November 2015

Face2Face

Featured articles:
- Connecting the dots
- Re-branding
- Creating the next generation of Advancement Practitioners
- 'Eat Pizza' - Breaking Down the Silos
- Educational Institutions in the Decade of Transformation
  Mark McCrindle
- Mentoring for success
- 2016 International Conference

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Face2Face November 2015
From the Chair

We are proud to say that Educate Plus was founded by members for members.

Long may it be so!

At my first ADAPE Board meeting back in March 2011, the significant item of business for the weekend was an examination of results from our association’s first major Member Survey. The survey had been commissioned by the Board the previous year and was undertaken by MMM Education. A comprehensive report was tabled for discussion at the meeting with the aim to assist us in developing the strategic path ahead for the then Association of Development and Alumni Professionals in Education.

I was reading through my documents from that meeting recently and was pleasantly reminded of what momentous achievements had been made by our association as a direct result of member feedback provided some five-six years ago.

The most readily apparent change to our organisation has undoubtedly been our name change. The rebranding as Educate Plus in 2012 was in direct response to members seeking ease of recognition in our professional community for the work we do and the role played by the association as its peak member body.

Possibly even more noteworthy, however, has been the highly successful introduction of our Certified Advancement Practitioner training program. Formal training was identified as the major area of opportunity for our members and the investment made over the past two years, both by the organisation and our membership, has certainly reflected this. It was a clear intention that the development of formal training would place on the landscape for employees throughout Australia and New Zealand a new certification seen as a prerequisite for employment in the field of Educational Advancement. The numbers of members who have now undertaken Educate Plus training has no doubt furthered this aim.

We are proud to say that Educate Plus was founded by members for members. On the evidence of what has been achieved over the past few years stemming from this 2010-11 Member Survey, I believe this is a mantra that we can proudly continue to profess.

Long may it be so!

With that sentiment in mind and with most of our chapters about to conduct their annual general meetings, I encourage all members to consider taking a more active role in your organisation by joining your local chapter committee. The professional learning and personal development that comes from volunteering in this capacity is simply extraordinary.

Our chapters, and the activities that are undertaken within them, are the lifeblood of Educate Plus. Working with and for our members to shape the future of our profession through advocacy, the building of networks and the development of professional learning programs, is a greatly rewarding experience that I commend to you.

Patrick Kelly F.Edplus
Chairman

2015 has been a significant one in the history of Educate Plus. The strategic move by the Board to establish an ‘Institutional’ membership category has seen total membership significantly increase to over 1300. This real benefit of this change has been to allow Educate Plus to support a much wider group of people.

This expansion has necessitated the expansion of our staffing team which now comprises of:

- Neil McWhannell – CEO
- Georgia Bain – Operations Manager
- Michelle Strawbridge – Finance Manager
- Briony Tyree – Marketing and Communications Manager
- Chanel Hughes – Training Manager
- Cathie Vickers-Willis – VIC/TAS Administration Officer
- Jill Rogers – NZ Administration Officer
- Mimi Louie – General Administration Support

We have also developed a much wider reach and influence with many Principal groups and have been invited to address a number of influential Principal and Business Manager Groups. These interactions can only enhance a greater understanding of our work and benefit our members, including the Bursars Association, to present on various areas of Advancement. These interactions can only benefit our members.

Educate Plus has also continued to develop a wide range of strategic partnerships with like-minded or associated groups across the globe. These partnerships are enhancing our resources and networks thereby helping us to remain abreast of the latest developments, share resources and ensure we do not reinvent the wheel when developing new initiatives.

Recent partnerships include AISAP – Association of Independent School Admission Professionals – US, ASBA – Association of School Business Administrators, SEBA – Schools International Education Business Association – NZ and ABEA - Australian Boarding Schools Association. This is in addition to existing partnerships with CASE, FIA, FINZ, IDEP and MACE.

As you will read later in Face2Face, planning is well underway for the 2016 International Conference. I am most grateful to those who have offered their services on the Conference Committee. This is the most diverse committee to date with representatives from each chapter. The Committee is developing a first class professional development program along with some social events that will be sure to impress all. We hope that many delegates will consider bringing their partner and families as the Gold Coast Tourism Corporation is offering a wide range of incentives.

One of our organisation’s most impressive initiatives in recent times has been the completion of the four courses in our Certified Advancement Practitioner Training program. By year’s end almost 200 people will have completed at least one of the courses. It is our hope that in time these will be a prerequisite to people being employed in our sector.

With 2015 being the International Conference year, we will only be holding one round of training and is planned for Sydney in early May.

During the year I have had the pleasure of attending all bar one of the Chapter Conferences. The quality and size of these continues to grow exponentially. My sincere thanks and congratulations to all those who have served on the various Conference Committees. It has been most heartening to hear the feedback from members who reflect on the growth in size and professionalism of our organisation. We will not be resting on our laurels as there is still much to do as we work to further enhance our value proposition and support services.

As members will have now seen, we have just launched our new website. We hope the improved functionality, best practice design will ensure this is a valuable tool for members. My thanks to the Board Sub-Committee comprising Mandy McFarland, Di Lawrence, Shane Kinnaird and Patrick Kelly who have driven this.

I wish all members a happy conclusion to the year and look forward to continuing to service you in 2016.

Neil McWhannell JP GAICD
Creating the next generation of Advancement practitioners

Many of the current cohort of people filling Advancement roles in Australasia have either learned on the job or honed skills developed in other professions. The initiative by Educate Plus to develop its own Certified Advancement Practitioner training courses sought to address this scenario and play an active and positive role in creating the next generation of Advancement practitioners.

The member survey before we began this process certainly showed this was something that was desired and beneficial for members. The Board’s significant investment in the courses and the subsequent uptake of people completing the courses also shows this is being well received and was totally warranted. In just over a year, almost 200 members have completed a course in either Fundraising, Admissions, Alumni & Community Relations or Marketing & Communications.

The benefits of members completing a training course are numerous and include:

1. Grants you more credibility
2. Can improve career opportunities and advancement
3. Prepares you for greater on-the-job advancement
4. Skills and knowledge that certification:
   - are either Fundraising, Admissions, Alumni & Community Relations or Marketing & Communications.
   - training course are numerous and include significant investment in the courses beneficial for members. The Board’s initiative by Educate Plus to do this was something that was desired and important to members and look forward to providing a deep appreciation and the experience to our highest praise! Our highest praise! Many thanks and kind regards.”
   - Gordon Johnstone, Head of Operations, Kranium School OSLD
   - “Educate Plus has again delivered an outstanding course with brilliant presenters and superb organisation. Every session, without exception, was full of valuable content. Our highest praise! Many thanks and kind regards.”
   - “Great Southern Grammar’s future is increasingly bright as the Certified Practitioner course has provided the means to achieve our organizational goals. Thank you, Educate Plus.”
   - Karen Timmins, Great Southern Grammar WA
   - “Highly recommend this course for marketers in school environments. The materials presented were thorough, practical and highly relevant for marketers. Thoroughly entertaining and very informative.”
   - Kirsten Williams, St Luke’s Anglican School, Bundaberg QLD
   - “The Admissions course was incredibly beneficial for both those who have been doing it for many years and for those new to the role. The experience in the room was invaluable and important to glean from. Thank you so much for providing such an essential tool for the role.”
   - Sonya Bowden, Glasshouse Christian College QLD
   - “A must for everyone involved in enrolment. It just puts the entire enrolment process into perspective. I will be recommending this to all my team.”
   - Malachi Deaton, Registrar, Shore School NSW
   - “Excellent course, with a focus on fundamentals leading to a real understanding of Alumni Relations and practical applications to troubleshoot. Delivered by leading professionals with a wealth of knowledge, a deep appreciation and the experience to back up the course material.”
   - Peta Magee, Santa Sabina College NSW
   - We commend these courses to all members and look forward to providing current and future members with core knowledge of the fundamental best practice principles of Advancement.
   - During the recent AHISA conference, where Educate Plus was the Patron Sponsor, we highlighted that it was our aim to have these certified courses as prerequisites for people being employed in such roles. Our initiative was certainly well received by current and prospective institutions, and reflects growing interest in ensuring all institutions have blossoming Advancement offices.

Registrations are now open for the 2016 Training Courses:
- Date: 5 & 6 May 2016
- Venue: St Andrew’s College, Sydney University
- Courses on offer: Fundraising, Admissions, Alumni & Community Relations or Marketing & Communications.
- For more information, contact Chanel Hughes, Educate Plus Training Manager: Email chanel@educateplus.edu.au
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Biennial International Conference
7 – 9 September 2016
Surfer’s Paradise Marriott Resort & Spa
Gold Coast, Queensland, Australia

The 2016 International Conference is promising to be one of largest and most successful events to date. Our venue, the Marriott Resort and Spa on the sunny Gold Coast, features an exciting ambience and impressive facilities. It even has its own tropical reef, complete with fish, as one of its major swimming pools!

The Conference Committee consisting of Graham Brown, Lea Walker, Sue Russell, Glenda Fitz-Payne, Jon Yeo, Jo Haynes, Maria Mercuri, Peter Frankis, Nicola de Vries, Peter Staeling, Briny Tyree and Georgia Ginn is the most diverse and representative ever with representatives from every Chapter. They have been working since the end of last year to source the finest talent from across the world along with a social and networking program that is sure to impress. One of the highlights will be the Gala Dinner, which this year is to be hosted on our own tropical island! Delegates will travel on huge catamarans for a 40 min flat water cruise to the destination.

The Educate Plus Conference has grown to be one of the most impressive educational advancement programs in the world. It has been created by members – for members, thereby ensuring speakers and sessions are of the highest relevance and calibre. With the Gold Coast being one of Australia’s leading tourist locations, we are may invite partners and families to come along. The Gold Coast Tourism Corporation has arranged for a wide range of discounted vouchers and the social committee is considering running a partner program to entertain our members loved ones.

As with each conference, we try to build on the successes of the previous events. New initiatives at this conference will include: short TEDx talks from some of our leading practitioners; a revamped Awards Breakfast where finalists will give 10 min presentations on their exemplar work and Advanced Fundraising sessions from previous Trevor Wigney Award Winners.

Neil McWhannell JP GAICD

2014 broke all previous records with over 700 in attendance, so who knows what we will be looking at with our increased membership. I suggest anyone considering attending make their bookings as soon as possible to ensure their registration. At this stage we aim to have approximately 80 speakers presenting currently seven sessions over the three days. These will offer specialist presentations in Admissions, Alumni & Community Relations – Schools, Alumni & Community Relations – Tertiary, Fundraising Schools, Fundraising Tertiary, Marketing & Communications and General Advancement.

Day One pre-conference activities include a Capital Campaigns Master Class, session on the effective use of Synergetic Database and Potentiality along with practical workshops on Giving Effective Presentations, Digital Photography, Website development and Archives.

Chanel Hughes is our new Training Manager and Tertiary Advisor and is the previous Alumni Manager at Swinburne University and spent some time with Rux Burton. With her input and networking we will ensure those from tertiary institutions are catered for as never before.

The Conference Committee has recommended a record number of International speakers. At this stage we have five speakers from the United States along with others from Asia and other countries.

The 2016 Conference will run from 7-9 September at the Marriott Resort and Spa in Surfer’s Paradise, Gold Coast Australia with a preconference program operating on 5-6 September. Early Bird Registrations is now open- visit www.educateplus.edu.au to register and for regular updates.

Neil McWhannell JP GAICD

GOLD COAST 2016
Educational Institutions in the Decade of Transformation: Australia Towards 2025

By Mark McCrindle - Director, McCrindle Research

Only occasionally in history do massive demographic changes combine with huge social shifts, ongoing generational transitions and unprecedented technological innovation such that within the span of a decade, society altogether alters. Australia is currently in the midst of one such transformation.

5 Megatrends Reshaping Australia

Growing: While Australia’s population growth rate has recently slowed, we are still adding more than a million people every 3 years. Australia’s largest city, Sydney, will also be the first Australian city to hit 5 million by the end of 2016. Our second largest city, Melbourne, is growing the fastest and will take Sydney’s title in 2016, with both cities expected to reach a population of 8 million in 2055. In fact Melbourne is growing by more people every 5 days than the state of Tasmania adds in an entire year (1,400). Our third and fourth ranked cities will together over the next decades, Perth’s rate of growth in an entire year (1,400). Melbourne is growing by more people every 5 days than the state of Tasmania adds in an entire year (1,400). Our third and fourth ranked cities will be adding more people every 5 days than the state of Tasmania adds in an entire year (1,400). More than these four cities’ populations alone, we also need to consider the growth of the remaining capital cities and larger coastal cities, Australia’s top 30 cities now include many inland regional cities that have a growth rate exceeding that of some of the capitals. Rising capital city house prices is currently facilitating not only the sea change but also the tree change.

Moving: Population growth is leading to more densified living. While 3 in 4 households currently live in a detached home, almost half of all new housing approvals are in the unit, apartment or townhouse category. Australia’s communities are undergoing significant transformation, from the growth of these vertical communities, to people renting more, moving more frequently, and transitioning across more communities than ever before. The average home in Australia stays just 1.8 years per abode, and even those who have bought a home are not putting their roots down deeply and staying for several decades like their parents did. Mortgagoes stay on average just 9 years before they sell. While this growth, density and mobility is evident in the capital cities and larger coastal cities, Australia’s top 30 cities now include many inland regional cities that have a growth rate exceeding that of some of the capitals. Rising capital city house prices is currently facilitating not only the sea change but also the tree change.

Changing: Cultural diversity is foundational to Australia part of the DNA of our communities. More than 1 in 4 Australians was born overseas and almost half of all households (48%) have at least one parent born overseas. And our population mix is now more connected to our region with the top 7 countries of birth of Australians born overseas shifting in these decades from mainly European countries to now including China, India, Vietnam and the Philippines. There remains a deep affection for the traditional Aussie qualities of mateship, ironic humour and the larrikin spirit alongside the richness of our lifestyle which comes through the input of so many cultures. In a nation of world cities and global connectivity, gone is the cultural cringe, replaced with an international perspective that looks out not in.

Ageing: Three decades ago Australia’s average age had only just moved out of the 20s to reach 30; today it exceeds 37 and in three more decades it will be 40. This ageing population, though, is a good news story; it means we are living longer, and consequently active later and able to work later in life than was previously the norm. In the last generation, Australians have contributed an average decade to their life expectancy at birth. Along with the ageing population goes an ageing workforce, which means that there are more generations in the workforce than ever before and leading teams in diverse times requires better people skills to bridge more gaps than ever before.

Transitioning: Australia’s generations of Baby Boomers and Generation X are now sharing the leadership and workforce roles with the emerging Generations Y and Z. These new generations, born and shaped in the late 20th century, are increasingly becoming lifelong learners and multi-career workers with a focus on work/life balance, participative leadership models and a more varied job description. Along with this, the next generation of technology has, in less than a decade, transformed almost every area of business and consumer interactions. How we shop, where we get information from, when we connect and even how we work from have all been fundamentally changed in this Wi-Fi-enabled, device-driven, app-based, social media-influenced decade. While it is self-evident that every school, curriculum or brand is just one generation away from extinction, such is the speed of change today we are now just a decade or perhaps a few years away from this point. While slow change impacts us all, those who understand the trends can drive the change and shape the future.

Mark McCrindle - Director, McCrindle Research

Mark McCrindle is an award-winning social researcher, best-selling author, TedX speaker and influential thought leader, and is regularly commissioned to deliver strategy and advice to the boards and executive committees of some of Australia’s leading organisations.

Mark’s understanding of the key social trends as well as his engaging communication style places him in high demand in the press, on radio and on television shows, such as Sunrise, Today, The Morning Show, ABC News 24 and A Current Affair.

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It really was just a simple offer. We had spent 12 months researching and refining our social media policies at Sacred Heart College, so I offered to share them through the Khidkaar Plus Forum. Nobody could have imagined the response. I have had hundreds of requests, as every school grapples with the changing social media world. Facebook is a phenomenon that imbues fear in many schools, yet it is the one medium that is used by all members of our communities. We have learned that, by embracing this Facebook world, we have actually reaped more rewards than we ever could have predicted.

One of the reasons Facebook is successful at Sacred Heart is that we have always had ‘buy-in’ from the top. The Principal, Business Manager, Executive Team and Board have all supported the process. With the new Privacy Principles, schools need to take a whole-of-College approach to policies, social media permissions and training. Business Manager, Steve Martin writes: “Those who are active in the social media space need to be acutely aware of the requirements of the Privacy Act and the National Privacy Principles. Complying with the privacy provisions just makes good business sense as the growth of social media has brought with it a commensurate focus on the fundamental right to privacy. A well-constructed social media policy with sound practices and procedures inbuilt can see the two often conflicting disciplines work in harmony.”

The other critical component of our success was the decision not to use our Facebook to market College events. Facebook was to be our ‘social space’ and embrace past, present and future families. We recognised early the power of the narrative and the ‘before’ and ‘after’ stories we could use to power our social media permissions forms. This helped us to understand parents’ views on Facebook. When social media permission forms were finally sent home, parents were already engaged and supportive.

2. Find your heroes – every school has special people that absolutely everybody knows. Include them in your stories and your whole Facebook family will appreciate it.

3. Make sure your whole community is on the same page – talk to parents from the beginning. For six months I telephoned for permission to use every image. This helped me to understand parents’ views on Facebook. When social media permission forms were finally sent home, parents were already engaged and supportive.

4. Use beautiful images – one simple image will create more engagement than a pile of your quality shots.

5. Celebrate the big moments but don’t forget the small moments – it is important to post stories about important events such as ANZAC Day, but don’t forget to also highlight everyday school rituals. One past student said: “You create nostalgia that brings back fond memories of high school days.”

6. Timing is everything – people check out Facebook on evenings, weekends and holidays so it is important that you post some stories out of hours. A parent said: “I noticed that there are often posts on the weekend, particularly if you’ve just discovered a new achievement from one of your students. This gives the impression that you care and that this isn’t just within school hours. It feels like you’re so excited about the achievement that you have to share it there and then. It’s nice.”

7. Know what your community wants – at all times you need to have ‘your ears to the ground’ to know what your community wants to hear about. You may want to advertise your new uniform shop hours, but your families may be craving news from a footy carnival or overseas tour. Kerrin Girando, Marketing and Public Relations Manager at Scotch College, Perth wrote: “While we are still in the beginning phases of social media, it has been embraced by the Scotch community. One example was when boys were away performing at the Royal Edinburgh Military Tattoo. Only 21 boys were involved, but the whole community was anxious for updates. The most popular post was about one of the boys celebrating his 18th birthday!”

8. Be vigilant – your job is not just to engage but also to protect your students and your school. There may be someone who uses obscene language or expresses views that may offend or damage your school. Check your page daily and this ‘mischief’ will be minimised. We re-post the College Community Facebook Guidelines at least three times a year.

9. Think outside the box – you may notice that all schools post events in remarkably similar ways. In a world where content is instant and abundant, customers will bore easily if we give them ‘beige’. If you find a new way of telling the story it will always get more engagement.

10. Showcase all your stakeholders – a whole-of-College approach also means celebrating all stakeholders. We post stories about students, past students, teachers and even parent success stories. A teacher said: “I love seeing what other areas in the school are doing. In the busyness of my everyday, I am often unaware of what is happening in other classrooms. I feel I know more about my workplace now.”

For many of us it may seem like Facebook is ‘out there’ and that the ‘cyber-community’ is not really real. Our experience is that our online community is very real and very important. Their words of support trickle out into positive car park gossip and real enrolments. New parents say that they chose Sacred Heart based upon the positive engagement on our page. Facebook, if used correctly, can be a remarkable marketing tool, supported by a community of ambassadors in your real parents, teachers and students.

Catherine Kolomyjec M.Edplus
Community Relations & Marketing Officer,
Sacred Heart College, WA

Catherine Kolomyjec has worked in Community Relations and Marketing in the education sector for 13 years. She has a Social Work degree and previously worked in community development in Australia and internationally. She is a published author, written for international journals on Community Development and is a regular contributor to The West Australian.

"Facebook is a phenomenon that imbues fear in many schools, yet it is the one medium that is used by all members of our communities.”
Mentoring for success

By Chasie Hughes F Bitduala

Chasie has more than 15 years’ experience in Alumni Relations and is currently the Training Manager for Education Plus and Programming & Communications Director for Drive4Outcomes, developing new experiential learning platforms for student careers support.

Mentoring as an alumni benefit is rapidly rising from the ranks of ‘nice to have’ to essential programming—a RMIT University pilot is already showing the proof.

A hot topic in tertiary advancement, alumni mentoring is typically the benefit we wish we could offer if we had more resources. Perceived as labour-intensive and fraught with potential issues—such as exploitation of the mentor’s time—it tends to fall well outside alumni volunteers’ purview, rather than being of immediate priority.

A recent study conducted by Gallup and Purdue University in the USA, however, in combination with the challenging employment issues currently facing Australian youth, throws into sharp relief the critical importance of mentoring as a life success strategy. At the same time it reveals what may just be the most powerful affinity-building tool at a university’s disposal.

The 2014 Gallup-Purdue study cast aside the more superficial and short-term results universities are typically measured by—graduate placement immediately following graduation—to plumb the depths of whether universities truly deliver on the promise they make to students and their families of “great jobs and great lives.”

Gallup studies worldwide have shown that having a good job is a significant life factor, because work occupies so much of an individual’s time and self-identity. Workplace engagement is inextricably tied with people’s wellbeing.

Therefore, the new study, which comprised interviews with 30,000 graduates nationwide, measured instead three categories of workplace satisfaction—Engaged, Not Engaged and Actively Disengaged—and five fundamental indicators of well-being: Purpose, Social, Financial, Community and Physical Well-Being.

What they discovered was that only 39% of graduates fit the category of engaged in the workplace: that is, intellectually and emotionally connected with their organisation, loyal, productive and enthusiastic—because they are able to do what they are best at, like what they do, and working with someone who cares about their professional development. This was only 9% higher than the already disheartening 30% national average for all American workers.

Forty-nine per cent were not engaged (satisfied but not intellectually or emotionally connected) and 22% were actively disengaged (intellectually and emotionally disconnected, unhappy with their work, sharing their unhappiness with colleagues, and likely to jeopardise team performance).

While the results were disappointing, to say the least, interviews with the small percentage of graduates who were both engaged and thriving in well-being had revealed some powerful insights into what does work. The researchers were able to identify six critical factors of long-term career and life success directly related to student experiences:

1. Having an internship or work experience to apply learning in the real world;
2. Active involvement in extra-curricular activities;
3. Working on a major project that took more than a term or semester to complete;
4. Having a teacher who made them excited about learning;
5. Feeling that their teachers and alma mater cared about them and their well-being;
6. Having a mentor who encouraged them to pursue their dreams and goals.

Of those six, the last three were the most potent and critical to success, but all six were important, irrespective of where the graduate had studied.

“That those six elements of the college experience are so strongly related to graduates’ lives and career is almost hard to fathom. When it comes to finding the secret to success, it’s not ‘where you go, it’s ‘how you do it’ that makes all the difference.”

The study found that workplace engagement increased in direct proportion to these six factors.

Grades were:
• 3x more likely to be engaged if they had an internship;
• 2.2x more likely to be engaged if they had a mentor;
• Nearly 3x more likely to be engaged if they felt their college had prepared them well for life outside of it;

Highly significant from an Alumni Relations perspective, graduates were:
• 6x more likely to be emotionally attached to their alma mater if they felt “supported” during their time at college.

While the Gallup-Purdue study focused on American graduates, the findings are no less pertinent to the Australian context: where statistics point to increasing youth unemployment challenges; unemployment rates ranging from 13% to as high as 49% in regional and remote settings; over 1.5 million people out of work; and 35% of students “bailing or failing” in their first year of study; 30% of graduates not in any economic activity within four months of completing their studies; 30% of 15-24-year-olds under or unemployed.

Combined with this is the detrimental psychological impact of racking student debt, which will be higher for Generation Z than any previous generation, and the projection that one in two in Generation Z will have a university degree, compared to one in five for Generation X, which significantly increases the necessity for personal differentiation.

1 Great Jobs; Great Lives, The 2014 Gallup-Purdue Index Report, p6
2 Milions fall through the gap between school and work”, The Australian, Shane Rendall, 20 June 2015

In return for the three-hour minimum, they are given access to a suite of webinars and HR resources (an off-the-shell package provided by an external supplier), which not only equips them to be effective mentors but provides them with professional development also. Topics include recruitment and selection practices, job search strategies and resume writing, coaching for confidence and resilience, professional etiquette, and career planning and personal goal setting.

The mentees are students in their final or penultimate year of study of an undergraduate degree, and they are matched to their mentors through a tailored-off-the-shelf software package that asks a comprehensive series of questions of all participants. The mentor and mentee decide how they would like to make contact—online, by telephone or in person.

Co-ordinator on the Advancement side, Sofía Risdwan (Alumni Project Manager, Global Careers), said there were “instantaneous responses” from alumni to the initial email call for volunteers and subsequent listings in the monthly alumni e-newsletter.

The value of the volunteer networks is also strong, with mentors representing a wide variety of high profile employers, including NAB, Boeing, Nike, Deloitte, L’Oreal, AGL, Microsoft and Telstra. A number of the mentors also occupy management roles. CEO of News Corp Robert Thomson is one such volunteer, who supported RMIT students in the Melbourne and Vietnam campuses.

Sharing the early outcomes of the program at the recent Education Plus VICTAS Leadership Conference, Sofía demonstrated the immediate value impact to the mentees, the mentors and the university.

2014 Program Results

Mentors:
• 94% of students described the quality of their experiences as Good to Excellent;
• 96% of students said their mentor was responsive and engaged;
• 19% of students were offered an internship, work experience or a full-time job;
• 64% of students were introduced to their mentor’s professional networks or attended an industry event.

Mentors:
• 86% of mentors described the quality of their experiences as Good to Excellent;
• 96% of mentors said they personally benefited;
• 19% of mentors benefitted from access to recruiting talent for their organisations.

RMIT University:
• 70% increase in alumni engagement, with the university as a result of being a mentor;
• 70% of alumni mentors more likely to attend future RMIT events as a result of their experience;
• Industry mentors want to learn more about:
  Industry presentations – 65%;
  Participating in industry panel discussions – 41%;
  Student project work – 33%.
• Over 200 alumni interested in providing work experience, internships and full-time jobs;
• Over 70 alumni presenting at other RMIT events, reaching over 1000 students.

Internal Stakeholder Benefits:
• Increased internal engagement across the university, as faculties actively seek assistance from the Advancement Office for alumni support of their students;
• A further mark of success was that the mentoring relationships typically ran across two years rather than the requisite three, indicating high engagement by both mentors and mentees in the partnership.

Sofía says the objective now is to continue to grow the program, as well as place increasing emphasis on alumni involvement in internships, work-integrated learning, study tours and other opportunities.

As Sofía said in her presentation, it’s a “win-win situation.”

The question facing university advancement offices is no longer how they can afford to source alumni mentors in their own Alumni Relations programs, but whether they can afford not to.
Waiting Lists: How do you keep a family interested without offering false promises?

Schools use the term ‘waiting list’ in different ways – either to register all applications prior to individual offers being made for a particular year group, or perhaps, more accurately, to record ‘replacements’, i.e. students who can replace a student who is leaving or who is unable to take up their secured place at a school.

Waiting lists are the lifeline of every school in a changing economic climate. Job changes and financial uncertainty mean that a school’s current and future enrolments can change at any time. Most Admissions teams know that there is a point in the year – usually from about August onwards – when the dam walls break and the revolving door of ‘ins and outs’ starts. Unfortunately, without a crystal ball to gaze into, predicting the year levels and the numbers of students that this will involve is increasingly difficult.

The application process of Independent schools and their various waiting lists has become a hot topic around many dinner parties and workplaces. Most families lodge applications with several schools, which is an understandable way to keep their options open; however, they often fail to see how inaccurate that actually makes most waiting lists. Their number on the list is not quite but almost irrelevant, as until each school has contacted all of the families before them, it is difficult to determine how the list will evolve. On paper the odds might look terrible, but the reality may be quite different.

The question most asked by families on a waiting list is: “When will you tell me if my child will be given a place?” If the year that they are waiting for is not an intake year and the family has to wait for someone to leave, the answer is honestly “I have no idea!” Not the most constructive response and one not likely to keep the family interested in the school!

So how does your school keep solid, accurate waiting lists so that when it does have to replace students it can do so quickly and efficiently in a way that the Board barely notices the movement in numbers?!

Well, in a perfect world you would:

• Know the history of every family on your waiting list to determine the chances of them accepting a place should you have one to offer
• Contact families several times a year to ascertain their interest level and confirm contact details
• Keep future families interested in your school with school updates, invitations to school events and any relevant opportunity to make contact
• Be prepared to respond to enquiries from every anxious family who is waiting and just wants that reassurance that you still know that they are there – even when they have diarised to call you monthly

By Jo Haynes M.Edplus

Waiting Lists

The anxiety factor and the transparency of information regarding waiting lists are possibly still the crucial factors in the waiting list debate. If schools could be transparent about the process and be willing to reassure wherever possible, a family involved might just hang in there and often be that family that you joyfully inform that finally a place is available. Break out the brass band and the champagne!

Jo Haynes M.Edplus is the Registrar at Hale School in Perth, Western Australia. She is an experienced educator who is passionate about education, the ocean, travel and her hyperactive spoodle puppy!
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**NSW/ACT Chapter Conference**

**People, Purpose, Passion**

Over two days in August, more than 150 delegates from across NSW and the ACT braved cool mornings which turned to gorgeous crisp days to attend the 2015 NSW/ACT Educate Plus Chapter Conference.

The 2015 NSW/ACT Educate Plus Chapter Conference was generously hosted by Ms Barbara Watkins, Principal, and the professional staff at Sydney’s Loreto Normanhurst.

The Conference Committee worked tirelessly to secure speakers as well as to bounce around ideas for Conference sessions, and I would like to thank all of our committee members for their dedication:

**Conference Chair:** Julia Glass M.Edplus, Director of Community Relations, International Grammar School

**Chapter President:** Bruce Perry F.Edplus, Registrar, St Andrew’s Cathedral School

**Chapter Vice-President:** Alison Handmer M.Edplus

**Treasurer:** David Osborne M.Edplus, Community Relations Manager, The King’s School

**Committee:**

Grace parasino M.Edplus – Marketing & Communications Manager, Loreto Normanhurst; Lauren Kirkby M.Edplus – Event Coordinator, Loreto Normanhurst; Deanna O’Sullivan M.Edplus – Director of Development & Community Relations, Monte Sant’ Angelo Mercy College; Deborah Becker M.Edplus – Registrar, Emanuel School; Sonia Neave M.Edplus – Development Officer, Emanuel School; Nicole Chubb M.Edplus – Director of Development, Glenoreo Kilduff Steiner School; Melinda Moy M.Edplus – Development Manager, Loreto Kirribilli; Yeorta Soper M.Edplus – Communications Manager, Moriah College; Mandy Loosmore M.Edplus – Director Alumni Relations, Barker College

**Tertiary Committee:**

Fiona McCossan M.Edplus – Director of Advancement, St Andrew’s College and Fiona Peasont M.Edplus – Alumni Office – Engagement, Australian National University.

At the Conference, we heard from speakers such as Simon Brekness of Learn2Liaise on Advancing the Future of Learning, David Francis from Kaliko on Future Marketing Technologies; Augmented reality; Social Researcher Mark McCrindle on The 21st Century Household: What it looks like and its implication for schools, and Alexs Duric and Daniel Martin from the University of Sydney with a case study on their Major Gift Development Program.

Our Dinner on Day 1 was held at The Ripping Club and was themed “Black and White”; it included the presentation of the Educate Plus Awards of Excellence as well as a lovely meal, photobooth and gorgeously decorated tables.

We extend a warm congratulations to our talented 2015 NSW/ACT Chapter Conference Awards for Excellence in Advancement winners!

Congratulations to you all and thank for your contribution to our valuable sector!

Feedback from the Conference included:

“Loved all the sessions. Very high standard and very professional. Terrific content.”

“It was both encouraging and informative – a hard balance to achieve.”

“What a beautiful school and such a warm, hospitable welcome from Barbara Watkins.”

Acting as Conference Chair enabled me to connect with other Advancement professionals whilst learning a lot, gaining new ideas to implement at my own school and making new friends.

The 2015 NSW/ACT Chapter Achievement in Advancement Awards were awarded to:

**ALUMNI AND COMMUNITY RELATIONS:**

Joint winners (Secondary): Petra Magee M.Edplus, Alumni Relations Coordinator, Santa Sabina College, (Tertiary): Fiona Peasont M.Edplus, Alumni Office (Engagement), ANU

**FUNDRAISING:**

Joint winners: Jackie Dalton F.Edplus, Director of Communications & Community, Ascham and Diana Morison M.Edplus, Community Development Manager, St Lucy’s School

**MARKETING AND COMMUNICATIONS:**

Lynne Armstrong M.Edplus, Director of Marketing and Enrolments, Ravenswood

**ADMISSIONS:**

The Enrolments Team, Santa Sabina College

**PRESIDENT’S AWARD:**

Alison Handmer M.Edplus

**NEWCOMER AWARD:**

Eleanor Leslie M.Edplus, Manager Development and Relations, Northbridge School for Girls

It was truly an honour to be able to contribute to our wonderful organisation in this way and I thank Educate Plus for giving me this opportunity. Thank you to my wonderful committee as well as to the Educate Plus team and the excellent staff at Loreto Normanhurst for hosting us. My gratitude also goes to our sponsors who allowed the event to take place. For me the Conference was a great inspiration and I look forward to seeing everyone in QLD in 2016 for the next one!

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The Enrolments Team, Santa Sabina College
Vic/TAS Chapter Conference
Building on Solid Foundations

Our objective was very clear – to ensure that we provided practical presentations aimed at building on the sound base presented to us at the 2014 International Conference in Melbourne. We are indebted to Wesley College, St Kilda Road campus for providing such a wonderful facility whilst their students were on school holidays.

The feedback from delegates was outstanding with many referencing the practical sessions as some of the best they have attended. Quotes such as the following were regularly provided by our delegates - “A brilliant, well run, valuable conference. Congratulations and thank you.” “Great venue, great food, great presenters.”

The Conference was co-chaired by Russell Davidson F.Edplus, Director of Development & Alumni Relations, Haileybury College and Amanda Webster M.Edplus, College Fundraising & Events Officer, Wesley College.

The Conference Sub-committee worked tirelessly to achieve our most successful conference to date. We were privileged to hear from our keynote speakers Michael McQueen, award-winning speaker and author and the challenge of staying relevant and Jim Yeo, on the power of storytelling and engagement. All keynotes and plenaries challenged us to think both organisationally and individually with a futures perspective; and to dispute our existing practice and levels of expertise, encouraging us to stretch ourselves and develop our skills.

One significant takeaway for me personally was the concept of a “personal mission statement” shared by Australian Industry Trade College CEO, Mark Hands. It proved a catalyst for me to rethink and prioritise what is important to me personally; how I aim to live and work, and what legacy and difference I want to make within the life I have been given and in the organisations and spheres I live within.

Another highlight of the Conference was the exceptional quality of nominations for the Achievement in Excellence Awards. Winners were announced at the Chapter Dinner and in some categories the standard was so high a Highly Commended was also awarded. I had the privilege of awarding current Educate Plus Board Vice Chair and immediate past Old President, John Collins with the President’s Award. John has contributed an immense amount to the development and growth of Educate Plus, serving on the QLD Executive since 2008 and assisting with the ongoing development of our Partnerships Program and Regional Membership Opportunity model.

I believe our profession is becoming more widely understood and respected, which is really quite exciting for Educate Plus not only whole but also each of us as members. As our boards, schools and business managers acquire further exposure to the significant resources and expertise that Educate Plus can afford your organisation, I dream of the day when they also feel very comfortable to play an integral part of our presenter line-ups contributing to the mix and sharing of ideas and best practice.

Thank you all to our members for your trust, investment in our organisations, and for the manner in which as a group we connect and share in a way that only Queenslanders really know how to. I look forward to all that 2016 has to offer.

Graham Brown, F.Edplus, AFAIM, Development Officer, Northside Christian College, Everton Park

NEWCOMER AWARD
Gordania Pilgrim M.Edplus, St Aidan’s Anglican Girls’ School

FUNDRAISING AWARD
Gordania Pilgrim M.Edplus and Cassandra Elcho, St Aidan’s Anglican Girls’ School

MARKETING & COMMUNICATIONS AWARD
Nicolae de Vrees M.Edplus, Adele Greaves M.Edplus and Kyle Thompson, Brisbane Boys College

ADMISSIONS AWARD
Maise Taylor M.Edplus, Stuartholme School

ALUMNI AWARD
Claire Tynan M.Edplus, Brisbane Girls Grammar School

PRESIDENT’S AWARD
John Collins F.Edplus

Queensland Chapter Conference
You can’t stop the waves, but you can learn to surf

It was such a delight to host over 120 delegates, partners and presenters at our QLD Chapter Conference on 16-17 July, at the beautiful QT Gold Coast.

In keeping with the theme of learning to ‘ride the waves’ of educational advancement, the program delivered a truly excellent standard of depth and breadth across our four pillars over the two days.

The Conference Sub-committee worked tirelessly to achieve our most successful conference to date. We were privileged to hear from our keynote speakers Michael McQueen, award-winning speaker and author and the challenge of staying relevant and Jim Yeo, on the power of storytelling and engagement. All keynotes and plenaries challenged us to think both organisationally and individually with a futures perspective; and to dispute our existing practice and levels of expertise, encouraging us to stretch ourselves and develop our skills.

One significant takeaway for me personally was the concept of a “personal mission statement” shared by Australian Industry Trade College CEO, Mark Hands. It proved a catalyst for me to rethink and prioritise what is important to me personally; how I aim to live and work, and what legacy and difference I want to make within the life I have been given and in the organisations and spheres I live within.

Another highlight of the Conference was the exceptional quality of nominations for the Achievement in Excellence Awards. Winners were announced at the Chapter Dinner and in some categories.
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Pamela Hatfield
Director of Communications
Newington College

It’s was a conscious decision to name this year’s conference ‘Let’s talk Business’. There is growing appreciation within the education sector in New Zealand that business best practice must be implemented to achieve our organisations’ goals. The national committee wanted to use the conference as a platform to inspire and influence decision makers who work in governance and senior management, joining those of us who work in fundraising, community relations, marketing and enrolments.

As well as skilled practitioners in our various fields from Australia and New Zealand, experts from the business sector were invited to present. Having longer session times was also deliberate, to give more time for dialogue and in-depth examination of the topics — although it often seemed that there was still not enough time!

It obviously struck a chord. We were thrilled with the record breaking number of 120 registrations and positive feedback received on the fresh concept and content. The conference started with a leadership breakfast for people working in governance and senior management. Ross Blackman, Director of Black Gold (the organisation tasked with generating revenue for the Rio Olympics), spoke (the organisation tasked with generating revenue for the Rio Olympics), spoke

Face2Face November 2015
WA Chapter Conference
Discovering Possibilities!

What do bombings, sharks and post boxes have in common with Development? These were some of the stories presented at the WA State Conference. Held at the Harry Perkins Institute of Medical Research in May, 114 delegates had the opportunity to hear 23 speakers over 25 sessions, along with seven plenary speakers. Our presenters inspired them by discussing their experiences, motivation, new ideas and best practice – all of which focused on the theme of the conference, ‘Discover Possibilities’.

The line-up of keynote and session speakers was truly diverse and included presenters from all over the country. Their presence and expertise in their field as well as their sharing of ideas was greatly appreciated by our delegates.

For me, the journey of Discovering Possibilities was about stories. Like those of David Fyfe, who opened the conference with his very personal and moving story of his involvement in the first Bali bombing; Abby Rose Cot's experience through her different educational organisations (and the benefit of being part of an amazing indigenous program); and Clark Wight’s insight into the Manhood Project – sharing the stories of young men. In addition, we heard from our local and interstate colleagues about what is happening in their schools and universities.

They merit a thank you from all of us, not only for volunteering to share their ideas and expertise with us but also for their hard work in preparing their wonderful words of wisdom. If each of us took just one idea from the conference and applied it to our organisation, we will have achieved our objective – to Discover Possibilities.

Congratulations to the winners of our VARD awards. Sasha Colton on behalf of St Hilda’s Anglican School for Girls; Jo Nitz, Peter Robertson, Meredith Eddington, Alex Robertson, Ruston Long, Sonja Matthews and Erin Roche (supported by Anna Chingal and Kerim Griando) – ensured the WA contingent had many laughs along the way. WA has a remarkable committee working very hard for us members! A special mention also for our friends from the National Office – Neil McWhances and Georgia Gain. Your support is marvellous and most appreciated. Thank you.

The theme of our conference was Discovering Possibilities. I hope you made many discoveries – both professional and personal – which inspired and encouraged you to make an impact in your business. I thank those who were involved in the conference for attending, for providing challenge questions, networking and for sharing with others.

The Conference was a delightful opportunity to network, learn and discover the possibilities in all that we do, and recognise local excellence through our VARD Awards. The Committee worked extremely hard to provide a meaningful and enjoyable professional development experience and my deepest thanks go to each of them.

The VARD Award winners under the four pillars of Educate Plus for 2015 are:

**FUNDRAISING**
Sasha Colton on behalf of St Hilda’s Anglican School for Girls

**MARKETING**
Marketing and Communications Claire Hansen on behalf of Great Southern Grammar

Jo Nitz, Peter Robertson, Meredith Eddington, Alex Robertson, Ruston Long, Sonja Matthews and Erin Roche (supported by Anna Chingal and Kerim Griando) – ensured the WA contingent had many laughs along the way. WA has a remarkable committee working very hard for us members! A special mention also for our friends from the National Office – Neil McWhances and Georgia Gain. Your support is marvellous and most appreciated. Thank you.

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SA/NT Chapter Conference
Winding through the Vines

The SA/NT Chapter Conference was held in June at the Novotel Barossa Valley Resort in the heart of the iconic Barossa Valley wine district just north of Adelaide. In keeping with the venue, the theme was ‘Winding through the Vines’.

Advancement roles often mean wearing many hats and some have even said that they wear 17 hats! At our 2014 International Conference, one of the ‘hats’ was that of ‘farmer’. Thanks to keynote speaker, strategy implementation consultant, Chris Klaussen. Chris spoke about how to transform a gift from big to bigger, to biggest. We must be patient and cultivate donors, using a process of nurturing, having a toolkit and creating love marks. We should not be hunters looking for the easy kill, or try to gather as many plums as we can, but must develop relationships with donors, creating a donor-centric environment and nurturing them to give. This requires well-planned methods developed over time, and like a farmer, the end result is both rewarding and full of pride. After Chris’s farming stories I think we all pondered our own paddocks and how to best develop an ease to fundraising, as he was effortless in his storytelling.

The measure of the success of our 2015 conference was that almost 95% of Chapter members attended, along with some prospective members. With 77 speakers across two days, there was plenty on offer for delegates to participate in. We were impressed that many attended the breakfast roundtable on day one and full of pride. After Chris’s farming stories I think we all pondered our own paddocks and how to best develop an ease to fundraising, as he was effortless in his storytelling.

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Annual giving is considered a cornerstone of building successful, sustainable long-term fundraising programs. However, traditional methods to promote annual giving — direct mail and email — have limitations, which become especially apparent when bootstrapping a new advancement program and seeking to more rapidly build both stakeholder affinity and donor acquisition.

Chevalier College in the NSW Southern Highlands is now a Years 7-12 co-ed day school of almost 1,200 students. Up until 2012, Chevalier had never engaged in a structured professionally-managed fundraising program. There was declining participation in the College’s building fund and very little fundraising effort directed at its alumni. In 2008, the College’s visionary board members saw the need to diversify the income base, so work began with its past students association to create a database and begin a more regular alumni communications program.

Upon joining the College in 2012 as its first Community Liaison & Development Manager, my priority was to overcome a degree of natural scepticism that prevailed in commencing a fundraising program. Securing a grant of $1.5 million, creating a scholarship endowment fund of over $250,000 launched by the state premier, beginning to attract major gifts and securing bequests worth more than $100,000 within the first few years was a good start, but the annual appeal was still sluggish. It remained the best barometer for forecasting our long-term prospects of fundraising success, being the engine that not only documented immediate returns for our efforts but also helped us to identify and cultivate major gift and bequest prospects.

Starting from a very small base, our typical direct mail or email campaign was having only minor impact, securing small single digit response rates. Donation levels were low and donor acquisition was slow. Even if it were possible to somehow double or triple response rates, it was not going to yield the quantum leap we needed in the desired timeframe. Moreover, mail was not increasing our affinity with our stakeholders nor was it helping to cultivate as we would eventually have to go back to them again, even if they said “no” or “maybe” the first time. Positioning these prospects now for a potentially positive response in a subsequent campaign was a critical element of the call strategy.

The consultants helped us with prospect segmentation, data cleansing, drafting of pre-call letters, and importation of our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanse, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pre-call letters, and importate our records into their software ready to segment, data cleanes, draft pr
Looking Beyond the Event

It’s an extremely busy world out there!

In response to a phone call or email to an alumni member, how often have you received either of the following replies?

“Sorry, I’ve just got too much on at the moment.”

“Sorry, I need to pull out – something has come up.”

Alumni relations professionals, and for that matter Fundraising and Events specialists, are becoming progressively frustrated and spending huge amounts of time trying to build numbers at events. Because event numbers are the only way we can measure success in our profession. Right?

Wrong!

Our increasingly busy lifestyles and those of our alumni are forcing us to find other ways to engage with them. This is a good thing! No longer should we be relying solely on the event space to communicate and engage with our members. Sure, events have a large part to play in what we do, and done well they can have a stunningly positive effect on your alumni association. However, I encourage you all to think outside the box.

I like to think of engaging alumni as adding bolts to a chain. Each new idea, concept or service that we come up with is a bolt. The more we bolt on, the greater opportunity we have to engage with our alumni and the more attractive, relevant and worthwhile our organisation becomes to our members.

So what else can we do to bring our alumni back to the fold?

I’ve already mentioned some above – mentoring, tutoring and clubs. But these are many others. Not all will suit your school, your budget or the size of your team. One shoe doesn’t fit all but it doesn’t hurt to try to see what sticks. Consider, for example, any of the following:

• A baby sitting service
• Personalised school tours, alumni open mornings or weekends
• An employment directory exclusive to your alumni
• A member benefits area on your website offering exclusive deals to alumni
• A community grants program
• Grants to sporting and recreational clubs
• Coffee clubs for your alumni at their universities.

I am finding that alumni are becoming increasingly interested in the professional services that good, well connected associations can provide. Why not start putting together a pilot mentoring program that focuses on a particular industry and grow from there.

There is a myriad of professionals within your alumni network that are time poor for an event, but would love to be contacted about mentoring a young member. A 30 minute coffee at their workplace is far easier to do than a 2-3 hour cocktail party at a time that doesn’t suit or a venue that doesn’t work.

Needless to say, events do play a meaningful role in the way we stay in touch with our alumni. However, I believe we are over-crowding our events with too many options, the greater the benefits to your school and your alumni. Enjoy it!

Russell Davidson F.Edplus is Director of Development and Alumni Relations at Haileybury, one of Australia’s largest independent schools. Russell and his team have been joint winners of the 2014 Educate Plus Award for best Alumni and Community relations in activities designed to engage with alumni.

A Cinderella shoe doesn’t fit everyone. Many can’t get to events, others aren’t interested in mentoring, clubs don’t suit everyone, but hey you might just engage a young member through providing an opportunity to be part of a tutoring program, and as the cycle goes on. The more options, the greater the numbers you have involved. You need to try to make a variety of shoes available to a mix of people. Reconnecting members through each new activity or service added is satisfying for both alumni and your school.

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Connecting the dots in education - 7 ways to tap into the power of alumni on LinkedIn

Alumni networks have the potential to be a tremendous asset. They already have a deep personal connection and if cultivated in the right way can become loyal, lifetime advocates.

The cultivation process is not without its challenges – the biggest of which can be connecting with alumni who have not been captured in a database or have simply changed their contact details. We’re going to source and update the information, and more importantly how can we be elevated?

The University Page on LinkedIn has been built to show university alumni by several data points, including where they live, where they stocked and what they do. What’s even better is that it’s free and the data integrity is maintained by the members themselves. There are many other benefits to establishing an alumni network on LinkedIn. Following are some of the challenges educational institutions are facing, along with the tactics they’ve been employing to overcome them using LinkedIn.

1. Rock your profile – sometimes we make the request for students to create profiles, mostly when it’s too late, i.e. when they have already left. Providing guided profile building sessions to students while they’re still students builds your alma base early. LinkedIn accommodates high school students in this process with its minimum age requirements. Helping your students build great profiles is as important as teaching them interviewing or resume building. Every day, LinkedIn allows you to identify and target the top twenty-five profile alumni who work, where they work and what they do. Furthermore, every segment of data is clickable to allow you to delve further and pivot the picture by a specific category.

2. Laws of attraction – the further alumni move away from their graduation year the more distant they can become to you and vice versa. Once you know your alumni demographics, you can engage with them in a way that is relevant. By knowing where your alumni are located you can decide who to hold events; understanding where alumni are clustered and in which industries they work can guide the subject of activities and initiatives. If a significant portion alumni are working in a certain industry, you can engage with this group by targeting past and knowledge sharing in this area is going to engage alumni and keep them coming back for more.

3. Getting to know you – collecting basic personal information is not enough anymore. Drilling down to the demographics of your alumni on LinkedIn allows you to identify and target the top twenty-five profile alumni who work, where they work and what they do. Furthermore, every segment of data is clickable to allow you to delve further and pivot the picture by a specific category.

4. Success stories that inspire – often we have some amazingly successful graduates but we don’t know who they are! Comparisons can be drawn based on geography, economics your alumni network, e.g. if they work with highly successful companies, the industries they go into and their levels of attainment. How many alumni have gone on to become CEOs, VPs, business owners or partners? What success stories are associated with your alumni, and how are you sharing them? How does your institution compare with competitors? You don’t need to excessively invest in brand alignment studies to understand what other educational institutions are offering and how you stack up.

Caroline is a Customer Success Consultant at LinkedIn, Sydney. Her background is in talent management consulting, both locally and internationally. She works with her clients to help them optimise their use of LinkedIn to support their strategic talent priorities.

- Staying plugged in to your alma matter keeps you up to date on careers, news on campus and job opportunities.
- Want to know what other educational institutions are offering and how you stack up. LinkedIn to support their strategic talent priorities.
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For alumni members seeking experience as coaches, mentors or managers, creating true mutual success opportunities.

6. Directory of dreams – career counselors hold the great responsibility of providing direction to students that are not sure what they want to do at a tertiary level or career wise. Looking at alumni demographics, career counselors and their students can see a roadmap of opportunity that they can explore. This is aspirational and can help students to understand what they could become from the education they’re thinking of undertaking. This information provides insights into the career tracks your alumni head towards, which is great data to input into the creation or improvement of curriculums or careers and professional development programs.

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Augmented Reality (AR)

By David Francis

When Shakespeare wrote that “all the world’s a stage”, I wonder if he could have imagined augmented reality (AR) – a technology that allows us to place absolutely anything we can possibly imagine upon that real-world stage, virtually. About three years ago, the possibility of consumer-level augmented reality came to fruition, when our mobile devices became powerful enough to do the extraordinary computing that AR requires. Since then, the industry has been growing rapidly.

When I first attended the Augmented Reality Expo in Silicon Valley in 2012, there were only around 350 of us there. When I spoke at the same event in June of this year, we had over 4,000 delegates. Next year we are expecting 12,000! A few of the companies that were there in the beginning have been bought for large sums by Apple, Facebook and Google. The most notable shift that I have witnessed, over that time, is the huge pivot away from marketing and towards education.

When I first took AR to market in this country, I inevitably looked for brands, especially marketers and advertisers who had large budgets to spend on storytelling through this powerful and immersive new medium. I worked with several national and global brands on some ground-breaking campaigns, many of which were world-firsts. But the marketing industry is generally cautious. I needed to value react above all and affirm the notion that by putting a brand in the vicinity of someone – measured by impressions, eyeballs, roadshow etc – they will be engaged and want to buy stuff. So it makes it harder for AR to navigate the muddy waters of inflated mass media metrics, when AR causes a user to be so deeply and personally engaged with content that it simply can’t be faked. For those immersed individuals, AR works incredibly well as a tool of education and information recall, and we have enterprise to thank for that proof.

Companies such as Boeing, BP, SRI, Johnson & Johnson and Toyota now have teams of AR professionals, constantly testing AR as an educational tool in the enterprise environment, and the results are compelling and consistent. If we take Boeing for example, they have measured an increase in productivity of over 30% and an increase in compliance of over 90%. If you activate this article with the ZAPPAR App, you can watch a video about the study. In addition, you will find a link to a seminal academic study, Effects of mobile augmented reality learning compared to textbook learning on medical students:

Next year, you will see massive growth in virtual reality (VR), courtesy of Oculus Rift from Facebook, HTC Vive, Sony PlayStation VR and other players that will enter the market. Experiential and gaming brands are already creating huge amounts of content for VR. Your students will be spending a lot of time in 100% virtual environments.

By 2017 and beyond, wearables like Microsoft Hololens and Google Glass will arrive, with AR devices set to replace mobile phones.

So how can AR be used in education today, in your institution?

Start by using AR apps in the classroom with your students. For younger students, I highly recommend Quiver, which allows kids to colour-in a page and then watch their artwork come to life with fun and educational experiences. The iTunes App Store offers Quiver Education for a discounted price. I also recommend Anatomy 4D, NASA’s Spacecraft 3D, Enchantium and Kalido (our free app). Print out the ‘Markers’, point the app at them, and start interacting. I provide links to these apps as Augmented Hyperlinks inside this article’s ZAPPAR experience. To allow kids to play with AR themselves, I recommend Aurasma. I believe their publishing tools are free for teachers and other educators. Through Aurasma, children can start attaching their content, to real-world graphics.

When I spoke at the Educate Plus Conference at Loreto Normanhurst on 6 August, it was a fantastic experience. The enthusiasm of educational professionals is enormous. It’s always those who are at the front line of education who really get how powerful AR can be to change the conversation, advance the traditional pedagogical paradigm, and aurally, visually and kinetically engage students to facilitate deeper learning and faster formation of neural synapses. We are already working with several schools, helping them to start their journey. Undoubtedly, AR and VR will be to this generation of students what the internet was to my own generation in the 90s.

David Francis is the AR & IoT Specialist at KALIDO, a communications agency in Sydney. He is the co-founder of the Sydney AR & VR Meetup and has worked in the Mixed Reality industry for over 5 years. David is also a global speaker and adviser to wearable and image recognition technology startups.

Face2Face November 2015
As professionals in the education sector, you understand more than most, that knowledge is power.

One of the best insider tips we can offer fundraisers in the education sector is: ..... forewarned is forearmed.

Looking beyond day-to-day challenges, towards the horizon is absolutely essential for anyone wanting to plan ahead, mitigate risks, seize opportunities and confidently pursue a bold vision for their educational institution.

OKP produces an annual study of the third sector, Giving Trends, which analyses the collective wisdom of leaders in the not-for-profit, health and education sectors. It is an exceptionally valuable resource designed to examine the activities and performance of organisations seeking philanthropic support, explore the current and future giving environment and empower fundraisers with information, knowledge and insights.

When looking to the future, the education sector is considerably more positive about the philanthropic climate than the third sector as a whole. These quarterly reports from OKP are invaluable for any organisation choosing to increase their focus on philanthropy.

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While respondents agreed that increasing online engagement will have a substantial impact on their fundraising efforts, they were divided on the nature of that impact. Some leaders predicted increased use of social media and online giving would help attract support for their cause, while others expressed concern that it would compound the issue of charitable competition.

Despite differences of opinion, it is clear that online engagement is moving from the periphery to the core of the fundraising mix. While this will bring both opportunities and challenges, it is important that the education sector embraces the change now and starts growing its online presence.

While it is impossible to predict the future with any certainty, opening dialogue with leaders in the third sector is the best way to determine key issues shaping fundraising and philanthropy. Participants in the most recent Giving Trends study were asked to share what they thought would be the greatest challenges facing the industry over the next 5-10 years. Here, we explore what respondents reported and reveal some of the specific predictions they provided anonymously.

A deteriorating economic environment is expected to be one of the key future challenges for leaders across the third sector. As well as the potential impact on giving, “global economic warming” is also likely to open organisations to closer scrutiny from donors, government and other funders.

Jonathan suggests that organisations should develop comprehensive understanding of their internal and external environment. “Understanding an audit and review process is an excellent way to gain such understanding and uncover any hidden potential in your organisation.”

Prepare for global economic warming

“Potential rise in unemployment and the continued negativity of state and federal politics could impact personal giving.”

“The rising cost of living and slowing economy will affect disposable income.”

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Watch the sun rise on a new generation of donors

“An ageing population will provide more bequests and major gifts.”

“There will be a transfer of wealth from one generation to another and generational change in causes supported.”

“The greatest change will be understanding how to meaningfully engage with and encourage 24-50 year olds to become donors.”

Over the next 10 years, Baby Boomers will become the new “elderly donors.” Third sector leaders foresee that this will lead to a rise in the number of bequests and major gifts being bestowed upon their organisations. However, at the same time, they are conscious of the need to engage with younger generations who will become their new supporters and the recipients of Baby Boomer wealth.

More than any other sector, it is essential that fundraisers in the education space find ways to connect with younger supporters and encourage a culture of philanthropy among their stakeholders.

Previous predictions were common to all sectors; this one is unique to the education sector. Professionalism of the fundraising industry has been slow to reach the education sector and many schools and universities still rely on volunteer resources to run their fundraising programs. Leaders in the education sector overwhelmingly agree that over the next 5-10 years, professionally managed fundraising programs will become the norm.

Professional fundraisers with experience in the education sector are advised to invest more in short supply and Johnson warns that investment will be required in tailored skills development relevant to the industry. She says: “Fundraising in the education sector comes with its own unique set of challenges, that even the best fundraiser will need to learn to overcome.”

The 2015 edition of Giving Trends & Predictions will be released later this year and OKP is pleased to offer readers of Face2Face priority access to the report. To go on the pre-launch contact list, email enquiries@okp.com.au or phone 1300 721 799.

Julie Johnson is Managing Director of O’Keefe & Partners, specializing in delivering sponsorship, fundraising, PR and marketing solutions.
Re-branding
By Lyn Armstrong M.Edplus

Your school’s brand is not just a slogan or a logo. It also represents the emotions that your company brings out in others. The brand of your school is a set of feelings and beliefs that past, present and future students and families, staff and the broader community associate with your school.

Why does it matter? It matters because a strong brand is part of any successful business. For your school, it means that families and the community know what you stand for, and how you stand out from the competition. A strong brand also inspires greater loyalty, as students and their parents believe your school offers something of greater value than your competitors. It leads to increased enrolments, increased retention, and a more engaged community.

While your brand is all about understanding the feelings it creates in others, managing your brand starts with understanding the feelings it creates in you. The real insight comes from discerning the feelings that staff generally see you as intelligent and fast – with a hint of wildness! It is useful to try and summarise all those thoughts into a presentation for your leadership team, so you can distil as a group the essence of your brand. This shared understanding also creates consistency in how your school sees itself.

Working through this also gives your school another huge benefit over time. Because you, as an organisation, will have a clearer and more consistent sense of what you stand for, those activities which perhaps no longer reflect who the school is are more easily peer-reviewed and decisions regarding new initiatives are made more easily, as these are more clearly defined: “Does this help or hinder in reflecting who we are?”

Some of the questions you can ask are:
1. What do you think is unique about our school?
2. What do you think is the main reason a family would choose us?
3. What would be the main reason a family would choose another school?
4. What part of what we do as a school would we never compromise?
5. If we weren’t here, what differences would that make to families in our area? You can also have fun with a range of projective techniques:
1. If our school was a person, how would you describe them?
2. If our school was a family, what would they be?
3. If our school was a famous person, who would they be?

The really important part of this is the next question: “Why do you say that?” While it can be interesting and fun to find out that some staff see your school as a lighthouse but the majority see it as a house, the real insight comes from discerning that staff generally see you as intelligent and fast – with a hint of wildness!

In April this year, Brisbane Boys’ College (BBC) launched ‘A New School of Thought’, a brand idea to clearly articulate their identity and define their market position.

The project – led by Nicole de Vries, Adela Graves and Kyle Thompson – set out to create a marketing campaign that would not only provide increased visibility and a unique positioning, but importantly also unite our entire school community to ensure our brand was not just a promise, but a promise delivered.

An extensive consultation process of all stakeholder groups informed the creation of the brand strategy, to generate organisational alignment, a clear definition of purpose and a strong key proposition. The project also resulted in creation of a new marketing campaign and a number of marketing materials in support of this. The brand idea and campaign represents a distinct shift in school advertising from outcomes (usually academic focused) to the human being. Since launching the campaign in April, interest from prospective families has been evident, with an increase in the number of enquiries made and applications received for April through to August.

Beyond the campaign, the brand idea has provided a vehicle for storytelling. In essences, it has set BBC’s tone, enabling us to clearly articulate our values, which is an inherent part of the school, and our community. For this reason ‘A New School of Thought’ has proven to be more than a slogan. It is a story that belongs to our entire community and one that brings to life our guiding philosophy: ‘All About the boy’. Our approach demonstrates how we think differently, and importantly highlights our thought leadership on boys’ education.

Our strategy has provided a catalyst for cultural change. Staff were proactively engaged throughout the process and as a result have exposed a renewed sense of energy and passion for what they do, not to mention strong ownership of the brand idea. It has also facilitated greater collaboration and the sharing of ideas across departments.

Brisbane Boys’ College engaged external consultants, Brand Council, to facilitate the project. This ensured an objective and credible approach, particularly in the initial diagnostic phase when open and honest feedback was sought from key stakeholders. These insights and the proactive involvement of all groups proved critical in the development of the brand idea and ultimately fostered a sense of ownership among the wider community.

A rigorous, staged process was led to define our purpose, culture, competencies, values and beliefs, as well as the brand’s external positioning, promise, personality and proof points. During the consultative process, a workshop was held with staff to determine organisational principles: The principles are the foundation for all interactions and are focused around conduct, with ‘on-brand’ and ‘off-brand’ behaviours expressed in the internal brand book developed by staff, for staff.

These principles are also being incubated throughout the organisation to ensure consistency of experiences they are being injected into Personal Activity Statements and will also inform professional development programs and HR strategies including recruitment.

In essences, ‘A New School of Thought’ now guides us in everything we do. It provides a compelling case to adopt an idea, or to reject it. It offers a distinctive new visual identity. And it gives us a reason to communicate, and importantly a cohesive framework in which to do so. We look forward to seeing the full implications of this campaign as time goes on and the full suite is rolled out in 2016.

KEY TAKEAWAY POINTS

• Everyone is a marketer – the launch and ongoing cultural alignment of your school’s identity does not remain solely with the Marketing Department; everyone at your school is a brand ambassador, particularly staff.

• Building capabilities – most effective marketers lead by connecting, inspiring and empowering their stakeholders. Innovative and effective branding and marketing messages are key messages to create a single marketing language and approach across the organisation.

• Think long-term – it is important to communicate to your stakeholders, and most importantly your School Executive and Board, that the benefits of brand identity and organisational change are not immediate, but long term.

Nicole de Vries M.Edplus is Director of Marketing and Communications at Brisbane Boys’ College. With a wealth of experience in education marketing, Nicole has been responsible for developing and executing marketing strategy for several independent schools in Queensland. As Director of Marketing, Nicole has effectively harnessed the power of digital and traditional marketing platforms to strengthen the school’s brand, community profile and reputation within the private school market. Nicole was recently part of the management team for the school’s branding project, to articulate BBC’s identity as a critical strategic driver for how the College behaves, communicates and connects with its internal and external communities.

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Director of Marketing
Brisbane Boys’ College

By Nicole de Vries

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Breaking down the Silos

Eat Pizza. Surely that could not be healthy for you, I hear you say! Well nothing could be further from the truth. As you will read, the process of eating pizza has potential to have a marked and positive influence on you and your institution.

Many institutions have seen silos silently and insidiously develop, as they have grown or when new appointments have been made. Silos grow incrementally, they isolate talent. They are inefficient, as resources are often duplicated rather than shared. Silos slow progress, can dampen the sharing of ideas and presentations, and can assist each other to achieve their goals. The leadership team should define and understand exactly what is being done and how each department can support the other.

The institution will operate far more efficiently and effectively.

No one department knows all, but each one has a role and information and assess what’s going on. To maximise collaboration, knowledge, creativity and confidence it is suggested that management works to reduce unnecessary long and frequent meetings, implements a cross-departmental training/education system, and encourages constructive feedback from outside departments.

4. Strategic plan – ensure that your organisational plan has an up-to-date strategic plan and that everyone understands it. When everyone knows where they fit in, and how their contributions impact the organisation as a whole, they may be more inclined to reach out across silos to achieve a goal that impacts them.

5. Transformational vision – having a strategic plan is essential, but almost always ends. Incredibly, many have their own databases which, as we have seen, are highly inefficient and effective.

So what will be the results of eating all that pizza?

• Institutional focus and clarity will be enhanced.
• The institution will operate far more efficiently and effectively.
• Resources will be shared – resulting in significant cost savings.
• People will work collaboratively for the wider good and fulfilling of the mission and vision of the organisation.

By Neil McWhannell

The barriers and begin the process of collaborative interaction and team work.

Make new friends

Management can assist by embracing joint decision making and not allowing isolated individuals or departments to rule the day. They need to champion stories that honour collaboration and illustrate silo breaking. They need to reward teams and team work – maybe even picking up the bill for the pizza!

Applying this to Advancement

Often staff working in the areas of Advancement, will report that silos are present in their institutions, yet their conduct is often a prime example of it and its consequences. Sometimes our work environments make it seem like we are still at high school ourselves. Closer develop, groups become insular and it becomes nearly impossible to cross the divide. Many of these departments typically work in isolation, not sharing resources and working for their own ends. Incredibly, many have their own databases which, as we have seen, are highly inefficient and effective.

Create a non-linear collaborative model where people know their role and understand the roles of others.

1. Set the example – silos can only be addressed when leaders are committed to creating a strong organisational culture of communication and trust, and when they constantly exhibit the behaviour they’d like to see in their employees. Try not to be too hierarchical.

2. Evaluate – it is difficult to handle an issue when you haven’t accurately measured it first. Survey your staff and about engagement and job satisfaction. If you suspect silos are the root of your organisation’s problems, call in a third party to conduct interviews, collect information and assess what’s going on.

3. Communicate, communicate, communicate – effective communication is key to perpetuating the right systems and processes to sustain integrated, cross-trained operations.

So how can eating pizzas work for those working in Advancement? First, these departments can sort out their own domain and set the example for the institution, before tackling the executive or teaching staff.

• Get to know each other and find out exactly what is being done and how each department can support the other.

• Work on joint projects, facilitate the sharing of ideas and presentations, present to the institution so that a profile is established and understood. This will help to raise awareness of the different roles in the institution and the purpose of the differing roles.

• Eat pizza together!
• Remove the ‘them/us’ culture and replace with ‘we’.

4. Strategic plan – ensure that your organisation has an up-to-date strategic plan and that everyone understands it. When everyone knows where they fit in, and how their contributions impact the organisation as a whole, they may be more inclined to reach out across silos to achieve a goal that impacts them.

5. Transformational vision – having a strategic plan is essential, but almost

Team work best

Proactive measures can be undertaken to develop leadership skills and attitudes that enhance collaboration. A change of mindset and process then needs to occur to ensure measurement of performance in terms of teams. This open process will allow and encourage the best solution.

So how will you eat pizza?

At the start it may be seen as meeting the enemy – but as they say, keep your friends close, but your enemies even closer! This initial meeting will assist to break down the barriers and begin the process of collaborative interaction and team work.

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Recruitment wisdom...

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Recruitment wisdom...

7. Eat pizza – life doesn’t have to be all work, all the time. Give staff the opportunity to socialise and build relationships. Facilitate departmental meetings in a relaxed environment where people not only socialise but also discuss what they do and how others can positively assist them. This will break down silos and lead to a far more effective and efficient organisation and much more harmonious and collegial staff.

8. Tell stories – every organisation has wonderfully inspiring stories that illustrate the impact its work is having on the community. Begin sharing stories or photos with staff to remind them of the bigger picture and show them how important their contributions are.

9. Establish common platforms and systems across the company – this will give people access to the same data and information. This discourages information hoarding and will ensure data is accurate, up to date and effectively used.

10. Execute and measure – it is important that once this goal is defined, it is also measured accurately. The leadership team must establish a time frame to complete the common goal, identify benchmarks for success and delegate specific tasks and objectives to other members of the management team. Each employee must be accountable against their assigned task: It is not uncommon that a large amount of inertia is needed to keep the momentum going. Teams thrive on routine and constant reinforcement.

The results will be:

- Shared sense of purpose and vision
- More productive staff
- Sense of trust
- Increase in capacity and energy
- Greater efficiencies and budget savings
- Everyone has something to contribute, and everyone can learn from someone else
- Lower staff turnover
- Loyal and supportive community
- Increased financial support for key projects

Remember that all boats rise with the tide…

Neil McWhannell JP GAICD
CEO Educate Plus
If there’s one thing to get right with your website, it’s your homepage, says school website specialist, Brady Downes from DesignByLook.

It is the most valuable piece of real estate in your school’s marketing arsenal and usually the first place prospective and current families go for information and it’s where they stay the longest.

As the single most visited page on your website, your homepage typically receives more than 50% of visitor traffic. And it is the first visual contact that someone has with your school so you want to make the best impression possible.

In order for a homepage to be successful it needs to meet its purpose and contain key elements that attract traffic, educate your visitors and convert them to customers. Simple enough surely?

At DesignByLook we like to think homepages are like the cover of magazines; they should be very appealing but also direct the reader to the areas that they want to go and ‘sell’ all the highlights inside. Moreover, the homepage should also drive visitors into some type of action – be it to tour the school, download the prospectus or fill out an enrolment enquiry form.

We’ve worked with over 14 schools now on their websites and have a formula for websites that make. They are:

1. Navigation – Visitors need clear pathways around your site. Navigation needs to be simple, easy to follow and ideally just two clicks to find what you’re looking for.

2. Visuals – Visuals should reflect your brand essence and the key messages of the site. They need to highlight your features and attributes like book a tour.

3. Headlines – Within three seconds your website needs to answer ‘what does this site offer me?’ Headline copy needs to be succinct and pertinent to the reader.

4. Features and Benefits – Your homepage needs to feature the main elements of your school that you want them to see/visit. It needs to direct them where to go but must importantly it needs to answer WHY?

5. Primary Calls to Action – Calls to action drive conversions and this is the main purpose of your website. It needs to funnel your visitors. You want to provide a clear path of where they click to find more or ‘buy’.

6. Copy – Well-worded copy is essential to enable SEO but also convey your key selling points and the emotive connection your visitor will have with your school.

7. Credibility – Adding known names or testimonials can be a powerful indicator of trust. Quotes and photos can help bring this trust to the fore.

8. Speed – If your website doesn’t load quickly, you will lose engagement fast. It also aids effective SEO and conversion. Slow websites have lower rankings.

9. Mobile friendly – Over 70% of people view websites on mobile, so it is essential for your website to be responsive. This improves the user experience and also your Google page rankings.

10. Brand – If your website isn’t ‘on brand’ and consistent in brand identity with the rest of your marketing collateral your visitors will be confused as to your professionalism and marketing message.
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