Ourschool Pilot Project Evaluation Report

Project delivered by:

Victorian Association of State Secondary Principals (VASSP)

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EXECUTIVE SUMMARY

INTRODUCTION

The report will show that there has been a very positive response to the Ourschool development of alumni programs – from the students, teachers and school leadership, and the alumni themselves.

It also notes that there are challenges to be faced to achieve scalability and sustainability.

The reporting structure is layered as follows:

➢ *Executive Summary* – Provides an overview of project objectives, methodology, outcomes and assessment

➢ *Report* – A deeper review

➢ *Appendices* – Additional detail for reference

PROJECT OBJECTIVE

The Ourschool Project has been established to provide a service that helps state secondary schools build thriving alumni communities to benefit current students and the schools.

The overall objective of the Ourschool Project is to help improve students' prospects for successful lives by improving their confidence, motivation and understanding of what their future pathway might look like, in addition to attracting broader resourcing and financial support for schools.

The Ourschool statement of purpose is:

> *We believe that every state secondary school deserves to have a strong and sustainable alumni community whose members are easily able to give back to their old schools.*

Key outcome objectives are detailed in the report.

REPORT OBJECTIVE

This Evaluation Report has considered feedback from the first 18 months of the two-year Pilot Project. It is designed to assess the outcomes against the objectives, provide a view on the success or otherwise and to identify any opportunities to enhance the Ourschool pilot's model or methodology.

The report summarises and analyses the outcomes for the 9 schools participating in the pilot program. The core project elements assessed are:

- career pathway/curriculum support sessions (primary focus)

- finding and registering alumni for a school database

- identifying workplace experience opportunities from alumni

- inviting alumni to contribute to scholarships/and or consider bequests.

The 'light touch' group workshops have also been assessed.

Input for the report includes quantitative data, qualitative input from formal written feedback, telephone interviews, face to face interviews and conversations. The analysis of this data is summarised in some detail in the report.

Overseas and interstate experience

The operations of similar programs in other states and countries have, to the extent available, been reviewed and their relevance to this project considered.

Program Development

Program refinement has been considered and feedback has been provided..

The program activities will continue for the final 6 months of the Pilot Project, but this will also be a vital time for the next stage of program development. Program continuity is critical if the programs are to be retained so policy and funding support needs to be in place at the end of that time.

PROJECT OBJECTIVES & METHODOLOGY

The Pilot Project (the project) has a two-year timetable commencing in June 2017.

The detailed methodology is set out on pages 16–17, but in brief, the objectives include:

- building ongoing relationships with alumni
- supporting student wellbeing by improving prospects for successful lives through improved confidence, motivation and a better understanding of the diversity of study and career pathways
- attracting suitable volunteers for student guidance, school governance and general support
- increasing access to work experience opportunities
- attracting financial support for the schools generally, and for student scholarships in particular.

PROJECT OUTCOME

The project has a defined set of outcome objectives,[1] as detailed in the report, but a successful Pilot Project should also increase support for continuing, growing and broadening the reach of alumni programs to include other state secondary schools.

The project needs to be sufficiently successful to attract policy support and financial support to ensure its ongoing success. The prospective benefits to students and their schools are high.

The core intensive program included:

- 70 alumni career sessions during this eighteen-month period

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[1] There is some variation in stated objectives, as noted in the detailed report.

- Attendance of 4088 students at these sessions

The outcome indicators are positive, as detailed in the project assessment below.

Some valuable information relevant to the scalability, model maturation and strategy for Ourschool has been provided to Ourschool.

PROJECT ASSESSMENT

The overall assessment is that the Pilot Project has produced successful results.

The detailed analysis is set out in the Report and in more detail Appendix 3.

In summary, my assessment of the project against the objectives is shown in Table 1.

Table 1: Pilot Project Assessment Against Objectives

Objective	Assessment
General response to alumni sessions	Strongly Favourable
Impact on student understanding of pathways	Favourable
Impact on student confidence	Favourable
Impact on student motivation	Favourable
Impact on student pride in school	Mildly favourable

Figures 1–4 highlight the significant progress made on each of these objectives. Full questions (as asked) relating to the figures are shown in the student questions, Appendix 4.
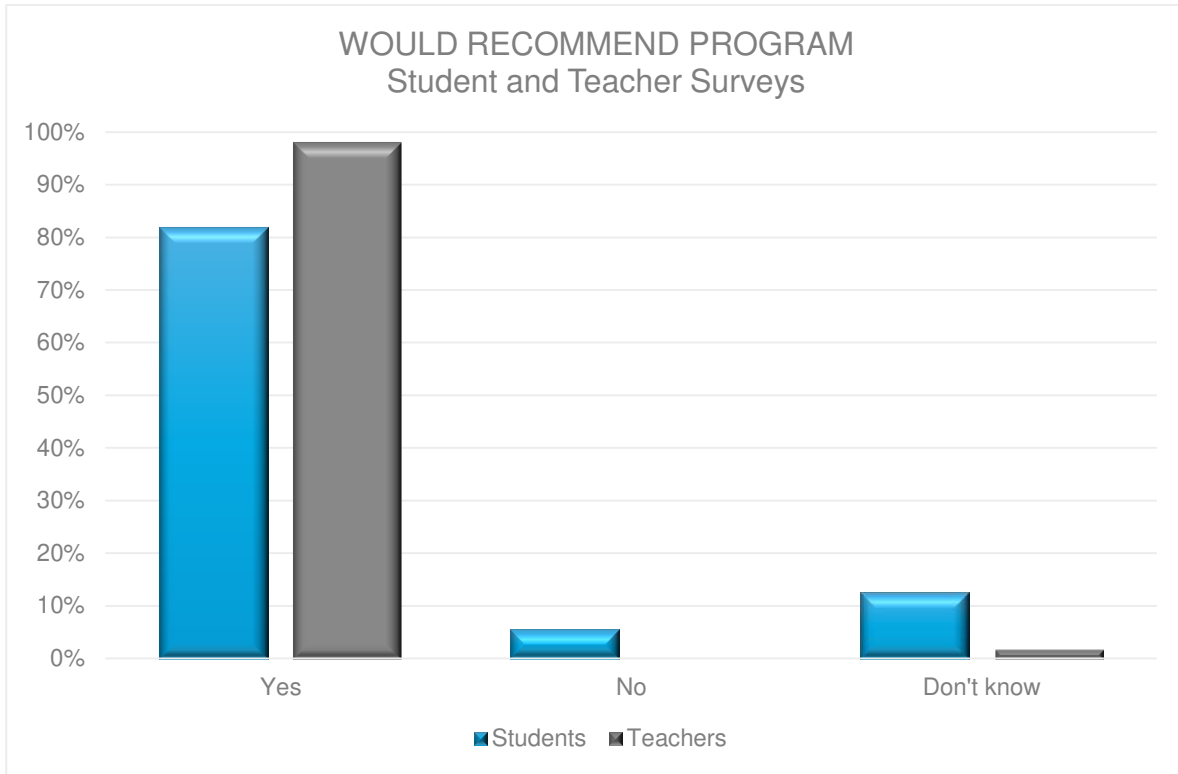
Figure 1: General response The extent to which students and teachers would recommend the program to others
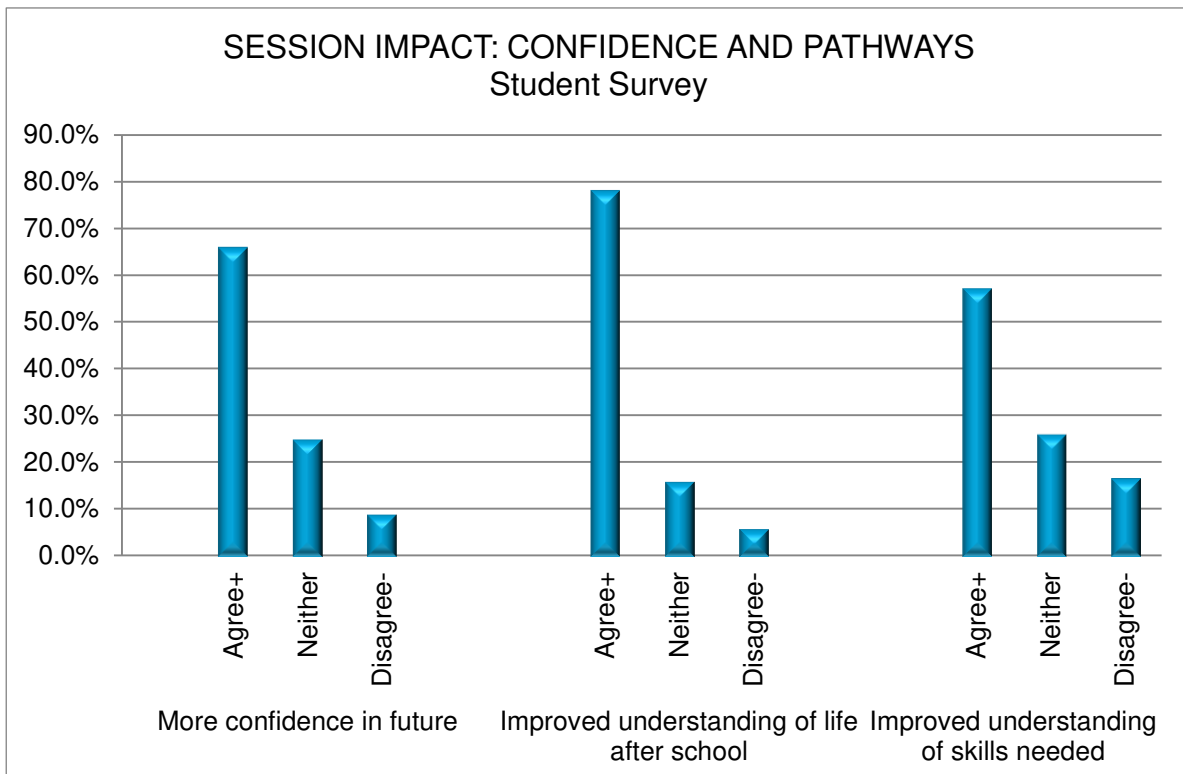
Figure 2: Pathways and confidence Key indicator survey questions
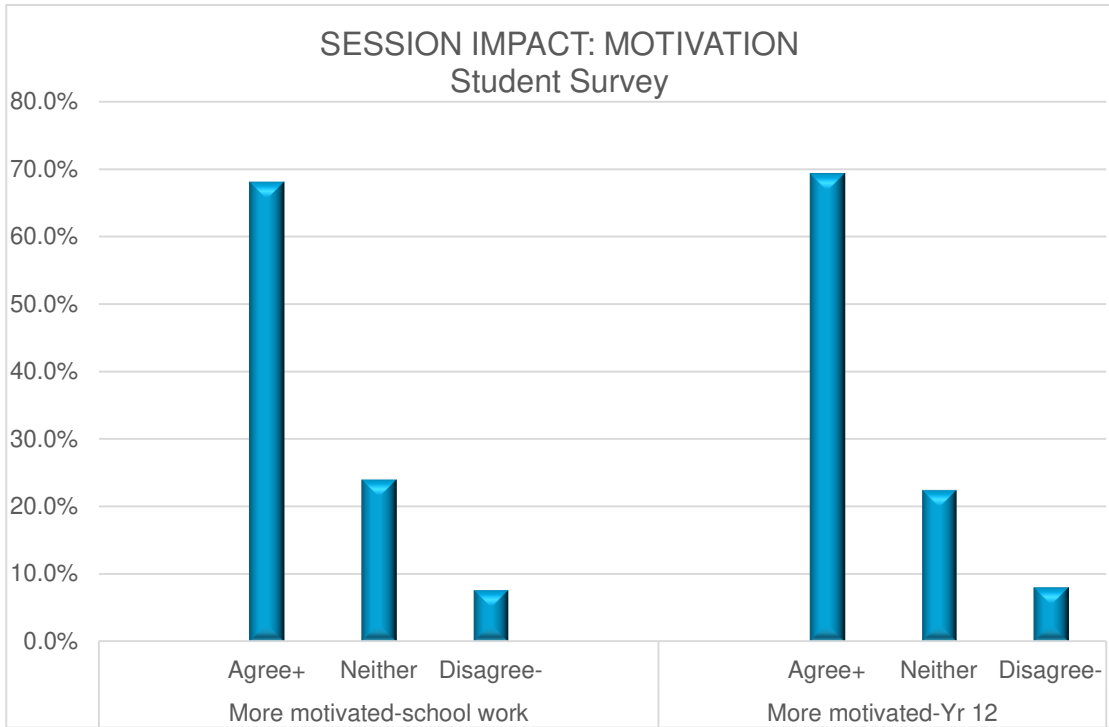
Figure 3: Motivation Key indicator survey questions
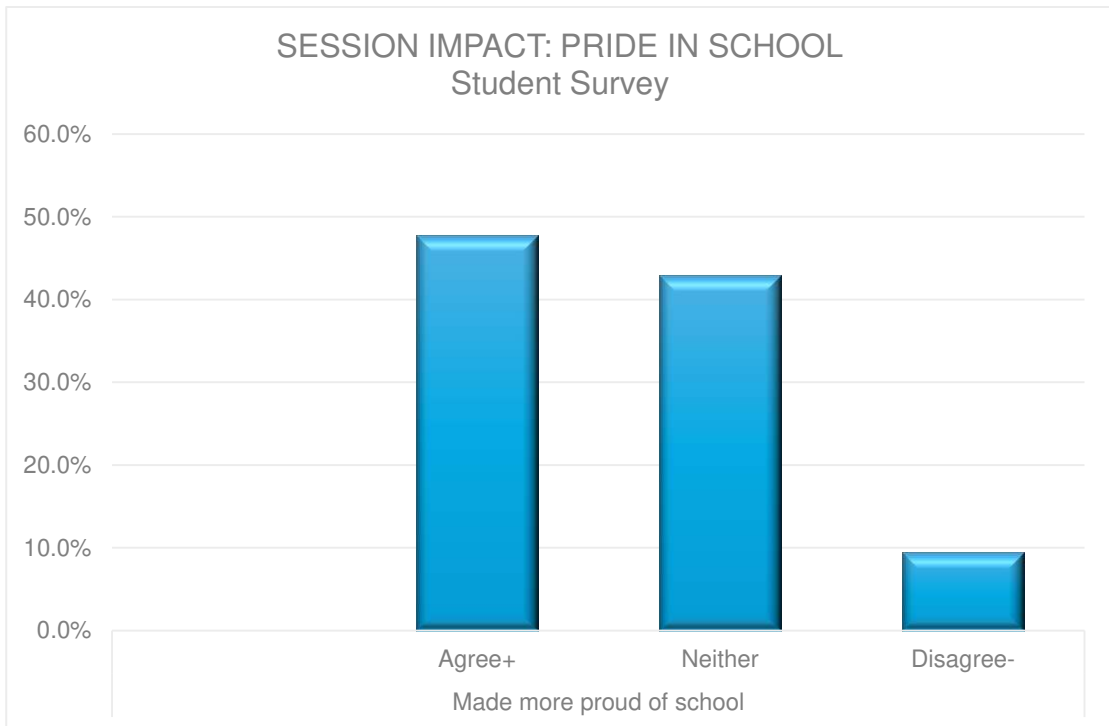
Figure 4: Increased pride in school Response to the question 'Made me feel proud of my school'

Charts highlighting both teacher support and alumni support are included in the report assessment (see figures 5 and 6).

The report also includes comments on:

- work experience opportunities
- scholarship and other school funding
- Group Workshops
- project financial outcomes
- media coverage
- sustainability and scalability (provided separately)

CONCLUSION

Core programs

The responses to the surveys and the qualitative feedback were, overall, **strongly positive.**

This result was observed for each of the participating groups: the students, the teachers and the alumni.

School leadership[2] feedback was also consistently and strongly positive about the concept, the programs and the Ourschool people guiding the development. The greatest concern was that when the pilot ended, the support of their Ourschool team member would be lost. The perceived value and the desire to continue the development of the alumni program was strong.

Summary of Feedback Themes

The dominant themes have been quite consistent.

- **Overall**: The students and teacher responses have been very positive.
- **Overall**: Students felt it was useful (83%) and teachers would recommend the program to other schools (92%).
- **All**: Program enhancement suggestions were overwhelmingly related to opportunities to ask more questions, hear answers to more questions (stories) and to hear from more alumni. There was a desire for more rather than less.
- **Students**: Hearing real-life stories from past students of their school, including challenges, was motivational and improved confidence (quantitative and qualitative).
- **Alumni**: There was a widely stated desire to 'give back'. Alumni made many offers to do more if wanted.

Group Workshops

Feedback from the group workshops showed overwhelming support for the concept and the need for the more intensive approach; at least in the early stages.

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[2]   Principals and Vice-Principals.

As detailed in the report the development progress in the these schools has been very positive.

The detailed assessment is set out in the report below.

METHODOLOGY REVIEW & RECOMMENDATIONS

The separate report provides greater detail on some development considerations. This has been done in the form of asking questions and making suggestions rather than firm recommendations. In my view, these questions and suggestions should be reviewed by management and those overseeing the project.

These key considerations include:

- review the priority objectives and realign based on the experience to date
- consider matters for discussion relevant to scalability and continuity (funding and operations)
- consider an alliance with Future First UK[3] eg portal development[4].

The separate report contains further considerations.

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[3] If they are willing to consider and alliance.

[4] The consideration is discussed in greater detail in the report, but an appropriate alumni registration platform is considered critical if this 'archilles heel' of the program is to avoid significant issues as it grows.

BACKGROUND

Introduction

A thriving state secondary school system is vital for our country's future economic and social prosperity. For this reason, developments and projects that could advance educational outcomes is a key driver for the Victorian Association of State Secondary Principals (VASSP).

The impetus for the Ourschool Project was the relatively low or non-existent engagement of state secondary schools with their alumni. There was a missed opportunity here.

The project also directly aligns with the Department of Education and Training's *Framework for Improving Student Outcomes* (**FISO**), which sets out Victorian state school development priorities.

Private secondary schools in Australia, as well as universities and other educational institutions, develop and maintain alumni networks in a way that supports current students and the development of those institutions more broadly, far beyond the point of a student's graduation.

Greater engagement with alumni provides the potential to:

- provide career role models to whom current students can relate

- better inform students about life opportunities and, as a result, motivate current students

- develop a greater sense of pride in school

- create access to volunteers to help support school governance and development

- provide better access to work experience

- provide access to motivated potential fundraisers and donors

- maintain continuing relationships with students throughout their lives.

The Ourschool Pilot Project has been established to run over two years. The preliminary development commenced in June 2017 and the intensive Ourschool service started in eight[5] pilot schools in July 2017.

This report provides feedback and an evaluation of the project including, where relevant, some suggestions about the project design and framework.

The detailed report includes details of:

- the schools involved in the Pilot Project

- the key areas of focus for the project

- the project objectives

- the project methodology

- relevant outcomes to date

- an assessment including against performance indicators

- an assessment of the Group Workshop sessions

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[5] Matthew Flinders Girls' Secondary College was added in 2018.

PROJECT MANAGEMENT

Project Owner

The Project Operational Owner is Caroline Milburn, and the project is being delivered under the auspices of VASSP. Sue Bell is President of VASSP having taken over from Judy Crowe in January 2018.

The project is supported by a Project Advisory Group, as detailed in Table 2.

Table 2: Ourschool Project Advisory Group (OAG)

Name	Role	Supporting Institution
Bruce Anderson (Chair)	Director	The Anderson Partnership
Stephen Giles[6]	Partner	Norton Rose Fulbright
Louise McCarthy	Assoc. Dir. Alumni Engagement	Swinburne University of Technology
John de la Motte	Group Director	Compass Education
Luke Simpson	National Marketing Manager – Alumni	PwC Australia
Ken Spence	Former Partner	Ernst & Young
Judy Crowe	Former VASSP President and co-founder of Ourschool	
Sue Bell	President	VASSP
Caroline Milburn	Ourschool Director and co-founder	Ourschool

Project Operations

The present project team includes:

> Caroline Milburn, Director (full-time)
>
> Elise Dunstan (full-time)
>
> Tanja Dunat (part-time, 2 days per week)
>
> Maria Whitmore (part-time, two days per week)
>
> Priscilla Pham (part-time, two days per week starting late December 2018)
>
> Sam Parsons (full-time starting January 2019)

Particular schools have been allocated to each team member.

Caroline Milburn is responsible for managing the creation and development of the pilot and for the management of its operations.

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[6] Stephen Giles retired from the OAG in November 2018.

Elise Dunstan is assisting with the development of the pilot and its program materials.

Accounting support is provided by VASSP.

Participating Schools

The schools participating in the Pilot Project are shown in Table 3.

Table 3: Schools Participating in Pilot Project

School	No. of Students	No. of FTE[7] Teaching Staff	ICSEA[8] Rating and % of Students in Bottom Quartile[9]
Camperdown College	303	28.4 (ratio 10.7)	<u>966</u>; <u>46%</u>
Fountain Gate Secondary College	1123	85.3 (ratio 13.2)	<u>949</u>; <u>50%</u>
Geelong High School	915	71.9 (ratio 12.7)	<u>987</u>; <u>36%</u>
Keysborough College	1747	142.2 (ratio 12.3)	<u>919</u>; <u>65%</u>
Matthew Flinders Girls' Secondary College (Geelong) from 2018	616	55.3 (ratio 11.1)	1012; <u>28%</u>
Mount Waverley Secondary College	1843	129.2 (ratio 14.3)	1098; 7%
Princes Hill Secondary College	867	59.9 (ratio 14.5)	1156; 2%
Sunshine College	997	109.0 (ratio 9.2)	<u>920</u>; <u>62%</u>
Warrnambool College	1244	88.0 (ratio 14.1)	<u>988</u>; <u>35%</u>

Formal expressions of interest in participation in the Pilot Project were received from 21 schools (closed 11 May 2017). Informal expressions of interest came from a further 11 schools.

As highlighted above (with underlining), 6 of the 9 schools are in areas that are considered disadvantaged[10] and 7 are likely to have a relatively disadvantaged student population.[11]

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7 Full-time equivalent.

8 ICSEA-Index of Community Socio-Economic Advantage-All data 2017. An ICSEA of less than 1000, the average, indicates relative disadvantage.

9 A percentage higher than 25% indicates relative disadvantage.

10 Disadvantage is for this purpose is those schools in catchment areas below the median in respect of financial and social circumstances as measured by ICSEA.

11 Defined as having more than 25% of students in the lowest quartile.

Other Key Project Stakeholders

Apart from the schools, alumni, teachers and other staff and students, the other key stakeholders are:

> Katy Haire, Department of Education and Training-Victoria (DET)
>
> Deputy Secretary, Early Childhood & School Education Group
>
> Rosemary Conn, CEO of Australian Schools Plus[12]

Project Funders/Donors

> Victorian Department of Education and Training
>
> Koshland Innovation Fund (via Schools Plus)
>
> R E Ross Trust
>
> Gandel Philanthropy
>
> Helen Macpherson Smith Trust
>
> Hart Line Fund-Australian Communities Foundation

PROJECT METHODOLOGY

Scope

The scope of the pilot project is limited by time (two years) and focus (on the desired outcomes listed below). The major phases of the pilot are shown in Table 4.

Table 4: Project Timeline

Step	Date
Project commenced	1 June 2017
Establishment (see below)	July 2017
Service in nominated schools commenced	from July 2017
Evaluation Report completed	February 2019
Pilot Project to be completed	1 June 2019

Establishment

Engagement of support for the project, including financial sponsors and project supporters, together with the establishment of project governance structures, were the critical first steps.

The first six weeks of the project involved creation of program materials, signing up the initial eight subscriber schools and hiring three staff (initially two full-time and one part-time) to enable the commencement of the project.

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[12] I note that Schools Plus also operates its own national Alumni Program (see research into similar programs later in this report). In the circumstances it was inappropriate for me to contact Schools Plus to identify how this operates alongside Ourschool.

Having completed those steps, the first activities in the field were to collect baseline data, make presentations, and meet and converse with principals, careers teachers, teachers and other staff, students and school councils.

Seeking out and selecting appropriate alumni was a significant undertaking. This has been done using school connections, LinkedIn and other social media as the main sources of alumni recruitment.

The next step was to engage with teachers with whom to partner, and then plan alumni career advisory sessions.

Priorities[13]

The project focuses on the following key areas of alumni development:

- finding and registering alumni for a school database
- inviting alumni back to their old school to provide advice/guidance to current students in career pathway workshops or to provide curriculum support as guest speakers in classroom lessons
- providing a wider variety of workplace experience placements for students through alumni contacts
- inviting alumni to establish or contribute to student scholarships
- establishing avenues and communications for bequests

Ourschool managers at each school have collected quantitative and qualitative data at their own schools as required.

Desired Outcomes

Students

The objective of the Ourschool Project is to help improve student prospects for successful lives by improving their confidence, motivation and understanding of what their future pathway might look like. The student feedback on these objectives, as measured by survey, included asking whether:

- they felt the session was useful
- it made them feel more confident
- it made them want to work harder
- it made them want to stay and complete year 12
- it left them wanting to hear more from former students
- it made them feel that "people like me" can be successful
- it made them feel proud of their school

Also measured:

- the number of students who participated in career pathway workshops.

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[13] Details of the methodology, including the priorities and desired outcomes, are as set out in 'An Overview-Evaluation of the Ourschool Pilot-baseline information and performance indicators' dated 2 July 2017.

Other measures overlap with those noted for schools.

Schools

These outcomes[14] will be the numbers representing:

- new alumni registered on the database
- alumni who visited the school
- alumni who participated in career/study sessions at the school
- work experience placements offered by alumni.

A subjective assessment is made of engagement prior to commencement of the project and the post-project level based on the qualitative and quantitative data.

Scholarship and bequest strategies have not been made the focus as originally planned. The research material is consistent[15] and supports the view that it is important to develop the alumni relationships before overtly seeking funding contributions.

However, development has been measured against the following indicators:

- whether the school has a general scholarship fund
- the number of student scholarships established by alumni and the number of teacher scholarships established by alumni
- the number of alumni who donate financially
- the total amount donated by alumni.

Further quantitative and qualitative measures are included in the Pilot Project report. They include:

- the views of the principals, teachers and other relevant staff on the project and the potential to improve the methodology
- the impact on current teachers, including morale and sense of community
- the number of schools interested in participation in an ongoing program.

Ourschool Advisory Group (AOG)

The outline plan, as presented to the OAG, included two objectives not listed above. These were:

- obtain media coverage of the Pilot Project
- provide newsy, lively quarterly updates to all funders, friends and supporters of the Pilot Project (now half yearly)

The goals as set out by the OAG are included as Appendix 1 to this report.

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14   The Ourschool Project logic map, included as Appendix 2, is a simple and clear outline covering most of these desired outcomes.

15   There is a dearth of material on state school alumni programs. However, the literature relating to private school and university alumni repeatedly finds that relationships based on trust and connection are critical for funding success. That literature is not directly relevant, but it seems reasonable to assume that a similar situation would apply in public sector schools.

REPORT

The report is structured and presented as follows:

Project Methodology and Process

Quantitative Data Analysis

Qualitative Input: Feedback

Group Workshops

Financial

Project Assessment

Related Research (separate document)

Recommendations (separate document)

Appendices

A variety of documents set out performance indicators and milestone objectives. For the report I have extracted those which I believe to be the most important and given them greater emphasis. This includes selected feedback that may be worth considering.

Primary objectives (as understood)

- improve students' understanding of study and career pathways (particularly for years 10–12)

- improve students' confidence in their future (particularly for years 10–12)

- motivate students to apply themselves to their present studies and to complete year 12

- engage volunteer resources that help schools perform their governance, curriculum and mentoring and guidance functions

- provide opportunities for additional financial support for schools through alumni networks

- retain an ongoing connection with past students.

Other objectives:

- increase work experience opportunities through alumni networks

- engage alumni participation for events and other activities where relevant

- build advocacy networks for the school and school objectives

- where possible, reduce the life and career obstacles for students in disadvantaged regions or schools.

PROJECT METHODOLOGY AND PROCESS[16]

The project plans and process are outlined above.

Appendix 2, The Ourschool Project logic map, is a useful reference for this purpose.

Comments about potential refinement of the methodology, based on the experience and feedback to date, are included below.

QUANTITATIVE DATA ANALYSIS

The overall objective of the Ourschool Project is to help improve students' prospects for successful lives by improving their confidence, motivation and understanding of what their future pathway might look like.

I developed surveys to measure outcomes against the specific objectives below. Survey feedback was received from students, teachers and alumni and, to a limited extent, from Principals, Vice-Principals and other key leadership staff.

Student Surveys and Feedback

Seventy alumni career/study presentation days were held. In some cases multiple sessions were held.[17]

Student attendance at these sessions totalled 4,088[18].

The survey response rate started at a relatively high level but was less strong in 2018: 79% (894 students) responded in 2017 but only 41% (1091) in 2018.

Feedback was not requested from all sessions in 2018, including some where students had attended a session in 2017. This was the main reason for this lower outcome.

I believe this objective data is still relevant and valuable but the lower response rate and the absence of coverage of some sessions does theoretically reduce the utility of this data. However, the results for 2018 were very similar to the results for 2017.

As you might expect, some variation in the relative success of sessions is evident from the data.

While the overall results were very similar for 2017 and 2018, there continued to be quite a bit of variation in results between sessions. It may be of value for the program team to review the outcomes for individual sessions to try to identify possible reasons for the variation in success. Review of the open-ended questions might also assist in this respect.

The year groups spanned years 7 to 12. Some sessions included more than one year group, but year groups attended various sessions, as shown in the table below.

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[16] Appendix 3 shows the high and low outcomes from the individual sessions.

[17] Several presentation days were split into class groups that were run concurrently. Each has been counted as a 'session', but the feedback data was compiled on the basis that each presentation day constituted one data set.

[18] This includes students who attended more than one session (eg one in 2017 and another in 2018).

Sessions Attended

Participation in the sessions, by year group, are summarised in Table 5.

Table 5: Year Group Participation

Year Group	Sessions attended
7 and 8	9
9	22
10	19
11	26
12	15

Results

As noted, more than 1900 students responded to the survey.

Where relevant, I have used a **Net Positive Score (NPS)**[19] for the student and teacher survey results.

A balance between positive and negative responses results in a 0 (zero) NPS. An average negative response results in a negative result.

The student feedback outcomes for the specified objectives, as measured by survey, were:

They felt that the session was useful

Question: Would you recommend session like this to other students?

82% answered yes (13% were not sure) – NPS 77

It made them feel more confident

Question: The session gave me more confidence about my future after I've left school?

66% Agreed or Strongly Agreed (25% were neutral) – NPS 57

Question: Do you think that interacting with former students could improve your chances of getting a job or getting a place at university, TAFE or other tertiary institution?

69% answered yes (22% were not sure) – NPS 60

It made them want to work harder

Question: The session motivated me to put more effort into my schoolwork.

68% Agreed or Strongly Agreed (24% were neutral) – NPS 60

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[19] As noted later in the report, the NPS grading is 15–45 mildly favourable, 46–65 favourable and 66+ strongly favourable. A neutral or non-significant outcome would be in the range -15 to +15. See later footnote.

It made them want to stay and complete year 12

> *Question: The session helped motivated me to stay at school to complete year 12.*
>
> **69% Agreed or Strongly Agreed (23% were neutral) – NPS 61**

It improved their understanding of study and career pathways

> *Question: The session helped me better understand what life after school might be like.*
>
> **78% Agreed or Strongly Agreed (16% were neutral) – NPS 72**
>
> *Question: The session introduced me to jobs and career paths that I had not thought of before.*
>
> **56% Agreed or Strongly Agreed (28% were neutral) – NPS 40**
>
> *Question: The session helped me understand the skills I need for the job I want.*
>
> **57% Agreed or Strongly Agreed (26% were neutral) – NPS 40**
>
> *Question: The session improved my understanding of how to get a job in the future.*
>
> **71% Agreed or Strongly Agreed (20% were neutral) – NPS 62**

It made them feel proud of their school

> *Question: The session 'Made me proud of my school'.*
>
> **48% Agreed or Strongly Agreed (43% were neutral) – NPS 39**

It made them feel that 'people like me' can be successful

The written responses provided significant support for the notion that "people like me" can be successful.

It left them wanting to hear more from former students

> *Question: What was the most useful part of the session?*

The written responses provided significant support for the notion that they would want to hear more.

NPS results vary from mildly favourable to strongly favourable as detailed later in the report.

Teacher Feedback

A total of 107 (57%) teachers involved responded to the survey.

The teacher feedback relating to the specified objectives, as measured by the survey, were:

They felt the session was useful

> *Question: Would you recommend session like this to other teachers?*
>
> **98% answered yes**
>
> *Question: Would you recommend session like this to other schools?*
>
> **96% answered yes**

It made the students feel more confident

Question: Do you think that the sessions would give students more confidence in their future after they left school?

86% Agreed or Strongly Agreed (13% neutral) – NPS 85

Question: Do you think that the sessions could improve your students' chances of getting a job or getting a place at a tertiary institution?

77% answered yes (22% were not sure) – NPS 76

It made the students want to work harder

Refer next objective

It made the students want to stay and complete year 12

Question: Believed the session gave their students a stronger motivation to complete year 12.

75% Agreed or Strongly Agreed (23% were neutral) – NPS 73

It left the students wanting to hear more from former students

This question was not expressly asked, but answers to the following questions suggest that this is a reasonable inference to draw.

Question: My students were engaged with the content of the alumni session.

95% Agreed or Strongly Agreed (1% were neutral) – NPS 92

Question: Gave my students practical, useful advice and insights about study and the workplace.

94% Agreed or Strongly Agreed (3% were neutral) – NPS 91

It made the students feel that 'people like me' can be successful

Question: Gave my students a deeper understanding of how the skills they are learning now in different subjects are relevant to, and transferable to the workplace.

76% Agreed or Strongly Agreed (18% were neutral) – NPS 70

Felt that the sessions would have a deeper impact than non-alumni session

82% answered yes (9% were unsure) – NPS 73

It is important to note that the teachers were also asked if they would have the time to organise such sessions without the involvement and support of the Ourschool managers.

75% said they would not have time and 17% were unsure

It is interesting to note that while the students' feedback was very positive, the teachers felt that the sessions had an even greater positive impact on the students than the students themselves.
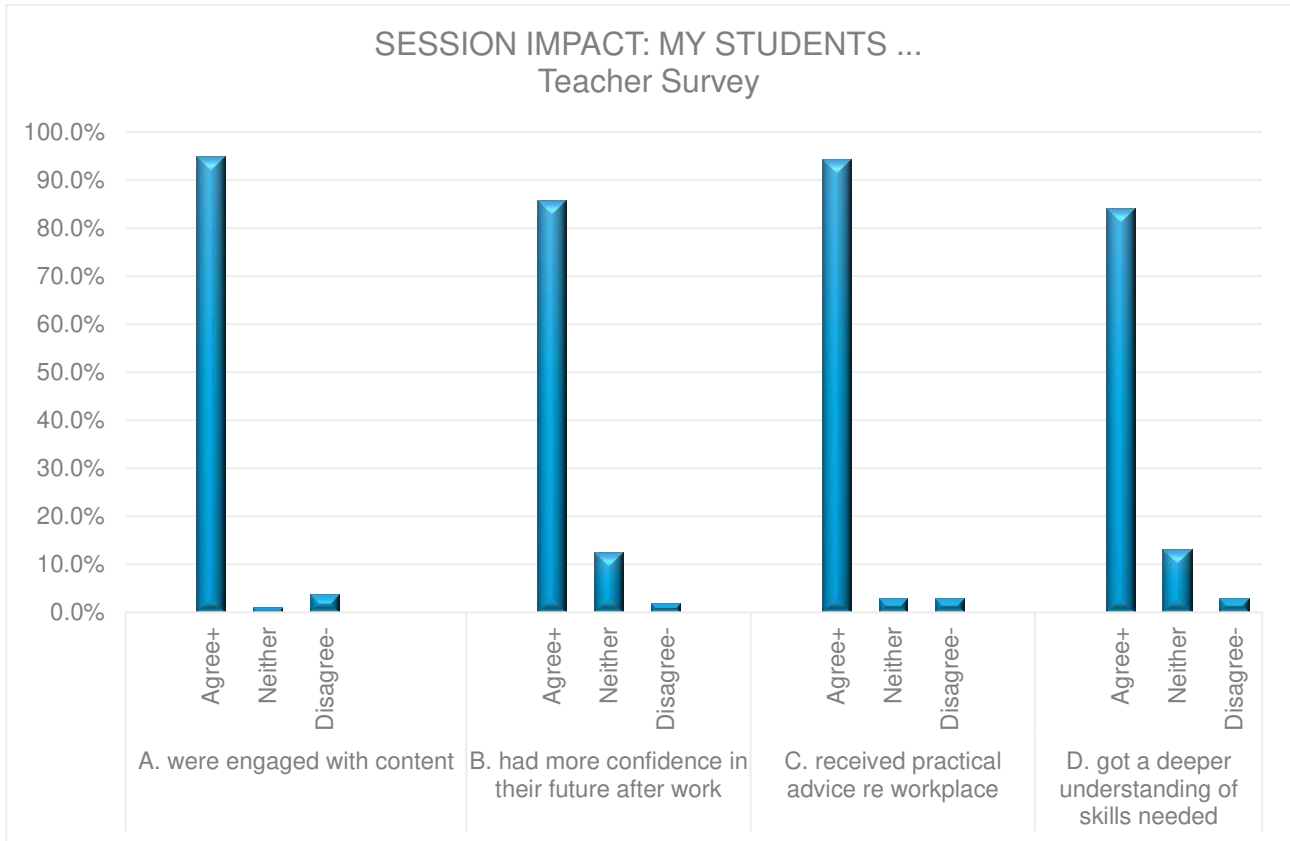
Figure 5: Chart of key questions (teachers)

The questions in full, as asked in the survey, were:

   A. *The sessions would give my students more confidence in their future after they have left school*

   B. *My students were engaged with the content of the alumni session*

   C. *The session gave my students practical, useful advice and insights about study and the workplace*

   D. *The session gave my students a deeper understanding of how the skills they are learning now in different subjects are relevant to, and transferable to the workplace*

School Leadership Group Feedback

I have feedback from interviews with leaders (Principals or Vice-Principals) from all 9 schools and this is covered under the 'Qualitative Feedback' heading. The leaders of 6 schools responded to the survey.

This is a small survey sample, so I have not included charts but the interviews reinforced the positive results evident here.

Primary project objectives

The leadership group feedback relating to the specified primary project objectives, as measured by the survey, were:

Question: Did the program improve students' understanding of study and career pathways?

100% answered yes, fully or partly

Question: Did the program improve students' confidence in their future?

83% answered yes, fully or partly (the remaining 17% were uncertain)

Question: Did the program motivate students to apply themselves to their present studies?

83% answered yes, fully or partly

Question: Did the program engage volunteer resources that help schools perform their governance, curriculum and mentoring and guidance functions?

67% answered yes, fully or partly (17% were uncertain)

Question: Did the program provide additional financial support for schools through alumni networks?

50% answered yes, fully or partly (33% were uncertain)

Question: Did the program retain an ongoing connection with past students?

67% answered yes, fully or partly (17% were uncertain)

Other project objectives

The leadership group feedback relating to the specified other project objectives, as measured by the survey, were:

Question: Did the program increase work experience opportunities through alumni networks?

50% answered yes, fully or partly (33% were uncertain)

Question: Did the program engage alumni participation for events and other activities where relevant?

100% answered yes, fully or partly

Question: Did the program build advocacy networks for the school and the school objectives?

67% answered yes, fully or partly (17% were unsure)

Question: Did the program, where possible, reduce the life and career obstacles in disadvantaged regions or schools?

50% answered yes, fully or partly (33% were unsure)

These responses all reflect a positive view of the outcomes of the Ourschool alumni program.

Again, while the students' feedback was very positive, like the teachers, the school leaders felt that the sessions had an even greater positive impact on the students than the students themselves.

Alumni Feedback

Of the 164 alumni who participated in career sessions, 113 (69%) provided survey responses and feedback.

The survey was focused on their engagement as alumni, rather than addressing student engagement.

The key outcomes were:

Question: Would you recommend sessions like this to other alumni?

99% answered yes (1 was unsure)

Question: Would you return for another session like this or another event?

96% answered yes (5 were unsure)

Question: Do you think that connecting with alumni generally, and keeping them informed, might encourage them to be involved and maybe occasionally support a school project financially?

83% answered yes (16% unsure)

These are very positive outcomes. The qualitative and anecdotal feedback is similarly strongly supportive in respect of their desire to be involved and the qualitative feedback was supportive of the program objectives.

It would be a worthwhile exercise for management to review the qualitative feedback from the alumni.
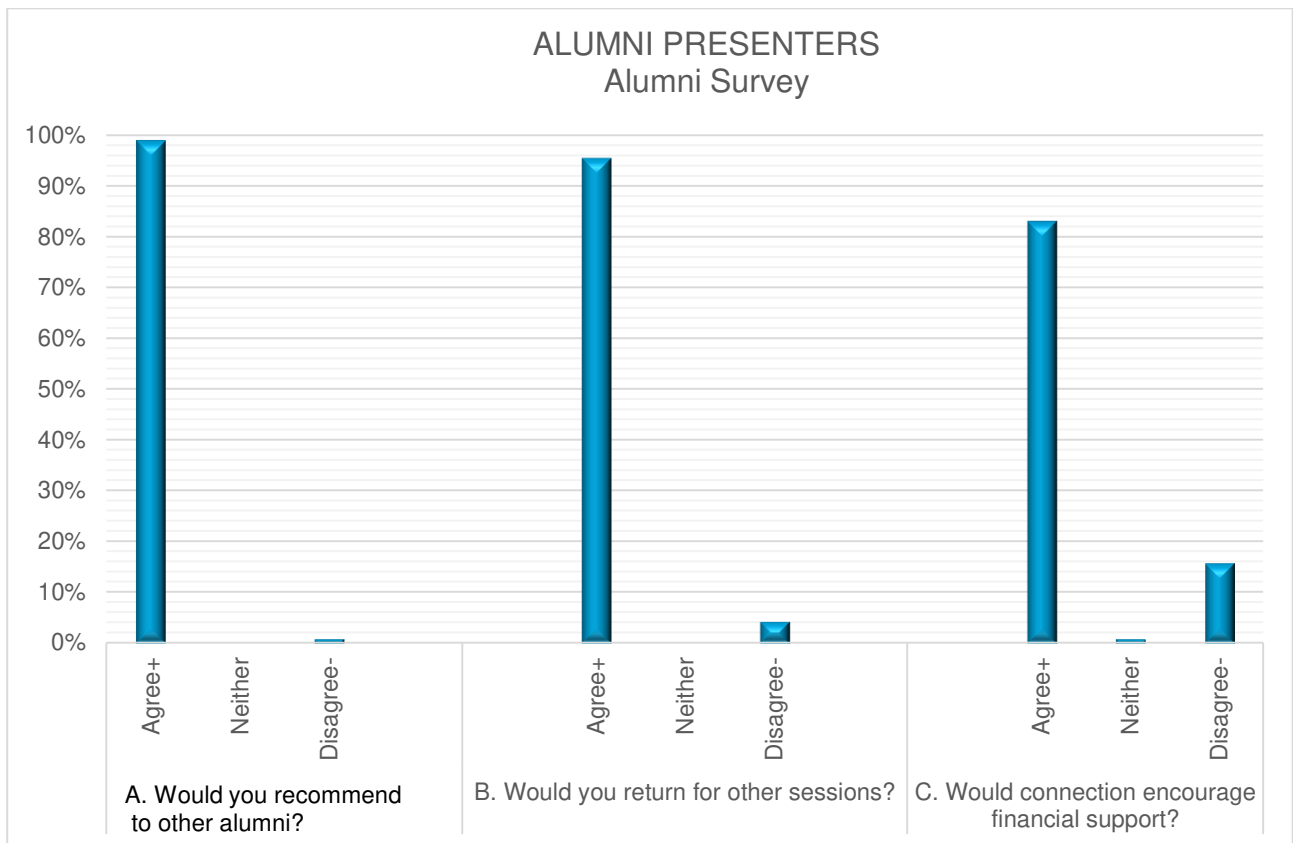
Figure 6: Chart of key questions (alumni)

The questions in full, as asked in the survey, were:

- A. *Would you recommend sessions like this to other alumni?*

- B. *Would you return for another session like this or another event?*

- C. *Do you think that connecting with alumni generally, keeping them informed, might encourage them to be involved and maybe occasionally support a school financially?*

Schools: Other Objectives

Other outcomes to be measured and assessed, as noted earlier, include:

- new alumni registered on the database
- alumni who participated in career/study sessions at the school
- alumni who visited the school
- work experience placements offered by alumni
- scholarships funded by alumni
- media coverage

Also

- Other activities

Outcomes

The outcomes to date, for each school participating in the pilot, are shown in Table 6 overleaf.

No specific benchmarks or targets were set for these objectives, so an assessment against target cannot be made. As a result, the assessments are subjective, but I trust they will provide a useful basis for reviewing the project.

Database Registrations

The registrations recorded are mostly from the graduating year groups with other contacts added on an ad hoc basis from social media links, particularly LinkedIn and Facebook.

In some cases, the 2018 graduating group have not yet been added.

I would suggest that this is the best way to start and the database can grow by adding future graduating groups and working backwards to include earlier groups as time and resources allow.

This objective is intended to be of numbers registered but the most striking observation for me is the form of recording.

There is further comment in the recommendations for development as I observe significant variation in the platform on which the data is recorded and also variation in the information recorded. The platforms include applications such as Excel and Word which are not designed for this purpose.

This would seem to be a significant risk factor as the databases grow and need to be managed and used. As noted, refer recommendations for development.

Alumni Visits

My view is that the number of alumni who have been attracted to attend and present career pathway sessions, as well as for other reasons, is a very good outcome for the relatively short period that the project has been in operation.

The feedback also supports the view that there is a high level of willingness on the part of alumni to attend their old school to assist as they can with school activities and projects.

The project has resulted in a strong start in this regard.

Table 6: Outcomes to February 2019

	Database	Alumni	Alumni	Alumni	Work Exp	Scholarships	Scholarships
	Registrations	**Career**	**Other**	**Total**		**$**	**Donors**
Camperdown C	143	15	25	38	2	$1000 pa	1
Fountain Gate SC	238	18	11	29	4	0	0
Geelong HS	114	18	0	18	0	0	0
Keysborough C	197	44	14	62	*10	0	0
Matthew Flinders GSC	131	8	4	12	0	0	0
Mt Waverley SC	283	31	15	46	1	0	0
Princes Hill SC	177	58	44	102	4	0	1
Sunshine C	253	24	14	38	11	$1,600	13
Warrnambool C	147	20	5	25	0	0	0

Work Experience Placements

The outcomes have been varied and, as is evident from a number of inputs, the priorities of the schools varied.

In one case the school failed to follow up on some work experience offers. This was a result of the oversight by the careers teacher.

Work experience places are not always easy to obtain so it I believe that this should remain a priority but a more systematic process possibly needs to be settled with the school staff responsible.

However, as with most things, the priority of this objective would presumably be part of a priority review.

Scholarships

Early in the commencement phase of this project the emphasis on seeking scholarship and other funding from alumni was downscaled as a priority. It was felt that to overtly seek funding from alumni early in the relationship may undermine the achievement of other objectives.

The research would support the view that it is important to build a sound relationship base before asking for funding support.

While a significant number of alumni responded in the survey (83%) indicating that if there was an ongoing connection they might occasionally support a school project financially, it was still felt that to make such requests too early may not succeed and may damage longer-term potential.

The other relevant factor is that evidence shows that the funding support is more often from the more mature alumni groups whereas the majority of this early alumni contact was with younger alumni.

However, a couple of scholarship programs were started as noted above.

Media Coverage

Over the period of 18 months to February 2019 there have been 6 newspaper articles (3 Melbourne, 3 Regional), 2 radio interviews, and one other mention in a reated article, as well as articles in the participating school newsletters.

See Appendix 7 for details.

Other Activities

There have been many other alumni activities adding value for the schools. This was the case in all participating schools.

Examples include special events and presentations, an external talk on Ourschool which raised money for a school and articles in magazines to note some.

The setting up of LinkedIn, Facebook and other social media networks has significantly fed into the databases and/or supplemented them and been the main initial source of alumni for career session and other activities.

QUALITATIVE INPUT: FEEDBACK[20]

This section summarises qualitative input from:

- students

- teachers

- alumni

- school leadership

- Ourschool team

- other stakeholders

and discusses the themes that emerged.

Qualitative feedback was obtained from open-ended questions included in the survey, face to face and telephone interviews, and ad hoc and anecdotal feedback.

Students

Student feedback was mostly in response to the two survey questions set out below.

As can be expected, the responses have been quite varied. Even so, on the whole, they were significantly positive. I have distilled from the more than 1900 responses what I believe represents the dominant views expressed. I also used Word Cloud as a cross check. This process is unavoidably subjective but I believe the themes emerging were pretty clear.

Clearly some sessions were more successful than others.

There did not appear to be a significant correlation between the outcome and the number of students attending or the length of the session.

However, the age of the students may be a relevant factor as might the number of alumni in a session, but the 'quality' of the alumni was clearly a factor. The ability to tell their story in a clear and engaging way, regardless of profession, seems to be important, as you would expect.

If there was one thing about the session that you could change what would it be?

The key themes (the most common or dominant responses or suggestions) were:

- change nothing (a significant proportion of responders)

- more questions

- students should prepare questions in advance (some suggested that teachers do so as well)

- have more alumni from a wider range of professions (particularly more than one)

- be able to talk to alumni one-on-one or in small groups (after main session).[21]

While practicality might be an issue, many students wanted alumni from the profession in which they were interested.

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[20] Survey forms are included as Appendix 3 and the text responses as Appendix 4 (available on request).

[21] As an example one large session which was successful in itself had an even greater positive impact as it was followed with a session with the alumni allowing the students to talk to them in small groups. This was organised as the second part of the session.

Some suggested that there be a range of alumni available. Students could then choose those with whom they would like to have conversations (this was done with some success after at least one presentation).

A very significant majority of responses indicated interest in the sessions.

What was the most useful part of the session?

The most common or dominant themes in the responses and suggestions were:

- getting this information or advice from past students of the school
- hearing about the pathways; study and work
- hearing about real-life experience, especially the stories
- understanding how important school is
- gaining a better understanding about university life
- the chance to ask questions and get responses (again, the stories were appealing).

Many students commented that having alumni or past students of the school made it much more relatable.

While most alumni were relatively young there were some comments that the relatability was enhanced as the alumni had relatively recently been at school and understood their experiences.

Further ad hoc feedback was provided directly by a few students. This has been passed on to me. As far as I am aware, this feedback was all positive. The two quotes that probably best represent the sentiments expressed were:

"It is helpful when speakers are from our school because they're more relatable"

-Student, Year 9, Mount Waverley Secondary College

"The alumni program at Sunshine gives students hope ... It shows them they can be something. It gives us motivation."

-Student, Year 10, Sunshine College

Teachers

The teacher questions were to be answered in the context of benefit to students.

The most common themes were similar to those for the students. They were as follows.

If there was one thing about the session that you could change what would it be?

The most common or dominant responses and suggestions were:

- involve more alumni including greater diversity
- encourage questions, even prepare some in advance
- change nothing.

What was the most useful part of the session for you and your students?

The most common or dominant responses and suggestions were:

- hearing about the pathways, the stories
- hearing from past students of the school, the stories

- the variety of successful pathways to achieve career goals

- highlighting the importance of working hard at school.

The management team should review all responses.

A number of teachers have provided informal feedback.

The quotes below probably best represent the general sentiment expressed. The first is lengthy but captures the essence of an often-held conversation with teachers:

> *People want to come back to their old school and reconnect and see teachers and be role models for students, talk about their journey and how they got there. That is a really powerful thing. An active alumni program can have such a benefit to current students and helps build community perceptions about the school.*
>
> – Assistant Principal, participating school

> *Thank you for organizing the alumni event on Tuesday. The feedback from students has been overwhelmingly positive.*
>
> – Teacher, participating school

The teacher and school leadership feedback received by me was all positive, with similar themes to those quoted above.

School Leadership

Principals and/or Vice Principals were interviewed; 6 of them also completed a survey which included four open-ended questions.

In general terms, the leadership group was overwhelmingly supportive of the program. The the main concern was the risk of a break in program continuity.

Responses to the specific questions are summarised below.

Do you believe that the school will continue with the alumni program?

The responses were all a clear "*yes*"

If an alumni program was to continue what resources would be used?

The answer was, again, clear:

- by school resources (all)

- with guidance or advisory assistance (50%, not specifically mentioned by others)

Do you have any suggestions for improvement/do you have any other comments? (two questions)

The answer to both questions included statements from all about the great value of the project.

Other suggestions included:

- The importance of the ongoing involvement of Ourschool including the early intensive support to get the program going

- The provision of a suite of documents providing guidelines and instructions for the running of an alumni program

The interviews reinforced the views detailed above as you would expect. Other significant themes arising in the interviews were:

- There was significant concern about the continuity of the program after the two-year period of the pilot.

- It was vital that internal resources be dedicated resources and the role not simply be added to the role of an existing staff member.

- Most believed that an ongoing consultancy support or 'light touch' support would be needed.

- Most expressed the view that all State Schools should have such a program.

- Another consistent comment was that the students related so much better to someone from their school and took greater interest as a result. In some cases the comments included reference to the students believing that the alumni better understood their cultural circumstances.

- A number commented that the program was also positive in respect of teachers as they observed past students returning and talking positively about their school experiences and life outcomes to date.

The leadership feedback can be summarised as very positive in respect of both the Ourschool program and the support provided.

Alumni

The alumni were also surveyed; 113 responded.

They were asked:

    – Why were you willing to be involved?

    – What might improve the sessions?

    – What do you think was the most useful part?

They were also asked why they were willing to participate, and whether they wanted to make any other comments.

Again, the variety of responses was wide, as can be expected, but dominant themes emrged.

Was there a particular reason you were willing to come back and speak to the students?

A dominant theme was that the alumni would have appreciated an ex student doing the same for them when they were at school. They could see how helpful it could be.

The other dominant themes were the desire to give back and an appreciation of what the school and teachers did for them.

What might improve the sessions?

"Change nothing" was a common response

Enabling more questions was also again a dominant theme. Particularly preparing questions in advance.

Breaking into smaller groups for a more relaxed interaction was another common suggestion.

There were many other suggestions, and it would be worthwhile for the Ourschool team to scan them for the purpose of plan refinement.

What do you think was the useful part?

These comments also largely mirrored those of the students as outlined above.

Other survey comments

Many expressed the desire to give back more if the opportunity arose. The comments suggested a mood of positive reflection on the project itself and enjoyment derived from participation.

A representative ad hoc quote from those of which I am aware was:

> *"I love this idea of connecting alumni with students, I would have loved to have had the opportunity to talk to mentors when I was at school."*
>
> – Alumni, class of 2002, Princess Hill Secondary College

The alumni feedback was all enthusiastic and supportive of the project.

Ourschool Team

I interviewed each Ourschool team member after the first six months and obtained a report, including a report on progress at each school, just prior to the preparation of this report.

My enquiries included seeking feedback generally and specifically on:

- their view of progress and success relative to expectations
- their view on 'keep, start, stop' (which elements are key to success, whether there are program components that should be changed or added to, and whether there were any parts that did not work as well as hoped)
- any other general comments.

In general, it was clear that the workload was demanding and communicating with the broader school staff cohort was challenging but that there was a high level of engagement from school teachers/staff who had exposure to the program.

It was clear that there was excitement and enthusiasm about the program and its potential. This was echoed by the school staff who were exposed to the programs.

Most improvement suggestions were directed at project refinement rather than significant change. Comments on project development is covered elsewhere in the report.

Team members felt input from principals, teachers, other relevant staff and student leaders were all important ways to align the program format with its goals and ensure engagement within the school. They found that being accepted into the teacher group in the staff room was also a valuable part of relationship-building.

Suggestions for refinement of approach[22]

Alumni in the early stages of their career journey might relate better to the students. A number of students mentioned this as important.

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[22]   Also refer to the section on this subject later in the report.

The value of greater life experience should not be dismissed but the level of relatability is a vital consideration.

It was suggested that a separate strategy might be warranted for engaging older alumni. While this objective may be more related to seeking financial support, the need is broader than this objective alone.

The other significant matter mentioned by the team members was refinement of the focus for each student group. Different year groups have different needs.

The team could usefully further discuss this element of the plan for further refinement. Some examples of the differences noted by them were:

- **Year 12.** They are possibly too absorbed in the pressure of their studies and their subject to be as engaged here, and other tertiary study and career-related decisions are well advanced. Perhaps the alumni conversations could focus more on coping with study pressures and strategies to get the best results from the effort applied.

- **Year 11.** Subject choices and career decisions are more open, so motivating these students by better understanding the relevance and importance of what they are doing can be valuable.

- **Year 10.** All elements are more open, so the year 11 priorities apply.

- **Year 9.** Guidance for year 9 students on seeking work experience is also relevant to this group.

- **Years 7–8.** Tertiary study and career decisions are more open and distant; however, motivating these groups and ensuring an understanding of the importance of present and ongoing study application is most valuable.

Overall, it is likely to be valuable for the team to workshop lessons to date and consider ongoing development. Review and collective consideration by the team of the development considerations or questions noted later in this report could be useful.

Team members are all enthusiastic about the potential of this project.

Other Stakeholder Feedback and Comments

Chair of VASSP

Sue Bell took over as Chair of VASSP in January 2018.

Sue felt that the project had amazing further potential and the impact had been enormous.

Sue noted that it helped develop a different culture in the schools and raised expectations and respect for the school.

She also noted that it had a very positive impact on teachers as they observed past students returning having made successful starts to their careers.

"The outcomes and impact is very tangible."

Sue also reinforced the alignment with FISO as noted earlier in this report.

Sue is aware that there are a few challenges that needed to be overcome to ensure ongoing development to avoid the loss of the existing value and the opportunity potential going forward.

I also interviewed Judy Crowe, who retired as the Chair of VASSP in January 2018 but was in the position during the period covered by the report. Judy remains as a member of the AOG.

Judy was very enthusiastic about the potential of the project. Judy specifically noted the application and determination that was required to ensure support for the initiative and to establish the operational plans, programs and team.

Judy's observation was that the "*career pathway workshops are key, particularly the observations of others who have walked the same path*".

Judy was keen to see a successful pilot outcome and on the establishment of the program on a sustainable basis for the longer term.

A funder

A manager from one of the key philanthropic funding organisations accepted the invitation to attend one of the career support sessions.

In my subsequent conversation with her she was very enthusiastic about the session and had a number of observations. In fact, she even felt inspired by the session.

It was a relatively large session so there was plenty of opportunity for the students to be distracted. They were not and were very focused.

She particularly noted that while each of the alumni had been successful in their journey to date, that may not have been the prediction when they left school. For example one left after year 11 and had dyslexia; another was from an ethnic background where their family and community did not fully encourage them to pursue the career they did.

There were many other observations and comments, but she was impressed with the level of student engagement and the enthusiasm created by the event.

Other Feedback and Comments

CEO of Future First Global

Future First Global is an international charity. Future First Global exists to support partners looking to build these strong and relatable (alumni) communities around young people.

Having read the Ourschool update on progress provided by Caroline Milburn, Director of Ourschool, Abigail Nokes, CEO of Future First Global, volunteered this comment:

> *What Ourschool achieved in its first six months was certainly more than any other alumni initiative has achieved in their first six months.*

Future First USA

Jeff Stein, Project Director, Future First USA, volunteered the following comments:

> *I am greatly impressed with Ourschool's work – their model, strategic partnerships and implementation strategy have all provided beacons of guidance for FFUSA.*

> *Ourschool, Future First USA, Future First UK, Future First Kenya and Future First Global share a common goal – we're all working to launch public school alumni engagement programs in our respective educational systems.*

> *Throughout our program design and implementation process, the opportunity to learn from the experiences of our partners – especially Ourschool – has helped us tremendously.*

Our unique strategies to our common mission have helped us to think more broadly, to consider different strategies, and to identify core learnings that transcend political and geographic boundaries."

International Secretariat

Ourschool have been invited to join an international secretariat which includes Future First UK, Future First Global, Future First US and Connect Futures NZ Trust.

SUMMARY OF FEEDBACK THEMES (AS ON PAGE 9)

The dominant themes have been quite consistent.

- **Overall**: The students and teacher responses have been very positive.

- **Overall**: Students felt it was useful (83%) and teachers would recommend the program to other schools (92%).

- **All**: Program enhancement suggestions were overwhelmingly related to opportunities to ask more questions, hear answers to more questions (stories) and to hear from more alumni. There was a desire for more rather than less.

- **Students**: Hearing real-life stories from past students of their school, including challenges, was motivational and improved confidence (quantitative and qualitative).

- **Alumni**: There was a widely stated desire to 'give back'. Alumni made many offers to do more if wanted.

GROUP WORKSHOPS

A Group Workshop program was developed to help those schools not included in the pilot program. Data for each school, including student:staff ratio and ICSEA ratings, are set out in Table 7.

The 12 planned workshops focus on how to develop an alumni program.

The workshop commencement was deferred to start in 2018, and 8 workshops have been conducted to date.

Feedback was sought from the group mid-year and again following the last session for 2018. The results were relatively consistent and strongly positive.

Table 7: The 10 Schools Participating in the Group Workshops

School	No. of Students	No. of FTE[23] Teaching Staff	ICSEA[24] Rating and % of Students in Bottom Quartile[25]
Bendigo Senior Secondary College	1862	126.4 (ratio 14.7)	N/A
Bentleigh Secondary College	1032	75.1 (ratio 13.7)	1051; 15%
Brentwood Secondary College	1571	108.0 (ratio 14.5)	1082; 9%
Doncaster Secondary College	1470	94.0 (ratio 15.6)	1057; 13%
Horsham Secondary College	866	76.6 (ratio 11.3)	961; 46%
Kew High School	1175	83.8 (ratio 14.0)	1069; 15%
Mornington Secondary College	1566	113.9 (ratio 13.7)	1004; 31%
Nossal High School	830	56.1 (ratio 14.8)	1129; 4%
Phoenix P-12 College	1223	93.2 (ratio 13.1)	938; 54%
Trafalgar High School	655	50.8 (ratio 12.9)	988; 37%

Note: four schools are regional

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[23] Full-time equivalent.

[24] ICSEA-Index of Community Socio-Economic Advantage-All data 2017. An ICSEA of less than 1000, the average, indicates relative disadvantage.

[25] A percentage higher than 25% indicates relative disadvantage.

Key highlights from the feedback sessions were.

Support for the alumni concept and the workshops

> *Question: We are now enthusiastic about starting/expanding an/the alumni program at our school*
>
> **92% Agreed or Strongly Agreed (8% were neutral)**
>
> *Question: I would recommend this workshop to my colleagues*
>
> **92% Agreed or Strongly Agreed (8% were neutral)**
>
> *Question: I would recommend this workshop to other schools*
>
> **92% Agreed or Strongly Agreed (8% were neutral)**
>
> **100% thought that the workshops were a positive learning experience, felt that the presenters were knowledgeable and engaging and that the workshops extended their thinking about alumni development**

This is clearly a strongly favourable result.

The qualitative feedback was equally positive. The key improvement themes were that more support would be better; both longer sessions and direct Ourschool support within their schools.

Workshop Outcomes

The outcome success from the group workshops has been greater than I might have expected.

Of the 10 schools participating:

- 4 have or are in the process of appointing a person to the alumni engagement position
- At least 1 wants to join the intensive model program
- 3 have nominated specific staff who have taken responsibility for planning how best to approach alumni engagement
- 2 have indicated a desire to introduce a program but have not made any or much progress.

However, it is important to note that resources or materials and systems have been provided as part of the workshop as has ad hoc consultancy support. It might be that part of the design of the long-term structure or model is that these items will be separately charged. I note that this is speculative, and this decision has not been made to my knowledge.

I think it is a fair to assess the workshops as very successful and sufficiently so to consider them further for inclusion in the ongoing model.

Assessment-Group Workshops

All of the feedback indicated overwhelming support the alumni development concept and the need for the more intensive approach; at least in the early stages. I note that group sessions have been successful in themselves.

The progress in the schools involved, as noted above, provides evidence that the intent is translating into action with a number of workshop session participants engaging staff and starting their alumni programs.

This is a strongly favourable outcome.

FINANCIAL

Operating Budget

The project is operating within the agreed budget and expects to continue to do so. (Refer Appendix 6)

Financial Sustainability

The outcomes are very positive as outlined in this report.

The two obvious financial variables are:

- Funding
- Operating efficiency and effectiveness

Funding[26]

The early stages of such a project are always the most challenging as programs are still relatively immature, longitudinal outcome measures are not available and the case for funding is unavoidably significantly based on experience with similar programs in other jurisdictions, if such comparisons are available at all.

Philanthropic funding, corporate partner support and program revenue are all vitally important.

This Pilot Project has been strongly supported by philanthropic partners, the generosity of whom is noted elsewhere.

The state government, specifically DET, have been supportive and provided funding for the pilot and, more recently, an additional $150,000 for capacity building.

However, at this next early post-pilot phase the support of government funding could be the most critical. The cash funding outcome for the pilot program, excluding the significant contributions in kind, is set out in the table below.

Cash Funding Outcome

A summary of the source of funds is set out in Table 8.

Table 8: Capacity-building Potential Outcome

	Pilot (%)	Pilot + Capacity Building (%)	Future First UK (%)
Government	13	31	0
Foundations and trusts	58	46	50
Program revenue	29	23	30
Corporate partners[27]	0	0	20

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[26] This Funding section is simply my observations and is not supported by significant evidence collected.

[27] Corporate partners have contributed significant 'in kind' support.

Future First UK, which is the largest and most mature comparison (est 2008), has been included in the table as a comparator.

It is not the function of this report assess the funding potential and recommend a plan. However, I note that early commitment to the next phase of funding could be vital to ensure continuity and avoid loss of the value established. The retention of quality staff, retention of school relationships and the development of further relationships depend on it.

Operating Efficiency

At this stage Ourschool is providing an intensive and relatively bespoke service to schools and team members are also assisting with other related activities in some cases.

Management's review of operations will, presumably, review what has been delivering the greatest value for the investment, and the model will start being refined for greater efficiency.

In addition, as materials become more developed the application of time will be directed more towards delivery and reduce the time on development.

Opportunities to leverage developed materials from elsewhere, the greatest prospect being Future First UK, may also provide an opportunity to accelerate improved efficiency.

As schools on the intensive program engage their own resources and transition to 'light touch' support, the reach of Ourschool can start expanding, even using unchanged resources.

Obviously, matching the resource base to a level of sustainable funding is critical to avoid stop start operating activities.

Preparation of this report has not reviewed the funding sources so is unable to provide any detailed recommendations

There are some suggested considerations relevant to operations separately provided in the development comment section and also refer 'Other Research' and 'Recommendations' sections provided separately.

Net Present Value Assessment

Given the range of variables at this early stage, the refinement of assumptions would require significant management time and it is, quite appropriately, not available at this time. Arguably undertaking such a task at this early stage may be of limited value as it would be significantly dependent on assumptions but it could be done.

PROJECT ASSESSMENT

The primary objectives are assessed against the objectives as follows:

- General response to the program
- Students' understanding of pathways
- Students' confidence
- Students' motivation

- Students' pride in school
- Assessment summary
- Other objectives:
  - -finding and registering alumni for school databases
  - -inviting alumni back to provide career guidance, etc
  - work experience
  - school funding
  - press
  - financial
  - sustainability.

Assessment Against These Objectives

General response to the program

There is no doubt that the general response has been significantly positive.

The most significant quantitative indicators are:

- there was a significant excess of schools wanting to participate
- the leadership at all participating schools wanted to continue the relationship and grow their alumni programs
- 96% of teachers involved would recommend the program to other schools
- 82% of students agreed or strongly agreed it was useful
- 99% of alumni recommend participation by other alumni
- 96% would return to participate in more sessions

The qualitative feedback was also strongly positive.

Students' understanding of pathways

In addition to the favourable quantitative outcomes below the qualitative feedback also strongly supported the view that this objective was achieved with the students attending. Significant numbers commented on how valuable it was to hear about study and career paths from former students of their school.

Quantitative indicators include:

- 78% felt that the sessions helped them better understand what life after school might be like
- 69% felt that the interaction with former students would improve their chances of getting a job or place at university, TAFE or other tertiary institution
- 71% agreed or strongly agreed that the session improved their understanding of how to get a job in the future

- 56% agreed or strongly agreed (28% neutral) that the session introduced them to career paths they had not thought of before
- 57% (26% neutral) felt that the session helped them understand the skills they needed for the job they wanted

Students' confidence

- 66% (25% neutral) felt that the session gave them more confidence in their future after they have left school

This is a very positive result.

Students' motivation

Again, the program appears to have inspired or motivated a significant proportion of the students to stay at school or work harder.

The most significant quantitative indicators are:

- 68% (24% neutral) of students indicated it made them want to put more effort into their schoolwork
- 69% (23% neutral) of students indicated it motivated them want to complete year 12
- 72% of teachers thought it would motivate students to complete year 12.

Again, the qualitative feedback provided feedback is consistent with these outcomes.

Students' pride in school

- 48% (43% neutral) felt the session made them feel proud of their school

This is quite a positive result and, while there were no specific benchmarks or targets, a better result may have been hoped for (based on the NPS results as outlined earlier).

Assessment Summary

The absence of targets or benchmarks means that the assessment or views drawn from the data is subjective. I use broad descriptions for this purpose being unfavourable, mildly favourable, favourable and strongly favourable.

The **key finding** is that controlled feedback from over 1900 students, 107 teachers and 113 alumni provides a very positive picture of this first 18 months of the program. The school leadership and ad hoc feedback further reinforces that view.

Review of alumni programs in government-owned schools, in the UK in particular, highlights the enormous potential of such programs. The critical success factors appear to be the ability to successfully implement such a program and to do so cost effectively at scale.

In summary, my assessment of the project objectives is as shown in Table 9:

Table9: Summary Assessment of Project Objectives

Objective	Assessment[28]
General response to program	Strongly Favourable
Impact on student motivation	Favourable
Impact on student confidence	Favourable
Impact on student understanding of pathways	Favourable
Impact on student pride in school	Mildly favourable

Other Objectives

The project has achieved positive outcomes on most of the other defined objectives.

Again, there were no benchmarks or targets set so the assessment is subjective. For this reason, the simple assessment outcome is probably only marginally useful, so greater detail is provided.

In each case these objectives are ongoing. Getting the activity embedded as an continuing activity is the most important outcome.

Finding and registering alumni for a school database

Objective achieved

All schools made a good start in this respect starting with the registering of the graduating classes. Social media helped establish wider connections with most alumni attending sessions and presenting sourced through social media. Most of these alumni have also been added to the databases.

At this early stage the 'backfilling' of the database has been more ad hoc, as might be expected.

All schools have established databases, with an average of just under 200 students registered at each school.

The initial objective has been met; ongoing work will be required to get full value from the wider alumni group.

There are some challenges; these are noted elsewhere.

Inviting alumni back to provide career guidance, etc

Objective achieved

This objective has been covered in some detail earlier in the report. It is sufficient to note here that a great deal has been achieved in this respect.

Work experience opportunities

Objective achieved in some schools

32 work experience places were offered although the number varied significantly from 0-11.

---

[28] An NPS of 15-45 is assessed as mildly favourable, 46-65, favourable and 66+ strongly favourable. A neutral or non-significant outcome would be in the range -15 to 15. This is not a recognised scale and has simply been used to provide a base and consistency in the absence of defined benchmarks.

The follow-up by the schools was varied as well but should improve based on the experience to date.

There were also a number of work place visits which were successful in improving the students' understanding of what work might be like in that industry. The ad hoc student feedback was positive (eg a hospital visit).

School funding-scholarships, potential bequests and other funding

Scholarships established at two schools.

As noted elsewhere the early school communications and the review of some research resulted in the partial deferral of this objective. There is a lot of evidence to support avoiding starting this activity too early.

However, as a result of engaging with alumni, scholarships have been established at two schools. One scholarship is from a single donor and the other from 13 members of a year group.

No bequest-related activity has occurred to my knowledge.

Press coverage and general communications

The press coverage has not been extensive although no specific goal was set but is has been useful in promoting the Ourschool Project. Refer details in report and Appendix 7.

Newsletters, providing an update on progress for stakeholders, has been produced from time to time but not on a quarterly basis as originally planned.

News items have been prepared for insertion in school newsletters and these have been well received in the schools.

Some examples of press coverage include:

- *The Age:* New service to help state schools build valuable networks[29]
- ABC 774, Red Symon's Breakfast Show
- Ballarat local radio, breakfast show.

Refer Appendix 7 for more detail.

Financial

The project is presently operating within the overall agreed budget parameters.

Core Pilot Project participation contributions have been billed and paid.

Group Workshop contributions have also been billed and paid although total revenue from this source was half the amount in the budget.

A significant additional 'capacity building' contribution has been committed by DET for the final 6 months of the Pilot Project.

For further details, including an income and outgoings statement, refer Appendix 6.

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[29]   13 June 2017, Henrietta Cook, Education Editor.

Sustainability

The very positive response to the programs at this early stage should encourage the development of an ongoing set of programs.

There are inevitably some challenges, and the last six months of the program will require significant effort to ensure the programs are sustained. Some challenges are noted in the financial and recommendations sections of this report.

OTHER RESEARCH

The engagement of alumni by educational institutions for the benefit of current students and the institutions is not a novel concept, in Australia or elsewhere. However, it is rarely part of the government-owned school model, and it does not appear to have been established in Australia.

Even so, there is some valuable information, albeit from limited sources. A literature review of research on alumni relations in high schools within the public education system shows there is as yet little peer-reviewed academic research.

At this stage, the best use that can be made of the academic literature is to explore the work in fields that shed light on human behaviour (studies in education, motivation, and philanthropy more generally).

Some non-academic information is available, in particular from Futures First UK. This not-for-profit organisation has been developing and supporting alumni programs in UK government schools since 2008. Because it has been developing for 10 years and was active in 442 schools in 2018, it is at a more advanced stage of maturity. That makes its development path and present model well worth examining. It provides a close parallel to Australian circumstances, including cultural similarities, and it is now publishing annual reports and beginning to release case studies.

Some comments on the relevance, insights and potential leverage are covered separately.

Future First (UK)[30]

Future First is a national education charity that helps state schools and colleges to build alumni communities. At the core of its work is the desire to ensure that no young person's future is limited by their background. Its ambition is closely aligned with that of Ourschool, but in a different market.

Its mission statement is "Future First is working across the UK to ensure that every school and college is supported by a thriving alumni community".

Future First UK works across four areas: dissemination of best practice; consultancy; advocacy; and campaigning. These efforts are designed to support teachers, schools, NGOs and governments in alumni engagement.

The organisation has a commitment to fairness, and therefore prioritises work in communities that might suffer from lower social mobility or higher levels of disadvantage. It notes that young people's experience and opportunities are closely linked to the status of their parents. Only one in eight children from a low-income background is likely to become a high earner as an adult.

---

[30] Acknowledgment: these notes rely extensively on Future First materials; to avoid repetition the source is not constantly restated.

The organisation also points to significant evidence showing that the state sector's students lack confidence, knowledge about career pathways and access to role models when compared with their private school peers. Too many people from the poorest backgrounds believe that "people like me" don't succeed in life. This affects their perception of their own ability, their expectations of future success, and the extent to which they value their school work.

Future First highlighted:

> *that access to relevant and relatable role models can transform a young person's confidence, motivation and skills and that former students can be ideal role models*. Having grown up in the same community and sat in the same classrooms, they can show students that 'people like me' do succeed.

Future First UK is moving progressively to equip schools to manage its own alumni networks using Future First programs. It is also progressively increasing the proportion of its funding that comes from schools and employer organisations supporting schools.

Funding

After 10 years the funding[31] of Future First UK is as follows (figures rounded to nearest 1% for clarity):

- Total income 1.5m pounds (A$2.7m @ 1.8 exchange rate)
- Income is received as follows:
    - 50% revenue from activities
    - 50% donations and grants
- Revenue from activities (as above) breaks down further into
    - 60% from participating schools (30% of total income)
    - 40% supporting employers (20% of total income)

Operations

A summary of the Future First UK operating model is included as Appendix 8, although it is effectively a 'menu based' service offer.

Some further background

Before establishing its alumni program, Future First UK undertook research on the value and potential of such programs. Its findings and the resultant outcomes align with the Ourschool priorities.

In 2012 Future First researched[32] the potential for alumni networks to provide financial support to schools in addition to the significant other benefits already noted.

The research report noted:

> *not only are state schools missing out on potential interactions and advice from alumni, they could also be missing out on up to 100million pounds of of untapped donations-an average of 30,000 pounds (A$53,000) for each state school every year.*

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[31] The most recent figures publicly available are for 2017.

[32] As reported by Josie Gurney-Read, Online Education Editor, 'Alumni networks: the benefits missed by schools', *Daily Telegraph*, 12 November 2012.

The research indicated that some 30% of former state school pupils would be willing to donate if asked, but only 2% had been asked.

Although the Future First program is highlighting fund raising as a potential major benefit, it has a relatively close objective alignment with Ourschool.

Related Research on Funding

The overwhelming bulk of research on alumni programs is limited to universities or private schools. However, a dominant theme emerging from a review of the academic material in these areas is that the primary objective is generally raising money. That literature also often notes that in order to achieve fundraising success, it is important to build a strong connection or relationship first.

Other organisations known to be operating or supporting alumni programs in government-owned schools include:

- Future First US
- Future First Global
- Connect Futures Trust-NZ
- Schools Plus-Australia (including in Victoria)

Connect Futures NZ is in its infancy, and Future First UK is the closest parallel.

The existing literature is of limited benefit beyond insights about fund raising, and there, as noted above, the consensus is that relationship-building needs to be done first.

Schools Plus

This organisation directly operates an alumni support program for schools. I have not enquired closely about its position at this stage because it may be quite sensitive. The Koshland Innovation Fund provides significant funds to Ourschool under the auspices of Schools Plus.

On the surface, while it is geographically broader, Schools Plus seems to be duplicating some of the Ourschool activities, and also appears to have started doing so since the time Ourschool started.

Its identity statement and stated way of helping schools take this form:

> We support schools to identify, connect, engage with and fundraise from their past students (alumni) by providing:
>
> **Program support** – a dedicated alumni relationship manager from Schools Plus will work with your school to help make your alumni program a success. Schools also nominate staff to help run the alumni program. We will meet with your school and provide ongoing communications and support.
>
> **Toolkit of resources** – we will share resources online to make it easy for schools to identify, connect and engage with and fundraise from alumni. Resources include an alumni contact form, which can be used to collect alumni contact information, a communications plan to assist you to connect with your alumni community, and tips on how to engage your alumni, host alumni events and fundraise from your alumni community.
>
> **Fundraising expertise and tax deductibility for donors** including access to our crowdfunding platform, Fundraise Yourself, which you can use to fund strategic education projects for your school. Donors will receive a tax-deductible receipt when they donate to your school.

As noted, I have not examined its operation closely but, to an outsider, this may reduce the impact of the limited funds and resources available. I note that fund raising is not the primary objective of Ourschool but, at best, an overlap of activities could be confusing.

RECOMMENDATIONS

(This section is provided separately and only the introduction and headings are included here)

I have not reviewed the Ourschool model beyond making observations during the data collection and data analysis phases. Some suggestions made separately..

The feedback and data are not sufficient to make any firm recommendations for program changes, additions or deletions. However, some questions arising at this stage may be of value to refine the general approach.

Overall

Core Session Design

Year groups

Session format

Other activities

Data-outcome variations

Database Establishment and Growth

Scholarship and School Fund-raising Objective

Partnerships: Corporate Partners

Partnerships: Other Schools

Other

.

QUERIES AND PERMISSION TO QUOTE

Any questions or comments on this report should be directed to:

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APPENDICES

Appendix 1 Ourschool Goals (as presented to OAG)

Pt 1 Year 1

Pt 2 Ye_{ar 2}

Appendix 2 Ourschool Logic Map

Appendix 3

Pt 1 Survey Data: Students

Pt 2 Survey Data: Teachers

Pt 3 Survey Data: Alumni

Appendix 4

Pt 1 Survey Questions: Students

Pt 2 Survey Questions: Teachers

Pt 3 Survey Questions: Alumni

Appendix 5 Other Data

Appendix 6 Project Financial Statements

Appendix 7 Media Coverage

Appendix 8 Future First UK: Service Menu

Appendix 9 Survey: Open-ended Responses

Pt 1 Student Q6 and Q7 (not included, more than 1900 responses each)

Pt 2 Teachers Q 6, Q 7

Pt 3 Alumni Q 4, Q5, Q 6, Q 10

APPENDIX 1 OURSCHOOL GOALS (AS PRESENTED TO OAG)

June 2017

Goals – first year of Ourschool pilot's **intensive service** (list compiled for Ourschool Advisory Group)

- Conduct brief interview with school principal and careers teacher (for qualitative evaluation)
- Raise awareness among all staff, school community (parents and students)
- Gather key baseline data to measure progress against (see evaluation document)
- School alumni databases established
- 90% of current Year 12s signed up to it
- Communication strategy established, and implementation begun, for lost alumni to be recruited on to database,
- Select and engage alumni to participate in at least three alumni career pathways workshops at the school (student responses surveyed as part of evaluation)
- Select and engage a recent cohort of Year 12 graduates to participate in a study advice session for senior students in March/April of 2018 school year, (survey student responses as part of evaluation)
- Provide new work experience placements courtesy of alumni engagement (measure this year's results versus previous year)
- Obtain local media coverage of the pilot in each area in which program is occurring (Caroline to advise, assist)
- Provide newsy, lively quarterly updates to all funders, friends and supporters of pilot (Caroline)

It will be very important to "track" all the initiatives undertaken to allow for comparison between schools in year one and subsequent years in a school and across all schools.

Draft of program content for **group workshop service**. Two workshops per term. Eight workshops per year. (16 total over two-year pilot)

Goals – **second** year of Ourschool pilot's **intensive service** (list compiled for Ourschool Advisory Group)

- Select and engage alumni to participate in at least three alumni career pathways workshops at the school (student responses surveyed as part of evaluation)
- Select and engage a recent cohort of Year 12 graduates to participate in a study advice session for senior students in March/April of school year, (survey student responses as part of evaluation)
- Provide new work experience placements courtesy of alumni engagement (measure this year's results versus previous year)
- Establish student scholarships and alumni bequests strategy (OS templates)
- Obtain local media coverage of the pilot in each area in which program is occurring (Caroline to advise, assist)
- Provide newsy, lively quarterly updates to all funders, friends and supporters of pilot (Caroline)

It will be very important to "track" all the initiatives undertaken to allow for comparison between schools in year one and subsequent years in a school and across all schools.

Draft of program content for **group workshop service**. Two workshops per term. Eight workshops per year. (16 total over two-year pilot)

APPENDIX 2 OURSCHOOL LOGIC MAP

Ourschool Logic Map

Situation: State secondary school principals want to establish and grow their school's alumni communities to benefit current students. But school leaders don't have the time, resources or expertise to make this happen.

Priorities: Ourschool will provide the infrastructure, processes and expert help to enable Victoria's state secondary schools to become self-sufficient in building their alumni communities.

INPUTS

OUTPUTS

Activities

Participation

OUTCOMES - IMPACT

What we invest

- Funding from revenue, grants
- Philanthropic supporters
- Ourschool alumni managers
- VASSP (admin, office, links to statewide membership)
- Future First advice
- Ourschool's research and program materials
- School leadership team
- School-nominated alumni co-ordinator
- School careers teacher
- School classroom teachers
- School alumni
- School volunteer group

What we do

- Create comms templates
- Sign up schools
- Raise in-school awareness
- Create avenues for alumni registration, engagement
- Create school's alumni database
- Recruit alumni
- Engage alumni
- Collect, analyse, report on performance indicators
- Train, conduct workshops
- Updates to funders, end of year report cycle
- Publicise pilot

Who we reach

- Students
- Alumni
- School leadership teams, teachers, school councils
- Policy-makers & decision-makers
- Current and future partners

Short Term

Short term results:
- Database established
- Current Year 12s signed up
- Lost alumni recruited, engaged
- At least two career role model workshops held, survey student responses
- New work experience placements
- Plan, deliver other alumni engagement

Medium Term

Medium term results:
- At least 50% increase in alumni recruited and engaged
- At least three career role model workshops in the second year
- Increase in work experience placement
- Establish/grow scholarships and bequests

Long Term

Ultimate impacts:
- *At individual school level:*
- Higher student aspirations, improved attitudes to study, school completion tracked over time
- Increased work experience opportunities
- Stronger school-workplace links
- Stronger community spirit, capacity – students, teachers, alumni feel they belong to an alumni community that gives back to others
- Extra resources for current and future students
- School becomes self-sufficient in growing, nurturing its alumni community
- *At system level for public school education*
- Sustainable school alumni service with systemic reach/impact across Victoria
- Population-level improvement in opportunities for disadvantaged students
- Extra resources, organisational capacity, volunteer energy and pride injected into neighbourhood public schools

APPENDIX 3 SURVEY DATA: STUDENTS, TEACHERS, ALUMNI

		Total	_Total_	_Percentage_				_2017_	_2018_
Yr								2017	2018
Prev interacted				Average	Low	High			
	Yes	**583**		**30.7%**	**3%**	**64%**		179	404
	No	**1097**		**57.8%**	**27%**	**71%**		604	493
	Don't know	**218**	**1898**	**11.5%**	**5%**	**39%**		111	107
Recommend									
	Yes	**1552**		**81.9%**	**68%**	**94%**		738	814
	No	**105**		**5.5%**	**0%**	**14%**		41	64
	Don't know	**238**	**1895**	**12.6%**	**5%**	**21%**		113	125
Motivated-school work									
	S Agree(5)	**319**		**16.8%**	**11%**	**31%**		137	182
	Agree(4)	**980**		**51.5%**	**40%**	**60%**		479	501
	Neither(3)	**458**		**24.1%**	**17%**	**45%**		213	245
	Disagree(2)	**102**		**5.4%**	**0%**	**7%**		46	56
	S Disagree(1)	**45**	**1904**	**2.4%**	**0%**	**5%**		18	27
Helped better understand									
	S Agree(5)	**462**		**24.2%**	**12%**	**42%**		206	256
	Agree(4)	**1027**		**53.9%**	**50%**	**69%**		525	502
	Neither(3)	**305**		**16.0%**	**10%**	**27%**		116	189
	Disagree(2)	**77**		**4.0%**	**0%**	**7%**		32	45
	S Disagree(1)	**36**	**1907**	**1.9%**	**0%**	**4%**		15	21
Proud of school									
	S Agree(5)	**236**		**12.5%**	**3%**	**22%**		100	136
	Agree(4)	**667**		**35.2%**	**11%**	**48%**		303	364
	Neither(3)	**812**		**42.9%**	**32%**	**61%**		385	427
	Disagree(2)	**121**		**6.4%**	**2%**	**16%**		69	52
	S Disagree(1)	**57**	**1893**	**3.0%**	**0%**	**7%**		33	24
Jobs etc not thought of									
	S Agree(5)	**335**		**17.6%**	**3%**	**34%**		132	203
	Agree(4)	**727**		**38.2%**	**23%**	**51%**		323	404
	Neither(3)	**539**		**28.3%**	**16%**	**48%**		278	261
	Disagree(2)	**232**		**12.2%**	**2%**	**24%**		126	106
	S Disagree(1)	**71**	**1904**	**3.7%**	**0%**	**8%**		35	36
Understand skills needed									
	S Agree(5)	**312**		**16.4%**	**0%**	**35%**		131	181
	Agree(4)	**775**		**40.7%**	**6%**	**48%**		362	413
	Neither(3)	**497**		**26.1%**	**15%**	**41%**		232	265
	Disagree(2)	**242**		**12.7%**	**3%**	**25%**		127	115
	S Disagree(1)	**77**	**1903**	**4.0%**	**0%**	**31%**		40	37
Understanding of getting job									
	S Agree(5)	**394**		**20.7%**	**6%**	**37%**		184	210
	Agree(4)	**952**		**50.1%**	**32%**	**64%**		476	476
	Neither(3)	**388**		**20.4%**	**12%**	**40%**		154	234
	Disagree(2)	**117**		**6.2%**	**1%**	**16%**		51	66
	S Disagree(1)	**48**	**1899**	**2.5%**	**0%**	**7%**		24	24
Confidence									
	S Agree(5)	**189**		**19.5%**	**11%**	**31%**		0	189
	Agree(4)	**453**		**46.8%**	**37%**	**55%**		0	453
	Neither(3)	**242**		**25.0%**	**21%**	**33%**		0	242
	Disagree(2)	**60**		**6.2%**	**2%**	**11%**		0	60
	S Disagree(1)	**24**	**968**	**2.5%**	**0%**	**8%**		0	24
Motivate-Yr 12									
	S Agree(5)	**587**		**31.0%**	**18%**	**47%**		268	319
	Agree(4)	**727**		**38.4%**	**24%**	**49%**		348	379
	Neither(3)	**427**		**22.5%**	**16%**	**37%**		197	230
	Disagree(2)	**88**		**4.6%**	**2%**	**8%**		41	47
	S Disagree(1)	**66**	**1895**	**3.5%**	**0%**	**8%**		36	30
Helped improve…									
	Yes	**1292**		**68.5%**	**53%**	**76%**		616	676
	No	**178**		**9.4%**	**0%**	**25%**		74	104
	Don't know	**417**	**1887**	**22.1%**	**14%**	**37%**		197	220
Willing to return….									
	Yes	**1012**		**53.8%**	**38%**	**83%**		465	547
	No	**273**		**14.5%**	**3%**	**24%**		133	140
	Don't know	**596**	**1881**	**31.7%**	**13%**	**46%**		290	306

<u>Summary Data -Teacher Feedback (2017 and 2018)</u>

Updated   02/02/2019

		Total	*Total*	*Percentage*					
1	Recommend to other teachers?			<u>Average</u>		<u>Low</u>	<u>High</u>	<u>2017</u>	<u>2018</u>
	Yes	105		98.1%	*97%*	90%	100%	35	70
	No	0		0.0%	*0%*	0%	0%	0	0
	Don't know	2	107	1.9%	*3%*	0%	10%	1	1
								36	71
2	Recommend to other schools?								
	Yes	103		96.3%	*92%*	90%	100%	33	70
	No	1		0.9%	*3%*	0%	0%	1	0
	Don't know	3	107	2.8%	*6%*	0%	10%	2	1
3	My students:							36	71
3a	Introduced to jobs and career paths they may not have thought of before								
	S Agree(5)	37		34.9%	*34%*	10%	67%	12	25
	Agree(4)	57		53.8%	*51%*	11%	85%	18	39
	Neither(3)	7		6.6%	*11%*	0%	20%	4	3
	Disagree(2)	4		3.8%	*3%*	0%	20%	1	3
	S Disagree(1)	1	106	0.9%	*0%*	0%	11%	0	1
								35	71
3b	Engaged with the content of the alumni session								
	S Agree(5)	46		43.0%	*44%*	0%	70%	16	30
	Agree(4)	56		52.3%	*53%*	20%	80%	19	37
	Neither(3)	1		0.9%	*0%*	0%	8%	0	1
	Disagree(2)	3		2.8%	*3%*	0%	20%	1	2
	S Disagree(1)	1	107	0.9%	*0%*	0%	11%	0	1
								36	71
4	The session gave my students:								
4a	Practical, useful advice and insights about study and the workplace								
	S Agree(5)	52		48.6%	*50%*	23%	67%	18	34
	Agree(4)	49		45.8%	*44%*	33%	77%	16	33
	Neither(3)	3		2.8%	*3%*	0%	33%	1	2
	Disagree(2)	2		1.9%	*3%*	0%	17%	1	1
	S Disagree(1)	1	107	0.9%	*0%*	11%	0%	0	1
								36	71
4b	A deeper understanding of skills they need to succeed in the workplace								
	S Agree(5)	44		41.1%	*44%*	15%	78%	16	28
	Agree(4)	46		43.0%	*42%*	11%	67%	15	31
	Neither(3)	14		13.1%	*11%*	0%	33%	4	10
	Disagree(2)	1		0.9%	*0%*	0%	10%	0	1
	S Disagree(1)	2	107	1.9%	*3%*	0%	11%	1	1
								36	71
4c	A deeper understanding of the relevance of their present subjects to the workplace (mod)								
	S Agree(5)	33		31.1%	*29%*	11%	60%	10	23
	Agree(4)	48		45.3%	*49%*	10%	67%	17	31
	Neither(3)	19		17.9%	*14%*	0%	40%	5	14
	Disagree(2)	5		4.7%	*9%*	0%	10%	3	2
	S Disagree(1)	1	106	0.9%	*0%*	0%	11%	0	1
								35	71

4d	A stronger motivation to finish year 12?								
		S Agree(5)	32		29.9%	28%	0%	67%	10	22
		Agree(4)	48		44.9%	44%	0%	100%	16	32
		Neither(3)	25		23.4%	28%	0%	50%	10	15
		Disagree(2)	1		0.9%	0%	0%	11%	0	1
		S Disagree(1)	1	107	0.9%	0%	0%	11%	0	1
									36	71
4e	More confidence								
		S Agree(5)	20		35.7%	N/A	0%	100%	0	20
		Agree(4)	28		50.0%	N/A	0%	100%	0	28
		Neither(3)	7		12.5%	N/A	0%	44%	0	7
		Disagree(2)	0		0.0%	N/A	0%	0%	0	0
		S Disagree(1)	1	56	1.8%	N/A	0%	11%	0	1
									0	56
5	Can sessions improve students chances-job or study?								
		Yes	82		76.6%	75%	67%	100%	27	55
		No	2		1.9%	0%	0%	10%	0	2
		Don't know	23	107	21.5%	25%	0%	33%	9	14
									36	71
8	Would you have time to organise similar sessions?								
		Yes	9		8.4%	17%	0%	17%	6	3
		No	80		74.8%	72%	44%	100%	26	54
		Don't know	18	107	16.8%	11%	0%	44%	4	14
									36	71
9	Deeper impact than non-alumni sessions?								
		Yes	58		81.7%	75%	50%	100%		58
		No	7		9.9%	3%	0%	9%		7
		Don't know	6	71	8.5%	22%	0%	33%		6
									0	71

Summary Data -Alumni Feedback

		Total	Total	Percentage	All HC	All SM	2018 Total All		2017 Total
2	Recommend to other alumni?			Average					
	Yes	109		99.1%		71	71	99%	38
	No	0		0.0%		0	0	0%	0
	Don't know	1	110	0.9%		1	1	1%	0
							72	1	
3	Did you feel fully briefed for this session?								
	Yes	110		98.2%	2	70	72	97%	38
	No	1		0.9%		1	1	1%	0
	Don't know	1	112	0.9%		1	1	1%	0
							74	1	
7	Would you return for another session like this or for another event at your old school?								
	Yes	108		95.6%	2	69	71	95%	37
	No	0		0.0%		0	0	0%	0
	Don't know	5	113	4.4%		4	4	5%	1
							75	1	
8	Are you happy to have your photo uploaded to the school's social media platforms and included in school publications?								
	Yes	111		98.2%	2	71	73	97%	38
	No	0		0.0%		0	0	0%	0
	Don't know	2	113	1.8%		2	2	3%	0
							75	1	
9	Do you think that connecting with alumni generally, and keeping them informed, might encourage them to be involved and maybe occasionally support the school financially?								
	Yes	94		83.2%	1	59	60	80%	34
	No	1		0.9%		1	1	1%	0
	Don't know	18	113	15.9%	1	13	14	19%	4
							75	1	

HC-Hard copy surveys
SM-Survey Monkey surveys

APPENDIX 4 SURVEY QUESTIONS: STUDENTS, TEACHERS, ALUMNI

Alumni Session Survey

You have just taken part in a session that involved former students (alumni) from your school. Please complete this survey to help us improve your school's alumni program.

1. What is your current school year level?

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│                                         │
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2. Before this session, had you ever formally interacted with former students (alumni) at school?

◯ Yes

◯ No

◯ Don't know

3. Would you recommend sessions like this to other students?

◯ Yes

◯ No

◯ Don't know

4. Interacting with a former student has;

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
motivated me to put more effort into my school work	○	○	○	○	○
helped me better understand what life may be like after school	○	○	○	○	○
made me feel proud of my school	○	○	○	○	○
introduced me to jobs and career paths that I had not thought of before	○	○	○	○	○
helped me understand the skills I need for the job I want	○	○	○	○	○
improved my understanding of how to get a job in the future	○	○	○	○	○
given me more confidence in my future after I've left school	○	○	○	○	○
helped motivate me to stay at school and complete Year 12	○	○	○	○	○

5. In general, do you think that interacting with former students could help improve your chances of getting a job or a place at university, TAFE or other tertiary education institutions?

○ Yes

○ No

○ Don't know

6. In your own words, if you could change one thing about this session, what would it be?

7. In your own words, what was the most useful part of this session?

8. In the future, when you leave school, would you be willing to return to support current students? (For example, taking part in sessions like this yourself)

○ Yes

○ No

○ Don't know

Ourschool Alumni Session Survey-Sample Student Survey

Copy of page: Alumni Session Survey

You have just taken part in a session that involved former students (alumni) from your school. Please complete this survey to help us improve your school's alumni program.

9. What is your current school year level?

[   ]

10. Before this session, had you ever formally interacted with former students (alumni) at school?

○ Yes

○ No

○ Don't know

11. Would you recommend sessions like this to other students?

○ Yes

○ No

○ Don't know

12. Interacting with a former student has;

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
motivated me to put more effort into my school work	○	○	○	○	○
helped me better understand what life may be like after school	○	○	○	○	○
made me feel proud of my school	○	○	○	○	○
introduced me to jobs and career paths that I had not thought of before	○	○	○	○	○
helped me understand the skills I need for the job I want	○	○	○	○	○
improved my understanding of how to get a job in the future	○	○	○	○	○
given me more confidence in my future after I've left school	○	○	○	○	○
helped motivate me to stay at school and complete Year 12	○	○	○	○	○

13. In general, do you think that interacting with former students could help improve your chances of getting a job or a place at university, TAFE or other tertiary education institutions?

○ Yes

○ No

○ Don't know

14. In your own words, if you could change one thing about this session, what would it be?

15. In your own words, what was the most useful part of this session?

16. In the future, when you leave school, would you be willing to return to support current students? (For example, taking part in sessions like this yourself)

○ Yes

○ No

○ Don't know

Teacher Feedback-Alumni Session Survey

You have just taken part in a session that involved former students (alumni) from your school.

1. Would you recommend sessions like this to other teachers?

◯ Yes

◯ No

◯ Don't know

2. Would you recommend the Ourschool program to other schools?

◯ Yes

◯ No

◯ Don't know/Not sure

3. My students were:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Introduced to jobs and career paths they may not have thought about before	◯	◯	◯	◯	◯
Engaged with the content of the alumni session	◯	◯	◯	◯	◯

4. The session gave my students:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Practical, useful advice and insights about study and the workplace	○	○	○	○	○
A deeper understanding of the skills they need to succeed in the workplace	○	○	○	○	○
A deeper understanding of how the skills they're learning now in different subjects are relevant to, and transferable to the workplace	○	○	○	○	○
A stronger motivation to finish year 12	○	○	○	○	○
More confidence in their future after they've left school	○	○	○	○	○

5. In general, do you think that alumni sessions can help to improve your students' chances of getting a job or getting a place at a tertiary institution?

○ Yes

○ No

○ Don't know

6. If you could change one thing about this session, what would it be?

7. What was the most useful part of this session for you and your students?

8. Would you have the time to organise regular alumni sessions such as this one if Ourschool did not exist?

○ Yes

○ No

○ Don't know

9. Do you think an Ourschool session is likely to have a deeper impact on students than sessions that involve a non-alumni guest speaker?

○ Yes

○ No

○ Don't know

Alumni Session Survey

You have just presented to students from your old school.

1. What is your occupation?

[   ]

2. Would you recommend sessions like this to other alumni?

○ Yes

○ No

○ Don't know

3. Did you feel fully briefed for this session?

○ Yes

○ No

○ Don't know

4. Is there a particular reason you were willing to come back and speak to the students?

[   ]

5. If you could improve one thing about this session, what would it be?

[   ]

6. What do you think might have been the most useful part of this session?

[   ]

7. Would you return for another session like this or return for another event at your old school?

◯ Yes

◯ No

◯ Don't know

8. Are you happy to have your photo uploaded to the school's social media platforms and included in school publications? eg the school newsletter

◯ Yes

◯ No

◯ Don't know

9. Do you think that connecting with Alumni generally, and keeping them informed, might encourage them to be involved and maybe occasionally support a school special project financially?

◯ Yes

◯ No

◯ Don't know

10. Do you wish to make any other comments?

APPENDIX 5 OTHER DATA

OTHER DATA
Updated 10/2/19

	Database** Registrations	Alumni Career	Alumni Other	Alumni Total	Work Exp	Scholarships $	Scholarships Donors
Camperdown C	143	15	25	38	2	$1000pa	1
Fountain Gate SC	238	18	11	29	4	0	0
Geelong HS	114	18	0	18	0	0	0
Keysborough C	197	44	14	62	10	0	0
Matthew Flinders GSC	131	8	4	12	0	0	0
Mt Waverley SC	283	31	15	46	1	0	0
Princes Hill SC	177	58	44	102	4	TBA	1
Sunshine C	253	24	14	38	11	$1,600	13
Warrnambool C	147	20	5	25	0	0	0

**Advised no database at commencement
Note-Record sheets set up for recording outcome data not updated

APPENDIX 6 PROJECT FINANCIAL STATEMENTS

Ourschool

Funding sources

	Actual Income	Adjusted* Budget	Variance
DET	$170,000	$220,000	-$50,000
Workshop income	$28,800	$57,600	-$28,800
School Subscriptions	$132,000	$128,000	$4,000
Koshland	$192,546	$185,000 (net)	$7,546
RE Ross Trust	$60,000	$60,000	$0
Helen MacPherson	$30,000	$30,000	$0
Gandel	$30,000	$30,000	$0
Hart Line	$10,000	$0	$10,000
Schools Plus general donation	$551	$0	$551
	$653,897	$710,600	-$56,703
Note: Balance of income due			
DET	$50,000	$0	$50,000
	$703,897	$710,600	-$6,703

*Including subsequent agreement to the payment of an additional $150,000 for capacity building

Income & Expenditure Statement to 31 December 2018

		**Apportioned Budget	Variation Better/(worse) vs apport.	Total Budget
**Apportioned Income	$415,423	$420,450	$5,027	$710,600
Expenses to date				
Salaries	$379,554	$360,000	-$19,554	$480,000
Administration & software	$5,722	$10,500	$4,778	$14,000
Evaluation	$6,300	$15,000	$8,700	$20,000
Marketing, advertising & materials	$3,538	$6,450	$2,912	$8,600
Travel & accommodation (regional)	$220	$6,000	$5,780	$8,000
Other (legal/ consultancy advice)	$10,555	$15,000	$4,445	$20,000
	$405,889	$412,950	$7,061	$550,600
Net Receipts/(Outgoings)	$9,534	$7,500	-$2,034	$160,000

Note 1: The apportioned income (and apportioned budget) excludes the additional $150,000 capacity building provision from DET. These expenses will be largely incurred in the last 6 month period

Note 2: The Total Budget includes the $150,000 capacity building contribution received. The related expenses are not in the budget.

Note 3: The Statements are for an 18 month period

**Apportioned = 18/24

Ourschool confirmed budget as at May 2017 - 2 Year pilot

<u>Income</u>

		Confirmed 2 year funding
Koshland Innovation Fund	$	200,000.00
Deduct 7.5% auspicing fee		
Australian Schools Plus	-$	15,000.00
Vict. Dept of Educ & Training		$70,000
Ross Trust	$	60,000.00
Gandel Philanthropy	$	30,000.00
Helen MacPherson Smith Trust	$	30,000.00
Estimated fee revenue receiving intensive core service 8 schools	$	128,000.00
Estimated fee revenue from group workshop service 12 schools	$	57,600.00
Total income	$	560,600.00

<u>Expenditure</u>

Salaries (2 full time staff / 1 part time staff)	$	480,000.00
Administration/software	$	14,000.00
Travel & accommodation regional areas	$	8,000.00
Evaluation	$	20,000.00
Other (legal / Consultancy advice)	$	20,000.00
Marketing, advertising & materials	$	8,600.00
In-kind support from VASSP		
Premises, payroll & IT support		
Total expenditure	$	550,600.00

APPENDIX 7 MEDIA COVERAGE

Media coverage of Ourschool since the program began in June 2017:

- **June 13, 2017, news article, with photo, published in <u>The Age and SMH</u>. Headline: New service to help state schools build valuable networks**

- **June 13, 2017,** Caroline Milburn interviewed about the Ourschool pilot on <u>ABC Radio</u> breakfast program, by program host, Red Symons

- **2017** (date not known), An interview on Ballarat local radio breakfast show

- **November 15, 2017, news article, with photo, about Ourschool published in the <u>Warrnambool Standard</u> newspaper:** Headline: Warrnambool College student returns as part of alumni program

- **November 17, 2017, news article, with photo, about Ourschool published in the <u>Warrnambool Standard</u> newspaper:** Headline: Inspiring other young people to reach their potential

- **February 27, 2018 news article with photo published in <u>Warrnambool Standard</u> newspaper**. Headline: Warrnambool College launches new program to inform students of different career paths:

- **December 1, 2018, double page feature article about Ourschool, published in the <u>Saturday Herald Sun</u>.**

Mentioned in:

- **September 22, 2018**, Ourschool program mentioned in <u>The Sunday Age</u>, column by Julie Szego, Sunday Age columnist

- **October 8, 2018**, Ourschool program mentioned in article in <u>The Age</u>. Headline: We need to celebrate the 'publicness' of public education

APPENDIX 8 FUTURE FIRST UK: SERVICE MENU

FUTURE FIRST UK INC

SERVICES

Core

Our schools start on our core service, which includes everything you need to get your alumni community up and running.

Alumni portal

Alumni officer

Digital toolkit

Press support

Outreach

Signing up leavers

Posters

Additional Services

We deliver bespoke careers and employability workshops for your students and staff training sessions for your staff.

Alumni careers and employability sessions

Inset day training

Primary

We have extended our alumni programme from state secondary schools and colleges into primary schools for the first time.

Start

Develop

Embed

APPENDIX 9 SURVEY: OPEN-ENDED RESPONSES

Pt 1 Student Q6 and Q7 (not included, more than 1900 responses each)

Pt 2 Teachers Q 6, Q 7

Pt 3 Alumni Q 4, Q5, Q 6, Q 10

Teachers-2018

If you could change one thing about this session, what would it be?

Camperdown College

Get the students involved in more hands on activities

I would have included more time for the students to research and find out a bit more about the professions of the alumni students prior to the session- this may have helped them to develop some informed questions.

It would be good to get this speaker to speak to a wider student audience.

Make sure all students take a note pad and pencil to each session to write notes and tips from the presenter

More time and perhaps in the morning when students are more "fresh"

Provide opportunities for students to see what workplaces look like (PowerPoint presentation etc)

Recommendation to take notes was good - having a structured note taking sheet would assist many students by improving the transparency about what could be valuable in the session.

Use of a pre-session 'background reading' sheet might assist students to have a deeper understanding and gain further insight by having more time to consider and prepare potential questions.

We will look at opportunity for a return visit for smaller group or individual catch ups.

Fountain Gate SC

prizes for questions- increases engagement.   more Alumni to cover a broader range of demographics

Nothing. The session ran smoothly.

Not sure

Maybe we could have had more insights into the questions that we should ask. I followed the script but the experienced person interjected with much better questions that I would not have thought of to ask.

-

Geelong High School

A wider age range of students speaking to them (I know Jake didn't show up) may have been good.

Bit long for year 9's to sit and listen. Last 30 mins could have been something audiovisual relating to success or perseverance or another character strength

Focus more on what students could be doing this year in their current subjects/study to achieve highly. Being realistic about their expectations and how much study they need to do to achieve highly.

Have more students attend

Ideally we would have had more time for Courtney-Anne to present to students and it would have been ideal to have her speak to the entire Year 12 cohort.

Perhaps either shorten the length of the session or add some visuals/movies from the alumni's experiences. (I realise that's a lot to ask from returning students, but it might help to keep the Year 9s from becoming restless).

Perhaps link the presentation more into the current lives of the students - for example, the alumni could talk more about wehat they were like or doing at high school and how that has helped or hindered them. I think as adults the alumni could link back to what it was like for them as a teenager.

Perhaps more slides and other presentation material so students aren't just listening to someone else talk.

Simpler language and focus on one idea with real-world examples.

Some students who did work hard in school and succeeeded so the the students who are currently working hard knows it's worth it ..this group were mainly kids who struggled and got something later but we need to encourage the higher end to also continue to work hard

Would be nice to have a few more teachers in attendance

Keysborough College

I think a better time would f worked as some students were unable to attend due to exams.

I think it would be better to hear a little about each person rather than break up into smaller groups. This is because if students are not interested in the person they are listening too, they will just switch off or start chatting amongst themselves.

I would not change anything. We had some IT glitches but these were quickly fixed.

Instead of being very specific career/field focus, give general advice about different pathways and coping strategies.

N/A

Nothing

nothing! it was great :)

The session was honestly run really well. The students were engaged and asked many pertinent questions. I would consider adding an activity of some sort to further heighten engagement.

We had a few more Alumni involved, and we could do it more often!

Whilst only some students partook in this, the ability to talk to other alumni whose session did you not attend. I think we ran out of time for the kids to mingle - or perhaps we needed more structure here.

Matthew Flinders Girls' Secondary College

Getting a greater number of students to attend the session.

It was at lunchtime so was therefore was harder to convince people to attend.

Maybe some more 'non-traditional' pathways. Students who went into business or struggled at uni/TAFE who then found another way to success?

Princes Hill SC

Have four guests instead of three and ensure that every student has a question prepared.

It all worked so perfectly. Students were totally engaged and loved this unique opportunity. Caroline was brilliant to work with. So engaging, organized and passionate

Less students in a session and more presenters.

Nothing. It was great

The students were so interested that the session could have lasted for another 50 minutes!!!

Mt Waverley Secondary College

-

-

Alumni to move to different classes so students meet several people, not just two.

I wish the students would ask more questions-I did it for them

Make it more interactive between the students and alumni-actually build it into the structure of the session.

Perhaps a chance for students to think about questions they would like to ask-before the session

Perhaps the alumnis could have spent more time talking about the ways the types of jobs are changing and what skills students need to develop to keep up with the changing employment environment.

Swap alumni around sessions

Sunshine College

Having more time with the speakers. Letting the students speak with the speakers in smaller groups so the students that are quite shy to ask questions in larger groups can feel more at ease when they are speaking to there preferred speaker.

More time - given we had 5 Alumnus, 3 hours?

More time for the student/mentor group session. a little less time for the questions

The alum was amazing in coming up with interesting stories and helpful answers to student questions, but I do think she needed to think a bit more careful in defining terms that may been new to students. I have a second thing too—in this case

I suspect our alum would not have had time to prepare this, but students would've probably benefited more from media such as photos, videos, possibly PowerPoint slides etc. On the other hand such things can create a sense of formality that might actually lower the value of the session so I don't think it's a big deal.

Warrnambool College

-

Can we get the information about our Alumni journey online?E.g. School website or Intranet, so this is accessible to read for other students.   Maybe only need 3 guest speakers.

Find the time for a follow up with the offer to take students to the farm itself

Honestly I can't think of anything that I would change. Apart from more time - but we are always time poor in everything that we do. And that more faculty leaders make use of Maria.

My personal preparation to have more questions from students.

Perhaps provide alumni with some çonversation starter'statements/questions to facilitate one on one discussions with students

What was the most useful part of this session for you and your students?

Camperdown College

A former student (same life path as the students), discussing life after school

Exposure to work opportunities / career paths they might not have considered or even been aware of.

Learning about different career paths that utilise Maths

Opportunity for students to gain exposure to the career experiences and pathway of a former student.

Practical, insightful advice.

Reinforcing the relevance of statistics to a range of professions. An insight into how their 'job' may change throughout their working life. Important attributes to be successful- hard work, persistence, communication-public speaking skills etc.

Seeing and listening to ex-students plus tour of Victoria University

Sylas reinforced key messages we have been talking about in VCAL all year.

The key messages to the students about the value of volunteering; being resilient, having a plan, and skiling yourself in the areas you may be weak in

Fountain Gate SC

Different pathways taken to get to their current career and importance of social skills and hard work.

Hearing about the success of our student so they realize it is possible with hard work.

Honest and open discussion about their experiences in VCE and what to expect. Prepared the new year 11's well.

The Alumni spoke about scholarships that were not ability based (which our students would be directed to by staff provided they know the students circumstances)

The experience of the alumni

Geelong High School

Covered a range of topics related to their SAC.

Having actual people in front of the students. Also, despite only haveing completed school within the last three or so years, it was nice to hear a couple of them talk about how they weren't the best students at school but they'd since found their way.

Having someone who the students can remember helps make the connection real and more believable

Hearing first hand about uni and the workplace from people they know.

Honest answers and advice

It was an unexpected event for them so I think they enjoyed having someone talk to them about something unusual (the industry isn't a traditional one).

Listening to how Courtney-Anne coped with the pressure of Year 12.

Not sure i just dropped in to see last 30 mins

That life continues to offer you a life line especially if you take it

The questions the kids did ask, despite not being many, had their interest the most.

Tim's experience in using the marketing strategies the students are learning.

tips on surviving the last few weeks of year 12

Keysborough College

Hayley Le was phenomenal, friendly, knowledgeable, approached and well spoken. The story of her pathway was an inspiration to many of the students.

Hearing Peter's personal story about how he got where he is, and also the importance of transferrable skills and networking.

His down to earth nature and understanding of his carreer pathway.

Independent mingling.

It was all useful! Smaller groups meant that students were more comfortable to ask questions and start conversations.

It was great that it was set up as an interview with Elise as students were very shy to ask questions at the start. I believe by the end of this session, they were more confident to ask questions

The alumnus' personal story of hard work, perseverance and following his passion to find success in life.

The portfolio and discussion. Showing the range of skills the speaker needed in the industry

Understanding that there is more than one way to achieve your goals and that life can take unforseen turns and your goals can change.

when we broke off into more personalised sessions with individual alumni

Matthew Flinders Girls' Secondary College

Looking at the alternate pathways of where you would like to get to.

Real life experiences shared

The woman (sorry, can't remember her name) who was in trades was excellent. Good information and very positive.

Mt Waverley Secondary College

-

Hearing about how the passion and interest has an important role in final career choice

Listening to past students'experiences

Listening to the alumni's experiences

Makes it 'real' with role models who have delivered success.

Meeting alumni

Q&A session in hall and talking to two ex students in calssroom

Students see and talk to a graduate of MWSC and hear 'real life' experiences of work experience, part time work, study and employment pathways

Students were able to realte to past students and their experiences. Also the process of gaining access to the workforce

Princes Hill SC

Asking questions and listening to the alumni

Building community connections and students hearing from younger people

Connection between the students in y9 at PHSC and the fact that the presenter referenced this, The students found the session real and relevant.

One on one discussion with an actual person working in the field that the student is interested in.

Talking about the art of writing and forging a career

The discussions about alternative pathways into the creative industries were really good - recommending TAFE courses and networking, as well as bachelor courses was great to hear.

The view it affords of a post-school future for students.

We linked this session into our Year 9 "Grow Week" where students (Monday am / pm Alumni) were taught how to write a job application and for the remainder of the week visited Melbourne Polytechnic (Preston), Latrobe University and Northern College of the Arts & Technology (NCAT)

Students loved the break out groups where they chose the selected Alumni based on their own interest.(Mon pm). Then on Friday, 142 students were scheduled to have a "mock" job interview with 20 volunteer parents and community volunteers. Feedback from our students was terrific.

Sunshine College

AN EVEN DISTRIBUTION OF STUDENTS PER GROUP AT THE END OF THE MAIN SESSION-ROTATE GROUPS

Getting the perspectives and encouragement of someone who had already completed the school process and been involved in work related to their studies!

Hearing first hand stories about the former students and their changing paths over time - not being locked in to the one thing they decided initially.

Hearing from past students of the school and the career pathway they chose.

Listening to the speakers on HOW they got to were they are.

Q&A - visuals/show and tell

Warrnambool College

Hearing about different professions in the writing space.

Real content and not just theory from a written source.

The opportunity for students to hear different voices (not their teachers!) was powerful in that the alumni visitors were able to reinforce our classroom messages around planning, goal setting, overcoming challenges, persisting and succeeding in your own interest and talent areas.   This gave
students a 'real world' perspective and an illustration of the application of our curriculum (Year 10 Humanities - Economics). The variety of expertise amoung the alumni was also impressive, but yet common themes were discussed, which will enable us to drive our future planning and classroom direction.   That
there is not a set path for success post-school, that you can back yourself to succeed if you plan well and are willing to work hard, that you need to value yourself, that there are multiple paths to success, that Warrnambool College graduates are doing amazing things and so can you.

The variety of guest speakers and the connectedness they had toward the students.

To hear in more detail what engineering is.

Is there a particular reason you were willing to come back and speak to the students?

A desire to stay active in the ghs community

Advocates for my profession, gives students options to think about different career paths, felt I could have benefited from this in high school

Back when I was in high school I didnt know what career options there were out there besides the really major ones that everyone spoke about. I wanted to work with animals and I thought the only job I could do was to become a Veterinarian however, when I got to uni and volunteered in a vet clinic, I realised that it wasnt for me. That was when I spoke to subject and course coordinators at uni and realised that I could make a career out of Animal Infectious Disease Epidemiology. So that's what I'm studying now and I should finish up my masters at the end of 2019. I wish I had Alumni come back to speak to me about careers and pathway choices so that I'd know that there were more out there. I might've known about animal epi way before I even got to uni. I wanted students to not have to go through what I did in terms of picking a career - picking the wrong one because they didnt know their options and then changing their mind later on. So here I am, playing my role in informing students about studies, careers and pathways.

Because it is important to give something back to a school that gave me a great deal.

Felt I had a story that would help those who currently may have less confidence than others.

Give Back and encourage new entrants into the field of engineering

Government & Politics

Had the time, hoped that I could offer some help.

Happy to help out

Having career advice during HS can be beneficial for students. As a whole an Alumni program should go ways to bridge the gap between state and private schools.

Help out students. Be a motivator.

Helping people is fun.

I am very grateful for my public school education, its set me up well for my career and wanted kids to be proud of that

I am VERY passionate about the state/public education system. I loved attending Princes Hill and wanted to give back to the community which helped shape me.

I am very proud of my educational and employment pathway since leaving Camperdown College. I also wanted to show students from Camperdown College that there are opportunities after school and that it is a great and valuable life experience to go to University.

I enjoyed my time at Sunshine College and just wanted to give back.

I feel industry have a responsibility to be involved in educating students.

I feel passionate about giving back to a school that has given me so much. As well as this, med is super hard to get into and no one tells you anything so I want to be able to help make it a little bit easier!

I felt like I had got far enough in my career to gain perspective on my early working years. I also felt that I had enough projects up my sleeve that were relevant and interesting to students.

I felt my further study has taken me to places I didn't expect and I could share that experience with the students

I have a unique experience, and felt that I could convey to students that all of their experiences will be unique, too, and show them that that should be embraced.

i hope to mentor more and give back to the community that i was in

I felt honoured to be asked to give back to students. Hoping to inspire students to achieve their goals.

I know how confusing it is trying to decide what to do around that age and I wanted to offer any help I could to students feeling that. If I could assist them with their filmmaking/creative paths I wanted to try.

I liked it when previous Sunshine College Students would come in to talk to us back when I was still a student at Ardeer campus

I love my job and love giving back to young people hoping to inspire them.

I never had access to real world career advice during my senior years at school, and the whole process of choosing subjects to nurture career pathways seemed quite vague. I wanted to share my life experience gained since leaving school to help the students feel a bit more at ease with the seemingly huge decisions they are faced with at this point in their schooling.

I owe it to my teachers.

I realised students need a positive role model and career advice. Encourage them they can do anything to achievement their goals and also take responsibility for their action.

I really enjoy talking to young people and talking about my experiences and trying to help more people make the most of all the opportunities available to them. It was especially special being able to go back to PHSC to talk and give back to my old school.

I really enjoyed my time at Prinny Hill; any opportunity to help out. I had also wished I had someone to ask questions of at about this age to get some guidance about my career.

I really wanted to coach, motivate and empower the students. When you are in school you don't realise how important work experience and education really is.

I remember when I was younger, past students would come and talk. But no one creative. So it meant something to me to come back.

I think I have something to offer to these students, giving back to the community and sometimes I find a good apprentice

I think it's important for students to hear stories from ex students, about life in the 'real world'

I think the sessions gave the students a new way of looking at their future careers, so it is worthwhile repeating.

I thought it was a good idea and my boss and professional body I am on the executive of thought it a good opportunity. I would have liked a session like this as a student.

I wanted to inspire, provide advice I would have told my younger self, and instil a sense of pride in a school that I didn't feel much pride in when I was in high school.

I would have liked this information and chance to have my questions answered by people who were in my position not long ago!

I would have loved the opportunity to hear alumni speak when I was at school, and think it is a truly beneficial and motivating for students to hear about life after school, and the differing pathways that are available.

I would have loved this advice when I was a student. I also felt a responsibility to give back to the community that raised me.

If I can help provide advice and guidance to students to help pursue their career path is was well worth it.

I'm grateful for the opportunity to repay the wonderful opportunities that my public high school education gave me and to motivate students that they too can achieve whatever life, education and career goals that they set for themselves.

Inspire new upcoming graduate and to also help out with my childhood area

Inspire public school students to achieve their goals and answer career pathway questions.

It feels good to give back and to help others

It helped me greatly when I was in Year 10- wanted to do the same

It was great to return to the school and give back to the current students

It's important to give back, and to encourage and help the next generation.

Keen to give back

My brother thought it would be a good experience. Caroline also told me about the mission behind "our schools" and it was something I resonated with. I thought this would have been something that would have really appreciated when I was in year 10 and VCE

My mum asked me

My story would positively inspired the students.

Not particularly. I think that there is great value in this programme for public school students. The sort of value that private school students have had for years. It was a wonderful experience meeting fellow alumni, current students and teachers and to put a little something back into a system that provided to me.

Not really. I wanted to help give back to the school that helped me and my education.

Out of the like 15 schools I've been to, Geelong High School is honestly the best school I attended. I was more than happy to give back to the school in any way I could. I loved the idea of talking to students to encourage them to do their best and persevere.

Passionate about engaging kids in their passions and sharing my knowledge as I felt like I stumbled through my early career pathways. Hope to make it a little smoother for students.

PHSC was a really great school for me and gave me the tools to move forward. Being able to help others move forward is great.

Simply to help out, contribute and give a little back

The school prepared me for my future and I made strong connections with many teachers. I want to help students through hard times

The session and its format aligned with what I do in my own career so I thought I had some expertise to pass on to students in my old school. I also think it is significant to be able to give back.

There are several. I still remember how anxious I felt during the final years of high school. I ended up taking a path that was for best part un planned. I am in a comfortable professional position and things are working out for the best. I want to be another voice to say, I was where you are now and everything will find a way to workout for the best. It's also fantastic to speak to the next generation and make them aware of the Australian Design Industry, let them know where to join and to use.

To encourage students to build on their potential. & as part of my Community service

To engage with the school I attended and to potentially deliver some sliver of important information to the students that might inform their post secondary school decisions.

To give tips and advice to students who are seeking to do well in their VCE studies

To inspire brighter futures

To promote and encourage further alumni development with current and future highschool students

To provide a practical and tangible example of how secondary school can help students achieve their ambitions.

To share knowledge and enthusiasm for the industry. And invite them out to visit

To share my experience and hopefully give some insight and advice to the students

To share my post high school experience and to give students hope and inspiration about their future career path.

To talk to any students that may be going what I went through. Help by sharing my experiences.

To try to show that there are alternative career choices available. To give advice I didn't get at that age.

Wanted to help as I had no idea what I wanted to do at their age and no contacts or sources of information to help me.

If you could improve one thing about this session, what would it be?

...

'Meet and Mingle' session, it was a bit chaotic

A way for me to provide additional info after. In my session showing my work, I showed more of the free tools or resources students could use to upskill or find out more about courses before committing to them. I'd like to send some links for them.

All good-a very impressive program

Allowing a longer time for the session and smaller, intimate groups to allow for a more conversational approach.

An ice-breaker in the first session plenary. Giving students a simple action to do in response to a question/series of questions. eg: how many in this room have a very clear direction with what they want to do when they finish school? I think getting people responding to questions up front will help in the break-out sessions.

Could try moving sessions like this to a Thursday or Friday morning session when students are more alert.

Definitely do it over two periods instead of one and have more of an open discussion towards the end.

Ensure students were truly interested in the field and definitely students to be asked to submit pre-prepared questions. These questions could be shared with the Alumni to ensure information was targeted. This would help ensuring that the right students were matched with the right Alumni. Also only give
     the opportunity for those student who truly interested and want to get something out of the session. There were definitely students present who just didn't want to be there.

For the alumni guests to show some of their work in some form to give the students visuals along with the Q&A.

Give the students more time to talk to the Alumni is small groups

Good to know more about each student and what they wanted out of the session

have more time to answer questions

Hoping to perhaps have a regular once every two-three month session with both school campus

I could be helpful to know a bit more about what kind of questions the students were interested to talk about in the q&a sessions.

I could see that students wanted more time to speak to other alumni but time didnt permit. That could possibly be address. Furthermore, when we broke up into small groups to talk to students, I was put into a group with 6 boys who were completely uninterested and were unresponsive to my questions.
     Maybe split them up in future so an alumni isnt put with 6 uninterested people, as it makes the talk very difficult.

I did not observe anything that would need to be changed.

I guess in the second part, maybe be a bit more prepared in terms of the set up. I wasn't too sure on how to present my work, so didn't feel I connected with first batch of students.

I had spoken to most of the same students previously in the Ardoch session so while this gave me the opportunity to discuss with the students that had a genuine interest in my field some more in-depth issues, I had a little less to offer those who weren't that interested.

I think it could have been very beneficial for alumni to bring a "prop" or something if they felt it could have improved their presentation. For example I have brought small circuitry robots/toys I've made at uni which may have engaged students more.

I think it would be nice to understand what the students wanted from the mini sessions. Caroline did say prepare by showing the university and hospital website, but I didn't believe I could engage students with that. Perhaps I needed to prepare a little more

I think the format was fine.

I think the session was good. Would have liked more questions from the students but can't help that

I thought our session was rather comprehensive.

I thought they were very well run? Maybe the opportunity for a powerpoint highlighting key messages or with some photos of things the student has done?

I would recommend having the students ask the questions directly to the alumni to ensure that they are being focused and interested in the session. Also conducting short role plays in relation to job interviews.

If there were smaller groups, I think students may have asked more questions. I wondered if the people up the back could hear my voice or not, so I guess something to check, incase like a microphone maybe needed.

It was fine. Maybe some prepared questions

It went too quick!

Kids could possibly feel more comfortable asking questions if there is no teacher present. I had no issues on the day, but just a thought for the future.

Less lecture and more question and discussion probably the best format for young people.

Less talking at the beginning to ALL the students, but I see why we do it. Hard to keep their attention in this big group. Everything was brilliant.

Less time presenting more time with kids

Longer time to talk. I feel that if some of the people were interested in nursing there is so much to say and would like to have a dialogue with them.

Manage the time of the session - we ended up speaking for 15 minutes instead of the panel type discussion that the prep sheets had led me to believe was happening. I think following the format of the prep sheet would be more effective and would give students much more context. I would also give
     the students printouts of the speakers resumes so that they can could follow along the career path while we were speaking to make it more relevant.

Maybe if we could get the student's questions in advance too.

Maybe let the Alumni show some projects or work they have done previously. Keeps the students more engaged I think

Maybe more questions directed from students not so much the teachers

Maybe more time in small groups with students with particular interests/needs

Maybe spend time doing an activity with the students in groups

More facilitation from the teacher booked to help the class.

More interaction would be good , but they are teenagers so its hard to get questions out of them

More student-led discussion

More time for student questions/more of a relaxed environment to encourage interaction

More time for students to ask questions.

More time for students to ask their own personalised questions.

More time with the students - I had a lot to say (maybe I spoke too much!) but the questions were so in-depth and insightful that it was hard not to elaborate further to move the advice from being generic.

N/A

Need a data project to presentation of our work because students cannot image what we do rather than presentation in during group session.

No, everything went very well.

Not going to university myself. More questions relating to students not wanting to go to uni.   Also a session like this earlier in the year would mean advice given regarding study would be more useful. Even later in the year for Year 11s & younger years.

nothing

Nothing

Nothing

Nothing, I think it worked well.

Nothing, I thought it was really great.

Nothing. Thought it went great.

Perhaps each alumnus could spend a bit more time with the whole group explaining their role at the start of the session. I am sure most students thought a financial counsellor was a financial planner or accountant!

Perhaps less alumni in the one session, so that kids feel like they don't have too many choices of people to speak to.

Preparation needed a little more work (appreciating though that Elise was ill). I was prepared to speak to the students and had prepared notes to talk to in consultation with the teacher. I had not expected the entire session to run as Q&A, although this does work quite well.

Rather than a Q&A base I would suggest that the Alumni do short presentations that would be more engaging and then have a short Q&A

Students must come up with questions for the alumni prior to the session.

The format - more interactive for the year 9's

The last session had a larger amount of alumni. This gave me my own chance to meet some peers and make new connections.

The only thing I would improve is perhaps students having their questions to ask with them, so that there could be an increase in student participation.

The session lacked some interactivity but I'm not sure how to improve it.
The session went very well
The students seemed really engaged, particularly in the small group format, but the time available felt to short. I think a longer session time would increase the benefit of the whole endeavour for the students.
The teacher leading the session to be briefed on what the session plan was. There was a change in leader who was not provided an extensive handover. The alumni put in a lot of time preparing what was originally planned but then the session was very short. I would also like to see the session
   be more interactive for the students. I am unsure whether the students were aware of what the session was going to be about.
Time length
Timing and organisation - due to running late the alumni session went for about half the time that was allocated to it
Timing.
Wasn't long enough for me had lots more to go.
Will advise later. At this stage unknown at the moment. Perhaps more time

What do you think might have been the most useful part of this session?

Chatting and answering questions
Directly answering questions students have.
Discussion and interaction after session with the students
Discussion of 'advice to your younger self'
Everything. The smaller group sessions I felt were easier to talk.
For students to hear about the variety of post-school options.
From speaking to the teacher beforehand, we both agreed writing and communications skills were important. Encouraging them to understand their learning styles and behaviours seemed to click with a few of them; as well as encourging them to extend themselves outside of their school life.
Full session was useful and it had different components, the paths taken by alumni as examples, the session on how to create a linkedin profile as education and the Q&A with Alumnis provided the opportunity for discussions between Alumni and students
Giving students an opportunity to get advice from someone close to their age, from a neutral position on things they will be facing once their high school educations ceases
Giving students an understanding of what it takes to become a psychologist
Good communication re program & expectations of my involvement
Great practice for Corey to speak to his fellow students, he did an excellent job in introducing us. Hopefully us speaking in the room was useful.
Hearing about the foundation that school can provide for a career in writing.
Hearing from students, information may stick better.
Hearing of all the different backgrounds of teachers shows how much things can change in your career! Showing the students that was probably a highlight
Hopefully practical tips for study or leadership
I enjoyed having the teacher facilitate the conversation. It allowed for less "dead air" and was easier to make conversation.
I guess showing what I actually did for a living. Students were most engaged with that part I felt.
I hope I got some students interested in engineering, and gave some hope to students who assumed their ATAR may be too low.
I think an informal Q&A by the children could have been the most useful part
I think answering the students questions was the best part. They were questions that you forget you were asking at their age. They seem like obvious questions to someone who has long since graduated from high school but are sources of a lot of stress to high school students. No your ATAR won't
   define your life from the day you get. Yes TAFE can give you a fantastic set of skills to bring to a bachelors degree. It is not just a holding pen while you try to get to Uni.
I think giving advice for country students and how to adjust to the city was a great part of this session - it is something that would have helped me a great deal at that age.
I think it is so important for students to know that life after school is not linear, and you don't have to know what you want to do forever. Life changes, and moves in different directions all of the time, and that is a great thing, a thing to be embraced.
I think the most useful part of the session was students hearing about my job journey and how I got to where I am today.
I think the Q&A session with the individual alumni would have been the most helpful
I think the sessions with small groups of students was the most worthwhile, although my students were shy about asking questions!
I think the structure of the session was good; the general questions at the start to break the ice, and then splitting into the smaller sessions. I also how the students had pre-prepared questions.
I think the students responded to the idea that there is life beyond school and there are a lot of things they can do.
I'm not sure; that's probably up to the students
Instead of focusing on just the career pathway but as well the personal life with students where younger alumni can help out where we can talk to students.
Interactions
It's good to hear from your peers. I hope that the students saw us as not too distant versions of themselves and that we could give them some comfort in confusing times.
Kids Questions
Listening to the kids ideas for their market stall. They impressed me with their research and initiative.
meeting new people
Meeting other alumni and networking - but it was also great to measure my own personal growth by being back at the school.
One on one chat between an Interested student and Alumni
One on one time, where interested parties could participate and engage with people they connect with individually.
Prepared questions before I attended.
Providing different outlooks on what to do afte high school
Question and answer session from the students
Question time and a bit of one to one time
Seeing that it took us ex-students 10+ years to get where we wanted to be. A 15 year old student said to me she was really worried about "wasting time" after she graduates, but as long as you're willing to learn and put in the hard work, every 'bad' job you have will teach you something valuable. There's no shortcut.
Sharing post-school experience.
Sitting down in the room and being asked questions by kids who had chosen to come and speak to me based on my profession. Saved me speaking to those who weren't interested.
Student questions
Students are more aware of the importance of VCE and have gained some motivation to do well.
Students ask questions and few of students ask for career advices in during group session.
Students being able to communicate with someone who was in their shoes with the same potential and mindset, and how they overcame issues that most under-privilege people face through life
Students have a better idea of what they should do while being at high school as well as after graduate
Students hearing about any struggles we had as students
Students to get some exposure to some real world experience - to help tie theory in with practice.
Talking about the alumni as a student in high school is a great idea because it is something current students can relate to, and hearing the thoughts we had on our high school self like "I wish I put more effort", can influence them to make better choices. I think the whole session is useful, there are different things
   (like topics spoken about) that resonate within different people for them to start engaging.
The current teachers explaining their career paths.
The exposure to different professionals and ability to interview them.
The interaction of Alumni with the students supported directly by the teacher present. If more student raised questions were evident this would have helped with promoting target discussion.
The last session. One on one conversations initiated by the student to a person that they did not know was a practical 'life' skill and will help with future networking opportunities.
The opportunity to give back, meet other alumni and reconnect with old teachers.
The panel discussion was most informative for the students in that in uncovered a number of key skills about communication and network building.
The Q&A between the alumni's and students in the smaller groups I thought was useful. The students were able to speak freely and ask valid questions they were genuinely interested in.
The Q&A panel was very useful for students to gain an understanding of the pathways people went through to get to where they were today. Student were also able to gain an insight the challenges and motivations of different people/career pathways and it gave us an opportunity to give good advice to current students.

The Q&A with the students and the walk through the office area where the students where able to speak with a couple of employees who by chance were themselves from public high schools.

The smaller groups, it was also having 2 alumni in each group. I was matched well.

The students asking what they wanted to know

the students listerning to past students in real life situations and knowing what has helped their career from what they learnt whilst at school

The teachers asking good questions which maybe highlighted what the students wanted to ask.

The varying career pathways of the alumni which were part of their journey and the key skill sets that they developed and understood as important to pass on to the students.

There were a few students who asked questions at the end; it would have been good to see more of them engage and ask questions but I guess that's year 10s for you! I hope that the real life experience shared by each of the alum also helped those students who didn't ask a question, to go away and think some more about their career pathways.

Things people didn't know about specific universities or how hey run as well as copping with stress or exams.

Time to speak casually with small groups of students.

Time with kids

Unknown at the moment. Will advise later.

Very practical session - media interviews were quite realistic.

Big thank you to Tanja for running the Alumni program, great job!

Can't wait to help out again in the future and see what else students can pull from the program and they have a role in its organisation and administration.

Do you wish to make any other comments?

Fantastic program! Keep up the great work :)

Fantastic program, highly recommend!

Felt very welcomed

From Question 8. Please do not post the image of my work and my company's name on social media. Due to search engine optimization (SEO) issues and also protect my clients' branding. Also, please do not post the video.

Great program for Yr 11 and Yr 12 students

Great program that I'd like to maintain a connection with. Thank you

Great program, I think it is very worthwhile for the student and the alum

Great to be involved, however not really sure what the students got out of it...if there was more time addressing their real questions and concerns that perhaps never surfaced.

Hopefully this program can be rolled out statewide.

I am not sure on what the preparation of the students was as directed from the teachers. Maybe if the students knew the careers of the alumni they may have a better understanding of questions to ask. I think a more interactive session or a tour at a workplace might be helpful. Overall it is really positive initiative which is important and I would be interested to see its growth. I would be happy to attend another session.

I enjoyed the smaller group sizes as it made the conversation more intimate, especially with students who were more interested in the topics we were talking about

I had so much fun on Monday - thank you Elise, Mitch and the team for providing such a fantastic opportunity. Keep up the great work!

I really enjoyed the day, and felt like I was contributing in a positive and meaningful way to the students experience. Thank you for organising.

I really enjoyed the session.

I think this is a great initiative and feel appreciative that I was able to share my knowledge and experience with other people who hopefully will be able to share theirs as well!

I think this is a truly valuable initiative, and it is something that I think public schools need to more of, celebrate their successes and create a community.

I think this whole alumni concept is fantastic!!! Both being able to inspire students and them be able to learn / be inspired or encouraged

I was chuffed to have given back to my former school, I just need to be asked

I was happy I could be at the session. It was great to come back to the school. The students were all confident, friendly kids.

I would like to take Caroline for being so lovely and encouraging

I'd be more than happy to do further sessions with media/writing students.

I'm really sad to see the school has less resources available than when I attended - there still are not enough computers for students, and the library now only has 2 shelves of books. I feel very sad that these kids have to try to learn without the right resources.

It was an absolute privilege to inspire the current generation of accounting students at my old high school to go on and succeed in their chose career paths. The students enthusiam and hope also made me reflect on the wonderful blessings I have experienced in my own life due to my old mentors and hard working public school teachers.

It was fun!

LOVED THE EXPERINCE, have not shut up about it at home and to other PHSC students. One note > If anything does go into the newsletter which has any info about me, I would like to edit my bio slightly. Thanks so much for the opportunity

Na

No

No

No

No

NO

No :)

No.

None as of now.

None needed. Was definitely a fun and eye opening experience.

Not really. You can contact me with any questions.

Please pass onto the staff how impressive the students behaviour was when we did a tour of the school.

Thank you for asking me

Thank you for organizing the day - it's a great program and I hope it continues well into the future.

Thank you for providing me with the opportunity, I found it good to reflect back on my time at high school and university

Thank you for the opportunity, I think I enjoyed it as much as anyone.

Thank you for the opportunity, I will recommend it to my other alumni mates.

Thanks :)

Thanks for having me

Thanks for having me! I hope I did alright.

Thanks for including me!

Thanks for the opportunity!

The ffont colour used in the survey is too pale and disappers on the screen, especially if you are in an office with bright fluro lights!

This is a great initiative, and I will support it as much as I can.

This is a great program and I hope it continues.

Thoroughly enjoyed the session, students were engaged, and participated in the session excellently

Well done Tanja, great session and I think while not all may have shown it, I think the students would have gotten a lot out of it.

Would love for a Banksia Campus one