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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

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## Contents

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1	Survey analysis	1
1.1	Overview	1
1.2	Characteristics of responding schools	1
1.3	Current forms of relationships	3
1.4	Public-private partnerships	9
1.5	Current significant relationship(s) with business	10
1.6	The most effective/significant relationship	14
1.7	Other significant relationships	26
1.8	Further contact	27
1.9	No current significant relationships with business	27
2	Research questions	29
2.1	Is there any noteworthy difference between the survey responses of nominated and sample schools?	29
2.2	Analysis of survey responses by regional and remote schools	32
2.3	Analysis of survey responses by primary schools	35
2.4	Characteristics and nature of 'school-business relationships' (where six or more businesses are involved with schools)	37
3	Details of reported relationships	39
3.1	Overview of relationships	39
3.2	Significant relationships	45
3.3	Characteristics of business involved in significant relationships	46
4.	School-Business Relationships – Schools' Survey Instrument	50

# 1 Survey analysis

## 1.1 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%

## 1.2 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%
<b>Total</b>	<b>203</b>	<b>100%</b>	<b>511</b>	<b>~100%</b>	

**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%
<b>Total</b>	<b>203</b>	<b>100%</b>	<b>511</b>	<b>100%</b>	

**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%	< = 150	170	33%
1 – 100	24	12%			
<b>Total</b>	<b>203</b>	<b>100%</b>	<b>Total</b>	<b>511</b>	<b>100%</b>

**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%
<b>Total</b>	<b>203</b>	<b>100%</b>	<b>511</b>	<b>100%</b>	

**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%			
<b>Total</b>	<b>203</b>	<b>~100%</b>	<b>511</b>	<b>100%</b>	

**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%
<b>Total</b>	<b>203</b>	<b>100%</b>

### 1.3 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 <sup>1</sup> 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.

<sup>1</sup> This includes 2 respondents who did not respond to the question regarding their school's involvement in current significant relationship(s).

**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 <sup>2</sup> 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.

<sup>2</sup> This includes 3 respondents who did not respond to the question regarding their school's involvement in current significant relationship(s).

**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 of 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%
<b>Total</b>	<b>130</b>	<b>64%</b>	<b>51</b>	<b>25%</b>	<b>19(+3<sup>3</sup>)</b>	<b>11%</b>	<b>203</b>	<b>100%</b>

**Table 1.3.8a Nature of benefits (major or minor)**

Direct/indirect benefits	Responses	%
Major benefits	32	25%
Minor benefits	98	75%
<b>Total</b>	<b>130</b>	<b>100%</b>

See table 1.3.8c for details

**Table 1.3.8b What form do these benefits take?**

Forms of benefits	Responses	%
Opportunities to interact with potential recruits ( <i>Not for primary schools</i> )	80/(98)	82%
Exposure of industry/business to potential recruits ( <i>Not for primary schools</i> )	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%
<b>Total (multiple) responses from 130 respondents</b>		

<sup>3</sup> These 3 respondents did not respond to the question regarding current significant relationship(s) and thus cannot be classified in the above two categories.

**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	%
<b>School type</b>						
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%
<b>Total</b>	<b>32</b>	<b>100%</b>	<b>98</b>	<b>100%</b>	<b>51</b>	<b>100%</b>
<b>School size</b>						
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%
<b>Total</b>	<b>32</b>	<b>100%</b>	<b>98</b>	<b>100%</b>	<b>51</b>	<b>100%</b>
<b>School sector</b>						
Government	18	56%	39	40%	19	37%
Independent	6	19%	32	33%	19	37%
Catholic	8	25%	27	28%	13	26%
<b>Total</b>	<b>32</b>	<b>100%</b>	<b>98</b>	<b>100%</b>	<b>51</b>	<b>100%</b>
<b>Location</b>						
Metropolitan	14	44%	47	48%	25	49%
Regional	15	47%	39	40%	16	31%
Remote	3	9%	12	12%	10	20%
<b>Total</b>	<b>32</b>	<b>100%</b>	<b>98</b>	<b>100%</b>	<b>51</b>	<b>100%</b>

## 1.4 *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%

## 1.5 *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%
<b>Total</b>	<b>203</b>	<b>100%</b>

### 1.5.1 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%
<b>Total</b>	<b>66</b>	<b>100%</b>	<b>203</b>	<b>100%</b>	<b>9,562</b>	<b>~100%</b>

**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%
<b>Total</b>	<b>66</b>	<b>100%</b>	<b>203</b>	<b>100%</b>	<b>9,562</b>	<b>100%</b>

**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%
<b>Total</b>	<b>66</b>	<b>100%</b>	<b>203</b>	<b>100%</b>	<b>9,562</b>	<b>100%</b>

**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%
<b>Total</b>	<b>66</b>	<b>~100%</b>	<b>203</b>	<b>100%</b>

**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%
<b>Total</b>	<b>66</b>	<b>100%</b>	<b>203</b>	<b>100%</b>

## 1.5.2 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%
<b>Total</b>	<b>66</b>	<b>33%</b>	<b>134</b>	<b>67%</b>	<b>200</b>	<b>100%</b>

**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%
<b>Total</b>	<b>66</b>	<b>33%</b>	<b>134</b>	<b>67%</b>	<b>200</b>	<b>100%</b>

**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%
<b>Total</b>	<b>66</b>	<b>33%</b>	<b>134</b>	<b>67%</b>	<b>200</b>	<b>100%</b>

**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%
<b>Total</b>	<b>66</b>	<b>33%</b>	<b>134</b>	<b>67%</b>	<b>200</b>	<b>100%</b>

**Table 1.5.2.5 Responses by sector**

	Significant relationship		No significant relationship		Total responded	
	Number	%	Number	%	Number	%
Government	39	44%	49	56%	88	100%
Independent	16	26%	45	74%	61	100%
Catholic	11	22%	40	78%	51	100%
<b>Total</b>	<b>66</b>	<b>33%</b>	<b>134</b>	<b>67%</b>	<b>200</b>	<b>100%</b>

### 1.5.3 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%)
<b>Total</b>		<b>66 (33%)</b>	<b>134 (66%)</b>	<b>3 (1%)</b>

### 1.5.4 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		Cumulative Percentage (%)	
	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%
<b>Total</b>	<b>66</b>	<b>100%</b>	-	-

**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

<b>Title of relationship</b>	<b>Area of focus</b>	<b>Brief description</b>
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**

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

## 1.6 *The most effective/significant relationship*



**Table 1.6.1 Title of the most effective/significant relationship (see table 3.2 for a complete list of titles)**

<ul style="list-style-type: none"> <li>• Centre for Professional Practice</li> <li>• Community Capacity Building</li> <li>• Healthy Kids Program</li> <li>• Indigenous Education</li> <li>• Karratha Education Initiative</li> <li>• Master Plumbers Association</li> <li>• New Gen Noongar Scholarship</li> <li>• Students@work</li> <li>• Sustainability &amp; Emerging Technologies</li> <li>• Valhalla Studios SATs Intake</li> <li>• Worsley Energy Challenge</li> <li>• Youth JET SA</li> </ul> <p>Total response received = 60</p>
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**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	<b>66</b>
Percentage	42%	12%	9%	5%	5%	17%	11%	<b>100%</b>

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%
<b>Total</b>	<b>105</b>	<b>100%</b>



**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
<b>Multiple responses</b>	<b>18 (100%)</b>	<b>58 (100%)</b>	<b>25 (100%)</b>	<b>4 (100%)</b>	<b>105</b>

**Table 1.6.4 Business location**

Location	Responses	%
Local	34	%
International	31	%
Regional	23	%
National	18	%
<b>Total</b>	<b>106</b>	<b>100%</b>

**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%
<b>Total</b>	<b>105</b>	<b>~100%</b>



**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
<b>Total</b>	<b>58 (100%)</b>	<b>30 (100%)</b>	<b>17 (100%)</b>	<b>105</b>

**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%
<b>Total</b>	<b>66</b>	<b>100%</b>

**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%
<b>Total</b>	<b>66</b>	<b>~100%</b>



**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
<b>Total</b>	<b>39 (100%)</b>	<b>11 (100%)</b>	<b>16 (100%)</b>	<b>66</b>

**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
<b>Total</b>	<b>12 (100%)</b>	<b>37 (100%)</b>	<b>17 (100%)</b>	<b>66</b>

\* 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%
<b>Total</b>	<b>35</b>	<b>~100%</b>

**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%
<b>Total</b>	<b>43</b>	<b>100%</b>

**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%
<b>Multiple responses from 53 respondents</b>	<b>66</b>	<b>100%</b>

**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%	-
<b>Multiple responses from 19 respondents</b>	<b>28</b>	<b>100%</b>				

**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%
<b>Total</b>	<b>66</b>	<b>100%</b>



**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%
<b>Multiple responses from 53 respondents</b>		

**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%
<b>Multiple responses from 8 respondents</b>		<b>100%</b>

**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 <u>educational outcomes</u> of the partnership	3	30%
More systematically evaluated	2	20%
Greater use of technology	1	10%
Other	2	20%
<b>Multiple responses from 10 respondents</b>		

**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%
<b>Multiple responses from 66 respondents</b>						

**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%

## 1.7 *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%

## 1.8 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%

## 1.9 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%
<b>Total</b>	<b>203</b>	<b>100%</b>

**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%

## 2 Research questions

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

#### 2.1.1 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%
<b>Total</b>	<b>700</b>	<b>203</b>	<b>29%</b>

#### 2.1.2 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%
<b>Total</b>	<b>203</b>	<b>66</b>	<b>33%</b>

*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.

## 2.2 Analysis of survey responses by regional and remote schools

### 2.2.1 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%
<b>Total</b>	<b>203</b>	<b>66</b>	<b>33%</b>

### 2.2.2 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%
<b>Total</b>	<b>203</b>	<b>66</b>	<b>33%</b>

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.

## 2.3 *Analysis of survey responses by primary schools*

### 2.3.1 Overview

**Table 2.3.1.1 Responses by primary schools**

Survey participation	Total schools responded	Schools with current significant relationship	
Primary schools	67	12	<b>18%</b>

### 2.3.2 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.

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

### 2.4.1 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
<b>School size</b>				
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.



## 3 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.

<b>Title of relationship</b>	<b>Major area of focus</b>	<b>Brief description</b>
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.

<b>Title of relationship</b>	<b>Major area of focus</b>	<b>Brief description</b>
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.

<b>Title of relationship</b>	<b>Major area of focus</b>	<b>Brief description</b>
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.

<b>Title of relationship</b>	<b>Major area of focus</b>	<b>Brief description</b>
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 Year10 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 timber 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.

<b>Title of relationship</b>	<b>Major area of focus</b>	<b>Brief description</b>
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**

<b>Name of business</b>	<b>Size of business</b>	<b>Industry sector</b>	<b>Business location</b>
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



Name of business	Size of business	Industry sector	Business location
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

<b>Name of business</b>	<b>Size of business</b>	<b>Industry sector</b>	<b>Business location</b>
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

<b>Name of business</b>	<b>Size of business</b>	<b>Industry sector</b>	<b>Business location</b>
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](mailto: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

*[School Survey Questionnaire – Final]*

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**Save and continue later**  
=====

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

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

=====  
**About you and your school**  
=====

**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.*

=====

**No current significant relationships with business**

=====

**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.**

=====  
**Thank you – Survey complete**  
=====

=====

**Schools with current significant relationships**

=====

**Overview**

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

**Examples**

<i>Title of relationship</i>	<i>Area of focus</i>	<i>Brief description</i>
Improving literacy	Literacy	Literacy buddies involved employee volunteers working with six local schools
Improving school profile and performance	Marketing	Partners Partners in leadership involved senior executives assisting school in marketing project

	<b>Title of relationship</b>	<b>Area of focus</b>	<b>Brief description</b>
<b>Relationship 1</b>			
<b>Relationship 2</b>			
<b>Relationship 3</b>			
<b>Relationship 4</b>			
<b>Relationship 5</b>			

**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\***

[School Survey Questionnaire – Final]

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corporate social responsibility (CSR) policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Less than 1 year
- 1 – 2 years
- 2 – 4 years
- 4 – 10 years
- More than 10 years

8. How was this relationship first initiated?\*

- Personal contact through an existing connection (e.g. a parent in the business)
- Direct approach 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		
		High	Medium	Low
Independent brokers (Org 1)	_____	( )	( )	( )
Independent brokers (Org 2)	_____	( )	( )	( )
Government-funded broker (Org 1)	_____	( )	( )	( )
Government-funded broker (Org 2)	_____	( )	( )	( )
Not for profit (Org 1)	_____	( )	( )	( )
Not for profit (Org 2)	_____	( )	( )	( )

**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.**

=====

**Overall assessment of the relationship [*Title of the relationship*]**

=====

**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**

*[School Survey Questionnaire – Final]*

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**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](mailto: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.**

=====

**Other significant relationships - 2**

=====

**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**

=====  
**2nd - Schools with current significant relationships**  
=====

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

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

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=====  
**Other significant relationships - 3**  
=====

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

Yes

No → **Go to Page 22**

=====  
**3rd - Schools with current significant relationships**  
=====

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

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

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=====  
**Further contact**  
=====

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]**

=====  
Name of contact person  
Email address  
Phone number

**[Name of business 2]**

**[Name of business 3]**

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

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

**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.**

*[School Survey Questionnaire – Final]*

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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.**