

Schools as community hubs

A practical guide for schools and preschools



Government of South Australia

Department for Education and
Child Development



Note

This is the first planning guide developed to help schools and preschools to create their own 'hub'. It is a general guide catering for a wide spectrum of needs, interests and capacity to take action. It will be reviewed over time to make sure it's useful and relevant.

The term 'family' is used here to encompass families, carers, guardians or extended family who have the responsibility of caring for children and young people.

This guide is for school principals and leaders, and it aims to help strengthen relationships between schools and communities, aiming for better overall outcomes for children and young people.

Thank you to all the school leaders, school staff, children, young people, parents and other key stakeholders who have provided feedback, allowed us to quote them, and suggested helpful tips. Although individual names have been removed, the practical ideas have added value.

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Department for Education and Child Development

Published October 2017

www.decd.sa.gov.au/sach

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Acknowledgements

Schools as Community Hubs is a State Government initiative, run by an action group of government agencies, local government, principals' associations and community representatives.

The work to develop this guide was led by the Engagement and Wellbeing directorate in the Department for Education and Child Development (DECD). The team would like to thank:

- the SACH action group (see list of membership) for their support, expertise and commitment for the development of the resources
- Community Hubs Australia, for reference to and use of their Community Hubs Australia guide
- Morphett Vale Community Partnership group for their continuous commitment and support for the development of the resources
- Cowandilla Primary School & Children's Centre, Elizabeth Park Primary School, Lake Windemere Birth-7 School, Morphett Vale Primary School, Northern Adelaide Senior College, Peterborough High School, Swallowcliffe P-7 School, Thebarton Senior College, Wirreanda High School and their community partners for their continuous commitment and support for Schools as community hubs
- all other stakeholders involved, for their expertise, commitment and support.

Schools as Community Hubs Action Group members:

- Katrine Hildyard MP, Chair, Member for Reynell Parliament of South Australia
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- Ross Womersley, SA Council of Social Services
- Sandra Robinson, Together SA.



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Schools as Community Hubs is a vision for public education schools, preschools and facilities to be shared across communities to enhance education and wellbeing outcomes for children and young people and build connections and opportunities for lifelong learning in communities.

Foreword



Schools as Community Hubs is a vision for public education schools, preschools and facilities to be shared across communities to enhance education and wellbeing outcomes for children and young people and build connections and opportunities for lifelong learning in communities.

The Reggio Emilia education philosophy highly values family and community, supporting the idea that 'it takes a village to raise a child'. This approach has educators working closely with families and others in the community to give children the best possible education and care. Families are encouraged to take an active role in their child's education. Children, teachers, parents and community members work together interactively. This goal is to build a community between adults and children, recognising that children learn best with real-life problems and hands-on activities.

As a department we are always striving for better engagement with parents and the community. The DECD 2017 Strategic Plan specifically calls for learning in partnership – "we will work towards partnerships with

families, in the community and across the world to support our children and young people." Having schools more accessible leads to stronger relationships with community members, families, children and young people. The Schools as Community Hubs approach has also been shown to improve attendance rates, parent engagement and encourage different ways to meet the sometimes complex and changing needs of students. The South Australian government is committed to government schools sharing knowledge, resources and expertise with their local community during and outside of school hours.

In conjunction with existing community engagement information available (referenced throughout this document) the aim of this planning guide is to help school leaders develop and enhance partnerships with the community. Use this as a guide to help you through collaborative planning to build your hub, maintain connections and review its success.

We have suggested options for schools interested in becoming hubs to meet the diverse needs of communities across the state. This may be as simple as hiring out facilities to community partners, or as in depth as carrying out a full community planning process based on the internationally recognised Results Based Accountability™ model.

Adopting the Schools as Community Hubs approach is also one way of supporting the DECD Wellbeing for Learning and Life framework.

All the best with your community hub!

Rick Persse
Chief Executive DECD



"Schools are often at the heart of any community – they are very vibrant places where mums and dads, grandparents, children and young people congregate to learn, socialise and build social networks."

**Executive director,
Early Years and Child
Development, DECD**

How to use this guide

Key to icons



Helpful tips from established hubs and leaders



Hubs in action, stories and quotes direct from established hubs



Useful resources

A guide, not a manual

This guide is designed to help you engage with your local community, so that together you can achieve the best possible broad outcomes for your children and young people. We hope it will also be a valuable source of information and inspiration for everyone involved.

You will find information, examples and tips about what may work or has worked well in other schools or preschools but the success of your own hub relies on offering flexible, place-based activities tailored to the needs of your local community. So try these suggestions and if they don't work for you, decide on solutions that work better for your school, your children, young people and their families.

You'll find sections to help you think about, plan, start and review or enrich your own hub. This is a unique and evolving journey, so this guide may not answer every question. Use your networks and colleagues to share ideas about how your hub is progressing, and to discover what other schools are working on. Ideally, you can support and learn from each other throughout the process.

The Schools as Community Hubs website¹ has continually updated information and resources, case studies, common questions, contact details and examples of best practice.

This is the first planning guide developed to help schools to create their own 'hub'. It is a general guide catering for a wide spectrum of needs, interests and capacity to take action. It will be reviewed over time to make sure it's useful and relevant.



1. <https://www.decd.sa.gov.au/sites-and-facilities/community-use-facilities/schools-as-community-hubs>

Introduction to schools as community hubs

About the hub concept

There are multiple definitions of a school as community hub including:

- “Schools that provide a range of services and activities, often beyond the school day, to help meet the needs of children and young people, their families and the wider community”²
- “Schools are community hubs where all people can stay active and learn and participate in the activities of community based organisations. The community use of schools program helps students, parents and members of the community to be more active in a safe and healthy environment”³

- “Approaches that work in partnership with government, local providers, community members and each other to offer a range of extended services to students, their families and the local community. They are a model for engaging students, parents and local community to complement that already experienced inside the classroom.”⁴

The key concepts of a school as community hub are:

- a location where services can be accessed that contribute to the health, wellbeing and learning of children and young people directly or indirectly via targeting families and the local community
- partnerships between the school and other agencies are created to deliver services to the school and wider community using a right service at the right time philosophy.

The Schools as Community Hubs approach is a working demonstration of how the DECD Wellbeing for Learning and Life framework can be successfully adopted.



Developing your school as a community hub is one way of implementing the DECD Wellbeing for Learning and Life framework in your school.



“Our students come from 70 different countries, many of them having survived torture and trauma. They have a very good understanding of their previous life but a very limited understanding of the sorts of things that we value and take for granted in our community. The (school) hub is about having a safe place to share, talk and communicate these things.”

School leader

2. UK Department for Education and Skills, 2006

3. Ontario Department for Education, 2013

4. TNS Australia, Extended School Models, Report of the National Smarter Schools Partnerships; WA Department of Education & Australian Department of Education, Employment and Workplace Relations, 2012

Wellbeing for learning and life

Supporting the development and wellbeing of children and young people requires a commitment from the whole of society.

DECD works together with other government agencies, community and local government partners to support wellbeing, education, health and development in the home, school and community environment. This partnership recognises children and young people and their families as central partners and active agents in their own lives and the lives of others.⁵

The DECD Wellbeing for Learning and Life framework⁶ supports educators, health professionals and other practitioners working with children and young people to promote wellbeing and resilience of children by engaging, inspiring and empowering them. The principles from the framework create a shared, common language that puts children at the centre.

The main objectives of the Schools as Community Hubs initiative are to:

- promote the wellbeing, safety and education of students in our schools as a priority
- promote schools to be the centre of neighbourhoods and communities
- provide improved access to services, facilities and programs for all
- promote a sense of pride in sharing our schools with communities
- demonstrate practical applications of how schools and community can work together to share their facilities.

These objectives can be achieved in many different ways because they depend on local circumstances. The Schools as Community Hubs philosophy is not a one-size-fits-all approach. You can customise this guide to meet the needs of your own school and local community.

Creating fulfilling learning and life opportunities for children and young people

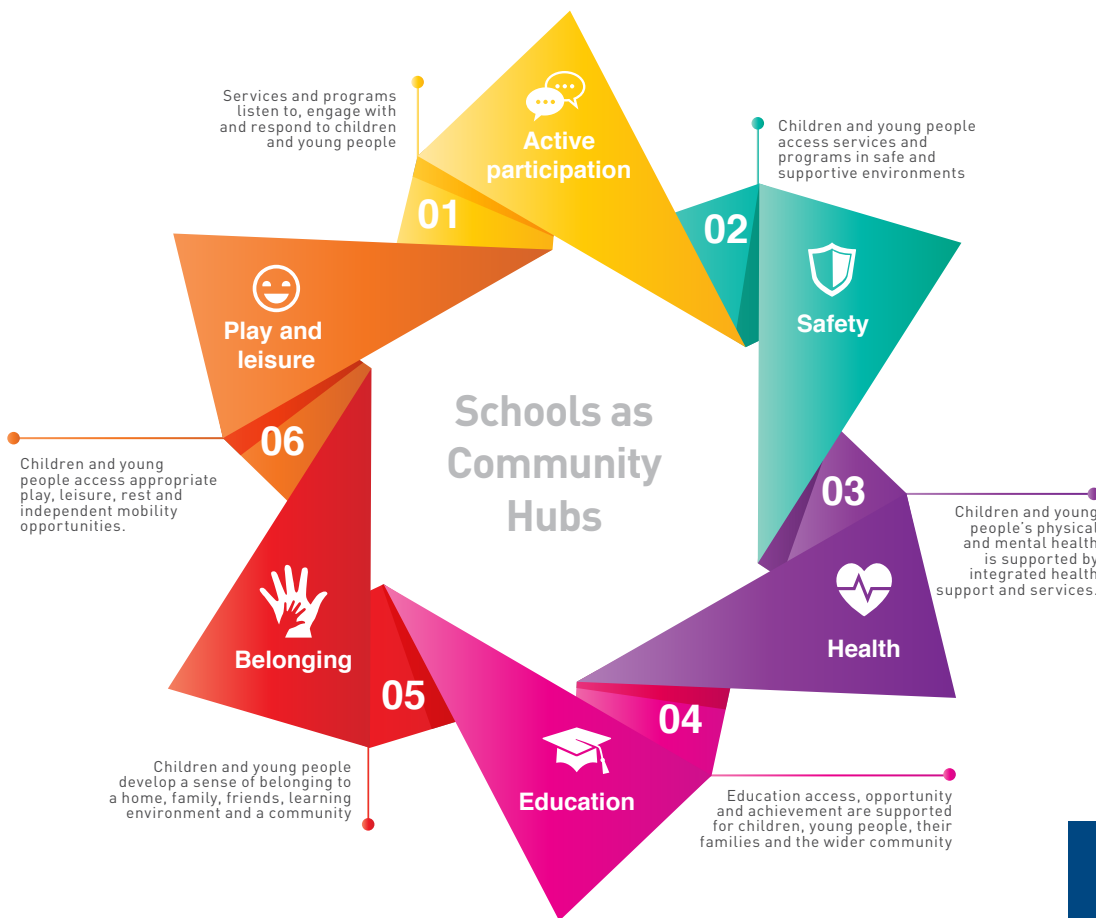
The DECD Wellbeing for Learning and Life framework and Child Friendly SA⁷ are founded on 6 community goals, illustrated and described in the graphic on page 6. Use these goals to inform your planning or approach to developing your own hub.



5. <https://www.decd.sa.gov.au/sites/g/files/net691/f/wellbeing-for-learning-and-life-framework.pdf?v=1475123999>

6. <https://www.decd.sa.gov.au/sites/g/files/net691/f/wellbeing-for-learning-and-life-framework.pdf?v=1475123999>

7. <https://www.decd.sa.gov.au/teaching/projects-and-programs/child-friendly-sa>



The Schools as Community Hubs goals

The 6 community goals are:

- an organising framework that supports the improvement of child development outcomes, which can be adapted to your school eg used as guiding principles, to develop a community action plan or integrated into the values and vision of your hub
- useful for achieving community buy-in because each goal – in addition to supporting outcomes for children

in your school – has relevance to a wide range of service providers, non-government organisations (NGOs) and government departments who work to support better child development outcomes or family dynamics

- a mechanism for ensuring children's rights are supported every day in schools and across communities, because the goals align with the UN Conventions on the Rights of the Child.⁸

Collaboration between schools and communities is not a new concept. There are hubs working well now and the Schools as Community Hubs video case studies⁹ show the best practice in action. We have used the experiences of these



"Our [hub] is intended to be a one-stop-shop for students and their families with a genuine focus on improving learner wellbeing. It is aimed to benefit our students by removing any wellbeing barriers through facilitating connections to relevant support services."

Governing council representative



"Learning can look like many different things and there are many different ways to do it."

Student wellbeing leader

"Collaboration is critical."

School leader

8. <https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycsrc.pdf>

9. <https://www.decd.sa.gov.au/sites-and-facilities/community-use-facilities/schools-as-community-hubs>

schools and listened to the requests and feedback of more than 250 stakeholders to make this guide as useful as possible.

The Schools as Community Hubs web page¹⁰ also includes case studies that you can read or download.

Hubs at the centre, changing lives

There are many known and expected benefits of a school as a community hub approach:

- Effective service provision and co-ordination for children emerges from an understanding that many of today's children have complex needs to be addressed so that schooling is optimal.
- Hubs address children's needs through broader health and community input – this wider focus recognises that schools alone cannot affect the social and personal domains of children's wellbeing and success.
- Sustainable partnerships between schools and their local communities are achieved through fostering healthy social networks.
- Empowering neighbourhoods and promoting goodwill is key to success of the hub.
- Broadening the use of existing government infrastructure is government policy, and financial contributions add to a school's income.
- Hubs create resourcing efficiencies for local planning and infrastructure.
- Hubs embrace safety and care awareness for children and communities.
- Hubs increase community opportunities for volunteering, training and employment.

Benefits identified by school leaders

- Higher class attendance, which leads to improved numeracy and literacy scores.
- There is a notable improvement in the communication skills of preschool children.
- There is a greater degree of parent engagement in school activities.
- It's more convenient for parents to access multiple services in one place.

Benefits identified by students from schools with hubs

Students have lots of feedback about how a community hub at their school improves their lives. Here are some direct quotes:

- It makes me feel safe because if something bad happens there are a lot of people around to help me
- It makes me feel part of the community
- It feels good that we meet new people when we are learning
- I'm proud that my mum helps at breakfast club
- It makes me feel excited about starting the day in a healthy way (breakfast club)
- It's awesome having nanna come to breakfast – she sits and talks to me and my friends.



"As an outcome of the nurture and care provided through the hub, the students have become a lot more orderly and engaged in their tasks. There has also been a great shift in their behaviour – they're now more focused on constructive activities."

School community member

"We've definitely seen a lot of behaviour improvement in the children. Our involvement with Northern Adelaide Community and Youth Services (NACYS) has also helped the children to have a smoother transition into primary school."

Governing council representative

10. <https://www.decd.sa.gov.au/sites-and-facilities/community-use-facilities/schools-as-community-hubs>

What a hub might look like

Many schools already have strong relationships with community members, organisations, groups and services and are providing innovative ways to meet the needs of their communities, including:

- extended health services including general health, mental and psychological services, speech pathology, occupational therapy and youth workers
- childcare, occasional care and preschool programs
- tutoring, mentoring or homework clubs for study support, adult education including literacy and numeracy programs
- cultural activities and events
- creative lessons such as drama, music and art
- sport and fitness classes
- information or assistance with vocational education and training, TAFE SA and work experience
- classes to re-engage early school leavers or case management for young people not attending school
- special interest clubs such as cookery, languages and technology upskilling
- volunteering, business and enterprise activities
- student housing and accommodation advice.



"When deciding what we wanted in the hub, we looked at what connects the students to the school. Staff from the library observed what draws the students into that learning space, what connects them in a positive way and helps them communicate with each other. We thought of how best to replicate that on a bigger scale in a way that's young people and adult friendly."

School leader



Hub models

All hubs are different, and have developed to meet the needs of their school and community. Some working examples look like this:

- a school-based model where services centre on the school site
- a hub-and-spoke model where services are offered at several locations close to the school
- a multiple-site model using DECD education partnerships/clusters of schools.

See page 11 for an example of what a hub might look like.

Feedback from schools that already operate a hub says that successful hubs:

- make everyone feel welcome
- are informal, relaxed and safe
- are child and family friendly
- are places where people feel like they belong
- support participation and interactions
- are personalised to the needs of local families
- are culturally sensitive and inclusive spaces that respect diversity.



- *Involve children and young people in designing and setting up the space.*
- *Keep in mind multiple uses – your hub might have groups using school computers, library, sporting facilities, gymnasiums, kitchens and so on.*
- *Have a resource area with pamphlets and flyers from different services and ensure these are updated regularly.*
- *Have an area for children under 5, eg with toys, books etc and a private nappy changing area*
- *Think about inside and outside areas.*
- *Ensure your hub is welcoming of everyone eg all cultures, and is not too formal.*

Choose an approach that works for your school

There are 3 important aspects to building your hub:

1. Developing it
2. Building it
3. Sustaining it.

These aspects are outlined in the table on the next page, along with benefits and examples. Finding the right approach depends on the needs of your school community at the time, the level of commitment to sharing goals and responsibilities, and the capacity of your staff and community members. One is not necessarily better than the other. Don't be afraid of starting small.



See the audit tool on page 65 to 66, 'How friendly is your school?'

Choose an approach that works for your school

Examples	Benefits
Developing (bronze) Sharing facilities with families and community. See steps 1 to 3 on page 19.	
Hiring of facilities eg basketball club uses gym for training and pays for use	<ul style="list-style-type: none"> • Generates income for the school • Develops early relationships with community partners • Increases local service provision
Offering 'facilities in kind' for community organisations with benefits for students and school community eg school offers space for health checks or local community group uses school hall for events/services	<ul style="list-style-type: none"> • Maximises use of school facilities • Builds goodwill
Building (silver) Strengthening relationships with children, young people, families and community. See steps 4 to 7 on page 19.	
Enhancing parent engagement activities eg parenting seminars are offered through Parents in Education week	<ul style="list-style-type: none"> • Improves student engagement and attainment • Creates ownership and sustainability
Enhancing student voice and active participation in school planning eg the school governing council has a sub-committee of students	<ul style="list-style-type: none"> • Supports UN Convention On The Rights Of The Child • Supports student resilience • Supports aspects of the curriculum • Links learning with real life planning
Enhancing relationships with community eg local external agencies run social and emotional groups at school for students and families	<ul style="list-style-type: none"> • Mutual benefits in terms of sharing school and community facilities and services that benefit schools • Research shows that enhancing a child's connectedness with broader community helps their learning and engagement
Sustaining (gold) Planning with your community to improve outcomes for children, young people and families. See steps 8 to 10 on page 19.	
Developing your hub plan with your action group	<ul style="list-style-type: none"> • Shares leadership and responsibility for actions • Provides a common focus around working towards goals for your children, young people and families • Directly supports the DECD Wellbeing for Learning and life framework • Facilitates success and sustainability
Gathering data to see what difference your hub is making to student outcomes and wellbeing eg links between action group, staff meetings and teaching plans to build in data collection and reporting	<ul style="list-style-type: none"> • Being able to demonstrate that the approach makes a tangible difference to student outcomes and wellbeing • Maximises use of resources • Supports continuous improvement • Helps to identify and address school and community needs and priorities
Planning for your programs, activities and events	<ul style="list-style-type: none"> • Provides a focus on the outcome or end result you want to see • Demonstrates that your children, young people and families are better off as a result of the work you are doing • Consistency in approach • Continuous improvement

Here is one example of what a school as a community hub might look like in practice.

School as a community hub - program of activities example

Active participation	Safety	Health	Education	Belonging	Play and leisure
Student representative council (SRC) involved in planning	Cyber safety sessions	Visiting health professionals	Supported playgroups	Dad and son in the shed days	Sporting clubs
Parent-led events	Child protection training	Local CAFHS (Child Adolescent Family Health Service)	Homework Club	Interest groups eg photography, using an iPad	Kite making & flying
Children arranging presentations at staff meetings	Police visits & workshops	Docs on campus	Community Mentoring	Women's special interest groups	Board game groups eg chess
Yarning circles	White ribbon day & events	First aid classes	Youth workers at school	Grandparent days	Playgroups
Hub reps on local council sub committees	Road safety workshops	Breakfast cubs	External agencies running programs	Community garden	Movie nights
Aboriginal groups leading cultural awareness sessions	Looking after yourself groups	Keeping fit, yoga, pilates, Zumba, dance classes	Computing classes eg robotics, coding	Cultural days & celebrations	Art/craft courses
Parents & friends groups	Links with local service clubs	Healthy cooking/ eating classes	Parenting programs	Coffee and chat mornings	Dance groups
Leadership courses	CFS information sessions	Body awareness workshops	English classes for new arrivals	Shared lunches at school	Photography classes
Multicultural leaders invited to meetings	Shine sessions	Walking groups	Reading or Maths workshops for parents	Other languages courses	Men's shed/ men's groups
Families designing hub flyers	Anti-bullying presentations and workshops	Mental health info sessions	Children's Book Week celebrations	Harmony Day	Cultural festivals
Children surveying community members	Neighbourhood watch group meetings	Nurse at school for health care	Work readiness programs eg barista, retail etc	Multicultural meetings & groups	Family fun nights
Young people arranging music performances	Homelessness support and advice/advocacy	Active after school	Short general interest courses	Share your pets events	Budding writers' and poets group
Sub groups formed, each with a different leader	Safety in the home	Allied health services information sessions	Financial or budgeting classes	National Volunteer Week celebrations	Shared BBQs



Feedback from hubs already operating

During 2017, DECD facilitated a series of consultation activities to gather feedback about the Schools as Community Hubs initiative. This included an online survey and a series of local discussions in metropolitan and regional communities. Each consultation included questions about current activities, what works well and how barriers can be overcome. An example of activities working well in schools is shown in the program of activities on page 11. The following tips have been shared by school leaders about what has worked well for them.

Things that work

- **Leadership that is committed** to initiating and driving the hub's vision is absolutely essential.

"I've never had a school principal work in close partnership with the council and all its members, which has resulted in so many benefits, including reduced vandalism in the community and more community members taking part in recreational activities."

Local mayor

- **Respecting culture** – the DECD Aboriginal Education team suggests that successful hubs make sure to involve Aboriginal families, especially in the planning phase:
 - Think about the balance represented in your hub action group so that everyone feels that they fit in.
 - Provide an opportunity for quiet people to respond before or after a meeting.
 - Ask your local Aboriginal education support team who are familiar with the community to consult and engage with local families.
 - Just go and have a yarn with local Aboriginal families – if you ask them, they will talk to you especially about positive and proactive ideas.
 - Respect cultural norms because they help to build and reinforce relationships.
 - Bringing food always helps to engage families!
 - If it's not working – change your approach.
- **Facilitating community connections** – bringing community together is the first and most important step. Engaging the whole community is vital to understanding the community and its needs, identifying and building relationships with key community advocates. Building effective and sustainable community relationships is the key to success.

- **Create a welcoming space** – one of the most important things a hub can do is help families connect with each other. When people feel connected and part of a community, they feel safer and have a sense of belonging. This increases social cohesion at the local level. If your hub activity is not visible from the main entrance and there are no clear signs to help people find it, this could be a barrier. Remember, the hub will change over time to reflect the people who use it, so it doesn't have to be perfect from the start. Effective hubs are also places where families and people have a sense of ownership because they've contributed to its set up.

During consultation parents suggested creating a family and friends room that is like a 'one stop shop' with people and information, and asking families to help develop the space so that it becomes their own.

"I would really like to think that the community describe our school as a place where everyone is welcome, it's their property, they are invested in it and they care about it. And that they feel welcome to come here and that it's a really rich resource in the community that value adds to the life of everybody that lives within the community."

School leader

- **Effective communication**

"The most important part of any partnership is good communication."

School leader

Identifying mutual benefits – "You have to invest the time into getting to know the community, making sure there is mutual benefit for involvement."

School leader

- **Collaboration and having a shared vision**

– success of the hub means a culture committed to the success and sustainability of the hub, with a shared belief in the purpose and a collaboration of efforts to ensure that all the children, young people their families and the community can flourish.

"We've got to make sure that we're on the same page with our partners. We don't want people just coming in, one in a room on Monday and another in a room on Tuesday...it's got to be about a shared vision."

School leader

- **Building a positive culture** – creating a culture where schools and community work in partnership with a common purpose is essential and helps with breaking down any historic barriers between school and community.

"We have a community breakfast each term for students, parents, teachers, grandparents and just relatives in general to come."

Student

- **Identifying your hub champion/coordinator**

– school leaders recognised the importance of having a hub champion/coordinator to build and manage relationships. Having a contact invested in the activity/service is important. Most hubs identified the coordinator as a member of school staff, others recognised the importance of sharing responsibility with your action group, such as governing council, volunteers and community members. Working together makes it easier for everyone and reduces the risk of creating additional workload for school staff. Whoever is identified as the lead, whether it is an individual or a group, needs to effectively coordinate all activities associated with the project and, in a timely manner, solve any issues that arise.

"I've learnt that people have great capacity and so many skills so why would we not want to make use of them? And in a community that had a 'deficit' view of itself, it was a real focus to work from the strengths of these people and share them more broadly."

School leader



- Create a culture where families feel comfortable chatting to other families, school staff and volunteers. Encourage school staff to chat and engage with families.
- Encourage children and young people to spend time with other age groups on projects.
- Support children and young people to be involved in designing spaces around the school for the hub eg community room, garden beds, welcoming signs.
- Develop an information pack for your families that includes information such as 'How can I volunteer?', 'Where do I go for help?', 'Is there somewhere I can meet other families?'
- Have meet and greet mornings or breakfasts/lunches.
- Meet with services regularly either by inviting them to your hub or by visiting them at their site.
- Ask services to present to your leadership groups, staff meetings and governing council meetings.
- Connect with other hubs to build networks and gather useful information.
- Conduct a risk assessment¹¹ eg who needs a relevant history screening.

11. See page 1 of Child Protection Requirements <https://myintranet.learnlink.sa.edu.au/library/document-library/guideline/child-and-student-support/child-protection/Child-protection-requirements-appendix-c.pdf>

- **Having structured activities with a clear purpose** – this is a key function of this guide so that you have a simple planning process to help you structure activities.
- **Identifying or creating dedicated physical spaces** within the school that support the long-term focus of the model and enables spaces for partners.
- **Everyone involved should be open to sharing** relevant information, knowledge, space and resources that will enable success of the intended outcomes.

The success of every hub depends on local circumstances, the involvement of local stakeholders plus being flexible and adaptable to specific needs.

Workload concerns

You might be worried that a hub will increase the workload of your school staff. Here are some comments from school leaders from schools with successful hubs about keeping the workload manageable:

- Initially, there is an investment in time to build a new relationship/partnership but then as the leadership capacity of your volunteers grows, the benefits far outweigh the time investment.

- It started off with a bit of extra work but now we have refined our advice and processes it runs itself really.
- We now know what information and instructions to add to the agreements (see page 52 to 53 Legalities and responsibilities) – we included things like what to do with keys, where to put rubbish and any invoicing requirements.
- We have a good system going and everyone is really appreciative – if we have any issues we just give them a quick call.
- We have a simple mini spreadsheet that shows days, times and contact people and a folder with each agreement including email and mobile phone numbers.
- We pin the spreadsheet up in the office and staff room and everyone can see who is due in and what is happening.
- We have a lovely fitness group that comes in at 6am and they look after themselves.
- Our users are like a watch dog for us as well – they look after the place for us.
- My volunteers run programs which benefit my students independently and save me time.
- The more external resource people supporting student wellbeing, the more time my educators have to get on with their core business.



Consider investing in support from organisations to facilitate and document the planning process involved, particularly those with experience with the Results Based Accountability process™.



"We were struggling with extreme student behaviour due to complications from their home background. We would respond reactively to issues appearing in school. We decided to be more proactive and see how we could support families struggling with the sort of issues that come from living in a severely disadvantaged community."

School leader



Community use of school facilities¹² document, which provides all the information you need to hire out facilities to third parties

The Schools as Community Hubs website¹³ has full case studies of the examples included in this guide

The DECD YouTube channel¹⁴ also has several case studies to watch

Results Based Accountability™¹⁵ process.

12. https://www.decd.sa.gov.au/sites/g/files/net691/f/schoolfacilities_instructi.pdf

13. <https://www.decd.sa.gov.au/sites-and-facilities/community-use-facilities/schools-as-community-hubs>

14. <https://www.youtube.com/playlist?list=PLdaFVJCF2gHN6oQH8b88LXr5Bt7iX7uoh>

15. <https://resultsaccountability.com/>

Check your readiness to begin

Before you eagerly embark on the journey of developing your own hub, consider the tips below from school leaders before you start the planning process.

1. Assess your commitment	
Inspire your leadership team and staff with the likely benefits (page 7 and in the case studies online ¹⁶)	<input type="checkbox"/>
Check out the legal requirements and responsibilities (see page 52 to 53)	<input type="checkbox"/>
Ensure your leadership team and staff are on board before starting	<input type="checkbox"/>
Identify those who are highly motivated to be engaged	<input type="checkbox"/>
Nominate your hub champion/coordinator	<input type="checkbox"/>
2. Consider the resources currently available to you	
Space (available/suitable)	<input type="checkbox"/>
HR (staff/release time/existing)	<input type="checkbox"/>
Volunteer pool	<input type="checkbox"/>
Funding	<input type="checkbox"/>
Time	<input type="checkbox"/>
Maintenance/cleaning.	<input type="checkbox"/>
3. Inspire your community	
Staff	<input type="checkbox"/>
Governing council	<input type="checkbox"/>
Volunteers	<input type="checkbox"/>
Children and young people	<input type="checkbox"/>

16. <https://www.decd.sa.gov.au/sites-and-facilities/community-use-facilities/schools-as-community-hubs>

Check your readiness to begin

3. Inspire your community (continued)	
Parents and families	<input type="checkbox"/>
Local community members	<input type="checkbox"/>
Local NGOs	<input type="checkbox"/>
Local community organisations	<input type="checkbox"/>
Local council	<input type="checkbox"/>
Local businesses.	<input type="checkbox"/>
4. Consider your reason for becoming a hub	
What are the issues that a hub could improve?	<input type="checkbox"/>
Identify links between the Schools as Community Hubs purpose and your school's priorities and improvement plan	<input type="checkbox"/>
Identify any data/evidence available eg Australian Early Development Census (AEDC), Wellbeing and Engagement Census, any school-based research or surveys (see the Schools as Community Hubs community goals factsheets online ¹⁷).	<input type="checkbox"/>
5. Schools as Community Hubs Action Group – early thinking	
Consider which approach to running a hub meets the needs, capacity, resources and appetite of your school and local community (See page 10 'Choose an approach that works for your school')	<input type="checkbox"/>
It's important to have an action group to provide a coordinating mechanism for developing your hub so that responsibility and activity is shared between community partners, and so that the hub is developed to suit your school and community	<input type="checkbox"/>
Consider who you would like to be represented on the group (groups or individuals)	<input type="checkbox"/>
Consider whether it could be a governing council sub-committee	<input type="checkbox"/>
Consider which community groups you already have links with.	<input type="checkbox"/>

Steps towards building your hub

Your school may already be operating as a community hub or you may already be in the planning stage.

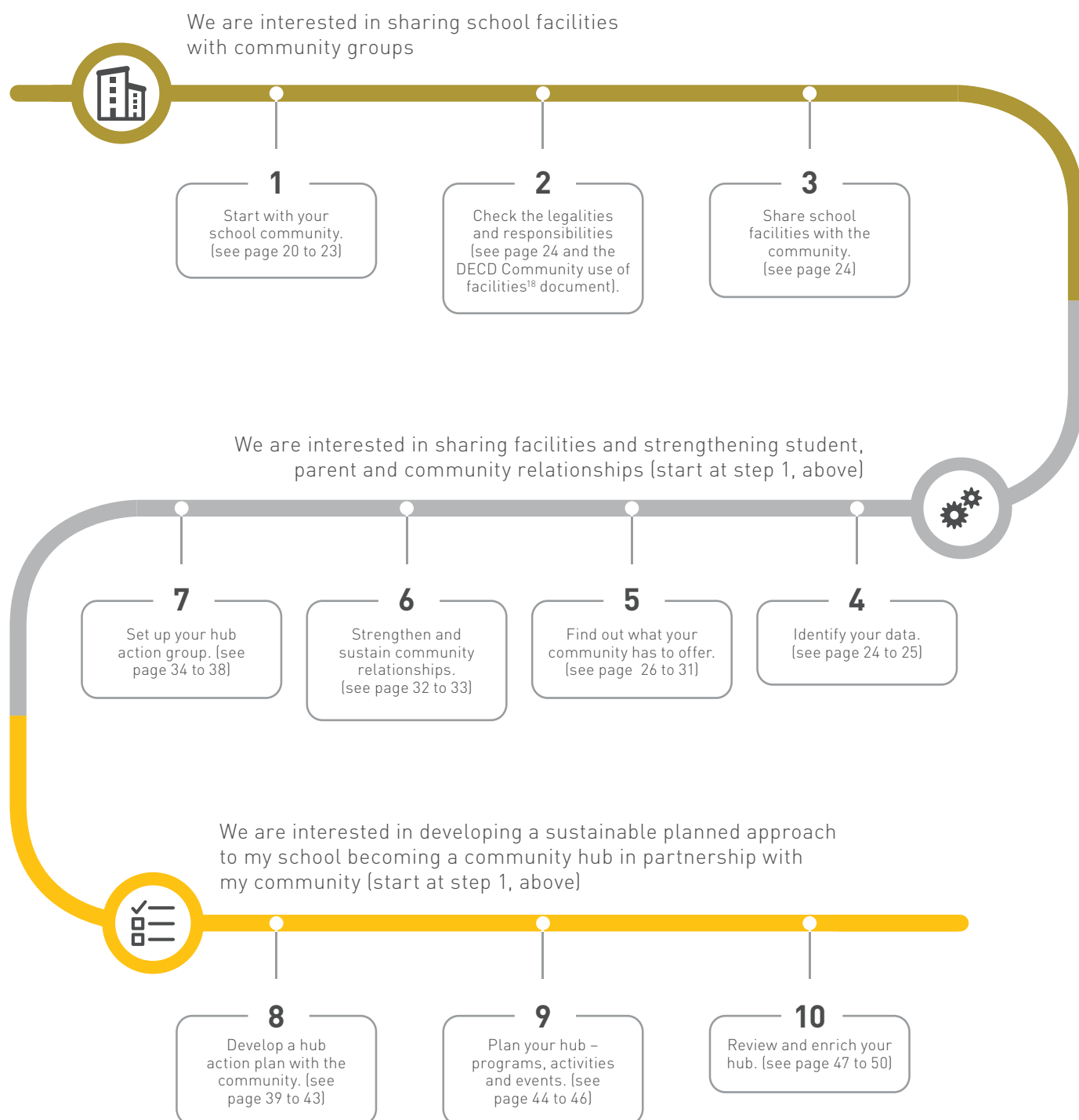
A collaborative planning process is one way of developing a hub. Use the information here

that's relevant to your situation, and useful in the context of your school and community.

The flow chart steps you through the main stages in developing your hub.



Steps towards building your hub



18 https://www.decd.sa.gov.au/sites/g/files/net691f/schoolfacilities_instructi.pdf

Step 1: Start with your school community

Knowing your school community is the most important step towards building a community hub that is responsive, welcoming and relevant to local needs and wants. A good understanding of your children, young people, families, staff and volunteers will be the foundation of building a successful hub.

Inclusive, purposeful and productive relationships within the school are the starting point for the hub to be accepted. Find ways to recognise, value and leverage the diversity and strengths of the whole school community.

Knowing your school community

"Advice for governing council is to get to know your school community, get to know your people and get to know what matters to them. Once you have achieved that and you have that open, reverse dialogue, people are more comfortable to come forward."

Governing council representative

Children and young people are at the centre of any hub. We all share the desire for our children and young people to have every chance to live successful lives. To do this, we need to work together to help them learn, keep safe, and to be healthy, happy, strong individuals.

Staff and volunteers are invaluable human assets in the school. They have diverse, comprehensive knowledge and skills that can support your hub.

Families and parents are the first and ongoing educators of their children. By recognising the role that families bring in influencing their children and young people's attitudes and achievements you can inspire your families to become the heart of the hub.

Governing councils are key to this work. They are a valuable asset that can be the link between school and community. As already identified leaders and advocates for the school they can take ownership of sub groups and particular activities at your hub.



Consider using the 'community skills and passion audit' on page 55 to collect this information. Parents with careers in communications/ PR/marketing or students working on a communications project could be invited to lead this and report back on findings.

"It helps to create opportunities for people to connect with a welcoming, friendly person who is really approachable."

Parent



When bringing people together think about how you will involve and value them:

Children and young people (see page 31)

Using children and young people to bring people together is the easy bit! Ask them for ideas. Get them to brainstorm together across year levels and class groups. They will be able to think of some wonderful ideas for collaboration that we, as adults, may not have even considered. Tips provided by students included:

- having a map to find the way around the school because sometimes it's hard to find places
- having buddies to help people.

Families

Parent engagement goes hand in hand with academic achievement – research shows that parent engagement affects what children achieve, how they experience school, and helps the transition through school and into post-secondary education. ARACY¹⁹ has more information about this.

Parent's and families have many ways in which they can contribute to the success of your hub. Getting to know families is so important and because each parent and family circumstance is different, use multiple ways to communicate to reach everybody.

You can find a range of resources to support parent engagement in their children's learning and ideas for sharing information with your parent community on the DECD Parent Engagement intranet page.²⁰

Contact details are **Engagement and Wellbeing** Phone: 8226 0870 or Email DECD.ParentEngagement@sa.gov.au

People with a disability or special needs

The DECD disability and special needs intranet page²¹ has lots of helpful information including policies, programs and extra support options to include children and young people with additional needs.

A Disability Dashboard is available for each school and is sent regularly to schools, and may help you plan hub activities.

The DECD Special Education Resource Unit – SERU²² also provides materials and specialised services to support children and students with disabilities and learning difficulties.

Contact details are **Disability Policy and Programs** Phone: 8226 1769 or Email DECD.SpecialEducation@sa.gov.au

Volunteers

Volunteers bring their life skills, expertise, knowledge and diversity to your hub. You can encourage volunteers to be involved by letting them know that they can help in lots of ways at the school and the hub. They can help children with reading, work in the kitchen garden or library or help with a working bee.

Think about inviting volunteers to join the planning group to be a part of developing the hub or to assist with activities happening at your hub. Even if only for an hour here and there, every little bit helps – no matter what they are doing.



Getting to know your school community better

- *Find out how friendly the school community feels the school is (see page 65 and 66 'How friendly is your school? audit'). Perhaps the student representative committee or governing council could do this. A simple template can be used to provide feedback to school leadership. (see page 67)*
- *Consider how you will communicate and engage school community members who are unable to spend much time at school eg working parents.*
- *Ensure your diverse communities are visible around the school – through art, signage, space design.*
- *Create a culture where families feel comfortable chatting to other families, school staff and volunteers begin by having small morning teas.*

¹⁹ <https://www.aracy.org.au/the-nest-in-action/parent-engagement>

²⁰ <https://myintranet.learnlink.sa.edu.au/educating/projects-and-programs/parents-in-education/parent-engagement-resources-for-sites>

²¹ <https://myintranet.learnlink.sa.edu.au/child-and-student-support/disability-and-special-needs>

²² <http://web.seru.sa.edu.au/>

School volunteer requirements²³ are listed on the DECD intranet. There is public information²⁴ you can share with your community about volunteering on the DECD website.

Contact details are **Volunteer team** Phone: 8226 3795 Email: DECD.Volunteers@sa.gov.au.

Aboriginal people

DECD's Aboriginal Services staff are experts on developing community engagement strategies for students, families, carers and the community. Their intranet site²⁵ has some helpful advice.

A great website with information about Aboriginal voices in education and training is SA Aboriginal Education and Training Consultative Body.²⁶

A valuable tool to help navigate the best resources to support your work with and for Aboriginal youth, families and communities is available online. There is a collection of the many services and community networks²⁷ available to support Aboriginal youth, families and community. Services are listed by region according to metropolitan boundaries, including regional and remote services.

Contact details are **DECD Aboriginal Service** Phone: 8226 1214 Email DECD.Aboriginalservices@sa.gov.au

People from culturally and linguistically diverse backgrounds (CALD)

Including families from CALD backgrounds has the dual benefit of broadening the cultural and language perspectives of the hub as well as supporting the inclusion of CALD families. You may need to engage an interpreter or community liaison officers to support their contribution to the group. There is a lot of useful information for including CALD students on the DECD intranet.²⁸

Contact details are **English as an Additional Language or Dialect program** Phone: 8226 2937 Email: DECD.EALD@sa.gov.au for information on how to engage interpreters and community liaison officers.

People from a refugee background

Count me in²⁹ is a helpful resource to support refugees moving into mainstream schools. It has essential information for working with students with refugee experience including practical strategies, ideas, advice and contacts to help you support children who have experienced life as a refugee.



Getting to know your school community better

- *Think about how you communicate with your school community and innovative ways of strengthening communications (see DECD parent engagement).³⁰*
- *Encourage peer mentoring programs offering leadership opportunities acting as advocates and spokespeople for younger students.*
- *Ask families to share their culture through cooking, art, craft, etc. An idea would be to ask families to teach other families how to cook a favourite recipe from their culture and then share the meal.*
- *Find out what drives your school staff, what their passions are and whether they will share them*

23 <https://myintranet.learnlink.sa.edu.au/operations-and-management/site-administration/managing-volunteers/volunteer-requirements>

24 <https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-and-childrens-centres>

25 <https://myintranet.learnlink.sa.edu.au/child-and-student-support/aboriginal-education-programs/about-aboriginal-services>

26 <http://saaetcb.demo.webez.biz/>

27 <https://myintranet.learnlink.sa.edu.au/library/document-library/fsa-documents/fact-sheet/aboriginal-services/services-resources-aboriginal-youth-families-community.pdf>

28 <https://myintranet.learnlink.sa.edu.au/educating/eald/professional-learning/working-with-culturally-and-linguistically-diverse-students>

29 <https://myintranet.learnlink.sa.edu.au/library/document-library/guideline/teaching/eald/count-me-in.pdf>

30 <https://myintranet.learnlink.sa.edu.au/educating/projects-and-programs/parents-in-education/parent-engagement-resources-for-sites>



Contact details are **English as an Additional Language or Dialect program**, Phone: 8226 2937 Email: DECD.EALD@sa.gov.au for information on working with refugee background students.

People who live remotely

You'll need to think outside of the box to keep families from remote communities connected. South Australia is geographically large and many of our children, young people and

families live outside of metropolitan Adelaide in small regional towns and localities. These communities already know the best ways to come together! Although the most obvious way to stay in touch is via technology (and that can work really well) country people will be able to let you know what really works and what doesn't. Just ask them!



"The school is the first point of call for the family so it is really the centre of families' lives. If we can establish a whole range of support services that are either at or linked to the school, families will be better able to take them up."

School leader

Step 2: Check the legalities and your responsibilities

Once you have strengthened and enhanced community relationships you could consider sharing and/or marketing the school facilities to community groups or organisations as a first step towards becoming a community hub, or it may be your primary focus.

Either way DECD community use of school facilities³¹ information will give you guidance and templates to help you. Legalities and responsibilities on page 52 to 53 also has further information.

Step 3: Share school facilities with the community

Start reaping the rewards of sharing school facilities with the community and monitor the benefits that it brings to school, students and community.

Step 4: Identify and collect your data

"Discern the facts by using data."

School leader

Data can create a picture of the characteristics, strengths and needs of your school or preschool community. Gathering and analysing data will help you plan for and grow your hub.

As a starting point start gathering together the data you currently have that is easily available to you. This will help to guide your planning process and ensure the approach you take meets the needs of your school and community.



Have a look at the Schools as Community Hubs community goals factsheets,³² which provide data already available to give you some ideas on activities that align to the Schools as Community Hubs goals.

Start thinking about what story your data is telling you. Later on this will help to identify the priorities for your activities or planning.

³¹ https://www.decd.sa.gov.au/sites/g/files/net691f/schoolfacilities_instructi.pdf

³² <https://myintranet.learnlink.sa.edu.au/library/document-library/fact-sheets/about-decd/sach-community-goals-fact-sheet.pdf>

How data is helpful

Using data will help you to decide what your hub should focus on and aim to achieve. The data will help identify the needs of your children and young people, school community and wider community. It also helps to ensure that the resources available are used well. By using data from the beginning, you can track progress over time.

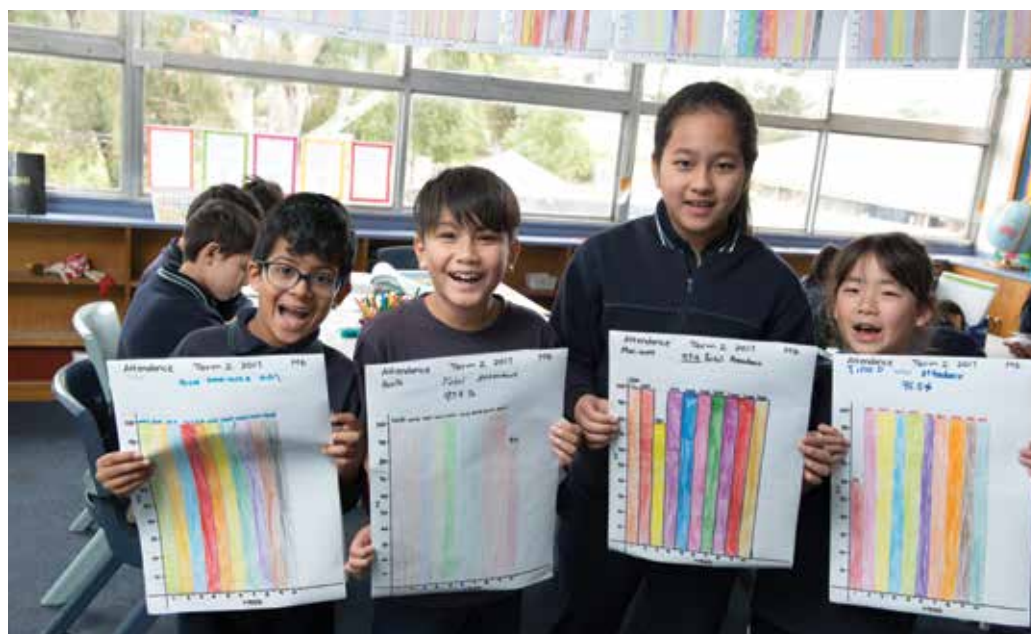
Data sources

- Staff, student and community knowledge and expertise – data will often help to reinforce what you may know already
- School data including: site/quality improvement plan, Teaching for Effective Learning Compass data, Running Records, support services referrals/reports, other local school data collections

- Australian Bureau of Statistics³³
- DECD student wellbeing and engagement collection data (previously MDI) – school wellbeing results are sent as reports to the school leaders for participating schools. Contact DECD.WEC@sa.gov.au with queries about your school's report
- Australian Early Development Census (AEDC) – school principal to contact State AEDC coordinator for school profile and summary, email: DECD.aedc@sa.gov.au or view the tools and resources available on the AEDC website³⁴
- School achievement data such as NAPLAN and SACE achievement
- Attendance data
- Behaviour data.



- *Using data to inform planning for your hub has multiple benefits – it will help schools prepare for performance reviews, inform school planning and align local planning to DECD strategic priorities. Equally the data used to inform these processes can be used to prepare for becoming a community hub.*
- *If you are interested in developing a full community plan for your hub (as described on page 40 to 43) consider how your data aligns to the 6 Schools as Community Hubs goals and identify where there are gaps – your community partners can help fill in those data gaps later in the process.*
- *Include any other surveys that the school may have done eg Kids Matter/ wellbeing surveys.*
- *Consider how gathering data sources together might be integrated into classroom practice through the curriculum (eg civics and citizenship or maths).*
- *Consider how existing school governance mechanisms such as governing councils and student representative committees can help gather data.*



³³ <http://www.abs.gov.au/>

³⁴ <http://www.aedc.gov.au/>

Step 5: Learn about the wider community

A hub is a way to build on existing relationships by involving other government and non-government organisations, local services and businesses to help address complex problems that can't be solved by any one service or organisation alone. Collectively, a hub can determine the actions that will best address local needs.

To attract the right mix of services and activities to your hub, you will need to understand your wider community.

Gather as much information as you can find about what is available in your broader community to support each of the Schools as Community Hub goals eg what health services are available? What reserves, playgrounds or sports groups are local?

Start identifying who you could invite to join your hub action group. Tap into your existing local community networks:

- Relationships – what informal and formal relationships do we have with institutions or organisations, cultural, athletic or recreational groups?

- Skills – what local skill sets are available?
- Resources – what built or natural resources do we have (eg buildings, facilities or parks)?
- Services – what education, health, community services are in our area?

Hubs are gateways

Community hubs are gateways for families to access existing services. What's on offer in a hub aims to fill in the gaps rather than duplicate what's already out there.

Hubs are an important way of linking government agencies and community services with vulnerable families. In return, service providers can help by introducing new families to the hub.

It's therefore important to quickly get to know 'who's who' among the government and community support agencies servicing your local community.



"When I started in this job one of the first things I did was go over to the local council because I was keen for school to become part of the councils open space and to create a community use agreement with them so the community could come onto the school grounds and use them as appropriate."

School leader

Support available

The department has many support staff who can help you or be involved in your hub.

DECD Supports

COMMUNITY DEVELOPMENT COORDINATORS

work in children's centres in partnership with other agencies to tailor programs to enhance parenting skills, support families to link with other families and their community, and to connect families with services that will best meet their need

FAMILY SERVICES COORDINATORS

based in children's centres and work with parents, centre staff and other agencies to help families develop and maintain safe, caring, connected and resilient relationships

DECD STUDENT SUPPORT SERVICES

social workers, psychologists, speech pathologists, special educators, behaviour coaches, attendance officers based in local education offices and work with preschools and schools where there are children and young people who have particular educational support needs

CHILD WELLBEING PRACTITIONERS

assist with the early identification of vulnerable and in-need children and families, and help provide timely access to services, so that fewer families reach the level of concern that requires a child protection response

ABORIGINAL COMMUNITY EDUCATION OFFICERS

work with school staff to improve Aboriginal students' social, wellbeing and learning outcomes and establish and maintain positive relationships through ongoing contact with Aboriginal parents, families and caregivers

COMMUNITY LIAISON OFFICERS

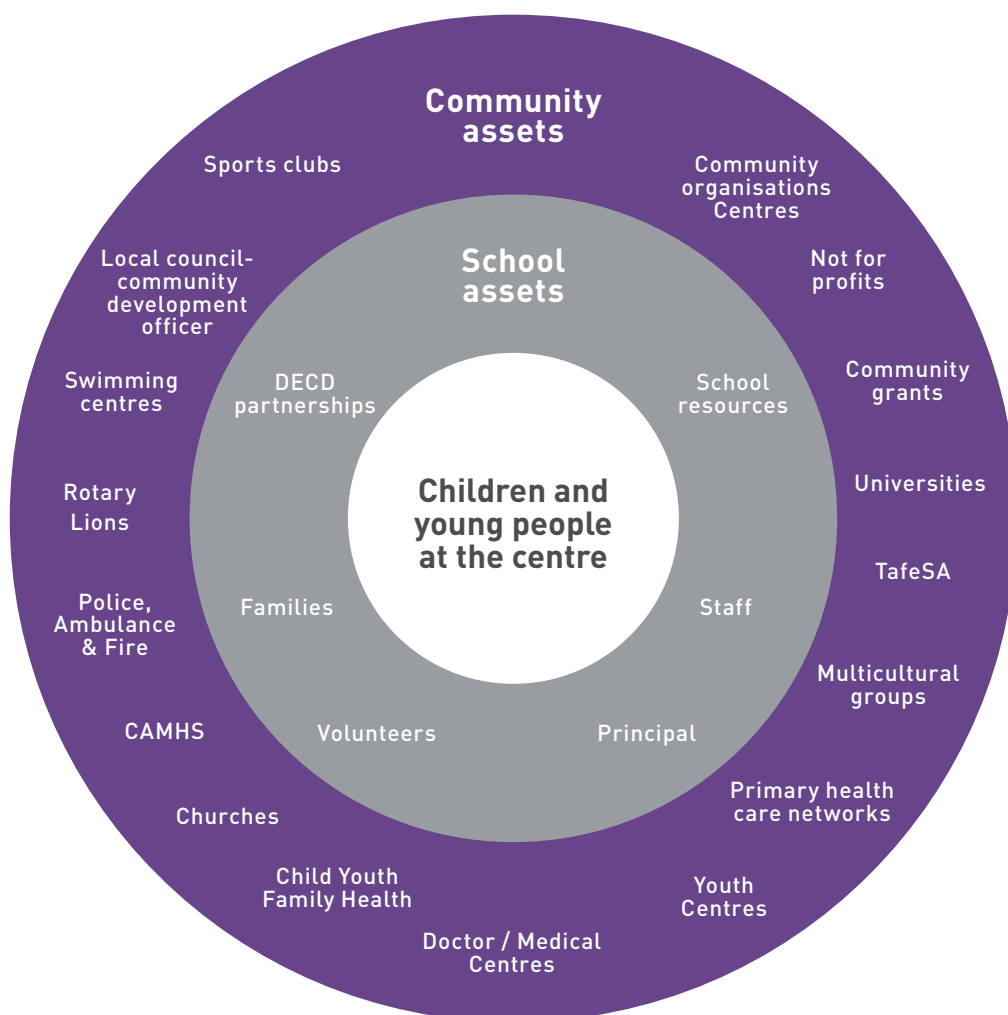
develop partnerships that enable children and young people from culturally and linguistically diverse (CALD) communities to achieve educational success

SOCIAL WORK INCIDENT SUPPORT SERVICE (SWISS)

based in local education offices and provide consultation, support and advice on critical incidents or crisis

Map your services

Use the map below to help you build a plan for contacting and involving all your local services and community organisations.



How to use the circles assets map

Children and young people don't exist in isolation. They are surrounded by a multitude of resources. Find out what these are and how they can support your hub.

Start by identifying the immediate circle of contacts around your children and young people. What are the strengths and talents that exist within families and with your volunteers? Then work through each ring of the circle and do the same exercise.

When you're ready, get in touch with these services and organisations to talk about your school as a community hub.

- Approach them with a clear picture of the potential of your hub.
- Talk to them about the strengths of your children, young people and families as well as their needs and discuss how they can support the hub.
- Create opportunities for services providers and community organisations to visit and get to know the school.



- Do an internet search, use community directories or approach your local council to see if they have a community directory resource.
- Ask students to map assets within their community as part of their learning and group the assets against each of the Schools as Community Hubs community goals (see page 6).
- Conducting community asset mapping on foot led by students has been effectively used in communities seeking to become more child friendly.
- Include families in the asset mapping exercise.
- Group your findings under each of the Schools as Community Hubs community goals to help you prioritise action or identify areas of need/gaps in service provision.
- Find out what community grants are available.

- Invite them to be part of future hub planning processes.
- Clearly show them how they could be part of the hub.
- Encourage diversity of thought by showing appreciation for different beliefs, values and experiences.

Build relationships with local government, service providers and community organisations

Once you know who they are it is important to build connections and relationships with local service providers and community organisations.

"Being in the middle of the local CBD and being next to and connect with TAFE SA made a huge amount of sense in terms of taking advantage of the facilities available out here that we never would have been able to build as a school. It gives students a good introduction to a more tertiary learning environment and gives them opportunities to work with people who don't work in schools, who work in industry or as TAFE lecturers delivering training."

School leader

As part of Campbelltown City Council's Child Friendly Cities approach, students were invited to visit the local council chamber to learn about how local democracy works. They conducted a community mapping exercise and reported their findings and recommendations back to council.

"The focus on children as citizens, underpinned by children's rights, has led to a cultural shift within council and community groups. Now, as part of the playground policy, any time council is upgrading or building a playspace children must be involved in the process. The views of children are also included in council's community engagement activities."

"In the community, agencies indicated how they have changed their practices to ensure that children have more say in the programming and running of activities. Children have presented business cases to management committees, with one local preschool including 4-year-olds in a process to redesign their new nature play space. This included school visits, design, monitoring implementation and finally enjoying the space."³⁵

City of Campbelltown leader

"It would be great to have somewhere to display resources, flyers, pamphlets etc of different services and where families can access them."

Parent



- Build close links with your local council.
- Ask services what they think a hub looks like – this can be done as a visual diagram.
- Meet with services regularly either by inviting them to your hub or visiting them at their site.
- Attend regular network meetings within your community.
- Ask services to present to your leadership groups, staff meetings and governing councils.
- Spend time talking to people, form a relationship and connect often as this is the best way you can move towards building collaboration.
- Set up a network email list and regularly send out information about your hub.
- Share information about your school widely (eg newsletters, events etc) and ask to be included on community network lists.
- Take up as many opportunities presented as possible as this helps build relationships.

³⁵ <http://www.campbelltown.sa.gov.au/childfriendly> and <https://www.unicef.org.au/Upload/UNICEF/Media/Documents/UNI-CaseStudies-Artwork2-Campbelltown.pdf>

Find out what your community needs

Here are some ideas about how to find out what people in your local community would like in a hub:

- invite community members to your hub welcome event such as a bbq to fundraise and find out their ideas
- hold a focus group – ask specific questions and take notes
- conduct a survey via email, mail or phone – keep it short and ask specific questions
- hold an information session – hand out flyers and ask for feedback or information
- meet with parent groups – ask specific questions and take notes
- talk to Aboriginal education staff and other DECD staff (see page 27) – use their specialist knowledge
- work with support staff or community centres/groups to reach culturally and linguistically diverse people
- tap into staff knowledge about local families or needs—speak with them individually, at a staff meeting or try an email survey
- talk to parents who are not engaged in the school—they may have the greatest needs.



Service mapping is an important part of getting to know your local support services. Most local communities have directories. Here are some useful resources:

- *The SA Directory³⁶ is a directory of South Australian community services. It includes information about government, non-government, community based and some private sector organisations that provide services for the South Australian community in the areas of health, welfare, housing, education, community participation, information, legal services, arts and recreation*
- *SA.gov.au³⁷ also provides a full suite of information and services for South Australians including community and government services, health and education with locations, opening hours and contact details*
- *Community Centres SA Incorporated³⁸ is the peak body for community and neighbourhood centres across South Australia. They help build strong and connected communities.*

36 <http://sacommunity.org/>

37 <http://www.sa.gov.au/>

38 <https://www.communitycentressa.asn.au/>

Include children and young people

Children and young people can be part of the decision making processes. They have unique perspectives on their lives and participatory rights that can be overlooked in traditional approaches to planning.

Children and young people are collectively and individually creative, individual and inspiring. They may raise and explore options that adults may not have thought about. Use existing feedback mechanisms in the school to plan your hub.

The Children's voices guide³⁹ offers a set of guiding principles that will help you to gain the authentic participation of children. It advises:

- viewing children and young people as valued citizens and social actors
- taking into consideration their developmental age and stage, individuality and culture
- respecting and demonstrating a genuine interest in what is being expressed
- explaining why and how they are being invited to participate
- inviting them to express and elaborate on their ideas
- being mindful of power relationships
- respecting and honouring their ethical rights.

Here are some ideas to include children and young people:

- Work with youth organisations and committees that advocate for and promote active participation of children and young people eg student voice, youth advisory councils.
- Have several ways of engaging children in the decision-making process to ensure children with less confidence or ability to verbally articulate their ideas have opportunities to take part eg through art, written feedback, peer advocacy, photography, school support officer assistance for children with additional needs.
- Involve children and young people in developing program and activity plans.
- Engage children and young people in brainstorming 'how can we do better?'
- Empower children and young people to take control of data development eg conducting their own surveys.
- Support children and young people to be involved in designing spaces around the school for the hub eg community room, garden beds, welcoming signs.
- Investigate child-friendly links with councils committed to engaging with children and young people and how local youth councils can support your approach.
- Ask children and young people what is important about their culture and how it can be represented within and around the school and involve them in developing this.



"When students co-design they are more engaged."

School leader

"I am proud that my mum and I are in governing council cause it makes me feel like we have a choice about the things that happen at school."

Student



- Give children and young people cameras to take photos of their favourite places within their community as their contribution to the community asset mapping.
- Ask children to develop and plan a program or event for their families to attend such as a community lunch.
- Ask young people to find local services such as youth centres – these may be run by local councils.
- Ask children and young people to develop a logo/storyboards/infographics of programs, activities and events that can be used for promotional purposes.
- Encourage children and young people to undertake the *How Friendly is Your School?* audit. (page 65 to 66)

39 <https://www.decd.sa.gov.au/sites/g/files/net691/f/childrens-voices-framework.pdf>

Step 6: Strengthening and sustaining community relationships

“Develop a deep understanding of your community by having continual dialogue for understanding. This requires a willingness to commit time to conversations. Discern the facts by using data. By doing so supports the voice of many rather than the loudest voices in the community. When collaboration is healthy and focused by clear shared goals, vision and direction, it enables the ‘no wrong door’ approach to building community wellbeing and capacity. The sense of welcoming and belonging are critical. The understanding that ‘being listened to’ doesn’t equal ‘I got my way’ but means a collective idea is developed that everyone commits to.”

School leader

Relationships are at the heart of a successful hub. Earlier sections in this guide provide tips on how to reach out and connect with your school and wider community and how to identify local services.

This section looks at ways of ensuring those relationships are sustainable for the long term. Keep in mind that it’s not enough just to identify and make initial contact with targeted organisations or services – the relationships need to be maintained and nurtured.

Building authentic relationships requires spending time getting to know people. It’s also important to continually engage with all members of the hub community both informally and formally to find out their passions and interests and what they want from their hub.

This will help you to understand the local context and how your community feels the issues can be addressed. It gives the community ownership of the strategies developed and increases the likelihood that they will support activities you collectively put into place.

These resources can help you enhance and strengthen your community relationships:

- [Involve us⁴⁰](#) – community engagement resource
- [Involve me⁴¹](#) – youth engagement and participation resource
- [Children’s voices⁴²](#) – framework for children and young people’s participation as valued citizens and learners.



- [Schools as Community Hubs⁴³](#) DECD intranet and videos
- [Community Skills and Passion Audit](#) – a survey for your school community to gather information about skills, ideas and volunteering capacity (see page 55)
- [The Family-School Partnerships framework⁴⁴](#) identifies a set of key dimensions as guidelines for planning partnership activities. A good starting point is the [School Assessment Tool – Reflection Matrix⁴⁵](#).

⁴⁰ <https://myintranet.learnlink.sa.edu.au/library/document-library/miscellaneous/teaching/Involve-us-a-resource-for-engaging-with-the-community.pdf>

⁴¹ <https://myintranet.learnlink.sa.edu.au/library/document-library/miscellaneous/teaching/Involve-me-an-introduction-to-effective-youth-participation.pdf>

⁴² <https://www.decd.sa.gov.au/sites/g/files/net691f/childrens-voices-framework.pdf>

⁴³ <https://myintranet.learnlink.sa.edu.au/about-DECD/local-partnerships-and-community-engagement/schools-as-community-hubs>

⁴⁴ <https://www.education.gov.au/family-school-partnerships-framework>

⁴⁵ https://docs.education.gov.au/system/files/doc/other/school_assessment_tool.pdf



Work with your community at all stages of the hub process. How it looks and to what extent you involve the community, depends on your context and what you want to achieve.

As you build your community connections, who to invite to be a member of your hub action group will become clearer. Take time to plan your engagement process: think about

who to involve, how best to involve them and what you want to achieve. Hearing local voices and stories will often be the most powerful input to a hub planning process.

"It might help to have teacher buddies for adults coming into the school to help them find things."
Parent



- Be visible in your local community eg have a stall at a local shopping centre where families can talk to the community about your hub.
- Provide information to your local libraries and councils to promote your hub through their communication mechanisms and networks.
- Ensure your information is in a variety of formats and available broadly throughout the community eg written, electronic, different languages, visual display, social media.
- Use inclusive language such as 'we' and 'together' not 'you' and 'I' or 'us'.
- Develop an information pack for your families and community members that includes information about how people can volunteer, where to go for help, how people can meet others or get involved.
- Have regular 'meet and greet' mornings.
- Use interpreters if needed, either other families from the same culture or contact the local cultural group.
- Offer school facilities 'in-kind' to community groups with goals in line with your hub in exchange for participation and support with developing your hub.

Step 7: Set up your hub action group

Bringing stakeholders together

By this stage you will:

- have strong relationships with your community
- know what services are available
- know what the strengths and interests of your community are.

Benefits of having a hub action group

Your hub will not flourish alone. Even if you choose to not use the full community action planning approach (see page 39 to 43) having an action group of school and community stakeholders will be helpful in many ways.

Start with bringing the right people together. People come together in many different ways for planning, and you will already be involved with committees, networks and community groups, so take advantage of that.



"The more external people supporting my student's wellbeing, the more time my educators have to get on with their own core business."

School leader



Who to invite to join your hub action group

This process may help you choose participants for your hubs action group.



1: Who?

Identify your school community eg children and young people, staff, parents and families etc

Choosing partners for your hub planning process



2: Stakeholders

List all potential partners connected with your school. Include state and community based organisations and services. Think laterally eg banks, local businesses etc



3: Connection

Give each stakeholder a rating for their level of connection with your school (eg high, medium, low)



5: Choose your partners

shortlist those with the highest rating for both connection and influence. Don't exclude partners that have a low rating if you think they are important to making a difference to your school



4: Influence

Give each stakeholder a rating for the level of difference they can make for your school community (eg high, medium, low)



We've heard from existing hubs that the most useful characteristics of effective planning groups are:

- *being responsive to student and family needs and aspirations*
- *having clear goals – use the Schools as Community Hubs community goals (see page 6)*
- *collaborating with mutual trust and respect*
- *equally valuing the different roles in the partnership*
- *sharing responsibility and influence*
- *using open dialogue and effective communication to achieve goals.*

1: Who? Involve as many people in your community as practical

Potential participants include anyone who has a connection to improving the wellbeing of children, young people and their families, including the children, young people and families themselves (use the asset mapping exercise on page 28 as a starting point).

2: Stakeholders: Identify relevant and invested stakeholders

There may be many stakeholders with an interest in supporting your school to become a community hub but not all of them may want or need to be present from the start.

Shortlist potentials on the following basis:

- Stakeholders whose daily roles are aligned with developing the hub eg council community development officer, local library
- The stakeholders who will benefit most eg local business, local community organisations
- Youth organisations or educational institutions that may have students who can support the planning process and develop their own life skills or educational pathway at the same time (eg evidence for CVs or university applications)
- Stakeholders with a track record of supporting successful school initiatives
- Stakeholders with particular skillsets you need eg project planning, facilitation, community engagement, finance

- Stakeholders with existing strong community connections and who are well networked.

Children and young people may be able to complete an online survey or interview stakeholders as part of their school work. This information can be collated and taken to the planning session. You may also run a teaching session on the hub planning process and the Results Based Accountability^{TM46} framework and help them facilitate their own planning process.

3 and 4: Connection and influence: Identify people based on connection and influence

Choose people who have a strong connection to your school and who are able to influence what you want to change, either as an organisation or group or because of their position in the organisation. It is helpful if invited participants have a level of authority to commit their organisation's time and resources.

Engaging stakeholders can provide teaching and learning opportunities for children and young people.

"We like to get in a group and brainstorm ideas."

Student

"It's great when children are a part of interacting with adults so they can work together and share ideas."

Student

5: Partners: Choose your hub partners

When you have chosen the main stakeholders to invite to the first planning session, you may find there are other people who could contribute. Think about how you could show that you value their input. You may be able to involve others at later stages of the hub planning process.

Stakeholders who are not part of the hub action group can still be involved in other ways such as:

- helping out with specific tasks listed by the action group
- supporting communications and events
- helping to deliver programs or lead projects (once the hub has been established)
- giving feedback on how things are progressing.



- *Consider having a representative from each of the Schools as Community Hubs goal areas on your planning group eg Safety – SAPOL rep, Play and Leisure – Nature Play/DEEWR representative, Health – local community CaFHS nurse, Education – school representative, Active participation – student voice representative.*
- *Aim for partnerships to be mutually beneficial and help stakeholders understand the benefit of participating. Share knowledge and resources to create goodwill.*
- *Keep your planning group to a size that is not too big to facilitate decision making, and not too small to manage absences and/or overload participants.*
- *To shortlist, give each stakeholder a rating according to your sense of what they could contribute to the planning group eg high, medium, low.*
- *It's also ok to choose action group members who you feel will be important to your planning process for other reasons.*
- *Ensure the action group includes student representatives.*

Your first hub meeting

Once you have identified your shortlist of action group members, the next step is to organise the meeting.

Your key stakeholders will need enough information to see how they will benefit by working with your hub. If you need a specific representative from an organisation with a particular connection or influence, make it clear in your invitation who you want to attend your meeting. If you need someone who can make decisions about allocating resources to a project, make it clear that you're looking for a representative with decision-making authority.

You could task the administration activities to your student representative committee and/or incorporate it into project work for a particular year group. Students provided feedback that they wanted to be able to help with "reading, writing and emailing for adults." Students could use the invitation templates (see page 56) to invite your nominated group members. A phone call might be necessary if you don't already know the person.

Consider using an experienced facilitator. This will help you achieve a plan with agreed strategies and measures in a short period of time and in a way that makes best use of everyone's time and resources.

"Have a way to respond after if we (parents/ community members) aren't comfortable to talk in the meeting, like a suggestions box, email address or an approachable contact person."
Parent

Consider your data

See also Step 4 Identify and collect your data (see page 24 to 25).

At your first meeting, take time to understand the data. Your leadership team can explain the 'big picture' story behind the school data to give you a general picture of the school.

Before the meeting, talk with everyone including teachers, children and young people, and families in the community to have a clear picture about the strengths and needs of the community (see Step 5 Learn about the wider community page 26 to 31).

School plans and priorities can add to the story of the school community. Find the following plans or information, and note any goals or priorities that might align with your hub:

- school improvement plan
- partnership improvement plan
- other specific school plans
- identified key school priorities
- school groups and sub-groups such as student representative councils, governing council and staff sub-groups.

Plan ahead for the date of your next meeting

You should aim to give everyone the date for the next meeting and define its purpose, which will be to identify how you want your hub to be (see page 10 identifying possible approaches) and to start planning to achieve this.



- Consider using a facilitator who understands Results Based Accountability™.
- Consider using an organisation with community planning (particularly Results Based Accountability™ training expertise) to guide the action group through the process and to document required actions.
- Gather up all notes of the discussion after the session. These notes inform the draft plan. Nominate someone in advance to take responsibility for this (this could be the role of an external facilitator).
- Drafting a terms of reference for the group as one of your first tasks can help to set up your action group with the best chances for success. See page 57 for a template.

Step 8: Develop your hub action plan

One of the strengths of existing community hubs has been identified by school leaders as “having structured activities with a clear purpose.” Students have also reinforced the importance of planning your hub:

- “Planning is thinking about what you are going to do before you do it”
- “Planning is important because you need steps to get to your goal”
- “Planning is important because we need people all around the place to create a good/great/healthy community.”

Your plan should reflect your goals for your children, young people, families and community.

“Having the community being part of the development is great because it allows them to feel that they have a shared ownership.”

Parent

Remember the Schools as Community Hubs community goals

- Education – education access, opportunity and achievement are supported for children, young people, their families and the wider community
- Safety – children and young people access services and programs in safe and supportive environments
- Health – children and young people’s physical and mental health is supported by integrated health support and services.

- Active participation – services and programs listen to, engage with and respond to children and young people
- Belonging – children and young people develop a sense of belonging to a home,
- Play and leisure – children and young people access appropriate play, leisure, rest and independent mobility opportunities.

These are the same as the Child Friendly SA⁴⁷ community goals and the DECD Wellbeing For Learning and Life framework’s⁴⁸ goals.

Shared responsibility

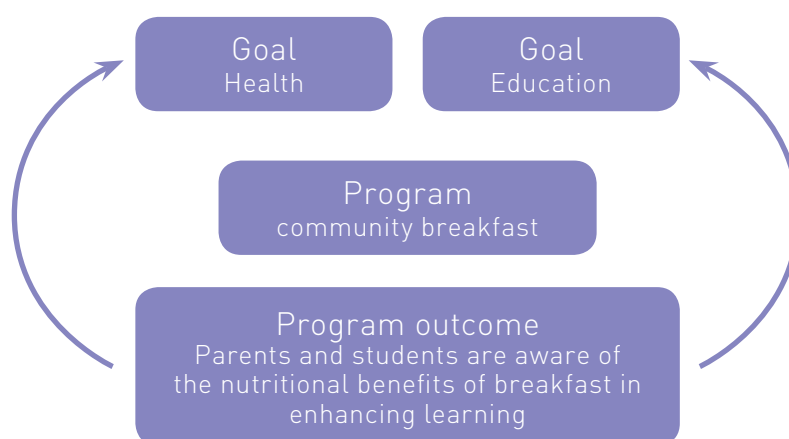
The school and hub stakeholders contribute towards achieving the action plan together – schools are not alone in being responsible for the actions identified.



“Partners are within the community as well as beyond the community. We seek anyone to support us with the strategies we have in place.”

School leader

Action example



Note: Schools that run a breakfast program contribute to children’s health and educational wellbeing but are not alone in the responsibility of meeting the community goal

⁴⁷ <https://www.decd.sa.gov.au/teaching/projects-and-programs/child-friendly-sa>

⁴⁸ <https://www.decd.sa.gov.au/doc/wellbeing-learning-and-life-framework>

Consider an overarching community action plan (see page 42 to 43)

Please note: This approach is resource intensive and should only be considered if your school and community is highly motivated. Hire an organisation with expertise in community planning and Results Based AccountabilityTM to guide, facilitate and document the process. If this is not possible, skip #1 to 7 that follow, and move directly to step 9 (see page 44).

1. Consider the quality of life conditions, aspirations for your children, young people and families and use the Schools as Community Hubs goals to help shape your plan. (See page 6 and Schools as Community Hubs fact sheets)⁴⁹.

2. Consider what the community goals look like in your school and community

This step is about identifying what your children, young people and families would experience if the goal/s are achieved – what are the expected outcomes? For instance, what does it mean for your children and young people and community to feel safe and secure? (goal 2). Examples may include children feeling safe at home and at school, parents feeling safe letting their children walk to school, children feeling safe from bullies at school and so on.

3. Consider what data is available – how you can measure the status or improvement of your children and young people

Think about the data in relation to each of the community goals.

4. Consider how your local community is doing on the most important of these measures

Use your data to determine your responses eg if school attendance is low, discuss what could be causing this. If parents don't feel a sense of connection to your school, discuss why this might be the case. This is where the story behind the data is so important. Teaching staff, families and students can all provide useful information. The early work carried out with community can also help inform this step.

5. Consider who can help the hub achieve its goals

This step is where, as a group, you brainstorm who else needs to be involved in the hub. Who are the community partners to share the journey and contribute? Try to think of non-traditional partners. Outcomes for children and young people are the concern of all parts of society not just service providers.



*You may choose to focus with your community on all 6 goals – see page 42 to 43
OR*

You may prefer to take a more targeted approach and focus on a single community goal as a starting point, eg if you are keen to implement the DECD Wellbeing for Learning and Life framework, just focus on community goal 5 'Belonging'. Or maybe your education partnership has a focus on student voices, in which case you may prefer to work on goal 5 'Active Participation' – see page 42 to 43

#6 may include program, activity and event ideas and will likely result in a long list of ideas.

Identify what things each partner will commit to doing before the next meeting as a contribution to achieving the goal/s.

49 <https://myintranet.learnlink.sa.edu.au/library/document-library/fact-sheets/about-decd/sach-community-goals-fact-sheet.pdf>



6. Consider what works, including no-cost and low-cost ideas

Brainstorm ideas and don't limit yourself. Be sure to include some no-cost and low-cost ideas that can be implemented straight away eg bringing the local mobile library to school, anti-bullying workshops delivered by SAPOL and so on.

7. Consider what you propose to do next

This is the step where you look at the suggested actions (from #6) and add them into your overarching action plan (see page 42 to 43 – Schools as Community Hubs – overarching community action plan and the template on page 60.)

Once you have worked your way through the previous 7 questions you will have your overarching community plan and identified actions to progress each goal.

You will be ready for Step 9, which will help to plan and identify who will be doing what and when.



What works – insights from hub leaders

- *Start small and be flexible – quality is better than quantity.*
- *Ask questions and adapt what you do and how you do it so it works for your community.*
- *What you think people need may not be a priority – make sure you understand what people really want.*
- *Ask other hub leaders – connect with other hubs about how they run specific programs and activities. They've already been through the process, so there's lots to learn from their experiences.*
- *Understand what gaps there are in services in your local area and plan how your hub and its partners can respond to address some of these gaps. [see page 28]*
- *Think about ways to promote your hub and its events – flyers, advertisements, social media, and good signage at school to direct families and other services.*
- *Plan how to collect feedback right from the start – this will help the hub to improve.*

SCHOOLS AS COMMUNITY HUBS – OVERARCHING COMMUNITY ACTION PLAN			
#1	Goal 1 Active participation	Goal 2 Safety	Goal 3 Health
#2	What might the Schools as Community Hubs goals look like in your school and community if they could be seen and experienced?		
	<ul style="list-style-type: none"> Children and young people are involved in decision-making processes Children and young people feel listened to and valued 	<ul style="list-style-type: none"> Children and young people feel safe at home, in school and in their community Children and young people develop or have a sense of belonging to the school community 	<ul style="list-style-type: none"> Children and young peoples' physical and emotional health is improved Families are confident to support their children
#3	What data is available?		
	Australian Early Development Census (AEDC) Mission Australia Youth Survey	AEDC Australian Bureau of Statistics (ABS) Department of Transport Office of Crime Statistics and Research (OSCAR)	AEDC Public Health Information Development Unit (PHIDU) Department of Health ABS South Australia's Strategic Plan (SASP)
#4	How are we doing on the most important of these measures? (Key performance measures)		
	<ul style="list-style-type: none"> # and % of children and young people reporting that their voices are heard and valued by the school community # and % of children and young people involved in decision-making process 	<ul style="list-style-type: none"> # and % of children and young people reporting increased abilities/knowledge to stay safe online and in the community # and % of families reporting increased ability / knowledge to keep their children safe (online and in the community) 	<ul style="list-style-type: none"> # & % of families accessing a broad range of services to support their children's health (physical and emotional health services) # and % of children and young people attending regular (and appropriate) health checks
#5	Who are our partners in Active participation?	Who are our partners in Safety?	Who are our partners in Health?
	eg Local youth advisory groups (local council), SRC representatives	eg South Australian Police (SAPOL), Department of Child Protection (DCP)	eg Child and Family Health Centres (CaFHS), Child and Adolescent Mental Health Service(CAHMS)
	ACTION PLAN – what are we proposing to do? Programs/ service/activity	ACTION PLAN	ACTION PLAN
#7	School debating club SRC projects which impact on school planning and activity Youth advisory groups	Anti-bullying program Peer mentoring Cyber bullying program Road safety Drugs and alcohol courses	DOCS on campus Healthy eating curriculum SA Health school visiting programs Sexual health programs including LGBTIQ Counselling and pastoral care programs

Note: Step #6 is developing a long list of ideas so is not included in the plan. #7 is the short list of activities decided on.

Note: If you wish to plan each activity and be able to measure success Appendix 7 (Program plan) can assist.

SCHOOLS AS COMMUNITY HUBS – OVERARCHING COMMUNITY ACTION PLAN			
Goal 4 Education	Goal 5 Belonging	Goal 6 Play and leisure	#1
What might the Schools as Community Hubs goals look like in your school and community if they could be seen and experienced?			#2
<ul style="list-style-type: none"> Children and young people are engaged learners Children and young peoples' academic outcomes are improved 	<ul style="list-style-type: none"> Children and young people have a strong sense of belonging to school and community Children, young people and parents are active partners in hub 	<ul style="list-style-type: none"> Children and young people enjoy being active and engaged in physical activities Families are connected through participation in leisure time together 	
What data is available?			#3
AEDC School-based data eg NAPLAN ABS eg local school leaving age Council data – Profile ID	Wellbeing and Engagement Census data AEDC PHIDU ABS / Socio-Economic Indexes for Areas (SEIFA) SASP	ABS Children's Participation in Culture and Leisure Activities survey SASP	
How are we doing on the most important of these measures? (Key performance measures)			#4
<ul style="list-style-type: none"> # and % of children and young people attending school more regularly # and % of children and young people reporting greater engagement that meets their educational needs 	<ul style="list-style-type: none"> # and % of children and young people reporting increased sense of belonging to the school # and % of families with increased participation in school (or community hub) activities/initiatives 	<ul style="list-style-type: none"> # and % of children and young people increasing participation in physical activities # and % of families with increased participation in family leisure activities 	
Who are our partners in Education?	Who are our partners in Belonging?	Who are our partners in Play and leisure?	#5
eg School community, TAFE, high schools, DECD partnership reps, libraries	eg Child wellbeing practitioners, Department for Communities and Social Inclusion (DCSI), parents	eg Local sports clubs, local council, Department of Environment, Water and Natural Resources (DEWNR)	
ACTION PLAN	ACTION PLAN	ACTION PLAN	
Family literacy support Family engagement programs Computing programs Homework clubs	Positive education training for staff 100 days of gratitude project Family and special persons days Volunteer program	Family sports programs – Families playing sport with children Lunchtime yoga classes for families and students Craft, cooking, men's sheds Art exhibitions	#7

Step 9: Plan for your programs, activities and events

Now we discuss what types of programs, activities or events your hub could take on, and consider how you will measure the results.

To do this, follow the process on page 45. It is similar to the Schools as Community Hubs overarching plan questions but focuses only on the specific program. (See Appendix 8 program template and Appendix 9 program template completed).

Firstly, identify which goal the program will be supporting. The example on page 45 supports the goal of Health – 'Children's physical and mental health is supported'.



You can also start at this step if you only want to focus on planning for one specific community goal.



"The Stephanie Alexander Kitchen Garden has been a great informal way of enabling the family to come in and have a relationship with the school so that when things do come up, they have someone to talk to and don't have to hide away with their issues."

School leader



Follow the steps⁵⁰ to develop a plan for your programs.



Consider:

- who has what skills and how can you use them
- starting with a couple of programs/activities/ events and build up
- whether the program/ activity/event will be run at school or somewhere else
- holding a lunch, morning or afternoon tea as this helps bring people in
- whether you need a crèche or just child-friendly spaces
- giving an activity a go. If it doesn't work, that's okay. Get feedback to find out why it didn't work. Learn from it and try something else
- checking in regularly with families to find out which activities they're getting the most value from and whether anything needs to be re-designed or discontinued.



Students suggested the following ideas during the 2017 consultation:

- sports players coming in and talking
- reading, writing and emailing for adults
- gardening together
- listening to the police band.

Program ideas

Below are some ideas for what could be included in your planning to support the Schools as Community Hubs community goals.

Active participation	Safety	Health	Education	Belonging	Play and leisure
Student representative council (SRC) involved in planning	Cyber safety sessions	Visiting health professionals	Supported playgroups	Dad and son in the shed days	Sporting clubs
Parent-led events	Child protection training	Local CAFHS (Child Adolescent Family Health Service)	Homework Club	Interest groups eg photography, using an iPad	Kite making & flying
Children arranging presentations at staff meetings	Police visits & workshops	Docs on campus	Community Mentoring	Women's special interest groups	Board game groups eg chess
Yarning circles	White ribbon day & events	First aid classes	Youth workers at school	Grandparent days	Playgroups
Hub reps on local council sub committees	Road safety workshops	Breakfast cubs	External agencies running programs	Community garden	Movie nights
Aboriginal groups leading cultural awareness sessions	Looking after yourself groups	Keeping fit, yoga, pilates, Zumba, dance classes	Computing classes eg robotics, coding	Cultural days & celebrations	Art/craft courses
Parents & friends groups	Links with local service clubs	Healthy cooking/eating classes	Parenting programs	Coffee and chat mornings	Dance groups
Leadership courses	CFS information sessions	Body awareness workshops	English classes for new arrivals	Shared lunches at school	Photography classes
Multicultural leaders invited to meetings	Shine sessions	Walking groups	Reading or Maths workshops for parents	Other languages courses	Men's shed/men's groups
Families designing hub flyers	Anti-bullying presentations and workshops	Mental health info sessions	Children's Book Week celebrations	Harmony Day	Cultural festivals
Children surveying community members	Neighbourhood watch group meetings	Nurse at school for health care	Work readiness programs eg barista, retail etc	Multicultural meetings & groups	Family fun nights
Young people arranging music performances	Homelessness support and advice/advocacy	Active after school	Short general interest courses	Share your pets events	Budding writers' and poets group
Sub groups formed, each with a different leader	Safety in the home	Allied health services information sessions	Financial or budgeting classes	National Volunteer Week celebrations	Shared BBQs

Step 10: Review and enrich your hub

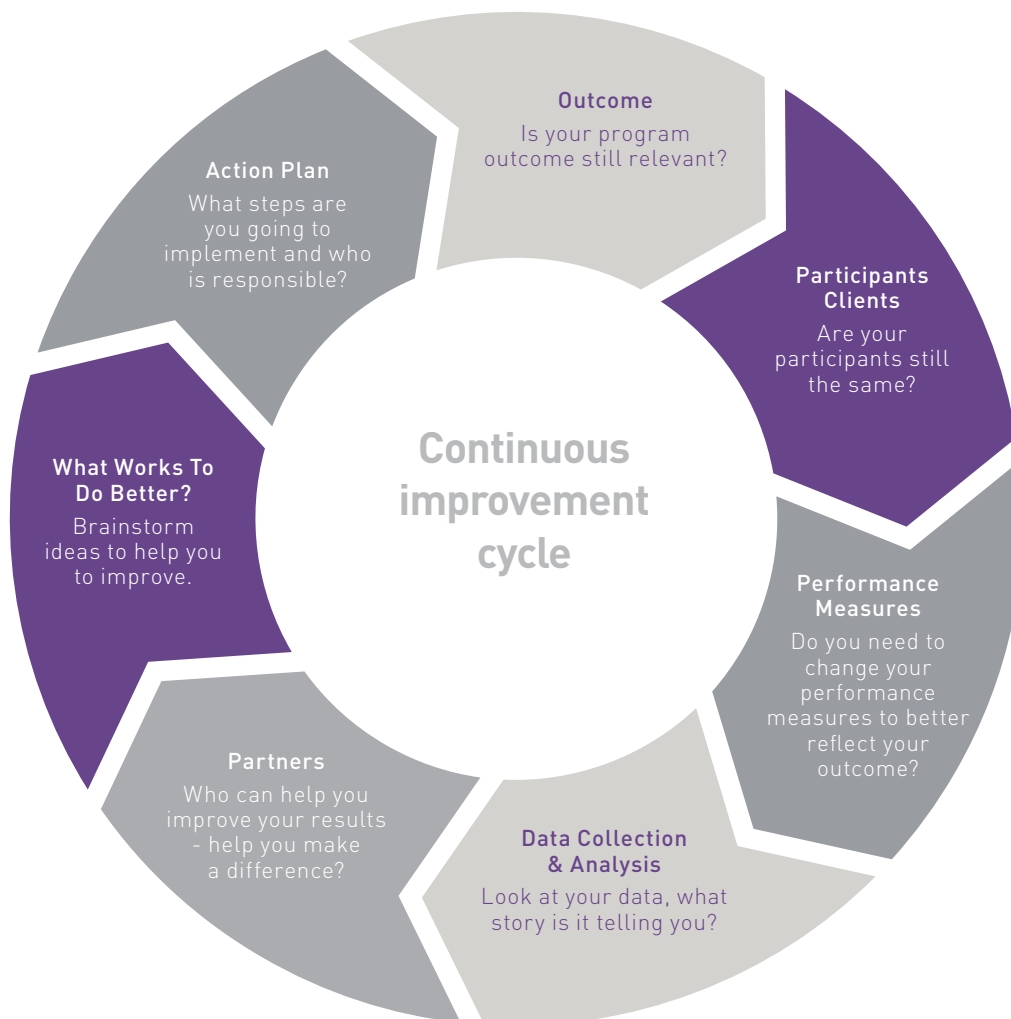
Record and share your results

Monitoring, evaluating and reporting progress and achievement is a key component of developing your hub. This leads to the ongoing success and sustainability. This section provides some suggestions on how to put a continuous improvement cycle in place to ensure your goals are making the difference intended.

Students have been keen to be involved in this process and offered suggestions such as:

"The open mic gives us a chance to talk about what we are doing and others can listen."

"We all do presentations at our 3-way interviews about what we are achieving."



Data ideas

Data will help you to evaluate the success of the hub and its programs. In the planning phase, remember to name the types of data you will use and how and when it will be collected and analysed.

- Ask children and young people to help develop data collection methods.
- Use simple tools such as surveys and feedback forms.
- Think about electronic data collection – can you use social media?
- Think about what data is already being collected.

Keep it simple

Once you have collected some data from your programs, gather with your community members to look at the story behind the data. What does it show? Are there other stories? What is missing? Talk with your partners, brainstorm and develop future actions to continue to refine your program or activity. This should occur every 3 to 6 months to ensure you are continually improving.

Once you have your data, take some time to set it out clearly so that your community members are not overwhelmed when you meet to talk about it.

- Summarise the main findings in fewer than 10 points.
- Summarise your challenges in fewer than 10 points.
- Suggest 4 to 5 actions for the immediate future.
- Suggest who your immediate partners might be.
- Try to have at least a couple of case studies of real life examples.

Sharing your results

Write your findings clearly using the information you have gathered and summarised for your community meetings.

Outline the hub's key concepts, lessons learned and general information that you can share not only within your hub but also across other schools hubs or more broadly.

Sharing your results with the wider community can help bring partners on board. Success draws people in.

Tailor your communications to your audiences:

Children and young people:

- What have we achieved?
- Did we get a chance to have a say?
- How are our families involved?

Families:

- Are we better off from attending a program?
- Are my children better off?
- Are my children achieving?
- Did we feel like we were valued?

The school:

- Are our children and young people achieving?
- Are our families achieving?
- Did we make a difference?
- How many partners did we have?
- Were we efficient in what we did?

The wider community:

- Did we make a difference?
- Are community members any better off?
- How many people attended?
- Were we efficient in what we did?
- Did we feel like we had a say?



Ways to share your findings include: reports, newsletters, school or classroom apps, conferences, website, social media, events, community meetings, posters around school, a media release/contacting your local paper, children and young people doing presentations to classes.

- *Don't use jargon – use simple language.*
- *Identify what you need to record before starting a program.*
- *Ask children and young people to develop short videos that can be shared online.*
- *Maintain confidentiality when sharing results.*
- *Keep your reports short and concise*



See the program report on page 68 and the children, young people and families report on page 67.

Celebrate success

Success can be shared in many ways but don't forget word of mouth. Talk to the users of your hub about its successes and the stories behind the hub. Remember to celebrate small wins as well as the big ones and use these occasions as a way of drawing in and engaging with new families and community members.

Ways to promote your hub and share success

Word of mouth

- Enlist the help of 'family and student champions'
- Encourage friendships, which will encourage promotion
- Speak about your hub at every meeting you attend
- Invite people to visit your hub.

Promotional material

- Regular articles in school newsletter
- Display posters, flyers, around school
- Use photos and graphics
- Highlight if programs or activities are free
- Send a timetable of your hub home to all families

- Call for volunteers
- Ask your families and community partners to circulate and display flyers
- Develop a short video or case study.

Referrals

- Keep your leadership group and community partners advised of new programs, activities or events
- Develop an email list of networks and share news with them
- Special activities and events
- Encourage families to bring a friend or neighbour to the hub
- Host an open day for the community
- Invite local media to cover events or for a particular story
- Have a stand at local markets or community events or at the local shopping centre.

Social media

- Advertise your hub on community social media sites
- Promote on your school social media pages
- Have a specific section on your website for your hub
- Ask children and young people and families to take photos of their favourite part of the school/hub and share.



"It's important to work with like-minded leaders who have the same goals and same community focus."

School leader

"Through working here, I've learnt that people have great capacity and so many skills so why would we not want to make use of them? And in a community that had a 'deficit' view of itself, it was a real focus to work from the strengths of these people and share them more broadly."

School leader

"Our goal here has been to support kids and families to view the world with a positive lens, to build resilience and to focus on strengths...I see us as a conduit, we don't have to actually provide the service but we should know where to direct people in need."

School leader



- Use pictures – but make sure you have talent release forms⁵¹ signed.
- Identify parent champions.
- Put feedback and testimonials into your newsletters.
- Ask you community partners to promote across their client groups.

51 <https://myintranet.learnlink.sa.edu.au/library/document-library/form/operations-and-management/social-media/use-likeness-consent-form-child.pdf>



Conferences

- Submit conference papers on your hub
- Have poster displays at conferences
- Encourage your community services to submit conference papers in their relevant industry conferences.

Share the challenges too

Sometimes it's not all plain sailing and what hasn't worked so well can provide some good lessons for the future. Find ways to record comments and criticisms or complaints. If you have a central log (on computer or in a book) you can analyse them when you hold your review meeting. You might identify themes or issues that can be resolved.



- *Celebrate small successes as well as milestones this may be through a morning tea, a special lunch or by having visuals around the school eg balloons and signs.*
- *Identify a local 'celebrity' who can champion your cause.*
- *Promote your success outside the school such as in local paper, shopping centre etc.*
- *Ask families how they want to celebrate.*
- *Use open days to promote success and your hub.*

Checklist – have you?

Have you got the combined enthusiasm for a hub? (see page 7)	<input type="checkbox"/>
Have you decided on which approach works best for your school? (See the steps diagram on page 19)	<input type="checkbox"/>
Have you got commitment from a group of interested stakeholders? (see page 16 to 17)	<input type="checkbox"/>
Have you explored your school community's strengths/needs? (see page 20)	<input type="checkbox"/>
Have you considered volunteers? (see page 21 to 22)	<input type="checkbox"/>
Have you considered your legalities and responsibilities? (see page 24 and 52 to 53)	<input type="checkbox"/>
Have you collected and examined your data? (see page 24 to 25 and 38)	<input type="checkbox"/>
Have you mapped local services? (see page 28)	<input type="checkbox"/>
Have you included children, young people, community members and other stakeholders? (see page 31)	<input type="checkbox"/>
Have you created a welcoming/versatile space? (see page 32 to 33)	<input type="checkbox"/>
Have you identified a hub champion or champion group? (see page 35)	<input type="checkbox"/>
Have you set up a hub action group meeting? (see page 38)	<input type="checkbox"/>
Have you completed your plan for planning – either using the 6 community goals or a specific focus area (see page 38 to 39)	<input type="checkbox"/>
Have you developed a plan? (see page 40 to 43)	<input type="checkbox"/>
Have you developed a possible program, event or activity plan? (see page 44 to 46)	<input type="checkbox"/>
Have you shared results with all your stakeholders? (see page 47 to 48)	<input type="checkbox"/>
Have you celebrated the hub's success? (see page 49)	<input type="checkbox"/>
Have you recorded what's worked well and what hasn't including feedback and complaints? (see page 50)	<input type="checkbox"/>

Legalities and responsibilities

As you'll be aware, throughout the process of developing your hub there are legalities and responsibilities to take into account.

Schools and preschools have the priority of keeping children safe, so always follow the policies and guidelines around child safety and bringing people onto the school site.

Child safety

Most community organisations and services staff who work with families, children and young people will already have the appropriate DCSI child-related employment/criminal history screening, but remember it is your responsibility to check and keep copies if necessary.

Visit the DECD intranet⁵² for information on child protection requirements. The safety of children is the hub's first priority. The DECD web pages also have up-to-date information about RAN-EC (Responding to Abuse and Neglect – Education and Care Settings)⁵³, child-safe environments⁵⁴ and the Keeping Safe Child Protection Curriculum⁵⁵.

Bringing people onto the school site

In your hub, there are likely to be non-DECD service providers or groups using space. To protect everyone involved you'll need to have an appropriate formal agreement in place. Depending on the individual/group using the school, one of the following agreements will be required.

1. Non-DECD service provider licence agreement

This is to be used when an independent person or organisation (not funded by DECD) is seeking to use the school to provide a direct support/service to children and young people in government preschools, schools and educational programs, either within or outside of school/preschool hours. Examples include occupational therapists, physiotherapists, social workers, or private tutors as well as services funded through National Disability Insurance Scheme (NDIS), Medicare or mental health care.

The web page⁵⁶ includes the procedure⁵⁷ for non-DECD service provider access to preschools and schools and accompanying fact sheet, checklist, licence agreement and user guide.

Visit the DECD intranet for up-to-date information about working with volunteers⁵⁸.

52 <https://myintranet.learnlink.sa.edu.au/child-and-student-support/child-protection>

53 <https://myintranet.learnlink.sa.edu.au/child-and-student-support/child-protection/site-responsibilities>

54 <https://www.decd.sa.gov.au/child-protection/child-safe-environments/about-child-safe-environments>

55 <https://myintranet.learnlink.sa.edu.au/educating/curriculum-years-10-12/keeping-safe-child-protection-curriculum>

56 <https://myintranet.learnlink.sa.edu.au/child-and-student-support/disability-and-special-needs/policy-and-legislation/non-decd-service-provider-access-to-preschools-and-schools-procedure>

57 https://myintranet.learnlink.sa.edu.au/library/document-library/controlled-procedures/non_decd_service_providers_in_preschools_schools_and_educational_programs_procedure.pdf

58 <https://myintranet.learnlink.sa.edu.au/operations-and-management/site-administration/managing-volunteers>



2. Community use of school facilities agreement

This is to be used where other non-DECD individuals or organisations are seeking to use space within the school to provide services to the wider community (which may include parents as well as members of the public). Examples include individuals/

organisations running health/fitness classes or sporting clubs using the oval for training sessions or matches.

Visit the DECD intranet⁵⁹ for a copy of the booklet Community Use of School Facilities⁶⁰ that includes instructions and templates, legal advice, public indemnity information, hiring fees advice and other useful information.



These are the accompanying documents:

- *Principals (or directors) and the hirer will need to complete an agreement form⁶¹ prior to use of the facilities.*
- *Teachers using school facilities for private purposes must complete an indemnity form⁶² to be signed off by their principal or preschool director.*
- *Specific child protection requirements⁶³ for principals, directors and community groups in establishing community use agreements.*
- *Recommended hire rates⁶⁴ to consider.*
- *This set of frequently asked questions⁶⁵ have been developed to assist Principals (or directors) when considering hiring school facilities.*

⁵⁹ <https://myintranet.learnlink.sa.edu.au/operations-and-management/facilities-and-security/property-management/community-use-of-school-facilities>

⁶⁰ <https://myintranet.learnlink.sa.edu.au/library/document-library/controlled-procedures/Community-use-of-school-facilities-instructions-and-templates.pdf>

⁶¹ <https://myintranet.learnlink.sa.edu.au/library/document-library/form/operations-and-management/asset-services/community-use-of-school-facilities-agreement-form.pdf>

⁶² <https://myintranet.learnlink.sa.edu.au/library/document-library/form/operations-and-management/asset-services/Indemnity-form-for-use-of-facilities-for-private-purpose-by-teachers.pdf>

⁶³ <https://myintranet.learnlink.sa.edu.au/library/document-library/guideline/child-and-student-support/child-protection/Child-protection-requirements-appendix-c.pdf>

⁶⁴ https://myintranet.learnlink.sa.edu.au/library/document-library/miscellaneous/roa/schoolfacilities_rates.pdf

⁶⁵ <https://myintranet.learnlink.sa.edu.au/library/document-library/faq/roa/frequently-asked-questions-on-community-use-of-decd-facilities.pdf>

Templates and appendices

Various templates are listed as appendices, designed to meet the wide variety of needs identified during the Schools as Community Hubs consultation process. Some may be useful but you may not need them all, depending on your preferred approach and where you are in the planning process.

1. Community Skills and Passion Audit

This is a great tool to use to get to know your local families and strengthen relationships. Ask your children and young people to do the survey with their families or have your volunteers meet with families and go through the questionnaire. You could also choose to send out the audit with the school newsletter.

2. Sample invitation letter

This template is helpful when setting up your hub action group.

3. Terms of reference template

This template is helpful when setting up your hub action group.

4. Agenda template

This template is helpful when setting up your hub action group.

5. Minutes template

This template is helpful when setting up your hub action group.

6. Schools as Community Hubs overarching community plan

This table illustrates how each step can be translated into a hub plan.

7. Program plan

When you reach the stage of planning a program with outcomes at its core, this template will guide you through the questions to ask to properly evaluate success later.

8. Example of an activity/program plan – completed

This is a sample completed form to use as a guide.

9. How Friendly is Your School? Audit Tool

When thinking about creating a welcoming space, first capture people's perceptions about the school space. This checklist will help you identify any areas for improvement. It can be used by children, young people, families or other community members.

10. Children, young people or families report

This is an example of a format that can be used to report back to you.

11. Program report

After collecting, analysing and sharing data, this template is a useful single-page format for sharing information with children, young people, families and the wider community.



1. Community Skills and Passion Audit

We want to inspire and support families to discover the strengths and opportunities of our community. Through this survey, we are looking to identify family members who may be able to share their interests and experiences through a community hub.

Name:		Today's date:
Children:		
Address:		
Contact no:	Email:	
Please list 2 to 4 things in each category that you're happy for us to know about you.		
ENGAGE (Things I know how to do and enjoy eg project organisation, gardening, painting, rock climbing, cooking, jewellery making, using the internet, sign language etc)		
<hr/> <hr/>		
INSPIRE (Things I care deeply about eg environment, intergenerational activities, animal welfare, women's rights, youth unemployment etc)		
<hr/> <hr/>		
EMPOWER (Things I know something about, and would enjoy talking about, or teaching to others about eg local history, conservation, business management etc)		
<hr/> <hr/>		
COMMUNITY INVOLVEMENT (groups / committees / clubs I am a part of)		
<hr/> <hr/>		

Adapted from Peter Kenyon 'Asset-based Community Development'

2. Sample invitation letter for Schools as Community Hubs

<date>

Dear

Schools as Community Hubs is a vision for public education schools and facilities being shared with communities to enhance outcomes for children and young people, enhance child and community wellbeing, build connections and enhance lifelong learning for all.

Our school community is interested in exploring the concept and as a key stakeholder in the wellbeing of children and young people in our area, I would like to invite you or a nominated representative to participate in a hub planning meeting.

The meeting will focus on joint planning for actions that will improve the wellbeing and education potential for all children and young people in our community. The intention is that you or your representative will be able to make decisions on behalf of your organisation.

The meeting will be held:

Time:

Date:

Location:

We are using a structured planning process where we work together to look at the local data and listen to the experiences of the community. You will be asked to work together to identify 'what you want to achieve', 'the best strategies to achieve it', and 'measures to show success'.

By the end of the planning process a draft action plan will be developed.

Please RSVP to <insert name and date>.

If you would like to discuss this invitation further please call <insert name and number>.

Kind regards,

<insert signatory>

3. Terms of reference template for Schools as Community Hubs

<insert name of school> hub action group terms of reference	
1. Functions of the group	
2. Membership Have you considered having a representative for each of the hub goals? Examples: 1. Education: school representative, TAFE, local high school 2. Active participation: SRC or local youth advisory council 3. Safety: SAPOL 4. Health: CaFHS 5. Belonging: Kids Matter, child wellbeing practitioner/pastoral worker/student wellbeing leader 6. Play and leisure: local council (community development coordinator), local library	1. 2. 3. 4. 5. 6.
3. Conduct of business (how decisions will be made)	
4. Duties of members (include whether proxies are allowed)	
5. Records management	
6. Date of endorsement Date of review	

4. Agenda template for Schools as Community Hubs

Hub action group agenda		
School:		
Date:	Time:	
Location:	Chair:	
Attendees:		
Apologies:		
Attachments:		
Actions from previous meetings		
Name:	Action:	
Agenda items		
Topic lead	Topic	Papers/attachments

5. Minutes template for Schools as Community Hubs

Hub action group minutes		
School:		
Date:	Time:	
Location:	Chair:	
Attendees:		
Apologies:		
Attachments:		
Actions from previous meetings		
Name:	Action:	
Agenda items		
Topic lead	Minutes	Actions required
		Action: Assigned to:
		Action: Assigned to:
		Action: Assigned to:
Next meeting date		



6. Schools as Community Hubs overarching community plan template

SCHOOLS AS COMMUNITY HUBS – OVERARCHING COMMUNITY ACTION PLAN						
#1	Goal 1 Active participation	Goal 2 Safety	Goal 3 Health	Goal 4 Education	Goal 5 Belonging	Goal 6 Play and leisure
#2	What might the Schools as Community Hubs goals look like in your school and community if they could be seen and experienced?					
#3	What data is available?					
#4	How are we doing on the most important of these measures? (Key performance measures)					
#5	Who are our partners in Active participation?	Who are our partners in Safety?	Who are our partners in Health?	Who are our partners in Education?	Who are our partners in Belonging?	Who are our partners in Play and leisure?
	ACTION PLAN – what are we proposing to do? Programs/ service/activity	ACTION PLAN	ACTION PLAN	ACTION PLAN	ACTION PLAN	ACTION PLAN
#7						

Nb. Step #6 is developing a long list of ideas so is not included in the plan. #7 is the short list of activities decided on.

7. Program plan for Schools as Community Hubs

This is a planning template for your specific programs, activities and events. By working through the 7 questions on page 45, develop outcome and performance measures to help you gather data. Once you have data, continue to refine your program by working through the story behind it with your hub partners, brainstorming ideas and developing actions. By continually reviewing your program to check that it's meeting your desired outcome, you will have a continuous improvement cycle (see page 47).

Step 1

What is the end result we want for our children, young people, families and community?

Step 3

What measures tell us how well we did i.e. did we provide a good service?

Step 2

These measures should tell us if we have made a difference in anyone's lives?

School		
Partner organisation		
Date completed		Date for review
Who will be attending our program or activity - the participants?		
Program/activity OUTCOME		
How much did we do?		Data collection method
1		
2		
3		
4		
How well did we do it?		Data collection method
1		
2		
3		
4		
Is anyone better off?		Data collection method
1		
2		
3		
4		

7. Continued

Step 4

What does our data tell us about how we are going towards meeting our outcome?

Step 5

This is where you think about who else can help you achieve your outcomes

Step 6

Brainstorm as many ideas as you can that may help you to achieve your outcomes

Step 7

Develop an action plan from your brainstorming to help you improve

The story behind the data.

Do you currently have any data around your outcome and what does it tell you?

--	--	--	--

Potential partners

Who can help you improve - help you to make a difference

1		
2		
3		
4		

Brainstorm ideas

What works to do better, including low-cost and no-cost ideas?

1		
2		
3		
4		

Action plan

What do you propose to do?

		Who is responsible?	Start date	Report back
1				
2				
3				
4				
5				
6				

8. Example of an activity/program plan – completed

This is a working example of a completed plan using the guidance notes on page 42 to 43 and the template at appendix 6 (page 60). This template can be invaluable for the hub planning process.

EVENT PLANNING DETAILS			
School		Morphett Vale Primary School	
Program/service name:		Parent Forum	
Service description:		Parent engagement event for keeping children safe online including presentations from relevant services, networking and Q&A	
Date completed:			
WHAT IS THE DESIRED OUTCOME(S)?			
Parents have current and accurate knowledge and awareness around cyber safety Parents are more aware of what is available in their community			
Who are our participants?			
Parents / carers / educators of the school			
How much did we do?		Data collection method	Headline measure? (Yes/No)
1	# of parents / carers attending	Sign in sheet	
2	# of events	Sign in sheet	
3	# of community services staff attending	Sign in sheet	
4	# of educators attending	Sign in sheet	
How well did we do it?		Data collection method	Headline measure? (Yes/No)
1	% of parents / carers satisfied	Satisfaction Survey	Yes
2	% of parents / carers who attended all sessions	Satisfaction Survey	
3	% of services represented		
4	% of educators satisfied		
Is anyone better off?		Data collection method	Headline measure? (Yes/No)
1	# and % of parents whose knowledge increased around cyber safety	Survey	
2	# and % of parents who feel more confident in keeping their child safe online	Survey	Yes
3	# and % of parents who are more aware of community services available	Survey	Yes
4	# and % of educators who are more aware of community services available		

8. Continued

Data development agenda				
1	Survey			
Who can help you have a positive impact on the performance measures?				
Existing partners		Potential partners		
Panalatinga Partnership Group		Carly Ryan, Flinders Uni Media		
Educators within school		Sammy D Foundation, Gaming services		
IT staff in school and in DECD		SAPOL, Adelaide college of Arts		
		Commissioner of Cyber Safety		
		DECD schools		
Brainstorm ideas to impact on measures (including no-cost and low-cost ideas)				
1	Access champions of cyber safety – no fee for services			
2	Asking young media students from TAFE / Flinders Uni to run workshops			
3	Research resources already available around Cyber Safety and make them available			
3	Guest Speakers			
5	Involve children and young people in workshops with parents			
Select your top 3 brainstorming ideas and turn them into an action				
		Who is responsible?	Start date	Report back
1	Involve children and young people in workshops with parents	Principal and teachers	Week 1 Term 2	Week 10 Term 2
2	Research resources and make them available (Low cost/no cost idea)	Support staff volunteers	Week 1 Term 2	Week 5 Term 2

9. How Friendly Is Your School? Audit Tool

		Already doing this	Could do this easily	This will take time	This will be hard
Welcoming environment					
1	Friendly signs outside the school welcome families and visitors and point them in the direction of reception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Friendly signs inside and around school buildings to point them in the direction of different rooms and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The school has a procedure for welcoming families and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Front offices are friendly – they greet visitors, provide information about the school and hub, they make families and other feel welcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	There is a comfortable area for families and communities to access resources and meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The school has a newsletter, social media website etc that welcomes families and communities, answers FAQ and encourages queries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The school follows the departments Volunteer policy and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Images of children, young people, families and the community representing the diverse school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Diversity and cultural inclusion is reflected in all of the above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programs, activities and events to engage families and community in improving student achievement					
9	Current student work is displayed with exhibits clearly explaining the purpose of the work and the curriculum standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Some programs, activities and events focus on student achievement to help families understand what their children are learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	There are resources available to show families how to help children and young people at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Reports are easily available for families about student progress with actions that teachers, families and community can work on together to make improvements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strong relationships between teachers, families and community					
13	A 'greeter' welcomes families and community members to the school, offers tours and introduces them to staff and other families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Teachers, families and community have frequent opportunities to meet face-to-face to get to know each other – class meetings, staff-parent dinners, phone calls, professional development opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Teachers regularly make personal contact with each family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	All school staff have opportunity to attend community network meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Volunteers help teachers connect to families and help bridge any barriers e.g. language, culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Continued

		Already doing this	Could do this easily	This will take time	This will be hard
Empowering families					
18	Families are involved in planning for their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Families are involved in what programs, activities and events they would like as part of the hub	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	School governing councils, other groups and the community hub reflect the diversity of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	The school is open and accessible – it is easy for families to talk to teachers, meet with the principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empowering community					
22	Community services are involved in the planning of programs, activities and events at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Community hub leadership and other working groups have community services representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	The school is open and accessible it is easy for community services staff to talk to school staff and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional development for staff, families and community					
25	Families and community members learn how the school system works and how to be effective advocates for children and young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	School staff and community learn about effective approaches to working with families from diverse cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	School staff, families and community have opportunities to learn together about how to collaborate to improve student achievement and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	School staff and community work together to develop resources and programs, activities and events for children, young people and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	School staff, children and young people work together to educate families and community about their school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Children and young people or families report

Celebrate

Information about the school that everyone knows

Improve

Information that you don't know but families and community do

Information that you know but families and community don't

Information about the school that nobody knows

Improve

Research

11. Program report

This is a simple way of reporting on your results to your leadership group or governing council. These reports can also be beneficial when applying for funding for your hub.

Insert your program outcome here

Develop graphs that depict the data from your better off measures

Write a story here that tells you about the data, make sure you have a look at both the positive and negative

This is where you talk about how much you have done - the busyness of your work

List here the partners who you worked with

List here the actions moving forward to keep improving

School name

Identified outcomes

What data do we have available to show what has been achieved

Story behind the data

How much?

Partners

Action plan

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Department for Education and Child
Development

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