

LEADING LEARNING IN EDUCATION AND PHILANTHROPY (LLEAP)



13/02/14

2013 Survey Report: Leading by evidence to
maximise the impact of philanthropy in education

To advance the education and life opportunities of school students, especially those experiencing disadvantage, is more difficult to achieve when you don't know what schools need or what prevents them from accessing and maximising the impact of additional support from philanthropy. LLEAP addresses these issues.

Michelle Anderson & Emma Curtin

(This report is best printed in colour to aid the readability of graphs.)

LLEAP PARTNERS

LLEAP is an initiative of the Australian Council for Educational Research (ACER). The Ian Potter Foundation, Origin Foundation, Scanlon Foundation and the Vincent Fairfax Family Foundation have partnered with ACER to provide generous support through funding, time, expertise and access to facilities and new networks.



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ADVISORY GROUP

An Advisory Group, chaired by Professor Brian Caldwell has guided the three-year project.

	<i>Year on Advisory Group</i>		
	1	2	3
Professor Brian Caldwell , Chair, LLEAP Advisory Group and Managing Director, Educational Transformations Pty Ltd	✓	✓	✓
John Allman , Regional Director, Department of Education and Early Childhood Development, Victoria		✓	✓
Paula Barnett , Principal, Berendale School	✓	✓	✓
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Catherine Brown , Chief Executive Officer, Lord Mayor’s Charitable Foundation, formerly Director, Catherine Brown and Associates	✓		
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Sean Barrett , Head of Foundation, Origin Foundation		✓	✓
Annie Fogarty , Executive Chair, Fogarty Foundation	✓	✓	✓
Tony Fry , Vice-President, Refuge of Hope, Director, Scanlon Foundation, immediate past Chief Executive Officer, Scanlon Foundation			✓
William Hatzis , Assistant Principal, Werribee Secondary College	✓		
David Hardie , Program Officer, Vincent Fairfax Family Foundation			✓
Janet Hirst , Chief Executive Officer, The Ian Potter Foundation	✓	✓	✓
Inga Peulich MLC, Parliamentary Secretary for Education Victoria	✓		
Philanthropy Australia, Louise Walsh , Chief Executive Officer, nominated representatives – Fiona Maxwell , Queensland Manager, Mitch Witherington , Education Affinity Groups Manager (maternity leave secondment for Fiona Maxwell), Bruce Argyle , Membership Manager.		✓	✓
Dr Deborah Seifert , Education Consultant, immediate past Chief Executive Officer, Philanthropy Australia	✓	✓	✓
Dr Sue Thomson , Head of Educational Monitoring and Research; Research Director, National Surveys Research Program, ACER	✓	✓	✓
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PROJECT TEAM

- **Michelle Anderson**, Project Director, LLEAP, Director Interface2Consulting, immediate past Principal Research Fellow, Australian Council for Educational Research and Tender Bridge Director (Years 1, 2 and 3 of project)
- **Emma Curtin**, Research Fellow, Tender Bridge, Australian Council for Educational Research (Years 1, 2 and 3 of project)
- **Leanne Eames**, Senior Project Officer, Tender Bridge, Australian Council for Educational Research (Years 2 and 3 of project)
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- **Tom Keenan**, Manager, Origin Foundation (Years 2 and 3 of project)

REPORT AUTHORS

Dr Michelle Anderson & Dr Emma Curtin

CONDUCTING A QUICK SEARCH THROUGH THIS ONLINE DOCUMENT

If you would like to search for particular items within this PDF version of the LLEAP Report, you can either refer to the hyperlinks within the Table of Contents or use a keyword search (e.g. to find any references to ICSEA).

A keyword search can be done by either:

- Clicking 'Edit' on the command menu and then 'Find' on the drop down list; or
- Pressing ctrl+shift+F on your keyboard.

ACKNOWLEDGEMENTS

We would like to thank the following for their support and participation in the LLEAP project:

- The schools, not-for-profit, and philanthropic organisations that voluntarily completed the LLEAP survey (over 600 this year and more than 1,400 over the life of the project to date) and those who participated in pre-survey workshops;
- The state and territory education departments and the various Catholic education offices across the country for giving us permission to conduct research in schools within their jurisdictions;
- The organisations that generously hosted a number of focus groups and workshops: the Tim Fairfax Family Foundation, Queensland; The Wyatt Trust, South Australia; Principals' Australia in Adelaide; Scanlon Foundation in Melbourne; Origin Foundation in Sydney; Fogarty Foundation in Perth; the Department of Education, Western Australia in Freemantle; and the Department of Education and Early Childhood Development, Victoria;
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- The LLEAP Advisory Group and project team for giving us their time, enthusiasm and guidance through the various stages of the project;
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- Professor Geoffrey Blainey (AC), Board member of The Ian Potter Foundation, for giving his time and thoughtful reflections at the LLEAP Guide launches in Years 1 and 2.

Finally, special thanks must be given to our LLEAP partners for their leadership in supporting this project: The Ian Potter Foundation, the Origin Foundation, the Scanlon Foundation and the Vincent Fairfax Family Foundation. In particular, we thank Janet Hirst (CEO of The Ian Potter Foundation), Sean Barrett (Head of the Origin Foundation), Tony Fry (immediate past CEO of the Scanlon Foundation), and David Hardie (Program Officer of the Vincent Fairfax Family Foundation).

Leading learning in education and philanthropy (LLEAP)

2013 SURVEY REPORT: LEADING BY EVIDENCE TO MAXIMISE THE IMPACT OF PHILANTHROPY IN EDUCATION

OVERVIEW

There are people who wish to give in a structured and planned manner, money, time or talents to advance the education of students in need. However, they may not know what schools and their communities need or what prevents them from accessing this additional support. Conversely, what those from schools know and understand about philanthropy is limited. Historically, not-for-profit organisations, with their various programs or services, have been the intermediary between school communities and philanthropy.

The Leading Learning in Education and Philanthropy (LLEAP) survey provides the most comprehensive study we have ever had in Australia on these issues.

Across the three years since LLEAP's inception, **1,416** responses to LLEAP surveys have been gathered. In 2013, there were **604** responses (425 schools; 98 not-for-profit organisations; 81 philanthropic foundations or trusts).

The 2013 national LLEAP surveys gathered information from three groups: a representative national sample of schools and from convenience samples of not-for-profit and philanthropic respondents.

To deepen our understanding and create more effective engagement of philanthropy in education, information has been gathered from the three groups about:

- what student outcomes they were especially trying to improve;
- for whom;
- the types of additional support they were seeking (or providing) to help them address their key outcome areas of focus; and

- how they wish to use this support to advance the education of students in need.

In addition, details related to each group's capacity to initiate and develop relationships with one another were explored.

HIGHLIGHTS FROM THE 2013 LLEAP SURVEY

Across the board, the most frequently identified intended beneficiaries were those disadvantaged by 'low socio-economic status' (selected by 68% of schools; 84% of not-for-profits, and 88% of philanthropics).

Schools

- Schools were especially focused on improving 'academic outcomes' (54%), 'teacher quality and quality teaching' (44%) and the 'social and emotional wellbeing' (41%) of students. This emphasis changed when viewed through different lenses (e.g. urban/non-urban school locations).
- 'School attendance' was more a focus for non-urban schools (61%) than urban schools (38%).
- Significant differences were evident depending on the socio-educational advantage of the school. Those from lower socio-educational communities were especially focused on improving 'student behaviour' (80%), 'school attendance' (78%) and 'student retention' (74%).
- Improving the 'resilience' (87%), 'personal and social competence' (83%), closely followed by 'functional literacy and numeracy' (78%) were the student capabilities of greatest interest to schools.
- Schools do not venture too far afield from traditional sources of additional education-related funding sources – government (41% state and 29% federal) and school-based events (26%) are the major avenues pursued.
- Ninety percent (90%) of schools are new or inexperienced when it comes to engaging with philanthropy via traditional avenues of seeking and applying for grants.
- Australian Taxation Office approved funds (building, library or scholarship funds) provide pathways for philanthropic giving. However, about 30% of schools have no fund set up and 8% were unsure whether they had such a fund. The LLEAP Survey itself has raised the awareness about funds. Government schools are the least likely to have these set up, with the most frequent reason being that they 'don't believe our local community could contribute financially to the fund'.

Not-for-profits

- Not-for-profits are ‘bridge builders’ crossing the boundaries of different spaces within the community. The most frequently selected ‘target’ for their work was ‘whole of community’ (38%).
- Their commitment to a whole of community approach is also reflected in their top three areas of focus: ‘Community engagement’ (52%), ‘Student engagement’ (50%) and ‘Parent engagement’ (42%).
- When it comes to sourcing additional education-related funding, not-for-profits relied more on ‘business’ (29%) and ‘philanthropy’ (27%) than respondent schools and less on ‘state or territory governments’ (26%).
- In contrast to schools, most not-for-profits (75%) are experienced or expert when it comes to engaging with philanthropy.

Philanthropy

- In broad terms, philanthropic organisations showed a slightly greater emphasis on giving to ‘groups’ (34%) and ‘whole of community’ (32%), then to ‘individuals’ (26%) or the ‘whole of organisation’ (18%).
- Areas of focus are spread, with no one outcome area a significantly stronger focus than another. About one third have a focus on ‘student engagement’ (37%); one-third on ‘social and emotional wellbeing’ (34%); and another on ‘student retention’ (32%).
- Within a philanthropic’s tax and guideline eligibility requirements, in broad terms, they are more likely to give to organisations (62%). Twenty-five percent (25%) indicated they could give both to individuals and organisations.
- Sixty-four percent (64%) of philanthropic respondents have tax eligibility requirements that need to be met by potential recipients. The most common of these being ‘Tax Concession Charity’ status (TCC) (58%) and/or ‘Deductible Gift Recipient’ status (DGR) (52%).
- In the last financial year, a total overall amount of **\$391,292,918** was distributed by philanthropic respondents. There was a wide range of overall amounts, from less than \$15,000 through to more than \$250 million in a financial year.
- A total of **\$23,635,977** was distributed specifically to education in the last financial year by the seventy-four percent (74%) of philanthropic respondents who provided this information. This represents approximately six percent (6%) of the total overall amount.

Types of support sought to address student outcomes

- There is a degree of disconnect between what is sought and what can be given. Schools (42%) were especially seeking support for ‘professional learning’ (e.g. to build individual or organisational capacity). This was also the greatest type of support sought by not-for-profits (46%). For philanthropic respondents, however, ‘professional learning’ was the *sixth* most frequently selected area of support.
- Philanthropic respondents could support discrete ‘programs’ (44%) or potentially ‘one-off’ types of support that may help overcome a barrier for particular individuals or groups, including: ‘experiences’ (e.g. excursions, incursions, tours, camps, exchanges: country/city, international) (43%); access to ‘expertise’ (e.g. tutors, mentors, Elders, artists) (40%); and ‘materials or resources’ (e.g. books, uniforms, school fees, computers/ipads, assistive technologies) (40%).
- The greatest synergy across the three groups was around ‘expertise’ as a type of support (36% schools; 42% not-for-profits and 40% philanthropy). Of these, the stand out type of expertise sought was ‘mentors or coaches’ (75% schools; 71% not-for-profits; 66% philanthropics).

Barriers to engaging with philanthropic donors

Philanthropic and school respondents were aligned in their thinking about the top issues that prevent schools effectively engaging, believing that schools:

1. Do not have a culture of seeking this type of support
2. Do not have or know whether they have the right eligibility status
3. Do not know how to collaborate with organisations who can access this support
4. Do not know how to devote resources to these relationships
5. Do not know their [philanthropic] eligibility requirements

Not-for-profit responses were similar, but their top issue was not knowing ‘how to devote resources to these relationships’.

From the other perspective, philanthropics thought the top issues preventing *them* from engaging with schools was ‘their eligibility requirements’ and issues to do with ‘prioritising’ (i.e. the capacity for schools to

commit among their competing demands or a philanthropic's capacity to respond to further requests for funding).

CALLS TO ACTION

To advance the education and life opportunities of school students, especially those experiencing disadvantage, is more difficult to achieve when you don't know what schools need or what prevents them from accessing and maximising the impact of additional support from philanthropy. The implication of this is two-fold: It inhibits attunement and, in turn, sound decision making for putting the needs of students first. So how can we become more attuned?

The structures and tools at our disposal are vast. Depending on which report you refer to, there may be anywhere from about 600,000 not-for-profit organisations in Australia¹. In addition, there are estimated to be about 5,000 philanthropic foundations², with the number of private ancillary funds (e.g. private charitable foundations that might be established by High Net Worth individuals, families or business) currently at 1,116 and growing annually by 100 in the last three years³. Add to this, about 9,500 schools in Australia and the opportunities to collectively address the needs of students is there in front of us; but so too are the challenges. These challenges are not unique to Australia⁴.

The good news is that philanthropy and schools agree on what the barriers are to effective engagement. The bad news is that these barriers are yet to be overcome. LLEAP points to, in particular, two areas where changes could be made. The quality and degree of attunement between philanthropy and education is being affected by communication and coordination issues.

¹ Productivity Commission. (2010). 'Contribution of the Not-for-Profit Sector', Research Report, Canberra.

² Anderson, G. (2013). 'Where the Money Goes: Private wealth for public good'. Centre for Social Impact, New South Wales.

³ McCleod, J. (2013). 'The PAF Report – Private Ancillary Funds after 12 years'. JBWere Ltd, Australia and New Zealand.

⁴ See for example, McKinsey & Company. (2013). 'Designing Indian philanthropy for impact'. Accessed from <http://voices.mckinseysociety.com/india-philanthropy-impact/> accessed on 3/02/14.

Communication

There are too many schools without the knowledge and capacity to attract additional philanthropic funding, whether this is directly (to the school) or indirectly (via an eligible partner). Confusion over what can and cannot be done in terms of either accessing or allocating funds to schools is unnecessarily hampering potential creativity and innovation. Moreover, most schools are unaware that philanthropic foundations are also sources of information and can bring groups together. These sorts of basic knowledge and understanding gaps could be overcome, without putting the burden on individual schools to find this out for themselves.

Coordination

There are interventions that are being explicitly sought to improve specific student outcomes. LLEAP respondents identified two hundred and thirty-eight (238) programs. This raises a number of questions that improved coordination could help address: Who knows about these programs? What student outcomes do they set out to address and how is this evaluated? Some of these programs involve groups across the philanthropic/not-for-profit/school 'space'; others are unique to a specific group (e.g. initiated and run by a school without philanthropic or not-for-profit involvement). This could be a productive arena to start exploring. Such exploration could help accelerate and focus change efforts, without stifling the responsiveness of communities and organisations to address locally identified student needs. Doing so could assist with issues such as the potential for scaling-up, sharing of the learnings and pooling or maximising existing resourcing. In turn, this may lead to greater efficiencies or, at the very least, greater understanding in our shared commitment to better student outcomes.

The LLEAP results also point to opportunities to rethink relationships; to better understand relationships across national-local, or local-local interfaces. There was, for example, no difference in the potential pathways for philanthropic giving to schools by sector 'via an eligible not-for-profit partner'. Schools noted, however, that they do not know how to collaborate with organisations that can access philanthropic support. How students learn, with whom and to what affect can be enhanced through effective school-community/business relationships. This was one of the areas that most of the school respondents wanted more professional learning in. This, along with the other LLEAP findings, isn't simply a structural or financial issue. It's an ethical issue. Typically, those least equipped are those most in need.

ABOUT LLEAP

LLEAP is a national project that gathers information from schools, not-for-profits and philanthropics to advance the education of students, especially those experiencing some form of disadvantage.

The work involves the distribution of national surveys to identify what schools need to improve the educational and social outcomes for students; help philanthropics better understand these needs; and provide an evidence base for change. This has not been done before in Australia.

Along with the LLEAP Survey Reports, the LLEAP team undertakes case studies of philanthropy in education and gathers practical tips and strategies from schools, not-for-profits and philanthropics. These are freely available to search and print via: <http://www.acer.edu.au/lleap>

Twenty-three cases of good practice have been developed. Further cases are underway. The cases, along with other practical tools and support materials, form a progressive LLEAP Dialogue Series Guide. These have been launched and workshopped in various ways, but primarily through an annual LLEAP Dialogue Series Forum.

Objectives

The LLEAP project seeks to help those investing in education to respond to existing and emerging areas of need, especially for schools and their communities facing disadvantage. LLEAP activities seek to do this by:

- Informing decision making around need and impact;
- Identifying where resources need to be directed;
- Sharing successes – via case studies to ‘bring to life’ the learnings from LLEAP;
- Building capacity – translating the research into practical support materials, tools and professional learning;
- Identifying and exploring opportunities for greater collaboration within and across education and philanthropy.

Governance

An Advisory Group, chaired by Professor Brian Caldwell has guided the three-year project. Underscoring the national value of LLEAP, Professor Caldwell wrote:

“It is in the national interest that this engagement [between education and philanthropy] occurs and is successful. Australia aspires to be a top-tier nation in education in order that its society and economy are as strong as possible ... To do this we must lift the performance of students, especially those in settings of disadvantage ... In the top-performing nations this kind of support and engagement of the philanthropic sector is taken for granted.”⁵

Over the three years of the project, the Advisory Group has had representatives from schools, philanthropy and government and met up to four times each year. Representatives were invited to join the Group because of their recognised expertise in education and/or philanthropy. Advisory Group members had the option to extend their membership beyond an initial twelve months.

Purpose of the Advisory Group

The Advisory Group’s purpose was to monitor the progress of the LLEAP project and provide additional knowledge and expertise about philanthropy and education in order to maximise the learning from the project as it progressed.

Members provided advice and feedback on key fieldwork documents, reports, guides and presentations. The Advisory Group meetings also provided a forum for reflection so that trends, gaps, new knowledge or related research questions could be identified and teased out, adding value to the LLEAP project.

A list of Advisory Group members is provided on p. vi.

Project leadership

Michelle Anderson initiated LLEAP and directs the project, and with Emma Curtin undertakes the work for the Australian Council for Educational Research (ACER).

⁵ Caldwell, B. (2013) ‘Foreword’ in Anderson, M. & Curtin, E. *LLEAP Dialogue Series: A practical guide to grow your ideas in education for maximum impact*. April, Australian Council for Educational Research, Camberwell, Victoria.

LLEAP SURVEY METHODOLOGY

As in 2011 and 2012, both the philanthropic and not-for-profit surveys were convenience samples. This means the people who received the survey were identified by the project team or LLEAP Advisory Group members, or received the survey through a referral from someone else they knew in the sector. The school survey was a national random representative sample drawn using the ACER'S Sampling Frame. Ethics approval was sought from each of the relevant education authorities in each state and territory, including 25 Catholic education offices (some were approached at the state level, others by diocese). Independent schools were approached through the principal. With the exception of two Catholic education offices, ethics approval was granted for the LLEAP team to approach and invite schools to participate in the project.

Appendix 1 outlines the information that was gathered through each LLEAP questionnaire (i.e. school, not-for-profit and philanthropic). Appendix 2 provides more details about the methodology.

How the survey results are organised in this report

For readability, results have been clustered within themes across three sections. This design allows us to draw comparisons between schools, philanthropic foundations and trusts, and not-for-profits within those themes. As a further aid to readability, the graphs presented throughout the report have been created using a simple colour code for each of the sectors – **green** for philanthropy; **blue** for schools and **red** for not-for-profits.

Missing data (i.e. where a respondent has skipped a question) have been removed to provide valid percentages for those that did respond. The convention we've used in presenting figures is to 'round' to the nearest whole number; where figures contain a half (0.5) they are rounded to the nearest whole even number (e.g. 45.5% reads as 46% and 46.5% also reads as 46%).

Terminology

Throughout this report we have used the word 'student' as a 'catch-all' term, but we acknowledge that some not-for-profit or philanthropic organisations may use other terms, such as 'young people' or 'children'.

We also refer to a number of philanthropic terms in this report. More detail about these terms is provided in Appendix 3.



RESULTS

SECTION 1: ABOUT RESPONDENTS

Introduction

This section provides information on the number and role types of those who responded to the LLEAP Survey. It also provides details on the geographic location of the school respondents and which sectors they are from, as well as those locations in which not-for-profits and philanthropics can offer support. The analysis this year also included looking at whether there are similarities and differences in the school responses with respect to their Index of Community Socio-Educational Advantage (ICSEA). A description of what the index is and what it measures is found in this section.

Respondent numbers

A total of **604** responses were received for the 2013 LLEAP Survey. This consisted of 425 schools; 98 not-for-profits; and 81 philanthropic foundations or trusts. This brings the total survey responses across the three years since LLEAP's inception to **1,416**.

Role

School: Eighty-two percent (82%) of the school questionnaires were completed by the principal, teaching principal or deputy, assistant or vice principal of the school.

Not-for-Profit: Responses were received equally from either the Chief Executive Officer or equivalent (42%), or from the collective management roles of Program Manager, Fundraising Manager/Grants Manager, Development Manager or Chief Operating Officer (42%).

Philanthropy: The philanthropic questionnaire was completed most commonly by the Chief Executive Officer, Executive Director or equivalent (31%), or by someone representing a management role (e.g. director, program, grants, research, communication) (32%).

School sectors

Government, Catholic and Independent school sectors were all represented, with Government schools accounting for 71% of responses, Catholic schools for 13% and Independent schools for 16%.

The ACER sample used for the survey distribution was representative of the three sectors. However, two Catholic dioceses declined participation in the 2013 LLEAP Survey due to their schools' heavy commitments this year.

Index of Community Socio-Educational Advantage (ICSEA)

The Index of Community Socio-Educational Advantage (ICSEA)⁶ value of schools was included in the 2013 LLEAP Survey. This was done to provide another 'lens' through which to analyse the information gathered from school respondents across specific 'sub-sets'.

ICSEA is a scale that represents levels of educational advantage. It forms part of the information reported on within the My School website (www.myschool.edu.au) and is described on the website as:

... a measure reflecting the parents' occupation and level of education completed, and their educational achievement. ICSEA does not describe or reflect the wealth of parents of students in a particular school or the wealth or resources of that school. It is not a score for the school's overall student performance in testing programs. A value on the scale assigned to a school is the averaged level for all students in the particular school.

ICSEA was developed to enable comparisons of the performance in literacy and numeracy of students in a given school with that of similar schools serving students with statistically similar backgrounds as part of the My School website...

The formula for ICSEA used on My School contains the following variables:

ICSEA = SEA [Socio-Educational Advantage] (direct/indirect) + Remoteness + Percent Indigenous + Disadvantaged LBOTE [Language background other than English] (Combined with the percentage of parents with an education of Year 9 equivalent or below.)

We wanted to compare responses from schools with ICSEA values lower than the median ICSEA value to those with higher than median ICSEA values: Were there similarities or differences in the responses? Our

⁶ For more information about ICSEA, please refer to Australian Curriculum, Assessment and Reporting Authority (ACARA) (2012). *Guide to understanding ICESA*. ACARA, Sydney. Available via: http://www.acara.edu.au/verve/resources/Guide_to_understanding_ICSEA.pdf

proposition was that there would be differences and this, in turn, would help apply the learning around the project's objectives.

ISCEA values

A school is given an ICSEA value on a scale. These values are found on each school's profile page on the My School website. The middle (i.e. median) value on this scale is 1000, with a standard deviation of 100. This means that about two-thirds of schools in Australia will have an ICSEA value between 900 and 1,100. The My School website states that:

ICSEA values range from around 500 (representing extremely educationally disadvantaged backgrounds) to about 1300 (representing schools with students with very educationally advantaged backgrounds).

Distribution of students

In addition to the ICSEA value, the LLEAP survey gathered information on the distribution of students. On the school profile page on the My School website, the ICSEA value is used to assist in calculating the distribution of students table. As explained on the My School website, this table:

... presented alongside the school ICSEA value, shows the distribution of students in a school across four quarters representing a scale of relative disadvantage ("bottom quarter") through to relative advantage ("top quarter"). The two middle quarters are combined on the table ("middle quarters"). This gives contextual information about the socio-educational composition of the school's student community.

ICSEA values of schools

The overall total of school responses to the LLEAP survey had almost exactly a 50:50 split between ICSEA values of 999 or lower and 1000 or higher.

However, it should be noted that not all schools will have an ICSEA value. Schools categorised, for example, as special schools for students with disabilities and juvenile justice schools don't have an ICSEA value on the My School website, although, as the site notes, a value for these schools can be provided or published at the school's request.

Seventy-five percent (75%) of the LLEAP school respondents had an ICSEA value. The other school responses were either special schools or from other educational settings, such as youth education centres or remote community schools. In a few cases, the schools within the LLEAP sample did not appear on the My School website (for reasons that remain unclear).

For the purposes of this study, of particular interest were those schools below the ICSEA median value for educational advantage (i.e. below 1,000).

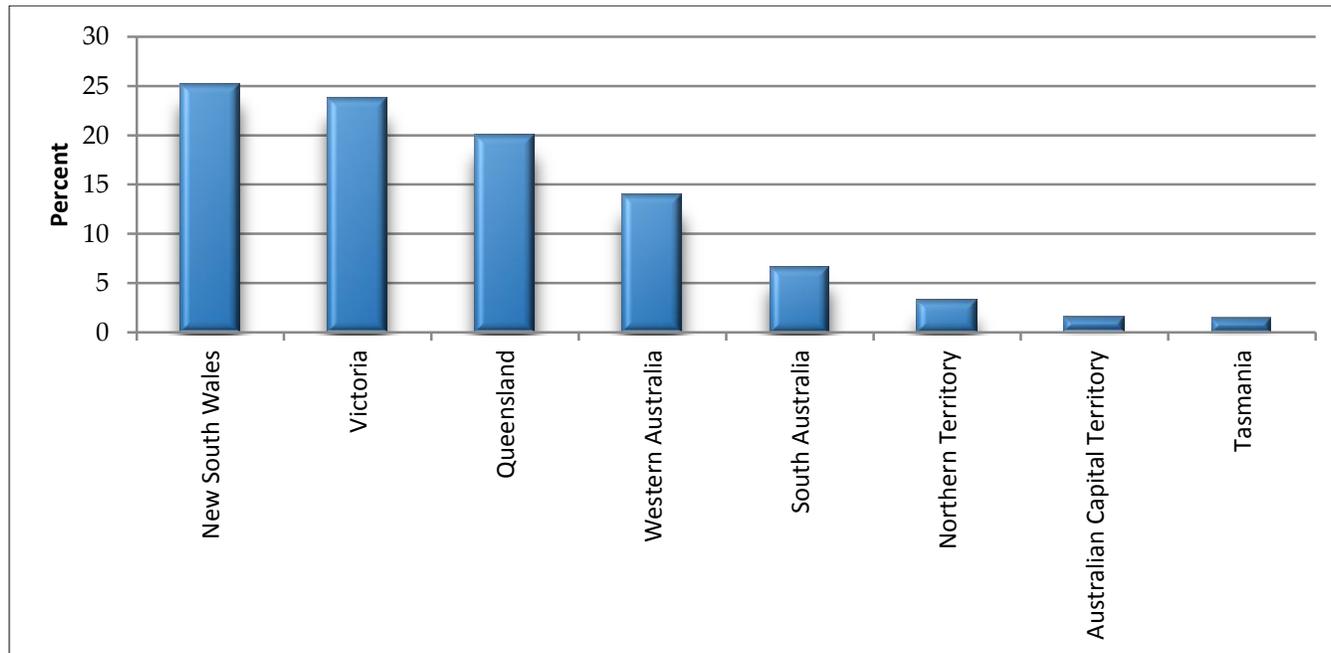
From the 319 school responses with ICSEA values, fifty-one percent (51%) had a value of 999 or lower. Values ranged from 555 to 999 and of these schools:

- Eighty-nine percent (89%) were government schools, three percent (3%) were Catholic schools and two percent (2%) were independent schools.
- Two-percent (2%) of schools had one hundred percent (100%) of their students in the bottom quartile of socio-educational disadvantage and a further three percent (3%) of schools had fifty percent (50%) or more of their students in the bottom quartile of socio-educational disadvantage.

Location of schools

Responses from schools came from every state and territory in Australia, with New South Wales (25%) and Victoria (24%) drawing the most responses. This was followed by school responses from Queensland (20%) and Western Australia (14%). The remaining states and territories had responses that each represented less than 10% of the total. (See Figure 1)

Figure 1: State or territory location of schools

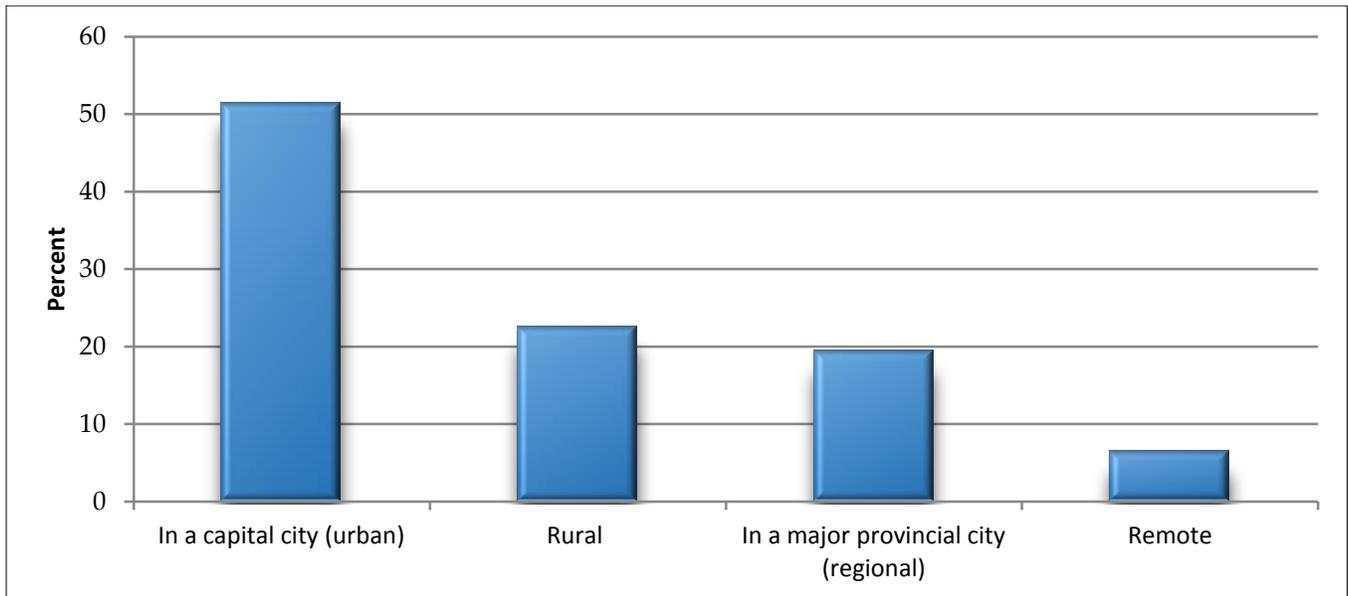


School respondents were asked to choose a geographical location that best described their school location from a list of four descriptors: in a capital city (urban); in a major provincial city (regional); rural; or remote.

Fifty-one percent (51%) of school respondents described their school's location as urban. Twenty-three percent (23%) indicated their school was in a rural location. Twenty percent (20%) stated they were in a regional location and seven percent (7%) in a remote location.

In summary, fifty-one percent (51%) of school respondents indicated they were from urban locations and fifty percent (50%) were from non-urban locations from across Australia. (See Figure 2)

Figure 2: Geographic location of schools



Comparing school locations to where not-for-profits and philanthropics can offer support

Seventeen percent (17%) of not-for-profit respondents provide support in all states and territories. The most common response from not-for-profits, however, at thirty-eight percent (39%) was Victoria. Fourteen percent (14%) of not-for-profits provided support in New South Wales and South Australia, eleven percent (11%) in Western Australia and Queensland, with less than 10% providing support in the Australian Capital Territory (6%) and Tasmania (3%).

Fourteen percent (14%) of not-for-profit respondents indicated they could provide support in urban (i.e. in capital cities of Australia); regional (i.e. in major provincial cities of Australia); rural or remote Australia; or overseas. Rural and regional locations were the most common locations of support (42%), closely followed by urban locations (40%). To a lesser extent, the provision of support could also be offered by not-for-profits in remote locations (28%) and to a much lesser extent overseas (4%).

To ascertain the reach of the philanthropic respondents, the state and territory and geographical areas where they *could* give was gathered. The most common response was forty-nine percent (49%) of philanthropics stating they could give in any state and territory. Nineteen percent (19%) of philanthropics

could give in Victoria, with a small percentage of philanthropics (8% or lower) able to give in other state or territories.

When asked in which geographical areas philanthropics *could* give, the most common response was forty-eight percent (48%) stating they could give in rural Australia; followed by forty-seven percent (47%) in regional Australia and an equal forty percent (40%) for urban and remote Australia. Six percent (6%) of respondents provided even greater precise location details within the categories listed by name (e.g. naming a specific local government area).

SECTION 2: OUTCOMES AS A FOCUS AREA

Introduction

To develop a deeper understanding for assisting more effective engagement of philanthropy in education, respondents were asked to think about:

- what student outcomes they were trying to improve;
- for whom;
- the types of additional support they are seeking (or providing) to help them address their key outcome areas of focus; and
- how they wish to use this support to advance the education of students in need.

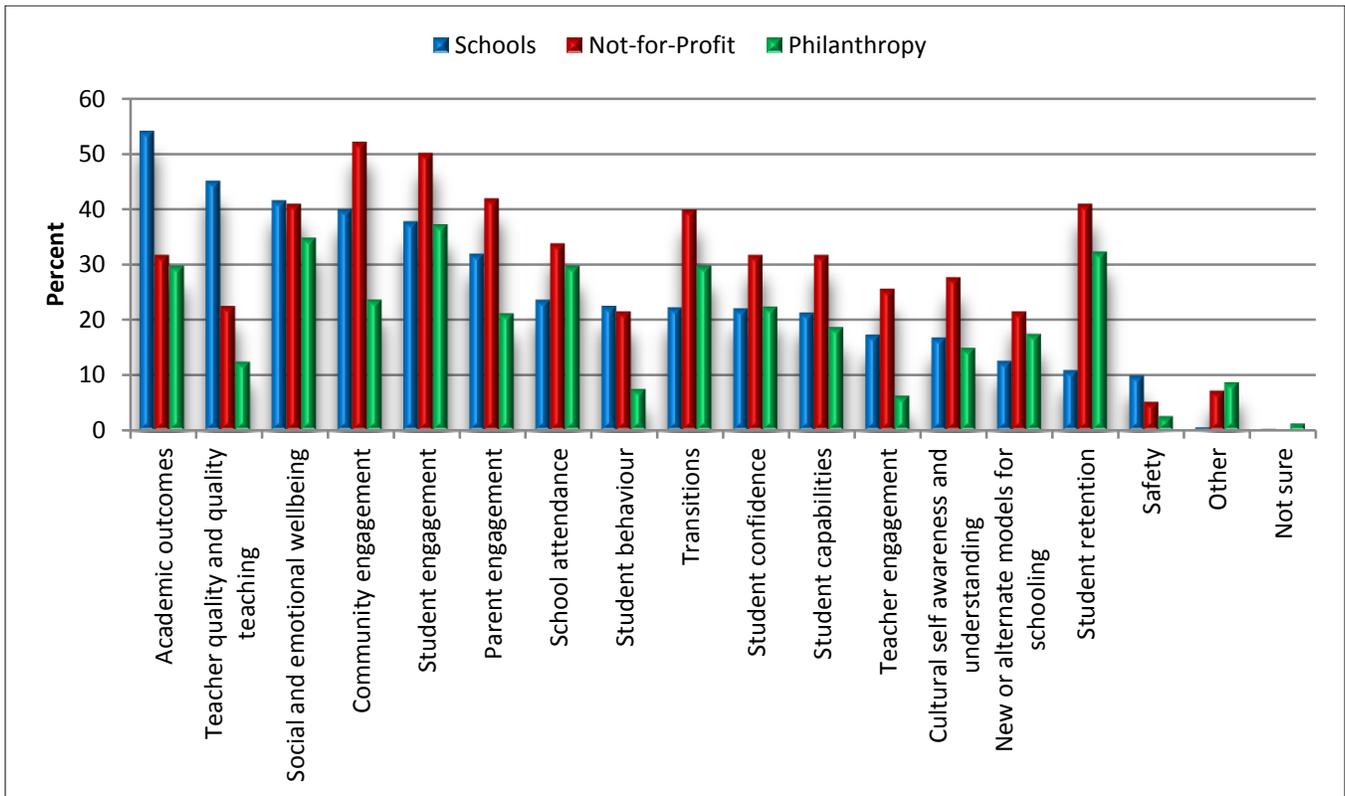
This section presents the results of responses to these areas from the perspective of schools, not-for-profits and philanthropics.

Student outcomes

What were respondents trying to change or strengthen to improve outcomes for students? Was it student engagement; student confidence; school attendance; teacher quality and quality teaching or some other area of focus? What were respondents particularly focused on in 2013? The school, not-for-profit and philanthropic respondents were given the same list of sixteen items, plus 'not sure' and 'other' to help us determine their focus. They could select as many items from the list as were applicable to them.

We acknowledged that respondents might seek to improve many, if not all, of the outcomes in the list. However, for various reasons, respondents could have specific key areas of focus for the year, and it is these which we were most interested in knowing about. Figure 3 compares the school, not-for-profit and philanthropic responses and highlights the synergies and differences across these groups.

Figure 3: Key educational outcome areas of focus for schools, not-for-profits and philanthropy



Top 5 outcomes by respondent group

Table 1 brings these similarities and differences apparent in Figure 3 into sharper focus. The table compares the top five most frequently selected items by each group. In addition, it shows the frequency for each item across the groups. For example, philanthropic respondents selected ‘student engagement’ the most frequently (1st). This item was 5th most frequently selected by schools and 2nd most selected by not-for-profits.

Table 1: Top five most frequent key educational outcome areas of focus by respondent group

Outcomes (School)			Outcomes (Not-for-profit)			Outcomes (Philanthropic)		
1. Academic outcomes (54%)	=5	=7	1. Community engagement (52%)	4	6	1. Student engagement (37%)	5	2
2. Teacher quality and quality teaching (44%)	12	9	2. Student engagement (50%)	5	1	2. Social and emotional wellbeing (34%)	3	3
3. Social and emotional wellbeing (41%)	2	=4	3. Parent engagement (42%)	6	8	3. Student retention (32%)	15	=4
4. Community engagement (40%)	6	1	=4. Social and emotional wellbeing (41%)	3	2	4. Transitions (e.g. into school, within school, post school or learn pathways) (31%)	9	5
5. Student engagement (38%)	1	2	=4. Student retention (41%)	15	4	=5. Academic outcomes (30%)	1	=7
			5. Transitions (e.g. into school, within school, post school or learn pathways) (40%)	9	4	=5. School attendance (30%)	7	6

There were more similarities than differences in the areas of focus across the responses. Notable points of difference were the schools' focus on 'academic outcomes' (1st) and 'teacher quality and quality teaching' (2nd) issues. The latter of these was 12th most frequent overall for philanthropy and 9th most frequent for not-for-profit respondents. Conversely, 'student retention' was the 4th most frequent for both the not-for-profit and philanthropic groups, but 15th most frequently ticked by school respondents.

Few respondents elected to write ‘other’ outcomes. Those that did provided items that were typically variations of categories already in the list. (One exception was the mention of ‘spiritual’ wellbeing or ‘faith’ as a focus.)

We acknowledge that local level outcome areas of focus will (and need to) be specific, but for reporting purposes we have, by-and-large, tried to remain at a ‘helicopter’ level.

Outcomes by urban/non-urban and school sectors

There were no significant differences when comparing key outcome areas of focus across sectors. Nor were there differences when comparing urban and non-urban school respondents. (Note: Overall, there was almost a 50:50 split between urban and non-urban school responses). There was, however, one exception. The percentage of schools that indicated a focus on ‘school attendance’ was significantly higher from non-urban school respondents (61%) than from their urban school respondent counterparts (38%).

Outcomes by ICSEA value

There were significant differences in the most frequent key outcome areas of focus for schools with ICSEA values 999 or lower when compared to those from schools with ICSEA values of 1000 or higher. The three largest differences are shown in Table 2.

Table 2: Outcomes as a focus by ICSEA value

Outcome	ICSEA (999 or lower)	ICSEA (1000 or higher)
Student behaviour	80%	20%
School attendance	78%	22%
Student retention	74%	26%

Student capabilities

Within the list of potential outcomes was the item 'student capabilities'. If respondents ticked this item as a key outcome area of focus, they were prompted to indicate which particular capabilities from a list of nine possibilities. They could tick as many as applicable and were also given the opportunity to write their own 'other' capability or to tick 'not sure'. Student capability items were:

- Critical and creative thinking
- Ethical understanding
- Functional literacy
- Functional numeracy
- Information and communication competence
- Intercultural understanding
- Personal and social competence
- Resilience
- Resourcefulness
- Not sure
- Other capability (please state)

One hundred and thirty-six (136) respondents identified student capabilities as a key area of focus (90 schools; 31 not-for-profits and 15 philanthropics). The capabilities of 'resilience' and 'personal and social competence' (74%) were the most frequently ticked by not-for-profit respondents. Similarly, these capabilities were the most frequent for school respondents ('resilience', 87% and 'personal and social competence', 83%). The capabilities of 'critical and creative thinking' (80%) and 'functional literacy' and 'functional numeracy' (both at 78%) were the *next* most frequently ticked by schools. For the fifteen (15) philanthropic respondents, 'functional literacy' had the highest frequency, followed equally by 'functional numeracy' and 'resilience'.

Capabilities: urban/non-urban; school sectors; ICSEA value

Overall, the types of student capabilities that schools focus on are not influenced by their location or ICSEA values. Any differences were a matter of emphasis.

Urban/non-urban: Forty-nine (49) of the school respondents who selected 'student capabilities' came from an urban area and forty-one (41) came from a non-urban area. 'Resilience' was the most frequently selected item for both urban and non-urban schools (84% and 90% respectively) and 'personal and social competence' had the second highest frequency for both (80% urban and 85% non-urban). However, this item was selected as often as 'critical and creative thinking' in non-urban schools (85%) and to 'functional numeracy' in urban schools (80%). 'Functional literacy' had the third highest frequency for both urban and non-urban schools (78% and 83% respectively).

School sector: There were no significant differences in responses when analysed by school sector. Of the ninety (90) school respondents who selected 'student capabilities', seventy four (74) were from government schools; eleven (11) from independent schools; and five (5) from Catholic schools (a slightly higher proportion, at 82%, of government schools compared with the overall school respondent breakdown by sector). The five (5) Catholic respondents selected 'functional literacy and numeracy' the most. The most frequent capabilities noted by the eleven (11) independent school respondents were 'functional literacy' and 'personal and social competence'.

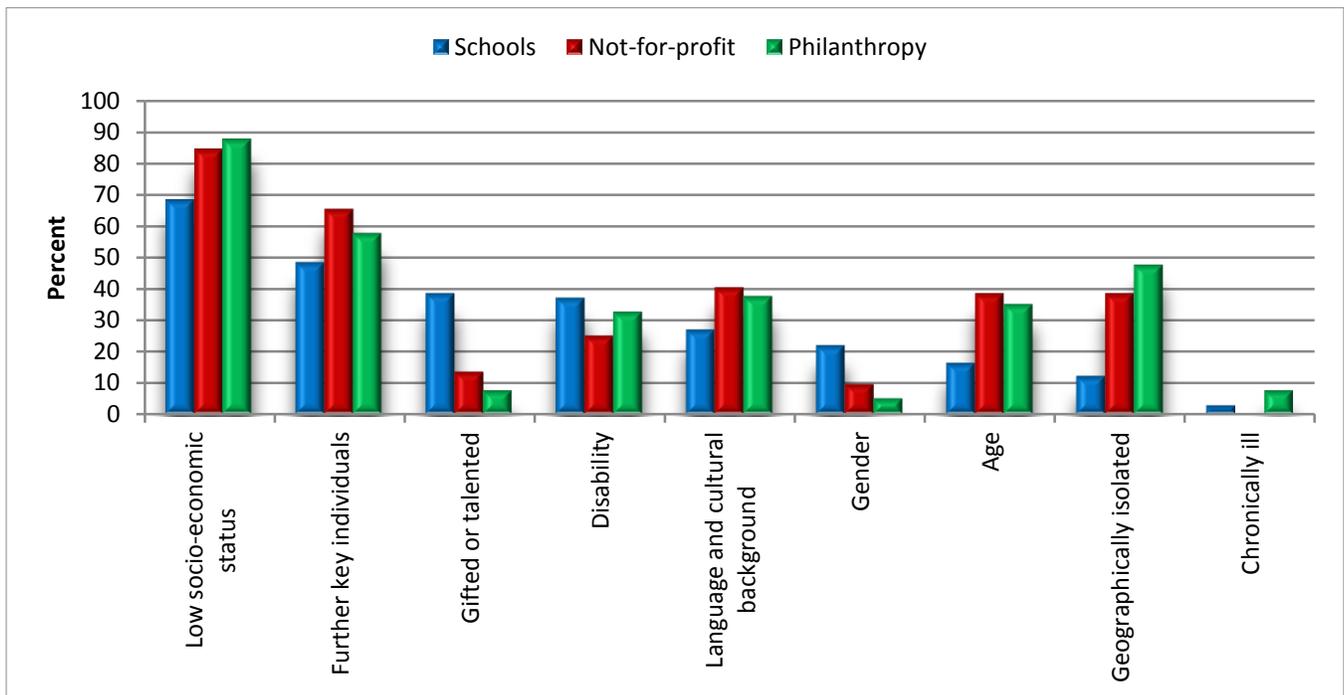
ICSEA value: Seventy-five (75) schools responding to the 'student capabilities' item had an identifiable ICSEA value. Forty-eight (48) schools or 64% had a value of 999 or lower and twenty-seven (27) or 36% had a value of 1000 or higher. For those schools with an ICSEA value of 999 or below, 'functional numeracy' and 'functional literacy' had the highest equal frequency (both at 90%). The capabilities of 'resilience' (88%) and 'critical and creative thinking' (86%) were the next most frequently selected. For schools with ICSEA values of 1000 or higher it was the capabilities of 'critical and creative thinking' (89%), followed by 'resilience' (85%) and 'personal and social competence' (70%) that were the next most selected. For these schools, the student outcomes of 'numeracy' and 'literacy' ranked equal fifth.

Improving outcomes for specific individuals or groups

We asked whether respondents were trying to improve the outcomes highlighted in their previous response for specific individuals or groups (e.g. by age, low SES, gender). Across the respondent groups, the majority indicated ‘yes’: schools (56%); not-for-profits (82%) and philanthropics (82%).

Figure 4 presents the specific individuals or groups that are a focus for the school, not-for-profit and philanthropy respondents.

Figure 4: Improving outcomes for specific individuals or groups



Low socio-economic status as a focus

‘Low socio-economic status’ was the most frequently identified as a focus across all respondent groups (schools 68%; not-for-profits, 84% and philanthropy, 88%).

Of those schools that selected ‘low socio-economic status’, eighty-five (85) had an identifiable ICSEA value and of that number, sixty-nine (69) or eight-one percent (81%) had an ICSEA value of 999 or lower. There were no significant differences between urban and non-urban schools (at 46% and 54% respectively) and in terms of breakdown of school sectors in relation to selection of this focus, there was a slightly higher

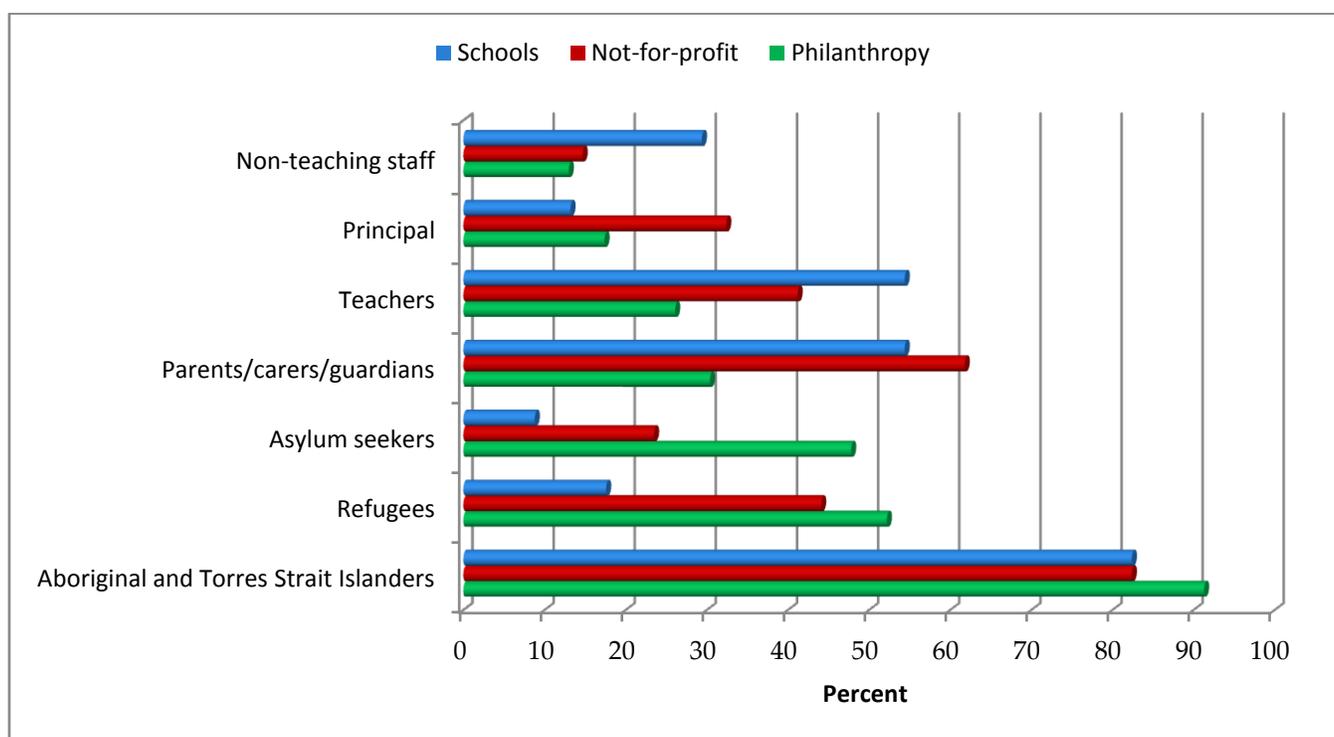
proportion, at 88%, of government schools compared with the overall school respondent breakdown by sector.

Further key individuals or groups as a focus

A focus on ‘further key individuals or groups’ was the next most frequent item ticked across the respondent groups (schools 48%; not-for-profits, 65% and philanthropy, 58%).

Of those who ticked ‘further key individuals or groups’ the most cited was ‘Aboriginal and Torres Strait Islanders’ (schools, 82%; not-for-profits, 82% and philanthropy 91%). Figure 5 also shows these results.

Figure 5: Further key individuals or groups as a focus



We invited respondents to indicate to whom they were referring by ticking ‘non-teaching staff’. Virtually all the school respondents referred to ‘teacher aide’ or ‘education assistant’ type roles. The three respondents from philanthropy referred to ‘business managers’, ‘librarians’ and ‘any group related to education’. While the not-for-profit responses tended to be focused on ‘careers’ and ‘transition’ type roles.

A small number of respondents made use of the ‘other’ category option when considering ‘further key individuals and groups’. The responses here from not-for-profits and philanthropics tended to take a

broader approach (e.g. 'community and local business'; 'disengaged or disadvantaged'). The five school responses expanded the category of 'parent/carers/guardians' to 'families'. They identified a specific nationality of focus and also added 'students' with a specific sub-category (e.g. with 'mental health issues') to the list.

Language and cultural background

Seventy-four (74) respondents ticked 'language and cultural background' as a focus (38 schools; 21 not-for-profits and 15 philanthropics). More specifically, these respondents were invited to identify whether they had a focus on any particular background: 'Cultural and Linguistically Diverse' (CALD); 'English as an Additional Language' (EAL); 'Language Backgrounds other than English' (LBOTE) or 'Non-English Speaking Background' (NESB).

The most frequent response was CALD from not-for-profits (20 responses) and from philanthropy (14 responses). NESB was the most frequent from school respondents (30 responses), very closely followed by CALD and LBOTE (both with 28 responses). The least frequent from the four categories was EAL for all three respondent groups (24 responses from schools, 10 responses from not-for-profits and 2 responses from philanthropy).

Respondents were also given the opportunity to write their own 'other' option. Only a few respondents did so, highlighting 'non-standard Australian English', Indigenous language and language of the hearing impaired, such as Auslan.

Geographically isolated as a focus

A focus on the 'geographically isolated' represented about one third of the not-for-profit responses (38%), about half of the responses from philanthropy (48%) and twelve percent (12%) of school responses.

Gender

Gender was a focus for thirty-eight (38) respondents (31 schools, 5 not-for-profits and 2 philanthropics). Schools had a greater focus on males than females (23 male, 7 female). Both the responses from philanthropy had a specific focus on females. The not-for-profit responses indicated a focus on females (3) and males (2). But the numbers are very low for this sub-category, so no conclusions can or should be drawn from it.

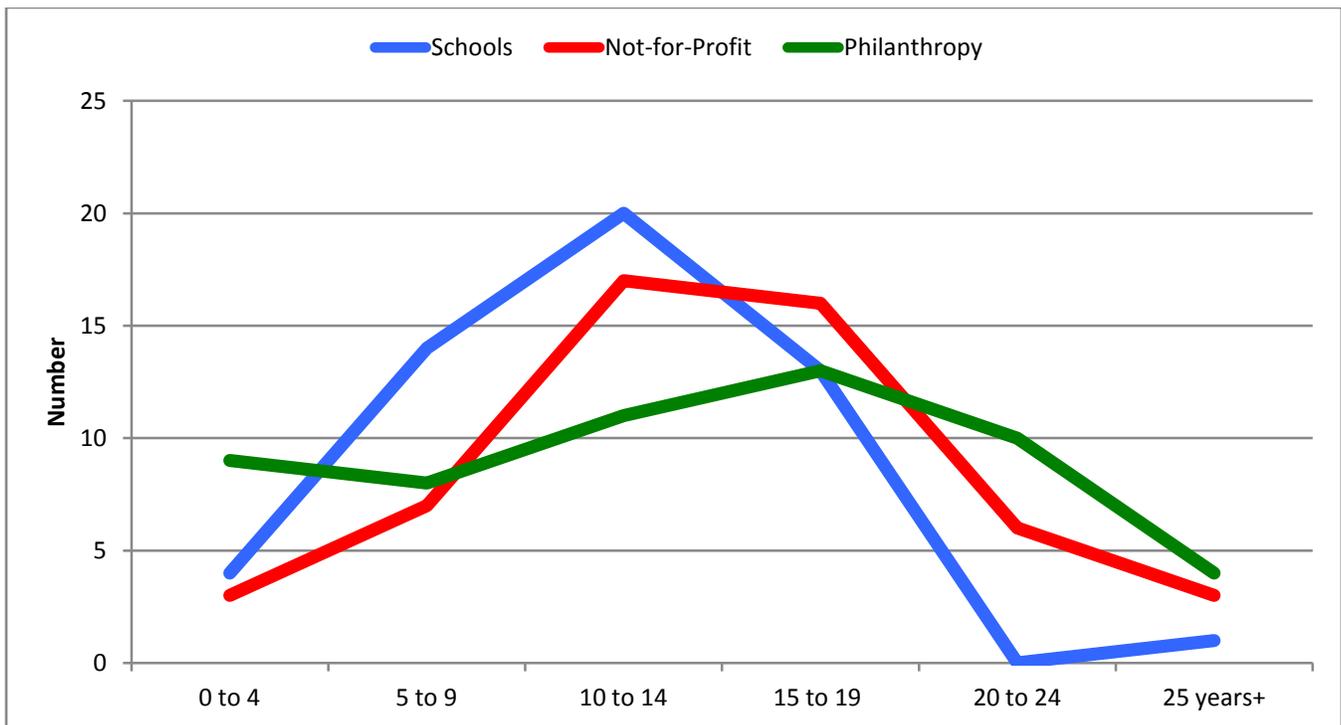
Age

Age was a focus for fifty-seven (57) respondents (23 schools, 20 not-for-profits and 14 philanthropics). Thinking about the outcomes they were especially focused on in 2013, these respondents were invited to indicate which age range(s) they were seeking to target:

- 0 to 4 years of age
- 5 to 9 years of age
- 10 to 14 years of age
- 15 to 19 years of age
- 20 to 24 years of age
- 25 years+

Figure 6 compares the focus on age groups for school, not-for-profit and philanthropic respondents.

Figure 6: Age groups as a focus



All age groups were represented in the philanthropic and not-for-profit responses, as they were in the school responses (with the exception of the 20 to 24 years of age group in school responses). Typically, there was a tapering off of responses at either end of the age range.

The majority of the school responses clustered across the age groups of 5 and 19 years of age, with the greatest number of responses falling within the 10 to 14 years of age group (20 responses). The most frequent not-for-profit responses were between 10 to 14 years of age (17 responses) and 15 to 19 years of age (16 responses).

Philanthropy responses spanned all age ranges, coalescing mostly across three age group categories from 10 to 24 years of age. The most frequent number of responses was found at the 15 to 19 years of age group (13 responses).

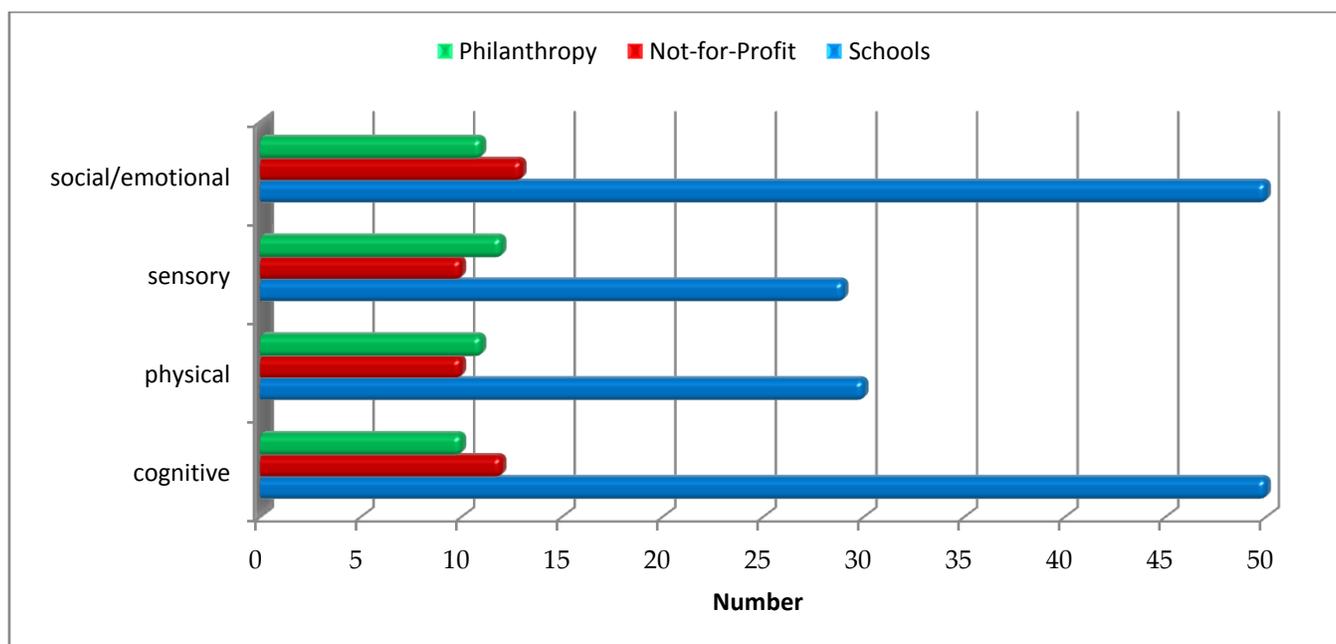
Disability

Disability was a focus for seventy-eight (78) respondents (52 schools, 13 not-for-profits and 13 philanthropics). We used the categories of disability that the Standing Council on School Education and Early Childhood (SCSEEC) agreed on for nationally consistent collection of data on school students with a disability. These categories are:

- Physical (e.g. neurological)
- Cognitive (e.g. intellectual, learning)
- Sensory (e.g. visual impairment; hearing impairment)
- Social/emotional (e.g. behavioural disorders, speech and language impairments; developmental delay)

Figure 7 shows the distribution of responses by category and by respondent group.

Figure 7: Disability areas of focus



'Social/emotional' and 'cognitive' disabilities were the most frequently identified by schools and not-for-profits. The philanthropic responses were almost evenly spread across each category.

As with several of the sub-categories in this section of the report, the total number of respondents identifying, in this case disability as a focus, was low, which limited the analyses that could be undertaken..

Chronically ill

Of those respondents who indicated they were seeking to address outcomes for specific individuals or groups, the 'chronically ill' were the least identified across the categories (4 school responses, 0 not-for-profit responses and 3 responses from philanthropy).

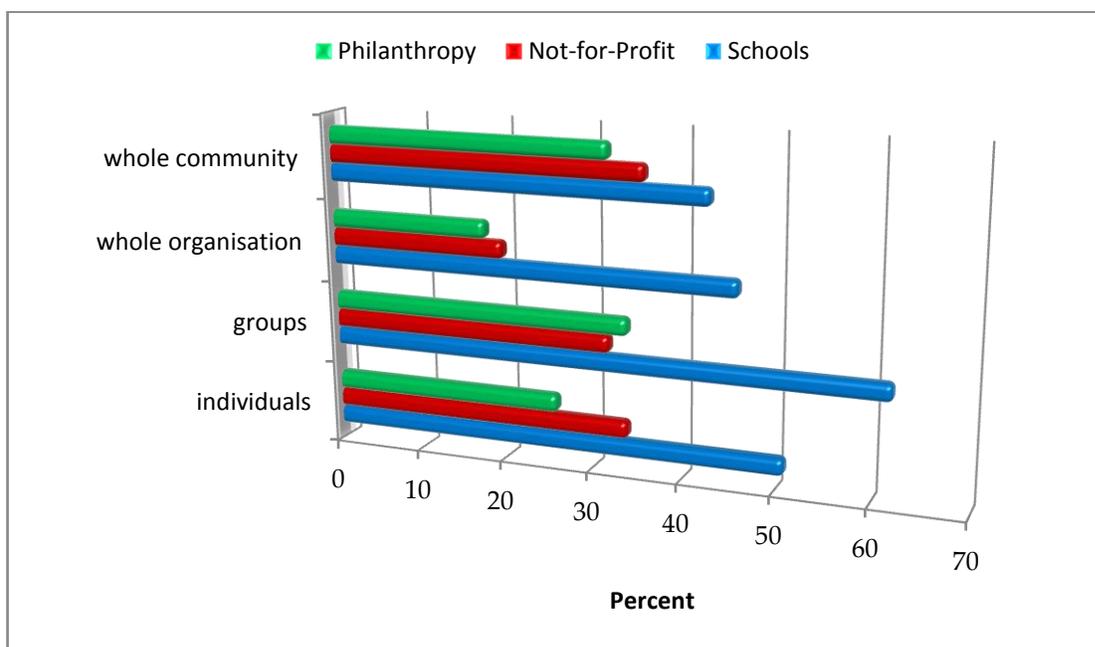
Gifted and talent

The percentage of school responses was significantly higher for 'gifted and talented' as a focus than it was for the other two respondent groups (38% for schools, 7% for not-for-profits, and 8% for philanthropics).

Scale of reach

Overall, not-for-profit respondents were targeting ‘whole of community’ (38%), as well as ‘individuals’ (34%) and ‘groups’ (32%), more so than ‘whole of organisation’ (20%). Philanthropic responses showed slightly more emphasis on ‘groups’ (34%) than ‘whole of community’ (32%), followed by ‘individuals’ (26%), with the least targeted being ‘whole of organisation’ (18%). Schools were targeting groups (62%), then individuals (51%) and ‘whole of organisation’ (46%), closely followed by targeting ‘whole of community’ (44%). (See Figure 8)

Figure 8: The scale of reach as a focus



Types of support sought

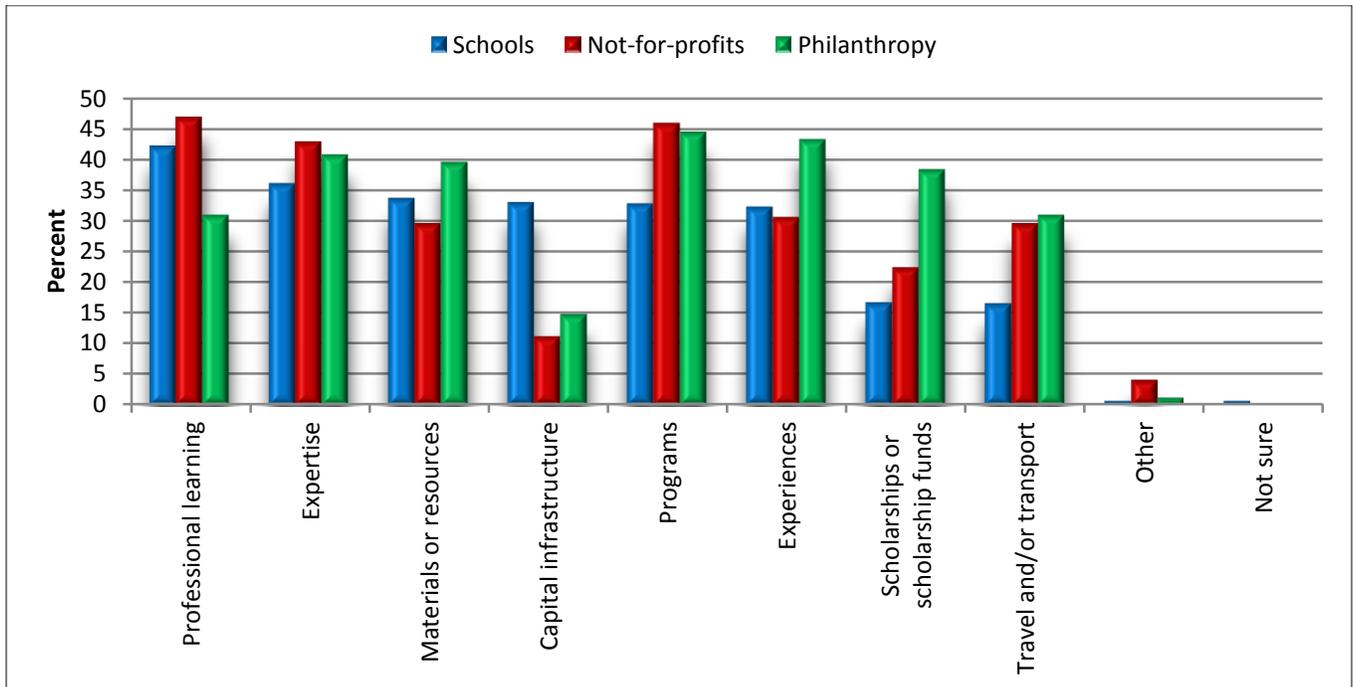
Respondents had been asked to think about what change they were trying to bring about (e.g. improve student capabilities). They were then asked whether these outcomes were being sought for specific individuals or groups (e.g. refugees). Following this, they were asked whether there were particular types of support that might help them improve these identified outcomes.

To facilitate the gathering of this information, eight types of support were listed. Previous LLEAP findings had shown these as recognisable types of support sought by schools and not-for-profits, although we acknowledge that they could be subsets of each other. Types of support were listed as:

- Capital infrastructure (e.g. buildings; maintenance of building and grounds; building adaptations to cater for all learners)
- Experiences (e.g. excursions, incursions, tours, camps, exchanges: country/city, international)
- Expertise (e.g. tutors, mentors, Elders, artists)
- Materials or resources (e.g. books, uniforms, school fees, computers/ipads, assistive technologies)
- Professional learning (e.g. to build individual or organisational capacity)
- Programs (e.g. social and emotional wellbeing program offered by a not-for-profit; new school-led project)
- Scholarships or scholarship funds (e.g. to support individuals to complete school or pursue talents)
- Travel and/or transport (e.g. to overcome isolation issues, to broaden learning opportunities)

Figure 9 shows the types of support sought from schools and not-for-profits and what types of support philanthropic respondents could give within their eligibility and guideline requirements.

Figure 9: Types of support sought



As the figure above illustrates, there is a degree of disconnect between what is sought and what could be given. Schools (42%) were especially seeking support for professional learning (e.g. to build individual or

organisational capacity). This was also the greatest type of support sought by not-for-profits (46%). For philanthropic respondents, however, 'professional learning' was the *sixth* most frequently selected.

Philanthropy respondents could support discrete 'programs' (44%) or potentially 'one-off' types of support that may help overcome a barrier for particular individuals or groups – 'experiences' (43%); access to 'expertise' (40%); 'materials or resources' (40%).

The greatest synergy across the three groups was around 'expertise' as a type of support (36% schools; 42% not-for-profits and 40% philanthropy). The greatest gaps can be seen between school and philanthropy responses around the categories of 'capital infrastructure' (32% of schools compared to 14% of philanthropics) and 'scholarships or scholarship funds' (16% of schools compared to 38% of philanthropics). It should be acknowledged, however, that scholarships vary significantly in their scope. For example, the support for individuals to complete school or pursue talents may encompass more than financial support alone. Some scholarships may also include other forms of support, such as access to a mentor.

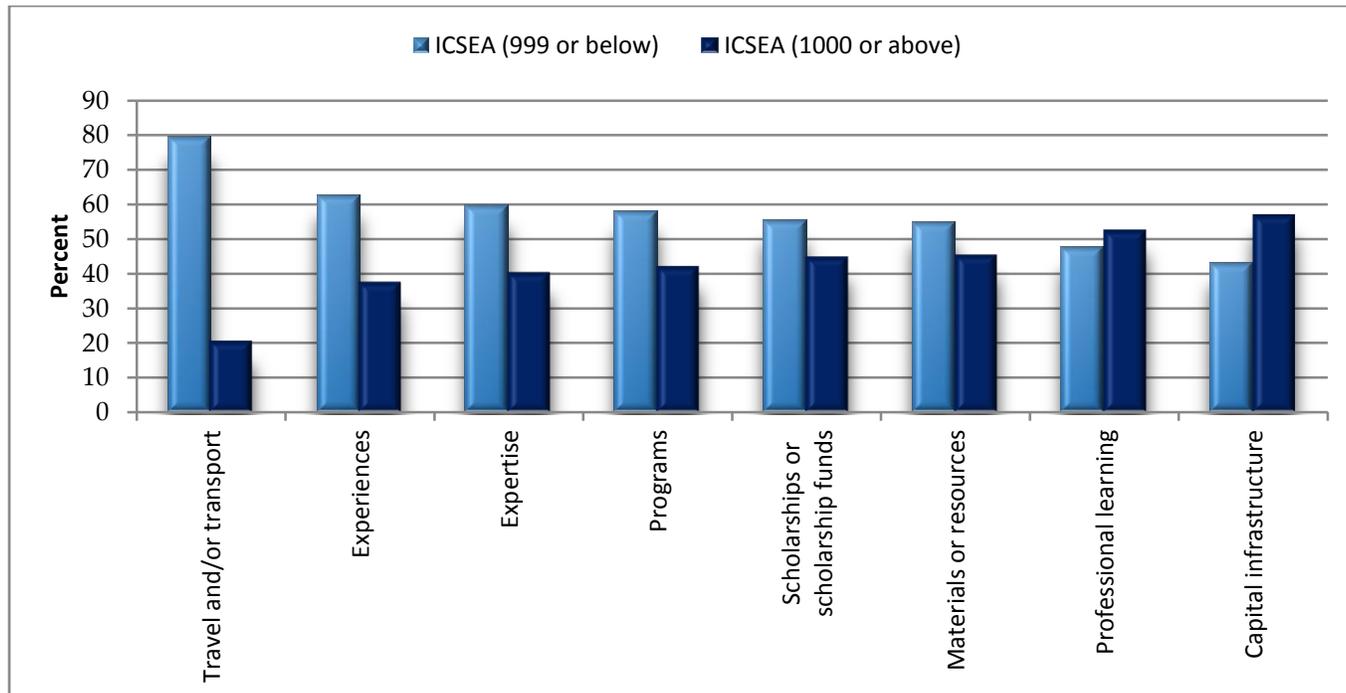
Types of support by urban/non-urban and school sectors

There were no significant differences in the types of support when comparing urban and non-urban school respondents or school sectors. The one exception to this was the percentage of non-urban (66%) compared to urban (33%) school respondents seeking 'travel and/or transport' support to overcome, for example, isolation issues and to broaden learning opportunities.

Types of support by ICSEA value

As with the urban/non-urban point of difference, 'travel and/or transport' was identified as of greater need to respondents, on average, from schools with ICSEA values of 999 or lower than those schools with ICSEA values of 1000 or higher. This was also the case for all items, with the exception of 'professional learning' and 'capital infrastructure', which were identified as of greater importance to schools with an ICSEA value of 1000 or higher. (See Figure 10)

Figure 10: Types of support by ICSEA value

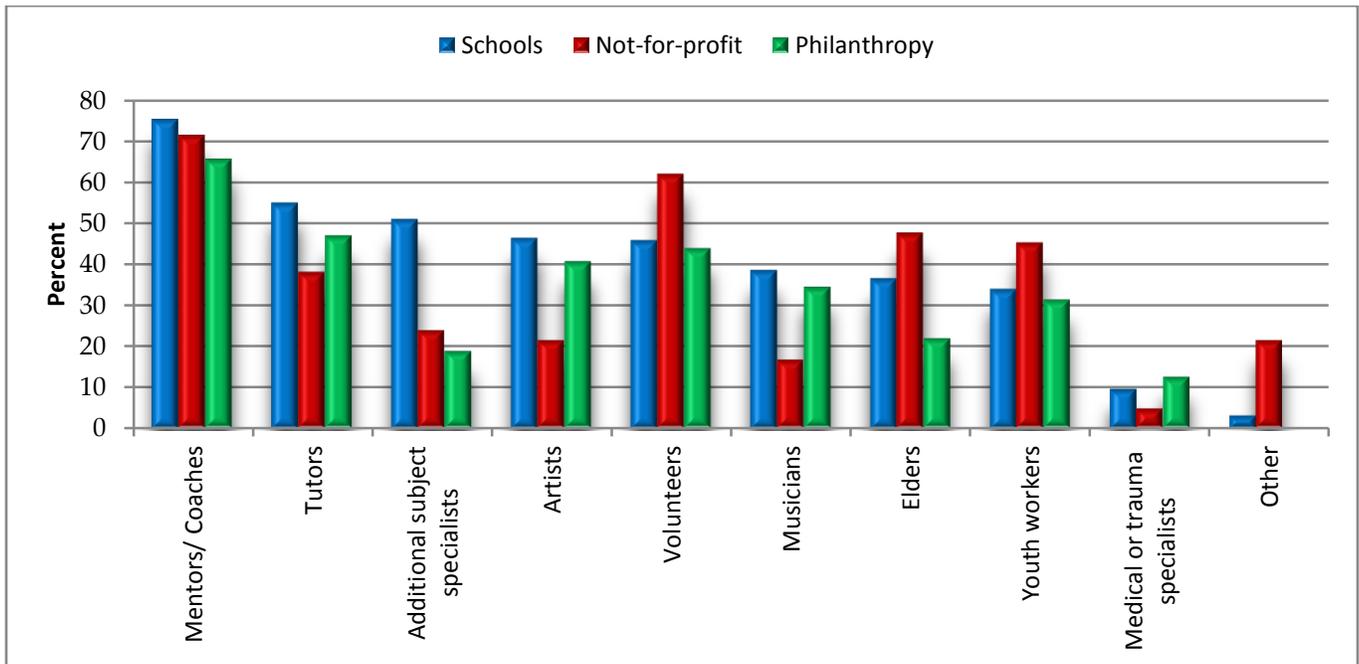


Three types of support that respondents could choose from were also accompanied by a follow-up question seeking more specific information: ‘expertise’, ‘programs’ and ‘materials or resources’. The main observations from the analysis of each are outlined below.

Expertise support

Two hundred and twenty-seven (227) respondents identified ‘expertise’ as a type of support needed to help achieve certain outcomes (153 schools; 42 not-for-profits and 32 philanthropics). An overall observation is that every type of expertise was selected to some degree across all respondent groups. The most frequently sought expertise is for ‘mentors or coaches’ (75% schools; 71% not-for-profits; 66% philanthropics). (This type of expertise is not mutually exclusive from the specific expertise that might be offered by for example ‘Elders’ or ‘volunteers’ - see Figure 11.)

Figure 11: Types of expertise sought



A small number of school and not-for-profit respondents provided even more specific details about the expertise they needed. These schools reported they were seeking ‘an academic partner’ and allied health professionals (‘social workers’, ‘speech pathologists’). Not-for-profits tended to identify people with specific skill sets and backgrounds (e.g. ‘digital online engagement expertise’, ‘Indigenous education advisors’, ‘business leaders’), as well as ‘in-house’ staffing expertise to assist implement their program (e.g. ‘a regular paid person who can visit schools to do talks/demos’).

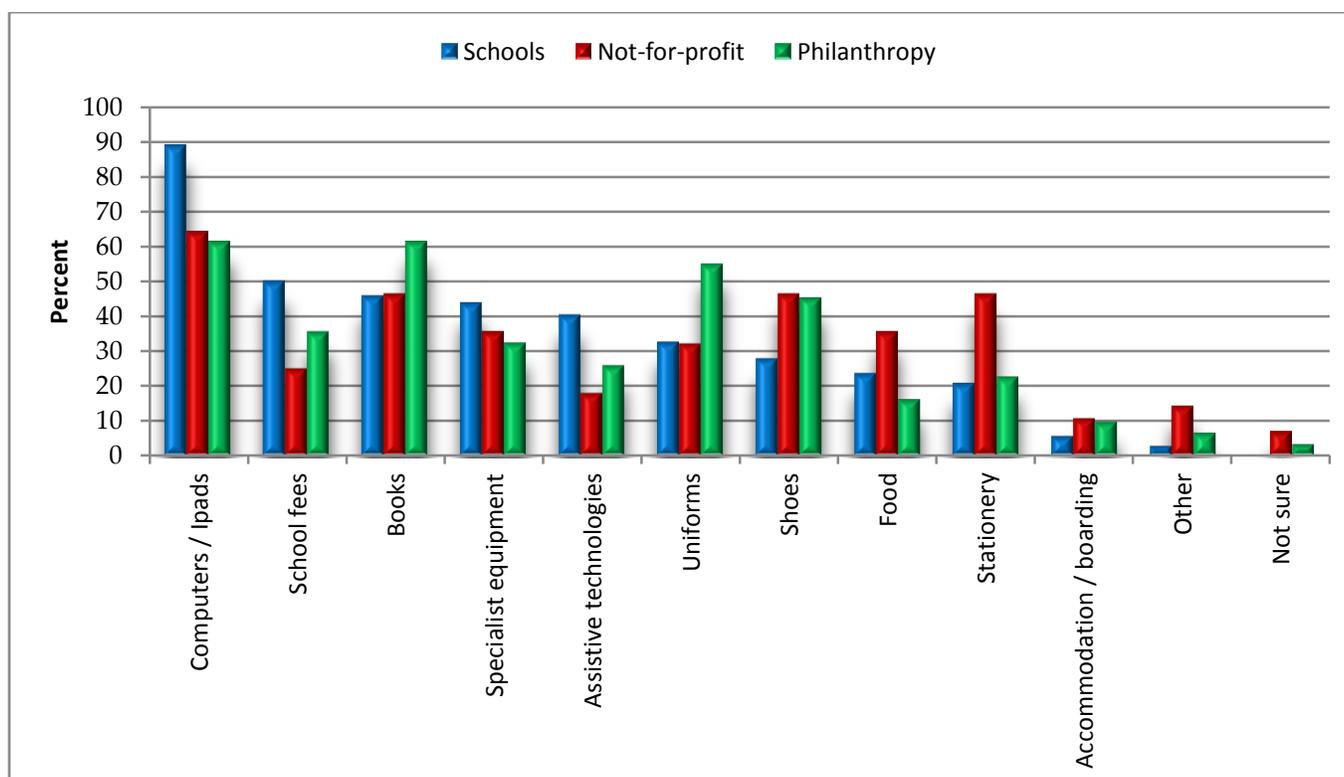
Expertise sought by urban/non-urban, school sectors and ICSEA value

There were only small differences in the most frequent types of expertise sought when analysed by urban/non-urban and school sectors. Schools with ICSEA values of 999 or lower identified ‘tutors’ second to ‘mentors’ in frequency, schools with higher values selected ‘additional subject specialists’.

Materials or resources support

When asked about what ‘materials or resources’ could help improve outcomes for students, two hundred and three (203) responses were provided (144 schools; 28 not-for-profits and 31 philanthropics). (See Figure 12)

Figure 12: Materials or resources sought and provided



A feature of these results is the need to access basic materials or resources required to help students ‘fit in’ or ‘participate’ in school, or to help families overcome some of the financial burden that comes with the purchase of such items as uniforms, shoes and books. Prominent in the list of materials and resources sought, and those provided, is assistance in sourcing ‘computers/ipads’ (89% schools; 64% not-for-profits and 61% philanthropics).

More detailed information was invited from respondents if they ticked ‘specialist equipment’ or ‘assistive technologies’. Analysis of these free text responses showed just how diverse and specific these forms of support can be. Specialist equipment included such items as: adjustable furniture; switches; calculators for various scientific or mathematical needs; upgrades to sporting equipment; interactive whiteboards; age and developmentally relevant playground equipment; film and television related equipment; musical

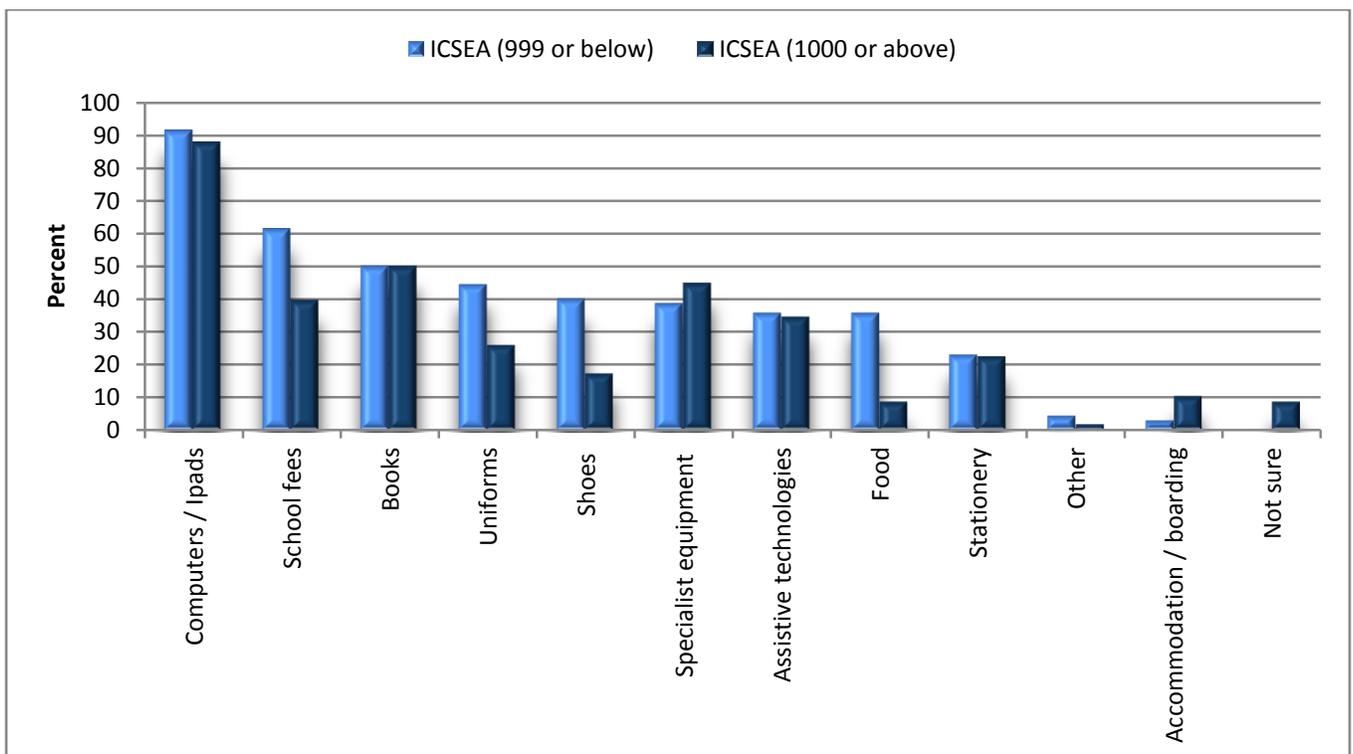
instruments; garden materials; or different programs or project-based equipment (e.g. medical learning resources). Assistive technologies included voice output devices and other types of communication aides, such as large keyboards and screens for the visually impaired and sound amplification devices for the hearing impaired.

Materials or resources sought by ICSEA value

As with the general school responses, schools with ICSEA values of 999 or lower also had ‘computers/lpads’, ‘school fees’ and ‘books’ as their top three most frequent needs. Unlike the general school responses, rounding out the top five most frequent responses was ‘uniforms’ and ‘shoes’. The general school responses showed ‘specialist equipment’ and ‘assistive technologies’ as filling these spots.

It is the need to attend to basic requirements for students, such as ‘uniforms’, ‘shoes’ and ‘school fees’ that are the key points of difference between schools with ICSEA values of 999 or lower compared to the higher ICSEA school values (see Figure 13).

Figure 13: Type of materials or resources needed by ICSEA value



Program support sought needed to improve student outcomes

Two hundred and twenty-five (225) respondents selected 'programs' as a type of support needed to help them improve particular student outcomes (144 schools; 45 not-for-profits and 36 philanthropics). These respondents were also invited to share the names of these programs. One hundred and seventy-four (174) did so (116 schools; 35 not-for-profits and 23 philanthropics).

Of the school respondents, ninety-four (94) were government schools; thirteen (13) Catholic; and nine (9) independent. A total of sixty-three (63) of the one hundred and sixteen (116) schools (or 54%) that identified 'programs' also identified as having an ICSEA value of 999 or lower.

Collectively, respondents wrote the names of two hundred and thirty-eight (238) programs (See Appendix 4). Often, more than one program was provided. Some respondents provided specific program names, such as 'Fogarty EDvance'; others simply identified areas of focus, such as 'Numeracy'.

The most frequently mentioned programs were:

'Positive Behaviour Support' (9 mentions) - School Wide Positive Behaviour Support (SWPBS) is a framework that helps schools to plan and implement practices across the whole school, to improve educational and behaviour outcomes for all students. The SWPBS framework is founded on a positive approach to whole school wellbeing with targeted approaches for students with higher levels of need.

'KidsMatter' (7 mentions) - KidsMatter is a mental health and wellbeing framework for primary schools and early childhood education and care services, and is designed to make a positive difference to the lives of Australian children. KidsMatter Initiatives have been developed in collaboration with Beyondblue, the Australian Psychological Society, Early Childhood Australia, Principals Australia and, with funding from, the Australian Government Department of Health and Ageing and beyondblue.

Including both the *specific* named programs and the *non-specific* generic responses, 56 out of the 116 school responses identified 'literacy' as an outcome area of focus – almost half of these had identified 'low SES' as a focus (25) - and 35 out of 116 identified 'numeracy'.

Not all the programs that philanthropic respondents supported were necessarily reported. In some cases, the number of programs would be high and consequently would have placed an excessive burden on respondents to note them all. However, based on the program information provided we undertook a 'light touch' investigation. Using publicly available information, we looked at what student outcome areas the programs appeared to have as a key focus (recognising that these programs may cross a number of outcome areas), as follows:

- The most frequent key student outcome appeared to be on improving 'student capabilities' (58 programs) - Examples: 'Cracking the code', 'Daily Five' (functional literacy); 'Bounce Back' (resilience); 'Broadening Horizons' (personal and social competence).
- Twenty-eight (28) programs seem to have an emphasis on improving 'transitions', whether this was within school or post-school-pathways – Examples: 'Aspirations'; 'Beyond the School Gates'; 'Rural Youth Mentoring'.
- A focus on 'social and emotional wellbeing' appeared evident also for twenty-eight (28) programs – Examples: 'Tuned in for Life', 'The Song Room'; 'Mpower for girls'.
- Twenty-five (25) programs focus on improving 'academic outcomes' – Examples: 'Bright Spots Schools'; 'AVID'; 'Fast Forward'.
- Twenty programs (20) have a focus on 'student engagement' (e.g. REAPing the Rewards, FRRR; 'Youth off the Streets Scholarships').
- Other outcomes we mapped across the programs listed included, improving 'community engagement'; 'parent engagement'; 'student attendance'; 'student retention'; 'student behaviour'; 'teacher quality and quality teaching'; 'safety'; 'new or alternate models for schooling' and 'cultural self awareness and understanding'.

How support is being used

Thinking about those outcomes that respondents were especially focused on in 2013, they were also asked to think about how they might use different types of support (e.g. access to particular expertise).

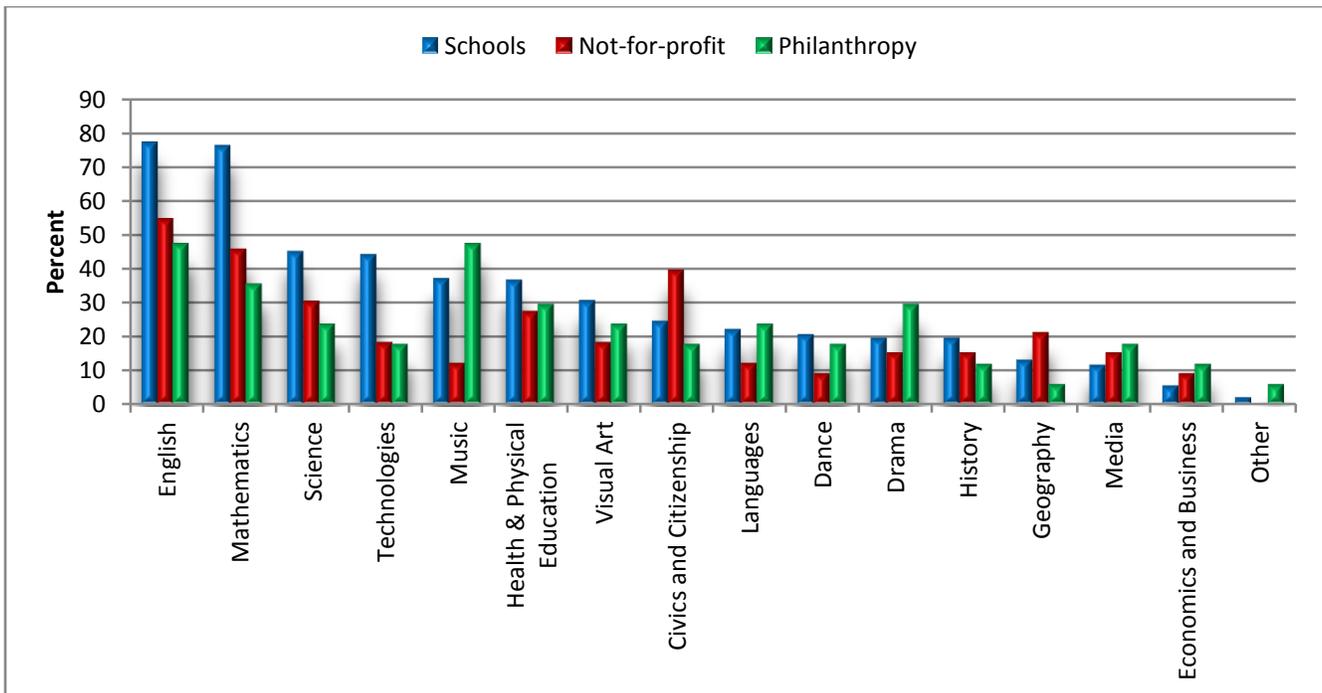
Might the types of support they needed be used to enhance specific curriculum learning areas or other learning and development areas, such as leadership development? Most of the school and not-for-profit respondents indicated 'yes' this was the case. Most of the philanthropics did not think their giving was

being used to enhance specific curriculum learning areas. They did think it was being used to enhance other aspects of learning and development.

As illustrated in Figure 14, prominent for schools was the use of additional support to assist in the curriculum areas of ‘English’ (77%) ‘Mathematics’ (76%) and ‘Science’ (45%) and ‘Technologies’ (44%). ‘English’ was also the most frequent for not-for-profits (54%), followed by ‘Mathematics’ (46%) and then ‘Civics and Citizenship’ (39%). The latter perhaps is consistent to many of the not-for-profits having a focus on ‘whole of community’ improvement.

Given that less than thirty-five percent (35%) of philanthropic respondents did not think their giving was being used to support aspects of the curriculum, it is perhaps not surprising to see the misalignment around the curriculum areas particularly of ‘English’, ‘Mathematics’, ‘Science and Technologies’. However, the philanthropic responses show generally good alignment with the school responses, especially with regard to ‘Music’, ‘Languages’ and ‘Dance’.

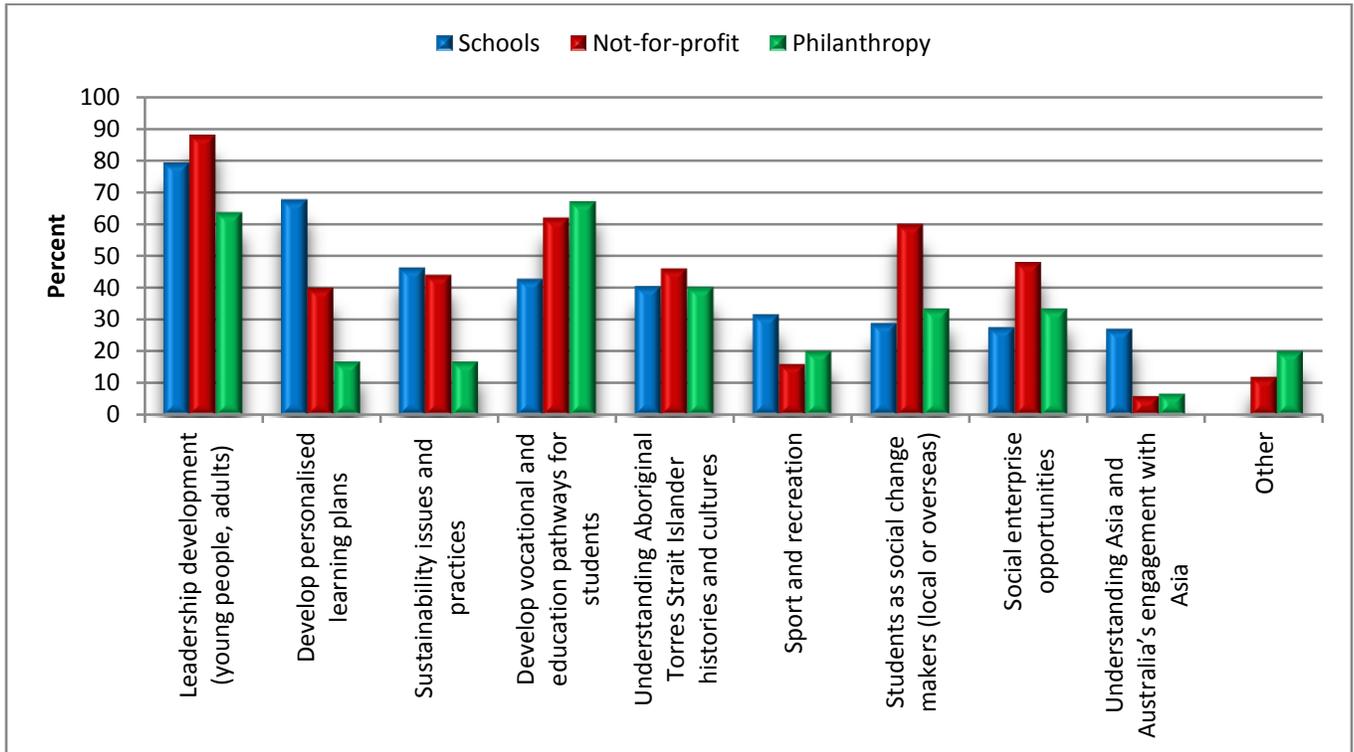
Figure 14: Using support to enhance curriculum learning areas



As illustrated in Figure 15, across all three respondent groups additional support is being used the most to enhance ‘leadership development’ (young people, adults). Related perhaps to the age groups that respondents especially focus on (see page 26), ‘vocational and education pathways for students’ shows a

good alignment between the groups. As does, ‘understanding Aboriginal and Torres Strait Islander histories and cultures’. Again, this could relate to the strong focus on improving outcomes for Aboriginal and Torres Strait Islander individuals or groups for respondents (see page 25).

Figure 15: Using support to enhance other learning and development areas



Where ‘other’ comments were made these tended to emphasise key topics or issues, for example, ‘marine science’; ‘marginalisation; homelessness’; ‘farming’ and ‘driver training’. Others chose to highlight use of support to develop particular skills or behaviours, for example, ‘emotion and behavior management skills’.

SECTION 3: CAPACITY ISSUES

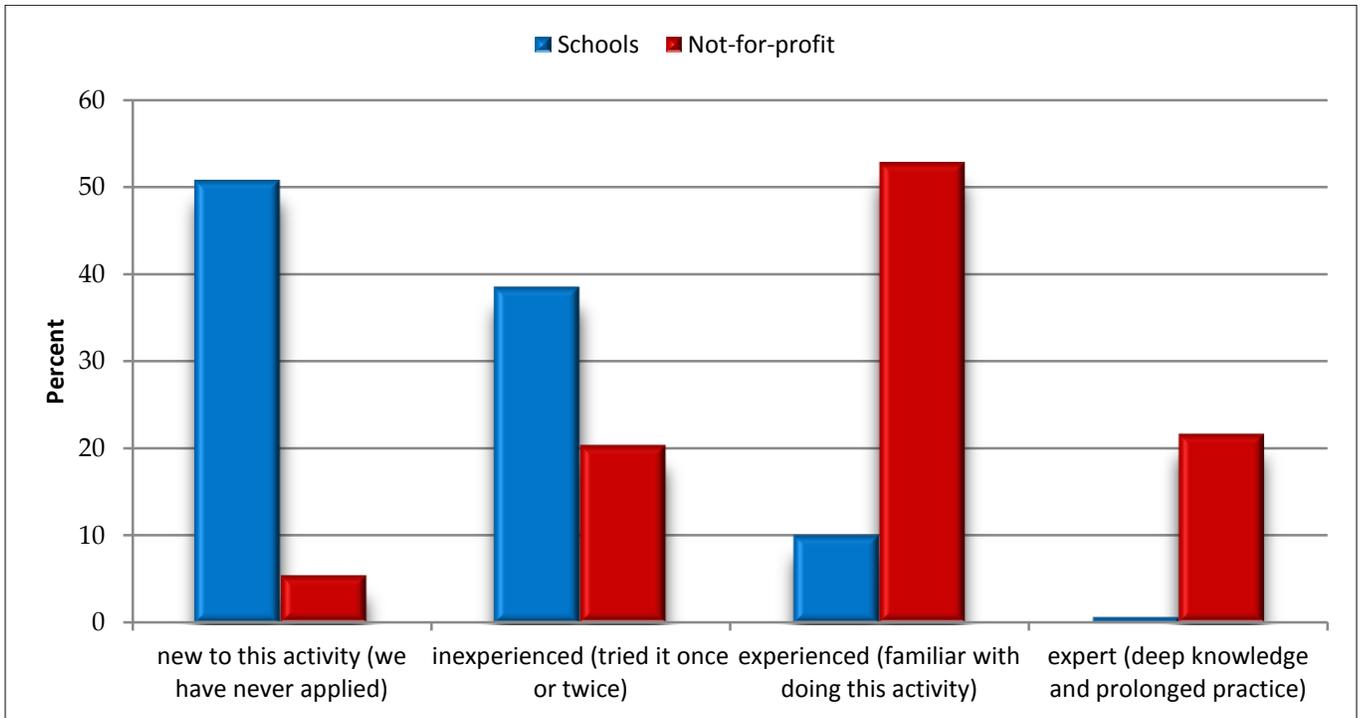
Introduction

This section covers issues associated with capacity building around resourcing, levels of experience and funding-related infrastructure. We gathered this information to develop clearer pictures of the current capacity respondents have to carry out their mission.

Level of experience

LLEAP has primarily focused on the structured and planned financial giving of philanthropy in education. One form of access to this type of additional support is through the seeking of and applying for grants. Each year we ask respondents what level of experience they would consider their school or not-for-profit organisation has in this area of grant seeking.

Figure 16: Level of experience in applying for philanthropic grants – schools and not-for-profits



Consistent with previous years, collectively, ninety percent (90%) of school respondents considered themselves to be new to this activity ('we have never applied') (51%) or inexperienced ('tried it once or twice') (39%). Ten percent (10%) perceived their school was experienced ('familiar with doing this activity')

and only one percent (1%) thought their school was expert ('deep knowledge and prolonged practice'). These percentages show very little shift from 2011 and 2012 (see Figure 16).

In contrast, and unsurprisingly, not-for-profit organisations have far greater experience than schools in this type of activity. Seventy-five percent (75%) of not-for-profit respondents considered their organisation to be experienced (53%) or expert (22%). Five percent (5%) considered their organisation to be new to this activity and twenty-percent (20%) considered they were inexperienced.

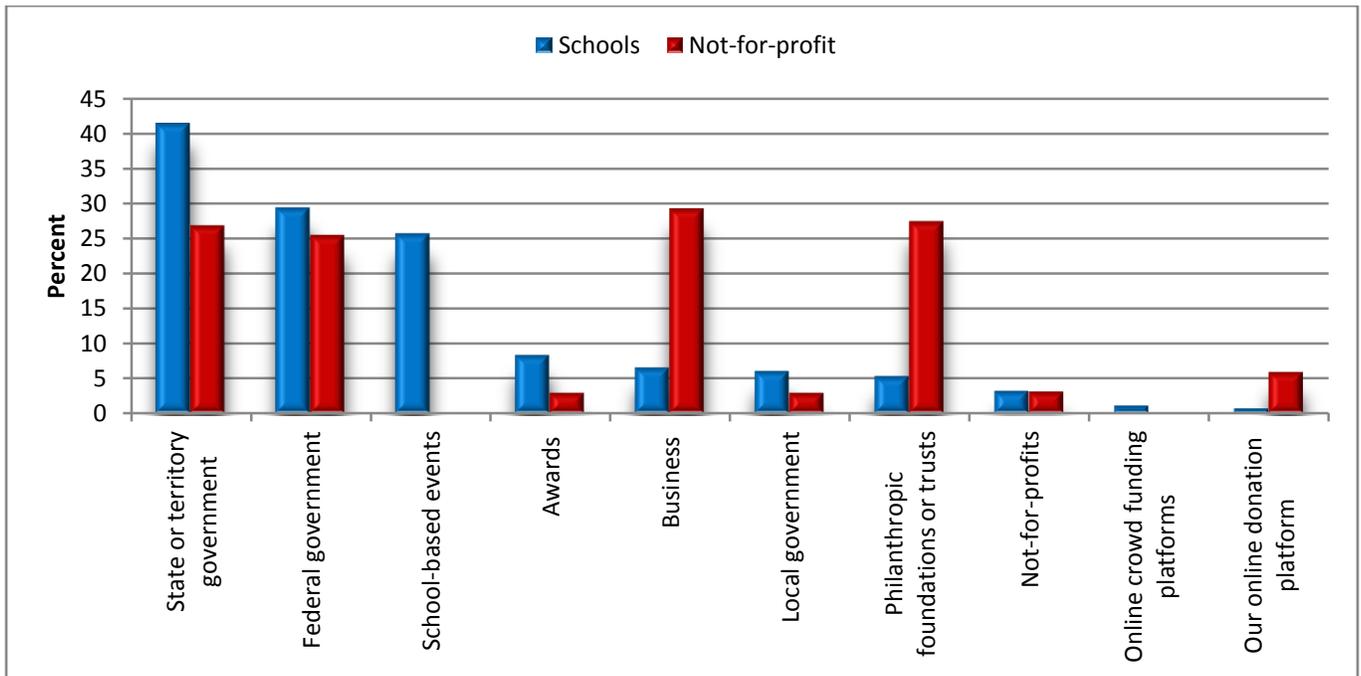
Additional education-related funding sources for schools and not-for-profits

Philanthropy is one of a number of avenues that schools and not-for-profits might pursue to address their needs. To situate philanthropy in this broader framework, we asked to what extent schools and not-for-profits generate additional education-related funding from the following sources:

- Awards (e.g. NAB Schools First partnership award)
- Business (sponsorship)
- Local government
- Online crowd funding platforms (i.e. crowd funding via another organisation's website)
- Our online donation platform (i.e. a donation facility on your own website)
- Not-for-profits (e.g. seed funding to do their program)
- Philanthropic foundations or trusts (e.g. grants)
- School-based events (e.g. fetes, fundraisers, leasing existing facilities)
- State or territory government

For each source, respondents were invited to select 'not at all', to a 'minor', 'moderate' or 'major' extent. Figure 17 presents the proportion of schools and not-for-profits that generated additional education-related funding to a 'major extent'.

Figure 17: Additional education-related funds sought (to a major extent)



The top three most frequent major sources of additional education-related funding for schools were ‘state or territory government’ (41%); ‘federal government’ (29%) and ‘school-based events’ (26%). There was a different picture for the not-for-profits. ‘Business’ (29%), ‘philanthropy’ (27%) and ‘state or territory government’ (26%) were the most frequently selected. Figures 18 and 19 show the proportion of schools and not-for-profits that generate funding to varying extents.

Figure 18: Extent schools generate additional education-related funding from different sources

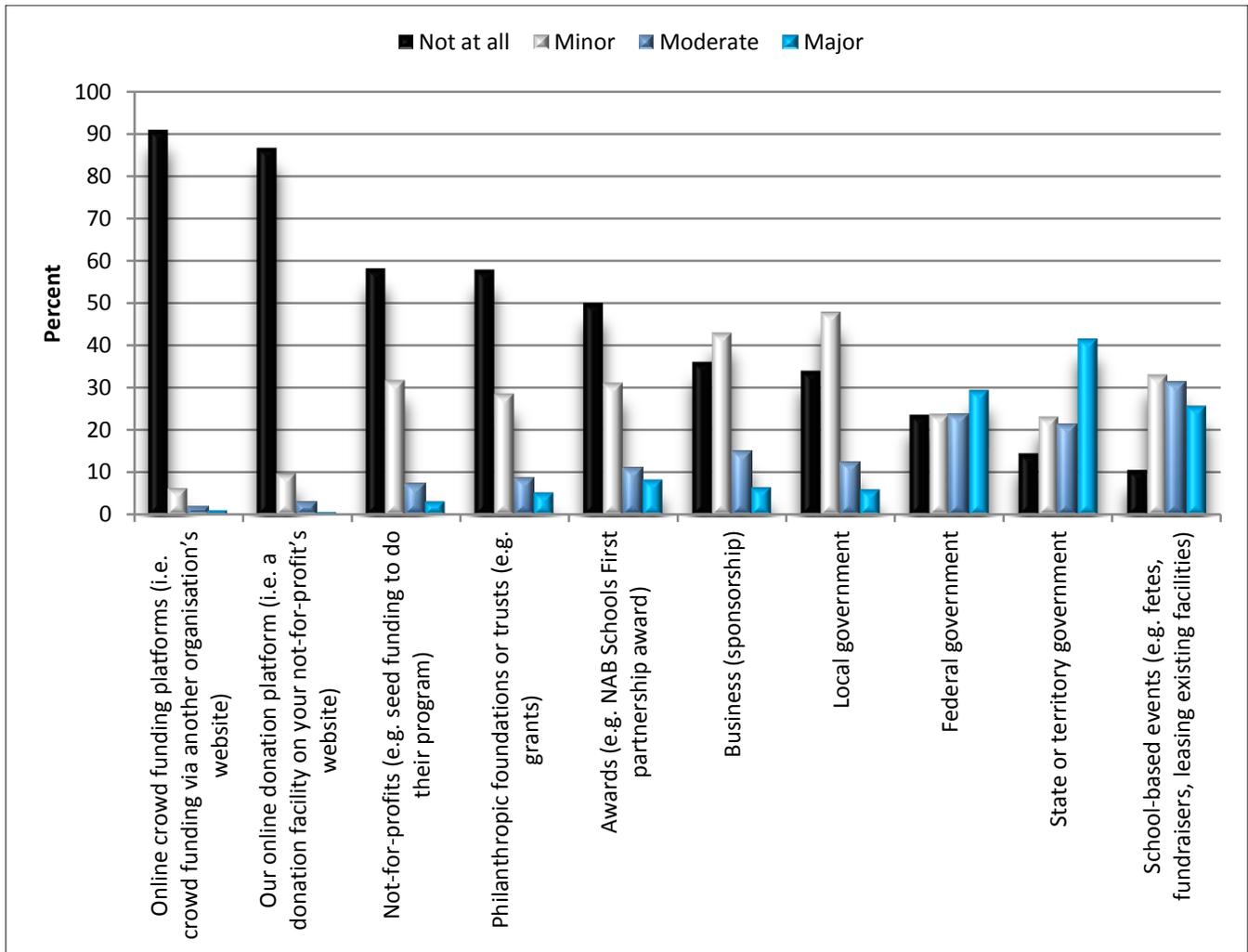
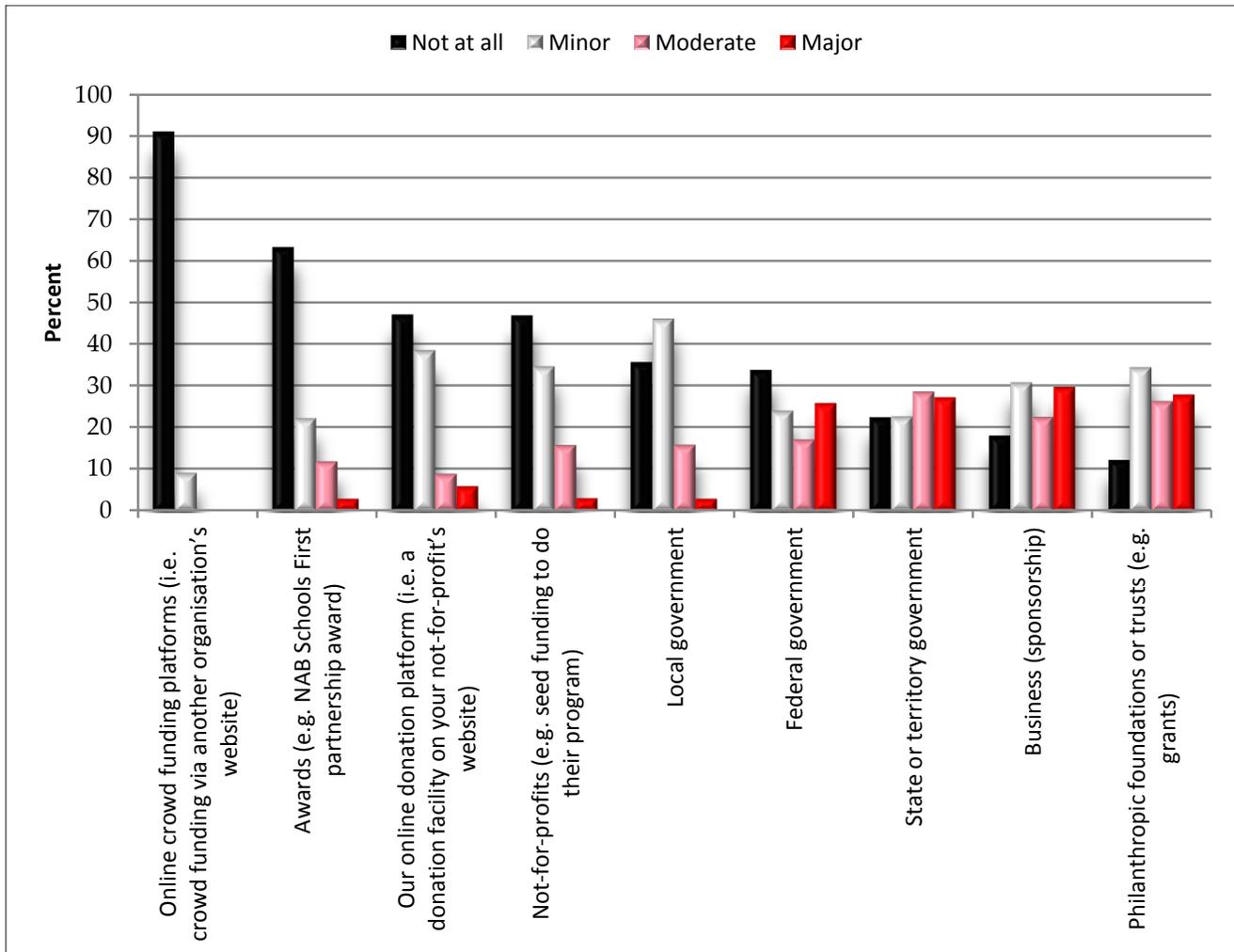


Figure 19: Extent not-for-profits generate additional education-related funding from different sources



'Government' features in the top three major sources of additional education-related funding for both schools and not-for-profits. Rarely, however, is 'local government' a major or moderate source for generating additional funding.

Looking at the 'not at all' responses, more than fifty percent of schools reported that they do not generate additional funding from philanthropy (58%) or not-for-profits (58%). Even more do *not* generate further education funding from their own 'online donation platform' (86%) or 'online crowd funding platforms' (90%). The latter was also the most common 'not at all' for not-for-profits (90%).

For this question, we also generated a mean score (i.e. average). As information about funding sources has been gathered over two years for most of the items (except for crowd funding; online donation platform;

and seed funding from a not-for-profit). (See Appendix 2 for an explanatory note on how the mean results were generated.)

From 2012 to 2013, the LLEAP survey results have shown both schools and not-for-profits pursue the same top three sources of additional education-related funding, although in a slightly different order. In 2012, the school responses showed 'school-based events' and 'federal government' funding were equally sought, followed by 'state or territory government' funding. Not-for-profit respondents in 2012 sourced additional funding support from 'philanthropic foundations or trusts' then 'business', then 'state or territory government'.

Almost all the mean scores for 2013, for both schools and not-for-profits, were lower than in 2012. The only exception was schools sourcing 'state or territory government' additional funding, but the difference in mean score was not statistically significant. The mean scores for the not-for-profit top three sources have shifted from between 'to a moderate extent' and 'to a major extent' in 2012 to between 'to a minor extent' and 'to a moderate extent'.

A different way to consider capacity issues for schools and not-for-profits, is to consider the capacity philanthropics have to give, in this case, financial support. The next section looks at this area of support from the perspective of the philanthropics.

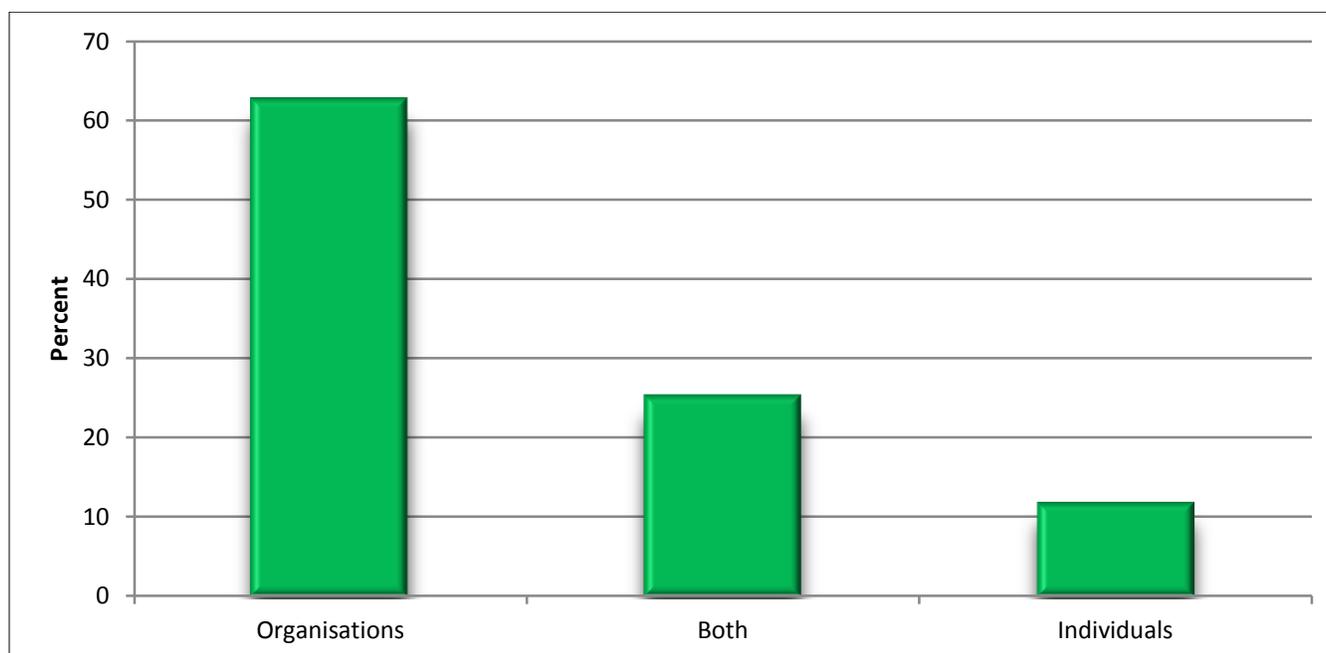
Fund type for philanthropic giving

The fund *type* will affect philanthropic giving (e.g. to whom they can give) and so it is important to understand the different funding structures. The most common response from philanthropics when asked what type of fund is their vehicle for the giving was a 'Private Charitable Fund that is not a Private Ancillary Fund' (25%). The next most common vehicle was a 'Private Ancillary Fund' (23%), followed by a 'Public Ancillary Fund (including sub-funds)' (17%). Eight-percent (8%) of philanthropic respondents were 'not sure' what fund type they were.

Recipients of philanthropic giving

Within a philanthropic's tax and guideline eligibility requirements, in broad terms, they were asked whether the direct recipients of their giving could be individuals, organisations or both. The most common response was, to organisations (62%). Twenty-five percent (25%) indicated they could give to both individuals and organisations, with twelve percent (12%) indicating they could give only to individuals. (See Figure 20)

Figure 20: Recipients of philanthropic giving (in broad terms)



The questionnaire then went on to ask more specific questions about the philanthropic's eligibility requirements.

Philanthropic tax eligibility requirements

Sixty-four (64%) of philanthropic respondents have tax eligibility requirements that need to be met by potential recipients. Thirty-two percent (32%) indicated they did not. Three percent (3%) were not sure.

Of the philanthropics with tax eligibility requirements that need to be met, the most common response was for the potential recipient to have 'Tax Concession Charity' status (TCC) (58%). The next most frequent response was the need for 'Deductible Gift Recipient' status (DGR) (52%). Then in descending frequency, 'Charitable Purpose' status (42%), an 'Australian Business Number (ABN)' (36%) and/or have 'Charitable

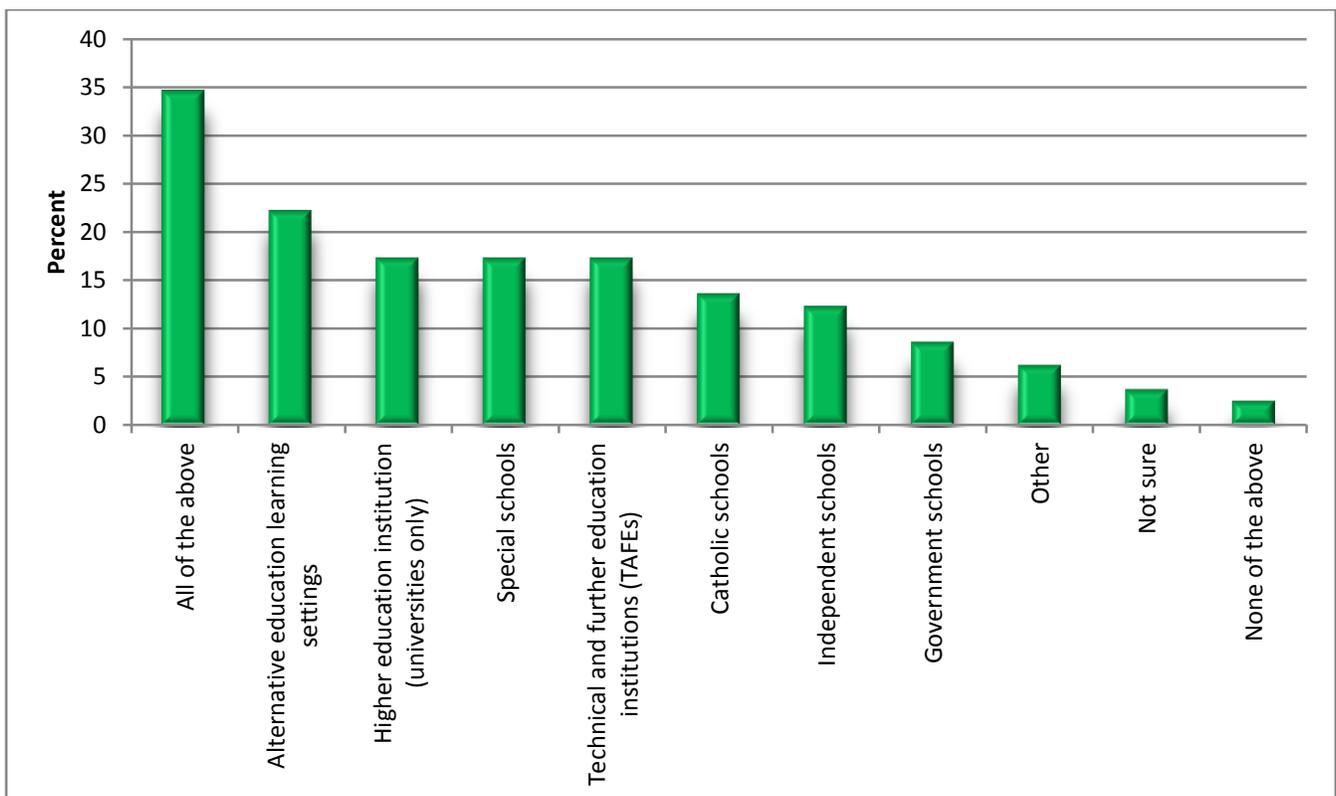
Institution’ status (34%). It should be noted that a philanthropic may require a combination of two or more of these tax eligibility requirements to be met.

Pathways for philanthropic giving in education

Of interest to the LLEAP project is the relationship between philanthropy and education. With this in mind, philanthropic respondents were asked to indicate to which educational organisations they *could* give. We asked respondents to consider their response while taking into account their tax eligibility requirements and that the giving could be direct or indirect.

For the purposes of the survey, ‘indirectly’ meant through another eligible organisation. For example, a philanthropic may not give directly to a school because of their tax eligibility requirements and/or guidelines, but a school’s partnership with a not-for-profit that does meet the philanthropic’s requirements can still benefit from philanthropic support – they just might not be aware of the origin of this support. Figure 21 shows the potential of philanthropic support by type of education organisation.

Figure 21: Educational organisations to which philanthropics could give



About one third of respondents (34%) said they could give to any of the organisations listed. About a fifth quarter (22%) noted they could give to ‘alternate education learning settings’.

From the list, schools, in particular government schools, were least likely to receive philanthropic support (directly or indirectly) (9%). The potential for support, however, was almost double (17%) if the school was a special school. If an organisation provides services to children with disabilities, this may mean they are a public benevolent institution (PBI). This status can increase the potential access to and from philanthropic foundations and trusts.

Six percent (6%) of respondents provided more detailed responses. More often than not, these responses emphasised specific conditions around the relationship with various organisations: ‘Grants go to individuals, but can be for education costs’; ‘Only directly – PAFs cannot give to auspiced organisations’; ‘More likely to be working in partnership with these groups than giving to them’.

Pathways for giving into schools

More specifically, the LLEAP project has sought to identify the pathways philanthropy has into schools. Six pathways were listed, including a ‘not sure’ and ‘other’ category. Philanthropics were asked to tick the pathway they *could* give to government, Catholic or independent schools (directly or indirectly). Respondents could select any number of the items that were relevant. Thirty-eight (38) selected they *could* give to Catholic schools (including those that selected ‘all sectors’). Thirty-seven (37) selected independent (including those that selected ‘all sectors’) and thirty-four (34) selected government schools (including those that selected ‘all sectors’). Thirty-one (31) respondents could give across all school sectors.

Looking at this in further detail, twelve respondents (12) could give *directly* to the school across all the sectors. Eight (8) respondents could give *indirectly* to all sectors via any of the pathways (i.e. an ATO approved fund or a not-for-profit).

Results indicate that the ATO approved pathways via ‘building’, ‘library’ or ‘scholarship’ funds are slightly more accessible to independent and Catholic schools than government schools. This result, however, needs to be seen in the context of which schools have these funds set up. There are significant differences in Australia when it comes to which schools have or have not set up these funds (see page 50).

There was no difference in the potential pathways for philanthropic giving to schools by sector ‘via an eligible not-for-profit partner’, with fourteen (14) respondents able to give via a not-for-profit across each

of the sectors. However, schools noted that they do not know how to collaborate with organisations who can access philanthropic support. This was selected as a key difficulty preventing them from engaging effectively with philanthropic donors (see page 55).

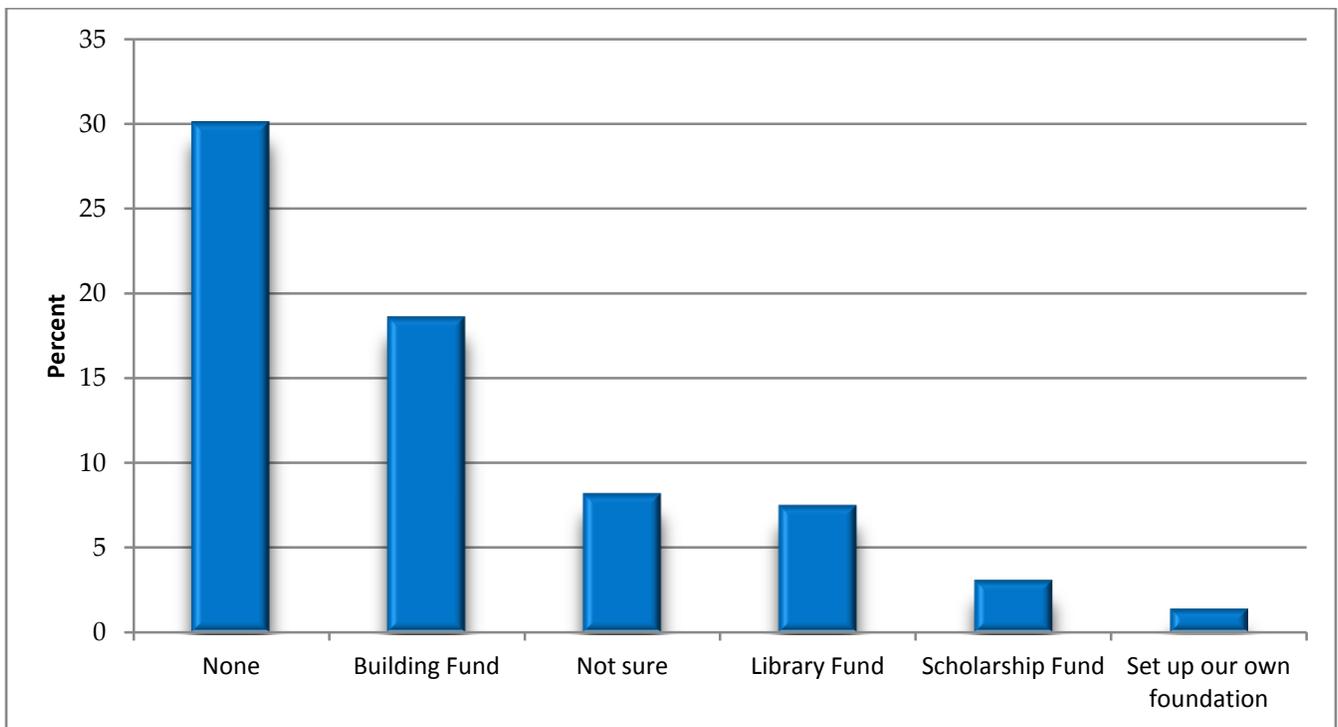
Not-for-profit provision of support to schools

Not-for-profit support could be offered to all sectors – government, Catholic and independent (67%). For those indicating support for a specific school sector, the highest frequency was associated with government schools (11%).

Current Australian Taxation Office funds schools have set up

School respondents were asked, ‘What Australian Taxation Office (ATO) approved funds does your school have to generate extra education-related funding for specific purposes?’ (See Figure 22)

Figure 22: ATO approved funds for schools to generate extra education-related funding



The most common type of fund set up was a ‘building fund’. However, only 18% of respondents had this fund, while thirty percent (30%) of schools had no fund set up at all. This raises a question: ‘Why not?’

Of those who indicated that they had no fund set up, fifty percent (50%) of them selected ‘did not believe that our local school community could contribute financially to the fund’ when asked why they had no fund. This was followed by twenty-nine percent (29%) of schools stating that they did not even know that such funds existed. It appears that the LLEAP Survey itself has served as a revelation in this area for these respondents. Twenty-seven percent (27%) of the respondents identified that even if they knew about the existence of the funds, they did not know how to set one up.

ATO funds set up by sector, urban/non-urban and ICSEA value

School sector: Table 3 shows the number and sector of those schools that said they had a specific ATO approved fund.

Table 3: ATO approved funds by school sector

Fund Type	Catholic	Government	Independent
Building Fund	11	42	26
Library Fund	2	20	10
Scholarship Fund	1	5	7
Set up own foundation	1	2	3
None	9	118	1
Not sure	6	22	7

One hundred and eighteen (118) or ninety-two percent (92%) of government schools had no ATO approved fund set up to generate additional education support.

Urban/non-urban: Fewer non-urban schools (regional, rural, remote) selected each of the fund types than their urban colleagues. Non-urban schools were more likely to have of no ATO approved fund set up, as well as being more often unsure as to whether they had a fund or not.

ICSEA value: Of the one hundred and twenty-eight (128) schools with no ATO approved fund set up, those schools with an ICSEA value of 999 or lower had a far greater probability of having no fund set up (75%) compared to schools with an ICSEA value of 1000 or higher (i.e. ‘none’ 24%). This pattern continued across each fund type and was most evident with government schools.

Of the schools with an ICSEA value of 999 or lower who had no fund set up, we asked, ‘why don’t you have an ATO approved fund(s) to generate extra education-related funding for specific purposes?’ The most frequent response 43 (50%) was that they ‘don’t believe our local community could contribute financially to the fund’. Forty-one (41) of these schools were from the government sector and two (2) were from the Catholic sector. There was very little difference between schools in urban or non-urban locations.

Amount of dollars distributed by philanthropics

If a philanthropic respondent could disclose it, they were asked to identify what the overall budget amount was in the last financial year. The next question asked the philanthropic (if they could disclose this information) about the amount distributed to education in the last financial year. Seventy-six percent (76%) of philanthropic respondents disclosed information to answer the first question and seventy-four percent (74%) to the second.

In the last financial year, a total overall amount of **\$391,292,918** was distributed by philanthropic respondents overall. There was a wide range within this total, from less than \$15,000 through to more than \$250 million in a financial year. (See Table 4)

Table 4: Total overall dollar amount distributed

<\$10K	\$10K -20k	\$21-50k	\$51-100k	\$101-300k	\$301k-500k	\$501-1m	>\$1m
0%	3%	8%	8%	8%	11%	11%	50%

A total of **\$23,635,977** was distributed specifically to education in the last financial year by the seventy-four percent (74%) of philanthropic respondents who provided this information. This represents about six percent (6%) of the overall amount. (See Table 5)

Table 5: Total dollar amount distributed to education

<\$10K	\$10K -20k	\$21-50k	\$51-100k	\$101-300k	\$301k-500k	\$501-1m	>\$1m
0%	6%	14%	3%	20%	6%	31%	20%

The amount of funds being distributed to education from a philanthropic's total overall amount varied from less than \$15,000 to more than \$2.5 million. In part, this range could be attributed to the overall amount of funds available to be distributed in the first place. However, when the education dollar amounts were analysed as a percentage of the overall total funds distributed, the total amount of funds available does not always predict the amount distributed to education (i.e. some organisation's distributed less than ten percent (10%) of their budgets to education, while others committed the total amount).

Of those who provided a response to the question about the distribution of funds for education, sixty-six percent (66%) provided some descriptive detail about how they defined education. Almost half (43%) of this group of respondents provided a response that defined education by age group (e.g. 0-18 or 17-21); thirty percent (30%) referred to tertiary and/or scholarships; and seventeen percent (17%) referred to 'alternate education'. One respondent referred specifically to teacher professional development.

Barriers preventing effective engagement

In addition to questions about an organisations' level of experience and their infrastructure set up to seek and attract additional educational resources, we also asked what may prevent a school or not-for-profit from engaging effectively with philanthropic donors.

To find out, respondents were provided a list of 15 items to choose from, in addition to the items 'not sure' and 'other'. They were asked to select any number of relevant issues from the list that they thought prevented their effective engagement with philanthropic donors. To assist in contextualising these results, respondents were first asked how they planned to respond to the question. They were given five options to respond to, which were:

- I plan to respond to the question [about what may prevent your school/not-for-profit from engaging effectively with philanthropic donors] ...
 - In broad terms because we have no or little experience
 - Thinking about our experience of grant making foundations and trusts in general

- Thinking about our experience with private philanthropic donors in general
- Thinking about our experience with one specific private philanthropic donor
- Thinking about ... (please state)

Seventy-four percent (74%) of not-for-profit respondents considered the list of items from the reference point of thinking about their experience of grant making foundations and trusts in general (63%) or thinking about their experience with private philanthropic donors in general (11%). Seventy-three percent (73%) of schools considered the questions 'in broad terms because we have little or no experience', reflecting the already discussed limited experience in grant seeking that school responses indicated (see page 41).

In addition to 'other' and 'not sure', the list of items was:

- Does not believe their evaluation expectations are realistic
- Does not believe their values align with my / our organisation's values
- Does not believe these relationships are core business
- Does not have a culture of seeking this type of support
- Does not have or know whether we have the right eligibility status
- Does not know how to collaborate with organisations who can access this support
- Does not know how to demonstrate evidence of our needs
- Does not know how to demonstrate the impact of a project
- Does not know how to devote resources to these relationships
- Does not know how to effectively use tools, cases of success etc
- Does not know their areas of interest
- Does not know their eligibility requirements
- Does not know what information they need from us (i.e. start and finish)
- Does not know what they do beyond give money
- Does not present new or innovative projects/programs

Once the respondent had ticked their relevant items, we asked them to then select from this list the one issue or the multiple equally important issues that they thought prevented their school or not-for-profit

from engaging effectively with philanthropic donors. This second look was to identify whether any issues were more important than others.

Barriers to engaging with philanthropic donors

Ninety-one percent (91%) of school respondents and forty-seven percent (47%) of not-for-profits indicated that they don't engage effectively with philanthropic donors or they weren't sure whether their school/not-for-profit did. We asked these respondents: what do you think poses the greatest difficulty for your school engaging effectively with philanthropic donors?

The top issues preventing schools:

1. Does not have a culture of seeking this type of support
2. Does not have or know whether we have the right eligibility status
3. Does not know how to collaborate with organisations who can access this support
4. Does not know how to devote resources to these relationships
5. Does not know their eligibility requirements

The top issues preventing not-for-profits:

1. Does not know how to devote resources to these relationships
2. Does not have a culture of seeking this type of support
3. Does not have or know whether we have the right eligibility status
4. Does not know what they [philanthropic donors] do beyond give money
5. Does not know their [philanthropic donors] areas of interest

Philanthropic respondents were also invited to identify the issues they believed prevented schools engaging with them. They identified exactly the same issues that the school respondents did and in the same order.

Professional learning needs to build capacity

Were the issues preventing effective engagement with philanthropic donors also the areas schools and not-for-profits would like some professional learning in? Sixty percent (60%) of both school and not-for-profit respondents said 'yes'. Thirty percent (30%) of not-for-profits and (27%) of schools were 'not sure'.

A minority said 'no' these were not the issues their school (28 responses) or not-for-profit (3 responses) needed some professional learning in or support with. In these cases, a free text option was provided and respondents were invited to write a comment. There was a diversity of comments from these schools. The most frequent comments were to do with bridging a gap in their knowledge, particularly in relation to understanding more about philanthropy:

"How do these supporters align with our values and mission as a school?"

"Knowing who these supporters are and what they offer."

This was also the case for the three not-for-profit respondents, for example: *"Information about these 'philanthropic supporters' within my region."*

Others wanted to build their technical knowledge and skills with respect to grant seeking and writing. A few took the opportunity to highlight the constraints in this space that they face – *"It's about having the time/school-based personnel to actually write applications which often are lengthy with no guarantee of success. The few we have done have reaped no rewards and been from our perspective a waste of time!"*

Barriers for philanthropics engaging with schools

Conversely, we asked philanthropics what the issues were *for them* in engaging with schools. Sixty-two percent (62%) of the philanthropic respondents said that 'yes' there were issues for them. These respondents were invited to identify the issue(s) in a free text box. Thirty (30) free-text responses were given. A thematic analysis of these responses was undertaken. The top issue for philanthropics engaging with schools related to their eligibility requirements, for example:

"The greatest barrier is always the tax status (DGR 1 and TCC)."

"Our Trust deed does not permit it."

Prioritising and the implications this had for them or for schools was the next most prevalent set of issues, for example:

"... prefer not to look at supporting individual schools but rather programs that can positively impact on numerous schools."

“One of the issues is responsiveness. ‘Corporate’ time and ‘school’ time are obviously quite different and there are sometimes unrealistic expectations.”

“We traditionally engage with not for profits rather than schools themselves and probably would be reluctant to actively promote our funding to schools for fear of being overwhelmed.”

“Charities struggle to get schools to make funded projects a priority because there are so many competing and core demands.”

Finding eligible partners and various communication and staffing issues rounded out the free text responses, as illustrated in the following quotes:

“We have limited interaction with schools, as we receive few requests for funding/information. But when/if we do, the schools don't have the required tax status and we have to try to find a third party that can facilitate the relationship.”

“Have to continually remind them of the support we can offer. Consult us at the end of planning rather than enlisting our help at the beginning.”

“Schools vary in the staff whom they allocate as the Trust's contact person and this has great bearing on how effective the partnership is in terms of maintaining relationships (financial reporting, 'stalking' for reports, submission of outcomes reports etc). For our purposes, my 'dream team' on the ground in a school is the business/finance officer and a coordinator/teacher whom has a lot of contact with students and ideally, a rapport with their parents/wider community.”

CONCLUDING COMMENTS

LLEAP is designed to help philanthropy and education develop a better understanding of each other. This is a hallmark of attunement – making each aware of or responsive to the other’s perspective. In the quest to improve outcomes for students, the need for reciprocal awareness cannot be underestimated. It does not happen by osmosis – the LLEAP findings bear this out. Neither will it happen by looking at one issue in isolation or from one perspective only. This is why LLEAP elicits information over time about a variety of interrelated issues – from basic ‘facts’ about school, not-for-profit and philanthropic respondents, to their student outcome areas of focus; types of support sought or given; how this support is used; as well as capacity issues that may prevent or aid effective engagement.

By taking this approach it becomes clear where there are points of commonality across the groups (e.g. 'mentors/coaches' as a type of expertise sought or funded). Conversely, differences stand out. These can be found across the groups (e.g. schools and not-for-profits want more professional learning to build individual and organisational capacity; while this was the *sixth* most frequent area of support that might be funded by philanthropics). Differences also become evident within respondent groups (e.g. significant differences were evident depending on the socio-educational advantage of the school. Those from lower socio-educational communities were especially focused on improving 'student behaviour' (80%), 'school attendance' (78%) and 'student retention' (74%)).

It is from these new-formed understandings that avenues to improve the engagement and impact of philanthropy in education emerge.

Aspects of communication and coordination stand out as areas where improvements could be made. Basic knowledge and understanding gaps exist and could be overcome, without putting the burden on individual schools to work this out for themselves. In addition, opportunities to better coordinate relationships and program interventions exist. Doing so could assist with issues such as the potential for scaling-up programs, sharing of the learnings and pooling or maximising existing resourcing. In turn, this may lead to greater efficiencies or, at the very least, greater understanding in our shared commitment to better student outcomes.

The impact of collectively addressing these types of issues is two-fold: It will aid attunement and, in turn, sound decision making for putting the needs of students at the forefront.



Appendices

APPENDIX 1: LLEAP 2013 SURVEY CONTENT

The 2013 survey gathered information from schools, not-for-profits and philanthropy about:

School/Not-for-profit 2013 Survey	Philanthropic 2013 Survey
<p>NB. The not-for-profit survey was very similar to the school survey.</p> <p>You and your organisation</p> <ul style="list-style-type: none"> • Role • School sector • State and territory • Geographical location • Student background • Index of Community Socio-Educational Advantage (ICSEA) value <p>Experiences and barriers</p> <ul style="list-style-type: none"> • Additional education-related funding sources (e.g. business etc) • Expertise in this area • Barriers to engaging with philanthropy (including biggest issue) • Professional learning needs • Current ATO funds (and reasons why) <p>Education areas of focus and beneficiaries</p> <ul style="list-style-type: none"> • Student outcomes (key focus this year) • Outcomes for specific individuals or groups • Types of support sought (e.g. programs and the names of these programs) • How support is being used (e.g. enhance specific curriculum learning areas) 	<ul style="list-style-type: none"> • Role • State and territory (could give) • Geographical areas (could give) • Fund type for giving (e.g. Private Ancillary Fund) • Direct recipients of giving (e.g. individuals) • Tax eligibility requirements • Direct or indirect giving to schools by sector • Overall dollar amount distributed • Distribution of dollars to beneficiaries in education <ul style="list-style-type: none"> • Barriers for schools engaging with ‘you’ (including biggest issue) • Issues for ‘you’ engaging with schools <ul style="list-style-type: none"> • Student outcomes (key focus this year) • Outcomes for specific individuals or groups • Types of support ‘you’ can give • How support is being used (e.g. enhance specific curriculum learning areas)

APPENDIX 2: METHODOLOGY DETAILS

Sample

As in 2011 and 2012, both the philanthropic and not-for-profit surveys were convenience samples. This means the people who received the survey were identified by the project team or LLEAP Advisory Group members, or received the survey through a referral from someone else they knew in the sector.

The school survey was a random sample. Schools have been sampled once again using Australian Council for Educational Research's (ACER) Sampling Frame, with 1500 primary and 1500 secondary schools sampled nationally (including second and third replacement schools). ACER's approach to sampling, as well as our experience with weighting survey data following data collection, will ensure that the major population subgroups (e.g. by sex, sector, location) are represented in the sample estimates appropriately according to their population proportions. The sample drawn was thus representative of sector, geographic location and socioeconomic status (SES). Our experience gathered through administration of many surveys of teachers, however, is that even with best practice approaches to data collection, and regardless of the sampling design employed, a moderate level of non-response can be expected. The target audience for the school survey was school leaders (i.e. principals and deputy principals and their equivalents) at the primary and secondary levels.

Ethics

Ethics approval from each of the relevant education authorities was sought. This included every state and territory government education authority and 25 Catholic education offices (some were approached at the state level, others by diocese). Independent schools were approached through the principal. Approval from all state/territory government education authorities was granted and 23 out of the 25 Catholic education offices also granted ACER permission to approach schools sampled for the LLEAP study. On this basis, the sample for the school component was drawn.

Survey instrument

Appendix 1 outlines the information that was gathered through each questionnaire. To ensure that the validity of the 2013 version of the LLEAP questionnaire content still held and to minimise any discrepancies in the interpretation of questions, a series of focus group workshop sessions were conducted. These sessions were to 'test' the meaningfulness of the language; relevance of the questions; usefulness of the

information being gathered; flow of the questions, respondent burden (i.e. in Adelaide, Brisbane, Melbourne and Sydney with a variety of relevant stakeholders, many of whom had not done the LLEAP survey before).

Administration of survey

Information about the LLEAP project was provided with the survey and each invited participant was provided with a URL to access the survey online. The online surveys remained open for up to 10 weeks in order to maximise the opportunities for participation. If a participant did not have access to the internet or had difficulty with accessing the online survey, a paper-based reply-paid post option was provided.

Reminder emails were sent to potential participants every two weeks to encourage responses and, where possible, were followed-up with a telephone call. With regard to the schools, if the first sampled school did not respond following two reminders, an invitation was sent to a replacement school from the ACER sample. If this was not successful, a second replacement school was then approached.

Survey constraints and steps taken to overcome them

Random sampling gives a closer estimate of the population than convenience sampling. The school invitation list was generated from a random sample representative of the Australian school population. Both the not-for-profit and philanthropic samples were convenience samples.

The convenience sampling of the not-for-profits and philanthropics means that we cannot generalise beyond the respondents to the LLEAP survey with as great a level of confidence as we can for the school responses. Unlike the school sampling process, no definitive and current list of not-for-profits offering a service or program to schools exists. More detailed lists of philanthropics exist, but these lists were either prohibitive in cost for this project or unobtainable due to privacy policies. Instead, for these two groups the notion of 'transfer' is adopted. That is, the findings of the 2013 LLEAP Survey may transfer to other similar not-for-profit or philanthropic situations.

The external validity may be constrained because of the convenience sampling of the not-for-profits and philanthropics, however, steps have been taken to increase the sample size and to improve the content validity and reliability.

The validity refers to the appropriateness of the survey instrument's content: Is it inquiring accurately about what 'you' want to know? For example, pre-survey focus groups were undertaken in different states as a method to 'test' the content validity of the questionnaire.

The reliability refers to consistency: Are respondents interpreting a question consistently and consistently over time? For example, in the 2012 LLEAP Survey for philanthropics the question, 'Over your last financial year about how many grants would the foundation or trust make in the following dollar ranges?' (and a list of dollar ranges were provided) was misinterpreted or interpreted in different ways. This resulted in some respondents writing their total dollar amount within the range listed rather than the number of grants. The data for this question could not be reported on with confidence so was omitted. Reframing the response scales and wording of this question in 2013 has overcome this happening this year.

To help increase the sample of potential respondents from these groups, a database of not-for-profit and philanthropics has been developed and continues to grow through the LLEAP project.

Explanatory note for 'mean' results for additional funding sources

A mean score was calculated for the question, 'to what extent does your [school / not-for-profit] generate additional education-related funding from these sources?' (A list of 10 sources was provided)

The mean score has been calculated by assigning a value to the Likert rating scales as follows:

Not at all = 0; Minor = 1; Moderate = 2; Major = 3.

The following formula was then applied:

(no. who selected 'not at all' x 0) + (no. who selected 'minor' x 1) + (no. who selected 'moderate' x 2) + (no. who selected 'major' x 3) ÷ (total number of respondents for that question)

APPENDIX 3: TERMS WITHIN PHILANTHROPY

Philanthropy Australia reports there are approximately 5,000 philanthropic foundations in Australia, contributing somewhere between \$0.5 billion and \$1 billion every year to charities and other worthy organisations. Philanthropic organisations include charitable trusts (e.g. R.E. Ross Trust), family foundations (e.g. Vincent Fairfax Family Foundation), public funds (e.g. The Ian Potter Foundation), corporate foundations (e.g. Origin Foundation), community foundations (e.g. Australian Communities Foundation), government supported foundations (e.g. Foundation for Rural and Regional Renewal) and private ancillary funds (PAFs) (e.g. private charitable foundations that might be established by High Net Worth individuals, families or business). The following has been created to help overcome some of this confusion. It is not meant to be an exhaustive list or replace the need to seek advice for your situation. What we provide is explanatory information for some of the terms we have encountered during the course of the LLEAP fieldwork or in the literature. You may also like to refer to the Philanthropy Australia website at <http://www.philanthropy.org.au/>

Grant making for education

Philanthropic foundations have programs in a wide range of different areas. The focus of the LLEAP project is the planned and structured giving of philanthropic foundations and trusts and private donors that offer grants in education.

Philanthropy

Philanthropy at its most fundamental level refers to an altruistic concern for human welfare and advancement, generally expressed through donations of money, property or work to people in need. Philanthropy is a gift.

The planned and structured giving of money, time, information, goods and services, voice and influence to improve the wellbeing of humanity and the community. (Philanthropy Australia)

Philanthropy is about finding “opportunities to fund work which is innovative and imaginative, and where the grant has a good chance of making a difference.” (Joseph Rowntree Charitable Trust, UK)

Foundation

Foundation’ does not have a legal meaning in Australia. Tax status can vary from foundation to foundation. In the LLEAP Project we refer to a philanthropic foundation as a not-for-profit organisation that has been formed to provide funds and support for a variety of causes.

Types of grants

A grant (both sponsorship and philanthropic) may be a project grant for a limited time (sometimes a pilot or demonstration project), a challenge grant with a matching fundraising requirement, a capacity building grant, a long-term grant (5+, rare in Australia), or anything else the donor or sponsor thinks of!

Charitable purpose

The advancement of education is a charitable purpose, but it must be for public and not private benefit. It is important to remember, however, that not all schools or foundations are the same. A state government school, in legal terms, is a division of the state government and is therefore not charitable at law. Independent not-for-profit schools are usually charitable institutions.

Funds schools may set up

Fund or foundation types are all subject to Australian Taxation Office (ATO) rules, and not all options will suit all schools. A building fund could be appropriate for fundraising to build a new performing arts space, and a public library fund could be used to expand a library collection, including online capacity. An education scholarship fund could be the fund of choice for offering scholarships based on merit and equity, while a charitable fund could be appropriate for developing a bequest program.

If you provide services to children with disabilities, you may be a public benevolent institution. A school might also register with The Australian Sports Foundation to fund a sports project. A regional, rural or remote school may explore the possibility of establishing a project donation account for an eligible project via the Foundation for Rural and Regional Renewal (FRRR).

Deductible Gift Recipients (DGRs)

There are different tax status requirements. One of these is DGR status, which is an endorsement provided by the ATO office to an organisation. This allows that organisation to provide donors with a tax deduction for their gift. Different categories of DGR have different requirements. For example, many donors require organisations to be endorsed with DGR Item 1 status, which is usually provided to 'doing' organisations.

A number of philanthropic organisations are endorsed with DGR Item 2 status, which is a tax status provided to donor organisations. Philanthropic foundations endorsed with DGR Item 2 cannot give to other DGR Item 2 organisations and must give to DGR Item 1 organisations.

It is important to remember that a school may have set up, for example, an ATO approved DGR Item 1 school building fund. A tax deductible donation will only be able to be made for distributions to the school's building fund. It does not mean the whole school has DGR Item 1 status.

'Gift' – The ATO's definition

According to the ATO, a gift involves the voluntary transfer of money or property. The transfer arises by way of benefaction, and the donor receives no material benefit or advantage, although a simple recognition of the gift is allowed.

Sponsorship

The terms 'sponsorship', 'grant' and 'donation' can get used in fluid ways, which are not always technically correct. Sponsorship is not a gift. You need to know the difference because there are tax issues involved. A tax deductible donation must be a gift to a DGR. A grant may in fact be a donation or sponsorship. When a business sponsors a not-for-profit organisation for a particular community project, they will expect a business benefit in return. Sponsorship is not altruistic. The business may claim the grant as a business expense so it must be a real marketing or other benefit. These could be related to enhanced brand awareness, increased sales and / or expanded networks.

High-net-worth individual (HNI)

Traditionally, HNI has been the classification used by the finance industry to denote an individual (or family) with high net worth. There are many variations as to the level of net worth that falls into the HNI category. In the United States The 2010 Study of High Net Worth Philanthropy defined HNIs as those individuals or

families with a household income above \$200,000 annually and/or net assets (not including the value of their residence) of more than \$1 million.

Not-for-profits

Almost all philanthropic trusts and foundations will require that a grant recipient organisation is run as a not-for-profit.

‘Not-for-profit’ means that an organisation is not run for the profit of its directors, members or shareholders. Not-for-profit organisations aim to either provide services to members (for example, a professional association or club), or to address an environmental, social, health, educational or other community issue or need. They do not distribute any net surplus to directors, members or shareholders and instead reinvest these funds in their organisation to achieve their objects. (Catherine Brown, Great Foundations, 2010)

The Australian Bureau of Statistics, International Classification of Non-Profit Organisations (ICNPO) is the recommended classification for non-profit organisations in the United Nations Handbook on Non-Profit Institutions in the Systems of National Accounts. These classifications can be found at: <http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/5256.0Appendix12006-07>

For the purposes of the LLEAP project, we identified not-for-profits that have an education focus and have worked with or for the benefit of schools. Often, the not-for-profits play an intermediary or brokerage role between philanthropy and schools (especially government schools).

We acknowledge that information has been drawn with permission from the Seminar and Master Classes run by Catherine Brown in collaboration with ACER’s Tender Bridge team.

APPENDIX 4: PROGRAMS AS A FOCUS OF SUPPORT

Below is the full list of named programs, as identified by respondents. Next to each program you can see which respondent group identified the program. If more than one respondent identified a program then the number in the bracket represents the number of times it was mentioned.

Program name	Identified by schools?	Identified by NFP?	Identified by philanthropics?
1:1 iPad Program	√		
121	√	√	
A day in the life of		√	
A Plus	√		
A Start in Life			√
Aboriginal Girls Circle, NAPCAN			√
Accessible Communication in the Community	√		
AIME/ARTIE	√ (2)	√	√ (2)
ANZ Seeds of Renewal, FRRR			√
Artists in Residence	√		√
ASDAN	√		
Aspirations		√	
ASPIRE		√	
AUSLAN as LOTE	√		
Australian Scholarships Foundation			√
AVID	√ (2)		
Back to School			√ (4)
Beacon	√ (2)		
Best Start	√		
Better Buddies	√		
Beyond the School Gates	√	√	
Big Picture Education	√		√
Bike Ed	√		
BLOKES	√		
BOLT: Burnside Other Learning Team for disengaged boys	√		
Books in Homes		√	
Bounce Back	√		
Breakfast club	√		
Bright Spots Schools		√	
Broadening Horizons		√ (2)	

Buddajitja		✓	
Building Community Wellbeing			✓
Bush Blitz		✓	
Bushrangers	✓		
Business Class		✓	
CAFÉ reading	✓ (2)		
Career Keys	✓		
CERES		✓	
Change It Up		✓	
Choice Theory	✓		
Closing the gap	✓		
Coaching Young People for Success		✓	
Compass	✓		
Connect	✓		
Connect Girls			✓
Connect program		✓	
Cottage by the Sea			✓
Country Education Foundation Scholarships			✓
Cracking the Code	✓		
Create Your Future			✓
Daily Five	✓		
Diversity is the norm	✓		
Drumbeat	✓ (2)		✓
Duke of Edinburgh	✓		
EALD (English as second language)	✓		
Early childhood development Scholarships			✓
Education Benalla			✓ (4)
Endicott Cup (Gifted and talented)	✓		
Equal Music Program, Musica Viva			✓
eSmart	✓		
Every Student Every School	✓ (2)		
Evolve			✓
Exceptional Teachers in Disadvantaged Schools Scholarships			✓
Families as First Teachers	✓		
Fast Forward	✓		
Festival for Healthy Living		✓	
Five Minds for the Future	✓		
Flexible Learning Options (FLO) pilot		✓	
Flipside Circus - Human Pyramid Program			✓
Flying Arts Alliance			✓
Flying Start	✓		
Focus		✓	

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Focus on reading	√ (2)		
Focus School Next Steps	√		
Fogarty EDvance			√
Fulbright Scholarships			√
Future Leaders of Industry		√	
Gateways for Sustainable Communities		√	
Gawura			√ (2)
Girls Academy	√		
Girls at the Centre, The Smith Family			√
Girls Talk	√		
GOALS		√	
Great Start	√		
Hands on Learning	√ (2)	√ (2)	√ (6)
Head start	√		
Headstrong teaching resource, Black Dog Institute			√
Healthy Schools Healthy Futures			√
High Resolves	√	√	
Indi Kindi			√
Intercultural understandings	√		
iTrack		√	
Journey to Respect	√	√	
KidsMatter	√ (7)		
L3	√		
Labs 'n Life			√
Landcare Journeys		√	
Learn2Grow, Good Beginnings			√
Learning & Earning			√
Learning Assistance Program (LAP)	√		
Learning Buddies		√	
Learning Essentials		√	
Learning for Life Scholarship		√	
Learning Links			√
Let's Count, The Smith Family		√	√
Let's Read		√ (2)	
Letters and Sounds	√		
Life Skills	√		
Life Skills for Life			√
Linkup	√		
Lisa Keskinen Writing	√		
Literacy Buddies		√	

Live your Life program		√	
MAD for Life Motivational Media – Program			√
Managed Individual Pathways (MIPS)		√	
MATES JET program		√	
MATES mentoring		√	
MATES Reading Buddies		√	
Mathletics	√ (2)		
Maths Matters	√		
Maths on line	√		
Mimili Red Dirt Theatre Company project	√		
Mimili Stars	√		
Mind Matters	√		
Mini-Lit	√		
Mpower for girls	√		
Multi-lingual literacy learning (MLL)	√		
MultiLit	√ (5)		
My Life My Career		√	
MY REAL (Middle Years Reengagement in Enterprise and Applied Learning)	√		
National partnerships (L&N)	√		
National partnerships (Low SES)	√ (2)		
NESAY			√
Nicholas Owen	√		
No Parent Left Behind			√
Numeracy Scaffolding	√		
OASIS School Liaison			√
Operation Flinders	√		
Operation Newstart			√
Operation Next Gen		√	
PACTS		√	
Partners in Learning	√	√	
Pathways to resilience	√		
Play for Life			√ (2)
Play is the Way	√		
Positive Behaviour for Learning (PBL)	√ (2)		
Positive Behaviour Support	√ (9)		
Positive Playgrounds in Schools		√	
Pragmatic Dynamic Organisational Display (PODD)	√		
Principals Australia - Rural Scholarships			√
Proloco to go	√		
Quicksmart	√ (4)		
RACV Bus Program	√		

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Read 2 Remember		✓	
Reading 2 Learn	✓		
Reading Comprehension	✓		
Reading Eggs	✓ (3)		
Reading Recovery	✓ (2)		
Reading STAR	✓		
Reading to Learn	✓		
REAPing Rewards, FRRR			✓ (2)
Regional Schools Outreach	✓		
ResourceSmart AuSSI Vic		✓	
RESPECT		✓	
right@home, ARACY			✓
Rising Stars scholarships			✓
Rock and Water	✓ (4)		✓
Room to Read			✓
Rural Youth Leadership		✓	
Rural Youth Mentoring		✓	
Save The Children	✓		✓
Scaffolding Literacy	✓		
Scanlon Foundation Community Hub	✓		
School Chaplaincy Program		✓	
School Focussed Youth	✓		
School Pride	✓		
Schools First	✓		
Sea Country Project			✓
SEDA	✓		
Shine and Strength	✓ (3)		
Skills Program	✓		
Skyline Education Foundation Australia		✓	
Smith family	✓ (2)		
Song Room	✓		✓
SoSafe	✓		
Sound waves	✓		
Spark (ABCN)	✓	✓	
Spark_Lab			✓
Special Olympics WA Community Sports Link			✓
SPELD			✓
Spelling Mastery	✓		
Standing Strong and Proud	✓		
Stay In Sport Program			✓

STEMM: Supporting Teenagers with education, mothering and mentoring	√		
Stephanie Alexander Kitchen Garden	√ (2)		
STEPS	√		
Stronger Smarter Institute			√
Student2student		√	
SunnyKids (SKIS)		√	√
Supporting Parents - Developing Children			√
Surfing Program	√		
Sustainable community gardens project	√		
Swan Extended School Hub			√
Tactical Teaching	√		
Talking the Talk			√
Teach For Australia		√	
Teach Learn Grow			√
Teaching for effective learning	√		
TeachLive		√	
TeachWild		√	
TEAM		√	
The Aspiration Initiative			√ (2)
The Club Passport Program		√	
The Huddle Learning and Life Centre in North Melbourne			√
The Leader in Me	√		
The Pyjama Foundation			√ (2)
The School Passport program	√	√	
The Social Studio			√
Ticket to Work	√	√	
Toe by Toe	√		
Triple P	√		
Try a Career Day		√	
Try-a-Trade Careers Expo		√	
Tuned in for Life, The Song Room			√ (2)
Visible Learning	√		
Wally Bradley Award			√
WAYS student support			√
Western Edge Arts			√
Whitelion			√ (2)
Whitewater	√		
Work Inspirations		√ (2)	
Workplace Learning Coordinators program		√ (2)	
Yankunytjatjara Wangka	√		
Yirramaly/Wesley School			√

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You can do it	√ (3)		
Young Mothers	√		
Youth Commitment	√		
Youth Off The Streets Scholarships			√

The following is a list of the websites for the programs identified above (where a website was available).

Please note - these programs are those that were identified by respondents in the LLEAP 2013 Survey. In listing them here, LLEAP and its partners are not endorsing these programs or suggesting that they are the only programs that might be run to address particular outcomes for students:

Program name	Website
1:1 iPad Program	https://itunes.apple.com/au/itunes-u/ipad-in-australia-transforming/id473045473?mt=10
Aboriginal Girls Circle, NAPCAN	http://napcan.org.au/our-programs/aboriginal-girls-guide/
Accessible Communication in the Community	http://www.geelongaustralia.com.au/community/accessibility/article/item/8cf712e3a0de1eb.aspx
AIME/ARTIE	http://aimementoring.com/about/staff/
ANZ Seeds of Renewal, FRRR	http://www.frrr.org.au/cb_pages/seeds_of_renewal.php
Artists in Residence	http://www.australiacouncil.gov.au/initiatives/2013/artists-in-residence
ASDAN	http://www.asdan.org.uk/
Aspirations	http://www.abcn.com.au/our-programs/raising-aspirations
ASPIRE	http://www.aspire.unsw.edu.au/
AUSLAN as LOTE	http://www.deafau.org.au/pdfs/AuslaninNationalCurriculumMR20111123.pdf
Australian Scholarships Foundation	www.scholarships.org.au
AVID	http://www.vu.edu.au/the-victoria-institute/our-research/education-journeys/advancement-via-individual-determination-avid-australia
Back to School	http://www.frrr.org.au/cb_pages/back_to_school.php
Beacon	http://beaconfoundation.com.au/what-we-do/beacon-programs/
Best Start	http://www.education.vic.gov.au/about/programs/health/pages/beststart.aspx
Better Buddies	http://www.betterbuddies.org.au/
Beyond the School Gates	http://www.beyondtheschoolgates.org.au/
Big Picture Education	http://www.bigpicture.org.au/
Bike Ed	http://www.vicroads.vic.gov.au/Home/SafetyAndRules/RoadSafetyEducation/PrimarySchools/BikeEd.htm

BLOKES	http://suwa.org.au/su-schools/blokes/
Books in Homes	www.booksinhomesaustralia.com.au
Bounce Back	www.bounceback.com.au
Breakfast club	http://www.ywcansw.com.au/breakfast_clubs.php
Bright Spots Schools	http://socialventures.com.au/work/bright-spots-schools-connection/
Broadening Horizons	http://www.imvc.com.au/broaden-your-horizons/
Buddajitja	http://www.budda-jitja.com.au/
Bush Blitz	www.bushblitz.org.au
Bushrangers	http://www.communities.wa.gov.au/communities-in-focus/cadets/Pages/Bush-Rangers-.aspx
Business Class	http://schoolsconnect.org.au/business-class/
CAFÉ reading	http://www.thedailycafe.com/public/department105.cfm
Career Keys	http://careerkeys.com.au/
CERES	www.ceres.org.au
Change It Up	http://www.fya.org.au/initiatives/change-it-up/
Choice Theory	http://choicetheoryinaustralia.org/
Closing the gap	https://www.coag.gov.au/closing_the_gap_in_indigenous_disadvantage
Coaching Young People for Success	www.coachingyoungpeopleforsuccess.com
Compass	http://sydney.edu.au/compass/
Connect	http://www.suqld.org.au/connect
Cottage by the Sea	http://cottagebythesea.com.au/
Country Education Foundation Scholarships	https://cef.org.au/
Cracking the Code	http://crackingtheabccode.com/
Create Your Future	http://www.createyourfuture.org.au/
Daily Five	http://www.thedailycafe.com/public/department104.cfm
Diversity is the norm	http://www.learningexchange.nsw.edu.au/about-us/learning-exchange-news/learning-exchange-news.aspx/diversity-is-the-norm-launch-video-and-stream.aspx
Drumbeat	http://www.holyoake.org.au/content-red.php?CID=80
Duke of Edinburgh	http://www.dukeofed.com.au/
EALD (English as second language)	http://www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html
Early childhood development Scholarships	http://www.education.vic.gov.au/about/careers/pages/scholarships.aspx
Education Benalla	http://www.tomorrowtoday.com.au/?file=current_projects
Endicott Cup (Gifted and talented)	http://www.sarahredfeh.schools.nsw.edu.au/community/indicott-cup-academic-challenge/indicott-cup-overview-2011
Equal Music Program, Musica Viva	http://www.musicaviva.com.au/support-us/equal-music
eSmart	https://www.esmartschools.org.au/Pages/default.aspx

Every Student Every School	http://www.dec.nsw.gov.au/about-us/how-we-operate/national-partnerships/every-student-every-school
Evolve	http://www.evolve.org.au/
Exceptional Teachers in Disadvantaged Schools Scholarships	http://www.news.qut.edu.au/cgi-bin/WebObjects/News.woa/wa/goNewsPage?newsEventID=66396
Families as First Teachers	http://www.education.nt.gov.au/parents-community/early-childhood-services/families-as-first-teachers-program
Fast Forward	http://www.uws.edu.au/fastforward/fast_forward/about_fast_forward
Festival for Healthy Living	http://www.rch.org.au/fhl/
Five Minds for the Future	http://www.uknow.gse.harvard.edu/teaching/TC106-607.html
Flexible Learning Options (FLO) pilot	http://www.ican.sa.edu.au/files/links/2008_FLO_Guidelines.pdf
Flipside Circus - Human Pyramid Program	http://www.flipsidecircus.org.au/News/Latest-News/Flipside-Circus-Regional-Tours-2013.aspx
Flying Arts Alliance	http://www.flyingarts.org.au/
Flying Start	http://flyingstart.qld.gov.au/Pages/home.aspx
Focus	http://www.abcn.com.au/about-us/news-and-media-releases/focus-young-women-leadership
Focus on reading	http://www.curriculumsupport.education.nsw.gov.au/literacy/program/focus_read/index.htm
Focus School Next Steps	http://deta.qld.gov.au/indigenous/strategies/ap-focusschools.html
Fogarty EDvance	http://fogartyedvance.org.au/
Fulbright Scholarships	http://fulbright.com.au/scholarships
Gateways for Sustainable Communities	http://www.ncllen.org.au/resources/Our-Programs/Research-and-Resources/Gateways4SCReport_NCLLEN.pdf
Gawura	http://www.gawura.nsw.edu.au/
Girls Academy	http://www.girlsacademy.com.au
Girls at the Centre, The Smith Family	http://www.thesmithfamily.com.au/what-we-do/our-work/supporting-aboriginal-and-torres-strait-islander-families/girls-at-the-centre
Girls Talk	https://www.engineersaustralia.org.au/western-australia-division/schools-programs
Great Start	http://www.decd.sa.gov.au/literacy/pages/Home/strategy/?reFlag=1
Hands on Learning	http://handsonlearning.org.au/
Head start	http://www.usc.edu.au/study/courses-and-programs/headstart-program-year-11-and-12-students

Headstrong teaching resource, Black Dog Institute	http://www.blackdoginstitute.org.au/public/education/headstrong.cfm
Healthy Schools Healthy Futures	http://www.nibfoundation.com.au/site/index.cfm?display=309253
High Resolves	http://www.highresolves.org/home.html
Indi Kindi	http://www.nangalaproject.org.au/indi_kindi.html
Intercultural understandings	http://www.australiancurriculum.edu.au/GeneralCapabilities/intercultural-understanding/introduction/introduction
iTrack	http://www.thesmithfamily.com.au/what-we-do/our-work/at-school/secondary/itrack
Journey to Respect	http://www.healthinonet.ecu.edu.au/key-resources/programs-projects?pid=1355
KidsMatter	http://www.kidsmatter.edu.au/
L3	http://www.curriculumsupport.education.nsw.gov.au/beststart/III/index.htm
Labs 'n Life	http://www.labsnlife.com/
Landcare Journeys	http://www.landcareonline.com.au/
Learn2Grow, Good Beginnings	http://goodbeginnings.org.au/
Learning & Earning	https://www.missionaustralia.com.au/what-we-do-to-help-new-young-people/learning-and-earning
Learning Assistance Program (LAP)	http://www.lap.org.au/
Learning Buddies	https://www.ardoch.asn.au/what-we-do-our-programs/what-we-do/learning-buddies-top
Learning Essentials	https://www.ardoch.asn.au/what-we-do-our-programs/what-we-do/learning-essentials-top
Learning for Life Scholarship	http://www.thesmithfamily.com.au/what-we-do/our-work
Learning Links	http://www.learninglinks.org.au/
Let's Count, The Smith Family	http://www.thesmithfamily.com.au/what-we-do/our-work/at-home/lets-count-duplicate
Let's Read	http://www.letsread.com.au/
Letters and Sounds	http://www.letters-and-sounds.com/
Life Skills	http://visibleink.org/life-skills-education-australia-inc
Life Skills for Life	http://www.fogartyfoundation.org.au/life-skills-for-life.html
Linkup	http://www.ballaratvc.vic.edu.au/index.php/about-us/linkup
Lisa Keskinen Writing	http://www.lisakconnections.com.au/
Literacy Buddies	https://www.ardoch.asn.au/literacy-buddies
MAD for Life Motivational Media – Program	http://www.motivationalmedia.org.au/presentations/mad-making-a-difference-for-life
Managed Individual Pathways (MIPS)	http://www.education.vic.gov.au/school/teachers/support/pages/mips.aspx
MATES JET program	http://www.llen.com.au/mates-jet-program
MATES mentoring	http://www.llen.com.au/mates
MATES Reading Buddies	http://www.llen.com.au/reading-buddies
Mathletics	http://www.mathletics.com.au/

Maths Matters	http://mathsmattersresources.com/australian-maths-associations/
Maths on line	http://www.mathsonline.com.au/
Mimili Red Dirt Theatre Company project	http://www.mimili.sa.edu.au/
Mimili Stars	http://www.mimili.sa.edu.au/docs/MAS_Behaviour_Management_Anti-Bullying_Policy.pdf
Mind Matters	http://www.mindmatters.edu.au/
Mini-Lit	http://www.multilit.com/
Mpower for girls	http://www.stride.org.au/mpower-girls.aspx
Multi-lingual literacy learning (MLL)	http://www.leadersdesktop.sa.edu.au/leadership/files/links/C_266_Letter_to_Principals.pdf
MultiLit	http://www.multilit.com/
My Life My Career	http://www.coachingyoungpeopleforsuccess.com/page.cfm?pageId=209
National partnerships (L&N)	http://smarterschools.gov.au/literacy-and-numeracy
National partnerships (Low SES)	http://smarterschools.gov.au/low-socio-economic-status-school-communities
NESAY	http://www.nesay.com.au/
Nicholas Owen	http://www.loyolamtdruitt.catholic.edu.au/nicholas-owen-program
Numeracy Scaffolding	http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/assessment/pages/scaffoldnum.aspx
OASIS School Liaison	http://salvos.org.au/oasis/what-we-do/oasis-services/education/
Operation Flinders	http://www.operationflinders.org.au/
Operation Newstart	http://onv.org.au/
Operation Next Gen	http://www.cilm.org.au/operationnextgen.htm
PACTS	http://www.youthconnect.com.au/career-transition-programs/pacts/
Partners in Learning	http://www.microsoft.com/education/en-au/partners-in-learning/Pages/index.aspx
Pathways to resilience	http://www.pathwaystoresilience.org/
Play for Life	http://playforlife.org.au/
Play is the Way	https://www.playistheway.com.au/
Positive Behaviour for Learning (PBL)	http://www.curriculum.edu.au/leader/positive_behaviour_for_learning_24004.html?issueID=11469
Positive Behaviour Support	http://synapse.org.au/get-the-facts/what-is-positive-behaviour-support-fact-sheet.aspx
Pragmatic Dynamic Organisational Display (PODD)	https://www.spectronicsinoz.com/product/pragmatic-organisation-dynamic-display-podd-communication-books-direct-access-templates

Principals Australia - Rural Scholarships	http://www.pai.edu.au/
Proloco to go	http://www.assistiveware.com/product/proloquo2go
Quicksmart	http://simerr.une.edu.au/quicksmart/pages/qsmathematics-intervention.php
RACV Bus Program	http://www.racv.com.au/wps/wcm/connect/racv/Internet/primary/about+racv/community+engagement
Read 2 Remember	http://read2remember.org.au/
Reading 2 Learn	http://www.readingtolearn.com.au/
Reading Eggs	http://readingeggs.com.au/
Reading Recovery	http://www.curriculumsupport.education.nsw.gov.au/earlyyears/reading_recovery/
Reading STAR	http://www.accreader.com.au/how-ar-works/star-reading/
Reading to Learn	http://www.readingtolearn.com.au/
REAPing Rewards, FRRR	http://www.frrr.org.au/cb_pages/rural_education_australia_program_-_reaping_rewards.php
Regional Schools Outreach	http://federation.edu.au/future-students/information-for.../regional-students/regional-schools-outreach-program
ResourceSmart AuSSI Vic	http://www.sustainability.vic.gov.au/schools
right@home, ARACY	https://www.aracy.org.au/projects/righthome
Rising Stars scholarships	http://scu.edu.au/risingstars/index.php/4/
Rock and Water	http://www.kidsmatter.edu.au/primary/programs/rock-and-water
Room to Read	http://www.roomtoread.org/Australasia
Save The Children	www.savethechildren.org.au
Scaffolding Literacy	http://www.whatworks.edu.au/dbAction.do?cmd=displaySitePage1&subcmd=select&id=431
Scanlon Foundation Community Hub	http://www.scanlonfoundation.org.au/docs/Community_Hubs_Flyer_Oct_13.pdf
School Chaplaincy Program	http://schoolchaplaincy.org.au/
School Focussed Youth	http://www.education.vic.gov.au/school/teachers/health/pages/sfys.aspx
School Pride	http://www.bhps.info/m/content.cfm?subpage=666261
Schools First	http://www.schoolsfirst.edu.au
Sea Country Project	http://www.learningfutures.com.au/sea-country-guardians-project
SEDA	http://sedagroup.com.au
Shine and Strength	https://hillsong.com/en/store/products/curriculum/shine-strength/shinegirl/
Skyline Education Foundation Australia	http://skylinefoundation.org.au
SoSafe	http://www.pecsaustralia.com/workshopcat.php?id=29
Sound waves	https://www.fireflyeducation.com.au/soundwaves
Spark (ABCN)	http://www.abcn.com.au/our-programs/building-critical-skills
Spark_Lab	http://www.pica.org.au/spark_lab/

Special Olympics WA Community Sports Link	http://www.specialolympics.com.au/csl/
SPELD (Specific learning difficulties)	http://www.speld-sa.org.au
Spelling Mastery	https://shop.acer.edu.au/acer-shop/group/SLM
STEMM: Supporting Teenagers with education, mothering and mentoring	http://www.stemm.com.au
Stephanie Alexander Kitchen Garden	https://www.kitchengardenfoundation.org.au
STEPS	http://www.thestepsprogram.org
Stronger Smarter Institute	http://strongersmarter.com.au
Student2student	http://www.thesmithfamily.com.au/what-we-do/our-work/at-school/early-years-and-primary/student2student
SunnyKids (SKIS)	http://sunnykids.org.au/skis-sunnykids-in-schools/
Supporting Parents - Developing Children	http://www.refugeofhope.org.au/supporting-parents-developing-children-program
Surfing Program	http://www.seaaustralia.com.au
Swan Extended School Hub	http://www.fogartyfoundation.org.au/swan-extended-schools-hub.html
Tactical Teaching	http://www.leadersdesktop.sa.edu.au/leadership/files/links/Tactical_Teaching_informa_1.pdf
Talking the Talk	https://www.ardoch.asn.au/news/109-talking-the-talk
Teach For Australia	http://www.teachforaustralia.org
Teach Learn Grow	http://teachlearngrow.com.au/ruralprogram/
TeachLive	http://www.bushblitz.org.au/teachlive.php
TeachWild	http://teachwild.org.au
The Aspiration Initiative	http://www.auroraproject.com.au/about_TAI
The Club Passport Program	http://thecdf.com.au/programs/club-passport-program/
The Huddle Learning and Life Centre in North Melbourne	http://www.refugeofhope.org.au/the-huddle
The Leader in Me	http://www.theleaderinme.org
The Pyjama Foundation	http://www.thepyjamafoundation.com
The School Passport program	http://thecdf.com.au/programs/school-passport-program/
The Social Studio	http://www.thesocialstudio.org/faq/
The Song Room	http://www.songroom.org.au
The Smith family	http://www.thesmithfamily.com.au
Ticket to Work	http://www.youthconnect.com.au/career-transition-programs/wlc/ticket-to-work-program/
Toe by Toe	http://www.toe-by-toe.co.uk
Triple P	http://www.triplep.net/glo-en/home/
Try-a-Trade Careers Expo	http://www.worldskills.org.au/activities/tryaskill/
Tuned in for Life, The Song Room	http://www.nibfoundation.com.au/site/index.cfm?display=334584

Visible Learning	http://visiblelearningplus.com
Wally Bradley Award	http://www.fleurieucommunityfoundation.org.au/news-and-events-archive/2013/7/31/wally-bradley-awards-now-open.html
Western Edge Arts	http://www.westernedge.org.au
Whitelion	http://www.whitelion.asn.au/index.php?sectionID=52&pageID=52&staticID=Whitelion-Programs
Work Inspirations	http://www.workinspiration.com.au
Workplace Learning Coordinators program	http://www.education.vic.gov.au/about/programs/pathways/pages/coordinators.aspx
Yankunytjatjara Wangka	http://www.mobilelanguageteam.com.au/languages/yankunytjatjara
Yirramaly/Wesley School	http://www.wesleycollege.net/Wesley-Life/Yiramalay-Wesley-Studio-School.aspx
You can do it	https://www.youcandoiteducation.com.au
Youth Off The Streets Scholarships	http://www.youthoffthestreets.com.au/scholarshipprogram#.UwSQt_1pv8s