

**PHILANTHROPY
AUSTRALIA**

Advancing education

**GIVING FOR SCHOOL-AGED LEARNING
AND WELLBEING IN AUSTRALIA**

15/03/2024

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Acknowledgement of Country: We acknowledge and pay our respects to the past and present traditional Custodians and Elders of the country on which we work. We also accept the invitation in the Uluru Statement from the Heart to walk together with Aboriginal and Torres Strait Islander peoples in a movement of the Australian people for a better future.

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Foreword

Education changes lives. It is often the single most important contributor to people's wellbeing.

In 1921 my grandmother Nellie Carrick graduated with a Masters of Arts from the University of Melbourne and headed to Western Victoria as a teacher. When she married a few years later she was required to surrender her teacher's certificate. Following her husband's unexpected death in 1939 she moved with her seven children to Melbourne where she would reclaim her teacher's certificate and teach English and History for more than 25 years at Canterbury Girls High School before becoming a State Examiner in English up until her death at 79 years. Nellie was a stellar teacher who inspired many students and she also cemented the central importance of education in my own family.

A quality education allows people to better connect, communicate, share their ideas, make decisions and continually expand how they think and what they know. Evidence¹ shows that people with higher levels of formal education enjoy higher rates of employment and earn more money over their lifetimes. Their communities also benefit, from improved health and wellbeing, better public services, cleaner environments and less crime.

Fortunately for Australia, we have one of the best school systems in the world across a number of measures. Importantly, we have many great teachers who provide quality educational experiences to students each day.

Even so, the system that supports this quality teaching and learning can benefit from support as well. There are always ways to improve what we have, as needs change, populations grow and new opportunities and challenges present themselves.

Australia's philanthropic community has long seen value in supporting improvements to education. Supporting opportunities for children to have improved experiences at school, better chances at breaking cycles of disadvantage and increased potential to lead successful lives are things that align with philanthropy values across the country.

Education can be a complex arena for gifting though.

Different states and territories have different avenues and conditions for accepting and using funds for schools. Then there is consideration of what type of activity to fund; some can lead to almost immediate benefits for students while others need more time to seed but can wield far-reaching, sustained impact.

For grant makers, navigating these conditions and considerations can be challenging. However, with some guidance, it is possible to unearth a lot of ways to make a meaningful difference. The intention for this guide is to assist with this process.

Advancing Education: giving for school-aged learning and wellbeing in Australia offers a first introduction to the possibilities of gifting in education. It includes an overview of what Australia's school system looks like and the different organisations involved in keeping it operating and ensuring it continues to deliver quality learning experiences for students. It highlights persistent challenges that see some students miss out on educational opportunities and includes ideas about where philanthropic support might be best targeted to make the most difference.

¹ Australian Government Department of Education, November 2020 <https://www.education.gov.au/integrated-data-research/benefits-educational-attainment>

This is an initiative of Philanthropy Australia to assist grant makers who are interested in learning more about funding education. It has been developed by experts with a lens across all intersects of schooling in Australia, the Australian Education Research Organisation (AERO). It is also informed by funders with direct experience supporting activities that improve outcomes for Australian students.

We hope that this guide will assist grant makers to engage with the possibilities that supporting education can bring, for students, their families and communities across Australia. I know it is something that Nellie Carrick would have strongly endorsed.



Jack Heath AM

CEO
Philanthropy Australia

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Introduction

We are lucky in Australia to have both a strong environment for gifting and a strong education system. Children and young people, their families, communities and industries rely on Australian schools to ensure our society and economy thrive. Driving this is a central commitment to ensuring excellent and equitable outcomes for students.

Delivering education in Australia is a government responsibility, with layers of departments and agencies all playing a role. This may raise questions for some grant makers about if, and how, it is 'worth it' for Australian philanthropists to contribute to improving educational outcomes. The first answer is, simply, yes. There is a lot of good philanthropic work already delivering benefits to Australian students and many ways to build on this. The second part of the question is more complex, which is what this guide aims to address.

This guide aims to help funders consider where the greatest opportunity for impact lies in supporting education. We have included a brief overview of the Australian education system, some ideas for working toward excellence and equity in the school system, some questions to consider about whether different types of giving in education align with your values and ways of funding, and some case studies to illustrate what successful philanthropic contributions to education can look like.

Given the nuances of the education system and the diverse capabilities of Australian philanthropists, this resource will not be a comprehensive 'one-stop shop' that details the machinations of the Australian education system. Nor will it point to specific opportunities that funders should consider or map all the existing non-government stakeholders in the education system.

Rather, this guide is a 'first stop' that deepens understanding of the Australian education system and stimulates reflections that enable informed and purposeful giving.

How to use this guide

We have taken initiative from Philanthropy Australia's [Guide to Giving for Australians](#) and designed this resource so you can read it from start to finish or select the sections that are most relevant to you.

[Part One](#) provides a lay-of-the-land of the education landscape, including the different responsibilities of key organisations.

[Part Two](#) leverages the significant insights, understandings, and experiences that many philanthropists already have about the education system, and our expertise of the most pressing priorities and best opportunities for achieving impact. It offers useful questions to guide decision-making for your gifting, as well as information that may prompt new considerations or reinforcement of existing plans.

What's What

Part Two of this guide is divided into four sections.

- Section 1 outlines the **persistent challenges** that need ongoing and iterative attention
- Section 2 shows where there are **systems level opportunities** to support long-term educational advancement focusing on options for giving that take time and show promise for sustained benefit.
- Section 3 shows how **programmatic opportunities** can support educational advancement through shorter-term projects.
- Section 4 highlights some **emerging opportunities** for supporting education into the future.

Introduction to Terms: There are a lot of acronyms and sector-specific terms in education. Please refer to the glossary on page 29 to find any that are new to you.

Part One: An overview of school education in Australia

Australian schools provide students with opportunities to learn the knowledge and skills that they need to understand the world around them and find success in life. We have a good reputation internationally for the education we provide students and overall, we perform well on international assessments².

However when looking further into the data, we uncover challenges of growing inequity and declining excellence. A difference of around two-and-a-half years of schooling separates the maths, reading and science scores of students in the highest and lowest socio-economic status (SES) quartiles. We also have fewer students achieving the highest performance levels than when we commenced international testing in 2000.

Students from First Nations backgrounds on average face further challenges to meet minimum attainment levels. First Nations students living in remote and very remote areas are often impacted by historic contexts and location, contributing to some of the lowest attainment scores in the country. However, data in recent years shows that educational attainment for students from First Nations backgrounds is increasing³, providing hope that continued effort can improve learning experiences and advance educational opportunities.

Missing out on educational opportunities during school can contribute to a pattern of struggle throughout life, with significant social and financial implications for both the individual and the wider community. On the flip side, when students are given the best opportunities to reach their full potential, they can become thriving adults, boosting local productivity and contributing to vibrant communities.

There have been significant changes made over the years to support students to have quality educational experiences through our school system and improve their learning outcomes. Many initiatives stem from governments introducing new policies, financial support and operational changes. Other initiatives stem from the education system and the communities who rely on it. It can be difficult at times to understand the different opportunities each area presents, so this section provides an entry-level overview of how things work in Australian education.

Australia's education tiers

It is useful to understand the four tiers of Australia's education system when considering the potential for students' learning outcomes at school to have a lasting impact on their lives.

1. The first is early childhood education and care (ECEC), which has three policy objectives. These are: provide high-quality learning and development for children; improve workforce participation for parents and primary caregivers; and advance equity by putting children on even footing early in their lives. This tier serves children from birth until the year before they start school.
2. **Schooling is the second tier.** Primary and secondary schools aim to provide the skills and knowledge that all young people need to become successful lifelong learners, confident and creative individuals and active and informed members of the community. Schooling sets students up to successfully transition to adulthood through further study, training or employment. This tier services most students from the year they turn 5 years old until they turn 18 years old, with minor variation between jurisdictions.
3. Thirdly, the vocational education and training (VET) sector aims to train a productive and highly skilled workforce to participate in the labour market and contribute to Australia's economic future. There is no

² Australian Education Research Organisation, 2023 <https://www.edresearch.edu.au/research/research-reports/benchmarking-performance-future-directions-nap>

³ Australian Institute of Health and Welfare, 2023 <https://www.indigenoushpf.gov.au/measures/2-05-education-outcomes-young-people/data#DataTablesAndResources>

age limit for enrolling in a VET course but different courses require certain prerequisites, often starting with the equivalent of completion of Year 10 at school.

4. The final tier, higher education, has the role of educating a sufficient proportion of our population in disciplines that meet the national need in an evolving knowledge economy. Individual universities are responsible for setting and assessing criteria for student enrolment. There is no age limit for attending university in Australia.



The role of schooling

There are number of national goals and agreements in place for schooling to successfully play its part in educating Australians. One of the most significant is the 2019 **Mparntwe Declaration**⁴, which saw all education ministers commit to two new national goals:

- Goal 1: The Australian education system promotes excellence and equity
- Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

These goals reflect Australia’s priorities for education but they also align with international **Sustainable Development Goals** (SDGs)⁵. The fourth of the 17 SDGs focuses on education with an aim to, “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” Equity, quality and lifelong learning opportunities remain high education priorities for Australia as well.

The other most prominent focus for Australia is the **National Schools Reform Agreement**⁶. These Agreements tend to cover five years and nominate areas of priority for education reforms during that period. They are delivered through federal government funding to states and territories.

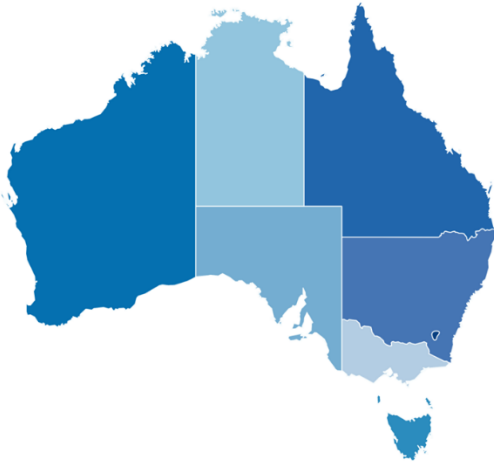
⁴ Australian Government, 2022 <https://www.education.gov.au/alice-springs-mparntwe-education-declaration>

⁵ United Nations, 2022 <https://sdgs.un.org/goals>

⁶ Australian Government, 2023 <https://www.education.gov.au/recurrent-funding-schools/national-school-reform-agreement>

Responsibility for education

Responsibility for education in Australia is shared between the federal government and each of the eight state and territory governments. This means that we have nine ministers for education and nine departments of education. While the federal government policies and funding determine major elements of how education is administered, the eight state and territory governments are responsible for the provision of schooling, which covers foundation (kindergarten) through to Year 12. This is delivered across three distinct sectors: Government, Catholic and Independent schools.

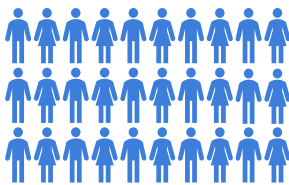


What schooling looks like

There are around 9,500 schools in Australia offering primary and secondary school education. Around 4 million students are in Australian schooling, and 80% of students complete 13 years of school education.

Around two thirds of students attend government schools with the other third attending non-government schools. Approximately 35% of Australian students are enrolled in the non-government school sector, which comprises mostly Catholic schools (approximately 20%) with the remainder (approximately 15%) representing the diverse independent school sector.

~4 million students



80% of students complete 13 years of schooling.



Two thirds of students attend government schools.



One third of students attend non-government schools.

9,500 schools

in Australia



Other contributors to education

While governments oversee policies and provision of school education in Australia, their decisions are informed by evidence and advice from committees and agencies. These exist to conduct research and interpret evidence, investigate what is happening on-the-ground in schools, connect with teachers and leaders in the school system to learn and address their needs, and provide guidance to ensure quality.

There is national collaboration across the Australian, State, and Territory government departments responsible for education through established national meetings and processes. Collaboration is enhanced by key national agencies:

- **Australian Curriculum, Assessment and Reporting Authority (ACARA)**⁷: is responsible for the development and ongoing refinement of the Australian Curriculum, national assessment including NAPLAN, and reporting on schooling in Australia.
- **Australian Education Research Organisation (AERO)**⁸: is the national evidence institute, aiming to improve excellence and equity in education through effective use of evidence. This includes generating high quality evidence, presenting high quality evidence that is relevant and accessible, and encouraging adoption and effective implementation of evidence in practice and policy.
- **Australian Institute for Teaching and School Leadership (AITSL)**⁹: supports the development of expertise of teachers and school leaders, and promotes excellence in schools, primarily through advancing national professional standards.
- **Education Services Australia (ESA)**¹⁰: provides development and distribution of technical data and assessment systems, digital teaching and learning tools and information and communication technology services.

This national education architecture supports the provision of education, which is the responsibility of every state and territory. While schools largely are similar across states and territories, each jurisdiction operates them slightly differently, for example, all have their own teacher registration bodies, and some have their own curriculum authorities.

First Nations people and education

First Nations communities across states and territories have diverse needs and aspirations. To respond to these, ongoing efforts are required to improve quality and access to education for First Nations students. To be most effective, responses should involve truth-telling and listening, and enable self-determination from First Nations students and their families to understand the needs and potential of communities before designing suitable responses.

First Nations communities face unique challenges in the education system, and data shows that First Nations students record some of the lowest educational attainment scores. However, when considering educational attainment data it is important to ask questions to grow understanding of the historical context and ongoing disparities in education experiences for First Nations students. This allows for more inclusive and culturally responsive discussion about how to best serve communities and ensure that students have a true chance at achieving educational excellence, as well as improvement.

⁷ ACARA, 2023 <https://www.acara.edu.au/>

⁸ AERO, 2023 <https://www.edresearch.edu.au/>

⁹ AITSL, 2023 <https://www.aitsl.edu.au/>

¹⁰ ESA, 2023 <https://www.esa.edu.au/>

The **Indigenous Education Consultative Meeting (IECM)**¹¹ is one national initiative in place to bring diverse considerations of First Nations people into discussions about education policy and provision. This meeting brings together the heads of Indigenous Education Consultative Bodies (IECBs) across states and territories, which are tasked with sharing their communities' unique needs and perspectives to inform decisions about educational matters.

Roles for philanthropy

When considering this overview of schooling in Australia it might seem as though there is limited room left for philanthropy to play a role. However, there are many opportunities for philanthropy to work with this system and make a meaningful difference – whether that's working independently, in partnership with government or through intermediaries such as non-profit organisations (for example, [Schools Plus](#)) or independent agencies (for example, [AERO](#)). This is a useful breakdown of how philanthropy can work with or alongside the different areas that contribute to schooling, with a shared goal of improving educational outcomes for students. We'll explore more opportunities for philanthropy in Part Two.

| Capabilities and responsibilities | | |
|--|---|--|
| Government | Intermediaries | Philanthropy |
| <ul style="list-style-type: none"> • Fund, manage, and support schools • Build and maintain school infrastructure • Design and implement standardised curriculum and assessment • Attract, train, and retain a quality school workforce • Advance excellent and equitable learning outcomes | <ul style="list-style-type: none"> • Broker information and partnerships between government and philanthropy • Understand needs and barriers of educators, policymakers and philanthropy through research and consultation • Develop and disseminate research and resources that advance shared aims • Devise ways to improve culture, confidence, knowledge and implementation across the education sector | <ul style="list-style-type: none"> • Problem-solving projects for persistent and emerging issues • Targeted activity for places, cohorts or elements of education • Activity that shows promise but is challenging to undertake, due to factors like expense or access • Expanding research capabilities • Supporting implementation pilots |

Check before giving

Gifting laws and guidelines differ between different school sectors and states and territories. Things like how to grant and donate, limitations on funding amounts and approved uses of philanthropic money can be different depending on what type of school you want to support and where it is located.

Some 2024 examples include:

- The NSW Department of Education has specific policies and procedures for gifts and donations¹² that determine deductibility for things like donations to a school library fund or a school building fund. NSW government special schools may also be endorsed as deductible gift recipients in their own right, so they can use their deductible gift recipient funds for a broader range of purposes and not just for a building or library fund.

¹¹ Australian Government, 2022 <https://www.education.gov.au/review-inform-better-and-fairer-education-system/consultations/review-inform-better-and-fairer-education-system-consultation-paper/submission/17664>

¹² NSW Government, 2023 <https://education.nsw.gov.au/policy-library/policies/pd-2009-0399>

- Victoria has a specific policy for philanthropic partnerships with schools. This policy offers eligibility across broad range of activities, with conditions set for amounts of funding and what the activity aims to achieve. Partnerships of less than \$250,000 can be managed by schools while proposals exceeding this amount are assessed by regional directors. Partnerships must aim to enhance the Victorian Department of Education’s service provisions¹³ for students.
- In Western Australia, while there is no philanthropic policy for funding schools it is possible to enter into a Sponsorship Agreement with a school for up to five years. Agreements are managed by school principals and approved by the Western Australia Minister for Education¹⁴.

It is important to always check before scoping gifting for schools, as the processes you have used before may not work for another school.

Australian Schools Plus¹⁵ is a useful first stop for ideas to bridge the gap between funders and schools. It was founded following a national review of school funding (commonly referred to as the Gonski Review)¹⁶ that identified a need for philanthropic funding in schools to help close the education gap caused by disadvantage. AERO was established following a recommendation in the same review, to have a rigorous evidence institute that works with philanthropy, government and across education systems to improve equity and excellence.

There are also ways to contribute to improvements to school-aged education without gifting to schools. Things like scholarships for universities offering Initial Teacher Education (ITE) courses and fee relief for professional development for teachers can support teacher quality from when they enter the workforce and throughout their careers. Funding of research and implementation trials, sustaining programs that already showing promise in schools and supporting community-led initiatives can all deliver valuable support for school-aged students.

Involving First Nations educators, leaders or organisations is another valuable way to bridge the gap between funders and schools, while ensuring that philanthropic initiatives align with the needs and aspirations of First Nations students and communities.

This complexity is something that all funders should be aware of but it should not temper ambition. Part Two of this guide shows that there are many opportunities to work with the education system to improve student outcomes and, where suitable, work on improving the system as well.



¹³ Victorian Government, 2020 <https://www2.education.vic.gov.au/pal/philanthropic-partnerships/policy>

¹⁴ Western Australian Government, 2023 <https://www.education.wa.edu.au/web/policies/-/document-for-incoming-sponsorship-to-a-public-school>

¹⁵ Australian Schools Plus, 2023 <https://www.schoolsplus.org.au/>

¹⁶ Australian Government Department of Education, 2012 <https://www.education.gov.au/school-funding/resources/review-funding-schooling-final-report-december-2011>

Part Two: Selecting the best opportunities for improving education

Whether big or small, supporting specific programs or broader system change, philanthropy can make a difference in education. In Part Two of this guide, we briefly describe a diversity of opportunities for improving educational outcomes for Australian children and young people.

These opportunities are indicative, not exhaustive; they provide a snapshot of possibilities and a framework for understanding the many different pathways to impact. The goal of this part of the guide is to stimulate reflection and assist decision-making, to ensure that gifts are appropriately aligned with your intentions.

[Section 1](#) briefly describes some persistent challenges in the Australian education landscape that can benefit from your giving. This section can help you identify the issues you feel most strongly about, the problems you most want fixed, the needs you want to address or the people you want to support.

The sections that follow then each describe a different type of funding opportunity, and their respective pathway to impact. These sections invite you to consider *how* you might best like to support improvements to education.

[Section 2](#) describes programmatic opportunities such as funding that improves learning or wellbeing outcomes through specific educational programs, or scholarships that enable access to existing programs. [Section 3](#) describes systems-level opportunities such as research and evaluation that generates evidence of effective programs or policies, or advocacy and coordination that enables scale-up of effective programs or policies. [Section 4](#) describes emerging opportunities such as funding the development of innovative solutions to address growing global challenges at the forefront of education.

It is important to note that there may be some opportunities that cut across various types. We have chosen to use these sections to help simplify the range of opportunities for improving school-aged learning and wellbeing outcomes in Australia, and make it easier for you to reflect on the opportunities that best align with your giving goals.



Section 1: Persistent challenges

While there are many strengths of the Australian education system, there remain some persistent challenges that limit excellence and equity in school-aged learning and wellbeing outcomes across the country. Some of these stem from factors that contribute to cycles of disadvantage, such as low SES, geographical, cultural and historical challenges. Others persist within the school system, such as attracting enough teachers to provide quality learning experiences for students and keeping them in the workforce, or ensuring that students' learning needs are met with proven, evidence-based teaching approaches.

Opportunities to address persistent challenges

- **Advancing equitable outcomes:** addressing inequities in educational outcomes for children from First Nations backgrounds, children with disabilities, children from culturally and linguistically diverse backgrounds and children living in regional, rural, and remote communities.
- **Improving teaching and learning:** ensuring all students have access to effective teaching based on the science of learning; whether by improving teachers' capabilities or by making sure that the best teachers are where they are needed the most.
- **Supporting access to quality teachers:** supporting measures to attract more teachers to the profession, ensure that their training adequately prepares them to provide quality experiences in a range of classrooms, support access to professional development opportunities and incentives to remain in the profession.
- **Building school leadership capability:** ensuring that school leaders have the capability to advance improvements in learning and wellbeing outcomes.
- **Strengthening students' participation and engagement:** ensuring all children attend and fully engage in school so that they have full opportunity to learn.
- **Equitable provision of infrastructure:** providing schools with necessary new buildings, technology and upgrades to provide safe and suitable environments for learning.
- **Enabling learning by supporting health and wellbeing:** providing children with health and wellbeing services, including healthy food, so they have basic needs met and are ready to learn.
- **Ensuring equitable access to educational enrichment:** getting children access to enriching extra-curricular activities such as sport, performing arts, creative arts and outdoor education.
- **Fostering family and community engagement:** ensuring that schools are responsive to family and community needs, and that families and communities can contribute to advancing educational outcomes.

Improvements that these opportunities can support

- Increasing confidence for teachers in determining and using the most effective approaches.
- Improving planning and preparation for continuous school improvement.
- Strengthening schools for both students and communities.
- Better connections between teachers, their students and their students' families.
- Improving wellbeing for both teachers and students.
- Reducing school refusal and absenteeism.
- Ensuring students who are behind in their learning have appropriate chances to catch up.
- Supporting cultural safety.
- Promoting improvements to health and development, which impact wellbeing and learning.

Useful questions

In considering how you might give to address these persistent challenges, you might find yourself gravitating to particular areas that align more with your giving values. Paying attention to these can help with decision-making about how to best focus your giving to achieve the impact you want to see.

Geography

Think about focusing on a geographic area. Do you want to concentrate your giving in an area that you know well and where you have connections? Do you want to give more to areas that are not as familiar but where persistent challenges may be experienced more acutely, such as in regional, rural or remote communities?

Socio-economic status

Do you feel strongly about supporting students from lower-income households to have the same opportunities as other students in their communities, and helping schools to improve equity in learning? Would you rather focus on addressing students' and families' experiences of disadvantage in cities and urban areas?

Cultural background

Is addressing challenges faced by students from different cultural backgrounds a priority for you or your foundation? Would you like to explore ways to support students from migrant communities or whose households speak a language/s other than English to overcome cultural learning barriers?

First Nations

Would you like to support students from First Nations backgrounds to increase their opportunities for achieving excellence? Do you want to learn more about the challenges keeping First Nations students from meeting minimum learning standards, or how to leverage cultural knowledge, community strengths and First Nations-led solutions to enhance education outcomes?

It might also help to consider some organisations and initiatives you have supported in the past, and how strongly you felt about supporting them. This can help you decide whether there are certain challenges you know more about, would like to continue to support or would like to begin to focus on.

Case studies

Fogarty Foundation's EDvance Teaching Intensives

Quality teaching is proven to be one of the most important in-class factors that determine students' educational outcomes. To support teachers to sustain quality throughout their careers, the Fogarty Foundation teamed up with Edith Cowan University (ECU) to provide intensive professional learning. Since 2018, around 400 teachers have benefited from these intensives hosted at Dawson Park Primary School in Western Australia.

The intensive sessions assist teachers to enhance their high-impact instructional strategies. They provide opportunities for teachers to observe experts, practise key skills and receive coaching.

The Teaching Intensives are steered by ECU Associate Professor, Dr Lorraine Hammond, and is based on evidence for how to effectively support teachers to adopt new practices.

"We are creating a community of teachers who have developed high-impact instructional strategies they can share with their peers and implement in their schools. By sharing best practice and collaborating with their peers, our teachers will create a ripple effect that will improve the quality of teaching in Western Australia," Dr Hammond said.

Since focusing on using high-impact instructional strategies from 2014, Dawson Park Primary School has seen significant improvements in NAPLAN. School leaders have also observed students feeling more comfortable and confident, with a "positive attitude towards their learning". They contribute this to teachers clearly communicating expectations, as well as low variability in instruction.

Dusseldorp Forum, Garma Brilliance

The annual Garma festival has become a significant platform for national conversations about First Nations aspirations. It creates space for government, corporate, and community leadership to come together to experience culture and to listen, learn and share.

Dusseldorp Forum recognised the potential of Garma to showcase and enhance the work of Narwarddeken Academy and Karrkad Kanjdji Trust. Narwarddeken Academy offers bi-cultural, community-driven education in remote Indigenous communities in west Arnhem Land. Karrkad Kanjdji Trust connects Indigenous ranger groups, communities and philanthropists to address issues with environment and climate change, equal employment opportunities and continuation of culture.

A delegation of community leaders, students and teachers from Narwarddeken Academy and Karrkad Kanjdji Trust were supported by Dusseldorp Forum to showcase their achievements in Indigenous-led education at Garma. This provided an opportunity to generate greater understanding and support for First Nations-led education and to advocate for greater community decision-making about policies.

The Nawarddeken Academy delegates demonstrated what self-determined education looks like for communities at an Education Panel, which was attended by key education decision-makers. They also highlighted what support is required to improve access to bi-cultural education for young people across the region.

The attendance at Garma confirmed that creating opportunities for delegates to showcase their work and connect with potential supporters from political and financial arenas can extend impact.

Reflection exercise

Consider if you feel more strongly about addressing challenges in particular areas, and why:

List the improvements you most want to see:

Note any of the suggested opportunities that resonate with your work, and how:

List any additional information that you would like to know about these persistent challenges:

Who else can you learn from? What are some credible organisations, people or communities that can provide further information?

Can work that aims to improve educational outcomes also contribute to ongoing success in other areas that the community prioritises? List some considerations to gain community perspective; for example, asking what success looks like for children and young people in a particular area.

Section 2: Programmatic opportunities

Education programs are the primary lever for improving outcomes of Australian children and young people. Giving to programs can help support their development and implementation, or lead to more equitable access. Programs can vary in what they focus on and who uses them. They can include:

- **Teaching and learning programs** that provide additional support to children in specific learning areas, such as maths enrichment clubs or access to online 1:1 tutoring at home.
- **Professional development programs** that help teachers and school leaders to better support students, such as upskilling in the most up-to-date science on how students learn to read.
- **Health and wellbeing programs** that provide children with services that alleviate some experiences of disadvantage and ensure they can fully engage in their learning, such as healthy breakfast programs, and peer support programs.
- **Enrichment programs** that provide access to music, creative arts, outdoor education, sports and extra-curricular activities.
- **Peer support and mentoring programs** that build systems of support and help expand opportunities.
- **Scholarship programs** that enable increased access to existing effective educational programs.

Giving to evidence-based educational programs is a way to provide direct benefits to those who participate, whether that is students, their families, teachers or school leaders. For some programs, these benefits are long-lasting, enabling participants to build capabilities and networks that can serve them well beyond the period that you provide support. One example is supporting programs that provide intensive support to teach students how to read. The ability to read will provide lasting benefits for the students in an array of circumstances beyond the duration of the initial program.

Depending on the nature of the program, there may also be indirect beneficiaries, such as peers, families and the school's extended community. Commonly, these impacts can be spread out and have varying levels of intensity of impact, which can make them difficult to measure. Even so, they can play a valuable supporting role in community uplift, so should not be overlooked.

Supporting programs is a popular way for philanthropists to engage with education because they are generally less expensive, more easily defined and may feel more appropriate in scale in relation to the funding pool available.

Useful questions

When giving to programs, you should consider the following:

- What is the impact that you want to see? Try picturing a scenario of what success looks like.
- Who stands to gain the most from this program? Should anyone else participate?
- Further refine the impact to smaller benefits and consider: is this program about increasing access to education, building capability in a learning area/s, improving readiness for learning, increasing culturally appropriate learning opportunities, removing challenges that First Nations students face?
- Look to the evidence base for the improvement you want to make. Are there elements that are proven to contribute to success? Is there a gap in the evidence base that you could address?
- Are the conditions present for participants to fully engage with and benefit from the program? If no, are there steps that can be taken to address this to increase the likelihood of success?

- Does the program align with and enhance existing educational programming in the school and community? Where there is not alignment, are you in a position to facilitate a program that is innovative and can address an area of need identified by the community?
- Are there any organisations that have had success in developing and/or delivering this type of program who could provide guidance? Would you consider collaborating?
- What are the key value alignments for you and your organisation?

Case studies

Telstra Foundation, Code Club Australia and Moonhack

Code Club is a network of volunteer clubs based at schools and libraries that provide opportunities for children to learn and practice how to code. It aims to increase digital inclusion and, in doing so, improve economic, social and digital opportunities for young Australians.

In 2023, Code Club Australia had over 2,000 volunteer-led coding classes nation-wide, including in regional and remote areas. They also provide free online resources for schools who would like to enhance their ability to teach digital technologies.

Code Club projects are designed with the Australian Digital Technologies Curriculum (NDTC) in mind, to directly support schools to improve their students' NDTC learning outcomes. They also use content descriptors reflected in the broader Australian Curriculum such as Design and Technology, The Arts and Science, to ensure cohesion and build on other knowledge that students learn.

Moonhack is an annual two-week 'hackathon' event that encourages coders to complete a project or projects using their coding skills. Moonhack sets the projects and provides a platform for free participation. They also offer prizes such as STEM education resources to further students' learning.

Code Club and Moonhack are supported by the Telstra Foundation and form part of a commitment to addressing unequal distribution of opportunities to learn digital skills for the future. The Foundation also supports digital literacy programs to enable students and teachers to use and understand tech, as well as growing digital capacity in the non-profit sector.

Australian Schools Plus; Strong Start, Successful Learners

Australian Schools Plus partnered with the Gateway Learning Community in the Hunter region to support children with developmental delays, differences and disabilities to have a strong and successful start to school. The model provides students with access to a dedicated Transition Support Teacher – Early Years (TST). The TST role is to nurture each child's potential and capacity for success, while building relationships with families and wrap-around support services.

This 'Strong Start, Successful Learners' model recognises the complexity of addressing the needs of children and families with multiple challenges and vulnerabilities. It acknowledges that no single agency can support families and children alone, and instead promotes a community-based approach where various services collaborate to 'bridge the gap' and maximise the child's outcomes. Collaborations across multi-sectors involve health, early intervention, family support, NDIS providers, local education offices and school-based learning support teams. This links together community, local schools, and regional transition practices. This collaboration assists to streamline processes, deliver timely outcomes and improve results for children and their families.

Having the TST role situated within the school framework enables a 'big picture' lens to validate effective engagement from all sectors. As a school-based position that also extends into early childhood, it has the ability to plan strategically, advise on resource allocation and influence programs and practices for children up to 2 years prior to transitioning to school.

The model has expanded to three clusters and discussions are being held with the NSW Department about scaling the work further. This project won the Social Impact Award at the Reimagine 2023 National Awards.

Reflection exercise

Refer to the list of improvements you most want to see on page 16. Which ones (if any) do you think would be best supported through a program?

Ideally, what time and monetary investment would you like to make to a program and what contributes to this decision?

Note any of the suggested opportunities that resonate with your work, and how:

List any additional information that you will need to progress with a programmatic opportunity:

Who else can you learn from? What are some credible organisations, people or communities that can provide further information?

When considering co-design, ask whose input can extend the potential impact of the program. For example, if considering a program to improve educational outcomes for First Nations students, are there opportunities to involve Elders and knowledge keepers in mentoring, guiding, or providing cultural insights within different stages of the program?

Section 3: Systems-level opportunities

Philanthropy can help ensure that every child in Australia receives an excellent and equitable education by leveraging systems-level opportunities. Government has the primary responsibility for education and while we overall have a high-performing school system, some children and young people experience disadvantage, discrimination and struggle to reach their full potential for success at school.

Compared to government investment in schooling, philanthropy's total investment in education in Australia remains a drop in the ocean. However, when targeted effectively, this additional investment can help improve systems to better support learning and wellbeing outcomes for more students.

Systems-level opportunities for giving can include things like:

- **Synthesising evidence and supporting knowledge translation**, such as undertaking literature reviews, landscape scans, and international comparisons to identify scalable solutions and support evidence-based policy development.
- **Innovating potential system solutions**, such as funding pilots of potential programs or policy levers that help to provide proof of concept to governments for future scaling.
- **Rigorously evaluating scalable solutions**, such as testing the effectiveness and appropriateness of locally-developed programs or policies to see if they hold promise for scale-up across the wider system.
- **Expanding the reach of promising solutions**, such as investigating whether the benefits of a piloted program or policy are replicated when implemented in a different context and/or with more people.
- **Advocating to address persistent or novel challenges** by hearing directly from students teachers and/or school communities then elevating their experiences to draw attention and investment towards particular challenges.
- **Partnering to scale proven programs or policies**, such as engaging with policymakers to design and support system-wide implementation of effective policy.

Supporting systems-level opportunities often requires more investment and more time investing than supporting programmatic opportunities. It is often also more difficult to determine whether change efforts are progressing toward intended outcomes and impact, so they require different approaches to measurement, evaluation and learning. You might find that change advances more quickly in some areas compared to others, meaning you may wish to increase activity in some areas and slow down or end other activities. Rates of change can vary depending on different conditions, so use judgement and keep the bigger picture in sight when making decisions.

These shifts can feel unsteady or unfamiliar if you are used to funding projects with clear, linear milestones. Systems-change projects instead are often supported through funding approaches that are more complex, usually multi-year and rely on trust, collaboration and iterative approaches to identifying and communicating outcomes and impact. In these approaches, it is important to keep open connections between the funder and the people carrying out the work, to stay up-to-date on progress, and make informed decisions about redirecting effort according to emerging risks and opportunities.

It is also important to approach any systems-change work with realistic expectations of timeframes for seeing change. Most systems-change work takes years to show change progress but when you reach impact, it can benefit a great many people across the system, and sustain improvements.

Useful questions

When giving to systems-change projects, you should consider the following:

- What is the impact that you want to see? It can be helpful to picture a scenario of what success looks like.
- When this education improvement goal is achieved, what indirect changes might occur in other parts of society?

- Who stands to gain the most from this work and who else will indirectly benefit?
- Is this work best delivered adjacent to the system or with government involvement or partnership? Will the work become something that government can sustain in future if it is successful?
- Should you play other roles in driving this change in addition to funding? Consider if you would also like to play actor or intermediary – actors directly nudge change while intermediaries enable involvement from others.
- What is the sentiment and need for this change to occur, from students, their families, teachers and school leaders, policymakers and the broader education community? Why is this the right time to start working toward this change?
- What amounts of time and funding could you realistically invest in realising a systems-change goal? Could this become legacy work if it is not how you usually approach giving?
- Are there any organisations that have had success in developing and/or delivering this type of program who could provide guidance? Would you consider collaborating?

There is usually a myriad of beneficiaries from successful systems-change work. In education, beneficiaries from improving student outcomes are often schools experiencing improved student attendance, teacher retention and whole-school performance; communities experiencing reduced crime, increased connectivity and improved health and wellbeing; and industries and employers benefiting from more people joining the workforce. There is no limitation on where the benefits can be felt, though. Different impacts have different flow-on effects in and around the system. This is best demonstrated in case studies, so we have included some extended versions for you in this section.

Case studies

The Wyatt Trust and James and Diana Ramsay Foundation collaboration

The Wyatt Trust is a philanthropic foundation focusing on providing opportunities to South Australians experiencing hardship. The **James and Diana Ramsay Foundation** focuses on strategic, long-term approaches to grant-making to facilitate lasting change at scale.

The challenge

In 2011, following strategic planning work with Social Ventures Australia, The Wyatt Trust focused part of its grant strategy on supporting schools to improve student retention and re-engagement. They focused on areas with high levels of disadvantage and included support particularly for students from a First Nations background.

The response

The strategy was to create student scholarships managed by 26 partner schools to address barriers to education. From 2011–2016, more than \$2 million in grant funds were used to support nearly 1000 students per year to achieve the target outcomes of completing Year 11 and/or transitioning to education and training at TAFE.

The students who were most at risk of facing disadvantage and having their wellbeing, education and employment opportunities impacted received specialist support through school-to-work transition programs. Both the James and Diana Ramsay Foundation and The Wyatt Trust funded the programs.

The result

Over five years, the schools increased their targets for student retention to 80%. Further, the success of the approach led to both the James and Diana Foundation and Wyatt Trust granting \$1.1 million to continue work in areas where they identified emerging risk of increasing disadvantage. Some of this risk was caused by changes in industry, due to a large car manufacturing plant announcing its closure.

This led to embarking on the Resilient Futures SA project, in partnership with the South Australian Government and the South Australian Health and Medical Research Institute. A 2018 evaluation of three years of work found that more than 100 teachers and youth workers from seven schools and youth agencies trained more than 1,400 vulnerable young people. The evaluation noted that the students who were supported by the project benefited from improved self-regulation, greater positivity and increased use of resilience skills in their daily lives. It reported improvements in the students' self-awareness and confidence.

Reflection

This work shows some ways to make change within the system, address equity and lift excellence and to share learnings of success for future application by government and/or research institutes.

Educate Girls Development Impact Bond, India

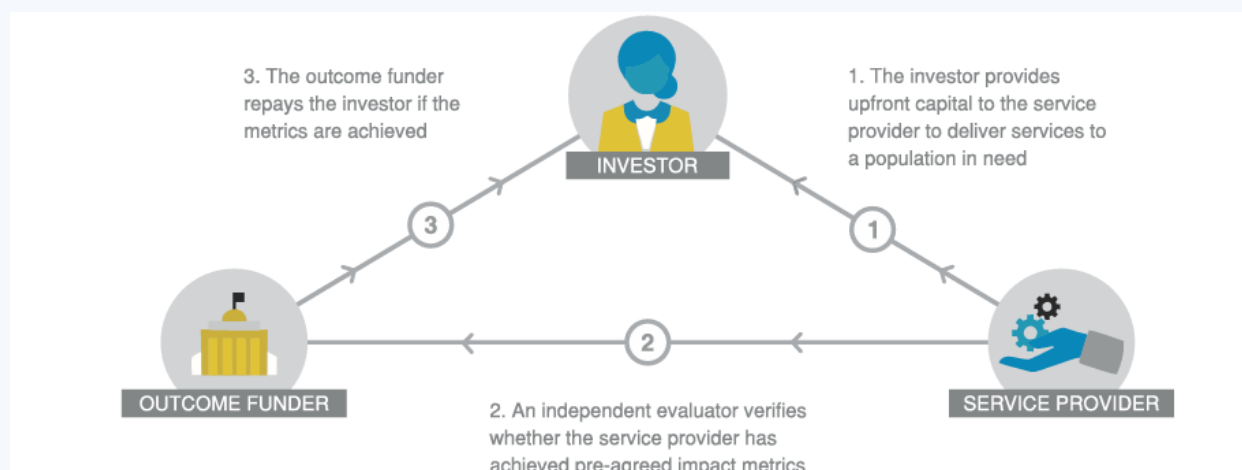
Educate Girls is a non-profit that mobilises communities to improve girls' education in India, especially in regions with the highest rates of educational disadvantage. UBS is a wealth management firm and the **UBS Optimus Foundation** is its grant-making arm that enables UBS clients to use their wealth to drive positive social change. The **Children's Investment Fund Foundation** (CIFF) is an independent philanthropic organisation that works with global partners to transform the lives of children and adolescents.

The challenge

In 2015, nearly 3 million Indian girls were out of school despite being eligible to attend. School access for girls was particularly poor in the state of Rajasthan, where one in ten girls aged 11-14 were not enrolled in school, and less than a quarter of all children in Grade 3 could read a Grade 2-level paragraph or solve a subtraction problem.

The response

Educate Girls entered a Development Impact Bond (DIB) with UBS Optimus Foundation and CIFF. DIBs are results-based contracts where investors provide pre-financing for programs, then public sector agencies repay investors the principal plus a return only if the programs deliver outcomes.



Source: <https://educategirls.ngo/wp-content/uploads/2022/10/Lessons-from-the-Educate-Girls-DIB.pdf>

The DIB's aim was to scale Educate Girls' impact, with a target to enrol and improve the quality of education for 15,000 girls in Rajasthan. Educate Girls had a proven model and performance history, making it attractive to investors and a suitable program to initiate a DIB contract.

USB supplied US \$270,000 in upfront capital. Educate Girls used this to identify and encourage school enrolment for eligible girls, provide learning interventions such as group-focused approaches based on the competency levels of children, track student progress and increase teaching sessions.

The result

In 2018, an independent evaluator released the results of the DIB. It achieved above its targets – 116% of the enrolment target and 160% of the learning target. UBS Optimus Foundation recouped its initial investment plus a return of 15%. These outcomes provide encouraging results for organisations considering a DIB to scale impact.

Reflection

While Australia has fewer DIBs compared to other countries, they could be explored as a way for funders to promote change by absorbing 'positive risk' and sharing success with service providers.

Fogarty Foundation's EDvance School Improvement Program

Fogarty Foundation is a philanthropic foundation that works on improving education to achieve a broader aim of creating prosperous societies and providing support to those in need.

The challenge

In 2012, the Fogarty Foundation founded EDvance to support schools across Western Australia with students who were struggling with their learning or at-risk of missing out on educational attainment. They looked at some of the challenges that make it difficult for students to achieve learning outcomes, including things like parent or guardian educational achievements, household income and community wealth and historic and cultural factors that impact First Nations students.

The response

The Fogarty Foundation considered if the corporate sector technique of improving leadership quality to lift business outcomes could be effective to bring about change in schools. They created a program to build leadership capability in schools over three years, drawing on knowledge, resources and tools from education, business, philanthropy and community groups. The program delivery was designed to be distinct for each year across its three-year duration:

- Year 1 focuses on developing school leaders' knowledge of tools for leading change, growing their understanding of the education evidence base, deciding a strategic direction, creating a school improvement plan and starting to trial changes.
- Year 2 continues implementation of the school improvement plan, connects leaders with other schools for peer-learning and support, and evaluates and adapts the plan based on areas showing promise.
- Year 3 sees whole schools embed and scale effective practice, sets a future direction and determines ways to sustain improvement.

Over ten years to 2022, nine cohorts participated in the three-year program. This amounted to 431 school leaders supporting 58,200 students at 125 schools across Western Australia. While cohort and participant numbers increased year on year, the program is able to be iterated and finessed to allow for continued use of proven methods while addressing different schools' individual priorities.

The result

The impact of this program has been significant. All schools have recorded improvements, including across important learning enablers like student attendance and behaviour. More than half of the schools also recorded major improvements in student academic outcomes.

The program is sustained with support from Western Australian school systems, including the Western Australian Department of Education and Catholic Education Western Australia.

Since 2022, Knowledge Society has become a delivery partner bringing further expertise in designing and delivering school improvement programs with education systems.

Reflection

At times, seeking proven ideas for lifting quality from places outside of the system you want to change can be a useful way to identify elements of promise, to then transfer and trial in new settings. Developing leadership in schools is consistently contributing to wide and sustained improvement.

Reflection exercise

Refer to the list of improvements you most want to see on page 16. Which ones (if any) do you think would be best supported through systems-change work?

Do you think systems-change work would be a suitable opportunity for you/your foundation to fund? **If yes**, note why, especially where you see alignment to values and other work that you have supported. **If no** but you are interested in these opportunities, note what in particular has your interest and what you think could be in the way of being able to fund those things.

Can you refine what time and monetary investment you would like to make to a systems-change opportunity? What factors inform this?

List any additional information that you will need to progress with a systems-change opportunity:

Who else can you learn from? What are some credible organisations, people or communities that can provide further information?

As you consider your educational improvement goals, how do you anticipate that system changes might indirectly influence and benefit other aspects of schools, communities and society at large? Consider whether particular cohorts, such as First Nations students, students from migrant families, students from lower-income households and students in remote areas might experience positive or negative effects from shifts in part of the system.

Section 4: Emerging opportunities

In order to best serve the needs of children and young people, education systems have to be responsive to the many changes occurring in technology, industry and society. When significant change emerges, philanthropy can often move more quickly and explore a broader range of responses than governments can identify and address alone.

There is therefore a role for philanthropy in exploring opportunities presented by changes, particularly in helping to minimise adverse impacts to young people from new challenges, and assisting the education system to quickly and effectively adapt to major shifts. Examples of this include the way that philanthropy has supported the provision of wellbeing programs in the face of rising mental ill-health in children and young people, and the support for STEM learning in response to the growing need for these skills in the workforce of the future. Some opportunities to support emerging change include:

- **Artificial Intelligence (AI)** is a growing presence in many aspects of modern life, including education. Using AI to enhance rather than hinder learning will require ongoing consideration and adaptation.
- **Timely and equitable access to emerging technologies** is not a new issue but one that changes with technological advancements. Ensuring that all students have access to things like stable power and internet sources or up-to-date hardware and software is often a necessary step ahead of providing the latest educational technologies. This becomes difficult when technology advances more rapidly than our ability to acquire and distribute the resources that are necessary for access.
- **Changing workforce requirements**, like the point on emerging technologies, is not a new challenge but one that presents new complexities as industries emerge and change at ever-increasing pace.
- **Student citizenship** can add further complexity to learning environments. We are seeing growing shifts from students gaining knowledge and understanding about issues that are present in their communities or the broader world to active involvement in addressing them. It will become increasingly important to find ways to support students as they navigate this environment by mitigating the potential adverse impacts to their learning and wellbeing.
- **Competing demands for learning focus** bring challenges and opportunities to classrooms. Information has never been more widely accessible and lessons can be tailored to reflect topics that are of most interest to students. However, it is important to ensure that students remain engaged in their learning and do not risk losing focus in their education due to distraction from managing growing amounts information.
- **Education that respects and responds to diverse cultures** is making progress in Australia, often with philanthropic support. Accommodating continued growth in supporting culturally responsive education and equipping schools to embrace First Nations ways of learning will be a continuing priority into the future.
- **Widening equity gaps** are emerging as economies shift, impacting educational equity. There will remain opportunities for philanthropy to support improvements to equity in education.

Useful questions

There will always be big questions on our horizon that are difficult to conceive and, subsequently, complicated to address. A key role for philanthropy in steering the system toward solutions in uncertain circumstances could be providing the risk capital that helps issues to be investigated early. This support can make challenges easier to understand and manage, enabling better design for education into the future.

Holding this in mind, consider the following questions when exploring giving to emerging opportunities:

- There is some similarity between emerging opportunities and persistent challenges (Section 1). Geography, socio-economic status, cultural background and First Nations all need continued attention into the future. Would you consider exploring untested ways to address some of the challenges facing these areas?

- Are there any organisations that you are aware of who are successfully leveraging developments in artificial intelligence to disrupt inequitable learning outcomes? Is this an opportunity you would like to explore further?
- How can we better design the roles, career pathways and organisational structures in schools to attract and retain a highly-skilled teacher workforce that can address emerging challenges? Are there successful models overseas that you would like to see trialled in Australia?
- How can systems better organise coordination of services to provide wraparound support for students? How could this be improved?
- How do we ensure that our education system sustains a focus on equity, and ensure that the students who are most underserved or at risk of disadvantage are not left behind with global advancements? Would you consider supporting research into addressing this risk or trialling potential solutions?
- Would you consider bringing innovations from other countries and testing ways to adapt them to suit Australia's system?
- Would you support work that aims to add to the knowledge base, even if it might not guarantee finding solutions? How would you support work that develops new knowledge or investigates ways to use existing knowledge to address emerging challenges?

Case studies

Origin Foundation exploring impacts of COVID-19 on educational outcomes

The Origin Foundation funded the Grattan Institute to examine whether remote schooling during the pandemic was likely to have a disproportionate impact on students from low SES backgrounds. Origin also funded research investigating how to effectively embed small-group tuition in schools, to combat lower educational achievement resulting from inequitable opportunities for learning.

Grattan's recommendations from this work were included in two major reports published in [2020](#) and [2023](#). The reports have achieved significant influence, with the NSW and Victorian governments allocating \$1.7 billion of funding to address the issues raised and implement some of the recommendations through the school system.

Australian Schools Plus advancing virtual learning opportunities

Australian Schools Plus is supporting work that carves out new territory in virtual learning.

Schools Plus has supported the Australian Virtual science, technology, engineering and maths (STEM) Academy to expand to NSW and the NT from its beginnings in Queensland. The Academy uses an interactive platform to deliver STEM education from expert teachers to students in Years 5 to 9 who live in regional and remote communities. A high number of students are female and/or from First Nations backgrounds. The Academy also works to build the capacity of teachers in regional schools, so they have the necessary skills and knowledge to deliver quality STEM learning in their schools.

Also in Queensland, Schools Plus has supported Milpera State High School, an Intensive English Language School, to pilot a program to connect more schools to experienced teachers. Teachers from Milpera deliver a program for students with English as an additional language or dialect (EAL/D) into other schools that don't have specialist teaching expertise but do have a high number of refugee and EAL/D students. This work emerged out of changes to schooling during the pandemic.

Reflection exercise

Consider the level of comfort you have funding into an uncertain environment. Would you consider exploring how to address emerging challenges as a worthy cause for support, in line with your values?

Do you have appetite for supporting pilot work to learn more about potential issues, over projects that have established indicators of success? Note why/why not this might be suitable for you.

Note any of the emerging opportunities that resonate with your work, and how:

List any additional information that you would like to know about discovering and supporting emerging opportunities:

How can we guarantee that our education system maintains a strong focus on equity and inclusivity, especially for students who are often underserved or at risk of disadvantage? Would you be willing to support initiatives that contribute to increasing knowledge about the potential for emerging change to impact particular student cohorts?

Strong evaluation is always important to understand progress toward making a difference. Consider ideas or challenges to evaluating activities that support and leverage emerging opportunities, even if they may not guarantee immediate solutions.

Who else can you learn from? What are some credible organisations, people or communities that can provide further information?

Glossary

ACARA: Australian Curriculum, Assessment and Reporting Authority. An independent statutory authority responsible for the development of a national curriculum, a national assessment program and a national data collection and reporting program

AERO: Australian Education Research Organisation. Australia's independent education evidence body aiming to achieve excellence and equity in educational outcomes for all children and young people through effective use of evidence.

AESOC: Australian Education Senior Officials Committee. A group of senior officials with responsibility for childhood education and care, school education, higher education, and international education

AITSL: Australian Institute for Teaching and School Leadership. An organisation promoting excellence in teaching and school leadership.

Australian curriculum: sets the expectations for what students should be taught, regardless of where they live in Australia or their background.

EAL/D: English as an additional language or dialect.

EMM: Education Ministers Meeting. A forum for collaboration and decision-making on early childhood education and care, school education, higher education and international education. Australian, State and Territory government ministers responsible for education attend the meeting.

ESA: Education Services Australia. A ministerial not-for-profit company working with all education systems to improve student outcomes, enhance teacher impact and strengthen school communities.

IECB: Education Consultative Body

IECM: Indigenous Education Consultative Meeting

ITE: Initial Teacher Education refers to the university courses that prepare undergraduate students to become teachers.

OECD: Organisation for Economic Co-operation and Development, an intergovernmental organisation that aims to stimulate economic progress and world trade.

PISA: Programme for International Student Assessment, administered by the OECD.

Schooling/school sectors: The government, independent and catholic school sectors that deliver school-aged education.

SDG's: Sustainability Development Goals. A collection of seventeen interlinked objectives designed to serve as a "shared blueprint for peace and prosperity for people and the planet, now and into the future" administered by the United Nations.

SES: Socio-economic status

SPG: Schools Policy Group. Provides strategic policy advice to the Australian Education Senior Officials Committee on all school education components of the Education Ministers Meeting agenda.

STEM: Science, technologies, engineering and mathematics.

Teaching approaches: techniques and methods that teachers use to help students develop knowledge and/or skills.



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