

Enhancing Educational Outcomes Through Relational Approaches to Education:

The Impact of School-Community Partnerships at Westfield Park Primary School



A research project partnership between the University of Western Australia, Westfield Park Primary School, and the Department of Education.

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Executive Summary

This report is the thirdⁱ and most recent account of how a Western Australian public Primary School, Westfield Park Primary School (WPPS) has engaged a deliberative and strategic approach with its local community to identify and provide supports to families and children to enhance their school and educational engagement.

The research on which this report is based was supported by funding from the Education Department of WA and was carried out between June and December 2023. The research team undertook in-depth interviews with stakeholders in the locality of Camillo, in the City of Armadale, including representatives from the parent group, staff of WPPS, Agencies involved in providing services on the school site and members of the School Board and Parents and Citizens Association. It presents a detailed and qualitative account of the genesis of and rationale for the model, its implementation and current practices and concludes with some reflections on the future for Extended Service Schools in WA.

This report on Westfield Park Primary School (WPPS) presents an examination of its Extended Services Model, which was implemented to address the complex needs of its students and the surrounding community in Armadale, Western Australia. Through a detailed exploration of the model's structure, methodology, community engagement, and the principles underlying its approach, the report offers insights into how WPPS has effectively integrated educational and community services to support student learning, wellbeing, and family engagement.

The interviews conducted with families, staff, the Parents and Citizens Association (P&C), the School Board, and external agencies provide a rich tapestry of qualitative data that together highlight the transformative impact of Westfield Park Primary School's Extended Services Model. From these diverse perspectives emerges a unified message of profound community integration and support, showcasing a school that extends far beyond traditional academic boundaries to embrace and address the broader needs of its students and their families. Families expressed gratitude for the school's holistic approach, noting significant improvements in their children's behaviour, engagement, and self-esteem. Staff members highlighted the benefits of trauma-informed practices and the positive shifts in school culture and student outcomes. The P&C and School Board reflections underscored the value of strong community ties and the critical role of leadership in fostering a collaborative, inclusive environment. External agencies praised the school's ability to form effective partnerships, enhancing service delivery and support mechanisms for students and families alike. Together, these interviews highlight the essential role of relational, community-focused approaches in creating nurturing educational environments that promote the wellbeing and success of all students.

Key Findings and Recommendations

- **Community Engagement and Support:** WPPS has developed a model that significantly enhances educational outcomes by fostering strong relationships with families, agencies, and organisations within the community. This holistic approach supports the academic, social, emotional, and physical wellbeing of students and their families.
- **Trauma-Informed Practices:** The school has effectively implemented trauma-informed practices, focusing on creating a supportive and nurturing environment that addresses

the underlying issues affecting students' behaviour and learning. This approach has led to a noticeable improvement in student behaviour, engagement, and academic performance.

- Leadership and Staff Development: The success of the WPPS model is largely attributed to the strong leadership and the professional development of staff. The commitment to a shared vision for the school and community, alongside continuous learning and adaptation, has been crucial in the model's implementation and sustainability.

This type of schooling is dependent on:

- Decentralisation of governance;
- Promotion and support of trauma-informed teaching practices through pre and post qualifying professional development;
- The ability to replicate and/or amend the model in other locations in response to local circumstances; and
- Appropriate external resourcing.

Recommendations include the:

- creation of a comprehensive guide for implementing similar models in other schools, emphasising the phased approach, flexibility to adapt to different contexts, and the importance of community partnerships;
- commitment to support such school development;
- ongoing support for staff through professional development and mentorship programs; and
- development of a public accountability framework to ensure transparency and effectiveness.

Structure of this report

While the structure of this report follows a standard Report format, it is also structured in such a way as to enable readers to quickly locate areas of their particular interest. The main aim is to present the outcomes of a research activity conducted in the Armadale area in 2023 to describe in some detail the Extended Services Model operated by the Westfield Park Primary School. The description and commentary on the model come directly from the main stakeholders, the parents and carers of the children attending the school, the staff of the school, community members and agency representatives who either deliver services at the school or receive referrals from the school for either children or parents. This description forms the main part of the report and is found under the heading The Westfield Park Primary School Extended Services Model and the WPPS Model – Community Responses.

An extensive Literature Review (found in Appendix 1) provides the background to such a model as well as descriptions of alternate models and their application. A summary of alternate models is provided as a separate section. Both the summary and the review provide information for schools wishing to implement their own model with some guiding details from other experiences.

The approach taken to undertake this enquiry is described in Appendix 2.

All pictures included in the report are from the School Archives for which permission has been gained from those involved.

Introduction

“Great results are the product of years of building a strong and nurturing school culture. ... We are an example of a school where everyone can live together, work together and learn together. Our school has a genuine heart and soul, and community is at the heart of what we each try to achieve.” (Hiatt, 2023)

Recent political pressures to increase school academic outcomes have resulted in systemic efforts to improve classroom teaching and learning practices that largely have failed to achieve even moderate gains in academic outcomes. The need to focus on social variables having the greatest impact on educational outcomes has become increasingly evident, since schools do not live in a social vacuum, but feel the impact of issues within family and community environments that walk into school and classroom every day of the school year. There is increasing evidence that using the resources available through families and the community not only builds on the educational strengths of a school but ameliorates many of the issues hindering the development of a stable, supportive, and productive educational environment. Acknowledging this Education Departments are including in their policy and public documentation recommendations for schools to further develop the relationships they have with their local communities in the recognition that schools are an integral part of their localities (for example Department of Education WA, 2019).

This study of Westfield Park Primary School (WPPS) demonstrates how modifying the nature of the relationship between school and community provides the basis for significantly enhancing the educational functions of the school and, over time, also significantly enhancing the life of the broader community. It reveals a more detailed understanding of:

- The range of collaborative activities, services and alliances through which Westfield Park Primary School has developed functional relationships with families, agencies and organisations within the community;
- How these relationships enhance:
 - The educational functions of the school;
 - The personal and professional life of staff, students, and families;
 - Efficiencies derived from integration of services from collaborating agencies and organisations; and
 - The social and cultural life of the community.
- How the experiences of one school might be used to assist other schools to consider how a school-community model can lead to successful outcomes.

The sentiments expressed above by a Principal of an award winning school can be seen to be replicated at WPPS in this account and are indicators for how stable, supportive, and productive systems in schools can be achieved.

Background

Westfield Park Primary School (WPPS) sits in a largely working-class suburb in the foothills of Perth, a challenging environment with a relatively high index of Socio-Economic Disadvantage with an ICSEA of 903 (ABS, 2021) comprising a substratum of families characterised by lower levels of income, single parent families, higher levels of unemployment, and problems related to parental absence, (e.g. FIFO workers), accommodation, physical and mental health, drug abuse, petty crime, and so on. A recent survey (City of Armadale, 2023), however, demonstrates the extent to which the majority of residents have a substantial body of skills and resources that often enrich the social and cultural life of the community, which also includes residents of the suburb in which sits WPPS. Generally, WPPS has a quiet and settled environment characterised by minimal disruptions to community life, high engagement with sporting and community agencies and organisations and an ethos of contributing to Australian social and community life.

Nevertheless, the school has not always enjoyed such stability in its past. Records indicate lower academic levels than schools in similar contexts, and long-term staff and parents report that an excessive number of disruptive behaviours and continuous vandalism plagued the school for many years. This has changed over recent years with the development of a socially responsive approach to schooling which has seen a dramatic change. The school is now characterised by a quiet, welcoming and industrious ethos in which behavioural problems have diminished significantly; there is a steady rise in national academic test scores; and vandalism has almost disappeared. A stable and committed staff contributes to the pervasively positive atmosphere that now characterises the school's ongoing operations.

The school staff recognise that many problems teachers experience within the classroom have their genesis in environments where deprivation has significant impacts on families, as well as other issues such as marital discord, mental ill-health, alcohol and drug abuse, and so on. As indicated by teachers in this study, children living in these types of environments are more likely to exhibit anti-social or belligerent behaviour, to be disengaged from classroom learning processes, or to create disturbances that impact on other students individually or disrupt classroom learning processes. Recognising that for many children such experiences at home have traumatic effects, the WPPS staff have instituted trauma-informed practices which replace punitive responses with restorative practices. These engage parents and agencies in supportive processes designed to ameliorate the conditions generating unacceptable child behaviour and restoring the positive relationships that provide the basis for settled classroom and school life.

Along with the trauma-informed approach in the classroom and school environment, perhaps the most significant aspect of the school is the extent to which the Principal and staff of the school have made concerted efforts to link the school more effectively to the surrounding community. The employment of a School Social Worker has made a major contribution to these efforts and is another innovation in the school. While continuous attention is paid to development of effective classroom teaching and learning practices and processes, a variety of other activities have fostered a more extended engagement with the community. These not only serve the personal needs of students and their families directly, but also have an impact within classrooms.

Context

There is currently a great deal of interest in policy and practice circles in how schools provide the best possible opportunities for children to realise their full potential through addressing

social inequality. As schools are preparing children for adult capability and societal contribution, emphasis is on all aspects of the child which necessarily includes the child's social, emotional, relational and physical environments (Biag & Castrechini, 2016). The policy interest has been sparked by examples and influences from the Full Service School (FSS) movement (Buti, 2015; Western Australia State Government, ND) with the implementation of a trial FSS in the City of Armadale.

Schools which include additional services and supports to attend to the needs of the whole child along with their educational offerings are variously named. While the term used to describe the type of school model in this report is Extended Services School there are various models known as Extended Schools, Extended Community Schools, Community Schools, Full Service Schools, Schools as Community Hubs and as identified by Black et al. (2010) '*full service schooling*', '*school-linked services*', '*school-based services*', '*community schools*', '*family service centres*', '*inclusive schools*' and '*school-linked integrated services*'. Others found include *Full day*, *Beacon*, *Ecological*, *Classroom Services*, *School-based Clinic*, *School-based Youth Service Centre*, *Lighted School Houses*, *Extended-hours Schools*, *Enabling Environment Schools*, *University- assisted Schools*, *Family Resource Centre*, *Parent Centre*, *Community-school* and, the appropriately named *School of the Future*. While they sometimes vary in approaches, there are considerable similarities in purpose and practice. Such schools generally exist to provide additional or supplementary services to the principal educative function of schools.

Brief Overview of the informing Literature

A large and continuing body of research has clearly indicated that a focus on in-school factors like teaching/learning methodologies, curriculum, staff selection, professional development, leadership, physical environment and so on, can have only limited impact on the educational outcomes of any school and children's educational attainment (see for example, among others Layte, 2022; Passaretta et al., 2022; Yeo et al., 2023). Overwhelming research evidence indicates that the variables having greatest impact on academic achievement are those related to family, community, social context and school climate (Berkowitz et al., 2017; Osher et al., 2021; Sirin, 2005). Research in Australia and overseas over a period of thirty years reveals the positive impacts of enhanced school-community engagements on educational outcomes (Black et al., 2010; Cummings et al., 2007; Kirner et al., 1998; Lauer et al., 2023). The evidence is consistent, positive and convincing, confirming that when families and community groups work together to support learning, children tend to do better in school, stay longer, and like school more (Barker & Harris, 2020; Families ACT, 2017; Hands, 2023; Zbar et al., 2009). In Australia this has been confirmed by outcomes emerging from recent national tests that reveal the effects of more deliberative relational approaches to education that focus on school-community engagement (Barker & Harris, 2020; Families ACT, 2017).

The research clearly reveals the specific ways community involvement can become a powerful tool for generating the social, emotional, and cultural resources essential for educational excellence. Studies provide strong evidence that special efforts to engage families are related to significant gains in academic performance; schools with highly rated partnership programs making greater gains on state tests than schools with lower rated programs (Dunlop, 2013; Goeller, 2018; Lineburg & Gearheart, 2013). The studies reveal schools with higher levels of family and community engagement share three key practices. They:

- focus on building trusting, collaborative relationships among teachers, families and community members;

- recognise, respect and address families’s needs as well as class and cultural differences; and
- embrace a philosophy of partnership where power and responsibility are shared.

Other studies (Haynes et al., 1997; Hough & Schmitt, 2011; Liu et al., 2021) also describe how school culture plays a significant role in shaping the academic, social and emotional success of students. They suggest that a supportive and inclusive school culture or school climate:

- promotes student engagement and motivation by building a sense of belonging and connection to their school community;
- leads students to become more active participants in academic and extracurricular activities; and
- empowers students to take ownership and responsibility for their learning, that ultimately leads to improved academic performance.

Further studies (Bear, 2020; Darling-Hammond & Cook-Harvey, 2018; Grant & Zwier, 2016; Wang & Degol, 2016) present the following characteristics of a positive school culture or school climate:

- Thoughtfulness: providing opportunities for members of the school community to pause and reflect on what the school is doing;
- Shared Leadership: ensuring the entire school community has a chance to voice their opinion;
- Reflective Practice: enabling teachers to accommodate the uniqueness of every student and the changes that emerge over time;
- Transparency and Flexibility: encouraging schools to embrace the power of collaboration;
- Values: all members of the school community have a strong sense of the values implicit in the operation of the school; and
- Parents as partners: teachers build trust and credibility by collaborating with parents and families.

Establishing a sound and supportive school climate has been closely associated with a stable and effective school leadership providing a strategic vision over an extended period (Cleveland et al., 2023; Lawson & van Veen, 2015; Sanders, 2016). This provides the conditions required to establish the collaborative and trusting relationships that represent the essential pre-conditions to accomplish enhanced educational outcomes.

This section has introduced some of the literature which speaks to the extended services approach to schooling. As the specific model described in this report demonstrates its own application of the model a definition is provided there. Other definitions and descriptions are contained in this review and may provide further material for the school to consider for its future. A more detailed Literature Review is to be found at Appendix 1.

Brief Overview of the Methodological Approach

This study was commissioned to chronicle the development of this type of approach to schooling which this school characterises as an Extended Services model. Many schools have similar approaches to their provision of education in Australia and around the world encompassing many and varied models. The WPPS Extended Services model is the subject for this account which is the product of a funded research enquiry undertaken during 2023. It involved a team of researchers from the University of Western Australia partnering with

researchers in the school to engage with members of the school community and record their experiences of the development of the current approach to schooling at WPPS.

The enquiry took place between June and December 2023 and involved hearing from parents and carers of children currently or previously at the school, teachers and other school staff, members of the School Board and Parents and Citizens Association and representatives of Agencies with whom the school has working relationships to deliver services at the school or provide services on referral by the school. A full description of the methodological approach can be found at Appendix 2.

The intent was to capture people's experiences of the model through an in-depth qualitative account.

The following section provides insight into how these supportive and socially aware practices are integrated into the ongoing operation of Westfield Park Primary School.

The Westfield Park Primary School Extended Services Model

WPPS commenced its journey towards implementing an Extended Services model in 2012 when a new Principal took over at the school. This section describes and explains the model with its rationale and main principles for practice. It starts with a description of the programmes offered at and by the school.



At a Fathering Project activity

Westfield Park Primary School Programmes










Figure 1 Westfield Park Primary School Programmes



Student and family services available through the Community Hub at Westfield Park Primary School

Schools are communities with the core responsibility to educate children and young people so that they can lead rich and fulfilling lives, reach their potential, and contribute to future generations. Education is powerful because it empowers not only individual outcomes but societal trajectory.

"When children are offered the tools to develop to their full potential, they become productive adults ready to give back to their communities and break the cycle of poverty. Education enables upward socioeconomic mobility." (United Nations, 2023)

<p>Teaching & Learning </p> <ul style="list-style-type: none"> • Play-based learning • Inquiry-based learning • Direct Instruction (Phonics) • Intervention groups • Annual Artist in Residence 	<p>Teaching Staff Committees </p> <ul style="list-style-type: none"> • Maths • Literacy • Pedagogy • Be You • Aboriginal Education • Behaviour • Family Engagement • Professional Learning
<p>Student & Family Support </p> <ul style="list-style-type: none"> • Student Services Team • Nurture Group • School-Based Social Worker • Case Management • Multi-Tiered Systems of Support • Parent workshops • Playgroups 	<p>Staff Leadership </p> <ul style="list-style-type: none"> • ECE & Junior Phase of Learning • Early Childhood • Curriculum & Staff Handbooks • After School Activities • Parent Workshops • Admin Team membership
<p>Specialist Programs </p> <ul style="list-style-type: none"> • Specialist Learning Program - Autism • Child & Parent Centre • Music tuition • Complex Behaviour Support Coordinator 	<p>Allied Health Services </p> <ul style="list-style-type: none"> • Dental Therapy Unit • Community Health Nurse • Child Health Nurse • Speech Therapist • Occupational Therapist
<p>Volunteer Pathways </p> <ul style="list-style-type: none"> • P&C • School Board • Breakfast Club • Classroom Support 	<p>After-School Clubs </p> <ul style="list-style-type: none"> • Academic • Sports • Arts • Social Skills • Special interest
<p>Service Provider Co-location </p> <ul style="list-style-type: none"> • Anglicare • Fathering Project • Palmerston • Early Years Partnership 	<p>External Partnerships </p> <ul style="list-style-type: none"> • Smith Family • Parkerville Children & Youth Care • Camillo Childcare (OSHC) • Fathering Project • UWA – Placement hub for Masters of Social Work Students • Achiever's Club WA

WPPS describes its programmes as being part of a community hub (Westfield Park Primary School, 2023).

These programmes are effective in bringing together the school community in safe spaces for children before and after school. These additional programmes further illustrate how the school is responsive to the community needs, such as the Kindy Home Visits that offers before school engagement to work with families in identifying individual needs of their children and has the further benefit of building relationships between families and staff prior to enrolling in formal education. These many programmes are reflected on by staff as providing “*easy access to before and after school clubs and activities, that act as a safety net for children*”, and are also seen to provide “*extended educational experiences that promote social skills, confidence and self-esteem*”.

Parents speak highly of these extra curricula programmes and how they value-add to their family, as identified by this parent:

[The Fathering Project] is awesome. ...my son was quite withdrawn last year. This year he really blossomed. ... The camp offers good bonding moments... and real quality time, which we don't get to do since I'm working full time.

In addition to the prime purpose of a publicly funded school there are a number of programmes intended to complement this purpose. The teaching programme highlights the pedagogical approach taken to learning in its Inquiry and Play Based with Intervention Group approaches for children identified through On-Entry testing in Early Childhood. Direct instruction of phonics and a budget for an annual artist in residence complement the teaching and learning focus. Specialist programmes cater for Specialist Learning and Music and a focus on Autism starting in 2024. These are complemented by the Child and Parent Centre and a soon to be appointed Complex Behaviour Support Coordinator. The educational programmes are managed and supported by a specific focus from the teaching staff through their committee work on Maths, Literacy, Aboriginal Education, with other committees focusing on Pedagogy, ‘Be You’, Behaviour, Family Engagement and Professional Learning.

Student and Family Support programmes are provided through the Nurture Group, Student Services Team, the School-Based Social Worker, Parent Workshops and Playgroups with a wraparound Multi-Tiered Systems of Support programme. Additional services are through the Allied Health Services providing access to Dental, Occupational and Speech Therapy specialists and Community Health and Child Health Nurses. All these services are provided on-site.

WPPS has an active Volunteer programme encouraging participation in the School Board, the Parents and Citizens Association, as well as opportunities to volunteer in the Breakfast Club, which is another on-site support programme, and in the classrooms.

In addition to all the on-site programmes and activities there is an active schedule of after school activities in the various Clubs: Academic, Sports, Arts, Social Skills and Special Interest.

This conceptualisation of the school as a community hub is managed through the active leadership in the school and in partnership with external providers. The Staff Leadership manages the Early Childhood Education and Junior phase of learning; Early Childhood; the Curriculum and Staff Handbooks; after school activities and parent workshops, with a strong Administration Team. The external partners are with the Not-For-Profit (NFP) agencies Smith Family, Parkerville, Camillo Childcare (OSHC), the Achiever’s Club WA and the Fathering Project and a University partnership with the University of Western Australia.

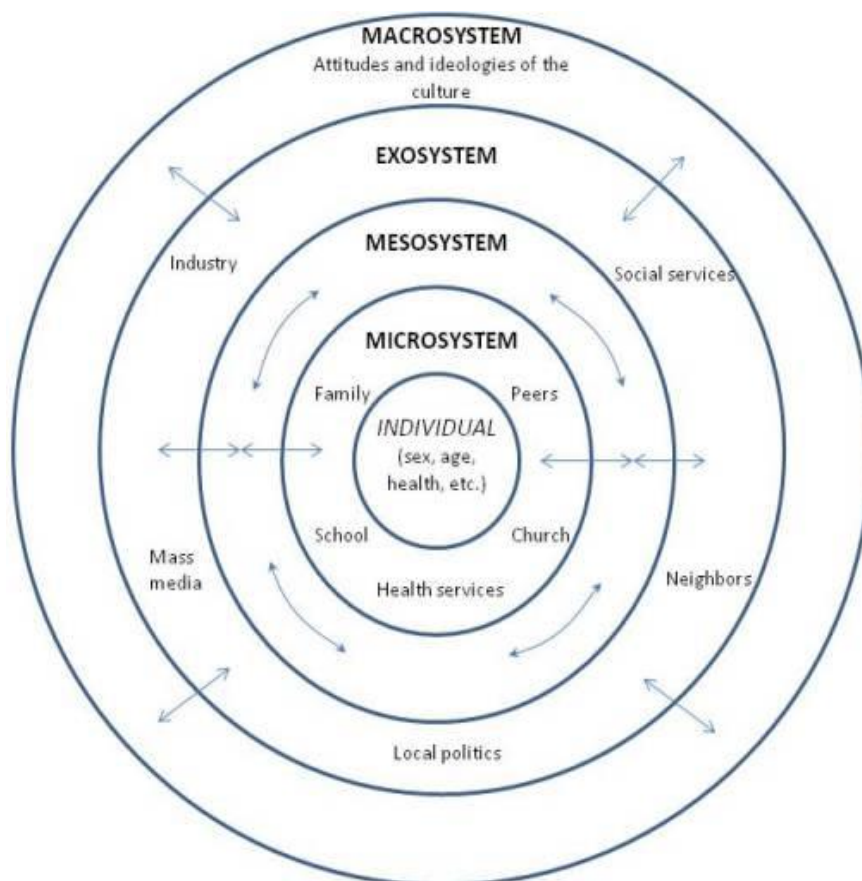
This model of Community Hub is a combination of school based and school linked supports (Briar-Lawson et al., 1997; Lawson & Briar-Lawson, 1997; Szirom et al., 2001b). This model characterises the Extended Services approach taken by the school which embodies the five imperatives of such support provision: holistic models for children's development attending to psycho-social needs; easily accessible quality services for families from disadvantaged areas; full complement of human services; social service collaboration; and recognition of the importance of community (McMahon et al., 2000).

Parents and children in Early Education activities

Westfield Park Primary School – the Ecology of the Family, Child, School and Agency systems

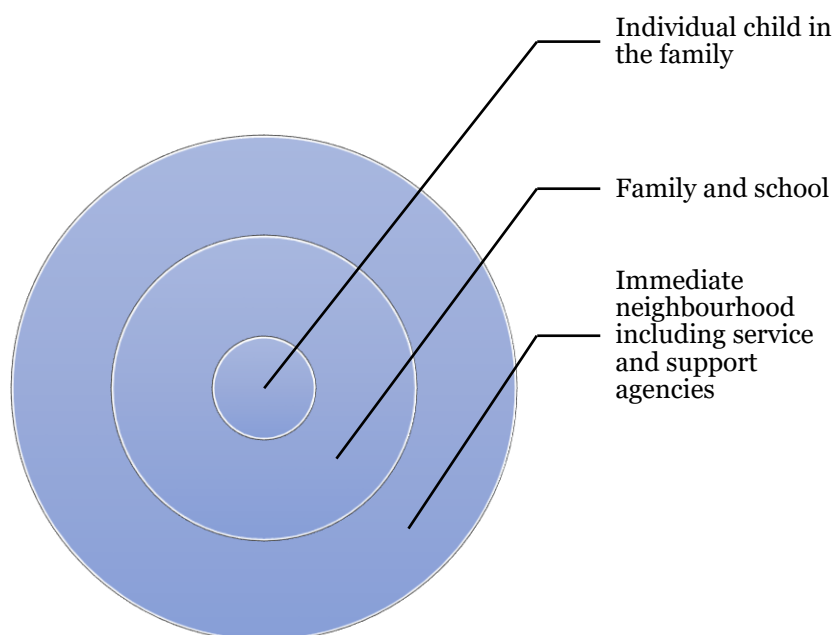
The model illustrated in this report has a number of significant elements. They can be described using the well-known Ecological Systems Model (Urie Bronfenbrenner & Stephen J Ceci, 1994) originally developed to understand child development in relation to the child's surrounding environment. A fully supportive environment for children to develop to their full potential requires that there are positive and productive relationships between all the systems. All the stakeholders have a role in enabling this to work well for the developing child and when circumstances are less than optimal it is the responsibility of the organisations and institutions to ensure that the appropriate supports and resources are present and provided. As can be seen from this model the family is one of those stakeholders. But when the family needs additional supports then the surrounding external services have a role to contribute.

Figure 2 Bronfenbrenner's Ecological Systems Model



An adapted representation of this ecological systems model illustrates the approach taken by the Westfield Park Primary School.

Figure 3 Westfield Park Primary School Ecological System



For WWPS the child and family are considered together rather than as separate entities indicated by the Microsystem in Bronfenbrenner's model. While this does not mean the only supports provided are to child and family together, it does bring together the understanding of the whole child as inclusive of the family, in what ever form the family takes as family is inclusive of many and varied relationships. Bronfenbrenner's diagram has several additional concentric circles to include the more formal organisational structures such as exist outside the neighbourhood and the policy environment among others. These are considered by WPPS such as its relationship with the State Department of Education, for example, but its extended services model initially focusses on the locality and the resources and supports present there. Its aim is to form relationships with the people and organisations in the local area which can and do provide these supports and resources. Formal partnerships may result, such as that with Parkerville Children and Youth Care, the NGO contracted by the Department to operate the Child and Parent Centre on the school grounds, or less formal partnerships such as that with the Fathering Project as well as working relationships to external agencies to which children and their families may be referred, such as Palmerston's 'Parents Under Pressure'. This relational approach is founded on the belief that engagement and joint responsibilities can better provide children and their families with the foundations that contribute to positive development.

The WWPS model started from an individual approach, focusing on children's behaviour. Coming from a position in special needs in primary education in the UK focussing on emotional behavioural difficulties, the incoming Principal could have maintained a behavioural management approach in the school. However, the other influence was understanding the relational aspects of attachment approaches. As the Principal recalls:

So behaviour has always been an area of interest ... But recognise that actually it is rooted in relational approaches and attachment.

It took approximately five years for the conditions at the school to allow the extended services model to be introduced, partly because of some of the existing staff, ‘*who were quite punitive in their behavioural approaches*’. As the Principal mentioned, two years before he arrived, the school was the subject of an expert review group intervention that brought in a behavioural model which:

interestingly, I actually undid pretty much all of what they brought in, because I felt it was very behavioural not very restorative and a little bit overly punitive. My experience of behaviour, behaviour policies and programmes over the years is if you articulate too tightly, a set of behaviours and consequences, it becomes an escalator out of the classroom for many kids.

Taking the time to introduce to the teaching staff an attachment, relational approach, with the assistance of the school social worker, after about five years the Principal had a direction for the school to take a very different approach to behaviour management. He recalls the moment ‘*the penny dropped*’. He introduced the idea of trauma informed approaches to behaviour management by playing to the staff during a Professional Development session a podcast from an educator from the US:

So we had an hour listening to the podcast, and in there, he makes a statement where he's having to work with staff who feel that it [trauma-informed behaviour approach] is a soft option. And his response is that nothing could be further from the truth that with a genuine trauma informed approach, where you're giving the student the space with which to regulate, before delivering a consequence. And what you're actually doing, you are holding a student far more accountable in a trauma informed way than you do with a traditional approach. Because, you know, it's like, oh, well, let's see, I've had my punishment done and dusted. There's no particular learning from it. Whereas with the trauma informed approach, there's a discussion about repair, about what needs to happen as a result, and the individual is far more accountable for their behaviour than they would traditionally be. And I can remember when that statement was made, the look on staff faces, it was ah, and it was a real penny drop.

Staff training and development as well as modelling by senior staff was central to this move away from a punitive behavioural approach.

The Nurture Group now operating at the school exemplifies this approach. Nurture Groups at WPPS were established by the Principal as a part of a comprehensive strategy to create a therapeutic and inclusive learning environment. These groups are small, structured classes providing a blend of academic and emotional support, targeting children in Year 1 and Year 2 who show difficulties coping in mainstream classes. The approach is grounded in Bowlby's (1969) attachment theory and aims to provide a safe, nurturing environment that mirrors a homely atmosphere, fostering the development of trust, communication skills, and self-esteem.

This intervention came in response to the school's observation of increasingly complex behavioural challenges in early childhood, categorised mainly into two types: maladaptive behaviours as a response to parenting styles and those resulting from poor attachment, Adverse Childhood Experiences (ACEs), and toxic stress. The Principal, leveraging his background as a Nurture Group teacher in the UK and his extensive educational experience, understood the importance of addressing these issues holistically.



Nurture Group cooking Wombat Stew – out of the classroom

In addition to this steady introduction to a different approach to managing behaviour, during this period the actions of the school social worker extended the reach of the school into the local community. Community-school relations were poor when the Principal arrived and he had to deal with an arson attack on a classroom as well as graffiti and break-ins. The employment of a school social worker led to outreach into the community to form relationships with families, parents and local community agencies. Her initial employment was to provide individual supports to children and parents as well as largely focusing on the Protective Behaviours Programme. But very quickly:

the one to one work wasn't sitting right with me as, because I come from a social work background, I felt that the protective behaviours programme

and what we were kind of expected to do probably was only skimming the surface of actually the needs of the school and the community.

At that time there was a Federal government funded programme to provide supports to children in local communities administered by a local agency, Communicare. The infrastructure available through the partnership with this agency fostered the development of a steering committee which organised local activities from which greater relationships with local families and community members were formed. These became the foundation for local people to have a greater engagement with the school through the school social worker and thence with the other school staff.

School structures were also formed to enhance the approach. Supported by the Deputy Principal and staffed by the Student Services Coordinator the Student Services Team plays a central role in maintaining the trauma-informed approach in the school. The Coordinator reflects that:

I think I look at education so much differently now than I did before. Because of being here about it being a holistic process, a community process, you know, something that's much bigger than just you and your classroom, whereas [before] I didn't really see outside of that.

The work of the Student Services Team could well be reduced to providing individual supports to individual children, but because of the approach of the school there is much more of a holistic approach to include other stakeholders, providing enhanced referral pathways as well as having ongoing relationships with the students and families. While the bulk of the work for the Student Services Team is with children at educational risk, the way it is performed in WPPS is through the relational, community, trauma-informed approach. The Coordinator reflects on the relationships with the students, parents and other school staff as being part of the community *'I'm just really happy for right now being part of this community and feeling like I'm helping or feeling like I'm making a difference within the context of a community'*. Students she has not worked with directly approach her in the school grounds because of those relationships, and parents voluntarily seek her assistance. She tells of a parent who had concerns about her child and ended up having to be referred to the child protection system. Because of the mandatory reporting requirements she informed the parent that the situation had to be reported. But *'thankfully, she was really open to us doing that'* because of the trust and relationship. It is an indication of the trust parents have in the way the school operates *'when you've got a parent that actually comes in and discloses stuff, you know, that they didn't have to, and say, can you help me? or what do you think we should do?' ... 'the best way to do [the work] is just to have good relationships, and to put the time in'*.

However, not all relationships are as productive. The Coordinator noted that the external health and education systems do not always work seamlessly together commenting that *'I'd love to see health and education work just more cohesively together and not have so many barriers'*.

Nevertheless from the view of agency representatives the school and local agencies work well together to provide a range of supports and services as can be seen from the partnerships present in the school. These comprise the more formal health related services such as the Child Health Nurse and Occupational Therapist, as well as the NFP agencies such as the Fathering Project and the Achiever's Club. The Child and Parent Centre with its partnership between the School and Parkerville Children and Youth Care is longstanding and an

illustration of a strong partnership extending beyond the school catchment area as parents from outside the school area regularly attend. Commenting on the presence at the school of these agencies, One agency representative comments *'they want to be there'* noting that the tone is set by the Principal particularly in the formation of relationships. Another representative comments:

I get to walk in lots of different schools. And I suppose, broadly speaking, I can easily categorise Principals in two categories. There's administrative Principals and relational Principals. He's out there building relationships with people whereas other schools are more admin focused than they are relationally focused. Steve is very community minded. And he's always looking for opportunities, not only to improve the school, but the parents' experience and the child experience'

Overall there is a sense of a holistic approach by and at the school which aims to foster the partnerships between all parts of the local area to establish the School as a community Hub seeking to meet local goals. The main aim is that families and their children can gain the most from their interaction with the school and, through its community partners, contribute to the development and wellbeing of the future citizens. This has been achieved through this holistic approach.

I think the school created that consistency. The parents and the community expressed their need. And when their needs were listened to and met, and the consistency and the stability of the staff, and the services and the things that were put in place, it enhanced the level of trust, and that [the parents feel] 'they've taken us seriously, they've heard what we've had to say, and they've put some of these things in place'. There's a playgroup for this amount of time. There's an after-school programme at this day. So they started seeing that consistency, that predictability, and I think created that safety.

Concluding comments come from parents. Parents report that they notice and value the response from the school to the whole child rather than just providing education. This extends to how welcome the families are in the school, how inclusive the school feels and the role of the Principal in the school.

Reflecting on the approach of the school to the development of the children is:

to create more well balanced adults rather than just focusing on just the academic side of education

one parent puts this down to:

the staff, obviously, are trained in that way, or they want to teach that way.

Another parent stated that *'there's more around the child's needs these days'* noting in particular:

the Principal knows how many families are struggling or whatever. How does he know that? Obviously, he's engaged with these families. It's not just education and go home to your whatever is happening in your life.

A member of the Parents and Citizens Association (P&C) reflects on the sense of the school being a community with an example from a fund-raising activity and the response of the Principal:

And it just felt very inclusive. Like, we felt like we were a part of a team trying to achieve good things for the school rather than just being a separate entity.

The inclusive nature of the school extends also to the welcoming attitude of teachers for parents to volunteer in the classroom and how different that was to when a parent was at school and there was a clear separation between parents and teachers. More surprising to this parent was the realisation of the social responsibility of the school when she attended an assembly at the start of the school year to hear the Principal mention the actions of the school in helping some homeless families in the previous year.

And that was really I was like, Oh, that's amazing. I feel like I'm part of that. And I want to help be part of that.

Another parent reflects on the role of the Principal by comparing the experience of the Principal in their time at school when *in the past, I remember you, you'd only see the Principal if you did something wrong* [but the current Principal] *is just everywhere. And it's like, that's really good. It shows to me it feels like it's a very caring school.*

Overall the school and its approach is valued by these parents. This may not be universally felt by all families or members of the community but there is significant engagement and volunteering by parents and families in the activities in the school. There is an evident feeling of inclusion in Westfield Park Primary School.

Summary of Principles of the Extended Services Model

The approach taken by the school in enacting its educational mandate can be clearly seen as embodying the linkage between attending to the needs of the individual child through seeing the child in the family, connected to the family and the school and the local supports provided by the local agencies as illustrated in the systems model above.

The principles informing this model are as follows.

1. Applying a relational framework to attend to the needs of the whole child through:
 - a. The provision of wraparound supports to attend to those needs
 - b. Engaging the collaboration of stakeholders in the provision of supports
2. Applying a trauma-informed framework to engage the child in the educational provision.

These two principles are intertwined and are illustrated further from the retelling of the experiences of the school from the perspectives of family, school staff, and related agencies.

The WPPS Model – Community Responses

The staff, parents and agency representatives understand and appreciate the way WPPS operates using these principles. Additionally they agree that leadership is the way this school has managed to implement and sustain this way of working.

1. Relationships

Relationships with and between all stakeholders are central to the practice of the extended services model enacted at WPPS. Relationships between educators and children encourage responsiveness to learning. Relationships between school staff, children and their families

encourage a sense of belonging and ownership further fostering a sense of pride in the school community, further evidenced in their active participation in the many school based activities.

Staff

Modelling the importance and centrality of relationships in WPPS is evident at the staff level, as captured by the Administration team role statements. Here the Deputy Principal, for instance, speaks of stakeholder engagement as a core responsibility, in which to:

Create positive relationships with parents, caregivers, and the wider school community.

A relational approach assists with “*supporting the strategic direction of the school, creating a positive learning environment, and ensuring the overall success and well-being of students, staff and the wider school community*”. Similarly, nurturing relationships is a precursor to inspiring and energising others in the team to meet educational outcomes together, as noted by the Level 3 Program Coordinator:

My passion to inspire, kick-start initiatives, and nurture warm relationships, while valuing team dynamics, energises our educational setting.

This is further supported by the school social worker:

The thing I am mindful of with the programmes is the need to develop the relationships that enable them to be effective. You can have the best programme and great lesson plans, but if the relationships and feelings of safety aren't there, they might just as well be thrown out the window.

Despite the diverse roles and responsibilities reported by the school staff, there is agreement that they are “*highly relational*” (Student Services Coordinator), with a common understanding by staff that to “[work] *relationally means we often hold a deep sense of responsibility for our students' wellbeing*”.

Families

Interviews with parents evidence how highly they value the relational approach taken by WPPS, and the many ways in which this approach positively impacts upon themselves, their children and in developing a wider sense of community. This parent, for instance, reflects on how staff interactions with their child/ren:

[The teachers] just build interaction and rapport with the kids. And that's highly important..... all the teachers have been amazing.”

The significant, and genuine, investment by staff was evident in the parent interviews as reflected by this parent:

“You don't find many people that go above and beyond, and teachers here seem to [do so], which is awesome.”

And, parents often reflected on feeling valued and a sense of being part of the school community:

“I've always enjoyed helping out in the classes, and teachers have always liked me being involved.”

Parents could see how the relational approach in the classroom linked to different behaviours seen in their children:

I'm seeing growth [in my child] from last year”.

And,

[My child] has really built up her independence at school, because she was really just not independent.



Students and Parent Volunteers

Agencies

The WPPS model actively invites engagement from and across agencies, with staff from these organisations often working out of the WPPS hub, rather than is typically modelled with families needing to attend multiple appointments with various agencies. This approach is significantly valued by agency staff who express how this model of practice encourages greater exchange of ideas, supportive mechanisms, and expertise. This is evident in the establishment of the Child and Parent Centre that engages therapeutic services to support children and families, with one agency stating:

We work very closely with the school, referring children to them when necessary or having them refer children to us, working with the school psychologist and the school social worker when necessary. Not only do we exchange information, but linking the different professions into the support for families and children is crucial to our role.

The School involves agency staff similarly to its own staff, seen in its willingness to include agency personnel within their professional development programmes. This is considered by

external agency staff as an approach that “*further strengthens our collaborative relationships*”.

Overall the partnerships between the School and a range of Agencies are valued not only for the intrinsic benefits of being able to meet specific needs of children and families but also how these contribute to how families have a sense of their belonging in the School and the wider community. The school is seen as a vital community hub reaching out into the community:

and the benefit that there is not just for the school, but how it flows through all the adults and how it flows through to the kids.

2. Trauma Informed Approach

Trauma Informed practice has various applications and theoretical foundations, yet most will agree that the individuals who experience trauma are likely to experience one or more adverse effects that impact upon their social, emotional, physical, mental and/or spiritual health and wellbeing (Blitz et al., 2013). Trauma may be experienced as a single event, or series of events, or a set of circumstances that impacts a person often in a variety of ways: the same individual experiencing a similar traumatic event as another will not necessarily be impacted in the same ways. To practice from a trauma informed approach provides an understanding and awareness that what you observe as adverse behaviours are generally a result of some past or current trauma experienced by that individual. A trauma informed approach underlies the WPPS model. This is evident in the role statement offered by the school Principal:

The invisible threads of my role weave through interactions with our most vulnerable students, those grappling with trauma and behavioural challenges. I am steadfast in my commitment to modelling empathy and calm, ensuring that these students are not defined solely by their challenges but are seen for their potential and humanity.

Staff have fully embraced this approach which, as one staff member stated:

...is most evident in our staff's relationships with the students and families, how we manage challenging behaviour and take a trauma-informed approach to education. When you look even deeper, you'll see the partnerships we've built with neighbours, local networks and businesses, N.G.O.s and charitable organisations – all of which help us work together to meet the needs of our community.

Without this approach staff understand they would not be as effective in their engagement with the children and families, as is considered by this staff member:

If I didn't know the back-stories to some of the kids I could be quite punitive with them, and that's going to have negative outcomes. If we suspend kids for bad behaviour we don't know if we're sending them into an unsafe environment and they're certainly not going to be doing any of the education that they would get if they were here.



The Nurture Group

A trauma informed approach sees the child and family in their social context, as per the Bronfenbrenner model described above. Staff with this perspective see how external factors too have an adverse affect on family life, as suggested by this staff member:

there are many issues that cause stress inside and outside the school, like the state of the economy and the housing crisis, that have a really big impact on the children. We're seeing a lot more needy behaviour, with kids just wanting to talk to you all the time and that can be quite draining. We're definitely finding it tough at the moment, and we're even finding out that some children are homeless.

This is further supported in this account from the Deputy Principal

Because I've been here five years now and I know the families relatively well and they know and trust me. When they come to talk with me, they sometimes get into deep conversations about things that are happening to them and their own traumas. In these circumstances I can often see how the same traumas are happening to their kids. At times I can get to the point of starting a conversation about the need for them to get therapeutic help for themselves, and since they trust the school and all that's happening here, they're more likely to engage if we help by referring them to a GP or one of the service agencies. In these ways we try to break the cycle. We're able to do this because of all the things the school has to offer – a social worker, a strong Student Services team, the Child and Parent Centre and relationships with external agencies and organisations.

It is evident that the relational approach alongside trauma informed practice offers important ingredients which support families to thrive at WPPS. Below, a father speaks of what it has meant to him to participate in the school, how his involvement has positively impacted his relationships with his children, as well as how he experiences its impact on him:

[The Fathering Project camp provides] *“those memories kids hold on to. ... It’s valuable for me and the family to get time together and build my relationship better through the Fathering program. I’ve turned my life right around. And I want to make my kids proud. My family proud. And it strengthens me as a man and as a person.*

3. Leadership

Common to many interviews was the idea of leadership, particularly that modelled from the Principal. One interviewee noted:

The visible, relatable leadership demonstrated by the principal’s interactions with students as he walked through the school, revealing how comfortable the children were talking with an authority figure, and making them feel part of a school family.

With another stating:

Steve definitely is a good leader. I look up to him and think that he exemplifies a leader. To have that in the school is so important, because leadership trickles down and really affects the culture of the school.

Summary of the Westfield Park Primary School Extended Services Model

The model practiced by WWPS is largely a school based model with auxiliary school-linked services. In its rationale it resembles the Full-Service School model (Dryfoos, 1994 cited in Dryfoos 2003:140) which is typified by interprofessional collaboration between the school and community agencies in order to ‘address the social and economic barriers to learning’ (Dryfoos, 2003:140). Valli et al (2018) amplify this model by elaborating on the leadership roles which are to coordinate and manage the organisational and cultural change necessary for full implementation. While the majority of the services are delivered on the school site, much of this provision is from external agencies specialising in the services provided. Its structure is specifically designed to meet the school and community needs and has developed from the experience and vision of the Principal who is influenced by the restorative practices to behaviour management in the school which emphasised relational approaches to engaging with children and their families. Citing a trauma-informed approach to behaviour management, combined with a relational approach to the delivery of support services, the enacted vision in WPPS is essentially responsive to its local environment at the same time as it shares both vision and practice with many other schools in its operations as a community hub providing extended services.

The characteristics which define the model practiced at Westfield Park Primary School are:

1. Active and engaged relationships between school staff, families and parents, local community agencies.
2. Restorative relational behaviour management strategies in the school
3. Developmental and coordinated support services for families and children in addition to residual supports
4. Collaborative school based leadership

5. School staff professional development
6. Model design to suit the specific circumstances of the location.

It might be tempting for the school to conclude that the current model needs no further enhancement as the stakeholders involved find the way it currently works meets their needs. Sustainability may be questioned without further and additional supports and continuity may need ongoing environmental needs assessments to ensure the changing needs are included in the model. The characteristics listed above, however, are themselves open to development to cater for changing needs. They form principles for practice rather than fixed determinants of practice and committed school and community partnerships can adjust the specific strategies to meet ongoing demands. There are, nevertheless, external resource needs that would ensure the model is able to continue to be implemented. There may also be other enhancements such as are included in some other model types that could be attractive to the school. These are presented in the Recommendations section.

Implementation Challenges

Establishing an extended service model in a school in WA is not without its challenges. These relate to:

- Resourcing

Many WA schools are Independent Public Schools (IPS) and so have a certain control over their budgets. Nevertheless competing demands may affect the ability of committing resources to establishing an extended or full service model in the school for they do require re-arranging resources to cater for the additional services and supports. This might include facilities, space and redirecting existing staff time. Non-IPS have less discretion over such allocations.

- Managing cultural change

Instituting an extended or full service model requires a change in mindset away from the traditional view of the core business of schools and the traditional approach to behaviour management. Inducting and training staff and overcoming resistance to change are challenges for school leaders who wish to introduce such a model (see for example Walton et al., 2014). Community, agencies and families are also vital to bring along the change journey, all of which takes time. The WPPS journey has taken over 12 years and is still developing.

- Sustainability

Schools and communities change, staff leave, agencies and other partners will change their priorities over time. The model itself may need to adapt to external changes such as government and funding priorities.

There are no quick or easy fixes to these challenges but the way the model is implemented originally should allow for adaptations to cater for some of these challenges. Many authors and researchers have canvassed the key elements for establishing a school and community model which largely rely on making sure that all potential partners are involved from the beginning. In a summary of partnerships Hands (2023:33) cites the following stages for starting a partnership:

- Stage 1: Identify own needs and goals (student, school, programme, or community partner).
- Stage 2: Locate potential partners.
- Stage 3: Initiate contact among potential partners and begin collaborative discussions.
- Stage 4: Negotiate partnership terms (goals, activities).
- Stage 5: Create win–win situation whereby all partners benefit.
- Stage 6: Engage in collaborative activities.
- Stage 7: Assess activities in terms of their ability to meet needs and goals.

While not over-emphasising the role of the leader, the leader has the tasks to assist the partners to collaborate. The key elements of the collaboration are trust, reciprocity and mutuality. These factors lead to establishing commitment through clear communication. The school leader is not the only leader and collaborations depend on distributed leadership as well as understanding the culture of the associated agencies in order to minimise potential territoriality. How schools and the partnerships engage with and include parents and families will depend on the location and relationships the school already has with the families, but they are key stakeholders and need to be included as equal partners as soon as possible in the collaboration through clear communication and involvement in planning.

The choice of model will also take these considerations into account as well as being mindful that there is no one perfect model and that all commentators clearly state that the school and its partners are embedded in their community, so the model is responsive to and involves the local setting. Importing models without adapting them to the local setting is not necessarily going to meet the needs of the locality which defeats their purpose.

A summary of different models follows.

Alternate Models

Not all schools in Western Australia would find it appropriate to adopt the WPPS model even if their socio-cultural-economic situations were similar. While the principles underpinning an effective functioning community school providing extended services may be universally applicable how they may be implemented can differ. The different models that exist provide designs for other schools wishing to adopt an extended services approach to their delivery of educational services from which to choose.

The literature review presents details of a variety of models operating in Australia, the US and the UK where the bulk of the examples exist. This is not to discount the presence of such models in other parts of the world and people interested in these may find good descriptions in the literature. For example see (Jones, 2020; Lawson & Briar-Lawson, 1997; Mitchell, 2018) as well as specific writings from particular countries.

While descriptions of extended services models are more prevalent in the literature from the United States and the United Kingdom with a longer history, Australian examples are also available even acknowledging different labels with some referring to their models as Full Service Schools, Community Schools etc. The differences are more about structure than underlying rationale and principles with all having the commitment to enhance the ability of children to engage in education through the provision of supports to them and their families.

The predominant models in the United States are the Full-Service Schools (Dryfoos & Maguire, 2019) and the Community Schools (Frankl, 2016). Often the labels are used interchangeably or in combination but both rely heavily on the principle of interprofessional relationships to deliver on-site support services to families and children. As a Federal system state provision and authorisation are affected by the particular jurisdiction under which the schools operate. Irrespective of the differences and as a result of a review of eight schools in different states, the Coalition of Community Schools in collaboration with The Center for Popular Democracy and the Southern Education Foundation have designed templates for State-based funding, and state and local authority based policy guidelines to enable the establishment of community schools (Frankl, 2016). While there are local differences, both full-service schools and community schools identify the importance of an overarching school based policy of collaborative leadership inclusive of community and agency representatives, ongoing staff professional development and teaching that focuses more on the development of the whole child rather than mainly on high test score performance. Wrapped around this system is a collection of health and welfare services for children and families and in some cases the whole community.

In the United Kingdom Full Service Extended Services and New Community Schools in Scotland employ similar approaches. In order to attend to the educational needs for children these schools provide a comprehensive suite of health and related services for children and adults extending into the community. Characteristics of these schools are on their multi-agency collaborations and the general (but not universal experience) promotion of student learning rather than managing deficits and failures of students. This strengths approach extends into the local community and the families of children while noting that the choice of schools for the programme was based on socio-economic and related indicators these were not solely used to define the characteristics of the families but rather taking a development of capabilities approach (Cummings et al., 2007; Dyson, 2010; Dyson & Jones, 2014). The situation in Scotland is similar although their nomenclature differs (McCulloch et al., 2004; Sammons et al., 2003).

Australian models

The terminology of Full Service Schools, Community Schools and Extended Services Schools are to be found in Australia (Barnett, 2016; Black, 2006; Morrissey, 2005; Mukherjee, 1998; O'Donoghue & Davies, 2014; Winkworth & McArthur, 2005b). While they have similar rationale and purposes they differ slightly in the types of partnerships involved and leadership roles with varying degrees of collaborative and coordinating functions. These also vary according to whether the schools operate school-based services, school-linked services or a combination of school-based and school-linked services, illustrations of which are provided below.

Figure 4 School-Based Model

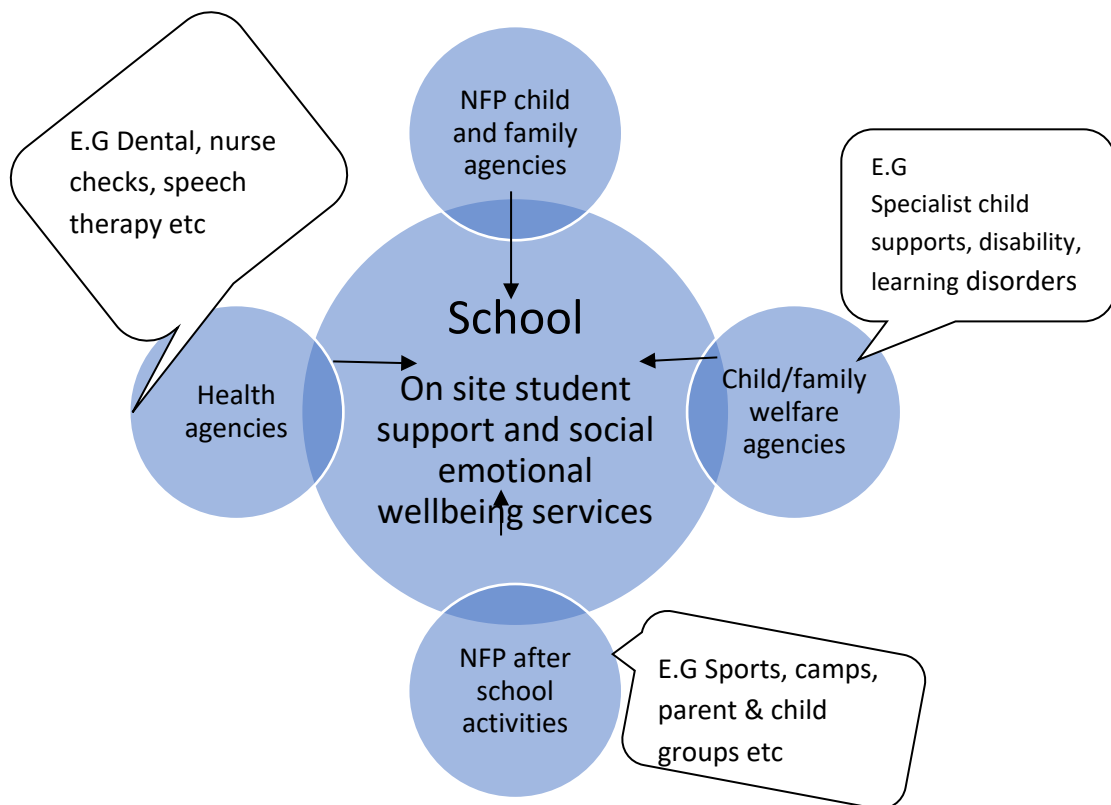


Figure 5 School-Linked Model

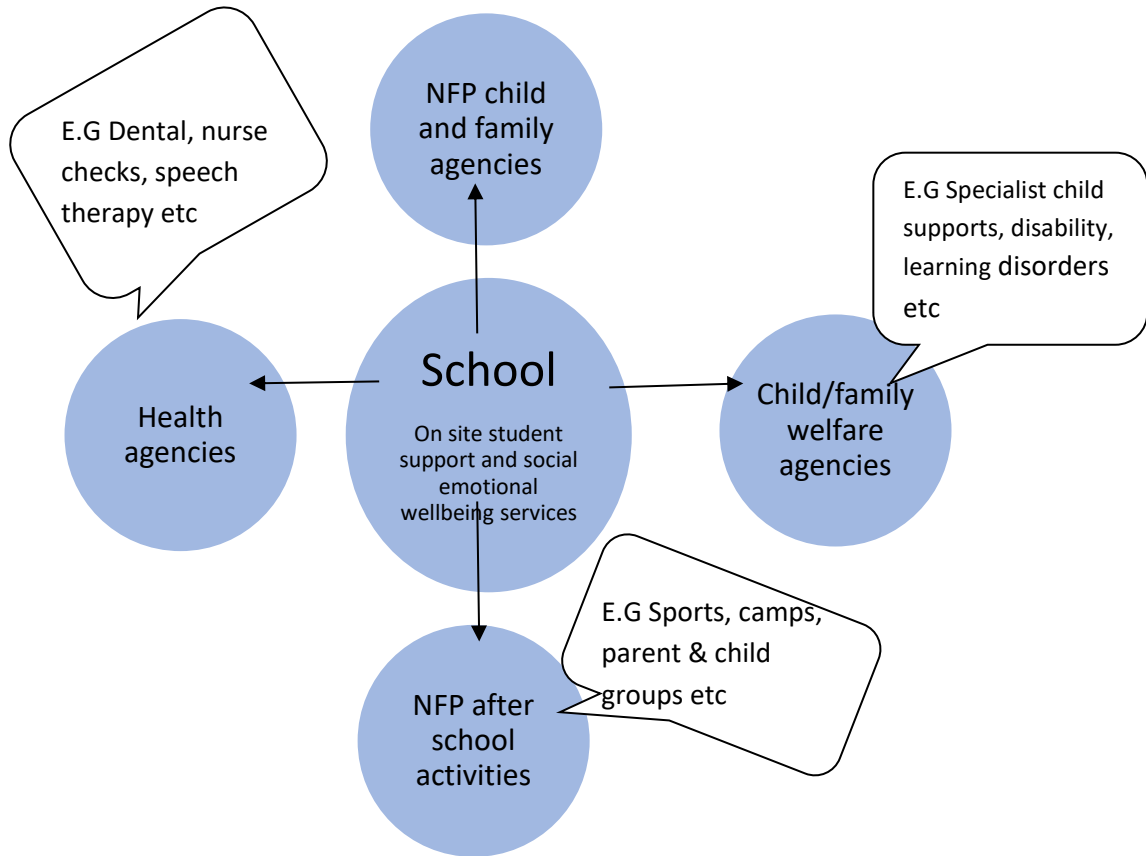
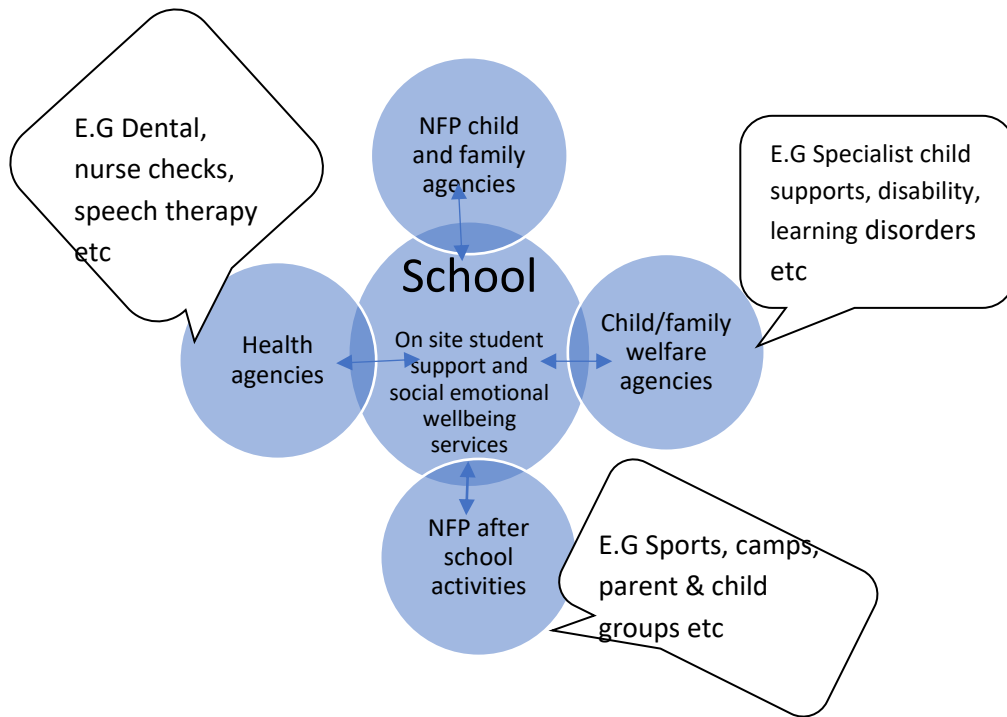


Figure 6 School-Based and School-Linked Model



The model comprising both on-site and linked services offer a combination of both so the connections between the services are in both directions.

More details about partnership types, leadership roles and collaborations are provided in the Literature Review.

Conclusions: Key themes and Potential Developments

The in-depth examination of the Extended Services Model operated by the Westfield Park Primary School has indicated the transformative impact it has had on the school community, children, families and agencies involved with the school. This snapshot has described the genesis of and rationale for implementing this model identifying influences from professional experiences especially of the Principal and the School Social Worker. Founded in well-evidenced practices the model implements a Trauma-Informed approach throughout the school and in the behaviour management processes and applies relational practice in all its work. These two principles are the key to its success both of which are well received particularly by families whose engagement with the school has increased appreciably over the implementation period. From a school which experienced significant disruption and damage prior to conceiving the model to the widely regarded positive status it enjoys now is a testament to the effectiveness of both the relational approach and the application of Trauma-Informed practices.

Over the 12 years of operations during which the model has gradually developed, there has been a noticeable engagement by staff, families and the community in what is now called the Extended Service model which offers support services from within the school as well as from agencies external to the school providing their services on the school site. Additionally the school has relationships with external agencies to whom it refers families and children for supplementary support. The implementation of the model by WPPS illustrates its engagement with and acceptance by the local community as a hub for and in the community.

In addition to the two innovations of the Trauma-Informed approach and the relational approach to education the following contribute to its success:

- Shared Vision

The relational approach supports the articulation and development of a shared vision so that all people involved have an understanding of the purpose for the model and its rationale. Rather than focusing the rationale only on the specific needs of children and families in a low-socioeconomic environment, the approach has been to emphasise the benefits of the partnerships to all involved, to engage and include all in the planning and operations of the model such that all understand and are committed to its implementation.

- Distributed Leadership

While the initial vision was that of the Principal bringing his experiences of a Trauma-Informed application to education, through the relational approach he has been able to not only communicate the rationale and how it operates but has been able secure active interest in continuing this approach. This finds expression not only in the formal mechanisms such as the School Board and school committees but also in staff and community members taking on leadership roles in maintaining the model.

- Effective Communication

Establishing a shared understanding and engaging others in leadership roles requires sustained and effective communication which is a hallmark of the relational approach.

- Integrated Management Systems

The various systems of the school, like the support services are integrated rather than operating as silos.

The school is currently operating as an Extended Services School which is well understood by the people involved and is described in this report. As a result of the examination and representation of people's experiences of the model, it may be that adaptations and extensions to the model may be made. These may be internal changes and/or reliant on decisions made by the Education Department as to any future for Extended Service or Full Service Schools in WA.

Reflections on the future for Extended Service Schooling in WA

1. It is evident that the Education Department is wishing to support schools extend their engagement with communities – in whatever form it might take. The WPPS experience could provide an illustration of one way that is possible while it is not the only model. In order to promote and support these moves there are some actions which could be taken and resources provided:

- Create a comprehensive guide outlining the step-by-step process for implementing the model, starting from initial assessment to full integration;
- Phased approach to implementation, enabling schools to gradually adopt and adapt practices in manageable stages;
- Guidelines on how to adapt the model to fit schools of different sizes, resources, and community contexts;
- Case studies from schools in other contexts (metro, rural, diverse socio-economic backgrounds) that have successfully implemented similar models. This should stress the importance of flexibility and responsiveness in adapting to meet the unique needs of each school;
- Analysis of budgeting and resource allocation for schools considering adopting this model. This should include strategies for maximising existing resources and staff to support the model without significant additional expenditure;
- Suggestions for professional development initiatives to equip school leaders and staff with the necessary skills and knowledge (this might involve a Departmental review of existing PD that can be consolidated under a single framework);
- Ideas for establishing a system of ongoing support and learning for staff to ensure the sustainability of the model;
- A toolkit of resources, including templates, checklists, and guidelines that can assist schools in implementation. Share best practices and lessons learned from Westfield Park Primary School and other schools' experiences;
- Suggest creating a mentorship program where schools new to the model can receive guidance from those with experience in its implementation;
- Facilitate an online platform for schools to share experiences, challenges, and successes;
- Effective strategies for building and maintaining partnerships with local agencies, families, and community groups;

- Community engagement activities that have been successful in fostering strong school-community relationships; and
 - Advice on setting up systems for regular feedback from students, parents, teachers, and community partners.
2. In addition to these resources, an evaluation and monitoring framework needs to be adopted to provide accountability to all stakeholders. A number of evaluation frameworks are referred to in the Literature Review.
 3. There are further (but not exclusive) research possibilities which could support the above as well as contribute to the ongoing implementation and operations of schools already offering these services:
 - a. Conduct an evaluation the effectiveness of the programmes offered by WPPS, particularly the Nurture Group. Longitudinal data are already available and would provide valuable insights into the trajectories of students post primary school;
 - b. Engage with schools already operating a model to develop and apply suitable evaluative approaches;
 - c. In consultation with schools, create a strengths and needs mapping framework to contribute to their choice of appropriate model;
 - d. Undertake a scoping exercise of schools in WA; and
 - e. Undertake a policy analysis of policies in WA and at the Federal level in order to contribute to or amend student support policies.

Appendices

Appendix 1 Literature Review

Definitions and synonyms

The term used to describe the type of school model in this report is Extended Services School (ESS). Black et al. (2010) identified alternative labels such as *'full service schooling'*, *'school-linked services'*, *'school-based services'*, *'community schools'*, *'family service centres'*, *'inclusive schools'* and *'school-linked integrated services'* to describe schools operating from similar principles and aims which were designed to provide additional or supplementary services to the principal educative function of schools. Other terms include *Full day* (Bogenschneider, 1996; Bundy, 2009), *Beacon* (Wright, 1998), *Ecological* (Bundy, 2009), *Community Schools* (Ames & Farrell, 2005; Blank et al., 2003; Valli et al., 2016) or, as in the case of Scotland, *New Community Schools* (Sammons et al., 2003), *Schools of the Future* (Epstein, 1985), *Integrated Schools* (Brooks, 1995) and *Wraparound Schools* (McCarthy & Jean-Louis, 2016). While all these versions vary somewhat in approaches, there are considerable similarities in purpose and practice.

Rationale

A generally agreed rationale for providing additional or supplementary services in schools or linked to schools is the need to ensure that children can make the most of their educational experience; that is, they are not held back in their educational progress because of circumstances in their lives unconnected with children's educational capability. Such circumstances are largely environmental rather than their individual abilities. These might be the effects of poverty, community and family circumstances such as witnessing violence in the home or neighbourhood, lack of available services in the neighbourhood such as speech therapy and others. Other writers cite the educational system itself as a barrier for children's educational attainment (Kirner et al., 1998:9), when Mukherjee, writing in Australia, in his section of this work says that a Full Service School (FSS) *'draws from a broad set of reform agendas focused on improving the educational outcomes of those who are failed by the structure of the present system...[recognising] the structural inequalities produced and reproduced (intentionally or not) by our social and economic system'*. Mukherjee notes that the idea of the FSS was a direct result of the *'activities and ideas of teachers, parents, students and community groups'* rather than a policy directive.

There is currently a great deal of interest in policy and practice circles in how schools provide the best possible opportunities for children to realise their full potential. As schools are preparing children for adult capability and societal contribution, emphasis is on all aspects of the child which necessarily includes the child's social, emotional, relational and physical environments (Biag & Castrechini, 2016). The recent Western Australian (WA) policy interest has been sparked by examples and influences from the Full Service School movement (Buti, 2015; Western Australia State Government, ND) with the implementation of a trial FSS in the City of Armadale.

A large and continuing body of research has clearly indicated that a focus on in-school factors like teaching/learning methodologies, curriculum, staff selection, professional development, leadership, physical environment and so on, can have only limited impact on the educational outcomes of any school and children's educational attainment (see for example, among others Layte, 2022; Passaretta et al., 2022; Yeo et al., 2023). Overwhelming research evidence indicates that the variables having greatest impact on academic achievement are those related to family, community, and social context (Sirin, 2005). A long history of research in Australia and overseas over a period of thirty years reveals the positive impacts of enhanced school-

community engagements on educational outcomes (Black et al., 2010; Cummings et al., 2007; Kirner et al., 1998; Lauer et al., 2023). The evidence is consistent, positive and convincing (Barker & Harris, 2020; Families ACT, 2017; Hands, 2023; Henderson & Mapp, 2002; Henderson, 2007; Zbar et al., 2009), confirming that when families and community groups work together to 'support learning, children tend to do better in school, stay longer, and like school more' (Henderson & Mapp, 2002:7). In Australia this has been confirmed by outcomes emerging from recent national tests that reveal the effects of more deliberative relational approaches to education that focus on school-community engagement (Barker & Harris, 2020; Families ACT, 2017).

The research clearly reveals the specific ways community involvement can become a powerful tool for generating the social, emotional, and cultural resources essential for educational excellence. Studies provide strong evidence that special efforts to engage families are related to significant gains in academic performance; schools with highly rated partnership programs making greater gains on state tests than schools with lower rated programs (Dunlop, 2013; Goeller, 2018; Lineburg & Gearheart, 2013). The studies reveal schools with higher levels of family and community engagement share three key practices. They:

- Focus on building trusting, collaborative relationships among teachers, families and community members;
- Recognise, respect and address families's needs as well as class and cultural differences; and
- Embrace a philosophy of partnership where power and responsibility are shared.

A positive school culture or school climate is identified as having a considerable influence on whether to involve community in the operations of the school (Bear, 2020; Darling-Hammond & Cook-Harvey, 2018; Grant & Zwier, 2016; Wang & Degol, 2016). Such a culture has the following characteristics:

- Thoughtfulness: providing opportunities for members of the school community to pause and reflect on what the school is doing;
- Shared Leadership: ensuring the entire school community has a chance to voice their opinion;
- Reflective Practice: enabling teachers to accommodate the uniqueness of every student and the changes that emerge over time;
- Transparency and Flexibility: encouraging schools to embrace the power of collaboration;
- Values: all members of the school community have a strong sense of the values implicit in the operation of the school; and
- Parents as partners: teachers build trust and credibility by collaborating with parents and families.

A positive school culture has other benefits, specifically affecting student progress. Studies describe how school culture plays a significant role in shaping the academic, social and emotional success of students (Haynes et al., 1997; Hough & Schmitt, 2011; Liu et al., 2021). They suggest that a supportive and inclusive school culture or school climate:

- Promotes student engagement and motivation by building a sense of belonging and connection to their school community;

- Leads students to become more active participants in academic and extracurricular activities; and
- Empowers students to take ownership and responsibility for their learning, that ultimately leads to improved academic performance.

Establishing a sound and supportive school climate has been closely associated with a stable and effective school leadership providing a strategic vision over an extended period (Cleveland et al., 2023; Lawson & van Veen, 2015; Sanders, 2016). This provides the conditions required to establish the collaborative and trusting relationships that represent the essential pre-conditions to accomplish enhanced educational outcomes.

History

The genesis of schools providing extended services and their development is closely linked to their locale as each jurisdiction arranges the provision of education according to their given mandates. Extended Service Schools have developed in many parts of the world (Lawson & van Veen, 2015) as a direct response by educators and policy makers who realise that children's educational progress is affected not only by the educational environment but by factors external to the classroom.

This literature review canvasses the models in the United States, the United Kingdom and Australia as having the most closely related similarities in the educational systems as well as being available in English.

The United States

The common term for schools offering extended services is Community Schools which have a history dating back over a century (Benson et al., 2009; Maier et al., 2017; Malone, 2020). There are a number of specific organisations dedicated to these schools such as Communities in Schools, Coalition for Community Schools and National Centre for Community Schools, among others, which have been promoted by the National Education Association.

The other common term for such schools in the US is Full Service Schools (FSS). The label of Full Service School is widely attributed to Dryfoos in her work in the 1990s. Starting with an article in the NASSSP Bulletin (Dryfoos, 1993) she followed up with many works examining what she termed full service schools under which she grouped a range of models under the umbrella term of full service '*school-based health centers, youth service centers, family resource centers, Beacons/lighted schoolhouses, and community schools*' (Dryfoos, 1995) adding *Comprehensive Schools* in 2003 (Dryfoos, 2003). Dryfoos' impact continues to be felt in many jurisdictions with the key researchers and writers citing her influence and work.

For Dryfoos, comprehensive or full-service community schools (Dryfoos, 1994 cited in Dryfoos 2003:140) are typified by interprofessional collaboration between the school and community agencies in order to 'address the social and economic barriers to learning' (Dryfoos, 2003:140). Such interprofessional collaboration can be effected in several ways: linkages with other agencies to which school personnel refer children and parents; and/or 'add-on' services which are external services brought onto the school site, for example primary health clinics (Dryfoos, 2003:143). A fully functioning community school would be effectively a one-stop shop for children, parents and the local community which might involve several local agencies. The interprofessional collaborations that contribute to such an institution may be effected in different ways, mainly involving local agencies but also forming what Dryfoos terms

University-Assisted Community Schools which add to the educative and community functions (Dryfoos, 2003:147). Elements which make such collaborations work are:

- committed people;
- responsiveness to needs;
- integration of services;
- overcoming turf barriers;
- consistent use of technical assistance;
- selection of a strong lead agency;
- supportive foundations, which refers to organisations with technical skills to programme manage, perhaps acting as the lead agency;
- effective programme components such as access to health and social services and working with parents;
- hiring local people; and
- providing transportation.

While some of these elements are commonly understood in the lexicon of ‘full service’ or ‘extended services’ schools, others may not be so well applied. Technical assistance refers to intermediary organisations which can assist with the planning and implementation processes of establishing the collaborations such as seeking funding, evaluation, undertaking needs assessments etc. Foundations are critical here as most schools and their partners usually don’t have the necessary financial capabilities without additional support. It is interesting here that working with parents is conceptualised as part of programme components and not as part of the overall collaborations in their own right.

Evaluations – do they achieve their goals?

Dryfoos (2003) reports on an evaluation of 24 schools operating comprehensive programmes which found that only three were able to show positive student achievement outcomes. However, a more widespread evaluation of community schools of 49 schools recorded positive outcomes across academic achievement, attendance, suspensions and high risk behaviours, access to services, parental involvement, safer neighbourhoods and other associated outcomes for teachers and community. Not only does this demonstrate the imperative to evaluate any of the models used by schools, but also indicates associated measures need to be put in place:

- understanding cultural diversity;
- employing developmental approaches and integrated service delivery;
- facilitating student transitions through school; and
- preparing educators and other personnel to foster connections among family, schools, and communities.

For Dryfoos (2003) the characteristics of the programmes which lead to success are:

- working with parents
- providing access to health and social services
- hiring local people
- providing transportation

Valli and colleagues (2016) undertook an evaluation of four models in a number of schools and concluded that while the models differed the common characteristics leading to success were:

- a focus on partnerships which includes:
 - commitment to provide time and resources, perhaps a site based coordinator
 - mutually agreed initiatives

- joint governance structures
- involving community members in decision making
- fostering distributive leadership in the families and community
- working on neighbourhood renewal and infrastructure
- leaders who are able to
 - cultivate positive relationships
 - construct clear and effective communication structures
 - develop and implement appropriate evaluation systems

Overall the evidence appears to be substantial that schools operating whichever form of extended or full-service provision are worth government support with Maier and colleagues citing some cost-benefit research suggesting ‘\$15 [USD] in social value and economic benefits for every dollar invested in school-based wraparound services’ (2017:110). Recommendations for policy makers from this research are in addition to investing in such schools and their services is important but that the processes they support schools in using mirror those mentioned above in terms of preparation, planning and necessarily evaluation.

The United Kingdom

Extended Service Schools are a relatively recent policy addition to the education systems in the UK and similarly to the US find their heritages in community schools which have a longer history. These schools, along with the Full Service Schools (FSS) and the Full Service Extended Schools (FSES) in the UK have a different connotation and history from that described above in the US. Early descriptions of community schools in England indicate that the ‘community’ aspect is more an ‘openness’ to the external setting, allowing a free movement across potential boundaries rather than a partnership approach in the provision of services associated with education, but the intention of providing education in the UK was to include the neighbourhood in the schools from the mid 19th Century (Valli et al., 2018). Widely regarded as the instigator of what would become community schools for his establishment of the Village College, Henry Morris described a type of community centre which fostered lifelong learning and engagement with the local community (Grainger, 2003). Others suggest that what may be considered community schools have their origins in the New Lanark reforms and other church schools of the nineteenth century (Hagan et al., 2011; Smith, 2004). The contemporary forms of such schools in the UK started to appear following influences of the 1990s in the US (HM Inspectorate of Education, 2004; McCulloch et al., 2004). These have generally taken on the labels of ESS in England, New Community Schools in Scotland while in Wales Malone has identified them as ‘community-focused schools’ (2020:492).

Dyson and colleagues locate the emergence of the contemporary form of extended services associated with schools with the New Labour government from the mid-1990s in acknowledgement that some children may not benefit from education unless they had additional supports. The intended outcomes were that children were healthy, safe, enjoyed and achieved in their education, made a social contribution and achieved economic well-being (Dyson & Kerr, 2014:80). The suite of policies (DfEE, 1999; DfES, 2003a, 2003b, 2003c, 2005; Education & Skills, 2002, 2006) were intended to ensure that all children were provided with sufficient supports to enable them to benefit from state-provided education according to their capabilities. These policies aimed to achieve this through **‘identifying and helping to address additional needs’** ... [and providing] **‘a range of activities and opportunities to enrich the lives of children, families and the wider community’** (DCSF 2008 cited in Dyson & Kerr, 2014:80 with emphases in original). The additional services involved and relied on interprofessional relationships and working collaboratively with families. How well this ‘remarkable experiment’ (Dyson & Kerr, 2014) has succeeded has been the subject of many studies. The policy direction in Scotland was set by the First Minister of Scotland Donald

Dewar in 1998 and their schools are known as New Community Schools while following similar processes and purposes.

In England, the long tradition of the provision of out of hours programmes and linking with the local community as noted above, has been accompanied by a later interest in the provision of pastoral care (Watkins, 1995/2000). Identifying this interest as emerging in the 1980s, Watkins (1995/2000) and his colleagues (Best et al., 1995/2000a) provide a detailed account of Pastoral Care in Education and Personal Social Education (PSE) arguing that that decade led to the inclusion of more than attention to academic attainment in the provision of education by considering the importance of the connections to the local communities (Clarke, 1995/2000). More importantly Best and colleagues argue for sustained commitment to pastoral care on the grounds that:

‘While it is important to repair the damage when the quality of life (for whatever reason: illness, unemployment, disability) is reduced, a system which is limited to remedial help is clearly unsatisfactory’ and that

‘the learning experiences which promote personal-social and moral development are an entitlement, and any reduction of pastoral care to reactive casework is an unacceptable dilution of the mission of the school.’
(Best et al., 1995/2000b:294)

The change in government in 2010 led to a change in policy towards education and extended services, cemented by the change of the Department for Children, Schools and Families to the Department for Education. Government policy continues to evolve with ongoing plans to extend child care arrangements and to provide schools with the opportunity to provide after-school activities especially with a focus on supporting parents into employment (Diss & Jarvie, 2016).

Evaluations

Multiple evaluations have taken place in both England and Scotland of the different forms of schools providing extended services during the period of their activities during the New Labour terms of government (Carpenter et al., 2009; Cummings et al., 2007; Dyson & Kerr, 2014; Dyson & Raffo, 2007; Dyson & Todd, 2006; Dyson & Todd, 2010a, 2010b; Ofsted, 2008; Raffo & Dyson, 2007; Sammons et al., 2003). The education departments in both countries have been interested in the outcomes of the initiatives. Some discussion has taken place about the differences between FSS and FSES as well as more broadly the nature and outcomes of community schools. Which particular model to choose and then how evaluated will depend on the local circumstances for that is one of the main principles behind this type of schooling – that the model is designed and implemented by the people closest to its needs and operations. The different models and the different locations raise one of the most significant issues for evaluators, the complexity of what to evaluate and how (Dyson & Todd, 2010a). these authors recommend a Theory of Change approach to evaluation as a way of working with the complexity. Another issue facing evaluators is the tension between education authorities wanting to demonstrate educational outcomes as a result of the strategies they fund and the indeterminism of non-education outcomes, such as better access to support services, improved school-community partnerships, increased student motivation and other criteria which are notably hard to assess through the usual evaluation processes. What to evaluate, then becomes the question. The main investigators in England, from Manchester University, undertook some specific evaluations. One enquired into the relationship between understanding of disadvantage and FSES (Cummings et al., 2010) and found that while the

contexts differed understanding of and the commitment to addressing disadvantage was common across the schools. While a ‘work in progress’ these schools were committed to the work and wished to continue their work but needed to design appropriate evaluations to assist in their work. Another evaluation enquired into the role played by local government and examined the partnerships which assisted FSES to work. This evaluation took place at the time of the change in government and its priorities, but found that some schools were clear they wanted to continue with their programmes and that local partnerships were crucial to maintain and were significant in the success of the reported programmes. What these various evaluations point to in the changing political climate is the necessity to consider how schools may continue with their services and operate largely at a local level with local partnerships instead of relying on government funding. Partnerships are key to ongoing sustainability and extending these across neighbourhoods to forge more collaborations. Clearly there is an appetite for this type of approach (Dyson & Jones, 2014). However, how successful the ‘experiment’ (Dyson & Kerr, 2014) is is inconclusive because of the lack of specificity of what it was intended to do. There are, therefore, implications from this ‘experiment’ for any jurisdiction which is interested in implementing an extended model for and in schools and for schools themselves which wish to follow this approach.

For schools the characteristics for implementation are similar to those which emerged from the evaluations in the US: collaborations and partnerships and leaders who can communicate the vision. However, in the absence of policy support and direction, they also need to consider sustainability.

Some of the elements found to contribute to satisfaction with the Scottish New Community School model were:

- Commitment to the model
- Support from other agencies
- Team working
- Staff development
- Clear management structures
- Resources (Sammons et al., 2003)

With other commentaries pointing to the barriers, the overcoming of which would improve the model:

- Resources
- Professional culture
- Clarity of roles and responsibilities
- Shared understanding and vision (Brown & White, 2006)

Australia

Recent renewal of interest in schools providing more than education is evidenced in the edited work resulting from an ARC Linkage grant titled Building Connections: Schools as Community Hubs ARC Linkage Project (2019–2022) and administered by the Learning Environments Applied Research Network (LEaRN) at the University of Melbourne. The work (Cleveland et al., 2023) takes a planning approach to how to design and operationalise a school as a community hub providing examples from around Australia. While not concluding conclusively of their value the final chapter provides a useful evaluation framework to assess value for a school deciding to operate as a community hub (Aston et al., 2023).

Community schools in Australia, while operated by and for the local community, tend not to extend their services in the ways described in the US and UK settings. The similarities are that

they seek to meet the needs of the local communities, whether they have religions or ethnic interests at the forefront, they are not specifically designed to provide the ecological range of services propounded by, for example, the Full Service Schools in the US or the Full Service Extended Schools in the UK. Community schools, however have been part of the educational landscape in Australia often referred to as alternative schools (McLeod, 2014). The history of Australian education is shaped by the colonisation of the landmass and division into states and territories, cemented by the Constitution of 1901 which allocated responsibility for education to the states and territories, resulting in different jurisdictional influences, even though there is also a federal responsibility for education which often complicates jurisdictional authority. Public education as differentiated from faith based or charitable organisations operations of schools did not start until towards the end of the 19th Century and so the notion of a community school takes on a slightly different meaning. They are also less of a government initiative than born out of the desires of specific communities. Schools as community hubs (Moore et al., 2012) is an extension of the idea of community schools as witnessed by the ARC Linkage grant referred to above. Studies examining the value of school and community relationships are starting to focus on the particular elements which benefit both (McGregor et al., 2022). Conducting an evaluation of the worth of schools as community hubs Deloitte Access Economics undertook a Social Returns On Investment (SROI) approach and concluded that for every \$1.00 invested in schools as community hubs as part of the National Community Hubs programme in Australia there were \$2.20 in returns (Deloitte Access Economics 2021 cited in Aston et al., 2023:326).

The Port Phillip Specialist School claimed to be the first Full Service school under the Federal Government's FSS initiative in the early 2000s, although a pre-school in the NT in 1981 claimed to be a Full Service School (Litchfield, 1981) offering a mixture of services to the families of the children who attend as well as food to the children. Other jurisdictions established their own programmes also prior to the Federal policy, for example ACT (Winkworth & McArthur, 2005a)

Although the Federal Government sponsored a project in 1998 called the Full Service Schools Programme it was not associated with that developed by Dryfoos in the US, being a specific programme to encourage the participation of young people in education and training (Szirom et al., 2001c). An evaluation of the programme over the following two years recorded improvements in young people's participation rates and engagement with schools and improved school community agency relationships among others. The report canvassed case studies from the locations in which the programme ran. The recommendations, while stating the programme should be more widely implemented commented on the importance of school and community relationships, and the need to engage with parents, along with specific educational measures concerning how to better provide education for diverse needs.

1997 saw the beginning interest by Victorian educators in Full Service Schooling with the formation of a Research Circle (Kemmis, 2000) to map the presence of such programmes in the state and to develop resources for schools wishing to take that approach. Following the implementation of the Federally funded FSS programme the Victorian Department of Education, Employment and Training undertook an evaluation in that state. While the main feedback concerned the desire to continue the programme and the funding and being mindful that the programme was intended to target year 12 school retention, some of the other findings have relevance for all Full Service programmes. These focus on interagency and other stakeholder collaborations and the provision of a school climate that fosters the development of the whole child through personal and social supports (James et al., 2001). Other

evaluations commented on the transition to further education and training following the programme (for example Pollard, 2000).

The policy interest in extended services in schools was followed up in 2008 by the Federal Government in partnerships with states and territories in the Smarter Schools Partnerships. Included in this partnership was a policy to implement extended services (Western Australia State Government, 2008:5). The policy direction emerged from the school reform initiatives of the Council of Australian Governments (COAG) to target literacy and numeracy, socio-economic status school communities and teacher quality through extended service schools models, among other strategies (O'Donoghue & Davies, 2014). WA was selected as the lead jurisdiction of this project to institute ESS models with a view to establish these models and practices across Australia.

The incoming Coalition government in 2013 also changed education priorities with attention diverted from extended services, although other policies continue to exist to support children in schools, for example the Stronger Families initiative (Press et al., 2016).

Nevertheless interest in schools providing additional supports to children, their families and communities remains high in community and some education settings (Cleveland et al., 2023; McShane et al., 2012; Teo et al., 2022). Among the features that make some of these models work are attention to:

- Agency partnership (Hands, 2023) with involvement of all partners in the design from the beginning and being flexible as well as having an inclusive approach to and with the local community themselves as partners;
- Local community partnerships including all aspects of the people and place (Department of Education, 2008; Teo et al., 2022)
- Leadership and vision (Hay Group, 2010; O'Neill et al., 2017)
- Clear and effective communication about the model and its processes (Black et al., 2010; Peterson & Durrant, 2013)

A review of the literature conducted for the Murdoch Children's Research Institute (Moore et al., 2012) summarised the key elements for establishing a school as a community hub. These elements apply equally to any of the models selected by the schools.

- Consultation with all stakeholders at all stages of the process
- Establish a passionate, committed, multi-level leadership team
- Ensure genuine collaboration within the partnership including all stakeholders
- Allow for an evolving, flexible model with a balance between formality and informality which allows for growth but is robust and accountable in its formal processes
- Accept that it will take time for tangible results
- Establish adequate resources and make use of existing resources

Western Australia

In addition to the Smarter Schools Partnership mentioned above, Full Service or Extended Service schools have been present in WA since the early 2000s. A Dissertation submitted in 2004 (Morrissey, 2005) examined school-community relationships associated with a primary school and emphasised the value of partnerships. Another Dissertation (Barnett, 2016) 2016 chronicled the establishment of three Full Service Schools in primary schools from 1998 to 2007 in metropolitan Perth. This thesis identified the tensions present for Principals and schools in establishing FSS, primarily those being the need to balance educational priorities

with the needs of children and families in being able to make the best use of educational provisions. Despite these tensions, Barnett demonstrated that these three schools had, since their inception, designed and implemented FSS appropriate for and suited to the local circumstances. Of the three schools studied, two continue to offer extended services, while the other demonstrates the central role of the Principal in that for the remaining school the change of leadership led to the school abandoning its FSS programme, while the Principal who initiated it went on to establish FSS at two other primary schools.

There is no documented account of schools across WA currently operating any version of Full Service or Extended Services schools so any knowledge is anecdotal. The Full Service School trial at Armadale is an exception due to its policy publicity (Marston, 2017). This report can contribute to the documentation of FSS or ESS and provide further information for Principals and school leaders who wish to explore possibilities for their own schools and for the Education Department of WA to consider how FSS and ESS may be implemented more widely across the state.

The model of schools as community hubs, underpinned by peer-led systems of support, offers a strategic and innovative approach to creating educational environments that are inclusive, supportive, and adaptive.

This model aligns with the Department of Education's commitment to holistic education, emphasising the importance of community involvement, responsive support systems, and the holistic development of students. By fostering strong partnerships and focusing on the needs of the entire school community, schools can become catalysts for positive change, enhancing educational outcomes and societal cohesion.

Evaluations

A summation report for the WA Department of Education as part of the National Smarter Schools Partnerships reported that over half of schools surveyed (908 Principals) offered some form of extended service and that parent support was strong. Cited outcomes for children were that children's behaviour was improved, they developed social skills and school transitions were eased and educational attainment improved. Parents also benefited from increased access to services and their relationships with the schools improved. Communities benefited from increased services and social cohesion improved. Schools and their staff reported improved school reputation and less behaviour management requirements allowing teachers to focus on classroom learning. Respondents indicated they believed there to be a cost benefit economically as students were more likely to enter the workforce as productive and more equal citizens. More in-depth case studies of 24 schools were conducted. School leaders and staff reported that their ability to offer extended services would be improved with:

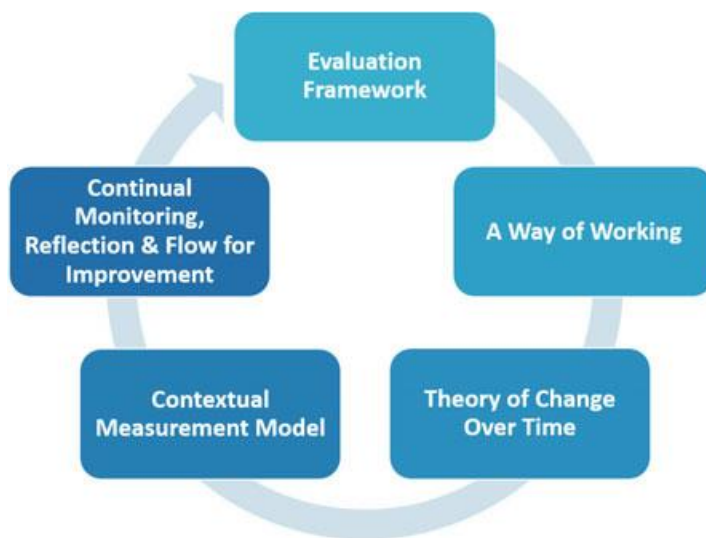
- Access to consistent funding;
- Support school-level establishment of dedicated roles to assist in the coordination of extended services;
- A well articulated process for establishing interagency collaboration;
- Support flexibility and the ability to respond to changing needs of the school community;
- Targeted professional learning opportunities for school leaders, teachers and other staff; and
- Online resources to guide extended services. (O'Donoghue & Davies, 2014:vi-vii)

Evaluation frameworks

There is no doubt that all commentators on extended services schools, by whatever name, find setting structured evaluation processes essential to support, maintain and plan for changes in the services. Among the evaluations conducted, their evaluators tend to agree that for the evaluations to be useful a combination of formative and summative evaluations should be applied (Epstein & Sheldon, 2019; James et al., 2001; Kalafat et al., 2007). Evaluations commissioned by funders, usually governments, tend to want to know ‘did it work?’ and so the evaluations conduct audit or summative evaluations only (Sammons et al., 2003; Szirom et al., 2001c) although others used the process and impacts approach to include case studies and in depth descriptions (Carpenter et al., 2010; Cummings et al., 2007; Szirom et al., 2001a). Other forms of formative evaluations are concept-mapping (Haymovitz et al., 2018), and evaluating innovation (Earl et al., 2015).

The recent Australian study of schools as community hubs located their evaluation framework in the process approach while still allowing for some measurement (Clinton et al., 2023). They offered two diagrams to illustrate the elements considered to be important to allow for all involved to contribute to the evaluation. These are reproduced below.

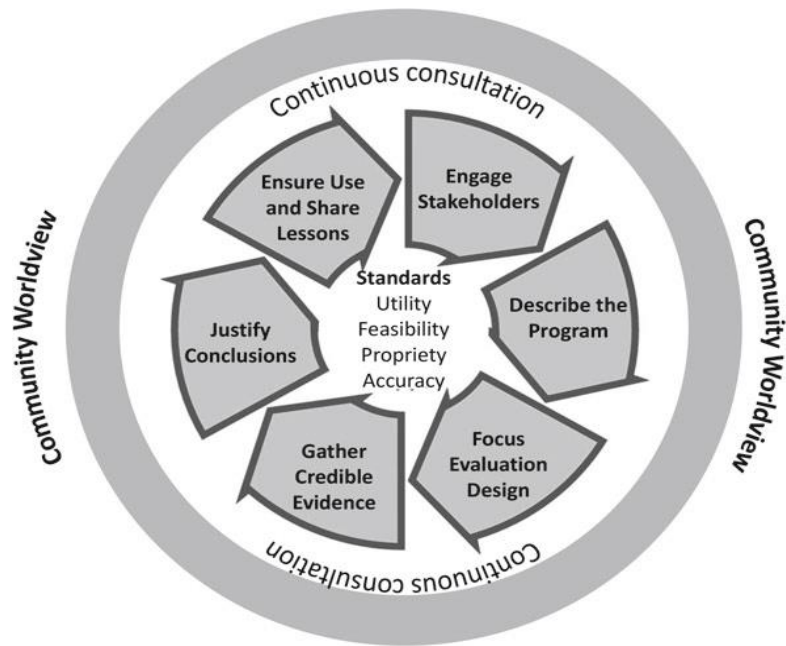
Figure 7 Evaluation Framework



(Clinton et al., 2023:299)

As can be seen, it follows a cyclical model, similar to the Action Research process. but allows for the continual assessment of how the programmes are progressing. Included in this is a description of what and how the programme is implemented, its foundational understandings and expectations of the change it hopes to support, includes whatever expectations of The second diagram illustrates the seminal principle underpinning schools as community hubs of their location honouring the worldview of the community and ensuring the community is continually engaged in the operations of the school.

Figure 8 Evaluation of community hubs



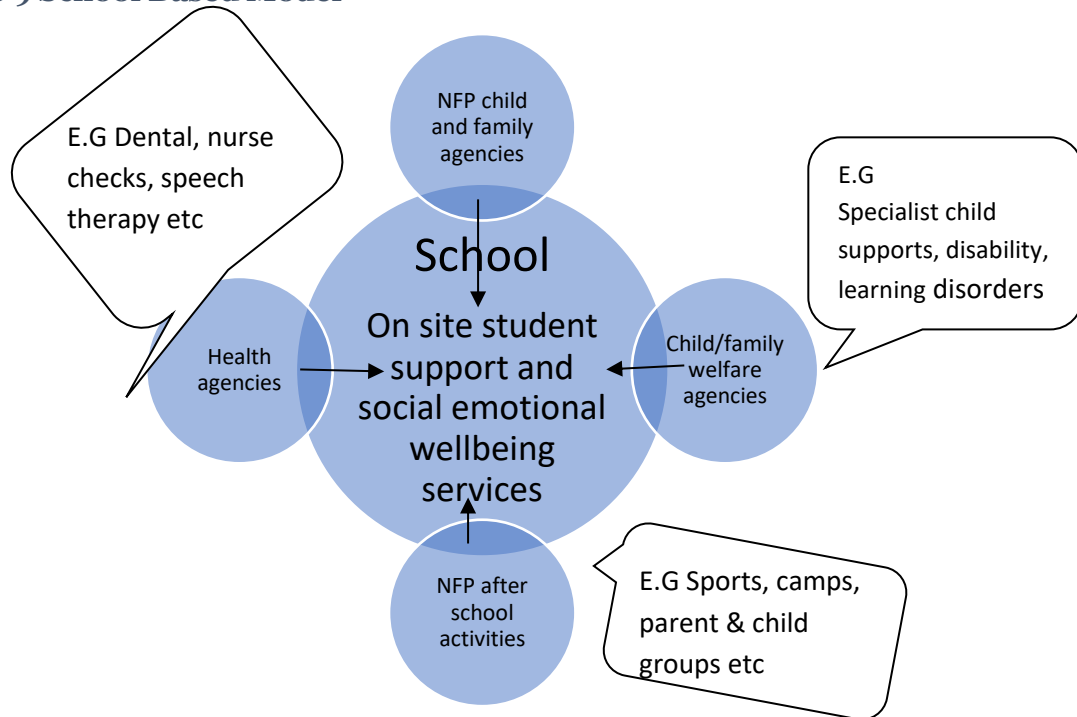
(Clinton et al., 2023:300).

These models may serve as a guide for evaluators.

Models

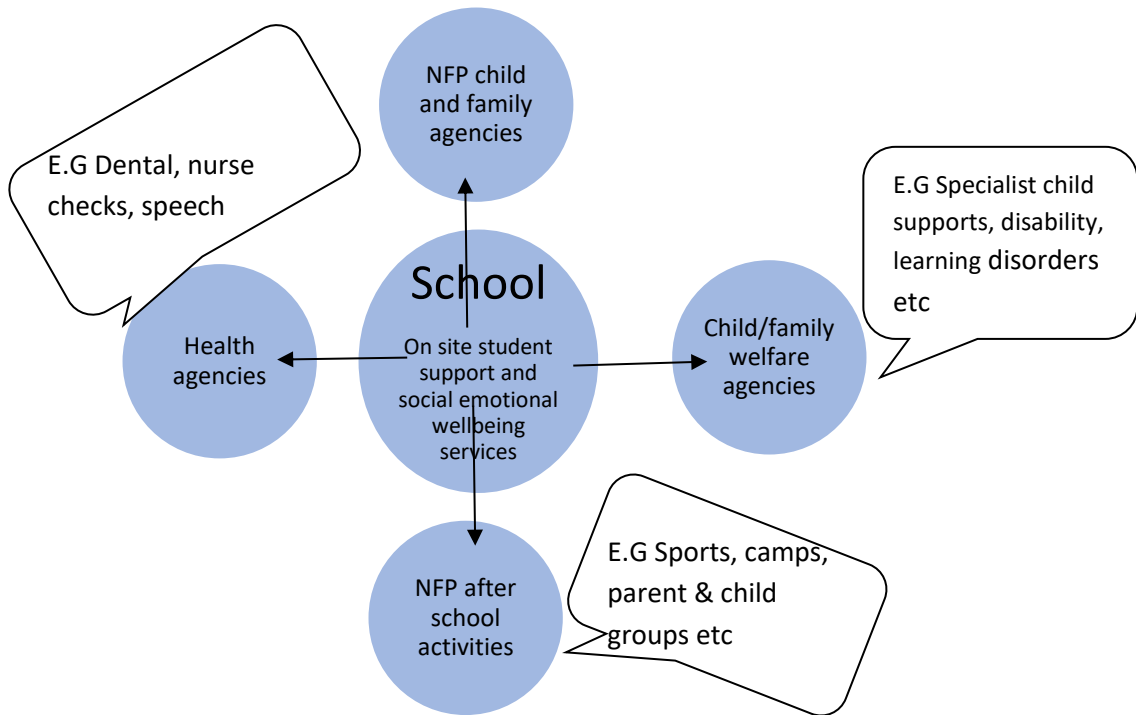
The approaches taken by particular schools in these countries seem to fall into three types: the school-based model (Dryfoos, 2002), the school-linked model (Briar-Lawson et al., 1997; Stallings, 1995; Stefanski et al., 2016) or a combination of these two (Dryfoos, 1995). These are illustrated below.

Figure 9 School Based Model



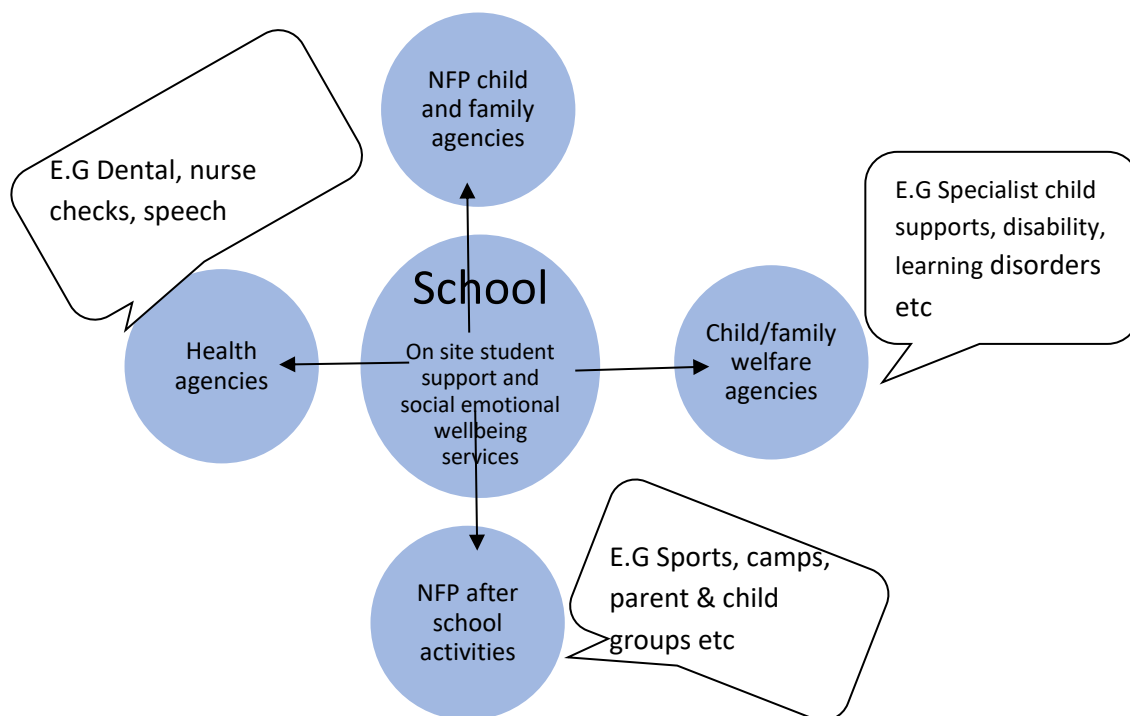
The school and the relevant agencies generate partnerships through which agencies supplement the activities being provided by the school. These partnerships may be formal or informal.

Figure 10 School linked Model



The school will have some of their own programmes for social and emotional wellbeing and student support, but these are supplemented by referring students and their families to external agencies to provide their services, usually off the school site. These may be through formal or informal arrangements.

Figure 11 School-Based and School-Linked Model



School-based and school linked

There is also a combined model shown above where schools invite agencies onto the school site to provide services as well as referring children and families to external service agencies.

An additional model is a network (Everitt, 2022) or cluster arrangement between schools (Dyson et al., 2002; Education and Training Inspectorate, 2019) or cluster services within areas (for example Harris et al., 2020). The implications of this form are more related to governance and leadership as each of these schools may operate with services embedded or linked to the school. Research planned by Rivera-Yévenes (2020) intended to examine how clusters operated in the Australian context but is not yet reported.

Partnership models therefore are another consideration for schools wishing to offer extended services.

Partnership models

Schools may organise their extended services provision using different models for their governance. How the services may be managed is closely related to styles of leadership. There are a range of models.

School-based and school linked models

The four WA schools which are chronicled (Barnett, 2016; Morrissey, 2005) all operated as school based and school linked models which they initiated and coordinated from the school. Their partnerships included government, and non-government agencies providing services on the school sites.

A number of other Australian schools have a similar focus and structure although some of these have partnerships with business and neighbouring schools indicating networks or clusters (O'Donoghue & Davies, 2014). Their operations were managed in house usually by the Principal or other school leader, in contrast with others which have an Integration Manager (Scottish Executive, 2003) appointed specifically to manage the model. Other coordination models are those run by government, in the case of the UK, local municipalities which have a third tier function and authority unlike that existing in Australia. There, local governments had a role in coordinating the extended services schools, and as their jurisdiction permitted, each council applied the model best suited to their communities (Cummings et al., 2011) with a mix of clusters, school based or school linked approaches.

Leadership is central to the choice of model and its operation. Whether it be a government led approach (local governments in the UK), not-for-profit agency led (the Family Zone for example in South Australia (Goodenough & Wilson, 2020)) or school led, the choice and role of the leader makes a significant contribution to its operation. Fuller et al (2013) canvass some roles for the leader, specifically in relation to clusters. These are coordinator for the clusters, conduit for communication, integrating inclusive activity, and for accountability. All these specific roles are subsumed under the headings of governance in which values are prominent (the purpose and rationale for the service), policy direction, and accountability. Within these Fuller and colleagues canvassed the opportunities for distributed leadership. This can cover a range of people and processes within the model with a values-based distributed leadership approach (Fuller et al., 2013:611). This is founded on the principle that people have a right to participate in decisions that are going to affect their lives and positions. Getting the balance right between involving people as service users and the service providers so that all have an equal say in how the model is to be managed is not always straightforward. Using an example, Valli et al (2018:34) names the importance of building trust between the stakeholders through 'boundary spanning' by 'creating processes to enhance school-community connections, advocating for community concerns and establishing a visible presence in the community through home visits and mentoring'.

Valli and colleagues (2018:37-44) identify four types of partnerships: Family and interagency collaboration, Full-Service schools, Full-Service community schools and the community development model.

Family and interagency collaboration

To better coordinate education, social and health services for students and families. The collaboration requires a strong organisational commitment from the school (or school authority) and the partnering agencies. The assumption is that one or more of the associated agencies takes a lead role in the coordination, probably through a functioning committee with allocated resources to implement the coordination.

Full-Service schools

Integrating a comprehensive array of services into the structure of the school. Often known as a 'wraparound' model the services are best provided at or close by the school site. Organisational commitment and change are necessary for this model.

Full-Service community schools

Includes the features of the Full-Service Schools but includes family and community input in the operations and decisioning making. Families and children are seen as partners not only service users. Organisational and cultural change are required.

Community development model

This is a transformational model of whole neighbourhoods requiring significant organisational and cultural change and is inclusive of the whole community and agencies.

Leadership tasks for each of these models aggregate from one to the next as the models have additional characteristics. These are described as:

Family and interagency collaboration

To welcome and manage the partnerships focusing on shared vision and open communication as well as encouraging inclusion into shared workspaces. Having a site-based coordinator involved with the Principal and school based teams to share the workload in these networks. Alternatives can include a well resourced organisation managing the collaboration with the agreement of the school and Principal.

Full-Service schools

Ensuring that all stakeholders, especially the school based personnel share the same vision and commitment to organisational and cultural change. Leaders need to manage the external departmental expectations and coordinate the changes. The model requires a fully integrated infrastructure comprising all elements of the school operations. While reliant on the school leader, this model can also be managed externally with full cooperation of the school.

Full-Service community schools

Democratising decision making is the new feature of this model in addition to the collaborative and integrated features of the previous models. The model is therefore co-created by the stakeholders, all of whom participate equally in the processes and especially decision making. 'Cross boundary' leadership and collective responsibility leads to cultural change and the 'facilitation of effective interactions across role boundaries' (Adams cited in Valli et al., 2018:41). Legitimation by relevant authorities of the new structures is necessary.

Community development model

The aim of this model is place based change with attention to all that needs to be implemented in the local area to achieve the desired change or neighbourhood renewal. Schools are a part but not the only part of this system and leadership focuses on building consensus and developing future leaders.

Combining leadership roles with school models provides some guidelines for the operations of the models.

Conclusion

The review of literature was conducted to provide background and details of the varied ways to conceptualise and operate extended services on or from the school grounds for the purposes of providing supports to children and their families. Educators and policy makers have agreed that while schools have the educational purpose at the forefront of the provision of education some children and families are better able to benefit from this provision with additional supports. Further, only taking a deficit approach is only one part of the consideration. While it is true that some neighbourhoods and locations are what have been classed as low socio-economic areas, children's performance in schools and development as social productive adults can be improved by taking a more holistic approach to their development. This may be done through seeing schools as having a more holistic role in that development. A number of models to achieve this have been implemented and this review has canvassed those in the United States, the United Kingdom and Australia. These models are known by a variety of names but all provide supports and services in addition to the educational service and in some cases as integrated with the educational service. The choice of model has been found to be best implemented when the local community is seen as a partner alongside other stakeholders as the locality is the site of the service and so these need to be tailored to the specifics of that place. Leadership and how the model is operated owes much to the leadership approach taken. This might be from within the school or as a distributed leadership model between partners. Choice of model therefore relies on all stakeholders understanding and sharing a common vision as to rationale, purpose and process.

Appendix 2 Methodology

The aims for undertaking a research inquiry into the school-community partnerships approach taken at Westfield Park Primary School (WPPS) were to provide an account of how WPPS has implemented its version of an extended services school model. The WPPS 'story' has yet to be fully told, and is the impetus for this inquiry, which may contribute to a quality assurance process for WPPS. The school community would like to record how and why it has developed the type of extended service model it has so that it can continue with what works well and adapt and develop additional strategies and processes which will enhance the school's ability to serve the community, encourage greater involvement of the community and families in their children's education and support children's access to and involvement in their education. Therefore, the two questions for this inquiry are:

1. What has led to the current model employed by WPPS and with what results?
2. What processes lead to good school-community relationships?

A project team was formed comprising 8 school staff and 3 external researchers. This group decided on the processes to be used, and undertook the data collection and analysis. The external research team was responsible for the report write up. The school staff involved in the project team underwent training from one of the external researchers in undertaking ethnographic interviewing. The external researchers were all from the University of Western Australia (UWA).

Inquiry Design

An ethnographic approach (Coffey, 2018) was employed to gather data consisting of interviews with a range of stakeholders and documents relating to the operations of the school. While observations were not recorded as is often the case in ethnographic work, all the researchers were very familiar with the school and its operations, fulfilling one of the criteria for what Lincoln & Guba commend to demonstrate research rigour, *prolonged engagement in the field* (Lincoln & Guba, 1985).

The WPPS narrative

The intent was to chronicle the WPPS extended service framework; its history and rationale; outcomes; and to conclude with suggestions for the future.

The main stakeholders were identified as: school staff; parents and carers; school students; service and related agencies and other community members.

The ethnographic approach captures the description of the school, its programmes and history from the perspectives of the people involved including some of those who are no longer directly involved with the school. Written records also added to the narrative.

Data Collection

The prime form of data was interviews with stakeholders with additional material from school records.

Interviews

Interviews followed the Ethnographic Interviewing approach (Rinaldo & Guhin, 2022). The ethnographic approach captures the description of the school, its programmes and history

from the perspectives of the people involved. A total of 28 interviews were carried out: parents/carers 10, agency representatives 5; school staff 15; School Board 1 (comprised 7 members); and Parents and Citizens 2. The 2 members of the P&C also participated as parents, and one member of the School Board also participated as a parent. All participants were offered the option of being interviewed by a member of the school staff as part of the research team or by external researchers.

The school staff involved in the project team were interviewed by the external researchers.

Participants were asked to recount and reflect on their experiences with the school with minimal structured questioning from the researchers.

Documents

3 documents pertaining to the operations of the school were consulted:

Student Wellbeing in Schools: Westfield Park Primary School 2021;

School Story: Westfield Park Primary School 2015; and

Departmental Public School Review 2021

Sample

The sample consisted of: School Staff, including teachers, administrative staff and support and service staff; parents and carers; representatives from Agencies involved with the school; the School Board; and the Parents and Citizens Association. Invitations to participate were sent to all school staff (total 40), all parents and carers (total 270 families), the Board (total 8 members) and the P&C (total 12 members), and 6 selected agencies. These agencies are:

- Allied Health Services, Armadale (Speech & Language, Occupational Therapists).
- Department for Communities, Armadale
- City of Armadale
- Communities for Children
- Palmerston Association
- Camillo Early Learning

Additionally the eight school staff on the Project Team were interviewed by the UWA researchers.

In total there were 39 participants, three of whom talked to different roles. These were three parents who spoke as parents and also as members of the School Board (1) and members of the P&C (2):

Parents	10
School staff	15
Agency	5
School Board	7
P&C	2

Data analysis

Interviews

The main data source was the in-depth interviews with stakeholders. Each of these was recorded with permission and transcribed. Transcripts were returned to the interviewee for verification. The interviewer wrote notes following the interview and all these were loaded onto the secure UWA Teams site for the Project Team members to view and comment on. The Project Team met several times and discussed the interview content. The UWA Research Team met more regularly to discuss the content.

The interviews undertaken with the Project Team members by the UWA research team were similarly recorded, transcribed and transcripts returned to the interviewees for verification. These transcripts were kept separately on secure server at UWA and not available to the other Project Team members.

All interviews were reviewed and contributed to the overall Westfield Park PS story.

In keeping with the narrative aims, narrative analysis (Higgins & Goodall, 2021) was used to understand the data. A related method known as Crystallisation (Ellingson, 2009) is appropriate which builds narratives from the discussion between all researchers interacting with all the data rather than reducing them to themes. The conceptual framework used for organising the story was Bronfenbrenner's Ecological Systems Model (Urie Bronfenbrenner & Stephen J. Ceci, 1994) which was adapted to give prominence to the relationships between the child and family and the school and its supporting agencies. This is discussed with illustrations in the section **Westfield Park Primary School – The Ecology of the Family, Child, School and Agency Systems**.

Documents

The documents listed above added to the detail of the school but were not subjected to a discourse analysis.

Limitations

This research was carried out within a specific timeframe which affected the ability of many participants, parents and carers particularly, to take part in interviews. Many parents and carers already fulfil volunteering responsibilities in the school or are involved in other ways which indicate their interest and engagement with the school. Several parents and carers indicated an interest in participating but time constraints made this difficult. Future research may well be able to offer better opportunities for these parents and carers to participate.

Ethics

Approval to carry out this Inquiry was given by the Human Research Ethics Committee (HREC) at UWA, number 2023/ET000214. Additional support for the research was provided by the Department of Education noting the sensitives in this research and requiring attention to the protection from harm of the participants, protecting sensitive information, ensuring full consent, disclosing potential conflict of interest and adhering to the legislative and policy requirements.

Future Research

This was a small scale and bounded study chronicling the genesis and implementation of the Extended Service Model operated by WPSS. There is scope for much more research. As examples (not exclusive):

- Conducting an evaluation of how well the model contributes to child and family wellbeing
- Undertaking an analysis of school data on the outcomes for children attending the Nurture Group
- Examining each of the supports both internally and externally in detail against educational outcomes
- Assessing the trauma-informed approach in the school as compared to traditional behaviour management approaches
- Conducting an environmental needs and assets assessment of the local school catchment area in comparison to other local school areas
- Charting services provided by public schools in WA

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Endnote

ⁱ The others were published in 2005 Morrissey, M. (2005). *What is the Community's Involvement in the Development Of, and Perception Of, the Benefits to Flow from a Full Service School?* University of Western Australia,(2005)]. and 2016 Barnett, M. (2016). *The initiation and implementation of Full Service Schools in WA: experiences of stakeholders* University of Western Australia]. Perth, WA.