

# 2011 NAB Schools First Application Guidelines

**These guidelines are in two parts:**

**Part 1 - Describes the eligibility criteria that must be met**

**Part 2 - Describes how to go about preparing your application**

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## **PART 1: Meeting the eligibility criteria**

### **Introduction to NAB Schools First**

The NAB Schools First Awards are brought to life by the National Australia Bank (NAB) and two not-for-profit organisations: the Foundation for Young Australians (FYA) and the Australian Council for Educational Research (ACER). The Awards originated from a desire to improve the educational outcomes of young people through strong partnerships between schools and their communities. The awards are based on research that shows highly effective school–community partnerships can have a positive impact on educational outcomes.

### **Purpose of the Awards**

The NAB Schools First Awards recognise and reward outstanding school–community partnerships. The awards are intended to encourage schools to connect with members of their local communities, draw on the broad and diverse expertise that exists, and think creatively about potential sources of support.

### **Definitions and eligibility**

The following definitions have been provided to assist schools in their applications for a NAB Schools First Award. Schools will need to meet the following eligibility requirements.

#### ***What is meant by a school?***

For the purposes of the NAB Schools First Awards, a school includes any primary or secondary school or combined P-12/K-12/R-12 or special schools in the state, Catholic or Independent sectors. Schooling offered offsite in non-educational institutions or settings are not considered schools. The awards are open to schools from anywhere in Australia.

#### ***What is meant by community partner?***

Whether defined by geography, commonality or connectivity, an effective school-community partnership will be characterised by individuals and groups who identify as being members of a community.

A community partner can be any organisation, agency or entity that isn't a school. This may include businesses – large or small – service clubs, sporting groups, not for profits, government bodies and other education institutions such as TAFE's, adult community centres, neighbourhood houses or universities, pre-schools and kindergartens that are not part of a school.



## ***What is meant by a partnership?***

In the context of the NAB Schools First Awards, a partnership is expected to have the following qualities:

- the school has an active role in developing, nurturing and sustaining the partnership
- the partnership is not a one-off arrangement but is able to be sustained even after the initial financial/material resources have been used up
- the school is able to draw on a wider pool of resources and expertise than simply parents or teachers
- at least one of the partners must be a 'non school' partner from the community.

NB: External programs offered to a school which have not been developed in conjunction with the school, are not considered partnerships in the terms of NAB Schools First. (E.g. Fee for service, a ready-made program that the school is paying to have delivered, a service delivery program, a government or similar initiative, etc.).

## ***What is meant by benefits?***

In the context of the NAB Schools First Awards, 'benefits' refers to the positive outcomes for existing students that have occurred as a result of a program or project being implemented by a school in partnership with at least one other non-school partner.

There are different kinds of benefits that a highly effective school–community partnership might bring about through its combined expertise and actions, such as improved physical, emotional, intellectual, social, vocational and civic outcomes for *existing* students. There may also be other benefits for school communities and/or non-school partners as a result of the partnership's program or project but the main focus of the NAB Schools First Awards is on how the program or project has benefited existing students in the school submitting the application.

Students from the school/s *must* benefit. While there are many excellent programs that assist young children in kindergartens, early learning centres or local childcare facilities to improve skills and school readiness, the focus of the NAB Schools First Awards is on the *current students* - not future students.

## ***What is meant by evidence?***

The judges will be looking for data that shows how a school–community partnership has led to improved outcomes for students. It is expected that data would be used to identify the need or opportunity that prompts the setting up of a partnership, that data will be collected throughout the program or project implemented by the partners, and that data will show the impact that the partnership has had on students. Schools should refer to the data rather than try to include it in the application.

For example, schools routinely collect administrative information about their students which can show such things as improved performance, attendance or behaviour. In the Awards application, reference could be made to the number of partnership meetings held and the actions that resulted from these meetings as evidence of shared decision-making. Before and after surveys could show change over time. **Part 2 Completing an Application** provides further examples of the kind of evidence that would strengthen the case for an Award.

## ***What is meant by 'a program has been successfully implemented'?***

The program not only achieves its objectives but, in the process, demonstrates a genuinely collaborative relationship among the various partners.



## Eligibility Criteria

In 2011, preference will be given to those school-community partnerships that:

- meet all of the five criteria and *use sound evidence to support their case for each criterion*;
- have a *clear* community or non-school partner. A non-school partner is, for example, not a kindergarten which is on the same site as the school or shares the same governance arrangements or personnel, or a Parents and Citizens Association or School Council;
- have a clearly identifiable community partner that is an *entity in its own right* not a collection of individuals, such as: 'the elderly' or 'youth in the area' for example;
- engage with a community organisation or group, not one individual, no matter how skilled that person might be;
- bring about improved outcomes for *existing students* - not future school students;
- provide sound evidence of the impact the partnership/program has had on students.
- show that it is the partnership that has improved outcomes for students;
- can demonstrate genuinely original programs that have been developed by the school and community partner together and are not simply ready-made programs. The school must have been involved in the early development of the program;
- show that the award money will be spent according to the Terms and Conditions;
- meet all the Terms and Conditions.

The criteria developed for the NAB Schools First Awards are based on research into the characteristics of highly effective school-community partnerships. Because the Impact Awards are seeking applications from already existing partnerships, and the Seed Funding Awards are for prospective partnerships, the criteria are worded slightly differently for each award to accommodate this difference.

The criteria and the background research are taken from the *NAB Schools First Final Report* prepared by the Australian Council for Educational Research and can be found on the NAB Schools First website at <http://www.schoolsfirst.edu.au/>.

Schools wishing to apply for an **Impact Award** will need to demonstrate that:

1. The partnership was set up to address an identified need/opportunity that would benefit students.
2. A plan was developed with each partner contributing to the plan from the beginning of the partnership and is not a ready-made program or a service that school is paying to have delivered.
3. A program was successfully implemented.
4. The program was mutually beneficial to both partner and school/students
5. The partnership has become part of the culture and planning activities of each partner.

Schools wishing to apply for a **Seed Funding Award** will need to demonstrate that:

1. The partnership is being set up to address an identified need/opportunity that will benefit students.
2. A plan is being developed with each partner contributing to the plan from the beginning of the partnership and is not a ready-made program or a service that school will be paying to have delivered.
3. A well-organised program will be implemented.
4. The program will be mutually beneficial to both partner and school/students
5. The partnership will become part of the culture and planning activities of each partner organisation



While the criteria are very similar for both the Impact Awards and Seed Funding Awards, there will be a greater focus on providing evidence of outcomes for the Impact Awards and on planning for the Seed Funding Awards. Schools are encouraged to apply for the category of award most relevant to the status of their collaboration at the time of the application.

## Award Categories

There are two categories of Awards:

- *Impact Awards*
- *Seed Funding Awards*

The section below describes each award in more detail.

Applications will be assessed according to the quality of the evidence provided in support of each of the above criterion. In particular, the judges will be looking for clear and convincing evidence of the ways in which students have benefited or will benefit from the program or project set up or being set up through the partnership.

## Impact Awards

The Impact Awards are for those school–community partnerships that have been established long enough to be able to demonstrate benefits for students from the program or project developed by the partnership.

For the Impact Awards there will be:

- 60 Local Impact Awards worth \$50,000 each
- eight State/Territory Awards of a further \$50,000 each (receiving \$100,000 in total)
- one National Impact Award of a further \$400,000 (receiving \$500,000 in total)

## Seed Funding Awards

The Seed Funding Awards are for those schools that are in the early stages of a partnership and are seeking funding to help the partnership develop further.

For the Seed Funding Awards there will be:

- 50 Seed Funding Awards with a value of \$25,000 each

## Use of Award Funding

Award winning schools must use the funding towards either developing or strengthening partnerships and promoting good practice. Award winning schools in each category will be expected to develop a business case for accountability requirements.

## Assessment Process

Eligible applications will be assessed anonymously and independently by a panel of experienced judges. Schools are required to delete all references to the name of the school on their application.

## Timeline

- Applications open at 9.00am (AEST) on Monday, 20 June 2011
- Applications close at 5.00pm (AEST) on Friday, 29 July 2011
- Notification of outcomes of the judging process will be made in September 2011
- The State and Territory Award Receptions will be held in October 2011

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Young Australians 



- The National Awards Ceremony will be held in November 2011
- For further information about the NAB Schools First Awards, visit [www.schoolsfirst.edu.au](http://www.schoolsfirst.edu.au)

## PART 2: Completing an Application

The following information is provided to help you complete your application. There is also a checklist to review prior to submitting your application.

### What you will need

To assist you in completing your application, you should have the following documents, which are part of the NAB Schools First Awards Application Pack:

1. The Guidelines for Schools in 2011  
Part 1: Meeting the Eligibility Criteria  
Part 2: Completing an Application
2. Application Form for NAB Schools First Impact Awards 2011 and/or Application Form for NAB Schools First Seed Funding Awards 2011
3. NAB Schools First Awards Terms and Conditions 2011
4. NAB Schools First Awards Judging Process Document

To begin the process you must decide whether you are applying for an Impact Award or Seed Funding Award and complete the relevant application form, taking particular care to use evidence wherever possible.

### Lodging an application

- All applications must be submitted online via the NAB Schools First website: [www.schoolsfirst.edu.au](http://www.schoolsfirst.edu.au).
- A link to the online application can be found by clicking on the 'Apply For An Award' button on the homepage of the NAB Schools First website: [www.schoolsfirst.edu.au](http://www.schoolsfirst.edu.au).
- Applicants will need to register using their email address and a password that they need to create and remember. Once registered, applicants need to select which award they would like to apply for - Impact or Seed Funding - and then begin the application process.
- Applicants can submit more than one application using the same registration details, as long as each application is in reference to a different school-community partnership and/or award category.
- The application form is divided into a number of sections. Applicants can save their application during each section and can also return to their application at a later date to complete and submit it. Please note that application submissions close at 5.00pm (AEST) on Friday, 29 July 2011.
- Applications will only be accepted if successfully submitted – if an applicant has completed their application but does not submit it prior to the application closing date of Friday, 29 July 2011, then the application will not be accepted. You will receive an onscreen notification as well as an email notification upon successful submission.
- All applications must be submitted by a representative of the school and must include the contact details of the Principal to indicate the nomination is supported by the school and the content of the application is true and accurate. You must also indicate that the school has read, understood and accepted the Terms and Conditions of entry for the awards.



- All applications will also need the contact details of a senior member of the main Partner Organisation to indicate the nomination is supported by the partner and that the contents are true and accurate. The Partner's contact details also indicate that the Partner has read, understood and accepted the Terms and Conditions of entry of the awards.
- Any application on behalf of a cluster of schools will be submitted by the lead school (as determined by the cluster) and any award money will need to be shared among the schools in the cluster
- Receipt of all applications will be acknowledged immediately via an onscreen notification as well as an email notification. Please ensure you receive a confirmation of successful submission.
- Please make sure that the name of the school appears ONLY on the cover sheet and not anywhere else on the application form.
- Please adhere to the word limits, the format and file size limits for attaching supporting evidence as advised on the application forms. Applications that do not comply with these limits may not be considered for an award.



## Guidance Framework for Impact Awards

The following information is intended to help schools with their applications for an Impact Award. Please note that the examples of evidence given are suggestions only. Not all schools will be able to provide all of this evidence and it will not all be relevant to all school–community partnerships. The judges are looking in particular for evidence that shows benefits for students.

For Part 3, Section 4, which requires evidence of the benefits that students have derived, you may wish to append supporting documentation.

**Please note: Supplementary written material to be submitted online is limited to three (3) pages in length and 1MB in size. Refer to the evidence where appropriate but there is no need to try and include it all in this application.**

*Schools may be asked to produce supporting documentation during the judging process for verification purposes.*

The application form is separated into five sections:

Part 1: Cover Page

Part 2: Summary of the Project, Profile of the School/s and Partner Organisation/s

Part 3: Addressing the Criteria

Part 4: Acceptance of Terms and Conditions

Part 5: Checklist

The table below may assist with the completion of **Part 3**. It takes each of the five criteria and looks at how schools could address these on the application form.

<p><b><i>Describe your school-community partnership and its purpose.</i></b></p> <p><b><i>Criterion 1: The partnership was set up to address an identified need/opportunity that would benefit students.</i></b></p> <ul style="list-style-type: none"> <li>• <b>Identification of a significant need, or the identification of an educational opportunity</b></li> <li>• <b>Evidence and measurement of student performance/behaviour</b></li> <li>• <b>Reference to relevant research</b></li> </ul> <p style="text-align: right;">(500 words maximum)</p>	
Some Guiding Questions	Some Possible Sources of Evidence
<p><b><i>Identification of a significant need or an educational opportunity.</i></b></p> <ul style="list-style-type: none"> <li>• What is the need or the opportunity the partnership addresses?</li> <li>• Describe the evidence that has helped you identify this need/ opportunity?</li> <li>• How did you know that there was a need/opportunity?</li> <li>• How, when and why was the partnership established to address this need?</li> </ul>	<p>This could be:</p> <ul style="list-style-type: none"> <li>• Needs analysis documents and processes</li> <li>• Documentation of early communication between partners</li> <li>• Identification of an opportunity with the possibility of enriching the school's curriculum</li> </ul>



<p><b><i>Evidence and measurement of student performance and behaviour.</i></b></p> <ul style="list-style-type: none"> <li>• Describe the evidence that helped you identify this need/opportunity.</li> <li>• How was a need identified?</li> <li>• Explain how data was collected.</li> <li>• What data were used?</li> <li>• What measures were taken to show the extent of the need/opportunity?</li> </ul> <p><b><i>Reference to relevant research</i></b></p> <ul style="list-style-type: none"> <li>• What have other schools done in this area?</li> <li>• What successes have other schools had?</li> <li>• What body of research exists to show that the proposed program might work?</li> <li>• What research already exists in relation to this need/opportunity?</li> </ul>	<p>This could be:</p> <ul style="list-style-type: none"> <li>• Outcomes data from which change/progress can be tracked</li> <li>• Measures of student performance/behaviour/results/attendance/attitudes</li> <li>• Data collection (e.g. surveys, school performance data, parent feedback, observations)</li> </ul> <p>This could be:</p> <ul style="list-style-type: none"> <li>• Reference to contemporary research in identifying the need and how to address it, reading and other professional activities</li> <li>• Analysis of existing or similar programs/practices – externally or internally</li> </ul>
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***Describe the planning that went into your school–community partnership.***

***Criterion 2: A plan was developed with each partner contributing to the plan.***

- **Clear links between the identified need and goals/objectives for the program**
- **Evidence of collaborative project management and arrangements**
- **Evidence of strategic documents**

(500 words maximum)

Some Guiding Questions	Some Possible Sources of Evidence
<p><b><i>Clear links between the identified need and goals/objectives for the program</i></b></p> <ul style="list-style-type: none"> <li>• Indicate how you went about planning and setting up your partnership.</li> <li>• How would the need be addressed by this partnership?</li> <li>• How do the goals of the program link to the need/opportunity?</li> <li>• Are there clear and realistic goals?</li> </ul>	<p>This could be:</p> <ul style="list-style-type: none"> <li>• Details of the plan being undertaken to address the need.</li> <li>• A planned strategy to link the needs to the goals</li> <li>• Goals that are achievable. Explain how they will be achieved.</li> <li>• Evidence to show the progress from identification of the need to the goal.</li> </ul>



<p><b>Evidence of collaborative project management and arrangements</b></p> <ul style="list-style-type: none"> <li>• How and how often do the partners communicate?</li> <li>• How are decisions made? How are roles and responsibilities shared? How does each of the partners contribute to the plan?</li> </ul> <p><b>Evidence of strategic documents</b></p> <ul style="list-style-type: none"> <li>• How are stakeholders in the partnership (eg parents / employees, etc) kept aware of what was happening?</li> <li>• What plans have been put in place?</li> <li>• What records show that the partners are working collaboratively?</li> <li>•</li> </ul>	<p>This could be:</p> <ul style="list-style-type: none"> <li>• Partner's and school's strategic plan, business plan, other strategic documents</li> <li>• Community consultation</li> <li>• Details of teamwork and task allocation, collaborative decision making</li> </ul> <p>This could be</p> <ul style="list-style-type: none"> <li>• A communications strategy</li> <li>• A timeline for achieving the goals</li> <li>• An outline of a budget</li> </ul>
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**Describe the program/project that was set up, the activities that were undertaken as part of this program/project and how each partner contributed to the activities.**

**Criterion 3: A program has been successfully implemented.**

- **High quality, student focused activities within the program; clear links between activities, identified need and goals**
- **Sharing of expertise**
- **Regular monitoring, review and evidence of reflection on the effectiveness of the program**

(500 words maximum)

Some Guiding Questions	Some Possible Sources of Evidence
<p><b>High quality, student focused activities within the program; clear links between activities, identified need and goals</b></p> <p>What activities are the students engaged in? Do the partnership/program/project activities have a student focus? Are these activities linked to the needs and the goals of the partnership?</p> <p><b>Sharing of expertise</b></p> <ul style="list-style-type: none"> <li>• Did the partnership draw on both school and partner expertise?</li> <li>• Were decisions made jointly?</li> <li>• Was there continuing leadership commitment from the school and the partner?</li> </ul>	<p>This could be:</p> <ul style="list-style-type: none"> <li>• Student involvement in the partnership activities</li> <li>• Curriculum / faculty documents</li> <li>• Description of activity and records of benefits</li> <li>• A written account of the partnership's activities</li> <li>• Showing clear links between activities and the need/goal</li> </ul> <p>This could be:</p> <ul style="list-style-type: none"> <li>• Information sessions held by and for partners</li> <li>• Record of members of the leadership team/s</li> </ul>



<ul style="list-style-type: none"> <li>• How were teachers, parents, students, school management, school council or board, local community organisations, businesses or members of the wider community involved in the partnership activities?</li> <li>• What were the roles of the different people in both organisations?</li> </ul> <p><b>Regular monitoring, review and evidence of reflection on the effectiveness of the program</b></p> <ul style="list-style-type: none"> <li>• Were goals, progress and achievements regularly reviewed and refined?</li> <li>• Is there evidence of reflection on the effectiveness of the program?</li> <li>• Was there regular communication among stakeholders?</li> </ul>	<ul style="list-style-type: none"> <li>• Employee release time to meet and work on partnership-related activities</li> <li>• Documents showing management structure</li> </ul> <p>This could be:</p> <ul style="list-style-type: none"> <li>• Records of meetings</li> <li>• Inventory of partnership activities</li> <li>• Feedback from parents, students, review meetings</li> <li>• Regular reflection/evaluation procedures</li> <li>• Examples of communication between partners (e.g. newsletters)</li> </ul>
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**Describe the benefits / outcomes that students have gained from the partnership.**

**Criterion 4: Students have benefited from the program.**

- Evidence of improved student learning and/or other outcomes
- Evidence of benefits for others in the school
- Evidence of benefits to partner organisations

(600 words maximum)

Some Guiding Questions	Some Possible Sources of Evidence
<p>Include any changes made to the partnership or program as a result of the monitoring and evaluation.</p> <p><b>Evidence of improved student learning and/or other outcomes</b></p> <ul style="list-style-type: none"> <li>• What evidence is there to show that the need was met?</li> <li>• What kind of evidence was collected during the program?</li> <li>• In what ways did students benefit from the partnership?</li> <li>• What evidence is there that the program has been successful?</li> <li>• What evidence is there to show that the partnership is responsible for the improved outcomes?</li> <li>• Were there any unexpected outcomes?</li> </ul>	<p>This could be:</p> <ul style="list-style-type: none"> <li>• Pre and post data collection</li> <li>• Improved student outcomes such as changes in attendance, graduation, performance on pre and post tests, classroom behaviour, student engagement</li> <li>• Increased opportunities for students to take an active role in decision making</li> <li>• Results, surveys, attitude and behavioural tests</li> <li>• School data – attendance, retention, disciplinary records</li> </ul>





***Evidence of strategic planning related to the future of the partnership***

Were all partners involved in the development of future plans? Was a succession plan put in place to address the issue of leadership team members leaving the partnership?

***Evidence of mutual sharing of resources***

How are resources (human and material) shared and maintained to ensure sustainability? How do the partners work with each other to continue the program into the future?

You could refer to:

- The continuing commitment by the school and the partner – in the form of staff resources, financial commitment, timetabling, school improvement plan
- Mentoring and succession planning
- Business plan

You could refer to:

- Sharing of expertise and physical resources – lessons taken, professional development.
- Mutual sharing of resources e.g. Reciprocal web links, newsletters, publications



## Guidance Framework for Seed Funding Awards

The following information is intended to help schools with their applications for a Seed Funding Award. Please note that the examples of evidence given are suggestions only. Not all schools will be able to provide all of this evidence and it will not all be relevant to all school–community partnerships. The judges are looking in particular for evidence that shows benefits for students.

For Part 3, Section 4, which requires evidence of the benefits that students have derived, you may wish to append supporting documentation.

**Please note: Supplementary written material to be submitted online is limited to three (3) pages in length and 1MB in size. Refer to the evidence where appropriate but there is no need to try and include it all in this application.**

*Schools may be asked to produce supporting documentation during the judging process for verification purposes.*

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Part 4: Acceptance of Terms and Conditions

Part 5: Checklist

The table below may assist with the completion of **Part 3** and takes each of the five criteria and looks at how schools could address these on the application form.

<p><b>Briefly describe your proposed school-community partnership and its purpose.</b></p> <p><b>Criterion 1: The partnership is being set up to address an identified need/opportunity that will benefit students.</b></p> <ul style="list-style-type: none"> <li>• Identification of a significant need or the identification of an educational opportunity</li> <li>• Evidence and measurement of student performance or behaviour</li> <li>• Reference to relevant research</li> </ul> <p style="text-align: right;">(500 words maximum)</p>	
Some Guiding Questions	Some Possible Sources of Evidence
<p><b>Identification of a significant need or an educational opportunity.</b></p> <ul style="list-style-type: none"> <li>• What is the need or the opportunity the partnership addresses?</li> <li>• Describe the evidence that has helped you identify this need/ opportunity?</li> <li>• How did you know that there was a need/opportunity?</li> <li>• How, when and why was the partnership established to address this need?</li> </ul>	<p>This could be:</p> <ul style="list-style-type: none"> <li>• Needs analysis documents and processes</li> <li>• Documentation of early communication between partners</li> <li>• Identification of an opportunity with the possibility of enriching the school's curriculum</li> </ul>



<p><b><i>Evidence and measurement of student performance and behaviour.</i></b></p> <ul style="list-style-type: none"> <li>• Describe the evidence that helped you identify this need/opportunity. How was a need identified?</li> <li>• Explain how data was collected. What data were used?</li> <li>• What measures were taken to show the extent of the need/opportunity?</li> </ul> <p><b><i>Reference to relevant research</i></b></p> <ul style="list-style-type: none"> <li>• What have other schools done in this area?</li> <li>• What successes have other schools had?</li> <li>• What body of research exists to show that the proposed program might work?</li> <li>• What research already exists in relation to this need/opportunity?</li> </ul>	<p>This could be:</p> <ul style="list-style-type: none"> <li>• Outcomes data from which change/progress can be tracked</li> <li>• Measures of student performance/behaviour/results/attendance/attitudes</li> <li>• Data collection (eg surveys, school performance data, parent feedback, observations)</li> <li>• Pre and post data collection</li> </ul> <p>This could be:</p> <ul style="list-style-type: none"> <li>• Reference to contemporary research in identifying the need and how to address it, reading and other professional activities</li> <li>• Analysis of existing or similar programs/practices – externally or internally</li> </ul>
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**Describe the planning that has gone into your school–community partnership.**

***Criterion 2: A plan is being developed with each partner contributing to the plan.***

- **Clear links between need and goals/objectives for the program.**
- **Evidence of strategic thinking/documents.**
- **Clear methods for ensuring a collaborative approach to planning.**

(600 words maximum)

Some Guiding Questions	Some Possible Sources of Evidence
<p><b><i>Clear links between the identified need and goals/objectives for the program</i></b></p> <ul style="list-style-type: none"> <li>• How will the need be addressed by this partnership?</li> <li>• How will the goals of the program address the need?</li> <li>• Are there clear and realistic goals?</li> <li>• Will there be measurable outcomes?</li> <li>• Indicate how you will go about planning and setting up your partnership.</li> <li>• What are the key goals?</li> </ul>	<p>This could be:</p> <ul style="list-style-type: none"> <li>• Details of the plan being undertaken to address the need. (MOU)</li> <li>• A planned strategy to link the needs to the goals</li> <li>• Goals that are achievable. Explain how they will be achieved.</li> <li>• Evidence to show the progress from identification of the need to the goal.</li> </ul>



**Clear links between the identified need and goals/objectives for the program**

- How will the need be addressed by this partnership?
- How will the goals of the program address the need?
- Are there clear and realistic goals?
- Will there be measurable outcomes?
- Indicate how you will go about planning and setting up your partnership.
- What are the key goals?

**Evidence of collaborative project management and arrangements**

- How and how often did the partners communicate and will communicate?
- How are decisions made?
- How are roles and responsibilities shared?
- How will each of the partners contribute to the plan?
- What steps have you already taken?
- What resources will be needed?
- How will you ensure joint decision making?

**Evidence of strategic documents**

- How will stakeholders in the partnership (eg parents/employees) be kept aware of what was happening?
- What plans have been or will be put in place?
- What records show that the partners are and will be working collaboratively?
- How often will progress be reviewed?
- What budget and timeline have been identified?

This could be:

- Details of the plan being undertaken to address the need. (MOU)
- A planned strategy to link the needs to the goals
- Goals that are achievable. Explain how they will be achieved.
- Evidence to show the progress from identification of the need to the goal.

This could be:

- Partner's and school's strategic plan, business plan, other strategic documents
- Community consultation
- Details of teamwork and task allocation, collaborative decision making
- Risk identification matrix/table

This could be:

- MOU
- A communications strategy
- A timeline for achieving the goals
- An outline of a budget

**Describe the program/project that will be set up, the activities that will be undertaken as part of this program/project and how each partner will contribute to the activities.**

**Criterion 3: A well-organised program will be implemented.**

- High quality, student focused activities that link clearly to the identified need/opportunity and the goals/objectives.
- Sharing of expertise.
- Proposed monitoring and review.

(500 words maximum)



Some Guiding Questions	Some Possible Sources of Evidence
<p><b><i>High quality, student focused activities within the program; clear links between activities, identified need and goals</i></b></p> <p>What activities will the students engaged in? Do the partnership/program/project activities have a student focus? Will these activities linked to the needs and the goals of the partnership?</p> <p><b><i>Sharing of expertise</i></b></p> <ul style="list-style-type: none"> <li>• Does the partnership draw on both school and partner expertise?</li> <li>• Will decisions be made jointly? How?</li> <li>• Will there be continuing leadership commitment from the school and the partner?</li> <li>• How will teachers, parents, students, school management, school council or board, local community organisations, businesses or members of the wider community involved in the partnership activities?</li> <li>• What are the roles of the different people in both organisations?</li> </ul> <p><b><i>Regular monitoring, review and evidence of reflection on the effectiveness of the program</i></b></p> <p>How will goals, progress and achievements regularly be reviewed and refined? How will evidence of reflection on the effectiveness of the program be gathered? How will regular communication among stakeholders occur?</p> <p><b><i>Regular monitoring, review and evidence of reflection on the effectiveness of the program</i></b></p> <p>How will goals, progress and achievements regularly be reviewed and refined? How will evidence of reflection on the effectiveness of the program be gathered? How will regular communication among stakeholders occur?</p>	<p>This could be:</p> <ul style="list-style-type: none"> <li>• Student involvement in the partnership activities</li> <li>• Curriculum / faculty documents</li> <li>• Description of activity and records of benefits</li> <li>• A written account of the partnership's activities</li> <li>• Showing clear links between activities and the need/goal</li> </ul> <p>This could be:</p> <ul style="list-style-type: none"> <li>• Information sessions held by and for partners</li> <li>• Record of members of the leadership team/s</li> <li>• Employee release time to meet and work on partnership-related activities</li> <li>• Documents showing management structure</li> </ul> <p>This could be:</p> <ul style="list-style-type: none"> <li>• Records of meetings</li> <li>• Inventory of partnership activities</li> <li>• Feedback from parents, students, review meetings</li> <li>• Regular reflection/evaluation procedures</li> <li>• Examples of communication between partners eg newsletters</li> </ul> <p>This could be:</p> <ul style="list-style-type: none"> <li>• Records of meetings</li> <li>• Inventory of partnership activities</li> <li>• Feedback from parents, students, review meetings</li> <li>• Regular reflection/evaluation procedures</li> <li>• Examples of communication between partners eg newsletters</li> </ul>



**Describe the benefits that students are expected to gain from the partnership.**

**Criterion 4: Students will benefit from the program.**

- **Expected improvements in student learning or opportunities and how they will be measured.**
- **Expected benefits for others in the school and how these benefits will be measured.**
- **Expected benefits to partner organisation(s).**

(500 words maximum)

Some Guiding Questions	Some Possible Sources of Evidence
<p><b><i>Expected improvements in student learning or opportunities and how they will be measured.</i></b></p> <ul style="list-style-type: none"> <li>• What evidence is there to show that the need was met?</li> <li>• What kind of evidence will be collected during the program?</li> <li>• In what ways will students benefit from the partnership?</li> <li>• What evidence is there that the program will be successful?</li> <li>• What evidence is there to show that the partnership is responsible for the improved outcomes?</li> <li>• How will data be collected?</li> <li>• What will this show?</li> </ul> <p><b><i>Expected benefits for others in the school and how these benefits will be measured.</i></b></p> <ul style="list-style-type: none"> <li>• What opportunities are there for others in the school or the school itself to benefit from the partnership and, if so, in what ways?</li> </ul> <p><b><i>Expected benefits to partner organisation(s).</i></b></p> <p>What opportunities are there for the partner, their organisation, employees or members to benefit from the partnership and, if so, in what ways?</p>	<p>This could be:</p> <ul style="list-style-type: none"> <li>• Improved student outcomes such as changes in attendance, graduation, performance on pre and post tests, classroom behaviour, student engagement</li> <li>• Increased opportunities for students to take an active role in decision making</li> <li>• Results, surveys, attitude and behavioural tests</li> <li>• School data – attendance, retention, disciplinary records</li> </ul> <p>This could be:</p> <ul style="list-style-type: none"> <li>• Improved school resources, finances</li> <li>• A higher profile in the community</li> <li>• Increased teacher / employee participation in professional learning opportunities</li> <li>• Greater parent involvement in school activities</li> </ul> <p>This could be:</p> <ul style="list-style-type: none"> <li>• A higher profile in the community</li> <li>• Positive media reports</li> <li>• Improved performance of employees/business</li> <li>• Increased participation in volunteering</li> <li>• Opportunities to meet corporate responsibility goals</li> <li>• Improved wellbeing of employees</li> <li>• Increased ability to recruit a skilled workforce</li> </ul>



**Explain the steps you will take to ensure there is a continuing commitment to the partnership.**

***Criterion 5: The partnership will become part of the culture and planning activities of each partner organisation.***

- Evidence of future commitment by the school.
- Evidence of future commitment by the partner.
- Evidence of mutual sharing of resources.

(500 words maximum)

Some Guiding Questions	Some Possible Sources of Evidence
<p><b><i>Evidence of future commitment by the school.</i></b></p> <ul style="list-style-type: none"> <li>• What plans have been or will be put in place to ensure future sustainability?</li> <li>• How will you ensure that the partnership can be sustained?</li> </ul> <p><b><i>Evidence of future commitment by the school.</i></b></p> <ul style="list-style-type: none"> <li>• What plans have been or will be put in place to ensure future sustainability?</li> <li>• How will you ensure that the partnership can be sustained?</li> </ul> <p><b><i>Evidence of future commitment by the partner.</i></b></p> <ul style="list-style-type: none"> <li>• Are all partners involved in the development of future plans?</li> <li>• Is there a succession plan put in place to address the issue of leadership team members leaving the partnership?</li> </ul> <p><b><i>Evidence of mutual sharing of resources</i></b></p> <ul style="list-style-type: none"> <li>• How will resources (human and material) be shared and maintained to ensure sustainability?</li> <li>• How will the partners work with each other to continue the program into the future?</li> </ul>	<p>You could refer to:</p> <ul style="list-style-type: none"> <li>• Planning documents and budget estimates</li> <li>• Detailed marketing plan for the future</li> </ul> <p>You could refer to:</p> <ul style="list-style-type: none"> <li>• Planning documents and budget estimates</li> <li>• Detailed marketing plan for the future</li> </ul> <p>This could refer to:</p> <ul style="list-style-type: none"> <li>• The continuing commitment by the school and the partner – in the form of staff resources, financial commitment, timetabling, school improvement plan</li> <li>• Mentoring and succession planning</li> <li>• Business plan</li> </ul> <p>This could refer to:</p> <ul style="list-style-type: none"> <li>• Sharing of expertise and physical resources – lessons taken, professional development.</li> <li>• Mutual sharing of resources e.g. Reciprocal web links, newsletters, publications</li> </ul>

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