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Community Use of School Facilities Online Management System

Evaluation report

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Acknowledgements

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- Elsa Lat
- Hope Brett-Bowen
- Survey participants across NSW public schools

Report authors

The following members of the evaluation team contributed to collecting and analysing data, as well as writing this report.

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Glossary

The following terms and acronyms are used throughout this report.

Term	Description
CUAs	Community use agreements – An agreement used by community to book a school facility
CUSF	Community use of school facilities - The program allowing community to use school facilities
DoE	Department of Education
LMBR	Learning Management and Business Reform - program established in 2006 to improve service delivery to schools, corporate staff and TAFE NSW
NPWS	National Parks and Wildlife Service
OMS	Online management system – a system designed to assist principals to create and track community use agreements.
OOSH	Out of School Hours - Before and After School Care program to provide up to 45,000 additional places for students requiring Out of School Hours Care in government and non-government schools
QRG	Quick reference guide - tool for a person to know just enough to get a job done without having to read an entire manual
WWCC	Working with children's check - pre-employment screening program to ensure child-safe working environments in Australia.

Data sources

Data source	Dates	Completed responses
Community Use of School Facilities online management system 2018 survey	7/12/2018 to 21/12/2018	769

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Executive summary

The Department of Education encourages members of the community and education groups to use school facilities when the school does not require them. The use of school facilities must be for appropriate purposes and must not interfere with the school's provision of quality learning programs.

The school facilities can be booked for a maximum of 12 month period by using Community Use Agreements (CUAs). Till 2017, the application process to manage CUAs was undertaken manually with the help of forms and information on the DoE intranet. In 2017, the Community Use of School Facilities (CUSF) Online Management System (the online system) was launched to manage the application process. Initially the online system was piloted to a small group of schools and an evaluation was conducted in December 2017 to gather and assess feedback from the pilot users. Following the evaluation, the online system was launched for all NSW public schools to use.

Evaluation

The purpose of the 2018 evaluation was to collect feedback from all principals and their delegates with access to the Community Use of School Facilities (CUSF) online system to evaluate its usage, current experiences, issues and future needs. The findings will be used to recommend improvements to the online system to enhance user experience and completion of the full application and agreement process online.

Method

An online survey sent to principals and their delegates across NSW public schools in December 2018.

The online survey was sent to 2008 schools yielding 1006 responses from 808 (37%) schools including 769 (76%) completed and 237 (24%) partial responses. This report presents summary data from 769 completed responses consisting, 70% (540) respondents who do not currently use the system and 30% (229) respondents detailing their experience using the system.

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Key findings

Key findings from the evaluation are listed below.

- A majority of respondents (70%) respondents do not use the online management system and 42% of those do not use it because they are unaware of its existence.
- Of those respondents who have used the system, 74% of the respondents agree that it delivers its intended functions and is easy to use.
- Most participants that have accessed the system prefer the online system than a manual process to manage Community Use Agreements (CUAs).
- Provision of centralised location to store all information and documents and step by step process to manage CUAs was recorded as the most useful feature of the online system.
- Limitations with editing documents and systems inability to cater to individual circumstances were reported as main issues.

Recommendations

The following recommendations are based on the data collected for the evaluation in order to increase usage of the online management system by schools:

- develop promotional strategy including ongoing reminders to create awareness amongst schools in order to increase effective usage of the online management system
- consider delivering training to school staff on using the online system
- fix technical errors/glitches and system design issues including development of templates outlined in the ‘Issues’ section of this document.

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Program description

The Department of Education encourages members of the community and education groups to use school facilities when the school does not require them. The use of school facilities must be for appropriate purposes and must not interfere with the school's provision of quality learning programs. The Community Use Agreements (CUAs) are used to book school facilities for a maximum of 12 months:

- on a one-off basis
- on a regular or recurring basis
- for use by small commercial operations at the principal's discretion.

In 2017, the Community Use of School Facilities Online Management System (the online system) was launched to a pilot group. The online system provides school principals and their delegates with the ability to create and track CUAs for community use of school facilities online. The online system is secure and can be accessed from any location through the Department of Education portal. It is being developed in stages. The initial stage deals with CUAs only and will expand to include the full application and agreement processes, such as the tender process, award and execution of agreement filing, record keeping, complaints handling procedures, any changes in circumstances, awareness of expiry agreement protocols and so on. An evaluation was conducted in December 2017 to collect and analyse user experiences of the pilot group. All participants in the pilot group responded to the online survey. Following the evaluation, the online system was released to all public schools in NSW.

Purpose of evaluation

The purpose of the 2018 evaluation was to collect feedback from all principals and their delegates with access to the Community Use of School Facilities (CUSF) online system to evaluate its usage, current experiences, issues and future needs. It is anticipated that the findings will be used to recommend improvements to the online system to enhance user experience and completion of the full application and agreement process online.

Evaluation method

A survey was developed and distributed in December 2018 to all principals and their delegates across NSW public schools to collect information on:

- use of the system and reasons for not using the system
- user experiences and issues
- user recommendations for enhancement
- enablers and barriers to uploading completed agreements in the system.

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Findings

This report presents results that address the key evaluation questions:

1. How widely the system is used and what factors affect in the lack of usage?
2. How do users perceive systems usability for its intended functions?
3. What features are deemed useful by users?
4. What systems do users prefer to manage CUAs?
5. What are the issues encountered by users?
6. What are the barriers encountered in uploading completed CUAs in the system and what support would assist in uploading the CUAs?
7. What suggestions are offered by users to improve the system to make it user friendly?

Using the data gathered from surveys, interviews and observations, findings include:

- a majority (70%) of respondents do not use the online management system and 42% of those do not use it because they are unaware of its existence
- of those respondents who have used the system, 74% agree that it delivers its intended functions and is easy to use
- provision of a centralised location to store all information and documents and step by step process to manage CUAs was recorded as the most useful feature of the online system
- most participants prefer the online system than a manual process to manage CUAs
- limitations with editing documents and the systems inability to cater to individual circumstances were reported as main issues
- time constraints, preference to manual process of managing paper based agreements, lack of awareness of the procedure and lack of training and experience with the system were noted as barriers in uploading CUAs in the system
- various suggestions were offered by users that are outlined in the ‘Suggestions’ section of this document.

The data supporting each of the findings are included in the following sections of this report.

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Lack of usage of the system

To identify usage of the system across NSW public schools, participants indicated if they have ever accessed the online system. The majority of respondents (70%, 540) reported that they have never accessed the system. When asked about the reasons for not accessing the system, being unaware of the existence of the system was reported by 42% (228) of respondents. A further 32% (171) have not been required to use the system as they either currently don't rent facilities or have no facilities at their school. A small number (9%, 49) reported that managing agreements is not a part of their role and the responsibility has been delegated to another user in their school. Only 3% (16) stated their preference to use the schools established practices [manual process].

The participants that have never accessed the system were also asked if they require any support to do so. A large number of respondents (31%, 166) would like to obtain more information on how to access the system and a link to access it. A further 20% (107) stated that they did not want any support mainly because the system is not required at their school (9%, 48). Another 4% (19) said that they were unsure at this time and five expressed a need for training on how to use the system.

This feedback suggests that there is a strong need for promotion of the online system to create awareness and knowledge amongst schools to increase effective usage of the online system.

Usage of the system

It was reported that 229 (30%) participants have accessed the online system. Principals (41%, 93) and school administration managers (39%, 89) were the main survey users followed by school administration officers (10%, 24) and members of the school executive (10%, 22). Only one teacher reported accessing the online system as per table 1 below.

Table 1: Role of the respondents

Role	Number	Percentage
Principal	93	41%
School administration manager	89	39%
School administration officer	24	10%
Members of the school executive	22	10%
Classroom teacher	1	0%
Total	**229**	**100%**

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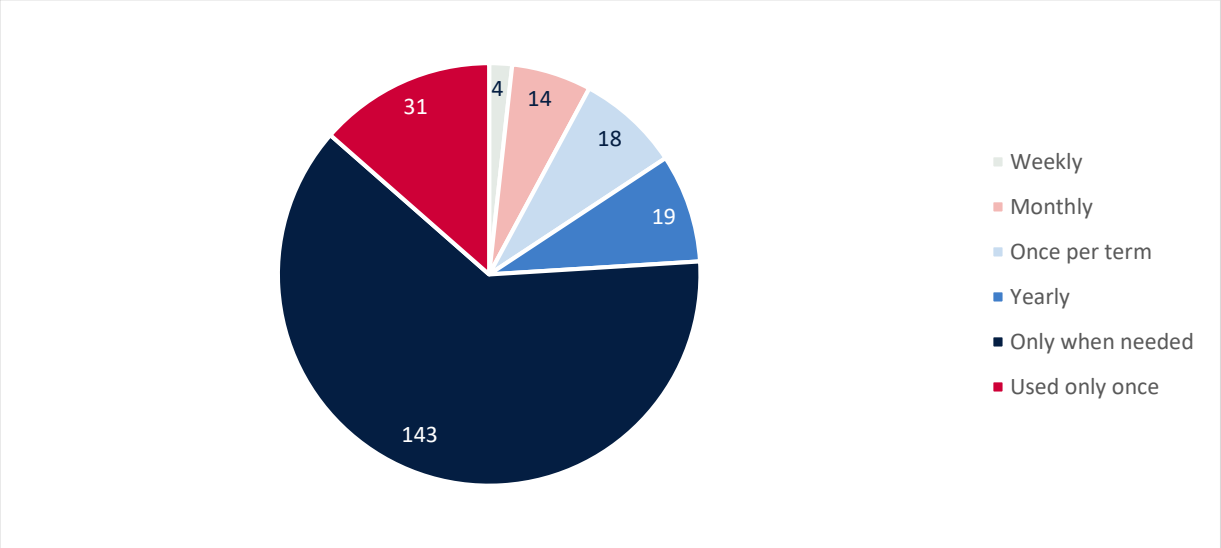
Frequency of use

With regard to how frequently participants used the online system, 62% (143) participants responded that they used the system only when needed. This included 28% (63) principals, 24% (54) school administration managers, followed by 6% (14) school administration officers and 5% (12) members of school executive. Only four respondents used the system on a weekly basis, this included two members of the school executive and one school administration manager and officer. Figure 1 provides detailed information on the frequency of access by total number of people.

Figure 1: Frequency of use



n= 229

User access

The participants were further asked about who in their school has access to the online system. The responses included 19 principals, 18 school administration managers and two members of school executive with access to the system. Over half (57%, 130) reported their school had two people (one more person apart from themselves) with access to the system and 26% (59) reported three people with access to the system. The data suggests members of the school executive, principals and school administration managers as the main users followed by school administration officers.

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Table 2: Level of agreement with system functions

System functions	Strongly disagree		Disagree		Agree		Strongly agree	
Understanding of the processes (n=202)	N	%	N	%	N	%	N	%
Helps ensure policy requirements are met	6	3%	17	8%	157	78%	22	11%
Promotes understanding of policy requirements	6	3%	21	10%	158	78%	17	8%
Makes all aspects of the process easy to complete	13	6%	33	16%	138	68%	18	9%
Promotes understanding of the CUSF application process	7	3%	14	7%	165	82%	16	8%
Managing user access (n=192)								
Improves communication between staff working on an application	5	3%	41	21%	135	70%	11	6%
Enables supervision of work completed by others	4	2%	41	21%	138	72%	9	5%
Provides the ability to manage access to the system	6	3%	27	14%	147	77%	12	6%
Managing data (n=177)								
Makes it easier to complete the CUAs	12	7%	22	12%	129	73%	14	8%
Allows fees to be calculated easily	8	5%	34	19%	120	68%	15	8%
Provides all proformas/templates required	6	3%	18	10%	137	77%	16	9%
Allows required information to be entered easily	12	7%	25	14%	125	71%	15	8%
Record keeping (n=169)								
Offers an accessible help function	4	2%	26	15%	124	74%	14	8%
Allows me to keep track of existing community users and agreements	3	2%	23	14%	123	73%	20	12%
Supports accurate record keeping	2	1%	20	12%	127	75%	20	12%
Ensures all required documents are completed and filed together	2	1%	11	7%	136	80%	20	12%

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User experience

To determine efficiency of the online system, participants were asked about their level of agreement with statements related to various functions of the system. Table 2 shows a consistent agreement of users with the systems deliverables.

Understanding of the processes

The online system provides a step by step process to complete CUAs and on an average 74% respondents agree with the statements confirming systems delivery of efficient functions as intended. The majority of the respondents (82%, 165) agree that the online system promotes understanding of the application process. A further 78% (158) respondents agree that the online system promotes understanding of policy requirement and 78 % (157) agree that the system helps ensure policy requirements are met. Respondents (68%, 138) also agreed that the online system makes all aspects of the process easy to complete. A slight drop in agreement with this statement may be related to some schools expressing issues with the inflexibility of the system with individual requirements noted in the ‘issues’ section of this document.

Managing user access

When asked about the online systems ‘access’ function, 77% (147) respondents agree that the online system provides the ability to manage access to the system. Further, 72% (138) noted their agreement that the online system enables supervision of work completed by others. The ability to improve communication between staff working on an application was also noted in agreement by 70% (135) respondents. It is unclear why 20% (41) respondents disagreed with the statement regarding supervision of others work and communication between staff.

Managing data

In terms of managing data on the online system, 77% (137) of the respondents agreed that the online system provides required profromas and templates, while 10% (18) respondents disagreed with this statement. Feedback received indicated that some respondents noted a lack of specific templates.

> *Completing the community use agreement template is easy however the information does not transfer over the "agreement/contract". I find it an extreme waste of time having to re-input the information into the actual agreement.*
>
> *There was no Risk Assessment template. If a Community User has several locations in use it takes a lot longer to complete the agreement than in the 'old' system.*
>
> *If you could manage the costing easily and use template to edit each year to save re-doing.*
>
> *It would be great if there are different templates with different formulas if you want the template to show a daily rate as opposed to hourly rate also*

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Further, 72% (129) agreed that the online system makes completing CUAs easier and 71% (125) agreed that it allows entering required information easily. Some respondents (24%, 42) disagreed or strongly disagreed that the system allows fees to be calculated easily. Specific problems with the fee calculations are evident in comments in the 'issues' section of this report.

Record keeping

In relation to the ability to keep records, 80% (136) respondents agreed that it ensures required documents are completed and filed together. This feature was recorded as a useful feature throughout the survey. Further 75% (127) agreed with the ability to support accurate record keeping, its access to help function (73%, 123) and 73% (124) with tracking existing community users and CUAs.

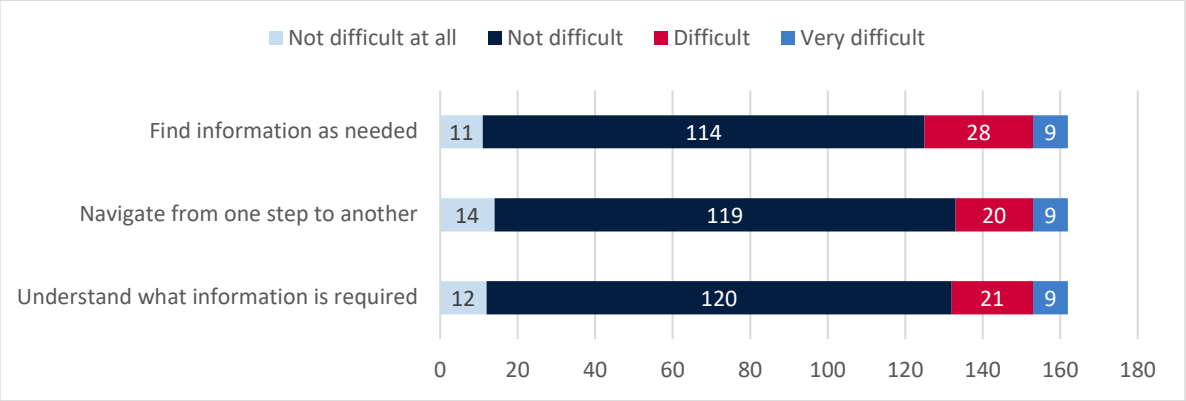
When asked about the level of difficulty experienced in navigating the online system 74% (120) respondents noted that it was not difficult to understand what information is required. A further 19% (30) respondents reported it as being difficult or very difficult possibly due to issues with a link not working as mentioned in 'Issues' section of the survey.

System navigation

Navigating from one step to another was noted as not difficult by 73% (119) with 18% (29) reporting it as difficult or very difficult. Further analysis indicates that the inability to cater to individual circumstances and respondents' lack of knowledge about the system may have influenced this response:

> *The system can be reasonably easy to use but often there are too many steps -and you either have to click on something or press enter which is confusing.*
>
> *Too many steps, not confident with billing plans. I don't think we should be entering plans or editing finance information*

Figure 2: Navigation of the system



n=162

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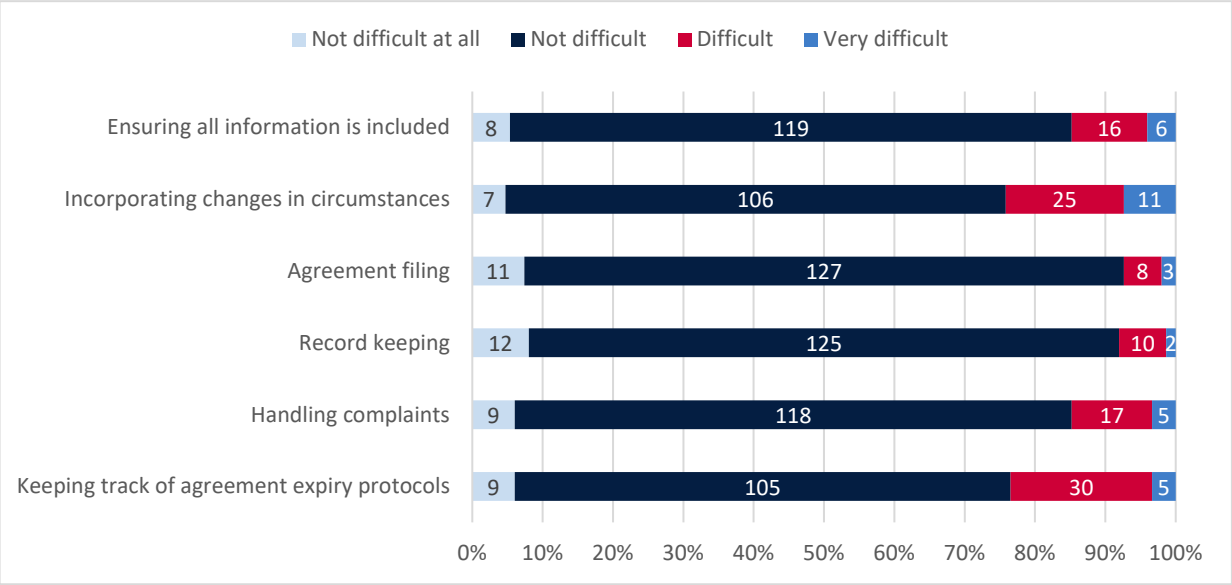
Figure 3: Ease of performing tasks



n=149

In terms of performing various tasks, filing of agreements was noted as not difficult by 85% (127) respondents, closely followed by 84% (125) respondents reporting record keeping task was not difficult. Further, 80% (119) stated including all necessary information was not difficult. Similarly, handling complaints was expressed as not difficult by 79% (118) of respondents. When asked about incorporating changes in circumstances 24% (36) reported it as either difficult or very difficult. Similarly, the level of difficulty increased for tracking agreement expiry protocols (23%, 35).This may be related to issues with the online systems inflexibility to update information and expiry notifications expressed by some participants.

> *I think an email should be sent when the contract is due to expire this would help so the contracts will not expire.*
>
> *Not sure if currently available but an Insurance document/contract expiry alert email would be great.*

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Useful features

Survey participants (35) provided feedback on features of the online system they find useful. Having all documents/information required for the application process in one place was reported as useful by 20% (7) respondents. The step by step process and knowing what needs to be done was also commended by 11% (4) respondents.

Further (9%, 3) respondents liked that the system is online and in electronic format. The excel spreadsheet to calculate cost, calendar and easy to understand payments methods were also noted as useful features. Easy navigation, clear guidelines/tutorials and an ability to view progress were mentioned as other useful features. Some (9%, 3) respondents stated that they liked 'everything' about the system. Representative comments follow.

We do like that the payments are deposited directly to the school on the day they are supposed to and that we do not have to chase the client for payment.

The pink and green template is very useful for adding amount.

Integrated pricing based on rooms selected and type of hirer. (I.e. Commercial / NFP [not for profit] etc. / other school.

Distribution of invoices to business partners and follow up of outstanding debt.

The whole process is useful.

Just the fact it is online and has things incorporated into it.

I like being able to type the details in the electronic form and they prepopulate the agreement.

Seems easy to navigate. I like that it is on-line and I can access these at any time. I like the fact that another staff member can be added to support me with my role.

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Issues

Although most respondents reported their agreement with the efficient functions of the system and their preference to using the online system to manage CUAs, various issues with the system were reported throughout the survey:

Editing agreement

A large number of respondents throughout the survey mentioned that the system as simple and intuitive except five respondents said that it was confusing and not intuitive. One of the main issues reported was the inability to edit, clone and delete agreements. Comments included:

> *Having to start from scratch a new agreement. Would be useful to clone agreement and just change where required*
>
> *Does not allow you to delete a community use agreement off the system if you have made a mistake.*
>
> *I would like to be able to edit after being finalised as some community users drop hours or days during their agreement*
>
> *Making changes to an existing document has proved difficult.*
>
> *Does not allow you to delete a community use agreement off the system if you have made a mistake*

Individual circumstances

Another issue noted throughout the survey was the inability to cater to individual circumstances/requirements of schools. This issue has resulted in some schools opting to not use the system. Representative comments follow.

> *It did not cater for our needs ... we have a lot of bookings that are not continuous. We attempted to use but did not fit the majority of our CUA's so returned to what we had always done.*
>
> *We have not used this system since first trialling it over a year ago, as it does not cater for many of the circumstances for which we hire our facilities.*
>
> *It is more paper work and difficult to have a single model for different type of users.*
>
> As mentioned, providing us with a product that is specific to our context would be an improvement. The OMS [Online Management System] should incorporate our specific lease arrangements with NPWS (when finalised).
>
> *The Agreement is too inflexible and doesn't cater for many of our circumstances. One respondent noted that they would like to be able to integrate the CUSF into their online system. They had sought support to do so in the past and would welcome support to do so.*

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Calendar and calculating charges

Although the ability to calculate costs was reported as a useful feature by many, 12 respondents commented on inflexibility in calculating charges and time. This included missing public holidays in the calendar causing wrong calculations, the inability to change fees, time to cater to individual circumstances and amounts not adding up correctly. Difficulty with navigating through months, for example going from a month earlier during the year to a later month without scrolling through each month was also noted.

System is not flexible when community user uses multiple rooms at difference costs. Also different amounts of time in each term.

I could not work out how to change the fees. We have hirers that we only charge 48 weeks a year as they have a break over Christmas and we have school events which prevent the hire a couple of times a year and we can't seem to charge 12 equal payments and have that appear in the contract so I don't use the system at all now.

I found that if you want to charge a set amount rather than hourly rate it is difficult and nearly impossible.

Getting correct amounts and dates put in the tables can be fiddly.

It was not easy to enter what we charge our users- we charge a daily rate and no GST for some of our users. We have users with variable hours and additional hours - it was difficult to enter details where the usage is non-standard. It was much quicker to do a manual contract.

The amounts do not always add up to be correct i.e.: GST. You always have to check the amounts manually.

I feel that rates set are inflexible. We find in our community, people find the DEC set rates expensive.

Hire of facilities calendar does not allow for public holidays. Most people don't use the facilities on public holidays. Therefore the tool calculates extra days making the cost of the contract wrong. Could not use the online management system because of this. Really liked the system otherwise.

It [the system] has the page where the date schedule is not user friendly or large enough for the information. I tried and tried but then went back to the template system.

You cannot put in daily use x3 times a day - we have a prayer group and it doesn't work.

On page 4 of the agreement - The user agrees to payment $, each week, fortnight, month, school term or single payment. The school term calculates the yearly agreement by 2 not 4.

I needed to change a start date and it wouldn't let me. I had to cancel and restart. I only wanted to charge $10 per term and it was difficult to set a set amount not hourly. I wanted to enter the gross and have it work out the GST automatically.

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Time constraint and lack of training

A number of participants (7) reported that time constraints have resulted in opting to use a manual process and in some instances not hiring facilities at all. The participants further commented on lack of knowledge combined with the lack of time as a barrier in using the online system. Comments are provided below.

Because each person needs to be registered into SAP to enable an agreement to be completed it has made it too difficult to use this system for some applications. Our school would hire out the side fence for advertising by way of banners. The time needed to be creating SAP registrations for each of these companies and has forced us to stop this form of income. The administration time needed is just too onerous on our already flat out staff.

I am not utilising this function for Community Use as I only had a very brief look at it once, and found it confusing and am not confident in using due to time and concentrating. I print all the paperwork, scan/email to hirers, who then have to come in and sign plus provide all extra paperwork i.e. Insurance papers, WWCC. We have a lot of community hirers at our school and it's extremely difficult to stay on top of all the paperwork. They also use 'one off' hire on top of their yearly hire.

I don't think the school office staff should have to take care of billing. It is very time consuming to chase users with all the paperwork that is needed now. I think the school should only provide contract details with all the insurance and WWC numbers, and head office should be dealing with billing as the program is extremely difficult to navigate from creating a new business partner, new plan, and editing changes the community user is needing.

I would rather use a system that allows simple document exchange. There is too much paper work for a teacher who has been asked to manage the system. Community use has been limited due to the time it takes to complete paper work and secure payment through the new system.

If there was a course and someone to train that 'simplifies' this process - I would be happy to attend.

We had basically no training of agreements at all when we had our LMBR training. They hardly mentioned Community Use Agreements.

Difficult when one has not had formal training.

Website link

Few (4) respondents reported not being able to access the system due to the weblink not working or not having an access to the website link.

I had been sent the link to the online management system by EDConnect after requesting assistance with renewing one of our Agreements. However, I was unable to access anything other than the home page, when I clicked on 'start new application' nothing happened and I was not able to proceed.

The "where do I start" link does not open.

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I just tried and kept clicking on start new application and it wouldn't open.

I would really like a direct link were I can save it to my portal for easy access. If I could get directions were to find it again that would be greatly appreciated.

Other issues reported were: printing documents, lack of knowledge to link with contracts and billing plans, errors in quick reference guides, setting up business partners and sales orders.

The only issue I have is when they are using numerous classrooms in the school terms only, when you print the agreement it does not print all the usage details on page 3 of the agreement, it only prints the first 15 data entries.

If you have a user with a lot of dates - when printing the community use agreement all the dates do not appear on the agreement

Setting up the contract is easy the difficult part is setting up or finding an existing business partner, setting up sales orders is also difficult. QRGs are also hard to find the correct one.

The QRG written in the order the actual CUA is entered. There are errors. Which have been brought to the attention of ED connect but not yet corrected. The system should move you to the next area to be entered, it should be more streamlined.

More clarification needed around council approval.

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Preferred way to manage CUAs

Out of 161 responses received for this question, 78% (125) preferred the online system to manage CUAs. Only 23% (29) respondents continued using schools previous processes [manual]. Considering that this feedback is received from participants that have used the online system, it would be fair to assume that the online system is preferable once people are used to it. One respondent noted, “Hard to use initially, but the more you use it the easier it is to navigate.”

Reasons for preference to the current online system included:

- User friendly system that is easy to navigate and manage access (36%, 45)
- Step by step process ensuring everything is covered and procedure is followed making it simple to manage CUAs (33%, 41)
- An ability to record/store documents in a centralised location with easy access to previous agreements (14%, 18)
- Preference to using a digital platform that offers modern and electronic system (6%, 7)
- Provision of prompts avoiding oversights and double bookings (5%, 6)

A further 6% (8) respondents reported that they have not used previous system being new users and one reporting that using the online system is a compulsory requirement at their school. Two respondents commended the availability of tutorials and good support from staff.

> *I must point out the when I have rang for support the people were absolutely wonderful and more then helpful.*
>
> *The people helping in the finance department are wonderful and helpful people they have saved our sanity many times.*

Reasons for preference to the previous processes included:

- Online systems inability to manipulate information to cater to individual school situations with the online system (38%, 11)
- Online system being difficult, time consuming and lack of training (59%,17)

The participants were asked about the systems used before the online system was available. Out of total 152 responses, 86% (131) of respondents reported using a manual process to complete CUAs. This included downloading and printing documents from DoE intranet, manually completing them, recording on spreadsheets and calendar and storing them in a paper format and/or on a local drives. Remaining comments included respondents being

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inexperienced due to a new role or it is not a part of their role and being unsure about previous processes.

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Uploading CUAs on the system

Schools are required to upload signed agreements on the online system but program managers perceive that this step is usually not completed. To confirm this, participants were asked if they perform this step and prohibiting factors for non-compliance. Out of 143 responses 67% (96) respondents stated that they comply with this requirement and 31% (44) do not.

When asked about the reasons for not uploading CUAs on the system, respondents stated various factors as a reason for the non-compliance. This mainly included time constraints (16%, 7) and a preference to the manual process of managing paper based agreements (14%, 6). Another 14% (6) indicated that they were unaware that they had to upload the agreement. Some (9%, 4) stated that they needed training and two said they lacked experience. Systems unsuitability for their school was presented as a reason by 7% (3) respondents. A further 14% (6) stated that it was not a part of their job and two expressed their intention to comply with the procedure in future. Additionally, 7% (3) respondents noted technical issues as a reason for the non-compliance and even not using the system.

> *It won't print or upload to our servers*
>
> *Unable to go past the homepage in the online system*
>
> *I was unable to complete the online agreement so after a few attempts, I went back to the manual form.*

Participants were also asked if they require further support to ensure completed agreements are uploaded in the system, to which 23 responses were received. Only seven (30%) expressed that they would like support. Out of seven that desired support, four indicated that they would like training, one respondent requested a link to access the system and one suggested developing a YouTube video or a PowerPoint presentation. The remaining 70% (16) did not want any support with three stating that they preferred their current procedures and one respondent saying that the system doesn’t work.

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Suggestions for improvement

Participants were asked to provide recommendations in order to improve the online system to which 34 responses were received. Respondents commented on fixing existing issues and suggested incorporating additional features to the system. A list and representing comments below detail these suggestions.

- Flexibility around editing agreements to change hire period, adjust days, delete and adjust costs to suit unique requirements
- Ability to change agreement after finalising and print [the] full table to agreement
- Ability to clone agreement with similar information to save time
- Flexible fee charging methods to allow per person charges, provision of catering and discounts and incorporating administration/maintenance costs in the fee structure
- Addition of drop down to select schools to assist staff who work in various schools so they do not have to exit and swap profiles
- Clearer instructions for the lease of canteens and OOSH, especially in case of contract extension
- Addition of vehicle hire option for schools that hire out buses to other schools
- Improved function to search business partners and support from finance team
- Notification on contract/insurance expiry
- Development of templates with formulas to show a daily rate as opposed to hourly rate
- Ability to track the facilities that are being used.

It would be useful to be able to easily access a report that shows if a customer has paid or not.

Too many steps in the report to get the information you require.

The online agreements are easily accessible. But they don't talk directly to our Account receivable section, which is surprising.

I would like to see the hiring charges reviewed to incorporate the cost of administration and ongoing maintenance of the facilities. Hiring facilities to the community is a time consuming process and the actual cost to the school is not reimbursed when the recommended rates are used.

Some of the information is not included on the printed form. Where is this information and why do we need to include it. Searching for business partners could be improved and if the uploaded form was sent on to accounts receivable it would work well.

The table of agreed usage is not user-friendly. The fee charging methods are too inflexible, i.e. doesn't cater for per person charges, or for provision of catering, or for discounts (e.g. we rebate hire of our fields proportionate to the number of our own students participating.

If the business partner advises of changes with ample notification they should notify finance directly not the middle man (school) when finance has all the information.

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Conclusion

A large number of respondents (42%, 228) have not accessed the online system because they are unaware of its existence. This suggests there is a strong need for promotion of the online system to create awareness and knowledge amongst schools to increase effective usage of the online system. The participants that have accessed the system are generally happy with the online system and prefer it to previous manual processes to manage the CUAs. The step by step process, centralised location for document storage, simple payment methods and the ability to calculate costs [for fixed charges] were noted as useful features. Some of the main issues noted were:

- inability to edit agreements
- unsuitability of the system for individual circumstances
- inflexibility with calculating charges
- limitations with printing agreements
- glitches with calendar and calculating time
- time constraints
- lack of training.

Specific suggestions were provided by some participants for the future improvement of the system, detailed in the suggestions for improvement section of this document.

Recommendations

The following recommendations based on the data collected for the evaluation are intended to increase usage of the online management system by schools:

- Develop a promotional strategy including ongoing reminders to create awareness amongst schools in order to increase effective usage of the online management system.
- Consider delivering training to school staff on using the online system.
- Fix technical errors/glitches and system design issues including development of templates outlined in the ‘Issues’ section of this document.

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Appendixes

Appendix 1 – CUSF Survey- 2018

Demographics:

1. Please enter the name of your school.*

2. Please indicate your role*
   - Principal
   - Member of the school executive
   - School administration manager
   - School administration officer
   - Classroom teacher

Usage

3. Have you ever accessed the Community Use of School Facilities online management system? *
   - Yes
   - No - Please give reasons for not accessing the system.*

4. Do you require support to access the system? If yes, please explain.

Frequency

5. How often do you use the online management system?*
   - Weekly
   - Monthly
   - Once per term
   - Yearly
   - Only when needed
   - Used only once

Access

6. Who else in your school has access to the system?*
   - Principal
   - Member of the school executive
   - School administration manager
   - School administration officer
   - Classroom teacher
   - No-one else

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User experience

7. Please indicate your level of agreement with the following statements. The online management system:*

Understanding processes

- Promotes understanding of the Community Use of School Facilities application process
- Makes all aspects of the process easy to complete
- Promotes understanding of policy requirements
- Helps ensure policy requirements are met

Manage access

- Provides the ability to manage access to the system
- Enables supervision of work completed by others
- Improves communication between staff working on an application

Manage data

- Allows required information to be entered easily
- Provides all proformas/templates required
- Allows fees to be calculated easily
- Makes it easier to complete the community use agreement

Record keeping

- Ensures all required documents are completed and filed together
- Supports accurate record keeping
- Allows me to keep track of existing community users and agreements
- Offers an accessible help function

Navigation

8. Ease of use and/or difficulty in using the online management system.

- Find information as needed
- Navigate from one step to another
- Understand what information is required

Performing tasks

9. Please indicate the level of difficulty in completing the Community Use of School Facilities Agreement for each of the following:*
   - Ensuring all information is included
   - Incorporating changes in circumstances
   - Agreement filing
   - Record keeping
   - Handling complaints
   - Keeping track of agreement expiry protocols

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Issues

10. Please describe any difficulties you have encountered using the online management system.

Preferred systems/processes

- To manage community use agreements, do you prefer to use the:*
  - Current online management system
  - Previous system/process

  - Please give reasons for your answer.*

11. What process did your school use to manage community use agreements prior to the online management system?*

Uploading completed CUAs

12. Do you upload the completed agreements in the online management system?*
    - Yes
    - No - What factors prohibit you from uploading the completed agreements in the system?*

13. Do you require further support to ensure completed agreements are uploaded in the system? If yes, please describe.

Useful features

14. Please describe if there are any features of the online management system that are useful.

Recommendations for improvement

15. Please provide any recommendations you may have to improve the online management system.

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