Extended School Field Trials

Education Partnerships Division
Number of schools with partnership activity

- 2010: 763 (49% Yes, 51% No)
- 2009: 919 (58% Yes, 42% No)
- 2008: 1,164 (73% Yes, 27% No)
Schools with partnerships by School/Family/Occupation

- High: 59%
- Medium to High: 48%
- Medium to Low: 47%
- Low: 42%

Department of Education and Early Childhood Development
Number of partnerships by partnership organisation

![Bar chart showing partnerships by type in 2010](image)
Areas of partnership focus by organisation

- **Local Government**: 29%
- **Neighbouring Schools**: 20%
- **Business & Industry**: 29%
- **Community-based organisations**: 30%
- **Early Childhood Services**: 16%
- **Further Education Providers**: 14%
- **Community Language Schools**: 38%

- **Adult/family learning**: 56%
- **Literacy**: 42%
- **Numeracy/maths**: 42%
- **Other**: 52%
- **Primary School readiness**: 47%
- **Science**: 38%
- **Staff professional development**: 34%
- **Student retention and transition**: 34%
- **Student Welfare and engagement**: 34%
- **Transition to ed/employ**: 34%
International Models

• Community Schools – New York US
  – Children’s Aid Society – 21 Community Schools
  – Philosophy of true collaborative partnerships based on common goals and shared decision making

• Harlem Children’s Zone – New York
  – Connected network of services for children that begins at birth and stays with each child through college

• Full Service Extended Schools – UK
  – Every Child Matters – system wide reform aim to integrate health, education and social care services
Benefits for schools and communities

There is evidence that effective models of extended service schooling:

• Create a more positive school environment
• Improve communication between schools and families
• Improve family engagement in the school
• Widen schools’ external contacts, networks and partnerships
• Build community connectedness and capacity.
Benefits for young people

There is strong evidence that effective models of extended service schooling:

• Enable earlier identification of children and young people’s needs

• Enable their quicker access to services

• Increase their engagement and participation in school

• Improve their well-being.
Achieving Benefits

Models need to:

- Be place based
- Have a strong committed leadership
- Be inclusive
- Understand the problem
- Have agreed purpose and roles
- Be committed
What is an Extended School Hub?

Extended School Hub
Reduce barriers to learning that students experience
Connect and coordinate external activities to provide complementary learning for students and families
Delivered Before During and After School Hours

Identification of need for additional services to support education outcomes by reducing barriers currently experienced by students and families

RNL
Hub Support Staff
3 Schools staff, students, families
Partnership Coordinator
Non Government Service Delivery Providers
Local Govt
Business
Community

Department of Education and Early Childhood Development
Hub sites

4 pilot sites

- Wyndham
- Sandhurst
- Geelong North
- Frankston North

Just beginning..........

- Berendale School
Planning Process

NOW

- Strategic analysis
- Identifying barriers
- School consultation
- Community consultation
- Data analysis
- Discussion papers
- Identifying partners

HOW

- Staff appointments
- Governance structures
- Operational plans
  - Strategies and actions
  - Activities and programs
  - Budgets
  - Timelines
  - Developing partnerships
  - Continuing consultation

WHERE

- Setting priority areas
- Planning
- Performance measures
- Sustainability

Ongoing monitoring and adjustment
Development Process

Phase 1: Consultation and analysis
- Stakeholder interviews and scanning
- Environmental scanning
- Data analysis

Phase 2: Design
- Strategic analysis
- Action planning
- Establish governance
- Employ staff
- Establish strategy working groups
- Develop operational guidelines and processes for activities, programs and services
- Establish a communication plan
- Communication with stakeholders
- Develop sustainability plan/exit strategy

Phase 3: Implementation
- Yearly implementation plan
- Data monitoring and collection
- Maintaining stakeholder engagement and communication
- DEECD evaluation
Priority Areas
- Reduce barriers to learning
  - Children are school ready
  - Student attendance improves
  - Increases student retention
  - Schools are friendly, inclusive and approachable
- Complementary learning for students and families
  - Broad range of learning opportunities
  - Parents, school and community stakeholders are active and complementary partners in learning

Extended School Field Trial

Wyndham
Glen Devon PS, Glen Orden PS, Galvin Park SC

Priority Areas
- Children are school ready
- Children and families have access to a broad range of learning and development opportunities
- Increased student engagement in learning
- Schools are friendly, inclusive and approachable
- Parents, schools and community stakeholders are active and complementary partners

Executive
- School Principals
- LLEN
- Local Govt
- Early Childhood

Regional Network Leader

Community Engagement Group
- Partner organisations

Executive Group Principals

Regional Network Leader – The Smith Family Partnership Staff

Lead Agency – The Smith Family Partnership Staff

Steering Group
Partner organisations

Partnership Coordinator

Support Staff
- Eaglehawk PS
- Eaglehawk SC
- Comet Hill PS

Five Priority Implementation Working Groups will be established – one for each priority area listed above
Evaluating the Trial Sites

Process evaluation – analysing development and implementation

Network analysis – understanding the partnerships

Impact analysis – did the activities and strategies achieve their goals

Comparative analysis - 10 comparison schools analysed to clarify impacts can be attributed to field trials
Key achievements

• Hub teams established
• Partnerships founded
• Governance groups strengthened
• Service and activities delivered
• School support built
• Resources mobilized
• Effective use of information for planning and improvement
Factors that contribute to or inhibit success

• Leadership and support
  • Governance
  • Strategic partnerships
  • School commitment
  • Support for the Partnership Coordinator

• Capability and resources
  • Hub team capability and credibility
  • Making better use of resources

• Using sound information for planning and improvement

• Managing operational challenges

• Stability
What is the Hub’s activity trajectory?

Number of Activities

- Engage stakeholders
- Showcase opportunities
- Generate momentum
- Hook into high value activities

The next 6 months

- Short-term quick win
- Long-term value add

All Activities

Strategic/Priority Activities

???
Thinking about scaling up????

- What does the system need to do to support this process?
- How does the system support place based flexibility but ensure consistent quality?
- What type of support would need to be provided to enable schools to become community /extended service schools?
- Would it work in all locations? Why? Why not?
- What are the critical elements that need to be embedded in a place base response?
|------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------|----------------------|
| School readiness                   | Newly arrived families lack connection to school and early childhood services | Set up play group and coffee club for Karen families at Wyndham Park PS         | • Migrant Resource Centre  
• Maternal and child health nurse  
• Partnership coordinator | May 2011                                                             |                                                        |                     |
|                                    | Non attendance at kindergarten –  
Under developed development of oral language and communication skills, pre-reading and writing skills, fine and gross motor skills and social and emotional maturity | Implement **Ready for School** program that is designed specifically to prepare children for school at Wyndham Park | • Municipal library  
• Implementation coordinator  
• Wyndham East kinder staff  
• Wyndham Park prep team  
• Community Health Centre  
• Toy library | Term 3 & 4 once a week for two terms                                |                                                        |                     |
| School friendliness and approachability | Perceived lack of approachability of school office staff and teaching staff | Create and implement a family friendly checklist | • Wyndham Park admin staff  
• Wyndham Park Principal  
• Wyndham Park staff reps  
• Wyndham Park parent reps  
• Partnership coordinator | Term 1                                                                | 4 CRT release days  
$1000                                                                 |                     |
| Children and families have access to a broad range of learning and development opportunities outside normal school hours |                                                                   | Establish homework club at Wyndham Park PS  
Implement Bluearth at Wyndham Park PS  
Establish ICT for adults classes at Wyndham Community Centre | Implement ANZ financial Literacy program at Galvin Park SC | 4 CRT release days  
$1000                                                                 |                     |