



**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

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PhillipsKPA Pty Ltd ABN 71 347 991 372

Suite 10, 150 Chestnut Street, Richmond Victoria Australia 3121

Phone: (03) 9428 8600 Fax: (03) 9428 8699 Email: info@phillipskpa.com.au

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1 Analysis of business survey

1.1 Overview

Sample size: 66 businesses

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

1.2 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%

1.3 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 Responses) 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; TIMMs 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	

1.4 *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%

1.5 *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%

1.6 *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%

1.7 *Businesses with Current Significant Relationships*

1.7.1 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%

1.8 *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%

1.9 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 the 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%

1.9.1 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%

1.10 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%

1.10.1 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 <u>educational outcomes</u> 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%

1.10.2 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%

1.10.3 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%

2 Research question

2.1 *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

3 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 Jamison 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 kids with one on one reading assistance.

Relationship Title	Area of Focus	Brief Description
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	Mickelson 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

Relationship Title	Area of Focus	Brief Description
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

Relationship Title	Area of Focus	Brief Description
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

Name of School	School Type	School Size	State/Territory	School Sector	Geographic Location
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)
Anne Rogan	Business Development	Curriculum Corporation	anne.rogan@curriculum.edu.au	03 92079681
Julia Rutsch	Investment Banking - Business Manager	JPMorgan	julia.a.rutsch@jpmorgan.com	
David Jones-Prichard	Executive Director	J.P. Morgan	david.jones-prichard@jpmorgan.com	
John Galvin	General Manager- Corporate Services	Georgiou Group Pty Ltd	john.galvin@georgiou.com.au	
Peter Dawson	CEO	SAGE	peter.dawson@gotosage.com	
Mike Angley	Manufacturing Manager	Sealed Air Corp	mike.angley@sealedair.com	
Cate Curry	EO/DoN&M	Coorong Health Service, Meningie Campus	cate.curry@health.sa.gov.au	(08)85752777
Yolande Dippenaar	HR Officer - Services	OneSteel Whyalla	dippenaar@onesteel.com	
Zina Ainsworth	Community Relationships Co-ordinator	Illawarra Coal	zina.m.ainsworth@bhpbilliton.com	
Jan Pastuck	manager	Ropes Crossing Skilling & Employment	jan.pastuck@lendlease.com.au	
Trish Stephenson	Human resources manager	Novotel Perth Langley (Hotel)	h1764-hr@accor.com	(08) 9425 1673
Tony Harwood	Site Manager	Transfield Services	harwoodt@transfieldservices.com	0408 024 029
Julia Rutsch	Business Management	Investment Bank	julia.a.rutsch@jpmorgan.com	
Kylie Boyd	Karratha Education Initiative Coordinator	Woodside on behalf of North West Shelf Venture	kylie.boyd@woodside.com.au	
Peter Browne	Director	Peter Browne Consulting	peterjbrowne@bigpond.com	
Martin Gamble	General Manager	Gamcorp Pty Ltd	martin.gamble@gamcorp.com.au	
Louanne Munz	Principal Community Advisor	BHP Billiton Nickel West	louanne.munz@bhpbilliton.com	
Helen Attard	Admin	King's Fibreglass Pty Ltd	helen@kingsfibreglass.com.au	
Kim Hannah	Schools and Community Program Coordinator	West Coast Eagles Football Club	kimh@wce.com.au	08 9388 4532
Graeme Ellis	M D	Granor Rubber & Eng Pty Ltd.	graeme@granor.com.au	039762 9699
Rhys Dowell	Duty Manager	Knotts Crossing Resort	rhys@knottscrossing.com.au	
Yvonne Brugmans	Health professions In Schools Coordinator	Sydeny West area Health Service	yvonne.brugmans@swahs.health.nsw.gov.au	(02)98403867
Sue Heins	Secretary	Warringah Chamber of Commerce & Industry Inc.	info@warringahchamber.com.au	0402 819 031
Carlie Bills	HR Officer / Training Coordinator	Schindler Lifts	carlie.bills@au.schindler.com	
Christopher Kirby	General Manager, Community	Commonwealth Bank of Australia	chris.kirby@cba.com.au	
Gai Lambert	Marketing Manager	The Good Guys Penrith	marketing038@thegoodguys.com.au	47320000
Donna Kildea	Head of Business Services	The Summerland Credit Union Limited	dkildea@summerland.com.au	

Your name	Position/title	Name of business/ organisation	Email address	Phone number (optional)
Nick	Slape	Yalumba wine company	nslape@yalumba.com	
Kevin Farmer	Director, Community Relations	Goldman Sachs JBWere	kevin.farmer@gsjbw.com	02 9321-8507
Ron Ward	General Manager - Tasmania	Veolia Environmental services	ron.ward@veolia.com.au	0419 233 728
Malcolm Addie	Partner	R & M Environmental Services	robyn2608@hotmail.com	02 47290233
Mark Blayney	Managing Director	Carr Civil Contracting	mblayney@carrcivil.com.au	08 9143 2900
Sally Hollingdale	Community Involvement Coordinator	Stockland	sally.hollingdale@stockland.com.au	
jenny davis	executive policy adviser	energyaustralia	jdavis@energy.com.au	
Val Howard	Training Administrator	G. James Australia Pty Ltd	training@gjames.com.au	
Lunetta	HR Administrator	Juniper	careers@juniper.com.au	
Karen McCraw	CEO	Karden Disability Support Foundation Inc	KarenM@karden.org.au	
David Matthews	GMHR	Teys Bros	davidm@teysbros.com.au	
Geoff Hussey	Education Support Officer	Surface Dynamics	geoff@surfdyne.com	
John Major	HR Manager	Tom Stoddart Pty Ltd	jmajor@stoddart.com.au	
Sonja Bernhardt	CEO	ThoughtWare	sonjab@thoughtware.com.au	
Peter Callaghan	CEO	Community Employment Options Inc	pcallaghan@employment.org.au	
Andrew Donohoe	Head of Marketing and Comms	J.P. Morgan	andrew.m.donohoe@jpmorgan.com	
Rebecca Perry	Head of Resourcing Remuneration & Benefits	Mallesons Stephen Jaques	rebecca.perry@mallesons.com	
Stuart Spence	HR Manager	Australian Helicopters	sspence@austheli.com	0407-690-980
Hr Mgr	Human Resource Manager	Pinata Marketing Aust Pty Ltd	qa@pinata.com.au	
Donna Mullins	Senior Coordinator, Corporate Citizenship	KPMG	dmullins@kpmg.com.au	02 9335 7823
Connaghan	CEO	STW Group	connaghan@stwgroup.com.au	
Kelli Saron	Administration Manager	PCD Steel Processing	kelli@pcdsteel.com.au	
Jackie Giegerl	HR Manager	Protector Aluminium	jackie@protectoraluminium.com.au	
Michael Franzmann	Qld Operations Manager	Maxima Group Inc	michael.franzmann@maxima.com.au	
Linda Morris	Human Resources	Q Catering Cairns	lindamorris@qantas.com.au	0438 577 401
Paul Hoffman	General Manager	Express Coach Builders	info@expresscoachbuilders.com	
Andrew Hocking	Manager Corporate Citizenship and Affairs	IBM	andhock@au1.ibm.com	
Monica Cook	Schools Project Officer	Sydney Children's Hospital, Randwick	monica.cook@sesiahs.health.nsw.gov.au	
Nigel Ferguson	CEO	Edstein Creative	nigelf@edstein.com.au	
Kevin McCaffrey	Managing Director	Excel Hydraulics	kevin@excel.com.au	
Larisa Villis	Director Policy	Department of Employment, Economic	Laridsa.villis@deedi.qld.gov.au	

Your name	Position/title	Name of business/ organisation	Email address	Phone number (optional)
		Development and Innovation		
Helen Savage	Secretary	Stockmaster Pty Ltd	helen@stockmaster.net.au	
Sam Nicolosi	General Manager	Creative Industries Skills Council	sam@cisc.com.au	
Meg Lupton	National Community and Sustainability Manager	Insurance Australia Group	megan.lupton@iag.com.au	
Shirley Davies	Chief Executive	Qantas Foundation / Qantas	qantasfoundation@qantas.com.au	
Jennifer Dawson	Community & Aboriginal Affairs Coordinator	BHP Billiton Mount Keith Operations	jennifer.dawson@bhpbilliton.com	
Tim Dobe	Factory operations manager	McConaghy boats	tdobe@mcconaghy-aus.com	99977722
Trudie White	HR Advisor	G&S Engineering Services	twhite@g-s.com.au	
jan johnson	Human resources manager	bundaleer care services	janj2450@bigpond.com	
Sue Adams	Program Manager	Career Links CQ	coordinator@careerlinks.org.au	
Joe Cottam	Owner/Manager	Cottam Engineering p/L	cottamengineering@bigpond.com	
Judy Fenton	HR Manager	Collins Restaurants Management Pty Ltd (KFC Qld)	jfenton@collinsfg.com.au	07 3352 0955
Karina Notley	Senior HR Adviser	Australian Maritime Safety Authority	knn@amsa.gov.au	
jenny hertrick	Student Welfare Manager	Study Group	jhertrick@studygroup.com	
Craig Buller	Manager Engagement & Culture	Qantas	craigbuller@qantas.com.au	
David Clarke	CEO	Investec Bank (Australia) Ltd	david.clarke@investec.com.au	9293 2000
Doug Cavanough	Apprentice Coordinator	Integral Energy	douglas.cavanough@integral.com.au	
Peter Browne	Education Consultant	Consult to BHPBilliton Iron Ore	peterjbrowne@bigpond.com	
Athol Chalmers	Chief of Staff	Telstra	athol.chalmers@team.telstra.com	
Lisa Trood	Manager Community Relations	ExxonMobil Australia	lisa.trood@exxonmobil.com	03 92703440

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 Noble** at gnolett@phillipskpa.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

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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*: _____

=====
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? *

- | | |
|---|---|
| <input type="checkbox"/> Accommodation, cafes, restaurants | <input type="checkbox"/> Mining |
| <input type="checkbox"/> Agriculture, forestry, fishing | <input type="checkbox"/> Property and business services |
| <input type="checkbox"/> Banking | <input type="checkbox"/> Retail trade |
| <input type="checkbox"/> Communication services | <input type="checkbox"/> Transport and storage |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Wholesale trade |
| <input type="checkbox"/> Cultural and recreational services | <input type="checkbox"/> Other (please identify) |
| <input type="checkbox"/> Electricity, gas, water supply | |
| <input type="checkbox"/> Finance and insurance | |
| <input type="checkbox"/> Health and community services | |
| <input type="checkbox"/> Manufacturing | |

=====
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.

=====
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 Survey Questionnaire – Final]

=====
Business with current significant relationships
=====

Overview

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

Examples

<i>Title of relationship</i>	<i>Area of focus</i>	<i>Brief description</i>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corporate social responsibility (CSR) policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		
		High	Medium	Low
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.

=====
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

[Business Survey Questionnaire – Final]

- 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

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.

=====

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**

=====
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

=====

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.
=====

Your name

Position/title

Email address

Phone number (optional)

=====

Survey complete. Thank you!

=====

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