

**Australian Business and Community Network  
2014 Annual Report**



**ABCN**   
Business Partnering with Education

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## Chairman Review

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In 2014, we completed a strategic review for ABCN, setting the direction of the organisation for the next three years. During this process we recognised our ninth year of partnerships between business and education and it was a timely exercise to question whether the need for the ABCN still existed as it did in 2005. Sadly, it does.

Far from improving over the past 10 years, the gap between advantaged and disadvantaged schools continues to exist – and according to some research, it has widened. As youth unemployment rises, we are seeing national figures of 14% youth unemployment but more disturbingly, far too many hotspots around the country of over 20%. Not surprisingly, given ABCN's focus on improving student outcomes for high-need schools, there is a correlation with these hotspots and ABCN partner schools, particularly Parramatta in Western Sydney. Without a national focus on support for disadvantaged schools, the tertiary education and employment aspirations for these students are unlikely to be fulfilled.

To prevent young people missing out on further education or joining the ranks of the unemployed we need to invest in mentoring support, developing career and employability skills, access to real workplace experience, coaching, vocational guidance and connecting with employers. We also need to support students' transition to further study and work through confidence-building and affirming activities, mentoring and financial support. This is the core of ABCN's programs.

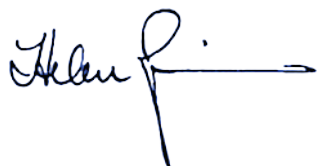
In our strategic review this year, we therefore reconfirmed our core commitment to building partnerships between business and disadvantaged education, achieving this through high impact mentoring programs. ABCN members continually affirm the value of the CEO/Principal relationship and the insights and leadership provided by our partner Principals. We are particularly pleased that in 2015 we will appoint a National Principal Advisory Committee to guide us on potential impact areas for educators. Over the next three years we will focus our attention on new areas of impact, including emerging leaders in our schools, developing a regional delivery model for ABCN programs and increasing the number of scholarships awarded.

Accordingly, we were delighted that regional Australia was the beneficiary of additional funding for ABCN programs during the year. Partner funding from the Australian Government Department of Education, supported us to expand our reach for the *Aspirations* program and *Interview Skills Workshop* to Shepparton and Geelong in Victoria, Kalgoorlie in WA and Wollongong in NSW. We acknowledge KPMG, PwC and Commonwealth Bank who were critical supporters of these regional programs.

Through the generous funding of many of our member companies and individuals, especially Board and Council alumni, we were able to award scholarships to 14 students this year – an increase from 12 in the previous year. There are now 26 students participating in the scholarship program.

We were pleased to welcome five new member companies – RedBalloon, MCI, Tata Consultancy Services, Moore Stephens and the Department of Defence. We look forward to contributions from these organisations and their leaders as new members of the ABCN Council.

It's been a busy and exciting year for ABCN. I'd like to thank retiring Board member, Matthew Grounds from UBS, for his significant involvement and support. And I'd also like to acknowledge the commitment and contribution of John Weber, former CEO of Minter Ellison, who successfully chaired the ABCN for during the year, stepping down on 31 September 2014. Finally, on behalf of the Council and fellow Board members Pip Marlow, Luke Sayers, Tony Macvean, Sharon Ford, Rob Sindel and Mike Wilkins I would like to pay tribute to CEO Jacqui Jones and the ABCN team for their dedication, skill and passionate commitment to ensuring the ongoing success of ABCN's work.

A handwritten signature in blue ink, appearing to read 'Helen P.', with a long horizontal line extending to the right.

**Helen Zimmerman**  
Chairman

# Chief Executive Report

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2014 has been our largest and most ambitious year ever in terms of program delivery. This year over 15,000 students from 167 schools around Australia participated in 472 programs and 4,314 volunteers from member companies gave their time to mentor students and support our partner schools. In Queensland alone, we increased program participation by 11% on 2013.

In its inaugural year, the Scholarship Foundation awarded 12 scholarships. Now in its second year – and thanks to the generosity of the ABCN community – we were delighted that we were able to increase this number to 14. It is significant that three of these are perpetual scholarships, funded by Navitas, Microsoft and Fuji Xerox. Perpetual scholarships are important to the program as they enable ABCN to commit to awarding scholarships on an ongoing basis while also supporting the sustainability of the Foundation. Encouragingly, for the first time, this also included a crowd-funded scholarship – the Yes4good scholarship – made possible by Optus employees. Increasing the number of scholarships awarded each year as an area of impact is in line with our recent strategic review.

I am proud to report that ABCN has also been the deserved recipient of a number of awards this year. In South Australia, we jointly shared an award with PricewaterhouseCoopers for the GOALS and *Career Choice Day* programs. Nominated by Le Fevre High School, who had participated in both programs, the award was presented by Western Futures, at their annual School and Business Partnership dinner.

We were also honoured to win four Global Best Awards in 2014 – one for *ParraNormal*, a partnership with the Information and Cultural Exchange in Parramatta, and three for *Focus*. Held every second year, the Global Best Awards are hosted by the International education business Partnership Network (IPN) – an international network of education, business and community partnerships which aims to improve and enhance the learning of young people through targeted programs. *ParraNormal* was Global Best Award winner within the Entrepreneurship & Enterprise Skills category, while *Focus* won two awards within the *Partnerships Crossing Boundaries* category – acknowledging programs that create bridges between different socio-economic, cultural or demographic groups. Most importantly however, *Focus* also received the coveted overall Global Best Award for 2014.

We are justifiably proud of our *Focus* program, which enables female students to develop their leadership skills with female executives in a three week intensive. Now in its third year, it remains our fastest growing program ever, with 90% of students reporting a better understanding of their leadership potential as a result of the program. We will watch with interest the future female leaders we've met through the program.

I'd like to acknowledge the work of the JP Morgan Chase Global Foundation which has supported the *ArtsAccess* program for the past three years. This significant investment ensured 17,537 primary and high school students from disadvantaged schools in Western Sydney benefitted from access to the arts. This year J.P. Morgan also invested in the *InRoads* program, which focused on preparing young people for work through professional mentoring and work experience placements.

In Melbourne this year we ran a new pilot program, *Engage*. Supported by Hall & Wilcox and PricewaterhouseCoopers, the program was extremely successful with 100% of participants reporting increased confidence in delivering a speech, greater knowledge of the skills required to be an effective public speaker and greater motivation to succeed.

A number of individual companies and school partnerships also produced some incredible initiatives during the year. The Commonwealth Bank partnered with Cabramatta High School for the eighth year in a row on the *Your Face, Your Story* program. This collaborative effort offers students the opportunity to express themselves through a collection of original stories, poems and artworks that reflect on their origins. A published book of poetry was the result of students from Leumeah High and mentors from Genworth, who participated in the *Finding Home* workshop series to develop and perform a piece of poetry that explored themes and experiences of 'home'.

As we head rapidly toward our 10-year anniversary, I'd like to acknowledge the ABCN team and all those who enable the remarkable organisation that it is.



**Jacqui Jones**

Chief Executive Officer



# Governance Statement

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The Australian Business and Community Network (ABCN) is a company limited by guarantee. It is a not-for-profit organisation that partners schools with business through the development and delivery of mentoring programs for students from high-needs schools.

Entirely business-funded, ABCN was established in 2005 by a group of senior business leaders whose vision was to inspire, challenge and engage businesses to have a greater positive impact in the community. Today, it is made up of 35 member companies and an experienced body of CEOs from well-recognised, national and global organisations, who represent a breadth of industries. These organisations share a common belief that a collaborative approach by business can greatly assist in the improvement of major issues through the education of disadvantaged young people.

Every year, ABCN works with a network of comprehensive public schools across Australia to deliver a range of critical employability, leadership and skill-building mentoring programs. All programs are provided at no cost to the schools or the students. Training materials, transportation, books, catering and excursion fees are all included.

## **Mission and Objectives**

ABCN's primary objective is to establish partnerships with high-needs schools and share resources available to businesses – including volunteers, expertise and services – with these schools and their students.

Our goal is to improve the opportunities and outcomes for disadvantaged students by raising aspirations and increasing their awareness of the wider range of personal, educational and vocational choices available. This is achieved through the development and delivery of structured programs that involve business professionals mentoring students in a corporate environment. More details on ABCN's operations are set out in this report.

## Council

The organisation's council is comprised of the Chief Executives (or equivalent) of each member organisation. The role of the council members is to both facilitate and enable the achievement of ABCN's mission and objectives by leveraging their professional networks, profile, reputation, energy, experience and influence to:

- serve as a source of independent advice to the Board with regard to ABCN strategy and external relations
- ensure that ABCN remains focused on high-impact engagement
- participate personally with ABCN and encourage and inspire other business leaders to commit to joining as ABCN members, thereby expanding the resources and influence of ABCN in the wider, general community
- raise ABCN's profile and build its brand and reputation, and
- engage with schools and the broader community.

## Board Members

As of 31 December 2014, there were eight directors on the Board, including the Chief Executive Officer. Other than the Chief Executive Officer, the Board members are non-executive directors and receive no remuneration for their services. The non-executive directors are drawn from the senior executive management of ABCN's member organisations. They are nominated by the ABCN Council and appointed by the Chairman.

The company's constitution specifies:

- there must be no less than three and no more than 12 directors, and
- directors who have held office for more than three years must retire at the next annual general meeting – such directors, if they are not otherwise ineligible, may stand for re-election.

The Board's charter further provides that, unless changed by a majority vote of the directors:

- the maximum term for the Chairman as a director is six years
- the maximum term for other directors is three years
- there will be a majority of non-executive directors, and
- the Board will review its size, composition and performance, including each director's performance, annually.



## Roles and Responsibilities of the Board

The Board fulfils its primary role of meeting ABCN's objectives and complying with the relevant *Corporations Act* requirements through:

- governing, rather than managing, ABCN by ensuring that there is a proper governance framework in place to promote and protect ABCN's interests for the benefit of its members
- setting goals and policies and, specifically, approving ABCN's strategies and strategic plan
- monitoring the performance and contribution of Board members
- selecting and regularly evaluating the performance of, and if necessary, replacing the CEO
- setting standards for proper governance practices (including appropriate standards of ethical behaviour, corporate governance, and social and environmental responsibility) and monitoring the processes to ensure adherence to these standards
- selecting, appointing and monitoring the performance of the external auditors
- monitoring financial performance and reporting
- approval of ABCN's annual budget
- approval of ABCN's annual financial report
- monitoring key risk areas by ensuring the implementation of a suitable risk management and internal controls framework
- reviewing the adequacy of systems to comply with all laws and regulations which apply to ABCN and its programs
- approval of ABCN's insurance arrangements, and
- ensuring that all legal and commercial requirements are met in terms of proper reporting and disclosure.

In discharging its role, the Board considers the guidance and advice of the Council but will not be bound by such guidance and advice.

## Board Oversight

The Board oversees and monitors management's performance by:

- meeting at least three times per annum
- receiving detailed financial and other reports from management at these meetings
- requesting and receiving additional information and input from management when necessary, and
- regular communication between the Chair and the CEO.

## **Aspirations**

### **Exploring Career Options and Workplace Skills**

*Aspirations* is designed to familiarise high school students with a modern workplace and equip them with the skills to get there.

The program focuses on Year 11 as this is a critical stage for students in determining what type of further education they will pursue, or whether they will continue with school at all. The aim is to enable students to engage in the workplace and build an understanding of the types of skills that are required in a modern work environment. Sessions include developing essential employability skills, interview techniques and exploring post-school options.

The program usually runs over one to two school terms and involves a launch at the school and four subsequent workshops of around three hours each, all held at member company venues. Students and mentors sit in small groups, typically with two mentors and five students in each group.

In 2014, a one-off grant from the Department of Education, Employment and Workplace Relations (DEEWR), enabled the expansion of *Aspirations* into regional areas nationally. It remains one of our most popular programs and continues to deliver great outcomes, with 88% of students reporting an increased awareness of employability skills as a result of the program.



*Aspirations gave me a better understanding of what employers are looking for and practical skills when trying to apply for a different job.*

**Student**



## Focus and Focus2

### Young Women's Leadership Program



It supported me  
and made me feel  
like I'm capable of  
achieving anything  
if I put my mind  
to it!

Student



The *Focus* program seeks to provide young women from high-needs schools with the essential leadership skills they need to engage in a successful, meaningful career.

Through a series of three structured, facilitated sessions, the program encourages the students to aspire to senior roles in business and the community and improve achievement while also fostering a sense of self-belief and confidence in their leadership abilities. Working in small groups with female executives who act as role models and mentors, participants will explore current thinking about leadership and have the opportunity to work with, and learn from, successful women in corporate Australia. Sessions include an introduction to leadership, realising strengths and creating a leadership picture.

*Focus2* involves the same group of students but they are usually paired with a new group of female executive mentors. The program builds on the leadership concepts covered in *Focus*, with sessions that include developing leadership characteristics, communicating as leaders and motivation and leadership. *Focus2* was rolled out to become a core part of ABCN's program offering following a successful pilot phase in 2013.

Both programs typically target young women from Years 10, 11 and 12 who already demonstrate leadership potential. They may already be holding leadership positions or are about to enter into leadership positions in their schools.

Both *Focus* and *Focus2* continued to experience strong interest, with substantial growth reflected in school, student and mentor participation across the board. Mentor involvement increased from 209 to 351 (68%), student participation grew from 346 to 625 (81%) and the number of schools taking part also increased by 25%.

## Growing Opportunities and Learning Skills (GOALS)

### Year 9 Mentoring Program

GOALS is a one-on-one mentoring program designed to widen the life choices and aspirations of Year 9 students from high-needs schools who are at risk of disengaging from school. These students have little opportunity to network outside their immediate community and are often lacking in professional role models who can demonstrate or encourage career options. This limited social network combined with financial constraints can result in a higher likelihood of leaving school early.

The focus of GOALS is to help students build their confidence, learn about the importance of setting goals and to assist them in continuing their education to Year 12 and beyond. This is achieved through structured group and individual mentoring sessions with business people working in a range of roles and businesses. The program encourages the completion of Year 12 and the potential for further tertiary study at TAFE or University.

Students are matched with a corporate mentor who has shared interests and experiences. They meet as a group at corporate venues and take part in a range of activities that focus on topics such as setting goals, communication, managing finances and preparation for the workforce.

The GOALS program maintained solid interest and exceptional student outcomes with 87% of students reporting a better understanding of the business world. In 2014 we saw 440 students and 556 mentors participating in the program. This represents increases of 9% and 4% respectively.



Not only are you potentially making a difference to a student's life, you get a lot out of it yourself.

Mentor



## InterACT

### A Program for Students Who Are New Arrivals to Australia



*InterACT* provides a unique opportunity to provide new experiences to school children who would not ordinarily have exposure to corporate life and the opportunities available to them.

Mentor



*InterACT* is designed specifically for recently arrived, high school-aged migrants and refugees whose first language is not English. Their experience is exacerbated by limited social networks, poor cultural and vocational literacy, little or no formal schooling in their country of origin, low socio-economic status and often exposure to violence, deprivation and loss throughout the resettlement process.

The focus of *InterACT* is to support these students in gaining the cultural and vocational literacy they need to participate in Australian life. While the emphasis is on soft skills such as communication and building relationships, there is also an important socialisation aspect as students learn to sustain adult conversations in English with a positive role model outside their immediate community.

The program involves students and accompanying teachers travelling to a corporate venue for six facilitated sessions. Students are placed into groups and typically two mentors are matched with four to five students.

*InterACT* continues to demonstrate its positive impact on refugee and ESL students with 88% of students reporting more confidence as a result of the program. In 2014, 195 students participated in *InterACT* – an increase of 28% on last year. Mentor involvement remained steady.

## Partners in Learning (PiL)

### Partnerships Between Business and Education Leaders

PiL is a program that supports business and educational leaders by linking them together to share experiences and expertise, solve problems and explore leadership challenges.

The focus of the program is to further professional development through enhanced management and leadership skills. It's also an excellent opportunity for both partners to collaborate on research and information – educators are able to comprehend what businesses require in school graduates and tertiary training, while business leaders are able to learn more about their future customers and employees.

Executive business members and educators from primary or secondary schools are partnered and meet approximately four times a year. Initial meetings are typically held at the school with subsequent meetings at the member company or at a venue that suits the participants and the purposes of the meeting.

There was a decline in CEO-principal partnerships in 2014 compared to the previous year. This can be explained by changes in leadership within our school and member company network.



Our partnership is very much a two-way process – it's a good opportunity to pass on my experiences but also to gain knowledge.

**Business Leader**

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## Partnerships, Opportunities and Projects (POP)

### One-Day Events to Support High-Needs Schools

POP activities allow ABCN member companies to support high-needs schools through a variety of one-day activities that benefit the school community. They provide opportunities for employees who are unable to commit to a sustained program – or for employee groups wishing to participate in a team-building activity.

Many high-needs schools struggle with the budget and people-power necessary for general maintenance such as painting, clean ups, gardening and repairs. Often stretched to cover their core business of teaching and learning, they also lack the resources to assist with strategic planning, professional development and finance and management advice. By investing their time and expertise through these one-day activities, corporate professionals can make a significant difference while also sending a positive message to students and staff that the business community values their school.

Some examples of successful activities include a schoolyard blitz, a strategic planning workshop, an apprenticeship and traineeship offer, building a sustainable garden, marketing and PR advice, a resume

and interview workshop or work experience. Students and employees meet as a group and often share lunch.

In 2014, 133 schools across Australia benefitted from a number of different school-based, one-off volunteering events and activities with our member companies volunteering staff support, time and expertise. This is an increase from 96 in 2013.



It was so great to get the team out of the office and into the community. I saw a whole new side to them.

Team Leader



*Spark* has been one of the most rewarding things I have done. The transformation in my student during that short time was amazing.

Mentor

## **Spark**

### **Primary School Reading Mentoring Program**

*Spark* is a basic reading and literacy program designed for primary school children who require assistance in developing their reading and comprehension skills. These children have little opportunity for reading outside of school and would benefit from one-to-one attention to help build confidence and self-esteem.

While the focus of the program is on reading and comprehension, there is also a degree of socialisation with reading mentors acting as positive and reliable role models for the participating students. The one-on-one time involved in the program provides an opportunity for sustained conversations in English, encourages the student personally and has a powerful impact on their enjoyment of reading.

Students participating in the program are typically from the early stages of primary school and are matched with a mentor for weekly one-on-one sessions. The program works on a buddy system for mentors who alternate their visits to the school, reading with their student once a fortnight.

Spark continued to achieve outstanding results with 100% of teachers observing that their students demonstrated improved comprehension and 90% observing that their students are now more positive about reading as a result of the program. In 2014, 666 mentors, 468 students and 52 schools participated in the program nationally.



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### **Workplace Visits and Interview Skills Workshops**

#### **One-Day Workplace Preparation Opportunities**

These one-day workplace visits target Year 10 students as they begin to consider career options for the future and the relevant study pathways required. They are specifically designed to broaden students' awareness of the vocational choices available and equip them with tools for an interview situation.

Participants are from high-needs schools who are often limited in their access to work opportunities and situations that will develop their interview skills. For many, this may be the first time they have travelled to the city and been exposed to different industries and career options.

The day typically involves groups of students visiting one of ABCN's member companies where they learn about the workplace, different roles and the various career pathways of some of their employees. Students participate in facilitated activities designed to develop their non-verbal communication skills, step out of their comfort zones and learn about current interview techniques.



I really loved and enjoyed it. I am glad I got so much out of this; it was very uplifting to obtain the insight I need to develop in the future.

**Student**



2014 saw an overall increase in students, mentors and also the number of schools participating in these one-day workplace visits and workshops. A one-off grant from DEEWR also enabled further expansion of *Interview Skills Workshops* into regional areas nationally. Outcomes from *Interview Skills Workshop* programs indicate that 93% of students have a better understanding of what to do at a job interview and 94% now understand how to prepare for a job interview.



It's like covert  
maths teaching,  
they think its fun  
but they are really  
learning a lot.

Mentor

## 1:2:1

### Primary School Mathematics Tutoring Program

*1:2:1* is a basic numeracy and counting program designed for primary school children who require assistance with the development and understanding of basic mathematical skills. These children have limited opportunities to build on their numeracy outside of school and would benefit from one-to-one attention with a mentor to help build confidence and self-esteem.

While the program focuses on developing an understanding of maths and its applications, it also incorporates an element of socialisation and confidence building, with mentors acting as positive and consistent adult role models for the participating students. The one-on-one time involved has a powerful impact on student performance and their overall enjoyment of maths.

The program generally targets students from Year 1, as this year is widely recognised to be a critical point of numeracy development. Participating students have been identified and selected by their school before being matched with a mentor for weekly sessions.

Student and mentor participation in *1:2:1* continued to grow in 2014 reflecting ongoing demand at the school level and ongoing strong interest from member companies. Of the 180 students who took part in the program this year, 96% of teachers observed that their students are now more positive about Maths and 88% observed that they had improved their maths skills.

# ABCN Pilot and Bespoke Programs

## Engage

### Communications and Public Speaking Skills

*Engage* is a mentoring program designed for high school students to develop communications and public speaking skills.

The focus is on students learning how to communicate to an audience, in a structured, deliberate manner, in order that they can inform, influence, or entertain with confidence. Benefits include an improvement in self-confidence and self-image, listening skills, employability skills, verbal literacy and the ability to negotiate and persuade people to reach and attain goals.

The program typically runs over one to two school terms with students, drawn from Year 10, working in a small group environment with 8-10 mentors. Topics explored include non-verbal communication, structuring a speech and the art of delivering a speech. During the final session students deliver a speech with the support of their mentors.

*Engage* piloted in 2014 with PricewaterhouseCoopers and Hall and Wilcox in Victoria. Excellent feedback included 100% of student and mentor participants reporting a greater knowledge of the skills required to be an effective public speaker and increased confidence in delivering a speech.



Being able to speak comfortably in front of others is a skill that needs to be developed – and mentoring provides a positive way to help enable this process.



## **Finding Home**

### **Poetry Writing Workshop**



*Finding Home* is a specially designed poetry workshop series that explores the themes of home – encouraging students to map their connections with memory, community, character and a sense of belonging. Over four sessions, workshop participants will be guided through poetry writing and performance activities to create and share a collection of poems that celebrate home – the things we love and laugh about, what we hope to change and how we aspire to live.

Led by poet Candy Royalle from the Red Room Company, this intensive writing program brings contemporary poets into classrooms across Australia. It aims to awaken imaginations and support authentic publication outcomes.

Sessions include building creative confidence and imagination, exploring concepts of home through exterior perspectives, sharing personal stories and experiences of home, connecting home with feelings of belonging, place and community, creating memory maps and final poems that are shared with the group.

As a result of the program, 94% of participants reported increased confidence, while 88% reported improved writing skills and 82% felt better about sharing and presenting their work.

## InRoads

### Workforce Preparation and Mentorship Program

*InRoads* is a workforce preparation and mentorship program. In 2014 the program ran from July through to November and targeted young unemployed graphic designers from Western Sydney. In collaboration with the Information and Cultural Exchange in Parramatta, the project focused on Good Street in Granville, immersing young unemployed graphic designers in the retail and cultural realities of what is considered a challenged area, offering them the opportunity to work with the retailers and the program's professional design and skills development mentors. Participants were matched to, trained and mentored by some of Australia's leading contemporary graphic designers and companies.

The program aimed to assist the young unemployed participants to be job-ready with the key skills to succeed in business outside of their existing understanding of design and creativity.

The outcomes were extremely positive with 100% of participants reporting they had learnt from their mentor and had improved their design skills as a result of the program.

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## Outward and Upwards

### Intensive Leadership Program

*Outward and Upwards* is an intensive leadership program for students from high-needs schools who demonstrate leadership potential. It is designed to inspire and equip selected students with leadership abilities that will assist them in their school lives and future.

The program involves experiential learning through a variety of outdoor, adventure activities. It also requires students to develop a community impact project and seek to make positive social change through demonstrating personal leadership in their local community.

Students participating in the program are typically drawn from Years 10 and 11 and have been selected by their school through a rigorous application process. This includes a written proposal, an assessment of their leadership potential and a personal recommendation by their school principal. Each student is then matched with a mentor from Qantas.

The program begins with a seven-day residential summit followed by a six-month mentoring program that typically involves four facilitated meetings between students and mentors.

The 2013 pilot for *Outward and Upwards* was completed in the first half of 2014. The program was subsequently rolled out to a second cohort of students nationally in 2014 involving 30 students from 10 schools across four states which was twice the number of students from the previous year. In the



*Outward and Upwards* gives students the tools to make positive social change through the demonstration of personal leadership in their local communities.

2014 program, 88% of participants reported increased confidence and a better understanding of their leadership potential.

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Being able to mentor has really opened my eyes to some challenges faced by students that I was not aware of.

Mentor

### **Read, Inspire, Strive, Exceed (RISE)** **High School Reading Program**

RISE is a literacy program focusing on high school students who demonstrate lower-than-average literacy skills. These students have minimal opportunities for reading outside of the school environment and would benefit from one-on-one engagement to improve their reading and comprehension and build self-confidence.

Poor literacy skills are closely linked to low self-esteem, under-performance at school and negative adult life outcomes. RISE aims to address this issue with one-on-one mentoring sessions that target reading and comprehension at high school level. However, it also incorporates socialisation and confidence building as the mentors involved demonstrate positive adult role modeling and encourage the student personally. For many students, these sessions are important opportunities for sustained adult conversations in English and represent a safe environment to develop their self-esteem.

Students are typically drawn from Years 7, 8 and 9 and have been identified and selected by their school prior to being matched with a mentor. Students travel to their mentor's company to take part in the sessions.

In 2014, 159 students and 190 mentors participated in 14 RISE programs. This is a non-core program however we run it at the request of companies and schools.





## **Technology, Enterprise and Mathematics (TEAM)**

### **Year 10 Mentoring Program**

TEAM is a mentoring program for Year 10 students from high-needs schools to provide them with the relevant skills they require to gain meaningful employment.

Based around a project management simulation, the objective is to equip students with the business skills they require but also to stimulate their interest in technology and maths highlighting the fact that both subject areas are applicable in a contemporary workplace. While the participants may have already demonstrated skills or an interest in mathematics and technology related subjects, this is not a requirement.

The program involves students and accompanying teachers travelling to a corporate venue to attend four, three-hour workshops. The students work with their mentors in small teams to create a business project proposal, which is presented in the final session.

In 2014, 116 students and 52 mentors participated in six TEAM programs. This is a non-core program however we run it at the request of companies and schools.



The ABCN Scholarship Foundation provides financial scholarships and mentoring support for high-potential students who are experiencing significant economic, family or social difficulties. These challenges may impact on their study or capacity to achieve their potential and pursue their desired tertiary pathways.

In 2014, the Foundation more than doubled the participation of students and mentors from the previous year, awarding a further 14 scholarships to exceptional students. There are now 26 students participating in the Scholarship program.

Applicants were required to participate in a rigorous and thorough application process, including an essay of up to 750 words, which was considered in conjunction with their academic and school records. All applications had to be endorsed by the school principal. Final selections were based on the quality of the application, the principal's recommendation and on student merit and need.

Scholarship winners for 2014 were:

- > Badiia Bahsa, NSW
- > Chanleng Reaksmey Suy, NSW (Fuji Xerox Australia scholarship)
- > Ghada Khalef, NSW (Optus Yes4Good scholarship)
- > Jarrod Duffy, NSW
- > Justin Whiting, NSW
- > Mahnoor Mushtaq, NSW
- > Maria Claire Devad, NSW (Navitas Scholarship)
- > Petra Matic, NSW
- > Rachel Bonic, NSW
- > Chelzia Paulson, Vic
- > Saeeda Lodin, Vic
- > Sophie Young, Vic
- > Warkaw Admassu, Vic
- > Jordan Brexler, Qld (Brian Glasgow Microsoft scholarship).

The scholarship includes financial assistance for Years 11, 12 and the first year of tertiary education, and one-on-one support throughout this time by a dedicated mentor.



Scholarship winners also form part of the ABCN's growing alumni which meets annually at ABCN end of year events. This year, our inaugural 2013 winners were able to share their insights with the 2014 scholarship winners on the benefits of the program and the amazing experiences they shared at the Leadership Summit held in Sydney in August.

The Leadership Summit, attended by inaugural students and their mentors, not only provided students with an invaluable networking opportunity but the chance to participate in a two day facilitated workshop on time management, communication, building relationships and leadership.

As part of the Summit, students and mentors were joined by their school principals and many of ABCN's Board and Council members for a dinner hosted by J.P. Morgan. The dinner was an opportunity for students to put into practice the invaluable skills they had learnt during the workshop on building rapport and networking. Together they celebrated nine successful years of the ABCN and the first year of the ABCN Scholarship Foundation.

The Foundation is extremely grateful to our very generous donors within the ABCN community - both individuals and corporate entities - whose continuing support enabled us to raise \$336,708 in the 2014 financial year.

Significantly, three of the donations received are for perpetual scholarships funded by Navitas, Microsoft and Fuji Xerox Australia. Perpetual scholarships enable ABCN to award one scholarship every three years in the company's name and support the long term sustainability of the Foundation.



For the first time, ABCN mentors and the broader community were able to donate to the Scholarship Foundation through workplace giving platforms and online donations. As a result, we were delighted to award a Yes4good scholarship that was very generously crowd-funded by Optus employees.

The ABCN Scholarship Foundation is registered with the Australian Charities and Not-for-Profits Commission and has deductible gift recipient (DGR) status. In 2014 it was generously supported by a number of organisations and individuals, which include:

*Financial contributions (organisations):*

Commonwealth Bank of Australia, Fuji Xerox Australia, Gilbert+Tobin, iinet, KPMG, Macquarie, Microsoft Australia, Minter Ellison Lawyers, Navitas, Norton Rose Fulbright, Optus, PricewaterhouseCoopers, Perpetual and UBS.

*Financial contributions (Board):*

David Clarke, Stephen Fitzgerald, Michael Hawker, Kerry Jukes, Paul O'Sullivan, Matthew Quinn.

*Members of the Scholarship Foundation Board:*

ABCN founder, Michael Hawker AM (Chair), Jacqui Jones (CEO, ABCN) Kerry Dukes and ABCN's Board and Council alumni – Paul O'Sullivan, Stephen Fitzgerald, Matthew Quinn and David Clarke.

We are also grateful for the organisations that provide mentors to our scholars or inkind support. These include Hall & Wilcox Lawyers, KPMG, Microsoft, Minter Ellison Lawyers, Navitas, Norton Rose Fulbright, PricewaterhouseCoopers and UBS.



Financial information for the Year Ending 30 June 2014

ABCN Scholarship Foundation – Profit and Loss

Income	July 2013 – June 2014
	\$
Advance from ABCN	250,000
Bank Interest	11,331
Foundation Donations	336,708
Total Income	598,039
Expenses	
Scholarship Awards	30,060
Travel/Transport/Accommodation	9,307
Total Expenses	39,367
Net Income	558,672

# Program Delivery

ABCN delivered 472 programs in 2014, which represents a 10.5% increase from 2013.

ACT	NSW	Qld	SA	Tas	Vic	WA	National
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## High School

Aspirations	2	18	4			6	4	<b>34</b>
Focus and Focus2		24	3	2		7	5	<b>41</b>
GOALS and InterACT		16	3	1		8	6	<b>34</b>
Partners in Learning (PiL)		10	8	1		9	3	<b>31</b>
Scholarship Foundation		14	2			9	1	<b>26</b>
Workplace Visits and Interview Skills Workshop	1	19	17	4	1	15	8	<b>65</b>
School-based Activities	1	42	47	3		23	17	<b>133</b>

## Primary School

Spark	6	18	9	5	3	12	5	<b>58</b>
1:2:1	1	13	6			1	1	<b>22</b>

## Pilots & Bespoke

Engage, Finding Home, InRoads, Outward and Upwards, RISE, TEAM, Transitions		13	9			4	2	<b>28</b>
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<b>Total Programs</b>	<b>11</b>	<b>187</b>	<b>108</b>	<b>16</b>	<b>4</b>	<b>94</b>	<b>52</b>	<b>472</b>
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The number of students in sustained mentoring programs increased by 41% from the previous year. The total number of volunteers and program sessions remained steady. The number of program sessions experienced a slight dip compared to 2013 and this is largely due to streamlining of the GOALS program structure.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Totals 05-12
Businesses	11	23	28	28	26	28	30	32	34	35	
States/ Territories	1	1	4	5	5	7	7	7	7		
Schools	12	28	69	120	157	188	216	220	228	167	
Mentors	102	197	625	1,575	2,089	2,522	2,812	2,856	3,253	3,231	<b>19,262</b>
Total Volunteers*	102	197	625	1,575	3,789	4,515	4,537	4,404	4,801	4,314	<b>28,859</b>
Students Mentored	38	112	504	1,044	1,385	1,863	2,275	2,422	2,893	4,073	<b>16,609</b>
Total Students*	4,000	4,637	4,210	6,289	7,762	8,802	10,586	13,497	15,326	15,245	<b>90,354</b>
Sessions, Visits, Experiences	75	140	481	1,233	1,366	1,975	2,073	2,070	1,932	1,758	<b>13,103</b>
Volunteer Hours	1,000	3,000	12,000	18,000	24,000	36,319	38,158	39,035	36,800	36,250	<b>244,562</b>

\* In all ABCN activities including one-day activities.

^ 2005-2009 are aggregated estimates based on program numbers.



# Financial Information

## for Year Ending 30 June 2014

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### **Basis of Presentation of Financial Information**

ABCN prepares a financial report in accordance with the Corporations Act and relevant accounting standards. This financial report is approved by the Board of Directors and audited by Grant Thornton Audit Pty Ltd. The statutory financial report is lodged with the Australian Securities and Investments Commission and is also available on request.

The financial information contained in this report is drawn from the information used in preparing the audited financial report. However, as the full financial report contains other details and disclosures, including the basis of preparation of the financial report, reference should be made to audited financial statements before placing any reliance on this information.

ABCN operates on a financial year basis, but programs are reported on a calendar year basis to align with the school curriculum. Therefore in this report, the programs reflect the 2014 calendar year (1 January 2014 – 31 December 2014) but the financial information is based on the 2014 financial year (1 July 2013 – 30 June 2014).

### **Income**

ABCN's main source of income is membership fees. These range between \$15,000 and \$65,000 per member depending on the size of the organisation. Total membership fee income for the 2014 financial year was \$1,699,348 compared with \$1,685,932 for the 2013 financial year.

Other income included \$437,860 in combined grants from JPMorgan Chase Global Foundation and the Department of Education, Employment and Workplace Relations (DEEWR). J.P. Morgan granted \$257,860 to continue the ArtsAccess and InRoads programs; and DEEWR granted \$180,000 to expand the reach of the Aspirations program and Interview Skills Workshops across regional and metropolitan schools nationally.

Interest income for the 2014 financial year was \$69,528 compared with \$83,125 for 2013.

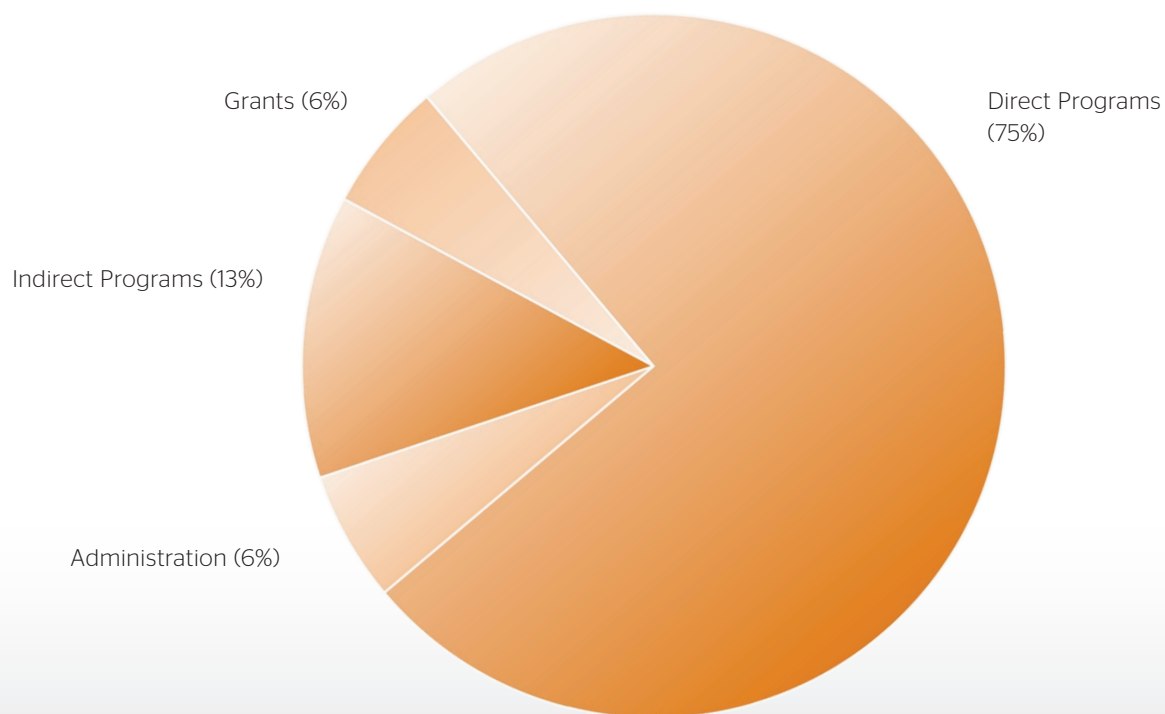
## Expenditure

ABCN operates on a financial year basis, but programs are reported on a calendar year basis to align with the school curriculum.

Total expenses for the 2014 financial year were \$1,948,093\*.

\*Please note this figure is exclusive of the Scholarship Foundation figures.

### 2014 Full Year Program Costs



Direct program expenditure continues to be the largest single component of ABCN's costs. The cost of program delivery, which includes development, delivery, materials, transport, co-ordination, evaluation and reporting, makes up 75% of all expenditure. Indirect program costs include some facilities, depreciation, insurance and professional fees, without which the ABCN could not continue to delivery programs in schools and member companies.

Administration costs fell slightly again this year as a percentage of total costs, which reflects organisational efficiencies.

Grant costs are related to the disbursal of the JPMorgan Global Foundation grant for the *ArtsAccess* and *InRoads* programs and the DEEWR grant for additional *Aspirations* programs and *Interview Skills Workshops*.

### Surplus for the Financial Year

The surplus for the financial year to 30 June 2014 was \$10,527 compared with \$61,498 for the year to 30 June 2013. A summary of the components is set out below. More details are available in the statutory financial report.

	Notes	2014 \$	2013 \$
<b>Surplus before income tax</b>		10,527	61,498
Income tax		-	-
<b>Surplus for the year</b>		10,527	61,498

## Financial Position

ABCN continues to be in a strong financial position. A summary of the financial position as at 30 June 2013 and 2014 is set out below. More details are available in the statutory financial report.

<b>Cash Flows from Operating Activities</b>	<b>2014</b>	<b>2013</b>
	\$	\$
Membership fees	1,869,283	1,854,525
Grant income	437,860	381,534
Interest income received	69,528	83,125
Payments to suppliers & employees	(2,058,736)	(2,176,882)
Advance to ABCN Scholarship Foundation	(250,000)	
Net cash provided by operating activities	67,935	142,602
<b>Cash Flows from Investing Activities</b>		
Purchase of property, plant & equipment		(24,243)
Net cash used in investing activities		(24,243)
Net change in cash & cash equivalents held	67,935	118,359
Cash and cash equivalent at beginning of financial year	1,715,392	1,597,033
Cash and cash equivalent at end of financial year	<b>1,783,327</b>	<b>1,715,392</b>

The increase in cash and cash equivalent between 30 June 2013 and 30 June 2014 reflects a surplus for the financial year of \$10,527 in addition to cash flows from operations. The company's constitution prohibits the distribution of any part of the profits or income or property as dividends or otherwise.





# Board of Directors

## for Year Ending 30 June 2014

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Jacqui Jones  
(appointed 1 July 2013)

Chief Executive, Australian Business and Community Network

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Jacqui Jones is the CEO of ABCN. She joined ABCN in 2007, initially on secondment from Optus, as National Projects Manager. She was then appointed General Manager in 2010 and CEO in 2013. During this time, the organisation grew from 12 companies working with 12 schools to 35 companies working with 228 schools across Australia. Prior to joining ABCN, she held roles at Optus and Pearson Education, specialising in sales, learning and development and change management. She is a non-executive Director of Australian Schools Plus, a fund established to assist schools most in need to create and access philanthropic funds.

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John Weber  
(resigned 31 September 2014)

Chair, Australian Business and Community Network  
Chief Executive Partner, Minter Ellison

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John Weber was the Chief Executive Partner at Minter Ellison from 2009-2014. Prior to this, he was Managing Partner at one of Minter Ellison's Australian offices, Government Industry Group Leader and a senior partner in the firm's Dispute Resolution Division. He is a director of the Large Law Firm Group, a member of the Business Council of Australia and its Labour Market, Skills and Education Committee and also a member of the European Australian Business Council.

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Helen Zimmerman  
(appointed 1 October 2014)

Chair, Australian Business and Community Network  
Executive General Manager – English, Navitas Limited

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Prior to joining Navitas as head of the English Division, Helen Zimmerman was Managing Director of the ACL Group of companies. She is a board member of the International Education Association of Australia and on the ETS TOEFL Advisory Group. From 2002 to 2008, Helen was a member of the NSW Vocational Education and Training Board. In 2010, she was one of five national finalists for the Equal Opportunity for Women in the Workplace Agency's award of Leading CEO for the Advancement of Women. She was named as a Paul Harris Fellow by the Rotary Foundation of Rotary International in 2010 and is Secretary of a not-for-profit children's charity.

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David Clarke  
(resigned 9 August 2013)

Chief Executive, Investec Bank Australia Limited

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David Clarke was appointed to the position of Chief Executive Officer of Investec Bank (Australia) Limited in June 2009 and is also a member of the Global Operating Forum for the Investec Group (Investec Plc and Investec Ltd). He has 25 years experience in investment banking, funds management, property and retail banking and is a member of the University of New South Wales Medicine Advisory Council.

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Sharon Ford  
(appointed 27 February 2014)

Director, Secondary Education, NSW Department of Education and Communities

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As Director, Secondary Education, Sharon Ford is responsible for the strategic leadership of secondary curriculum, vocational education and training as well as programs to support youth at risk in NSW government secondary schools and rural and distance education in all NSW government schools. Prior to taking up this role, Sharon was a School Education Director in Western Sydney. Between 2003 and 2009 she was the principal of Auburn Girls High School, one of the first schools to be part of the ABCN program.

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Matthew Grounds

Chief Executive Officer, UBS Australia

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Matthew Grounds is CEO of UBS Australasia and Global Head of UBS Investment Banking. He is a member of the UBS Asia Pacific Management Committee, the UBS Global Executive Committee and a Group Managing Director. With more than 20 years investment banking experience, Matthew is one of Australia's leading corporate advisers and has been responsible for a number of landmark transactions for major Australian and international companies.

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Tony Macvane

Managing Partner, Hall & Wilcox

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Tony Macvane has been a partner of Hall & Wilcox since July 2000, and Managing Partner since July 2007. During his tenure as Managing Partner, the firm has experienced considerable growth and success and in 2009 he won the Law Institute of Victoria President's Award - Managing Partner of the Year. He is a Fellow of the Taxation Institute of Australia and a member of the Law Institute of Victoria, the Australian Corporate Lawyers Association, the Australian Institute of Company Directors, the Australian Private Equity & Venture Capital Association and the Law Council of Australia (Business Law Section).

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Pip Marlow

Managing Director, Microsoft Australia

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Pip Marlow began her career with Microsoft in the Australian Partner team in 1996. She then moved to head office in Seattle, USA, for eight years, where she held a succession of senior roles including General Manager for US Channel Sales. Returning to Microsoft Australia, Pip held the joint role of Enterprise and Partner Group Director and Public Sector Director before her appointment as Managing Director.

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Luke Sayers  
(appointed 27 February 2014)

Chief Executive Officer, PwC Australia

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Luke Sayers is the CEO of PwC Australia and Vice Chairman of PwC Asia, PwC's Asia-Pacific network of firms. Under Luke's leadership PwC Australia is focused on delivering value to clients, lending expertise to help address important national issues, and contributing to communities around Australia. Luke joined the firm in 1991, initially working with clients in the information communications industry. A Global Relationship Partner for some of the firm's most important clients, he has been a member of the Australian leadership team since 2004 and the Tax and Legal business leader for four years. He was the Markets leader from 2008, and appointed National Managing Partner in 2010 before commencing in his role as CEO in April 2012. Luke is currently on the Board of Special Olympics Australia and the Carlton Football Club.

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Rob Sindel  
(appointed 4 October 2013)

Managing Director, CSR

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Rob Sindel joined CSR in April 2008 as Executive General Manager of CSR Lightweight Systems. In October 2009, he was appointed CEO of CSR Building Products. He was appointed to the CSR board as an Executive Director in December 2010 and Managing Director in January 2011. Rob was formerly the managing director of Hanson's slag cement business in the UK, a subsidiary of the global building materials company, Heidelberg Cement Group. Rob also held the position of Commercial Trading Director for Hanson Aggregates in the UK. His 25-year career in the construction industry started with Pioneer in Australia. He is a member of the UNSW Australian School of Business Advisory Council and a Director of the Green Building Council of Australia.

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Geoff Wilson  
(resigned 5 August 2013)

Chief Executive Officer, KPMG in Australia

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Prior to being appointed as KPMG's CEO in January 2008, Geoff Wilson was the National Managing Partner of Audit and Risk Advisory Services for the Australian practice. In this capacity, he also served as Chief Operating Officer for the Asia-Pacific Audit and Advisory practice and was a member of KPMG's Global Audit Leadership Group. Geoff is also a board member of the Business for Millennium Development and a member of the advisory council of the Australian School of Business at UNSW. He is also a member of the Great Barrier Reef Foundation's Chairman's Panel.

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## Board of Directors Meetings Attendance (Financial Year 2014)

This includes all directors in office at any time during the 2014 financial year.

Directors	4 October 2013	27 February 2014	11 June 2014
Jacqui Jones (CEO) (appointed 1/7/13)	*	*	*
John Weber (resigned 31/9/14)	*	*	*
Helen Zimmerman (appointed 1/10/14)	*	*	*
Sharon Ford (appointed 27/2/14)	N/A	N/A	*
Matthew Grounds	A	A	A
Tony Macvean	*	*	*
Pip Marlow	A	A	*
Luke Sayers (appointed 27/2/14)	N/A	N/A	*
Rob Sindel (appointed 4/10/13)	*	*	*

\* = Attended, A = Absent, N/A = Not eligible to stand.

## ABCN Board and Council Members

**ABCN**

**Allen & Overy**

**American Express Australia Ltd**

**Department of Defence**

**Bain & Company Inc**

**Bendigo & Adelaide Bank**

**Citi Australia**

**Commonwealth Bank of Australia**

**CSR**

**Ernst & Young**

**Fuji Xerox Australia**

**Genworth**

**Gilbert+Tobin**

**Goldman Sachs**

**Hall & Wilcox**

**iiNet**

**Insurance Australia Group**

**Investec (Australia) Limited**

**J.P. Morgan**

**KPMG**

**MCI**

**Microsoft Australia**

**Minter Ellison Lawyers**

**Navitas**

**Norton Rose Fulbright**

**NSW Department of Education and Communities**

**Optus**

**PricewaterhouseCoopers**

**Qantas Airways Limited**

**Red Balloon**

**Stockland**

**TATA Consulting Services**

**UBS**

**Wesfarmers**

Jacqui Jones, Chief Executive\*

Jason Denisenko, Managing Partner

Rachel Stocks, Managing Director

General David Hurley AC, DSC, Chief of Defence Force

David Zehner, Managing Partner

Mike Hirst, Managing Director

Stephen Roberts, CEO and Citi Country Officer

Ian Narev, CEO

Rob Sindel, Managing Director\*

Rob McLeod, Oceania CEO and Managing Partner

Nick Kugenthiran, Managing Director

Ellie Comerford, CEO and Managing Director

Danny Gilbert, Managing Partner

Simon Rothery, Chief Executive

Tony Macvean, Managing Partner\*

David Buckingham, CEO

Mike Wilkins, CEO and Managing Director\*

Milton Samios, Head of Investec Australia

Robert Priestley, CEO

Gary Wingrove, CEO

Danny Bielik, CEO

Pip Marlow, Managing Director\*

John Weber, CEO and former ABCN Chair

Helen Zimmerman, Executive General Manager and ABCN Chair

Wayne Spanner, CEO

Sharon Ford, Director Secondary Education\*

Paul O'Sullivan, CEO

Luke Sayers, CEO\*

Alan Joyce, CEO

Kristie Buchanan, CEO

Michael Rosmarin, Chief Operating Officer

Deborah Hadwen, CEO

Matthew Grounds, CEO\*

Richard Goyder, Managing Director and CEO

\*Also Board Members

## ABCN Participating Schools

### ACT

Campbell High School  
Campbell Primary School  
Gordon Primary School  
Hughes Primary School  
Kingsford Smith School  
Red Hill Primary

### NSW

Airds High School  
Athelstane Public School  
Auburn Girls High School  
Bankstown Girls High School  
Bass High School  
Bert Oldfield Public School  
Birrongo Girls High School  
Blacktown Boys High School  
Blacktown Girls High School  
Bonnyrigg High School  
Bourke Street Public School  
Cabramatta High School  
Cambridge Park High School  
Canley Vale High School  
Canterbury Boys High School  
Casula High School  
Chester Hill High School  
Cleveland Street High School  
Curran Public School  
Doonside Technology High School  
Eagle Vale High School  
Evans High School  
Fairfield High School  
Gardeners Road Public School  
Goonellabah Public School  
Granville Boys High School  
Granville South Creative & Performing Arts High School

Greystanes High School  
Guildford Public School  
Holroyd High School  
Hoxton Park High School  
Islington Public School  
James Meehan High School  
Karahooka High School  
Kingsgrove North High School  
Lawrence Hargrave High School  
Leumeah High School  
Liverpool Girls High School  
Lurnea High School  
Maroubra Bay Public School  
Marrickville Public School  
Marrickville West Public School  
Mascot Public School  
Matraville Public School  
Matraville Soldiers Settlement Public School  
Melrose Park Public School  
Merrylands High School  
Miller Technology High School  
Mitchell High School  
Moorefield Girls High School  
Morisset High School  
North Sydney Demonstration School  
Parramatta High School  
Pendle Hill High School  
Queanbeyan High School  
Randwick Girls High School  
Ryde Public School  
Sarah Redfern High School  
Sir Joseph Banks High School  
Smithfield West Public School  
St Johns Park High School

St Peters Public School  
Tempe Public School  
Thomas Reddall High School  
Villawood North Public School  
Wiley Park Girls High School

## QLD

Ashmore State School  
Bald Hills State School  
Balmoral State High School  
Bray Park State High School  
Brisbane Central State School  
Capalaba State College  
Corinda State High School  
Glenala State High School  
Greenslopes State School  
Ipswich State High School  
Junction Park State School  
Kingston College  
Loganlea State High School  
Marsden State High School  
Milpera State High School  
Moorooka State School  
New Farm State School  
Seville Road State School  
Shailer Park State High School  
Toowoomba North State School  
Townsville Central State School  
Victoria Point State High School  
West End State School  
Woodridge State High School  
Yeronga State High School

## SA

Allenby Gardens Primary School  
Challa Gardens Primary School  
Findon High School  
Kilkenny Primary School  
Le Fevre High School  
Ocean View College  
Plympton Primary School  
Reynella South Primary School  
Woodville High School

## TAS

Glenorchy Primary School  
Montrose Bay High School  
Moonah Primary School  
Waverley Primary School

## VIC

Bayside P-12 College  
Belle Vue Park Primary School  
Braybrook College  
Carwatha College  
Charles La Trobe College  
Copperfield College  
Cranbourne Secondary College  
Dandenong High School  
Dandenong South Primary School  
Deer Park North Primary School  
Epping Secondary College  
Footscray North Primary School  
Fountain Gate Secondary College  
Gilmore College for Girls  
Glenroy College  
John Fawcner College  
Keysborough College  
Lalor East Primary School  
Lalor Secondary College

Mooroopna Park Primary School  
Mount Ridley College P-12  
Richmond Primary School Melbourne  
St Albans Secondary College  
Sunshine Harvester Primary School  
Sunshine Heights Primary School  
Sunshine North Primary School  
Taylors Lakes Secondary College  
The Lakes P-9  
Thomastown Secondary College  
Thornbury High School  
Victoria University Secondary College  
Westall Secondary College  
Western English Language School  
Whittington Primary School  
William Ruthven Secondary College  
Wooranna Park Primary School

Swan View Senior High School  
Thornlie Senior High School  
Wanneroo Secondary College  
Warnbro Community High School  
Warwick Senior High School

## WA

Balga Senior High School  
Beaconsfield Primary School  
Byford Secondary College  
Cecil Andrews Senior High School  
Girrawheen Senior High School  
Hamilton Senior High School  
Highgate Primary School  
John Forrest Senior High School  
Kalgoorlie-Boulder Community High School  
Kelmscott Senior High School  
Lake Monger Primary School  
Lynwood Senior High School  
Mirrabooka Senior High School  
Mount Barker Community College  
Osborne Primary School  
Redcliffe Primary School





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ABCN Head Office  
Level 3, 141 York Street, Sydney 2000

Postal Address  
PO Box Q394 Sydney 1230

For all program queries please find relevant contacts for each state below:

**New South Wales**

Caroline Dodson  
02 8988 6855 or [caroline.dodson@abcn.com.au](mailto:caroline.dodson@abcn.com.au)

**Western Australia**

Imogen Bartlett  
08 9263 7245 or [imogen.bartlett@abcn.com.au](mailto:imogen.bartlett@abcn.com.au)

**Queensland**

Heather Smith  
0411 441 888 or [heather.smith@abcn.com.au](mailto:heather.smith@abcn.com.au)

**Victoria & South Australia**

Shaun Minehan  
03 9603 3443 or [shaun.minehan@abcn.com.au](mailto:shaun.minehan@abcn.com.au)

**Australian Capital Territory**

Gerry Meleady  
02 8988 6853 or [gerry.meleady@abcn.com.au](mailto:gerry.meleady@abcn.com.au)