Harnessing The Power Of Content Marketing
Natalie van Wetering

Lessons Learnt: Quadrupling Annual Giving
Abhra Bhattacharjee

Do You Know Who I Am?... Admissions
Paul Walsh

Speaking with Style
Lynne Schinella

Alumni Victory
Mike Howell
Scholarships
Available now for members needing support to attend the conference.
Visit educateplus.edu.au

Educate Plus
International Conference
4 - 7 September 2018
Auckland, New Zealand
Contents

From the Chair 04
From the CEO 05
Giving and Creating Come Out on Top 08
Harnessing the Power of Content Marketing 10
Fundraising Feat 12
Are we Closing the Gap on Diversity? 14
Lego and Alumni 15
Do You Know Who I Am, Do You Know What I Do? 16
The EduChange Movement 18
Alumni Victory 19
Mastering Instagram 20
Will to Live - Resilience in the Face of Adversity 23
Lessons Learnt - Quadrupling Annual Giving 24
Can You See The Signs? 26
Fill Your Boots - Admissions’ Leading Practice 28
Seizing the opportunity of a lifetime 31
The Value of Mentoring 32
Wow... Hasn’t Marketing Changed! 34
Nurturing Your Culture of Philanthropy 36
Queensland Chapter 38
10 Ways to Connect with your Alumni 40
Western Australian Chapter 42
Successfully Delivering on a Fundraising Target 44
New Zealand Chapter 46
Speaking with Style 48
Certified Advancement Practitioner Training Program 50
Negative online reviews... 52
Your Mentoring Programme 53
Impact and Influence 57
What Does the Future of School Communications Look Like? 58
VIC/TAS Chapter 60
Empowered by Educate Plus 62
NSW/ACT Chapter 64
Member Institutions 66

Publication of Educate Plus
ABN 48294772460

Editor
Naomi De Rosa
Marketing & Communications Manager

Sub Editors
Neil McWhannell
CEO Educate Plus

Mandy McFarland
Chair Elect Educate Plus

Tina Fleming
Operations Manager Educate Plus

Educate Plus
1300EdPlus
admin@educateplus.edu.au
www.educateplus.edu.au

Printed by
Lindsay Yates Group
4 George Place, Artarmon NSW 2064
(02) 9420 5500
Paul Richardson, Managing Director
paul@lyg.net.au

Admissions
Fundraising
Alumni
Marketing and Communications
Leadership & General Advancement
Other
Educate Plus continues to grow, both quantitatively in terms of membership numbers and attendance at events as well as qualitatively in terms of breadth of services offered.

It is also pleasing to report that your organisation is in a very sound financial position as a result of good stewardship by our CEO and his staff along with the considerable contribution by members to our Chapter and International Conferences.

The positive culture of Educate Plus continues to sustain our organisation. This is based on collegiality, a willingness to share, and a heart to volunteer the considerable skills and experiences that abound in our membership.

Throughout the past 18 months your Board has been preparing the next Educate Plus Strategic Plan 2018-2021.

Thank you to a previous Board member, David Day from the NSW/ACT Chapter, for his assistance in facilitating the Board planning sessions and collating the draft of this Plan with our CEO.

The key objectives of the next Strategic Plan can be summarised as follows:

a) To enhance the value proposition for members
   Improving existing offerings and adding new initiatives in the areas of:
   • Training programs
   • Master classes
   • Webinars
   • Benchmarking studies
   • On-line resources portal
   • Member surveys
   • Conferences – both Chapter and International
   • On-line Member Forum
   • Mentoring

   The Plan also has initiatives to address the needs of our tertiary members. This will be evident in our conferences, professional development resources, webinars and training programs.

b) To inform and influence institutional leaders on all aspects of Advancement

Some initiatives include:

• Institutional Leader course on Advancement
• Benchmarking resources
• Involvement in and support of professional bodies that support educational leaders, such as AHISA, AHIS NZ, ASBA, AISAP, etc.
• Authoring influential articles for strategic publications

c) To develop effective partnerships with key bodies, sponsors and consultants
   We will continue to build on the excellent relationship we have with key education bodies.

   The relationship we have with our sponsors is an important one as sponsorship arrangements deliver value to these companies as well as reducing the cost to members for our events.

d) To effectively market the Educate Plus brand
   The effective promotion of our organisation builds credibility and recognition of Educate Plus as the leading network organisation for advancement professionals.

e) To ensure financial security and effective governance
   The Plan outlines a number of processes and checkpoints to ensure that Educate Plus continues to be well governed, financially viable and handles all aspects of risk appropriately.

   On behalf of the Board, I acknowledge the expertise, professionalism and energy our CEO, Neil McWhannell, brings to the role. Congratulations to Neil and his team for an outstanding year.

   Further, I would like to thank my fellow Board members. Their willing contribution on a volunteer basis to Educate Plus is inspirational, especially as each of them holds important, time consuming roles in their respective institutions.

   Finally, we appreciate the support provided by you as members and the institutions you serve. We are constantly pursuing better ways to support you and always welcome input and feedback.
This has been another terrific year for our organisation. Institutions are becoming increasingly aware of the importance of supporting, training and resourcing their Advancement teams, resulting in soaring membership – almost 2,000 members.

CONFERENCES
This year, our Chapters conducted their own local conferences. Without exception, these were a resounding success with around 700 members attending, along with record numbers of sponsors.

Sincere thanks to the members who assisted on the Conference Committees. I was overwhelmed with the positive networking and this was confirmed in the follow-up satisfaction surveys in which metrics were the highest they have ever been.

TRAINING PROGRAMS
The interest and support of Advancement has also been evident in the registrations for our Certified Advancement training programs. This year we offered courses in: Admissions; Fundraising; Marketing & Communications; Alumni; and a new course focusing on Events & Community Relations. Just on 80 people participated in these courses, with registrations closing due to over demand for the Admissions course.

LEADING PRACTICE
The importance of Admissions to institutions continues to increase as competition grows and budgets become tighter. I strategically addressed this by expanding our global partnerships to ensure we have access to the world’s leading practice, and developed a range of additional resources and support including an Admissions Benchmarking Survey. Shortly we will analyse the results from over 100 institutions that have completed the survey and will provide detailed reports on how you compare to institutions of the same size and structure.

INTERNATIONAL CONFERENCE
You will shortly receive an invitation to register for our next International Conference scheduled for 4-7 September 2018 in Auckland, New Zealand. The Conference Committee has already been planning for a year and has sourced a wide range of world-class presenters to inform, challenge and inspire you. The Committee is working to ensure we have a fresh and exciting program that caters for all levels of practitioner. Special Master Classes are being included along with a new stream focusing on Leadership.

We are conscious of keeping costs to a minimum and I am pleased to report that registration fees will remain as they were in 2012. The Board is also supporting the largest range of scholarships and financial assistance packages we have ever offered in an attempt to assist those who have to travel from afar or are at smaller or regional and remote institutions.

As all of our recent conferences have been sell-out events, I encourage members to register as soon as they are able.

THANK YOU
As the year draws to a close, I would like to thank all those who have given their time and talent to serve Educate Plus. Whether this be on the Board, the Conference Committees or Chapter Committees, our organisation is all the stronger for your efforts and commitment.

In order to support you as volunteers, we have also employed professionals to assist in developing and meeting the needs of our members.

I wish to specially thank my staff who have worked tirelessly and diligently this year. These include: Tina Fleming – Operations Manager, Naomi de Rosa – Marketing and Communication Manager, Michelle Strawbridge – Finance Manager and Mariya Mustan – Education and Training Manager.

I wish you all the very best for the remainder of the year and trust the summer break will provide you with rest and relaxation and special time to celebrate the precious gifts of family and friends.
Reinforce your school’s reputation with premium quality crested merchandise. Use every opportunity to attract, engage & acknowledge members of your school community. Convey the vital message that you value their contribution and loyalty.

Thank Generous Donors

Encourage School Pride

Engage Alumni

Congratulate Graduates

Complete Packaging Solutions

Celebrate Anniversaries

Proudly supplying schools, colleges & universities in Australasia and New Zealand.

- Premium quality materials & workmanship
- Obligation free creative design options
- Personal Customer Service
- Outstanding value for money
- Free loan sample service
- 100% satisfaction guarantee

2017 Board Members

**John Collins** F.Edplus
Chairman
Business Revelations

**Mandy McFarland** F.Edplus
Chair Elect
St Catherine’s College, WA

**Di Lawrence** F.Edplus
Past Educate Plus Chair
Brigidine College St Ives, NSW

**Glenda Fitz-Payne** F.Edplus
QLD Chapter President & Minutes Secretary
Citipointe Christian College QLD

**Janice Lapwood** F.Edplus
NZ Chapter President
University of Waikato, NZ

**David Osborne** F.Edplus
NSW/ACT Chapter President
The King’s School, NSW

**Peter Trenorden** F.Edplus
SA/NT Chapter President
Westminster School, Marion SA

**Maria Mercuri** F.Edplus
VIC/TAS Chapter President
Methodist Ladies’ College, VIC

**David Williams** F.Edplus
WA Chapter President
Guildford Grammar School WA

Your Educate Plus Support Team

Picture left to right:

**Neil McWhannell**
Educate Plus CEO

**Tina Fleming**
Educate Plus Operations Manager

**Naomi De Rosa**
Educate Plus Marketing & Communications Manager

**Michelle Strawbridge**
Educate Plus Finance Manager

**Mariya Mustan**
Educate Plus Training Manager
Giving and Creating
Come Out on Top

Community Relations
The Artist in Residence Programme at Samuel Marsden Collegiate School (Marsden) in Wellington, New Zealand is an invigorating initiative.

A working artist is invited for a tenure on campus each year - creative and talented individuals, experts in the arts who extend and inspire students. Students are introduced to concepts beyond the curriculum, individual students get personal assistance with their work, and there is a strong focus on creating collaboratively.

The Artist in Residence Programme is also a wonderful opportunity to 'give'.

Giving is one of the Learning Pillars at Marsden (alongside Excellence, Creativity and Resilience) and giving and service to local, national and international communities is woven through the curriculum and is intrinsic in students' thinking.

In 2016, Artist in Residence, Michel Tuffery ran a collaborative workshop for Marsden and local primary and intermediate school students, sharing his knowledge with the wider school community.

The opportunity to be creative, learn, be challenged, work and have fun as a group was embraced by Year 6-8 students from Marsden and invited Clyde Quay, Kilbirnie, Khandallah, St Mark’s, Hataitai and Northland Schools.

Half a dozen students from each school and supporting adults (teachers and parents) spent a wonderful morning learning from Michel and creating a large work together, using floor, window and table space in Marsden's new iCentre. Consisting of paint-pen drawings on see-through panels of vinyl the vibrant artwork celebrates Matariki, the Māori New Year, with Manu Aute or God kite forms giving tribute to past ancestors as they meet with them in the heavens.

Tuffery imparted the following in the students he worked with “It’s a wonderful exploration when you collaborate with another student or human being, it’s the unknown, a voyage of discovery and trust in each other and trying to get that synergy right is important.”
The process was very special and the end result, an artwork entitled 'Matariki – Māori New Year' winged its way to London as the:

**Winner of the prestigious 2017 Saatchi Gallery (London) Art Prize for Schools.**

This competition is one of the most significant student art awards globally and the work was chosen from more than 24,000 entries from 66 countries.

A key strategy for Marsden is also to play an active part in its local community and bring the community to the school, through events, workshops and hiring of its premises, which in turn creates positive word of mouth and the opportunity for families to experience the school outside of formal tours.

Winning the Saatchi Gallery Art Prize for Schools has ensured Marsden can extend its Artist in Residence Programme, and in doing so give Wellington students a very special experience to learn and the opportunity to create extraordinary work.

**INGE DOIG**
MARKETING AND COMMUNICATION MANAGER
**SAMUEL MARSDEN COLLEGIATE SCHOOL**

**SONIC SIGHT**

**IMPRESSIVE VIDEOS THAT ATTRACT ENROLMENTS, ENGAGE ALUMNI AND RAISE FUNDS**

Harnessing the Power of Content Marketing

Understanding Boys
In less than two years Brighton Grammar School (BGS), a 1300 student ELC to 12 all-boys’ school in bayside Melbourne, has developed a blog: Understanding Boys that is followed by 60,000 Facebook users - 90% of them women, mostly mothers of boys.

In any given week the two blog-posts reach an audience ranging from 70,000 to 250,000. The content in the posts doesn’t talk about what’s happening at BGS, what’s on offer or the next school tour. Rather, the content addresses the challenges and joys related to raising and educating boys and their wellbeing. The tone is conversational and fun, and the engagement of parents is extraordinary.

References to the school are subtle. However, the whole positioning, content covered and name of the blog, Understanding Boys, directly aligns with the school and its desire to position itself as an expert in understanding and educating boys.

So how, and why, does a school invest in creating and distributing such content to parents both locally and way beyond its natural catchment area? Is it worth the effort and resources?

Everything is changing
Like many schools, the key marketing objectives at BGS are clear - sustain and increase enrolments, and strengthen the brand.

BGS recognised that consumer behaviour has changed. Everything is researched online. Long before prospective families come anywhere near the school, they have ‘googled’ you and your competitors.

One way to build a positive brand impression in the minds of your future customers (parents) well before they are even ready to choose a school is through content marketing.

Content marketing is a strategic marketing approach focussed on creating and distributing valuable, relevant, and consistent content to attract, retain and build trust with a clearly defined audience - and ultimately, to drive profitable customer action.

For BGS it is a way to talk to mothers’ of boys about something they want to hear about (raising their sons). It is widely recognised that women make 85%+ of major buying decisions, including education. Content marketing breaks through other advertising because it is useful. It is a ‘slow burn’ method of marketing. Director of Content Strategy from Lush Digital Media, Sarah Mitchell says, “Content delivered at the right time will trump any other marketing”. So, it is the way of the future and it works!

10 key success factors
The team at BGS share what they have learnt so far:

1. We engaged a consultant digital strategist, to ensure we had a sound strategy we could execute in-house.

2. We tapped into our staff (teachers, counsellors, psychologists) to write and share their expertise.

3. We engaged a part-time writer, to re-work the staff contributions to ensure the tone was parent friendly and fun. Our writer also managed a raft of external contributors, curated external content, planned and managed the content calendar.
4. We developed a content strategy and publishing plan. Two posts a week, one original/commissioned and one curated is demanding enough for our small team. The topic pillars of parenting, wellbeing and education reflect the priorities of BGS. (The goal was to have a spread of content formats including articles, video and infographics – but to date the content has been mostly articles).

5. We used Facebook as our key distribution channel because that’s where our target audience spends time anyway, and it is a relatively cheap way to reach new audiences.

6. We created a sub-brand to ensure we had credibility with external audiences; that is to lift it beyond BGS and try to avoid cynicism around the motivation for producing it.

7. We repurpose content when relevant for our BGS parents and prospective parents.

8. We engaged an in-house social and digital marketing manager, Arthur Le, who monitors the Understanding Boys reach, engagement, conversations and can offer data and insights about what resonates with the audience and what doesn’t; when to post; who and where our audiences are; who converts into a customer with school tour bookings and enrolment enquiries. Having this data ensures we can measure the business outcomes and the return on investment.

9. Watching our metrics. Since the blog’s inception less than two years ago the following has been achieved:

- Audience growth from 0 to 60,600 followers (Oct 2017). Of these 90% are mothers of boys
- Dramatically optimised SEO ranking on Google
- School tours oversubscribed and 40% more scheduled
- Increased school website traffic by 140%
- Built a database of prospects to market and remarket to
- A total reach over 10 million impressions
- Audience engagement (shares, likes/comments) of 350,000 actions

10. We recognise ‘conversion’ is the number 1 priority. That is, we need to use more tactics to change unknown followers into known customers by soliciting data, hosting live events and offering more premium content. This will create an ever-growing database of qualified prospects (mothers of boys) who could be interested in enrolling sons at BGS.
It is incredibly exciting for St Andrew’s College to have the new Centennial Chapel open. It is at the heart of the College community – a place of worship, celebration, inspiration and gathering. The Centennial Chapel replaces the St Andrew’s College Memorial Chapel, which was extensively damaged in the earthquakes of 2011, this sadly led to it being decommissioned and taken down in 2013. The Memorial Chapel was built to honour the 61 Old Collegians and staff who died in WWII and was a deeply revered, significant College landmark.

After the earthquakes, it was concluded that simply repairing the Memorial Chapel would not meet the needs of the present-day College community and so the best approach was to be brave and start afresh.

A significant part of the architectural brief was to incorporate elements of the Memorial Chapel in the new building. The design submitted by Patrick Clifford of Architectus included the old, but in a unique way, with the original features completely dismantled and then reconstructed in a way he hoped would still resonate with the school community. People are excited to see old familiar features, such as doors, even though they are in quite a different location.

Once the design of the Chapel was settled, the College Development Office went into fundraising mode. Linking the fundraising to the past through the ‘Buy a Brick’ campaign, which was founded on fundraising methods used for the Memorial Chapel, the development team worked tirelessly to raise money from the College community. Prior to the opening of the Memorial Chapel in 1955, tickets representing bricks cost approximately six-pence and were purchased by College students. Sixty years later, one thousand original bricks from the Memorial Chapel were carefully salvaged and then incorporated into the Memorial Wall of the Centennial Chapel. Bricks now cost $3,000 each and have been purchased by current families and old Collegians, many of whom had previously purchased tickets in support of the Memorial Chapel. All brick donors are acknowledged on a plaque in the foyer of the Centennial Chapel.

“The College was fortunate to receive major donations to the Centennial Chapel, in addition to the ‘Buy a Brick’ fundraising campaign.”

CHRISTINE LEIGHTON, RECTOR.
The Centennial Chapel (above) replaces the St Andrew’s College Memorial Chapel (below) which was extensively damaged in the New Zealand earthquakes of 2011.

Plaques are situated discreetly in relevant areas of the Chapel and its adjacent grounds to recognise these major gifts, which ranged from $50,000 to $500,000. The generosity of the brick and major donors enabled us to open the doors of this magnificent facility and celebrate the dedication of the Centennial Chapel on October 25 2016, leading into our very special Centenary year. By linking the College’s past to its future, the community has had its heart restored and lifted.

CLARE WILKINSON
DIRECTOR OF DEVELOPMENT
ST ANDREW’S COLLEGE
Are we Closing the Gap on Diversity?

The pressure for schools and universities to improve their commitment to diversity has never been so talked about as it is now. Everybody – regardless of background, level of wealth or race – needs to be given the same opportunity to pursue their educational ambitions.

For universities, improving diversity in lecture rooms is a complicated and political issue, with some institutions believing that achieving this can affect their status or rankings. Should this happen, future government funding and business investment could arguably be at risk. A programme was established at the University of Waikato in 2016 to address one of the diversity challenges: enabling students from disadvantaged backgrounds to attend university.

Te Ara ki Angitu, meaning Pathways to Excellence, is a bold programme aimed to make university more accessible for young people across many Waikato secondary schools. Along with scholarships for their first year of study, students are transported daily by bus from their regions, provided with digital devices, have access to a whanau room on campus, and are offered support back in their communities through their high schools. In its second year, the uptake of students has increased three-fold and the outreach to different regions has grown beyond expectation.

Recently, I had the privilege of visiting businesses in the outlying regions, to secure summer work placements for the students in our Pathways to Excellence programme. As Advancement professionals, we have a part to play in partnering with external stakeholders in these regions to open doors for students and showcase what our institutions have to offer. The door is now open for our team to have further dialogue with these businesses around internships, scholarships, and offering further study options for their staff.

Another challenge is to acknowledge and elevate our cultural diversity. Advancement teams have the opportunity to assist with celebrating cultural diversity by engaging with stakeholders and iwi, assisting with event planning of cultural events and conferences to secure financial support and ensure all students and staff have access to knowledge sharing.

In Australasia we are fortunate to have some of the highest levels of giving in the world with Australia ranked 6th at a 56% participation rate and New Zealand ranked 4th at 57%. Yet development programs have traditionally been focused on a European-centric giving model. With New Zealand Europeans set to become the minority in some regions, including Auckland in the next 20 years, we ignore the changing ethnic mix in our communities at our peril.

Trends towards more internationalisation in the education sector mean that alumni will also increasingly be drawn from around the world, so it is important to consider international alumni when developing campaigns. The Charities Aid Foundation World Giving Index 2017 report provides insight into changing trends on giving internationally and, with overall giving rates trending downwards, it emphasises the importance of engaging new income streams.

Analyse how ethnic diversity in your community has changed over time, community influencers and cultural norms; then ensure that you adapt your messages accordingly. We cannot adopt a once-size-fits-all methodology and assume that it will continue to work with all ethnic groups. Ultimately, the underlying principles of building respect and understanding remain true, regardless of which community segment you are dealing with.

JANICE LAPWOOD
DEVELOPMENT MANAGER
UNIVERSITY OF WAIKATO FOUNDATION

FIONA STRACHAN
DEVELOPMENT MANAGER
SCOTS COLLEGE
Lego. We all grew up with this iconic toy and enjoyed many hours of joining the simple little blocks into imaginative geographical landscapes. If you are a parent you are probably now enjoying Lego all over again through your children and helping them develop their own imagination. Albeit, whilst keeping a wary eye out for that stray block that could pierce a foot if not packed away!

The enjoyment is in seeing our children aspire to become what Lego call a ‘Master Builder’. Take one small block, the classic cube with the branded four dots on top. One block does not look like anything but a simple cube. No matter how good your imagination is, I challenge you to see your block to be a futuristic space station, next-generation automobile or a fantasy castle, just by itself.

You can’t get too far into a building project with just one simple block but the Lego geniuses knew that they needed to provide different shaped blocks in order to bring more form to the final creation. They even decided to throw in an instruction manual to tell you which part goes where!

How can we learn from Lego and apply it to Alumni development?

Let us look at our one simple block again but instead view it as a representation of an emotional connection an Alumnus has with their old school or other educational institution. Something small and simple, but still an important link. The sound of the school bell, perhaps the tuck-shop cream bun or just the particular seat where they used to sit during lunchtime with their friends. All are examples that individually aren’t large scale in nature but small ingrained connections to the bigger picture of the time spent at school. The more blocks, or emotional connections you can provide, the stronger the creation. In our case, a more emotive connection for our alumni.

A reunion or particular annual event is the atypical form of reconnection with an alumnus’ school but how do we make these more appealing to our alumni? How can these celebrations incorporate emotive connections? Having a reunion dinner may be a wonderful event but the opportunity for the alumni to see aspects of the school they remember so fondly is difficult in the dark! The opportunity to recreate a time in their school life can be a very powerful tool in stimulating those memories and emotional connections. One example of this is the school where I work, Ipswich Grammar School, making the decision to host the annual Old Boys’ Rugby Day back at the school.

The growth of the school over the years and the extension into a junior school, resulted in sporting facilities built off-site to accommodate the increase in demand. Any Old Boy who attended prior to this change of venue has very little emotional connection with the new facilities. Those Lego blocks were not available at the time! Hosting the main match of the day back at the school allowed an opportunity for their memories to return as students watching and cheering on their school. A memorable time in their life recreated, therefore sparked small but significant memories. These they shared with their fellow Old Boys, which then generated different connections and different experiences of a shared time. Each adding their own small blocks of emotional connections to the experience of the day by having the commonly recognised stimulus of watching the rugby, as they used to as students.

Lego had humble beginnings with creator Ole Kirk Christiansen initially crafting wooden toys, then eventually developing their famous interlocking bricks many years later. The Alumni of any educational institution also require nurturing through similar means. Their engagement is developed through keeping their interest in their past by means of creative events and communication. The fact remains though, whether you are building your latest Lego creation or an Alumni’s engagement, you have to start with a common element. One small, but very significant, building block.

Dave Rosenthal
Community Development Manager
Ipswich Grammar School

December 2017
Scenario: Day One Induction of New Staff

“Hi my name’s Julie, (looking at my name tag) and you’re the Registrar.” “Yes Julie, welcome to the School.” “So what does your role actually involve?” (In my mind) “Well Julie, I’m the first face people see or the first voice that people hear when they initially make contact with the school. I’m the person who makes the all-important ‘first impression’ that can make or break a new parent relationship. I’m responsible for meeting admissions targets to ensure that people like you have a class to stand in front of….in fact Julie, without me, you might not have a job!” (In reality, I reply) “Me? Oh I enrol students.”

It was only a few short years ago that the prime focus of ADAPE (now called Educate Plus) was concentrated on Philanthropy, Alumni and Community Relations and Marketing and Communications. Admissions’ topics were only included now and again. In many ways, this also reflected the way schools viewed Admissions and the importance of the role of the staff who worked in this area.

Times change and so do attitudes and practices. In more recent times, significant emphasis has been placed on the Admissions pillar in terms of PD offerings and relevant training through Educate Plus.

The next, and most significant hurdle that now needs to be overcome, is how we educate the Julie’s of the world; those academic staff members who have a single-minded focus and who don’t realise that a successful institution is in fact the sum of many parts.

It is an unfortunate fact of ‘school life’, but many academic staff don’t know and frankly don’t care what happens in the Admissions Office, when possibly they should!

With this in mind, it is up to David to take on and win over Goliath so that we are all clear about the collective job at hand and the importance of working together. Here are some suggestions that may be beneficial:

1. HAVE A PROFILE

Make sure the academic staff know who the people are in the Admissions Office by both name and face. At the start of each year, send around a ‘photo and role’ email, identifying those who work in the Admissions Office and what job they perform. Occasionally go to the staffroom for Morning Tea, mix around at whole staff events (especially those at the start of the year) and concentrate on killing off the ‘us and them’ attitude at social occasions.

2. POSITIVE COMMUNICATION

Whenever there is a ‘good news enrolment story’, share it with the whole staff. It might be a positive comment made by a family on tour, it could be the welcome you and your guests received when entering a classroom, or it might be an interaction with a student that impressed a visiting family. Whatever it is, share the ownership of the compliment or achievement with everyone. In that way you highlight the importance of such small acts and the positive effects they have. All it takes is a short email of acknowledgement (maybe at the end of a week as part of a ‘Thank God, It’s Friday Message…..’) that makes everyone feel good, even those who had no involvement at all!

It is also beneficial to keep staff in the loop regarding some of the other tasks that are performed by the Admissions Office; an update on scholarships, including the strong number of applicants, the success of the Scholarship testing morning,
the number of individual tours that were conducted in the past month. In fact any information that emphasises the variety of tasks carried out by the Office, can be conveyed to staff in an informative, yet light manner.

3. SHARE OWNERSHIP

An Open Morning should be seen as a major School Event, not just an Admissions Event, and as such needs to attract ‘buy in’ from everyone. Prior to the morning, make sure that all staff (academic, admin, grounds and maintenance) are notified about the morning and forewarned that there may be possible disruptions with visitors. Put the positive ‘first impressions count’ message out to them, thank them in advance for their support of the morning and for making our visitors feel so welcome.

Likewise after the event, report back in general terms as to how well the morning went, the number of families in attendance and one or two pieces of positive observations from the morning (the grounds looked pristine, the students looked busy and engaged, the visitors commented on the manners of the students etc, etc)

With respect to those staff members who are directly involved in the morning, it is important to seek both their suggestions and feedback as to how the events can be improved. If you survey families after the morning, share the results and comments with this group. Hopefully, the feedback is positive and gives them an insight into what the visitors are looking for at an Open Morning.

4. ACKNOWLEDGE AND THANK

One of the most effective ways of acknowledging staff is through providing morning tea once a semester. Most schools have a key day of the week when the majority of staff members are in the staffroom for morning tea. Take this opportunity to thank them for their support in promoting the school, highlight the importance of having all areas working together for a common goal and to reintroduce the Admissions Team ....just in case they have forgotten them!

These are four simple, yet effective ways of promoting harmonious relations between academic and administrative staff, highlighting the importance of the ‘first impression’ (which is everybody’s role) and increasing the profile of one of the most important and significant departments in your school. (We know that’s true, they should too!)

PAUL WALSH
DIRECTOR OF ADMISSIONS AND COMMUNITY ENGAGEMENT
IVANHOE GRAMMAR SCHOOL

In more recent times, significant emphasis has been placed on the Admissions pillar in terms of PD offering and relevant training through Educate Plus.
The world is changing… fast.

We are in the midst of the Fourth Industrial Revolution that is giving rise to the ‘Internet of Things’, robotics, 3D printing, nanotechnology, artificial intelligence and autonomous vehicles, all accelerated by a globalised inter-connected world. Research by PricewaterhouseCoopers (PwC) (2017) predicts that 44% of jobs are at high risk of being disrupted by automation and technology in the next 20 years, with a further 18% classed at medium risk. Now more than ever, organisations need to be working hard to keep abreast of these changes, and where possible, capitalising on them.

In business - if a company doesn't innovate, it will evaporate. In education - if we fail to innovate, we fail our students. Of course, the vast majority of educators understand the case for change; that education today should not just look different, but be different. Yes, we get it but, how do we navigate and actually lead these changes in our schools and universities?

I believe that innovations that transform educational institutions come from within the organisation. I don't accept the ‘education is broken’ rhetoric either, as there are myriad examples of educators and administrators doing things in continually more powerful and innovative ways that deepen learning and elevate the experience for our students. We just need to amplify that collective genius and research supports this.

There is an abundance of evidence that suggests that distributed leadership practices which empower staff to lead, catalyse positive school changes (Harris, 2013). Creating a positive learning culture which enables educators do their best work and to solve problems is the most powerful thing institutional leaders can do. It also increases effectiveness and impact, because when people come up with the ideas, they fall in love with them, or as we say ‘the only thing more powerful that ownership is authorship’ (Tait & Faulkner, 2016).

This is supported by the findings of AESOP (An Exceptional Schooling Outcomes Project) conducted by NSW DET, University of Western Sydney and University of New England (Dinham, 2008). The research found that both positional and distributed leadership are major factors in outstanding outcomes achieved by students, educators and schools. When we intentionally support the development of staff to innovate and lead at multiple levels, we pull a powerful lever for institutional improvement and increased learning outcomes.

In the work I do with many institutions across the world, I have seen incredible innovation which has inspired and invoked great optimism in the future. The ground rules are simple: Staff and students should be supported by a process that enables you to:

- Identify problems or missed opportunities;
- Understand them at a deeper level;
- Innovate real world solutions to those problems; and
- Action the ideas and solutions in your institution

If you’re interested to find out more, feel free to get in touch through our website (www.educationchangemakers.com) and become part of the movement of Changemakers who are leading change in the places it matters most, schools.

DAVE FAULKNER
CEO AND CO-FOUNDER OF EDUCATION CHANGEMAKERS
On 7 July 1917 during the First World War, 35 Old Collegians and Old Grammarians got out of the trenches in France to have a reunion dinner in a farmhouse in Albert. They all wrote their names on the back of the handwritten menu. Three of these cards still exist today (see image below).

Three years ago an Old Collegian brought this original card to the School and showed it to the Director of Community Relations. Following a discussion with the Community Relations team at Geelong Grammar we were excited at the idea of a 100-year anniversary back in France. We then spent two years tracking the direct descendants with the help of James (Bim) Affleck, who has been the war historian for both Geelong College & Geelong Grammar.

In July this year we took 65 direct descendants back to France to relive a moment in history shared between our two schools. Both Principals, Chairs of Council and Presidents of the Alumni joined the group.

We started the three-day event with a tour of the Somme Museum, which goes underground beneath the Basilica of Albert. We then bused out to Villers-Bretonneux, the Australian War Memorial to 11,000 Australians whose bodies were never found. We held a special service where both Principals read out the names of over 160 former school boys who never returned. The service was attended by a Major in the Australian army and wreaths were laid by both schools and families who had lost a family member in the Great War. A bagpiper played throughout the service.

Later that day we met for pre-dinner drinks in the town centre before our bagpiper led a procession to the gardens of the Somme Museum. The dinner anniversary was held in a marquee, 100 metres from where the original dinner took place. The evening was kept as authentic as possible with exactly the same meal being served, the same speeches made and the same songs sung, including the French National Anthem. Toasts were made to each school by the chairs of Council followed by toasts to Australia and France by the Principals. The Mayor of Albert, Stephane Demilly, then welcomed us and spoke of the importance of friendship between our two countries. The following day we toured the main Australian battle sites and laid a wreath for fallen Old Collegians & Grammarians at Pozieres.

We packed so much into this event and it was something very special and unique in our shared history. The Community Relations teams from both schools worked on the challenges of organising an event like this in another country and language. It brought out the best of both departments in terms of collaboration, fun, creativity and an outcome that we were all very proud of.

In Community Relations, we are always looking for new ways to improve or innovate our events and connect with our alumni. This particular event was something quite unique as it connected two schools with a shared history where we relived an event from 100 years ago and quite literally walked in their shoes. It enabled us to remember, rediscover and honour the lives of our alumni and tell their stories through social media and our respective community magazines.

Now for the 200th anniversary!

MIKE HOWELL
DIRECTOR OF COMMUNITY RELATIONS
GEELONG COLLEGE
Mastering Instagram
Maximise your engagement

Why is Instagram [Insta] so popular, so engaging and so worth your time?

Only visual content can be posted on Insta – no blog, no text only posts – Just photos. People remember 80% of what they see and only 30% of what they read or hear.

Insta allows users to share their school stories using pictures and videos. It’s the most popular social media site among students and young adults these days.

#Tips_for_Posting

- Best times to post are Monday and Thursday any time except between 3-4pm.
- Images with faces receive 38% more likes.
- Posts with multiple hashtags perform better than average.
- Posts with both a hashtag and location tags see some of the best engagement.
- Links don’t work in Instagram captions. The only place you can share a working link that actually takes users to a website is in your profile (or through a button on a sponsored post).
- Links don’t work in captions or photo comments, so if you are trying to direct people to a specific web page, you can change the default link in your bio to that particular page and note in the caption that the link is on your profile.

#Hash_Tags

If you are not using at least one hashtag on Insta – you’re missing a big opportunity!

Identify 5 to 15 relevant hashtags for your school and use them consistently. It’s also ideal to have at least 5 hashtags unique to your school.

- General - #alumnireunion #alumniprofile #studentlife
- Unique to Ballarat Clarendon College - #clarendon_footy #clarendon_arts

Hashtags can't contain non-numerical symbols like $ or %, but can include underscores.

#Tip - Funny hashtags receive much higher engagement!

#Images

All social media based images need to be:

- High quality.
- Have fun with the Insta filters available.
- Less can be more for example 1 high quality image rather than 10 substandard images.

Try the Insta Grid – instead of posting multiple photos (Insta only shows the first photo but notifies the user they can scroll on the photo to access the rest – up to 10 photos per post). The Insta Grid is a perfect opportunity to post multiple photos on 1 post!

#Tip - Invest in some office professional development with a photography course! Check out www.canva.com to make some amazing (& free) social media posts using photos, text and images. The infographic (right) was made in Canva.
#App_vs._Web_Access
Although it can be viewed on a computer, Instagram is primarily a mobile app friendly site. In fact, the web version of Insta has very limited functions – you are unable to edit or upload photos, use the search function, edit your profile photos and view your followers or following list on the web.

#Tip - Use a third party app to upload photos from your computer. Check out InstaPic (Windows based) or utilise Dropbox. Dropbox will also need to be installed on your phone. Drag and drop a photo on your computer into your Dropbox account. This will automatically sync with your mobile app. Then you can use Instagram on your mobile to upload the photos.

#Business_Account
Consider an Instagram business account.
- Free to upgrade.
- Free analytics – tracking and measuring of ‘impressions’ reach of engagement, website clicks, followers (which is also broken down into gender, location, age range, and most popular days/times they’re online).
- Ease of contact – you can enter your schools phone number, email address, and physical address.
- Easy post promotion – you can boast your posts directly from your phone (assuming your payment details are already saved in the account). Click ‘promote’ right below the image, create your target audience, budget and send it out. The process is identical to boosting a Facebook post.

#Tip – Having a business account can decrease your organic reach so it’s important to look authentic by following your followers, mentioning them in posts and liking their posts.
LEARN FROM THE BEST FUNDRAISERS AND RESEARCHERS!

FOR PRINCIPALS AND DIRECTORS OF DEVELOPMENT

Visit www.AskRIGHT.com/tour for more information

Join the AskRIGHT USA Advancement Tour in August 2018

for a rare opportunity to see best fundraising practice in action and learn strategies to maximise philanthropic support for your school.

"The Tour was a great investment in terms of professional development. I was able to implement a number of new initiatives on my return, share knowledge with my own staff and build on the quality professional networking opportunities this trip provided."

Pamela Peryman, Director of Development at Kristin School

15% DISCOUNT if you register in 2017

number of participants strictly limited

Visit www.AskRIGHT.com/tour for more information
Matthew Ames demonstrated his own incredible resilience with his topic ‘Resilience in the Face of Adversity’, for which 100% of attendees at the Educate Plus Queensland Conference rated him 10 out of 10.

For almost 20 years, Matthew, an Old Boy of Churchie, was an executive in the energy and resources sector, an industry in which he had worked as an environmental engineer. In 2012, with what started as a sore throat, Matthew contracted streptococcal resulting in toxic shock syndrome. The common bacteria Strep A had entered his bloodstream and his body had gone into shutdown. Consequently, he was put into an induced coma and the only way he could be kept alive was to have all four of his limbs amputated. Despite a 1% chance of survival after becoming a quadruple amputee, Matthew’s wife Diane asked the doctors to go ahead with the radical operation. The story of Matthew’s triumphant recovery and his family’s courage in working together to make his life as normal as possible is remarkable.

By relating his day-to-day challenges and life experiences, Matthew revealed how developing an ability to understand and recognise his own emotions and those of others have helped him. There were visible nods of recognition from around the auditorium as people clearly related this with their own experiences in their role, perhaps amongst the flurry of activities at an Open Day or dealing with a persistent enrolment application parent over the phone. The four traits that have helped Matthew understand and recognise these emotions are: acceptance; sense of purpose; attitude; and relationships.

The application to our roles can be seen as a reminder to focus on the things we can change and focus on our purpose. Perhaps an attitude check is required and of course at the core of everything we do is relationships. With these traits and many other learnings, Matthew left an impression on everyone that they will carry with them for life.

Not everyone would accept what life offers and pursue possibilities in the way that Matthew has. He has astounded doctors with his adaptation to a new way of living. Never once has Matthew questioned Diane’s decision, as it has given him the chance to truly understand how much family matters and to appreciate humanity.

Matthew’s book, ‘Will to Live’ tells a remarkable story and comes highly recommended. It will change the way you look at life. Written in two voices, that of Diane and Matthew, it tells the story behind the decision to amputate Matthew’s limbs. He shares his story in the hope that it inspires positive attitudes towards adversity and disability. He is actively engaged in all aspects of family life with his wife Diane and their four children.

DAVID MILES
OLD BOYS MANAGER
CHURCHIE QLD BOYS’ ASSOCIATION

Above: Matthew’s book ‘WILL to LIVE’ can be purchased online.
Image lower right: Matthew presenting at the recent Educate Plus QLD Chapter Conference.
Lessons Learnt
Quadrupling Annual Giving

As Scotch College Adelaide prepares to celebrate its centenary in 2019, we identified the need to establish a sustainable culture of philanthropy as a strategic priority. The best measures of such a culture are the depth and breadth of annual giving, but like many high fee independent institutions in Australasia, Scotch has struggled to persuade broad sections of its community to contribute to the Annual Appeal. In 2017, challenged by an existing major donor, Scotch decided to focus on participation, and in doing so more than quadrupled the community’s level of involvement.

While the College consistently raised well over $100,000 annually, only a fraction of our 8,000 community participated. This skewed allocation understandably bothered existing donors. In October 2016, our single largest living donor informed us that they no longer wanted to be in the tiny minority of those donating annually. Motivated initially by the desire not to lose their gift, we were able to persuade them to set us a challenge; if we did not more than double the number of gifts we received the previous year, we would not approach them for a gift. But, if we did, they would donate $25,000.

This challenge had a profound effect on every ask because we were able to truthfully tell every prospective donor that by comparison to the $25,000 challenge, their giving was more important than their gift. Changing the conversation allowed the team to engage more freely and helped plant the seeds for regular giving through an incentive - the concept of ‘leverage’ really appealed to our community.

Every year, annual appeal donors can support either scholarships or a building project. This year, we identified a Future Skills Farm Centre, as the building project. This drew attention to our Live Well narrative, reinforced the importance of sustainable living and our strength in Agricultural Sciences (The College was one of the first independent schools in Australia to have a fully functioning farm in its urban campus). Combined with the imminent retirement and tremendous popularity of a long serving Head of Agricultural Sciences, the project resonated at both a rational and an emotional level. Interestingly, we have seen evidence of the growing philanthropic popularity of scholarships, around one third of our donors chose to support scholarships over buildings this year (30.3% in 2017 vs. 9.7% in 2014).

In addition to the challenge gift, segmentation and executive sponsorship were the two strategic pillars of this year’s appeal. When approaching the
whole community as one does in annual appeals, the importance of tailoring the message to each segment of the community is essential. We identified 14 different groups and stressed a different aspect of the project to each one of them. This year’s appeal also benefitted enormously from regular and personal promotion by our Principal and Council Chair. Previous appeals never had this level of executive support and it resonated deeply among parents and staff.

The College staff were also a priority segment, and we encouraged every one of them to help us get closer to our participation goal of $25,000.

The other area of tremendous support was from our students, both in the Junior School and most notably among Year 12 students who approached us offering to do their bit. With students, it was really important to aid their understanding of the key philanthropic principle - it is not about them - a valuable lesson in life! On a more practical level, educating students about philanthropy is far more effective than persuading them to donate after they have left.

The results were better than we had hoped for. While aiming for 400 donors, we got over 630, thereby increasing participation by 420% from 2016 and total cash raised by 169%. The challenge gift was incredibly helpful in changing the conversation from ‘how much’ to ‘get on board’ and our anonymous donor is delighted. Beyond the participation and monies raised, it created positive ripples throughout our community as well as an expectation that we could all do even better next year.

All of these strategies were supported by the fundamental fundraising adage - the most common reason that people give is...because they were asked. This year we asked a lot of people (face to face, by phone and at events) ...and a lot of people gave. That might be the most important lesson learnt!

And they responded remarkably positively - nearly 45% of our staff got on board, joining 100% of our Council and the Senior Leadership Team and a 97% participation across Foundation Board & Council Committees.
Can You See The Signs?
Thomas Hassall Anglican College did....

I am sure that as a professional marketer in schools you have scheduled an annual photo shoot - lined up rows of gorgeous, smiling students in pristine uniforms and used a top-notch photographer to take the hero shots that become the library of images used in your advertising campaigns for the next 12 months. Yes? Of course you have and so have we. I am also sure that you keep a close eye on how your competitors are advertising - what mediums they are using, and how their messaging and imagery is helping to brand their organisations.

Faced with the need to advertise our annual Open Day, we asked ourselves, “What makes us different?”

At Thomas Hassall our Principal, Ross Whelan, will often say “who will they become?” or “it’s about their future” and it was this notion of ‘their future’ that sparked the idea for our Open Day Campaign in 2016. We then developed a campaign featuring road signs. No smiling rows of students, no predictable marketing statements, just a clear and simple message that says we are focused on bright futures and we invite you to see how we do it.

This road sign imagery was used throughout an intensive four week campaign which included digital and press advertising, letterbox drops, bus backs, banners on-site etc. We even had road signs made by our grounds staff so that when Open Day finally arrived there was a series of directional signs which pointed to a ‘Bright Future Ahead’. The campaign became so popular that we had future parents taking photos of their new born babies in front of the road signs on the day to post on social media and our students can often be overheard saying “I have a bright future ahead”. You know you have cut-through when the campaign becomes part of the vernacular or a symbol of every day effort and focus.

Change is always a challenge and certainly creating a campaign without using imagery of our students was different, however, it worked and continues to work for Thomas Hassall Anglican College.

A true litmus test of a successful campaign is always its longevity. We have used the same campaign in 2017 and are currently planning for 2018. Not only is this great for the audience who recognise the strong and bold imagery again and again, but it is also great stewardship of our marketing budget.

The College has continued to advertise specific events without using student imagery and over the last few years our Taster Day campaigns have featured strawberries, an Egyptian mummy and even a dog. All of these campaigns have had great appeal to students in Year 6 who are considering options for Year 7 and have stimulated new enquiries for the College.

So, why not give it go - change your brief, get creative, mix it up a little, take a risk and get results.

JO HUTCHENS
DIRECTOR OF MARKETING, ENROLMENTS AND COMMUNITY RELATIONS

The ‘Bright Future Ahead’ campaign earned Thomas Hassall Anglican College an Educate Plus Award for Excellence (Marketing and Communications Category) during the recent NSW/ACT Chapter Conference.
Development & Fundraising

Are your school’s development and fundraising campaigns being managed as well as you’d like them to be? Taking control may be easier than you think.

The Synergetic Development and Fundraising module boosts your campaign efforts by leveraging your organisation’s data within your existing Synergetic community database to strengthen your relationships with your community.

Benefits include:

- Make the most out of the data you’re already maintaining in Synergetic, such as students, parents, staff and suppliers, which is directly consumed by the Development & Fundraising system, eliminating double data handling and assisting privacy compliance.
- Generate a deeper understanding of your community by producing profile reports and relationship trees.
- Powerful search facilities that generate specific record sets, such as previous donors, prospective donors or those who have attended specific events in the past, so you can tailor your campaigns to suit.
- Smooth integration with the Synergetic finance system, including ePayment portal and events management system, saving you time and improving efficiencies.
- Simplify processes around future pledges by efficiently capturing receipt due-dates, and issuing reminder letters and remittance slips, have records updated with payment amounts and next payment details.
- Manage appeals and pledges based on your school’s needs, and set individuals or companies as ideal targets to contribute to your appeal.
- All associated prospecting activities can be recorded, so you’ll have background information before making that all-important follow-up call.

Ensure you have a thorough understanding of how your appeal is tracking with summary data reports available and optional PowerBI dashboards for interactive visual data.

Total Donor Count: 2948
Grand Total Pledge Amount: $9,124,476

Unlock the full potential of your Synergetic database and boost your campaign prospects with our integrated Development & Fundraising system.

Contact Synergetic on +61 3 9803 8000 for more information.
✉ solutions@synergetic.net.au
[port] synergetic.net.au
Gone are the days when Admissions roles were filled by enthusiastic ex-teachers or the Head’s Personal Assistant, and where enrolments are achieved by people arriving on your doorstep.

With Admissions accounting for 80 - 90% of all the operating revenue for our schools, it is vital that all institutions implement key strategies and processes to ensure enrolments are maximised. A recent Admissions’ benchmarking study, developed and implemented by Educate Plus, has highlighted a concerning number of schools that are falling short of the mark when it comes to implementing leading practice in this area. The reasons for this are many and varied and will be examined in this article. In today’s world, with significant competition and an informed and discerning clientele, schools must be strategic and invest the resources to ensure optimum enrolments are achieved.

The following key activities highlights many of the strategies, structures and processes that should be in place in your institution.

**Develop a Plan**

Just as your school has a strategic Master Plan, and most likely a Fundraising Plan, so too should you have a detailed Admissions’ Management Plan. This plan needs a trained Director to develop and drive it. It should detail the roadmap to institute best practice in all areas of admissions and ensure that not a single potential enrolment is lost or not fully and appropriately managed. The plan needs to adopt and adapt strategies to your needs, capacities and culture.

An Enrolment Committee should be established and should include such members as: Head/Principal; Executive; Director of Admissions, and could even include the Chaplain and leading teachers. It should include other professionals such as those responsible for marketing, public relations, website, graphic design, data base and finance. The Committee should then examine the annual calendar, identifying and scheduling all activities and events that could be utilised by or have an impact on enrolments. A schedule of the desired number of Open Days should be established, appreciating that the average conversion rate for people attending Open Days is around 60%.

Along with Open Days, our anecdotal research shows that the other most effective admissions activities are: personal guided tours; meetings with the staff and/or Head; word of mouth; information evenings; meeting students; prospectus; and your website. Effective strategies should be developed to optimise each of these.

**Resources**

Appreciating the importance of admissions on the whole operation of your institution, it is vital that this is adequately resourced. A part-time, enthusiastic amateur is not good enough and results will be commensurate with the investment made. The Admissions’ Plan should detail all roles, responsibilities and activities and clearly demonstrate how the resources will be used.

The argument should not be that we cannot afford to increase admissions resources; it should be we cannot afford not to. With a well-resourced team operating efficiently, the financial impact of sourcing just 10 new students over the course of their 13 years of education equates to over $2.5 million.

**The Team**

It seems obvious, but your Admissions’ team must have a clear understanding of what makes your school unique.
They need to have an appreciation of what strategic initiatives are being developed by the institution, as they will be the ones involved in those critical first interactions that will impact perceptions and decisions by prospective parents.

Admissions' staff are often the key ambassador and therefore should be highly personable, articulate, well presented, understand educational pedagogy and show a real empathy for children.

Processes

Ideally an Admissions' manual should be developed. This should detail all the processes and steps that should occur with every single enquiry and application. There are fundamental steps that should be completed as leading practice. All forms of enquiry need to be documented, entered into your data base and followed up. The lack of resources to enable all forms of follow-up to occur was a telling and concerning finding in the benchmarking survey.

Teaching Staff

It is important that the teaching staff support the school and understand the critical importance of the enrolment process along with the role they play in this. Subtly they should appreciate that it is through effective admissions that they are able to be employed. Teachers have a significant impact on the success (or otherwise) of many enrolments and with retention. With research showing the quality of teaching and student welfare as being the top drivers for parents selecting a school for their child, teachers must ensure that the highest levels of teaching and pastoral care are actually provided as they have a significant impact on the reputation and perceptions of the quality of the school.

Exemplary practitioners should also be selected and utilised for Open Days, as they will showcase these attributes and can speak to how their practice impacts positively on the students.

Parents

Appreciating that existing parents are shown to be the main source of sales, to put in place systems and processes to optimise this opportunity. There is a growing trend for admissions processes and teams to include volunteers in the form of parent ambassadors and year group leaders who are tasked with specific assisting roles.

If selected carefully, these people can be great word of mouth promoters as they are often passionate, persuasive, personable and great advocates for your institution.

These people can assist in a variety of strategic initiatives including Open Days, year level functions and even assist in monitoring the tone of conversations and any issues at the school gate. Effective and positive communication on the performance of the school, along with proactive management
of any issues will all assist in moulding these parent perceptions.

**Competition**
Research shows that parents will, on average, apply for 2.5 schools. This same research details that up to 50% of these people are open to having their minds changed about the school of first choice. It is here where a strategic range of initiatives can be really beneficial. All details of the child’s strengths, interests, sporting prowess and other talents should be recorded at the interview. A customised communication plan should then be developed and implemented that will ensure that the parents receive a range of information along with invitations to key events and activities. These initiatives will ensure the parent feels you have a genuine interest in their child, with the added benefit of enabling them to feel part of your school community, even before they begin. The benchmarking survey showed that less than one third of institutions are implementing this strategy.

**Data**
The establishment of detailed data entry for all aspects of admission is critical. This system should ideally be through a single software that all areas of the institution can access and utilise. This will ensure data entry is accurate, efficient and effective. Not only will it allow such things as detailed communications plans to be developed, but it will also enable a skilled Admissions’ professional to extract and provide detailed information on current numbers and trends. In the benchmarking survey, just over 50% of respondents reported that they have the resources to be able to record such data, let alone follow them all up.

**Reporting**
With 80 - 90% of revenue coming from Admissions it is critical that the institution’s leader and Board are provided with detailed data on all aspects of Admissions. This will allow informed decisions to be made on all aspects of the school’s planning and expenditure.

Admissions’ staff should use this opportunity to present themselves as the ‘enrolment experts’ through data, analysis, and a summary of their actions. The reports should be detailed and provide updates, trends, projections, key messages, challenges, along with detailing resources, upcoming opportunities, events and tasks that need to be undertaken.

**Retention**
As shown, the acquisition of just 10 new students over the course of their education has a significant and positive impact on the financial bottom line of the institution. It should also be evident that the opposite will occur if there is a loss of students.

The Admissions’ team should be carefully monitoring any loss of enrolment. Exit interviews should be undertaken to ascertain the reason/s and this data needs to be recorded. Management will then be able to make informed decisions on any responsive measures to address any trends or underlying issues.

**Training**
The importance of having trained, professional staff is key to the success of the admissions program. The health and viability of the entire organisation has its foundations in sourcing and retaining students. It is pleasing to see that this point is increasingly being acknowledged. Enrolments in the Educate Plus Certified Advancement Practitioner Admissions course have been fully subscribed in recent years, with demand already evident for the next course in 2018.

**Marketing/Advertising**
With budgets tightening, institutions should be utilising the most effective forms of marketing for their institution. Here are some key facts:

- Mothers are making the decision of where to enrol their child in 75 – 80% of cases in the primary years. In the secondary years, this drops to around 60%. Fathers account for 15-20% in both areas whilst the student is shown to make around 25% of the decisions in the secondary years. An effective marketing program therefore needs to be targeting those that matter the most.

- There is also a move away from the traditional and often costly forms of advertising to a range of online and social media options. The use of Facebook, Vimeo, LinkedIn and other platforms along with the use of digital advertising and click through links is increasingly becoming the norm.

The use of video, virtual tours and even drones is now common place. Prospectuses are showcase items presenting the school as an exciting, vibrant and appealing place to be.

Schools should also utilise local community newspapers to provide the good news stories that will reinforce the positive perceptions of the institution.

**Benchmarking**
To assist members and schools appreciate what leading practice looks like in this field and assist members to promote the importance of a well-resourced and efficiently run Admissions program, this year, Educate Plus developed a comprehensive Admissions’ Benchmarking Survey. The survey covers:
- Processes
- Resources
- Reporting
- Marketing
- Staff skills & attributes
- International students

After analysing this data, we will shortly be able to show you how you compare to similar institutions. This information will be a great catalyst for detailed discussions with your institutional leader on what you could and should be doing to ensure leading practice with all aspects of your Admissions. Details and links to the survey are shown on the Educate Plus website.

Admissions is a key element in the success of your institution. The importance of this needs to be recognised and appropriate resources allocated to enable leading practice. Likewise, those involved in this process need to be trained and held accountable to deliver a rigorous and exemplary Admissions’ portfolio.
I have been successfully fundraising in schools for many years and for a long time wanted to go to university to discover what I don’t know but, the cost of attending had always been prohibitive.

Just over a year ago I interviewed for a position. It was more senior than the one I held, but I felt ready to progress in my career. I didn’t get the job and couldn’t understand why. I had the experience and was confident I could do the job. I knew then that I needed a qualification.

Through a chance conversation with two members of Educate Plus, I discovered, that as a member, if I was accepted into the Graduate Certificate in Business for Philanthropy and Nonprofit, I could apply for a grant from Educate Plus. The grant was for just over $6,000, so the two hours I spent filling in the application was the most productive time I have ever spent.

Being accepted into QUT and then gaining the Educate Plus grant was the most amazing start to my year. I was finally going to study formally, without the burden of debt hanging over me. I know that for many, attending university is a natural progression from school, for me, it was a dream come true. I will never forget the anticipation on my first day at QUT, and the realisation that I was actually there and about to change my future.

This year, I have had the honour of having Myles McGregor-Lowndes and Wendy Scaife as my lecturers, plus the opportunity to hear and ask questions of guest speakers who are experts in Fundraising in Australia.

“You don’t know what you don’t know” and after a year at QUT, I discovered the gaps in my knowledge. A few months ago I was successful in my application for the position of Donor Relations and Fundraising Coordinator at a medical research organisation.

The grant provided by Educate Plus enabled me to attend QUT and to successfully prepare large organisations for payroll giving, talk to donors about gifts in their Wills, develop stronger relationships with major donors and create a realistic and productive Fundraising Plan. I am proud of what I am achieving, progressing my career and most importantly, I am fundraising to help others.

I have another year at QUT and I can’t wait to build upon my existing knowledge. Thank you Educate Plus!

To find out more visit qut.edu.au/business/acpns

CATHERINE WILLIAMS
DONOR RELATIONS AND FUNDRAISING COORDINATOR
WESLEY MEDICAL RESEARCH
Developing your career...

The Value of Mentoring

MENTEE - TONYA PETERS, DEVELOPMENT MANAGER, RUYTON GIRLS’ SCHOOL, MELBOURNE

In 2013, I was the Director Development at Ruyton and strategically the School wanted to embark on various developments which would require fundraising. I hadn't been responsible for a capital campaign before and knew I needed to find ways of upskilling - quickly!

I searched the Mentor list on the Educate Plus website and saw there were various Mentors listed, each with a unique skillset. Mandy’s profile most suited my needs as she worked in a girls’ school, had the runs on the board and I particularly liked the fact that she wasn’t from Melbourne, so would likely bring a different perspective. And, so began a wonderful relationship that continues today and has turned into a warm and supportive friendship.

Although in different States, we have caught up in person three times, over email too many times to number and on the phone when it is more helpful than email.

Another highlight was introducing Mandy to my Principal, Ms Linda Douglass, and having Linda say to me from time to time during our capital campaign - “Have you run this past Mandy?” Besides the professional development, there has been so much personal support to help me unpack my professional aspirations.

Mandy helped me understand what a role with a philanthropy/fundraising focus would look like and helped me discover that this is the specific area within Development about which I am passionate.

What have I gained:

- An experienced resource to bounce fundraising ideas off and get feedback
- Helpful discussions about career pathways and focus
- Ongoing checks to encourage and advise during the capital campaign
- Discussion with my Principal which endorsed my role and our plans for fundraising

I have grown as a professional because of Mandy’s personal investment in me. I’ve also practically learnt so much about the processes in fundraising and philanthropy and the need to focus on the value we bring to our organisations. A strong case for support, creativity, connections and understanding what motivates our donors... Mandy reminds me of these things often.

MENTOR – MANDY MCFARLAND, DIRECTOR OF ADVANCEMENT, ST CATHERINE’S COLLEGE, PERTH

Mentoring Tonya over the past four years has been one of the most rewarding personal and professional experiences for me and the roles of Mentor and Mentee have swapped back and forth as we have each embarked on new projects, new roles and tackled new challenges. In mentoring a dedicated and eager-to-learn fellow professional, I have learnt so much, challenged my own thinking and been reminded countless times of the power of collective thought, collaboration and problem solving.

As a fundraiser, I am delighted that Tonya has so willingly embraced philanthropy because I believe education needs more fundraisers who can confidently operate in this space. She inspires me, not only with her creative approach to fundraising but as a person, and should be mentoring others. So, if you’ve been thinking of reaching out – do it!
Mentoring.... gives you wings

Ever wished you could discuss your work with someone who really understands your role and values your time and knowledge? Need to test your plans, find fresh ideas or seek support to overcome a challenge, just by picking up the phone or sending an email?

Included in your Educate Plus membership.

Thinking of becoming a Mentor?
Advancement professionals with 3+ years experience are invited to give back to our community by joining the Educate Plus mentoring team.

Sign up as a mentor or mentee today!
Contact mentoring@educateplus.edu.au to register or find out more
Wow... Hasn’t Marketing Changed!

Although we are able to target our customers like never before, keeping up with these ever-changing platforms and the new players on the block is an absolute nightmare. To make things worse, many of us are working in a school where you have an oversupply of tasks and minimal resources, both financial and physical, available to you. So, when do you have the time to learn about these new platforms and actually work out how they can be applied to marketing a school? I know it is hard and in many cases near impossible.

It has taken a while to implement, but Santa Maria College is now using content marketing. We are still on this interesting journey and I would love to share some highlights with you.

Santa Maria College is a Catholic Girls’ School in Attadale WA, and I hold the position of Director of Community Relations. In my department, I was blessed with four wonderful staff, of which one had over 25-years’ experience teaching in both single and co-ed schools in both regional and metro areas. She also had been a Head of English and a Head of Middle School but more importantly she is not scared to have an opinion! Her role was not clearly defined but I knew immediately what the perfect task for her would be..... to write blogs.

Linda began writing our blogs in April 2016 and the goal was to attract 200 external blog subscribers (not current parents) by December 2016.

We initially used Tumblr as our platform for both our Newsletter and, at that stage, what we called the Education Blog (now Knowing Girls).

All was on track and growing slowly until Linda wrote a blog called ‘Girls and their Frenemies’ - it went viral.

It was read by people all over the world and had over 100,000 shares. We re-posted the blog this year on our new website and it received 14,700 shares. This number doesn’t include the ‘on shares’. Our blog subscriber list has continued to grow. We now have 5,062 subscribers in just over 18 months.

These results are great but how does it help Santa Maria College? How does it equate to enrolments? How does it build our brand? These are the questions I needed to answer so once the new website went live (Term 2 2017), I began working on a content marketing plan, one that was relevant to our organisation and would tie back

TYPES OF CONTENT
The Content Marketing Pyramid™

Courtesy of Curata www.curata.com
At the recent Educate Plus Certified Advancement Practitioner Training in Melbourne, I covered how to create personas. It is surprising how much of the information can be found in data that you already have. You will need to send out a survey to existing parents asking questions on their behaviours and hopes and dreams. My persona’s name is Rebecca and I have broken the information, about Rebecca, into the following three areas and included some examples:

1. **Demographics**
   - Working Mother
   - 37 Years Old

2. **Behaviours**
   - Reads the news online
   - Has a Facebook account

3. **Hopes & Dreams**
   - For my daughter to get a quality education
   - For my daughter to be happy and have a good friendship group

**Goals**
Your goals for content marketing should be tied to your organisation’s brand and enrolments. For example:

**Goal #1** Build awareness amongst parents who are interested in a Catholic Education.

**Topic Types**
Break down your topics into the different buying stages, for example **Awareness**,
Nurturing Your Culture of Philanthropy

Every school/university has a ‘culture of philanthropy’ (CoP). What you do or don’t do, how you do it and recognise it (or not), when you do things and how many donors (not just how much you raise) all speak volumes about your CoP.

Trees are the perfect analogy of educational philanthropy. Leaves represent one-off ‘small’ annual gifts, the trunk represents campaigns; with the rings being pledges laid down over years; and the various sizes of roots represent bequests securing the future. The continual process of identifying, cultivating, communicating, asking and thanking are ‘seasons’.

Each organisation’s CoP is invisible but, just like the air, its effects can be seen and felt everywhere by the community. What does it mean for your organisation when the ‘sun shines’ and donations are plentiful and when/how do you celebrate and thank appropriately? How is it handled when the ‘rain comes’ and things don’t go to plan? What is your soil’s pH like on the spectrum alkaline, neutral through to acidic (no view, a long-term view or just a focus on bankings this year?). How do you use the manure to best advantage because it’s inevitable and essential to growth?

The following are a few suggestions built around working with The Gregory Terrace Foundation and the new approach to nurturing St Joseph’s College, Gregory Terrace (Brisbane, QLD) CoP.

**Start with ‘Why?’**
Philanthropy should be an enjoyable experience for all - including you, so start by reading Simon Sinek’s ‘Start with why’ and invest a few minutes thinking about why you do the job you do, what is your underlying drive to raise funds for your organisation?

**Become the ‘CEO of the CoP’**
Accept that, while the Principal and Board members are leading the institution, they need you to be the ‘CEO’ of this aspect, the expert and advisor to help their decisions align with the desired culture (which is usually growth in donations to help achieve their vision).

**Fundraising - not a dirty word**
Ensure that every aspect is a transparent, positive experience (regardless of outcome) and provide regular feedback to the whole community on what “we” have achieved for “our” school to eliminate the taboo and build momentum. When faced with sayings like ‘hitting people up’, consider responding with “Our culture is to ask everyone to consider their own personal best gift because we believe our students are a great thing to support - that’s why I’m a donor”. This helps re-frame people’s thinking.

**Check the dashboard**
Develop a ‘Dashboard’ with the Board so everyone is on the same page regarding
short, medium and long-term priorities and results. For example an annual pledge of $1,000 for 8 years is an $8,000 pledge generated this year but may not start until June next year. A ‘gift flow’ shows the pledge is due in those years, and everyone can monitor the banking of the pledges and see that they are not ‘empty promises’. This will ensure transparency of outcomes and give everyone the confidence to proceed.

**Align perceptions to reality**

The faster you address the truth, the faster things change. Most alumni think you don’t need their gift because ‘every other Old Boy gives big gifts’, so have the courage to print an article sincerely thanking and naming the (for example) “37 non-current parent Old Boys who gave $4,625 last year”. Experience shows they will be shocked and more likely to do something about it. We informed the Terrace Family that a small number of donors were carrying all 19 bursary boys, and we now have over 70 donors to ensure sustainability.

**Galvanise rather than divide**

One campaign with options, for example building, bursary, Australian Sports Foundation, is the key. Why divide and conquer your own efforts? Leverage a major gift and double its impact by publicly acknowledging the donor to inspire others to ‘do their best too’. One family put up a ‘challenge’ by matching all new pledges dollar-for-dollar up to $300,000. Every ‘small’ donor saw their gift making double the difference.

The Terrace Foundation Board, which includes the College Principal, Dr Michael Carroll, decided to remove the Foundation interview with incoming parents to secure a pledge, instead introducing small ‘Principal’s Receptions’ after families are immersed in the heartbeat of the school. The invitation states that there is a fundraising aspect where information will be provided to take away and consider how they might ‘join the journey’ through Foundation support.

The ambitious ‘Join the Journey’ campaign was launched in March 2017 and just over $1.6 million in gifts and pledges has been secured, putting Terrace in a tremendous position today, and for generations to come. This approach aligns with the ‘Terrace way’ along the lines of “I’m benefiting from the shade of trees planted by others, now it’s time for me to plant some trees” (unknown).

Happy gardening.

**LEA WALKER-FRANKS**

DIRECTOR OF DEVELOPMENT
ST JOSEPH’S COLLEGE, GREGORY TERRACE
I read an article recently that caught my eye: “How to stay curious from people who do it for a living”.

The common denominator seems to be finding things you are passionate about and doing a ‘deep dive’ into them until you think you’ve learned all you can possibly learn. That process can take a variety of forms - reading, searching, travelling, talking to people, joining a network of likeminded professionals - it always comes down to trying to satisfy a personal desire to learn something. They sharpen their critical thinking skills every day.

Sound familiar? I thought so. After all, isn’t that what our students are encouraged to do every day?

To keep you curious this year, the Queensland Chapter committee set aside numerous professional development days, special interest groups and, of course, the very successful chapter conference, all with you in mind. I hope that you managed to take some time away from your desk and attend some of these events, particularly if you work alone in your office. The networking that extends throughout the Queensland membership provides a wonderful opportunity to learn from industry leaders who are achieving best practice within their institutions.

So don’t ever feel that you are doing it alone - there are members out there willing to share their experiences and they are just a phone call away.

I would like to take this opportunity to thank our local and national sponsors at the Queensland Chapter Conference - they were very generous with their support and time.

As we close another year of activities, I sincerely thank our members for their support of the Queensland Chapter.

Others who have been very generous are the Chapter and Conference committee members; exceptional teams of people working across all the Educate Plus pillars within their institutions. I especially mention two committee members who received the Educate Plus Chapter President’s Award for outstanding service on the Chapter committee since 2008: John Bacon, Somerset College and Sue Russell, St Aidan’s Anglican Girls School were worthy recipients of this award.

Stay curious...

GLENDA FITZ-PAYNE
QLD CHAPTER PRESIDENT
CITIPOINTE CHRISTIAN COLLEGE
Conference Theme: Building Upon Your Foundational Pillars

It was a great opportunity to network with like-minded people and take away some good ideas to implement.

The best Qld Chapter Conference in the many I have attended over the years.

Excellent speakers and a wonderfully positive atmosphere.

One of the best State Conferences I have seen - particularly in terms of the program.

Images: L-R: Delegates enjoying a session at the Chapter Conference; 2018 Chapter Committee; President’s Award, John Bacon (centre) and Sue Russell (right); Keynote speaker, Lynne Schinella; two of our Conference sponsors.
10 Ways to Connect
with your Alumni

Over the past few months, I have been incredibly fortunate to travel around the country, speaking at a number of Educate Plus State conferences. During these visits, I have been inspired by the many people who I have met doing wonderful things to engage their alumni members, no matter the size of their school or office.

There are so many ways that we can engage our alumni. I thought I would share my top ten and recognise the organisations leading the way.

1. Clubs

As alumni managers, it is not our job to invent clubs, set them up and hope that members will sign up. You need to create the ideas, plant the seed and then wait for the swag of emails or phone calls that come to you from people expressing an interest to be involved. Only then, can you be certain that you have a product you can add to your portfolio. The Old Scotch Collegians Association has a raft of clubs, and importantly not all are sporting. Sporting clubs certainly attract the masses but I am impressed when I see organisations delve into the cultural side as Scotch does with its Heritage, Bushwalking, Music and Drama, Wine and Food, and Pipes and Drums clubs. In turn, it is important that these clubs maintain a healthy relationship with the School in order to ensure numbers continue to remain sound and young members have the opportunity to be involved.

2. Mentoring/networking/professional opportunities

Strong alumni groups are those that can provide a unique advantage to graduates in the form of professional networking post school. From a mentoring perspective, I prefer an informal program that allows our office staff to connect personally with the mentee as opposed to an online portal that makes connections automatically. I like to be able to check how the relationships are progressing and ensure the connection is exactly what we are after. Opportunities to meet, network and be mentored by professionals in specific fields are unique to our schools and should be capitalised upon at every opportunity. I was impressed with the Business Directory created by the Old Collegians network at Brisbane Boys College. This is an effective marketing platform that enables all members of the community to promote their business through the wider community. Similarly, business breakfast events run by the Old Melburnians and Old Wesley Collegians provide wonderful opportunities for connections.

3. Digital engagement programs

The Old Haileyburians Association recently launched a series of digital programs titled Stay Connected featuring prominent alumni from diverse backgrounds and careers. The project has been overwhelmingly successful and has been viewed in a variety of forums by over 200,000 people. Videos are 5-7 minutes in length and have provided a unique way of connecting with community members, creating never before seen discussion and engagement. An example can be found at - https://oha.org.au/stories/403-stay-connected-with-bensze-2002.

4. Volunteer opportunities

Improving the resume is the wish of many alumni, particularly our younger members. Having a say in the running of the alumni organisation is a great way to engage members of all ages. The Old Haileyburians Association has recently set up a Young Leaders Advisory Group.
which sets out to advise the alumni office on the types of activities, events, clubs etc that they would like to see as part of the organisation. These people are contributing valuable information and are making a valuable difference. Don’t discount bringing people back to your organisation and seeking advice from them - they love to contribute.

5. Social media/mobile application

Having a plan with regards to your social media is an absolute must. Understanding what elements of alumni participation or school life engage your alumni is also critical. There is no better way to engage than through social media, particularly Facebook, Instagram and Twitter. Posting a few times per week on each of these platforms is absolutely worthwhile. Your number of engaged alumni and community members visiting these pages will swell as they read more about the interesting things happening within your community. But you must be consistent and you should try to promote the odd post to increase your reach within your community. The OHA has recently launched a new mobile application which will in time effectively become a digital membership card for all alumni members. Presently members can book into events, donate to the Foundation, get social media feed and news items all through their mobile phone. https://itunes.apple.com/au/app/old-haileyburians-association/id1228951089?mt=8

6. Young alumni engagement

Often the hardest group to engage are our young alumni. There are many valid reasons for this - they have a whole new world of opportunity available to them; they might not want to come back to a school that (in some cases) they have spent thirteen years at or they may move interstate or overseas to follow their passion. Whatever the case, don’t feel as though you have to force your young alumni back on regular occurrences to events or other activities. As long as you can be assured that you have done a great job in explaining and branding your alumni group prior to them leaving in Year 12, you can be assured that they will come back some day. Ensure that what you offer, is quality and affordable. A great event, well subsidised, attracting a large number of young alumni once per year is a great way to start. I have been impressed with the Old Brighton Grammarians Society appointing a part-time Young Alumni Manager with young alumni as the sole focus.

7. Representation at a fun event

Remember the days when you represented your school at a sports’ carnival, netball game or cricket match? You were proud to wear the colours of the school and happy that you were amongst friends. We can recreate these experiences as alumni managers. You need passionate alumni members to come to you with ideas, however many will jump at the chance to don the school colours once again and participate together as a team in events such as Tough Mudder, various fun runs, walks or cycle events, BRW Triathlon series or charity walks. It is a great way to build engagement and promote volunteerism within your community.

8. Connection with Year 12 students

How are you advising your Year 12 students about your alumni organisation? When is the first time you present to them and let them know of the opportunities available post school? Clearly the last day of Year 12 is too late to do this. Engagement should be progressive and perhaps as early as Year 10. In your role, you should have a profile within the school and should be identifiable by as many students as possible. Although you are busy, have you considered taking on the coaching of a sporting team, being involved in the debating program or presenting on a more regular basis at Assembly? In this way more and more students (and teaching staff) will get to know who you are, what you do and in turn you can present them with the benefits of remaining engaged with the alumni organisation post school. It does take some effort but the rewards are substantial.

9. Something left of centre

What works for some will not always work for others. I knew that we had a host of keen cyclists in our alumni community, so I created an engagement opportunity through organising a Cycling Day. I was able to apportion part of the entry fee to our Scholarship Fund which meant that there became a charitable element to the day, which was appreciated. Our event was run by an outside organisation, extremely professionally and it provided a wonderful opportunity for alumni and members of the School community to meet new people, in a fun, healthy environment amongst incredible surrounds, in our case the Yarra Valley and Mornington Peninsula. What might work for you that you haven’t yet tried?

10. Open Mornings/campus visits

Regular opportunities to visit the school provide members of your alumni with a great opportunity to reconnect. With reunions only being held once every five or ten years, it is not always possible for regular visits. Personally, I find that the older alumni love the chance to come back and visit the school, particularly when the group size is quite small. It provides them with opportunities to meet with staff, ask questions and tour around whilst the school is in action. Put on some tasty morning tea and a coffee and you have a very happy group of alumni. Occasionally, I will time our Open Mornings in with a school assembly in order to give those attendees a true reflection of what the school is like today.

RUSSELL DAVIDSON
DIRECTOR OF DEVELOPMENT, ALUMNI RELATIONS
HAILEYBURY
Educate Plus is a superb organisation underpinned by the generosity of members and sponsors. At a local level, I am in awe of the members from our WA Chapter and the good work carried out by our volunteers. These people kindly donate their time, an increasingly valuable commodity in an increasingly busy world.

The value of time became more evident when our Conference Committee began planning the memorable Chapter Conference, held at Joondalup Resort on 13 September 2017. Feedback from our WA members revealed that they faced two challenges with regard to supporting the conference; being time poor and facing tighter budgets for PD. The Conference Committee embraced the theme of ‘Create the Change’ so deeply that even the traditional conference format was reviewed, and boldly altered to address these needs of our membership. Excellence in professional learning delivered in a shorter time frame to minimise time out of the office, while still providing a similar amount of content and with a significant saving - what an extraordinary challenge for any group. I am pleased to say our Conference Committee rose splendidly to the challenge.

While the traditional face-to-face conference format was held on 13 September, a comprehensive program of pre-recorded webinars was offered in place of the traditional second day. The webcast format gave us the freedom to draw on a number of industry leaders from all over the globe, as they were not required to travel to Perth. Unlike the face-to-face format where delegates pick the sessions they will attend and those they will have to miss, the webcast format allows delegates the luxury of watching all sessions (if they wish), and at a time of their choosing.

Although risky, the members showed their support for the new direction and more delegates attended this conference than at least the previous two conferences. The survey results also supported the change with the majority of respondents saying they preferred the new format and reduced cost. Overall, 90% of survey respondents rated our conference as “Outstanding” or “Very Good”, and 31% of these rated the event as “Outstanding” - the highest percentage of all six Chapter conferences.

Finally, I wish to express our gratitude to our generous sponsors, whose support makes all of this possible. Once again, our Chapter Sponsors Photo Hendriks and Trinity Residential College have continued the long-standing relationships that are so critical to our operations. Our conference would not have been a success without the kindness of event sponsors Chartwells, Digistorm, Elite Graphix, Fineline, Quickmail and Tangibility. To finish up the year in style, Scott Print stepped forward to sponsor the combined PD, AGM and Christmas Soiree. I would also like to pay tribute to the remarkable Organisational Platinum Sponsors in AskRight, MGM Wireless, Mondo Mentors, Lindsay Yates Group and Synergetic, and Silver Sponsors Schools Guide.

To all who support us, whether they be our members, volunteers or sponsors, we thank you!

DAVID WILLIAMS F.EDPLUS
WA CHAPTER PRESIDENT
GUILDFORD GRAMMAR SCHOOL
This was my first EducatePlus Conference and I loved it. My 2 colleagues and I walked away feeling as if our heads were spinning. So many great ideas and definitely reinvigorated my passion for my job. Thank you!

A very enjoyable, informative and relevant conference. Things change so quickly in the marketing space with digital technology, I definitely learned some new things. Well done to the committee for organising this great networking event. I look forward to the next one.

We came along purely to support the organisation and to network, not thinking I would have many takeaways after being in the industry for a long time. I was proved wrong - THANK YOU FOR THE VALUABLE LEARNING

From reception, through to program flow, breakout times and, yes, even the food. Top shelf end-to-end
Successfully Delivering on a Fundraising Target

A Case Study

In 2007, Pymble Ladies’ College made a commitment to support Indigenous education, and partnered with the Australian Indigenous Education Foundation (AIEF) to create the Indigenous Scholarship Program (ISP).

This innovative program is based on a vision for Indigenous and non-Indigenous students to be educated side-by-side and to stand together as future leaders of community and country. The program provides Leadership and Performance Scholarships for promising Indigenous girls from remote and regional Australia.

14 girls have since graduated from the program, including several who have gone on to university, and one who is now in her final year of studying Medicine. There are currently 17 Indigenous Scholarship holders enrolled at Pymble Ladies’ College.

The College has trialled and established a number of initiatives to support and empower Indigenous students, including:

- Spending more time with the families of scholars prior to and during enrolment.
- Working with parents and teachers to support the transition of new students from home to the College.
- Supporting scholars to learn more about their cultures, and to share proudly with their non-Indigenous peers.

To mark the 10th anniversary of the ISP, the College hosted a formal celebratory dinner on Friday 16 June 2017. The purpose of this event was to generate $100,000 in fundraising, allowing the College to extend an ISP scholarship to two additional girls for one year. Additionally, the event was designed to engage the community in the topic of Indigenous education and to raise the profile of the ISP.

The evening was a great success, generating more than $130,000 revenue.

TOP TIPS: How We Made the Fundraiser a Success

1. Organising the event in-house: The event was organised by the College’s Community Engagement Team, who are experts in education, promotion and marketing.

2. Promotion through print and social media: We promoted the fundraiser widely via our social media channels (image left) and in the local paper (image below).

3. Attracting corporate sponsorship: We secured two corporate sponsors for the event.

PYMBLE

Indigenous program marks 10 years

PYMBLE Ladies’ College is celebrating 10 years of dedication to Indigenous education at the school.

The Indigenous Scholarship Program, launched in 2007, provides leadership and performance scholarships for promising Indigenous girls in remote and regional Australian areas.

Currently, 18 Indigenous Scholarship holders are enrolled at Pymble and 14 girls have graduated from the program, including several who have gone onto university and one who is currently studying medicine.

The school is hosting a 10th Anniversary Dinner on June 16 to both celebrate the program and raise funds to extend it.

Special guests will include program patron Evonne Goolagong Cawley, MC Ray Martin, Adam Goodes and singer Christine Anu, who will perform.

For more information or to book, visit pymblec.nsw.edu.au

PYMBLE Ladies College’s Indigenous Scholarship Program currently accommodates 18 students.
4. Partnering with not-for-profit supporters: The event was also supported by two not-for-profit organisations – the Australian Indigenous Education Foundation (AIEF) and the GO Foundation.

5. Charging entry fees: 179 guests paid $210.00 per head to attend the event.

6. Inviting prominent members of the Indigenous community as guests of honour: Former tennis champion Evonne Goolagong Cawley (AO, MBE), 2014 Australian of the Year and ex-AFL footballer Adam Goodes, singer Christine Anu and journalist Ray Martin (AM) all attended the evening in support of the ISP. These celebrities all played a key role at the event:
   - Ray Martin was co-Master of Ceremonies with ex-Pymble ISP scholar, Biama Noma;
   - Evonne Goolagong Cawley delivered the Welcome to Country and shared her childhood dream of playing - and winning - at Wimbledon, as well as her current mission to help as many Indigenous students as possible stay in school and complete Year 12;
   - Adam Goodes gave an impassioned speech about giving back to the Indigenous community and continuing to break down the barriers to education through the ISP and his own GO Foundation;
   - Christine Anu shared her personal story before entertaining guests with an exclusive performance, which included her iconic hit My Island Home.

7. Spotlighting current and former ISP scholars: The real stars of the event were the College’s current and former ISP recipients. Current students and their parents spoke about how receiving an ISP scholarship has changed their lives. Former students discussed their impressive post-school pathways, including 2011 College graduate Libby Cook-Black, who has represented Australia in Rugby and is currently studying Law at university. The newly-formed Indigenous Dance Group also performed a beautiful piece called On Country, which told a story about the importance of acknowledging country and the protocols surrounding Indigenous borders.

8. Hosting a silent auction: The guests and members of the College community donated more than $34,000 in the silent auction, which guests bid for via a phone app that they downloaded at the event. A total of $12,000 in cash donations was also accepted on the night.

KELLY MANCEY
DIRECTOR - COMMUNITY ENGAGEMENT
PYMBLE LADIES’ COLLEGE
The New Zealand Chapter Educate Plus Conference was held in August at Samuel Marsden Collegiate School in Wellington.

Some of the highlights of the two-day conference were:

- 10 professional speaker sessions across all five pillars
- Three Leadership speaker sessions: Community Leadership; Working Collaboratively with Charities; and Government & Volunteers.
- Opportunities for delegates to talk with sponsors at lunchtime roundtable sessions.
- Offsite networking tour of Weta Workshops.
- An incredibly successful Chapter Dinner – including the infamous ukulele performance.
- Almost 80% of attendees rated the conference as Very Good or Outstanding.
- Partnering with our incredibly generous sponsors.

Overall, the conference lived up to expectations, delivering ‘Real, Relevant and Realistic’ content. I would like to champion Martine Foster and her Samuel Marsden team, who ran an extremely professional conference concurrently within a working school environment.

This year, we are privileged to have had visits from our Australasian Educate Plus Board Directors and management team members. They have been incredibly supportive of New Zealand initiatives including:

- Having a presence at the Future First Global One Day Programme hosted by our committee members, Vicki Fowler and Chris Klaassen. Future First is a global organisation, supporting the growth of high school alumni engagement, particularly in New Zealand State Schools, and a programme that Educate Plus wants to support.
- Being a Platinum Sponsor at the AHISA (Association of Heads of Independent Schools) Conference, Queenstown, September.

One of the areas that I am most proud of achieving in 2017 is our Chapter has experienced a 40% membership growth, with 170 members this year. This puts us in a strong position for hosting the Educate Plus International Conference in Auckland, 4 - 7 September 2018.

Our Chapter has hosted several Special Interest Groups this year. We hope to extend these into more regions and encourage you to regularly check our website for details of upcoming New Zealand Chapter events.

Finally, the last words should come from the two extraordinary committee members we bid farewell to this year: Martine Foster and Chris Klaassen.

Martine: My involvement with Educate Plus has given me the opportunity not only to meet and be inspired by some very fine and generous development practitioners, but also given me access to a collegial body and resources that are invaluable to me in my role.

Chris: Though my current work commitments have taken me away from the education sector, Educate Plus remains my network for advancement professionals and best practice learning. As a peak body, Educate Plus ticks all the boxes for Australasia, creating cross Tasman and domestic networks that are invaluable, and a must for all education institutional advancement offices, whether small, medium or large. Professional, supportive, regional.

Ngā mihi nui

JANICE LAPWOOD F.EDPLUS
NZ CHAPTER PRESIDENT
UNIVERSITY OF WAIKATO FOUNDATION
Conference Theme: Real, Relevant, Realistic

"Wonderful two days of networking, learning and being reminded of why we do the jobs we do! Thank you to all the committee for a great job, well done."

"More great networking. Very generous hosts also. Thank you for providing such a wonderful opportunity."

"Love the opportunity to connect with other members. A very well run two days. Thank you."

"Loved this conference as it was my first and a very positive experience."

Images: L-R: Chapter Conference Keynote Speaker - Teena Jelsma; Martine Foster and Janice Lapwood at the Conference; Conference Delegates networking; Wellington Cable Car; Conference Keynote Speaker - Peter Jackson.
Speaking with Style

When someone bounds on stage and tells a joke with confidence, do you wish that was you? Or do you cringe inside at the unapologetic showing off?

Each of us has a distinct speaking style but interestingly enough, it doesn’t always reflect our true personality. Because of the fear of failure that often comes with public speaking, many of us create a stage persona which hides rather than reveals our true personalities.

And we know that more than anything today, our audiences want authenticity in order to be able to connect. First we need to understand our own style, which will be closely linked with your natural behavioural preference. What’s yours? Apple, Mango, Lime or Banana?

Those with Apple preferences will be confident, business like speakers, backing up their ideas with stats and reason.

Mangoes are likely to be bold and loud, with plenty of humour and stories (about themselves). They’re probably winging it a lot of the time as they just didn’t put the time in to prepare.

Limes are the opposite, having prepared with great dedication they will deliver an abundance of well researched detail but may seem nervous or lacking confidence because of their dislike of being in the public eye.

Bananas will start by apologising that they weren’t as good as the last speaker, but win over the audience with a friendly, easy going manner, even if they go over time and don’t have quite as much detail as they should.

Understanding your strengths and challenges as a person will help you transfer the best of you to your stage persona. Take your strengths and present with authenticity. But same same is boring. If you present at the same energy level for 40 minutes, people lose interest. To keep audiences engaged we need variety.

So I’m suggesting you reveal a part of yourself you usually keep hidden and tucked away. This will surprise and interest the audience and create contrast, the key to compelling presentations.

**Apples:** Try smiling more, showing your human side. (We know it’s there). Perhaps share a personal story as a change of pace from business like stats and introduce a more reflective style.

**Mangoes:** Change the pace from being funny guy/light entertainment and switch to a slower more serious tone. You’ll find it will bring the audience sharply to focus.

**Limes:** Balance your calm, consistent style with a few spurts of energy to show your enthusiasm for the subject. It doesn’t need to be huge, just you, amplified a little.

**Bananas:** Create some symmetry with that ‘ready to please the audience’ style by using some in your face, here’s a few hard truths tactics - great speakers are not fence sitters seeking consensus.

Whatever your speaking style, it is possible to be an engaging, interesting public speaker. As leaders we need buy in to our vision, and if you can’t articulate this in a compelling, engaging way, how can you get people to believe in your mission?

Use contrast against your natural speaking style to create impact and hold attention.

Lynne Schinella is a conference speaker, facilitator and speaker coach. She runs speaker retreats for executive women twice a year – www.execspeakercoaching.com
school publications

Providing specialist print services for all of your school publications.

Through genuine and friendly consultation, we will link your vision with creative ideas, photography, copy writing and unique print specifications to showcase your school in a profound way.

Our skilled team will assist you with:

- Yearbooks
- Diaries
- Prospectuses
- Brochures
- Magazines
- Newsletters
- History books
- Letterheads
- Business cards
- Certificates
- Logos & Branding
- Graphic design
- Variable data
- Colour correction
- Augmented Reality
- E-publications

For further information
Contact Greg Hassold on 08 8124 0000
or greg@openbookhowden.com.au
openbookhowden.com.au
The 2017 Certified Advancement Training Programs received an overwhelming response across all five pillars. The number of registrations this year was the highest we have received so far, which is a strong endorsement for the need of quality practical training for Advancement professionals across Australia.

The residential (face-to-face) component of this training was held in Melbourne on 19-20 October. Practitioners from across Australia and New Zealand had a chance to not only attend presentations by experienced Advancement practitioners and consultants, but also got a valuable chance to network with other practitioners and have an active discussion about the challenges and opportunities in the field.

This year also marked the launch of several new initiatives. We launched the brand new Events and Community Relations training program, which was delivered entirely online.

The topics covered in the Events and Community Relations training include:

- Risk and Crisis Management
- Parent Associations and Volunteers
- Business Units and Sponsorships
- International Students and Asian Relations
- Marketing of Events - Fetes, Fairs and Gala Days
- Admissions’ Events

We also delivered the Alumni training program in an entirely online format. With the success of the online training, we are examining options for other pillars, so that participants can select a format which suits their professional and family commitments.

The Educate Plus training programs focus on equipping participants with practical skills and knowledge that they can immediately apply to their workplace. Hence, the learning resources include a variety of examples and case studies, presentations by experienced Advancement practitioners, and useful templates and checklists for participants to work from after completing their training.

The 2018 Certified Advancement Training is tentatively scheduled for May 2018 in Sydney. You can expect a formal announcement about the training dates and venue early next year.

For any further training-related queries, please contact me at mariya@educateplus.edu.au

MARIYA MUSTAN
EDUCATION AND TRAINING MANAGER
EDUCATE PLUS
The 2017 Educate Plus Training Program was very informative and valuable. The course information showed some areas that we can improve and areas that we are doing very well.

Images: L-R 2017 Training Program Attendees; Ann Badger presents at the 2017 Training Program; 2017 Training Session

What do our participants have to say?

I enrolled in the training program to assist me further with my role in the Admissions department. To gain more knowledge, insights and experiences into how other Admissions department run at other similar schools and the challenges they also face.

Key takeaways from the program that apply to Lorinda’s current role:

1. The profile of enrolments needs to be raised further within the school. The Admissions department is a major factor in a successful school as admissions conducts the core business.

2. We need to have more data analysis in order to increase our understanding of current and future parents and market even more effectively. Marketing and Admissions should be working hand in hand to enable an efficient and effective approach to marketing the school.

3. It has highlighted the complexity of the Admissions department and has confirmed that we are undertaking best practice at Haileybury.

The 2017 Educate Plus Training Program was very informative and valuable. The course information showed some areas where we can improve and areas where we are doing very well.

I have gained an even broader understanding of Admissions and that we are an important function which requires efficient resourcing to continue to undertake best practice.

LORINDA NURSALAM
ASSISTANT HEAD OF ADMISSIONS
HAILEYBURY

Coming from the corporate sector into the private education sector, I am relatively new to the education environment.

My primary reasons for enrolling:

- Establish a network of marketing professionals I can converse with and seek advice from
- Better understand marketing and communication in education processes
- Market effectively and promote the college visibility and reach within budget.

Key takeaways from the program that apply to Gabrielle’s current role:

1. Market penetration and assessing the competition
2. Understanding the consumer through data-driven feedback and journey
3. Undertaking market research leading to a more targeted marketing strategy

The training will advance my career by having a broadened understanding and a holistic approach for marketing in the private education sector. Some examples include:

- Understanding my competitors
- External and internal analysis
- Focus groups, qualitative/quantitative research data
- Market segmentation and target audience
- Refined marketing plans
- Key messaging and consistence of branding
- Marketing mediums
- Analytics

GABRIELLE LEBECK
MARKETING OFFICER
EMMANUEL CATHOLIC COLLEGE
“Why are people so unkind?” said the great philosopher Kamahl.

Online reputation management, in its simplest definition, is controlling how others see you when they look for you online. Negative reviews are one of the most common problems we are asked to consult on. Not usually because they are negative, but because they are either untrue, exaggerated or sometimes even defamatory. Here are some strategies on how to respond to such reviews:

Firstly, it’s important to respond to most negative reviews. This is because reviews that appear legitimate but remain unanswered signal to others that (a) you are disinterested and/or (b) the review may actually be accurate.

There are four main personas we need to consider when working out how and if a response is required.

1. Angry Adam feels let down or ripped off by your organisation. He is usually an ex-parent or ex-student and is already known to the leadership team. Adam wants to be heard, feel validated and bring your school some pain for what he perceives he has been through. The way to deal with Adam is to ask for more specific information and to take the conversation offline. Our advice is to immediately add a reply to his review after that initial email is sent. It could be something like “Hi Adam, We were disappointed to hear of your experience at Barrett College. We have reached out to you via email to discuss this further. Please get in touch. Regards, Jane”

A simple response like this helps balance the review as it implies action is taking place. For a prospective parent or student, this dramatically reduces the power that the previously unanswered review may have had.

2. Helpful Harry wants to share his experiences with the world so other people can make an informed decision. Our advice in this scenario would be to respond with a comment like; “Dear Harry, My name is Esther and I do appreciate you taking the time to give us your feedback. We’d like to discuss this further with you so please get in touch, regards Esther”

Trying to justify or engage will only encourage more chatter. The aim is to respond briefly and move the conversation offline. We find that personalising (or signing off) your response helps bring credibility and empathy to the situation.

3. Bandwagon Betty. In 95% of cases, Betty has absolutely nothing to do with your institution but jumps at the chance to add her opinion. Common examples include student or teacher scandals and religious or political positions taken by the organisation. It’s important to quickly reassure the writer, highlighting the facts (if possible) in a friendly tone and referring her to an official statement. If a multitude of Bandwagon Betty reviews come in collectively in a short period, there is a high chance you’ll be able to get these successfully removed.

4. Troublemaker Terri is just online to be a nuisance. You can spot Terri as her posts normally make little or no sense, are highly inflammatory or have been cut and pasted multiple times. Our advice is to ignore Terri and flag the post as SPAM or off-topic. You’ll have good success getting these types of posts removed.

Start fortifying your digital brand today! Most institutions have a limited budget for cleaning up and monitoring their online profiles. If you don’t have the time or specific knowledge, asking your web agency to help can be a cost effective solution.
Your Mentoring Programme
Getting it right

MENTORING is very topical, hugely valued, sometimes misunderstood and not always easy to get right.

WHY MENTOR?
Plutarch, First Century AD:
‘The mind is not a vessel to be filled, but a fire to be kindled.’

Benjamin Franklin, Late 18th Century:
‘Tell me and I forget, teach me and I may remember, involve me and I learn.’

5 KEY STEPS TO SUCCESS (from CHRONUS) are:
1. DESIGN YOUR MENTORING PROGRAMME
   by answering these two key questions:
   • Why are you starting this programme?
   • What does success look like for the participants and for the organisation?
2. ATTRACT PARTICIPANTS as follows:
   • Promote the benefits to all parties
   • Consider recognition and rewards for participation
   • Provide training and reinforcement during the programme
3. CONNECT Mentors and Mentees:
   • Use a matching methodology utilising either self-matching or admin-matching profiling techniques
4. GUIDE THE MENTORS with agreed process from the start and follow checkpoints along the way
5. MEASURE SUCCESS in the following three areas:
   • Individual learning
   • Programme health
   • Mentoring connection activity

CLASSIC PITFALLS
• Lack of training of mentors
• Inadequate programme structure
• Poor matching of mentors and mentorees
• Ignoring the all-important checkpoints
• Setting unrealistic expectations

LEADING PRACTICES (drawn from CHRONUS):
• Define your mentoring programme objectives and secure leadership support - such clarity makes a huge difference and is often overlooked
• Find a strong, passionate, mentoring programme manager - as with everything, people make the difference
• Build flexibility into the programme - this is essential as the experience is often new to all participants
• Put your marketing hat on - this needs a lot of thought, and there are varying ways to attract participants
• Think win-win - consider reward and recognition strategies
• Use mentoring programme best practices to prepare both mentors and mentorees for success - this requires a mix of training, guidance and ongoing tips
• Track, measure, listen and tune - use as much interaction as possible and conduct surveys
• Bring closure to the connections - make sure there is an exit point so that it does not linger
• Broadcast successes - a really critical point. It is essential to keep promoting the success of the Programme

These are all very practical and useful guidelines for planning, designing and conducting a mentoring programme.

MICHAEL LIGHT
MANAGING PARTNER
OF MONDO MENTOR

DECEMBER 2017
The SA/NT Chapter Educate Plus 2017 Conference, ‘The Shape of Things to Come’, was held at the Adelaide Convention Centre on 24 - 25 August.

The Conference Committee assembled an excellent program of presenters who covered our Educate Plus pillars for experienced practitioners as well as newcomers to education. Presenters were given the challenge to consider current issues, emerging trends, to look ahead, and to make delegates think outside conventions of the past.

We thank our Educate Plus sponsors MGM Wireless and Openbook Howden who contributed to our conference sessions by providing expert advice in their respective fields of communication, while legal firms, Piper Alderman and Finlaysons, generously offered to support our end of day conference functions. Advance Life Photographers also attended as a conference sponsor, taking many great photos over the two days.

The Conference achieved an overall 86% rating of outstanding or very good. Significantly, members also rated highly the opportunity to network. The expert opinion and professionalism featured in the program meant that delegates were able to learn from experienced presenters and each other.

Keynote Speakers, Kate Thiele (Principal, Pursuit of Klarity) and Scott Boocock (Principal, HEGS) were inspiring as they shared their lives, the setbacks, the opportunities. Cameron Page (Executive Officer – Office of the Deputy Vice Chancellor, Engagement, Griffith University) scored a perfect 100% satisfaction rating as he unpacked ‘Avoiding the same, same syndrome’ when telling your story.

The Chapter was privileged to have Board Chair of Educate Plus, John Collins, attend and participate as a guest presenter. A highly successful fundraiser, John spoke openly and honestly about how fundraising did not come naturally to him (John’s session also rated highly).

Life coach Kate Krieg (Principal, [insert]GROWTH) finished the conference with an uplifting session about finding the positivity and drive within to make us ‘do it now’.

The biennial Chapter Conference provides one of the best Advancement networking opportunities in SA and NT. The Chapter may be comparatively small but can certainly pack a punch and create a quality program up there with the best - well done team!

PETER TRENORDEN F.EDPLUS
SA/NT CHAPTER PRESIDENT
WESTMINSTER SCHOOL
Conference Theme: The Shape Of Things To Come

Images: 2017 Chapter Conference

Thanks to all concerned, a great conference, well executed, and fabulous venue

A highly valuable experience. As a first timer, I thoroughly enjoyed meeting others in the industry. I was really motivated by the speakers

I came away energised and motivated to make some changes in my department. Thank you to all concerned for a really worthwhile two days

I really enjoy our chapter conferences and can honestly say that they get better each time. The venue and quality of speakers were excellent this year
SCHOOL MARKETING AND COMMUNICATIONS PROFESSIONALS
YOUR DREAMS HAVE BEEN ANSWERED!
ENGAGEMENT ANALYTICS LIKE YOU’VE NEVER DARED TO IMAGINE

MG031

School Marketing and Communications Professionals

Your Dreams Have Been Answered!
Engagement Analytics like you’ve never dared to imagine

MGM’s omni channel school communications platform Outreach+ and MGM’s School Star app have been updated with even more powerful new analytics. You’ll now have greater power to measure and analyse engagement from MGM’s Outreach+ Omni channel platform on the School Star app.

For a personalised demonstration or more information, call 1800 300 346 today
We all want it, but do we have it?

Every day we converse with a range of people both personally and professionally. We anticipate certain outcomes from those conversations but are we having the impact we desire? Translated from the old Scots tongue, one of poet Robert Burns' famous verses says: “Oh the gift it would give us, to see ourselves as others see us.”

We all know that person don’t we? The one we wish would realise the affect they have on others. What if that person is you? What if there is something you are doing that gets in the way of you achieving the impact and influence you want?

There is no doubt that content is important – flexible thinking, the power of persuasion and how we build rapport in our connections. However, long before anyone starts to zoom in on the content of what you are saying, they have made a decision about you and it informs how they feel about you and react to you at a subconscious level.

We all have learned habits, often shaped by how we feel about ourselves and mostly driven by our unconscious mind. So all of the time the conversation that you think you are having is taking place, there is another conversation on the go – the one people are really hearing. It might be due to the sound of your voice (pitch/speed), the way you slouch in your seat, carry your head, twiddle your fingers, make poor eye contact, or that aggressive ‘resting’ face.

All habits can be addressed, but you have to do two things. The first is to be aware of them and the second is to commit to doing something about them. Quality feedback is your friend in the former and a belief that you can change is essential for the latter.

Several bad habits that reduce impact have crept into everyday speech in Australia. A good example is the tendency to inflect at the end of sentences, more so with women. This upwards inflection makes the sentence sound like a question and definitely reduces the impact of what is said. A good coach can provide you with the kind of feedback others shy away from and help you to understand how others perceive you. This information can also assist in pin-pointing how those bad habits translate physically when you conduct conversations.

The way you walk and talk are crucial indicators of how well you connect with people. Working with a voice and physical presence consultant can transform how you are both seen and heard. Both are crucial in how you connect with people at a subconscious level.

Actively seeking and being responsive to feedback about the things we cannot see or hear in ourselves is so important. Left untouched, these will unwittingly get in the way of your impact and influence, and your ability to make and sustain professional relationships. Taking action to change simple things about yourself will allow you to better control the conversation and substantially improve your communication with others.

To find out more visit carolynstenhouse.com

Impact and Influence
What Does the Future of School Communications Look Like?

Effective school marketing and communication has become such a complex, large and difficult task. Schools often ask us - what does the future look like?

**Complex School Community Demographics**

Independent schools must now engage with 4-5 demographics, from Generation Y through to Baby Boomers and beyond. From 20 something year old parents of ELC students, right through to Old Collegians in their 90’s, modern school marketing and communication now needs the right channels for each demographic.

**Multi (or Omni Channel) Approach is a must**

Schools can no longer rely solely on email, or SMS, or App, or Website alone. Why? Because, with the exception of SMS, no single channel has greater than a 30% read rate. (SMS is extremely effective with a 98%+ read rate but should not be overused). By using a strategic blended omni channel approach for your school content delivery, your engagement success and read rate increases substantially.

**Computer Desktop or Mobile?**

Currently, 69% of news and content consumption over the internet is on mobile (Lella, A 2017) and the trend continues to swing across to mobile. The purpose of your school PC desktop website is to promote your school brand and image to attract new enrolments. It’s there to enhance your school’s profile and position you more strongly than your competitors to prospective parents. It’s definitely not there for internal school communication. Unless highly strategic, you could damage your school brand by displaying internal school communication on your desktop website.

**TIP: School communication and engagement is now all about mobile.**

**So what does a modern school communication strategy look like?**

In addition to using an integrated Multi (or Omni) channel approach, to truly engage you must personalise your content and then be able to measure and analyse your efforts.

---

**TODAY’S SCHOOL COMMUNITY**

![Communication Preferences]

- **TRADITIONALISTS** (or SILENT GENERATION)
  - 1945
- **BABY BOOMERS**
  - 1946 → 1964
- **GENERATION X**
  - 1965 → 1976
- **MILLENNIALS** (or GEN Y)
  - 1977 → 1995
- **GENERATION Z** (or GEN Z/ENTENIALS)
  - 1996 →
Marketing "101" tells us that the more we personalise our content, the greater the level of engagement. This no longer means just inserting parents or old collegians' names into an SMS or email blast. It now means delivering content that's relevant to that specific recipient.

TIP: Modern school communication systems solve this problem by keeping a profile on each user, typically using tags or hash tags. The systems then serve the content to the user by the 'tags' most relevant to that particular user.

Knowing which content your community is reading and engaging with is essential when refining and improving your marketing and communication efforts. Often, when clients first see their analytics, they're shocked to see how low their level of engagement is!

At a minimum, you need to see which demographic of parents are engaged with your communication strategy, their names, what content they’re reading, which category of content they’re reading and what they like most.

Finally, Engagement Analytics is a must!

Modern school communication systems have a dashboard which instantly and visually displays your level of engagement. You can export the raw data for further analysis or reporting purposes but this snapshot is a must in meeting KPIs and being responsive to shifts.

For more insights into school marketing and communication, see our blogposts at www.mgmwireless.com/blog/

MARK FORTUNATOW
CHIEF EXECUTIVE OFFICER
MGM WIRELESS
The ‘Leaps + Bounds’ theme for the VIC/TAS Chapter Conference this year was apt in many ways.

In 2017, our Chapter membership soared to a record number of 525, representing the most significant growth of any Educate Plus Chapter and firmly cementing our status as the largest Chapter. Our Chapter Conference enjoyed an unprecedented turnout of more than 160 attendees and we received an overwhelmingly positive response with the majority of attendees rating it ‘Outstanding’ or ‘Very Good’. Throughout the Conference, an exceptional line-up of speakers shared their experience, wisdom, insights and stand-out success stories. This illustrates, yet again, the extraordinary collegiality, support and expertise we are fortunate to enjoy within our profession.

The conference celebrations also provided an opportunity to acknowledge excellence, and we extend our warmest congratulations to our award recipients:

- Karen Tonks, Fahan School
- Karen Di Benedetto, Fahan School
- Sally Hicks, Woodleigh School
- Monique Darkin, Brighton Grammar
- Lowther Hall Development & Community Relations Team
- Alumni Team, Swinburne University
- Alumni and Engagement Team, Swinburne University

Particular thanks go to Brighton Grammar School and its staff for hosting the Conference in their stunning, award-winning Middle School building, the Urwin Centre for Learning; and to our generous Conference sponsors.

The support of both Brighton Grammar and our sponsors meant we were able to keep Conference fees at a reasonable price, without compromising on quality.

The Conference would not be possible, of course, without the commitment and dedication of the volunteers in our Chapter Committee. The achievements we make as a Chapter are founded very firmly in the fact that individuals are willing to give of their personal time, expertise, energy and enthusiasm to create opportunities for their colleagues.

Being a volunteer for Educate Plus is an extraordinary opportunity for personal and professional development particularly with regards to planning and delivering a conference program. For those with little or no experience, there is plenty of mentoring and guidance to ‘learn on the job’. If you are considering how to further your skills, knowledge and network in 2018, I strongly encourage you to consider joining a Chapter Committee at the next Annual General Meeting.

As always, the feedback of our membership has also been invaluable in identifying areas for improvement, guiding us towards presenters, topics and priority professional development needs. We thank you for your active interest, support and participation.

2018 promises another full program of special interest opportunities for each of the four pillars of our membership. It also brings with it the extraordinary learning and networking potential of the Educate Plus Biennial International Conference (4-7 September 2018), which will see many of us make the trip to New Zealand shores - Kia ora tātou!

MARIA MERCURI F.EDPLUS
VIC/TAS CHAPTER PRESIDENT
METHODIST LADIES’ COLLEGE
Conference Theme: Leaps + Bounds

An extremely valuable experience for my development team with ample learning and networking opportunities

Very grateful for the opportunity to share and learn from other development professionals, these conferences should not be missed!

Incredible speakers, such a wealth of knowledge with so many take-homes
When a new team started in the Loreto College, Ballarat Development Office in January 2016 it was always going to be a challenge to understand the ‘Development’ role and come together to market the school in a highly competitive environment. That is, until the team attended the 2016 International Educate Plus Conference on the Gold Coast.

Three new staff, including the Director of Marketing, Community Relations and Fundraising, Communications Officer, and Marketing, Community Relations and Fundraising Officer, all attended the conference and returned inspired to raise the bar in educational marketing in the region.

A new Strategic Plan was developed for the Directorate with a new marketing campaign entitled, #loretogirlempowered and throughout 2017, Loreto College proudly uncovered, shared and celebrated the authentic and unique identity of Loreto College Ballarat through the campaign. On a diverse range of platforms, images, videos and stories were shared featuring specific Loreto girls, teachers and the Loreto community and we leveraged the long and rich legacy of Loreto.

What have we achieved since the International Conference?

Twelve months later, the College has rolled out a new Style Guide through all its marketing and communications, launched a new website, renewed signage, and refreshed its social media and publications. The guiding plan has ensured that communication messages and activities are consistent with the brand.

As new and existing concepts and ideas have emerged, the team has been able to ask “how does this fit within our plan?” This helps us identify areas of focus in an office flooded with requests. Supporting project management templates and policies and procedures have also been developed to ensure the work continues in the future and the Directorate staff are now working more closely with teaching staff and the College community to further enhance internal and external communications.

The Directorate plans to more clearly identify the vision and unique selling proposition of the College with goals aimed...
at strengthening the market position, brand awareness and developing the culture of fundraising and philanthropy.

How can we measure the output?

In 2017, consistency in messages communicated across diverse platforms has resulted in the highest attendance numbers to College tours, Open Days and information sessions and applications for future enrolment have risen. Alumni have reconnected in greater numbers with the College and online engagement with the College community has flourished, with some social media posts reaching as many as 10,000 people a day. Greater associated connections have also been made with the regional Ballarat Community through the sponsorship of regional business awards. Events open to the public, saw almost 700 people visit in one day to experience some of the unique historical aspects of the College.

Director of Marketing, Community Relations and Fundraising, Judy-Ann Quilliam, said, “I would strongly encourage anyone new to attend Educate Plus conferences and make the most of the exciting opportunities that this industry holds. We can’t wait for New Zealand in 2018!”

JUDY-ANN QUILLIAM
DIRECTOR OF MARKETING, COMMUNITY RELATIONS AND FUNDRAISING
LORETO COLLEGE, BALLARAT

“Because we experience every day the joy of seeing little girls with dreams, become women with vision.”

Linda McDonald, Deputy Principal

The Educate Plus network continues to be an important component in the professional development of the team, with staff also attending the Victorian Chapter conference and PD events and being able to get advice from more experienced members.
Through the Looking Glass: A Wonderland of Learning was a tremendous success and a significant highlight for our Chapter in 2017, with around 180 members participating.

Keynote speakers, Dr Jason Fox and Carolyn Stenhouse, along with an inspiring line-up of presenters, challenged us to explore fresh ideas and confront limiting beliefs, opening ourselves, and our schools, to wider possibilities.

A two-day conference of this calibre would not have been possible without the strong relationship we experience with our Conference Partners, Leonards Advertising and Clarke Murphy Print, along with the many other sponsors and exhibitors who contributed so vibrantly to the event.

I thank the Conference Committee, led by President’s Award recipient, Grace Paraino, for their dedication in turning our vision for this collaborative professional learning experience into a reality.

Colleagues, I reiterate what I affirmed at the Conference and sincerely thank each of you for utilising your advancement skills in education, shaping the next generation of change-agents, the thought leaders of tomorrow. You really do make a difference and collectively, we can be very proud of our contribution to shaping the future of our Nation and it’s influence on global issues.

We were inspired and nourished, now it is time for us to step beyond the looking glass and inspire others!

DAVID OSBORNE  F.EDPLUS
NSW/ACT CHAPTER PRESIDENT
THE KING’S SCHOOL

President’s Award Winner - Grace Paraino
Chapter Vice-President and 2017 Conference Committee Chair
Dean of Development & Alumni, Loreto Normanhurst.
Conference Theme: Through The Looking Glass

Images: L-R Keynote speaker, Jason Fox at the Chapter Conference; Conference Sponsors mixing with conference attendees; Conference delegates; delegates enjoying a conference session; Committee members enjoying the conference dinner.

Thoroughly enjoyed it. So many take outs. Very professionally organised.

Really outstanding effort by the team and the speakers. Incredibly engaging, took away MORE than I imagined. Wonderful to network. Really grateful for the chosen speakers - made a difference. 10 pages of notes taken back to the office!

These events are outstanding! Dinner was wonderful and very engaging.
SchoolSmart
Payment plans in 3 easy steps!

Ease the administrative burden of fee collection, while also strengthening annual cashflow with SchoolSmart!

SchoolSmart will transform your school's billing systems and payment collection process with 3 easy steps.

Reduce your administrative burden and contact PaySmart to implement SchoolSmart today.

Powered by PaySmart™
The Benchmark
1800 801 797 www.paysmart.com.au
We’re experts at delivering effective communications collateral.

Lindsay Yates Group services are designed to support all areas of your communication needs; we’re here to manage your print, promotional and operational procurement requirements.

Our experts are ready to support you with:

- **STATIONERY**
- **PROPECTUS PRINTING**
- **ANNUAL REPORTS**
- **SCHOOL MAGAZINES**
- **BOOKS, BROCHURES & LEAFLETS**
- **COMPLETE LOGISTICS SERVICES**

All delivered with offset and digital print capabilities.

---

4 George Place, Artamon NSW 2064
02 9420 5500 | info@lyg.net.au
www.lyg.net.au
Member Institutions

Abbotsleigh
Academy of Design Australia
Action Words
Agileware
All Hallows’ School
All Saints Anglican School
All Saints’ College
Ambrose Treacy College
Anglican Church Grammar School (Churchie)
Annandale Christian College
Aquinas College
Arden Anglican School
Ascham School
AskRIGHT
Assumption College Kilmore
Auckland Grammar School
Auckland Museum
Australian Catholic University
Australian Council For Educational Research
Ballarat Clarendon College
Barker College
Beaconhills College
Bishop Druitt College
Blueboat Pty Ltd
Bluestar Direct
Bond University
Brighton Grammar School
Brigidine College, St Ives
Brisbane Boys’ College
Brisbane Catholic Education
Brisbane Christian College
Brisbane Girls’ Grammar School
Brisbane Grammar School
Brisbane State High School
Broughton Anglican College
Bunbury Cathedral Grammar School
Bundaberg Christian College
Business Revelations
Cabra Dominican College
Calrossy Anglican School
Camberwell Girls’ Grammar School
Camberwell Grammar School
Campbelltown Anglican Schools Council
Campitelli Consultancy
Canberra Girls’ Grammar School
Canberra Grammar School
Cardijn College
Carey Baptist Grammar School
Carmel School Dianella
Cathedral College
Catholic Ladies’ College
Catholic Schools Office Diocese of Broken Bay
Caulfield Grammar School
CBC Fremantle
Central Coast Grammar School
Chevalier College
Christ Church Grammar School
Christchurch Boys’ High School
Christian Heritage College
Christ’s College
Ckipointe Christian College
Clayfield College
College House
Concordia College
Cooloola Christian College
Coombe Beach Christian College
Coonera Anglican College
Cornerstone College
Cornish College
Corpus Christi College
Cranbrook School
Crest Education (Hillcrest Christian College & Rivercrest Christian College)
Cromwell College
Curtin University
Danebank Anglican School for Girls
Designbylook
Dilworth Trust Board
Diocesan School For Girls
Dorsal Media Pty Ltd
Eltham College
Emanuel School
Emmanuel Catholic College
Emmanuel College, Carrara
Emmanuel College, Warrnambool
Emmaus Christian College
Emmaus College, Rockhampton
Execucare NZ
Fahan School
FAME
Fintona Girls’ School
Firbank Grammar School
Flinders Christian Community College
Fort Street Foundation Inc
Fraser Coast Anglican College
Freelance
Frontstream
Geelong Grammar School
Geelong Lutheran College
Genazzano FJC College
Genesis Christian College
Geraldton Christian College
Gippsland Grammar School
Glenaeon Rudolf Steiner School
Glendowie College
Global Philanthropic
Great Southern Grammar
Guildford Grammar School
Haileybury College
Hale School
Harry Perkins Institute of Medical Research
Havelock North High School Foundation
Helena College
Hillbrook Anglican School
Hills Grammar School
Holy Spirit College
Hume Anglican Grammar School
Immanuel Lutheran College
Inaburra School
International Grammar School
Iona Presentation College
Ipswich Grammar School
Ivanhoe Girls’ Grammar School
Ivanhoe Grammar School
Janet Clarke Hall, The University of Melbourne
John Colet School
John Paul College
John Wollaston Anglican Community School
John XXIII College
Kambala School
Kilbreda College
Kincoppal-Rose Bay School of the Sacred Heart
King’s Christian College
King’s College, Auckland
King’s School, Auckland
Kingsway Christian College
Kingswood College
Kinton Wolari School
Knox Grammar School
Kormilda College
Korowa Anglican Girls’ School
Kristin School
La Salle College
La Trobe University
Lake Joondalup Baptist College
Lakeside College
Launceston Church Grammar School
Member Institutions

St Hilda’s Anglican Girls’ School
St James’ Anglican School
St John’s Anglican College
St John’s College, University of Sydney
St John’s Grammar School
St Joseph’s College, Geelong
St Joseph’s College, Gregory Terrace
St Joseph’s College, Hunters Hill
St Joseph’s Nudgee College
St Laurence’s College
St Luke’s Anglican School
St Luke’s Grammar School
St Margaret’s and Berwick Grammar School
St Margaret’s Anglican Girls’ School
St Margaret’s College
St Mark’s Anglican Community School
St Mark’s Church School
St Mary Star of the Sea College, Parramatta
St Mary’s Anglican Girls’ School
St Michael’s Collegiate School
St Michael’s Grammar School
St Monica’s College
St Patrick’s College for Girls
St Patrick’s College, Ballarat
St Patricks College, Strathfield
St Patrick’s College, Wellington
St Patrick’s Technical College
St Paul’s College
St Paul’s Collegiate School
St Paul’s Grammar School
St Peter’s College
St Peter’s Lutheran College
St Peter’s Woodlands Grammar School
St Philip’s College
St Rita’s College
St Stephen’s School
St Ursula’s College, Toowoomba
St Vincent’s College
Stella Maris College
Strathcona Baptist Girls’ Grammar School
Stuarthome School
Suncoast Christian College
Sunshine Coast Grammar School
Swinburne University of Technology
Sydney High School Foundation
Synergetic
Tatachilla Lutheran College
Tauranga Boys’ College
The Cathedral School of St Anne and St James
The Friends’ School
The Geelong College
The Glennie School
The Hamilton and Alexandra College
The Hutchins School
The Illawarra Grammar School
The John Berne School
The King’s School
The Knox School
The Lakes College
The Pittwater House School
The Scots College
The Southport School
The Springfield Anglican College
The University of Adelaide
The University of Canterbury
The University of Melbourne
The University of New South Wales
The University of Notre Dame Australia
The University of Otago
The University of Queensland
The University of Sydney
The University of Waikato
The University of Western Australia
The University of Wollongong
Thomas Betts Consulting
Thomas Carr College
Thomas Hassall Anglican College
Thomas More College
Tintern Grammar School
Tocal College
Toorak College
Toowoomba Christian College
Torrens Valley Christian School
Trinity Christian School
Trinity College, Gawler
Trinity College, Queensland
Trinity College, WA
Trinity Grammar School, Kew
Trinity Grammar School, NSW
Trinity Residential, WA
Tyndale Christian School Group
Unity College
University Senior College
Victoria University of Wellington
Victorian Association of State Secondary Principals
Waikato Diocesan School for Girls

Contact Michael Light on +61 402 237 721, at michael.light@mondosearch.com.au or visit mentor@mondosearch.com.au

Mondo Mentor manages the Marketing of the Programme to potential Mentors and Mentees in your School or College, and coordinates the Application and selection process. It is neither their parent nor their employer is very powerful.

WHAT? THE GAP TO BE FILLED:

We launch the Programme and provide the professional support, guidance, training and materials to run a successful Programme.

...and for younger people the benefit of receiving Life Mentoring from someone who is a unique Mentoring Programme for School and College Alumni, whereby we help your School or College run a structured 6-month programme engaging older Alumni as Mentors and younger Alumni as Mentees.

Mondo Mentor fills that gap.

Mondo Mentor is a unique Mentoring Programme for School and College Alumni, whereby we help your School or College run a structured 6-month programme engaging older Alumni as Mentors and younger Alumni as Mentees.

WHY? MENTORING.

Mondo Mentor is neither their parent nor their employer is very powerful.

To the Alumni Association:

A great way to enjoy the experience of the mentoring relationship.
A tremendous way to give back and contribute to the greater School of College community
A tangible value-add beyond social and community re-enforcement
Re-engagement, kudos, inspiration,

To the School or College:

A great way to enjoy the experience of the mentoring relationship.
A tremendous way to give back and contribute to the greater School of College community
A tangible value-add beyond social and community re-enforcement
Re-engagement, kudos, inspiration,

For Mentees:

A great way to enjoy the experience of the mentoring relationship.
A tremendous way to give back and contribute to the greater School of College community
A tangible value-add beyond social and community re-enforcement
Re-engagement, kudos, inspiration,

For Mentors:

A great way to enjoy the experience of the mentoring relationship.
A tremendous way to give back and contribute to the greater School of College community
A tangible value-add beyond social and community re-enforcement
Re-engagement, kudos, inspiration,
WHY? **MENTORING.**

- Mentoring is a topical subject in all walks of life...
  ...and for younger people the benefit of receiving Life Mentoring from someone who is neither their parent nor their employer is very powerful.

WHAT? **THE GAP TO BE FILLED:**

- **MOST SCHOOLS and ALUMNI ASSOCIATIONS** are aware of the importance of Mentoring but are not sure about what to do and how to go about it. Mondo Mentor fills that gap.

- **MONDO MENTOR** is a unique Mentoring Programme for School and College Alumni, whereby we help your School or College run a structured 6-month programme engaging older Alumni as Mentors and younger Alumni as Mentees.

HOW?

- Mondo Mentor manages the Marketing of the Programme to potential Mentors and Mentees in your School or College, and coordinates the Application and Matching Process.
- We launch the Programme and provide the professional support, guidance, training and materials to run a successful Programme.

THE BENEFITS:

- **To the School or College:** Re-engagement, kudos, inspiration, community re-enforcement
- **To the Alumni Association:** A tangible value-add beyond social and sporting activities
- **For Mentors:** A tremendous way to give back and contribute
- **For Mentees:** A great way to enjoy the experience of the greater School of College community

CONTACT:

Contact Michael Light on +61 402 237 721, at michael.light@mondosearch.com.au or visit mentor@mondosearch.com.au for further information and details of our Interstate Associates

“After 5 years in my role, I believe taking on Mondo Mentor to be my greatest legacy”

- Quote from an Alumni President