to be created. In 2021, Wyndham's second Reconciliation Advisory Committee was established. It has been working closely with Council to develop this second RAP. The 2023-2025 RAP will continue to build upon on the strengths of the engagement processes established for the development and implementation of the 2017-2019 RAP.

The 2023-2025 RAP is currently in draft form and its development includes:

- Extensive consultation with staff across Council and contributions from community stakeholders including the Kolling wada-ngal Committee, Aboriginal Service Network of Wyndham, and the Local Aboriginal Network
- Engaging with internal groups including the Aboriginal Staff Reference Group and the Reconciliation Action Plan Management Group
- Specific consultation sessions with the two Wyndham Registered Aboriginal Parties and other Traditional Owner organisations that have an interest in the lands and cultural heritage of Wyndham.

³¹ Wyndham Library Services Strategy 2018 - 2040

³² Wyndham Smart City Strategy 2019 - 2024

Its development is informed by the Victorian Aboriginal Local Government Strategy³³ which provides a roadmap towards self-determination for Aboriginal Victorians, local councils, and the Victorian Government.

This second RAP is anticipated to be completed and adopted by Council mid-2023.

Wyndham Municipal Public Health and Wellbeing Plan

The Wyndham Municipal Public Health & Wellbeing Plan 2021-25 sets out the public health and wellbeing priorities for Council. Health equity guides the plan which takes a long-term view to support improvements in health, safety, education, and environmental outcomes. Improving amenity and health and wellbeing is the primary objective.

The Plan ties four interrelated domains together - Thriving, Liveable, Safe, Healthy - each essential to promote health and wellbeing, in particular in responding to pandemic impacts. The importance of maintaining mental wellbeing came to prominence during the pandemic and remains an ongoing pressing issue for everyone in our community.

³³ Victorian Aboriginal Local Government Strategy

5.0 The Learning Strategy Focus Areas, Actions and Participation

The Wyndham Learning Community Strategy 2018 – 2023 was formulated in a pre-COVID environment where Industry 4.0 was starting to shape thinking about the emerging digital revolution and its influence on informal and formal learning. Learning Across Life is the central pillar to the Strategy with the Life Stage Framework ensuring the needs and priorities of people at each stage of life’s journey stay in focus at all times.³⁴

In the Wyndham Learning Community Strategy 2018-2023 Life Stages are defined as Early Years, School Years, Youth, Adults and Seniors.³⁵

The Strategy identifies the following 7 Focus Areas as:

Learning Agility: fosters the ability to adapt learning to rapidly changing environments, including work, social, community and/or family.

Literacy, Numeracy and Language: In a world where effective use of information and knowledge translates into economic prosperity and personal wellbeing. These foundation skills are fundamental to achieving access to equitable formal and informal learning outcomes for all life stages.

Digital Fundamentals and New Media: digital access and accompanying skills underpin the way business is now conducted and services offered, including Government services.

Intercultural Learning: Wyndham’s Aboriginal and Torres Strait Islander culture and local history and its diverse CALD communities offer rich opportunities for embedding cultural understanding and influence in learning, work, and social interactions. An inclusive Wyndham recognises benefits to community cohesion and identity of intercultural learning and exchange.

Employability, Vocational Skills, and Professional Skills: the creation of a successful transition to work culture, and the employability skills to support that culture, is both an economic and social imperative for Wyndham.

Civics Learning and Engagement: an inclusive culture will ensure that people are provided with opportunities to develop critical thinking skills to optimise their use of information and knowledge relating to Australian systems and are confident to participate in shaping the community in which they live, work, and learn.

Leadership, Personal Growth and Cultural Expression: maintaining and further developing a cohesive and inclusive Wyndham will rely on leadership from people at all Life Stages. The joy of learning lies in knowledge development, confidence building, resilience, cultural expression, and personal growth for individuals. Formal and informal learning including through music and the arts, provides opportunities for people of all ages to develop skills, create relationships, extend community connections, ignite passions, and celebrate learning across Wyndham.

³⁴ Wyndham Learning Community Strategy 2018 - 2023

³⁵ibid

The 4 Themes and 18 Key Action areas are:

Themes	Key Action Areas
Celebrating living and learning in Wyndham	Action 1: Learning Festival as Wyndham’s signature learning event. Action 2: Transformative Education Showcase
Advocating for Equity and Quality in Service Provision	Action 3: Strong Advocacy to Ensure Learning for All
Facilitating Partnerships and Collaboration	Action 4: Education Roundtable Action 5: Principal’s Breakfast Action 6: Best Practice in Transition Action 7: Inclusion and Equity Action 8: Literacy and Numeracy Network Action 9: Aboriginal Culture and Driving New Ways to Learn
Innovating learning and fostering new entrepreneurial spirit through integration with, and promotion of Wyndham’s Smart City Agenda	Action 10: Developing Local Leaders in Local Communities Action 11: Alumni as Leadership Mentors Action 12: Engaging, Participating and Leading Globally Action 13: Wyntalks Action 14: Enabling Innovation & Entrepreneurship Action 15: Future Space Action 16: Community Hackathons Action 17: Creative Learning Programs Action 18: Civics Learning and Social Cohesion

In 2019 Wyndham City Council applied for and was accepted into UNESCO’s Global Network of Learning Cities (GNLC).

When the COVID 19 pandemic hit in 2020, by necessity Wyndham’s Learning Community team pivoted its work into the digital world. Its membership of GNLC and association with other key organisations such as the PASCAL Observatory, the Australian Learning Communities Network (ALCN) and the LearnWest network provided the impetus to innovate on actions and collaborate broadly to bring diverse learning opportunities and connections to a community that was severely impacted by the pandemic lockdowns.

Attachment 3 provides an overview of the activity associated with each of the 18 Action areas in the years 2019 – 2022. The build in momentum in activities across the four years is evident with the activity in 2022 stepping up as the foundations for engagement were laid in the previous years. The determination to continue with Actions and activities during the pandemic lockdowns and the ability to effectively pivot into an online engagement world set Wyndham up with partnerships and collaborations that appear to have strengthened in that time rather than diminished. The Learning Community team reports that it invested significant time and energy in maintaining existing relationships and establishing new relationships throughout the lockdown years.

The Wyndham 2040 vision identifies the importance of “mobilising all types of learning to drive

the social, economic, environmental and cultural life”³⁶, of the community. The success of the Learning Community Strategy 2018 – 2023 was identified as its ability to **broker partnerships and collaborations** that are able to **mobilise all types of learning**.

Partnerships and Collaborations

The Learning Community Strategy Community Updates identify the work being done through a range of partnerships and collaborations to underpin the Learning Community Strategy Actions. **Attachment 4** identifies 65 organisations and Wyndham Council teams that have partnered with the Learning Community team to celebrate, advocate, facilitate and innovate on learning for Wyndham from 2019 to 2022.

Of note, are the contributions of:

Wyndham Community and Education Centre (Wyndham CEC) in its role of leading the Wyndham Learning Festival, the Transformative Education Showcase, and the Civics “Walk through...” programs as well as its role in the community to engage vulnerable learners.

Wyndham Libraries and Community Centres for their role in activating and engaging learning broadly across the LGA.

Victoria University for its ongoing support for, participation in and sponsorship of the Wyndham Learning Festival.

The **Victoria University’s Tech School** for its support of the digital innovation work undertaken by the Strategy team and its partners.

The **Principal’s Network** and its support for the continuing development of new schools in the region as well for innovation in learning for school age young people.

Melton City Council and the Learn West Councils for partnering to create local and global learning events.

Wyndham City’s Social and Economic Inclusion team, the **Economic Development** team and the **Arts Culture and Events** team for their support and willingness to partner on a range of actions.

In addition to working locally, the Wyndham Learning Community team has been working with Learning Cities from across the world to deliver the Global Learning Festival. In 2022 a adapted version of the [VicHealth Analysis Tool](#) was used to capture learning outcomes and evaluate the strengths of partnerships and performance to and identify any gaps and further opportunities.

Mobilising Learning

In addition to evidence of partnerships and collaboration, the success measures identified in Learning Community Strategy 2018-2023: Section 6 Measuring Success are case studies of participation and change, event numbers and levels of participation.

Most Significant Change (MSC) stories have been collected from Global Learning Festival and Wyndham Learning Festival participants. The MSC Technique is a qualitative evaluation tool that analyses the impact of any type of program or event that aims to bring about change. The

³⁶ Wyndham 2040 Vision

evaluation took place on three levels: (1) participants, (2) event providers and (3) the working group event providers. The interviewees were selected by agreeing to be contacted via the online surveys via Survey Monkey, that event providers and participants filled out after the event had concluded.³⁷ The MSC story below highlights the flow on benefit from one individual participant's experience:

Kristine has been living in Werribee with her family and works with the Wyndham City Council as well as teaching at Vista Way Kindergarten. She attended the WynTalk: Pathway to Reconciliation with Marlee Silva event. By attending this event, Kristine hoped for information that she could bring to her teaching practice. Through this event, Kristine is now able to pass on the knowledge she gained to the children she teaches. The most significant impact for her was that the events ensured a huge range of information was accessible for so many people.

Case studies for individual learners are currently being collected by the Learning Community team. Case studies of Actions/events can be found in the Learning Strategy Community Updates #1, #2, #3 and #4. **Attachment 3** includes a brief summary of these Actions across the four-year period.

The following table provides the data collected by the Learning Community team in relation to Actions, events, and participation annually for the years 2018 – 2022. The 2023 data is not yet available for inclusion in this Evaluation. The number of events, registrations and attendee data demonstrates the level of work that has gone into sustaining engagement in learning in Wyndham throughout a period of sustained disruption due to the COVID 19 pandemic lockdowns.

³⁷ 2022 Global Learning Festival Final Report, 2022; WLF 2022 Final Report

Event numbers and Attendance

Actions	2018	2019	2020	2021	2022	Comments
Wyndham Learning Festival (WLF)	114 events 5000 attendees	185 events 5000 attendees	150 online attendees	43 events online 1400 attendees	70 events 1,288 attendees 5,891 website views	2020 /21online due to COVID 2022 blended
Wyntalk 1 inc in WLF		1200 attendees	238 attendees	211 attendees	98	2020/21 online 2022 blended
ALCN Roundtable inc in WLF			20 attendees			
Education Roundtable		Cancelled due to COVID	Cancelled due to COVID	40	35	online
Transformative Showcase		65 attendees	170 attendees	30 + attendees		2020/21 online
Principal's Breakfast		45 attendees			70	Cancelled 2020/21
Wyntalk 2		Live streamed		Conducted	Conducted	
Best Practice in Transition webinar			144 attended			2020 online
Aboriginal Culture			40 attended	289 attendees	250 attendees	2020/21 online
Global Learning Festival			110 events 13072 attendees	95 events 7557 attendees	47 online events 251+ attendees	2020/21 Online
Learning For Earning				30 events	3 major events 704+ attendees	Online
Total attendees	5000	5510	4922	6426	6462	

6.0 What Wyndham has to say about the Learning Community Strategy

6.1 Online Engagement and Survey via the Loop

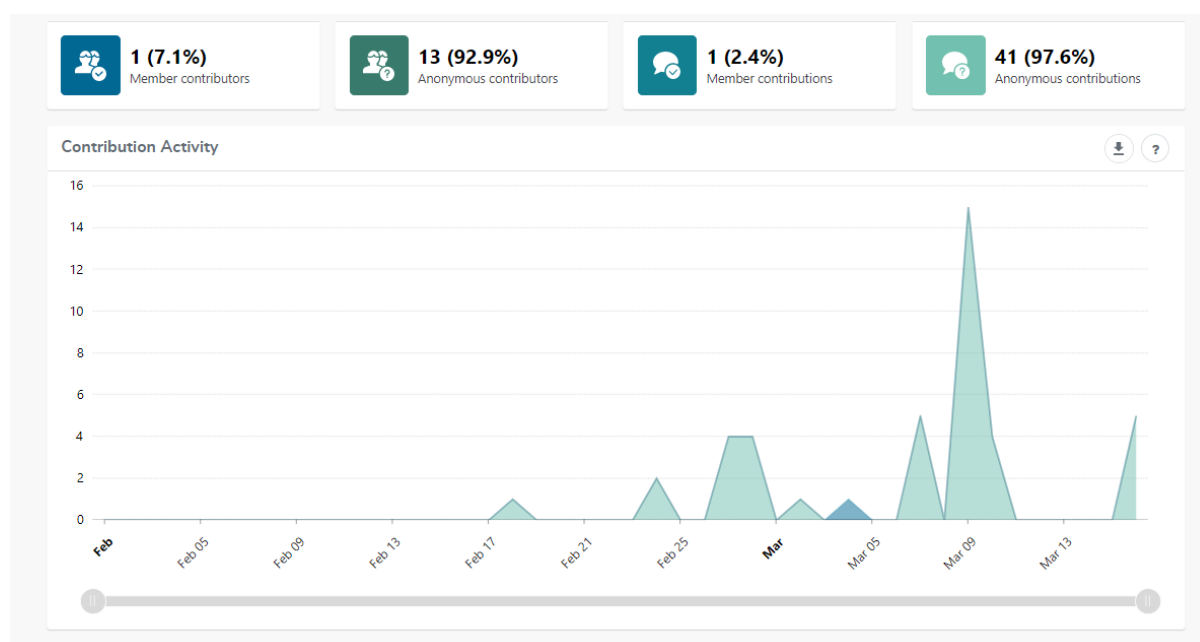
Online engagement has been used in the Evaluation to gain the views of the community on the Learning Community Strategy 2018 – 2023. The approaches have focussed on Facebook, LinkedIn, and a community survey available via the Loop.

The Loop is an online engagement tool that aims to complement traditional face-to-face consultation, such as workshops, pop-ups, and forums. It provides an alternative and convenient option for those who may not be able to attend face-to-face activities. All comments, ideas, and suggestions (collected online or face-to-face) are collated and used to inform Council decision making processes.³⁸

Attachment 5 provides the data obtained from Facebook and The Loop.

The Facebook data shows a reach of 29816 and **45 people completed the Loop Survey**.

The graph below shows the level of activity on the Loop. This activity coincides with the period of most intensive community consultation including work to engage residents as they engage in the library and/or participate in initiatives such as 60 Plus, Rhyme Time and Craft and Conversations.



The information gained from Facebook and the survey is included in the summary of all feedback in Section 6.3 of this Evaluation.

³⁸ [About | The Loop \(wyndham.vic.gov.au\)](http://wyndham.vic.gov.au)

6.2 Consultations

MGA has undertaken a wide range of consultations to review the achievements of the Learning Community Strategy 2018 – 2023 with the intention to leverage these in the creation of strategies and actions for the Learning Community Strategy 2024 – 2029.

Consultations included online and face to face sessions with stakeholder groups as well as community sessions. The Table below provides a snapshot of the consultation sessions and the attendees.

<p>Community Consultation Sessions</p> <ul style="list-style-type: none"> •Session 1: Monday 27 February 2023, 10:00am – 12:00pm Tarneit Community Learning Centre. •Session 2: Tuesday 7 March 2023 1:00pm – 2:30pm Point Cook Library. •Online Session: Tuesday 21 February 2023 between 7:00pm-8:00pm 	<p>6 registered attendees + 25 community members= 31</p> <p>5 registered attendees + 15 community members = 20</p> <p>8 registered attendees 1 attended = 1</p>
<p>Direct contact from residents Included with consultation sessions and engagement</p>	
<p>Other engagement</p> <ul style="list-style-type: none"> • Workshop at Learning City Portfolio Committee meeting 23 November 2022 • Internal PSC 15 February 2023 • Wyndham CEC leaders – 7 February 2023 • Cr Hill & City Life Director 7 February 2023 • Community Professionals Consultation 15 February • Workshop at Learning City Portfolio Committee meeting 15 February 2023 • WHN 20 February 2023 • Internal Middle Years Working Group – 22 February 2023 • WynBay LLEN Committee meeting 3 March 2023 • Community Professionals at Wunggurrwil Dhurrung Centre – 27 March • 1:1 Outreach: Hoppers Crossing Library – 24 February 2023 • Werribee Library 28 February • Manor Lakes Library 7 March • Tarneit Library 9 March 2023 • Hoppers Crossing Library –10 March 2023 • STEM Teachers Network Meeting – 9 February 2023 • Community Professional at Wunggurrwil Dhurrung Centre meeting #2 - 7 April 	<p>Attended</p> <p>20</p> <p>20</p> <p>2</p> <p>2</p> <p>20</p> <p>20</p> <p>10</p> <p>4</p> <p>5</p> <p>12</p> <p>25</p> <p>25</p> <p>10</p> <p>20</p> <p>15</p> <p>6</p> <p>4</p> <p>TOTAL 220</p>

The information gained from the consultations is summarized, along with the feedback from online engagement approaches, in Section 6.3 of this report.

6.3 Summary of the Feedback from Online Engagement and Consultations

We asked	Your feedback is	Your suggestions
<p>How important do you think each of the seven focus areas in the current Strategy are?</p>	<p>Consultation feedback supports continued emphasis on all seven focus areas.</p> <p>Loop feedback – v. important or important (3 – 5 ranking):</p> <ol style="list-style-type: none"> 1. <i>Learning Agility</i> – 96% Learning opportunities must be incredibly agile and meet everyone’s learning needs. We need to be agile when working with people from different cultures and communities. Create safe spaces to learn. 2. <i>Literacy, Numeracy & Language</i> – 98% The most critical of the focus areas. Need parents engaged in children’s learning. Need to build adult literacy for work and community participation 3. <i>Digital Fundamentals & New Media</i> – 96% Increasingly important. Technology is a core part of education and work. 4. <i>Civics Learning & Engagement</i> – 96% Important focus area for newly arrived residents and youth. 5. <i>Intercultural Learning</i> – 100% Create a safe space where CALD families celebrate their culture. Feedback from Aboriginal community is wanting a separate category. ***See Table below for summary of feedback from First Nations community. 6. <i>Employability, Vocational & Professional Skills</i> – 98% An important focus area, as job seeking is very different these days. Businesses highlight increasing need for these skills. 7. <i>Leadership</i> – 98% Important to create a safe space for different backgrounds to invest in their personal growth. 	<p>Understand the reading levels of each child and tailor supports to build literacy and numeracy and increase numbers attending funded kindergarten including roll out of Early Start Kindergarten.</p> <p>Lift literacy levels to national average.</p> <p>Engage kids in schools in fundraising, civic responsibility.</p> <p>Digital literacy needs ongoing focus to lift the skills of all ages.</p> <p>People need to be using new technologies.</p> <p>People are moving into work without skills.</p> <p>Build worker skills to support transition between careers.</p> <p>Need earn and learn opportunities.</p> <p>Understanding future jobs of Wyndham.</p> <p>Pathways for people with disability into employment</p> <p>Introduce girls to STEM.</p> <p>Do we need to separate out inclusiveness or ensure that it is built into all areas?</p> <p>Create a category focussed on local Aboriginal culture.</p> <p>Create a category for Diverse Communities with focus on all life stages.</p> <p>WynBay LLEN offered to assist in middle years and transition.</p> <p>Building Blocks with focus on older citizens.</p>
<p>Do you think all 7 areas should be included in the next Strategy?</p>	<p>89% to continue all Focus Areas</p>	

Tell us which Focus Areas should NOT be included in the next Strategy, and why?	No Loop feedback.	
18 Key Action Areas – what do you think the major achievements are?	<p>Wyntalks especially progressing conversations on reconciliation. Committee for Wyndham – Leadership Program Global Learning Festival - 110 events worldwide Wyndham Learning Festival 5-7000 participants. Early childhood and libraries remain a strength. Wyn Innovation VU/The Gordon engagement with schools Education Roundtable Transformative Education Showcase Walk through Education – CEC The Best Start Program’s Community of Practice Wyndham Multicultural Lunar Festival was a huge success - 80 plus performances over 10 hours with a diverse range of cultures. Building Block Program The Gordon – Leadership Youth Services leadership mentees</p>	<p>Need more interpreters and translators to support engagement in Learning Festival. Include Career Pathways session in the Learning Festival. Include a Voice of Community event at Festival. More to create pathways into applied learning and trades. Improve the strategy to engage around transition. It would be good for the Best Start program to be expanded across the LGA.</p>
Which Actions should NOT be included in the next Strategy?	<p>Highest Loop responses for NOT including Actions in the next Strategy: Action 1: Learning Festival – 9% Action 6: Best Practice in Transition – 7% Action 9: Aboriginal culture driving new ways to learn – 7% Action 11: Alumni as leadership mentors – 7% Action 18: Civics learning and social cohesion – 7%</p>	<p>‘There should be more effort to focus on the other things’. ‘They don’t serve the purpose of why they are set up and are indecipherable to the layperson.’ ‘All of above 18 key actions is important and interdependent.’ ‘Future space kind of feels repeated.’ ‘Everything is okay.’ ‘I feel all are important.’ ‘All the action points have key relevance in learning.’</p>
Gaps in the current Strategy, opportunities for the next Strategy		
<p>COVID impact on engagement in education</p>	<p>Children moving into primary school and high school are lacking in social skills, lower oral language skills, increased mental health issues and anxiety, higher levels of absenteeism. Children lack socialise in Library early years programs.</p>	<p>Engaging parents with schools more effectively. Train staff in trauma informed practice. Volunteer mentors Homework support strategies Engage older citizens to inspire younger citizens and build resilience.</p>

Renewable Energy	Relationship with energy will change significantly over the coming years	Need to look at the learning needed over the coming 5 years.
Effective use of community resources	How do we activate spaces for learning in the LGA?	Use VU and Wyndham Tech more Understand use of libraries & community centres. Potential for use of school infrastructure Understand where people feel comfortable learning.
Flexibility in Action Plan across 5 years	How do we keep strategy flexible to incorporate actions across time? Action plans should be specific in first few years and then broader for the later years.	Action Plan on a yearly basis instead of 4-5 years. Identify a wicked problem each year to focus the actions
Linkage to range of Council Strategies	How do we get better integration of our plans and areas to reduce duplication and link to plans and intersect? How can we add value and improve outcomes through collaboration across Council?	Make learning visible in high level plans Link to Council strategies: <ul style="list-style-type: none"> • Wyndham 2040 • Library Services Strategy • Municipal Health and Wellbeing Plan • Smart City Strategy • RAP • Wyndham Homelessness Strategy • Social and economic inclusion Unit Identify actions by role, embed in existing work, to mitigate staff movements.
Reporting on outcomes	How do we measure the deep connections with the community? Do we have any baseline data? Community wants to know outcomes (Pulse restrictive). Reporting, true purpose and investment in learning – time, energy, outcomes, benefits, and partnerships	Measuring impact and outcomes including strength of partnerships Report to the community through the quarterly report each year. Highlight across Council Spelling out goals at the start of each report to Council Embed SDGs into strategy more prominently.
Life Stage Framework	Feedback: Focus specifically on lifting the literacy and numeracy skills of young children. Ensure learning is available locally through all life stages. Best invest in the humanitarian entrants	Continue to support the library van and Youth Services Bus. Ensure new arrival families are linked into MCH, libraries, health to support the development of literacy and numeracy and support engagement in formal early childhood programs.
Promoting the Strategy	Need a Promotion Strategy	Rolling Conversations engaging community on actions and outcomes.

First Nations community consultation – Key themes

We asked	Your feedback is	Your suggestions
About the Consultation Process for the Strategy	Ensure broader community voices are captured in the consultations.	Meet with the elders and professionals as well as consulting with the community.
Content and structure of the strategy	Strategy needs to have the right look to it and be written in a way that resonates with the local community. The community is not reflected in the current strategy in a way that stands out.	Have a lift out for the First Nations community that reflects mob and their needs – artwork and flags to create connection Use plain English. Make the Strategy easy to read.
Focus on learning for work and careers	Need to focus on learning for jobs and careers and align with long term employment opportunities for First Nations. Social procurement needs to translate into real vocational outcomes locally.	Plan local training that lines up with the jobs generated by the infrastructure that is being planned for the area. Work with Jobs Vic contract holders.
Support the connection to education and training	Support the KESOs in their jobs. Need to invest in skilled aboriginal people Issue is to get connection with Schools Longer term planning - Need to know the skills needed in enough time beforehand to skill up potential workforce Secondary schools are the hardest to connect with unless there is a good career advisor. Opportunity is for Aboriginal culture driving new ways to learn - incorporate of aboriginal and islander studies.	Advocate for more KESOs in the region. Focus on assisting community to connect with schools Set up students to succeed – numeracy and literacy key Construction skills set and join up the job and provide career pathways. Explore opportunities in the new VCE applied learning pathways.
Recognise the diversity in the local First Nations Community	<ul style="list-style-type: none"> Not all Aboriginal people living in Wyndham are from here originally. Need to recognise First Nations people and the diversity in the broader community. 	Need to build recognition by the schools of the Aboriginal student base and the heritage
Council's role as an employer Council roles	How many Aboriginal people are employed by Council?	Check on cultural supervision and cultural competency training.
Connection to Community	Recognise needs of older aboriginal community Where do we go for a safe space? Digital and internet access? Need stronger families' programs Council can play a big role in raising awareness	Council has a role to play for truth telling. Mapping exercise – what learning opportunities are available? What is provided for Aboriginal community? Aboriginal research project – community owned and controlled. Align the Strategy with the RAP to support education and families

<p>Ongoing governance of the Strategy</p>	<p>Need the strategy to be relevant ongoing Who monitors strategy and what's achievable and what outcomes? Who reports to mob? Ensure it aligns and links with other strategies and plans Align with Council changes and long-term developments and government planning</p>	<p>Test the ideas with community continuously. Need to measure the outcomes and communicate these to community Should we have a First Nations Steering Committee that meets with the Learning Community staff regularly, say 2-3 times a year to report on what is happening and to plan for future, to keep the strategy accountable to the community. Bring actions back to Committee for ratifying.</p>
<p>Access to the strategy and activities</p>	<p>Not all Aboriginal people have access to the internet. Improve the cultural safety of library access. Where can people access the strategy?</p>	<p>Efficient ways to disseminate information</p>

7.0 Findings

The participation data, survey responses and consultation feedback from stakeholders and the community confirm widespread support within Wyndham for the Learning Community Strategy and its signature Actions.

The feedback also confirms the focus of the Learning Community Strategy team on achieving success as identified in the Learning Community Strategy 2018 - 2023:

Measure 1: Partnerships and collaborations underpinning the Learning Community Strategy.
Success: sixty-five organisations and Council teams involved in the delivery of Learning Community Strategy Actions, with many involved over multiple years.

Measure 2: Number of events and participation in events.
Success: Continuation of a high number of events through a disruptive and difficult time, the consistent attraction of a high level of participation in events across each year of the Strategy and the move from face-to-face delivery of events, to online and now to a hybrid approach to meet the needs of local people.

Measure 3: Case studies of individual and community success through participation in learning.
Success: The Learning Community Strategy Community Updates #1, #2, #3, #4 provide reports to the community on the work that is being done each year. The Updates also report on success not always seen by community members, a standout example being the advocacy for new schools and kindergartens. After intensive lobbying by WCC the Victorian Government announced five new schools for Wyndham plus additional stage 4 Truganina North Secondary School, land acquisition for Riversdale North Primary School and upgrades to Warringa Park School. Case studies of individual learners are being developed in 2023.

In addition to these measures, the major achievements of the Strategy identified through the consultations and survey as:

- **Wyntalks** especially progressing conversations on reconciliation.
- **Global Learning Festival** - 110 events worldwide
- **Wyndham Learning Festival** 5-7000 participants.
- **Early childhood and libraries** as a strength.
- **Wyn Innovation VU/The Gordon** engagement with schools
- **Education Roundtable**
- **Transformative Education Showcase**
- **Walk through Education** – CEC
- **The Best Start Program's** Community of Practice
- **Wyndham Multicultural Lunar Festival** - 80 plus performances over 10 hours with a diverse range of cultures.
- **Building Block Program**
- **Committee for Wyndham – Leadership Program**
- **The Gordon – Leadership**
- **Youth Services leadership mentees**

In addition to the achievements listed above, in 2021 Wyndham was recognised at the international level through the UNESCO Global Network of Learning Cities Award and the Alliance for Asia-Pacific Learning Cities (APLC) Award.

In preparing for the next Learning Community Strategy 2024 – 2029, the consultations and survey responses identified the following:

Whilst there is strong support for the 7 Focus Areas in the current Strategy, the need to introduce two specific Focus Areas has been identified: a First Nations Focus Area and a health and wellbeing, in particular mental health and wellbeing, Focus Area.

In addition to continuing with the Focus Areas, it is suggested a wicked problem approach, where partnerships are formed to focus on particularly complex learning related issues, be implemented as an effective mechanism for mobilizing and activating required partnerships, capability, and resources.

There is an ongoing need to ensure integration of the Learning Community Strategy across WCC and to ensure it is recognized in other Council Plans. Integration across WCC is important for ensuring the Learning Community Strategy aims are embedded in the broader work of Council. The rapid growth in staff numbers and staff turnover means that the Learning Community Strategy team works hard to maintain integration.

The Learning Community Strategy team needs to have ongoing engagement with First Nations Community to test, evaluate and iterate actions that impact the local community. The consultations identified the need to have a specific focus on Wyndham's 1st Nation's people and culture and to establish engagement between 1st Nations programs and learning institutions, in particular schools.

Language, literacy, numeracy, and digital literacy are critically important, with the need for more intensive focus on early and middle years and engagement of parents and schools. The demise of the Literacy and Numeracy Network provides the opportunity to raise the profile of literacy, language, and numeracy for all ages across the community.

The impact of COVID on Wyndham's youth is still very much an issue and there is a need to focus on the transition of young people into primary and secondary schools, between schools and into post school education and work.

With a rapidly growing population in Wyndham, there is need to understand the availability of, and effectively utilise, safe accessible local learning spaces

The next Strategy needs to respond to changes that will shape the future – transition to new energy, climate change, increased focus on 1st Nation's culture and the arrival of Industry 4.0, in the fastest growing local government area in Australia.

Data is important to being able to tell the story of the success of the Learning Community Strategy. The current Strategy is able to provide baseline data on which to set targets and indicators for the next Strategy. Increasing digital capability will ensure the collection of relevant accurate data in relation to events and participation.

The new Learning Community Strategy will need a responsive and accountable governance model to ensure responsive learning events that optimize life wide and lifelong participation in learning. The model should engage directly and regularly with the community and stakeholders.

A two-tiered approach would involve:

- the selection of key community navigators to meet at least twice a year to work with the Learning Community Strategy team on planning and reviewing actions.
- regular meetings throughout the year with representative groups of key cohorts e.g. First Nations, Wyndham Disability Network, the Principals' Network, the Humanitarian Network, Middle Years Working Group, Council Committees and/or working groups.

The Learning Community Strategy 2018 – 2023 identified four roles for Council:

- Celebrating living and learning in Wyndham.
- Advocating for equity and quality in service provision.
- Facilitating partnerships and collaboration across sectors to create new learning models and deliver outcomes for all.
- Innovating learning and fostering new entrepreneurial spirit.

The Evaluation confirms that these four roles are critical to implementing the current and future Strategy. It also confirms that Wyndham City Council is well positioned to leverage the achievements of its current Learning Community Strategy in the development of its Learning Community Strategy 2024 – 2029.

8.0 References

Wyndham Learning Community Strategy 2018 = 2023

<https://www.wyndham.vic.gov.au/about-council/your-council/plans-policies-strategies/wyndham-2040>

Wyndham Learning Community Strategy Request for Quote

Learning Community Strategy: Community Update 3

<https://forecast.id.com.au/wyndham/population-summary>

Place based demographic data Wyndham

Births Numbers and Rates; Victorian Municipalities, 2000 - 2021

Place based demographic data Wyndham

Persons with post school qualifications by gender

Place based demographic data Wyndham

Indigenous residents: Key measures

<https://welcomingcities.org.au/>

Learning Community Strategy Community Update 2

Wyndham 2040

<https://www.wyndham.vic.gov.au/about-council/your-council/plans-policies-strategies/wyndham-2040>

Wyndham Library Services Strategy 2018 – 2040

Wyndham Smart City Strategy 2019 - 2024

Victorian Aboriginal Local Government Strategy

[About | The Loop \(wyndham.vic.gov.au\)](#)

[2022 Global Learning Festival Final Report](#)

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