A program delivered in partnership by the Australian Council for Educational Research, Tender Bridge and Schools Connect Australia

Support from Queensland DETE is gratefully acknowledged
Building a culture for partnering has been developed because there is a growing body of evidence that shows that school-community partnerships are an effective tool for improving outcomes for students, but for many schools this presents a whole new way of thinking and working. The program has been developed with both primary and secondary schools in mind.

Key terms

We generally define a community in this program in terms of geographical boundaries. This could be at a local, state, national or international level. However, a community may also refer to a virtual community.

School-community partnerships could be with parents; business and philanthropic organisations; various service clubs and not-for-profit groups; sporting groups; community centres; other education institutions such as, TAFEs or universities, or anyone else you might think of who could assist improve outcomes for students!

By school-community partnership we mean there is a relationship with others ‘beyond the school gates’. The word partnership suggests a formal connection has been established, and this may indeed be the case. However, in this program, we will explore together different forms of connecting: formal and informal; in-kind and financial; networking through to embedded (i.e. objectives of the activity and relationship are embedded in the plans of partners). Each type of relationship will involve different degrees of complexity and commitment.

There is no ‘right’ form of school-community partnership. What you need to achieve will influence the type of relationship you need, with whom and how you want to collaborate. Of course, valuable relationships can develop serendipitously. However, through case examples and other active forms of learning, the emphasis in this program will be on exploring deliberate acts of seeking out, connecting to and working on specific activities.1

While the hope will always be that there will be some kind of mutual benefit, ideally symbiotic, at the outset collaboration requires trust and optimism (Bill Lucas, 2013)

1 Lucas, B. ‘Socially Intelligent schools and unleashing the power of collaboration’. Think piece in LLEAP Year 2 Dialogue Series: A Guide to grow your ideas for maximum impact, (April 2013), ACER.
Building a Culture for Partnering

Framework

The *Teaching and Learning School Improvement Framework* highlights leadership practices from research that relate most directly to whole school improvements in teaching and learning. The Framework outlines nine interrelated domains of school improvement, such as ‘A culture that promotes learning’.

Out of this work, the Standing Council on School Education and Early Childhood (SCSEEC) endorsed in 2012, the National School Improvement Tool, and this is used to guide and anchor the *Building a Culture for Partnering* program. (See pages 4–5)

Aims

The program aims to provide participants with the tools and knowledge to:

- develop their confidence to build a partnership
- improve their understanding of how partnering can lead to school improvement
- improve their knowledge about how to partner effectively
- be better placed to initiate or act on possible partnerships.

Structure

- Pre-program kit and preparation tools for participants e.g. self reflection tools to better understand their strengths and readiness to develop partnerships
- Face-to-face Day 1 program
- Participant identified activities to develop their partnership planning, implementation or review
- Face-to-face Day 2 program
- Post-program summary package (e.g. additional points, suggestions, tips gathered during the course of the two-day program)
- Program evaluation

"Collaboration, it turns out, is not a gift from the gods, but a skill that requires effort and practice."  
(Douglas Reeves, 2011)

---

The National School Improvement Tool

Nine interrelated domains of practice make up the tool. Domain nine is very relevant to the Building a Culture for Partnering program: improving what a school does through its ‘school-community partnerships’. This said, what an effective leadership team does in domain nine can also broadly map across the other eight domains.

Before asking you to undertake an internal scan of your current situation in relation to school-community partnerships, the next table provides an overview of how the Building a Culture for Partnering program can also be relevant to the other school improvement domains.

Students are the start and finish point for any potential partnership. Think about Domain nine with this in mind and it suddenly becomes clear that school-community partnering is not simply an ‘extra’ area of activity but an integral tool for school improvement. This could be useful to note for those who may have to do some ‘heavy lifting’ to build a case for partnering in your school.

“The program [Building a Culture for Partnering] gave me confidence and also encouraged me to persist. I see possibilities now where I would have been put off more before.”
(Participant, 2012)

“The course [Building a Culture for Partnering] gave me a great framework to use to go about building a partnership. It also made me think more about how to approach a business and how they are thinking…From the school side, we need to appreciate that business doesn’t understand how schools work.”
(Participant, 2012)
# Teaching and Learning School Improvement Framework

<table>
<thead>
<tr>
<th>Domain</th>
<th>Ways a school improvement domain may be evident through school-community partnering ...</th>
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| 1. An explicit improvement agenda | • enhanced professional learning for school leaders (e.g. mentoring from a business or community leader)  
• explicit partnership objectives developed and communicated (e.g. setting up a partnership agreement)  
• governance structures that facilitate effective partnerships (e.g. setting up a specific Advisory Group with the partners) |
| 2. Analysis and discussion of data | • building a case for partnering (e.g. scoping the need, identifying mutual benefits)  
• evaluating the partnership activity and relationship (e.g. gathering information through a variety of ways) |
| 3. A culture that promotes learning | • understanding the factors that make it easy and challenging to partner (e.g. laying the foundations within the school to improve the readiness and capacity of staff and students to partner)  
• enriched engagement with parents (e.g. developing habits of connection whereby there are increasing degrees of reciprocity involved) |
| 4. Targeted use of school resources | • deploying staff to best respond to local student needs (e.g. creating a ‘relationship’ coordinator)  
• broader community is used as a resource in the development and delivery of learning (e.g. a local ‘Artist in Residence’ at the school)  
• in-kind to financial support (e.g. making the best use of ‘time’, ‘talents’ and ‘treasures’ within and outside the school) |
| 5. An expert teaching team | • enhanced teacher professional learning (e.g. by engaging with the community to build networks of support) |
| 6. Systematic curriculum delivery | • enriched curriculum delivery (e.g. patterns of collaborative learning with students actively encouraged to see themselves as part of the community) |
| 7. Differentiated teaching and learning | • Innovative ways to address specific student needs (e.g. connecting with a not-for-profit to develop a personalised and connected learning experience for students) |
| 8. Effective pedagogical practices | • enhanced ways to improve student outcomes (e.g. increase student engagement, vocational education) |
| 9. School-community partnerships | • improving outcomes for students through school-community partnering (e.g. from networking to embedded types of relationships with parents, business, philanthropy and other groups within the community) |
Building a Culture for Partnering
Pre-program kit
Building a Culture for Partnering
Pre-program kit: At a glance

To get the most out of the program, school leaders told us they would like some pre-program reading and activities to do. They said it would help them ‘tune-in’ for Day 1.

We have listened to this feedback and put together this kit.

Each pre-program activity has been designed as a self-reflection tool to help you think about different aspects of school-community partnering. The activities are for self reflection and during Day 1 your individual reflections will form the basis of small and whole group discussions. The activities in the pre-program kit could also be used to prompt a school-wide conversation about school-community partnerships – prior and/or after Day 1 of the program.

You will not be asked to send in your reflections to us.

You will be invited to share verbally some of your reflections, in the context of activities run on Day 1 of the program with other program participants. So do remember to print a copy of this kit and bring it along with you on Day 1 of the program.

On Day 1, we will provide you with a printed copy of the full kit. In it will be the pre-program kit information and the rest of the support materials and tools for the program. The kit will also be available online.

<table>
<thead>
<tr>
<th>Focus</th>
<th>Resource</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing 21st Century Learners: The Case for School-Community Collaborations (Think piece)</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Our greatest school improvement need is ...</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Coming to grips with the current situation – an internal scan</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Laying the foundations for partnering</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Barriers to partnering</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>In our wildest dreams ...</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

Key: tool, research, support
Think piece

Preparing 21st Century Learners: The Case for School-Community Collaborations

Michele Lonsdale and Michelle Anderson, Australian Council for Educational Research

Highly effective schools have high levels of parent and community engagement. ‘Community’ here includes parents, business and philanthropic organisations, and various services and not-for-profit groups. How ‘engagement’ is defined and what it looks like in practice will vary from school to school. But, as the growing body of research makes quite clear, support from those beyond the school gates is an essential part of preparing learners for the twenty-first century.

Schools are expected to prepare students for a complex and rapidly changing world. In addition to teaching subject content, schools are expected to develop young people who are information and media literate; critical thinkers and problem solvers; communicators and team players. They are expected to teach environmental awareness and civic responsibility and various other transferable and lifelong skills. Schools are seen to have an important role in enhancing wellbeing so that students can realise their full potential, cope with the stresses of life and participate fully in their community.

Increasingly schools are expected to educate young people to behave responsibly in relation to drugs and alcohol, cyber safety, road safety and their sexual health. Schools cannot be expected to do this alone.

In the 1950s and ’60s there was little interaction between schools and the wider community. Parents might attend parent teacher nights or visit their child’s school during Education Week but schools in this era were more likely to have ‘Trespassers will be prosecuted’ signs on their perimeter than welcome mats for community groups. What went on in schools was not seen to be the business of the community.

In the past few decades, a different kind of relationship between school and community has emerged. Rather than being set apart from the rest of the community, the school is now often seen to be its hub. The community, in turn, is seen as an important source of resources and expertise for the school. For many rural and remote schools in Australia, the notion of schools and communities coming together has a longer history. Research shows that schools in these locations have often been both physically and symbolically a central place and focus for the community.

It is reported that in England 300 000 companies in 2008 engaged with education through the National Education Business Partnership Network. Both overseas and in Australia policy conditions are encouraging new social connections between schools and communities. For example, at a national level, the federal government has signalled its commitment to fostering greater business engagement in education with the establishment of the Business-School Connections Roundtable. In late 2010, the Victorian Department of Education and Early Childhood Development launched the Business Working with Education Foundation (now Schools Connect Australia), which is intended to foster business and school partnerships. Perth-based philanthropy umbrella group, Giving West, was established in 2010 to increase philanthropic investment in, among other areas, education by the state’s wealthy.

School-community engagement can take many different forms, ranging from informal arrangements that might only involve a one-off activity, service or gift to more complex partnerships with formal governance arrangements and programs that are developed and implemented over several years.

Research undertaken by ACER as part of the NAB Schools First program shows that community partners have conducted training sessions across a wide range of topics, provided relevant work experience for students, offered industry experience for teachers, helped teach specific skills and knowledge related to the curriculum, organised field trips and camp activities, showed students potential career and study pathways, worked with students to improve the physical environment of the school, provided social contacts within the community and given students greater awareness of the services available for young
people. In broad terms, school-community engagement can bring social, intellectual, financial, psychological and performance benefits. Social benefits may include new, stronger or more diversified networks of support. Intellectual benefits relate to the development of improved or new knowledge and skills. Financial benefits can be in the form of funding activities associated with the relationship or a by-product of the relationship. Psychological benefits are associated in the literature with improved wellbeing, morale and feelings of making a difference. Performance benefits are associated with improved capacity and capabilities in organisations and individuals.

The nature of the benefits, and those who benefit, will depend on the original purpose in setting up the school-community relationship. For example, staff in schools, business, philanthropic foundations and trusts, and community organisations gain from being exposed to professional learning and training opportunities. Teachers and principals can strengthen and in some cases develop new knowledge and skills in project management, human resources, budgeting and marketing. Businesses can meet their corporate responsibility goals, be exposed to the innovative thinking of young people, and potentially have access to a more highly skilled future workforce in the local area. New possibilities for work and economic ventures can emerge.

Partnerships can lead to better interagency collaboration, greater understanding of the issues affecting young people in their communities, and greater connection between community partners and other families and groups. Communities can also benefit from the tangible products that are associated with some partnership programs, such as community gardens or environmental programs, and from young people who feel more connected to their communities through their participation in such programs. In turn, this can lead to enhanced community confidence. For example, some schools in the NAB Schools First program report fewer street offences and substance abuse issues than previously as a result of partnering with local community groups.

Governments, too, benefit from schools connecting more strongly with business and community groups. These kinds of relationships can help grow local economies and potentially reduce the costs of service provision through less duplication of services and shared responsibility.

Regardless of the nature or longevity of the engagement, the primary motivation for school-community collaborations should be about improving outcomes for students.

ACER’s research shows four main outcomes that schools are hoping to achieve when entering into partnerships: increased student engagement, improved academic outcomes, enhanced social wellbeing and/or broader vocational options and skills. Within these categories more specific outcomes may be identified, such as improving reading as an academic outcome.

Engagement-related benefits include having an enriched curriculum as a result of interaction with external partners; enhanced professional learning opportunities for teachers; improved student attendance; reduced anti-social behaviour; improved quality of student work; improved work ethic at school; greater cultural awareness and empathy (for example, better appreciation of the needs of the elderly and greater respect for past generations); and more positive student-teacher relationships.

It can be more difficult to show a direct causal connection between academic outcomes and school-community collaborations. Some schools in the 2009 NAB Schools First program reported a new culture of academic excellence. Others reported a deeper understanding of particular subjects (such as improved musical, carpentry or photography skills) or improved literacy, numeracy, communication or ICT skills. Others reported enhanced critical and analytical skills, improved understanding of nutrition and the benefits of exercise and greater awareness of ecology. Some schools were also able to show a better integration of theory and practice in subjects as a result of partnering with business and community groups.

Wellbeing-related benefits are reported to include improved relationships with peers and family; increased confidence and self-esteem; higher aspirations for the future; taking the initiative through improved goal setting and time management, teamwork and conflict resolution; leadership skills; greater ability to learn independently; healthier lifestyle habits; a more positive outlook on life and increased awareness of the work of community groups.

Among the vocational outcomes identified for students were more realistic perceptions of post-school options; a better understanding of education pathways; better access to training and paid work; improved school-based expertise; a recognised qualification; knowledge of Occupational Health and Safety issues; employability skills; and leadership skills.

Despite the clear benefits that can come from schools engaging with their communities, these kinds of
collaborations are not easy to build or sustain. Not all school-community partnerships run smoothly. Finding potential partners and resources, knowing who might have the professional expertise to advise and guide program development, gathering information about an area of identified need, knowing how to monitor and evaluate the impact of a collaboration all take time and require different kinds of knowledge and skills.

For example, in partnership with The Ian Potter Foundation and the Origin Foundation, ACER is researching the impact of philanthropy in education through the project Leading Learning in Education and Philanthropy (LLEAP). Among the findings in year one was the importance of laying sound foundations for effective school-community engagement. From the fieldwork analyses, ten factors for highly effective engagement were identified. These included evidence of role clarity, reciprocity, alignment of objectives and values, and the education-philanthropy relationship having a focus on impact.

Ethical considerations can inhibit partnering. Some schools, for example, are wary about engaging with business. There is scepticism that businesses might enter into collaborations for no other reason than to promote commercial products and services. This is why there needs to be clarity around the type of relationship a school is entering into. Sponsorship, for example, is not a gift. It is reasonable to expect that a relationship with a school configured around sponsorship will have commercial returns on investment at its core: brand building, expanded networks, selling of products or services. The Commonwealth Department of Education, Employment and Workplace Relations is currently preparing a publication on school-business principles that will assist schools and businesses in making decisions based on their respective institutional values.

There is also a degree of scepticism in some quarters that, by encouraging school-community collaborations, governments are somehow being ‘let off the hook’ in terms of the investment they could otherwise be making in public schools. While this tension needs to be identified and acknowledged, it is not an argument against entering into these kinds of collaborations. Research shows clearly that both schools and communities can benefit from working together to improve outcomes for students.

Knowledge about school-community collaborations is a developing area of research and practice in schools. But a consistent finding from the research in Australia and overseas is that strong school-community engagement can bring a range of benefits. These are not only to students but to teachers, schools as a whole, partners and the wider community. For these benefits to occur, school-community partners need to have a shared vision, work in genuinely collaborative ways, and monitor the progress and effectiveness of their partnership activities. Sharing the results of this good practice means others can recognise the important role that community groups can play in supporting education and schools. Preparing twenty-first century learners depends on everyone in the community seeing this as their business.

Have you thought about, as a school…

- how you could better explain what you value, what your current needs are and what are good ways to connect with you?
- who you have already got relationships with and whether the full array of possibilities from these has been explored?

References

1 Adapted with permission from ACER. See original at: http://www.acer.edu.au/documents/ACER-Occasional-Essay-Number_4.pdf
6 Ibid.
7 Ibid.
9 Lucas, B. ‘Socially Intelligent schools and unleashing the power of collaboration’. Think piece in LLEAP Year 2 Dialogue Series: A Guide to grow your ideas for maximum impact, (April 2013), ACER
Our greatest school improvement need is …

Even the most informal school-business [or community] relationship is built around a need or opportunity and involves an action and outcome of some kind.
(Evaluate to Grow, 2012, p.5)

Before thinking about what type of partnership you might want to create, have you thought about what need you are trying to address?

How to identify your greatest school improvement need in the short-term, medium term or long-term, may sound simple. What we have discovered, however, is that this task can prove tricky for some.

Here are a few ideas from Bill Lucas about how to identify a need.

Needs tend to arise from a combination of the:

- rational (e.g. performance data, quantitative evidence, such as student attendance)
- emotional (e.g. strong feelings born out of professional experience, conversations and incidents that students are being under supported or that teaching and learning could improve or that the school is not really engaged with its community); and
- intuition (i.e. a sense, a hunch, a nagging doubt that will not go away)

The first step is to put into words the imagined need. The more rational the framing of the need is, the more it may also need an emotional edge. The more intuitive the framing of the need is, the more beneficial it may be to have ‘hard data’ to support you.

At this stage, you have choice. Either you go for a gap analysis (“we’re no good at this, we need to stop doing it like this and start doing it like that”) or, as Bill suggests, it’s more motivating to use an Appreciative Inquiry approach. This involves finding out what people are already doing well and what they would ideally like to do before embarking on change.

Here are some examples of needs that schools identified they were seeking to address through their school-business or -philanthropy partnerships:

- attendance
- student engagement or re-engagement
- limited curriculum
- retention
- wellbeing (including resilience)
- lack of vocational education pathways
- health
- literacy and/or numeracy
- disruptive behaviour

Few people change because they are told to change. They need: a vision + a clear statement of what is not working + practical first steps to implement change.
Getting to grips with the current situation – an internal scan

Self reflection tool
Partnering for school improvement will not always mean beginning with a ‘blank page’. The rubric tool on pages 13 to 16 has been developed to assist you understand the current partnership situation in your school.

The rubric has been developed using the National School Improvement Tool’s school-community partnership domain and the Australian Institute for Teaching and School Leadership, Professional Standard for School Principals. The findings from ACER’s research on school-business and school-philanthropy engagement, and Schools Connect Australia’s Inspired by Industry project, have also been drawn on to further strengthen the rubric.

What to do?
- Look at an area of focus within the School-community partnership domain.
- Use the descriptors – from ‘outstanding’ to ‘not at all’ – and decide where your school might best sit in relation to this area of focus. Place an ‘X’ on this spot.
- Looking at where you placed the ‘X’, on what basis do you think this reflects the school’s current situation?

“The program [Building a Culture for Partnering] helped me to map out where I thought it [a partnership] would go, to plan and strategise.”
(Participant, 2012)

“I now have developed a few methods for approaching them [potential partners], and I know now how processes work with them.”
(Participant, 2012)
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<th>School-community partnership domain of activity</th>
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<tr>
<td><strong>IDENTIFY</strong> Identify potential partners relevant to improving student outcomes (e.g. learning, achievement, wellbeing, engagement)</td>
<td>Considerable effort has been put into understanding students’ needs. There is deliberate and strategic use of existing relationships with parents, local businesses, philanthropy and other community groups, to identify appropriate partners to address those needs. There are partnerships already in place to enhance student outcomes by addressing the identified needs. The search for new potential partners is deliberate and strategic. Partnership prospects can be identified by anyone in the school community (teachers, students, parents, senior leadership team) or external organisations.</td>
<td>The school has one or more existing partnerships with families, local businesses and/or community organisations. These partnerships focus explicitly on improving student outcomes. The partnerships have generally been identified and initiated by the school's senior leadership team and have their support.</td>
<td>The school has external ‘partnerships’, but rather than being built around a coherent, jointly planned program of activities to improve student outcomes, these ‘partnerships’ tend to be mutually convenient transactional arrangements (e.g. exchanges of expertise or the sharing of facilities between institutions or organisations). The student needs that these ‘partnerships’ seek to address may not be explicit. Instead, they tend to be opportunistic or serendipitous in nature.</td>
<td>There has been limited or no explicit focused activity by the school to identify student needs in order to improve student outcomes. There is no evidence of identifying existing relationships with families, local businesses, philanthropy and community groups and other education and training organisations to address these student needs.</td>
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<td>The principal is fully aware of the prospects and creates the conditions for a coherent and coordinated approach to acting on any of the partnership prospects put forward.</td>
<td>These ‘partnerships’ are often established by individual members of staff with little knowledge about the ‘partnerships’ extending beyond the sphere of those directly involved in the ‘partnership’ activity.</td>
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Mark with an ‘X’ where you think your school currently sits
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| **BUILD**

Build partnerships

Each partnership has been established in response to an identified school improvement need. Considerable effort has gone into planning the details of the relationship (the ‘how’) and the ‘innovation’ (the ‘what’). As a consequence, there is great clarity about the number of partners needed. Careful consideration has been given to the benefits of the partnership for each partner.

A consequence of not mapping the current partnerships fully is missing out on the potential the current relationships afford. New partnerships are sought when revisiting and strengthening current relationships may be all that is needed to address student needs in deeper and/or broader ways.

Each partnership brings the staff and students of the local school together with external partners. All partners have an understanding of the purposes of the partnership and clear objectives have been set, expressed in terms of improved outcomes for students.

The principal and senior leadership team have no knowledge or limited knowledge of the ‘partnerships’ initiated by the individual staff member, unless directly involved in the activity. As a consequence, there is limited whole-school support or engagement or the possibility for this to occur.

Reference to the term ‘partnership’ may be used in documentation or heard in various settings, but the reality is that contacts with families, local businesses and community organisations are limited to isolated events and the nature of engagement is superficial and/or not understood to mean a ‘partnership’ by the other party.

Mark with an ‘X’ where you think your school currently sits

| COLLABORATE decision making

Details of the partnership and its activities involve all partners in collaborative planning. As a consequence, the decision making results in great clarity with partners about the changes sought and for whom and the roles and responsibilities each has in the partnership. There is written and signed agreement by the partners around these aspects of the partnership.

Attention has been given to communication and to the sharing of experiences within the partnership.

However, there may be no formal plan for reviewing the partnership’s outcomes and effectiveness.

Communication between ‘partners’ is largely unplanned and infrequent.

Reference may be made to ‘partnership’ but this is not based on collaboratively planned programs of activities, with clear goals, roles and responsibilities.

Mark with an ‘X’ where you think your school currently sits

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<td><strong>EVALUATE monitoring and evaluation</strong></td>
<td>There are documented plans for monitoring and reviewing the effectiveness of the ‘what’ and the ‘how’ of the partnership. There is clear evidence that the partnerships are having their intended impact.</td>
<td>There is evidence that the school’s partnership(s) are being implemented as intended. However, there may be limited evidence of improved student outcomes as a result of partnership activities. This may be because limited time has elapsed for an effect to be demonstrated. It may also suggest that revision of evaluation questions is required and information gathering methods may need further analysis.</td>
<td>No plans exist to systematically review the effectiveness of the partnerships, which typically are very dependent on the efforts of one or a small number of individuals.</td>
<td>No consideration is given to monitoring or evaluating the ‘what’ or ‘how’ of the relationships.</td>
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Mark with an ‘X’ where you think your school currently sits:

| **RESOURCE resourcing the relationship and its activities** | As appropriate, adequate in-kind and financial resources have been explicitly planned for each phase of the ‘innovation’. Resources are sought based on their capacity to directly assist in achieving the objectives of the partnership. Partnership activities are being successfully implemented and are being adequately resourced. | Resources to support the innovation and partnership activities are identified and sourced but this tends to be done serendipitously and ‘on the run’ by one or both partners. Keeping focused on the objectives of the partnership is sometimes a challenge so resources sought may not be a good fit for the need identified. | Outside of the ‘partnerships’ immediate transactional exchange, limited consideration has been given to whether the student needs the activity seeks to address can be met through the current resourcing arrangement. | There is no evidence that the resources most likely needed to achieve the objectives of the partnership have been identified and jointly discussed by partners and actioned. |

Mark with an ‘X’ where you think your school currently sits:
There is discussion from the outset of the partnership about what needs to happen to sustain the innovation and what’s required from a partnership. Explicit processes are in place to ensure ongoing and effective communication, sometimes across a network of partners. Plans have been put in place to identify new or revised resourcing arrangements (in-kind through to financial). The idea of the school partnering to improve learning has become an accepted part of the culture of the school community and partner organisations. Benefits of the partnership are integrated back into the school and partner organisation.

There has been some discussion during the implementation phase of the partnership about what might need to happen to sustain the innovation and what’s required from a partnership. Suggestions for additional sources of resource have been identified, but the roles for the current partners in this phase of the partnership are less defined and any efforts to identify and secure additional resources are left to a champion or a small number of individuals.

There has been incidental discussion about the need for having an idea for sustaining the innovation and what’s required from a partnership. But no process has been established to put ideas into action. There is limited co-identification of assets or additional funding sources and no joint planning from current partners to action any of these ideas. It is left to a champion in one of the partner organisations to keep the innovation going.

The issue of sustainability appears in documents or is mentioned in meetings but there is no evidence of what this means in the context of the innovation and what’s needed from a partnership; and there is nobody ‘owning’ the issue to do something about it.

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</tr>
<tr>
<td>There has been incidental discussion about the need for having an idea for sustaining the innovation and what’s required from a partnership. But no process has been established to put ideas into action. There is limited co-identification of assets or additional funding sources and no joint planning from current partners to action any of these ideas. It is left to a champion in one of the partner organisations to keep the innovation going.</td>
<td></td>
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<tr>
<td>The issue of sustainability appears in documents or is mentioned in meetings but there is no evidence of what this means in the context of the innovation and what’s needed from a partnership; and there is nobody ‘owning’ the issue to do something about it.</td>
<td></td>
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</tbody>
</table>

Mark with an ‘X’ where you think your school currently sits
Laying the foundations for partnering

Your school’s culture can give you a clue as to your readiness to partner. Typically, culture in the literature is discussed in terms of attitudes, beliefs, values, tone, activities and arrangements associated with:

- **Knowledge sharing**: how knowledge is developed, who develops the knowledge and who gets to share knowledge
- **Social connections**: what collaborative activities people engage in, with whom, in what ways and how often
- **Organisational structures and processes**: what is put in place to facilitate communications and the leadership of change

These can be reflected in explicit and implicit ways. For example, the explicit setting up of a project team to lead an initiative and or the implicit unstated ‘rules’ about who can do something or how something ‘needs’ to get done.

Culture can change over time, but sometimes it can get stuck as reflected in comments such as, ‘This is the way things are [always] done around here’!

**What to do?**

Read the statements on page 18 and place an ‘X’ where you believe your school is at now.

**Have you thought about, as a school…**

- what kinds of ways you already share knowledge and connect with one another? How could this help with seeking out and developing relationships with potential partners?
- whether you believe you have the kind of organisational culture that is ready to partner and on what basis you think this?
<table>
<thead>
<tr>
<th>Cultural dimension</th>
<th>Possible cultural dispositions</th>
<th>Our school</th>
<th>strongly disagree</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge sharing</strong></td>
<td>learning from mistakes is crucial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>we avoid blaming others when things go wrong</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>our decision making is data informed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>we habitually seek access to new ideas or fresh ways of thinking about old ideas</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>the strength of an idea is what counts</td>
<td></td>
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<tr>
<td></td>
<td>highly visible ways of knowledge sharing is the norm (e.g. intranet, leadership learning groups, whole-school gatherings and events)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Social connections</strong></td>
<td>we consistently seek outside connections with others</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>collaboration is a valued way of working for continuous improvement</td>
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<tr>
<td></td>
<td>learning from and with each other is a way of life</td>
<td></td>
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<tr>
<td></td>
<td>we recognise the added value gained by developing connections with others</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>the leadership team actively encourage feedback and suggestions from staff, students and parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organisational structures and processes</strong></td>
<td>new ideas take root through multiple points of connection (i.e. not just the teacher or team or students who come up with an idea)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>there are clearly defined roles and responsibilities for various projects – everyone knows who to contact</td>
<td></td>
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<tr>
<td></td>
<td>there is a process for knowledge developed to go back into the school (i.e. if someone leaves, does the knowledge developed leave with them too?)</td>
<td></td>
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<tr>
<td></td>
<td>there is a process for knowledge developed to go out into the community (e.g. Would local businesses know what your needs are and how best to connect with you?)</td>
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</tbody>
</table>
Barriers, real or perceived, can get in the way of forming effective school-community partnerships. Often barriers to partnering can be traced back to trust, time and/or territory related issues:

- **Trust:** is the cornerstone of developing quality relationships with others. Trust for either partner can be built or broken through, for example, prior experiences of connecting; a lack of understanding of what is required of partners or the context in which they operate; doing or not doing what you said you were going to do.

- **Time:** collaborative activity takes time and has to take place within a host of other activities. This is equally true for schools and their potential partners. This is all the more reason to think through why you might like to partner and how it could join-up with what you are seeking to achieve with the students.

- **Territory:** clarity of roles, benefits and boundaries is critical to partnering successfully. An imbalance around any of these could result in a potentially great partnership not getting off the ground or derailing an existing partnership. Have you thought about, the benefits for both partners? …the responsibilities of partners? …how decisions get made?

Can you identify with any or all of these issues?

In our research and work with schools and partners, we have heard these kinds of issues reflected in different ways.

**What to do?**

- Read the statements on page 20.
- Mark with an ‘X’ how strongly you think each is a barrier for your school forming school-community partnerships. As you do so, consider on what basis you think this? (Note: They are not necessarily your answers but what you think others at the school might say in response to forming partnerships with community groups.)
Building a Culture for Partnering Program

<table>
<thead>
<tr>
<th>Trust, time and territory barriers to developing school-community partnerships might be reflected in comments, such as:</th>
<th>Strongly disagree</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is not on the timetable</td>
<td></td>
<td></td>
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<tr>
<td>2. Our parents would not like us partnering with other groups from the community</td>
<td></td>
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<tr>
<td>3. There is no time to be able to do any more in my day</td>
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<tr>
<td>4. The principal is always coming up with new ideas that are not followed through</td>
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<tr>
<td>5. The curriculum is already full</td>
<td></td>
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<tr>
<td>6. We can’t get staff to support new initiatives</td>
<td></td>
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<tr>
<td>7. We don’t need the community’s help with the education of our students</td>
<td></td>
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<tr>
<td>8. We don’t need any more changes, there are too many every term</td>
<td></td>
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<tr>
<td>9. I can’t spend the time away from my students</td>
<td></td>
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<tr>
<td>10. There are already too many meetings</td>
<td></td>
<td></td>
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<tr>
<td>11. We don’t want ‘outsiders’ coming into the school</td>
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<tr>
<td>12. We don’t want the community to see what happens in the school</td>
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<tr>
<td>13. There are too many schools in the area – we can’t compete</td>
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<tr>
<td>14. We would need funding to get anything started</td>
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<tr>
<td>15. Our local community might not have the resources we need</td>
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<td></td>
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<tr>
<td>16. The parents are not interested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. The principal is not interested</td>
<td></td>
<td></td>
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<tr>
<td>18. Staff are not interested</td>
<td></td>
<td></td>
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<tr>
<td>19. The students are not interested.</td>
<td></td>
<td></td>
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<tr>
<td>Other comments you may have heard …</td>
<td></td>
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</tr>
</tbody>
</table>

This tool has been adapted from a tool that Sharon Clerke (ACER NAB Schools First) developed for the pilot of Building a Culture for Partnering.
In our wildest dreams ....

Thinking about your school’s greatest need, perhaps you already have an idea of what partnership you want to create.

You might like to take this opportunity to record your idea here.

_In our wildest dreams ...._

---

The _Building a Culture a Partnering_ team is looking forward to meeting you. Don’t forget to print your completed pre-program kit and bring it along on Day 1 of the program. We will also bring along a hard copy of the full kit, including the pre-program section for you to keep.
Building a Culture for Partnering Kit: At a glance
Building a Culture for Partnering Kit:
At a glance

The materials listed below are provided to assist you engage with the activities during the program.

<table>
<thead>
<tr>
<th>Material</th>
<th>Type</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building a case for partnering – benefits</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Types of relationships</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Partnership phases</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Types of school-community activities: Cases</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Mapping who is in the ‘community’</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>Types of parent engagement</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>From handshake to MOU</td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>Gathering information to help evaluate the ‘what’ and the ‘how’ of the partnership</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>Checklist so far …</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Our school-community partnership … checklist</td>
<td></td>
<td>51</td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td>53</td>
</tr>
</tbody>
</table>

Key
- tool
- research
- support
- people
Benefits of Partnering
(in relation to your widest dreams pre-program)

<table>
<thead>
<tr>
<th>Type of benefit</th>
<th>Examples</th>
<th>Student(s)</th>
<th>Teacher(s)</th>
<th>Parent(s)</th>
<th>Partner(s) (e.g. business, philanthropy, not-for-profit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>new, stronger, diverse networks of support</td>
<td>Ways this may be evident...</td>
<td>Ways this may be evident...</td>
<td>Ways this may be evident...</td>
<td>Ways this may be evident...</td>
</tr>
<tr>
<td>Intellectual</td>
<td>improved knowledge and skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td>by product of the relationship</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Psychological</td>
<td>improved morale and feelings of making a difference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td>improved capacity and capabilities in organisations and individuals</td>
<td></td>
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</tr>
</tbody>
</table>
Identifying your relationship type

Think about:

- Which relationship type are you?
- What relationship type do you need to be?
- What are (or could) be the pros and cons of this form of engagement? For whom and in what circumstances?
- What do you think will be the biggest barrier to developing this form of relationship? How might this barrier be overcome? Who or what can help you overcome this barrier?

Informal

eg. A business invites and receives a range of student designs, one of which will be selected for a new website. This is a one-off arrangement with no expectation of further engagement between the business and school.

In kind

eg. The business offers to mentor the principal around financial matters. The school lends some sporting equipment to a local business for its team-building day.

Networking

eg. The school and business exchange information for mutual benefit at a local business breakfast meeting organised by the local council every month.

Cooperating

eg. Several schools pool their resources to work with a local fitness centre to run a ‘Health Promotion Week’ as a way of encouraging exercise and healthy eating among students and their families.

Embedded

eg. A school and business start off with a simple targeted program. Over the years the relationship deepens until its objectives are embedded in the business plans of both organisations.

Formal

eg. The school and business enter into an arrangement to share the school’s gymnasium facilities. A formal agreement, holding each party to account, is developed and signed by the school and business leaders.

Financial

eg. Sponsorship of travel or an event is provided by a business. Scholarships are offered as part of school-to-work pathway for selected students.

Coordinating

eg. Several schools work with a local business to provide a structured work experience program for students.

Collaborating

eg. Both school and business work together to enhance the professional skills and knowledge of their staff for mutual benefit and a common purpose.

Our relationship type is or could be ...

Reproduced from Evaluate to Grow: A guide to getting the most out of our school-business relationships through evaluation, with the kind permission of the Department of Education, Employment and Workplace Relations (DEEWR)
Partnership phases

Typically, there are four phases to consider in a school-community partnership:

- identify
- build
- implement
- sustain

Each phase has some key objectives and associated activities:

<table>
<thead>
<tr>
<th>Phase</th>
<th>Key objectives are to:</th>
<th>Examples of activities include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify</td>
<td>• understand what the school values and what it is trying to create&lt;br&gt;• understand students’ needs&lt;br&gt;• understand the type of relationship(s) needed</td>
<td>• assess needs and identify ones to focus on&lt;br&gt;• build a case for partnering&lt;br&gt;• map existing relationships and resources&lt;br&gt;• identify current barriers and strategies for overcoming these&lt;br&gt;• seek out other possible relationships and resources&lt;br&gt;• talk with others about what you are trying to do to generate enthusiasm, support and possible introductions to others who could help</td>
</tr>
<tr>
<td>build</td>
<td>• ensure each relationship is established in response to an explicit need&lt;br&gt;• create the conditions for relationships to flourish&lt;br&gt;• develop relationships&lt;br&gt;• Plan and document activity</td>
<td>• plan how the relationship will work best for the school and the partner(s)&lt;br&gt;• plan what activities as partners you will focus on first, second and so on&lt;br&gt;• identify and seek out adequate resources for carrying out the proposed activities&lt;br&gt;• put in writing what each partner is contributing to the relationship</td>
</tr>
<tr>
<td>implement</td>
<td>• Start activity&lt;br&gt;• monitor and review how the relationship(s) and activities are going</td>
<td>• run activities and programs&lt;br&gt;• gather information and analyse it to help understand how the relationship and its activities are doing&lt;br&gt;• use information gathered to revise what you are doing or how you are doing it&lt;br&gt;• use information gathered to share and promote what is being learned</td>
</tr>
<tr>
<td>sustain</td>
<td>• determine what still needs to be done once the activity is in place</td>
<td>• do a review of the relationship and its activities to see whether there is scope to expand or build on the ‘project’ or relationship</td>
</tr>
</tbody>
</table>
Types of school-community activities case examples
### School-community partnership activities: Cases

<table>
<thead>
<tr>
<th>Case No</th>
<th>Case Focus</th>
<th>Type of relationship</th>
<th>Partnership phase</th>
<th>Level</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student volunteering</td>
<td>Formal, embedded</td>
<td>Sustain</td>
<td>Secondary</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Mentoring to improve student wellbeing</td>
<td>Formal, embedded</td>
<td>Sustain</td>
<td>Secondary</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>Student engagement through agriculture</td>
<td>Formal, embedded</td>
<td>Sustain</td>
<td>Secondary</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>Mentoring to improve literacy</td>
<td>Formal, embedded</td>
<td>Sustain</td>
<td>Secondary</td>
<td>33</td>
</tr>
<tr>
<td>5</td>
<td>Arts programs for students with special needs</td>
<td>Formal, embedded</td>
<td>Sustain</td>
<td>Primary/Special</td>
<td>34</td>
</tr>
<tr>
<td>6</td>
<td>Community health and wellbeing</td>
<td>Formal, embedded</td>
<td>Sustain</td>
<td>Primary</td>
<td>35</td>
</tr>
<tr>
<td>7</td>
<td>Engagement through real world science</td>
<td>Formal, in-kind</td>
<td>Developing</td>
<td>Secondary</td>
<td>36</td>
</tr>
<tr>
<td>8</td>
<td>Health and wellbeing</td>
<td>Formal, embedded</td>
<td>Developing</td>
<td>Special</td>
<td>37</td>
</tr>
<tr>
<td>9</td>
<td>Resourcing a grants and submissions coordinator</td>
<td>Networking</td>
<td>Developing</td>
<td>Special</td>
<td>38</td>
</tr>
<tr>
<td>10</td>
<td>Local transport for students</td>
<td>Formal, embedded</td>
<td>Sustain</td>
<td>Secondary</td>
<td>39</td>
</tr>
<tr>
<td>11</td>
<td>Student enterprise</td>
<td>Formal, embedded</td>
<td>Developing</td>
<td>Primary</td>
<td>40</td>
</tr>
<tr>
<td>12</td>
<td>Music enterprise and promotion</td>
<td>Formal, embedded</td>
<td>Sustain</td>
<td>Senior secondary</td>
<td>41</td>
</tr>
</tbody>
</table>
Case 1: Student volunteering

**Snapshot**

Corinda State High School and their main partner, Volunteering Queensland (VQ), established a program to provide other community organisations with student volunteers. This project encapsulates the school leadership program and a commitment to active learning through volunteering in the community. The school follows a holistic approach to education and caters for every area of the young person’s life: academic, social, emotional and physical. In addition to VQ, the high school has a number of community partners who facilitate the volunteering program, including St Vincent de Paul, Rotary, Lifeline, PCYC, local schools, kindergartens and other local groups.

**The Challenge**

The student group, approximately 1500 students, reflects a high level of cultural diversity with fifty-one per cent of students from a background other than Australian. The size, multicultural and multilingual nature of the student group presented challenges for the school and inspired the school to make a commitment to developing young people who can participate in a dynamic, culturally diverse society, take responsibility and be resilient. The school commenced a strategic planning and review process and identified the need to develop students’ leadership skills and encourage students to take more responsibility for the world in which they live.

**The Solution**

Corinda SHS partnered with VQ and yLead, an organisation specialising in youth focused leadership training, to create a program which developed students’ values systems and educational aspirations through a commitment to community and global volunteering. As part of the school’s commitment to providing formalised training and education, Corinda SHS and VQ set up a pilot program to offer Certificate II in Active Volunteering through the school.

**The Type of Relationship**

Formal, embedded

**Key Lessons**

The what of the partnership:

The partners have developed and implemented a program which operates on a three tier model: Year 8 students undertake internal volunteering within the school; Year 9 students undertake volunteering in their local community; and Years 11-12 students undertake a global volunteering task. Across Years 8 to 12, students undertake a range of activities with their community partners, including an introduction to the concept of leadership; leadership ‘in action’ with projects outside school boundaries; career knowledge and development; projects incorporating a global focus; and a mentoring system for assisting younger year levels.

The how of the partnership:

Over a series of meetings in the second half of 2008 VQ and yLead worked with school representatives to develop a framework for a Student Leadership Program to be initiated. While it is a whole of school program, the structured volunteering activities take place in Years 8, 9, 10? and 11. Students start in Year 8 and gain experience as they progress through to Year 12. The program was run as a pilot to measure success and incorporates a thorough review and evaluation process embedded during the planning stage, and involving all program partners, to monitor ongoing improved outcomes and decide on the future direction of the partnership.

**Phase**  |  **Level**
---|---
Sustain | Secondary

Adapted from the NAB Schools First impact award winning school-business partnership
Case 2: Mentoring to improve student wellbeing

Snapshot

The main objective of the partnership between Centenary State High School’s annexe, Toowoomba Flexi School, and a network of retired older men in Toowoomba, was to engage two marginalised groups in the community, disengaged youth and retired older men, into productive community outcomes. Students who are at risk of dropping out from formal education in Years 10, 11 and 12 are supported through a mentoring program and other projects that strengthen intergenerational links.

The Challenge

An increasing number of students were found to be failing academically, socially and emotionally. Many were disengaged; some were homeless or living in situations that were contributing to their poor performance at school. These students had been damaged by their circumstances and were struggling with many aspects of their lives.

The Solution

TOMNET’s aims were to identify and connect with isolated older men and establish peer support networks and services to improve their physical, mental, emotional and social wellbeing and provide them with a sense of belonging. Students who are at risk of dropping out of school are supported by the older men through a mentoring program. There are about fifty TOMNET members who share their expertise and the students benefit by becoming re-engaged with learning. The partnership has provided the older men with the opportunity to benefit from individual peer support, to enhance social networks and gain a sense of belonging in the community. Students benefit socially and emotionally from the mentoring and from contact with this group of supportive adults who share their experiences and care about the students’ welfare.

The Type of Relationship

Formal, embedded

Key Lessons

The what of the Partnership:

The partnership has consistently produced exceptional outcomes for all involved. The students feel accepted and supported and able to re-engage in learning and work. The school’s disengaged students have somewhere to go, someone to talk to and a reason not to drop out of learning. The TOMNET volunteers, by sharing their knowledge, skills and friendship, feel valued and the benefits of intergenerational participation are immense.

The how of the Partnership:

The Flexi School has four teaching staff and two administrative staff, a guidance officer who comes in once a week and a chaplain who comes in twice a week. Over twenty TOMNET members work with the students on a weekly basis, providing mentoring and support, improving the students’ numeracy and literacy and undertaking specific projects. Academic support and building relationships is part of the ‘Mentoring a Mate’ program and construction and gardening skills are combined with healthy eating tips in the programs ‘Vegetable Plot to Plate’ and ‘Nurture with Nutrition’.

Jo Brennan, Head of Department at Flexi and Glen Postle, CEO of TOMNET agree that being truly collaborative is one of the main reasons that the partnership has worked so well. Regular meetings, knowledge building and sharing are also important; taking note of feedback from parents, students and partners helps them to stay grounded and on track, so that everyone benefits.

Phase  Level

Sustain  Secondary

Adapted from the NAB Schools First impact award winning school-business partnership
Case 3: Student engagement through agriculture

Snapshot
Gin Gin State High School’s partnership between a variety of local businesses and community groups addresses the issues of disengagement and low retention, and aims to improve vocational outcomes for participating students. At-risk students in Years 9 and 10, mainly boys, were initially involved in Landcare projects. The program has expanded to include agricultural projects with ten industry partners, and now also involves girls and students with disabilities.

The Challenge
A detailed analysis of school behaviour records, school attendance and academic results showed that boys in Years 9 and 10 were clearly disengaged and often socially challenged. The school identified the need in this target group to increase engagement with learning; increase attendance; reduce poor behaviour and improve academic outcomes.

The Solution
Partnering with community groups was recognised as a means of increasing engagement with learning and improving attendance, behaviour and academic outcomes. An improvement in these areas was also seen as a community benefit by providing employment opportunities and career pathways and giving the school a more positive profile in the community.

The Type of Relationship
Formal, embedded

Key Lessons
The what of the partnership:
The GGAP program introduces students to environmental management concepts before moving to agricultural projects ranging from animal to crop production. A support staff position has been created to monitor student progress in terms of work experience, traineeship opportunities and vocational skill acquisition. Small groups of students attend nearby farms to gain knowledge in various areas, one of which is cattle handling and grooming at the Red Hill Dexter Stud.

The partners have created a practical training opportunity where students can apply the theoretical classroom learning around employability and vocational skills in a practical, real-life setting. The school has extended the GGAP program to flow into senior years through the Trade and Agriculture for Seniors (TAGS) initiative. Students are involved in local Agforce meetings and the local Agricultural show, as well as becoming members of volunteer organisations (QFRS) and maintaining high visibility in the community through volunteer projects.

The how of the partnership:
Key staff work with selected students and industry partners around training plans that match community needs to students’ skills and requirements and ensure that student safety is maintained and targeted student outcomes are achieved. The partners attend school programs to share particular aspects of industry knowledge and practice. The partners are briefed on course requirements in general work areas and specific skill areas and access to course material is shared between the school and the partners.

Phase Level
Sustain Secondary

Adapted from the NAB Schools First impact award winning school-business partnership
Case 4: Mentoring to improve literacy

**Snapshot**

The relationship between Glenala High School in Queensland and Minter Ellison Lawyers began in 2008 with a mentoring reading program for ten Year 8 students. In this program a mentor from Minter Ellison is matched with a Year 8 student. Since then, the relationship has deepened, paving the way for the development and implementation of other programs at the school. The relationship has evolved from Minter Ellison funding specific needs – such as the purchase of hats and breakfast for students – to a sophisticated program of change. This case focuses on the Year 8 mentor reading program.

**The challenge**

The school wanted to address low aspiration and educational apathy. The main objective of the relationship with Minter Ellison Lawyers was to develop more positive student attitudes to schooling and improve transitions into the workforce.

**The solution**

One solution to the identified issues in the school was to develop a relationship with Minter Ellison Lawyers. Both the school and Minter Ellison Lawyers recognised the value in working together for a common goal. The partners decided to start small with the development of the high school mentor reading project.

**The type of partnership**

Formal, embedded, financial and in-kind

**Key Lessons**

**The what of the partnership**

Students in the reading mentor project are showing demonstrable growth in their reading ability, more so than those who haven't participated. For some of the students, this might be the first time they've been read to or encouraged to read. The project has been going for four years, which is testament in itself of its value. Two of the students from the original reading cohort are now in Year 11 and looking at career paths that might not otherwise have been in their sights.

**The how of the partnership**

The school and business partners regularly monitor their relationship. The partners are in contact via weekly emails to share information and check arrangements for various project activities. More formal meetings between the partnership leaders from each organisation are held at the start of each year to plan the year ahead and review the budget. The partners talk about the evidence gathered throughout the previous year, identifying what is working and what needs to be refined or changed. There is also a high-level formal meeting once a year to discuss the partnership, its projects and strategic directions. In the beginning, there was some explicit ‘quizzing’ to see if the partnership and its purpose were in line with what the school and business partner wanted to achieve.

**Phase**

**Level**

Sustain  Secondary school

Adapted from the NAB Schools First impact award winning school-business partnership
Case 5: Arts programs for students with special needs

Snapshot
Mount Ommaney Special School and The Song Room (TSR) have partnered to engage students with severe and multiple impairments, in drama through storytelling and dramatic play. Students from Prep to Grade 12 participate in weekly drama sessions that are proven to provide innovative opportunities for the students to create and connect with the world around them. TSR targets its programs to disadvantaged children who would otherwise miss out, including students with learning challenges in special schools.

The Challenge
The school wanted to improve the students’ access to the proven benefits of arts programs in addressing complex needs. The majority of students at the school are non-verbal and have limited physical movement. This presented a number of challenges in relation to devising appropriate drama activities and implementing effective evaluation for further refinement. It was also important to develop staff skills, knowledge and confidence to deliver their own arts-focused programs in the future. Teachers had observed that students showed more willingness and ability to engage in the once-weekly music sessions, which provided important and unique opportunities for communication, interaction and self-expression that were not observed in other programs.

The Solution
The Song Room provides opportunities for enhanced learning and development for disadvantaged children through music and the arts. TSR’s vision is that all Australian children have the opportunity to participate in the arts to enhance their education, personal development and community involvement. TSR tailored the A Moment in Time program to Mount Ommaney’s particular needs and developed a drama focused intervention program. TSR works closely with the school and provides weekly Teaching Artist workshops, staff professional development, mentoring and access to a wealth of specialist and online resources.

The Type of Relationship
Formal, embedded

Key Lessons
The what of the partnership:
TSR works closely with the school on the drama focused intervention program and provides weekly Teaching Artist workshops, staff professional development, mentoring and access to a wealth of specialist and online resources. Students from Prep to Grade 12 participate in weekly drama sessions that provide innovative opportunities to create and connect with the world around them.

The how of the partnership:
Through planning meetings and email communication the partners began by selecting appropriate units of work from the Australian curriculum and then investigated how drama could be used to increase student engagement. The school implemented a six month in-school drama workshop program, delivered by the TSR Teaching Artist, in consultation with school experts in education for students with complex special needs. This was followed by an 18 month mentoring program, in which the Teaching Artist worked closely with classroom teachers in planning and delivering their own drama sessions using TSR drama expertise and resources.

Phase Level
Sustain Primary/Special

Adapted from the NAB Schools First impact award winning school-business partnership
Case 6: Community health and wellbeing

Snapshot
The partnership established between Zillmere State School and Jabiru Community Youth and Children’s Services is a genuine collaboration looking to promote the idea that *Life is a Classroom* to children in Grades 4 to 7. Jabiru is a not-for-profit organisation, with several projects currently running, including three workers situated in state primary and high schools to work with students and their families to address these issues. Physical activities and nutritional education courses are run after school to complement the existing curriculum and provide culturally appropriate learning, while creating a safe and productive alternative for students than roaming the streets after the school bell rings.

The longstanding Hub project that Jabiru has shared with the school’s early years phase, illustrates a great working model for this community. The Hub has resulted in increased school attendance, improved social, emotional, intellectual and physical development, and connection for the early childhood students. Activities include pre prep playgroups, family literacy groups and school and community resilience initiatives.

The Challenge
The school is located in an economically disadvantaged area with limited resources. Low literacy and numeracy, poor school attendance and a history of student disengagement was a concern for the school and the community.

The Solution
The team at Jabiru provides early intervention and prevention, individual support and community capacity building programs and services for children and young people in their families and communities in Brisbane. The team works closely with the school and with other community groups to support local communities.

The Type of Relationship
Formal, embedded

Key Lessons
The what of the partnership:
Jabiru has a large pool of human resources and many of these groups are more than happy to oblige if there is an opportunity to work with the children. One project that was undertaken was the re-designing and painting of a new mural for the front of the school. This was completed by both after-school care students and students at the school meaning that all students could contribute.

The how of the partnership:
Staff outline to Jabiru what they are doing in the classroom so that all programs align with school planning. Jabiru engages with the parents, who are now very familiar with what is offered and consider the program as a positive outcome for students. Stakeholders have pooled together resources doubling the variety of educational and extracurricular resources that the children now have access to.

There is extensive planning between the two partners who meet regularly to consider ideas and discuss ways to include other businesses and groups catering to the curriculum needs whether this is sporting, academic or artistic.

Phase  Level
Sustain  Primary

Adapted from the NAB Schools First impact award winning school-business partnership
Case 7: Engagement through real world science

Snapshot

A Year 9 Science teacher from Gleneagles Secondary College formed a partnership with researchers from the Bionics Institute in 2012, as part of the ‘Inspired by Industry’ program run by Schools Connect Australia. The program supports government schools in forming collaborative partnerships with industry that help teachers bring real-world relevance into classroom learning.

The Challenge

The school in this partnership focused on the need to develop parts of the science curriculum to involve students in the ‘real-world’ of science and allow them to see the relevance and future benefits of studying science. The Bionics Institute has a long and distinguished history in hearing research and is currently concerned that the noise dose that high-school aged children receive from their personal listening devices in Australia was still unknown. The common challenge they both faced was to involve teenagers in ‘real’ science research that was engaging for students and contributed to the understanding of the impact of personal listening devices on young people.

The Solution

A partnership was established between the school and The Bionics Institute. During the first few months of the partnership, the partners arranged a series of meetings and shadowing visits at each other’s work places, discussed ideas and agreed on an area for collaboration. Together they designed a science curriculum unit that involves around thirty Year 9 students working collaboratively with research scientists at the Bionics Institute to plan, conduct and publish their own scientific research as part of their science curriculum. The students are supported in planning, collecting and analysing scientific data on the sound and the impact of their hearing habits using Personal Listening Devices.

Kind of partnership

Formal, in-kind, collaborating

Key Lessons

The what of the partnership

This partnership activity allowed both parties to directly share in the value generated by the collaboration. The school was able to access expertise and equipment to bring real-world practices into the classroom, while researchers were able to collect and co-publish new scientific data. The students and the researchers are working on the authorship and publication of their results in an international, peer-reviewed science journal, thus contributing to the knowledge of the medical science research community in Australia.

The how of the partnership

In addition to the shared value experienced by the partners in this collaboration, other enabling factors included:

- The time spent at the beginning of the partnership for partners to spend time together and learn about each other’s worlds
- The teacher’s genuine interest in industry partnerships and ability to remain open to innovating in the classroom
- The support of the leadership at both the school and partner organization

Phase Level

Developing Secondary School

Adapted from Inspired by Industry evaluation study, Schools Connect Australia
Case 8: Health and wellbeing

**Snapshot**

Berendale School has a pool that was a valued facility of the school. It became run down over time. Maintenance costs had become exorbitant, and the condition of the pool meant that it was becoming an OH&S issue. A costing indicated that the school would need to raise $640,000 to upgrade the pool to the required standard. By building a series of relationships and getting partners from the community on board to help, both financially and in-kind, the school raised the required money over several years and the upgraded pool is now operating at full capacity. Berendale School partnered with Bayside City Council, Bentleigh Bayside Community, Bendigo Bank and others.

**The Challenge**

The condition of the pool meant that the school was faced with the need to make a decision on the question, “Should we scrap it, or should we save it?” There was a danger it would be shut down due to its failure to meet certain standards; the school didn’t know whether it was even feasible, how they would get the money to fund the required work, and if they did get the money, how they would ever be able to repay it.

**The Solution**

The school built a network of partnerships that provided both financial and in-kind support.

**The Type of Relationship**

Formal, in-kind, cooperating, financial, coordinating, collaborating

**Key Lessons**

The what of the partnership:

Community Development Officers from Bayside City Council assisted in identifying a need for increased hydrotherapy pool facilities in the local community. The local council conducted a feasibility study and costing for upgrading the pool to create a dual-use pool to serve both the school and the broader community. The Bentleigh Bayside Community Health Centre brought in knowledge, expertise and resources to run the hydrotherapy program for the pool. Bendigo Bank and the Community Enterprise Foundation developed and implemented a “Get in the Swim” fundraising program. Local businesses and service clubs made sizeable donations to the cause. Finally, some government support helped to see the project through to completion.

The how of the partnership:

The partners worked hard together for a result that would not have been achievable by any one organisation on its own. The parties involved listened carefully to each other and appreciated each others’ needs. There was a shared knowledge of the required outcome, and everyone had their own objectives. Partnerships led to other partnerships, connections bred connections, and the external partners became lead agencies within the school. The solid partnerships and the community building that occurred through the process of the pool upgrade continues to generate ongoing benefits to the school. The whole emphasis of the school is partnerships.

**Phase**

Sustain

**Level**

Secondary Special

Excerpt from “Berendale – The Pool Story,” A DVD prepared by Berendale for the Australian Council for Educational Research, Tender Bridge
Case 9: Resourcing a grants and submissions coordinator

Snapshot
Frankston Special Developmental School provides a specialised and challenging curriculum in a supportive environment for students with moderate to severe intellectual disabilities whose ages range from five to eighteen years. Individual education programs are delivered by trained special education staff, including a speech therapist, an occupational therapist and a physiotherapist. Students also have access to extracurricular programs. A ‘Grants and Submissions’ Coordinator was employed in early 2012. This role was to focus on coordinating and resourcing the school’s funding needs.

The Challenge
Needing to attract different types of funding to satisfy a range of needs, in early 2012 the school’s current principal employed a former principal of the school, Judy Lonza, as Grants and Submissions Co-ordinator specifically to seek funding for the school. The current principal recognised that Judy understood the school and what the school needed and recognised that it would be more cost effective to engage her in a grant-seeking role than to expect regular staff members to explore possible school-community relationships.

The Solution
Judy Lonza was principal at Frankston Special Development School for six years before retiring in October 2011. Now she works at the school one day a week on submission writing. She understands the school and the students and has an intimate understanding of what’s needed by the school. She also has a passion for the school, school education and the special needs of the students, and the new principal thought this would come through in her submissions.

Key Lessons
The what of the partnership/role:
Judy finds out what the school’s needs are by the staff providing a list. She looks on the Tender Bridge website, matching her searching to the needs or wants of staff for students. As well as grant-seeking, reports may need to be coordinated from, for example, the speech coordinator. She then researches the names of some philanthropic funds and trusts and goes to their respective websites, investigating their guidelines to match the school’s needs with the needs of the prospective funder. Staff requests need to align with the school’s overall key priorities.

The how of the partnership/role:
Grant-seeking successes have included a chaplaincy program, a federal government initiative; a ‘soundfield’, through the Victorian Department and Early Childhood Development, a grant from Newsboys Foundation to purchase tents and sleeping mats to practise for the Duke of Edinburgh award, as well as more recently securing RACV Foundation funding for bikes and vests for an extensive bike education program, for which a local service club funded the helmets. The school also has a kindergarten project, and is establishing an integrated early education program with East Karingal Kindergarten. Judy is also establishing a relationship with a local service club, where some members are the grandparents of the school’s students. She has also met with a philanthropic foundation to discuss funding for a sensory garden. “It’s about relationships.”

Phase Level
Develop, sustain Special

Adapted from a Tender Bridge Quarterly case of success article.
Case 10: Local transport for students

Snapshot
An initiative of the Youth Shoalhaven Transport Group, the Shoalhaven Student Pathway Pass Partnership has negotiated free bus travel across the Shoalhaven bus network for students who hold a current School Free Travel Pass with a local bus operator. They can access free services other than their designated school service for work experience/vocational training and additional off-school-site curriculum studies. Transport for NSW’s Regional Transport Coordinators are considering whether this cost neutral, local community solution could be used as a model in other areas of the state.

The Challenge
Transport is a perennial issue for residents of the Shoalhaven Local Government Area on the NSW South Coast. Limited public transport, including few evening or weekend services, is seen as a significant barrier to young people accessing alternative learning, TAFE, work experience, mental and general health support. Issues around transport had long been considered ‘unsolvable’ by the local community.

The Solution
Volunteer organisations formed a partnership to look at what could be done. The purpose of the partnership is to research and promote and champion innovative transport solutions in the Shoalhaven area. The partnership originally proposed a $1 fare with young people able to access the system for all activities including social. However, the bus companies preferred a free pass system with only school approved activities eligible. The proposed use of the whole network with a single pass became a central idea in what was to become the Shoalhaven Student Pathways Pass. Bus companies and local schools will implement a 12-month trial in 2013, and the original Partnership members will assist with marketing to schools and youth.

The Type of Relationship
Formal, embedded

Key Lessons
The what of the Partnership:
The partners’ key learnings have been to gain confidence around solving intractable issues using asset based community capacity building and this has led to a flowering of other partnerships around transport. This Partnership which represents a ‘coalition of the willing’ rather than organisations invited for specific skills, originally met monthly and now meets face-to-face as needed and by phone or email. As individuals in a ‘coalition of the willing’ partnership there is no room for deeper internal engagement beyond ‘the person at the table’ within the strategic group (Youth Shoalhaven Transport Group).

The how of the Partnership:
This is the first time in NSW that a whole of network policy has been adopted by separate bus providers. Further partnerships deriving from the Youth Shoalhaven Transport Partnership are complex and many of them are now moving to implementation phase (Shoalhaven Transport Register, Shoalhaven Drivers Licence Project) or are already self-sustaining (Community Transport for Youth). Each partnership deriving from the Youth Shoalhaven Transport Group is designed to be systemic and self-sustaining. Outgoing Youth Shoalhaven Chair Fiona Stanislakis said at the 2012 May annual planning meeting that; “For years we have had transport on the table, now more has been achieved in 12 months than has been achieved in years.”

Phase Level
Sustain Secondary

This is a revised version of the Shoalhaven Transport Group Partnership case study report for DEEWR’s School Business Community Partnership Brokers Program. Reproduced with kind permission from DEEWR and the case study partners, The Smith Family and The NSW Transport Minister’s office.
Case 11: Student enterprise

**Snapshot**

Mypolonga Primary School started a School Shop in 1994 in the disused Post Office across the road from the school. The Shop originally sold student-made crafts, but, when the Proud Mary, a paddle steamer on the Murray River, started to include the shop as part of their tour itinerary, the shop began to source high quality, locally made crafts. The shop is open for 45 minutes each Friday and is student-run. Locally-made produce such as jams, preserves and biscuits, and crafts are sold on a consignment basis.

**The Challenge**

The shop opened most nights after school but there was only a small turnover. Additionally, an unrealised opportunity existed to integrate the shop into the school curriculum.

**The Solution**

A local tour operator who ran Proud Mary Nature Tours offered to stop at the shop as part of their itinerary. Students invited local craftspeople to place their goods for sale on consignment. Under the guidance of its principal, Mrs Rita O’Brien, the shop has grown into a retail business which has become integrated into the school curriculum and has an annual turnover of $18,000. Profits go back into the school community.

**The Type of Relationship**

Formal, embedded

**Key Lessons**

The what of the partnership:

Each student involved in the shop initiative is required to keep an inventory for each of their suppliers. They rotate through the various jobs of opening and running the shop, for example, chocolate coating the dried apricots, bagging the apricots, serving at counters, greeting tourists when they arrive, presenting them with complimentary samples to encourage purchase, ensuring shelves are well and attractively stocked, accurately counting and recording takings, working on the reconciliation board, serving lemonade, and keeping the garden associated with the shop in good shape. Students are also involved in supervising younger students, and are assessed on all of these tasks.

The how of the partnership:

The students are responsible for the financial management of the Shop. The School takes 20% commission on items placed on consignment. A student-led Shop Committee makes decisions on how profits are spent using two criteria: 1) to improve the business, and 2) to improve learning. Classes also use their profits to subsidise camps and excursions. Students complete a Certificate of Financial Management. The Shop has evolved over time into a venture that is having an very positive impact on the curriculum and whole culture of the school. Another outcome which is significant is the increase of numeracy and literacy skills. The Shop has been a catalyst for the development of genuine school-community partnerships.

**Phase Level**

Sustain  Primary

Adapted from the Flinders University, South Australia’s ‘Making it Happen’ Series: A series of flyers produced by The Sidney Myer Chair of Rural Education and Communities at the School of Education, Flinders University highlighting stories of rural and remote schools from around Australia making a difference. For further information contact Marja van Breda, Marja.vanbreda@flinders.edu.au Additional information was sourced from the school’s website.
Case 12: Music enterprise and promotion

**Snapshot**

The Queensland Academy for Creative Industries is a state school for high performing students in Years 10 to 12 and provides an environment for higher level learning within the context of the creative industries. The Academy formed a partnership with QMusic to broaden students’ learning experiences and employment options and to rejuvenate the Queensland Music Industry.

**The Challenge**

The challenges faced by the Academy were to ensure opportunities continue to be created for Queensland’s most creative and innovative students to explore their potential within a unique environment, in particular entrepreneurial partnerships with industry. Students recognised how fortunate they were to have access to world-class facilities and technology, but saw a need to take full advantage of this in a way that would challenge, broaden and enrich their own education.

**The Solution**

In 2010, the Academy and Queensland’s music industry development association, QMusic had a shared vision – to build a framework for a healthy Queensland music industry. The Academy identified the value of partnering and enterprise education, which aims to develop a culture that equips students to adapt to, take advantage of, and act upon changing circumstances in society, business, employment, career and their community by way of innovation and entrepreneurship.

The partnership has created a platform for young musicians all over Queensland to record and perform their music, network and access industry professionals, and be better educated on how to become sustainable in the music industry. Students work with QMusic in designing and developing innovative music industry projects that promote the artistic value, cultural worth and commercial potential of Queensland’s youth musicians.

**The Type of Relationship**

Formal, embedded

**Key Lessons**

The what of the partnership:

The students established a program, called *Youth Music Industries*, and work with QMusic to stage successful events around the state to sell-out audiences, with benefits for all young musicians across Queensland. The partnership’s first youth music industry conference, *Little Big Sound*, was a significant event for the students as they were able to further strengthen their networks and work alongside industry professionals in the lead-up and on the day. The mentoring that students receive from QMusic and their industry contacts has been replicated as students are now mentoring younger students in the Academy and in regional schools in North Queensland.

The how of the partnership:

*Youth Music Industries* students meet with the partner organisation on a weekly basis to develop new music projects. Students are allocated specific roles, such as marketing and communications, web designer, or project liaison officer, to gain skills and experience in different areas of the industry. The Academy’s involvement with QMusic has enabled students to attend signature events, such as BIGSOUND and Queensland Music Awards, and engage in industry networking and collaboration that contributes to the profile of the Queensland music industry. Situated in Brisbane, with stakeholders all over the state, QMusic provides a physical and virtual base from which music industry workers from all sectors and regions can establish networks, create partnerships and share the information that will drive the future.

**Phase**

Sustain

**Level**

Senior secondary

Adapted from the NAB Schools First impact award winning school-business partnership
Mapping who is in the ‘community’

In relation to your pre-program wildest dream idea for a school-community partnership, who do you already have relationships with?

Use the table on page 44 to map:

- Who you have relationships with already? (e.g. local council)
- What type of relationships are these? (e.g. formal agreement for mutual use of the school’s gym); and
- How else might the relationship be conceived, in light of your identified need? (e.g. the group using the school gym also offers to run classes pro-bono for parents or grandparents)
<table>
<thead>
<tr>
<th>Proximity</th>
<th>Who?</th>
<th>Type of relationship currently? (e.g. informal networking)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing and well developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing but underdeveloped</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Untapped possibilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Joyce Epstein is the Director of The Center on School, Family and Community Partnerships in the USA. She has developed one of the most widely used typology of parent engagement.

More recently, in their work around expansive education, Bill Lucas, Guy Claxton and Ellen Spencer from the UK have given Epstein’s typology a further twist: an ‘expansive education’ twist. They have coined this phrase because, as they write in their forthcoming publication, _Expansive Education: Teaching learners for the real world_; “beyond the basic literacies of language, mathematics and digital technology, it is hard to say what specific skills or knowledge they [young people] are going to need.”

<table>
<thead>
<tr>
<th>Epstein’s six types of Parent Engagement</th>
<th>… and with an expansive education twist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type 1: Parenting</strong></td>
<td>Helping all families to have the basic home conditions in place including active parenting strategies and regular communication with school</td>
</tr>
<tr>
<td><strong>Type 2: Communicating</strong></td>
<td>Designing effective home-to-school and school-to-home communication methods which engage all parents regularly</td>
</tr>
<tr>
<td><strong>Type 3: Volunteering</strong></td>
<td>Recruiting volunteer parents to help in school, in classes and in extra-curricular activities</td>
</tr>
<tr>
<td><strong>Type 4: Learning at home</strong></td>
<td>Providing good information to enable all parents to help with homework and offer other family learning activities</td>
</tr>
<tr>
<td><strong>Type 5: Decision-making</strong></td>
<td>Including parents in decision-making activities to build a sense of ownership including being involved in governance</td>
</tr>
<tr>
<td><strong>Type 6: Collaborating with community</strong></td>
<td>Finding and using resources from the wider parent community to enrich school life</td>
</tr>
</tbody>
</table>

*Have you thought about …*

- parent engagement in your school-community partnership and what this might look like?
- how your school-community partnership goal might benefit parents?

---

1 The quotation and chart have been reproduced for the purposes of this booklet with the kind permission of the lead author, Bill Lucas. Details about the forthcoming book, _Expansive Education: Teaching learners for the real world_ can be accessed from the ACER bookshop, https://www.acerbookshop.com.au/
From handshake to formal agreement

Some schools and businesses start off with an informal undertaking because this is the most appropriate arrangement to achieve the objectives that have been identified.

As the relationship evolves these casual arrangements can become more formalised with a Memorandum of Understanding (MOU) which describes the roles and responsibilities of the partners. An MOU can be reviewed as circumstances change.

An MOU is designed to communicate the purpose of collaboration and its intended deliverables and outcomes. It might or might not be a legally binding document depending on the intention of the parties and wording of the document. It might or might not include a financial exchange.

Some school-business relationships might choose to enter an even more formal agreement than an MOU, one that is legally binding. However for the purposes of most school-business relationships, an MOU is an adequate indication of the commitment of each to the collaboration.

Example of a ‘handshake’ agreement

A principal and a manager of a local real estate business get together on a semi regular basis to discuss how best to brand and communicate the school’s strengths within the local community.

Example of an informal Memorandum of Understanding

The local university facilitates the introduction of scientists as role models and mentors to Year 10 students at a school. This voluntary commitment between the scientists and the school is for a three month period, once per week for two classes of Year 10 students. The scientists work alongside the science teacher during class and give talks about career options within science. At the conclusion of the three month period, the students undertake a site visit to where one of the scientists works. The school and business prepare an MOU that captures the spirit of the relationship and makes clear the roles and responsibilities of each partner.

Reproduced from Evaluate to Grow: A guide to getting the most out of our school-business relationships through evaluation, with the kind permission of the Department of Education, Employment and Workplace Relations (DEEWR)
A generic template for an MOU

Please note that other sections might need to be added depending on the nature of engagement.

Between [insert name of party A]

And [insert name of party B]

Date:

Purpose of the engagement: [insert name of project]

When is the ‘project’ going to occur?

Where is the ‘project’ going to occur?

What is the main nature of the ‘project’? [e.g. volunteers as mentors]

Who is the target audience for the ‘project’? [e.g. three Year 9 classes]

Who is responsible for what in the ‘project’?

This MOU is mutually understood and agreed

Signature: [Party A]

[Party B]

Reproduced from Evaluate to Grow: A guide to getting the most out of our school-business relationships through evaluation, with the kind permission of the Department of Education, Employment and Workplace Relations (DEEWR)
# Evaluate to Grow Checklist

<table>
<thead>
<tr>
<th>Addressed</th>
<th>Yes (√) No (x) or Unsure</th>
</tr>
</thead>
</table>
| **PREPARATION**  
What do you need to find out? What information will help you? | |
| Do you have clear and shared objectives for the evaluation? | |
| Is there a key evaluation question (or questions) to guide your evaluation? | |
| Do you know your stakeholders and their expectations of the evaluation? | |
| Do you know what relevant information is already available? | |
| Have you identified the information that you need to gather? | |
| Do you have the skills and knowledge to gather it? | |
| Do you know who can help you find the information you need? | |
| Will each ‘partner’ have an opportunity to contribute to the evaluation? | |
| **GATHERING INFORMATION**  
How will you gather your information? | |
| Is your focus on gathering relevant information rather than a lot of information? | |
| Do you know how the information is to be gathered (e.g. quantitative, qualitative)? | |
| Have you established a process for gathering information (existing and/or additional)? | |
| **ANALYSING INFORMATION**  
What does the information you have gathered tell you? | |
| Have you identified the main themes, patterns and trends (over time)? | |
| Are you clear about the main outcomes from the ‘project’? | |
| Are there any additional (ie unanticipated) outcomes from the ‘project’? | |
| Have you identified ways in which your relationship might be improved? | |
| **USING INFORMATION**  
How can you share and promote what you have learned?  
Is there scope to expand or build on the ‘project’ or relationship? | |
| Have you provided relevant feedback to your key stakeholders (written or verbal)? | |
| Have participants in the relationship been invited to discuss the findings? | |
| Is the status of the project – complete, ongoing etc – understood? | |
| Have the stated objectives for the evaluation been achieved? | |
| Do you need to make changes to the ‘project’? | |
| Have you agreed how you will proceed next with the ‘project’ and ‘relationship’? | |

Reproduced from Evaluate to Grow: A guide to getting the most out of our school-business relationships through evaluation, with the kind permission of the Department of Education, Employment and Workplace Relations (DEEWR)
Identifying your stakeholders

In any relationship there can be multiple stakeholders. Knowing your stakeholders can help you identify what information they might expect of you and when they might expect it, and vice versa.

This stakeholder inventory is intended to help you identify who might be interested in and/or affected by your evaluation. Think about who needs to participate in the evaluation and who you will need to share the findings with.

Are any of the following your stakeholders? (Yes/No) Who else might be on your list?

### Stakeholder Inventory

<table>
<thead>
<tr>
<th>Potential Stakeholders</th>
<th>Y/N</th>
<th>Potential Stakeholders</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td>Service club staff</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td>Board members</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td>School Council members</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td>Allied health staff</td>
<td></td>
</tr>
<tr>
<td>Chief Executive Officer</td>
<td></td>
<td>Youth worker</td>
<td></td>
</tr>
<tr>
<td>Program Head</td>
<td></td>
<td>Case manager</td>
<td></td>
</tr>
<tr>
<td>Human Relations Officer</td>
<td></td>
<td>Elder</td>
<td></td>
</tr>
<tr>
<td>Marketing &amp; Communications</td>
<td></td>
<td>University staff</td>
<td></td>
</tr>
<tr>
<td>Head of finance</td>
<td></td>
<td>TAFE staff</td>
<td></td>
</tr>
<tr>
<td>Bursar</td>
<td></td>
<td>Partnership broker</td>
<td></td>
</tr>
<tr>
<td>Chaplain</td>
<td></td>
<td>Local council</td>
<td></td>
</tr>
<tr>
<td>Mayor</td>
<td></td>
<td>Who else….?</td>
<td></td>
</tr>
<tr>
<td>Police</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local business staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reproduced from Evaluate to Grow: A guide to getting the most out of our school-business relationships through evaluation, with the kind permission of the Department of Education, Employment and Workplace Relations (DEEWR)
Checklist so far…

From pre-program to now, has the need you are seeking to address changed? If so, in what ways?

__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________

Have you thought about will/does your partnership:
• benefit both the school and a [potential] partner(s)?
• address student needs?
• have shared goals and objectives?
• operate through collaborative practices?
• build in opportunities for regular review of the activity and the relationship?

An action I can take tomorrow is:

__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________

Something I am going to have to think more about is:

__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
Our school-community partnership ...

From Day 1 of the Program to now, has the need you are seeking to address changed? If so, in what ways?

Our school-community partnership activity is ....

Our school-community partnership is:
- benefiting both the school and a [potential] partner(s)?
- addressing student needs?
- focused with our partner(s) around our shared goals and objectives?
- operates through collaborative practices?
- building in opportunities for regular review of the activity and the relationship?

An action I/we will be taking ‘tomorrow’ to progress our school-community partnership is:

Something I/we are going to have to think more about is:
Resources
In this section of the kit, you will find:

<table>
<thead>
<tr>
<th>Category</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General online tools and resources</td>
<td>54</td>
</tr>
<tr>
<td>Queensland specific tools and links</td>
<td>54</td>
</tr>
<tr>
<td>International tools, training and examples</td>
<td>55</td>
</tr>
<tr>
<td>People to contact</td>
<td>55 &amp; 56</td>
</tr>
<tr>
<td>Specific school needs (e.g. I need inspiration about what partnerships could look like for our school)</td>
<td>58</td>
</tr>
</tbody>
</table>
Resources

**General online tools and resources**

- Schools Connects Australia Website - collection of partnering resources  
- ACER Tender Bridge  
  http://tenderbridge.acer.edu.au/
- Leading Learning in Education and Philanthropy (LLEAP)  
  http://www.acer.edu.au/lleap/
- Vic DEECD Partnerships Resource  
- Vic DEECD Families as Partners in Learning Resource  
- DEEWR Evaluation Guide (By ACER with Schools Connect Australia then known as BWE Foundation)  
- DEEWR Guiding Principles of School Business Relationships  
- Youth Transitions (use the postcode finder to locate your local brokers)  
- NAB Schools First Website – contains research reports and useful information about partnerships  
  http://www.schoolsfirst.edu.au/
- Family-School and Community partnership Bureau  
  http://www.familyschool.org.au/
- ABCN's Business Education Employment Partnership site  
- Work Inspirations Australia pilot (The Smith Family and the Foundation for Young Australians)  

**Queensland specific tools and links**

- Education Queensland – Philanthropy and partnerships fact sheet  
- The Queensland Government recognises that partnerships with local businesses and community organisations can provide opportunities to create innovative programs that are tailored to local school community needs, leading to enhanced benefits for students, schools and the wider community. The Department’s Advertising and Sponsorship procedure guides State Schools in the development of sponsorship and advertising arrangements.  
- State Procurement Policy  
International tools, training and examples

- The Partnering Initiative – useful tools when developing a partnership
  http://thepartneringinitiative.org/w/resources/toolbook-series/
- Partnership Brokers Association – training and support
  http://partnershipbrokers.org/
- A how to guide for school-business partnerships
  http://dese.mo.gov/se/ep/nasdsheandouts10_07.pdf
- Business in the Community - well established partnerships from the UK
  http://www.bitc.org.uk/
- Global Philanthropic - services available in Australia
  http://globalphilanthropic.com/

People to contact:

- Partnership Brokers
### QUEENSLAND PARTNERSHIP BROKER REGIONS

#### Key Contacts 2013 and Map

<table>
<thead>
<tr>
<th>R</th>
<th>Region Name</th>
<th>Address</th>
<th>Key Contact</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Ipswich &amp; Logan Cities</td>
<td>Level 5, 16 East Street Ipswich QLD 4305</td>
<td>Ms Lynn Shannon</td>
<td>0458 990 236</td>
<td><a href="mailto:lynnshannon@worklinks.com.au">lynnshannon@worklinks.com.au</a></td>
</tr>
<tr>
<td>02</td>
<td>Moreton Bay</td>
<td>Suite 20, 42-44 King Street CABOOLTURE QLD 4510</td>
<td>Ms Lydia Najlepszy</td>
<td>0412 250 676</td>
<td><a href="mailto:lydian@qyil.com.au">lydian@qyil.com.au</a></td>
</tr>
<tr>
<td>03</td>
<td>Brisbane NW</td>
<td>Level 1, 362 Hamilton Road Chermside QLD 4032</td>
<td>Ms Nicole Peterman</td>
<td>07 3267 2204</td>
<td><a href="mailto:nicole.peterman@thesmithfamily.com.au">nicole.peterman@thesmithfamily.com.au</a></td>
</tr>
<tr>
<td>04</td>
<td>Brisbane SE &amp; Redland City</td>
<td>Unit 3, 45 Sanders Street, Upper Mt Gravatt QLD 4122</td>
<td>Ms Mandy Breese</td>
<td>07 3267 2237</td>
<td><a href="mailto:mandy.breese@thesmithfamily.com.au">mandy.breese@thesmithfamily.com.au</a></td>
</tr>
<tr>
<td>05</td>
<td>Gold Coast</td>
<td>6 Park Lane Southport QLD 4125</td>
<td>Ms Carmen Auer</td>
<td>07 5561 2701</td>
<td><a href="mailto:carmen.auer@thesmithfamily.com.au">carmen.auer@thesmithfamily.com.au</a></td>
</tr>
<tr>
<td>06</td>
<td>Sunshine Coast</td>
<td>Suite 3 Level 1 “Paradise Centre” 5 Lutana Street BUDDINA QLD 4575</td>
<td>Ms Lydia Najlepszy</td>
<td>0412 250 676</td>
<td><a href="mailto:lydian@qyil.com.au">lydian@qyil.com.au</a></td>
</tr>
<tr>
<td>07</td>
<td>West Moreton</td>
<td>Level 5, 16 East Street Ipswich QLD 4305</td>
<td>Ms Lynn Shannon</td>
<td>0458 990 236</td>
<td><a href="mailto:lynnshannon@worklinks.com.au">lynnshannon@worklinks.com.au</a></td>
</tr>
<tr>
<td>08</td>
<td>Wide Bay-Burnett</td>
<td>Bundaberg Enterprise Centre, Quay Street Bundaberg Qld 4670</td>
<td>Ms Tracy Hetherton</td>
<td>07 4151 6155</td>
<td><a href="mailto:tracy.hetherton@communitysolutions.org.au">tracy.hetherton@communitysolutions.org.au</a></td>
</tr>
<tr>
<td>09</td>
<td>Darling Downs</td>
<td>Unit 2, 185 Perth Street Toowoomba QLD 4250</td>
<td>Ms Deborah Moseley</td>
<td>07 4639 9603</td>
<td><a href="mailto:Deborah.moseley@thesmithfamily.com.au">Deborah.moseley@thesmithfamily.com.au</a></td>
</tr>
<tr>
<td>R</td>
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<td>Address</td>
<td>Key Contact</td>
<td>Phone</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>South West</td>
<td>102 Alfred Street Charleville QLD 4470</td>
<td>Ms Ingrid Bailey</td>
<td>0424 751 904</td>
<td><a href="mailto:ingrid.bailey@australianbusiness.com.au">ingrid.bailey@australianbusiness.com.au</a></td>
</tr>
<tr>
<td>11</td>
<td>Fitzroy</td>
<td>212 Quay St Rockhampton QLD 4700</td>
<td>Ms Janis Frost</td>
<td>0420 959 797</td>
<td><a href="mailto:janis.frost@australianbusiness.com.au">janis.frost@australianbusiness.com.au</a></td>
</tr>
<tr>
<td>12</td>
<td>Central West</td>
<td>Glasson House, 129 Eagle St Longreach QLD 4730</td>
<td>Ms Dallas Scott</td>
<td>0420 962 944</td>
<td><a href="mailto:dallas.scott@australianbusiness.com.au">dallas.scott@australianbusiness.com.au</a></td>
</tr>
<tr>
<td>13</td>
<td>Mackay</td>
<td>Parklands – Mackay Business Hub 239 Nebo Road, Mackay QLD 4740</td>
<td>Ms Nicolette Ffrost</td>
<td>0418 772 667</td>
<td><a href="mailto:nicolette.ffrost@australianbusiness.com.au">nicolette.ffrost@australianbusiness.com.au</a></td>
</tr>
<tr>
<td>14</td>
<td>Northern</td>
<td>Unit 1, 235 Charters Towers Road Hermit Park QLD 4812</td>
<td>Ms Amanda De Beaulieu</td>
<td>0418 410 148</td>
<td><a href="mailto:amanda.debeaulieu@australianbusiness.com.au">amanda.debeaulieu@australianbusiness.com.au</a></td>
</tr>
<tr>
<td>15</td>
<td>Far North</td>
<td>39 Moffat Street, North Cairns, QLD, 4870</td>
<td>Ms Bobby May **</td>
<td>07 4032 1677</td>
<td><a href="mailto:bobby@vpginc.com.au">bobby@vpginc.com.au</a></td>
</tr>
<tr>
<td>16</td>
<td>North West</td>
<td>Unit 4/12 Marian Street Mt Isa QLD 4825</td>
<td>Ms Louise De Busch</td>
<td>0406 384 985</td>
<td><a href="mailto:louise.debusch@australianbusiness.com.au">louise.debusch@australianbusiness.com.au</a></td>
</tr>
</tbody>
</table>
### School-specific needs

<table>
<thead>
<tr>
<th>School Need</th>
<th>Available resources</th>
</tr>
</thead>
</table>
| I need support in presenting a case for partnering to convince others that there are significant benefits from partnering | Education Queensland – Philanthropy and partnerships fact sheet  
DEECD Partnerships Resource: Evidence of the need for education partnerships  
| I need inspiration about what partnerships could look like for our school   | NAB Schools First award winning case studies and films  
http://www.schoolsfirst.edu.au/our-winners  
DEEWR - Partnership Brokers Success Stories  
DEECD Partnerships Resource Case Studies  
| I need support in showing my school/colleagues the policy and guidelines governing schools in establishing partnerships | Education Queensland – Philanthropy and partnerships fact sheet  
Education Queensland – Advertising and sponsorship procedure  
DEEWR Guiding Principles of School Business Relationships  
| I need support in working with my colleagues to identify our needs and partnership opportunities | DEECD Partnerships Resource CREATE section has tools to use when thinking about who to partner with:  
Overview:  
Identifying Partners:  
Analysing data to identify needs:  
<table>
<thead>
<tr>
<th>School Need</th>
<th>Available Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need support to write up our partnership idea so we can engage others</td>
<td><a href="http://tenderbridge.acer.edu.au/learning/33">Tender Bridge has a resource for subscribers about writing submissions</a> and the LLEAP Guide – Features of a good proposal framework and questions – go to page 24</td>
</tr>
<tr>
<td>I need support to seek specific funding for implementing our partnership</td>
<td><a href="http://tenderbridge.acer.edu.au/home">Tender Bridge provides detailed information to subscribers about funds that are available to schools</a> and NAB Schools First has seed awards for schools to implement a school community partnership - <a href="http://www.schoolsfirst.edu.au/home">http://www.schoolsfirst.edu.au/home</a></td>
</tr>
<tr>
<td>I need a broker to work with us to set up the partnership</td>
<td><a href="http://transitions.youth.gov.au/Sites/transitions">Youth Transitions</a> can be used to find local brokers for your area.</td>
</tr>
<tr>
<td>I need support to evaluate our partnership</td>
<td><a href="http://www.education.vic.gov.au/Documents/school/principals/community/identifyallocateresources.pdf">DEECD Partnerships Resource IMPLEMENT section has a template for evaluating a partnership and a work plan</a></td>
</tr>
<tr>
<td>I want to seek recognition for our partnership</td>
<td><a href="http://www.schoolsfirst.edu.au/">NAB Schools First</a> recognises outstanding school community partnerships and NAB Schools First offers awards for outstanding partnerships.</td>
</tr>
<tr>
<td>I need a work plan template so that I can organise and manage the partnership activity</td>
<td><a href="http://www.education.vic.gov.au/Documents/school/principals/community/prtnrshpworkplantemplate.pdf">DEECD Partnerships Resource IMPLEMENT section has a template for a work plan</a></td>
</tr>
<tr>
<td>I need support in troubleshooting some issues in our partnership</td>
<td><a href="http://www.education.vic.gov.au/Documents/school/principals/community/community/troubleshooting.pdf">DEECD Partnerships Resource GROW section has information on addressing problems and troubleshooting partnership</a></td>
</tr>
<tr>
<td>I need support in developing a communication plan for our partnership</td>
<td><a href="http://www.education.vic.gov.au/Documents/school/principals/community/commstrategytemplate.pdf">DEECD Partnerships Resource IMPLEMENT section has a template for a communication strategy</a></td>
</tr>
<tr>
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<td><a href="http://www.education.vic.gov.au/Documents/school/principals/community/identifyallocateresources.pdf">DEECD Partnerships Resource IMPLEMENT section has a template for evaluating a partnership and a work plan</a></td>
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</tbody>
</table>

This resource will be developed over time and can be added to by participants.
Tender Bridge was developed by the Australian Council for Educational Research to support schools with ideas. We offer access to a comprehensive database of education-related funds; provide professional development on a range of grant-related and partnership topics; and produce practical tools and resources to support schools - all developed from our own research. Schools from every state and territory are already benefiting from Tender Bridge services.

https://tenderbridge.acer.edu.au
tenderbridge@acer.edu.au
+61 3 9277 5543

Schools Connect Australia is an independent, non-profit organisation. We match businesses, philanthropy, higher education and community groups with government schools to help lift student achievement. By focusing on priorities identified by schools, we design partnerships and scholarships that help students thrive and reach their potential.

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info@schoolsconnect.org.au
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