

Dear Messrs Fitzgerald and Trewin,

We welcome the Productivity Commission's involvement in undertaking a study on the contribution of the not for profit (NFP) sector and how that contribution can be enhanced.

We have restricted our submission, on behalf of the Australian Business and Community Network (ABCN), to those topics of most direct relevance to us.

### **About the ABCN**

The ABCN was formed in 2004 by a group of highly committed national business leaders and organisations whose vision was to inspire, challenge and engage businesses to have a greater positive impact in the community. ABCN's current member organisations are listed in Attachment A.

Our broad aims are to engage companies to:

- Provide a collaborative environment to share best practice and learning in the area of business community partnerships;
- Work collectively to explore and exploit the leverage points where business can intervene to improve its impact on society;
- Provide mechanisms that build awareness of key social issues through 'real' engagement, eg CEOs participating in a mentoring program with school principals;
- Integrate responsible practices into all areas of business;
- Inspire others when we put our beliefs into practice and share our knowledge and experience;
- Identify their unique 'community value proposition' and shift from a passive to active model of corporate responsibility; and
- Work with community and government stakeholders to best leverage the resources available within the member businesses.

The founders of ABCN concluded a focus on education would provide the greatest opportunity of meeting these goals. This led to ABCN initiating a number of mentoring and coaching programs to broaden the horizons of students and support educators. Our primary input is volunteer time from our member companies. To date all funding to develop and operate the programs has been provided by the member organisations.

Our key programs are:

- SPARK: Primary school reading program;
- GOALS Growing Opportunities And Learning Skills: High school mentoring program;
- Career Choice Day;
- Partners in Learning: Partnering business leaders and educators; and
- InterAct Arts Experience.

Details on these programs are set out in Attachment B, together with details of other programs which are being piloted.

Since 2005, over 4,000 mentors from nearly 30 companies have delivered ABCN's programs in over 120 schools, interacting with over 20,000 students and mentoring over 2,500 of these.

We believe these programs provide meaningful support to the social inclusion agenda by removing barriers to participation in employment and promoting social cohesion by means of the community engagement by the member companies and their employees. The programs enhance the education of the participating students, increase their chances of successfully completing their schooling and provide both volunteers and participants with exposure to sections of the community with which they would otherwise be unlikely to interact.

### **The nature of the contribution of the NFP sector**

We agree with the points raised in the issues paper on the challenges created by the breadth of operations undertaken by the NFP sector.

Attempting to have a framework in which all NFP activities can be captured is laudable. We believe the proposed framework would be enhanced by adding Education as a specific heading under Service Outcomes. This is where ABCN operates and we are aware of a number of other NFPs providing a range of programs in this sector.

However, definitional issues will remain as organisations often have multiple outputs or impacts. Using ABCN as an example, in addition to service delivery in the area of education, ABCN's work is also a form of connecting to the community and removing barriers as it expands the networks available to those involved. For instance, GOALS can provide the participating students with both knowledge about types of role and organisations about which they had no prior knowledge, as well as the confidence to consider themselves suitable for a wider range of roles than prior to the program. A reciprocal benefit for participating companies can be the improved understanding of a section of their customer base and/or employment pool that is gained from interacting with the students.

As acknowledged in the PC's issues paper, measuring and attributing outcomes and impacts can be difficult. This makes a range of measures important but it is unlikely that a comprehensive range can be established in practical terms given the breadth of activities in the NFP sector. Should this framework be adopted, it is important those organisations or activities that are not readily captured are not belittled as a result of being outside the framework. Valuable community benefits could be lost if access to support is denied to NFPs whose outputs do not fit within the framework.

### **Measuring of contributions by ABCN**

ABCN undertakes comprehensive evaluations of its programs, beyond the standard financial measures. Non-financial measures of inputs are mainly numbers of volunteers and the primary output is numbers of student participants. Probably most significantly, ABCN also measures impacts. A copy of some of the measured outcomes and impacts is included in Attachment C.

Verbatim comments are also collected in evaluation forms and focus groups. Some of these are quoted on our website ([www.abcn.com.au](http://www.abcn.com.au)). All are collated and used in reviewing programs to refine them and in working with prospective participating schools and members.

As can be seen from this data, there are distinct observed outcomes for the program participants. ABCN is not in a position to measure the long-term impacts of its work, but the impacts we do see are linked to positive influences which have been measured in other studies. This gives ABCN assurance that its work is providing participants with the potential for long-term benefits. Research notes, which reference other studies, on the Spark, GOALS and InterAct Arts Experience programs are included at Attachment D. These include the positive links between one on one reading and literacy (Spark); completion of high school with broader occupational opportunities (GOALS); and arts learning with general learning and achievement (InterAct Arts Experience).

ABCN does not put a costing on the hours given by its volunteers. Given that many of the volunteers are from highly paid professions (eg bankers, lawyers, accountants), the dollars involved would be substantial. However, as the volunteers generally work quite long hours and ensure their paid work does not suffer from the hours given to the ABCN programs, there is no tangible cost to the member organisations for this time.

On the other hand, member organisations benefit as engagement<sup>1</sup> of the employees who are involved has been found to improve and there is a 'halo' effect in that other employees value their employers' participation in ABCN and other activities in the CSR (corporate social responsibility) space.

The 2008 Hewitt Best Employers in Australia and New Zealand study (September 2008) noted "CSR is increasingly important as a driver of employee engagement. 85% of employees at Hewitt Best Employers believe their organisation takes its societal and environmental responsibilities seriously, compared to only 56% in other organisations [in the survey] and 43% in the lowest ranked organisations [in the survey]". These findings are consistent with the experience of a number of our member organisations. Indeed, one member organisation's 2008 employee survey found that its role in CSR is the most important driver of employee engagement – even ahead of the role of the respondents' managers.

## **Enhancing the efficiency and effectiveness of the NFP sector**

### **Access to human and financial resources**

ABCN is very lucky to be able to access quality human resources. This is attained through a combination of:

- Employees funded by the membership fees;
  - Volunteers from our member organisations for our programs;
  - Secondments of staff from our member organisations; and
  - Other pro-bono services from our members when specific needs are identified.
- Examples include legal support from member law firms and consulting services on finance and measurement from member consulting firms.

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<sup>1</sup> Engagement in this context measures the commitment of employees to stay with an organisation, strive to contribute beyond the minimum required in their roles and say positive things to others about working in the organisation.

However, for paid staff, ABCN does compete on the open market and wage equity is an issue. In principle, the pay-scales of NFP staff should be commensurate with the profit-oriented sectors – employees should not be expected to ‘discount’ the cost of their services because they are working for an NFP. There is anecdotal evidence of this occurring.

All of ABCN’s funding is from membership fees.

We agree with the issues paper with respect to its observations on the complexity of the tax provisions concerning the NFP sector. Simplification would be appreciated. Our particular issue is the obstacles we have encountered in seeking DGR (deductible gift recipient) status and the implications of this for fund-raising.

ABCN’s objectives, supported by its governing documents and practices, make it clear that ABCN is an NFP established solely to support and encourage charitable endeavours through pursuing charitable purposes and activities, for the public benefit. Its focus is providing services to the community in the field of education. However, as ABCN is not an educational institution and not involved in donation of funds within the terms set out by the ATO, it does not fall within the general categories provided in the tax legislation. Seeking specific endorsement is a lengthy and expensive process with questionable prospects of success – ABCN did pursue specific endorsement but did not receive support or refusal within a 16 month period. The ATO has queried the appropriateness of ABCN seeking to qualify as a public benevolent institution. Thus, ABCN remains without DGR status.

Many of our members have charitable foundations whose governing rules restrict charitable donations in Australia to organisations with DGR status, meaning that their member contributions to ABCN cannot be paid by their charitable foundations even though the work involved fits within the scope of the foundations.

Similarly, the lack of DGR status excludes ABCN from participation in members’ employee donation programs. These programs operate by employees committing to give regular donations from their pre-tax salaries or running fund-raising activities where funds raised are matched by the organisation up to specified amounts. The tax deductibility of these contributions is fundamental to how they operate. So, while a number of our volunteers have asked for ABCN to be added to the programs, this cannot be done at present.

The fact that ABCN’s funding is not used in cash donations but to develop and administer extensive programs provided by volunteers was also a barrier when we considered applying for some grants made available to the sector.

We believe that the criteria and process for approval of DGR status should be reviewed to ensure that organisations can gain this status where its objectives and activities are clearly being carried out solely for the benefit of the community. As it stands, ABCN’s work in improving the educational and career prospects of children (drawn on a completely non-sectarian basis from disadvantaged areas) is acknowledged by those with whom it deals as very worthy, yet DGR status is not available to it.

If possible, a clear process should be determined to minimise the complexities and costs of obtaining DGR status – both for the applicants and the authority charged with approval – with scope for judgement to be applied by the approving body.

There should also be processes for monitoring ongoing qualification/compliance. Clearly, this would require reports and accounts to be submitted by the relevant NFPs.

National standards, with co-operative measures, including a referral of the related State and Territory powers, in place between States and Territories, would be an obvious advantage for both the NFPs and the administrators.

The establishment of a national regulator for not-for-profits, in line with Recommendations 2 - 5 and 9 of the December 2008 report of the Senate Standing Committee on Economics on Disclosure Regimes for charities and not-for-profit organisations, would achieve these goals if approval of DGR status for NFPs was added to the roles of the proposed regulator.

Related to the issue of access to financial resources is the measurement of their use. ABCN supports the establishment of standards for governance and reporting for NFPs that would meet the needs of stakeholders such as governing bodies, contributors and regulators. Examples of work being done in the area of reporting to establish and encourage best practice in the absence of prescribed standards are:

- The March 2009 publication by the Institute of Chartered Accountants in Australia entitled "Enhancing Not For Profit Annual and Financial Reporting" – available on [www.charteredaccountants.com.au/files/documents/NFP\\_Report09\\_PDF.pdf](http://www.charteredaccountants.com.au/files/documents/NFP_Report09_PDF.pdf)); and
- The PricewaterhouseCoopers Transparency Awards for NFPs.

### **Incentives for innovation and best use of resources**

ABCN has a number of forces which operate as an incentive to utilise its resources effectively. In addition to a shared commitment to the goals of ABCN, these include:

- Being a company limited by guarantee, ABCN and its officers need to comply with all the Corporations Act requirements;
- Having a Board and Council comprised of CEOs from a number of Australia's leading companies means that ABCN has access to high quality strategic input and direction; and
- The Board members are very cognisant of the reputation of their organisations and the contagion risk of any negative coverage of ABCN. Thus they require ABCN to operate to the highest standards of business best practice.

As noted earlier, the member organisations also make their considerable skills and experience available to ABCN through secondments and pro-bono advice.

By their nature, some NFPs face challenges due to the large number of participants in their governance. ABCN has successfully addressed this by having three key layers of input from its membership:

- Board of nine directors who bear the powers and responsibilities under the Corporations Act and are the primary strategic decision and governance forum for ABCN;
- Council of which the CEOs of all the members organisations are members. This provides input to the Board's work;
- Operations taskforce which is an advisory group for key executives of ABCN member organisations and also functions as a conduit to ensure that the deliberations of the Council and the decisions of the Board are clearly communicated to the operations level within the member organisations.

As all member organisations are represented on the Council, there is a degree of direct accountability between ABCN's resources (both people and funds) and the management of the organisation. This may also be a contributory factor to efficiency.

## **Regulatory environment**

As an NFP whose primary work is with school age children, ABCN requires that all staff and volunteers be cleared to work with children. While most of our volunteers' work with children is under the supervision of teachers and thus can be interpreted as excluded from the requirements in some States, it is ABCN practice that all are cleared.

We believe it would be more efficient – and, indeed, more logical – if there was a national standard for volunteers working with children. This would cover both when clearance is required (eg clearance may not be required where the activity is under the direct supervision of a teacher at all times – but clarity is needed on the meaning of direct supervision) and the form it should take (self-declaration, mandatory police checks, references etc).

Copies of the various forms required for States and Territory in which ABCN is operating are attached for reference. In summary, the requirements are as follows:

- ACT: Police check and self-declaration of no relevant history of charges or convictions;
- NSW: Self-declaration that a person understands what would make them ineligible to work with children and a confirmation that the person is not ineligible;
- Queensland: Volunteers must obtain a 'blue card'. The application for this has a self-declaration on not being prohibited by law from working with children and clearance for police and other checks to be undertaken (the form specifies the process for verification of identity);
- Victoria: A WWC (working with children) Check Card is required. The full requirements noted below are being phased in for different categories of child-related work. Comprehensive proof of identification (including a photo) is required together with details of the planned role and consent to police and other checks. In addition, the Victorian authority also undertakes ongoing monitoring of those with WWC Check Cards – a feature it notes as unique. The form is available at Post Offices, where applications are also lodged. Forms are not available on-line; and
- Western Australia: A WWC card must be obtained. Two forms are required. Some of the information is repetitive and main form cannot be obtained on-line (forms are obtained and lodged at Post Offices). The forms require prescribed information to verify identification, national police checks (including a photo taken upon lodging the application), consent to the checks and verification of identity confirmed by the volunteer organisation. Child-related work on no more than 5 days is excluded – most of ABCN's programs involve more than 5 meetings - although often less than 5 full days in aggregate – so most of ABCN volunteers are not exempt.

Insurance is also an issue. All ABCN volunteers come to the organisation through their employers and we have been advised that they should be covered by their employers' workers' compensation and public liability insurances. However, we have been advised that it is appropriate for ABCN to also take out insurance cover for the volunteers. This is a substantial financial and administrative burden:

- Even though ABCN's own annual payroll is under \$1,000,000, public liability and workers' compensation insurances cost approximately \$15,000 of which almost half relates to workers' compensation for volunteers; and

- Separate workers' compensation policies and returns are required for each State and Territory.

## **Similar organisations**

One of ABCN's operating principles to support efficiency is not to duplicate services provided by others. This encompasses not replacing services which are the remit of others (eg providing library books is part of the education authorities' role) and not duplicating other programs (eg if a school is already in partnership with another business mentoring provider, ABCN won't offer its mentoring program in that school).

This principle, combined with not receiving government funding, means that ABCN has not found itself competing with other NFPs other than in the broadest sense of seeking time and funding from busy organisations and people. This may be a contributory factor in the ease with which ABCN has been able to interact with other NFPs to share learnings. NFPs which have to compete for funds with other similar organisations may be discouraged from sharing for fear that they may lose out to the organisation with which information is shared in the competition for limited grant funding and public donations.

The challenge can be identifying the appropriate organisations with whom to interact. However, a combination of:

- The research capacity available to all on the web;
- The extensive networks of ABCN's members; and
- Having members in the international consultancy field – including Bain & Co who founded Bridgespan (a specialist NFP consulting firm)

has provided ABCN with ample opportunity to learn from other organisations.

Indeed, ABCN was founded, in part, based on Business In The Community ([www.bitc.org.uk](http://www.bitc.org.uk)) which was established in the UK in 1982 to "mobilise business for good" recognising that "business had a vital role to play in offering solutions, driven not by pure altruism, but because it was the right thing to do for business" and that good business contributes to social cohesion.

## **Service delivery**

The service delivery section of the issues paper focuses largely on government funding. In this section and elsewhere, there seems to be a premise that government funding is always relied upon in programs that address social disadvantage. It is important to recognise other sources of assistance for social disadvantage such as ABCN.

## **Trends and developments**

ABCN agrees with the view noted in the issues paper on philanthropy shifting to more strategic and proactive approaches involving partnering arrangements.

ABCN is a prime example of this, bringing together people who see the significant benefits to children and society of schools in disadvantaged areas being partnered with commercial organisations whose people are keen to work with the students to enhance their chances of being successful members of our future communities. The benefits arise from:


- Increased connectedness – students benefit from familiarity with business people and their environment through increased exposure to different businesses, careers

- and potential role models. The participating companies gain a greater understanding of their future employees and/or customers; and
- Increased workforce readiness – by enhancing the chances of students succeeding in their education and pursuing a broader range of career options, ABCN's work is contributing to building the future talent pool upon which Australia's economic success will be reliant.

## Conclusion

ABCN is very pleased that the PC is undertaking this review and would be pleased to discuss any of the issues raised in this paper with the PC staff or commissioners if considered appropriate. Please contact either myself or Anne O'Driscoll, the consultant who assisted us with the preparation of this submission, should you wish to discuss any aspect of our submission.

Yours faithfully



Carey Badcoe  
Chief Executive



## Attachment A: ABCN's current member organisations

American Express  
Bain & Company  
Citigroup  
Channel 10  
Commonwealth Bank of Australia  
Deloitte  
Ernst & Young  
Fairfax Media  
FujiXerox  
Goldman Sachs JBWere  
Hall & Wilcox  
HBOS Australia  
Insurance Australia Group  
iNet  
Investec  
JPMorgan  
Jones Lang LaSalle  
KPMG  
Mallesons Stephen Jacques  
Medicare  
Microsoft  
Minter Ellison  
Optus  
PricewaterhouseCoopers  
Qantas  
Stockland  
STW Communications  
UBS

## **Attachment B: ABCN's current programs**

### **Spark**

Spark is a reading program for primary school students that would benefit most from developing their literacy and conversational skills, along with building their vocabulary. Reading mentors provide encouragement for a student to engage further in their schooling and community through improved language skills and personal development.

This is achieved through teams of two volunteers from member companies being matched with individual primary school students to provide one-on-one reading mentoring and support. Every week, for two terms, the volunteers alternate visiting the school and reading with the student for an hour. This means that each volunteer need only commit the time to visit the school once a fortnight and also provides some back-up in case a volunteer is unable to attend on a particular occasion.

### **GOALS**

GOALS is a one-on-one mentoring partnership that aims to widen the life choices of students considered to be at risk of disengaging from school.

Whether it is the environment, circumstances or resulting attitudes that discourage the student from completing school, the mentoring program seeks to engage and encourage them to achieve a productive working and personal life. It, indirectly, encourages students who may be planning to leave school at the end of year 10 to complete year 12 and/or potentially go on to TAFE or University.

The program endeavours to be mutually beneficial by broadening the experiences and understanding of students and mentors alike, and offers opportunities to meet a more extensive group of students and business people.

A volunteer from a member company is matched with a high school student. Students are carefully chosen to ensure that those most likely to benefit are involved in the program. Matching of mentors with students is undertaken with the compatibility of interests, goals, skills and experiences in mind.

Mentoring sessions run for 90 minutes. The first meeting is held at the school, with subsequent meetings at a range of corporate venues. Each mentoring session includes:

- Individual discussions between mentor and student
- Joint activities with other GOALS participants
- Group discussions e.g. goal setting, building rapport
- Presenting student's work or findings.

The student and mentor always meet in a group context, and are accompanied by two teachers from the school, to ensure complete compliance with the child protection legislation.

### **Career Choice Day**

This one day experience targets students in Year 10 and 11 as they are considering their subject, study and career options for the future. It is specifically designed to broaden students' awareness of the career choices available to them and to expose the diversity of career journeys of successful people.

On Career Choice Day, Year 10 and 11 students from ABCN-partnered schools visit two organisations (one morning, one afternoon) in groups of 20 – 30 students accompanied by two or more teachers. Each organisation hosts two groups of students on the day and provides lunch for one group. The students spend two hours at each organisation, learning about different working environments and the types of people and roles that they employ. Students then have the opportunity to debrief and discuss the visit and what they learnt with their teachers in a facilitated session.

### **Partners in Learning**

The aim of Partners in Learning is to link business and educational professionals so that they can share experiences, solve problems and explore leadership challenges together. The program provides a unique opportunity to make a difference, not only to the individual partners, but also to the schools and businesses involved and the wider community.

Based on a registration form detailing interests, challenges and goals, a business member and educator from a primary or secondary school are matched according to their personal and professional profiles. There are two strands of the program:

- Principals and Chief Executive Officers are partnered; and
- Senior teachers and executives are partnered.

The partners in learning agree to meet at the school/office a minimum of eight times during one year (two times each term) for about two hours each time. The format for the meetings is quite open and, ideally, they meet the following objectives:

- Promote the sharing of expertise;
- Develop management and leadership skills;
- Enhance listening and feedback skills;
- Explore solutions to challenges in a supportive and non-judgmental environment; and
- Expand personal skills.

### **InterAct Arts Experience**

The InterAct Arts Experience program provides the opportunity for students from partnered schools that don't normally have access to the arts to see and participate in arts performances and activities in and around their city, which can be a valuable experience. The program provides a fantastic opportunity for students to visit and explore places that they have never been to before, such as the city, Sydney Opera House and the sea.

Examples to date include:

- Attending performances and workshops at the Sydney Theatre Company;
- Attending sculpture workshops and visiting the Sculpture by the Sea exhibition in Bondi; and
- Viewing Zeal Theatre's production 'Stones', a play based on the experiences of two teenagers who threw a rock off a bridge onto a road, with fatal consequences.

Member sponsorships and partnerships with arts organisations ensure that participation and transportation are free for all students that participate in the program.

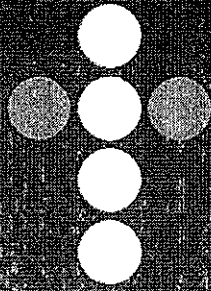
### **Pilot programs**

ABCN also has two other pilot programs which, subject to review and successful evaluation, will be launched to a wider range of schools:

- **Aspirations** – a coaching program for year 10/11 students which aims to equip students with the knowledge and tools to make informed decisions about their

choices and pathways after school through highlighting student's individual strengths, skills and aptitudes and how these can be applied. Once every month, for two terms, the students participate in four hour workshops with their coaches in the CBD; and

- **TEAM** – Technology, Enterprise and Mathematics – ABCN's first subject specific program, developed in partnership with one of the leading accounting firms who is an ABCN member. TEAM is a mentoring program aimed at Year 10 students who have an interest or skill in mathematics and technology (IT) related subjects. The objective of the program is to stimulate the student's interest in technology and maths through a series of project management workshops, highlighting the fact that both subject areas are practically applied in everyday life.

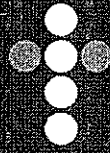


# **Australian Business and Community Network**

**Attachment C to Productivity Commission  
Submission May 2009**

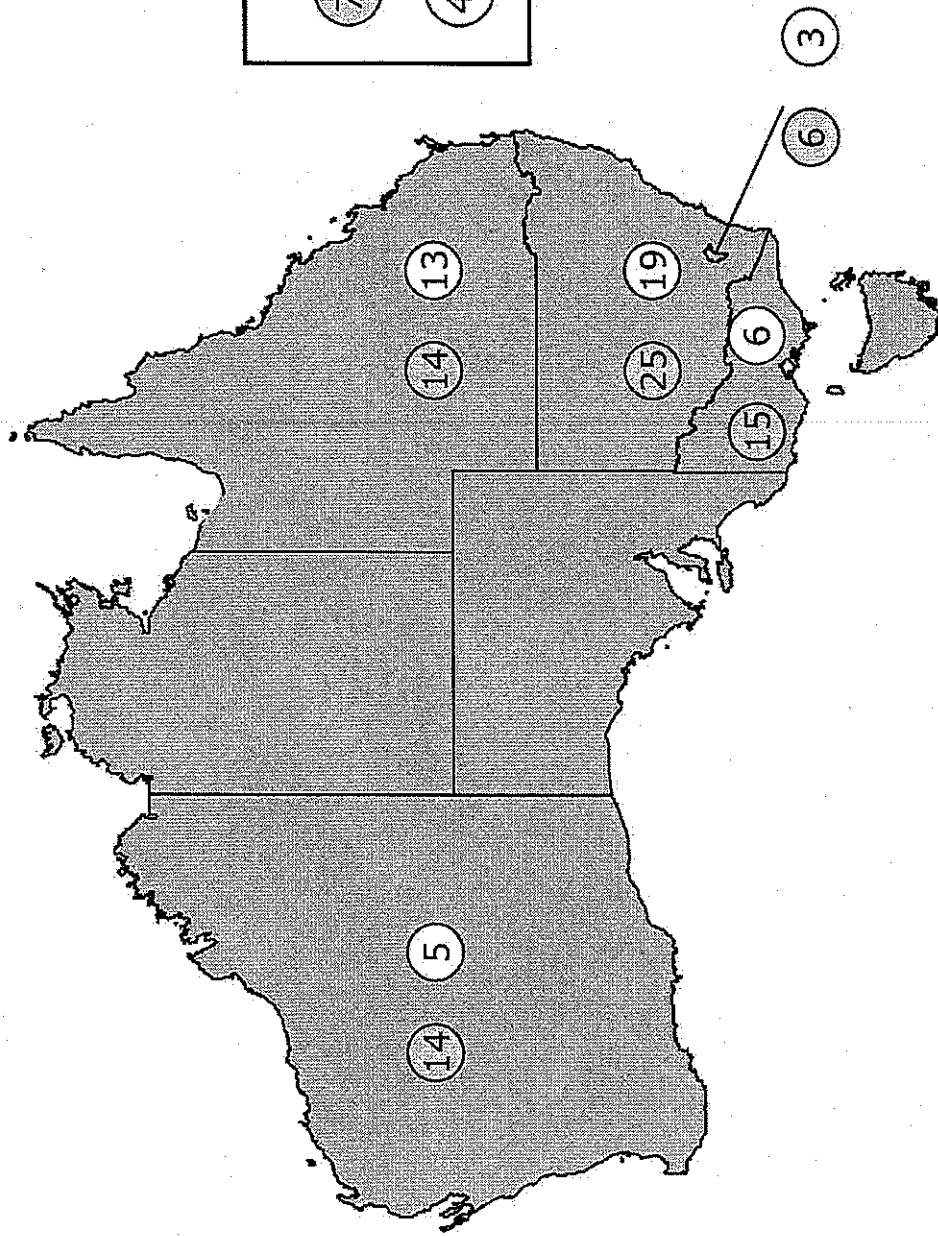
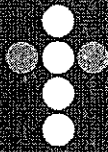




# ABCN continued to expand its reach in 2008



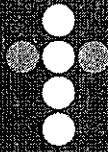
Metric	2006	2007	2008	07-08
Businesses	23	28	29	+1
Mentors	197	625	1575	+950
Schools	28	69	120	+51
Students Mentored	112	504	1044	+540
Total students	4,637	4,210	6,289	+2079
States	1	4	5	+1
Sessions, visits & experiences	140	481	1233	+752

# ABCN now operating in five states and territories

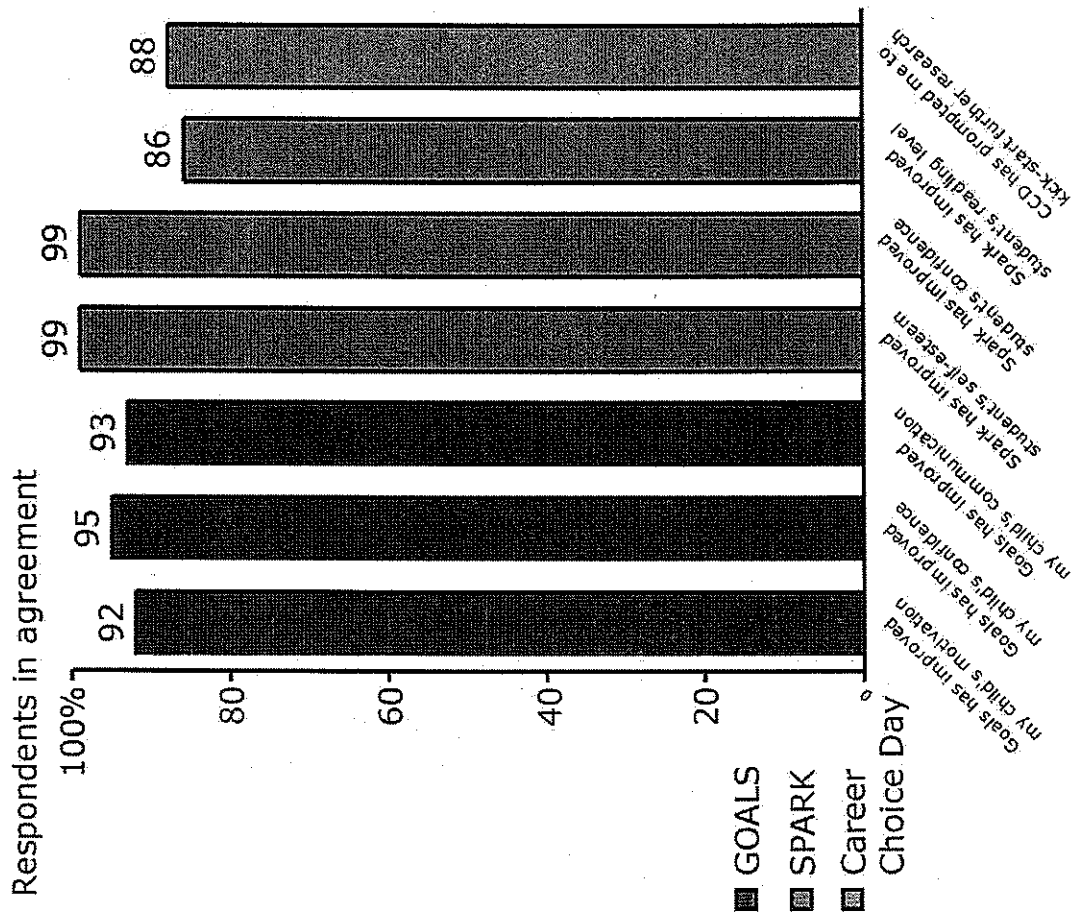


 74	High Schools
 46	Primary Schools

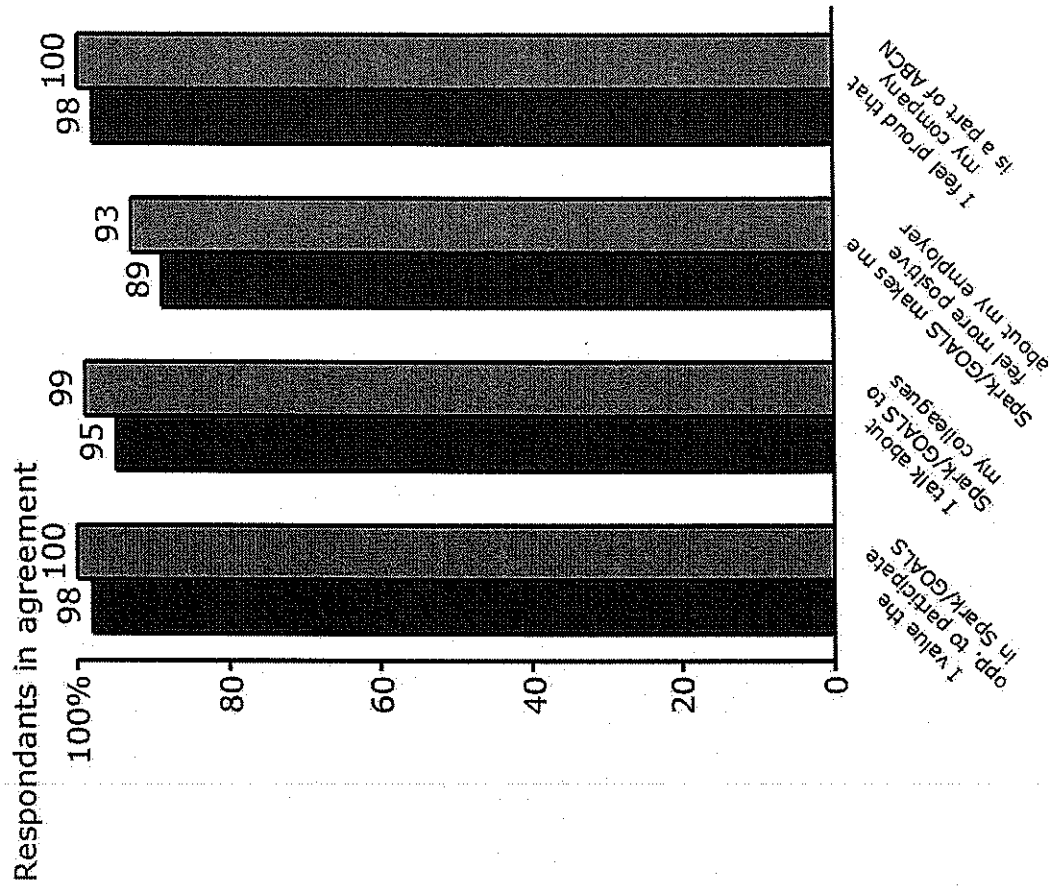
# Core programs continue to record very positive impacts



## Impact on students

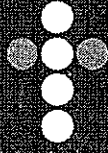


## Impact on members



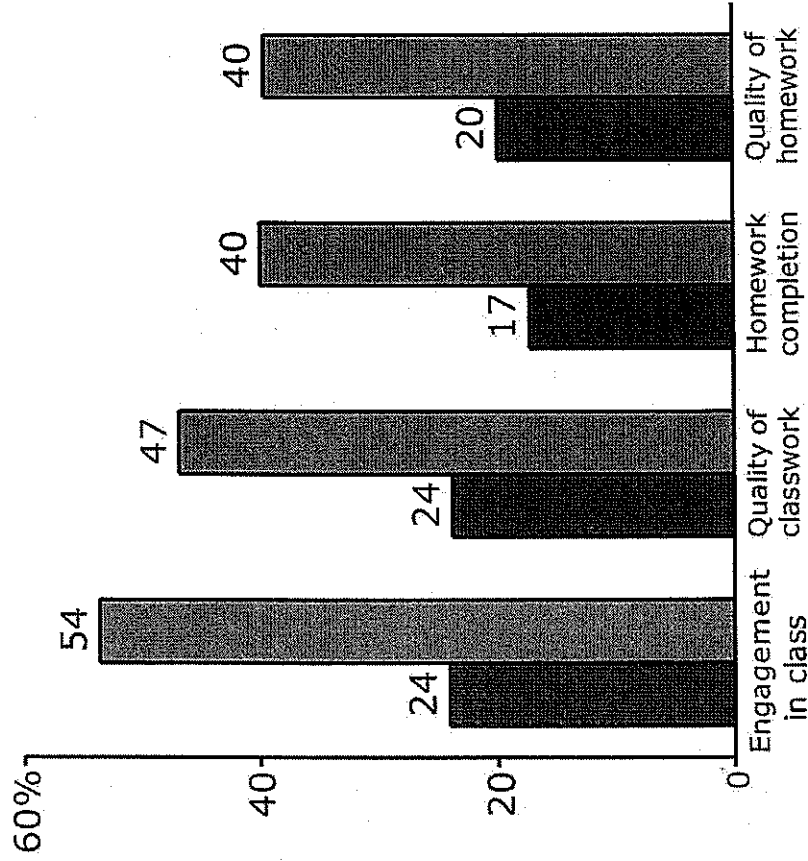


# GOALS: Teachers observed improved academic and social behaviour



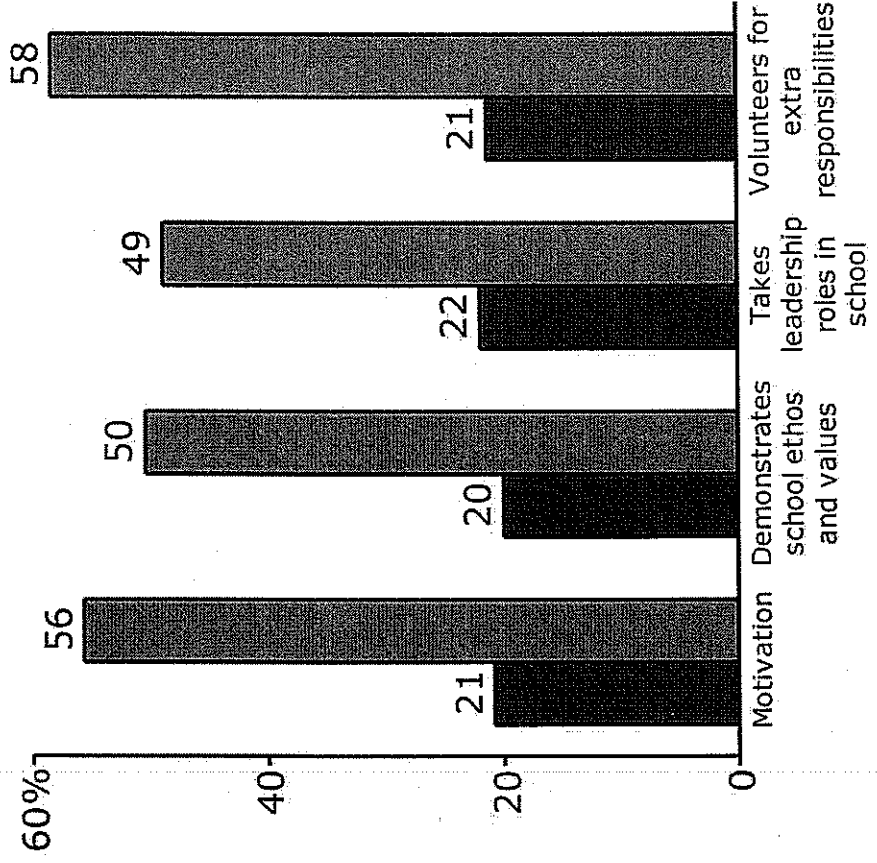
## Academic outcomes

Percent of students rated "1"



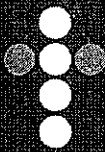
## Engagement outcomes

Percent of students rated "1"



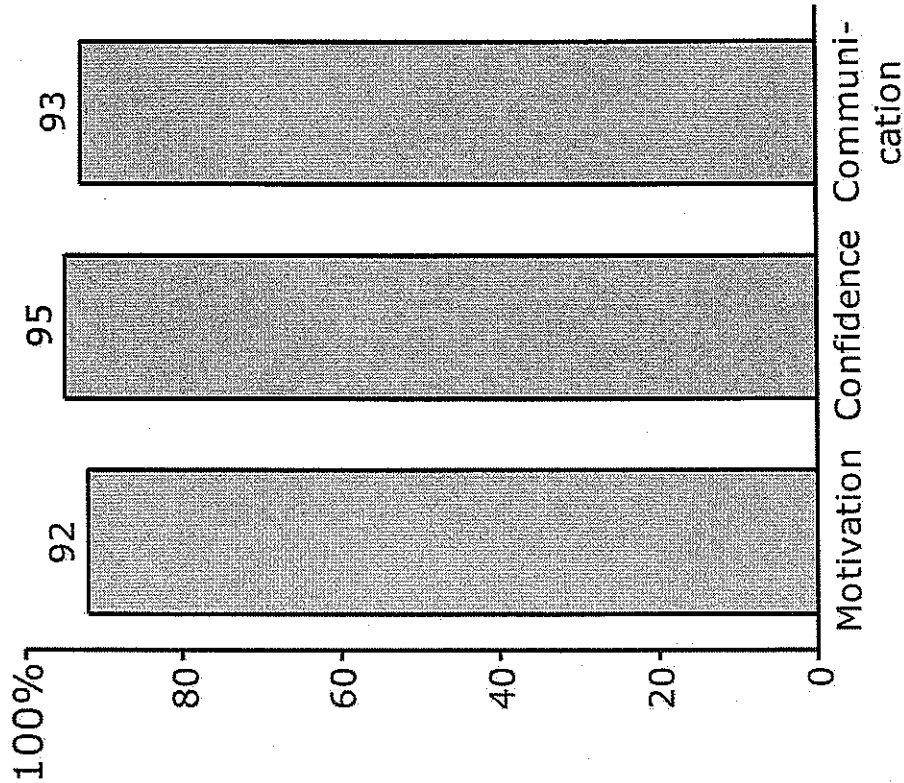
Note: n=352; Rating based on scale from 1 to 4  
Source: ABCN survey 2008

# GOALS: Parents noticed an increase in students' motivation, confidence & communication



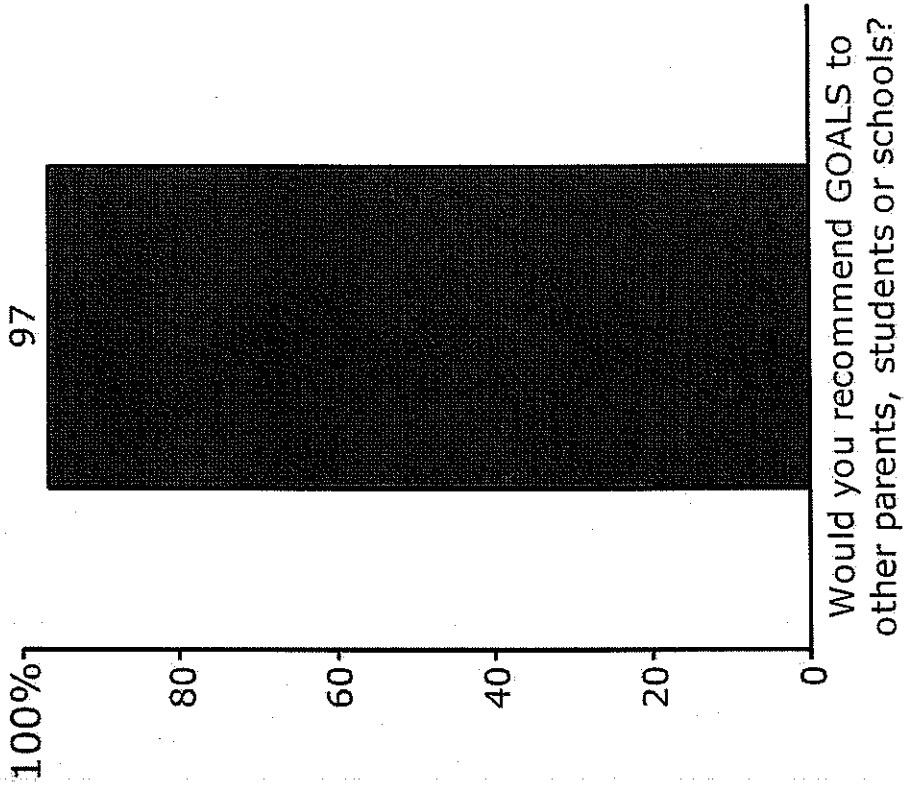
**GOALS has helped my child/ward improve his/her...**

Percent of parents/carers in agreement



**High parental support for GOALS**

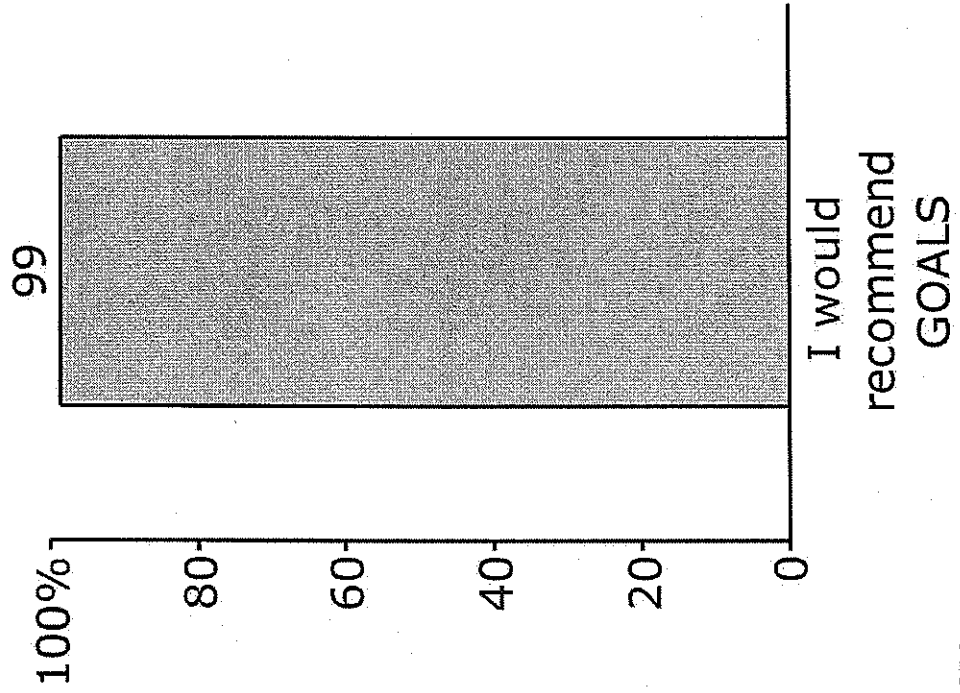
Percent of parents/carers in agreement



# GOALS: Almost all students would recommend it to other students



Percentage of students



**"I walked in with all the questions, and came out with all the answers"**

*The thing I like most about my mentor is that when I don't understand something, he puts it in a way that I can"*

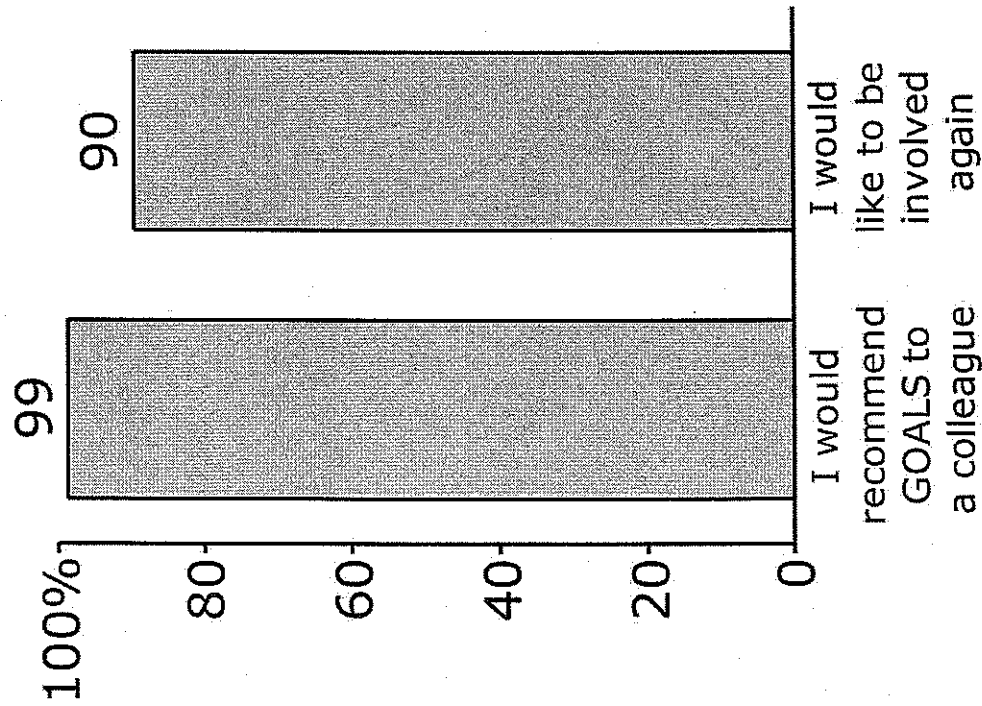
**"GOALS made me realise more about what I want to do. I'm more focussed on my goals. I know what I want to achieve, and I'm concentrating more."**

**"You are wondering whether GOALS has made a difference? On the last day of term 2 of all the students in year 9, 25 of them were at school. 24 of the 25 were our GOALS students"**

# GOALS: Mentors are refreshed by the program and value their participation



Percent of mentor responses



**"I didn't realise that I was considered 'successful' in life. This experience helped me see that!"**

**"Every time I walked back into the office after a GOALS session, I felt like a million dollars. People would ask me where I had been."**

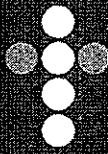
**"The difference between a yr 9 student and a young man with the world at his feet is a bit of confidence. After the GOALS program, my student now has that."**

**"I had underestimated the impact I would have and that was a wonderful thing"**

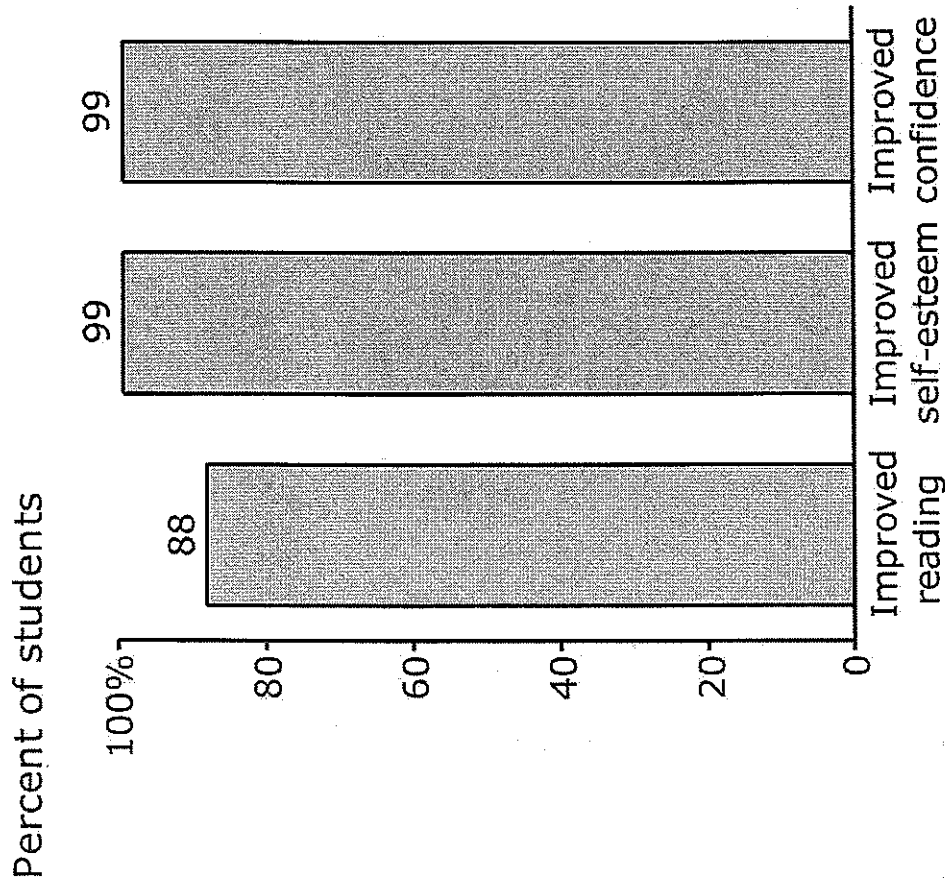
**"I value the support that my employer is showing towards developing the future of our country by participating in the ABCN Programs."**



# SPARK had a strong impact on student reading levels and confidence



**SPARK was successful in improving student reading levels and confidence**

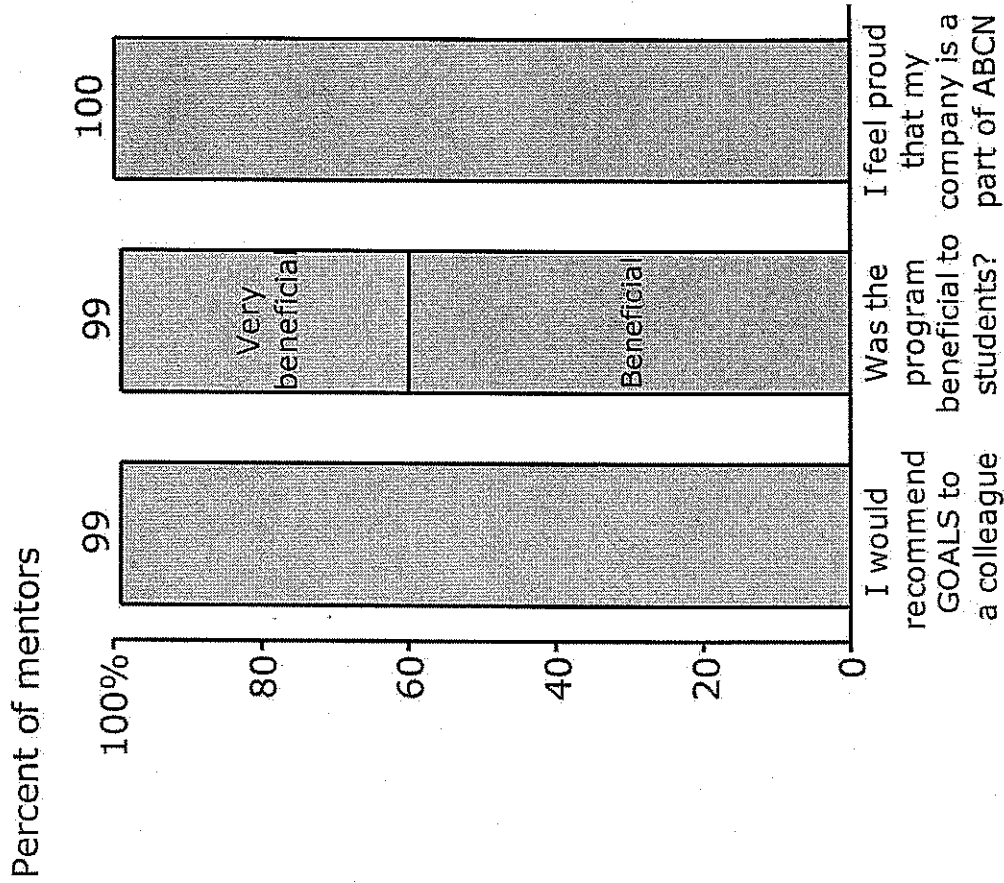
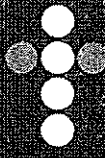


**Improved confidence and self-esteem**

*"I think the best part about having a mentor is having someone to keep you company and if you get stuck on a word you can try and work it out together. . . As the year went on I started to really enjoy reading books. I used to only like to read Captain Underpants books but since I have been reading with my mentors every Thursday I now enjoy all sorts of different books like the Hobbit. . . Reading is now one of my favourite activities!!!!!"* SPARK Student Yr 3

*"Thank you for helping us with our reading, I would like to be a rugby player one day and I will need to read and write properly so I can give speeches to my fans".* SPARK Student Yr 2

# SPARK mentors very positive about the benefits for both students & themselves



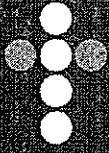
*"You feel as though you are making a very small difference to a child's education which could well make huge impact later in life"*

*"Its the best corporate volunteering I've ever done"*

*"I would recommend Spark to my colleagues. The program helps the children to learn and is a fantastic opportunity to help where it is needed in the community."*

*"I was very disengaged from my employer earlier in the year, but the program has made me feel more positive about my and my company's community contributions"*

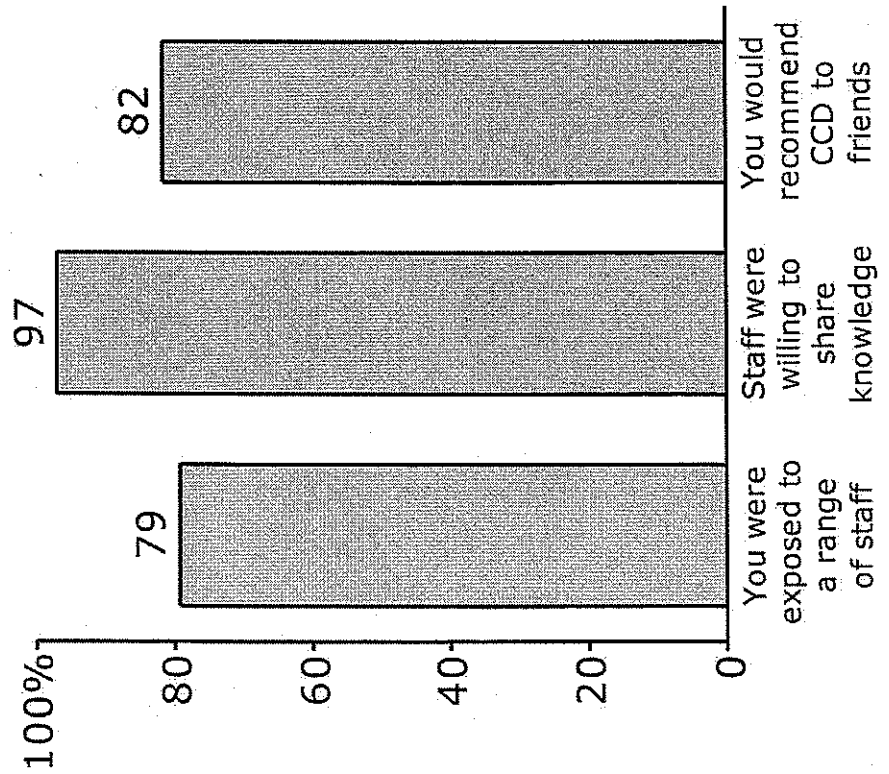
# Career Choice Day provided great opportunity and insights for students



**The students** were strong advocates of the information-packed day

**Teachers** testify that the students took part in a highly valuable experience

Percentage of students agreeing with statements



"Our students enjoyed seeing the vastly different careers available in the one workplace"

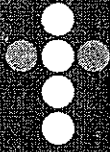
"The Career Choice Day was **absolutely the most effective career education opportunity I have ever experienced** with students.

**Partner companies** surprised by the level of student engagement

"**I was surprised by how enthusiastic and interested the students were in learning about KPMG and the financial services industry in general**"

"At Ernst & Young the students from Sir Joseph Banks asked fantastic questions to one of our partner's that did not include "how much to you earn"..."

# The 100 Faces 100 Stories program



Participation				
Metric	2007	2008	07-08	
States	1	5	+4	
Schools	1	12	+11	
Students	40	223	+183	
Member Companies	1	10	+9	
Corporate participants	30	162	+132	

■ Actual ■ Difference

## 100 Faces 100 Stories in 2008

*"That's the first piece of written work I've seen him do in years" Parent of dyslexic student*

*"If these are the youth of today, then our future is in safe hands"*

*"The biggest surprise to me was telling them how good the artwork was and seeing the lift in their self confidence."*

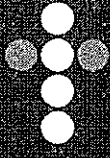
100 of the participants' contributions in the 2008 100 Faces 100 Stories program were published and a copy has been submitted with ABCN's submission and is available, through pro-bono support, on our website at <http://abcn.com.au/100faces>



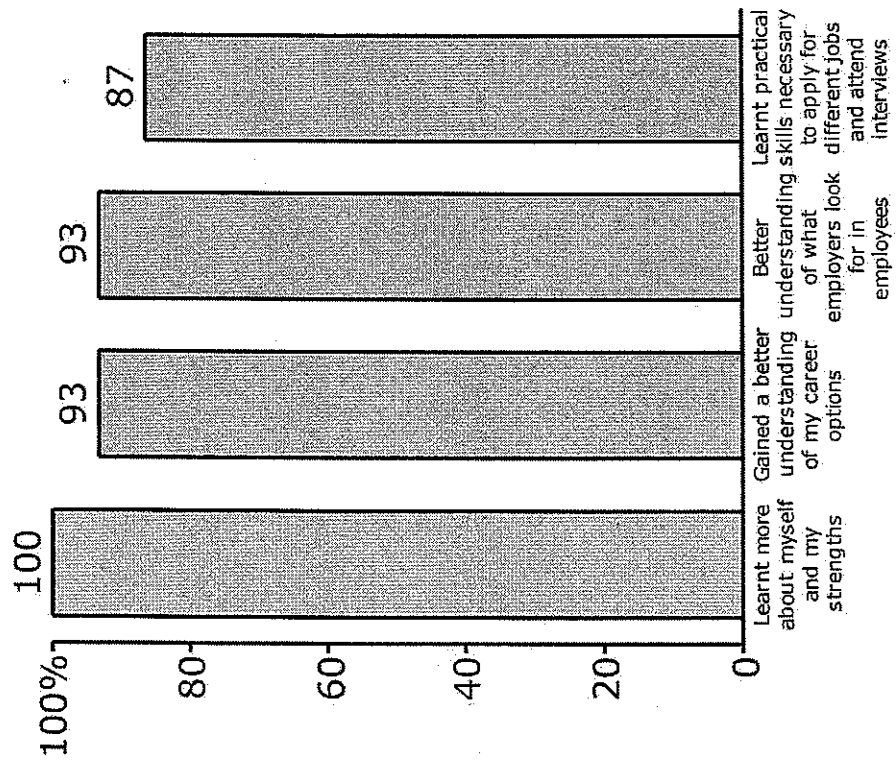
## A number of other initiatives have been undertaken in response to opportunities identified from Partners In Learning. Examples include:

- Senior members of Human Resources at **Goldman Sachs JBWere** conducted interview skills training for **Canterbury Boys**. Students selected a real job ad and prepared a CV and application letter, then participated in mock interviews and were given feedback on their interviewing skills.
- **Investec** sponsored the first ever photographic exhibition for students at **Villawood North Public** and arranged for the photographs to be publicly exhibited in Chifley Tower foyer. Students were thrilled to see their work in public!
- 13 students from **Wiley Park Girls High** school attended a session with young leaders at **Jones Lang LaSalle** - from the Principal: *"Two students were convinced that construction management was the way to go and I will organise a visit to one of the universities for them."*
- **PricewaterhouseCoopers** provided a student from **Gilmore College for Girls** with the opportunity to be part of the Elevate leadership program.
- **KPMG** and **Wesfarmers** provided tickets for over 700 students to attend Bell Shakespeare performances in WA and VIC
- **Mallesons SJ** hosted two work experience students from **Lalor Secondary College**
- **Stockland** conducted tours of both **Epping Secondary School** and Stockland office with Stockland team and senior teaching staff and included idea workshops at both sites. Stockland shared their employee mentoring tools & practices that could be used for students at Epping Secondary School
- 22 **Warnbro Community High School** students spent a day at the **Minter Ellison** offices, where they heard the personal stories from a range of Minter Ellison staff and received motivational and goal setting training

# The Aspirations pilot clearly showed a high impact on Y11 Students



Percentage of students



*"Fantastic program, could see results almost immediately with students"*

*"I felt that we could really make a difference with the students, and they really seemed to appreciate our involvement"*

*"This was a fantastic opportunity which I really enjoyed. The networking was useful and rewarding, but the response from students gave me a great buzz each time"*

*"Great program that I would love to remain involved with & very proud of being a part of in 2008 - all my colleagues & friends loved to hear about my experience!"*

# TEAM (Technology Enterprise and Maths) Pilot Program



## TEAM pilot in 2008

Metric	2008
States	1
Schools	1
Students	20
Member companies	1
Corporate participants	55

Actual

- 100% of mentors would recommend TEAM to a colleague and would participate again

*"TEAM has helped me a lot to understand the business world. It has increased my maths and technology skills. When I started this project I wasn't confident in maths and technology but now I am very confident and aware".*

*"It was great to work with the students and the program challenged me as well."*

*"The students have really honed their leadership skills and really developed as people – that's the real success of TEAM."*