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**DEPARTMENT OF EDUCATION, EMPLOYMENT AND WORKPLACE RELATIONS**

**Unfolding opportunities: a baseline study of school business relationships in Australia**

***Appendices to the Final Report***

Appendix four – Business survey

March 2010

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# Analysis of business survey

## Overview

**Sample size:** 66 businesses

**Businesses invited:** 200 businesses **Response rate:** 33%

## Response by state, Business size, Industry and geographic location

Table 1.2.1 Response by State

|  |  |  |
| --- | --- | --- |
| State | Number | % |
| NSW | 14 | 54% |
| QLD | 10 | 38% |
| VIC | 7 | 27% |
| SA | 5 | 19% |
| WA | 4 | 15% |
| NT | 3 | 12% |
| ACT | 2 | 7% |
| TAS | 1 | 4% |
| **Total (multiple responses) 26** | **50** |  |

Table 1.1.2 Response by Business Size

|  |  |  |
| --- | --- | --- |
| Size | Number | % |
| Large (200 or more employees) | 37 | 56% |
| Medium (20-199) | 19 | 29% |
| Micro (<5) | 5 | 8% |
| Small (5-19) | 5 | 8% |
| **Total** | **66** | **100%** |

Table 1.2.3 Response by Business Location

|  |  |  |
| --- | --- | --- |
| Location | Number | % |
| Internationally | 27 | 41% |
| Nationally | 18 | 27% |
| Regionally | 14 | 21% |
| Locally | 7 | 11% |
| **Total** | **66** | **100%** |

Table 1.2.2 Response by Business Location (multiple responses)

|  |  |  |
| --- | --- | --- |
| Location | Number | % |
| Internationally | 27 | 41% |
| Nationally | 22 | 33% |
| Regionally | 19 | 29% |
| Locally | 14 | 21% |
| **Total (multiple Responses) 66** | **94** |  |

Table 1.2.3 Response by Industry

|  |  |  |
| --- | --- | --- |
| Industry | Number | % |
| Manufacturing | 11 | 17% |
| Mining | 7 | 11% |
| Health & Community Services | 7 | 11% |
| Transport & Storage | 6 | 9% |
| Property and Business Services | 5 | 8% |
| Finance and Insurance | 5 | 8% |
| Communication Services | 4 | 6% |
| Construction | 4 | 6% |
| Electricity, Gas, & Water Supply | 3 | 4% |
| Government/education | 2 | 3% |
| Banking | 3 | 4% |
| Retail Trade | 3 | 4% |
| Accommodation, Cafes, Restaurants | 2 | 3% |
| Agriculture, Forestry & Fishing | 2 | 3% |
| Cultural and recreational services | 2 | 3% |
| Wholesale Trade | 0 | 0% |
| **Total** | **66** | **100%** |

Table 1.2.4 Response by Position

|  |  |  |
| --- | --- | --- |
| Position | Number | % |
| General/Business Manager | 19 | 29% |
| Human Resources Manager | 11 | 17% |
| Director/Advisor | 11 | 17% |
| Co-ordinator | 9 | 14% |
| CEO | 9 | 14% |
| Administration Staff | 4 | 6% |
| Head | 1 | 1% |
| Other | 2 | 3% |
| **Total** | **66** | **100%** |

## Current Forms of Relationships

Table 1.3.1 Transition from school to work and developing employability skills of students

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Work experience for students | 47 | 77% |
| Providing careers information for students | 43 | 70% |
| Industry awareness programs | 32 | 52% |
| Work readiness – mentoring and coaching | 25 | 41% |
| School-based apprenticeships and traineeships | 23 | 38% |
| Providing work placements linked to VET and training programs (‘VET in Schools’ programs) | 23 | 38% |
| Other (please specify) | 7 | 11% |
| **Total (Multiple Reponses) 61** | **200** |  |

|  |
| --- |
| * Case management in schools with students with a disability and students who are disengaged from school who (are) will be looking for work; * Graduate programs; * Guest speaker schools industry partnership Penrith; * Indigenous pre-employment program (with TAFE); * Information services based around healthy life-style choices; * Values and goal setting; Information services based around healthy life-style choices, values and goal setting; * Leadership and in school sport programs; * On education advisory board and guest speaker to students in Secondary schools and TAFE; * Partnerships with Clontarf Academy, Polly Farmer Foundation; * Presentations at schools; * Tour of operations; * TTIMs Program; * Under Grads |

Table 1.3.2 Enhancing school leadership and staff development

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Professional Development for teachers or other staff | 21 | 54% |
| Mentoring and coaching programs for school leaders, teachers or other staff | 18 | 46% |
| Expert advice for principals, other school leaders and/or school council/board members | 17 | 44% |
| Opportunities for teachers or other staff to gain industry experience | 17 | 44% |
| Drawing on business experts to provide advisory/consulting services | 15 | 38% |
| Work shadowing | 1 | 2% |
| Other (please specify) | 4 | 10% |
| **Total (multiple Responses) 39** | **93** |  |

|  |
| --- |
| TIMMs Program; Scouting groups/contacting schools; Our programs are essentially student directed; Provision of in-kind flights for teacher professional development |

Table 1.3.3 Supporting student aspirations and achievement (including at risk students and students in disadvantaged areas

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Mentoring and coaching programs for students | 30 | 64% |
| Industry awareness programs | 29 | 62% |
| Literacy and numeracy programs | 19 | 40% |
| Leadership and life skills development | 18 | 38% |
| School-based scholarships and grants | 18 | 38% |
| Other (please specify) | 7 | 15% |
| **Total (multiple responses) 47** | **121** |  |

|  |
| --- |
| **Fundraising for disadvantaged; general fundraising;** joint program using school-based traineeships and teachers working on-site once per week to support students with the literacy numeracy - assisted eight students who have a disability; presentations at schools; Through Sydney Symphony, supporting Meet the Music program; TTIMs program; University scholarships. |

Table 1.3.4 Providing additional infrastructure, resources or income streams for schools

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Support of school-fund-raising activities e.g. publicity, equipment, prizes | 26 | 53% |
| ‘In kind’ donations e.g. use of facilities | 25 | 51% |
| Provision of learning resources and materials | 25 | 41% |
| Volunteer programs | 20 | 41% |
| Enhancement of facilities e.g. playgrounds, gardens | 17 | 35% |
| Infrastructure support e.g. IT equipment and services, business systems, school maintenance | 16 | 33% |
| Community loyalty programs where a percentage of income goes to the school | 2 | 4% |
| Other (please specify | 7 | 14% |
| **Total (multiple responses) 49** | **138** |  |

|  |
| --- |
| **Alternative programs; industry awareness/talks at schools; run role model activities/days;** These are delivered through our Community Program which is staff led; tickets for excursions; TTIMs Program. |

Table 1.3.5 Enhancing student engagement with industry/business

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Raising awareness of business operations | 39 | 78% |
| Excursions into industry | 36 | 72% |
| Providing expertise to support curriculum design and/or teaching programs | 14 | 28% |
| Industry/business experience for teaching staff | 12 | 24% |
| Professional development for teachers in specific subjects | 12 | 24% |
| Enhancing maths/science/technology knowledge | 11 | 22% |
| Other (please specify) | 2 | 4% |
| **Total (multiple responses) 50** | **126** |  |

|  |
| --- |
| Enhancing goal setting, interpersonal skills, job searching skills and requirements, tertiary education; TTIMS program. |

Table 1.3.6 Are there any relationships, including informal programs or ad hoc activities that involve your business working with school(s)?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| No | 35 | 53% |
| Yes | 26 | 39% |
| No Response | 5 | 8% |
| **Total** | **66** | **100%** |

Table 1.3.7 Does your business derive any direct or indirect benefits from the relationships with schools?

|  |  |  |
| --- | --- | --- |
| Benefits | Number | % |
| Minor benefits | 33 | 50% |
| Major benefits | 17 | 26% |
| No benefits | 13 | 20% |
| No response | 3 | 4% |
| **Total** | **66** | **100%** |

Table 1.3.8 Major benefits be state

|  |  |  |
| --- | --- | --- |
| State | Number | % |
| NSW | 4 | 24% |
| QLD | 3 | 18% |
| VIC | 2 | 12% |
| SA | 2 | 12% |
| International/National | 6 | 35% |
| **Total** | **17** | **100%** |

Table 1.3.9 Major benefits by business size

|  |  |  |
| --- | --- | --- |
| Business size | Number | % |
| Large (200 or more employees) | 11 | 65% |
| Medium (20-199) | 6 | 35% |
| **Total** | **17** | **100%** |

Table 1.3.10 Major benefits by industry

|  |  |  |
| --- | --- | --- |
| Industry | Number | % |
| Health & Community Services | 4 | 24% |
| Mining | 2 | 12% |
| Manufacturing | 2 | 11% |
| Electricity, Gas, & Water Supply | 2 | 11% |
| Transport & Storage | 1 | 6% |
| Communication Services | 1 | 6% |
| Retail Trade | 1 | 6% |
| Banking | 1 | 6% |
| Other | 3 | 18% |
| **Total** | **17** | **100%** |

Table 1.3.11 What form do these benefits take?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Opportunities to contribute to the development of young people | 42 | 84% |
| Enhancing the reputation of the business by engaging in community capacity building | 35 | 70% |
| Exposure of industry/business to potential recruits | 33 | 66% |
| Opportunities to interact with potential recruits | 32 | 64% |
| Opportunities for developing their staff through volunteer activity | 23 | 46% |
| Promotion of business through signage and/or school newsletters | 19 | 38% |
| Exposure of products or brands | 17 | 34% |
| Opportunities for teachers to gain Industry/business experience | 12 | 24% |
| **Total (multiple responses) 50** | **213** |  |

## Public-private partnership

**Table 1.4.1 Is your business involved in public-private partnerships?**

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| No | 56 | 85% |
| Yes | 8 | 12% |
| No response | 2 | 3% |
| **Total** | **66** | **100%** |

**Table 1.4.2 Public-private partnerships by business size**

|  |  |  |
| --- | --- | --- |
| Size | Number | % |
| Large (200 or more employees) | 5 | 63% |
| Medium (20-199) | 2 | 25% |
| Small (5-19) | 1 | 12% |
| **Total** | **8** | **100%** |

**Table 1.4.3 Public-private partnerships by Industry**

|  |  |  |
| --- | --- | --- |
| Industry | Number | % |
| Mining | 3 | 38% |
| Manufacturing | 2 | 25% |
| Communication services | 1 | 12% |
| Culture & recreational services | 1 | 12% |
| Electricity, gas, water supply | 1 | 12% |
| **Total** | **8** | **100%** |

## Current significant relationships

Table 1.5.1 Does your business currently have any significant relationships with a school or schools?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Yes | 31 | 47% |
| No | 33 | 50% |
| No response | 2 | 3% |
| **Total** | **66** | **100%** |

Table 1.5.2 Current significant relationships by state

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| State | Number | % |  | % by Total response |
| NSW | 6 | 19% | NSW | 43% |
| QLD | 5 | 16% | QLD | 50% |
| SA | 4 | 13% | SA | 80% |
| WA | 3 | 10% | WA | 75% |
| VIC | 3 | 10% | VIC | 21% |
| ACT | 1 | 3% | ACT | 50% |
| NT | 1 | 3% | NT | 100% |
| International/ National | 8 | 26% |  |  |
| **Total** | **31** | **100%** |  |  |

Table 1.5.3 Current significant relationships by business size

|  |  |  |
| --- | --- | --- |
| Size | Number | % |
| Large (200+ employee) | 21 | 68% |
| Medium (20-199) | 6 | 19% |
| Micro (less than 5) | 3 | 10% |
| Small (5-19) | 1 | 3% |
| **Total** | **31** | **100%** |

Table 1.5.4 Current significant relationships by Industry

|  |  |  |
| --- | --- | --- |
| Industry | Number | % |
| Property & business services | 5 | 16% |
| Finance and insurance | 4 | 13% |
| Mining | 4 | 13% |
| Health & community services | 4 | 13% |
| Manufacturing | 3 | 10% |
| Electricity, gas, water supply | 2 | 6% |
| Banking | 2 | 6% |
| Transport & storage | 2 | 6% |
| Cultural & recreational services | 1 | 3% |
| Agriculture, forestry, fishing | 1 | 3% |
| Accommodation, cafes, restaurants | 1 | 3% |
| Construction | 1 | 3% |
| Retail Trade | 1 | 3% |
| **Total** | **31** | **100%** |

## No current relationships with schools

Table 1.6.1 Has your business had a significant relationship with a school or schools in the past?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| No | 28 | 85% |
| Yes | 4 | 12% |
| No response | 1 | 3% |
| **Total** | **33** | **100%** |

Table 1.6.2 Significant relationship with a school or schools in the past by business size

|  |  |  |
| --- | --- | --- |
| Size | Number | % |
| Large (200+ employee) | 2 | 50% |
| Medium (20-199) | 2 | 50% |
| Small (5-19) | 0 | 0% |
| Micro <5 | 0 | 0% |
| **Total** | **31** | **100%** |

Table 1.6.3 Significant relationship with a school or schools in the past by Industry

|  |  |  |
| --- | --- | --- |
| Industry | Number | % |
| Communication services | 2 | 50% |
| Banking | 1 | 25% |
| Transport & storage | 1 | 25% |
| **Total** | **4** | **100%** |

Table 1.6.4 Has the Global Financial Crisis had any impact on the nature and extent of this relationship?\*

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| No | 4 | 12% |
| Yes | 1 | 3% |
| No response | 28 | 85% |
| **Total** | **33** | **100%** |

Table 1.6.5 Does your business wish to establish significant relationships with schools in the future?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| No | 17 | 51% |
| Yes | 15 | 45% |
| No response | 1 | 3% |
| **Total** | **33** | **100%** |

Table 1.6.6 Businesses wishing to establish significant relationships by size

|  |  |  |
| --- | --- | --- |
| Size | Number | % |
| Large (200+ employees) | 6 | 40% |
| Medium (20-199) | 7 | 47% |
| Small (5-19) | 2 | 13% |
| **Total** | **15** | **100%** |

Table 1.6.7 Businesses wishing to establish significant relationships by industry

|  |  |  |
| --- | --- | --- |
| Industry | Number | % |
| Manufacturing | 3 | 20% |
| Mining | 2 | 13% |
| Construction | 2 | 13% |
| Health & community services | 2 | 13% |
| Communication services | 2 | 13% |
| Transport & storage | 1 | 7% |
| Banking | 1 | 7% |
| Agriculture, forestry, fishing | 1 | 7% |
| Accommodation, cafes, restaurants | 1 | 7% |
| **Total** | **15** | **100%** |

Table 1.6.8 Do you expect the Global Financial Crisis to have any impact on the nature and extent of any future relationships with schools?

|  |  |  |
| --- | --- | --- |
| Global Financial Crisis | Number | % |
| No | 27 | 82% |
| Yes | 4 | 12% |
| **Total** | 32 | 100% |

Table 1.6.9 Businesses expecting the Global Financial Crisis to have any impact on the nature and extent of any future relationships with schools by size

|  |  |  |
| --- | --- | --- |
| Size | Number | % |
| Large (200+ employee) | 1 | 75% |
| Medium (20-199) | 3 | 25% |
| Small (5-19) | 0 | 0% |
| Micro <5 | 0 | 0% |
| **Total** | 4 | 100% |

Table 1.6.10 Businesses expecting the Global Financial Crisis to have any impact on the nature and extent of any future relationships with schools by industry

|  |  |  |
| --- | --- | --- |
| Industry | Number | % |
| Communication services | 1 | 25% |
| Transport & storage | 1 | 25% |
| Agriculture, forestry, fishing | 1 | 25% |
| Property & business services | 1 | 25% |
| **Total** | 4 | 100% |

## Businesses with Current Significant Relationships

### Overview

**Table 1.7.1 Please indicate the major areas of focus of these relationships, including specific titles of activities where appropriate**

|  |  |  |
| --- | --- | --- |
| Title of Relationship | Area of Focus | Brief Description |
| Karratha Education Initiative | Academic improvement and enrichment | Project involves 28 smaller projects - academic programs, personal growth, leadership, teacher development, university scholarships etc. |
| Literacy Rescue | Literacy | Provision of materials in remote region; provision of professional development; support of role models into region; employees support with coaching and mentoring adults/parents teaching them to read |
| Kicking Goals | Mentoring / General Studies | Players and staff attend Hedland and Newman SHS to deliver messages around life style and education. |
| Indigenous Scholarships | Scholarships | We have provided $1million to Australia Indigenous Education Fund to help Indigenous students from remote areas attend school |
| Career Choice Day | Career Development | Annual hosting of students from 8 schools into our offices to raise awareness of career options and choices |
| SPARK | Literacy | Helping primary school kids with one on one reading assistance. |
| Improving options for future employment | Future employment | Partnership to expose students to future employment in our community |
| School based apprenticeships | Apprenticeships | Assisting school to find employers to take on school based apprenticeships in construction |

**Table 1.7.2 How many schools are involved with your business in these significant relationships?**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6-10 | 11-25 | 26-100 | 101- 500 | No response | Total |
| **Number** | 9 | 5 | 3 | 1 | 1 | 2 | 1 | 2 | 1 | 6 | **31** |
| **%** | 29% | 16% | 10% | 3% | 3% | 7% | 3% | 7% | 3% | 19% | **100%** |

## The most effective/significant relationship with school(s)

**Table 1.8.1 How many schools are involved in this relationship?**

|  |  |  |
| --- | --- | --- |
| Schools | Number | % |
| 1 | 9 | 29% |
| 2 | 5 | 16% |
| 3 | 3 | 10% |
| 4-10 | 3 | 10% |
| 10-24 | 2 | 7% |
| 25+ | 2 | 7% |
| 25-100 | 1 | 3% |
| 200+ | 1 | 3% |
| No response | 5 | 31% |
| **Total** | **31** | **100%** |

Please provide the following information about the schools (see table 2)

**Table 1.8.2 School Type**

|  |  |  |
| --- | --- | --- |
| Type | Number | % |
| K-12 | 4 | 7% |
| Primary | 8 | 14% |
| Secondary | 42 | 75% |
| Senior Secondary | 2 | 4% |
| **Total** | **56** | **100%** |

**Table 1.8.3 School Sector**

|  |  |  |
| --- | --- | --- |
| Sector | Number | % |
| Catholic | 7 | 13% |
| Government | 45 | 80% |
| Independent | 3 | 5% |
| No response | 1 | 2% |
| **Total** | **56** | **100%** |

**Table 1.8.4 School Location**

|  |  |  |
| --- | --- | --- |
| Location | Number | % |
| Metropolitan | 35 | 63% |
| Regional | 14 | 25% |
| Remote | 6 | 11% |
| No response | 1 | 2% |
| **Total** | **56** | **100%** |

**Table 1.8.5 School Size**

|  |  |  |
| --- | --- | --- |
| Size | Number | % |
| 1-100 | 3 | 5% |
| 101-300 | 5 | 9% |
| 301-501 | 20 | 36% |
| 501+ | 26 | 46% |
| No response | 2 | 3% |
| **Total** | **56** | **100%** |

**Table 1.8.6 Does the relationship involve a major product or service of your business?**

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| No | 19 | 61% |
| Yes | 7 | 23% |
| No response | 5 | 16% |
| **Total** | **31** | **100%** |

**Table 1.8.7 How important were the following in motivating this particular relationship?\***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Motivating factors | High | Medium | Low | N/A | No response | Total |
| Requirement of government initiative or policy | 13% (4) | 3% (1) | 13% (4) | 52% (16) | 19% (6) | 100% |
| Corporate social responsibility (CRC) policy | 42% (13) | 16% (5) | 16% (5) | 6% (2) | 19% (6) | 100% |
| **Average %** | **28%** | **10%** | **14%** | **29%** | **19%** |  |

**Table 1.8.8 For how many years has this relationship been active?**

|  |  |  |
| --- | --- | --- |
| Duration | Number | % |
| Less than a year | 1 | 3% |
| 1-2 years | 6 | 19% |
| 2-4 years | 11 | 35% |
| 4-10 years | 5 | 16% |
| More than 10 years | 1 | 3% |
| No response | 7 | 23% |
| **Total** | **31** | **100%** |

**Table 1.8.9 How was this relationship first initiated?**

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Direct approach from your business to school partner | 7 | 23% |
| Direct contact from a broker and/or facilitator organisation (e.g. Local Community Partnerships, Regional Industry Career Advisors) | 7 | 23% |
| Direct contact from not-for-profit philanthropic organisation | 3 | 10% |
| Direct approach from school principal | 2 | 6% |
| Local community initiative | 2 | 6% |
| Personal contact through an existing connection(e.g. a parent in the business | 2 | 6% |
| Direct approach by business owner/CEO | 1 | 3% |
| Direct approach from an industry body | 1 | 3% |
| No response | 6 | 19% |
| **Total** | **31** | **100%** |

**Table 1.8.10 How was this relationship first initiated: by business size**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Size** | **Large (200+ employees)** | **Medium (20-199)** | **Small (5-19)** | **Micro (<5)** | **Total** |
| Direct approach from your business to school partner | 71% (5) | 14% (1) | 0% (0) | 14% (1) | **7** |
| Direct contact from a broker and/or facilitator organisation | 57% (4) | 14% (1) | 14% (1) | 14% (1) | **7** |
| Direct contact from not-for-profit philanthropic organisation | 100% (3) | 0% (0) | 0% (0) | 0% (0) | **3** |
| Direct approach from school principal | 100% (2) | 0% (0) | 0% (0) | 0% (0) | **2** |
| Local community initiative | 50% (1) | 50% (1) | 0% (0) | 0% (0) | **2** |
| Personal contact through an existing connection(e.g. a parent in the business | 50% (1) | 50% (1) | 0% (0) | 0% (0) | **2** |
| Direct approach by business owner/CEO | 100% (1) | 0% (0) | 0% (0) | 0% (0) | **1** |
| Direct approach from an industry body | 100% (1) | 0% (0) | 0% (0) | 0% (0) | **1** |
| No response | 50% (3) | 33% (2) | 0%(0) | 17% (1) | **6** |
| **Total** | **68% (21)** | **19% (6)** | **3% (1)** | **10% (3)** | **31** |

**Table 1.8.11 How was this relationship first initiated: by industry**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Industry | Direct approach from your business to school partner | Direct contact from a broker and/or facilitator organisation | Direct contact from not-for-profit philanthropic organisation | Direct approach from school principal | Local community initiative | P{personal connection through existing contact | Direct approach by business owner/CEO | Direct approach from an industry body | No response | **Total** |
| Manufacturing |  | 2 |  |  |  |  |  | 1 |  | 3, 10% |
| Mining | 2 |  | 1 |  | 1 |  |  |  | 1 | 5, 16% |
| Health & Community Services | 2 |  |  |  | 1 |  |  |  | 1 | 4, 13% |
| Property and Business Services |  | 1 | 1 |  |  |  | 1 |  | 1 | 4, 13% |
| Transport & Storage |  |  |  | 1 |  |  |  |  |  | 1, 3% |
| Finance and Insurance | 1 | 1 |  |  |  |  |  |  | 2 | 4, 13% |
| Construction |  |  |  |  |  | 1 |  |  |  | 1, 3% |
| Electricity, Gas, & Water Supply | 1 |  |  | 1 |  |  |  |  |  | 2 6% |
| Government/education |  |  |  |  |  |  |  |  |  | 0, 0% |
| Communication Services |  | 1 |  |  |  |  |  |  |  | 1, 3% |
| Banking |  |  | 1 |  |  |  |  |  | 1 | 2, 6% |
| Retail Trade |  | 1 |  |  |  |  |  |  |  | 1, 3% |
| Accommodation, Cafes, Restaurants |  | 1 |  |  |  |  |  |  |  | 1, 3% |
| Agriculture, Forestry & Fishing |  |  |  |  |  | 1 |  |  |  | 1, 3% |
| Cultural and recreational services | 1 |  |  |  |  |  |  |  |  | 1, 3% |
| **Total** | **7** | **7** | **3** | **2** | **2** | **1** | **2** | **1** | **6** | **31, 100%** |

**Table 1.8.12 Is this relationship targeted at specific groups of students?**

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Yes | 14 | 45% |
| No | 11 | 35% |
| No response | 6 | 19% |
| **Total** | **31** | **100%** |

Table 1.8.13 Approximately what proportion of your employees participate in this relationship?

|  |  |  |
| --- | --- | --- |
| Employees’ participation | Number | % |
| Less than 1% | 1 | 3% |
| 1% | 3 | 10% |
| 2% | 4 | 13% |
| 3% | 2 | 6% |
| 5% | 1 | 3% |
| 10% | 2 | 6% |
| 15% | 1 | 3% |
| 20% | 1 | 3% |
| 40% | 1 | 3% |
| 70% | 1 | 3% |
| No response | 14 | 45% |
| **Total** | **31** | **100%** |

Table 71.8.14 Does the relationship offer the opportunity for product placement or branding for your business?

|  |  |  |
| --- | --- | --- |
| Product placement or branding | Number | % |
| No | 14 | 45% |
| Yes | 11 | 35% |
| No response | 6 | 19% |
| **Total** | **31** | **100%** |

**Table 1.8.15 Product placement by business size**

|  |  |  |
| --- | --- | --- |
| Size | Number | % |
| Large (200+ employees) | 8 | 73% |
| Medium (20-199) | 2 | 18% |
| Small (5-19) | 1 | 9% |
| **Total** | **11** | **100%** |

**Table 1.8.16 Product placement by industry**

|  |  |  |
| --- | --- | --- |
| Industry | Number | % |
| Mining | 3 | 27% |
| Manufacturing | 2 | 18% |
| Accommodation, cafes, restaurants | 1 | 9% |
| Electricity, gas, water supply | 1 | 9% |
| Property & business services | 1 | 9% |
| Retail trade | 1 | 9% |
| Culture & recreational services | 1 | 9% |
| Health & community | 1 | 9% |
| **Total** | **11** | **100%** |

Table 1.8.17 Could this relationship be described as a ‘formal’ or ‘contractual’ partnership?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Yes | 15 | 60% |
| No | 10 | 40% |
| **Total** | **25** | **100%** |

**Table 1.8.18 Formal or contractual partnership by business size**

|  |  |  |
| --- | --- | --- |
| Size | Number | % |
| Large (200+ Employees) | 14 | 93% |
| Medium (20-199) | 0 | 0% |
| Small (5-19) | 1 | 7% |
| Micro (<5) | 0 | 0% |
| **Total** | **15** | **100%** |

**Table 1.8.19 Formal or contractual partnership by industry**

|  |  |  |
| --- | --- | --- |
| Industry | Number | % |
| Mining | 4 | 27% |
| Electricity, gas, water supply | 2 | 13% |
| Property & business services | 2 | 13% |
| Manufacturing | 2 | 13% |
| Health & community | 1 | 7% |
| Banking | 1 | 7% |
| Communication services | 1 | 7% |
| Accommodation, cafes, restaurants | 1 | 7% |
| Transport & storage | 1 | 7% |
| **Total** | **15** | **100%** |

**Table 1.8.20 How has this partnership program been formalised?\***

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Memorandum of understanding | 6 | 40% |
| Formal contract | 5 | 33% |
| Through a Broker | 1 | 7% |
| Other (please specify) | 3 | 20% |
| **Total** | **15** | **100%** |

|  |
| --- |
| Local policy; Agreement in discussion with principal; Yearly membership for program coordination |

Table 1.8.21 Are the current formal/contractual relationships in which your company is involved, controlled and managed centrally, or are they devolved to local branches/outlets?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Controlled and managed centrally | 14 | 93% |
| Devolved to local branches/outlets | 0 | 0% |
| No response | 1 | 7% |
| **Total** | **14** | **100%** |

## Governance and Administration

**Table 1.9.1 Is your business represented on the governance body of the school(s)?**

|  |  |  |
| --- | --- | --- |
| Governance | Number | % |
| No | 22 | 71% |
| Yes | 3 | 10% |
| No Response | 6 | 19% |
| **Total** | **31** | **100%** |

Table 1.9.2 Has your business nominated an employee with designated responsibility for relationship liaison with the school(s)

|  |  |  |
| --- | --- | --- |
| Designated business employee | Number | % |
| Yes | 19 | 61% |
| No | 6 | 19% |
| No response | 6 | 19% |
| **Total** | **31** | **100%** |

Please provide the title/position of that person (see Table 3)

Table 1.9.3 Has he school partner(s) nominated a staff member with specific responsibilities for relationship liaison?

|  |  |  |
| --- | --- | --- |
| School staff member | Number | % |
| Yes | 20 | 65% |
| No | 5 | 16% |
| No response | 6 | 19% |
| **Total** | **25** | **100%** |

**Table 1.9.4 If yes, please select the designation of nominated staff**

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Principal | 10 | 33% |
| Assistant Principal | 6 | 20% |
| Career Advisor | 6 | 20% |
| VET Teacher | 5 | 17% |
| Business Manager | 1 | 3% |
| Other | 2 | 7% |
| **Total (multiple responses 20)** | **30** | **100%** |

### Supporting Infrastructure

Table 1.9.1.1 Are there any other organisations involved in supporting (title of relationship)?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Yes | 14 | 45% |
| No | 11 | 35% |
| No response | 6 | 19% |
| Total | **31** | **100%** |

Table 1.9.1.2 Please list the organisations involved in supporting this relationship and rate their level of involvement

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **Name of Organisation** | **High** | **Medium** | **Low** | **Total** |
| Independent brokers | TAFE, ABCN, Mining Companies | 67% | 33% | 0% | **100%** |
| Government-Funded Brokers | LCP, BREED Blacktown, Regional Industry Careers Advisor, Canning Coalition, Parramatta SIP | 80% | 20% | 0% | **100%** |
| Not-for-profit | Quality linCS, ABCN, Penrith School Industry Partnership, Science Teachers Association, ABCN, ABCN, AI Group | 86% | 14% | 0% | **100%** |

Table 1.9.1.3 Has the relationship been assisted by supporting ‘infrastructure’ such as tool kits, guidelines from government authorities or draft memoranda of understanding?\*

|  |  |  |
| --- | --- | --- |
| Supporting infrastructure | Number | % |
| No | 23 | 74% |
| Yes | 2 | 6% |
| No response | 6 | 19% |
| Total | **31** | **100%** |

## Overall Assessment of the Relationship

**Table 1.10.1 Overall, how would you rate this relationship?**

|  |  |  |
| --- | --- | --- |
|  | **Number** | **%** |
| Highly successful | 18 | 58% |
| Moderately successful | 6 | 19% |
| Too early to assess | 1 | 3% |
| Not successful | 0 | 0% |
| No response | 6 | 19% |
| Total | 31 | 100% |

Table 1.10.2 What are the most important factors that you believe have contributed to the success of the relationship?

|  |  |  |
| --- | --- | --- |
| Success factors | Number | % |
| A shared sense of ownership of the relationship | 22 | 92% |
| Good communication between the school and the business partner | 22 | 92% |
| A clear vision of what the relationship wants to achieve and how to achieve it | 20 | 83% |
| Specific and achievable goals that all stakeholders understand and support | 19 | 79% |
| Strong leadership and management | 18 | 75% |
| A strong relationship culture among the stakeholders | 17 | 71% |
| A school that is well connected to the community, other educators and business | 15 | 62% |
| Clear understanding of partner roles | 12 | 50% |
| Good infrastructure to support processes | 12 | 50% |
| Strong promotion of the relationship in the school and the business | 12 | 50% |
| Sufficient funding and resources | 11 | 46% |
| Valuable support from a broker to guide processes | 9 | 38% |
| Other (please specify) | 1 | 4% |
| Total (multiple responses) 24 | **190** | **100%** |

Table 1.10.3 Have there been any serious obstacles to the success of the relationship?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| No | 22 | 71% |
| Yes | 3 | 10% |
| No Response | 6 | 19% |
| Total | **31** | **100%** |

Table 1.10.4 Have any of the following inhibited the development of the relationship?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Time constraints impacting on the school to effectively contribute | 3 | 43% |
| Lack of funding and resources | 1 | 14% |
| Loss of key personnel | 1 | 14% |
| Time constraints impacting on the business to effectively contribute | 1 | 14% |
| Insufficient involvement of school leadership | 1 | 14% |
| Total (multiple responses 3) | **7** | **100%** |

### Changes in the last five years

Table 1.10.1.1 Has the nature of the relationship changed significantly in the last five years?

|  |  |  |
| --- | --- | --- |
| Changes in the last five years | Number | % |
| No significant changes | 9 | 29% |
| Yes – there have been significant changes | 8 | 26% |
| Not applicable | 8 | 26% |
| No response | 6 | 19% |
| Total | **31** | **100%** |

Table 1.10.1.2 How has the relationship changed over the last five years?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Increased in its size and scope | 7 | 88% |
| More effectively managed | 3 | 38% |
| Greater focus on the educational outcomes of the relationship | 3 | 38% |
| Greater focus on student skills | 3 | 38% |
| Greater use of technology | 3 | 38% |
| More systematically evaluated | 2 | 25% |
| Increased level of contribution from business partner | 2 | 25% |
| Total (multiple responses) 8 | **23** |  |

Table 1.10.1.3 In what areas has the relationship provided gains to the school(s)?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Major Gains | Minor Gains | Not Known at this Point | N/A | Total |
| Transition from school to work and developing employability skills of students | 50% (11) | 14% (3) | 18% (4) | 18% (4) | **100% (22)** |
| Enhancing school leadership and staff development | 44% (10) | 26% (6) | 13% (3) | 17% (4) | **100% (23)** |
| Supporting student aspirations and achievement (including students at risk and students in disadvantaged areas) | 54% (13) | 25% (6) | 13% (3) | 8% (2) | **100% (24)** |
| Providing additional infrastructure, resources or income streams for schools | 33% (8) | 25% (6) | 13% (3) | 9% (7) | **100% (24)** |
| Enhancing student engagement with industry/business | 48% (11) | 13% (7) | 30% (3) | 9% (2) | **100% (23)** |
| Building capacity and social capital of communities and individuals | 33% | 33% | 8% | 25% | **100%** |
| Other |  |  |  | 100% (3) | **100% (3)** |
| Average | **43%** | **25%** | **12%** | **20%** |  |

**Table 1.10.1.4 Where there any unexpected outcomes?**

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| No | 21 | 68% |
| Yes | 4 | 13% |
| No response | 6 | 19% |
| Total | **31** | **100%** |

**Table 1.10.1.5 Has the relationship been evaluated to assess the progress and outcomes?**

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| No | 14 | 45% |
| Yes | 11 | 35% |
| No response | 6 | 19% |
| Total | **31** | **100%** |

**Table 1.10.1.6 Have the evaluations been documented?**

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Yes | 9 | 81% |
| No | 2 | 19% |
| Total | **11** | **100%** |

Table 1.10.1.7 If yes would you be happy to share the results with PhillipsKPA for the purpose of this research?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| No | 6 | 67% |
| Yes | 3 | 33% |
| Total | **9** | **100%** |

### Impact of the Global Financial Crisis

Table 1.10.2.1 Has the Global Financial Crisis had any impact on the nature and extent of your business’s existing relationships or activities with schools?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| No | 19 | 61% |
| Yes | 6 | 19% |
| No response | 6 | 19% |
| Total | **31** | **100%** |

Table 1.10.2.2 Do you expect the Global Financial crisis to have any impact on the nature and extent of your business’s existing relationships or activities with schools?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| No | 22 | 71% |
| Yes | 3 | 10% |
| No response | 6 | 19% |
| Total | **31** | **100%** |

### School-Business relationships in general

Table 1.10.3.1 Are there other areas of your business operations that would benefit from additional school-business relationship activities?

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| No | 12 | 39% |
| Yes | 10 | 32% |
| No response | 9 | 29% |
| Total | **22** | **100%** |

# Research question

## Links between types of relationships and gains

Survey question: Can a certain kind of relationship be attributed to major gains in the school?

**Table 2.1.1 Relationships classified as highly successful**

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Improving human capital resources and national productivity | 4 | 22% |
| Building the capacity and social capital of communities and individuals | 8 | 44% |
| Enhancing educational opportunities for students, particularly those from disadvantaged backgrounds | 1 | 6% |
| Improving school performance and student achievement | 3 | 17% |
| No Response | 2 | 11% |
| Total | **18** | **100%** |

**Table 2.1.2 Relationships classified as moderately successful**

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Improving human capital resources and national productivity | 2 | 33% |
| Building the capacity and social capital of communities and individuals | 3 | 50% |
| Enhancing educational opportunities for students, particularly those from disadvantaged backgrounds | 0 | 0% |
| Improving school performance and student achievement | 1 | 17% |
| No Response | 0 | 0% |
| Total | **6** | **100%** |

**Table 2.1.3 Relationships experiencing major gains to the school by motivating factor of the relationship**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Major Gains in:** | **Improving human capital resources and national productivity** | **Building the capacity and social capital of communities and individuals** | **Enhancing educational opportunities for students, particularly those from disadvantaged backgrounds** | **Improving school performance and student achievement** | **No Response** | **Total** |
| Transition from school to work and developing employability skills of students | 36% (4) | 55% (6) | 0% (0) | 0% (0) | 9% (1) | 100 (1) |
| Enhancing school leadership and staff development | 10% (1) | 50% (5) | 10% (1) | 20% (2) | 10% (1) | 100% (10) |
| Supporting student aspirations and achievement (including students at risk and students in disadvantaged areas) | 23% (3) | 46% (6) | 8% (1) | 15% (2) | 8% (1) | 100% (13) |
| Providing additional infrastructure, resources or income streams for schools | 13% (1) | 50% (4) | 13% (1) | 25% (2) | 0% (0) | 100% (8) |
| Enhancing student engagement with industry/business | 36% (4) | 45% (5) | 9% (1) | 9% (1) | 0% (0) | 100% (11) |
| Building capacity and social capital of communities and individuals | 13% (1) | 38% (3) | 13% (1) | 25% (2) | 13% (1) | 100% (8) |
| Total | 23% (14) | 47% (29) | 8% (5) | 15% (9) | 7% (4) | 100% (61) |

Of the 61 instances where major gains have produced to the school due to the relationship:

* 45 (74%) are from relationships which can be described as a 'formal' or 'contractual' partnership
* 10 (16%) are from businesses that are represented on the governance body of the school with which they have a relationship
* 43 (70%) are from relationships which are targeted at specific groups of students
* 45 (74%) are from *businesses* who have a nominated an employee with designated responsibility for relationship liaison with the school
* 54 (89%) are from businesses where the *schools* involved in the relationships has nominated a staff member with specific responsibilities for relationship liaison
* 48 (79%) are from school-business relationships where other organisations (such as brokers, local councils and industry bodies) are involved in supporting the relationship

# Tables

**Table 3.1.1 Please indicate the major areas of focus of these relationships, including specific titles of activities where appropriate**

| **Relationship Title** | **Area of Focus** | **Brief Description** |
| --- | --- | --- |
| Adopt a school | Technology | Demonstrating careers in technology |
| Improving school participation in career choices | career choices | Partners in career education for students entering health services |
| literacy | Literacy | reading program where staff engaged in a reading program with primary students |
| Engaging students in work placements with potential for employment | Traineeships, Apprenticeships | as mentioned |
| Improving literacy | Literacy | Literacy buddies involving employee volunteers working with one local school |
| Karratha Education Initiative | academic improvement and enrichment | Project involves 28 smaller projects - academic programs, personal growth, leadership, teacher development, university scholarships etc. |
| Literacy Rescue | Literacy | Provision of materials in remote region; provision of professional development; support of role models into region; employees support with coaching and mentoring adults/parents teaching them to read |
| Kicking Goals | Mentoring / General Studies | Players and staff attend Hedland and Newman SHS to deliver messages around life style and education. |
| Jamison Trade School | Health Careers | In partnership with acute care hospital and DET Jamsion Trade School Health Service Initiative |
| Start Smart Financial Literacy Program | Literacy | StartSmart program delivers financial literacy workshops free of charge to secondary schools across the country - over 70,000 students each year |
| Assistance with ABW | marketing | Guest speaker, judge for activities and business studies week etc. |
| Partners in Learning | Leadership | CEO and senior leadership mentoring of school principals in special needs or disadvantaged schools in NSW & VIC |
| School Board | Management | Member of school board, though no children at school |
| ABCN SPARK | Literacy | Improving Literacy |
| Providing opportunities for students to manufacture real products | Engineering | Provide materials, advice, training |
| Teacher Support | Technical | Technical support for teachers with industry concepts |
| Work Experience | Trade Skills | We are involved with 3 local schools where we provide a working environment and supervision for students. |
| High School Mentoring | life skills | one-on-one mentoring of disadvantaged students who are at risk of leaving school early. |
| SPARK | Literacy | Helping primary school j=kids with one on one reading assistance. |
| Wiluna Literacy Rescue Project | Literacy - Reading and writing | $85,000 per annum towards improving teaching skills, working with parents, creating value for education in Wiluna. |
| Mentoring | Metalwork | Solar Car Construction & Operation |
| Spark Reading Program | Literacy | Reading programs through the Aust Business & Community Network with disadvantaged students in Macot and Alexandria |
| FLIS | Access to subjects | Year 12 subjects made available through technology |
| Improving maths and science | teacher training | Mickeslon ExxonMobil Teachers Academy. One week Primary School teacher training for 4 Australian teachers as part of a broader company program run in the USA. Fact sheet attached. |
| Premiers Award | Science & maths | Teacher PD for Science & Maths using TTIMs |
| Improving options for future employment | Future employment | Partnership to expose students to future employment in our community |
| school based apprenticeships | apprenticeships | assisting school to find employers to take on school based apprenticeships in construction |
| Careers Day at JPM offices | career | Hold career days at our offices for students to meet key staff & areas |
| Roebourne Pathways Program | Retention and Participation | involves a focus on Indigenous Education |
| Forest Studies | Environment | Support of "Forest" and targeted activities in external environment learning about environmental programs |
| TAFE Certificate IV | Generalist Football | Staff deliver lecture and practical elements of the Cert IV course. TAFE students assist in delivering practical WCE programs. |
| HEALTHWISE | Marketing of Health professions | Students able to access public hospital health professionals |
| ABCN volunteering Programs | Literacy | Through the Australian Business Community Network (ABCN) our staff mentor students across the country in reading and life skills |
| Guide to getting work | Life skills | Motivating Yr 11 & 12 in many areas of job seeking |
| GOALS | Student development | Staff mentoring of Year 9 students at 3 schools to motivate continuation of study |
| ABCN GOALS | Life skills | Improving confidence and skills for everyday life |
| School Support | Animals | Provide animals to school to raise |
| Primary school mentoring | Literacy | one-on-one mentoring of primary school children to improve reading skills |
| Mentoring | Metalwork | Construction of Mower Pulling Sled |
| Mentoring | Keeping young Students at High School | Mentoring mid teens students through the ABCN at Aleandria Parl high |
| Drama Tchr | Arts | Funding a Drama Tchr |
| Improving science & engineering | Promotion of science and engineering careers | National Youth Science Forum. fact sheet attached. |
| TTIMs Program | Ricj learning experience | Providing access to industry relevant current technology training platform & resources |
| job skills training | job skills | presenting seminars on job seeking skills and employer expectations to students at high schools |
| IT Equipment | IT | donate out of warranty IT equipment such as laptops, monitors, keyboards, etc |
| Tools for Change | Transition to YR 8 | Providing tools and awareness and team leadership building |
| ABCN Partners in Learning | Leadership | As part of our commitment to ABCN our CEO mentors the Head of a large school in an underprivileged area. We also provide leadership training for the teachers |
| Spark | Literacy | Staff mentoring primary school pupils to improve reading ability in 4 schools |
| ABCN Partners in Learning | Leadership Skills | Matching a business executive with a Principal or teacher to explore leadership challenges together |
| Branding | Industry Image | Attend school careers days to show the variety of job available in industry |
| Visits to Corporate | Career advice | students visit the office to find out about the various careers available at our firm |
| Advisor | Metalwork | Asist Deni Tafe Pulling Mowers Construction |
| Aviation Industry | Industry development | Providing industry expertise and equipment to Aviation High for the development of meaningful curriculum for students who want a career in Aviation |
| Mining Academy | Mining | Funding of Mining Academy |
| Improving science education | School Excellence Award | WA Premier's Science School of the Year Award |
| WIL | Technology | Work Integrated learning at the University Level. |
| Goals setting | Mentoring | we get JPM staff to help mentoring year 9/10 students with regards to goals settings, career advice & communication |
| Scholarships | Indigenous | Day & residential scholarships for students from regional communities - an opportunity for alternative education |
| Indigenous Scholarships | Scholarships | We have provided $1million to Australia Indigenous Education Fund to help Indigenous students from remote areas attend school |
| Aspirations | Career Development | Staff mentoring Year 10-11 students to improve employment skills and motivation |
| Aspirations | Life Skills / Career | Follow on from GOALS program - Help students with furthering their careers and confidence |
| Small Tours | Site access | conduct very small tour groups on occasion |
| CEO/Principal mentoring | exchange of knowledge between CEO and Principal | Regular catch ups to discuss various challenges and possible ways of solving them |
| Sister Schooling | Interaction | Remo0te Schools have Metro Sister Schools |
| Science, maths and environment | grants | ExxonMobil Australia provides contributions/grants to schools near company facilities to support maths, science and environmental projects. |
| Global Day of Service | Property/infrastructure | we got staff to volunteer and go out to the school to help paint class rooms of the school |
| Breakfast Clubs | Health | Various support to provide breakfast for students |
| School Based Traineeships | Work experience | We provide up to 80 Indigenous students the opportunity to undertake paid work in our branches in their last year at school |
| Career Choice Day | Career Development | Annual hosting of students from 8 schools into our offices to raise awareness of career options and choices |
| Career Choice Day | Career Choices | Enhance Career Choices for students |
| Ad hoc support | E.G Marketing and Graphics assistance | Using the skills of the people in our marketing and graphics team to help develop collateral for the school |
| Music | Arts | Funding Music Teacher |
| Local school support | Employee volunteering | ExxonMobil employees who volunteer can nominate the school to receive $1000, under the Volunteer Involvement Program. |

**Table 2: Please provide the following information about the schools**

| **Name of School** | **School Type** | **School Size** | **State/ Territory** | **School Sector** | **Geographic Location** |
| --- | --- | --- | --- | --- | --- |
| Fairfield High School | Secondary | 501+ | NSW | Government | Metropolitan |
| Granville South High School |  |  |  |  |  |
| Pacific Lutheran college | K-12 | 501+ | QLD | Independent | Regional |
| Meningie area School | Secondary | 101-300 | SA | Government | Regional |
| Colyton Trade High School | Secondary | 301-500 | NSW | Government | Metropolitan |
| Thornlie Senior High School | Senior secondary college | 301-500 | WA | Government | Metropolitan |
| Fairfield High School | Secondary | 501+ | NSW | Government | Metropolitan |
| Karratha Senior High School | Secondary | 501+ | WA | Government | Regional |
| Wiluna Community School | Primary | 1-100 | WA | Government | Remote |
| Yerecoin PS | Primary | 1-100 | WA | Government | Regional |
| Jamison High School | Secondary | 301-500 | NSW | Government | Remote |
| Cabramatta High School | Secondary | 501+ | NSW | Government | Remote |
| Nepean High School | Secondary | 501+ | NSW | Government | Metropolitan |
| Canterbury Boys' High School | Secondary | 301-500 | NSW | Government | Metropolitan |
| St Paul's Primary School | Primary | 101-300 | WA | Catholic | Regional |
| Fairfield High School | Secondary | 501+ | NSW | Government | Metropolitan |
| Kelvin Grove State College | Secondary | 501+ | QLD | Government | Metropolitan |
| Logan Lea High School | Secondary | 301-500 | QLD | Government | Metropolitan |
| Runcorn State High School | Secondary | 501+ | QLD | Government | Metropolitan |
| Granvill South High School | Secondary | 301-500 | NSW | Government | Metropolitan |
| Auburn Girls HS | Secondary | 501+ | NSW | Government | Metropolitan |
| Marubra Public | Primary | 301-500 | NSW | Government | Metropolitan |
| Wiluna Remote Community School | K-12 | 1-100 | WA | Government | Remote |
| Glenmore High School | Secondary | 501+ | QLD | Government | Regional |
| Finley High School | Secondary | 501+ | NSW | Government | Regional |
| Aviation High | Secondary | 101-300 | QLD | Government | Metropolitan |
| Newman SHS | Secondary | 301-500 | WA | Government | Regional |
| Longford PS | Primary |  | VIC | Government | Regional |
| Granville Boys | Secondary | 301-500 | NSW | Government | Metropolitan |
| Glossop High | Secondary | 101-300 | SA | Government | Regional |
| Ursula Frey | Secondary | 301-500 | WA | Catholic | Metropolitan |
| Granville South High School | Secondary | 301-500 | NSW | Government | Metropolitan |
| St Luke's College | Secondary | 301-500 | WA | Catholic | Regional |
| Good Shepherd PS | Primary | 301-500 | WA | Catholic | Metropolitan |
| St Columbus | Secondary | 301-500 | NSW | Catholic | Regional |
| Blaxland High School | Secondary | 301-500 | NSW | Government | Metropolitan |
| St Albans Secondary College | Secondary | 301-500 | VIC | Government | Metropolitan |
| Cabramatta High School | Secondary | 501+ | NSW | Government | Metropolitan |
| Sunnybank Hills State High School | Secondary | 501+ | QLD | Government | Metropolitan |
| Preston Girls Secondary College | Secondary | 301-500 | VIC | Government | Metropolitan |
| Preston Girls HS | Secondary | 501+ | VIC | Government | Metropolitan |
| Hamilton | Secondary | 501+ | SA | Government | Metropolitan |
| Jigalong | K-12 | 101-300 | WA | Government | Remote |
| Arndell Anglican College | Senior secondary college | 301-500 | NSW | Independent | Metropolitan |
| St Clair High School | Secondary | 501+ | NSW | Government | Metropolitan |
| Loganlea State School | Secondary | 301-500 | QLD | Government | Metropolitan |
| Calamvale College | Secondary | 501+ | QLD | Government | Metropolitan |
| Granville Boys HS | Secondary | 301-500 | NSW | Government | Metropolitan |
| Oakbank | K-12 | 301-500 | SA | Government | Metropolitan |
| Port Kennedy PS | Primary | 501+ | WA | Government | Metropolitan |
| Parramatta High School | Secondary | 301-500 | NSW | Government | Remote |
| Caroline Chisholm | Secondary | 501+ | NSW | Catholic | Metropolitan |
| Cecil Andrews High School | Secondary | 501+ | VIC | Government | Metropolitan |
| Wanneroo Senior High School | Secondary | 501+ | WA | Government | Metropolitan |
| The Girls Grammar | Secondary | 501+ | QLD | Independent | Regional |
| Mount Lawley | Secondary | 501+ | WA |  |  |

**Table 3.1.2 Please provide the following information about you**

| **Your name** | **Position/title** | **Name of business/ organisation** | **Email address** | **Phone number (optional)** |
| --- | --- | --- | --- | --- |
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|  |  |  |  |  |
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# 4. School-Business Relationships – Business Survey

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**Instructions**

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The questionnaire is concerned with three areas:

1. You and your business.

2. Activities, programs or projects that involve your business working with schools.

3. Information about 'significant relationships' your business may have with schools.

Depending on the level of written response, it will take approximately **15-20 minutes** to complete the questionnaire.

You can navigate through the survey by using the **next** and **previous** button at the bottom of each page.

The questionnaire does not need to be completed in one sitting. Responses can be saved and finished at a later date.

All information in the survey will be treated with the **strictest confidentiality**. The results will only be reported in a general and statistical form and businesses will not be identified in reports without express permission.

Should you have any queries in relation to the survey instrument or the data gathering process more generally, please contact **Geoff Noblett** at [**gnoblett@phillipskpa.com.au**](mailto:chris.kirby@cba.com.au).

Australian Government Statistical Clearing House Approval Number **02051-01**.

**Are you ready to start the survey?\***

( ) Yes 🡪 **Go to Page 3**

( ) No

=============================================

**Save and continue later**

=============================================

**Please supply an email address to save your progress. A unique link will be emailed to you that will allow you to return to your survey where you left off.**

Please enter your email address\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**About you and your business**

=============================================

**Please provide the following information about you and your business.**

Your name\*

Position/title\*

Name of business/organisation\*

Email address\*

Phone number (optional)\*

What size is the business?\*

( ) micro (< 5 employees)

( ) small (5-19 employees)

( ) medium (20–199 employees)

( ) large (200 or more employees)

Where does your business operate?\*

( ) Internationally

( ) Nationally

( ) Regionally

( ) Locally

In which State / Territory are you located?\*

( ) ACT

( ) NSW

( ) NT

( ) QLD

( ) SA

( ) TAS

( ) VIC

( ) WA

What industry sector is the business in? \*

( ) Accommodation, cafes, restaurants

( ) Agriculture, forestry, fishing

( ) Banking

( ) Communication services

( ) Construction

( ) Cultural and recreational services

( ) Electricity, gas, water supply

( ) Finance and insurance

( ) Health and community services

( ) Manufacturing

( ) Mining

( ) Property and business services

( ) Retail trade

( ) Transport and storage

( ) Wholesale trade

( ) Other (please identify)

=============================================

**Current forms of relationships**

=============================================

**Transition from school to work and developing employability skills of students**

( ) School based apprenticeships and traineeships

( ) Providing work placements linked to vocational education and training ('VET in Schools' programs)

( ) Work experience for students

( ) Providing careers information

( ) Work readiness - mentoring and coaching

( ) Other (please specify)

( ) Industry awareness programs

**Enhancing school leadership and staff development**

( ) Mentoring and coaching programs for school leaders, teachers or other staff

( ) Expert advice for principals, other school leaders and/or school council/board members

( ) Professional development for teachers or other staff

( ) Work shadowing

( ) Drawing on business expertise to provide advisory/consulting services

( ) Opportunities for teachers or other staff to gain industry experience

( ) Other (please specify)

**Supporting student aspirations and achievement (including students at risk and students in disadvantaged areas)**

( ) Mentoring and coaching programs for students

( ) Literacy and numeracy programs

( ) Leadership and life skills development

( ) School-based scholarships/grants

( ) Industry awareness programs

( ) Other (please specify)

**Providing additional infrastructure, resources or income streams for schools**

( ) ‘In kind’ donations e.g. use of facilities

( ) Volunteer programs

( ) Community loyalty programs where a percentage of income goes to the school

( ) Support of school fund-raising activities e.g. publicity, equipment, prizes

( ) Provision of learning resources and materials

( ) Infrastructure support e.g. IT equipment and services, business systems, school maintenance

( ) Enhancement of facilities e.g. playgrounds, gardens

( ) Other (please specify)

**Enhancing student engagement with industry/business**

( ) Raising awareness of business operations

( ) Enhancing maths/science/technology knowledge

( ) Professional development for teachers in specific subjects

( ) Providing expertise to support curriculum design and/or teaching programs

( ) Excursions into industry

( ) Industry/business experience for teaching staff

( ) Other (please specify)

**Are there any other relationships, including informal programs or ad hoc activities that involve your business working with school(s)?**

( ) Yes

( ) No

**If yes, please provide brief details.**

**Does your business derive any direct or indirect benefits from the relationship with schools?**

( ) Major benefits

( ) Minor benefits

( ) No benefits 🡪 **Skip logic**

**What form do these benefits take?**

( ) Opportunities to interact with potential recruits

( ) Exposure of industry/business to potential recruits

( ) Opportunities for developing staff through volunteer activity

( ) Promotion of business through signage and/or school newsletters

( ) Exposure of products or brands

( ) Opportunities for teachers to gain Industry/business experience

( ) Enhancing the reputation of the business by engaging in community capacity building

( ) Opportunities to contribute to the development of young people

( ) Not applicable

( ) Other (please specify)

**Is your business involved in public-private partnership initiatives with schools? \***

( ) Yes

( ) No

*A Public Private Partnership is broadly defined as a partnership between the public sector and the private sector for the purposes of designing, financing, constructing or operating projects which would traditionally fall within the remit of the public sector e.g. building schools.*

**If yes, please provide brief details.**

**Does your business currently have any significant relationships with a school or schools?**

( ) Yes 🡪 **Go to Page 10**

( ) No

*A ‘significant school business relationship’ features a sustained investment of time and resources (human and/or financial or ‘in kind’ by the school and business to foster a program or range of activities which delivers tangible benefits to both the school and the business involved.*

*The relationship may be governed by a contract, memorandum of understanding or other form of written agreement although this may not necessarily be a feature of all significant relationships.*

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**No current significant relationships with schools**

=============================================

**1. Has your business had a significant relationship with a school or schools in the past? \***

( ) Yes

( ) No 🡪 **Go to Q6**

**2. What was the primary purpose of that relationship?**

**3. What were the major activities?**

**4. Why did this significant relationship cease operating?**

**5. Has the Global Financial Crisis had any impact on the nature and extent of this relationship? \***

( ) Yes

( ) No

**5a. If yes, please specify.**

**6. Does your business wish to establish significant relationship with schools in the future? \***

( ) Yes

( ) No 🡪 **Go to Q10**

**7. What would be your main motive for establishing relationships with schools?**

**8. What kinds of relationship activities would be of most value to your business?**

**9. What do you see as the potential obstacles to establishing such relationships in the future?**

**10. Please outline the reasons for not wishing to establish relationships with schools?**

**11. Do you expect the Global Financial Crisis to have any impact on the nature and extent of any future relationships with schools? \***

( ) Yes

( ) No

**11a. If yes, please explain briefly.**

**12. Please include any additional comments here.**

=============================================

**Business with current significant relationships**

=============================================

**Overview**

**Please indicate the major areas of focus of these relationships, including specific titles of activities where appropriate.**

***Examples***

|  |  |  |
| --- | --- | --- |
| *Title of relationship* | *Area of focus* | *Brief description* |
| Improving literacy | Literacy | Literacy buddies involved employee volunteers working with six local schools |
| Improving school profile and performance | Marketing | ‘Partners in leadership’ involved senior executives assisting school in marketing project |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Title of relationship** | **Area of focus** | **Brief description** |
| **Relationship 1** |  |  |  |
| **Relationship 2** |  |  |  |
| **Relationship 3** |  |  |  |
| **Relationship 4** |  |  |  |
| **Relationship 5** |  |  |  |

**What were the main factors motivating your business involvement in these relationships?**

**How many schools are involved with your business in these significant relationships?**

**Most effective/significant relationship**

**We are interested to know more about a particular relationship with a school or schools that you consider to be the most effective or significant.**

**About the most effective/significant relationship**

**Please provide the name or title of this relationship\***

=============================================

**The most effective/significant relationship with school(s)**

=============================================

**The next few questions are about [*Title of the relationship*]**

**1. How many schools are involved with your business in this relationship? \***

( ) 1

( ) 2

( ) 3

( ) 4

( ) 5 or more

**Please provide the following information about the school(s).**

***(hidden) (Please enter names and details of up to four schools only.)***

***School 1***

========================

Name of school

School type

School size

State/territory

School sector

Geographic location

***School 2***

========================

***School 3***

========================

***School 4***

========================

**2. Does the relationship involve a major product or service of your business? \***

( ) Yes

( ) No

**If yes, please describe briefly.**

**3. What is the major area of focus of this relationship? Please provide a brief description.**

**4. What is the primary purpose of the relationship?**

**5. What were the main factors motivating this particular relationship?**

**6. How important were the following in motivating this particular relationship? \***

|  | **High** | **Medium** | **Low** | **Not Applicable** |
| --- | --- | --- | --- | --- |
| Requirement of government initiative or policy |  |  |  |  |
| Corporate social responsibility (CSR) policy |  |  |  |  |

**7. For how many years has this relationship been active?**

( ) Less than 1 year

( ) 1 – 2 years

( ) 2 – 4 years

( ) 4 – 10 years

( ) More than 10 years

**8. How was this relationship first initiated? \***

( ) Personal contact through an existing connection (e.g. a parent in the business)

( ) Direct approach by business owner / CEO

( ) Direct approach from school principal

( ) Initiated by business employee

( ) Direct approach from your business to school partner

( ) Direct contact from a broker organisation (e.g. Local Community Partnerships or Regional Industry Career Advisers)

( ) Direct contact from a not-for-profit or philanthropic organisation

( ) Brokered by local government

( ) Local community initiative

( ) Other (please specify)

( ) Direct approach from an industry body

( ) Not sure

**9. Is this relationship targeted at specific groups of students?**

( ) Yes

( ) No

**If yes, please identify the target groups.**

**10. Approximately what proportion of your employees participate in this relationship?**

**11. Does the relationship offer the opportunity for product placement or branding for your business? \***

( ) Yes

( ) No

**If yes, please outline how the product placement or branding occurs.**

**12. Could this relationship ([*Title of the relationship*]) be described as a ‘formal’ or ‘contractual’ partnership?**

( ) Yes

( ) No 🡪 **Go to Q13**

*A formal or contractual partnership is defined as one where the arrangements are set out in a document (such as a contract or memorandum of understanding) agreed by the governing body of the school and CEO or Board or management representative of the company.*

**12a. How has this partnership program been formalised? \***

( ) Formal contract

( ) Memorandum of understanding

( ) Other (please specify)

( ) Through a broker

**13. Are the current formal/contractual relationships in which your company is involved, controlled and managed centrally, or are they devolved to local branches/outlets?**

( ) Controlled and managed centrally 🡪 **Go to Q14**

( ) Devolved to local branches/outlets

**13a. If devolved, please provide details about the company policy and management guidelines that support these local level partnerships.**

**Governance and administration**

**14. Is your business represented on the governance body of the school(s)?**

( ) Yes

( ) No

**15. Has your business nominated an employee with designated responsibility for relationship liaison with the school(s)?**

( ) Yes 🡪 **Go to Q16**

( ) No

**15a. Please provide the title/position of that person.**

**16. Has the school partner(s) nominated a staff member with specific responsibilities for relationship liaison?**

( ) Yes

( ) No

**16a. If yes, please select the designation of nominated staff**

( ) Principal

( ) Assistant Principal

( ) Business Manager

( ) Career Adviser

( ) Other

( ) VET Teacher

**Supporting infrastructure**

**17. Are any other organisations involved in supporting '[*Title of the relationship*]'?**

( ) Yes

( ) No 🡪 **Go to Q18**

**Examples of other organisations include:**

\* Independent brokers (e.g. Ardoch Youth Foundation)

\* Government-funded broker agencies (e.g. Local Community Partnerships)

\* Not for profit organisations/philanthropies/granting bodies (e.g. Australian Business and Community Network or Foundation for Young Australians)

\* Corporate sponsored program (e.g. Schools First)

**18. Please list the organisations involved in supporting this relationship and rate their level of involvement.**

**Name of Organisation Level of involvement**

HighMediumLow

Independent brokers (Org 1) \_\_\_\_\_ ( ) ( ) ( )

Independent brokers (Org 2) \_\_\_\_\_ ( ) ( ) ( )

Government-funded broker (Org 1) \_\_\_\_\_ ( ) ( ) ( )

Government-funded broker (Org 2) \_\_\_\_\_ ( ) ( ) ( )

Not for profit (Org 1) \_\_\_\_\_ ( ) ( ) ( )

Not for profit (Org 2) \_\_\_\_\_ ( ) ( ) ( )

**19. Has the relationship been assisted by supporting 'infrastructure' such as toolkits, guidelines from government authorities or draft memoranda of understanding? \***

( ) Yes

( ) No

**If yes, please indicate any that have played a significant role in supporting the relationship.**

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**Overall assessment of the relationship**

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**Focusing on the relationship '[*Title of the relationship*]'**

**20. Overall, how would you rate this relationship?**

( ) Highly successful

( ) Moderately successful

( ) Not successful 🡪**Go to Q22**

( ) Too early to assess 🡪**Go to Q22**

**21. What are the most important factors that you believe have contributed to the success of the relationship? (Select all that apply)**

( ) Strong leadership and management

( ) A clear vision of what the relationship wants to achieve and how to achieve it

( ) A strong relationship culture among the stakeholders

( ) A school that is well connected to the community, other educators and business

( ) Specific and achievable goals that all stakeholders understand and support

( ) A shared sense of ownership of the relationship

( ) Good communication between the school and the business partner

( ) Strong promotion of the relationship in the school and the business

( ) Valuable support from a broker to guide processes

( ) Good infrastructure to support processes

( ) Sufficient funding and resources

( ) Clear understanding of partner roles

( ) Other (please specify)

**22. Have there been any serious obstacles to the success of the relationship?**

( ) Yes

( ) No 🡪 **Go to Q23**

**22a. Have any of the following inhibited the development of the relationship? (Select only those that apply)**

( ) Lack of clarity in setting and monitoring objectives

( ) Significant cultural differences between the partners

( ) The school has difficulties connecting with the community, other educators and business

( ) Lack of specific and achievable goals that all stakeholders understand and support

( ) No clear sense of ownership of the relationship

( ) Unequal contributions to the relationship

( ) Ineffective communication between the school and the business partner

( ) Lack of promotion of the relationship in the school

( ) Lack of promotion of the relationship in the business

( ) Insufficient support from a broker to guide processes

( ) Lack of infrastructure to support processes

( ) Lack of funding and resources

( ) Unclear understanding of relationship roles

( ) Loss of key personnel

( ) Time constraints impacting on the capacity of the school to effectively contribute

( ) Time constraints impacting on the capacity of the business to effectively contribute

( ) Insufficient involvement of school leadership

( ) Insufficient involvement of CEO/owner/manager of the business

( ) Other (please specify)

**23. How could the relationship with the school(s) be improved?**

**24. What additional support would help to make those improvements?**

**Changes in last five years**

**25. Has the nature of the relationship changed significantly over the last five years?**

( ) Yes – there have been significant changes

( ) No significant changes 🡪 **Go to Q26**

( ) Not applicable 🡪 **Go to Q26**

**25a. How has the relationship changed over the last five years? (Please select all that apply).**

( ) Increased in its size and scope

( ) Decreased in its size and scope

( ) More effectively managed

( ) More systematically evaluated

( ) Greater focus on the business outcomes of the relationship

( ) Greater focus on the educational outcomes of the relationship

( ) Greater focus on student skills

( ) Greater use of technology

( ) Increased level of contribution from business partner

( ) Other (please specify)

**26. In what areas has the relationship provided gains to the school(s)?**

**[*Title of the relationship*]**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Major gains** | **Minor gains** | **Not known at this point** | **N/A** |
| Transition from school to work and developing employability skills of students |  |  |  |  |
| Enhancing school leadership and staff development |  |  |  |  |
| Supporting student aspirations and achievement (including students at risk and students in disadvantaged areas) |  |  |  |  |
| Providing additional infrastructure, resources or income streams for schools |  |  |  |  |
| Enhancing student engagement with industry/business |  |  |  |  |
| Building capacity and social capital of communities and individuals |  |  |  |  |
| Other |  |  |  |  |

**27. Please provide examples of any specific gains made as a result of this relationship?**

**28. Were there any unexpected outcomes that emerged as a result of this program?**

( ) Yes

( ) No

**If yes, please elaborate on the unexpected outcomes.**

**29. Has this relationship been evaluated to assess the progress and outcomes?**

( ) Yes

( ) No 🡪 **Go to Q31**

**If yes, please describe briefly the evaluation process and its findings.**

**30. Have the findings of the evaluation been documented?**

( ) Yes

( ) No

**If yes, would you be happy to share the results with PhillipsKPA for the purpose of this research?**

( ) Yes

( ) No

**If yes, please send the relevant documents to** [**research@phillipskpa.com.au**](mailto:monica.cook@sesiahs.health.nsw.gov.au)

**Impact of the Global Financial Crisis**

**31. Has the Global Financial Crisis had any impact on the nature and extent of your business’s existing relationships or activities with schools? \***

( ) Yes

( ) No

**If yes, please specify.**

**32. Do you expect the Global Financial Crisis to have any impact on the nature and extent of your business’s future relationships or activities with schools? \***

( ) Yes

( ) No

**If yes, please explain briefly.**

**School-business relationships in general**

**33. Are there other areas of your business operations that would benefit from additional school-business relationships?**

( ) Yes

( ) No

**If yes please elaborate.**

**34. What plans does your business have for future involvement in school-business relationship activities?**

**35. Please include any additional comments here.**

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**Other significant relationships - 2**

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**Thank you for your contribution to the survey. Do you wish to contribute responses about other significant relationships currently operating with a school or schools?**

( ) Yes

( ) No 🡪 **Go to Page 23**

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**2nd - Business with current significant relationships**

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**About the second of the most effective/significant relationships**

**Please provide the name or title of this relationship**

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**Other significant relationships - 3**

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**Thank you for your contribution to the survey. Do you wish to contribute responses about other significant relationships currently operating with a school or schools?**

( ) Yes

( ) No 🡪 **Go to Page 23**

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**3rd - Business with current significant relationships**

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**About the third of the most effective/significant relationships**

**Please provide the name or title of this relationship**

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**Further contact**

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**Before we conclude the survey we would like to know if you are happy for PhillipsKPA to contact you for any further information regarding your business's relationships with schools?**

( ) Yes

( ) No

***Please confirm your contact details.***

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Your name

Position/title

Email address

Phone number (optional)

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**Survey complete. Thank you!**

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**On behalf of DEEWR, PhillipsKPA thanks you for your time and contribution. Your responses have been received. To exit, simply close your internet browser.**