Schools and businesses working together

A support document to assist principals and teachers to develop school–business relationships

May 2004

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Introduction

Developing close and beneficial links with the community is fundamentally important and advantageous to public education. Through such links, many parents, businesses and other local community groups currently provide active, substantial and constructive support to schools across New South Wales.

Along with other community relationships, school–business relationships strengthen community awareness and participation in the education process and contribute to innovation and high achievement in public schools. In particular, school–business relationships can support the delivery of educational services, enrich the school curriculum and enhance student learning.

School–business relationships can also help to build stronger communities and broaden the capacity of communities to meet their own needs. They can create direct social and economic benefits for the school, business and community.

This resource provides information and a suggested process to support principals and teachers as they further develop relationships with their local communities, particularly local businesses and volunteers with business skills.

Types of school–business relationships

School–business relationships may take many forms, from sponsorships, partnerships, work experience and Vocational Education and Training (VET) work placements, to workplace excursions, provision of real-life information for classroom activities and cooperation with fund-raising. (See 'Some examples of school–business programs and activities' for more specific examples.)

The nature and extent of each relationship will vary with the needs of students, the school and the ability of local businesses to participate and contribute. Thus, a spread of relationships with a range of businesses may be preferable to reliance on support from a single business. (Note, however, that access to suitable businesses varies from area to area and sometimes there may be only one suitable local business. Also, multiple relationships may reduce the commitment in individual relationships.)

Your school may choose to act independently and make direct representation to local businesses. Alternatively, you could seek relationships that are arranged through local community groups, such as employer organisations, farmers' associations, sporting clubs, indigenous communities, and/or investigate relationships in conjunction with government agencies, such as the NSW Department of Commerce or the NSW Department of State and Regional Development. (See 'Contacts'.)

Because of the value of school–business relationships, suitable businesses may be targeted by a range of educational organisations, including other schools. To avoid overburdening these businesses and to limit the number of businesses that your school approaches, you may wish to learn more about local business relationships that already exist with educational organisations by contacting DET contacts in vocational education. (See 'Contacts'.)

Benefits of school–business relationships

Schools are encouraged to develop new school–business relationships and to maintain and extend existing relationships. In addition to the benefits for students, these relationships provide support for both quality teaching and effective school management.

Benefits of relationships for schools

There are many potential benefits for schools in school–business relationships. Here are some examples.

The school and its community

School–business relationships:

- have been associated with improved student motivation and achievement

- contribute to the development in students of attributes such as independent learning, good citizenship and employability

- encourage cohesion between the school and its community. For example, they can lead to more community involvement across the school, such as in the Parents and Citizens' Association (P&C) and in sporting activities

- strengthen community awareness of the school and improve its public image

- demonstrate that education is valued beyond the school and so enhance and develop positive attitudes to lifelong learning

- provide a tangible way for the community to support public education

- contribute to community projects that involve a variety of other government agencies and community groups. For example, programs for students at risk of disengaging from education and employment have been developed in many areas of NSW. These include programs such as *Triple C* on the Central Coast, *Bridging the Gap* in western Sydney and *Plan-it Youth* throughout NSW.

Teaching and learning

School–business relationships:

- assist schools to deliver educational services by providing community support and encouragement, and resources such as volunteer time, money and equipment

- support school curriculum, such as curriculum frameworks for VET in Schools and Work Education Years 7–10

- enrich school curriculum by:

  – providing accurate and up-to-date specialist knowledge and skills, such as in technical and industry-related subjects, in conjunction with the Board of Studies NSW and the Curriculum K–12 Directorate

  – providing work-related examples and case studies in school courses

  – presenting career information

  – assisting schools to maintain and raise standards in specialised curriculum areas

- enhance learning in schools by providing a wider range of contexts, learning styles and experiences through which students can acquire and apply knowledge and skills

- address cross-curricular content areas, such as work, employment and enterprise, difference and diversity, key competencies, multiculturalism and literacy.

Curriculum specialisation

School–business relationships:

- increase opportunities for innovation and enterprise

- support the development of specific curriculum expertise and achievement in individual schools

- support diversity of curriculum in a region, giving more choice to students

- contribute to vocational learning and VET in Schools programs.

School-to-work initiatives

School–business relationships:

- provide opportunities for students to learn about the world of work

- establish the link between academic and vocational learning, and assist in the transition by students from school to work or to further education

- assist students to develop workplace skills, such as teamwork and problem-solving, and increase an understanding of the range of skills that are of value in the workplace

- assist students to develop generic skills for the workplace, such as appropriate behaviour and forms of communication

- assist students to develop awareness of career opportunities, and of suitable employers and business organisations

- provide students with a wider range of opportunities to obtain and demonstrate skills and abilities and to perform at high standards

- provide opportunities for students to participate in a range of work-related activities, such as work experience, voluntary and mandatory work placements, mentoring with business staff and career shadowing

- provide suitable business role models who may have a critical influence in raising the expectations and participation of students in education and employment. This can be particularly important for at-risk students who often benefit from role models who more closely match their cultural, ethnic or socio-economic background.

Mentoring and management practices

School–business relationships:

- provide opportunities for teachers to learn about the world of work and the employability skills needed by students

- provide opportunities for teachers to communicate with the business community about educational activities that promote learning and develop skills and understanding in students

- increase the understanding of educational practices and terminology in businesses and the community

- provide opportunities for teachers to mentor with business representatives, to improve management skills or specific technical skills

- provide business role models for education staff, for example, as leadership models and as teachers-as-facilitators.

Resourcing

School–business relationships:

- provide skilled volunteers for school-based committees, for mentoring and for a range of school programs and activities

- provide opportunities to access state-of-the-art equipment and supplies for students and teachers

- can provide opportunities to access additional funds for the school

- can explore the development of innovative technology and processes, as creative students and businesses work together.

Benefits of relationships for business

Local businesses will choose to participate in school–business relationships for their own reasons. These could include:

- obtaining professional and personal satisfaction from contributing to public education and the local community

- obtaining positive status or increased visibility in the community

- contributing to communication about, and therefore the development of, workplace skills and assisting in economic development, both current and future, in an industry or area

- learning about educational standards and practices in schools and increasing awareness of lifelong learning

- learning about youth, to improve staff selection and avoid stereotyping

- experiencing a wider cross-section of 'workers' than usual, and so learning how to make provision for and to benefit from employing people with a range of needs and abilities

- learning about and participating in funded workplace learning schemes

- providing training and development for business staff; for example, exposing staff to quality school teaching/learning practices and mentoring opportunities.

Requirements for school–business relationships

While roles in school–business relationships may be shared between the school, business and local community, responsibility for the direction and overall management remains with the school. The school must ensure that the needs and requirements of public education are met; any school–business relationship must be subservient to these requirements. Additionally, relationships must conform with DET policies, Independent Commission Against Corruption (ICAC) guidelines, Equal Employment Opportunity (EEO) principles, and with occupational health and safety (OH&S), child protection, privacy and all other relevant legislation.

Schools intending to develop or extend school–business relationships can seek policy advice from specialist DET areas, including Media, Industrial Relations and Employment Services, School Security, Corporate Marketing, Vocational Education, Personnel Programs and other areas as appropriate. (See 'Contacts' for further information.)

Some examples of school–business programs and activities

Successful school–business relationships produce beneficial short-term and long-term programs and activities. Here is a selection of examples.

The school in its community

- Local businesses provide space and opportunities for schools to showcase the achievement of students. For example, student work is displayed or published in business and community spaces, such as in a local bank or supermarket.

- Local business representatives are invited to presentation events, to speak and present prizes. School staff represent the school at appropriate business functions.

- Vocational achievements are promoted alongside academic and sporting ones in presentations and newsletters.

- Activities and achievements of the school are promoted in the local media and community. These include specific stories about successful school–business events and more general stories to increase awareness of public education. The school and business are also encouraged to distribute stories through their own networks.

- Local businesses participate in school committees and contribute at workshops for teachers and parents.

- Local businesses assist the school to develop a community profile that maps and creates a register of the organisations and services available in the community.

- School and business representatives meet (for example, over breakfast) to share information about changes in the nature of the workplace, patterns of employment, and educational priorities and practice.

Teaching and learning

- School–business relationships provide opportunities for integrated learning across the curriculum. For example, a Stage 3 excursion to a Chinese restaurant could contribute to learning in Human Society and Its Environment (HSIE) and Languages as well as in a number of cross-curricular areas.

- Students and teachers visit local businesses for real-life experiences related to their study. For example, Stage 1 HSIE students visit a local bus company as part of their study of transport.

- Local business and community experts provide specialist teaching that contributes to higher standards and overall achievement. For example, Stage 2 Visual Arts students have a workshop with a local artist, both watching the artist at work and using ideas and techniques suggested by the artist to create their own works.

- Students learn content and skills in a workplace setting. For example, Stage 3 Maths students visit a local shopping centre to examine the car parking and investigate the most appropriate layout of parking spaces so that the largest number of cars can fit into the available area. Stage 6 Personal Development, Health and Physical Education (PDHPE) students visit a local fitness centre where an industry expert demonstrates equipment used for measuring physical performance and describes performance measurement.

- Students have greater choice and diversity in the projects they undertake and in the style of teaching and learning in which they participate. For example, Stage 4 Technology students select from a range of projects mentored by local businesses. They complete design projects that respond to identified needs and opportunities.

- Students integrate academic and workplace learning, and increase their depth of understanding, by working on projects at school and at local businesses. For example, Stage 4 and Stage 5 Commerce students and Stage 6 Business Studies students work on case studies and business problems with local businesses. Support could include access to business plans and reports, business employees providing input to particular lessons and business leaders providing advice to teachers, possibly including mentoring in business practice.

- Business and community case studies are used in class to provide students with real-life applications. For example, Stage 3 English students devise an advertising campaign by selecting from resources provided by a local business and appropriately presenting information about a product or the business.

- Students practise skills, gain confidence in using these skills and are challenged to pursue higher standards. For example, Stage 4 and Stage 5 Italian Language students talk with local business people of Italian-speaking communities, practising their language skills and learning about work opportunities.

- Information about careers is infused into the curriculum through contact between the school and local businesses. For example, Stage 2 HSIE students interview workers in their community about what they do and how that work meets community needs. Stage 4 Science students talk with local business employees about their skills and training, and so contribute to their understanding of career opportunities in science and related fields.

- Business volunteers assist with co-curricular and extracurricular activities. For example, they provide layout advice for the school newspaper club, help design and build props for a school play, are role models for school sporting teams and debating teams, or work with a group of students on an entrepreneurial project.

Curriculum specialisation and enrichment

- Local businesses collaborate with the school to develop and extend existing VET in Schools programs, in conjunction with the Department's VET specialists and Local Community Partnerships (LCPs).

- Local businesses provide work experience and work placements for students.

- In addition to making provision for general education, schools develop specialised curriculum expertise and programs with the support of local businesses. For example, a school may:
  – increase its integration of students with disabilities with the cooperation of local taxi and bus companies
  – specialise in VET Hospitality with support from local hotels and motels
  – develop curriculum depth in the study of a particular language with encouragement from ethnic community clubs and local restaurants
  – link targeted students with businesses that can provide access to information and communication technology and to training for its effective, real-life use.

School-to-work initiatives

- Local businesses provide feedback reports and certificates to students about their work experience or work placement so that students can compile an employability portfolio.

- Local businesses assist students to acquire and demonstrate competencies from VET curriculum frameworks and so complete their competency record books (student logs).

- Business mentors provide information and advice to students to help them devise a career plan. For example, this could include recommendations about suitable school or TAFE subjects to study, volunteer activities that the student could undertake for experience and information about possible workplaces. Students at risk of leaving school early could be particularly targeted.

- Local businesses provide work experience for small groups of students with special needs as part of a school-to-work transition program.

- Local businesses provide modelling and training for students in employability skills and attitudes (such as punctuality, decision-making and occupational health and safety).

- Business managers and leaders give guest speaker presentations to teachers and students about careers and work opportunities. For example, these could occur during Commerce lessons or during a Careers Day or Careers Expo.

- Local businesses could recognise particular achievements in school–business programs as favourable criteria for students seeking part-time or full-time employment.

Mentoring and management practices

- Local businesses provide work experience and work placements for teachers. (See information about the Teachers in Business Program in 'Related policies and additional information'.)

- Local business managers and retired business executives, and principals and senior teachers, provide mutual support for each other through mentoring programs (in conjunction with DET Personnel Programs). For example, school–business managers meet to share management ideas, problems and solutions and to jointly run events.

- School and business groups hold joint training and development events about issues such as attendance, communication, equity, leadership, motivation, change management, quality management, stress management and effective meeting strategies.

- Teachers participate in training provided by business, or have access to business training materials, and learn about other teaching models and techniques. For example, teachers may use individualised learning materials, see the teacher-as-facilitator modelled or participate in a group problem-solving project.

- Teachers and parents of the school obtain specific technical or educational training from a local business expert. For example, a local information technology company runs workshops in using a computer program or a local college or university provides training about current theories of teaching reading.

Resourcing

- Schools and businesses provide staff time and expertise for training and mentoring of students, teachers and business representatives.

- Businesses could provide access to processes and technical knowledge and equipment so that inventive students can pursue innovative ideas that are mutually of benefit to students and businesses. For example, students could design and prototype a new product in collaboration with an engineering business.

- Businesses provide resources for schools, both as one-off and long-term donations. For example, businesses could financially sponsor the school or specific events, or supply school trophies, school photos, textbooks and sporting equipment or uniforms at cost price. They might provide workplace access to, donate or loan state-of-the-art equipment; for example, a business could donate disused but still current scientific or technical equipment from its research laboratory or workshop.

These examples are included as a prompt to creative thinking about programs and activities. Their variety and complexity can be tailored to the needs of the school and the support and contributions available through school–business relationships.

A four-step process to develop school–business relationships

Many schools already have effective procedures and extensive experience in developing relationships with businesses. These emphasise leadership and sound organisation by the school and provide guidance for businesses who have not established school–business relationships before.

The four-step process recommended below can be used by schools as they review existing relationships and seek to develop new ones. This process takes account of many issues that can arise when school–business relationships are developed and implemented.

1   Conduct an audit of school needs

A representative group that may include teachers, students, parents, business people and other community members could meet to discuss the potential for developing school–business relationships. For example, a SWOT (strengths, weaknesses, opportunities and threats) analysis could be completed, considering factors such as:

Your school's strengths

- Does your school have a strong mission statement and a clear agenda for the future that provides a focus for closer relationships with business?

- Are there distinctive characteristics of your school and/or your teachers and students that may align with local businesses in terms of values, image and resources?

- Is there a core of staff, parents and/or other community members who are committed to providing increased choice and diversity in your school's educational programs through school–business relationships?

- Are staff open to training and development opportunities, in curriculum and management areas, that could emerge from school–business relationships?

- Does your school have management and administration structures that can support school–business relationships?

- What strategies or programs are already in place in your school to enhance work-related learning and to encourage positive attitudes to lifelong learning?

- Does your school develop exit plans for students with special needs?

- What school–business relationships already exist? For example, these may relate to excursions, work experience and work placements, school fund-raising or more formal partnerships, sponsorships or other relationships.

Potential weaknesses

- How well does your school understand its local business community and its local operating environment?
- Does your school have sufficient local business and community recognition to attract supporters?
- Does your school have effective communication mechanisms, such as a prospectus, newsletter and webpage, which could be used to attract and distribute information about relationships with business?

Opportunities

- Do individual students have needs, aspirations and aptitudes that could be met through school-based interactions with business?
- What types of business involvement could make your school more innovative and help to raise standards in teaching and learning?
- Is funding available for the implementation of school–business activities? For example, does your school have students with special needs whose workplace learning can be supported by Commonwealth-funded schemes?
- Have local businesses or progress associations expressed interest in supporting public education? Increasingly, the business sector is seeking links that help to develop an educated, skilled and motivated workforce and contribute to development of young people as active members of Australian society.
- Will local commerce and progress associations disseminate information about your school's intention to develop school–business relationships and provide opportunities for networking between your school and businesses?
- Do networking and communication channels with local businesses already exist? For example, do local business people contribute to your school's P&C? Do any teachers or parents participate in local business or progress associations?

Potential threats

- What resources, in time and equipment, will be required to develop and maintain effective school–business relationships? What existing programs could be curtailed as a result?
- Is there an attitude of responsiveness, client service and openness to change within your school?
- Are potentially-supportive local businesses already aligned with other schools or non-school organisations, making new school–business relationships unlikely or limited?

Once the needs of your school are clearly identified, you are ready to look for businesses that will be able to provide support, encouragement and resources.

2 Collect and evaluate information about local businesses and establish contact

Suitable businesses have a 'public image, products and services consistent with the values, goals and specific policies of public education' (*Sponsorship of School and Departmental Activities*, 1991). To identify and make contact with suitable businesses, consider:

- Which local businesses are suitable? List as many as you can. Some sources of business names include:
  - school committees and parent groups
  - industry associations and local business organisations, such as Chambers of Commerce
  - regional government bodies and local government
  - community groups, such as Lions International and Rotary Clubs.

  (See 'Contacts' for more examples.)

- What are the capabilities of these suitable businesses? For example, find out about their skills and systems, industry knowledge and available equipment or resources. Investigate their ability to meet the needs of your students, such as physical access for students with disabilities and OH&S restrictions.

- What is the relationship between your audit of school needs and the attributes of suitable businesses? Identify businesses that may significantly contribute to teaching and learning. The school can make initial contact with these businesses, to ascertain their interest in a school–business relationship and to explore possible interactions. Businesses may be willing to host a brief meeting to discuss possibilities.

- How will your school develop relationships with suitable businesses? Follow-up after initial contact is very important. For example, the business may offer a facility tour for school staff to learn more about the business and to meet some employees. Your school could offer to show business representatives the facilities at your school and introduce participating staff.

Once suitable and supportive businesses are identified, you are ready to develop clear guidelines for each relationship that will underpin successful programs and activities.

3 Develop clear guidelines for collaboration with specific businesses

Guidelines for each school–business relationship are valuable as they clarify expectations and commitments. They should be jointly developed by school and business representatives (ideally, along with student, parent and community representatives) to promote commitment to the relationship and its goals. While guidelines can remain verbal, written agreements are often clearer and engage more commitment; they can also be useful as evidence when new school–business relationships are being negotiated.

When developing guidelines, questions to consider could include:

Public education requirements

- How will the relationship enhance teaching and learning in public education and, specifically, in your school?
- What are the requirements of DET policies, ICAC guidelines, EEO principles and of OH&S, child protection, privacy and all other relevant legislation for the relationship?

Vision and scope

- What are the common goals and shared aspirations for the relationship? A longer term vision, say three to five years, is desirable.
- Is there commitment to the relationship and vision by the school principal? By the business CEO? Is there a core of other school and business staff who will undertake to pursue the shared vision?
- Can the vision be expressed in specific, measurable outcomes? Do most relate to realistic and achievable student performance outcomes? Is the bigger sense of the vision still evident through these outcomes?
- What roles will be required to achieve the outcomes and to support the relationship?
- Are any budgeting and/or resourcing commitments agreed as part of the relationship?
- How will achievement of outcomes be evaluated? What data will be measured or collected? How and to whom will results be reported?

Mechanisms

- Who will be responsible for the roles defined for the relationship? Can individuals be designated to particular roles?
- How can leadership and responsibilities be shared, to help distribute the workload and to ensure that the relationship continues effectively when individuals move on?
- How regularly should the organising group of school, business, student, parent and community representatives meet to evaluate progress towards outcomes and to review the school–business relationship?
- What records of meetings will be kept? Who will receive copies?
- How will your school and the business communicate with each other? Will frequent face-to-face meetings or teleconferences be timetabled? Will emails be exchanged to a schedule or as need arises?
- Are special strategies needed to develop a common vocabulary and open communication between your school and the business?
- How will conflict and/or misunderstandings be discussed and resolved?
- Is it advantageous to formalise the relationship in a document? For example, this could be a joint declaration, contract or memorandum of understanding.

Once there is agreement about how the school–business relationship will operate, programs and activities can be planned.

4 Develop a plan for implementing and evaluating school–business relationships

Plans should be clear and relate to short-term and long-term goals. Concurrent one, two and five year plans provide sufficient detail to encourage action while supporting continual growth in school–business relationships. Questions to consider during planning could include:

- What programs and activities will enhance teaching and learning and the achievement of outcomes?

- What is the priority order for proposed programs and activities?

- What is a realistic timeline for undertaking programs and activities?

- Where will programs and activities be held? For example, they could occur at school, in a workplace, in another training location or across all these places.

- When will events or reporting about programs and activities occur? For example, can dates be set for the release of newsletters and media reports or for school assemblies and public displays?

- When and how will programs and activities be evaluated?

- What events are needed to build a sense of team for school, business, student, parent and community participants?

- What skill sets and capabilities are needed by various participants in the school–business relationship for it to succeed?

- What training and development, for the school and/or business, is needed to support the implementation of programs and activities? How can this training be provided?

- How will people be incorporated into the school–business relationship to keep it fresh and active? How will vacancies be filled when key people leave?

- When and how will the overall school–business relationship be evaluated? Factors to consider could include the teaching and learning benefits for the school, time and cost efficiencies, and potential improvements to this and other school–business relationships.

The recommended four-step process can be adapted by each school to better fit the school's circumstances. There are also other procedures that have been established and endorsed by educational and training organisations.

In addition, educational and training organisations propose a range of strategies that have been successful in supporting school–business relationships.

Some examples of successful strategies to support school–business relationships

A variety of strategies have been successfully used by schools to support and extend their school–business relationships. Some examples are described below.

- **Develop your school's overall image in the local community**

  Identify a special focus for your school which can be presented to your local community. For example:
  – use your school motto or school crest to promote the goals of your school
  – identify and develop curriculum specialities that match the needs, aspirations and aptitudes of your students and potential students
  – identify and develop the skills of teachers (for example, in student welfare, cross-curriculum or academic areas) to raise expectations and overall standards of achievement at the school
  – emphasise school–business and school–community initiatives, which promotes lifelong learning and encourages community participation in public education
  – identify themes of public education (such as quality teaching, outcomes-based education or basic skills competencies) that are strongly evident in your school.

  Look for ways to build and maintain relationships with local businesses and your community. For example:
  – give recognition for input by local business and community organisations to your school. You could acknowledge sponsorship in newsletters, give public credit in media releases, send letters of appreciation and hold celebratory events
  – invite business and community representatives to participate in school activities and events. These could include management, structured events, training and development, and teaching and learning opportunities
  – investigate providing an annual award for business supporters and/or for specific contributors
  – provide feedback to business and community organisations about their involvement with your school
  – follow through on feedback from business and the community
  – follow up on offers of assistance as soon as possible.

- **Develop a Friends of the School network**

  A Friends of the School network could be a way to bring together key supporters of the school, such as the P&C, school fund-raising committees, the school alumni, business and community leaders, students, parents and other stakeholder representatives. This network would be a source of volunteers and could also provide contacts with potential supporters of your school. For example, the network could provide access to:
  – additional resources, including knowledge, skills, donations and equipment
  – volunteers who are available to mentor students or teachers
  – volunteers who could provide specific curriculum or industry expertise
  – volunteers who could assist in organising or managing school–business relationships (for example, by providing skills in writing, liaison, event management, project management, technology or marketing).

- **Identify a primary spokesperson to represent your school to the local business community**

  This spokesperson could be the principal, a senior teacher or a local business leader who has the support of teachers, patrons of the school, and student and parent representatives. The spokesperson could:
  – be the visible face of the school–business relationship, in the school, to business and in the community
  – make personal approaches to contacts in the business community
  – follow up key business individuals and organisations who are not yet supporting the school
  – identify and gain the cooperation of business people who can represent the world of work to your school; for example, they could provide advice to school management on business expectations and practices, deliver specific training to teachers or students and participate in careers and transition-to-work activities
  – coordinate communication about school–business relationships (and other school publicity) with businesses and local media.

- **Incorporate school–business activities and events into your school calendar**

  Scheduled events become part of normal school routine and culture. It is also easier to ensure that arrangements are made and appropriate people are invited when dates are publicly displayed.

  Some examples of school–business activities and events for the school calendar could include:
  – regular meetings of the organising committee for the school–business relationship

- key school events that showcase the school and/or teacher and student achievements, in which business representatives could be involved
- a school business week, open day or business breakfast, when local businesses and local business and community groups are invited to your school to learn about its teaching and learning programs and about opportunities for school–business relationships
- visits/excursions by teachers and students to local workplaces
- visits/presentations to the school by local business representatives
- training and development events for school and business staff
- any other events in which the school and business have a shared involvement.

- **Establish a public information strategy**

  School–business relationships are usually enhanced when information about them is appropriately circulated. Information should be available:
  - within your school for teachers, parents and students. For example, information can be distributed in assemblies, on posters, in school newsletters and on your school web site
  - within the business community. For example, your school can supply businesses with school annual reports and prospectuses, and provide information on your school's web site. Businesses should be encouraged to provide information about school–business relationships to their employees through workplace newsletters and noticeboards
  - within the wider community. For example, in addition to reports, leaflets and the school's web site, your school can use local radio stations and newspapers to disseminate information about activities and achievements. It would be beneficial to identify a teacher who will regularly supply local media outlets with news articles and community service announcements. Over time, this may increase media interest and depth of coverage for your school.

  Consider developing a range of informative material to promote your school and keep the local community informed. This might include:
  - a one to two page leaflet 'About our school and what we are achieving'
  - a short two to three minute video or PowerPoint presentation about 'How can my business contribute to my local school?'
  - a 'How can I contribute to my local school?' brochure
  - a media and web site 'Fact sheet' on key statistics about your school, its students and its teachers.

  Word-of-mouth is also a very valuable means of communicating. Networking with parents, local business and community organisations can provide opportunities to share information about the successes of your students and to obtain more support for your school.

Contacts

Organisations or bodies that may assist in developing school–business relationships include:

Government bodies

- DET Vocational Education Directorate

- DET Disabilities Unit

- DET Comprehensive Schools Unit

- DET Media

- DET Industrial Relations and Employment Services

- DET School Security

- DET Corporate Marketing

- DET Personnel Programs

- DET Industry Programs
  www.det.nsw.edu.au/industryprograms

- Training and industry contacts published by NSW DET
  <www.det.nsw.edu.au/trainingindustry/index.htm>

- NSW DET Community Grants Programs
  <www.det.nsw.edu.au/eas>

- Information about course curriculum and cross-curriculum from the Board of Studies NSW
  <www.boardofstudies.nsw.edu.au>

- NSW Department of Commerce
  <www.dpws.nsw.gov.au>

- NSW State and Regional Development
  <www.smallbiz.nsw.gov.au>

- New Apprenticeships
  <www.newapprenticeships.gov.au>

- Jobs Pathway Programme
  <jpp.dest.gov.au>

- ANTA (Australian National Training Authority)
  <www.anta.gov.au>

- Enterprise Education
  <www.curriculum.edu.au/enterprise>

Business organisations

- farmers' associations, such as the NSW Farmers' Association
- industry and employer associations
  For example, a list of associations is available from *my future* (Australia's career information service)
  <www.myfuture.edu.au/Services/default.asp?FunctionID=7004&StateCode=NSW>
- Other organisations such as:
  - Australian Chamber of Commerce and Industry
  - Rural Skills Australia
  - Young Achievement Australia
  - Australian Business Limited
  - Australian Industry Group
    - Business Enterprise Centres
      <http://www.smallbiz.nsw.gov.au/frame.cfm?l=/resources/assist/links.html&r=/resources/assist/beclist.html>

Community organisations

Many community organisations have the capacity to assist. For example,

- Lions Australia
- Rotary
- Apex.

Related policies and additional information

There is a wealth of information available from business and educational organisations about the need for school–business relationships and how to establish and build them.

Some useful resources include:

- *Education and business links general policy statement* (DET, 1990)
- *Sponsorship of school and departmental activities* (DET, 1991)
- *Developing home, school and community partnerships* (DET, 2003)
- *Strengthening interagency collaboration* (Equity Programs Directorate, DET, 2003)
- *Schools promotional planning program* – CD (DET, 2003)
- Enterprise Education, on the Curriculum Corporation web site
  <www.curriculum.edu.au/enterprise/inform.htm>
- Teachers in Business Program, in School to Work Planning, on the NSW DET web site
  <www.det.nsw.edu.au/vetinschools/schooltowork/pd/teach_inbusiness.htm>