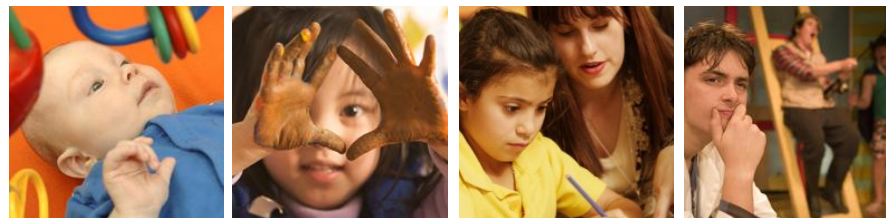
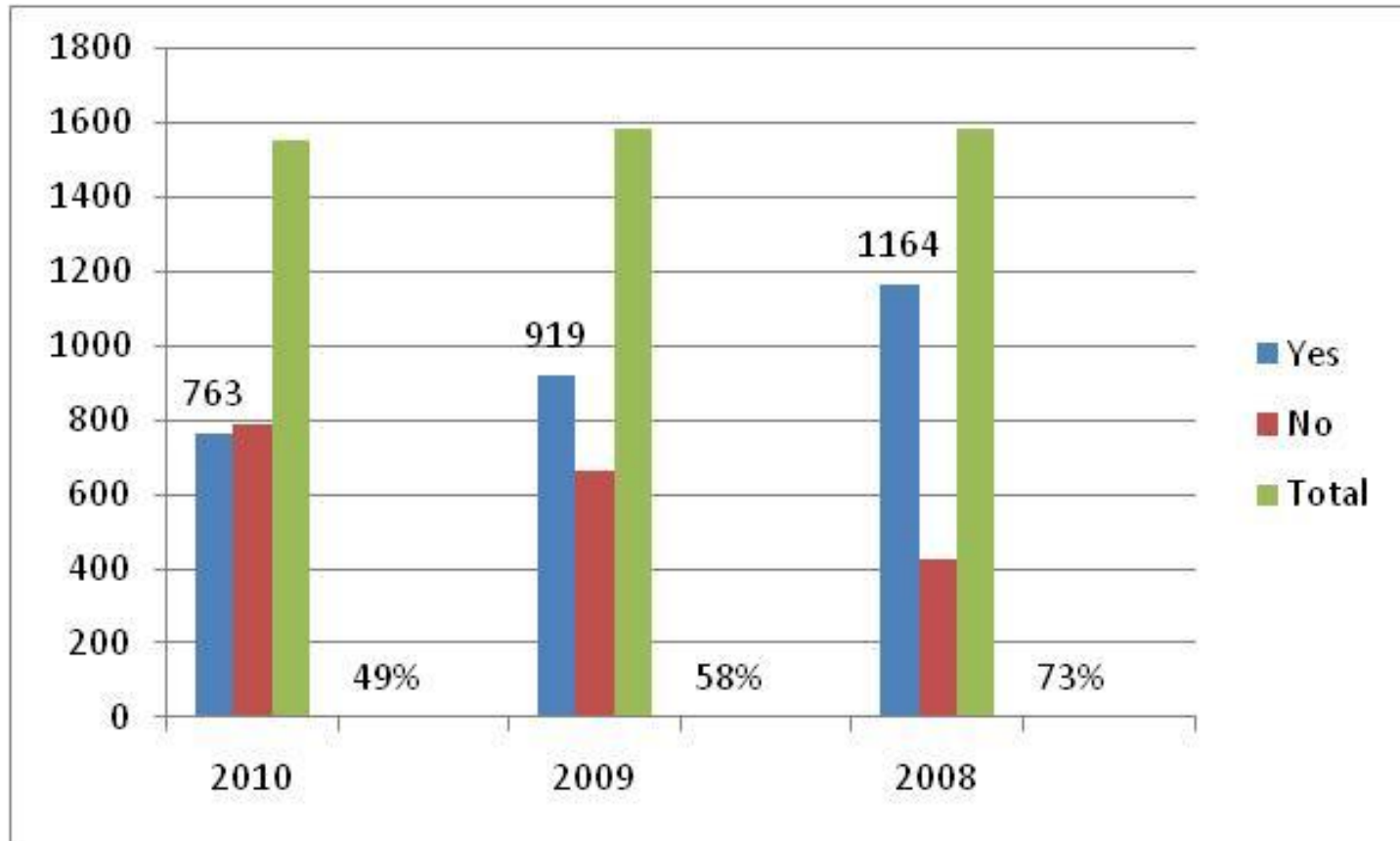


Extended School Field Trials

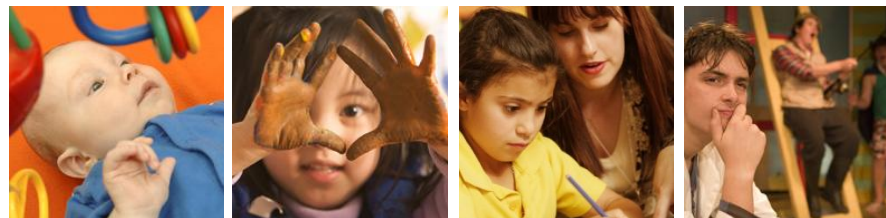
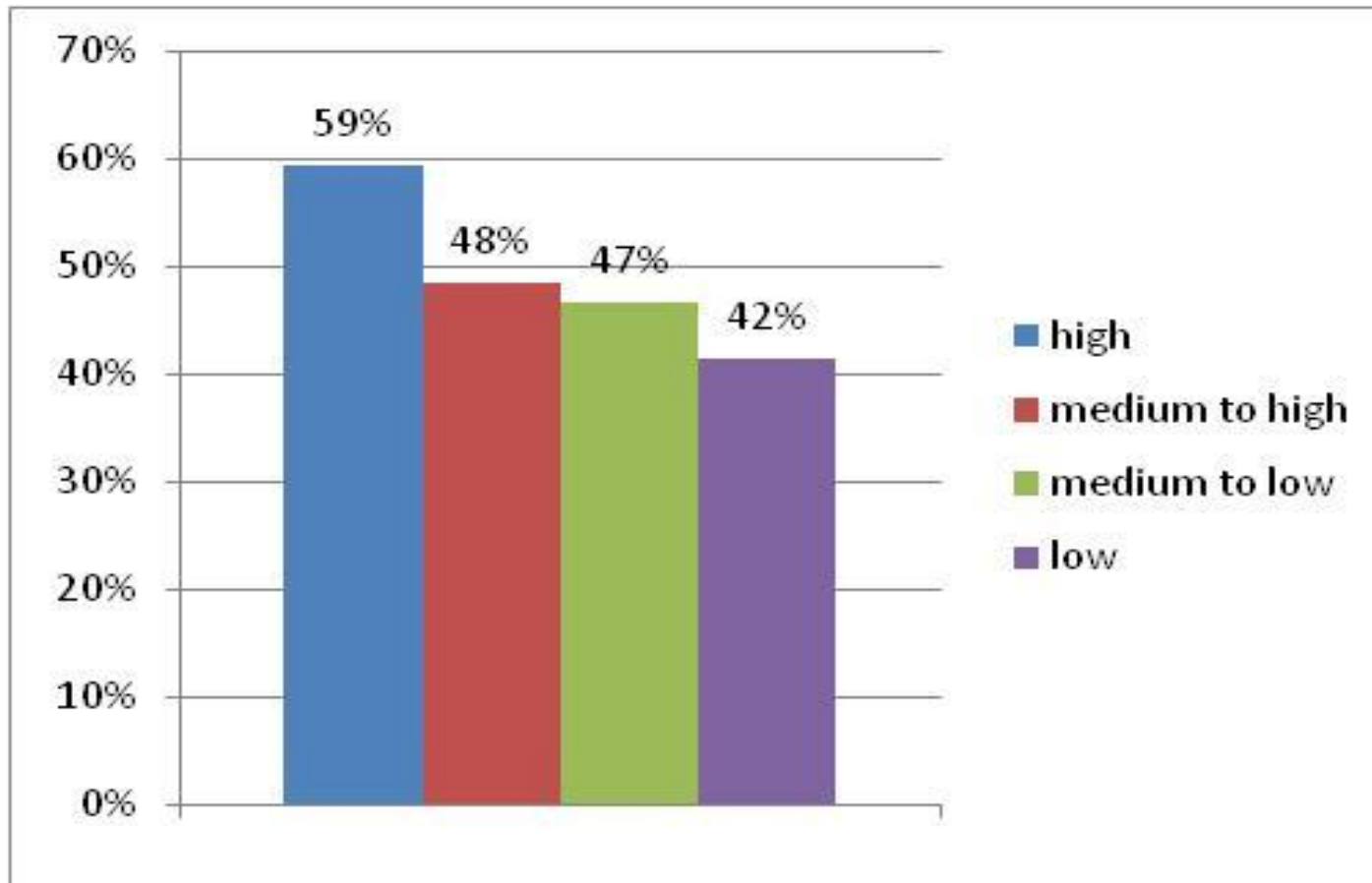
Education Partnerships Division



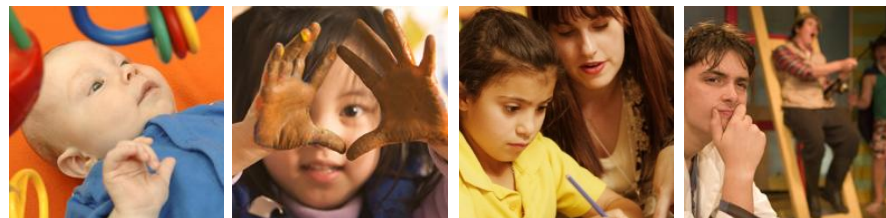
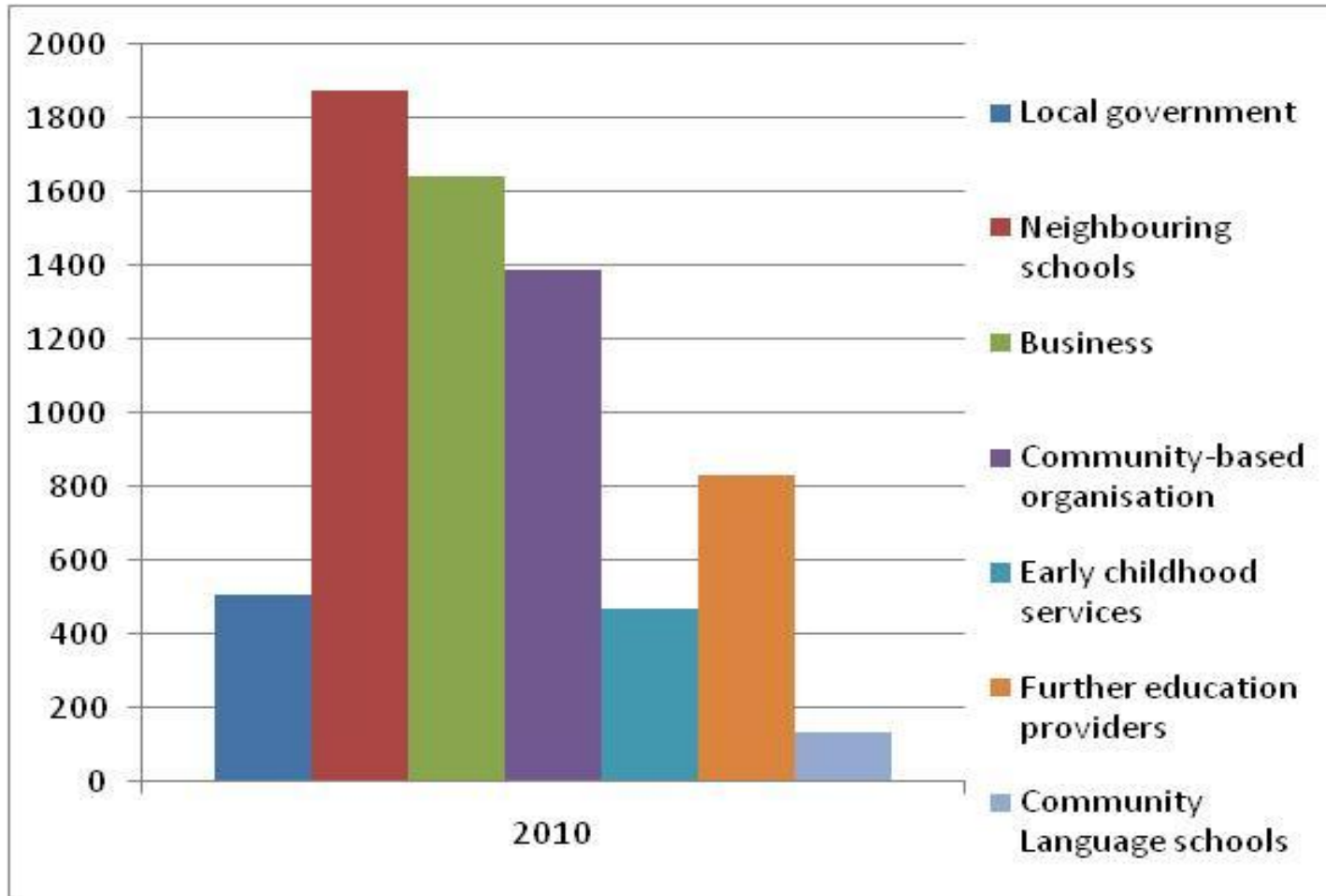
Number of schools with partnership activity



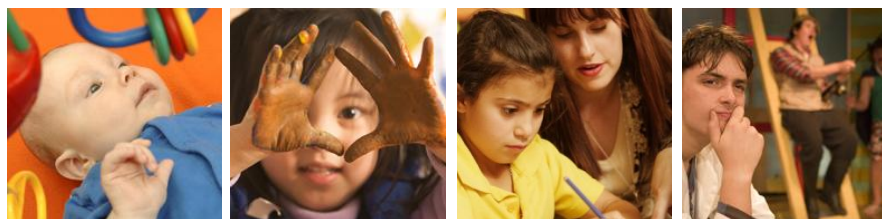
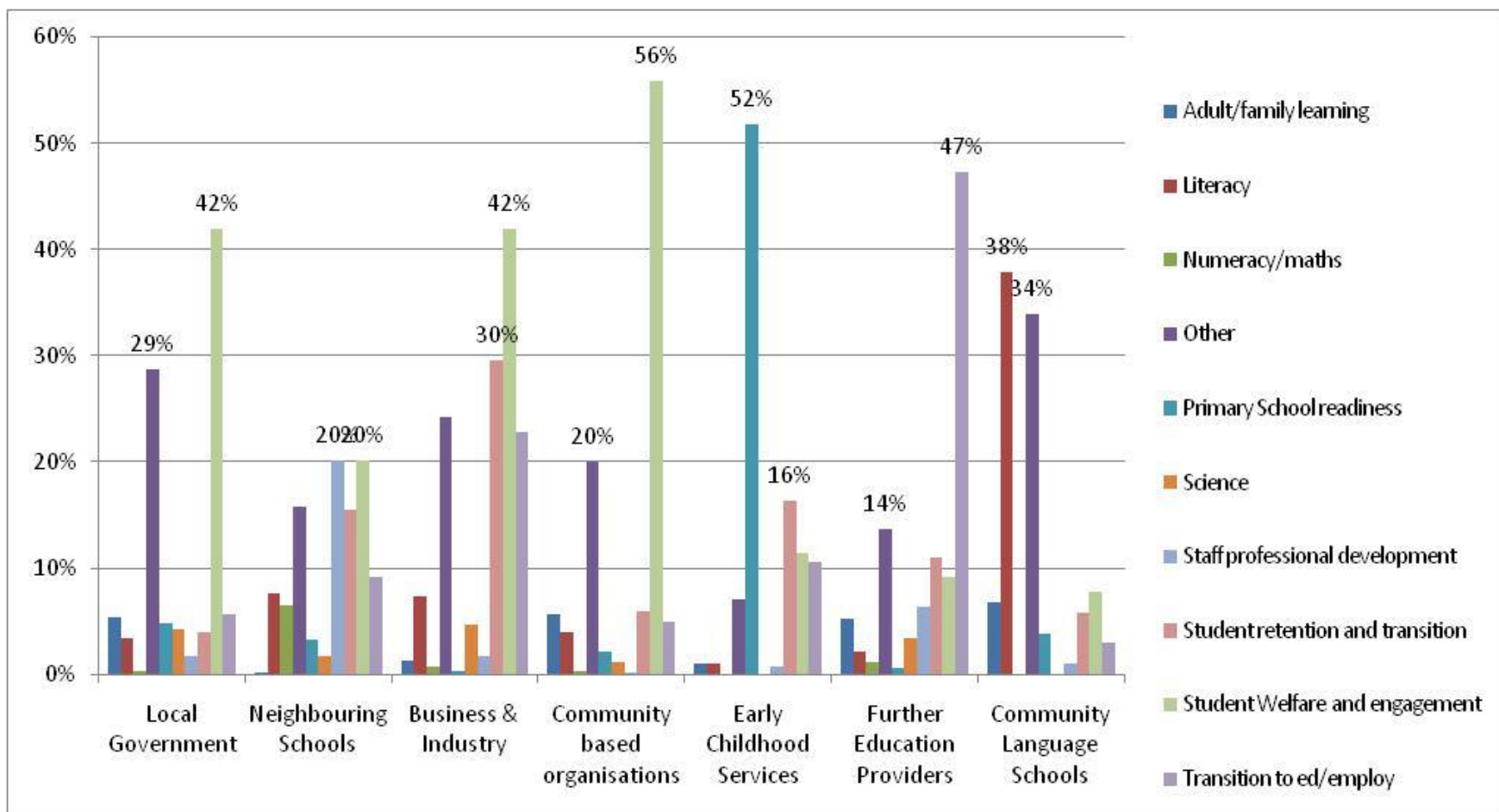
Schools with partnerships by School/ Family/Occupation



Number of partnerships by partnership organisation

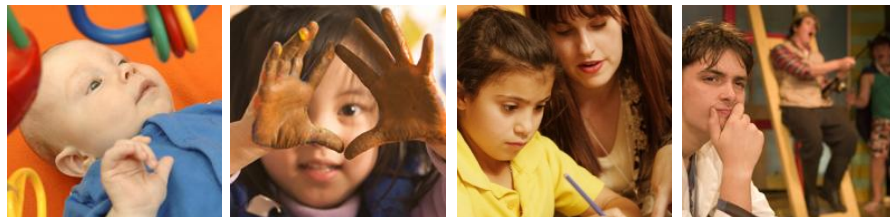


Areas of partnership focus by organisation



International Models

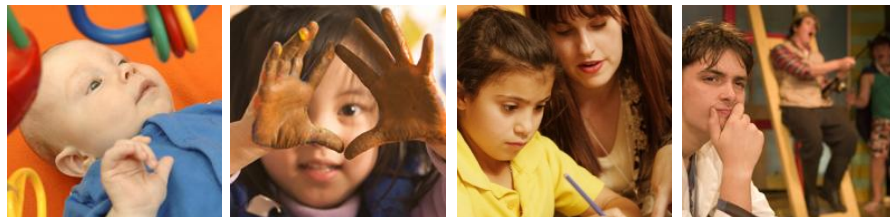
- Community Schools – New York US
 - Children’s Aid Society – 21 Community Schools
 - Philosophy of true collaborative partnerships based on common goals and shared decision making
- Harlem Children’s Zone – New York
 - Connected network of services for children that begins at birth and stays with each 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:

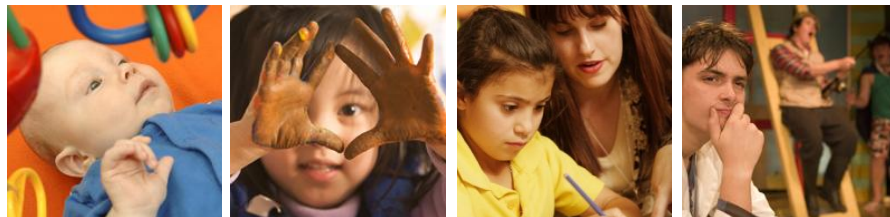
- Create a more positive school environment
- Improve communication between schools and families
- Improve family engagement in the school
- Widen schools' external contacts, networks and partnerships
- Build community connectedness and capacity.



Benefits for young people

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

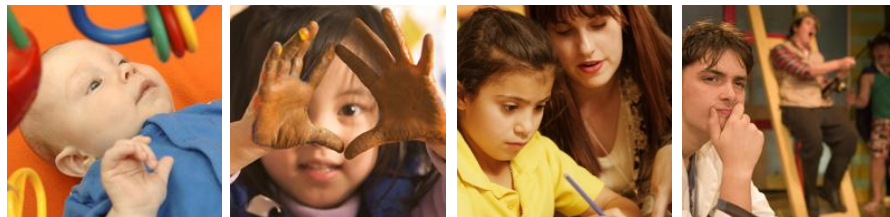
- Enable earlier identification of children and young people's needs
- Enable their quicker access to services
- Increase their engagement and participation in school
- Improve their well-being.



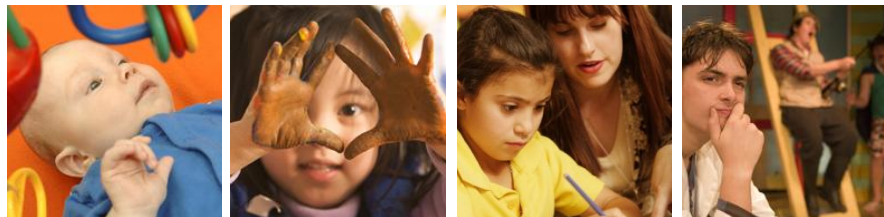
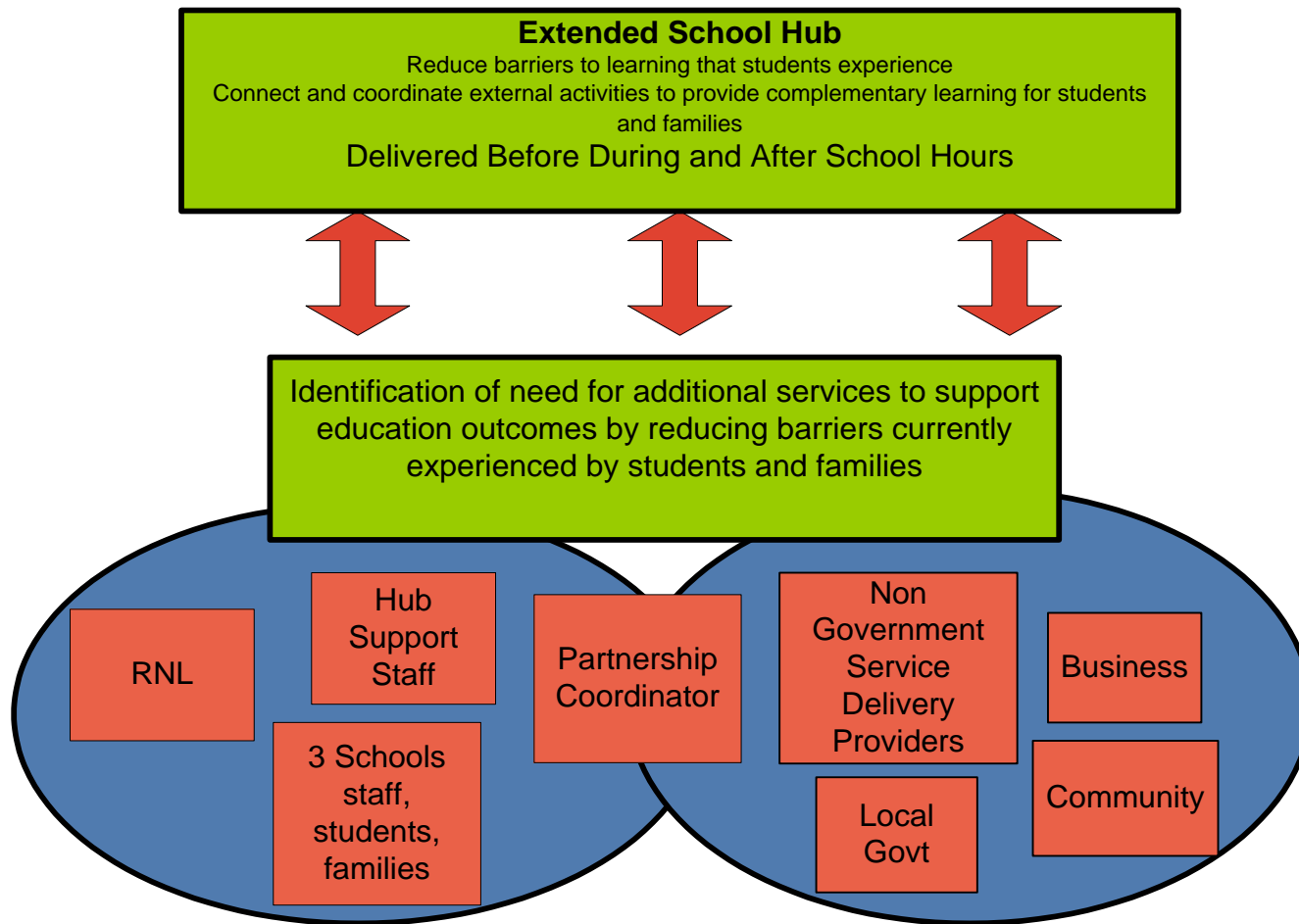
Achieving Benefits

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?



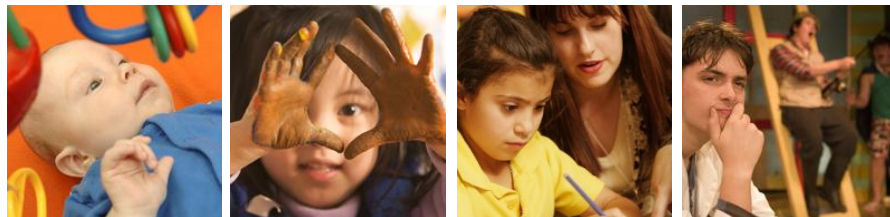
Hub sites

4 pilot sites

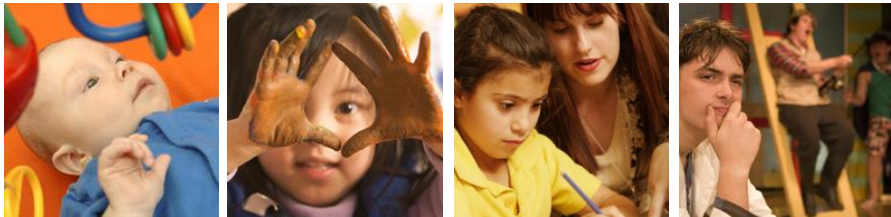
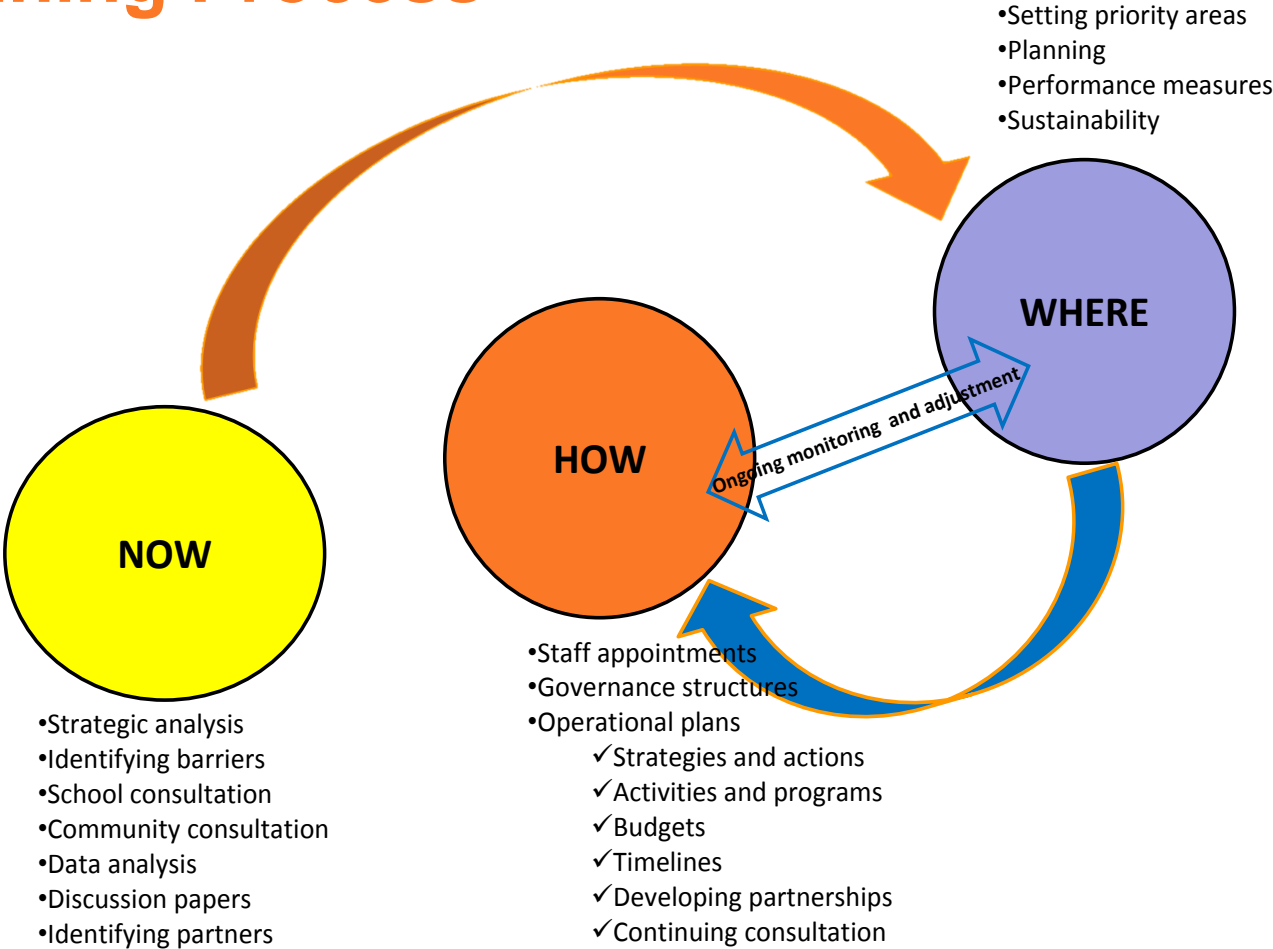
- Wyndham
- Sandhurst
- Geelong North
- Frankston North

Just beginning.....

- Berendale School



Planning Process



Development Process

Phase 1:

Consultation and analysis

- Stakeholder interviews and scanning
- Environmental scanning
- Data analysis

Phase 2

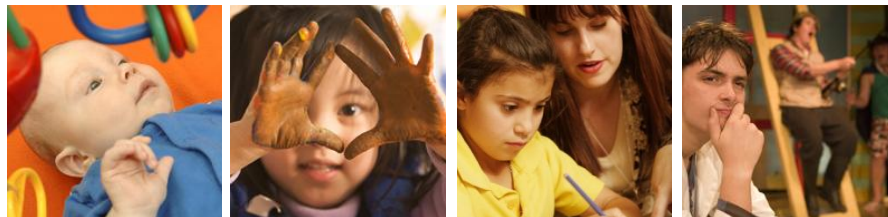
Design

- 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 stakeholder
- Develop sustainability plan/exit strategy

Phase 3:

Implementation

- Yearly implementation plan
- Data monitoring and collection
- Maintaining stakeholder engagement and communication
- DEECD evaluation



Extended School Field Trial

Sandhurst
Eaglehawk PS, Eaglehawk SC, Comet Hill PS

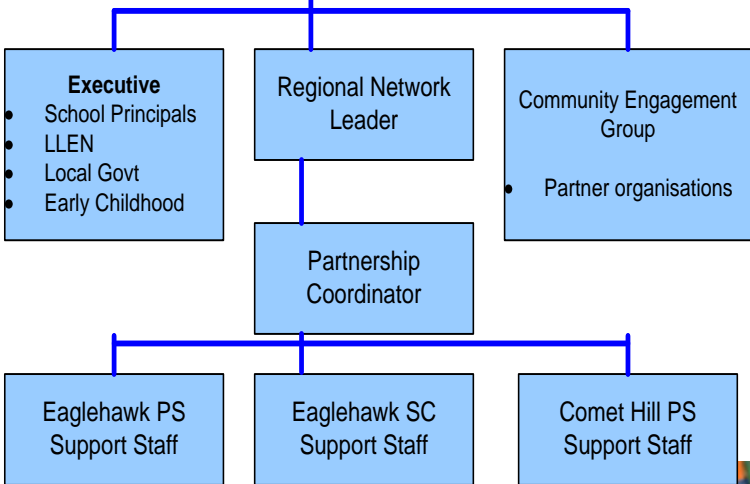
Priority Areas

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



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

Priority Areas

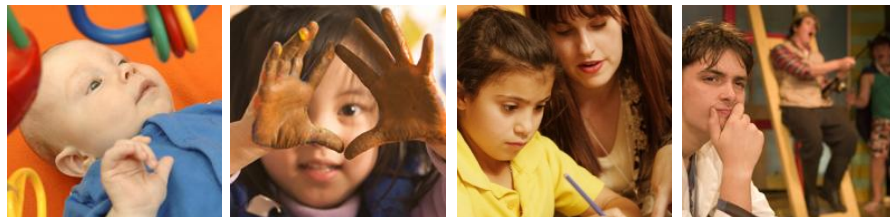
- Children are school ready
- Children and families have access to a broad range of learning and development opportunities
- Increased student engagement in learning
- Schools are friendly, inclusive and approachable
- Parents, schools and community stakeholders are active and complementary partners



- [http://www.silversunpictures.com.au/client/rocket/deewr/DWR325_4_Extended_School_Hubs_VIC_101013\(1\)-WebWMV.html](http://www.silversunpictures.com.au/client/rocket/deewr/DWR325_4_Extended_School_Hubs_VIC_101013(1)-WebWMV.html)



Department of Education and
Early Childhood Development



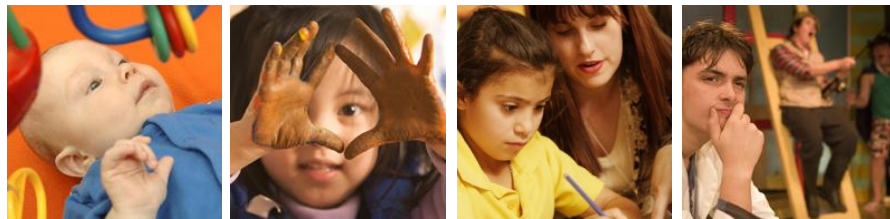
Evaluating the Trial Sites

Process evaluation – analysing development and implementation

Network analysis – understanding the partnerships

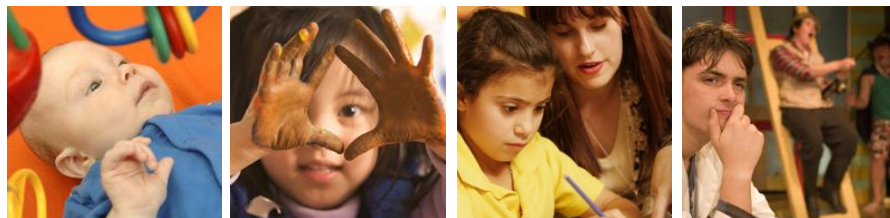
Impact analysis – did the activities and strategies achieve their goals

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



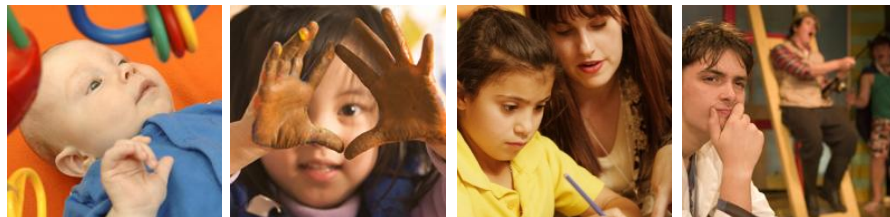
Key achievements

- 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



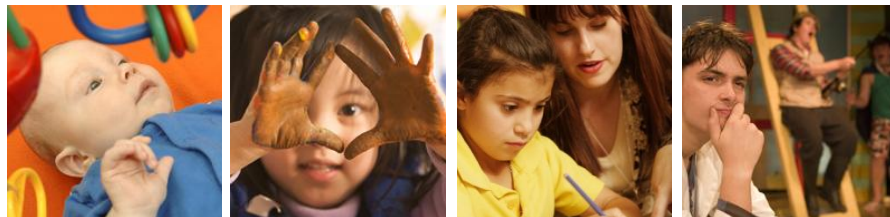
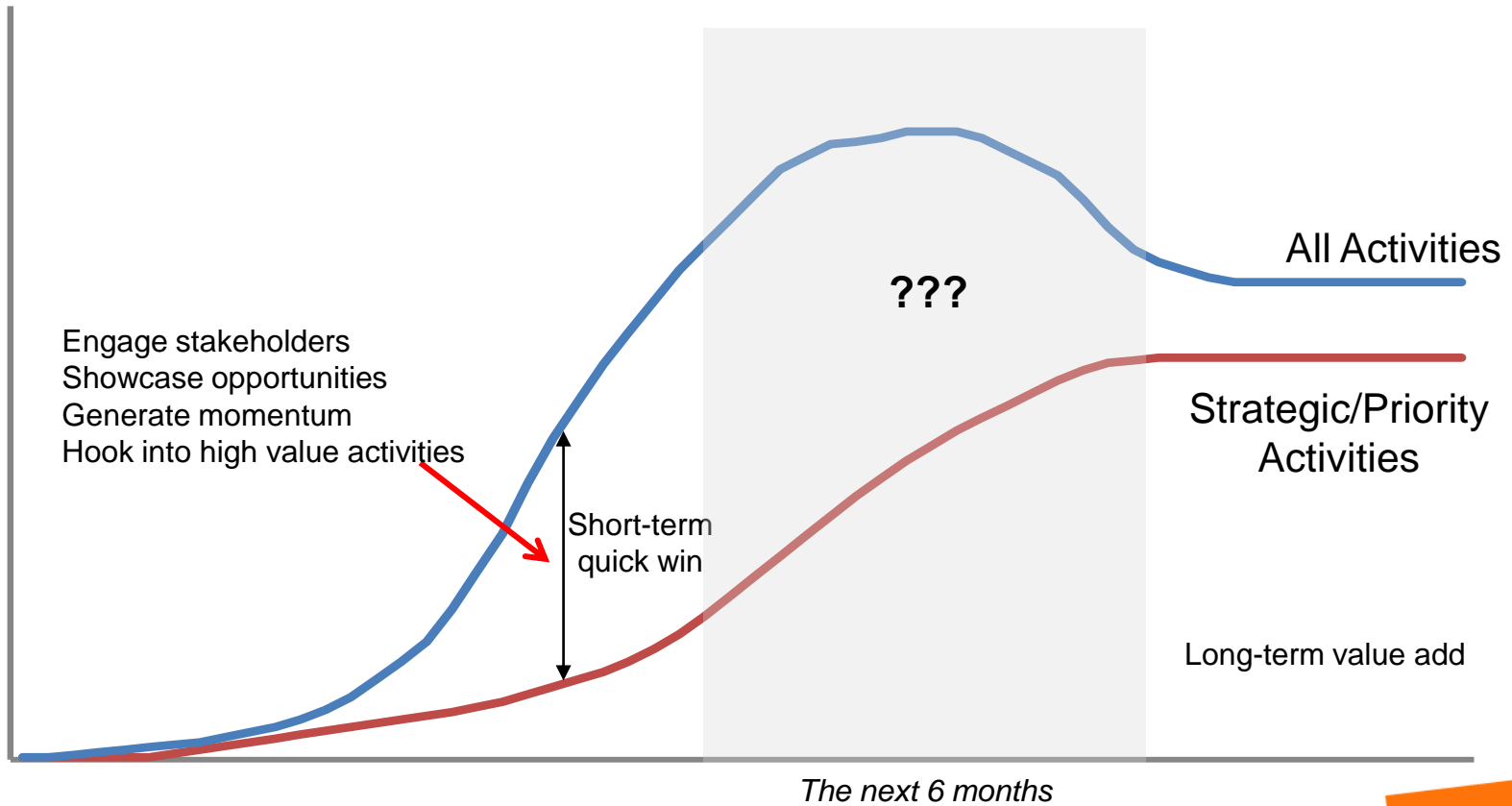
Factors that contribute to or inhibit success

- 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



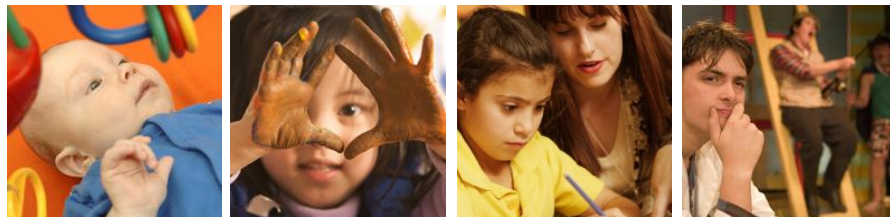
What is the Hub's activity trajectory?

Number of Activities



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?



Priority area	Why?	Responsibility?	2011 action	Who	Timeline	Budget
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	<ul style="list-style-type: none"> •Migrant Resource Centre •Maternal and child health nurse •Partnership coordinator 	May 2011	
	<p>Non attendance at kindergarten –</p> <p>Under developed development of oral language and communication skills, pre-reading and writing skills, fine and gross motor skills and social and emotional maturity</p>		Implement Ready for School program that is designed specifically to prepare children for school at Wyndham Park	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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 Blueearth at Wyndham Park PS			
			Establish ICT for adults classes at Wyndham Community Centre			
			Implement ANZ financial Literacy program at Galvin Park SC			

