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Building Connections: Schools as Community Hubs ARC Linkage Project

National Patterns of School Facility Sharing: Report from the Connecting Schools + Communities Survey

12 October 2023



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National Patterns of School Facility Sharing: Report from the Connecting Schools + Communities Survey

Executive Summary

2 March 2023

Key information

The Connecting Schools + Communities Survey was an online cross-sectional survey conducted in 2021-2022.

This national survey found that school facility sharing is common in schools operating as community hubs.

Outdoor sports facilities, including playing fields and outdoor courts, playgrounds, and classrooms are the facilities shared most with the community.

Community engagement with schools operating as community hubs is high.

Adequate funding, supportive school leaders, and positive collaborative relationships between schools and community groups are essential for sustaining schools as community hubs and generating positive impacts for students, parents/caregivers, and the wider community.

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Background

The Connecting Schools + Communities Survey was conducted as part of the multi-year Australian Research Council (ARC) Linkage project, *Building Connections: Schools as Community Hubs* (2019-2022). For further information please see: https://sites.research.unimelb.edu.au/learn-network/home/projects/building-connections

Survey aims

- To investigate the characteristics of schools that self-identify as community hubs.
- To gather data about the role of infrastructure in supporting schools-community relations, partnerships. and hub operations.
- To gather data on the impacts of schools that self-identify as community hubs.

Overall purpose

This document is designed to be a resource for current and future stakeholders of schools as community hubs (SaCH) to explore and utilise the results from this survey with the intent of developing, designing, managing, and evaluating schools as community hubs.

Survey participants

A total of 613 respondents completed the survey, with the majority based in government schools (n=413). Most respondents were principals or assistant principals (84% of all responses). Approximately 13% of responses came from school staff who were dedicated community hub leaders or other administrators (non-teaching staff). In total, 6.5% of Australian schools responded to the survey. As an extensive national survey of schools covering a non-compulsory area, the response rate is comparable to related surveys (e.g., O'Donoghue & Davis, 2014: 11.4%). From a representation perspective, the response rate may be considered relatively low, yet adequate to draw informative insights.

The participating schools were diverse in character:

- 57% of schools had an index of community socio-educational advantage (ICSEA) value below the Australian median of 1000.
- 75% of schools were in major cities or inner regional areas, with 25% in outer regional, remote, or very remote areas.
- 26% of Government school respondents have co-located early childhood services.
- Just over half the schools (51%) had more than 2% of their student population identifying as Indigenous.
- 40% of schools have over 5% of their student population with a language background other than English (LBOTE).

Survey analysis

Survey data was analysed using descriptive statistics, with thematic content analysis used for open-ended comments/responses. Where possible, the analysis examined patterns in partnerships, governance, facility sharing, monitoring of facilities use, and the impacts of facility sharing across school types and school locations across Australia.

Key findings

Overall, the findings from the Connecting Schools + Communities Survey highlight that school facility sharing for the purposes of offering programs, services, and activities to the broader community has a decades-long history in many Australian schools. The engagement of communities in these programs, services, and activities was considered high in most participating schools. Further findings highlights are summarised below.

School facility sharing arrangements

Alignments between the types of facilities shared and the services, programs, and activities commonly offered using school facilities were found.

- Combined schools (primary and secondary) were found to offer the community more services, programs, and activities than other school types.
- Organised sports and recreational activities were the most common program or activity offered using school facilities.
- Playing fields and sporting facilities were the most common facilities shared with local communities.
- Health services were more commonly offered in remote and very remote schools.
- Libraries were most often shared in remote and very remote schools.

Most respondents agree that their school community is engaged with the additional services, programs, and activities offered at their school.

- Combined schools (81%) and combined schools with early childhood care (77%) reported the highest rates of community engagement with their services, programs, and activities. This aligns with the number of facilities shared and the number of activities offered, which were higher in these school types than in other schools.

Partnerships, governance, and management of facilities

Principals and other school leaders were found to make decisions themselves about who can access school facilities in a high proportion of schools (36% of respondents). Joint decision-making processes were found in other schools, involving the principal and most often one of the following additional decision makers: school council, business manager, or education department/Catholic diocese.

Partnerships

- Combined schools with early childhood care (79%) had the highest rates of partnerships with other organisations, followed by combined schools (61%).
- Schools in major cities were the most likely to have partnerships (57%). Outer regional schools (25%) were the least likely to have partnerships.
- The most common types of partnerships reported were with outside-school-hours-care (OHSC) providers (43%) and sporting associations (43%), with an average of 2.5 formal partnerships per respondent school.
- Partnerships were found to be influenced by school type, with primary schools having higher rates of OSHC partnerships but fewer partnerships in all other categories.
- Remote and very remote schools had the most varied partnerships. They had no partnerships with OSHC providers (compared to 54% for major cities), but higher rates for health services, charities, and all levels of government.
- Principals in remote and very remote schools assume most responsibility for overall school community hub management and facilities management.

Facilities management practices

- 164 respondents commented on the facilities management arrangements that work well in delivering additional programs, services, and activities. Sufficient maintenance of facilities after community use was attributed to effective working relationships and regular communication.
- 111 respondents commented on the facilities management practices that are not working well. The most common responses referred to insufficient cleaning and maintenance, and a lack of time for staff to manage facilities and users' needs.

Funding for managing and maintaining shared facilities

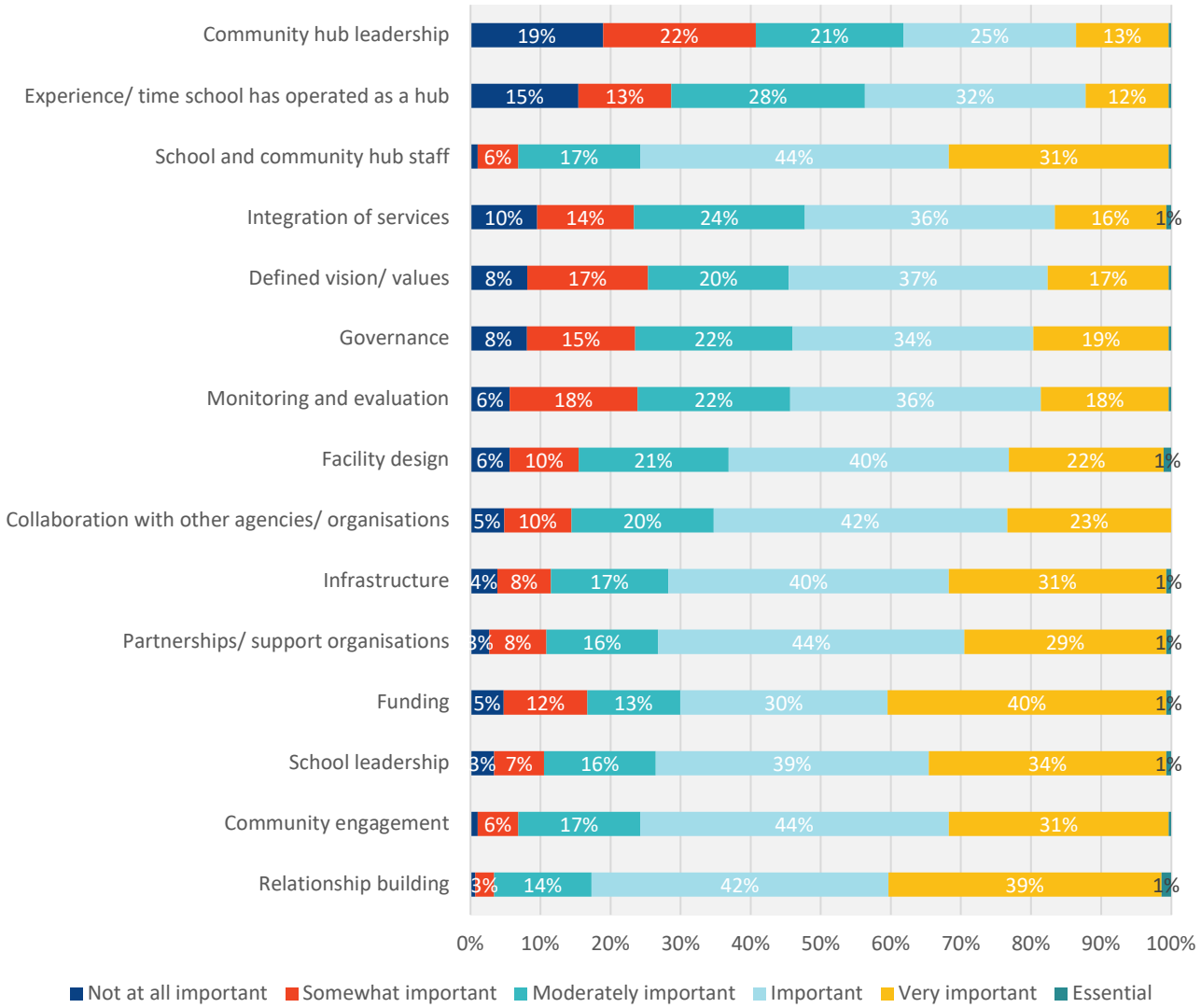
- 55% of respondents said they did not have access to adequate funding to maintain and manage shared facilities at their school.
- 75% of respondents reported that they apply for funding for managing and maintaining shared facilities (most commonly annually). Approximately 25% of respondents reported that applying for funding was not their responsibility.
- School budgets and participant contributions were the most common funding sources across all school types.
- Over 90% of combined schools with early childhood care indicated that at least some funds come from their school budget.
- Secondary schools are the most likely to charge community groups to use their facilities (82% charge some or all users). The schools most likely not to charge users (53% of all schools) are combined schools and special or specialist schools.
- Remote and very remote schools less commonly charge users for accessing facilities compared with schools in other locations.
- Decisions about who to charge fees for facility use was found to depend on if the outside group was a business or a not-for-profit organisation.

Factors essential to the success of schools as community hubs

Relationship building, collaboration, partnerships, community engagement, and funding were considered the most important factors in the success of school community hubs, along with supportive leadership, infrastructure, and school/community hub staff.

Participants explained that many of the 15 factors in the graph below (Figure a) are interdependent (e.g., supportive leadership is likely to be associated the establishment of partnerships and positive relationships with outside support organisations). Respondents could select multiple factors.

Figure a. Respondents' perceptions of factors facilitating successful schools as community hubs



Goals for facility sharing and monitoring progress towards goals

Goal setting and collecting data to monitor progress towards community hub objectives was not common in schools.

- Only 20% of survey respondents noted that their school has specific goals that inform the provision of additional programs, services, or activities.
- Although most respondents could not specifically identify their goal, those who did share their goal most rated themselves as seven out of ten or higher when asked what level of progress they had made towards their goal(s).
- 17% of respondents identified that their school has outcomes or targets that enable them to monitor progress in sharing facilities and offering additional programs, services, and activities.
- Most respondents (68%) indicated that they do not monitor the additional programs, services or activities offered through facility sharing.
- Of those who do collect data, most (87%) collect data monthly or quarterly about attendance and stakeholder feedback.

Conclusions

Overall, the Connecting Schools + Communities Survey findings highlight some consistent and important trends in shared school facility use by program and service providers and other community groups.

Combined schools (with and without onsite early childhood education) were found to engage in more facility sharing and offer more diverse programs, services, and activities than other school types. Such activity is matched by their formal partnerships with other organisations.

Facility sharing through partnerships among schools in major cities was most often conducted to utilise school facilities for cultural events and activities, closely followed by sporting events. Schools in major cities tended to partner predominantly with sporting associations and outside-school-hours care providers.

Remote and very remote schools reported sharing their facilities extensively, often for varied purposes, including the delivery of essential health and social services. However, the number of formal partnerships in remote and very remote schools was lower than in schools elsewhere. Management responsibility and governance in remote and very remote schools was primarily oriented towards the principal or assistant principal. Funding for facility sharing and maintenance in remote and very remote areas was often borne by the school, with only a small proportion of respondents reporting that they charge external users to access school facilities.

Funding was identified by most respondents as inadequate to sustain support and maintenance of facilities for sharing purposes. Schools with older buildings find this particularly challenging, due to the associated costs of maintenance. School budgets are providing most of the funds required for maintaining and supporting facility sharing but are strained by such demands.

Most schools, irrespective of location and type, tend not to have specific goals or a specific vision for facility sharing. However, those that do often include reference to 'community engagement', 'community wellbeing' and 'community connection' in their goal and vision statements. Among those with goals or a vision, most respondents reported positive progress towards achieving these goals, but tended not to gather information to monitor progress. Where monitoring is occurring, it is not always aligned to the goals and/or visions that have been established.

1. Introduction

The Connecting Schools + Communities Survey (hereafter referred to as 'the survey') was designed as a cross-sectional, census-based survey that aimed to:

- Investigate the characteristics of schools that self-identify as community hubs.
- Gather data about the role of infrastructure in supporting schools-community relations, partnerships. and hub operations.
- Gather data on the impacts of schools that self-identify as community hubs.

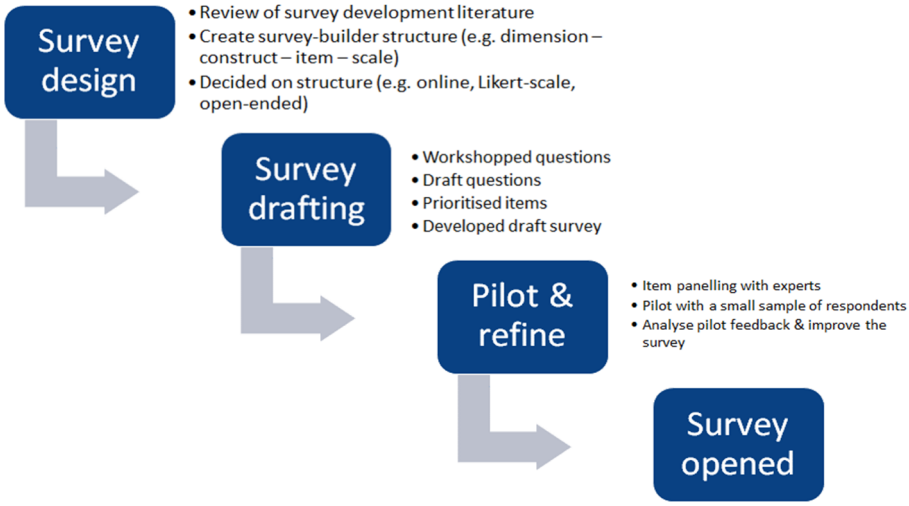
For the purposes of the survey, the term 'community hubs' included any school directly involved in creating community connections by sharing school facilities for services, programs, and activities with students, families, and local community members outside the school's normal academic program.

This document is designed to be a resource for current and future stakeholders of schools as community hubs to explore and utilise the results from this survey with the intent of developing, designing, managing, and evaluating schools as community hubs. For this reason, in this report the interpretation of data is limited to a description of the results and starts with a brief overview of the survey development process. The results are then reported in four sections: 1) characteristics of schools that identify as schools as community hubs (SaCH), 2) patterns of facility sharing, 3) governance and partnership models, and 4) monitoring practices and the impact of school facility sharing.

Survey development

The survey was developed by the Building Connections: School as Community Hubs Australian Research Council (ARC) Linkage project research team utilising an item panelling approach, where piloted questions were carefully reviewed with the whole research team and other experts (Wilson, 2004). This entailed the three stages summarised in Figure 1 below. More detail on the development process and the components of the survey can be found in Appendix A. A copy of the survey is available in Appendix B.

Figure 1. Item panelling approach



Survey participants

A total of 613 participants consented and answered at least one question in the survey (see list of the participating jurisdictions in Appendix C). A response was received from 6.5% of all Australian schools (excluding schools for whom the project team did not have approval to invite). As a large national survey of schools concerning non-mandatory activities, this response rate is comparable to the most similar survey identified on extended service schooling, which had a response rate of 11.4% (O'Donoghue & Davis, 2014). From a representation perspective, the response rate may be considered relatively low, yet adequate to draw informative insights. A summary of participant characteristics is briefly provided in the report, and further detail about participants can be found in Appendix C.

Ethics approval was received from all participating states and territories and Catholic dioceses. Overall project ethics approval was obtained from the University of Melbourne's Human Research Ethics Committee, ID: 2021-22089-19717-2.

The survey response rate was calculated based on an assumption that every school in Australia would either be engaging in some level of facility sharing with their local community or other schools, and even if they were not, they would still be able to contribute their perceptions towards opportunities or barriers to facility sharing. A similar assumption was adopted in the administration of a previous survey on 'extended service schooling'[1] in Australia conducted in 2010, where all school principals were invited to complete the survey (O'Donoghue & Davis, 2014).

The survey completion rate was 81%, with the missing data for compulsory questions on average 19%: less than the accepted 30% for population surveys in education (Enders, 2003). The proportion of missing data and the treatment of data is detailed where relevant for all results discussed in this report.

Survey limitations and considerations

As with any national survey, there are several limitations to be noted:

- Representativeness of sample distribution and characteristics
- Extent of missing data
- Survey distribution and variance in school as community hub organisation and leadership.

In some jurisdictions in Australia, no responses to the survey were received from specific sectors. For instance, the survey was not distributed to Tasmanian government schools because approval was not received from the department of education in this state.

Government schools in New South Wales (NSW) and Victoria based in metropolitan settings are represented in most survey responses. However, this aligns with the school and population distribution across Australia. Finally, it is important to note that while schools were invited to participate in the survey in all jurisdictions where approval was received, schools were asked in the invitation materials to participate if they identified as a leader of a school that acts as a community hub. Specifically, this was described as schools 'involved in creating community connections that require the use of school facilities.' As such, we urge readers of this report to consider the results

[1] Defined for the purposes of the previous survey as "…work in partnership with Government, local providers, community members and each other to offer a range of extended services to students, their families, and the local community. They are a model for engaging students, parents, and community to compliment that already experienced inside the classroom." (O'Donoghue & Davies, n.d.: 4)

presented as not necessarily representative of all schools in Australia but consider them more representative of schools that identify as community hubs.

2. Participant and school characteristics

A total of 613 respondents completed the survey (for a detailed breakdown see Appendix C). The majority were based in government schools (n=413), with the largest number of responses coming from Victoria (n=116). Most respondents were either principals or assistant principals, making up 84% of all responses received. Approximately 13% of responses were received by school staff who were dedicated SaCH leaders or other administrators (non-teaching staff).

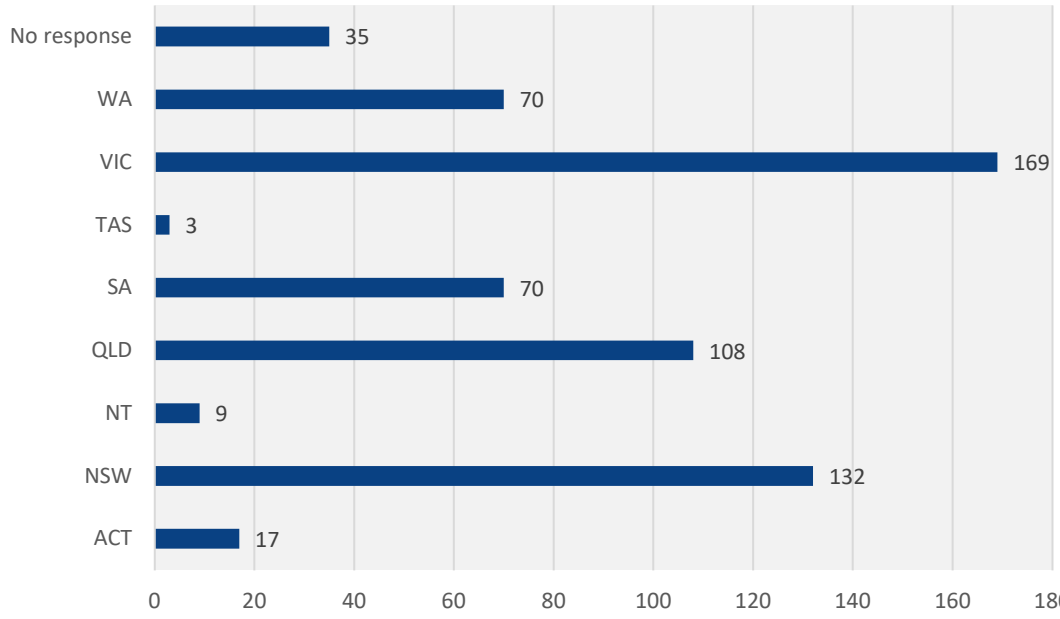
It should be noted that when responses are broken down by school type, and location, there are different numbers of respondents across these groups which may impact on the validity of differences noticed between groups. Where this is the case, this is been indicated. Also, when a respondent group is too small (less than 5), it was removed from the analysis, to prevent interpretation errors.

While the total number of responses is modest at 613 (approximately 6.5% of Australian schools), the characteristics of these schools are notably diverse, as shown in Appendix C. Among participants in government schools, 26% have co-located early childhood services at both primary and combined school settings. 25% of participants were based in outer regional, remote, or very remote areas. Regarding student population, most schools (51%) had more than 2% of their student population identifying as Indigenous, 40% of participating schools have over 5% of their student population with a language background other than English (LBOTE). A total of 57% of schools had an index of community socio-educational advantage (ICSEA) below the Australian median of 1000.

When comparing these figures in relation to national averages, the characteristics of these schools highlight that there is more representation of schools based in communities with a higher proportion of Indigenous and culturally and linguistically diverse (CALD) communities, and higher levels of socioeconomic disadvantage. Given this, it would be expected that in these communities, community hub activities would include a focus on increasing access to opportunities and services that may otherwise be limited or not readily accessible.

The number of responses by state are shown below in Figure 2. Most participants were based in Victoria, followed by New South Wales (NSW), and Queensland (QLD). This largely reflects the relative distribution of schools across Australia, however the very low numbers in Tasmania (TAS) are due to the survey not being approved for distribution among government schools by the department of education in light of significant workload challenges for school staff associated with COVID.

Figure 2. Survey respondents by state



The roles of the individuals who completed the survey in the participating schools are shown in Figure 3. Principals were the most numerous respondents, followed by assistant principals and business managers.

Figure 3. Survey respondents' role in SaCH

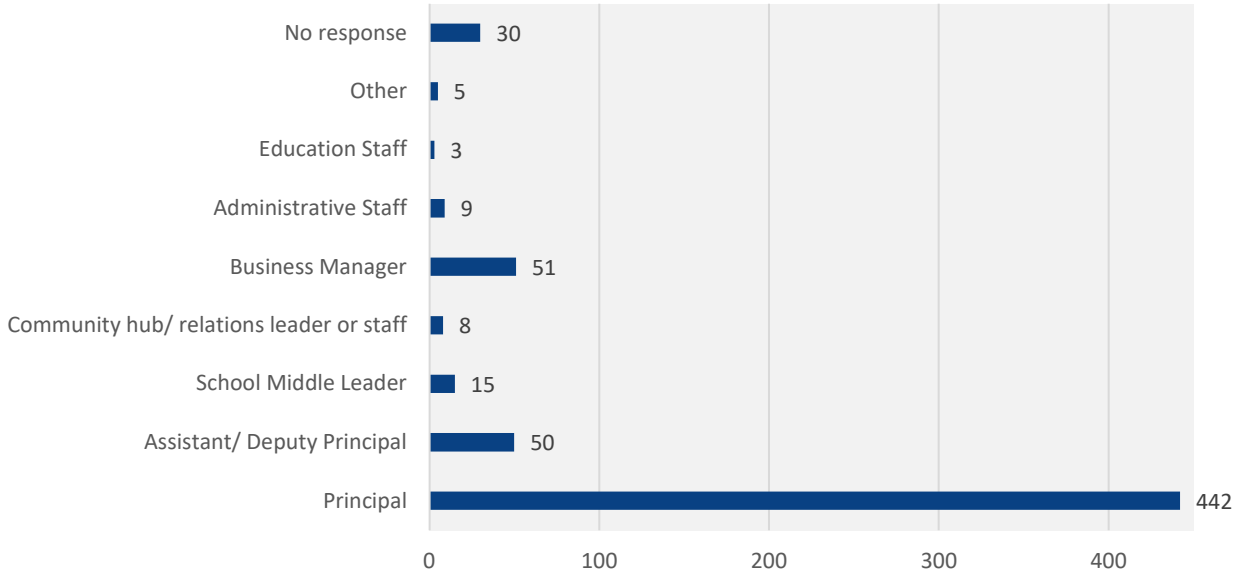


Figure 4 shows the number of participating schools by sector. Most respondents were from Government schools, followed by Catholic and Independent schools respectively.

Figure 4. Number of schools as community hubs by sector

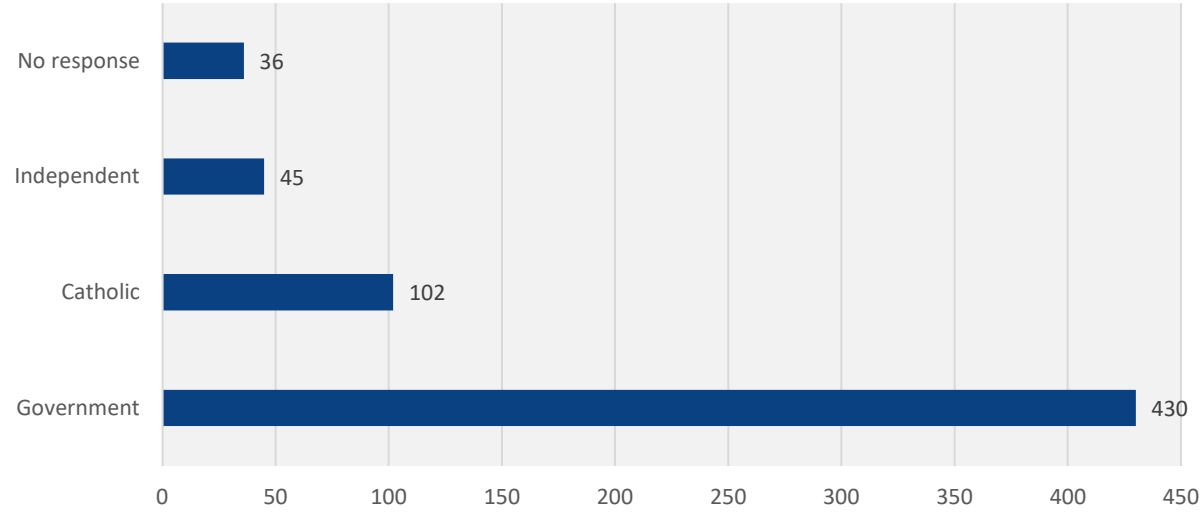
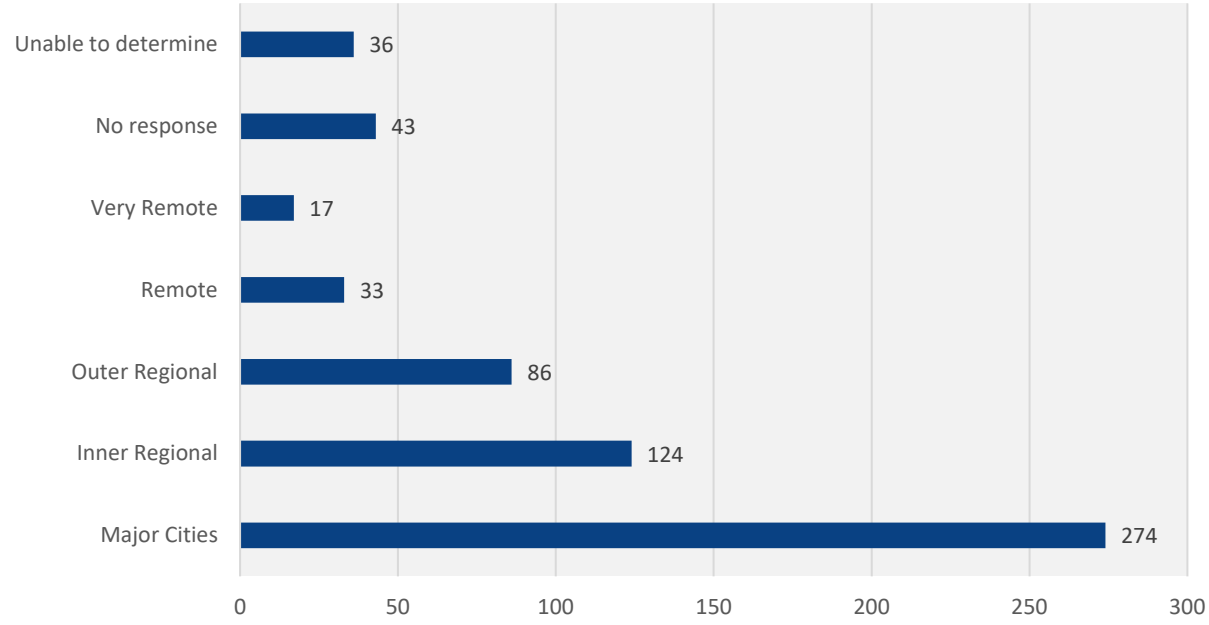


Figure 5 shows the location characteristics of the participating schools. Most respondents were from schools based in major cities. However, proportionately more schools in remote and very remote areas completed the survey and identified as community hubs relative to schools in more populated areas.

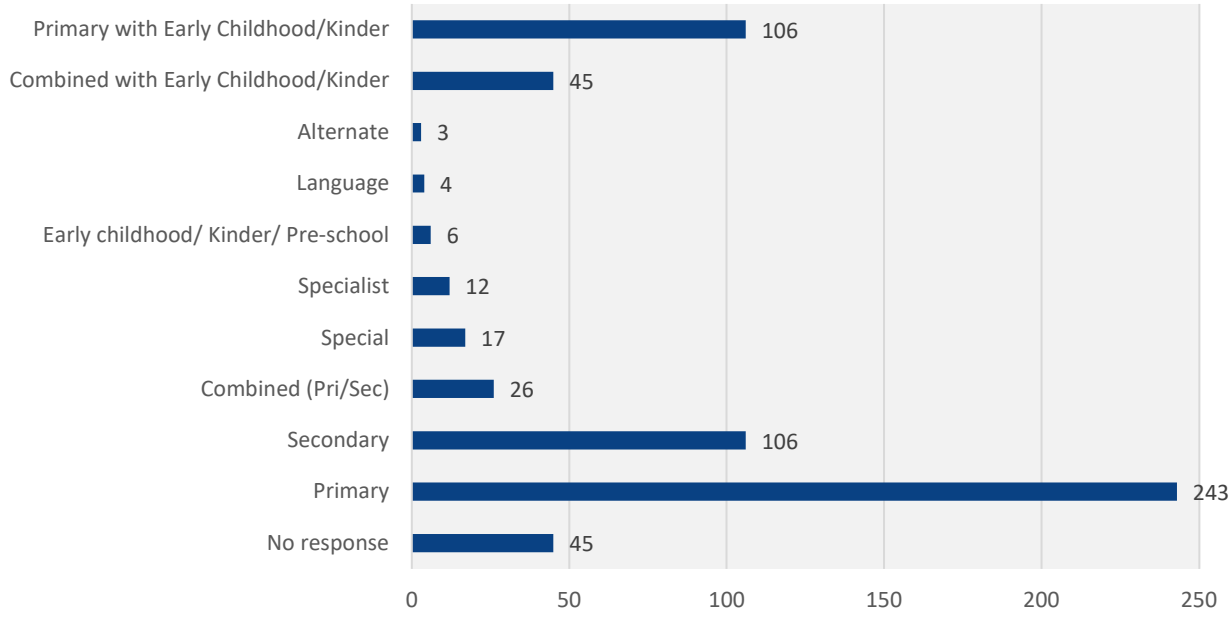
Figure 5. Locations of schools as community hubs*



*Australian Standard Geographical Classification-Remoteness Area (ASGC-RA) was used to define these locations (Australian Institute of Health and Welfare, 2022)

Finally, primary schools were overwhelmingly the most common school type that identified as a school community hub (n=349, 57%). Almost half of these had early childhood services on site (see Figure 6).

Figure 6. Number of SaCH by type



3. School facility sharing arrangements

An important aspect of the operations of SaCH relates to the sharing of school facilities for services, programs and activities made accessible to members of local communities. Accordingly, respondents were asked to report on: facility sharing arrangements; the design of facilities for community use; and what programs, services and activities are offered on school premises.

The following sections of the report detail the patterns of facility sharing, including the programs, services and activities that are offered using school facilities, how they are governed, managed, and funded, and what influence this has on community engagement.

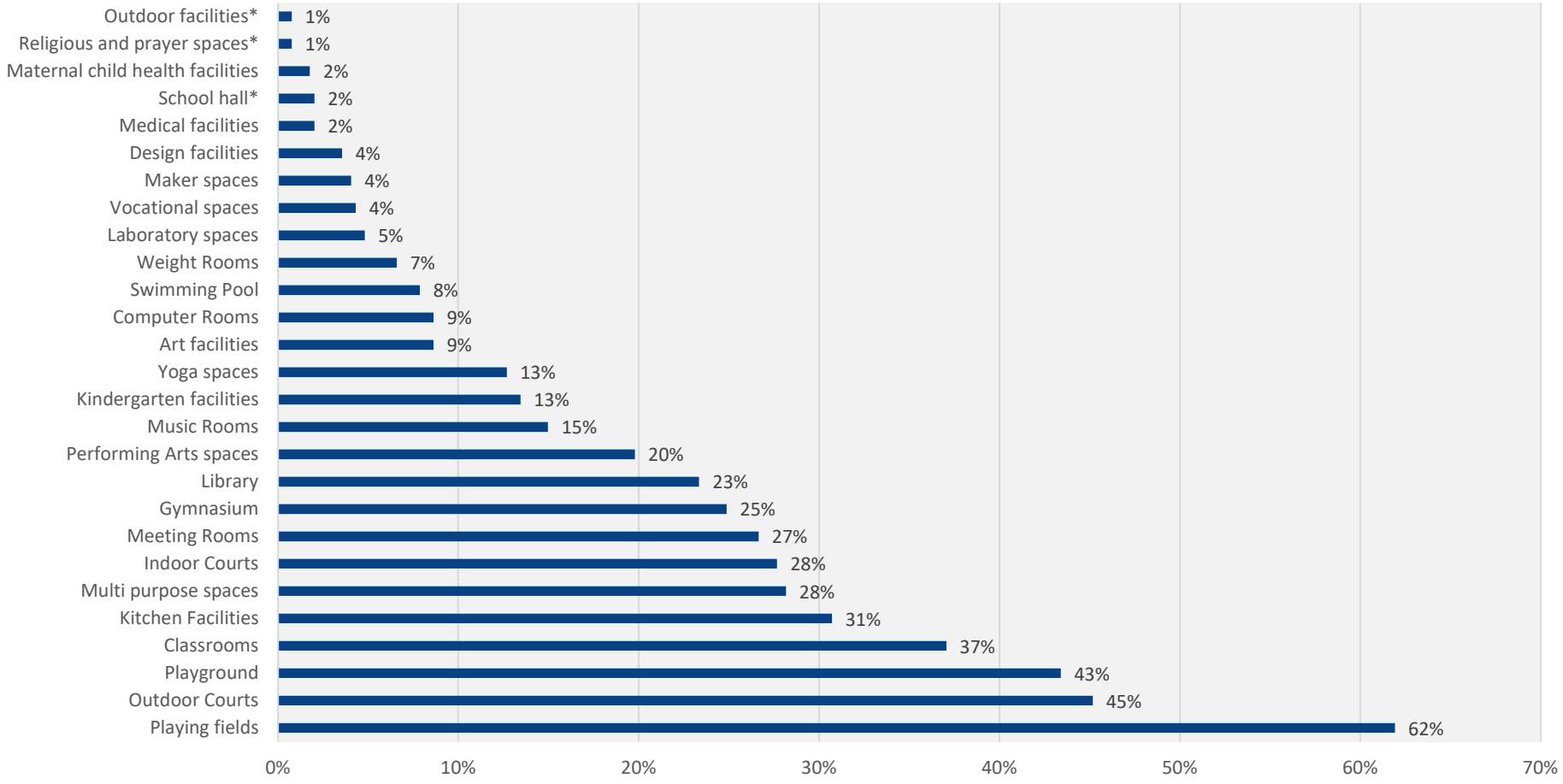
Summaries of key findings are available at the end of each section. Further descriptive statistics are reported, and where possible, differences are explored by school type and school location. Given the difference in sample size by school type, comparisons between school types with few responses (special/specialist, and other) should be treated with caution.

Types of facilities shared

A large proportion of schools reported that they share school facilities (n=394). Of those that reported sharing, respondents were asked to indicate which facilities they share with their local community from a possible list of 24 (which expanded to 27 after additional facility types were suggested by respondents). The facilities shared by the largest number of schools were found to be playing fields (62%), outdoor courts (45%), playgrounds (43%), and classrooms (37%), as illustrated in Figure 7 (see also table in Appendix D).

Figure 8 shows the types of facilities shared by location. It reveals that in remote and very remote locations schools share kitchens, library facilities, music rooms, kindergarten facilities, arts facilities, and computer rooms at much higher rates than schools in more populated areas. Further detail can be found in Appendix D.

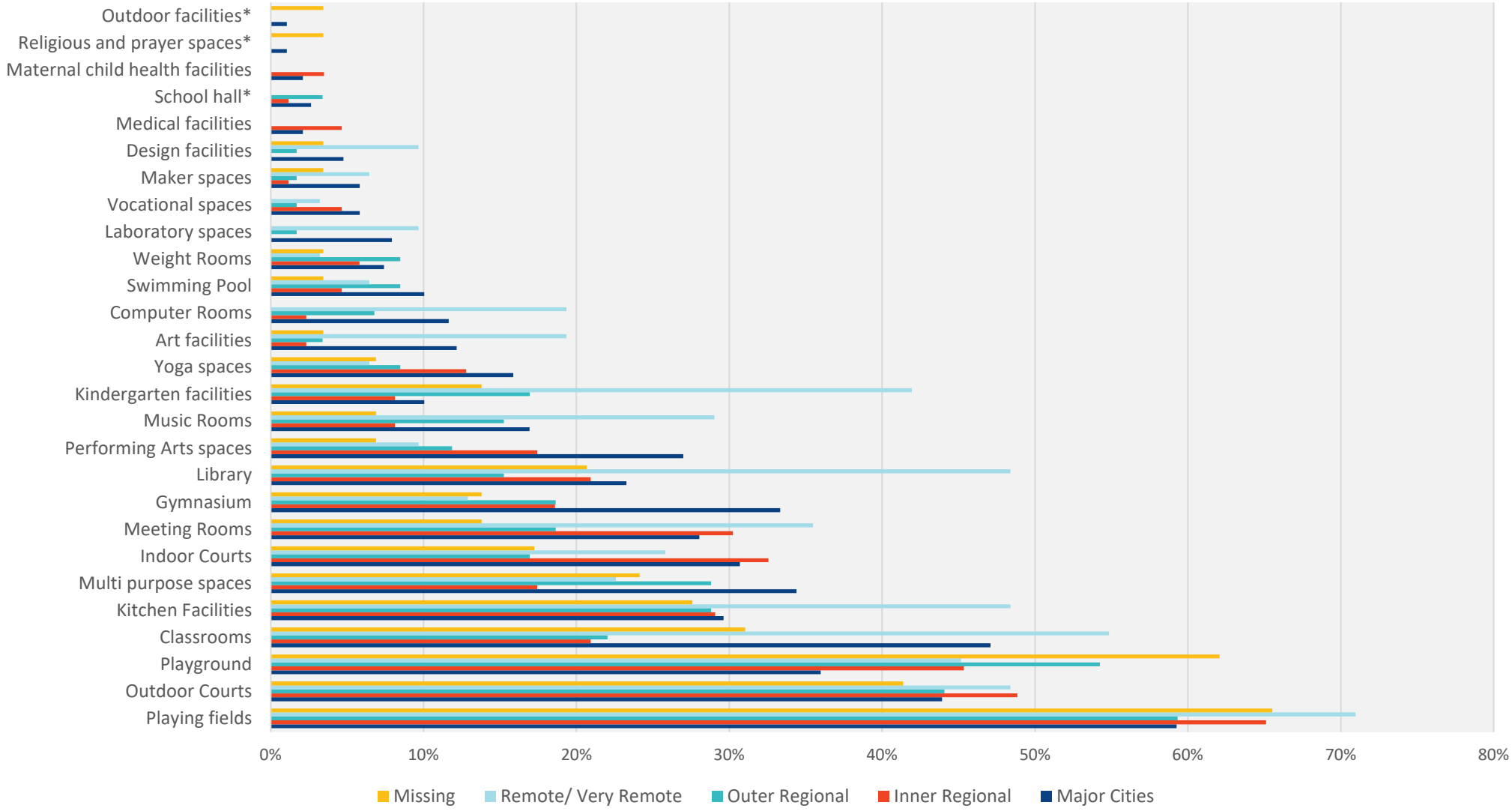
Figure 7. Proportion of respondents reporting types of school facilities shared^



* New categories created from written in responses by participants

^ Respondents could select more than one type of facility

Figure 8. Proportion of respondents reporting types of school facilities shared by school location^



* new categories created from responses by participants; ^respondents could select more than one type of facility

Differences in types of school facilities shared were also analysed by school type, i.e., between primary (n=171), secondary (n=74), special/specialist (n=16), combined with early childhood (n=32), and primary with early childhood (n=76), and other school types (n=6). The figure overleaf details these results, along with an accompanying table available with more information in Appendix D.

Across all school types, playing fields were the most common facility shared. This was closely followed by outdoor courts and playgrounds. Other commonly shared facilities were kitchen facilities in combined schools, shared by 47% of respondents, and classrooms in combined schools with early childhood services, shared by 59% of respondents.

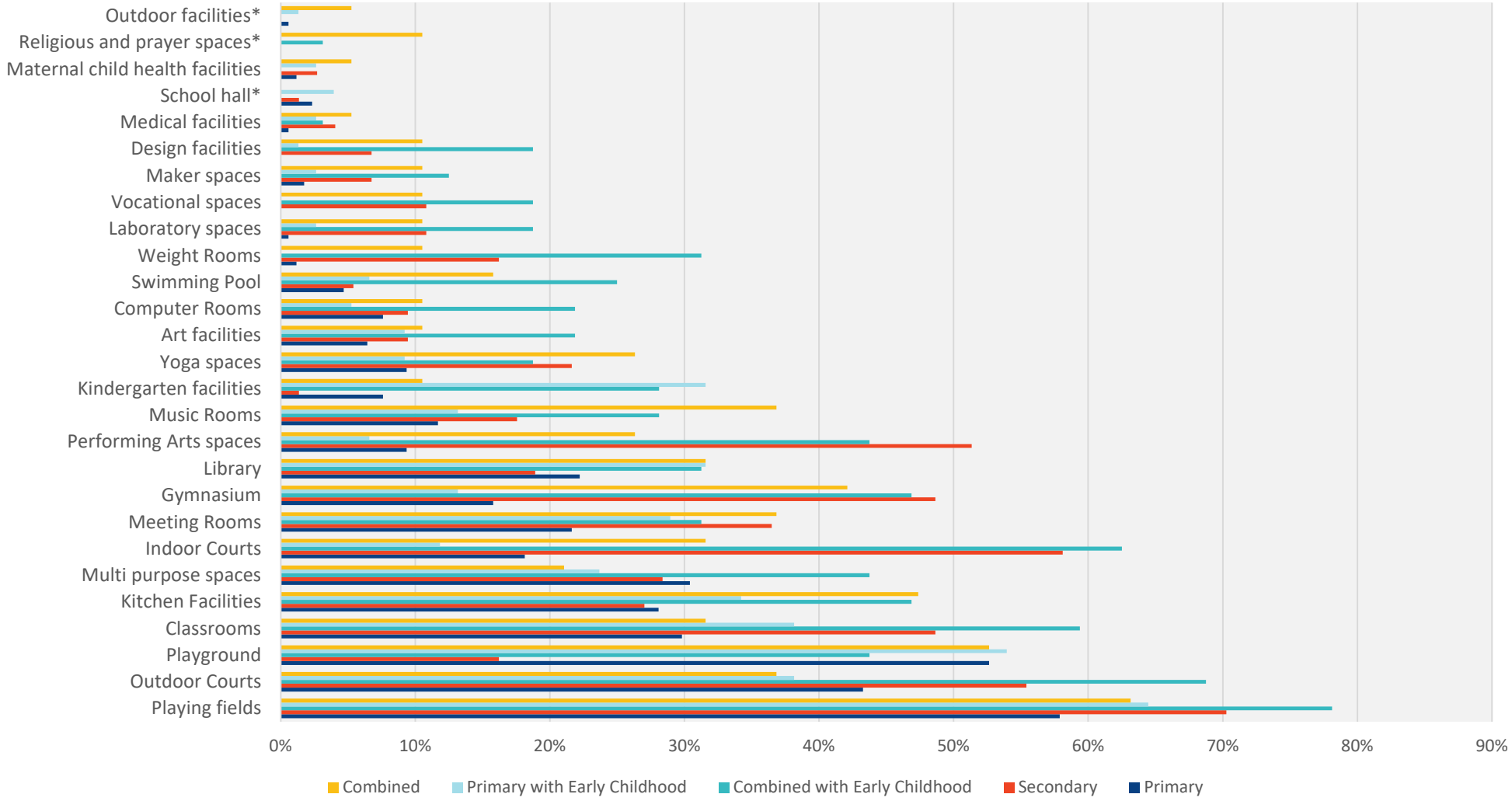
The other distinct trend was in secondary and combined schools, where indoor courts, performing arts spaces, and gymnasiums were shared by a high proportion of respondents. These facilities were shared in 41 – 58% of these schools. It is probable that these school types are more likely to have these types of facilities that other school types (e.g., primary) and are therefore more able to share them.

A summary of school facility sharing patterns is available in the box below.

Box 1. Summary of patterns of school facilities being shared

- Respondents (n=394) indicated that they share up to **27 different types of facilities**, with the average school sharing between four and five types of facilities.
- The two **most shared facilities** are related to sport and recreation: **playing fields (62%) and outdoor courts (45%)**.
- **Patterns by school location** – The most shared facilities are similar across school locations. Remote and very remote schools share the most facilities on average (6), followed by schools in major cities (5), then inner regional (4), and outer regional (4).
- **Patterns by school type** – Combined schools with early childhood care share the most types of facilities on average (8), followed by combined (6), secondary (6), primary with early childhood care (4), primary schools (4), and special and specialist (2).

Figure 9. Proportion of respondents reporting types of school facilities shared by school type^



* New categories created from written in responses by participants.

^respondents could select more than one type of facility

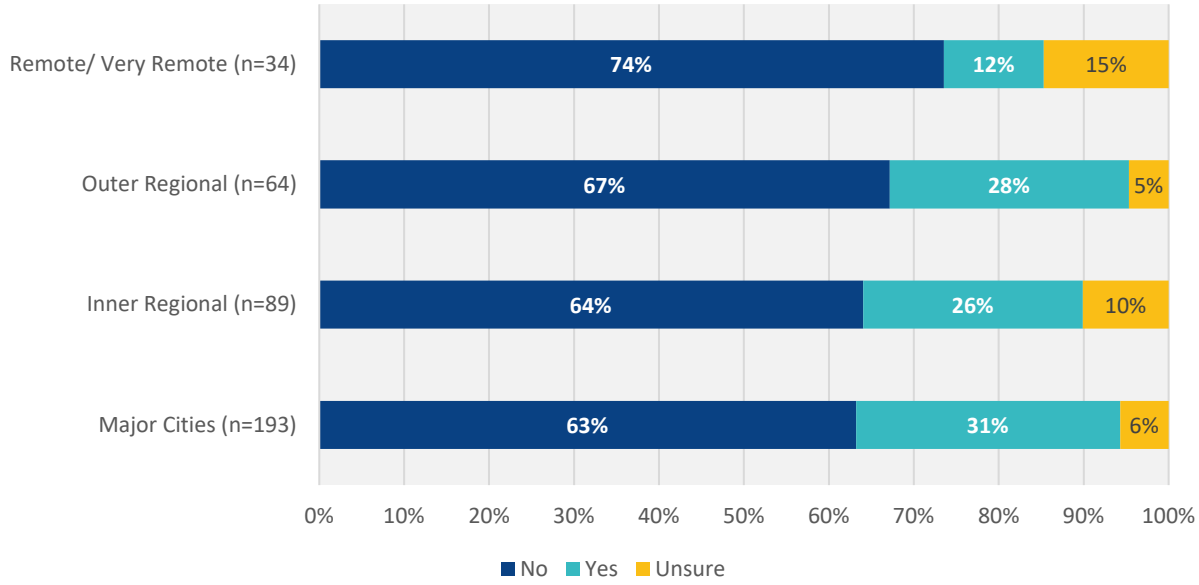
Facility design for sharing

To understand the degree to which intentional design of school facilities supports sharing, respondents were asked if any of their facilities had been intentionally designed or renovated to improve their utility for sharing.

Only 18% of total participants (n=613) reported their facilities had been intentionally designed for sharing. 44% reported they had not been intentionally designed or renovated for the purposes of maximising utility for sharing.

Where school facilities had been intentionally designed or renovated, schools tended to be based in major cities and inner or outer regional areas, as shown in Figure 10. Only 12% of schools in remote or very remote settings had been intentionally designed or renovated for sharing. However, differences between the proportions are small, and sample sizes across the groups vary considerably.

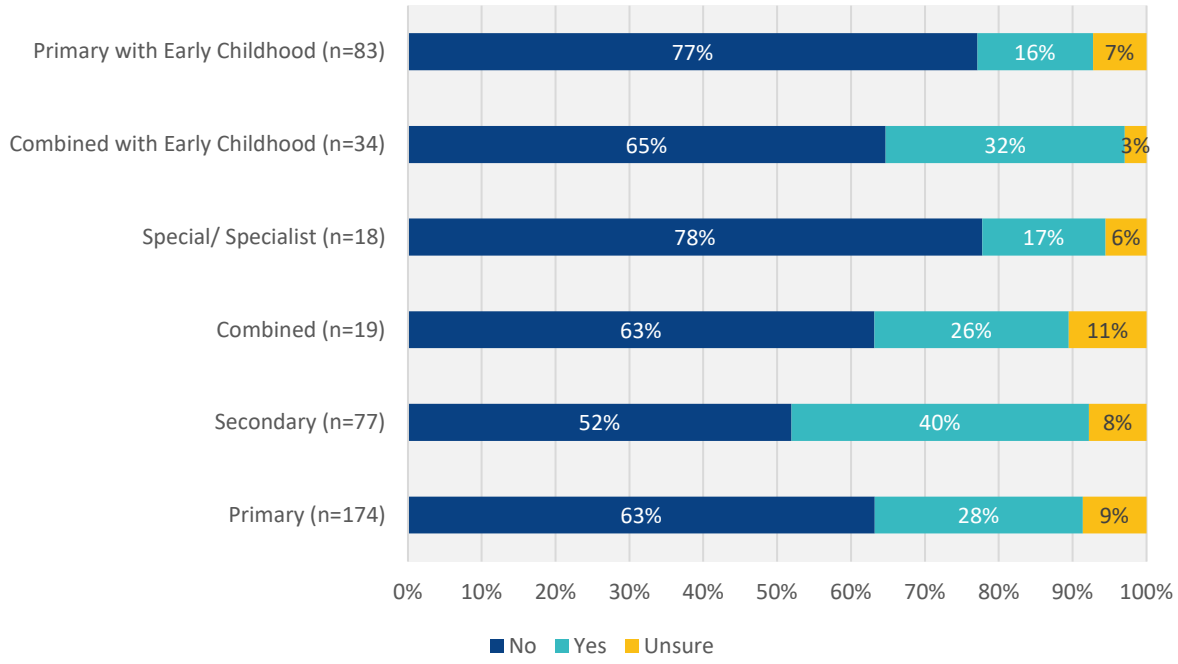
Figure 10. Proportion of respondents reporting school facilities were intentionally designed or renovating for sharing by school location



An important consideration for these findings is the timing, or rather length of time the school facilities had been in operation. Newly built schools or those with funds for renovation or facility upgrades may have more opportunity for intentional design for community sharing. This may explain why schools in major cities are more likely to have intentionally designed or renovated facilities for sharing purposes, as there are more newer schools in these areas.

Finally, it is noteworthy that 40% of respondents in secondary schools reported that there had been intentional design work associated with facility sharing, which is higher than any other school type. See Figure 11.

Figure 11. Proportion of respondents reporting whether school facilities were intentionally designed or renovating for sharing by school type^



^Special and specialist schools have been collapsed into one category. Where there were <5 schools in a type, data has been supressed.

In addition to asking respondents to reflect on the contribution of intentional design for sharing, they were also asked about the extent to which they agree that their current school facilities support outside groups or organisations to use the facilities to deliver programs, services, or other activities to local community members. 51% of respondents agreed to some extent that their current facilities support sharing, and only 15% disagreed. However, data was missing for 34% of respondents. Further detail is available in the tables and figures in Appendix D.

When comparing by school location (excluding respondents who did not complete this question), it is evident that most respondents, irrespective of school location, agree to some extent that their current facilities support sharing. Those working in schools in major cities or inner regional areas agreed to a larger extent, as shown in Figure 12. Indeed, the highest proportion of respondents who disagreed were working in remote or very remote school locations.

Figure 12. Proportion of respondents reporting whether current school facilities support sharing by school location

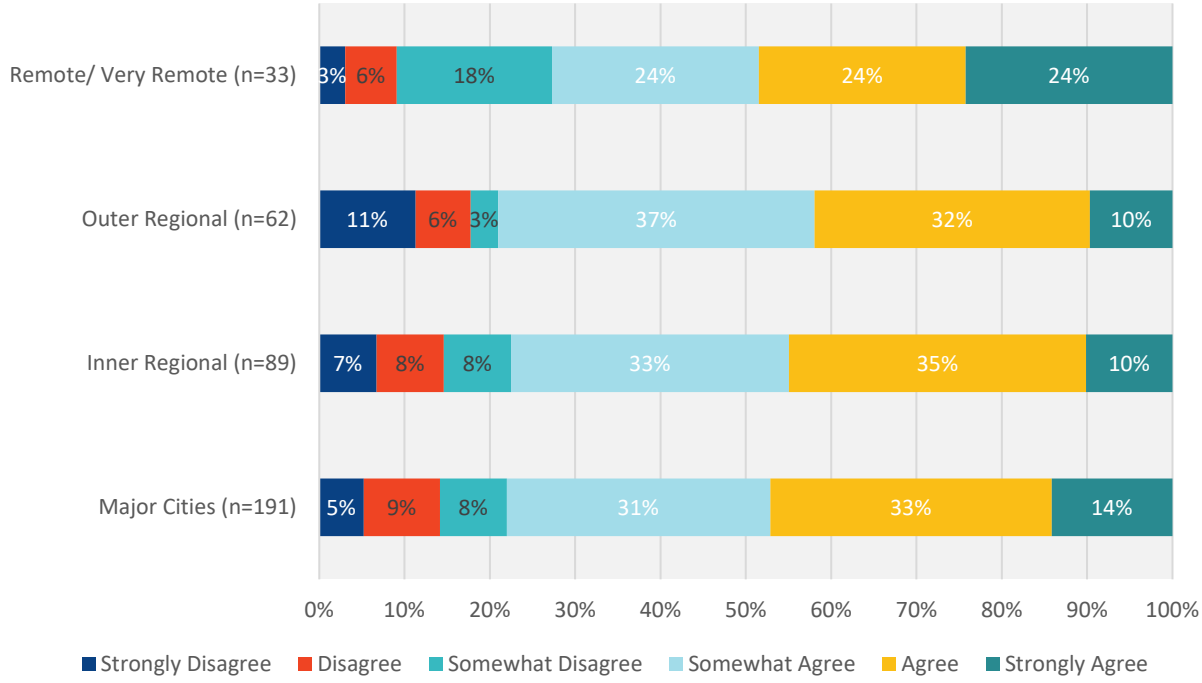
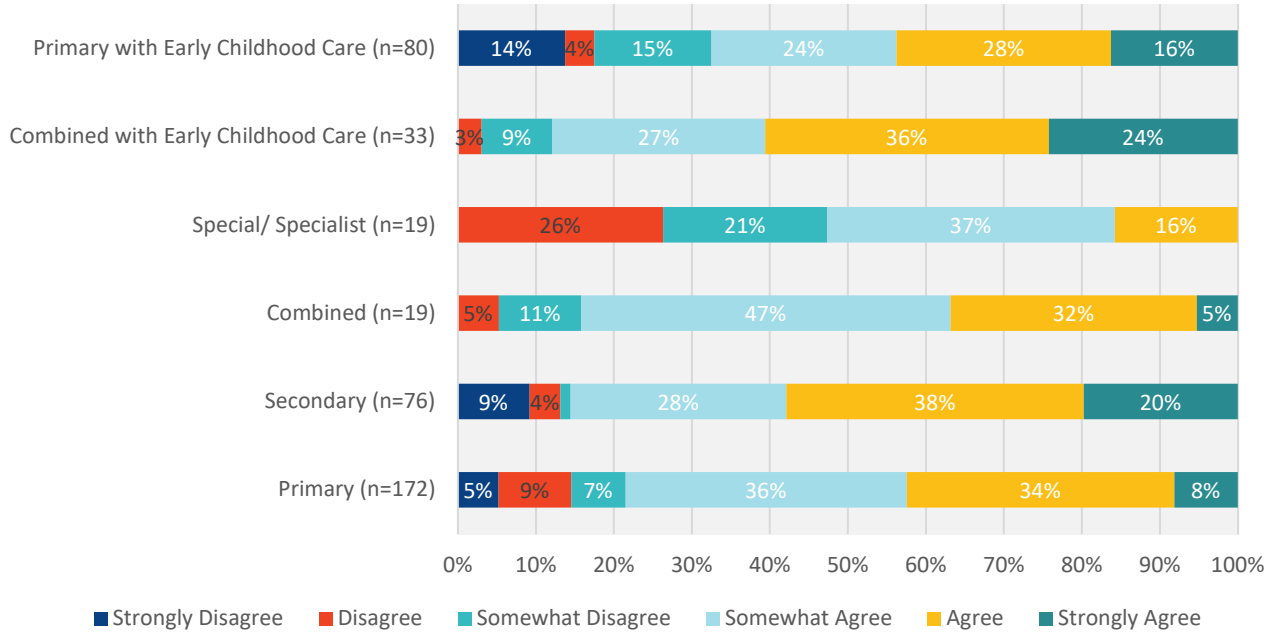


Figure 13. Proportion of respondents reporting whether current school facilities support sharing by school type^



^ Special and specialist schools have been collapsed into one category. Where there were <5 schools in a type, data has been supressed.

Secondary (20%) and combined schools with onsite early childhood care (24%) had the highest percentage of strongly agree responses with respect to whether current school facilities support sharing. This suggests these types of schools have greater opportunity to share their facilities with their local community. By contrast, a smaller proportion of respondents working in special, or specialist schools agreed that their facilities support sharing, with none strongly agreeing. See Figure 13. Box 2 provides a summary of the influence of facility design on sharing patterns.

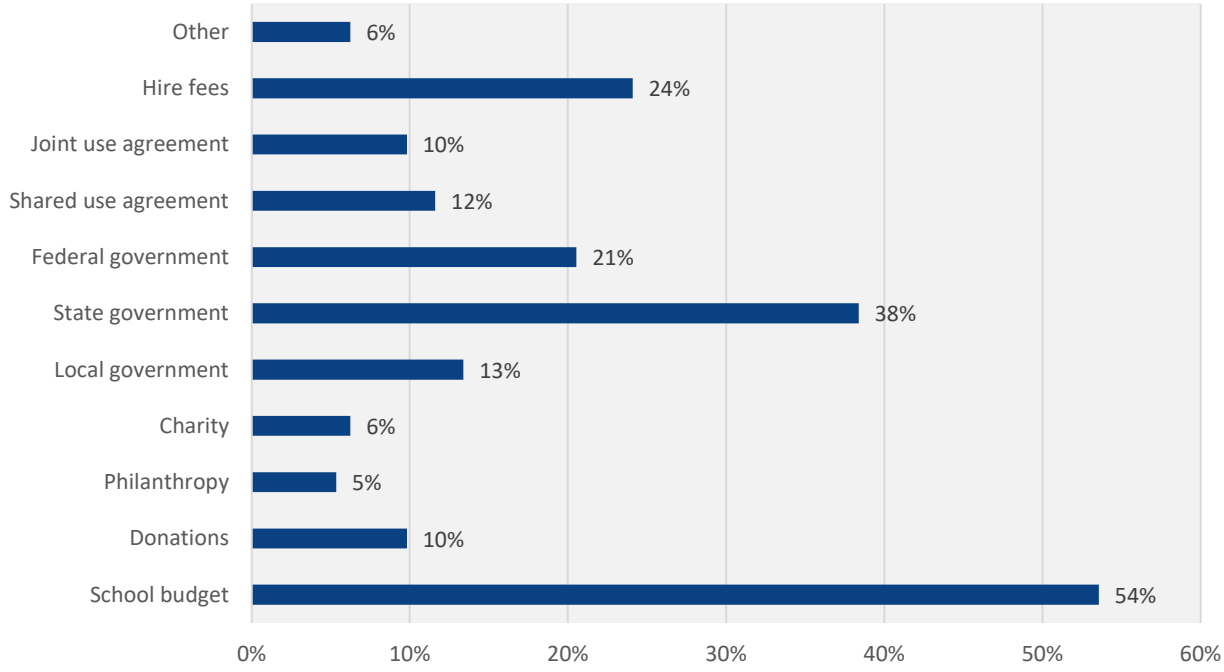
Facility funding for sharing

In addition to the influence of intentional design, the importance of dedicated funding for facility sharing was also investigated. Respondents were asked to identify the source(s) of funding associated with intentionally designing facilities for sharing (n=112), with the results shown in Figure 14.

For schools that had been intentionally designed for sharing, most reported multiple funding sources. Most used their school budget or funding from state and territory government departments. Federal government grants and hiring fees were the next most common sources of funding. Charity and philanthropic funding were used by 5-6% of respondents. This indicates that education providers are funding most of the intentional facility design for sharing, suggesting that investments in new school buildings or renovations may be considered opportunities to enable school facilities to be built in ways that enable and support community engagement.

Further detail is available in Appendix D.

Figure 14. Proportion of respondents (n=112) reporting sources of funding for facility sharing^



^respondents could select more than one source of funding

Box 2. Summary of key patterns in facility design for sharing

- *Intentional design*: Most respondents (n=411) reported that facilities had not been intentionally built or renovated for the purpose of sharing facilities. 112 indicated that facilities had been intentionally designed for sharing.
    - **Patterns by school type** – 40%, of secondary schools (n=77) indicated that facilities had been intentionally designed for sharing. This was much higher than other school types, compared with 17% of special and specialist schools (n=18) and 16% of primary schools with early childhood care (n=83).
    - **Patterns by school location** – Only 12% of remote and very remote schools (n=34) had intentionally designed facilities, compared to 31% of major cities schools (n=193).
- *Facilities support sharing*: When asked if their current facilities support sharing, 51% of respondents agreed, 15% disagreed, and data was missing for 34%.

Programs, services, and activities offered in shared facilities

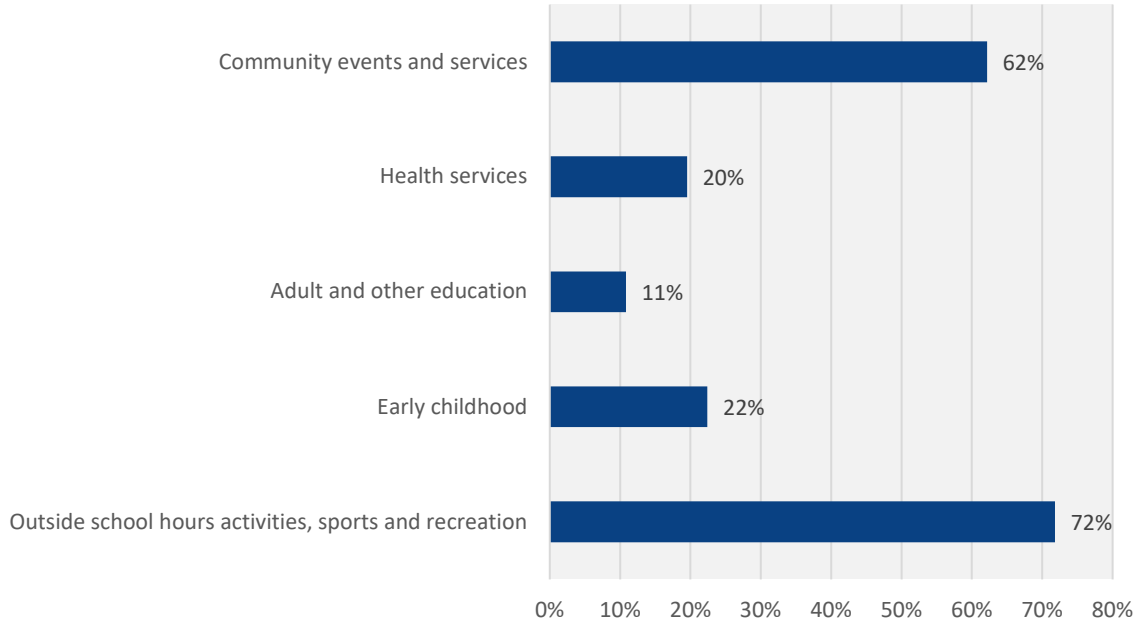
The purpose for why school facilities are shared was also of interest. Respondents were asked to give details about the programs, services or activities offered using school facilities that they would consider to be outside of their normal academic program.

A total of 32 program and service areas were included in the survey questions, grouped into five categories: outside school hours activities, sport, and recreation; early childhood; adult and other education; health services; and community events and services.

415 respondents reported offering services or programs in any of the five areas either on or off-school sites. Of these, 72% offer outside school hours activities including sports and recreation, and 62% hold community events and services using school facilities.

Figure 15 below shows that health services and early childhood services are offered by almost a quarter of respondents, but adult and other education services are offered by a much smaller proportion of respondents. On average, each of the 415 schools offered services and programs in two of the five categories.

Figure 15. Proportion of respondents (n=415) reporting facility sharing for services and programs across one or more of the five areas^



^respondents could select more than one service or program area

Respondents were also asked how long programs and services had been offered from their school facilities. The table below illustrates there is variance in the duration that programs and services have been offered, with at least 15% of schools reporting that they have offered a service or program for more than 10 years.

Adult and early childhood programs and services have been offered much more recently compared to sports and recreation, community events and services, and health services. 24% of those reporting they offer adult and early childhood programs have implemented these for between 5 – 10 years. 42% of schools offering sports and recreation programs have done so for more than 10 years and 38% of schools have offered community events and programs for more than 10 years.

Table 1. Duration of offering services and programs using on or off-site school facilities

Service and program area	Offer (unsure)	0-2 years	3-4 years	5-10 years	10+ years
	n (%)	n (%)	n (%)	n (%)	n (%)
Outside school hours activities, sports, and recreation	246 (18)	142 (10)	148 (11)	263 (19)	567 (42)
Early childhood	45 (27)	23 (14)	28 (17)	31 (19)	39 (23)
Adult and other education	23 (35)	12 (18)	5 (8)	16 (24)	10 (15)
Health services	66 (40)	23 (14)	29 (17)	21 (13)	28 (17)
Community events and services	119 (30)	21 (5)	40 (10)	62 (16)	149 (38)

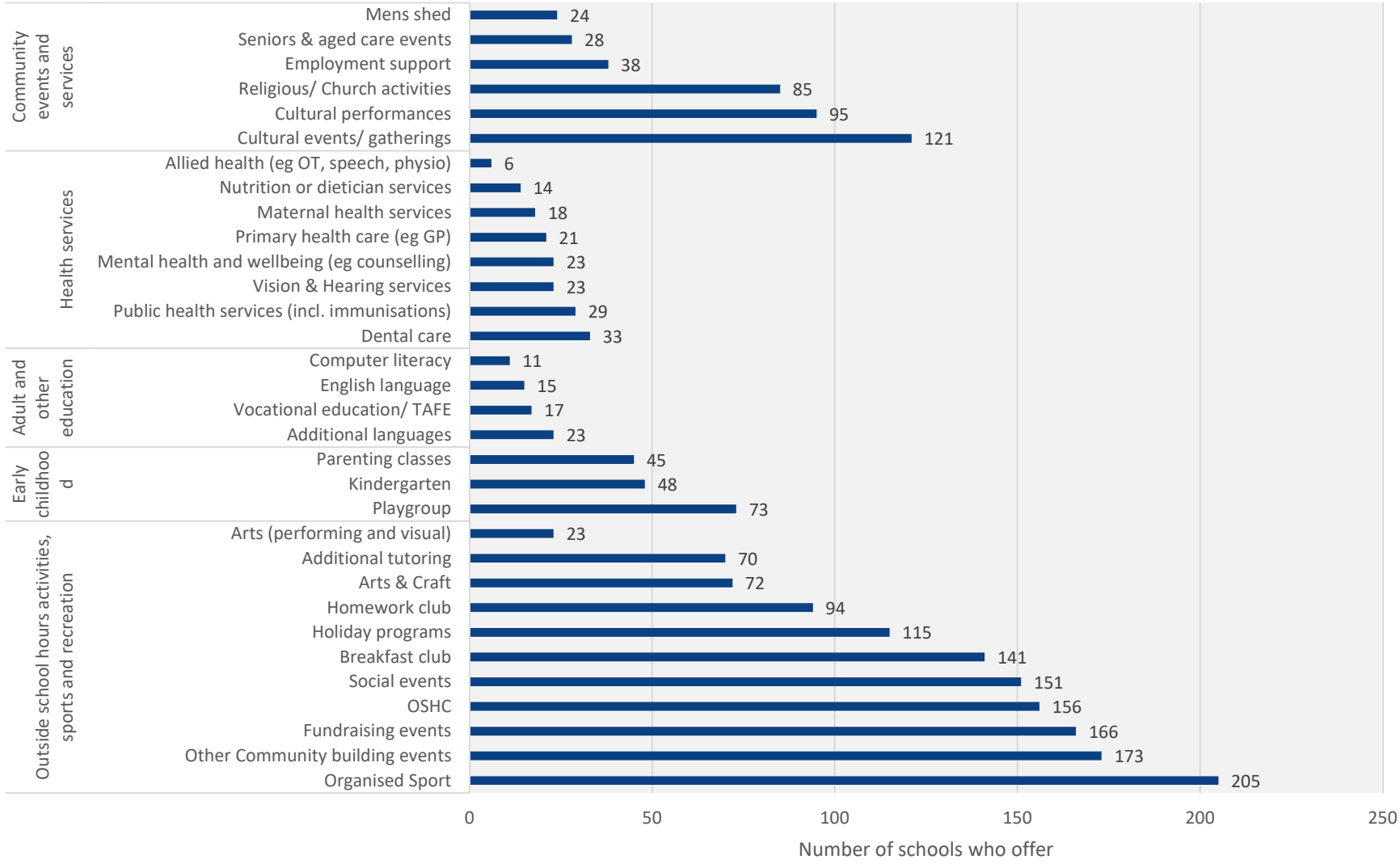
Note. Respondents reported on the duration of multiple programs and services across the five categories above.

Figure 16 (below) details the 32 program and service types. Organised sport makes up most of the outside school hours activities at more than 200 schools. Respondents could select more than one service, program, and activity.

Within early childhood, play group is the most common program offered. Within adult and other education, additional language education is the most common program offered. Within health services, dental care is offered at 33 schools. Cultural events/gatherings are the most common community event that is offered on or off-site in 121 schools.

The programs and services offered closely align with the types of facilities being shared most often. Sports fields and playgrounds were the most common facilities shared.

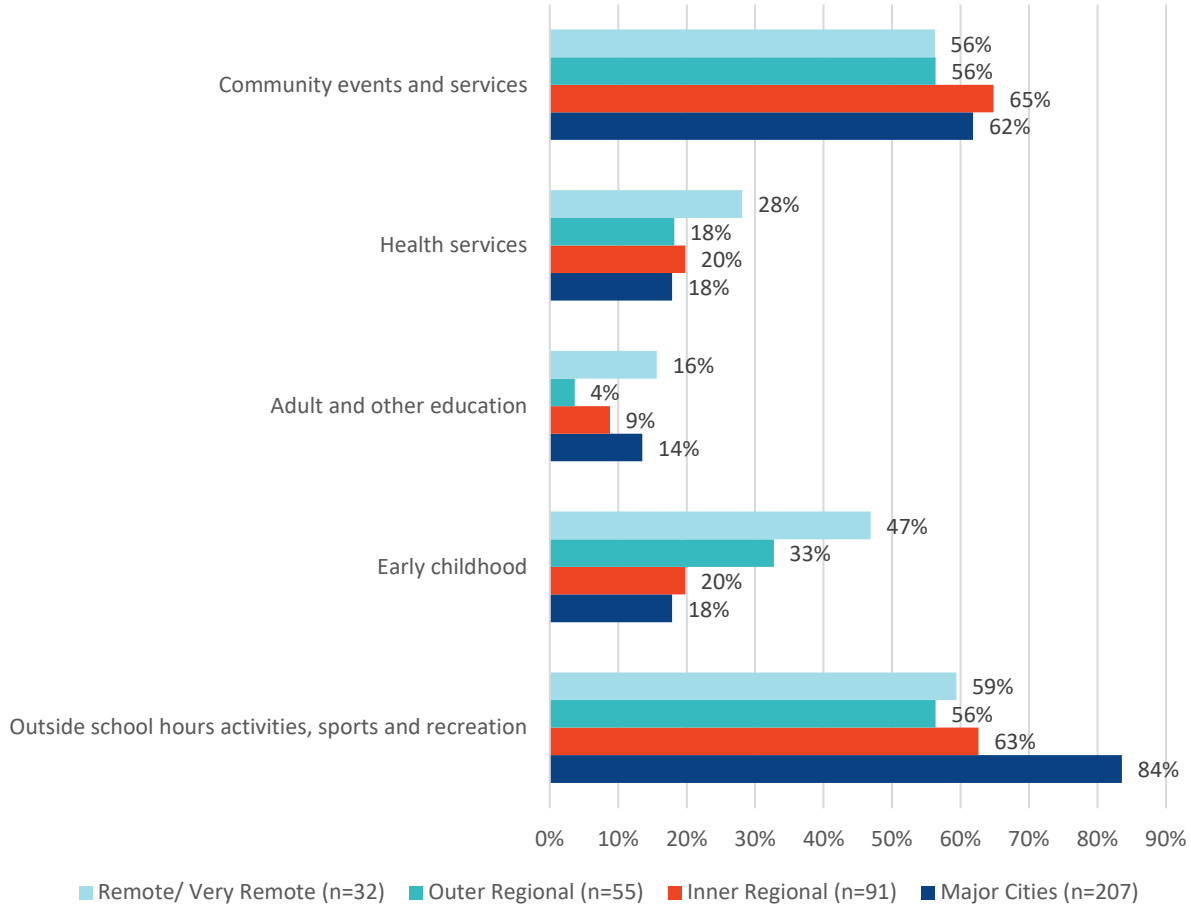
Figure 16. Number of schools offering services, programs, and activities on or off-site



When types of programs, services, and activities are examined by school location there is a relatively similar pattern in inner regional, outer regional and remote/very remote school locations, where sport and recreation and community events and services are offered in most schools (see Figure 17). This contrasts with the difference observed between schools in major cities.

Another notable difference is that in remote and very remote schools, there is more than twice the number of schools offering early childhood programs on or off school site compared with schools in major cities. A similar pattern of difference is observable for health services. This may be reflecting the limited availability of these programs and services in these remote communities.

Figure 17. Proportion of respondents reporting facility sharing for services and programs across one or more of the five areas by school location^

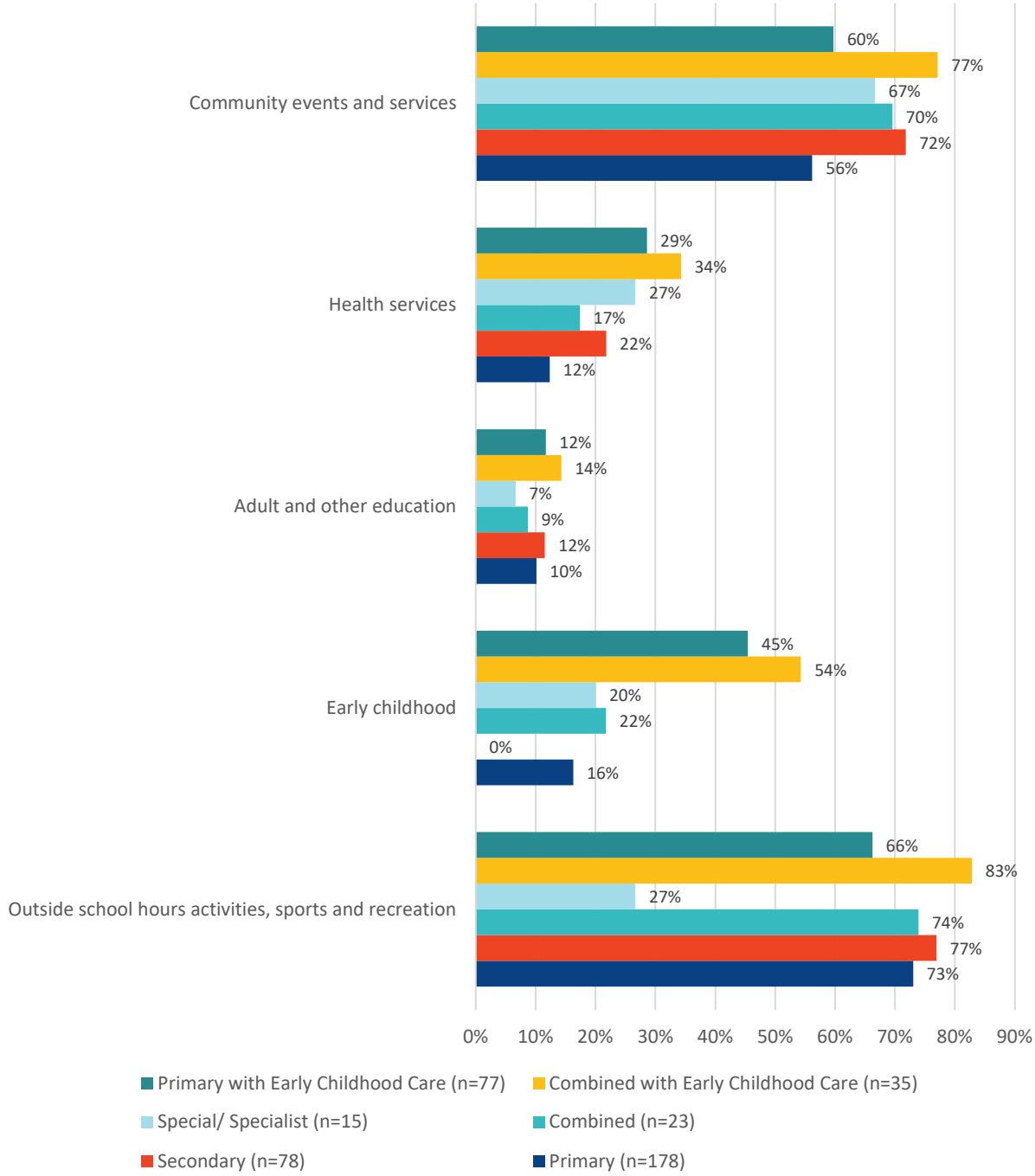


^respondents could select more than one program or service area

There are also differences among school types (see Figure 18), with no respondents in secondary schools reporting offering early childhood programs, and combined schools with early/childhood kindergarten centres offering more programs and services across all five categories.

Further, any school with onsite early childhood care tended to offer the most diverse programs and services.

Figure 18. Proportion of respondents reporting facility sharing for programs and services across one or more of the five areas by school type^



^respondents could select more than one service or program area

A summary of the patterns of programs, services and activities offered through school facilities is available in Box 3 on the following page.

Box 3. Summary of key patterns in programs, services and activities offered on school facilities

- Respondents (n=415) indicated that the most offered programs, activities, and services were in the areas of *outside school hours activities, sports, and recreation* (72%) and *community events and services* (62%).
- *Organised sport* was the most offered activity, at over 200 schools – which aligns with the types of facilities that are the most shared.
- **Patterns by school location**
  - Major cities schools offer *outside school hours activities, sports, and recreation* more often than other locations.
  - Remote and very remote schools offer *health services* (28%), *adult and other education* (16%), and *early childhood* (47%) more often than other locations.
- **Patterns by school type**
  - Combined with early childhood care schools and primary with early childhood care schools offer the most areas of programs, services and activities (and have the highest rates across almost all the five areas).

Targeting programs, services and activities offered in shared facilities

Survey respondents were asked whether they target any programs, services, or activities offered through shared school facilities to specific groups. 55% said they do and 12% were unsure.

A higher proportion of respondents from remote and very remotely located schools reported they target programs, services, and activities to specific groups (73%), compared with 57% of respondents at schools in major cities, as shown in Figure 19.

Figure 19. Proportion of respondents reporting targeting programs, services, or activities to specific groups of students and community members by school location

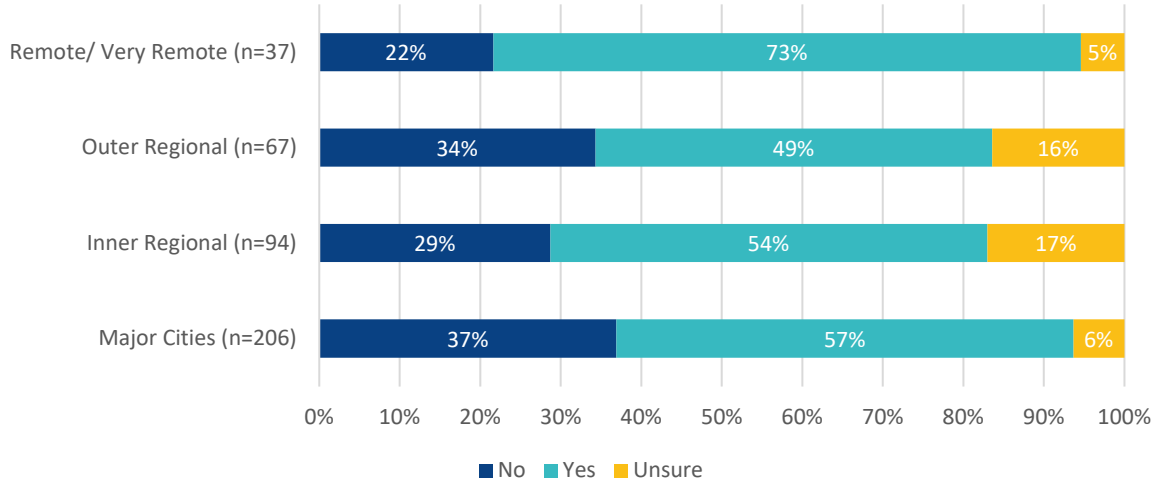
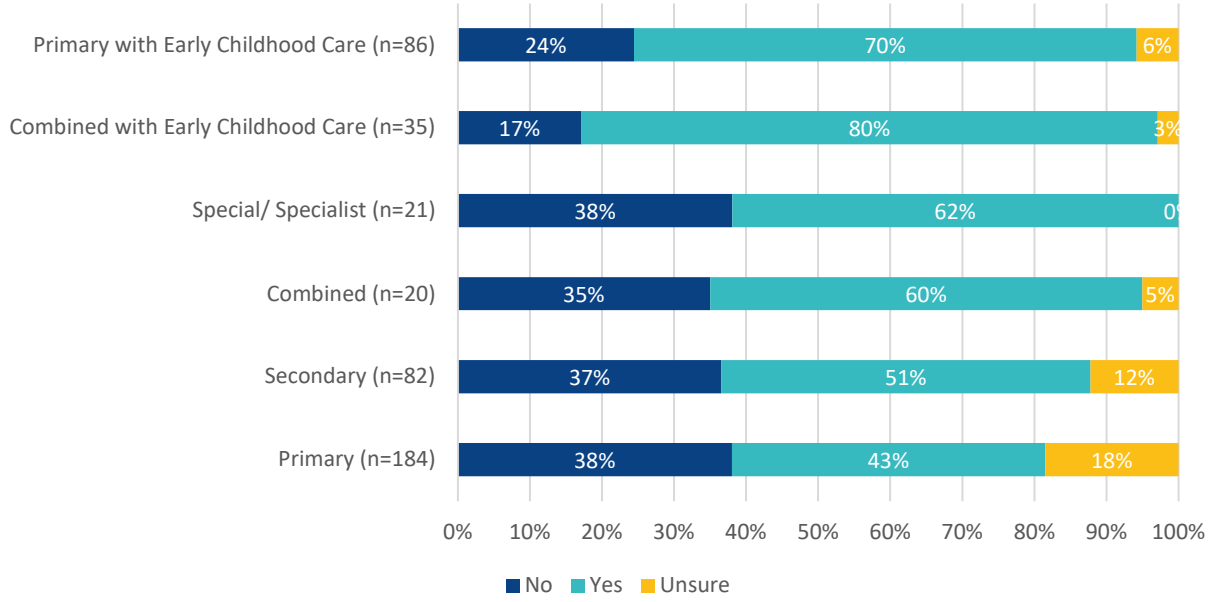


Figure 20. Proportion of respondents reporting targeting programs, services, or activities to specific groups of students and community members by school type

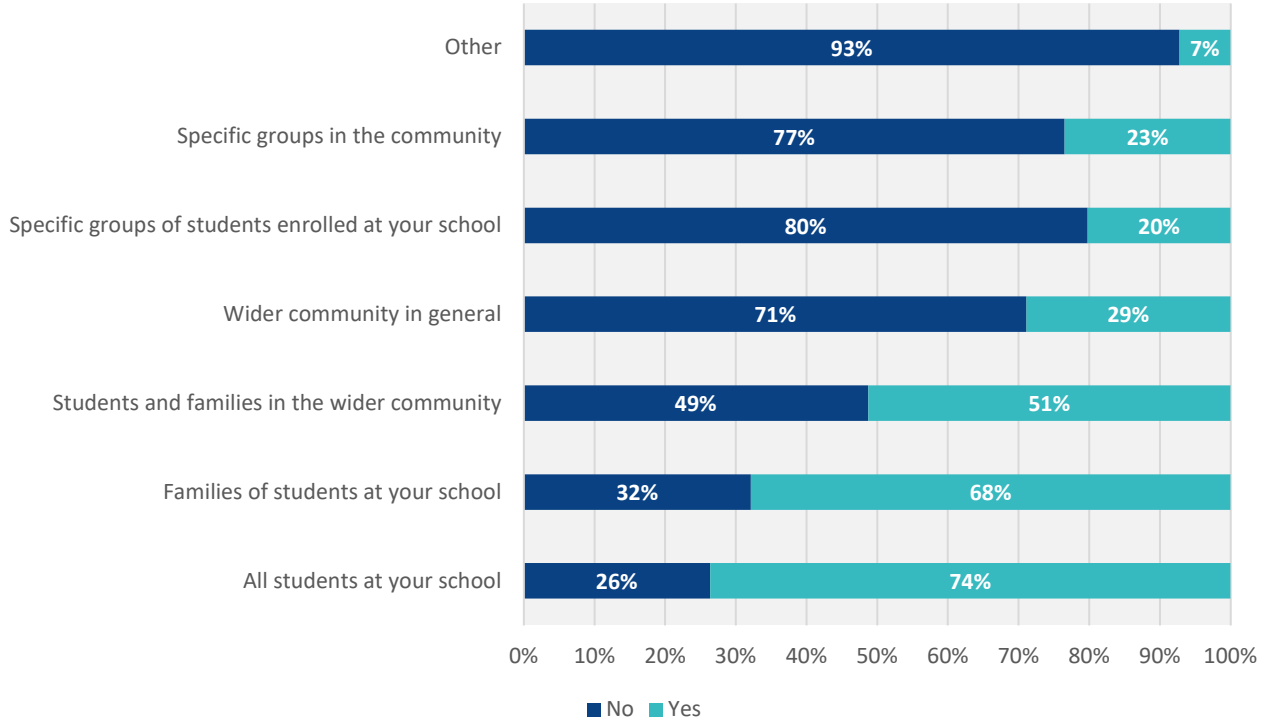


Finally, across school types, the greatest proportion of schools who target programs, services and activities were combined schools with onsite early childhood care (80% of these schools), followed by primary schools with on-site early childhood care (70%) (see Figure 20). Only 43% of primary schools without on-site early childhood care reported targeting programs, services or activities to specific student and community groups.

Types of target groups

Respondents who stated that they targeted programs, services or activities were asked which groups they were targeting. Figure 21 (below) illustrates that specific groups of students and the community are being targeted. However, it also appears that many services, programs, or activities are available universally, thus in many school community hubs there is a combination of targeted and universal programs, services, and activities.

Figure 21. Proportion of respondents reported they target programs, services, or activities to specific groups of students and community members



For those schools that target programs, services, or activities to specific groups of students, the most common groups were at risk students, those with additional learning, health, developmental, emotional, or financial needs.

For those that noted that they target programs, services, or activities to specific groups in the community, common responses include culturally and linguistically diverse members of the community and new parents.

A summary of patterns of targeting programs, services and activities is provided in Box 4 on the following page.

Box 4. Summary of key patterns in targeting programs, services and activities offered on school facilities

- Respondents (n=438) indicated that a slight majority (55%) target the programs, services, and activities they offered to specific groups of students, families, and the community
- The most common groups identified (by those who said that they did target) were all students at the school (74%), families of students at the school (68%), and students and families in the wider community (51%).
- **Patterns by school location** – Remote and very remote schools targeted services the most (73%).
- **Patterns by school type** – Combined with early childhood care schools (80%) and primary with early childhood care schools (70%) targeted services the most.

Impact of facility sharing on community engagement

Survey respondents were also asked to reflect on the extent to which they agree that their community is highly engaged with the services, programs and activities offered through on or off-site school facilities.

Most respondents agreed that the community is highly engaged: many responded that they 'somewhat agree' or 'agree'. When comparing results by school location, it's observed that schools in major cities report slightly higher levels of engagement from their community. Overall, there is very little differences across schools by location (see Figure 22).

Figure 22. Perceptions of community engagement in programs, services and activities delivered at on or off-site school facilities by school location

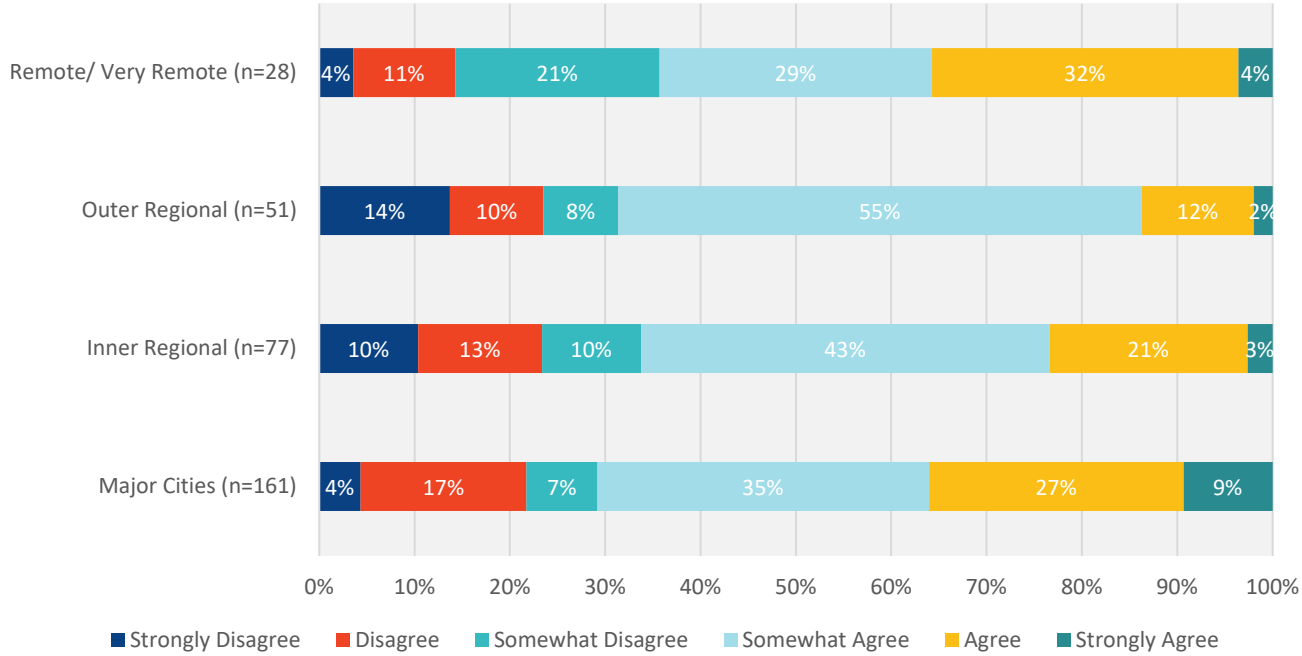
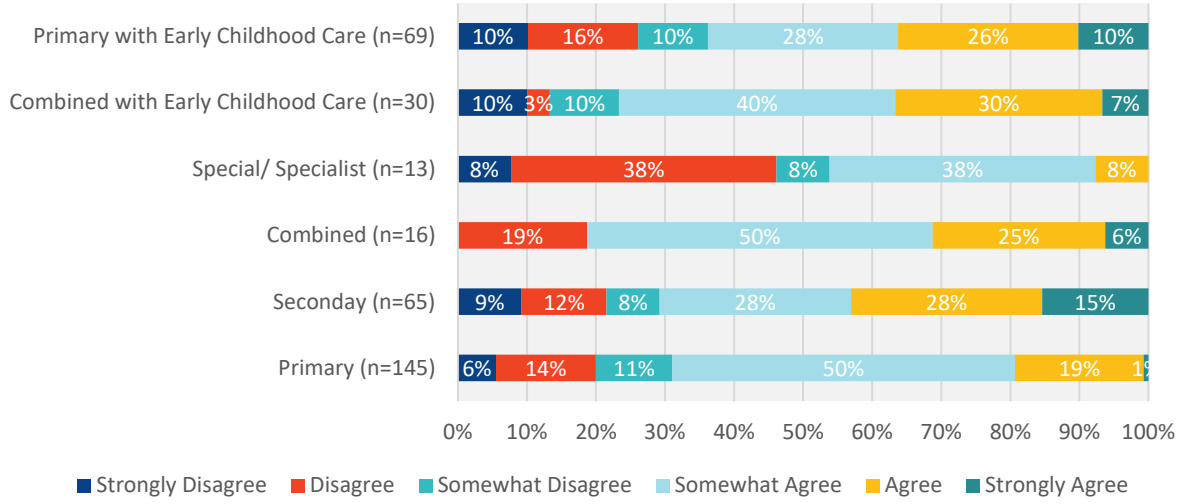


Figure 23. Perceptions of community engagement in programs, services and activities delivered at on or off-site school facilities by school type



When comparing community engagement by school type, there are some differences, the highest level of engagement appears to be in combined schools followed by combined schools that have onsite early childhood education (see Figure 23).

It is noteworthy that combined schools offered the most diverse programs and services across the five areas (outside school hours activities, community events and services, health services, early childhood programs and adult and other education programs). This suggests that the degree of community engagement is associated with the number of different services, programs and activities offered through school facilities.

Box 5 details a summary of key patterns in the degree of community engagement in programs, services and activities offered on school facilities.

Box 5. Summary of key patterns in the impact of programs, services and activities offered on school facilities

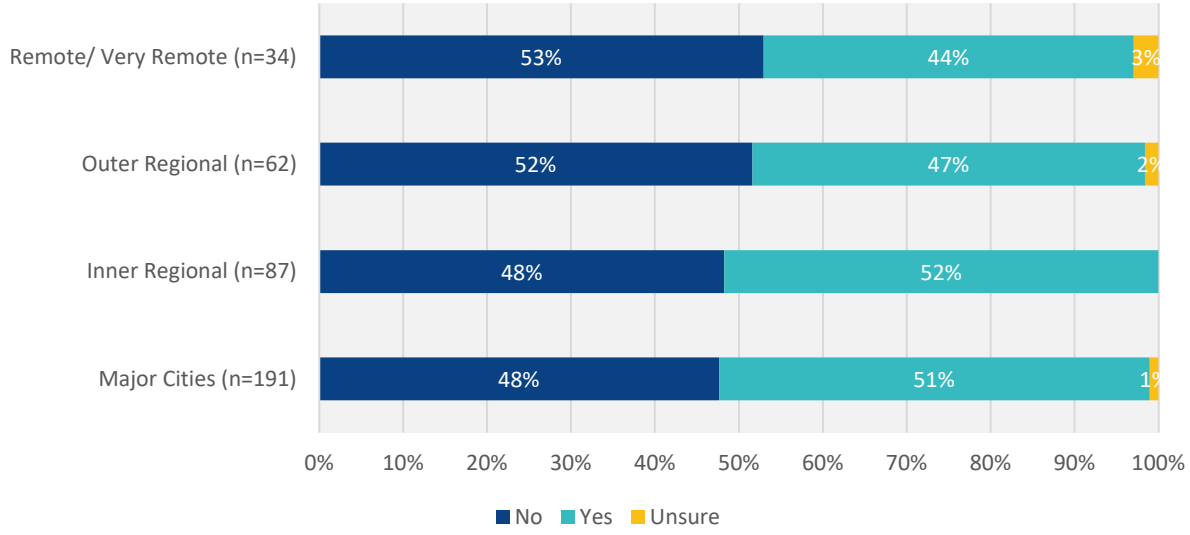
- A majority of respondents (n=377) indicated that their school community is engaged with the additional programs, services, and activities offered at their school.
- However, the majority of these answers were somewhat agree and agree, with many fewer stating that they strongly agree.
- **Patterns by school location**
    - Although there were different patterns regarding the strength of their agreement or disagreement, the overall results were similar between locations.
- **Patterns by school type**
    - Combined schools (81%) and combined schools with early childhood care (77%) had the highest community engagement with their programs, services, and activities. This is in line with the variety of facilities shared and the number of activities offered, which were high in these two school types
    - The lowest community engagement was in special and specialist schools (46%) which also aligns with earlier results about these schools offering fewer programs and activities.

Hiring facilities for school activities

Survey respondents were asked to report whether they hired offsite facilities to deliver curricular or extracurricular activities. 32% reported they do.

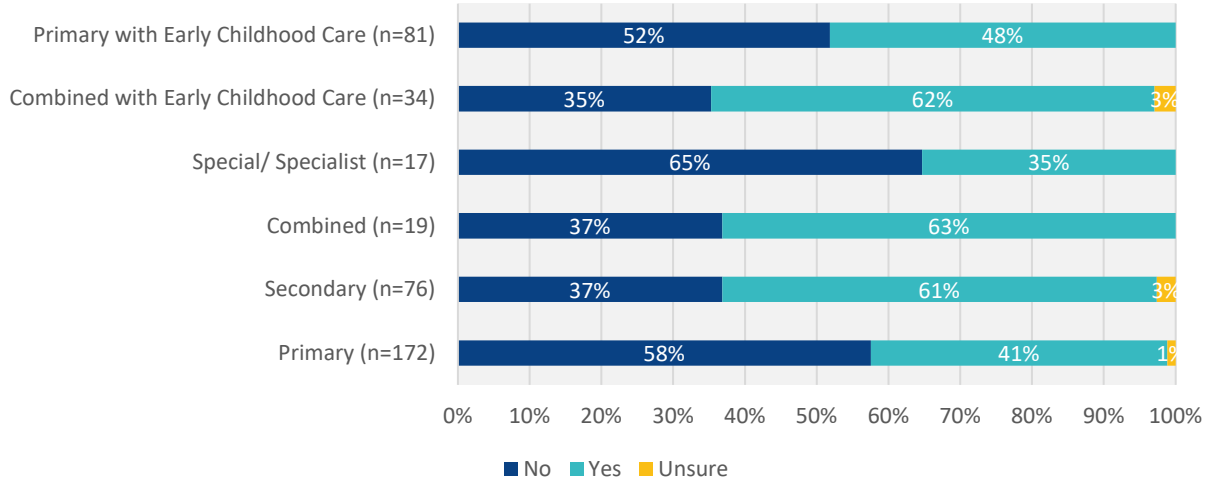
When examining patterns of hiring offsite facilities by school location, there is little difference between schools based in different locations (see Figure 24).

Figure 24. Proportion of respondents reporting they hire off-site facilities for curricular or extracurricular activities by school location



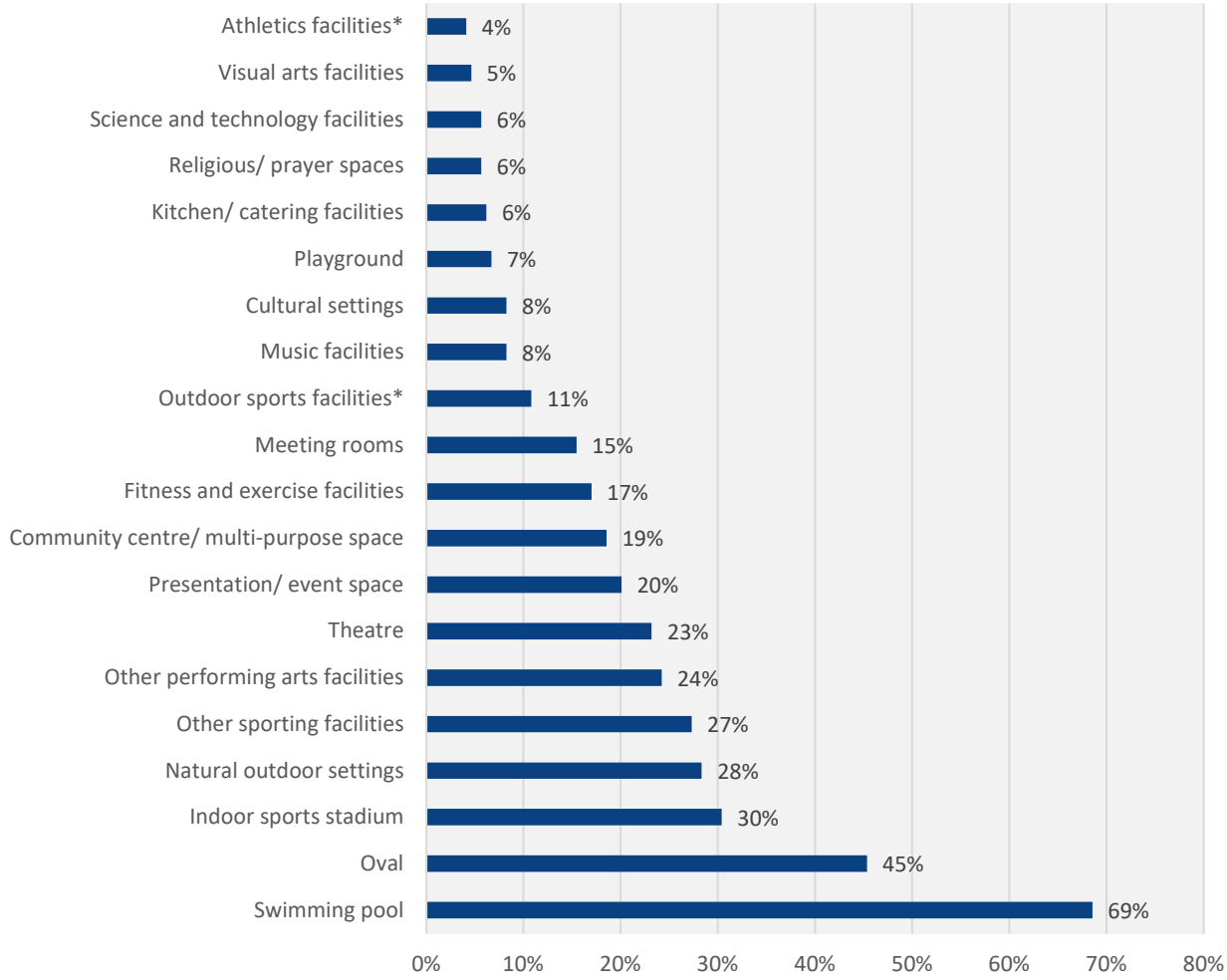
Respondents working in primary and special schools were less likely to report they hire offsite facilities, with more respondents working in combined schools reporting they hire offsite facilities to deliver curricular or extracurricular activities (see Figure 25).

Figure 25. Proportion of respondents reporting they hire off-site facilities for curricular or extracurricular activities by school type



Respondents were also asked to identify what types of offsite facilities they use. 69% of respondents reported using swimming pools, followed by sports ovals (45%), and indoor sports stadiums (30%) (see Figure 26). Further detail of other types of facilities used is provided in Appendix D.

Figure 26. Proportion of respondents reporting types of off-site facilities used for curricular or extracurricular activities

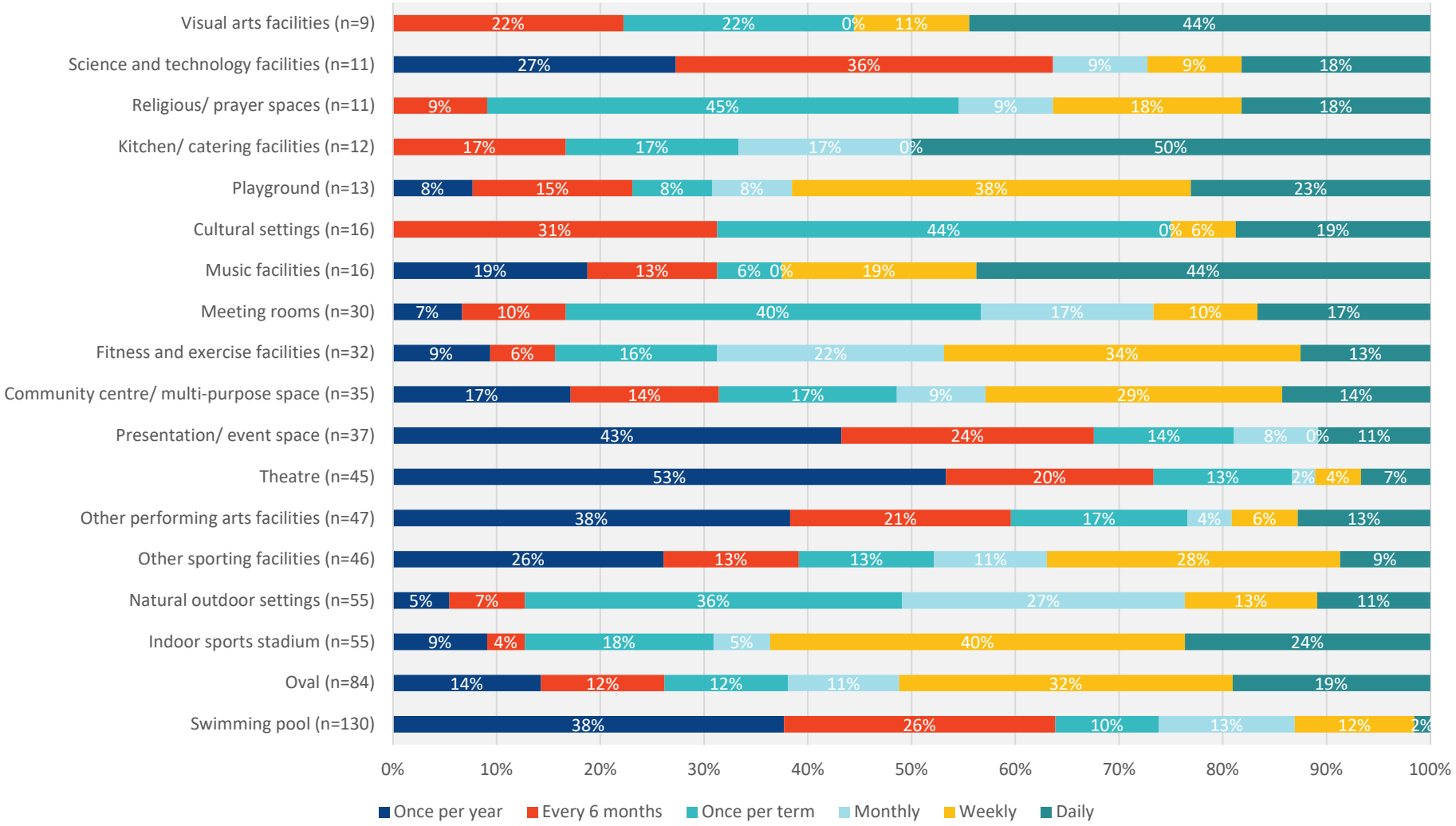


*Categories created based on participant responses to 'Other' category

Respondents were also asked to indicate frequency of use for each type of offsite facility they reported hiring (see Figure 27). While swimming pool facilities were the most common type of offsite facility used, they aren't used very often, with approximately 65% reported they used these facilities either once a year or every six months. Similarly, theatre facilities tended to be used once or twice a year.

Kitchen and catering facilities and indoor sports stadiums, by contrast, were used more frequently among those who reported accessing these facilities offsite. With the kitchen and catering facilities being used daily by 50% of respondents who accessed those facilities (n=12), and indoor sports stadiums being used weekly or daily by 64% of respondents who access those facilities (n=55).

Figure 27. Proportion of respondents reporting the frequency of using off-site facilities for curricular or extracurricular activities



Box 6 below details a summary of key patterns in hiring offsite facilities for curricular and extracurricular activities.

Box 6. Key patterns of hiring offsite facilities for curricular and extracurricular activities

- 32% of survey respondents (or 49% of those who answered the question, n=405) indicated that their school hires offsite facilities to deliver curricular or extracurricular activities.
- The most commonly hired offsite facilities were those related to sporting activities, such as swimming pools (69%) and ovals (45%). However, swimming pools were used only once or twice a year.
- **Patterns by school location**
  - No major differences across locations.
- **Patterns by school type**
  - Those in combined schools (n=19), combined schools with early childhood care (n=34) and secondary schools (n=76) were the most likely to hire external facilities (63%, 62%, 61% respectively). Those in special and specialist schools (n=17) were much less likely to hire external facilities (35%).

Summary

Overall, it is evident that there is significant diversity in the types of facilities shared, relatively low levels of intentional design and renovation for the purposes of sharing, modest funding from government, yet a variety of programs, services, and activities being offered via school facilities.

Table 2. Summary of differences across respondents in patterns of facility sharing

Group	Facility types being shared	Facilities intentionally designed for sharing	Facility design supports sharing	Types of programs services and activities offered through facilities	Impact of facility sharing	Use of off-site facilities
School location (metro, inner regional, outer regional, remote, and very remote)		XX	XX	X		
School type (primary, secondary, combined etc)	XX	X	XX	XX	X	XX

*XX = moderate to large differences, X= some differences but could be associated with varying sample size between groups of responses, blank square no difference;
**The term difference does not imply statistically significant difference

Logically, there is a clear alignment between the type of facilities shared most often (playing fields) and the program, service, or activity most commonly offered using school facilities (organised sport). While school location appears to explain some of the diversity in types of facilities shared (e.g., libraries more often shared in remote and very remote schools) and programs and services offered on these facilities (e.g., health services more often offered in remote and very remote schools), overall, the patterns are quite similar across school locations.

Differences by school type are observed, although the results should be treated with caution given differences in sample sizes. It appears that combined schools (both with on-site early childhood education and those without) offer more programs, services, and activities. This pattern could be associated with the age range of students at these schools, plus the fact that there are more combined schools in remote and very remote locations. The patterns of hiring and using off-site facilities for curricular and extra-curricular activities is unsurprising. The most common facilities being shared are for sports and recreation activities, and the most common offsite facilities being hired and used are also for sport and recreation activities. Additionally, there was a small group of respondents who reported regularly using off-site facilities for other purposes, including kitchen and catering facilities being used daily.

4. Governance, partnerships, and funding for facility-sharing

School and hub leaders were also asked to report on governance, partnerships, funding, and enablers and barriers for facility sharing. Results from descriptive statistics and frequency and thematic analysis of free-text data gathered are detailed in this section. Where possible, differences in patterns are explored by school type and school location.

Governance and management arrangements

Respondents were asked who, within the school, makes decisions about access to facilities by those who are external to the school, such as community members/organisations. Of the 282 responses, most reported that members of the school leadership team made these decisions (36%). Joint decision-making was also common, including two or more groups of school staff members, usually the principal and leadership team member, the school business manager or other administrative staff member, the school council or board, and the state/territory department of education or Catholic diocese (see Table 3).

Table 3. Decision makers for determining external access to school facilities

Decision maker(s)	No. of comments
Principal, Assistant Principal or school leadership member	101
School council and principal	41
Principal and Business Manager	35
Principal and Department of Education/Diocese	24
Principal and Administration staff	16
School council, Principal and Business Manager	12
Other joint decision	16
Business Manager	7
School council	15
Other school staff, including facilities managers	7
Local council	5
External provider or community group	4
Hub manager/ hub staff/ hub governance	3

A small number of respondents reported their hub manager or hub governance structure would make such decisions. It is worth noting that many respondents reported consulting policies from their state or territory department of education or diocesan office in their region about how to make decisions about facility use by outside groups.

Managers or organisers of additional programs, services, or activities

Respondents were also asked to identify the role within their school or community that is responsible for the management or organisation of additional programs, services or activities, and what degree of responsibility these roles have for such management.

Figure 28 highlights that school principal are commonly involved, either through sole responsibility (18% of respondents) or through a shared management responsibility arrangement (64%). Similarly, where school administrative staff are involved, 66% of respondents reported they have shared management responsibilities.

Interestingly, where community hub coordinators or facilitators are involved, the majority do not have management responsibilities.

Figure 28. Perceptions of management responsibility distribution of programs, services, or activities by stakeholder group

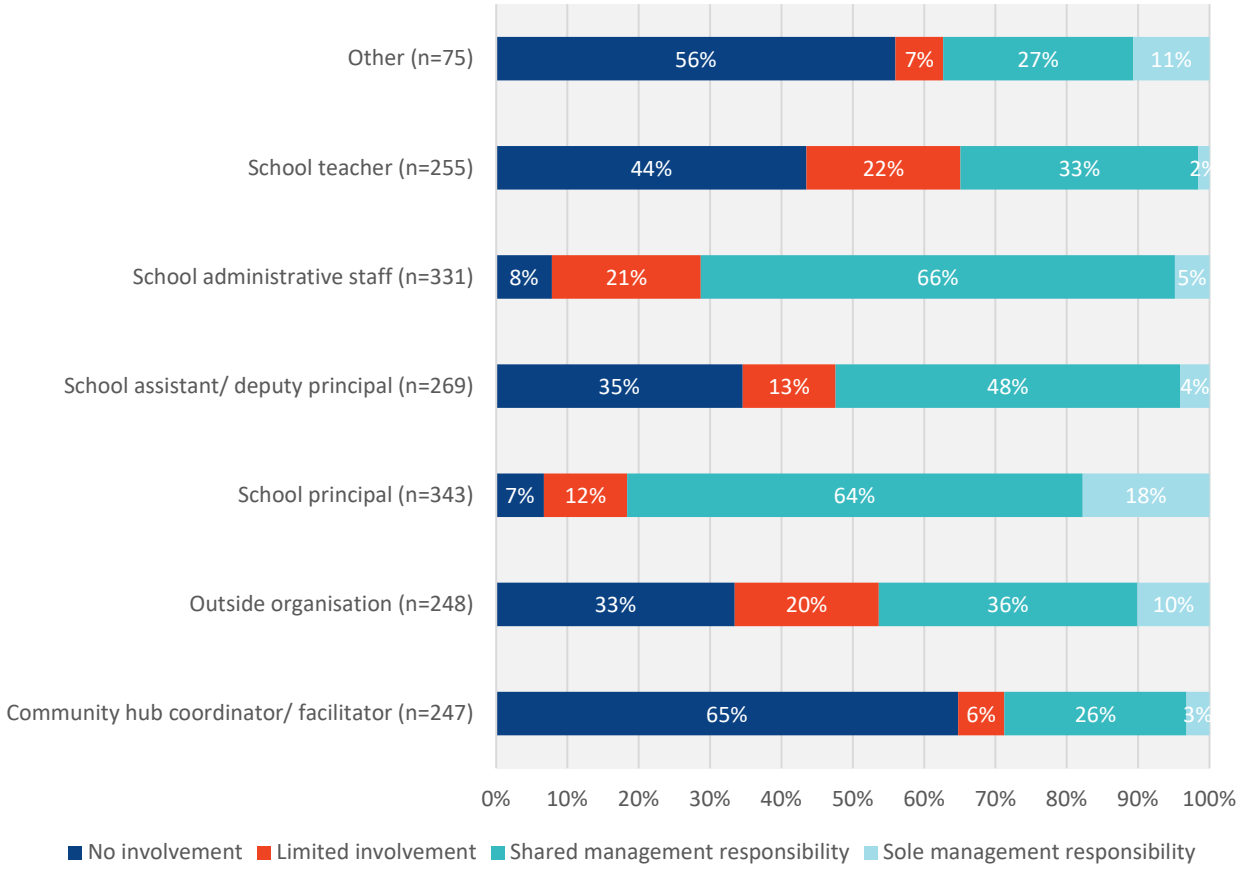
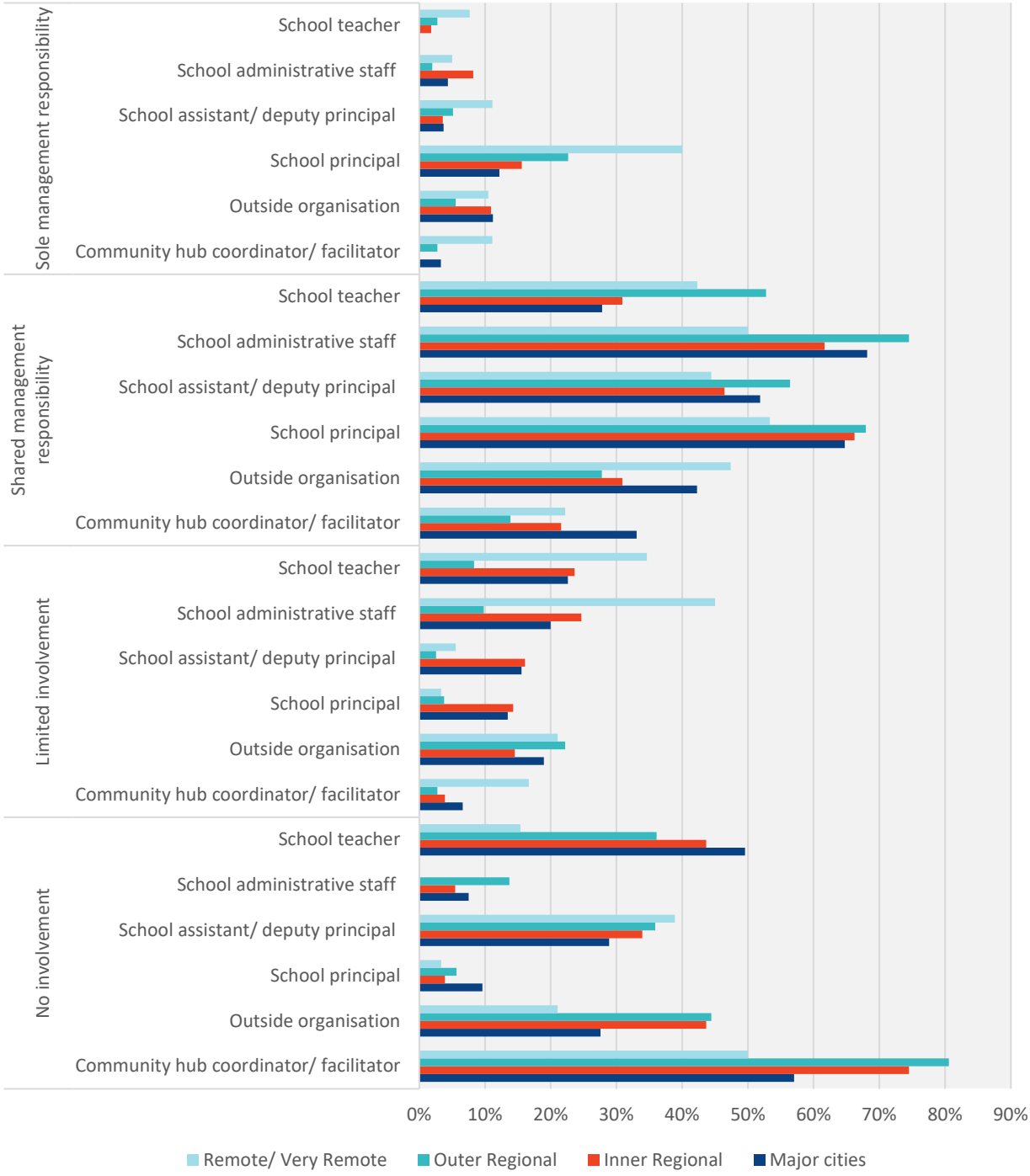


Figure 29 details these same findings organised by school location. In remote and very remote schools, it was more common for the school principal to hold sole management responsibility of the programs, services or activities offered on school facilities.

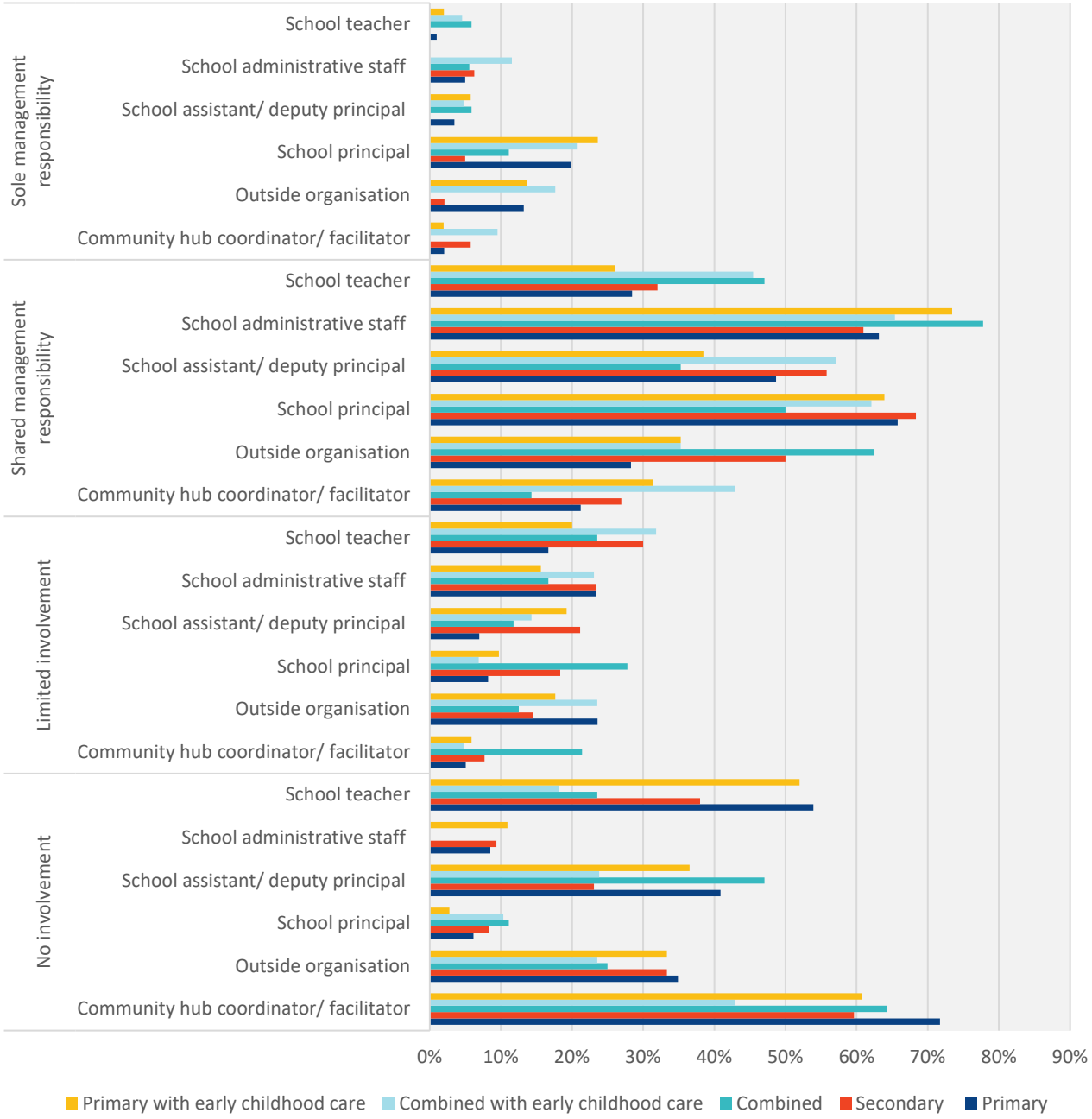
Irrespective of school location, the distribution of management arrangements was common, where management responsibility tended to be shared across several people or roles.

Figure 29. Perceptions of management responsibility distribution of programs, services, or activities by school location



The distribution of management responsibility across different school types was also explored. A similar pattern is observable where shared management responsibility is evident in most school types (see Figure 30).

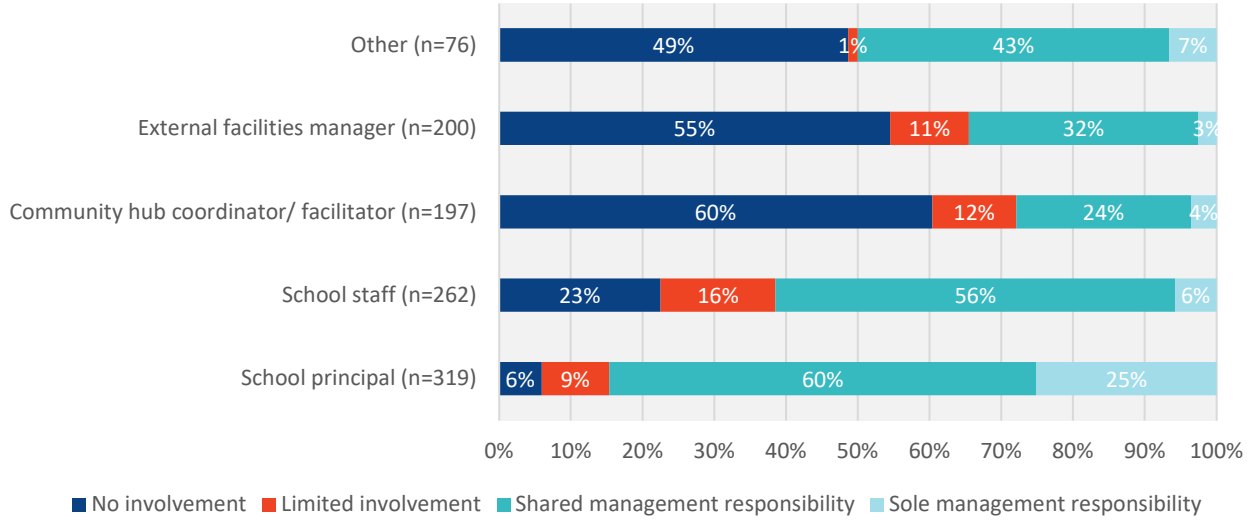
Figure 30. Perceptions of management responsibility distribution of programs, services, or activities by school type^



^Special and specialist excluded as sample n <5

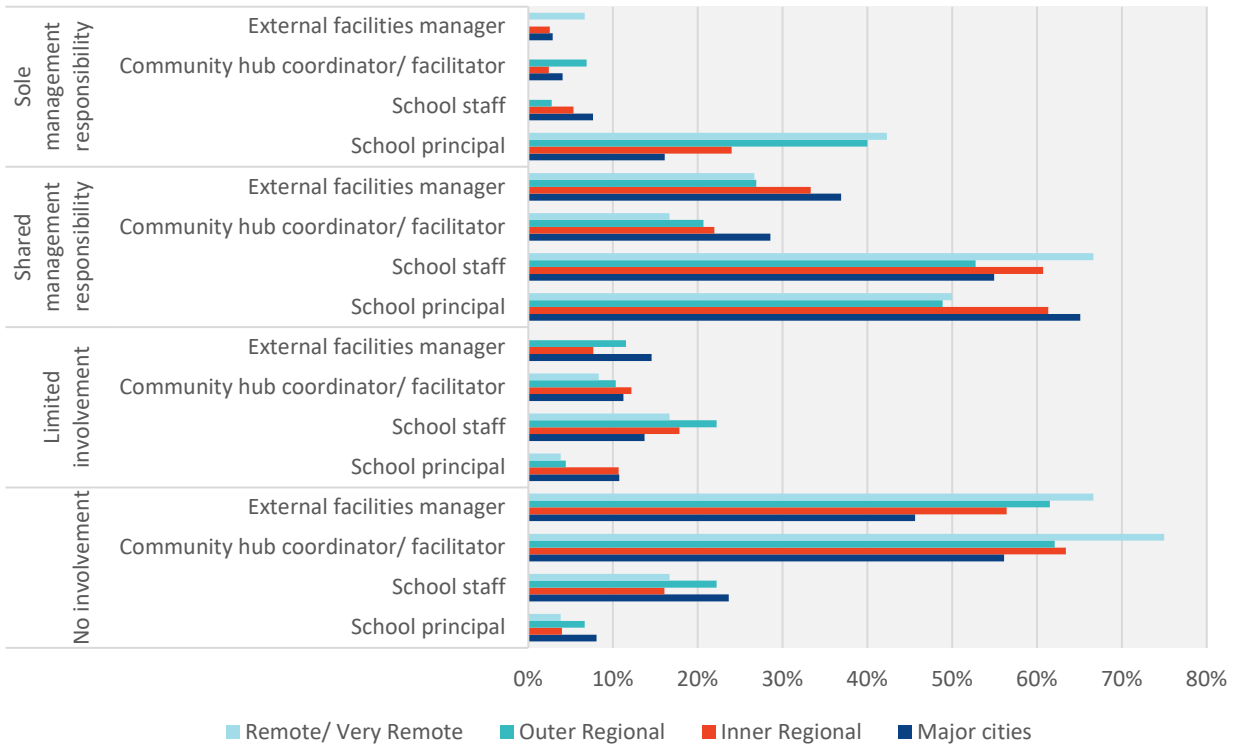
Figure 31 shows that the distribution of facility management is similar to overall management responsibility. It illustrates that when community hub facilitators or coordinators are involved, they tend not to have facility management responsibilities (60% of respondents). Similarly, when external facilities managers are involved, they tend not to hold sole responsibility.

Figure 31. Perceptions of facility management responsibility distribution of programs, services, or activities by stakeholder group



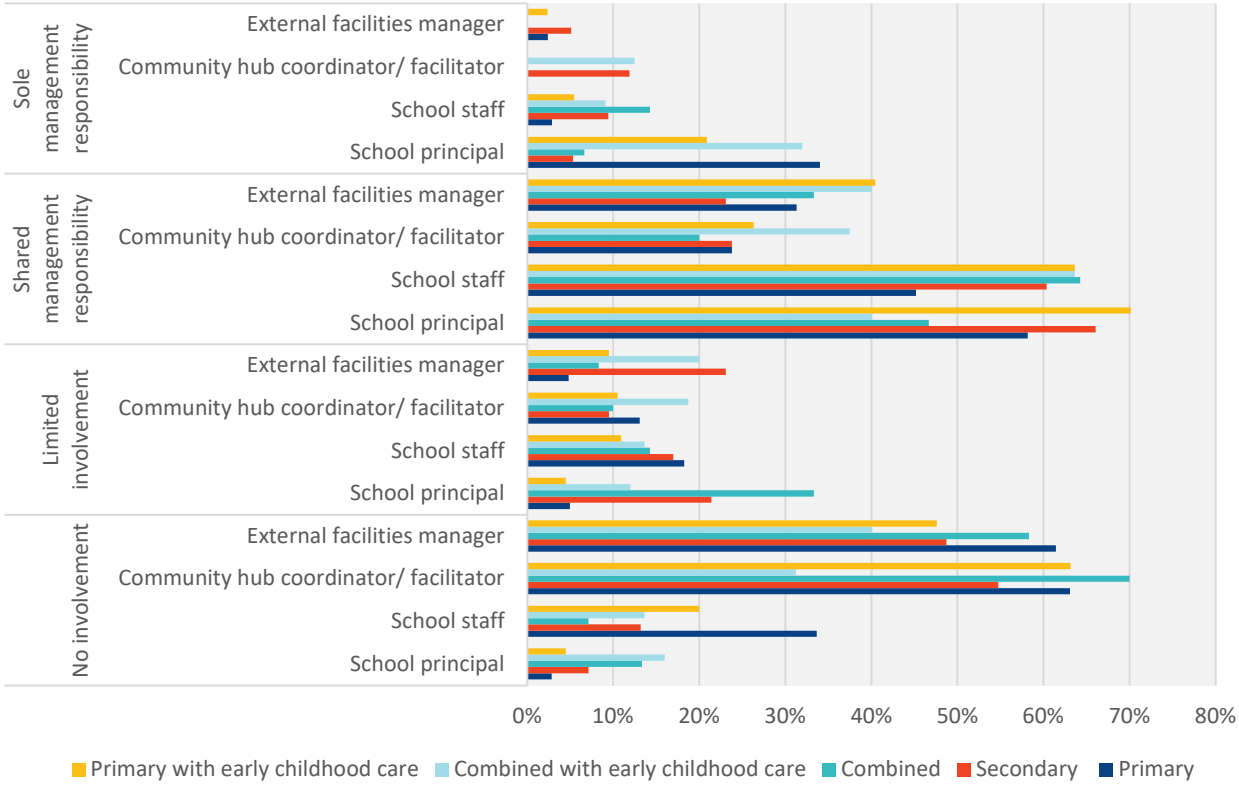
When examining facility management by school location (see Figure 32), principals in remote, very remote, and outer regional schools were found to most commonly have sole responsibility for facilities management. In most major city schools, the principal has shared responsibility for facilities management with other school staff. Where community hub coordinators and external facilities managers are on site they tend to also be involved. As with management responsibility patterns, this illustrates the breadth of responsibility taken by rural and remote school leaders.

Figure 32. Perceptions of facility management responsibility distribution of programs, services, or activities by school location



The distribution of facility management responsibility across different school types was also explored. As illustrated in Figure 33 school principals and staff members tend to have shared facility management responsibilities. There are some observable differences in distribution comparing combined schools with onsite early childhood care and other school types, where more equal distribution of responsibility for facilities management appears.

Figure 33. Perceptions of facility management responsibility distribution of programs, services, or activities by school type



Box 7 below summarises the key patterns in management distribution across school community hubs.

Box 7. Key patterns in decision making and management of school facility sharing

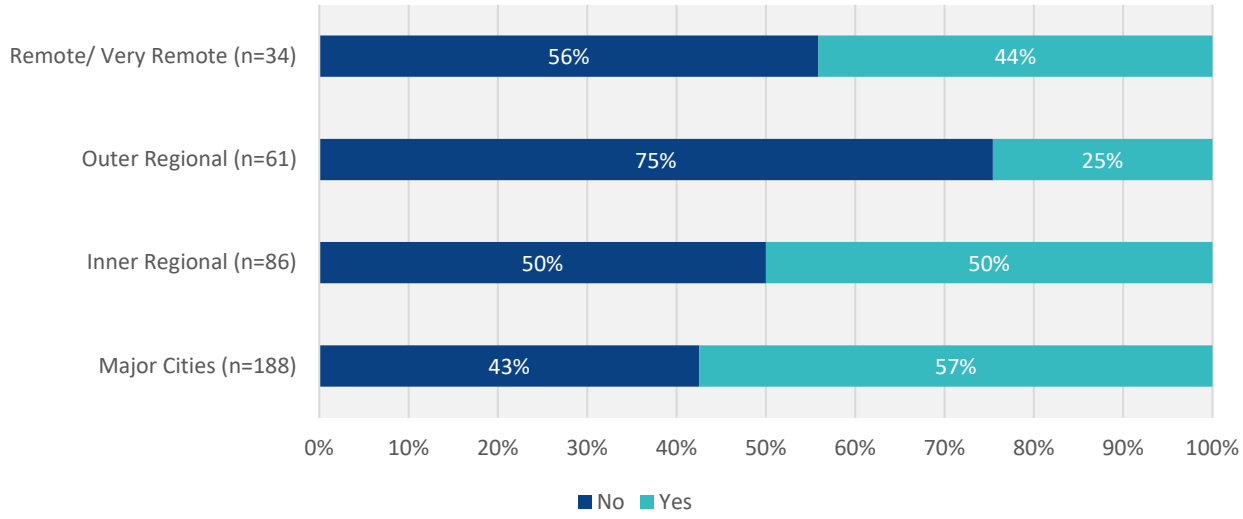
- Respondents (n=282) indicated that the most common decision maker about who can access school facilities is the principal or school leadership (35%) or a joint decision between the principal and others (such as school council, business manager, or education department/Catholic diocese).
- When asked about who is responsible (and to what level) for managing or organising additional programs, services or activities, the most common answers were principals and administrative staff. Only 7% of principals indicated not being involved.
- When asked who is responsible (and to what level) for managing the facilities that are used to offer additional programs, services or activities, the most common answer was again the principal, followed by school staff.
- There is a notable difference in responsibility distribution among remote and very remote schools compared with schools in any other location. Principals in remote and very remote schools are assuming most of the responsibility for facilities management and overall school community hub management.

Formal partnerships for facility sharing

193 respondents reported they have formal partnerships in place to share their facilities both on and off-site with external groups.

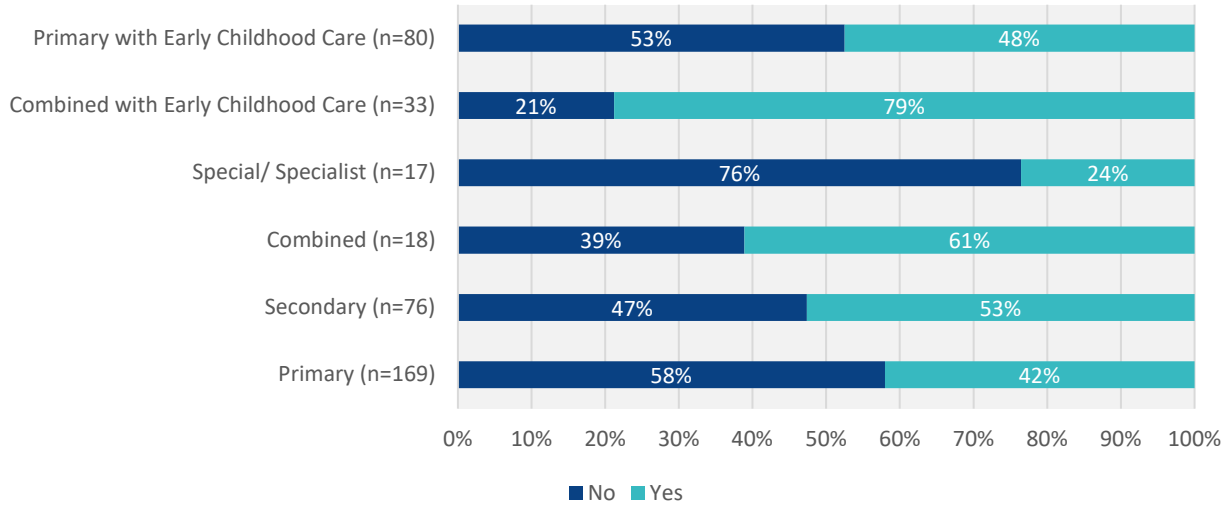
Figure 34 highlights that schools in major cities more commonly have partnerships in place for facility sharing. Schools in outer regional areas less commonly to have formal partnerships, than other school types.

Figure 34. Proportion of respondents who have formal partnerships for facility sharing by school location



Differences in formal partnerships across school type were also evident (see Figure 35). Combined schools, with and without early childhood care, had more formal partnerships than any other school type, and special and specialist schools had the least.

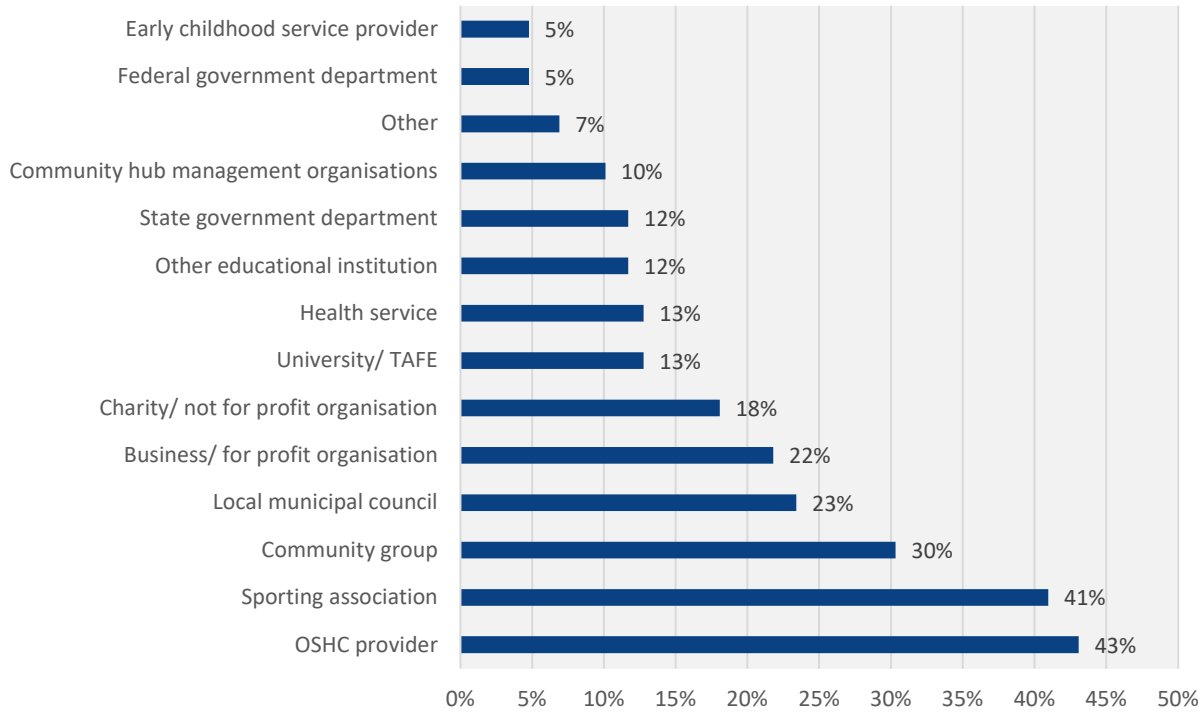
Figure 35. Proportion of respondents who have formal partnerships for facility sharing by school type



Outside school hours providers and sporting associations tended to be the most common formal partners that schools have contracts with to support facility sharing. Local council and community

groups were the next most common formal partner. Figure 36 shows the percentages of respondents who indicated they have at least one formal partner. For the 188 who responded to this question, there was an average of 2.5 partnerships per respondent.

Figure 36. Proportion of respondents reporting at least one contract with partners to support facility sharing^



^respondents could select more than one partner

In terms of school location, there are also some notable differences in the distribution of formal partnerships for facility sharing (see Figure 37). Among remote or very remote schools, there were no reported partnerships with outside school hours care providers, but much higher proportions of partnerships with charity or not for profit organisations, health services and early childhood services providers. Further, schools in locations outside of major cities also reported more partnerships with local councils, whereas schools in major cities had more partnerships with businesses or for-profit organisations.

Looking at the average number of formal partnerships by location, the highest number is for schools in major cities (n=105) at 2.8, followed closely by remote and very remote schools (n=14) at 2.6. There is then a gap to inner regional schools (n=43) at an average of 2.3, followed by outer regional (n=15) at 2.1.

Figure 37. Proportion of respondents reporting at least one contract with partners to support facility sharing by school location

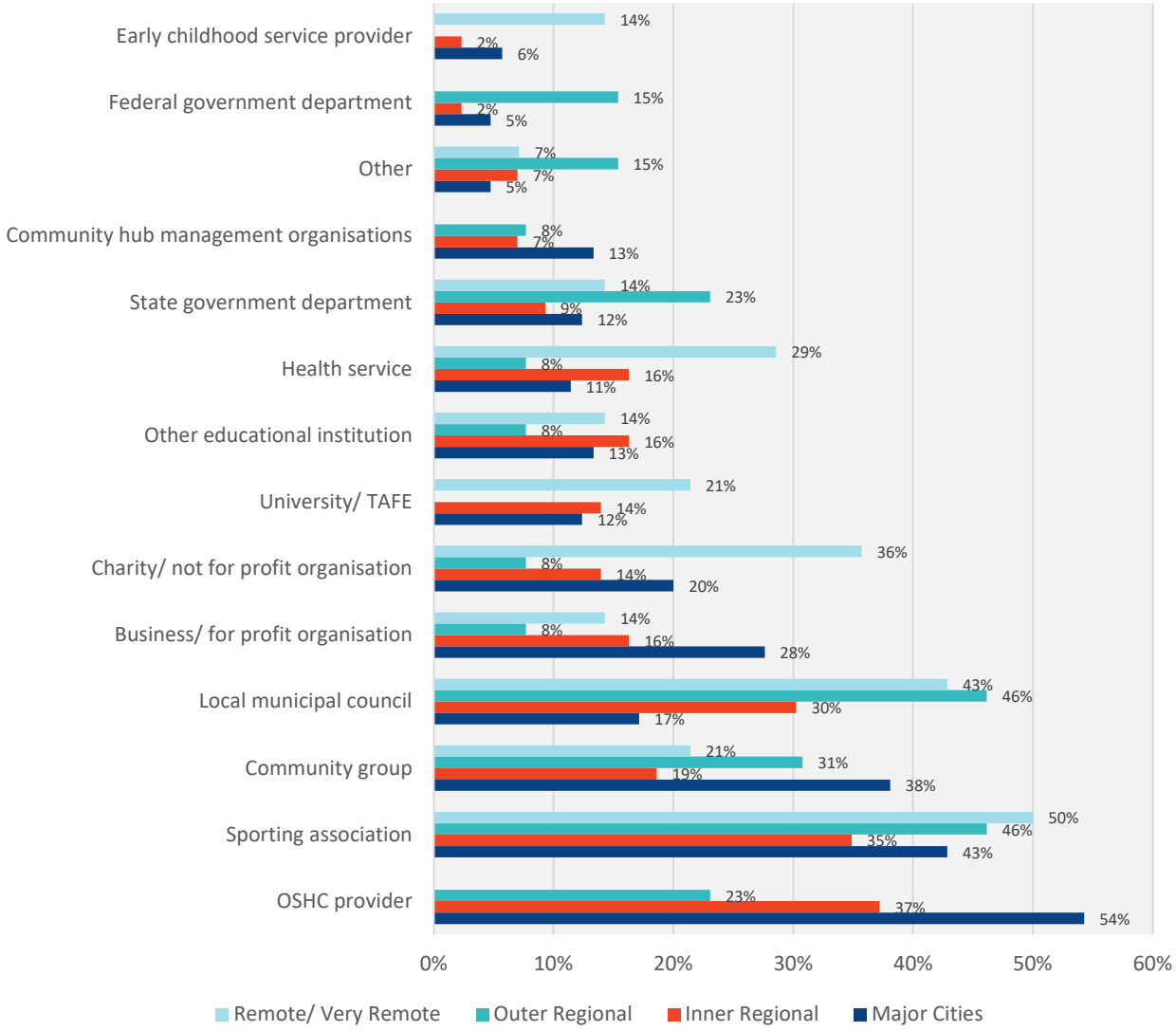
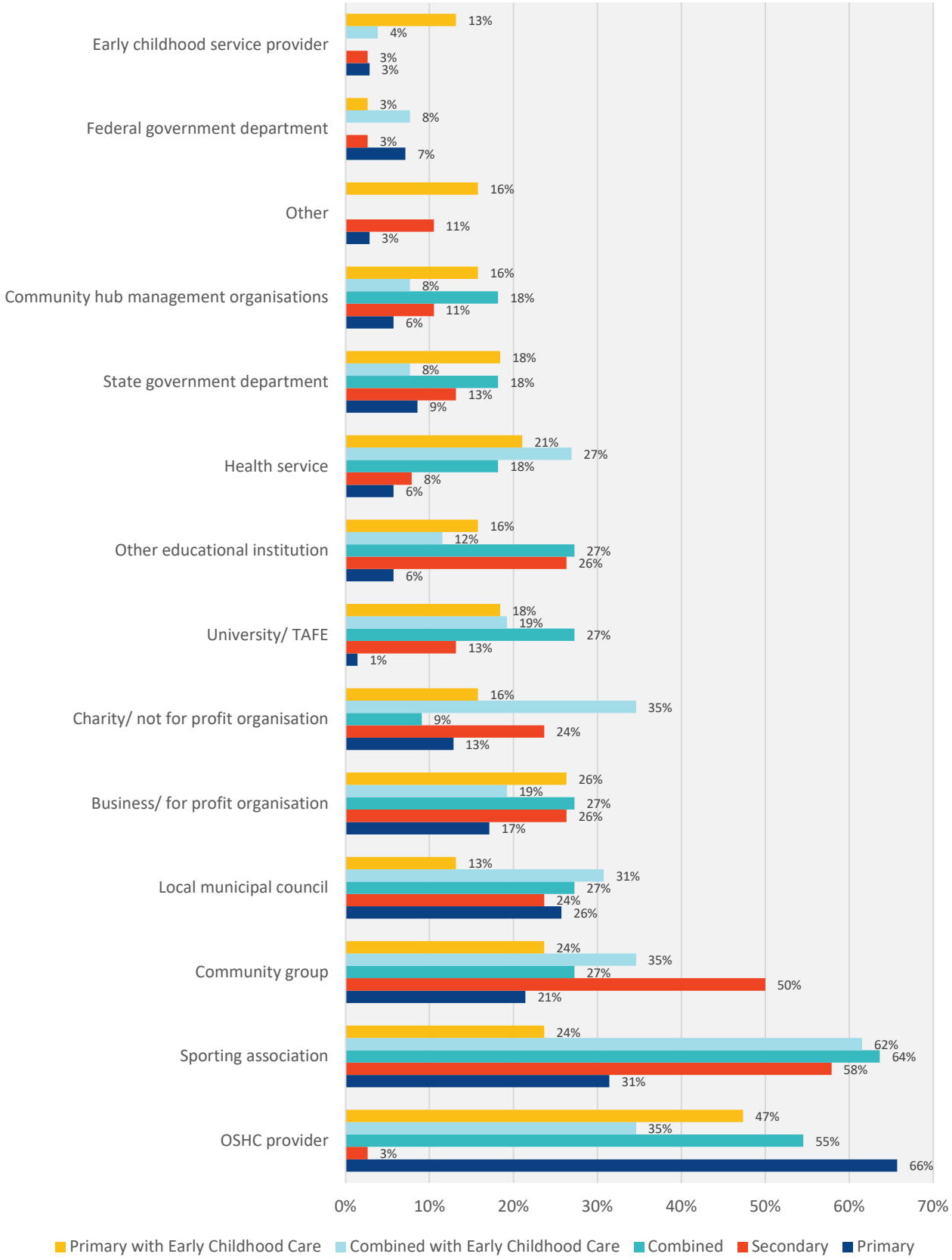


Figure 38 (below) illustrates the same pattern across different school types (special and specialist schools were excluded from this analysis as there was less than five schools). The influence of student age is clear, where less than 5% of secondary schools have partnership with outside school hours care providers, and 66% of primary schools reported partnerships with these providers. Similarly combined (all types) and secondary schools had most of the partnerships with sporting associations compared with primary schools, likely reflective of the types of facilities these schools are more likely to have. Across many of the partnership groups, combined schools tended to have high proportion of partners, for example they had the most partnerships with health services and charity and not for profit organisations.

Looking at the average number of partnerships across the different school types, the highest number is for combined schools at 3.2 partnerships, followed by combined schools with early childhood care at 3.0, and secondary and primary with early childhood care, both with 2.7. Primary schools are the lowest at 2.1 partnerships on average. The other school types had too few respondents to be included in the results.

Figure 38. Proportion of respondents reporting at least one contract with partners to support facility sharing by school type



Box 8 below details the key patterns in partnerships established to support facility sharing across school community hubs.

Box 8. Key patterns in partnerships for facility sharing to provide additional services, programs, or activities

- 193 respondents reported that they have one or more formal partnerships in place related to sharing facilities and offering additional programs, services, and activities.
- The most common types of partnerships reported were with OSHC providers (43%) and sporting associations (43%), with an average 2.5 formal partnerships per respondent.
- **Patterns by school location**
    - Schools in major cities were the most likely to have partnerships (57%), with the least likely the outer regional schools (25%).
    - Remote and very remote schools had the most different pattern of partnerships, with no partnerships with OSCH providers (compared to 54% for major cities), but much higher rates for health services, charities, and all levels of government.
- **Patterns by school type**
    - Combined schools with early childhood care (79%) had the highest rates of partnerships, followed by combined schools (61%).
    - Special and specialist schools (24%) also had the lowest rates of formal partnerships.
    - Partnerships across school types are obviously influenced by the age of the students, with primary schools having higher rates of OSHC partnerships, but lower in all other categories.

Enablers and barriers of effective management of facility-sharing

In addition to formal partnerships, survey respondents were asked to reflect on what is working well in their facility management practices, followed by what is not working well. Respondents gave answers as free-text comments. These were analysed using thematic content analysis. Where appropriate, the number of comments received associated with each theme are included in tables in the following sections.

164 responses were received to the question *'What facilities management practices are working well at your school to deliver additional programs, services or activities?'*.

As illustrated in Table 4 (below) most responses were related to facility management and cleaning practices, with respondents explaining that they felt the way facilities were managed and maintained was effective:

> *"[We] conduct routine maintenance checks and respond if necessary."*
>
> *"The cleaners do a great job. School maintenance contractors are available when needed."*
>
> *"The DoE supports schools in maintaining property."*

Table 4. Facility management practices working well

Theme	No. of comments
Maintenance and cleaning practices are effective	164
Regular communication with facility users	31
Clear processes	23
Clear booking procedures	7
Effective staff in management roles	18
Effective facility managers	3
Contracts or agreements with maintenance and cleaning requirements	13
Positive relationships with service providers and external users	13
Support from jurisdictional government or Catholic Dioceses	11
Clarity of staff responsibilities	9
Security management	8
OHS planning requirements	8
Principal and school leader involvement	8
Induction process for new external users	4
Maintaining calendar of events	3
Regular reviews of users	2
Understanding of community needs	1

Clarity of communication was a common aspect across many themes. For instance, talking with users of facilities, clarity of staff responsibilities, and booking processes, were all common facility management practices reported to be working well:

> *"Clear processes in place including communication protocols."*
>
> *"Communication between school staff and the Education Department facilities contact is excellent."*
>
> *"Continuous communication with all hirers allows for a smooth operation for both the hirers and the schools. This is working incredibly well for both parties involved."*

Facility management practices that are working well for a smaller number of respondents include, having a dedicated facilities or site manager, having specific school policies associated with external access, bookings, and community use agreements:

> *"We have a set program and costing for the use of facilities. Our manager is available to discuss the options available."*
>
> *"Booking processes and Community Use Agreements."*
>
> *"We have a Site Manager and a good Site Team that look after our site."*
>
> *"Relationship between our school (Business Manager, AP, and Principal) and the facility hirers is good. Constant communication between parties ensures smooth running of programs."*

111 responses were received to the question, *'What facilities management practices are not working well at your school to deliver additional programs, services or activities?'* (a definition for facilities management was provided as part of this question). Table 5 summarises the responses.

Table 5. Facility management practices not working well

Theme	No. of comments
Inadequate cleaning or maintenance of facilities	34
Lack of time for staff to manage facilities and users' access	20
Lack of time to manage facility sharing	10
Inadequate funds for facility sharing management	15
Poor communication	9
Challenges working with external partners	8
COVID-19 restrictions limiting facility sharing	8
Lack of facilities	6
Challenges navigating government departments and staff	5
Decision-making process and setting appropriate user fees to cover maintenance expenses	5
Access and security concerns	5
Managing contracts or agreements	4
Advertising events or activities is challenging	4
Conflicting priorities at the school limit facility sharing	3
Sharing spaces with outside organisations	3
Managing facility sharing in rural/remote locations	3
Managing PPPs	2
OHS requirements	2

*Note some responses are counted in more than one category

There are some similarities with responses to the questions about facilities management practices that are working well. For instance, where communication is not clear, timely or occurring at all, that can be a barrier to facility management. These are common implementation barriers particularly in school settings (Forman et al., 2009).

However, there are different barriers also identified here most of which are modifiable. For instance, the challenges around cleaning occurred when users or community groups may not be cleaning the spaces they are using to the necessary standard, or when the timing of programs and activities end late and it puts pressure on cleaning staff.

> *"Cleaning - dissatisfaction with standards practised by different parties."*

> *"[it is] hard for cleaners to manage their schedule around the activities if they are in use all the time, activities run late, and cleaners have to lock up and alarm the school."*

Further, the administration associated with bookings management and planning maintenance and setting reasonable expectations can be challenging, particularly if it is not a priority area and if community groups or members have high expectations of access to facilities. Many comments in these areas referred to the impact of staff turnover and workforce shortages, and limited budget, making these aspects of facilities management challenging.

"Management of the Facilities booking system...very manual and time consuming. Also, no one to really provide after-hire review of facilities to ensure hirers use as intended, and then leave in good order."

"Facilities management administration takes up a significant amount of time and often drops off the agenda unless it is urgent."

"Poor communication and high expectations of principal involvement. We will get people who turn up with the expectation that they will have access to school facilities without discussing with the school."

"Time required to undertake this role detracts from the core business of teaching and learning in the school."

The age of school buildings was also referred to as being a particular challenge in terms of the proportion of funds required for maintenance not being increased over time:

"[The] Dept of Education has an Ed Support Buildings/maintenance fund. However, this has not had additional monies added to it for years and is very hard to get any grant from. Buildings are old and new ones are smaller - no rooms for additional activities i.e., sensory rooms etc."

"not much as I don't have a full time five day a week general assistant nor do I have enough funds in an older school to keep up with the costs of maintenance."

While less frequently reported, there were small numbers of respondents who reflected on the challenges of managing OHS requirements, security concerns, and the impacts of COVID-19 and associated restrictions. These respondents tended to refer to the challenges of facility-sharing that aligned with state or territory department of education policies and standards, as well as that of local council (where relevant) and ensuring joint use agreements were drafted in a way that aligns with these policies. A summary of key findings associated with facility management practices is provided in Box 9 below.

Box 9. Key patterns in facilities management practices

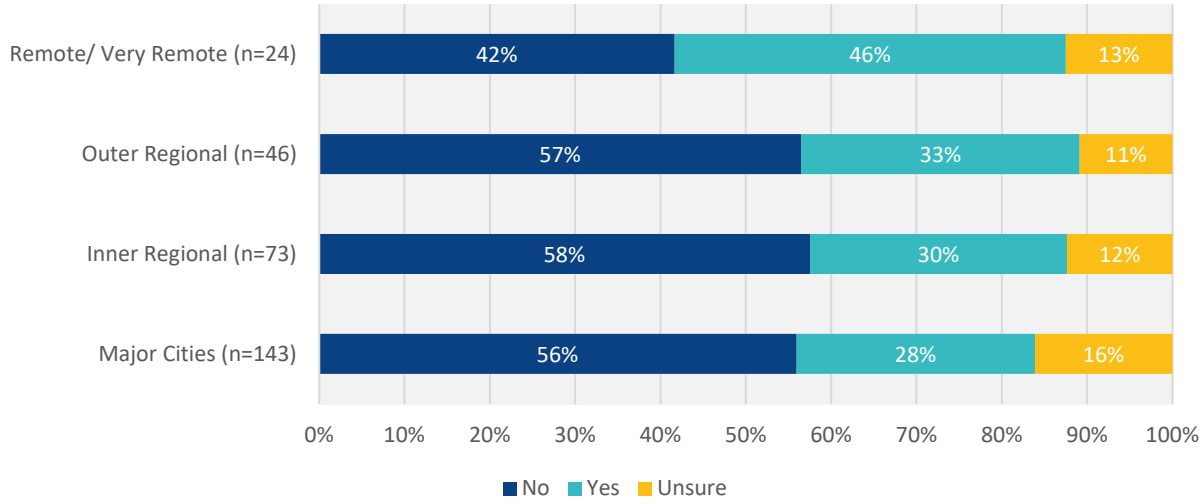
- 164 respondents commented on the facilities management that are working well in the delivery of additional programs, services, and activities in their school.
- The most common responses, by a large margin, were related to effective maintenance and cleaning practices.
- 111 respondents commented on the facilities management practices that are not working well.
- The most common responses were again related to cleaning and maintenance, but by a much smaller proportion, with comments regarding a lack of time for staff to manage facilities and users' needs also common.

Funding for facility-sharing

With respect to the costs associated with facility sharing, survey respondents were asked if they have access to adequate funding to maintain and manage shared facilities at their schools. 55% of respondents said they do not have access to adequate funding.

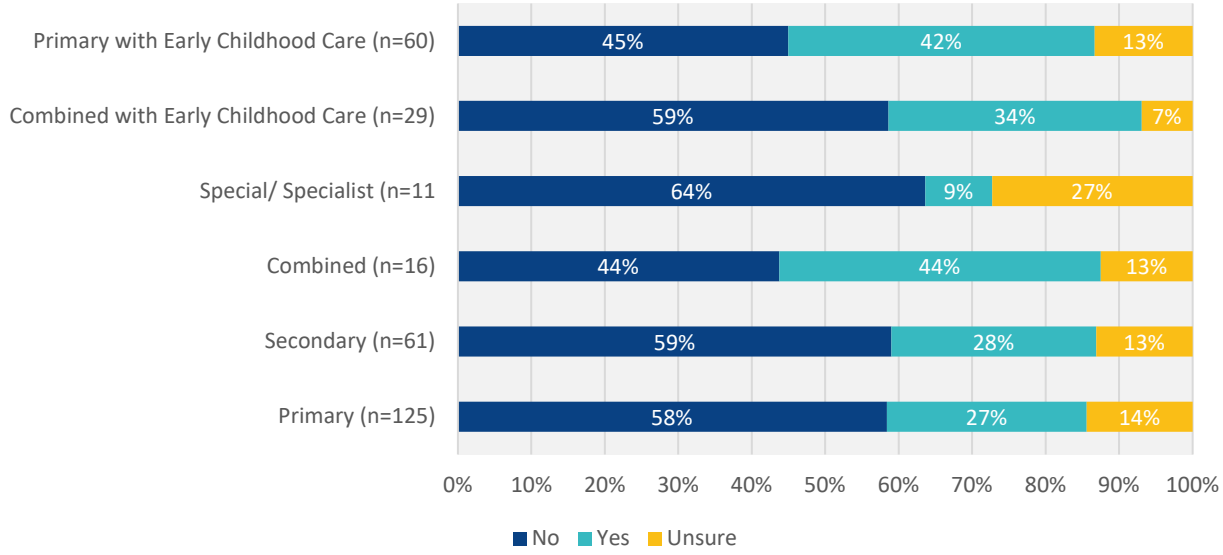
When examining the data by school location (see Figure 39), it is evident that a higher proportion of schools in remote or very remote locations have access to adequate funding (46%) compared with outer regional schools (33%), in inner regional schools (30%), and those in major cities (28%).

Figure 39. Proportion of respondents reporting access to adequate funding for facility sharing by school location



Across school types (see Figure 40), it is evident that there are some differences in access to adequate funding, although sample sizes vary considerably across different types. The highest number of respondents reporting sufficient access to funding were combined schools (44%), closely followed by primary schools with onsite early childhood education (42%). Only 9% of special and specialist schools reported they have access to adequate funding, which could help explain why levels of facility sharing in these schools is comparatively lower than other school types.

Figure 40. Proportion of respondents reporting access to adequate funding for facility sharing by school type

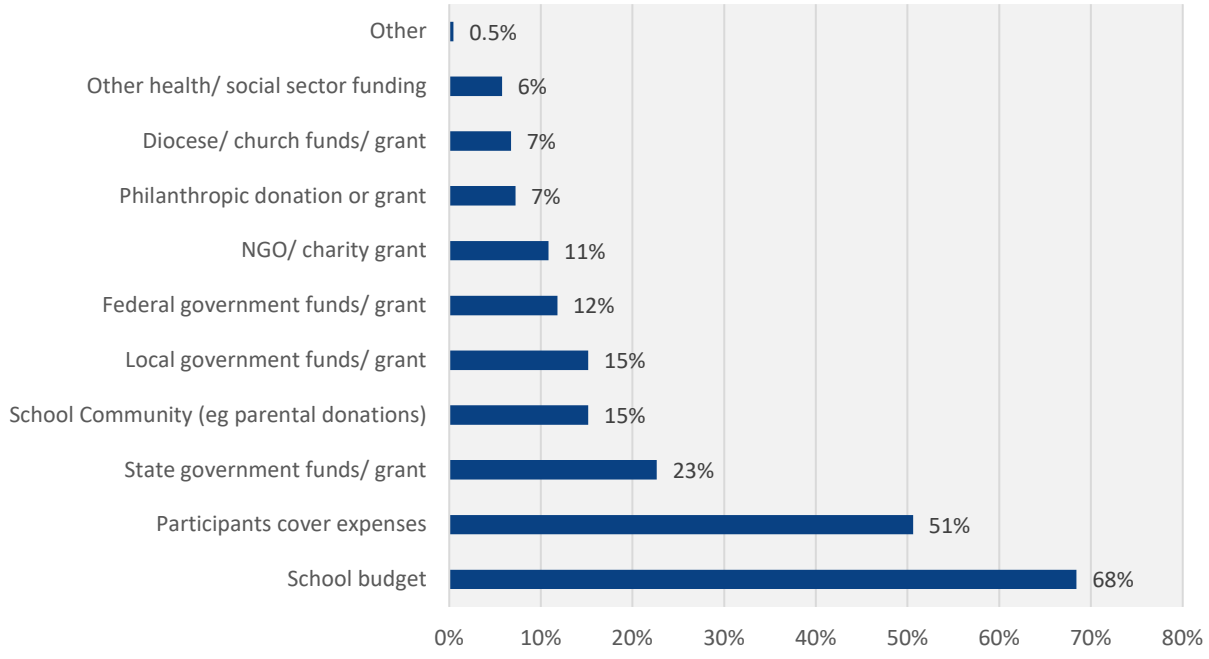


Funding sources and providers

When asked to indicate who or from what source funds are accessed (with respondents able to indicate multiple sources), most respondents (68%, n=415) reported funds are used from school budgets. This was followed by charging users fees (51%) (see

Figure **41**).

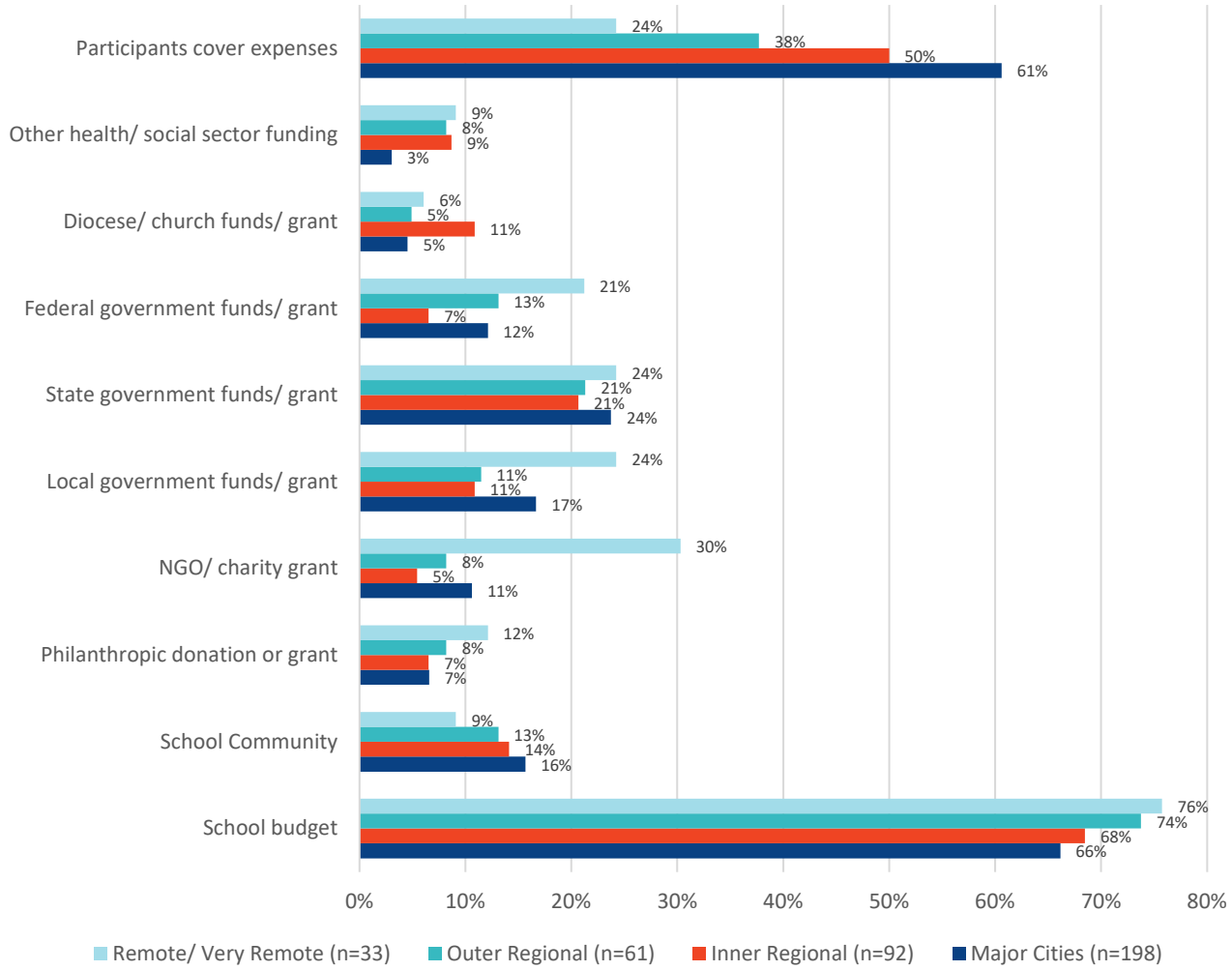
Figure 41. Proportion of respondents (n=415) reporting funding sources for facility sharing^



^respondents could select more than one funding source

When examining funding sources by school location (see Figure 42), there are relatively little differences within the sources, except for funding from non-government organisations and charity grants, and expenses covered by charging user fees. Schools in remote and very remote locations reported accessing funding from non-government organisations and charity grants more commonly than schools in other areas and less commonly charged users. For schools in major cities, almost equivalent proportions of respondents reported accessing funds for facility sharing from user charges and the school budget.

Figure 42. Proportion of respondents reporting funding source for facility sharing by school location^



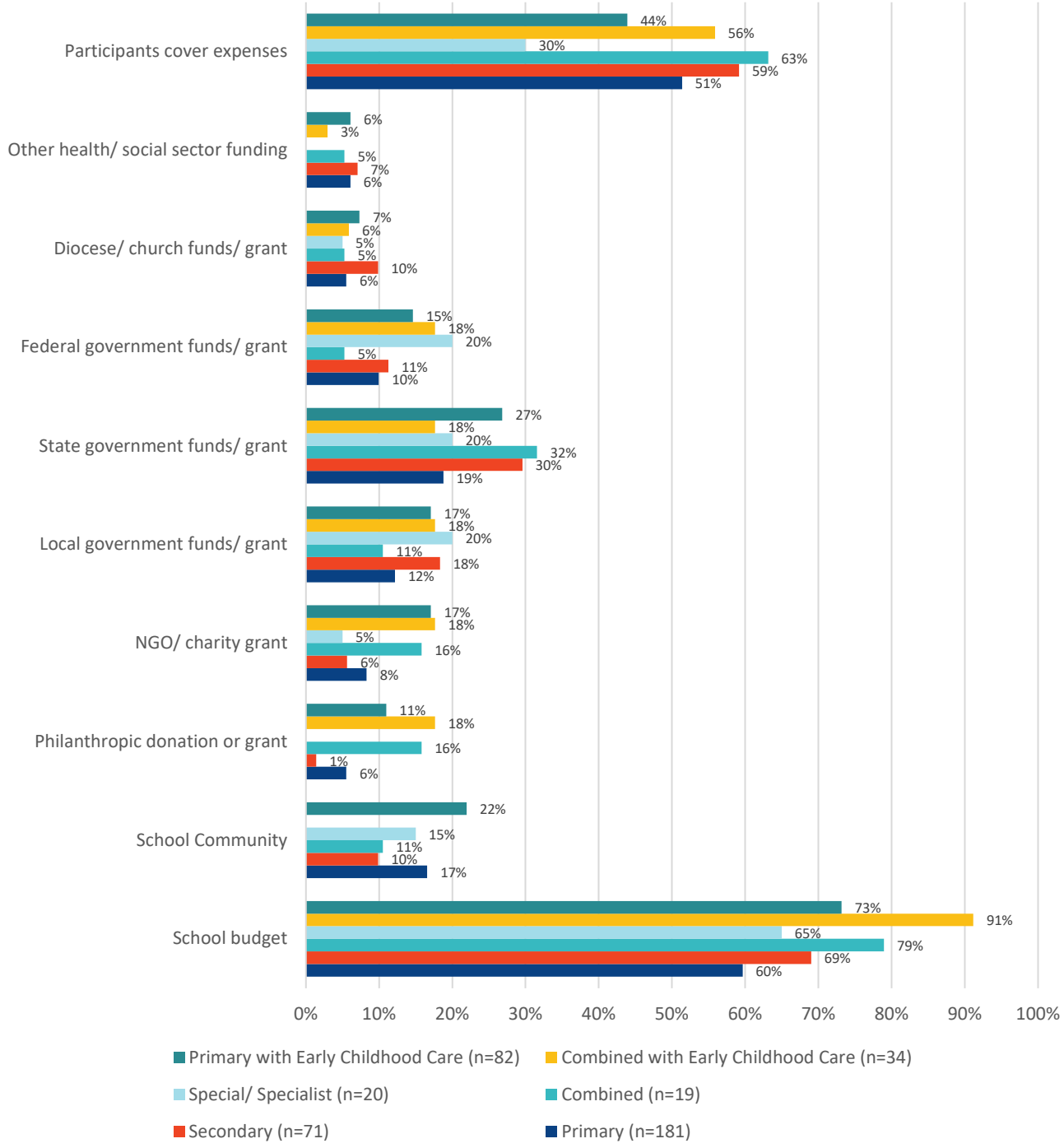
^respondents could select more than one funding source

Funding sources across school types (see

Figure **43**) highlight some differences, with most schools receiving their funding from user charges and their school budget. However, between 5 – 33% of schools reported receiving funding from

grants from state, federal, and local governments, non-government and philanthropic organisations, Catholic dioceses, churches, and to a small extent health and other social sector funding agencies.

Figure 43. Proportion of respondents reporting funding source for facility sharing by school type^



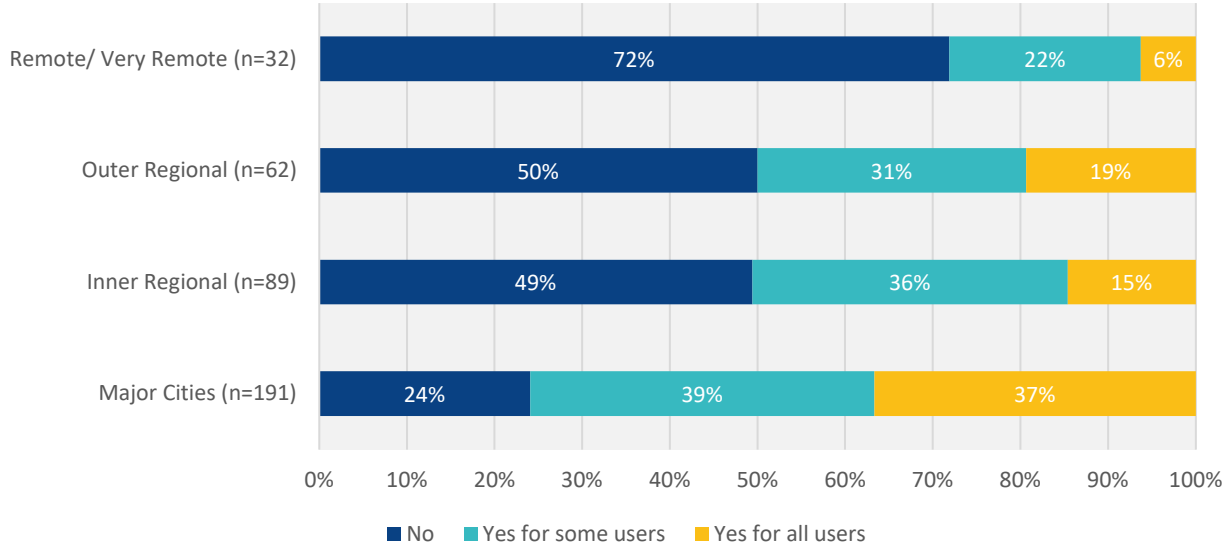
^respondents could select more than one funding source

Survey respondents were also asked whether they charge community groups fees to use school facilities. 23% reported they charge for some users. 17% reported they charge fees to all users of

their facilities. A quarter of respondents said they do not charge any users for accessing their facilities, and 34% did not answer the question (see Figure 44).

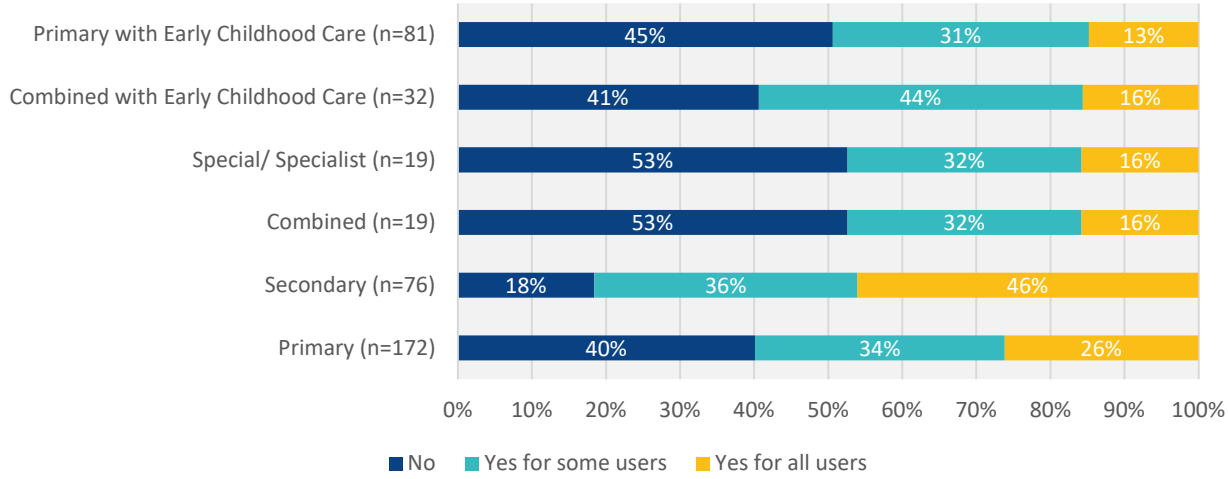
When examining user charging patterns by school location, some clear differences are identifiable. In remote and very remote schools, 72% of respondents reported they do not charge any users. This was much higher than schools based in major cities where only 24% of respondents reported they do not charge users at all. About half of respondents working in schools based in inner regional and outer regional areas reported they do not charge users to access their facilities.

Figure 44. Proportion of respondents reporting charging fees to users of school facilities by school location



When examining patterns by school type, there is a stark difference for secondary schools. 82% of secondary school leaders reporting they charge some or all users to access their school facilities, whereas 60% of primary schools and combined schools with onsite early childhood care reported charging some or all users of their facilities (see Figure 45).

Figure 45. Proportion of respondents reporting charging fees to users of school facilities by school type



Decision-making arrangements for charging for use

To understand how decision-making for user charges is conducted and who is involved, the participants who reported they charge some or all users of their facilities were asked to describe how they determine when to charge users. 117 responses were received to this question, and the themes are summarised in Table 6 (below).

Table 6. Decision making for determining user charges

Theme	No. of comments
Reviewing user groups, and whether they were not-for-profit or a business	75
No charge for students or the local community	8
Education department policy determined	5
Fees charged for maintenance and cleaning cost recovery	15

*Note some responses are counted in more than one category

Most participants commented that the decision about charging fees for use requires understanding who the users are, whether they are charging the participants of the program, service, or activity being offered using school facilities, and whether the user groups are businesses/for-profit organisations making income off the program, service, or activity offered.

> *"Commercial rates for business users. If it were an NFP, we would charge at cost recovery."*
>
> *"Case by case basis - one off, small space hire for NFP likely to be free of charge".*
>
> *"It depends on the group or organisation. Non for profit don't get charged. Most are charged a minimal fee".*
>
> *"Music instructor pays $200 for unlimited access after school each term. Charged as this is instructors' business and she makes significant income from it".*
>
> *"80% reduction for community groups that are free to our community or only charge a small fee to users, private business pays full price".*

Some participants explained that they tended to only charge small fees to recover costs of facility sharing, and always needed to ensure they were aligned with their department of education or diocesan office policies for facility sharing.

Parties involved in decision-making

Participants were asked to indicate who makes decisions about charging users to access school facilities. 265 responses were received, and like the management arrangements, Principals, Assistant Principals, or other members of the school leadership team were the most likely to make this decision. A summary of themes is provided in Table 7.

Table 7. Stakeholder groups involved in deciding on access and charging for using school facilities

Theme	No. of comments
Principal, Assistant Principal or other member of the school leadership team	79
Principal and Business Manager	42
Principal and Department of Education or Diocese	27
Principal and school council	24
Principal, Business Manager, and school council	14
Other joint decision	11
School council	22
Business Manager	14
Other school staff (including facility managers)	11
Local council has some input	14
Determined by Department of Education or Diocese policies	25
Set rates and requirements in contracts for use	8
Input from external providers	3
No charge in any case	5

*Note some responses are counted in more than one category

Drawing the results on the governance, management, partnerships and funding sources and arrangements for use of school facilities together, it is evident that there is significant diversity of arrangements in these areas. However, school leaders, particularly school principals are, in most school types and across locations, often the central decision maker or at least a core member involved in determining and managing facility access.

Box 10 (below) provides a summary of funding patterns for facility sharing in school community hubs.

Box 10. Key patterns in funding and charging external users of school facilities

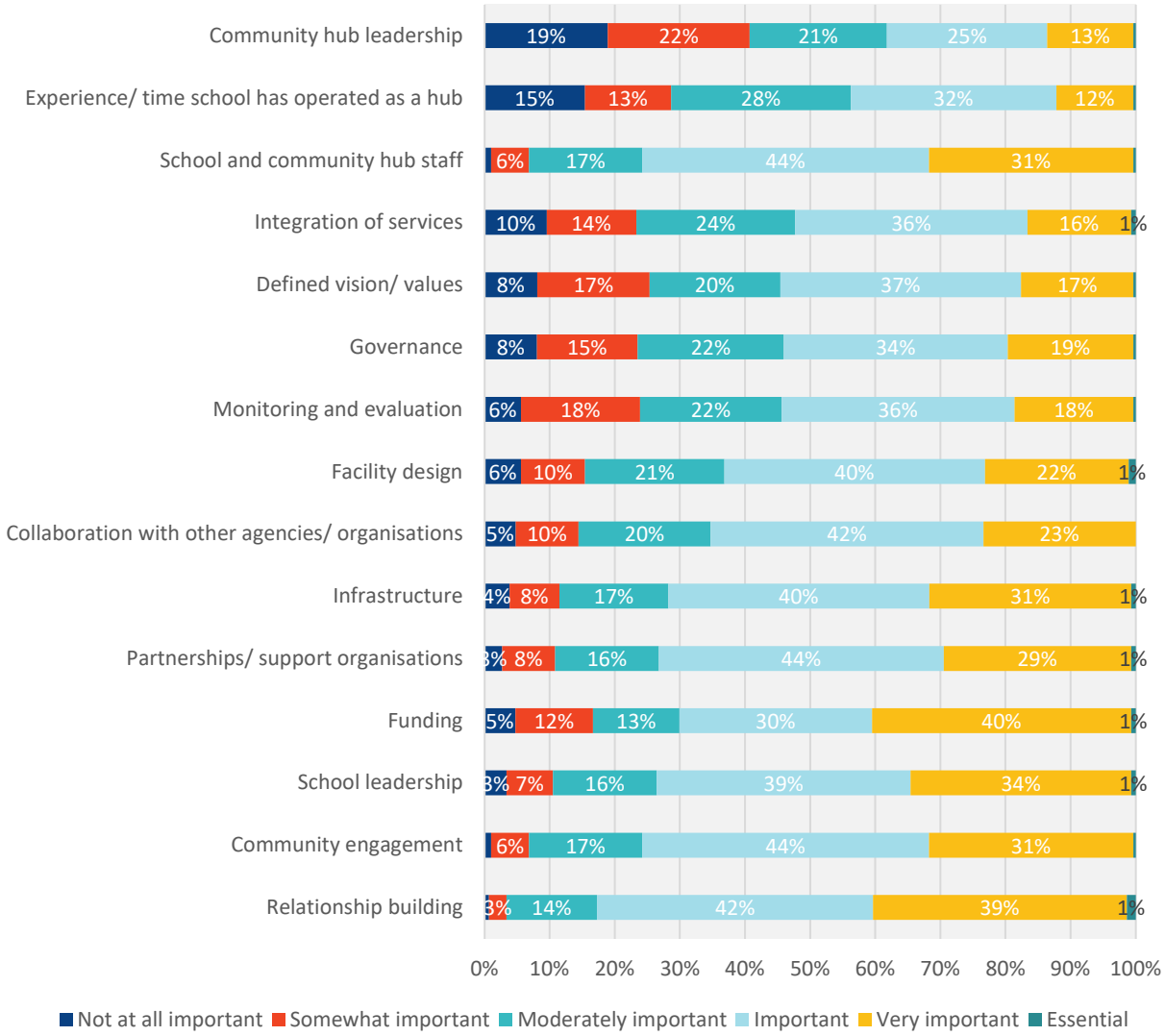
- 55% of respondents (n=304) said that they did not have access to adequate funding to maintain and manage shared facilities at their school.
- 21% of survey respondents (or 43% of those who answered the question, n=300) indicated that it is not the responsibility of the school to apply for funding. The rest of the respondents indicated that they apply for funding, most commonly on an annual basis.
- Regarding funding sources for operational funds to allow facility sharing and the offering of additional programs, services and activities, the highest percentage of respondents (n=415) indicated that the school budget was a source (68%) and that participants cover expenses in at least some cases (51%).
- 27% of survey respondents (or 40% of those who answered the question, n=405) indicated that they do not charge any community groups fees to use their facilities.
- When questioned about who how they make decisions regarding who to charge fees to, the most common response was that it was about what type of user it was, and if they were a business or a not-for-profit organisation.
- **Patterns by school location**
    - Schools in remote and very remote locations (n=24) were more likely to have access to adequate funding (46%). Those in major cities (n=143) were the least likely to have adequate funding (28%).
    - When looking at funding sources, the biggest differences in responses indicated that remote and very remote schools were more likely to have access to NGO or charity grants (30%) and local government funds (24%), and much less likely to have participants cover expenses (24%). Major cities schools were most likely to have participants covering expenses (61%).
    - With regard to charging community groups for using school facilities, remote and very remote schools (n=32) were the most likely not to charge community groups (62%) and major cities schools (n=191) were the least likely not to charge community groups (24%).
- **Patterns by school type**
    - School budgets and contributions from participants were the most common funding sources across all school types, with over 90% of combined schools with early childhood care indicating that at least some funds come from their school budget.
    - Secondary schools (n=76) were found to be the most likely school type to charge community groups to use their facilities (82% for some or all users). Combined (n=19) and special and specialist schools (n=19) are the most likely not to charge users (53%).

Essential factors and challenges to successful SaCH

Respondents (n=279-295) were also asked to identify from a list of factors which are the most important for the effective provision of additional programs, services or activities using school facilities. Across the 15 factors, available and sufficient funding, and positive relationships, were identified by the highest proportion of respondents as being either essential or very important (see Figure 46). However, when examining the distribution of responses, the highest number of respondents reported that school and community hub staff are important, closely followed by partnerships/support organisations, and supportive leadership.

Partnerships and supportive leadership and school/hub staff are very important, but funding and positive relationships overall are considered more essential. It is necessary to note that the factors are not independent of one another, hence why these patterns are observable. That is, supportive leadership is likely to be associated with positive relationships and established partnerships and support organisations. More detail is available in Appendix D.

Figure 46. Respondents' perceptions of factors facilitating successful schools as community hubs



^ Respondents could select multiple factors, and rate multiple as essential

Respondents were asked to describe any challenges that they have experienced while sharing facilities or offering additional programs, services, and activities at their school. While there are many similarities with the responses to the barriers for effective management of facility sharing, other topics were also highlighted. There were 173 responses to these questions. Common themes are summarised in the table below, noting that many respondents' responses covered more than one theme.

Table 8. Challenges for schools acting as community hubs

Theme	No. of comments*
Damage to facilities, facility maintenance or cleaning	51
Lack of facilities to share, competition for use of facilities (between school and outside users, or between outside users)	46
Additional workload on staff	34
Concerns with safety or security, or how the external users behave on site or treat the facilities	34
Funding or costs of facilitating facility sharing or additional programs	27
Challenges working with external partners	16
Lack of staff or lack of qualified staff to deliver programs, staff turnover	15
Managing users and their needs	14
Legal concerns, OHS requirements, insurance, liability, etc	12
COVID-19 impacts - including additional cleaning, not being able to have community on site, disruptions to programs	23
Low attendance, participation of community in activities offered	12
Difficulties engaging with or communicating with parents and community	12
Competing priorities – of the school (education) and others using the site	10
Distance of school from community, lack of public transport	6
Lack of partners or organisations to partner with	3
Time required to build relationships or trust with community	2

*Note some responses are counted in more than one category

As reflected above, damage to facilities and associated maintenance requirements were a common challenge. Respondents noted this is particularly challenging when community groups use facilities with little respect:

> *"When clear boundaries have not been present there has been a lack of ownership around breakages/damages and cleaning responsibilities."*

> *"Community groups don't take responsibility for damage and do not respect school property or grounds, generally. Repair and maintenance costs lie with the school on limited budget."*

Competition for use of facilities was identified largely in relation to the use of school facilities outside school hours when teaching staff would like to work onsite outside school hours. Respondents explained this becomes more common when the school has a high number of enrolled students.

> *"The impact of demand from increased enrolments on the use of facilities is challenging when providers keep asking for more space. This detracts from opportunities for teachers to*

work within their classrooms after hours and increases tension between competing interests."

Where schools did not have a dedicated hub coordinator or school staff member involved, challenges associated with the distribution of workload associated with facility sharing were identified. Often this fell on school leadership and on community members, which was challenging because the community members may not be as reliable or aware of the details of school facility use agreements and department policies.

> *"Staff workload - we ask a lot of staff and they usually respond happily. However, I am always mindful of the toll this takes on our teachers and admin staff."*

Security concerns were largely associated with facilities not being secured after use by external groups and items being stolen. Challenges with external providers were largely associated with insufficient numbers of staff to manage delivery of the program, service or activity and unclear communication between the school and the external providers.

> *"The only challenge I have experienced is with the previous organisation being able to reliably staff the service with appropriately qualified people. When they can't, it affects the service provided, which in turn affects the number of families utilising the service."*

Several respondents reflected that some of these challenges could be overcome when the school staff are working directly with the community groups accessing and using their facilities rather than going through another party.

> *"Models where council has been involved is slow and creates too much red tape and blocks. It works better where school and the community interact directly to utilise the shared resource."*

The box below summarises key findings in factors that support or inhibit success for school community hubs.

Box 11. Key patterns in essential factors and challenges to successful schools as community hubs

- Respondents (n=279-295) were asked to rate a list of 15 factors for the effective provision of additional programs, services, or activities using school facilities.
- Those most identified as essential or very important included funding and positive relationships.
- Overall, factors most rated as important (or higher) included school and community hub staff, partnerships/ support organisations, and supportive leadership.
- Respondents (n=173) were asked to describe the challenges they have encountered while sharing facilities or offering additional activities. Damage to facilities, additional cleaning, a lack of facilities to share, competition between users for facilities, the additional workload on staff, and concerns with safety and security were commonly identified.

Summary

There were some consistent patterns observed between schools based in remote and very remote locations, and those based in other areas, summarised in Table 9. For instance, user charges were less likely in these locations, and funding from charities and philanthropic organisations as well as health services and other social services for facility sharing were more likely in remote and very remote schools.

Also, user charges were more common in secondary schools than any other school type, and combined schools tended to have the most diverse partnership and funding source arrangements for facility sharing and access.

Table 9. Summary of differences across respondents in patterns of governance, management and funding of facility sharing

Group	Formal partnerships for facility sharing	Funding for facility sharing	Funding sources and providers	Charging users of facilities
School location (metro, inner regional, outer regional, remote, and very remote)	XX	X	X	XX
School type (primary, secondary, combined etc)	XX	X	XX	XX

*XX = moderate to large differences, X= some differences but could be associated with varying sample size between groups of responses, blank square no difference

**The term difference does not imply statistically significant difference

These differences align with those observed in the programs, services and activities offered in these locations and school types, but in the case of location may also reflect or be indicative of a response to the general socioeconomic profile and availability of health and social services in the geographic area within which these schools are located. For instance, school libraries were shared far more often in remote or very remote schools than in schools in any other location. This is not to imply that remote or very remotely located schools share more facilities, rather their pattern of sharing implies the school is filling an essential gap in the community. Patterns of sharing among schools in major cities tend to be dominated by sharing for sports and recreation, and cultural events.

Further, enablers and barriers to effective management highlight the importance of relationships, supportive leaderships and sustained sufficient funding for facility maintenance and the workload associated with sharing facilities.

5. Monitoring school facility-sharing and using information in decision-making

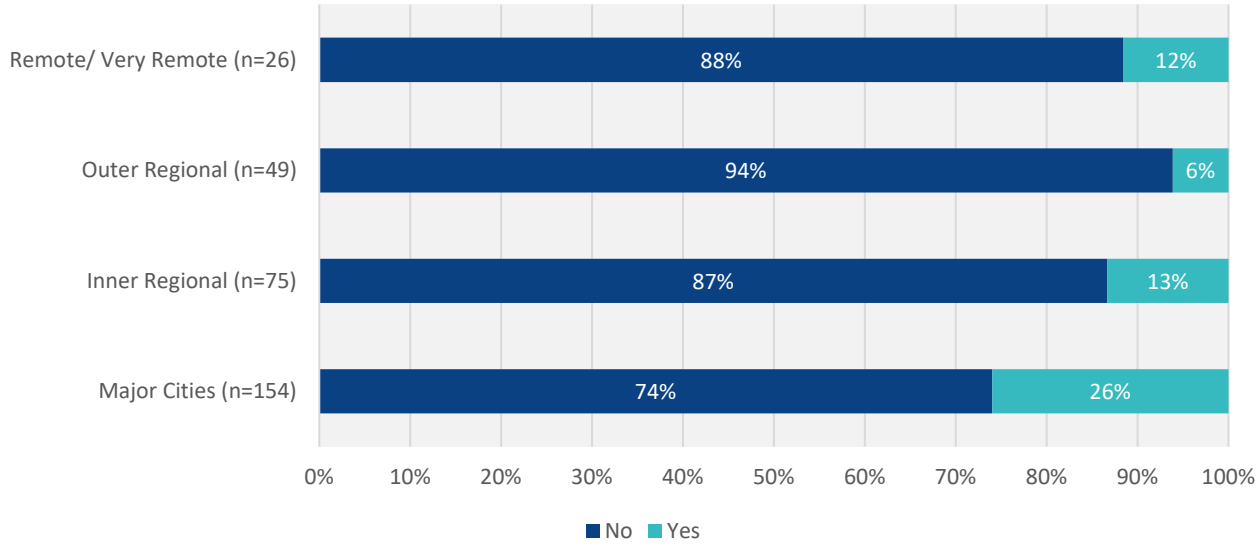
To understand the extent to which school and hub leaders have explicit goals for facility sharing and are monitoring progress towards their goals, survey respondents were asked to report on a series of questions about setting goals, monitoring use, and how monitoring information is used. Results from descriptive statistics and frequency and thematic analysis of free-text data gathered are detailed in this section, and where possible, differences in patterns are explored by school type and school location.

Goals associated with facility-sharing

Only 11% of survey respondents (n=613) reported they have goals associated with facility sharing that inform the provision of additional programs, services, or activities. 43% reported they do not have goals, and 47% did not respond to this question.

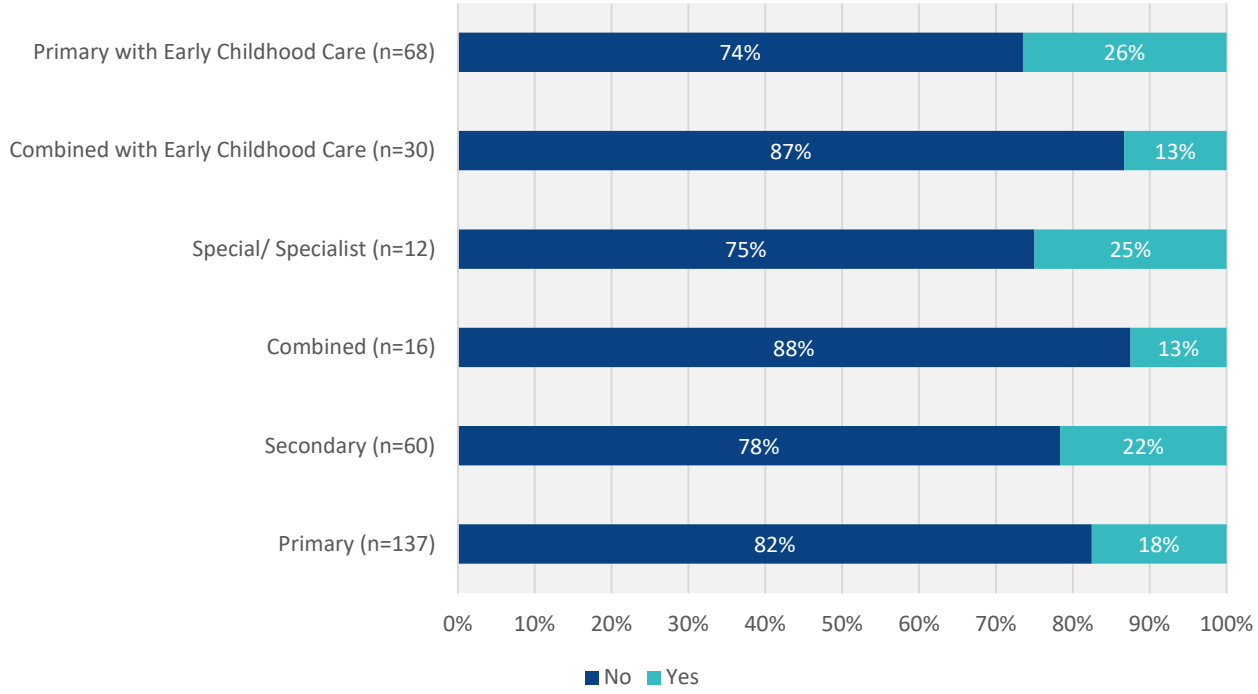
When comparing responses by school location (for those who responded to the question), school, and hub leaders of schools in major cities tended to be more likely to have a goal (26% of respondents). However, the majority of leaders of schools in any location reported they do not have goals that are informing programs, services or activities offered at school facilities (see Figure 47).

Figure 47. Proportion of respondents reporting having a goal(s) that informs the provision of programs, services or activities offered on school facilities by school location



As for location, few differences by school type were found with respect to the presence of goals for informing school facility-sharing arrangements for the provision of programs, services, or activities (see Figure 48).

Figure 48. Proportion of respondents reporting having a goal(s) that informs the provision of programs, services or activities offered on school facilities by school type



Goals for informing facility sharing

Respondents who reported they do have a goal were asked to describe their goal in free text. Of those who reported they have a goal (n=65), 53 provided a response to the free-text question. Most did not state or describe their goal, instead referred to documents, policies, and procedures where their goal(s) was stated.

The most common place for the goal to be reflected was in the school strategic plan.

> *"Covered under the pillars 'Investing in our Future' and 'Our School Community' in the school's Strategic Plan"*

> *"Community engagement forms part of our strategic plan"*

Some respondents (n=10) reported that the goal was embedded in their school vision statement or description of core values.

> *"Additional programs, services and activities are a core component and embedded into our program offerings."*

A small group of respondents referred to policies and procedures, explaining that they don't really have a goal, but have regulations that inform their facility-sharing arrangements.

> *"It's not really a goal/vision. It's an agreement on conditions between the provider, the school, and the Department of Education."*

Among the respondents that did describe their goal (n=12), most including reference to community wellbeing, engagement, and connection with the school that is informed by the community's priorities.

"Our goal is to be a place-based service provider that are gateways for poor families and community members into the local community. Our starting promise when considering the use of our facilities is that we are not a venue, rather we want genuine partnerships that will enhance the outcomes for all involved."

"We are a highly multi-cultural community. Many of our families have moved into the area and have suffered loneliness and isolation. The programs offered by the school were implemented to address this problem and to provide a social as well as an educational opportunity for our migrant families and connect them to our school. We developed a shared priorities plan and the schools strategic plan to inform the provision of additional programs."

Parties involved in goal setting

The respondents who reported they have a goal, were then asked who contributed to developing the goal. 56 responses were received to this free-text question with the majority reported that it was a collaborative or joint process (n=40) that involved 'all staff' or 'all stakeholders' with an emphasis on offering everyone an opportunity to provide feedback.

"All of the community contributed to the strategic plan".

"All staff, student leaders, and all parents welcomed to provide feedback on or suggestions".

"Community Hub Coordinator, Smith Family support person (from Community Hubs Australia), Principal"

Table 10 summarises all stakeholder groups who were reported as being involved in developing goals or a vision for informing the provision of programs, services and activities offered through school facility-sharing.

Table 10. Stakeholder groups contributing to goal or vision development*

Theme	No. of comments*
School staff	24
Parents, families, and the community (including 'all stakeholders')	24
Principal or school leadership team	22
School Council	22
Students	12
External organisations	4
Department or Diocese policies	3
Community hub staff	3
Department, Diocese or Catholic Education staff	3
Local council	2

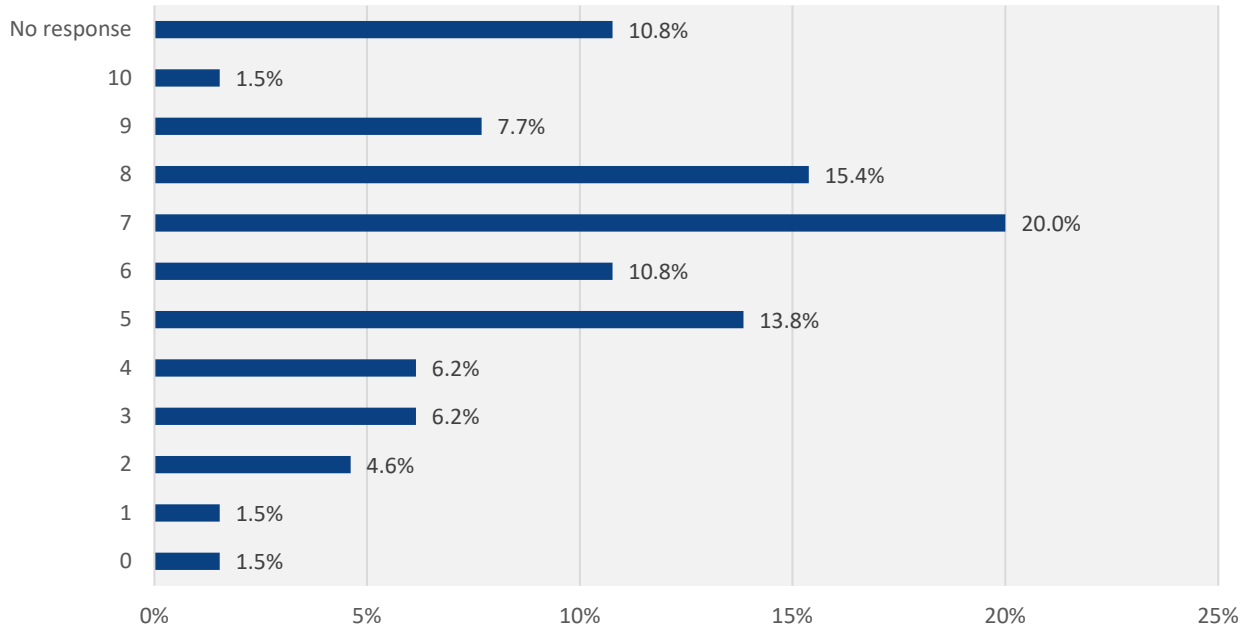
* Note: some responses are counted in more than one category

Progress towards achieving goals

Respondents that reported they had a goal(s) informing their provision of programs, services or activities offered through facility-sharing, were asked to report their level of progress towards achieving the goal on a 10-point scale. A response of 10 was equivalent to the goal being achieved entirely, where zero was no progress towards the goal.

Most respondents reported they had made considerable progress towards their goal, rating themselves as seven or higher. However, as reflected in Figure 49 below, there was considerable variance across the group.

Figure 49. Proportion of respondents (n=65) rating their progress towards goals on a 10-point scale



These results were not broken down by school location or type due to the small sample size of these sub-groups. A summary of findings associated with goal setting is provided in Box 12.

Box 12. Key patterns of goal setting for schools as community hubs

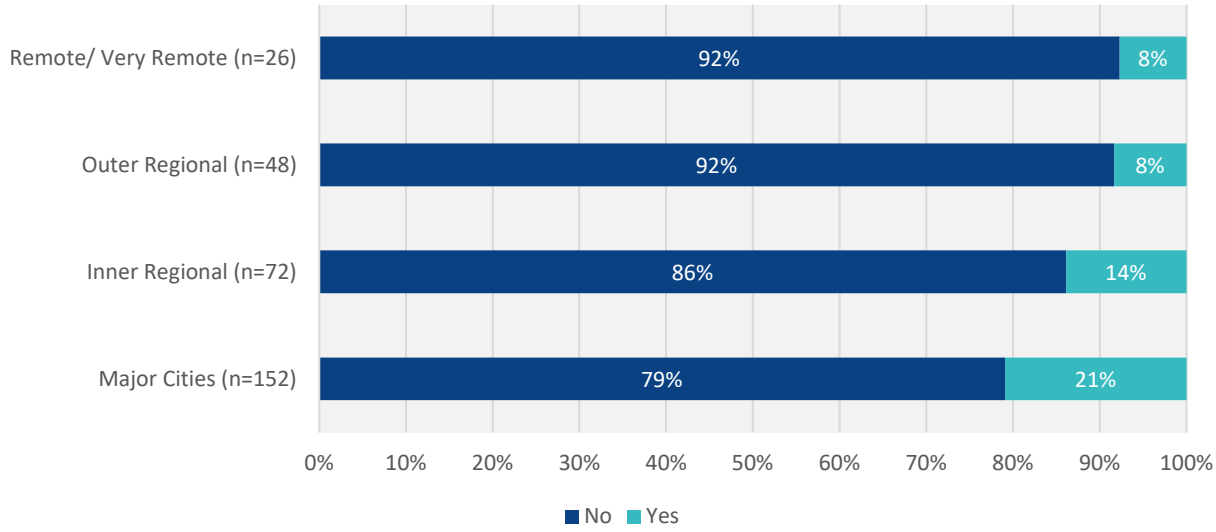
- Only 11% of survey respondents (or 20% of those who answered the question, n=327) noted that their school has goals that inform the provision of additional programs, services, or activities.
- When respondents who stated that their school had goals were asked what those goals were, the majority did not actually identify the goal, instead identifying where the goal was written (most commonly in the school strategic plan).
- Even though most of them were not able to identify what their goal was, most respondents rated themselves as seven (out of 10) or higher when asked what level of progress they had made towards the goal.
- **Patterns by school location**
  - Schools in major cities (n=154) were the most likely to have identified goals (26%), but in all locations the majority of schools did not have goals.
- **Patterns by school type**
  - There were some differences across school type, with ranges from 13% to 26% of respondents reporting having goals.

Monitoring of facility-sharing

School and hub leaders were asked if outcomes or targets have been set to enable them to monitor their progress regarding facility sharing and offering additional programs. Only 17% of respondents reported outcomes or targets have been set.

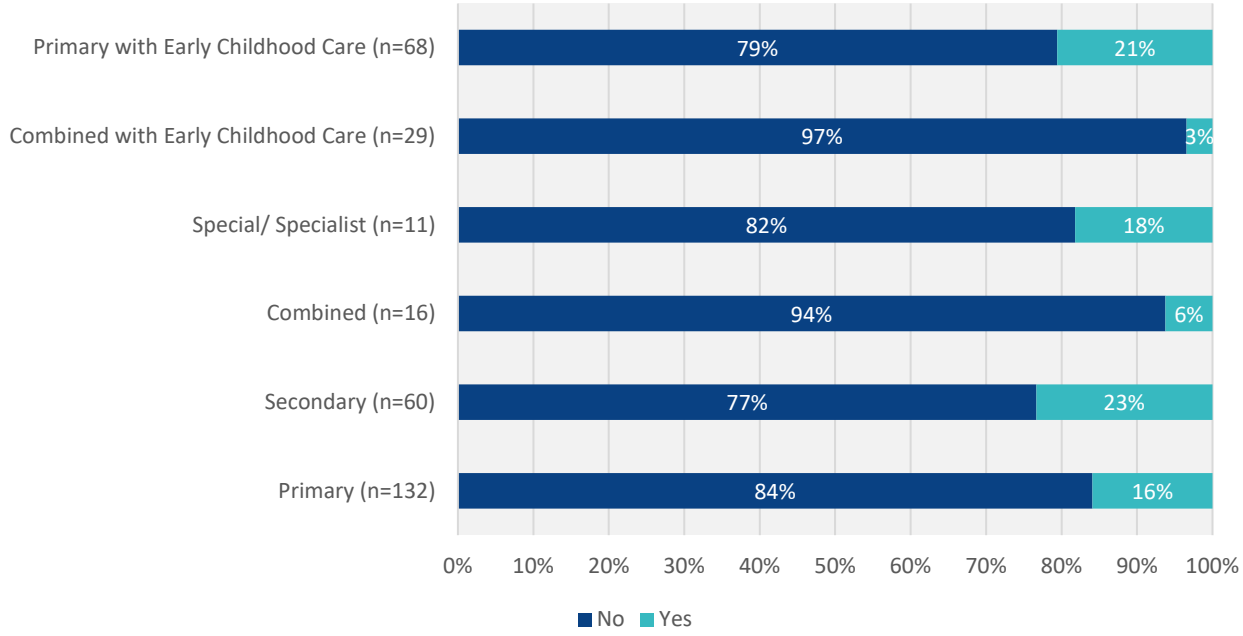
When this information is organised by school location, there are proportionately more school and hub leaders of schools based in major cities that report they have set outcomes or targets (21%), compared with only 8% of leaders of schools in outer regional or remote and very remote locations (see Figure 50).

Figure 50. Proportion of respondents reporting they have set outcomes or targets to monitor their progress towards their goal(s) or vision by school location



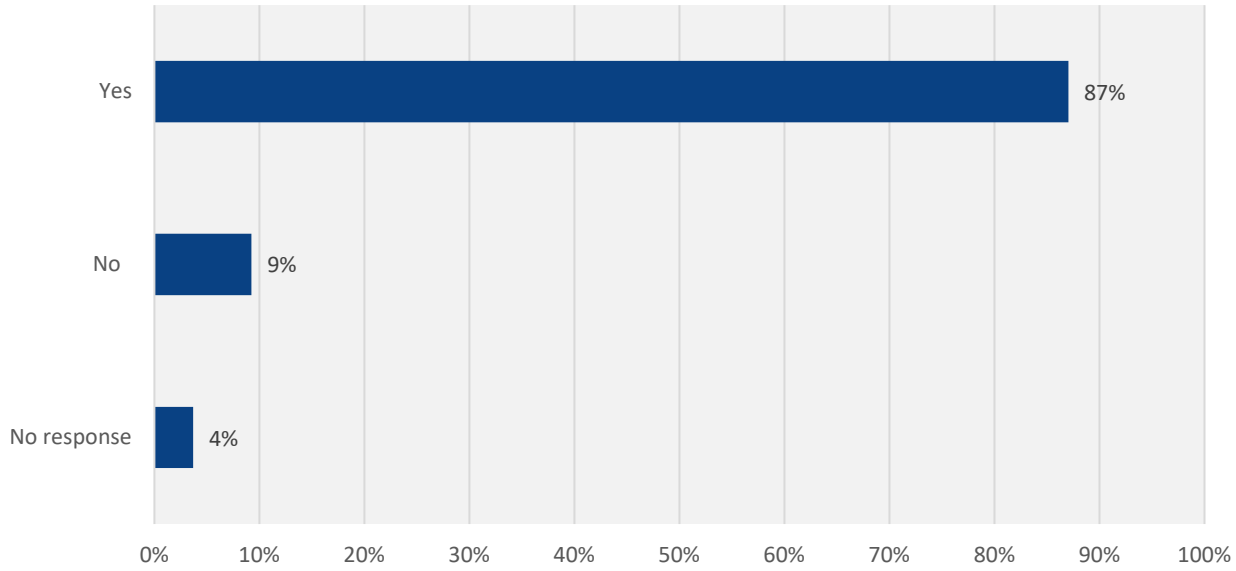
The distribution across school and hub leaders of different school types shows there is some variance, but the sample sizes of different school types are not equivalent (see Figure 51). Nevertheless, it is evident that most leaders across any school type have not set outcomes or targets to monitor their progress towards their goal(s) or vision that informs the provision of programs, services, or activities through school facility-sharing.

Figure 51. Proportion of respondents reporting they have set outcomes or targets to monitor their progress towards their goal(s) or vision by school type



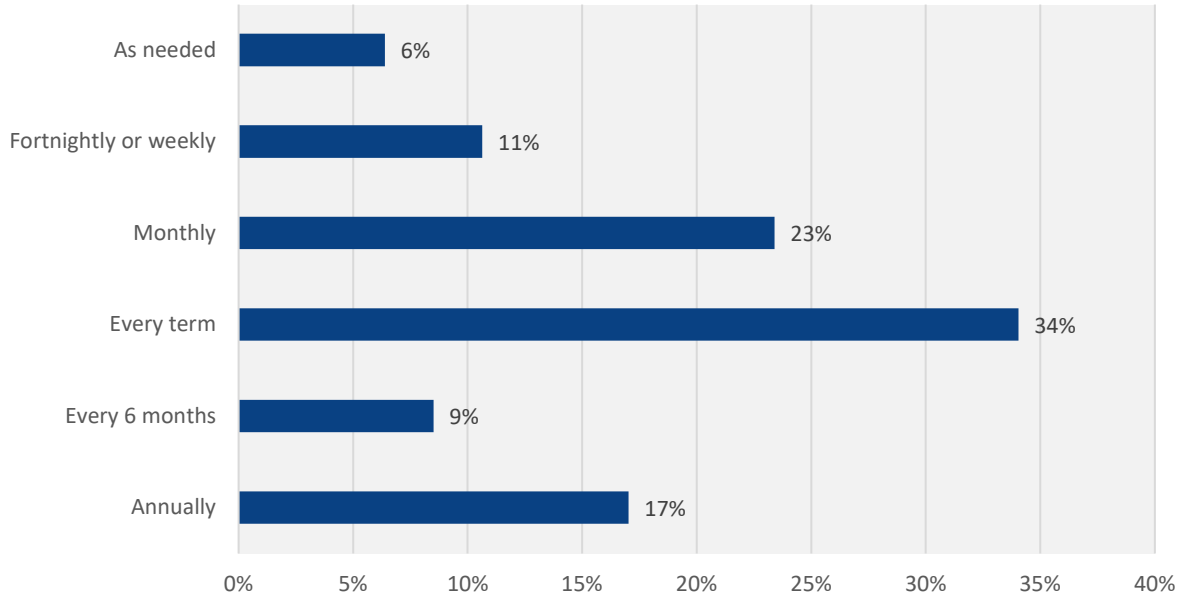
While relatively small proportions of respondents (n=54) report they have set outcomes or targets to monitor their progress, of those that did the majority indicate that they collect information about these outcomes and targets (87%) (see Figure 52).

Figure 52. Proportion of respondents (n=54) reporting they collect information about their outcomes and targets associated with their goal(s) or vision



These respondents were also asked about the frequency with which they gather information about their outcomes and targets. Of those who responded, most respondents gather information every term or monthly (see Figure 53).

Figure 53. Proportion of respondents (n=47) reporting the frequency with which they collect information about their outcomes and targets associated with their goal(s) or vision



These results were not broken down further by school location or type due to the small sample size of each of these sub-groups.

Box 13 summarises the key findings associated with monitoring of facility sharing in school community hubs.

Box 13. Key patterns in monitoring use of school facilities

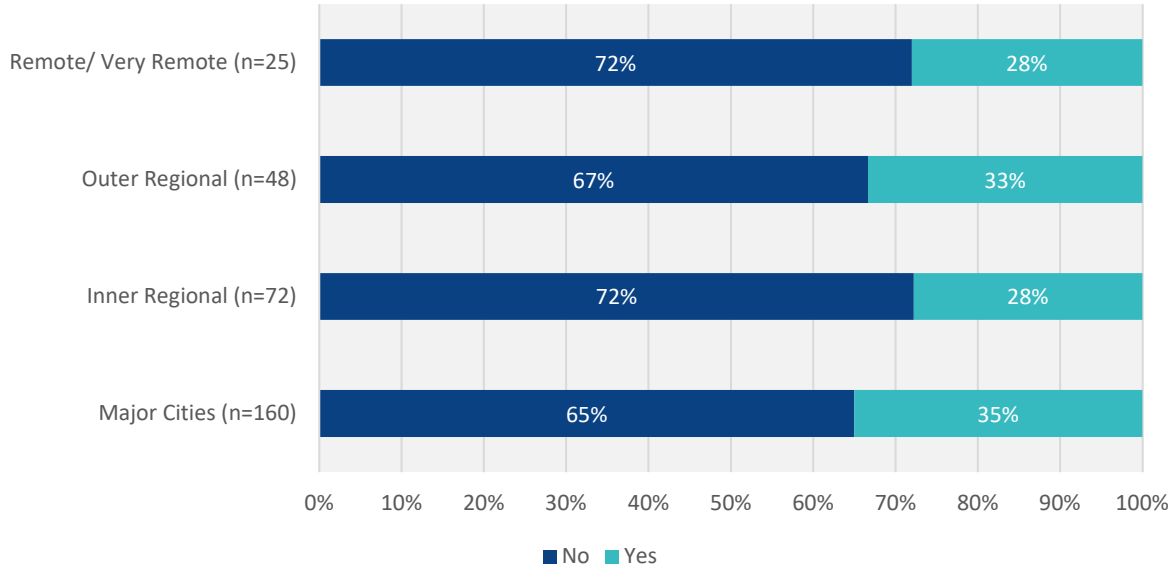
- Only 9% of survey respondents (or 17% of those who answered the question, n=320) identified that their school has outcomes or targets that enable them to monitor progress in sharing facilities and offering additional programs.
- Of those who answered yes, 87% say they collect information about these outcomes and targets, most often on a monthly or termly basis.
- **Patterns by school location**
  - Schools in major cities (n=153) were the most likely to have set outcomes or targets (21%).
- **Patterns by school type**
  - Secondary schools (n=60) and primary with early childhood schools (n=68) were most likely to have set outcomes or targets (23% and 21% respectively). Combined (n=16) and combined with early childhood care (n=29) were the least likely (6% and 3% respectively), but this may be influenced by the differences in sample size.

Use of information for facility-sharing decision-making

Survey respondents were asked to report if they use information to monitor use of additional programs, services, or activities in the facilities at their school and who has access to the monitoring information. 32% of respondents to this question reported they use information to monitor use.

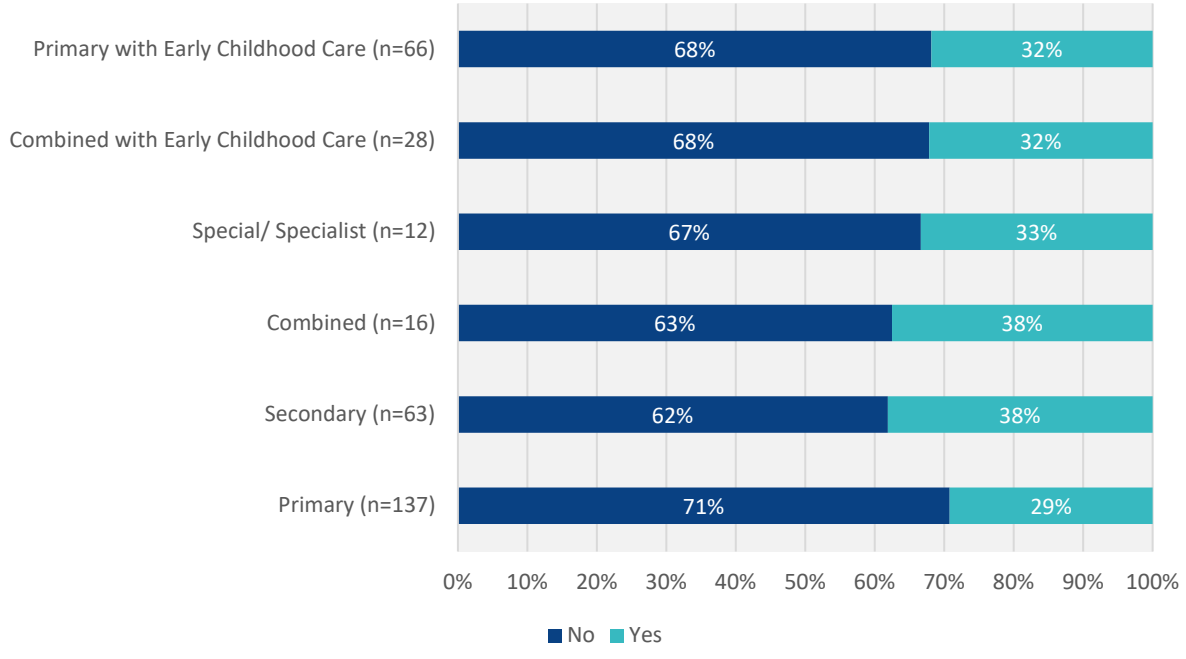
When organised by school location, the proportion of respondents who monitor use is very similar across different school locations as reflected in Figure 54 below.

Figure 54. Proportion of respondents reporting using monitoring information about facility sharing by school location



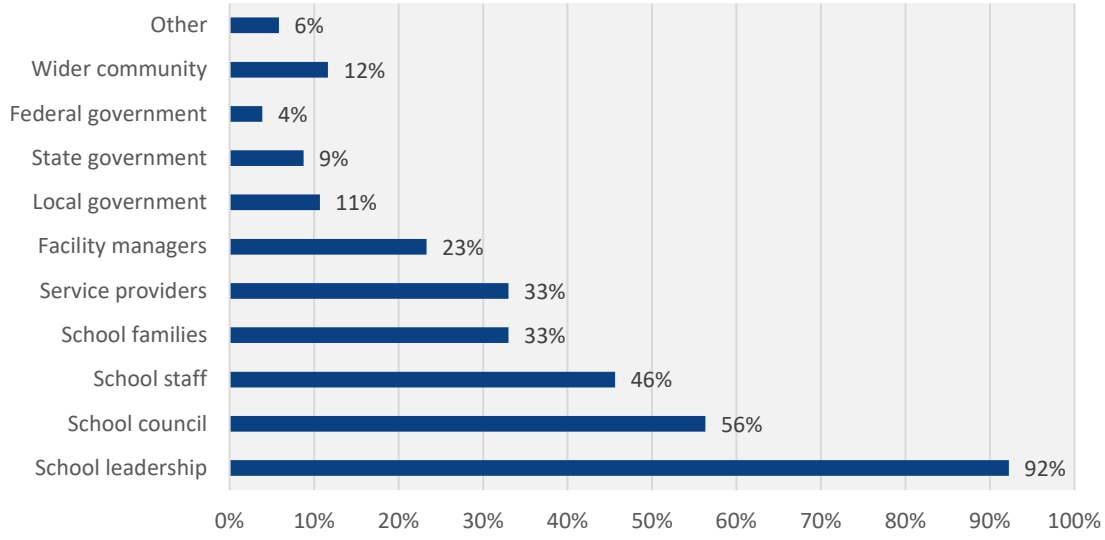
Similarly, there are also very similar proportions of respondents reported monitoring use across different school types, relative to those reporting they do not do this (see Figure 55).

Figure 55. Proportion of respondents reporting using monitoring information about facility sharing by school type



To understand who has access to this information, which could affect the ability to use it for decision making, respondents were asked to identify which of the following of 11 groups of stakeholders had access to the monitoring information. As reflected in Figure 56, 92% of respondents to this question reported that school leadership team members have access to this information. However, for all other groups this dropped.

Figure 56. Proportion of respondents (n=103) reporting which groups have access to monitoring information about facility sharing



Monitoring information

Of those survey respondents that reported collecting monitoring information, they were asked to describe the nature of information that is recorded as an open-ended question. 201 responses were received. Table 11 below summarises the common themes in the comments.

Table 11. Description of monitoring information and source*

	Theme	No. of comments*
What information is recorded	Attendance or participation in service, programs, and activities	30
	Feedback from users	29
	Number and type of programs offered on school facilities	25
	Content of programs offered on school facilities	6
	Goals of organisations using school facilities	1
	Financial information about facility uses (e.g., invoices)	18
	Contact information for users of facilities	14
	Qualifications and WWC for those running programs or services	8
	OHS risk assessments	6
	Insurance information	8
	Emails or other correspondence	5
	Participant outcomes	4
	Complaints/incident reports	2
	Hub coordinator or backbone organisation reports	2

	Theme	No. of comments*
Source of information	Hire agreements	37
	Calendar of yearly events	20
	Marketing of activities on social media	11
	Booking forms	10
	Memorandum of Understanding	3
	Joint Use Agreement	2

*Note comments can be counted in more than one category

In terms of the nature of information recorded, attendance at services, programs and activities was most common. Some respondents noted that this was for occupational health and safety reasons. Feedback from participants was the next most often collected, but of the 29 who reported to gather feedback, only 11 comments suggested this was done in a systematic way, such as through surveys. For some participants these were developed for these specific purposes, but many referred to existing surveys that they do for other purposes such as reporting to government departments of education or dioceses.

> *"We gather data from the School Opinion Survey data [DET Victoria annual survey]"*
>
> *"Feedback from users regarding facilities, access to equipment, improvements/enhancements that could be implemented."*

Information about the number and types of programs tended to refer to information that those delivering the program, service, or activity on school facilities would share back with the school. This tended to vary from what information was asked for on a booking form, through to details of program designs.

> *"An events/ activities file exists on our data management system."*
>
> *"Some agencies will give the school an outline of what they have done with the students".*

Hire agreements were the most referred to source of information, usually including details about programs, services, and activities, what facilities would be used and when throughout the school year.

> *"Hire of school facilities documentation is completed by the principal and signed off by the relevant community user group."*
>
> *"A licence agreement is drawn up with each hirer and approved by our school council."*
> *"…annual contract renewal meetings are held with each hirer to ensure we are providing the right facilities and supporting our hirers with the timeframes required."*

Finally, it is worth noting several respondents (n=10) reported not storing any information, with many explaining there's no time, it's ad hoc, or that it's an external organisations responsibility but it's an area they plan to work on in future.

> *"None. The additional services are monitored by their own governing bodies. Communication between the groups is kept open."*
> *"Nothing at this stage. This is on our strategic plan for 2022." (Respondent from 2021)*
>
> *"Very little. Usually done on an ad hoc basis."*

The patterns of goal setting and monitoring information to understand the impact of facility-sharing show there are relatively few differences among school types and across school locations. What is evident in relation to monitoring and goal setting, is that not many respondents are setting specific

goals, identifying aligned outcomes and targets, and engaging in monitoring practices to track their progress towards achieving established goals.

Box 14 summarises key findings in monitoring of the use of school facilities.

Box 14. Key patterns in monitoring use of school facilities

- Most respondents (n=236) indicated that they do not monitor use of the additional programs, services or activities offered through facility sharing (68%).
- When asked who has access to monitoring information, the most common response was principals and school leadership (92%), with the next most common being School Council (56%) and school staff (46%).
- Those who stated that they do monitor use were asked to comment on what was collected. Of 201 responses, only 30 indicated that they collected attendance information and 29 collect feedback from users.
- **Patterns by school location**
    - No major differences across locations.
- **Patterns by school type**
    - No major differences across school types.

6. Concluding comments

This report presented the results of the Connecting Schools + Communities Survey. Descriptive statistics and thematic content analysis was employed to analyse survey data gathered about the characteristics of schools as community hubs; facility sharing arrangements; funding; and monitoring and use of information to inform decision-making about facility sharing. Overall, the survey highlights some consistent findings related to the sharing of school facilities and the implementation of programs and services management by providers. Some consistent trends by school location were apparent:

- Combined schools tended to engage in more facility sharing and offer more diverse programs and more services. Subsequently, these schools also had more diverse partnerships in the delivery of a range of programs and services.
- Schools in major cities tended to partner with outside organisations for holding cultural events and activities, closely followed by sporting events on school sites.
- Partnership arrangements map closely to the types of programs, services, and activities being offered, and the types of facilities shared.
- The purpose of sharing facilities in a proportionately higher number of schools was to enable sport and recreational activities.
- Remote and very remote schools reported sharing their facilities extensively, often for varied purposes including the delivery of essential health and social services. However, formal partnerships in remote and very remote schools were less common than in schools elsewhere.
- Management responsibility and governance in remote and very remote schools was primarily held by the principal or assistant principal. Funding for facility sharing and maintenance in these areas was often borne by the school, with only a small proportion of respondents reporting that they charge external users to access school facilities.
- For most schools, the duration of facility sharing, and offerings of programs, services, and activities, is a relatively long-term undertaking, with many schools reporting facility sharing to offer services, programs, and activities for more than a decade.
- Irrespective of school location and type, community engagement in on-site programs, services and activities was considered high by most respondents. Joint use and hire agreements are common avenues to formalise facility sharing.
- Funding was identified by most respondents as inadequate to sustain support and maintenance of facilities for sharing purposes. Schools with older buildings find this particularly challenging, due to the associated costs of maintenance. School budgets are providing most of the funds required for maintaining and supporting facility sharing but are strained by such demands.
- Of the minority of schools that have a specific goal or vision for facility sharing, they tend to refer to ‘community engagement’, ‘community wellbeing’ and ‘community connection’ in their goal and vision statements.
- Monitoring aligned to the goals and/or visions and/or implementation and outcomes from facility sharing rarely occurred.
- Among those schools with goals or a vision, most respondents reported positive progress towards achieving these goals, but tended not to gather information to monitor progress.

The survey data reported focusses on description of results rather than interpretive analysis. Further in-depth analysis is ongoing.

7. References

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Appendix A: Survey Development and Administration

All development of the survey occurred in 2021, with pilot participants included Building Connections team members and partners only. Changes to the survey suggested by pilot participants were solely to improve readability and address technical errors in online survey, such as skip and display logic.

The table overleaf summarises the final survey design. Specifically identified are four survey components, with a combination of data types gathered including nominal, interval and free-text data gathered through Likert-scale, multiple choice, and open-ended questions.

Each of the four survey components comprised different dimensions and variables, and for the purposes of this technical report, results reported are from the analysis of data from Component 1. Community hub school characteristics, and Component 2. Community hub school facility sharing. A copy of the survey is available in Appendix B.

Table 12. Survey components

Survey component	Dimension	Type of data	Variables					
1. Community hub school characteristics	**Demographics**	Nominal & free text	Postcode	SES	School type, student & staff population	Position/ role		
	Nature of community hub activities	Nominal & free text	Additional services offered	Additional activities offered	Onsite/off site	Funding	Governance	
2. Community hub school facility sharing	**Facility sharing & design**	Nominal, free text & interval	Management, maintenance	Use	Resourcing	Access	Partnerships	
	Target group	Nominal	Universal or targeted	Target group characteristics				
	Success criteria	Nominal & free text	Enablers	Barriers	Improvements to facilities to enhance use			
3. Evaluative thinking in community hub schools	**Evaluation**	Nominal & interval	Monitoring practices	Monitoring frequency	Evaluation practice	Use of evaluation information	Evaluative thinking	Purpose/vision
4. Community hub school impact	**Impact of community hub activities**	Nominal, interval & free text	Impact on students	Impact on parents and carers	Impact on the wider community	Unintended consequences	Worth of impact	

Survey administration

The survey was administered from September 2021 to August 2022 online via the Qualtrics survey platform, through a University of Melbourne software license. Appendix A includes a table summarising the jurisdictions where research ethics approval was received.

There was some variance in the duration of the survey being open for different participants, due to when approvals for the research were obtained by Catholic education dioceses and state and territory departments of education. The jurisdictions and sectors where the survey was open the longest were Queensland and South Australia, where it was open for 10 months to all government schools. The shortest period was for Western Australia, where it was open for 1 month to government schools.

Appendix B: Survey Instrument

Building Connections
Schools as Community Hubs

Connecting Schools + Communities Survey

Introduction

Q1.1.

Welcome to the Connecting Schools + Communities Survey (CS+CS) – the first of its kind in Australia. We greatly appreciate your input.

- **This nationwide survey** is for school principals and other school leaders involved in creating community connections that require the use of school facilities.
- We are investigating how school facilities are used to support additional community programs, services and activities.
- Your responses will help to inform school infrastructure policies, planning and design, as well as guidelines for schools on sharing facilities with their communities.
- Your responses should reflect your school's **normal operations** when not impacted by COVID-19.
- **The survey will take up to 25 minutes.** You can save and exit the survey at any stage, then return to it later. On completion, you can download your data for school reports and strategic planning.
- The CS+CS is part of the Building Connections: Schools As Community Hubs research project
- To confirm your school jurisdiction has approved survey participation please click here.

Our research team: Ben Cleveland, Carolina Rivera, Hayley Paproth, Ian McShane, Janet Clinton, Natalie Miles, Philippa Chandler, Rob Polglase, Ruth Aston and Sarah Backhouse.

Q1.2.

Please read the information sheet about the Building Connections survey. By participating in this survey I acknowledge that:

1. I have read and understand the information sheet.

2. I understand that the purpose of this research is to investigate schools that function as community hubs.

3. I understand that my participation in this project is for research purposes only.

4. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.

5. I understand that my participation is voluntary, and I am free to withdraw form this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.

6. I understand that the data from this research will be stored at the University of Melbourne and may also be used in future projects that are closely related or in the same general area of this project.

7. I have been informed that the confidentiality of the information I provide will be safeguarded within legal limits; my data will be password-protected and accessible only to named researchers.

8. I confirm that I am authorised, or have been nominated to complete this survey on behalf of my school or organisation.

- ○ I consent to participate
- ○ I do not consent to participate (selecting this option will take you to the end of the survey)

1. Who are you?

Q2.1.
This section includes questions about you and the school(s) that you primarily work with.

Please hover over underlined text for a definition or further information.

Q2.2. Which of the following best describes your position?

- ○ Principal
- ○ Assistant/Deputy Principal
- ○ School leader (middle leader, educational leader etc.)

- ○ Community hub/relations leader
- ○ Community hub staff
- ○ Business Manager
- ○ [ ] Other (prefer to self-describe)

Q2.3. The postcode of your school's main campus:

[ ]

Q2.4. My school is in:

- ○ ACT
- ○ NSW
- ○ NT
- ○ QLD
- ○ SA
- ○ TAS
- ○ VIC
- ○ WA

Q2.5. Which of the following best describes your school sector?

- ○ Government
- ○ Independent
- ○ Catholic
- ○ [ ] Other, please describe

Q2.6. Which of the following best describes your school type?

- ○ Early Childhood
- ○ Kindergarten
- ○ Preschool
- ○
- ○ Combined (Primary/Secondary)
- ○ Special School (including Special Needs and Special Developmental schools)
- ○ Specialist School
- ○

Primary

Primary (K-6)

Middle school

Secondary

Language School

Alternate (e.g. offering alternatives to mainstream education to students who have or are at risk of disengaging, or education programs for young parents, etc.)

Please specify if your school type is not listed

Q2.7.

Please select all types of education that are delivered in your school.

- Early childhood
- Kindergarten
- Preschool
- Primary
- Middle school
- Secondary
- Special needs
- Special developmental
- Vocational education
- Adult education
- Alternate (e.g. offering alternatives to mainstream education to students who are at risk of disengaging, or education programs for young parents, etc.)
- Other (please specify)

Q2.8.

How many primary and/or secondary students are enrolled at your school?

Q2.9.

How many early years children attend programs at your school?

How many people attend adult education programs at your school in a typical year?

Q2.11. What is the ICSEA value of your school?

Q2.12.
What percentage of your school students identify as Indigenous or as Aboriginal or Torres Strait Islander?

Q2.13. What percentage of your students have a language background other than English (LBOTE)?

2. What do you do?

Q3.1. This section asks about additional **programs, services or activities** that your school offers or supports using on-site or off-site facilities. These may include any programs, services or activities outside the school's normal academic program that are offered to students of the school, other children or young people, parents, carers or family members, or people from the broader community. Examples could include breakfast clubs or parenting classes.

Q3.2. In addition to general school education programs, which of the following additional programs, services or activities does your school offer or support on or off-site? (Please select all that apply)

- ☐ Outside school hours activities, sports and recreation

- [ ] Early childhood
- [ ] Adult education
- [ ] Health services
- [ ] Community events and services

Q3.3. Please record how long the following outside school hours activities have been offered at your school on or off-site?

	Do offer (unsure of offer period)	0-2 years	3-4 years	5-10 years	10+ years	Don't offer
Arts and craft	○	○	○	○	○	○
Organised sport	○	○	○	○	○	○
Holiday programs	○	○	○	○	○	○
Breakfast clubs	○	○	○	○	○	○
Outside school hours care (OSHC)	○	○	○	○	○	○
Homework club	○	○	○	○	○	○
Additional tutoring	○	○	○	○	○	○
Fundraising events	○	○	○	○	○	○
Social events	○	○	○	○	○	○
Other community building events	○	○	○	○	○	○
Other, please describe	○	○	○	○	○	○

Q3.4. Please record how long the following outside school hours activities have been offered at your school on or off-site?

	Do offer (unsure of offer period)	0-2 years	3-4 years	5-10 years	10+ years	Don't offer
Parenting classes	○	○	○	○	○	○
Playgroup	○	○	○	○	○	○
Kindergarten	○	○	○	○	○	○
Other, please describe	○	○	○	○	○	○

Q3.5. Please record how long the following outside school hours activities have been offered at your school on or off-site?

	Do offer (unsure of offer period)	0-2 years	3-4 years	5-10 years	10+ years	Don't offer
Vocational and/or TAFE	○	○	○	○	○	○
English language education	○	○	○	○	○	○
Computer literacy	○	○	○	○	○	○
Additional language education	○	○	○	○	○	○
Other, please describe	○	○	○	○	○	○

Q3.6. Please record how long the following outside school hours activities have been offered at your school on or off-site?

	Do offer (unsure of offer period)	0-2 years	3-4 years	5-10 years	10+ years	Don't offer
Primary health care services (e.g. GP)	○	○	○	○	○	○
Dental care services	○	○	○	○	○	○
Eye care services	○	○	○	○	○	○
Public health services	○	○	○	○	○	○
Maternal health services	○	○	○	○	○	○
Nutrition or dietitian services	○	○	○	○	○	○
Other, please describe	○	○	○	○	○	○

Q3.7. Please record how long the following outside school hours activities have been offered at your school on or off-site?

	Do offer (unsure of offer period)	0-2 years	3-4 years	5-10 years	10+ years	Don't offer
Employment support	○	○	○	○	○	○
Mens shed	○	○	○	○	○	○
Aged care	○	○	○	○	○	○

	Do offer (unsure of offer period)	0-2 years	3-4 years	5-10 years	10+ years	Don't offer
Cultural events/gatherings	○	○	○	○	○	○
Cultural performances	○	○	○	○	○	○
Religious/church activities	○	○	○	○	○	○
Other, please describe	○	○	○	○	○	○

Q3.8. Are there any other programs, services or activities offered or supported by your school? If so, please describe within 250 words.

Q3.9. Do you agree that any type of additional programs, services or activities will have a positive impact on students, parents or caregivers, school staff and/or the local community?

- ○ Strongly disagree
- ○ Disagree
- ○ Somewhat disagree
- ○ Somewhat agree
- ○ Agree
- ○ Strongly agree

Q3.10. Do you target the programs, services or activities offered or supported by your school to specific groups in your community?

- ○ Yes
- ○ No
- ○ Unsure

Q3.11.

To which of the following specific groups in your community do you target the programs, services or activities offered or supported by your school? (please select all that

apply)

- ☐ All students at your school
- ☐ Families of students at your school
- ☐ Students and families in the wider community
- ☐ Wider community in general
- ☐ Specific groups of students enrolled at your school (e.g. students with additional health or learning needs, or students at-risk of disengaging from education). (Please describe)
  ☐
- ☐ Specific groups in the community (such as young children, new parents, younger adults, the elderly, newly arrived migrants/refugees, culturally and linguistically diverse groups, vulnerable populations etc). (Please describe)
  ☐
- ☐ ☐ Other (please specify)

Q3.12.

Who provides the operational funds to support additional programs, services and activities at your school? (Please select all that apply)

- ☐ School budget
- ☐ School family donations
- ☐ Philanthropic donation or grant
- ☐ NGO/ charity grant
- ☐ Local government/municipal services funding/grant
- ☐ State government funding/grant
- ☐ Federal government funding/grant
- ☐ Diocesan/church funding/grant
- ☐ Other health/social sector funding (e.g. NDIS)
- ☐ Participants cover expenses (e.g. Outside hours school care, sporting and community groups charge fees to participants)
- ☐ ☐ Other (please specify)

3. What facilities do you have?

Q4.1. This section asks questions about the facilities at your school, including how they are used to support additional programs, services or activities.

Q4.2. What on-site facilities does your school have that are used by members of the broader community (e.g. students enrolled at other schools, parents, carers, extended family members, and local community members)?

- ☐ Playing fields (e.g. oval, soccer/hockey pitch)
- ☐ Indoor courts
- ☐ Outdoor courts
- ☐ Gymnasium
- ☐ Yoga/fitness/dance spaces
- ☐ Weights/fitness equipment spaces
- ☐ Swimming pool
- ☐ Playground
- ☐ Kindergarten and/or early years facilities
- ☐ Classrooms
- ☐ Library
- ☐ Meeting rooms
- ☐ Multi-purpose spaces
- ☐ Computer rooms
- ☐ Maternal and child health facilities
- ☐ Other medical facilities/consulting rooms (e.g. mental health care)
- ☐ Kitchen/food preparation facilities
- ☐ Performing arts theatre/facilities
- ☐ Art facilities
- ☐ Music rooms and/or instrument practice spaces
- ☐ Science/laboratory facilities
- ☐ Design and technology facilities (e.g. wood/metal work)
- ☐ Vocational/trade training facilities
- ☐ Men's shed
- ☐ Maker-spaces (e.g. 3D printing, robotics, etc.)
- ☐ Other (please specify) _____

Q4.3. Do you charge fees for community groups to use school facilities?

- ○ Yes, for all users
- ○ _____ Yes, for some users (please specify how this is determined)
- ○ No

Q4.4. Were any of the school's facilities intentionally designed or renovated to improve their utility for local community groups?

- ○ _____ Yes (please identify which facilities)
- ○ No
- ○ Unsure

Q4.5.

How was the facility design/renovation funded? (Please select all that apply)

- ☐ School budget
- ☐ Donations to school from families
- ☐ Philanthropic support
- ☐ Grant from a charity
- ☐ Local government grant
- ☐ State government grant
- ☐ Federal government grant
- ☐ Shared use agreement
- ☐ Joint use agreement
- ☐ Facility hire fees (e.g. Outside hours school care, sporting and community groups pay to use facilities)
- ☐ Other (please specify)

Q4.6. To what extent do you agree with the following statement?

Our current school facilities support the provision of additional programs, services or activities, including those provided by outside groups/organisations.

- ○ Strongly agree
- ○ Agree
- ○ Somewhat agree
- ○ Somewhat disagree
- ○ Disagree
- ○ Strongly disagree

Q4.7. What additional facilities would better support the additional programs, services or activities, that are **already offered**? Please keep your response within 250 words.

Q4.8. What additional facilities would help support **new** programs, services or activities that you would like to offer? Please keep your response within 250 words.

Q4.9. Does your school use/hire off-site facilities to deliver curricular and/or extra-curricular activities for school students?

- ○ Yes
- ○ No
- ○ Unsure

Q4.10.

What types of off-site facilities does your school use?

- ☐ Oval
- ☐ Indoor sports stadium
- ☐ Swimming pool
- ☐ Fitness and exercise facilities (e.g. gym/weights rooms)
- ☐ Other sporting facilities (please specify)
- ☐ Playground
- ☐ Natural outdoor settings (e.g. parklands, wetlands, forest, beach)
- ☐ Presentation/ event space
- ☐ Theatre
- ☐ Other performing arts facilities
- ☐ Visual arts facilities
- ☐ Community centre/ multi-purpose space
- ☐ Cultural settings (indoor or outdoor)
- ☐ Kitchen/catering facilities
- ☐ Meeting rooms
- ☐ Religious/prayer space
- ☐ Science and technology facilities
- ☐ Other (please specify)

Q4.11.

In general, how often do you use these facilities?

	Daily	Weekly	Monthly	Once per term	Every 6 months	Once per year
» Oval	○	○	○	○	○	○
» Indoor sports stadium	○	○	○	○	○	○
» Swimming pool	○	○	○	○	○	○
» Fitness and exercise facilities (e.g. gym/weights rooms)	○	○	○	○	○	○
» Other sporting facilities (please specify)	○	○	○	○	○	○
» Playground	○	○	○	○	○	○
» Natural outdoor settings (e.g. parklands, wetlands, forest, beach)	○	○	○	○	○	○
» Presentation/ event space	○	○	○	○	○	○
» Theatre	○	○	○	○	○	○
» Music facilities	○	○	○	○	○	○
» Other performing arts facilities	○	○	○	○	○	○
» Visual arts facilities	○	○	○	○	○	○
» Community centre/ multi-purpose space	○	○	○	○	○	○
» Cultural settings (indoor or outdoor)	○	○	○	○	○	○
» Kitchen/catering facilities	○	○	○	○	○	○
» Meeting rooms	○	○	○	○	○	○
» Religious/prayer space	○	○	○	○	○	○
» Science and technology facilities	○	○	○	○	○	○
» Other (please specify)	○	○	○	○	○	○

4. What enables additional services and activities to be offered or supported?

Q5.1. This section asks you questions about the partnerships, management and, specifically, facility management practices that support additional programs, services or activities at your school.

Please note that underlined words or phrases are defined - hover over the text to display the definition or further information.

Q5.2. Does your school have any formal partnerships or contractual agreements with outside agencies for the management of additional programs, services or activities and the facilities in which they occur?

- ○ Yes
- ○ No

Q5.3.

Please select all outside agencies, services, NGOs, sporting associations, community groups with whom your school has a formal partnership or contractual agreement?

- ☐ Local municipal council
- ☐ State government department
- ☐ Federal government department
- ☐ Sporting association(s)
- ☐ Community group(s)
- ☐ Early childhood service provider
- ☐ Health service provider(s)
- ☐ University/TAFE
- ☐ Other educational organisation
- ☐ Outside school hours care provider
- ☐ Charity/not for profit organisation
- ☐ Business/for profit organisation
- ☐ Community hub management organisation (such as YMCA, Our Place, Community Hubs Australia)
- ☐ Other (please describe)

Q5.4.

We would like you to reflect on the management of additional programs, services and activities offered in your school.

Within your school, who manages or organises additional programs, services or activities? Please select all that apply.

	No involvement	Limited involvement	Shared management responsibilities	Sole management responsibilities
Community hub coordinator/facilitator	○	○	○	○
Outside organisation(s)	○	○	○	○
School principal	○	○	○	○
School assistant/deputy principal	○	○	○	○
School administrative staff	○	○	○	○
School teacher	○	○	○	○
Other (please describe)	○	○	○	○

Q5.5.

What management practices are **working well** at your school to deliver additional programs, services or activities? Please keep your response within 250 words.

Q5.6. What management practices are **not working well** at your school and could be improved to better deliver additional programs, services or activities? Please keep your response within 250 words.

Q5.7.

Now, we would like you to reflect specifically on facilities management of buildings and grounds at your school.

Who is involved in managing the facilities used for additional programs, services or activities? Please select all that apply.

	No involvement	Limited involvement	Shared management responsibilities	Sole management responsibilities

	No involvement	Limited involvement	Shared management responsibilities	Sole management responsibilities
School principal	○	○	○	○
School staff	○	○	○	○
Community hub coordinator/facilitator	○	○	○	○
External facilities management	○	○	○	○
Other (please specify)	○	○	○	○

Q5.8. What facilities management practices are **working well** at your school to deliver additional programs, services or activities? Please keep your response within 250 words.

Q5.9.
What facilities management practices are **not working well** at your school to deliver additional programs, services or activities? Please keep your response within 250 words.

Q5.10. Who makes decisions about external access to facilities? Please briefly describe below within 250 words.

Q5.11. Who makes decisions about conditions and costs for external access to facilities? Please briefly describe below within 250 words.

5. What successes have you achieved?

Q6.1. This section asks you to reflect on the outcomes or impacts attained through offering or supporting additional programs, services or activities, on the school site.

Q6.2.
To what extent do you agree with the following statement.

The local community is highly engaged with additional programs, services or activities offered or supported at our school.

- ○ Strongly agree
- ○ Agree
- ○ Somewhat agree
- ○ Somewhat disagree
- ○ Disagree
- ○ Strongly disagree

Q6.3. Does your school have a written goal/vision that informs the provision of additional programs, services or activities, including the use of school facilities?

- ○ [ ] Yes (please describe)

○ No

Q6.4. Who contributed to developing the goal/vision? Please keep your response within 250 words.

Q6.5. Please rate your current level of progress towards achieving this goal/vision

	No/Little progress has been made									We have achieved our goal/vision
	0	1	2	3	4	5	6	7	8	9	10
Progress towards achieving goal/ vision											☐

Q6.6. Have outcomes or targets been identified to assess progress towards the goal/vision?

○ ☐ Yes (please describe)

○ No

Q6.7. Is information collected to monitor achievement of outcomes or targets?

○ Yes

○ No

Q6.8. How often do you collect information about outcomes or targets?

○ Weekly

○ Monthly

- ○ Every term
- ○ Every 6 months
- ○ Annually
- ○ [ ] Other (please describe)

Q6.9. What information do you record about the additional programs, services or activities offered or supported by the school, including sharing facilities with outside groups? Please keep your response within 250 words.

[ ]

Q6.10. Do you use information to monitor use of additional programs, services or activities in facilities at your school among the local community?

- ○ Yes
- ○ No

Q6.11. Who has access to this information/to whom is it reported? (Please select all of the groups who have access to the information or receive reports about the information)

- ☐ School leadership
- ☐ School council/board
- ☐ School staff
- ☐ School families
- ☐ Service providers/managers
- ☐ Facility managers
- ☐ Local government
- ☐ State government
- ☐ Federal government
- ☐ Wider community/public
- ☐ [ ] Other (please describe)

Q6.12. The following questions ask you to reflect on your schools' engagement in activities related to collecting information, monitoring outcomes or evaluating impact (in relation to the additional programs, services or activities offered at your school).

Please respond by selecting how frequently you or your colleagues engage in the following activities. (You may need to scroll across on your screen to see all of the response options.)

Q6.13.

In our school or organisation we...

	Very frequently	Frequently	Occasionally	Rarely	Very rarely	Never
Enjoy discussing strategies for monitoring and evaluating	○	○	○	○	○	○
Are eager to engage in monitoring and evaluation	○	○	○	○	○	○
Believe evaluation is a valuable endeavour	○	○	○	○	○	○

Q6.14.

In our school or organisation we...

	Very frequently	Frequently	Occasionally	Rarely	Very rarely	Never
Question assumptions or claims made by each other	○	○	○	○	○	○
Offer evidence for claims that we make	○	○	○	○	○	○
Suggest alternative explanations	○	○	○	○	○	○
Take time to reflect on the way we work	○	○	○	○	○	○

Q6.15. Please indicate if additional programs, services or activities, including the use of school facilities offered at your school, have had an impact on

- students,
- parents/caregivers, and/or
- members of the local community.

- ☐ No impacts observed
- ☐ Yes, observed impacts on students
- ☐ Yes, observed impacts on parents/ caregivers
- ☐ Yes, observed impacts on the local community

Q6.16. In what areas have **student** impacts been observed?

Please rate from 1 to 6 how much the additional programs, services or activities at your school have contributed to student impacts (e.g. significant contribution [6] = most of the impact in this area is due to offering additional services or activities using school facilities)

	No contribution (1)	2	3	4	5	Significant contribution (6)	No impact in this area
Increased engagement in school and community activities	○	○	○	○	○	○	○
Increased student engagement in learning	○	○	○	○	○	○	○
Increased student attendance at school	○	○	○	○	○	○	○
Improved student behaviour at school	○	○	○	○	○	○	○
Improved student connection at school	○	○	○	○	○	○	○
Improved sense of safety at school	○	○	○	○	○	○	○

Q6.17. In relation to **parents and carers**, in what areas have impacts been observed?

Please rate from 1 to 6 how much the additional programs, services or activities at your school have contributed to parent and carer impacts (e.g. significant contribution [6] = most of the impact in this area is due to offering additional services or activities using school facilities)

	No contribution (1)	2	3	4	5	Significant contribution (6)	No impact in this area
Engagement in school activities	○	○	○	○	○	○	○
Interest in participating in school management/governance	○	○	○	○	○	○	○
Satisfaction with their child(s) school experience	○	○	○	○	○	○	○

	No contribution (1)	2	3	4	5	Significant contribution (6)	No impact in this area
Satisfaction with school leadership	○	○	○	○	○	○	○
Improved access to health services	○	○	○	○	○	○	○
Improved access to social services	○	○	○	○	○	○	○
Improved access to educational services	○	○	○	○	○	○	○
Improved access to social justice services	○	○	○	○	○	○	○
Improved sense of community pride	○	○	○	○	○	○	○
Improved opportunities for connection with Aboriginal and Torres Strait Islander Cultures and Country	○	○	○	○	○	○	○
Improved sense of community social connection	○	○	○	○	○	○	○
Improved access to sport and recreation activities	○	○	○	○	○	○	○
Improved access to arts and cultural activities	○	○	○	○	○	○	○

Q6.18. In relation to **the local community**, in what areas have impacts been observed?

Please rate from 1 to 6 how much the additional programs, services or activities at your school have contributed to local community impacts (e.g. significant contribution [6] = most of the impact in this area is due to offering additional services or activities using school facilities)

	No contribution (1)	2	3	4	5	Significant contribution (6)	No impact in this area
Increased engagement in school activities	○	○	○	○	○	○	○
Improved access to health services	○	○	○	○	○	○	○
Increased sense of community pride	○	○	○	○	○	○	○
Improved sense of community social cohesion	○	○	○	○	○	○	○
Improved opportunities for connection with Aboriginal and Torres Strait Islander Cultures and Country	○	○	○	○	○	○	○
Improved access to sport and recreation activities	○	○	○	○	○	○	○
Improved access to social services	○	○	○	○	○	○	○
Improved access to educational services	○	○	○	○	○	○	○
Improved access to social justice services	○	○	○	○	○	○	○

	No contribution (1)	2	3	4	5	Significant contribution (6)	No impact in this area
Improved access to arts and cultural activities	○	○	○	○	○	○	○
Interest in participating in school management/governance	○	○	○	○	○	○	○

Q6.19. What factors are most important to providing additional programs, services or activities through your school's facilities?

	Not at all important	Somewhat important	Moderately Important	Important	Very important	Ess
Partnerships/support organisations	○	○	○	○	○	(
Community hub leadership	○	○	○	○	○	(
Collaboration with other agencies/organisations	○	○	○	○	○	(
School and community hub staff	○	○	○	○	○	(
Community engagement	○	○	○	○	○	(
Relationship building	○	○	○	○	○	(
School leadership	○	○	○	○	○	(
Governance	○	○	○	○	○	(
Funding	○	○	○	○	○	(
Monitoring and evaluation	○	○	○	○	○	(
Defined vision/values	○	○	○	○	○	(
Integration of services	○	○	○	○	○	(
Infrastructure	○	○	○	○	○	(
Facility design in support of services and activities	○	○	○	○	○	(
Experience/time school has operated as a community hub	○	○	○	○	○	(
Other (please describe)	○	○	○	○	○	(

Q6.20. Can you describe any challenges that have arisen from offering additional programs, services and activities at your school, including associated with sharing facilities? Please keep your response within 250 words.

Q6.21. Does your school currently have access to adequate funding to operate and maintain the facilities that are used for additional programs, services or activities?

- ○ Yes
- ○ No
- ○ Unsure

Q6.22. How often does your school apply for funding to cover costs associated with the operating and maintaining facilities used for additional programs, services or activities?

- ○ Every month
- ○ Every six months
- ○ Annually
- ○ Biennially
- ○ Every 3 - 5 years
- ○ Greater than 5 years
- ○ It is not the responsibility of school staff to source funding

Q6.23. If you were to evaluate school facility use for additional programs, services or activities, what level of importance would you give to impacts on the three groups listed below? Please drag and drop the statements below into the category that best describes your views on their importance.

Items	Most important
Positive impacts on students	
Positive impacts on parents and carers	
Positive impacts on the local community	
Other (please describe)	

Moderately important

Least important

6. Contact information

Q7.1.

If you are comfortable being contacted to participate in further surveys or discussions about the information you shared, please provide your details below.

- ☐ _____ Name
- ☐ _____ Email address

Q7.2. If you are comfortable sharing the name of your school, please include this below.

Please note this is optional. Your school will not be identified in any publications arising from the research, however the name of your school would help researchers make contact regarding future research activities provided we have approval from the appropriate jurisdictional authority.

Project partners: Brand Architects Catholic Education Diocese of Parramatta Clarke Hopkins Clarke Architects South Australian Minister for Education The State of Queensland, represented by the Department of State Development, Manufacturing, Infrastructure and Planning

Appendix C: Survey Participant Details

Table 13. Table showing which jurisdictions approved for the survey to be shared with their schools

Sector	Jurisdiction	Approved	Not approved
Government	NSW	X	
	ACT	X	
	NT	X	
	WA	X	
	VIC	X	
	QLD	X	
	SA	X	
	TAS		X
Catholic	Catholic Education NT	X	
	ACT Canberra Goulburn	X	
	NSW Paramatta	X	
	VIC Ballarat	X	
	VIC Melbourne	X	
	NSW Armidale		X
	NSW Bathurst	X	
	NSW Broken Bay		X
	NSW Lismore		X
	NSW Maitland-Newcastle	X	
	NSW Sydney		X
	NSW Wagga Wagga		X
	NSW Wilcannia-Forbes		X
	NSW Wollongong	X	
	QLD Brisbane	X	

	QLD Cairns	X
	QLD Rockhampton	X
	QLD Toowoomba	X
	QLD Townsville	X
	SA Adelaide	X
	SA Port Pirie	X
	TAS Hobart	X
	VIC Sale	X
	VIC Sandhurst	X
	WA Broome	X
	WA Bunbury	X
	WA Geraldton	X
	WA Perth	X
Independent	All (no jurisdiction-level ethics approvals required)	X

Ethics approval ID numbers from jurisdictions are available upon request, the University of Melbourne ethics approval for the project ID number is 2021-22089-19717-2.

Figure 57. Survey participant flow

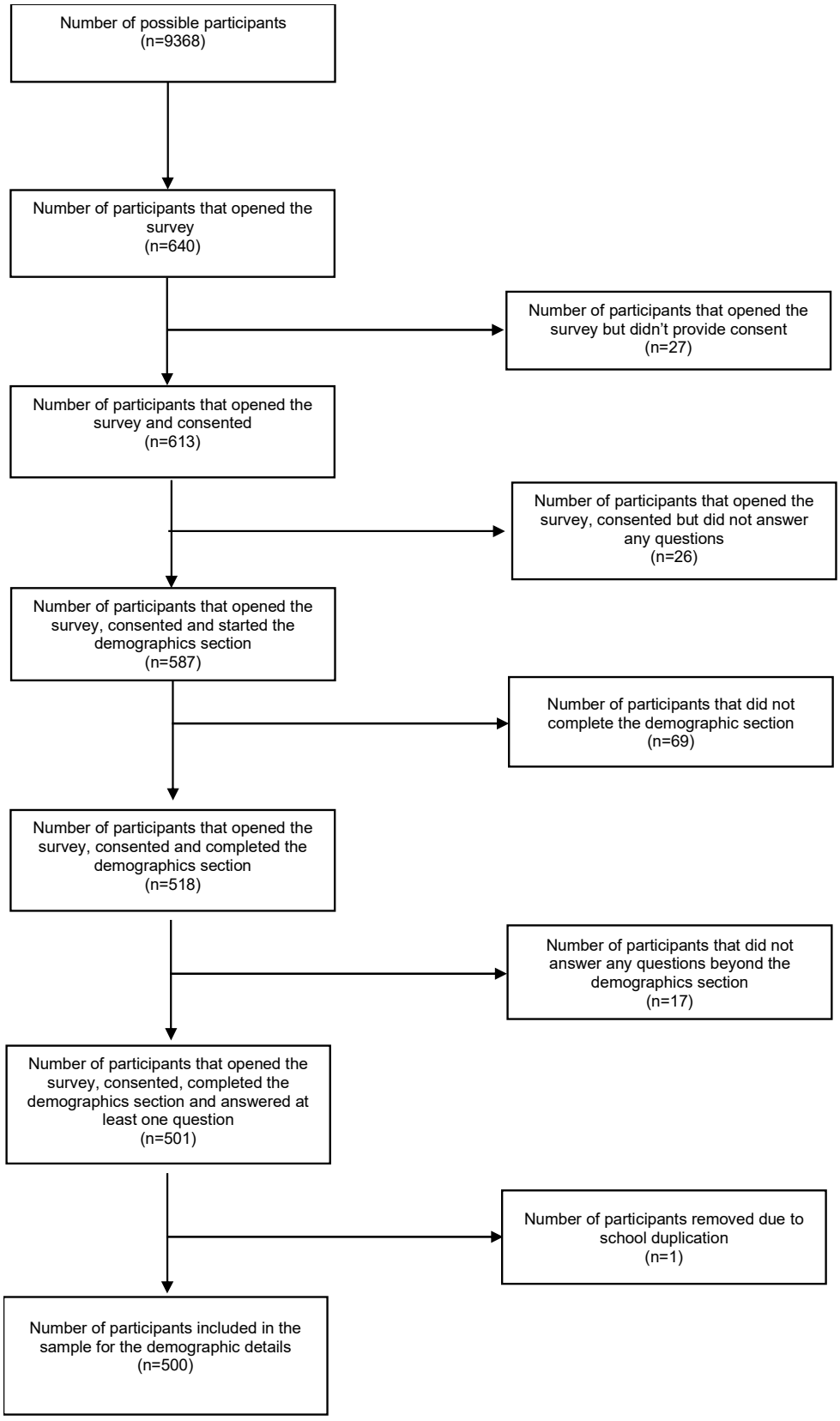


Table 14. Demographic data of survey participants

Categories		Government n = 430 n (%)	Catholic n = 102 n (%)	Independent n = 45 n (%)	Missing n = 36 n (%)	Total n = 613 n (%)
Role	Principal	329 (77)	74 (73)	36 (80)	3 (8)	442 (72)
	Assistant Principal	31 (7)	14 (14)	4 (9)	1 (3)	50 (8)
	Middle leader	10 (2)	5 (5)	0 (0)	0 (0)	15 (2)
	Community Hub leader	5 (1)	2 (2)	1 (2)	0 (0)	8 (1)
	Business Manager	43 (10)	6 (6)	1 (2)	1 (3)	51 (8)
	Administrative Staff	8 (2)	1 (1)	0 (0)	0 (0)	9 (2)
	Education Staff	2 (0.5)	0 (0)	1 (2)	0 (0)	3 (0.5)
	Other	1 (0.2)	0 (0)	2 (4)	2 (6)	5 (0.8)
	Missing	1 (0.2)	0 (0)	0 (0)	29 (81)	30 (5)
Jurisdiction	WA	51 (12)	12 (12)	7 (16)	0 (0)	70 (11)
	NT	9 (2)	0 (0)	0 (0)	0 (0)	9 (1)
	NSW	95 (22)	22 (22)	15 (33)	0 (0)	132 (22)
	VIC	116 (27)	40 (39)	13 (29)	0 (0)	169 (28)
	TAS	0 (0)	3 (3)	0 (0)	0 (0)	3 (0.5)
	ACT	12 (3)	4 (4)	1 (2)	0 (0)	17 (3)

	SA	59 (14)	7 (7)	4 (9)	0 (0)	70 (11)
	QLD	86 (20)	14 (14)	5 (11)	3 (8)	108 (18)
	Missing	2 (0.5)	0 (0)	0 (0)	33 (92)	35 (6)

Table 15. Schools as community hub characteristics

Categories		Government n = 430 n (%)	Catholic n = 102 n (%)	Independent n = 45 n (%)	Missing n = 36 n (%)	Total n = 613 n (%)
School type	Primary	188 (44)	52 (51)	3 (7)	0 (0)	243 (40)
	Secondary	79 (18)	23 (23)	2 (4)	2 (6)	106 (17)
	Combined	13 (3)	5 (5)	8 (18)	0 (0)	26 (4)
	Special[#]	16 (4)	0 (0)	0 (0)	1 (3)	17 (3)
	Specialist[#]	7 (2)	0 (0)	5 (11)	0 (0)	12 (2)
	Early Child/ Kinder/ Pre-School^	2 (1)	2 (2)	2 (4)	0 (0)	6 (1)
	Language^	4 (1)	0 (0)	0 (0)	0 (0)	4 (1)
	Alternate^	0 (0)	0 (0)	3 (7)	0 (0)	3 (1)
	Combined, with Early Childhood	26 (6)	4 (4)	15 (33)	0 (0)	45 (7)
	Primary, with Early Childhood	85 (20)	14 (14)	7 (16)	0 (0)	106 (17)
	Missing	10 (2)	2 (2)	0 (0)	33 (92)	45 (7)

Categories		Government n = 430 n (%)	Catholic n = 102 n (%)	Independent n = 45 n (%)	Missing n = 36 n (%)	Total n = 613 n (%)
School location	Major Cities	199 (46)	45 (44)	28 (62)	2 (6)	274 (44.7)
	Inner Regional	86 (20)	31 (30)	7 (16)	0 (0)	124 (20.2)
	Outer Regional	63 (15)	18 (18)	5 (11)	0 (0)	86 (14)
	Remote*	27 (6)	6 (6)	0 (0)	0 (0)	33 (5.4)
	Very Remote*	17 (4)	0 (0)	0 (0)	0 (0)	17 (2.8)
	Missing	38 (9)	2 (0)	5 (11)	34 (94)	79 (13)
Student population	1-50	82 (19)	5 (5)	5 (11)	0 (0)	92 (15)
	51 -99	41 (10)	6 (6)	6 (13)	1 (3)	54 (9)
	100-199	65 (15)	26 (26)	7 (16)	0 (0)	98 (16)
	200 – 299	42 (10)	15 (15)	2 (4)	0 (0)	59 (10)
	300 – 499	73 (17)	19 (19)	5 (11)	0 (0)	97 (16)
	500 – 749	50 (12)	7 (7)	5 (11)	0 (0)	62 (10)
	750 – 999	32 (7)	7 (7)	6 (13)	1 (3)	46 (8)
	1000 – 1499	16 (4)	11 (11)	6 (13)	0 (0)	33 (5)
	1500 -1999	12 (3)	2 (2)	1 (2)	0 (0)	15 (2)
	2000+	6 (1)	2 (2)	2 (4)	1 (3)	11 (2)
	Missing	11 (3)	2 (2)	0 (0)	33 (91)	46 (8)

Categories		Government n = 430 n (%)	Catholic n = 102 n (%)	Independent n = 45 n (%)	Missing n = 36 n (%)	Total n = 613 n (%)
Index of Community Socio-economic Advantage (ICSEA)	Less than 800	37 (9)	2 (2)	1 (2)	0 (0)	40 (7)
	800 – 849	10 (2)	2 (2)	0 (0)	0 (0)	12 (2)
	850 – 899	18 (4)	1 (1)	0 (0)	0 (0)	19 (3)
	900 – 949	39 (9)	2 (2)	0 (0)	0 (0)	41 (7)
	950 – 999	69 (16)	14 (14)	5 (11)	1 (3)	89 (15)
	1000 – 1049	44 (10)	31 (30)	6 (13)	0 (0)	81 (13)
	1050 – 1099	19 (4)	7 (7)	4 (9)	0 (0)	30 (5)
	1100 – 1149	19 (4)	6 (6)	6 (13)	0 (0)	31 (5)
	1150 – 1199	2 (1)	0 (0)	4 (9)	1 (3)	7 (1)
	1200+	1 (0.2)	0 (0)	1 (2)	0 (0)	2 (0.3)
	Missing	172 (40)	37 (36)	18 (40)	34 (94)	261 (43)
Indigenous students	Less than 2%	102 (24)	38 (37)	21 (47)	0 (0)	161 (26)
	2 – 5%	93 (22)	27 (27)	9 (20)	1 (3)	130 (21)
	6 – 10%	43 (10)	11 (11)	4 (9)	1 (3)	59 (10)
	11 – 20%	56 (13)	10 (10)	3 (7)	0 (0)	69 (11)
	21 – 50%	31 (7)	2 (2)	1 (2)	0 (0)	34 (6)
	51 – 79%	8 (2)	0 (0)	0 (0)	0 (0)	8 (1)
	80+%	14 (3)	0 (0)	0 (0)	0 (0)	14 (2)
	Missing	83 (21)	14 (14)	7 (16)	34 (94)	138 (23)

Categories		Government n = 430 n (%)	Catholic n = 102 n (%)	Independent n = 45 n (%)	Missing n = 36 n (%)	Total n = 613 n (%)
Students with a language background other than English (LBOTE)	Less than 5%	159 (37)	43 (42)	14 (31)	0 (0)	216 (35)
	6 – 10%	40 (9)	18 (18)	11 (24)	1 (3)	70 (11)
	11 – 20%	30 (7)	10 (10)	5 (11)	0 (0)	45 (7)
	21 – 30%	25 (6)	4 (4)	3 (7)	0 (0)	32 (5)
	31 – 50%	38 (9)	4 (4)	0 (0)	1 (3)	43 (7)
	50+%	51 (12)	6 (6)	6 (13)	0 (0)	63 (10)
	Missing	87 (20)	17 (17)	6 (13)	34 (94)	144 (24)
Number of Early Childhood Education attendees	1 – 50	135 (31)	15 (15)	17 (38)	1 (3)	168 (27)
	51 – 99	41 (10)	15 (15)	7 (16)	0 (0)	63 (10)
	100 – 199	26 (6)	4 (4)	4 (9)	0 (0)	34 (6)
	200 – 299	8 (2)	4 (4)	0 (0)	0 (0)	12 (2)
	300 – 499	7 (2)	2 (2)	0 (0)	0 (0)	9 (2)
	500 – 749	1 (0)	0 (0)	0 (0)	0 (0)	1 (0.2)
	NA	196 (46)	60 (59)	17 (38)	2 (6)	275 (45)
	Missing	16 (4)	2 (2)	0 (0)	33 (92)	51 (8)
Number of Adult Education attendees	1 – 50	52 (12)	16 (16)	6 (13)	1 (3)	75 (12)
	51 – 99	11 (3)	3 (3)	2 (4)	0 (0)	16 (3)
	100 – 199	4 (1)	1 (1)	0 (0)	0 (0)	5 (1)

Categories	Government n = 430 n (%)	Catholic n = 102 n (%)	Independent n = 45 n (%)	Missing n = 36 n (%)	Total n = 613 n (%)
200 - 749	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
750 – 999	1 (0.2)	0 (0)	0 (0)	0 (0)	1 (0.2)
NA	348 (81)	79 (78)	36 (80)	2 (6)	465 (76)
Missing	14 (3)	3 (3)	1 (2)	33 (92)	51 (8)

* When reporting results, these two groups will be collapsed, due to the small sample size

When reporting results, these two groups will be collapsed, due to the small sample size

^ When reporting results, these three groups will be collapsed (into other school type), due to small sample size (or will be removed for the analysis, if not enough respondents for the question)

Appendix D: Results – Data and Tables

Table 16. Q2.2 - Which of the following best describes your position?

	Frequency	Percent
No response	30	4.9
Principal	442	72.1
Assistant/ Deputy Principal	50	8.2
School Middle Leader	15	2.4
Community hub/ relations leader or staff	8	1.3
Business Manager	51	8.3
Administrative Staff	9	1.5
Education Staff	3	0.5
Other	5	0.8
Total	613	100

Table 17. Q2.3 – School postcode (recoded to remoteness based on ABS data)

	Frequency	Percent
No response	43	7
Unable to determine	36	5.9
Major Cities	274	44.7
Inner Regional	124	20.2
Outer Regional	86	14
Remote	33	5.4
Very Remote	17	2.8
TOTAL	613	100

Table 18. Q2.4 – School location by state

	Frequency	Percent
No response	35	5.7
WA	70	11.4
SA	70	11.4
VIC	169	27.6
TAS	3	0.5
ACT	17	2.8
NSW	132	21.5
QLD	108	17.6
NT	9	1.5
Total	613	100

Table 19. Q2.5 – Which of the following best describes your school sector?

	Frequency	Percent
No response	36	5.9
Government	430	70.1
Catholic	102	16.6
Independent	45	7.3
Total	613	100

Table 20. Q2.6 – Which of the following best describes your school type? (Recoded using information from 2.6 and 2.7)

	Frequency	Percent
No response	45	7.3
Primary	243	39.6
Secondary	106	17.3
Combined (Primary/ Secondary)	26	4.2
Special School	17	2.8
Specialist School	12	2
Early childhood/ Kinder/ Pre-school	6	1
Language	4	0.7
Alternate	3	0.5
Combined with Early Childhood Care	45	7.3
Primary with Early Childhood Care	106	17.3
Total	613	100

Table 21. Q2.7 – Please select all types of education that are delivered in your school.

	No response	No	Yes	% Yes (of respondents)
Early Childhood	46	460	107	19%
Kindergarten*	46	405	162	29%
Preschool	46	457	110	19%
Primary	46	132	435	77%
Middle	46	488	79	14%
Secondary	46	371	196	35%
Special needs	46	392	175	31%
Special developmental	46	543	24	4%
Vocational	46	482	85	15%

Adult	46	556	11	2%
Alternate	46	534	33	6%

*Note - Kindergarten can mean different things in different states (in NSW it is the first year of school)

Table 22. Q2.8 – How many primary and/or secondary students are enrolled at your school?

	Frequency	Percent
No response	46	7.5
1-50	92	15
51-99	54	8.8
100-199	98	16
200-299	59	9.6
300-499	97	15.8
500-749	62	10.1
750-999	46	7.5
1000-1499	33	5.4
1500-1999	15	2.4
2000+	11	1.8
Total	613	100

Table 23. Q2.9 – How many early years children attend programs at your school?

	Frequency	Percent
No response	46	7.5
N/A	275	44.9
1-50	168	27.4
51-99	63	10.3
100-199	34	5.5
200-299	12	2

300-499	9	1.5
500-749	1	0.2
Unsure	5	0.8
Total	613	100

Table 24. Q2.10 – How many people attend adult education programs at your school in a typical year?

	Frequency	Percent
No response	46	7.5
N/A	465	75.9
1-50	75	12.2
51-99	16	2.6
100-199	5	0.8
750-999	1	0.2
Unsure	5	0.8
Total	613	100

Table 25. Q2.11 – What is the ICSEA of your school?

	Frequency	Percent
No response	143	23.3
Less than 800	40	6.5
800-849	12	2
850-899	19	3.1
900-949	41	6.7
950-999	89	14.5
1000-1049	81	13.2
1050-1099	30	4.9

1100-1149	31	5.1
1150-1199	7	1.1
Greater than 1200	2	0.3
Unsure	118	19.2
Total	613	100

Table 26. Q2.12 – What percentage of your students identify as Indigenous or as Aboriginal and/or Torres Strait Islander?

	Frequency	Percent
No response	131	21.4
Less than 2%	161	26.3
2-5%	130	21.2
6-10%	59	9.6
11-20%	69	11.3
21-50%	34	5.5
51-79%	8	1.3
Greater than 80%	14	2.3
Unsure	7	1.1
Total	613	100

Table 27. Q2.13 – What percentage of your students have a language background other than English (LBOTE)?

	Frequency	Percent
No response	128	20.9
Less than 5%	216	35.2
6-10%	70	11.4
11-20%	45	7.3
21-20%	32	5.2

31-50%	43	7
Greater than 50%	63	10.3
Unsure	16	2.6
Total	613	100

Table 28. Q3.2 – In addition to general school education programs, which of the following additional programs, services or activities does your school offer or support on or off-site? (Select all that apply)

	No response	No	Yes	% No responses	% Yes responses
Outside school hours activities, sports, and recreation	198	117	298	28%	72%
Early childhood	198	322	93	78%	22%
Adult and other education	198	370	45	89%	11%
Health services	198	334	81	80%	20%
Community events and services	198	157	258	38%	62%

Table 29. Q3.2-3.7 – Please record how long the following outside school hours activities have been offered at your school on or off-site ('Other' responses to 3.2-3.8 were recoded into activities listed where appropriate, with new activities created where appro

High-level category	Type of activity	Not presented (new category)	Didn't select parent category	No response	Offer (unsure of length of time)	0-2 years	3-4 years	5-10 years	10+ years	Don't offer	OFFER (Total)
Outside school hours activities, sports, and recreation	Organised Sport		293	77	38	21	28	44	74	38	205
	Other Community building events		293	95	48	15	12	21	77	52	173
	Fundraising events		315	90	19	2	9	30	106	42	166
	OSHC	92	251	58	18	25	11	34	68	56	156
	Social events		315	100	16	5	10	24	96	47	151
	Breakfast club		307	98	22	17	32	38	32	67	141
	Holiday programs		315	112	16	18	10	30	41	71	115
	Homework club		312	107	20	11	13	18	32	100	94
	Arts & Craft		314	119	21	11	12	13	15	108	72
	Additional tutoring		315	123	14	13	9	9	25	105	70
	Arts (performing and visual)	590	0	0	14	4	2	2	1	0	23
	Playgroup		509	18	20	14	17	15	7	13	73

High-level category	Type of activity	Not presented (new category)	Didn't select parent category	No response	Offer (unsure of length of time)	0-2 years	3-4 years	5-10 years	10+ years	Don't offer	OFFER (Total)
Early childhood	Kindergarten		517	34	7	5	5	5	26	14	48
	Parenting classes		511	36	18	4	6	11	6	21	45
Adult and other education	Additional languages		552	17	14	1	2	1	5	21	23
	Vocational education/ TAFE		566	15	4	3	1	5	4	15	17
	English language		568	15	1	6	1	6	1	15	15
	Computer literacy		566	16	4	2	1	4	0	20	11
Health services	Dental care		531	32	6	8	6	4	9	17	33
	Public health services (incl. immunisations)		531	33	5	4	7	5	8	20	29
	Vision & Hearing services		530	35	10	3	6	1	3	25	23
	Mental health and wellbeing (e.g., Psych, counselling)	590	0	0	22	0	1	0	0	0	23
	Primary health care (e.g., GP)		531	37	7	2	7	3	2	24	21
	Maternal health services		530	37	7	4	1	2	4	28	18
	Nutrition or dietician services		532	39	5	2	1	4	2	28	14

High-level category	Type of activity	Not presented (new category)	Didn’t select parent category	No response	Offer (unsure of length of time)	0-2 years	3-4 years	5-10 years	10+ years	Don't offer	OFFER (Total)
	Allied health (e.g., OT, speech, physio)	607	0	0	4	0	0	2	0	0	6
Community events and services	Cultural events/ gatherings		354	74	18	6	17	25	55	64	121
	Cultural performances		353	90	21	4	10	17	43	75	95
	Religious/ Church activities		352	88	21	4	5	14	41	88	85
	Employment support		355	95	20	5	7	3	3	125	38
	Seniors & aged care events		355	103	20	1	0	2	5	127	28
	Men’s shed		355	101	19	1	1	1	2	133	24

Table 30. Q3.11 – To which of the following specific groups in your community do you target the programs, services, or activities offered or supported by your school? (Select all that apply)

	Not presented	No response	No	Yes
All students at your school	143	193	73	204
Families of students at your school	143	193	89	188
Students and families in the wider community	143	193	135	142
Wider community in general	143	193	197	80
Specific groups of students enrolled at your school	143	193	221	56
Specific groups in the community	143	193	212	65
Other	143	193	257	20

Table 31. Q3.12 - Who provides the operational funds to support additional programs, services, and activities at your school? (Select all that apply)

	No response	No	Yes	% Yes (of respondents)
School budget	198	131	284	68.4%
Participants cover expenses	198	205	210	50.6%
State government funds/ grant	198	321	94	22.7%
School Community (e.g., parental donations)	198	352	63	15.2%
Local government funds/ grant	198	352	63	15.2%
Federal government funds/ grant	198	366	49	11.8%
NGO/ charity grant	198	370	45	10.8%
Philanthropic donation or grant	198	385	30	7.2%
Diocese/ church funds/ grant	198	387	28	6.7%
Other health/ social sector funding	198	391	24	5.8%
Other	198	413	2	0.5%

Table 32. Q4.2 – What on-site facilities does your school have that are used by members of the broader community? (Select all that apply) (n=394 responses)

	Total	Percentage
Playing fields	244	62%
Outdoor Courts	178	45%
Playground	171	43%
Classrooms	146	37%
Kitchen Facilities	121	31%
Multi-purpose spaces	111	28%
Indoor Courts	109	28%
Meeting Rooms	105	27%
Gymnasium	98	25%
Library	92	23%
Performing Arts spaces	78	20%
Music Rooms	59	15%
Kindergarten facilities	53	13%
Yoga spaces	50	13%
Art facilities	34	9%
Computer Rooms	34	9%
Swimming Pool	31	8%
Weight Rooms	26	7%
Laboratory spaces	19	5%
Vocational spaces	17	4%
Maker spaces	16	4%
Design facilities	14	4%
Medical facilities	8	2%
School hall*	8	2%
Maternal child health facilities	7	2%

Religious and prayer spaces*	3	1%
Outdoor facilities*	3	1%

* is for new categories created from written in responses by participants.

Table 33. Q4.2 – Shared school facilities by Remoteness

	Major Cities (n=189)		Inner Regional (n=86)		Outer Regional (n=59)		Remote/ Very Remote (n=31)		Missing (n=29)	
Playing fields	112	59%	56	65%	35	59%	22	71%	19	66%
Outdoor Courts	83	44%	42	49%	26	44%	15	48%	12	41%
Playground	68	36%	39	45%	32	54%	14	45%	18	62%
Classrooms	89	47%	18	21%	13	22%	17	55%	9	31%
Kitchen Facilities	56	30%	25	29%	17	29%	15	48%	8	28%
Multi-purpose spaces	65	34%	15	17%	17	29%	7	23%	7	24%
Indoor Courts	58	31%	28	33%	10	17%	8	26%	5	17%
Meeting Rooms	53	28%	26	30%	11	19%	11	35%	4	14%
Gymnasium	63	33%	16	19%	11	19%	4	13%	4	14%
Library	44	23%	18	21%	9	15%	15	48%	6	21%
Performing Arts spaces	51	27%	15	17%	7	12%	3	10%	2	7%
Music Rooms	32	17%	7	8%	9	15%	9	29%	2	7%
Kindergarten facilities	19	10%	7	8%	10	17%	13	42%	4	14%
Yoga spaces	30	16%	11	13%	5	8%	2	6%	2	7%
Art facilities	23	12%	2	2%	2	3%	6	19%	1	3%
Computer Rooms	22	12%	2	2%	4	7%	6	19%	0	0%
Swimming Pool	19	10%	4	5%	5	8%	2	6%	1	3%
Weight Rooms	14	7%	5	6%	5	8%	1	3%	1	3%
Laboratory spaces	15	8%	0	0%	1	2%	3	10%	0	0%
Vocational spaces	11	6%	4	5%	1	2%	1	3%	0	0%

Maker spaces	11	6%	1	1%	1	2%	2	6%	1	3%
Design facilities	9	5%	0	0%	1	2%	3	10%	1	3%
Medical facilities	4	2%	4	5%	0	0%	0	0%	0	0%
School hall*	5	3%	1	1%	2	3%	0	0%	0	0%
Maternal child health facilities	4	2%	3	3%	0	0%	0	0%	0	0%
Religious and prayer spaces*	2	1%	0	0%	0	0%	0	0%	1	3%
Outdoor facilities*	2	1%	0	0%	0	0%	0	0%	1	3%

Table 34. Q4.2 – Shared school facilities by School Type

Facility types shared by schools	Primary (n=171)		Secondary (n=74)		Combined (n=19)		Special/ Specialist (n=16)		Other (n=6)		Combined, with Early Childhood Care (n=32)		Primary, with Early Childhood Care (n=76)	
Playing fields	99	58%	52	70%	12	63%	5	31%	2	33%	25	78%	49	64%
Outdoor Courts	74	43%	41	55%	7	37%	4	25%	1	17%	22	69%	29	38%
Playground	90	53%	12	16%	10	53%	2	13%	2	33%	14	44%	41	54%
Classrooms	51	30%	36	49%	6	32%	3	19%	2	33%	19	59%	29	38%
Kitchen Facilities	48	28%	20	27%	9	47%	2	13%	1	17%	15	47%	26	34%
Multi-purpose spaces	52	30%	21	28%	4	21%	2	13%	0	0%	14	44%	18	24%
Indoor Courts	31	18%	43	58%	6	32%	0	0%	0	0%	20	63%	9	12%
Meeting Rooms	37	22%	27	36%	7	37%	4	25%	1	17%	10	31%	22	29%
Gymnasium	27	16%	36	49%	8	42%	1	6%	1	17%	15	47%	10	13%
Library	38	22%	14	19%	6	32%	0	0%	0	0%	10	31%	24	32%
Performing Arts spaces	16	9%	38	51%	5	26%	0	0%	0	0%	14	44%	5	7%

Music Rooms	20	12%	13	18%	7	37%	0	0%	0	0%	9	28%	10	13%
Kindergarten facilities	13	8%	1	1%	2	11%	1	6%	3	50%	9	28%	24	32%
Yoga spaces	16	9%	16	22%	5	26%	0	0%	0	0%	6	19%	7	9%
Art facilities	11	6%	7	9%	2	11%	0	0%	0	0%	7	22%	7	9%
Computer Rooms	13	8%	7	9%	2	11%	1	6%	0	0%	7	22%	4	5%
Swimming Pool	8	5%	4	5%	3	16%	3	19%	0	0%	8	25%	5	7%
Weight Rooms	2	1%	12	16%	2	11%	0	0%	0	0%	10	31%	0	0%
Laboratory spaces	1	0.6%	8	11%	2	11%	0	0%	0	0%	6	19%	2	3%
Vocational spaces	0	0%	8	11%	2	11%	1	6%	0	0%	6	19%	0	0%
Maker spaces	3	2%	5	7%	2	11%	0	0%	0	0%	4	13%	2	3%
Design facilities	0	0%	5	7%	2	11%	0	0%	0	0%	6	19%	1	1%
Medical facilities	1	0.6%	3	4%	1	5%	0	0%	0	0%	1	3%	2	3%
School hall*	4	2%	1	1%	0	0%	0	0%	0	0%	0	0%	3	4%
Maternal child health facilities	2	1%	2	3%	1	5%	0	0%	0	0%	0	0%	2	3%
Religious and prayer spaces*	0	0%	0	0%	2	11%	0	0%	0	0%	1	3%	0	0%
Outdoor facilities*	1	0.6%	0	0%	1	5%	0	0%	0	0%	0	0%	1	1%

Table 35. Q4.3 – Do you charge fees for community groups to use school facilities?

	Frequency	Percent
No response	208	33.9
No	163	26.6
Yes, for some users	139	22.7

Yes, for all users	103	16.8
Total	613	100

Table 36. Q4.4 – Were any of the school's facilities intentionally designed or renovated to improve their utility for local community groups?

	Frequency	Percent
No response	202	33
No	267	43.6
Yes	112	18.3
Unsure	32	5.2
Total	613	100

Table 37. Q4.5 – How was the facility design/ renovation funded?

	N/A	No response	No	Yes	% Yes (of respondents)
School budget	299	202	52	60	54%
Donations	299	202	101	11	10%
Philanthropy	299	202	106	6	5%
Charity	299	202	105	7	6%
Local government	299	202	97	15	13%
State government	299	202	69	43	38%
Federal government	299	202	89	23	21%
Shared use agreement	299	202	99	13	12%
Joint use agreement	299	202	101	11	10%
Hire fees	299	202	85	27	24%
Other	299	202	105	7	6%

Table 38. Q4.6 – To what extent do you agree with the following statement: Our current school facilities support the provision of additional programs, services, or activities, including those provided by outside groups/organisations?

	Frequency	Percent
No response	208	33.9
Strongly Disagree	27	4.4
Disagree	31	5.1
Somewhat Disagree	35	5.7
Somewhat Agree	130	21.2
Agree	131	21.4
Strongly Agree	51	8.3
Total	613	100

Table 39. Q4.9 – Does your school use/ hire off-site facilities to deliver curricular and/or extra-curricular activities for school students?

	Frequency	Percent
No response	208	33.9
No	202	33
Yes	198	32.3
Unsure	5	0.8
Total	613	100

Table 40. Q4.9 – Does your school use/ hire off-site facilities to deliver curricular and/or extra-curricular activities for school students?

	Not an original category	N/A	No response	No	Yes	% Yes (respondents)
Oval		415	4	106	88	45%
Indoor sports stadium		415	4	135	59	30%
Swimming pool		415	4	61	133	69%
Fitness and exercise facilities		415	4	161	33	17%
Other sporting facilities		415	4	141	53	27%
Playground		415	4	181	13	7%
Natural outdoor settings		415	4	139	55	28%
Presentation/ event space		415	4	155	39	20%
Theatre		415	4	149	45	23%
Music facilities		415	4	178	16	8%
Other performing arts facilities		415	4	147	47	24%
Visual arts facilities		415	4	185	9	5%
Community centre/ multi-purpose space		415	4	158	36	19%
Cultural settings		415	4	178	16	8%
Kitchen/ catering facilities		415	4	182	12	6%
Meeting rooms		415	4	164	30	15%
Religious/ prayer spaces		415	4	183	11	6%
Science and technology facilities		415	4	183	11	6%
Athletics facilities*	186	415	4	0	8	4%
Outdoor sports facilities*	173	415	4	0	21	11%

Table 41. Q5.2 – Does your school have any formal partnerships or contractual agreements with outside agencies for the management of additional programs, services or activities and the facilities in which they occur?

	Frequency	Percent
No response	213	34.7
No	207	33.8
Yes	193	31.5
Total	613	100

Table 42. Q5.3 – Please select all outside agencies, services, NGOs, sporting associations, community groups with whom your school has a formal partnership or contractual agreement.

	N/A	No response	No	Yes	% Yes (of respondents)
OSHC provider	420	5	107	81	43.1%
Sporting association	420	5	111	77	41.0%
Community group	420	5	131	57	30.3%
Local municipal council	420	5	144	44	23.4%
Business/ for profit organisation	420	5	147	41	21.8%
Charity/ not for profit organisation	420	5	154	34	18.1%
University/ TAFE	420	5	164	24	12.8%
Health service	420	5	164	24	12.8%
Other educational institution	420	5	166	22	11.7%
State government department	420	5	166	22	11.7%
Community hub management organisations	420	5	169	19	10.1%
Other	420	5	175	13	6.9%
Federal government department	420	5	179	9	4.8%
Early childhood service provider	420	5	179	9	4.8%

Table 43. Q6.2 – To what extent do you agree with the following statement: The local community is highly engaged with additional programs, services or activities offered or supported at our school.

	Frequency	Percent
No response	271	44.2
Strongly Disagree	25	4.1
Disagree	50	8.2
Somewhat Disagree	33	5.4
Somewhat Agree	136	22.2
Agree	77	12.6
Strongly Agree	21	3.4
Total	613	100

Table 44. Q6.3 – Does your school have a written goal/vision that informs the provision of additional programs, services, or activities, including the use of school facilities?

	Frequency	Percent
No response	286	46.7
No	262	42.7
Yes	65	10.6
Total	613	100

Table 45. Q6.5 – Please rate your current level of progress towards achieving this goal/ vision (from Q6.3)

	Frequency	Percent
Question not presented	548	89.4
No response	7	1.1
0	1	0.2

1	1	0.2
2	3	0.5
3	4	0.7
4	4	0.7
5	9	1.5
6	7	1.1
7	13	2.1
8	10	1.6
9	5	0.8
10	1	0.2
Total	613	100

Table 46. Q6.6 – Have outcomes or targets been identified to assess progress towards the goal/vision?

	Frequency	Percent
No response	293	47.8
No	266	43.4
Yes	54	8.8
Total	613	100

Table 47. Q6.7 – Is information collected to monitor achievement of outcomes or targets? (from Q6.6)

	Frequency	Percent
Question not presented	559	91.2
No response	2	0.3
No	5	0.8

Yes	47	7.7
Total	613	100

Table 48. Q6.8 – How often is information collected? (from Q6.7)

	Frequency	Percent
Question not presented	566	92.3
Annually	8	1.3
Every 6 months	4	0.7
Every term	16	2.6
Monthly	11	1.8
Fortnightly or weekly	5	0.8
As needed	3	0.5
Total	613	100

Table 49. Q6.10 – Do you use information to monitor use of additional programs, services, or activities in facilities at your school among the local community?

	Frequency	Percent
No response	287	46.8
No	221	36.1
Yes	105	17.1
Total	613	100

Table 50. Q6.11 – Who has access to this information/to whom is it reported? (Please select all groups who have access to the information or receive reports about the information)

	N/A	No response	No	Yes	% Yes (of respondents)
School leadership	508	2	8	95	92%

School council	508	2	45	58	56%
School staff	508	2	56	47	46%
School families	508	2	69	34	33%
Service providers	508	2	69	34	33%
Facility managers	508	2	79	24	23%
Local government	508	2	92	11	11%
State government	508	2	94	9	9%
Federal government	508	2	99	4	4%
Wider community	508	2	91	12	12%
Other	508	2	97	6	6%

Table *51*. Q6.21 – Does your school currently have access to adequate funding to operate and maintain the facilities that are used for additional programs, services, or activities?

	Frequency	Percent
No response	308	50.2
No	169	27.6
Yes	95	15.5
Unsure	41	6.7
Total	613	100

Table 52. Q6.22 – How often does your school apply for funding to cover costs associated with operating and maintaining facilities used for additional programs, services, or activities?

	Frequency	Percent
No response	313	51.1
It is not the responsibility of school staff to source funding	130	21.2
Every month	12	2

Every 6 months	30	4.9
Annually	83	13.5
Biennially	10	1.6
Every 3-5 years	20	3.3
Greater than 5 years	15	2.4
Total	613	100

Table 53. Q6.19 – What factors are most important to providing additional programs, services, or activities through your school's facilities?

	Partnerships/ support organisations	Community hub leadership	Collaboration with other agencies/ organisations	School and community hub staff	Community engagement	Relationship building	School leadership	Governance	Funding	Monitoring and evaluation	Defined vision/ values	Integration of services	Infra-structure	Facility design	Time school has operated as a hub
No response	318	333	322	330	320	318	318	328	319	328	329	330	326	328	334
Not at all important	8	53	14	41	3	2	10	23	14	16	23	27	11	16	43
Somewhat important	24	61	28	35	17	8	21	44	35	52	49	39	22	28	37
Moderately important	47	59	59	61	51	41	47	64	39	62	57	69	48	61	77
Important	129	69	122	90	129	125	115	98	87	102	105	101	115	114	88
Very important	85	37	68	53	92	115	100	55	117	52	49	45	89	63	33
Essential	2	1	0	3	1	4	2	1	2	1	1	2	2	3	1
Total # of respondents	**295**	**280**	**291**	**283**	**293**	**295**	**295**	**285**	**294**	**285**	**284**	**283**	**287**	**285**	**279**