

Educational precincts

A structured cross-agency approach to collective planning and resourcing across school communities to address community challenges that drive disparities or present opportunities to improve educational outcomes.

Across Queensland, schools come together in a variety of ways to collaborate, share what works and create innovative and community-centred solutions to problems of practice. Though effective practices may be shared through collaborative arrangements, without a formalised or structured approach to identification of needs, expected outcomes and sustainable investment, the impact of the schools is not considered collectively and may be limited.

Educational precincts seek to maximise the impact of collective and collaborative cross-agency approaches in responding to community issues. They represent an opportunity for schools to contribute their expertise to collectively focus on better meeting the needs of communities. This could include lifting performance and improving outcomes, improving access to diverse curriculum offerings, sustainably managing growth or responding to issues of school utilisation disparity. Precinct responses harness the collective capability across agencies to maximise outcomes.

Approach

An educational precinct is a group of schools who take a collective and coordinated approach to planning, resourcing and designing responses to address challenges and meet needs within their precinct.

Together they plan, design and deliver integrated strategies designed to respond to the issues faced by their shared community. This may include strategies for transitions from early childhood education and care, enrolment, curriculum, resourcing, performance improvement, technology and teaching to meet specific community needs. The schools bring together local, cross-sector and cross-government partners' expertise to work collaboratively in a structured and supported way, and benefit from shared access to resources and flexible, co-designed approaches to lifting outcomes in their communities.



Educational achievement



Wellbeing and engagement



Culture and inclusion

Shifting from individual to collective impact

Educational precincts provide the opportunity to move from individual school impact to collective school impact and allows the harnessing of the collective strengths of the local community to support equity and excellence for all students.



Individual school impact

Schools operate individually and at times in competition, rather than in collaboration. Potential duplication of effort and limited sharing of practice. Impact limited to the students and teachers of the school.



Clustered school impact

Alignment of common challenges with an informal coordinated response formed on shared interests. Sharing of practice. Impacts across students, teachers and schools.



Collective school, precinct and system impact

Collaborative approach centred on every school and student in the precinct excelling. Structured approach using collective planning and action to respond to local needs. Fosters continuous improvement and innovation for a whole of system impact and collective accountability.

Elements of an integrated educational precinct

Purpose

Why collective expertise, knowledge, effort and investment is needed.

Educational precincts are initiated to respond to complex and often multi-faceted issues or problems of practice unique to their communities. They are an opportunity to partner across government, industry and the broader community in a structured way.

People

Who is involved in planning, designing and delivering the response.

Precincts have a team dedicated to coordinating the work of the group of schools. To facilitate sustainable change, it is important that the right people are at the table – both those with the necessary knowledge, as well as the necessary decision-making authority.

Practice

How a precinct communicates, plans and undertakes collective action.

Precincts have response plans informed by effective planning. These plans outline collective responses and establish clear roles, accountability, agreed communication protocols, resourcing and actions to achieve the shared goals of the precinct. An essential part of the responses plan is outlining the data and evidence to be used to monitor and evaluate impact.

Principles

- Student and community centred
- Collaborative and co-designed
- Cross government responses
- Culturally respectful
- Evidence based

Collective impact approach adapted from: Collective Impact for Community Change, Buffalo County Community Partners <https://bcchp.org/collective-impact-model-for-community-change>



Queensland Government

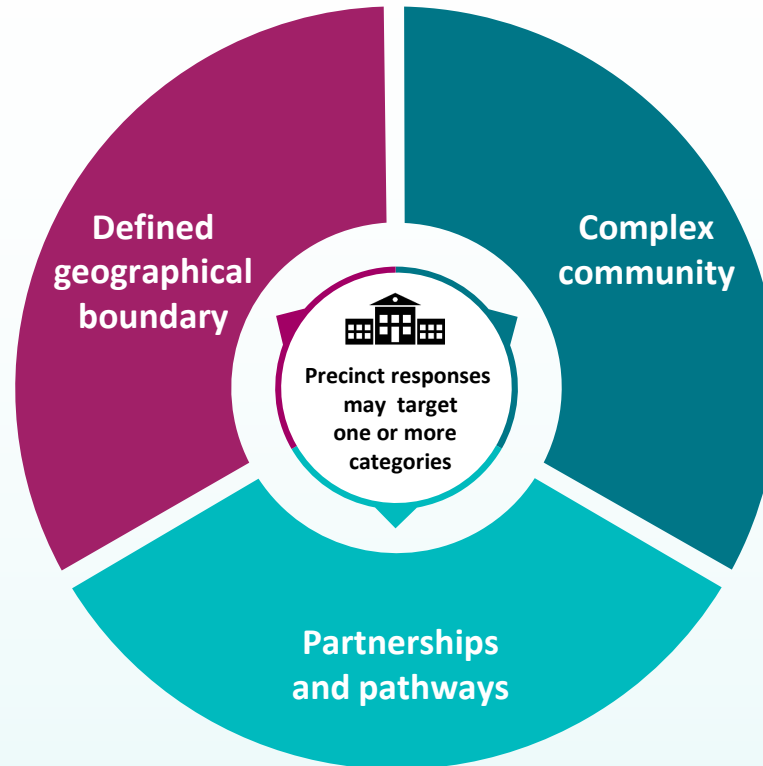
Precinct categories and drivers

Defined geographical boundary

Driver: Utilisation and disparity

Maximise the collective impact of schools working together to address community needs, especially:

- enrolment and growth planning
- shared and targeted resourcing
- shared used of facilities
- collaborative educational design and delivery
- coordinated timetabling and curriculum options across school sites
- performance improvement.



Partnerships and pathways

Driver: Opportunity and innovation

Focus on identifying and trialing school-sector-community-industry-family-university partnerships to leverage:

- alignment to system goals of *Equity and Excellence*
- coordination of community partnerships that harness opportunities and drive innovation
- teaching, technology, curriculum and pathways to meet student and community needs.

Complex community

Driver: Interagency collaboration

Coordination of collaborative practices to address community needs through:

- schools working together with a focus on partnerships and case-management for family support
- a focus on collaborative approaches to transitions and pathways for young people
- government agency coordinated priorities and responses (may harness existing groups or committees)
- shared accountability, collaboration and oversight by senior leadership

Key features

Key features of an educational precinct include:

- a shared understanding of challenges impacting the precinct
- dedicated resourcing, including a precinct facilitator (Senior Principal) to coordinate collective planning and support the 'backbone' team to monitor the precinct's impact over time
- backbone support team to maintain momentum
- formalised precinct establishment and governance
- a focus on partnerships and bringing together key stakeholders
- whole-of-government responses
- data- and evidence-informed, with shared monitoring systems.