School Champion Toolkit
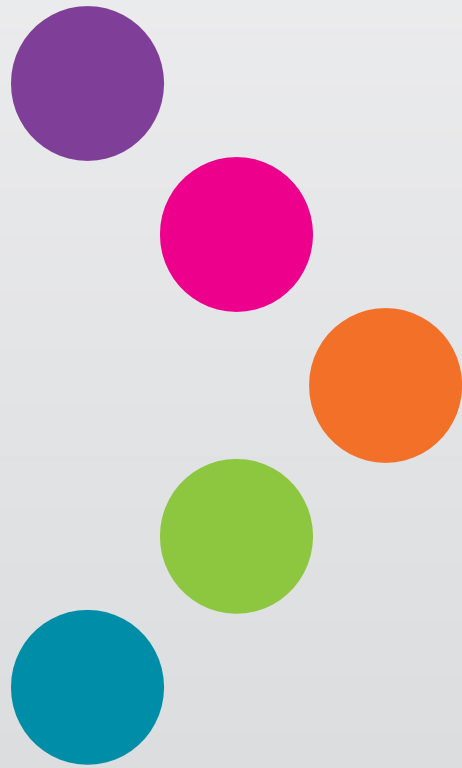
ABCN

Contents

1 The Role of the Champion

Thank you for volunteering to be an ABCN Champion at your school. You are one of the key people who make our programs possible, and we cannot run them without you.

This toolkit is designed to help you set up ABCN programs in your school. If you have any questions or need any additional advice, please reach out to the ABCN program manager coordinating your program.

The toolkit contains an overview of the role of the ABCN School Champion and details on student recruitment, as well as important information and required documentation.

The ABCN School Champion

The ABCN School Champion (referred to in this document as simply 'Champion') is ABCN's first point of contact at the school for all program–specific queries. Champions are typically the primary coordinators of one or more ABCN program within the school and are responsible for managing the partnership. Selection to the role is generally done by the school Principal or school leadership team representative.

An ideal Champion is passionate about exposing students to additional opportunities, is organised, and has relationships across the school. Champions will be working with one or more ABCN program managers to make their programs a success.

Key aspects of the role include:

Liaison with ABCN:

> Work with ABCN program manager(s) to coordinate ABCN programs based on school requirements.
> Ensure space at the school for ABCN sessions (when required)
> Accompany students to ABCN member company offices (when required)
> Accompany students during ABCN digital programs at the school (when required)
> Provide timely and accurate student information and school release forms to the ABCN program manager.

Student recruitment, care, and communication:

> Recruit students to participate in ABCN programs
> Serve as the main point of contact for duty of care responsibilities for students
> Provide students with relevant program information including session dates and relevant travel arrangements
> Arrange for students to be briefed on school and ABCN expectations prior to the program.

Promotion and communication:

> Create excitement and support for ABCN programs
> Share the vision, values, and purpose of ABCN within the school
> Promote the benefits of students' participation in ABCN programs, within the school and the broader school community.

Planning Phase			
✓	Task	Who	When
	Agree on the type and number of programs for the year and nominate Program Champion(s).	School Principal/ Deputy/Champion	Beginning of the year
	Liaise with ABCN to identify dates to deliver the programs.	School Principal/ Deputy/Champion	Beginning of the year
Program Delivery			
✓	Task	Who	When
	Confirm dates with ABCN for the program.	Champion	Six to eight weeks in advance of the program
	If specifically requested by ABCN, book rooms for any programs to be held at the school (liaise with ABCN to ensure size and equipment required).	Champion	When confirming dates
	Recruit students for the programs – see top tips below.	Champion	Six weeks in advance of the program
	Liaise with ABCN to set a date for a tech check for all digital programs (where required).	Champion / ABCN	Week up to a day before program starts
	Collect all relevant parent permissions for program attendance and photography.	Champion	Three to four weeks in advance of the program
	Send a complete list of students to ABCN for the program, including dietary requirements (for face–to–face programs).	Champion	Two weeks in advance of the program
	Send the signed School Release form to the ABCN program manager.	Champion	Two weeks in advance of the program

Organise and brief a teacher to accompany the students during the program. Provide ABCN the details of the teacher.	Champion	One week in advance of the program
Organise transport to and from the sessions and send invoices to ABCN.	Champion	One week in advance of the program
Confirm that headphones and splitters have arrived at the school before the program starts (for digital programs).	Champion	One week before each session
Distribute all ABCN communications about session details to the students (ABCN to provide a week in advance of the session).	ABCN / Champion	Two days before each session
Remind the students about the upcoming sessions.	ABCN / Champion	Two days before each session
Set up the room with the required equipment, furniture, and tech support. Ensure that there are enough fully charged laptops for the students (for digital programs).	Champion	Day of program
Arrange for morning tea / lunch for the students (where required for programs hosted at the school).	Champion	Day of program
Complete relevant evaluations.	Champion	Day of program

About ABCN Programs

ABCN programs connect volunteers from our member companies with students from schools like yours, to provide fun, workplace-based mentoring programs that develop students' confidence, skills, and aspirations which are vital for thriving in the workplace of the future.

Our high school mentoring programs can be delivered in multiple formats: face-to-face, digital, or blended (a mix of face-to-face and digital sessions).

> As a result of COVID-19, ABCN accelerated its digital program delivery to enable mentors and students to build meaningful connections during the pandemic. Our digital programs develop the digital capabilities and confidence of students and enable access for students living in regional and remote areas.
> While our digital programs deliver impact for students, where possible and practicable, we encourage mentoring sessions to take place in the physical workplace to build student familiarity and confidence with the working world. When our high school mentoring programs are held in the offices of our member companies, students are provided with exposure to the world of work which enables them to understand workplace culture and practices, as well as benefitting from in-person engagement with mentors.

Our primary school mentoring programs are delivered face-to-face and held at the schools (when possible), with corporate volunteers from our member companies visiting the students at our partner schools.

ABCN Face-to-Face Program Format

> Single or multi-session.
> For high school programs, the programs will typically be held at the member company offices (up to three hours per session). Primary school programs will be held at the school.
> Comprises of a fully ABCN-facilitated session with both students and mentors together.
> Mentors and students participate in activities, conversations, and skill/knowledge sharing based on the program content. These activities and discussions are undertaken both as a whole group, as well as in smaller groups at each table.

ABCN Digital Program Format

> Single or multi-session.
> Comprises of a fully ABCN-facilitated session with both students and mentors together online.
> Mentors and students participate in activities, conversations, and skill/knowledge sharing based on the program content. These activities and discussions are undertaken both as a whole group, as well as in smaller groups within separate virtual breakout rooms.

ABCN Blended Program Format

> Multi-session.
> Comprises of a combination of digital session format and face-to-face format as outlined above. Your ABCN program manager will discuss with you the details of this for each blended program.

2 Recruiting Students

One of the most critical roles of the Champion is recruiting students. This is often the most rewarding part of the role, as you bring people together to share a special experience and provide the opportunity for students to build their confidence, skills, aspirations, and broaden their understanding of the world of work.

Student Recruitment and Selection

Increasingly, our schools are adopting a targeted selection of students within the required year level for participation in our programs. This allows the school to align program outcomes with key operational objectives and curriculum areas. ABCN has also done extensive work in consultation with our schools to map ABCN programs to the National Curriculum Framework. These documents are located in the Additional Information section of this toolkit and may be useful in supporting schools to identify particular cohorts who would benefit most from ABCN program participation.

ABCN recommends that the opportunity to participate in its programs is also widely promoted to your students and recommends the following avenues to advertise program opportunities:

> Online via relevant school platform
> Announcement at school assembly
> During classes that align to program content
> During whole year group briefings
> Via an article in the school newsletter.

Selection

We find that the following selection considerations greatly increase positive student participation outcomes:

> Motivation – evaluate students' motivation and dedication to the program. This is the single most important criterion in selecting students
> Fairness – all students who are interested should have the opportunity to be considered
> Limited nomination period – teachers find the discipline of having to nominate quickly and within the timeframe is an indicator of the student's interest and commitment and acts as a natural filtering process
> Include program details – students may currently only know about the program through word of mouth from students who have previously participated. It is important that students are aware of the program purpose, benefits, and key program requirements including commitment to attendance and program preparation.

Student Information Sessions

Many schools choose to run an information session on the key features of ABCN's programs. This allows interested students the opportunity to ask questions about the programs and gain a better understanding of program requirements and benefits before nominating for program participation.

Please contact ABCN if you plan to run a student information session. We can assist you by:

> Providing background information on the program
> Organising an ABCN representative to attend the session
> Providing advice on the content of the session.

How to Recruit Students

Your ABCN state representative will confirm the final number of students you should recruit to participate in a program.

Students selected should:

> Be in the relevant year group for the program
> Represent the cultural demographic of the school
> Represent a mixture of academic results and levels of achievement
> For our primary school programs, select students who have been identified by their teachers as having lower than average literacy and/or limited opportunities to build on their reading outside of school, and would benefit from one–to–one attention with a mentor to help build confidence and self–esteem.

You are welcome to implement your own nomination and selection process for participation. In those cases where nomination numbers exceed places in the program, we recommend you take into consideration the following criteria for determining student participation:

> What originally attracted the student to nominate for the program?
> How will the student share knowledge gained from the program to benefit fellow students and the school?
> What would the student like to personally gain from the program experience?

Mentor and Student Briefing

Mentor Briefing

ABCN conducts a briefing session for mentors before the commencement of each program. This session provides background information and guidelines for program participation.

Student Briefing

ABCN relies on the school to conduct a briefing session with students prior to the start of the program. The ABCN Student Briefing Handout for Schools is included in the Additional Information section of this toolkit to assist with this session.
During the student briefing, the principal and/or coordinating teacher will outline the guidelines for program participation, including expectations on behaviour and the interaction with mentors.

The briefing should also include the following:

> Information about the program i.e. location, session format, transport arrangements
> Reminder to students that they are representing the school and expectations when visiting corporate venues, travelling on public transport
> Reminder to students that attendance is required at all sessions
> Encouragement for students to engage, be brave, and get out of their comfort zone
> Encourage the students to participate and ask questions as the mentors are there to share their experiences
> ABCN Rules of Engagement (these are outlined in the Student Briefing Handout for Schools).

Permission Forms and Information Sheets

There are two permission forms that the school needs to have signed prior to the students commencing ABCN programs. Only <u>one</u> of these forms, the "School Release Form", must be sent back to ABCN. The other form will be kept with the school. The permission forms are as follows:

Parent Permission Form & Photo Film Permission:

> Schools are required to have these signed by parents prior to the commencement of the program and kept on file at the school. It allows the student to take part in the program (including travel to and from the venue) and outlines the student's responsibilities. Additionally, it asks parents to tick a box to give permission for photographs or video/audio recordings of their child and/or family members to be captured during the program (*see Appendix 2*).

> **Please note** – In the case that proof of vaccination is required by our member company and advised by ABCN, please use the Parent Permission Form Proof of Vaccination Required form (*see Appendix 2*). For programs where proof of vaccination is not required, please use Parent Permission Form No Proof of Vaccination Required form (*see Appendix 2*).

Schools Release Form – *signed by the Principal or ABCN school program coordinator*

> This release form **must** be sent back to ABCN. It gives ABCN the right to use, reproduce and publish photographs, statements, artwork and video/audio recordings from the program. It remains effective until such time as the principal/ABCN school program coordinator advises ABCN otherwise (see *Appendix 3*). There is ability on this form to indicate those students for who photo/film permission is not held.

Information Sheet for Parents

Since students need parental consent to participate in ABCN's programs, ABCN has created an information sheet that can be distributed to parents. This sheet along with the Program Overview document will give parents a broad overview of the program (see *Appendix 1*).

High School Program Delivery

It is vital that the school advise ABCN of any issues coordinating programs including: student recruitment, equipment, venues, transport, date clashes and/or expected student absence, immediately as they occur. This is an important aspect of the partnership as it enables ABCN program managers to provide support to our schools and work with them to resolve any complexities that arise.

Digital Program Delivery

Program Preparation Required

1. Advise ABCN immediately of any issue with program dates/times.
2. Confirm with ABCN that on–site facilitator(s) have permission to visit for sessions (where indicated by the ABCN program manager).
3. Enter all session dates into the school's calendar.
4. Confirm that the relevant video platform (ZOOM/MS Teams) can be accessed/supported by students at the school.
5. Book a suitable classroom or learning space for each session (including the School Tech Check session) as per the program dates. Ensure this space can accommodate an on–site facilitator delivering content (if applicable) and video conferencing with mentors. Ensure the space includes access to power, desks, chairs, and provides space for students to spread out to minimise background noise and cross–conversation issues.
6. Arrange access/book the relevant number of laptops for each session. Ideally this would be 2 students per laptop (with a maximum of 4 students per laptop).
7. Advise any specific *Working with Children* Check requirements for ABCN on–site facilitator(s) entering the school.
8. Commence student recruitment and email student names and any other requested details to ABCN via Student & Teacher Details Form by the due date.
9. Email the signed School Release form to the ABCN program manager by the due date.

Technical Requirements

ABCN digital programs require access to Zoom (Desktop Application) or MS Teams (Desktop Application), for video conferencing.

Students will need to access platforms via their school login/email address and the school wi–fi network. Please advise ABCN immediately if there are any issues with students accessing these platforms.

1. Students will need access to a fully charged laptop (not a tablet or phone) that they can access using their school login/email address. Access to power cord & power is also required.
2. Students will need headphones/earbuds which are able to function via the use of a headphone splitter in the case of device sharing (ABCN can provide both splitters and headphones if required –please advise your ABCN program manager immediately if these are required).
3. Minimum operating requirements for the laptop are Chrome browser, camera, audio–enabled with headset capability, wi–fi enabled, Zoom or MS Teams Desktop application.

Face-to-Face Program Delivery

Travel

At least one teacher must always accompany the students during program sessions. Schools are responsible for arranging their own transport to and from a program session. Schools are encouraged to cover the transport costs, however, where schools do not have the budget for transport, they can request reimbursement for this cost by ABCN using either of the two options below:

> Public transport – ABCN will fully reimburse public transport costs to and from a session
> School or community bus – ABCN will reimburse a total of up to $100 per return trip to a session.

Please note: public transport must be used if it is available. If your school is unable to use either of the two options above, you will need to contact an ABCN state representative if support is required.

If using public transport, please ensure students do not purchase individual tickets; the school should purchase student tickets/transport cards in bulk and provide ABCN with an invoice for reimbursement per term.

All reimbursement claims must be received within two months of program completion, and before the end of the school year in which the program took place.

Student Behaviour and Dress Code

Students are representing their school and the ABCN and are therefore expected to show courtesy and manners. It is important that they always behave appropriately, especially:

> On buses or public transport
> At excursion venues
> In lifts and revolving doors
> When walking through or near workspaces
> In the lobby of session venues
> During sessions with their mentors.

ABCN reserves the right to ask a student to be removed from the program if inappropriate behaviour persists.

Students will be expected to wear their full school uniforms for every session. ABCN will provide adequate warning to schools if dress requirements change.

Program Catering

The following instructions are provided to each of the session venues:

Suggested menu
> Sandwiches or finger food.
> Small individual cakes, pastries, fruit platters.
> Water and juice.
> Tea and coffee.

Special instructions
> No pork, ham or related products are served.
> If chicken is served, it will be indicated if the Halal process has been used.
> Vegetarian options.
> No nuts in food.

If there are any specific dietary requirements for students and/or teachers these must be advised within the timeframes specified in individual program communications to ensure they can be accommodated.

ABCN is aware that some sessions may take place during Ramadan. Mentors will be advised that some students may be fasting.

Primary Schools Program Delivery

Our Primary school programs are held and hosted by the school. Mentors will arrive at the school for weekly sessions.

The first session runs for 1 hour 15 mins and includes a mentor briefing which covers ABCN background, school background, child protection, tips for reading and activities, and program format.

The last session will include a program completion ceremony, evaluations, and a morning tea (if the school decides to organise one).

Teacher responsibilities are:

> Ensure that the mentors are greeted at reception and given directions to the room where the sessions will take place (if required)
> A teacher must be present at all sessions
> Ensure that the students turn up on time and arrange for reserve students to attend if regular students are absent
> Assist any mentors and students who are having difficulty during the session
> Remind participants when the end of the session is approaching – they are often so involved in their activities that they do not keep track of time.

Spark program–specific teacher responsibilities:

> Ensure that the Session Review Folders and appropriate reading material are available. If the school selects books for each student, ensure that these are at the correct level and changed regularly
> Check the Session Review Folders between sessions for any comments and change readers where necessary
> The teacher should also organise the purchase of a book to the value of $15.00 for each student. This will be given by the mentor to their student at the Completion Ceremony. ABCN will reimburse the cost of the books as per invoice instruction in *Appendix 4*.

Evaluations

Schools, students, and mentors are required to evaluate ABCN programs. ABCN will provide guidance, deadlines and all evaluation materials required. Data collected from these evaluations is used in ABCN's reports to member companies and are critical to the ongoing development of successful programs.

Program evaluations comprise of:

> School evaluation – post–program
> Student evaluation (high school only) – post–program
> Mentor evaluation – post–program.

Expenses

Certain expenses are reimbursable by ABCN up to pre–determined limits. For more detailed information, please see *Appendix 4*.

3 Additional Information

High School Programs Matched to Curriculum

ABCN
Business Partnering with Education

Aspirations

Vision:	Aspirations is designed to familiarise high school students with a modern workplace and equip them with the skills to get there.
Description:	This program focuses on Years 10 and 11 because this is a critical time when students determine what type of further education they will pursue, or whether they will continue with school at all. The program enables students to build an understanding of the types of skills that are required in a modern work environment. The sessions include interview techniques, understanding personal strengths, and development of essential employability skills such as communication and problem-solving.

Impact Areas:	Enterprise and employability	**Key Skills & Mindsets:**	Problem-solving, critical thinking and future orientation
Years:	Years 10 and 11	**Duration:**	**Face to face program:** 10 hours **Digital program:** 8.25 hours
Australian Curriculum General Capabilities:	Literacy Numeracy Information Communication and Technology Capability Critical and Creative Thinking Personal and Social Capability Ethical Understanding Intercultural Understanding	**Student Wellbeing Framework:** **Key Elements**	**Leadership:** Visible leadership to inspire positive school communities **Inclusion:** Inclusive and connected school culture **Student Voice:** Authentic student participation **Partnerships:** Effective family and community partnerships **Support:** Wellbeing and support for positive behaviour

Australian Curriculum Achievement Standard:	**English:** ● Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments ● Make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments ● Develop their own style by experimenting with language features, stylistic devices, text structures and images **History:** ● Analyse sources to identify motivations, values and attitudes **Geography:** ● Analyse interconnections between people, places and environments **Health and Physical Education:** ● Critically analyse contextual factors that influence identities, relationships, decisions and behaviours **Work Studies:** ● Analyse the skills and capacities needed for 21st century work including appropriate communication skills, collaboration and teamwork ● Outline and practise 21st century approaches to recruitment and selection, and skills required in responding to them ● Select and apply appropriate communication methods in a range of contexts ● Form and work in teams on a range of work-related tasks and observe and incorporate the skills needed to work collaboratively ● Apply entrepreneurial skills to plan, implement and complete a negotiated action project

Session Outcomes	Australian Curriculum General Capabilities	Wellbeing Framework
Program Launch ● Establish connections with mentors ● Develop an awareness of corporate sectors and nature of work	**Inquiring – identifying, exploring and organising information and ideas:** clarify complex information and ideas drawn from a range of sources	**(L)** Actively seek and incorporate students' perspectives about safety and wellbeing in order to promote positive learning outcomes **(I)** Teach, model and promote values and behaviour in order to create and maintain supportive and safe learning environments **(SV)** Provide opportunities for authentic student decision-making over matters that affect them
1. Introduction to the Working World ● Develop an awareness of corporate sectors, nature of work and the contemporary work environment ● Recognise diverse and 'non-linear' career pathways through anecdotal recounts ● Recognise interrelated skills, attitudes and values of careers ● Develop collaborative, communication and resource management skills in a range of challenging scenarios	**Using spatial reasoning:** Visualise, describe and analyse the way shapes and objects are combined and positioned in the environment for different purposes **Generating ideas, possibilities and actions:** speculate on creative options to modify ideas when circumstances change **Self-management:** Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations	
2. Creating Your "Personal Brand" ● Develop and map their own "personal brand" considering their skills, strengths and values ● Explore concepts of digital citizenship and social media footprint ● Develop an elevator pitch to expand network connections outside school	**Composing texts through speaking, writing and creating:** Plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience **Applying social and ethical protocols and practices when using ICT:** Independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities **Applying social and ethical protocols and practices when using ICT:** Assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use **Self-awareness:** Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views **Interacting and empathising with others:** Analyse the complex relationship between language, thought and context to understand and enhance communication **Reflecting on intercultural experiences and taking responsibility:** Challenge stereotypes and Prejudices critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels	**(SV)** Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness **(P)** Develop strategies to sustain culturally respectful partnerships with families and communities that are welcoming and inclusive **(S)** Embed wellbeing and positive behaviour support strategies that are evidence-informed, promote resilience and align with the needs of the school community
3. What Do Employers Want? ● Discover the key employability skills (communication, team work, problem solving, initiative and enterprise, planning/organising, self-management, learning, technology) ● Apply the key skills in action ● Develop creative and critical thinking skills through design challenges ● Develop communication skills through effective marketing presentations	**Analysing, synthesising and evaluating reasoning and procedures:** Use logical and abstract thinking to analyse/synthesise complex information to inform a course of action **Social management:** Propose, implement and monitor strategies to address needs prioritised at local, national and global levels, and communicate these widely **Reasoning in decision making and actions:** Consider consequences analyse the objectivity or subjectivity behind decision making where there are many possible consequences	
4. Interview Success ● Consider strategies for effective CV and cover letter writing ● Examine the processes of workplace interviews ● Developing an understanding of a SAO / CAR (Situation/Action/Outcomes; Context/ Action/ Result) approach to behavioural based interview questions ● Apply interview skills in a range of scenarios ● Explore a range of feedback structures to provide constructive feedback to peers	**Analysing, synthesising and evaluating reasoning and procedures:** Evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified **Self-awareness:** Assess their strengths and challenges and devise personally appropriate strategies to achieve future success **Self-awareness:** Reflect on feedback from peers, teachers/other adults, to analyse personal characteristics/skill sets that contribute or limit their personal/social capability	

Focus

Vision:	Focus aims to provide young women with the essential leadership skills they need to engage in a successful, meaningful career.
Description:	The program involves female students working in small groups with female executives who act as role models and mentors. It is designed to support the young women to develop their own leadership skills, to aspire to senior roles in business and the community, and to foster a sense of self-belief that will encourage them to aim high. A key feature of the Focus program is the mentoring provided by industry professionals through each Connection Circle session.

Impact Areas:	Diversity and leadership	Key Skills & Mindsets:	Leadership, goal-setting and future orientation
Years:	Years 10-12	Duration:	**Face to face program:** 6 hours **Digital program:** 6.5 hours
Australian Curriculum General Capabilities:	Literacy Numeracy Information Communication and Technology Capability Critical and Creative Thinking Personal and Social Capability Ethical Understanding Intercultural Understanding	Student Wellbeing Framework: Key Elements	**Leadership:** Visible leadership to inspire positive school communities **Inclusion:** Inclusive and connected school culture **Student Voice:** Authentic student participation **Partnerships:** Effective family and community partnerships **Support:** Wellbeing and support for positive behaviour

Australian Curriculum Achievement Standard:	**English:** ● Make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments **Maths:** ● Describe and interpret data **History:** ● Analyse the causes and effects of events and developments and explain their relative importance ● Analyse sources to identify motivations, values and attitudes **Health and Physical Education:** ● Critically analyse contextual factors that influence identities, relationships, decisions and behaviours ● Apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing **Work Studies:** ● Understand the importance of growing self-awareness in improving learning, accessing work opportunities and developing appropriate skills and making more informed subject and career choices ● Collect and interpret information on different cultural approaches to ways of working

Session Outcomes	Australian Curriculum General Capabilities	Wellbeing Framework
1. Introduction to Leadership ● Understand key leadership themes and the development of a personal leadership style ● Understand different leadership qualities and attributes of female leaders ● Recognise the importance and value of leaders/mentors/role models	**Composing texts through speaking, writing and creating:** Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts **Understanding ethical concepts and issues:** Distinguish between the ethical and non-ethical dimensions of complex issues **Recognising culture and developing respect:** Understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world	**(L)** Actively seek and incorporate students' perspectives about safety and wellbeing in order to promote positive learning outcomes **(I)** Teach, model and promote values and behaviour in order to create and maintain supportive and safe learning environments
2. Realising Strengths and Developing Leadership Habits ● Develop an awareness of females as leaders ● Identify and prioritise strengths and determine areas for improvement ● Develop time management skills and systems to set priorities and improve productivity	**Grammar knowledge:** Use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments **Interpreting statistical information:** Evaluate media statistics and trends by linking claims to data displays, statistics and representative data **Inquiring – identifying, exploring and organising information and ideas:** Pose questions to critically analyse complex issues and abstract ideas **Self-awareness:** Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts **Self-management:** Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes **Reflecting on intercultural experiences and taking responsibility:** Critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels	**(SV)** Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness **(SV)** Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum **(P)** Build links with community organisations, services and agencies to assist schools in the early identification of need and to collaboratively plan targeted support or all students and families, including those from vulnerable groups **(S)** Embed wellbeing and positive behaviour support strategies that are evidence-informed, promote resilience and align with the needs of the school community
3. Your Leadership Picture ● Recognise qualities and skills of a leader ● Develop confidence in becoming a leader ● Develop positive self-belief and understanding of inner strengths ● Identify strategies used to build resilience, embrace change and grow from failure ● Understand the importance of self-reflection Develop an understanding about the value of establishing and celebrating short-term goals to improve self-esteem; and achieve ambitions.	**Generating ideas, possibilities and actions:** Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action **Analysing, synthesising and evaluating reasoning and procedures:** Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action **Social Awareness:** Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views (Digital Focus ONLY) **Communicating with ICT:** Select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge	

Future Thinkers

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Vision:	Future Thinkers aims to build creative and innovative problem-solving skills through the process of design thinking, a human-centred approach to innovation increasingly used by organisations to transform challenges into opportunities.		
Description:	This designing thinking program involves small groups of students working with mentors in teams to design solutions to a problem using design-thinking methodology. Students present their solution to the challenge at the end of the program. A key feature of the Future Thinkers program is the mentoring provided by industry professionals throughout the session.		
Impact Areas:	Innovation	Key Skills & Mindsets:	Problem-solving and critical thinking
Years:	Years 9-10	Duration:	**Face to face program:** 3 hours **Digital program:** 4 hours
Australian Curriculum General Capabilities:	Literacy Numeracy Information Communication and Technology Capability Critical and Creative Thinking Personal and Social Capability Ethical Understanding Intercultural Understanding	Student Wellbeing Framework: Key Elements	**Leadership:** Visible leadership to inspire positive school communities **Inclusion:** Inclusive and connected school culture **Student Voice:** Authentic student participation **Partnerships:** Effective family and community partnerships **Support:** Wellbeing and support for positive behaviour
Australian Curriculum Achievement Standard:	**English:** • Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. **History:** • Analyse sources to identify motivations, values and attitudes. • Analyse the causes and effects of events and developments and make judgments about their importance • Explain the motives and actions of people at the time **Geography:** • Analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments **Health and Physical Education:** • Critically analyse contextual factors that influence identities, relationships, decisions and behaviours • Apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing **Work Studies:** • Propose explanations and predict outcomes • Synthesise data and information to form reasoned conclusions • Select and apply appropriate communication methods in a range of contexts • Evaluate findings, propose actions, make recommendations and present these to an audience of stakeholders • Collect and interpret information on different cultural approaches to ways of working		

Session Outcomes	Australian Curriculum General Capabilities	Wellbeing Framework
1. Design Thinking Principles • Develop a broader perception of success criteria • Develop strategies to overcome uncertainty, ambiguity and discomfort caused by change • Explore design thinking principles (Discover, Define, Dream, Design and Deliver) • Apply effective communication, collaboration and teamwork skills	**Composing texts through speaking, writing and creating:** Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts (Digital FUTURE THINKERS ONLY) **Communicating with ICT:** Select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge **Inquiring – identifying, exploring and organising information and ideas:** Pose questions to critically analyse complex issues/abstract ideas **Self-awareness:** Reflect critically on their emotional responses to challenging situations in a wide range of learning/social/work-related contexts	**(L)** Actively seek and incorporate students' perspectives about safety and wellbeing in order to promote positive learning outcomes **(I)** Foster and maintain positive, caring and respectful student–peer, student–teacher, teacher–parent and teacher–teacher relationships **(SV)** Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness **(SV)** Collaborate with students to develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces **(P)** Proactively build collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing **(S)** Embed wellbeing and positive behaviour support strategies that are evidence-informed, promote resilience and align with the needs of the school community
2. Design Thinking in Action • Develop an understanding of core enterprise skills such as creativity, problem solving and critical thinking • Apply design thinking principles (Discover, Define, Dream, Design and Deliver) • Develop empathy and human-centred solutions to problems • Apply effective communication skills to deliver design concepts	**Estimating and calculating with whole numbers:** Solve and model problems involving complex data by estimating and calculating using a variety of efficient mental, written and digital strategies **Using spatial reasoning:** Create and interpret maps, models and diagrams using a range of mapping tools **Generating ideas, possibilities and actions:** Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action **Analysing, synthesising and evaluating reasoning and procedures:** Evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified **Self-management:** Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations **Social awareness:** Plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels **Social management:** Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making **Reasoning in decision making and actions:** Analyse the objectivity or subjectivity behind decision making where there are many possible consequences **Recognising culture and developing respect:** Understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world	

GOALS

Vision:	GOALS aims to widen the life choices and aspirations of students in their middle years of high school. It is also designed to encourage the completion of high school.		
Description:	The focus of this program is to help students build their confidence, learn about the importance of setting goals and to assist them in continuing their education to Year 12 and beyond. Students are matched with a corporate mentor and they work in groups on activities that include setting goals, communication, personal brand and preparation for the workforce. A key feature of the GOALS program is the mentoring provided by industry professionals throughout each session.		
Impact Areas:	Enterprise and employability	Key Skills & Mindsets:	Goal-setting, self-management and critical thinking
Years:	Year 9	Duration:	**Face to face program:** 9.5 hours **Digital program:** 8 hours
Australian Curriculum General Capabilities:	Literacy Numeracy Information Communication and Technology Capability Critical and Creative Thinking Personal and Social Capability Ethical Understanding Intercultural Understanding	Student Wellbeing Framework: Key Elements	**Leadership:** Visible leadership to inspire positive school communities **Inclusion:** Inclusive and connected school culture **Student Voice:** Authentic student participation **Partnerships:** Effective family and community partnerships **Support:** Wellbeing and support for positive behaviour
Australian Curriculum Achievement Standard:	**English:** • Understand how to use a variety of language features to create different levels of meaning • Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues **Maths:** • Describe and interpret data **History:** • Refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time • Analyse the causes and effects of events and developments and make judgments about their importance • Explain the motives and actions of people at the time **Geography:** • Analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments **Health and Physical Education:** • Critically analyse contextual factors that influence identities, relationships, decisions and behaviours • Apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing **Work Studies:** • Understand the importance and components of self-directed and lifelong learning		

	• Investigate the skills and personal qualities associated with a range of occupations and explain the importance of teamwork and collaboration • Explain the relationships between self-awareness and career planning resources • Describe formal and informal recruitment processes		

Session Outcomes	Australian Curriculum General Capabilities	Wellbeing Framework
Program Launch • Establish relationships with mentors • Develop an awareness of corporate sectors and the nature of work	(Digital GOALS ONLY) **Communicating with ICT:** Select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge	**(L)** Actively seek and incorporate students' perspectives about safety and wellbeing in order to promote positive learning outcomes **(I)** Respect the diversity of the school community and implement proactive strategies in order to build a cohesive and culturally safe school **(SV)** Provide opportunities for authentic student decision-making over matters that affect them **(SV)** Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum
1. Goal Setting • Recognise the diversity of success and failure of accomplished professionals • Recognise principles of a growth mindset • Recognise the importance of goal setting • Develop an understanding about GROW goals • Develop personal goals using GROW model	**Generating ideas, possibilities and actions:** Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action **Reasoning in decision making and actions:** Evaluate diverse perceptions and ethical bases of action in complex contexts	
2. Building Relationships and Confidence • Establish a willingness to explore new challenges • Reflect critically on the value of exploring new challenges • Recognise the importance of building relationships to achieve goals	**Composing texts through speaking, writing and creating:** Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts	
3. Communication • Understand the impact of non-verbal communication in creating positive impressions • Identify different styles of communication and apply these to different contexts and challenging situations • Develop confidence in their communication skills	**Social management:** Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks **Interacting and empathising with others:** Analyse the complex relationship between language, thought and context to understand and enhance communication **Reflecting on intercultural experiences and taking responsibility:** Recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays in learning to live together	
4. Realising Your Strengths • Develop an awareness of personal qualities and the value of diversity • Identify the importance of core skills crucial to future employment • Recognise the value of seeking ongoing improvement of skills • Understand how to use their strengths in the most effective ways • Develop confidence in themselves and their abilities • Critically reflect on personal GROW goals	**Interpreting statistical information:** Evaluate media statistics and trends by linking claims to data displays, statistics and representative data **Self-awareness:** Assess their strengths and challenges and devise personally appropriate strategies to achieve future success **Recognising culture and developing respect:** Understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world	**(P)** Develop strategies to sustain culturally respectful partnerships with families and communities that are welcoming and inclusive **(S)** Embed wellbeing and positive behaviour support strategies that are evidence-informed, promote resilience and align with the needs of the school community
5. The Working World • Recognise the changing nature of work and careers globally • Recognise different pathways to achieving a successful career • Develop confidence in interview processes with effective use of verbal and non-verbal communication skills • Evaluate progress of personal GROW goals	**Analysing, synthesising and evaluating reasoning and procedures:** Evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified **Self-management:** Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes	

Interview 2 Impress

Vision:	Interview 2 Impress aims to allow students to experience realistic interview scenarios in a corporate environment.
Description:	Interview 2 Impress is a half-day program designed to equip students with the practical skills needed to engage in employment options beyond school A key feature of the Interview 2 Impress program is the mentoring provided by industry professionals throughout the session.

Impact Areas:	Enterprise and employability	**Key Skills & Mindsets:**	Interpersonal skills and future orientation
Years:	Year 10	**Duration:**	**Face to face program:** 3 hours **Digital program:** 2 hours
Australian Curriculum General Capabilities:	Literacy Numeracy Information Communication and Technology Capability Critical and Creative Thinking Personal and Social Capability Ethical Understanding Intercultural Understanding	**Student Wellbeing Framework: Key Elements**	**Leadership:** Visible leadership to inspire positive school communities **Inclusion:** Inclusive and connected school culture **Student Voice:** Authentic student participation **Partnerships:** Effective family and community partnerships **Support:** Wellbeing and support for positive behaviour

Australian Curriculum Achievement Standard:	**English:** ● Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments ● Develop their own style by experimenting with language features, stylistic devices, text structures and images **History:** ● Develop, evaluate and modify questions to frame a historical inquiry **Health and Physical Education:** ● Critically analyse contextual factors that influence identities, relationships, decisions and behaviours **Work Studies:** ● Understand the importance of growing self-awareness in improving learning, accessing work opportunities and developing appropriate skills and making more informed subject and career choices ● Analyse the skills and capacities needed for 21st century work including appropriate communication skills, collaboration and teamwork ● Outline and practise 21st century approaches to recruitment and selection, and skills required in responding to them ● Select and apply appropriate communication methods in a range of contexts

Session Outcomes	Australian Curriculum General Capabilities	Wellbeing Framework
Body Language and Communication: Making Introductions ● Develop an understanding on the importance of body language in effective communication and success in job interviews ● Develop effective verbal and non-verbal communication strategies to create positive impressions on employers ● Develop interpersonal and collaborative skills to solve challenges ● Develop confidence in providing constructive feedback to improve communication of peers	**Grammar knowledge:** Use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments **Analysing, synthesising and evaluating reasoning and procedures:** Evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified **Interacting and empathising with others:** Analyse the complex relationship between language, thought and context to understand and enhance communication **Reflecting on intercultural experiences and taking responsibility:** Reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others	**(L)** Actively seek and incorporate students' perspectives about safety and wellbeing in order to promote positive learning outcomes **(I)** Teach, model and promote values and behaviour in order to create and maintain supportive and safe learning environments **(SV)** Provide opportunities for authentic student decision-making over matters that affect them
Mentoring Session ● Develop positive mentoring relationships to support personal growth and aspirations ● Discover useful strategies for job interviews through experiences of industry mentors	**Comprehending texts through listening, reading and viewing:** Listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions **Reasoning in decision making and actions:** Analyse the objectivity or subjectivity behind decision making where there are many possible consequences	**(SV)** Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum
Mock Job Interview and Debrief ● Develop confidence with using effective verbal and non-verbal communication skills for interview processes ● Apply SAO/ CAR (Situation/Action/Outcomes; Context/ Action/ Result) approach to interview questions ● Critically reflect on feedback to improve interview skills	**Composing texts through speaking, writing and creating:** Plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience **Analysing, synthesising and evaluating reasoning and procedures:** Analyse reasoning used in finding and applying solutions, and in choice of resources **Self-awareness:** Reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability **Social management:** Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks (Digital Interview 2 Impress ONLY) **Communicating with ICT:** Select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge	**(P)** Develop strategies to sustain culturally respectful partnerships with families and communities that are welcoming and inclusive **(S)** Embed wellbeing and positive behaviour support strategies that are evidence-informed, promote resilience and align with the needs of the school community

Student Briefing Handout For Schools

Thank you for co-ordinating an ABCN program for your school, you are one of the key people who make our programs possible, and we cannot run them without you. This handout is designed to help you brief students prior to an ABCN program, both preparing them for the program and helping them to understand the expectations from both ABCN and the school.

We recommend you talk through this information with the students in a group prior to the first session of the program (either setting aside some time at school or, doing so on the transport to the program itself).

If you have any questions or need any additional advice, please reach out to the ABCN program manager coordinating your program.

About ABCN

> The Australian Business and Community Network (**ABCN**) is a not-for-profit that brings together businesses and school students through fun mentoring programs.
> ABCN works with over 50 companies and over 200 schools around Australia.
> ABCN programs are designed to give students insights into modern workplaces, to explore various life skills, enterprise skills and to grow confidence about the future world of work.

Why Attend an ABCN Program

As described above, students are in the program to gain insights into the world of work and develop skills important to both the workplace and life in general. Below is a summary of each program.

Please:

> Read them the appropriate program overview below.
> Tell them why the school has chosen this program (this may be linked to assessment, curriculum, etc and may require a conversation with your ABCN School Champion or your principal).
> For multi session programs talk through the program dates and ensure students have these noted in their calendar/diary. Encourage them to advise of any clashes as soon as possible.

Aspirations – Designed to familiarise students with the working world and equip them with the skills to build a successful career, where mentors share their own career journeys and challenges. Sessions include understanding personal brand, recognising personal strengths, interview techniques and the development of essential employability skills such as communication and teamwork.

Empower – Designed to equip students with the confidence, behaviours and mindsets needed to prepare for the rapidly changing world of work. Topics covered include recognising strengths, interests and motivations and the connection to work, and the importance of overcoming failure to support personal growth.

Focus/Focus2 – Designed to provide young women with the essential leadership skills they need to engage in a successful, meaningful career. It involves female students working in small groups with female executives who act as role models and mentors.

Future Thinkers – Designed to build creative and innovative problem-solving skills through the process of design thinking. It involves small groups of students working with mentors in teams to create solutions to a problem using design thinking methodology.

GOALS – Designed to encourage students to widen their aspirations in their middle years of high school. Activities include goal setting, communication, personal strengths, and preparation for the workforce.

Innovate – Designed to inspire students about job opportunities in science, technology, engineering, and mathematics (STEM) and explore how these areas can combine with their own personal interests.

Interview 2 Impress – Designed to equip students with the practical skills needed to engage in employment options beyond school. Topics covered include effective non-verbal communication, building rapport, a typical interview structure and behavioural-based interview questions.

My Career Rules – Designed to give students the opportunity to prepare questions and interact with a panel of professionals from specific jobs and industries.

Rules of Engagement

ABCN programs can be digital, face-to-face, or a mix of both. Below, you will find a table of student expectations for the program, based on the format. Please ensure students are prepared and understand the expectations; you are welcome to include any additional expectations from a school perspective.

General (always relevant)	Specific to Face-to-Face Programs	Specific to Digital Programs
Remember that you are representing your school.	Respect other travellers by keeping noise to a minimum when on public transport and when moving around the workplace.	Make sure your laptop is fully charged and that you bring your charger (and headphones).
Do your best to get out of your comfort zone and don't be afraid to ask lots of questions.	Ensure you are dressed in your full school uniform.	Please be patient with any tech issues and keep your headphones in at all times, so you can listen to instructions from the ABCN representatives.
Have an understanding of why you are in the program.	Follow any instructions given by the workplace representative if there is an emergency (such as a fire).	It is a sign of respect to have your cameras on and to look at the screen (that way the mentors know you're listening).
Ensure you understand that attendance is required at <u>every</u> session.	Lunch will be provided, make sure you don't pile up your plate, so everyone gets a bit of everything (there's usually enough for seconds).	Make sure you can see every member of your group on the screen (you may have to shuffle your chairs around to make this possible).
Be polite and respectful of both the mentors, the ABCN facilitator, and your fellow students.		Keep yourself on mute when you're not speaking, this will eliminate sound issues and feedback.
Keep phones away and in your bag throughout the program.		

Respect when others are speaking and raise your hand when you want to contribute to the conversation.		
Ensure you arrive on time to school/the room/the meeting point specified by your teacher.		
Say something – ABCN are committed to your safety and wellbeing. In the unlikely event that someone says or does something that makes you feel uncomfortable please speak to your teacher as soon as possible.		
Be engaged, be curious, be yourself, and have fun!		

4 Appendices

School Toolkit Appendix 1 – Program Information for Parents

Your child has expressed interest in participating (or has been selected to participate) in an Australian Business and Community Network (ABCN) program. To participate in the program, your child will first need your permission to do so. The information below is designed to help you understand how the program was developed and what it involves. Any further queries should be directed to your child's school.

The Australian Business and Community Network (ABCN)

Programs are organised by ABCN (a network of more than 48 member companies and 200 schools). Our purpose is to support young people to achieve their potential. Our member companies come from a variety of industries and include highly respected and well-recognised organisations.

Program Background

ABCN's programs are developed to provide opportunities for students to learn about different industries and vocational options, and to develop the skills for life during and after school.

In consultation with principals and the Department of Education and Training, it was agreed that this could be achieved through structured group programs that involved business professionals mentoring students, with the aim to raise awareness of the wider range of personal, educational and vocational choices.

Mentors and students will meet either face-to-face at the school and/or business venues, or online via a digital program. Mentors are volunteers from our member organisations or their affiliates. They want to help young people develop skills required for school and help them understand what options are available to them after school.

During the program sessions, mentors and students may have individual discussions, complete joint activities, participate in broader group discussions on issues such as goal setting, communication and interview skills, and may present their work or findings to the group.

The students and mentors always meet in a group context accompanied by an educator. All our programs follow our Child Safe policy (available here https://abcn.com.au/abcn-child-safe-policy/) and our mentors have appropriate *Working With Children* Checks as required by the state.

School Toolkit Appendix 2 – Parent Excursion Permission (No Proof of Vaccination Required) & Publication of Student Photo/Film/Video Permission Form

Australian Business and Community Network (ABCN) <insert program name>

I give permission for my child to participate in the **ABCN** mentoring program.

I understand that:

> participation in the program is a special opportunity for my child offered through a selection process and they will be representing the school in the program.
> my child will be working with volunteer mentors from within our member company network and for some programs, they may be attending the sessions at participating companies at a range of corporate locations, including the CBD or will be attending the sessions over video–conferencing or phone.
> if my child participates in a video–conferencing call, the participants will be checked against the attendance sheet. The session may be recorded for training purposes and/or to support the reach and development of ABCN programs.
> my child's full name and email may be required to access a digital mentoring platform.
> a teacher(s) will supervise the students.
> the rules of the program prevent contact between mentor and student in any way between sessions or after the program ends.
> my child will be responsible to complete all school work missed through participation in the program.

I am responsible to ensure that my child:

> is in full school uniform for each session.
> does not have any contact with their mentor outside of the program, including email, text message, phone calls and face–to–face contact and does not give their mentor gifts or accept gifts or money
> understands they are representing the school and displays the highest standard of behaviour.

During the program, there may be photographs and film/video footage taken of your child. This is used solely for the purpose of promoting ABCN's programs, encouraging member company or school community involvement, educating students, maintaining program quality and safety or promoting public education.

If you grant permission, these images may be published by ABCN and its representatives and partners, including ABCN schools and member companies, in a variety of ways, including, but not limited to, all internal and external communication channels (such as newsletters, magazines, newspapers, websites, social media and annual reports). If published, third parties would be able to view the photographs.

Responding "Yes" on this form means that you agree to the following:

1. ABCN and its representatives and partners, including ABCN schools and member companies, are able to publish photographs/film of your child as many times as required in the ways mentioned above.

2. Any photographs/film will be kept for no longer than is necessary for the above-mentioned purposes and will be stored and disposed of securely.

3. Whilst every effort will be made to protect the identity of your child, ABCN, its member companies, partners and schools cannot guarantee that your child will not be able to be identified from the photograph or work.

4. You provide authority to me, in my capacity as School Principal and on your behalf as parent/caregiver, to assign to ABCN all rights to use, reproduce and publish your child's image without any expectation of payment or any form of legal redress in the future.

If I have any concerns about the program, my child's mentor or if my child is behind in their school work, I will speak to <insert relevant contact name> or <insert relevant contact name> about this as soon as possible.

Please sign and return to <insert relevant contact> – <insert your school name> ABCN Program

I give permission for my child to participate in the ABCN mentoring program and attend sessions on the following dates <insert dates>. I have read the details of the student's obligations for their participation and agree with all requirements of the program.

Student's name: _____ Student's roll/class: _____

☐ By ticking this box, I agree to photographs and film/video footage of my child being published by ABCN and representatives and partners, including ABCN schools and member companies, for the purpose of promoting ABCN's programs, member companies of school community involvement, educating students.

Signature of parent/caregiver: _____ Date: _____

Name of parent/caregiver: _____

School Toolkit Appendix 2 – Parent Excursion Permission (Proof of Vaccination Required) & Publication of Student Photo/Film/Video Permission Form

Australian Business and Community Network (ABCN) <insert program name>

I give permission for my child to participate in the **ABCN** mentoring program.

I understand that:

> participation in the program is a special opportunity for my child offered through a selection process and they will be representing the school in the program.
> my child will be working with volunteer mentors from within our member company network and for some programs, they may be attending the sessions at participating companies at a range of corporate locations, including the CBD or will be attending the sessions over video–conferencing or phone.
> if my child participates in a video–conferencing call, the participants will be checked against the attendance sheet. The session may be recorded for training purposes and/or to support the reach and development of ABCN programs.
> my child's full name and email may be required to access a digital mentoring platform.
> a teacher(s) will supervise the students.
> the rules of the program prevent contact between mentor and student in any way between sessions or after the program ends.
> my child will be responsible to complete all school work missed through participation in the program.
> for my child to participate in an ABCN program with any in–person sessions outside the school premises, it is a requirement that my child is fully vaccinated against Covid–19 (subject to any valid medical exemption).
> the school will ask for proof of vaccination against Covid–19 for my child to participate in the relevant in–person sessions outside the school premises and that proof of vaccination will be required from my child on the day of any in–person session outside the school premises.
> if my child is unable to provide proof of vaccination against Covid–19 on the day of any in–person ABCN session outside the school premises, they will be unable to attend or participate in the program.

I am responsible to ensure that my child:

> is in full school uniform for each session.
> does not have any contact with their mentor outside of the program, including email, text message, phone calls and face–to–face contact and does not give their mentor gifts or accept gifts or money
> understands they are representing the school and displays the highest standard of behaviour.

During the program, there may be photographs and film/video footage taken of your child. This is used solely for the purpose of promoting ABCN's programs, encouraging member company or school community involvement, educating students, maintaining program quality and safety or promoting public education.

If you grant permission, these images may be published by ABCN and its representatives and partners, including ABCN schools and member companies, in a variety of ways, including, but not limited to, all internal and external communication channels (such as newsletters, magazines, newspapers, websites, social media and annual reports). If published, third parties would be able to view the photographs.

Responding "Yes" on this form means that you agree to the following:

1. ABCN and its representatives and partners, including ABCN schools and member companies, are able to publish photographs/film of your child as many times as required in the ways mentioned above.

2. Any photographs/film will be kept for no longer than is necessary for the

   above-mentioned purposes and will be stored and disposed of securely.

3. Whilst every effort will be made to protect the identity of your child, ABCN, its member companies, partners and schools cannot guarantee that your child will not be able to be identified from the photograph or work.

4. You provide authority to me, in my capacity as School Principal and on your behalf as parent/caregiver, to assign to ABCN all rights to use, reproduce and publish your child's image without any expectation of payment or any form of legal redress in the future.

If I have any concerns about the program, my child's mentor or if my child is behind in their school work, I will speak to <insert relevant contact name> or <insert relevant contact name> about this as soon as possible.

Please sign and return to <insert relevant contact> – <insert your school name> ABCN Program

I give permission for my child to participate in the ABCN mentoring program and attend sessions on the following dates <insert dates>. I have read the details of the student's obligations for their participation and agree with all requirements of the program.

Student's name: _____   Student's roll/class: _____

☐ By ticking this box, I agree to photographs and film/video footage of my child being published by ABCN and representatives and partners, including ABCN schools and member companies, for the purpose of promoting ABCN's programs, member companies of school community involvement, educating students.

Signature of parent/caregiver: _____ Date: _____

Name of parent/caregiver: _____

School Toolkit Appendix 3 – School Release Form

(This form **must be** submitted to ABCN by the school, before the program commences. Please return **one form** per program.)

School Name: _____

(School that the students attend)

Principal's Name: _____

(School principal/or representative who is granting consent)

Program Name: _____

(ABCN program that students are participating in)

I, as [insert title of school representative] of [insert school name], hereby grant to ABCN and its representatives and partners, including ABCN schools and member companies, the unrestricted right to use, reproduce and publish the following material for editorial trade and advertising in any manner and medium, to alter the same without restriction:

> Any photographs or film/video footage taken of students, including their image and likeness as depicted therein.
> Any written or spoken statements, quotes, comments, or testimonials made by students.
> Any artwork or images made by students.
> Any video/audio recordings made by students.

In addition, I confirm that:

a) all permission slips for students attending this ABCN program have been signed by parents/caregivers and collected by the school;
b) our school has confirmed (where requested by ABCN on behalf of their member companies) that all students participating in in-person ABCN sessions outside the school premises are fully vaccinated against Covid-19 (subject to any valid medical exemptions);
c) prior to attending any in-person sessions with mentors that are outside the school premises (where proof of vaccination is a requirement), our school will check each student's proof of vaccination against Covid-19. If a student is unable to show such proof of vaccination to the school or at the premises of an in-person session, our school will ensure they do not attend or participate in the ABCN program; and
d) if there are any changes to the initial student participation list, I will notify ABCN as soon as possible.

I hereby release ABCN and its representatives and partners, including ABCN schools and member companies, from any and all claims, actions and liability relating to its use of said photographs, statements, testimonials, artworks or video/audio recordings, and in relation to any other matters mentioned in this release form.

Signature (school principal): _____ Date: _____

☐   I am unable to provide photo/film consent for the following students:

School Toolkit Appendix 4 – ABCN Invoicing Instructions for the School Accounts Manager

To ensure ABCN is able to reimburse your school promptly, please send one invoice per term including all program-related expenses for that term.

If your school is part of the NSW Government Schools pilot finance program, your tax invoice will be generated and sent to us via Shared Services, Accounts.

In order for us to pay an invoice it must include:

> The words 'TAX INVOICE'
> The ABN, address and phone number of the school
> The name and contact number of the accounts person for the school
> The school's bank details (preferred) including BSB, bank name, account name and number, or 'Please make payment by cheque"
> The nature, date and ABCN program name for each of the expenses e.g. 'Train fare 11.02.22 for GOALS'
> Original receipts supporting the expenses

Receipts should be submitted at the end of each term (see payment schedule below). All receipts must be submitted within two months of program sessions/completion and before the end of the school year in which the program took place.

Public transport must be used where it is available and schools/students are encouraged to cover this cost where possible. Schools who do not have a budget for transport can request reimbursement for this cost by ABCN.

ABCN will reimburse the cost of launch catering if held at the school (up to $150 per launch as indicated below) and the books for *Spark*.

	Aspirations / GOALS/InterACT Innovate	Focus / Focus 2 / Future Thinkers / i2i	Spark
Public transport*	100% of cost	100% of cost	
School-owned or community bus*	$100 per session	$100 per session	
Program Launch catering	Up to $150		
Books			$15 per book. per student **Item**

*Where schools are unable to access public transport or a school-owned or community bus, please discuss with your ABCN representative directly.

ABCN Payment Schedule

Invoices which meet the above checklist will be paid according to the below schedule:

Term	School Invoices Received By (Cut–off date)**	Payment Date
Term 1	2 weeks before end of term for your state	Within 2 weeks following cut–off date
Term 2	2 weeks before end of term for your state	
Term 3	2 weeks before end of term for your state	
Term 4	3 weeks before end of term for your state	

**Invoices received after the cut–off date will be processed and paid the following term.

Please address and send your documents to your local ABCN State Manager:

ACT / NSW ABCN Accounts Payable Suite 7.02, Level 7/121 Walker St North Sydney NSW 2060	**QLD** ABCN (Australian Business & Community Network) Accounts Payable Suite 2317, Level 23/127 Creek St Brisbane QLD 4000
TAS / VIC / SA ABCN Accounts Payable Suite 324, 838 Collins Street Docklands VIC 3008	**WA** ABCN Accounts Payable c/o KPMG Level 6, 235 St George's Terrace Perth WA 6000

Thank you in advance for your assistance. Should you have any queries, please don't hesitate to contact your ABCN State Representative **before** sending your invoice.

School Toolkit Appendix 5 – ABCN Joint Responsibility Agreement

ABCN has created a Joint Responsibility Agreement which clearly outlines the responsibilities of ABCN and the schools participating in the ABCN program(s).

This agreement has been introduced to:

> ensure both the school and ABCN invest in the success of the ABCN program(s)
> outline the exact responsibilities of ABCN and the school
> build capacity within the school so that the ABCN program(s) can continue at the school in
> future years
> ensure the school is aware of which expenses can be claimed from ABCN
> facilitate a positive partnership between ABCN and the schools.

Responsibilities

The following is a general list of responsibilities – not all of them will apply to every program.

	FACE–TO–FACE PROGRAMS		DIGITAL PROGRAMS	
	School	ABCN	School	ABCN
PRIOR TO PROGRAM	Recruit suitable participants and provide ABCN with student names.	Provide schools with student name template. Match students provided with suitable mentors.	Recruit suitable student participants and provide ABCN with student names and student (school) email addresses (to enable access to digital VC platforms). Book suitable room/space at school for all program sessions.	Provide schools with student platform access codes and any necessary student resources for the session.
	Organise representation of the school (including principal and relevant year coordinator) to attend the Program Launch (if advised)	Provide running order for Program Launch (if held at school)	No school action for mentor briefing	Mentor briefing will run independently to school engagement.
	Host the Program Launch at the school (where required), which includes organising catering and rooms for the event.	Cover costs of Program Launch (upon receipt of invoice from school) and organise the attendance of mentors.	No school action for program launch	No action

	FACE-TO-FACE PROGRAMS		DIGITAL PROGRAMS	
	School	ABCN	School	ABCN
	Ensure all permission slips have been signed and returned. Send completed School Release Form only to ABCN. School holds individual permission forms.	Brief and prepare facilitators.	Ensure all permission slips have been signed and returned. Send School Release Form only to ABCN. School holds individual permission forms.	Brief and prepare digital concierge/ facilitators.
	Arrange transport to and from the session and send invoices to ABCN one per term (refer to ABCN invoicing instructions – see *Appendix 4*).	Ensure relevant *Working with Children* documentation has been completed.	No action for school	Ensure relevant *Working with Children* documentation has been completed.
WEEK PRIOR TO THE SESSION	Confirm you have received session details from ABCN and which teacher(s) are attending. At least one teacher must attend each session. Undertake Student Briefing session. (Refer to ABCN Program Student Briefing	Send information to school including: session details any mentors absent.	Confirm you have received session details from ABCN and which teacher is **supervising** the digital program session. **At least one teacher must be in attendance for each session.** Make necessary arrangements for pre-program Tech Check (if advised by ABCN)	Send information to school including: session details Mentor names Relevant student session resources (worksheets etc) Provide details to the school regarding pre- program tech check (if required)

	FACE-TO-FACE PROGRAMS		DIGITAL PROGRAMS	
	School	ABCN	School	ABCN
	Handout for information)		Undertake Student Briefing session. (Refer to ABCN Program Student Briefing Handout for information)	
			Ensure that all students will have access to a laptop or device on the day of the program for access to program content and connection video conference.	
	Inform students if their mentors will be absent from the session.	Arrange shared mentors for any students whose mentors will be absent.	No action from school	Arrange shared mentors to replace any mentors who will be absent.
MORNING OF THE SESSION	Report any student absences to ABCN by 9:30am.	Inform mentors of any student absences.	Report any student absences to ABCN by 9:30am.	Inform mentors of any student absences.
	Ensure students are ready to board public transport/private bus at pre-arranged times and report any delays to ABCN. Check each student's proof of vaccination		Ensure any session materials (worksheets/ learning logs provided by ABCN) are ready for the students to complete.	

| | FACE–TO–FACE PROGRAMS | | DIGITAL PROGRAMS | |
	School	ABCN	School	ABCN
	against Covid–19 prior to them boarding transport (if required).			
			Ensure all students have access to a designated computer/ laptop with necessary audio/ visual devices to enable access to digital connection (2 students per device preferred)

Test connectivity and audio/ visual functionality before students connect with mentors. | |
| DURING SESSION | Ensure students behave appropriately:

on bus or public transport, in lifts and revolving doors, at session venues; particularly with mentors and during lunch. | ABCN and shared mentors will update students whose mentors are unable to attend. | Ensure students behave appropriately during the video–conferencing session with mentors | |
| AFTER SESSION | Report any concerns involving student/mentor | | Report any concerns involving student/mentor relationships to ABCN. | |

	FACE-TO-FACE PROGRAMS		DIGITAL PROGRAMS	
	School	ABCN	School	ABCN
	relationships to ABCN.			
	Advise ABCN if any students were missing from the session due to an ongoing situation (eg illness).		Advise ABCN if any students were missing from the session due to an ongoing situation (eg illness).	
	Ensure students complete their worksheets.		Ensure students complete any follow-up tasks.	
EVALUATION	Complete and return relevant student and teacher evaluation.	ABCN will distribute evaluation forms to schools. ABCN will provide a summary of evaluation results to schools.	Ensure completion and submission of relevant student and teacher evaluation.	ABCN will distribute evaluation codes to schools. ABCN will provide a summary of evaluation results to schools.
APPROVED EXPENSES	Invoice ABCN for program-related expenses as per the ABCN invoicing instructions and payment schedule supplied separately (see Appendix 4). ABCN processes school	Reimburse schools for program-related expenses: school or community bus – up to $100 per return trip per session public transport costs to and from each session (when not able to be covered by the school or student)	There should be no significant material expenses incurred (apart from some nominal printing) for participation in the digital programs. Please advise ABCN if this is not the case and if there are unforeseen costs that arise.	

	FACE-TO-FACE PROGRAMS		DIGITAL PROGRAMS	
	School	ABCN	School	ABCN
	reimbursements on a quarterly schedule each calendar year.	up to $150 for Program Launch catering (if required) minor expenses related to school attendance at events (eg CBD parking).		

'ABCN has given me the opportunity to achieve my goals through mentoring and support. It's a platform to make sure that many more young people see someone who is kicking goals, which they can achieve and go beyond.'

Student, GOALS program.