FEATURED ARTICLES

The Changed Face of Crisis Communications
Sam Elam

The Science of Viral Content Strategy
Cameron Pegg

Creating a High Performance Leadership Culture
Jeremy Carter

How do we Solve a Problem like Generation Y?
Harmonie Farrow

Five Lessons in Campaign Management
Brian Bowamn

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Our appreciation goes to those members who served on the Educate Plus Board in 2014

Pictured from top left:

Patrick Kelly F.Edplus  
Chairman  
Business Development Manager at St Patrick’s Technical College, SA

John Collins F.Edplus  
Vice Chair & Treasurer & QLD Chapter President  
Director of Marketing & Community Relations at Nambour Christian College, QLD

Mandy McFarland F.Edplus  
Chair of Marketing Committee & WA Chapter President  
Director of School Development at St Hilda’s Anglican School for Girls, WA

Bruce Perry F.Edplus  
Chair of Professional Development Committee & NSW/ACT President  
Registrar at St Andrew’s Cathedral School, NSW

Di Lawrence F.Edplus  
Minutes Secretary & Outgoing Educate Plus Chair  
Director of Development & Community Relations at Brigidine College St Ives, NSW

Maria Mercuri F.Edplus  
VIC/TAS Chapter President  
Manager, Development and Advancement at Methodist Ladies’ College VIC

Sharee Kinnaird F.Edplus  
SA/NT Chapter President  
Director of tatu, SA

Chris Klaassen F.Edplus  
NZ Chapter President  
Consultant at Sacred Heart College, NZ

Neil McWhannell JP GAICD  
CEO Educate Plus

Pictured left to right:

Neil McWhannell JP GAICD  
Educate Plus CEO

Michelle Strawbridge  
Finance Manager

Georgina Gain  
Educate Plus Marketing & Communications Manager, International Conference Manager & NSW/ACT, WA, SA/NT Chapter Administrative Support

Cathie Vickers-Willis  
Victoria/Tasmania Chapter Administrative Support Officer

Mimi Louie  
Administration & Marketing Assistant

Sara Ussher  
Queensland Chapter Administrative Support Officer

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Experience counts.

As advancement professionals we are in the business of storytelling every day. No matter which of the four pillars of advancement we work in, we cannot help but be storytellers if we are to be successful.

Of course, the storytelling I refer to would not breach the Educate Plus Codes of Conduct or Ethics, but rather it is storytelling that relates to others that defines our institutions or particular projects in which we are involved.

At this year’s International Conference we were fortunate to hear some pretty amazing stories from some wonderful storytellers.

Brian Bowman, visiting our shores from Canada, gave us the story of raising $400 million over seven years for the development of the Trades & Technology Complex at SAIT Polytechnic in Calgary. That campaign spanned the Global Financial Crisis, with the largest personal gift of $15 million coming at the height of the economic meltdown. Without a compelling story, a campaign of that magnitude simply doesn’t happen.

Rebecca Bernstein from the University of Buffalo gave us her insights to the newest storytelling medium – the #hashtag. Whether relating the story of her university’s latest American pro-football draftee or the virality of the ALS/MND Ice Bucket Challenge, Rebecca’s presentation reminded us that, in the electronic era, the way we tell our stories can be as vital as the story itself.

Our new Educate Plus Ambassador, Duncan Armstrong’s story of sporting success on the Olympic stage is one of great inspiration. His ability to translate a very personal story into a message of motivation to carry with us throughout the conference was amazing. And the truly inspiring story from New Zealand, brought to us by Pat Snedden of the Manaiakalani Educational Trust, tells us that sometimes the best stories are lived out in the most unlikely places and brought to reality by the will and determination to achieve an outcome where many think it impossible.

These, of course, are just some of the multitude of stories that were shared by many hundreds of our members and associates over the course of the International Conference.

At Educate Plus, we are part of a pretty amazing story right now. On the back of our largest ever International Conference, record levels of membership and the successful launch of accredited training programs, our organisation is well placed to offer unprecedented levels of professional development and services to members in the years ahead.

As I mentioned over the course of our conference last month, I’m not sure that, when a small number of fundraising practitioners working in the education sector started gathering in Melbourne almost 30 years ago, any of them could have foreseen that they were presiding over the genesis of the vibrant, diverse and mature organisation Educate Plus has become in 2014.

I encourage you to be an active part of this continuing story. Your own sharing of experiences and expertise among members at Chapter professional development and networking opportunities adds depth and complexity to our collective story. By your storytelling you contribute to the growth of our profession and provide your colleagues with the motivation to achieve great things for the education sector and its beneficiaries, across Australia and New Zealand.

I look forward to hearing your stories through Educate Plus over the coming years.

Patrick Kelly F.Edplus
Chairman
Josephine Heesh has advised many not-for-profits, including indigenous groups.

Our not-for-profit team has vast experience providing not-for-profits with the entire suite of legal services, including advice on contracts, property transactions, investments, joint ventures, employment law, litigation, intellectual property and corporate governance.

Our not-for-profit team has assisted many not-for-profits with litigation, mediation and alternative dispute resolution, with the media attention that some cases attract.

Josephine has advised many of our not-for-profit clients on governance and helped them incorporate or restructure their internal operations to be better equipped for the years ahead.

If you have a legal problem give us a call for an initial free consult by phone to see if we can help.
FROM THE CEO

This year has been an exciting and extremely busy one for all involved with our organisation. Our membership has continued to grow to unprecedented levels, we had record breaking attendance at the International Conference and we introduced the much anticipated ‘industry recognised’ training program.

We are also working on redeveloping our website and other resources, with the aim of achieving best practice in everything we do. Whilst we operate on a very tight budget, I often recall a challenge set for me by one of our members two years ago. He stated that everything our organisation does should be of a quality that could win one of our Excellence Awards - a great challenge and one that we are trying to meet.

TRAiNING

Almost since our inception, we have finally completed the first stage of creating and implementing our own training programs in each of the four pillars. This has taken a great deal of work and I am immensely grateful to many individuals and organisations who have assisted in the development and execution of the first training programs in Admissions and Fundraising.

The creation of the Admissions strand, with the help of MMG Education, was particularly rewarding as we have often been challenged that not enough is being done for those who work in this area. Members certainly voted with their pens by responding to these new programs, with both courses being fully subscribed. Work is now under way to develop courses in the two remaining pillars: Alumni and Community Relations, and Marketing and Communications.

We were delighted that Eva Aldrich, the President and CEO of Certified Fundraising Executive (CFRE) was able to join us for the Conference and address those undertaking the Fundraising Training program. Eva explained the CFRE program and how those who complete the Educate Plus course will receive advanced standing for the more advanced CFRE course.

A list of all the graduates of the 2014 course is published in this magazine. Each person was invited to complete a detailed survey to help us further develop and improve future courses.

CONFERENCE

The 2014 International Conference exceeded our wildest expectations. Record attendance of more than 700 was treated to 80 speakers who shared their expertise and experience. For the first time we self-managed the entire conference process. Georgina Gain took on the role of Conference Coordinator and, with the guidance and leadership of Chanel Hughes, Conference Chair, and the Conference Committee, we successfully accomplished an outstanding event.

Survey results from delegates, speakers and sponsors all show extremely high levels of satisfaction, which represents significant improvements in all key areas compared to previous conferences. I am immensely grateful to all those who worked so hard to make this Conference a success. Of all the letters of thanks and congratulations, of particular importance are those from our longest serving members. To hear their positive reflections on the progress of the organisation they helped to establish is most humbling.

ARCHIVES

This year we introduced a number of sessions on Archives into the pre- and main conference programs. With the assistance of members of the Australian Society of Archivists, our members learned about Archives, Archival programs and digital recordkeeping. The sessions were well attended and we look forward to expanding our support for this important area.

MEMBERSHIP

This year membership has continued to expand, with our numbers now well into the 900s. Our organisation has certainly come a long way since the first small gatherings of a few fundraisers in Melbourne in 1987. These people, along with subsequent office bearers, created a strong foundation from which we continue to grow and flourish.

With many members often feeling isolated in their place of work – Educate Plus offers a terrific portal from which to network, share ideas and knowledge. We are a membership-based organisation – created by members for members. Our primary purpose is to serve our members and their institutions – enabling them to fulfil their transformational visions for the students in their care.

I have been greatly impressed by the work of members in several Chapters who strive to improve the service and benefits to those in rural and remote areas. The Board has generously supported some outstanding initiatives that have been implemented in a range of locations.

EXCELLENCE AWARDS

We have reviewed our Excellence Awards program to more closely align with the work of our members in the four pillars and, as a result, we received record entries in all categories. Finalists were invited to showcase their entries at the new Breakfast Blitz that preceded the Awards lunch at the Conference.

We were delighted to use the stunning Palladium Room at the Crown for the Award ceremony. Selected winners highlight the processes and knowledge gained from their efforts later in this magazine.

BUILDING ON OUR FOUNDATIONS

This year has been an exciting and extremely busy one for all involved with our organisation. Our membership has continued to grow to unprecedented levels, we had record breaking attendance at the International Conference and we introduced the much anticipated ‘industry recognised’ training program.

We are also working on redeveloping our website and other resources, with the aim of achieving best practice in everything we do. Whilst we operate on a very tight budget, I often recall a challenge set for me by one of our members two years ago. He stated that everything our organisation does should be of a quality that could win one of our Excellence Awards - a great challenge and one that we are trying to meet.
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NEW WEBSITE

We are currently working on a complete revamp of our website to improve functionality and visual appeal. This will be completed by the end of the year and we are confident members will benefit from the changes.

Member surveys Data and knowledge is incredibly powerful and useful in our profession. With this in mind and in order to ensure we develop a longitudinal record of changes and developments in our profession, we are once again working with the team from QUT Centre for Non Profit Studies to complete our detailed biennial study. This will examine all key components of advancement – from resourcing and remuneration through to trends and issues. I encourage all members to take the time to complete the survey, which will be sent out later in the year. The data we gather is often requested by members for presentations and meetings with management and is valid only if many members participate.

SPONSORS

We continue to be most grateful for the support of our organisational sponsors: Dakin Mayers, O’Keefe and Partners, Potentiality, Synergetic Management Systems, Lindsay Yates Group, Carroll and O’Dea Lawyers and Department of the Future.

In addition, we are indebted to the 30 plus companies who supported the 2014 International Conference. The support of every one of these companies makes a real and tangible difference to our organisation and to enable our members to afford to attend our major events.

I encourage all members to examine the products and services these companies offer as it is only through mutual benefit that they will continue their support.

SUMMARY

It is a privilege to lead Educate Plus. These are exciting, challenging times and I am proud that my team and the various Chapter Committees provide great benefits to you and your institution.

Neil McWhannell JP GAICD, CEO Educate Plus

THANKS TO OUR CONFERENCE SPONSORS
Chairing the 2014 Biennial International Conference
was without a doubt the best professional development experience I have ever had. To work with such a creative, passionate and dedicated team of speakers, organisers and Conference Committee members has been an absolute privilege. We were thrilled with the final turn-out, and the feedback and kind words from delegates since have been quite overwhelming. The atmosphere for the entire Conference week was one of great collegiality and camaraderie-qualities that have always made Educate Plus a unique and special organisation and a pleasure to be involved in.

BIG THANK YOUS
This Conference would not have been possible without the support of very many people and organisations generously donating both their time and resources, and we owe our deepest gratitude to the following in particular:

• OnDigital - James Wilson and Rob Leishman for building the Conference website and app
• DOTF - Ivan Gomez and the team for the Conference promotional videos, satchels, lanyards, and support for many other aspects of the program
• Old - John Gomez and the team, in particular Araz Manjikian, for the superb design work on the Conference Program and collateral
• Adams Print - Shane Soutar and the team for the excellent printing of the Conference Program
• Marts & Lundy - Don Fellows and the team for sponsoring the Welcome Reception at Eureka 89
• School Places - Natalie Mactier and the team for sponsoring our Networking Lunch
• Global Philanthropic - Daniel McDiarmid and the team for sponsoring the Educate Plus Awards Luncheon
• Rux Burton Associates - John Rux-Burton and the team for sponsoring the Gala Event at Atlantic South Wharf
• Photo Hendriks - David Ryall for his tireless photography over the entire week’s program
• MMG Education - Nicholas Guyatt and Tony Pfeiffer for sponsoring the Discover Advancement 2 Pre-Conference course.
• The more than 35 exhibitors who contributed to the vibrant ‘Market Place’
• The La Trobe University Strategic Communications Student Media Team – Emily Abernethy, Kamara Bogoda, Jason Cheung, Jade Sahin, and Natasha Tannourji, for managing the Conference social media
• Ross Donnan for the fabulous design and layout of the Conference Newspaper
• The stunning Di Lawrence of Brigidine College St Ives, and new Trevor Wigney Award winner, for her star turn as a ‘Fashions on the Field’ MC
• The Gala Event ‘Roaming Fashion Officials’, esteemed Judging Panel, and the many enthusiastic contestants for ‘Fashions on the Field’ who got into the spirit of the evening
• The Conference Committee – who undertook very many activities over the past two years, but I would like to acknowledge them specifically for the following: Paul Walsh (Admissions Stream Leader and Conference MC par excellence); Russell Davidson (Alumni – School Stream Leader); Karl Brown and Keiran Hargreaves (Alumni – Tertiary Stream; Social Media); Ann Badger and Lauren Vertigan (Fundraising – Schools Stream Leaders); Angela Bowman (Fundraising – Tertiary Stream Leader); Natalie van Wetering (Marketing and Communications Stream Leader; Managing Editor of Conference Newspaper; Social Program); Maria Marcuri (Social Program Leader); Stewart Brook (Social Program; Rux Burton Educate Plus Horse Racing Cup); Ivan Gomez (Brand Manager and Video Production; Social Program); John Lewis (International Advisor); and Cathie Vickers-Willis (Administrative Support).
• More than 80 keynote, international and session speakers who gave their time and energy to deliver such a diverse and rich program of content—without you, there would be no conference!
• And, of course, Conference Manager Georgina Gain and CEO Neil McWhannell, for their tireless work and support, along with Michelle Strawbridge, Educate Plus Finance Manager; Cassy Wiggins and Lyn Meharg from Shortlead Conference Deals; Mimi Louie for administration support; and Sara Ussher and Jennifer Chou for on-site assistance.

Enjoy the Conference photos in this magazine - they bring the experience back to life beautifully!

Chanel Hughes F.Edplus
Chair Biennial International Conference 2014 & Alumni Manager at Swinburne University

Survey Stats:
+ 97% indicated they ‘Mostly or Moderately impressed’ by the Conference after Day One
+ 98% were ‘Mostly or Moderately impressed’ with the service and support of Educate Plus staff during the conference.

Delegates:
+ 89% of delegates were from Schools and 9% from Tertiary.
+ 39% of delegates were first timers. This was 46% in 2012.

Conference Final Numbers:
Registration numbers include all people participating in the Conference and excludes Pre-Conference numbers.
“As a first time attendee to an Educate Plus Biennial Conference I came away inspired and impressed by the very professional presentations over the three days that I attended. Congratulations to all the Educate Plus organising staff, but especially the session speakers whose quality content allowed my professional development to be stretched with 26 Action Items to follow up over the next twelve months. The networking and camaraderie at special events during the conference was memorable and not forgetting the four plenary speakers who were outstanding. I can’t wait for the Gold Coast Conference in 2016.”

“The breadth of session choice, the quality of speakers and the depth of information allowed for important learning, sharing and thinking. The conference allowed time to rise up and see the forest for the trees, something that is often difficult given how busy we are in our jobs. To leave with renewed focus and exciting ideas is a great outcome. Meeting terrific new people from our industry was an extra special bonus.”

“As a member from NZ it is necessary to consider the value to be gained by travelling to Australia to attend the Educate Plus biannual conference. I believe attending is of value to your organisation because of the quality of the speakers and the knowledge gained. I can’t recommend this conference more.”

“The 2014 Educate Plus Conference was outstanding. The keynote speakers were inspirational and the sessions were informative and engaging. There were many opportunities for networking and I met some great people who I would like to keep in touch with. There were many ‘take-aways’ from the Conference that we are already including in our planning and strategy for 2015. Thank you Educate Plus!”
WELCOME RECEPTION, EUREKA TOWER

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Max Hutton
Director of Advancement, Brisbane Grammar School

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The Educate Plus Board recently considered the concept of appointing various Ambassadors to lend their support to our organisation. This was part of Educate Plus’ vision to increase knowledge and understanding of our profession in the wider community.

The program was looking for Educate Plus Ambassadors to be:

- individuals who would lend their name as a means of support for our organisation and help us to be more broadly recognised;
- add prestige and lend credibility to our activities and aims;
- promote our mission, values, aims and objectives;
- share their own experience and knowledge where possible at events such as these; and
- where appropriate act as a representative for public relations and marketing activities.

After careful consideration and research we were pleased to announce that Duncan Armstrong OAM would become the first Educate Plus Ambassador. Members were informed of this at the recent International Conference, where Duncan was invited to give the opening keynote address.

Duncan has become involved with Educate Plus through his relationship with Northside Christian College in Brisbane. As a parent with a passionate belief in the importance of education, he has involved himself in the various advancement pursuits in that school and subsequently developed an affinity with our profession. Duncan was previously a guest speaker at our Queensland Chapter Conference and greatly impressed everyone with his key messages.

Duncan’s opening address to the conference was nothing short of outstanding. He inspired all there to set their own goals and ensure they each fulfil their important role in the whole educational process.

The appointment and address were well received by members and bookings are already flooding in from Chapters and other institutions wishing to engage him to share his inspirational stories.
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Patrick Kelly F.Edplus, Educate Plus Chairman, presents Duncan Armstrong OAM with his Ambassador’s plaque.

Patrick Kelly F.Edplus, Educate Plus Chairman with Duncan Armstrong OAM, Neil McWhannell, Educate plus CEO and Chanel Hughes F.Edplus, International Conference Chair
While culture may seem to be somewhat intangible, the signs of an organisation’s culture are everywhere you look. It’s in how people dress, it’s in how they treat each other, and it’s in how they ask or do not ask questions. Each of these signs sends a signal of exactly what an organisation’s culture is. Not surprisingly, studies have shown that culture accounts for one-third of an organisation’s results.

Let’s say I am a new employee in an organisation and I am told to be at a meeting at 9 AM. Being the new person, I show up to the meeting room at 8:55. At 9:02 the next person walks in. At 9:07, three more people are in the room, and at 9:10 the meeting finally gets started. Did I just learn something about that company’s leadership culture in the first 10 minutes of my first day? Absolutely!

While it may be difficult defining exactly what culture is, many organisations have even more difficulty defining how investing in training staff enhances the development of their cultures. While few would disagree with the concept that training staff is a good idea, not all agree on how it improves top or bottom line results (and of course student outcomes), and even fewer agree on how it impacts ‘the way we do things around here.’ Research, on the other hand, provides objective data on the value and impact of leadership training on culture. A study in Milwaukee (2009) evaluated a teen leadership training program (Rapport’s Teen Leadership Breakthrough program). Using two high schools, each containing diverse student populations with different missions, they wanted to measure the short-term and immediate effects of the program on the emotional intelligence and behavioural aspects of students between the ages of 16 and 18.

The quantitative data showed positive changes in the students attending the course including their self-perception and emotional intelligence (stress, tolerance, problem-solving and happiness). Qualitative data from student interviews indicated a unanimous positive improvement in attitudes and behaviours as a result of the training. Test scores and interviews indicated that students who completed the training had a positive effect on the other students. They encouraged students, helped others with teamwork, provided leadership, and served as role models.

When it comes to finding the best way to change the culture in your organisation, it has to start with a clear vision. This requires engaging your people to co-create a clear and compelling vision for your organisation including where you are headed, what you want to be known for and how you want the environment to be. From the vision a detailed plan is developed including appropriate training and processes which are reviewed and monitored to keep everyone focused and committed – after all, what gets measured gets done!

Imagine if your vision was to build a culture with your students and parents where each one of them was truly committed to supporting and fundraising for the school, and they kept that commitment even after
completing their education. What if they were to become ongoing ambassadors, mentors, and fundraisers? The benefits, of course, would be far reaching; school funds are boosted, faculty freed from broader activities, and the institution has stronger community representation.

This is where training steps in as it creates a common language, a common set of behaviours, and a common experience that aligns peoples’ actions. The organisation’s culture and results flow out of the new actions each person takes, every day. Ongoing training provides and reinforces a consistent message about what results are expected and how people are expected to achieve them. When leadership training is aligned strategically within the organisation, it is a tremendous opportunity to reinforce a company’s mission, vision, and values. When you walk into an educational setting that has invested in its culture, it is easy to see how vision and culture align to create an amazing experience for students, educators and other stakeholders alike.

To realise the best culture, an organisation’s approach to training needs to be considered. If training is adopted as simply a “good idea”, and is not linked to the work and outcomes of the organisation, its value and relevance to the culture is limited. Yet when training is aligned and integrated into an institution’s growth strategy, there is a unifying link between the training room and the classroom. Linking expected outcomes, (results) to performance actions, (what people do) to leadership competencies, (what is learned in training) optimises the training investment and improves the outcomes and results.

In many of our leadership training courses we place great emphasis on participants experiencing teamwork, support, and accountability at a whole new level. This occurs by the team supporting the individual who in return pushes each individual to give the others more. This standard of performance is maintained throughout the course and individuals get to do it again with the encouragement of their team should they fail to meet the standard the first time. From the shared experience comes a common language which becomes part of the culture and drives performance throughout the organisation.

From this, a culture of accountability and high performance develops which leads to the behaviour of increased personal responsibility. When participants return to their organisations, they have the ability to apply that same level of support, teamwork, and accountability to their daily work. When an organisation has many employees applying their training in a similar manner, then the organisation begins to cultivate its own culture of accountability and teamwork. Thus, performance improves.

The purpose of any training is to enhance performance. When an organisation takes the time to understand how a new skill or competency affects how an employee performs his/her job, this single action enhances the employee’s opportunity to use the new skills. And when managers take the time to communicate and share how the training will impact the overall results of the organisation, the engagement of the individuals being trained will increase. Finally, as these new skills become norms and as the increase in accountability and engagement spreads, the organisation has really begun taking its culture to another level of high performance!

Cultures are a living, breathing part of the organisation. All organisations have some type of culture. Every organisation has the choice to be intentional about the type of culture it wants to create. The question is, is your organisation’s culture on purpose – or by accident? An aligned training initiative helps to ensure the programs and skills being taught support and reinforce those elements of a company’s culture that are paramount to its success!

Jeremy Carter
Managing Director, Rapport Leadership Australia

To learn more about how Rapport Leadership can help you build a high performance culture within your organisation, or to request a complimentary Leadership and Culture review contact us on 1800 330 027 or info@rapportleadership.com.au
There have been many studies conducted and research written about Generation Y and their view of the world. Dubbed ‘Generation Me, Generation Like’ and ‘Slactivists’, this generation is typically seen as challenging to engage, especially when it comes to supporting their educational institutions. A recent article in the Chronicle of Higher Education (From Millennial Donors, Little Loyalty to Alma Mater, September 8, 2014) paints an especially bleak picture of this demographic. The article summarises the findings of the Chronicle of Philanthropy’s Millennial Alumni Study, which surveyed 3,660 millennials about their relationships with their alma maters. It found that 75% percent of respondents would give to another organisation before their alma mater.

The theories explaining Gen Y’s apathy towards supporting educational institutions are numerous and varied. Some suggest that this generation is too self-absorbed, others blame the struggling global economy they are graduating into, and still more point to the rising costs of tuition and growing endowments at many institutions. There is some truth to all of these theories, but that is no reason to throw in the towel and give up.

So how do we solve the problem of Gen Y? It will take dedicated resources and a multi-pronged approach. We need to educate them about why philanthropic gifts (yes, even small ones) are important to our institutions, help them establish a habit of giving back to their alma maters before they ever leave campus and communicate with them using their preferred communication tools.
A CAPTIVE AUDIENCE

In can be very challenging to connect with alumni after graduation. We all know the reasons why; they’re too busy building careers or families; we’ve lost track of them or too much time has passed to make a genuine re-connection. But there is good news! We all have captive audiences of future alumni on our campus whom we can educate about the importance of philanthropic investments in the university before they get too busy, or lost or simply distant. Establishing a student philanthropy education program can help create a culture of giving at our institutions. There are several different proven methods for permeating the campus with philanthropic messages.

Many universities in the United States have begun hosting entertaining and informative campus events such as a Tag Day (where areas of the campus impacted by philanthropic gifts are given an educational label or gift bow) or a Thank-a-Donor Day (where students are encouraged to write a note of thanks to a donor) to educate their students on the impact of philanthropy investments. Other programs strategically connect students and donors and serve similar educational purposes. At Georgetown University in Washington DC, student ambassadors conduct interviews with potential alumni donors on their university breaks. The interviews help Georgetown collect useful data, make Georgetown alumni feel valued and teach students the importance of alumni engagement and philanthropy. The University of California in Los Angeles has a similar program called Dinner for 12 Strangers. Students, alumni, donors, faculty and staff can sign up to be randomly assigned to a dinner party hosted at the home of a local alumnus. These informal settings allow for students to connect with alumni who are engaged with the institution and serve as models for future behavior. Such events and programs developed around strategic messages can go a long way in overcoming the apathy attributed to Gen Y.

But there is something even more revolutionary, counter-intuitive and successful beyond just educating students about the importance of providing financial support for their future alma mater: asking them for a gift. There are many studies that suggest that the most effective form of learning is experiential learning, or ‘learning by doing’. If we truly wish for our future alumni to know the importance of philanthropic giving at our institutions and to see the impact that it has, there is no better way than to engage them in the act. A student-giving program provides students with an opportunity to make small but meaningful gifts to their institution and affords them the experience of being stewarded as a donor. Such a program should closely mirror the same experience they will go through as alumni so as to set a pattern of behavior that will continue after commencement. Texas Christian University established a student philanthropy program soliciting students all four years that they are on campus in 2012. The three classes that have graduated since the program was implemented are giving at higher rates than the ten classes that graduated before them.

No matter what form a student philanthropy program takes, having a strong set of student volunteers to promote and amplify your message is critical. When it comes to participating in anything, peer-to-peer messaging is critical for Gen Y. According to survey research conducted by the Millennial Impact Report, 81% of Gen Y prefers to learn about volunteer opportunities from their peers, not from non-profit institutions themselves. Additionally, their research shows that 77% of Gen Y trust organisations endorsed by friends or family members, but only 64% of Gen Y trust organisations after having met the organisation’s leaders. Training and investing in relationships with volunteers is a time-intensive process, but one that is well worth it to have our messages disseminated by members of Gen Y to their peers.

MEETING GEN Y WHERE THEY ARE

What most of us consider traditional communication channels are not effective with Gen Y. Studies show that most are not going to answer the phone for our well-trained callers and that our carefully crafted direct mail solicitations are headed straight for the recycling bin. According to the data compiled by The Millennial Impact Report over the past four years, Gen Y prefers to get information about nonprofit organisations online. The large number of respondents who said that they want to find their information via Google (86.4%), indicates a need for easy to search, constantly-updated websites; and while 71.5% of respondents said they still like to receive emails, using social media channels to connect with organisations and consume news is growing in popularity. Having a strong social media presence is especially critical for educational institutions at a time when it is estimated that 18-34 year-olds spend an average of 3.8 hours on social media every day.

Additionally, VentureBeat reports that 65% percent of all emails are opened on mobile devices and Mashable reports that mobile devices account for the same percentage of all social media use. This means that not only do we have to send emails and have a website that is always up-to-date; these things must be mobile responsive or you run the risk of losing 65% of your audience. This is especially important when it comes to the online giving pages. GiveCorps estimates that 50-70% of potential donors abandon making a gift online when they reach the giving page because it is not user-friendly.

To communicate the importance of philanthropic investments to our educational institutions to Gen Y, we must meet them where they are: on campus and in the digital and social realms. We are not going to be able to do this without making some strategic investments in human resources, creative multi-channel content and infrastructure to support a digital-first marketing and communication plan.

Image Credit: themillennialimpact.com/research

Image Credit: themillennialimpact.com/research

Image Credit: Texas Christian University

Harmonie Farrow
Director of Annual Giving Programs,
Texas Christian University USA
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Since 1994 the Educate Plus Awards for Excellence have celebrated the highest achieving individuals and institutions in advancement in Australia and New Zealand. The Awards showcase leadership and innovation across the industry and set new benchmarks for schools and universities.

The Awards are held biennially and recognise advancement excellence across the four Educate Plus pillars of Admissions, Alumni and Community Engagement, Fundraising, and Marketing and Communications. There are also a number of additional Awards which recognise individuals who have made special contributions across key areas.

Each submission for an Award is reviewed by a panel of esteemed Fellows from within the educational advancement sector.

There were numerous entrants across all categories for this year’s Awards and the judges were impressed by the overall high standard of work from all submissions.

Winning an industry-recognised Award is an acknowledgement of the great work happening within the institution, and, according to Philip Mayers from Dakin Mayers Human Resource Consultants, it can have lasting benefits on career development too.

Winning an award gives you the confidence to know that you are capable of taking on bigger challenges - and it tells your employer (or the recruiter) that you’ve successfully tested your ability against the competition of your peers. The Educate Plus Awards for Excellence are sponsored by Global Philanthropic and we were pleased to have Dr Robin Williams, Senior Consultant, presenting the awards at the Awards Lunch held at the 2014 International Conference.

ADMISSIONS CAMPAIGN

Recognising excellence in a campaign directed at securing enrolments

Finalists:
Loreto Mandeville Hall Toorak VIC
Northside Christian College Everton Park QLD

Winner:
Loreto Mandeville Hall
Melindy Green M.Edplus, Head Marketing and Communications (pictured), Tailem Tynan, Admissions and Marketing Coordinator, Teresa Mierzwa M.Edplus, Registrar and Anna Tesoriero, Publications Coordinator

Judges’ Comments:
An outstanding Admissions Campaign built on a well-researched, sensitive and inclusive strategy. The campaign is achieving exceptional results and exceeding all objectives on a very conservative budget. The team at Loreto Mandeville Hall Toorak is to be congratulated - you exhibit so many aspects of best practice. Your submission was extremely well presented - well done!

ADMISSIONS EVENTS

Recognising excellence of a specific event or series of events targeting enrolments (eg Open Day)

Finalist:
St Michael’s Grammar School St Kilda VIC

Winner:
St Michael’s Grammar School
Bo Rutecki F.Edplus, Director of Admissions and Community Engagement (pictured); Polly Swan, Admissions Officer, Susan Papott, Admissions Assistant, James Anderson M.Edplus, Admissions Officer

Judges’ Comments:
An outstanding enrolment initiative which breaks new ground and was well substantiated with excellent on-line registration and follow up as well as a unique, creative approach.
ADMISSIONS PUBLICATION
Recognising excellence in a publication specifically targeting enrolments (eg prospectus)

Finalists:
Brisbane Boys’ College Toowong QLD
St Cuthbert’s College Auckland NZ
St Columba College Andrews Farm SA

Winner:
St Cuthbert’s College
Ann Louise Jordan M.Edplus, Director of Admissions and Scholarships

Judges’ Comments:
This outstanding entry was vibrant and refreshingly different. The application demonstrated evidence of strategic thinking, the prospectus achieves what the school set out to do. The photography was innovative and demonstrated the joy of being a member of the St Cuthbert’s community. The judges’ response was that they want to visit the school and learn more.

Highly Commended:
Brisbane Boys’ College
St Columba College

ALUMNI AND/OR COMMUNITY CAMPAIGN
Recognising excellence in a series of activities or programs designed to engage with Alumni and/or Community

Finalists:
University of Queensland
Geelong Grammar School Corio VIC
Haileybury College Keysborough VIC
Santa Sabina College Strathfield NSW
St Aidan’s Anglican Girl’s School Corinda QLD

Winner
University of Queensland
Gina Wheatcroft M.Edplus, Director of Alumni and Community Relations (pictured), Amanda Briggs, Manager, Alumni and Community Events, Prue Rayner, Alumni and Community Events Officer and Shannah O’Brien, Alumni and Community Events Officer

Judges’ Comments:
An outstanding campaign. We were really impressed with your effective reunion program. The resourcing from your alumni base was most impressive and productive.

Haileybury College
Russell Davidson F.Edplus, Director of Development and Alumni Relations and Sarah Sweeney M.Edplus, Events and Administration Coordinator (pictured)

Judges’ Comments:
An outstanding campaign. We were impressed with your four pillars methodology where the holistic approach re-engaged and reinvigorated your community. The program was designed around research outcomes. We particularly liked your focus on young alumni with an eye on their potential as future leaders, donors, ambassadors and parents.

Highly Commended:
Geelong Grammar School

ALUMNI AND/OR COMMUNITY EVENT
Recognising excellence in a specific event for Alumni and/or Community

Finalists:
University of Queensland
Geelong Grammar School Corio VIC
Brisbane Boys’ College Toowong QLD

Winners:
University of Queensland
Gina Wheatcroft M.Edplus, Director of Alumni and Community Relations (pictured), Daniel Brennan, Manager Alumni and Community Relations Programs (pictured), Elizabeth Kerr, Alumni Project Officer, Briony Lipton, Alumni Officer, Matt Hoskins, Young Alumni Engagement Officer, Jane Atkins, Alumni Officer (Volunteer and Community Relations), Mary Brown, International Alumni Relations Officer and Shannah O’Brien, Alumni Events Officer

Judges’ Comments:
A terrific program which had a positive impact on alumni both locally and around the world. Evidence of best practice was well woven into the submission. The promotion of award winners through electronic media, further cemented commitment to innovative and best practice. Detailed advance preparation and tight order of proceedings for the event ensured that everything ran according to plan and costing and the communication strategy ensured that the program was widely known.
Brisbane Boys’ College
Jarrod Turner M.Edplus, Director of Community Relations (pictured), Kyle Thompson, Head of Senior School, Michael Holland, Director of Boarding, Tom Barker, 1st XV Rugby Coach and James Lennon, Academic Staff Member

Judges’ Comments:
The concept of involving past, present and future parents, staff and students in sporting and social events touring rural areas was well presented and well executed, and the benefits to Brisbane Boys’ College were clearly demonstrated. The modest budget required to implement this series of events for the community was commendable.

ALUMNI AND/OR COMMUNITY PUBLICATION
Recognising excellence in an Alumni and/or Community publication

Finalists:
Methodist Ladies College Claremont WA
Blackfriars School Prospect SA
Brisbane Boys’ College Toowong QLD
CBC Fremantle WA
St Andrew’s College Christchurch NZ

Winners:
Brisbane Boys’ College
Adele Graves M.Edplus, Director of Communications (pictured), Bren Arkinstall M.Edplus, Director of Development and Nicole de Vries M.Edplus, Director of Marketing

Judges’ Comments:
An outstanding publication which is cutting edge, innovative, uses great imagery. The headlines stand out, white space is used effectively, the use of the flowcharts in particular for the family tree was clever. The content and design were done in house which is a credit to you all.

Methodist Ladies’ College
Tamara Kilian, Alumni Relations Manager (pictured)

Judges’ Comments:
This publication was simply outstanding. It is a celebration publication and a one off. The publication was accompanied by a brilliant application with a suite of excellent appendices. The publication was a commercial venture created predominantly by an outside designer and sold to the general community. It is a great example of how to celebrate 100 years of schooling and alumni with beautiful graphics and well-designed text.

FUNDRAISING CAMPAIGN – ANNUAL GIVING
Recognising excellence in an Annual Giving fundraising campaign

Finalists:
Santa Sabina College Strathfield NSW
La Trobe University VIC
Perth College Mt Lawley WA

Winners:
La Trobe University
Rebecca Camilleri, Marketing and Communications Officer Advancement (centre), Kate Keays, Fundraising Coordinator (right) and Dr Alan Watkinson F.Edplus, Director of Alumni and Advancement

Judges’ Comments:
Stand-out nomination – innovative, creative, engaging, purposeful fundraising. Well considered and strategic approach to what has traditionally been a challenging cohort. Truly inspirational fundraising, making a difference – changing lives.

Perth College
Joanne Nitz M.Edplus, Director of Community Development (pictured) and Lauren Underhill M.Edplus, Communications Manager

Judges’ Comments:
A highly personalised approach utilising relevant letter writers is an excellent initiative. A sound foundation on which to build a broad-based culture of philanthropic giving in the years to come. The initial steps really well done.

Highly Commended:
Santa Sabina College

FUNDRAISING CAMPAIGN – BEQUESTS
Recognising excellence in a Bequest program

Finalist:
Perth College Mt Lawley Perth

Winner:
Perth College
Joanne Nitz, M.Edplus, Director of Community Development (pictured)

Judges’ Comments:
This was a good starting program that produced a good result and good public relations for little cost. The Perth College Development Department and the volunteers associated with it are to be congratulated on its successful launch.
FUNDRAISING CAMPAIGN – CAPITAL CAMPAIGN OR MAJOR GIFTS PROGRAM

Recognising excellence in a Capital Campaign or Major Gifts program

Finalists:
St Andrews College Christchurch NZ
Scotch College Melbourne VIC

Winner:
Scotch College

Tim Shearer M.Edplus, Director of Development (pictured)

Judges’ Comments:
The judges saluted this creative and professional material supporting this capital campaign. A very impressive entry with some innovative use of technology from an experienced leader in educational fundraising. Congratulations!

Highly Commended:
St Andrew’s College

FUNDRAISING EVENT

Recognising excellence in a fundraising event

Finalists:
Scotch College Melbourne VIC
St Aloysius College North Melbourne NSW
Penbank School Maroochydore VIC

Winner:
Penbank School

Paul Thompson M.Edplus, Enrolments and Development (pictured), David Quin, Director of Individual Learning Needs and Vivienne Wearne, Principal

Judges’ Comments:
An excellent result against little resources, small school, community-wide effect, great response and unique cause alongside the school promotion/recruitment efforts itself. For such a small school to pull this off and to keep it going since 2006 augurs well for the future and that is what fundraising events are all about. All in all - the outstanding entry of the group.

MARKETING & COMMUNICATIONS CAMPAIGN

Recognising excellence in a reputation and/or profile building campaign (eg advertising, branding identity, newsletters, brochures, annual reports, etc.)

Finalists:
Siena College Camberwell VIC
Loreto College Marryatville SA
Loreto College Toorak VIC

Winner:
Loreto College Marryatville

Briar Standing M.Edplus, Marketing Manager (pictured) and Anastasia Crossman, Marketing Officer (pictured)

Judges’ Comments:
Loreto College Marryatville clearly identified five marketing goals, set a comprehensive action plan, targeted advertising through all mediums. Their achievements and effectiveness were beyond their expectations. Their ability to engage staff in increasing brand awareness is a very proactive and positive step.

MARKETING & COMMUNICATIONS WEBSITE

Recognising excellence in website development, presentation and content for communications, marketing and engagement

Finalists:
Brigidine College St Ives NSW
Stuartholme School Toowong QLD
Bunbury Cathedral Grammar School
Bunbury WA

Winner:
Stuartholme School

Amanda Houston M.Edplus, Advancement Director (pictured) and Maree Taylor M.Edplus, Marketing Manager (pictured)

Judges’ Comments:
A stand-out website that clearly meets their strategy of driving enrolments. There is great integration, it is easy to navigate and we loved the embedded video. The transcript and images that show the story of the students into the progression of alumni reflects their culture and is a powerful influence for prospective parents. There is also a clear call to action on every page.

INNOVATION IN ONLINE COMMUNICATIONS

Recognising innovation in e-communication (eg social media, viral marketing) to fulfil marketing, fundraising, admissions or alumni and community engagement goals

Finalists:
Central Coast Grammar School Erina Heights NSW
Tintern Schools Ringwood East VIC
Brisbane Boys College Toowong QLD
St Michael’s Grammar St Kilda VIC

Winner:
Central Coast Grammar School

Christine Hodgkinson (Award accepted by CCGS Registrar, Sarah Barker)

Judges’ Comments:
An outstanding effort. The Student Voices Campaign was really innovative, well aligned with good content creation. It engaged with the community and was applied strategically to new markets.
INSTITUTIONAL LEADER AWARD

Recognition of an educational leader who has supported and contributed to the role of educational advancement in their school institution.

Joy Shepherd, Principal St Hilda's Anglican School for Girls

In her 17 years as Principal of St Hilda's, Joy has transformed the school and its future. Through careful management of staff and the community she has completed a 20-year Master Plan in just 14 years. Joy's leadership has obviously reached across all areas of the School but today we acknowledge and highlight the immense work she has done in the advancement area. She has grown this function from three staff handling marketing, communications and enrolments to a team of nine staff covering all four pillars of advancement.

Joy is a great advocate for advancement. She is not only a great supporter of her team but she plays a vital and active role in many of its functions.

Joy we salute you as a remarkable educator and as a great supporter of advancement.

NEWCOMER AWARD

Recognition of an Educate Plus member who commenced working in the field of educational advancement in 2012. The Award recognises that the recipient has made an immediate contribution to her institution through her work and is an encouragement for her to remain in the industry.

Anna Bartlett
M.Edplus, Marketing & Development Manager Downlands College

In the words of her Principal, Anna has achieved remarkable results and made an outstanding contribution to Downlands College in a short space of time. Anna has also been an active participant and contributor to the Queensland Chapter.

FELLOWSHIP

The following Educate Plus members were awarded a prestigious Fellowship of our organisation. This is in recognition of long serving, high achieving, and senior members of the profession and their outstanding work in the area of advancement and for their support of our organisation and its members.

NZ:
Jo Brady, Director of Community Relations St Margaret’s College

NSW/ACT:
Sarah Gregory, Director of Development Kambala
Bruce Perry, Registrar St Andrew’s Cathedral School

QLD:
Graham Brown, Assistant Principal Northside Christian College

VIC/TAS:
Tony Bretherton, Director of Community Relations Geelong Grammar School
Russell Davidson, Director of Development and Alumni Relations Haileybury College
John Phillips, Director of Advancement Brighton Grammar School
Terry Kitchen, Community Relations Manager Ivanhoe Grammar School

WA:
Meredith Eddington, Events Manager Harry Perkins Institute of Medical Research
Chavaune Francis, Director of Community Relations Presbyterian Ladies’ College
Judy Greaney, Alumni Manager Hale School
Ruston Long, Marketing and Enrolments Manager Kingsway Christian College
Jo Mulligan, Director of Marketing and Community Relations All Saints’ College
Peter Robertson, Dean of Development Aquinas College
Kate Quinn, Director of Marketing and Business Development Scotch College
David Williams, Executive Director (Alumni) Guildford Grammar School

ADDITIONAL AWARDS

VOLUNTEER LEADERSHIP AWARD

Recognition of the strong contribution one of our volunteers has made to assist in the advancement education in Australasia.

Paul de Pierres, John XXIII College
(Accepted by Anna Gingell F.Edplus on behalf of Paul)

Paul is a delightful, well-educated and generous man who has worked tirelessly to serve the Alumni Community at John XXIII College. Paul is one of those special people who knows so much about the institution and its alumni. Despite his health problems he has continued to champion many projects within the College.

He has researched written and published a number of books and articles. The school is most grateful for his continued support and involvement.

Paul we salute your service to John XXIII and wish you good health.

MENTOR AWARD

Recognition of an Educate Plus member who has provided a strong sense of motivation and encouragement, a willingness to share ideas and experiences and provided practical support to her mentee through her participation in the Educate Plus Mentor Program.

Mandy McFarland F.Edplus, Director of Development St Hilda’s Anglican School for Girls

Mandy is an incredible living example of what the Mentoring program should and can achieve.

Not only does Mandy provide mentoring and guidance to numerous WA members but she has also been formally mentoring people in other States.

Mandy is one of our most experienced practitioners and is incredibly generous with her time in support of others - willingly sharing her knowledge and expertise.

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Mandy is one of our most experienced practitioners and is incredibly generous with her time in support of others - willingly sharing her knowledge and expertise.
TREVOR WIGNEY AWARD

This is Educate Plus’s most prestigious recognition of a member for outstanding service in the advancement of education in Australasia. It recognises individuals who have made a significant contribution through exceptional advancement success and who have advanced the professionalism of their colleagues by mentoring and giving generously of their time, expertise, vision and conviction. Nominations are made through the Chapter Presidents.

Two Awards were announced this year:

Carolyn Prebble F.Edplus, Development and Community Relations, King’s School, Auckland NZ

Carolyn is one of this organisation’s true treasures. She has been an incredible contributor to her school, to Advancement in New Zealand and to our organisation as a whole. In a rarity for our profession, Carolyn has been employed at King’s School for the past 20 years, during which time she has been responsible for raising in excess of $25 million.

Much of this is due to her personal skills and talents. Where most people would be put off by a negative answer, this tends to motivate Carolyn to be even more persistent, often with very positive results.

Her fundraising responsibilities include having a significant input into major construction projects from astroturf fields to swimming complexes, specialist classrooms and a gymnasium.

Carolyn contributes 100% to everything she does. This runs from first thing Monday morning to last thing on Sunday evening. Her knowledge and attention to detail of the immediate and the wider community in Auckland is second to none.

Carolyn was an integral part of the establishment of our New Zealand Chapter. She has served on its Committee since its inception and the significant NZ membership is in a large part due to her efforts. Carolyn is such a lovely person you just cannot say no to her! She served on the Auckland International Conference Committee and is renowned for her organisational skills.

Carolyn willingly shares her knowledge and expertise and has presented on numerous occasions at many conferences over the years. She is highly respected by all.

Di Lawrence F.Edplus, Director of Development and Community Relations, Brigidine College, St Ives NSW

Di is an inspirational long-term member of Educate Plus/ADAPE. During her long and successful career in School Development she has been involved in Admissions, Alumni, Fundraising and Marketing. She was President of the NSW/ACT Chapter for four years and has served as Chair of Educate Plus for three and a half years.

Di has been a loyal and tireless contributor to our organisation. She is never shy to take on a new responsibility and has always done so professionally, on time and diligently, despite many other demands on her time.

Di has presented at numerous conferences over the years and continues to share her expertise, having presented at two pre-conference sessions at this Conference.

She has been instrumental in ensuring the success of a number of local chapter and international conferences, and has overseen the appointment of a new CEO in 2012, along with the strengthening of governance. She has overseen the development and implementation of a number of our strategic plans and recently handed over the reins as Chair with the organisation at a height in its success.

Di shows outstanding leadership. Her friendly demeanour and constant willingness to share her experience, expertise and ideas contribute to her well-deserved reputation as a great consultant, a strong communicator, and a much loved and respected member of the organisation.

Educate Plus Awards Sponsored by Global Philanthropic
FEATURED TEACHERS - THE WINNING STRATEGY IN ADMISSIONS PUBLICATION

In order to adapt to this new landscape the College engaged a brand navigation company, Radiation. Research was conducted into the audience, competitor market and what it was that made St Cuthbert’s unique to define a strategy.

It was from the strategic platform that teachers were the difference, that St Cuthbert’s created a new concept for its prospectus and executed a market-leading document that focused on the quality teaching experience at the College. Throughout the prospectus real teachers in real, everyday teaching scenarios are featured in photos that showcase the essence of life at St Cuthbert’s.

The approach has been extremely successful for the College. In 2013 it had a full roll, the only independent school in Auckland to do so, and in 2014 was able to add another Year 6 class, maintaining the Junior School roll, while reducing class sizes.

Expressions of interest in places at the College have increased. Regular Conversation with the Principal evenings have gone from two sessions a year to four, with attendance by prospective parents up 50%.

Investment in quality images has also meant that St Cuthbert’s College has been able to update its in-house marketing of admissions events using assets from the prospectus, simultaneously upgrading the look and feel of all marketing materials while reducing design costs.

Ann Louise Jordan M.Edplus
Director of Admissions and Scholarships,
St Cuthbert’s College NZ
SCIENTIFIC APPROACH TO SCOTCH’S WINNING CAPITAL CAMPAIGN

Scotch College, Melbourne has a proud history of educating young men to contribute to scientific debate. Through the decades, the School has used its strong foundations as a base from which curious young minds can be encouraged to take the risks and leaps of faith needed for innovation and progress. The School plans to build a state-of-the-art centre for the teaching and advancement of the sciences that will set improved standards in Australian education. It is a bold project that will influence the lives of many, near and far, and is the most ambitious undertaken by Scotch since its move to its Hawthorn campus 100 years ago.

The School has embarked on a $20M capital campaign to fund this project. The campaign included a Preliminary (quiet) Phase, which raised $7M. The Community Phase of the campaign commenced in March of this year, and to date $12M has been committed. It is hoped that the full target will be achieved by the end of 2015.

At the biennial Educate Plus conference in Melbourne Scotch College’s Sir Zelman Cowen Centre for Science campaign was awarded winner for the Fundraising Campaign/Major Gifts Program category. The judges saluted the creative and professional material supporting the capital campaign. The Sir Zelman Cowen Centre for Science will support and stimulate scientific reactions and interactions, enabling Scotch boys to stand on the shoulders of giants and direct their gaze to challenges which remain unresolved, questions yet to be asked, and a better future.

Tim Shearer M.Edplus
Director of Development & Foundation Executive Director
Scotch College

Enquire now Lauren Vertigan 0417 347 403 · l.v@globalphilanthropic.com
1300 758 812 · www.globalphilanthropic.com
The University of Queensland [UQ] Alumni Reunion Program was officially launched in late 2012 with the aim of encouraging alumni to get together, come back on campus and reminisce about their time at University. The program forms the basis of an excellent awareness campaign with over 4000 alumni contacted each year as part of an annual drive to recruit volunteer Class Organisers from cohorts celebrating milestone anniversaries (20, 25, 30, 40 and 50 years since graduation).

Alumni who volunteer to be their Class Organiser work closely with an experienced Event Coordinator from Alumni Relations (over a period of 6-12 months) to create and outline a personalised reunion program that suits their discipline. Popular reunion activities include formal dinners, cocktail parties, family picnics, campus tours and weekends away. By working with Class Organisers over an extended period, Alumni Relations have been able to form stronger relationships with alumni and gain more comprehensive knowledge about celebrating cohorts.

Positive word-of-mouth (driven largely by past Class Organisers) has helped raise awareness and substantially increase volunteer uptake of the UQ Alumni Reunion Program over the past 12 months. Whilst the program is highly cost-effective from a budgetary perspective it has become increasingly labour-intensive as the number of reunions nearly double year-on-year. Continuing to streamline services offered under the UQ Alumni Reunion Program, without compromising on customer service or the unique one-to-one engagement opportunities the program provides, is an ongoing challenge facing the Alumni Relations team. It is the goal that by continuing to build awareness and excitement around Alumni Relations and Reunions, UQ will be in a position to plan a campus-wide Reunion Weekend in future years.

Amanda Briggs
Manager, Alumni and Community Events UQ Advancement, The University of Queensland
Launched in May 2014, the Stuartholme School website was based on a comprehensive campaign strategy, driven by the following project objectives:

- To convert the website into an active, easy to use ‘sales tool’ and hub of real-time communication, supporting the School’s overarching marketing strategy
- Automating key target market data including online enrolment enquiries and applications into Synergetic
- Provide a platform for relevant, current and engaging information about the School, targeted to prospective families
- Assist in increasing enrolment enquiries and applications via user-friendly digital applications

The project strategy was supported by comprehensive research. Evaluations of Stuartholme’s target market, current and prospective parent/daughter segments and needs, an analysis of competitors and current positioning of Stuartholme when compared to its competitors were conducted.

The website interface selected was Wordpress and together with a compatible ‘theme’ met the needs of the overall strategy and predetermined factors.

Ensuring the web architecture was logical and kept the clicks to a minimum for key information was critical to the success of this project. Another challenge was gathering and presenting the content in a format that was optimized for the web; simple sentence structure and clearly articulated, as well as the use of bullet points so that the messages are understood by any visitor.

Stuartholme School is proud to be acknowledged as the recipient of the 2014 Educate Plus Award for Excellence in the category of Marketing and Communications website.

The new website is the first touch-point for prospective families and drives and supports the School’s recruitment process. Since its launch on 9 May, the website has already experienced a significant increase in visitors when compared with the same period in 2013. Average session duration increased by 29.97% and pages viewed per session declined by 25.86% indicating users are finding relevant information more quickly.

Maree Taylor M.Edplus
Marketing Manager, Stuartholme School QLD
The ‘brochureware’ approach to website design using page upon page of static content has passed its use-by date, yet many schools and universities continue to adopt it. Communicating with your stakeholders in this way is akin to shouting at them – Look at this! – rather than encouraging true engagement with diverse content that is modular, timely and mobile.

If we are to successfully produce ‘viral’ content – the kind that is happily shared among users – we need to implement new ways to devise, resource and execute our marketing and communications. We need to move from static, staid content that spruiks corporate messages and little else, to stories-within-stories that feed off trending topics and invite people to get involved.

Nicole de Vries, Director of Marketing at Brisbane Boys’ College, understands the power of viral content to meet and exceed goals. In her previous position as Communications Manager at John Paul College, de Vries led a team of staff and students in early 2012 to produce a ‘spirit’ video – an expression of school pride to coincide with the College’s 30th anniversary.

Designed and produced entirely in-house, the video is lip-synched to Gotye’s In Your Light, an affirming, catchy song that allows the school to tell a story – from the youngest students in kindergarten right through to the seniors. Along the way, it showcases many of the things that make the College special, including its award-winning sporting and cultural programs. Every member of the school community was involved in some way, with hundreds of hours of rehearsals needed to get the execution right (it’s edited together to resemble one long, fluid take).

At last count, the video had earned 93,000 views on YouTube, an exponential increase on the kind of traffic we see for school and university promo content. It worked for multiple reasons – Gotye was top of the charts at the time; spirit videos were gaining momentum, and flash mobs and lip dubs were a hit with audiences eager to embrace surprising, fun content.

The students felt like movie stars and seemed to enjoy the whole process because the College had never done anything like this before, de Vries says. Even those who had never taken part in a cultural pursuit danced along to the song, lip-synching the words and laughing throughout the day.

The success of the video may seem like a no brainer given students are prolific content sharers. But most of what we produce for marketing, communications and advancement purposes in the education sector doesn’t encourage our own stakeholders, let alone others, to share it. The John Paul College spirit video unlocked this potential, encouraging sharing not only among students, but alumni who were given an opportunity to reminisce on their days at the College, and see how far it had evolved.

The video became a tangible piece of an intangible culture, spirit and sense of belonging, de Vries says.
The Central Institute of Technology in Perth has also experienced the highs of viral success.

In 2012, Marketing Manager Kenley Gordon encouraged two alumni to produce an online ad for the institution. In It’s a Snap, comedians Henry Inglis and Aaron McCann click their fingers to teleport between different teaching spaces and the campus bar, before things go terribly wrong. The duo’s gross out humour was an immediate hit on YouTube, and within a week it had generated one million views and a record number of visits to Central’s homepage. Total views have since exceeded three million.

The success of the $5000 video has encouraged Gordon and his team to prioritise and increase their social media output, and to approach content creation differently.

We take ourselves a lot less seriously now, because you realise that if you’re doing something it should have an entertainment value to it, he says.

Gordon’s advice to other institutions is clear – experiment with viral content or miss out.

If they say, ‘we can’t take the risk’, they are cutting off a real opportunity...every brand wants to touch the hearts of people and the only way you’re going to do that online is if you make them laugh or cry.

Despite its potential, viral content is often missing from the marcomms mix because it’s deemed by senior management to be too spontaneous, too frivolous, or too unpredictable (a survey I conducted in 2013 confirmed this). Thankfully, a growing body of research shows us that we can predict the kinds of content that are more likely to be shared.

Jonah Berger and Katherine A Milkman from the University of Pennsylvania studied approximately 7000 online New York Times articles published in 2008 and 2009 to gauge which were shared most by email, and why. (The researchers established controls for factors including the story’s position on the website, the time of publication and the prominence of the author).

Berger and Milkman’s findings provide good news for educational institutions, given the primary predictor of content sharing was shown not to be amusement, as might be expected, but awe.

Furthermore, people were more likely to share positive stories rather than negative ones, and were willing to engage with long, intellectually stimulating articles.

The researchers use the term ‘emotional communion’ to explain how people share content with others to connect on particular issues. Understanding these connections is critical if we are to create triggers that encourage content sharing.

Videos aren’t the only type of viral friendly content, with infographics a case in point.

Your advancement and alumni relations teams have talented writers and designers on board.

Get them thinking about how they can present data to your alumni and donors in creative ways. Follow the lead of the World Wildlife Fund, Amnesty International and other leading not-for-profits, who rally people around diverse causes with compelling infographics.

Canada’s McMaster University used timely visualisations during the 2012 Olympics to promote research expertise to media contacts, and have since employed infographics to discuss topical issues including ice hockey and Thanksgiving.

In The Ten Commandments of Content, Scott Donaton argues that all executions must provide entertainment, education or utility if they are to succeed. Does your content pass this simple test?

It’s also worthwhile brushing up on news values which apply to digital content in the same way as potential news stories. Conflict, prominence, proximity, currency, impact, timeliness, human interest, and the unusual feed the news cycle, just as they do the content people consume and choose to share every day.

Viral content strategy is as much about commonsense as anything else. It relies on good ideas, which can be executed with the right resources, on the right platforms, to the right audiences, at the right time.

The opportunities in this space for schools and universities are immense. How might you unlock them?

Cameron Pegg
Executive officer to the Deputy Vice Chancellor (Engagement), Griffith University. Cameron is a feature writer for The Australian, contributes to the CASE Blog, and teaches at the University of Queensland and the Queensland Writers’ Centre.

Cameron Pegg’s top viral content tips

Collaborate
Allow your entire organisation to contribute viral content ideas. Use platforms such as Google Drive to allow for instant idea sharing.

Update your metrics
Set viral key performance indicators and separate particularly successful content on media metrics reports sent to executive staff members to develop viral literacy.

Expand your reach
Target known social media influencers and include them in your media release distribution and social media following lists.

Think visually
Infographics are a straightforward start.

Newsjack
Encourage your team to keep track of what news stories are trending, and turn around related content in a timely fashion.

Re-engineer your homepage
Stop broadcasting and start engaging.
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[Link to YHA website: yhagroups.com.au]
Reflecting on my experience as Campaign Director and Chief Development Officer for the Promising Futures Campaign, a $400M project to create 70,000 m² of new teaching and learning space at South Alberta Institute of Technology (SAIT) Polytechnic in Calgary, Canada, I’ve identified five fundamental truths in campaign management and execution. No matter the size and scale of your operation, these five lessons can help you achieve success in your next campaign.

1. LEADERSHIP IS PARAMOUNT

*Our chief want is someone who will inspire us to be what we know we could be, said Ralph Waldo Emerson.*  Strong, inspiring leadership is essential to achieving fundraising success.

Considering that the average length of a capital campaign is seven years, it’s critical that champions have the stamina and fortitude to lead the challenges and opportunities that will arise throughout the campaign lifecycle. Strong leaders maintain momentum, demonstrate to prospective donors that the project is important, and elevate the campaign to an institutional priority.

Leadership is also demonstrated when a donor steps up to support your project with a lead gift. This achievement sets the stage for all gifts that come afterward. A lead gift is a vote of confidence in your cause; it signals to other prospective donors that the project merits support, and establishes the size of gift that others in the lead donor’s sphere of influence will be asked to consider.
During the Promising Futures Campaign, the lead gift of $10m was made by respected SAIT alumnus Keith MacPhail. It was the largest individual gift ever received by SAIT Polytechnic to that date. With his support of SAIT’s vision to create capacity and reduce the number of qualified applicants being turned away, Keith demonstrated leadership by establishing the benchmark by which future donors could measure their own investment in SAIT. He also accepted the role of Campaign Chair and activated his network to join in support of SAIT’s vision.

2. EXPECT THE UNEXPECTED

Keep your eyes on your final destination, but expect many twists and turns in the road. Adapting and adjusting your strategy along the way is essential as you encounter unexpected bumps and even hairpin curves.

Adopt a mindset that sees opportunity within every challenge. Whether it’s the departure of a senior staff member, sudden changes in the economy, significant adjustments in the project or the disappointment of an unsuccessful ask to a lead prospect, you will need to be flexible and creative. Within this ever-changing environment, opportunities are waiting to be discovered. Remember, the only way to eat an elephant is one bite at a time!

3. ASK…NO MATTER WHAT

One of the most important lessons I’ve learned is that there is no substitute for getting in front of your prospects and asking for a gift. It’s also essential to build a culture of asking within your campaign team. Campaign success is achieved one gift at a time, and the number of gifts secured directly correlates to the number of asks made.

This was proven when the 2008 global economic crisis occurred at a pivotal time in the Promising Futures Campaign. My first inclination was to halt ask activity. Turmoil in the markets undermined donor confidence and brought the entire project into question, but to assume that wealth had universally evaporated and that prospects had lost the capacity and interest to support a worthy project would have been a fatal error. Shortly after the dust settled, SAIT received a $15m commitment — the largest gift ever made to a polytechnic or college in Canada by an individual.

Then, in late 2009, my campaign Chair and Vice-Chair told me they thought the campaign was stagnating and it needed to be rejuvenated. They wanted me to be more aggressive and to expedite reaching our campaign target of $75m. All the valid objections you might expect floated in my head, but instead, I promised to return to the office and come back with a proposed solution.

The result of this difficult conversation was Drive to 75. It was a commitment to undertake 75 asks in 75 days, a lofty goal for our team, but achievable with support from the campaign cabinet. Following several weeks of planning and preparation, we implemented the ‘campaign within a campaign’ which included intensive research, developing new management tools such as an ask/close matrix and a team kick-off. Meetings were scheduled, asks were made and in 75 days we had presented our case to 75 qualified prospects. Our message was simple: ‘This may not be the best time for you to make a gift but, when the time is right, we’d like you to consider a gift to SAIT.’ I’m pleased to report that we made our financial goal and exceeded our $75m campaign objective!

4. BUILD A STRONG, TRUST BASED TEAM

In the words of Columbia Business School Professor John Whitney, ‘mistrust doubles the cost of business’. In the absence of trust, your job will be more difficult, your success may be compromised and the cost and time to deliver a successful campaign will be greater.

When you’re operating in the high-stakes environment of a capital campaign, success is contingent upon having a team that trusts its institutional leadership and each other. In his book The Five Dysfunctions of a Team, Patrick Lencioni describes the building blocks of a results-focused, high-performing team based on trust. Behaviors that contribute to a culture of trust include fulfilling promises, doing what you say you will do and relying on others to do the same. Having the best interests of your institution and its students at heart is a unifying theme that can help bring everyone on board. A campaign is not about you.

Trust needs to be shared amongst your staff and volunteers as well. My relationship with the Promising Futures Campaign Chair, Keith MacPhail, was one of the most enjoyable, rewarding and effective experiences of my career. I knew I could rely on Keith to prepare for meetings, keep his appointments and make time for donor visits. He made SAIT and his active involvement in the campaign priorities. In turn, I respected his time, kept him apprised of progress and challenges, and set him up for success. We trusted one another and were accountable for our actions.

One of the great benefits of a trust-based team is the opportunity to have open discussion and debate. As a leader, I value diverse viewpoints and perspectives that differ from my own. By establishing a culture built on trust, these lively and constructive debates often lead to better outcomes and foster greater ownership of decisions.
5. GET CLOSE TO THE PROJECT

In a capital project of any scale, you need to be involved in the planning process. Inevitably, projects change over time and the implications for fundraising can be significant. As the Trades and Technology Complex evolved, it morphed from a single, mammoth structure to three separate buildings on three different sites. Being close to the architects and project managers enabled us to understand the details, stay abreast of these developments, and modify our case numerous times.

Early in the campaign, we had approached a large multi-national firm with a naming opportunity for the entire Trades and Technology Complex valued at $22m. As the project evolved, this opportunity was no longer valid and needed to be withdrawn. Instead, we offered three naming opportunities to prominent SAIT alumni and ultimately were successful in securing a total of $28m in naming gifts for the reconfigured building project.

Additional advantages of being involved in the project planning include input and influence over donor recognition systems, way-finding integration and access to the project. Our close relationship with the Facilities Management (FM) team at SAIT allowed us to develop recognition displays that integrated beautifully with the architecture and complement the space rather than being afterthoughts. Bringing donors and prospects onto the construction site, a very important aspect of cultivation, solicitation and stewardship for our project, was also facilitated by our FM team. We still consider them amongst our best friends!

Hopefully, the meaningful lessons I’ve learned on my journey can help you avoid some of the pitfalls you are sure to encounter. I wouldn’t trade the experience of working on a large campaign for anything; the rewards are immense! Likewise, the challenges are significant and not for the faint-hearted. My best wishes for your continued success!

Brian Bowman
Director Alumni & Development
SAIT Polytechnic, Canada
Any one of these events, and a myriad of others, have two things in common to affect successful crisis communications for risk and reputation management. They are:

1. comprehensive stakeholder communications
2. speed of execution

Once upon a time, even though adrenalin, and possibly panic, set in with a high level issue or crisis, we had the luxury of time, a ‘golden hour’ to bring together a crisis communications team, confirm strategy, develop key messages, stakeholder and media statements and also rehearse spokespeople to front news cameras or the barrage of media at the end of the phone.

Social media has changed the face of crisis communications. The mere mention of crisis communications and social media can elicit fear and loathing and, in the main, commentators speak about how much harder social media has made crisis communications. Golden hours have become stressful golden minutes.

I disagree with the fear and loathing. In fact, with the advent of social and digital media, if and only if, the appropriate planning, training and rehearsals/simulations have been done, these media are immediate, very cost effective, powerful distribution channels for broadcasting unfettered information.

Why? Unlike traditional media, you control everything that is published. There is no editing process and there is no third party to control how your end message and information appears. You ‘own’ your news and information broadcasts throughout and beyond a crisis.

Interestingly, the beleaguered and once traditional media ‘darling’, AFL coach of Essendon, James Hird, has turned to owned and controlled AFL news channel broadcasts and other social and digital media to try and get his message heard and his reputation re-built.

Amongst other factors, the lack of speed at which he has done this may be his newly adopted, strategy downfall.

Controlling and owning social and digital media is the upside, but the downside is that everyone else has a direct right of reply to your messages and also has their own social media which may be aimed straight at you without adjudication. Their views can be published on your platforms or on a platform of their own (which needs monitoring and strategies to manage).

It’s also brought with it ‘citizen journalism’ – where everyone is potentially the messenger of news. Traditional media filters, that means the story and its facts need to be authenticated, accurate, appropriate and in the public interest, no longer apply.

In the calmness of examination, there is really only one different imperative when engaging social media versus traditional media in crisis communications - speed (and perhaps tone) of response.

News of a school incident or crisis will hit Twitter and Instagram before 000 can be called and the rest will follow, including the journalists from on- and off-line media organisations.

THE CHANGED FACE OF CRISIS COMMUNICATIONS – TRADITIONAL, SOCIAL AND DIGITAL MEDIA MANDATORIES

Pick up the media today whether you’re on a tablet, phone or holding a newspaper and you’ll possibly see stories and postings about (heaven forbid) your school or university covering everything from serious accidents and fatalities ‘caused’ by you, sexual harassment on campuses, child pornography on staff computers, suicide, violent bullying or attacks causing death or injury, rape and inappropriate relations between staff and students. Or, if you are very lucky, you may only have to deal with aggrieved parents blaming the school or institution for sub-standard teaching methods or the reporting and social postings of a court case over an unfair staff dismissal.
who are constantly monitoring and listening to social.

Delay or procrastination in response, particularly Twitter, will, at the very least, adversely impact and may seriously damage a school's reputation and business.

Many years ago, American business magnate and prolific quoter of quotes, Warren Buffett, famously said, it takes 20 years to build a reputation and five minutes to ruin it. This was before social media so it is scary to think about the end of that sentence now.

So how does social and digital media fit into a school's or university's crisis communications?

Very comfortably, because the crisis communication preparedness principles are the same.

It should come as no surprise to all educators that the key to handling a crisis is groundwork. Every educational institution should prepare for a crisis and have a crisis communications plan which integrates with the crisis operations and business continuity plans under risk management.

This is a basic strategic imperative and is the responsibility of the Board, Councils and executive management.

An institution can live and die on the strength of its response to a crisis.

A comprehensive crisis communications plan gives staff, at the very least, a sense of calm, control and direction that is most critical in times of crises.

The first few minutes after a crisis becomes public can be spent in blind panic or denial. Ducking for cover might seem like the best strategy when the social posts and news crews are suddenly in your face – either digitally or in person.

But research shows that this is the very time when it's vital to take control of the situation by engaging in the right way with all stakeholders in the way they want to be contacted, in the way they want to be spoken to and in a controlled environment to begin a dialogue on your terms.

Shutting yourself away or letting social media run rampant and virally sends the worst message possible. It shows the school is not in control and probably in panic-mode. If you're not talking, someone else will be and they will not be doing you any favours – believe me.

Sam Elam
Managing Director, Media Manoeuvres
selam@mediamanoeuvres.com.au

HOW TO BE CRISIS COMMUNICATIONS PREPARED:

1. Do the groundwork - audit
   - What are the potential, emerging, current and legacy issues facing your school?

2. Identify your stakeholders - online and offline
   - Determine your friends, foes and champions, as well as fence-sitters, and their position on the issues you’ve identified.
   - What are their current perceptions of your school?
   - Do you have contact details for all of them?

3. External specialist resources
   - Do you have professional specialists and experts on hand if you need them? For example, PR, legal, counsellors, social media monitors?

4. Determine your strategy
   - Do you have a templated – as far as is possible – response and positioning strategy to identified issues, crisis and threats?

5. Prepare key messages
   - What are your school's core values?
   - Do you have key messages for your different events?
   - Do you have key messages for your different stakeholders?
   - Are your messages in the right social and traditional media language and tone? The two will be VERY different.

6. Resources
   - Do you have enough, well qualified people to manage the continuous demands and styles of traditional and social media?
   - Do you have people on hand to either activate a dark (crisis) website or change/post to your existing website?

7. Do you have a traditional media spokesperson selected?
   - Who is going to deliver your messages?
   - Are they media-trained?
   - Who will rehearse them before they face potentially aggressive journalists?

8. Training and simulations
   - Have these protocols and plans been communicated clearly to staff? Would your frontline staff know what to do when confronted by the media?
   - Have you tested your plan in a mock exercise incorporating all stakeholders where you learn the mistakes you will all make before you have to do the real thing?

9. Evaluation
   - Do you know how you will evaluate your school’s performance in an issue or crisis?

10. Recovery
    - Do you know how you will measure the impact of the crisis on your reputation and operations?
    - Do you know how you will begin to address this intelligence uncovered?

11. Plan evolution and updating
    - Do you have a regular process for updating the plan each year?
    - Who will be responsible for updating the plan following simulations?
    - Who will be responsible for updating the plan following a real experience?
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The courses will cover the fundamentals of all our Advancement pillars: Admissions, Fundraising, Alumni & Community Relations and Marketing & Communications and promote best practice principles. The various modules that make up each course have been developed in partnership with leading practitioners in our industry and are based around recognised adult learning methods and principles.

We were thrilled with the responses to the introduction of the first 2 courses this year with both being fully subscribed. The participants completed a range of online activities and assessments then joined together for two days of face to face presentations and discussions in the days preceding the International Conference. The courses concluded with a graduation ceremony, where each participant was given a printed certificate.

GRADUATES OF THE COURSE THIS YEAR WERE:

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2015 COURSES

Work is currently underway to develop the modules for the training in the remaining pillars: Alumni & Community Relations and Marketing & Communications. A recent survey of members indicated that there are around 160 people wishing to do one of the 4 courses in 2015. The Board is currently reviewing this data to determine where the residential component will be located.

For more details about the courses and to view the promotional video: visit our website www.eduateplus.edu.au
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2014 Carolyn Prebble & Di Lawrence

Whilst every effort has been made to ensure the accuracy of this list, if there have been any errors or omissions you are invited in contact the CEO – neil@educationplus.edu.au

* deceased
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• Survey results

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6. AWARDS
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7. MENTORSHIP PROGRAM
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8. TRAINING
Courses to cover the fundamentals of all our Advancement pillars: Admissions; Alumni & Community Relations; Fundraising; and Marketing & Communications and promote best practice principles.

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In recognition of professionalism, knowledge and expertise the following postnominals are entitled to be used by Educate Plus members: Members: M.Edplus; Fellows: F.Edplus

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Sacred Heart College
WA

Saint Ignatius' College
SA

Saint Ignatius' College Riverview
NSW

Saint Kentigern Boys' School
NZ

Saint Stephen's College
QLD

Samuel Marsden Collegiate School
NSW

Santa Maria College
VIC

Santa Maria College
WA

Santa Sabina College
NSW

SCEGSS Darlinghurst
NSW

School of Philosophy
NSW

Scone Grammar School
NSW

Scotch College
VIC

Scotch College
WA

Scotch College Adelaide
SA

Scoots College
NZ

Shelthorpe Anglican College
NSW

SHORE
NSW

Shoreline College
VIC

Simonds Catholic College
VIC

Snowy Mountains Grammar School
NSW

Somerset College
QLD

Somerville House
QLD

South Coast Baptist College
WA

Southern Cross Catholic College
QLD

Southwell School
NZ

Spastic Ltd
NZ

St Aidan's Anglican Girls School
QLD

St Aloysius' College
NSW

St Andrew's Anglican College
QLD

St Andrew's Cathedral School
NSW

St Andrew's College
NSW

St Andrews Lutheran College
QLD

St Andrew's School
SA

St Augustine's College – Sydney
QLD

St Bernard's College
VIC

St Catherines' School
NSW

St Catherines' College
VIC

St Columba's College
SA

St Columba's College
VIC

St Cuthbert's College
VIC

St Edmund's School and St Gabriel's School
NSW

St Francis de Sales College
SA

St George's College
VIC

St George's College
WA

St Hilda's Anglican School for Girls
VIC

St Hilda's, the University of Melbourne
VIC

St John's Anglican College
NSW

St Joseph's College
VIC

St Joseph's College
QLD

St Joseph's College Gregory Terrace Foundation
QLD

St Kentigern Boys' School
NZ

St Kevin's College
VIC

St Laurence's College
QLD

St Leonard's College
VIC

St Luke's Anglican School
QLD

St Luke's Grammar School
VIC

St Margaret's and Berwick Grammar School
VIC

St Margaret's Anglican Girls School
QLD

St Margaret's College
VIC

St Mark's Anglican Church
WA

St Mark's Anglican Community School
NSW

St Mark's School
VIC

St Mary Star of the Sea College
NSW

St Mary's Anglican Girls' School
WA

St Michael's College
VIC

St Michael's College
SA

St Norbert College
WA

St Patrick's College
VIC

St Patrick's College
SA

St Patrick's Technical College
VIC

St Paul's College
SA

St Paul's College
VIC

St Paul's College
NZ

St Paul's College
NSW

St Peter's College
SA

St Peters Lutheran College
QLD

St Peter's School Cambridge
NZ

St Peter's Woodlands
SA

St Philip's College
NT

St Stephen's School
WA

St Ursula's College
QLD

St Vincent's College
VIC

St Bernard's College
VIC

St Ignatius College, Geelong
VIC

Strathcona Baptist Girls Grammar School
QLD

Stuartholme School
NSW

Suncoast Christian College
QLD

Sunshine Coast Grammar School
QLD

Swinhoe University of Technology
NSW

Tara Anglican School for Girls
NSW

Tauranga Boys' College
Waikato

The Armidale School
NSW

The Australian National University
ACT

The Friedens' School
TAS

The Geelong College
VIC

The Glennie School
QLD

The Hamilton and Alexandra College
VIC

The Hills Grammar School
NSW

The Hutchins School
TAS

The Illawarra Grammar School
NSW

The King's School
NSW

The Knox School
VIC

The Lakes College
QLD

The Mailing House
NSW

The Peninsula School
VIC

The Scots College Bathurst & Lithgow
NSW

The Southport School
QLD

The University of Auckland
NZ

The University of Melbourne
VIC

The University of Western Australia
WA

Thomas Hassall Anglican College
WA

Thornlie Christian College
WA

Tintern Schools
VIC

Toorak College
VIC

Torrington Valley Christian School
SA

Trestles School
WA

Trinity Anglican School
QLD

Trinity College
SA

Trinity College
WA

Trinity College, The University of Melbourne
VIC

Trinity College, UWA
WA

Trinity Grammar School
NSW

Trinity Grammar School
VIC

Trinity Schools Trust Board
NSW

Tynwald Christian School
SA

Tynwald Christian School
SA

Unity College
SA

University Hall, University of Western Australia
WA

University of Adelaide
SA

University of Canberra
NZ

University of Newcastle
NSW

University of Notre Dame Australia
WA

University of Otago
NZ

University of Queensland
QLD

University of South Australia
SA

University of Southern Queensland
QLD

University of Sydney
NSW

University of the Sunshine Coast
QLD

University of Western Sydney
NSW

University of Wolongong
NSW

University Senior College
SA

Victoria University
VIC

Victoria University of Wellington
NZ

Villa Maria College
NZ

Waford Anglican School for Girls
SA

Wangarau Collegiate School
NZ

Waverley College
NSW

Wellington College
NZ

Wenona School
NSW

Wesley College
WA

Wesley College
VIC

Westbourne Grammar School
VIC

Westlake Boys High School
NZ

Westlake Girls High School
NZ

Westminster School
SA

What'sOn Consulting Pty Ltd
NSW

Whitefriars College
VIC

William Clarke College
NSW

William Ruthven Secondary College
VIC

Winifred West Schools
NSW

Woodleigh School
VIC

Woodcock Institute of Medical Research
NSW

Xavier College
VIC

Xponential Philanthropy
QLD

Yarra Valley Grammar School
VIC

Youngcare
QLD
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