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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 five – Schools’ survey analysis

March 2010

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# Survey analysis

## Overview

**Sample size:** 203 schools

**Sample schools invited:** 511 schools **Schools responded:** 145 **Response rate:** 28%

**Nominated schools invited:** 200 schools **Schools responded:** 58 **Response rate:** 29%

**Overall schools invited:** 711 schools **Schools responded:** 203 **Response rate:** 29%

## Characteristics of responding schools

Table 1.2.1 Response by state

|  |  |  |  |
| --- | --- | --- | --- |
| State / Territory | Responses received | Actual sample | Variance |
| Number | % | Number | % |
| Victoria | 67 | 33% | 122 | 24% | 9% |
| New South Wales | 43 | 21% | 139 | 27% | (6%) |
| Western Australia | 37 | 18% | 62 | 12% | 6% |
| Queensland | 33 | 16% | 108 | 21% | (5%) |
| South Australia | 11 | 5% | 47 | 9% | (4%) |
| Northern Territory | 5 | 3% | 16 | 3% | 0% |
| Australian Capital Territory | 4 | 2% | 5 | 1% | 1% |
| Tasmania | 3 | 2% | 12 | 2% | 0% |
| Total | **203** | **100%** | **511** | **~100%** |  |

Table 1.2.2 Response by school type

|  |  |  |  |
| --- | --- | --- | --- |
| School type | Responses received | Actual sample | Variance |
| Number | % | Number | % |
| Secondary | 70 | 34% | 194 | 38% | (4%) |
| Primary | 67 | 33% | 197 | 39% | (6%) |
| K-12 / Combined | 50 | 25% | 114 | 22% | 3% |
| Senior secondary college | 8 | 4% | - | - | - |
| Australian technical college | 4 | 2% | - | - | - |
| Special | 4 | 2% | 6 | 1% | 1% |
| Total | **203** | **100%** | **511** | **100%** |  |

Table 1.2.3 Response by school size

|  |  |
| --- | --- |
| Responses received | Actual sample |
| School size | Number | % | School size | Number | % |
| 501 + | 74 | 36% | > 400 | 162 | 32% |
| 101 – 300 | 67 | 33% | 150-400 | 179 | 35% |
| 301 – 500 | 38 | 19% |
| 1 – 100 | 24 | 12% | < = 150 | 170 | 33% |
| Total | **203** | **100%** | **Total** | **511** | **100%** |

Table 1.2.4 Response by sector

|  |  |  |  |
| --- | --- | --- | --- |
| Sector | Responses received | Actual sample | Variance |
| Number | % | Number | % |
| Government | 89 | 44% | 205 | 40% | 4% |
| Independent | 62 | 30% | 173 | 34% | (4%) |
| Catholic | 52 | 26% | 133 | 26% | 0% |
| Total | **203** | **100%** | **511** | **100%** |  |

Table 1.2.5 Response by region

|  |  |  |  |
| --- | --- | --- | --- |
| Region | Responses received | Actual sample | Variance |
| Number | % | Number | % |
| Metropolitan | 94 | 46% | 298 | 58% | (12%) |
| Regional | 82 | 40% | 213 | 42% | 11% |
| Remote | 27 | 13% |
| Total | **203** | **~100%** | **511** | **100%** |  |

Table 1.2.6 Respondent’s classification

|  |  |  |
| --- | --- | --- |
| Your Role | Responses | % |
| Principal / Assistant principal | 160 | 79% |
| Business Manager/Other Manager | 13 | 6% |
| Headmaster/Head of Senior Schooling/VET | 10 | 5% |
| Pathways/Other Coordinator | 9 | 4% |
| Director | 6 | 3% |
| Teacher | 5 | 3% |
| Total | **203** | **100%** |

## Current forms of relationships

**Survey question:** Which of the following activities and programs in your school involve some form of relationship with business? (Tick all that apply)

Table 1.3.1 Transition from school to work and developing employability skills of students (Not for Primary Schools)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Activities / programs | Schools with current significant relationship | % | Schools with NO current significant relationship | % | Overall | % |
| Work experience for students | 50 | 93% | 74 | 93% | 126 | 93% |
| Structured workplace learning (linked to VET program) | 48 | 89% | 60 | 75% | 109 | 80% |
| Careers information | 45 | 83% | 71 | 89% | 117 | 86% |
| School based apprenticeships | 33 | 61% | 48 | 60% | 83 | 61% |
| Work readiness - mentoring and coaching | 33 | 61% | 30 | 38% | 64 | 47% |
| Industry awareness programs | 29 | 54% | 38 | 48% | 68 | 50% |
| Other | 10 | 19% | 4 | 5% | 14 | 10% |
| Multiple responses | from 54 respondents | - | from 80 respondents | - | from 136**[[1]](#footnote-1)** respondents | - |

|  |
| --- |
| Other (please specify)* Life skills and community projects.
* Support in curriculum development.
* VCAL project partnerships and linking VCAL programs with local community groups.
* Sponsorship agreements and strategic partnerships.
* University links.
* Adopt a School Projects.
 |

Table 1.3.2 Enhancing school leadership and staff development

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Activities / programs | Schools with current significant relationship | % | Schools with NO current significant relationship | % | Overall | % |
| Professional development for staff | 51 | 77% | 80 | 60% | 133 | 66% |
| Drawing on business expertise to provide advisory/consulting services  | 40 | 61% | 43 | 32% | 84 | 41% |
| Expert advice for principals, school leaders and council members | 36 | 55% | 48 | 36% | 85 | 42% |
| Mentoring and coaching programs for staff | 31 | 47% | 35 | 26% | 67 | 33% |
| Industry/business experience for staff | 19 | 29% | 25 | 19% | 45 | 22% |
| Work shadowing | 16 | 24% | 18 | 13% | 34 | 17% |
| Other | 2 | 3% | 3 | 2% | 5 | 2% |
| Multiple responses | from 66 respondents | - | from 134 respondents | - | from 203[[2]](#footnote-2) respondents | - |

|  |
| --- |
| Other (please specify)* Industry Reference Groups which comment and approve, give advice on curriculum implementation in industry areas.
* Work with Mine and Parks on Science activities for students.
* Better Buddies (NAB) & fund raising (Bendigo bank).
* Member of local business chamber.
 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Activities / programs | Schools with current significant relationship | % | Schools with NO current significant relationship | % | Overall | % |
| Leadership and life skills development | 50 | 76% | 60 | 45% | 111 | 55% |
| Literacy and numeracy programs | 35 | 53% | 61 | 46% | 96 | 47% |
| Industry awareness programs | 39 | 59% | 46 | 34% | 86 | 42% |
| Mentoring and coaching programs for students | 36 | 55% | 39 | 29% | 76 | 37% |
| School-based scholarships/grants | 29 | 44% | 40 | 30% | 69 | 34% |
| Other | 3 | 5% | 4 | 3% | 7 | 3% |
| Multiple responses | from 66 respondents | - | from 134 respondents | - | from 203 respondents | - |

|  |
| --- |
| Other (please specify)* Developing new VET course in sustainability
* Environmental education
* Preparation for boarding school
* Special needs program
* Social inclusion for disenfranchised young people
 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Activities / programs | Schools with current significant relationship | % | Schools with NO current significant relationship | % | Overall | % |
| Support of school fund-raising activities e.g. publicity, equipment, prizes | 44 | 67% | 89 | 66% | 134 | 66% |
| ‘In kind’ donations e.g. use of facilities | 38 | 58% | 47 | 35% | 86 | 42% |
| Provision of learning resources and materials | 37 | 56% | 38 | 28% | 76 | 37% |
| Volunteer programs | 34 | 52% | 46 | 34% | 81 | 40% |
| Infrastructure support e.g. IT equipment and services, business systems, school maintenance | 33 | 50% | 31 | 23% | 65 | 32% |
| Enhancement of facilities e.g. playgrounds, gardens | 25 | 38% | 37 | 28% | 63 | 31% |
| Community loyalty programs where a percentage of income goes to the school | 12 | 18% | 21 | 16% | 33 | 16% |
| Other | 4 | 6% | 4 | 3% | 8 | 4% |
| Multiple responses | from 66 respondents | - | from 134 respondents | - | from 203 respondents | - |

|  |
| --- |
| Other (please specify)* School Chaplaincy support
* Application for grants from industry e.g. CCI
* Cash donations, financial grants or sponsorships (such as: donations for building and library; CDSE grant; sponsorship of Gala Awards Dinner; and for other school projects e.g. Walking Bus)
 |

Table 1.3.5 Enhancing student engagement with industry/business

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Activities / programs | Schools with current significant relationship | % | Schools with NO current significant relationship | % | Overall | % |
| Excursions into industry | 52 | 79% | 81 | 60% | 134 | 66% |
| Raising awareness of business operations | 42 | 64% | 39 | 29% | 81 | 40% |
| Professional development for teachers in specific subjects | 35 | 53% | 36 | 27% | 72 | 35% |
| Provision of expertise to support curriculum design and delivery | 31 | 47% | 30 | 22% | 61 | 30% |
| Enhancing maths/science/technology knowledge | 24 | 36% | 25 | 19% | 49 | 24% |
| Industry/business experience for teaching staff | 22 | 33% | 18 | 13% | 40 | 20% |
| Other | 3 | 5% | 0 | - | 3 | 1% |
| Multiple responses | from 66 respondents | - | from 134 respondents | - | from 203 respondents | - |

|  |
| --- |
| Other (please specify)* Delivery of Certificate subjects, student Gap Year Cadetships, and Mock Interview for students
 |

**Table 1.3.6 Current forms of activities by school level**

|  |  |  |  |
| --- | --- | --- | --- |
| Activities / programs | Secondary schools (N=82) | Primary schools (N=67) | K-12 & Specials (N=54) |
| Number | % | Number | % | Number | % |
| Transition from school to work and developing employability skills o students | 82 | 100% | n/a | n/a | 51 | 94% |
| Enhancing student engagement with industry/business | 77 | 94% | 39 | 58% | 45 | 83% |
| Supporting student aspirations and achievement (including students at risk and students in disadvantaged areas) | 76 | 93% | 40 | 60% | 43 | 80% |
| Providing additional infrastructure, resources or income streams for schools | 73 | 89% | 61 | 91% | 48 | 89% |
| **Enhancing school leadership and staff development** | 72 | 88% | 52 | 78% | 43 | 80% |

**Survey question:** Are there any other activities or programs in your school that involve some form of relationship with business?

Table 1.3.7 Other activities or programs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Other activities or programs | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 41 | 20% | 142 | 70% | 20 | 10% | 203 | 100% |

**Survey question:** Do businesses derive any direct or indirect benefits from the relationship with your school?

Table 1.3.8 Direct or indirect benefits to business from the relationship

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Benefits for business | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Schools with current significant relationship | 50 | 76% | 6 | 9% | 10 | 15% | 66 | 100% |
| Schools with NO current significant relationship | 80 | 60% | 45 | 34% | 9 | 7% | 134 | 100% |
| Total | **130** | **64%** | **51** | **25%** | **19(+3[[3]](#footnote-3))** | **11%** | **203** | **100%** |

Table 1.3.8a Nature of benefits (major or minor)

|  |  |  |
| --- | --- | --- |
| Direct/indirect benefits | Responses | % |
| Major benefits | 32 | 25%**See table 1.3.8c for details** |
| Minor benefits | 98 | 75% |
| Total | **130** | **100%** |

Table 1.3.8b What form do these benefits take?

|  |  |  |
| --- | --- | --- |
| Forms of benefits | Responses | % |
| Opportunities to interact with potential recruits *(Not for primary schools)* | 80/(98) | 82% |
| Exposure of industry/business to potential recruits *(Not for primary schools)* | 70/(98) | 71% |
| Promotion of business through signage and/or school newsletters | 90 | 69% |
| Opportunities to contribute to the development of young people | 92 | 71% |
| Enhancing the reputation of the business by engaging in community capacity building | 79 | 61% |
| Exposure of products or brands | 52 | 40% |
| Opportunities for teachers to gain Industry/business experience | 32 | 25% |
| Opportunities for developing staff through volunteer activity | 25 | 19% |
| Other | 1 | 1% |
| Not applicable | 1 | 1% |
| Total (multiple) responses from 130 respondents |  |  |

**Survey question:** Do businesses derive any direct or indirect benefits from the relationship with your school?

Table 1.3.8c Breakdown of schools

|  |  |  |  |
| --- | --- | --- | --- |
| Characteristics of schools | Major benefits | Minor benefits | No benefits |
| Number | % | Number | % | Number | % |
| School type |  |  |  |  |  |  |
| Primary | 4 | 13% | 28 | 29% | 27 | 53% |
| Secondary | 19 | 59% | 43 | 44% | 12 | 24% |
| K-12 | 7 | 22% | 26 | 27% | 11 | 22% |
| Special | 2 | 6% | 1 | 1% | 1 | 2% |
| Total | **32** | **100%** | **98** | **100%** | **51** | **100%** |
| School size |  |  |  |  |  |  |
| 1-100 | 3 | 9% | 10 | 10% | 8 | 16% |
| 101-300 | 6 | 19% | 31 | 32% | 23 | 45% |
| 301-500 | 9 | 28% | 21 | 21% | 7 | 14% |
| 501+ | 14 | 44% | 36 | 37% | 13 | 26% |
| Total | **32** | **100%** | **98** | **100%** | **51** | **100%** |
| School sector |  |  |  |  |  |  |
| Government | 18 | 56% | 39 | 40% | 19 | 37% |
| Independent | 6 | 19% | 32 | 33% | 19 | 37% |
| Catholic | 8 | 25% | 27 | 28% | 13 | 26% |
| Total | **32** | **100%** | **98** | **100%** | **51** | **100%** |
| **Location** |  |  |  |  |  |  |
| Metropolitan | 14 | 44% | 47 | 48% | 25 | 49% |
| Regional | 15 | 47% | 39 | 40% | 16 | 31% |
| Remote | 3 | 9% | 12 | 12% | 10 | 20% |
| Total | **32** | **100%** | **98** | **100%** | **51** | **100%** |

## Public-private partnerships

**Survey question:** Is your school involved in public-private partnership initiatives with business?

Table 1.4.1 Public-private partnership

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Public-private partnership | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 27 | 13% | 174 | 86% | 2 | 1% | 203 | 100% |

## Current significant relationship(s) with business

### Survey question: Does your school currently have any significant relationships with a business or businesses?

Table 1.5.1 Current significant relationship(s) with business (including No Response)

|  |  |  |
| --- | --- | --- |
| Significant relationships with business | Responses | Percentage |
| Yes | 66 | 33% |
| No | 134 | 66% |
| No Response | 3 | 1% |
| Total | **203** | **100%** |

### Characteristics of schools with current significant relationship

Table 1.5.1.1a Response by school type

|  |  |  |  |
| --- | --- | --- | --- |
| School type | Schools involved in current significant relationship | Overall responding schools | All schools across Australia (2008) |
| Responses | % | Responses | % | Responses | % |
| Secondary | 32 | 49% | 82 | 40% | 1,455 | 15% |
| K-12 | 21 | 32% | 50 | 25% | 1,241 | 13% |
| Primary | 12 | 18% | 67 | 33% | 6,448 | 67% |
| Special | 1 | 2% | 4 | 2% | 418 | 4% |
| Total | **66** | **100%** | **203** | **100%** | **9,562** | **~100%** |

Table 1.5.1.1b Response by state

|  |  |  |  |
| --- | --- | --- | --- |
| State | Schools involved in current significant relationship | Overall responding schools | All schools across Australia (2008) |
| Responses | % | Responses | % | Responses | % |
| Victoria | 27 | 41% | 67 | 33% | 2,288 | 24% |
| Western Australia | 17 | 26% | 37 | 18% | 1,065 | 11% |
| Queensland | 8 | 12% | 33 | 16% | 1,713 | 18% |
| New South Wales | 6 | 9% | 43 | 21% | 3,109 | 33% |
| South Australia | 4 | 6% | 11 | 5% | 795 | 8% |
| Tasmania | 2 | 3% | 3 | 2% | 277 | 3% |
| Australian Capital Territory | 1 | 2% | 4 | 2% | 128 | 1% |
| Northern Territory | 1 | 2% | 5 | 3% | 187 | 2% |
| Total | **66** | **100%** | **203** | **100%** | **9,562** | **100%** |

Table 1.5.1.1c Response by sector:

|  |  |  |  |
| --- | --- | --- | --- |
| School sector | Schools involved in current significant relationship | Overall responding schools | All schools across Australia (2008) |
| Responses | % | Responses | % | Responses | % |
| Government | 39 | 59% | 89 | 44% | 6,833 | 71% |
| Independent | 16 | 24% | 62 | 30% | 1,024 | 11% |
| Catholic | 11 | 17% | 52 | 26% | 1,705 | 18% |
| Total | **66** | **100%** | **203** | **100%** | **9,562** | **100%** |

Table 1.5.1.1d Response by school size

|  |  |  |
| --- | --- | --- |
| School size | Schools involved in current significant relationship | Overall responding schools |
| Responses | % | Responses | % |
| 501 + | 29 | 44% | 74 | 36% |
| 101 – 300 | 23 | 35% | 67 | 33% |
| 301 – 500 | 9 | 14% | 38 | 19% |
| 1 – 100 | 5 | 8% | 24 | 12% |
| Total | **66** | **~100%** | **203** | **100%** |

Table 1.5.1.1e Response by geographic location

|  |  |  |
| --- | --- | --- |
| Geographic location | Schools involved in current significant relationship | Overall responding schools |
| Responses | % | Responses | % |
| Metropolitan | 33 | 50% | 94 | 46% |
| Regional | 23 | 35% | 82 | 40% |
| Remote | 10 | 15% | 27 | 13% |
| Total | **66** | **100%** | **203** | **100%** |

### Current significant relationship vs. No current significant relationship

Table 1.5.2.1 Responses by state

|  |  |  |  |
| --- | --- | --- | --- |
|  | Significant relationship | No significant relationship | Total responded |
| Number | % | Number | % | Number | % |
| Victoria | 27 | 40% | 40 | 60% | 67 | 100% |
| WA | 17 | 46% | 20 | 54% | 37 | 100% |
| QLD | 8 | 25% | 24 | 75% | 32 | 100% |
| NSW | 6 | 14% | 36 | 86% | 42 | 100% |
| SA | 4 | 40% | 6 | 60% | 10 | 100% |
| TAS | 2 | 67% | 1 | 33% | 3 | 100% |
| ACT | 1 | 25% | 3 | 75% | 4 | 100% |
| NT | 1 | 20% | 4 | 80% | 5 | 100% |
| Total | **66** | **33%** | **134** | **67%** | **200** | **100%** |

Table 1.5.2.2 Responses by school size

|  |  |  |  |
| --- | --- | --- | --- |
|  | Significant relationship | No significant relationship | Total responded |
| Number | % | Number | % | Number | % |
| 501 + | 29 | 40% | 44 | 60% | 73 | 100% |
| 101 – 300 | 23 | 35% | 42 | 65% | 65 | 100% |
| 301 – 500 | 9 |  24% | 29 | 76% | 38 | 100% |
| 1 – 100 | 5 | 21% | 19 | 79% | 24 | 100% |
| Total | **66** | **33%** | **134** | **67%** | **200** | **100%** |

Table 1.5.2.3 Responses by geographic location

|  |  |  |  |
| --- | --- | --- | --- |
|  | Significant relationship | No significant relationship | Total responded |
| Number | % | Number | % | Number | % |
| Metropolitan | 33 |  35% | 61 | 65% | 94 | 100% |
| Regional | 23 | 29% | 56 | 71% | 79 | 100% |
| Remote | 10 | 37% | 17 | 63% | 27 | 100% |
| Total | **66** | **33%** | **134** | **67%** | **200** | **100%** |

Table 1.5.2.4 Responses by school type

|  |  |  |  |
| --- | --- | --- | --- |
|  | Significant relationship | No significant relationship | Total responded |
| Number | % | Number | % | Number | % |
| Primary | 12 | 18% | 54 | 82% | 66 | 100% |
| Secondary | 26 | 38% | 42 | 62% | 68 | 100% |
| K-12 | 21 | 42% | 29 | 58% | 50 | 100% |
| Senior Secondary | 3 | 38% | 5 | 63% | 8 | 100% |
| ATC | 3 | 75% | 1 | 25% | 4 | 100% |
| Special | 1 | 25% | 3 | 75% | 4 | 100% |
| Total | **66** | **33%** | **134** | **67%** | **200** | **100%** |

Table 1.5.2.5 Responses by sector

|  |  |  |  |
| --- | --- | --- | --- |
|  | Significant relationship | No significant relationship | Totalresponded |
| Number | % | Number | % | Number | % |
| Government | 39 | 44% | 49 | 56% | 88 | 100% |
| Independent | 16 | 26% | 45 | 74% | 61 | 100% |
| Catholic | 11 | 22% | 40 | 78% | 51 | 100% |
| Total | **66** | **33%** | **134** | **67%** | **200** | **100%** |

### Public-private partnership vs. significant relationship

Table 1.5.3.1 Public-private partnership vs. significant relationship

|  |  |
| --- | --- |
|  | Significant relationship |
| Yes | No | No Response |
| Public-private partnership | Yes | 19 (9%) | 7 (3%) | 1 (.5) |
| No | 47 (23%) | 127 (63%) | - |
| No Response | - | - | 2 (1%) |
| Total | **66 (33%)** | **134 (66%)** | **3 (1%)** |

### Major areas of focus of the current relationship(s)

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

Table 1.5.4.1 Number of schools who shared responses about relationship(s)

|  |  |  |
| --- | --- | --- |
|  | Responses | CumulativePercentage(%) |
| Number of schools shared responses about relationships | % |
| Five relationships | 5 | 8% | 5 | 8% |
| Four relationships | 4 | 6% | 9 | 14% |
| Three relationships | 12 | 18% | 21 | 35% |
| Two relationships | 9 | 14% | 30 | 65% |
| One relationship | 22 | 33% | 52 | 79% |
| No response | 14 | 21% | 66 | 100% |
| Total | **66** | **100%** | **-** | **-** |

**Title of relationship, major area of focus and brief description of the relationship.**

Table 1.5.4.2 *(see table 3.1 for a complete table)*

| Title of relationship | Area of focus | Brief description |
| --- | --- | --- |
| Access Ministries | Welfare | Employment of Chaplain |
| Building Enrolments | Enrolment | Provision of strategic advice regarding engagement of the local community |
| Education careers opportunities | Careers | TAFEs, Universities, Businesses involved in geosciences work with staff, students at CBC to host evenings with key note addresses, information sharing and visual displays promote an awareness of employment opportunities and career aspirations. CBS hosts this for a cluster of 5 schools annually. |
| Hospitality Support | Training | Support Provision for new Trade training Centre |
| Improving sustainability education | Energy conservation | Donation of wind turbine, solar panels and bio-diesel generator for use in school programs. |
| Linking Learning to Work | Structured Work Place Learning and School-based Apprenticeships | Students in Year 10 participate in structured work place learning each year and from those up to 5 are offered school-based apprenticeships |
| Resourceful schools | Mining and energy industry links | Network of schools identified by Chamber of Minerals and Energy because of the activities in the school which show commitment to projecting students into these industries. |
| School based apprenticeships | VET | Group of student placed in employment. |
| Teacher development | International Baccalaureate Middle Years Program | Teacher development leading to increased understanding of the IBMYP by post-graduate students. |
| VCAL project | VCAL | Project planning and implementation by students |

Table 1.5.4.3 Business involved with schools in these significant relationships

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of Businesses | 1 | 2 | 3 | 4 | 5 | 6 or more | No response | Total schools responded |
| Responses | 16 | 3 | 5 | 4 | 4 | 21 (6 to 300+) | 13 | **66** |
| Percentage | 24% | 5% | 8% | 6% | 6% | 32% | 20% | **100%** |

## The most effective/significant relationship

Table1.6.1 Title of the most effective/significant relationship *(see table 3.2 for a complete list of titles)*

|  |
| --- |
| * Centre for Professional Practice
* Community Capacity Building
* Healthy Kids Program
* Indigenous Education
* Karratha Education Initiative
* Master Plumbers Association
* New Gen Noongar Scholarship
* Students@work
* Sustainability & Emerging Technologies
* Valhalla Studios SATs Intake
* Worsley Energy Challenge
* Youth JET SA

Total response received = 60 |

Table 1.6.2 Business involved with schools in this particular relationship

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of Businesses | 1 | 2 | 3 | 4 | 5 | 6 or more | No response | Total |
| Responses | 28 | 8 | 6 | 3 | 3 | 11 (6 to 250 ) | 7 | **66** |
| Percentage | 42% | 12% | 9% | 5% | 5% | 17% | 11% | **100%** |

Characteristics of businesses involved in the most/effective school-business relationships *(see table 3.3 for a list of businesses involved in the significant relationships)*

Table 1.6.3a Size of business

|  |  |  |
| --- | --- | --- |
| Business size | Responses | % |
| Large (200 or more employees) | 53 | 50% |
| Medium (20-199 employees) | 22 | 21% |
| Small (5-19 employees) | 24 | 23% |
| Micro < 5 employees | 6 | 6% |
| Total | **105** | **100%** |

Table 1.6.3b Size of business and school type

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Business size | Primary | Secondary | K-12 | Special | Total |
| Large (200 or more employees) | 5 (28%) | 32 (55%) | 16 (64%) | - | 53 |
| Medium (20-199 employees) | 3 (17%) | 14 (24%) | 3 (12%) | 2 (50%) | 22 |
| Small (5-19 employees) | 9 (50%) | 8 (14%) | 5 (20%) | 2 (50%) | 24 |
| Micro < 5 employees | 1 (5%) | 4 (7%) | 1 (4%) |  | 6 |
| Multiple responses | **18 (100%)** | **58 (100%)** | **25 (100%)** | **4 (100%)** | **105** |

Table 1.6.4 Business location

|  |  |  |
| --- | --- | --- |
| Location | Responses | % |
| Local | 34 | % |
| International | 31 | % |
| Regional | 23 | % |
| National | 18 | % |
| Total | **106** | **100%** |

Table 1.6.5a Industry sector

|  |  |  |
| --- | --- | --- |
| Industry | Responses | % |
| Mining | 17 | 16% |
| Health, community and welfare services | 15 | 14% |
| Education | 12 | 11% |
| Agriculture, forestry, fishing | 11 | 10% |
| Retail trade | 9 | 9% |
| Electricity, gas, water supply | 6 | 6% |
| Manufacturing | 6 | 6% |
| Wholesale trade | 5 | 5% |
| Accommodation, cafes, restaurants | 3 | 3% |
| Communication services | 3 | 3% |
| Construction | 3 | 3% |
| Packaging, recycling and printing services | 3 | 3% |
| Property and business services | 3 | 3% |
| Cultural and recreational services | 2 | 2% |
| IT and business services | 2 | 2% |
| Transport and storage | 2 | 2% |
| Finance and insurance | 1 | 1% |
| Other | 2 | 2% |
| Total | **105** | **~100%** |

Table 1.6.5b Industry sector and geographic location

| Industry | Metropolitan | Regional | Remote | Responses |
| --- | --- | --- | --- | --- |
| Mining | - | 6 (20%) | 11 (65%) | 17 |
| Health, community and welfare services | 7 (12%) | 5 (17%) | 3 (18%) | 15 |
| Education | 9 (16%) | 2 (7%) | 1 (6%) | 12 |
| Agriculture, forestry, fishing | 1 (2%) | 10 (33%) | - | 11 |
| Retail trade | 8 (14%) | 1 (3%) | - | 9 |
| Electricity, gas, water supply | 3 (5%) | 2 (7%) | 1 (6%) | 6 |
| Manufacturing | 5 (9%) | 1 (3%) | - | 6 |
| Wholesale trade | 5 (9%) | - | - | 5 |
| Accommodation, cafes, restaurants | 3 (5%) | - | - | 3 |
| Communication services | 3 (5%) | - | - | 3 |
| Construction | 2 (3%) | - | 1 (6%) | 3 |
| Packaging, recycling and printing services | 3 (5%) | - | - | 3 |
| Property and business services | 2 (3%) | 1 (3%) | - | 3 |
| Cultural and recreational services | 1 (2%) | 1 (3%) | - | 2 |
| IT and business services | 2 (3%) | - | - | 2 |
| Transport and storage | 2 (3%) | - | - | 2 |
| Finance and insurance | 1 (2%) | - | - | 1 |
| Other | 1 (2%) | 1 (3%) | - | 2 |
| Total | **58 (100%)** | **30 (100%)** | **17 (100%)** | **105** |

**Survey question:** Does the significant relationship involve a major product or service of the business?

Table 1.6.6 Major product or service of the business

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Major product or service | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 25 | 38% | 34 | 52% | 7 | 11% | 66 | ~100% |

**Survey question:** How important were the following in motivating this particular relationship?

Table 1.6.7 Motivational factors

|  |  |
| --- | --- |
| Additional motivational factors | Level of importance |
| High | Medium | Low | N/A | No Response | Total |
| Requirement of government initiative or policy | 9% | 12% | 11% | 44% | 24% | **100%** |
| Corporate social responsibility (CSR) policy | 23% | 18% | 9% | 26% | 24% | **100%** |

**Survey question:** For how many years has this relationship been active?

Table 1.6.8 Number of years the relationship been active

|  |  |  |
| --- | --- | --- |
| Length of relationship | Responses | % |
| Less than 1 year | 10 | 15% |
| 1 – 2 years | 13 | 20% |
| 2 – 4 years | 20 | 30% |
| 4 – 10 years | 10 | 15% |
| More than 10 years | 5 | 8% |
| No Response | 8 | 12% |
| Total | **66** | **100%** |

**Survey question:** How this relationship was first initiated?

Table 1.6.9a Initiation of the relationship

|  |  |  |
| --- | --- | --- |
| Initiation | Responses | % |
| Direct approach from school principal/from school to business partner | 18 | 27% |
| Direct approach from business to school/from business organisation | 14 | 21% |
| Personal contact through an existing connection | 13 | 20% |
| Direct contact from a broker organisation | 3 | 5% |
| Initiated by business employee | 3 | 5% |
| Local community initiative | 2 | 3% |
| Not sure | 2 | 3% |
| Other | 3 | 5% |
| No Response | 8 | 12% |
| Total | **66** | **~100%** |

Table 1.6.9b Initiation of the relationship by school sector

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initiation | Government | Catholic | Independent | Responses |
| Direct approach from school to business partner | 12 (31%) | 4 (36%) | 2 (12%) | 18 |
| Direct approach from business to school | 6 (15%) | 3 (27%) | 5 (31%) | 14 |
| Personal contact through an existing connection | 6 (15%) | 3 (27%) | 4 (25%) | 13 |
| Direct contact from a broker organisation | 2 (5%) | - | 1 (6%) | 3 |
| Initiated by business employee | 2 (5%) | - | 1 (6%) | 3 |
| Local community initiative | 2 (5%) | - | - | 2 |
| Other | 4 (10%) | - | 1 (6%) | 5 |
| No Response | 5 (13%) | 1 (9%) | 2 (12%) | 8 |
| Total | **39 (100%)** | **11 (100%)** | **16 (100%)** | **66** |

Table 1.6.9c Initiation of the relationship by school type

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initiation | Primary | Secondary | K-12\* | Responses |
| Direct approach from school to business partner | 1 (8%) | 10 (27%) | 7 (41%)\* | 18 |
| Direct approach from business to school | 5 (42%) | 5 (13%) | 4 (23%) | 14 |
| Personal contact through an existing connection |  4 (33%) | 6 (16%) | 3 (18%) | 13 |
| Direct contact from a broker organisation |  1 (8%) | 2 (5%) | - | 3 |
| Initiated by business employee |  - | 3 (8%) | - | 3 |
| Local community initiative | - | 1 (3%) | 1 (6%) | 2 |
| Other |  - | 4 (11%) | 1 (6%) | 5 |
| No Response |  1 (8%) | 6 (16%) | 1 (6%) | 8 |
| Total | **12 (100%)** | **37 (100%)** | **17 (100%)** | **66** |

\* *This includes one special school.*

**Survey question:** Is this relationship targeted at specific groups of students?

Table 1.6.10 Target group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Beneficiaries | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 41 | 62% | 17 | 26% | 8 | 12% | 66 | 100% |

**Survey question:** Approximately what proportion of students and staff participate in this relationship?

Table 1.6.11 Student and staff participation

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Participation | 0% | 1% - 25% | 26%-50% | 51%-75% | 76%-99% | 100% | No Response | ~ Total |
| Students | 2% | 39% | 11% | 3% | 5% | 17% | 24% | **100%** |
| Teaching staff | 0% | 52% | 6% | 2% | 3% | 17% | 21% | **100%** |
| School leadership | 6% | 26% | 12% | 2% | 2% | 26% | 27% | **100%** |
| Administrative staff | 21% | 29% | 11% | 0% | 2% | 12% | 26% | **100%** |

**Survey question:** Does the relationship offer the opportunity for product placement or branding for the business?

Table 1.6.12 Product placement or branding

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Product placement or branding | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 22 | 33% | 36 | 55% | 8 | 12% | 66 | 100% |

**Survey question:** Could this relationship be described as a ‘formal’ or ‘contractual’ partnership?

Table 1.6.13a Formal or contractual partnership

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Formal or contractual partnership | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 35 | 53% | 23 | 35% | 8 | 12% | 66 | 100% |

**Survey question:** How has this partnership program been formalised?

Table 1.6.13b Means of formalisation

|  |  |  |
| --- | --- | --- |
| Formalisation | Responses | % |
| Formal contract | 7 | 20% |
| Memorandum of understanding | 24 | 69% |
| Through a broker | 1 | 3% |
| Other | 3 | 9% |
| Total | **35** | **~100%** |

**Survey question:** Is the business partner represented on the governance body of the school?

Table 1.6.14 Governance body of school

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Governance body of school | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 7 | 11% | 50 | 76% | 9 | 14% | 66 | 100% |

**Survey question:** Has the business partner nominated an employee with designated responsibility for relationship liaison with your school?

Table 1.6.15a Designated business employee

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Designated employee | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 43 | 65% | 15 | 23% | 8 | 12% | 66 | 100% |

**Table 1.6.15b Designation of business employee**

|  |  |  |
| --- | --- | --- |
| Designation | Responses | % |
| Business/Training and Other Managers | 7 | 16% |
| Dean/Director/Head/Superintendent | 7 | 16% |
| Project/Liaison/Education Support Officer | 6 | 14% |
| Program and Other Coordinators | 5 | 12% |
| Administration and others | 4 | 9% |
| No Response | 14 | 33% |
| Total | **43** | **100%** |

**Survey question:** Has your school nominated a staff member with specific responsibilities for relationship liaison?

Table 1.6.16a Designated school staff member

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Designated school staff member | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 53 | 80% | 5 | 8% | 8 | 12% | 66 | 100% |

Table 1.6.16b Designation of nominated staff

|  |  |  |
| --- | --- | --- |
| Designation | Responses | % |
| Teacher | 24 | 36% |
| Principal | 16 | 24% |
| VET/Careers/Curriculum Coordinator | 8 | 12% |
| Business Manager | 6 | 9% |
| Assistant Principal | 5 | 8% |
| Director/Head | 5 | 8% |
| Employment/Industry Consultant | 2 | 3% |
| Multiple responses from 53 respondents | **66** | **100%** |

**Survey question:** Are any other organisations involved in supporting this relationship?

Table 1.6.17a Supporting infrastructure

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Involvement of other organisations | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 19 | 29% | 39 | 59% | 8 | 12% | 66 | 100% |

Table 1.6.17b Organisations involved

|  |  |  |
| --- | --- | --- |
| Organisations involved | Responses | Level of involvement |
| Number | % | High | Medium | Low | No answer |
| Independent brokers | 10 | 36% | 50% | 40% | 10% | - |
| Government-funded broker | 12 | 43% | 42% | 42% | 8% | 8% |
| Not for profit | 6 | 21% | 33% | 17% | 50% | - |
| Multiple responses from 19 respondents | **28** | **100%** |  |

**Survey question:** Has the relationship been assisted by supporting ‘infrastructure’ such as toolkits, guidelines from government authorities or draft memoranda of understanding?

Table 1.6.18 Supporting infrastructure

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Supporting infrastructure | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 15 | 23% | 43 | 65% | 8 | 12% | 66 | 100% |

**Survey question:** Overall, how would you rate this relationship?

Table 1.6.19a Success rating

|  |  |  |
| --- | --- | --- |
| Measures of success | Responses | % |
| Highly successful | 41 | 62% |
| Moderately successful | 12 | 18% |
| Not successful | 0 | - |
| Too early to assess | 2 | 3% |
| No Response | 11 | 17% |
| Total | **66** | **100%** |

Table 1.6.19b Factors that contributed to the success of the relationship

|  |  |  |
| --- | --- | --- |
| Success factors | Responses | % |
| A clear vision of what the relationship wants to achieve and how to achieve it | 47 | 89% |
| Good communication between the school and the business partner | 43 | 81% |
| Specific and achievable goals that all stakeholders understand and support | 39 | 74% |
| A strong relationship culture among the stakeholders | 38 | 72% |
| A shared sense of ownership of the relationship | 36 | 68% |
| Strong leadership and management | 36 | 68% |
| Clear understanding of partner roles | 30 | 57% |
| A school that is well connected to the community, other educators and business | 30 | 57% |
| Strong promotion of the relationship in the school and the business | 27 | 51% |
| Sufficient funding and resources | 22 | 42% |
| Good infrastructure to support processes | 17 | 32% |
| Valuable support from a broker to guide processes | 9 | 17% |
| Other | 2 | 4% |
| Multiple responses from 53 respondents |  |  |

**Survey question:** Have there been any serious obstacles to the success of the relationship?

Table 1.6.20a Serious obstacles

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Serious obstacles | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 8 | 12% | 47 | 71% | 11 | 17% | 66 | 100% |

Table 1.6.20b Factors that inhibited the development of the relationship

|  |  |  |
| --- | --- | --- |
| Challenges | Responses | % |
| Lack of funding and resources | 5 | 63% |
| Time constraints impacting on the capacity of the school to effectively contribute | 3 | 38% |
| Lack of infrastructure to support processes | 2 | 25% |
| Time constraints impacting on the capacity of the business to effectively contribute | 2 | 25% |
| No clear sense of ownership of the relationship | 1 | 13% |
| Unequal contributions to the relationship | 1 | 13% |
| Lack of promotion of the relationship in the business | 1 | 13% |
| Unclear understanding of relationship roles | 1 | 13% |
| Loss of key personnel | 1 | 13% |
| Insufficient involvement of CEO/owner/manager of the business | 1 | 13% |
| Other (please specify) | 2 | 25% |
| Multiple responses from 8 respondents |  | **100%** |

**Survey question:** Has the nature of the relationship changed significantly over the last five years?

Table 1.6.21a Changes over the last five years

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Changes over the last five years | Yes | No | Not Applicable | No Response | Total |
| Number | % | Number | % | Number | % | Number | % | Number | % |
| Responses | 10 | 15% | 32 | 48% | 12 | 18% | 12 | 18% | 66 | ~100% |

**Survey question:** How has the relationship changed over the last five years?

Table 1.6.21b Changes in relationship

|  |  |  |
| --- | --- | --- |
| Changes in relationship | Responses | % |
| Increased in its size and scope | 7 | 70% |
| More effectively managed | 5 | 50% |
| Greater focus on student skills | 5 | 50% |
| Increased level of contribution from business partner | 5 | 50% |
| Greater focus on the educational outcomes of the partnership | 3 | 30% |
| More systematically evaluated | 2 | 20% |
| Greater use of technology | 1 | 10% |
| Other | 2 | 20% |
| Multiple responses from 10 respondents |  |  |

**Survey question:** In what areas has the relationship provided gains to the school?

Table 1.6.22 Areas where the relationship has provided gains to the school

| Item | Major gains | Minor gains | Not known(at this point) | N/A | No Response | Total |
| --- | --- | --- | --- | --- | --- | --- |
| Transition from school to work and developing employability skills of students | 38% | 8% | 12% | 18% | 24% | **100%** |
| Enhancing school leadership and staff development | 18% | 32% | 9% | 14% | 27% | **100%** |
| Supporting student aspirations and achievement (including students at risk and students in disadvantaged areas) | 44% | 17% | 6% | 9% | 24% | **100%** |
| Providing additional infrastructure, resources or income streams for schools | 18% | 17% | 12% | 26% | 27% | **100%** |
| Enhancing student engagement with industry/business | 39% | 14% | 5% | 17% | 26% | **100%** |
| Building capacity and social capital of communities and individuals | 42% | 14% | 15% | 6% | 23% | **100%** |
| Multiple responses from 66 respondents |  |  |  |  |  |  |

**Survey question:** Were there any unexpected outcomes that emerged as a result of this program?

Table 1.6.23 Unexpected outcomes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unexpected outcomes | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 17 | 26% | 38 | 58% | 11 | 17% | 66 | ~100% |

**Survey question:** Has this relationship been evaluated to assess the progress and outcomes?

Table 1.6.24a Evaluation of relationship

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Evaluation | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 30 | 45% | 25 | 38% | 11 | 17% | 66 | 100% |

Table 1.6.24b Documentation of evaluation findings

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Documentation of findings | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 15 | 50% | 14 | 47% | 1 | 3% | 30 | 100% |

**Table 1.6.24c Sharing of results with PhillipsKPA**

|  |  |  |  |
| --- | --- | --- | --- |
| Sharing of findings with PKPA | Yes | No | Total |
| Number | % | Number | % | Number | % |
| Responses | 8 | 53% | 7 | 47% | 15 | 100% |

**Survey question:** Has the Global Financial Crisis had any impact on the nature and extent of your school’s existing relationships or activities with business?

Table 1.6.25 Impact of Global Financial Crisis

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Impact of Global Financial Crisis | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 14 | 21% | 41 | 62% | 11 | 17% | 66 | 100% |

**Survey question:** Do you expect the Global Financial Crisis to have any impact on the nature and extent of your school’s future relationships or activities with business?

Table 1.6.26 Impact of Global Financial Crisis in future

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Impact of Global Financial Crisis | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 8 | 12% | 47 | 71% | 11 | 17% | 66 | 100% |

**Survey question:** Are there other areas of your school operations that would benefit from additional school-business relationships?

Table 1.6.27 Benefits to other areas of school operation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Benefits from relationships | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 36 | 54% | 17 | 26% | 13 | 20% | 66 | 100% |

## Other significant relationships

**Survey question:** Do you wish to contribute responses about other significant relationships currently operating in your school?

**Table 1.7.1 Willingness to contribute responses about other significant relationships**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Other significant relationships | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 1 | 1% | 54 | 82% | 11 | 17% | 66 | 100% |

## Further contact

**Survey question:** Are you happy for PhillipsKPA to contact you for any further information regarding your school’s relationships with business?

**Table 1.8.1 Contacting schools (further contact)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Further contact | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | **45** | **68%** | **10** | **15%** | **11** | **17%** | 66 | 100% |

**Survey question:** Would you be happy for us to send a similar questionnaire to any of the businesses you have referred to?

**Table 1.8.2 Contacting business**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Surveying the business | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | **10** | **15%** | **45** | **68%** | **11** | **17%** | 66 | 100% |

## No current significant relationships with business

Table 1.9.1 Current significant relationship with business

|  |  |  |
| --- | --- | --- |
|  | Responses | % |
| Yes | 66 | 33% |
| No | 134 | 66% |
| No Response | 3 | 1% |
| Total | **203** | **100%** |

Table 1.9.2 Significant relationship with business in the past

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Previous relationships | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 5 | 4% | 128 | 95% | 1 | 1% | 134 | 100% |

**Survey question:** Has the Global Financial Crisis had any impact on the nature and extent of this relationship?

Table 1.9.3 Impact of Global Financial Crisis

|  |  |  |  |
| --- | --- | --- | --- |
| Impact of Global Financial Crisis | Yes | No | Total |
| Number | % | Number | % | Number | % |
| Responses | 0 | % | 5 | 100% | 5 | 100% |

**Survey question:** Does your school wish to establish significant relationship with businesses in the future?

Table 1.9.4 Willingness of schools to establish significant relationships with business in the future

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Willingness for future relationship | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 85 | 63% | 48 | 36% | 1 | 1% | 134 | 100% |

**Survey question:** Do you expect the Global Financial Crisis to have any impact on the nature and extent of any future relationships with business?

Table 1.9.5 Impact of Global Financial Crisis

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Impact of Global Financial Crisis | Yes | No | No Response | Total |
| Number | % | Number | % | Number | % | Number | % |
| Responses | 33 | 24% | 100 | 75% | 1 | 1% | 134 | 100% |

# Research questions

## Is there any noteworthy difference between the survey responses of nominated and sample schools?

### Overview

**Table 2.1.1.1 Nominated vs. sampled schools**

|  |  |  |
| --- | --- | --- |
| Survey participation | Total schools invited | Schools responded |
| Number | % |
| Nominated schools | 200 | 58 | 29% |
| Sample schools | 500 | 145 | 29% |
| Total | **700** | **203** | **29%** |

### Summary of responses by nominated and sample schools

**Table 2.1.2.1 Nominated and sampled schools by state/territory**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| States/ territory | VIC | WA | QLD | NSW | SA | TAS | ACT | NT | Total |
| Nominated schools | 41% | 38% | 9% | 5% | - | 3% | 2% | 2% | **100%** |
| Sample schools | 30% | 10% | 19% | 28% | 8% | 1% | 2% | 3% | **100%** |

79% of all nominated schools that responded to the survey were from Victoria and Western Australia. The remaining 21% of the schools were from the five other states/territories.

Unlike nominated schools, only 40% of sample schools that responded to the survey represented Victoria and Western Australia. Out of the remaining 60%, 28% were from New South Wales, 19% from Queensland, and 14% were from the four other states/territories.

**Table 2.1.2.2 Nominated and sampled schools by school type**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School type | Primary | Secondary | K-12 | Special | Total |
| Nominated schools | 16% | 43% | 40% | 2% | **100%** |
| Sample schools | 40% | 39% | 19% | 2% | **100%** |

A large proportion of nominated schools (83%) that responded to the survey represented Secondary and K-12 schools as compared to 58% of the sample schools.

62% of the nominated responding schools reported to be ‘large’ i.e. having enrolment of more than 500 students, whereas about 51% of sample schools were ‘small’ i.e. having enrolment of up to 300 students.

60% of all nominated schools and 37% of all sample schools represented the ‘government’ sector. About 48% of nominated schools and 46% of sample schools were geographically based in metropolitan areas.

***Current forms of relationships:***

**Table 2.1.2.3 Current forms of relationships with business (nominated vs. sampled schools)**

|  |  |  |
| --- | --- | --- |
| Involvement of schools with business | Nominated schools (N=58) | Sample schools (N=145) |
| Number | % | Number | % |
| Transition from school to work and developing employability skills of students\* | 49/(49) | 100% | 84/(87) | 97% |
| Enhancing school leadership and staff development | 50 | 86% | 116 | 80% |
| Supporting student aspirations and achievement (including students at risk and students in disadvantaged areas) | 53 | 91% | 105 | 72% |
| Providing additional infrastructure, resources or income streams for schools | 54 | 93% | 128 | 88% |
| Enhancing student engagement with industry/business | 52 | 90% | 109 | 75% |

*\* Not applicable for primary schools*

***Current significant relationships:***

**Table 2.1.2.4 Current significant relationships (nominated vs. sampled schools)**

|  |  |  |
| --- | --- | --- |
| Survey participation | Schools responded | Schools with current significant relationship |
| Number | % |
| Nominated schools | 58 | 30 | 52% |
| Sample schools | 145 | 36 | 25% |
| Total | **203** | **66** | **33%** |

***Nominated schools:***

* About one third (36%) of the nominated schools with current significant relationships tend to be associated with more than six businesses. More than half (52%) of all the associated businesses are identified as ‘large’ and about 35% of all the businesses operate internationally. The associated businesses are mainly in the health & community, agriculture & forestry, and mining sectors.
* About 32% of the responding schools confirmed that their relationship with business involves a major product or service of the business and about 48% stated that the relationship offers the opportunity for product placement or branding of the business.
* About one third (32%) of the responding schools stated that their relationship with business was initiated by directly approaching the business partner, whereas 20% of schools were approached by the business sector to initiate the relationship. About 48% of all relationships are up to two years old only.
* More than half (56%) of these relationships were defined as ‘formal’ or ‘contractual’ relationships and about 48% schools confirmed the involvement of other organisations in supporting these relationships.
* 67% and 25% of these relationships were marked as ‘highly successful’ and ‘moderately successful’ respectively by schools.

***Sample schools:***

* About 42% of the sample schools with current significant relationships tend to be associated with more than six businesses. About half (49%) of all the associated businesses are identified as ‘large’ and about 31% of all the businesses operate internationally. A large proportion of these businesses are associated with the mining industry, followed by health & community, and agricultural & forestry services.
* About 50% of school respondents stated that their relationship with business involves a major product or service of the business and only about 30% confirmed that the relationship offers the opportunity for product placement or branding of the business.
* Like nominated schools, about 30% of the sample schools stated that their relationship with business was initiated by a direct approach from their school (or school principal) to the business whereas 27% of schools were directly approached by businesses to initiate the relationship. About one third (33%) of these relationships are up to two years old, and a similar proportion (33%) of relationships are 2 to 4 years old.
* A large proportion (64%) of these relationships can be defined as ‘formal’ or ‘contractual’ relationships. Unlike nominated schools only 21% schools confirmed the involvement of other organisations in supporting these relationships.
* 81% and 19% of these relationships were marked as ‘highly successful’ and ‘moderately successful’ respectively.

## Analysis of survey responses by regional and remote schools

### Overview

**Table 2.2.1.1 School responses by geographic location**

|  |  |  |
| --- | --- | --- |
| Survey participation | Total schools responded | Schools with current significant relationship |
| Metropolitan schools | 94 | 33 | **35%** |
| Regional schools | 82 | 23 | **28%** |
| Remote schools | 27 | 10 | **37%** |
| Total | **203** | **66** | **33%** |

### Summary of responses by regional and remote schools

**Table 2.2.2.1a Responses by geographic location and state/territory**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| States/ territory | VIC | WA | QLD | NSW | SA | TAS | ACT | NT | Total |
| Metropolitan schools | 36% | 14% | 13% | 22% | 9% | 2% | 3% | 1% | **100%** |
| Regional schools | 33% | 22% | 18% | 21% | 2% | 1% | 1% | 1% | **100%** |
| Remote schools | 22% | 22% | 22% | 19% | 4% | - | - | 11% | **100%** |

**Table 2.2.2.1b Regional schools by state/territory**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| States/ territory | VIC | WA | QLD | NSW | SA | TAS | ACT | NT | Total |
| Regional and remote schools | 30% | 22% | 19% | 20% | 3% | 1% | 1% | 4% | **100%** |

30% of all regional and remote schools that responded to the survey are Victorian followed by 22%, 20% and 19% almost evenly spread in Western Australia, New South Wales, and Queensland respectively.

Almost 58% of these schools are reported to be small in size (i.e. having student enrolment between 1 and 300), 22% reported enrolment between 301 and 500 students, and the remaining 20% identified themselves as large schools with more than 500 students.

The responding schools are comprised of secondary (38%), K-12 (32%), primary (28%), and special schools (2%).

Almost 51% of all remote and regional schools represent government sector, followed by independent sector (28%), and Catholic (21%).

***Current forms of relationships:***

**Table 2.2.2.2 Current forms of relationships by geographic location**

|  |  |  |  |
| --- | --- | --- | --- |
| Involvement of schools with business | Metropolitan schools (N=94) | Regional schools (N=82) | Remote schools (N=27) |
| Number | % | Number | % | Number | % |
| Transition from school to work and developing employability skills of students\* | 57/(58) | 98% | 58/(59) | 98% | 18/(19) | 95% |
| Enhancing school leadership and staff development | 79 | 84% | 68 | 83% | 20 | 74% |
| Supporting student aspirations and achievement (including students at risk and students in disadvantaged areas) | 72 | 77% | 67 | 82% | 20 | 74% |
| Providing additional infrastructure, resources or income streams for schools | 82 | 87% | 76 | 93% | 24 | 89% |
| Enhancing student engagement with industry/business | 74 | 79% | 65 | 79% | 22 | 81% |

*\* Not applicable for primary schools*

***Current significant relationships:***

**Table 2.2.2.3 Current significant relationships by geographic location**

|  |  |  |
| --- | --- | --- |
| Survey participation | Total schools responded | Schools with current significant relationship |
| Metropolitan schools | 94 | 33 | **35%** |
| Regional schools | 82 | 23 | **28%** |
| Remote schools | 27 | 10 | **37%** |
| Total | **203** | **66** | **33%** |

30% of all regional and remote schools (combined) are involved in current significant relationships with business. 39%, 36% and 12% of these schools are in Victoria, Western Australia, and Queensland respectively. 64% of all regional and remote schools have enrolments between 1 and 300 students and 27% are large schools with more than 500 students. These schools are comprised of K-12 (42%), secondary (42%), and primary (15%) schools. 70% of all regional and remote schools with current significant relationships are government schools followed by 18% of Catholic and 12% independent schools.

The major areas of focus of these relationships includes: structured workplace learning; school-based apprenticeships; professional development for staff; building community links; and education of Aboriginal students.

From the schools’ perspective, attaining corporate support to expand school programs and building strong school-community links are among the main motivational factors for involvement in relationships with business. From the perspective of business, maximising opportunities for geographically isolated students is one of the main motivational factors for involvement in relationships with schools. About four regional and one remote school placed high importance on ‘corporate social responsibility policy’ as one of the motivating factors for these relationships.

Almost 76% of these relationships (for regional and remote schools) involve less than six businesses. More than half of these businesses are large in size and about 32% operate internationally. About 36% of these businesses belong to mining industry.

57% of these relationships can be defined as ‘formal’ or ‘contractual’ mainly formalised by a memorandum of understanding.

About 61% of regional and remote schools (combined) rated their relationships with business as ‘highly successful’, followed by a rating of ‘moderately successful’ by 36% of schools. Only a small number of respondents (3) felt that their schools have faced serious obstacles to the success of the relationship. Access to additional resources and funding emerged as one of the important means to improve the existing relationships.

## Analysis of survey responses by primary schools

### Overview

**Table 2.3.1.1 Responses by primary schools**

|  |  |  |
| --- | --- | --- |
| Survey participation | Total schools responded | Schools with current significant relationship |
| Primary schools | 67 | 12 | **18%** |

### Summary of responses by primary schools

33% of all responding primary schools are from Victoria followed by 27% from New South Wales, 15% from Queensland, and the remaining 25% from the four other states/territories.

55% of these schools reported student enrolment between 1 and 300 students and only 16% identified themselves as large (i.e. having more than 500 students).

These schools comprised of government (39%), Catholic (39%) and independent schools (22%). More than half (54%) of these primary schools are based in metropolitan areas.

***Current forms of relationships:***

***Table 2.3.2.1 Current forms of relationships (primary schools)***

|  |  |
| --- | --- |
| Involvement of schools with business | Primary schools (N=67) |
| Number | % |
| Transition from school to work and developing employability skills of students | NA | - |
| Enhancing school leadership and staff development | 52 | 78% |
| Supporting student aspirations and achievement (including students at risk and students in disadvantaged areas) | 40 | 60% |
| Providing additional infrastructure, resources or income streams for schools | 61 | 91% |
| Enhancing student engagement with industry/business | 39 | 58% |

***Current significant relationships:***

Out of 12 primary schools that are currently involved in current significant relationships, 4 are from Victoria and Western Australia each and the remaining 4 schools belong to three other states/territories. These schools range from small to large in size.

50% (6) of these schools are Catholic followed by 42% (5) from the government sector. 7 of these primary schools are metropolitan, followed by 3 remote and 2 regional schools.

The major areas of focus for these relationships include: improving literacy; health and physical development of students; fund raising; assistance with school promotion and recruitment; provision of supplies to schools; and professional development of staff.

Raising school revenue and profile, building community links, and meeting schools’ need of supplies are a few of the main motivating factors for schools to become involved in these relationships.

The majority of these primary schools are involved in relationships with one business only. These are mainly small businesses operating at international or regional level in a variety of fields.

5 respondents (out of 12) stated that their schools were approached directly from a business organisation to initiate the relationship whereas 4 respondents selected ‘personal contacts from an existing connection’ as the means by which the relationship had commenced.

5 schools confirmed that the current relationship is targeted at specific groups of students such as 0-3 year old children, bushfire victims, Korean students, and others.

5 of the 12 schools confirmed that their relationship with business is formalised through either memoranda of understanding or formal contracts.

9 out of 12 schools (75%) rated their relationship with business as ‘highly successful’. Only one school felt that a lack of funding and resources had inhibited the development of its relationship with business.

## Characteristics and nature of ‘school-business relationships’ (where six or more businesses are involved with schools)

### Overview

**Table 2.4.1.1a Business involved with schools in the most significant relationship**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of Businesses | 1 | 2 | 3 | 4 | 5 | 6 or more | No response | Total |
| Responses | 28 | 8 | 6 | 3 | 3 | 11 | 7 | 66 |
| Percentage | 42% | 12% | 9% | 5% | 5% | 17% | 11% | 100% |

**Table 2.4.1.1b Business involved with schools in the most significant relationship**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Actual number of business involved | 6 | 7 | 8 | 16 | 50 | 250 | Total |
| Responses (number of schools) | 2 | 5 | 1 | 1 | 1 | 1 | **11** |
| Percentage | 18% | 46% | 9% | 9% | 9% | 9% | **100%** |

**Table 2.4.1.2 Characteristics of schools involved in significant relationships (with six or more businesses)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Characteristics of schools | School type | School sector | Geographic location | State/territory |
| **School size** |  |  |  |  |
| 501+ (4 schools) | Secondary (3)K-12 (1) | Government (3)Catholic (1) | Regional (3)Metropolitan (1) | VIC (3)TAS (1) |
| 301–500 (2 schools) | Primary (1)Secondary (1) | Government (1)Catholic (1) | Metropolitan (1)Remote (1) | WA (2) |
| 101-300 (3 schools) | Secondary (3) | Government (3) | Metropolitan (1)Remote (1)Regional (1) | ACT (1)QLD (1)WA (1) |
| 1-100 (2 schools) | Secondary (1)K-12 (1) | Government (2) | Metropolitan (1)Regional (1) | QLD (1)VIC (1) |

The major areas of focus of these relationships include: provision of on-site training and supervision; creating educational and career opportunities for students; and enriching the secondary school experience for students and teachers.

A total of 7 (out of 11) schools considered ‘corporate social responsibility policy’ as one of the motivating factors for establishing these relationships however, only 2 schools placed ‘high’ importance on this factor.

About 6 schools stated that their relationships with businesses are formalised through ‘memorandum of understanding’.

Only 4 schools shared that their relationships with businesses offer the opportunity for product placement or branding for the business which mainly occurs through the school newsletter and local newspaper articles.

Only 2 schools confirmed that their business partners are represented on the schools’ governance body.

5 schools acknowledged the involvement of independent brokers, government-funded, and other non for profit organisations for supporting these relationships.

In spite of the complexity involve in coordinating with a number of businesses for the same relationship, 8 out of 11 schools rated these relationships as ‘highly successful’. Only three schools faced serious obstacles to the success of these relationships such as a lack of funding and resources, lack of infrastructure and support processes, and time constraints.

These schools unanimously believe that their relationships with businesses have provided major gains to schools in the areas of: transition from school to work and developing employability skills of students; supporting student aspirations and achievement; enhancing student engagement with industry; and building capacity and social capital of communities and individuals.

A total of 8 out of 11 schools stated that their relationships with businesses have been evaluated to assess the progress and outcomes.

All the responding schools confirmed that the Global Financial Crisis (GFC) had no impact on the nature and extent of their school's existing relationships or activities with business. Similarly, none of the respondents expect any impact of the GFC on the nature and extent of their school's future relationships with business.

# Details of reported relationships

## 3.1 Overview of relationships

**Table 3.1 – Title of relationship, major area of focus and brief description of the relationship.**

| Title of relationship | Major area of focus | Brief description |
| --- | --- | --- |
| Building | Facilities | Long-term master planning relationship. |
| ELearning | Skill Development | Developing skills of existing workers and our students through e-learning initiatives. |
| Connections | Tutoring | Young people tutoring primary school students. |
| Governance support | Direction | Governing board membership of ATC Sunshine. |
| Improving ICT skills | ICT | Students were asked to construct a digitised map. GPS hand held systems were used. |
| Facilities | Improvement | Building Program. |
| Hospitality support | Training | Support provision for new Trade Training Centre. |
| School magazine | Publication design and layout | Multimedia students are working with an industry partner to produce the annual school magazine. |
| Increasing skills and knowledge to do with the hardware industry | Employability skills | Trainees participated in the businesses induction programs and completed work placement and industry mentoring. |
| Teacher development | International Baccalaureate Middle Years Program | Teacher development leading to increased understanding of the IBMYP by post-graduate students. |
| School-based traineeship | VET | Provision of on-site training and supervision. |
| VCAL project | VCAL | Project planning and implementation by students. |
| Linking learning to work | Structured workplace learning and school-based apprenticeships | Students in Year 10 participate in structured work place learning each year and from those up to 5 are offered school-based apprenticeships. |
| Sustainability course | Science | Development of a sustainability VET program with these 5 businesses. |
| Peer education | Leadership | Volunteers and staff consultants work with students to develop life and leadership skills. |
| Providing work opportunities/ pathways after school | Work training | Providing children with special needs a safe workplace to learn new skills. Henbury School plays an important role in our community in the holistic development of people with special needs and prides itself on providing students with the skills and knowledge necessary to engage in society. |
| Student leadership development | Student leadership |   |
| Mentoring | Transition | Careers support and actively promoting a culture of success. |
| Work readiness | Work ethic and work habit | Creation of a real work environment which requires students to prepare themselves for work, to include dress, food, timeliness, focus, endurance, civility, self motivation. |
| Challis parenting and early learning centre | Early child development | Provide resources for ensuring development of children. |
| Student Exchange | IT | Fund raising through student exchange program. |
| School based apprenticeships | VET | Group of student placed in employment. |
| Academic excellence | TEE students | Funds staff support and infrastructure for SIDE and FLiS students as well as TEE revision and Lower School Academic extension programs, including MAP program and Sister Schooling. |
| Improving professional development for schools | PD for staff | BHP has assisted with professional development for all staff in Hedland Schools. |
| Improved school profile | Marketing | Ideas and mentoring for management of a project to market the school. |
| Building Enrolments | Enrolments | Provision of strategic advice regarding engagement of the local community. |
| Classroom | Stationary | Provide stationary etc. |
| Exhibitions |   | Student mentors helping shape the program, giving feedback etc. |
| KEI | Tertiary study | The KEI aims to assist local students to aspire to and enter tertiary study. |
| Improving student wellbeing | Wellbeing and further skill development | Students work in groups to complete tasks and also have the reward of some fun outdoor leisure activities. |
| Educating career opportunities | Careers | TAFES, Universities, Businesses involved in geosciences work with staff, students at CBC to host evenings with key note addresses, information sharing and visual displays promote an awareness of employment opportunities and career aspirations. CBC hosts this for a cluster of 5 schools annually. |
| School garden | Resources, WE | Providing materials, expertise and work experience for school gardens and students interested in horticulture. |
| Improving performance | Visual arts | Xerox provide direct link between MLC and RMIT. |
| Access ministries | Welfare | Employment of Chaplain. |
| Standing Tal Mentoring Program | Student engagement | Community members become the significant adult in the lives of a variety of students. |
| Instrumental Music Promotion | Music | Relationship with music instrument business provides reduced price on purchases, promotion and recruitment assistance. |
| Becoming an Anglican School | Christian development of the school | As the College becomes an Anglican school the school has developed key mentoring relationships within the Sydney Anglican Schools Corporation. |
| Leonra Arts Program | Arts | Arts program across the whole school to enhance literacy and employability skills. |
| Tertiary scholarships | Senior students |   |
| Providing secondary schooling | Secondary | Sponsorship of supervisor to allow students to continue higher education in a school setting. |
| Cert II in Agriculture | Agriculture | Local farmers and mentors working with students on different projects. |
| River bank project | Conservation | Working with business partners on major conservation project |
| Boys town | VET | Skills training |
| Pilbara Pathways Program | Career development | Structured workplace Learning to expose students to apprenticeship opportunities and careers that require tertiary qualifications. |
| Improving sustainability education | Energy conservation | Donation of wind turbine, solar panels and bio-diesel generator for use in school programs. |
| Supervisors for Work Experience | SWL | VET Work Education |
| Resourceful schools | Mining and energy industry links | Network of schools identified by Chamber of Minerals and Energy because of the activities in the school which show commitment to projecting students into these industries. |
| Building project | Resources | Company completing building projects. |
| Boys Town | VET | Training young people in a variety of skills. |
| Career information | SOSE | Student attendance at Mining Expos. |
| Trade Training Centres in Schools | Hospitality and Metals | A commitment and preparedness to form a consortium has been made. |
| Scholarship | University Entrance | IGA Kempsey offers a $3,000 scholarship and work opportunity to a student – portfolio application. |
| Improving literacy | Literacy | Literacy aides involved employee volunteers working with our schools. |
| Teachers | Development | Long-term improvement of staff. |
| IRG | Reference Groups | Development of industry endorsed training in curriculum programs. |
| Work skills | Employment | Local business visits. |
| Planning | Enhancing school climate | High performing schools project. |
| School Chaplaincy | Student welfare | Major financial backing of school/district School Chaplaincy service. |
| Improving work skills | Enterprise | Business sponsors project groups to purchase items required to establish a small business. |
| Work Ed | Careers | Promoting opportunities of real time exposure to the workplace. |
| Access to potential employees | Commitment and performance | Pre workplace training to ensure that students demonstrate their potential with maturity and confidence. |
| Improving school profile and performance | Marketing | Expert partnership for online promotion. |
| VET/SAL | VET | Provide financial support and placements. |
| Teacher housing | Retention of staff | Assisting with Catholic Education to provided accommodation for staff. |
| Work Experience Preparation | Work related skills | A whole day workshop is provided for all Year 10 students by consultants from the business partner. |
| Cleaning | Whole school | 5 days/week. |
| Learning through Internships |   | See big picture. |
| Youth JET SA | Careers | Mutual use of staff and facilities to promote career opportunities. |
| Beacon – student pathways program | Student pathways | A wide range of support for year 9 and 10 students from industry partners to support conferences, guest speakers, WE, Careers etc. Back by school curriculum initiatives. |
| Philanthropy | Marshmead | Xerox donated $10,000 cash to a building project. |
| Tri Youth | Student wellbeing | Before and after school + holiday program. |
| Work Readiness | Beginning an apprenticeship | Mentoring by key industry field officers. |
| School learning programs | Numeracy 2009 | Donation of $7000 to allocate to learning area – Numeracy in 2009 - increase resources within school |
| Improving Youth Leadership | Student leadership | Students from 4 schools working together on community projects to build their leadership ability. |
| Scholarship | Indigenous student | Ongoing long term scholarship program. |
| David Wirrpanda Foundation | Leadership | Partnership in leadership development for Year 9& 10 students. |
| Science Fair | Improving interest in science | Support from local businesses in the form of judging, prizes. |
| Employers | SATs | Employers of school-based apprentices & trainees. |
| Pilbara Tour | Environmental science | Development of staff and student expertise in the field of environmental science. |
| Indigenous education | Education for girls | Company support of indigenous girls in the school. |
| Leadership formation | SOSE/Religion | Visiting guest speakers. |
| Merit Award | Work readiness | Business provides a voucher ($30 open order) for students who have 100% attendance, 100% uniform, personal best class work and show initiative. |
| Healthy kids | PDHPE | Working with the business to develop healthy attitudes. |
| Scholarships | Tuition | Industry supporting the tuition of students through direct $ support. |
| Environment | Land care | Tree planting on local forms. |
| Physical Education | Program development | Working with sporting groups – AFL, NRL, Tennis Australia etc. |
| Improving work skills | Numeracy | Grants provided to run businesses. |
| Improved learning capacity | Improved Culture | Demonstrating a positive connectedness with business enables students to ideas areas of careers and a seamless transition to further training and/or education. |
| Industry expertise | Relevant and current work skills training | Quality tradespersons / technicians. |
| Music program | The Arts | Support a music program for both secondary and primary students through the secondary school. |
| Mentoring | Mentoring | A group of 10 Year 10 students undergo a term long one on one mentoring program with consultants from the business partner. |
| Maintenance | Painting, electrical etc. |   |
| School Farm | Services and goods | Support through cost price materials and free expert assistance to help keep the school farm working. |
| Improving performance | Sustainability | Mutual for improving environmental sustainability. |
| Local Fruit Shop Person | Health & Personal development | Provides fresh fruit each week as part of a State Government project. |
| Work Experience | Unemployed students | Setting students up to be employable. |
| Sponsorship | Senior Camp | Providing transport for Yr 6/7 to go to annual camp – assists with costing to parents. |
| Improving local knowledge | Building community links | Executives and business people assisting students to learn more about the local community and associated businesses. |
| Polly Farmer Foundation | Education of Aboriginal Students | Partners school in Enrichment Centre catering for able aboriginal students who attend regularly through targeted tutoring. |
| Mentors | Job Readiness | Interviewers for Yr 10 students. |
| Transfield | Logistics/community building | School and industry partnership intended to provide opportunities for relationship between two largest organisations in the "town" – the RAAF base and the school. |
| Improving school profile | Marketing | Assistance by a company to help develop strategy for marketing the school. |
| School maintenance partnership | Skill building | TAFE, ISA skills. |
| Donation | Trash into treasure | Businesses in south Kempsey donate their waste materials to the college i.e. excess timer for the construction program etc. |
| Physical education | Blue Earth | Blue Earth program and coaching. |
| SBATs | SBATs | Students placed and supported in SBATs. |
| Mock interviews | Improved skill capacity | Industry partnership to improve student skill capacity and work readiness. |
| Contribution to curriculum management | Advisory | College advisory council made up of industry representatives. |
| Maru Project | Aboriginal education | Support extra staff support for Maru students and support for homework centres. |
| Uniform supplier |   | Provides uniforms for school shop. |
| Spark program | Literacy | Business people come and read with students. |
| Supervisors | Year11 | Provide placement for Yr 11 mandatory week. |
| Sponsorship | Breakfast Program | IGA Macleay co-operative supply $25 voucher monthly toward the healthy school breakfast program. |
| Recognition of student performance | Performance | Provision of support in the form of financial and in kind. |
| Scholarship Program | Further education | A number of scholarships are made available for secondary and post secondary studies. |
| Mars Program | Literacy | University students work with students on their literacy. |
| Grace Community | Consultation Day | Brainstorm the future growth of GLC. |
| Community School | Feasibility | IGA Macleay co-operative are investigating the establishment of a community or Trust School partnership in the near future - similar to UK experience. |

## 3.2 Significant relationships

**Table 3.2 – Name or title of the most significant relationship with a business or businesses**

| Title of relationship | Title of relationship | Title of relationship |
| --- | --- | --- |
| Access Ministries | Beacon Foundation | Blue Earth |
| Centre for Professional Practice | Capacity Building in Geographic Information Systems | Boys Town |
| Chair of Governing Board for ATC Sunshine | Challis Parenting and Early Learning Centre | Community Capacity Building |
| Cultural Studies; Technology | Donation of a shop space in a shopping centre to set up our own Op Shop. | Employability Program |
| Fiona's Walk | Gateways 4 sustainable communities program | FMDA program |
| GBC to Saddle On | IGA Macleay Regional Co-operative | Healthy Kids Program |
| Indigenous education | Industry Links | Industry Mentoring |
| IRG Program | Instrumental Music Relationship | Iwrap@ntec |
| Karratha Education Initiative | Kokos International and Cadmium | Learning Through Internships |
| Linking Learning to Work | Maintenance and supply of ICT equipment | MAPPS |
| Martial Arts Therapy Team | Master Plumbers Association | Mentoring |
| New Gen Noongar Scholarships | Pilbara Pathways Program with Rio Tinto, Apprenticeships Australia & Pilbara TAFE | Mindshop Excellence |
| Pilbara Tour | Re-engagement, Local shire | SAT program |
| School Based Traineeship | School Magazine | School Maintenance |
| Stationary supplier | Sustainability & emerging Technologies VET course | Students@Work |
| Teacher Housing | Teacher Award Program for IBMYP | Tertiary Scholarships |
| The Pilbara Education Partnership | Transition to Work relationships for our Support Students | Trade training centre support |
| Valhalla Studios SATs Intake | Visual Arts | Worsley Energy Challenge |
| Xstrata | Year 9 Day in Industry | YMCA |
| Youth JET SA | Tri Youth |  |

## 3.3 Characteristics of business involved in significant relationships

**Table 3.3 – Characteristics of business involved in the most/effective school-business relationships**

| Name of business | Size of business | Industry sector | Business location |
| --- | --- | --- | --- |
| Midfield Meats | Large | Agriculture, forestry, fishing | International |
| Ford New Holland | Large | Agriculture, forestry, fishing | International |
| Timber Corp | Large | Agriculture, forestry, fishing | National |
| ACT Chamber of commerce | Large | Communication services | Regional |
| SKM | Large | Construction | International |
| Boys Town Training Centre | Large | Construction | National |
| New gen power | Large | Electricity, gas, water supply | National |
| Transfield | Large | Electricity, gas, water supply | National |
| Delta Electricity | Large | Electricity, gas, water supply | Regional |
| Brisbane City Council | Large | Electricity, gas, water supply | Regional |
| Glaxo Smith Kline | Large | Health and community services | International |
| Royal Children Hospital – Melbourne  | Large | Health and community services | National |
| WA Health Department | Large | Health and community services | Regional |
| Toyota | Large | Manufacturing | International |
| ING Reality | Large | Manufacturing | International |
| Sutton Tools | Large | Manufacturing | International |
| Exxon Mobil | Large | Manufacturing | International |
| BHP Billiton Iron Ore | Large | Mining | International |
| Woodside | Large | Mining | International |
| BHP | Large | Mining | International |
| BHP Billiton | Large | Mining | International |
| Xstrata, Newlands Coal | Large | Mining | International |
| Rio Tinto | Large | Mining | Local |
| Leightons | Large | Mining | Local |
| Thiess | Large | Mining | National |
| Iluka resources | Large | Mining | National |
| Xstrata | Large | Mining | National |
| Rio Tinto | Large | Mining | Regional |
| Visy | Large | Other (Recycling and manufacturing) | International |
| Boston Consulting Group | Large | Other (Management consulting) | International |
| Fuji Xerox Australia | Large | Other (Printing) | International |
| University of Melbourne | Large | Other (Education) | International |
| QUT | Large | Other (Education) | Local |
| Latrobe University (Mildura campus) | Large | Other (Education) | Local |
| Griffith University | Large | Other (Education) | Local |
| UQ | Large | Other (Education) | Local |
| Boys town | Large | Other (Community welfare services) | National |
| RMIT | Large | Other (Education) | National |
| Flinders University | Large | Other (Education) | Regional |
| Spotless | Large | Property and business services | Local |
|  | Large | Retail trade | International |
| Bunnings Warehouse | Large | Retail trade | Local |
| Bunnings | Large | Retail trade | National |
| Bayford | Large | Retail trade | National |
| Qantas | Large | Transport and storage | International |
| Eagers | Large | Transport and storage | National |
| Olex Cables | Large | Wholesale trade | International |
| Corporate Express | Large | Wholesale trade | National |
| The Richmond Club | Medium | Accommodation, cafes, restaurants | Local |
| Sebel | Medium | Accommodation, cafes, restaurants | Local |
| Warrnambool Cheese and Butter | Medium | Agriculture, forestry, fishing | Regional |
| Craft Dairies | Medium | Agriculture, forestry, fishing | Regional |
| Master Plumbers Association | Medium | Construction | National |
| Various others | Medium | Cultural and recreational services | Local |
| Aspark | Medium | Electricity, gas, water supply | National |
| Wannon Water | Medium | Electricity, gas, water supply | Regional |
| Olivet Aged Care | Medium | Health and community services | Local |
| Blue Earth Institute | Medium | Health and community services | National |
| Therapy Focus | Medium | Health and community services | Regional |
| Atlas Heavy Engineering | Medium | Manufacturing | International |
| TransPacific Industries - SuperiorPak | Medium | Manufacturing | Local |
| International Baccalaureate organisation | Medium | Other (Education) | International |
| Bayswater Primary School | Medium | Other (Education) | Local |
| Apprenticeships Australia | Medium | Other (Education) | National |
| Northern Grampians Shire | Medium | Other (Community services) | Regional |
| Karama Shops | Medium | Property and business services | Local |
| IGA Macleay Regional Co-operative | Medium | Retail trade | Local |
| Supa Barn | Medium | Retail trade | Regional |
| KW wholesalers | Medium | Wholesale trade | Local |
| AUSREP | Medium | Wholesale trade | Local |
| Geoff Perkins Machinery | Small | Agriculture, forestry, fishing | Local |
| Greenline | Small | Agriculture, forestry, fishing | Regional |
| Murray Goulburn Water | Small | Agriculture, forestry, fishing | Regional |
| Farmers Centre | Small | Agriculture, forestry, fishing | Regional |
| Information Technology Services | Small | Communication services | Regional |
| Kokos International | Small | Cultural and recreational services | International |
| Saddle On | Small | Cultural and recreational services | Local |
| Name has changes recently unsure of correct name | Small | Finance and insurance | International |
| Ballarat Cancer Research Centre | Small | Health and community services | Regional |
| Retirement village | Small | Health and community services | Local |
| Canning Division of GPs | Small | Health and community services | Local |
| Martial Arts Therapy Team | Small | Health and community services | Regional |
| Outback Division of Practice | Small | Health and community services | Regional |
| Aboriginal Medical Centre | Small | Health and community services | Regional |
| Kokos International | Small | Other (Travel, international education) | International |
| Centre force Pty Ltd | Small | Other (please identify) | Local |
| Valhalla Studios | Small | Other (Software developer) | Local |
| RAM | Small | Other (please identify) | Local |
| Catholic School | Small | Other (Education) | National |
| Various others | Small | Retail trade | Local |
| Allans Music Centre | Small | Retail trade | Regional |
| Roper Bar Shop | Small | Retail trade | Regional |
| J and C Panels | Small | Wholesale trade | Local |
| Youth Jet SA | Small | Other (Youth services) | Local |
| Whittlesea Chaplaincy committee and Whittlesea Secondary college | Small | Other (Education) | Local |
| St Marys Primary School | Small | Other (Education) | Local |
| Heathmont Baker's delight | Micro | Accommodation, cafes, restaurants | Local |
| Pat Quinn | Micro | Agriculture, forestry, fishing | Local |
| Horse Unit | Micro | Agriculture, forestry, fishing | Local |
| Cadmium | Micro | Communication services | Local |
| Righteous Pups Australia | Micro | Health and community services | Regional |
| atEAST | Micro | Property and business services | Local |

# 4. School-Business Relationships – Schools’ Survey Instrument

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**Instructions**

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The questionnaire is concerned with three areas:

1. You and your school.

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

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

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 schools 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**.

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

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

 ( ) Yes 🡪 **Go to Page 3**

 ( ) No

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 **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\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**About you and your school**

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

Your name\*

Role (eg Principal, Business Manager etc.) \*

Name of school\*

State\*

Email address\*

Phone number (optional)

School size / number of students\*

 ( ) 1-100

 ( ) 101- 300

 ( ) 301- 500

 ( ) 501+

School type\*

 ( ) Primary

 ( ) Secondary

 ( ) K-12

 ( ) Senior secondary college

 ( ) Special

 ( ) Australian technical college

Sector\*

 ( ) Government

 ( ) Catholic

 ( ) Independent

Geographic location\*

 ( ) Metropolitan

 ( ) Regional

 ( ) Remote

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

**Current forms of relationships**

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

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

 ( ) School based apprenticeships

 ( ) Structured workplace learning (linked to VET program)

 ( ) Work experience for students

 ( ) Careers information

 ( ) Work readiness - mentoring and coaching

 ( ) Industry awareness programs

 ( ) Other (please specify)

**Enhancing school leadership and staff development**

 ( ) Mentoring and coaching programs for staff

 ( ) Expert advice for principals, school leaders and council members

 ( ) Professional development for staff

 ( ) Work shadowing

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

 ( ) Industry/business experience for staff

 ( ) 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

 ( ) Provision of expertise to support curriculum design and delivery

 ( ) Excursions into industry

 ( ) Industry/business experience for teaching staff

( ) Other (please specify)

**Are there any other activities or programs in your school that involve some form of relationship with business?**

 ( ) Yes

 ( ) No

**If yes, please provide details.**

**Do businesses derive any direct or indirect benefits from the relationship with your school?**

 ( ) Major benefits

 ( ) Minor benefits

 ( ) No benefits 🡪 **Skip logic**

**What form do these benefits take? (Not for primary schools)**

 ( ) 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)

**What form do these benefits take? (Only for primary schools)**

 ( ) Opportunities for developing staff through volunteer activity

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

 ( ) Exposure of products or brands

 ( ) Industry/business experience for staff

 ( ) 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 school involved in public-private partnership initiatives with business?** \*

 ( ) 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 eg building schools.*

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

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

 ( ) Yes 🡪 **Go to Page 9**

 ( ) 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 business**

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**1. Has your school had a significant relationship with business 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 school wish to establish significant relationship with businesses in the future? \***

 ( ) Yes

 ( ) No 🡪 **Go to Q10**

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

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

**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 business? \***

 ( ) Yes

 ( ) No

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

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

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**Thank you – Survey complete**

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**Schools with current significant relationships**

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**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 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 school to become involved in these relationships?**

**How many businesses are involved with your school in these significant relationships?**

**Most effective/significant relationship**

**We are interested to know more about a particular relationship with a business or businesses 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\***

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**The most effective/significant relationship with business(es)**

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

**1. How many businesses are involved with your school in this relationship? \***

 ( ) 1

 ( ) 2

 ( ) 3

 ( ) 4

 ( ) 5

 ( ) 6 or more

***Please provide the following information about the business(es).***

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

***Business 1***

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

Name of business

Size of business

Business location

Industry sector

***Business 2***

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

***Business 3***

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

***Business 4***

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

**2. Does the relationship involve a major product or service of the 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 from business owner / CEO

 ( ) Initiated by business employee

 ( ) Direct contact from a broker organisation (e.g. Local Community

 Partnerships)

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

 ( ) Brokered by local government

 ( ) Local community initiative

 ( ) Direct approach from school principal

 ( ) Direct approach from business to school

 ( ) Not sure

 ( ) Other (please specify)

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

 ( ) Yes

 ( ) No

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

**10. Approximately what proportion of students and staff participate in this relationship?**

 Students (%) \_\_\_\_\_\_\_\_\_\_\_\_

 Teaching staff (%) \_\_\_\_\_\_\_\_

 School leadership (%) \_\_\_\_\_

 Administrative staff (%) \_\_\_\_

**11. Does the relationship offer the opportunity for product placement or branding for the 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

**Governance and administration**

**13. Is the business partner represented on the governance body of the school?**

 ( ) Yes

 ( ) No

**14. Has the business partner nominated an employee with designated responsibility for relationship liaison with your school?**

 ( ) Yes

 ( ) No 🡪 **Go to Q15**

**14a. Please provide the title/position of that person.**

**15. Has your school nominated a staff member with specific responsibilities for relationship liaison?**

 ( ) Yes

 ( ) No

**15a. If yes, please select the designation of nominated staff**

 ( ) Principal

 ( ) Assistant principal

 ( ) Business Manager

 ( ) Teacher

 ( ) Other (please specify)

**Supporting infrastructure**

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

 ( ) Yes

 ( ) No 🡪 **Go to Q17**

**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)

**16a. 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) \_\_\_\_\_ ( ) ( ) ( )

**17. 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 [*Title of the relationship*]**

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

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

 ( ) Highly successful

 ( ) Moderately successful

 ( ) Not successful 🡪**Go to Q19**

 ( ) Too early to assess 🡪 **Go to Q19**

**18a. 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)

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

 ( ) Yes

 ( ) No 🡪 **Go to Q20**

**19a. 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)

**20. How could the relationship with business(es) be improved?**

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

**Changes in last five years**

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

 ( ) Yes – there have been significant changes

 ( ) No significant changes 🡪 **Go to Q23**

 ( ) Not applicable 🡪 **Go to Q23**

**22a. 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 <u>business outcomes</u> of the relationship

 ( ) Greater focus on the <u>educational outcomes</u> of the relationship

 ( ) Greater focus on student skills

 ( ) Greater use of technology

 ( ) Increased level of contribution from business partner

 ( ) Other (please specify)

**23. In what areas has the relationship provided gains to the school?**

**[*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 |  |  |  |  |

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

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

 ( ) Yes

 ( ) No

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

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

 ( ) Yes

 ( ) No 🡪 **Go to Q28**

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

**27. 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**

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

 ( ) Yes

 ( ) No

**If yes, please specify.**

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

 ( ) Yes

 ( ) No

**If yes, please explain briefly.**

**School-business relationships in general**

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

 ( ) Yes

 ( ) No

**Please elaborate.**

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

**32. 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 in your school?**

 ( ) Yes

 ( ) No 🡪 **Go to Page 22**

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**2nd - Schools 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 in your school?**

 ( ) Yes

 ( ) No 🡪 **Go to Page 22**

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**3rd - Schools 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 school's relationships with business?**

 ( ) Yes

 ( ) No

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

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

Your name

Role (eg Principal, Business Manager etc.)

Email address

Phone number (optional)

**Would you be happy for us to send a similar questionnaire to any of the businesses you have referred to?**

 ( ) Yes

 ( ) No

***Please provide contact details:***

**[*Name of business 1*]**

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Name of contact person

Email address

Phone number

**[*Name of business 2*]**

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

**[*Name of business 3*]**

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**[*Name of business 4*]**

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**Meta Questions – *for pilot survey only***

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**Were the instructions clear and easy to follow?**

 ( ) Yes

 ( ) No

**Please include your comments.**

**Did you find it easy to navigate through the survey?**

 ( ) Yes

 ( ) No

**Please include your comments.**

**Were any of the items confusing or ambiguous?**

 ( ) Yes

 ( ) No

**Please include your comments.**

**How long did it take you to complete the survey? (minutes)**

**Please include any additional comments here.**

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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.**

1. This includes 2 respondents who did not respond to the question regarding their school’s involvement in current significant relationship(s). [↑](#footnote-ref-1)
2. This includes 3 respondents who did not respond to the question regarding their school’s involvement in current significant relationship(s). [↑](#footnote-ref-2)
3. These 3 respondents did not respond to the question regarding current significant relationship(s) and thus cannot be classified in the above two categories. [↑](#footnote-ref-3)