



ABCN

2016 ANNUAL REPORT

Business Partnering with Education



❖ Students, educators and business leaders participating in a panel discussion at ABCN's inaugural National Symposium in Melbourne.

About ABCN

The Australian Business and Community Network (ABCN) is a not-for-profit organisation that partners business with education through structured programs, which involve corporate volunteers mentoring students in the workplace. Our goal is to improve the opportunities and outcomes for disadvantaged students from low socio-economic status (SES) backgrounds.

ABCN also awards intensive mentoring and financial scholarships to exceptional students from highly disadvantaged backgrounds through the ABCN Foundation. Scholars receive one-on-one mentoring, opportunities for professional development and financial assistance over a three-year period.

All ABCN programs encourage the completion of school and an awareness of post-school opportunities. They aim to provide mentoring support which would otherwise not be accessible, bridging the gap between today's curriculum and tomorrow's jobs.

The schools and students we work with

The schools we work with are typically priority-funded and located in low-SES communities. Selection involves consultation with principals and the school's Index of Community Socio-Educational Advantage (ICSEA).

ABCN member schools typically sit significantly below the national ICSEA average of 1,000 and reflect high levels of educational disadvantage.

The students from these schools experience a range of difficulties that may include poverty, overcrowding in the home with no access to a computer or resources and even homelessness. They may have carer responsibilities and/or need to contribute to family finances due to the limited household income. Many have parents who have not completed their own schooling and/or gained tertiary qualifications and have little or no access to professional role models. They may also have overcome language and cultural barriers and suffered trauma and loss as newly arrived immigrants or refugees. Their disadvantage is profound.

Why is our work needed?

Students from low-SES areas are 40% less-likely to complete school or training than students from high-SES areas. By age 24, only 59% are fully engaged in education, training or work – compared to 83% from higher-SES backgrounds.¹

This growing disparity between high and low-SES areas is compounded further by a lack of professional role models

within the community who can demonstrate career and educational aspirations. For high-school students considering their post-school options – or whether they will continue with school at all – this can be critical. The level of education they attain has a direct impact on their future earning capacity and the likelihood of welfare dependency. Without support, the disadvantage experienced today is likely to continue into adulthood and on to the next generation. ABCN aims to level the playing field for these students, enabling the opportunity for change.

‘Our neighbourhood has the whisper that you cannot do anything big when you grow up in our suburbs. The ABCN Scholarship has now enabled two of our students to debunk this myth of a postcode being an anchor for young people. The inspiration is uplifting as other students are seeing that getting involved with opportunities available can bring about success in a range of ways.’

Ken Massari – Campus Principal, Northern Bay P-12 College

¹ Lamb, Prof. Stephen (2015), *Educational Opportunity in Australia – who succeeds and who misses out*, Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute, Melbourne.




Students enjoying an *InRoads* session.

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 Helen Zimmerman, ABCN Chair.

Chair's Report

ABCN has come a long way in 11 years and 2016 continued strong progress towards improving educational outcomes for disadvantaged students in Australia. While there is much to celebrate however, we are also keenly aware there is more work to be done.

Youth unemployment in Australia is close to 13%. Concentrated in the nation's regional areas and fast-growing outer suburbs, major contributing factors include the lack of opportunities for training and work experience. This is impacted further by the growing disparity between the educational outcomes of students from low and high socio-economic areas. By the age of 15, students from low SES areas are typically three years behind their counterparts from more advantaged areas and 40% do not complete Year 12 or its equivalent by the age of 19.¹

But there is good news! Research tells us that students with access to a mentor perform better academically and are more likely to finish school. A recent report from the UK reveals that students who have four or more positive employer contacts during school are *five times* less likely to be unemployed and also earn 18% more than students who have not had these opportunities.²

With this data in mind, in 2016 ABCN continued to review our impact framework to better understand how ABCN mentoring programs contribute positively to student outcomes, both in the short and long term.

Our latest results come from *Focus* – our leadership program for young women, which involves senior female executives mentoring Year 11 girls over three, two hour sessions. This year over 960 girls participated in *Focus*. What occurred in those high-impact six hours was an extraordinary example of how mentoring can increase student self-belief and motivation. Prior to the program only 4% of student participants saw themselves as leaders and only 9% were motivated to become leaders. After the program, these figures rose to 66% and 77% respectively. Such a very small investment of time, yielding powerful results.

We also started recording the Year 12 and Year 13 outcomes for our student alumni. This year, we researched a large cohort of students who had participated in GOALS in Year 9 or *Aspirations* in Year 11. Again, the results were profound – particularly when compared to national average statistics.

While 75% of all Australian students complete Year 12, this figure drops to 61% for students in areas of disadvantage. However, in 2016, 93% of students who had participated in an ABCN program completed Year 12. This figure increased to 98% when students participated in both GOALS and *Aspirations*.

Year 13 outcomes are equally impressive with 58% of ABCN alumni going on to university, compared to the national average of 38%. Further, 91% of ABCN alumni are now in further education or employment or a combination of

both – and 90% of our inaugural 2013 scholars completed their first year of university this year. We are incredibly proud of, and encouraged by, these results.

These rewarding outcomes are the product of many people and as such, I'd like to acknowledge ABCN CEO, Jacqui Jones and her incredible team. I salute the 5,024 corporate volunteers of 2016, who took the time this year to make a big difference to the life of a young person through mentoring. And in doing so I'd also like to recognise the company leaders and school principals who support ABCN – it is because they encourage their staff to participate and work outside their job descriptions and curriculum, that we can make all those wonderful student outcomes possible.



Helen Zimmerman
Chair

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- 1 Lamb, Prof. Stephen (2015), *Educational Opportunity in Australia – who succeeds and who misses out*, Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute, Melbourne.
 - 2 Mann, Dr Anthony (2012), *It's Who You Meet – why employer contacts at school make a difference to the employment prospects of young adults*, Education and Employers Taskforce charity, UK.

ABCN

Business Partnering with Education

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Jacqui Jones, ABCN Chief Executive.

Chief Executive Report

I am proud to report that 2016 was another year of delivering high impact mentoring and partnership programs at ABCN. For the first time this year over 5,000 volunteers and 5,649 students participated in programs across the country. These strong numbers reflect both the ongoing need for our mentoring programs and the desire of corporate volunteers to be personally involved with improving outcomes for disadvantaged youth.

We kicked off the year as a newly merged entity with Schools Connect Australia, welcoming the *Business Class* program into ABCN's suite of programs. *Business Class* has had an extraordinary response nationally with triple digit growth in just one year across Victoria and Tasmania, and newly established partnerships in NSW and WA. The seamless transition of this merger demonstrates that not-for-profit mergers can not only be successful but can enhance the delivery and impact of all organisations involved.

As a result of the merger we worked with eight new companies – John Laing, Lendlease, Hassell, Cambridge University Press, Watersure, Experian, Multiplex and Australia Post. Additionally, TAL and Energy Australia joined the ABCN network.

We are proud to report that another of our programs, *Innovate*, will now form part of our core program offering. Initially developed in partnership with PwC, *Innovate*

focuses on students in Years 7 and 8, with an aim to build confidence and learning in STEM-related subjects. All ABCN member companies now have access to this program. Participants do not require a background in STEM and no technical skills beyond basic mathematics are required.

Our *Development Hub* continued to thrive and we successfully piloted a number of new programs in partnership with our member companies. This included *Full STEAM Ahead* – a collaboration with Microsoft and the Museum of Applied Arts and Sciences (MAAS) which focuses on Science, Technology, Engineering, Arts and Maths (STEAM) as a new focus area beyond STEM.

A unique new partnership with Optus yielded *Pathways to Employment*. Designed to provide employment opportunities for disadvantaged young people, the three-hour interview skills workshop included a real-life application process, after which students could apply for casual positions at Optus. The extraordinarily high calibre of applicants resulted in Optus doubling the number of jobs available – and we were thrilled that six students from ABCN schools were offered casual positions in Optus retail stores during the busy Christmas period.

Every year we come across individual students whose stories move us. While Andrew Walker from Mount Annan High School is typical of many of the disadvantaged teenagers we

work with, his situation is made worse by a deteriorating eye condition that will eventually leave him blind. Through his work experience on the *InRoads* program however, he met, and is now mentored by, a Microsoft employee who has a similar disability. Andrew has since re-engaged with school and is now excited about possibilities for the future. The *InRoads* program was made possible through a grant from JP Morgan Global Foundation.

The ABCN Foundation continues to expand, with year-on-year growth, and 21 new scholars this year bringing the total number of scholarships awarded to 62. Since its inception, the Foundation has proudly distributed \$169,000 in direct financial support to outstanding scholars, providing them with the mentors, leadership training and a network of professional contacts to draw on in their future.

Lastly, I'd like to acknowledge the ABCN team for another dedicated year in bringing our programs to life – and the 32,992 hours of time given by employees of member companies to ensure a better future for the next generation of young Australians.



Jacqui Jones

Chief Executive Officer

Governance Statement

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 disadvantaged students from high-needs schools.

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 31 member companies and an experienced body of CEOs from well-recognised, national and global organisations, representing 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 hundreds of public schools across Australia to deliver a range of mentoring programs that focus on enterprise, leadership and foundation skills such as reading and numeracy. All programs are provided at no cost to the schools or the students.

Mission and Objectives

ABCN's primary objective is to establish partnerships with disadvantaged schools and share resources available to

businesses – including volunteers, expertise and services – with these schools and their students.

Our aim is to improve the opportunities and outcomes for disadvantaged students by raising aspirations and providing them with the skills and work experience they require to make sound personal, educational and vocational choices. This is achieved through structured programs that involve corporate volunteers mentoring students in the workplace and business partnering with disadvantaged schools. 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 focussed 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 30 June 2016, there were nine 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 Chair.

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 Chair 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.



Collaborating for Impact

If we understand the merits of collaboration, and the strength of partnerships in collective impact, what infrastructure and skills need to be in place to allow it to thrive?

Our inaugural National Thought Leadership Symposium – *It's Who You Meet*, provided the opportunity to workshop the factors that have enabled ABCN's stakeholders to be more powerful in creating impact as a collective rather than individually.

Collaborating for impact in the philanthropic world is not a new idea. Kania and Kramer's 2011 report in the *Stanford Social Innovation Review* advocated that greater progress could be made in addressing social problems if not-for-profits, governments, businesses and the public could come together around a common agenda to create collective impact. They also highlight that many not-for-profits fail in their attempts to affect social change due to their autonomous and independent approaches.

Perhaps it is no coincidence that many of the core elements of Kania and Kramer's analysis are also key contributors to the success of ABCN. Much like the 'Backbone Organisation' that Kania and Kramer refer to, ABCN's unique business model fosters a common agenda, shared measurement and continuous communication, mutually reinforcing activities among all stakeholders.

Thanks to the foresight of our founding partners, ABCN has established itself as the glue that links all involved parties – counteracting many of the obstacles that would ordinarily get in the way of business and schools working successfully together. Our subscription membership model ensures that our corporate partners have a voice on ABCN's Council contributing directly to ABCN's mission and objectives – a factor that further cements commitment to our cause.

Many critical learnings along the way have enriched ABCN's collective impact and some of these were discussed by ABCN's stakeholders at the symposium. Panellists from member companies and schools discussed the importance of putting aside ego and competition for common good.

Anton Hermann, MinterEllison's Director of Pro Bono and Community Investment and a panellist in the workshop, explained that having competing law firms involved in ABCN activities never crossed his mind as a reason not to participate. 'MinterEllison's ethos is that a strong network of aligned businesses achieving a collective outcome is more meaningful than competition when it comes to community investment', he said.

Other panellists also shared their belief that there is a direct correlation between collaboration, relationship

longevity and financial security. Genevieve Simson, Principal of Victoria University Secondary College in Melbourne, spoke about the significance of trust and long-term partnerships. ABCN's membership subscriptions model has meant that her school has been able to participate in ABCN programs year-on-year knowing they are secure, unlike others that are culled due to funding set-backs.

Working collectively within the ABCN framework has also given stakeholders confidence that their investment is well-managed and that impact is being made. By reporting on outcomes and impact as a collective, ABCN's stakeholders understand their contributions relative to the total picture and the end-game everyone is striving for. Donna Mullins, Associate Director, Corporate Citizenship at KPMG explained that ABCN is KPMG's longest term Corporate Social Responsibility (CSR) partner – quite an achievement in a landscape where there is great competition for a share of the CSR wallet.

ABCN has collaboration in its DNA. Our approach may have room for improvement but the workshop reiterated that we're definitely on the right path for continued success. We hope more organisations will join us in collaborating to not only improve outcomes for disadvantaged students, but to drive broader positive social change in Australia.



Success for students at an *Aspirations* session.

Programs and Partnerships

- Core Mentoring Programs
 - Collaboration Initiatives
 - Development Hub
-

Every year, ABCN works with hundreds of public schools across Australia to deliver a range of mentoring programs that focus on enterprise, employability, leadership and foundation skills such as reading and numeracy. Our vision is to improve outcomes for disadvantaged students through work experience and mentoring that supports future workforce participation.

While each program has a different focus and targeted year group, the underlying aim is always to motivate students to attain Year 12 and beyond. All programs involve corporate volunteers from our member companies. There is no cost to the schools or the students.

High school programs involve students meeting with their mentors at member company venues. This enables students to experience the workplace and a corporate environment. The programs are a mix of either one-on-one or small group workshops or a combination of both. Some programs are one-day workshops and these are also held at a member company venue. Primary school programs involve mentors travelling to the school each week for one-on-one sessions.



Core Mentoring Programs

Our core mentoring programs involve business professionals from ABCN member companies participating in structured programs with students from ABCN member schools, all of which take place in the workplace.

Impact areas include Leadership Skills, Employability Skills and Foundation Skills.

Leadership Skills

Program	At a glance	Impact outcomes
Accelerate* 41 students took part in Accelerate in 2016.	<ul style="list-style-type: none"> > intensive mentoring and financial scholarships for exceptional students facing significant financial, social or family challenges > targets Years 11, 12 and the first year of tertiary education or training > a three-year program combining one-on-one mentoring and group sessions that focus on developing leadership and setting tertiary and career goals > scholars are allocated a dedicated mentor from the ABCN member network and receive financial assistance. 	<ul style="list-style-type: none"> > 90% of inaugural scholars completed their first year of tertiary education > 88% of scholars believe they will achieve their goals (compared with only 24% prior to the program) > 92% of scholars now see themselves as leaders (compared with 40% prior to the program).
Focus and Focus2 968 students took part in Focus and Focus2 in 2016.	<ul style="list-style-type: none"> > Year 11 female students – small group mentoring > three sessions at member company > students and female mentors in leadership roles, explore the challenges of leadership through shared experience and personal reflection. 	<ul style="list-style-type: none"> > 68% of students rated themselves highly as a leader after the program (compared with only 4% prior to the program) > 78% of students have motivation to become a leader after the program (compared with only 10% prior to the program).

Employability Skills

Aspirations 654 students took part in Aspirations in 2016.	<ul style="list-style-type: none"> > Year 11 – small group mentoring > raises aspirations with a focus on communication skills, confidence and awareness of career pathways > encourages students to complete Year 12 equipping them with knowledge and skills to transition from high school to further study and/or the workplace > four sessions plus a launch at the school. 	<ul style="list-style-type: none"> > 94% of students have a better understanding of the key employability skills and what employers are looking for > 86% of students feel more prepared for the world of work.
GOALS 401 students took part in GOALS in 2016.	<ul style="list-style-type: none"> > Year 9 – one-on-one mentoring > raises aspirations with a focus on communication skills, goal-setting, confidence and awareness of career pathways > encourages students to complete Year 12 and go on to tertiary study > five sessions plus a launch at the school. 	<ul style="list-style-type: none"> > 87% of students know about the importance of setting goals > 75% of students intend to continue on to university or further study.

*Formerly named the ABCN Foundation Scholarship Program

Core Mentoring Programs

Employability Skills

Program	At a glance	Impact outcomes
InterACT 286 students took part in InterACT in 2016.	<ul style="list-style-type: none"> > Year 9 (or equivalent) – small group mentoring > supports recently arrived migrant and refugee students in gaining the cultural and vocational literacy they need to participate in Australian life > emphasis on soft skills such as communication and building relationships > five sessions plus a launch at the school. 	<ul style="list-style-type: none"> > 88% of students are more effective communicators > 88% of students showed they have a better understanding of the workplace.
i2i 916 students took part in i2i in 2016.	<ul style="list-style-type: none"> > Year 10 – interactive workshop > builds students' understanding of job interview techniques > provides students with an opportunity to practise and role play interviews with their mentors in preparation for the workplace > one-off session in a corporate venue. 	<ul style="list-style-type: none"> > 93% of students have a better understanding of how to prepare for a job interview > 92% of students have a better understanding of what to do at a job interview.

Foundation Skills

Spark 417 students took part in Spark in 2016.	<ul style="list-style-type: none"> > primary school students – one-on-one mentoring and reading skills > reading mentoring program for primary school students who will benefit most from developing their literacy, language skills and socialisation > eight sessions including launch and completion at school. 	<ul style="list-style-type: none"> > 94% of students have improved reading skills > 97% of students are more positive about reading.
1:2:1 258 students took part in 1:2:1 in 2016.	<ul style="list-style-type: none"> > Year 1 focus – one-on-one mentoring and mathematics tutoring > maths mentoring program targeting Year 1 students who are falling behind in the early years of mathematical literacy > incorporates a critical element of socialisation and confidence building > eight sessions including launch and completion at school. 	<ul style="list-style-type: none"> > 87% of students have improved maths skills > 87% of students are more positive about maths.

Our Impact



94%

ABCN Students

complete Year 12
compared with the 74% national average
and 61% of disadvantaged students.



90%

Inaugural Scholarship Students

completed their first year of tertiary studies (Year 13)
compared with the 85% national average
and 69% of disadvantaged students.



68%

of Female Students

see themselves as a leader
after completing *Focus* compared with 4%
prior to commencing the program.



Our Reputation



97%
of Mentors
say ABCN programs have improved
their coaching skills.



99%
of Students
would recommend ABCN programs
to a friend.



100%
of Teachers
would recommend ABCN
programs.



Collaboration Initiatives

These activities, which run throughout the year, are designed to promote thought leadership, networking and knowledge sharing.

Program	At a glance	2016 outcomes
Business Class	<ul style="list-style-type: none">> matches disadvantaged schools with corporate organisations in one-on-one partnerships over a three-year period> area of focus – targeted projects to identify and address the core needs of the school and create sustainable, long-term change> partnerships are individual – school needs reflect business capability and capacity.	<ul style="list-style-type: none">> 137.5% growth – expanded from eight partnerships in 2015 to 19 partnerships nationally in 2016> 35 individual projects were undertaken> 1,013 students were involved working with 207 employees.
Future Influence-Her	<ul style="list-style-type: none">> one-day young women in leadership program for female high school students> area of focus – leadership, Years 11 and 12> partnered by MCI.	<ul style="list-style-type: none">> 100% of schools that participated in this program would recommend the program to others.
InRoads	<ul style="list-style-type: none">> technology/employability program for senior high school students> area of focus – STEM, Years 11 and 12> partnered by J.P. Morgan.	<ul style="list-style-type: none">> 71% of students from the 2015 program studied a technology-related subject at school in 2016 as a result of program participation> uptake of <i>InRoads</i> by female students rose from 21% to 38%.
Leaders of Tomorrow	<ul style="list-style-type: none">> one-day leadership development program for school captains and leaders> area of focus – leadership, Year 11> partnered by American Express.	<ul style="list-style-type: none">> 91% of students reported a better understanding of their leadership potentials.

Development Hub

Our Development Hub enables collaboration between ABCN, our member companies and schools on exciting new pilot and bespoke programs. It is the centre for innovation, design and development.

Impact areas include STEM Skills, Employability Skills and School-based Experiences.

STEM Skills

Program	At a glance	2016 outcomes
Innovate	<ul style="list-style-type: none"> > Science, Technology, Engineering and Maths (STEM) high school program > area of focus – STEM, Years 7 and 8 > partnered by PwC. 	<ul style="list-style-type: none"> > 98% of students would recommend the program > <i>Innovate</i> will now be offered as a core program from 2017 as a result of its success.
Full STEAM Ahead	<ul style="list-style-type: none"> > Science, Technology, Engineering, Art and Maths (STEAM) high school program > area of focus – STEAM, Years 7 and 8 > partnered by Microsoft with the Museum of Applied Arts and Science (MAAS). 	<ul style="list-style-type: none"> > 98% of students learnt new technology skills > 79% are more interested in STEAM subjects.

Employability Skills

Pathways to Employment	<ul style="list-style-type: none"> > Based on the <i>Interview 2 Impress</i> (i2i) workshop and designed to equip students with the skills required to apply for Optus retail positions > Partnered by Optus. 	<ul style="list-style-type: none"> > As a result of participation, six students were offered casual positions in Optus retail stores.
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School-based Experiences

CAREERx	<ul style="list-style-type: none"> > Aims to upskill careers advisors and IT teachers at high school > Area of impact – employability, educators, STEM for Careers Advisors at school level > Partnered by Citi. 	<ul style="list-style-type: none"> > 87.5% reported a better understanding of entry level roles, cadetships and graduate programs in the corporate world.
CareerTech	<ul style="list-style-type: none"> > Aims to upskill careers advisors and IT teachers at high school with a focus on current and future careers in technology > Partnered by Microsoft. 	<ul style="list-style-type: none"> > Four <i>CareerTech</i> days were held across NSW, Vic, Qld and WA.



Every Career is a STEM Career

In the 19th and 20th centuries, few could have imagined how steam power and the assembly line would revolutionise the workplace – let alone the impact of air travel, computers and the internet a century later.

History shows us that the employment landscape has always evolved, hand-in-hand with the rapid pace of technology. We may not know yet what the future looks like, but we do know with certainty, there will be change – and we know it will be vastly different from the present.

ABCN's challenge therefore, is preparing students today for the jobs required tomorrow. How do we equip them with the skills and knowledge for jobs that don't yet exist, in a future of unknown careers?

In a global economy driven by data, digital technologies and innovation, there is already a demand for more employees trained in science, technology, engineering and mathematics (STEM), with research reflecting 75% of the fastest growing jobs require these skills. STEM has become the enabler, not the end game.

Despite this, there is a high number of Australian students opting out of, or performing poorly in, STEM subjects. This trend is disproportionately higher for students from low socio-economic areas. With just over 10% of these students participating in senior-level chemistry and physics,

compared with a 25% of their counterparts from higher socio-economic areas.¹

ABCN has responded to this research, with STEM a priority area in program development. Many of the member companies and schools we are privileged to work with, also recognise the importance of boosting student engagement in STEM subjects – not only to expand career options for disadvantaged students, but to grow the STEM pipeline in Australia.

In 2016, we collaborated with two member companies on programs that directly target the uptake of STEM-related subjects in the early years of high school – *Innovate* (PwC) and *Full STEAM Ahead* (Microsoft). Both programs aim to increase students' awareness of STEM and its applications in the workplace.

Innovate was honoured in 2016, receiving a Gold Global Best Award in the category of Science, Technology, Engineering and Mathematics (STEM) for the Australia & Oceania region. Keen interest in this program from other member companies has resulted in it becoming a core ABCN mentoring program in 2017.


The unique webinar delivery platform of *Full STEAM Ahead*, enabled us to reach vast numbers of regional schools. Over 1,410 students experienced the program

in 2016 and Microsoft is committed to running the program again in 2017, expanding reach to more regional schools, particularly those in indigenous areas.

We are delighted with the outcomes of both programs and the partnerships that developed during inception and delivery. These collaborations have resulted in high impact, mentoring programs that are win-win – addressing a need for industry and the young students with whom we work. STEM programming will continue to be an area of growth for ABCN.

¹ Tarah Barzanji (2013), *Growing the Stem – Encouraging Interest in STEM subjects among low socio-economic Australian secondary students*, Harvard Kennedy School.



 A Full STEAM Ahead session.



2016 Scholarship recipients
from NSW.

ABCN Foundation

Established in 2013 to provide mentoring and financial scholarships for high-potential, disadvantaged students the ABCN Foundation has had its most successful year yet with 21 new scholarships awarded, taking the total number since our inception to 62. The success of the program and generous support from our donors has enabled us to achieve our goal of increasing the number of scholarships offered year-on-year.

The success and maturity of the program has also warranted it forming part of ABCN's core suite of programs. The result is a more developed, rigorous program structure with increased opportunities for scholars to have face-to-face time with their mentors in facilitated sessions and meetings. As such, the scholarship program was re-branded this year as *Accelerate* – reflecting the revised content structure and emphasising the vital role of the mentoring component.

Scholarships awarded through the *Accelerate* program cover a three-year period – Years 11, 12 and the first year of tertiary education or training – and combine both a mentoring and financial component. Scholars are matched with their own corporate mentor from the ABCN network with whom they will spend a minimum of 40 hours over three years, in structured sessions and one-on-one meetings. This includes attending a national two-day Leadership Summit in year one of the program to explore goal-setting, leadership and communication skills, personal

development and the opportunity to network with other participants. Scholars also receive \$7,000 in financial support amortised across the three-year program to assist with educational expenses such as laptops, textbooks, uniforms, tuition, school excursions and fees.

We wish to acknowledge and congratulate the 21 scholarship recipients in 2016:

New South Wales

Angel Watfa, Auckland Uati, Duyen Tran, Jessica Szakacs, Jing Chen, Kevin Tran, Duy Phong (Bob) Tran and Monira Naim.

Queensland

Alene Mukeshimana, Asmeret Kesete, Juli Mang, Mimi Tesfay, Naing Oo Htun, Princesse Anne Kundwa and Sruthi Rajendran.

Tasmania

Willow Moore.

Victoria

Kristian Fitzpatrick, Meghan Frederick, Natali Curukovski and Natalie Noonan Long.

Western Australia

Meisje Galvin-Stil.

Six of these scholars were recipients of targeted scholarships. In 2016, these included:

- > LGBTI
- > Aboriginal and Torres Strait Islander
- > Student from WA
- > Refugee and/or New arrival
- > Student from Bendigo
- > Female Student.

The Foundation continues to receive around 200 applications a year. Yet the 21 scholarships awarded in 2016 represent only 12% of this figure. This is despite the fact that 98% of the applications were from low-SES backgrounds and 45% of those students had suffered trauma. Often there was less than 0.4% difference in disadvantage, between applicants, demonstrating the high level of need.

Of this same cohort, 20% of applicants had parents who were unemployed. Others were victims of domestic violence, had parents who were incarcerated and/or perpetual substance abusers – and 3% were living in out-of-home or foster-care arrangements. One of the recipients sleeps on the laundry floor.

By contrast, 100% of these students share one common attribute – despite considerable challenges, their applications

and consistent effort at school, demonstrate a deep-seated desire to realise their potential. ABCN mentoring and financial scholarships help them achieve this. Our goal is to continue year-on-year growth to address the ongoing demand for our work.

The ABCN Foundation relies on funding from the corporate sector, philanthropic foundations and generous individuals. Many of our member companies, who already contribute an annual membership fee to be involved in sustained programs, generously donate additional funds to support the Foundation's scholarships and bursaries. We are extremely grateful to our ABCN community – both individuals and corporate entities – whose ongoing support has enabled us to raise \$357,520 in the 2016 financial year.

Contributions from organisations and individuals for the 2016 financial year include:

- > major donors (\$50,000 and above for the 2016 financial year) – Microsoft and Navitas
- > regular financial supporters (\$10,000 and above for the 2016 financial year) – MinterEllison, Optus, PwC and TAL.

Members of the Foundation Board also personally support the foundation through regular financial contributions. Members of the Board in 2016 include ABCN founder, Michael Hawker AM (Chair), Jacqui Jones (CEO, ABCN) Kerry Dukes, Paul O'sullivan and ABCN's Board and Council alumni - Paul O'Sullivan, Stephen Roberts, Guy Templeton, Matthew Quinn and David Clarke.

Mentors and/or in kind support include Allen & Overy, Bain & Co, CBA, Citi, Ernst & Young, Fuji Xerox Australia,

Hall & Wilcox, KPMG, Microsoft, Minter Ellison, Navitas, Norton Rose Fulbright, Optus, PwC, TAL, TCS.

Many of these companies also support workplace giving and match employee donations.

The Trustee for the Australian Business and Community Scholarship is registered with the Australian Charities and Not-for-profits Commission (ACNC). It is endorsed as a Tax Concession Charity (TCC) and as a deductible gift recipient (DGR).

Financial information for the Year Ending 30 June 2016

ABCN Scholarship Foundation - Profit and Loss

Income	July 2015 - June 2016
	\$
Advance from ABCN	0
Bank interest	22,742
Foundation donations	334,778
Total Income	357,520
Expenses	
Scholarship Awards - payments to students	87,000
Management and program expenses	30,398
Total Expenses	117,398
Net Income	240,122



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❖ Inaugural 2013 scholar, Fadila Fidina, delivering her completion speech at the 2016 Foundation Awards ceremony.

Scholar Success – Rachel’s Story



ABCN gave me the extra push I needed. Working with my mentor clarified things for me and gave me self-belief. Without that support I would definitely have aimed lower.

Rachel Bonic – ABCN Scholar

When Rachel Bonic was awarded an ABCN scholarship in 2014, little did she know she would also create academic history two years later at her former school, Sarah Redfern High.

The eldest child in a single-parent family, Rachel had always worked part-time to contribute to the family income. By year 10, she was working around 20 hours a week, often at night and this, combined with her many household chores, meant fitting in her school work around a very busy schedule.

But Rachel had a goal to become the first person in her family to attend university. From a young age, she was determined she wanted to create a better life, to provide for her family in a way she knew her mother so desperately wanted to, but couldn’t due to her own lack of education and disadvantaged background. So despite her commitments to work and family, Rachel worked hard. She was Dux of Year 9, and in Year 10 she applied successfully for an ABCN scholarship.

Matched with a mentor from Navitas, Rachel was inspired by the corporate world and found herself broadening her options for post-school study.

‘ABCN gave me the extra push I needed’, she said.
‘Working with my mentor clarified things for me and gave

me self-belief. Without that support I would definitely have aimed lower.’

Two years later, in 2016, Rachel sat the HSC and achieved an ATAR of 89.9 – the highest ATAR score ever from a student at Sarah Redfern High. She was also placed on the Distinguished High Achievers List for her result of 48/50 in Extension English 1 – even more outstanding considering her mother is illiterate and from a non-English speaking background. Rachel and her family are justifiably proud of this result, but just as proud, are the staff at the school. Senior staff member and Manager Strategic Planning, Paul Gavin, is confident that her scholarship was a critical component of her success.

‘Over and above the obvious work and dedication that Rachel put into her assessments and exams, it is difficult to measure what part any one thing played in her achievement’, he says. ‘But I firmly believe that a whole range of factors – including ABCN and her acceptance to be a scholarship holder and having a mentor – contributed either directly or indirectly to her result.’

Rachel has been accepted to continue her studies at the University of Sydney Business School in 2017. Only one other student from Sarah Redfern High has gained entry to Sydney University directly following their HSC.



Program Delivery

ABCN delivered 560 programs in 2016. This represents an increase of 6.9% from 2015.

Impact Area	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Employability Skills									
GOALS		9		3	1		6	4	23
InterACT		9		1			3	2	15
Aspirations		16		4			10	2	32
i2i	1	17		13	2		11	6	50
School-based Experiences	2	25		29	3	1	19	8	87
Workplace Experiences		19		13	1		50	8	91
Leadership Skills									
Accelerate (formerly ABCN Scholarship)		18		8		1	13	1	41
Focus	1	28		13	1		13	5	61
Partners in Learning (PiL)		2		2			3	2	9
Foundation Skills									
Spark	1	17		9	3	3	12	4	49
1:2:1	2	16		3			5	3	29
Collaborations									
Business Class		5				1	9	4	19
Development Hub									
CAREERx, CareerTech, Full STEAM Ahead, Future Influence-Her, Innovate, InRoads, Leaders of Tomorrow, TEAM, RISE		38		9	1		4	2	54
Total Programs	7	219		107	12	6	158	51	560

In 2016, the number of students in sustained mentoring programs increased by 21% and the number of businesses involved with ABCN grew by 24%.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Totals 05-16
Businesses	11	23	28	28	26	28	30	32	34	35	34	42	
States/Territories	1	1	4	5	5	7	7	7	7				
Schools	12	28	69	120	157	188	216	220	228	167	174	186	
Mentors	102	197	625	1,575	2,089	2,522	2,812	2,856	3,253	3,231	3,412	3,079	25,753
Total Volunteers*	102	197	625	1,575	3,789	4,515	4,537	4,404	4,801	4,314	4,705	5,024	38,588
Students Mentored*	38	112	504	1,044	1,385	1,863	2,275	2,422	2,893	4,073	4,661	5,649	26,919
Total Students*	4,000	4,637	4,210	6,289	7,762	8,802	10,586	13,497	15,326	15,245	15,085	18,298	123,737
Volunteer Hours ^	1,000	3,000	12,000	18,000	24,000	36,319	38,158	39,035	36,800	36,250	32,225	32,992	309,779

* In all ABCN activities including one-day activities.

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

Financial Information for Year Ending 30 June 2016

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 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 2016 calendar year (1 January–31 December 2016) but the financial information is based on the 2016 financial year (1 July 2015–30 June 2016).

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 2016 financial year was \$1,744,950 compared with \$1,625,000 for the 2015 financial year.

Other income included \$375,433 in combined grants from the following organisations:

- > American Express – for the ongoing development and delivery of the *Leaders of Tomorrow* program
- > JPMorgan Chase Global Foundation – for the completion of the *InRoads* IT employability program
- > Microsoft – for the development and delivery of *Full STEAM Ahead*
- > PwC – for the ongoing development and delivery of the *Innovate STEM* program
- > State Street – for ongoing interview and employability workshops

Interest income for the 2016 financial year was \$51,880 compared with \$52,266 for 2015.

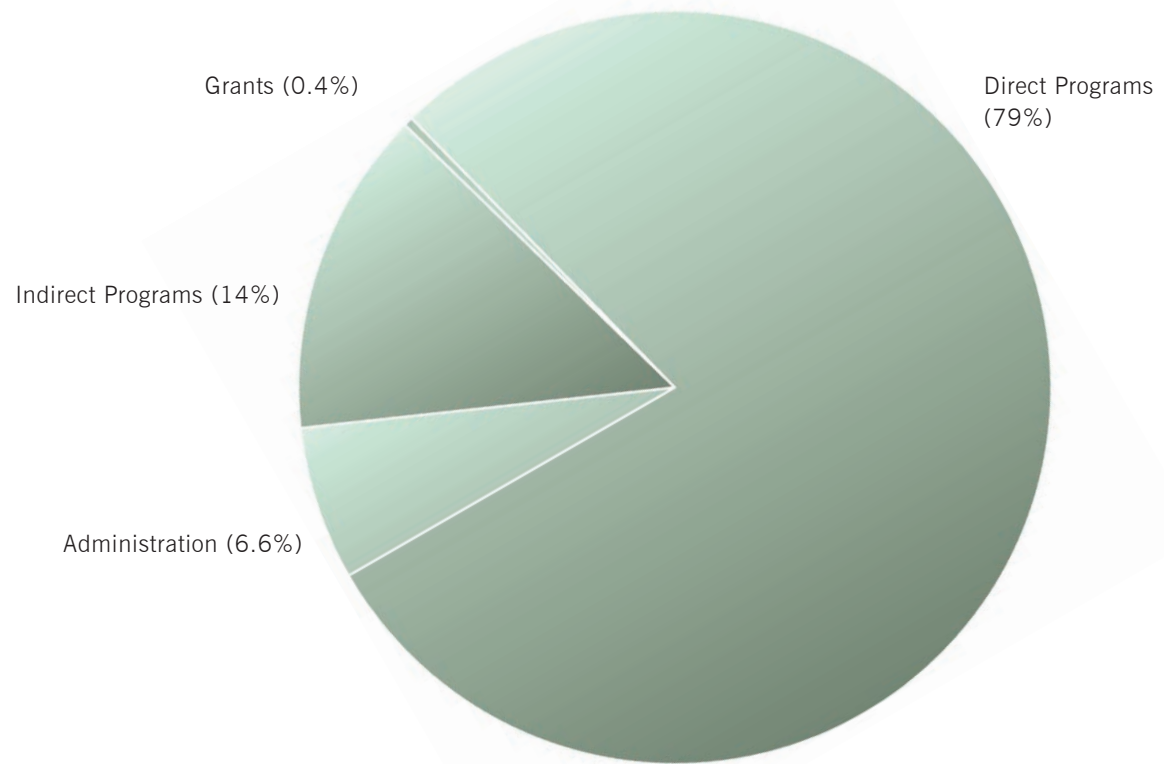
Expenditure

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 2016 financial year were \$1,971,847*

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

2016 Full Year Program Costs



The percentages for each of these main areas of expenditure have remained stable since 2014. Appropriately, direct program expenditure is still the largest component as this includes all aspects of program delivery such as development, delivery, materials, transport, co-ordination, evaluation and reporting. Indirect costs include some facilities, insurance and professional fees, without which

ABCN could not continue to deliver programs in schools and member companies. Grant costs cover the distribution of funds from the JPMorgan Chase Global Foundation, PwC, Microsoft, American Express and State Street.

Surplus for the Financial Year

The surplus for the financial year to 30 June 2016 was \$201,577 compared with \$14,100 for the year to 30 June 2015. More details are available in the statutory financial report.

	2016	2015
	\$	\$
Surplus before income tax	201,557	14,100
Income tax	-	-
Surplus for the year	201,577	14,100

Financial Position

ABCN continues to be in a strong financial position. A summary of the financial position as at 30 June 2015 and 2016 is set out right. More details are available in the statutory financial report.

The increase in cash and cash equivalent between for the 2016 financial year reflects a surplus of \$442,173 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.

Cash Flows from Operating Activities	2016	2015
	\$	\$
Membership fees	1,931,185	1,775,760
Grant income	375,433	100,680
Interest income received	51,880	52,266
Payments to suppliers & employees	(2,150,850)	(1,659,430)
Advance to ABCN Scholarship Foundation	-	-
Net cash provided by operating activities	207,648	269,276

Cash Flows from Operating Activities

Purchase of property, plant and equipment		
Net cash used in investing activities		
Net change in cash & cash equivalents held	442,173	269,276
Cash and cash equivalent at beginning of financial year	2,052,603	1,783,327
Cash and cash equivalent at end of financial year	2,494,776	2,052,603

Our Reach



5,649

Students mentored



5,024

Corporate Volunteers



42

ABCN Businesses



186

Schools



32,992

Volunteer Hours

Board of Directors

Jacqui Jones **Chief Executive, ABCN**

Jacqui is the CEO of ABCN. Prior to joining ABCN, she held roles at Optus and Pearson Education, specialising in sales, learning and development and change management. Jacqui holds a Bachelor of Economics, a Master of Arts in Australian Literature and a Diploma of Education in Secondary Education, all from the University of Sydney. She is the Chair of the Member Committee of Australian Schools Plus, a fund established to assist schools most in need to create and access philanthropic funds.

Sharon Ford **Director, Secondary Education, NSW Department of Education and Communities**

As Director, Secondary Education, Sharon 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.

Helen Zimmerman **Chair, ABCN** **Executive General Manager – English, Navitas Limited**

Helen Zimmerman has worked in leadership roles in Australian public and private education for over 30 years. Prior to joining Navitas she was Managing Director of the ACL Group of companies, the largest private provider of English language education in Australia. She has served on the boards of a number of peak professional education associations and regulatory bodies. Helen is a former President of the International Education Association of Australia and a current member of the Victorian International Education Ministerial Advisory Roundtable and of the NSW International Education Advisory Board. She sits on the Jobs for NSW Board and is a member of the NSW State Advisory Council of CEDA (Committee for Economic Development of Australia).

Alison Lansley **Non-Executive Director** (*appointed 4 March 2016*)

An experienced business leader and corporate lawyer, Alison has a broad range of business, governance, finance, project management and legal skills gained over 35 years and was formerly a partner at Mallesons Stephen Jaques (now King & Wood Mallesons). Alison has served on the boards of various for-profit, not-for-profit and government entities in different industries, in particular telecommunications, infrastructure, finance, education and specialised skills development. She has worked with various government and industry agencies, including the Melbourne 2006 Commonwealth Games Corporation and also headed the Victorian Regional Council of the Australian charity, Redkite, for several years. A director of Schools Connect Australia Limited since its inception, Alison was closely involved with its merger with ABCN.

Tony Macvean**Managing Partner, Hall & Wilcox**

Tony has been a partner at Hall & Wilcox since July 2000 and Managing Partner since July 2007. A leading independent business law firm with over 60 partners and 400 people, he is responsible for driving the firm's strategy, leading the firm's people, managing the firm's relationships with its key clients and representing the firm publicly. In 2015, Tony won the Managing Partner of the Year at the Australian Law Awards and was recognised in the 2014 and 2015 Best Lawyers in Australia, published by the *Australian Financial Review* in corporate law. He has a Masters of Laws and Bachelors of Laws (Hons) and Commerce from the University of Melbourne and sits on ABCN's Board and Committee for Melbourne.

Pip Marlow**Managing Director, Microsoft**

Pip Marlow began her career with Microsoft in the Australian Partner team in 1995. 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.

Craig Perrett**Non-Executive Director** (*appointed 4 March 2016*)

Craig is a co-founder and Executive Director of the Personal Strategic Planning organisation act3, where he acts as a trusted advisor to a select group of multinational and Australian-based blue-chip companies. He was formerly the Melbourne Managing Partner of Rogen, an International Management Consultancy – and prior to this he had a successful advertising career working with some of Australia's largest companies in marketing, communication, presentation, media issue management and business development. Craig is also a currently an executive director of CEED (Chief Executive Education) and is a former Director of Schools Connect Australia (SCA) and the AFL Melbourne Football Club.

Luke Sayers**CEO, PwC Australia**

Luke is the Chief Executive Officer of PwC Australia and Vice Chairman for PwC Asia Pacific. Under his leadership, PwC Australia is focused on using the collective expertise of the firm to help address important national issues such as tax reform, Australia's engagement with Asia and how we can continue to innovate and thrive as a nation. In addition to his work at PwC, Luke has long term commitments to community organisations and external Boards. He is currently on the Board of the Carlton Football Club and chairs the not-for-profit organisation e.motion21. He is also a member of Monash University's Industry Council of Advisors (MICA), the Genazzano FCJ College Council, and the Victorian Branch of the Male Champions of Change.

Rob Sindel**Managing Director, CSR**

Rob 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.

Mike Wilkins**Managing Director and CEO, IAG**

(*resigned 16 November 2015*)

Mike was appointed Managing Director and Chief Executive Officer of IAG in May 2008. He has more than 30 years' experience in the insurance and financial services sector and is a member of the Australian Government's Financial Sector Advisory Council. Mike was formerly the Managing Director of Promina Group Limited (from 1999 to 2007), and Managing Director of Tyndall Australia Limited (from 1994 to 1999). He is a former Director and President of the Insurance Council of Australia and a former Director of the Investment and Financial Services Association (now the Financial Services Council).

Board of Directors Meetings Attendance (Financial Year 2016)

This includes all Directors in office at any time during the 2016 financial year.

Directors	14 October 2015	19 November 2015	4 March 2016	18 May 2016
Jacqui Jones, CEO	*	*	*	*
Helen Zimmerman, Chair (appointed 1 October 2014)	*	*	*	*
Sharon Ford	*	*	*	*
Alison Lansley (appointed 4 March 2016)	NA	NA	*	*
Tony Macvean	*	*	*	*
Pip Marlow	A	*	A	*
Craig Perrett (appointed 4 March 2016)	NA	NA	A	*
Luke Sayers	*	A	A	*
Rob Sindel	A	A	*	*
Michael Wilkins (resigned 16 November 2015)	*	NA	NA	NA

* = Attended, A = Absent, NA = Not eligible to stand.

Board and Council Members



ABCN's Board and Council are comprised of the Chief Executives from each of our member companies.

The list shown here represents all companies and members during the 2016 financial year.

ABCN
Allen & Overy
American Express Australia Ltd
Bain & Company Inc
Bendigo & Adelaide Bank
Citi Australia
Commonwealth Bank of Australia
CSR
Department of Defence
Ernst & Young
Fuji Xerox Australia
Genworth
Gilbert+Tobin
Hall & Wilcox
Hay Group
Insurance Australia Group
Investec (Australia) Limited
Jetstar
J.P. Morgan
KPMG
MCI
Microsoft Australia
Minter Ellison Lawyers
Navitas Ltd
Norton Rose Fulbright
NSW Department of Education and Communities
Optus
PricewaterhouseCoopers
Stockland
TAL
TATA Consulting Services
UBS
Wesfarmers

Independent Directors

Jacqueline Jones, Chief Executive*
Jason Denisenko, Managing Partner
Rachel Stocks, Managing Director
David Zehner, Managing Partner
Mike Hirst, Managing Director
Stephen Roberts, CEO and Citi Country Officer
Ian Narev, CEO
Rob Sindel, Managing Director*

Tony Johnson, Oceania CEO and Managing Partner
Neil Whittaker, CEO
Georgette Nicholas, Managing Director
Danny Gilbert, Managing Partner
Tony Macvane, Managing Partner*
Henriette Rothschild, Managing Director
Peter Harmer, CEO and Managing Director
Milton Samios, Head of Investec Australia
Jayne Hrdlicka, Group CEO
Robert Priestley, CEO
Gary Wingrove, CEO
Denise Meyerson, CEO
Pip Marlow, Managing Director*
Tony Harrington, CEO
Helen Zimmerman, Executive General Manager and ABCN Chair*
Wayne Spanner, CEO
Sharon Ford, Director Secondary Education*
Paul O'Sullivan, Chairman
Luke Sayers, CEO*
Michael Rosmarin, Chief Operating Officer
Brett Clark, CEO
Deborah Hadwen, CEO
Matthew Grounds, CEO
Richard Goyder, Managing Director and CEO

Alison Lansley* ^ and Craig Perrett* ^

*Also Board Members | ^ Appointed 4 March 2016

Partner Schools

ACT

Hughes Primary School
Red Hill Primary

NSW

Athelstane Public School
Auburn Girls High School
Aurora College
Bankstown Girls High School
Bass High School
Bert Oldfield Public School
Birrongo Girls High School
Blacktown Boys High School
Bonnyrigg High School
Bourke Street Public School
Cabramatta High School
Cambridge Park High School
Canterbury Boys High School
Casula High School
Chester Hill High School
Colo High School
Curran Public School
Doonside Technology High School
Eagle Vale High School
Evans High School
Fairfield High School
Gardeners Road Public School
Georges River College Oatley Senior Campus

Glebe Public School
Goonellabah Public 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 Cook Boys Technology High School
James Meehan High School
Karabar High School
Kingsgrove North High School
Kogarah 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
Mount Annan High School
North Sydney Demonstration School
Parramatta North Public School
Parramatta West Public School
Pendle Hill High School
Plumpton High School
Queanbeyan High School
Rooty Hill High School
Rutherford Technology High School
Sarah Redfern High School
Seven Hills High School

Sir Joseph Banks High School
Smithfield West Public School
St Johns Park High School
St Peters Public School
Tempe High School
Tempe Public School
Thomas Reddall High School

Qld

Ashmore State School
Bald Hills State School
Balmoral State High School
Bray Park State High School
Brisbane Bayside State College
Brisbane Central State School
Caboolture State High School
Capalaba State College
Dakabin State High School
Glenala State High School
Greenslopes State School
Ipswich State High School
Junction Park State School
Keebra Park State High School
Kingston State College
Loganlea State High School
Lowood State High School
Mabel Park State High School
Marsden State High School
Milpera State High School
Moorooka State School
Morayfield State High School
Rosewood State High School
Seville Road State School
Shailer Park State High School
St Teresa's Catholic College
Toowoomba North State School

Toowoomba State High 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
Para Hills Primary School
Seaton High School
Woodville High School

Tas

Claremont College
Glenorchy Primary School
Invermay Primary School
Montrose Bay High School
Tasman District School
Youngtown Primary School

Vic

Abbotsford Primary School
Belle Vue Park Primary School
Bendigo Senior Secondary College
Braybrook College
Canadian Lead Primary School
Carrum Downs Secondary College
Carwatha College
Charles La Trobe College

Copperfield College
Dandenong High School
Dandenong South Primary School
Distance Education Centre Victoria
Doveton College
Elisabeth Murdoch College
Epping Secondary College
Footscray North Primary School
Fountain Gate Secondary College
Gilmore College for Girls
Glenroy College
Hume Central Secondary College
John Fawcner College
Keysborough College
Lalor North Secondary College
Lalor Secondary College
Maffra Secondary College
McClelland College
Melton Secondary College
Monterey Secondary College
Mooroopna Park Primary School
Mount Ridley College P-12
Newcomb Secondary College
Northern Bay College
Richmond Primary School Melbourne
Roxburgh College
Seaford Park Primary School
St Albans Secondary College
Sunshine Harvester Primary School
Sunshine Heights Primary School
Sunshine North Primary School
Taylors Lakes Secondary College
The Grange P-12 College
Thomastown Secondary College
Victoria University Secondary College
Warragul Regional College
Westall Secondary College

Whittington Primary School
Wonthaggi Secondary College
Wooranna Park Primary School

WA

Balga Senior High School
Ballajura Community College
Beaconsfield Primary School
Butler College
Byford Secondary College
Cecil Andrews Senior High School
Dianella Primary College
Dianella Secondary College
Girrawheen Senior High School
Hamilton Senior High School
Highgate Primary School
John Forrest Senior High School
Kiara College
Lynwood Senior High School
Maylands Peninsula Primary School
Mount Barker Community College
Osborne Primary School
Swan View Senior High School
Thornlie Senior High School
Wanneroo Secondary College
Warnbro Community High School

Contacts

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For all queries please find relevant contacts below:

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Corporate Partnerships Manager

Carolyn Bruce
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