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ABCN IS AUSTRALIA'S LARGEST
NETWORK OF BUSINESS AND
SCHOOLS WORKING TOGETHER
TO INSPIRE STUDENTS FROM LOW
SOCIO-ECONOMIC AREAS TO
ACHIEVE THEIR CAREER GOALS.

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ABCN IMPACT 2018

OUR REACH


6,690

**STUDENTS
MENTORED**
face-to-face

and a further...

1,210

**WERE REACHED
THROUGH**
online programs



197

SCHOOLS



40

BUSINESSES



5,924

**CORPORATE
VOLUNTEERS**



23,999

TOTAL STUDENTS
impacted from
school-business
partnerships

OUR IMPACT: STUDENTS

93%

**OF ABCN STUDENTS¹
COMPLETED
YEAR 12**

(compared with a 74%
national average and 61%
for disadvantaged students)²

60%

**OF ABCN STUDENTS³
HAVE ACCEPTED
UNIVERSITY OFFERS**

(compared with 29% national average
enrolled in university and 20% for
disadvantaged students)⁴

90%

**OF FORMER
GOALS STUDENTS**

surveyed 10+ years after completing the
program are fully engaged in education,
employment and/or training compared
with a 74% national average and 63%
for disadvantaged students⁵

90%

**OF INNOVATE
STUDENTS**

said they were interested
in STEM subjects compared
with 29% before the program

OUR IMPACT: MENTORS



100%

**SAID THEY
VALUE THE
OPPORTUNITY**

to participate in a program

93%

**SAID THEY
WOULD IMPROVE**

how they would mentor
others following the program



96%

**SAID
THEY HAVE
DEVELOPED
PERSONALLY**

from taking part

^{1,3} GOALS and Aspirations students

^{2,4,5} 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

ABOUT ABCN

BUSINESS INSPIRING STUDENTS TO REACH THEIR POTENTIAL IN THE FUTURE WORLD OF WORK

GROW ➡ CONNECT ➡ INSPIRE

The Australian Business and Community Network (ABCN) is a purpose-led, not-for-profit organisation bringing business and schools and their students together. We deliver business-oriented mentoring programs and workplace experiences to develop students' skills and mindsets, aspirations and connections. We do this by fostering meaningful school-business partnerships and participation in our programs at all levels.

Established in 2005 by a group of CEOs whose vision was to engage business to have a greater positive impact in the community, 39,197 students have benefitted from direct mentoring through our work. Today we are a network of 40 of Australia's leading companies working together with 197 schools to make a difference to the lives of thousands of young Australians from low socio-economic status (SES) backgrounds.

Our vision is for all young people to reach their potential in the future world of work, regardless of background.

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 school principals and the school's Index of Community Socio-Educational Advantage (ICSEA). ABCN's partner schools typically sit significantly below the national ICSEA average of 1000 and have high levels of educational disadvantage.

Students from these schools experience a range of difficulties. 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 or suffered trauma and loss as newly arrived immigrants or refugees. They may have significant carer responsibilities and/or need to contribute to family finances due to limited household income. They may be experiencing significant poverty, overcrowding in the home, limited access to educational resources or even homelessness in the most extreme cases.

The challenge

The gap between advantaged and disadvantaged schools in Australia is one of the largest in the OECD. Disadvantaged schools in Australia experience more teacher shortages, higher teacher-student ratios and greater inadequacy of educational resources than advantaged schools.⁶

By the age of 15, students from low-SES areas in Australia are typically three years behind their counterparts from more advantaged areas in subjects such as maths and science. Their likelihood of completing Year 12, going on to further study and obtaining meaningful employment is significantly diminished.

🚩 40% do not complete school

Around 40% of students from the lowest SES backgrounds do not complete Year 12 or its equivalent by age 19, compared with a national average of 26%, and 18% for advantaged students.⁷

🚩 Twice as likely to be unemployed

By age 24, they are almost twice as likely to be not fully engaged in employment, education or training, compared to those from the highest SES backgrounds.⁸

🚩 Only one quarter enter university by mid-20s

By their mid-20s, only one quarter of students from the lowest SES backgrounds have entered university, compared to two thirds of those from high SES backgrounds.⁹

^{6,7,8,9} 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.



MESSAGE FROM THE CHAIR

I am delighted to introduce the 2018 ABCN Annual Report and reflect on the organisation's highlights, challenges and extraordinary outcomes this year.

Fundamental to ABCN's purpose is helping to address disadvantage in our community. We believe that by business actively engaging with schools and students, we can help change the profound and systemic disadvantage that students in lower socio-economic areas can face. While we have made great progress, there remains much to do.

Educators tell us that business has a unique role to play in education in building the aspirations, confidence and engagement of young people. At the same time, it is more important than ever for different parts of society – in our case, business and school communities – to build meaningful connections. As well as supporting our young people, it creates better mutual understanding, and reinforces the positive contribution that both sectors make.

Increasingly, the role of ABCN is to help prepare students for the jobs of the future – a world dominated by artificial intelligence, big data and other structural changes. While some jobs may be replaced, others – often better paying ones – will be created. These jobs will involve a different skill set: one comprising problem-solving capability, deep expertise and strong interpersonal communication. We think that these are skills that can be learned, and hence they are now core to many ABCN programs. A great example is ABCN's new *Future Thinkers* program, which is wholly focussed on developing competency in design thinking. Initially piloted in NSW and Victoria, it was rolled out as a core program this year, with demand projected to triple in 2019.

At the same time as we are preparing young people for the future of work, our current workforce is considering how their own jobs and roles will change. ABCN member Korn Ferry worked with ABCN this year to seek to codify the leadership skills mentors develop through participating in our programs – skills such as self-awareness, valuing difference and situational adaptability – so that we can support our own people to thrive in this next phase of working life. As one of the Hall & Wilcox volunteers said:

'Mentoring on an ABCN program is genuinely as valuable for the mentors as it is for the students. It really prompted me to refocus on my own goals as a young professional beginning my legal career.'

On that note, this year marks 10 years of ABCN membership for Hall & Wilcox, the law firm that I run. I am proud of our involvement and that our people continue to participate in ABCN programs with passion and enthusiasm. ABCN reached almost 24,000 students this year through its various programs; I am humbled that as an organisation we helped enable this outstanding reach.

I would like to acknowledge my fellow board members for their passion and commitment to ABCN, and our members and Council more generally. I would like to especially acknowledge and thank CEO Allegra Spender and her high-quality team for their tireless work to make a difference in the lives of so many young people and the community in which we live and work.



Tony Macvean



Tony Macvean, Chair

'At the same time we are preparing young people for the future of work, our current workforce is considering how their own jobs and roles will change, and how they also need to build problem-solving and interpersonal skills to navigate new paths.'



Allegra Spender,
Chief Executive Officer

'In 2018, a record 6690 students were mentored face-to-face by 3846 corporate mentors.'

MESSAGE FROM THE CEO

Once again, ABCN has delivered a year of remarkable outcomes for our students, mentors and member companies. It is both encouraging and rewarding to receive positive feedback from the participants in our programs, but even more so to witness the real impact these experiences have on students and mentors alike.

In 2018, a record 6690 students were mentored face-to-face by 3846 corporate mentors. Thousands more students were reached via digital programs or one-day events, involving hundreds of additional company volunteers (totalling 24,000 students and almost 6000 volunteers). This work was made possible through the collaboration of the 40 companies and almost 200 schools that make up our network – and yet, there is still much more work to be done.

Students from low socio-economic backgrounds in Australia continue to suffer from an unappreciated equity gap in education outcomes. By the age of 15, these students are already typically three years behind their more advantaged counterparts in subjects such as maths and science. The unrealised potential in our young people and the economic impact on Australia is staggering. Something needs to shift, and it is evident that business has a vital role to play.

Shared Value: Deepening and scaling our impact among mentors

As we undertook our strategy review in 2018, we sought to understand the long-term impact on students and mentors. We spoke to almost 50 of our original GOALS students, now in their mid-20s; and we worked with two of our member companies, PwC and Optus, on in-depth research about how mentoring impacts their teams. This process validated our anecdotal experience – that our structured workplace mentoring programs create significant shared value. It can be life-changing for the student, and at the same time deeply engaging for the mentors, leading to lower attrition and faster promotion rates (see page 7).

On the back of this, our strategy is ambitious. Our goal is to significantly scale the reach of ABCN to offer our programs to all the low socio-economic schools who would like them. This goal involves strengthening our relationships with our member companies while deliberately looking for new partners and channels to support our growth.

We are proud of the steps we have taken in 2018 to do this already, including bringing new partners into the network: John Laing, Macquarie, Nous, Ashurst, TASSAL, Cross Yarra Partnership and Westpac. We continued to build on pilot programs, including the conversion of *Future Thinkers* to a core program. This exciting new program employs design thinking to develop problem-solving and critical thinking skills. And we experimented with digital initiatives, including *My Career Rules*, a live-streamed career show backed by Accenture; a goals and values tracking app developed with What's Right AI and Optus Future Makers; and a virtual work project in conjunction with companies Inside Sherpa and KPMG.

Our network of companies has been incredibly supportive – not only with providing mentors, but also in program innovation and contributing their professional expertise to help drive ABCN. I would like to acknowledge those particular supporters here: Accenture, American Express, Bain, Commonwealth Bank of Australia, EY, Hall & Wilcox, IAG, Jetstar, JP Morgan, Korn Ferry, KPMG, Lendlease, Microsoft, MinterEllison, nbn, Optus, PwC and Westpac.

I am extremely proud to lead an organisation that continues to inspire on so many levels and create long-lasting impacts for Australian youth – and I take my hat off to the incredible team I have working beside me as we look towards an exciting future for ABCN.

Allegra Spender

2018 HIGHLIGHTS



ABCN FOUNDATION

Demand for our *Accelerate* program continues to increase year-on-year and in 2018 we were proud to welcome another 31 scholars from NSW, Vic, Qld, SA and WA. There are now 76 active scholars and mentors in the program across Australia - our highest number of participants yet.



GIRLS IN STEM

Collaboration with our member companies to develop the pipeline of female students taking up STEM subjects has been a major focus for ABCN. This includes piloting new programs such as *All Systems Go* with Westpac; ongoing work with Jetstar on *High Flyers*; *goIT Girls* with Tata Consultancy Services; and four targeted scholarships for female students in STEM made possible through JP Morgan.



INDIGENOUS EDUCATION

We are proud of our ongoing work with the Aurora Education Foundation in WA, which supports indigenous students. This year, 30 students participated in a bespoke version of our *Innovate* program and plans are underway to run the program again in WA, as well as expanding to NSW in 2019. Only 37% of Aboriginal and Torres Strait Islander students complete Year 12, compared with 74% of the general population.



DIGITAL PROGRAMS

Our strategy of leveraging digital capabilities to scale student and member impact was championed by a number of our member companies in 2018. Accenture co-created the ABCN digital strategy and supported the digital pilot program, *My Career Rules*, a digital platform for 13 member company mentors to share their career stories with 275 students from 11 schools in real time. The learnings were invaluable, and will help shape 2019 initiatives.



DESIGN THINKING

Demand for our *Future Thinkers* workshop, which piloted last year, has grown exponentially. Now a core ABCN program, we ran 19 programs in 2018, with an almost 300% increase in take-up projected for 2019. One example of the impact of this program is at Liverpool Boys High, where a recently implemented waste and recycling program was the direct result of a project developed by their students in our design thinking workshop.



YOUTH EMPLOYMENT

The JP Morgan-funded *InRoads* program is designed to provide at-risk youth with the skills and workplace exposure needed to pursue employment and traineeships. In 2018, 232 students took part in the program across Sydney and Melbourne. More than 70 of these participants are employed following completion of their HSC, including several who were offered roles with Optus and Work Ventures.



MULTIPLE AWARD-WINNING PROGRAM

We were delighted to be awarded a Gold Global Best Award for *Entrepreneurs Unearthed* in 2018 in recognition of the program as a world-class business-education partnership. Presented by the International Partnership Network, this is the 11th Global Best Award ABCN has received for our work.

IMPACT ON STUDENTS

ABCN is committed to measuring the longitudinal impact our programs have on students. We surveyed 49 of our students who participated in the GOALS program between 2005 and 2008, to understand the impact of their experience on their lives today.



Christopher Stanley, Class Of 2008
Graphic Designer

Christopher is a former student of Lurnea High School. He went on to graduate with a bachelor of design from Western Sydney University and is now a graphic designer. Christopher credits GOALS, and his mentor David, with changing the direction of his future 10 years ago. He says the program gave him the opportunity to experience what life was like for those in the corporate world, which gave him something to aspire to. ***'GOALS gave me the exposure to opportunities that inspired me to do better. Be better. It changed my thinking about my future at the right time in my life.'***

Christopher says that GOALS really set his professional standard and ambitions, and importantly gave him the confidence he needed to go on to achieve his professional goals. ***'I didn't know what professionalism looked like in the real world. The mentoring and the skills that I gained from the program influenced my approach to everything I've done since, whether applying for a casual job, going to university, or starting my career. And the fact that I was able to relate to people that I wouldn't have otherwise had contact with, made all the difference for me.'***

Since 2008, Christopher has looked for new opportunities to give back and mentor others, including through sport and university. ***'When a high-end professional has no obligation to mentor a kid from the west, it gives you a grounding, and when you have an opportunity to give back, you do so, as it benefits the kids more than you realise. I believe that being a role model is an important element in a successful career, and that we should all take on these opportunities when we can.'***



Maria Emilia Mamblona, Class Of 2008
Strategic Recruiter

Maria had arrived in Australia a couple of years before she participated in GOALS in 2008. A former Hoxton Park High School student, she has completed her bachelor degree in psychology and a post-graduate certificate in human resources management. Looking back at her experience of GOALS 10 years ago Maria remembers the excitement of coming into the city, the great food and getting to catch up with her mentor, Angela, whom she describes 'like a friend' who encouraged her to take on new things, including applying for her first job.

'Before GOALS, I didn't feel confident in relation to public speaking or meeting new people, I hadn't been in Australia for very long and my English wasn't that good. It was a transformation for me from being quiet and timid, to finishing school at the top of the class, and as a prefect. It was like I knew I could do things - but I just couldn't do it - but GOALS gave me that confidence to do what I really wanted to do - it was very empowering.'

Now working as a strategic recruiter at Adecco in Sydney, Maria says being exposed to a corporate environment helped shape her career. ***'My career has been a domino effect that GOALS really kicked off,'*** she says.

Maria has looked for opportunities to volunteer whenever she can. She has taken many of the skills she learned in the program and has applied them to her own volunteering experiences, such as helping newly arrived refugees with confidence-building, communication and even how to give a good handshake.

LONG-TERM IMPACT: A CLOSER LOOK

The following results are based on interviews with 49 GOALS alumni who participated in the program between 2005 and 2008.

School education completed

	Former GOALS students	National average
Year 12 or equivalent	98%	74%

Highest post-school qualification completed

	Former GOALS students	National average
TAFE/Diploma	39%	25%
Bachelor	35%	27%
Masters	11%	3%

\$60K
average
INCOME

The average income of former 2005-2008 GOALS students is \$60K compared to the national average of \$37K for 24 year olds¹⁰

90%
LEARNING
or **EARNING**

90% of former GOALS students are fully engaged in employment, education or training by their mid-20s compared with 74% national average at age 24, and 63% of lowest SES students (2nd decile)¹¹

¹⁰ ABS Census of Employment, Income and Education, 2016
¹¹ Lamb, 2015

IMPACT ON MENTORS

FOR 14 YEARS, ABCN HAS WORKED AS A CONDUIT TO CONNECT LOW SOCIO- ECONOMIC SCHOOLS AND THEIR STUDENTS WITH THE CORPORATE WORLD.

Our experience in working closely with these schools tells us that educators see enormous value in engaging with business to improve outcomes for their students.

International research backs this anecdotal evidence: a study in the UK by Dr Anthony Mann found that students exposed to four or more positive interactions with employers during school were five times less likely to be disengaged in their 20s.¹²

ABCN outcomes from our GOALS program are also in line with these findings: 90% of former GOALS students surveyed 10 or more years after completing the program are fully engaged in education, employment and/or training compared with a 74% national average and 63% for disadvantaged students.¹³

But what of the impact on the mentors? We know from our own surveys that our mentors value the experience and the chance to improve their own skills.

In 2018, 100% of mentors across all ABCN member companies said they valued the opportunity to participate in the program.

This year we decided to drill a little deeper into the real impact for our mentors and to do this, we worked with a number of our member companies. Not surprisingly, the findings reflect that engaging with students creates significant human capital benefits.

PwC and Optus tracked all their mentors who participated in ABCN programs over a number of years and found the following:



Reduced attrition rate (30% lower than the company average at PwC; 34% lower at Optus)



Improved promotion rate (double the company average at PwC)



Longer tenure (1.3 to 2.3 years longer than the company average at Optus)

The potential economic benefits both companies identified were:



Savings from staff retention



Additional value from staff-initiated learning and development



Increased staff satisfaction

¹² 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.

¹³ Lamb, 2015



Nils Miller (right), one of our mentors from Investec, summed up the benefits recently:

'I think it's a good personal development experience, for both the mentee and the mentor, thinking about goals, thinking about things you want to achieve, and really trying to assist people in the community to help in this stage of their lives where they could really go one way or another. I think to try and help them develop some good goals, and set some challenges for themselves, is a really good thing to be able to help with.'

MENTOR COMPETENCIES

To understand exactly which competencies mentors were developing through our programs, we worked with another of our member companies, Korn Ferry, to probe mentor outcomes. Multiple sources were consulted, including desktop research, academic publications, commercial sources, ABCN and member company feedback.

Research already tells us that the value of mentoring in the corporate world generates significant individual benefits such as improved promotion rates, improved earning potential, increased managerial productivity, better networks, improved people skills and increased awareness of current thoughts and trends. These can translate into improved retention, higher productivity, and cultural gains across the organisation.

Through its research, Korn Ferry identified the following core competencies developed through mentoring during the GOALS program:



**BUILDS
RESILIENCE**



**ENCOURAGES
COURAGE**



**DEVELOPS
TALENT**



**DEMONSTRATES
SELF-AWARENESS**



**VALUES
DIFFERENCES**



**HONES SITUATIONAL
ADAPTABILITY**



**COMMUNICATES
EFFECTIVELY**



**REFINES
INTERPERSONAL SAVVY**

Combined with the data from PwC and Optus, what has become clear from this examination is that volunteering both engages and attracts the highest performers in the organisations we work with – and that mentoring supports staff development, particularly those at junior levels who are looking to develop their management competency.

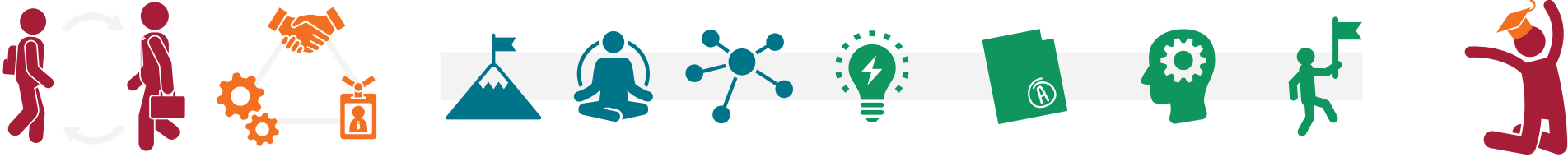
A photograph of three students in maroon uniforms. A male student on the left is smiling and holding a yellow paper bag. A female student in the center is also smiling and holding a yellow paper bag. A male student on the right is looking towards the center. Behind them is a flipchart with the title 'Box of Tricks Activity' and handwritten notes. A green diagonal graphic is on the left side of the image.

OUR PROGRAMS



THEORY OF CHANGE

ABCN creates a future-fit workforce through our shared value proposition: workplace interactions that improve student employability while increasing mentors' workplace success.



PURPOSE	ACTIVITY	STUDENT IMMEDIATE OUTPUTS	STUDENT LONGER-TERM OUTCOMES	ULTIMATE GOALS
Inspiring students to achieve their potential in the future world of work	Unique model of: <ul style="list-style-type: none"> Mentors Workplace-based sessions Building skills of the future 	<div>Increase aspirations and confidence</div> <div>Develop career knowledge and future-focused workplace skills</div> <div>Create professional connections</div>	<div>Devote more attention to professional and personal development</div> <div>Seek leadership positions in schools and part-time jobs</div> <div>Progress through school with better results and Year 12 completion rates</div> <div>Advance to further education/employment</div>	Young people have a higher rate of employment and better quality of employment
		MENTOR IMMEDIATE OUTPUTS	MEMBER COMPANY LONGER-TERM OUTCOMES	
		<div>Develop mentoring, coaching and interpersonal skills</div> <div>Increase engagement and resilience</div>	<div>Increase retention and skill-base of high-quality staff</div> <div>Promote a more diverse and inclusive workplace culture</div>	

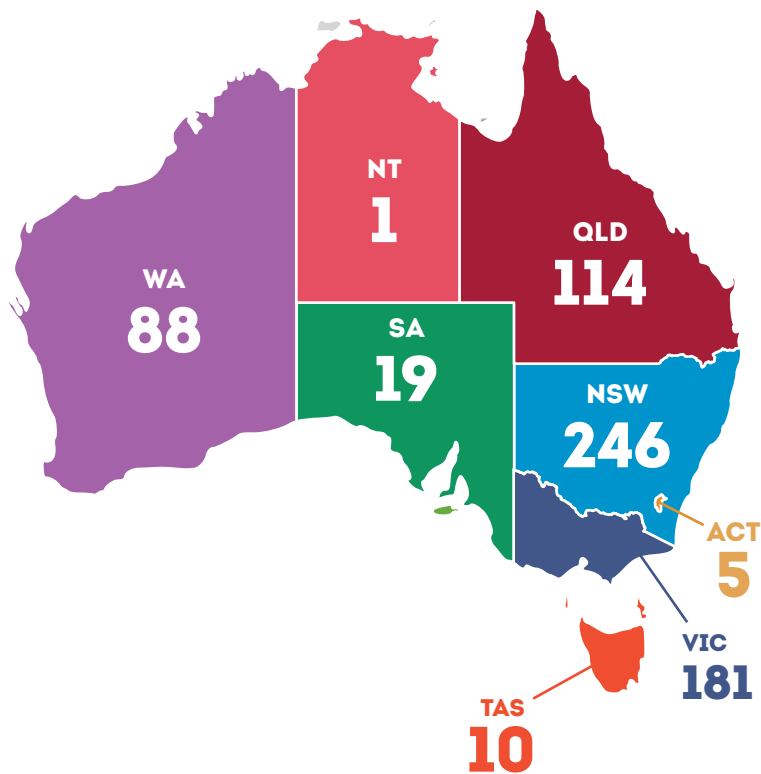


2018 PROGRAM DELIVERY

ABCN delivered **664** programs in 2018.

ABCN's core focus is face-to-face mentoring.

In 2018, a record 6690 students were mentored in our programs, almost 20% more than in 2017. This involved 3846 mentors, representing a 14% growth on the previous year.



	2018	2017	SINCE 2005
Businesses	40	38	-
States/Territories	8	7	-
Schools	197	203	-
Students Mentored Face-to-face	6,690	5,588	39,197
Mentors Face-to-face	3,846	3,369	32,968
Total Students Participating in all ABCN-supported activities (includes one-day events and digital programs)	23,999	25,755	173,491
Total Volunteers Participating in all ABCN-supported activities (includes one-day events and digital programs)	5,924	5,590	50,102
Volunteer Hours Participating in all ABCN-supported activities (includes one-day events and digital programs)	38,848	31,521	380,148

CORE MENTORING PROGRAMS




















Our core programs are designed to raise students' aspirations, develop key skills and help them build connections with a contemporary workplace and a corporate mentor. The common elements of ABCN's

mentoring programs are communication, teamwork, personal growth and confidence. With the exception of our primary school programs, all programs take place at our member company's offices.

KEY SKILLS & MINDSETS



HIGH SCHOOLS

Year 8	Year 9	Year 9 & 10	Year 10	Year 10 equivalent (intensive English centres)	Years 10, 11 & 12	Year 11	Years 11, 12 and first year of tertiary/ training/employment
Impact Area: STEM	Impact Area: Enterprise and Employability	Impact Area: Enterprise and Employability	Impact Area: Enterprise and Employability	Impact Area: Diversity	Impact Area: Diversity and Leadership	Impact Area: Enterprise and Employability	Impact Area: Leadership
Innovate Encourages the uptake of STEM subjects Students in 2018 644 2018 Outcomes 90% of students said they were interested in STEM subjects compared with 29% before <i>Innovate</i> . Key Skills & Mindsets  	GOALS Encourages completion of Year 12 and further study Students in 2018 432 2018 Outcomes 98% of students knew about the importance of setting goals compared to 12% before <i>GOALS</i> . Key Skills & Mindsets  	Future Thinkers Creative and innovative problem-solving workshop Students in 2018 320 2018 Outcomes 90% of students felt they were able to develop and test new ideas compared with 26% before <i>Future Thinkers</i> . Key Skills & Mindsets   	Interview 2 Impress Interactive interview skills workshop Students in 2018 1453 2018 Outcomes 96% of students felt they knew how to prepare for a job interview compared with 14% before <i>Interview 2 Impress</i> . Key Skills & Mindsets  	InterACT For recently arrived migrant and refugee students Students in 2018 271 2018 Outcomes 94% of students felt more confident speaking English with others compared with 23% before <i>InterACT</i> . Key Skills & Mindsets  	Focus & Focus2 Encourages take-up of leadership roles by female students Students in 2018 1049 2018 Outcomes 92% of students were aware of their strengths and weaknesses as a leader compared with 23% before <i>Focus</i> and <i>Focus2</i> . Key Skills & Mindsets   	Aspirations Broadens awareness of post-school career pathways Students in 2018 388 2018 Outcomes 95% of students felt they understood key employability skills compared with 18% before <i>Aspirations</i> . Key Skills & Mindsets  	Accelerate A 3-year mentoring and financial support program for exceptional students facing significant disadvantage Students in 2018 59 2018 Outcomes 100% of students who completed the <i>Accelerate</i> program in 2018 are engaged in employment, education or training. Key Skills & Mindsets   

'I entered the *Aspirations* program with little direction and I exited the program with a clear career in mind, and armed with the many necessary skills required for the future. One of the best aspects of the program was the mentors, and one of my mentors I will be forever grateful for. The efforts he made to go above and beyond for me have made a big difference in my life.'

Karlee, 2017 *Aspirations* and 2018 *Focus* student



PRIMARY SCHOOLS

Program:

1:2:1

Maths mentoring for students who are falling behind in the early years of mathematical literacy, while also building their social skills

Students in 2018

164

2018 Outcomes

100% of students were more positive about maths

Program:

Spark

Reading mentoring for students who will benefit most from developing their literacy, language skills and socialisation

Students in 2018

364

2018 Outcomes

97% of students were more positive about reading and demonstrated greater confidence

COLLABORATION INITIATIVES AND DEVELOPMENT HUB

Our Development Hub is a centre for innovation, design and development. It enables us to connect with our member companies and schools to collaborate on, and pilot, new programs and concepts. Most importantly, it ensures our program content is responding to the greatest needs of schools and business to maximise impact.

Here is a snapshot of some of our 2018 collaborations:



Aurora Education Foundation

Aurora Education Foundation is a national organisation supporting Indigenous education. One of Aurora's core programs, The Aspiration Initiative (TAI), provides intensive educational and related support for Indigenous students to complete high school and succeed in higher education. ABCN partnered with Aurora to integrate our *Innovate* STEM mentoring program with TAI in a shared pilot held in Perth.

In 2018, 30 TAI students and 10 mentors from the **Commonwealth Bank of Australia**, **Microsoft** and **Bankwest** took part in the *Innovate* pilot workshop. ABCN is looking to extend our engagement with Indigenous students, and in 2019 we will be expanding our partnership with Aurora to include three programs.



Future Thinkers

Future Thinkers aims to build transferrable enterprise skills in Year 9 and Year 10 students as they work with mentors to practice transforming challenges into opportunities. Piloted and funded by **EY**, *Future Thinkers* was rolled out as a core ABCN program in Term 4 2018. It fast gained popularity, with 12 member companies, 306 students and 141 mentors participating in the program last year.

Future Thinkers is based on the principles of design thinking, a human-centred approach to innovation. These principles are increasingly being used by organisations to solve problems and redefine challenges so they remain competitive in an ever-changing workplace landscape.

Before participating in *Future Thinkers*, only 31% of students felt they were able to come up with creative solutions to problems, whereas this rose to 88% after completing the program.



Entrepreneurs Unearthed

Entrepreneurs Unearthed was developed in a unique collaboration with **EY** and **CBA**. It is a competition and mentoring program that aims to cultivate entrepreneurship skills among high school students. Over a series of workshops, students work with mentors to develop an innovative business idea which is then pitched to a 'Shark Tank' style panel.

In 2018, the pilot program was expanded from Melbourne to include Sydney, with workshops involving 44 students and 33 mentors. The 2018 *Entrepreneurs Unearthed* Sydney winners pitched the idea of a safety bracelet to help women protect themselves against violence, and the Melbourne winners conceived of a smart shower device that helps track individual water usage.



InRoads

InRoads is an employability initiative aimed at kick-starting the career of Year 12 students after they finish school. It was particularly targeted at students who were not planning to attend further education. A collaboration with **JP Morgan** since 2015, the skills-development program looks to support motivated students by giving them the tools and necessary direction to achieve future success.

Over five workshops, Year 12 students work with mentors to develop enterprise and employment skills, including how to use social media in their job search and develop their CV and interview skills. We then partnered with TalentRise, a non-profit recruitment agency, to support students to make job applications.

In 2018, 222 students were involved in *InRoads* workshops with 69 mentors from eight member companies. More than 70 students have obtained jobs through the program.



All SySTEMs Go!

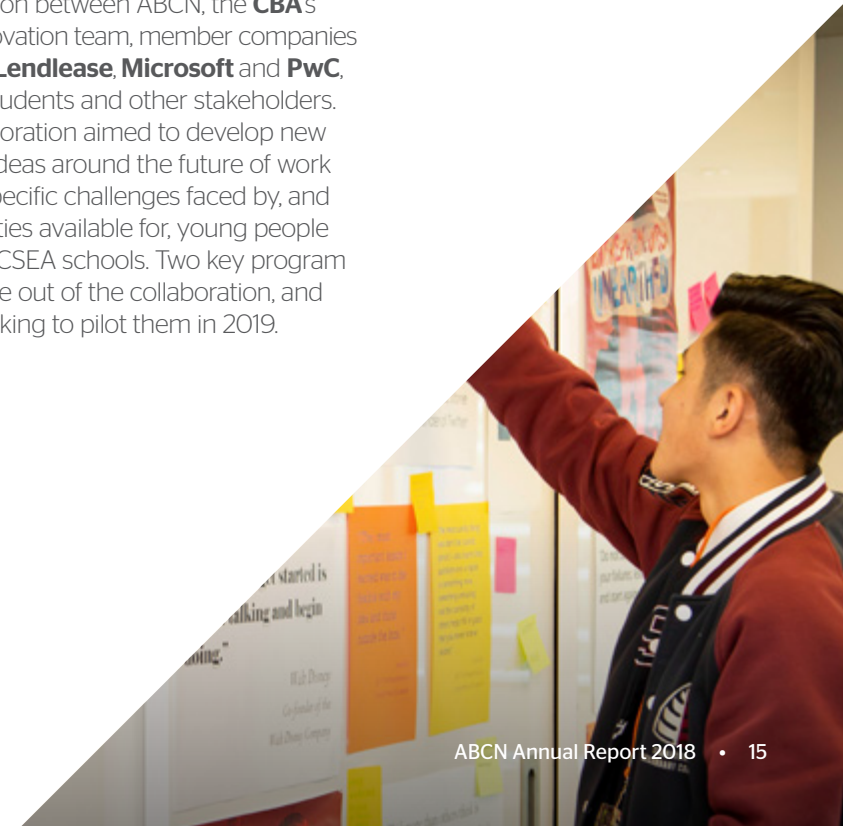
All SySTEMs Go! is a STEM exposure and workplace immersion for girls in partnership with **Westpac**. The program, involving four days of structured work experience, is designed to encourage more girls to choose STEM-related subjects and careers. The unique hands-on experience aims to bridge the gap between what is being learned at school and what is happening right now in business. The program is a lot of fun with valuable experiences ranging from individual problem-solving to group activities.

In 2018, 36 Year 10 high school girls were given the opportunity to spend time with female mentors at multiple Westpac offices and locations. Afterwards, 80% of students said they were interested in studying STEM subjects in the future, compared with only 35% before the program.



CBA Design Sprint

Design Sprint is a human-centred design collaboration between ABCN, the **CBA's** Social Innovation team, member companies including **Lendlease**, **Microsoft** and **PwC**, schools, students and other stakeholders. The collaboration aimed to develop new program ideas around the future of work and the specific challenges faced by, and opportunities available for, young people from low ICSEA schools. Two key program ideas came out of the collaboration, and we are looking to pilot them in 2019.



DIGITAL PROGRAMS



My Career Rules

My Career Rules was ABCN's first foray into a cross-company digital program, allowing company mentors to reach a greater number of students and schools online. The pilot program, funded with a grant from **Accenture**, was a series of fun and interactive live-streamed careers panels that reached 275 Years 7 and 8 students in 11 schools across NSW, Victoria, and Queensland, and involved mentors from 13 ABCN member companies.

The goal of the program was to expose students at a relatively young age to a wide range of career opportunities across a variety of industries. At the same time, we aimed to break down stereotypes around career paths, gender and diversity – showing students the evolving and often non-linear nature of today's careers – and to reinforce messages about the skills and mindsets needed to make a successful career in the future workplace.

An encouraging 88% of students felt confident they would find a career that suited their interests and aspirations after taking part – compared with only 59% before the program.



Full STEAM Ahead

Full STEAM Ahead was delivered in collaboration with the **Commonwealth Bank of Australia** and the **Museum of Applied Arts and Sciences** to engage Year 7 and 8 students with STEAM-based activities (Science, Technology, Engineering, Arts and Maths). Students were inspired through technology showcases, and then developed skills in coding and game design, which they ultimately used in a Hackathon.

To ensure the experience translated back to school, teachers were also invited into professional development sessions, and the participating schools were given hardware for use in the classroom. As well as a face-to-face program, we offered a digital program that exposed students to STEAM mentors who talked about their careers. This accessibility meant we could extend our reach across Australia to regional, remote and interstate students with program content streamed directly into classrooms. Over 970 students and teachers participated in 2018.



STEM+X and The Futurists' Fair

STEM+X and *The Futurists' Fair* was developed in partnership with **NBN Co** to highlight the importance of Science, Technology, Engineering and Mathematics (STEM). The *STEM+X* workshop aimed to encourage Year 6 students to think about the role STEM plays in solving problems, and to equip them with skills such as teamwork, problem solving and critical thinking.

The Futurists' Fair allowed students to use the skills they developed in the *STEM+X* workshop to develop a class project, which could be an idea, experience or invention that will brighten Australia's future. This project was then presented to a panel of judges via video conference. The winning school, Leanyer Primary School, presented concepts about a drone, an app and a renewable-energy charging phone case, to help manage extreme weather events.

In 2018, 215 students were involved in *STEM+X* and *The Futurists' Fair* from eight schools across seven states and territories.



What's Right AI and Optus Future Makers

ABCN partnered with **What's Right AI**, a technology start-up in the coaching space, to see how goals and values could be reinforced using an app. What's Right AI was a finalist in the **Optus** Future Makers 2018 program, an intensive start-up boot camp where entrepreneurs are rigorously challenged. ABCN tested the app through our programs for use by our students and we look forward to its further development this year.





ABCN FOUNDATION



ABCN FOUNDATION

The ABCN Scholarship Foundation provides intensive mentoring and financial scholarships to exceptional students facing economic, family or social challenges which impact on their capacity to achieve their full potential.

Scholarship beneficiaries participate in the three-year *Accelerate* program, which provides a unique combination of corporate mentoring and financial relief.

Students from low socio-economic status (SES) are often three years behind their counterparts from more advantaged areas. They are typically less likely to finish school and/or go on to further study and therefore less likely to gain meaningful employment; 40% of young Australians from the lowest SES backgrounds do not complete Year 12 or its equivalent by age 19.¹⁴ This directly impacts access to tertiary training and university – and ultimately earning capacity and a sustainable career.

A key objective of our scholarships is to boost participants' completion of Year 12 and successfully transition to further education, training or employment.

The Foundation is a separate entity to ABCN, relying wholly on philanthropic support and corporate donations. Collaboration with ABCN's member company network and partner schools is critical to our success.

SCHOLARSHIPS IN DEMAND

Since its inception in 2013, the Foundation has continued to evolve, with the number of scholarships awarded growing at an average rate of 21% per annum. During this time, we have awarded a total of 117 scholarships and distributed \$583,000 in award monies.

Our *Accelerate* program is in high demand: the Foundation typically receives between 200-300 applications every year from around Australia. We are currently able to award a scholarship to between 10% and 15% of these exceptional students. Scholarships are open to all Year 10 Australian students, however the majority of applications come from the schools we already work with, representing the lowest socio-economic areas in Australia. Most of our applicants are likely to be first-in-family to complete school and/or attend university.

In 2018, we were delighted to be able to award 31 scholarships. These new awards mean that 76 scholars are now actively participating in the *Accelerate* program during 2019.

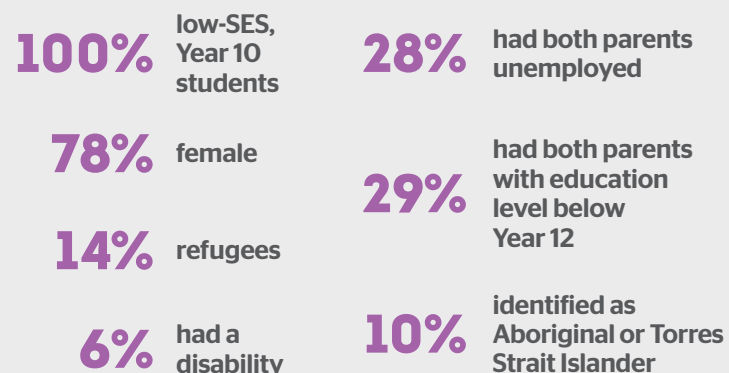
Our goal is to continue to grow the number of scholarships we are able to offer each year to address this demand. We are aiming to scale the program sustainably, ensuring a minimum of 100 students are participating at any one time.

'The support, friendships, financial aid, networking and mentoring that I received due to the kindness of ABCN has left such a positive impact on my life. I'm eternally thankful ... ABCN is helping the dreams of the youth come true. Please never stop doing that.'

Kimberly, 2015 scholar

¹⁴ Lamb, 2015

SNAPSHOT OF OUR 2018 APPLICATIONS



All of these applications demonstrated extraordinary levels of disadvantage that so many young Australians are experiencing.

We know from our outcome measurements and ongoing feedback from the principals, students and mentors we work with that the program is making an impact. In 2018:

- **100% of *Accelerate* Year 1 students completed the first year of the program.**
- **95% of *Accelerate* Year 2 students completed Year 12 (compared with a 74% national average and 61% for disadvantaged students)¹⁵ and 90% received tertiary offers.**
- **93% of *Accelerate* Year 3 students completed the program and 100% of those students are engaged in employment, tertiary education or training.**

And the impact of a scholarship goes much further than the individual award recipient. Annual survey responses revealed:

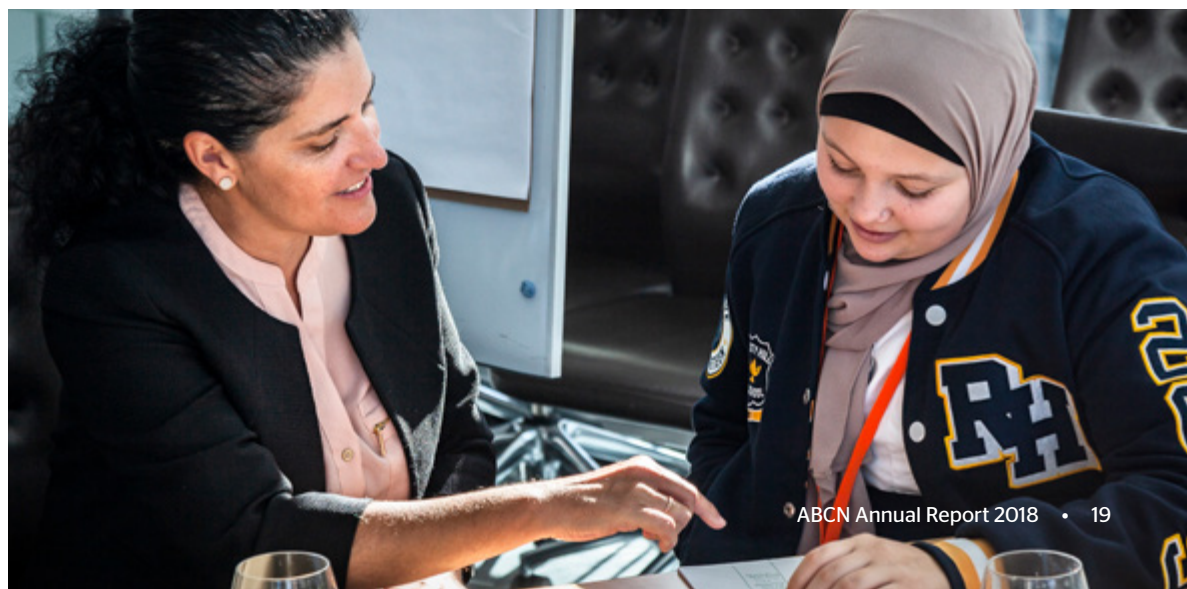
- **89% of 2018 scholars reported that the scholarship made a difference to the lives of their siblings or family.**
- **100% of principals report ABCN scholarships positively impact the whole school community.**

¹⁵ Lamb, 2015

'The ABCN scholarship has allowed our entire school community to see that with hard work, commitment, determination and intellectual rigour, students can achieve great things equivalent to those in more advantaged areas of Australia. It has also acted to continue the improvement of school culture, with increased numbers of students seeking to engage in leadership opportunities.

Over time, as these students access the corporate world, it increases the number of champions who can then advocate for socio-economically disadvantaged students, including access to similar opportunities in future. This is something that changes society in a positive way.'

Timothy Lloyd, Principal, Plumpton High School





'Whilst the monetary aspect of the scholarship did make a big difference to my financial circumstances during high school, it could never compare to the world of opportunities that have opened up to me because of my mentor.'

Shadab, 2015 scholar

HOW THE ABCN SCHOLARSHIP PROGRAM CHANGES LIVES

BENIE* 2015 SCHOLAR

Benie was born in Congo and moved to Tanzania as a two-year-old when her family sought refuge there. In her application she wrote:

'My parents fought hard every day to get us to a better place where we could have a good childhood and receive a better education. Life in Africa was difficult; my parents had to make many sacrifices every day just to be able to feed us. In 2006 my family received news of being sent to another refugee camp where we were granted access to Australia. Life wasn't easy in Australia but it was certainly better than how it was in Africa. I found it hard being different and for a while I think I lost sight of what mattered most.'

Four years after Benie applied for a scholarship, we are proud to report that she has graduated from the ABCN Accelerate program and is now in her second year of a bachelor of arts at the University of Queensland, majoring in international relations, psychology and Korean. She says the scholarship had an immense impact in her life:

'It has honestly helped me in being able to really take the time to think about what's important and what steps I can take to achieve those goals. One of my goals was being confident and having effective studying methods and with my mentor, I was able to slowly get there. I can say now that I have achieved both goals ... well, on the road to getting there.'

OMAR* 2017 SCHOLAR

Australian-born Omar is on track to be the first person in his family to complete Year 12. The trauma he witnessed and experienced as a child resulted in periods of time in foster care and disrupted schooling. Despite this, he remains focused on being an above-average student, while also looking after his younger brother and acting as primary carer for his mother.

'My past, together with ongoing responsibilities and hardships (including financial), took its toll. Sometimes I feel like the teenager I am and want to go to the cinemas with my friends but cannot afford it. Other times when I am doing my homework on the coffee table, I wish I had my own desk. Despite everything, I do not behave or want to be treated like a victim. I want to be treated as a normal student.'

Omar started the first year of the program in 2018. Already, he says that the scholarship has had an enormous impact on his life by easing financial difficulties, helping him feel more involved and a bigger part of the school as he can now afford the things required for daily life that he previously could not:

'Through my mentor I've learnt how to become a good leader and role model. Observing how he interacts with his peers at work has helped greatly towards that short-term goal.'

* Names have been changed to protect the confidentiality of the young people involved.

WE ARE PROUD TO ANNOUNCE OUR 2018 SCHOLARS



NSW

Faqeeha Amal, Malakhai Flores, Andrew Ha, Urooj Hussain, Inana Kako, Julina Lim, Johnny Luong Nguyen, Thanh Nguyen, Tina Nguyen, Ojani Oloapu, David Phan, Nafeesa Rishad, Khadija Salim, Jessica Te, Harley Young



QLD

Aron Gebresalasie, Jackson Mason, Tianna Morier, Gina Rambold-Dent, Bawi Tha Par, Bree-Anna Wagstaff, Morgan Watego, Talon Wilson



SA

Amber Finn



VIC

Azada Amiri, Hamid Osman, Asiyah Qureshi, Mohamed Saleh



WA

Sophia Aston, Jarome Cross, Daniele Parker



FOUNDATION IMPACT

117 SCHOLARSHIPS
since 2013

\$583k IN AWARD MONIES
since 2013

93% OF SCHOLARSHIP STUDENTS
completed ABCN's *Accelerate* program in 2018

100% OF THOSE STUDENTS ARE ENGAGED
in employment, tertiary education or training
(compared with 63% of disadvantaged students at age 24)¹⁶

95% OF 2015 SCHOLARS COMPLETED YEAR 12
(compared with 74% national average)¹⁷

OF THE 76 STUDENTS WHO PARTICIPATED IN THE ACCELERATE PROGRAM IN 2018:

97% reported they are now confident they will achieve their goals
(compared to only 47% before the program)

83% reported they are confident of their career pathway
(compared to only 36% before the program)

89% reported that they now understand their strengths
and weaknesses
(compared to only 25% before the program)

100% are confident they will complete school/tertiary education
(compared with only 75% before the program)

¹⁶ The Smith Family 2017

¹⁷ Lamb, 2015

FOUNDATION SUPPORTERS

The ABCN Foundation relies wholly on funding from the corporate sector, philanthropic foundations and generous individuals. We are extremely grateful to our ABCN community – both individuals and corporate entities – whose loyal and ongoing support enabled us to raise \$396,723 in the 2018 financial year.

Major donations from organisations in the 2018 financial year include:

Corporate: Citibank, Investec, John Laing, JP Morgan, KPMG, Macquarie Bank, Optus, Stockland and TAL

Trusts: Lord Mayor's Charitable Foundation (Eldon & Anne Foote Donor Advised Program), Navitas Education Trust

Individuals (including Board members): David Clarke, Guy Templeton, John Weber, Matthew Quinn, Michael Hawker AM, Noel O'Halloran, Paul O'Sullivan, Rob Sindel, Tony Macvean and Carla Zampatti AC.

Of the 31 scholarships awarded in 2018, 10 were targeted scholarships. We are grateful to the generosity of the following supporters who enabled us to provide these awards:

- **JP Morgan: four STEM (Science, Technology, Engineering and Mathematics) female scholars**
- **Stockland: two Indigenous scholars**
- **The Fogarty Foundation: two WA scholars**
- **Citi Australia: one LGBTQI scholar**
- **John Laing: one WA scholar**

In addition, we would like to thank the ongoing support of the organisations which have donated Perpetual Scholarships (one scholarship every 3 years in perpetuity) since the Foundation's inception, including Fuji Xerox Australia, KPMG, Microsoft, Navitas and Optus.

Thank you to the members of the Scholarship Foundation Committee who led the organisation in 2018: Michael Hawker AM (Chair), David Clarke, Jacqui Jones (CEO, resigned 25/08/17), Kerry Jukes, Paul O'Sullivan, Matthew Quinn, Allegra Spender (CEO, appointed 30/08/17), Guy Templeton, John Weber and Helen Zimmerman.

ORGANISATIONS THAT PROVIDED MENTORS AND/OR IN-KIND SUPPORT

Bain & Company, Bendigo & Adelaide Bank, CBA, Citi Australia, Ernst & Young, Fuji Xerox Australia, Hall & Wilcox, Jetstar, KPMG, Microsoft, Minter Ellison, Navitas, Optus, PwC, TAL, Tata Consultancy Services, Stockland, Visionstream, Wesfarmers.

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).

'What I have most valued about the program is the opportunity to be a part of, and play a small part in a young person's journey towards higher education and a career. Seeing Trent's motivation and dedication to succeed is very inspiring.'

Mitch Brown, mentor





OUR PARTNERS



PARTNER SCHOOLS

ACT

Red Hill Primary School
Richardson Primary School

NSW

Athelstane Public School
Airds High School
Auburn Girls High School
Aurora College
Bankstown Girls High School
Bass High School
Birrongo Girls High School
Blacktown Boys High School
Bonnyrigg High School
Bossley Park High School
Bourke Street Public School
Bringelly Public School
Cabramatta High School
Canterbury Boys High School
Casula High School
Chester Hill High School
Colo High School

Coerull Public 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
Georges River College Penshurst Girls Campus
Glenmore Park High School
Greystanes High School
Guildford Public School
Holroyd High School
Hoxton Park High School
Islington Public School
James Cook Boys Technology High School
Kingsgrove North High School
Kingswood High School
Kogarah High School
Leumeah High School

Lithgow High School
Liverpool Boys High School
Liverpool Girls High School
Lurnea High 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
Parramatta North Public School
Parramatta West Public School
Pendle Hill High School
Plumpton High School
Praiewood High School
Punchbowl Boys High School
Queanbeyan High School
Rooty Hill High School
Rossmore Public 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
Thomas Reddall High School
Wiley Park Girls High School

NT

Leanyer Primary School

QLD

Ashmore State School
Balmoral State High School
Bracken Ridge State High School
Bray Park State High School
Brisbane Bayside State College
Bundamba State Secondary College
Capalaba State College
Dakabin State High School
Glenala State High School
Ipswich State High 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
Nerang State High School
Nerang State School
Redbank Plains State High School
Rosewood State High School
Seville Road State School
Shailer Park State High School
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

Challa Gardens Primary School
Findon High School
Kilkenny Primary School
Le Fevre High School
Ocean View College
Para Hills Primary School
Playford International College
Plympton Primary School
Seaton High School
Woodville High School

TAS

Glenorchy Primary School
Invermay Primary School
Montrose Bay High School
Rosny College
Tasman District School

VIC

Abbotsford Primary School
Bayside P-12 College
Belle Vue Park Primary School
Bendigo Senior Secondary College
Braybrook College
Bundoora Secondary College
Canadian Lead Primary School
Carwatha College
Charles La Trobe College
Collingwood English Language School
Copperfield College
Cranbourne Secondary College
Dandenong High School
Dandenong South Primary School
Distance Education Centre Victoria
Doveton College
Elisabeth Murdoch College
Epping Secondary College
Fountain Gate Secondary College
Gilmore College for Girls
Glenroy College
Hume Central Secondary College
John Fawcner College
Keysborough College

Kooweerup Secondary College
Kurunjang Secondary College
Lalor Secondary College
Lightning Reef Primary School
Lowanna College
McClelland College
Melbourne High School
Melton Secondary College
Mill Park Secondary College
Monterey Secondary College
Mooroopna Park Primary School
Mount Ridley College P-12
Newhaven College
Northern Bay College
Richmond Primary School
Roxburgh College
Seaford Park Primary School
St Albans Secondary College
Sunshine Heights Primary School
Sunshine North Primary School
Thomastown Secondary College
Victoria University Secondary College
Wallan Secondary College
Wantirna College
Warragul Regional College
Westall Secondary College
Whittington Primary School
Wonthaggi Secondary College
Wooranna Park Primary School
Wyndham Central College
Yallourn North Primary School

WA

Armadale Senior High School
Baldivis Secondary College
Balga Senior High School
Ballajura Community College
Beaconsfield Primary School
Belridge Secondary College
Butler College
Byford Secondary College
Cecil Andrews College
Dianella Primary College
Dianella Secondary College
Gilmore College
Girrawheen Senior High School
Hampton Senior High School
Highgate Primary School
John Forrest Secondary College
Kelmscott Senior High School
Kiara College
Lynwood Senior High School
Marri Grove Primary School
Maylands Peninsula Primary School
Mount Barker Community College
Nollamara Primary School
Osborne Primary School
Swan View Senior High School
Thornlie Primary School
Thornlie Senior High School
Wanneroo Secondary College

MEMBER COMPANIES AND BUSINESS PARTNERS

Every year, ABCN works with a growing number of member companies and business partners to deliver our programs. Our Board and Council are comprised of the chief executives and business leaders from each of our member companies.

In 2018 we worked with the following companies:

accenture

ALLEN & OVERY



ashurst

BAIN & COMPANY



**Bendigo and
Adelaide**Bank

citi



CommonwealthBank

COX HASSELL



 **EnergyAustralia**
LIGHT THE WAY

 **experian.**


EY

FUJI XEROX 

 **GILBERT
+ TOBIN**

 **Hall & Wilcox**
smarter law

iag

 **Investec**



BOARD OF DIRECTORS

FINANCIAL YEAR 2018

ALLEGRA SPENDER

CEO, ABCN

(appointed CEO
30 August 2017)

Allegra stepped in to the CEO role at ABCN in August 2017. She studied economics at the University of Cambridge and started her career at McKinsey & Company. She has diverse leadership experience from within the corporate, non-profit, private and public sectors, and is the Chair of Sydney Renewable Power Company. Prior to joining ABCN, she was Managing Director of the Australian fashion company Carla Zampatti.

JACQUI JONES

CEO, ABCN

(resigned CEO 25 August 2017)

Jacqui was the CEO of ABCN from July 2013 to August 2017. Prior to joining, 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.

TONY MACVEAN

Chair, ABCN
Managing Partner,
Hall & Wilcox

(appointed Chair
20 November 2017)

Tony is the Managing Partner of Hall & Wilcox, where he has been a partner since July 2000. Under his leadership, the organisation has grown to become a pre-eminent, independent national law firm with more than 80 partners and 650 employees. It is particularly recognised for its culture and practise of Smarter Law. Tony's oversight includes driving strategy, leading its people, managing key relationships and clients, and representing the firm publicly. Tony won the Managing Partner of the Year at the Australian Law Awards in 2015 and 2017 and has been recognised in *Best Lawyers in Australia* in corporate law in 2014, 2015 and 2020. He sits on the Board of the Committee of Melbourne.

HELEN ZIMMERMAN

Chair, ABCN
General Manager –
English, Navitas Limited

(resigned Chair
20 November 2017)

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 and 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. She was appointed to the Jobs for NSW Board in December 2015, appointed Chair of the Tuition Protection Service Advisory Board in May 2017, and is a member of the NSW State Advisory Council of CEDA (Committee for Economic Development of Australia).



SHARON FORD

Director, Educational Leadership, NSW Department of Education

Sharon is responsible for Hornsby Principal Network, a group of 21 principals of primary, secondary and specialist schools – one of which is the first virtual school of its kind in Australia. Her former roles at the NSW Department of Education and Communities included responsibility for strategic leadership of the secondary curriculum, vocational education and training, programs to support youth at risk in NSW government secondary schools, and rural and distance education in all NSW government schools. Prior to this, 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.

TONY HARRINGTON, AM

CEO, MinterEllison

Tony was Chief Executive and Managing Partner of law firm MinterEllison. Prior to this he was Managing Director of the fast-growing and innovative global investment bank, Moelis & Company and Global Managing Partner, Strategy and Transformation at PricewaterhouseCoopers (PwC), where he was also a member of PwC's global executive leadership team. From 2000 to 2008, he was Australian Senior Partner and Chief Executive of PwC and prior to this he was Deputy Chairman of Coopers & Lybrand and National Managing Partner of Taxation Services. In 2011, Tony was appointed a Member of the Order of Australia (AM) in recognition of his charitable work. He is a Board member of the Brisbane Airport Corporation and chair of The Australian Charities Fund.

ALISON LANSLEY

Independent Director

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. She was formerly a partner at Mallesons Stephen Jaques (now King & Wood Mallesons). She is an experienced company director, serving 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, headed the Victorian Regional Council of Redkite for several years and was a founding director of Schools Connect Australia, which merged with ABCN in 2016.

CRAIG PERRETT

Independent Director

Craig is a co-founder and Executive Director of the personal strategic planning organisation act3, where he acts as an advisor to a select group of multi-national and Australian-based blue-chip companies. He was formerly the Melbourne Managing Partner of Rogen, an international management consultancy specialising in training and consulting in face-to-face business communication. 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 an executive director of Chief Executive Education, a committee of management member of Humanities 21, and is a former director of Schools Connect Australia and the AFL Melbourne Football Club.

LUKE SAYERS, AM

CEO, PwC Australia

Luke is the Chief Executive Officer of PwC Australia. Under his leadership, PwC Australia is focused on using the collective expertise of the firm to address important national issues such as tax reform, the future of our cities, 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 and the Victorian branch of the Male Champions of Change.

BOARD OF DIRECTORS

ROB SINDEL

Managing Director, CSR

Rob was appointed to the CSR Board as an executive director in 2010, and appointed Managing Director in 2011. Prior to this, he was executive general manager of CSR Lightweight Systems. He has extensive experience obtained from executive management and leadership positions, gained from his 30-year career in the construction industry both in Australia and the United Kingdom. Rob is a Director of Orora Limited and the Green Building Council of Australia, a member of the UNSW Australian School of Business Advisory Council and a member of the Yalari New South Wales advisory committee, an organisation that works with students from indigenous backgrounds.

The non-executive directors are drawn from the senior executive management of ABCN member organisations, and other senior executives from business and education. They are nominated and appointed by the Board.

RACHEL STOCKS

(Former) Managing Director, American Express Australia and New Zealand

Rachel Stocks' leadership experience led to her appointment as Managing Director for American Express Australia and New Zealand in April 2013. She also led the consumer card operation across Australia and New Zealand and is Chair of the American Express Australia Limited Board. Her 25-year career with American Express began in 1993 in a part-time capacity and since then has spanned a number of roles, including American Express Interactive, where she drove digital awareness and online business results. In December 2018 she moved to the US for her current role as Executive Vice President Global Premium Products and Benefits at American Express.

BOARD OF DIRECTORS MEETING ATTENDANCE

(Financial Year 2018)

This includes all directors in office at any time during the 2018 financial year.

Directors	30/08/17	20/11/17	04/12/18	13/03/18	03/04/18	18/06/18
Allegra Spender (CEO) (appointed 30/08/17)	✓	✓	✓	✓	✓	✓
Jacqui Jones (CEO) (resigned 25/08/17)	NA	NA	NA	NA	NA	NA
Tony Macvean (Chair) (appointed 20/11/17)	✓	✓	✓	✓	✓	✓
Helen Zimmerman	✓	✓	NA	NA	NA	NA
Sharon Ford	✓	✓	A	✓	✓	✓
Tony Harrington (appointed 30/08/17)	NA	A	✓	A	✓	A
Alison Lansley	✓	A	✓	✓	✓	✓
Craig Perrett	✓	✓	✓	A	✓	✓
Luke Sayers	A	A	✓	✓	✓	A
Rob Sindel	✓	✓	A	A	✓	✓
Rachel Stocks	✓	✓	✓	✓	✓	A

✓ = Attended A = Absent NA = Not eligible to stand.

A photograph of a man and a woman sitting at a table. The man, on the left, is smiling and looking towards the woman. He has dark hair and is wearing a dark suit jacket over a light-colored shirt. The woman, on the right, is also smiling and looking at the man. She has long blonde hair and is wearing a dark blue polo shirt with the 'Copperfield College' logo on the chest. She is holding a blue pen over a piece of paper on the table. In the background, another person is partially visible, also smiling. A large blue diagonal shape is overlaid on the bottom left of the image.

FINANCIAL INFORMATION FOR YEAR ENDING 30 JUNE 2018

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 Charities and Not-for-Profits Commission and is available for download there.

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.

PLEASE NOTE: 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 2018 calendar year (1 January 2018 – 31 December 2018) but the financial information is based on the 2018 financial year (1 July 2017 – 30 June 2018).

Income

Total income for the 2018 financial year was **\$2,510,498**.

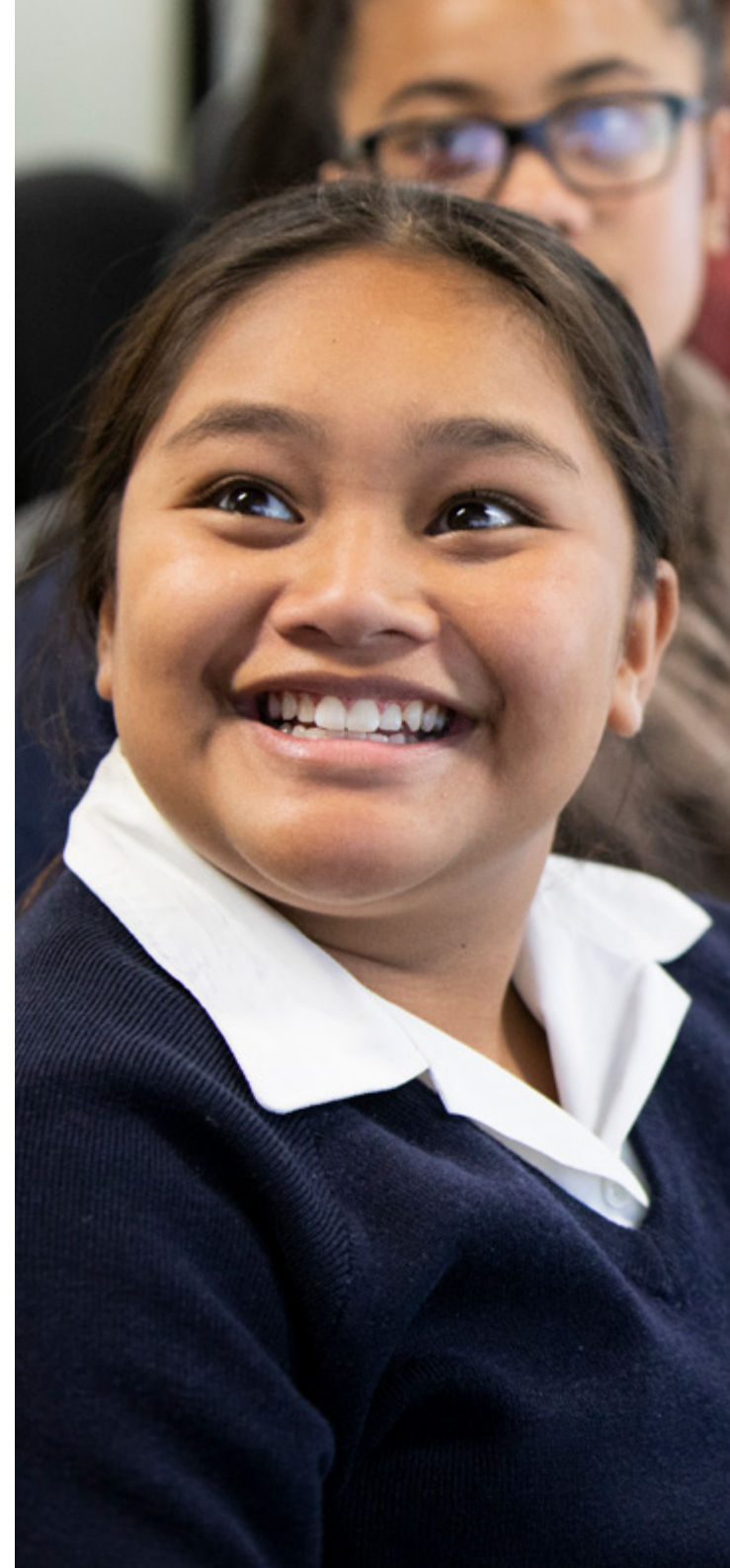
ABCN's main source of income is membership fees. These range up to \$65,000 per member depending on the size of the organisation. Total membership fee income for the 2018 financial year was \$1,780,000 compared with \$1,662,536 for the 2017 financial year.

Other income in 2018 included \$570,900 in combined grants from the following organisations:

- **Accenture Australia**
- **American Express**
- **Commonwealth Bank of Australia**
- **Ernst & Young**
- **JP Morgan**
- **NBN**
- **Optus**

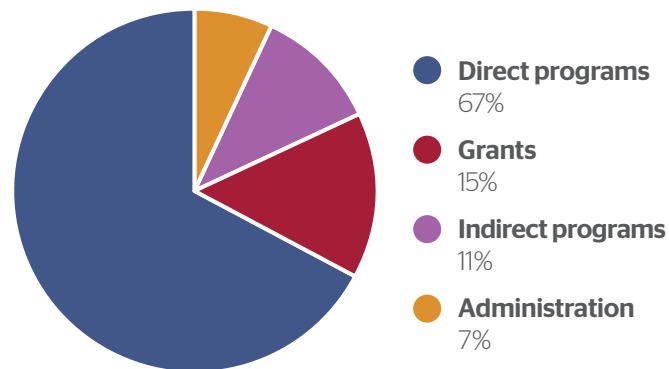
In addition there were \$102,486 of Business Class program fees through a variety of Business Class partners.

Interest income for the 2018 financial year was \$55,312 compared with \$38,773 for 2017.



Expenditure

Total expenditure for the 2018 financial year was **\$2,292,149**.



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 Accenture Australia, American Express, CBA, Ernst & Young, JP Morgan, NBN and Optus. The other costs of delivering the grant outputs are covered in program expenses.

Basis of Presentation of Financial Information

The surplus for the financial year to 30 June 2018 was \$218,349 compared with \$269,334 for the 2017 financial year. The reduction in surplus reflects growth in costs associated with growing our programs with our existing members. We deliberately aimed to increase this program load so that we could benefit more students.

	2018 (\$)	2017 (\$)
SURPLUS FOR THE YEAR	218,349	269,334



Financial Position

ABCN continues to be in a strong financial position. A summary of the cash flows in 2017 and 2018 are set out below. More details are available in the statutory financial report.

	2018 (\$)	2017 (\$)
CASH FLOWS FROM OPERATING ACTIVITIES		
Membership fees	2,107,184	1,828,790
Grant and Business Class income	673,386	742,842
Interest income received	55,311	38,773
Payments to suppliers & employees	(2,213,454)	(2,797,177)
NET CASH PROVIDED BY OPERATING ACTIVITIES	622,427	(186,772)
CASH FLOWS FROM INVESTING ACTIVITIES		
Net cash used in investing activities	-	-
Net change in cash & cash equivalents held	622,427	(186,772)
Cash and cash equivalent at beginning of financial year	2,308,004	2,494,776
CASH AND CASH EQUIVALENT AT END OF FINANCIAL YEAR	2,930,431	2,308,004

The strong cash and cash equivalent reflects \$270,500 of deferred income received in FY2018 for programs running in FY2019. The balance sheet of ABCN is similarly strong, having Total Equity of \$2,576,818 at the end of June, 2018.

ABCN is endorsed as a tax concession charity (TCC) and as a deductible gift recipient (DGR).

The company's constitution prohibits the distribution of any part of the profits or income or property as dividends or otherwise.



ABCN FOUNDATION

FINANCIAL INFORMATION FOR YEAR ENDING 30 JUNE 2018



ABCN Foundation – Profit and Loss

The 2018 financial year performed strongly for the ABCN Foundation. Donations came from a variety of sources: ABCN corporate members, philanthropic foundations and individuals. We were pleased to grow our philanthropic donations and intend to focus on this further in future. Corporate donations dropped compared with 2017 but this was expected due to a single, one-off, high-value donation in 2017. Growth in expenses reflected a scaling up of the program, with more scholarships being awarded and the Foundation taking on the full staffing costs of running the program, rather than being subsidised by ABCN as previously.

	2018 (\$)	2017 (\$)
INCOME		
Bank interest	30,428	15,246
Foundation donations	366,295	469,936
TOTAL INCOME	396,723	485,182
SCHOLARSHIP AWARDS		
Payments to students	132,000	111,000
EXPENSES		
Program, management and administration expenses	156,873	126,587
TOTAL EXPENSES	288,873	237,587
SURPLUS FOR THE YEAR	107,850	247,595

GOVERNANCE STATEMENT 2018

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 40 member companies and business partners – and an experienced body of CEOs and business leaders 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 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 schools from low socio-economic areas 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 students from low socio-economic areas by raising aspirations and providing them with the skills and work experiences 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.

COUNCIL

The organisation's council is comprised of the chief executives or senior business leaders 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 at December 2018, there were seven directors on the Board, including the chief executive officer. Other than the chief executive officer, 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 ensuring regular communication between the chair and the CEO.

CONTACT US

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[linkedin.com/company/abcn](https://www.linkedin.com/company/abcn)



[@AusBusinessandCommunityNetwork](https://www.facebook.com/AusBusinessandCommunityNetwork)



[@ABCNoz](https://twitter.com/ABCNoz)



[@ABCNoz](https://www.instagram.com/ABCNoz)

'If it wasn't for ABCN, I wouldn't have had the industry insight, or even the motivation and confidence to plan for my future career. I would love to be a mentor for this program, so that I could tell my story and inspire another student.'

Sione, St Albans Secondary College

'It is a profound thing to realise how significant an impact you can have on a person with just a little bit of effort and attention. I became more aware of the kind of person, and the kind of leader that I want to be, and how to achieve that - simply through mentoring a student.'

Matthew, GOALS mentor

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