Welcome

Welcome to a bumper double issue of Tender Bridge Quarterly. We have rolled two issues of the Quarterly into one!

Like you, we hit the ground running in 2012 with a number of new and continuing activities. Among the developments this year is the forthcoming re-launch of the Tender Bridge website. Thanks to an overseas philanthropic foundation, we have been able to make some big changes to the look and functionality of the website.

We have also been delighted to welcome on board to the LLEAP – Leading Learning in Education and Philanthropy project – the Origin Foundation. Together with The Ian Potter Foundation, we celebrated the launch of the practical LLEAP Dialogue Series – A guide to grow your ideas in education for maximum impact and cases of good practice companion document.

As you may well know, we love hearing from our Tender Bridge subscribers about their experiences and successes. In this issue, we hear from Eliza Yeo of Two Rocks Primary School in Western Australia and their success. On the grant maker side, learn more about the Newsboys Foundation from an interview with their CEO, Sandy Shaw.

I hope you enjoy reading about these and other activities of the Tender Bridge team.

Warm regards,

Michelle Anderson
Project Director, Tender Bridge
LLEAP Update

Celebrate and Learn Forum

Over 120 people from schools, philanthropic and not-for-profit organisations (as well as government representatives) registered for the LLEAP Celebrate & Learn Forum held on 24 April 2012 at the State Library of Victoria. Participants heard noted historian and governor of The Ian Potter Foundation, Professor Geoffrey Blainey AC, launch the practical LLEAP guide for grant seekers and makers, a first of its kind for Australia.

LLEAP Project Partners – The Ian Potter Foundation and the Origin Foundation

Caroline Milburn, specialist education reporter with The Age Newspaper, facilitated a lively discussion with a panel of education and philanthropy experts on the big issues to emerge from the LLEAP study in Year 1. Participants heard stories of successful engagement from schools, not-for-profits and philanthropy, and were informed as to what’s planned for 2012 in the LLEAP project and how to get involved.

Attendees received a complimentary copy of the LLEAP Dialogue Series Guide and Cases companion document, made possible by a generous grant from The Ian Potter Foundation.

Free copies of these practical and immediately useable support documents can be accessed via interactive pdfs on the LLEAP website at http://www.acer.edu.au/lleap, or click on the images on the next page.

Hard copies may also be purchased from the ACER Bookshop online at https://shop.acer.edu.au/acer-shop/group/LLEAP

Front row l to r: Christine Cawsey AM, Dr Sue Thompson, Ros Black, Pauline Barrett, Dr Michelle Anderson, Prof Brian Caldwell. Back row l to r: Catherine Brown, Janet Hirst, John Allman, Annie Fogarty. Absent from photo: Sean Barrett, Peter Titmanis.
LLEAP Dialogue Series

Short videos of the LLEAP Forum and an interactive networking tool from the Guide are also available at http://www.acer.edu.au/lleap/celebrate-and-learn-forum

Informal feedback about the event, project and products from Year 1 has been overwhelmingly positive.

Next Steps

LLEAP is again swinging into full gear. The Year 2 LLEAP surveys have been sent to a sample of primary and secondary schools across all sectors, states and territories. LLEAP surveys have also been sent to philanthropic foundations and trusts and not-for-profits working in education.

In 2011, we discovered a number of scenarios of philanthropic engagement in education. Here are three examples:

To inform the development of some guiding principles for grant seekers and grant makers, we are taking these scenarios ‘on the road’. We kicked off the discussions in Sydney this month with school principals and colleagues from not-for-profits and philanthropic foundations and trusts. Next month we will be in Melbourne.

The new Tender Bridge website goes live!

At the heart of Tender Bridge is the desire to provide greater access and support around grant seeking and grant making. We want to make your life as simple as possible and our new website, launched on 21 June 2012, aims to do just that!

Late last year we secured a one-off grant from an overseas philanthropic foundation to improve the look and functionality of the Tender Bridge website and we’re excited about its added capabilities!

We’ll be able to show real-time updates (as shown in this screenshot image), indicating the number of funds across states and territories, priority areas and different fund sources as the dynamic database grows and changes.

Most importantly, we’ve improved the search functionality of the database of funds, with more multi-field options and filtering possibilities. This will help identify potential funds for great educational projects more quickly, saving time for our subscribers. We’ve also opened up possibilities for working more closely with funders, building in the potential for networking and grant making support.

The website will continue to grow over the next few months as we expand on the possibilities now available to us. We welcome your feedback!
Have you heard about Newsboys Foundation?

Leanne Eames caught up with Sandy Shaw (Newsboys CEO) to learn more….

Philanthropy in Australia has a long history. One philanthropic foundation with a unique story is Newsboys Foundation. In 1883, a wealthy Melbourne merchant, William Forster, invited home three hungry and barefoot boys he came across on the street. He fed them, clothed them, talked to them about their future, and invited them to come back again the next week with a friend. This led eventually to the formation of the Melbourne Newsboys Club in 1893. The Club developed and evolved to cater to a particular social need, offering young boys basic education and skills training, good food and guidance on how to improve their future prospects. Located in a city building equipped with a pool and a gym, it also offered them just a place to be.

Over the next half-century or so, education became more accessible and a range of youth groups sprung up around the city, servicing many of the needs that the Club had catered to. While Melbourne’s newsboys were often important contributors to their family household income, over time paper selling became more often a part-time job boys did after school for pocket money. In 1974, the Club’s assets were sold and the proceeds were used to establish the Melbourne Newsboys Club Foundation (now known as Newsboys Foundation), which set out to provide grants to support the growing numbers of youth organisations across Victoria. The emphasis today is still on disadvantaged young people in Victoria aged 11-18, and in particular on re-engaging young people with education.

Grant applications are subjected to rigorous assessment, but accessibility remains a hallmark of the Foundation. Sandy says, “I almost always meet and visit applicant organisations. We have a real relationship with the organisations we fund and they appreciate that. We’re often told, ‘You’re the first people to visit us, see what we are doing and understand if there is a good fit.’”

“We have a real relationship with the organisations we fund … we’re often told, ‘You’re the first people to visit us and see what we’re doing …’”

The way Newsboys works includes liaising with other foundations to share information and knowledge, which can lead to collaborative grant making. Sandy goes on to say, “We work in partnership with the organizations that we fund rather than just reviewing applications we receive.”

Sandy says that Newsboys Foundation favours smaller grassroots organizations, and likes to involve itself in funding work that makes “a real difference to young people’s daily lives”. What is important is an “engaged way of giving, taking time to get to know the organization and having a close association with grant recipients.”

Melbourne Newsboys Club members Bob Curry, Bill Howden and Bob Urquhart in 1947.
**Tender Bridge Case of Success: Case 5**

**A series of successes - Two Rocks Primary School, Western Australia**

Two Rocks Primary School has been a Tender Bridge subscriber since February 2010. In the last two years, the school has been successful in securing funding for a range of projects to support its Strategic Plan.

**Successes have included:**

- **The Australia-Asia Bridge Program** – this initiative aims to increase knowledge and understanding between Australia and Asia through school-to-school partnerships. Two Rocks has set up a virtual classroom with a sister school in Jakarta, Indonesia, and two of the school’s teachers had the opportunity to travel to Melbourne to engage in a 4-day professional learning program on ICT and international understanding. The school also hosted teachers from Indonesia for two weeks, providing teachers and students with increased knowledge of Indonesian culture and strengthening intercultural understanding. Two Rocks was one of only two schools in WA to receive national funding through the Bridge Program in 2011.

- **The Stephanie Alexander Kitchen Garden Program** – this national program focuses on the creation and care of a kitchen garden, teaching children about growing, harvesting, preparing and sharing fresh, seasonal produce. In 2010, Two Rocks successfully applied for funding for their kitchen garden and in 2011 established a kitchen garden coordinator role in the school.

- **Healthway** – this is a Western Australian Government initiative designed to promote and support healthy lifestyles to reduce the burden of preventable disease in Western Australia. Two Rocks received funding through the Health Promotion Project Grants to develop a new school health policy, some parent workshops and equipment for the Kitchen Garden.

- **Crunch and Sip** – this program encourages a school break to eat fruit and drink water in the classroom. Two Rocks were provided with support from the program to assist with sports day events, such as providing fruit for participants.

- **Capricorn Connect** – this is a community portal established by Capricorn Village (a joint venture between Yanchep Sun City Pty Ltd and the Capricorn Investment Group Pty Ltd). A grant from Capricorn Connect helped in the construction of the school fitness track, a shade house for the garden and outdoor play equipment for the Early Learning Centre.

- **The Myer Foundation** – funding from this national philanthropic organisation will help support Two Rocks Primary School’s new nursery program.

- **Junior Landcare Grants - Coles/Yates** - Funding from this source ensured a garden bed, soil and seeds for a bush tucker garden.

- **PALS** - the funding from PALS has given the school the opportunity to liaise with the Noongar choir Madjitil Moorna to perform at an assembly with the Two Rocks choir.
Eliza Yeo, Teacher, Media and Marketing Officer and Stephanie Alexander Kitchen Garden Coordinator at Two Rocks Primary School, spoke with Tender Bridge’s Emma Curtin about the school’s programs and why she believed they had been so successful in securing additional resources through grant seeking.

**About Two Rocks Primary School**

Two Rocks Primary School is located in the northernmost suburb of Perth, about sixty kilometres from the central business district. The current population of this coastal community is approximately 3,000.

Two Rocks Primary School is a relatively new school, opening in January 2007 with 100 students. Today the school has a student population of approximately 380. In 2012, Two Rocks will become an Independent Public School, giving the school the opportunity “to operate with greater autonomy in increased local decision making, particularly in the areas of school resources, finances and staffing”.¹

1 Quoted on the Department of Education and Training, Western Australia, website: http://www.det.wa.edu.au/independentpublicschools/detcms/portal/

What are the current areas of focus at Two Rocks Primary School and how do grants ‘fit’ with their priorities?

“Fundamental to seeking funding or additional resources”, says Eliza, “is that it must support our current programs or help us implement new programs in line with our school goals”.

Early intervention is a prime focus for the school, particularly in literacy and numeracy. In 2010, the school introduced a new nursery program, with 3-year-olds attending school one day a week as part of an early years framework.
Factors considered important for success

School leadership and community support

For Eliza, one of the key reasons for their success in seeking and applying for grants, as well as initiating programs, is the leadership provided by Elizabeth Wildish, the school’s Principal. “She’s a very progressive leader”, Eliza says, “who believes in distributed leadership and encourages staff to take ownership of various innovative projects”. Part of Eliza’s role is to speak to leading teachers about their own portfolios, what ideas they may have and how these would fit into the strategic direction that the Principal is driving. These are then shared and openly discussed amongst the leadership team through a collaborative approach before Eliza investigates any grant opportunities that might support them.

“The school community is also really collaborative and we are careful to remember that many programs or initiatives have an impact beyond just the school. We like to include parents and other community members and make sure we keep them informed about what’s happening in the school”. Two Rocks is supported by an active group of parents who participate in the School Board, Parents and Citizens group, and canteen, as well as assisting in classrooms.

Eliza is currently exploring opportunities for forging genuine partnerships within their community that might assist in accessing further support for current and future initiatives in the school.

Finding dedicated time for grant seeking is a bonus

Part of the Principal’s commitment to improving student outcomes included finding ways to support more innovation in the school. To this end, the 2011 Strategic Plan specifically outlined the need to provide resources to support planned strategies, including: Provision of a media and marketing officer to assist in accessing grants and raising the profile of the school. This is where Eliza came in. She’d been working at the school since 2009, but was now “freed-up” to focus some of her energies on grant seeking.

“At the moment”, says Eliza, “I have about 1 hour extra a week but when the need arises and I have a deadline to meet my timetable becomes a bit more flexible.”

Eliza brought to the school, and this new role, extensive experience in grant seeking and writing applications. However, she had come from an Independent school with quite a different demographic. Coming to a state government school, she admits “was a big change! The lack of Deductible Gift Recipient (DGR) status, for example, makes things a bit tricky and tax issues are out of my field, so I needed to do some more research”. Eliza continues, “I am currently working with the school’s registrar and another expert from the Department to see if we are eligible for any tax endorsements that would allow us access to some philanthropic organisations. When the Tender Bridge updates are sent to me I will scan through and see which ones are applicable. I contact people via email, telephone or in person. For example, in the holidays I arranged to meet the grants officer from the City of Wanneroo and discussed programs that we had in mind that would fit in with their funding criteria.” Wherever possible, Eliza also submits articles to community newspapers and education-focussed journals and magazines.

When funding has concluded, Eliza prepares the acquittals under the

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2 This is the key objective of The Myer Foundation Education program, see http://www.myerfoundation.org.au/programs/overview.cfm?loadref=19

direction of the principal, and ensures that she includes an overview and any evidence of how their funding helped the school to achieve their stated goals – "I use photos, newspaper and newsletter articles to highlight our achievements".

**Know what you need and provide good evidence**

A critical point for Eliza throughout our discussions is that schools must write grant applications to suit their own needs – "any program has to complement your school's objectives" – but it's also really important to make sure that you know what the application criteria for each grant are and how your application meets them.

"Also", she continues, "make sure you have evidence to support what you are saying – it's important to provide a good back-story to help the funder understand the context. I try to include some data, particularly longitudinal data if we have it. We also use formative and summative evaluation material, but some of the information is simply anecdotal; as long as we develop a well-rounded picture".

**Make connections**

"I think it's really important, if possible, to create a personal link with those who are offering funding or resources", says Eliza. "It's great to build a personal rapport and be able to 'bounce' ideas around with a potential funder." Eliza also says that she found it really useful to talk to other schools, whether about specific funded programs or about their experiences more generally.

"It's also important", she reiterates, "for us to connect back to the community. We firmly believe in including our parents – part of the Myer funding, for example, will be used for parent workshops, helping them to understand the process of reading a book and numeracy in every day life".

**What key lessons have you learnt?**

- **Perseverance** - Don’t be disheartened, keep persevering. I have certainly put in some applications that have not been successful, but you have to learn from the experience and move forward. Remember that you might have a fantastic application but the competition may be simply too great. Seek feedback if you can.

- **Add value** - Make sure things really connect with your school programs – you want to value-add not simply add on.

- **Do your research** - Be sure that you address the grant criteria – you don’t want to waste all your effort by simply overlooking requirements or failing to see how the grant might connect with your project or program.

- **Be flexible** - Have a ‘Plan B’. Sometimes if things don’t work so well, re-evaluate them and talk with others about how they might be improved. Programs do evolve to meet the needs of the school.

- **Leadership** - Good leadership and support is fundamental; if you don’t have your leader behind you, your ideas won’t go anywhere. It is important to ensure you have like-minded people on your committees and where possible support from members of the community.

- **Risk Management** - Like any good business plan it is important to conduct a SWOT analysis or something similar and be aware of change management issues that may arise.

**Tender Bridge Professional Learning Programs**

**Building a Culture for Partnering**


Across the two days (27 March & 8 May) participants from a spread of primary and secondary, urban and regional government schools at both primary and secondary levels enjoyed two days of dynamic learning and sharing about partnering – building a case for partnering, overcoming barriers, laying the foundations and considering who might be ‘in the neighbourhood’ who could help. Participants were invited to set a goal around a local need and work towards this goal between Day 1 and Day 2.

Participants perceived the key benefits of the program to be ‘learning’ and ‘networking’. They reported that they found the program provided them with both practicalities and possibilities for how they could use partnering to realise their project ideas. As part of the program, participants also had the opportunity to ask questions to representatives from business, philanthropy and science in roundtable discussions. As well, they had the option of contacting BWE’s Education Manager, Michelle Hamilton, between Day 1 and Day 2 if they had any queries or questions.

We would like to acknowledge those who contributed to making this program a success:
Grantseeking for Success

In 2011, our research found 9 out of 10 schools surveyed in the LLEAP project reported they are inexperienced in the area of philanthropic grant seeking. Support from philanthropy, business, not-for-profits, government (all levels) is ‘out there’ but you need to know where to look and what you are looking for. Funders communicate about their funds in various ways and preparing a powerful proposal is more than being a good wordsmith! So Tender Bridge decided to do something about addressing these problems for schools and their potential supporters.

We are running a two-day program with in-between customised support. The program is full of practical tips and strategies, underpinned by what we have discovered through the LLEAP project. Features of this program include offering participants time to talk and think about an idea they have for addressing a local need, and how to turn that idea into a written proposal. The Tender Bridge’s ‘MybidGuide’, Sharon Foster is lending her support to participants between Day 1 and 2. The option to get anonymous feedback on their idea from funders is also a key feature of the program. Day 2 of the program is on 28 June. This is just some of what participants had to say about the value of the program so far:

“Thank you - very generous with strategies and ideas”

“Motivational – I have moved from ‘too hard – too much time’ to ‘I’ll give this a go!’”

“Very well run – great information and ‘how to’ seek a grant. High level of professional knowledge shared.”

“Thank you – very informative and extremely well run.”

“Well done – what a team!”
Tender Bridge Calendar

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<td>12 June – COB 21 August</td>
<td><strong>LLEAP 2012 Surveys are OPEN</strong>&lt;br&gt;Philanthropic Foundations and Trusts, not-for-profits working in education and an invited national sample of schools are invited to participate.</td>
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<td>18 July (9.30 am – 11.30 am with a light lunch to follow concluding at 12.30 pm)</td>
<td><strong>LLEAP Models of Collaboration workshop</strong></td>
<td>Melbourne</td>
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For details about these or any other information in the Tender Bridge Quarterly, please contact Leanne Eames at tenderbridge@acer.edu.au or (03) 9277 5543.

Every subscriber receives their own relevant weekly state or territory alert. Every Sunday night a ‘search’ is run for your state/territory alert, in readiness for the Tender Bridge team to forward these to you on the Monday. If you have not been receiving yours, or you would like others in your school added to the email list, just let us know.

The Tender Bridge team at the LLEAP Celebrate & Learn Forum.<br>l to r: Dr Michelle Anderson, Dr Emma Curtin and Ms Leanne Eames.