



ABOUT ABCN

BUSINESS INSPIRING STUDENTS TO REACH THEIR POTENTIAL IN THE FUTURE WORLD OF WORK

GROW ➤ CONNECT ➤ INSPIRE

ABCN is a purpose-led, not-for-profit organisation bringing business and school students together. We deliver business-oriented mentoring programs and workplace experiences to develop students' skills and mindsets, aspirations and connections. We do this by fostering meaningful school-business partnerships and participation in our programs at all levels.

Established in 2005 by a group of CEOs whose vision was to engage business to have a greater positive impact in the community, since then 32,507 students have benefited from direct mentoring through our work. Today we are a network of 38 of Australia's leading companies and 203 schools working together to make a difference to the lives of young Australians from low socio-economic backgrounds.

Our vision is for all young people to reach their potential in the future world of work, regardless of background.

"I can say without a doubt, I would not be where I am today if I did not participate in GOALS. It's pushed me to aim higher, be confident, not be put down by others, to follow through but also to seek help when I need it."

Keung, 2009 GOALS graduate

The schools and students we work with

The schools we work with are typically priority-funded and located in low-SES communities. Selection involves consultation with school principals and the school's Index of Community Socio-Educational Advantage (ICSEA). ABCN's partner schools typically sit significantly below the national ICSEA average of 1000 and have high levels of educational disadvantage.

Students from these schools experience a range of difficulties that may include poverty, overcrowding in the home with no access to a computer or resources, or even homelessness. They may have carer responsibilities and/or need to contribute to family finances due to the limited household income. Many have parents who have not completed their own schooling and/or gained tertiary qualifications and have little or no access to professional role models. They may also have overcome language and cultural barriers or suffered trauma and loss as newly arrived immigrants or refugees.

The challenge

By the age of 15, students from low-SES areas in Australia are typically three years behind their counterparts from more advantaged areas. Their likelihood of completing Year 12, going on to further study and obtaining meaningful employment is significantly diminished.

🚩 40% do not complete school

Around 40% of students from the lowest SES backgrounds do not complete Year 12 or its equivalent by age 19¹.

🚩 Twice as likely to be unemployed

By age 24, they are almost 2 times more likely to be not fully engaged in employment, education or training, compared to those from the highest socio-economic backgrounds².

🚩 Only one quarter enter university by mid-20s

By their mid-20s, only one quarter of students from the lowest socio-economic backgrounds enter university, compared to two thirds of those from high SES backgrounds³.

1, 2, 3 Lamb, Prof. Stephen (2015), *Educational Opportunity in Australia: who succeeds and who misses out*, Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute, Melbourne.

ABCN IMPACT 2017

OUR REACH:


5,588
STUDENTS MENTORED
face-to-face

and a further...
1,608
WERE REACHED THROUGH
online programs


203
SCHOOLS

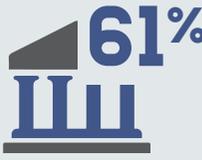

38
BUSINESSES


5,590
CORPORATE VOLUNTEERS


25,755
TOTAL STUDENTS impacted from school-business partnerships

OUR IMPACT: STUDENTS

**90%** OF ABCN STUDENTS COMPLETED YEAR 12
(compared to 74% national average and 61% for disadvantaged students)*

**61%** OF GOALS AND ASPIRATIONS STUDENTS HAVE ACCEPTED UNIVERSITY OFFERS
(compared to 25% for disadvantaged students by mid-20s)*

**98%** OF GOALS STUDENTS knew about the importance of setting goals
(compared to 13% before the program)

**90%** OF ASPIRATIONS STUDENTS felt prepared for the world of work
(compared to 9% before the program)

OUR IMPACT: MENTORS

**100%** SAID THEY ARE PROUD that their company is a part of ABCN

**94%** said the program would improve HOW THEY WOULD MENTOR OTHERS

**95%** SAID THEY HAVE DEVELOPED PERSONALLY from taking part



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MESSAGE FROM THE CHAIR

It is my pleasure to introduce ABCN's Annual Report for 2017 – a significant year with extraordinary outcomes, growth and change.

We are experiencing unprecedented change in the workplace. In Australia and around the globe, a quiet revolution is taking place. The workplace as we know it is shifting – and with it, the mix of skills and qualifications required for success.

Change brings with it opportunity. At the same time however, it brings uncertainty. A recent CBA report revealed 'one in two Australians fear our children are not equipped with the skills they need for jobs of the future' – a reflection shared by many of the students we speak to.

'Personally, I'm actually quite scared of change, especially in a profession that I plan on going into and have to work for quite a long time to get into', says Adrian. 'The thought that it may change or disappear after all I've worked for, makes me uneasy.'

According to the Foundation for Young Australians' recent *New Work Order* report, today's typical 15-year-old will potentially experience 17 different jobs over five careers in their lifetime. Many of these jobs do not even exist yet. The same research reveals 58% of Australian students are on a career path that may disappear or be fundamentally re-routed.

Preparing for this unknown, future world of work is a challenge for us all, hence the focus of ABCN's Symposium in November, which brought together business leaders, students and teachers to discuss solutions for these challenges – how can we best equip our young people for the future and the changes they will have to deal with? The good news is that the resounding sense in the room

that day from all sides of the debate was that there is far more to be excited about than to be frightened of, and it is in this spirit that we will continue to innovate to ensure our programs deliver on the future skills needed to set our students up for success. As businesses, we are continually working on these same challenges, and we can make a difference through our involvement with ABCN.

Hall & Wilcox has been a member company of ABCN's for nine years. Every year I am both astounded and impressed by the impact of ABCN programs – not only on the students we work with, but also on our people. Clearly we are not alone. In 2017, 93% of mentors across all ABCN member companies said program participation improved their mentoring and coaching skills; 92% reported improved inter-generational and or cross-cultural awareness and an incredible 100% valued the opportunity to participate. These are outstanding results and demonstrate the win-win ethos of ABCN.

I am proud to be Chair of an organisation making such a positive impact on so many levels. I'd like to acknowledge the entire ABCN team, in particular former CEO Jacqui Jones for her many years of expert leadership – and at the same time, I welcome incoming CEO Allegra Spender. I am looking forward to working closely with Allegra to deliver our new strategy in 2018 and beyond.



Tony Macvean



Tony Macvean, Chair

“

**93% OF MENTORS
ACROSS ALL ABCN MEMBER
COMPANIES SAID PROGRAM
PARTICIPATION IMPROVED
THEIR MENTORING AND
COACHING SKILLS**

”



Allegra Spender, Chief Executive Officer

“
**5588 STUDENTS
WERE MENTORED
FACE-TO-FACE BY 3369
MENTORS, REPRESENTING
REAL, LIFE-CHANGING
OUTCOMES FOR THE YOUNG
PEOPLE WE WORK WITH.**
”

MESSAGE FROM THE CEO

What a year it was for ABCN in 2017, and what a privilege it is to have taken on the CEO role in August. I am incredibly proud to lead an organisation that is having such impact: in 2017, 5588 students were mentored face-to-face by 3369 volunteers from our member companies, and a further 1608 students were reached online through ABCN programs. These numbers translate to real, life-changing outcomes for the young people we work with, as you will see on the pages of this report.

Our work has lasting impact

It was with great excitement and curiosity that we began a project to re-connect with our inaugural GOALS students of 2005-7 from our first partner high schools. Twelve years is a long time in anyone's life, and while we were quietly confident that the results would be good, we didn't bank on the fact that so many of them would make the link between where they are now and their GOALS experience all those years ago. We were also delighted to find that they are punching far above the national averages for employment, education and training outcomes.

Out of the 20 we have interviewed so far, what we have found is extraordinary:

- **95% of students went on to complete Year 12 and 79% embarked on further education, compared to only 60% and 33% of their parent counterparts respectively.**
- **90% are in full-time education, employment or training compared to the national average of 74%.**
- **Their median wage is between \$60-80k, significantly above the average income for employed 26 year-olds.**

Among the many wonderful memories and reflections we heard, one quote in particular stood out for me, from Malek who said:

“GOALS forced me to think about where I'm going to go in this world. Prior to the program I didn't know what I wanted to do and I wasn't doing well at school. I didn't really understand the concept of how to make a successful life a reality. Being in the city and seeing people in nice suits and nice cars - I thought I'm gonna get that, no matter what - and I did.”

Malek is now a full-time accountant and has taken it upon himself to show his nieces and nephews his own workplace having experienced first-hand the impact of the GOALS program on his own life.

We know that educational disadvantage affects social mobility. In an ideal world, the suburb into which a child is born should have no impact on their adult outcomes. Sadly, this is not the case in Australia. Though we may be socially mobile compared to other OECD countries¹, educational disadvantage remains a significant problem in Australia with only 61% of students from the lowest socio-economic backgrounds completing Year 12² and this has the potential to slow future social mobility. This affects all of us. At ABCN we believe it is our collective responsibility to invest in all young people to ensure they can access the opportunities they need to become productive, contributing members of society.

We are in a unique position to connect thousands of disadvantaged school students each year with mentors from Australia's leading companies who are at the forefront of future skills development. The impact of this is profound

¹ Mendolia, Silvia and Siminski, Peter (2016), *New Estimates of Intergenerational Mobility in Australia*. Economic Record, Vol. 92, Issue 298, pp. 361-373.

² Lamb, Prof. Stephen (2015), *Educational Opportunity in Australia: who succeeds and who misses out*, Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute, Melbourne.

and for me these outcomes demonstrate social mobility in action and are wonderful validation that we really are making a difference. You can read more about what our GOALS alumni are up to now on page 6.

2018 and beyond

It is through looking back at our impact over time that we can begin to look forward, and I am delighted to report that big plans are forming behind the scenes as we undertake our latest strategy review.

Looking to the future, we aim to deepen and grow our impact as well as strengthening relationships with our member companies and partners. This means building our student alumni, continuing to innovate through program development focused on the skills of the future, rigorous impact measurement, and closer alignment with Learning and Development within our member companies. Given the impact that our programs are having, we are also looking at how we can reach more students, while retaining the strength of the programs. ABCN, like all of our member companies, is looking at how the digital revolution should inform our future programs and strategies.

I would like to extend my thanks to the ABCN Board as well as our member companies and partner schools and of course the team at ABCN who work so hard behind the scenes to bring our goals to fruition. Finally, I'd like to acknowledge my predecessor, Jacqui Jones, whose leadership, passion and ability to engage so many has contributed so much to ABCN's success. While it is an enormous responsibility to take on the reins of an organisation that is already having such a profound impact, it is with great excitement that I take on the challenge of moving the organisation on to the next phase.



Allegra Spender

2017 HIGHLIGHTS



ABCN Foundation

In Foundation news, we welcomed 24 new scholars to the *Accelerate* program. The Foundation has now awarded a total of 86 ABCN scholarships since its inception in 2013 with recipients from NSW, Vic, Qld, Tas, WA – and we are thrilled that this year's cohort includes our first ever South Australian scholar.



ABCN Symposium: Bridging the Gap

This year's national Symposium was themed *Bridging the Gap – preparing today's students for tomorrow's jobs*. Hosted by CBA in Sydney, it brought together business leaders, students and educators in a panel forum to explore three key topics – bridging the gap between the jobs of today and tomorrow, the role of diversity in the workplace and the role of STEM.



Entrepreneurs Unearthed

A cross-network collaboration with CBA and EY facilitated the development of *Entrepreneurs Unearthed*. Focusing on entrepreneurship as a mindset, the program targeted students from Years 10, 11 and 12 who demonstrate the ability to be creative thinkers, problem solvers and communicators.



InRoads and Pathways to Employment

Collaborations with Optus and J.P. Morgan also enabled us to scale the *Pathways to Employment* and *InRoads* programs. Both these programs involve mock training sessions and an actual interview with employment opportunities for participants.



Innovate

Ongoing commitment to STEM from schools and business was reflected in demand for *Innovate*, which has more than tripled since it became a core program last year. In 2017, we ran 18 *Innovate* programs – compared to five the year before.

GOALS CLASS OF 2005-7

WHERE ARE THEY NOW?

As part of our commitment to track and measure the long-term impact of our programs, we recently conducted in-depth qualitative and quantitative interviews with our original GOALS program participants from Lurnea, Fairfield and Granville Boys High Schools.

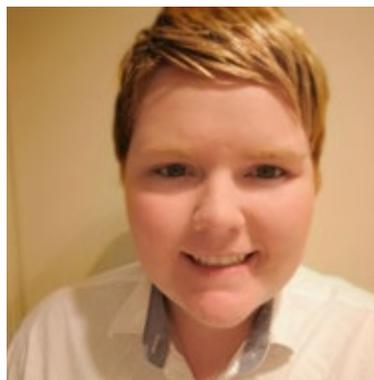
This is what they told us:



MALEK
Full-time accountant

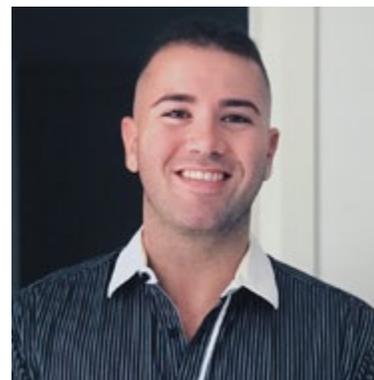
It was an eye-opening program, it forced me to think about where I'm going to go in this world. Prior to the program I didn't know what I wanted to do and I wasn't doing well at school. I didn't really understand the concept of where am I going and how to make a successful life a reality.

It really did make an impact. I've got 12 nieces and nephews, and heading into high school they don't have any clue what they want to do. I've taken it on myself to take them into my workplace. I remember being in the city and seeing people in nice suits and nice cars - I thought I'm gonna get that, no matter what - and I did.



RENEE
Full-time Retail Manager

GOALS gave me confidence. I had a lot more confidence than I did before the program, and the ability to set and achieve goals even if they are small ones. Goal-setting is still something I do on a weekly basis especially with work. But the confidence I have is beyond what I ever thought I would have. To never stop and never give up. Meeting new people and experiencing new things. Being out of my comfort zone helped a lot.



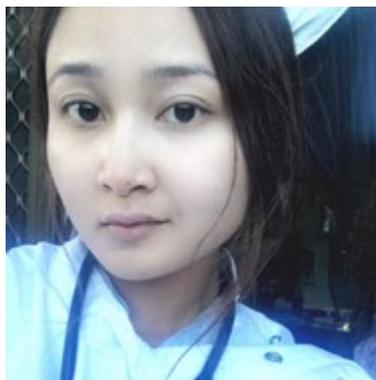
MICHAEL
Project Manager

It definitely broadened my mindset, going to a low socio-economic school you sometimes think that things aren't possible whereas doing GOALS, getting exposure to high corporate business and seeing how it's possible to achieve that, it just made me work harder to get there.



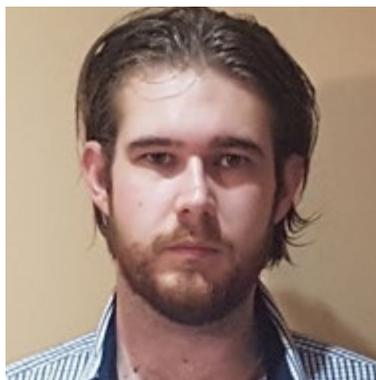
JAKOB
Full-time chef

It was a confidence boost in the terms of thinking towards the future, back then I wasn't too concerned. But when you do the program it gives you a spark and opens your eyes to go okay maybe I can do something, maybe there is something to look forward to after school. Doing GOALS I got an idea of what I could be. Being interested in food I would try all the things at lunch and that's what inspired me. My sister goes to my old school now, and I've been telling her if you can get into the program go for it!



LESCA
Student at University of Sydney, studying a Doctor in Veterinary Medicine

It was good to know that you had someone to believe in you. I wish I could go back and thank my mentor for giving me her time and giving me adult support - it had a real impact on my life. I still apply what I learnt in my life today - I was able to be a successful mentor and facilitator during the Doctor in Veterinary Medicine Year 1 program for upcoming new and future students.



CLAY
Full-time chef

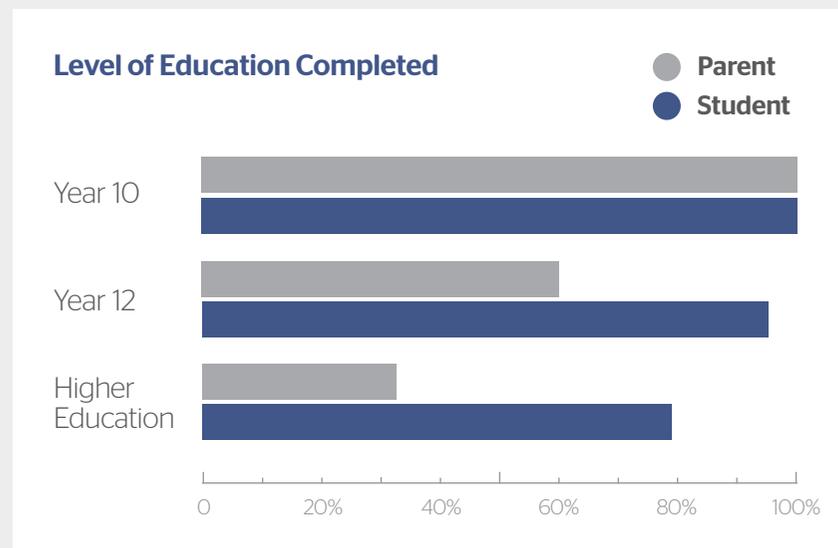
It was a very big glimpse into the working world, what to expect and how to achieve it. It was great meeting someone so compassionate and who knew what was going on. I became a chef, and I've achieved quite a high level in industry, and within doing that I believed the program helped me set goals and develop some sort of idea of how hard I have to work to get where I wanted to go, and confirmed that I could achieve it if I wanted to.

It was a great insight to everything, as a child you don't listen to your parents. Meeting with someone who is a third party who confirms what your parents say really drives it home, because as a child you rebel against your parents.

THE IMPACT OF GOALS, 12 YEARS ON

The following results are from interviews with 20 GOALS alumni from the 2005, 6 and 7 cohorts.

The GOALS alumni gave the program a net promoter score of 90, with 85% interested in returning as mentors. They were more likely to go on to complete Year 12 and further education compared to their parents:



90% ARE IN FULL-TIME EDUCATION, EMPLOYMENT OR TRAINING

compared to the national average of 74% and 63% for low SES students.



THEIR MEDIAN WAGE IS BETWEEN \$60-80K,

significantly above the average income for employed 26 year-olds.



OUR PROGRAMS



THEORY OF CHANGE

ABCN achieves its purpose through workplace interactions that improve student employability



PURPOSE

Inspiring students to achieve their potential in the future world of work

ACTIVITY

Unique model of:

- Mentors
- Workplace-based sessions
- Building skills of the future

IMMEDIATE OUTPUTS

Increased student aspirations and confidence

Development of non-cognitive skills and mindsets for students

Creation of professional connections for students

IMMEDIATE OUTCOMES

Students devote more attention to their development

Students progress through school with improved results

Increased interest in developing professional skills

Students seek leadership positions in schools and part time jobs

ULTIMATE GOALS

Young people have a higher rate of employment and better quality of employment

CORE MENTORING PROGRAMS

Our core programs are designed to raise aspirations, develop students' non-cognitive skills and mindsets, and build connections by connecting students with the contemporary workplace and a workplace mentor to prepare them for the future world of work.

The common elements of ABCN's mentoring programs are **communication, teamwork, personal growth and confidence**. With the exception of our primary school programs, all programs take place at our member company's offices.

KEY SKILLS & MINDSETS

-  Problem-solving
-  Goal-setting
-  Critical thinking
-  Self-management
-  Future orientation
-  Leadership
-  Interpersonal skills
-  Resilience

Year 8	Year 9	Year 10	Year 10 equivalent (Intensive English Centres)	Year 11	Year 11	Years 11, 12 and first year of tertiary/ training/employment
<p>Impact Area: STEM</p> <p>Program: Innovate Encourages the uptake of STEM subjects.</p> <p>Students in 2017 361</p> <p>2017 Outcomes 92% of students said they were interested in STEM subjects compared to 31% before <i>Innovate</i>.</p> <p>Key Skills & Mindsets</p> 	<p>Impact Area: Enterprise and Employability</p> <p>Program: GOALS Encourages completion of Year 12 and further study.</p> <p>Students in 2017 401</p> <p>2017 Outcomes 98% of students knew about the importance of setting goals compared to 13% before GOALS.</p> <p>Key Skills & Mindsets</p> 	<p>Impact Area: Enterprise and Employability</p> <p>Program: Interview 2 Impress (i2i) Interactive interview skills workshop.</p> <p>Students in 2017 1,453</p> <p>2017 Outcomes 96% of students felt they knew how to prepare for a job interview compared to 9% before <i>i2i</i>.</p> <p>Key Skills & Mindsets</p> 	<p>Impact Area: Diversity</p> <p>Program: InterACT For recently arrived migrant and refugee students.</p> <p>Students in 2017 290</p> <p>2017 Outcomes 97% of students said they felt more confident compared to 15% before <i>InterACT</i>.</p> <p>Key Skills & Mindsets</p> 	<p>Impact Area: Enterprise and Employability</p> <p>Program: Aspirations Broadens awareness of post-school career pathways.</p> <p>Students in 2017 524</p> <p>2017 Outcomes 90% of students felt prepared for the world of work compared to 9% before <i>Aspirations</i>.</p> <p>Key Skills & Mindsets</p> 	<p>Impact Area: Diversity and Leadership</p> <p>Program: Focus and Focus2 Encourages take-up of leadership roles by female students.</p> <p>Students in 2017 998</p> <p>2017 Outcomes 90% of students saw themselves as a leader after the program compared to 24% before <i>Focus</i> and <i>Focus2</i>.</p> <p>Key Skills & Mindsets</p> 	<p>Impact Area: Leadership</p> <p>Program: Accelerate Mentoring and financial support for exceptional students facing significant disadvantage.</p> <p>Students in 2017 50</p> <p>2017 Outcomes 87% of students completed the program and 100% of those students are engaged in employment, tertiary education or training compared to 59% of disadvantaged students at age 24.¹</p> <p>Key Skills & Mindsets</p> 

HIGH SCHOOLS



“It definitely broadened my mindset, going to a low socioeconomic school you sometimes think that things aren't possible whereas doing GOALS, getting exposure to high corporate business and seeing how it's possible to achieve that, it just made me work harder to get there.”

Michael, Project Manager, 2005 GOALS student

PRIMARY SCHOOLS

Program:

Spark

Reading mentoring for students who will benefit most from developing their literacy, language skills and socialisation.

Students in 2017

370

2017 Outcomes

95% of students demonstrated greater comprehension of texts.*

Program:

1:2:1

Maths mentoring for students who are falling behind in the early years of mathematical literacy.

Students in 2017

226

2017 Outcomes

100% of students were more positive about Maths.*

¹ Lamb, Prof. Stephen (2015), *Educational Opportunity in Australia: who succeeds and who misses out*, Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute, Melbourne.

* Primary school programs are evaluated based on teacher observations.



2017

COLLABORATION INITIATIVES AND DEVELOPMENT HUB

Our Development Hub is a centre for innovation, design and development. It enables us to connect with our member companies and schools to collaborate on, and pilot, new programs and concepts - and most importantly, it ensures our program content is responding to the greatest needs of schools and business to maximise impact.

Here is a snapshot of some of our 2017 collaborations:



Entrepreneurs Unearthed

Entrepreneurs Unearthed focuses on entrepreneurship as a mindset and was developed in collaboration with **EY** and **CBA**. Students worked with mentors to develop their innovative ideas, build their entrepreneurial skills and learn how to present and pitch their concepts.

95% of students said they understood the key skills and attributes that entrepreneurs possess after taking part - compared to 20% before the program.



Full STEAM Ahead

Full STEAM Ahead was developed in collaboration with **Microsoft** and **The Museum of Applied Arts and Sciences (MAAS)** to engage Year 7 and 8 students with Science, Technology, Engineering, Arts and Maths (STEAM). Students could participate face-to-face or online via interactive video conference. This accessibility meant we could extend our reach across Australia to regional, remote and interstate students with program content streamed directly into classrooms.

Interestingly, girls showed the greatest increase in post-program outcomes. Before the program, only 39% of girls rated their level of computing skills as high, whereas after the program, this rose to 89%.



InRoads

Our *InRoads* program continues to grow and evolve as a program for motivated students transitioning into the workforce straight after school. A collaboration with **J.P. Morgan** since 2015, we've built on the success of this program to broaden its impact and for the first time, ABCN has partnered with TalentRISE, a not-for-profit recruitment agency. This new partnership means *InRoads* can now combine critical workplace skills development with one-on-one support from TalentRISE to support each student in finding their first job.

Past *InRoads* students have found jobs working as call centre representatives, retail store assistants in companies such as Optus, digital copywriters, and others have begun IT traineeships.



Business Class

Business Class connects schools with businesses in one-on-one partnerships to create sustainable, positive, long-term change. Driven by the unique needs of the school, each partnership is tailored to provide strategic support and collaborative action. Activities between corporate volunteer staff and students can include work experience placements, mock interviews, employability and leadership skill development for school staff.

In 2017 there were 21 successful *Business Class* partnerships across four different states.



High Flyers

A collaboration with **Jetstar**, *High Flyers* targets female students in Year 10. It aims to promote and encourage careers in aviation for women and encourage greater diversity within the sector, while also inspiring the uptake of STEM subjects amongst female students to increase their options for employment.

90% of students said they understood the different types of careers available in the aviation industry – compared to 10% before the program.



Skills 2 Succeed

We partnered with **Accenture** to deliver *The Skills to Succeed Academy* for the first time in 2017. Aimed at students in Years 9-12, this free online program focuses on building confidence and supporting them to identify their strengths and skills in preparation for employment. Training and support is provided to teachers so they can introduce and teach the modules to students.



Leaders of Tomorrow

Leaders of Tomorrow draws on the experience and knowledge of leaders within **American Express** with activities focused on communication, leadership styles, motivation and recognising strengths. The program targets Year 11 high school students who have been identified by their school for their leadership potential and demonstrated leadership abilities.

100% of students said they were aware of their strengths and weaknesses as leaders – compared to 40% before the program.



Pathways to Employment

Pathways to Employment is a partnership with **Optus** designed to equip students with the skills required to apply and interview for retail positions. At the end of the program, Optus encourages students to apply for casual Christmas jobs in their retail stores.

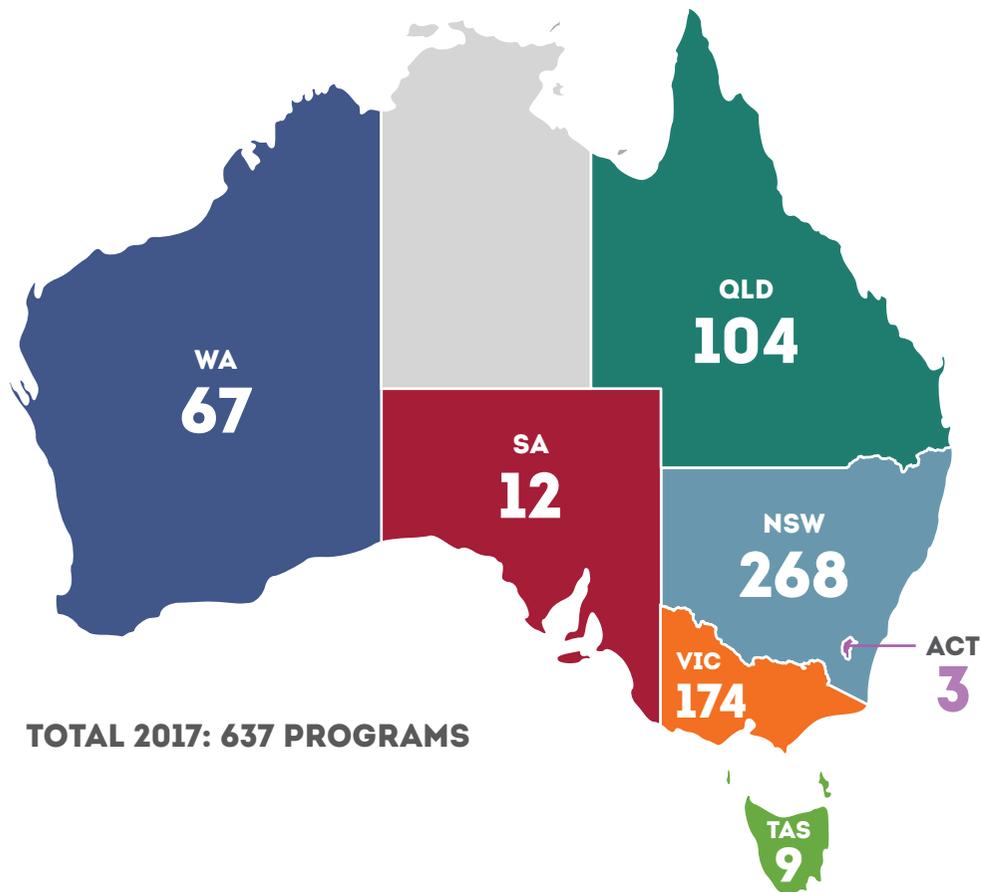
In the last two years, 15 ABCN students have successfully secured casual jobs through this program.



2017

PROGRAM DELIVERY

ABCN delivered 637 programs in 2017.
This represents an increase of 13.8% from the previous year.

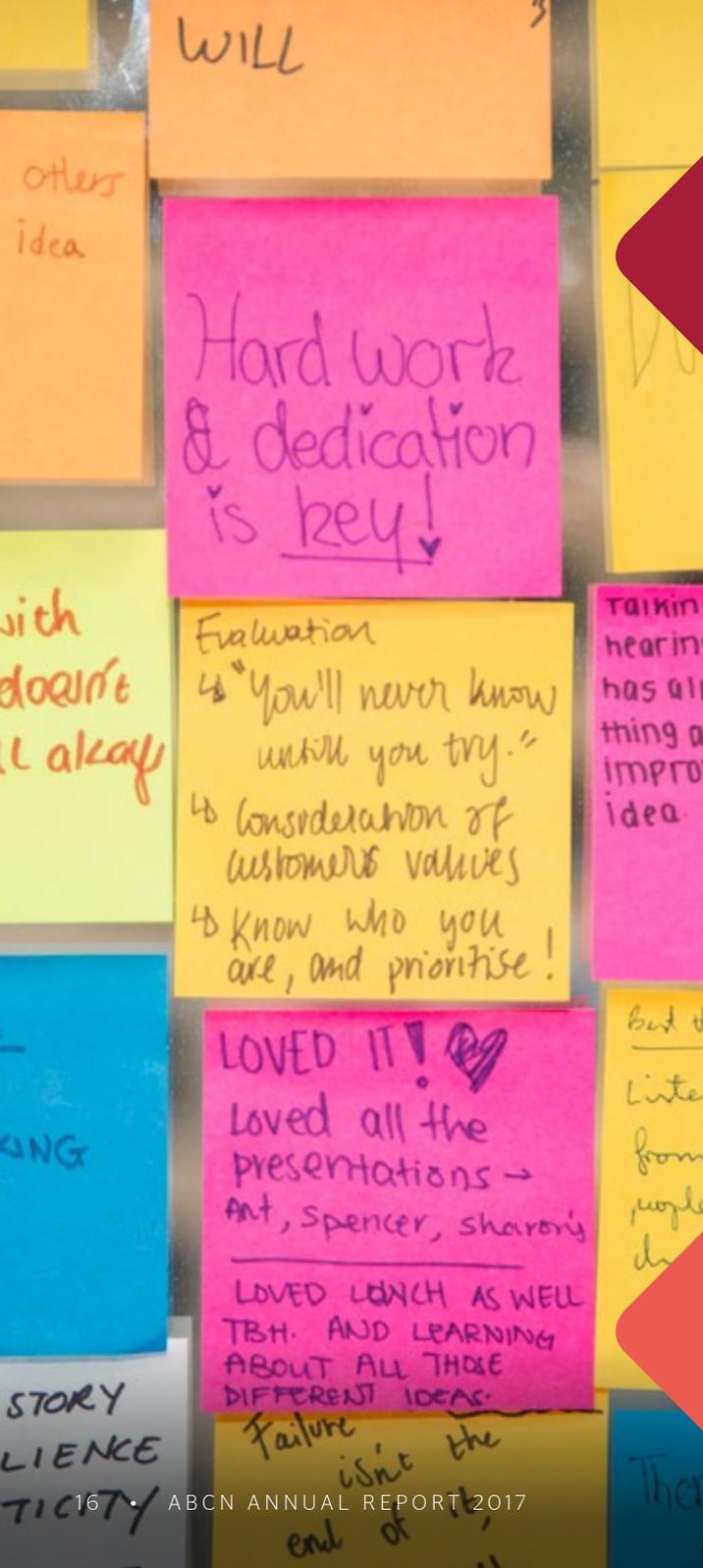




IN 2017, THE NUMBER OF MENTORS IN SUSTAINED MENTORING PROGRAMS INCREASED BY 9.4%

AND THE TOTAL NUMBER OF STUDENTS IMPACTED THROUGH ABCN GREW BY 40.8%

Program	Total in 2017	Since 2005
 Businesses	38	
 States/Territories	7	
 Schools	203	
 Mentors Face-to-face mentoring only	3,369	29,122
 Total Volunteers Includes all ABCN activities (one-day events as well as sustained programs)	5,590	44,178
 Students Mentored Sustained programs only	5,588	32,507
 Total Students Includes all ABCN activities (one-day events as well as sustained programs)	25,755	149,492
 Volunteer Hours Includes all ABCN activities (one-day events as well as sustained programs)	31,521	341,300



KEUNG LEE - STUDENT

A former student at Cabramatta High School, Keung is in his fourth year of study at UNSW and says GOALS had a life-changing impact on his aspirations and educational achievement. Having fled the Khmer Rouge in their homeland of Cambodia, neither parent completed high school, so Keung found the guidance of a mentor from outside his immediate community to be invaluable.

'Before taking part in GOALS, I had no interest in any school activities and only signed up because a friend encouraged me to give it a go. I soon started to see school and education in a new way and to realise that I had someone there besides my parents who was willing to help and guide me.'

By his own admission, Keung says his aims were 'pretty low' before GOALS, but taking part in the program inspired him to aim higher. He completed Year 12

and after a year at Western Sydney University, transferred to UNSW to do a Bachelor of Software Engineering/Science, bringing him one-step closer to his goal of working in a large IT firm.

Eight years later, Keung still remembers his mentor Terry and the things he taught him – from learning how to shake someone's hand properly to small, practical tips on how to overcome shyness and boost his self-confidence. ***'His advice has helped me more than I could have believed it would'***, he says.

'I can say without a doubt, I would not be where I am today if I did not participate in GOALS. It's pushed me to aim higher, be confident, not be put down by others, to follow through but also to seek help when I need it.'

MARY CHIDO - SCHOOL PRINCIPAL

Mary Chido is Campus Principal of Copperfield College in Victoria. A dedicated supporter of ABCN, she has witnessed firsthand the positive impact of our programs on both students and school community over eight years.

'I am a big believer in schools needing to be involved in the real world, and ABCN programs definitely deliver on this aspect', she says. ***'Our students are often unable to build their pathways and networks to include mentors, professionals and experiences that may assist them with their future, outside of the school environment. ABCN programs expose students to opportunities to interact with the world of work in a meaningful way. It also gives the College an opportunity to network with other ABCN schools and partners and engage with the community.'***

Mary tells us that many past program participants have gone on to take up leadership positions; staff regularly provide feedback on changes that they see taking

place in their students – and the students themselves noticeably develop skills around public speaking, confidence in their own ability and a sense of pride in being chosen to participate in a program.

More importantly, the long-term impact of ABCN programs extends beyond the school walls. ***'Students are able to access opportunities that we could not give them and our parents appreciate this'***, she says. ***'We have had instances where younger siblings have enquired about the programs upon their arrival at the senior campus, so the transfer of information is also happening informally in families. The more collaboration between the sectors of society, the better for our students.'***

Mary was recently awarded one of only four VCAL Teacher Achievement Awards in recognition for her work in program development. ABCN's Focus program forms an integral part of the VCAL program at Copperfield College.



ABCN FOUNDATION



ABCN FOUNDATION

WE WERE DELIGHTED TO AWARD SCHOLARSHIPS TO 24 STUDENTS THIS YEAR - OUR LARGEST NUMBER YET.

This brings the total number of scholarships awarded to 86 since our inception in 2013 - with total scholarship monies awarded to students of \$412,000.

We are thrilled that this year's cohort also includes our first ever recipient from South Australia as well as seven targeted scholarships - five for indigenous students, kindly supported by Stockland and KPMG, and one female student sponsored by Minter Ellison. We also offered a targeted LGBTI scholarship again this year.

The students who apply for ABCN scholarships demonstrate a desire to remove the barriers holding them back and reach their potential despite their complex living situations and backgrounds.

The 24 scholarships we awarded this year represent only 7.5% of the 318 applications received. In many cases there was less than 0.4% difference in disadvantage between students, demonstrating the high level of need. Our goal is to continue to grow the number of awards offered annually to address this demand.

"The scholarship has helped immensely by providing financial support and a mentor that I can rely on; someone who is willing to offer advice, guidance and most importantly patience in order to work with a student to improve all aspects of their lives. He has helped me develop myself as an individual and helped me to see things in a different, more promising perspective."

2014 Scholar

"For me it has truly opened many doors. After having this scholarship I have come to realise many things about myself and the scholarship has eased a lot of stress due to my financial situation. It has provided me with the same opportunities as other students and for that I am truly grateful."

2015 Scholar

We know from our research and outcome measurements and ongoing feedback from the principals we work with that our work is making an impact. Here are a few snapshots of some of our recently graduated and current *Accelerate* students:

Chanleng Reaksmei Suy (2014 scholar)

Chanleng has just completed Year 3 of the program and her first year of study at Western Sydney University. She's now transferred to study a Bachelor of Psychology and is still in close contact with her mentor Tatjana, who she says is her role model. ***'This program has saved my life and helped so many other students'***, she says. ***'It really meant a lot to me.'***

Kimberley Perry (2015 scholar)

Kimberley Perry completed Year 12 last year and is thrilled to be studying Music Performance at Collarts University in Melbourne. Her long term goal is to teach music to children and beyond that, music therapy. Kimberley says her mentor helped her come out of her shell and find out who she was. ***'Before I met Sally I was sitting on the fence'***, she says. ***'And I was scared. Her support made me try harder.'***

Jing Chen (2016 scholar)

2017 was a particularly big year for Jing. He completed Year 1 of *Accelerate*, was voted school captain of Cabramatta High and at the same time achieved top marks for Physics and 2 Unit Maths. He has a great relationship with his mentor Toai Tran from TAL, who says ***'this boy is going places!'***

These students are typical of our scholars and we're proud of them all. It is our pleasure to acknowledge the 24 scholarship recipients of 2017.



NSW

Zahraa Al Katify, Jasmine Bayliss, Lucas Boyer, Dean Brown, Caellen Fennell, Bianca Gannan, Shukria Hussainizada, Jameika Mariani Clark, Ngan Nguyen, Aira Sagana, Abdullah Sankari, Maryam Sliwa.



QLD

Mohammad Ghalandari, Dorji Tsering



SA

Nicole Hillier



VIC

Fatemah Al Hamidawi, Yusuf Arpaci, Ladan Bapeera, Caitlin Mann, Seth O'Donnell, Trent Ruston, Roghayeh Sadeghi, Michelle Simiona



WA

Monica Taylor



ABCN FOUNDATION

The ABCN Foundation relies on funding from the corporate sector, philanthropic foundations and generous individuals. We are extremely grateful to our ABCN community - both individuals and corporate entities - whose ongoing support has enabled us to raise **\$485,182** in the 2017 financial year.

Major donations from organisations over and above ABCN membership fees and contributions from individuals in the 2017 financial year include:

J.P. Morgan, TAL, MinterEllison, Optus, Navitas, Citi, Bendigo & Adelaide Bank, Stockland, KPMG.

Members of the Scholarship Foundation Board also personally support the foundation through regular financial contributions. Members of the Board include ABCN founder, Michael Hawker AM (Chair), Jacqui Jones (CEO, resigned 25/08/17), Allegra Spender (CEO, appointed 30/08/17), Kerry Jukes and ABCN's Board and Council alumni - David Clarke, Paul O'Sullivan, Matthew Quinn, Stephen Roberts, Guy Templeton and John Weber.

Mentors and/or in kind support:

Allen & Overy, Bain & Co, CBA, Citi, Ernst & Young, Fuji Xerox Australia, Hall & Wilcox, KPMG, Microsoft, Minter Ellison, Navitas, Norton Rose Fulbright, Optus, PwC, TAL, TCS.

Many of these companies also support workplace giving and match employee donations.

The Trustee for the Australian Business and Community Scholarship is registered with the Australian Charities and Not-for-profits Commission (ACNC). It is endorsed as a Tax Concession Charity (TCC) and as a deductible gift recipient (DGR).





FOUNDATION IMPACT

86 **SCHOLARSHIPS**
since 2013

\$412k **IN AWARD MONIES**
since 2013

87% **OF SCHOLARSHIP STUDENTS**
completed ABCN's Accelerate program in 2017

100% **OF THOSE STUDENTS ARE ENGAGED
IN EMPLOYMENT, TERTIARY
EDUCATION OR TRAINING**
(compared with 59% of disadvantaged students at age 24)¹

93% **OF 2015 SCHOLARS
COMPLETED YEAR 12**
(compared with 74% national average)²

OF THE 50 STUDENTS WHO PARTICIPATED IN THE ACCELERATE PROGRAM IN 2017:

100% **reported they are now confident they will achieve
their goals**
(compared to only 46% before the program)

86% **reported they are confident of their career pathway**
(compared to only 24% before the program)

92% **reported that they now understand their strengths
and weaknesses**
(compared to only 32% before the program)

1,2 Lamb, Prof. Stephen (2015). *Educational Opportunity in Australia: who succeeds and who misses out*, Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute, Melbourne.



SHADAB - ACCELERATE STUDENT

Meet Shadab, one of our 2015 scholars. Currently in his final year of the *Accelerate* program, he has embarked on a Commerce degree at Monash University. On top of this, he's just completed a three-month internship with TAL, arranged through his mentor, which he still can't quite believe.

He's come a long way in life. Born in Afghanistan and raised in Pakistan, Shadab and his family fled to Australia as refugees nine years ago. Despite leaving behind a violent, war torn country, their arrival in Australia brought new challenges – learning English from scratch, adapting to a foreign lifestyle, but also the day-to-day financial struggle of a limited household income and managing school work with part time work.

In 2015, Shadab successfully applied for an ABCN scholarship. ***'Financial support and mentoring from an experienced adult are the two fundamental requirements that can close the gap between me and my goals, ambitions and potential'***, he said in his application.

He met his mentor, Niall, from TAL for the first time in 2016 and the two of them have not looked back since, with both making the most of the opportunity.

'I am genuinely excited that I have this opportunity through work, to mentor Shadab, teach him about corporate life and help him realise his dreams'; says Niall. ***'I wanted to do this not only for the challenge and experience, but also the learning opportunity for both of us.'***

'I've been lucky to have received valuable insights into the corporate sector – the small yet important factors that cannot be learned through books or a University degree – and my recent internship with TAL was a massive opportunity for me,' says Shadab. ***'Without Accelerate, and without my mentor Niall, I think I would have been very ambivalent about my future pathway.'***

TIM BLOOM - MENTOR

Tim has been an ABCN advocate and 'super mentor' for the past nine years. Starting out in 2008 as a mentor in the GOALS program, he has returned to facilitate each year since then, as well as mentoring over the years in our *Spark*, *Interview 2 Impress* and 1:2:1 programs.

'I was immediately taken by the program and the value it brought to the students in guiding them through their most formative years'; he says. ***'I felt I was giving them a sense of purpose to develop their future.'***

A big attraction for Tim is the interaction between mentors and students. His role as a designer at Stockland means he is constantly thinking outside the square. As a facilitator, he enjoys challenging the students to the same, bringing out their individual personalities and abilities. He applies

the same principles to his work as he does to his mentoring and facilitating roles at ABCN. The two feed off each other he says, which he believes helps him grow too.

'Nothing surprises me with the students I have worked with over the years. I see talent in every student – and observing them work with their mentor, and the way in which their confidence grows, is not only exciting, it gives me energy! Each year I challenge myself and challenge the students.'

'There is an old proverb that says, the window of opportunity does not open by itself,' he says. ***'ABCN gives all students the tools to open this window and pass through. I feel privileged to be a part of it.'***





OUR PARTNERS AND SUPPORTERS

OUR PARTNERS AND SUPPORTERS

PARTNER SCHOOLS

ACT

Kingsford Smith School
Red Hill School

NSW

Airds High School
Alexandria Park Community School
Athelstone Public School
Auburn Girls High School
Aurora College
Bankstown Girls High School
Bass High School
Bert Oldfield Public School
Birrong Girls High School
Blacktown Boys High School
Bonnyrigg High School
Bossley Park High School
Bourke Street Public School
Cabramatta High School
Cambridge Park High School
Canterbury Boys High School
Casula High School
Chester Hill High School
Colo High School
Coerwull Public School
Curran Public School
Doonside Technology High School
Eagle Vale High School

Evans High School
Fairfield High School
Gardeners Road Public School
Georges River College Oatley Senior Campus
Glenmore Park High School
Granville South Creative & Performing Arts High School
Greystanes High School
Guildford Public School
Holroyd High School
Hoxton Park High School
Illawarra Sports High School
Islington Public School
James Cook Boys Technology High School
James Meehan High School
Kanahooka High School
Karabar High School
Kingsgrove North High School
Kingswood High School
Kogarah High School
Leumeah High School
Liverpool Girls High School
Lurnea High School
Maroubra Bay Public School
Marrickville Public School
Marrickville West Public School
Mascot Public School

Matraville Public School
Matraville Soldiers Settlement Public School
Melrose Park Public School
Merrylands High School
Miller Technology High School
Mitchell High School
Morisset High School
Mount Annan High School
North Sydney Demonstration School
Parramatta North Public School
Parramatta West Public School
Pendle Hill High School
Plumpton High School
Prairiewood High School
Punchbowl Boys High School
Queanbeyan High School
Rooty Hill High School
Sarah Redfern High School
Seven Hills High School
Sir Joseph Banks High School
Smithfield West Public School
St Johns Park High School
St Peters Public School
Tempe High School
Tempe Public School
Thomas Reddall High School
Wiley Park Girls High School

QLD

Ashmore State School
Bald Hills State School
Balmoral State High School
Bracken Ridge State High School
Bray Park State High School
Brisbane Bayside State College
Brisbane Central State School
Bundamba State Secondary College
Capalaba State College
Corinda State High School
Dakabin State High School
Glenala State High School
Ipswich State High School
Junction Park State School
Keebra Park State High School
Kingston State College
Loganlea State High School
Lowood State High School
Mabel Park State High School
Marsden State High School
Milpera State High School
Moorooka State School
Nerang State High School
Redbank Plains State High School
Rosewood State High School
Seville Road State School
Shailer Park State High School

Toowoomba North State School
Toowoomba State High School
Townsville Central State School
Victoria Point State High School
West End State School
Woodridge State High School
Yeronga State High School

SA

Allenby Gardens Primary School
Challa Gardens Primary School
Findon High School
Le Fevre High School
Ocean View College
Para Hills Primary School
Playford International College
Seaton High School
Woodville High School

TAS

Claremont College
Glenorchy Primary School
Invermay Primary School
Montrose Bay High School
Tasman District School
Youngtown Primary School

VIC

Abbotsford Primary School
Bayside P-12 College
Bayswater Secondary College
Belle Vue Park Primary School
Bendigo Senior Secondary College
Braybrook College
Brookside P-9 College
Canadian Lead Primary School
Carrum Downs Secondary College
Carwatha College
Charles La Trobe College
Collingwood English Language School
Copperfield College
Cranbourne Secondary College
Dandenong High School
Dandenong South Primary School
Distance Education Centre Victoria
Doveton College
Elisabeth Murdoch College
Epping Secondary College
Gilmore College for Girls
Glenroy College
Hume Central Secondary College
John Fawkner College
Keysborough College
Kooweerup Secondary College
Lalor Secondary College

Lightning Reef Primary School
Lowanna College
Maffra Secondary College
McClelland College
Melbourne High School
Melton Secondary College
Monterey Secondary College
Mooroopna Park Primary School
Mount Ridley College P-12
Newhaven College
Northern Bay College
Richmond Primary School Melbourne
Roxburgh College
Seaford Park Primary School
St Albans Secondary College
Sunshine Heights Primary School
Sunshine North Primary School
Taylors Lakes Secondary College
Thomastown Secondary College
Victoria University Secondary College
Wallan Secondary College
Warragul Regional College
Westall Secondary College
Whittington Primary School
Wonthaggi Secondary College
Wooranna Park Primary School
Yallourn North Primary School

WA

Baldivis Secondary College
Balga Senior High School
Ballajura Community College
Beaconsfield Primary School
Butler College
Byford Secondary College
Cecil Andrews College
Dianella Primary College
Dianella Secondary College
Girrawheen Senior High School
Hampton Senior High School
Highgate Primary School
John Forrest Senior High School
Kiara College
Lynwood Senior High School
Marri Grove Primary School
Maylands Peninsula Primary School
Mount Barker Community College
Osborne Primary School
Swan View Senior High School
Thornlie Senior High School
Wanneroo Secondary College

OUR PARTNERS AND SUPPORTERS

MEMBER COMPANIES AND BUSINESS PARTNERS

Every year, ABCN works with a growing number of member companies and business partners to deliver our programs. Our Board and Council are comprised of the Chief Executives or equivalent from each of our member companies.

In 2017 we worked with the following companies:







FINANCIAL YEAR 2017

BOARD OF DIRECTORS

JACQUI JONES

CEO, ABCN

(resigned 25 August 2017)

Jacqui was the CEO of the Australian Business and Community Network (ABCN) from July 2013 to August 2017. Prior to joining ABCN, she held roles at Optus and Pearson Education, specialising in sales, learning and development and change management.

Jacqui holds a Bachelor of Economics, a Master of Arts in Australian Literature and a Diploma of Education in Secondary Education, all from the University of Sydney.

ALLEGRA SPENDER

CEO, ABCN

(appointed 30 August 2017)

Allegra Spender stepped in to the CEO role at ABCN in August 2017. She studied Economics at the University of Cambridge and started her career at McKinsey & Company. She has diverse leadership experience from within the corporate, non-profit, private and public sectors and is Chair of Sydney Renewable Power Company. Prior to joining ABCN, she was Managing Director with iconic Australian fashion label Carla Zampatti.

HELEN ZIMMERMAN

**Chair, ABCN
Chief Corporate Affairs
Officer, Navitas Limited**

(Chair 2014 - 2017)

Helen Zimmerman has worked in leadership roles in Australian public and private education for over 30 years. Prior to joining Navitas she was Managing Director of the ACL Group of companies and she has served on the boards of a number of peak professional education associations and regulatory bodies. Helen is a former President of the International Education Association of Australia and a current member of the Victorian International Education Ministerial Advisory Roundtable and of the NSW International Education Advisory Board. Helen was appointed to the Jobs for NSW Board in December 2015 and is a member of the NSW State Advisory Council of CEDA (Committee for Economic Development of Australia).

TONY MACVEAN

**Chair, ABCN
Managing Partner,
Hall & Wilcox**

(appointed 20 November 2017)

Tony has been a partner at Hall & Wilcox since July 2000 and Managing Partner since July 2007. A leading independent business law firm with over 60 partners and 400 people, he is responsible for driving the firm's strategy, leading the firm's people, managing the firm's relationships with its key clients and representing the firm publicly. In 2015, Tony won the Managing Partner of the Year at the Australian Law Awards and was recognised in the 2014 and 2015 Best Lawyers in Australia, published by the Australian Financial Review in corporate law. He has a Masters of Laws and Bachelors of Laws (Hons) and Commerce from the University of Melbourne and sits on ABCN's Board and Committee for Melbourne.

SHARON FORD

Director, Public Schools, NSW; NSW Department of Education

As a Director, Public Schools NSW, Sharon is responsible for the Hornsby Principal Network, a Network of 32 principals of primary and secondary schools, and four specialist schools – one of which is the first virtual school of its kind in Australia.

Sharon was formerly Director, Secondary Education, NSW Department of Education and Communities where she was responsible for the strategic leadership of secondary curriculum, vocational education and training, and programs to support youth at risk in NSW government secondary schools and rural and distance education in all NSW government schools. Prior to this, Sharon was a School Education Director in Western Sydney. From 2003 to 2009 she was the principal of Auburn Girls High School, one of the first schools to be part of the ABCN program.

TONY HARRINGTON

CEO, MinterEllison

Tony was appointed Chief Executive of top-tier law firm MinterEllison in June 2014. Prior to this Tony was Managing Director of the fast-growing and innovative global investment bank, Moelis & Company and Global Managing Partner, Strategy & Transformation at PricewaterhouseCoopers (PwC), where he was also a member of the PwC Global Executive Leadership Team. From 2000 to 2008, he was Australian Senior Partner and Chief Executive of PwC and prior to this he was Deputy Chairman of Coopers & Lybrand and National Managing Partner of Taxation Services.

In 2011, Tony was appointed a Member of the Order of Australia (AM) in recognition of his charitable work.

ALISON LANSLEY

Independent Director

An experienced business leader and corporate lawyer, Alison has a broad range of business, governance, finance, project management and legal skills gained over 35 years and was formerly a partner at Mallesons Stephen Jaques (now King & Wood Mallesons).

Alison has served on the boards of various for-profit, not-for-profit and government entities in different industries, in particular telecommunications, infrastructure, finance, education and specialised skills development. She has worked with various government and industry agencies, headed the Victorian Regional Council of Redkite for several years and was a founding Director of Schools Connect Australia, which merged with ABCN in 2016.

PIP MARLOW

Managing Director, Microsoft Australia

(resigned 14 December 2016)

Pip Marlow began her career with Microsoft in the Australian Partner team in 1995. She then moved to head office in Seattle, USA, for eight years, where she held a succession of senior roles including General Manager for US Channel Sales. Returning to Microsoft Australia, Pip held the joint role of Enterprise and Partner Group Director and Public Sector Director before her appointment as Managing Director.

CRAIG PERRETT

Independent Director

Craig is a co-founder and Executive Director of the Personal Strategic Planning organisation act3, where he acts as a trusted advisor to a select group of multi-national and Australian-based, blue-chip companies. He was formerly the Melbourne Managing Partner of Rogen, an International Management Consultancy – and prior to this he had a successful advertising career working with some of Australia's largest companies in marketing, communication, presentation; media issue management and business development. Craig is also a currently an executive director of CEED (Chief Executive Education) and is a former Director Schools Connect Australia (SCA) and the AFL Melbourne Football Club.

FINANCIAL YEAR 2017

BOARD OF DIRECTORS

LUKE SAYERS

CEO, PwC Australia

Luke Sayers is the Chief Executive Officer of PwC Australia and Vice Chairman for PwC Asia Pacific. Under his leadership, PwC Australia is focused on using the collective expertise of the firm to help address important national issues such as tax reform, Australia's engagement with Asia and how we can continue to innovate and thrive as a nation.

In addition to his work at PwC, Luke has long term commitments to community organisations and external Boards. He is currently on the Board of the Carlton Football Club and chairs the not-for-profit organisation e.motion21. He is also a member of Monash University's Industry Council of Advisors (MICA), the Genazzano FCJ College Council, and the Victorian Branch of the Male Champions of Change.

ROB SINDEL

Managing Director, CSR

Rob joined CSR in April 2008 as Executive General Manager of CSR Lightweight Systems. In October 2009, he was appointed CEO of CSR Building Products. He was appointed to the CSR Board in 2010 and then Managing Director in 2011. Rob was formerly the Managing Director of Hanson's slag cement business in the UK, a subsidiary of the global building materials company, Heidelberg Cement Group. Rob also held the position of Commercial Trading Director for Hanson Aggregates in the UK. His 25-year career in the construction industry started with Pioneer in Australia. He is a member of the UNSW Australian School of Business Advisory Council and a director of the Green Building Council of Australia.

RACHEL STOCKS

Managing Director, American Express Australia and New Zealand

(appointed 25 May 2017)

Rachel Stocks is a passionate and authentic leader whose focus on results and collaboration led to her appointment as Managing Director for American Express Australia and New Zealand in April 2013. She also leads the consumer card operation across Australia and New Zealand and is Chair of the American Express Australia Limited Board. Her 20-year career with American Express began in 1993 in a part time capacity and since then has spanned a number of roles, including American Express Interactive, where she drove digital awareness and online business results.

BOARD OF DIRECTORS MEETING ATTENDANCE

(Financial Year 2017)

This includes all directors in office at any time during the 2017 financial year.

Directors	8/9/16	22/11/16	25/5/17
Jacqueline Jones (CEO) (resigned 25/08/17)	✓	✓	✓
Allegra Spender (CEO) (appointed 30/08/17)	NA	NA	NA
Helen Zimmerman (Chair) (appointed 01/10/14)	✓	✓	✓
Sharon Ford	✓	A	✓
Alison Lansley	✓	✓	A
Tony Macvean	✓	✓	✓
Pip Marlow (resigned 14/12/16)	✓	✓	NA
Craig Perrett	✓	✓	A
Luke Sayers	A	A	✓
Rob Sindel	✓	✓	✓
Rachel Stocks (appointed 25/05/17)	NA	NA	NA

✓ = Attended A = Absent NA = Not eligible to stand.



**FINANCIAL INFORMATION FOR
YEAR ENDING 30 JUNE 2017**



FINANCIAL INFORMATION FOR YEAR ENDING 30 JUNE 2017

ABCN

Basis of Presentation of Financial Information

ABCN prepares a financial report in accordance with the *Corporations Act* and relevant accounting standards. This financial report is approved by the Board of Directors and audited by Grant Thornton Audit Pty Ltd. The statutory financial report is lodged with the Australian Securities and Investments Commission and is available on request.

The financial information contained in this report is drawn from the information used in preparing the audited financial report. However, as the full financial report contains other details and disclosures, including the basis of preparation of the financial report, reference should be made to audited financial statements before placing any reliance on this information.

Please note: ABCN operates on a financial year basis, but programs are reported on a calendar year basis to align with the school curriculum.

Therefore, in this report, the programs reflect the 2017 calendar year (1 January - 31 December 2017) but the financial information is based on the 2017 financial year (1 July 2016 - 30 June 2017).

Income

ABCN's main source of income is membership fees. These range between \$15,000 and \$65,000 per member depending on the size of the organisation. Total membership fee income for the 2017 financial year was \$1,662,536 compared with \$1,744,950 for the 2016 financial year.

Other income included \$437,842 in combined grants from the following organisations:

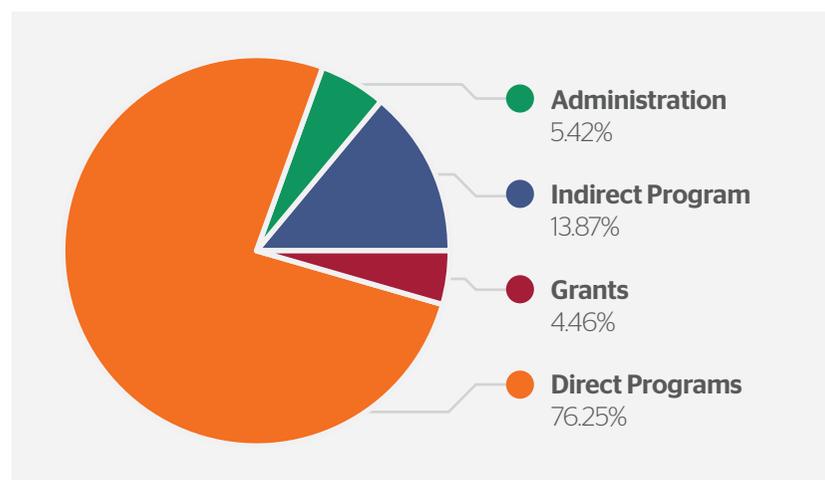
- **American Express** - for the ongoing development and delivery of the *Leaders of Tomorrow* program
- **Commonwealth Bank of Australia** - for the development and delivery of *Entrepreneurs Unearthed*
- **Ernst & Young** - for the development and delivery of *Entrepreneurs Unearthed*
- **JPMorgan Chase Global Foundation** - for the delivery and completion of the *InRoads* employability program
- **Microsoft** - for the development and delivery of *Full STEAM Ahead*

In addition there were \$305,000 of *Business Class* fees through a variety of *Business Class* partners. Interest income for the 2017 financial year was \$38,773 compared with \$51,880 for 2016.

Expenditure

Total expenses for the 2016 financial year were \$2,180,537*.

*Please note this figure is exclusive of the ABCN Foundation figures.



The percentages for each of these main areas of expenditure have remained stable since 2014. Appropriately, direct program expenditure is still the largest component as this includes all aspects of program delivery such as development, delivery, materials, transport, co-ordination, evaluation and reporting. Indirect costs include some facilities, insurance and professional fees, without which the ABCN could not continue to deliver programs in schools and member companies. Grant costs cover the distribution of funds from the JPMorgan Chase Global Foundation and Microsoft. The other costs of delivering the grant outputs are covered in the program expenses.

Surplus for the Financial Year

The surplus for the financial year to 30 June 2017 was \$269,334 compared with \$201,577 for the year to 30 June 2016. A summary of the components is set out below. More details are available in the statutory financial report.

	2017 (\$)	2016 (\$)
Surplus before income tax	269,334	201,577
Income tax	-	-
Surplus for the year	269,334	201,577



FINANCIAL INFORMATION FOR YEAR ENDING 30 JUNE 2017

ABCN

Financial Position

ABCN continues to be in a strong financial position. A summary of the financial position as at 30 June 2016 and 2017 is set out below. More details are available in the statutory financial report.

	2017 (\$)	2016 (\$)
CASH FLOWS FROM OPERATING ACTIVITIES		
Membership fees	1,828,790	1,931,185
Grant income	742,842	375,433
Interest income received	38,773	51,880
Payments to suppliers & employees	(2,797,177)	(2,150,850)
Advance to ABCN Scholarship Foundation	-	-
Net cash provided by operating activities	(186,772)	207,648
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property, plant & equipment		
Net cash used in investing activities		
Net change in cash & cash equivalents held	(186,772)	442,173
Cash and cash equivalent at beginning of financial year	2,494,776	2,052,603
Cash and cash equivalent at end of financial year	2,308,004	2,494,776

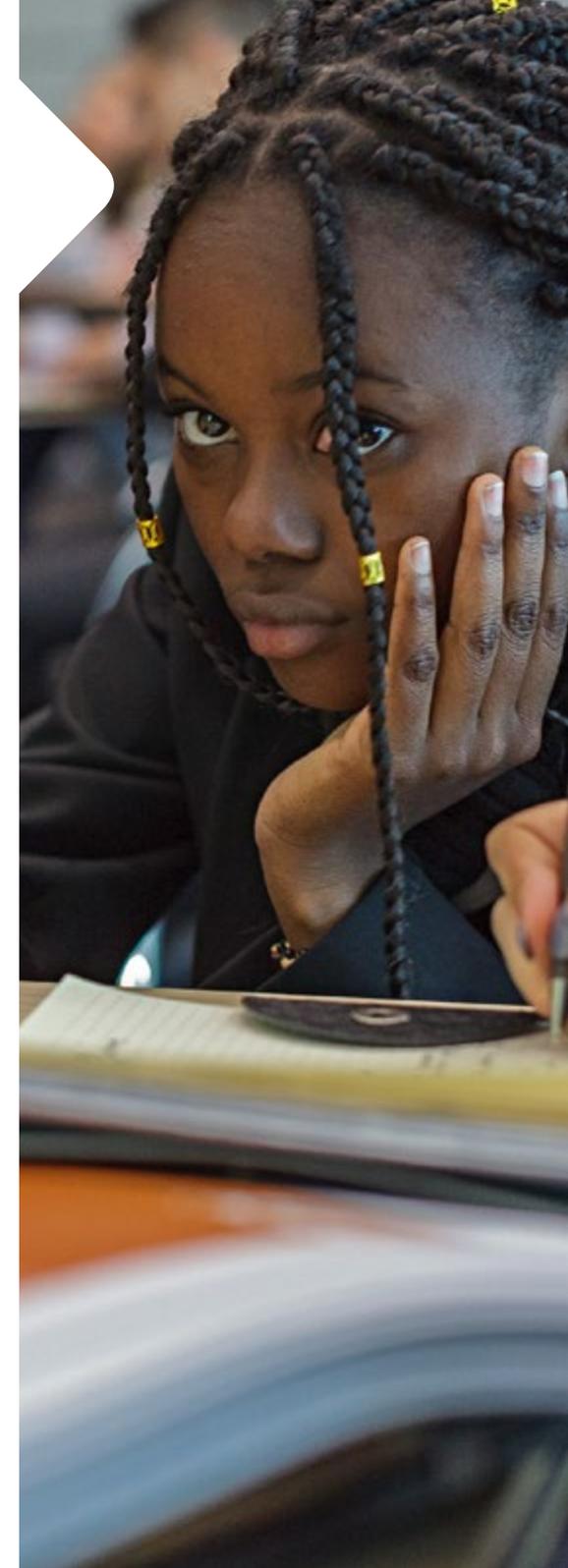
The grant income includes *Business Class* fees. The increase in the payments to suppliers and employees, and the corresponding decrease in cash and cash equivalent for the 2017 financial year reflects a reduction in current liabilities, in particular a reduction in deferred income from \$290,355 in 2016 to \$39,500 in 2017, and an increase in trade and other receivables from \$0 in 2016 to \$192,184 in 2017. The company's constitution prohibits the distribution of any part of the profits or income or property as dividends or otherwise.

FINANCIAL INFORMATION FOR YEAR ENDING 30 JUNE 2017

ABCN FOUNDATION

ABCN Foundation - Profit and Loss

	2017 (\$)	2016 (\$)
INCOME		
Advance from ABCN	0	0
Bank interest	15,246	22,742
Foundation donations	469,936	334,778
Total Income	485,182	357,520
SCHOLARSHIP AWARDS		
Payments to students	111,000	87,000
EXPENSES		
Management and program expenses	126,587	30,398
Total Expenses	237,587	117,398
NET INCOME	247,595	240,122



GOVERNANCE STATEMENT 2017

The Australian Business and Community Network (ABCN) is a company limited by guarantee. It is a not-for-profit organisation that partners schools with business through the development and delivery of mentoring programs for disadvantaged students from high-needs schools.

Entirely business-funded, ABCN was established in 2005 by a group of senior business leaders whose vision was to inspire, challenge and engage businesses to have a greater positive impact in the community. Today, it is made up of 38 member companies and partners and an experienced body of CEOs from well-recognised, national and global organisations, representing a breadth of industries. These organisations share a common belief that a collaborative approach by business can greatly assist in the improvement of major issues through the education of disadvantaged young people.

Every year, ABCN works with hundreds of public schools across Australia to deliver a range of mentoring programs that focus on enterprise, leadership and foundation skills such as reading and numeracy. All programs are provided at no cost to the schools or the students.

Mission and Objectives

ABCN's primary objective is to establish partnerships with disadvantaged schools and share resources available to businesses - including volunteers, expertise and services - with these schools and their students.

Our aim is to improve the opportunities and outcomes for disadvantaged students by raising aspirations and providing them with the skills and work experience they require to make sound personal, educational and vocational choices. This is achieved through structured programs that involve corporate volunteers mentoring students in the workplace and business partnering with disadvantaged schools.

More details on ABCN's operations are set out in this report.

Council

The organisation's council is comprised of the Chief Executives (or equivalent) of each member organisation. The role of the council members is to both facilitate and enable the achievement of ABCN's mission and objectives by leveraging their professional networks, profile, reputation, energy, experience and influence to:

- serve as a source of independent advice to the Board with regard to ABCN strategy and external relations
- ensure that ABCN remains focussed on high impact engagement
- participate personally with ABCN and encourage and inspire other business leaders to commit to joining as ABCN members, thereby expanding the resources and influence of ABCN in the wider, general community
- raise ABCN's profile and build its brand and reputation, and
- engage with schools and the broader community.

Board Members

As of 30 June 2017, there were nine directors on the Board, including the Chief Executive Officer. Other than the Chief Executive Officer, the Board members are non-executive directors and receive no remuneration for their services. The non-executive directors are drawn from the senior executive management of ABCN's member organisations. They are nominated by the ABCN Council and appointed by the Chair.

The company's constitution specifies:

- there must be no less than three and no more than 12 directors, and
- directors who have held office for more than three years must retire at the next annual general meeting - such directors, if they are not otherwise ineligible, may stand for re-election.

The Board's charter further provides that, unless changed by a majority vote of the directors:

- the maximum term for the Chair as a director is six years
- the maximum term for other directors is three years
- there will be a majority of non-executive directors, and
- the Board will review its size, composition and performance, including each director's performance, annually.

Roles and Responsibilities of the Board

The Board fulfils its primary role of meeting ABCN's objectives and complying with the relevant Corporations Act requirements through:

- governing, rather than managing, ABCN by ensuring that there is a proper governance framework in place to promote and protect ABCN's interests for the benefit of its members
- setting goals and policies and, specifically, approving ABCN's strategies and strategic plan
- monitoring the performance and contribution of Board members
- selecting and regularly evaluating the performance of, and if necessary, replacing the CEO
- setting standards for proper governance practices (including appropriate standards of ethical behaviour, corporate governance, and social and environmental responsibility) and monitoring the processes to ensure adherence to these standards
- selecting, appointing and monitoring the performance of the external auditors
- monitoring financial performance and reporting
- approval of ABCN's annual budget
- approval of ABCN's annual financial report
- monitoring key risk areas by ensuring the implementation of a suitable risk management and internal controls framework
- reviewing the adequacy of systems to comply with all laws and regulations, which apply to ABCN and its programs
- approval of ABCN's insurance arrangements, and
- ensuring that all legal and commercial requirements are met in terms of proper reporting and disclosure.

In discharging its role, the Board considers the guidance and advice of the Council but will not be bound by such guidance and advice.

Board Oversight

The Board oversees and monitors management's performance by:

- meeting at least three times per annum
- receiving detailed financial and other reports from management at these meetings
- requesting and receiving additional information and input from management when necessary, and
- regular communication between the Chair and the CEO.



CONTACT US

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“I wish I could go back and thank my mentor for giving me adult support – it had a real impact on my life.”

Lesca, 2009 GOALS graduate

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